

# School Hygiene Manual





School Hygiene  
**Manual**

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### **Published by**

South Asia WASH Results Programme  
WSUP Bangladesh

### **Funding**

UK Aid

### **Publication period**

March 2016

### **Assisted by**

Directorate of Primary Education, Dhaka  
Directorate of Health, Services Dhaka  
Country Coordination Unit, Bangladesh  
Water Aid Bangladesh  
Plan International Bangladesh  
Unilever Bangladesh Limited

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# Preface

Better education and health are very important to make the life of children beautiful. Better health is essential for children to have a quality education. Improved hygiene practice is the prerequisite for better health. The children can easily prevent themselves from getting many lethal diseases if they can learn and maintain the hand washing practice with soap. The primary schools of Bangladesh are giving more importance in providing better health and hygiene education to students beside their normal school curriculum. The Directorate of Primary Education (DPE) has already taken part in necessary initiatives to ensure the physical infrastructure for safe water and sanitation facilities in schools. Through these initiatives, students are now more aware and understand more about improved hygiene which they are practicing accordingly. However, only physical infrastructure is not enough to prevent infectious diseases and the dissemination of improved hygiene practice is widely required.

With the financial support of UK Aid, the International Development Organization, WSUP Bangladesh, is implementing the South Asia WASH Results Programme in 14120 Primary schools with the assistance of DPE and Directorate of Health Services (DOHS). The main objective of this programme is to create an enabling environment in schools in order to improve the hygiene practice and hand washing with soap. With the view to achieve these objectives, WSUP Bangladesh has prepared this School Hygiene Manual. In the manual, more emphasis is given on group hand washing for students, ensuring adequate water and soap and proper maintenance of school WASH infrastructures. The Manual will help School Management Committee (SMC), teachers, parents, Little Doctors, Health Assistants and field level officers of DPE for ensuring regular hand washing and to create a hygienic environment in schools with their combined efforts.

I hope that the teachers, parents and SMCs will ensure effective use of the manual which will boost up the improved hygiene practice of the students.



Md. Alamgir (Additional Secretary)  
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# Acknowledgement

Eighty-eight percent of children worldwide suffer from diarrhoea at some time. Diarrhoea is mainly transmitted through the consumption of unhygienic water, poor sanitation management, and an insufficient supply of water for hygiene management. Every year, nearly 1.5 million people across the globe die from diarrhoea. Research shows that by washing one's hands with soap at different required times reduces the likelihood of diarrhoea – related death by a staggering 48%. Water and Sanitation for the Urban Poor (WSUP) is working in 14,120 primary schools in Bangladesh through South Asia WASH Results Programme financed by UK Aid and assisted by Bangladesh's Directorate of Primary Education. In the 14,120 schools WSUP has been working with Unilever Bangladesh Limited, who is supervising a handwashing campaign called 'Lifebuoy School of Five.' The principal objectives of this campaign are to encourage students to wash their hands with soap and water, and to create a suitable school environment which promotes a broader range of healthy and hygienic behaviours. It is with these objectives in mind that the WSUP team in Bangladesh have prepared this manual. The purpose of the manual is to assist teachers, school management committees, little doctors, and parents to implement a hygiene management programme for children of primary school age.

WSUP- Bangladesh have worked hard to create this manual and would like to thank a number of individuals for their contributions. From the Directorate of Primary Education (Planning and Development), we are especially grateful to Mr. Humayun Kabir, (Deputy Director), Mr. Kamrul Islam (Assistant Director), and Mrs. Aysha Khatun (Education Officer). We would also like to thank all of the associated officials who have assisted from the beginning in preparing the manual and implementing the programme. We are also thankful to Dr. Md. Abul Hasim, Director (ESD) of the Department of Health and Dr. Atiar Rahman, Assistant Director (PHC) their valuable input on the manual. Finally, we would like to extend our gratitude to Unilever Bangladesh Limited, Plan Bangladesh, WaterAid, and the SAWR Programme Country Coordination Unit for their help in the preparation of this manual.

It is our hope that this manual will serve as a valuable resource for schools in Bangladesh seeking to improve their implementation of hygiene management activities.



Abdus Shaheen  
Country Programme Manager  
WSUP Bangladesh

# Background

Good health and education are vital components of a child's early development. Sadly, most children in Bangladesh will be affected by diarrhoea in some way, often leading to adverse impacts on their physical and mental development. Unhygienic water, poor sanitation management, and an insufficient supply of water for hygiene management are the leading causes of diarrhoea (WHO, 2008). Diarrhoea claims the lives of 1.5 million people worldwide each year, the majority being children. Research shows that the provision of a clean water supply alone can reduce the incidence of diarrhoea-related deaths by 21%. When proper sanitation systems are in place, this figure jumps to 37.5% (Lenton et al, 2005); and by washing one's hands with soap the incidence of diarrhoea-related deaths is reduced by 48% (Cairncross et al, 2010).



Sanitation and hygiene management programmes have been developed for primary schools, but not all primary schools currently have the programme in place. Many primary schools lack a sufficient number of latrines and/or have latrines which are unhygienic and lack privacy. This situation obstructs the educational environment at schools and has a particularly negative impact on girls' education. In many schools, soap and running water are not available so students are unable to wash their hands. The absence of an sufficient water supply system in school premises contributes to the high incidence of diarrhoea amongst school children.

Ensuring the provision of safe water, implementing sanitation and hygiene management practices, and running promotional activities can greatly improve students' health by encouraging them to practice improved hygiene. Safe water and improved hygiene can also increase school attendance rates and improve students' academic performance. The positive impact of improved water sources are especially observed in relation to girls' education (UNICEF, 2012).

### **Objectives of this Manual:**

The main objectives of this manual are: 1) to accelerate the implementation of improved sanitation and hygiene activities in primary schools and 2) to create a clean and beautiful environment on school premises.

### **Manual Audience:**

This manual was created for members of school management committees, little doctors' clubs, teachers, parents, students, and field staff from the Directorate of Primary Education.

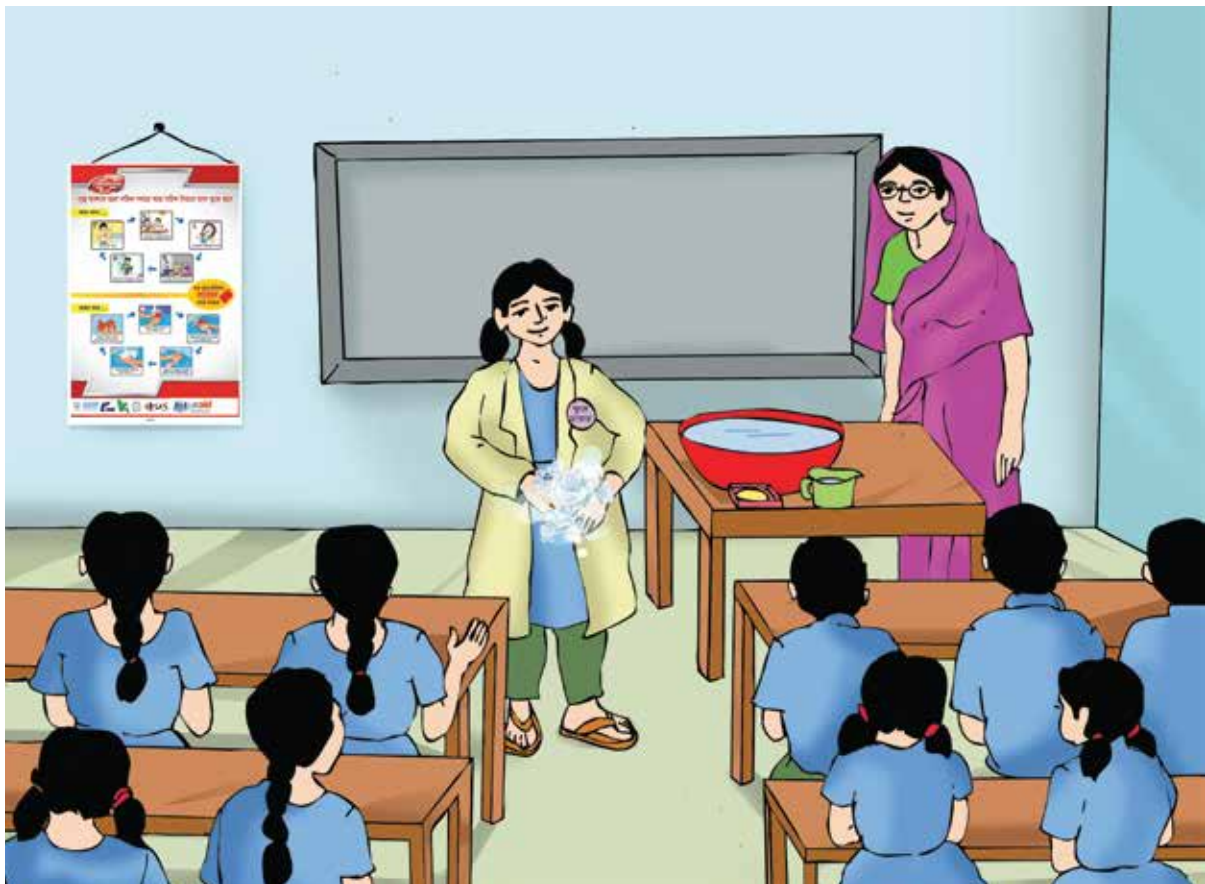


# Management of School WASH Activities

The establishment of the school WASH infrastructure as well as its proper use, management and maintenance are within the scope of work of the SAWR programme. Efficient planning is critical to ensure the proper use and management of the present school infrastructure and see further benefits. The participation of teachers, parents, students and local elites in the decision-making processes is particularly important to ensure the participation of primary school students' in effective hygiene and sanitation activities.

## Strengthening the Little Doctors' Clubs:

Each primary school should have a Little Doctors Club. Of the schools that do have Little Doctors Clubs, the majority are not effective. In order to increase participation in hygiene education activities at the primary school level, it is necessary to train students as "little doctors" who can play an active role in their schools. A team of little doctors



should be built at the start of the academic year according to the government's instructions and trained by the local staff or officials from the Department of Health. NGO staff working in related fields can also help with training the little doctors.

Students in the Little Doctors Clubs will be trained in washing their hands with soap; promoting messages about hygiene practices; supervising and helping their classmates with hygiene practices; and assisting their teachers with these activities as necessary. The students may also help by cleaning school toilets, classrooms, and the general premises at least once per week. Little doctors may also remind their classmates of how to properly wash their hands with soap and water during a weekly assembly. The aforementioned activities will contribute to the overall development of improved hygiene practices amongst Bangladeshi children in primary school. When selecting the little doctors, the teachers should ensure that girls, religious minorities, ethnic minorities, and children with special needs are represented.



### Selecting a Hygiene Teacher:

A school headteacher may nominate any teacher to be a hygiene teacher. Hygiene teachers will be responsible for demonstrating handwashing in school; delivering messages about hygiene practices; and implementing WASH-related activities. His or her main responsibilities will be to supervise the school's overall WASH activities; develop the efficiency of the little doctors; and give advice to the other students on hygiene-related practices. Hygiene teachers may receive assistance in carrying out these responsibilities from other teachers and school headteacher. The school headteacher may prefer to select female teachers for the role of hygiene teacher.

## Responsibilities of the Hygiene Teacher:

1. To demonstrate to parents in parent-teacher meetings how to wash hands; to discuss the benefits of proper handwashing; and to suggest that students should practice these at home.
2. To assist in developing the skills of the little doctors to implement hand washing activities in the school and to monitor and follow up other activities.



3. To monitor the overall activities of the school's WASH programme and to seek assistance/advice from other teachers and/or the headmaster on improving these.
4. To deliver key messages to students and parents in order to prevent diarrhoea.
5. To have overall responsibility for implementing the school's WASH activities.
6. To participate in WASH related-training programmes and share this knowledge in school.
7. To show video clips, CDs and DVDs on handwashing and improved sanitation practices (provided the school has laptops or computers).
8. To seek technical assistance from local health workers about the school's WASH programme; to arrange a monthly campaign on health and cleanliness in the school with the help of local health staff. (In this case the teacher can use the instructions and school visit checklists sent from the Directorate of Health with the assistance of WSUP Bangladesh).

## Upazila Education Officer and Assistant Education Officer Roles:

Upazila Education Officers and Upazila Assistant Education Officers generally provide schools with suggestions for improving the quality of education and overall school management. They also give advice about WASH activities, for instance whether the students wash their hands with soap or not, whether there is water and soap in the latrines and washing places, whether the latrines are clean and usable, and whether the students cut their nails regularly etc. The aforementioned activities may be more effective if they follow up with those activities during subsequent visits. Assistant Education Officers can encourage discussion about these practices in the meetings of school management committees.

## Participation of parents and local elites:

Primary schools in Bangladesh are community based institutions. As a result the involvement of the following people in the overall development and management of the schools is very important: teachers, government employees, parents, local elites, the chairmen of Union Parishads (councils), and religious leaders. School headteachers and hygiene teachers may invite these individuals to various school programmes and seek their help in related activities.

A good working relationship and regular communication between the schools and the communities is vital to ensure the development of sanitation and hygiene activities. If children practice hygienic behaviour only in schools and not at home, then the programme will not be sustainable. Therefore continuous communication between students, teachers and parents is very important. Besides, parents and local elites can share their experiences and learning in various functions like parents meetings and cultural programmes, which can play a vital role in school and community hygiene practices. Hygiene teachers and the little doctors can also take initiatives to deliver hygiene messages to shopkeepers near the schools, hawkers who sell tea, spicy puffed rice, chotpoti, pickles etc.



# School Hygiene Promotion

## Role of the headteacher in school hygiene promotion:

- 1 To deliver appropriate information to parents about safe water, improved sanitation and handwashing with soap regularly in parents' meetings and in subsequent meetings to follow up with parents about students' progress at home .
- 2 To ensure that students are washing their hands with soap before any meals at school, (especially in those schools where a school feeding programme is running).
- 3 To ensure a sufficient supply of soap and water at handwashing facilities and discuss hygiene matters in the meeting of the school management committee, to seek their assistance in implementing washing activities.
- 4 To invite the assistance of field staff from the Directorate of Health and government community clinic staff. This can be done by coordinating and communicating with them and arranging health, nutrition and cleanliness campaigns.
- 5 To provide overall support to hygiene teachers and school management committees for implementing hygiene education and WASH-related activities.



## Messages about hand washing which hygiene teachers may share with their students (UNICEF, 2012):

Topic	Core message	Important hygiene practice/ behaviour	Concept	Learning	Practice
<b>Washing hands with soap</b>	We should wash both of our hands with soap before breakfast, lunch, and dinner. We should also wash our hands after using latrines and when bathing.	Washing hands with soap at key times can reduce the chance of getting diarrhoea by 42-48% and can significantly reduce respiratory problems.	Significant reduction of diarrhoea and respiratory diseases due to proper hand washing with soap.	Students will be able to understand the importance of washing hands with soap before every meal, after using latrines and when bathing.	To wash hands with soap before breakfast, lunch and dinner; and to wash hands after using latrines and while taking baths.
<b>Cleaning and maintenance of the latrines</b>	To clean the latrines with cleaning agents (harpic, phenyl, savlon etc) regularly.	Diarrhoea and worm infestation cause major harm to human health. Proper cleaning of latrines can help to avoid these.	Touching excreta and unhygienic latrines are the main ways to spread these diseases. Unhygienic human behaviour is also responsible for worm infestation.	Students will be able to understand the importance of using latrines and cleanliness.	The school latrines should be cleaned by cleaners under the supervision of the little doctors.  Sandals should be worn (barefeet should be avoided) while using the latrines.
<b>Safe water management/ Water safety plan (WSP)</b>	To test the quality of water (particularly with relation to arsenic) with the help of a local public health officer. To use tablets to refine water if necessary and to plan to collect, transport and preserve safe water.	To ensure the safety of water source from organic and chemical waste by examining and cleaning it.	If needed, schools can provide and preserve safe water. If that cannot be managed, then the water must be treated thermally or boiled and filtered.	Students will be able to understand the importance of thermal treating or filtering water to make it safe.	Schools will use safe water in every aspect of use and especially for drinking purposes.
<b>Waste management</b>	To clean classrooms and lawns everyday. To clean school campuses (fields, surroundings) at least once a week.	It is possible to control harmful insects and to limit their reproduction by removing solid waste and avoiding puddles of standing water.	Solid waste and puddles of standing water are hazardous for health.	To understand that solid waste is harmful for health and that puddles of standing water can hasten insects' reproduction.	To remove the solid waste and take it to a safe place and to drain the water.
<b>Cutting one's nails regularly</b>	The students should cut their nails regularly with the help of the hygiene teacher.	To cut nails every two weeks and to keep hands germ free.	To cut nails every two weeks and to keep hands germ free.	Students will be able to understand the importance of cutting nails regularly.	Students should cut their nails once every two weeks.

### To demonstrate how to wash hands:

Students should wash their hands with soap at least once a day, practicing together for group learning, particularly before lunch and tiffin. Teachers can show students how to wash their hands in class. The teachers can start by demonstrating handwashing to students for a few days and monitor students' progress following that.



### Story preparation for the parents:

Enjoyable stories about handwashing and hygiene practices should be prepared for parents to read to their children. These stories will be a fun way for students to learn about the importance of hand washing and hygiene practices and improve those practices at home and at school.



## Promotion of health hygiene messages and its technique in schools:

Methods	Who	When	Contents
<b>Storytelling</b>	Teachers, students, little doctors	Before or after classes	Stories about safe water, improved sanitation, nail cutting, handwashing, and waste management
<b>Question Answer Sessions</b>	Teachers, students, little doctors	Weekly or monthly	Safe water, sanitation, hand washing, and waste management
<b>Drawing</b>	Teachers, students, and little doctors	Monthly, specific days, annual sports events, and cultural functions	Safe water, sanitation, washing hands, and waste management
<b>Exposure visits</b>	Teachers / School Management Committees	Yearly/bi-annually	WASH practices to be shared with each other & encouraged through a reward scheme.
<b>Role play</b>	Teachers, students, and little doctors	Special occasions/	Inform about good and bad practices. Encourage development of good practices and discard bad habits.
<b>Publicity through close friends</b>	Teachers, students, and little doctors	In school and community on weekly-monthly basis	Promotion through demonstration



# Install Low-cost WASH Infrastructure in Schools

In Bangladesh, schools' WASH infrastructure is generally built according to the government's approved specifications. WASH infrastructure is built bearing in mind considerations related to the school space and such things as the sufficiency of its water supply, electricity, safety, etc. This ensures that all students have access to WASH infrastructure, are able to practice hygienic habits, and study in a healthy environment.

WASH-related benefits should be presented in such a way that students are encouraged to practice hygienic behaviour. Hygienic behaviour can be developed through many small steps and practices, such as using latrines and keeping them clean, hand washing, and collecting water. If these steps are complex and time consuming, then the students may skip some of them, thereby increasing the likelihood of illness. Therefore, the WASH facilities must be available and convenient,



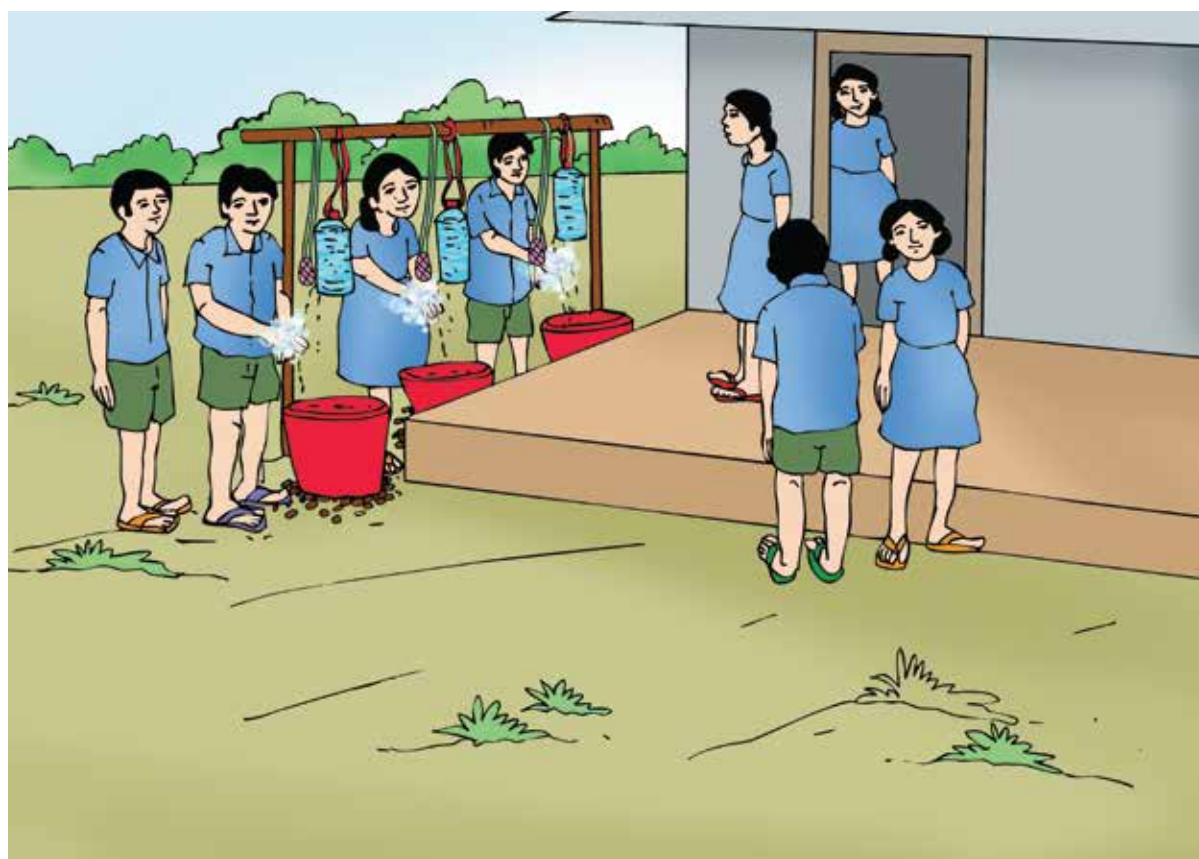
there should be a sufficient number of toilets and basins with respect to the number of the students. The facilities should also be suitably sized for students and there must be provision of running water and soap to wash hands and faces.

At present, wash blocks are commonly built in the schools under government funding, PEDP-3. If there are any promotional materials about hygiene, they should be hung in the WASH premises as this helps to strengthen the connection between education and practice. Presentations should be planned in such a way that any teacher or an experienced individual can provide clarification for students on how to properly use latrines and wash their hands, though most of the students can do these by themselves or need minimum assistance.

UNICEF and WHO have some necessary proposals to design and plan the WASH infrastructure (e.g. infrastructure should be clean, lightly coloured, and have sufficient ventilation). There must be enough privacy for both girls and boys and adequate facilities should be provided for both sexes. There should be provision of cleaning and changing materials for girls during the menstruation period. (UNICEF, 2012)

### **Sample designs for school WASH infrastructure construction:**

Local initiatives to build WASH infrastructure can be made for the schools which do not have wash blocks or enough space. Some sample designs of toilets and hand washing stations, considering status of water supply, availability of electricity and space, and overall situation are given below which will help the school management committees to work.



The following design can be used to build hand washing infrastructure by supplying running water at low cost where there is no electricity:

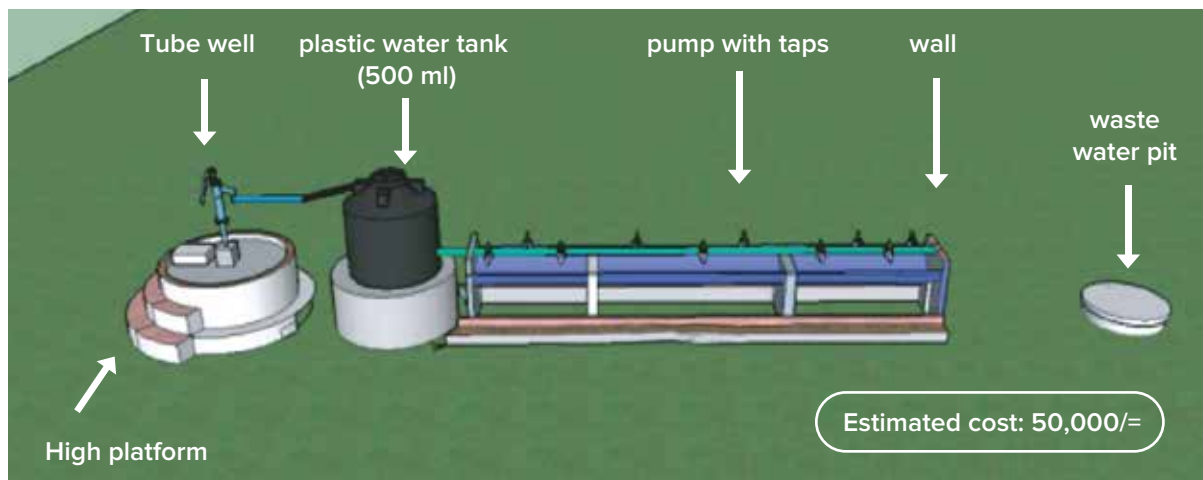


Figure 1: provision of hand washing by tube well water  
(For a higher number of boys and girls)

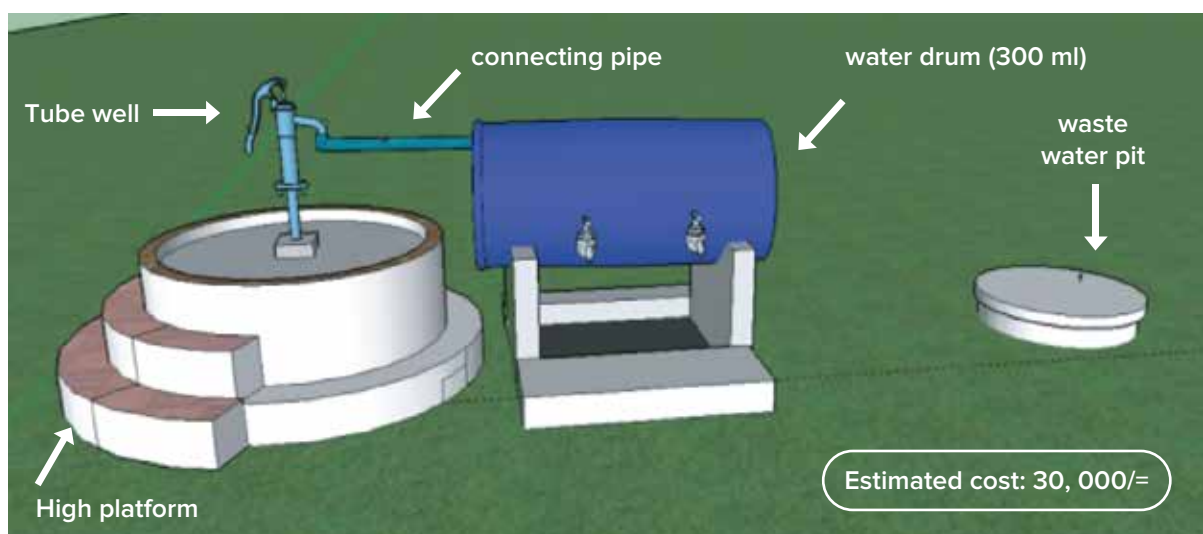


Figure 2: provision of hand washing by tube well water  
(For a smaller number of boys and girls)

# Government Services to Improve School WASH Management

## The types of services that schools can receive from health and community clinic staff:

According to regulation (odhi/ESD urban health programme/2015/2169 and odhi/ESD-urban health programme/2015/2939 sent on 24th November 2015 and 22nd December 2015 from the Department of Health), health staff from local communities should regularly visit the schools and advise them on hand washing and hygiene activities. Health staff should also fill the “School Visit Sheet by Health Staff” designed by the WSUP and the Directorate of Primary Education. During their visits, health staff may provide schools with the following support:



1. To raise awareness of diarrhoea prevention.
2. Provide vaccinations for students.
3. Support with raising awareness about iodised salt, vitamin A capsules and iron enriched foods.
4. Assist with organising events to promote hygiene practices on Global Hand Washing Day and during National Sanitation Month.
5. Assist with observing cleanliness of school premises, toilets, and hand washing stations.
6. Develop little doctors' capacity to: carry out simple eye sight tests for students, record student weights, distribute deworming tablets, demonstrate cutting nails, and encourage regular hand washing with soap.

### Government offices providing services on health, cleanliness and washing practices:

Sl. no	Name of the organisation	Types of services	Responsible person at Upazila level	Responsible person at District level
1	Directorate of Health	<ul style="list-style-type: none"> <li>• To deliver messages about health and nutrition</li> <li>• To vaccinate, provide deworming tablets, measure weight, and examine children's eyesight.</li> <li>• Strengthen little doctor's capacity</li> </ul>	Upazila Health and Family Planning Officer	Civil Surgeon
2	Department of Public Health Engineering	<ul style="list-style-type: none"> <li>• To test, monitor and observe water quality</li> <li>• To raise awareness on the use of safe water and sanitary latrines; to promote cleanliness and environmental sanitation</li> <li>• To ensure the supply of safe water in arsenic-affected areas and other problematic areas (e.g. where saline is present or rocky and hilly areas) by new innovative initiatives.</li> <li>• To ensure safe water and sanitation during calamities (flood, storms, and epidemics, etc.)</li> <li>• To prepare an improved database to modernise safe water supply and sanitation</li> <li>• To arrange technical training to enhance knowledge of LGIS, Entrepreneurs, NGOs and CBOs on Safe water &amp; improve sanitation</li> <li>• To implement water safety plans (WSPs) for various water supply options.</li> </ul>	Assistant/Deputy Assistant Upazila Engineer	Executive Engineer
3	Local Government Engineering Department	<ul style="list-style-type: none"> <li>• To build or rehabilitate school infrastructure</li> <li>• To build and repair water supply infrastructure and latrines</li> </ul>	Upazila Engineer	Executive Engineer
4	Directorate of Primary Education	<ul style="list-style-type: none"> <li>• To develop the skill set of teachers and school management committees.</li> <li>• To ensure a healthy educational environment with regular oversight and monitoring for quality education</li> <li>• To develop school plans and execute them .</li> </ul>	Upazila Primary Education Officer	District Primary Education Officer

## Collection and use of WASH funds for schools:

### The School Level Improvement Plan (SLIP) in government primary schools:

The Directorate of Primary Education assists with the development of schools through a School Level Improvement Plan (SLIP). School management committees use the SLIP fund to carry out operation and maintenance work of school facilities. In addition to the government, many community elites contribute to SLIP funding. A small portion of that funding is used to buy soap, toilet cleaner, mugs, bowls, and other cleaning materials, which can be used to maintain WASH infrastructure.

These can be included in the budget planning process to use the SLIP fund properly. The headteacher can inform the school management committee about this before formulating the budget.

### Managing the supply of soap in schools:

In some schools, a soap-water solution is used instead of plain soap due to the price of the soap or because in some places, birds or wildlife take the soap. Research carried out by icddr,<sup>b</sup> to test the efficacy of soap-water solution found that both soap and a soap-water solution used for only 15 seconds can remove germs or thermotolerant coliforms. Therefore, soap-water solution may be used instead of tablets of soap in schools.



### **Preparation and the use of soap-water solution:**

A soap-water hand solution can be prepared by dissolving 30 grams of powdered soap in 1.5 litres of water, which can then be used for hand washing. During parents' meetings, teachers may ask parents to provide soap for their children to use while they are at school.

### **Soap collection campaigns:**

Parents and rich members of the community can be encouraged to donate soap through a soap collection campaign. A sufficient supply of soap can be maintained by arranging this campaign twice a year. The headteacher can hold consultations with the school management committee and respected individuals in the community to determine if a soap collection campaign is appropriate. Little doctors and student council members may also be a part of this process.

### **To accept grants from wealthier individuals:**

A WASH development fund can be prepared with the help of wealthier people in the community such as the Upazilla chairman, affluent individuals, and members of the school management committee. These individuals can purchase items such as soap, toilet cleaner, brushes, mugs, bowls, etc., which can be used to improve the standard of a schools' current WASH infrastructure. Proper attention must be given to ensure that in-kind contributions to the fund are used specifically for the students as they are intended.

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School WASH Database 2015, WSUP Bangladesh



# Clean Hands, Healthy Life

## Five benefits of hand washing with soap:

1. Reduce diarrhea spread
2. Keep hands clean and germ-free
3. Reduce worm infection
4. Low respiratory infection risk
5. Prevent eye infection



**Published by:**

WSUP Bangladesh

South Asia WASH Results Programme (SAWRP)

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