CHOPRAJHAR
GREEN VALLEY ACADEMY

SCHOOL LIFE
SAFETY & HYGIENE

1.INTRODUCTION

Human Development is known to be more closely linked to access to water and sanitation than to any other development drivers, including health, education, or access to energy services. The Sustainable Development Goal (SDG) of clean water and sanitation sets the target of achieving universal access to safe and affordable drinking water and sanitation for all by 2030 by adequately investing in infrastructure, providing sanitation facilities and encouraging hygiene at every level (Sustainable Development Goal, 2015).

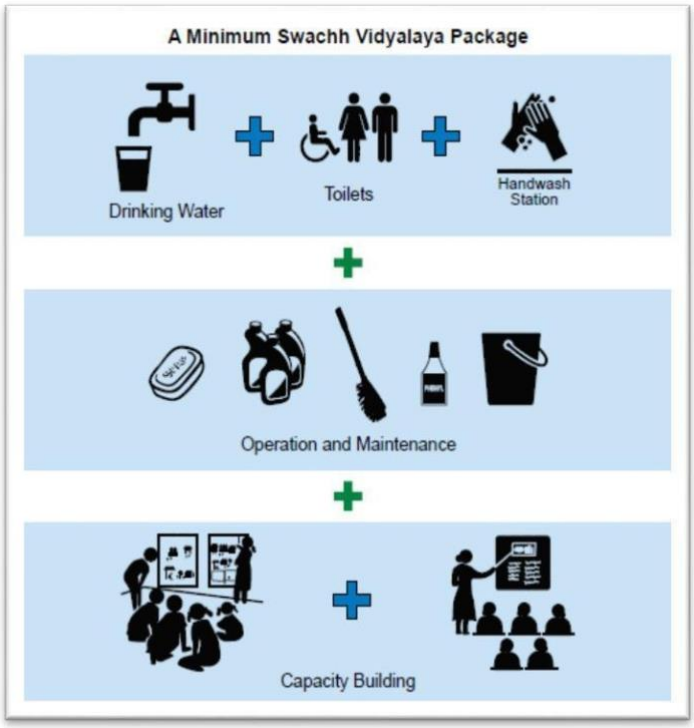
Ensuring adequate safe water in schools, well maintained sanitation and hand washing facilities and behavior is a critical part of SDGs and is known as Water, Sanitation and Hygiene Education (WASH) in Schools. The strategy helps fulfill children's rights to health, education and participation, and has been widely recognized for its significant contributions to achieving the SDGs – particularly those related to providing access to primary education, reducing child mortality, improving water and sanitation, and promoting gender equality. WASH in Schools not only promotes hygiene and increased access to quality education, but also supports national and local interventions to establish equitable, sustainable access to safe water and basic sanitation services in schools.

A defining moment for WASH program in the country was on 15th August 2014, when the Hon'ble Prime Minister of India, in his speech from the ramparts of the Red Fort on 67th Independence Day accorded top priority to toilets for girls in schools. *"I want to start one work from today. There should be a toilet in all the schools of our country. A separate toilet for girls... it is only then our girls will not have to quit schools."* He set a one-year target for construction of toilets in schools. Achievement of the target in terms of toilet infrastructure, has set the path for further work to ensure functionality and usability.

In 2014, The Ministry of Human Resource Development, Government of India launched 'Swachh Bharat Swachh Vidyalaya' (SBSV) initiative to ensure that all schools in India have access to separate functional toilets for boys and girls. The initiative also has its emphasis on promoting safe and appropriate hygiene practices in schools and behavior among children.

The Journey of WASH program in India

- **2014:** Hon'ble Prime Minister prioritizes separate toilets for girls in schools.
- **2014:** Launch of Swachh Bharat Swachh Vidyalaya initiative by Ministry of Human Resource Development, Government of India.
- 2015: Achievement of target of providing separate functional toilets for boys and girls in all schools.
- **2016:** Launch of Swachh Vidyalaya Puraskar



The year 2016 was very significant for WASH program in schools in India as the Department of School Education and Literacy, Government of India launched the Swachh Vidyalaya Puraskar (SVP) 2016-17 to recognize and celebrate excellence in school sanitation. With technical and knowledge support from UNICEF and Administrative Staff College of India, the launch of SVP has been a great step for this sector as it has introduced the benchmarking system for WASH in schools. Through a five-star rating system, it endeavors to help the schools self-evaluate their WASH status and develop a road map for improving it. It rewards and recognizes schools, districts and states/ UTs for their exemplary performance on WASH indicators – water, toilet, hand wash with soap, operations & management, and behavior change & capacity building.

The launch of Swachh Vidyalaya Puraskar also ensures that the officials of Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) have the requisite set of skills for upgradation of schools as per the requirements identified for Puraskar at State, district, block and school level.

Swachh Vidyalaya Puraskar open for Government schools only in 2016-17 has been extended to private schools affiliated to CBSE, other state boards etc. for the year 2017-18.

2. WASH IN SCHOOLS

2.1. The need for WASH in Schools

Schools are meeting hubs for children from diverse family backgrounds and can also become nodal centers for transmission of infections through contact with contaminated water, food, air and soil. Research across the world has proven that lack of safe WASH processes in schools leads to transmission of pathogens responsible for respiratory infections and intestinal diseases. WASH interventions can help in establishing effective measures to restrict the spread of infections, thereby safeguarding the health of children.

WASH in schools is an integrated intervention involving improved access to water supply and sanitation infrastructure in schools while ensuring operation & maintenance, hygiene education, health education, monitoring, funding and institution building. It is critical to maintenance of hygiene and thereby healthy surroundings.

BEAT
Plastic
Pollution

BEAT
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Pollution

WASH interventions in schools should include:

- Functional & well- maintained safe water supply points, gender segregated toilets, hand-washing stands, systems for safe disposal of solid and liquid waste;
- Fully integrated life skills education, focusing on key hygiene behaviors for school children using participatory teaching techniques;
- Outreach to families and the wider community for ensuring they take responsibility for maintenance of WASH facilities.

2.2. Role of Teachers

Teachers are key stakeholders in the WASH programs. Their dedicated involvement and buy-in is crucial for the success and sustenance of WASH programs. It is therefore important for teachers to appreciate and disseminate the importance of integrating WASH education in the regular curriculum alongside health and hygiene education. Training teachers on WASH components and practices is essential to sustaining the Swachh Vidyalaya initiative. .

WASH is not another subject in school but a life skill used to be used by children at school, at home and in the community to improve their overall health and hygienic living conditions.

Children not only receive just information but also actively promote good health and hygiene.

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3. STANDARD OPERATING PROCEDURE FOR WASH

This section provides step-by-step approach for easy understanding and implementation of WASH in School programs for sustained benefits. The Standard Operating Procedures (SOP) would also facilitate compliance with Swachh Vidyalaya Package and easy dissemination of knowledge to children, parents and communities.

3.1 SOP for Safe Handling of Drinking Water

Safe water is crucial to physical well-being. Thorough testing and treatment can make water safe from faecal and/or chemical contamination. The knowledge to be imparted and the expected outcomes are as below:

Theoretical Knowledge	Expected outcome
Where possible, communities should collect water from a safe source and store it safely. If the source is not safe, water must be treated through boiling, filtering, solar or chemical disinfection methods such as bleaching powder and chlorine tablets.	If the source is not safe, children always treat the water through boiling, filtering, solar or chemical disinfection.

CHECKLIST FOR ENSURING WATER SAFETY

- Source of water should be free from contamination
- Water fetching containers should be washed, scrubbed, rinsed with clean water and dried in the sun before use
- Water containers should be covered at all times including during transportation of water
- Water should be stored in containers with a hard cover or screw cap
- Water should be served using ladles with long handles or taps
- Hands should be clean before handling ladle and fingers should not dip into water.
- Drinking vessel/ glass should preferably not be shared. If you share your glass, you share your germs.
- In case school has a water purifier the instructions for usage, servicing schedule must be displayed near it.

3.2 SOP for Sanitation and Hygiene

Behavior change in children for adoption of hygienic practices has the potential of impacting the behavior of families and wider community and contribute to improving their quality of life. Effective hygiene education for children is a life skill education that goes beyond provision of factual information on health risks associated with poor hygiene practices. The life skills approach focuses on changing children's hygiene behaviour through interactive communication rather than a lecture mode of teaching.

The best way of imparting good practices pertaining to personal hygiene are through group discussions and talks delivered during the time of assembly. In addition to this, monitoring each and every child on their hygiene behavior especially by involving child cabinet members is very effective. Also, one dedicated class per week for personal hygiene is imperative where scientific temperament can be invoked pertaining to personal hygiene and this temperament will go a long way in setting the hygiene behaviour of children.

Personal Hygiene

- Usage of toilets for urination and defecation
- Pouring water in the toilet or pushing the flush button; after urination and defecation
- Hand Washing with soap after defecating,
- Hand washing with soap before eating, after playing with animals and in playground and after handling of child feaces
- Wearing shoes or slippers
- Cutting nails
- Daily Brushing teeth in the morning and preferably before going to bed
- Daily bathing of body with soap.
- Washing of hair at least once a week.

Teaching methods that are considered most effective for imparting hygiene education are as below :

Methods suitable for children aged 6–8 years	Methods suitable for children aged 8–11 years	Methods suitable for children aged 12–15 years
Listening to, reading and telling stories	Listening to, reading and analyzing, and telling stories	Performing dramas, role playing, pantomime, skills demonstrations
Reciting poems and singing songs	Quizzes	Analyzing and writing stories
Performing drama/short role plays	Conversations and discussions	Group and class discussions
Watching and participating in various types of puppet plays	Singing and dancing	Singing and dancing; Drawing and painting
Drawing, painting, colouring,	Making various types of models	Brainstorming
Conversation and Discussions	Drawing and painting	Language and maths games
Playing with clay	Compositions and creative writing	School/community observation and mapping or excursions
Doing simple hygiene tasks	Brainstorming	Quizzes and puzzles
Presentation to parents and family members		Peer and family members' observations and analysis of Behavior

3.3 SOP for Food Hygiene

Eating healthy food is essential for the well-being and survival of each human being. Eating ‘contaminated’ food (also known as ‘food poisoning’) can be a significant source of diarrhoeal diseases. The knowledge to be imparted and the expected outcome is as below:

Theoretical Knowledge	Expected outcome
Food hygiene and diseases are linked. Food should be stored appropriately. There are recognizable signs when food is spoiled.	Children know how to store food appropriately and ecognize common signs of spoiled food. Raw fruits, vegetables, meat, poultry or fish are treated and stored appropriately.

CHECKLIST FOR ENSURING FOOD SAFETY

- Food handling and preparation must be done with utmost cleanliness
- All food handlers should remain clean, wear washed clothes and keep their finger nails trimmed, clean and wash their hands with soap/ detergent and water before commencing work and every time after touching, raw or contaminated food or using toilet.

- Helpers should avoid touching or scratching their face, head or hair while handling food
- Chewing, smoking, spitting and nose blowing should be prohibited within the premises especially while handling food.
- To avoid food contamination through transfer of bacteria, helpers should wash their hands after coughing / sneezing, visiting toilet, using telephone, smoking etc
- hey should avoid certain hand habits - e.g. scratching nose, running finger through hair, rubbing eyes, ears and mouth, scratching beard, scratching parts of bodies etc. during handling of food.

3.4 SOP for Waste Management

Waste management is an integral part of the WASH programs and hence appropriate knowledge regarding its handling and management should be part of school curriculum. Proper scientific handling of solid waste, liquid waste from toilet, and stagnant water helps in pest control and limits breeding mosquitoes and flies. The knowledge to be imparted and the practice expected is as below:

Knowledge	Practice
3Rs of solid waste management are: Reduce- consumption of products Reuse- if possible eg. plastics Recycle- if reuse is not possible The solid waste should be segregated into organic and inorganic waste. Organic waste includes wet waste generated from and dry waste such as paper, cardboard, leaves, and timber. Compost pit is an ideal solution for disposal of organic waste as the activity would only add value to the waste and, in turn, it could be used as manure. Inorganic wastes (also known as non-biodegradable waste) are chemical substances of mineral origin like plastic, metallic containers, bottles etc. Inorganic waste cannot be degraded naturally. The ideal solution for its disposal is recycling process and hence should be sent for the recycling. Similarly, liquid waste should not be allowed to stagnate as it would subsequently become a breeding ground for vectors. Proper outlet, in the form of septic tank or leach pit should be used for disposal of liquid waste.	Solid waste is collected and segregated at the source. Organic waste should be disposed in the pit where it shall degrade naturally and inorganic waste is sent for the recycling process. The water should not be allowed to stagnate and should be drained through proper channel. Untreated Liquid waste - May lead to diseases like cholera and Hepatitis Improper solid waste disposal - ends up as unwanted landfills or in the oceans as garbage islands, causing environmental damage

3.5 SOP for Menstrual Health Management

Menstrual Health management is about teaching adolescent girls on how to manage menstruation in a way that doesn't put them at risk of infections that will go untreated. Using customized educational videos developed and produced by local communities to effectively improve health knowledge and behavior.

The knowledge to be imparted and the expected outcome is as below:

Knowledge	Practice
Menstrual blood is not dirty, unhygienic or unclean. It is simply blood and tissue sloughed from the lining of the uterus. The odour during menstruation is caused by bad hygiene of the genitals.	Adolescent girls would be aware of the scientific methods to be applied for personal hygiene and disposal of waste during the menstruation period.

3.6 Roles & Responsibilities of Parents & Community

Parents and community members can play important roles in keeping the school clean, safe and healthy, and in encouraging children to adopt improved hygienic behaviour. The Government schools in rural and near urban slums get used many a times for community events and official Government events like electoral polling and also as temporary shelter during floods and cyclones; and in such circumstances the school water, sanitation and hand washing facilities face maximum wear and tear. In case there is community ownership on part of parents and Gram Panchayat people then the situation of wear and tear can be avoided and be minimized; thus it is critical to involve community members and parents in WASH in Schools program.

Role of Local Committees, Parents & Communities

- Key partners during planning and implementation.
- Financial allocation to supplement school maintenance grants to meet the requirement for WASH facilities.

3.7 SOP for Operation and Maintenance

school teachers will have to take responsibility for maintaining the school Operation and Maintenance (O&M) schedule. . A general checklist of maintenance schedule is as follow:

3.7.1 DAILY MAINTENANCE

- General cleaning of classroom and staff room floors .
- Cleaning of any water-logging in the entire school premises
- Dusting of general storage, desks and benches and toy/book storage for children
- Ensure that soap and water are always available at hand washing points
- Ensure all toilets/urinals and water points are usable and functional
- Ensure all toilets and urinals are clean
- Check for loose locks and shutters of all the doors, windows and almirahs etc.

3.7.2 MONTHLY MAINTENANCE

- Cleaning of dust from all appliances and walls etc.
- Remove dumped rubble/debris/building waste from the premises
- Observe any water logging in open areas
- Check for clogged drains on the ground,
- Remove stains and marks on the enamel painted portions of the walls (especially corners and edges) door, window, almirah shutters with damp cloth/mill detergent dampened cloth
- Check for any damp marks on the walls, ceilings, and floor
- Check for any termites in the building
- Check for proper hardware operation of all doors, windows and almirahs
- Check for any cracks on walls and roofs
- Check if main water storage tank cover and outlets are leaking and the stored water is clean
- Check if all the manhole covers/inspection chamber covers are properly in place and not damaged
- Check for all leaky taps, valves, flushing cisterns etc.

- Check for any blockage in the drains, sewage pipes and waste water pipes
- Check if the First Aid kit is up-to-date and the medicines are within their expiry date. Replenish as per need.
- Check the functioning of hinges, bolts and other hardware of all doors and windows
- Clean all dust from the fans, tube lights and bulbs

3.7.3 SEASONAL/QUARTERLY MAINTENANCE (BEFORE MONSOON)

- Check the water tank thoroughly for leakage etc. Seal it with water proof cement or sealant and clean it at regular intervals
- In case of an underground tank, check if the cover and the brim of the tank is intact and sufficiently raised from the surrounding ground level
- Thorough cleaning of the roof, water outlets, checking for cracks, broken gola, coping, chhajja etc. Checking and repairing of leaky roofs
- Leveling and cleaning of open school ground
- Thorough checking of electrical lines and earthing (if applicable)
- Clean coolers (if any), water tank, change pads, check all electrical systems and earthing
- Thorough cleaning of water storage tanks as described above

3.7.4 ANNUAL MAINTENANCE

- General repair and maintenance work during the vacation
- Structural repair and plaster work
- Associated painting work
- Thorough cleaning of sewage and waste water lines
- Thorough cleaning of inspection and junction chambers. Repair of leaks, if any.
- Thorough cleaning of septic tanks/ leach pits
- Major repair of any electrical lines and earthing

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4. CONCLUSION

The WASH in schools program is a holistic approach in building infrastructure, processes and an attitude and temperament towards hygiene behaviors. A substantial body of literature on WASH supports the causality between its implementation and positive health related benefits accrued to children, thus improving their attendance and performance in schools.

Given the positive impact of WASH on various facets of child development, it is pertinent that WASH related curriculum should be integrated into the daily learning schedule of children. The effectiveness of SoPs can be enhanced if theoretical knowledge dissemination is coupled with practical learning and can be made more enjoyable for children. A model weekly schedule that can be implemented by schools is as below:

TIME TABLE FOR WASH RELATED CURRICULUM	
Monday	**PERSONAL HYGIENE**
Tuesday	**FOOD HYGIENE**
Wednesday	**SAFE HANDLING OF DRINKING WATER**
Thursday	**WASTE MANAGEMENT**
Friday	**MENSTRUAL HEALTH MANAGEMENT**
Saturday	**PARENTS AND COMMUNITY ENGAGEMENT**

The most effective medium for dissemination of knowledge and practice for sustaining WASH in Schools program and ensuring that ourschool remain Swachh are through discourse by head master and students during morning assembly, integration of WASH topics in regular classes by teachers, implementing games revolving around the topic of Wash, dedicating one Saturday in a month for WASH related extracurricular activities such as competitions, and community outreach etc. The above child friendly interdisciplinary curriculum focuses on life skills, community service activities and peer-to-peer interaction which increase participation by children. This kind of curriculum is inherently linked to individual and collective capabilities, opportunities and access to information.

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