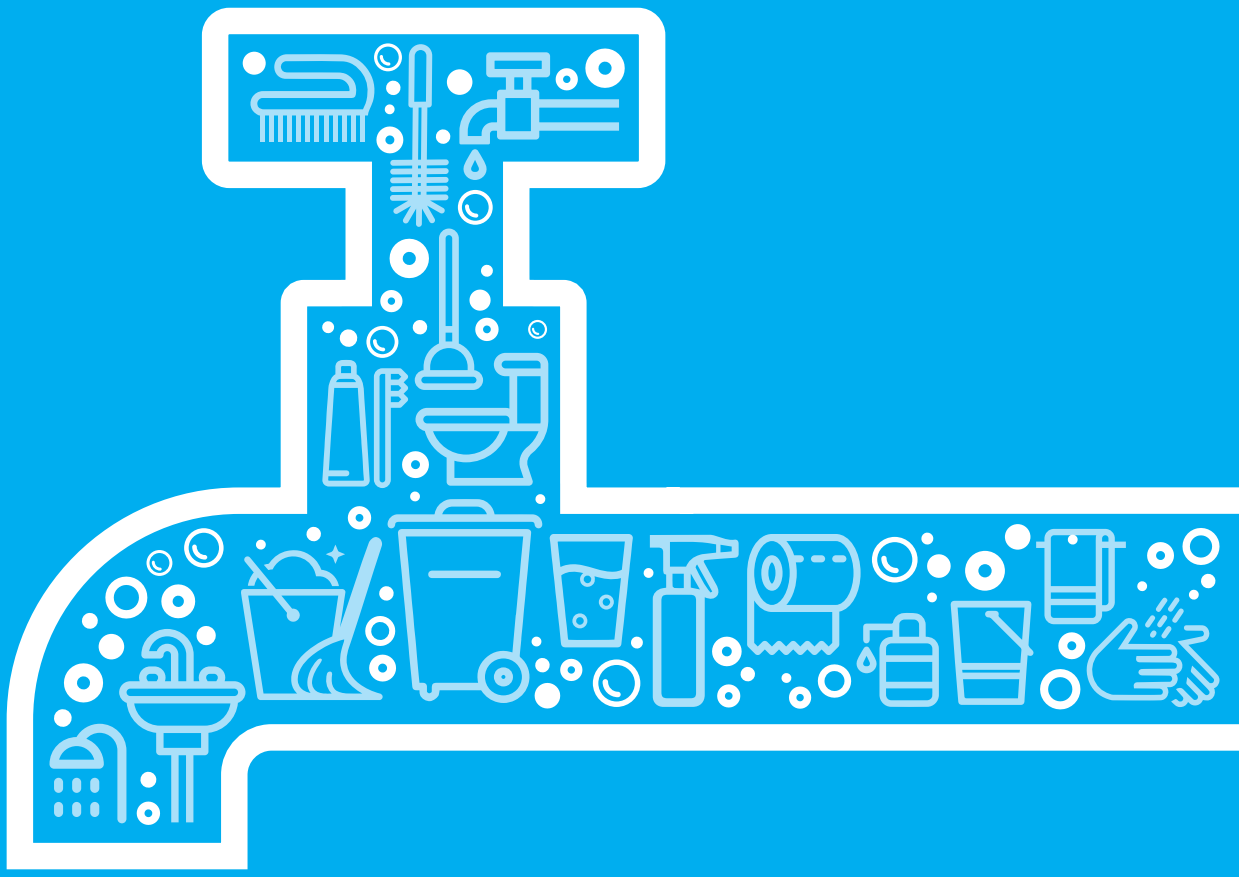
Water, Sanitation and Hygiene
in South African Schools



education
MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA

CSTL
CARE AND SUPPORT FOR TEACHING AND LEARNING
SOUTH AFRICA

Acknowledgements

This publication was developed by MIET Africa in collaboration with UNICEF, the Mpumalanga Department of Education, the Department of Basic Education and the Mpumalanga and national Departments of Health.

It forms part of the water and sanitation work being conducted under the umbrella of the Care and Support for Teaching and Learning (CSTL) Programme in Mpumalanga Province between 2016 and 2018, in partnership with the Mpumalanga Department of Education and the Department of Basic Education, with funding from UNICEF.

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ISBN: 978-0-9946957-2-7

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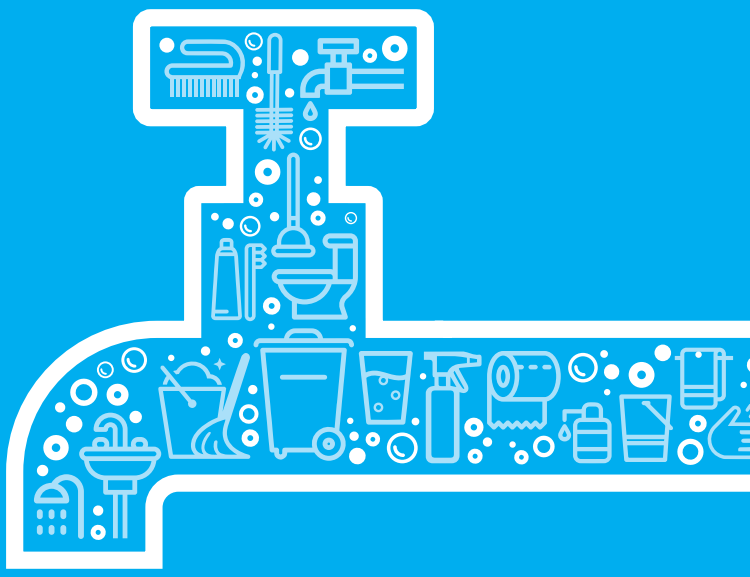
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ABBREVIATIONS

CAPS	Curriculum and Assessment Policy Statement
CSTL	Care and Support for Teaching and Learning
CTOP	Choice on Termination of Pregnancy Amendment Act (South Africa)
DBE	Department of Basic Education
DoH	Department of Health
HCT	HIV Counselling and Testing
ISHP	Integrated School Health Policy
PMTCT	Prevention of Mother-to-child Transmission of HIV
SBST	School Based Support Team
SDG	Sustainable Development Goal
SGB	School Governing Body
SMT	School Management Team
STI	Sexually Transmitted Infection
VIP	Ventilated Improved Pit (toilet)
WASH	Water, sanitation and hygiene
WHO	World Health Organization





THE WASH PROGRAMME

Safe water and adequate sanitation are basic human rights and, together with good hygiene, are fundamental to children's growth, public health, and human and economic development. SDG 6 prioritises safe water and adequate sanitation. Poor water, sanitation and hygiene (WASH) leads to disease.

Disease impacts education, not only affecting physical and mental development but also children's ability to attend and perform well in school. Given that ill-health and absenteeism caused by WASH-related disease is both preventable and more prevalent among those living in poverty, poor WASH serves to further exclude those already marginalised by a host of inter-related barriers to education achievement.

Healthy children have higher chances of benefitting from education, and better education increases socioeconomic status, so breaking intergenerational cycles of poverty. Better education is also associated with long-term health gains. Schools are sites for health education on topics that directly affect children's current and future health, and present the ideal opportunity to influence the immediate and long-term health behaviour of children and youth.

WASH in schools means increasing opportunities for education achievement by reducing the incidence of sanitation-related disease. It does this by ensuring access to clean and safe water; providing safe, secure, hygienic and functional toilet facilities that respect people's dignity; and providing health services and education to promote health and hygiene.

THE CSTL PROGRAMME

Because water and sanitation is so important in creating an enabling environment for effective teaching and learning, it falls within the overarching framework of the Care and Support for Teaching and Learning Programme. CSTL offers a comprehensive, coordinated, multi-sectoral response to addressing barriers to learning and development for learners and educators. It was adopted in 2008 by Ministers of Education in the Southern African Development Community with the goal of transforming schools into inclusive centres of learning care and support, in order to ensure that all children access quality education and perform optimally.

Effective school governance, management and leadership

Effective school governance and management is essential for a well-functioning school. Although all members of the school community have responsibilities for maintaining a healthy school environment, the principal, with the assistance of the SMT, carries overall responsibility for organising and managing the environment of the school to ensure that it supports teaching and learning needs and meets health and safety regulations.[1]

This means ensuring that policies such as the Integrated School Health Policy (ISHP) are implemented, and that facilities are kept clean and maintained in good working order[2], that cleaning and maintenance is well planned, and that everyone knows, and is skilled to perform, their roles and responsibilities. In this way, learners also learn to take care of public facilities and about the value of shared responsibility.

Partnerships for coordinated service delivery

Many issues (socioeconomic, societal, public health and systemic) fall outside of the core mandate of education, but nevertheless impact on education outcomes. For example, the supply of water to schools falls within the mandate of local government, while the mandate for children's health and wellbeing is shared by the Departments of Health, Social Development and Education. This means that education departments should collaborate and partner with other government departments and civil society organisations to integrate plans and budgets to meet their respective obligations.

Ten mandated priority action areas to address barriers and secure inclusion

The Department of Basic Education (DBE) has identified ten priority intervention areas in which there must be delivery with respect to care and support activities across all schools. These priorities respond to the legal and developmental policy and legislative mandate placed on the DBE, and have been shown to be effective in securing inclusion and addressing the barriers currently facing many vulnerable learners and groups of marginalised children. The ten priority areas are: A Rights-based and Socially Inclusive and Cohesive School; Nutritional Support; Health Promotion; Infrastructure, Water and Sanitation; Social Welfare Services; Psychosocial Support; Safety and Protection; Curriculum Support; Co-curricular Support, and Material Support.

CSTL

CSTL National Model

SOUTH AFRICA



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

Direktion für Entwicklung
und Zusammenarbeit DEZA

MiET AFRICA

WASH falls within several priority areas:

- **A Rights-based and Socially Inclusive and Cohesive School** ensures that all school community members know, respect, protect and promote children's rights to education, equality, freedom from discrimination, dignity, and all other rights necessary to equally enjoy their right to education. Access to safe water and adequate sanitation facilities is a human right.
- **Health Promotion** enables educators and learners to increase control over their own health, thereby improving their overall health and wellbeing. WASH supports the delivery of the ISHP, including screening, oral care, deworming and health education. Safe water and adequate sanitation facilities prevent disease and are prerequisites for good health.
- **Infrastructure, Water and Sanitation** provides and maintains habitable and appropriate physical school structures designed to meet all the accommodation requirements of school communities. This includes access to safe water, and the provision of clean and well-maintained sanitation facilities.
- **Nutritional Support** addresses barriers to learning associated with hunger and malnutrition, and includes the delivery of a quality national school nutrition programme, including that food is prepared in hygienic conditions so that it is free of microorganisms that cause disease.
- **Curriculum Support** ensures efficient and effective curriculum delivery by appropriately skilled and supported educators. Personal and environmental health and hygiene education form part of the Life Skills and Life Orientation curricula.

WASH AND THE ISHP

WASH supports the ISHP, which contributes to the improvement of the general health of school-going children and the environmental conditions in schools, and addresses health-barriers to learning to improve education outcomes of access, retention and achievement at school. Its purpose is to ensure the optimal health and development of school-going children and the communities in which they live and learn.

The ISHP addresses a range of areas, including:

- Health promotion and health education (including personal and environmental hygiene to impact on the immediate and long-term health behaviour of children and youth)
- Coordination and partnership between the Department of Health (DoH), DBE and Department of Social Development, and all other relevant stakeholders and role-players
- Provision of an essential package of health services in schools (including individual learner assessment and screening once during each of the four educational phases)

HEALTH SCREENING	ON-SITE	HEALTH EDUCATION
Foundation Phase (Gr R-3)		
• Oral health • Vision • Hearing • Speech • Nutritional information • Physical assessment (gross and fine motor) • Mental health • Tuberculosis • Chronic illnesses • Psychosocial support	• Parasite control: Deworming and bilharzia control (where appropriate) • Immunisation • Oral health (where available) • Minor ailments	• Hand washing • Personal and environmental hygiene • Nutrition • Tuberculosis • Road safety • Poisoning • Know your body • Abuse (sexual, physical and emotional abuse)
Intermediate Phase (Gr 4-6)		
• Oral health • Vision • Hearing • Speech • Nutritional assessment • Physical assessment • Mental health • Tuberculosis • Chronic illnesses • Psychosocial support	• Deworming • Minor ailments • Counselling regarding sexual and reproductive health (SRH) (if indicated), and provision of and referral for services as needed	• Personal and environmental hygiene • Nutrition • Tuberculosis • Medical and traditional male circumcision • Abuse (sexual, physical and emotional abuse incl. bullying, violence) • Puberty (e.g. physical and emotional changes, menstruation and teenage pregnancy) • Drug and substance abuse
Senior Phase (Gr 7-9)		
• Oral health • Vision • Hearing • Speech • Nutritional assessment • Physical assessment incl. anaemia • Mental health • Tuberculosis • Chronic illnesses • Psychosocial support	• Minor ailments • Individual counselling regarding sexual and reproductive health (SRH), and provision of or referral for services as needed	• Personal and environmental hygiene • Nutrition • Tuberculosis • Abuse (sexual, physical and emotional abuse incl. bullying, violence) • Sexual and reproductive health • Menstruation • Contraception • STIs incl. HIV • Medical and traditional male circumcision • Teenage pregnancy, CTOP, PMTCT • HCT and stigma mitigation • Drug and substance abuse • Suicide

HEALTH SCREENING	ON-SITE	HEALTH EDUCATION
Further Education and Training (FET) (Gr 10-12)		
• Oral health • Vision • Hearing • Speech • Nutritional assessment • Physical assessment incl. anaemia • Mental health • Tuberculosis • Chronic illnesses • Psychosocial support	• Minor ailments • Individual counselling regarding SRH, and provision of or referral for services as needed	• Personal and environmental hygiene • Nutrition • Tuberculosis • Abuse (sexual, physical and emotional abuse incl. bullying, violence) • Sexual and reproductive health • Menstruation • Contraception • STIs incl. HIV • MMC and traditional • Teenage pregnancy, CTOP, PMTCT • HCT and stigma mitigation • Drug and substance abuse • Suicide
All Schools		
	• Environmental assessment • First aid kit • Water and sanitation • Cooking area • Physical safety • Ventilation (airborne infections) • Waste disposal • Food gardens • Recycling	

Provision of on-site services

A package of on-site services should be provided at schools. These include:

- Parasite control: Deworming and bilharzia control (where appropriate)
- Immunisations
- Treatment of minor ailments especially treatment of skin conditions
- Sexual and Reproductive Health services where indicated. These will focus on provision of dual protection (to prevent pregnancy and STIs including HIV infection) and provision of HCT.
- Environmental assessment, including provision of first aid kits, adequate water and sanitation, physical safety and issues related to food safety and suitability. These assessments should be undertaken by Environmental Health Officers.

It is anticipated that the package of on-site services will be expanded over time. For now school health services are strongly encouraged to provide additional services on-site, especially where this will significantly reduce the number of learners who require referral. These services may be provided by existing DOH services (e.g. dental therapists who might visit the school together with the school health nurse or at a separate time) or by other providers on a regular or intermittent basis (e.g. services provided by NGOs or by professional societies on a voluntary basis.



WASH IN THE CAPS LIFE SKILLS AND LIFE ORIENTATION CURRICULA

Health education is incorporated into the school curriculum and provided through the Life Skills and Life Orientation learning areas. Life skills teaching should also be supplemented with additional co-curricular/school-based activities, especially in secondary schools. The Life Orientation curriculum addresses a range of areas, including:

FOUNDATION PHASE (Grades R-3) WASH, oral care & Life Skills

GRADE	TERM	TOPIC
Grade R	Term 1 Week 7	**Healthy living** • Good basic hygiene practices » Washing regularly » Cleaning teeth, hair and nails » Washing fruit before eating » Good toilet habits
	Term 3 Week 9	**Healthy environment** • The importance of a clean environment • Ways in which people pollute the environment • The importance of recycling
Grade 1	Term 1 Week 3	**Healthy habits** • Proper use of toilet • Washing hands • Keeping clean • Hair, teeth and nails • Washing regularly
	Term 2 Week 4	**Keeping my body safe** • Protecting our bodies from illness » Covering mouth and nose when sneezing or coughing » Never touching another person's blood » Washing fruit and vegetables before eating » Making water safe to drink
	Term 3 Week 1	**My community** • Looking after facilities in my community – such as public telephones, public transport and public toilets • Keeping places clean – include using bins and not littering
	Term 4 Week 3	**Water** • Uses of water – home and school • Ways water is wasted • Ways of saving water • Safe and unsafe drinking water • Storing clean water

FOUNDATION PHASE (Grades R-3) WASH, oral care & Life Skills		
GRADE	**TERM**	**TOPIC**
Grade 2	Term 1 Week 1	**What we need to live** • Why we need water, sources of water
	Term 1 Week 3	**Healthy living** • Protecting food we eat – includes protection from flies, keeping food cool • Simple ways of purifying water
Grade 3	Term 1 Week 3	**Health protection** • Basic health and hygiene – include not touching other people's blood
	Term 2 Week 4	**Recycling** • What happens to our waste • Re-using (things that can be used again) • Recycling (used things that can be made into something new) • Reducing (using less) • What cannot be recycled • Recycling at home and at school • Making compost out of things that rot • Re-using water **Pollution** • What pollution is • Different types of pollution – water, land, air, noise • Effects of pollution on the environment

Intermediate Phase (Grades 4-6) WASH, oral care and Life Skills		
GRADE	**TERM**	**TOPIC**
Grade 4	Term 4	**Health and environmental responsibility** • Personal and household hygiene » Personal hygiene items that cannot be shared » Germ breeding areas in the house » Dietary habits of children » Impact on dental and oral hygiene • Healthy environment and personal health: home, school and community » Examples of environments that are unhealthy: pollution (air, water and land), including illegal dumping sites » Dangers of unhealthy environments to personal health • Strategies to keep environments healthy » Conservation of environment
Grade 5	Term 3	**Health and environmental responsibility** • Water as an important basic need » Importance of water » Different ways of saving water » Different ways of protecting the quality of water
	Term 4	• Local environmental health problems » Locally occurring health problems such as tuberculosis, diarrhoea, malaria, measles, etc. » Causes of health problems » Symptoms of health problems » Available treatment for health problems
Grade 6	Term 4	**Health and environmental responsibility** • Food hygiene » Food preparation » Food storage • Communicable diseases such as mumps, tuberculosis, common colds, chickenpox, athlete's foot, etc. » Causes of communicable diseases » Signs and symptoms of communicable diseases » Prevention strategies » Available treatment

Senior Phase (Grades 7-9) WASH, oral care and Life Orientation

GRADE	TERM	TOPIC
Grade 7	Term 3 Week 5-7	**Health, social and environmental responsibility** • Environmental health issues » Local environmental health problems » Community and individual projects and strategies to prevent and deal with environmental health problems » Local problem-solving skills – an action plan to address an environmental health problem and formulate environmentally sound choices and actions

FET Phase (Grades 10-12) WASH, oral care and Life Orientation

GRADE	TERM	TOPIC
Grade 10	Term 3 Week 4-7	**Social and environmental responsibility** • Contemporary social issues that impact negatively on local and global communities » Concepts: social and environmental justice » Social issues: crime, poverty, food security, food production, violence, HIV and AIDS, safety, security, unequal access to basic resources; lack of basic services (water and health) » Harmful effects of these issues on personal and community health • Social, constructive and critical thinking skills necessary to participate in civic life • Social responsibilities including the knowledge and skills to make informed decisions and take appropriate action • Youth service development: youth and civic organisations, community services or projects and volunteerism • Own contribution to these services, projects and organisations: a group project to address a contemporary social issue that impacts negatively on local and/or global communities
Grade 11	Term 2 Week 5-7	**Social and environmental responsibility** • Environmental issues that cause ill-health • Impact of degradation on society and the environment: environmental hazards such as soil erosion, pollution, radiation, floods, fires, damage caused by wind and loss of open space or lack of infrastructure
	Term 3 Week 1-5	**Development of the self in society** • Healthy and balanced lifestyle choices » Impact of unsafe practices on self and others: physical, emotional, spiritual, social, economic, political and environmental
Grade 12	Term 2 Week 1-4	**Development of the self in society** • Community responsibility to provide environments and services that promote safe and healthy living » Educational and intervention programmes; impact studies

WHY IS WASH A PRIORITY AREA?

WASH is a priority area because poor WASH leads to disease, there is a close link between health and education outcomes, and water and sanitation is a human right and an SDG. Each of these is discussed below.

Poor WASH leads to disease

Safe water, adequate sanitation and good hygiene are fundamental to children's growth, public health and human and economic development. Poor WASH leads to disease.

> *"Each year, more than 800 000 children under five die needlessly—more than one child a minute. Countless others fall seriously ill, with many suffering long-term health and developmental consequences. Poor sanitation and hygiene are the primary cause. Worldwide, some 2.5 billion people lack the benefits of adequate sanitation. More than 1 billion people practise open defecation. We must break the taboos and make sanitation for all a global development priority."*
>
> Ban Ki-moon, UN Secretary General, 2013



Human faeces is the main source of germs that cause diarrhoea

Human faeces (poo) is the main source of the germs that cause diarrhoea, including shigellosis, typhoid, cholera, all other common endemic gastro-enteric infections, and some respiratory infections such as influenza and pneumonia.

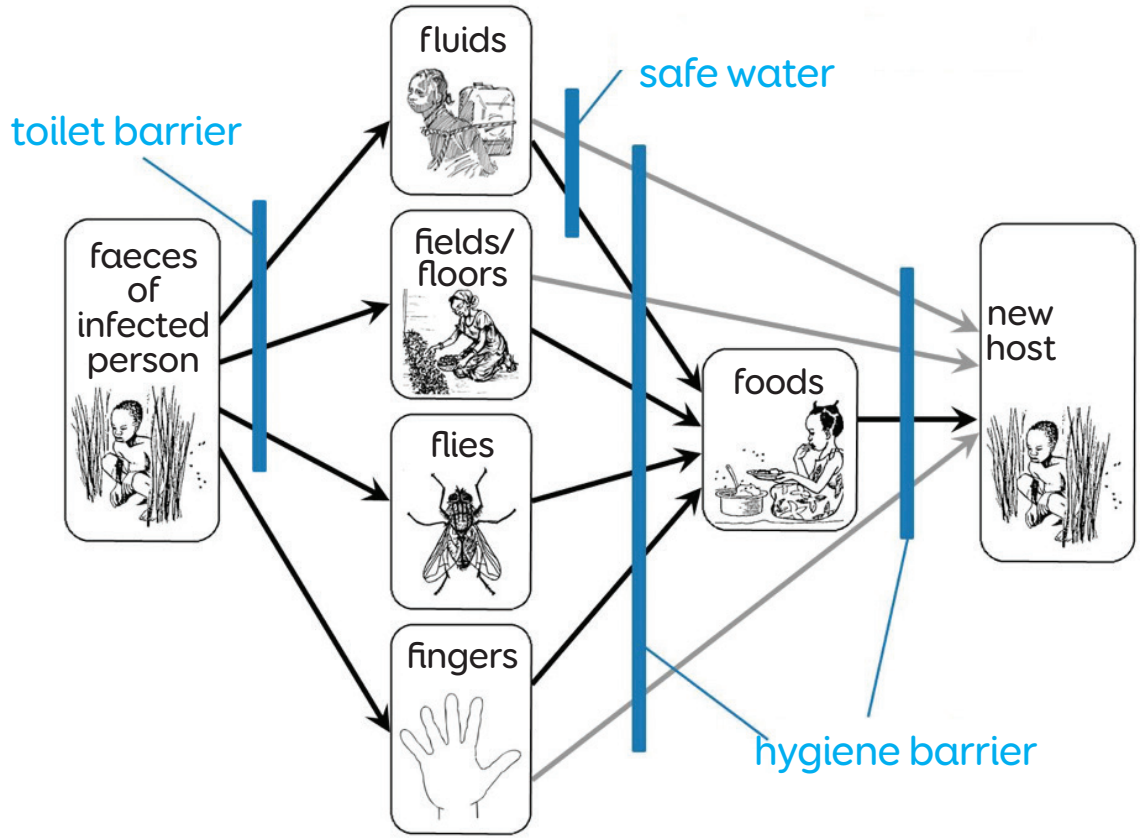
A single gram of human faeces can contain ten million viruses and one million bacteria. These originate in human faeces and are passed from an infected person to someone else through skin contact, food, and other routes. Handwashing with soap after contact with faeces–from using the toilet or cleaning a child–prevents the transmission of the bacteria, viruses, and protozoa that cause diarrhoeal diseases.[3]

How disease spreads and how to prevent it

Disease spreads when germs from human and animal faeces enter the environment when people and animals defecate. The germs and disease spread to other humans by fingers, flies, fluids (mostly water), and from surfaces like floors and fields.

Disease can be prevented by acting at key points to stop the germs from spreading to others: by providing and using toilets properly, drinking safe water and practising good hygiene.

The F-diagram



The "**F-diagram**" (faeces, fluids, fields/floors, flies, fingers, food) showing pathways of faecal-oral disease transmission.[4]

The vertical blue lines show key intervention areas to prevent disease transmission: functional toilets, safe water, good hygiene (including handwashing with soap and water).

The health impact of inadequate water and sanitation hygiene

The following extract from the national *DoH's National Hand Hygiene Behaviour Change Strategy 2016–2022* discusses the health impact of inadequate WASH.



According to WHO 2012 estimates, poor WASH was responsible for 842 000 annual deaths from diarrhoea and 15% of the Global Burden of Disease in Disability-Adjusted Life Years (DALYs).

Most diarrhoeal diseases in the world are caused by unsafe water, inadequate sanitation and poor hygiene, which make these risk factors an important environmental contributor to ill health. WHO further estimates that improvements in water supply and sanitation services could result in the reduction of almost 10% of the total burden of disease worldwide. However, to achieve optimal benefits of water and sanitation interventions, people must be educated on the link between WASH practices and disease and health.

In South Africa diarrhoea is a major public health problem and is a leading cause of death, especially in children under the age of five. The 2014 General Household Survey showed that there were over 60 000 cases of childhood diarrhoea per month and approximately 9 000 child diarrhoea deaths in the same year.

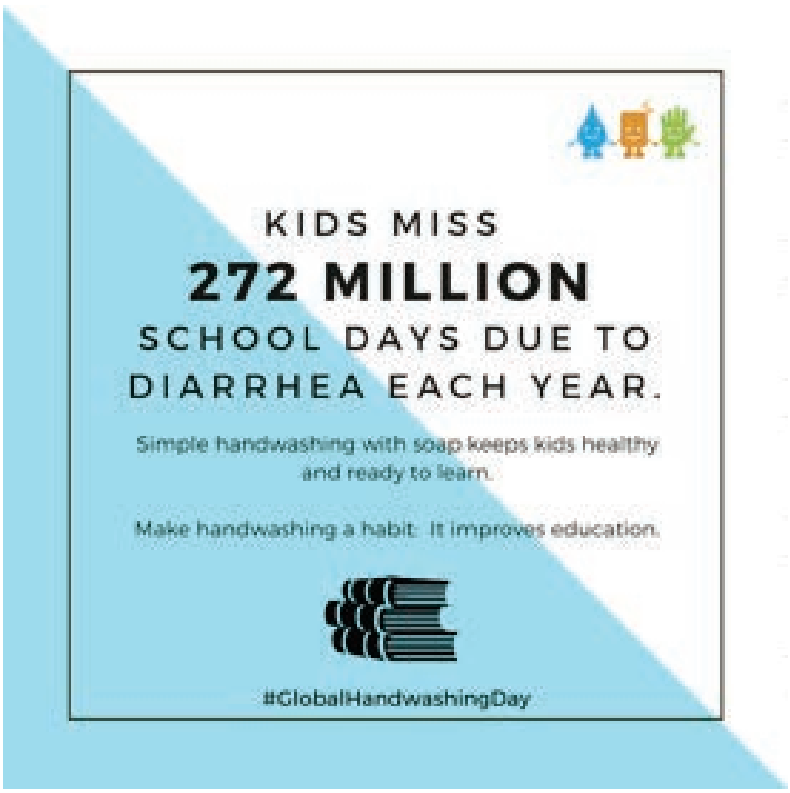
South African children living in poverty are about ten times more likely to die from diarrhoea than more privileged children. This is because many of them live in areas that do not have basic water and sanitation services. Also, poor nutrition, poor environmental conditions and illnesses such as HIV and AIDS make children more susceptible to severe diarrhoea and dehydration.

Improved sanitation and hygiene in schools is important because globally it has been linked to improvements in children's educational performance, reduction in absenteeism, especially for girls, and better attendance and retention rates among teachers.[5]

There is a close link between health and education outcomes

"It is clear that without proper education, health suffers. And without proper health, good education is not possible."

Gro Harlem Brundtland, former President of Norway and WHO Director General



"Infections, tooth decay, intestinal worms, and malnutrition—these are common diseases of school children ... Such avoidable ailments affect not only their physical and mental development, but also their ability to attend and perform well in school.

Even the best education system cannot achieve quality schooling when students are frequently ill or in pain. The link between health and education goes both ways: Healthy children have higher chances to benefit from education and better education increases socioeconomic status and long-term health gains.

Learning in school is central to children's lives and schools are ideal places to extend this role to enhance health and general development of children."

Dr Ramon C Bacani, Director SEAMEO INNOTECH and Dr Bella Monse, Principal Advisor Regional, Fit for School Programme GIZ [6]



Water and sanitation is a human right and a Sustainable Development Goal

The right to water and sanitation

On 28 July 2010, through **Resolution 64/292**, the United Nations General Assembly recognised the human right to water and sanitation and acknowledged that clean drinking water and sanitation are essential to the realisation of all human rights.

In November 2002, the Committee on Economic, Social and Cultural Rights adopted **General Comment No. 15**, saying:

» Water is indispensable for leading a life in human dignity. It is a prerequisite for the realisation of other human rights.

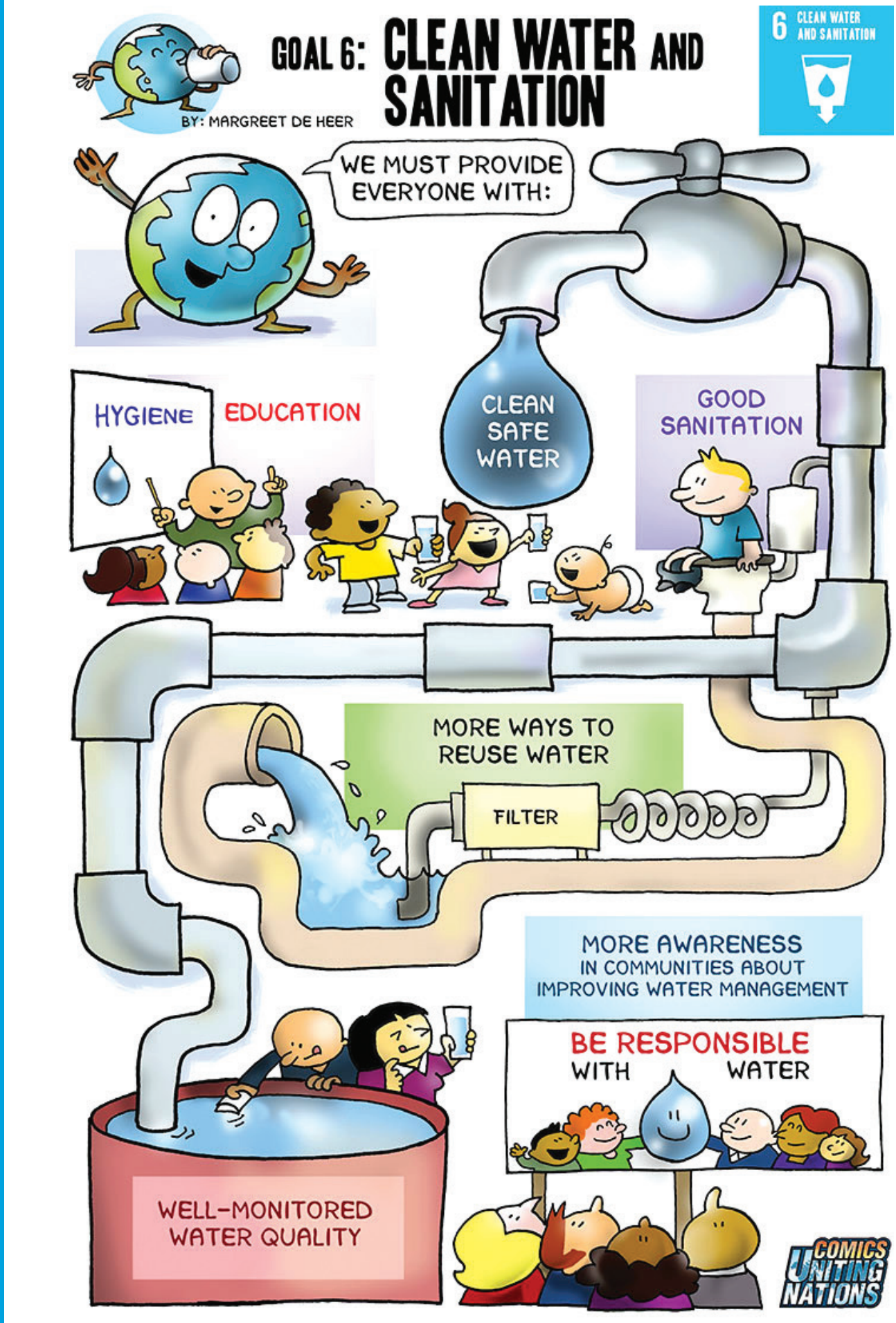
» Everyone has the right to sufficient, safe, acceptable and physically accessible and affordable water for personal and domestic uses.

What is sufficient, safe, acceptable, physically accessible and affordable water?

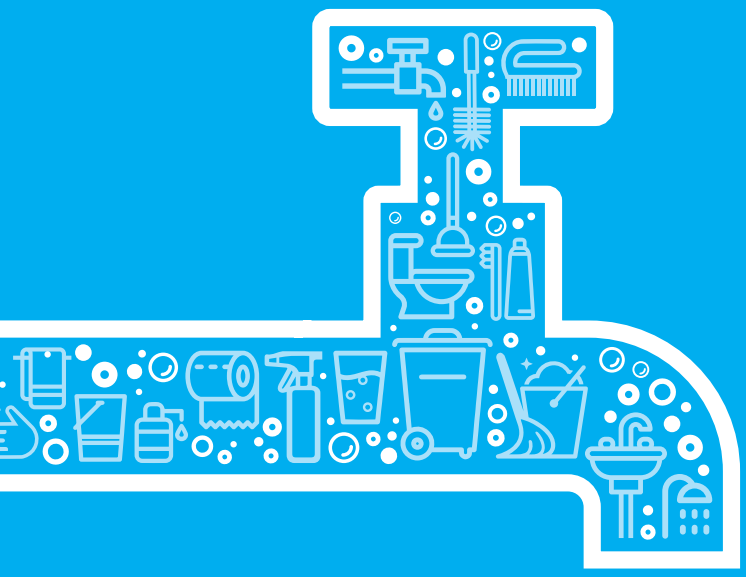
- **Sufficient:** the water supply for each person must be sufficient and continuous for personal and domestic use. This includes drinking, personal sanitation, washing of clothes, food preparation, personal and household hygiene. Between 50 and 100 litres of water per person per day are needed to ensure that most basic needs are met.[7]
- **Safe:** the water must be safe, and free from micro-organisms, chemical substances and radiological hazards that constitute a threat to a person's health.
- **Acceptable:** water should be of an acceptable colour, smell and taste. All water facilities and services must be culturally appropriate and sensitive to gender, lifecycle and privacy requirements.
- **Physically accessible:** everyone has the right to a water and sanitation service that is physically accessible (within 1000m of the household, school, workplace or health institution, and collection time should not exceed 30 minutes).[8]
- **Affordable:** water, water facilities and services must be affordable for all. Costs should not exceed 3% of household income.[9]

Towards meeting the SDGs

SDG 6 refers to clean water and sanitation: Ensure availability and sustainable management of water and sanitation for all. SDG 6 Target 2 aims to achieve access to adequate and equitable sanitation and hygiene for all and to end open defecation, while paying special attention to the needs of women and girls and those in vulnerable situations. Handwashing with soap is also important for meeting the SDG targets concerning child survival, nutrition, gender, equity and education.



Source: The Global Goals of Sustainable Development [10]



WASH FOR HEALTH

Health can be promoted and water and sanitation-related disease can be prevented by acting at key points where germs spread to make sure that disease does not spread. The key points are: functional toilets and sanitation facilities, safe water and good hygiene practices.

Safe water and functional sanitation facilities are important, but alone, they are not enough for good health. Good hygiene is equally important. Hygiene practices have as great an impact on sanitation-related diseases as sanitation facilities. Hygiene promotion is an important part of maintaining good health. Hygiene promotion involves a planned approach of enabling people to act and change their behaviour to reduce and/or prevent WASH-related diseases, and includes health education.

With learners of school-going age, health education provides the best opportunity to address WASH-related issues. Health education is incorporated into the school curriculum through the Life Orientation learning area. It is also a critical part of the ISHP, which includes health screening, service provision and recommends that additional school-based activities should supplement life skills teaching, especially in secondary schools where timetables may not allow enough time to fully address issues related to WASH.

WHAT IS WASH?

WASH is a comprehensive approach that:

- Ensures easy access to clean and safe water
- Provides safety, security and dignity for people when they defecate or urinate, as well as menstrual management facilities
- Creates barriers between excreta (waste products) and humans in such a way as to break the disease transmission cycle
- Provides functional facilities and services for the safe disposal of human urine and faeces
- Promotes hygiene, cleanliness and related activities that prevent the transmission of sanitation-related diseases (education about how to use toilets and when and how to wash hands; availability of handwashing facilities with soap near the toilets)
- Maintains hygienic conditions, such as keeping facilities clean, and disposing of rubbish and wastewater safely

World Toilet Day - 19 November



World Toilet Day (WTD) is an annual event celebrated on 19 November. The day focuses on the importance of proper sanitation and advocates for access to clean and safe toilets for all. Originally established by the World Toilet Organization in 2001, the day is set aside to draw attention to the global sanitation crisis.



Make water safe to drink

A study by the South African Human Rights Commission on access to sufficient, safe water in South Africa found that lack of access to water meant that many communities have no means of ensuring personal hygiene or caring for ill family members and friends. There were many complaints about the quality of the water causing illnesses. Concern was expressed by most communities about the state of access to water and sanitation in schools, which was impacting on the right to education, particularly for girls. All provinces experienced cases of a lack of access to water in schools, with many learners not drinking water at school at all, and suffering from dehydration and constipation as a result.[11]

Disease spreads very easily in contaminated water, and if you are unsure that water is safe to drink, it should first be purified. Water from municipal taps is safe to drink. Water from other sources, including rainwater tanks and boreholes, should be purified before drinking.

HOW TO MAKE WATER SAFE TO DRINK

Method 1

You need

- Large pot
- Source of heat
- Clean container to store water
- The required amount of water





Instructions

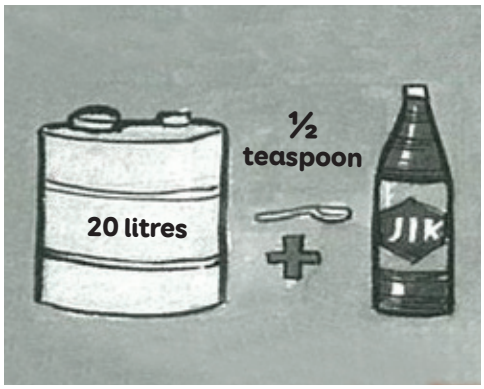
1. Put the water in the pot, and bring to a full boil over high heat.
2. Let the water boil for 1 to 3 minutes. As the water boils, remove any debris, residue or foam that comes to the surface.
3. Allow the water to cool.
4. Store the water in clean, disinfected containers with tight covers

Note: Drinking water should be kept covered at all times.[12]

Method 2

You need

- 20 litre container filled with water
- Unperfumed bleach (e.g. Jik)



Instructions

1. Add ½ teaspoon (2.5 ml) of unperfumed bleach (e.g. Jik) to 20 litres of water.
2. Stir the water to mix in the bleach.
3. Let the mixture stand for 30 minutes or longer before you drink it.
4. Store the water in clean, disinfected containers with tight covers

Note: Drinking water should be kept covered at all times.[12]



Wash hands with soap and water

Washing hands with soap and water is one of the most effective ways of stopping germs that cause diarrhoea from spreading to other people, thus ensuring health and school retention and achievement of learners. Instilling the habit of handwashing with soap and water at critical times in learners is therefore one of the key strategies of the WASH campaign.

WASH YOUR HANDS WITH SOAP AND WATER

Handwashing with soap and water is the single most effective way to prevent diarrhoea and other hygiene-related diseases.

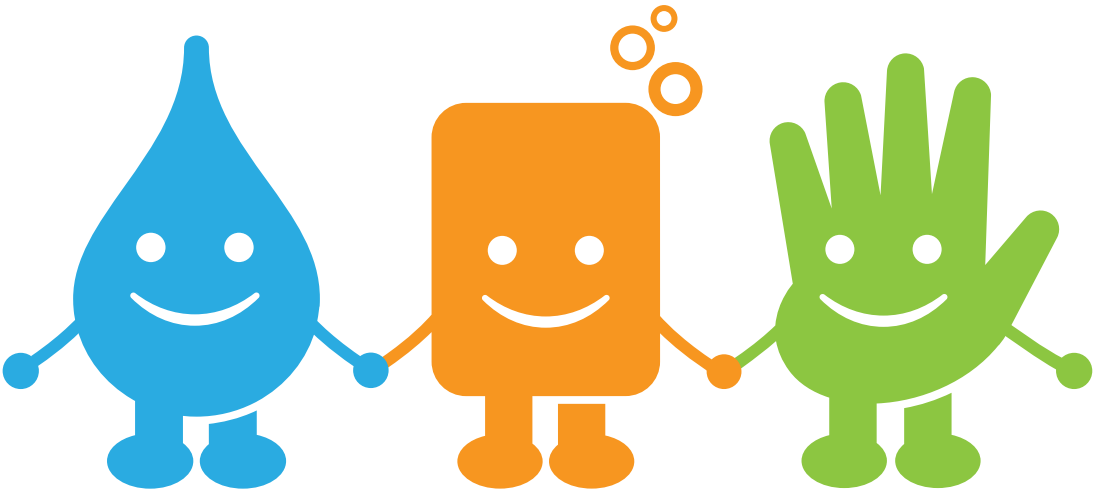
Handwashing with soap after defecating and before eating:

- Cuts the incidence of diarrhoea by 40%
- Cuts respiratory infections by nearly 25%
- Reduces incidence of skin diseases, eye infections and intestinal worms[13]

Global Handwashing Day - 15 October

Global Handwashing Day (GHD) is a campaign to motivate and mobilise people around the world to improve their handwashing habits by washing their hands with soap at critical moments throughout each day.

Global Handwashing Day takes place on 15 October of each year. The global campaign is dedicated to raising awareness of handwashing with soap as a key approach to disease prevention.



Global Handwashing Day
October 15

WHEN TO WASH YOUR HANDS

Always wash your hands with soap and clean water:

- **After** visiting the toilet
- **After** changing baby nappies
- **Before** handling food or eating
- **Before** you feed others

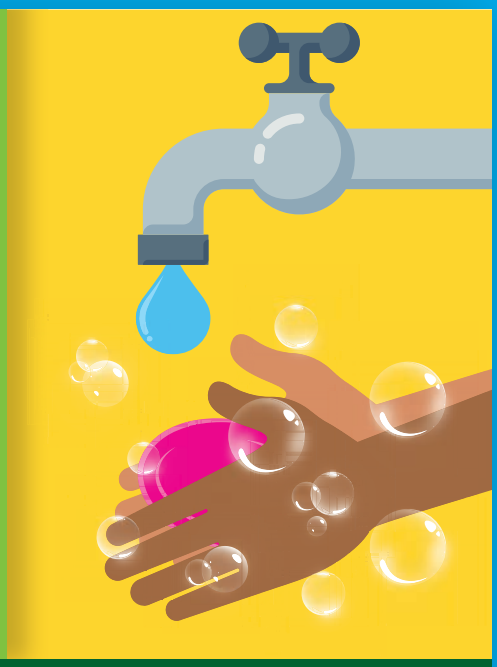
These are the four key messages from the DoH *National Hand Hygiene Behaviour Change Strategy 2016-2020*. They have been prioritised because washing hands at these four critical times is most effective for reducing diarrhoea and respiratory infections.[14]

There are also other times that you should wash your hands with soap and water, including:

- **After** handling rubbish
- **After** handling meat
- **After** coughing, sneezing or blowing your nose



STAY HEALTHY



Always wash your hands with soap and clean water!



After visiting the toilet



Before handling food or eating



After changing baby nappies



Before you feed others

Don't leave the tap running!



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WASH HANDS SAFELY

Handwashing is only hygienic if the facilities and water are not contaminated.

- Don`t use a single cloth to wash a group of children`s hands.
- Don`t use a standing basin of water to wash or rinse hands. Rather use a jug to pour over hands.
- Don`t use a shared hand towel to dry hands. Rather shake hands dry.

How to wash your hands

1. Wet hands with clean water and apply soap

2. Rub palms together

3. Rub between fingers and the back of hands

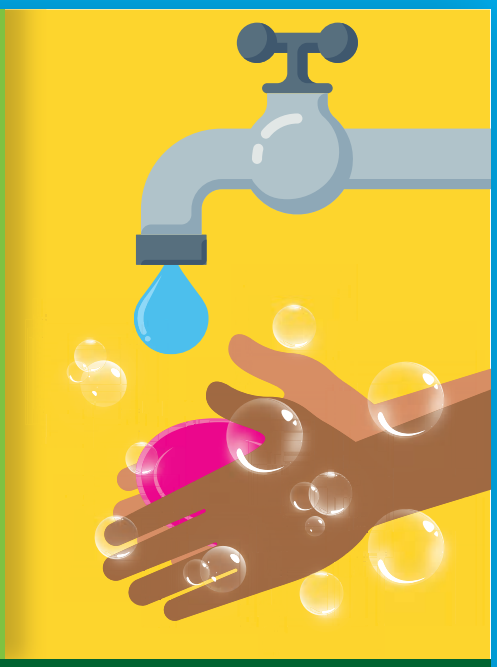
4. Clean the thumbs and the wrists

5. Clean under nails

6. Rinse hands with clean water



STAY HEALTHY



Always wash your hands with soap and clean water!

1. 
Wet hands with clean water and apply soap.

2. 
Rub palms together.

3. 
Rub in between fingers and the back of hands.

4. 
Clean the thumbs and the wrists.

5. 
Clean under nails.

6. 
Rinse hands with clean water.

Don't leave the tap running!



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STAY HEALTHY

ALWAYS WASH YOUR HANDS WITH SOAP AND WATER

Why should we wash our hands?

Washing hands is the first line of defence against diseases such as diarrhoea, cholera, dysentery and typhoid. It prevents and interrupts the spread of disease. Hands often carry disease-causing pathogens from person to person, either through direct contact or indirectly via surfaces. When not washed, hands that have been in contact with human or animal faeces, bodily fluids (such as nasal excretions) and contaminated foods or water, can transport bacteria, viruses and parasites to unwitting hosts.

We wash our hands to:

- Protect ourselves, children and families from various infections
- Prevent the spread of diseases
- Stay healthy and prolong our lives

Why must we wash with soap and water?

Most people believe that washing their hands with water is enough because it removes visible dirt. But washing hands with water only is less effective than washing hands with water and soap to remove germs. Soap helps to remove the grease and dirt that carry germs, and it gives hands a pleasant smell.

There are many kinds of soaps. Which is the best one to use?

With proper use, all soaps are equally effective at washing away the germs that cause diseases.

When should we wash our hands?

Always wash your hands with soap and water:

- After using the toilet
- After changing baby nappies
- Before handling food or eating
- Before feeding a child or others

How should we wash our hands?

STEP 1

Wet hands and lather hands with soap

STEP 2

Rub palms together

STEP 3

Rub in between fingers and the back of hands

STEP 4

Clean the thumbs and the wrists

STEP 5

Clean under nails

STEP 6

Rinse hands with clean water and dry hands with a clean cloth or shake them dry

Save water, don't leave the tap running!



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MAKE HANDWASHING A HABIT

To be effective in preventing the spread of disease, handwashing with soap needs to become a habit throughout South Africa, in schools, homes and communities.

Habits of a lifetime are often developed in childhood, and children are more amenable to behaviour change and learning new habits. Schools are a key site for learning new habits. Learners will take the learning home and, reinforced by broader public health messaging campaigns, will help to disseminate the handwashing message and support improved hygiene behaviours within their families and wider communities.

To create an enabling environment for the habit to develop, everybody must have convenient access to functional handwashing facilities with soap and water. This means in homes and public places such as schools, health facilities, and other public gathering places.[15]

Facilities such as "tippy taps" and group handwashing stations support the creation of an enabling environment, making it easier to learners to habitually wash their hands.

Group handwashing stations

Group handwashing stations have the advantage of promoting handwashing as a group activity, as well as being more efficient in the time taken every day for groups of people to wash hands. A separate manual is available on how to build, install and maintain a group handwashing station.





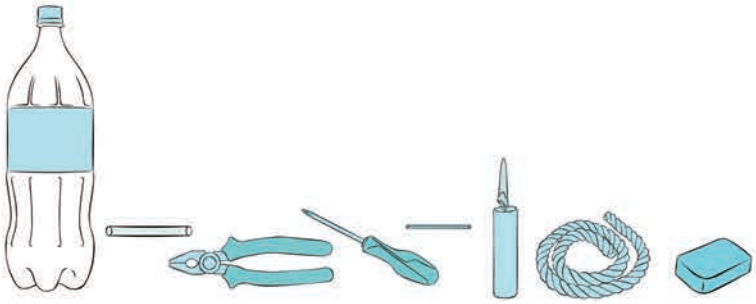
Tippy taps

Tippy taps are a good solution where there is no running water. They are operated with a foot lever and so reduce the chance for bacteria transmission as the user touches only the soap. They use very little water and the used "waste" water can be used to water plants. Although tippy taps can be bought commercially, it is easy to make your own.

HOW TO MAKE A TIPPY TAP

Step 1:
What you need to make the tippy tap:

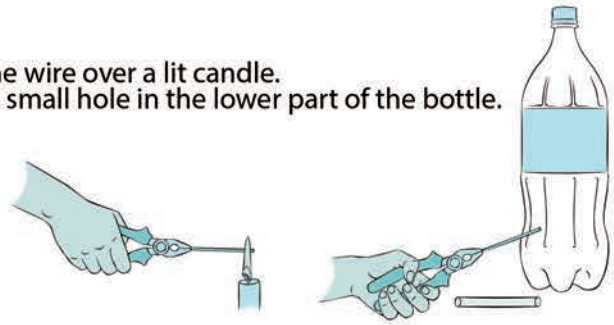
- Plastic bottle with a screw-on cap
- Medium plastic tube
- Pliers
- Screwdriver
- Short piece of metal wire
- Candle
- Rope
- Bar of soap



Step 2:
Clean the bottle well.



Step 3:
Heat the wire over a lit candle.
Make a small hole in the lower part of the bottle.



Step 4:
Push the plastic tube
through the hole of the bottle,
the tube should fit tightly.

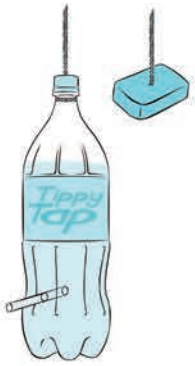


Step 5:
Push a hole through the soap
with the screwdriver.



Fill the bottle with water and replace the cap
When the cap is tight, no water should flow through the tube.
When the cap is loose, the water should flow out in a stream from the tube.

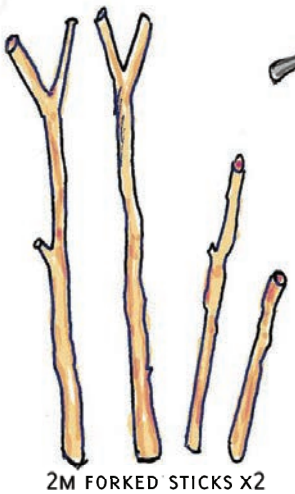
Step 6:
When you are sure it works,
hang it on a shelf where people can use it for hand-washing.
Keep soap nearby, by threading the soap with string and tie it to the bottle.



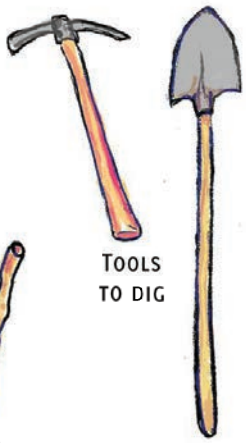
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HOW TO BUILD A TIPPY TAP



2M FORKED STICKS X2
1M STRAIGHT STICKS X2



TOOLS TO DIG





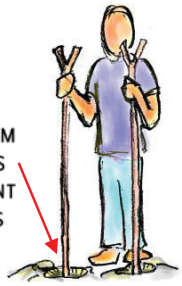


NAIL & CANDLE





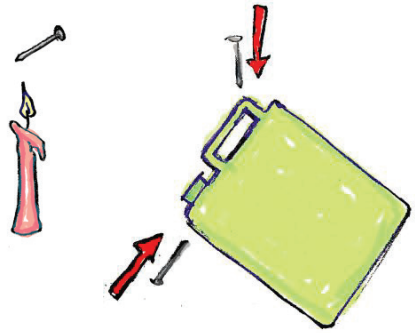
1. DIG TWO HOLES 18IN DEEP AND ABOUT 2FT APART



2. PLACE THE FORKED STICKS, ENSURE THEY ARE LEVEL



3. FILL HOLES WITH SOIL & ROCKS, AND PACK TIGHTLY



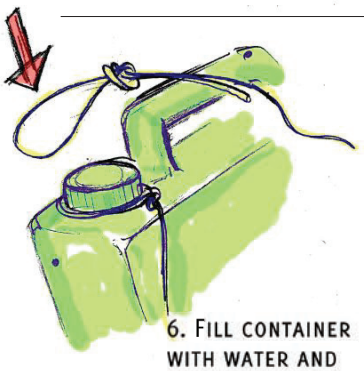
3. HEAT THE NAIL AND MAKE HOLES IN THE WATER CONTAINER



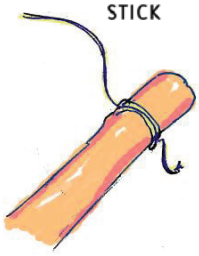
4. MAKE A HOLE IN THE SOAP AND THREAD STRING



5. HANG CONTAINER AND SOAP ON CROSS STICK AND PLACE ON SUPPORTS.



6. FILL CONTAINER WITH WATER AND ATTACH STRING.



7. ATTACH OTHER END OF STRING TO FOOT LEVER STICK



8. MAKE GRAVEL BASIN BETWEEN STICKS TO PREVENT MUDDY AREA

Watershed Management Group

tippytap.org
save water. save lives.

grampari



Prevent and treat worm infections

Intestinal worm infections are very common among school-age children in many low- and middle-income countries. Untreated worm infections cause anaemia and can lead to poor cognitive development. When infected, children lose energy and their ability to concentrate. As a result, they are always tired and cannot actively participate in class. Going to school becomes difficult for infected children. Heavily infected children will not grow as expected for their age: malnourished children become even more malnourished.

Since worm infections are passed on through worm eggs in the faeces of an infected person or animal, the prevention of worm infections requires improvement of personal hygiene and sanitation facilities. Washing hands with soap has been shown to be an effective way to get rid of worm eggs, so children should always wash their hands with soap and water after going to the toilet and before eating. In addition, schools must ensure that sanitation facilities are clean and well maintained.[16]

Through the ISHP and the National School Nutrition Programme, the DBE and DoH implement deworming programmes, to ensure that learners countrywide receive deworming medicine at regular intervals. (You can access the ISHP pamphlets on the DBE's website: http://www.education.gov.za/Programmes/DewormingProgramme.aspx)

What can be done to prevent worms?

- Wash our hands with soap and clean water
- Wash our hands after going to the toilet, after playing outside and before eating food
- Avoid swallowing river water, stream water or lake water when swimming in it
- Drink and use clean water
- Wash all fruit and vegetables in clean water before we eat it
- Wear shoes and slippers
- Defecate in a latrine or for young children, in a pot
- Take deworming tablets every six months

Integrated School Health Programme
National School Nutrition Pogramme

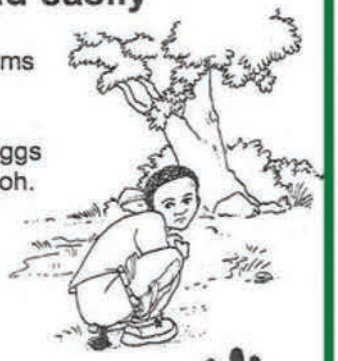


LEARN ABOUT WORMS



Worms spread easily

When a child with worms goes to the toilet in the bush, thousands of worm eggs come out with the pooh. These eggs are too small to see and they get into our soil and water.



The worm eggs get onto our hands, under our finger nails and onto the food we eat.



Flies carry worm eggs and other germs onto our food.



When we swallow the eggs, they start to grow into worms inside us. These make us sick.

Worms make us sick

Worms live inside our bodies and eat our food and our blood.



Children with worms don't have enough energy to grow and to learn.

Protect your child from worms

All children should be treated for worms at school or pre-school.

Deworming medicine kills the worms and eggs, but there are also things you can do at home to protect your child from worms...



Let's stop worms spreading

1. Clean toilets

Encourage your family to use proper toilets where they have been provided.





If you must go to the toilet in the bush, dig a hole first and then cover the pooh with sand to keep flies away.

2. Clean hands

Encourage your family to wash their hands ...

before

- eating or
- preparing food



after

- going to the toilet
- playing or working outside
- playing with animals

3. Clean food

- Cover food to keep flies away
- Wash or cook fruit and vegetables before eating.





4. Clean home

Pick up rubbish and litter to stop flies spreading worms and other germs.



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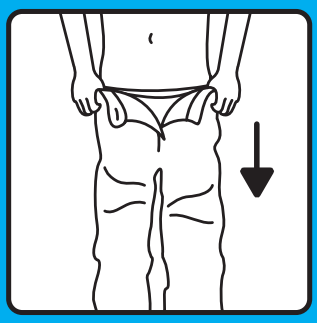


Use the toilet properly

Everyone must know how to use the toilet correctly.



WALK to the toilet



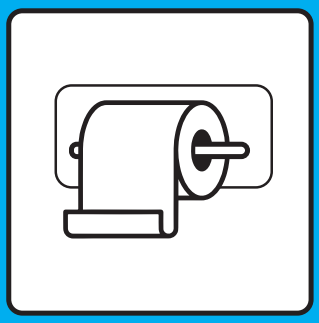
PULL DOWN pants



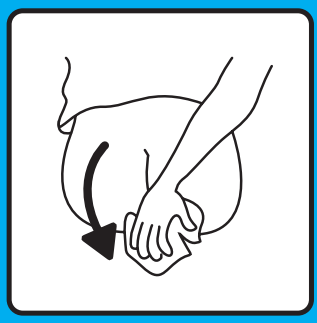
SIT down



USE the toilet



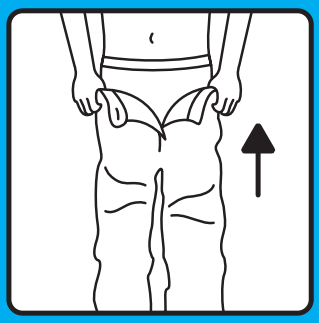
GET toilet paper



WIPE from front to back



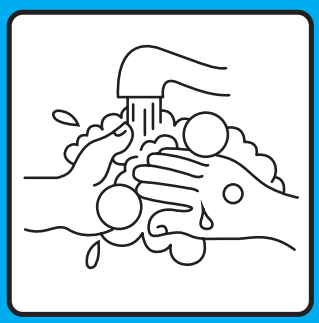
PUT toilet paper in toilet



PULL UP pants



FLUSH the toilet



WASH HANDS with soap and water

LOOK AFTER YOUR TOILETS



ALWAYS

- Wee and poo in the toilet only
- If you mess, wipe the toilet seat
- Throw only toilet paper in the toilet
- Flush the toilet after use
- Throw rubbish in the bin
- Wash hands with soap and water after going to the toilet
- Close tap tightly after use
- Report any leaks or other problems

NEVER

- Don't wee or poo anywhere except in the urinal or toilet bowl
- Don't waste toilet paper
- Don't wet the toilet paper
- Don't touch wee or poo
- Don't write or draw on the walls or doors
- Don't throw rubbish or sanitary pads in the toilet
- Don't spill water on the floor
- Don't eat in the toilets

Don't leave the tap running!

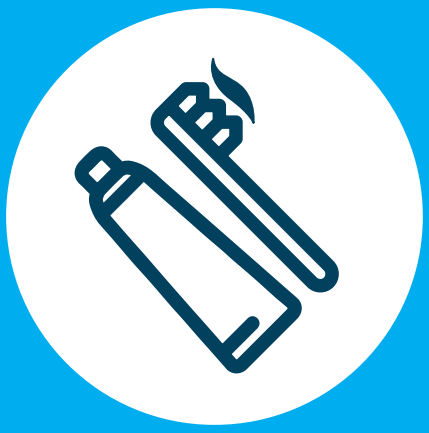


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Promote oral health

Oral health is an essential part of wellbeing. Teeth are vital to help with the digestion process and assist by breaking down food into smaller more manageable pieces for swallowing and digestion.[17] We also need our teeth for speaking and to have a healthy smile. A healthy mouth is part of a healthy body.

The early years in children's development is the best time for them to learn about oral health and to develop good dental practices. This is because tooth decay in children can affect their speech and jaw development, and may lead to a higher risk of tooth decay as an adult.[18] It is also important because good habits learnt in childhood will last a lifetime.

WHAT IS ORAL HEALTH?

The WHO describes oral health as "being free of chronic mouth and facial pain, oral and throat cancer, oral sores, birth defects such as cleft lip and palate, periodontal (gum) disease, tooth decay and tooth loss, and other diseases and disorders that affect the mouth and oral cavity".[19]

POOR ORAL HEALTH

Poor oral health results in:

- Development of cavities (holes), diseases (e.g. gum disease), lowered self-esteem, poor communication and poor nutrition (e.g. not eating, to avoid the pain)
- Absenteeism and poor educational performance[20]

The most common oral health conditions and diseases are:

- Tooth cavities in the two outer layers of a tooth
- Painful infection (abscesses) at the root of a tooth
- Gum disease causing swelling of the soft tissue around the teeth
- Tooth root sensitivity (when the root of the tooth is exposed)
- Discoloured teeth
- Broken teeth
- Oral thrush (an infection that develops inside the mouth)
- Oral ulcers (sores in the mouth)

It has been estimated that:

- 45–80% of school children aged 4–15 in South Africa have dental cavities (percentage varies depending on age and province).[21]
- 40–50% of people worldwide who are HIV-positive have oral infections, which often occur early in the course of HIV infection.[22]

World Oral Health Day - 20 March

World Oral Health Day is observed annually on 20 March, and launches a year-long campaign dedicated to raising global awareness of the issues around oral health and the importance of oral hygiene so that governments, health associations and the general public can work together to achieve healthier mouths and happier lives. Of the world's population, 90% will suffer from oral diseases in their lifetime, many avoidable. World Oral Health Day involves campaigns by national dental associations from around the world with activities in over 130 countries.

World Oral Health Day
20th March

REDUCE AND PREVENT ORAL DISEASE

Poor oral health (oral disease and dental cavities) can be reduced through regular screening for early identification of problems and appropriate treatment. This is addressed through the ISHP.

Poor oral health can be prevented through health education that promotes good oral hygiene and eating a balanced diet. This is addressed through the ISHP, the National School Nutrition Programme and the Life Orientation curriculum.

Eat a balanced diet

Proper nutrition means eating a well-balanced diet to get the nutrients needed for good health and wellness. A diet low in nutrients makes it difficult to fight infection.

A poor diet can lead to gum disease and tooth decay. Foods high in carbohydrates, sugars and starches contribute to the production of plaque acids that attack the tooth enamel. Eventually these acids can cause tooth enamel to break down, forming cavities.

Foods that contain sugars of any kind can contribute to tooth decay. Almost all foods, including milk and vegetables, contain some type of sugar; however these foods are a necessary part of a healthy diet, because many of them also contain important nutrients. To help control the amount of sugar you consume, read food labels and choose foods and beverages that are low in added sugars.

- Eat a variety of foods from each of the five major food groups (fruits, vegetables, grains, protein foods, dairy).
- Reduce sugar; make sugary foods a treat only.
- Eat fruit and vegetables to protect teeth against dental cavities and oral cancer.
- When choosing a snack, eat nutritious foods such as raw vegetables or fruit.[23]



Practise good oral hygiene

The key health education messages for good daily oral care are:

- Use a toothbrush that is the right size.
- Never share a toothbrush with anyone else.
- Replace your toothbrush every three months. If toothbrush bristles are bending outwards it is time to replace the toothbrush.
- Store the toothbrush in an upright position and allow the toothbrush to air-dry until used again. If more than one toothbrush is stored in the same holder or area, keep the toothbrushes separated to prevent cross-contamination. Do not cover toothbrushes or store them in closed containers.
- Brush your teeth at least twice a day, every day, especially before you go to bed.
- Brush for two minutes to make sure that all teeth are reached and food particles are removed.
- Use a pea-size amount of fluoride toothpaste. Low dosages of fluoride help to prevent tooth decay.[24] Children under 6 should not use fluoride toothpaste.[25]
- Do not swallow the toothpaste. Spit out the toothpaste but don't rinse. Rinsing will reduce the positive effect of the fluoride on your teeth. [26]
- Floss at least once a day. Follow the curves of the teeth when flossing.
- Limit snacks between meals. Drink water after you snack.
- Visit the dentist if you have toothache, and otherwise at least twice a year (every six months) for a check-up.[27]
- Make brushing teeth a habit. Teachers and parents have an important role to play in encouraging this habit in children.



HOW TO BRUSH YOUR TEETH

1. Brush your teeth after meals in the morning and at night. Brush for 2 minutes each time.
2. Put a pea-size amount of fluoride toothpaste on your toothbrush.
3. Hold the toothbrush with the bristles pointing towards your gums. Move the brush in circles along your teeth and gums.
4. Brush the outer surfaces, the inside surfaces and the chewing surfaces of all teeth.
5. Put the tip of the toothbrush behind your top front teeth and make several up-and-down strokes. Do this again behind your bottom front teeth.
6. Brush your tongue to remove bacteria and keep your breath fresh.
7. Spit out the toothpaste. Do not swallow.
8. Rinse your toothbrush with safe, clean water.



HEALTHY TEETH



Brush your teeth every day!



Brush your teeth in the morning and at night. Brush for 2 minutes each time.



Put a pea-size amount of fluoride toothpaste on your toothbrush.



Hold the toothbrush with the bristles pointing towards your gums. Move the brush in circles along your teeth and gums.



Brush the outer surfaces, the inside surfaces and the chewing surfaces of all teeth.



Put the tip of the toothbrush behind your top front teeth and make several up-and-down strokes. Do this again behind your bottom front teeth.



Brush your tongue to remove bacteria and keep your breath fresh.



Spit out the toothpaste. Do not swallow.



Rinse your toothbrush with safe, clean water.

Don't leave the tap running!



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RUNNING A TOOTHBRUSHING PROGRAMME AT SCHOOL

Toothbrushes

- Give each learner their own toothbrush.
- Label each toothbrush with the learner's name, using a permanent marker. Toothbrushes must not be mixed up and must not be shared.
- Don't let learners take the toothbrushes home. A second toothbrush is needed at home.

Store toothbrushes safely

- Store the toothbrushes in the classroom in an open toothbrush holder. There should be spaces between the toothbrushes to avoid cross-infection.
- Toothbrush holders can be made from recycled materials, e.g. empty paper toilet rolls, plastic yoghurt or ice-cream containers (turned upside down with a hole for each toothbrush), or tin cans (see below).

To make toothbrush holders from empty tin cans

- Make sure there are no sharp edges.
- Clean and dry the inside of the can thoroughly.
- Make holes in the bottom of the can.





Each toothbrush is individually stored in a clean re-used tin can. Each can is uniquely labelled for each learner.

MAKE TOOTHBRUSHING A HABIT: A DAILY GROUP ACTIVITY

All learners must brush their teeth for two minutes once a day at school as a group activity. This will help to make it a habit.

Your role is to supervise and make sure that the technique is correct. You can also train learner leaders to help their classmates conduct the toothbrushing activity in an organised manner, and to record that it took place.

After some practice, the whole activity should not take longer than 5–10 minutes of each school day.

Encourage learners to be champions of clean teeth and fresh breath, and to motivate their parents and family to make a daily habit of brushing teeth, especially before going to bed.

Teach learners how to brush their teeth

1. Give each learner their own labelled toothbrush.

2. Squeeze a pea-size amount of fluoride toothpaste onto each toothbrush.

3. Teach learners how to brush their teeth. Demonstrate and let them copy you.

4. Teach them a toothbrushing song (see examples on the next page).





TOOTHBRUSHING SONGS

I Have a Little Toothbrush

I have a little toothbrush
I hold it very tight
I brush my teeth each morning
And then again at night
Got my toothpaste
Got my brush.

I Won't Hurry, I Won't Rush

I won't hurry, I won't rush
Working hard to keep teeth clean
When I brush for quite a while
I will have a happy smile.

Brush, Brush, Brush Your Teeth

Brush, brush, brush your teeth
'Til they're shiny bright
They'll be healthy, they'll be strong
If you treat them right.



WHAT TO DO IF YOU DON'T HAVE TOOTHPASTE OR A TOOTHBRUSH

Brushing without a toothbrush

1. Wash your hands thoroughly, but don't dry them.
2. Put a dab of toothpaste on your wet finger and rub it across your teeth and gums on the front and back.
3. Wrap a clean wet paper towel or cloth around your finger and rub it in circles over your teeth. Cover as many areas as you can and be as thorough as possible.
4. Use your upper teeth to "brush" your tongue.[28]

Recipe for homemade toothpaste

Ingredients:

- 2/3 cup bicarbonate of soda
- 1 teaspoon salt (can be left out if the taste is too salty)
- Clean water (add a little and mix to make paste)[29]

THIS TOOTHPASTE DOES NOT HAVE FLUORIDE, SO IT IS ONLY SUGGESTED IF NO FLUORIDE TOOTHPASTE IS AVAILABLE.

Rinse with salt water

Dentists recommend rinsing your mouth with salt water at least once a day (e.g. just before going to bed). This will help remove food bacteria from the teeth and gums and prevent tooth decay. Making a salt water rinse is cheaper than buying mouthwash.

How to make salt water rinse

Put ½ to 1 teaspoon of salt in a glass or cup of warm water. Stir with a spoon and wait for the salt to dissolve in the water.

How to use salt water rinse

1. Sip a bit of the liquid and hold it in your mouth.
2. Swish it around the rest of the mouth for about 30 seconds.
3. Spit it into the basin or sink.
4. Repeat until all the salt water is finished.[30]



Clean & maintain sanitation facilities

Clean, well-maintained toilets and washing facilities are essential for a healthy school environment. The school community is responsible for making sure that toilets and washing facilities are used properly and kept clean, and that any problems are reported and fixed.

CLEAN & MAINTAIN SANITATION FACILITIES

The school community is responsible for managing a healthy school environment, and for ensuring clean, well-maintained toilets and washing facilities.

The principal, with the assistance of the SMT, is responsible for organising and managing the environment of the school to ensure that it supports teaching and learning needs and meets health and safety regulations.[31] This means ensuring that toilets and washing facilities are kept clean and maintained in good working order.[32] It is important that cleaning and maintenance are well planned and that everyone knows, and is skilled to perform, their roles and responsibilities. In this way, learners also learn to take care of public facilities, and of the value of shared responsibility.

The following three steps will help deal with the challenge of dirty toilets and make sure that the school is a healthy environment:

- Every learner and teacher must know how to use the toilet correctly.
- Daily **cleaning** of toilets and facilities needs to be part of everyday school routine.
- **Maintenance** will increase the lifetime of facilities, keep them functional and prevent them from breakdown and expensive repairs.



KEEP WASH FACILITIES CLEAN

The following guidelines are adapted from *Cleaning guideline for wash-facilities in schools*.[33]

It is important to keep toilet facilities clean to prevent the spread of diseases such as diarrhoea, dysentery, and worms. Dirty toilets pose nearly as great a health risk as no toilets. The SMT is responsible for ensuring that the facilities are kept clean, that staff and learners respect the facilities, and that cleaners receive proper training and are supplied with the equipment and cleaning agents needed to do their work. Daily cleaning of toilets and facilities needs to be part of everyday school routine.

Daily cleaning tasks include:

- Cleaning toilets, walls, basins, bins and floors
- Emptying and storing rubbish
- Checking and replacing cleaning materials
- Checking and replacing toilet paper
- Checking and replacing soap and water for handwashing
- Checking that doors and locks are working properly
- Keeping the area around the toilet free from puddles and rubbish[34]

CLEANING SCHEDULES

Develop a cleaning schedule for all facilities. Keep the following in mind:

- To ensure learners have adequate access to the toilets, do not clean all toilets at the same time.
- Ensure that extra cleaning can be done when necessary.
- Plan for a deep (thorough) cleaning during school holidays, at least twice a year.

Cleaning approach and frequency

When and how often sanitation facilities are cleaned will depend on how often and how many people use them and how dirty they get. When lots of people use them, they need to be cleaned more often than when only a few people use them. If they are a high-risk germ area, they need to be cleaned more often.

Always work from the cleanest area to the dirtiest area.

Colour-code your equipment

It is important to colour-code equipment, e.g. cloths and mops, to separate those used for very dirty areas from those used for less dirty areas. We have used red and yellow as examples, but you can choose your own colours:



RED equipment for high risk areas, such as toilets and toilet floors These should only be used for toilets and SHOULD NOT be used in the other areas so as to avoid cross-contamination (the spread of germs from one area to another).



YELLOW cloths for wash hand basins, mirrors and other fixtures (including cubicle door handles), which are lower risk areas

Always work from the cleanest area to the dirtiest area in the following order:

Cleaning Schedule

How often	Order & colour	Items to be cleaned
DAILY	**CLEAN FIRST** **Yellow cloth** 	• Taps • Wash basins (inside and underneath), splash backs and surrounds, mirrors • Cubicle door handles and locks, toilet flush handles • Bins (inside and outside)
	CLEAN SECOND **Red cloth** 	• Toilets, inside and outside (including and under seats and lids) • Pipes around toilets, washbasins and sinks
	CLEAN LAST **Red mop & bucket** 	• Floors • Skirting It is important that these are cleaned last, to prevent slipping on the floor.
WEEKLY	**Yellow cloth** 	• Walls • Ledges, tops of door frames, tops of cubicles
MONTHLY	**Yellow cloth** 	• Windows • Air vents and ventilation systems • Ceilings
EVERY TERM	**Deep clean using specialist service provider & equipment**	Tasks that the deep clean company should carry out: • Remove build-up of scale in the pipes and traps, wall / floor and toilet / urinal and washbasin junctions • De-scale and steam wash at high temperature to remove accumulated dirt and stains, including in hard to clean places e.g. toilets, washbasins, showers, mechanisms, floors and wall and floor junctions • Scrub ceilings, walls, tiles, grouting, lights, vents, windows, mirrors, ventilation systems
ALWAYS	√ Remove any marks or graffiti from walls, cubicle partitions and doors √ Report problems and defects √ Refill toilet paper, soap, paper towels √ Fill in cleaning checklist and faults and repair form	

CLEANING BASINS AND SINKS

HOW TO CLEAN BASINS AND SINKS

- Assemble equipment.
- Put on gloves.
- Select correct chemicals, and prepare cleaning agent (add correct quantity of cleaner to water in bucket).
- Open the windows.
- Clear waste outlets and channels.
- Use correct colour-coded equipment.
- Work from clean to dirty.
- Use a disinfectant cleaner to wash, rinse and wipe dry all sanitary appliances.
- Wipe handles and taps.
- Close the windows.

EQUIPMENT NEEDED

	**Cloths & buckets** of appropriate colour (e.g. yellow)
	**Gloves**
	**Non-abrasive pad**
	**Cleaning agents**
	**Measure or dispenser and spray bottle**

CLEANING TOILETS

HOW TO CLEAN TOILETS

- Assemble equipment.
- Put on gloves.
- Select correct chemicals, and prepare cleaning agent (add correct quantity of cleaner to water in bucket).
- Open the windows.
- Clear waste outlets and channels.
- Use correct colour-coded equipment.
- Work from clean to dirty.
- Use a disinfectant cleaner to wash, rinse and wipe dry all sanitary appliances.
- Wipe handles.
- Brush inside of toilets, including under the rim, rinse brush and wipe holder.
- Replace paper, etc., as necessary, clean and store all materials and equipment.
- Close the windows.

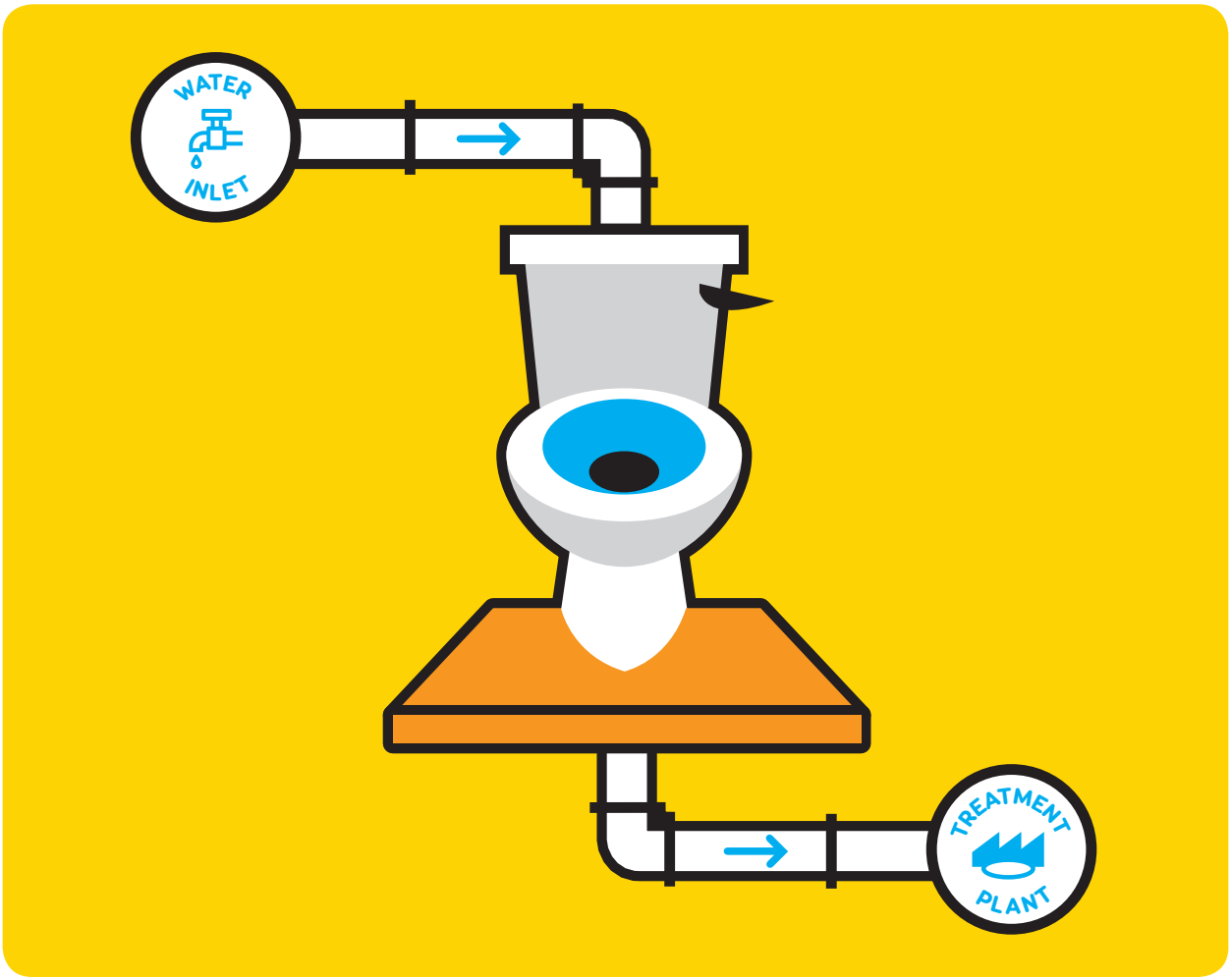
EQUIPMENT NEEDED

	**Cloths & buckets** of appropriate colour (e.g. yellow)
	**Gloves**
	**Non-abrasive pad**
	**Cleaning agents**
	**Measure or dispenser and spray bottle**
	**Toilet brush**

Different types of toilets work differently and need to be treated differently

FLUSH TOILETS

A flush toilet gets water from a piped water supply. This piped water flushes away waste to a septic tank or by municipal pipes to a treatment plant.



How to clean flush toilets

- Keep the water connection to the toilet open at all times. If there is no water in the pipes, add water to the cistern, using a bucket.
- Do not throw newspaper, sanitary materials or other objects into the toilets. Throw them into a separate bin or box with a lid.
- Clean inside the toilet bowl with a disinfectant cleaning agent, using a toilet brush.
- Do not throw rubbish into the manhole. Keep the manhole clear so that is can easily be opened to clear blockages.
- Repair any water leak, or if you cannot repair it, report it.[35]

Manual to Operate Full Flush Waterborne Toilets

Health and Hygiene Promotion

Please support your municipality by taking care of your toilet as described here

1. Keep the water connection to the toilet open at all times. If there is no water in the pipes, add water to the cistern using a bucket.



2. You can avoid pipe blockages by not throwing newspaper, sanitary materials or other solids into the toilet. Throw them into a separate basket or a box with a lid. You are responsible to clear pipe blockages on your own property.

3. Do not plant trees or build where the sewage pipeline is situated.

4. Keep the manhole or rodding eye clear so that it can be easily opened to clear any blockages.

5. Do not throw solid waste and household waste into the manhole.



6. Flush the toilet when it is dirty. But it is not necessary to flush after every urination, you will save valuable water.

7. Use toilet paper for cleaning, if other cleaning materials are used, throw them into a separate basket or box with a lid. Burn the contents when it is full.





8. Always wash your hands with soap and water after using the toilet.

9. Teach children and the elderly how to use the toilet properly.

10. Keep the toilet clean. Clean it with a brush, water and soap.

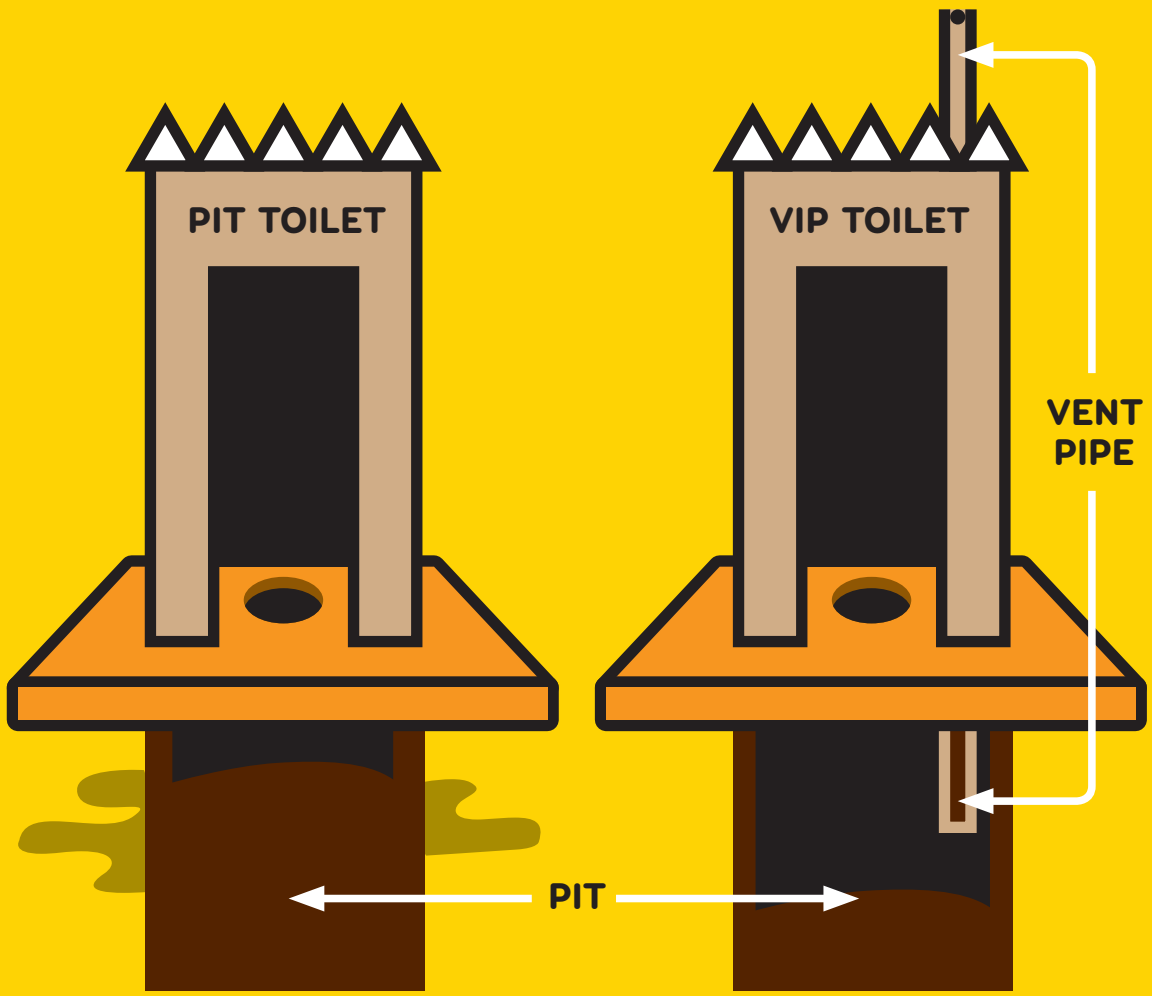
11. Take care of your toilet by fixing any damage of the structure. Repair any water leaks (you can waste more than 100 liters of water a day from a leaking toilet).

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PIT TOILETS AND VIP TOILETS

In a pit and ventilated improved pit (VIP) toilet, waste goes into a pit. Pit latrines that are poorly built can spread disease because they smell bad and are breeding grounds for flies and other insects. A VIP latrine is better because it has a vent pipe to get rid of smells and control flies.



- Do not throw chemicals and cleaning agents into the pit
- Do not throw rubbish into the pit
- Always use paper (not hard objects) to clean yourself after using the toilet
- Always wash your hands with soap and water after using the toilet

Manual to Operate Ventilated Improved Pit (VIP) Toilets

Health and Hygiene Promotion

Please use your toilet as described here

1. Do not throw solid objects or household waste into the pit.
2. You can slow the filling of the pit by adding one liter of water every day and by mixing the pit contents using a long pole every 3 months.
3. Contact your municipal office for advice if you need to empty the pit.
4. Clean the seat with clean water and soap. Avoid pouring jik or other chemicals into the pit. It can stop the VIP toilet functioning properly.
5. Always wash your hands with soap and water after using the toilets.
6. Teach children and the elderly how to use the toilet properly.
7. Keep the door closed and the seat cover down when the toilet is not in use.





8. Repair cracks and holes in the vent pipe, fly screen and floor slabs to stop insects getting into the pit.
9. Clean the fly screen at the top of the vent pipe by pouring water down the pipe every 3 months.

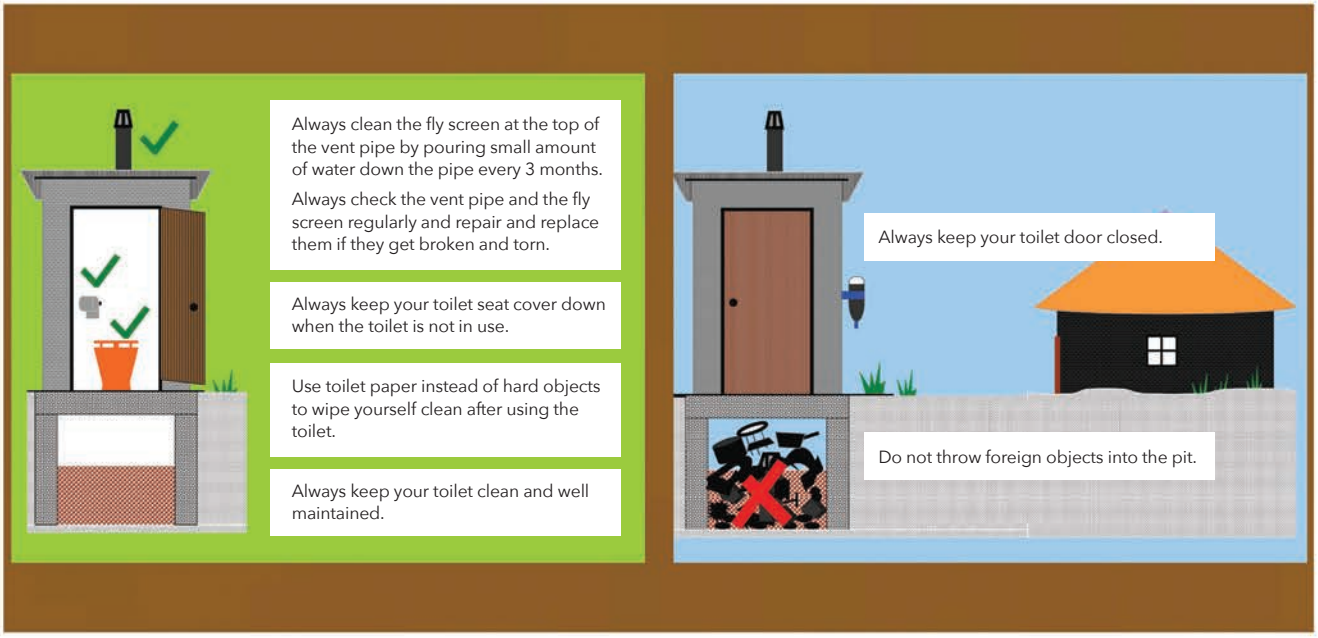


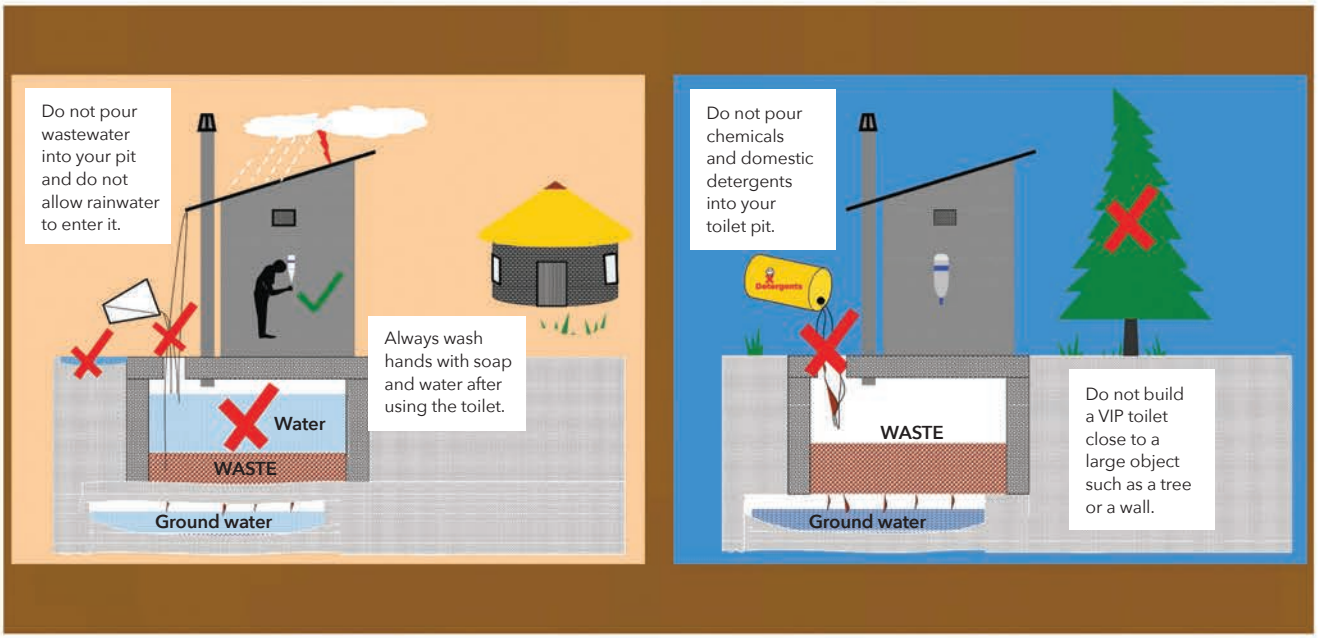
10. Do not build a toilet close to trees, as this can stop the vent pipe from functioning properly.
11. Make sure rainwater is drained away from the toilet and does not form pools next to the toilet.

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OPERATION & MAINTENANCE OF THE VIP SYSTEM





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WASH

Adapted from original for readability.

CLEANING FLOORS

HOW TO CLEAN THE FLOOR

- Assemble equipment.
- Prepare cleaning agent according to instructions.
- Put up warning signs and open windows.
- Position mopping unit and wringer behind line of work.
- "Cut in" parallel to skirting.
- Use figure of eight strokes, with overlapping passes.
- Do a manageable area at a time; do not do too much.
- Do not over-wet the floor, and make sure that you wring the mop out correctly.
- Rinse mop frequently and change the cleaning agent as necessary.
- Use an abrasive pad to remove stubborn marks.
- Wipe skirting after mopping.
- Check the appearance of floor.
- Wash mop heads and leave buckets to drain.
- Clean and store all materials and equipment.
- Remove warning signs when the floor is dry and remember to close windows.

EQUIPMENT NEEDED

	**Mop & bucket**
	**Gloves**
	**Abrasive pad**
	**Cleaning agents**
	**Measure or dispenser and spray bottle**
	**Warning signs**

CLEANING BINS

HOW TO CLEAN BINS

- Remove bags daily or when full.
- Spray the inside, outside and underneath the bin with a cleaning fluid and wipe clean with a cloth.
- Place a new rubbish bag into the bin, making sure that it is fitted properly.

EQUIPMENT NEEDED

	**Cloths**
	**Gloves**
	**Cleaning agents**
	Replacement waste bags of appropriate colour
	Sanitary bags

CLEANING WALLS, CEILINGS, WINDOWS, MIRRORS

HOW TO CLEAN WALLS, CEILINGS, WINDOWS AND MIRRORS

- Assemble equipment.
- Prepare cleaning agent (add correct quantity of cleaner to water in bucket).
- Open windows.
- Clean from bottom to top.
- Remove drips and runs as they happen.
- Rinse from top to bottom.
- Leave surface as dry as possible.
- Clean and store all materials and equipment.
- Close the windows.

EQUIPMENT NEEDED

	Cloths
	Buckets and cloths or spray bottle
	Abrasive pad
	Cleaning agents
	Measure or dispenser
	Step ladder

CLEANING AGENTS

It is very important that the right cleaning agent is used. All cleaning agents must be kept safely locked up, in a sealable container and clearly labelled. Make sure you mix them correctly according to the instructions.

Item	Type	Characteristics
Walls, floors, tiles, glass, mirrors, pipes, basins and sinks	• All-purpose cleaner	• Removes dirt
Bins		
outside	• All-purpose cleaner	• Removes dirt
inside	• Disinfectant cleaner	• Kills germs and removes dirt
Flush toilet		
outside	• All-purpose cleaner	• Removes dirt
inside	• Disinfectant cleaner	• Kills germs and removes dirt
VIP toilet & pit toilet (outside only)	• All-purpose cleaner	• Removes dirt

Make your own cleaning agents

Cleaning agents can be expensive. You can also make your own cleaning agents with ingredients that you can buy cheaply from a supermarket or general store.

ALL-PURPOSE CLEANER



INGREDIENTS

- ½ cup bicarbonate of soda
- 4 litres water

INSTRUCTIONS

Combine the ingredients in a bucket and use a sponge or cloth to apply it to various surfaces.[36]

DISINFECTANT CLEANER



INGREDIENTS

- 4 litres warm water
- 3/4 cup chlorine bleach (e.g. Jik)
- 1 tablespoon of powdered laundry detergent

INSTRUCTIONS

Combine the ingredients together and apply to the hard surfaces you want to clean. Don't let the solution dry, as this will reduce its effectiveness. Keep the surface wet for at least five minutes, then rinse and dry the surface.

Note that the detergent is optional, and just helps clean the surface at the same time it is being sanitised with bleach. If you don't need to clean, just disinfect: don't add the detergent.

Hint: To make a smaller amount of this recipe, such as to put into a spray bottle add 1½ tablespoons bleach to 2 cups of water (500 ml), and a small pinch of detergent.[37]

TOILET BOWL DISINFECTANT CLEANER



(FOR FLUSH TOILET ONLY)

YIELD: 1 cup (enough for 1 toilet)

YOU NEED

- Measuring cup
- Toilet brush

INGREDIENTS

- ½ cup bicarbonate of soda
- ½ cup white vinegar

INSTRUCTIONS

Pour bicarbonate of soda into the toilet bowl, then add vinegar. Let it fizz for 15 minutes, then scrub the bowl with the brush. Flush the toilet.[38]



SAFETY

The safety of all members of the school community must be guaranteed.

- Cleaning equipment should be colour-coded (e.g. yellow for cleaner areas including basins, taps and cubicle locks; red for toilet pans, cisterns).
- Cleaning agents must be stored safely, locked away and out of reach of learners.
- Cleaning agents must be properly labelled and always refilled with the same product.
- Signs must be put up while floors are being washed so that people don't slip on wet floors.



TRAINING

Cleaners

Cleaners need to be trained. They need the following knowledge (what and why) and skills (how). Supervisors should also know these facts.

- WASH for health
- Roles and responsibilities
- What to clean
- Cleaning agents (including safety for cleaners, staff and learners)
- Cleaning equipment
- How to clean
- When to clean (cleaning schedules)

Monitoring

- Facilities should be monitored regularly by supervisors.
- A cleaning checklist should be dated and signed daily by cleaning staff. (See example on the next page.)

Cleaning Schedule

	TASK (sign when done)	MON Date: __/__/__	TUE Date: __/__/__	WED Date: __/__/__	THUR Date: __/__/__	FRI Date: __/__/__
DAILY	**Clean:** • Taps, • Wash basins • Sinks • Mirrors • Flush handles • Cubicle door handles and locks • Bins • Toilets • Pipes • Floors • Skirting					
	Empty and store rubbish					
	Check / replace: • Cleaning materials • Toilet paper • Soap and water					
	Check / report: • Doors and locks • Leaks					
	Outside: • Clear puddles, rubbish (manholes)					
WEEKLY	• Walls • Ledges, tops of door frames, tops of cubicles					
MONTHLY	• Windows • Air vents and ventilation systems • Ceilings					

MAINTAIN AND REPAIR FACILITIES

Water and sanitation facilities need to be well maintained. Maintenance will increase the lifetime of facilities, keep them functional and help prevent them from breakdown and expensive repairs.

Badly maintained sanitation facilities are a health risk. Stagnant water around taps and blocked drains attracts rodents and breeds mosquitoes. Broken toilets and toilets without lockable doors are unsafe. Small repairs grow into big expensive repairs if they are not dealt with immediately.

All schools need sufficient, accessible water supply and sanitation facilities, and must ensure they are maintained in good working order. This must be funded through the relevant budgeting sources and processes.[39] The principal and the SMT are responsible for developing an annual School Improvement Plan and budget that identifies infrastructure and basic service gaps and puts in place measures to address these, e.g. through the Accelerated School Infrastructure Delivery Initiative (ASIDI) programme.[40] In order to keep facilities functional, the principal and SMT need to plan and budget for maintenance, repair and replacement of parts. This will mean involving parents, the local community, businesses and NGOs.

The principal and SMT must develop and maintain:

- A faults and repair checklist
- A reporting system



WHAT TO DO IF A DRAIN IS BLOCKED

Problem

Water stays in the basin/sink and won't run down the drain. This means that the drain is blocked.

Solutions you can try



Use a wire coat hanger:

1. Straighten it out as best you can, then bend one end over to create a small hook.
2. Push that past the drain cover and use the hook to pull out whatever is causing the blockage.
3. When you've got as much out as you can, run the water, and see if it goes down properly.



If this doesn't work, use a plunger:

1. Fill the basin/sink about halfway.
2. Before plunging, make sure that your plunger has water in it.
3. Completely cover the drain with your plunger.
4. Push and pull rapidly for about 35 seconds.
5. If water starts draining slowly, add more water and plunge some more!



If the drain is still blocked, try clearing it with a mixture of bicarbonate of soda and vinegar:

INGREDIENTS

- 1 cup bicarbonate of soda
- 1 cup white vinegar
- 4 litres boiling water

INSTRUCTIONS

1. Pour the bicarbonate of soda down the drain.
2. Slowly pour the vinegar into the drain so that it fizzes and foams, which is the chemical reaction you desire.
3. Hint: Don't pour the vinegar in too quickly or you will merely flush everything down the drain and it won't clean as it is supposed to.
4. Wait until the vinegar and bicarbonate of soda mixture stops bubbling, which could take about five minutes or so.
5. Slowly pour the boiling water down the drain. This helps flush away the clog that was already loosened by the reaction of the bicarbonate of soda and vinegar.
6. You may need to repeat this step a few times, depending on the severity of the blockage. You can also use a plunger on the drain, along with this method, to help clear the drain of any blockages.



When to call a plumber

- When the drain is blocked and you can't unblock it.
- When a tap is dripping.
- When water keeps running into the toilet from the cistern after flushing.



Manage rubbish

Why is waste management important?

Proper waste management is very important for people's health and for the environment. If rubbish is left lying around, it looks untidy and can cause serious health problems. People can cut themselves on broken bottles or tin cans, and can get diseases such as skin infections, tetanus, hepatitis A and worms. Also, food waste attracts pests and vermin, such as rats and mosquitoes, which spread diseases.

Hazardous wastes, such as poisonous chemicals, tyres and motor oil, that are not properly disposed of can leak and contaminate soil and water; burning the wrong types of waste can release poisonous gases into the air. This damages the environment and human health.

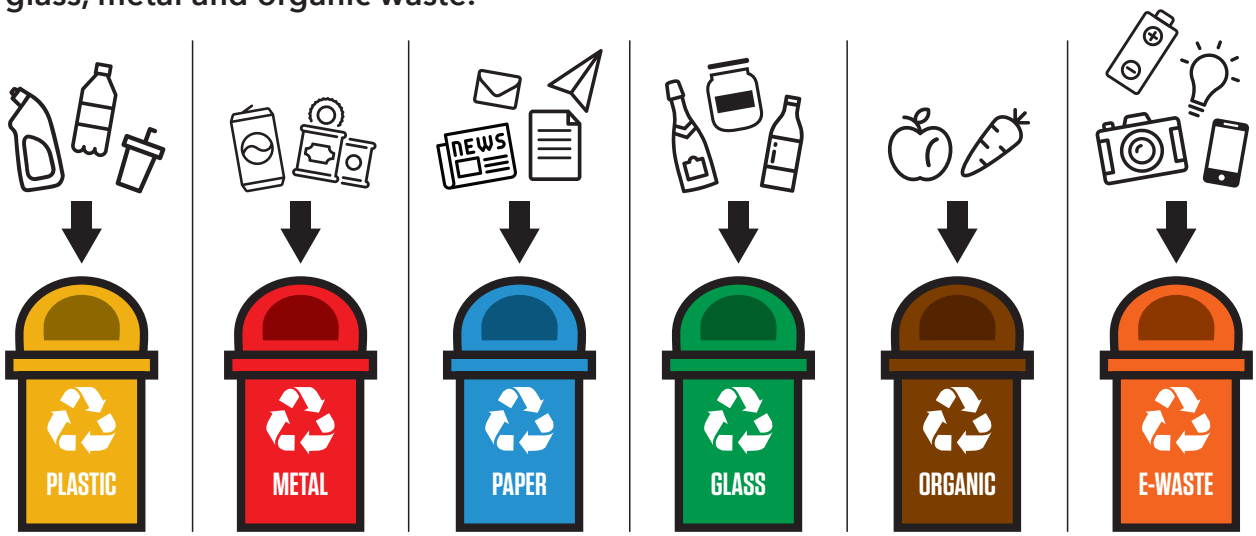
The government wants to reduce the amount of plastic, cans, paper and glass going to landfills. To play our part in protecting our environment, we need to collect our rubbish, sort and dispose of it safely, and reuse and recycle it wherever we can.

Recycling rubbish means that it will be used again. It is turned back into raw material that can be made into a new item. Recycling helps to conserve our natural resources and reduces the cost of production of many products.

Companies like Collect-a-can and Mpact Recycling (formerly Mondi) collect rubbish from central points. You may also be able to make money for your school through recycling. Find out about recycling companies that operate in your area.

Sort your rubbish and dispose of it safely

Separate the rubbish into different types of waste, e.g. paper and cardboard, plastic, glass, metal and organic waste.



Get different containers for the different types of waste because each type needs to be disposed of differently. A good container is one that keeps pests away from the waste material.

- Collect **organic waste (fruit and vegetables)** in a bin with a lid, and use it for compost. When the bin is full and before it starts smelling bad, put it into a compost pit and cover it with sand.
- Collect **paper and cardboard** in a container. If you can, get a recycle company to collect the paper and cardboard. If not, burn it and then bury it.
- Collect **metal tins,** wash them and store in a container. If you can, get a recycle company to collect them. If not, burn and then bury.
- Wash and try to re-use **plastic and glass**. If you can, get a recycle company to collect the glass. Do not burn plastic because it makes toxic fumes. If you cannot reuse or recycle, bury them together with the tins, but try to keep the glass separate. One day they could be recycled. Collect plastic bags. They are harmful to animals that can eat them and then choke.
- Collect **batteries and light bulbs** in a separate container. If you can, get a recycle company to collect them, or take them in plastic bags to your local supermarket and put them in their recycling container. DO NOT bury this waste as it will poison the environment.
- Collect **electronic equipment**, e.g. old computer monitors, keyboards, heaters, toasters, etc., in a separate container. First check if these appliances have to go through an asset disposal process. If not, put them in separate containers and dispose of them safely, as you would for batteries and light bulbs. DO NOT bury this waste as it will poison the environment.[41]

Kill mosquitoes, flies, cockroaches and rats. Make sure no garbage is lying around to feed them.

PICK UP LITTER EVERY DAY.

ROLES & RESPONSIBILITIES FOR WASH

All members of the school community are responsible for WASH in schools but the SMT has overall responsibility for managing the cleaning and maintenance of water and sanitation facilities.



SMT (School Management Team)

- Manage the maintenance and cleaning systems at school: set up systems, schedules, train cleaners, maintenance contacts, reporting system, etc.
- Liaise with the municipality about supply of safe drinking water, and with the district office about infrastructure needs and maintenance
- Encourage parents with plumbing experience to volunteer / take responsibility for maintenance
- Get local businesses involved to support maintenance efforts, new building, and consumables (such as toilet paper, soap, toilet cleaning agents and supplies)



SGB (School Governing Body)

- Advocate for improvements in water supply, sanitation and hygiene schools
- Raise funds and help plan improvements with the SMT and teachers
- Support maintenance of school facilities
- Encourage parent volunteers



Cleaners

- Clean according to schedules
- Look after cleaning equipment and supplies
- Clean and pack away equipment and supplies safely after use (out of reach of learners)
- Report faults and broken facilities



Teachers

- Teach learners about hygiene and proper use and care of facilities
- Monitor the state and use of water and sanitation facilities
- Organise the care and maintenance of facilities
- Report faults and broken facilities



Learners

- Comply with procedures for use and care of water and sanitation facilities
- Practise good hygiene
- Participate in cleaning and maintenance of facilities
- Report faults and broken facilities
- Advocate for WASH



Parents and caregivers

- Teach children about hygiene
- Reinforce health messages about use and care of water and sanitation facilities
- Volunteer at school



Department of Education

- Provide resources and direction on operation and maintenance of water and sanitation facilities at school level
- Advocate for adequate resources
- Coordinate with local health, public works and other departments to ensure that sufficient technical support is provided



Department of Health

- Provide guidance on the environmental health aspects of school WASH
- Monitor environmental-health conditions, monitor child health (including screening and supply of services)
- Support hygiene promotion in schools
- Provide training and advice for teachers, learners and caregivers on WASH



WATER AND SANITATION CHECKLIST

Audit your school using this checklist.

Safe drinking water	
Sufficient safe drinking water is always available.	
Drinking water supplies are not kept in the toilets.	
Water is conserved and not wasted.	

Handwashing	
All learners and teachers have access to handwashing facilities.	
Handwashing facilities are in or nearby the toilet facilities.	
Water storage containers for handwashing are filled each morning and refilled whenever needed during the day.	
Drainage facilities are provided at handwashing points (so that water does not stagnate in pools and become a health risk).	
Facilities have running water, a jug or a tippy tap. (Learners should not wash their hands in the same tub of water, as this spreads germs.)	
Water and soap are provided.	
Learners know when and how to wash their hands.	
Sufficient safe drinking water is always available.	

Toilets	
There are sufficient safe toilets for all learners and teachers.	
There are accessible toilets for learners and teachers with disabilities.	
Human urine and faeces and wastewater are disposed of safely.	
Toilets are open to learners and staff throughout the school day.	
Teachers and children always use toilets to defecate and urinate.	
Doors are lockable from inside.	
Learners know how to use toilets.	
Teachers supervise and guide young children when using the toilets.	
Toilet paper is supplied.	
Broken toilets are repaired immediately.	
Bins are supplied in the toilet area.	
Sanitary disposal facilities are provided for all girls aged 8 and over. Sanitary disposal bins are provided in each cubicle to provide privacy and protect the modesty of girls menstruating.	
Sanitation facilities are kept clean at all times.	
The area in and around the sanitation facilities is kept clean at all times.	
Facilities are well maintained, which includes regular preventative maintenance to avoid breakdown and high replacement costs.	

Rubbish	
Learners know the importance of not littering and of throwing rubbish away in the correct containers.	
Litter is picked up every day.	
Rubbish is sorted.	
Sufficient suitable containers are provided for collecting rubbish.	
Rubbish containers are regularly emptied and cleaned.	
Rubbish is disposed of safely and regularly.	

WASH IN MPUMALANGA

WASH is a key component of the CSTL approach being piloted in Mpumalanga Province. The WASH programme comprises a capacity-building and training component and related support material. In order to create an enabling environment for instilling good habits, it also includes the provision of products such as toothpaste, soap and handwashing facilities. This is summarised below.

Water and sanitation hygiene (WASH) and oral care		
PROGRAMME	• Supports the attainment of SDG 6, requiring the availability and sustainable management of water and sanitation for all • Strengthens and standardises health education messages delivered through the ISHP and the *National Hand Hygiene Behaviour Change Strategy 2016–2020* • Supports the delivery of the Curriculum and Assessment Policy Statement (CAPS) Life Skills and Life Orientation curricula	
AUDIENCE GROUPS	**DIRECT:** • Officials • School Management: School Management Teams (SMTs), School Governing Bodies (SGBs), School Based Support Teams (SBSTs) • General Assistants • Teachers (focus Grades R–2) • Learner leadership groups	**INDIRECT:** • Learners, particularly Grades R–2 • Caregivers
OBJECTIVES	1. To understand the importance of WASH for health and wellbeing 2. To establish good oral health and general hygiene practices in Foundation Phase learners by instilling the practice of good toilet, handwashing and teeth brushing practices (includes knowledge [why and when] and skills [how]) 3. To promote good hygiene practices throughout the school community, including the use of toilets and the practice of washing hands with soap at critical times (includes knowledge [why and when] and skills [how]) 4. To promote an enabling environment for washing hands with soap; where water, handwashing facilities and soap are readily available 5. To create an understanding and commitment to provision of adequate facilities (maintained in working order, kept clean [and how], bins, toilet paper etc.)	

Water and sanitation hygiene (WASH) and oral care

LTSM	**A WASH PUBLICATION** A publication containing essential information about WASH and oral health in schools
	FACILITATOR GUIDE Notes including an introduction to the programme, facilitation tips, session-related background information and session guides on training each audience group
	PARTICIPANTS HANDOUTS Take-away material including ISHP pamphlets – to reinforce session knowledge, skills and messages
	POSTERS AND STICKER School and classroom posters and a sticker to remind and reinforce messages
	PRODUCT Soap for handwashing for learners Grade R-2 Toothbrush and toothpaste for learners Grade R-2
FACILITIES	**TIPPY TAPS / GROUP HANDWASHING STATIONS**

ENDNOTES

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