



REPUBLIC OF KENYA

HYGIENE PROMOTION IN SCHOOLS



A HANDBOOK FOR TEACHERS

**Hygiene promotion
in schools:**

**A handbook
for teachers.**

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Foreword

The Government of Kenya is committed to providing quality Education to all school going children. In the wake of the Sustainable Development Goals (SDG)- which aim to ensure inclusive and quality education for all and to promote life-long learning, including, among others, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all by 2030.

The Ministry of Education, Science and Technology, UNICEF and other stakeholders in the sector are jointly developing and revising tools and approaches using evidence based approach that aim to deliver to the children of Kenya quality education in an enabling environment. This efforts include but not limited to, review of the school curriculum, review of the school health policy, and availability of quality data though the EMIS and creation of child friendly schools.

Fulfilling every child's right to water, sanitation and hygiene education remains a major challenge for policymakers, school administrators and communities in many countries. Evidence shows that school-based hygiene and water treatment programs increase student knowledge, improve hygiene, and decrease absenteeism. Studies have also shown that neglect for WASH in schools and health care facilities undermines country's capacity to prevent and respond to disease outbreaks.

The minimum package for school hygiene promotion guidelines reinforces the existing wealth of knowledge on creation of child friendly schools. The package offers an opportunity for teachers and WASH practitioner's to access minimum guidelines on delivering hygiene promotion to children. Children being agents of change, when they are taught on Hygiene promotion will carry them into adulthood.

I urge you to continuously embrace the new participatory methods of teaching which plants a child at the centre of learning and this will largely contribute to achieving access to adequate and equitable Water, Sanitation and Hygiene for all by 2030.



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Preface

The aim of hygiene promotion in schools is to instill healthy-seeking behavior in pupils, ultimately resulting in a reduction in the incidence and prevalence of hygiene-related diseases. In order to achieve an optimal and a sustainable impact, it is necessary to create an enabling environment with access to safe and reliable water and proper sanitation facilities.

The current school health policy in Kenya places an emphasis on eight thematic areas namely WASH, nutrition, disease prevention and control, special needs, infrastructure, values and life skills, gender and human rights. Hygiene promotion falls under the WASH thematic area but also contributes significantly to all the other thematic areas.

These guidelines are a resource for teachers and other stakeholders who work on hygiene promotion in primary schools in Kenya. It is based on the best practices drawn from various approaches previously used for hygiene promotion in Kenya and beyond. They include Participatory Hygiene and Sanitation Education (PHASE), Children's Hygiene and Sanitation Training (CHAST) and School-Led Total Sanitation (SLTS). It provides simple instructions and facilitation materials for use during various sessions tailored to meet the learning needs of both upper and lower primary school pupils. Guidance is given on how to set up and effectively manage school health clubs, formulating hygiene promotion action plans and participatory monitoring of hygiene in schools. In addition, it advocates for a systematic approach for assessing or grading the status of hygiene in various target schools.

These guidelines recognize the involvement of key stakeholders in school hygiene promotion to foster sustainability of improved hygiene status while ensuring that child rights are protected and promoted.



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Other stakeholders and partners who contributed directly or indirectly to the development of this handbook include: CARE Kenya, Caritas Switzerland, Catholic Diocese of Kitui, Dig Deep, Food for the Hungry, Global Sanitation Environmental Projects, GOAL, International Rescue Committee (IRC), Ideal Public Health and Development Consultancy (IPHDC), Kenya Institute of Curriculum Development, Kenya Industrial Research and Development Institute (KIRDI), Klever Creations, Kenya Water for Health Organization (KWAHO), Nagasaki University, Sustainable Aid in Africa International (SANA), Sanergy, Transformation Textiles, Vestergaard, World Vision Kenya, and Zana Africa Foundation.

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List of Abbreviations and Acronyms

CDOK	Catholic Diocese of Kitui
CHAST	Children’s Hygiene and Sanitation Training
DFID	Department for International Development, United Kingdom
IPHDC	IDEAL Public Health and Development Consultancy
IRC	International Rescue Committee
KCO	Kenya Country Office
KIRDI	Kenya Industrial Research and Development Institute
KWAHO	Kenya Water and Health Organization
MHM	Menstrual Hygiene Management
MoENRW	Ministry of Environment, Natural Resources and Water
MOEST	Ministry of Education, Science and Technology
MOH	Ministry of Health
MOWI	Ministry of Water and Irrigation
PHASE	Participatory Hygiene and Sanitation Education
PoU	Point of Use
SANA	Sustainable Aid in Africa International
SDG	Sustainable Development Goals
SHC	School Health Club
SLTS	School-Led Total Sanitation
SODIS	Solar Disinfection
UNICEF	United Nations Children’s Fund
WASH	Water, Sanitation and Hygiene
WHO	World Health Organization

Glossary

The following glossary provides the reader with guidance about what is meant by the various terms used in this guidebook. This list is not intended to be exhaustive, it is designed to help the reader to understand what is intended in the current text. Where a definition is obtained from a published source it is cited.

Health:	This is the state of complete physical, mental and socio-economic well-being of an individual and not merely the absence of a disease of infirmity ¹
Hygiene:	This refers to conditions and practices that help to maintain health and prevent the spread of diseases ²
Lower primary:	This is the junior primary school level from class 1 to 4.
Sanitation:	This generally refers to the provision of facilities and services for the safe disposal of human urine and faeces. The word 'sanitation' also refers to the maintenance of hygienic conditions, through services such as garbage collection and waste water disposal.
School Health Club:	This is a group of pupils and teachers mandated to ensure that health issues including hygiene and sanitation promotion are sustained in the school and among the surrounding communities.
School Management Committee:	This is a committee consisting of teachers and parents who are mandated to ensure that the school is well managed by developing key policies and making significant decisions.
Upper primary:	This is the senior primary school level from class 5 to 8.
Menstrual Hygiene Management:	Menstrual hygiene management has been defined as Women and adolescent girls using clean menstrual management material to absorb or collect blood that can be changed in privacy as often as necessary for the duration of the menstruation period, using soap and water for washing the body as required, and having access to facilities to dispose of used menstrual management materials ³

Introduction

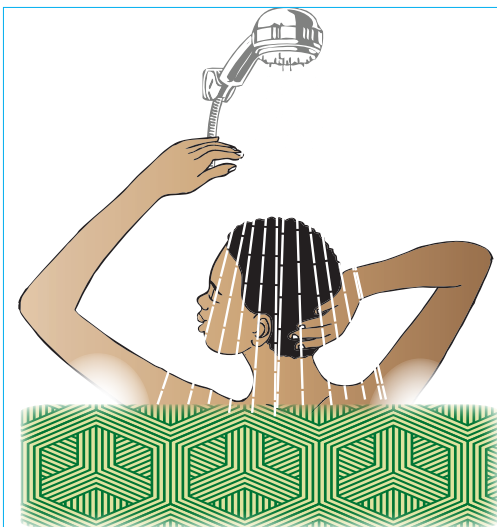
Background

The aim of this handbook is to provide a harmonized approach to hygiene promotion in primary schools in Kenya. It acts as a technical guide for hygiene promotion in schools for practitioners and other sector stakeholders on key hygiene issues that should be addressed when conducting hygiene promotion activities. The book should be used by primary school teachers and WASH practitioners to train school children on appropriate hygiene practices. The content is based on the diverse experiences of actors in the sector and documented reference materials. It is organized into five core thematic areas, based on the five hygiene promotion domains, which should constitute a minimum package of school hygiene promotion. There is also additional information on menstrual hygiene management and supportive activities for school hygiene promotion, including establishing functional school health clubs, development of a school hygiene promotion action plan and monitoring and evaluation of hygiene in primary schools.

Why conduct hygiene promotion in schools?

Poor hygiene practices and drinking contaminated water remain the biggest underlying factors contributing to the prevalence and incidence of diarrhoeal diseases in school children. It is estimated that 80 per cent of diseases in children are related to water hygiene, personal hygiene, food hygiene and open defecation⁴

WASH in Schools significantly reduces hygiene-related disease; increases student attendance and learning achievement; and contributes to dignity, inclusion and equity.⁵



Showering using piped water.



Cleaning a toilet facility.

Many schools in Kenya, do not have adequate sanitation facilities nor a safe water supply. The facilities are also not accessible to children living with disabilities. Furthermore, most of the children in schools do not have access to safe water at home leading to a high incidence of diarrhoeal diseases. Consequently, there has been a negative impact on academic performance, attendance and enrolment⁶. Access to safe drinking water, coupled with adequate sanitation facilities, menstrual hygiene management and hygienic practices ensures improved health for pupils and consequently improves enrolment, retention in schools.

Who is this book meant for?

This book is intended for two primary audiences:

A) **Teachers and WASH practitioners** to effectively promote hygiene in primary schools. It applies user-friendly approaches taking cognizance of the learning needs of children in the different age categories. Participatory and learner-centered training methods to inculcate good hygiene practices among pupils are used. Lastly, the trainers are provided with process monitoring tools to ensure that the objective of each training session is achieved

B) **Primary school pupils** who are the ultimate target audience from class 1 to 8. The content has been developed to respond specifically to the learning needs of lower primary and upper primary school pupils. Consequently, the handbook has been divided into two main sections focusing on lower and upper primary school content.



A clean school environment.

How to use this guidebook?

This guidebook will be used together with a set of visual aids and other facilitation materials as listed under each of the activities. Considering the size of the school population, the primary target group for the training sessions will be children who are members of the school health club. Therefore, as a prerequisite to using the handbook each school should have a functional school health club in place consisting of at least two representatives (boy and a girl) from each of the classes. See Section 3 for more information on how to establish a school health club.

Materials and methodology

- A) **The lower primary** school component of the handbook employs more interactive and fun activities to draw attention of the children to the topics under discussion. Such activities include games, drama, drawing competition, story-telling and songs.
- B) **In upper primary school**, the approach employs more complex activities oriented towards the learning capacity of the pupils at this level.

Thematic topics in the handbook

1. Safe excreta disposal



A modern toilet facility.

Safe disposal of human excreta creates the first barrier to faecal-oral transmitted diseases, helping to reduce disease transmission through direct and indirect routes. The provision of appropriate sanitation facilities is essential in schools as

it improves enrolment, retention, and transition, learning achievements, health and well-being of the school children. In Kenya, the minimum standard of latrine to pupils' ratio is 1 latrine door to 25 girls with a closet and 1 latrine door to 30 boys and a provision for a urinal.

It should be noted that only providing sanitation infrastructure will not necessarily result in desired health impact unless it is accompanied by proper use of these facilities. A study on diarrhoeal diseases among children in Western Kenya has revealed that poorly used latrines results in more cases of diarrhoea compared to open defecation⁷

2. Personal hygiene



Washing hands with soap and clean water.

This theme outlines the importance of

1. *Proper hand washing at critical times.*
2. *General body hygiene.*
3. *Face washing.*
4. *Oral hygiene.*
5. *Appropriate menstrual hygiene management.*

Appropriate personal hygiene practices promote health thus contributing to improved school attendance and performance.

Proper hand washing with soap is an important practice that should be adopted by children to protect them from faecal-oral transmitted diseases. Hand washing at all critical times is linked to behaviour change, which in many communities, is difficult to achieve. It is important for all to observe proper hand washing practices to reduce the burden of communicable diseases⁸. In the hand washing session, emphasis is laid upon critical times and the steps for proper hand washing. A relatively new and equally effective strategy of promoting and sustaining hand washing is supervised daily group hand washing in schools which has a potential to lead to positive health and education outcomes for children⁹.

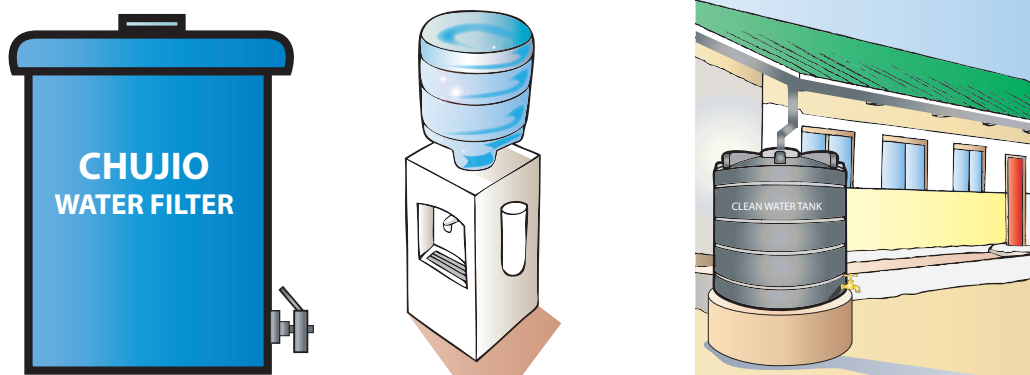
General body hygiene encompasses a number of practices such as regular bathing, tooth brushing, face washing and maintaining proper grooming (ensuring nails are kept short, and hair well kempt).

Menstrual hygiene management has remained a practical challenge for many girls who have attained the menarche age. To preserve the dignity for the school going adolescent girls, and support their comfortable stay in school, Menstrual Health Management should take a 3 pronged approach namely;

1. Breaking the Silence around menstruation, whereby not only the school girls are sensitized on MHM but the whole community including boys and men and ensuring that they all have access to knowledge and information around MHM.
2. Safe and hygienic management of menstruation by ensuring that all menstruating girls have access to affordable, safe, hygienic and absorbent menstrual products. All girls should be introduced to the various safe MHM products and how to use them, to allow the girls make informed decisions. Schools should also provide water and hygienic private sanitation facilities for girls to enable them manage their menses comfortably and in a dignified manner.
3. Safe disposal of used menstrual materials, which is achieved through provision of a safe disposal that preserves dignity, viable options include environmentally safe incineration or linking to service providers who regularly collect the menstrual materials and products and safely disposes them.

In this topic, the learners will appreciate menstruation as a normal process of growing up, the effects menstruation has on the girl child, hygienic practices around it and the safe disposal of menstrual products. and materials

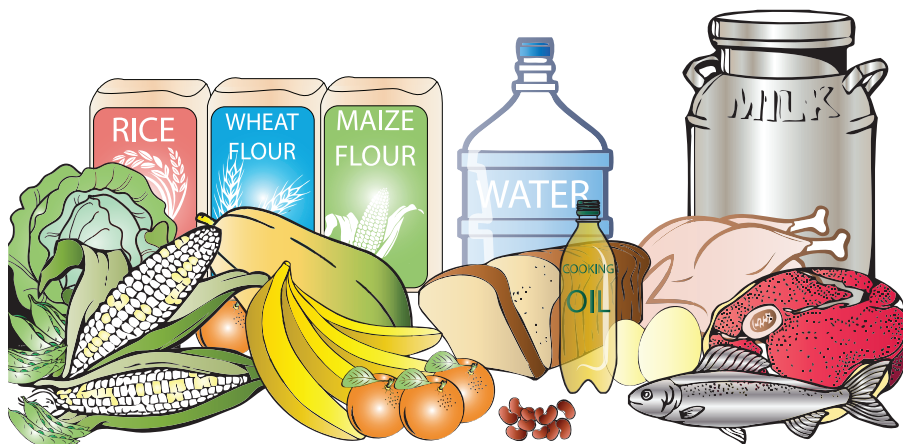
3. Safe drinking water



Examples of safe water storage containers.

This theme discusses why safe water is important for health, what safe drinking water sources are and how to protect water from source to consumption. The World Health Organization/UNICEF Joint Monitoring Programme on Water Supply and Sanitation (JMP)¹⁰ defines water sources as either “improved” or “non-improved”. The two types of sources will further be explored so that the learners will understand the importance of improving water sources to reduce faecal and other forms of water contamination. The learners will also be taught on the various water treatments and storage methods.

4. Food hygiene and nutrition



Some types of food.

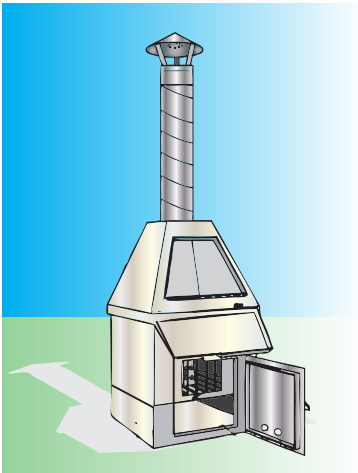
It has been estimated that each year 1.8 million people die as a result of diarrhoeal diseases and most of these cases can be attributed to contaminated food or water¹¹. Proper food preparation can prevent most food borne diseases.

This theme area emphasizes the hygienic ways of handling food and the importance of good nutrition. Food hygiene refers to the safe handling of food during harvesting, transportation, preparation, storage and consumption.

Nutrition is the process of food consumption, absorption and assimilation in our bodies to support growth, energy supply and repair of body tissues. Good nutrition means getting the right amount of nutrients from healthy foods in the right combinations.

School health programmes can help children and adolescents to attain their full educational potential and good health. Specifically, by providing them with the life skills, social support, and the environmental reinforcement they need to adopt long-term, healthy eating behavior.

5. Solid waste management



A type of incinerator.



Correct use of a trash can.

In the context of these guidelines, environmental hygiene will focus mainly on proper solid waste management in schools and the community. This will ensure that the pupils play a key role in ensuring that their environment is free of environmental waste and hence conducive to learning and other school-related functions. Pupils will be equipped to identify the types of waste common in their surroundings and the appropriate measures they should employ to ensure that they are safely disposed of.

Notes

(Endnotes)

- 1 WHO. (1948). *Preamble to the Constitution of the World Health Organization as adopted by the International Health Conference, New York, 19-22 June, 1946; signed on 22 July 1946 by the representatives of 61 States (Official Records of the World Health Organization, no. 1)*. Retrieved from <http://www.who.int/about/definition/en/print.html>
- 2 (WHO, <http://www.who.int/topics/hygiene/en/>)
- 3 (http://www.unicef.org/wash/schools/files/MHM_vConf_2014.pdf)
- 4 (UNICEF/WHO, (2009); *Diarrhoea: Why children are still dying and what can be done*, 2009).
- 5 *Raising Even More Clean Hands: Advancing Health, Learning and Equity through WASH in Schools*, 2012, pg. 6
- 6 Greene LE¹, Freeman MC, Akoko D, Saboori S, Moe C, Rheingans R. *Impact of a school-based hygiene promotion and sanitation intervention on pupil hand contamination in Western Kenya: a cluster randomized trial*. *Am J Trop Med Hyg*. 2012 Sep;87(3):385-93. doi: 10.4269/ajtmh.2012.11-0633. Epub 2012 Jul 16.
- 7 Ibid.
- 8 *Raising Even More Clean Hands: Advancing Health, Learning and Equity through WASH in Schools*, 2012
- 9 *Maintaining the momentum: Advancing Health, Learning and Equity through WASH in Schools. A Companion to Raising Even More Clean Hands*, 2014

SECTION 1: LOWER PRIMARY SCHOOL SESSIONS

Topic 1.1

Safe excreta disposal



Topic 1.2

Personal hygiene



Subtopic 1.2.1 Hand washing

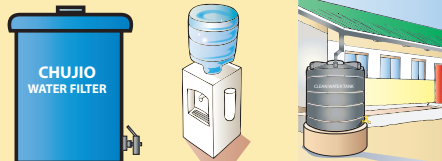
Subtopic 1.2.2 Face washing

Subtopic 1.2.3 Oral hygiene

Subtopic 1.2.4 General body hygiene

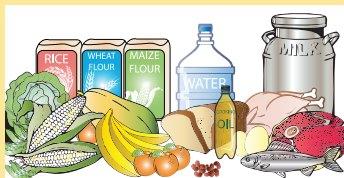
Topic 1.3

Water hygiene



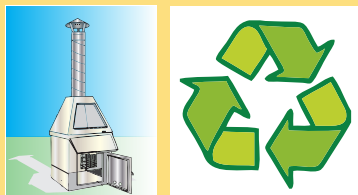
Topic 1.4

Food hygiene



Topic 1.5

Solid waste management





A modern toilet facility.

Topic 1.1 Safe excreta disposal

Safe excreta disposal refers to proper handling of human waste. At this level, most learners normally avoid using latrines, mainly because they are afraid of falling in, are dirty or they have heard negative stories about latrines. Therefore, this session should focus on allaying their fears by demonstrating that latrines are safe places. It should also demonstrate how to use toilets/latrines properly by ensuring cleanliness before and after use. Lastly, the facilitator/teacher should underscore the importance of hand washing with soap after using the latrine.

Learning Outcomes

By the end of the session, the learners should be able to:

1. Appreciate toilets/latrines as safe places;
2. Demonstrate what proper latrine use entails; and
3. Demonstrate proper hand washing after using the toilet.

Duration

35 to 40 minutes

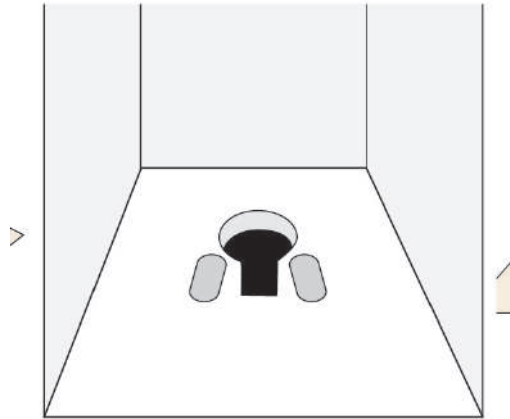
Learning Materials

- Posters on safe management of excreta (proper use of toilet/latrine, proper use of urinals and handwashing with soap);
- Hand washing stations at or close to the toilet/latrine; and
- The transmission routes diagram.

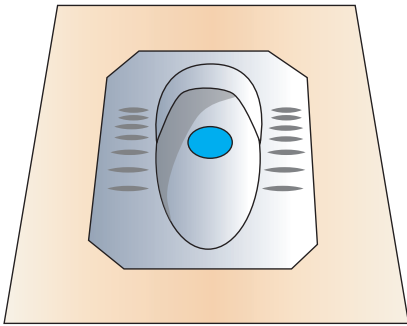
Types of toilets



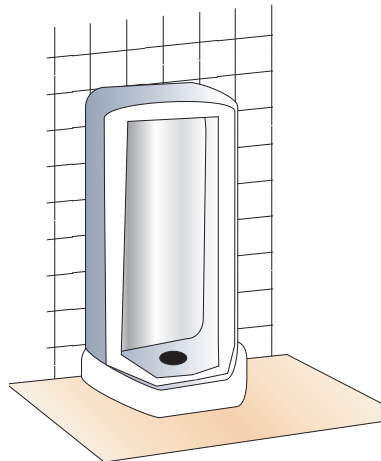
Toilet with cistern.



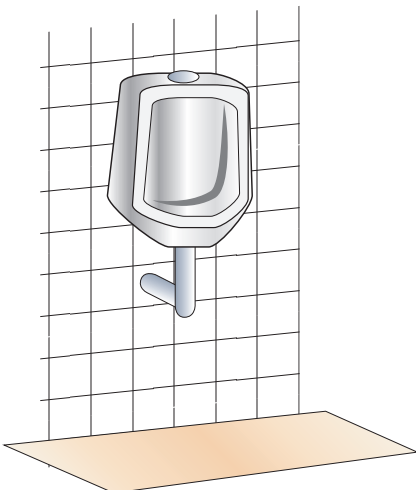
Improved latrine with concrete slab.



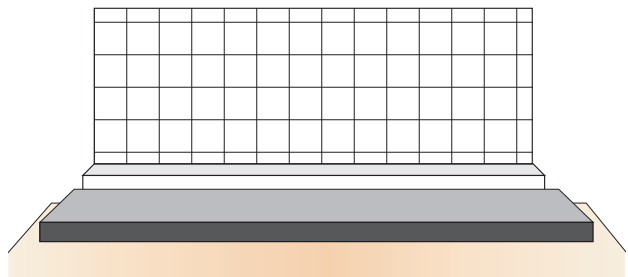
Ceramic floor toilet with water trap.



Single floor mounted urinal.

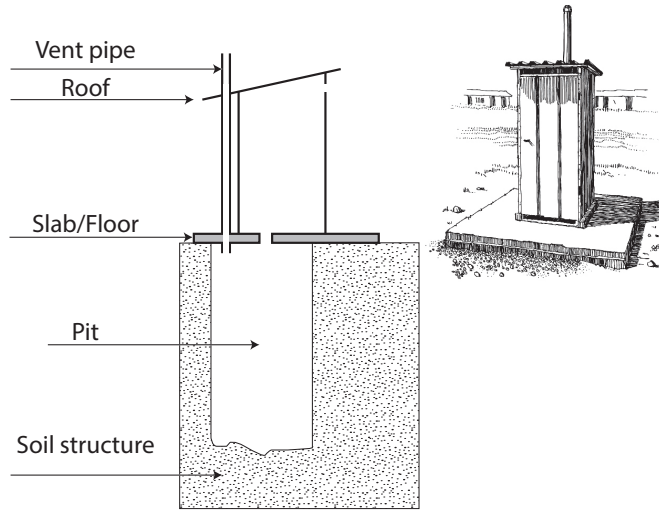


Ceramic wall mounted urinal.



Multi-user floor mounted urinal.

A Ventilated Improved Pit (VIP) Latrine cross section



Toilet facility in rural setting.



Modern hand washing facility.

Learning Activities

- Step 1 Introduce the objective of the session to the learners. Ideally your session should have at the most 30 learners.
- Step 2 If it is a mixed group of boys and girls divide the group by gender into two groups. Thereafter, assign the learners into groups of six.
- Step 3 A male facilitator/teacher should take each of the boys' group to the latrine and explain the proper procedure of using the toilet/latrine, and keeping it clean in the process while the female facilitator/teacher does the same with the girls. In the demonstration include the use of urinals, anal cleaning materials and how to clean the toilet/latrine.
- Step 4 Ask the learners in each of the groups to explain in turns the correct sequence in which they should use the toilet – demonstrating the correct position of feet on the footpads, how to squat so that all the excreta goes down the hole.
- Step 5 After this demonstration, remind each learners to wash their hands properly with soap.
- Step 6 If a group completes the exercise with time to spare, they can colour one of the black-and-white drawings as they wait for their classmates to finish their demonstration exercise.
- Step 7 When all the groups have completed the exercise and have returned to the classroom, you can conduct a return demonstration of the toilet/latrine use exercise. Afterwards the session should be wrapped up with a song on toilet use.
- Step 8 In preparation for the next session, give the learners a group assignment to compose a song about personal hygiene.

The F Diagram

