

Introduction

On a Global Stage

The right to water and sanitation came under the spotlight in 2010, when the UN General Assembly and the Human Rights Council ratified a decision to recognise access to water and sanitation as a human right. Over the past three years, great strides have been made in gaining access to drinking water, while unfortunately sanitation coverage is still lagging behind in many developing countries around the World.

In Africa

Africa faces huge challenges of accessing clean water and sanitation; challenges that are having a significant and negative impact on the health of our nations. The implications of a lack of clean water and access to adequate sanitation are widespread. Among them, children are suffering and dying from diarrheal illnesses, while young girls miss school and women are unable to provide their families with an income, as they spend hours of their day on fetching water. There is also a vast difference in WASH-related challenges between urban and rural settlements, with rural communities often unable to access resources and information unless at a higher price, while maintaining sanitary conditions in the often overcrowded cities, frequently promotes disease outbreaks.

How to use this Manual

This manual is a tool in your journey to community engagement and mobilisation on WASH issues. It will help you improve your knowledge and skills to facilitate community engagement, as well as provide you with some guidelines and approaches on how you can actively support and engage with school communities (in and out of school) who wish to address critical WASH issues and barriers to WASH inclusivity - either as part of new or existing actions, campaigns and/or drives.

Most importantly, the people you partner with need to understand that the benefit from water and sanitation interventions can only be achieved if the beneficiaries of these interventions are made aware of the links between hygiene practices, poor sanitation, polluted water sources and disease.

This manual will also help you to engage your users/target audience on the design, management and maintenance of the campaigns/activities you wish to implement.

What is WASH?

Water, Sanitation, and Hygiene. Access to safe water, adequate sanitation, and proper hygiene education can reduce illness and death from disease, and also impact poverty reduction and socio-economic development. These areas are treated together as the impact of deficiencies in each area overlap strongly, and so to achieve a strong positive impact on public health, they need to be addressed together.

WASH and Health

Water and sanitation are often described as the 'driver' of public health. And the lack of basic or clean water and adequate sanitation services, along with poor hygiene, is directly linked to the spread of disease across the World. Many people will die as a direct result of their inability to combat these diseases – diseases which could be prevented by promoting adequate WASH standards.

Diarrhoea: according to the World Health Organisation (WHO), 1.8 million people die every year from diarrhoeal diseases (including cholera); 90% are children under 5, and most are in developing countries. Diarrhoea is spread as human waste (faeces) is transferred from people's hands to their mouths, or through drinking water contaminated with human faeces.

Pneumonia: One key way that pneumonia is transmitted is via dirty hands, and hand washing with soap has been found to reduce pneumonia by up to 50%.

Malaria: Globally, 1.2 million people die of malaria each year, 90% of whom are children under 5. Most of the disease burden is in Africa south of the Sahara. Better management of water resources reduces transmission of malaria and other vector-borne diseases.

Trachoma: One of the oldest infectious diseases known to man. It is spread through contact with eye discharge from the infected person (on towels, handkerchiefs, fingers, etc.) and through transmission by eye-seeking flies. If left untreated, it can lead to blindness. The disease is strongly related to lack of face washing, often due to absence of nearby sources of safe water. Improving access to safe water sources and better hygiene practices can reduce trachoma morbidity by 27%.

Malnutrition: at the same time, many of the diseases that children succumb to are more fatal to the poorest because they are weakened by malnutrition. Water and sanitation are defined as 'malnutrition sensitive' interventions, and the WHO estimates that 50% of all malnutrition is caused by lack of WASH. It will be impossible to eliminate malnutrition without achieving universal access to WASH.

People living with HIV/AIDS (PLWHA): have compromised immune systems, making them more susceptible to opportunistic infections, such as diarrhoea and skin infections. Rates of acute and persistent Diarrhoea are twice as high in PLWHA populations as in uninfected populations, and diarrhoeal disease also reduces the absorption of antiretroviral medicines and essential nutrients.

Looking at all these elements, it is not possible to overstate the importance of safe water and sanitation to public health. *"We shall not finally defeat AIDS, tuberculosis, malaria, or any of the other infectious diseases that plague the developing world until we have also won the battle for safe drinking water, sanitation and basic health care."* Kofi Annan, United Nations Secretary-General.

Access to WASH?

Global and local issues: Globally, some 2.5 billion people live without adequate sanitation and 700 million people do not have access to safe water. The figures are

staggering and those most affected are usually the vulnerable and marginalised; women, children, and those living in extreme poverty.

Overcoming the crisis in water, sanitation and hygiene, is one of the great health challenges faced by many and improving access is crucial to our economic development, and ultimately, our survival. Every year, thousands, especially children, die as a result of inadequate sanitation and the use of unsafe water. Thousands of others, miss school, or can't go to work as a result of being ill. Cholera control and management, in particular, is linked to the maintenance of water and sewage treatment systems which can assure safe drinking water and safe disposal of sewage for all, keeping contaminated sewage out of water, foods, and the environment. Access to water and sanitation, or the lack thereof, also impacts severely on women, who spend a vast amount of their time on collecting and carrying water, and can be at higher risk of physical violence, including sexual attacks as they searching for privacy to use the toilet.

And although Governments around the World, including in South Africa, are making progress in providing water and sanitation for their citizens, it is important to be able to support national responses by extending services to underserved communities. Personal and community responsibilities are critical in this regard. Mostly, lack of information or education is the greatest barrier to community cooperation. But once community members understand how behaviour can either negatively or positively impact on their lives, participation could have far-reaching effects.

Improving Equity and Inclusion

Unfortunately all over the World, huge disparities still exist between the wealthy and the disadvantaged, marginalised and poor – not to mention between countries and regions – with regards to accessing water and sanitation. Being able to safely drink a glass of water and/or have adequate sanitation infrastructure and resources at hand, is not a 'given' for everyone. And yet, access to safe drinking water and sanitation stands "central to living a life in dignity and upholding human rights." We now need to realise this right for all. A huge task, that will require focussing on the poorest of the poor, and those in rural areas with little or no infrastructure and resources to promote access. Most of all, it will require the breaking down of physical, institutional and social barriers which prevent people from reaching and using existing facilities. Or implementing new ones.

Dingizwe School WASH Project

Dingizwe School, situated in a remote part of Ofafa, has tried to drill for water many times over the years, without success. Learners take valuable time out of school to walk long distances to fetch water from the river. After various consultative meetings with Principal, Mr S'Khosana, WOZA MOYA met with the greater Dingizwe School community, School Governing Body, parents, teachers, learners and other relevant stakeholders, including Chief of Ofafa early in February 2013. At this community dialogue event, OXFAM spoke about the overall aims of the WASH program, improving access to safe, clean water, decent sanitation and better hygiene. NGO, OneVoice South Africa (OVSA) spoke about the importance of community engagement, participation and ownership. Due to South Africa being a water scarce country, a viable option is the research and implementation of alternative

technologies that improve the health and quality of life for people without access to municipal services. Things being explored are rain water harvesting from roof structures, water filtration, solar powered water pumps for irrigation, solar geysers and lighting, paraffin rocket showers, compost toilets, waste disposal and environmental awareness and education. To date WOZA MOYA has built a Rain-Water-Harvesting System (funded by HCI Foundation) and waterless toilets, Enviro-Loos (funded by OXFAM Australia, AusAid).

WOZA MOYA / OneVoice South Africa Partnership

Continuing with this journey, WOZA MOYA has committed to develop Dingizwe School into a model WASH school by creating a safe and healthy learning environment for young people, their peers, and the community at large. Assisting WOZA MOYA, is OneVoice South Africa (OVSA); a vibrant non-governmental organisation, which uses innovative ways of actively involving young on critical health and lifestyle issues. OVSA is assisting WOZA MOYA to build their organisational capacity to engage school communities on WASH, and ultimately, implement an action plan whereby the school will ultimately have the infrastructure and skills to implement and uphold, good standards of sanitation and hygiene.

The Role Woza Moya plays

The activities WOZA MOYA will engage on with the school community (supported by OXFAM), includes assessing the main gaps and needs in WASH of the selected school. Supporting the building and/or repairing of water access and sanitation facilities, as well as carrying out WASH promotion campaigns among learners, educators and the surrounding communities. The latter refers to the mobilisation of the school community around a growing understanding of the importance of implementing WASH into school and community life.

The Role Government Stakeholders Play

There are several stakeholders that can be crucial to the success of School-based Programmes. These are:

- Provincial Department of Education
- Department of Education at district level
- School SGB, LRC and SMT
- Your local Municipality (Health Division)
- Department of Health (D0H)

Stakeholder	Responsibility	Engagement	Comments
DoE Provincial	Policy Development, implementation and Monitoring.	Memorandum of understanding	May take up to six months to finalise
DoE District	<ul style="list-style-type: none"> • Advocate at district or national level for adequate resources. Monitor implementation of water, sanitation and 	Memorandum of understanding	This should be done after you have entered into an MOU with schools.

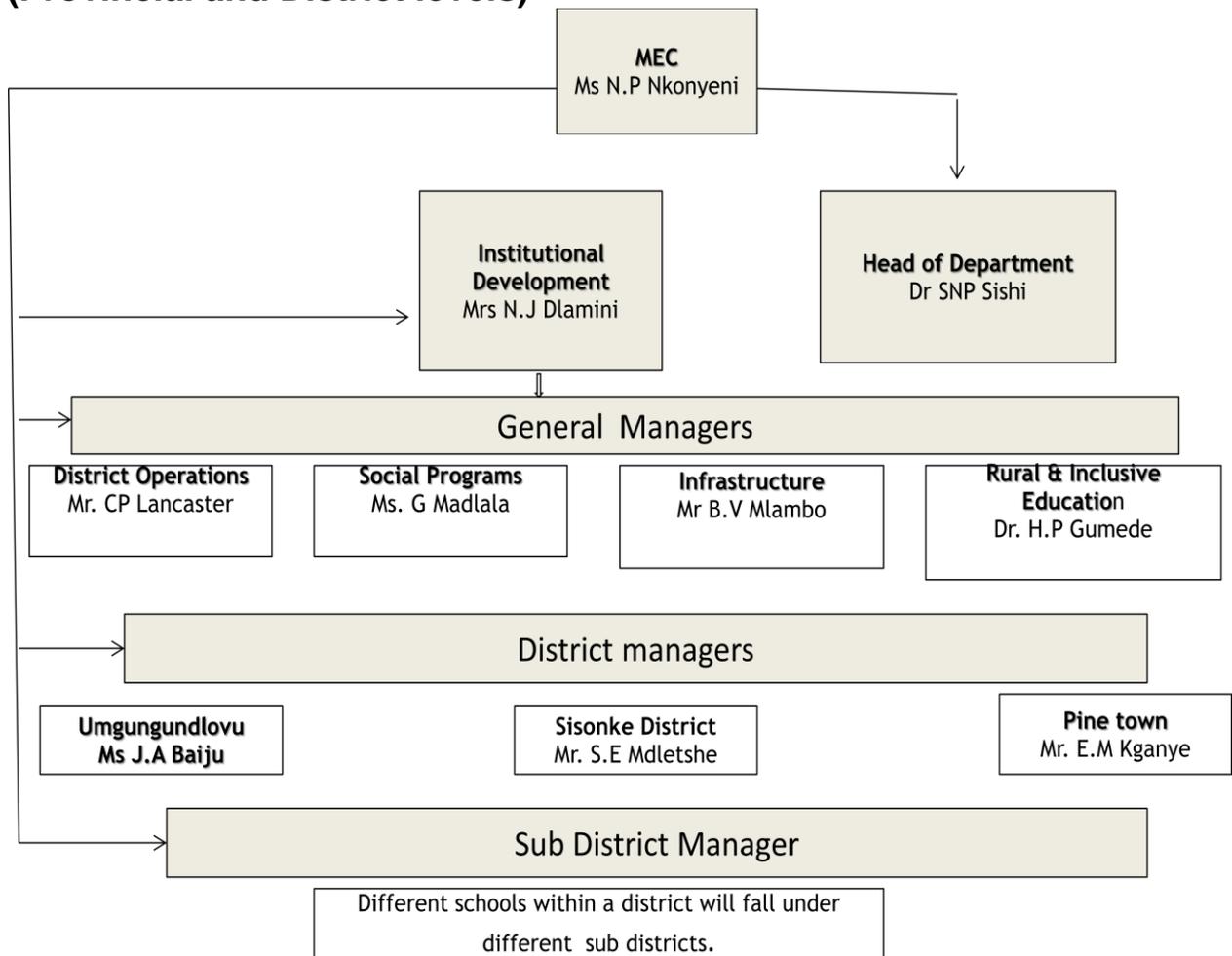
	<p>hygiene guidelines in schools as part of the routine monitoring and inspection process.</p> <ul style="list-style-type: none"> • Provide training to teachers, school directors and other school staff. 		
School Management	<ul style="list-style-type: none"> • Day to day management of the school. Support maintenance of school facilities. • Support provision of consumables, such as soap. 	Memorandum of understanding.	This is the second MOU after the DoE provincial. MOU may take one to two weeks to get is finalised.
Municipality	<ul style="list-style-type: none"> • Waste management • Health surveillance of premises • Surveillance and prevention of communicable diseases • Water quality monitoring 	Invitation to meetings via email, phone calls, etc	You may need to call them a month before you require their services.
DoH (Schools Health)	<p>Provide guidance on the environmental health aspects of school design, construction and maintenance.</p> <ul style="list-style-type: none"> • Monitor environmental health conditions, monitor child health. Provide selected health services (e.g. micronutrient supplements, treatments for health infections, hygiene promotion, vaccination campaigns or health inspections). • Provide training and advice for teachers, schoolchildren and 	Invitation to meetings via email, phone calls, etc,.	They are quick to respond and mostly over committed to other events and under staffed. You may need to give them your annual calendar when you will be in need of their services.

	parents on water, sanitation and hygiene.)		
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The Department of Education

It is recommended that any NGOs, CBOs or other entities, wishing to engage with schools, do so in partnership with the provincial and relevant district Department of Education. In fact, lasting solutions to the many of the critical health and lifestyle challenges that young people face, require for there to be an ongoing transparency and partnership between a wide spectrum of role players such as the Government Departments, NGOs, Faith Based Organisations, Schools, Learners and Parents/Caregivers. Partners such as OneVoice South Africa (OVSA) believe that there is a need for a holistic and integrated approach and interventions, that are designed to effectively bring about change of attitude and behaviour in order to address the critical health issues, such as the lack of WASH education and infrastructure, which negatively impacts on the well-being of learners, educators and other school staff, as well as the broader community.

Organisational Structure of the Department of Education (Provincial and District levels)



Contact Details for Department of Education Officials

IXOPO CIRCUIT R612 HIGHFLAT MAIN ROAD					
B.H. Mdluli	CES : Circuit Management	039 835 0662	071 679 1089	039 835 0664	bhekinhlanhla.mdluli@kzndoe.gov.za
E.N. Ngubo	Jamangweni	039 835 0662	083 347 2485	039 835 0664	mandlangubo@kzndoe.gov.za
Vacant	Miskofill	039 835 0662	072 556 8562	039 835 0664	N/A
Mkhabela W.B.	Jolivet	039 835 0662	082 684 2130	039 835 0664	N/A
G.H. Mpofana	Lufafa	039 835 0662	082 446 0687	039 835 0664	gugumpofana@kzndoe.gov.za

Why it is important to mobilise school communities on WASH – the benefits

- Disease burden should become less, as the negative effects of a lack of safe water and hand-washing facilities, and defecating in the open on health become known;
- *Women and girls may not have to bear most of the care-giving burden of poor water and sanitation; if it is better understood how their gender impacts on WASH issues;*
- By running intensive health and hygiene campaigns and educating communities on WASH, could lead to the mobilisation of those communities to better use and maintain water and sanitation facilities;
- Frontline health workers are well trained in hygiene promotion; and prepare communities to demand and use sanitation before government;
- Young people can play an active role in managing and taking ownership of their personal health;
- Knowledge of approaches could motivate the children on WASH practices.
- Communities will be able to improve on their sanitation actions and infrastructure;
- Communities can access clean and safe, and sustainable drinking water sources;
- Many people can be reached with hygiene promotion and improve their lives;
- Community can subsequently mobilise others on WASH

- Improved School WASH information including indicators on adequacy of facilities, their use and upkeep, and hygiene practices, will enable local planners and implementers to better target their WASH investments.
- Communities can help by providing readily available and reliable data, especially at the local planning level;
- School communities can secure government attention and contribute to addressing lack of WASH in all Schools as they lead by example.

How to mobilise! And examples of Action Campaigns!

All action campaigns, programming, and mobilising activities should if at all possible, support Government WASH strategies at national, provincial, district or local Municipal level. Sustainability is not merely about building the right infrastructure but a commitment to a way of life; a systemic change at all levels.

Mobilisation is also largely dependent on who you partner with, where you are, how well the intervention is executed, and how well it is sustained. Collaboration and partnerships, while not always easy, but are key to scaling up and sustaining WASH services.

Realistically however, the key role player and stakeholder, is the school community themselves. For only if the school is interested to take on WASH and promotes an enabling environment endorsed by school management, and teachers and learners are trained and encouraged to promote WASH – will effective strides be made in achieving a minimum WASH standard in that school.

At a practical level:

- One needs to strengthen the link between research and implementation. So what this means, is that as an educator, teacher, facilitator, Principal, and/or learner, you need to spend a bit of time finding out what the latest research is on a particular topic. What is 'best practice'?
- It is equally important for Community-based Facilitators, NGOs and School Communities, to understand that in-school WASH interventions should be done by or through those who will be delivering them in the long run. This is one of the ways that you can hope to create sustainable impact.
- Be cost-effective with limited resources, it is better to fund two toilets with soap and water than six, without soap and water.
- Funding for direct delivery of school WASH services by NGOs and donors undermines the responsibility and commitment of the Government and local communities. It really should be a partnership whereby everybody takes responsibility and plays a vital role.

What to do at the start of any project or intervention:

A good entry point into a school community might be to start with a needs assessment or a baseline study. These tools are effective in guiding the planning at the beginning of a programme and the monitoring during the programme. The resulting information will help to build on existing WASH strengths (be they knowledge or infrastructure, or something else) and in making effective decisions regarding new campaigns/projects, new investments and the maintenance of existing infrastructure.

Begin with a Needs Assessment/Baseline Survey/School Resource Profile:

- Divide participants into small groups, of four to eight young people per group – and send each group to a different part of the school.
- Ask participants in each group to work together and develop a list of WASH topics, about which they would like to collect information.
- Give participants a few hours or half a day, depending on the size of the area to be reviewed.
- Ask Educators/learners to compare their findings with the other groups.
- Identify someone from the groups who can collate the findings into one document and this will help you in getting to know the current situation (*School Resource Profile. See example on next page*) in the school and community. From this it is easy to develop an action plan (School WASH Micro Plan) for immediate or future actions to be taken.

Step-by-Step Formal Engagement of Role Players and Stakeholders

Ask yourself: *Who are your main role players and stakeholders within the school and within the community (Municipality, District Department of Education, District Department of Health, Community-based Organisations, NGOs, etc)?* Identify the main actors within these structures and start engaging with them through dialogues. This will lead to your identifying your partners, selecting or nominating committees, orientation and training. It is good to formalise your relationship by means of an MOU, or informed consent forms, and start monitoring the process of action and collaboration, early on. You can do this by means of feed-back forms or reports.

School WASH Micro Plan

To develop a plan of future action, you will need to have 1. Identified the main role players and stakeholders, and 2, reliable information about the school from the School Resource Profile. Now you are ready to develop a micro-plan for a School WASH intervention, at community level.

School Resource Profile

Before you start in school, we would like you to develop a resource profile of your school, using the following topics as a guide. If you feel like the space provided is not enough for the information you want to give, please feel free to attach extra pages.

Instructions for completing the profile checklist

1. Before completing this checklist, get help (sometimes approval) from the Contact Teacher or the Principal.
2. You may need to visit the school and other facilities (e.g. the clinic) as part of the information gathering process.

Read the entire checklist before you complete it.
Please ensure the school name is written at the top of each page.

A. SCHOOL INFORMATION

School Name: _____ Location: _____

Principal's Name: _____ Contact No: _____

If focusing on a specific Grade, which? _____

District Municipality: _____ Local Municipality: _____

Ward No: _____

Enrolment: _____ (Girls) _____ (Boys) _____

A.1. Are there any children with physical disabilities attending school? (*Check one box*) Yes No

A.2. If yes, how many? _____ (Girls) _____ (Boys)

A.3. Go into Grade 8 classrooms, are they clean?

Yes, they are
very clean

Yes, they are
fairly clean

No, they
are dirty

No, they are
very dirty

A.4. How many classrooms are there in the school? (Number of rooms)_____

B. ENVIRONMENTAL INFORMATION

B.1. Is rain water currently collected from the school? Yes No

B.1.1 If yes, how? Rainwater harvesters? Yes No

B.2. Where does the school get their drinking water from?

Taps Tanks River Other (*Specify* _____)

B.3. Does the school treat drinking water before using it? Yes No

B.4. What types of toilets does the school have and how many?

Flushing _____ VIP _____ Long drop _____ No toilets _____

B.5. Go into the toilets. Are they clean? (*Check one box*)

Yes, they are very clean <input type="checkbox"/>	Yes, they are fairly clean <input type="checkbox"/>	No, they are dirty <input type="checkbox"/>	No, they are very dirty <input type="checkbox"/>
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B.6. Are they smelly? (*check one box*)

No, they are not smelly at all <input type="checkbox"/>	They are a bit smelly but not too bad <input type="checkbox"/>	Yes, they are very smelly <input type="checkbox"/>
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B.7. How does the school dispose of waste?

Burning Municipality collects Other (*Specify* _____)

B.8. Are there bins in school for waste disposal? Yes No

B.9. Is the School fenced? Yes No Partial or destroyed

B.10. Is there open defecation (human poop) on the ground Yes No

B.11. If yes, where? _____

C. HEALTH INFORMATION

C.1. Does the school have a first aid kit? Yes No

C.2. Is there a school feeding scheme in your school? Yes No

C.3. Ask the Headmaster if the following are a problem in school?

⊥ Teenage Pregnancy Yes No

⊥ Tuberculosis Yes No

⊥ Sanitation Yes No

⊥ Personal Hygiene Yes No

⊥ Environmental Hygiene Yes No

⊥ Water access Yes No

⊥ Drugs and alcohol Yes No

⊥ HIV and AIDS (stigma) Yes No

⊥ Bad behavior (learners) Yes No

⊥ Peer to peer violence Yes No

⊥ Gender-based violence Yes No

⊥ Sexual abuse (learners) Yes No

C.4. Are there support groups for people living with HIV close by? Yes No

C.5. Is there a place to wash your hands in school? Yes No

C.5.1 Is there soap to wash your hands with? Yes No

C.5.2 Are there towels? Yes No

C.6. If yes, is it near the toilets? Yes No

C.7. What does the bathroom contain?

Sink with running water Basket or water basin Other (Specify _____)

C.7.1 Are there separate toilets for learners and educators? Yes No

C.7.2 Are there separate toilets for boys and girls? Yes No

C.7.3 How many boys toilets are there? Yes No

C.7.4 How many girls toilets are there? Yes No

C.7.5 Is there toilet paper in the bathrooms? Yes No

C.8. Do the sinks have push taps? Yes No

C.9. Does the school have a caretaker, who has been capacitated to maintain the school infrastructure? Yes No

C.10. Is the caretaker skilled in plumbing? Yes No

C.10.1. Please insert the name and contact number for the caretaker below:

Name of Caretaker: _____

Contact number: _____

C.11. Does the school receive financial support from their district DoE or local Municipality for the upkeep of the school infrastructure? Yes No

C.12. If yes, please provide the following details:

Name of contact person: _____

Contact number: _____

C.13. Who is responsible for the finances within the school? _____

D. GENERAL INFRASTRUCTURE (SUPPORT STRUCTURES)

D.1. Are the following facilities close to your school or on your school premises?

Facility	Name	Distance from school (in time)	Contact person	Contact details
Clinic				
Police Station				
Orphanages				
Special school				
Main Church				
FET College				
Primary School				
NGO 1				
NGO 2				
NGO 3				
NGO 4				

D.2. Give names of the following people and their contact details:

	Name and Surname	Title	Contact No.	Aware of OVSA work		
				Yes	No	Comment
Ward Councilor/s						
Chief or Headman						
Clinic Supervisor						
SGB Chair						
Contact teacher						
Social worker/s						

D.3 What is the type of the road from the nearest town to school?

Tarred road Gravel road Other (*Specify _____*)

CRITICAL ISSUES or INFRASTRUCTURE that needs addressing:

Examples of Action Campaigns Schools can Lead on!

Sanitation scouts and school WASH cabinets are also useful in empowering children to come up with innovative WASH solutions and putting pressure on their parents (PTA, SMC) for providing WASH in their schools. For information on similar projects from around the World, visit:

- www.sanitationhackathon.org/projects
- <http://www.wsscc.org/resources/resource-peoples-stories/scouts-prove-be-influential-hygiene-promoters>

Learner-led Hygiene Promotion and awareness days

Schools can trigger catchment communities through School-Led Total Sanitation (SLTS). SLTS triggers villagers in catchment communities of the school on sanitation and hygiene issues both at home and in school. Hygiene promotion by children is usually shocking for parents at the first sight, which leads to deeper understanding and trust on schoolchildren later on. Second, not only many parents take actions to improve their sanitation and hygiene but also they realize the importance of schooling for their own children (coz they experience that children can bring important messages from school to home). As parents increase their recognition of school, they are more likely engaged in school management to create better learning environment with Child Friendly and functional WASH facilities.

- WASH in schools in practice.
http://www.unicef.org/publications/files/CFS_WASH_E_web.pdf
- Community Health Promoters – How people in Africa use Sanitation Education to combat disease.
<http://vimeo.com/51948752>
- Stools and Hygiene; How do Germs Spread?; Importance of water; Safe Water Handling (understanding contamination)

Establish menstrual hygiene management mechanisms including the safe disposal of soiled napkins in all schools and menstrual hygiene education in schools (peer to peer).

Establish WASH Committees or School Environmental Health Clubs: Monitor WASH in Schools access, functionality and use. The focus of these clubs is for the development of life-skills, a healthy and safe environment and the participatory monitoring for maintaining usable and functional WASH facilities.

UNICEF: Raising Clean Hands. Call to action for WASH in schools advocacy pack 2010.

This publication supports advocacy of WASH in schools in countries or regions where these programmes are most needed. Planning campaigns for effective advocacy is emphasised. In particular it equips advocates of WASH in schools with tools to secure commitments and mobilise action from governments and other stakeholders and role players. All relevant advocacy materials, including a set of posters, can be found online at www.washinschools.com

Example of how a hand washing plan can promote hygiene education and social mobilisation in schools. In this example, the actors have been divided into four groups – and each group focuses on a different aspect of the key issue.

Group 1	Group 2	Group 3	Group 4
<ul style="list-style-type: none"> • Dialogue with target audience 	Develop posters and banners – adapt and test posters and banners	Organise mass demonstrations	Conduct a survey in school and review existing knowledge of hand washing etiquette. How many learners and teachers wash hands properly? How many males? How many females? How many teachers?
<ul style="list-style-type: none"> • Identify and agree on key issue of concern, e.g. lack of hand washing etiquette • Identify role players to be consulted e.g. principal • Identify and agree on time frames of intervention 	Develop awareness songs/games	Note down participant comments re with or without soap – discuss different methods	Target very small children for demonstrations
<ul style="list-style-type: none"> • Make sure the promoters are knowledgeable of hygiene issues and hand washing etiquette in particular, and comfortable showing hand washing by demonstration 	Tasked to monitor smooth running of demonstration and keeping track of soap, changing of water etc	Discuss link between lack of hand washing and disease burden	Link hand washing with timing before eating and after defecating
<ul style="list-style-type: none"> • Ask promoters to train Class Reps and/or Student Reps as Hygiene Promoters so that they in turn can provide peer education in rest of the school 			
<ul style="list-style-type: none"> • Develop posters on good practice for Hygiene Promoters 			
<ul style="list-style-type: none"> • Provide Hygiene Promoters with support materials and hand washing materials e.g. water, soap, mug, basin, hand towels 			
In Community			
<ul style="list-style-type: none"> • Hygiene Promoters to call a Parent/Teacher meeting 	Examine impact at home and	Examine impact at home and	Examine impact at home and feed back to school and

so that they can show parents and teaches how they can properly wash their hands, and why this is important	feed back to school and community	feed back to school and community	community
• Hygiene Promoters can develop flashcards for their peers to take home			Recommendation document to municipality

WSSCC 2008: Hurry Up! 2.6 billion people want to use the toilet.

Sets of advocacy materials have been developed in 2003, 2007 and 2008 to support the WASH campaign in addressing the current water and sanitation crisis. The "Hurry up!" images, referring to the number of people lacking adequate sanitation some years ago, remain the core message.

The need to hurry up is more urgent than ever. The materials from the Global WASH Campaign can be used by individuals and organisations to raise awareness of global water supply, sanitation and hygiene challenges. To obtain the materials, please send a request to wsscc@wsscc.org and specify how and where the material will be used. The WSSCC Secretariat will respond either by sending the materials by regular mail or an express service such as DHL, or by sending a CD-Rom with the high resolution PDFs. Any request that involves modifying the original campaign materials, such as changing the slogans, adding logos, etc., requires prior written approval of the WSSCC Secretariat.

Themed Projects:

- Ventilated Pit Latrines: www.engineeringforchange.org/solution/library/view
- Rainwater Harvesters: www.rainwaterharvesting.co.za/2012/07/03/rain-water-for-schools/
- Composting: www.dw.de/composting-garbage-south-africa
- WASH Awareness: www.usaid.gov/au/publications/web/.../water-sanitation-hygiene
- Hand washing awareness: www.wsscc.org/countries/africa/south-africa/wash
- Recycling and re-using: www.yesrecycling.co.za, schoolsrecycle.planetark.org/.../doc-885-recycling-system-guide-final.pdf
- Litter awareness: www.greenworks.co.za/litterpage.
- Promoting minimum quality of water: www.doh.gov.za/docs/policy/norms/full-norms.html

Resources and References:

- Basic Sanitation in South Africa: A Guide to Legislation, Policy and Practice www.nwu.ac.za/webfm_send/42156
- Towards effective programming for WASH in schools: www.unwater.org/downloads/TP_48_WASH_Schools_07.pdf
- UNICEF – WASH in schools: www.unicef.org/wash/schools

- Raising even more clean hands – UNICEF:
www.unicef.org/wash/schools/.../Raising_Even_More_Clean_Hands
- WASH News Africa: washafrika.wordpress.com
- (ACCES)-Oxfam design-AusAID: www.usaid.gov/countries/sub-saharan-africa
- The Water Project
<http://thewaterproject.org/water-in-crisis-rural-urban-africa.php>

Notes