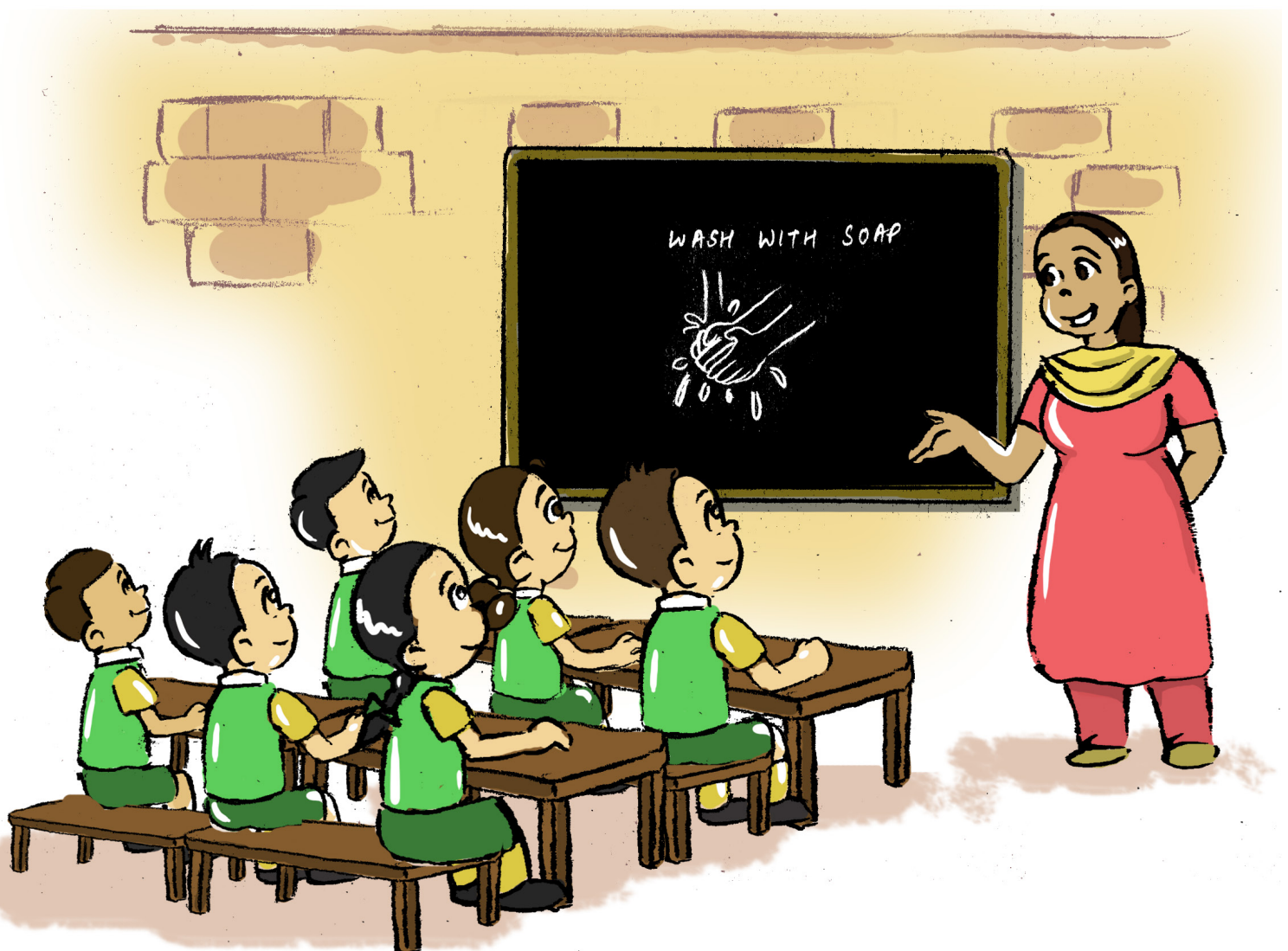


SABUN PANI: HYGIENE EDUCATION FOR SCHOOL CHILDREN

A Guidebook for Teachers in Nepal





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PREFACE

Clean up Nepal's "Sabun Pani" program aims to promote lifelong health for children and their families. Ensuring children meet adequate standards of hygiene in every school for every child is a challenge but one that must be addressed, particularly in schools where student's families fall below the poverty line.

Globally, nearly 3 billion people, which is half of the world's population, live on less than \$2.50 a day. More concerning is that about 1.3 billion people live in extreme poverty, receiving less than \$1.25 a day. With 805 million people worldwide not having enough food to eat, families living in poverty are often placed in a difficult situation where they have to choose between food or hygiene. Diarrhea caused by inadequate drinking water, sanitation, and hand hygiene kills an estimated 842,000 people every year globally, or approximately 2,300 people per day.

Research undertaken by the Centers for Disease Control found that there was 50% fewer diarrheal and respiratory infections among young children in low-income households that received weekly handwashing promotion and a supply of soap for about a year. This is compared to households that did not receive these interventions. These studies help demonstrate that handwashing can prevent the spread of two of the leading killers of young children in the developing world. Although handwashing seems outwardly simple, the habit of washing hands consistently and at the correct times can be difficult to form. Additionally, handwashing does require some basic infrastructure. This being a water and soap source. These would be ideally placed somewhere easily accessible during the most important times to wash hands, such as after using the toilet and before preparing or eating food.

Schools play a central role in teaching students about basic health and hygiene. They are key to modelling best practices in hygiene so that these behaviors are then replicated in our communities. A lack of appropriate hygiene in schools can cause many diseases to be transmitted. Ensuring schools have adequate sanitation and hygiene facilities that are maintained and used adequately is of the utmost importance.

This guidebook is a resource for those involved in teaching and working with children at schools in Nepal. It provides simple strategies for use and adaptation with all children and families. This is to ensure a smooth and healthy transition into a healthy and accessible learning environment.

01 SABUN PANI: AN INTRODUCTION

Children are at the greatest risk of falling ill due to poor hygiene practices. Persistently poor hygiene practices can contribute to a number of diseases. Children need to understand how to protect themselves from these diseases. Their level of understanding will depend on their age, and how simple and appropriate an explanation is given to them. These practices and behaviors, if adopted at school, will serve children for a lifetime.

About this guidebook

This guidebook provides information needed to ensure that every child is aware of proper hygiene practices to stay healthy and be free of diseases. Every school and community is different, so the suggestions and ideas provided should be adapted to suit the local situation.

Who the guidebook is for

This guidebook is for people who work with children in multiple settings such as schools and community centers. It does not require specialist hygiene education skills, knowledge, or experience.

02 THE DELIVERY APPROACH: INCLUSIVE AND ONGOING

Hygiene education at schools must be inclusive and ongoing.

The approach to hygiene education at schools should be flexible as to encourage adaptation and extension. It describes a simple, structured way to learn about proper hygiene that is:

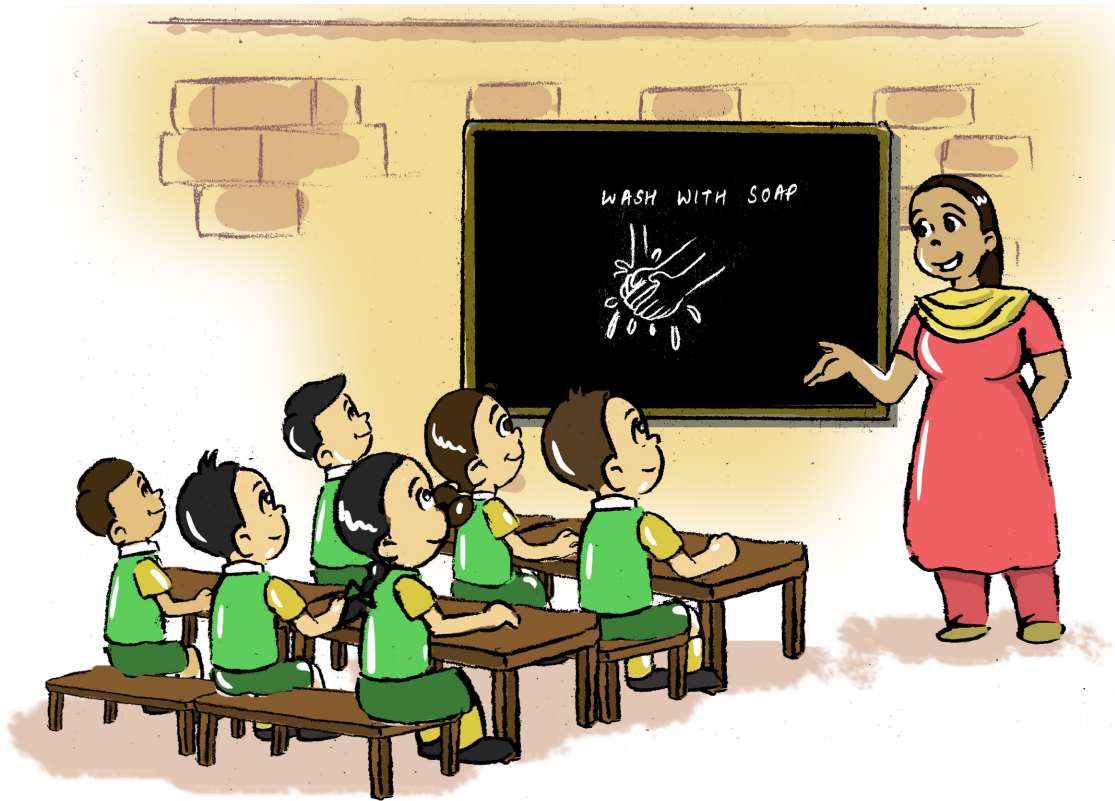
- Inclusive: All children, including those with disabilities, have ownership of the information and activities.
- Ongoing: Hygiene education messages are repeated over time to encourage lasting behavior change.

Being inclusive- reaching every child

The quality of hygiene education can help or hinder access to education. Poor handwashing practices may mean children are unable to attend school due to diseases. Everyone in school can support the introduction of hygiene education programs. Parent-teacher associations can help motivate other parents to join in.

Ongoing- maintaining what is done

Schools are responsible for the overall management of hand washing facilities and hygiene education. This involves daily upkeep, monitoring of proper use and the upgrading of facilities over time. Reducing student absenteeism due to diseases at school takes time and effort. It is best to prioritize activities and involve as many people as possible in each activity.



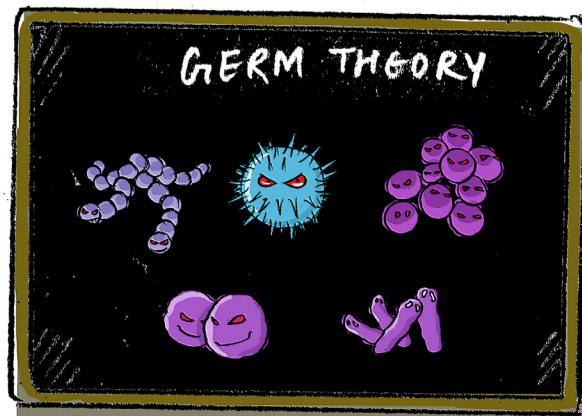
Ensuring students practice what they are taught requires ongoing education and providing opportunities for practice and reward. Short and effective interventions should be carried out by teachers throughout the year to ensure students put into practice what they have learned.

03 THREE KEY MESSAGES

The aim of a hygiene education program at school is to enable children to practice the behaviors being taught. There are three key themes that should be reinforced at least once a month.

- Theme One: How do germs travel?
- Theme Two: When should hands be washed?
- Theme Three: How do we wash our hands?

Practical activities are suggested for each theme. These can be stand-alone or integrated within standard subjects such as math, language and science. All of the activities are adaptable to the needs of younger or older children.



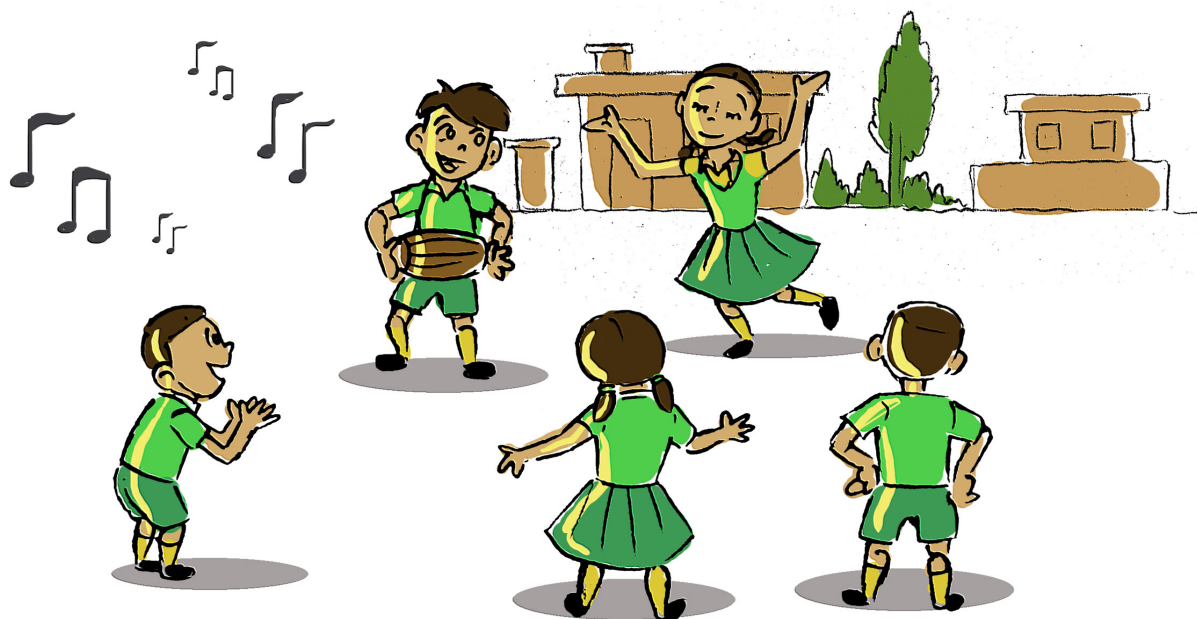
04 TEACHING HYGIENE BEHAVIORS AND PRACTICES

Changing behavior or adopting new practices is not easy. Children can often forget what they have learned or may have simply not been paying attention. Establishing handwashing with soap as part of everyday life helps greatly reinforce new healthy behaviors and practices.

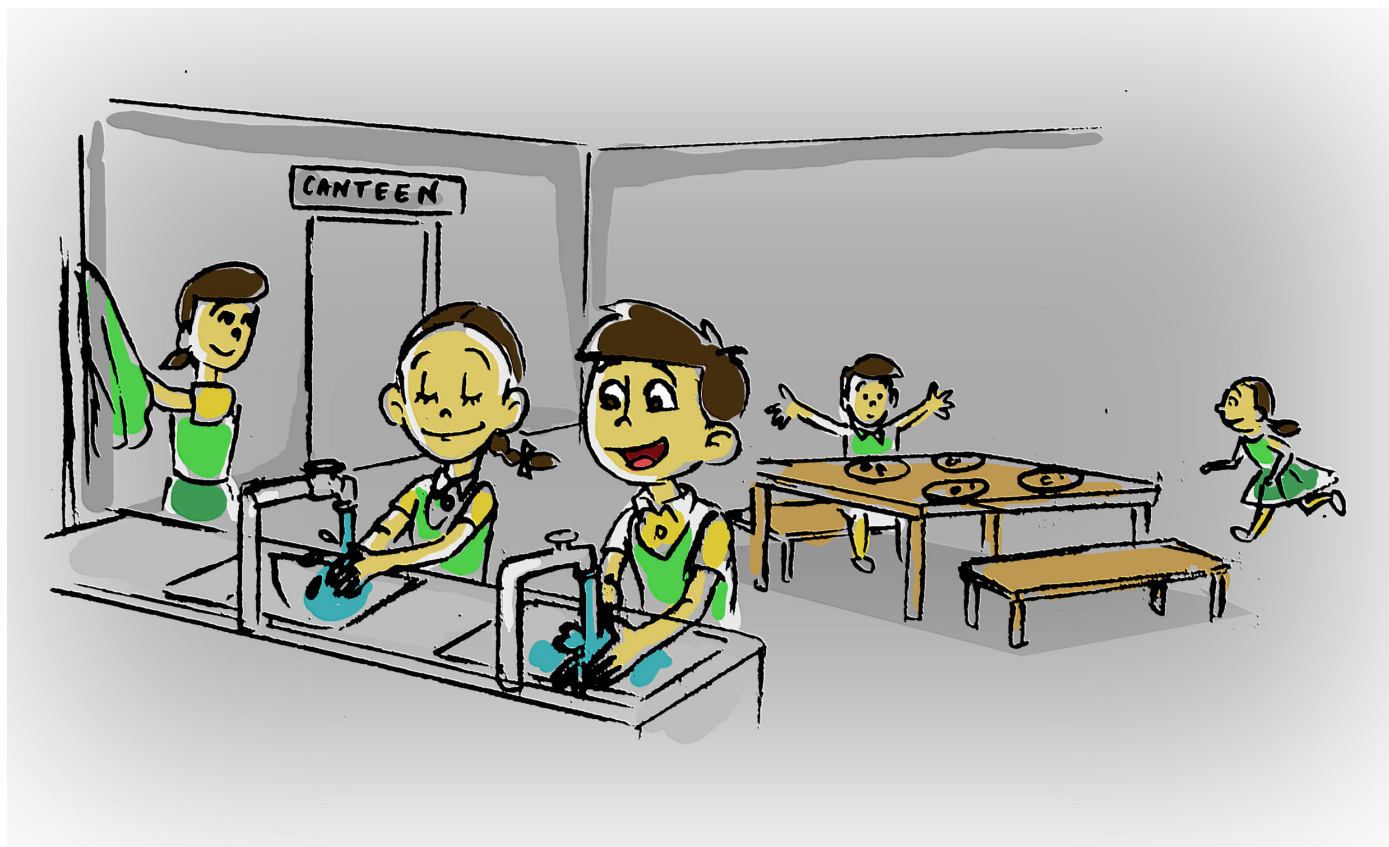
Establishing a regular routine

Introducing a hygiene related thought or message at least once a month is required to create behavioral change. Where possible, it is recommended that new practices are integrated into children's routines on a weekly basis. This simple technique reinforces how important good handwashing behaviors and practices are.

Children can also take a lead in this activity through song, drama, and sharing the responsibility of repeating the message throughout the day.



For schools that provide meals, school mealtimes provide a good opportunity for everyone to routinely wash their hands properly with soap. Supervising this practice throughout the school will aid children and adults in beginning to accept good hygiene as an important and social part of their day.



Children leading handwashing with soap

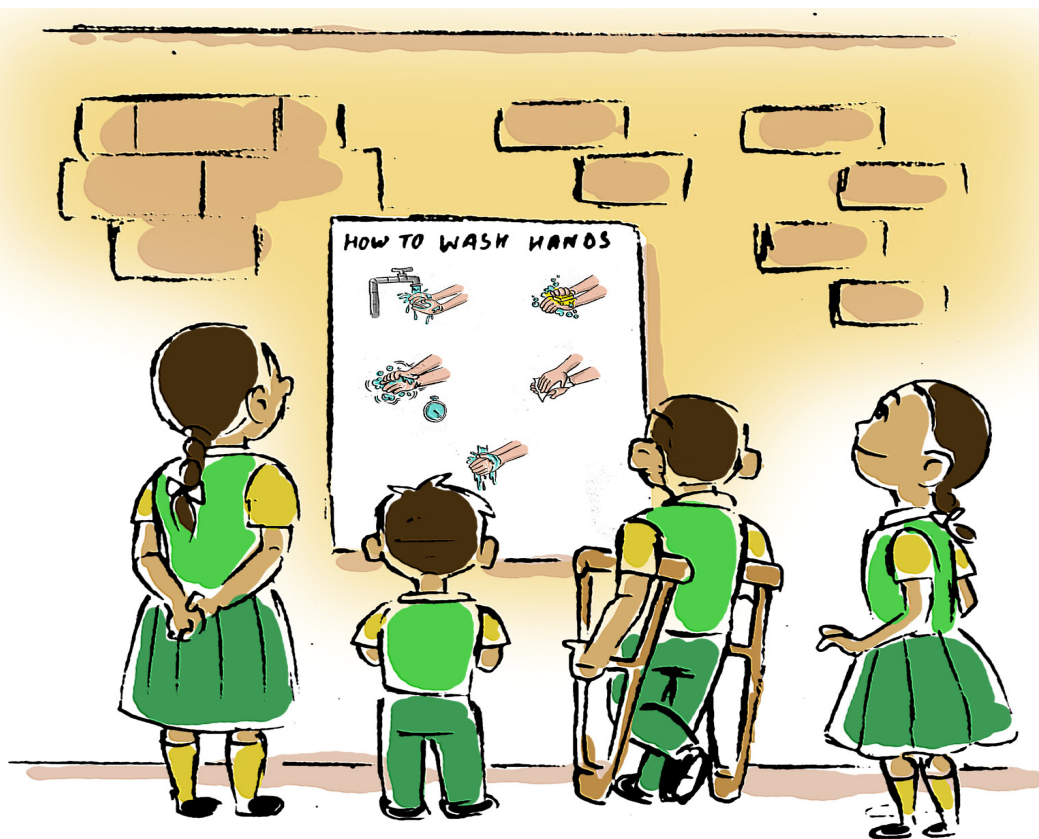
When children teach and pass information to another person, including another child, they become peer educators. This happens formally through presentations and role playing, and informally during ordinary conversations and play.



Peer-to-peer education is effective inside and outside of school. For example, children might make an announcement to the class, which reminds everyone to wash their hands with soap and the importance of doing so. Giving correct age-appropriate information will help children decide on what they want to say.

Children's clubs

Children's clubs can be fun and educational, allowing children to lead activities and monitor progress. Assigning children to a handwashing committee can help create peer influence, which helps them adopt good hygiene behaviors through peer reinforcement. Groups can be formed by age (either mixed ages or separate groups for older and younger children) or by gender. This is where you would determine what is appropriate for each specific subject or task. It is important to remember that children with disabilities should always be integrated into activities alongside their peers.



Show-and-tell activities

Show-and-tell activities are about celebrating and sharing children's knowledge and successes with their peers, teachers, parents, and the wider community. They are an ideal way for children to share pride in their school. The following suggestions can be used for show-and-tell:

ACTIVITY	DISCUSSION EXAMPLES
One child shares knowledge with another child or a group.	"Let me show you how to wash your hands properly."
One child takes a message to her or his family members and neighbors.	"At school we learned that we must wash our hands with soap before we eat and after going to the toilet. If we don't, we will all get sick ..."
The whole school takes part in a special handwashing event.	"Next month is Global Handwashing Day when schools all over the world celebrate ... Let's join them!"
An older child tells a group of younger children a story.	"My name is _____. Today, I am going to tell you a story about ..."

Praise and Feedback

It is important to praise children, teachers and adults such as Parents Teachers Association members to generate pride and maintain momentum. There are many ways to praise children involved in handwashing activities, including:

- Nominating children as hygiene ambassadors or champions.
- Awarding certificates for hygiene achievements.
- Keeping hygiene achievement merit or star charts.



04 RECOGNIZING AND TREATING DIARRHEA

With over 1 billion children worldwide living in poverty, preventable diseases such as diarrhea and respiratory infections claim the lives of approximately 2 million children every year. Persistent poor hygiene practices can also contribute to malaria, measles, eye infections, worm infestations, cholera and malnutrition.

Recognizing and treating diarrhea

To avoid suffering, children should be able to easily recognize diarrhea symptoms and request immediate help. The most common signs of diarrhea are:

- Defecating more than normal
- Needing to drink more than usual
- Dizziness and headaches

- Tiredness
- Vomiting
- Unusually dry and uncomfortable mouth, lips and eyes
- Passing less urine than normal



A school clinician will typically provide oral rehydration solution (ORS) to stop dehydration and vomiting, and reduce the amount of feces passed. They may also give the child zinc tablets. In the meantime, it is important that the child:

- Uses a toilet.



- Drinks treated water in amounts more than usual to replace lost fluids.



- Continues to eat, even small amounts, to fight off disease.
- Washes hands with soap after using the toilet and before touching food or eating.



06 CREATING BARRIERS TO STOP TRANSMISSION

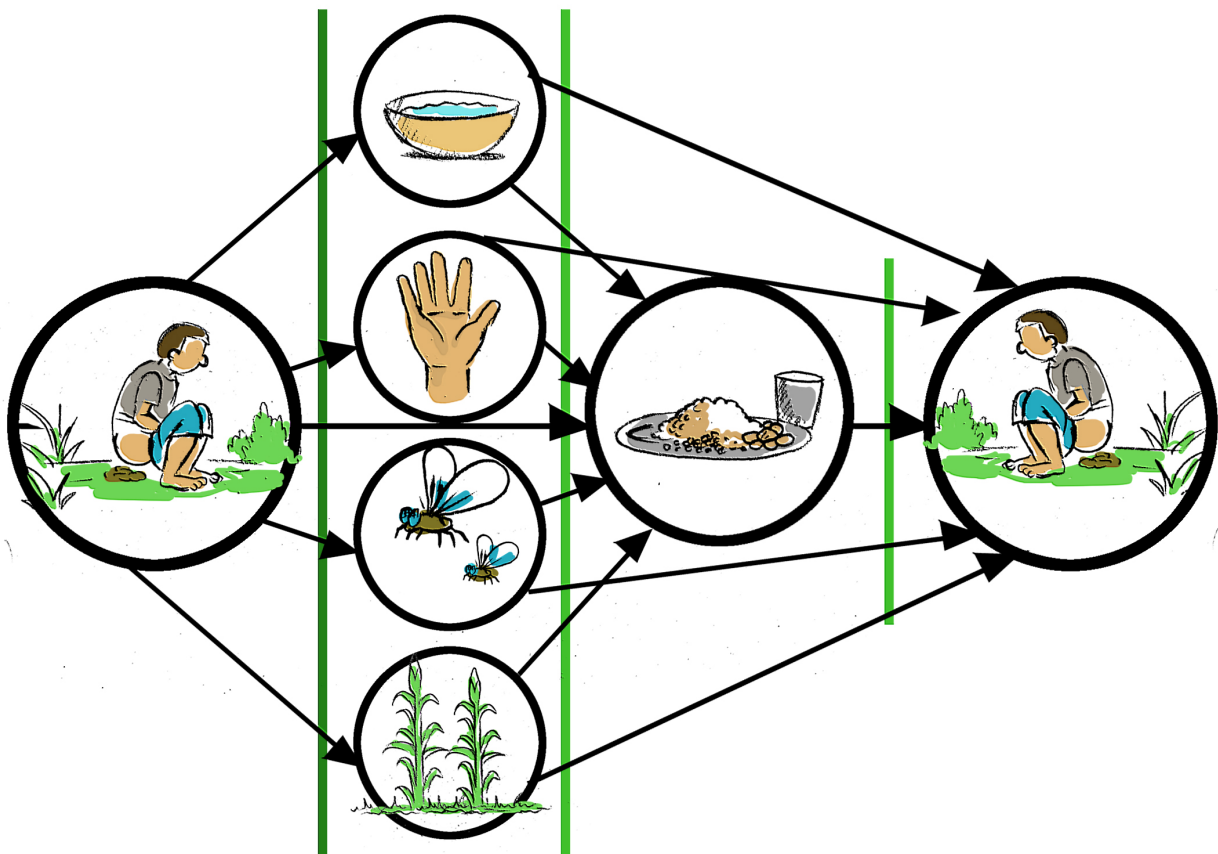
The most common way for children and adults to become sick is by swallowing the germs found in feces. The 'F-diagram' demonstrates the so-called 'fecal oral' transmission route. In the diagram, 'F' is for feces, flies, fingers, fluids and food to show how germs in feces pass from person to person.

Creating lasting barriers to stop transmission

Fecal-oral transmission stops when barriers or blocks, are routinely put in place by children and adults. There are three essential barriers that stop the spread of disease:

- Everyone must wash their hands with soap after using the toilet or cleaning a small child, and before touching food or eating.
- Everyone must use a toilet, no open defecation.
- Everyone must drink water that is collected, transported, treated, stored and used correctly.

Children need to understand how to protect themselves from disease, especially diarrhea. Their level of understanding will depend on their age and how simple and appropriate an explanation is given to them.



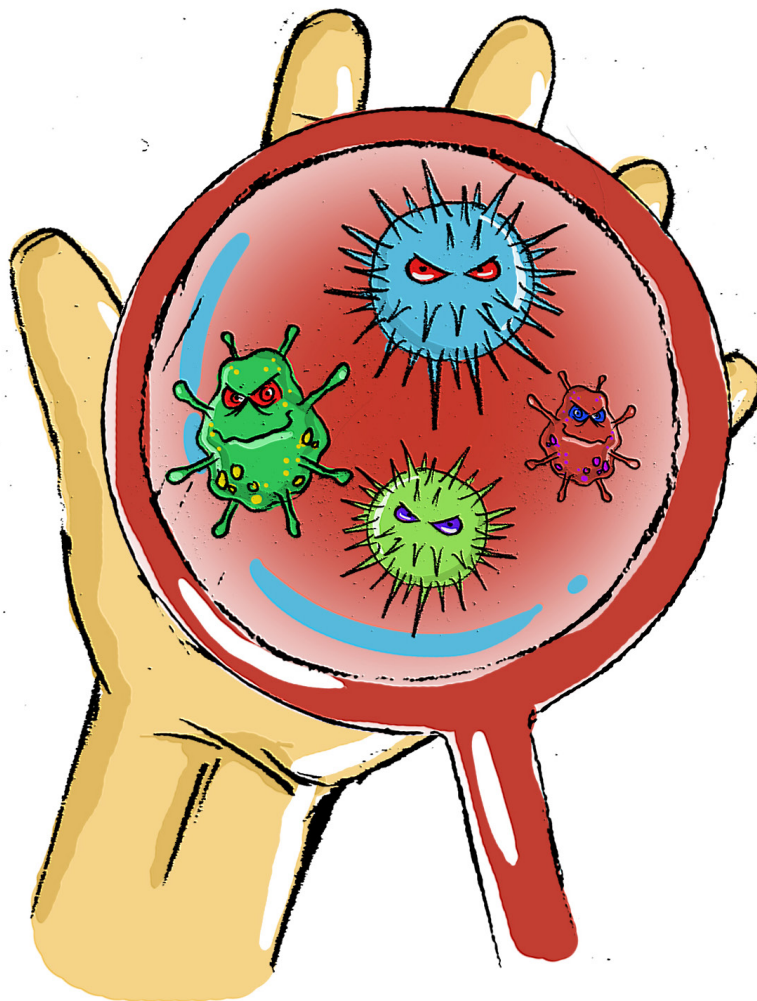
07 SAMPLE CURRICULUM

The next section will outline a sample curriculum for delivery of three key messages as part of the Sabun Pani Program.

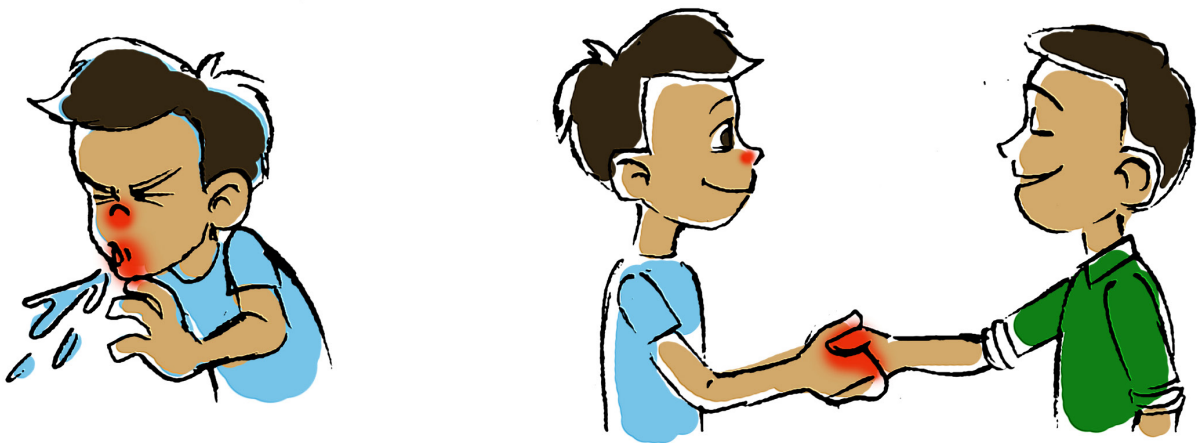
07.1 MESSAGE ONE: HOW DO GERMS TRAVEL?

Before teaching children how to wash their hands, it is a good idea to first teach them about how germs travel and the importance of handwashing. Helping children visualize germs and how easily they can be transmitted from one person to another will help form a trigger for action.

Children, and adults, often know that they should wash their hands with soap but fail to do so for a variety of reasons. For example, they may often say “my hands do not look dirty” or “I know I should wash my hands, but nobody will notice if I don’t.”

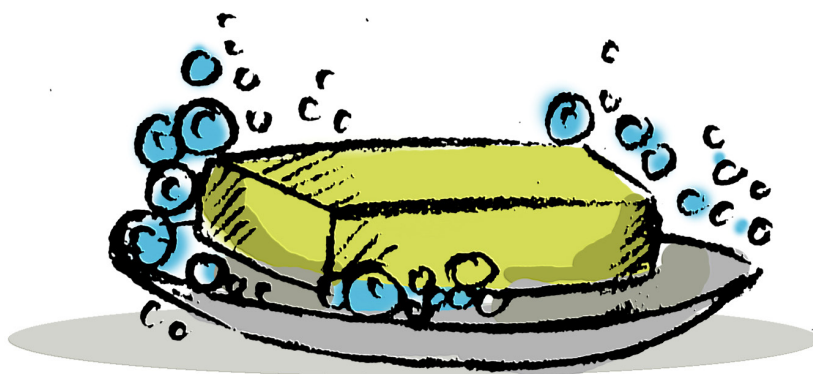


Bacteria and viruses travel from one host to another not only through food or water, but also directly from one person to another. This transmission is called direct contact. This occurs especially amongst young children who put their hands or fingers to their mouths. For example, if a child has gone to the toilet or touched feces, germs are directly transferred to their hands. Also if they have a cold, and hold hands or share objects with another child, the likelihood is high that germs have been passed from one to the other. When the second child's hands go to their nose or mouth, the illness has been spread. If a child has gone to the toilet and has not washed their hands, germs are passed on directly. Hand washing with soap by either child interrupts this pathway.



Changing old habits

Remembering to wash hands with soap at these critical times often involves changing old habits. This is not easy, and change does not happen after just one lesson. It requires persistent effort on the part of teachers and families. Adopting new hygiene behavior also requires persuasion, which is usually in the form of a so-called 'triggering'. Triggering is the experience of hearing about or seeing something that motivates people to make a change because they suddenly see a real reason to do so.



Finding good reasons to wash hands with soap

Teaching children germ theory, the science of how germs move from one person to the next, can be very technical and boring for both children and adults. The reasons a child will remember to wash their hands with soap is unlikely health related. Finding the reasons that reinforce the message, whatever they might be, is an important step towards changing hand-washing behavior.

Finding creative and different age-appropriate ways to explain the importance of hand washing with soap can also be effective. Playing games, performing theatre, creating songs, rhymes and chants all help children to learn while having fun.



The following table provides a sample curriculum that introduces the importance of handwashing. It should be delivered in a fun and engaging manner.

Importance of handwashing

Today we are going to give you information about the two most important things that can keep you healthy or make you sick. They are your hands (show your hands)!

There is good news and bad news.

The good news is that proper thorough handwashing can help you remain healthy, and good handwashing is very easy to do.

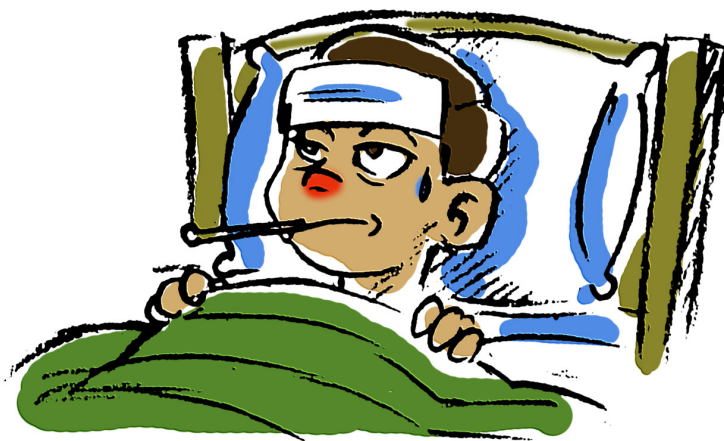
The bad news is that people don't wash their hands or don't do it well enough to make a difference.

Well did you know that many students in middle and high school do not wash their hands after using the bathroom?

And of those students, only a small percentage used soap! That is scary right?

How many of you have ever been sick? Please raise your hand. (Raise your hand with them).

What happens when you are sick?



You don't feel good or want to play with your friends or family, right?

The following are example scripts you can use:

When children and adults realize that whey they do not wash their hands after going to the toilet, they are essentially eating their own feces, they are usually totally disgusted. This feeling of disgust can motivate them to remember to always wash their hands with soap after going to the toilet.

Would you eat feces?

Is the idea of eating or drinking fecal matter (poo) disgusting? (Show a picture of feces).



Yet this is what happens if you do not wash your hands with soap after you use the toilet and before eating. This is because we practice anal cleansing with water after going to the toilet. And this brings our hands into contact with disease-causing germs and bacteria found in feces.

These germs cannot be seen by the human eye, BUT they are still there.

Unwashed hands touch food, and the pathogens soon come into contact with the mouth.

Would you eat feces?

Well...

Your hands are the most exposed part of the body to germs and they are just about everywhere.

Germs are tough and you must use force to get them off thoroughly.

When we do not wash our hands at the proper times, people can become very ill and illnesses have an effect on you and your family.

For example, have you ever been sick and before you know it, that same illness has your whole family sick?

Well, that's because your hands (show your hands) are the most exposed part of the body to germs and can transfer viruses to those that surround you. Visualize this, a person has more bacteria on their body than there are people in the world. Touching your eyes, mouth, nose, or food allows germs to transfer into your body.

Where are the germs?

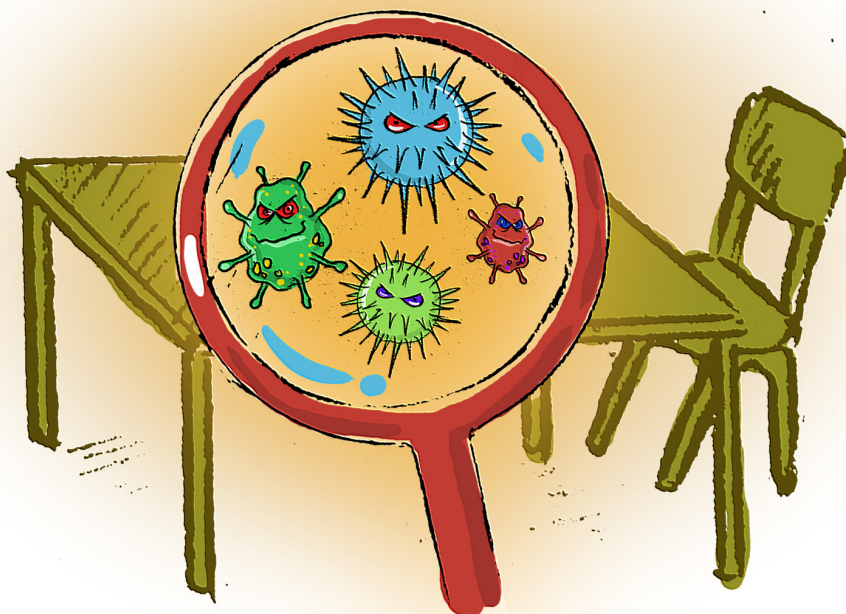
Feces have a lot of germs such as E.coli. This can cause food poisoning, diarrhea and other sicknesses. All hands should be washed after using the toilet. This will help stop the transmission of germs into your body.

Germs can also be spread in other ways. Have you ever watched someone sneeze into their hands and then touch a door handle? Where do you think the germs from their hands went? (Wait 2 seconds for answers).

Would you like to shake hands with me? No, right?

As we have stated, germs are hiding everywhere and you cannot see them because they are microscopic. Who knows what microscopic means? (Wait for response).

The bulk of germs are hiding where you least expect them—on the playground, on the tables and chairs, and on your pets or animals.



For example:

There are 3,295 germs per square inch (show what an inch is with your fingers) on computer keyboards.

21,000 germs per square inch (show what an inch is with your hands) are on your school desks, that is 400 times more than the toilet seat!

As we mentioned earlier, germs are microscopic, so you cannot see them!

For this reason, your hands (show your hands and ask the students to join you) may look clean after you have used the toilet or touched dirty surfaces but they are contaminated with bacteria and viruses, and these will be transferred onto your hands.

Viruses can survive on any surface for up to four days after the surface has been contaminated. Even scarier, bacteria double every 20 minutes.

Fast Facts

This game may be played with the older students.

Objective To make children aware about fun hygiene facts.	Structure: Game with a large group of children Time: 10 - 15 minutes
Materials No materials required	
Trivia Game We want to play a little game with ten simple questions. Yell out what you think is the correct answer: Questions and Answers: Question 1: Some viruses can survive on surfaces for up to how long? A. 4 minutes B. 4 hours C. 4 days The correct answer is C. Viruses can survive on surfaces for up to 4 hours.	

Question 2: What has more germs?

- A. Toilet seat
- B. Kitchen sponge
- C. Dog bowl

The correct answer is B. Kitchen sponges have a lot of germs in them and need to be cleaned or replaced thoroughly.

Question 3: The only way to catch a cold is from germs that float in the air.

- A. True
- B. False

The correct answer is B. When somebody sneezes, that is just the start of the trouble. Besides the germs in the air, you can also get sick if you put your hand on something the germs land on, like a doorknob, and then touch your eyes, nose or mouth.

Question 4: How far can your sneeze travel?

- A. 10 m
- B. 30 m
- C. 60 m

The correct answer is C. Sneeze particles travel through the air when they are then absorbed into ventilation systems, allowing the sneeze particles to travel up to 60 m.

Next time you feel a sneeze coming on, raise your elbow to cover up (demonstrate).

Question 5: How fast do germs travel when you sneeze?

- A. 16 kmph
- B. 60 kmph
- C. 160 kmph

The correct answer is C. If you went that fast in your car you would get a ticket! Since sneezing is legal, your best defense against flying germs is to stay at least 6 feet away from someone who is sick. You will lower your chances of picking up their illness.

Question 6: Don't have a tissue? The best place to cough your sneeze is:

- A. Hand
- B. Wrist
- C. Elbow



The correct answer is C. Your upper sleeve will also do if your elbow is not covered. The best way to keep germs to yourself is to put a tissue over your mouth and nose. Throw it in a waste basket and wash your hands well when you are done.

Question 7: Germs are alive.

- A. True
- B. False

The correct answer is A.

Question 8: It is ok to eat food that falls on the floor.

- A. True
- B. False

The correct answer is B.

As a kid, you may have followed the “5-second rule” that says you can put food into your mouth if you pick it up right away. Turns out it is better not to. Germs get on food as soon as it hits the floor.

Question 9: Antibacterial soap is the best weapon against germs.

- A. True
- B. False

The correct answer is B.

There is nothing to show the fancy stuff does a better job than plain old soap.

Question 10: What washes away more germs, hand sanitizers or soap?

Soap washes away more germs.

- Hand sanitizers can reduce the number of germs on your hands in some situations, but sanitizers do not eliminate all types of germs.
- Sanitizer cannot cut through the grime left on your hands after touching unsanitary and dirty surfaces.
- Alcohol based hand sanitizers can be used in addition to hand washing, but should not be used as a substitute for washing with soap and water.
- For proper hand washing, all you need is 20 seconds, and some soap and water.

Activities

These are three simple activities that can be used to teach students about how germs travel with resources that are readily available at schools. These activities should be presented in a fun and engaging manner.

Activity 1: Shake my hand!	
Theme One: How Germs Travel	
Objective: To show how germs travel from one person to the next	Structure: Game with 10–12 children Time: 15 minutes
Materials: Chalk dust or glitter Bowl or water basin Water Soap	
Activity description Cover the palms of one person's hands in chalk dust or glitter. Ask children to stand in a long line. The person with the 'dirty hands' shakes the first child's hand and then asks that child to shake the hand of the next person. Continue shaking hands down the line. How many children have the chalk dust or glitter on their hands? Even the smallest speck counts. Explain that this is what happens when we forget to wash our hands with soap after going to the toilet. How can we stop this from happening? Ask for suggestions. Ask the original person with 'dirty hands' to wash them with soap and hold them up for all to see that the dirt has now gone.	

Activity 2: Catch me quick!

Theme One: How Germs Travel

Objective: To show how quickly illness spreads from person to person

Structure: Game with 10–12 children

Time: 15 minutes

Materials:

Outside space near a tree, chair, post or wall

Activity description

One child or teacher who is pretending to be sick with an illness stands in front of a tree (or chair, post, wall) facing towards a line of 10 children standing a few meters away.

The person 'with an illness' shouts "GO!". All 10 children are asked to try to get to the tree without being caught by the person with the illness. BUT they are only allowed to hop!

The person with illness also starts to hop towards the line of children and tries to tag them (reaching out and touching them gently).

Any child who is touched now has an illness too. These children must turn back towards the line and tag the others before these children reach the tree. This pattern carries on until all the children are 'sick'.

07.2 MESSAGE TWO: WHEN SHOULD HANDS BE WASHED?

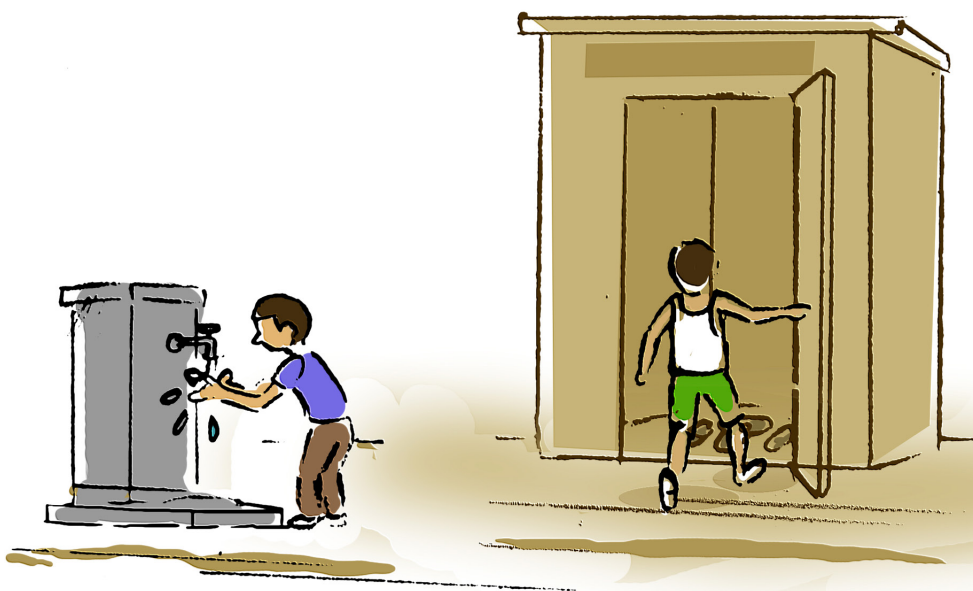
Children need constant reminders and encouragement to practice good hygiene behaviors. What they learn now can last a lifetime.

Germs are everywhere, and hand washing with soap prevents illnesses. It is one of the most important hygiene messages because it is the simplest and most effective way to prevent students from getting sick.

It is a common sense health practice to wash your hands after using the bathroom, or before eating. This protects yourself. If you have a cold or other illness, or are around people who do, it is a good idea to wash your hands more often than usual.

Children should learn that:

- Washing hands with water alone is not enough. Soap should always be used.
- The critical times to wash hands with soap are every thirty minutes or after the following activities:
 1. After using the toilet, urinal or anytime you visit the restroom for any other reason.



2. Before and after handling raw meats, raw poultry, or other raw foods.
3. After cleaning, washing dishes or wiping tables.
4. Before putting gloves on or anytime you take gloves off.
5. After chewing gum or chewing other products.
6. After eating, drinking, and after play.



7. After touching your face, hair, clothes or any other part of your body.
8. After handling a tissue.
9. After sneezing or coughing, and then touching any part of your body.



11. Before and after handling or preparing any food item.
12. After playing with a pet.



13. After playing outside.
14. When you get home.
15. After touching cell phones, computers, light switches.



16. After touching surfaces such as tables, desks.
17. After contact with bodily fluids.

07.3 MESSAGE THREE: HOW DO WE WASH OUR HANDS?

Now that children are able to visualize the germs and how they spread, they should be taught how to properly wash their hands.

Hands should be washed with soap for a minimum of 20 seconds for it to be effective. To help children understand the duration required for handwashing, it is helpful to introduce them to the handwashing song.

Handwashing song

Tops and Bottoms (sing twice)

Tune: Frere Jaque

Tops and Bottoms, Tops and Bottoms (Rub top and bottom of hands)

In between, In between (Rub fingers inside on both hands)

All around your hands, All around your hands

Makes them clean. Makes them clean (Flash all ten fingers)

Teaching children how to wash their hands

The following steps will provide children with guidance on how to wash their hands properly. Devising songs and poems can also help children remember how long their hands should be washed for.

1. Rinse hands with water.
2. Apply enough soap to thoroughly wash hands.
3. Wash all surfaces of your hands including the back of hands, wrists, between fingers, tips of fingers, thumbs, and under fingernails for a minimum of 20 seconds.
4. Rinse soap off thoroughly.
5. Dry your hands completely with a paper towel or a clean, dry towel.



08 HYGIENE EDUCATION BEYOND SCHOOL

Children are important members of families, communities, and social groups. As excellent communicators, children are able to take handwashing messages beyond school to the wider community. Children should learn that not washing hands with soap affects everyone, and we are all responsible for our health and the area we live in. There are many reasons for promoting children to talk to others about the importance of handwashing. These include:

- Children can and do influence other children and adults' behavior.
- School is not the only part of a child's day – people outside school also influence them.
- Children need the right information to stay healthy, protect themselves, and help each other.
- Preventing and reducing illnesses means everyone must adopt good handwashing practices.



Supporting children as educators

Supporting children in their role as educators builds self-esteem as well as reinforces healthy behaviors. Providing children with accurate information and making sure they have the right materials is vital. This includes assisting them in deciding which behaviors they can influence and change, and finding ways for children to share their success stories.

09 INTEGRATING HYGIENE EDUCATION INTO SCHOOL HEALTH PROGRAMS

Schools must provide adequate hygiene to ensure optimal health as part of a wider school health and hygiene program. This is in order to remove any barriers to student learning, and to protect the social and emotional well-being of its students and staff.

A high quality school health program consists of the following components:

1. Active leadership from school administrators, and the participation of engaged school employees who demonstrate responsibility and coordination.
2. A coordinated and collaborative approach overseen by school management that sets and follows priorities based on community needs and values, and that links with community resources.
3. A safe and nurturing learning environment with supportive policies and practices, which contain facilities that are prepared, and display health-enhancing messages.
4. A commitment of time, personnel, and resources.

To ensure a healthy and sanitary environment, schools must also ensure the exposure of its staff and students to ongoing hygiene education programming. This will require faculty to understand the school's hygiene needs and reinforce hygiene education throughout the year.



The three key hygiene messages outlined in this guide should be reinforced at least once a month in a fun and engaging manner through integration within standard subjects such as math, language and science, and peer-to-peer education.

10 FURTHER SUPPORT AND INFORMATION

Clean up Nepal is a for-purpose, non-government organization registered in Nepal in 2014 that envisions communities having access to a solid waste management and water, sanitation and hygiene system with the associated knowledge and resources that will enable them to live a healthy, disease-free life.

Clean up Nepal works to provide an enabling environment to improve sanitation and hygiene in Nepal by connecting, educating and empowering local communities and relevant stakeholders through a people-centered, strength based approach to improve community health, wellbeing and opportunity. We achieve this by:

1. Improving public health and the environment through systematic improvements of existing solid waste management systems and helping set up new systems where none exist, and
2. Preventing illnesses and deaths caused by hygiene related diseases through our sanitation and hygiene education programs, and construction of toilets at schools.

Clean up Nepal's development work is underpinned by its working areas-- waste management, and water, sanitation and hygiene (WASH) with the cross-cutting themes of sustainable livelihoods, and research and advocacy across all working areas. Clean up Nepal became active in the construction of latrines and hygiene education programming after the Nepal earthquake in April 2015. Post-earthquake, Clean up Nepal put together hygiene packs according to the International Sphere standards and distributed these to over 2000 families in rural districts of Nepal. Clean up Nepal has also since constructed latrine blocks at three government schools that were severely lacking the resources required. These latrines have provided direct benefit to over 900 students. In addition to this, Clean up Nepal also delivers high impact and energetic hygiene education programs to a number of organizations and schools.

If your school requires any further support to implement the Sabun Pani program, we would be happy to help. Please contact:

Clean up Nepal

Kathmandu, Nepal

info@cleanupnepal.org.np

cleanupnepal.org.np

TOGETHER
LET'S
SPARKLE
NEPAL!

