



GHANA EDUCATION SERVICE



CHILDREN AND YOUTH AMBASSADORS FOR WASH IN GHANA

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List of Abbreviations

CSHT	Community Sanitation and Hygiene Team
CDO	Community Development Officer
CLTS	Community Led Total Sanitation
CYA	Child and Youth Ambassadors
DEHO	District Environmental Health Officer
EHSD	Environmental Health and Sanitation Directorate
GES	Ghana Education Service
GoG	Government of Ghana
ICT	Information, Communication, Technology
MDG	Millennium Development Goals
MICS	Multiple Indicator Cluster Survey
OD	Open Defecation
ODF	Open Defecation Free
PHAST	Participatory Hygiene and Sanitation Transformation
SbHC	School based Health Coordinator
SHEP	School Health Education Programme
WASH	Water Sanitation and Hygiene
WinS	WASH in Schools

1 INTRODUCTION

Since 1992, when the national School Health Education Programme (SHEP) was launched, the programme has tried to provide leadership for school health interventions with limited success. However, the development and subsequent adoption of the school Health Policy in 2010 provided a holistic approach for implementation and an institutional framework for stakeholder involvement. Since then, SHEP implementation has taken on a more purposeful approach and the vision of creating 'Child Friendly Schools', in which the child is positioned in an environment that is supportive of learning, has been set out clearly. To achieve this goal, the national SHEP is pushing for a more visible role for pupils in SHEP implementation at the school level. UNICEF has supported the Ghana Education Service (GES)/SHEP to develop the WASHSPLASH as an umbrella programme that encompasses all Water, Sanitation and Hygiene (WASH) in Schools (WinS) interventions with children playing lead roles as Agents of Change at both the school and community levels. Empowering children in this way will contribute to the acceleration of Ghana's effort at achieving its MDG targets for Water and Sanitation delivery.

1.1 WASHSPLASH

The WASHSPLASH programme has been developed to facilitate adoption of positive sanitation and hygiene behaviours by children in the community, both those in school and those out of school, and enable children to influence the adoption of these behaviours in their communities. The initiative promotes the concept of children serving as change agents at the school level, the Ghana Education Service (GES), which is responsible for education delivery, is spearheading the implementation of WASHSPLASH at the school level through its national School Health Education Programme (SHEP). The SHEP has a WASH in Schools component in which WASHSPLASH will be nested. WASHSPLASH is a holistic approach that provides a broad platform for all child involvement in WASH engagements to be built.

The key objective of the approach is to Sustain Positive and Lasting Attitudes on Sanitation and Hygiene (SPLASH) to achieve WASH improvements in communities and schools. The Approach will:

- ✓ enable children and youth learn about positive and negative sanitation and hygiene behaviours and adopt the positive behaviours and practices
- ✓ equip children and youth with skills and tools to enable them reach out to their communities to influence them to adopt positive sanitation and hygiene behaviours and practices
- ✓ support children and youth to plan and implement simple actions to improve sanitation and hygiene situation in their environment

- ✓ equip children and youth with skills and tools to enable them assess sanitation and hygiene situation in their environments, monitor changes in the situation and document them

WASHSPLASH targets behaviour change in three domain areas as follows:

- Safe Excreta Disposal
- Handwashing with Soap
- Household Water Treatment and Safe Storage.

Children will be groomed to be Agents of Change by working with them through the Children and Youth Ambassadors for WASH initiative. The Children and Youth Ambassadors will be the main vehicle through which the WASHSPLASH will be implemented. As Agents of Change, Children and Youth will be guided to develop and practice positive hygiene and sanitation behaviours and in this way reinforce social norms instituted around hygiene and sanitation. At the school level, Children and Youth Ambassadors will liaise with the School WASH Club to facilitate WASHSPLASH.

1.2 Children and Youth Ambassadors (CYA) for WASH

The Children and Youth Ambassadors for WASH initiative is aimed at promoting WASH behaviour change using children and young people as the primary Change Agents. The formative and youthfully years are the best period in life to learn, understand and form healthy habits. The Children and Youth Ambassadors initiative creates the opportunity for children's potential as Change Agents for WASH behaviour change to be unleashed. Children are elevated to positions of responsibility and through this build their capacity for problem solving and leadership. The initiative grooms the 'Ambassadors' to lead their fellow children and young people to take action on WASH issues affecting their lives. It also builds their capacity to become active citizens by engaging adults in advocacy for improved facilities and policy change.

The Children and Youth Ambassadors initiative is rooted at the community level with very close links to the School WASH Club which is expected to be operational at the school level. This ensures that children become hygiene and sanitation conscious right from their formative years through to early adulthood. The initiative is supported by various Development Partners and recognized by the GES. The CYAWASH initiative therefore develops a corps of children who are equipped to implement the WASHSPLASH and achieve results.

2 GETTING STARTED

2.1 Introducing the WASHSPLASH Initiative into the School and Community

All Head teachers and School based Health Coordinators (SbHC) will be oriented in the WASHSPLASH initiative and subsequently, they will draw up a plan of implementation in their various schools. Based on their plan, a District Team made up of the District SHEP Coordinator (DSHEP) working closely with the District Environmental Health Officer (DEHO) and the District Community Development Officer (CDO) will support the SbHC to brief the staff members on the WASHSPLASH initiative and inform them of the school's opportunity to contribute a number of pupils to join the corps of Children and Youth Ambassadors, who will implement the WASHSPLASH.

At the community level, the WASHSPLASH initiative will be introduced through engagements with the Community Sanitation and Hygiene Team (CHST) of which the School Based Health Coordinator (SbHC) is a member. The SbHC would receive prior training in the WASHSPLASH and would subsequently explain in detail the WASHSPLASH initiative to other members of the CHST.

Children and Youth Ambassadors will be identified from WASH Clubs in schools and from CLTS activities in the communities where, children Natural Leaders will have the opportunity to serve as Ambassadors.

2.2 Who can be an Ambassador

The Children and Youth Ambassadors are young people and children in the community who demonstrate an extra zeal to see change in the hygiene and sanitation situation in their homes and their community as a whole. They are ready to voluntarily take up WASH tasks and speak out in advocating for improved WASH conditions in both homes and schools in the community. Young people who have completed basic level education and are at the senior secondary level also qualify to be 'Ambassadors'.

2.3 Selecting the Ambassadors

The following steps should be followed in selecting 'Ambassadors':

Step 1: The District SHEP Coordinator, working closely with the District Environmental Health Officer and the Community Development Officer, support the SbHC to brief the WASH Club in the school of the initiative during which they explain to them how Ambassadors will be chosen from amongst them and groomed to support WASH activities in their immediate community and beyond.

Step 2: The SbHC with the support of other teachers will initiate the selection process in which members of the WASH Club will nominate six (6) of their colleagues as potential Ambassadors. This nomination process should be done as early as possible.

Step 3: The nominated people will be taken through a selection process which will consist of participation in a number of 'Leaderless Tasks' out of which two (2) pupils naturally inclined towards leadership will be picked out of the lot. These pupils will then be interviewed and the most responsive selected for training to be Ambassadors.

The selection process will be conducted by the SbHC with support from other teachers in the school and under the supervision of the Head teacher. The list of selected pupils should be sent immediately to the DSHEP.

The selection team should amongst others also rely on their knowledge of the individual pupils giving consideration to their character, availability and demeanor.

In communities where there is only one school, up to six (6) pupils can be selected.

Step 4: The selected pupils should be introduced to the general body of the WASH Club.

2.4 Selecting Ambassadors from the Community

At the community level, the SbHC, who is also a member of the Community Sanitation and Hygiene Team (CSHT) will brief the team and together they brief the community leadership (Chief and elders including Opinion Leaders) of the initiative. With the permission of the community leadership, the CSHT then set in motion the effort to get potential Ambassadors from the community level.

- Step 1 The CSHT invites all young people in the town for a short meeting. In this meeting, they brief them on the WASHSPLASH initiative and invite interested people to present themselves for vetting and selection.
- Step 2 At an appointed time, the young people who volunteered themselves for selection are taken through the 'Leaderless Tasks' exercises and the most outstanding selected for the Interviewing session. The best four (4) performers in the interview sessions will be selected for training as Ambassadors.
- Step 3 The selected youth are introduced to the chief and elders.

As much as possible, the SbHC, school authorities and the CSHT should coordinate their activities such that Leadership Tasks and Interviewing sessions can be done simultaneously. In communities with multiple schools, it should be possible to organize one joint selection process.

2.5 Capacity Building for Ambassadors

Capacity building for Children and Youth Ambassadors will be aimed at building the right skills and attitudes amongst the Ambassadors to plan, lead and advocate for WASH improvements in their community as well as schools. Ambassadors will receive training in a variety of skill areas including still photography, report writing and public speaking. Capacity building will be implemented through a variety of ways including mentoring and coaching sessions.

Initial Orientation

Once chosen as Ambassadors, all the young people, including those from the school, will receive an initial orientation on their new status. The orientation will describe clearly, what the Children and Youth Ambassadors is about, spell out their roles and responsibilities and discuss

potential opportunities that are open to them and possible activities they can engage in. The orientation will also introduce the various leadership positions that Ambassadors can take up. The orientation will be facilitated by the GES – SHEP who will nominate resources persons to undertake the exercise.

Mentoring and Coaching

A number of Mentoring and Coaching sessions will be conducted for the CYAs. These will be done over time at their bi-monthly meetings and will be aimed at strengthening Ambassadors skills base and ensuring a deeper understanding and appreciation of the various WASH issues.

Training

A number of training events will be organized for Ambassadors in which specific critical skills and knowledge will be imparted to them to enable them function successfully. Some of these critical skills include the use of the PHAST Approach, Leadership, ICT and Media.

2.6 Roles of the Children and Youth Ambassadors

Children and Youth Ambassadors have specific roles to play. These are:

- Advocacy on WASH- specifically join the campaign for eliminating Open Defecation (OD) in their communities and in their districts and regions.
- Be Champions for establishing the social norm of Open Defecation Free (ODF) schools and ODF communities
- Rally school children to campaign for ODF schools and ODF communities using various activities
- Lead the monitoring and rating of WASH in schools based on the Best Score Guide
- Play active roles in activities at their community/district levels to commemorate the three recognized international WASH Days i.e. World Toilet Day, World Water Day, Global Hand washing Day

2.7 Leadership Positions

A number of leadership positions will be open to the Ambassadors. There will be an equal opportunity for every Ambassador to take up any of these positions. The positions are Cabinet Ministers, WASH Detectives and the Media Corps.

Cabinet Ministers

Cabinet Ministers are picked from amongst the Ambassadors to hold leadership positions for specific thematic areas under the WASHSPLASH. To qualify to be a Cabinet Minister, a pupil has to be an active Ambassador and should have a passion for the theme that they want to be a Minister for.

Cabinet Ministers should be voted into office by a simple majority. At the appropriate time, the SbHC supported by the CSHTs will announce the opening of nominations for the various Ministerial positions. A period of two (2) weeks will be allowed for nominees to campaign and make their manifestos known. At the end of two weeks, an election is organized in which the person with the highest number of votes for each ministerial position is the winner and will subsequently be sworn into office for one school year. The various Cabinet Ministerial positions are:

Minister for Environment

Minister for Water

Minister for Sanitation

Minister for Hygiene

Cabinet Ministers will lead the implementation of activities in their thematic areas. However, because WASH interventions are linked together, the ministers have to liaise with each other at all times to ensure that activities in their thematic always complement.

Once elected, Cabinet Ministers should be given initial orientation to enable perform their function effectively. Subsequently, they will be coached and mentored for a period of about three months. Thereafter, Cabinet Ministers are expected to plan and lead implementation of activities under their thematic areas. At designated times, Cabinet Ministers will make a short presentation to the community on the achievements in their thematic areas. A similar presentation will be conducted in each school before the close of the school term.

Cabinet ministers will be trained in problem identification, analysis and solutions using the PHAST methodology amongst others. Each minister will have to design and implement one project on sanitation and hygiene in their school or community.

WASH Detectives

WASH Detectives as their name suggests are Ambassadors who are picked to find out WASH breaches that take place in the community. They will report on these breaches on a weekly basis. These Detectives will operate in a secretive manner and bring to attention the WASH breaches that takes place in the community and school. The purpose of their role is to bring to the fore issues that slow down the progress of the community towards achieving the ODF status and sustaining it. At the school level, the information will focus on the school's drive to attain the BEST School status.

WASH Detectives are appointed by the SBHC, WASH Club patrons. To qualify as a WASH Detective, the person should have the ability to be very discreet, should be observant and sociable. The appointment of WASH Detectives is not a public matter and the WASH Detectives should know that their operation is 'clandestine'. Each week, the Detectives will observe and take note of WASH breaches that take place in the community and in the school. Detectives will report any breaches observed during the period to the CSHTs and SBHCs who in turn will take it up and address them. For example, if WASH Detectives observe that the borehole surroundings are muddy and unkept, the CSHTs can immediately mobilize the community, through the WATSAN Committee to take action on it. If it is an activity that children can do, the School Health Club will be mobilized, through the SbHC.

Breaches observed in the school area should be reported to the SbHC. WASH Detectives make a short presentation of breaches to the SbHC on Thursdays. The SbHC and WASH club patrons announce the observed breaches for the week to the whole school at morning assembly on Friday. The presentations should bring to everybody's attention negative WASH issues going on in the school that should be checked. These could be pupils practices, inactivity of school authorities to take action, absence of facilities or activities of community members that affect the school amongst others. The WASH Detectives reports are expected to keep everybody on their toes.

WASH Detectives should not hold their positions for too long. This is because the effort to be constantly discreet in the function could put too much pressure on the children. The identity of previous WASH Detectives should always be kept secret because they can be appointed as Detectives again in the future. One way of managing this is to have a number of WASH Detectives and fortnightly, those on duty can be rotated randomly. This way, nobody knows who is observing at a particular time.

Media Corps

The Media Corps is an arm of the CYA that focuses on advocating for improved WASH conditions in the community and school using the media. The Media Corps will document and produce a variety of WASH documentaries for radio, television and the press. They will use the mass media to draw attention to the real life WASH challenges people face at the community and also show case local solutions that people are implementing, including highlighting the role of children and the youth.

The SBHC's will help select 'Ambassadors' for the Media Corps. The key competence needed for an Ambassador to join the Media Corps is creativity, open mindedness and the desire to learn. Once selected, members of the Media Corps will be given extensive training in radio and television production. Subsequently, a facilitation team will work closely with them through a number of coaching sessions to build their capacity to produce advocacy materials for the mass media which show WASH issues from the perspective of the child. The GES SHEP will arrange capacity building for the Media Corps. This will involve training in communication and ICT, coaching in radio and television production, support to conduct monthly radio broadcasts and quarterly television broadcasts. Besides these, opportunities will be created for the Media

Corps to interact with opinion leaders, decision makers and key stakeholders to push for WASH issues to be given greater visibility.

The Media Corps will work in clusters in each region. This will ensure that the resources available will be used to advantage and the Media Corps are able to work together on a regular basis to share ideas and produce the most impacting advocacy materials. Media Corps working in the various clusters will liaise with each other to form networks. These networks will be used to strengthen the front of CYAs for advocacy.

2.8 Duration of Office

Child and Youth Ambassadors can be Ambassadors for one full year. After their year in office, Ambassadors go on to become WASH Dignitaries, a role in which they support capacity building and mentoring of new Ambassadors. A former Ambassador, can continue as a WASH Dignitary into adulthood.

As they mature, Ambassadors who finish their basic education and become WASH Dignitaries will lead capacity building for Ambassadors. During their school vacations they will support all activities organized to build capacity of Ambassadors.

3 PUTTING THE AMBASSADORS TO WORK

During their term of office, the Child and Youth Ambassadors will undertake a number of activities at both the community and school levels. This section provides a guide to bringing the Child and Youth Ambassadors to life. It describes the activities of the Ambassadors and provides tips on how to support them undertake these activities.

3.1 Community Led Total Sanitation (CLTS)

CLTS is the national approach for rural sanitation in Ghana. The approach will be implemented across the country in all rural communities. Children and Youth Ambassadors will be involved in implementing the CLTS approach in their communities. Children and Youth Ambassadors will play an active role on all three stages of the CLTS implementation and will support their individual communities attain the ODF status. CYAs will also play an active role in Triggering at the school level. They will work with CLTS facilitation teams to ensure that Post Triggering momentum is sustained until the successful achievement of ODF.

The Guide on Children's Role in CLTS provides clear guidelines on the role Children and Youth Ambassadors can play during CLTS implementation at the community level. Beyond supporting the process in their communities, CYAs can also use their strengths in advocacy to push for all communities in their district to become ODF. The Media Corps of the CYA as part of social norms will prioritize stopping Open Defecation as a key theme in their media campaigns. Their interactions with opinion leaders, decision makers and key stakeholders will also be used to highlight the need for high level commitment towards achieving ODF districts across the country.

3.2 The PHAST Approach

PHAST provides a structured way to facilitate sanitation and hygiene promotion and proper community management of facilities. The approach is based on empowering community members to control sanitation-related diseases. PHAST is implemented over seven (7) steps which start with problem identification, through problem analyses, planning for solutions, selecting options, planning for new facilities and behaviour change, Planning for Monitoring and

Evaluation and ending on a Participatory Evaluation of the process. The Approach is based on the extensive use of visual codes, called 'Tools'. The Tools are used in a very participatory manner to engage community members in taking decision and acting on them towards improving their water, sanitation and hygiene situation.

CYAs will be trained in the use of the PHAST Methodology though they will not be expected to fully implement PHAST in their communities. Many of the PHAST Tools like the 3 Pile Sorting Cards, F-Diagram, Blocking the Routes and Sanitation Ladder amongst others are very useful to support hygiene promotion and sanitation decision taking. CYAs will use the tools in a 'stand alone' fashion to support the Post Triggering effort. Cabinet ministers will also use the PHAST approach to identify their ministerial projects, implement and solve them. One project that all sanitation ministers will be required to implement will be that of creating 'Toilet Angels' out of the children in their schools. A sample framework of how to create toilet angels in schools is attached as annex 1. Ministers will have to be creative and adapt this concept to suit their specific circumstances with key results including the adoption of a school toilet charter and abiding by that charter and ensuring that school toilets are clean and can be comfortably used by children.

3.3 Monitoring

Children and Youth Ambassadors particularly the detectives will be actively involved in Monitoring at both the community and school levels during Post Triggering. They will contribute to Post Triggering by regularly monitoring the WASH situation in their community and school using tools and checklist developed for the purpose.(attached as annex 2). They will also be engaged in monitoring in their schools using monitoring tools developed for children (annex 3 UNICEF monitoring package). On a quarterly basis, they will be involved in assessing the BEST Score of their school using the best score criteria (attached as annex 4)

3.4 Schedule of Activities – CYAWASH

To ensure that CYAWASH activities are in line with those of the School Health Clubs and CSHTs a schedule of activities has been outlined for the CYAWASH.

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Annexes

Leaderless Tasks

A model for selecting natural leaders to become Child and Youth Ambassadors

A. THE LEADERLESS GROUP ACTIVITY

The Leaderless Group exercise evaluates group interaction skills which are known to be critical to success in leadership positions. It shows the effectiveness of cooperative team work and it is a natural way to observe and identify natural leaders. It is conducted by presenting candidate groups with task/activity/problems to solve. After introducing a task, the group is given time limit, and conditions, but no instructions. It is their responsibility to devise a plan of action. The purpose is to show the importance of cooperation, persuasiveness, and encouragement in a team dynamic. The facilitator will observe candidates who:

- Demonstrate self-confidence that inspires others
- Are persuasive without being overbearing
- Openly encourage the ideas of others
- Are assertive at appropriate times
- Effectively mediate opposing points of view

B. 3 Steps to a Leaderless Group Exercise

Assign a simple task to the group.

Set conditions such as time limits and resources.

Observe, but don't participate.

Note: activities can be adapted to become leadership development task in their own right.

C. Sample Activity from Right To Play Blue Peace Ball

Name of Activity: HUMAN KNOT

Key Learning: To develop cooperative, communicative and team skills.

Goal of the Game: To untangle a knot that is created with children's arms by working as a team and moving their bodies.

What You Need: Equipment • None; No. of children • 6 or more

How To Play: Divide the children into groups of 6-8. Arrange each group in a circle and have all the children put their hands in the middle. Explain and demonstrate that: Each child must grab another child's hand with each of their hands – each child should end up holding two different people's hands. The children must not let go of each other's hands throughout the game. The group must try to untangle until the children are in one continuous circle or different circles separate from one another. Make sure the children are not pulling each other's bodies in awkward positions or directions.

Watch For: • Are the children talking to each other and planning what they are doing? • Are the children being gentle with each other?

SOURCE: Right To Play BLUE PEACE BALL. G246

Implementing the **School Toilet Angels** scheme

Introduction

The availability of physical facilities is an important enabling factor in promoting improved hygiene behaviours. At both the school and the community levels, the toilet is an important facility for practicing good hygiene. However, the toilet is seen as a 'dirty' place which only exists because it is a necessity. This mindset about toilets makes people use toilets without caring much about how they leave the place for the next user and how they are looked after. But as much as the toilet is a very useful thing, it can also be a point for the spread of diarrhoeal diseases, a point of fear because reptiles make a home there and or a haven for miscreants.

Many children in school do not use the school toilet simply because it smells and is dirty. The Toilet Angels concept seeks to re-orient people's perceptions of the toilet and how it is used. Toilet Angels push for people to use toilets properly and keep them clean as well through advocacy and education. The Toilet Angels concept is suited for the school environment because it teaches children at an early age to appreciate the importance of toilets and the need to keep them clean at all times. It builds a desire in them to always use a toilet and as such contributes extremely to the fight against Open Defecation.

Implementation Steps

Children and Youth Ambassadors will work with School based Health Coordinators in schools in their communities to raise Toilet Angels in each school. School Toilet Angels will be raised through a 4-step process (PPPM) which involves:

1. Problem Identification

In a WASH Club meeting, the teachers and the CYA members present asks children to talk about the conditions in the school toilet. Are they happy with the conditions in the toilet, what don't they like, who caused those conditions, how long have the toilets been like that? This discussion leads to an analysis of the situation through which children alongside their leaders are able to define a clear problem in relation to their school toilet. 'Good' and 'Bad' toilet pictures can be used to facilitate this discussion.

2. Problem Analysis

The leaders guide children to analyze the problem they have identified. This analysis should look at the potential dangers the continued presence of the problem can bring to pupils, teachers and the school environment. At this stage the group explores possible ways of overcoming the problem. Together the group agrees on specific actions that they will take to

completely stop the problem or at least control it till a permanent solution is found. Since it is the whole school that uses the toilet, solutions should not be seen as the work of the WASH Club members. The whole school has a role to play in keeping the school toilet clean.

Thoroughly discuss the solution chosen and agree on clear roles for everybody. Agree on a timeline when the solution will be implemented. If implementing the solution means reaching out to the wider community and beyond, the Media Corps can be used to draw attention to the situation in the school.

3. Practicing Good Behaviour

It is important that pupils practice good behaviour in the toilet if it is going to be a nice and safe place to be. Members of the WASH Club will agree on a number of good behaviours which are important for proper toilet care. These good toilet behaviours will be communicated to all pupils of the school during a morning Assembly as the School Toilet Charter. All pupils will recite the School Toilet Charter after the club president. At the classroom level, class teachers should be encouraged to task their pupils to translate the School Toilet Charter into a Poster, which can be posted on the classroom wall as a reminder.

Good Neighbour Campaign. The Good Neighbour Campaign will be implemented as part of the Toilet Angels scheme. The basic idea is to encourage pupils to be Good Neighbours to each other: - Good Neighbours leave the toilet clean for the next person, Good Neighbours remind each other to WASH hands with soap after toilet use, Good Neighbours report immediately when they see something wrong in the toilet so that it does not affect the next person.

4. Monitoring

Monitoring the school toilet is everybody's responsibility. Each pupil has a role to watch over the other. The Good Neighbours campaign will create a natural monitoring process. The WASH Detectives, at the school level, through their undercover activities can detect pupils who habitually 'mess' the toilet and those who are true 'Angels'. Pupils who 'mess' the toilet habitually will be guided to change their behaviour, whilst true Angels are openly praised.

Motivation and Incentives

A way of sustaining improved behaviours is to provide incentives for people. The school authorities are encouraged to provide some basic incentives to encourage true Angels. Incentives can also be designed for 'sections' that do very well during a week in keeping the toilet clean. Any incentive should be within the capacity of the school. The school should not design incentives that become an added burden to it. Whenever resources are available, the DSHEP will liaise with individual school authorities to recognize the effort of true Angels.