
Toilets Making the Grade®
STEPS FOR SCHOOLS

Through Toilets Making the Grade® (TMG) schools compete to reach the best improvement of your schools' hygiene and toilets. The best improvement for each school is the most suitable change through activities you develop and implement as a school. These activities are based on an individual assessment of each schools' sanitation and hygiene situation.

The competition seeks to improve toilets and handwashing, but also general hygiene that affect communicable diseases, like COVID-19. As a school competition, TMG triggers teamwork between management, teachers, administration, parents, pupils and maintenance staff.

Your TMG team receives methods to self-analyse their school sanitation, challenges and develop own solutions. They are supported by Sabawon NGO in this process. This small guide includes a short explanation of these methods.

In Peshawar high schools, middle schools and primary schools will each compete for winning. Both boys' and girls' schools are eligible to participate. The school the best ideas and effective improvements for each school type wins an attractive prize.

The competition starts right after the winter vacation. The school management should already use the time during the vacation to prepare. Your proposals have to be handed in by February 9th to be able to win the price. After that you still have time to continue your implementation of activities before the jury comes to visit you in the beginning of March.

This competition is about improving your sanitation and hygiene situation with the means available to your school based on your individual assessment. When you develop a good TMG concept you can protect everyone's health at your school by improving your school sanitation and win a prize for the best competition entry.

You will find the timeline and the necessary steps for the competition below.

Teambuilding and Sharing of responsibilities

The WASH and MHM Clubs lead on this activity. Team leaders are facilitators to ensure that teams are collaborative. The team should include maintainers as well, as they have a different understanding of challenges and see what is hidden to others. School management and parents should at least come in for summaries and special discussions to understand better what current challenges are and contribute to solutions.

The different representatives should feel comfortable to bring their contributions forward. Child members should be able to share their perspective and ideas.

Each Team member should be aware of their responsibility. It could help to define lead implementers for each activity defined by the team. Furthermore, the team should have an overall coordinator, a secretary and, if applicable a treasurer.

Timeline

January 3rd Schools register for TMG

Until the winter break schools are approached by Sabawon and can register to participate in the TMG competition. The school management and WASH / MHM Clubs should be willing to commit to the TMG process when registering.

January 3rd -
January 13th Head Teacher and WASH Teacher prepare for TMG

During the winter vacation the school management and the WASH teacher should already get familiar with the aims and methods of TMG. They should also plan, when and with who to do the assessment sessions and from where to get support for possible activities. They can already think about who is responsible for filling the TMG proposal to hand in for the competition.

January 13th -

February 9th Schools assess, develop activities and write proposal

After the winter break the WASH and MHM Clubs can come together, learn about TMG and start with the TMG work: the assessments, activity development, activity implementation and documentation. A template for the TMG proposal is available from Sabawon. Please note, that all participants should fill in the consent form.

February 9th Schools hand in TMG Proposal

On February 9th the team has to hand in their TMG Proposal.

March School visits by Jury

Schools have more time to start off with implementation of activities. In March they will be visited by the jury to see how they have implemented their activities. It is no problem, if activities were adapted to the actual needs in the process, as long as this can be explained to the jury.

3rd week of March Award Ceremony

The winning schools will receive their laudatio at the official TMG award ceremony.

TMG Participatory Methods and TMG Process

The participatory methods are

- The three assessment methods: “4-senses inspection”, “every-vote-counts” and “why-of-why”
- Development of the activities to solve identified challenges
- Selection and implementation of activities

The assessments aim at understanding the situation of sanitation and hygiene at your school and also to generate a common understanding. Each of the participants may have a different angle of the full picture. Together you can understand your specific situation and challenges. With this new knowledge you can then develop activities to solve these challenges.

The aim of implementing the activities is a long-term effect for better sanitation and hygiene at your school that can be maintained over time. Basing your findings on your individual school assessment will help you establish the best suited activities and motivate everyone at school to reach this effect and win the competition.

To implement your activities, you may need resources. These can include capacities and skills from your school peers, materials and money. Your wider network for example through the parents and the community are also a strong asset for you, that you can make use of. The NGO Sabawon will accompany you on the way.

Now it's on you to motivate everyone at school to support you, but also to maintain the effects of the activities long term. You can have short term actions to make a change, but you may also want to kick-off activities that will run long-term in the future.

The assessment process can be fully adapted to your needs. You can plan each session as you wish, as long as you produce the results needed for the TMG Entry Form as a team. Please ensure that all activities are implemented in a way to avoid COVID-19 transmission.

1) Assessment

The three assessment methods: “4-senses inspection”, “every-vote-counts” and “why-of-why”. They each have a different purpose within TMG. Here are the instructions and infos for each of the three assessment methods:

4-senses inspection

The activity aims at a common and complete understanding of the current situation of toilets, wash rooms and hygiene at your school. TMG teams will be able to discover new insights and share already existing various perspectives on the situation. The methodology invites the team to further discussions.

PREPARATION

The team leader sets an appointment with the TMG team including representation from school management and maintenance team. The session takes about one hour, depending on how many toilets should be visited. The team leader should identify representative toilets, which are used by different user groups. A secretary should be assigned to make notes of the findings and discussions. You can expect to already discuss some first ideas for activities.

IMPLEMENTATION

1) Outside the restrooms

The group meets in front of the rooms to be visited. The first question is, how suitable the environment is. Questions include how easily can toilets be reached? Is the way to the toilets indicated sufficiently? Is there a sign showing a contact person to report vandalism and damages?

2) Inside the restrooms

The group now enters and will start using *four* of the five senses (hear, smell, touch, see) to examine the room. It is recommended to ask open questions in order to obtain everyone’s individual perspective without prior influence by the facilitator.

- a) Hear: Everyone closes one’s eyes and listens to the sounds around.
[What do you hear? What could you hear? E. g. dropping tap, running toilet, noise from outside etc.]
The eyes can now reopen in order to check and allocate the sounds.
- b) Smell: Everyone closes one’s eyes for the second time and smells the environment.
[What do you smell? Do you like the smell? Try to name the smell in order to remember it for later discussions.] The eyes can reopen after a few minutes.
- c) Touch: Everyone explores the room by touching some of the objects.
[Can you name the material of each object? What is the consistency and how does it feel like? (surface character, option to be cleaned etc.)]
- d) See: Everyone looks closely around the restroom. Look at everything from the *ceiling, walls, doors, ... to the floor and maybe into the drainage*.
[Are all lights functioning? Are items damaged or dirty? Do you see garbage, mold etc.]

3) Availability and functioning of objects in restrooms

At this point of the walk, all objects (mirror, washbasin, tap, soap dispenser, towel rail, toilet paper holder, dustbin, heating, door locks, etc.) are counted and checked in order to appreciate what is there / functioning, what needs to be repaired and what is missing. This observation of objects should be repeated in every room. The group can split up to do this.

WRAP-UP 4-senses Inspection

After the tour, conclude with a discussion on the experiences made during the activity. We recommend to sit in a circle to discuss questions like: what do you remember most? What did you like, what didn't you like?

You can already list challenges that appear to need solving to make the latrines usable with dignity, that are safe and health-promoting. It is also interesting if, everyone in the team was able to get an insight into each other's perspectives to challenges they maybe hadn't considered earlier. Please note: the expression of feelings is not obligatory for every participant, it should remain voluntarily.

every-vote-counts

Every Vote Counts aims at understanding various perspectives and priorities around school sanitation + hygiene and to recognize common interests of learners, school management, teachers and maintainers.

PREPARATION

The posters have to be prepared (without the dots) as shown below. This can be done on a blackboard, paper or any other display. An appointment with the TMG team including school management and maintainers is made. If you can, invite more people to this exercise.

The room should be prepared by placing chairs in a circle and/or U-form. This makes the discussion more inclusive between students and adults. Ideally, a neutral, external person should lead this process. Alternatively, a person who is less likely to influence the participants answer can facilitate. A secretary should be assigned.

IMPLEMENTATION

The participants will rate the importance of the school toilet and how they like the current status of the toilets by placing a dot along a line. Here are the steps of the exercise

- 1) Explain the aim of the exercise
- 2) Show the first poster (it does not yet have the dots)
- 3) Ask the question as written on the poster.
- 4) Participants will go to the poster and mark a dot depending on how they rate without talking first
- 5) Facilitate a discussion why people placed their dots along the line in the group. Make sure to involve the participants and point out interesting dots / dot groups, but to not put pressure on those who have placed dots. Ask the secretary to take notes during the discussion.
- 6) Repeat for the second poster.

WRAP-UP

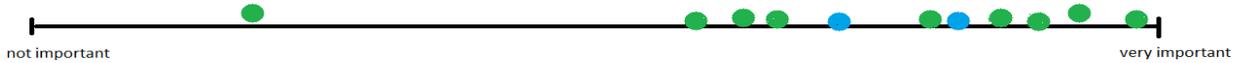
Ask the group to tell their most important learnings and ask the secretary to summarize the most interesting findings that have not yet been mentioned. Keep the summary as an input to the next process.

POSTERS WITH EXAMPLE-RESULTS

Poster I: How important are school toilets for me? (Rating: not important → very important)

See next page

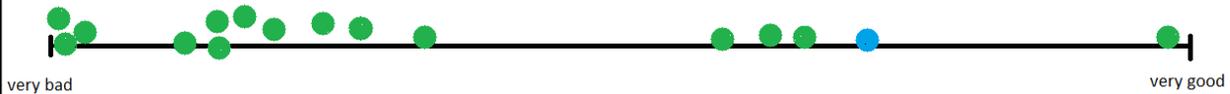
How important is the school toilet for me?



Poster II:

How do I find our school toilets? (Rating: very bad → very good)

How do I find our school toilet?



“why-of-why”

With the input from the 4-senses inspection you have identified the situation of your schools’ sanitation and its challenges. With the why-of-why method you were able to prioritize different issues among your peers.

Make a list of accurately formulated challenges summarizing your results. List the most important ones first.

1. Start with the most important challenges and ask about the root causes of each challenge until you find an underlying challenge that you can solve through an activity.

A root cause is the reason why something is the way it is. Often these reasons are challenges in themselves that can be solved somehow. You can make a whole chain of root causes until you reach an easy to solve challenge.

Here is an example:

- Many children do not use the toilet at school. **(Challenge)**

Why do they not use the toilet at school?

(below is one answer to this question in blue and one answer in red. Each leads you to a different activity to improve sanitation at your school)

- a. Because the toilet smells unpleasant. **(root cause)**

- a. Why does the toilet smell unpleasant?

Because the pipes are often blocked. **(root cause)**

Why are the pipes often blocked?

Because the children often through stones into the toilet. **(root cause)**

Why do the children often through stones?

Because they have no other anal cleansing material **(root cause)**

Why do children not have anal cleansing material?

Because the anal cleansing materials disappear

Why do they disappear?

Because there is no provision on how to secure them **(root cause, that can be addressed by an activity)**

- b. Because the children do not like walking to the toilets. **(root cause)**

- b. Why do they not like walking to the toilets?

Because the paths to the latrine is overgrown with a lot of high plants.

(root cause, that can be addressed by an activity)

2) Development of Activities to solve identified challenges

Now is the time to brainstorm and come up with extraordinary and ordinary ideas for activities you can implement at your school. These can be very small things. As long as they are effective you will get full points! You have defined root causes for sanitation and hygiene challenges. You have an idea of the different resources available and you have thought about who are the vulnerable groups that need most protection.

Looking at the example in the box above, we can now formulate example activities. **What can be done to address the root causes of these challenges?**

- a. Address challenge blue: School administration can develop a system to secure the anal cleansing material and ensure its filled up regularly.

- b. Address challenge red: The high plants would need to be weeded regularly and the path can be made more attractive.

Consider activities that 1) improve infrastructure and supply 2) those that the school management can improve by improving organization at school, like schedules, 3) change behaviour of the people at school.

These three pillars help you to define an effective activity that really leads to the outcome wished for. An example is when you want children to use anal cleansing material, you need to consider the three pillars:

- 1) **Infrastructure: Materials have to be available at school.**
- 2) **Organizational: Materials have to be distributed**
- 3) **Behavioural: Students and staff have to use reasonable amounts, not waste or steal materials.**

In your “TMG Entry Form” you will assign the pillars to each of your activity.

Consider your available resources, when formulating your activities. Here some example questions regarding resources:

- What material resources can be used from the school? Example: Left over construction materials or materials from the community and parents, stored handwashing basins, buckets, ...
- What financial resources are available?
- What capacities and skills do OHOH team members have to contribute?
- Who can provide additional support?
Think of parents, NGOs, the community, private sector...

3) Selection and Implementation of Activities

You probably have a good list of activities based on the self-analysis you have just performed. It is now important to prioritize them and identify, which are easy to implement at your school, while they will improve sanitation and hygiene effectively and long-term.

Make sure that you select the most effective activities to improve sanitation and hygiene at your school. Furthermore, you need a mix of activities to cover the three pillars infrastructure, organizational and behaviour. As a team you can now decide, which activities to implement and how to do it. We recommend following steps at a meeting with your TMG team:

- 1) Let the secretary summarize your results of activities you have developed for the group.
- 2) Discuss each activity:
 - a. Is this activity effective to improve sanitation and hygiene at school? (high/medium/low)
 - b. What are the resources needed to implement the activity and are they available?
 - c. How does this activity harmonize with other suggested activities?

- 3) Each team member can mark their favourite activities and choose activities they are going to lead on implementing and become the activity leader.
- 4) Re-Check: Is this list comprehensive and tackles most important challenges? Team leader chooses, which additional activities need to be presented to school management (if not present) and implemented as well
- 5) Each activity leader makes an activity plan for their activity to look at:
 - a. What are the tasks to implement this activity?
 - b. Who should be involved for doing what?
 - c. By when or how often does each task have to be fulfilled?
 - d. What resources are needed?
- 6) Team leader approves activity plans and includes them in the TMG Entry Form

You should now have a list of activities that together are:

- **Effective to improve sanitation and hygiene**
- **Easy to implement at school**

Motivating everyone at school to collaborate

You need everyone at school to make your solutions work. The school community needs to use your offers and adhere to the rules for everyone to stay healthy. Discuss how you will motivate everyone at school to help implement the activities and adhere to the rules.

Write down bullet points of the result of your discussion.

4) Proposal Hand-in

You will hand in the materials by February 9th 2022.

The template of the TMG proposal hand in will be shared after the winter vacation. Be prepared to present your team, show your assessment results, explain the activity plans and their implementation, show with who you collaborate inside and outside the school as well as how you will motivate everyone at school to participate.