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Government of Indonesia
 Ministry of Health
 Directorate General of
 Communicable Disease Control and
 Environmental Health

Government of The Netherlands
 Ministry of Foreign Affairs
 Directorate General of
 International Cooperation

Rural Water Supply
 and Sanitation Program
 1987 - 1991

West Java

**COMMUNITY INVOLVEMENT IN
 SCHOOL SANITATION**

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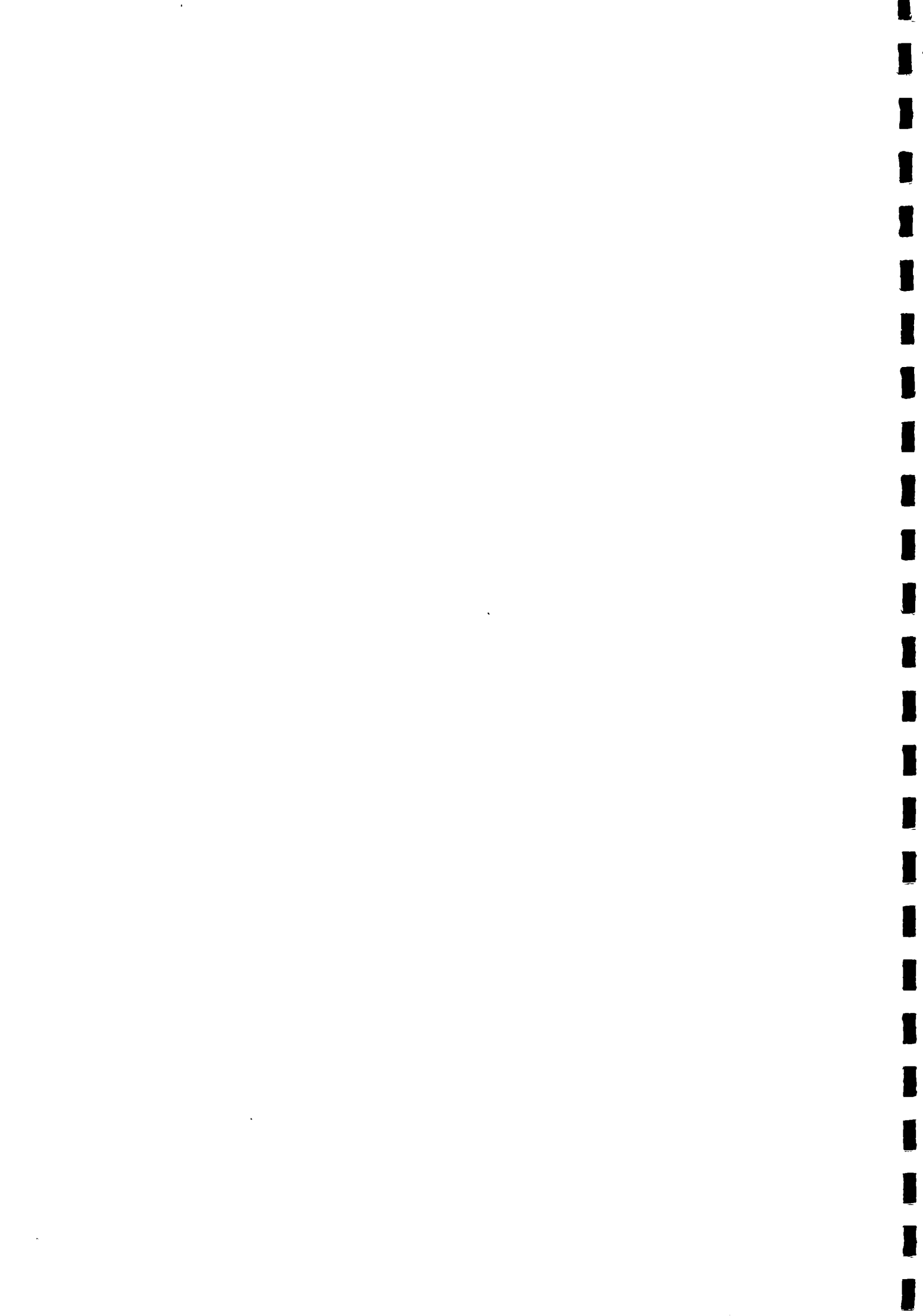
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COMMUNITY INVOLVEMENT IN SCHOOL SANITATION

A PILOT PROJECT



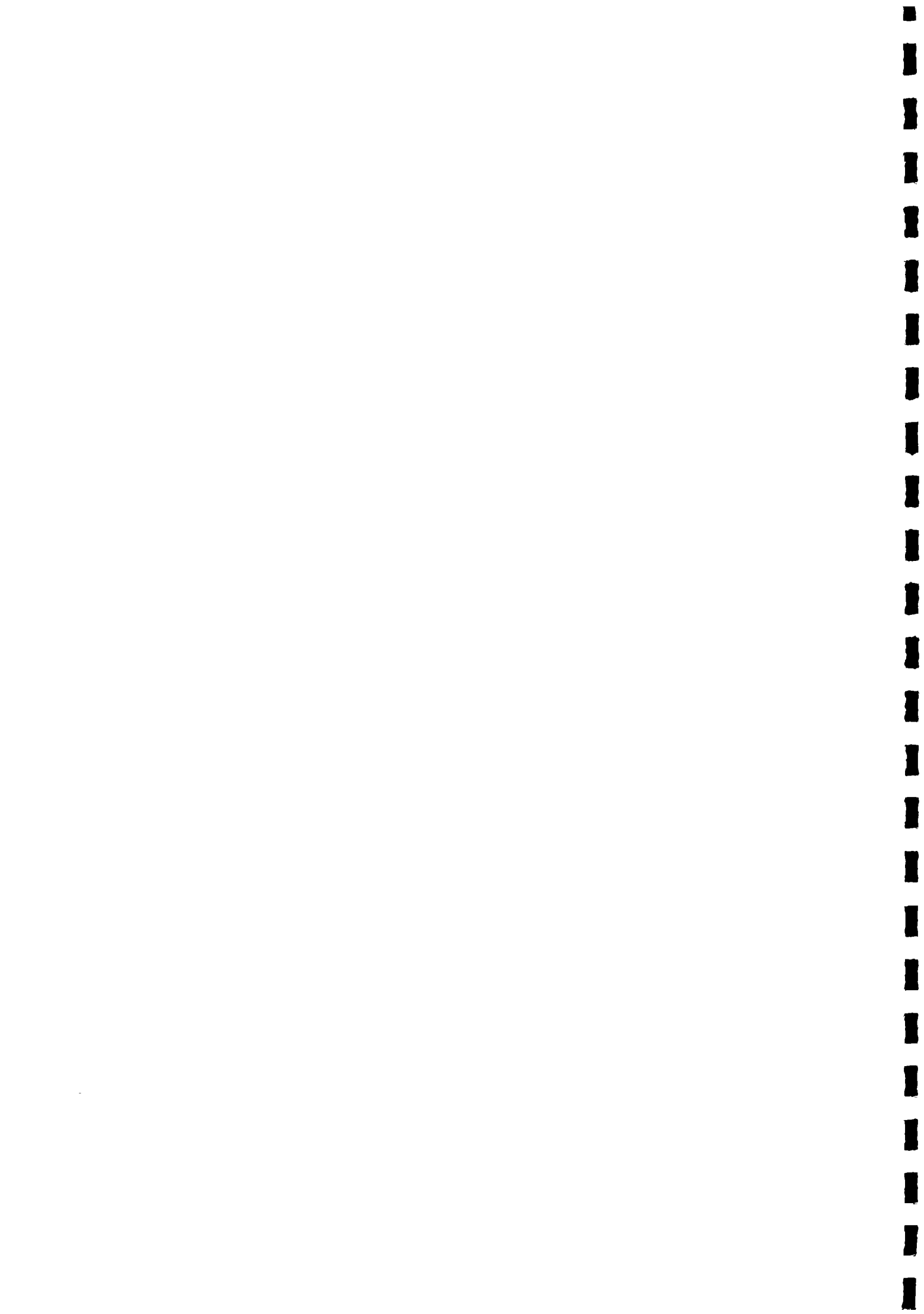
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GLOSSARY

- BP3 - Badan Pembina Pelaksanaan Pendidikan
(Organization mainly consisting of parents supporting education)
- Depdikbud - Departemen Pendidikan dan Kebudayaan
(District office of the Department of Education and Culture)
- UKS - Usaha Kesehatan Sekolah
(School health programme)
- LKMD - Lembaga Ketahanan Masyarakat Desa
(Village Resilience Organization)
- camat - head kecamatan
- kepala - head
- desa - village
- kabupaten - district
- kecamatan - sub-district



1 INTRODUCTION

During the first year of OTA 33 phase II field visits to the school health program (UKS) in the kabupaten Indramayu resulted in a demonstration project on school sanitation. The basis for the presented project is two fold:

1. the Dutch Department of Development Cooperation proposed in the Terms of Reference for OTA 33 Phase II the construction of school latrines, demonstration facilities as well as applying an operational community involvement strategy;
2. the Health Department of Indonesia is fully aware of the problem of excreta disposal : as far as people do not defecate in rivers, irrigation canals or rice fields the method of indoor defecation leaves the problem of pit emptying.

The UKS program provides health education by training teachers and pupils in health matters. With simple equipment some medical tasks and health information can take place. Through Inpres funds latrines are supposed to be constructed at every school. Funds for these activities are still scarce.

In Indonesia sanitation improvement programs have experienced operation and maintenance problems due to inadequate technology and a low level of motivation of the population. Pour-flush latrines are introduced because the population prefers ablution as anal cleaning method. Pour-flush latrines with twin leaching pits were designed to leave the contents of the first pit to decompose into harmless material before emptying.

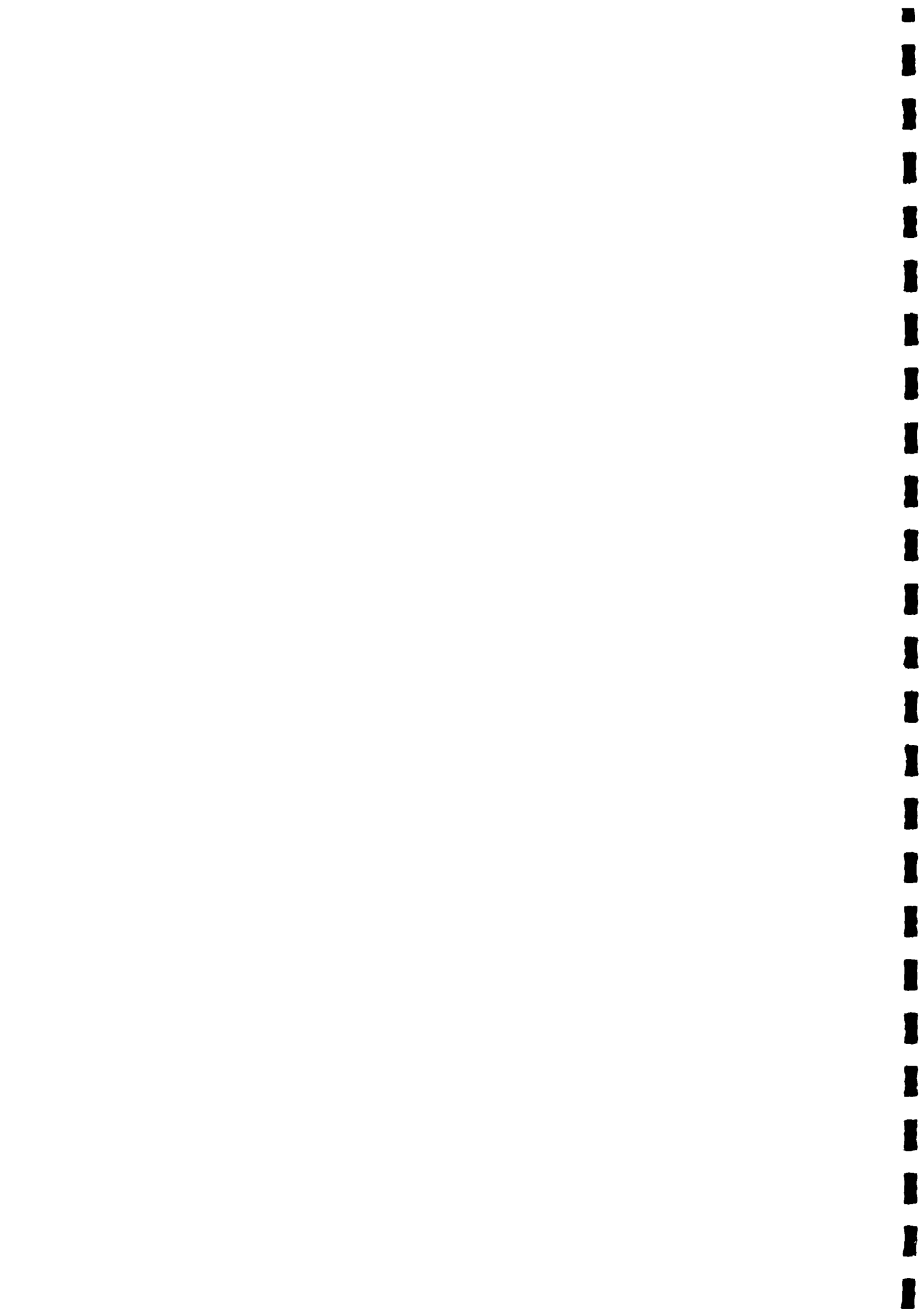
The mere provision of new disposal systems, however, is not a guarantee that systems are used properly and will finally expand, in rural areas mainly by self building.

The abovementioned aspects resulted in a demonstration project introducing twin leaching pit latrines in rural areas. Emphasis was put on the application of a developed community involvement strategy including decision making, community contribution, extension activities and special health lessons. The purpose of the project is to stimulate a process of physical sanitation improvement and behavioural adaptations that starts in school with the provision of



toilets owned and taken care of by the school. It is hoped that related activities shall be developed within as well as outside the school area, like improvement of waste water and/or solid waste handling, an increase of private or communal owned toilets, and so on.

This report of the application of the strategy that already contains some results can very well be used as a guideline for (still to choose) new project locations.



2 INTEGRATED APPROACH

A draft project proposal for two schools was written in English as well as in Bahasa Indonesia and discussed with kabupaten officials. Because the project has a health education as well as a fysical component both UKS and Depdikbud officials were involved. The allocated project money seemed enough to extend the project with three other schools, providing BP3's financial contributions indeed takes place. The draft project proposal has never been revised in this way, therefore by introducing the project at school level sometimes some misunderstanding arose from the discrepancy between the written draft proposal and the verbal agreement on the project. Anyway the project was carried out in five primary schools with an average of 250 pupils per school. 7 toilets per school were planned, one for each class and one for the teachers. The locations based on UKS criteria were:

- Jatibarang;
- Losarang;
- Karangampel;
- Kandanghaur;
- Indramayu.

After visiting the school detailed designs were made.

Because pour-flush latrines can only be implemented where the water supply levels ensures flushing, reliable water supply options were designed. Also options for solid waste management, as part of the whole range of a sanitary infrastructure, are developed. Based on UNDP's "Planning Communication Support in Sanitation projects" an operational community involvement strategy has been prepared.

The strategy is divided into three different stages running parallel with the actual project :

- I preplanning;
- II implementation : construction/community involvement;
- III take into use and follow up activities.

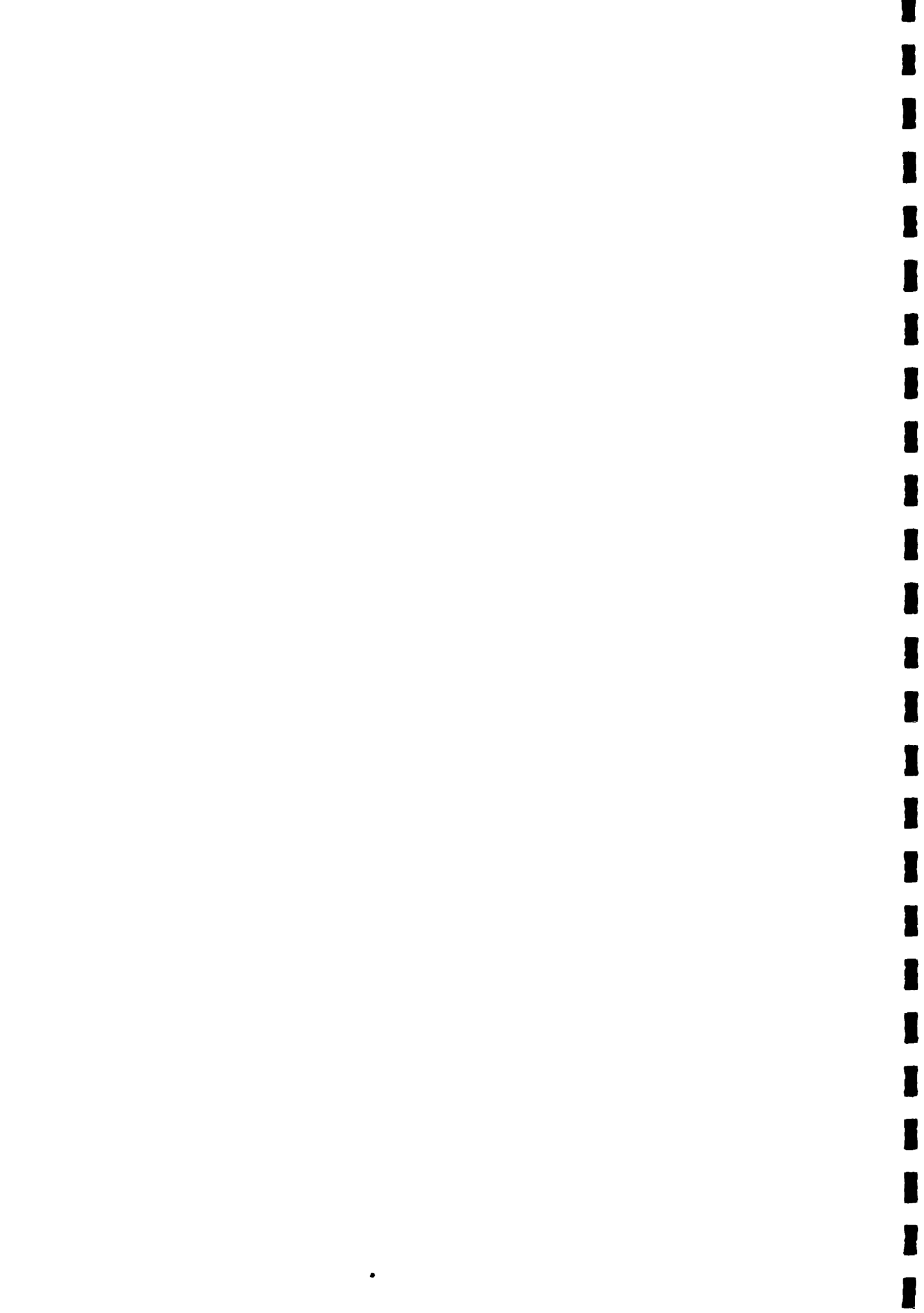
The stages are divided into different steps. Although local differences were encountered no substantial changes took place within the strategy. The contents of some steps are elaborated and illustrated by drawings and photo's, based on project experiences, in an annex-like paragraph following the outline of the strategy.



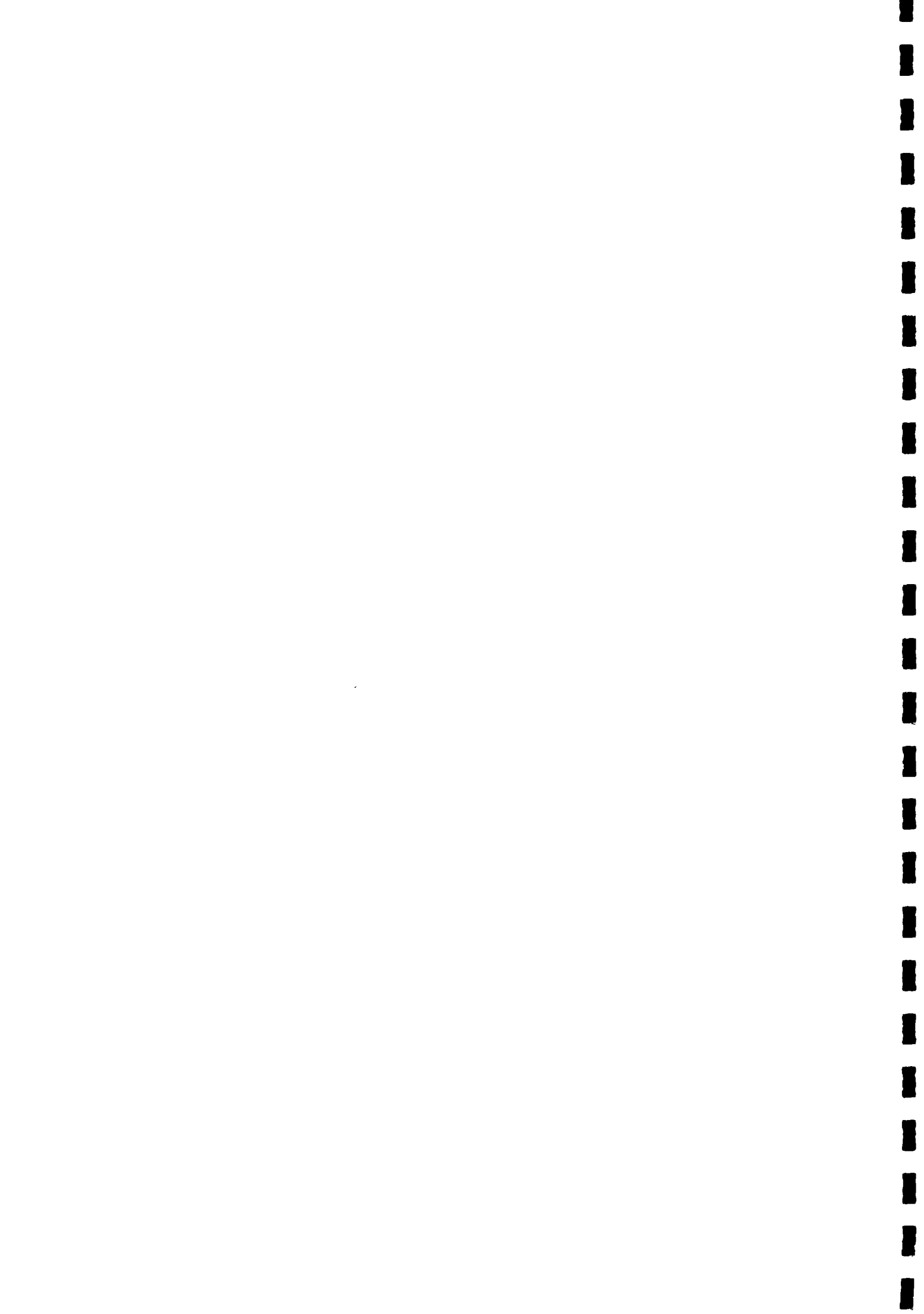
3 OPERATIONAL STRATEGY

I. Preplanning

Step	Tasks	Persons/ institutions involved	Results	Remarks
1	Composition of the project team at kabupaten level	Head UKS Head Depdikbud Representative IWACO	Review of other persons to be informed : Province, Puskesmas, etc.	if the project is to be expanded composition of team at kecamatan level, coordinated by kabupaten team
2	Discussion of project objectives and available budget	UKS IWACO Depdikbud	Objectives (see elaboration) - Sanitation improvement in schools to provide more healthy conditions - School community involvement (teachers, parents, pupils) - Possible budgets funds : UKS, Inpres, APBD I, Foreign Aid (Dutch, Unicef) BP3	if the project is to be expanded it is suggested to inform all BP3 to have a sanitation item budgetted
3	Establishment of locations based on UKS criteria	UKS	Criteria - Already preprogram UKS, health teacher, environment, etc. - Center of sport, art Number of possible locations	BP3 with a sanitation budget can also be a criteria
4	Timing of visit of locations Informing school and chairman BP3, Camat/Kepala Desa Puskesmas	Team UKS	Time schedule school visits invitations sent for first meeting	if existing also a Posyandu member should be invited



Step	Tasks	Persons/ institutions involved	Results	Remarks
5	Introduction school Review school area Does BP3 wants to be involved and is able to mobilize money or workers for superstructure or other parts of the project	UES IWACO Depdikbud BP3	Yes - continue operational strategy No - visit other location	
6	Test peresapan Preparation of technical options and cost estimates	IWACO, BP3 IWACO	IWACO meneliti hasil BP3, pengadaaan tempat technical options + cost estimates based on needed construction material/workers	if the project is to be expanded the formation of a technical team seems necessary
7	Menjelaskan jadwal kegiatan	IWACO, UES kab. Dindikbud kab BP3/guru UES	IWACO menjelaskan jadwal dengan se jelas mungkin kepada UES kab. Dindikbud kab, BP3 di lokasi	



Step	Tasks	Persons/ institutions involved	Results	Remarks
8	Information and communication on options	Team - technical - non technical BP3 input/ questions	Agreement on option/payments involved community Division of tasks : Iwaco : Monitor construction Monitor community involvement Monitor foreign aid funds Supply teaching material BP3 : Supply local construction people Supply construction material UKS teacher : Arrange meeting with parents for visit construction site Prepare special lessons	if the project is to be expanded and a team installed, IWACO's involvement will be less. Depdikbud shall be responsible for supplying teaching material and develop new material based on field experiences or other inputs The visit of construction should be well arranged because construction time is short (2/3 weeks) and a lot of parents have their own daily job obligations

As far the results of the preplanning phase are agreed upon, community involvement should also take place at the time construction activities take place. It is recommended to invite representatives of the next location to the school.



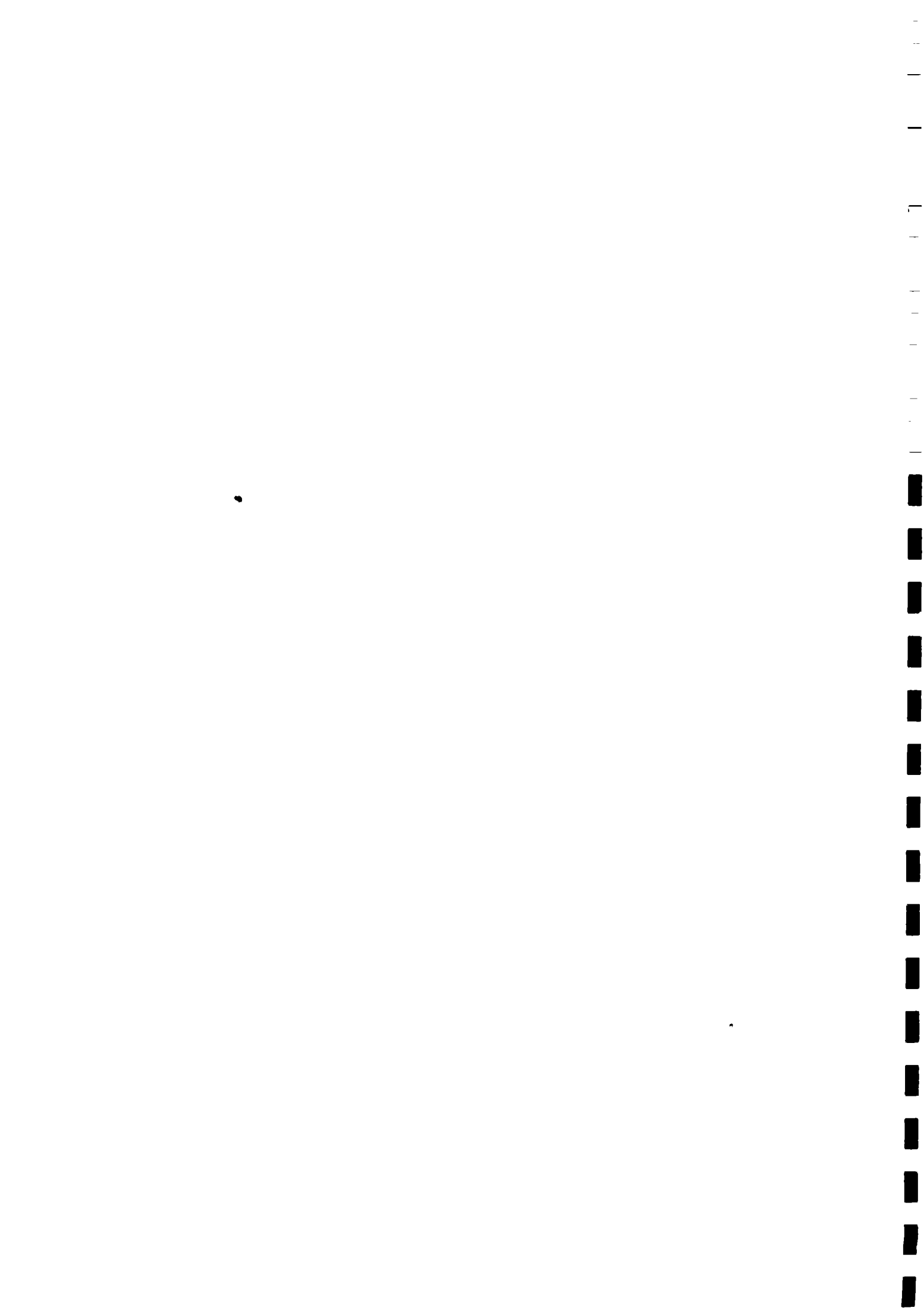
II. Implementation
Construction

School community involvement

Step	Tasks	Persons/ institutions involved	Tasks	Remarks
1	Prepare time schedule	Team, BP3		Results are partly described in the elaboration
2	Digging pits as designed Supply needed construction material Indicate construction worker who is responsible (to be used in other locations)	Tenaga kerja & BP3/UKS teacher headmaster IWACO/Depdikbud section building	Complete activity registration forms (see elaboration) Pupils help carrying bricks and gravel to pits	IWACO meneliti hasil galian dari BP3 IWACO meneliti kualitas material, BP3/Kep.sekolah membantu pengadaan material, masyarakat untuk batu bata dengan kualitas baik
3	Construction of pit walls Pemasangan kerikil/gravel utk peresapan pada leaching pit Explaining construction	BP3 workers BP3, Kep.sekolah guru UKS IWACO/Depdikbud (sb) Person responsible for construction	Arrange on-going parents visiting construction site Arrange home visits to parents with insufficient sanitary facilities	Kep.sekolah turut mengawasi bersama guru UKS Tk.kab. turut mengawasi pekerjaan - tenaga kerja lokal dan tenaga kerja yang berpengalaman mengerjakan pekerjaan
4	Construction of inlet bak pembagi and top of pit, latrine seats Monitoring	BP3 workers/ every teacher IWACO	Pupils make poster out of packing material of soap, toothpaste	
5	Construction of walls Construction of doors Monitoring	BP3 workers/ every teacher IWACO	Pupils make songs, poems Pupils hem or sew towels Pupils carry bricks, write stories or letters to other schools	



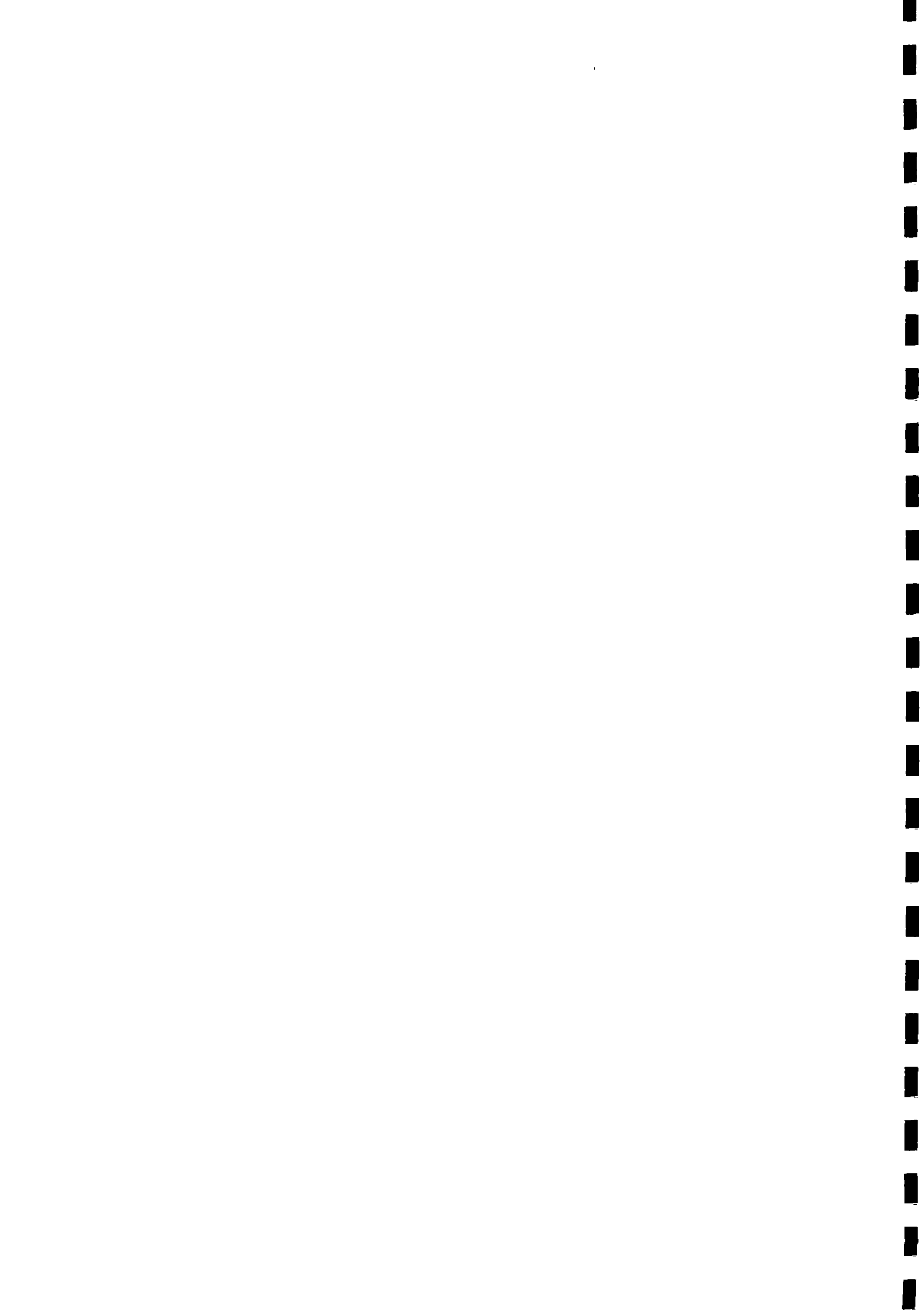
Step	Tasks	Persons/ institutions involved	Tasks	Remarks
6	Decide about color of walls, paint	BP3/headmaster	Analyse registration forms Are follow up activities proposed?	Guru UKS, Kep.sek, BP3 membantu pengawasan dan mempersiapkan material yg diperlukan utk bagian atas bangunan (atap & porselin)
7	Construction of roof Monitoring	Local workers, every teacher/ IWACO	Pupils have special lessons with books about health habits	The books are offered by the project but this task should in future be handed over to Depdikbud
8	Analysis of construction difficulties	Construction-responsible of IWACO		Tingkat kabupaten evaluasi pekerjaan (team)
9	Pengadaan sarana air utk sanitasi dan asesoris (pompa tangan dan perpipaan), saluran pembuangan Perapihan lokasi/urugan tanah, pemagaran, tanaman dan lain-lain	IWACO BP3 Tenaga kerja lokal		<ul style="list-style-type: none"> - IWACO teknis pengadaan sarana air, saluran pembuangan - tenaga kerja lokal mengerjakan sarana air - BP3 urugan tanah, pemagaran, tanaman dsb.



III. Put into use
Construction

community involvement

Step	Tasks	Persons/ institutions involved	Tasks	Remarks
1	Tests the system, bak control direction flow Decide on an opening time	IWACO/Depdikbud (sb) UKS teacher	Prepare festivity program : dances, songs, speeches	- IWACO meneliti percobaan - BP3, guru UKS membantu dalam penelitian - Tenaga kerja memperbaiki situasi yg belum sempurna
2	Indicate persons res- ponsible for small maintenance	UKS		The headmaster is responsible for small maintenance
3	(Send invitations for) opening festivity	School, BP3	Opening speeches alternating pupils dances, pantomime, and so on	BP3 membuat surat undangan tk. kecamatan (Bpk. Camat, Dindikbud kec., Kepala desa
4	Monitoring of technical behaviour system by registration form	Headmaster/each teacher	- complete cleanness control- and users form - Appoint weekly pupil respon- sible for toilet-/classroom cleaning	
5	Half yearly visit of team member	UKS/IWACO	- Ask if new activities de- veloped - Ask for results of home visits	



4 ELABORATION AND ILLUSTRATION OF SOME OF THE STEPS

I. Preplanning

Step 2 : the following information from a seminar can be used for discussions/introduction/speeches

Dari Seminar Peningkatan Pelaksanaan Program Sanitasi
(Dept PU - Ditjen Cipta Karya - Dit PLP PKK - UNDP)

SOLVING THE PROBLEM OF HUMAN WASTE

1. The relation of environment, community and development

Because every development will cause changes in the ecosystem/environment which in turn will influence the community the problem of human waste can not be solved by technological means only.

It is known that the government at present is not able to allocate sufficient funds for sanitation improvement or more spesific for waste disposal. Therefore this problem will have to be solved with the limited funds and means available.

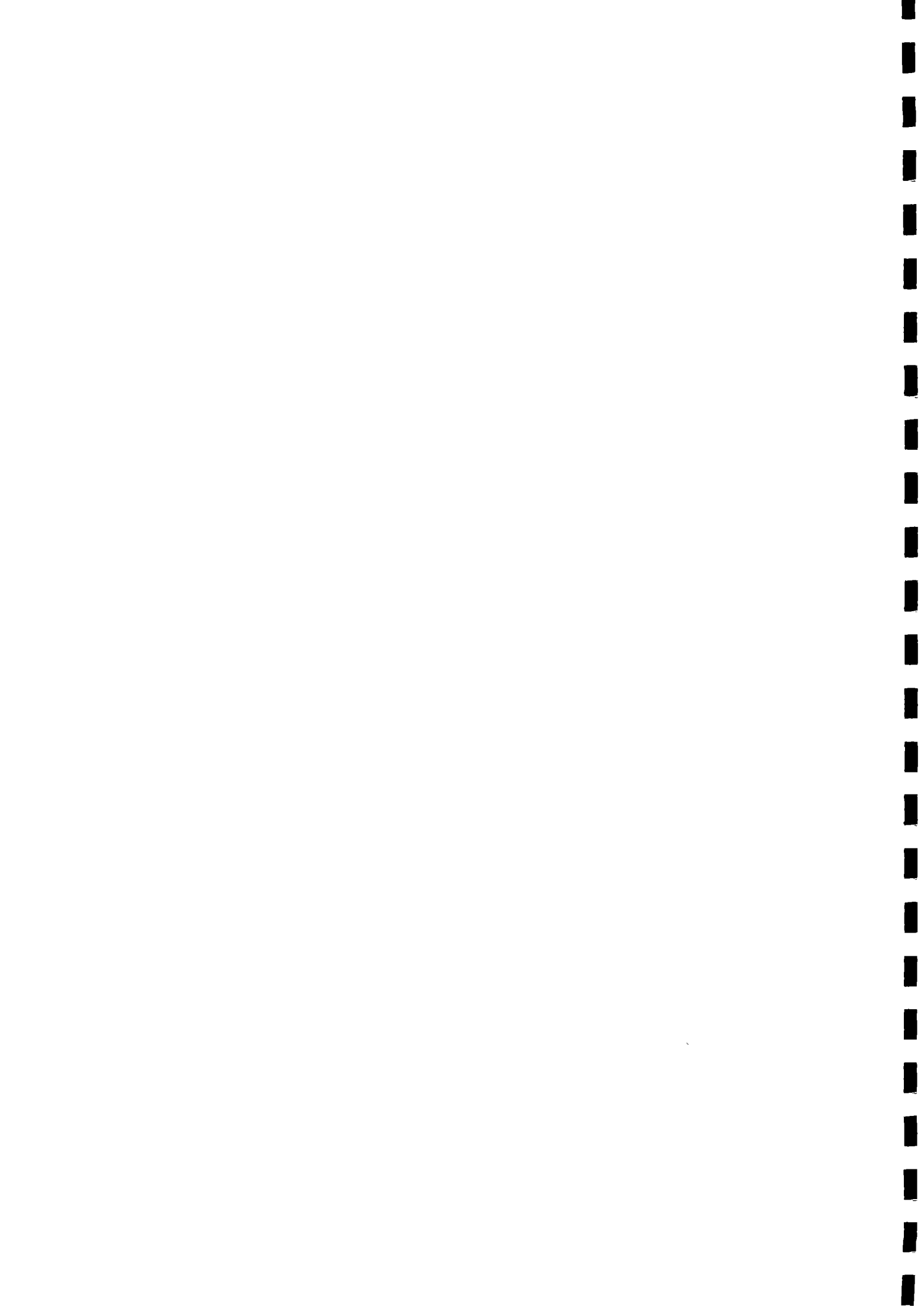
Knowing that the ecosystem, the community and development are dependent on each other, the steps to be taken by government agencies and by the people themselves have to be carefully planned.

2. Short term goals

Our goal is to improve the quality of our environment, in particular to solve the problem of human waste disposal therefore efforts have to be made to create a situation in which development fits in with the environment, the environment can be preserved, made useful and maintained and entrepreneurship can develop. The goals therefore are :

1. Building the infrastructure/facilities for human waste disposal;

p (us. of ?)



participate

in various activities
and give them a sense of ownership
plan of 9 km
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2. Invite and organize the participation of the community that is participation in the work to be done and giving them a sense of ownership over the finished facilities.

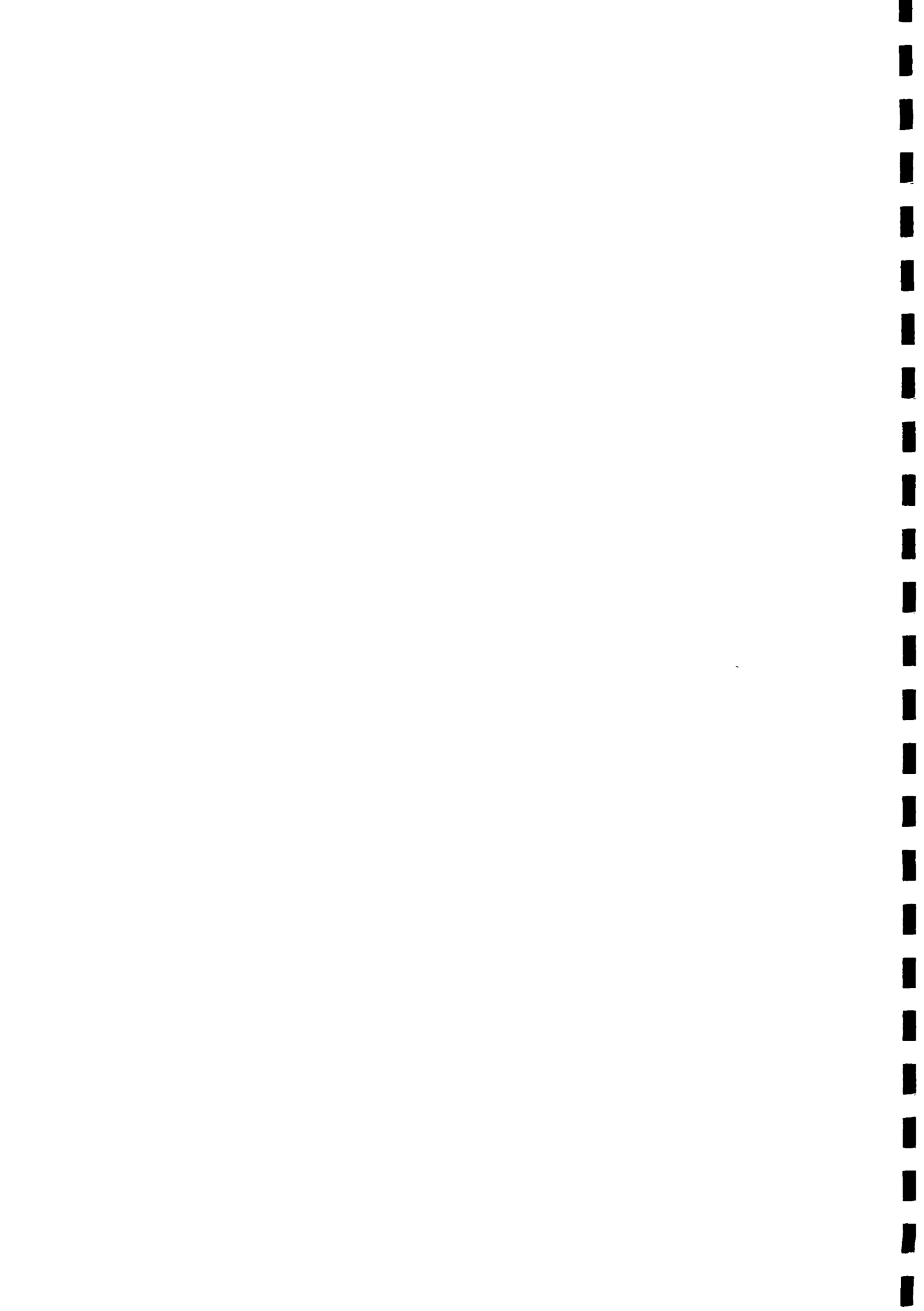
Building the infrastructure and facilities

To built the infrastructure and facilities for human waste disposal all the obstacles have to be noted so that the concerned government agencies :

- a. will be able to draft their plans and issue clear instructions to the community;
- b. make the necessary funds available and motivate the community to built the needed infrastructure /facilities ;
- c. have to be able to take care of the required permits and supervision and have to keep those matters as simple as possible;
- d. will appoint a reliable contractor for building activities.

The hoped for community participation will consist of :

- a. support for the plans and using government funds, when available. For example : digging and building a central waste treatment. The public MCKs should be used and maintained well;
- b. in case the community has to finance their own facilities e.g. built a private or public MCK it should be given priority. It should also be realized that savings are well spent on those projects and that the government instructions about them should be obeyed. They also can be financed via the arisan system or by gotong royong building one leaching pit for the use of several households together. If the government makes loans available those should be used for sanitation projects.



Community Participation

To develop community participation in doing the actual work according to the given instruction and to develop a sense of ownership after the facilities are built the authorities and the community have to work together on :

- a. Education beginning at home and going on through kindergarten and elementary school. Children have to learn to defecate at the proper place;
- b. Information should be given in print, on the radio, television, posters, through lectures, seminars and sermons;
- c. The regulations issued for province and district should not be impossible to follow in the district concerned. As the minister for KLH recently put it in his directions for the mayor at the Seminar Persampahan Departemen PU/JICA 1987, it is useless to issue regulations which are impossible to execute/follow;
- d. Law enforcement should come after the laws have been made public and after the people have had time to acquaint themselves with those laws.

Also to achieve the desired results the work force, government personnel as well as community workers, should be upgraded. This should be done by :

- a. Improving the skills of the work force involved;
- b. Improving the knowledge and understanding of those involved through education and courses;
- c. Improving the pride and pleasure in their work of all personnel involved;
- d. Develop pride in service.

3. How to prevent pollution

By building treatment plants for industrial waste, solids, liquids and gases and for grey and black water. In this way pollution of our environment especially of water bodies will be prevented.

Pollution by human waste in particular in theory can be prevented by :



- a. Preventing disposal directly into water bodies and treating it/destroy dangerous matter before disposal into available water bodies;
- b. For human waste which contains germs of contagious diseases and have to be prevented from direct contact with open water bodies there are two systems it use at present :
 - a) On-site sanitation;
 - b) Off-site sanitation

On-site Sanitation

- * Possible when groundwater is low and water can soak away and the distance from shallow wells is according to the regulations (depending on the kind of soil). This has to be emptied of sludge at regular intervals;
- * When groundwater is high special equipment is needed for emptying and the sludge has to be treated/disposed of at another place;
- * Construction of : leaching pits, septic tanks, twin leaching pits, etc.

Off-site Sanitation

- * Centralized disposal by means of sewers and small bore sewers (by which waste water is led into a treatment plant);
- * This system has been developed in the west and other developed countries at the beginning of the 20th century and perhaps even earlier. This construction consists of a buried pipe system and a complicated treatment plant. Something similar although simpler was once build in Indonesia in Dutch times in Jogja and in Bandung. Pilot/demonstration project are now being constructed in Bandung, Jakarta, Medan, Cirebon;
- * The construction of central treatment plants is at the moment felt as too expensive for either government or communities. The present pilot projects have to be studied in detail to find a suitable and inexpensive system for Indonesia;

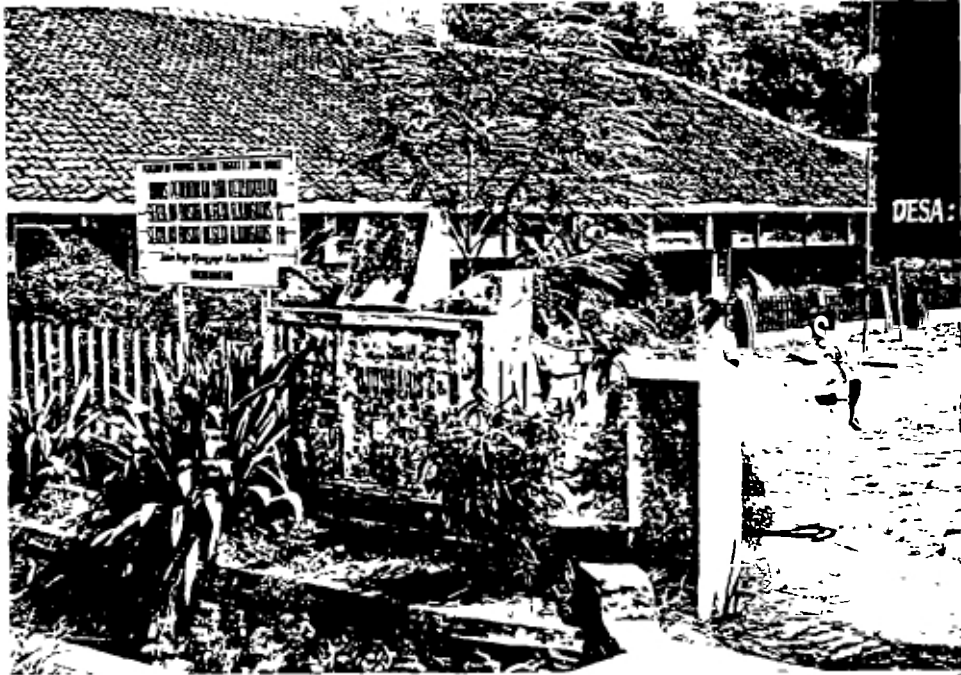


* The most critical and pressing problems are to be found in heavily populated areas (more than 500 persons/ha). First of all the MCKs in the river should be introduced and a solution should be found for the people who have to share water from one pond.



Step 5 : Reviewing the school area is important with respect to the choice of technical options. If the school area is small the toilets have to be build above the leaching pits. It is suggested to place the school toilets in front of the school as an example to passers-by.

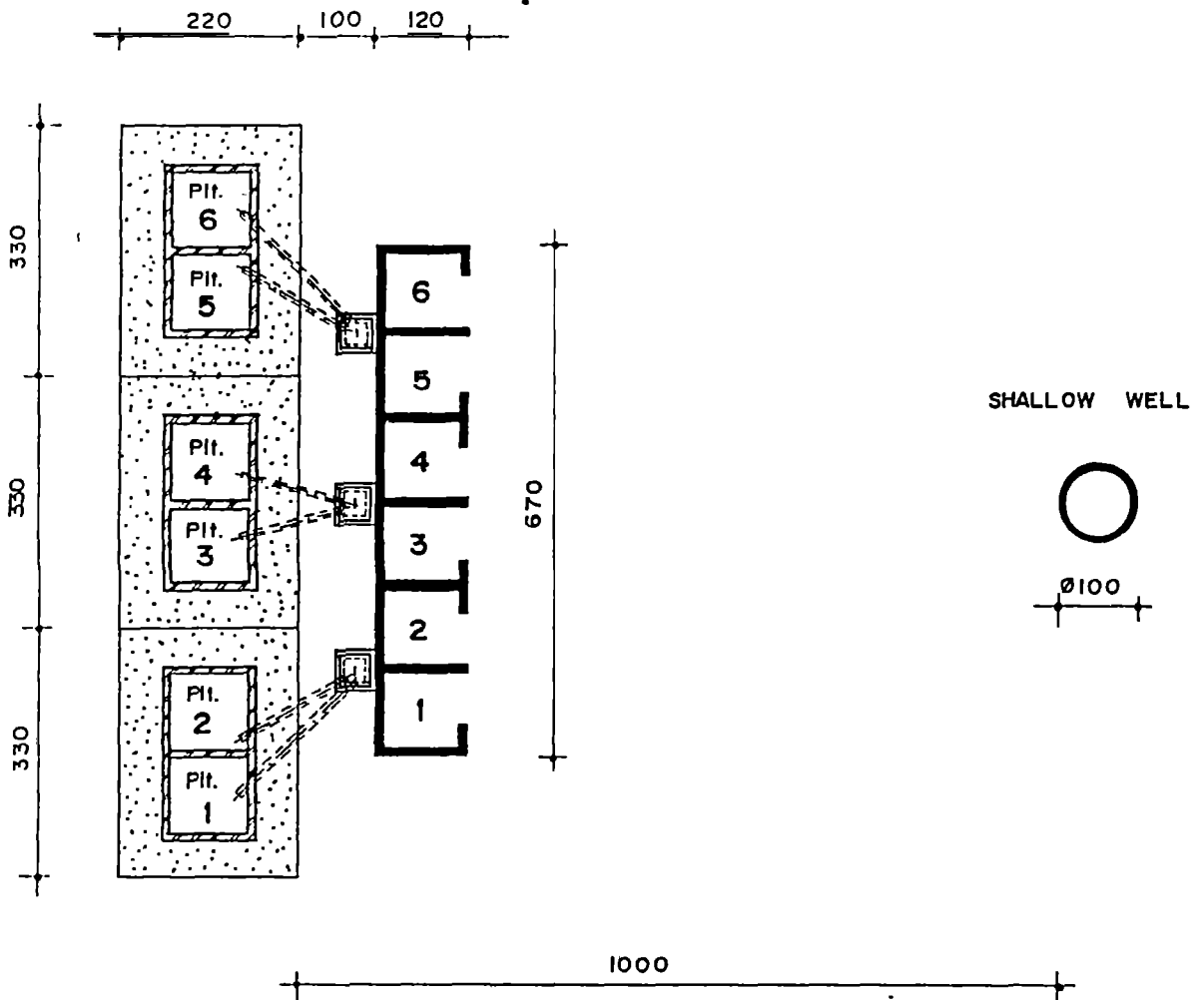
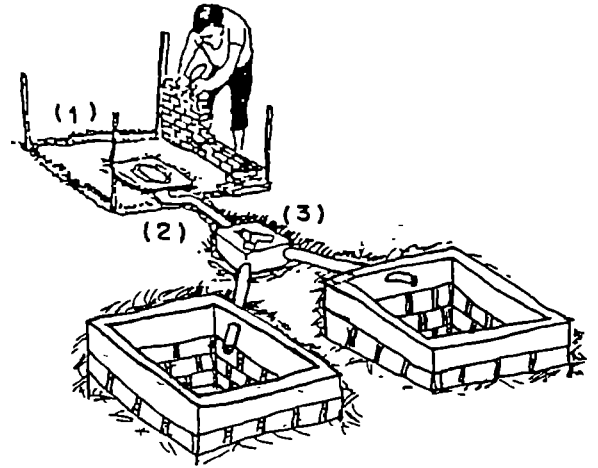
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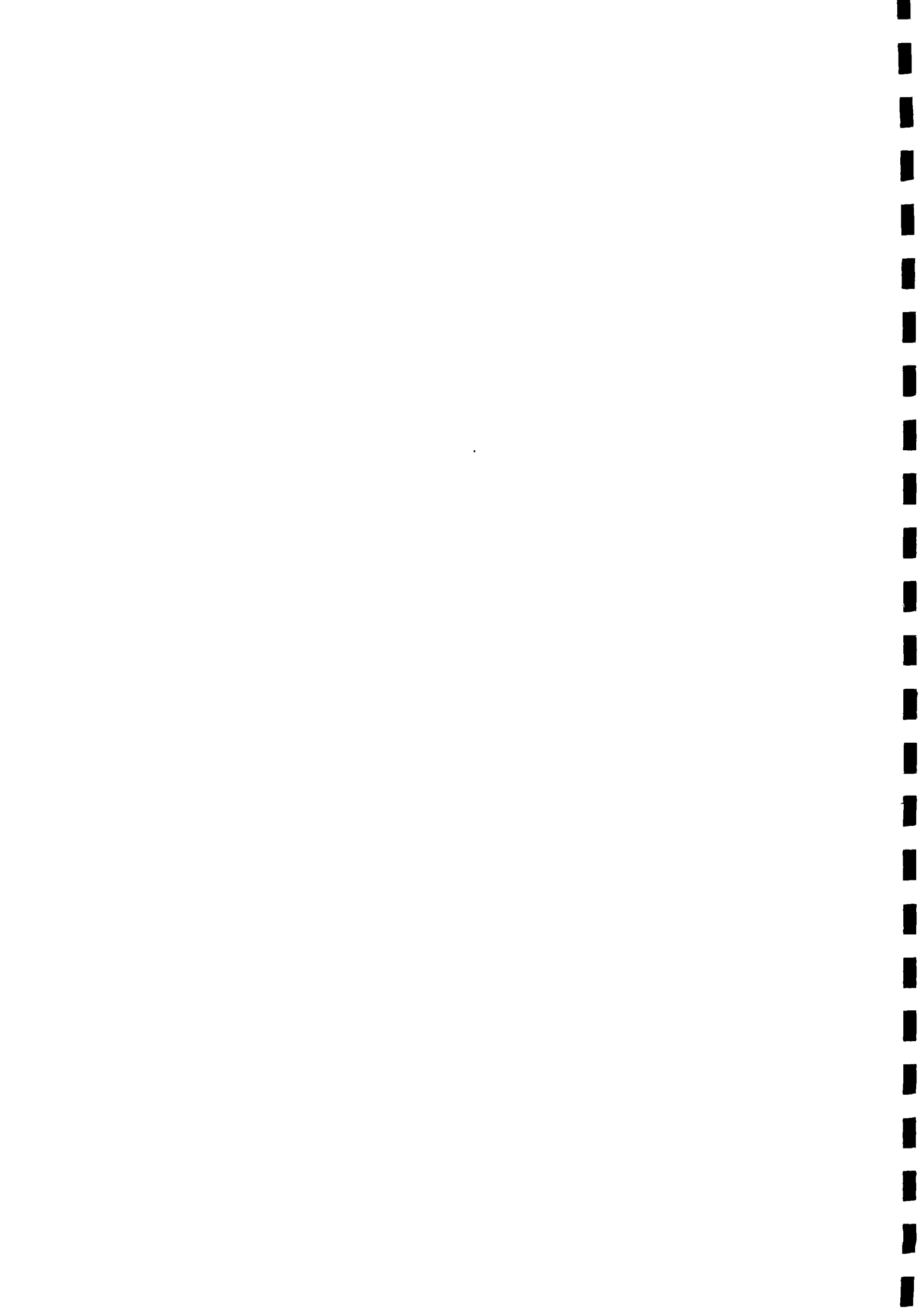


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Step 5 : Illustrations of technical options



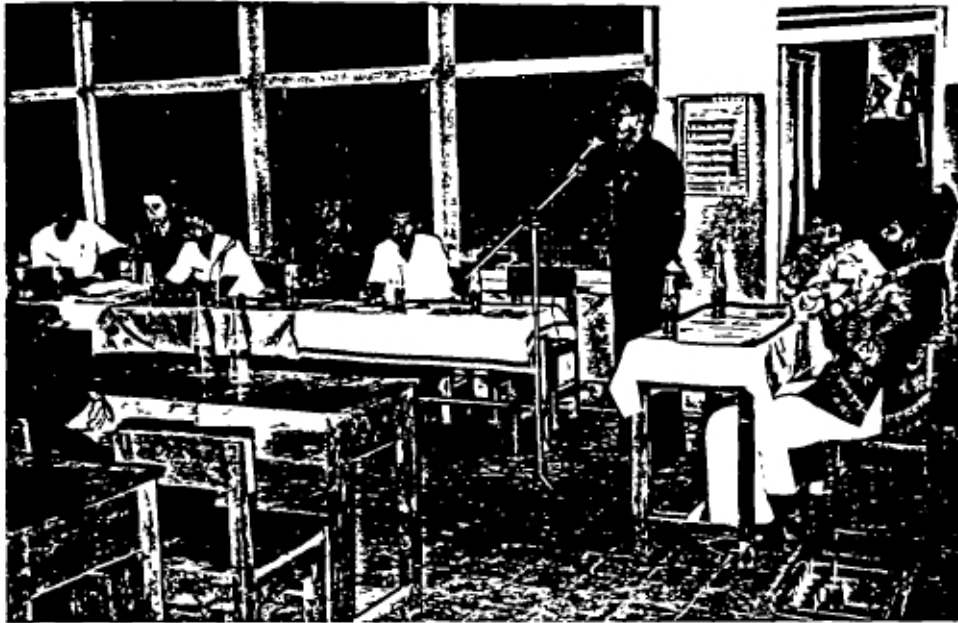


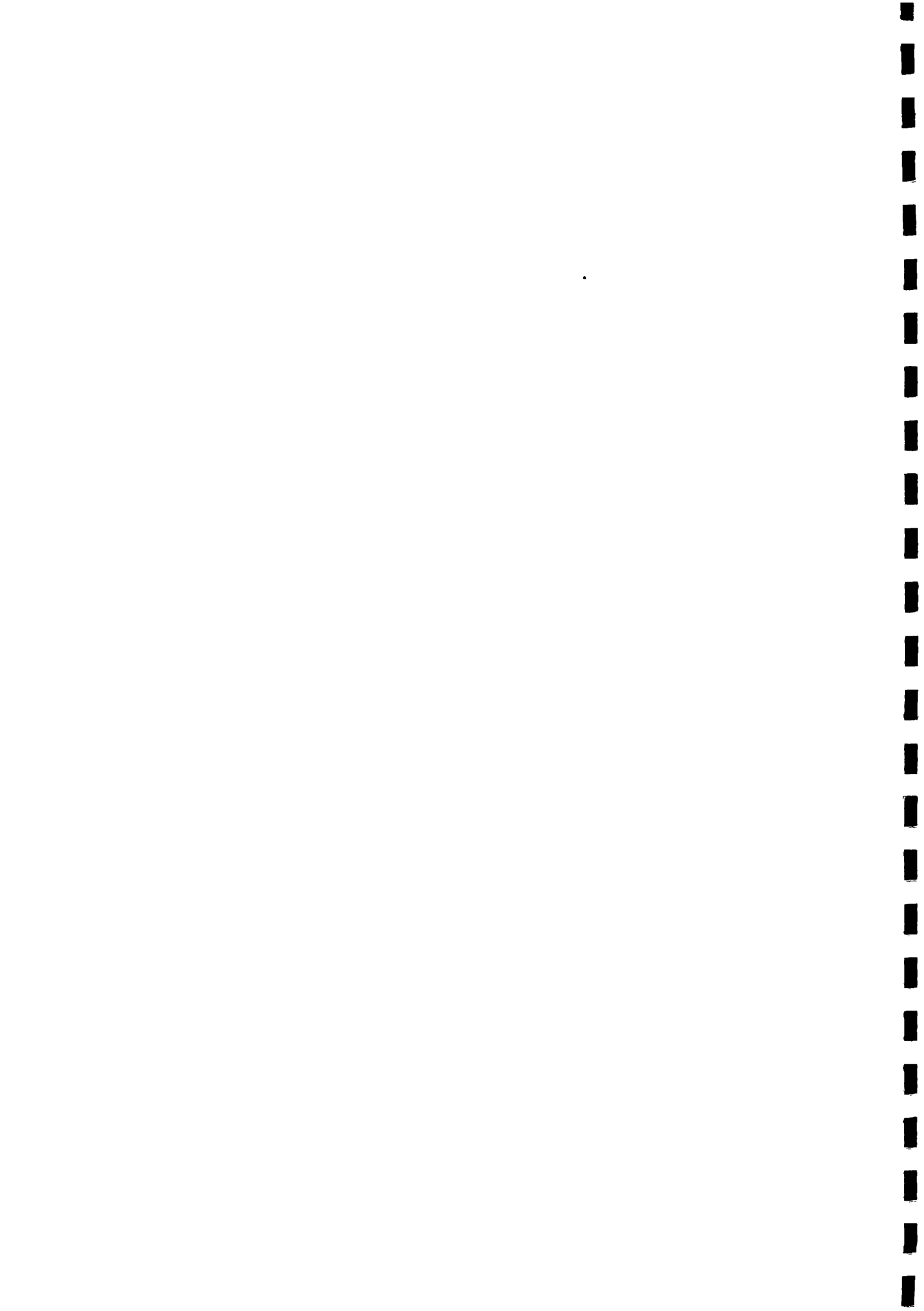
Step 6 : Illustration of Bill of Quantities

DESCRIPTION	UBAIAN	QUANTITY	DIMENSION	UNIT	
				PRICE (Rp/unit)	COST (Rp.)
TANK/LEACHING PIT					
excavation normal	galian tanah biasa	56	m3	2,300	128,800
brick masonry half	pasangan bata belah	5.200	m3	41,200	214,200
brick masonry 1:3	pasangan bata 1:3	4.700	m3	49,100	230,800
plaster 1:2 (15 mm)	plesteran 1:2 (15 mm)	47	m2	2,700	126,900
gravel	batu koral beton	11	m3	11,000	121,000
concrete 1:2:3	cor beton 1:2:3	.100	m3	59,300	5,900
formwork	bongkaran bekisting	1	m2	10,000	10,000
reinforcement	pembesian	10	kg	1,600	16,000
SUBSTRUCTURE					
WALLS					
brick masonry 1:3	pasangan bata 1:3	.940	m3	49,100	46,200
piaster 1:3 (15 mm)	plesteran 1:3 (15 mm)	9.400	m2	2,600	24,440
BASE					
concrete 1:3:5	cor beton 1:3:5	1	m3	51,800	51,800
squatting pan	jongkok teraso	7	unit	8,000	56,000
pvc pipe Ø 100 mm	pipa pvc Ø 100 mm	14	m	8,500	119,000
concrete pipe Ø 100 cm	buis beton 100 x 100 cm	0	m	2,500	0
SUPERSTRUCTURE					
WALLS					
brick masonry 1:3	pasangan bata 1:3	2.500	m3	49,100	122,800
plaster 1:3 (15 mm)	plesteran 1:3 (15 mm)	50	m2	2,600	130,000
ROOF					
asbest cement roof	atap dengan asbes semen	15	m2	4,700	70,500
DOOR					
door 0.7m x 1.4m 3 cm	pintu 0.7m x 1.4m 3 cm	7	unit	8,400	58,800



Step 7 : The meeting with BP3 usually was attended by the team. Speakers of UKS/Depdikbud introduced the project. Also the camat and kepala desa were informed and parents motivated. Iwaco explained the technical and non technical part to make people understand the purpose of the cooperation. Usually the meeting ends up in final agreement on division of tasks and financial contributions.

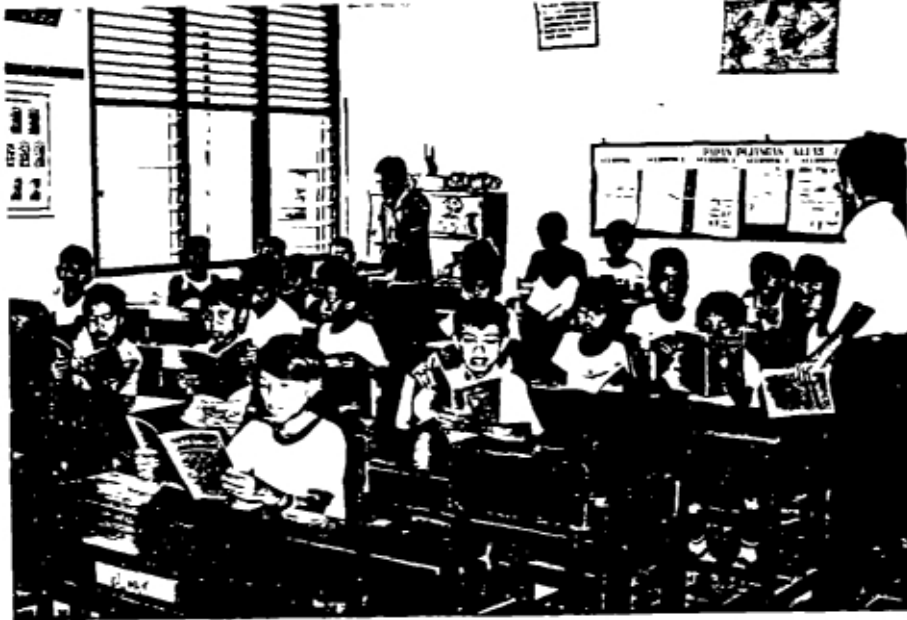




Step 8 : An example of teaching material for teachers and pupils (see annex 1).

At the moment some books are available on the issue but teachers can also prepare lessons themselves.

photo A



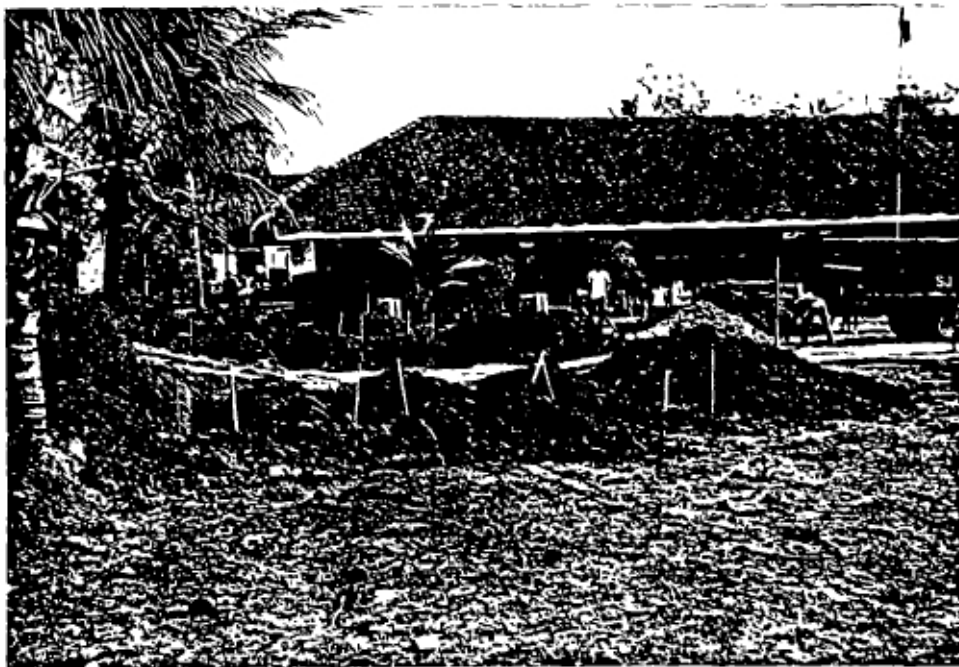
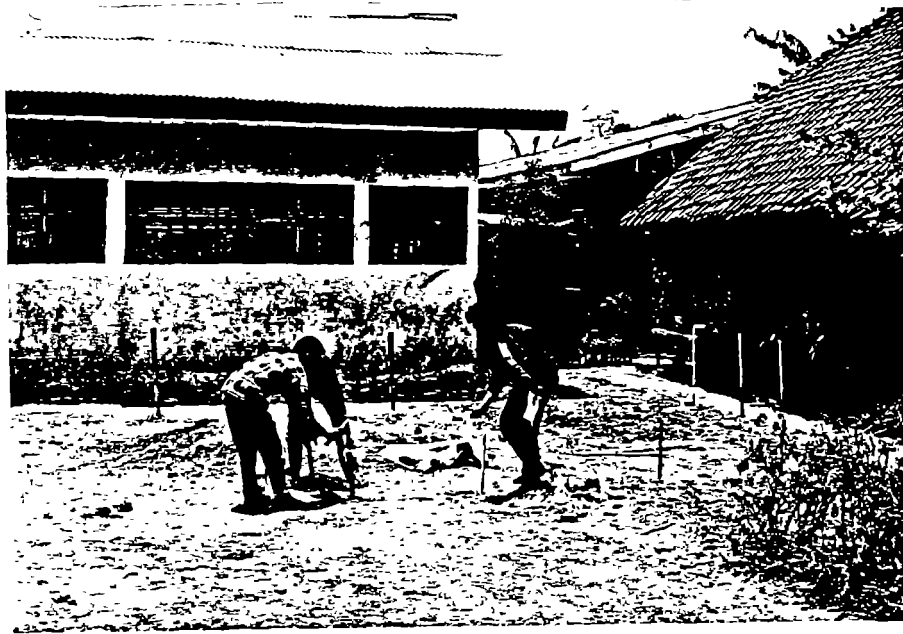


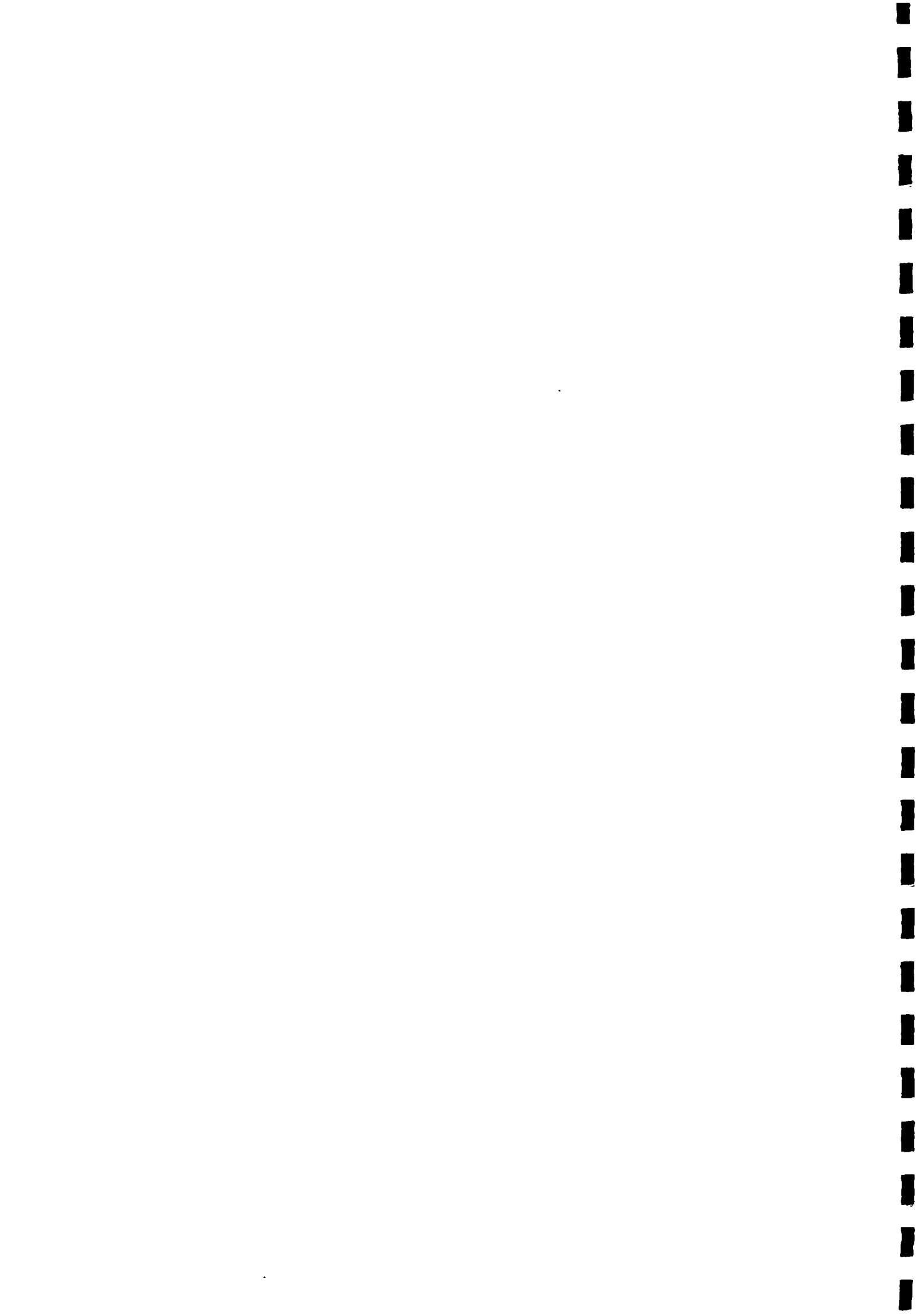
II. Implementation

Step 1 : For construction activities it is important to make a time schedule including decision taking moments together with BP3 to prevent technical mistakes eventually being hidden by the next construction phase.

Step 2 : Digging pits as designed :

photo 3





Special registration forms
ongoing activities and
problems, wishes and exper

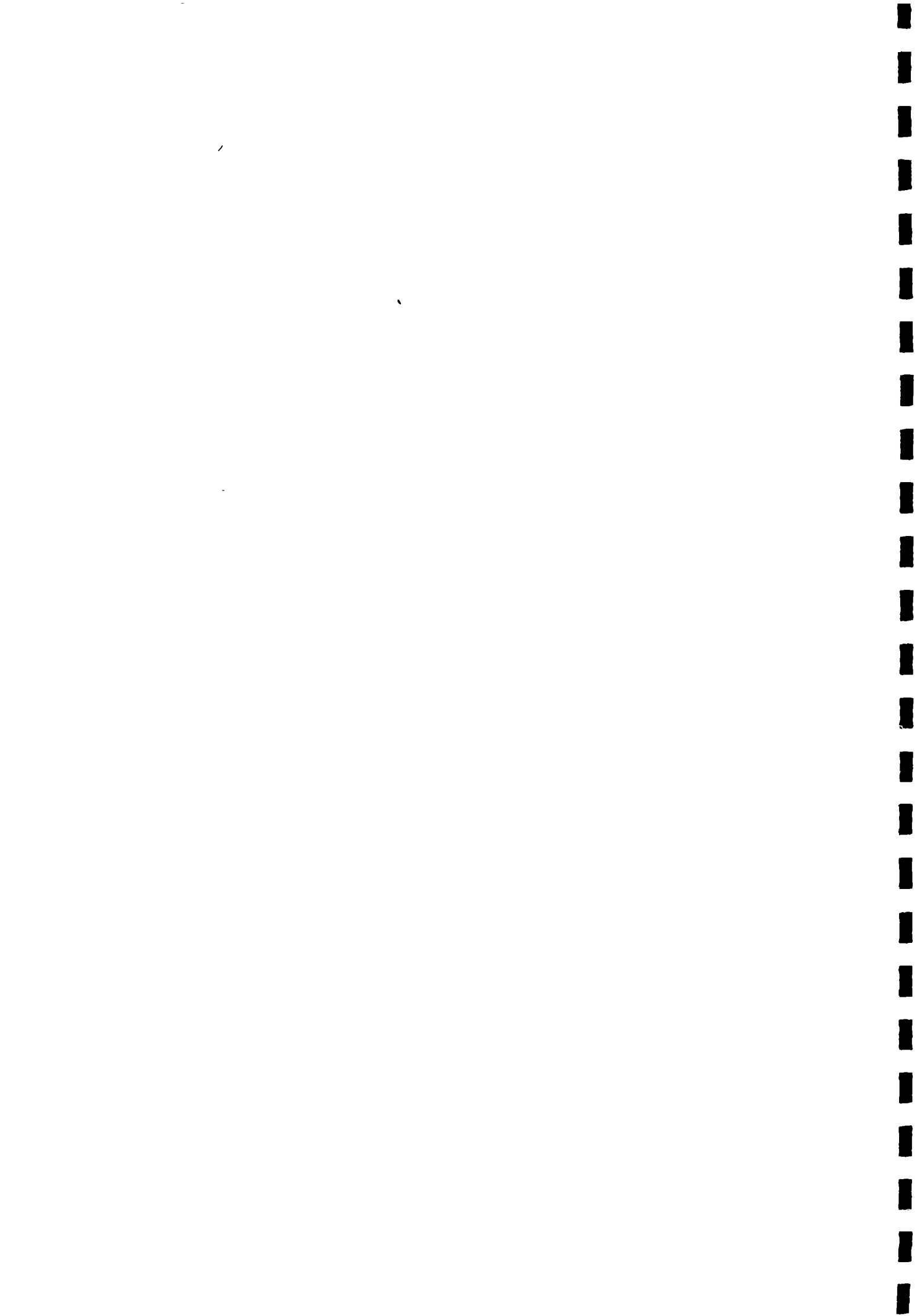
With the help of the regis-
can be gathered on home sai

registration form

LAPORAN KEGIATAN-1
PELAKSANAAN PROYER PBECC

Sekolah nama :
Jenis sekolah :
Laporan diisi oleh :

KEBUD	JUMLAH MURID	JENIS JAMBAN DI RUMAH	KEGIATAN YANG DILAKUKAN DAN MEDIA YANG DIGUNAKAN UNTUK/DENGAN KELOMPOK	KEMASAN/USUL/SARAN YANG DITERIMA DARI MASYARAKAT
1.				
2.				
3.				
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5.				
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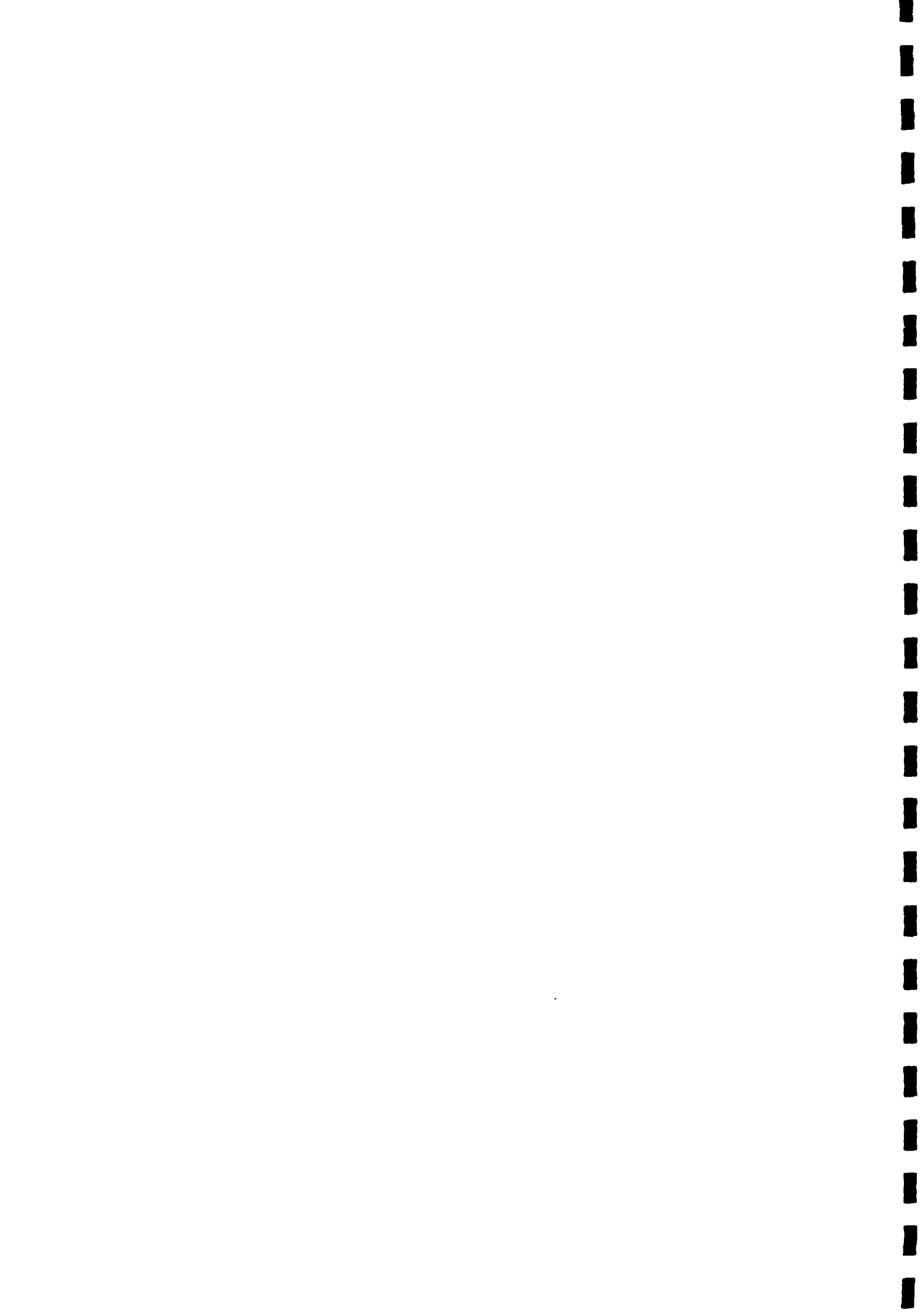


pupils carry bricks

Step 3 : Since it is a main objective to stimulate the community to build their own toilet it is important to invite parents to construction site. The Depdikbud building section and/or the UKS teacher have an informing task.

Parents visit construction site





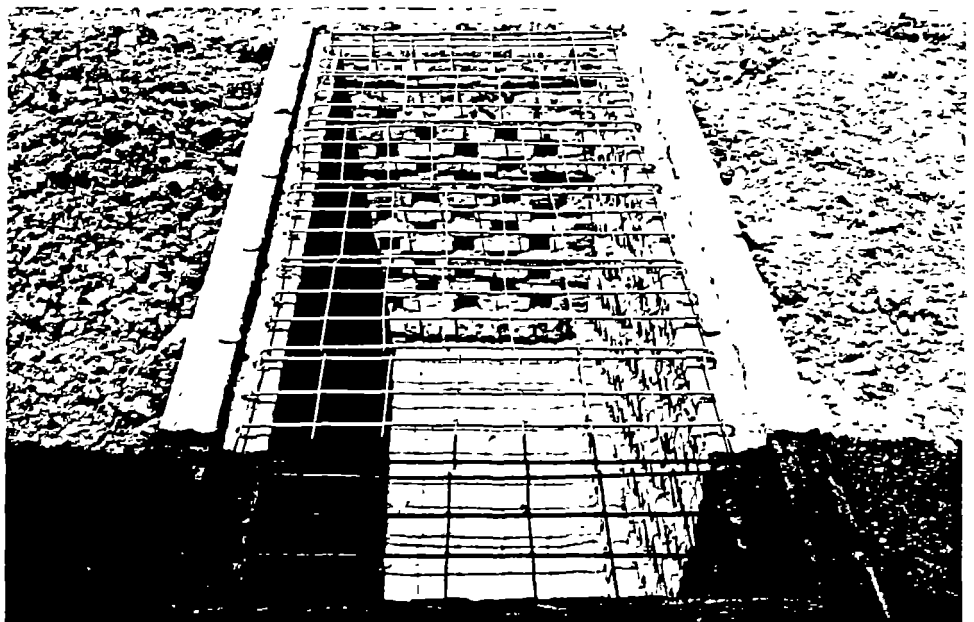


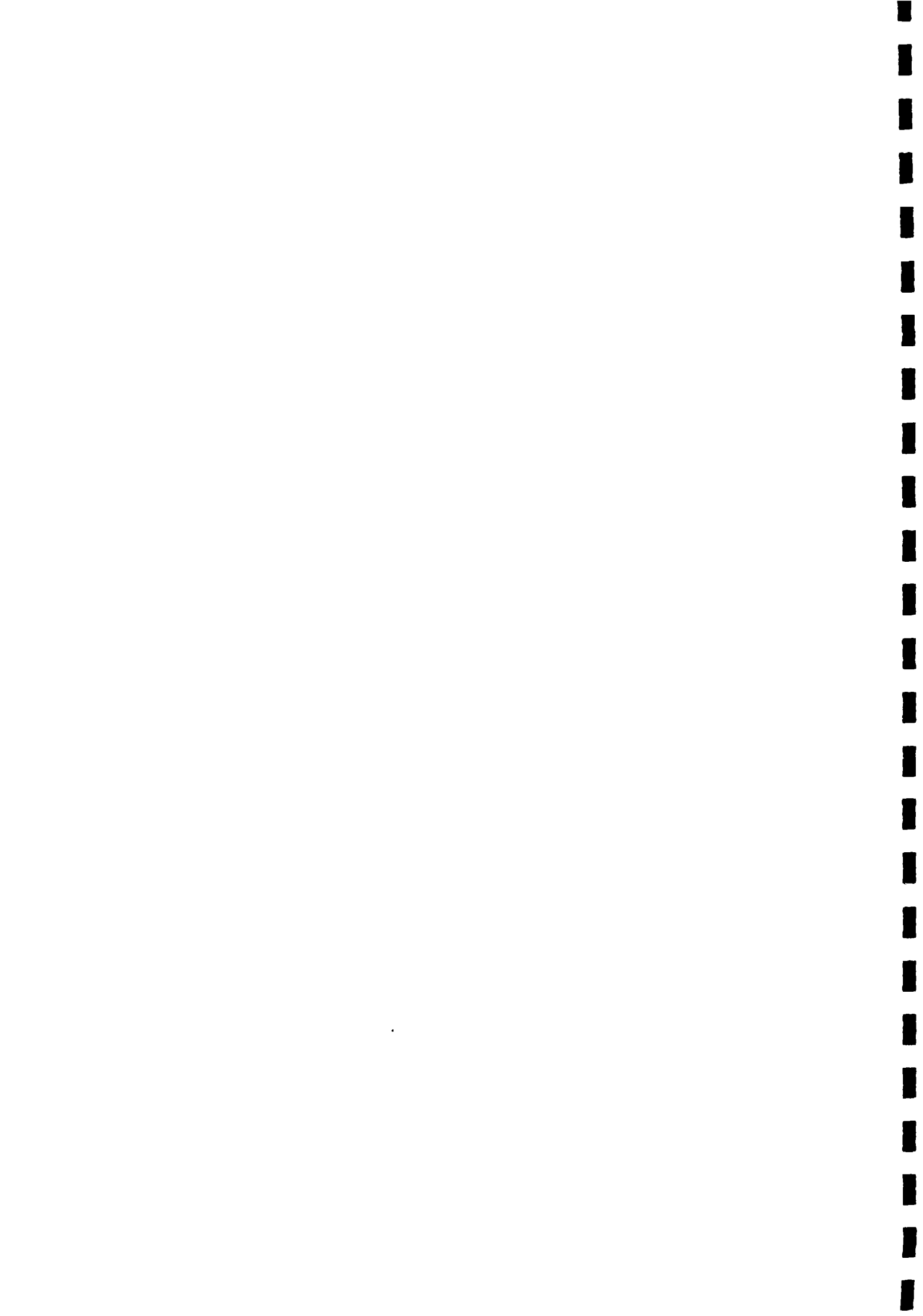
parents visiting construction site

The home visits to parents with insufficient sanitary facilities is also meant to stimulate self development. It is hoped that communal facilities will be planned by groups of parents or neighbours to start the ongoing development.

Construction of pit walls

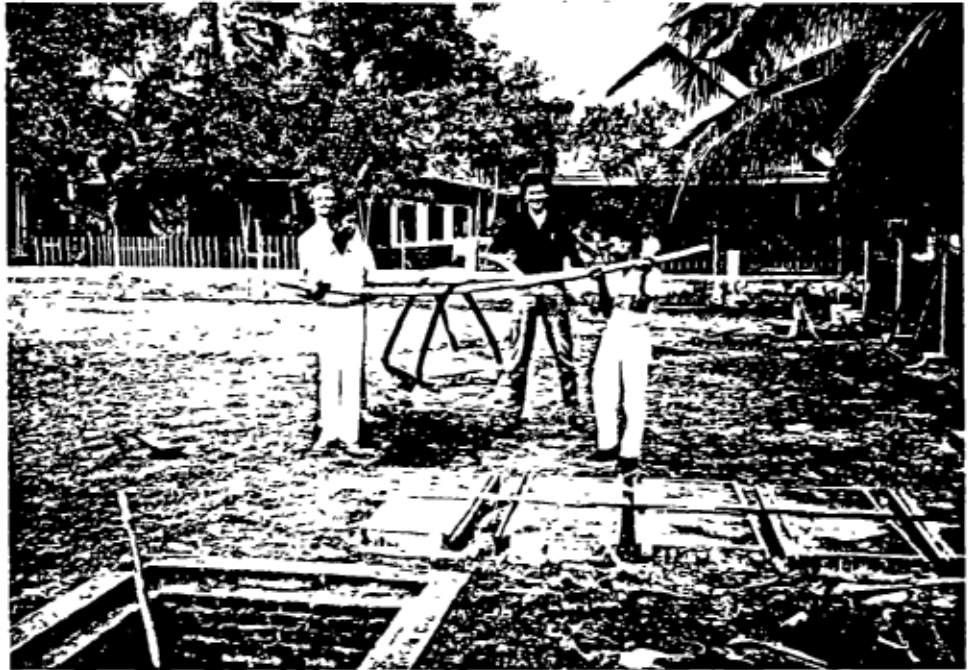
photo 9



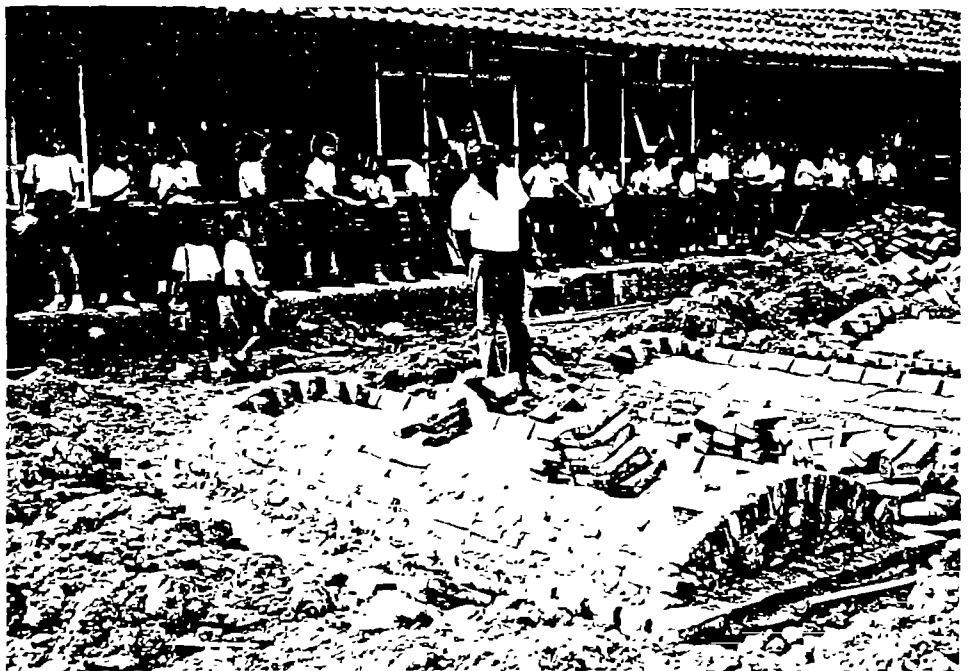


Step 4 : Top of pit can be made of reinforced concrete or bricks

11c



11d



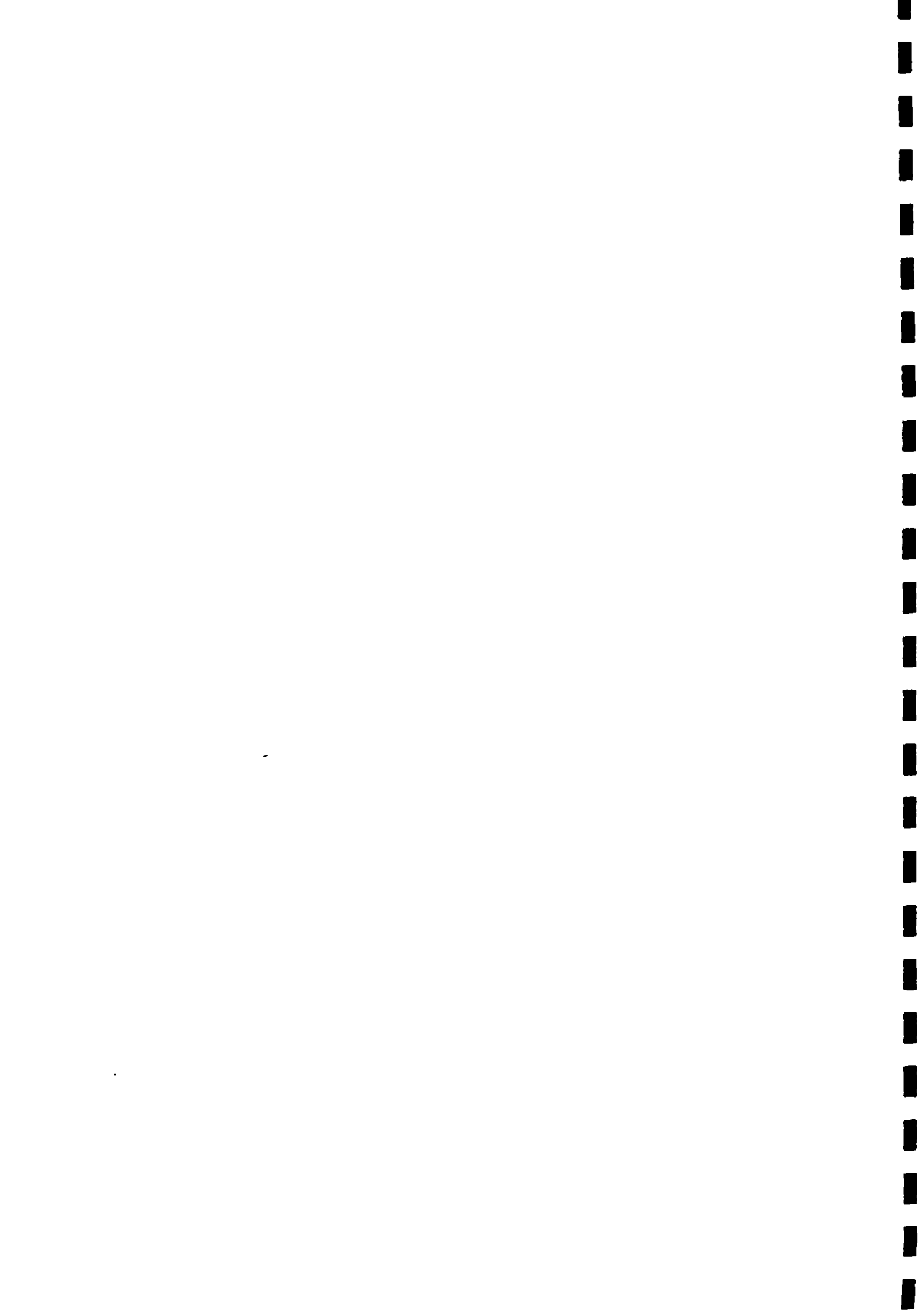


11e



To give the wc subject not only a serious character, pupils creativity or art lessons can be focussed on the subject. See photo





Step 5 : Construction of walls and doors

12

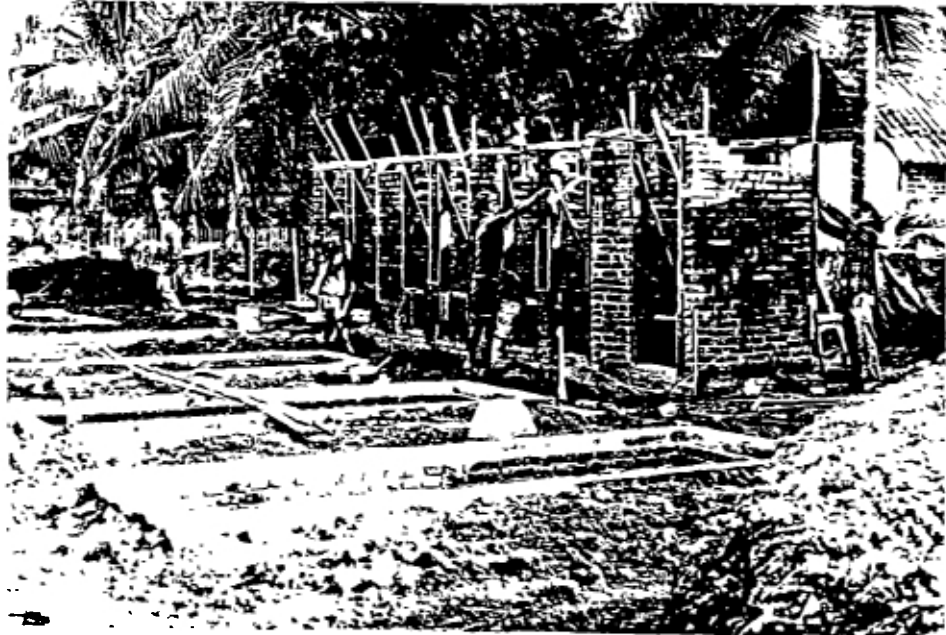
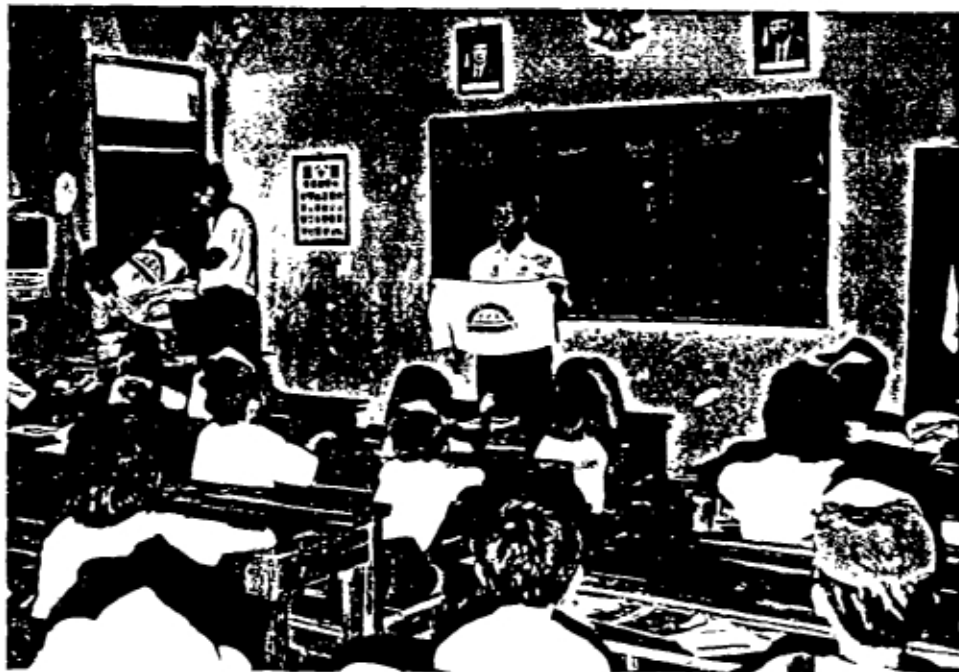


Photo towels



Creativity of pupils can also be stimulated by making songs, photo's, poems. School hygiene can be stimulated by providing small towels as part of school uniform.



An example of song making

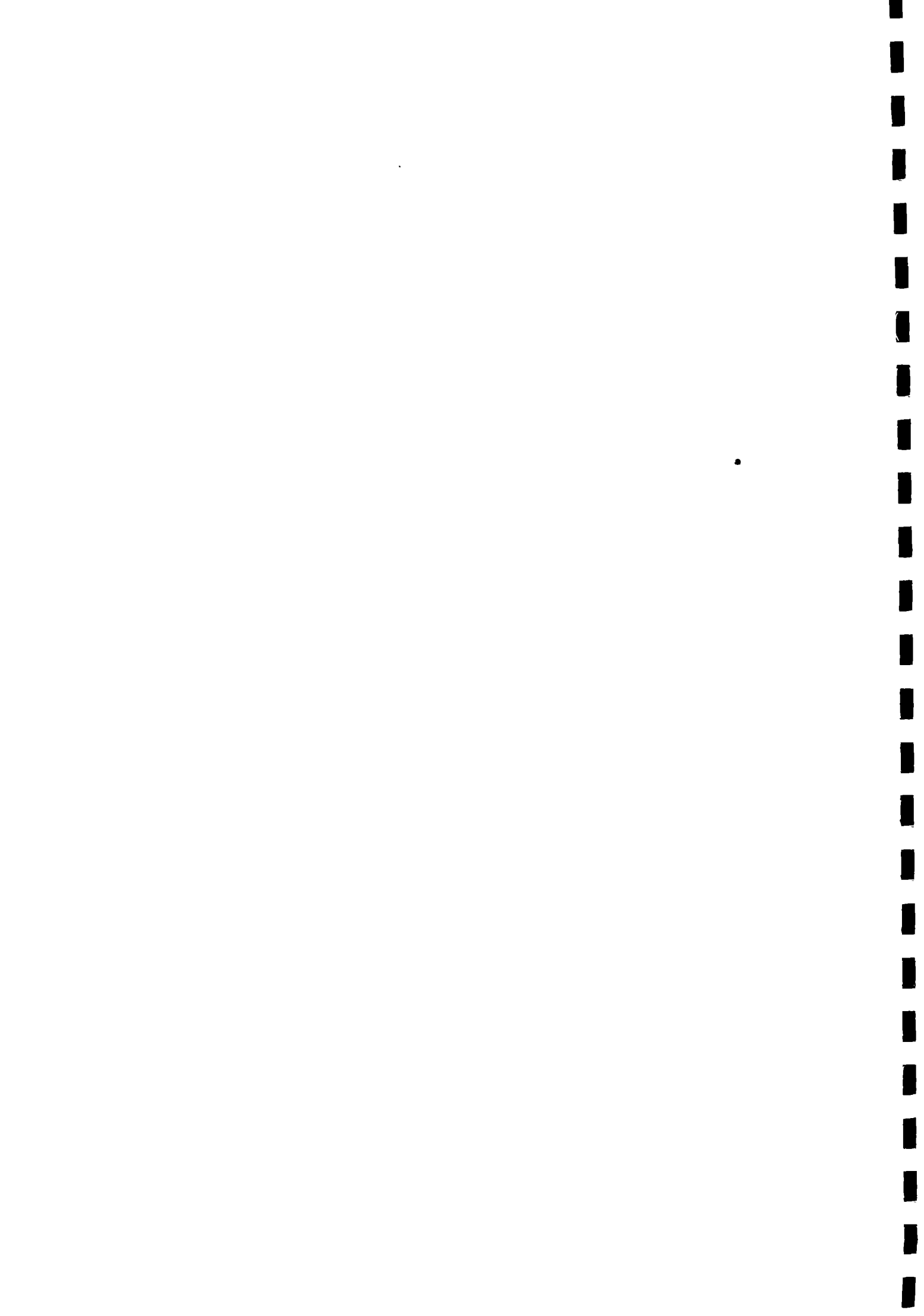
JAMBANKU

DIDEPAN SEKOLAH TERBENTANG DERETAN
KAMAR-KAMAR KECIL INDAH DAN MUNGIL
DILINGKUNGI BUNGA ANEKA WARNA
ITULAH JAMBANKU, BERSIH SELALU

- SEMUA MANUSIA MEMBUTUHKAN JAMBAN
PELEPAS HAJAT PENYEGAR BADAN
KEBERSIHAN JAMBAN HARUS DIPELIHARA
AGAR BIBIT PENYAKIT TIDAK MERAJALELA

JANGANLAH BERHAJAT DISEMbarang TEMPAT
MENGUNDANG LALAT DATANG DENGAN CEPAT
DENGAN PENGGUNAAN JAMBAN YANG SEHAT
PENYEBARAN PENYAKIT DAPAT DIHAMBAT

DJALALUDIN N.K.

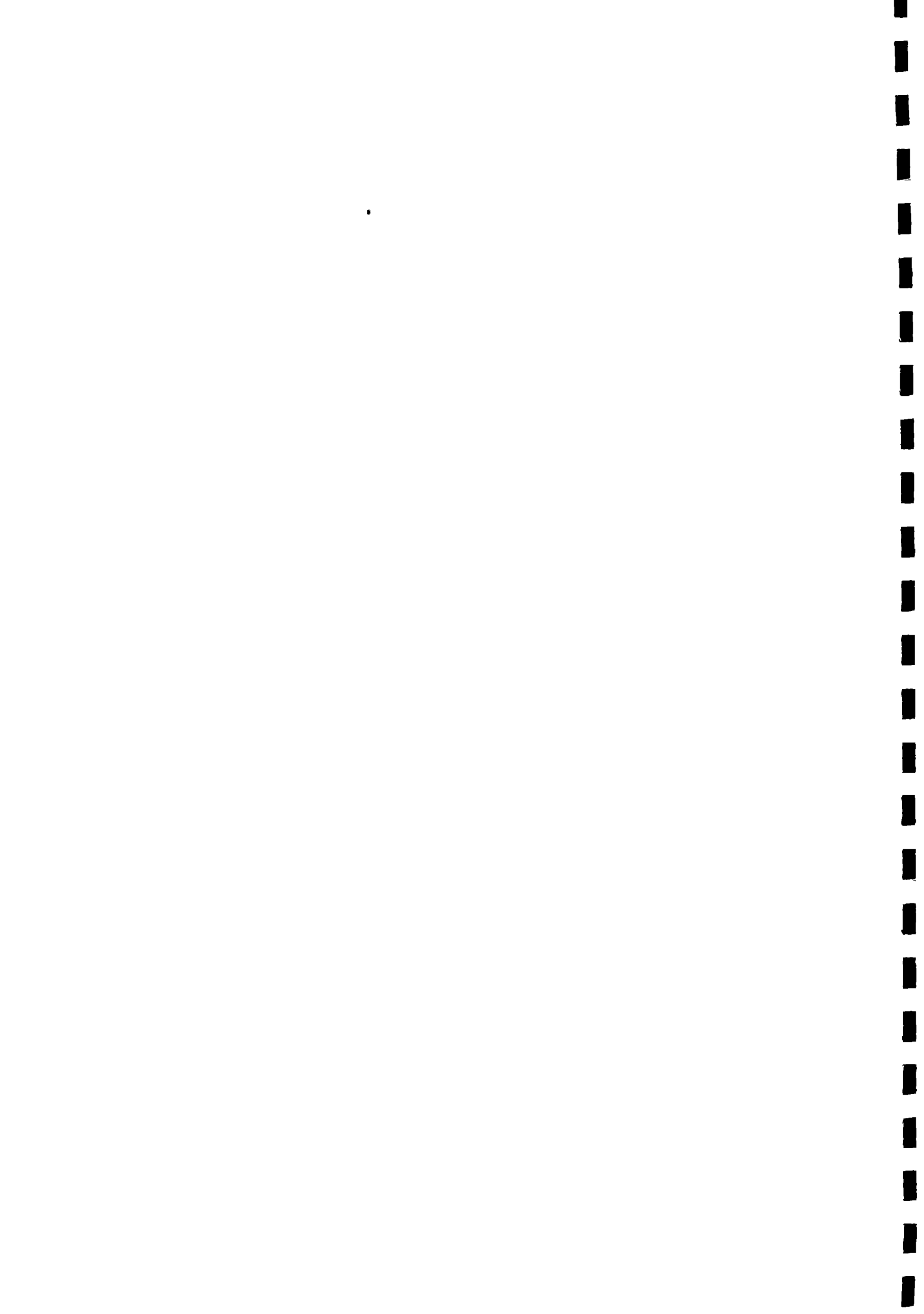


Step 6 : The registration forms should be analysed by now as to plan future activities.

14



decide on color of walls, paint



Step 8 : As far as the pilot project is concerned discussions focussed on the quality of work, or on water supply options. Inside taps for cleaning are more practical than carrying water from outside. This decision should be made before actual construction.

15



16

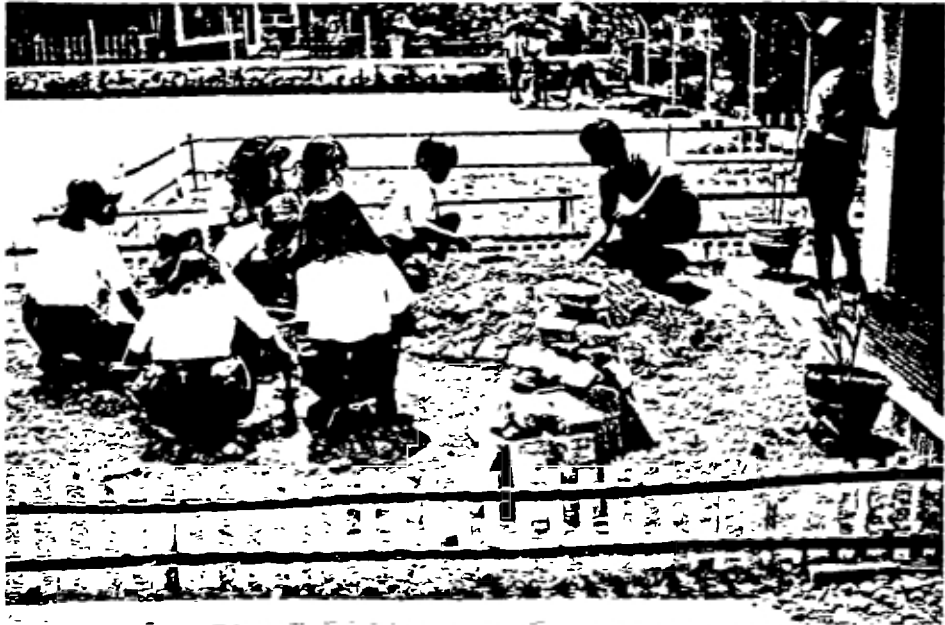




III. Put into use

Step 1 :

19



Prepare festivity



Test the system

21





Step 3 : Official opening with speech of Kepala Dinkes kabupaten

It is important to invite all relevant authorities.

22



23



Declamations alternating official speeches.



Step 4 : The following r
 used to simplify m
 It is assumed that
 to local situati
 projects.

Tabel Pengontrolan

		1988						
KETERANG								
		M	MEI	JUN	JUL	AGS	SEP	OKT
1.	Pelumasan oli p tangan setiap m	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Pengontrolan se ketinggian lum kombinasi cubluk 1, guru l cubluk 2, guru l cubluk 3, guru l							
3.	Pengontrolan in sedikit 1 ka bulan, bila pen an inlet, paling kali per tahun							
4.	Mengambil kot setelah satu ta mindahan inlet l							
5.	Apakah pada wakt meluap dan t dipakai							

cm
cm
cm





9. Berapa gayung dipakai untuk membersihkan setelah buang air kecil ?

Hurid

No.	1	2	1	2	1	2	1	2	1	2	1	2	1	2
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														

10. Berapa gayung dipakai untuk membersihkan setelah buang air besar ?

Hurid

No.	1	2	3	> 3	1	2	3	> 3	1	2	3	> 3
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												



PERSAMPAHAN

1. Apakah murid-murid dalam membuang sampah sesuai dengan tempat yang telah disediakan ?
(sampah plastik, kaca, gelas dan sampah daun-daun, kertas, kotoran lain)

2. Apakah ada suatu kegiatan murid-murid dalam masalah kebersihan di lingkungan sekolah?
Kalau ada, setiap berapa hari kegiatan tersebut dilakukan ?

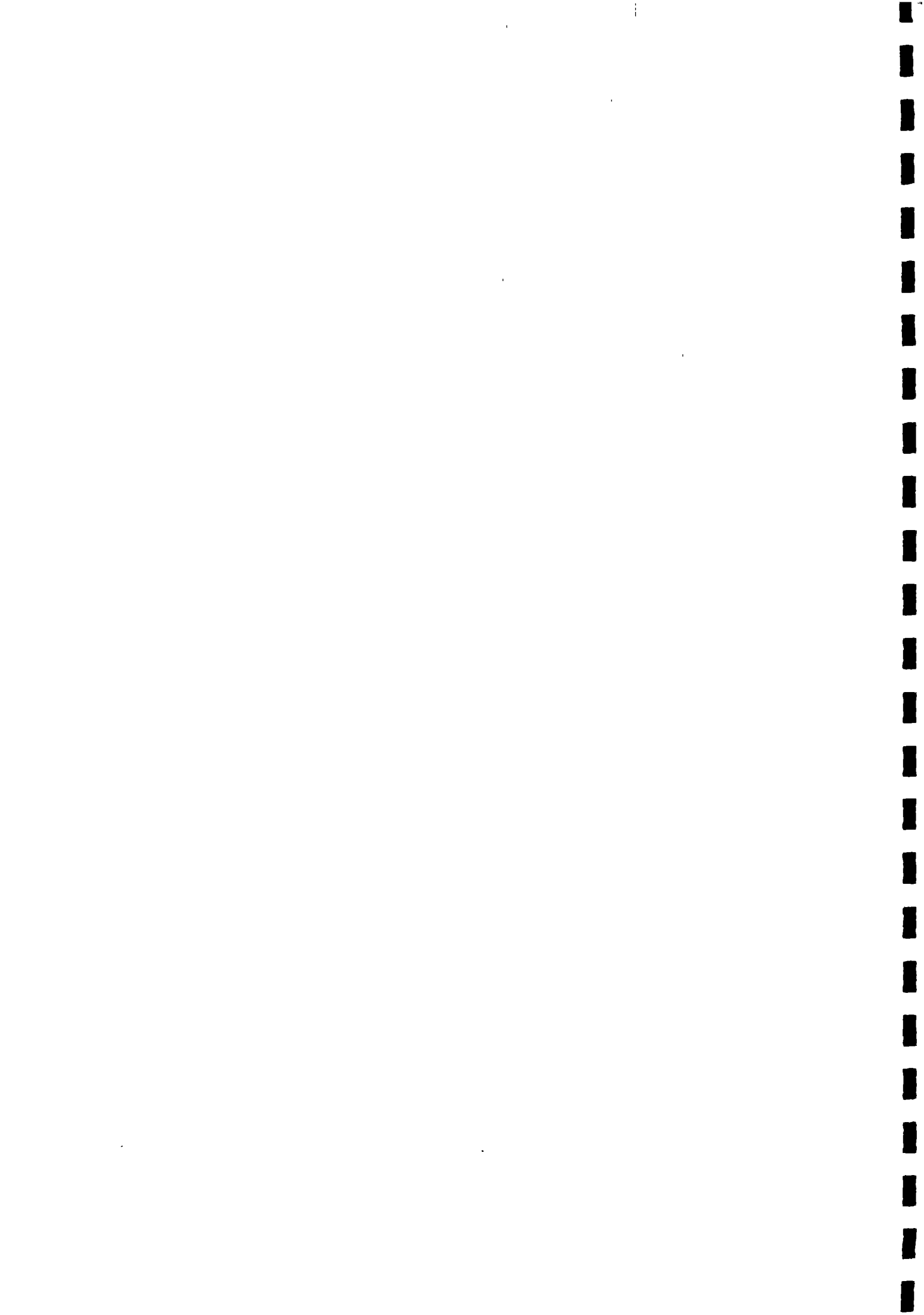
3. Kesulitan apa yang dialami dalam pengelolaan masalah sanitasi sekolah ?
(seandainya ada sebutkan)

Unit WC ?

Unit Persampahan..... ?

Unit Sumber Air..... ?

Unit Saluran Pembuangan Air Limbah ?



5 CONCLUSIONS

In applying the strategy as described it was hoped to motivate, activate and involve the school community. The school community was defined as teachers, pupils, parents (BP3) and LKMD representatives.

In the course of the project the school community seemed to be more wide including the kepala desa and officials at kecamatan level.

May be because of the variety of activities involved persons became more and more enthousiastic. The cooperation between involved parties was pleasant and very intensive. Sometimes it was felt that people were active because they were asked to do so. But because other activities were developed and the planned ones not obligatory, their motivation showed to be intrinsic.

During the opening speeches already the need for follow-up activities was expressed. Involved locals were invited to prepare new plans which are expected to be received by the project in due course.

