The WASH in Schools Distance-Learning Course

2012
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Course organizers: Matthew C. Freeman, MPH PhD, Assistant Professor, Center for Global Safe Water, Emory University, Atlanta; and Murat Sahin, WASH in Schools Advisor, WASH Section, Programme Division, UNICEF, New York.

UNICEF
Programme Division/WASH
3 United Nations Plaza
New York, NY 10017 USA
www.unicef.org/wash/schools

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For more information on the WASH in Schools Distance-Learning Course and support in adapting it to your context, contact Matthew Freeman, mcfreem@emory.edu, or Murat Sahin, msahin@unicef.org.
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To view the original slides from the course webinar sessions, please see the complementary publication: Companion Presentations for the WASH in Schools Distance-Learning Course.
Abbreviations and Terms

**Blackboard** – an online forum

**CHAST** – Children’s Hygiene and Sanitation Training

**child-friendly** – the principle of focusing on the whole child, recognizing different abilities and needs; see Module 7 for child-friendly WASH in Schools technologies

**CLTS** – Community-Led Total Sanitation

**EMIS** – education management information system

**grey literature** – documents that are produced by academia, government, organizations, business and industry but are not published commercially or in major databases; examples include presentations at conferences, unpublished theses and dissertations, newsletters, and government and technical reports

**IRC** – IRC International Water and Sanitation Centre

**JMP** – Joint Monitoring Programme

**M&E** – monitoring and evaluation

**MDG** – Millennium Development Goal

**PHASE** – Personal Hygiene and Sanitation Education

**PHAST** – Participatory Hygiene and Sanitation Transformation

**SLTS** – School-Led Total Sanitation

**SWASH+** – School Water, Sanitation, and Hygiene Plus Community Impact

**WASH** – water, sanitation and hygiene

**webinar** – short for ‘web-based seminar’

**WinS** – WASH in Schools

**WHO** – World Health Organization

**WSP** – Water and Sanitation Program
Foreword

Fulfilling every child’s right to water, sanitation and hygiene education remains a major challenge for policymakers, school administrators and communities in many countries. UNICEF’s support for WASH in Schools ranges from large, comprehensive programmes to small, strategic interventions – with action in 94 countries in 2012, up from 47 in 2002. As the number and range of initiatives have increased, so has the demand for knowledge.

The WASH in Schools (WinS) Distance-Learning Course was rolled out in November 2010 to support Raising Clean Hands, the global Call to Action for WASH in Schools. As of January 2013, 250 participants will have graduated from this intensive course of study. The WinS Course was developed by UNICEF and the Center for Global Safe Water, based at Emory University’s Rollins School of Public Health. It features WebEx training sessions and uses the Blackboard ‘Virtual Classroom’ website to discuss key readings and team assignments.

Practitioners taking the distance-learning course come from a variety of sectors – including education, health and Communication for Development (C4D), government, and non-governmental organizations, such as Plan International, Save the Children and WaterAid – as well as the WASH sector. Many WASH practitioners come from an engineering background and learn the ‘software’ aspects of WASH in Schools programming through hands-on experience. University curricula for engineers rarely include the required material for learning how to effectively manage the software side of WinS programming. The WASH in Schools Distance-Learning Course is designed to promote understanding of child-to-child, child-to-parent and other approaches to transforming hygiene behaviour. It also aims to support national-level work that helps government partners design and implement WinS programmes at scale.

The WASH in Schools Distance-Learning Course provides an opportunity to apply evidence-based learning to improved practice. Considering the vast experience and diverse backgrounds of the students, the course is a vital platform for cross-sectoral learning. Participants are eager to join and attend. The opportunity for distance learning and a certificate from Emory University make it attractive for entry-level practitioners. Graduates from all levels will use the tools and skills they have learned to become WASH in Schools ambassadors in the field.

The WinS Distance-Learning Course is a cost-effective capacity-building initiative that reaches practitioners on the ground. The course can be adapted by universities in developing countries to reach practitioners in the field, either face to face or through distance learning. By expanding the distance-learning experience, we will help build the capacity to fulfil our vision of bringing safe water, improved sanitation and hygiene education to schoolchildren across the globe.

Matthew C. Freeman, MPH PhD
Assistant Professor, Center for Global Safe Water, Emory University, Atlanta

Murat Sahin, WASH in Schools Advisor
WASH Section, Programme Division
UNICEF, New York
Objectives

The WinS Distance-Learning Course is designed by the Center for Global Safe Water at Emory University and UNICEF to assist service delivery providers and policymakers in executing and sustaining WASH in Schools interventions in collaboration with local, sub-national and national stakeholders. The course includes 12 modules that will help participants identify areas of concern, advocate for improved WASH conditions, select appropriate behaviour change and technology approaches, and monitor programme outputs and outcomes.

We expect that at the end of this course, participants will be able to:

1. Identify critical planning activities, such as assessing current WASH in Schools conditions and existing capacities.
2. Collaborate with crucial stakeholders at the local, district and national levels.
3. Select appropriate behaviour change approaches and child-friendly facilities.
4. Establish structures, and school data management and information systems, to engender accountability and sustainability.

This course will cover the key lessons learned from peer-reviewed literature and grey literature. It will also rely on participants to convey their experiences with WASH in Schools programmes. Participants from countries throughout the developing and developed world will share challenges, successes and lessons learned. They will come to this course with a wide variety of experiences and backgrounds. Some may have experience with WASH programming in general or with WASH in Schools programmes in particular.
Others may be new to the field. The course has been designed to provide enrichment for those with significant experience, as well as to cover the basics of WASH in Schools programming. We will likely find that challenges are echoed by participants across country contexts.

**Course expectations**

Upon completion of the course, each participant will be given a certificate from Emory University and UNICEF. This certificate is an acknowledgement of successful completion of the course but does not correspond to credit towards a degree at Emory University. To receive the certificate, participants must:

1. Attend all of the **module** sessions.
2. Read the **key readings** prior to each module session.
3. Complete the assigned group **activities**.
4. Post at least one comment or question on the **discussion board** for each module, although participants are encouraged to post as many comments or questions as they want.
5. Participate in developing the **case study** for their country.
6. Achieve a passing grade on the final **assessment**.

**Modules**

Each participant is required to attend all of the modules in the course cycle. We have chosen 12 topics that lead the content through planning, executing and sustaining successful WASH in Schools programmes at scale. Each topic is discussed in greater detail further along in the course guide. Participants should read the key reading assigned for each topic before the module is presented in order to fully participate in the discussion. Along with key readings, supplemental readings are provided for further study.

The modules cover the following topics:

1. Introduction to WASH in Schools
2. Planning a WASH in Schools Programme
3. Developing a Case Study: Bottleneck analysis
4. Government Engagement and Advocacy
5. Behaviour Change Strategies for WASH in Schools
6. Schoolchildren and the School as Catalysts for Change
7. WASH Technologies in Schools
8. Special Topics for Girls
9. Sustaining WASH in Schools Programmes at Scale
10. Monitoring and Evaluating WASH in Schools Programmes
11. Equity of Access to WASH in Schools
12. WASH in Schools in Emergencies.
Key readings
For each module, the facilitator has assigned key readings that should be reviewed prior to the module presentation. Completion of the readings will enhance the experience of participating in the module and enrich the discussions. Supplemental readings are also provided. These readings are not assigned but will help the participant more fully understand the course material.

Discussion board activities
Participants will be encouraged to contribute to discussions and assigned activities during module presentations, as well as online at the WinS course discussion board website, either as individuals or within the country teams. Each module will specify the brief assignment or set of questions to be addressed on the discussion board. If an activity is assigned, it can be uploaded to the site before the next module.

For discussion questions, we will utilize an online forum to continue the discussion on a particular topic during the two weeks following the module presentation. The discussion board will be monitored by module facilitators and UNICEF mentors to foster thoughtful discussion. Participants are required to post at least one question or comment for each of the module topics but are encouraged to post as frequently as they wish.

Group assignments
Some of the modules include group assignments, and often there is a selection of activities. Each country team should complete the chosen assignment within one week after the module is presented. The assignments can then be uploaded to the course website for others to comment.

Case study
Each country team will be required to develop a case study based on their experience in WASH in Schools programming. The case study should address the context of the programme, successes, challenges, lessons learned and next steps. It should focus on one particular programme or aspect of the programme, not the overall activities of the country office.

The topic for the case study should be specific – the studies will be evaluated on the depth of analysis, not the breadth of discussion. The list of topics below is for example purposes only:

- Technology approaches for low-cost sanitation improvements
- Behaviour change strategies for hygiene promotion
- Programming in arid or semi-arid areas
- Increasing line item budgets in the ministry of education
- Instituting countrywide monitoring and data collection systems
- Developing a pilot learning programme.
Questions to consider might include: Who were the crucial stakeholders? How were locations and schools chosen? What technologies and behaviour change approaches were chosen and why? How did the programme consider sustainability? What could the programme have done differently?

A successful case study will be no more than five pages long (2,500 words) and will contain:

1. A brief introduction on the country context and programme background (~500 words).
2. Analysis of the significant successes and challenges encountered (~1,500 words).
3. Key lessons learned, recommendations and next steps (~500 words).

In the analysis, the study team should use the thematic areas from the Call to Action for WASH in Schools that are relevant as subheadings:

1. Increase investment for WASH in Schools.
2. Engage policy leaders.
3. Involve multiple stakeholders.
4. Demonstrate quality WASH in Schools programmes.
5. Monitor WASH in Schools programmes.
6. Contribute evidence for informed decision making.

The topic for the case study and a brief description (three to four sentences) should be submitted to the discussion board by the date established for each course. The course facilitators and UNICEF staff will make comments and suggestions. Additionally, UNICEF headquarters will assign a staff member to assist participants with developing the case study. The finalized case study should be submitted within two weeks after completion of the last course module. All participants in the course should contribute to the completion of the case study. These case studies may be refined and compiled for inclusion in publications to assist organizations interested in developing WASH in Schools programmes.

**Assessment**

The assessment will be conducted online and may include multi-response and short-answer questions based on the module presentations and readings. It will not be timed and will be 'open book'. Each participant will have one week to complete the assessment following the final module. Additional details will be provided at the beginning of each course roll-out.

**Course schedule**

Schedules, including date and time for each module, are posted at the course website available to all participants and facilitators.
Learning objectives

At the end of this module, participants should:

1. Understand the topics covered in the course and expectations for participants.
2. Understand what we mean by WASH in Schools.
3. Know the status of global WASH in Schools data.
4. Be familiar with the peer-reviewed literature for WASH in Schools and know the key grey literature documents.

Module outline

1. Course overview and expectations

The WinS Distance-Learning Course is a collaboration between the Center for Global Safe Water at Emory University and UNICEF. Participation in the course requires: attendance in all webinar modules; completion of the key readings before each module is presented; participation on the online discussion board; completion of assigned activities; and completion of a case study assignment and a final assessment. Participants who successfully complete the course requirements will be given a certificate of completion.
The course overview is posted on the course website. This website will be available throughout the semester for announcements, module schedules, sharing of articles and key documents, and for posting and uploading assignments. In this session, we will review the course expectations, module schedule and discussion board assignments.

As part of this course, participants should be able to:

• Identify critical planning activities, such as assessing current WASH in Schools conditions and existing capacities.
• Collaborate with crucial stakeholders at the local, district and national levels.
• Select appropriate behaviour change approaches and child-friendly facilities.
• Establish structures, and school data management and information systems, to engender accountability and sustainability.

2. What is WASH in Schools?

In this course, we will review the basic elements necessary to develop, collaborate on, execute and monitor school-based water, sanitation and hygiene – WASH in Schools – programmes. A ‘programme’ might include water supply to a single school, a district-level hygiene promotion campaign, developing a funding mechanism for soap provision or a national-level policy initiative. Different behaviour change approaches and technologies are needed for myriad cultures, geographical contexts, population density and socio-economic conditions.

We will discuss how to work with various stakeholders at the national, district and local levels, as well as what aspects of a school programme are essential: a demand-responsive approach, engagement with students and community buy-in.

The primary purpose of a WASH in Schools programme is to provide or enable sustained access for children at school to the following:

A. Sufficient quantities of safe water for drinking, hand washing and personal hygiene, as well as cleaning and, when appropriate, water for such purposes as cooking, flushing toilets and school farms.
B. Toilet facilities that are child-friendly, gender-specific, culturally appropriate, private and well maintained.
C. Personal hygiene materials, such as toilet paper, water, soap and menstrual pads.
D. Hygiene education.
E. Safe disposal of solid waste.
F. Control measures to reduce transmission and morbidity of WASH-related illnesses.
3. WASH in Schools data
There are health, cost-effectiveness and human rights arguments for providing WASH in Schools. We will discuss all three in this module. Increased access to improved water and sanitation for households is explicitly detailed in United Nations Millennium Development Goal (MDG) number 7 – ensure environmental sustainability (United Nations, www.un.org/millenniumgoals). Data are collected and synthesized by a UNICEF-WHO collaboration known as the Joint Monitoring Programme (JMP, www.wssinfo.org).

Access to improved water-supply facilities has been increasing steadily, though challenges in sub-Saharan Africa remain. Nearly 2.6 billion people lack access to sanitation, the vast majority of whom live in Asia. School access is not specifically enumerated in the MDGs, and no global tracking system exists. UNICEF estimated that in 2008, schools in its priority countries reported 46% with adequate water-supply coverage and 37% with adequate sanitation coverage [1]. Additional data are necessary at the country level.

It follows that children need access to water and sanitation at school as well as at home in order to reduce environmental contamination associated with open defecation and to adequately reduce WASH-related disease transmission. Although access to school-based WASH is not explicitly enumerated in the MDGs, it is evident in Goal 1 (eradicate extreme poverty and hunger), Goal 2 (achieve universal primary education) Goal 3 (promote gender equality and empower women) and Goal 4 (reduce child mortality).

If access to water and sanitation is a right, it follows that access for children to WASH infrastructure and education is essential [2, 3]. We will discuss the need for a global monitoring system.

4. Impacts associated with WASH in Schools
There are a number of vital reasons we promote access to WASH in Schools, including to:

A. Reduce student absence.
B. Reduce soil-transmitted helminthic infection, diarrhoeal diseases and acute respiratory infection.
C. Improve nutritional status.
D. Address issues of gender and socio-economic equity.
E. Enable access to schooling for children with disabilities.
F. Ease the health burden of children living with HIV.

Because the evidence for WASH in Schools is limited, we will first discuss studies that examine the impact of water supply, storage, point-of-use water treatment, sanitation and hand washing. A number of systematic reviews have shown that improved access to WASH can significantly reduce diarrhoeal disease. Then we will review the available evidence and identify the knowledge gaps in the sector.

School absenteeism has been shown to serve as a proxy for health status among children in developed countries [4]. In developing country settings, however, absenteeism might serve as a proxy not only for health but also for socio-economic pressures. While students in low-income, rural settings may have different concerns from those in more urban or higher-income settings that affect their absenteeism rates, absenteeism is also likely to be correlated with poor health among this population.
School sanitation and hygiene may influence students’ absenteeism in ways beyond pathogen control [5]. In schools without adequate water supply, the burden of collecting water often falls on the students, who report this chore both as the most demanding in time and energy and as the most dangerous [6]. Fetching and carrying water often causes children to miss school or arrive late, especially among students who must make more than one trip per day to collect water [6, 7]. Fetching water also detracted from children’s time to study, and decreased their morale and alertness in class [6]. Teachers may also miss school due to the necessity of carrying water. Additionally, it is difficult to attract and retain teachers in schools that do not have adequate WASH facilities [7].

Most of the available studies linking school-level WASH to absenteeism due to poor health have been conducted in the United States. These studies focused on establishing a link between absenteeism and hand washing with hand sanitizers (either with alcohol or alcohol-free) [8–13]. Results revealed a 20%–51% reduction in absenteeism between the intervention and control groups; available studies, however, were found to be of low quality. With the exception of Hammond [9], all studies relied on data from selected classrooms in five schools or fewer.

A study by Bowen and colleagues [14] evaluated the impact of different levels of hygiene improvement on absenteeism in Chinese primary schools. Students in an expanded hygiene education programme – which included education, soap provision and enlistment of student hand-washing ‘champions’ – reported 42% fewer absence episodes and lower median duration of absences compared to the control group. Schools that received only education in the schools trended towards reduced absence among students, but results were not significant.

In Kenya, a comprehensive school hygiene promotion, water treatment and sanitation intervention was shown to reduce girls’ absenteeism by 21%–37% [15]. In a study by O’Reilly and colleagues [16], absenteeism was measured in nine schools that had received a water treatment and hygiene programme during the previous year. In the nine intervention schools, absenteeism was reduced by 35%, while it increased by 5% in nine nearby control schools over the same time period. A programme that promoted a flocculant-disinfectant reduced absence by 26% [17].
Key reading

*Raising Clean Hands: Advancing learning, health and participation through WASH in Schools*, Global Call to Action for WASH in Schools, 2010
Available at www.unicef.org/wash/schools/washinschools_53115.html

Discussion points/questions for end of module presentation

- What are your expectations for this course? What do you hope to learn or be able to do by the end of the course?
- What are the key gaps in knowledge that you have seen in your country?
- What data would be most useful for your team to advocate for improved WASH in Schools coverage?
- What are the most important impacts that you think can be altered by improved WASH in Schools?
References


Module 2: Planning a WASH in Schools Programme

By Matthew C. Freeman, MPH PhD

Learning objectives

At the end of this module, participants should:

1. Know the steps for developing a WASH in Schools programme
2. Develop a plan of action at the district and local levels; know the roles and responsibilities of different district and school stakeholders.
3. Be familiar with and be able to apply the WHO-UNICEF guidelines for developing minimum WASH in Schools standards to their country context.
4. Understand the utility of and be able to construct a problem tree.

Module outline

1. Steps for planning a WASH in Schools programme

As detailed in the guidelines for WASH in Schools standards, there are critical steps to planning a programme at the local, district and national levels.

The first step is to conduct a needs assessment and determine the most important components of a WASH in Schools programme for the country context. It is important to assess the stakeholders, critical gaps and needs in the country; identify opportunities for ‘low-hanging fruit’; determine which districts/areas are most disadvantaged; and assess what type of programme has the greatest chance of success in this context.
To that end, the following steps can help guide programme development:

- Raise awareness.
- Establish or engage stakeholder groups.
- Review standards and frameworks.
- Assess and provide technical expertise.
- Develop funding mechanisms.
- Monitor programmes.
- Establish ongoing training [1].

These steps are most effective when conducted in sequence and with all necessary stakeholders.

2. Developing a plan of action for district- and local-level implementation

The activities and timeline should be detailed, with assigned roles and an appropriate budget, as part of the plan of action. In the next session, we will cover the key aspects of engaging government stakeholders and developing an advocacy strategy. Here, we focus on engaging district and local stakeholders within the context of setting up a school-based programme.

At the district level, it is essential to integrate the programme into the district management plans; identify existing capacity that can be integrated into the programme; work with stakeholders to develop transparent and simple targeting criteria for the initial intervention strategy; and develop a monitoring plan. The programme must establish a lead agency and a coordinating group to oversee activities and adherence to the plan of action for all stakeholders.

The criteria for selecting the district and the individual schools should be well defined and clearly stated, along with a scaling plan. The number of schools targeted will depend on the available budget and how the intervention’s extent is determined – considering, for example, whether schools will receive extensive hardware improvements, funds for maintenance of current infrastructure or a behaviour change package. Targeting should consider political implications, equity, community readiness, maximizing impact and opportunities to scale.

Partners should establish a district-level monitoring plan and baseline survey. The plan should be established for execution of activities, retraining stakeholders, maintaining systems and monitoring of the programme. Often neglected in these

Discussion on Planning + Stakeholders

From Zambia: “The lessons I have learned from this module are that advocacy needs to be planned properly and that there are different types of advocacy. I have also learned that the aforementioned participation is no guarantee of real positive engagement with government partners, and in order to really accomplish that, we need to have the ability to hold government accountable.”

From Yemen: “National and local ownership of WASH in Schools is a programmatic and policy challenge. The solution is the policy has to give a clear institutional arrangement for enhancing the role of the national and local stakeholders in planning, designing, implementing and monitoring of WASH in Schools programmes based on local needs.”

From Guyana: “The most effective way to encourage good practice is to respect the values of each community that you are seeking to assist. Far too may helpers parachute in, assuming they know best and being prescriptive, and failing to respect the opinions and values of those they are seeking to support.”

From Sudan: “There is ambiguity and overlap of Ministry of Education, Ministry of Health and State Water Corporation responsibility in relation to WASH programmes in schools, which is creating gaps in leadership and commitment in following up standards.”

From Uganda: “Parents and community leaders are the most difficult stakeholders to work with.”

From Angola: “Generally, the most challenging stakeholders are the government counterparts because of the high level of bureaucracy in establishing guidelines, and lack of proper planning and proper allocation of funds.”
plans is a budget that allocates sufficient funding towards behaviour change and an advocacy strategy with targeted outcomes at the policy level. These activities will be discussed briefly in this module and will be explored more fully in the subsequent modules.

At the local level, it is essential to understand the roles of various stakeholders, including school management committees, parents, teachers, civic leaders and students, with regard to WASH in Schools. The team should work together from the start to understand the current situation at the school, local capacity and financial constraints – and to gauge community interest in improving WASH in Schools. A plan of action should be developed for the life of the project.

3. Establishing WASH in Schools standards

Standards must be developed that are appropriate for the programmatic context, and the budget and timeline limitations, including technical guidelines for infrastructure, training materials and courses, and behaviour change approaches. The World Health Organization (WHO), in collaboration with UNICEF, developed guidelines for stakeholders who are setting minimum standards in low-resource settings. These guidelines, published in 2009, are designed to assess the current conditions, develop standards agreed upon by all stakeholders and support policy change at the national level.

This document is intended to support and complement current policies, rather than replace existing regulation. The document identifies standards to be achieved and relevant indicators that can be used to assess the current situation, target schools in need, plan for school-level action, plan for ongoing management of hardware and software, and monitor progress.

The guidelines include aspects of water quality, water quantity, water facilities and water access, hygiene promotion, toilets, disease control, cleaning and waste disposal, and food storage and preparation. In this module, we will review the WHO guidelines for setting standards and discuss how this tool can be used as part of programme planning, execution and monitoring.

4. Understanding potential challenges: A problem tree approach

After key stakeholders are identified, it is crucial to understand the expected challenges for programme implementation and sustainability. The first step in this process is to understand major roadblocks and to establish achievable targets for relevant stakeholders to address these challenges. This activity can be achieved by developing a problem tree and/or by using an outcome mapping exercise.

Both of these tools are effective and simple collaborative tools that can be employed to enhance dialogue between stakeholders, develop a partnership, and establish clear and transparent expectations for actions. Here we discuss the problem tree approach; the next module will cover outcome mapping.

A problem tree exercise is a half- or full-day collaborative activity in which participants identify the main objective or outcome of interest. In our case, we are interested in enhancing access to WASH in Schools infrastructure or behaviours. Participants then work backwards to generate specific components and roadblocks to achieving those goals.

Ultimately, participants will identify several roadblocks; however, it is likely that the same challenges will continue to emerge. As such, the second part of the problem tree discussion examines which roadblocks are most critical to overcome and actionable items for moving forward. These actions should be included in the plan of action, but they may also become part of the advocacy strategy discussed below. As part of this module, we will talk through an annotated problem tree exercise.
Key readings

Water, Sanitation and Hygiene Standards for Schools in Low-Cost Settings
Open PDF at www.unicef.org/wash/schools/files/rch_who_standards_2010.pdf

Towards Effective Programming for WASH in Schools, Chapters 2–3
Available at www.irc.nl/page/37479

Discussion points/questions for end of module presentation

• What stakeholders are the most challenging to work with? What lessons have you learned about how to better include them in the participatory process?

• What are the greatest challenges to providing WASH in Schools that are faced in your country? Which components – Water quantity? Water quality? Sanitation? Personal hygiene? Hand washing with soap?

• What guidelines in the WASH standards document are the most challenging for schools in your country context? What are the most achievable standards?

Discussion board activities

As a group, do the following and post it to the discussion board:
Develop a problem tree for one specific outcome of a WASH in Schools programme, for example: (a) provision of sustainable sanitation infrastructure; (b) provision of safe water; (c) daily provision of soap for hand washing; or (d) promotion of hygiene behaviours in school.

Upload the final exercise to the discussion board within a week of the module to allow for participants’ comments. The problem tree documents can be uploaded as a Microsoft Excel, PowerPoint or Word file, or handwritten and scanned.

Reference

Learning objectives

At the end of this module, participants should be able to:

1. Understand how a case study, as one of the methodologies in the social sciences, is used to investigate a problem

2. Take into account the lessons learned from the development of a case study from previous roll-outs of the distance-learning course

3. Understand how to use a bottleneck analysis as a method to determine to what extent various country programme components constrain universal access to WASH in Schools.

Module outline

1. The case study

This module will begin by explaining administrative issues regarding the case study, e.g., due date and number of pages.
Within the context of international development assistance, case studies frequently do not present the type of in-depth analysis that this methodology is meant to provide. Case studies are a systematic way of collecting data, analysing information, contextualizing events and reporting on the study results.

Conducting a case study improves our understanding of complex situations. Case studies present a specific set of learnings that provide the type of in-depth analysis often needed to understand local problems. A case study typically consists of four components:

- The problem statement
- Introduction/context
- Analysis
- Lessons learned and next steps, or ‘recommendations’.

The problem statement is one of the most important elements of a case study. For the sake of this case study, the problem should be very specific. For example, “Inadequate WASH facilities in schools in Nigeria probably contribute to the difference in primary school completion rates of boys compared to girls” is too broad and vague. “The percentage of primary-school students who wash their hands after using the toilet with soap or ash in district X is only 10%” is a much better problem statement.

In the introduction of the case study, it is necessary to describe the relevant context. Sometimes the introduction of a project proposal can be copied and used as an introduction to the case study. It is, however, important to present information that is specific and pertinent. The objectives of the case study should be explained, which can only be a consequence of a good problem definition.

Good data are a precondition for a good analysis. Consequently, the data sources should be identified before embarking on the case study. Administrative data, knowledge, attitudes and practices (KAP) study data, Demographic and Health Surveys, Multiple Indicator Cluster Surveys, national surveys, and reports by partners and civil society groups are all examples of data sources. If data are not available, the methods used to collect data need to be identified. Observations, focus group discussions and informal/structural interviews are all valid methods. Take into account the time that will be required to collect new data.

The last part is the development of lessons learned and the elaboration of next steps. The type of questions a case study could address include: What were the key learnings by the stakeholders? What is done differently now? Are there any quotes from stakeholders? What remains to be done?
2. Lessons learned from case study write-ups

The previous roll-outs of the distance-learning course have generated a number of very specific lessons learned, with regard to both the process and the style participants have employed when drafting the final document. These are:

- Before documenting, analyse your experiences with colleagues, stakeholders and rights holders.
- Avoid statements that cannot be backed up by data.
- The abstract will determine whether a reader finishes the rest of the study.
- Keep the language clear and simple, and avoid long sentences.
- Be creative in identifying sources and thorough in documenting the sources you use.

3. The bottleneck analysis

One of the most straightforward ways to analyse the various factors that contribute to a complex problem is to use a bottleneck analysis. This analysis assumes that problems of service delivery can be conceptualized as a sequence of elements that should all be in place to result in a particular outcome, for example, good hygiene practices among primary-school students. It can be seen as a type of service delivery chain.

The bottleneck analysis is incorporated in UNICEF’s Marginal Budgeting for Bottlenecks tool, also called ‘the equity tool’.

It is based on health-system analysis conducted by Tanahashi (1978) and Piot (1982) to develop coverage models for the evaluation of health services. The chain of elements that should be in place are grouped in four categories – with each category containing an example indicator:

- **Enabling environment** – Government and/or education sector policy reflects WASH in Schools; a budget is allocated for increasing access, operation and maintenance of facilities and hygiene education.
- **Supply** – % of schools having access to functional WASH facilities, i.e., hand-washing stands, toilets and drinking water (point-of-use water treatment) as per national standards.
- **Demand** – % of students in schools where WASH facilities are operational practising hand washing with soap after use of toilet and before eating food.
- **Quality** – % of schools carrying out gradual improvements to their WASH facilities and keeping them operational as per national standards (clean and accessible, with water for drinking and hand washing, and soap supplies available).

The hierarchy and sequence of these categories should clarify why the process is called a bottleneck analysis. Without a budget, there will not be any facilities. Without facilities, there will not be any use of facilities. Without use of facilities, there is no interest in maintaining them. Without maintenance, the facilities will not be used sustainably. By identifying which of the categories are most constraining, with regard to the strategic result – to reach universal WASH in Schools coverage – we can locate the points where interventions or changes are most needed.
Course participants can develop their own country-specific indicators, adopt the indicators developed at UNICEF headquarters, or use the WHO-UNICEF 2009 minimum standards as indicators. For more information on the bottleneck analysis, see the key readings list below.

**Key readings**

UNICEF Marginal Budgeting for Bottlenecks tool and bottleneck analysis framework.xls

‘Bhutan school-level bottleneck analysis of sanitation facilities’ (Kencho Namgyal and Emily Bamford, 2011)

‘Scaling up WASH in Schools in Sudan’ (bottleneck analysis conducted by Awatif Khalil, David Bikaba, Eisa Mustafa, Kedir Yasin Hassen, Mohammed Abdallah Idriss, Rashid Mudall, Said Ahmed Mohamed, Suliman Arabi and Widad Suliman, 2012)

**Supplemental reading**


**Discussion points/questions for end of module presentation**

- What is the biggest bottleneck that constrains universal WASH in Schools coverage in your country?
- Are there any non-WASH-related factors you can think of that form a barrier to better WASH practices in schools?
Module 4: Government Engagement and Advocacy

By Matthew C. Freeman, MPH PhD, and Brooks Keene, Policy Adviser, CARE

Learning objectives
At the end of this module, participants should be able to:

1. Learn how to assess the policy environment and ensure political commitment.
2. Develop a government engagement strategy and identify the key stakeholders in their country context.
3. Understand the different advocacy approaches available.

Module outline
1. Assessing the policy environment and identifying key government stakeholders

Engagement of government stakeholders at the local, district and national levels is critical for the success of school-based WASH programmes. Although WASH in Schools is frequently a popular topic with the electorate or population, ultimate responsibility for management to ensure access is often found somewhere between the ministries of education, health and water – with no one agency taking full responsibility. Additionally, there are numerous stakeholders at the district and local levels.
who should be engaged in every WASH in Schools programme. In some contexts, these actors will be the primary owners and funders of schools. Policymakers are able to support WASH in Schools in a number of important ways:

1. Providing an overarching policy framework and vision within which ministries and other stakeholders can operate.
2. Ensuring clear roles and responsibilities within the various line ministries.
3. Setting minimum standards for WASH services in schools.
4. Providing sufficient capital to improve water and sanitation infrastructure.
5. Providing yearly funds for upkeep of infrastructure and purchase of consumable supplies.
6. Promoting behaviour change as an essential component of WASH in Schools.
7. Establishing clear systems for monitoring, accountability and incentives.

WASH in Schools programmes should include critical stakeholders and recognize their roles and responsibilities in all levels of government (national, district and local), as well as among community leaders, schoolteachers, parents, parent-teacher associations, students, school health clubs, non-governmental organizations and community-based organizations. Of course, the role of each of these participants is vital, and buy-in and ownership of the WASH in Schools programme – though a challenge in the short term – will yield cost-effective, sustainable and scalable results in the long term. It is essential to understand that it may take many years to establish not only government stakeholder engagement but also ownership of the end goals.

2. Developing a government engagement strategy

The key to establishing government engagement is to develop a step-by-step plan that is achievable and includes roles and responsibilities that are clearly specified. As was discussed in Module 2: Planning a WASH in Schools Programme, understanding the stakeholders is a fundamental first step, followed by understanding institutional capacity and the need to integrate the programme within the current policy and evidence base.

Discussion on Government Engagement + Policy

From Tajikistan: “The Ministry of Education has not yet developed any reliable institutional capacity with regard to WASH. One of the reasons for this is a clear weakness in recognition of WASH as an inseparable component of the educational service by the decision-making officials and government.”

From Nigeria: “This experience shows me the need for the government to take a lead role in the implementation of WASH in Schools. This is the only way policies and strategies could be developed for the sub-sector. It will also enable funds to be allocated for its implementation.”

From Nigeria: “Most of the developing nations have similar problems with WASH in general and WASH in Schools in particular ... We need to put more priority on getting the policy- and decision-makers to appreciate the strategic position of sanitation and hygiene – and especially sanitation and hygiene in schools – in the overall development and poverty reduction drive of developing nations. Calculations of economic and other losses due to ill health resulting from poor sanitation and hygiene need to be highlighted.”

From Uganda: “A policy challenge for us ... is the mismatch between general political acknowledgement in relation to the importance of WinS issues (and WinS as a core factor in educational achievement) and actual budgetary allocation.”

From South Sudan: “The WASH policy in Sudan has a specific chapter on WASH in Schools!”

From Nigeria: “The key policy major challenge being faced in Nigeria is the compliance with the policy provisions on WASH Schools by relevant stakeholders, which is occasioned by the multiplicity of policies on WASH in Schools.”

From West and Central Africa: “In order to be effective, government engagement strategies should ideally target different levels of government and be backed up by a strong evidence base.”
development frameworks. At the outset of any programme, working within the existing context comes first. However, in order to engender systemic change, the programme must develop a comprehensive government engagement and advocacy strategy that goes beyond inviting officials to meetings and inaugurations of WASH facilities in schools.

Outcome mapping is a participatory tool that can be used to develop a plan for identifying and monitoring key outcomes. Importantly, it defines the realistic sphere of influence for a programme and encourages risk taking in establishing desired outcomes within that sphere. More profound outcomes are systemic changes that could include institution of a school curriculum on hygiene behaviour or establishing a line item for soap provision or latrine maintenance. In this context, we are interested in using outcome mapping to understand how stakeholder activities negatively or positively affect key outcomes and what structural or policy changes are necessary.

Outcome mapping is ideally initiated in the planning stages to ensure that outcomes are linked to management and implementation of the programme. The three stages of outcome mapping are intentional design, outcome and performance monitoring, and evaluation planning. The module will briefly introduce outcome mapping as a tool for holistic programme planning; subsequent modules will build on monitoring and evaluation approaches.

3. Advocacy

As part of a WASH in Schools programme, it is essential to develop a plan for advocating policy change or implementation – otherwise, there will never be systemic improvement of WASH in Schools. A significant opportunity is missed when projects merely ‘engage’ the government by inviting public servants to meetings and getting superficial buy-in. Investment in schools is an opportunity to hold government stakeholders accountable, develop monitoring processes, generate learning the government needs, influence funding streams and improve standards.

There are two distinct though interrelated types of advocacy: (1) operational advocacy to achieve discrete programme aims, such as individual project objectives; and (2) governance advocacy to improve or change institutional and accountability arrangements. As part of this module, in addition to outcome mapping, we will use one advocacy toolkit (there are many) developed by CARE International. This will serve as a model to introduce the language of advocacy, plan an advocacy strategy, implement an advocacy initiative, and review the various strategies that can be employed, e.g., direct discussions, media campaigns or capacity building for local partners.
Key readings
Raising Clean Hands: Call to Action for WASH in Schools Advocacy Pack 2010
Open PDF at www.unicef.org/wash/schools/files/rch_cta_advocacypack_2010.pdf

Supplemental readings
CARE Advocacy Tools and Guidelines
Available at www.care.org/getinvolved/advocacy/tools.asp

International Development Research Centre (IDRC) – Outcome mapping as a development tool
www.idrc.ca/EN/Resources/Publications/Pages/ArticleDetails.aspx?PublicationID=1004

Brooks Keene, ‘Translating Research into National-Scale Change: A Case Study from Kenya of WASH in Schools’, SWASH+
Available at www.washinschools.info/url/762


Discussion points/questions for end of module presentation

- On what level have you engaged local, district and national government stakeholders in the programmes? What lessons did you learn from this module that you would try to implement in your ongoing programmes in order to create enhanced commitment from government?

- What is one key policy challenge you face with regard to WASH in Schools? What would it take to enforce existing – or establish better – policies?

Discussion board activity
As a group, do the following and post it to the discussion board:
Identify all relevant stakeholders in your country context and list (1) their expected roles as part of a WASH in Schools programme and (2) the challenges they face in executing their roles.

Upload the final exercise to the discussion board within a week of the module to allow module participants to comment. The documents can be uploaded as a Microsoft Excel, PowerPoint or Word document, or handwritten and scanned.
Learning objectives
At the end of this module, participants will be able to:

1. Understand the importance of behaviour change strategies in effective WASH in Schools programming.
2. Describe key behaviour change models specifically targeted to reach school-aged children.
3. Examine the central concepts of existing behaviour change strategies for WASH in Schools.
4. Discuss the development and implementation of a hygiene promotion and behaviour change curriculum.

Module outline

1. Behaviour change and WASH in Schools

Effective behaviour change and behaviour change communication are vital to the success and sustainability of all water, sanitation and hygiene interventions. Specific to the school setting, effective behaviour change must include improvements in hand washing and hand hygiene practices, changes in sanitation use and acceptance, and the maintenance of safe and hygienic drinking water.

Behaviour change is often reflected under the term ‘hygiene promotion’, and the focus of many hygiene promotion strategies is improving knowledge of WASH issues and practices. Other behavioural determinants, including social norms and improving students’ confidence and ability to make positive changes in WASH-related behaviours, are also important factors to consider in behaviour change programmes.
The rapid educational and cognitive development of school-aged children can require multiple behaviour change approaches within a single school. Strategies that are appropriate for younger children may be boring or too childish for older students, while strategies for reaching older children may be too advanced or inappropriate for younger audiences. Recognition of the primary target audience for school-based behaviour change strategies and the appropriate adaptation of effective strategies for schoolchildren are key elements of long-term success for WASH in Schools interventions.

Schools may be the only or first experience some children have with typical WASH interventions, such as improved latrines or water treatment. School-based interventions, however, must acknowledge and appropriately address the fact that children spend only a portion of their day at the school itself. Without appropriate strategies to address both school- and household-based behaviours, the health and educational impacts of school interventions may be diluted.

The fact that children move between the school and home environments presents unique opportunities for school-based behaviour change programmes. Children have the potential to bring health education messages and practices to the home environment, expanding the potential impact of school-based interventions to parents, communities and non-school-going children.

Schools are a natural learning environment, making schoolchildren potentially more receptive to behaviour change and behaviour change education. It is theorized that many personal hygiene practices are largely learned and acquired during childhood, suggesting that changes among schoolchildren can lead to a lifetime of improved practices.

### 2. Behaviour change strategies for WASH in Schools

There are a number of behaviour change strategies specifically designed to reach school-based populations. One of the most widely recognized behaviour change strategies for WASH is Participatory Hygiene and Sanitation Transformation (PHAST). Developed jointly by the Water and Sanitation Program (WSP) administered by the World Bank and UNICEF, PHAST operates on the basic assumption that through health awareness and understanding, communities will be empowered to improve their own behaviours and their surrounding environment.

### Discussion on Behaviour Change

**From Djibouti:** "Behaviour change pays off after a long-term mix of strategies aimed at engaging the community to make an informed decision. Data and evidence should be the starting point to prioritize which knowledge needs to be transferred to the community and which material is missing to optimize the behaviour change. UNICEF Djibouti has used the PHAST approach to engage the community. CLTS was also used, but it was difficult in the rural areas ... We also facilitated a training for 44 teachers to be more empowered at the school level. Community health workers from the Ministry of Health promote hand washing with soap both at the health centre and in the community. Wherever they care for a child, they have manuals and an image box. Media is also important because ... data show that TV and teachers at school are getting the children's attention."

**From Nigeria:** "I have found use of pictorials to pass messages to pupils as an effective tool. This, coupled with allocation of responsibilities for hygiene promotion within the school hygiene clubs, has gone a long way, in most cases, in promoting hygiene behaviour change."

**From Sierra Leone:** "It is equally important to engage influential people in communities. In the context of Sierra Leone, they could be paramount chiefs, section chiefs and village chiefs, as well as religious leaders. They are deeply rooted in communities, while government officials may change from time to time. The existing community networks are powerful and efficient in terms of influencing priorities of local government, as well as maintaining good behaviour change of the population."

**From Yemen:** "Some challenges to life skills-based education in Yemen are the capacity of teachers, and it’s considered a waste of money and time, so instead the focus remains on academic results."

**From Nigeria:** "Sometimes several strategies have to be adopted to engage government and key decision makers to provide necessary resources for behaviour change programmes."
The key to gaining this understanding is participatory learning and the exchange of information. At the community level, PHAST places a great deal of emphasis on communities identifying and developing appropriate strategies for improving local water, sanitation and hygiene. PHAST has been adapted for schoolchildren in the form of Children’s Hygiene and Sanitation Training (CHAST). As with PHAST, CHAST focuses on the exchange of information and experiences among children themselves. Other approaches to WASH in Schools behaviour change include the Personal Hygiene and Sanitation Education (PHASE) hand-washing programme.

3. Main components of school-based WASH behaviour change

Although various approaches are employed to promote WASH behaviour change in schools, several elements form the foundation of most strategies among children. Child-to-child approaches are often a fundamental component of behaviour change strategies for WASH in Schools. They can take the form of direct training and education of children by their school contemporaries and are similar to peer education models for changing behaviours in the community context. Additional child-to-child strategies include behavioural modelling, and leveraging peer pressure and norms to encourage WASH behaviour change.

The central role of life skills-based education is another fundamental component of school-based WASH behaviour change. While traditional education emphasizes knowledge and attitudes towards hygiene behaviours, life skills-based hygiene education helps children develop and practise proper hygiene behaviours in real-life settings. It is designed to equip them with the necessary skills – including assertion, negotiation and coping – to apply healthy knowledge and attitudes. Life skills-based learning is accomplished through interactive sessions that promote sharing between students and encourage discussion and creative problem solving.

4. Developing WASH in Schools curricula

A curriculum for WASH behaviour change is a central component of any school-based intervention. Curricula should be developed with the cooperation and involvement of all relevant stakeholders, including national ministries, teachers and students. The key steps to curriculum development will be outlined, with a focus on developing appropriate behaviour change messages for the target population.

Integrating behaviour change curricula into existing education systems is an issue that requires consideration. Although natural homes for behaviour change include hygiene and environmental sciences, integrating hygiene promotion activities into other school subjects, such as mathematics and science, is also a possibility.

Curricula should not be limited to just formal course instruction. Student groups, such as school health clubs, are often in need of fun and exciting activities for spreading health and hygiene messages to other students and the broader community.

Key readings

The PHAST Initiative: Participatory Hygiene and Sanitation Transformation – A new approach to working with communities [Open PDF at www.who.int/entity/water_sanitation_health/hygiene/envsan/EOS96-11a.pdf]

Life Skills-Based Hygiene Education: A guidance document on concepts, development and experiences with life skills-based hygiene education in school sanitation and hygiene education programmes [Open PDF at www.irc.nl/content/download/11504/168690/file/life_skills.pdf]

Note: Please read through page 64.
**Supplemental readings**


*Note*: See pages 64–143.

**Discussion points/questions for end of module presentation**

- How does life skills-based education differ from traditional educational activities? Thinking of the places where you live and work, what are some of the challenges to implementing a life skills-based education? Are there examples of innovative educational approaches that have been successful?

- What are effective government engagement strategies that can build support with key decision makers to provide the necessary resources for effective behaviour change programmes in schools? Where are efforts to develop and promote effective behaviour change in schools likely to meet roadblocks or challenges. What are the strategies for addressing these challenges?

- In child-to-child strategies, many school-based WASH programmes assume a child-to-household transfer of skill and knowledge. What strategies can be incorporated to promote behaviour change in the home as well as the school?

**Discussion board activities**

The supplemental readings provide numerous examples of the ways in which traditional hygiene promotion and educational activities have been adapted for school-aged populations. In groups, design an education module that can be incorporated into your country’s or region’s existing education system that makes use of these techniques. Specify the age range, the specific behaviours you are targeting and what activities would be part of your education curriculum.

*OR*

Prepare a short persuasive statement (two to three paragraphs) outlining the rationale and objectives of an intensive behaviour change campaign for schools. The document should target a key decision-maker in your country or region. Include the specific behaviour change strategy you think should be implemented as part of your programme and the important steps needed to fully develop the behaviour change strategy.

Upload the final exercise to the discussion board within a week of the module to allow participants to comment. The activity can be uploaded as a Microsoft Excel, PowerPoint or Word document, or handwritten and scanned.
Learning objectives

At the end of this module, participants will be able to:

1. Describe instances in which children have been documented to effect change in the community through WASH in Schools initiatives.

2. Design a programme that empowers children to have ownership over the messages they share through child-led initiatives.

3. Understand the goals of School-Led Total Sanitation (SLTS) and the mechanisms through which schools can engage the community.

Module outline

1. Children as change agents

WASH in Schools initiatives, by definition, are intended to reach schoolchildren. However, because children spend only part of their days at school, there is opportunity for them to take the benefits of WASH in Schools programmes with them as they move beyond the boundaries of the school itself (as mentioned in Module 5. Behaviour Change Strategies for WASH in Schools). Children have been shown to effect change in the WASH knowledge and practices of their households, both when trained as health communicators (as described in Onyango-Ouma, Aagaard-Hansen and Jensen, 2005) and without formal ‘educator’ training (as described in O’Reilly, et al., 2008).

As an authoritative source of knowledge, schools are an established entry point for learning. They present an opportunity to engage parents, either through knowledge dissemination via children or through direct engagement and demonstration at the school. Teachers, however, are often already overburdened. The challenge is to develop learning activities and a curriculum that engages children and parents without being onerous on the teacher.

Although schools have great potential to reach the community through children, this message transfer is not automatic. Even when community change can be measured, the extent of WASH message diffusion can be very limited. The way that children are systematically engaged in diffusion depends on culture and the approaches employed by the programme.
Particular features of the relationship between a child and his or her external environment could affect whether there is a meaningful change in household and community WASH knowledge. These factors include whether:

- The child is particularly excited or motivated by a WASH message learned in school or WASH in Schools activities.
- The child feels empowered enough to share messages with others, including those who are older and more senior.
- The parent or other community member is receptive to the new idea or practice, and/or there are limited pre-existing barriers (e.g., cultural, financial) to the parent or family accepting the new WASH message or practice.
- The parent or community member has something to gain by adopting the WASH message.

2. Strategies for empowering children and moving WASH beyond the school

We should engage children for many reasons:

- Relevance – children are often the individuals who directly experience problems or issues.
- Agency – children should be seen as shaping their future, not merely as beneficiaries of action.
- Citizenship – children make up a large proportion of the population and should be encouraged to take responsibility for their citizenship.
- Visibility – adult institutions should be held accountable for what happens to children.

Young people can be empowered not only to share messages but also to invest in the messages by actively participating in development of the mechanism through which they are shared. WASH programmes can develop guiding principles on involving children through the planning, implementation and monitoring phases of the process.

Principles for meaningful child participation include: creating opportunities to genuinely influence decision making; encouraging children to freely express their opinions; treating children with respect and as partners; and encouraging equality, including participation from marginalized groups. Implementing strategies to engage children that meet the specific needs of each programme can contribute to greater near- and long-term success.

Discussion on Children as Agents of Change

From Yemen: “I think that the important principles for meaningful child participation are to empower them and engage them in planning, implementing and monitoring WASH programmes in schools.”

From HQ New York: “Three guiding principles for achieving meaningful child participation could be the three ‘Ps’: pride, play and planning.”

From Azerbaijan: “The key guiding principle is participation itself. The process of participation from planning to implementation to monitoring and evaluation – with and for children and young people – enables them to gain knowledge and skills including communication, self-esteem and self-confidence and empowers them to be partners of change in each setting they are in ... child parliaments or school parliaments where the process started with them to discuss the issues of their concern with adults, decision- and policy-makers; peer education where children set up a mechanism to deliver the most important messages to their peers, etc.”

From Malawi: “Promotion of hand washing with soap during critical times, like after toilet use in schools, has had a positive impact – even in surrounding communities, where it’s been observed that some households are now having tippy taps next to their toilets.”

From Mali: “The Save the Children sponsorship-funded SHN [school health and nutrition] programme is intervening in 254 villages/schools in Sikasso District. We are implementing the Child-to-Child approach centred on WASH in 65 schools. The main theme is education on hygiene and sanitation practices. After cascade training of teachers, they teach schoolchildren, who are going to implement the CtC approach in communities. This permits us to break down certain social obstacles of communication on hygiene behaviour change. In the 65 villages, child hand washing is integrated as a daily habit. Traditional wells are being treated by Javel water or Aqua tabs tablets. It is a small revolution in the behaviour change in our impact area.”
3. School-Led Total Sanitation

The School-Led Total Sanitation (SLTS) programme evolved from principles developed for the Community-Led Total Sanitation (CLTS) initiative, combined with the principles of School Sanitation and Hygiene Education (SSHE). In an SLTS initiative, schoolchildren and staff are the implementers of a public effort geared towards completely stopping open defecation in the surrounding community. SLTS began in Nepal and has been implemented in more than 20 countries.

SLTS activities occur in three phases:

1. First, the **ignition** phase to foster a community-wide desire for sanitation solutions that will end open defecation. Participatory activities, led by child health clubs and schoolteachers, include:
   - Community mapping of homes and defecation areas, and a community walk through these areas.
   - Demonstration of faecal-oral transmission pathways.
   - Calculations of faeces produced and ingested each year.

2. The next step is **implementation**, wherein the child health clubs help plan sanitation alternatives with the goal of reaching the ‘No Open Defecation’ level, totally eliminating open defecation.

3. Once ‘No Open Defecation’ is reached, the final step is **follow-up**, wherein the school catchment area is monitored, often by schools and child clubs.

SLTS requires strong leaders, both adults and children, within the school. It also functions through partnerships between the school, local associations and community actors. This approach requires a great deal of organization but can result in dramatic change under the right circumstances.

Unlike the earlier examples in this module, in which children shared messages as individual change agents, this example demonstrates how the school itself can be a powerful agent in community-level change. In this module, we will review SLTS as one mechanism for disseminating WASH messages and fostering change in the community, using schools as an entry point. Opportunities and challenges of this method will be discussed.

**Key reading**


**Supplemental readings**

* Denotes supplemental readings that will be mentioned in the module.

**Evidence for children as change agents:**


**Child-led initiatives and child advocacy:**

* Adolescent Development and Participation Unit, *UNICEF Handbook: Children as Advocates* –


School-Led Total Sanitation:


Discussion points/questions for end of module presentation

Note: These questions are for supplemental discussion or assignment and are not part of the teaching module.

On children as change agents:
- If the goal is to change behaviour in the community, why should practitioners focus on schools? What are ways to adapt standard school-level interventions to maximize the effect children have outside the school?
- Do you have examples from your own experience of ways child WASH initiatives have had a community impact? Are there best practices to be shared from these experiences?
- What motivates children to take messages home? What motivates communities to adopt the messages?

On measuring community impact:
- It can be difficult to measure the effect schoolchildren have on their surrounding community, and it can be more difficult to link these changes to the children’s actions. Why would it be useful to scientifically link a change in community WASH attitudes and behaviour with school initiatives, as in the O’Reilly paper? When would this kind of evaluation be unnecessary?
- What are ways to informally measure the effect a school-level programme is having on the community, without using rigorous experimental design?

On School-Led Total Sanitation:
- The Adhikari and Shrestha paper favourably describes the impact SLTS has had on the surrounding community. What are the features of the schools, communities and SLTS initiatives described that led to the programme’s success?
- What are some features of any school that would make it better able to engage a community through SLTS?
- In what situations would you not recommend SLTS?
Module 7: WASH Technologies in Schools

By Matthew C. Freeman, MPH PhD, and Robert Dreibeilbis, MPH

Learning objectives

At the end of this module, participants will be able to:

1. Understand the importance of technology choice in developing and maintaining effective WASH in Schools programmes.
2. Describe the principles of child-friendly design and its implications for technology selection for school-based programmes.
3. Understand the benefits and challenges of technology choices for WASH in Schools, specifically sanitation, personal hygiene and hand washing, water quality improvement and water supply.
4. Understand the cost implications for different approaches.

Module outline

1. Technology choice and school-based programmes

The water, sanitation and hygiene facilities at a school are central to any school-based programme. Effective WASH in Schools programming requires both ‘software’ and ‘hardware’ components to achieve optimal impact. Even interventions that target specific behaviours among students, such as improving hand washing with soap, must provide the necessary hardware to enable positive behavioural outcomes.
Technology choice is therefore a key component of every school-based WASH programme. ‘WASH technology’ in this context is not intended to be synonymous with ‘high-tech’ solutions. In fact, many simple technologies are appropriate for the school setting. WASH technology is the umbrella term we will use to mean the water, sanitation and hygiene facilities within the school environment. All of these facilities require appropriate education and behaviour change strategies, as well as careful consideration of their intended use in schools.

A variety of general issues must be considered when selecting appropriate technologies for school-based programmes. The supply chain and availability are two main considerations. Not only is general availability of technology an important factor in implementation of school-based programmes, supply chains and access to replacement parts and consumables have direct implications for long-term sustainability.

Issues related to the supply chain and availability are particularly important in national-level or other large-scale programmes where a large number of schools in economically diverse settings may be required to implement standardized technological approaches. Although many high-technology solutions are available for water and sanitation interventions, on-site capacity to manage and maintain facilities is paramount to successful implementation and longevity.

Durability is another key component to consider when selecting WASH in Schools technologies. Most importantly, school-based technologies must be appropriate for the target users: school-aged children. We will discuss the principles of child-friendly design in the next section of this module.

Technology choice has implications beyond initial selection and implementation. The choice of specific hardware interventions in schools requires careful consideration of long-term resource availability and on-site capacity.

Interventions that rely heavily on consumable goods – such as soap for hand washing or supplies for water treatment – must be accompanied by commensurate budgetary allocations to ensure their continued purchase at the school level. On-site capacity, for both the budgeting process and for management and operation of facilities, must also be considered in selecting technologies for WASH in Schools programmes.

### Discussion on Child-Friendly Schools and WASH Standards

**From HQ New York:** “To achieve CFS, government participation and support is a key factor. Also, standardization of WASH facilities and water supplies would benefit the cause. More centralized data collection to support the results is also crucial.”

**From Burundi:** “Access for children with disabilities will need to be taken into account, as well as the needs of girls during menstruation (special room/requirements).”

**From Uganda:** “It is very common that in a school, a block of five stances per latrine is built for boys and girls separately but not necessarily a separate room for girls during menstruation. The design, construction and maintenance of the facilities have critical implications for hygiene and sanitation.”

**From Lebanon:** “There is a great variation in the school settings across the country: some are generally well equipped, while others are in extremely bad shape.”

**From Mozambique:** “In Zambezia Province, the most challenging standards are those relating to water quality and quantity, and the number of latrines required. Many schools do not have a closed well – some do not even have a traditional hand-dug well close by (which anyway have dirty contaminated water because they are not protected). Many schools do not have latrines.”

**From South Sudan:** “The most challenging issue in the WASH guidelines in schools are: Toilets are not always appropriate to local culture, are not age- and gender-appropriate, and no consideration for disabled children. Generally speaking, only one design is applied to all schools regardless of the culture and social conditions.”

**From Georgia:** “Most achievable standards in the Georgia context: • The segregation of toilets for male and female students and teachers is ensured in nearly every school. • Hygiene education is part of the school curriculum.”
2. Child-friendly technologies for schools

The required reading for this session (Zomerplaag and Mooijman, 2005) outlines 10 basic principles for ensuring child-friendly school hygiene and sanitation facilities. Although the document does not explicitly cover drinking water and water treatment, the points outlined provide a valuable overview for issues to be considered when selecting technologies for use in schools. According to the authors, child-friendly facilities:

- Are interactive spaces that stimulate children’s learning and development.
- Are designed with involvement of children, teachers, parents and communities.
- Provide lowest-cost solutions with no compromise on quality.
- Have operation and maintenance plans.
- Have appropriate dimensions and features for children.
- Address gender-related needs and roles.
- Do not harm the environment.
- Encourage healthy hygiene behaviour.
- Offer adequate capacity and minimal waiting time.
- Have well-considered locations.

We will discuss these 10 points in detail and their implications for WASH in Schools policy, planning and implementation.

3. Technology selection for school – case studies

Following our overview of the importance of appropriate WASH in Schools technologies, we will examine the child-friendly nature of several technologies used in schools. We will discuss case studies and technologies relevant to different aspects of WASH, particularly emphasizing on-site systems, i.e., systems not connected to municipal facilities, including:

- Hand-washing stations and provision of soap
- Washrooms
- Sanitation technologies (latrines and urinals)
- Water containers
- Water treatment technologies
- Sanitation technologies for school
- Rainwater harvesting facilities.
4. **Cost implications**

As part of the discussion on technologies, we will consider costs associated with the different technologies. This will include both upfront construction and recurrent costs. Because specific costs differ considerably from country to country, and even between schools in similar districts, we will focus on some of the overall aspects to consider when evaluating technology choices.

**Key reading**


*Available at* [www.irc.nl/page/9587](http://www.irc.nl/page/9587)

**Supplemental reading**


*Available at* [www.irc.nl/page/25321](http://www.irc.nl/page/25321)

**Discussion points/questions for end of module presentation**

- Give one example of a WASH in Schools technology that succeeded. Give one example that failed and discuss why.
- What are the most challenging aspects of technology provision for WASH in Schools?

**Discussion board activity**

After participating in Module 7, make a PowerPoint slide that presents a photograph or drawing of a WASH in Schools technology you have seen in your country. Below the picture, include text about the benefits and challenges of this technology, the cost and other details. Email the slide to the course administrator.
Learning objectives
At the end of this module, participants should be able to:

1. Discuss the WHO definition of health and how it applies to WASH-related and gender-specific issues.
2. Appreciate the scope and consequences of WASH-related challenges that schoolgirls face.
3. Know the challenges and critical factors of a WASH in Schools approach that will maximize impact for girls.
4. Think critically about how specific cultural contexts shape the experiences of schoolgirls and how these contexts should influence programme interventions.

Module outline

1. Discuss the WHO definition of health and how it applies to WASH-related and gender-specific issues

The World Health Organization adopted a definition of health that has not changed since 1948: “Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.” [1]
Health is often simply considered to be the absence of disease or infirmity, but an emphasis on the physical, mental and social aspects recognizes that health is more complex. This definition of health is particularly useful when considering the scope of WASH-related issues that girls face at home and at school. With this definition in mind, it is evident that the challenges for girls are not just struggles or inconveniences but health concerns that require appropriate attention.

To fully understand this definition it is important to understand what physical, mental and social health are. The figure below offers examples for each aspect:

Aspects of health according to the WHO definition

- **Physical health** – Ability to walk, see, hear, communicate, engage in physical activity, control movement, and be well nourished and hydrated
- **Mental health** – Ability to be happy, live without anxiety, depression, stress, fear or shame
- **Social health** – Ability to interact with and have support from others, maintain a community, make decisions, not experience teasing or ridicule, have equitable access to goods or services

**Discussion on Girls**

**From Kenya:** “We partner with a primary school in Nairobi. Many of the older girls may miss school because they have to fetch water or start their menstrual cycle. It is our hope that our visit ... will help girls with the proper resources to use to stay in school more. The most trusted of knowledge sources for young girls are their parents or their leaders in the houses of worship.”

**From Nigeria:** “To achieve results for girls’ empowerment, there is a need to promote integrated girl-friendly WASH in Schools services ... Equal emphasis has to be placed on the software and hardware components of WASH in Schools, with provisions to meet the special needs of girls: adequate toilet facilities, with separate blocks for girls; menstrual hygiene management; establishment and strengthening of school environmental health clubs, with adequate representation of girls; provision of water facilities in schools; orientation on roles and responsibilities of stakeholders in management of school WASH facilities, with emphasis on shared responsibilities; and hygiene promotion.”

**From Lebanon:** “Knowing the country context, boys and girls are equal in what concerns water collection ... The spotlight will be set on the duty to provide girls with adequate sanitation facilities on school premises, ensuring privacy, comfort and safety.”

**From Nigeria:** “In the Nigerian society, especially [the] south-east, schools are commonly believed to be centres of new information and positive changes. Promoting gender equity in the allocation of roles in WASH – such as cleaning the toilets, collecting drinking water for class use by both boys and girls, and the provision of sex-segregated latrines with commensurate adequate water supply and disposal facilities for sanitary pads in the girls’ toilets – could help build the right attitude and behaviour in the young people as they grow into adults. This will reduce the amount of challenges faced by girls currently.”
2. Appreciate the scope and consequences of WASH-related challenges schoolgirls face

a. **Poor WASH conditions are generally a greater burden for girls than boys, both in the home and at school.** Girls are not treated equitably regarding WASH issues in general, and they often carry a disproportionate load of tasks related to water, sanitation and hygiene. When water supplies at home are low, for example, women and girls are usually responsible for fetching more. As a result, girls may miss school to carry out this prescribed duty. Similar gender roles are often maintained in the school context, where the duty of water fetching is frequently given to girls. Important class time may be missed as a result [2].

When latrines are dirty, girls may be more likely to be asked to clean them [3]. In Kenya, although girls would clean girls’ latrines and boys would clean boys’ latrines in the SWASH+ project schools, girls were reported to be exclusively responsible for cleaning the teachers’ latrines. It would not be unimaginable, therefore, for a girl to skip school if she knew this task was in front of her.

b. **Poor WASH in Schools conditions are a greater challenge for girls than for boys.** A lack of appropriate WASH infrastructure is particularly problematic for girls. Toilets must be accessible, private, safe and clean for girls and boys to use. If they are not, girls are more likely to delay relief, resulting in discomfort and distraction, or they may seek alternative places to go.

Girls in primary schools in Kenya indicated that they would go to the sugar cane fields for privacy, but feared getting bitten by snakes or raped by farm workers. Similar fears related to school latrine use have been reported in South Africa [4]. Unsafe conditions in school latrines may influence a girl to defecate in the open, compromising her privacy, dignity and safety.

Latrines must also be available for female teachers. If they are not, female teachers may choose to work at others schools and access to female role models for both young girls and boys may therefore be limited [3].
Finally, a lack of water and soap in schools prevents girls from washing, which is especially important during menstruation. A recent study in primary schools in western Kenya found a significant reduction in girls’ absenteeism in schools that were close to a water source – and were provided with water treatment and hand-washing facilities as well as hygiene education. The same study found that there was no reduction in absenteeism among boys. This finding suggests that poor WASH in Schools conditions are more difficult for girls to manage and that the effect of these conditions on female students requires further investigation [5].

c. **The onset of menstruation further complicates matters for girls in schools.** Several recent studies have described menarche as a time when girls are filled with confusion, shame and fear due to a lack of knowledge about their changing bodies [6]. In China, among girls who are menstruating, a lack of water in schools resulted in a 13% drop in the probability of enrolment and a two-year drop in school duration [7].

Poor sanitation facilities and a lack of water and soap leave girls without a private place and the means to keep themselves clean. Girls may prefer to stay home rather than face the embarrassment of a stained uniform. Missed school days add up, girls fall behind, and many drop out of school completely.

Menstruation is not consistently addressed in water and sanitation projects, and there is a need to more fully recognize and understand the benefits of water and sanitation projects for menstruating girls [8]. This portion of the module will raise questions about menstrual hygiene management and encourage participants to consider how menstruation relates to the physical, mental and social aspects of health.

### 3. Know the challenges and critical factors of a WASH in Schools approach that will maximize impact for girls

Given the evidence from the study in Kenya and other studies, it is clear that WASH interventions have an impact on girls. Three intervention types are crucial: (a) hardware, in the form of gender-specific, safe, clean and accessible sanitation facilities and water sources; (b) software, in the form of puberty and hygiene education and support systems; and (c) recurrent consumable inputs, with particular attention to soap and water for cleaning, and culturally appropriate materials for menstrual hygiene management. Examples of these intervention types will be discussed during this module.

### 4. Think critically about how cultural contexts shape schoolgirls’ experiences and how these contexts should influence programme interventions

Finding the most appropriate interventions for girls in school depends on the predominant norms and attitudes in the area where work is to be done. Attitudes regarding girls’ roles in relation to WASH and menstruation may vary widely within a country or even among neighbouring villages. Some large-scale policies and movements may be initiated at the national level. Implementation of those policies, however, may be difficult and require community-level groundwork so that cultural needs are considered. Participants in the course will read case studies and stories from different parts of the world and will discuss how these examples differ from or are similar to the situation in their own country.
Supplemental readings

Case studies/stories for in-class discussion will be drawn from:
Available at growandknow.org/pictures/book.htm or open PDF at growandknow.org/Puberty_ (kubalehe)_book.pdf

See page 205 of PDF that opens at www.wateraid.org/documents/MHM/Menstrual-hygiene- matters-complete-HR.pdf

Available at www.wsscc.org/resources/resource-publications/addressing-special-needs-girls- challenges-school-bangladesh

Discussion points/questions for end of module presentation

- Girls’ challenges and burdens related to WASH – having to fetch water, clean latrines, miss school due to menses – are often disempowering. How might an intervention be devised that makes these burdens more equitable and empowers the girl student?

- Thinking of the places where you live and work, who are the most trusted sources of knowledge for young girls? Who do they depend on for support? Are these people engaged in school decision making?

- Women are often charged with educating girls about menstruation. How appropriate would it be to engage male teachers, fathers, brothers or other boys in conversations about menstruation in the country where you work? What are some of the roles each could have in assisting girls in menarche and menstrual hygiene management?
Discussion board activities

As a group, do one of the following activities and post it to the discussion board:

1. The supplemental reading ‘Growth and Changes’ contains stories of challenges girls face related to WASH in Schools. In your group, write a short story (one to two paragraphs) of a challenge a schoolgirl may face in your country. Feel free to tell stories that are true, based on an account you have heard or even experienced. Also, feel free to discuss the roles of schoolboys and what they might feel as they try to understand menstruation from their perspective. Please make sure the challenge is related to WASH. At the conclusion of your story, include two discussion questions that you would like your readers to consider.

OR

2. In two paragraphs, share any current policy surrounding WASH-related issues and girls in schools, and what needs remain. In the first paragraph, focus on the policy’s details: When was the policy written? Who was involved? What does it say? In the second paragraph, report on outcomes for the policy: Has it been implemented? Were any major actions taken as a result of the policy? Have any changes been made? Finally, conclude your paragraph with a suggestion on how the policy may be improved.

References

Learning objectives

At the end of this module, participants should be able to:

1. Discuss what is meant by ‘sustainability’ for various stakeholders.
2. Know the evidence base for sustainable WASH in Schools programmes.
3. Understand and discuss the challenges of sustaining a WASH in Schools programme.
4. Understand and discuss the key school-, district- and national-level criteria necessary for fostering sustained access to WASH in Schools.
5. Understand and explain approaches to scaling up a successful WASH in Schools programme, as well as the current challenges encountered.

Module outline

1. Defining ‘sustainability’ and aspects of a sustained approach

Sustainability means different things to different stakeholders, depending on their position and experiences in the programmatic context of WASH. Sustainability must include hardware and software components, such as access to sanitation and hygiene facilities, year-round water provision and effective
education. We will discuss different aspects of sustainable WASH in Schools programmes: technical, financial, institutional, social and environmental [1].

Before beginning a discussion on sustainability, it is important to clarify realistic end goals for programmes. Do we expect local stakeholders to maintain technology improvements in schools independently of outside funding? Is there a yearly budget line item for recurrent maintenance costs that ensures proper upkeep? Are we attempting to institute changes in the education curriculum?

Aspects of sustainability include:
- Sufficient, yearly funding from the government to maintain infrastructure.
- Funds for enhancing access to a set number of schools every year.
- Involvement of local stakeholders engaged in provision at local schools.
- Teachers with time and motivation to improve access to WASH in Schools.
- A policy environment that enables stakeholders’ engagement and engenders accountability at all levels.
- A facility construction programme integrated with hygiene education.
- A monitoring system that allows for decision making at the local, district and national levels [2].

2. Available literature on sustaining WASH in Schools programmes

There are few available studies on the long-term sustainability of WASH in Schools programmes because post-final evaluations of software or hardware delivery are seldom conducted. Among successful school-based WASH programmes, the factors contributing to long-term programme outcomes are not well understood [3]. A study conducted in India, four years after project implementation, reported that water and sanitation hardware was better maintained in intervention versus control schools. Some measures of student hygiene and sanitation behaviours were not always different, however, and soap was seldom available in any school [4]. A report aiming to identify predictors of sustainability

Discussion on Sustainability

From Angola: “The main issue at the national and local levels is the lack of standards. The lack of clear guidelines leaves schools without a sustainable system of operation and maintenance. The establishment of guidelines would bring some standards. At the school level, more involvement of stakeholders would improve the sustainability of WinS and would improve responsibilities.”

From India: “Some of the challenges being faced for sustaining WASH in schools are:
- Lack of national monitoring systems and capacities to address quality parameters for water.
- Waning priority to complete targets, and lack of focus on ensuring child-friendly designs, standards and norms.
- Sustaining improved behaviour – toilet use, hand washing, safe handling of water.”

From Mali: “The main challenges in Mali are:
- National – implementation of national policy ... WASH in Schools is not a high priority of education.
- Local – lack of awareness of the community in terms of the importance of WASH in Schools.
- Schools – lack of awareness of the school management team and teachers [on its] importance; monitoring and evaluation of use of the national module on behaviour change in WASH.”

From Nepal: “The main challenges in sustaining the WASH programme in school is nobody takes ownership at the local level and [the] lack of a budget ... There is no plan for budget release from MoE to establish a WASH programme in schools continuously.”

From Kyrgyzstan: “In addition to ownership, the motivation of stakeholders is key. Stakeholders do not see themselves in the whole picture.”

From Geneva: “Oftentimes, the WASH agenda is driven by the donor community, which brings in the funds and supports the activity without a long-term vision to get local ownership and ensure budget allocation to sustain a programme. Also, human capacity to maintain such programmes is often not developed well, and sustaining such programmes becomes an added burden on the select few who, with time, lose their enthusiasm.”
in 100 Kenyan schools emphasized the need for an established supply chain, budget and institutional support to ensure that crucial WASH provisions and school support can be consistently provided [5].

3. WASH sustainability challenges

There are many reasons schools are not afforded appropriate WASH infrastructure, and when latrines are constructed or water is provided, there are reasons provision cannot be sustained. Provision of soap and a place for hand washing or personal hygiene is rarely found at schools in poor communities.

Many enabling factors must be in place for schools to reach standards for providing WASH. Sometimes, it takes only one challenge to derail the best attempts to sustain access for schoolchildren. Major challenges to providing WASH in Schools are lack of interest at any level; degradation of facilities and lack of reasonable infrastructure standards; no curriculum; unmotivated and underpaid teachers, and teacher turnover; no operation and maintenance systems at the school level; and no accountability at any level, as well as no monitoring system.

4. Key criteria for fostering sustainability at the national, local and school levels

At the national level, when we discuss sustainable WASH in Schools programmes, the focus is usually on enabling policies that foster cost-effective provision of long-lasting infrastructure improvement and behaviour change. This typically requires smart decisions about technology standards, line item budget provisions, developing new curricula that include WASH lessons and an enabling policy environment.

Local-level officials often hold primary responsibility for enacting national policies and standards. Accountability and service delivery must be coordinated between various ministries. There must be effective monitoring and accountability at the national and district levels as part of an integrated education management information system.

The school level is where the primary relationship between service providers and service recipients exists. Students and parents must hold school officials accountable for provision of WASH services. Strong community involvement in WASH in Schools is essential. Monitoring should focus on the ‘leading indicators’ of sustainability, such as the school’s financial capacity and accountability mechanisms [6].

What are the necessary criteria to consider for implementation of sustainable WASH in Schools programmes? In this section, we will discuss criteria at each level.

5. Pursuing WASH in Schools at scale

Resources invested in WASH in Schools will go further if an eye towards achieving impact at scale is taken from the beginning. There are three approaches:

A. Replicate the approach in new districts after achieving universal coverage in one district.
B. Develop partnerships with new stakeholders who can push the lessons and policies into other areas.
C. Infuse lessons, approaches, standards and priorities into existing education, health or community development programmes. Although there are few concrete examples of scaling up WASH in Schools programmes, in this section we will discuss several approaches to scaling up, as well as common challenges.
Key reading
Note: The speeches at the beginning can be skimmed. The remainder should be read in more detail.

Supplemental readings
Shordt, Kathleen, ‘Indicators for WASH in Schools’ (Case study developed by IRC under the SSHE Global Sharing project financed by UNICEF), IRC International Water and Sanitation Centre, Delft, Netherlands, 2006. Open PDF at www.schools.watsan.net/page/327


Discussion points/questions for end of module presentation
• What are some of the key challenges in sustaining WASH in Schools programmes at the national, local and school levels in your country?
• Have you been involved in any scale-up programmes? Share the approach utilized and lessons learned.

References
Module 10: Monitoring and Evaluating WASH in Schools Programmes

By Leslie Greene, MPH

Learning objectives

At the end of this module, participants should be able to:

1. Identify components of a more robust monitoring and evaluation (M&E) system to enhance decision making and programme effectiveness.
2. Become familiar with the UNICEF WASH in Schools Monitoring Package.
3. Understand basic M&E methods and concepts.

Module outline

1. Identify components of a more robust M&E system to enhance decision making and programme effectiveness

Programme monitoring and evaluation results can be useful tools to engage government stakeholders, donors and beneficiaries, enhance accountability and promote achievements. Most importantly, M&E can and should be used to guide targeting, technology choice and programmatic approaches to improve effectiveness and sustainability.

Unfortunately, many programmes face difficulties employing M&E systems that provide timely or useful feedback to stakeholders for assessing effectiveness, monitoring outcomes and measuring impact. WASH in Schools programme monitoring is typically limited to reporting outputs or activities completed, such as the number of latrines constructed or teachers trained, and measurement of intended impacts, such as enrolment or test scores. The leap from reporting output to measuring impact depends to a large extent on the support of school personnel, community leaders and students. These outcomes, which include
such items as daily provision of hand-washing materials by the school or proper maintenance of latrines and rainwater tanks, must be measured as well.

Because successful WASH in Schools programmes need leadership and resources within the school or community, they require continued monitoring and critical reflection by the responsible agencies throughout the project cycle. This allows shortcomings and threats to sustainability to be addressed early. In addition, monitoring must be done as a supportive rather than policing activity so that school personnel and students feel encouraged and empowered to improve their school environment.

In this module, components of a robust, more effective M&E plan will be described. Participants will be invited to share their own experiences of challenges and limitations in monitoring and evaluation.

2. Become familiar with the UNICEF WASH in Schools Monitoring Package

Education management information systems (EMIS) at the national level often lack relevant WASH in Schools indicators. A lack of information about the degree of need for WASH facilities throughout the country inhibits the ability to strategically plan programmes or policies. When WASH in Schools data are collected within the EMIS, they are often of poor quality or limited value. The improvement of a national EMIS is an important contribution that can lead to more direct benefits to students in the future.

To address this need, UNICEF has issued a comprehensive guide to M&E for WASH in Schools. This publication contains a suggested data collection tool to be incorporated into a national EMIS, as well as commentary and examples. In addition, the WASH in Schools Monitoring Package contains a more in-depth module for use in a more comprehensive national survey, including surveys and interview guides for teachers and students as well as a policy environment desk review. A final module contains monitoring activities that can be led by children.

This lecture will briefly address each of the modules to orient participants to the available resources. A case study from UNICEF will be presented as an example of an approach to improving a national EMIS, and participants will be invited to discuss their own experiences.

Discussion on Monitoring + Evaluation Challenges

**From Guyana:** “For water, it would be relating to ... ‘quality’ because it is generally accepted that water delivered to the school compound (or from shallow wells on site) is not safe to drink. Children are accustomed to bringing their own water or buying bottled aerated drinks from vendors.”

**From Tajikistan:** “The good thing about joint monitoring is that every involved stakeholder will have fresh insight into the situation with WASH in Schools, its impacts on girls’ attendance, degree of morbidity from vector-borne diseases and worm infestation, link to the students’ conduct, shortcomings and successes.”

**From Georgia:** “The WASH indicators are not included in EMIS in Georgia. There is an electronic school database at the Ministry of Education, but it does not contain information about WASH conditions in schools, just one question about sanitation facilities. Therefore, all the core EMIS questions will be valuable and needed ... We are planning to have a discussion with the Ministry of Education related to the WASH indicators.”

**From Sudan:** “Sometimes we are not giving enough attention to water treatment in schools, especially when there are no safe water sources ... and water is collected from far-away sources and stored at school.”

**From Timor-Leste:** “In the current EMIS form ... the following questions are missing: school type (day school/boarding school/other); students with physical disability (number of boys, number of girls and total) ... This needs to be further discussed with the Ministry of Education.”

**From Kyrgyzstan:** “The questions related to waste disposal would be very useful, given that many schools do not have a mechanism for waste management ... In one provincial school, waste is being collected by a municipal waste management agency once a year ... Questions related to hygiene and water are also useful, as in many cases, even if the hand-washing stands are available, they are located far from the toilets and water sources are not always functional.”
3. Understand basic M&E methods and concepts

Numerous evaluation methods are available and must be carefully selected so that they are both appropriate to the intervention design and able to truly measure change attributable to the programme. Choosing an evaluation design will depend on various factors. Ideal methods for measuring impact require what are sometimes complex epidemiological and statistical methods and training; however, the underlying concepts are basic and important to understand. These concepts will be addressed in this module.

Topics covered will include methods required in order to attribute impact to a particular programme; the purpose of and methods for selecting comparison groups; sampling methods; and measures of certainty and precision, as well as illustration of why they’re relevant to programme evaluation.

Key readings

Régis Garandeau, *Evaluating and Improving the WASH Sector*, IRC Thematic Overview Paper no. 23
Open PDF at [docs.watsan.net/Downloaded_Files/PDF/Garandeau-2009-Evaluating.pdf](docs.watsan.net/Downloaded_Files/PDF/Garandeau-2009-Evaluating.pdf)

UNICEF WASH in Schools Monitoring Package
Open PDF at [www.unicef.org/wash/schools/files/wash_in_schools_monitoringpackage_.pdf](www.unicef.org/wash/schools/files/wash_in_schools_monitoringpackage_.pdf)

Toolkit on ‘Assessing the Sustainability & Effectiveness of School WASH Projects’, Center for Global Safe Water, Emory University, 2010
Available at [www.washinschools.info/docsearch/title/172822](www.washinschools.info/docsearch/title/172822)

Supplemental readings


*Note:* Navigate to headings in the left-hand column (e.g., Foundations, Sampling, Measurement) for pull-down lists of topics relating to evaluation design, qualitative and quantitative research methods, types of sampling and more.

Excerpts from Guides on Qualitative Research


*Note:* The chapter includes more detailed descriptions and examples of logical frameworks.

Open PDF at [www.psilearning.com/USF_Data/web/lesson2/reading/Logframe.pdf](www.psilearning.com/USF_Data/web/lesson2/reading/Logframe.pdf)

*Targeting for Nutrition Improvement*, Food and Agriculture Organization of the United Nations, 2001
Available at [www.fao.org/docrep/004/y1329e/y1329e00.htm](www.fao.org/docrep/004/y1329e/y1329e00.htm) (English, with link to website in French)

Other tools include the online epidemiology calculator, available at Open Source Epidemiologic Statistics for Public Health, [www.openepi.com](www.openepi.com)
Discussion points/questions for end of module presentation

- What are some of the contextual factors – social, political, environmental, cultural or other – that might influence the outcome of a WASH in Schools intervention in your area?
- In what ways have data led to better decision making in projects in which you have been involved? Can you identify ways data could have been collected or used differently to improve the project outcomes even more?
- To what degree are WASH indicators included in the EMIS in your country? Are they sufficient?

Discussion points/questions for online discussion board

1. Which of the EMIS questions in the UNICEF WASH in Schools Monitoring Package do you think might be most valuable and needed for your country’s education management information system?
2. Which stakeholders should be involved in planning the M&E system for a national-level WASH in Schools programme in your area? Are there any challenges to engaging all the relevant stakeholders in this process?
3. Among the elements of the four-part system for M&E to assess, share, give feedback and take action, choose one issue you would like to assess in your country. Briefly describe how you might design a system for sharing information, getting feedback and taking action:
   a. **Whom** would you share information with and why?
   b. **How** would you share it, **when**, and **through which venues**, groups or platforms?
   c. **What is the ultimate objective** or action you would like to occur as a result of your information gathering and sharing?

Activity

For an example to use in this activity, choose between either your organization’s current internal process for collecting and managing programme information OR your country’s national process for collecting and managing educational programme information. Draw up a series of lists to answer the following questions:

- Who are the relevant stakeholders who need information?
- What information is currently collected through monitoring and evaluation activities, and who collects it?
- What is usually done with that information?
- How and when are decisions made regarding the programme?
- When is that information needed to inform decisions, and who needs it?
- What additional information is needed to improve the programme? Are there any general gaps you see in the current M&E system?
- Explain ways that you would improve data sharing and stakeholder engagement within the existing structures for a new WASH in Schools programme.
Learning objectives
At the end of this session, participants should:

1. Be familiar with the different domains of equity of access.
2. Understand how policy and practice may differ with respect to equity of access.

Module outline
Little attention has been given to issues of equity. Without a clear understanding of issues that may impact equitable access to WASH facilities and education in schools, it is not possible to evaluate progress in coverage and access. Data are often not available at meaningful units of analysis to understand levels of service at the school level, nor do they describe the quality of this coverage/attainment within the school. Instead, they are usually aggregated measures of coverage, often broken down only to the number of students per facility by district or province.
In March 2011, Emory University’s Center for Global Safe Water developed a collaboration to assess the global scope of the equity of access to WASH in Schools. The purpose of this collaboration was to contribute to the strengthening of WASH in schools programming to support the global Call to Action for WASH in schools and to provide case studies to highlight issues of inequitable access. Six UNICEF country offices came forward to participate in developing case studies: Kyrgyzstan, Malawi, the Philippines, Timor-Leste, Uganda and Uzbekistan. The specific objectives of the research were to:

1. Quantify and describe access to WASH in Schools.
2. Describe the country-specific policy environment for equity of access to WASH in Schools at the national, district and local levels.
3. Explore the country-specific dimensions of WASH equity and evaluate how the relationship between policy and provision of WASH are affected by equity.

Equity is typically manifest in strong policy and robust execution of that policy among all stakeholders. Policy dimensions explored as part of this study include:

**Accountability.** Policies should be in place that designate clear roles and responsibilities at the ministerial and local levels for provision of WASH in Schools. It is often unclear whether it is the ministry of water, health or education that is primarily responsible for school water, sanitation and hygiene education.

**Funding.** Distribution of funds must be based on need, not political calculations, and be sufficient to address marginalized conditions such as water scarcity.

**Technology standards.** Latrine, water supply and hand-washing technology standards must account for children of different religious beliefs, ages and abilities. Standards must be developed for schools with different soil types (for latrines) and water availability.

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### Discussion on Sensitive yet Critical Issues

**From Afghanistan:** “One of the most sensitive issues for Afghanistan WASH in Schools is Menstrual Health and Hygiene (MHH). A UNICEF Afghanistan study has shown that approximately 30% of girls do not attend school at any time in a given month due to MHH issues.

“This subject is often given little discussion, and especially in a society which is still male dominated, it is difficult to implement such activities throughout the country. We are having slow but steady progress, with an increasing number of schools having MHH facilities and teaching. Slowly, it is becoming less sensitive and more partners are implementing programmes.”

**From India:** “Exclusion, especially on the caste and religion basis, especially when it comes to ‘who cleans’. Gender-friendly designs, taking special care of menstrual hygiene. WASH for children with special needs.”

**From Cambodia:** “The most sensitive issues are leadership in responsibility and commitment of the concerned departments (rural development and education sector). Personal habits and behaviour change are the factors that have the most difficulty with changing the behaviour of those leaders. For instance, the sensitive issues on advocating for the provincial official to have and use a clean toilet in their own office.”

**From Nepal:** “I think the most sensitive issues that should be taken into account for successful implementation of WASH are:
- INCLUSION, based on disability.
- GENDER, to lay special emphasis on gender aspects.
- PARTICIPATION, children’s and communities’ participation.
- PHYSICAL, toilet, drinking water and hand-washing with soap facilities, etc.
- CULTURE, of the society.”
Hygiene education. Educational materials need to be available in minority languages of instruction and for children of all ages and literacy skills. Materials must also be gender appropriate, and should consider topics relevant to menstrual hygiene management in appropriate age groups.

Monitoring access. Monitoring of school level indicators, for functionality of facilities as well as presence, is crucial to track progress towards universal access to WASH in Schools.

We explored areas of inequity that are evident at the sub-national and school levels. Sub-national dimensions included urban-rural disparities, climatic or geographical conditions, type of school institution (public, private, informal) and other regional disparities. Individual dimensions included gender, age, socio-economic status, caste or tribe, religion, and special needs and disabilities. The dimensions, as outlined below, were identified through a literature review, with specific focus areas derived from discussions with country-level and international stakeholders:

Urban-rural disparities. Schools in urban and rural areas have varying access to replacement parts and require different low-cost technologies.

Climatic or geographical conditions. Schools in semi-arid or arid areas may require more expensive technology for water access and may require sanitation facilities that use little or no water. In areas with sandy soils, pit latrines may not be appropriate.

Type of school institution. Certain schools are supported exclusively by the community, without government support. Populations in the areas where these schools are located are typically more marginalized and the community may not have the knowledge to promote WASH in Schools or the expertise to construct appropriate facilities.

Regional differences. Certain districts or provinces may receive less funding or attention because they are farther from the capital city, more remote, have poorer road access, or are occupied by minority or marginalized subgroups, tribes or ethnicities. Explicit policies that dictate equitable distribution of resources are critical to ensure these areas are served.

Gender. Much has been written about the impact of WASH in Schools on girls. Girls typically have lower rates of enrolment and primary school completion. They are frequently required to fetch water and clean latrines, and are more affected by inadequate WASH in Schools access. Standards need to account for girls’ needs.

Age. Young children’s needs are frequently overlooked in the design and provision of WASH in Schools facilities and promotion of age-appropriate hygiene education materials.

Socio-economic status, caste or tribe. Marginalized populations have poorer access to WASH in Schools due to a multitude of reasons, including discrimination in coverage and knowledge of how to use facilities properly.

Religion. Different religions require different hygiene practices. Standards must be in place to ensure that facilities create an enabling environment for children of different faiths.

Special needs and disabilities. Children with limited physical mobility and reduced mental abilities face pervasive exclusion from WASH in Schools. Based on the type of infrastructure available, facilities at school often do not accommodate children with special needs.

This study aims to combine qualitative and quantitative methods to not only describe the current situation, but also to document why this is the current situation in schools. By more fully understanding who is served and not served by current policy and practices, it is possible for stakeholders to more efficiently reach their child health, education and equity goals.
Overview of the findings

The researchers identified key dimensions of equity through formative investigations that included discussions with service delivery providers and policymakers. In some countries, inequity existed but was found to be linked to poverty and prioritization of other health and development objectives, rather than a specific policy. In other cases, some dimensions could not be fully investigated, usually due to lack of data. Because it was not feasible to explore every equity dimension in each of the six countries, focus areas were prioritized for each case study. The table below lists the key dimensions explored in each country.

Equity dimensions explored in detail, by country

<table>
<thead>
<tr>
<th>Country</th>
<th>Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kyrgyzstan</td>
<td>Gender • Regional disparities (ethnicity) • Urban-rural disparities</td>
</tr>
<tr>
<td>Malawi</td>
<td>Urban-rural disparities • Gender • Special needs and disabilities</td>
</tr>
<tr>
<td>Philippines</td>
<td>Regional disparities • Special needs and disabilities</td>
</tr>
<tr>
<td>Timor-Leste</td>
<td>Urban-rural disparities • Gender</td>
</tr>
<tr>
<td>Uganda</td>
<td>Gender • Special needs and disabilities • Regional disparities</td>
</tr>
<tr>
<td>Uzbekistan</td>
<td>Regional disparities • Gender</td>
</tr>
</tbody>
</table>

Effective implementation of WASH in Schools was a recurring theme, even in countries with a strong policy environment and explicit standards. Uganda passed the Universal Primary Education Policy in 1997 and has since been working independently and in cooperation with non-profit and donor groups to address the gaps in water, sanitation and hygiene access in schools. However, federal funding is not available for all schools, and only district-level measures are used to allocate this supplemental funding. This may result in inequity within the districts where schools with considerable needs may not receive the supplemental funding if they reside in districts with schools with less need.

Conducting monitoring and evaluation with equity-minded indicators is essential for effective policy implementation. For example, if we want to improve gender parity in education, how do we measure if and why girls are not succeeding? If we want to improve latrine access, how do we monitor if appropriate latrines are built, maintained, and used as intended? “What do we want to measure?” and “What can we actually measure?” need to be an ongoing conversation within effective monitoring and evaluation and programme management.
Recurring equity themes across the case studies included gender issues, marginalized regional or ethnic groups, and students with disabilities. Overall, girls face additional barriers to effective education once they reach menarche. This is effected through lack of ability to manage menstruation in Kyrgyzstan (lack of cleanliness and privacy), in Uzbekistan (latrines are not clean so girls’ exposure to risk increases when are menstruating and use latrines more), Uganda (inadequate facilities for menstrual hygiene in primary schools), in Malawi (lack of time and privacy for menstrual hygiene management) and in Timor-Leste (lack of clean, private facilities for menstrual hygiene management). The physical and social tools needed to manage menstruation are often lacking in educational practice, and girls’ education suffers as a result.

Students of certain ethnic minorities and students in geographically isolated areas face greater barriers to education than their mainstream counterparts. The curriculum may not be in a language the student understands (as seen in Uzbek students studying in Kyrgyzstan), or the school itself might not be accessible to the student year-round (as seen in Timor-Leste). These lost lessons and knowledge may mean the student does not progress to the next class, or has missed basic hygiene education. Children with learning disabilities are often excluded from the conventional education system entirely, while those with physical ailments may be fully capable of learning in the conventional manner, but unable to attend or participate in classroom activities because of their physical condition. With regard to school WASH, simply having facilities accessible to disabled students would help remove at least some of the barriers they face to equitable education (discussed in Uganda and the Philippines).

If policy, programming and funding fail to identify these additional issues, steps are not taken to address these inequities, and students’ education, health and well-being suffer, often without national-level players even realizing there is a problem. Identifying and including these inequities in discussions is vital if we hope to support local communities in achieving equity for all their children.

This study documents basic methods to identify the policy environment and equitable provision of and access to WASH in Schools. Our vision is that all children attend a school with a safe and clean environment. Access to WASH facilities that provide safe water and sanitation, and allow children to practise proper hygiene, are fundamental components of that vision. To achieve this goal, it is important to document aspects of inequity, to recognize disadvantaged populations and to understand the role of policy in supporting the equitable provision of WASH in Schools.
Key readings
Equity of Access to WASH in Schools: A Comparative Study of Policy and Service Delivery in Kyrgyzstan, Malawi, the Philippines, Timor-Leste, Uganda and Uzbekistan (Emory University and UNICEF; forthcoming in 2012)

Equity in School Water and Sanitation: Overcoming exclusion and discrimination in South Asia – A regional perspective (UNICEF)
Available at www.unicef.org/rosa/education_1486.htm

Discussion points/questions for end of module presentation

• What are the key areas of inequity in your country?
• What are the different policies in your country related to equity? Are these policies enforced?

Discussion board activity
Describe some of the key areas of discrimination faced by schoolchildren relating to water, sanitation and hygiene.

What are the most important aspects of WASH policy or practice that could be improved to increase educational opportunities for marginalized populations?
Learning objectives
At the end of this module, participants should be able to:

1. Recognize the most important programming challenges of WASH in Schools in emergencies.
2. Be familiar with the key guidance material on WASH in Schools in emergencies.
3. Know the basic WASH in Schools in emergencies standards.
4. Appreciate the importance of WASH in Schools emergency preparedness.

Module outline
Every child has a right to education, even during an emergency, as well as during recovery and reconstruction. Education in emergencies is crucial for providing children with a sense of normalcy after having lived through chaotic and traumatic events. Temporary schooling eases the disruption in education and maintains the child’s opportunities for learning.

WASH in Schools programming in emergencies is identified by UNICEF’s Core Commitments for Children as a key area of response and transitional support to fulfil the rights of women and children. The five ‘areas of accountability’ for WASH in any emergency are: (a) leadership, coordination, monitoring and responding to gaps; (b) water supply; (c) sanitation; (d) hygiene and washing facilities; and (e) WASH services in temporary schools and child-friendly spaces.
Although there is ample experience in emergency preparedness and response activities, there is much to be done to strengthen WASH in Schools preparedness and response capacities for emergencies – including efforts to improve the documentation of WASH in Schools in emergency experiences.

1. The programme challenges of WASH in Schools in emergencies

There are several challenges that commonly emerge in humanitarian situations that affect the extent to which educational spaces can be rendered safe and complete, that is, when they have adequate WASH services.

In the onset of an emergency life-saving interventions that WASH actors are responsible for are prioritized over educational goals. Characteristically, education and/or protection actors implement various forms of ‘safe spaces’ that require WASH services. These include temporary or more permanent learning spaces, early childhood development centres, preschools and existing primary schools with damaged facilities.

To provide both the quantity and the quality of services required to render these environments safe, WASH in education facilities demand that WASH actors invest significant time and resources. WASH in Schools in emergencies requires the convergence and integration of programme components in an environment where WASH, education and protection actors typically employ an approach that does not facilitate collaboration. In addition, very few countries have developed proper emergency preparedness plans for WASH in Schools.

As a consequence of the above, WASH in Schools in emergency interventions are often patchy, poorly integrated into education and protection plans and of inadequate quality.

2. The existing guidance material on WASH in Schools in emergencies

Various documents have been developed to better guide national WASH in Schools actors in responding to a humanitarian situation (see the supplemental reading list below). Two resources are particularly important:

The Compendium of WASH Facility Designs for WASH in Schools in Emergencies – It is critical to differentiate between the different phases of an emergency: preparedness, response and early recovery. This document contains case studies on responses during these different phases in a wide range of countries. Emergency preparedness for WASH in Schools is found to be a key factor. Such preparedness would contain, for example, bills of quantities from previous WASH in emergency projects, drawings, plans for gradual improvements, etc.

WASH in Schools in Emergencies: A guidebook for teachers – One of the most important elements that protect pupils at schools are hygiene practices. Moreover, schools are potentially the most important opportunity to establish lifelong hygiene routines. The guidebook focuses on hand hygiene, latrine usage, and safe practices for the collection, treatment and storage of drinking water. Fun and interactive methods can transform hygiene behaviours. This guidebook offers tools for teachers to ensure that their students know about water, sanitation and hygiene – during a disaster or reconstruction, and as part of the regular curriculum.
3. The WASH in Schools in emergencies standards

Initial WASH in Schools interventions should always prioritize health and hygiene (as opposed to fulfilling a prescribed level of service provision). The standards can be inferred from the Sphere Project handbook:

- Provision of latrines/toilets for safe excreta disposal and management of menstrual hygiene; girls, boys, small children and disabled people, as well as teachers and other education personnel. Sphere indicator: 1 toilet per 30 girls and 1 toilet per 60 boys, along with a urinal.

- Provision of hand-washing facilities, including a reliable water point, available for use at key times in key locations – near toilets, and areas where food is prepared and eaten (soap is provided as part of a hygiene pack).

- Provision of sufficient quantity and safe quality of water. Sphere indicator: minimum water quantity in schools is 3 litres of water per student per day, for drinking and hand washing.

4. Preparedness

In many cases, WASH in Schools actors start from scratch when responding to an emergency. Throughout the module the importance of preparedness is addressed, in particular, with regard to the case studies in the compendium of designs. The goal is to have designs for emergency WASH facilities in place, as well as people trained for hygiene promotion, with tools and materials that have been field-tested.

Key readings

Available at www.sphereproject.org/content/view/720/200/lang.english

Open PDF at www.unicef.org/wash/schools/files/WASH_in__Schools_in_Emergencies_Guidebook_for_teachers_.pdf


Supplemental readings

Inter-Agency Network for Education in Emergencies (INEE) ‘Minimum Standards for Education: Preparedness, Response, Recovery’
Information on the INEE Minimum Standards is available at www.ineesite.org

Core Commitments for Children in Humanitarian Action, UNICEF, 2010
Open PDF at www.unicef.org/esaro/2010-CCC-Final.pdf

Water, Sanitation and Hygiene Standards for Schools in Low-Cost Settings, WHO-UNICEF 2009
Open PDF at www.unicef.org/wash/schools/files/rch_who_standards_2010.pdf

WASH in Schools Monitoring Package, UNICEF, 2011
PDF available at www.washinschools.info/page/1154

Discussion points/questions for end of module presentation

• Is there a ‘WASH in Schools in Emergencies Preparedness’ plan available in your country?
• Do you have a compendium of designs for WASH in Schools facilities in emergencies? Does the compendium includes bill of quantities, technical drawings, etc.?
• Do you have a teachers’ guidebook for hygiene promotion in schools during emergencies?
• To ensure that teachers can be deployed to support you in response to emergencies, do you provide training for teachers as part of your emergency preparedness plan?

Discussion board activity

Please describe to what extent you recognize the WASH in Schools in emergencies challenges that have been outlined during this presentation, as well as how these challenges could be overcome.

How could WASH in Schools in emergencies preparedness be taken more seriously in your country context?
Diseases related to water, sanitation and hygiene are a huge burden in developing countries. An estimated 88% of diarrhoeal disease is caused by unsafe water supply, and inadequate sanitation and hygiene. Many schools serve communities that have a high prevalence of diseases related to inadequate water supply, sanitation and hygiene, and where child malnutrition and other underlying health problems are common. Girls and boys are likely to be affected in different ways by inadequate water, sanitation and hygiene conditions in schools, and this may contribute to unequal learning opportunities. Adequate provision of water supply, sanitation, hygiene and waste management in schools has a number of positive effects and contributes to a reduced burden of disease among children, staff and their families. Such interventions also provide opportunities for greater gender equity in access to education, and create educational opportunities to promote safe environments at home and in communities.

The international policy environment increasingly reflects these issues. Providing adequate levels of water supply, sanitation and hygiene in schools is of direct relevance to the United Nations Millennium Development Goals for achieving universal primary education, promoting gender equality and reducing child mortality. It is also supportive of other goals, especially those on major diseases and infant mortality. Every additional year of schooling for girls reduces both the under-five mortality rate and the maternal mortality rate.

This document provides guidance on water, sanitation and hygiene required in schools. The guidelines it contains are designed to be used in low-cost settings in low- and medium-resource countries, and to support the development and implementation of national policies. The document is aimed at education managers and planners, architects, urban planners, water and sanitation technicians, teaching staff, school boards, village education committees, local authorities and similar bodies.

Let us know how you have adapted this course, or if you are seeking support, by contacting Matthew Freeman, mcfreem@emory.edu, or Murat Sahin, msahin@unicef.org.

The WASH in Schools Distance-Learning Course was developed by Emory University and UNICEF as a cost-effective capacity-building initiative that reaches practitioners on the ground. This intensive web-based course will help participants identify areas of concern, advocate for improved WASH conditions, select appropriate behaviour change and technology approaches, and monitor programme outputs and outcomes.

The course can be adapted by universities in developing countries to reach practitioners in the field, either face to face or through distance learning. By expanding the distance-learning experience, we will help build the capacity to fulfil our vision of bringing safe water, improved sanitation and hygiene education to schoolchildren across the globe.