

INDICATORS for WASH in schools

The basic components of WASH in schools programs center around water, sanitation, hygiene practices, hygiene education and reaching out into the home and community. Of course, WASH programs differ in different settings. However, every program should have a **minimum set of indicators that are well known and agreed** by different stakeholder groups. These indicators can serve as concrete objectives for planning and monitoring.

Examples of key indicators for WASH in schools are shown in the following tables. These three lists may be useful for the reader to compare with his or her own situation and own list of indicators for WASH in schools.

Example 1

NINE OUTPUT INDICATORS

The successful WASH in schools program has:

FACILITIES:

1. In each school: Safe drinking water, toilets, handwashing, drainage, clean class and compound,

USE and MAINTENANCE:

2. Girls and boys use the toilets/urinals.
3. Hands washed at right times (with soap/ash/soil).
4. Boys and girls (all students) share tasks of collecting water and cleaning toilets equally.

EDUCATION + promotion:

5. There hygiene education in the school and class. It is participatory and focuses on life skills.
6. Teacher, school or children have organized an activity to community to parents/community.

TRAINED:

7. Teachers and an adult management group are trained before or during construction.
8. District/regional education and supervisory staff are oriented.
9. Training and orientation is repeated.

Example 2

Indicators for successful WASH in schools

- 1 **Safe drinking water** available everyday, enough for personal cleaning and handwashing.
- 2 All children and teachers **use the toilets and urinals**. Anal cleansing material is disposed safely.
- 3 Children **wash hands with soap** or ash after using toilet and before eating
- 4 More than 4 out of 5 children **know the hygiene/sanitation principles** of the school.
- 5 **Boys and girls share equally in responsibilities** for carrying water and cleaning school, water points and toilets/urinals.
- 6 Classrooms and **school classes and compound are clean** - solid waste disposal and proper disposal of wastewater.
- 7 At least one **teacher trained**. All head teachers are oriented to WASH in schools.
- 8 There is a system that works consistently to make **speedy repairs and to provide cleaning materials or educational materials** for WASH in schools.
- 9 **Activities are planned and carried out** for school hygiene, for maintaining and using facilities and/or regular hygiene education in class.
- 10 **Active school health club** carries out activities in school and outside school at least one time each month..

Example 3

Process indicators for facilities

Ten points towards child-friendly hygiene and sanitation facilities

1. There are 'interactive' activities that stimulate learning and the development of children.
2. Facilities are designed with involvement of children, teachers, parents and communities.
3. Construction uses lowest-cost solutions with no compromises towards quality.
4. Each school has operation and maintenance plans.
5. Facilities address the special needs of girls and boys, women and men.
6. Facilities, waste and wastewater do not harm the environment.
7. Design of facilities supports hygienic behavior.
8. There are enough facilities (adhering to agreed norms) and minimal waiting time for children to use them..
9. Facilities have appropriate dimensions for children.
10. Location of facilities is discussed and well considered.

These examples are adapted from school programs in India and Ghana.

Contact details for further information:

Kathleen Shordt and Marielle Snel, IRC International Water and Sanitation Centre

shordt@irc.nl and snel@irc.nl

Annex

About the WASH in schools case studies

Developed by IRC International Water and Sanitation Centre under the SSHE Global Sharing project financed by UNICEF.

Over the decade a rich pool of experience and programming has evolved in school programs for water, sanitation and hygiene education, which we call WASH in schools or SSHE. Hundreds of millions of children are currently attending schools that have, in one way or another, become part of this ambitious effort to enhance the lives and life opportunities of young people around the world.

In the 1980s and early 1990s, these programs focused largely on construction. This usually meant building water points and toilets in schools. Current experience, however, has provided a strong evidence base on the crucial need to combine hardware (facilities) with software, that is, management, organization, capacity development, educational methodologies and promotion of hygiene behaviors. Participation of key stakeholders—teachers and educational staff, local government and community groups, parents and children – is seen as key to the success of these new WASH in school programs.

This collection of case studies examines both hardware and software aspects of WASH in schools and in different settings. The case studies focus in one way or another on four general themes: planning and management; actions in the school and teaching-learning; technology and design; and, scaling up or expanding WASH in schools while retaining its quality. The case studies are drawn from experience in Africa (Burkina Faso, Ghana, Kenya, Malawi, Senegal, Somalia, Zambia), Asia (Bangladesh, India, Nepal, Pakistan, Vietnam) and South America (Bolivia, Colombia, Nicaragua). The case studies provide insights into programs supported by UNICEF and also by other institutions such as the Aga Khan University, Caritas, Plan International and NETWAS International. Despite the breadth of institutional and national experience upon which the case studies draw, it must be noted that these 14 papers only provide a glimpse of the rich and often exciting experience in WASH in schools from around the world. Nonetheless, this is a 'glimpse' which will hopefully provide the reader with worthwhile insights into the current state of the art in school programming. At the end of each case study there is contact information for the reader seeking further information.

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All case studies are available at the WASH in Schools web site: <http://www.schools.watsan.net>

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