



School Sanitation and Hygiene Education

# Notes & News

August 2003



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### Note from the editor

## The challenges

In SSHE some of the major challenges to large-scale expansion are:

- *Maintaining and improving quality.* This includes maintaining the quality of well-used facilities and good hygiene education in schools.
- *Applying a gender and poverty sensitive approach.* This implies reaching under-served groups including girls and marginalised communities.
- *Addressing the challenge of multiple stakeholders.* This requires major efforts for capacity development and joint planning followed by joint action at many levels.
- *Identifying or developing a motor.* This refers to the identification of a group or institution that can stimulate and help other institutions and professionals manage their own programmes effectively.
- *Ensuring planning beyond initial construction.* This implies efforts to gather support from NGOs, district engineers and education officers to support teachers and to secure the funds for the operation and maintenance of the facilities.
- *The provision of consistent and motivating support to the vast number of teachers* involved in large-scale programmes. This implies that both teachers and community groups, such as school committees, must be engaged systematically over very large geographic areas.

## Approaches for scaling up

Three approaches for scaling up that have been developed and applied in different settings are:

### 1. Replication:

This is the repeated application of the same or similar programmes with the same institutions moving geographically from one district or county to another.

### 2. Infusion:

This refers to inserting SSHE into existing education, water/sanitation and community development programmes. Currently many nations have funded reforms for decentralisation of government services, or reforms for water and sanitation, or for education. SSHE can work rather easily within such reforms.

### 3. New partnerships:

Another approach is to forge partnerships between institutions experienced in carrying out SSHE programmes and those in nearby blocks and districts that are just entering into the programme.

The older institutions may take on new roles, such as building the capacity and stimulating joint planning and action among the new institutions.

In practice the three approaches are used together in many scaling-up efforts. However, beyond these general approaches, it is unfortunate that the detailed strategies for scaling up with quality in SSHE are not very obvious. A thorough understanding of the pre-conditions for successful area-based and high-coverage SSHE programmes has yet not been developed.

## Actions that can help scaling up with quality

From experiences in different programmes eleven actions have been identified that can help scaling up with quality. All eleven are briefly discussed.

### Create or identify motors

The idea is to identify or make teams that can spearhead the programme at different levels such as national, district/county, and in the local education district. When such purpose-built teams are missing, the SSHE programme sometimes tends to become just an add-on to other programmes.



Photo: UNICEF, Burkina Faso

### ***Organise capacity development activities with planning***

This is the heart of the SSHE programme. Very large numbers of groups need orientation and capacity development, for example: educational leaders, district or county administrators and department leaders, health and NGO staff, contractors, teachers and head teachers, community and school committees. It is strongly suggested that training include planning activities so that the trainees plan their own SSHE activities and can immediately plan how to incorporate their new learning into their work. Separate resources are needed in SSHE budgets for training on a continuing basis.

### ***Aim for high-density programmes***

This means that the SSHE quality may be easier to control when the programmes are concentrated. Coverage ranging from one-half of an area to the entire area will help ensure that sufficient attention is given to SSHE. With such high-density programmes expansion is usually on a geographic basis, proceeding each year or two from one district or region to another.

### ***Put resources into coordination***

A large number of institutions are involved in SSHE. The limited and inconsistent coordination among the many agencies controlling human and financial resources for SSHE poses a significant problem. Thus, scaling up will require major efforts for capacity development and joint planning, not only between agencies, but also between social and technical staff, followed by joint action at many levels. The better SSHE programmes seem to have periodic meetings among representatives of the different groups involved at all levels. These meetings are used for many purposes such as: making decisions, monitoring, checking progress and training.

### ***Be opportunistic***

The SSHE programme can draw upon the resources of other programmes while, at the same time, contributing to them. It is very useful to link into other groups and funding sources such as sanitation and water education reform, so that the SSHE programme can use their funds and in turn provide them with other services. At the district or community level there may be other programmes and groups that can be drawn upon at low cost such as health services, private doctors and local projects. Their inputs can be varied, for example, providing training,

health screening for children, nutrition education and so on.

### ***Apply a gender and poverty sensitive approach***

Interventions should progressively address men and women, boys and girls to see each other as equals and ensure that the benefits and burdens are shared equally. A strong gender and poverty approach will seek to reach both poor and rich women and men, officials and NGO staff, educators and engineers.

### ***Identify indicators for success***

It can be very helpful to identify a minimum number of agreed indicators of success for school programmes. These can be used in programme planning, training, monitoring and improvement of existing programmes. At a later stage the indicators can be refined by local groups for their planning and implementation. The indicators (including construction specifications) can be used in many ways, for example, in third party quality inspection, as well as for monitoring the quality and the use of the facilities.

### ***Work for advocacy and policy***

When there is a lack of support of the leaders and lack of a supportive policy, programmes run into trouble. The scaling up of the programme requires a positive enabling environment. Advocacy and supportive policy formulation are lubricants without which the scaling up machinery can not run. Advocacy activities can take place in briefing programmes, orientations, site visits and conferences. For these and other occasions, it is useful to have fact-based leaflets, PowerPoint presentations and other materials.

### ***Seek the integration of hygiene education in the curriculum***

The curricula in many schools currently do not give much attention to water, sanitation and hygiene. To ensure that enough attention is given to hygiene education in school as well as during the teacher training it is important to incorporate water, sanitation and hygiene in the curricula and textbooks. This will mean that in most countries the teaching materials and programmes on water, sanitation and hygiene have to be adapted or developed.

### ***Plan for follow-up***

It is often easier to get funds and commitment for construction than to gather support for hiring skilled personnel assigned only to SSHE, getting good support from NGOs, having capacity development and

supervision of high quality and securing the funds for the operation and maintenance of the facilities. To increase the opportunities for implementing successful SSHE programmes it is important to plan for such support.

### ***Develop support materials and studies***

It is important to ensure adequate materials and a good information base to support the scaling-up effort. This may include, among others, training packages,

curriculum guides, indicators and monitoring checklists, case materials, a series of booklets on, for example, technical design, monitoring and the operation and maintenance of facilities and studies on the impact of SSHE at the household and community level. Special attention is needed for the speedy and accurate distribution and use of these materials.

*Anyone who would like to comment or share thoughts on the above can contact Kathy Shordt (shordt@irc.nl) or Leonie Postma (postma@irc.nl).*

## **COUNTRY NEWS**

### **Vietnam: School Sanitation and Hygiene Education pilot will be scaled up**

A pilot project promoting sanitation and hygiene education in schools in Vietnam will expand significantly over the next two years, to help communities plan and implement their own schemes. A new strategy has been proposed to reach all schools in the country in a gradually expanding, demand-responsive programme.

The experiences of the pilot SSHE programme of combining improved sanitation was reviewed at the recent Second National SSHE Workshop held in Hanoi, and it was decided to extend the programme to 300 schools by 2005, and to include 265 'branch' schools. Branch schools are located in smaller villages, taking children from the age of six to nine, and are attached to a main school located in the main village of a commune.

#### **The road ahead**

In total, Vietnam has 15,000 primary schools (60,000 when branch schools are included), and almost 10,000 pre-schools, bringing the overall number of schools to be covered to some 70,000 for lower education alone. Up to half of the schools lack good sanitary facilities. Many schools also lack up-to-date methods to teach about sanitation, hygiene and health. The current expansion strategy will take a long time to achieve total coverage. Brainstorming by the IRC mission with the Ministry of Education and Training, UNICEF Vietnam and the local partners resulted in an outline strategy for a larger, demand-driven scaling-up programme.

The main strategic recommendations on the development of the SSHE programme reviewed at the National Workshop were:

- SSHE in Vietnam should change from a pilot project to a hands-on, demand-responsive and participatory strategy for improving sanitation, hygiene and water supply conditions and practices in schools and communities, with a special focus on poor areas.
- The strategy should be placed in the context of the goals of sustainable development and the sound management of water resources as adopted by the global community.
- Donors and the private sector should be invited to contribute to implementing the strategy as part of a rolling programme of the education sector in cooperation with the water and health sectors.

Under the proposed demand-responsive strategy, District Educational Services will organise information workshops for principals, selected teachers, parent representatives and local authorities at district level or below. Here, they will learn how to access a five-day hands-on training workshop on child-friendly education, which will also cover technologies for hygiene and sanitation in schools as well as homes and the community.

After the workshop it is proposed that the schools and community members will plan, implement and finance their own scheme, obtaining assistance from the programme for the following aspects:

- A format for designing their plan, including technology choice, maintenance, management and financing
- Review of, and advice on, the quality of the plan

- Technical drawings and specifications for the chosen technology and service levels
- A model contract for constructing facilities, ensuring quality control by men and women in the community
- Seek funds for school sanitation and a school/ community water system
- Two follow-up visits from the team to review and advise on (a) technical, educational and managerial implementation and (b) operation and maintenance. These visits will double as monitoring visits for the district level and above

*Contribution from Christine van Wijk, IRC. The complete version can be found on [www.irc.nl/sshe](http://www.irc.nl/sshe). For more information you can contact the Education section of the UNICEF Vietnam office: UNICEF Hanoi, c/o UNICEF EAPRO, P.O. Box 2-154, Bangkok 10200, Thailand or send an email to: [hanoi.registry@unicef.org](mailto:hanoi.registry@unicef.org)*

## India: Successful involvement of school children in a sanitation campaign

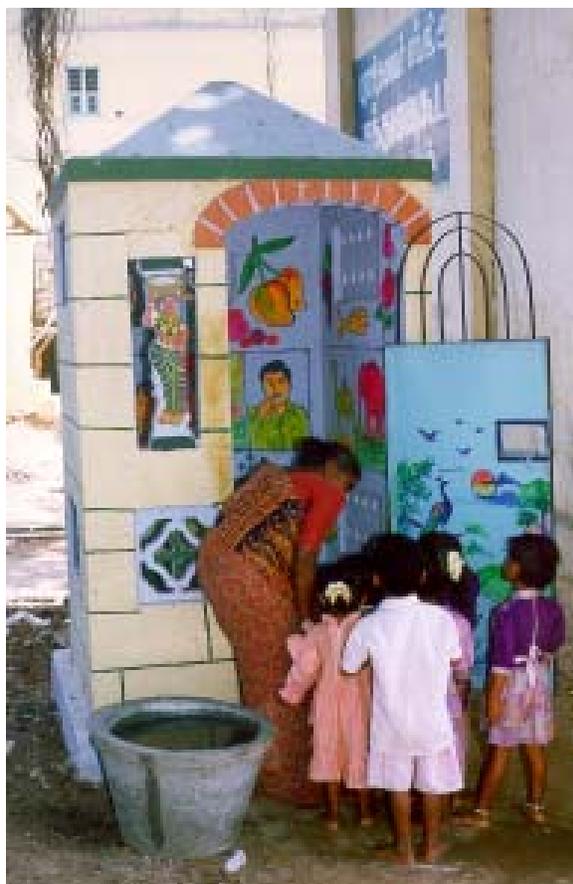
Swajal (own water), a World Bank assisted Rural Water Supply and Environmental Sanitation Programme, has made a tremendous achievement in Rural Water Supply and Sanitation Sectors in Uttaranchal. Swajal launched the Apna Sauchalay Avhiyan "Own your own household sanitation latrine" campaign in Almora District of Uttaranchal, with the help of school children of 53 primary (23) and secondary schools (30). Children from all schools were involved in the programme during a period of 65 days. The project has been implemented in 860 villages. As preparation for the campaign the school children were invited to participate in an essay, drawing and slogan competition. The winning materials from these

competitions were used for the development of the messages, posters and other materials used during the campaign in the villages. For example, the winning slogans were used for the banners that were made in local languages as well as for the development of posters. The winning essays were used for the development of the Nukar Natak (folk media) and for organising the rallies. Furthermore the children acted as social pressure at village level to create a demand for construction of the household latrines.

When comparing the coverage of household latrines in the villages before and after the campaign it can be concluded that the campaign was successful, as latrine coverage has increased from 23 % to 52%. Because of the positive results, a similar model has been replicated in other districts of the state and similar results were achieved. In addition to the increase in the number of household latrines, school teachers have agreed as a result of the campaign to incorporate, on a regular basis, lessons on hygiene and sanitation.

The follow-up of the campaign is enunciated as a result of the demand generated for the construction of latrines. Several Women's Self Help Groups are assisting the poor by making funds available for the construction of the household latrines with a minimum rate of interest of 15%.

*For more information you can contact Selim Reza at [selim\\_5@37.com](mailto:selim_5@37.com) or [rezasamrin@rediffmail.com](mailto:rezasamrin@rediffmail.com).*



*Photo: IRC, India*

# Resources and Events

## Publications

Snel, M. et al. (2002). *School Sanitation and Hygiene Education India: Resource Book and Handbook for Teachers*. (Technical Paper no. 39). Delft, The Netherlands, IRC and UNICEF.

This package of two manuals examines key features of SSHE such as: behavioural change, education and training, strategic planning, district planning, local mobilisation, technologies, and ongoing school/ community activities. Both books contain a number of activity sheets to assist managers and trainers in their work. Although the books were developed in the context of the School Water and Sanitation Towards Health and Hygiene (SWASTHH) programme in India, they provide many useful guidelines and activities that apply to similar programmes elsewhere.

## Mailing list

*Healthy Environments for Children Alliance (HECA)*

<http://www.who.int/heca/contact/en/>

HECANET is an international mailing list dedicated to promoting healthy environments for children. The list provides updates on the activities of the Healthy Environments for Children Alliance (HECA), as well as HEC advocacy tools and information resources.

The HECA is a world-wide alliance to intensify global action on environmental risks to children's health that arise from the settings where they live, learn, play and earn, by providing knowledge, increasing political will, mobilizing resources, and catalysing action.

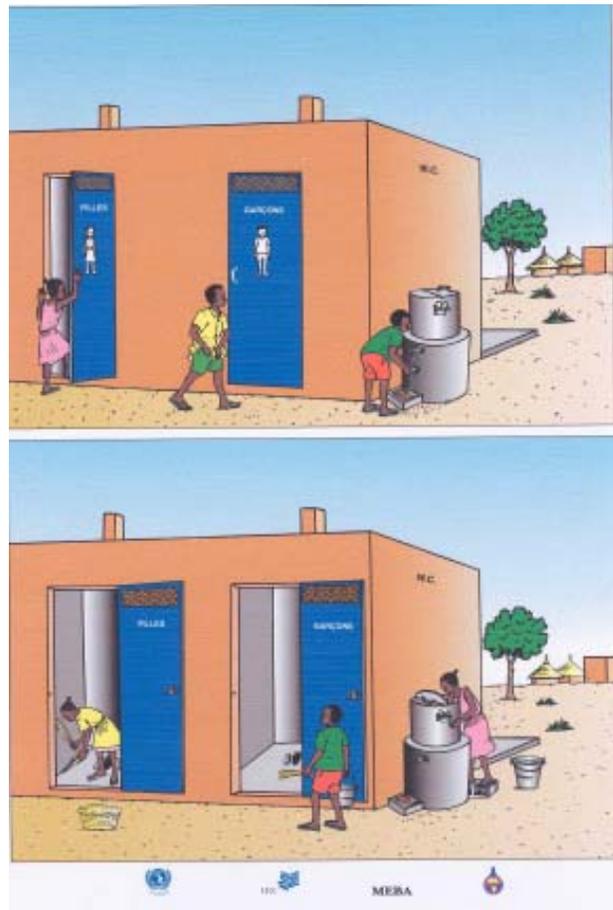


Photo: UNICEF, Burkina Faso

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