Technical Notes Series

SSHE Handbook for Managers

IRC International Water and Sanitation Centre

unicef

For every child
Health, Education, Equality, Protection
ADVANCE HUMANITY

Preface

***Hand books for SSHE* is** intended for all those development professionals and practitioners who have the responsibility of designing or/and implementing programmes to improve the learning environment of schools. For children to realize their right to elementary education it is imperative that schools provide not just learning opportunities but a health promoting setting. This can be done only if schools have safe and clean drinking water facilities all year round, clean well-maintained separate toilets and urinals for girls and boys, facilities for washing hands with soap and sufficient daily life information and knowledge on key hygiene practices that prevents easily communicable diseases like diarrhoea, dysentery, colds and coughs.

This easy to read handbook will guide teachers, teacher educators as well as development planners and managers of water and sanitation programmes in schools and communities. Absence of safe water, adequate functional toilets along with unnoticed and unattended problem of worm infestation in children compromises their learning ability. Proper hygiene is an important intervention to ensure regular attendance of girls, prevent drop out and positively influence their learning capabilities. The book will help teachers to understand and appreciate technologies suitable for rural areas like leach-pit toilets and designs which are child friendly and meet the needs of girls and boys.

UNICEF globally with national governments promotes SSHE or WASH in schools as an entry point to bringing lasting change in values and behaviours of young children in the areas of water, sanitation, hygiene and preventive health. Investments in projects that enables children, parents and teachers to work together to develop and maintain a clean, safe and healthy environment for children to grow and learn in, is unquestioningly worthy in terms of human development.

This hand-book is the result of collaboration between the Water and Environmental Sanitation Section of UNICEF, India Country Office and the International Water and Sanitation Centre, (IRC) Delft, Netherlands. Contributions of Kathleen Shordt and Marielle Snel are deeply appreciated for the basic text. Amudha Periasamy, PO, SSHE, UNICEF has adapted the global context to the Indian reality and has enriched the book with photographs and best practices identified from different states. These show the richness and diversity of experience in India. The hand-book has also been reviewed by Kumar Alok and Sumita Ganguly. We hope that all those who wish to see children grow up as healthy and happy individuals will find this book useful and adapt it to their situation with a local language translation.

UNICEF
India Country Office
India

International Water and Sanitation Centre, (IRC)

Delft, Netherlands.

Contents

Introduction

This manual will be useful for managers and trainers involved in the operation or administration of SSHE programmes at various levels in the state, district or community. It may also be useful for teachers at the community level who are focusing on certain aspects of SSHE, specifically in primary schools.

Although there are no pre-determined steps to managing a successful SSHE programme, the manual does suggest a number of elements that the reader should keep in mind while implementing the programme.

The current national situation

Problems of attitude can add to the difficulties arising from this lack of physical facilities. Some local leaders, politicians and school education committees do not think school sanitation, hygiene and water supply is important. Sanitation and hygiene issues are left to the teachers who mainly concentrate on academic performance. This often means that, even where water and sanitation facilities exist, they are dirty, broken or locked so that children cannot use them safely and easily.

Total Sanitation Campaign

The Government of India is committed to improving School Sanitation and Hygiene Education. Programmes that support SSHE include the **Total Sanitation Campaign** (TSC) of the Department of Housing.

- The TSC has a target of providing rural schools with toilet blocks with a focus on provision of toilets for girls
- It is hoped that school students will carry messages about hygiene, toilets and handwashing to their homes and neighbourhoods
- The main objectives of the TSC are to:
  - Improve the quality of life in rural areas
  - Increase sanitation coverage in rural areas
  - Increase the demand for sanitation through awareness creation and health education
  - Provide schools in rural areas with sanitation facilities
  - Encourage low-cost, effective and appropriate technologies
  - Reduce water and sanitation-related diseases

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Chapter

What is SSHE / SWASTHH?

School Sanitation and Hygiene Education (SSHE) is globally recognised as a key intervention to promote children's right to health and a clean environment and to influence a generational change in attitudes to health and hygiene behaviour.

SSHE is sometimes given other names. For example, the UNICEF-supported programme is known as SWASTHH (School Water and Sanitation Through Health and Hygiene) or SHSP (School Health and Sanitation Programme).

The *goal* of SWASTHH/SHSP is to focus on social, environmental and individual health.

School Sanitation and Hygiene Education focuses on development of life skills, a healthy and safe school environment and outreach to families and communities.

In essence, school health promotion is an investment in our *future.* Its benefits can include:

- **Effective learning:** Children perform better within a hygienic and clean environment
  - **Enrolment of girls:** The lack of private sanitary facilities for girls can discourage parents from sending girls to school and contribute to the dropout rate of girls, particularly at puberty
  - **Reduced disease and worm infestation:** If school sanitation and hygiene facilities are absent, or are badly maintained and used, schools become a health hazard
  - **Environmental cleanliness:** Proper facilities will prevent pollution of the school environment and limit health hazards for the community at large
- **Improvement in hygiene behaviour:** Influencing the family and the community to construct toilets and develop improved hygiene behaviour

Not just construction but promoting behavioural change is also important:

Construction alone does not mean that toilets and water points will be used or that children will develop new hygiene habits. *SSHE needs more than construction*. It needs safe hygiene practices and working together to ensure that facilities are properly managed, operated and maintained. The provision of safe water and sanitation facilities is a first step towards a healthy physical environment.

However, the mere provision of facilities does not make them sustainable or produce the desired impact. It is the proper use of the facilities and the related hygiene behaviour of people that provides health benefits. The combination of good facilities, correct behavioural practices and education can have a positive impact on the health and hygiene conditions of the community as a whole.

The success of a school hygiene programme is, therefore, not determined by the number of toilets constructed, or by the number of handpumps or water connections installed. Nor can success be gauged simply by what children know theoretically.

Knowledge that is not put into practice as good hygiene behaviour, leads to failure.

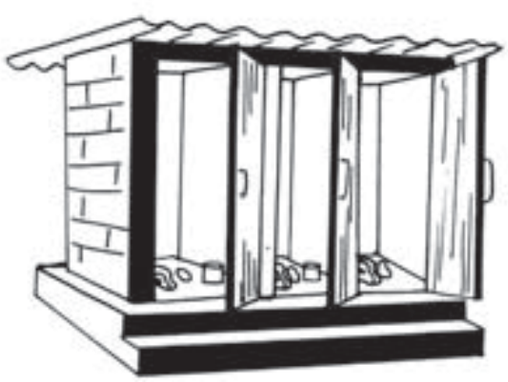
Promote behavioural change, not just construction

Installing toilets and water points gives no guarantee that they will be used or that children will develop new hygiene habits. SSHE means more than construction. It means educating children to adopt safe hygiene practices and training teachers and other supervisors on the importance of self-management and working together so that, amongst other things, improved facilities are kept clean and well maintained.

Drinking safe water

Washing hands at right times

Safe excreta disposal



Learning about hygiene

Waste disposal, clean environment, maintenance

Sharing information

Groups involved in SSHE in the community

Who is usually involved in SSHE in the community?

- Teachers
- Community groups such as: Village Education Committees, School Management Committees, Self-Help Groups, Parent-Teacher Associations
- NGOs
- Panchayati Raj
- Special child groups such as Child Health Clubs, Hygiene Scouts, Parliaments
- All children in the schools
- Parents

Hygiene communication can flow many ways in an SSHE programme: Child-to-child, child-to-parent, teacher-to-child, adult-to-adult and adult-to-child.

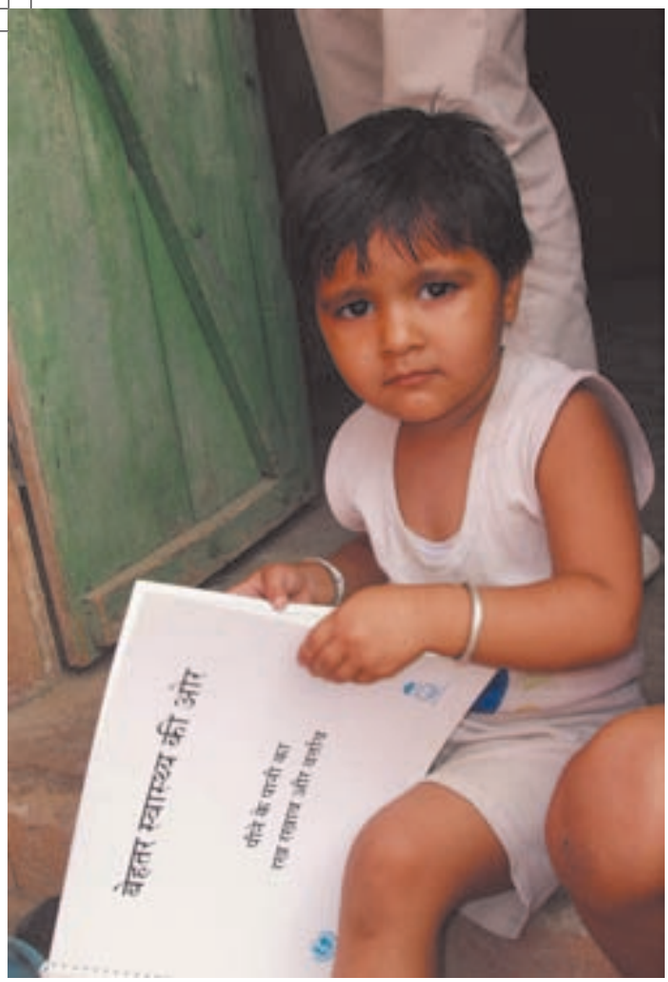
Helping Girls: In primary as well as upper primary schools

Girls lose fewer hours in school if there are toilets. Toilets are particularly important for girls in Classes VI to VIII (12 to 14 years), as about half of this group have monthly periods. This implies that SSHE/SWASTHH should focus on the upper as well as the lower primary school. Furthermore, having upper primary programmes means that children can continue practising behaviours learned in lower primary.

Contribution of hygiene education to form healthy behaviours

There are four hygiene behaviours that give the greatest health benefits. These are:

Hygiene behaviour	What children should do
• Disposal of excreta safely	Have and use a toilet. Maintain the toilet
• Handwashing and personal hygiene	Washing hands before eating and after using the toilet. Washing face and body. Washing clothes
• Use enough water, without wasting it	Example: One to two litre cups to wash hands or face. Wash fruit and vegetables before eating or cooking
• Quality of water	For drinking and cooking use water from a safe source



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Chapter

SSHE - the main components

A good SSHE programme usually contains the following types of activities:

- Training or orientation of community and parent groups such as the School Management Committee, VEC, PTA leaders, PRIs, SHGs
- Parents (rich and poor), teachers and community groups deciding on the technology, designs and payments
- Baseline survey or school studies
- Preparation of WATSAN plan and community contribution
- Training of teachers and head teachers, giving them lesson plans and materials
- Classroom teaching, for example, one hour a week
- Active school clubs with children in school, home and community
- Construction of water points, toilets and urinals, facilities for handwashing and water storage
- Continued use, maintenance of facilities and monitoring in the school

When the above conditions are operative, a good SSHE school should exhibit the following features:

1. Active children
2. Community and parent participation in SSHE
3. Trained and active teachers
4. Hygiene education forming healthy behaviours
5. Facilities
6. Good use and maintenance of water and sanitation facilities
7. Links between the school and homes and the community

Children should be active

In the SSHE programme, children learn and practice good hygiene habits. Children can also have the experience of working together, being tolerant and building self-esteem.

In good programmes, girls and boys in school are responsible for:

- Their own personal hygiene
- Regular and correct use of facilities
- Washing hands with soap after using toilets and before eating
- Keeping the environment clean
- Participating in hygiene education activities, both within and outside the classroom

Hygiene education should help children take greater responsibility for their own lives. It should help them make healthy choices and develop hygienic habits. Some of the key personal hygiene practices for children are:

Part of the body	What to do	Likely problems if not done
Hands	Washing both hands, rubbing with plenty of water and soap or ash after using toilet and before/after eating	Dysentery Diarrhoea Worms (common types) Cholera Some respiratory infections (colds)
Head	• Washing face with plenty of water and soap • Cleaning teeth after meals • Washing hair	Eye disease (trachoma, conjunctivitis) Tooth decay Lice
Body	• Bathing regularly • Washing clothes • Using toilet regularly	Lice, scabies, ring worms

How do life skills incorporate into SWASTHH?

Hygiene education helps children practice social behaviours. For example, children work together to clean the school compound and keep their handwashing area and toilets clean. Hygiene is part of life skills education. The life skills approach focuses on the knowledge, attitudes and behaviours that support people in taking greater responsibility for their own lives. It focuses on promotion, among children, of positive attitudes and skills as well as on habits for risk reduction.

Life skills education recognises that it can be challenging for children to make healthy life choices, or resist negative pressures, or reduce risky behaviours. There is considerable variation in the type of life skills and the categories into which they may be divided.

The Table below provides some examples for a general life skills approach applicable to hygiene or other content areas. Although the columns and categories in the table appear to be distinct from each other, in practice many of these skills are dealt with simultaneously. For example: Decision-making is likely to involve creative and critical thinking components (what are my options?) and values clarification (What is important to me?).

The life skills approach has three components:

(1) LIFE SKILLS	(2) CONTENTS and CONTEXTS	(3) LEARNING METHODS
The (life) skills, such as interpersonal skills, values clarification, decision-making, coping with pressure and management skills.	The contents and context to which the skills-based approach is applied. In this case, hygiene, water and sanitation to improve health behaviours and provide benefits such as increased school attendance or reaching out to the home and community.	The methods for teaching and learning within the skills-based approach, including a wide range of methods beyond routine learning.

What types of educational methods are available for SWASTHH?

Teaching methods should help children understand and develop new practices. This implies the use of methods that go beyond making children learn facts by heart.

The best SSHE programmes try to make learning enjoyable, more like a playing activity. In addition, motivation for new behaviours can be based on daily life.

Children learn best by participating in activities.

Some participatory methods can be used even in large classes, but, the methods must be simple and practical.

It is suggested that teacher training starts with the easiest methods and gives teachers the chance to practice these during the training.

Examples of participatory methods that can be used in larger classes are:

- **Monitoring charts:** Each week children and teachers check a number of hygiene and cleanliness habits or places in the school. These are entered onto a chart where progress can be seen as time goes by
- **Stories:** The teacher tells stories with missing links. Children are encouraged to think and find a suitable end to the story
- **Demonstrations:** Child or teacher demonstrates how to do something. For example: how to wash hands correctly, how to explain about personal hygiene or tell a younger child about how to use a toilet
- **Experiments:** An example: Children wash hands with different things, for example, with soap, with ash, with water only. They use different amounts of water
- **Posters:** Teachers show a poster that illustrates many hygiene faults and asks children to identify them
- **Rosters:** Rosters of pupil responsibilities for water, hygiene and sanitation-related activities such as cleaning the classroom, monitoring handwashing among young pupils, cleaning toilets at the end of the day, and so on

Other hygiene education activities that are used in SSHE include:

- **Inside the classroom:** Debates, quizzes, music and songs, dancing, drama and poems, health parades, personal checks, games
- **Outside the classroom:** Camps & rallies; competitions; morning prayers and assembly; inter-school visits; health check-ups and referrals

Materials that can be used to emphasise SSHE practices

Various low-cost or free materials can be used by the creative teacher to give a focus on SSHE. Examples include: Daily progress charts, modules and resource books, oral-faecal chart, flashcards on seven components of hygiene, books on sanitation, posters on sanitation and water and activity cards.

Height monitoring chart

Educational wall painting

Nali Kali - Life skills approach

The *'Nali Kali' (meaning 'joyful learning' in Kannada) strategy* developed in Karnataka provides an example of life skills, hygiene and environmental education developed in an educational reform. The *'Nali Kali'* programme aims to make primary education universal through a practical educational and community mobilisation. It seeks to resolve the problem of retention and dropout of children in primary schools. Within 'Nali Kali', the Janashala programme, started in 1998, focuses on hygiene.

EXAMPLE: Adapted from the 'Nali Kali' Environmental Science curriculum - Janashala programme, Karnataka

Standard 1	Standard II	Standard III
Our Village- Introducing the village institutions and infrastructure and the need to protect them – water, roads, post office, school and so on	Personal cleanliness and habits – keeping body clean, punctuality, bathing, brushing and so on	Good practices – developing responsibility: Personal cleanliness, good citizenship, environmental-friendly behaviour
Recognising human organs Cleanliness: Importance of keeping the body clean	Rules for the house and school. Healthy food habits: Preparing and eating clean food, washing hands before and after food	Uses of water Keeping water clean
Cleanliness of toilets Use of water after using toilets, washing hands before and after eating	Preservation of food and water Cleaning of food	Sense organs and their protection

School health clubs are important

The health clubs are know by different names like school cabinets, health soldiers or sanitation scouts.

The purpose is basically the same: Good use and maintenance of facilities, personal hygiene, monitoring and reaching out to the community.

School health clubs include about 10 to 30 children from Class IV and above. Children can all be from Class I or can come from different classes in the school. Sometimes, membership changes during the school year.

School health clubs have activities such as:

- **Decision-making:** Children identify hygiene problems in the school and community and make plans for solving them. They can help decide the location of facilities
- **Water**: Children fill the water reservoir, clean around the tank and handwashing facility, check for and report on breaks and leaks
- **Hygiene:**
  - The group checks other children for cleanliness at the beginning of the day
  - Club members make sure that all children wash hands with soap before and after eating and after going to the toilet
  - Club members organise the children for cleaning the compound, making sure the classroom is neat and throw away the trash. In the morning some children clean the class, sweep away the cobwebs and so on
- **Toilets and urinals**: They clean the toilets or organise the other children to do so on a rotating basis
- **Child-to-child.** Older children can help teach younger children. They can monitor the use of facilities by other children
- **Child-to-home.** Children bring home ideas and messages. For example, they can promote hygiene at home by asking parents to bring soap to wash their hands. They can help motivate for construction and use of toilets in homes
- **Other**: Visit other schools. Organise sanitation demonstrations. Undertake games and competitions

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Chapter

Planning an SSHE Programme

Concept of SSHE

School Sanitation and Hygiene Education (SSHE) aims to promote those practices that will help to prevent water and sanitation-related diseases as well as healthy behaviour in the future generation of adults.

Planning workshops

To start the SSHE programme in a district (or block), one or two planning workshops are usually held.

1. In the first workshop, a general Plan of Action (PoA) is made that will launch the programme. This overall plan may be needed to get money and resources.
2. In the second workshop, when funds are available, the PoA needs to be changed into a detailed district (or block) work plan. The detailed work plan shows exactly how the programme will be carried out, who is responsible at each point and the timing of activities.

The workshops can also be helpful in teaching people to work together and build a sense of ownership for the programme.

Points to consider:

Many workshops do not develop good plans.
To get a useful plan that is supported by the different institutions it is important to:

- Invite participants who have experience in SSHE and proven success in project management
- Provide orientation and agree on objectives and contents of SSHE at the beginning. Some training inputs during the first day or two will result in a much better plan
- A field trip is very useful, to inspect schools with water and sanitation facilities

Don't overplan. Room should be left for local planning and decision-making.

Management of SSHE

Good co-ordination is critical for school water and sanitation programmes. For SSHE, the challenge is to ensure that education, engineering, health, non-governmental and local government institutions really work together. This applies to the state, district, block and community level. Programmes should begin by organising a strong co-ordination mechanism at each level.

Toilet in disuse

Principles for managing SSHE

Focus on behaviours in the school and home

Construction is only part of SSHE. We must also combine construction of water and sanitation facilities with behavioural change and good maintenance.

Co-ordinate and use local resources

Integrate SSHE into the programmes of line departments. Share resources.

Put in place a project management unit, some full-time staff, inputs from NGOs

Many SSHE programmes fail because they are "added on" to the already big workloads of department staff. They can also fail if there is only one overall manager and that person is transferred. SSHE needs a *management unit* and *full-time staff* to work intensively during the years of implementation and they could organize inputs at the right time.

The management style should be flexible

This means having a *minimum* number of fixed rules that are well known. The community groups such as the School Management Committee or Village Education Committee, the teachers and children should identify their needs, location of facilities, and final designs. The groups have to be clearly spelt out.

Plan for high-coverage programmes from the beginning

This means, for example, reaching more than half the schools in a block and more than half the blocks in a district. Then with high coverage, a teacher who has been trained and is transferred in the district can work on the same programme within another school.

Plan in phases

Some programmes start with "pilots" or model schools (for example, one in each cluster). Then, in the next phases, they plan to cover more than half in that area or cluster. Phasing makes the project manageable. The schools should be close enough to each other so that they can learn from the model schools.

The gender, class and caste situation in the state, district or block?

Before finalising the plan, it is important to think about men and women, rich and poor, different castes. Depending on the questions below, analyse the situation. When answering, think about some SSHE schools in your district or block.

Consider the following:

- Review your answers. What do you think about the design and organisation of the school programme? For example: Do fathers need separate orientation about hygiene and health?
- Do your answers suggest that gender, class and caste need to be seriously considered in planning and carrying out the school programme

Who in the community usually understands the need for water points in the school, men or women?

Who in the community usually understands the need for latrines in the school, men or women or neither?

In many school programmes, children are asked to give messages about hygiene and sanitation at home. Who usually hears these messages, women or men?

Who is most likely not knowing about hygiene education in the classroom for their children, fathers or mothers?

Who in the family makes the decision about giving money to the school for continuing costs of water, sanitation, handwashing facilities, the fathers or mothers?

Who uses the latrine mostly, boys or girls?

If water must be carried to the school, who usually fetches it, boys or girls? Higher caste or lower caste?

Who cleans the latrines, girls or boys? Higher caste or lower caste?

Who benefits most from the programme, boys or girls? Higher caste or lower caste?

Plan of Action (PoA)

The plan might include these headings:

- General objectives
- Groups involved
- Phases and coverage: Beginning with a small number of schools, then in later phases increasing coverage within those blocks and expanding to other blocks
- Main activities (educational materials, mobilisation, training, construction, follow-up and supervision, transportation)
- Human resources: Full-time staff, a district (or block) SSHE unit and NGO support
- Technology choices (that can be modified) and construction costs
- Budget: Approximate costs of the main activities and construction

Don't overplan. It is best to keep the PoA somewhat general so that it can be altered accordingly to the circumstances.

Making a detailed workplan for the district and block

A detailed workplan is usually made after some of the funds are found. The district (or block) plan must be prepared in consultation with the groups that will be involved in the programme. This ensures action and ownership.

Groups/interests represented might include :

- Public Health Engineering (PHED)
- Education Department, DPEP/SSA, District Institute for Education and Training (DIET), Primary education (supervisor, school teacher with good SSHE experience), curriculum
- Rural (community) Development (at district and block levels)
- Integrated Child Development Services (district and block)
- NGOs that have successful experience in SSHE
- CBOs that are strong locally such as the district staff from SHGs

Guidelines about budgeting and resources

A micro-plan shows the estimated costs of the programme for each school. It can be used to develop a more detailed budget. The micro-plan for each district and each block may, in fact, differ from this example.

EXAMPLE: Estimated costs for each school

Capacity-building of teachers, SMC members and school health club	Rs. 3,000 (year 1) + 2,000 (refreshers years 2 + 3)
Education and information materials including sanitation kit and monitoring board	Rs. 3,000
Toilet and urinals	Rs. 10,000 to Rs. 20,000
Installation of Handpump	Rs. 45,000
Hygiene promotion activities and Health check-ups	Rs. 2,000
Total	Rs. 65,000 or Rs. 75,000
Investment per child estimated at 150 children	Rs. 430 or Rs. 500

Consider the following:

The micro-plan is not enough for budgeting. It is also important to budget for:

- Materials' development and distribution; which is often a big problem
- The activities and training of block and district staff
- Personnel:
  - A district-level SSHE unit with full-time staff
  - Full-time staff for SSHE in the blocks
  - NGO costs
- Transportation

Some broad "rules of the thumb" for budgeting:

- At least 15% to 25% of the total budget should be used for software (training, management, materials, NGOs, staff salaries)
- Large schools need more facilities than small schools. If the children have too few facilities, then they are often not used at all. Think of 1 toilet for 40 up to 120 children; one urinal for 40 boys and one for 40 girls
- Boundary walls should come from other sources, not from the SSHE budget or TSC funds. Don't overplan! Allow for changes among line items

District Planning and Management

The District Co-ordinating Committee (or similar committees with other names) for SSHE include representatives of all key institutions such as:

- Panchayati Raj, Education, Health, PHED, Rural Development and any other related departments
- Representatives of locally active non-governmental organisations (NGOs and CBOs)
- The District SSHE Management Unit set up for the SSHE project

The members of the SSHE Co-ordinating Committee and/or a block committee need training or orientation and field visits. Without this senior capacity-building, the quality of the school programme can be hurt.

Examples of specific tasks for SSHE co-ordinating committees and/or block committee can include:

- Preparation of agreed inter-agency work plans
- Timely release of funds and checking to ensure honest use of funds
- Overall responsibility for quality of the programme. This also includes stopping programmes in some schools or an area if funds are misused or basic agreements are not carried out. It also includes rehabilitation of facilities
- Commitment to motivate and supervise their local staff to work with communities
- Ensuring the correct timing of construction and training and easy release of funds
- Joint supervision and monitoring in blocks and schools. Supervision includes monitoring and actions to be taken in response to monitoring information
- Sharing transportation among departments and co-operation in the distribution of educational and construction materials (for example, engineers on supervisory visits can take books for the schools)

Creating an enabling environment

The District Co-ordinating Committee can make the SSHE programme operate better by setting up a good environment for the programme. Examples of policies and regulations for this are:

- Policy to universalise safe water, sanitation and hygiene education in all schools
- Government order about providing incentives to trainers and allowing released time for training the teachers and trainers
- Agreed regulations and procedures to speed the flow of funds
- Clear policy regarding the supply of sanitary toilets with walls and roof and criteria of distance between sanitation and water facilities. Schools' walls should not be funded under the SSHE programme, however

The groups involved

The exact roles of each group may differ from one district to another. To help assign roles, if the key institutions have been oriented and have been part of the planning process, then, they help define their own roles. They agree to their roles in SSHE if they have had a say in designing the programme. Therefore, the work plans need rapid approval and need to be distributed. It is useful to share resources and integrate SSHE into the work of as many institutions as possible.

Managers and dedicated staff

The project should not depend only on one government staff member who may be transferred. Good management requires a small team working full-time with a District Co-ordinator and small office. It might be useful to involve a skilled NGO in the management group. If the SSHE project really is to work in 2000 or 3000 schools, then this management group needs good transportation.

A teacher supporting personal hygiene among children

Co-ordinators at the block level

Experience shows that it is very helpful to have block co-ordinators taken from the open market or NGOs. They are responsible for the SSHE programme in one or two blocks for about 3 years and then move to other blocks. They need transportation such as motorcycles.

Education

Education officials can be involved in reporting, monitoring and supervising schools. To do this, they need continuing orientations and regular meetings. Think also of integrating SWASTHH/SSHE in the following ways:

- **Teacher training**: SSHE can be integrated into in-service training at district and state levels. Standardised training modules can be developed for training institutions.
- **Textbooks**: Health and sanitation aspects can be included in new textbooks.
- **Midday meals**: New hygiene practices can be linked to special State programmes such as midday meals scheme (hand washing and food hygiene).

The District Primary Education Project (DPEP) and SSA are government projects with many interventions focusing on quality and enrolment. They can be a platform for the SSHE programme. In each block, these programmes have Block Resource Centre Facilitators (BRCF) who oversee cluster resource centres staffed by teachers. The BRCF can be important in organising training for SSHE and monitoring the schools. SSHE can be put into the ongoing programmes for educational reform, including cluster training and supervision, teacher training, support to VEC or SMCs.

Handwashing with liquid soap

Cluster Resource Centre Facilitators (CRCF in the SSA and DPEP)

From the SSA or DPEP, the cluster resource centre facilitator can be a key person for the SSHE programme. The CRCF works with 15 to 20 schools in a cluster and can:

- Select the model school and the best teachers in the school to be trained under the programme
- Orient or train the teachers. Continue orientation during the teachers' cluster meetings
- Help form the school health club and help them learn the concepts and reach out to other children
- Help prepare or distribute educational materials, attend meetings with SMC, etc.

Public Health Engineering

The PHED usually provides the water supply to the school. PHED engineers should; if technically feasible; be able to present some alternative technologies. They can also provide opportunities to the teachers and SMC to alter or make designs for other areas like drainage.

Rural Development

The Rural Development Department is, in many States, responsible for sanitation.

Block Development Officer

BDO can go to the gram sabha meetings to advocate for the programme. BDOs help in setting up the school management groups and show the PRIs how SSHE works.

Health

Health services have an important role in screening school children for eyes, teeth, parasites and general health. ANMs are often active in anganwadis. This should continue even if pre-primary groups are attached to primary schools.

SHG members participating in SSHE activities in school

NGOs, CBOs, training institutions

The involvement of these organisations in SSHE can be a key to the success of the programme. Their roles include: mobilisation of the community, orientation, helping with local planning and implementation, monitoring the schools and the children, monitoring the facilities and their use, support for the school health clubs. NGOs often develop small, high quality school programmes. These can be used during the planning phase and in training through visits. NGOs that have skilled staff can play many roles in the SSHE programme. CBOs, such as the SHGs, can help in planning the programme, check the children and facilities in schools, and can also help prepare or check the school financial records.

School Management Committees (SMC) and Village Education Committee (VEC)

Integrate at local level: For example, the school management committee (SMC) can be set up by the SSHE programme. However, the SMC will really continue if its work goes beyond SSHE to other activities and changes in the school. The SMC, the VEC or another similar group is at the heart of a school programme. It can work to:

- Inform families and parents. Win their support
- Help select the technologies and designs for facilities
- Organise community contributions for construction and other activities
- Monitor the construction as well as use and maintenance of facilities
- Help organise repairs
- Assist teachers with hygiene education activities

However, many a times these committees function poorly or not at all. This is often to do with the fact that the members are not rightly qualified for the job at hand. For this reason, a careful selection process is needed. Be careful not to leave out women and poor people as their participation will ensure that their perspectives are included in management decisions. There should be rules about how to change members. Outside facilitators can help later to provide support such as training. The SMC and VEC needs training and then follow-up support for its work, including managing finance.

Capacity-building

Capacity development, orientation and training play a central role in SSHE programmes. Over the life of an SSHE project, the following could be expected:

Orientation of key personnel (Half to Two days)

- Orientation of department staff
  - Orientation/training for Education: District/block education officer; District/block education extension officers; Head teachers; DEO; BEEO/AEO
  - Rural Development: DRDA (District and block rural development officers)
  - PHED ; EEN, AEEN, AEN
  - Health: DD(PH), ANMs
  - Department of Women and Child Welfare: Supervisors and programme officers-ICDS, Social Welfare Officers
- Orientation and training of DPEP/SSA personnel
  - Orientation of district co-ordinator, Block Resource Centre Facilitators
  - Training of Cluster Resource Centre Facilitators (CRCF) in the clusters
- Orientation of leaders of other institutions such as NGOs, CBOs and NGO field workers
- Training of master trainers of teachers
- Orientation of Panchayati Raj institutions: Zilla Parishad Chairman, CEO, sarpanches and panchayat presidents

Teacher training (Three or more days)

- Phase 1 (beginning of programme): One or two teachers are trained from the first schools entering the programme
- Later phases: Training of teachers from other schools as programme expands (1000 to 2000 teachers)

Refreshers and ongoing training

- There really should be an annual refresher training for teachers
- Teacher training has been institutionalised within ongoing in-service teacher training programme
- Repeat district orientation combined with assessment of programme orientations to the SHSP programme are repeated every six months for experience and idea-sharing and to orient new staff who are transferred in

Community

- Formation and training of the school management committee
- Women's orientation meetings within the community
- Formation and training of the school health clubs including camps

Inter-school visits

Visits to other schools that have strong SSHE programmes is very useful for leaders of key line departments and for teachers/SMC members in communities where the programme is starting.

Ongoing management activities:

To keep the SSHE project on the right track, several ongoing activities are needed. These are important management activities and can include:

- Block meetings of the co-ordinators or those responsible for the programme in each block, either fortnightly or once a month
- Monthly cluster meetings attended by the block co-ordinator, block education officer and, if they exist, the block DPEP/SSA facilitator and CRCF (cluster resource centre facilitator), NGOs working in the SSHE project and other line departments. The venue for these rotates among the different clusters
- Meetings with the collector and Chief Executive Officer of the Zilla Parishad or its equivalent, once in two or three months
- Orientations to the SSHE programme every six months, or at least once a year, for district and key block staff to share their experiences and ideas and to orient new staff that are brought in
- An annual refresher training for teachers

Scaling up with quality

Here are some key issues for scaling up for high coverage over a large numbers of communities. These are usually necessary for a successful state, district and block programme. It is for the Managers to go through the following and identify the ares that require extra efforts.

Motors and Managers

Who is responsible and committed?

- State Co-ordination Group
- District SSHE Co-ordination Team (full-time staff, government , institutions/NGOs)
- Block staff (full-time; part-time; NGOs)
- School management teams: Convergence teachers, PTA/SMC, CBOs (SHG + youth)

Activities undertaken :

- Policies are made and disseminated to cluster, PRI, teachers and the communities
- PoAs made and used at all levels. Shows correct sequence of activities. Hardware co-ordinated with software
- Motors help get funds/resources and release funds
- Motors have refresher training, each year

Agreed Objectives and Advocacy

- Advocacy is needed at all levels. Motivation also comes from seeing results, not just from a short training. Ownership comes from real participation
- Objectives include:
  - Balance between hardware and software. Construction and behavioural change
  - Participation of communities, teachers and children in monitoring, decision-making, quality control
  - Emphasise hygiene education/life skills. Curriculum and examination syllabus

Capacity Development

- All key groups: District and Block officials, PRIs, Teachers, SMCs, Anganwadis, NGOs, Institutions, CBOs, children + clubs
- Capacity development: is participatory, relevant, at right time, effective

Management, Supervision, Monitoring

- Management stimulates local participation
- Ensures quality and correct sequencing of activities. Inputs must be at right time
- Ensures transparent and timely flow of funds
- Supports effective quality and number of contacts with the school from outsiders. Schools must be visited, monitored and action taken

Chapter 4

Design and maintenance of facilities

Water supply facilities

Schools should have enough safe water for drinking and washing hands, washing food containers and so on. There should be sufficient water for personal cleansing and for cleaning the toilets/urinals.

Consider the following

The water point should have a platform or parapet with good drainage.

It is important to keep the pump or water point in good repair so that it provides water during the whole school year and ensure that dirty water from the surface does not seep back into the well.

If drinking water is stored in containers they should be cleaned at least once or twice a week. The children should use a dipper or cup with a long handle so that their fingers do not touch the drinking water.

In some areas, it is very important to test the drinking water especially for fluoride and arsenic content. Action needs to be taken depending on the results of the tests.

A well maintained handpump in school

Consider the following for school water taps or handpump platforms

Containers that hold water for handwashing should be easy for children to fill.

Toilets and urinals

Every school should have separate toilets and urinals for girls and boys with at least:

- One toilet for every 40 up to about 120 students
- One urinal for every 20 girls or 30 boys

Consider the following in designing latrines:

The toilets should be water seal or, if there is not enough water, direct pit.

The toilets should empty into a closed pit. If there are double pit facilities then pit emptying is easy.

If possible, provide a separate toilet for teachers (women and men). Then, the teachers will not be tempted to lock a toilet for their own use.

Try to keep the costs of the toilet as low as possible.

Ensure privacy and enough light and ventilation. Child-friendly toilet have smaller pans for the little children.

Store water inside the toilet for personal cleansing. This will also help girls who have their monthly periods.

A school toilet with handwashing facilities

Facilities for handwashing, drinking, toilets

Handwashing facilities

The best way to stop the spread of diseases is to teach children to wash their hands with soap (or ash) after using the toilet and before eating food. Handwashing means rubbing both hands in different directions with soap and plenty of water. This removes germs.

A place to wash hands should be near the toilet for easy access.

The handwashing facility can have various designs such as:

- A drum, a plastic or brick tank fitted with a tap
- A rainwater catchment container that can also be filled using a bucket
- A large container with a dipping cup

The handwashing area should be clean and free from mud or stagnant water that attracts insects.

Good drainage is needed for handwashing water. School and community can help with this.

In Alwar district (Rajasthan), the teachers and SMCs have made their own good designs for reusing wastewater.

Healthy classrooms and playgrounds

Schools that have water and sanitation facilities should also have adequate facilities for children to learn. This includes:

- Lighting
- Chalkboards or blackboards that can be seen and can be cleaned easily
- Warmth in winter, ventilation in hot weather
- Roofs that do not leak when it rains
- Desks and chairs or clean and warm floor material
- Play area for both girls and boys for recreation

Expensive school walls

There is a tendency for schools to want school walls in order, it is said, to protect their toilet and water facilities. Some school walls are very expensive. What the community contributes (example: Rs 2 lakh) for a wall could provide other useful educational and hygiene resources. Are there any cheaper alternatives?

There are many types of sanitation systems, such as septic tanks, composting toilets, pit latrines, pour-flush toilets, and so on.

Consider the following:

- There is a tendency to build one or two toilets with urinals in all schools. This means there may be only one toilet for 150 to 300 girls or boys, leading to overuse and maintenance difficulties. Teachers tend to overcome these difficulties by locking the toilets
- Teachers tend to set aside one toilet for themselves. How can this problem really be solved?
- Septic tanks are difficult to maintain and to empty unless there is a vacuum pump

Two common toilet technologies are: Pit toilets and pour-flush toilets.

Pit toilets

These are suitable for areas of water scarcity. Construction of the pits must take account of the soil type. If ash is poured into the hole at least every day, then this will reduce smells, mosquitoes and flies.

The VIP (Ventilated Improved Pit) Toilet is a pit toilet with a vent pipe going from the pit to above the roof with a fly screen. The pipe catches flies and removes odours. The inside of the superstructure must be kept dark so that the flies go up the pipe.

Pit toilets and VIP toilets can be constructed with a double pit. The cover slab has two-drop holes, one over each pit. Only one pit is used at a time. When this one is full, its drop hole is covered and the second pit is used. After a period of at least one year, the contents of the first pit can be removed safely and used as soil conditioner. The pit can be used again when the second pit has filled up. This alternating cycle can be repeated indefinitely.

Pit latrine seen from the side. Hole has a cover against flies and smells.

Pour-flush toilet

The pour-flush and double-pit pour-flush toilet is common throughout India. It is most suitable for areas where there is sufficient water. A toilet may be fitted with a trap providing a water seal. The child pours in water to wash the solids into the pit.

PIT TOILET		VIP TOILET	
Advantages	**Disadvantages**	**Advantages**	**Disadvantages**
Easily understood	Ash must be used consistently	Easily understood	If only one pit, emptying is an unsavoury task
Reduces flies, mosquitoes and smell if ash is poured into the holes	May not always be acceptable culturally	Reduces flies and smells	Need to keep the interior dark can be difficult for children
Does not need much water	If only one pit, emptying is an unsavoury task	Does not need much water	Fly screen has to be replaced on top of pipe. May not always be acceptable culturally

Consider the following

The pits are usually less deep than for pit toilet and therefore this model is also more suitable where digging is difficult.

Pour-flush toilet require more water. However, there is some confusion about this. Some people think that a whole bucket of water needs to be poured into the toilet pan after it is used. In fact, it is far less. 3

Assuming that a cup holds 1 litre of water, the following procedure is recommended:

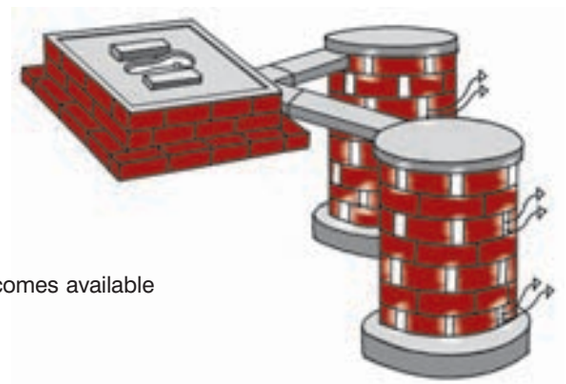
- Before using the toilet, pour ½ to 1 cup of water in to make the pan wet so that excreta does not adhere to the sides
- Children clean themselves using about 1 cup or 1 ½ cups of water
- Pour one or 2 cups in the toilet to wash the faecal matter away.

Total amount of water used: 2 1/2 to 4 litres of water

The so-called 'country pan' can be used to reduce the amount of water needed. This pan (the squatting area) is more narrow and steeper than the conventional pan.

For all models, teachers need to ensure that children do not block the trap, for example, by putting sticks in it. For the double-pit model, the teachers need to know about and change the 'Y-junction' when one pit fills up, say about once a year or once in two years.

Pour-flush latrine



Advantages

- Low cost
- Control of flies and mosquitoes
- Absence of smell in latrine
- Contents of pit not visible
- Gives users the convenience of a WC
- Can be upgraded by connection to sewer when sewerage becomes available
- Latrine can be in house

Disadvantages

- A reliable (even if limited) water supply must be available
- Unsuitable where solid anal cleaning material used
- Unsuitable where there is high water table and hard rock ground strata
- Pan supported by ground

A latrine may be fitted with a trap providing a water seal, which is cleared of faeces by pouring in sufficient quantities of water to wash the solids into the pit and replenish the water seal.

Selecting the technology and design of toilets

Teachers, children and the School Management Committee should be encouraged to modify the design for water points, toilets/urinals and drainage. This should be a *group decision*. It helps to ensure support for construction, good use and maintenance of facilities, including the contribution of the community on a continuing basis.

Experience shows that teachers and committees can develop many good ideas on drainage and the reuse of water in the drought-prone areas.

Experience also shows that, if schools raise money for construction, they tend to be better at reducing construction costs than government line agencies.

Gender-sensitive girls urinal in a primary school

Privacy, safety and cost need to be starting points for discussing design

Question for the school and parents: What is the best school toiletthat we can afford?

If the PHED wants to have a standard design, then, it should offer a few standard alternatives to choose from. For each alternative design, the teachers and committees/parents should also be able to make some modifications to fit the *local situation*.

For long-term sustainability, it is important for the community members to consider not only the construction and installation cost but also the operation and maintenance costs that they will have to pay every year.

The Ministry of Rural Development has published a design for a school latrine. This is a two-pit pour-flush latrine model with urinals. *(This model is an example. It can be altered, or other technologies selected to suit the local situation).*

Consider the following:

- Toilets should be located in such a way that they do not pollute a well that is used for drinking. It is generally considered that the separation distance should be **more than 15 metres**. The toilets/urinals should be located on the school premises in such a way that, especially the girl students feel safe using the toilets
- If pit emptying will present problems, or if it will reinforce caste biases, then the double pit latrine, with a junction box to switch pits, should be used. However, it is more expensive and teachers must be trained carefully about how to switch pits

Catching rainwater from the roof of the school

The following Table can be useful to help decide on toilet technology.

- Floor should be of washable material for cleaning
- Walls should be plastered at least up to 90 cm with smooth finish
- Boys and girls should have separate urinals
- Pit toilets need to have squat hole covered
- Do not put disinfectant into the pit
- Repair damaged walls and leaks in roof before they get big

Environment and toilet technology

Your situation or question	**What to do. Toilet technology**
Distance from toilet pit to drinking water source	At least 15 metres
Children or teachers have to spend extra time, for example, more than 15 minutes going one-way to collect water	VIP toilet is preferred as it uses less water
Loose soil, sides of walls collapse	Line the pits. In sandy soils, sink perforated, dry-jointed concrete rings
Hard to dig	Use the pour-flush design rather than VIP as the pits are less deep
Clay soil	Test by pouring water into a hole and measuring how long it takes to be absorbed. Pits in dense clay may need back filling about 1.2 metre with more sandy soil
Coarse sand	Back fill around the rings with denser soil and/or locate the toilet pipes far (for example, forty metres or more) from a well used for drinking
Hard laterite	If there might be cracks in the toilet, the latrine pits can pollute nearby drinking water sources. Place the toilet far from these sources
Water rises higher than one metre from the bottom of the toilet pit, but never completely floods the toilet pits	Locate the toilet pit far from any well used for drinking, for example, forty metres or more
Water rises to or above the ground level and sludge comes out of toilet	Raise the toilet above the ground level so that the top third of the pit is always above the water level. Place latrines far from drinking water source

Source: Adapted from ITN Bangladesh and IRC, 2001.

Rainwater catchment systems gather rainwater falling on the roof of the school. The roof has gutters and downpipes (made of wood, bamboo, galvanised iron or PVC) connected to storage containers ranging from simple pots to large ferrocement tanks. Water is taken from the storage tank by tapping or pumping.

A foul flush device or detachable downpipe is needed to take off the first 20 litres of run-off during a rainstorm. This "first" water is the most contaminated with dust, leaves, insects and bird droppings. In case, there is no foul flush device, someone has to divert away the first 20 litres every rainstorm.

Just before the start of the rainy season, the complete system has to be checked for holes and broken or affected parts and repaired if necessary. During the rainy season, the system is checked regularly, cleaned when dirty. Filters should be cleaned every few months, filter sand washed at least every six months. Chlorination of the water may be necessary. Rooftop harvesting systems at schools can lose water from taps left dripping. Padlocks are sometimes needed to ensure careful control over the supply.

Rainwater harvesting system in school

Other O&M requirements

Well with handpump

In some areas, it is very important to test the drinking water, especially for fluoride and arsenic content. Action needs to be taken on the results of the tests.

Standpost piped water

Activity	Frequency	Materials & spare parts	Tools & equipment
Clean site and drain	Daily		Broom or brush
Repair or replace valve	Occasionally	Rubber washer, gland seal, flax, spare valve	Spanners, screwdriver, pipe wrench
Repair valve stand, apron or drain	Occasionally	Wood, nails, cement, sand, water, etc.	Hammer, saw, trowel, bucket, etc.
Repair piping	Occasionally	Pipe nipples, connectors, elbows, etc., oil, Teflon, flax or plumbing putty	Pipe wrench, pipe cutter, saw, file, pipe threader

Construction of school toilets - points to remember

- Locally available materials should be used as far as possible
- Leach pit toilets should be constructed and septic tank should be constructed only when leach pit is likely to pollute the ground water
- The land should be able to absorb water so that wastewater collected in the leach pit gets easily absorbed in the ground
- Compound/boundary wall may be used to reduce the cost of the construction
- Provision of sufficient water should be made for cleaning and handwashing
- Factors like lighting, ventilation, provision of doors with system of latching, etc., also needs to be taken into account
- Ths superstructure should be such that students feel safe and comfortable using toilets
- Hand washing space should be located at the most convenient place
- Availability of water and other cleaning materials such as brush, phenyl, mug, soap must be secured
- Inside surfaces should be kept smooth

Consider the following:

Frequent mistakes to watch out for in construction are:

- Sometimes masons and contractors do not or cannot read the drawings they are given. They do not build according to the construction drawings
- Sometimes the standard pan is too big for little children
- The hole can be too near the back wall
- The water pump can be too difficult for children to use
- Sometimes the water tanks cannot easily be filled by children
- Water tanks can't be drained for cleaning
- Cement mixture is not right. Sand is of poor quality
- Water quality is not tested
- Local designs are not used for drainage and solid waste pits. Local designs for these are usually more appropriate to local conditions

Child-friendly features:

- Access to toilet must be open and clear
- Opposite side entrance for Girls/Boys
- Height of doorknobs and locks (within reach)
- Height of steps and handrails (within reach)
- Weight of doors
- Proper ventilation and lighting
- Strength needed to open taps (easy to use)
- Height of handwashing facilities
- Availability of water and other cleaning materials inside the toilet
- Ramp and railing for physically challenged children

Use and maintenance of facilities

All boys and girls and all teachers should use the water and sanitation facilities during school time. All of them should wash hands before and after eating and after using the toilet/urinals.

To help children use the facilities as intended:

- Allow sufficient time to the children to use the toilet
- Fill water storage containers in the morning and at other times as needed
- Provide each toilet with a bucket, cup and a cleaning brush
- Provide each handwashing facility with a bucket, cup and soap
- Allow drinking water to be stored in containers with covers and have at least one ladle and cups. It is useful to have a platform to raise the containers off the ground and to have soap for washing the vessels and cupsIt should be noted that many children do NOT know how to use a toilet or water point in a sanitary way.

They need to be trained and this needs to be planned and supervised by the teacher. Older children can monitor and help the younger children.

Points to consider:

Here are eight problems that can arise. It is important to plan for avoiding or dealing with them at the beginning of a programme.

1. Some teachers lock the school toilet for their own use
2. At the beginning of school recess or lunch break in some schools, children run from the class to the toilets or urinals because they are not allowed to use these during class time. They have to "hold themselves" during the class and they feel uncomfortable
3. Some children use only a little water for handwashing and wash only one hand
4. Little children spend a long time playing in the handwashing water facility
5. After constructing the facilities, some schools do not have utility items like soap or cleaning materials (such as brooms)
6. In some schools, very unfortunately, only the girls or only the lower castes are involved in cleaning the toilets or sweeping the school compound
7. Vandalism and community use of school facilities: How can needy community members use school water points, but still maintain them for the children and teachers?
8. The water points and toilets/urinals are not cleaned or are not repaired

Example of school rules to help children use the facilities correctly are shown below

Rules for using facilities

Toilets

1. It is easiest if you can put your feet on the footrests. (Teacher should check to make sure the footrests are near enough so that little children *can* do this).
2. Use water correctly. Example (for water seal toilets) is:
   - Pour about ½ cup into pan to make sure it is wet before using the toilet. '*Cup'* refers to the 1 litre plastic cups with handles
   - Clean yourself by pouring and splashing the water. Usually, this requires ½ to 1 cup of water
   - Pour water into the pan of the toilet to clean away all urine and excreta. Usually this requires about 1 to 2 cups of water
   - Total amount of water needed: About 2 to 4 cups (each cup is about 1 litre). Of course, if you urinate only, less water is needed
   - Boys: Don't "spray" around
   - Leave the toilet as clean as, or cleaner than you found it

Handwashing

- Pour some water on both hands
- Put soap on hands
- Rub hands well, at least 3 times all over
- Rinse well. Rinse off all the soap. This will need more than ½ cup of water

Drinking safe water if drinking water is stored in a pot

- Take cover off pot and use dipper to draw the water
- Pour the dipper water into a cup or glass and then hang the dipper back up
- Cover the pot of water
- Drink the water from the cup *without* putting your mouth on the cup. Put the cup back in the right place

To fetch water from a handpump

- Check if your bucket or container is clean. Has it been washed out with soap and/or sand today?
- At the handpump, pump slowly. Do not jiggle or slam the handle
- Do not to put your hands or fingers in the water you are fetching for drinking as other people will drink it
- Check that the drain is clean so that spilt water will not collect in puddles

Solid waste

- Put all waste in a bin or waste box in each class
- Once a day, put the solid waste in the school's waste pit
- Once in a few days, the waste should be burned or ash/sand put on it

Eating hygiene

- All children wash hands before and after eating in the school
- Children should not throw food around
- Vegetables should be washed. Kitchen should be kept clean
- Food vendors should be checked for the cleanliness of their storage, cooking and selling facilities and practices

Maintenance

It is important to keep the toilet, water points and handwashing facilities clean, free from flies and safe for all users. All children (boys and girls from all groups), except the youngest, should be involved. This includes:

- Sweeping the floor every day and washing it with water (if the floor is cemented)
- Bringing water for tanks or containers in the school
- Cleaning drinking vessels and dippers or dipping cups
- Cleaning the drainage channels and soak pits
- Teachers being able to make small repairs
- Teachers knowing how and who to contact for larger repairs
- Availability and control of funds for purchase of soap, buckets, brooms and so on

Type of facility	Nature of main activity and frequency
Latrines:	• Sweeping floors (daily), washing floors and pans (every few days at least), cleaning walls (once a week)
Water point:	• Cleaning drains and removing visible garbage around water point (once a day), checking for preventive maintenance
Water storage:	• Cleaning the inside of water storage containers (at least once a week), cleaning dippers and cups (once a day)
Handwashing facilities	• Removing visible garbage and draining puddles of water, cleaning drains, ensuring that soap and water is available (once a day)
Garbage pit:	• Removing organic waste like leaves and food remains (daily), Compost pits (once in two months and recycling of paper (once a week)

Monitoring

Monitoring means “checking” and “improving the situation” or “solving a problem”.

In this way, monitoring is different from reporting. Monitoring can and should improve the use and maintenance of facilities. It should also improve hygiene education.

For monitoring, the better SSHE programmes have:

- A list of things to check, developed by children and teachers. These are called school-based indicators
- Reports on these which are posted or written on walls and are easy for children to understand
- Action taken to improve a situation, if needed, by the children, the school health club and/or the teachers
- Checking of school facilities and their use, and checking of children, by the School Management Committee or the SHGs
- Reports to the SMCs or PRIs that are discussed at regular meetings

Students help maintain school facilities

Chapter 5

Monitoring

Consider the following:

- Appropriate designs: Who monitors construction? Agreed location (e.g., distance between drinking water and latrine pit). Avoid septic tanks. Reduce costs
- Construction norms. Needed number of facilities for the number of students
- Who cleans and maintains: What to do if schools do not maintain facilities?
- What to do if construction is not good?
- What to do if children can not use toilets or urinals?
- Quality of educational materials and lesson plans?
- How to distribute: Plans, regulations, simple technical drawings, lesson plans, books

Monitoring should be an ongoing activity in school sanitation and hygiene programmes. Monitoring does not mean just collecting information to 'see how things are going'. It is meant to improve programmes and activities over the short term. Monitoring involves checking, analysing and acting to improve a situation. In itself, School Sanitation and Hygiene Education (SSHE) monitoring is meant to improve the effectiveness and sustainability of SSHE programmes. Therefore, SSHE monitoring seeks to help teachers and student to improve and maintain their practices for better water supply, sanitation and hygiene conditions.

Monitoring can have many definitions. Within this booklet it is defined as the checking, collecting and analysing of information about the current situation to bring about improvement in the short term. In essence, it means comparing the actual situation with the expected (or planned) situation and then taking action to bring reality and expectations together. Seen from this perspective, good monitoring and good management are similar. Thus SSHE monitoring is not merely the upward flow of information about implementation and finance. It is, therefore, not primarily about periodic reporting.

Importance of monitoring and evaluation in the context of SSHE?

SSHE programmes do not end when the water and sanitation facilities have been constructed. In fact, construction marks a new beginning as children participate in water/sanitation-related education activities and start to use the facilities. One

main purpose of a SSHE programme is for children to use the facilities and, through this, develop consistent hygiene behaviours.

Thus, all children should be able to:

- Drink clean water in the school
- Use latrines for urination and defecation
- Wash hands with soap and water after using the latrine and before eating

In order for children to use the facilities as intended, there must, of course, be enabling factors and materials. It is, for example, counterproductive to tell children to wash their hands with water and soap if there is no soap available for them to use. Enabling factors are the materials and actions that help children perform particular behaviours.

School SSHE monitoring chart

Some enabling factors to help children use the facilities as intended are:

- Allow sufficient time for the children to use the latrine
- Fill water storage containers in the morning and refill them at midday or when needed
- Provide each toilet with a bucket, mug and a cleaning brush
- Provide hand washing facility with a bucket, mug and soap
- Allow drinking water to be stored in containers with covers and have at least one ladle and two tumblers. It is useful to have a platform to raise the containers off the ground and to have soap for washing the vessels and tumblers[1]

Monitoring indicators

The action of monitoring should be taken at the lowest possible level, with cross-checks to make sure that the situation has, in fact, improved. SSHE programmes that are serious about monitoring, should try to develop a small set of indicators that describe the minimum necessary conditions for programme's success. It is very useful for those involved in projects or those working in a particular place to develop a mutually-agreed list of basic indicators. An indicator shows a standard target that you want to achieve. It can be written as a sentence or a question, or in any way as long as people understand its meaning in the same way.

Important Objectives and Indicators

For every school and community:

Facilities:
Safe drinking water, toilets, handwashing, drainage, clean class and compound.

Use and Maintenance:

- Girls and boys use the toilets/urinals
- Hands are washed at right times (before eating, after using toilet, with soap/ash/soil)
- Boys and girls (of all castes and classes) share tasks of collecting water and cleaning toilets equally

Education + promotion:

- There is classroom/school hygiene education. Participatory. Life skills
- Teachers, school or children have organised an activity for parents and community

Training:

- Teachers and SMC/SHG/PTA trained before or during construction
- PRI/block/district officials are trained and have plans
- Training is repeated for teachers, community, block personnel
- Trainers are trained

[1] *In some schools the cups, buckets and soap are taken to a safe storage place at the end of the school day.*

At school level

- Teachers and school health clubs check the facilities and how they are used
- School management committees, trained cluster resources teachers and staff of NGOs monitor the school facilities, their use and the education programme

At block level

- Monthly meetings of key staff from line departments, SSHE staff and NGOs, organised by SHE staff. Problems are discussed, such as schools with poor performance, delays in payments, complaints
- All block staff make spot visits to SSHE schools

At district level

- Co-ordination committee meets every three months. Reports are provided about progress, problems are solved
- Every two weeks or each month there is a review meeting of the SSHE managers, block SSHE leaders, the district SSHE staff, the leading NGOs
- Every 2 or 3 months, project managers meet and report to the collector and zilla parishad officials
- Selected schools from the baseline are followed and monitored by a university or NGO to see progress and lessons learned over the years

Indicators and reports

- The indicators being checked during monitoring should include:
- Facilities: Functioning, maintenance, use
- Education: In class, in school health clubs, materials used
- Behaviours: Personal cleanliness, handwashing, waste disposal and so on
- In some SSHE projects, the indicators used to monitor the school are determined by the teachers and children in the school health club
- Funds released to the school management team are monitored by them, with spot checks by both NGO and cluster/ block staff
- Evaluation assessment: At agreed time, perhaps 6 to 12 months, after initiation of the programme
- The SSHE managers and district SSHE team must monitor project progress and quality. They are responsible for taking action when problems arise such as delayed implementation and poor construction quality

GIS-based maps as planning monitoring tool

Example of the results of monitoring

Good monitoring highlights problems as they arise. The following list shows some problems that appear again and again in SSHE programmes.

How should each of these problems be solved? By whom? How to check that the proposed solution is implemented?

Examples of results of monitoring

1. Lack of co-ordination between the education department and PHED about construction.
2. Teachers and head teachers are not very motivated to carry out their work in SSHE.
3. Quality of training is not good.
4. Some school facilities are dirty, not maintained and not well used.
5. Girls do not use the school toilet.
6. Key officials are frequently transferred.
7. Funds are not released on time or in the correct amount. It is difficult to access funds.
8. It is difficult to ensure support for recurrent costs (such as soap, repairs) from the community.
9. Teachers complain that they do not have teaching/learning materials for hygiene and health education.
10. Construction quality is not good enough and is too costly.

Reporting change and advocacy: Have we made a difference?

Here are some examples of the results from good SSHE projects:

- Personal hygiene: Children are cleaner and more concerned with cleanliness of their bodies and clothes. Daily bathing and nail clipping more apparent
- Behaviours: Better handwashing practice. Use of toilet and urinals. Safe handling of water.
- Clean classes and school compounds.
- In homes: Increased awareness on health and sanitation aspects and need for better hygiene practices.
- Increase in girl child enrolment.
- Increase in household toilets
- Soap and water are available in schools for handwashing and drinking
- Teachers come on time (as they can see the interest taken by a community group). Funds are saved for O&M (and other school expenditures)

Good findings such as these should be reported in every public gathering and significant meeting at the district, block and village level. Solid proof on only a small number of variables can provide very convincing support for continuing and scaling up the programme.

Local and district politicians must be told that the results go beyond just construction. They can be told that when people see an honest programme that really helps their children they will respond positively as voters.

The programme that can deliver will attract the support of communities and voters.

In general:

Put sanitation, and school hygiene and sanitation, on the agenda of important meetings and disseminate information to all stakeholders.

Annexures

1. District SSHE implementation strategy and guidelines
2. Roles and responsibilities of key stakeholders at different levels
3. Suggested framework for SSHE implementation
4. Calculating capital costs checklist
5. Technological Options (comparison between Leach pits & Septic tank)
6. Checklist for ensuring the quality of construction & completion of work
7. School monitoring card
8. Ten steps to look after the toilet

District SSHE implementation strategy and guidelines

A. Institutional structure

1. Formation of the District Co-ordinating Committee/District Task force for SSHE with district-level officers of all key institutions such as:
   - District Collector/ZP chairman/CEO ZP – Chairman
   - DPC SSA – Member secretary
   - District SSHE co-ordinator
   - District Health officer
   - EE,PHED
   - PD,DRDA
   - PO,ICDS
   - DD SC/ST welfare
   - Principal of DIET
   - Representatives of locally active non-governmental organisations (NGOs and CBOs)
2. The management of SSHE requires a full-time co-ordinator at the district level. The District SSHE co-ordinator can be paid out of TSC funds but has to work closely with SSA programme implementation unit at district level.
   - The SSHE co-ordinator is responsible for creation and maintaining common SSHE database, preparation of district plans (hardware and software), plan and guide for repair of existing toilets under SSA, Annual Plans for new toilets and capacity-building plans
   - Monthly meeting of district level SSHE task force to find out solutions for field problems and review progress
3. At the block level the SSA Block Resource Centre Co-ordinator/Supervisor/ facilitator will be the key person who will co-ordinate with block officials of various departments in implementing SSHE. He will be the link person between the block and the District.
4. The SSA CRC co-ordinator/facilitator is the crucial link to the school and works closely with 15 to 20 schools in a cluster and can be used for training community members, formation of school health clubs, assessment of facilities, monitoring, etc.,
5. VEC is at the heart of a school programme. It can actively support to organise community contributions for construction and other activities,monitor the construction as well as use and maintenance of facilities, help take up repair and assist teachers with hygiene education activities.

B. Baselines and database management

1. Agree on a common database for SSHE to get a clear understanding of the actual coverage and, then prepare district plans. DISE data and Baseline survey for TSC to be compared and discrepancies removed. The database should be jointly owned by SSA and TSC.
2. The baseline/ database should clearly identify schools that need water supply,new toilet blocks, need only urinals, need separate units for boys/girls, Need only WCs and the toilets which need to be repaired.
3. The availability, functionality and adequacy of the water and sanitation facility is crucial to the preparation of realistic plans and the baseline formats should include these indicators.

4. After the baseline is established, a MIS should be developed and periodically updated to monitor progress. The TSC online monitoring format also needs to be updated based on monthly progress reports from blocks.

5. The CRCs/CRCFs will collect the information on a prescribed format and send monthly reports to BRCs/BRCFs. The BRCs/BRCFs will compile block-level information and send it to District SSHE co-ordinator in the SSA project implementation unit.

C. Training and Capacity-Building

1. District-level orientation for District SSHE Task force members to emphasise the need for working together and for synergising interventions for better results.

2. The Block-level functionaries from different line departments also need to be trained together as teams to increase the synergy and team spirit among them which is crucial for the implementation, management and monitoring of this programme with multi-stakeholders.

3. The capacity-building of teachers and communities on SSHE to be a joint activity under SSA and TSC to avoid duplication and judicious use of funds.
   a. The DIET faculty should be oriented thoroughly on all aspects of sanitation and hygiene to act as the nodal training institution at District level for SSHE.
   b. A training module on Sanitation and hygiene to be developed jointly by DIETs and DWSM/CCDUs of TSC.
   c. The two technical notes on SSHE and capacity-building module for TSC prepared by RGNDWM can be the basis for developing simple modules in local languages.
   d. The BRCs/BRCFs and CRCs/CRCFs should be trained on SSHE and should be oriented to guide and monitor SSHE on a regular basis.
   e. All teachers training (In-service, Refresher/Orientation) to have a 1/2 day module on SSHE – Why SSHE, Role of teachers,Use and maintenance, Outreach into community, Monitoring.
   f. The community members should also be oriented through NGOs and CRC and TSC to take lead in this.

4. The health department through its field workers and health check-up in schools should also be actively promoting sanitation and hygiene practices among school children. The half-yearly deworming of children has a greater impact on the health and learning outcomes of children and should be an important component of school health programme.

D. Repair and reconstruction of existing facilities

1. Based on the baseline data, a list of schools which needs repair, reconstruction and replacement of water and sanitation facilities have to be drawn up per block by the BRCs/BRCFs supported by CRCs/CRCFs.

2. The Block PHED engineer/RD Engineers will have to assess the facilities for improvement, suggest suitable designs, provide technical support and estimate fund requirement.

3. The schools which need funds for repair of existing water/toilet facilities should be taken up straight away under the SSA annual maintenance grant.

4. Wherever the funds required is more than Rs 5,000 the community/local body contribution should be solicited.The liaisoning with local bodies to be supported by RD& PR/ PHED departments.

5. The repair and reconstruction can be taken up by the VEC/VWSC with technical support from PHED/RDD.

6. The provision for new toilets should be considered only after existing toilets are repaired and the student strength is large enough to put up additional unit or separate facilities are not available for boys and girls. This decision has to be arrived at the community level guided by CRCs/village motivators.

E. Construction of new facilities

1. The construction/installation of water supply and sanitation facilities in schools should be executed/implemented by one lead agency/department.
2. The designs and norms for the district have to be derived and adapted to local needs based on the state guidelines.
3. The funds for construction of school toilets of TSC may be transferred and pooled with the SSA resources available with education department. The CRCs/CRCFs of SSA and village motivators of TSC will closely work with communities and motivate them to participate and monitor the construction of the water and sanitation facilities.
4. The DPC of SSA will release Rs. 20,000 to VECs account and VEC can take up construction of toilet blocks with technical support and supervision by block engineers.

F. Management and monitoring

1. District officials and Block officials should make it mandatory to look at water and sanitation facilities when they visit schools.
2. The Block officials of SSA and TSC should work as one team in the management and monitoring of SSHE with active involvement of others like CDPO, AE, PHED, Block health extender, Block co-ordinator continuing education.
3. The BRC and CRC co-ordinators should be the team on the ground to train teachers and also assess requirement of facilities, repair of facilities and monitor use of facilities as they have a constant interface with the schools.
4. The quality of construction should be monitored by Block engineers with the support of community members.
5. The monitoring format for schools should be a simple checklist which can be filled by CRCs during school visits.
6. Monthly review meeting of District SSHE cell/Taskforce should be held on a fixed day of the month regularly.
7. Better performing BRCs and CRCs and other field functionaries should be recognised and non monetary incentives like certificates and medals to be awarded.
8. The Best school award/ star system can be instituted to promote enthusiasm among school teachers and children.

Water supply to schools

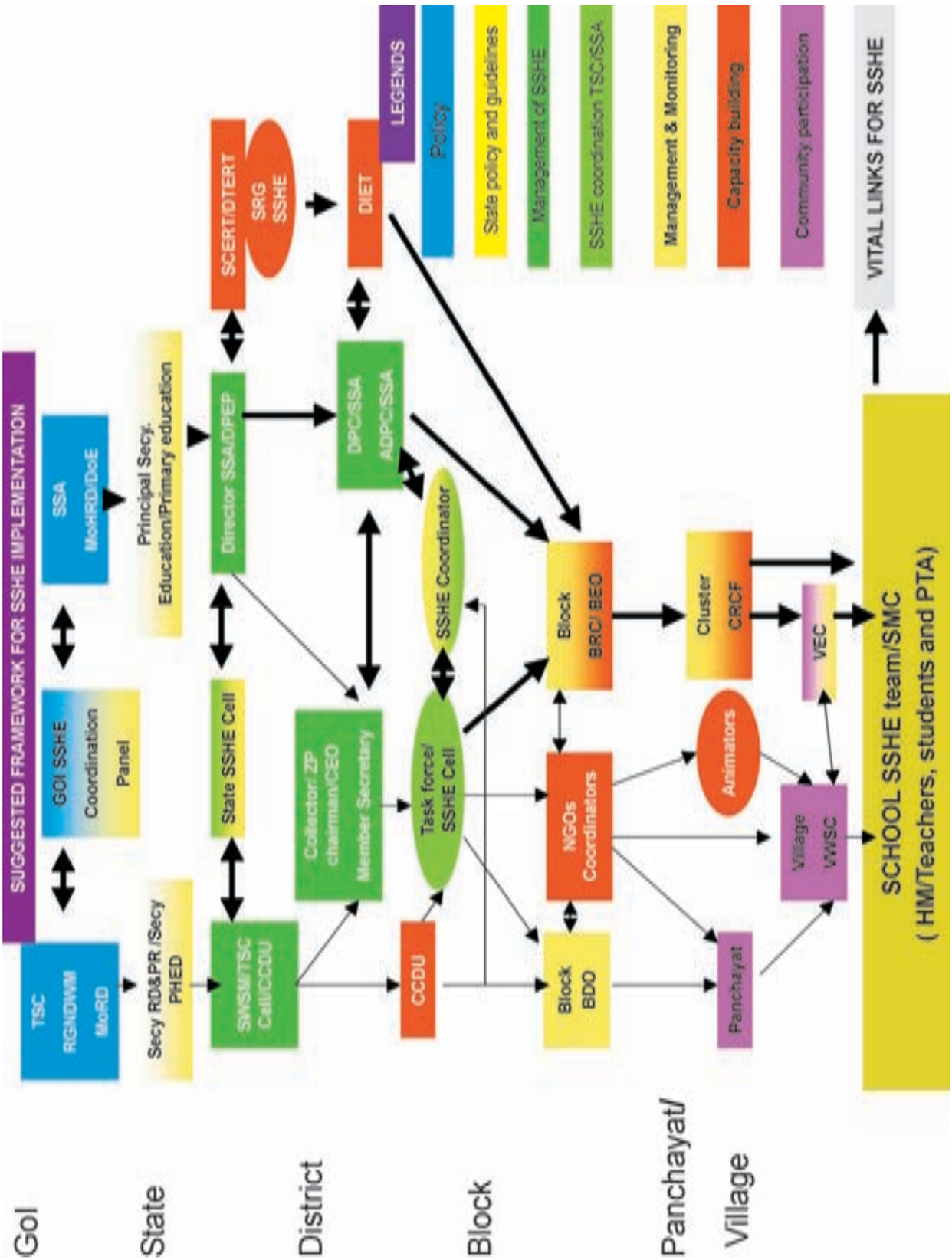
The water supply to schools will be supported by ARWSP and Swajaldhara, which is a community-managed water supply programme implemented by PHEDs. Under Swajaldhara scheme, the community plans to have a water supply scheme for the village which includes schools, health facilities and public buildings. The scheme is prepared by the VWSC supported by NGOs and PHED.The communities have to contribute 10% of the capital costs and will be responsible for operation and maintenance of the water supply system.

Roles and responsibilities of key stakeholders at different levels*

Functional level	Key actors	Responsibilities
School	**Students**	Use safe water and sanitation facilities
		Regularly practice hygiene behaviour
		Leave the sanitation facilities clean after every use
		Guide younger children to use facilities
		Keep classroom and school environment clean
		Participate actively in school health committee activities
		Take sanitation and hygiene messages home
		Educate family members and neighbours
		Health club to do household survey in the school's catchment area
		Rallies in the village
	Teachers	Lead by example. Use sanitation facilities always
		Keep the toilet open for use by all children
		Teach the children how to use and keep facilities clean
		Guide and supervise school health club activities
		Teach sanitation and hygiene songs
		Help the headmaster in all SSHE activities
		Regularly monitor the use of facilities
	Headmaster	Lead the school SSHE team
		Share sanitation and hygiene messages with all children during school prayer daily
		Prepare roster for school health committee
		Actively co-ordinate with VEC and Panchayat
		Organise and monitor repairing of existing facilities
		Use the maintenance grant under SSA for repair of school facilities
		Organise, collect resources and funds for new facilities
		Motivate teachers and students to keep the school facilities and environment clean
		Organise rallies and IEC activities in the village Support and supervise construction of school toilet
		Support BHESST member in monthly monitoring of the school
		Display monitoring card and star in a prominent place in the school
		Actively involve the community members in all the school activities

Functional level	Key actors	Responsibilities
Block	**SupervisorBRT Educators AE (TWAD) BHS/BEE (Health) CDPO (ICDS) EO (AD) RDBC (Conti. Edn) BC (TSC)**	Provide overall leadership to all SSHE activities in the block
		Assessment of existing water and sanitation facilities in all schools in the block
		Categorisation of schools as A,B and C
		Planning for capacity-building of schools
		Resource persons for cluster-level training of school teams
		Collection of school-level details and plans
		Sustained motivation and guidance of school SSHE team
		Joint monthly monitoring of schools with school headmaster
		Monthly compilation of school-level information collected by all members
		Support school team in mobilising resources in funds
		Converge all departments' efforts to create adequate water and sanitation facilities
		Award STARs to schools
		Participate in monthly District SSHE meeting and share block report
		Select best schools within the block and recognise the contribution of good headmasters and teachers
		Prepare success stories for Newsletter
		Organise and co-ordinate all SSHE activities in the district
		Planning, guiding implementation, release of funds, monitoring of all SSHE activities
District	**District SSHE team**	Organising capacity-building of BHESST teams and school cluster trainings
		Assess demand for facilities and prepare district SSHE plan
		Compilation of SSDMS data
		Organise training for Engineers on design options
		Ensure convergence and co-ordination between all departments
		Recognise and award good work by BHESST members
		Support IEC campaign activities
		Documentation of success stories

**Example from Tamil Nadu.*

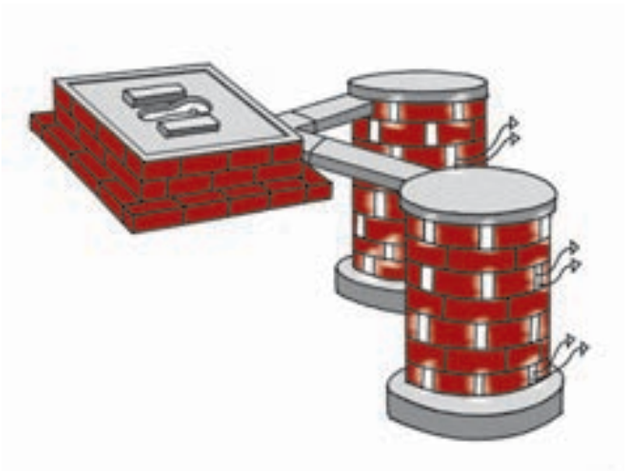

SUGGESTED FRAMEWORK FOR SSHE IMPLEMENTATION
TSC
RGNDWM
MoRD
GOI SSHE
Coordination
Panel
SSA
MoHRD/DoE
Secy RD&PR /Secy PHED
Principal Secy. Education/Primary education
SWSM/TSC Cell/CCDU
State SSHE Cell
Director SSA/DPEP
SCERT/DTERT
SRG SSHE
Collector/ ZP chairman/CEO Member Secretary
DPC/SSA
ADPC/SSA
DIET
CCDU
Task force/ SSHE Cell
SSHE Coordinator
Block BDO
NGOs Coordinators
Block BRC/ BEO
Panchayat
Animators
Cluster CRCF
Village VWSC
VEC
SCHOOL SSHE team/SMC
(HM/Teachers, students and PTA)
VITAL LINKS FOR SSHE
LEGENDS
Policy
State policy and guidelines
Management of SSHE
SSHE coordination TSC/SSA
Management & Monitoring
Capacity building
Community participation
GoI
State
District
Block
Panchayat/
Village

Calculating Capital Costs Checklist

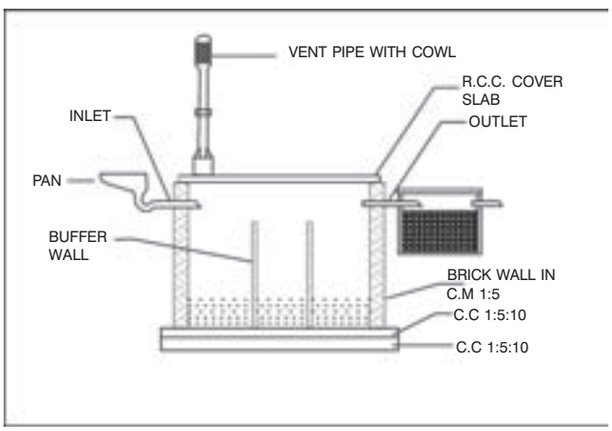
Description	Costs
Rehabilitation and construction of facilities: Toilets, water supply, hand washing basins, solid waste collectors	• Construction materials (locally and internationally produced) • Maintenance materials (brushes, de-blockers, other) • Skilled labour (supervision and specific technical skills) • Unskilled labour (although in most projects this will be provided by the school, PTA or community) • Other
Life skills-based hygiene education: development of methodology and materials	• Fees to hire expert to develop methodology • Expenses of field testing methodology • Printing and distribution of materials • Participatory learning materials such as materials for crafts, puppet play, theatre • Teacher training • Training of other professionals (staff of the Ministry of Education, Ministry of Health, NGOs) • Other
Community involvement: development of methodology and materials	• Fees to hire expert(s) to develop methodology • Expenses of field testing methodology • Printing and distribution of materials • Participatory learning materials • Trainer training • Other
Technical assistance and support	• Technical project support during implementation (staff and logistical expenses) • Implementation assessments • Establishment of a monitoring and evaluation system • Establishment of an operation and maintenance system

Technological Options

(Comparison between Leach pits & Septic tank)



Twin pit pour flush toilet (Below ground features)



Cross-section of septic tank

Leach Pits	*Septic Tank*
• Low costs	• High in cost
• Less space	• More Space
• Needs little water	• Needs more water for flushing
• Sludge handling easy-manure	• Sludge handling difficult
• No recurring cost	• Recurrent costs for emptying
• Pit emptying easy	• Safe disposal of effluents - pollution
• No mosquitoes	• Mosquito menace

Checklist for ensuring the quality of construction and completion of the work

(for certification by JE/AE PHED/RWS/RD)

Part A

1. Name of the school …….. ……...

2. Village……3. Gram Panchayat……..

4. Block……... 5. District……

6. Date of the completion of the work…… Signature of JE/AE……..

Part B (Just write Yes/No)

Points to be observed and checked during visit	Y/ N	Remarks
1. Is the gate of the school sanitary complex properly fixed and provides privacy?		
2. Is the quality of door of the toilet of good quality and durable?		
3. Is the door of the toilet fixed properly and open and closes smoothly?		
4. Is the masonry work of complex of good quality and completed as per design?		
5. Is the junction chamber of the toilets constructed with proper slope and Y pipes?		
6. Are the leach pits properly connected & covered?		
7. Is the soak-pit of the urinal as per the design?		
8. Is the flooring of the latrines in good condition with slope towards the pan?		
9. Is the slope of the gutter of the urinal proper (check) and connected to soak pit?		
10. Is the rural pan used in toilet?		
11. Is the pan cleaned after fixing (free of cement droppings)?		
12. Is the water tank properly constructed and plastered?		
13. Is the water tank having a hole at the base to drain water after cleaning?		
14. Is the tap fixed properly and does not leak?		
15. Is the whitewashing properly done?		
16. Are the facilities for handwashing linked to soak pit or kitchen garden?		
17. Is partition or privacy wall provided in girls toilet?		
18. Are children, especially girls, able to use the toilets comfortably (ask girls)?		
19. Is the sanitary complex properly cleaned and ready to hand over to school authorities?		

Example from Tamil Nadu/Bihar

School Sanitation and Hygiene Promotion

School Monitoring Card

Name of the School: ..... District: .....
Category: Primary / Middle / High School ..... DISE Code: .....
Gram Panchayat: .....
Cluster: ..... Block: .....

Enrolment

Girls										Boys										Total
I	II	III	IV	V	VI	VII	VIII	IX	X	I	II	III	IV	V	VI	VII	VIII	IX	X	

Teachers

Female		Male		Total	
Total	Trained on SSHE	Total	Trained on SSHE	Total	Trained on SSHE

Number of Classrooms:

WATSAN Facilities

Sanitary Facility	Girls	Boys	Remarks
Are there any TOILETS? If YES, how many?			
Are there any URINALS? If YES, how many?			

Handwashing Facilities

Is there any facility for Safe disposal of Solid Waste?	☐ YES	☐ NO
Is there any facility for waste water disposal?	☐ YES	☐ NO

Drinking Water Facility	Available	Not Available	Source (HP/Well/Tap/Others)

Is there any source for safe drinking water? _____

Is the water quality of the source tested? YES / NO

SSHE Monthly School Monitoring Chart

S.No.	Components	August		September		October		November		December	
		Value (1/0)	If facility is not there, Why?	Value (1/0)	If facility is not there, Why?	Value (1/0)	If facility is not there, Why?	Value (1/0)	If facility is not there, Why?	Value (1/0)	If facility is not there, Why?
1.	Are there toilets and urinals functional and ***can*** all children and teachers use the facilities ***when needed?***										
2.	All the toilets and urinals are ***functional*** and toilets are provided with ***water***. All water seals and leach pits are functional?										
3.	All the teachers and students are using toilets and urinals										
4.	Walls, floors and basins are clean in toilets and in urinals										
5.	Confirm the availability of hand washing facilities in the school and that all the students are washing hands with soap or ash before eating food and after urination and defecation **(probe/observe)**										
6.	Safe drinking water is available throughout the year										
7.	Teachers, boys and girls are sharing equally the work in fetching water to school and in maintaining the school campus and sanitary facilities										
8.	Waste water is disposed off properly (no sign of water stagnation)										
9.	Classrooms and school premises are clean										

10.	Teachers, Students and Vidyalaya Shiksha Samiti (VSS) members are trained on SSHE										
	Total Number of STARS* ★										
	Special Efforts										
1. 2.	All the Teachers having toilet at home Number of Students having toilet at home										
	Number of VEC/VSS members having toilet at home										
3.	The school has a Boundary wall										
4.	The school has Sanitation kit available										
5.	IEC material is available in the school										
6.	Health check up of students and referrals										
7.	PTA/MTA is formed and meets regularly on monthly basis										
8.	VSS meeting is conducted regularly on monthly basis										
	Details Assessed By:	**August 2005**		**September 2005**		**October 2005**		**November 2005**		**December 2005**	
	Name of the Headmaster										
	Signature										

*Note: * Value 1 refers to one star*

10 Steps to look after the toilet

1. Make sure there is water and soap available
2. Pour some water in the pan before and after use
3. Wash your hands with soap after you have used it
4. Use a brush to clean the toilet
5. Wash the urinals slab, squatting plate and pan regularly with the brush, soap powder and water
6. Make sure the door is close after using a toilet and easy to lock and open
7. Keep the Urinal and water drainage clear of twings and leaves so that it won't get blocked
8. Keep the area surrounding the toilet clean and plant trees near the urinal soak pit
9. Maintain the building, fix damages and paint the walls
10. Check the pit after 3 years and use a new pit before it is completely full

SWACH RAHO SWASTH RAHO

NOTES

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