

**PYSCHO SOCIAL LIFE SKILLS TRAINING WORKSHOP IN  
WATER, SANITATION AND HYGIENE EDUCATION**

**Training of Master Trainers**

**Lusaka, Zambia, 3-15 September 2001**

**REPORT**



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## **Introduction**

Duration and subject areas. From 3 to 14 September, a national-level workshop took place on the integration of psycho-social lifeskills into the Zambian primary school education programme for hygiene, sanitation and water. Psycho-social lifeskills are those abilities that children develop in order to meet the daily challenges of life. Examples are skills of communication, critical and creative thinking, decision-making and assertiveness. The recently revised Zambian Basic School Curriculum defines the knowledge, attitudes and skills (physical and lifeskills) in health-related subjects for Grades 1-7.

Purpose of the workshop. The purpose of the workshop was the creation of a core team of master trainers with understanding, skills and resources to train teachers in lifeskills-based education on hygiene, sanitation and water in Zambian primary schools.

Scope of the report. This report gives an overview and analysis of the main points of the workshop, covering its strengths as well as areas for improvement. It also addresses briefly the relationship of the school sanitation and education programme with the overall WASHE project. It should be seen as a supplement to the detailed day-to-day report of the workshop itself.

## **Participants**

Educational core team. The 20 participants of the workshop are the future master trainers for the regional teachers' training workshops which will follow the national workshop. All of them have an education background. The workshop has three facilitators (Appendix 1). The workshop did not include staff from the Ministry of Water Development in order to limit the size of the group to a number that would allow continuous interaction and teamwork.

Technical expertise. During the workshop, it became clear that - similar to the experiences during the lifeskills workshop in UNICEF New York - the presence of participants with a technical background is imperative to link up hygiene education and psycho-social development with the technical aspects of the lesson contents. A linkage is also needed with the participatory design, planning and implementation of the technical facilities in the schools. Fortunately, several of the participants and one of the facilitators had the expertise and experience to bring in these aspects. It is, however, important to ensure that in each subsequent training in Zambia and elsewhere this expertise is present. In the regional training, district level Environmental Health Technicians<sup>1</sup> will participate.

## **Programme**

Focus and flexibility. The original workshop programme focussed exclusively on lifeskills. In consultation with the IRC, the final version combined key lifeskills with key topics in hygiene, sanitation and water so as to ensure optimal synergy. The underlying framework is attached as Appendix 2. Using this programme in a flexible manner was important to meet the requirements of the participants and the intended outputs of the workshop. Specific changes were:

- Day 1: Material analysis was postponed as one cannot analyse work by others before understanding and having applied the principles oneself
- Day 2: The lifeskill of self-awareness added to precede self-esteem and documentation of groupwork started
- Day 4: From day 4 onwards, group work and group presentations precede lifeskills session because energy levels are highest in the mornings
- Day 5: Session "Linking Lifeskills Education With Technical Activities" inserted
- Day 7: Session "Monitoring and Evaluation" of PSLA in school hygiene education inserted.

<sup>1</sup> Health Technicians attached to Health Centres in the programme districts.

## Intended outputs

The originally planned outputs are given in the table. They were adjusted for several reasons:

- Understanding of the PSLA approach has to be linked with understanding (in terms of clearly defining the various objectives of) the subject contents of sanitation and hygiene;
- Defining ways to monitor and evaluate acquired PSLAs was considered more important than plans to practice new skills. It makes no sense to plan for “new” skills if there are no ways to monitor the presence and application of the lifeskills covered during the workshop;
- The participants rightly argued that their task was not to develop the lesson plans, but to develop guidance materials which will help individual teachers to develop their own lesson plans. The purpose is not to have the same set of standard lesson plans for lifeskills-based hygiene education in all Zambian schools, but teachers who *understand* the lifeskills approach, have mastered ways and means to *integrate* it into participatory hygiene education in grades 1-7 and are able to develop and apply *individual lesson plans* for this.

Planned outputs	Adjusted during the workshop to:
1. Demonstrated understanding of psycho-social lifeskills approach (PSLA)	....as part of school hygiene education
2. Enhanced teaching skills for PSLA, including plans to practice new skills	.... including ways to monitor the skills
3. Guidelines/outline for placement of PSLA within the syllabuses	Unchanged
4. Draft lesson plans for selected topics in grades 1-7	.... guidance material for lesson plans
5. Follow-up plan for interim period to refine syllabuses and lesson initiatives	Unchanged
6. Follow-up plan for workshop 2 - training of trainers (other teachers) to pilot lessons	Unchanged

## Participatory hands-on methods

Prior to the workshop, some concerns had been expressed about a lack of participatory, hand-on learning methods. This concern was totally unfounded. Participatory methods and hands-on work were used throughout the workshop. Presentations on, e.g. the six F diagram, the Johari window (on self-awareness), the adult learning cycle, etc., only served to clarify the concepts and underlying theory. They helped to place the activities into a broader framework. Recapitulation and feedback were also done in participatory ways. Appendix 3 lists (most of) the methods.

The participatory character will be more clearly visible when there is a different description of the sessions in the workshop programme, e.g. it is added who does each activity (by facilitator, by participants, jointly) or the nature of each session is clearly stated, e.g. Brainstorming on, Groupwork on, etc. In the same way, ‘Paper presentation on..’ might be re-labelled as “Clarification of concepts and theory by ...”

Participatory methods were further effectively used to redress a weakness, namely that several participants has missed the first days because they had not received in time the required invitation letter and/or permission to participate. The participants of the first hour therefore gave a “guided tour” to explain what had been covered so far. This also helped to recapitulate the work, keep the group alert and monitor the achieved understanding, implementation progress and outputs. It is important to document all session outputs on paper, paste all outputs on the wall, and do so in such an order that the sequence of activities remains clear.

## Facilitation

Key conditions to the high quality of the workshop have been:

- A knowledgeable, hardworking and dedicated group of participants (presence and punctuality were consistently high)
- The presence of an excellent cooperation between the facilitators;
- Their shared dedication to and experience with using participatory methods;
- The complementarity of content knowledge and skills
- Excellent national moderation skills combined with inputs from a neutral outside specialist to achieve and maintain consensus.

It was a great pleasure to work together as colleagues.

## Materials development

An early start with documenting the group work is crucial to arrive at concrete outputs. Several rounds of review were needed to arrive at both an agreed format and accepted guidance sheets for individual lesson plans. Feedback sessions during the plenaries did not always go smoothly but were very valuable to improve the materials and arrive at shared acceptance and ownership. A final review of the contents on technical correctness is still required.

For the finalisation of teaching and learning materials it is recommended to include explicitly the link between the educational activities and the infrastructural activities in the schools. With this is meant including in the material and/or linking it up with other materials about:

- why and how to achieve the participation of the school community (e.g., girls and boys students, teachers, PTA, parents) as well as key representatives of the catchment communities (e.g., local craftswomen and men and female and male community leaders) in the planning and design, construction and upkeep (maintenance, management, finance) of the infrastructural provisions and the monitoring and evaluation of their quality of design, construction, upkeep and use
- how to use the planning and design, construction and upkeep of the technical school facilities to develop/strengthen physical skills (e.g., measuring, cement curing, simple building techniques) as well as lifeskills (e.g. critical thinking, problem solving, communication, cooperation) and social attitudes (e.g.. towards gender equality)

The above might be done by a small group with an educational and a technical background. This group might review the developed educational materials and the guidelines for the technical work/workers on these aspects.

## Links with the WASHE programme

UNICEF support to the water and sanitation sector in Zambia started in 1995/96 with a borehole programme for drought mitigation. Because many schools were on the verge of closing, schools were one of the priority locations for boreholes.

This became the WASHE (Water, Sanitation, and Hygiene Education) programme (1997-2001). It has two components:

1. Sector reform: the transfer the provision of services from the Ministry of Energy and Water Development to the Ministry of Local Government;
2. A community water, sanitation and hygiene promotion programme. It includes school sanitation and hygiene since 2000.

The latter began with ten pilot schools in two districts. This was a fiasco because of the lack of coordination and cooperation with two other programs: PAGE and the School Health and Nutrition Programme. Each programme had its own national, district and school coordinators. Now the same persons coordinate all three programmes in 10 of 13 districts at all three levels.

(Two districts have a topdown approach with no local participation and one district official is not interested).<sup>2</sup>

A schematic overview of the programme set-up:

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Villages:	Prepare annual WASHE plans for village (water) and households (sanitation and hygiene). Households use a planning and monitoring card (Appendix 3). Last year, 16.000 latrines were installed, 97% of them sanplats. Caving in problems are local (ca. 50-100 latrines, according to Dr. Mathur). On village initiatives, HIV/Aids prevention/mitigation, subsidised energy saving stoves, impregnated bednets and use of water for food security (treadle pumps) are being included.
Health Centre:	Has Environmental Health Technician (EHT). Is the main focal point for sanitation. (A problem where MoH is weak).
ACO:	Four/five villages which share a school chose an Area Community Organiser (currently [REDACTED], [REDACTED]). WASHE trains them in participatory methods for sanitation and hygiene promotion and since 2000 in latrine construction. They also sell water transport/storage jerrycans (20 litres or for children 5 litres). Schools: Have 2-3 days planning workshop led by the ACO and ETH. Participants: teachers, active students and active parents. Plans are intentions but written plans are now coming up.
District	The D(istrict)WASHE committees under the District Councils integrate village plans into district annual plans. They represent all ministries and sometimes local NGOs. The focal point is the Council Secretary. UNICEF provides part of the funds (local contributions amounted to 23% in 2000). These go to separate accounts and may be used for construction and supplies (jerrycans for safe transport and storage, spare parts for handpumps and cement, etc. for sanplat latrines). DWASHE has trained 40 latrine masons, women and men (ratio unclear) and equipped them with moulds. They train the ACOs technically.

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To implement school plans, UNICEF provides the money for three bags of cement for latrines and the drilling and equipment of boreholes or the upgrading of the existing school waterpoint. Funds flow from a special SSHE fund in the MoE at national level via the provinces to the districts. Each schoolplan must come with an operation and maintenance plan. The latter are made more often than the former and consist mainly of rosters for cleaning.

UNICEF has further provided the schools with two scripts and an audio or videotape for school plays on sanitation/hygiene. Two development theatre companies in Lusaka give training, provided the schoolgroup gives at least three performances, one in the own, and two in neighbouring villages. Every school has also received a package of arts and crafts materials for drawing/drama/poetry and song competitions in schools and school materials (such as pens) that may be given as prizes.

There are several constraints and lessons learned:

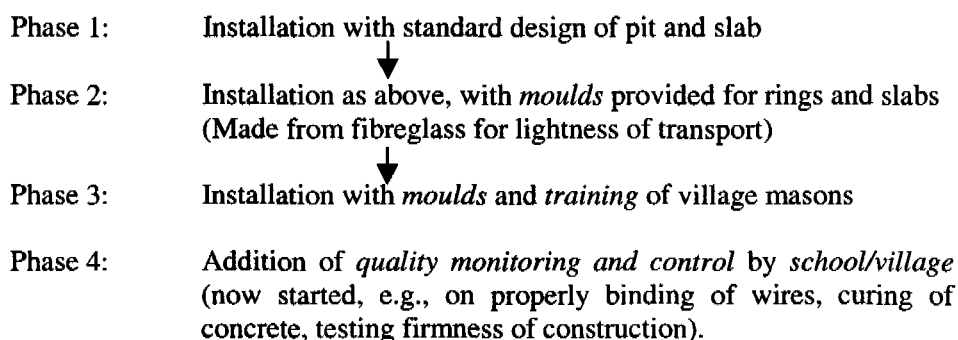
- Attitudes. It has been difficult for the educational staff to accept that SSHE funds are not for them to decide on. Historically, schools are part of a vertical, top-down and sectoral organisation and funds are not spent on activities related to sanitation and hygiene. A

<sup>2</sup> PAGE is the Programme for the Advancement of Girls Education. EU supported. Initial focus on building and rehabilitating classrooms only. Communities pay 25%. Since cooperation started, boreholes and latrines have been added. Because 25% cost-sharing of boreholes is high, communities build the latrines themselves and 25% is calculated over the total. This may have implications for the quality of the latrines.

*demand-responsive approach*, in which other local groups (students, parents, teachers) take part in planning and decision-making, contribute in cash and kind and have accountability rights, is totally new and not easily accepted. Many teachers have not yet changed their attitude and more attention to attitudinal change is needed.

- Distance. In Zambia, one primary school serves 4-5 villages. Physically, schools are located in the 'no man's land' between villages. Socio-psychologically the distance is also great. Having a higher status than most villagers, many teachers keep themselves aloof. Both types of distances are additional constraints to a participatory programme. .
- Organisation. In many PTAs the "P"s (parents) tend to belong to the elite whose children do not visit the village schools. They are therefore not really motivated to cooperate in improving the schools. A lesson has been that it is better to involve interested parents with children in the school.
- Quality and affordability of new construction. WASHE installs the same standardised latrine designs in schools and households: sanplats and VIP latrines. The design standards focus on proper construction of the pit and slab. For walls and roofing, schools and households may use any local materials of their choice. For construction, a manual has been produced. This did not prevent poor construction. The latter happens especially when schools/parents constructed latrines themselves and in the PAGE programme which used masons/contractors without further training. The quality of new construction is now improving thanks to more and better inputs from the programme. The effects are that the number of slabs cracking/breaking has come down from 1:8 to 1:20.

Programme Inputs for Better Quality Latrines



- Rehabilitation. Originally, the emphasis has always been on building new facilities. Only last year, by involving the *teachers* (but not yet the girls and boy students and parents) in a survey, it emerged that many existing school latrines have faults: no proper shape of holes, no footrests, no ventilation, etc.). Schools may now also plan for rehabilitation.
- Implementation strategies. Each planning group for the school annual plan makes its own choices on how it will achieve its targets. Some groups have for example planned five latrines, one for each class and made it the responsibility of the parents of the children of each class to organise the construction. This has made parents compete in quality and speed of work. Most school latrines have grass roofs, but sometimes roofs are left open until the parents can contribute for roofing sheets after selling the harvest. Walls have sometimes been plastered in different colours or decorated with clay paintings.
- Use. Up to grade 5, girls and boys share latrines. Initially use was for urination only, but after 1-2 years use for defecation has started. Before that, defecation was done in the bushes. In grades 6 and 7, girls begin to have problems with sharing and need separate facilities facing away from the school. It is important that they take part in selecting the location. Because schools are in 'no man's land' (see above), careful siting is required to match privacy with safety and prevention of unintended uses. Examples of such uses that

came up during the workshop were bullying, smoking bhang and sexual intimidation and misuse.<sup>3</sup>

In the next five years, School Health and Nutrition will become the major strategy in WASHE. Schools will become the intermediary level between the health centre and the village.

### **Monitoring and evaluation**

Zambia has no reliable monitoring data for water and sanitation. Donor support for monitoring ended when the sector was decentralised and placed under the Ministry of Local Government, the attitude being: if it is local [government] do it yourself.

Only UNICEF provides one monitoring officer for sanitation. A consultant designed a monitoring system for community sanitation and hygiene. It is based on the WASHE logframe and its indicators. Manuals have been made for villages, ACOs and districts. Financial and physical achievements (inputs-outputs) are closely monitored. A working system for monitoring the qualitative aspects (including for the school programme) is not yet in place.

To develop such a system, the idea had been to have a monitoring workshop and a teachers' training workshop back-to-back. Some programme staff and teacher trainers would take part in both workshops for interlinkage of the monitoring of the school programme and the community programme. However, the workshop on monitoring has been put on hold because UNICEF is developing global indicators and mapping tools. As a result, the education workshop has limited itself to developing a matrix on monitoring options for monitoring the qualitative aspects of the lifeskills-based school programme (Appendix 4). Within this matrix, the workshop has listed the key subject fields and indicators which it considered to be the most and least crucial to be chosen as common elements for programme or country level monitoring of school sanitation and hygiene. The workshop had preferred to rank the subjects and indicators in order of importance. Time restrictions prevented this exercise from being executed.

All monitoring data which UNICEF collects are sex-disaggregated. So far, only the quantitative aspects of gender (numbers and percentages of women/men in organisations and activities) are monitored. Qualitative aspects, such as actual influence and division of work, are not yet included.

### **Overall conclusion and recommendations**

As far as could be ascertained halfway through Day 8 (the day of my departure), the workshop was a success as far as processes and outputs are concerned. All participants participated very actively and creatively, and the intended outputs have generally been achieved:

1. Understanding of psycho-social lifeskills approach (PSLA) in school hygiene education was demonstrated through the participants' ability to formulate measurable objectives of knowledge, attitudes and physical and lifeskills in six key sanitation and hygiene subject areas of the Zambian school syllabus: handwashing, safe use of latrines, safe drinking water, safe disposal of dry and wet refuse, and personal and environmental hygiene. In the social attitudes, specific attention has been paid to gender, poverty and social justice.
2. For enhanced teaching skills in the selected lifeskills<sup>4</sup>) and plans to practice new skills, the group practices many learning activities for 'scheduled' and 'unscheduled' lifeskills and also developed activities themselves. They should be quite capable to use them in their own training courses with the teachers. The developed guidance materials which will help teachers develop individual lesson plans also contain many suggestions for activities that

<sup>3</sup> These examples led to two case studies for use on lifeskills-based hygiene education in the higher grades: suitability of latrines for use during menstruation and sexual assault. Case studies for boys remain to be developed!

<sup>4</sup> Self-esteem, communication, problem solving, decision-making, values clarification and goal setting.

foster new lifeskills such as empathy building, assertion and refusal skills, cooperation and teamwork, information gathering skills, skills for critical thinking and dealing with peer pressure, and help seeking skills. They have been listed in the various plans.

3. Placement within the syllabuses: All developed plans indicate where they fit within the scope and sequence of the **Zambian primary school syllabus**.
4. Draft lesson plans: as explained above, guidance sheets for individual lesson plans replaced this output. On day 8, it seemed that the set goal of guidance plans for selected topics for grades 1-7 would mostly be achieved.
5. Follow-up plan for interim period to refine syllabuses and lesson initiatives. Will be attached to a compilation of the material developed during the training. A copy of the draft will be sent to IRC for comments.
6. Follow-up plans: as these were made after my departure, I have no way of knowing whether these have been made. However, participants had by that time indicated what information they needed and had received this information.

Other conclusions and recommendations are:

- In planning and adjusting the programme, expertise, and time for linking lifeskills and hygiene education with the infrastructural components has to be ensured.
- Videoring the process in some of the regional training programmes will help document the training methods and visualise them for others and is a means to monitor the replication of the approach and methods used in the national workshop.
- A 'bound' version of the workshop outputs is needed for final evaluation and as a core package for the further development of lesson plans and materials.
- The document would preferable also include descriptions of the participatory methods and techniques used in the workshop. Appendix 3 may provide the basis.
- The workshop approach and outputs are not only relevant for Zambia and the WASHE programme but also for the SSHE project in other countries. If acceptable, the workshop programme and this report will therefore be distributed to the partners in the other five countries.
- Translation of the syllabus, the workshop ToR and programme, and the produced materials in French and Spanish would enable the non-anglophone countries to use them as reference materials for their own programmes.
- UNICEF and the Ministry of Education might consider to provide incentives to teachers to make available their lesson plans as well as brief descriptions of their participatory activities with the children and sample copies of the children's outputs. Compiling the best of these materials into a loose leafed resources book will create a dynamic bottom up guide for LSBA hygiene education in primary schools.
- A proposal may be submitted to the bilateral donors in Zambia for the multi-media documentation of the lifeskills education programme and the WASHE project. Pending its compilation and submission, documentation of the implementation processes should already start (see above) to generate the materials from which a documentation project can draw.
- The school *education* programme may be linked better with the technical activities and the stakeholders participation in these activities. It is suggested to form a small group of key actors from the two components. This group could work out the procedure and guidelines and update the existing training with the help of a facilitator.
- The linkage should also address the interconnection of the monitoring by communities and schools. Monitoring of community participation in both sub-programmes should be made gender- and poverty-sensitive. A key question is "Who participates in which physical, financial and decision-making activities and to what effects?" broken down for women and men and lower/middle/upper class groups. Several of the methods and tools of the Methodology for Participatory Evaluation are very suitable to be used for this purpose.



**WORKSHOP PARTICIPANTS:**

**Resource Persons:**

Ms Christine van Wijk	IRC, Netherlands
Mrs Catherine N. Phiri	MOE
Mr Ansen Banda	CDC, MOE

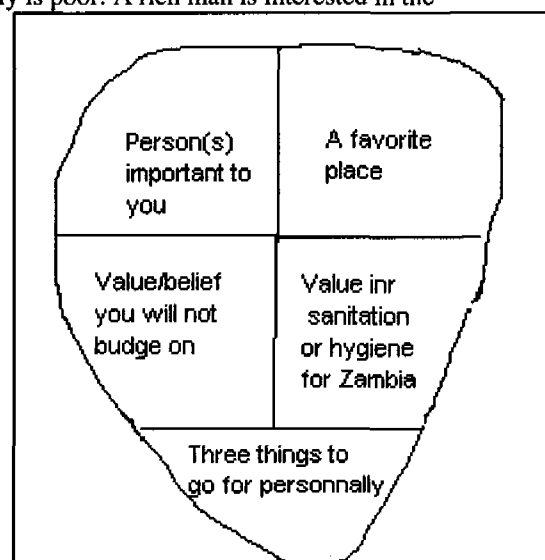
**Participants:**

2 Lecturers (Home Economics and Science)	Chipata Teachers' College
2 Lecturers (Home Economics and Science)	David Livingstone Teachers College
2 Lecturers (Home Economics and Science)	Kasama Teachers' College
1 Provincial Resource Centre Coordinators	Eastern Province
1 Provincial Resource Centre Coordinators	Southern Province
1 Provincial Resource Centre Coordinators	Northern Province
1 Senior Inspector of Schools (SHN Focal Point)	Eastern Province
1 Senior Inspector of Schools (SHN Focal Point)	Southern Province
1 Senior Inspector of Schools (SHN Focal Point)	Northern Province
2 CDC	
2 MOE HQ	
2 Teacher Education Department	
2 UNICEF Participants	



## Preliminary List of Participatory Techniques Used

- Getting to know each other. Starting with person 1, each participants chooses a characteristic by which they want to be known, e.g. Annie for Attractive, Regina for Reliable, etc. Every next person first mentions how the preceding persons want to be known (A for .., R for .., etc) and then adds their own characteristic.
- Giving/getting feedback. Participants each have their own envelope on the wall to put/receive feedback notes in to/from other participants
- Recapitulation: In groups of two, participants mention to each other what the most interesting activity was, the best liked, the best presented, etc. The facilitator invites some to give the feedback in plenary.
- Recapitulation: Volunteers present the work of the previous day as displayed on the wall.
- Recapitulation/communication: In a revolving inner and standing outer circle, each pair exchanges what has struck them most during the previous day.
- Own knowledge inventory: Participants define a particular lifeskills using their own synonyms.
- Own knowledge inventory. Three small groups made and presented their own F-diagrams. The plenary commented. One common diagram was prepared.
- Own practice inventory. Spread over the week, the participants took part in two (anonymous) surveys (on personal sexual behaviour and personal health and hygiene practices) and analysed and discussed the outcomes.
- Own experiences inventory: Groups of two interviewed each other on the most embarrassing moment in one's life. Each drew the moment of the other. Disclosure to the plenary was optional. Several of the drawings provided materials for case studies on values and sanitation/hygiene.
- Handwashing and self-esteem. Four groups develop a participatory activity linking the two. Group 1 developed a radio/tv scenario on loosing esteem when children fall ill and some die after a wedding due to habit of handwashing before eating in the same dish and the cultural value that the weakest (children) wash last (if at all). Group 2 did a role play on handwashing and gender relations in the home. Group 3 developed an experiment which visualises that seemingly clean hands may carry dirt.
- Experiencing communication. Played in small groups. The facilitator instructed two volunteers: a parent and a child. The other groupmembers are to observe and note the emotions and coping mechanisms (verbal and non verbal) that emerge. The parent's role is to ask for help in water/sanitation. The child's role is to answer 'njaba, njaba' each time s/he is addressed. A very effective way to demonstrate what happens when two people do not/can not communicate verbally.
- Experiencing communication & energiser. Played in two lines. The lines start back to back. The participants of line one are asked to write a question starting with 'why'. The participants of line two write one sentence starting with 'because'. The lines now face each other and each pair reads their sentences. Laughter. Discussion on lessons learned.
- Decision-making and values clarification: Case study analysis in small groups. Case 1: Visit to a friend who asked you to hold her baby brother while she makes tea. You know the baby is HIV positive. What do you do? Case 2: You have discovered that a drugs vendor sells bang to your students who smoke it in the latrine. What do you do? Case 3: Your best friend is not allowed to go out with boys at night. She asks you to tell her parents that you and she are going to visit a sick schoolmate. In reality, she and you are going to a disco. What do you do? The participants then developed their own cases related to water/sanitation/hygiene.
- Problem solving and assertiveness. A subgroup has developed a mini-drama on domestic sanitation. The others observed and identified the problems and problem solving used in the play. A second activity was a roleplay. Girl: is student in grade 7. She wants to continue school. Father: The family is poor. A rich man is interested in the daughter and has asked the father for her hand. This is followed by techniques for being assertive without being impolite.
- Lifeskills analysis. The participants started on the first day to list the lifeskills in the workshop. Each day they defined which old and new lifeskills had been added.
- Energiser. In a circle. When facilitating volunteer says "in the river" all move a step forward. At "on the bank" they move a step backward. Who does it wrong moves into the circle. Variations are raising arms on the statement "All birds/butterflies/cuckoos/ etc. fly" or not raising when "all chairs fly, etc. Or squatting /standing for "in the latrine/ in the yard", etc.
- Value clarification. Participants drew their own crest.



## SCHOOL HYGIENE MONITORING AND EVALUATION MATRIX

Subject field	Indicator(s)	Monitoring activity	Done by	Methods		Grac
Handwashing	Knowledge of critical times	At least 4 pupils (2 G, 2 B) can mention 3 out of 4 critical times to wash hands	Teacher, SIS, DIS, PIP etc.	Open question; At random, by sitting; At random by last name initial <sup>6</sup> , etc.	+	1
	Phys. skill of effective hand washing + gender, teamwork	A team of 1 B, 1G can demonstrate an effective and gender sensitive way of washing hands	Class, teacher, inspector	Live demo, or acting, or description, or team mimes, class observes & comments	+	1
	Practising handwashing at critical time	Are all necessities for handwashing after toilet use at hand?		inspector, PTA	Observation if facilities are present & convenient	+
Can/does anyone monitor handwashing after toilet use?			Inspector	Observation if handwashing can be monitored & by whom. Ask a few pupils if there are ever comments made on not washing hands after toilet? By whom?	+	3-7
Personal Hygiene	Knowing parts of the body + teamwork, dealing with difficult words, acceptance/ respect for sexual matters	Group of X children can correctly name parts of the body	Class, teacher, inspector	Timing how soon the group can place name cards on a boy on a cloth on the floor incl. an acceptable local word for penis	⊗	2
Personal Hygiene	Worm knowledge	At least 4 pupils (2 G, 2 B) can correctly name which 3 worms can via their eggs move from stools to mouth	Teacher, Inspector	Open question, etc. as above. Or: card writing		3
Hygiene: Sources of water	Knowing the local water sources and their safety for drinking	Group of X children can correctly identify and sort rough drawings of local water sources into "safe/unsafe for drinking" piles	Class, teacher, inspector	Timing of a two-pile card sorting exercise (bring home-made set of cards of all sources)	+	2
Sanitation: disease transmission	Knowing the transmission of faecal-oral diseases	Number out of 6 children who can correctly name the F card given to them. Group then lays cards as diagram on floor	Class, teacher, inspector	Silent game; each child gets an F card and marker to complete the word. Other children stand around . (inside or outside exercise). May be timed as well.		5
		Number out of 6 children who can correctly indicate 1 or 2 (depends on grade) routes between Fs or F-M	Class, teacher, inspector	May be by drawing in sand, laying sticks, using pieces of string, etc. between cards		5
		Number out of 6 children who can correctly indicate 1 or 2 (depends on grade) barriers between Fs or F-M	Class, teacher, inspector	May be by placing and naming stick barriers, or writing and laying name cards, or placing small (pre-made) cards with appropriate drawings		5
Sanitation: effective toilet use	Physical + lifeskills Gender attitudes O&M of toilets	Any two adolescent girls can conveniently and safely use the toilet	Teacher, inspector	Informal private conversation with the three of them (2 girls and teacher (or headmaster) or inspector) on convenience and safe use of school toilet Making a <u>checklist</u> for a <u>structured</u> talk will be useful		7

<sup>6</sup> E.g. By sitting: divide class into four equal squares and choose boy or girl in each centre. Use a box with 26 folded pieces of paper each with a letter and let four children pick. Or put in as many cardboard pieces as there are children in class (carry cardboard pieces in stacks of ten) and let all children draw; in that case either sex has an equal chance, but the draw may not be 2/2. The teacher can use pieces of paper with the names of children and let 4 children draw.

Sanitation: effective toilet use	Physical + lifeskills Gender attitudes O&M of toilets	% of the maximal total of positive marks scored by the toilets of girls, boys and teachers in a school	School club, PTA, Inspector, grade 7 pupils	Scheduled observation and scoring round to all latrines using a 10 'stars' <u>scoring list</u> for every latrine Mark and average scores separately for the 3 categories		7
Sanitation: Toilet maintenance	Attitudes of social justice, gender relations, lifeskills	All cleaning (incl. of latrines) is done regularly by all students without discrimination in type or frequency of work based on sex/age/ status/personal characteristics	Headmaster, Inspector	Checking of formal arrangements with teacher against realities. The latter may be done through e.g. a confidential talk with a child or children who may be bullied into cleaning work		all grade
Waste water disposal	Physical and lifeskills O&M of facilities	% of water and sanitation facilities seen to be without stagnant water (water points, hand washing reservoirs, toilets and school ground)	School club, PTA, Inspector,	Scheduled observation and scoring round to all waste water points		6 or 7
Water supply: disease transmission	Knowing water related diseases and their transmission	Number of children in class who can name one disease each which is water-borne, water-washed, water-based or water-related <sup>7</sup>	Teacher	Tells, or writes on the board, a story about four kinds of risky water use by four children. In individual work, each pupil writes four related diseases on a slip. Teacher gives individuals marks & class scores	+	6 or 7
		% of boys and girls who can correctly identify one disease each which is water-borne, water-washed, water-based or water-related <sup>8</sup>	Inspector	Pocket voting. Each girl and boy gets a set of 4 slips with names of 4 water-related diseases (1 per category) and tries to put the right name in the right box (slips to be segregable for either sex)	+	6 or 7
Sanitation & Handwashing	Positive attitude to good practices in self & others	% of boys and girls in a class who have changed a bad sanitation or hygiene practice	Teacher, Inspector	Open question with handraising about who has changed Count girls and boys separately. Check a few on the type of change	+	??
		% of boys and girls in a class who have talked to others about improving sanitation and hygiene	Teacher, Inspector	Open question about who has talked to friends or at home about better sanitation/hygiene. Count girls and boys separately. Check a few on the type of change		??
Teaching methods	Practising of participatory and lifeskills based teaching methods	% of teachers who have adopted participatory lifeskill based approaches to teaching	Inspector	Ask each class to give examples of at least three occasions when the teacher has used participatory life skills based teaching methods		1-7
Sanitation, Water, Hygiene	Adequate financial arrangements for upkeep or provisions	% of schools with financial arrangements to keep facilities in working order	Inspector	Talk with headmaster about nature and scope of financial arrangements. Observations and informal questions to staff and older pupils about upkeep of basic services and supplies	⊗	6-7

All monitoring outcomes will be shared and discussed with those concerned....

#### Groupwork:

1. Please review the above table for **clarity, relevance, completeness, suitability for grade, feasibility of measurement and ease of implementation**. Give comments and suggestions where needed.
2. Mark five monitoring indicators which you think are the **most relevant and feasible** to monitor in all programme schools.
3. Mark five other indicators which you think are the **least relevant and/or feasible** to monitor in all programme schools.

<sup>7</sup> water borne= linked to drinking unsafe water, water-washed= linked to lack of personal hygiene, water-based= transmitter develops in water, water-related=transmitter breeds in water

<sup>8</sup> water borne= linked to drinking unsafe water, water-washed= linked to lack of personal hygiene, water-based= transmitter develops in water, water-related=transmitter breeds in water