STANDARD SECTOR INDICATOR CODE: HE-065	**Schools Conducting a Water and Sanitation Promotion Activity at Least Once a Year:** Number of schools with a clean water and sanitation promotion activity during the year.	
HEALTH SECTOR	**Sector Schematic Alignment** • **Project Area:** Environmental Health • **Project Activity Area/Training Package:** WASH: Water, Sanitation, and Hygiene	
Type: Short-term Outcome	**Unit of Measure:** Schools	**Disaggregation:** **Type of School:** Primary School, Secondary School, University

To be counted for this indicator the following criteria must be met:

- At least one teacher or other formal educator at the school must have attended a training session on how to incorporate water, sanitation, and hygiene activities into their lesson plans
- The training must have been provided by the PCV or their partner in an individual or small group setting. Research shows ideal group size is 25 individuals or less, although in some instances group size can be significantly larger. PC/Post staff determines what comprises a small group setting.
- Attendance of teachers or other formal educators at the educational session/s must be documented by the Volunteer or their partner
- The school must have at least one school wide activity that promotes 1) clean water such as how to correctly purify and store water AND have one activity that promotes sanitation, for example picking-up litter or promoting families to invest in improved latrines AND/OR have one activity the promotes personal hygiene, such as washing hands after using the latrine, or washing hands before eating **and**
- The Volunteer or their partner/s must have worked with the school to develop the activity

Definitions:

Hygiene promotion: Hygiene promotion is a planned approach which encourages people to adopt safe hygiene practices and behaviors to prevent diarrheal and other infectious diseases, e.g. washing hands with soap at critical times.

Sanitation promotion: focuses on maintaining a healthy clean environment. Sanitation promotion activities are often designed to stimulate demand for sanitation hardware (latrines, toilets, sewer connections, etc.) in the household or school. The activities focus on usefulness, convenience and attractiveness

Clean Water promotion: focuses on activities to promote clean drinking water. Activities could include learning how to correctly purify and store drinking water.

Note: Schools mounting campaigns should have safe water and improved clean latrines in the school

Rationale: Unsafe drinking water along with poor sanitation and hygiene are the main contributors to an estimated 4 billion cases of diarrheal disease each year and causing more than 1.5 million deaths annually. School health education and health promotion programs help to encourage the adoption of good hand hygiene practices among children An effective hygiene promotion program can reduce risky hygiene practices, for example, the simple act of washing hands with soap at key times such as after going to the toilet can reduce diarrheal incidence by nearly half.

Measurement Notes:

1. **Sample Tools and/or Possible Methods (for Peace Corps staff use):** Volunteers should use data collection tools to measure progress against project indicators. A data collection tool to measure this indicator could be based on

one of the following methods—a survey—though there may be other data collection methods that are appropriate as well. For more information on the suggested methods, please see **Appendix I in the MRE Toolkit**. Also be sure to check **this link** on the intranet page as sample tools are regularly uploaded for post use. Once a tool has been developed, post staff should have a few Volunteers and their partners pilot it, and then distribute and train Volunteers on its use.

2. **General Data Collection for Volunteer Activities:** All Volunteer activities should be conducted with the intention of achieving outcomes – knowledge change (short-term), skills demonstration (intermediate-term), and behavioral changes (intermediate to long term) as defined by the progression of indicators within the objectives of a project framework. The progression of measurement for all Volunteer activities should begin with baseline data being conducted prior to the implementation of an activity (or set of activities), followed by documenting any outputs of the activities and then later at the appropriate time, measurements of specific outcomes (see the bullet on "frequency of measurement").

3. **Activity-Level Baseline Data Collection:** Activity-level baseline data should be collected by Volunteers/partners before or at the start of their activities with an individual or group of individuals. It provides a basis for planning and/or assessing subsequent progress or impact with these same people. This indicator builds off of **HE-064: *Teachers Trained to Incorporate Water, Sanitation and Hygiene Activities into Lesson Plans,*** which measure the knowledge needed to correctly incorporate WASH activities into lessons. To measure whether a school is conducting a WASH promotion activity, Volunteers should survey the school to take a baseline measurement regarding the outcome(s) defined in this data sheet. Volunteers should collect baseline information early in their work with community members, and may use their judgment to determine timing because the information will be more accurate if the Volunteer has built some trust with the school first. The same tool used to collect baseline information will be used to take the follow-on measurement (see the bullet on "frequency of measurement"). The follow-on measurement should be taken after the Volunteer has conducted his/her activities (in this case, training teachers on incorporation of WASH activities into lessons and working with schools to develop WASH promotion activities).

   Because Volunteers are expected to implement relevant and focused activities that will promote specific changes within a target population (see the "unit of measure" above), taking a baseline measurement helps Volunteers to develop a more realistic snapshot of where individuals within the target population are in their process of change instead of assuming that they are starting at "0." It also sets up Volunteers to be able to see in concrete terms what influence their work is having on the individuals they work with during their service. Please note that data collection is a sensitive process and so Volunteers will not want to take a baseline measurement until they have been able to do some relationship and trust-building with the person/people the Volunteer is working with, and developed an understanding of cultural norms and gender dynamics.

4. **Frequency of Measurement:** After taking the baseline measurement (described above), Volunteers should take at least one follow-on measurement with the same school(s) to assess whether they have conducted at least one WASH promotion activity during the year. This measurement is typically taken after completing one or more activities focused on achieving the outcome in this indicator and once they have determined that the timing is appropriate to expect that the outcome has been achieved. Please note that successful documentation of a behavior change or new practice may not be immediately apparent following the completion of activities and may need to be planned for at a later time. Once Volunteers have measured that at least one school has achieved the indicator, they should report on it in their next VRF.

   Volunteers may determine to take more than one baseline and one follow-on measurement with the same

individual (or group of individuals) for the following valid reasons:

- Volunteers may want to measure whether or not any additional individuals initially reached with activities have now achieved the outcome in the indicator, particularly for any activities that are on-going in nature (no clear end date);
- Volunteers may want to enhance their own learning and the implementation of their activities by using the data collected as an effective monitoring tool and feedback mechanism for the need to improve or increase their activities;
- A Peace Corps project in a particular country may choose to increase the frequency of measurement of the indicator and Volunteers assigned to that project will be required to follow in-country guidance.

In all cases, any additional data collection above the minimum expectation should be based on the time, resources, accessibility to the target population, and the value to be gained versus the burden of collecting the data. Following any additional measurements taken, Volunteers should report on any new individuals achieving the outcome in their next VRF.

5. **Definition of Change:** The minimum change to report against this indicator is a school conducted at least one clean water and sanitation promotion activity at least once during the year as compared to what was measured initially at baseline. In the case of this indicator, if the school the Volunteer/partner works with has already conducted a WASH promotion activity before beginning to work with the Volunteer/partner, then the Volunteer would not be able to count the school for this activity because the Volunteer's work did not actually lead to the desired change. However, if as a result of working with the Volunteer/partner, the school decided to start conducting a WASH promotion activity that would count because the Volunteer's work influenced this change.

6. **General Reporting in the VRF**: The "number achieved" (or numerator) that Volunteers will report against for this indicator in their VRFs is the number of schools that, after working with the Volunteer/partner, conducted a clean water and sanitation promotion activity at least once during the year. The "total number" (or denominator) that Volunteers will report on for this indicator in their VRFs is the total number of schools who participated in the activities designed to meet this indicator.

7. **Reporting on Disaggregated Data in the VRF:** This indicator is disaggregated by "Type of School". When reporting in the VRF, a Volunteer should disaggregate the schools that achieved the outcome based on primary school, secondary school, or university.

Data Quality Assessments (DQA): DQA are needed for each indicator selected to align with the project objectives. DQAs review the validity, integrity, precision, reliability, and timeliness of each indicator. For more information, consult the Peace Corps MRE Toolkit.

Alignment with Summary Indicator: No link