# National Implementation Model

# WASH in Schools

# Ghana

## Dissemination Workshop

## Ghana Education Service

# Background

## The standards and implementation model will:

1. Be **child and gender–friendly** and promote quality delivery and sustenance of WinS services through processes that ensure adequate planning, implementation, monitoring and evaluation, training and capacity building, child participation and community involvement,

2. Serve as a **reference** for **all** future WinS projects/interventions in Ghana,

3. Will enable the GES to **coordinate and harmonise interventions** in schools,

4. Contribute to the implementation of the **Child Friendly Schools (CFS) Framework** developed by the GES.

# Introduction

- ❑ 86% of population has access to **safe drinking water**.

- ❑ Just 13% access to **improved sanitation** and in rural areas just 8%

- ❑ 62% of schools have **toilet facilities** and 65% have access to **water onsite**… but this does not indicate its conditions or if they are still operational
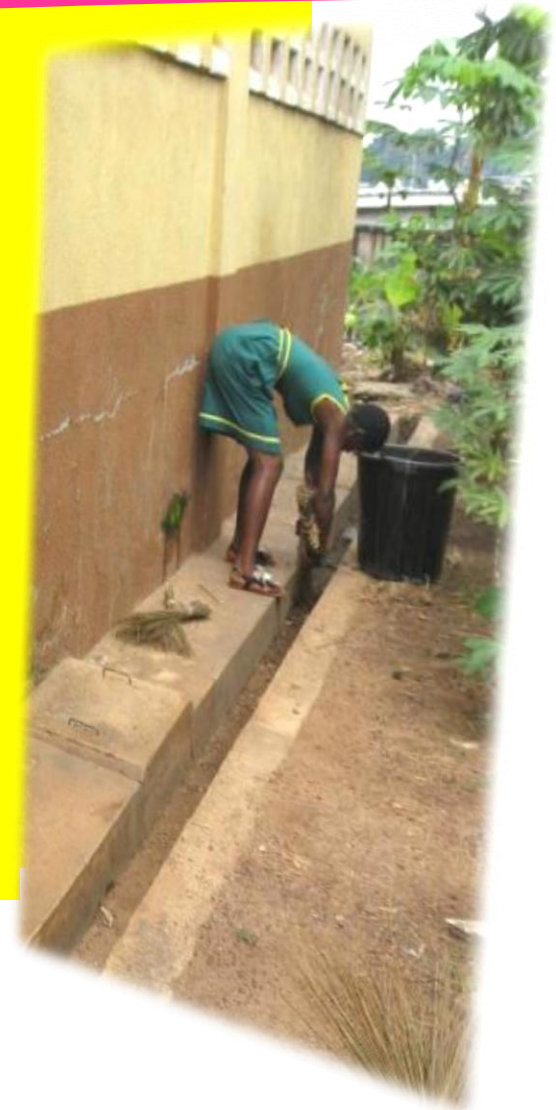
# Potential impact of WASH in Schools



1. **Improved primary school attendance, health and cognitive development;**

2. **Positive hygiene behaviours that may last for life;**

3. **Outreach to families and communities, through the participation of students in hygiene promotion;**

4. **Greater girls' participation in school;**

# Potential impact of WASH in Schools

## 1. Improved primary school attendance, health and cognitive development

- Diarrhoea reduction through improved sanitary facilities: 34 %

- Washing hands with soap: diarrhoea reduction 40%, respiratory infections reduction 16%, number of school days lost reduced with 25-50%.

- All cases of roundworm, whipworm and hookworm are caused by inadequate sanitation and hygiene.

- An estimated 47% of children (ages 5-9) in the developing world suffer from worm infestations.

# Potential impact of WASH in Schools

## 2. Positive hygiene behaviours that may last for life

- In a study of the long-term effects of community hygiene education programmes for both adults and children data demonstrate that hygiene behaviours are sustained at least 7-9 years beyond the end of an intervention.
- When handwashing becomes part of daily routines in childhood it does not easily fade.

**3. Outreach to families and communities, through the participation of students in hygiene promotion**

- Children can become 'agents of change' and pass on the health and hygiene information learned at school to family and community members.

- While teachers can successfully transfer knowledge to students, motivated students can also influence family members by sharing this information, which in turn may change behaviour at the community level.

# Potential impact of WASH in Schools

## 4. Greater girls' participation in school

- Lack of knowledge, privacy, sanitary pads for menstrual hygiene and management in existing facilities (places to change and wash) can mean absenteeism of 30-40 school days/year.

- Toilets need to be constructed on safe locations to avoid threat of abuse and violence (for girls and boys).

- Each additional year of education of girls brings down the under-five mortality rate of their children by up to 10%.

# THE STANDARDS

## OVERVIEW

# Overview of the standards

- ✓ 1 National Implementation Model
- ✓ 2.1 Technical Guide for WASH in Schools Facilities,
- ✓ 2.2 WASH in Schools Facilities Planning and Management Guide,
- ✓ 3.1 Education Guide WASH in Schools.
- ✓ 3.2 Guidelines for the implementation of school health clubs,
- ✓ 3.3 Children's Role in CLTS Implementation,
- ✓ 3.4 Children and Youth Ambassadors for WASH
- ✓ Menstrual Hygiene Management Manual (UNICEF/Right to Play).

# IMPLEMENTATION

# Overall Objectives

1. Creating **overall awareness** on the importance of WASH in Schools,

2. Stimulating a positive environment **to advocate and implement** improved WASH in Schools

3. Changing **social norms** making unhealthy and unhygienic schools unacceptable.

# Overall Implementation/Programming

1. Programming to create **a positive policy and program implementation environment**,

2. Programming to **promote facilities and hygiene behavioral change** among pupils, within schools,

3. Programming to ensure **community/parents participation and ownership**.

# 1. Programming to create a positive policy & programme implementation environment

## At National Level

- Strengthening of coordination mechanisms for WASH in Schools

- Advocacy with Development Partners for Coalition building

- Advocacy with policy makers

- Advocacy through media

- Advocacy through Celebrities

- Establish coordination between scientific institutions and GES on WASH in Schools

# 1. Programming to create a positive policy & programme implementation environment

**At regional/district/municipal level**

- Strengthening/setting up of coordination mechanisms for WASH in Schools
- Advocacy with District/Municipal Administration and relevant authorities responsible for WASH in schools
- Sensitisation and Training of Regional/Municipal staff

**At school/community level**

- Advocacy with community leaders/authorities/health centres/school vendor associations etc.

# 2. Programmig to promote facilities and hygiene behavioral change among pupils, within schools

## At National Level

- Organise training workshop for policy makers
- Enforce the teaching on appropriate hygiene in schools
- Radio/television spots etc.

## At regional/district/municipal level

- Organise training workshops for regional/district/municipal policy makers
- Working with Food and Water Vendors at schools
- Communication through Health centres

# 2. Programmig to promote facilities and hygiene behavioral change among pupils, within schools

## At School Level

- Construction/improvement of WASH facilities Development of O&M plans for WASH facilities.
- Development of a plan on the provision of consumable WASH products
- Signs and wall paintings and IEC/BCC materials at schools
- Communication through teachers
- Working with Children

# 3. Programming to ensure community /parents participation and ownership

## At School/Community Level

- Strengthening of the School Management Committee (SMC)
- Participatory needs assessment and development of workplan
- Creating new social norms
- Working with Community Influencers and Religious leaders

# Roles and responsibilities

# Roles and Responsibilities

| Stakeholder | Roles/responsibilities |
|---|---|
| **Ghana Education Services School Health Education Programme** | • Strengthen hygiene promotion in schools through adaptation/complementation of existing text books as well as the set-up of participatory School health clubs<br>• Mainstream hygiene promotion messages in school curricula<br>• Ensure all schools use environmental, gender, child and disability friendly water, sanitation and hygiene services and facilities (and monitor it)<br>• Coordinate and implement activities for awareness raising and advocacy on WASH in Schools<br>• Development of strategies for interventions as well as planning, prioritising, selection monitoring of geographic areas for WASH in Schools activities with the aim to cover all schools by ….<br>• Provide the requisite secretarial support for the smooth functioning of the National Steering Committee and Regional and District SHEP Committees.<br>• Provide the requisite secretarial support for the national level planning and budgeting for SHEP.<br>• Initiate Research, Documentation and Knowledge Management and gathering and disseminate best practices<br>• Technology research and standardisation<br>• Financial support and external fund raising<br>• Chair the WASH in School Coordination Group |

# Roles and Responsibilities

| Stakeholder | Roles/responsibilities |
|---|---|
| **Environmental Health and Sanitation Directorate, Ministry of Local Governance and Rural Development** | • Review existing national policies and ensure that there is a national policy framework that is supportive of improved conditions in schools<br>• Ensuring the provision and maintenance of safe school structures and other health-promoting facilities, including ventilation, lighting, toilets, safe water, safe play and recreational grounds and security;<br>• Enacting relevant bye-laws to promote safety and health standards for schools;<br>• Inspecting regularly to ensure compliance with safety standards for schools;<br>• Facilitating the certification of food vendors;<br>• Liaising with GES to regulate and co-ordinate school health activities of NGOs and other organizations |
| **Ministry of Public Health** | • Provide guidance on the environmental health aspects of school design, construction and maintenance.<br>• Monitor environmental health conditions, monitor child health.<br>• Provide training and advice for teachers, schoolchildren and parents on water, sanitation and hygiene.<br>• Provide technical assistance for the production of relevant hygiene education materials for the programme.<br>• Participate in the monitoring, supervision and evaluation of school health programme.<br>• Initiate, conduct and co-ordinate research in School Health.<br>• Provide ethical clearance for all School Health research activities carried on school children. |

# Roles and Responsibilities

| Stakeholder | Roles/responsibilities |
|---|---|
| **Community Water and Sanitation Agency** | • Facilitate the provision of water and sanitation facilities in schools which should be environmental, gender, child and disability friendly;<br>• Collaborate with GES and other stakeholders to train teachers in the integration of Hygiene Education into school activities.<br>• Assist the development and dissemination of relevant hygiene education materials; |
| **Regional/District/ Municipal SHEP offices** | • Stimulate and support WASH activities in schools<br>• Planning, prioritise and select schools for WASH in Schools activities with the aim to use objective, transparent criteria for school selection.<br>• Assess and support capacity building activities to support implementation of WASH in Schools in region/district/ municipality/school.<br>• Ensure effective implementation of relevant policies and decisions emanating from the National SHEP Secretariat;<br>• Ensure effective dissemination of relevant information within the region;<br>• Monitor school activities and provide technical backstopping and feedback to the districts;<br>• Undertake budgeting for SHEP activities as appropriate; |

# Roles and Responsibilities

| Stakeholder | Roles/responsibilities |
|---|---|
| **Development Partners** | • Support activities for awareness raising and advocacy on WASH in Schools, such as development of advocacy packages for different target groups.<br>• Coordinate and involve the government (national, regional, district) and apply the National Standards on WASH in Schools in programs, projects and other interventions in schools.<br>• Provide technical assistance and training on capacity building activities to support implementation of WASH in Schools.<br>• Provide funds to support implementation of WASH in Schools |
| **Private sector** | • Provide products and services to schools (e.g. soaps, cleaning materials and facilities) which are affordable and sustainable. |
| **Communities (SMC/PTA)** | • Through strengthened SMC and PTA support the implementation, management, operation and maintenance (resource mobilisation and periodic repairs) of WASH in Schools. |

# Roles and Responsibilities

| Stakeholder | Roles/responsibilities |
|---|---|
| **Schools** | • Create new social norms making unhealthy and unhygienic schools unacceptable.<br>• Implement and sustain on a day-to-day basis WASH in Schools including facilities, hygiene education, school health clubs, monitoring etc.<br>• Responsible for O&M of facilities (period repairs and major maintenance) and O&M schedules.<br>• Provide for consumables (soaps, cleaning materials)<br>• Communicate with district/municipal coordinator if assistance is needed. |
| **Pupils** | • Accepting and applying new social norms making unhealthy and unhygienic schools unacceptable and carrying this information towards the households they live.<br>• Support the cleanliness of the school through cleaning of facilities and compound (if no separate cleaner has been employed). |

# Monitoring and Evaluation Framework

# Overall Objectives (repeat)

1. Creating overall awareness on the importance of WASH in Schools,

2. Stimulating a positive environment to advocate and implement improved WASH in Schools

3. Changing social norms making unhealthy and unhygienic schools unacceptable.

# Monitoring and Evaluation Framework

## Objectives

| Results | Objective Verifiable Indicators | Means of verification |
|---|---|---|
| **OBJECTIVES** | | |
| **Increase number of pupils and teachers (girls and boys, teachers) who use toilets and urinals regularly in their schools.** | Number/percentage of schools having toilets or urinals. Number/percentage of girls/boys/teachers reporting regular use of toilets and urinals. | EMIS School self-monitoring reports Base line, mid line and end line survey reports. Progress reports |
| **Increased number of girls/boys/teachers who wash their hands with soap (ash or sand) in school, after defecation or after having contact with faeces, before eating food.** | Number/percentage of girls/boys/teachers who wash hands with soap at critical times. Number/percentage of girls/boys/teachers who understand the need for handwashing with soap and can articulate benefits of handwashing at critical times. | School self-monitoring reports Base line, mid line and end line survey reports Amount of soaps bought by the school |

# Monitoring and Evaluation Framework

## Objectives

| Results | Objective Verifiable Indicators | Means of verification |
|---|---|---|
| **OBJECTIVES** | | |
| **Increased proportion of girls/boys/teachers safely storing and handling drinking water** | Number of/percentage of girls/boys/teachers who understand the need and practice safely storing and handling drinking water and use separate cups for drinking | School self-monitoring reports<br><br>Baseline, midterm and end term evaluation survey reports<br><br>KAP reports |
| **Increased proportion of girls/boys/teachers practicing personal hygiene** | Number of/percentage of girls/boys/teachers who understand and practice personal hygiene | School self-monitoring reports<br><br>Baseline, midterm and end term evaluation survey reports<br>KAP reports |
| **Increased proportion of schools/School Hygiene Committees who organise regular clean-up activities and organize safe solid waste collection and disposal.** | Number of/percentage of schools that organise solid waste management | School self-monitoring reports<br><br>Baseline, midterm and end term evaluation survey reports<br>KAP reports |

# Monitoring and Evaluation Framework

## Outcomes

| Results | Objective Verifiable Indicators | Means of verification |
|---|---|---|
| **OUTCOMES** | | |
| **Increased levels of knowledge and awareness regarding the importance of handwashing with soap.** | School surveys conducted.<br><br>Availability of soap close to toilets or class rooms in schools. | Baseline survey reports, Mid line reports<br>Activity progress reports |
| **Increase in the number of girls/boys/teachers who are able to make linkages between handwashing with soap and diarrhoea.** | Number of girls/boys/teachers who are able to articulate the linkage between handwashing and diarrhoea.<br>Number/percentage of girls/boys/teachers able to explain at least two critical times for hand washing. | School self-monitoring reports<br><br>KAP studies and reports<br>Hygiene surveys |

# Monitoring and Evaluation Framework

## Outcomes

| Results | Objective Verifiable Indicators | Means of verification |
|---|---|---|
| **OUTCOMES** | | |
| **Increased number of girls/boys/teachers who stated perceived risk of not washing hands with soap at critical times.** | Number/percentage of girls/boys/teachers able to explain the risks of not washing hands with soap at critical times. | Base line, mid line and end line survey reports |
| **Increased number of girls/boys/teachers, who can identify the benefits of regular use of toilets/urinals** | Number of schools having toilets/urinals. Number of schools where everyone uses the toilet/urinal regularly. | Self-monitoring system in schools. Base line, mid line and end line survey reports |
| **Increased number of parents, who can identify the benefits of regular use of toilets** | Number of children who use a household toilet at home. | Self-monitoring system in schools. Base line, mid line and end line survey reports |
| **Increased number of parliamentarians and other politicians who stated the importance of WASH in Schools** | Number of quotes in newspapers, radio/TV performances | Survey reports |

# Monitoring and Evaluation Framework

## Outputs

| Results | Objective Verifiable Indicators | Means of verification |
|---|---|---|
| **OUTPUTS** | | |
| **Sensitisation of policy makers and stakeholders** | Number of questions raised in parliament and assemblies Number of times the issue of WASH in Schools brought up in public speeches | Monitoring of parliamentary and assembly debates Media reports on public engagement of concerned public figures |
| **Media sensitised and motivated to report on WASH in Schools** | Number of news stories and their prominence in National, Regional and Local media | Media monitoring and analysis |
| **Elected representatives are engaged and motivated to spread messages and coordinate and monitor programs.** | No. of public and coordination meetings held by elected representatives in which issues concerning WASH in Schools are discussed | Local media reports, minutes of meetings of MMDAs |

# Monitoring and Evaluation Framework

## Outputs

| Results | Objective Verifiable Indicators | Means of verification |
|---|---|---|
| **OUTPUTS** | | |
| **Community Hygiene Committees, PTAs and school teachers with the knowledge and skills to promote, maintain and monitor WASH in Schools** | Number of community/PTA volunteers, school teachers, trained in organisation, planning, implementation maintenance and monitoring.<br><br>Number of schools covered | Assessment reports<br>Training reports<br>List of participants |
| **School health clubs with the knowledge and skills to promote, maintain and monitor WASH in Schools** | Number of School health clubs trained.<br><br>Number of schools with School health clubs. | Self-monitoring system in schools<br><br>Assessment reports |