



Project document

HWTS Promotion in schools

October 2011

1 Project title

HWTS and Hygiene Promotion in schools

2 Project Background

The project objectives are to develop a target-group oriented training manual and to reach 9'000 students promoting HWTS in 40 schools of Bolivia.

The following pre-conditions led to the decision to carry out the project:

- **Key role of schools in society**

Schools are a key environment for social marketing. With their enormous potential to raise awareness and influence the future generation they play an important role in bringing about behavioural changes and promoting better health.

A household water treatment program in schools creates a triple impact:

-> It will complement HWTS promotion efforts in local communities and support a more consistent practice and consumption of safe drinking water and therewith lead to a significant reduction of diarrhoea and increased attendance at school.

-> It will encourage students to become agents of change for improving water, sanitation and hygiene practices in their families and communities.

-> It will prepare the students for healthy living as adults.

- **Experience with school projects**

SODIS and their local partners already carried out succesful school projects in different world regions (e.g. Bolivia, Nepal). A combined effort of all stakeholders will increase a wholistic HWTS promotion approach that transcends single technology promotion programs.

- **Substantial demand and strong offer**

More than half of all primary schools in the developing countries with available data do not have adequate water facilities and nearly two thirds lack adequate sanitation (UNICEF, Annual Report 2009).

The collaboration of SODIS with local partners allows the use of existing structures for the sustainable, cost-effective implementation of the school program and the offer of different water treatment methods.

With the new training manual we can pursue an application-oriented approach. Integrated water quality tests will show the need to carry out a school program. The background information for the teachers will give them the knowledge and support to integrate the solution methods into the daily routine of a school day. The students can capture the relationship between pollution of water, inadequate hygiene and poor sanitation by experimenting and practicing the solution methods.

- **Scaling up**

The new communication tools and the experience of this project will build the base for future school programs.

3 Objectives

Overall objective:

Evaluate the integration of drinking water treatment and hygiene in schools as an element for global HWTS promotion efforts.

Specific objectives:

- **Development and Promotion of Training Manual, Tool-Kit and supplementary communication tools (engl./span./fr.)**
 - > target-group-oriented, practical, intercultural, broad school manual
 - > tool-kit with teaching materials, water quality test, poster, games, WATA-KIT's and SODIS tables
 - > supplementary communication documents for families, entrepreneurs, politicians
- **HWTS Promotion in schools**
 - > Pilot projects in 2 with 40. Reach 9'000 students.
 - > Integrate the parents with special activities, target-group oriented communication.
- **Compose basic principles for scaling up school programs**
 - > experiences gained and evaluated with HWTS and hygiene promotion in schools
 - > teaching and communication tools available to support efforts to scale up HWTS Promotion through schools
 - > recommendations for integrating HWTS and hygiene into school programs broadly disseminated

4 Action plan

The project will be implemented between 1st of January 2012 and 31 of December 2013 and is lined up in three major phases. Detailed time schedule on a separate Excel-Sheet.

HWTS Promotion in schools		
Overall Goal Dispread safe water, hygiene and sanitation in and through schools in developing countries		
Phase	Date	Main activities
Phase I: Development of communication tools	01. 2012 - 04. 2012	<ul style="list-style-type: none"> o Communication tools english o Communication tools spanish
Phase II: HWTS promotion in schools	05. 2012 - 12. 2012	<ul style="list-style-type: none"> o Training of local partners o Monitoring
Phase III: Compose basic principles for scaling up school programs	01. 2013 – 12. 2013	<ul style="list-style-type: none"> o Project evaluation o Refine communication tools o Formulate and disseminate recommendations and teaching tools

4.1 Main activities Phase I

- o **Development of a School Training Manual with Tool-Kit**
 Eawag developed in 2005 a manual and a toolbox for schools on hygiene promotion and water treatment. An update of the manual is in process and includes the following qualities:
 - > target-group-oriented: a) teachers/directors, b) students
 - > broad, practical approach, intercultural
 - > tool-Kit with water quality tests, chlorinator (WATA and maybe cascade device), solar panel, games, posters
 - > HWTS/WASH/CHAST/PHAST
 - > management and infrastructure inputs
 - > supplementary communication tools for families, politicians, entrepreneurs
 - > english/spanish/french
- o **Selection of intervention areas**
 - > country: Bolivia
 - > no restriction in choice of countries (global)
 - > Criteria: The school project will be implemented in areas where previous HWTS promotion campaigns have taken place in the communities and supply chains for HWTS have been established.

4.2 Main activities Phase II

- **Training of local partners**
 - ▶ Training of local partner NGO's in project countries
 - ▶ Identification of schools and training of teachers
 - ▶ Integration of water disinfection practices and improved hygiene into teaching activities (in accordance with tools outlined in the manual)
 - ▶ Daily practice of water disinfection and hygiene in schools (Test different approaches in schools e.g. a) implement several options, b) focus only on one specific technology according to the context or the choice of the school).
 - ▶ Integration of parents in schools activities (e.g. through parents club)
- **Monitoring**
 - ▶ Define qualitative and quantitative indicators for project evaluation
 - ▶ NGO Partners conducts interviews with teachers of schools (baseline)
 - ▶ NGO Partners regularly visit schools and provide feedback for practice in teaching
 - ▶ Review of daily practice and quality control of technology performance

4.3 Main activities Phase III

- **Project evaluation**
 - ▶ Conduct a survey to collect quantitative and qualitative data on project performance
 - ▶ Evaluate and document experiences made during school promotion
- **Refine teaching and communication tools**
 - ▶ Adjust teaching and communication tools on the basis of experiences made during project implementation
- **Dissemination of project results**
 - ▶ formulate recommendations for further scaling up the school approach as integral element of social marketing for HWTS
 - ▶ Globally disseminate project conclusions and teaching tools

5 Reporting

The project will regularly report progress on the ground to its donors. Quantitative and qualitative methodologies will be used to report and document results and outcomes.