

STANDARD SECTOR INDICATOR CODE: HE-064	Teachers Trained to Incorporate Water, Sanitation and Hygiene Activities into Lessons: Number of teachers or other formal educators trained to incorporate water, sanitation and hygiene activities into their lesson planning.	
HEALTH SECTOR	Sector Schematic Alignment <ul style="list-style-type: none"> • Project Area: Environmental Health • Project Activity Area/Training Package: WASH: Water, Sanitation, and Hygiene 	
Type: Output	Unit of Measure: Teachers/educators	Disaggregation: Sex: Male, Female Age: 15-17 years, 18-24 years, 25+ years

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

- The teacher 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 at the educational session/s must be documented by the Volunteer or their partner

Definitions:

Hygiene promotion is a planned approach which encourages individuals to adopt practices and behaviors that encourage cleanliness to prevent diarrheal and other infectious diseases. Examples of hygiene activities include hand washing exercises and skits that teach about transmission of germs, etc.

Sanitation promotion: focuses on maintaining a healthy clean environment. Sanitation promotion activities are often designed to stimulate demand for sanitation infrastructure (latrines, toilets, sewer connections, etc.) for the household or school.

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

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 water, sanitation and hygiene practices among children. An effective hygiene promotion program that teaches 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:** Volunteers should use data collection tools to measure progress against project indicators. For this Standard Sector Indicator, a tracking sheet that collects the names, age, sex, and profession of participants who were trained to incorporate WASH into their lesson planning will capture the needed data.
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:** Because this is an output indicator that does not measure any change, there is no need to take a baseline measurement before reporting the results of this indicator. However, Volunteers should take baseline measurements for any outcome indicators that are related to this output indicator. Refer to the project framework to review related outcome indicators.
4. **Frequency of measurement:** An output indicator only needs to be measured once—in this case, every time the Volunteer holds a training event (or series of events) incorporating WASH into lesson plans, he/she will want to keep track of the number of unique individuals who participated in the event(s) and report on it in the next VRF.
5. **Definition of change:** Outputs do not measure any changes. However, if desired, a minimum expectation can be set for meeting the output, which can be particularly useful in the area of training. For instance, a Peace Corps project may decide that for any training participant to be counted as having been sufficiently trained in a certain area, he/she needs to attend at least “X% of the training” or “X number of days of the training.” If a specific requirement is not set forth here in the indicator data sheet, it is up to project staff to determine what minimum criteria they want to set (if at all).
6. **Reporting:** In the case of output indicators, Volunteers only have one box to fill in on their VRF: “total # (number).”
7. **Reporting on Disaggregated Data in the VRT:** This indicator is disaggregated by “Sex” and “Age”. When reporting in the VRF, a Volunteer should disaggregate the total number of individuals by 1) male and female, and 2) 15-17 years, 18-24 years, 25+ years.

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