



Tat Lan Sustainable Livelihoods and Food Security Programme - Phase II

WASH IN SCHOOLS DASHBOARD

November 2016

Schools assessed	Primary	Post-primary	Middle	High
Minbya	9	3	3	-
Myebon	31	13	8	1
TOTAL (68)	40	16	11	1

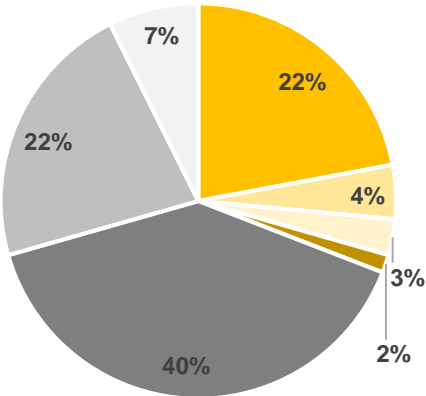
People use sufficient safe water

Indicator	Score
% of schools that store water in clean, narrow necked containers or tanks*	44%
% of schools with functional improved water source on premises*	31%

School water sources, by type

Unimproved	Improved
<div><div></div> River / pond</div>	<div><div></div> Protected dug well</div>
<div><div></div> Unprotected dug well</div>	<div><div></div> Rainwater harvesting</div>
<div><div></div> Unprotected spring</div>	<div><div></div> Protected spring</div>
	<div><div></div> Tap / standpipe</div>

* = IRC core indicator
^ = Contractual indicator



Tat Lan II is a LIFT-funded programme to improve livelihoods and food security in Rakhine state, running from 2016-18. IRC implements Tat Lan in 102 villages in Minbya and Myebon townships. Tat Lan II's WASH component aims to contribute to improved utilization of food by protecting people from exposure to WASH-related disease via improved infrastructure and sanitation practices. In schools, it will achieve this through improving school water sources via provision of biosand filters; construction of demonstration latrines and handwashing stations; and establishing school hygiene clubs to promote good practices. From Aug-Nov 2016, IRC's team conducted a baseline WASH assessment of all target schools, including both a site assessment (findings on p. 1) and a rapid survey of knowledge and hygiene behaviours in a non-representative, sample of male/female students and teachers of different grades (findings on p. 2).

People reduce and interrupt transmission of WASH related diseases

Indicator	Score
% of schoolchildren washing hands after using toilet (total observed=189)*^ HLO4	10%
% schools that have appropriately sited handwashing facilities containing soap/water*	31%
% schools that have sanitation facilities that meet sphere standards and are segregated for males, females and staff use*	0%
<i>% of schools with latrines</i>	88%
<i>% with gender segregated latrines</i>	7%
<i>% with segregated latrines for staff</i>	34%
<i>% with lockable latrine doors</i>	63%
<i>Average number of students per latrine</i>	81
<i>% with less than 30 students per latrine</i>	16%
<i>% with less than 60 students per latrine</i>	35%
% schools disposing of solid waste / refuse in a specified, fenced pit*	10%
% schools with evidence of open defecation	6%
% schools with evidence of rubbish thrown away on the ground inside the school compound	47%



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KAP Interviews	Male	Female	Total
Primary (grades 1-5)	231	227	458
Middle (grades 6-9)	32	32	64
Teachers	56	74	130

Indicator	Score
% of students who report using latrines at all times while attending school^ IO4.1	22%
% of teachers who report using latrines at all times while attending school	51%
% of school children who report hand washing at critical times*^ IO4.2	27%
% of teachers who report hand washing at critical times*	78%

“Critical times” refers to respondents who report that on a normal day, they wash their hands i) After the toilet; ii) Before preparing food; and iii) before eating food. Critical times related to cleaning or feeding infants were not assessed as they were not relevant to the target population.

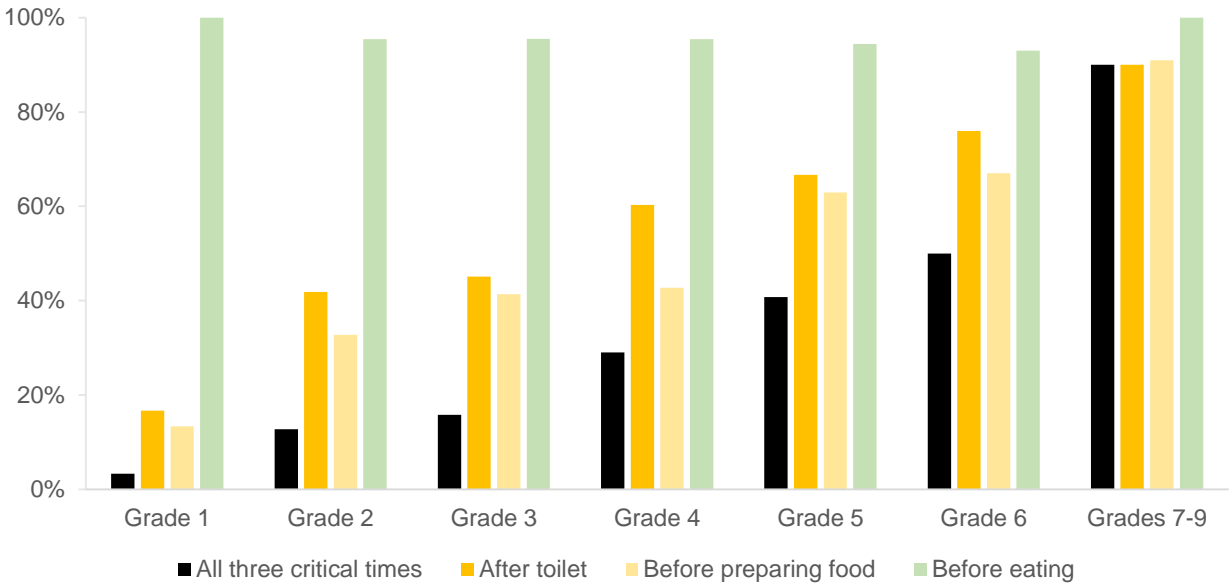
Gender

No significant differences were found between boys/girls or men/women at any age.

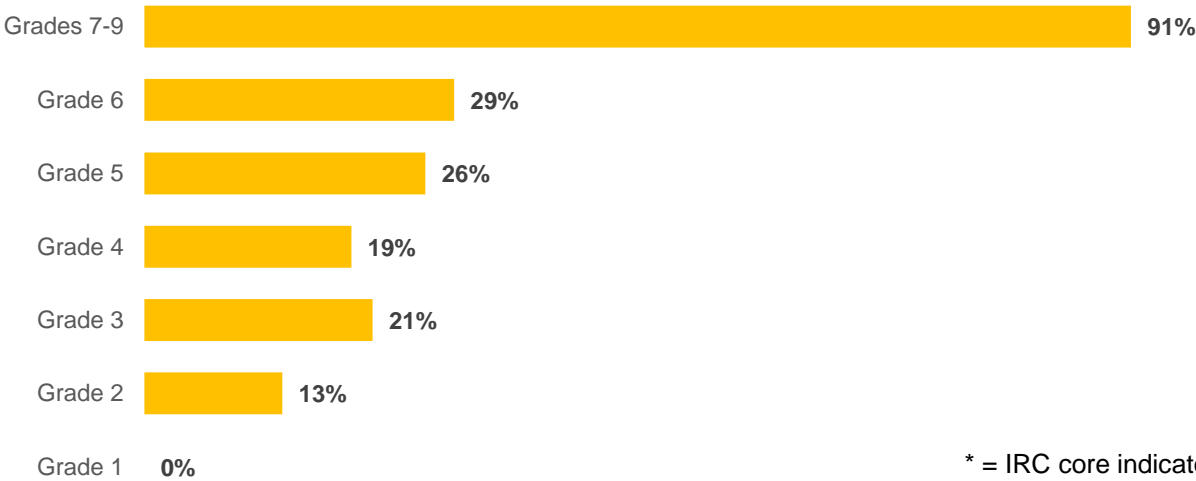
Age

Reported latrine use and knowledge of hand washing at critical times both increased with age. Students in Grade 1 have significantly worse levels of use and knowledge than other ages. These levels increase steadily until Grade 6, and then improve significantly for grades 7 and above.

Proportion of students who report hand washing at critical times, by grade



Proportion of students who report using latrines at all times while attending school, by grade



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