

WASH for School Children

PROVISIONAL DRAFT

State-of-the-art in Afghanistan,
Bangladesh, Bhutan, India, Maldives,
Nepal, Pakistan and Sri Lanka

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children

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Bangladesh, Bhutan, India, Maldives,
Nepal, Pakistan and Sri Lanka**

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FOREWORD

WASH in Schools (Water, sanitation and hygiene promotion in schools), supports global efforts to realise our vision of a world where all children go to schools that provide a safe, healthy and comfortable environment where children grow, learn and thrive. WASH in Schools improves attendance, health and cognitive development, increases girls' participation, establishes positive hygiene behaviours, offers the opportunity to introduce better WASH practices in families and communities and addresses issues of inequity and exclusion.

In April 2012, the Government of India and UNICEF will organise a regional conference on WASH in Schools in South Asia, in New Delhi. This conference responds to the 4th South Asia Conference, held in Colombo in April 2011, which committed to raise the profile of WASH in schools with the objective of ensuring that every school has functioning, child-friendly toilets, separate for girls and boys, with facilities for menstrual hygiene management.

India's 2009 Right to Education Act, the appeal of the Prime Minister of India to incorporate hygiene education in schools and the extensive work done on WASH in Schools by many of the Indian States provide a very relevant context to understand the importance of WASH in Schools. This document gives an overview of achievements to ensure that school children and their teachers can use safe drinking water, practice good hygiene, especially handwashing with soap, and use clean toilets in Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka. The document reflects the enabling environment that governments have created to ensure that basic WASH facilities are provided in all schools, and that school staff, students and the parent communities are able and committed to operate and maintain these facilities.

The document also presents evidence that governments intend to increase WASH in Schools investments, both in hardware and software, and to ensure that WASH indicators are included in the national education management information systems. It is encouraging to note that governments in South Asia consider water supply, sanitation and hygiene as basic school components and are prepared to make the investments needed to secure this.

Studies confirm that schools can be powerful agents of change in society. In schools, children mix with other children in ways that were unthinkable a generation ago. While communities are often more conservative than schools, it is through children questioning traditional attitudes and practices that society is gradually changing. All countries in South Asia show examples of excellent practice in WASH in schools for replication throughout the region.

This report is recommended for all those working towards universal use of safe drinking water, basic sanitation and good hygiene practices in schools. Ensuring that children learn to practice the key WASH behaviours at a young age will give them skills that will benefit them, their families and communities.

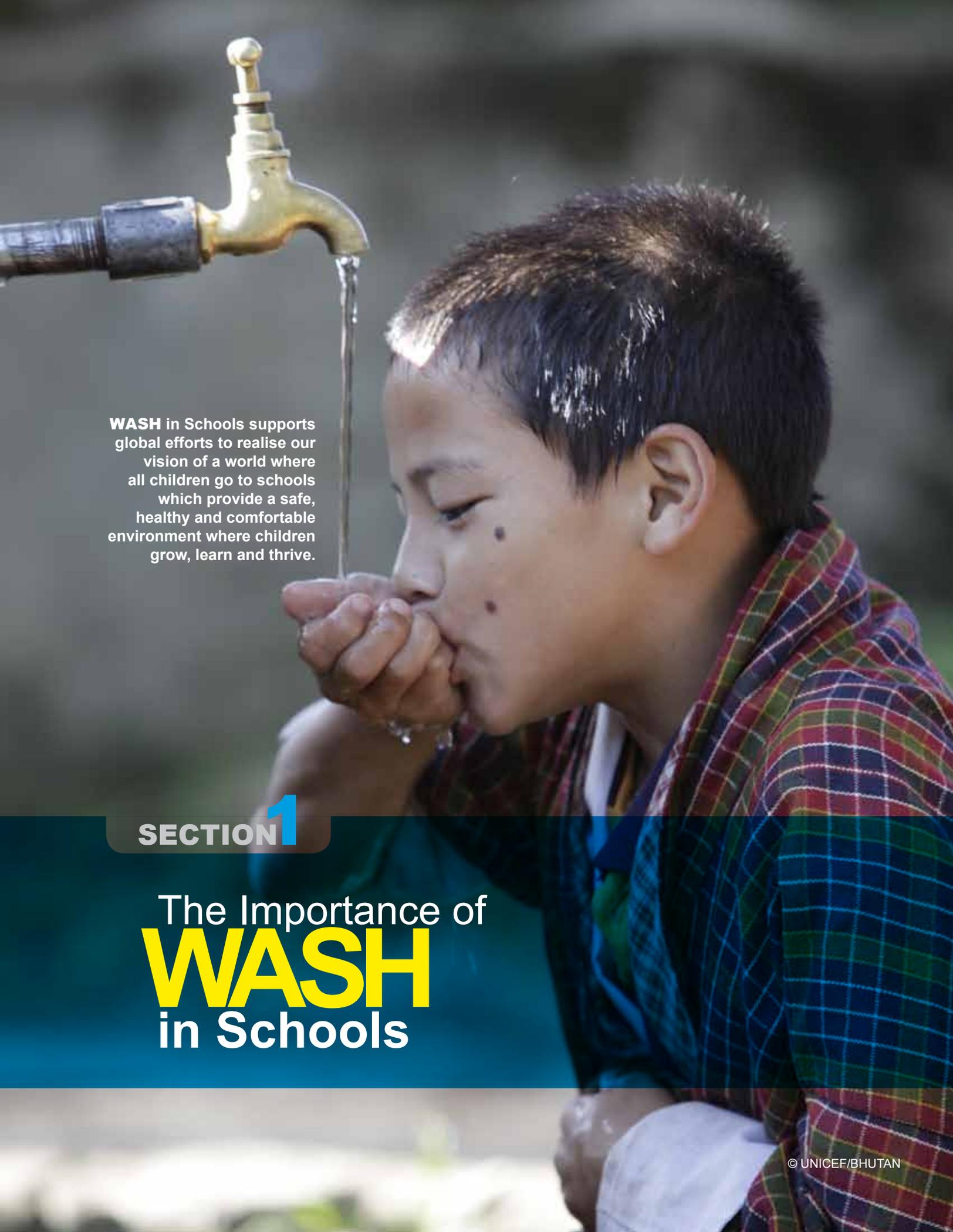
This report will provide a sound basis for the regional conference on WASH-in-Schools to consider key actions for accelerating WASH- in-Schools to promote enrolment and retention, especially for girls and children from disadvantaged groups, review and strengthen the monitoring system for sustainable use of WASH in schools and review inclusive and participatory practices for WASH in Schools programming.

ACRONYMS

ASER	Annual Status of Education Report (India)
CFS	Child-friendly schools
CFBS	Child-Friendly <i>Baraabu</i> Schools (Maldives)
DoE	Department of Education (Pakistan)
DPEP	District Primary Education Programme (India)
EMIS	Education Monitoring Information System
GHD	Global Handwashing Day
GNI	Gross National Income
HPSI	Health Promoting Schools Initiative (Maldives)
LG&RDD	Local Government and Rural Development Department (Pakistan)
MoE	Ministry of Education
MoLGRD&C	Ministry of Local Government and Rural Development & Cooperation (Bangladesh)
MoPH	Ministry of Public Health
MRRD	Ministry of Rural Rehabilitation and Development (Afghanistan)
NWS&DB	National Water Supply and Drainage Board (Sri Lanka)
PEDP	Primary Education Development Program (Bangladesh)
PHED	Public Health Engineering Department (Pakistan)
SHPP	School Health Promotion Programme (Sri Lanka)
SLTS	School-Led Total Sanitation
SSA	Sarva Shiksha Abhiyaan (India)
SSHE	School Sanitation and Hygiene Education
TSC	Total Sanitation Campaign (India)
UEE	Universalization of Elementary Education (India)
UN	United Nations
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation and Hygiene
WES	Water and Environmental Sanitation
WHO	World Health Organization

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A young boy with dark hair and a mole on his cheek is shown in profile, drinking water from a brass tap. He is wearing a colorful plaid shawl over a white shirt. The background is blurred, suggesting an outdoor setting. The text is overlaid on the left side of the image.

WASH in Schools supports global efforts to realise our vision of a world where all children go to schools which provide a safe, healthy and comfortable environment where children grow, learn and thrive.

SECTION 1

The Importance of
WASH
in Schools

Improvements in water, sanitation and hygiene education in schools provide safe drinking water, build good sanitary facilities and establish appropriate hygiene habits. The impact of such improvements include:

- a) Improved primary school attendance, health and cognitive development;
- b) Greater girls' participation in school;
- c) Positive hygiene behaviours that may last for life;
- d) Outreach to families and communities, through the participation of students in hygiene promotion;
- e) Greater equity in schools.

a IMPROVED PRIMARY SCHOOL ATTENDANCE, HEALTH AND COGNITIVE DEVELOPMENT

Learning, hygiene and health are strongly inter-linked as children miss school or perform poorly when they are suffering from WASH-related illnesses. Schools are even places where children get sick. Illnesses can spread very fast in schools where many children are together for many hours a day in often poor hygienic conditions.

Recently it has been estimated that infections which children contract in schools will lead to infections in up to half of their household members¹ and that 88% of diarrheal diseases are caused by unsafe water supply, inadequate sanitation and inappropriate hygiene². For schools, the health focus is generally on diarrhoea, worm infections and respiratory infections because these diseases affect school-age children most *and* such illnesses can be drastically reduced through improved WASH in schools:

- The use of improved sanitary facilities reduces the incidence of diarrhoea by 34 %³. Washing hands with soap after toilet use and before eating has been cited as one of the most cost-effective public health interventions because it can reduce the incidence of diarrhoea by almost 40%⁴.
- A study⁵ comparing results from different countries found that hand washing can cut the risk of respiratory infections by 16%. Although the impact is clear, more research is needed on the expected rate of reduction.
- All cases of roundworm, whipworm and hookworm infestation are attributable to inadequate sanitation and hygiene⁶. An estimated 47%⁷ of children (ages 5-9) in the developing world suffer from worm infestations. It is common for a child living in a developing country to be chronically infected with all three types of worms. Such children suffer from malnutrition, intellectual retardation, as well as cognitive and educational deficits⁸. Tests have shown that a child's memory, executive function, language and problem solving skills as well as attention span respond positively to periodic deworming. Interestingly, girls display greater improvements than boys⁹.
- Studies focussing on absenteeism caused by gastrointestinal and respiratory-related illnesses in industrialised countries show that as the result of improved hand hygiene in schools the number of days lost can drop between 25 and 50%¹⁰.

Handwashing promotion works!

An intensive campaign to promote hand hygiene in 30 primary schools in Egypt¹¹ reduced absenteeism caused by influenza-like illnesses by 40%, diarrhoea by 30%, conjunctivitis by 67% and of laboratory-confirmed influenza by 50%. The campaign consisted of guidebooks, activities, posters, songs, games, theatre, contests, etc. The objective was to have children wash their hands with soap at school at least twice a day. No free soap was distributed.

Expanding a standard handwashing promotion programme in Chinese primary schools by the continuous provision of soap in schools and the recruitment of a “student handwashing champion” in each school resulted in 54% fewer days of absence compared to schools without such interventions¹². A continuous free supply of soap was guaranteed.

Children in primary schools in Bogota, Columbia, who reported proper handwashing behaviours in school were 20% less likely to report absent¹³.

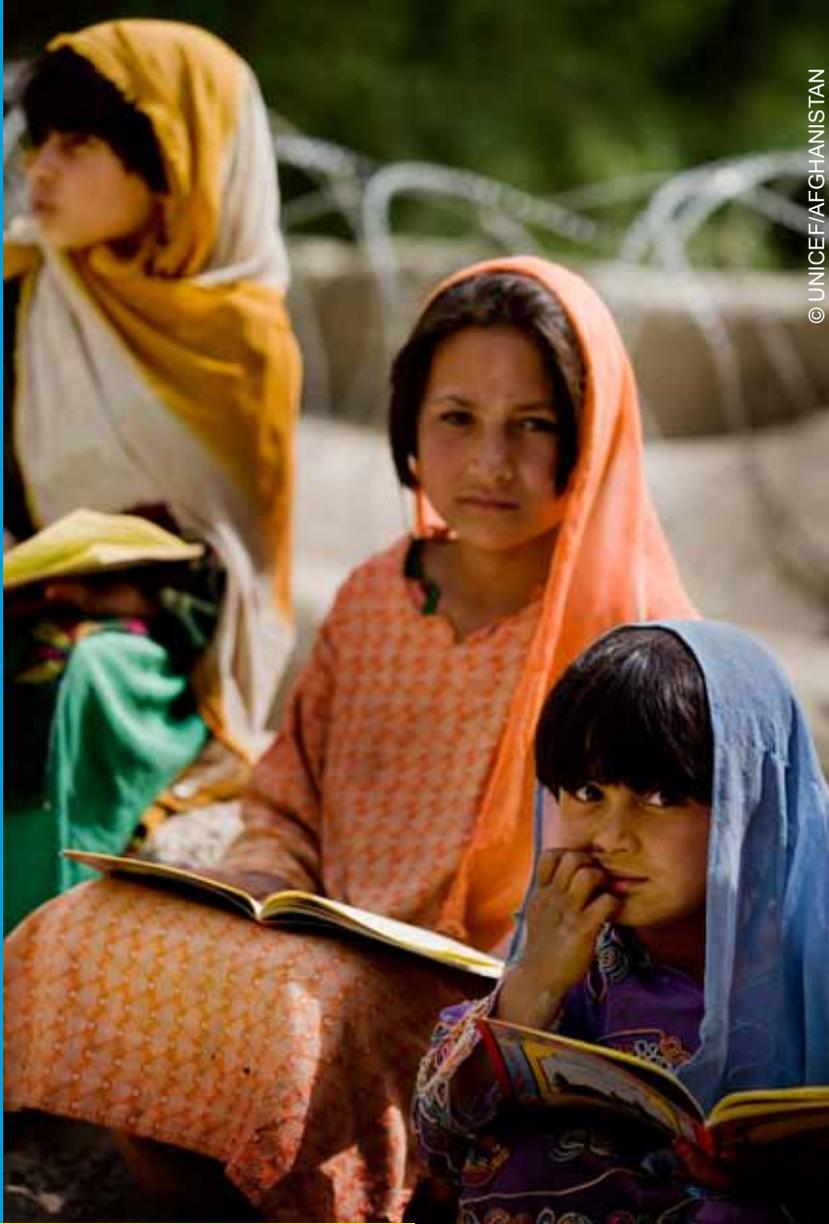
Absenteeism can also occur when primary school-age children are involved in tasks such as the collection of water from distant sources to their homes (these are called “opportunity costs” for attending school).

b GREATER GIRLS’ PARTICIPATION IN SCHOOL

The lack of proper knowledge, lack of water and sanitation facilities, lack of privacy, lack of sanitary pads (leading girls to use and re-use pieces of cloth), hinder proper menstrual hygiene practices, which compromises the health and the quality of education of adolescent girls.

If adolescent girls¹⁴ (and female teachers) attend schools during their menstruation, the availability of girls-appropriate toilets and water supplies is essential to comfortably change and dispose of sanitary pads and wash themselves in private. If not already motivated by religious and cultural beliefs that staying





Special support to girls works!

A study undertaken in Bangladesh revealed an 11% increase in girls' enrolment mainly due to the provision of sanitary toilets¹⁶. In fact, a key factor in the rapid expansion of female enrolment in secondary schools in Bangladesh since the early 1990s has been the provision of a healthier and safer setting for girls by improving standards of water supply and sanitation¹⁷.

In Alwar district, India, school sanitation increased girls' enrolment by one-third, and improved academic performance for boys and girls by 25%¹⁸.

home during menstruation is normal, the absence of facilities means that for many girls it is preferable to stay at home during menstruation and not attend school. At home, they do not have to worry as much about sanitary protection, or about having adequately concealing clothing. A study in Bangladesh, Bhutan, India and Nepal calculated that the number of school days missed during menstruation varied from 3 to 4 to as many as 7 days a month. Even the lower number adds up to 30 to 40 school days missed each year. The study did not find a direct link between menstruation and drop-out from school, but did

conclude that absenteeism has a profound impact on girls' potential for success in school. In Afghanistan¹⁵, where most schools are girls-only schools, 29% of girls' absenteeism in schools was attributed to a lack of facilities for the menstrual needs of girls.

Innovative menstrual hygiene projects (adapted facilities, availability of pads) in India and Bangladesh have demonstrated how to incorporate menstrual hygiene management into broader WASH in Schools interventions.

In many schools girls (and boys) face the threat of (sexual) abuse or violence from both male teachers and older male students. Studies show that girls are most likely to be abused on their way to or from school, in or near toilets, in empty classrooms and other isolated places. This shows the importance of constructing girls' toilets at safe locations.

Every additional year that a girl spends in school is crucial. For those girls who eventually become mothers, each additional year of education brings down the under-five mortality rate of their children by up to 10%. Add issues of dignity and empowerment, and it becomes clear that better sanitation is at the heart of better lives for children and women. WASH in Schools can play a significant role in achieving universal access to primary education, reducing child mortality and increasing gender equality.

C POSITIVE HYGIENE BEHAVIOURS THAT MAY LAST FOR LIFE

In a study¹⁹ of the long-term effects of community hygiene education programmes for both adults and children it was found that, contrary to general belief, people do not revert to earlier practices as years go by. The data demonstrate that hygiene behaviours are sustained at least 7-9 years beyond the end of an intervention (see text box below). Researchers concluded that when handwashing becomes part of daily routines in childhood it does not easily fade²⁰. Therefore, schools form an ideal setting for skills-based hygiene education, where children can learn and sustain life-long hygiene practices.

Practices can remain life-long!

For six countries (Ghana, India, Kenya, Nepal, Uganda, Sri Lanka)²¹ where various WASH programmes had been implemented, surveys showed that even 7 to 9 years after programme interventions ended, about 4 out of 5 of the women were still consistently using their latrines.

d OUTREACH TO FAMILIES AND COMMUNITIES, THROUGH THE PARTICIPATION OF STUDENTS IN HYGIENE PROMOTION

When school-based programmes are designed in a coordinated way with community-based programmes, children can become 'agents of change' and pass on the health and hygiene information learned at school to family and community members. This benefits the entire community.

Another impact, the motivation to build and use toilets in the homes of the children depends on having successful, well-maintained toilets within the school²². There is some indication that if institutions (schools, health centres etc.) continue to provide information to families, this will lead to better handwashing practices.²³



Student participation and linking with parents works!

In 45 public primary schools in southern Nyanza in Kenya²⁷, two teachers from each school were trained, among others, on proper handwashing practices. Household soap ownership increased significantly (from 74% to 90%), student and parent handwashing behaviour improved and absenteeism declined by 35% (while absenteeism increased in neighbouring schools by 5%). 25% of parents/guardians reported changing their handwashing behaviour because of what their child had told them about handwashing practiced in school.

School-based studies have demonstrated the potential for influencing handwashing behaviour through membership of well set-up safe-water-clubs²⁴, peer-to-peer teaching, classroom sessions with focused training materials²⁵ and role-playing or songs²⁶. These studies demonstrate that 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.

e GREATER EQUITY IN SCHOOLS

In 2009, a four-country study on equity in WASH in Schools²⁸ concluded that discriminatory attitudes are changing throughout South-Asia. There are however signs that while some of the traditional practices are becoming less prevalent, new elites are emerging, based on wealth, ability, success and family influence rather than on religion and caste. Nevertheless, changes in schools create the possibility of children being able to bridge social divides. Children are mixing with other children at school in ways that were unthinkable a generation ago. And while communities are often more conservative than schools, it is through children questioning traditional attitudes and practices that society is gradually changing.

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In the past certain children, especially those from very poor families, were singled out for tasks such as cleaning toilets, and were excluded from privileges such as fetching water for teachers, and, in many instances, had to sit separately from others at the back of the class. Often, those children were perceived by teachers as being less intellectually able and less committed to their studies.

The study showed that while children in some schools expressed strongly traditional views about whom they would sit next to or eat with, several others were aware that school allowed them a place where they could share food and water with everyone and have mixed group friendships, although they did also say that they might not be able to extend this situation to their home context. Several examples were given of teachers favouring children who were clean, neat, clever, richer or from more powerful families. It was acknowledged that these children might or might not come from the traditional elites.

The way WASH practices in school developed varied from country to country but common elements included: (1) sufficient and well maintained facilities; (2) clearly worked out systems of cleaning of facilities; (3) a positive relationship between school and community so that good practice in one reinforces good practice in the other; (4) children transferring good hygiene practice they have learnt at school to their families; (5) children who are aware of the importance of good hygiene practices.

The document 'Raising Clean Hands - Advancing learning, Health and Participation through WASH in Schools', published in 2010, http://www.unicef.org/media/files/raisingcleanhands_2010.pdf, also covers the evidence base of WASH in Schools.

Introduction

In this chapter, WASH in Schools information is presented for the eight countries in the South Asia region: Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka. It is difficult to compare these countries, with populations ranging from 316,000 in Maldives to 1.2 billion in India and per capita gross national incomes (GNI) ranging from US\$ 330 in Afghanistan to US\$ 4,270 in the Maldives. Therefore, information on WASH in Schools policies, coverage, strategies, conditions, standards, hygiene education, etc. has been presented for each country individually.

The core data for this report have been abstracted from UNICEF's *The State of the World's Children 2012* and the *WHO-UNICEF Joint Monitoring Programme 2012 update*, while other information has been collected by the *UNICEF Country Offices* in South Asia. The information is to the best of their knowledge and 'state-of-the-art' as of March 2012.

The following website also has information on WASH in Schools in countries in South Asia:
www.washinschoolsmapping.com

SECTION 2

WASH in Schools in South Asian Countries

AFGHANISTAN



Total Population (2010): **31,412,000**

Children under 18 (2010): **16,781,000**

GNI per Capita (2010): **US\$ 330**

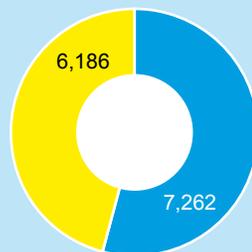
Primary school net enrolment ratio (2007-2009): **not available**

Population using improved drinking water sources (2010): **Total: 50% Urban: 78% Rural 42%**

Population using improved sanitation facilities (2010): **Total: 37% Urban: 60% Rural 30%**

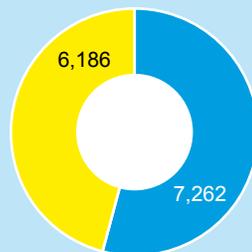
Total number of public schools: **13,448, of which 10,836 are in rural areas.**

WASH NEEDS IN PUBLIC SCHOOLS



Water Supply

- Functioning system
- Need for extensive repairs or new system



Sanitation

- Functioning facilities
- Need for extensive repairs or new facilities

Most schools have single-sex education, thus ensuring separate toilets for boys and girls is less of an issue. Only a small percentage of schools have toilets for differently-abled students.

In 2010, the government approved the National WASH policy for Afghanistan, which includes the aim of providing WASH facilities in all schools by 2015. The Ministry of Education (MoE), the Ministry of Rural Rehabilitation and Development (MRRD) and the Ministry of Public Health (MoPH), along with UNICEF and the World Health Organization (WHO), also signed a “Call to Action for Water, Sanitation and Hygiene in all Schools”. MoE is the lead agency, overseeing the implementation of WASH in Schools with the involvement of MRRD. MoE is responsible for WASH in new schools and software in existing schools, while MRRD implements new hardware in existing schools.

“ In 2010, MoE, MRRD and MoPH launched a ‘Call to Action for WASH in Schools’. This document, along with the 2010 national WASH policy, incorporates the key policy elements for WASH in Schools. ”

The adoption of the “Call to Action” by the Government of Afghanistan has brought increased attention to school WASH needs. WASH is recognised by the government as an important intervention, required for achieving educational goals. The “Call to Action” includes guidelines, checklists, roles and responsibilities, a minimum package of interventions and implementation processes, for which nationwide training is being conducted. MRRD plans

to construct 3,600 new water points and to place hand pumps on 1,100 wells at schools, to rehabilitate 3,500 old school toilets and to create 23,000 new school toilets, thus reaching 80% coverage by 2014. The average per-pupil capital cost for WASH in Schools infrastructure is US\$ 38.

IN SUMMARY: MoE is the lead agency for WASH in Schools, responsible for hygiene education and WASH in Schools operation and maintenance, while the MRRD implements WASH in Schools hardware.

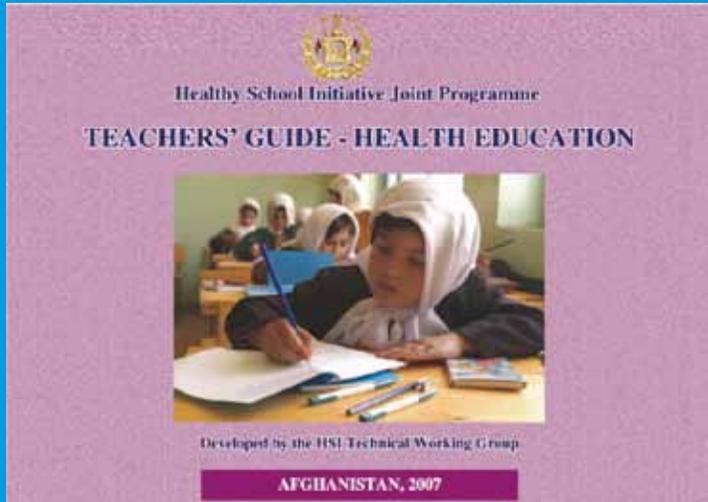
NORMS No national norms for boys, girls or teachers have been adopted yet but in 2008, MoE and MRRD adopted standard designs for school toilets. Standard designs for urinals for boys will be introduced soon.



1 litre water per student per day



HYGIENE EDUCATION



MoE has a range of hygiene education materials. In 2010, MoE issued a guideline on menstrual hygiene and health for trainers and supervisors and a supplementary guidebook on hygiene practices for adolescent girls. Even though menstrual hygiene is not part of the curriculum, MoE has two female master trainers on menstrual health and hygiene in each of 34 provinces. These trainers plan to train three teachers in each school, who in turn will orient the other teachers.

MONITORING: MoE operates an Education Monitoring Information System (EMIS), but this does not include water supply and sanitation indicators. In 2011, it was recommended to include WASH-related indicators in the existing EMIS data collection format and data base. In 2012, MRRD plans to develop a database of all WASH projects in schools and communities.



Each school gets a budget, but not specifically for WASH maintenance. Under proposed guidelines for operation and maintenance, a cash box will be placed in each school, with some of the collections to be spent on WASH maintenance. Though MoE does not have a specific budget for WASH in Schools, it pays for cleaners and one hygiene teacher in all government schools.

Finland, Italy, Japan and Sweden are currently the major donor countries for WASH in Schools in Afghanistan. The Government of Afghanistan, UNICEF, Japanese Emergency NGO (JEN) and Oxfam are key partners for WASH in Schools programming.





The concept of child-friendly schools (CFS) requires school buildings to have boundary walls where needed, water supply and toilets, health and hygiene activities, child-centred and participatory teaching and learning, and positive community perceptions about their schools. The CFS concept has been rolled out in 34 provinces. CFS master trainers were trained at provincial, district and village levels. Eventually, the CFS concept will be implemented in 500 primary schools.

MAIN CHALLENGES (1) inadequate funding for capital and recurring costs to accelerate WASH in Schools at the rate needed to meet the 2015 target of WASH in all Schools; (2) low Government capacity for WASH in Schools activities; (3) few institutions contribute resources for WASH in Schools.

BEST PRACTICE Faced with the problem of ensuring soap for hand washing in school, the principal of Mehjooba Herawi Girls High School in Herat asked students to each bring one bar of soap to school, once a year. Now this school has soap available at the hand washing facility throughout the school year.



BANGLADESH



Total Population (2010): **148,692,000**

Children under 18 (2010): **55,938,000**

GNI per Capita (2010): **US\$ 640**

Primary school net enrolment ratio (2007-2009): **89 %**

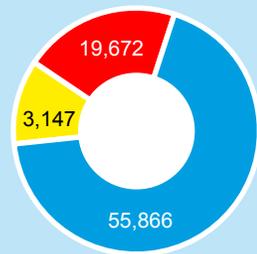
Population using improved drinking water sources (2010): **Total: 81% Urban: 85% Rural: 80%**

Population using improved sanitation facilities (2010): **Total: 56% Urban: 57% Rural: 55%**

Total number of public schools: **78,685 primary schools, of which 60,957 are government-supported.**

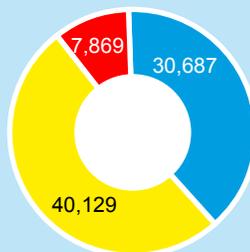
WASH NEEDS IN PUBLIC SCHOOLS

On average there is a toilet for every 130 students. 23% of students drink surface water. 7% of tested school water sources have excess arsenic. At school, only 6% of the students wash their hands with soap after defecation and before eating. While 42% of schools report providing soap for handwashing, soap was found in only 17% of schools.



Water Supply

- Functioning system
- Need for extensive repairs or new system
- No System



Sanitation

- Functioning facilities
- Need for extensive repairs
- No toilets

In 2003, when the Bangladesh government approved the Primary Education Development Programme (PEDP)-II, WASH in Schools was one of its components.

In 2011, PEDP-III was developed with significant emphasis on WASH in Schools. Under this programme, 128,955 toilets and 39,300 tube-wells will be constructed in primary schools. In 2011, the government also approved national standards for WASH in Schools.

There is no specific national plan of action for WASH in Schools but there are related plans of action such as the Sector Development Plan of the Policy Support Unit and

“ The 2011 PEDP III and the Water Supply and Sanitation Sector Development Plan 2011-2025 incorporate WASH in Schools policies. The 1998 National Policy on Safe Water Supply and Sanitation includes school toilets among its objectives. ”

the first national conference on sanitation (BanglaSAN) declaration, held in 2011. The most comprehensive planning in water supply and sanitation is the Water Supply and Sanitation Sector Development Plan (SDP) 2011-2025, led by the Local Government Division under the Ministry of Local Government and Rural Development & Cooperation (MoLGRD&C).

PEDP-III has a national plan and budget allocations for WASH in Schools activities. The Government will implement WASH in Schools programming in close collaboration and coordination with UN bodies, INGOs, NGOs and others.

In summary: **MoLGRD&C is the lead agency for WASH in Schools. Also involved are the Directorate of Primary Education and the Department of Public Health Engineering.**

NORMS In 2011, Bangladesh adopted a national standard for WASH in Schools (adapted from the international WHO/ UNICEF standards).

1 toilet for 50 children

(For boys 60% of the toilets can be replaced by urinals. Toilets must be within 50 meters for all, including the differently-abled. When possible, girls and boys toilets must be completely separated.)

1 toilet for 10 female and 1 for 10 male teachers



5 litre water per student per day in day-schools
National water quality standards also apply to schools



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HYGIENE EDUCATION



UNICEF, Save the Children and other organisations have developed materials for hygiene education, including guide books, training modules, posters, flipcharts, flash cards, weight/height scales, class routines, *Meena* cartoons, games, etc., but this material is only sporadically used because the school curriculum does not have enough time available for hygiene education. There is a need to make these toolkits more child-friendly.

Girls and boys are active in student brigade activities, which ensure that school cleanliness activities are carried out by boys and girls alike.

MONITORING: There is a functional Educational Management Information System (EMIS), which includes specific WASH in Schools monitoring. However, so far there is no regular analysing and processing of information, or the use of this information to plan further improvements.



PEDP-III includes budget provisions for WASH in Schools. The Annual Development Programme also allows funds to be used for WASH in Schools. Schools do not have a specific budget for WASH, and cover such costs from their contingency budget.





To formulate a WASH in Schools policy under the Child Friendly Schools initiative, in 2011 three preparatory meetings at national, divisional and district levels were conducted. Two high-level national consultation meetings are in 2012. This consultation should result in an approach and plan of action to ensure that all schools comply with the national WASH in Schools standards.

MAIN CHALLENGES (1) Operationalising the national standards, (2), incorporating WASH in Schools in education sector policies. (3) mobilising resources at the national and local levels.

BEST PRACTICE From 1992, the importance of community ownership of WASH in Schools interventions has become increasingly clear. Consequently, the School Management Committee now plays a central role in WASH in Schools, including the application for and managing of external support, procuring construction materials and the construction of school water and sanitation facilities. In this way, the Committees are more committed to the operation and maintenance of their school WASH facilities.



BHUTAN



Total Population (2010): **726,000**
 Children under 18 (2010): **260,000**
 GNI per Capita (2010): **US\$ 1,920**

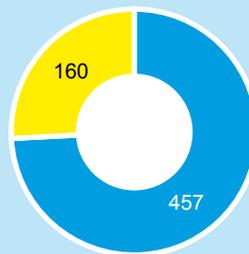
Primary school net enrolment ratio (2007-2009): **88 %**

Population using improved drinking water sources (2010): **Total: 96% Urban: 100% Rural: 94%**

Population using improved sanitation facilities (2010): **Total: 44% Urban: 73% Rural: 29%**

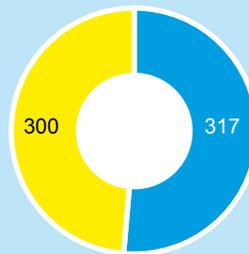
Total number of public schools: **617 and 56 extended classrooms. In addition there are 207 registered monastic schools.**

WASH NEEDS IN PUBLIC SCHOOLS



Water Supply

- Functioning system
- Need for extensive repairs or new system



Sanitation

- Functioning facilities
- Need for extensive repairs or new facilities

There are no data on the availability of soap, or facilities for menstrual hygiene management. Only 60% of the boys toilets, 70% of the girls toilets and 70% of the water supply schemes are functional.

Until 2000, there was no formal WASH in Schools programme in Bhutan. Water and sanitation facilities were provided at schools along with other school infrastructure.

Since 2000, the Public Health Engineering Division (PHED), the Comprehensive School Health Programme of MoE and UNICEF started supporting institutional water supply and sanitation. While the Comprehensive School Health Programme of MoE is the coordinating agency for WASH in Schools, PHED provides technical support for the construction of water supply and sanitation facilities. The School Planning and Building Division provides

“ There is no policy on WASH in Schools. MoE’s Comprehensive School Health Program includes key elements of WASH in Schools. ”

technical and funding support for school infrastructure including water and sanitation facilities, mostly in lower secondary, middle secondary and higher secondary schools. Construction of WASH facilities is done by the District Education and Engineering Offices of the District Administration Offices. UNICEF, the Comprehensive School Programme and PHED support the construction of WASH facilities in community and primary schools, but hygiene promotion is undertaken for all schools through the school health coordinators.

To provide water and sanitation facilities in religious schools,

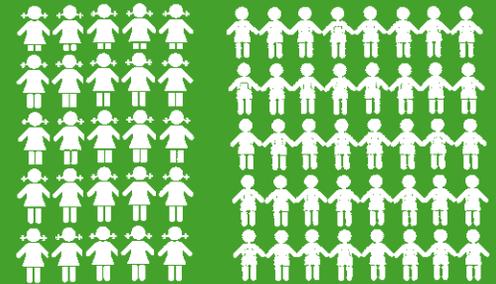
UNICEF also collaborates with the Religion and Health Project of the Central Monastic Body.

At the moment, there is no clear planning to reach the WASH targets in schools. However, schools in need of support are identified, prioritised and supported, based on the annual work plan of the respective District Administration and central agencies such as MoE and MoPH.

IN SUMMARY: MoE is the coordinating agency for WASH in Schools. The Public Health Engineering Division provides technical support in the construction of water and sanitation facilities. Key partners include MoE’s Department of Youth and Sports and the Religion and Health project of the Central Monastic Body.

NORMS no national standards but the government aims to provide:

1 toilet for 25 girls 1 toilet for 40 boys



Water supply is one tap stand with a flow rate of 0.1 litres/second for every 50 students.



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HYGIENE EDUCATION



Most schools have functional school health clubs with a student school health captain and a teacher as health coordinator, responsible for creating health and hygiene awareness, regular cleanliness check-up of students, and collaborating with health centres on school health check-ups. Some schools store sanitary napkins for menstruating girls. Students, including monk-students, take turns in cleaning their toilets.



Government and UNICEF co-finance the construction of water and sanitation facilities in 20-30 primary schools annually. For secondary schools there is funding from MoE's School Planning and Building Division and the respective district administration offices. For religious schools, the government and UNICEF, through the Central Monastic Body, also allocate funds for water and sanitation facilities. At the district level, there is a budget for operation and

maintenance for schools - although not specifically for water and sanitation facilities. Allocations rotate annually among different schools, so schools may only get these allocations once every so many years. In most schools, repair and maintenance of classrooms takes precedence over the upkeep of water and sanitation facilities. For each primary school, the annual maintenance budget is about US\$ 500. This is higher for middle and higher secondary schools.



After piloting Child Friendly Schools from 2005 to 2009, MoE introduced the 'Educating for Gross National Happiness' concept. This has much in common with Child Friendly Schools, including the 'Green Schools for Green Bhutan' approach, with adequate functional toilets for boys, girls and staff, as well as safe drinking water. Children are taught hygiene practices, and participate in projects for rain water harvesting, protecting water sources, cleaning springs and streams, adopting segments of rivers and streams, managing waste and other aspects that equip them with knowledge and skills related to WASH.

MAIN CHALLENGES (1) in the absence of caretakers and funds for materials for toilet cleaning, the maintenance of toilets and water sources is often poor; (2) budget allocations for capital costs are insufficient to meet WASH in Schools standards; (3) the quality of hygiene education in schools needs improvement (4) there is no formal mechanism for monitoring WASH in Schools. From 2012, MoE is incorporating WASH in Schools in EMIS and the Annual Education Statistics.





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BEST PRACTICE The School-based Parents' Education and Awareness programme educates parents on interacting with their adolescent children on issues such as substance abuse, STDs/HIV/AIDS, teen pregnancy, relationships, and psychological and physical changes. This includes filling water containers and contributing soap and jerry cans for hand washing with soap.

INDIA



Total Population (2010): **1,224,614,000**

Children under 18 (2010): **447,309,000**

GNI per Capita (2010): **US\$ 1,696**

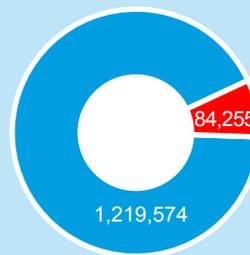
Primary school net enrolment ratio (2007-2009): **97%**

Population using improved drinking water sources (2010): **Total: 92% Urban: 97% Rural: 90%**

Population using improved sanitation facilities (2010): **Total: 34% Urban: 58% Rural: 23%**

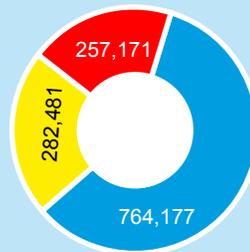
Total number of public schools: **1,303,829 schools.**

WASH NEEDS IN PUBLIC SCHOOLS



Water Supply

- Functioning system
- Need for new system



Sanitation

- Functioning facilities
- Need for repairs of facilities
- Need for new facilities

WASH in Schools was incorporated in the District Primary Education Programme (DPEP), introduced in 1994. From 1994, it became a major component in a range of water and sanitation programmes. This restructuring has helped in terms of giving exclusive attention to children's health by ensuring basic WASH facilities in schools.

In 2000, DPEP was renamed *Sarva Shiksha Abhiyaan* (SSA). SSA also includes a focus on sanitation and hygiene in schools as the programme aims to provide a conducive learning environment.



WASH in Schools is also a part of the Total Sanitation Campaign (TSC) as detailed below.

Policies WASH in schools is not exclusively covered by any specific policy. Priority for WASH in Schools is defined in the policies of the following programmes:

The **School Sanitation and Hygiene Education (SSHE)** programme started in 1999, under the government's Total Sanitation Campaign (TSC) programme. Under SSHE,

water, sanitation and hand washing facilities are provided in schools and hygiene education is linked to homes and communities. TSC also aims to provide early childhood development centres known as *Anganwadi* (pre-school) centres, with toilet facilities to encourage toilet use amongst young children as well as their mothers. The Ministry of Drinking Water and Sanitation of the Government of India and the State Governments implement the SSHE programme.

TSC includes the following objectives for school sanitation coverage:

- To provide water and sanitation facilities in schools so that children from their early childhood onwards develop consistent habits of using such facilities;
- To promote the use of toilets/urinals among school students, hand washing with soap at appropriate times and other hygiene behaviours;
- To promote behavioural change by hygiene education and linking the same to home and community;
- To develop institutional systems within the schools so that the facilities are maintained by the schools without external support;
- To build the capacities of all stakeholders, especially teachers, parent-teachers associations, etc. to ensure sustainability of systems.

SSA, launched in 2000-2001, is the Government of India's flagship programme for the Universalization of Elementary Education (UEE) in a time-bound manner. Its overall goals include universal access and retention, bridging of gender and social gaps in education and enhancing the learning levels of children.

The provisions of SSA need to be aligned with the norms and standards and free entitlements mandated by the Right to Education Act. The Department of Elementary Education and Learning oversees the implementation of SSA.

Features of the Sarva Shiksha Abhiyaan

- To open new schools in those communities which do not have schooling facilities and strengthen existing school infrastructure through the provision of additional classrooms, toilets, drinking water, maintenance grants and school improvement grants.
- Existing schools with inadequate teacher strength get additional teachers.
- Capacity of existing teachers is strengthened by extensive training grants for developing teaching-learning materials and academic support structure at the cluster, block and district level.
- Provide quality elementary education including life skills.
- Provide computer education to bridge the digital divide.

In April 2009, the Government of India passed the **Right to Education (RTE) Act**. The RTE Act provides a legally enforceable rights framework with certain time-bound targets that State Governments must adhere to. The schedule of the RTE Act lays down the norms and standards (including drinking water and sanitation) for school buildings. A school building has to be an all-weather structure with at least one classroom for each teacher, barrier-free access, separate toilets for boys and girls, safe and adequate drinking water for all children, arrangements to secure the school building with a boundary wall or green fencing, a kitchen to prepare mid-day meals, a playground, and teaching-learning materials.

The **Approach Paper for the 11th Five Year Plan (2007-2012)** commits to full coverage of schools with drinking water and sanitation facilities by the end of 2012, and coverage of 133,114 *Anganwadi* Centers with sanitation facilities in the same period.

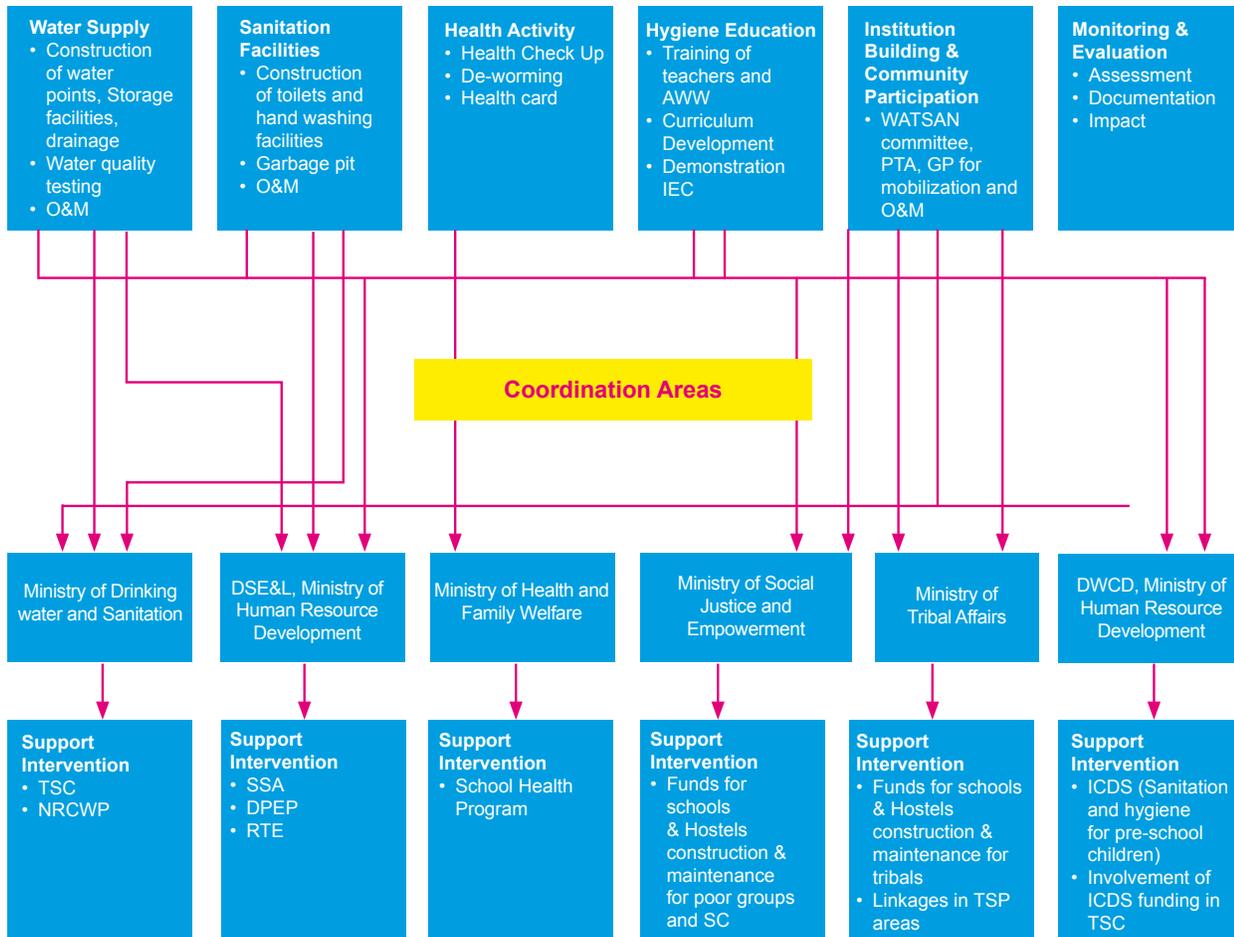
The **National Water Policy** mandates the provision of access to clean drinking water across the country. This also covers the provision of clean drinking water in schools and *Anganwadi* centres.

Jalmani is the only directly relevant programme for WASH in schools, although it focuses exclusively on water quality. It is a component of the National Rural Drinking Water Programme. The *Jalmani* programme is geared towards meeting water quality challenges in rural schools. The provision of drinking water has little meaning if the quality of the water is poor. Under *Jalmani*, the installation of water purification systems in rural schools was started in 2008. The schools own the installed water purification system, while village leaders are responsible for the functioning of the system, to ensure that school children get enough safe drinking water.

In December 2011 the Supreme Court of India ruled that, “It is imperative that all schools must provide toilet facilities; empirical research has indicated that wherever toilet facilities are not provided in schools, parents do not send their children (particularly girls) to schools”. The bench said that denial of the basic right to water and toilet facilities “clearly violates the right to free and compulsory education of children guaranteed under Article 21-A”. It also directed the District Magistrates across the country to file comprehensive affidavits within a month regarding the availability of basic facilities such as potable drinking water, toilets for both boys and girls, electricity, boundary walls and mid-day meals in primary schools.

IN SUMMARY THE NATIONAL RESPONSIBILITIES ARE:

SSHE and Inter-sectoral Coordination Framework

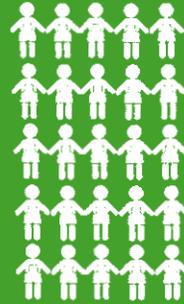


NORMS The national standards for water supply and sanitation in schools is are follows:

1 toilet unit of one toilet plus 3-4 urinals for 80-120 girls.



1 toilet unit of one toilet plus 3-4 urinals for 80-120 boys.



Drinking water source within the school premises.

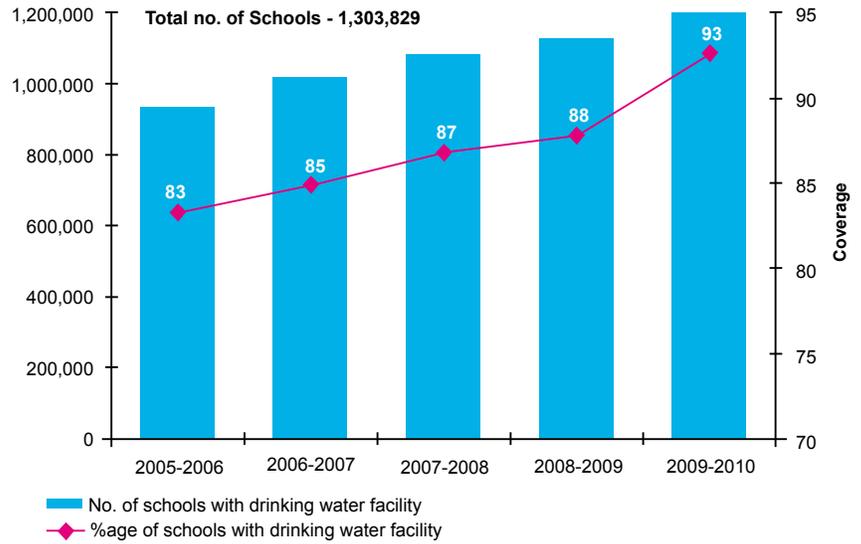
HYGIENE EDUCATION

Education is a State subject as per the Constitution, so the States determine the content and method of instruction in schools. However, the national government has an important advisory role and the SSA provides a national policy framework within which states design and implement their school education programmes.

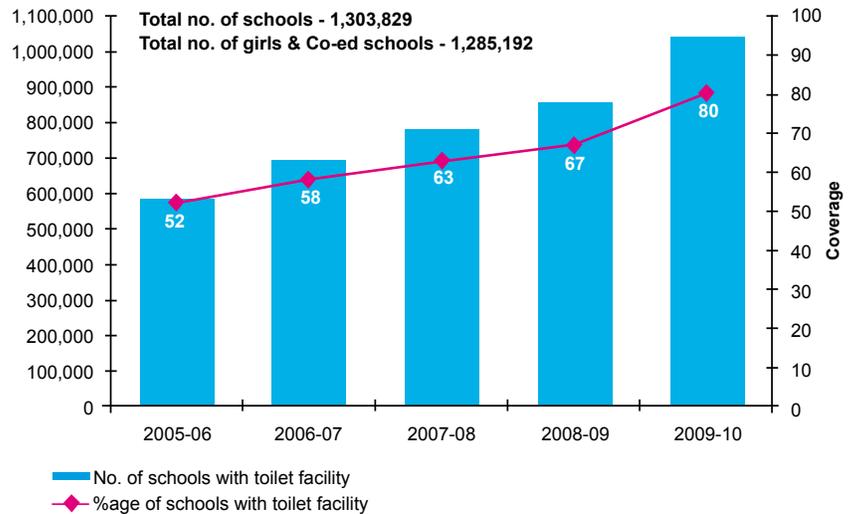
Hygiene and sanitation concepts have been included as part of life skills education in numerous pilot projects across the country. Unfortunately, these have mostly been treated as “supplementary” to the main curriculum in schools. Some excellent supplementary teaching-learning materials have been developed by different institutions, including UNICEF, and also by the education departments in the states, but these have not yet been mainstreamed in the curriculum. Learning and teaching of hygiene and sanitation as a life skill is yet to be adopted across States within the formal learning system.

Some 27.6 million children, 15% of the children enrolled in schools in India, still do not have safe drinking water and sanitation in their schools. Improving access to toilets in the states of Assam, Bihar, Chhattisgarh, Madhya Pradesh, and Orissa would reduce the gap by half.

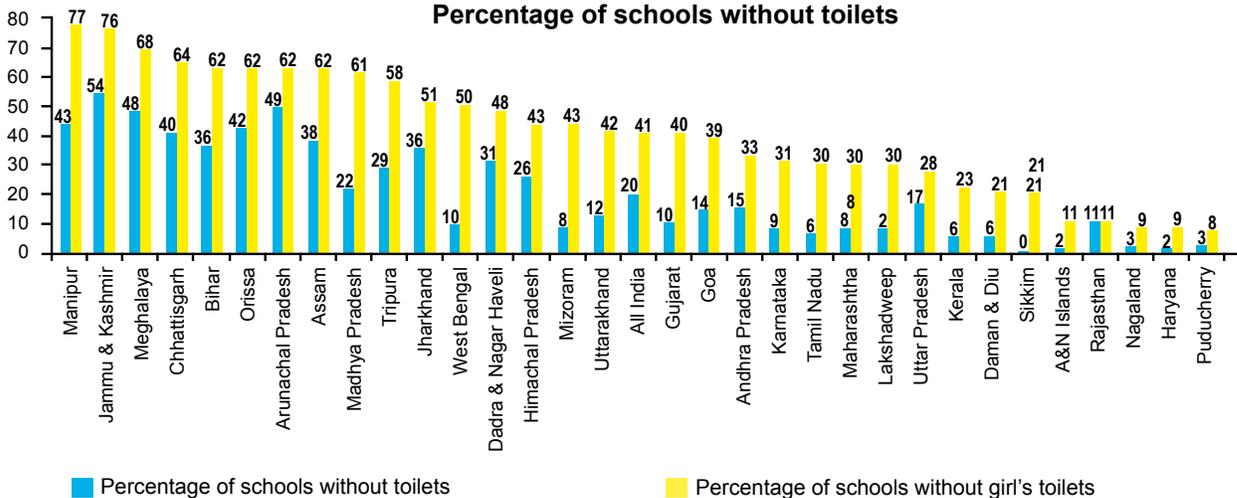
Schools with drinking water facilities



Schools with toilet facilities



Percentage of schools without toilets





There are two sources for funds for WASH in Schools, which both come from the TSC and SSA programmes.

- TSC allocates about US\$ 700 per toilet unit for every school. Every state receives its funds from the Government of India, based on the annual implementation plan, which includes the total number of toilet units to be constructed in a year. TSC does not provide funds for operation and maintenance of toilets.
- SSA provides funds for toilets as a total infrastructure package for schools. These funds are mainly for new schools, generally constructed after 2008.
- There are also three types of grants provided to all primary schools in the country. These are: a) School Maintenance Grant for infrastructure upkeep b) Development Grant for operation and administration and c) Teaching Learning Material Grant, which goes directly to the teachers, and is meant for extra-curricular teaching materials.



Child Friendly Schools and Systems, as mentioned in SSA, embrace a multi-dimensional concept of quality and equity, addressing the total needs of the child as a learner and a comprehensive approach for quality education. The three guiding principles are: (1) child-centred, (2) democratic participation and (3) inclusiveness.

Child Friendly Schools and Systems have five major components which are inter-related and based on child rights:

- Learning environment,
- School environment, which includes **child friendly, gender friendly and inclusive WASH facilities**,
- Improved learning outcomes through teacher development,
- Community and civil society partnerships,
- Policy and systems.

TSC provisions

- Funding for school sanitation in the TSC programme is provided by the Government of India and the State Government at a ratio of 70:30.
- Separate toilets for girls and boys, as two separate units (US\$ 700/ toilet)
- Actual requirement of funds for all uncovered schools.
- Funds for hygiene education may be utilized from the TSC's IEC component.
- Solid/liquid waste management to be incorporated in schools.
- *Nirmal Gram Puraskar - Gram Panchayats*, Blocks and Districts can apply if they have achieved: (a) full sanitation coverage of individual households, (b) full sanitation coverage of all schools (c) an end to open defecation, and (d) a clean environment.

MONITORING of WASH in schools is done by gathering and maintaining extensive records of schools. Routine evaluations are based on the data gathered from the following three sources:

- **District Information System of Education (DISE)** which is managed by the National University of Educational Planning and Administration (NUEPA). DISE covers includes records of 1.3 million primary and upper primary schools, annually updated through school report cards (www.schoolreportcards.in). In addition to quantitative information, the report cards also provide qualitative information and descriptive reports about individual schools.
- **Monitoring Information System (MIS)** of the Ministry of Drinking Water and Sanitation which tracks progress on: a) achievement of physical components (school toilets) and b) financial progress (release vs. expenditure). During implementation, data on the completion of school toilets is compiled at the local government level from the utilisation certificates and monthly progress reports. The report is put online at the district level.
- **Annual Status of Education Report (ASER)**, developed by Pratham, a civil society organisation. Pratham conducts an annual survey of select villages to assess enrolment, reading and arithmetic levels of children in the elementary education system. Every two years, it also reports on the nature of facilities available in the schools including drinking water and sanitation, as per the norms laid down under the RTE Act. This exercise is the largest independent education survey undertaken in India. In 2010, ASER reached 522 districts, over 14,000 villages, three million households, 13,000 rural government schools and almost seven million children.

BEST PRACTICES

- In partnership with State Education Departments, Departments of Rural Development or Water Supply and Sanitation, *Global Handwashing Day* (GHD) is celebrated every year since 2008. In 2011, GHD reached approximately 89 million school-going and pre-school children in 890,000 schools and community centres across India.
- The Government of West Bengal announced a State-wide *Clean School Award*, which requires schools to use of toilets, clean and safe drinking water, handwashing with soap and a clean school campus.
- In Tamil Nadu, the *Star Card System* for monthly monitoring of functionality, operation and maintenance, has ensured that toilets constructed are also used and maintained.
- A *menstrual hygiene and management school council* in Krishnagiri district in Tamil Nadu has been formed in government-aided high schools and higher secondary schools with the headmaster as president, the trained female graduate science teacher as convener, four adolescent trained girl students and the physical education teacher as members. These councils provide support and address the menstrual hygiene management needs of adolescent girls.
- A GIS-based *Decision Support System* (DSS) of school information, developed in the State of Jharkhand, is a tool for geographical identification of issues such as the availability of functional WASH facilities in schools and the identification of schools without basic WASH facilities. This detailed spatial overview identifies gaps in resource allocation and facilitates prioritizing the allocation of facilities to the most disadvantaged areas. Using an interactive web-based GIS platform, all the schools of Jharkhand can now be mapped and classified as per the SSA norms.

MAIN CHALLENGES

1. Poor operation and maintenance of toilets and water sources threaten sustained coverage. The 2010 ASER report found that nearly half of rural schools have toilets which are either locked or unusable, indicating a need to aggressively address issues of usage and operation and maintenance.
2. A wide range of toilet designs have been approved for construction. Still, in many places the technologies and design used in construction of school toilets are not child-friendly. Designs are often not suited to the needs of children, especially girls. Other issues like the lack of water supply and hand washing facilities, improper site selection and lack of ventilation, compound the problem. Besides, limited resources available under existing programmes for promoting child-friendly WASH facilities that meet the norms and standards pose challenges to move to scale across all States.

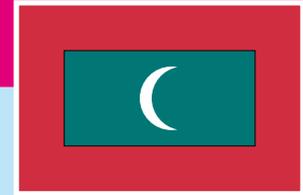
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3. Monitoring of WASH in Schools needs strengthening to incorporate quality indicators, create more local evidence and improve capacities to collect and analyze data. Improved data management is required for DISE and TSC databases as they need to be aligned to reflect updated effective coverage.
4. The priority given to the implementation of SSHE is not at the same intensity across the States. For example, Andhra Pradesh, Gujarat, Tamil Nadu and West Bengal have shown significant progress, whereas Bihar, Jharkhand and Orissa lag behind. Greater ownership of WASH facilities in Schools by the Education Departments is a major priority: unless the Education Departments take full ownership, WASH in Schools will continue to show significant gaps.
5. There is insufficient focus on menstrual hygiene management in schools, especially at the upper primary school level. Teachers have limited capacities to deal with these issues and related educational materials are either insufficient or not well used.
6. Sustaining appropriate hygiene behaviours remains a major challenge in schools. Critical behaviours need to be monitored closely and adequate communication strategies need to be implemented.
7. The cost of meeting RTE norms and standards in India for WASH in Schools are estimated at US\$ 375 million (PAISA report 2010).

MALDIVES



Total Population (2010): **316,000**
 Children under 18 (2010): **106,000**
 GNI per Capita (2010): **US\$ 4,270**

Primary school net enrolment ratio (2007-2009): **96%**

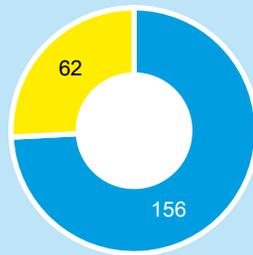
Population using improved drinking water sources (2010): **Total: 98% Urban: 100% Rural: 97%**

Population using improved sanitation facilities (2010): **Total: 97% Urban: 98% Rural: 97%**

Total number of public schools: **218 public schools, of which 193 are in rural areas.**

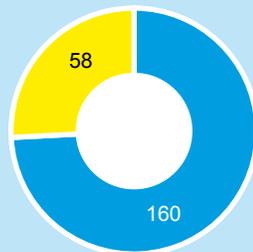
WASH NEEDS IN PUBLIC SCHOOLS

Half to two-thirds of schools have hand washing facilities available. Among those schools with hand washing facilities, 50-60 % have soap available for hand washing. About two-thirds of schools reported cleaning their toilets daily, mostly by the school staff.



Water Supply

- Functioning system
- Need for extensive repairs or new system



Sanitation

- Functioning facilities
- Need for extensive repairs or new facilities

The development of a school health policy in the Maldives has been very much a joint effort of the health and education sectors. The School Health Programme was first established in 1986 to address health issues related to school children. The programme included medical screening of children, health education and awareness on various health issues through core curricular and co-curricular activities, and the provision of health information to teachers and parents.

Several national policies recognise the health and well-being of children and adolescents as an important and essential goal. Furthermore, the importance of school health has been identified as being central to improving health as well as education standards in the Maldives in both the education and health sector plans.



MoE's 2011 School Health Policy states:

Schools will make safe drinking water available for all students and staff and enough toilets for both genders. Schools will make soap and hand washing facilities accessible to the whole school community. These facilities will be regularly cleaned and maintained.



The Health Promoting Schools Initiative (HPSI) was launched in 2004 and piloted in select schools in Male, the capital of the Maldives. Attempts have been made to expand it to schools in the atolls. Although the implementation of HPSI was hampered for a number of reasons, there have been notable achievements in terms of mainstreaming school health into the education system. The most significant are:

- Policy decision to revise the national curriculum with health and well-being (inclusive of physical education) as a core area for learning and competencies,
- Policy on quality schools and the launch of the Child-Friendly *Baraabu* Schools (CFBS) initiative with a specific dimension on health and safety,
- Policy decision to include HPSI concepts into quality indicators of CFBS as a move towards mainstreaming school health into the education system.

IN SUMMARY: MoE is the lead agency for WASH in Schools. The Government has invested significantly in school construction to ensure access to education. The proportion of primary schools with at least basic water supply and sanitation for boys and girls is the highest among the countries in South Asia.

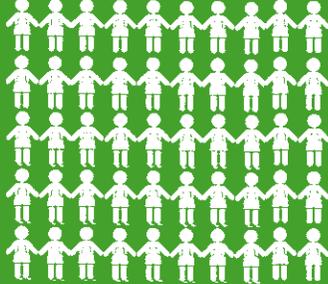


NORMS Government has adopted the following national standards for WASH in Schools:

1 toilet for 35 girls



1 toilet for 50 boys



2 litres of water per student per day
one washing stand for 50 students



The Government has a national plan for WASH in Schools and allocates funding for WASH in Schools in the national budget. The total budgeted amount for school water and sanitation was approx. US\$ 200,000 in 2011. This includes repair and maintenance of water and sanitation services in 58 schools. It is expected that the Government of the Maldives will meet all costs required for basic water supply, sanitation and hygiene in the country.

HYGIENE EDUCATION



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Generally, the school curriculum does not provide enough attention for hygiene education. However, a revised national curriculum is being piloted in select schools and “Living a Healthy Life” is one of the key competencies in the new curriculum framework, with “Health and Well Being” as one of the key learning areas.





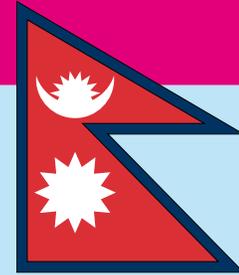
All schools in the country are expected to follow the standards and Indicators for child-friendly *Baraabu* Schools. There is a separate dimension on health and safety that includes the standards for water and sanitation. This dimension has seven different standards that schools are required to comply with.

MAIN CHALLENGES (1) ensuring adequate funding for capital and recurring costs; (2) poorly designed and built infrastructure, requiring frequent repairs; (3) lack of trained health assistants in schools.

MONITORING: Currently the Education Monitoring Information System (EMIS) does not include WASH in Schools indicators. With support from the National Centre for Information Technology, MoE is planning to incorporate WASH in Schools indicators into EMIS. The health and safety dimension of the child-friendly *Baraabaru* School standards and indicators are used as a monitoring tool for WASH in schools as well.



NEPAL



Total Population (2010): **29,959,000**

Children under 18 (2010): **12,874,000**

GNI per Capita (2010): **US\$ 490**

Primary school net enrolment ratio (2007-2009): **not available**

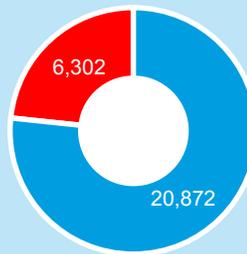
Population using improved drinking water sources (2010): **Total: 89% Urban: 93% Rural: 88%**

Population using improved sanitation facilities (2010): **Total: 31% Urban: 48% Rural: 27%**

Total number of public schools: **27,174**

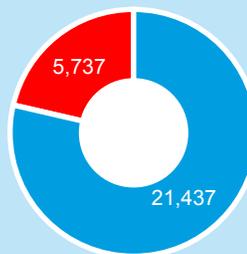
WASH NEEDS IN PUBLIC SCHOOLS

36% of schools have separate toilets for girls. Often, toilet blocks are not adequately maintained or user-friendly, especially for girls. This is mostly because schools lack the skills and budget for operation and maintenance of their facilities. In addition, most schools lack adequate facilities for handwashing with soap and for menstrual hygiene management.



Water Supply

- Adequate functioning system
- Need for new system



Sanitation

- At least toilet
- Need for new facilities

In 2010, MoE endorsed the Child-Friendly School Initiative framework that outlines nine aspects of quality education and a child-friendly school. Included in this framework are minimum and maximum indicators for WASH in schools, including child-, gender- and differently-abled-friendly WASH facilities and basic hygiene education. In addition, the Government has adopted a National Sanitation and Hygiene Master Plan which includes WASH in schools issues and roll-out mechanisms.

“

There is a National Strategy on School Health and Nutrition in effect since 2006, which is focused on: 1) school-based health and nutrition services, 2) a healthy, safe and secure learning environment, 3) skills-based health education and 4) health-related school policies.”

In 2010, MoE approved the establishment of a WASH thematic working group during the MoE Joint Annual Review. This working group comprises representatives from various sections of the Department of Education and development partners. The working group's objectives are to support investment for WASH in Schools through the current educational system. This includes improving physical WASH infrastructure, training for engineers, working with the Curriculum and Teacher's Training Centres to roll-out training for teachers on basic hygiene skills under the Child-Friendly School Initiative, and to create a better policy environment at the national level. The Working Group is expected to be active under the current School Sector Reform Plan (2009- 2015). WASH in

Schools is recognised by the Government as imperative for quality education, especially for adolescent girls. In addition, there is a School Health and Nutrition Network which works on issues relating to health, nutrition and WASH in Schools.

The National Sanitation and Hygiene Master Plan includes schools and has been approved by the cabinet and signed by seven ministries including the National Planning Commission and launched by the President of Nepal.

IN SUMMARY: MoE and the Ministry of Physical Planning and Works are the joint lead agencies for WASH in Schools. Key partners include UNICEF, Save the Children, PLAN International, Room-to-Read, Nepal Red Cross Society, ENPHO, NEWAH, CCS Italy, Handicap International, Water Aid, SPW, JMA/JICA, CARE, FINNIDA, UDLE/GTZ, UMN, SEAM, ECO Himal, and Helen Keller International.



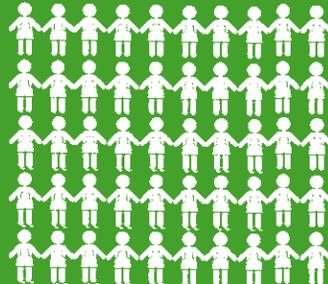
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NORMS The National Sanitation and Hygiene Master Plan and the Child Friendly School Framework demand separate toilets for girls and boys. There are also new child-, gender- and disability-friendly designs for WASH in schools facilities that meet the minimum standards.

1 toilet for 50 girls



1 toilet for 50 boys



A tap with potable water within school premises, a water filter in every classroom and a hand washing station with soap.

HYGIENE EDUCATION



© UNICEF/NEPAL

MoE's Curriculum and Teachers Training Centres train teachers on basic hygiene and sanitation knowledge and skills. However, the textbooks and teaching methods are mostly theoretical, lacking practical exercises. This is a particular challenge for adolescent girls as the sexual education component, including menstruation, is not usually taught in a practical or complete manner, leaving girls without the knowledge and skills to manage their menstruation hygienically and with dignity.



In 2010, the Government of Nepal allocated a budget of US\$15 million to construct nationwide 5,500 girl-friendly toilets, an indication of the Government's commitment to WASH in schools and gender equity. According to the 2004 policy, each school should contribute at least 25% of the total cost. Insufficient technical supervision often leads to poor quality construction, especially in remote hilly areas. The disbursement of funds for new school WASH facilities is based on needs as assessed by the District Education Offices. Schools prepare an annual School Improvement Plan, including WASH in Schools operation and maintenance. There is no dedicated budget for this purpose.



In 2010, MoE introduced the Child-Friendly School Initiative framework with nine aspects of quality education, including indicators for child-, gender- and differently-abled friendly WASH in Schools facilities and basic hygiene education components. In 2011, the Government adopted the National Sanitation and Hygiene Master Plan, which includes child-friendly WASH in Schools issues and implementation mechanisms.

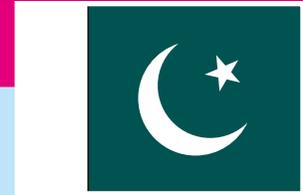
MAIN CHALLENGES (1) sustained government funding for WASH in Schools hardware as well as curriculum reform, teacher training etc. (2) increasing investment for early childhood development centres, which instil hygiene behaviour in young children; and (3) water scarcity, exacerbated by population growth, increasing water demand and drying up of sources, possibly influenced by climate change.

MONITORING: EMIS collects basic data on WASH in Schools facilities, but this does not always reflect their sustained use. Though the MoE WASH thematic working group works with the EMIS working group, WASH in Schools remains a low priority within EMIS. The MoE is trying to reduce the number of EMIS indicators, which makes it difficult to include additional WASH in Schools indicators. There is a WASH in Schools sample survey ongoing in Dolakha, Doti and Sunsari districts to supplement the EMIS WASH in Schools data, which will result in more robust evidence to inform policy, strategies, standards, designs and delivery systems.

BEST PRACTICES Nepal has pioneered School-Led Total Sanitation (SLTS), which has shown that WASH in Schools can benefit surrounding communities also. Children are the change agents in the SLTS approach. Until 2011, more than 11,000 rural schools and their surrounding communities have been declared free of open defecation.



PAKISTAN



Total Population (2010): **173,593,000**

Children under 18 (2010): **73,227,000**

GNI per Capita (2010): **US\$ 1,050**

Primary school net enrolment ratio (2007-2009): **66%**

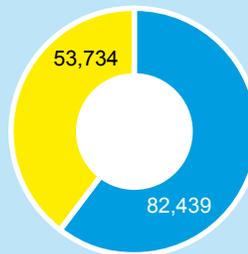
Population using improved drinking water sources (2010): **Total: 92% Urban: 96% Rural; 89%**

Population using improved sanitation facilities (2010): **Total: 48% Urban: 72% Rural: 34%**

Total number of public schools: **124,385 public primary schools**

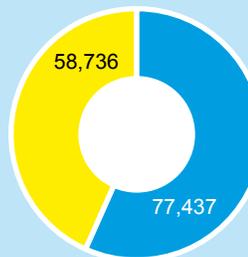
WASH NEEDS IN PUBLIC SCHOOLS

About 74 % of girls and 48 % boys in primary schools have adequate toilets and 81% of girls and 75 % of boys at primary schools have access to drinking water. According to some estimates every day, some 670,000 children miss school due to illnesses that are mostly water-borne.



Water Supply

- Functioning system
- Need for extensive repairs or new system



Sanitation

- Functioning facilities
- Need for extensive repairs or new facilities

There is neither a National Plan of Action nor a national budget allocation for WASH in Schools.

In 2011, the federal Ministry of Education was dissolved and all education-related programmes and activities were reassigned to the provinces. In 2009, the then MoE in collaboration with provincial government agencies responsible for WASH, i.e. the Department of Education (DoE), the Local Government and Rural Development Department (LG&RDD) and the Public Health Engineering Department (PHED) introduced water and sanitation standards for schools.

At this point, the provincial governments need to be supported to review and refine the standards as per the needs of their respective areas.

The standards, introduced in 2009, specify important details related to drinking water (access, availability and storage), sanitation and hygiene in schools (location of toilets, the use of soap and solid waste management etc.).

For a supportive and enabling environment for WASH-friendly schools, the following elements are important:

- Local Government leading and convening,

“ There is no national plan of action for WASH in Schools. In 2009, the Ministry of Environment developed “WES School Designs” in collaboration with DoE, the Planning Commission of Pakistan and LG&RDD. ”

- Adhering to the designs standards for WASH facilities in schools,
- Training of teachers, school directors, parents, and student leaders;
- Technical and financial resources to support rehabilitation of existing structures and the construction of child-friendly toilets with hand washing stations.

IN SUMMARY: Local Governments are primarily responsible for WASH in Schools, with the support of the Ministry of Disaster Management at Federal level, and DoE, LG&RDD and PHED at the provincial level.

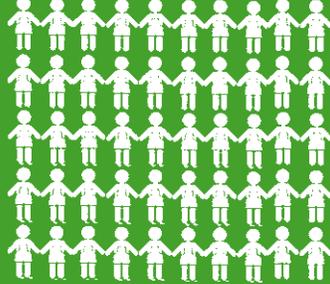


NORMS MoE has issued guidelines for WASH in Schools infrastructure.

1 toilet for 25 girls



1 toilet for 50 boys



1 toilet for teachers

with separate toilets for male and female teachers



5 litres of water/pupil/day and one cooler/covered water container in each class room

HYGIENE EDUCATION



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School hygiene activities include alliance building workshops, teachers' training on School Sanitation and Hygiene Education (SSHE), School Management Committee members' training on SSHE and related operation and maintenance, hygiene promotion sessions with School Management Committees, mothers and students and intra-school hygiene competitions. The lack of basic sanitation facilities hinders proper and conducive learning environment and as a result, school children, in particularly girls, are hesitant to come to school.



Funding for WASH in Schools is a challenge. More efforts are needed to prioritise WASH in Schools, to make schools more child-friendly.



The WASH in Schools programme in Pakistan is supported by the UNICEF Education and WASH sections to ensure that every child-friendly school is a WASH-friendly school as per the school WASH standards. WASH in schools is an integral part of a child-friendly school and includes the following:

1. Improved sanitation facilities, separate for boys and girls,
2. Hand washing points to allow teachers and children to wash hands with soap or ash at critical times (after using toilets, before eating),
3. Safe drinking water (treated, stored, and retrieved properly),
4. Teachers, trained on SSHE, give lessons on good hygiene practices in the classroom;
5. Teachers monitor hygiene behaviours,
6. Formation of School Management Committees, with teachers, students, parents and the community working together to promote good hygiene by ensuring that there are facilities and conditions to practice hygiene in school and at home,
7. Formation of Environment Clubs, with school children from all grades, to ensure that students participate actively in making and keeping their school WASH-friendly.

MONITORING: The National Education Management Information System (NEMIS) is functional, managed by the Department of Education and reflects water and sanitation coverage in four provinces. WASH in Schools data is used in planning for the provision of WASH facilities in schools which still lack these basic essentials.

BEST PRACTICES WASH in Schools interventions in the 2005 earthquake-affected areas project in Pakistan-Administered Kashmir and Khyber Pakhtoonkhwa province. These interventions served as successful sustainable models for replication in other parts of the country. The key initiatives were: (1) teachers training on SSHE; (2) formation of School Management Committees, to support operation and maintenance of School WASH facilities; and (3) formation of Environment Clubs.

MAIN CHALLENGES

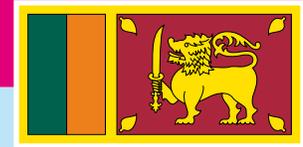
(1) Devolution of education to the provinces without adequate fund allocations, (2) NEMIS data do not reflect the actual use of the hardware components; (3) Lack of local evidence demonstrating that WASH in Schools can

significantly reduce water-related diseases; (4) Urban/rural disparities in WASH in Schools coverage; (5) Inadequate funding for scaling up pilot projects; and (6) Development of effective linkages with WASH in Schools partners.



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SRI LANKA



Total Population (2010): **20,860,000**

Children under 18 (2010): **6,154,000**

GNI per Capita (2010): **US\$ 2,290**

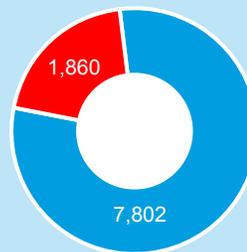
Primary school net enrolment ratio (2007-2009): **95%**

Population using improved drinking water sources (2010): **Total: 91% Urban: 99% Rural: 90%**

Population using improved sanitation facilities (2010): **Total: 92% Urban: 88% Rural: 93%**

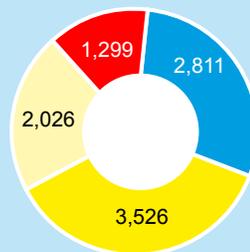
Total number of public schools: **9,662 government schools**

WASH NEEDS IN PUBLIC SCHOOLS



Water Supply

- Adequate drinking water sources
- No adequate water sources



Sanitation

- Facilities more than 100%
- Facilities between 50% - 100%
- Facilities 1% - 50%
- Facilities 0%

There is no information regarding functionality or rehabilitation needs of facilities

In 2010, the Ministry of Education developed an internal proposal to ensure that all schools would have functional WASH in Schools facilities within three years, by: (1) providing safe drinking water to 1,860 schools; (2) providing full requirement of toilets in 1,299 schools so far without toilets; (3) expanding and upgrading toilets in schools with inadequate toilets and (4) running skills-based health education. Schools do receive a dedicated annual budget allocation for WASH in Schools operation, repair and maintenance.

“

WASH in Schools is embedded in the School Health Promotion Programme, which is based on WHO's Health Promoting Schools initiative. ”

”

Prior to the School Health Promotion Programme (SHPP) the WASH and health components were implemented separately. WASH interventions focussed on physical facilities while the health component mainly focused on knowledge dissemination through lessons on hygiene. There was no effective interaction between these two components. Furthermore, behaviour and attitude change related to WASH and health had been missed with no defined indicators.

SHPP brought WASH under the broader perspective of health, focusing on overall physical and emotional well-being of the child. This emphasises

the relation of WASH with nutrition, disease prevention, etc. In addition, there is a subcomponent on solid waste

management. SHPP is based on knowledge and behaviour promotion rather than traditional teaching.

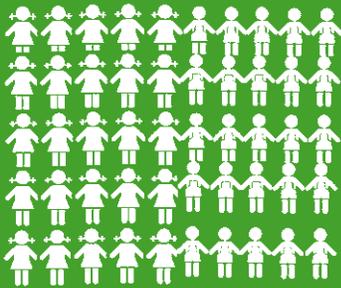
IN SUMMARY: MoE is the lead institution for WASH in Schools. In 2007, MoE issued a policy circular on SHPP. MoPH converges with MoE for various sub-components of SHPP. The National Water Supply and Drainage Board (NWS&DB) under the Ministry of Water Supply and Drainage is leading the water sector and part of sanitation. Designs of WASH in Schools infrastructure come under the purview of the Schools Works Branch of MoE. The MoPH guides schools on care and maintenance of sanitation facilities while NWS&DB provides the same more towards water supply.



NORMS the national standards for WASH in Schools are:



1 toilet for 50-90 girls or boys (separate facilities), depending on the total number of students.



2-5 toilets for teachers, depending on the number of teachers.



(Picture of existing standard design for toilet blocks (a fully improved version))



No norm at school level

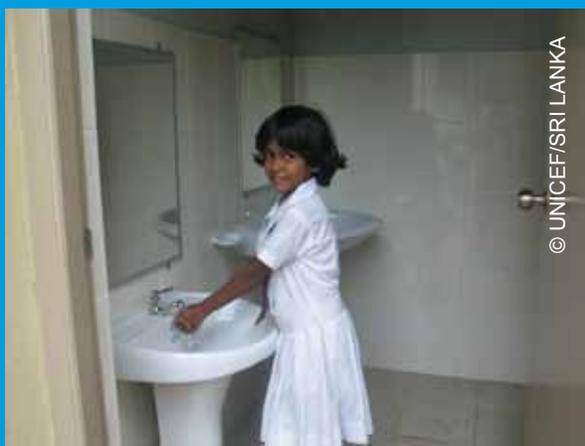


Until very recently, the national budget did not contain specific budget lines for WASH in Schools. WASH in Schools funding was embedded in the overall school infrastructure costing. However, government has now prioritised WASH in Schools with a dedicated budgetary provision. In addition to MoE, the Ministry of Economic Development has also launched a pilot programme focused on areas of extremely low coverage. This programme supports district and provincial plans rather than going through the national Ministry. This is a rolling programme, with varying numbers of schools depending on emerging gaps and overall budget availability.



From 2005, the profile of WASH in Schools in Child-Friendly Schools (CFS) gradually increased with better infrastructure, improved hygiene education, child- and disabled-friendly designs, participatory planning and implementation, and water quality surveillance. The introduction of SHPP in 2007 gave a major boost to CFS and WASH in Schools. From 2011, MoE is strengthening WASH in Schools under the CFS concept in 1,000 secondary schools and 5,000 primary feeder schools. Country-wide initiatives are in progress, particularly in three underserved provinces, with the support of UNICEF and the Government of Australia, with enhanced WASH in Schools designs and solid baseline and endline surveys that provide evidence for programme adjustments.

HYGIENE EDUCATION



Health and hygiene promotion includes national, provincial and zonal Health Promotion Committees. Each school has an advisory committee on health promotion and a student health promotion club, responsible for preparing and implementing an annual school health promotion plan. SHPP evaluates schools and gives awards for quality and quantity standards reached. In 2009, of 482 schools evaluated, 38 got gold, 87 silver and 140 bronze awards. In 2010, 900 schools were evaluated and 127 got gold, 226 silver and 306 bronze awards.vw

MONITORING: EMIS includes WASH in Schools indicators in terms of numbers, but data quality and indicator definitions need improvement. Special attention is needed to develop indicators for WASH in Schools infrastructure quality, functional status and use. The School Health Promotion Programme monitoring framework includes water supply, sanitation and hygiene education indicators. Annual updating has to become routine. EMIS focuses on quantitative data of the whole education system, while the School Health Promotion Programme has developed indicators for both quantitative and qualitative data related to health, with links to EMIS.

BEST PRACTICES School Development Societies (SDS), led by the school principal with parents, teachers and former students as members are mandatory in the education system, under the supervision of the Zonal Director of Education. The involvement of SDSs, School Health Clubs, etc. has resulted in better facilities, reduced implementation costs, greater ownership, more user motivation and improved sustainability through better maintenance.

MAIN CHALLENGES

(1) available statistics have to be updated with more qualitative data; (2) time taken for MoE's internal processes to be optimised when multi-sector plans are

implemented (e.g. construction, hygiene promotion, training, supplies, etc); (3) lack of funds for operation and major maintenance of WASH in Schools facilities.





सफा पानी + साबुन + हात धुनुहोस = जीवत बचाउनुहोस ।



SECTION 3

The **good news**
and the **challenges**

Based on the information provided by the eight countries in South Asia, the following positive developments and common challenges can be identified:

a POSITIVE DEVELOPMENTS

AWARENESS AND ACTION.

The information presented in this document clearly shows that governments, support organisations, schools, parents and children know about the importance and potential impact of WASH in Schools. The country report also provide evidence of stakeholders increasingly making investments and taking action to further improve the water supply, sanitation and hygiene situation in their schools.

STANDARDS AND DESIGNS.

In most countries in South Asia, standards for WASH facilities are in place or under development, which include details of context-appropriate water supply, sanitation, handwashing and menstrual hygiene management facilities. The concept of separate toilets for boys and girls is widely accepted in South Asia. Bangladesh, India, Maldives, Nepal, Pakistan and Sri Lanka developed national norms or guidelines. Agencies implementing WASH in Schools are progressively applying the national standards, thus ensuring that South Asia is on its way to achieve full WASH coverage in all schools.

INTEGRATED APPROACHES.

WASH is increasingly integrated in Child-Friendly Schools or comparable national approaches. Ministries of Education increasingly take charge of WASH in Schools activities, coordinating critical inputs with other Ministries. This gradually reduces the WASH-related obstacles to the achievement of quality education for all.

NON-GOVERNMENT

SCHOOLS. In countries where children of poor families often go to non-government schools (such as faith-related schools or NGO-managed schools), approaches are being developed to ensure that those schools also have basic WASH facilities and that their students and teachers drink safe water and practice good sanitation and hygiene.

b COMMON CHALLENGES

Where over the past decade impressive improvements have been achieved in respect of WASH in Schools in South Asia, challenges remain. Based on the information collected for this report, common challenges include:

SUSTAINABLE GOVERNMENT FUNDING MECHANISMS.

In recent years, WASH in Schools has gradually been transformed from mostly small-scale, non-government-funded projects, to integral components of large-scale government-led education, WASH and Health-sector programmes. In this transition, gaps in managerial and technical capacity, coordination and dedicated financing have become more prominent.

OPERATION AND MAINTENANCE ARRANGEMENTS.

In most countries, operation and maintenance of schools WASH facilities remains a problem due to uncertainty on responsibilities, limited technical knowledge and insufficient funding for operation and maintenance.

DECLINE IN FUNCTIONING WASH FACILITIES.

Where data on the functioning of WASH facilities is collected, WASH facilities are often found to be out of order. According to data collected in India in 2010, although 90% of schools had toilets, only about half of schools had functional toilets. This was a decline from 2007 when 75% of school toilets were found functional. One of the reasons is possibly the rapid increase in the numbers of toilets at schools, which has not been met with an equal increase in capacity of schools to manage their toilets properly.

PRACTICING HYGIENE IN SCHOOLS.

Although several hygiene education methodologies are used in the region and many are quite successful at a small scale, the challenge of applying such methods effectively at scale remains. The problem with most methodologies is that children learn about good hygiene but are not (or only partly) motivated to put this knowledge in practice. In many schools it is still difficult for students to apply the hygiene behaviours they have been taught in class because of problems with the availability of soap, dirty toilets that lack privacy, insufficient water at handwashing stands, etc.

DATA AVAILABILITY. Even after many years of focusing on the importance of WASH in schools, still too little information is available about the actual conditions and use of WASH facilities in schools. Many of the WASH in Schools interventions and policies are based on assumptions rather than validated knowledge.



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SECTION **4**

Moving forward

Based on the information collected for this document, the following ACTION POINTS emerge to accelerate programming for WASH in Schools in South Asia:

APPLY MINIMUM STANDARDS FOR WASH IN SCHOOLS. Apply national and/or global standards²⁹, tailored to the specific sub-national context and pursue gradual improvements to facilities and hygiene practices.

INVOLVE MULTIPLE STAKEHOLDERS IN WASH IN SCHOOLS PROGRAMMES THAT ARE PART OF AT-SCALE INITIATIVES. Community members, households, students, teachers, civil society advocates, local and mass media, local and regional authorities, non-governmental organisations, public-private partnerships, and Ministries of Education, WASH and Health should all support planning and action for better WASH practices in all schools.

GOVERNMENT-FUNDED AT-SCALE WASH IN SCHOOLS PROGRAMMES.

Under the leadership of the Ministry of Education, promote investment in WASH in Schools, bringing individual or small-scale projects into collaborative initiatives that reach more schools, more effectively, leading to sustainable, at scale, programmes for WASH in Schools.

MONITOR WASH IN SCHOOLS FACILITIES THROUGH EDUCATION MANAGEMENT INFORMATION SYSTEMS.

Where not yet included, advocate for the inclusion of WASH in Schools indicators in the national EMIS, including data on the actual conditions and use of WASH facilities. Analyse data annually and use the findings for better resource allocations and to attract more attention for WASH in Schools.

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