

# Presentation

Presentation from the 2009 World Water Week in Stockholm  
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**WORLD**  
in Stockholm,  
August 16–22, 2009 **WATER**  
**WEEK**



# United for Children- WASH in Schools- An Advocacy strategy

**Stockholm Water Week  
2009**

**Sunday, August 16<sup>th</sup>**

**9:00-12:30**



**Global Handwashing Day  
October 15**

## Objective of this session:

- Schools have been implementing WASH programs for several years, and there is considerable evidence and knowledge on what has worked and the impact it has had. WASH IN SCHOOLS is potentially very promising, but the sub-sector has stagnated of late, and there is now an urgent need to inject new energy into the movement to secure donor and national funding commitments to it.

## Objective.....

- The main objective of the session is **to achieve consensus on the proposed strategy to generate commitments to WASH IN SCHOOLS.**

# Sustainability of WASH in Schools

One of the greatest challenges in school programmes is sustainability. Sustainability means that the benefits of WASH in Schools continue a long time after programme implementation in each school. The benefits which should be sustained are:

- A healthy and safe school environment.
- Well-used and maintained facilities in all schools.
- Regular teaching of life skills-based hygiene education in all classes.

# Sustainability.....

- Well-trained and committed teachers and personnel.
- The adoption of hygienic practices/behaviours by all, children, teachers and preferably parents and community members as well.
- Active involvement of the parents and other community representatives in continued WASH in Schools activities in all schools.
- Regular outreach to the families and communities with a special focus on school-aged children not going to schools.

# Criteria for successful and sustainable WASH in schools

To be successful and sustainable, water, sanitation and hygiene education in schools must address both **hardware *and* software issues**. WASH in Schools programmes should focus on the provision of both ***effective facilities and effective education***. For better health, school children have two needs that must be met in combination; these are:

- **availability of sustainable facilities; and**
- **the adoption of healthy practices.**

## ***Criteria for addressing organisational issues at national and regional/district levels:***

- The various stakeholders at national, regional, district and community levels are *involved and are working together*.
- *Policies* for WASH in Schools have been developed and implemented.
- *Finances* for the implementation of the WASH in Schools programmes at different levels have been allocated and secured.

# Criteria.....

- Construction of the water and sanitation facilities and life skills-based hygiene education are *introduced at the same time*.
- Construction does not take place only *in parallel and unconnected* to education, but is used as learning and participation opportunity.

# Criteria.....

- *A monitoring system* to track the implementation of WASH in Schools programmes and to safeguard their sustainability has been set up at the national and regional or district level. This should include mechanisms which make it possible to *act on problems* that may arise.
- Health educators and or educational officers (authorities) with the responsibility for the implementation of the WASH in Schools programmes *visit all the schools regularly*, e.g. every six months.

## More criteria to follow.....

Refer to number of publications available:

- Towards effective programming for WASH in Schools
- School sanitation and hygiene education
- Various other publication (all placed on promotion material table)

# Monitoring for success and sustainability- Important indicators

**For every school**

## **Facilities:**

- Each school has safe drinking water, separate toilets for girls and boys, handwashing facilities with soap, drainage, and clean classrooms and compound.

## **Use and maintenance:**

- Girls and boys use the toilets/urinals.
- Hands are washed at right times (before eating, after using toilet) with soap/ash/soil.
- Boys and girls (of all castes and classes) share tasks of collecting water and cleaning toilets equally.

# ...important indicators

## **Education and promotion:**

- There is classroom/school hygiene education, which is participatory and life-skills-based.
- Teacher, school or children have organised an activity to involve parents and the community.

## **Training:**

- Teachers and parent groups are trained before or during construction.
- Officials at the intermediate level (district/block) are trained and have plans.
- Trainers are trained.
- Training is repeated for teachers, community, intermediate personnel.

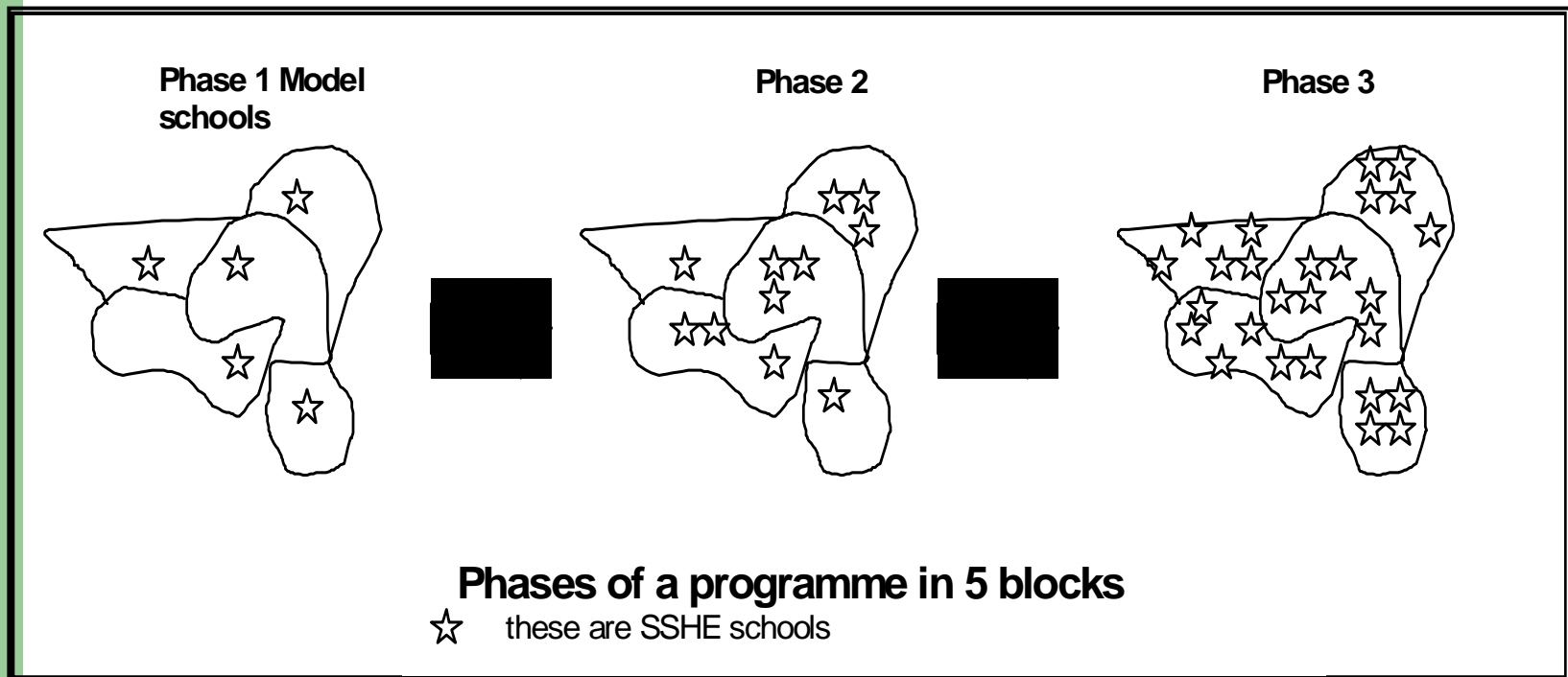
# Four steps to organising the process of monitoring with participation of various stakeholder groups

- Step 1: Identify key issues, problems and concerns.
- Step 2: Identify who checks the key issues, problems and concerns
- Step 3: Collecting, analyzing data, reporting
- Step 4: Who acts? What action?

# Monitoring for district and school

- \* Refer to paper for examples of suggested lists on monitoring at block and district level as well as school and community level

# Scaling up WASH in schools



# Scaling up WASH in schools- some of the major challenges to large scale expansion

- *Maintaining and improving quality.* This includes maintaining the quality of well-used facilities and good hygiene education in schools.
- *Applying a gender- and poverty-sensitive approach.* This implies reaching under-served groups including girls and marginalized communities.
- *Addressing the challenge of multiple stakeholders.* This requires major efforts for capacity development and joint planning followed by joint action at many levels.

# Major challenges to large scale expansion.....

- *Identifying or developing a motor.* This refers to the identification of a group or institution that can stimulate other institutions and professionals, and help them to manage their own programmes effectively.
- *Ensuring support beyond construction.* Refresher training and meaningful supervision are needed after the construction of facilities. This can include support from NGOs, district engineers and education officers to help teachers and to secure the funds for the operation and maintenance of the facilities.

## Major challenges to large scale expansion.....

- The *provision of consistent and motivating support to the vast number of teachers* involved in large-scale programmes. This implies that both teachers and community groups, such as school committees, must be engaged systematically over very large geographic areas.

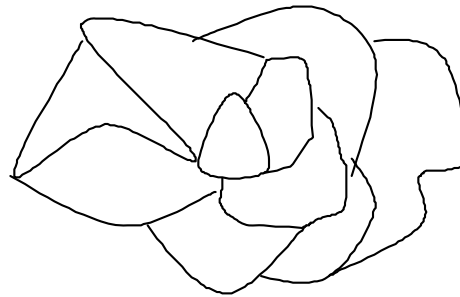
# Scaling up in phases...



**PHASE 1**  
One block covered



**PHASE 2**  
Three blocks covered.



**Phase 3**  
Whole district is covered

# Three approaches for scaling up

- 01) Replication:** This is the repeated application of the same or similar programmes with the same institutions moving geographically from one district or county to another.
- 02) Infusion:** This refers to inserting WASH in Schools into existing education, water/sanitation and community development programmes. Currently many nations have funded reforms for decentralization of government services or reforms for water and sanitation or for education. WASH in Schools can work rather easily within such reforms.

# Three approaches for scaling up...

**03) New partnerships:** Another approach is to forge partnerships between institutions experienced in carrying out WASH in Schools programmes and those in nearby districts that are just entering into the programme. The more experienced institutions may take on new roles, such as building capacity and stimulating joint planning and action among the new institutions

\* In practice the three approaches are used together in many scaling-up efforts. .

# A thorough understanding of the pre-conditions for successful area-based and high-coverage Wash in schools

- Till now this has not been developed!
- However from experiences with scaling up in different countries, eight actions have been identified that can help scale up with quality.....

# Programmes currently out there

- BMGF- Study on WASH in Schools in Kenya (Emory)
- UNICEF NY- Study on the impact & sustainability of WASH in Schools in Kerala and India (2006-2008) (IRC)
- Dubai Cares- Developing evidence-based WASH in Schools programmes: IRC & Emory University (\*presentation end of the session)

# Need to develop working groups...

- A. International level- Developing a strategy and framework for WASH in schools
- B. National level- Key issues regarding proper strategies for WASH in School
- C. District level- Key lessons learnt on WASH in School
- D. School level- Key obstacles of working with schools and children

# Tips for “proper” WASH in Schools planning- eight pointers

- 1, Organise capacity development activities along with planning
2. Create or identify motors and advocate
3. Aim for high-density programmes
4. Adaptive management (develop a long-term plan and adjust each year)

## Eight pointers....

5. Coordination and linkages
6. Make a place in the curriculum and provide educational materials
7. Plan for follow-up
8. Develop support materials and studies

\* These steps- or similar activities- are meant to help the WASH in Schools programme expand, that is, ***to scale up with quality!***

# Summary and agreed actions

- What have we agreed in developing a strategy and framework for WASH in schools?
- How can “we” in this room work towards being more involved in WASH in schools?