

Presentation

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

Water, Sanitation and Hygiene (WASH) in Schools

Developments from a global perspective

August 2009 - Stockholm

For every child
Health, Education, Equality, Protection
ADVANCE HUMANITY



Why WASH in Schools? The Rationale

- **Children must be healthy and well-nourished to fully participate in education and gain maximum benefits**
- **Education of good quality can lead to better health and nutrition outcomes - especially for girls**
- **Healthy, safe and secure school environments can help protect children from health hazards, abuse and exclusion**
- **School health is an investment**

WASH Disease burden & education:

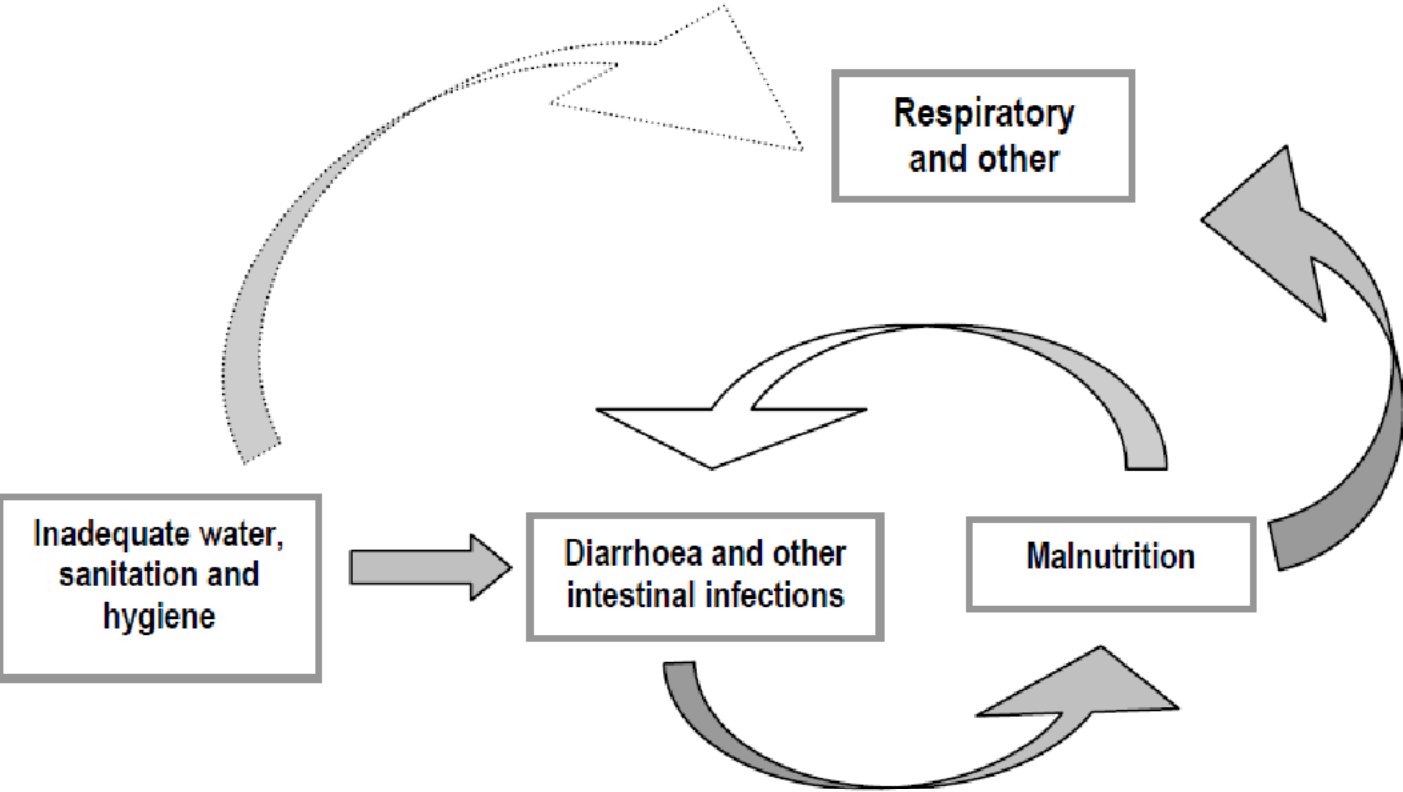
- **Diarrhoea one of the major contributors to global burden of diseases, costs between 272 and 443 million lost school days each year alone.**
- **Less obvious is the burden Soil Transmitted Helminthes (STH) have on education: 47% of children in the developing world between the ages of 5-9 are infected with STH – Hookworm, Roundworm, Whipworm.**
- **Over 150 million school children are severely ill due to worms.**
- **Children with worms can miss up to twice as many school days. (WHO 2004)**
- **STH are one of the worlds most important causes of physical and intellectual growth retardation, (Lancet 2006)**



WASH Disease burden & education:

- **In children chronic heavy-intensity hookworm infections are associated with growth retardation, as well as intellectual and cognitive impairments.**
- **Tests have shown that a child's short-term memory, long term memory, executive function, language, problem solving and attention respond positively to deworming.**
- **De-worming can only be justified if at the same time the source of the infections are addressed and efforts are made to reduce the parasite load in the environment through improved water, sanitation and hygiene**
- **All Helminth infections and many diarrhoeal infections impact on malnutrition and stunting.**

The interaction between WASH and Nutritional Status



The main pathways linking WASH to Malnutrition. (WHO 2007)

The learning perspective:

- Improving WASH in schools (and communities) can impact on enrolment levels, girl/boy ratios, quality of education, educational achievement.
- Learning outcomes of healthy children are much higher than children infected with STH's.
- Children are eager to learn and schools can stimulate and support children to develop skills and knowledge to face daily challenges now and in the future.
- 4 in 10 children will not reach their full educational potential

The gender perspective:



- ***Lack of facilities and poor hygiene affect both boys and girls, but have a stronger negative impact on girls***
- **Girls need to have access to safe, clean, and private sanitation facilities in schools, especially adolescent girl**
- **Children, in particular girls, miss out time at school because they have to fetch water**
- **When family members fall sick, girls are more likely to be kept home to help**

Few studies about current status of menstrual hygiene management

A study by UNICEF in 2007:

- **Most girls have first menstruation (menarche) at age 11-15**
- **56% of girls- both in and out of school – did not have any information about menstruation before onset of menarche**
- **75% of girls did not have any idea about what material to use to absorb the flow; Majority of girls (75%) use cloth. 27% of girls out of school did not use any material at all**
- **82-85% of girls reuse the material during and across cycles. 41% of school girls dry cloth in the sun; only 27% of non school going girls.**
- **15% do not change the material they use unless it is completely soiled**

Good menstrual hygiene is crucial for the health, education, and dignity of girls

- **15% of girls aged between 15 and 18 years**, report to be absent due to cramping pains experienced during or before their monthly period (Rajasthan, 2006)
- **If adolescent girls attend schools which lack adequate toilets and water supplies for girls to comfortably change sanitary pads and wash themselves in privacy, they may be unable to remain comfortably in class during their menstruation.**
- **a girl can miss up to 10-20% of her school days** (3-4 days/month; 9-12/term; 27 – 36 days per school year) (Cooke, 2005)
- **Poor menstruation hygiene leads to fungal infections** in young girls. Repeated infections can lead to serious reproductive tract infections. This makes them **vulnerable to infertility**. (Singh et al, 2001)

Maternal education means: Healthier children

- Each extra year of maternal education reduces the rate of mortality for children under the age of 5 by between 5% and 10%

Fewer maternal deaths

- Women who have been to school are less likely to die during childbirth: For every 1,000 women, every additional year of education will prevent 2 maternal deaths.

In the Least Developed Countries:

only 63% of girls attend primary school

only 24% attend secondary school

WASH in Schools

- **UNICEF's strategy focuses on four major elements:**
- **child friendly facilities,**
- **hygiene education training for teachers and children,**
- **outreach to communities and**
- **policy development for sustainable programmes.**

- **WASH in Schools strongly linked to UNICEF's education strategy focuses:**
- **CFS – child friendly schools**
- **Quality learning environments**

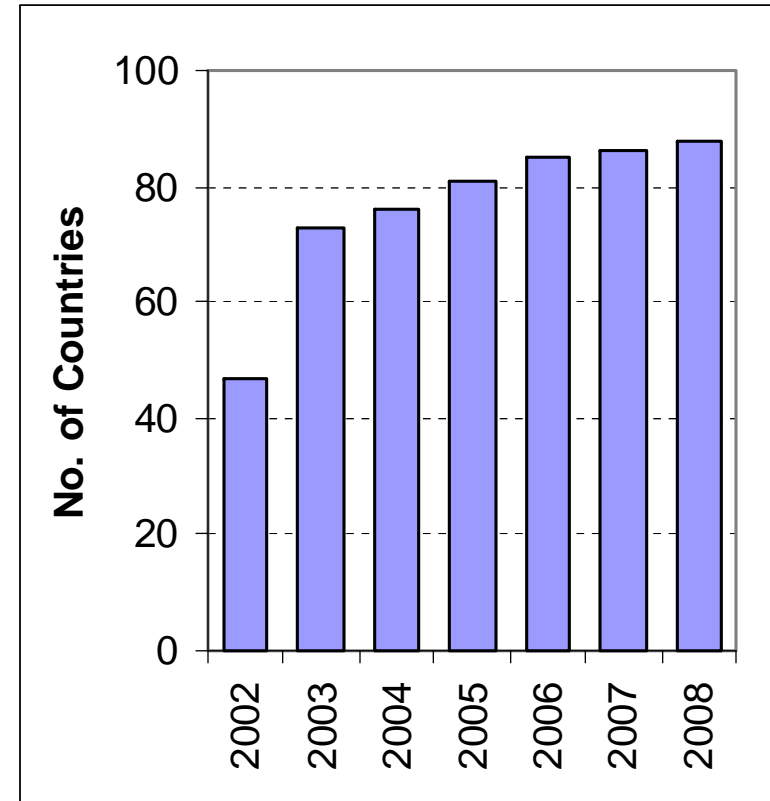
WASH in Schools



Target: Ensure that all schools have adequate child-friendly water and sanitation facilities, and hygiene education programmes

UNICEF Global WASH Strategy 2006-2015

- **In 2008 - 88 country offices supported WASH in Schools Activities through the Child Friendly School Initiatives as well as other national educational and WASH programmes: increase since 1998 with more than double the countries reporting on this.**



Countries with UNICEF WASH in schools activities

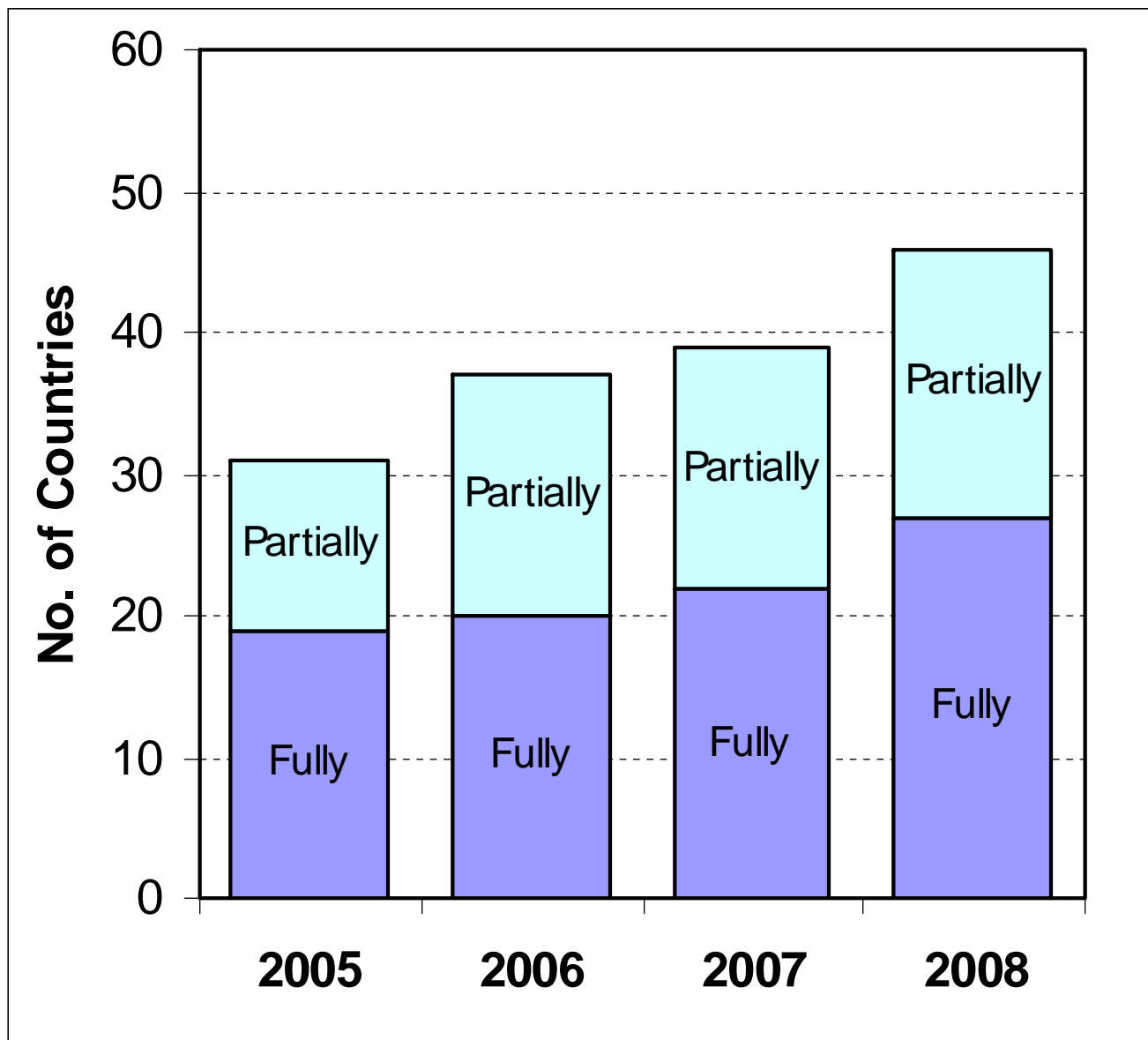
WASH in Schools

- In 2008 UNICEF supported over 15,000 schools in 86 countries reaching 3.9 million children (GHD which focused on school children reached almost 200 million children).
- Most activities involve an **integrated programme** that directly supports the construction of safe and private washing and sanitation facilities, improved drinking water, and hygiene education in target schools.
- Increasing, focus on efforts to scale up WASH-in-Schools through **mainstreaming** in government programmes and institutions with support from civil society and the private sector, and through **leveraging resources** from government budgets and other finance streams.

WASH in Schools

- **Upstream engagement** with governments is resulting in an increased recognition by government of the importance of WASH in schools: the number of priority countries that have developed national plans to provide water, sanitation and hygiene education to all primary schools is slowly but steadily increasing (see graph).
- Also in 2008, safe water supply and gender-segregated toilet facility designs were incorporated into **national school standards** in many countries including - the Gambia.
- Institutionalise hygiene education within **national education curricula** - including in DR Congo and on institutionalizing teacher training

Priority countries with national plans to provide water, sanitation and hygiene education in all primary schools WASH in Schools



WASH in Schools

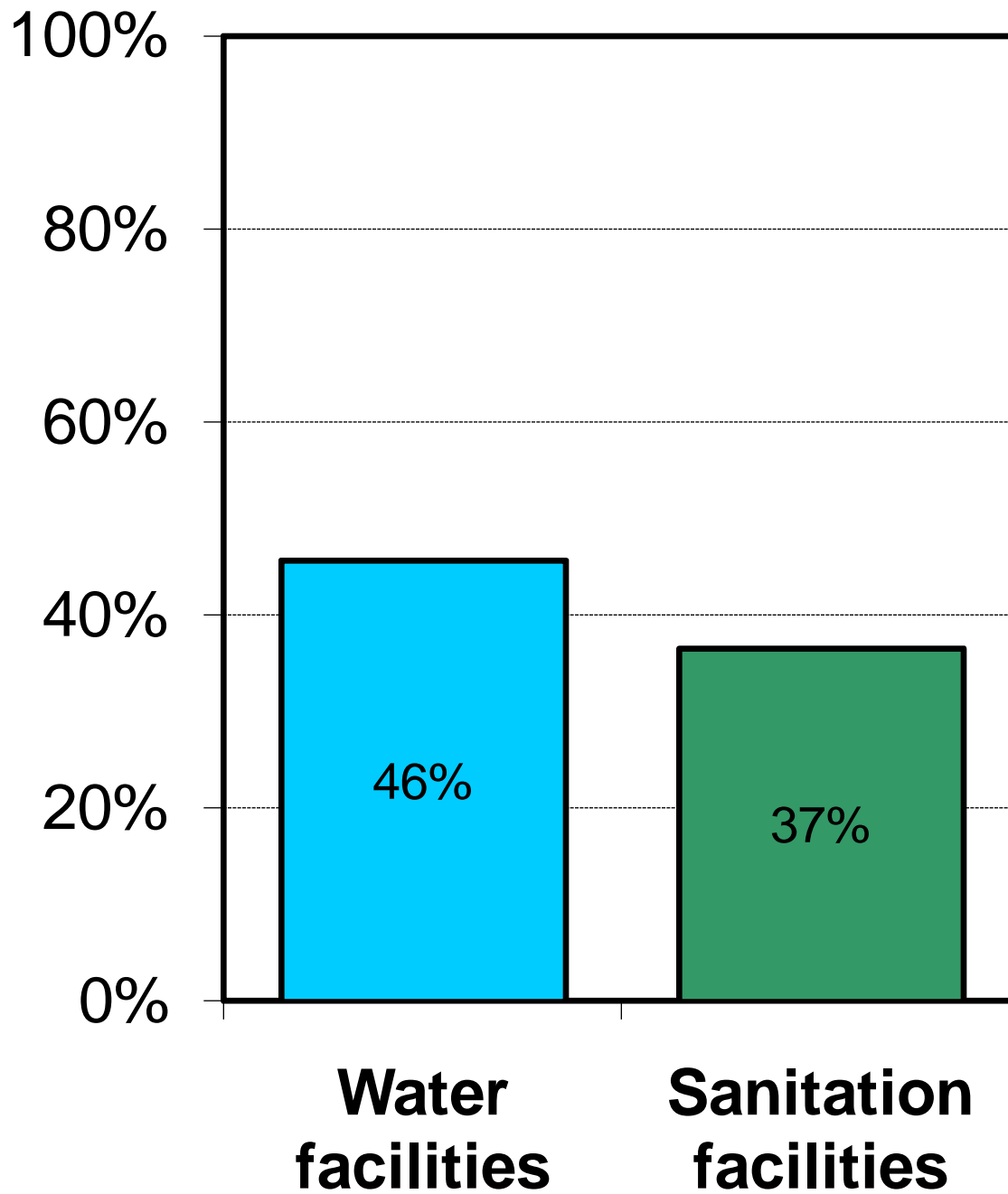
- **Despite these and other signs of progress, there continue to be serious shortfalls.** It is common for less than half of primary schools to have any WASH facilities, and even where facilities do exist, they are often inadequate. Elsewhere, even when national coverage averages are reasonable, disparities are marked.
- In many cases **the number of schools without adequate facilities is unknown**, and this lack of data is a serious constrains advocacy and planning efforts.
- **Who knows the current status of WASH in schools facilities in their country?**
- **Is WASH in schools included in the EMIS surveys?**
- **Did you report on coverage levels in the 2008 annual report?**

WASH in Schools

According to new data gathered globally by UNICEF,

- only 57 per cent of countries in which UNICEF is active have readily-available data on water supplies in schools, and
- only 49 per cent have data on sanitation facilities.[\[1\]](#)
- [\[1\]](#) Data from UNICEF country offices (available for the first time in 2008).

**Percentage of schools with
adequate facilities, average**



WASH in Schools: Global Activities

Water, Sanitation and Hygiene Standards for Schools in Low-cost Settings – Guidelines developed with WHO (Final Draft)

"Towards effective programming for WASH in Schools: a manual on scaling up programmes for water, sanitation and hygiene in schools".
This manual is an update of the 1998 manual *Towards better programming: a manual on school sanitation and hygiene education*, published by UNICEF and the IRC.

WASH in Schools: Global Activities

Partnerships:

Renewed interest in WASH in Schools: Water Advocates (200+ NGO's), Global Water Challenge (GWC), Dubaicares, Gates Foundation all convened meetings in 2008.

Global and local leadership on WASH in Schools sought

FRESH – being revitalised, UNICEF to assume lead role in WASH and other areas.

Schools for Africa, LAB4LAB, Thematic funding, development banks

ARC – 54% of all schools globally

WASH in Schools: Global Activities

So where does that leave us?

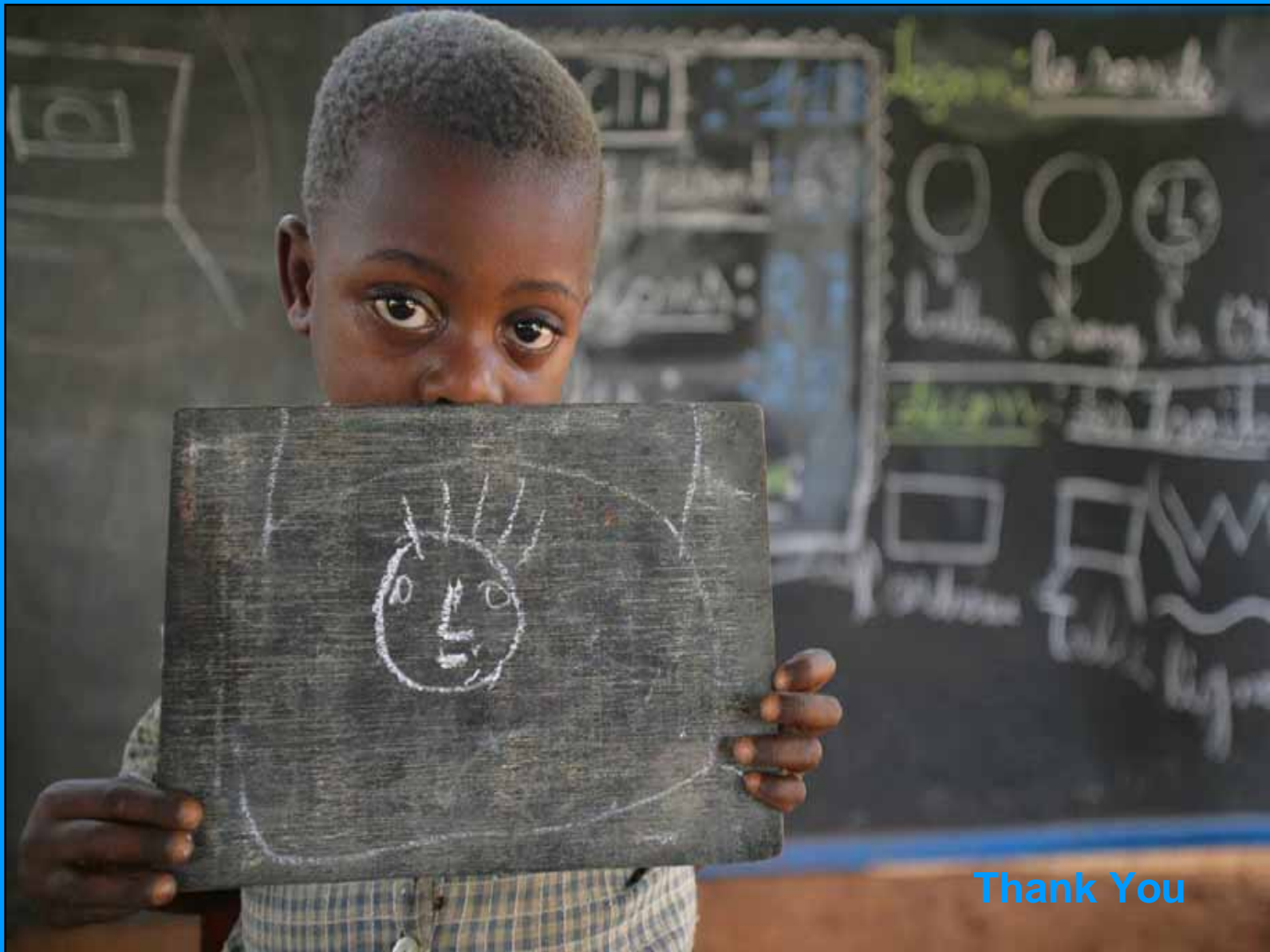
We know and now have proof of the impact of WASH in Schools

We know and have guidelines on best practices and essential components of WASH in Schools interventions.

We have renewed donor interest and high levels of thematic funding for education.

We have a major opportunity with SLTS

So how should we move forward from here – what is holding us back?



Thank You

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unicef 