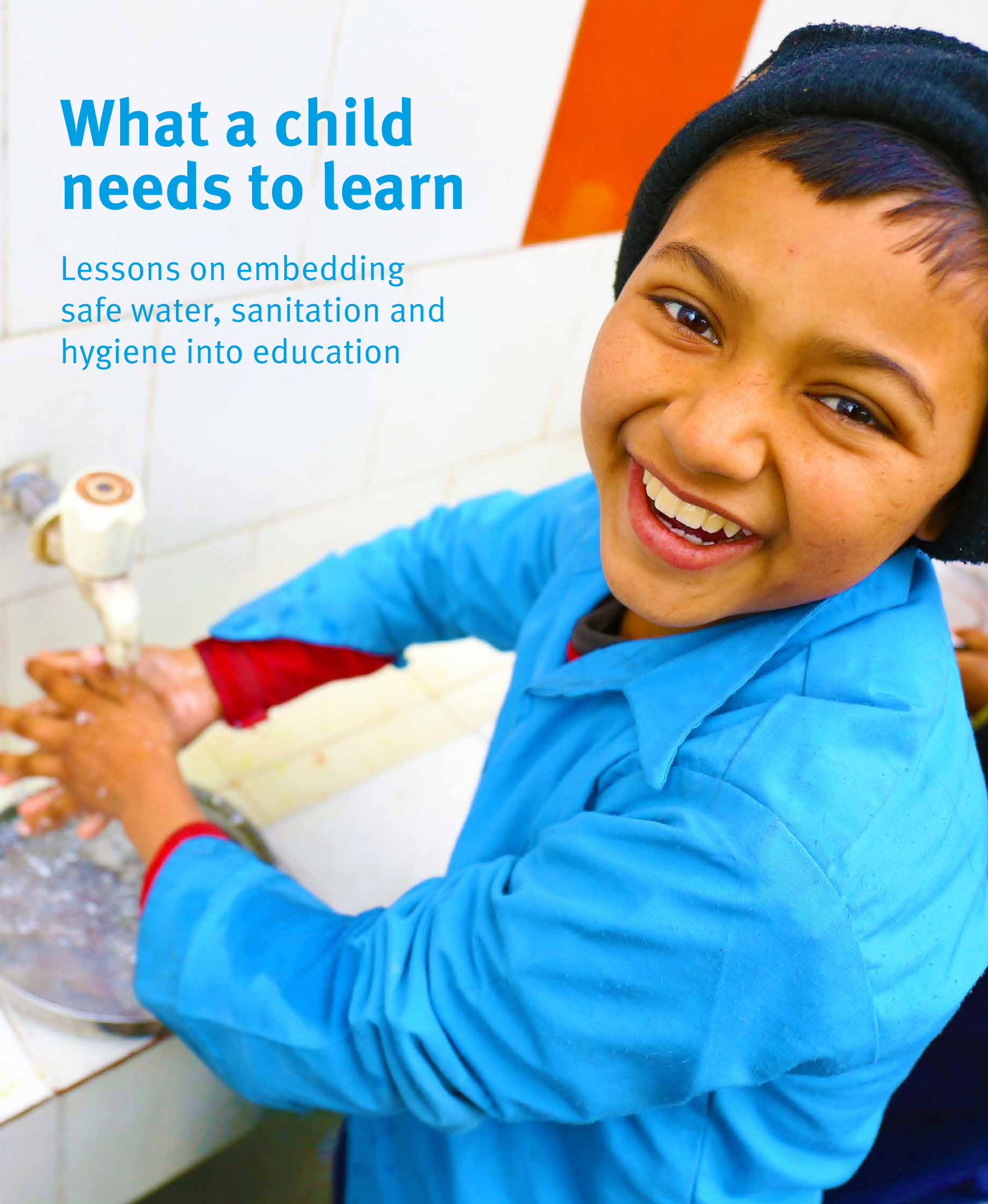


# What a child needs to learn

Lessons on embedding safe water, sanitation and hygiene into education





# Foreword

If you ask someone what a child needs to learn, their answer might be a good school, an inspiring teacher or a laptop. You are unlikely to hear safe water, toilets or improved hygiene, but these basics are absolutely vital. Without them, children fall sick and miss lessons, and girls stay home or even drop out because they can't manage their periods privately and in a hygienic way.

The H&M Foundation and WaterAid have been working together on a three-year global Clean Water programme with the objective to bring long-lasting transformational change, by bringing safe water, toilets and improved hygiene to the world's poorest students. The aim has been to engage a wide range of partners, including government, civil society and the private sector, to leverage their influence, locally and internationally, and collaborate for lasting systemic change. Through this effort, the programme has reached more than 250,000 students towards the Sustainable Development Goal (SDG 6) target of safe water, sanitation and hygiene for everyone everywhere by 2030, as well as contributing to the achievement of the other SDGs that rely on the development and management of water resources.

Now, at the end of the three-year programme, the H&M Foundation and WaterAid share their learning experiences to embed safe water, sanitation and hygiene into education. This can only happen with leadership from an engaged, committed education sector, and the active contribution of the water, sanitation and hygiene (WASH) sector, in partnership with others. We hope you will rise to this challenge, so that no child will miss out on an education and a brighter future.

Jan Eliasson, WaterAid Ambassador and former Deputy Secretary General of the United Nations

Diana Amini, Global Manager, H&M Foundation

**“I think what this project is doing for our students should not be mistaken for just building two toilet blocks in our school. We are changing the way these young children view toilets. That is going to affect how they keep their own toilets at home. They are going to be teachers and parents in the near future, building their own houses. They will be people who know what toilets should be like in their own houses. They are already taking home some of what they**

**learned here, and sharing it with their families. It's got a really wide-reaching impact.**

**“From this year on, WASH projects will be part of our annual budget, as we have learned how integral sanitation is to ensure quality education. So the sustainability is not open to discussion. WaterAid has done 90% of the work; if we can't do the rest, who will?”**

Biruk Aklilu, Director of Mekicho Millennium Secondary School, Butajira, Southern Nations, Nationalities, and Peoples' Region, Ethiopia.



# Summary

**Safe water, toilets and improved hygiene behaviours are essential in schools to provide a clean and safe learning environment. Although we have made progress, the sustainability of school water, sanitation and hygiene (WASH) services and hygiene behaviour change remains a huge challenge in many countries.**

With the adoption of the Sustainable Development Goals (SDGs), there is a growing focus on addressing the need for WASH in schools. As Goals 4 (quality education) and 6 (drinking water, sanitation and hygiene) indicate, universal access at school means reaching all children. To do this, we must integrate water, sanitation and hygiene into education policies and plans for implementation by ministries of education and other government bodies responsible for WASH.

WaterAid and the H&M Foundation have been working together on a three-year programme to bring long-lasting transformational change for more than 250,000 students in Ethiopia, India, Pakistan, Tanzania and Uganda with safe water, sanitation and hygiene promotion. The programme has also engaged a wide range of partners and helped influence and update national education policies in the five countries, as well as the SDGs.

WaterAid has been working on school WASH for many years, with the vision of every child in every school having access to safe water and toilets, and practising improved hygiene behaviours. Over the course of the programme, we have learned valuable lessons. This has culminated in the development of guidelines for WaterAid's work. In this report, WaterAid is sharing the main lessons learned from this programme.

Lesson 1	Deepen partnerships with the education sector
Lesson 2	Translate rights and policy directives into practical action
Lesson 3	Support cross-sector engagement and collaboration
Lesson 4	Sustain hygiene behaviour change
Lesson 5	Strengthen government capacity and systems to enhance sustainability
Lesson 6	Support ownership and long-term management at school and community levels

We hope that fellow development actors, and others working in school settings, will feel inspired by and learn from our experience. We aim to support policy and practice changes to achieve inclusive and sustainable WASH in schools.

The provision of safe water, toilets and improved hygiene behaviours in school settings should be the responsibility of the education sector, in collaboration with the WASH sector.

The role of the WASH sector should be to offer support in the design of analysis tools, technical designs and infrastructure, and hygiene behaviour-change packages, and to build capacity and provide operation and maintenance guidance for the education sector to take the lead.

The education sector needs to have school WASH standards, so that no school is built without inclusive and appropriate facilities. It also needs to secure funding for the provision of sustainable services and maintenance.

And the WASH and education sectors should work together to develop a school WASH policy or strategy that includes school WASH standards, building them into the school curriculum, as well as a plan for regular monitoring and maintenance.

SDG4 (quality education) can only be achieved with the successful attainment of Goal 6 (water, sanitation and hygiene). Let's work together to make it happen, for children everywhere.

**“I know how to wash hands properly. We should wash our hands after going to the washroom, before having food and before doing any work. Because if we do not wash our hands, our hands will get germs, and then if we have food we will get stomach aches. And if our stomach aches, we will not be able to go to school. If we do not go to school, we will not be able to study.”**

Urusa, 12, a student at the Government Elementary School in the village of Khan Sahib Abdul Rehman, Badin District, Sindh, Pakistan.



# Introduction

Safe water, sanitation and hygiene (WASH) are essential in schools to provide children with a clean, safe learning environment and teach them how to live healthy, happy adult lives. However, in low and middle-income countries, almost half<sup>1</sup> of schools do not have safe drinking water and 55% lack sanitation facilities. School hygiene is a particular challenge; based on the limited data available, only 21% of schools in developing countries have handwashing facilities. This lack of basic water and sanitation services and improved hygiene behaviours is holding back students' potential and preventing them from escaping poverty.

Although progress has been made recently, the sustainability of school water, sanitation and hygiene services remains a huge challenge in many countries. Governments – typically ministries of education or health, district education authorities, etc. – ultimately have the mandate for ensuring school WASH services for all, yet their responsibilities may be unclear because of decentralisation processes, low political prioritisation, and a lack of accountability. Where these services do exist, they are often under-resourced due to a lack of finance, or poorly implemented and managed.

With the recent adoption of the **Sustainable Development Goals** (SDGs),<sup>3</sup> there is growing focus on addressing the need for safe water, sanitation and improved hygiene behaviours in schools, health centres and workplaces. Achieving Goal 6<sup>4</sup> will require the WASH sector to work in partnership with others, as well as working more closely with the education sector to reach Goal 4's target for better facilities.

As Goals 4 and 6 indicate, universal access to services in schools means reaching all children. To do this, we must integrate these basic human rights into education policies and plans for implementation by ministries of education and other government bodies responsible for WASH. More effort needs to be made to get services to children who are currently excluded or marginalised – to reduce inequality and discrimination.






<sup>1</sup> [www.unicef.org/wash/schools/files/WASHinSchools\\_Post2015\\_consultation\\_Summary.pdf](http://www.unicef.org/wash/schools/files/WASHinSchools_Post2015_consultation_Summary.pdf)

<sup>2</sup> Data on the benefits of school WASH is currently limited. These benefits are based on existing data and anecdotal evidence.

<sup>3</sup> [www.un.org/sustainabledevelopment/sustainable-development-goals/](http://www.un.org/sustainabledevelopment/sustainable-development-goals/)

<sup>4</sup> UN Resolution A/Res/70/1 (2015) Transforming our world: the 2030 Agenda for Sustainable Development, Goal 6.

## The impacts of a lack of WASH facilities in schools<sup>2</sup>

-  **Low enrolment rates** – children and teachers avoid schools without adequate facilities
-  **Poor learning environment** – without water and toilets, children and teachers find it difficult to concentrate
-  **Compromised dignity** – unable to stay clean and use a private toilet, children face bullying and stigma
-  **Increase in absenteeism** – menstruating adolescent girls in particular miss school due to a lack of facilities, and sometimes drop out altogether
-  **Limited educational progress** – all of this prevents children from achieving their potential and escaping poverty

55% of schools lack sanitation facilities

Only 21% of schools in developing countries have handwashing facilities



## 6 CLEAN WATER AND SANITATION



### SDG 6 – ensure availability and sustainable management of water and sanitation for all

- By 2030, achieve universal and equitable access to safe and affordable drinking water for all.
- By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations.

## 4 QUALITY EDUCATION



### SDG 4 – Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

- Target 4.a – Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.
- Indicator 4.a.1 – Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; **(e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities** (as per the WASH indicator definitions).



I am always on top in my class, since grade one, and I am competitive. But it's not easy anymore as I am a grown up girl. As a girl of my age, I am disadvantaged because in the absence of a toilet with washing facilities, I miss school days every month. Every month we experience our menstruation and if I don't have a clean and private space with water where I can manage it, I would rather not come to school. Most girls miss three or four days every month, some miss the whole week. Each day is six classes missed. Multiply that and you will know how difficult it would be to stay on top while missing out so much.

Yeshimebet, 17, a student at Yekatit 25/67 High School school in Hossaena, Ethiopia.



# The Clean Water programme

The H&M Foundation and WaterAid have been working together on a three-year global Clean Water programme.

**Goal 1:** Provide 250,000 students with access to safe water and sanitation in Ethiopia, India, Pakistan, Tanzania and Uganda (see map).

**Result:** More than 250,000 students now have access to safe water and sanitation in school and they have been educated in hygiene practices.

**Goal 2:** Ensure the national policies in these five countries have school WASH integrated into the educational policy, supported with concrete plans and resources for implementation.

**Result:** The programme set out an ambitious goal of influencing and updating national education policies in five countries within three years. Updated educational policy documents have been adopted or are under development in all five countries, and all countries show examples of how this translates into concrete plans and resources for implementation. We have reached all aspects of the goal in two out of five countries (India and Ethiopia). In Uganda, the process has started and received a lot of attention from policy-makers, and in Pakistan, the main parts of the education policy have been decentralised to provincial governments

where WaterAid has been successfully lobbying for the inclusion of water, sanitation and hygiene in provincial targets. In Tanzania, the policy guidelines are at draft stage and due to be finalised soon. WaterAid will continue to support the policy development in all five countries.

**Goal 3:** Influence the global post-2015 framework and UN SDGs to include a goal on water and sanitation, with one of the targets being for all schools to have safe water, sanitation and hygiene.

**Result:** At the global level, WaterAid's advocacy efforts contributed to influencing the post-2015 framework where a specific Sustainable Development Goal, SDG 6, was dedicated to safe water, sanitation and hygiene. Further, under the goal on quality education, SDG 4, an indicator for the quality of schools is whether a school has access to drinking water, single-sex sanitation facilities and handwashing facilities. This means that all nations that want to achieve the goal on education also need to ensure their schools provide access to water, sanitation and handwashing facilities. With this outcome, the responsibility will clearly lie with the national monitoring and implementing bodies within the education sector, instead of within the water sector.

## Where the programme is working



## Our approach and the lessons learned

WaterAid has been working on school WASH for many years, usually as part of community-level programmes that have sought to provide services to institutions as well as individuals.

**WaterAid's vision for school WASH:**  
**A world where every child in every school has access to adequate, inclusive, sustainable and quality water, sanitation and hygiene services to ensure a healthy environment for learning, better educational attainment, an improved health status and dignity for the school population.**

Our approach to school WASH is informed by a commitment to support the achievement of the Human Rights to Water and Sanitation,<sup>5</sup> the UN Convention on the Rights of the Child<sup>6</sup> and WaterAid's Child Protection Policy (WaterAid's policy and practice principles for school WASH can be found at the end of this report).

By demonstrating successful approaches to government authorities responsible for school WASH and to other sector stakeholders, WaterAid and its partners believe they can catalyse greater impact and ensure that all children everywhere will benefit.

Over the course of the programme we have learned valuable lessons on how to reach everyone with safe water, sanitation and improved hygiene promotion at school, and make these services last. This learning has culminated in the development of guidelines<sup>7</sup> to ensure WaterAid's work leads to systemic change to achieve inclusive and sustainable school WASH.

<sup>5</sup> [www.un.org/waterforlifedecade/human\\_right\\_to\\_water.shtml](http://www.un.org/waterforlifedecade/human_right_to_water.shtml)

<sup>6</sup> [www.ohchr.org/en/professionalinterest/pages/crc.aspx](http://www.ohchr.org/en/professionalinterest/pages/crc.aspx)

<sup>7</sup> WaterAid (2016) Guidelines for sustainable and inclusive school WASH.





# Key lessons from the programme

## 1: Deepen partnerships with the education sector

Look beyond WASH and proactively influence politicians, government education policies, and financing frameworks for school WASH.

## 2: Translate rights and policy directives into practical action

Support the education sector by purposefully linking school WASH advocacy and practice with SDG 4, the Right to Education, and the Convention on Child Rights.

## 3: Support cross-sector engagement and collaboration

Building and developing partnerships at all levels is fundamental in school WASH as it involves working across education, health and other sectors.

## 4: Sustain hygiene behaviour change

Focus on behaviour change instead of just hygiene education and use child-friendly approaches with messages that tackle cultural norms and taboos. Better hygiene practices

in schools can only be sustained if there is a continuous water supply as well as local supply chains for soap, sanitary pads and other hygiene-related products.

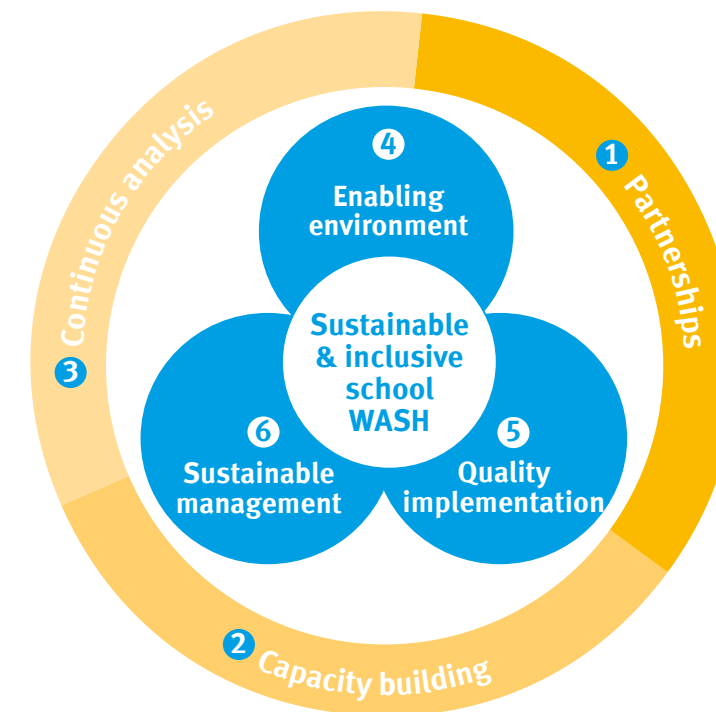
## 5. Strengthen government capacity and systems to enhance sustainability

Identify and analyse key gaps in school WASH delivery and then strengthen school WASH management structures, systems and mechanisms holistically. Local ownership and management (Lesson 6) can only be sustained when these systems are robust and functional.

## 6: Support ownership and long-term management at school and community levels

Understand how the different units of a school community (e.g. pupils, teachers, non-academic staff, parent-teacher associations, school management committees (SMCs), and other local community organisations) interact and ensure that each is aware and able to fulfil its specific roles and responsibilities within the wider school WASH system.

# WaterAid's school WASH framework



## 1 Partnerships

Building and developing partnerships is fundamental, as different sectors such as health, education, nutrition and gender must work together for school WASH.

## 2 Capacity building

WaterAid undertakes tailored capacity building with relevant stakeholders to strengthen country-led processes and institutions. In this programme, WaterAid has supported its local partners to lead on school WASH situation analyses and to use tools that promote greater inclusivity and sustainability at school level.

## 3 Continuous analysis

Planning, monitoring, evaluation and reporting (PMER) and learning – WaterAid seeks continuous improvement in practice and delivery, focusing on innovation and ways to influence systemic change to ensure services are sustainable. In this programme, critical analysis of policies, infrastructure, budgets and bottlenecks was instrumental for the planning and design of all activities.

## 4 Enabling environment

To develop the necessary policies, capacities and systems to achieve sustainable and inclusive school WASH services, WaterAid has advocated better interlinkages

between government departments, for adequate and targeted financing, and for cross-sector approaches between education, health and other stakeholders.

## 5 Quality implementation

To improve school WASH sustainability, both technical quality and behaviour change need to be addressed. Inclusive approaches must also be considered and mainstreamed throughout all activities.

## 6 Sustainable management

Sustainable school WASH services require that management structures and relevant institutions continue to play their roles and to fulfil their mandates.



Credit: WaterAid/ Sohrab Hura



# Lesson 1: Deepen partnerships with the education sector

Establishing or deepening functional partnerships with the education sector is essential to prioritise and implement sustainable and inclusive safe water, sanitation and improved hygiene behaviours. WaterAid believes that education ministries should take the lead on school WASH – for example, by ensuring service provision, operations and maintenance (O&M) supply chains, monitoring and evaluation (M&E) data collection for decision-making and trouble-shooting, and supporting the development of national education policies and plans to prioritise WASH and include the most marginalised children.



Credit: WaterAid/ Asad Zaidi

## How?

- Look beyond WASH stakeholders and focus on engaging with the education sector to advocate higher prioritisation and coordination of school WASH. Use new opportunities presented by the SDGs to partner with the education sector on the realisation of Goal 4’s quality school environment indicator.
- Proactively influence government education policies and monitoring frameworks for school WASH by supporting the development or roll-out of national guidelines.
- Promote better interlinkages between government departments that have a stake in school WASH (e.g. disability rights, education, gender, nutrition, WASH).
- Advocate adequate and targeted financing and cross-sector coordination between education, health, WASH and other stakeholders.
- Target the most marginalised and excluded students with appropriate strategies and demonstrate to others how this can be successful.

“Working with the Ministry of Education from the beginning helped us to get credibility and to more easily achieve our influencing work.”

WaterAid Ethiopia

“Strengthened school WASH monitoring within government structures has to take place at different levels.”

WaterAid Tanzania

Bottleneck analysis to identify blockages in school WASH	School WASH in Ethiopia
<p>In Ethiopia, although the legal basis for the right to water is enshrined in the 1994 constitution, school WASH has faced many challenges. These include the lack of a clear strategy, low budget allocation (90% of the school budget is spent on teachers’ salaries), limited capacity to implement services, and a lack of consistency in coverage data.</p> <p>WaterAid Ethiopia conducted a bottleneck analysis to identify major blockages in school WASH and engaged parliamentarians to become champions to raise the political prioritisation of school WASH and to allocate more resources.</p> <p>WaterAid Ethiopia also supported the integration of WASH indicators into the national Education Management and Information System (EMIS) used by the Ministry of Education for data collection and performance monitoring.</p> <p>It is now supporting the Government with the development of Ethiopia’s very first National School WASH Strategy: a five-year strategic action and implementation guideline with the leadership of the Federal Ministry of Education, and consultation of regional bureaus and other stakeholders. WaterAid Ethiopia will train regional bureau staff on the newly developed school WASH action plan and toolkits so that they can cascade the strategy and best practice implementation methods to lower levels (e.g. districts, schools, etc.) The strategy and toolkits will also be used for the implementation of the education component of the One WASH National Programme (OWNP).</p>	<p><b>Water:</b> 59% of primary schools and 84% of secondary schools have some level of access to water supply 32% of schools had access to improved water supply in 2012</p> <p><b>Sanitation:</b> 92% of primary schools and 100% of secondary schools have sanitation but this is predominantly traditional pits 32.74% of schools had access to improved sanitation facilities in 2012</p> <p><b>Hygiene:</b> 7% of schools provide soap for handwashing on a daily basis</p> <p>Source: Data from Ministry of Education (MoE), National WASH Inventory 2013 (NWI) and UNICEF</p>
Policy influencing process to incorporate school WASH as a component of the Government’s WASH programme	School WASH in Tanzania
<p>WaterAid Tanzania influenced the Government, along with other sector stakeholders, to incorporate institutional WASH (mostly in schools and healthcare facilities) as a key sub-component of the existing national Water Sector Development Programme II (WSDP II), which is the Government’s largest WASH programme to date. As a standalone component, school WASH will attract greater prioritisation, more funding and more stakeholder engagement; it is also hoped that this emphasis and political prioritisation of school WASH will strengthen inter-departmental and ministry coordination.</p> <p>As part of this influencing process, WaterAid Tanzania has advocated getting WASH indicators into school inspection checklists – this obliges all education inspectors to assess WASH facilities during each visit they make to a school and will build up local momentum and support for better school WASH.</p> <p>This is complemented by engagement of ward education coordinators to become school WASH coordinators at the ward level and to build their capacity.</p> <p>Also, WaterAid Tanzania has partnered with local government authorities (LGAs) to directly implement some of the services in schools. This partnership arrangement is designed to bring LGAs closer to the projects for capacity building, learning and adoption of the improved designs for school WASH. WaterAid Tanzania provides technical capacity backstopping through supportive supervision and monitoring.</p>	<p><b>Water:</b> 20% of schools have water supply facilities within the school premises</p> <p><b>Sanitation:</b> 38% of schools have an adequate number of latrines</p> <p><b>Hygiene:</b> Less than 10% of schools have functioning handwashing facilities with available water</p> <p>Source: National Guidelines, 2012</p>



# Lesson 2: Translate rights and policy directives into practical action

Water and sanitation services and hygiene promotion often fail to reach the poorest and most marginalised people, including women and girls, who are most affected by a lack of access. Frequently, their rights are overlooked and they miss out on basic services, marginalising them further.

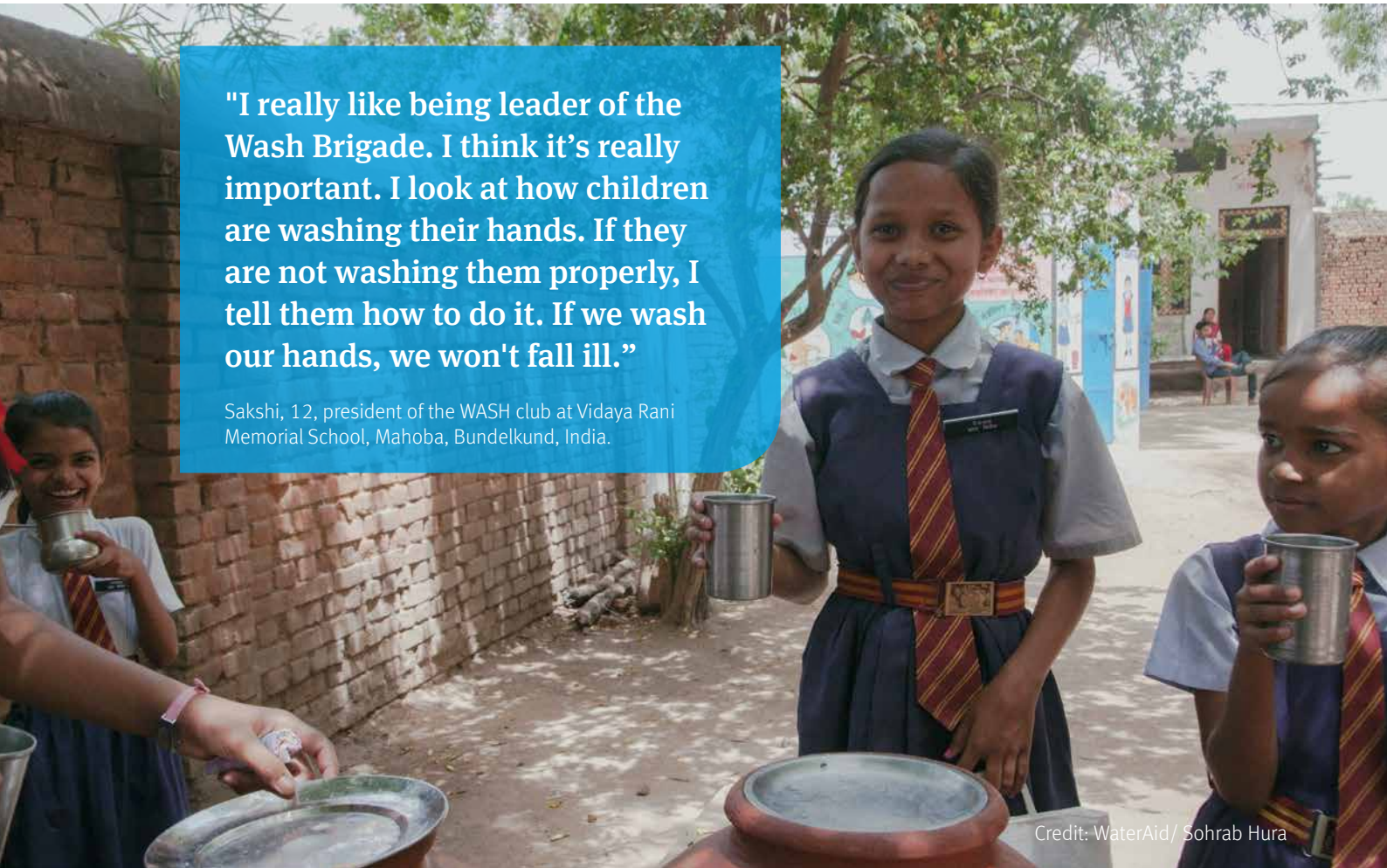
In this programme, WaterAid and its partners have created and promoted inclusive designs and approaches for girl-friendly latrines and facilities for children with different needs or abilities. By finding ways to ensure the day-to-day participation of children as rights-holders and to demonstrate the value of children's inputs and opinions, abstract rights can be put into practice. These practices can help foster interest in, and stimulate discussion of, further ways to promote inclusion at schools.

### How?

- Support the education sector by purposefully linking school WASH advocacy and practice with SDG 4, the Right to Education, and the Convention on Child Rights. Translating these rights into practical actions (for schoolchildren, parents and teachers) provides an entry point and leverage for extending school WASH to all children and for societal change in regards to reducing discrimination and inequalities.
- Challenge cultural issues and norms by using local accountability mechanisms (such as scorecards and children's groups) to demonstrate the value of children's inputs.
- Ensure government authorities (at all levels) are aware of their responsibilities as duty-bearers of rights.

"I really like being leader of the Wash Brigade. I think it's really important. I look at how children are washing their hands. If they are not washing them properly, I tell them how to do it. If we wash our hands, we won't fall ill."

Sakshi, 12, president of the WASH club at Vidaya Rani Memorial School, Mahoba, Bundelkund, India.



Credit: WaterAid/ Sohrab Hura

Using the right to education for influencing school WASH	School WASH in India
<p>In India, the Right to Education Act (2010) demands barrier-free access to toilets, separate toilets for girls and boys, and a safe and adequate drinking water facility for all children. In this context, WaterAid India has been an active member and contributor to the Right to Education Forum at national level and each state where civil society is active in such policy discourse.</p> <p>The WaterAid India team incorporated a child rights perspective into its work with school management committees, state officials and with children at school level to show how the Right to Education is influencing school WASH. Through direct engagement with children's committees and clubs in schools, children were able to get their voices and perspectives heard.</p>	<p><b>Water:</b> 75% of schools had an improved, functional water supply in 2013</p> <p><b>Sanitation:</b> 65.2% of schools had usable toilets in 2014 (55.7% availability of usable girls' toilets)</p> <p><b>Hygiene:</b> 51% of schools have a designated space for handwashing 37% of schools have handwashing facilities close to the toilets</p> <p>Source: District Information System for Education (DISE)</p>
Equity and inclusion tactics	School WASH in Pakistan
<p>In Pakistan, although the Government recognises gender and equity concerns for school WASH, putting them into operation is a challenge.</p> <p>Promoting equity and inclusion is a long-term process and a lot of work needs to be done to maintain momentum and deal with cultural challenges. For example, during the design of the Clean Water programme, WaterAid's partners intended to use students as hygiene outreach messengers – specifically adolescent girls for menstrual hygiene management (MHM). However, context analysis showed that discussion of MHM would be taboo and that it was not culturally appropriate to engage adolescent girls for wider community engagement in some locations. So WaterAid Pakistan focused on working with adolescent girls in schools to address taboos and to build their confidence and knowledge of MHM and their rights – in some cases, this led to girls becoming effective local advocates for reaching out to their wider communities.</p>	<p><b>Water:</b> 63% of schools had functional water supply services in 2013 (a decrease from 67% in 2008)</p> <p><b>Sanitation:</b> 63% schools had improved sanitation facilities in 2013</p> <p><b>Hygiene:</b> A study in Rajanpur district, Punjab, showed that over half of the 94 schools surveyed were equipped with a handwashing station, but only 23% of boys' schools and 18% of girls' schools had this station located in or nearby the toilet</p> <p>Source: Data from UNICEF and Muslim Aid</p>

“Learning environments should also be healthy, safe and protective. This should include: (1) adequate water and sanitation facilities, (2) access to or linkages with health and nutrition services...”

“The Right to Education has given us a clear structure for our intervention and for the work of the team.”

WaterAid India

The Dakar Framework for Action, UNESCO 2000






# Lesson 3: Support cross-sector engagement and collaboration

Through relationships with government, UNICEF, NGOs, the private sector and other relevant stakeholders, from community to national and international levels, we can extend the reach and influence of school WASH efforts. Such relationships make it possible to maximise synergies and foster the participation of multiple stakeholders in decision-making on school WASH.

## How?

- Build and develop partnerships at all levels for school WASH, and across different sectors such as health, education, nutrition and gender – if feasible, link to and coordinate with existing programmes in schools.
- Use stakeholder analysis to identify key targets and allies for programmatic influence, and enhance the likelihood of sustainable change through engagement with local organisations.

- Harness private sector potential for school WASH by:
  - Tailoring approaches to different types of private sector relationships.
  - Advocating for private sector operation and maintenance and software support rather than providing funding for hardware alone.
  - Aggregating relationships by exploring partnerships with chambers of commerce and national multi-sector fora.
  - Lobbying for and supporting government to develop good governance frameworks for private sector partnerships in WASH.
  - Thinking creatively about engaging different or new partners (e.g. the media and design agencies to support behaviour change campaigns).

The benefits of strategic partnerships	School WASH in Uganda
<p>In Uganda, WaterAid initiated a school WASH mapping analysis to better understand service coverage levels and engage the Education Ministry. By leveraging support from UNICEF, the mapping was extended from two districts to 30.</p> <p>The mapping resulted in a better understanding by the Education Ministry which in turn led to the drafting of national minimum standards and guidelines, which will be used to harmonise implementation of school WASH across the country.</p> <p>WaterAid Uganda worked with its partners, the Civil Society Budget Advocacy Group (CSBAG), UNICEF and the Government to have the minimum standards for school WASH in Uganda approved. WaterAid has also packaged the results from the school WASH mapping for further engagement with the Ministry of Education and Sports (MoES), donors, politicians (including the Parliament of Uganda), and the Ministry of Finance, Planning and Economic Development (MoFPED) to continue advocating for increased school WASH financing.</p>	<div><div><b>Water:</b> 38% of schools have a water supply in the school compound</div><div><b>Sanitation:</b> 90% of schools have sanitation facilities with 80% of these having the pit almost full  58% of schools have sanitation facilities for children with disabilities</div><div><b>Hygiene:</b> 16% of schools have handwashing facilities next to the toilet and only 6.4% of schools have soap next to the handwashing facility</div><p>Source: WaterAid Baseline Perception Survey for Pallisa and Kibuku Districts (NETWAS-UGANDA, 2014)</p></div>
Using the Clean Water programme to leverage wider support and impact	
<p>For WaterAid India, a key success has been to use the Clean Water programme to leverage wider district-level support and to have greater impact. By working with district administrations, combining district-level teacher-training activities with influencing administrations on O&amp;M, and undertaking district-wide open-defecation free (ODF) campaigns, many more schools in these districts (some 3-4,000 schools) also benefited from the programme.</p>	



## Lesson 4: Sustain hygiene behaviour change

In schools, hygiene behaviour change refers to the adoption of safe hygiene practices to keep students and teachers healthy and their environment clean. This helps children perform better at school, reduce absenteeism, ensure dignity, and prevent the spread of diseases.

To encourage improved hygiene practices and behaviours, clean toilets, handwashing facilities with soap and menstrual hygiene management rooms (where girls can deal with menstruation safely and privately) are all instrumental. But it is only by engaging stakeholders, such as children's groups, teachers, local administrations and local NGOs that the long-term health, safety and dignity benefits of changed behaviours can be promoted.

Many factors constrain MHM practices at school, including cultural taboos, insufficient menstruation education, limited availability and use of commercial and disposable sanitary pads, and low family income. Knowledge, Attitude and Practice (KAP) surveys to understand what cultural beliefs and barriers exist and to design appropriate and responsive approaches can be used to tackle the issues.

### How?

- Instead of using a hygiene education approach alone, focus on innovative and creative behaviour change interventions. For example, identify behavioural determinants and emotional (and cultural) drivers of hygiene practices and use them to motivate people, and use more social-marketing methods.
- Use child-friendly approaches with messages that tackle cultural norms and taboos.
- Provide information in different forms for children with different learning abilities, as well as for those with visual and hearing impairments.

- Consider sustainable supply chains – plan for a continuous water supply for handwashing and MHM as well as local supply chains for soap, sanitary pads and other hygiene-related products.
- Systematically promote programmes and approaches where hygiene product supplies and services are considered together.
- Design advocacy and influencing work to lobby for the inclusion of WASH-related hygiene behaviour change in national teaching curricula and monitoring mechanisms.
- Clarify and use appropriate indicators for monitoring behaviour change, so that proxy indicators (such as counting the number of handwashing facilities or the number of children reached with hygiene messages) are phased out and replaced by proactive engagement with children through school WASH clubs, to observe and understand better how messages are 'heard' and new behaviours adopted.

**"Hygiene behaviour change is difficult to sustain during the dry season when there is scarcity of water, but during the rainy season the students are active in maintaining hygiene and following what they have been taught on both personal cleanliness and environmental hygiene."**

Tanzanian local government authority

### Dramas, folk performances and radio shows to promote improved hygiene behaviours

In Ethiopia, WaterAid carried out an initial baseline analysis of the eight towns participating in the programme. This highlighted particularly low levels of handwashing with soap in schools (just 9% although another 3.1% of the respondents said they use ash, soil or plants to wash hands), very poor provisions for and practices of MHM and unclean or non-functional facilities.<sup>8</sup>

To tackle the problem, WaterAid Ethiopia undertook regular hygiene promotion activities in all schools using dramas, popular folk performances – called Kererto and Enka Silantiya, and through school-based radio shows. 20 functional student WASH clubs were also established and teachers were involved in hygiene promotion activities. As a result, children have started to demonstrate the correct way to wash their hands with soap at critical times and their knowledge of basic hygiene practices has reportedly improved.

The programme has tackled the taboo topic of menstruation through promotion of healthy MHM in all schools. Rooms for girls have been set up in 20 schools that are equipped with emergency menstrual pads, a resting mattress and washing facilities.



**"I joined the Girls' Club to learn and teach about menstrual hygiene management and other gender-related issues. We learn from our teachers and external trainers, but we also share experiences among ourselves. We teach children how to wash their hands, how to use sanitary pads... I learned a lot that I use for myself and things I will pass to my own children."**

Wukianos Aman, 18, tenth grade student at Mekicho Millenium Secondary School, Butajira, Southern Nations, Nationalities, and Peoples' Region, Ethiopia.

### An awareness-raising meeting with local government, the school committee, headteachers, pupils and health teachers

In Tanzania, WaterAid collaborated with local partner SEMA and the LGA of Singida Municipality through a tripartite agreement. Through an initial awareness-raising meeting with the LGA, the school committee, headteachers, pupils and health teachers, WaterAid Tanzania highlighted what the Clean Water programme could do to support healthier hygiene practices and facilities (and supply chains for soap, menstrual pads and anal cleansing materials). After the work had been completed, the LGA confirmed that there had been marked improvements in behaviour change with respect to hygiene in the schools as well as in the communities.

<sup>8</sup> WaterAid regional research quoting SNV (2014) WASH in schools. Available at: [www.snv.org/public/cms/sites/default/files/explore/download/snv\\_wis\\_sheet.pdf](http://www.snv.org/public/cms/sites/default/files/explore/download/snv_wis_sheet.pdf)



"We used stakeholder or power analyses to identify which institution (formal or informal) should be influenced at what level and how to have the greatest impact on school WASH services."

WaterAid

शौचालय



Credit: WaterAid/ Sohrab Hura

## Lesson 5: Strengthen government capacity and systems to enhance sustainability

To strengthen school WASH management structures, systems and mechanisms holistically, key gaps in school WASH delivery need to be properly identified and understood. Piecemeal WASH service delivery alone will not have a systemic impact. For this purpose bottleneck<sup>9</sup> or other similar analyses can be used.

### How?

For sustainable implementation of school WASH, it is vital to:

- Ensure that school WASH support systems at community, district, town and city levels are functional and robust.
- Support relevant institutions to be accountable and continue to play their respective roles for school WASH planning, implementation and monitoring.
- Engage teachers through their union representatives or professional associations – this could be a valuable entry point for influencing.

### Local partner's strategic school WASH plan based on traffic light study

In Pakistan, WaterAid and its partners, the National Rural Support Programme and Muslim Aid, supported decision-making and planning by developing traffic light papers highlighting the availability of WASH facilities in schools. These were discussed at district-level multi-stakeholder fora to engage the education department, the administration and teachers in decision-making around priority actions.

Muslim Aid has also based its next 18-month strategic plan for school WASH on this traffic light study and is using it to lobby at district level and with SMCs.

### Work with government health programmes to improve hygiene practices

In India, WaterAid has emphasised the need to integrate WASH, health and nutrition and has coordinated its work with partners to support government health programmes (e.g. the midday meal, de-worming, and free sanitary pads for teenage girls programmes) to focus on improving hygiene practices. For example, the Indian Government's midday meal programme calls for all state departments to roll out handwashing with soap as part of the flagship scheme which sees food served to nearly 110 million children in 1.3 million primary and upper primary schools. Washing hands with soap before eating is now an institutionalised part of the scheme.

School WASH has opened doors for WaterAid India to engage with such schemes to advocate the complementary benefits of improved WASH and to engage in multiple-objective programmes (e.g. WASH-Health-Nutrition) centred around the improvement of hygiene behaviours.

<sup>9</sup> Bottleneck analyses are planning and discussion tools that seek to highlight key policy or practice barriers to improving school WASH in order to identify what needs to change and where to focus effort and resources.



# Lesson 6: Support ownership and long-term management at school and community levels

Government authorities are ultimately responsible for ensuring the human rights to water and sanitation for all, including children. By engaging with existing community organisations, such as school management committees, parent-teacher associations (PTAs) and community groups, to lobby for better O&M of services and for financial inputs we can ensure school WASH interventions and outcomes continue well beyond the end of the intervention.

## How?

- Understand how the different units of a school community (e.g. pupils, teachers, non-academic staff, PTAs, SMCs, and other local community organisations) interact, and ensure that each is aware of its specific roles and responsibilities.
- Link school WASH to other community WASH solutions (such as small-scale piped systems at village or town level) as this has a mutually beneficial impact on service levels, O&M and user satisfaction.

- Clarify the roles and responsibilities of SMCs and PTAs dependent on whether they have a government mandate or are elected more informally at school level – different tactics would be used to ensure safe water, sanitation and hygiene are at the top of their agendas and to build their capacities in each case. For example, to influence SMCs with a government or formal mandate, WaterAid focuses its advocacy on local/regional education officers rather than at school level.
- Find locally appropriate ways to support and/or strengthen SMCs and PTAs to be able to focus more actively on school WASH and its sustainable financing.
- Strengthen the links between community/school-based groups and district and national government actors to ensure adequate support mechanisms and structures are in place (see Lesson 5) as schools and communities will struggle to maintain safe water, toilets and improved hygiene in schools on their own.

Multiple community sensitisation meetings

In Tanzania, WaterAid fostered local ownership and sustainable management through 30 community sensitisation meetings. These meetings helped to create awareness within the community to accept the project, to identify locally available construction materials as part of the community contribution, and to discuss operation and maintenance issues in the long term.

Piloting the village savings and loan association (VSLA) model

In Uganda, WaterAid has piloted the village savings and loan association (VSLA) model for the collection and management of a water maintenance fund. All the drilled boreholes have active water user committees that are trained to ensure proper use and maintenance of the water source. Ten water sources/boreholes have been piloting a VSLA model since 2015 to ensure proper collection and utilisation of the maintenance fund. This fund includes individual member savings, welfare savings to cater for other needs of children at school, and a water source maintenance fund. The water sources/boreholes are registered with the respective district water offices so that they can receive continuous support even after the project has ended.

# Conclusion

## Sharing lessons with the WASH sector and beyond

To achieve the goals of the 2030 Agenda for Sustainable Development, world leaders must step up to fund, implement and account for progress towards the goals. We call on decision-makers to increase investments, and concerned stakeholders to plan and act in cooperation – so that all children go to a school with sustainable and inclusive water, sanitation and hygiene facilities.

We hope that development actors and others working in the school setting will feel inspired to learn from this experience and support policy and practice changes with the aim of integrating inclusive and sustainable school WASH into education policies.

The provision of safe water, sanitation facilities and improved hygiene in school settings

should be the responsibility of the education sector, in collaboration with the WASH sector.

The role of the WASH sector should be to offer support in the design of analysis tools, technical designs and infrastructure, and hygiene behaviour-change packages, and to build capacity and provide operation and maintenance guidance for the education sector to take the lead.

The education sector needs to have school WASH standards, so that no school is built without inclusive and appropriate facilities. It also needs to secure funding for the provision of sustainable services and maintenance.

And the WASH and education sectors should work together to develop a school WASH policy or strategy that includes school WASH standards, building improved sanitation and hygiene behaviours into the school curriculum, as well as a plan for regular monitoring and maintenance.

SDG4 (quality education) can only be achieved with the successful attainment of Goal 6 (water, sanitation and hygiene). Let's work together to make it happen, for children everywhere.

**We have put a mechanism in place to keep our school sanitation and other facilities working. Each learner contributes 1,000 shillings (UGX) per year as a development fee. We use the money for operation and maintenance of the facilities.**

Kairania Margaret Jane, Headteacher of Kataka Primary School, Kibuku District, Uganda

Credit: WaterAid/ James Kiyimba





# Appendix 1: WaterAid’s policy and practice principles for school WASH

Thanks to the experiences and learning from this programme, we have developed organisational guidelines for sustainable and inclusive school WASH programming and influencing. The guidelines are a practical guidance document for WaterAid staff and partners to use when planning, designing, implementing, monitoring and evaluating school WASH activities. They are informed by the following policy and practice principles.

Child rights:
The UN Convention on the Rights of the Child (CRC) states that everyone under the age of 18, regardless of gender, origin, religion or possible disabilities, needs special care and protection because children are often the most vulnerable. The CRC principles are the same as those in the Rights to Water and Sanitation: non-discrimination, participation, as well as the best interests of the child <sup>10</sup> and survival, development and protection. <sup>11</sup> WaterAid adopts the UN CRC definition of a child as anyone under the age of 18.
Safeguarding children – do no harm:
The safety of children is very important. WaterAid must be accountable and responsible to prevent or stop children being abused or ill-treated in places where we work – this is a term called ‘child protection’ or child safeguarding. WaterAid teams and partners working in school WASH must be aware of and committed to creating a culture of safety and protection for children. Child safeguarding recognises that we can improve the situation of children and have a positive and proactive approach to increasing their wellbeing and development. WaterAid’s Child Protection Policy protects the rights of all children, including those who are disabled, from minority ethnic or faith groups, and regardless of gender, sexuality, health status, etc.
Equality <sup>12</sup> and non-discrimination: <sup>13</sup>
All children and teachers must be able to access WASH without discrimination, <sup>14</sup> prioritising the most vulnerable and disadvantaged individuals and groups. <sup>15</sup>
Meaningful participation:
Without discrimination, schoolchildren and teachers must be able to participate actively and meaningfully in decisions relating to their access to WASH. Information relating to rights to WASH must be clear, easy to understand and age appropriate. It must be communicated in relevant languages and through a variety of methods (e.g. visual, audio, written).
Accountability:
Government (at all levels) must be aware of and fulfil their school WASH responsibilities. There are mechanisms to facilitate and encourage stakeholders (e.g. government, parents, teachers, SMCs) to hear and respond to the voices of children.
Sustainability:
WaterAid’s school WASH programmes should provide lasting benefits to all users and may influence others to take our approaches to scale. We will continue to enhance our understanding of the factors that contribute to this goal in the context of school WASH. In our work with partners and collaborators, we advocate practices and policies that can enable water and sanitation services and hygiene behaviour changes to continue providing benefits indefinitely. For example, we may advocate ongoing monitoring and financing of school WASH O&M or ensuring that relevant institutions have the capacity to maintain school WASH services.

<sup>10</sup> Laws and actions affecting children should put the child’s best interests first and benefit them in the best possible way.  
<sup>11</sup> The authorities must protect children and help ensure their full development – physical, spiritual, moral and social.

# Appendix 2: List of local partners

Country	Region / state / district	Name of partner organisation
Ethiopia	Amhara	Injebara Town Education Office Finoteselam Selam Town Education Office
	Oromia	Holeta Town Education Office Burayue Town Education Office Ambo Town Education Office Bishoftu Town Education Office
	SNNPR	Butajera Town Education Office Hossena Town Education Office
India	Karnataka - Raichur	Swami Vivekananda Youth Movement (SVYM)
	Jharkhand	Child in Need Institute (CINI)
	Odisha	Pragati Juvak Sangha (PJS)
	Uttar Pradesh	Saarthi Development Foundation (SDF)
Pakistan	Sindh	National Rural Support Programme (NRSP)
	Punjab	Muslim Aid
Tanzania	Iramba District	Sustainable Environment Management Action (SEMA) and Iramba District Council
	Singida Urban	Sustainable Environment Management Action (SEMA) and Singida Urban
	Mbulu	Mbulu District Council and Diocese of Mbulu Development Department (DMDD)
	Babati	Babati District Council
Uganda	Pallisa	Palissa DLG, Build Africa Uganda (BAU)
	Kibuku	Kibuku DLG, Build Africa Uganda (BAU), Civil Society Budget Advocacy Group (CSBAG)
	National level	Parliamentary WASH Forum (PWF) and Network for Water and Sanitation Uganda (NETWAS-U)

Page 26 notes:  
<sup>12</sup> Equality: the legally binding obligation to ensure that everyone can enjoy her or his rights equally. Equality does not imply treating people who are unequal equally; it does not indicate identical treatment in all cases.  
<sup>13</sup> Non-discrimination: this legal principle prohibits the less favourable treatment of individuals or groups, or detrimental impacts on such individuals or groups based on prohibited grounds.  
<sup>14</sup> Discrimination occurs when a person is treated less favourably than another, whether directly or indirectly.  
<sup>15</sup> Such as girls, women, people with disabilities, people from low caste groups and minority groups (including grouping along the lines of tribe, ethnicity and faith), children and teachers living with HIV.



**WaterAid and the non-profit H&M Foundation** began a three-year partnership in early 2014 to transform the lives of the world's poorest schoolchildren. The partnership is part of a wider effort by the H&M Foundation to drive positive change within four focus areas: education, water, equality, and planet.<sup>16</sup>

The partnership with WaterAid was designed to deliver immediate change for 250,000 students in schools in five countries and long-term transformational change by influencing policies at national, regional and global levels to ensure inclusive and sustainable access to safe water, toilets and improved hygiene in all schools.

This report, written in the final months of the programme, showcases the work that WaterAid has been doing on school WASH with funding from the H&M Foundation. It focuses on some of the many lessons learned.

Throughout this programme, WaterAid has systematically gathered evidence and lessons learned about how to better integrate its work on WASH with the education sector. It has provided an opportunity for cross-country and cross-regional learning and has built WaterAid's confidence, knowledge and expertise to focus more on safe water, toilets and improved hygiene at school.

WaterAid and the H&M Foundation hope that development actors and others working in schools will be inspired by and learn from this experience, and support policy and practice changes with the aim of inclusive and sustainable access to safe water, toilets and improved hygiene at school being integrated into education policies.

<sup>16</sup> For more information about the wider Clean Water programme, visit: <http://about.hm.com/en/about-us/hm-foundation.html>



Learn more about the H&M Foundation's work at [www.hmfoundation.com](http://www.hmfoundation.com)

Written by Tracey Keatman

Cover photo: Schoolboy washing his hands, Najafgarh, Delhi.  
Credit: WaterAid/ Areeb Hashmi

WaterAid is a registered charity:  
Australia: ABN 99 700 687 141.  
Canada: 119288934 RR0001.  
India: U85100DL2010NPL200169.  
Sweden: Org.nr: 802426-1268, PG: 90 01 62-9, BG: 900-1629.  
UK: 288701 (England and Wales) and SC039479 (Scotland).  
US: WaterAid America is a 501(c) (3) non-profit organization.