sustainable sanitation alliance

SuSanA Factsheet

Sustainable WASH in Schools (WinS)

Final Draft September 2018

1 Summary

The aims of this factsheet are to:

1. Advocate for sustainable WinS globally as anchored in the SDGs;
2. Highlight key solutions to existing challenges within WinS;
3. Explore various innovations and successful approaches using examples from low and middle income countries and outline best practice approaches and lessons learnt;
4. Identify the common principles that are needed to achieve the desired outcomes.

2 WinS and Working Group 7

The issue of WASH in Schools (WinS) is at the core of SuSanA's Working Group (WG) 7 "Sustainable WASH in institutions and gender equality" which attempts to raise general awareness for WASH in institutions such as schools, day care centres, and health care facilities by creating discussion fora, enhancing networking opportunities as well as publishing research.
Led by Belinda Abraham (Thrive Networks, Vietnam), Dr. Bella Monse (GIZ, Philippines) and Bistra Mihaylova (WECF, Germany) WG 7 operates on the premise that institutions need to get deeply involved in WASH initiatives and take responsibility to manage their WASH facilities and programmes. Doing so, WG 7 can build on its past activities in the area of WinS, which – as of now – will remain the focus of its work.

3 Main WinS Challenges

In low and middle income (LMI) countries two-thirds of school children do not have access to sanitation facilities (CARE et al., 2010). Yet challenges go beyond mere access to facilities. Additional problems regarding WinS are:

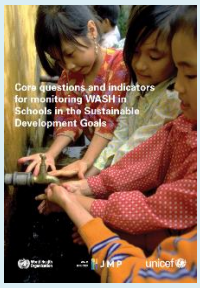
- Schools with unusable or poorly managed and an insufficient number of facilities for children;
- Lack of facilities for children with disabilities, adolescent girls and young children under the age of eight years old;
- Lack of policy framework, clearly defined sector responsibilities and institutionalisation of WinS;
- Lack of budget allocation for building, cleaning, operating and maintaining toilets and handwashing facilities in schools;
- Lack or poor enforcement of regulations and guidelines related to WinS and keeping the premises clean;
- Social and cultural norms when dealing with human excreta and menstrual hygiene material;
- Lack of stakeholder involvement.

4 WinS and the SDGs

In September 2015, member states of the United Nations agreed on the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs) with 196 targets. A comprehensive monitoring framework with targets, indicators and data sources to track progress is part and parcel of the SDGs.

Indicator Harmonisation

Through expert consultations, the JMP has defined core indicators for globally monitoring water, sanitation and hygiene in schools. The document contains core and expanded questions related and specific to MHM and infrastructure in schools.



As of now, 232 indicators are used to measure achievements. Water, sanitation and hygiene are recognised as key determinants of poverty, health, education, and environmental protection. WinS in particular is intersectoral in nature. It has direct links to SDG 6 (water and sanitation) and SDG 4 (education) and is indirectly linked to SDG 3 (health), to SDG 5 (gender equality) and SDG 10 (reduce inequalities) and thereby requests cooperation between different sectors.
The SDGs set targets for universal access to WASH in household and non-household settings such as schools, health care facilities and workplaces (SDG targets 6.1/6.2).

Specifically, WinS is captured in SDG target 4.a, as a key component to inclusive and equitable quality education. For the first time the education sector has its own target for a healthy school environment and monitors WinS with the indicator (4.a.1) on "the proportion of schools with access to … (e) basic drinking water facilities, (f) single-sex basic sanitation facilities, and (g) basic handwashing facilities".

More SDGs indirectly relate to WinS, such as the elimination of preventable disease (SDG target 3.3), or the commitment to non-discrimination (SDG target 5.1) and inclusiveness to reduce inequalities (SDG targets 10.2/10.3).

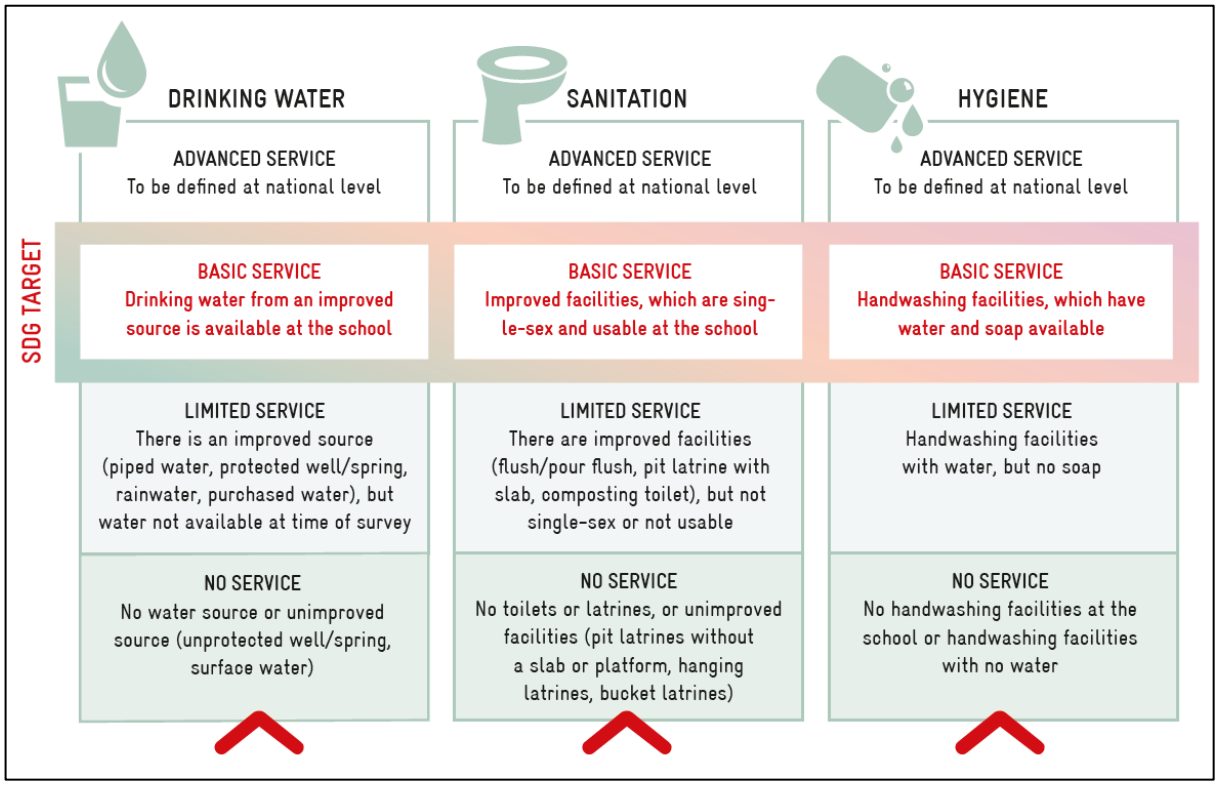
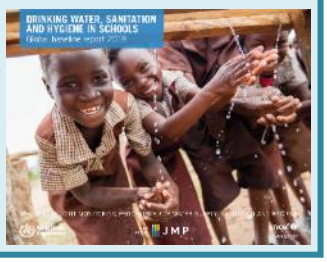


Figure 1 shows the 4 levels for drinking water, sanitation and hygiene – from "No Service" via "Limited Service" to "Basic Service" (SDG target) and "Advanced Service" (UNICEF & WHO, 2016).

Since 1990, the WHO/UNICEF Joint Monitoring Programme for Water Supply and Sanitation (JMP) has been responsible for monitoring global coverage rates for WASH and global progress towards the achievement of the Millennium Development Goals (MDG). The JMP's renewed global monitoring mandate now includes tracking progress against the new SDG targets 6.1 and 6.2, starting with WASH in households as well as schools and health care facilities – both of which are critical to the achievement of the SDG targets for education and health. In the process of developing appropriate core indicators, the JMP convened a global task team to develop a framework for monitoring WinS targets in the SDGs (see Fig.1) including harmonised core indicators and definitions, accompanied by core and expanded questions to globally align strategies of governments and development partners to improve WinS, strengthen national monitoring systems and global reporting.

Drinking Water, Sanitation and Hygiene in Schools: Global Baseline Report 2018

This first JMP report on WinS establishes national, regional and global baseline estimates that contribute towards global monitoring of SDG targets 6.1, 6.2 and 4.a.



5 Main WinS topics

A number of topics related to sustainable WinS, each of which responds to challenges for WinS, are described below.

a) WinS M&E and the Three Star Approach

"What gets measured gets financed and gets done." It is widely agreed that 'Monitoring and Evaluation (M&E)' should be an integral part of all WinS programming as it is crucial to measure progress towards achieving the SDG targets (GIZ & UNICEF, 2016). National WinS monitoring systems range from systems with low data coverage and reliability to highly sophisticated approaches, using the latest mobile technology.

WinS indicators are included in most Education Monitoring Information Systems (EMIS) to a varying extent. Most countries around the globe have not yet included the new SDG indicators and reporting requirements into their national EMIS. The focus of data collection is supposed to shift from merely counting infrastructure (toilet facilities and access to water) to more quality-oriented indicators like functionality and management aspects. It is generally recognised that WinS monitoring plays a crucial role in tracking national progress, identifying challenges, making informed decisions, and ensuring adequate resource allocation. On school level, M&E can provide clear direction, be a driver for tangible improvements of WinS services and be a tool for self-assessment and learning, involving the school community at large.

Harmonised WinS indicators are important to allow national governments to establish baselines and monitor progress

towards the SDGs, thereby allowing for comparability between countries. Common indicators enable the JMP to develop global and regional estimates of WinS coverage. The integration of SDG WinS core indicators into national EMIS systems will improve the quality of many national monitoring systems by going beyond the simple presence or absence of infrastructure. This ensures that the normative criteria for the Human Right to Water and Sanitation are captured in WinS monitoring. All national EMIS should integrate the core and – where further monitoring resources are available – expanded questions on WinS for SDG reporting at country level. The basic principle of the WinS monitoring framework is progressive realisation of a basic service level with reporting on progress (see Fig. 1).

Figure 2 shows the 4 steps of the Three Star Approach (UNICEF & GIZ, 2013).

Oftentimes, however, there is a huge gap between national standards and realities on the ground. The Three Star Approach (see Fig. 2), developed by GIZ and UNICEF (2013), aims to bridge that gap by providing guidance on how the education sector can improve WinS services in all schools: by starting simple with existing resources available at the school and incrementally improving until national standards are achieved. The objective is to facilitate realistic and stepwise improvements in order to make usable facilities and practices in WASH universal features in all schools, even when in resource poor settings. This gradual approach of the Three Star Approach and the SDG WinS monitoring ladders are aligned.

b) MHM and infrastructure for special needs

Menstrual Hygiene Management (MHM) refers to the way in which women and girls deal with their menstruation. In 2012, JMP defined MHM as follows:

"Women and adolescent girls are using a clean menstrual management material to absorb or collect menstrual blood, that can be changed in privacy as often as necessary for the duration of a menstrual period, using soap and water for washing the body as required, and having access to safe and convenient facilities to dispose of used menstrual management materials. They understand the basic facts linked to the menstrual cycle and how to manage it with dignity and without discomfort or fear." (UNICEF & WHO, 2018)

Adolescence is a critical time to break cycles of poverty, address gender inequality and transform gender roles that can lay foundations for health and prosperity for all.

Generally, a comprehensive approach to MHM (in schools) must address five elements:

1. Accurate and culturally sensitive, pragmatic information;
2. Availability of menstrual hygiene materials;
3. Access to usable sanitation facilities providing privacy;
4. Availability of water and soap;
5. Safe disposal of used menstrual hygiene materials.

With the adoption of the SDGs in 2015, MHM as part of the broader topic of WinS plays a role for the achievement of several of the declared goals. MHM is implicitly addressed in SDGs 4 and 6, as well as being an essential element for the attainment of several other goals, including SDG 3 (health and well-being) and SDG 5 (gender equality).

While MHM and MHM-friendly infrastructure are not directly addressed in the SDG WinS core indicators and questions, certain core indicators can be used as proxies for girls' ability to manage their menstruation at school.

Key Learnings on MHM from WinS ILE 2016

- Addressing MHM in schools can contribute towards transforming gender roles and improving education outcomes for girls; it is therefore an important element of WinS and a proxy indicator of progress in gender equality in education.
- All opportunities for monitoring MHM services as part of WinS, as well as strengthening the evidence for improvements in knowledge, attitudes and practices should be used to ensure MHM is achieving its desired goals.

Core indicators related to MHM ask for usability (see Fig. 3) of toilets, gender separated toilets and availability of handwashing facilities with water and soap. The availability of mentioned features corresponds to the SDG definition for "basic service" (see Fig 1). Expanded indicators specific to MHM inquire the furnishing of girls' cubicles (water and soap, covered bins for disposal) and equipment of the schools (disposal mechanism, bathing areas, MHM materials like pads, provision of information on MHM) ("advanced service", see Fig. 1).

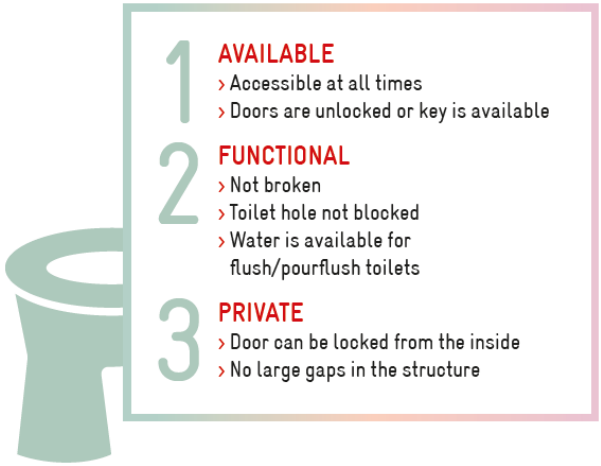


Figure 3 shows the Sanitation Usability Concept (GIZ & UNICEF, 2016).

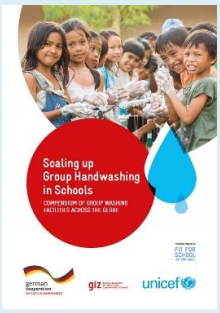
In a similar manner, inclusive WASH is addressed in SDG targets 4.5, 4.a, 6.1 and 6.2 when facilities are designed to be disability and gender sensitive and access to water and sanitation is granted to all, including those in vulnerable situations. Inclusive WASH is further mirrored in three of 31 expanded questions of JMP's *Core Questions and Indicators for WinS Monitoring* (2016). An accessible toilet for those with limited mobility or vision, for example, is featured without stairs or steps and provides sufficient space (door and cubicle). Toilets for children are equipped with age appropriate handrails and adapted to children who may have difficulty squatting. The same applies to handwashing facilities, where the tap should be operable by feet.

c) Behaviour Change and Handwashing

Handwashing with soap is a key hygiene behaviour that must be part of WinS interventions aimed at forming lifelong habits, as it is one of the most effective interventions to prevent infectious diseases (Burton et al., 2011).

Scaling up group handwashing in Schools

The Compendium of Group Washing Facilities aims to inform and inspire WASH practitioners, schools and their communities to strengthen healthy practices and ensure a healthy learning environment for children. It comprises examples from Afghanistan, Cambodia, Fiji, India, Indonesia, Kiribati, Lao PDR, Liberia, Mali, Nigeria, Philippines, Tanzania and Zambia.
Presented designs include the entire span of possible existing facilities reflecting different circumstances, necessities and resources of school communities.



If children adopt regular hygiene behaviour at an early age, they develop to be healthier and less prone to be infected with diseases. This increases their school attendance and ultimately fosters their cognitive development, school performance and economic future (UNICEF, 2010). Making handwashing a habit is therefore an important goal of WinS programmes. However, evidence shows that this hygiene practice is generally one of the key bottlenecks of WinS. Reasons for low handwashing rates may be related to unusable facilities, insufficient supplies such as lack of soap, or to low awareness and weak social norms, as well as a lack of supervision and compliance.

Handwashing habits are improved through a combined effort of increased knowledge, provision of an enabling environment as well as organisational and systems improvements, including the regular supply of water and soap. Habituation processes need to be reinforced beyond the family customs which are usually the first contact children have with handwashing. Therefore, educational institutions like preschools, kindergartens and schools should establish routines of practising healthy habits. Especially group handwashing prior to eating in school, using appropriate facilities, allows for practising what is being taught at school. To enable group handwashing in schools, a variety of facilities have been built in different countries around the globe. Group handwashing is part of the Three Star Approach, is included in the expanded SDG WinS questions and indicators and should be encouraged wherever appropriate.

d) O&M and Resource Mobilisation

Operation and Maintenance (O&M) of WASH facilities are key aspects of providing comprehensive WinS services – appropriate planning, management and resource allocation can sustain usability of facilities over time. This leads to two basic insights: firstly, the mere presence of facilities does not automatically mean that they are useable; secondly, improving access to WinS by just increasing the number of facilities will fail if O&M of these facilities is not addressed at the same time. These fundamental recognitions have inspired the new JMP core questions and indicators for WinS under the SDGs.

The definition of basic WinS services includes usability (see Fig. 3) as a new dimension, to ensure that the essential aspects of O&M are captured. Approaches[1] to O&M can contain guidelines and kits for usage of facilities, cleaning of facilities and maintenance of facilities:

1. Use it

Usage Guidelines: students know how to appropriately use and clean toilets upon orientation by teachers who encourage handwashing.
User's Kit: toilet brush, trash bin with cover, dipper and bucket.

2. Clean it

Cleaning Guidelines: school heads are advised to assign supervision teachers who manage usability of the toilets and oversee duties of cleaners. Students can be assigned appropriate tasks to contribute to toilet cleanliness (however, not as a punishment).

[1] For further information see Fit for School (2017). WASH in Schools Operation & Maintenance Manual https://www.susana.org/en/knowledge-hub/resources-and-publications/library/details/3054

Cleaner's Kit (material per 3 cubicles): Floor mop, bucket, 2 brooms, brush, 10 sponges, 5 pairs of gloves, 2 face masks, bleach.

3. Maintain it

Maintenance Guidelines (simple tasks to be included into daily school cleaning routines): Students can refill water and check on the cleanliness of toilets, both of which simultaneously raise awareness. Simple repairs can be done immediately and regular maintenance inspection must be scheduled. Contractors should take care of heavy repairs and all maintenance and repair activities should be documented.

Maintainer's Kit: Screwdriver, toilet pump, hammer, 2 pipe wrenches, hook locks, 1 can sealing agent, 3 Teflon tapes, extra faucets, and paint.

Having a clear understanding of expected O&M costs as part of WinS running costs allows for a shift in thinking from what is available to what is required to operate and maintain WinS. Estimating necessary resources is the basis for budget allocation and resource mobilisation. Costs of infrastructure depend on their sophistication, i.e. a pour flush latrine is certainly more costly than a pit latrine and the WASHaLOT or Tippy-Tap facilities are low cost compared to basin and faucet.

School Based Management (SBM)

SBM is a management approach where the school head in partnership with the local community, is empowered to make decisions regarding contextualization of the curriculum, school improvement planning, resource mobilisation and school-level capacity programmes for teachers.

The management of O&M is equally important to ensure that facilities remain usable. Therefore, processes and capacities of school-based management with the school principal as an engaged and empowered leader including the school community is key to success.

6 Established approaches and lessons learnt

a) SuSanA WinS Case Story Collections (Vol I & II)

The publications highlight WinS best practices by SuSanA partners. Both Volume I and Volume II can be found in the references section of this document and on the SuSanA website. The stories cover WinS approaches and initiatives around the world, range from at scale government programmes to local initiatives and focus on specific topics within WinS (e.g. MHM). Moreover, case stories show that business or income generation can play a major role for the financial sustainability of the WinS projects, making them a precondition for upscaling.

a) WinS @ SuSanA Thematic Discussion Series

The first Thematic Discussion on the SuSanA forum focused on "Managing WASH in schools: is the education sector ready?" and highlighted experiences from many different countries. This was followed up by a second online discussion on MHM in schools (SuSanA, 2018).

b) WinS International Learning Exchanges (ILE)

WinS contributes to fulfilling the right of every child to health, education, and dignity. South/East Asian and Pacific regions are making progress on WinS, but the SDG challenge of universal coverage requires sustained commitment and strong partnerships. UNICEF and GIZ initiated the WinS International Learning Exchanges (ILE) in 2012. Since then the event has grown into an important annual exchange platform for WinS stakeholders and practitioners from governments and WASH partners; meetings were held in the Philippines, India, Lao PDR, Sri Lanka, Indonesia and Myanmar. An extensive report exists from the 5th ILE on WinS in Jakarta which was hosted by the Indonesian Ministry of Education and Culture (MoEC). The event brought together 160 participants from 16 countries of the South/East Asian and Pacific regions. There, representatives from government ministries, international organisations and research institutions exchanged ideas with invited WASH experts from the respected networks of GIZ and UNICEF.

KEY Acknowledgements from 5th WinS ILE, 2016

- Education sector plays crucial role in managing, maintaining, funding and monitoring WinS
- Focusing national attention on WinS requires strong political will and leadership, facilitated by regional and global cooperation
- Access to WinS is an integral part of every child's right to water and sanitation as anchored in the United Nation's Human Right to water and sanitation
- The SDGs, SDG 4 and 6 in particular, provide new momentum and unique opportunities to strengthen all elements required for successful implementation so that the targets of universal access to basic WinS become a reality by 2030.

7 WinS interlinkages

a) WinS and Health

Poor WASH remains the main cause of faecal-transmitted infections (FTIs), including cholera and diarrheal disease. Each year, an estimated one in three school-aged children in the developing world are infested with worm-related diseases like Schistosomiasis and helminths. Among children under 14, more than 20 per cent of deaths and years lived with disabilities are attributable to unsafe water, inadequate sanitation or poor hygiene.

To improve the wellbeing of children, and to fulfil their rights to education and health, safe and adequate drinking water must be in place, sanitation facilities, including handwashing stations and supplies, must be accessible, gender segregated, age appropriate and secure for all children, including those with disabilities.

b) WinS and Nutrition

Lack of access to WASH can affect a child's nutritional status in many ways. Existing evidence supports at least three direct pathways: via diarrhoeal diseases, intestinal parasite infections and environmental enteropathy. WASH may also impact nutritional status indirectly by necessitating walking long distances in search of water and sanitation facilities and diverting a mother's time away from child care (Fenn et al., 2012). According to the most recent global burden of disease estimates, access to improved WASH could prevent 361 000 diarrhoeal deaths per year among children under 5 years of age, representing 58% of the total diarrhoea deaths in this age group (Pruss-Ustun et al., 2014).

Malnutrition, iron and zinc deficiencies are major nutritional shortfalls from which pre-school and primary school children suffer. This makes a good case for WinS linked to school gardens with three main objectives: 1) an educational objective to teach children about growing healthy foods; 2) a nutritional objective to provide children with healthy food and; 3) an economic objective to generate a supplementary income for schools (Drescher, 2002; Morgan and Shangwa, 2010).

One of the advantages of choosing those types of WASH technologies which emphasise reuse of treated excreta (such as urine diversion dehydration toilets (UDDTs), Arborloos and Fossa Alternas) is that human waste can be used as fertiliser and soil conditioner after sanitisation (see Richert et al., 2010). Also, school children can be involved during the construction of these toilets.

Sanitised human excreta can be used for nutrient recycling in school gardens, where children can be taught how to grow their own vegetables (see Morgan and Shangwa (2010) for examples in Zimbabwe). Biogas produced from human waste and other organic matter in biogas digesters can be used for cooking in the school kitchen. Treated wastewater can be applied in the school garden for irrigation.

If the local socio-cultural norms do not support the reuse of excreta, additional awareness raising is necessary through demonstrating the nutritional and economic benefits for the schools. Planning needs to be done in collaboration with school staff and adjacent farmers to investigate possibilities for transport and use of urine and treated faecal matter on nearby farms.

8 Guiding Principles in WinS Programming

a) Programming Guidelines

At the WinS partnership network meeting at the 2017 Water and Health Conference at UNC/Chapel Hill, the participants agreed on principles which should guide the development of WinS programmes worldwide.

General Factors for Programme Guidance:

The following programming principles or ways of working (abbreviated as GRADE) should guide the development of WinS programmes worldwide:

- **G**UIDE: Provide clear implementation guidance
- **R**EWARD: Recognise and reward WinS improvements
- **A**CTIVATE: Take one step at a time
- **D**EMONSTRATE: Learn by doing (More practising WinS – less teaching it)
- **E**ASY: Make WinS easy

GUIDE: Governments need to define and release a WinS policy including implementing guidelines and clarification of responsibilities on all levels, context appropriate instructional material, monitoring tools and encouraging active participation of pupils at the school level.

REWARD: WinS programmes run better when performance on WinS is being measured and good performance is being rewarded as achieving benchmarks starts a healthy competition with as many winners as possible.

ACTIVATE: It is good to take one step at a time and set manageable priorities. Schools should be encouraged to begin with small improvements and use the resources which are locally available. This will already make a difference and encourage the next step. A stepwise approach to reach national standards is highly encouraged (e.g. the Three Star Approach).

DEMONSTRATE: Hygiene behaviour change will happen through practising not through education. The development of healthy routines, with hygiene behaviour linked to certain group events (e.g. always prior to eating) creates demand and strengthens the supply of WinS.

EASY: Activities should be easy and simple as complex interventions overburden school personnel. Schools are

already overburdened and any additional programme beside conventional education in class needs to be convenient and beneficial.

While the GRADE system focuses on scaling up and sustaining WinS, country programmes are encouraged to use it and provide feedback on their experiences with the proposed principles. This will help to fine tune the system and eventually help more partner governments to use it for their WinS country programme (Monse & Venkatesh, 2017).

In addition, the participants agreed on three basic principles that should guide the work of development partners (including bilateral or multilateral agencies, international or local NGOs, community groups and the private sector) engaging with governments to support WinS.

1. WinS at scale planned from the start

As the framework for reaching SDG targets places emphasis on reaching ALL schools and leaving 'no child behind', scalability should be integral to the design of WinS. Focus should be on modelling interventions that work within the boundaries of what is doable for a context and available within the government and partners' financial and manpower resources and within the absorptive capacity of the government structure. Given the certainty that external assistance has to end at some point, it is essential to limit the support to interventions that can be implemented, financed, and sustained by the government in hundreds and thousands of schools.

WinS does not start with high investments. First steps start with doable actions. Investments for WinS should take into account the long-term maintenance and operation to ensure sustained use of WASH facilities.

2. WinS ownership with government

Ownership is based on the clear understanding that WinS support has to target the government's goals. The government's WinS targets are reflected in its policies. By aligning with government policy and supporting their efforts to align programmes of different partners, activities and resources can be more effectively coordinated and efficiently distributed.

3. Supporting WinS that is sustainable

As government processes take time, oftentimes development partners are tempted to take over roles, infuse resources, or create additional structures and processes. Providing temporary support may be effective as stopgap measures, but in the long run, these also create dependencies – making it unlikely for change to last. Each government agency has its own unique strengths and challenges. Learning to understand, support and strengthen them will help development partners mobilise existing resources and strengthen existing processes so that institutional change is sustained within the given context.

b) Further Factors

Children at the centre: Child-friendly facilities[2]

The involvement of children in the planning and design of both hardware and software is essential. Without a child-centred approach, the sanitation system may remain unused and unhygienic behaviours may prevail (such as open defecation and no handwashing).

Child-friendly facilities should (more details provided in IRC, 2007):

- Have appropriate dimensions for children to be able to use them correctly and at any time.
- Offer enough capacity and minimise waiting times, otherwise children may resort to open defecation.
- Use appropriate locations for young children considering cultural, environmental and practical aspects which encourage regular use.
- Address gender roles and needs, particularly those of adolescent girls during menstruation[3] (Wendland et al, 2012).
- Address the needs of children with special needs, particularly those with disabilities.

Multi-faceted approach to advocating and promoting WASH through skills-based education

Construction of WASH facilities alone is not enough to make significant impacts on health and livelihoods (World Bank, 2005). Based on the experiences of Community-led Total Sanitation (CLTS), advocating for sanitation purely on health benefits alone is also not enough to elicit change in behaviour and encourage households and pupils to adopt new behaviours (Kar, 2010). A multi-faceted approach which uses different concepts and methodologies to encourage people to assess their situation and find appropriate solutions is essential.

In schools, skills-based hygiene education which includes songs, drawings and in addition daily routines are more likely to reach a wider audience and raise the interest of more children including their parents. One successful example for a skills-based approach in terms of handwashing is the Fit for School programme in the Philippines (Benzian et al., 2012).

[2] A number of resources exist when planning child-friendly facilities. See for example: www.washinschools.info/

[3] This goes far beyond physical infrastructure but requires significant education and awareness for the girls and boys, too (see Wendland et al., 2012)

9 Conclusions

Successful and sustainable WinS has direct links to SDG 3 (Good Health and Wellbeing), SDG 4 (Quality Education), SDG 6 (Clean Water and Sanitation) as well as indirect links to SDG 1 (No Poverty), SDG 2 (Zero Hunger), SDG 5 (Gender Equality) and SDG 17 (Partnerships for the Goals). In order to assess national SDG achievements towards global indicators for WinS, harmonised definitions of WinS basic services (JMP) with related core questions and indicators have been agreed on. More and more ministries of education worldwide are integrating these JMP indicators into their national Education Management Information Systems (EMIS).

In addition, many countries have started using recognition-based country-specific WinS M&E Systems (e.g. the UNICEF/GIZ Three Star Approach for WinS), which are intended to incentivise action on school level, direct implementation as well as resources and measure improvements.

The examples mentioned in this document show how various considerations in different conditions have positive benefits for children in terms of improved attendance rates, better health and nutritional status as well as economic benefits. Likewise, approaches originating from behavioural change communication, such as group handwashing or costing tools for operators emerging from O&M experience can enhance WinS sustainably.

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This is the updated version 2018 of the Factsheet 2012.

What is SuSanA?

The Sustainable Sanitation Alliance (SuSanA) works towards a world in which all people have access to adequate sanitation, regardless of gender, age, income, culture or location.

SuSanA is an open network of people and organisations who share a common vision on advancing sustainable sanitation systems. The overall goal is to contribute to achieving the Sustainable Development Goals (SDGs), in particular SDG 6, by promoting a systems approach to sanitation provision.

SuSanA came into existence in early 2007. Since then, it has been providing a platform for coordination and collaborative work. Today, it connects more than 9,500 individual members and 335 partner organisations (NGOs, private companies, multilateral organisations, government agencies and research institutions) to a community of people with diverse expertise and opinions.

By supporting its partners in developing, accelerating and exchanging innovations, SuSanA also serves as sounding board for innovative ideas. In this way, it has contributed to innovative quality publications and products such as e.g. the SFDs (Excreta Flow Diagrams) and the Compendium of Sanitation Technologies in Emergencies (Gensch et al., 2018).

Compendium of Sanitation Technologies in Emergencies

The compendium provides a comprehensive manual and planning guide for sanitation solutions in emergency settings. It gives a systematic overview of existing and emerging sanitation technologies.

Finally, SuSanA contributes to policy dialogue through joint publications, meetings and initiatives.

How SuSanA works

SuSanA's most important assets are the knowledge, experience, creativity and energy of a large and diverse membership. SuSanA focuses on all the different dimensions of sustainable sanitation and the full spectrum of development contexts. It provides its members fora for discussion and analysis, structures to support collaboration, and a range of channels for effective communication.

SuSanA strives to be a true partnership, in which all members can have a voice and can all contribute. New members and organisational partners are welcome. Decision-making is achieved through reaching a broad consensus. Interactions within the network are creative, respectful and constructive.

SuSanA is guided by the SDGs. It provides policy advice, practical guidance and up to date knowledge about how to realise sustainable sanitation for all.

SuSanA's Vision

There are several billion people in the world who lack access to basic or to safely managed sanitation. The result is a public health crisis, with infants and young children being the most affected group.

The SDG 6 on sustainable water and sanitation management aims at giving access to water and sanitation to all by 2030. This is not just about achieving a narrow sanitation access target. The targets under SDG 6 address sanitation beyond toilets, including aspects of excreta management and reuse.

Furthermore, good sanitation, hygiene and wastewater management are fundamental to achieving many of the other SDGs. The SDGs and the broader 2030 Agenda for Sustainable Development make the work of SuSanA more important than ever.

Join SuSanA

SuSanA is open to anyone who wants to join and be active in the promotion of sustainable sanitation systems. Membership is open to any individual.

Members can receive updates on SuSanA activities and discussions that interest them, take part in the discussion forum, and become active in the thematic working groups.

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