Stockholm World Water Week 2016

**Topic:** SuSanA Working group 7 on WASH in Schools

**Time:** 9:00 – 10:30 am

**Moderators:** Belinda Abraham and Bella Monse

Introduction of two important publications: Making WASH in Schools more sustainable vol. 1 and 2.

- As a result of these publications, five sustainability criteria were proposed that are collated from cases around the world:
  1. Promote health and hygiene effectively
  2. Protect environment and natural resources
  3. Technically appropriate including operation and maintenance
  4. Financial and economically executable
  5. Socially acceptable and cultural appropriate

SDGs and WASH in Schools

- SDG 3: ensure healthy lives and promote well-being for all.
- SDG 4: ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
- SDG 6: Ensure access to water and sanitation for all.

Service ladders of WinS in the SDG: Advanced, basic, limited, no service → three areas: access to water (drinking), toilets (sanitation), hygiene.

Core point: education sector is responsible for WASH in schools → how is the education sector taking WASH on board and how can they manage it.

Tremendous work done last half year to formulate indicators for WinS, now 7 core indicators and 23 expanded indicators. Core indicators focus on drinking water, toilets and handwashing facilities.

Measuring? Currently, education sector is putting core indicators in EMIS and aggregate data at national level → Big chance to embark on education sector and help to get it done, completely new for them.

Reality in many schools around the globe → presentation of photos

**Activity: what does it take for better managed WinS?**

“Imagine you enter a school yard, see abandoned or non-functional toilets and observe the school environment. List down observations and categorise them”.

- Hardware related
- Software related (not only what you see but what is behind it)

<table>
<thead>
<tr>
<th>Hardware</th>
<th>Software</th>
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<tbody>
<tr>
<td>Destroyed facilities, broken, no paper no soap no bins</td>
<td>Vandalism cause of broken facility</td>
</tr>
<tr>
<td>Type of facilities: system, flush, sceptic tank</td>
<td>Managing supply (stock material and somebody has to be responsible) → soap, paper: habits, manage, planning</td>
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Issue of emptying is often lacking, issue of transportation etc.  
Handwashing facilities often destroyed  
Number of facilities constructed, the ratio issue  
Windows, ventilation and light  

<table>
<thead>
<tr>
<th>Problem</th>
<th>Lack/Issue</th>
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<tr>
<td>No communication between different actors</td>
<td>Lack of cultural awareness (e.g. influx of refugees)</td>
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<tr>
<td>Lack of cultural awareness</td>
<td>Unclear responsibilities, also regarding children!</td>
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<tr>
<td>Question of ownership</td>
<td>Dirty, smelly, dark, scary, kids don’t know how to use toilets. Management unable to keep up with teaching new children.</td>
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<td>Lack of change in attitude and ownership</td>
<td></td>
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<tr>
<td>Educator should be example</td>
<td></td>
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<tr>
<td>No motivation, sickness, no statistics</td>
<td></td>
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<tr>
<td>Sanitation as a taboo</td>
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<tr>
<td>Corrupti within schools and when it comes to construction of toilets →</td>
<td></td>
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<tr>
<td>money from ministry level at district level, procurement processes are</td>
<td></td>
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<tr>
<td>corrupt → poor construction</td>
<td></td>
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<tr>
<td>Vandalism and theft by parents/communities</td>
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<td>Lack of financial management</td>
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<td>Cleaning of toilets is observed as punishment</td>
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<td>Who is funding the O&amp;M in the long run?</td>
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<td>Insufficient focus on teachers (closest to teachers)</td>
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Core insight: The group came up with mostly software related issues!

Bella on the Three Star Approach: How to get from reality to national standards on WinS? Where to start without external funding? Start with small steps!

Challenge is to develop projects that do not depend on external funding. People do not create a sense of pertaining. The moment you come in as an outsider they are expecting money. But shouldn’t it come in terms of knowledge?

It is crucial to develop a so-called “Culture of cleanliness” → start with what you have but try to make it more appealing as well, e.g. think about a slogan like “helpy, happy, clean”.

Importance of toilet repair and maintenance.

Handwashing, no money? There are alternatives such as the tippy tap.

Bring drinking water → require kids to bring water to avoid dehydration.

Belinda: we have talked a lot about problems, now talk about solutions!!

What shifts are necessary to see the situation change?

Provocative statements

WinS needs less donor money and more time for internal processes with the education sector.

Support kids support them and then the process will happen. Kids are capable actors. Let’s start with the kids and support them to take responsibility. Change agents!

We want to make the topic of sanitation sexy!
Raise awareness among kids and teachers! Get kids and teachers to be the forefront, you don’t need anyone to clean your toilet but you should be the one doing it! Begin with ownership and then build the toilet!

Adopted at beginning of project, all plans should be shared with the government and it should not be on the donor side to raise awareness..

Put sanitation and WinS on the national agenda an find champions of change!

Hence we need certain “shifts” within WinS

From...

Hardware focus to software focus
Sanitation sector leading to education sector
Construction of toilets to management of WASH
Complex solutions to stepwise process
Reaching numbers to working on process
Limited reach to realistic scale-up

Announcement: Upcoming TDS → invitation to contribute to the discussion! Snapshot on current situation within WASH sector. Synthesize report will be published on SuSanA website.

Belinda.abraham@googlemail.com

CC: bella