Sustainable WASH in Schools – Is the Education Sector ready?

Reflections on the strategies to support the Education Sector to take on WinS

Working Group 7
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World Water Week
Introduction

- Your Name and Organisation
- Working experience in WASH in Schools?
- Have you worked with or in the Education Sector before?
Our starting point . . . Sustainable Sanitation Alliance (SuSanA) Working Group 7


- www.susana.org/en/resources/library
Five Sustainability Criteria are proposed, **collated from cases around the world** . . .

- Promote Health and Hygiene Effectively
- Protect Environment and Natural Resources
- Technically Appropriate including Operation and Maintenance
- Financial and Economically Viable
- Socially Acceptable and *Institutionally Appropriately*
The Sustainable Development Goals

Ensure healthy lives and promote well-being for all

• **3.3** By 2030, end neglected tropical diseases and combat water borne and other communicable diseases.
• **3.4** By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being.
The Sustainable Development Goals

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcome

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
The Sustainable Development Goals

Ensure access to water and sanitation for all

- **6.1** By 2030, achieve .. access to safe and affordable drinking water for all
- **6.2** By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, …
## Service ladders of WinS in the SDG

<table>
<thead>
<tr>
<th>Advanced service</th>
<th>Advanced service</th>
<th>Advanced service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Available when needed, accessible to all, free from contamination <em>(to be defined at national level)</em></td>
<td>Safe, clean, accessible to all, of adequate quantity, MHM facilities <em>(to be defined at national level)</em></td>
<td>HW facilities available at critical times &amp; accessible to all; MHM education &amp; products provided <em>(to be defined at national level)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Basic service</th>
<th>Basic service</th>
<th>Basic service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water from an <strong>improved</strong> source is <strong>available</strong> at the school</td>
<td><strong>Improved</strong> facilities, which are <strong>sex-separated</strong> and <strong>useable</strong> at the school</td>
<td>Handwashing facility with <strong>water and soap</strong> available to students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Limited service</th>
<th>Limited service</th>
<th>Limited service</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is an improved source (piped water, protected well/spring, rainwater, bottled water), but not available at time of survey</td>
<td>There are improved facilities (flush/pour flush, pit latrine with slab, composting toilet), but not sex-separated or not usable</td>
<td>Handwashing facility with water, but no soap</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No service</th>
<th>No service</th>
<th>No service</th>
</tr>
</thead>
<tbody>
<tr>
<td>No water source or unimproved source (unprotected well/spring, tanker truck/cart, surface water source)</td>
<td>No toilets or latrines or they are unimproved (pit latrines without a slab or platform, hanging latrines, bucket latrines)</td>
<td>No handwashing facilities at the school or handwashing facilities with no water</td>
</tr>
</tbody>
</table>
Reality in many schools around the globe
But who is responsible?
What does it take for better managed WASH in Schools (WiNs)?

Group work:

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 issues and
- Software related issues.
from...

- hardware focus
- Sanitation sector leading
- Construction of toilets
- Complex solutions
- Reaching numbers
- Limited reach

... towards:

- Software focus
- Education sector leading
- Management of WASH
- Stepwise process
- Working on processes
- Realistic scale-up
FIELD GUIDE:
The Three Star Approach for WASH in Schools

Simple • Scalable • Sustainable
National Standards:

- Sufficient # of toilets and facilities
- Safe Drinking water
- hygiene is observed

Reality in Schools:

- No or limited access to water and toilets
- Lack of hygiene behavior
- No or limited WinS funds

How to get there?
One ★ School
Requirements: Daily cleaning and hygiene routines

Two ★★ School
Requirements: Incremental improvements

Three ★★★ School
Requirements: Meeting national standards

Reality in Schools
Start with small steps!
Simple, clean with care and attention for children!
Culture of cleanliness
Toilet Repair and Maintenance

• A sanitation planner helps to establish a routine of cleaning and maintenance

• A “Toilet Repair Manual” is currently being developed.
Bring drinking water
Guiding Question

What is the specific role of the Education Sector and what support is needed?

Role of the WatSan/ WASH sector?
Strategies to Sustainability in WinS

• Sector Coordination among development partners and donors to support government to manage WinS.

• Avoid building more toilets or infrastructure as the first answer, rather build government accountability for WinS.

• Donors should invest in the process, not build more unmanaged facilities!

• WASH technical support should facilitate sustainable WinS but not manage or direct it.
Conclusion

- ‘WinS’ needs **less** donor money and **more** time for internal processes with Education Sector’
Thank you

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