

RAISING CLEAN HANDS

Call to Action for WASH in Schools Advocacy Pack 2010

WASH in Schools

reaches communities



peers


Improved
Hygiene
Practices

families


↓
communities



This advocacy pack has been developed to inform and support you in planning and conducting your own advocacy activities for raising the profile of WASH in Schools in your country or region in parallel with global advocacy efforts.

What's Inside

I.	About 'Raising Clean Hands' – Call to Action for WASH in Schools, 2010	4
II.	WASH in Schools – The Basics	5
	The Six Key Messages of the Call to Action for WASH in Schools	
III.	Key Facts about WASH in Schools – Four facts that can be adapted to your context	7
IV.	FACTS Worksheets for WASH in Schools – Designed for planning and sharing	9
	1. Children's health	
	2. School attendance and achievement	
	3. Gender equality and equity	
	4. Children are agents of change	
	5. Key dates: 2010 calendar of WASH in Schools events	
V.	Advocacy – Innovative ideas and specific steps for planning and implementing your Call to Action for WASH in Schools initiative	14
	A. Advocacy Planning Cycle: Essential steps	14
	B. Answer these key questions, then plan your activities:	15
	1. Identify the issues: What do we want to change?	
	2. Analyse the data: What do we already know, and what information Can we use? Table: Essential Steps in Managing WASH in Schools Programming	
	3. Set objectives: What are our specific advocacy objectives?	
	4. Identify targets: Whom do we want to influence?	
	5. Identify allies: With whom can we work?	
	6. Select tools and develop messages: How can we best reach our Targets?	
	7. Monitor and evaluate: How can we measure the impact of our Activities?	
VI.	Success Depends on You – A table of actions for stakeholders	20
VII.	Questions and Answers	23
VIII.	Resources	28
	A. Press Release Template	28
	B. Call to Action for WASH in Schools Website	29
	C. More Useful Websites	29

I. About ‘Raising Clean Hands’ – A Call to Action for WASH in Schools

Water, sanitation and hygiene education in schools – a strategic approach known as WASH in Schools – provides safe drinking water, improved sanitation facilities and hygiene education encouraging the development of healthy behaviours for life. WASH in Schools helps fulfil children’s right to health, education and participation, and enjoys widespread recognition for its significant role in achieving the Millennium Development Goals – particularly those related to universal access to primary education, reducing child mortality, improving water and sanitation, and promoting gender equality.

Despite this knowledge, WASH in schools programming is lagging. A survey conducted among 60 developing countries revealed that:

- Less than half of the countries have information on WASH in Schools coverage.
- Less than half of all primary schools have access to safe water and just over a third have adequate sanitation in countries where data are available. Even where facilities exist, they are often in poor condition.¹

Raising Clean Hands, the Call to Action for WASH in Schools, supports global efforts to make the vision shared by WASH in Schools partners a reality: ***a world where all children go to school and all schools provide a safe, healthy and comfortable environment where children grow, learn and thrive.***

The Raising Clean Hands Advocacy Pack is designed to equip WASH in Schools programmers with tools to secure commitments and mobilize action from governments and other stakeholders. All relevant advocacy materials, including a PowerPoint presentation that can be modified to fit your needs, can be found online at ‘Raising Clean Hands: Advancing Learning, Health and Participation through WASH in Schools’, www.washinschools.com.

The central objective of the Call to Action for WASH in Schools is to prioritize investments in water, sanitation and hygiene within health, education and water sector allocations while improving access to quality education and preventive health measures.

Communications will play a vital role in achieving this objective. The overarching communications objective is to raise awareness among specific audiences around the world about the key issues associated with WASH in Schools – education, health, the environment and climate change, social and economic development, and gender equality.

For the primary target audience of politicians and government officials, particularly aid administrators, this strategy is designed to increase substantive awareness, ideally leading to decisive action in support of improved WASH in Schools. For the general public, the secondary target audience, the strategy seeks to communicate the importance and many benefits of WASH in Schools programmes and their role in increasing access and sustaining services in schools. WASH in Schools communication also considers the media as an essential audience

¹ Unless noted otherwise, all source references for the facts and figures in this Advocacy Pack can be found in the Joint Call to Action 2010 flagship publication, *Raising Clean Hands: Advancing Learning, Health and Participation through WASH in Schools*. The PDF can be downloaded at www.washinschools.com.

because the dissemination of information and the formation of public opinion often result from media involvement.

II. WASH in Schools – The Basics

The main purpose of WASH in Schools programming is to improve the health and learning performance of school-aged children and their families by reducing the disease and illness that result from poor water and sanitation. Every child-friendly school should have appropriate and healthy WASH in Schools facilities, complemented by effective hygiene education.

The impact of poor sanitation, poor water quality and supply, and inappropriate hygienic behaviour is known to be disastrous for infants and young children, and is a significant cause of death among of children under 5 years old. But it also has a terrible impact on the **health of school-aged children**. Although older children are less likely to die because of disease related to inadequate water, sanitation and hygiene, they nevertheless suffer high rates of WASH-related illness.

Children spend long hours in school, and the physical environment and cleanliness of educational facilities significantly determine their health and well-being. **Too often, schools are places where children get infected.** Diseases spread faster where many children gather for many hours a day in cramped spaces with limited ventilation, unsanitary conditions, no hand-washing facilities or soap, and toilets in poor repair. An efficient and successful WASH in Schools programme addresses hygiene and sanitation problems in schools by keeping the school environment clean and healthy.

WASH in Schools focuses on the fact that schools have an important roles in protecting children and their families from disease and illness due to poor water and sanitation. Through the development of hygiene-related **life skills**, and by **mobilizing and involving parents, communities, governments, institutions and children** to work together on improving conditions in schools, children's performance and participation is enhanced and increased.

WASH in Schools can follow many approaches and be based on different cultural insights, environmental and social realities, but it should always include:

- a. Provision of sustainable supplies of safe water for drinking and cleaning, as well as child-friendly toilets, urinals and hand-washing stands.
- b. Fully integrated life skills-based education that focuses on key hygiene behaviours for schoolchildren and uses participatory teaching techniques.
- c. Outreach to children's families and to the wider community.

If efficiently and effectively implemented, the benefits of WASH in Schools programmes enable students to:

- ✓ Be more healthy.
- ✓ Perform better in school.
- ✓ Positively influence hygiene practices among their family members in their homes and in the wider community.
- ✓ Learn to observe, communicate, cooperate, listen, and make and carry out decisions about their own hygiene conditions and practices, as well as those of their friends and

younger siblings whose hygiene they care for – all skills they will be able to apply in other aspects of life.

- ✓ Change their hygiene behaviour now and have better hygiene practices in the future when they may become parents, teachers and leaders.
- ✓ Learn about their physical and emotional changes during puberty, and understand menstrual hygiene, which will help girls avoid discomfort, odour, and urinary and vaginal infections, and encourage girls to come to school during menstruation.
- ✓ Practice equal division of hygiene-related tasks such as cleaning toilets, fetching and boiling water, and taking care of sick people.

The Six Key Messages of the Call to Action for WASH in Schools

1. **Increase investment in WASH in Schools**, mobilizing resources to secure children's health, now and for generations to follow.
2. **Engage those who set policies** at the global, national, sub-national and local levels to support WASH in Schools. Widespread communication and advocacy will be vital to establishing national plans of action and bringing all stakeholders from the health, education, WASH, nutrition and food security sectors to act together to fulfil the promise of good water, sanitation and hygiene in schools.
3. **Involve multiple stakeholders** – community members, civil society advocates, media, students, school staff, local and regional authorities, national ministries of education, water and health, non-governmental organizations and public-private partnerships – in the cooperative plans and actions that sustain WASH in Schools.
4. **Demonstrate quality WASH in School projects** that yield a healthy school environment. Sustainable programmes enhance children's capacities to learn and achieve. These programmes incorporate construction, maintenance or rehabilitation of child-friendly water and sanitation facilities, hygiene education to change behaviour, and participation of students, teachers, administrators and the neighbouring community.
5. **Monitor WASH in Schools programmes** to ensure accountability and evaluate progress. The global goals for WASH in Schools will not be reached unless programme coverage is included in existing national and global data-collection systems, such as education management information systems (EMIS), and mapped out on a continuous basis.
6. **Contribute evidence** that provides a solid base for informed decision-making and effective distribution of funds. Gathering and sharing comprehensive data, disaggregated by gender, access and quality of services, will equip policymakers with indispensable tools and provide project participants with valuable guidance.

III. Key Facts about WASH in Schools

These four key facts can be adapted as appropriate in various settings:

(1) Children’s health improves with WASH in Schools. Schools with quality WASH programmes can effectively reduce the transmission of disease. More than 40 per cent of diarrhoea cases in schoolchildren result from transmission in schools rather than homes. Studies in schools in India, Kenya and the United Republic of Tanzania reveal that less than 2 per cent of children wash their hands with soap, and in schools, less than 5 per cent of facilities had soap available at the time of the visit.

Worm infestations among schoolchildren are another major barrier for schoolchildren to reach their full potential in education and beyond. Worms affect an estimated 400 million school-aged children in the developing world. Chronic hookworm infestations are associated with reduced physical growth and impaired intellectual development, and children enduring intense infestations with whipworm miss twice as many school days as their infestation-free peers.

(2) WASH in Schools increases school attendance and cognitive development. Education and health are inseparable. Nutrition deficiencies, diarrhoea and worm infestations are all related to poor WASH – and all affect school participation and learning. WASH in Schools is a first step towards ensuring a healthy physical learning environment. Schools with quality WASH programmes can effectively increase attendance and learning outcomes.

Project evaluations and research found a 15 per cent increase in attendance in Bangladesh when water was available within a 15-minute walk compared to one hour or more. A programme in Chinese primary schools to promote hand washing by the continuous provision of soap and the selection of a ‘student hand-washing champion’ resulted in healthier children who had 54 per cent fewer days of absence.

(3) WASH in Schools promotes gender equality and equity. WASH in Schools fosters social inclusion and individual self-respect by offering an alternative to stigma and marginalization. Girls in developing countries, for example, often report that issues related to managing menstrual hygiene cause them to be absent from school, frequently a first step towards dropping out altogether. A WASH in Schools evaluation in Kenya indicates that girls were absent less in schools where there was more hand washing and very high toilet use. Quality WASH in Schools programmes empower girls and female teachers.

WASH in Schools facilities, which have traditionally been designed for the ‘average’ child, now consider the fact that children have a wide range of abilities and needs. The additional cost of accessible facilities can be minimal if they are planned from the outset. WASH in Schools raises awareness about inclusive education and seeks to enhance accessibility of child-friendly facilities and services – bringing the large numbers of children with disabilities who are often excluded into the school community.

(4) Students are agents of change in their communities. Some 2.65 billion people live without access to proper toilet facilities, and 883 million don’t have access to safe water. This is a global crisis, and WASH in Schools can help mitigate the risks and overcome the challenges. Children are generally more receptive to new ideas than adults, and can more

easily change their behaviour and promote improved practices within their families and among their communities. As a result of students bringing the safe water message to their homes and families in a project in Malawi, for example, the community clinic reported a 35 per cent decrease in diarrhoeal disease cases in 2007.

Case Study 1: An innovative initiative for hand washing at school

As Sorel Fabiola Mbeutcha Yinkou, 12, rolled up her sleeves to prepare for a hand washing demonstration, other schoolchildren quickly surrounded her. “It’s important to keep our hands clean,” she explained, “especially after using the toilet, before and after each meal, and after playing outside.”

Sorel Fabiola began teaching other students about good hygiene at Oyack Group 1 Primary School in Douala, Cameroon, after the first Global Handwashing Day in 2008. A year later, she continued to round up children in the playground at meal and break times. She also encouraged her schoolmates to pass on these healthy hand-washing techniques to relatives and friends at home.

The Cameroon Ministry of Basic Education and Complexe Chimique Cameroon (CCC), a soap-producing company, has partnered with UNICEF to provide supplies in 300 schools across the country for this hand-washing initiative. To step up efforts, CCC also plans to distribute hygiene exercise books.

“Thanks to these facilities, children who get their hands dirty in the mud can easily clean them and protect themselves from germs,” stated Headmaster Joseph Ngwe. A total of 1,025 children now have access to the washing points at Sorel Fabiola’s school.

Source: United Nations Children’s Fund, ‘Cameroon: Children fight waterborne diseases in school and in the community,’ UNICEF West and Central Africa, Douala, Cameroon, 6 October 2009, www.unicef.org/wcaro/2009_3650.html, accessed 9 March 2010.

IV. FACTS Worksheets for WASH in Schools

WASH in Schools significantly reduces hygiene-related disease, increases student attendance and learning achievement, and contributes to dignity and gender equality. The FACTS Worksheets presented here are designed to share some of the globally known facts with you in a tabulated form – as well as to prompt some thought on your local supportive and mitigating factors concerning good WASH in Schools implementation.

You may use the second column to put in locally known facts on WASH in Schools programming. In areas where the local evidence base or data are lacking, you may consider prioritizing data collection and investing in studies and surveys needed to equip policy- and decision-makers with relevant advocacy tools.

At the end of each FACTS Worksheet there are blank rows. These ‘gaps’ are intended to highlight the need for increasing the evidence base on areas where we do not have much data at the global/national level. We encourage you to contribute to the database by adding and sharing new facts about WASH in Schools.



1. FACTS Worksheet: Children’s Health Improves with WASH in Schools

WASH in Schools is a first step towards ensuring a healthy physical learning environment. Schools with quality WASH programmes can lessen the spread of disease.

No.	Basic facts	Local facts (when possible, please fill in your local evidence base and facts)
1	A study showed that more than 40% of diarrhoea cases in schoolchildren result from transmission in schools rather than homes.	
2	A study in Kenya revealed that less than 2% of children in schools washed their hands with soap, which was available in less than 5% of facilities.	
3	Households that have hand-washing soap show a 53% lower incidence of diarrhoea among children under 15 years old.	
4	Studies show a 30% reduction in diarrhoea cases in facilities such as day-care centres and primary schools when hand washing is practised	
5	Washing hands with soap could reduce acute respiratory infections – including pneumonia – by 25%.	
6	Children are estimated to represent about one third (400 million) of the global soil-transmitted helminth (worm) burden.	
7	The highest rates of worm infestations are often in children between ages 5 and 15.	
8	Fewer than 20% of the school-aged children at risk were reached with deworming treatment in 2005 – far short of the World Health Assembly’s target to regularly treat 75% of children at risk by 2010.	
9	Transmission of soil-transmitted helminths can be controlled through regular treatment with mebendazole, hygiene education, and provision of water and sanitation facilities.	
10	<i>You can contribute to the WASH in Schools evidence base! We encourage you to add up-to-date and relevant facts to these worksheets.</i>	
11		

Sources: References for the first five items in this worksheet are found in the Joint Call to Action 2010, *Raising Clean Hands: Advancing Learning, Health and Participation through WASH in School*; the PDF can be downloaded at www.washinschools.com. For items 6–9, please see *Children Without Worms: Partnership for Treating and Preventing Intestinal Worms*, <http://www.childrenwithoutworms.org/>

2. FACTS Worksheet: WASH in Schools Increases School Attendance and Achievement

Education and health work in synergy. Nutrition deficiencies, diarrhoea and worm infestations are all related to inadequate water, sanitation and hygiene – and all affect school participation and learning.

No.	Basic facts	Local facts (when possible, please fill in your local evidence base and facts)
1	Adequate supplies of safe water, located near homes and schools, boost school attendance. Project evaluations and research found a 15% increase in attendance in Bangladesh when water was available within a 15-minute walk compared to one hour or more.	
2	Children in primary schools in Bogotá who reported proper hand-washing behaviours in school facilities were 20% less likely to report absenteeism than those in schools without good hygiene practices.	
3	A recent randomized impact evaluation of a deworming programme in western Kenya demonstrates that the worm burden in children contributed to 25% of overall school absenteeism rates.	
4	WASH facilities that have been traditionally designed for the 'average' child now consider the fact that children have a wide range of abilities and needs.	
5	The additional cost of accessible facilities can be minimal if child-friendly services are planned from the outset.	
6	<i>You can contribute to the WASH in Schools evidence base! We encourage you to add up-to-date and relevant facts to these worksheets.</i>	
7		

3. FACTS Worksheet: WASH in Schools Promotes Gender Equality and Equity

When schools have adequate WASH facilities – particularly toilets and washstands that provide privacy and facilitate menstrual hygiene – a major obstacle to girls’ attendance is removed.

No.	Basic facts	Local facts (when possible, please fill in your local evidence base and facts)
1	If no privacy is provided at sanitation facilities in schools, students may not use them, resulting in absenteeism rates that can reach 10–20% of school time.	
2	A WASH in Schools evaluation in Kenya indicates that girls were absent less in schools where there was more hand washing and very high toilet use.	
3	Research shows that for every 10% increase in female literacy, a country’s economy can grow by 0.3%.	
4	Girls do more sanitation- and water-related chores than boys.	
5	<i>You can contribute to the WASH in Schools evidence base! We encourage you to add up-to-date and relevant facts to these worksheets.</i>	
6		

Case Study 2: When bars of soap disappear, soapy water can solve the problem

After a revealing study among 55 pilot schools, in which only 2 per cent were found to have soap at hand-washing stands, SWASH+ (Sustaining and Scaling School Water, Sanitation, and Hygiene Plus Community Impact) decided to try something new. Soap dissolved in water! The trial results are summarized in the following table.

<p>Success in schools:</p> <ul style="list-style-type: none"> • 70% said soapy water was “economical” or “cheaper” than bar soap. • 80% reported that theft of soap had been reduced [after soapy water was introduced]. • 40% said that soapy water was easy to use. • 30% said soapy water lathers easily 	<p>Challenges in schools:</p> <ul style="list-style-type: none"> • 50% said soapy water is “misused” or “wasted” by students. • 30% said soapy water bottles were taken. • 30% thought the process of preparing soapy water was “cumbersome” or “takes time.” • 20% said soapy water bottles were losing their shape over time. 	<p>Suggestions:</p> <ul style="list-style-type: none"> • 30% of interviewees suggested “larger and stronger bottles” or “well-perforated bottles from the supermarket.” • 30% said bottles need to be secured or locked to the hand-washing station to prevent theft or being knocked down.
--	--	--

Source: SWASH+, ‘Soapy Water: When bar soap disappears at schools is soapy water the answer?’, Center for Global Safe Water at Emory University, Rollins School of Public Health, Atlanta, GA, USA, open PDF at www.swashplus.org/Documents/Summary%20-%20Soapy%20Water%20March%20'09.pdf.

4. FACTS Worksheet: WASH in Schools Reaches the Community because Children Are Agents of Change

Directed engagement with students can lead to community adoption of good WASH behaviours and technologies as well as promote improved health. Because children are agents of change, education for good hygiene practices in schools links students, families and communities.

No.	Basic facts	Local facts (when possible, please fill in your local evidence base and facts)
1	Children are fast learners compared to adults.	
2	Children are role models.	
3	Teachers are influential.	
4	<i>You can contribute to the WASH in Schools evidence base! We encourage you to add up-to-date and relevant facts to these worksheets.</i>	
5		

5. FACTS Worksheet: Key Dates – 2010 calendar of WASH in Schools events

A number of special events during 2010 are communications opportunities for the Call to Action for WASH in Schools. A few examples are given in the table below. You are encouraged to add national or global events that could reach out to a wider audience.

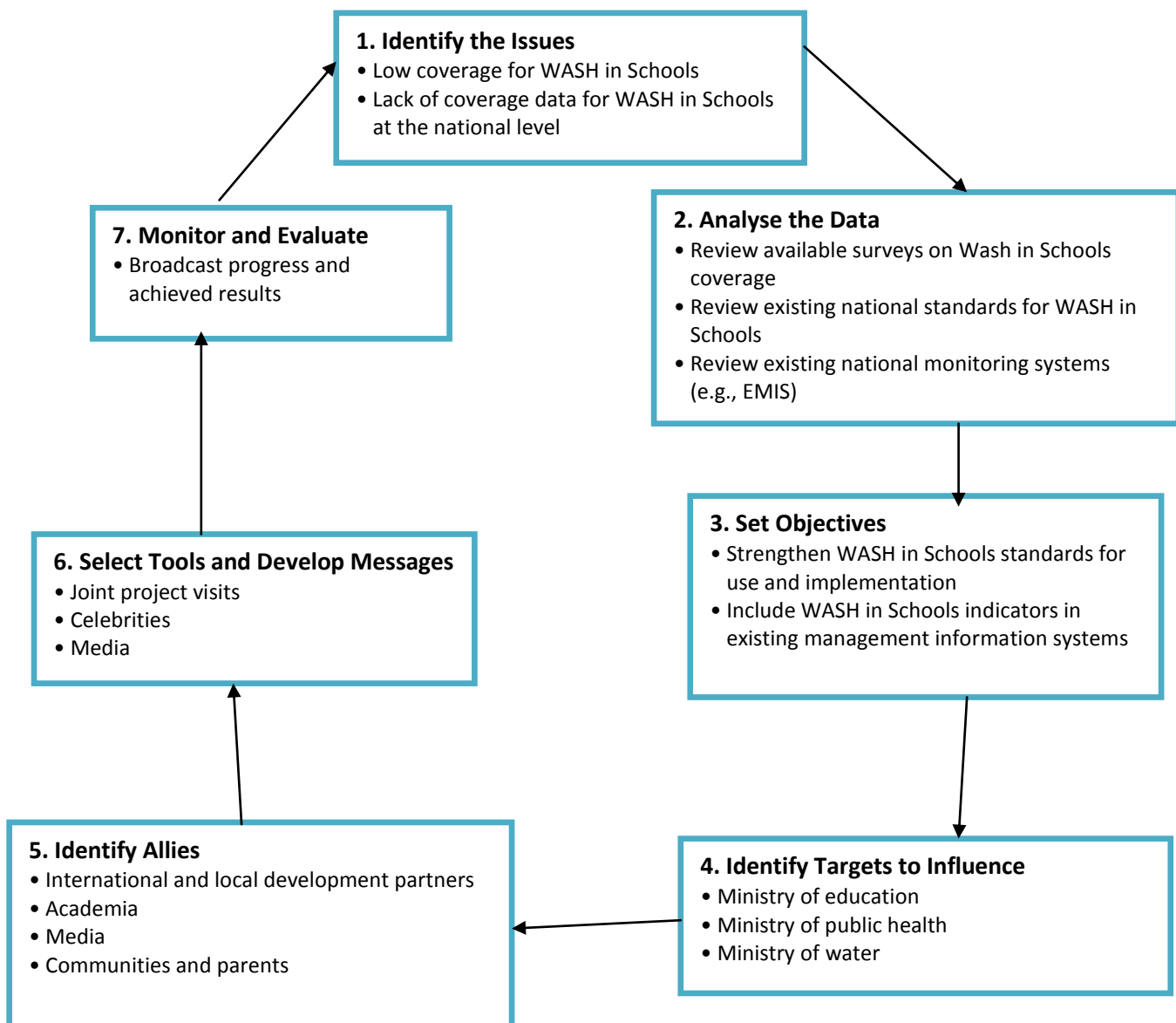
No.	Month	Selected global events	National events (please fill in as appropriate)
1	April	3-6 April 2010 > Official launch of <i>Call to Action for WASH in Schools</i> , Dubai International Humanitarian Aid Development Conference (DIHAD)	
2	May	17-21 May > United Nations Girls' Education Initiative (UNGEI) 10th Anniversary, Global Conference, Dakar	
3	June	June-July > 1Goal: Education for All, FIFA World Cup Campaign	
4	July		
5	August	12 August > United Nations International Youth Day	
6	September	5-11 September > World Water Week, Stockholm, Annual Meeting organized by the Stockholm International Water Institute	
7	October	15 October > Global Handwashing Day	
8	November	19 November > World Toilet Day 20 November > Universal Children's Day, United Nations	
9	December		

V. Advocacy – Innovative ideas and specific steps for planning and implementing your Call to Action for WASH in Schools initiative

A. Advocacy Planning Cycle: Essential steps

Advocacy is the process of managing information and knowledge strategically to change and/or influence policies and practices that affect people’s lives, particularly among those who are marginalized and disadvantaged. Effective advocacy work relies on good planning. The advocacy planning cycle below shows the most important steps in planning and implementing advocacy work.

It is essential to plan your advocacy activities systematically. Although each of these steps should be adapted to local context and practices, some of these elements are often neglected, making it difficult to measure the impact and effectiveness of advocacy efforts.



B. Answer these key questions, then plan your activities

1. Identify the issues: What do we want to change?

Positive policies are required at all levels – national, district, local and school – to encourage and facilitate appropriate facilities for water and sanitation as well as hygiene education programmes in schools. A supportive policy environment will allow stakeholders at the district and school level to establish effective governance and management to plan, fund, implement and coordinate improvements.

Achieving WASH in Schools is possible – we know what needs to be done. Start by using this advocacy pack’s information to identify which of these issues are most pressing in your local and national context. In order to develop positive policies, we also need data on coverage status, and we need to improve the local evidence base on the impact of WASH in Schools programming on health and absenteeism, which will in turn better equip us in identifying relevant policies.

2. Analyse the data: What do we already know, and what information can we use?

The table below presents the essential steps in managing WASH in Schools programmes at the national, district and local (school and community) levels. The three levels are intended as a general illustration of how related activities are required at different levels. In any given context, the way in which these activities are organized will depend on country-specific arrangements. But, in general, standards are set at the national level, ideally with input from local communities, and are used at district and local levels to set and work towards specific targets.

Essential Steps in Managing WASH in Schools Programming

Step	National level	District level	Local level (school and community)
1	Review existing national policies and ensure that there is a national policy framework that is supportive of improved water, sanitation and hygiene (WASH) conditions in schools.	Raise awareness of water, sanitation and hygiene in schools among key stakeholders at the district level.	Mobilize support from teachers, schoolchildren, families and other local stakeholders to achieve and sustain a healthy school environment.
2	Ensure that appropriate national bodies exist for setting and monitoring standards.	Ensure that an appropriate body or service exists at the district level for overseeing compliance with standards. Try to incorporate all entities and organizations working on WASH in Schools in the district.	Create an appropriate body to oversee the implementation of standards in the school.
3	Review national standards and add to them if needed. Ensure that there is an effective regulatory framework that encourages and supports compliance.	Ensure that the national regulatory framework is reflected in appropriate guidance and support for compliance at the district level. Use appropriate guidelines where standards do not exist.	Define a set of targets, policies and procedures for implementing national standards and/or guidelines in a way that reflects local conditions. Define how targets, policies and procedures will be applied.
4	Provide expertise and resources for assessment and planning at the national level.	Provide expertise and resources for assessment and planning at the local level.	Assess existing conditions, consult local stakeholders (including school staff and local community members) and plan improvements and new developments.
5		Provide locally appropriate plans and specialist input for new structures and improvements to existing structures.	Plan required improvements or new developments, with specialist technical input if necessary.
6	Promote, provide and/or facilitate funding for national programmes.	Promote the allocation of funding for planned improvements and new developments.	Guarantee funding for planned improvements and new developments.
7	Monitor developments at the national level and promote consistent application of standards in all districts.	Ensure oversight of improvements and new developments to apply appropriate standards consistently in all schools.	Oversee implementation of planned improvements and new developments.
8	Ensure that water, sanitation and hygiene components are adequately reflected in the education management information system (EMIS) at the national level.	Monitor ongoing conditions in all schools and promote remedial action where required.	Monitor ongoing conditions and ensure remedial action where required.
9	Provide training and information materials appropriate for a range of school settings. Ensure appropriate curriculum for teacher training.	Provide appropriate training and information to teachers, school directors and extension agents.	Provide advice and training to staff, schoolchildren and parents.

3. Set objectives: What are our specific advocacy objectives – and how can we make them ‘SMART’?

As for any project or programme objectives, advocacy objectives should be **SMART**:

Specific – What exactly do you want to happen?

Measurable – Will you know when you’ve achieved your goals?

Achievable – Is it possible to achieve objectives given your resources and time?

Relevant – Do your goals address the real problems, and are they relevant to all stakeholders?

Time-bound – When do you want your objectives to happen?

4. Identify targets: Whom do we want to influence?

Whom are we addressing – Community residents? Municipal authorities? Non-governmental organizations (NGOs)? Local or national politicians? The corporate sector? Your research and analysis on your advocacy issue will have identified specific local characteristics, including the major stakeholders you intend to reach and how changes take place in the arena in which they operate. The better you know and define your targets, the better you will be able to select the most appropriate advocacy tools and approaches to reach and influence them.

5. Identify allies: With whom can we work?

Start by gathering information on potential partners. Remember to reach out to less conventional groups. Approach a wide range of partners with an outline of activities and events to discuss, and agree upon their involvement and support. Discuss their participation by focusing on their self-interest and by stressing that supporting a good cause can increase their visibility in the community or with the general public. For example, when approaching actors in the private sector, review their Corporate Social Responsibility (CSR) strategy.

6. Select tools and develop messages: How can we best reach our targets?

There are numerous communications tools that can be used for good advocacy work, such as lobbying, project visits, petitions, posters, leaflets, newsletters, theatre, engaging artists and celebrities, working with the media – TV, radio and the press – and more.

You will usually combine several tools, but you need to look at a large variety of options first to find the tools with the biggest potential impact on your target groups. Then develop clear messages and transform your data and information into points your target audience can relate to. Sound bites, slogans or short claims work best: **“Water, toilets and soap for every school”** is a good example. Turn dry facts and statistics into easy-to-remember, clear messages and lively stories.

Along with pointing out problems related to poor WASH in Schools, emphasize the wide-ranging benefits of good water, sanitation and hygiene, and show how improving WASH in Schools is achievable in your local or national context. For example, explain to local politicians that investments in WASH in Schools will yield considerable benefits for the future of the country, which could help them at election time.

For the Call to Action for WASH in Schools, five short key messages have been developed – it is up to you to frame them according to the audience you plan to reach.

- **WASH in Schools is achievable!** WASH interventions that are culturally sensitive, affordable and community-based – with the active participation of children – will help accelerate access to clean water, adequate sanitation and hygiene education, improving health and dignity for all.
- **The evidence is clear – WASH in Schools makes a difference.** Every child deserves to be in a school that offers safe water, adequate sanitation, and hygiene facilities and education – essential elements for a school where children can learn, play and grow. Every day, classrooms are missing students who are sick from waterborne diseases. WASH in Schools has a positive impact on enrolment, retention and girls' attendance.
- **Children, as agents for change, take the good practices learned at school back to their homes and communities.** Hygiene is a key factor. Simple interventions such as hand washing with soap help reduce the risk of diarrhoea, pneumonia and other infectious diseases.
- **Women and girls bear the biggest burden of the world's failure to bring safe water, adequate sanitation and hygiene to the poorest people. Girls must take their rightful place in classrooms.** Without access to clean water, adequate sanitation and hygiene facilities in schools, attendance is difficult for girls, especially when they reach adolescence and begin to menstruate. WASH in Schools programmes empower girls and women to stay in school by providing them with safety and dignity.
- **WASH in Schools is an investment in schoolchildren and the health of future generations.** Access to clean water, adequate sanitation and hygiene are fundamental rights for all children, yet hundreds of millions of children worldwide still do not have access to these vital services.

7. Monitor and evaluate: How can we measure the impact of our activities?

To monitor and evaluate advocacy work, clear objectives need to be determined at the outset. Your objectives will serve as yardsticks against which to measure success. During the planning phase, indicators for success should be defined for all your objectives. If your objective is to increase WASH in Schools coverage in a certain area, your indicators could be “more money from local or national governments” and an “increase in the number of schools having access to and sustaining WASH in Schools facilities and programmes.”

Indicators should be drawn up for all aspects of the work: **inputs** (time, resources); **outputs** (meetings, visits, reports); **outcomes**, which are the result of your outputs (press coverage, debates in parliament, changes in policy); and **impact** (for example, the effect of policy change on the school budget for improving WASH facilities).

Outcomes and impacts are more difficult to measure, but they are ultimately the most important aspects of the evaluation of your advocacy work. Building in a regular self-assessment exercise will enable you to shift focus if necessary. Ask yourself: Did our message(s) reach the key audiences? Did we use the data in a compelling way? What else can we do to reach our objectives? How can we use our financial resources more effectively?

If no 'hard' quantitative data are available for measuring the outcomes and impact, record whatever evidence is available as systematically as possible. Presenting a rational argument for the plausible impact, based on what has been achieved to date, is sometimes all that can be done.



VI. Success Depends on You – A table of actions for stakeholders

Although governments, donors, international organizations and civil society may have the front-line role in efforts to accelerate the scaling up of WASH in Schools programmes, many other individuals and groups also have a stake in the success of the Call to Action for WASH in Schools campaign. The following stakeholders' involvement will determine the success of WASH in Schools programmes at various levels, thus it is crucial to outline their roles and responsibilities.

Who will be involved?	What we can do to support WASH in Schools!
Politicians	<p>As a politician, you can</p> <ul style="list-style-type: none"> » Lobby with government at various levels for WASH in Schools programmes. » Speak in parliament, public forums, election meetings and seminars in favour of the programme to help build a favourable national policy environment. » Include WASH in Schools curricula and teacher training (including in-service) programmes in education sector funding and policy. » Promote life skills-based approaches to behaviour change in schools as part of extra-curricula activities. » Encourage ministries of education, health, water and finance as well as other sectors to collaborate for improved WASH in Schools. » Promote gender equality through WASH in Schools by providing separate toilets for girls and boys, and by addressing menstrual hygiene management through school curricula.
Media	<p>As a member of the media, you can</p> <ul style="list-style-type: none"> » Build an environment in favour of WASH in Schools programmes through disseminating, writing and broadcasting success stories. » Use baseline and impact data to convey to readers, viewers and listeners the benefits of WASH in Schools programmes. » Interview children, parents, teachers and community leaders and record their experiences with WASH in Schools.
Businesspeople	<p>As a businessperson, you can</p> <ul style="list-style-type: none"> » Ensure that schoolchildren get all the necessary health interventions, including deworming treatment, because a healthy child is most likely to become a healthy adult. » Contribute to the installation of safe water and child-friendly sanitation facilities, including washstands, for boys and girls separately and ensure that soap is provided. » 'Adopt' a school or several schools by supporting WASH in Schools interventions.
Religious leaders	<p>As a religious leader, you can</p> <ul style="list-style-type: none"> » Help congregants understand the health benefits of better water, sanitation and hygiene by describing the relationship between WASH-related diseases and children's health. » Use moral authority to encourage behavioural change and theological input. » Promote and encourage girls' education and regular attendance in school. » Promote separate toilet facilities for girls and boys in schools.

	<ul style="list-style-type: none"> » Promote and encourage participation by community members and parent-teacher associations (PTAs) for WASH in Schools programmes. » Encourage religious schools to implement quality WASH in Schools programmes.
NGOs	<p>As a non-governmental organization, you can</p> <ul style="list-style-type: none"> » Make WASH in Schools a priority programme in your organization's agenda. » Provide support to communities to understand the importance of WASH in Schools interventions. » Ensure that children and young people participate in decisions and actions pertaining to water, sanitation and hygiene education for schools, to enable them to be agents of change in their homes and communities. » Support water supply, sanitation and hygiene interventions.
School administrators and PTAs	<p>As a school administrator or member of a PTA, you can</p> <ul style="list-style-type: none"> » Allocate essential funding for operation and maintenance of WASH in Schools facilities and programmes. » Ensure availability and use of soap at all times. » Promote hygiene promotion on a regular basis » Provide space for children and teachers to engage in hygiene promotion activities. » Manage WASH in Schools facilities for long-term sustainability.
Teachers	<p>As a teacher, you can</p> <ul style="list-style-type: none"> » Teach children to use toilets properly and wash their hands with soap for a healthy life. » Encourage children to share hygiene messages in their families and neighbourhoods. » Ensure that students will consistently use, operate and maintain the school water and sanitation facilities. » Encourage peer-to-peer interaction for sharing hygiene education messages, including correct use of toilets and need for cleanliness of sanitation facilities. » Work with parents and PTAs to promote WASH in Schools.
Communities	<p>As a member of your community, you can</p> <ul style="list-style-type: none"> » Participate in WASH in Schools programmes and contribute labour or in-kind donations to installation of water and sanitation facilities, separate for boys and girls, in schools. » Encourage PTAs to contribute to making soap always available in schools. » Encourage families to send girls to school and ensure their regular attendance. » Build consensus to eliminate open defecation for better health of children and all who are living in the community.
Households	<p>As an individual within your household, you can</p> <ul style="list-style-type: none"> » Participate and contribute actively in WASH in Schools programmes. » Encourage children to participate in life skills-based activities to change hygiene behaviour. » Learn from children and improve hygiene behaviour, such as washing hands with soap after defecation and before eating, cooking and feeding young children. » Monitor children's hygiene behaviours and teach them to improve

	<p>their habits.</p> <ul style="list-style-type: none"> » Invest in a household toilet, hand washing with soap and point-of-use water treatment technology.
Children/Students	<p>As a student or young community member, you can</p> <ul style="list-style-type: none"> » Participate actively in WASH in Schools programmes. » Encourage peers to participate in life skills-based activities to change hygiene behaviour. » Monitor hygiene behaviours of peers and help them improve their habits. » Promote improved hygiene practices at home and within the community. » Monitor use of WASH facilities, and keep them clean and well maintained. » Explore alternative media for sharing your WASH in Schools experiences through the Internet, Facebook, Twitter, etc. » Teach better hygiene practices to your brothers, sisters and friends.

Case Study 3: UNICEF Malawi Urges Candidates for Parliament to Sign Up for a “Call for Action”

UNICEF used Malawi’s general elections in 2009 as an occasion to get candidates to sign the “Call for Action” – a set of child-centred “actions” that the signatories pledged to fulfil once elected to office. These actions committed candidates to properly funding areas that benefit children (such as education, health and protection) and called on candidates to make sure that their constituents availed themselves of health centres to reduce child illness and that schools would be adequately staffed (including with enough female teachers to serve as role models for young girls) and have safe water, hygiene and sanitation facilities.

Source: United Nations Children’s Fund, *UNICEF Guide to Working with Parliaments*, UNICEF, New York, 2009, p.13

VII. Questions and Answers

A. Why the Call to Action for WASH in Schools?

Because we want all children go to a school with child-friendly water, sanitation and hygiene facilities. WASH in Schools helps fulfil children's right to health, education and participation, and enjoys widespread recognition for its significant role in achieving the Millennium Development Goals – particularly those related to universal access to primary education, reducing child mortality, improving water and sanitation, and increasing gender equality and equity.

Despite this knowledge, WASH in schools coverage is lagging in many countries. More than half of all primary schools in 60 developing countries with available data do not have adequate water facilities, and nearly two thirds lack adequate sanitation.

The Call to Action for WASH in Schools calls on decision-makers to increase investments, and on concerned stakeholders to plan and act in cooperation – so that all children go to a school with child-friendly water, sanitation and hygiene facilities.

B. What are the benefits of WASH in Schools programming?

Water, sanitation and hygiene education in schools – WASH in Schools – provides safe drinking water, improves sanitation facilities and promotes lifelong health. WASH in Schools enhances the well-being of children and their families, and paves the way for new generations of healthy children.

Among its many benefits:

- WASH in Schools provides healthy, safe and secure school environments that can protect children from health hazards, abuse and exclusion. It helps ensure quality education, because children who are healthy and well nourished can fully participate in schooling and gain its maximum benefits. Quality education, in turn, leads to better health and nutrition outcomes, especially for girls.
- WASH in Schools encourages children's pride in their schools and communities by providing dignity and privacy. It enables children to become agents of change for improving water, sanitation and hygiene practices in their families and communities.
- WASH in Schools is an investment in schoolchildren and the health of future generations. It helps children realize their full potential now and prepares them for healthy living as adults, able to share this legacy when they become parents.
- Finally, improved water, sanitation and hygiene education helps fulfil every child's right to health and education.

C. Whose responsibility is it to provide WASH in Schools?

The responsibility to provide WASH in Schools is shared by many – government, religious groups, the private sector, communities, or anyone operating or owning a school. In terms of coordination, the ministry of education typically takes the lead and ensures the involvement of all other related ministries – including the ministries of health, public works and finance, as well as local governance and water authorities – in setting policy and regulating the

sector to ensure provision of safe water, adequate sanitation and hygiene education in all schools.

Clear national financial policies can help advance a more efficient, equitable and sustainable use of resources through the promotion of cost recovery and financing by government partners. The ministry of education will also need to define the cost-sharing arrangements, if any, between national authorities, local authorities, communities, schools, children, teachers and parents. In addition, local authorities have a crucial role in developing mechanisms for the (co)financing of replacement costs and variable costs such as soap availability and operation and maintenance. In many cases, those costs will be covered by schools, parents, communities or even local enterprises, but it is the local authorities' task to make sure these costs are being covered.

D. What are child-friendly WASH in Schools facilities?

The concept of child-friendly facilities can be summarized in several points:

The facilities should encourage hygienic behaviour.

The facilities must have appropriate dimensions and adjustments for children that

- Offer enough capacity and minimal waiting time
- Use appropriate locations for young children
- Address gender-related roles and needs
- Address the needs of children with physical disabilities
- Stimulate children's learning and development, and ensure that educational tools are designed in an age-appropriate way
- Are designed with involvement of all who will be using them
- Look for low-cost solutions without compromising quality
- Do not harm the environment
- Include built-in plans for operation and maintenance.

E. What are the important financial factors for WASH in schools programming?

Programmes should always include *a financial policy that ensures their long-term sustainability*. Implementing the following six basic design principles should guide any WASH in Schools programming:

(1) Quantify all costs for WASH in schools. Although WASH in Schools sub-projects quantify hardware investment costs, they often do not fully account for the software costs involved in ensuring sustainable service delivery, such as teaching materials and teacher training.

(2) Consider and plan for software costs, including expenditures for teacher training, educational programmes for hygiene and sanitation, environmental management training, and project supervision, follow-up and support.

(3) Establish a common financing strategy for the sector. The lack of such an agreement can lead to projects and programmes that implemented by different agencies and organizations, and undermine each other or compete for resources.

(4) Establish financial management and cost sharing at the school level. Financial plans to ensure operation and maintenance of WASH facilities should be developed before project implementation and should include, at a minimum, recurring and replacement costs. All these cost-recovery mechanisms should be designed so they do not hamper the ability of the poor to send their children to school.

F. How can I make sure that the parents and the wider community are involved in WASH in Schools?

Parents and communities should be linked to hygiene education activities undertaken in schools to make sure that what is learned in school is being applied at home. Therefore, it is very important to provide educational opportunities for all family members on the adoption of appropriate hygiene skills, as well as getting the surrounding community involved in WASH in Schools. Parents should also be informed, and involved whenever possible, in the content of hygiene education for their children.

The following principles should be taken into consideration when linking communities with WASH in Schools programmes:

(a) Keep the school in the loop. Developing activities in communities must be in close cooperation with the school.

(b) Use the same hygiene messages in the community and in the school. Conflicting messages can create confusion and affect the impact of hygiene promotion activities.

(c) Link with other initiatives in place within the community. It's always preferable to utilize existing structures, such as the town council, religious groups, parents' groups, community committees or committees organized by NGOs, for the hygiene promotion objectives within a project on hygiene, sanitation and water in schools. Setting up new structures requires a lot of effort and time, possibly duplicates initiatives already taking place, and creates friction with established groups and projects.

(d) Understand that children may not be able to practise at home all the hygiene skills they learn in school. In developing countries, 60 per cent of the population, 2.65 billion people, have no access to adequate sanitation. Avoid frustrating and demoralizing people by imposing too many suggestions and rules that can't be applied in a particular situation. Use clear messages that are constructive and non-patronizing.

(e) Use an adult approach with adults. Using a childish approach can be demotivating and lead to a loss of interest for the activities taking place.

G. What important lessons have been learned for WASH in Schools so far?

After years of experience, many effective guidelines and a great deal of knowledge have been established. Here, the answer to this question outlines just some of the valuable WASH in Schools lessons acquired to date.

WASH in Schools is more than construction and coverage. The impact of a successful programme comes through sustaining facilities, using them as intended, and facilitating the development of hygienic and healthy behaviours. Thus, WASH in schools is basically ‘an education programme with some construction’. In successful programmes, people agree that WASH in Schools goes beyond construction to incorporate hygiene education, continued maintenance, the development of new behaviours and links with the community.

Safe facilities, good management and proper hygiene practices go hand in hand. Integration becomes difficult when hygiene lessons on sanitation are given in class, but the school does not have the required facilities. For example, lessons may emphasize hand washing, but many schools do not have water nearby or do not make soap available at the hand washing facilities. The other way round, hardware facilities without hygiene lessons also occur. For example, many schools have hand-washing facilities but do not promote good hand-washing practices on a regular basis.

Multi-stakeholder involvement is essential. The involvement of multiple actors – including PTAs, school management, public-private sector partnerships, the community, families and children – combined with effective communication between the different actors will lead to sustainability. The most important thing to keep in mind is that, together, we can do it!

H. What are the indicators of a successful WASH in Schools programme?

To be successful, school sanitation and hygiene education must address both ‘hardware’ and ‘software’ issues. Only together can these two conditions – the availability of good facilities and the adoption of healthy practices – meet the goal of establishing better health for schoolchildren. WASH in Schools programmes should therefore focus on both effective education and effective facilities. Other criteria for a sustainable and successful programmes can be found in the WHO/UNICEF Guidelines on minimum standards for WASH in Schools in low cost settings.

I. What is School-Led Total Sanitation?

School-Led Total Sanitation is a community approach to sanitation that aims to make a school and its catchment area free from open defecation through collaborative stakeholder efforts. School-Led Total Sanitation sensitizes students, teachers, parents and communities about the health hazards caused by open defecation. Additionally, it promotes:

- The students and the whole school community as role models for personal, household and environmental sanitation.
- Development of open defecation free communities within school catchments by ensuring that every household has access to a latrine.
- Promotion of hand washing with soap in and through schools.
- Enhancement of leadership capacities of children as agents of change for their communities.

J. What about WASH in Schools response during emergencies?

During emergencies, schools are often the place where displaced people seek shelter. Although it is essential that schools are able to provide safe havens for communities, this can both displace children from their education and overload or damage WASH facilities. Preparedness measures, including installation and repair of permanent school facilities, need to be accompanied by plans to provide additional, temporary WASH facilities in

schools so a surge of population can be accommodated during the crisis period. Subsequently, repairs must be made once populations have left. Temporary learning spaces in camps or other locations outside of schools also need to be supported with temporary WASH facilities.



VIII. Resources

A. Press Release Template

<INSERT LOCATION>, <DATE> – 2010 marks the year to renew commitments, so that all children go to a school where a safe water supply and adequate sanitation are provided along with hygiene education.

Water, sanitation and hygiene education in schools – WASH in Schools – provides safe drinking water, improves sanitation facilities and promotes lifelong health. WASH in Schools enhances the well-being of children and their families, and paves the way for new generations of healthy children.

Fulfilling every child’s right to water, sanitation and hygiene education remains a major challenge for policymakers, school administrators and communities in many countries. In a group of surveyed developing countries, less than half of primary schools have access to safe water and just over a third have adequate sanitation. Lack of coverage data for WASH in Schools is one barrier to securing the rights of children. Of the 60 developing countries surveyed, only 33 provided data on access to water in primary schools and 25 have data on sanitation. <INSERT COUNTRY DATA ON WASH IN SCHOOLS COVERAGE>

Great strides have been made, nonetheless, to safeguard the well-being of children in schools. Millions of schoolchildren now have access to drinking water, sanitation facilities and hygiene education. And the experience gained over the past decade can be well applied to sustaining WASH in Schools programmes that improve health, foster learning and enable children to participate as agents of change for their siblings, their parents and the community at large. <INSERT COUNTRY EXAMPLE>

As citizens, parents, policymakers and government representatives, we all have a role in making sure that every child receives the benefits of WASH in Schools, including:

- Clean water for drinking and washing.
- Dignity and safety through ample toilets and washstands, separated for girls and boys.
- Education for good hygiene.
- Healthy school environments through safe waste disposal.

Around the world, partners such as CARE, Dubai Cares, Emory University Center for Global Safe Water, IRC International Water and Sanitation Centre, Save the Children, United Nations Children’s Fund (UNICEF), Water Advocates, WaterAid, Water For People and the World Health Organization (WHO) < INSERT/ADD/MODIFY PARTNERS AS APPLICABLE> have come together to call on decision-makers to increase investments and on concerned stakeholders to plan and act in cooperation

Let us join our efforts to support the global campaign on the Call to Action for WASH in Schools so that all children go to a school with child-friendly water, sanitation and hygiene facilities. <INSERT A QUOTE FROM COUNTRY REPRESENTATIVE>

B. Call to Action for WASH in Schools Website, ‘Raising Clean Hands: Advancing Learning, Health and Participation through WASH in Schools’ – www.washinschools.com

The online home of the international Call to Action for WASH in Schools provides a wealth of materials for your use in promoting child-friendly water, sanitation and hygiene education for all children, everywhere. Resources available at the site include:

- Posters on the Call to Action for WASH in Schools
- Flagship publication PDF, *Raising Clean Hands: Advancing Health, Learning and Participation Through WASH in Schools*
- A PowerPoint presentation that can be adapted to your needs

C. More Useful Websites

- **‘WASH in Schools’** – developed by the IRC International Water and Sanitation Centre and UNICEF, serves as a discussion forum and information exchange platform for sector professionals working in WASH in Schools. The website is also the home of the WASH in Schools Thematic Group and is linked to the FRESH (Focusing Resources on Effective School Health) framework.

<http://www.schools.watsan.net/page/107>

- **The ‘Toolkit on Hygiene, Sanitation, and Water in Schools’** – developed by the World Bank, UNICEF and WSP (Water and Sanitation Program)– taps into sector-specific knowledge of practices and approaches that are likely to yield positive results as they coordinate multi-sector efforts to improve sanitation and hygiene in schools.

<http://www.schoolsanitation.org/>

- **IRC International Water and Sanitation Resource Centre** provides news and comprehensive information on WASH in Schools, as well as advice, research and training on low-cost water supply and sanitation in developing countries.

http://www.irc.nl/home/themes/wash_in_schools

- **‘Schools & Health’** – a website managed and maintained by the Partnership for Child Development and supported by WHO, Child to Child, UNICEF, UNESCO, the World Bank, USAID, PAHO, WFP and Save the Children – highlights the importance of health interventions for school-aged children. The site provides extensive information on school health and related projects that support children’s opportunities to take full advantage of formal education.

<http://www.schoolsandhealth.org/Pages/default.aspx>

- **‘FRESH’** – Focusing Resources on Effective School Health – is an inter-agency initiative spearheaded by UNESCO (United Nations Educational, Scientific and Cultural Organization). The purpose of this site is to encourage those who plan school-based health programmes to use the FRESH approach; and to provide those who implement such programmes, in particular teachers and educators, with a set of practical tools for achieving the best results.

http://portal.unesco.org/education/admin/ev.php?URL_ID=34993&URL_DO=DO_TOPIC&URL_SECTION=201

- **World Health Organization ‘Global School Health Initiative’** seeks to mobilize and strengthen health promotion and education activities at the local, national, regional and global levels. The initiative is designed to improve the health of students, school personnel, families and other members of the community through schools.
http://www.who.int/school_youth_health/gshi/en/
- **The Partnership for Child Development (PCD)** is dedicated to “improved learning through better health, nutrition and education for the school-aged child.” The PCD is an international collaboration, based in London. Along with information on the organization’s programmes, the site contains a publication list, relevant articles and website links.
<http://www.child-development.org/Pages/default.aspx>
- **The Global Public-Private Partnership for Handwashing with Soap** promotes hand washing with soap as an effective way to reduce diarrhoea and acute respiratory infections, which cause millions of deaths among children – and are illnesses that can be dramatically reduced when hand washing with soap is widely practised.
<http://www.globalhandwashing.org/>
- **‘Water Supply and Sanitation’** – in the World Bank website’s ‘Gender and Development’ section – is a portal to a broad range of web pages and documents covering WASH and gender-related issues.
<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTGENDER/0,,contentMDK:20205024~isCURL:Y~menuPK:489230~pagePK:210058~piPK:210062~theSitePK:336868,00.html>
- **‘Water supply and sanitation for disabled people and other vulnerable groups’** – this section of the Water, Engineering and Development Centre (WEDC) website offers an introduction to the research project to improve knowledge and use of affordable aids, methodologies and approaches to assisting people with disabilities and their families. Click “Find out more” to access details and documents.
<http://wedc.lboro.ac.uk/research/project.html?p=12>
- **Children Without Worms** – a partnership between Johnson & Johnson and The Task Force for Global Health – is dedicated to a strategic approach towards advocacy and the comprehensive and sustainable control of soil-transmitted helminths (worms). The ‘FAQs’ cover both programmatic and technical questions, and the ‘News’ section provides newsletters and an international picture gallery.
<http://www.childrenwithoutworms.org/>

Case Study 4: Carefully designed latrines provide equal access for schoolchildren in Nigeria



© UNICEF/2008/Njoku

Nafisa on her wheelchair close to the UNICEF-supported 'VIP' latrine adapted for children with disabilities at Bungudu Primary School.

Nafisa Salisu, 16, whose legs were deformed by polio, manoeuvred her wheelchair into the specially designed ventilated improved pit (VIP) latrine for physically challenged students at Bungudu Primary School in Nigeria.

This is the first time an equal-access latrine has been constructed in her school, and the results have made a difference. "It is much easier now, and the place is more hygienic," said Nafisa, who plans to be a teacher in the future.

The UNICEF-supported structure offers a concrete wheelchair ramp as well as a set of crutches and other aids for stability. In place of the traditional hole, there is an easy-to-clean seat. The door is wide enough to accommodate a wheelchair, and Nafisa was able to wash her hands without difficulty.

Source: United Nations Children's Fund, 'Equal Access to Sanitation for Those Living with Disabilities in Nigeria', UNICEF, New York, 15 July 2008, www.unicef.org/infobycountry/nigeria_44770.html, accessed 9 March 2010.

WASH in Schools

take action now!

Every child deserves a school with:

- *safe drinking water.*
- *improved sanitation facilities.*
- *hygiene education.*



Raise clean hands to:

1. *Increase investment.*
2. *Engage with policy makers.*
3. *Involve multiple stakeholders.*
4. *Demonstrate quality programmes.*
5. *Monitor WASH in Schools coverage.*
6. *Contribute to the evidence base.*