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School sanitation and hygiene education

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School sanitation and hygiene education

Dipa Sen, Bangladesh

SCHOOLS ARE A stimulating learning environment for children and stimulate or initiate change. It is generally recognized that childhood is the best time for learning hygienic bahaviours. Improved hygiene practices are essential if transmission routes of water and sanitation related diseases are to be cut and children are the most vulnerable victims of these diseases. In Bangladesh now there is a primary school in almost every village and that has a central place in the community. If water & sanitation facilities are available in schools they can be treated as model, teachers and students can function as role models. Schools can also influence communities through outreach activities. If facilities are not available at schools or are badly used & maintained schools become risky place and centers for disease transmission and health hazards for children and community at large. The SSHE project started in late 1992 in collaboration with DPHE & DPE and supported by UNICEF - DHAKA.

Lessons Learned & Problem Analysis

A national evaluation of DPHE-DPE-UNICEF in 1994 and another study on Noakhali district in 1998 show:

- Provision of Watsan facilities increased girls attendance by 11%;
- Involvement of SMC in construction of facilities has created ownership and expedited the construction process;
- More than 80% students interact with their family members to discuss the practices concerning sanitation & hygiene acquired at school by resulting in higher sanitation coverage (than district coverage) in school catchment area;
- The over all condition of the school environment were found clean for 55% cases, hence **45% cases still remained unsatisfactory**;
- In more than 70% programme schools both latrines (1 for girls + 1 for boys) are used regularly but **30% cases are still a problem**;
- About 36-60% latrines are cleaned regularly and hence **64-40% continue to be a problem**;
- In **30-40% cases water system remained non-functional**.

Major causes of the problems, in general, may be termed as;

- lack of ownership on the part of school community including students, teachers & SMC
- lack of involvement of local communities as PTA, Union Parishad etc. for schools and learning environment
- Lack of monitoring and evaluation of school performances.

Project Goal

The project goals are defined as:

a. To fulfill the right of the children to have access to safe water and sanitation facilities in primary schools and also to ensure safe environment for learning;
b. To ensure health & nutrition benefits to children through behavioral development and life skills regarding sanitation, hygiene and safe water use and management of safe environment in primary schools;
c. Strengthen the capacity of primary schools to operate as resource centers for developing hygienic behavior among children and promoting such behavior among teachers and community people in the surrounding villages.

Objectives

By the year 2005 fourteen LWT & saline districts will be covered with:

a. provision of water & sanitation facilities in 5000 primary schools;
b. promote behavioral development of children in 100% primary schools with regards to sanitation, hygiene & safe water use;
c. Promote hygiene practices and management of safe environment at the community level in the catchment area of 100% primary schools through students, teachers and SMC members.

What & Why the New Approach

The new approach will address the following issues:

Rights Perspective

The sub-project has a direct impact on meeting a number of rights that children have, as detailed in the Convention on the Rights of the Child. These relate particularly to rights to sanitation & water facilities at schools and hence to access to quality education, to participation, and to attain quality of living with life skills attained at school.

Gender Perspective

The facilities include separate units of latrine for girls and boys. Earlier one study showed that attendance, particu-

larly of girl students, increased by 11% after the facilities are built. The separate latrines are faced oppositely and privacy for girls is ensured.

Environmental Perspective

The environmental impact of the sub-project is explicit and significant. The immediate impact will be reduction in pathogen load within the school or learning environment. Through programmed behavioral change, first in students, teachers and then parents and eventually within the wider community there will be increased use of sanitary latrines and hence decrease in pathogen load, increase in hygienic behavior and decrease in diarrhoeal diseases, decrease in parasitic infestation, and decrease in malnutrition. Finally this will lead to a clean and safe environment.

Demand Responsive Approach

Water & sanitation facilities will be provided to primary schools based on their need, interest and planning. Primary schools will apply for facilities to DPHE together with use & maintenance plan, statement of fund for maintenance.

Social & financial benefits

- Participation of schools and local community is ensured in the programme design through assessment and school level plan for development.
- The school will become a resource center for community behavioral development and change regarding sanitation, hygiene, safe water use and management of safe environment in the catchment area. This will enhance health and nutrition status of local community by reducing the risk of diarrhoeal diseases. Community will be able to work more for income generation and will also save from their family medical costs.
- Local masons will be employed for construction of facilities. As the demand for Watsan facilities grows with community behavioral improvements more producers will be employed for production of tubewell & latrine parts.
- Children will promote and monitor behavioral issues at the community level and they have easy access to both male and female members of the families. This will enhance learning by doing of the children and behavioral change particularly at the community level.

The elements of new approach and package are as follows:

1. School assessment & plan for development
2. Application for Watsan facilities by interested the schools
3. Watsan options with design & estimated cost for primary schools
4. Selection criteria of schools for Watsan facilities
5. Plan of school for regular use & maintenance of facilities and keeping school environment clean
6. Mobilization of local fund for repair & maintenance of facilities and development activities
7. Agreement between school and supporting partners
8. Plan for education & motivation activities using the school package & other communication materials
9. Survey formats for participatory monitoring by students Brigades in catchment area communities
10. Periodic performance report of school
11. Evaluation & monitoring formats for school performances
12. Awards for recommendable performances of schools.

Project Components

The major components of the project are:

a. School level assessment and planning for development
b. Classroom and demonstration lessons using School Package & other IEC materials
c. Construction of watsan facilities at schools
d. Community motivation through students, teachers & SMC
e. Participatory Monitoring & Evaluation

Strategy

Focus to children & Gender

- assessment and planning of activities at the school together with the children
- promote behavioral development and life skills of children
- promote child to child and child to community activities of learning by doing and participatory monitoring through Brigade activities of Class IV & V
- ensure privacy and encourage girl child in all activities

Community Participation & Capacity Building of SMC

Community participation is crucial at every stages of project implementation so that the programme goal is attained. Programme sustainability mostly depends on effective role of SMC. School Management Committee (SMC) represented by local community, teachers & parents come to an agreement with Upazila Coordination Committee (UCC) with regards to programme procedure and responsibilities. In fact SMC together with local mason undergo briefing on construction of facilities. SMC supervise the construction works with technical support from DPHE. All teachers and SMC members undergo another training/briefing on use & maintenance of facilities, hygiene education for students and promotion of sanitation/ hygiene, safe water use and management of safe environment in school and at community level. From our IDEAL experiences a joint planning meeting of students, teachers and SMC members at each school is incorporated which enhances the capacity of SMC.

Enhance Collaboration & Partnership

Partnership with defined role and responsibilities is very important for achievement of output of the project. Coor-

dination Group or Committees of major partners are proposed at different levels for better collaboration and cooperation of partners with an aim to effective implementation of project activities & to strengthen SMC.

Central Coordination Committee (CCC) of DPHE, DPE & UNICEF has already been formed in order to finalize the new strategy for the project. The major roles & responsibilities of CCC will be as follows:

a. finalize the strategy for SSHE project by June, 2000 and subsequently approve all plans for project activities including training;
b. form sub-groups for creating effective linkage of SSHE & IDEAL;
c. meet quarterly to review progress of project activities;
d. A training sub-group of DPHE/DPE/UNICEF will work to prepare training plan, review and revise manuals which will finally be approved by CCC;
e. provide guidelines and necessary technical supports for project implementation as and when needed.

District & Upazila level Committee or Working Groups will be formed as follows. The members of District Coordination Committee (DCC) will be EE-PHE, DPEO, CS and UNICEF Project Coordinator (UPC). EE will act as chairperson and DPEO will be the member secretary. Major responsibilities will include:

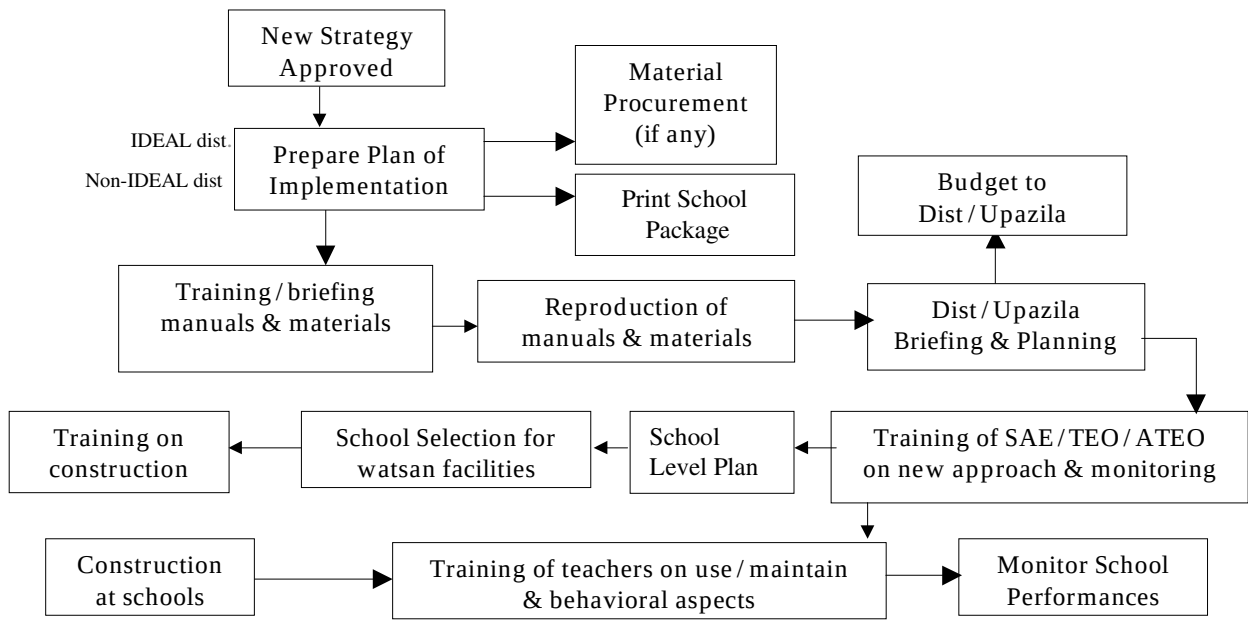
a. District level planning for SSHE
b. Organize and monitor orientation of SAE, UEO, AUEO on project implementation and monitoring
c. Organize award giving for recommendable performances of schools
d. Monitor upazila activities and review progress
e. DCC will meet every month.

The members of Upazila Coordination Committee (UCC) will be UNO, SAE, UEO, UH&FPO, all Union Parishad Chairpersons. UNO will be the chairperson of the committee and SAE will act as member secretary. Major responsibilities will include:

a. Upazila level planning for SSHE
b. Finalize selection of schools for watsan facilities
c. Listing of all primary schools for education & behavioral aspects
d. Organize & monitor training of SMC members and local masons on construction activities
e. Organize and monitor training of all teachers on use/ maintenance of facilities, education & motivation activities
f. Evaluate school performances and recommend for award
g. Monitor and review progress in monthly meeting and problem shooting if any.

Creating Linkage between SSHE & IDEAL Projects

IDEAL project under DPE is supported by Education Section of UNICEF to ensure child centered and quality of education in the primary schools through mapping and planning at schools, Multiple Ways of Teaching & Learning (MWTL), SLE activities of learning by doing. SSHE project was initiated in 1992 with the support of WES



WORK FLOW FOR SSHE PROJECT

Section, UNICEF for bahavior development and management of safe environment for children in and around the primary schools. Both the projects are child centered and primary school based and so mutually complementary. It is agreed by CCC that in IDEAL districts SSHE activities will be incorporated in IDEAL plan. School Package & other IEC materials may be used there for education & motivation activities. In non-IDEAL districts under SSHE project some of IDEAL elements particularly school level planning and SLE activities will be incorporated to enhance community participation and learning by doing. Thus the total coverage & impact for safe environment and quality of learning will be much greater.

School Selection Process

Project implementation starts with project briefing & planning at District and Upazila levels. This will be followed by briefing & orientation of SAE, UEO, AUEO on project implementation and monitoring. Then SAE/UEO/AUEO and Facilitating agency will help schools to complete application for watsan facilities and send the recommendation to UCC after check and certification. SAE & UEO will jointly prepare the list of recommended schools and submit that list to UCC. UCC will finalize selection and inform schools, DCC for necessary action. DCC will inform about selected schools to DPHE, DPE & UNICEF for follow up actions. At the same time list of schools with adequate watsan facilities will be prepared for immediate education and motivation activities.

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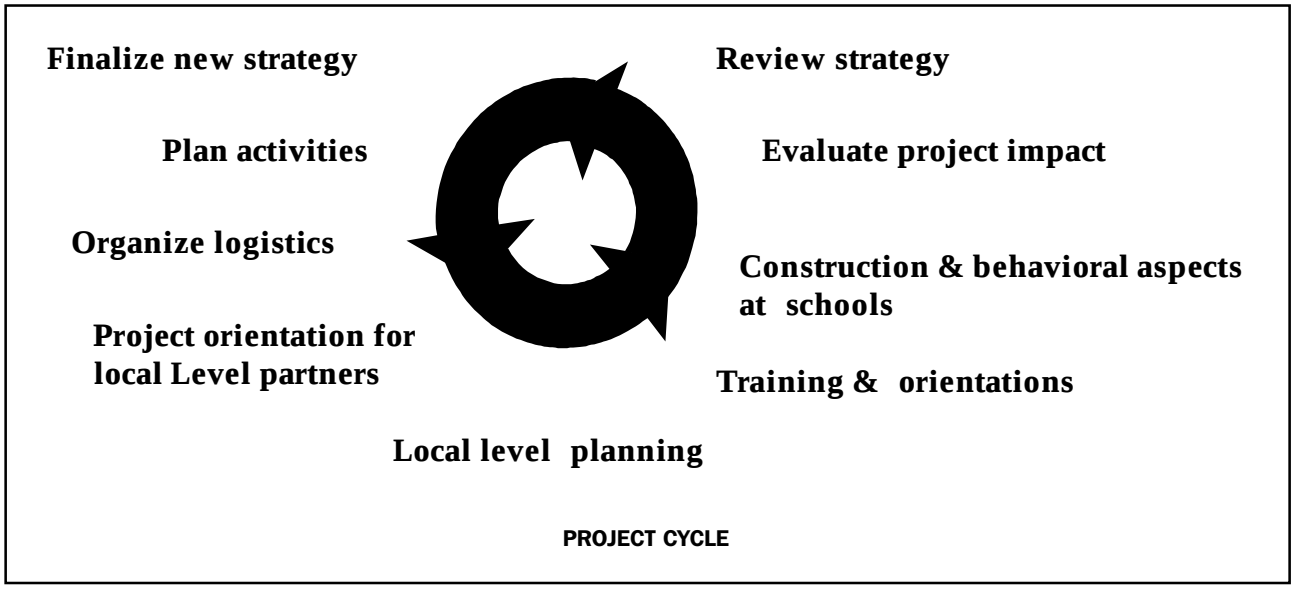

THIS IS OUR INVESTMENT FOR OUR CHILDREN!

FOR OUR FUTURE !!