Children have a right to basic facilities such as school toilets, safe drinking water, clean surroundings and basic information on hygiene. If these conditions are created, children learn better and can bring concepts and practices on sanitation and hygiene back to their families.

So schools can play an important role in bringing about behavioural changes and promoting better health. Improved hygiene practices are essential if transmission routes of water- and sanitation-related diseases are to be cut. Diseases such as diarrhoea, parasitic worm infections, skin and eye diseases need to be tackled by making improvements to water and sanitation facilities. These improvements in facilities must go hand in hand with hygiene behaviour change and practice, if the transmission of disease is to be prevented.

But recent studies show that in many countries more than half the primary schools do not have safe drinking water on the school premises or any type of toilet or urinal. So rapid action is required. This manual deals with water, sanitation and hygiene education (WASH) in schools. It describes many of the elements needed for scaling up programmes for water, sanitation and hygiene in schools while ensuring quality and sustainability.


Other information and examples reflected in this updated manual are drawn from other UNICEF-supported programmes, notably in Malawi and India.
Towards Effective Programming for WASH in Schools
Towards Effective Programming for WASH in Schools

A manual on scaling up programmes for water, sanitation and hygiene in schools

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Preface

The manual you are reading now is an update of the earlier, popular manual entitled *Towards Better Programming: A manual on school sanitation and hygiene education*, published by UNICEF and the IRC International Water and Sanitation Centre in 1998.¹ It contains many examples, most of which are drawn from a UNICEF-IRC pilot study for School Sanitation and Hygiene Education (SSHE) carried out in six countries (Burkina Faso, Colombia, Nepal, Nicaragua, Vietnam, and Zambia). This pilot programme took place from 1999-2003, with a post-intervention assessment in 2006. Other information and examples reflected in this updated manual are drawn from other UNICEF-supported programmes, notably in Malawi and India.

This manual deals with school water, sanitation and hygiene education. It describes many of the elements needed for scaling up programmes for water, sanitation and hygiene in schools while ensuring quality and sustainability.

The manual is meant for government, UNICEF and other (I)NGO staff responsible for programming WASH in Schools.

Recently UNICEF has noted that the term *SSHE* (School Sanitation and Hygiene Education) may not sufficiently reflect the water supply aspects of the programme. Therefore from this point onward in the text, the manual talks of *WASH in Schools* (Water Sanitation and Hygiene) rather than of SSHE.

Those involved in the revision of the manual from UNICEF include Henk van Norden, whose valuable advice led to the finalization of the manuscript, and Lizette Burgers, who launched and planned the revision. Within IRC, the manual was finalized by Kathleen Shordt with contributions from many staff: Eveline Bolt, Ingeborg Kruckkert, Leonie Postma, Christine Sijbesma, and Mariëlle Snel. However, much of the credit for the manual has to go to the teams (generally consisting of UNICEF staff and staff of government departments and of NGOs) who implemented the pilot study, noted above, in Burkina Faso, Colombia, Nepal, Nicaragua, Vietnam and Zambia. They worked hard to develop, analyse and record the experience needed to update this manual.

We hope you, the reader who is involved in WASH in Schools, or other similar programmes, will find the manual useful. The manual is not meant to be read from cover to cover but is meant to be ‘dipped into’, to provide information and references on specific topics and experiences from other countries.

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¹ The manual has been one of the most frequently-downloaded publications of both IRC and the UNICEF-WES section.
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<tr>
<td>CBO</td>
<td>Community Based Organisation</td>
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<tr>
<td>FRESH</td>
<td>Focusing Resources on Effective School Health</td>
</tr>
<tr>
<td>HESA</td>
<td>Higiene Escolar y Saneamiento Ambiental</td>
</tr>
<tr>
<td>IRC</td>
<td>IRC International Water and Sanitation Centre</td>
</tr>
<tr>
<td>NGO</td>
<td>Non Governmental Organisation</td>
</tr>
<tr>
<td>O&amp;M</td>
<td>Operation and Maintenance</td>
</tr>
<tr>
<td>PoA</td>
<td>Plan of Action</td>
</tr>
<tr>
<td>PTA</td>
<td>Parent-Teacher Association</td>
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<tr>
<td>SMC</td>
<td>School Management Committee</td>
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<tr>
<td>SSHE</td>
<td>School Sanitation and Hygiene Education</td>
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<tr>
<td>UNICEF</td>
<td>United Nations Children Fund</td>
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<tr>
<td>VEC</td>
<td>Village Education Committee</td>
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<tr>
<td>WASH(E)</td>
<td>Water Sanitation and Hygiene (Education)</td>
</tr>
<tr>
<td>WES</td>
<td>Water and Environmental Sanitation</td>
</tr>
<tr>
<td>WHO</td>
<td>World Health Organization</td>
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