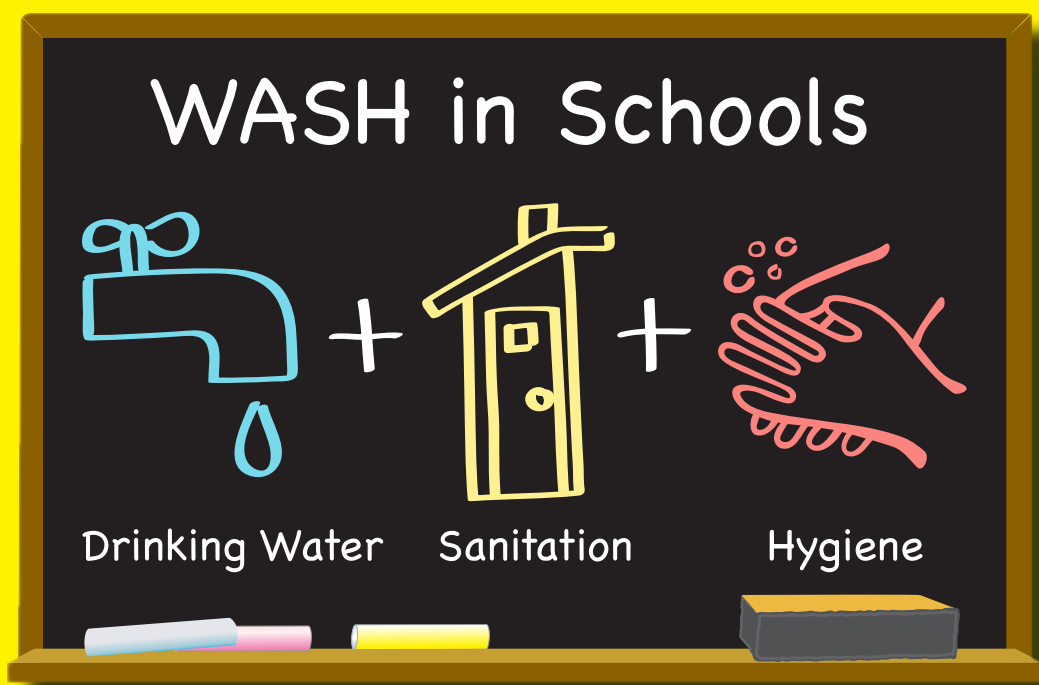


Soap Stories and Toilet Tales from Schools

19 Web
Stories



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Introduction

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.

Soap Stories and Toilet Tales from Schools offers a snapshot of WASH in Schools experiences across the globe. These stories have been gathered through a retrospective search of UNICEF's global and country office websites. They represent a myriad of activities undertaken by UNICEF and partners in 2010 and 2011.

Soap Stories and Toilet Tales from Schools is structured around six action points outlined in the Raising Clean Hands campaign.¹ This composition gave us an opportunity to look at the progress we are making with our advocacy efforts for WASH in Schools programming at the global level. We have recognized the

areas where we have strengths, such as action points one and two: increasing investments for WASH in Schools and engaging with policymakers at all levels. However, we have also identified areas where we can do better, such as action point six: contribute to the evidence base on WASH in Schools.

This publication is a tribute to the champions of WASH in Schools, who share a common vision – a world where all children go to school and all schools provide a safe, healthy and comfortable learning environment where children grow, learn and thrive. To learn more about the Call to Action for WASH in Schools, visit www.unicef.org/wash/schools or www.washinschoolsmapping.com.

¹ 'Raising Clean Hands', www.unicef.org/wash/schools/files/raisingcleanhands_2010.pdf

Raising Clean Hands Six Points of Action

Because every child deserves to be in a school that offers safe water, healthful sanitation and hygiene education, we call for renewed commitments to:

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.
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 Schools projects that yield a healthy school environment.
5. Monitor WASH in Schools programmes to ensure accountability and evaluate progress.
6. Contribute evidence that provides a solid base for informed decision-making and effective distribution of funds.

Action Point 1

Increase investment in WASH in Schools, mobilizing resources to secure children's health, now and for generations to follow.

As noted in 'Raising Clean Hands', the 2010 global Call to Action, great strides have been made in safeguarding the well-being of children in schools. Millions of schoolchildren now have access to drinking water, sanitation facilities and hygiene education. The experience gained over the past decade can also be 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.

The number of countries that are incorporating and financing WASH in Schools in their national plans of action is increasing every year. UNICEF and partners are funding WASH in Schools activities in 94 countries, including initiatives in some of the most difficult situations for children. Among the stories featured online:

In **Pakistan**, the European Commission Humanitarian Aid Office funded UNICEF programmes to support recovery from flooding in areas where conflict had already disrupted access to basic health and education services.

In the **Occupied Palestinian Territory**, AusAID provided funds for UNICEF to build sanitation facilities that encourage students to attend school regularly and reached more than 80,000 children in 2010 and 2011.

In **Afghanistan**, water, sanitation and hygiene was declared a priority for all schools by the Ministries of Education, Public Health, and Rural Rehabilitation and Development, and backed by a joint Call to Action with UNICEF and the World Health Organization.

WASH in Schools investments are increasing around the world. Documentation of these investments could significantly boost awareness and encourage partners and governments to further engage and increase their funding to the sector.

Reopened schools in Pakistan promote good hygiene

Water levels along the Swat River in Pakistan had returned to normal, but evidence of flooding was everywhere. Schools, health facilities, water supplies and sanitation systems in the Swat Valley, already affected by military conflict, were severely damaged.

In flooded areas of Khyber Pakhtunkhwa Province, the emergency became increasingly complex. The conflict denied women and children, especially girls, access to basic health and education services. The 2010 flood caused a breakdown of communication networks and infrastructure, making this vulnerable group even harder to reach.

Reopening schools offers a return to normalcy for many children and their families in Pakistan. Zarakhta, who has five children and is head of the parent-teacher council at the government primary school in Islampur, was happy when the school reopened.

"There is an urgent need to expand similar school-based water, sanitation and hygiene promotion activities in flood areas. They play a key role in controlling life-threatening diseases like cholera and diarrhoea."

– Sabahat Ambreen, UNICEF Pakistan

Although Zarakhta never went to school, she understands the importance of education: "For an illiterate mother, taking proper care of her children and family is a constant struggle." Her 9-year-old daughter, Maria, just started Grade 3 at the Islampur school.



Maria and her classmates participated in a hygiene promotion session led by Zainab Khatoon, from the Human Resource Development Society, one of UNICEF's partners working on water, sanitation and hygiene.

During the sessions, Ms. Khatoon highlighted the importance of sanitary practices such as hand washing with soap, using latrines properly and drinking safe water. All the girls received hygiene kits to promote good practices in school and at home.

This activity builds on UNICEF-supported water, sanitation and hygiene programmes in schools, funded by the European Commission Humanitarian Aid Department (ECHO) in the conflict- and flood-affected areas of Malakand.

Under the ECHO-funded early recovery effort, some 60 schools benefited from distribution of 9,000 student hygiene kits; installation of 30 handpumps; and rehabilitation of 30 water sources, 120 latrines and 120 hand-washing points. In addition, 250 teachers and 200 school caretakers have received training on hygiene promotion.

"There is an urgent need to expand similar school-based water, sanitation and hygiene promotion activities in flood areas," said UNICEF Pakistan's Sabahat Ambreen. "They play a key role in controlling life-threatening diseases like cholera and diarrhoea."

WASH benefits students in the Occupied Palestinian Territory

Poor water, sanitation and hygiene conditions have severe repercussions for Palestinian children, sickening hundreds every day and denying others, particularly girls, the right to quality basic education.

In the West Bank City of Hebron, the 450 students at Al Shioukh elementary school for girls had long suffered from meagre sanitation and had to use facilities at the Dalal Al Mughrabi Secondary School nearby.

With support from the Government of Australia, UNICEF built new sanitation facilities with nine toilets, including one for children with special needs. For the first time, the young students at Al Shioukh had their own sanitation facilities.

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"I had to wait for more than 10 minutes to use the bathroom because it was always overcrowded. Now I can use the toilet whenever I need to."

– Ansam, student, Al Shioukh Elementary School, Occupied Palestinian Territory
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"I used to go to Dalal Al Mughrabi school to use their toilets," said Ansam, age 9. "Most of the time, I had to wait for more than 10 minutes to use the bathroom because it was always overcrowded. Now I can use the toilet whenever I need to because we have our own toilets in our school."

The new facilities encouraged more regular attendance. Only 3 per cent of the students missed one or more school days in March 2011, down from 10 per cent in 2010.

UNICEF built water and sanitation facilities, with AusAID funding, for 59 schools in the West Bank and Gaza, reaching 40,000 students during 2010. In 2011, 44,000 students attending 55 schools will benefit from similar initiatives.

"AusAID recognizes that health and education are two vital areas for development in the region," said Catherine Walker, AusAID's first assistant director general. "Improving water and sanitation facilities in schools not only has a direct impact on better health for children, but it also improves school attendance, especially for girls."

"In partnership with the Ministry of Education and Higher Education, and with funding from AusAID, UNICEF is improving water supplies and

sanitation facilities in schools and communities, and is promoting hygiene education to encourage the development of healthy behaviours for life," said UNICEF special representative Jean Gough.

Afghanistan calls partners to action for WASH in Schools

Afghanistan is enrolling many new students in school, with girls and boys in general education nearly tripling – from 2.3 million in 2002, to 6.2 million in 2008. But less than half of Afghanistan's schoolchildren have access to safe water, and only 40 per cent of schools have separate sanitation facilities for boys and girls. The arrival of more students makes investment in WASH even more urgent.

To increase this funding, a Call to Action was issued by the Government of Afghanistan's Ministries of Education, Public Health, and Rural Rehabilitation and Development, along with UNICEF and the World Health Organization. The call intends to engage policymakers at all levels, involve multiple stakeholders and monitor WASH in Schools.

WASH in Schools instils pride in students and enables children to become agents of change as





they encourage their families and communities to improve water, sanitation and hygiene practices. In Afghanistan, the new standard school designs feature safe water and improved sanitation facilities for all children. With funding from the Governments of Canada, Finland, Japan and Sweden, along with other partners, UNICEF is:

- Preparing guidelines and standards for WASH in Schools jointly with the Ministry of Rural Rehabilitation and Development.
- Grading schools into categories based on WASH standards and targeting those with the lowest grades.
- Developing plans to be implemented by the school community, including teachers, students, school management committees and parent-teacher associations.
- Introducing menstrual hygiene in schools.
- Standardizing school toilet designs, separate for girls and boys, and including facilities for children with disabilities.

Jarullah Mansoori, Minister of Rural Rehabilitation and Development, said that the Call to Action will raise general awareness and “encourage our Government and partners to take necessary

actions aiming at covering all schools with WASH facilities by 2015.”

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Afghanistan’s Call to Action will raise general awareness and “encourage our Government and partners to take necessary actions aiming at covering all schools with WASH facilities by 2015.”

– Jarullah Mansoori, Minister of Rural Rehabilitation and Development, Government of Afghanistan

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“WASH in Schools significantly reduces hygiene-related disease, increases students’ attendance and learning achievements, and contributes to dignity and gender equality,” said Peter Crowley, UNICEF’s representative in Afghanistan. “In pursuing this vision, UNICEF is pleased to be able to work in close collaboration with the Ministries of Rural Rehabilitation and Development, Education, and Public Health, and is grateful for the support of donors.” ■

Action Point 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 water, sanitation and hygiene in schools.

WASH in Schools advocates are reaching out to every level of government and are particularly engaged with the education sector. Among the stories featured online:

In **Mali**, the national Government established a strategic plan to promote hygiene education in schools, and UNICEF and partners are supporting services to provide 60 per cent of schools with appropriate water and sanitation facilities.

In **Iraq**, the Muthanna Governorate Ministry of Education requested help from UNICEF, and water and sanitation facilities for three primary schools were built with funding from the Government of Australia.

In **Cameroon**, the national curriculum includes teaching good hygiene and safe sanitation in all schools, and the Ministry of Basic Education, soap producer Complexe Chimique Camerounais and UNICEF provided hygiene supplies to 300 schools.

In the **Dominican Republic**, youth council members in the Valdesia Region are joining together to influence city government, with one young alderman presenting a proposal to improve school bathrooms.

In **Indonesia**, the Vice Minister of Education emphasized the need for investment in school WASH facilities – including a rehabilitation plan to cover 250,000 classrooms – at the 3rd National Congress on Water and Sanitation.

WASH in Schools engagement with policymakers needs to be continued and increased. To encourage this, we can do a lot better in documenting the way policies are translated into practice.

Mali's national plan supports WASH in Schools

At Soufouroulaye Primary School in Mali, a water pump stood dry in the dusty playground, quenching no one's thirst. Rubbish was burned and left to rot nearby. The children had latrines, but no clean water or soap. Without safe drinking water and basic facilities for good hygiene and sanitation at school, children are at risk of worms and diarrhoea-related diseases.

To help protect children's health, the Government of Mali has developed a national strategic plan for promoting hygiene education in schools. And UNICEF and partners are supporting Mali's national education, sanitation, water and health services to provide an estimated 60 per cent of schools with appropriate facilities.

Funding from international partners – including Dubai Cares, the Government of Belgium, Wavin water distribution group, the Dutch foundation Aqua for All and Danone Waters company based





in Japan – supports WASH in Schools projects that are making a difference for children and their families across Mali.

Shared-gender toilets and poor overall sanitation discourage many girls in Mali from attending school. But simple, low-cost solutions can immediately boost a girl’s chance to complete her education.

“It’s the right of every child to have water, hygiene and sanitation at school,” said Nicolas Osbert, UNICEF Mali’s water, sanitation and hygiene manager. Washing hands with soap after leaving the latrine, he added, will “not only lead to better health and learning conditions, but will also make [children] agents of change in their community and homes.”

For children at Koutienso Primary School near the town of Segou, life at school has changed. There is a new water pump, containers to dispense water are available in each classroom, and teachers instruct students on good hygiene practices.

For Josephine, age 9, the water pump is a big improvement. “Clean water is protecting children from serious illnesses,” she said, and she no longer falls ill with diarrhoea from drinking water at school.

Josephine and her classmates are also benefiting from separate latrines for girls that provide privacy and hygiene facilities.

It is estimated that less than 14 per cent of schools in Mali have separate latrines for girls. Shared-gender toilets and poor overall sanitation discourage girls from attending school. But simple, low-cost solutions can immediately boost a girl’s chance to complete her education. And improved access to clean water, latrines and soap for washing hands will mean that more children – both girls and boys – will stay healthy and remain in school longer.

Government of Australia funds WASH in Schools facilities in Iraq

In Iraq, poor water and sanitation facilities are commonplace in hundreds of schools, making children vulnerable to diseases that hamper attendance and lead to higher drop-out rates. Aya Hussain and Fatima Kadem Jaber, age 11 – schoolmates at Al Rabab Primary School for girls, in Kidhur District, Muthanna Governorate – once suffered from poor water facilities and toilets.

“One might think refurbishing school toilets or water faucets is a minor job with a minor impact, but believe me it’s important and does contribute greatly to increasing girls’ school attendance.”

– Amena Mizher, principal, Al Rabab Primary School, Iraq

“Water fountains and latrines at my school were in a terrible condition,” recalled fifth grader Aya. “Toilets were flushed with raw water flowing into the courtyard,” added Fatima, “and the septic tank had no cover, swamping part of the school garden. The stench filled the school so much that we had to put handkerchiefs on our noses during school break.”

“There was no way girls could drink water. They used to bring water in plastic bottles from home and use teachers’ toilets,” said Amena Mizher, school principal. “One might think refurbishing school toilets or water faucets is a minor job with a minor impact, but believe me it’s important and does contribute greatly to increasing girls’ school attendance.”

The Muthanna Governorate Ministry of Education requested UNICEF’s help to construct new facilities in three rundown schools. Government of Australia funding was used to improve water and sanitation at Al Rabab, as well as two primary schools in Rumaitha District.

Six toilet units, one septic tank and 10 water faucets were rehabilitated, with six water storage



tanks installed in each of the three schools – benefiting 1,547 primary school students, 980 boys and 567 girls. “Now we are very happy with the new toilets constructed for us,” said Aya. “We can wash our faces and hands during the break between the classes and after playing.”

AusAID funding in 2010 enabled UNICEF to rehabilitate water and sanitation infrastructure in five schools and to construct three major water networks serving six villages – improving the lives of more than 61,000 people in Iraq. With a contribution of more than \$11 million from Australia, UNICEF began upgrading water and sanitation facilities in another 200 schools, which will ensure that at least 100,000 primary-school students have access to improved WASH facilities.

Ministry of Education in Cameroon advances school hygiene

The Ministry of Basic Education and soap producer Complexe Chimique Camerounais (CCC), in partnership with UNICEF, provided hygiene supplies to 300 schools in Cameroon, with plans to distribute hygiene exercise books and soap to schoolchildren in the future.

The initiative was part of Global Handwashing Day, celebrated in more than 80 countries. Because hand washing with soap is an effective way to prevent the spread of illnesses such as diarrhoea, pneumonia and the H1N1 influenza virus, it is one of the most affordable and successful interventions to protect children’s health and survival.

At Oyack Group One Primary School in Douala, which received hygiene supplies from CCC, schoolchildren gathered around Sorel Fabiola Mbeutchu Yinkou, age 12, as she rolled up her sleeves for a hand-washing demonstration.

Sorel Fabiola began teaching hand washing in 2008, and she has continued to round up children in the playground or at meals and break times to demonstrate proper hygiene.

“This is a good example of an innovative initiative – government, private sector and UNICEF joining hands to support a common cause. It’s a model we hope to replicate in other schools.”

– Dr. Vijitha M. Eyango, education chief,
UNICEF Cameroon

“It’s important to keep our hands clean, especially after using the toilet, before and after each meal, and after playing outside,” she said. “This helps us avoid

any germs that can make us sick.” Sorel Fabiola also encourages her friends to pass on proper hand-washing techniques to relatives and friends at home.

As a result of hand-washing promotion in Cameroon, the 456 girls at Oyack school now have access to water points where they can wash up safely. “Thanks to these facilities,” said school headmaster Joseph Ngwe, “children who get their hands dirty in the mud can easily clean them and protect themselves from germs.”

In all of Cameroon’s schools, hygiene and sanitation are taught as part of the national curriculum. But proper facilities are still badly needed in many educational institutions. Less than 40 per cent of the country’s 15,000 primary schools have access to potable water, and just more than half have latrines.

Global Handwashing Day initiatives aim to bring greater access to water and sanitation facilities to schools throughout Cameroon. “This is a good example of an innovative initiative – government, private sector and UNICEF joining hands to support a common cause,” said Dr. Vijitha M. Eyango, UNICEF Cameroon’s education chief. “It’s a model we hope to replicate in other schools.”



Dominican Republic youth councils bring plans to city government

Fausto José, age 13, spoke with firmness and clarity during an interview with UNICEF Dominican Republic after he was elected as an alderman for the City Youth and Children's Council in the provincial capital of Bani.

As a candidate for the position, Fausto offered a proposal to rearrange the windows and bathrooms at his school – including simple changes that will have a high impact for students and can be used at any school in the country. The conversation with Fausto during a meeting of Youth and Children's Councils in the Valdesia Region made it clear that participants want to join their city governments in making improvements to their school environment.

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"This is an initiative that helps you grow, gives you personal satisfaction and encourages participants to do their best."

– José Zayas, treasurer, Bani City Youth and Children's Council, Dominican Republic

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At Maximo Gomez School, Fausto expressed his commitment to helping other students become good representatives of their schools. School conditions, he said, lack clean water and other basic elements for academic achievement, but he is convinced that children can help with the plans for upgrading school facilities.

Fausto said he is prepared to bring project proposals to the town hall to be evaluated for implementation. Among other responsibilities, the Youth and Children's Council manages a petty cash fund assigned to them by the Bani City Council.

During the meeting with representatives from five municipalities, a proposal was presented to create a network of youth and children's initiatives in multiple municipalities. Many of the speakers, including former members

of local councils, were very interested in continuing to represent their communities.

As José Zayas, treasurer of the Bani City Youth and Children's Council, said, "This is an initiative that helps you grow, gives you personal satisfaction and encourages participants to do their best."

The Convention on the Rights of the Child, in articles 12–15, sets out the right to free speech, to receive information and to participate. The experience of children's and youth councils in the Dominican Republic demonstrates that their members are not only claiming these rights, they are fulfilling the responsibilities they entail.

National conference in Indonesia highlights WASH in Schools

'Handling Sanitation and Securing Water Supply' was the theme of Indonesia's 3rd National Conference on Water and Sanitation, held in October 2011. The conference in Jakarta brought together more than 1,000 representatives of organizations from across this vast archipelago to re-examine government commitments and renew efforts to achieve the Millennium Development Goals for the sector.





The importance of investing more in school water, sanitation and hygiene was among the issues on the agenda.

Discussions highlighted the WASH in Schools Call to Action, including long-term investment in water, sanitation and hygiene; engagement of policymakers around school WASH; involvement of multiple partners; and building an evidence base that supports programmatic, policy and funding advocacy.

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Discussions highlighted Indonesia's WASH in Schools Call to Action, including long-term investment and engagement of policymakers.

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Fasil Zalah, Indonesia's Vice Minister of Education, emphasized the need for proper investment in schools to safeguard water, sanitation and health. He also noted that

agreement on standardized WASH facilities is required for a national rehabilitation plan to cover 250,000 classrooms during the next two years. The plan includes mainstreaming hygiene promotion and sanitation as part of in-service training for teachers, as well as classroom teaching of hygiene within the primary-level school curriculum.

Increased demand for water and sanitation due to rapid urbanization, scarcity of fresh water resources and depletion of groundwater due to global warming are all challenges for Indonesia.

With almost half its population lacking access to clean water and a similar percentage with no access to proper sanitation, Indonesia is looking at new ways to bring these vital services to more people as it strives to raise levels of access to at least two-thirds of the country by 2015.

Achieving the country's ambitious goals will require new partnership approaches – another recurrent theme of the Jakarta conference, with delegates encouraging substantial private sector investment for self-sustaining quality services for all. ■

Action Point 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.

Involvement in the decisions that affect our lives is a basic human right, and participation that brings all parts of society together is one of the most effective ways to build sustainable action for WASH in Schools. Among the stories featured online:

In **Haiti**, UNICEF and 30 partners, including GOAL, are helping children learn how to protect themselves against cholera, and the children are sharing their knowledge with adults in their communities.

In **Nigeria**, schoolchildren, a director general for rural development, a local council WASH coordinator, the European Union and UNICEF are all part of the movement for improved sanitation and clean drinking water.

In **Georgia**, the International Rescue Committee and UNICEF are carrying post-conflict rebuilding forward for the long term, with new toilets in schools and clean water for remote villages.

In **Niger**, the national Government, Rotary Belgium and the Belgian Committee for UNICEF worked together to bring clean water to rural villages, giving schoolchildren a much quicker way to finish their daily task of fetching water.

WASH in Schools is strong on building partnerships and has been successful in engaging with multiple stakeholders. As our work with partners continues and expands, we should increasingly share the success stories.

Schoolchildren in Haiti learn how to prevent cholera

At Institute Mixte de Kervens in Canape Vert, Port-au-Prince, the view through classroom windows reveals hillsides dotted with tents, temporary homes for tens of thousands displaced by the 2010 earthquake. Inside the classrooms, children are learning life-saving skills in the fight against cholera – which killed more than 4,500 people across Haiti in the wake of disaster.

“Although for the moment the level of cholera infections and deaths has lowered,” said Amara Kone, head of UNICEF’s sanitation training programme in schools, “it is still a danger that could become even worse. If cholera disease levels have decreased, it’s partially because we’ve been teaching people, such as children, that to prevent infection they need to wash their hands and drink safe water.”





Hygiene promoter Farah Sylvestre, a student nurse working for the non-profit organization GOAL, is mobilizing schoolchildren to better understand how the disease is spread. GOAL has carried out activities in 38 locations, as one of around 30 UNICEF partners helping Haitians learn how to protect themselves against cholera.

At Institute Mixte de Kervens, Ms. Sylvestre showed students how to kill cholera bacteria by washing their hands with soap. "It is important that children understand how to protect themselves," she said. "These children are a vehicle for carrying the cholera prevention message to adults."

"It is important that children understand how to protect themselves. These children are a vehicle for carrying the cholera prevention message to adults."

– Farah Sylvestre, GOAL hygiene promoter, Haiti

Rhodia, age 11, is part of this process. After school, she tells her father, "Papa, here is what we learned at school. We need to throw out faeces and make sure that flies don't come and sit on them. Flies carry disease and can sit on the food that we eat, and because of this we can get cholera."

Rhodia's father asks her to show him the correct way to wash her hands. She demonstrates, using soap and water from a bucket. Like most households in Haiti, there is no running water.

One year after the devastating earthquake, more than 1 million people – approximately 380,000 of whom are children – still lived in crowded camps. In 2011, UNICEF is increasing support for long-term ways to ensure access to clean water in Haiti, including repairing and expanding piped networks.

With increased capability and knowledge about basic hygiene, the families of students such as Rhodia will be better equipped to reduce outbreaks of cholera and other life-threatening diseases.

Schools are key focus for community-led WASH projects in Nigeria

Nigeria is home to more than 154 million people, and an estimated 103 million of them live without improved sanitation facilities.

Eko Atu, director general for rural development in Nigeria's Cross River State, said that because much of the population is clustered near riverbanks, a common practice is to defecate into the river and then use that same water for other purposes.

In recent years, however, communities in Cross River and other locations are working to eliminate open defecation through Community-Led Total Sanitation. "It is not a government project," said Mr. Atu. "It is the communities themselves that drive the whole process."

Programmes for Community-Led Total Sanitation in Nigeria often begin at the local school, an approach that the district water board includes in its overall policy. "You don't have a school in Cross River State where you don't have water and sanitation facilities," Mr. Atu said. "Children are taught to wash their hands after using the toilet" and take the message home to their communities.

"It is not a government project. It is the communities themselves that drive the whole process."

– Eko Atu, director general for rural development, Cross River State, Nigeria

The water and sanitation partnership between government and community-based organizations,



the European Union and UNICEF helps move the project from schools into homes and sensitizes community members about the dangers of poor sanitation.

Using locally available materials, villagers build their own latrines, supporting each other to ensure that every family has a facility. In the six states supported by European Union funding since 2008, more than 17,000 latrines have been built in 836 communities – and more than 100 of these communities have declared themselves free of open defecation.

In addition to lack of sanitation facilities, nearly 64 million Nigerians are not using improved drinking-water sources. Many pumps and other components in rural water systems remain broken, although they could be maintained and repaired by local technicians.

Onun Usani, water, sanitation and hygiene coordinator in the local Yakurr council, believes the reason for this is that communities are frequently not involved in decision-making and do not have control of mutual assets such as water pumps. "We are trying to give them a sense that they own this programme," said Mr. Usani. "By the time we withdraw, they should stand on their own."

Through this initiative, more than 1.2 million people who never had access now enjoy clean water to drink, and schools are receiving a sustainable supply of drinking water.

Georgia rebuilds water and sanitation systems for schools

In 2009, Tortiza Village School still bore the scars of conflict in South Ossetia, Georgia. One of the main school buildings was blackened by fire and stood in ruins. In the rest of the school, however, UNICEF and the International Rescue Committee installed a new water system and improved sanitation with flush toilets.

The Tortiza school was closed for nearly three months, as education authorities waited until displaced people living in them had found alternative housing and the buildings were safe to reopen. The water and sanitation upgrades are part of post-conflict reconstruction throughout the area.



Natia Sirbiladze, age 9, is one student who appreciates the improvements. "I'm very happy now that we have a water tap," she said. "Before, we had to go to my classmate's house to bring water. I'm also very happy that we now have the toilet."

"I'm very happy now that we have a water tap. Before, we had to go to my classmate's house to bring water."

– Natia Sirbiladze, student,
Tortiza Village School, Georgia

Schoolchildren in Tortiza are also receiving training in good hygiene practices from the International Rescue Committee.

"Our awareness about various infectious diseases has increased. We also learned what causes diarrhoea," said Tamar Akhalkatsi, age 14. Before the improvements, he added, "we didn't have a proper toilet or water to wash our hands or to drink. Often, we had to miss classes to go to nearby houses for water."

Beyond its work at the Tortiza school, UNICEF is improving local water systems to prevent outbreaks of waterborne diseases. Authorities in the city of Gori, for example, were helped with obtaining an excavator needed to replace old water pipes as well as pipes damaged during the conflict.



The water supply for Gori and surrounding communities is now regularly treated with chlorine, providing safe water for more than 50,000 residents. Repairing older reservoirs and water pumps is also helping to provide safe drinking water in remote villages.

“It’s essential in a conflict or a natural disaster that UNICEF and its partners ensure that every child and family has access to safe drinking water, basic sanitary conditions and the supplies needed to maintain basic family hygiene practices,” said Benjamin Perks, UNICEF’s deputy representative in Georgia.

Georgia is a country where water is plentiful. As people affected by the conflict rebuild their homes and lives, UNICEF will continue working to boost hygiene and sanitation – and to ensure that all schools have access to safe water supplies.

Safe water in Niger protects schoolchildren’s health

Surrounded by other children carrying empty containers, Fatima Hamouma, age 8, walked to the modern water taps in her village. In just a few minutes, she filled six containers. At the old well, fetching water took at least three hours of hard work. Now, “it’s easy,” Fatima said. “Before, we had to queue for a long time to get the water. And most of the time, it was dirty.”

The new taps are part of a water distribution system set up by the Government of Niger, UNICEF and other partners to provide direct access to potable water for 1,100 people in Chinwaghari Village.

The project was carried out in collaboration with the Belgian Committee for UNICEF and Rotary Belgium, which contributed approximately

\$400,000 to this initiative. The aim is to increase sustainable access to drinking water and sanitation in the community, thereby reducing the prevalence of waterborne diseases among children.

“Ensuring access to safe water is a crucial investment to increase child survival in a country that has one of the highest child mortality rates in the world,” said Georges Richard, a Rotary Belgium representative, during his visit to Niger.

More than 80 per cent of Niger’s population lives in rural areas, where close to three quarters have no access to safe drinking water. Instead, they get water from unimproved wells, the Niger River or bodies of standing water such as ponds. Moreover, only 7 per cent of the population, and just 3 per cent in rural areas, has access to adequate sanitation.

Distribution systems like the one in Chinwaghari provide access to clean water for more than 19,000 people in hard-to-reach communities. Most people in Fatima’s dry and remote village are nomadic Tuareg stockbreeders. Nomads are among the most marginalized populations in Niger, due to their mobile way of life and high rates of illiteracy.

In Chinwaghari, the new water-distribution system is allowing more village children to attend school – not only because they spend less time fetching water for their families, but also because increased access to water encourages nomadic groups to settle in one place.

“Water means life for us. What is happening in our village through this project gives us hope.”

– Aïchatou Mahamma, Chinwaghari Village, Niger

“Before, it was difficult because the well was far from the village,” said Aïchatou Mahamma, who has six children. “Water means life for us. What is happening in our village through this project gives us hope.”

Along with providing essential infrastructure, UNICEF and partners promote hygiene by organizing focus groups and advocating for hand washing with soap, a practice that can decrease diarrhoeal diseases by 40 per cent. ■



Action Point 4

Demonstrate quality WASH in Schools projects that yield a healthy school environment.

Sustainable programmes enhance children's capacities to learn and achieve. They 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.

WASH in Schools has proved to be an effective platform that involves students, teachers and family members, and enables children to take responsibility for their environment and well-being. With WASH in Schools activities in 94 countries, there are a lot of success stories that reflect a wealth of experience. Among the stories featured online:

In **Ethiopia**, a student-run WASH club helps manage school meals, makes sure schoolmates get clean drinking water, teaches good hygiene practices and organizes cleaning the toilets.

In **Nepal**, a secondary-school teacher mobilizes the school management committee to fund sanitary pads for students, enabling these girls to stay in school while they are menstruating.

In **Kyrgyzstan**, children learn about sanitation in school and are advising their families to include water taps and proper toilets as they rebuild homes that were destroyed during civil unrest.

In **Ghana**, the I-WASH project is increasing access to safe water, hygiene and sanitation in hard-to-reach communities and enabling young students to share good hygiene behaviour with adults.

Demonstrating quality WASH in Schools projects has a strong presence online. The task for the future is to keep the momentum rolling by further sharing of our success stories.



Student-run WASH club in Ethiopia promotes sanitation and hygiene

At the Harmukayle Haji Mumin School in Ethiopia, the Somali Regional Water Bureau has installed eight water taps inside the school compound with support from UNICEF. In addition, separate girls' and boys' toilets were constructed to serve the 288 students and staff. The student-run WASH club is making sure the new facilities are well maintained.

Just before break time, Kadr Hassen, age 15, and other WASH club members make their way to the compound where cooks prepare the mid-morning meal. Kadr and his friends lay out clean plates, and all the students line up to get their fortified porridge. Having ensured the orderly distribution of food, Kadr moves to the water point to make sure all students have a chance to drink.

"We encourage students to take responsibility for the facilities and make sure they are kept clean."

– Kadr Hassen, student, Harmukayle Haji Mumin School, Ethiopia

"We are very happy to have these new taps," said Firdoze Ali, age 13. "Last year there was only one tap in the school compound, and everyone would



fight to drink before having to go back into class. If you were not strong or lucky you would not get any water. Then you had to sit through the next class thinking about how thirsty you were.”

“Our duties as part of the WASH club include ensuring the proper use of the water and toilet facilities,” said Kadr. “We use the morning line-up before the start of classes to inform students about sanitation and hygiene practices, including the importance of hand washing with soap. We encourage students to take responsibility for the facilities and make sure they are kept clean.”

“Every week we organize a group to clean the toilets,” he said. “As a result, our school toilets are kept clean and students feel comfortable using them, which is a big change from before when the toilets would get so dirty nobody wanted to use them.”

Firdoze and Kadr are students with ambitions. “I am the first girl in my family to go to school,” Firdoze said, “and my dream is to be a doctor when I grow up.” As for Kadr: “I want to be either a journalist, a scientist, or both. If I were a journalist, I would report about conserving water. Water is life, and we have to do everything to conserve it.”

Menstrual hygiene helps Nepalese girls attend school

For girls at Sitalbox Lower Secondary School in the Federal Democratic Republic of Nepal, attendance when they are menstruating has not always been easy.

“After my menstrual period started,” a student said, “my study is suffering. Every month during my period, I found myself going through some kind of mental trauma ... What if there is lot of bleeding and bloodstains on my school dress and the boys saw that? I could not concentrate in class, and it is even harder at exam times.”

“The toilets at our school are not clean,” she added, “and there is no place for changing or throwing away used pads.”

But Maya Devi, a teacher at Sitalbox school, has started something new. To keep a supply of sanitary pads on hand, Ms. Devi collects a contribution from the school management committee every month. In addition, a new latrine is being built, which is attached to the girls’ wing and has an incinerator for easy disposal of used pads.



“If girls cannot attend school for one week out of four, their education will suffer in relation to their male counterparts.”

– Maya Devi, teacher, Sitalbox Lower Secondary School, Federal Democratic Republic of Nepal

“There are about thirty adolescent girls in our school who are menstruating,” Ms. Devi said. “During this time, these girls used to skip up to five days a month as they were too embarrassed to be in school. Now these girls come to school for the five days they used to skip as we provide sanitary pads to manage their menstruation.”

Teaching older girls menstrual hygiene management makes it possible for them to

continue day-to-day activities such as going to school and working.

Necessary facilities include separate toilets for girls and boys, proper privacy and disposal systems for sanitary items. Without access to these facilities, girls suffer from poor menstrual hygiene that restricts both their movement and their dignity.

“If girls cannot attend school for one week out of four,” Ms. Devi said, “their education will suffer in relation to their male counterparts. Thus, to ensure equality and to help guarantee their right to education, focus and resources must be put into what at first might seem like an issue of minor significance.”

This teacher’s initiative in Nepal is proving that positive change can be achieved. Girls at Sitalbox Lower Secondary School now have the right information on how to care for themselves during menstruation, as well as access to sanitary products and disposal facilities.

Latrines contribute to cultural change in Kyrgyzstan

Discussing sanitation is often a cultural taboo in Kyrgyzstan, but after hundreds of homes burned down during civil unrest in June 2010, the issue has come to the fore.

In the Furkat neighbourhood of Osh, families were assisted in building temporary two-room homes, but the temporary toilets did not meet basic sanitation and hygiene standards. UNICEF was asked to help, and needs were identified jointly by those who were affected by the violence, technical specialists and the wider community.

Diloran Adbysomatova lost her husband in the violence and now looks after 15 family members. With wood and nails received from UNICEF, the whole family joined in reconstructing their home, including installation of a new toilet.

Nazokat, age 9, is one of the youngest family members. After receiving hygiene awareness classes at school, she insisted on installing a water tap near her home.

“Our teachers always tell us that we should wash our hands, because otherwise, worms can appear in our stomach,” she said. “At school we have washstands, but in the winter the water can freeze. At home, I want a real water tap.”

In Kyrgyzstan, children who are knowledgeable about good practices are proving to be agents of change within their families and communities.



Nazokat already has an idea of where to put the tap, and her family is now discussing how to construct a sewage system for the washstand.

Shakhsultan Yuldashev, age 8, also participated in construction plans for his family's new home. Their toilet is provisionally built near the entrance to their temporary home, between a new wall and one from the old house. Although the toilet is out of the wind, it is cold, and Shakhsultan has nowhere to wash his hands. He is very enthusiastic about the new UNICEF-supported facilities.

There are at least 50 outdoor public toilets in the area that urgently need similar support. Dr. Zhumabubu Doskeeva, a UNICEF health officer in Osh, emphasized the importance of improved latrines at schools and said it is also critical to build proper toilets in maternity houses, children's hospitals and resuscitation units.

Where work is already taking place in Kyrgyzstan, there is increasing awareness and discussion of the benefits of good hygiene and sanitation. And the children who are knowledgeable about good practices are proving to be instrumental agents of change within their families and communities.

Children in Ghana benefit from UNICEF 'I-WASH' project

They say it takes a village to raise a child. But children themselves are also capable of important work, as proved by UNICEF Ghana's hand-washing project.

In Ghana, UNICEF estimates that diarrhoea causes 18 per cent of deaths among children under age 5. But these deaths can be easily prevented through use of clean water and basic behaviour changes such as hand washing with soap.

By directly engaging young students, I-WASH is tapping into a powerful resource for change.

The integrated water, sanitation and hygiene initiative known as 'I-WASH' is jointly supported by the European Union and UNICEF.





By increasing access to safe water and improved sanitation in hard-to-reach communities – as well as promoting hygiene education – the project is working to help Ghana achieve the Millennium Development Goals. And by directly engaging young students, I-WASH is tapping into a powerful resource for change.

Nerida Williams, a UNICEF assistant communication officer working with the Australian Youth Ambassadors for Development programme, described this strength in an account of her visit to a school in Tamale:

On a warm day in mid-June, I entered a classroom in a remote village in Ghana's northern region, along with a visiting team from UNICEF. Before us sat no fewer than 70 children, one of the school's smaller classes.

My guide for the day was Issah-Bello, district resource coordinator for the I-WASH project. He began asking the students about hand washing with soap, and they seemed to have

a good understanding of the health benefits of washing their hands.

After ending our classroom visit and walking to the hand-washing facility, Ahmed, age 12, proudly showed his classmates how he washes his hands with soap. And Mr. Bello offered the children an important lesson.

"Share your knowledge and experience with other children," he said. "Share with your parents and be an ambassador for behaviour change."

Ahmed took this message to heart. "One night my father was coming [home] to eat in a hurry," he recalled. "I told him, please wash your hands with soap before eating, this is what our teachers told us to do."

He then rushed to fetch soap for his father, who proceeded to wash his hands before eating. In a culture where parents are not frequently questioned by their children, Ahmed brought home a life-saving message. ■

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, and mapped out on a continuous basis.

Contribute evidence that provides a solid base for informed decision-making and effective distribution of funds. Gathering and sharing comprehensive data, including statistics by gender, access and quality of services, will equip policymakers with indispensable tools and provide project participants with practical guidance.

UNICEF and partners are engaged in expanding their know-how on the impact of WASH in Schools programming. Among the stories featured online:

Globally, the new 'WASH in Schools Monitoring Package' provides tools for gathering data on all components of WASH in Schools programming and includes modules on education management information systems (EMIS), surveys and children's monitoring.

In the **Republic of Moldova**, the National Centre of Public Health and UNICEF assessed school water supplies, access to adequate hygiene facilities and students' hygiene practices in every pre-university educational facility in the country.

In **India**, schoolchildren are testing water quality, tabulating the results and providing reports to be used by government drinking water and sanitation departments.

Although it is the right of every child to have access to schools that provide WASH facilities, we need to do better in documenting the impact of WASH in Schools progress. Monitoring, including WASH indicators in national EMIS, and sharing this evidence will attract attention to the sector and help prioritize WASH in Schools in development programmes.

WASH in Schools Monitoring Package provides data collection tools

The 'WASH in Schools Monitoring Package' provides tools for gathering accurate and useful data on all components of WASH in Schools programming, including water, sanitation and hand-washing facilities; hygiene knowledge and practices; operation and maintenance systems; and waste disposal.

The Monitoring Package offers three modules:

- **EMIS** – basic monitoring questions on WASH in Schools to be incorporated into national education management information systems
- **Survey** – a more comprehensive set of questions, observations and focus group discussion guidelines for use in national, sub-national, project-level or thematic surveys
- **Children's monitoring** – a teachers' guide and tools for WASH in Schools monitoring by students, including observation checklists and survey questions.

"Only with solid data can UNICEF and partners effectively advocate for WASH in Schools, and only with that data can governments make informed choices on policy and resource allocation."

– Murat Sahin, Advisor, WASH in Schools, UNICEF

More comprehensive data on WASH in Schools are necessary to determine accountability, track progress and evaluate project effectiveness, as well as to inform planning, resource allocation and policy development, and to promote learning and advocacy.



Data on project progress, for example, can lead to adjustments in the design of national guidelines and standards. Data on how WASH in Schools facilities are functioning can guide decisions on budgeting for operation and maintenance.

To help policymakers and managers analyse the success of WASH in Schools programmes in meeting beneficiaries' needs, tools within both the survey module and the children's monitoring module are designed to appraise schoolchildren's knowledge and opinions.

In many countries, the most urgent need is for basic national-level data on WASH in Schools coverage, ideally gathered annually from a WASH module within the national EMIS. In some cases, the Monitoring Package templates can be used at the country level with little or no modification. To ensure that the tools are fully relevant within each country context, notes and suggestions for modifications are included.

"Only with solid data can UNICEF and partners effectively advocate for WASH in Schools," noted UNICEF advisor Murat Sahin, "and only with that data can governments make informed choices on policy and resource allocation." As countries begin to compile basic data sets, the global picture will also become clearer, with implications for funding allocations at the regional and global levels.

Government of Moldova and UNICEF assess school WASH conditions

More than 60 per cent of Moldovan students are at risk of illness due to poor water quality in their schools. This is one of the findings of the 'Study on the Quality of Water, Sanitation and Hygiene Practices in the Schools of Moldova', launched by UNICEF and the Ministry of Health, the Ministry of Education and the National Centre of Public Health in the Republic of Moldova.



SUMMARY REPORT

STUDY ON THE QUALITY OF WATER, SANITATION AND HYGIENE PRACTICES IN THE SCHOOLS OF MOLDOVA



The Government of Republic of Moldova

unicef

In 232 schools, there are no taps and the sinks are broken – making it extremely difficult for students to wash their hands after using the toilets and before taking a meal.

The inadequate sanitation conditions in schools expose students to infectious and parasitic diseases. According to national statistics, child illnesses caused by these diseases increased more than 20 per cent in 2008, affecting 72,000 children, compared to 2004, when 56,000 were affected.

Recommendations in the Moldovan study include implementing drinking-water treatment; developing national policies on children's environment and health; and modernizing water supply and sanitation infrastructure that will cover disadvantaged communities.

The first steps in this regard began with the 2010 school year, when the Moldovan Ministry of Education and UNICEF opened child-friendly schools in the village of Molesti, Ialoveni District, and in Sofrancani, Edinet District. With the assistance of funds provided by the French company Veolia, these two rural schools have been equipped with modern water supply and sanitation systems. And the students can enjoy safe drinking water and proper sanitation.

*In the Republic of Moldova,
data were collected from
more than 1,500 schools
across the country.*

Data were collected from more than 1,500 schools across the country. According to the research, only two-thirds of schools are connected to water pipes and 50 per cent of schools use drinking water from sources that do not meet sanitation authority standards.

Schoolchildren in rural areas of Moldova have limited access to basic hygiene conditions such as sinks, soap, toilet paper, hand dryers and toilets. Most of the children from rural schools – 55 per cent of the total number of students – don't have access to indoor toilets.



Students in India monitor water quality for safety

Soon after their classes are over, a dozen students from Pathargora Upper Primary School in Jharkhand State, India, are busy packing up their portable water-testing kit. As members of the Bal Sansad, the local child cabinet, they have received training on how to collect samples from handpumps and wells to test drinking-water quality in their village.

The project is a joint initiative of the Department of Human Resources Development, the Drinking Water and Sanitation Department, the Jharkhand State government and UNICEF.

Proudly carrying the testing kit on her shoulder, Saloni Mardi, the Bal Sansad's prime minister, explained how the water samples would be tested for harmful bacteria and chemical content. The group first collects samples from their school's handpump. Next, Saloni and her cabinet colleagues examine the water for pH value and for chemical content.

"After the testing of the water, we can conclude whether the water is safe for drinking or not. This is essential information that has to be communicated to the villagers who are using this water."

– Surumuni Hansda, student, Pathargora Upper Primary School, India

"After the testing of the water, we can conclude whether the water is safe for drinking or not," said Surumuni Hansda, Bal Sansad health minister. "This is essential information that has to be communicated to the villagers who are using this water for drinking."

The testing process takes 20 minutes and results are available within two days. The group then

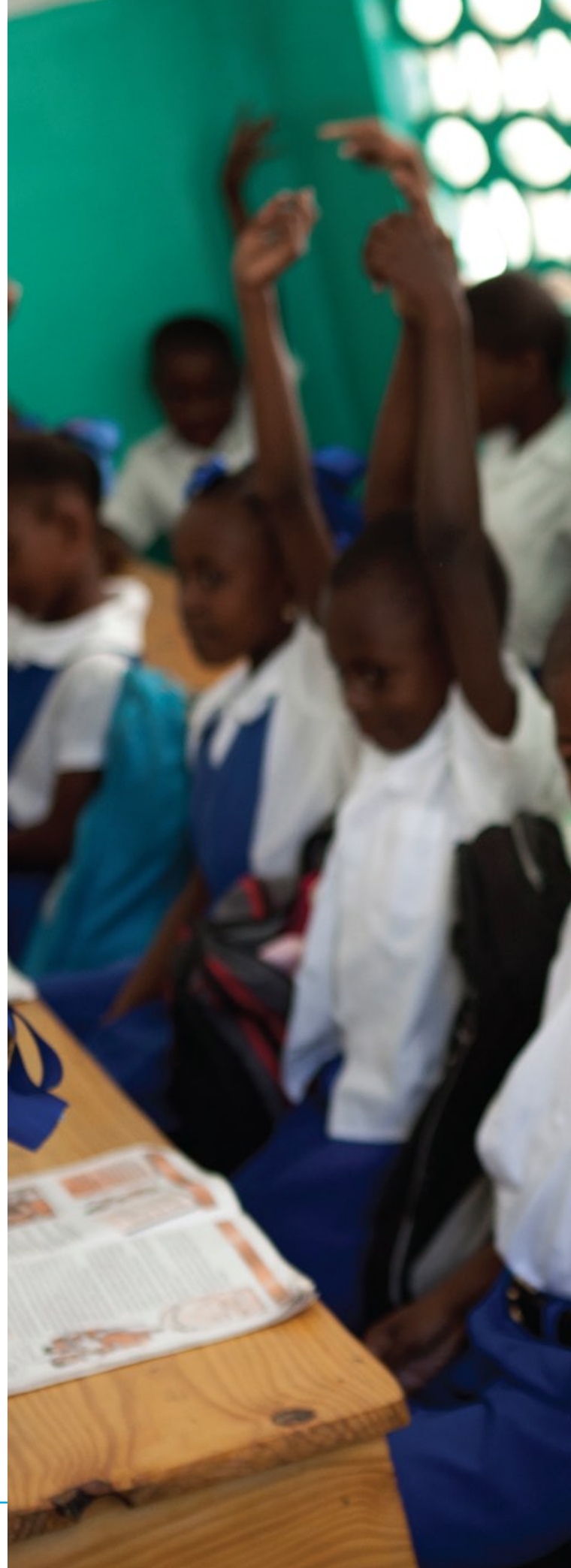




tabulates the results and prepares a report for the state Drinking Water and Sanitation Department. Bal Sansad members will check the water quality of every school handpump and well annually. Students have also been assigned the task of water testing in their villages on days when they are not in school.

Student water testers are instrumental in educating the community on the risks of unsafe water and how to employ hygienic practices to curb contaminated water, said Bhola Jha, headmaster of Pathargora Upper Primary School: "I am sure that the villagers will get in touch with our Bal Sansads to know the quality of water they are consuming. In the process, the students will also spread the message of the importance of consuming safe drinking water."

Dara Johnston, water and environmental sanitation specialist, UNICEF India, added that "this is an excellent example of creating awareness about water quality and its link to health within the community. The schoolchildren bring to their homes awareness about the water quality, which has a direct impact on the health of the family and the community." ■





Links to the original stories

'In Pakistan, UNICEF and partners promote hygiene in schools amidst conflict and floods', by Shandana Aurangzeb Durrani, Swat District, Pakistan, 4 October 2010, www.unicef.org/infobycountry/pakistan_56308.html

'UNICEF and the AusAID support improved sanitation for Palestinian students', by Monica Awad, Hebron, Occupied Palestinian Territory, 11 April 2011, www.unicef.org/infobycountry/oPt_58270.html

'Raising clean hands in Afghanistan's "WASH" friendly schools', by Cornelia Walther, Kabul, 16 September 2010, www.unicef.org/wash/afghanistan_56057.html

'National plan for the promotion of water and sanitation under way in Mali', by Guy Degen, Soufouroulaye, Mali, 19 August 2010, www.unicef.org/infobycountry/mali_55643.html

'Australian funds boost girls' education in southern Iraq', Sydney, Australia, 18 June 2010, www.unicef.org.au/Media/Media-Releases/June-2010/Australian-funds-boost-girls%E2%80%99-education-in-souther.aspx

'Fausto José expresa su compromiso en trabajar para mejorar las escuelas' (Fausto José expresses his commitment on working to improve schools), Bani, Peravia Province, Dominican Republic, 2009, www.unicef.org/republicadominicana/reallives_15604.htm

'Promoting handwashing in schools to prevent disease in Cameroon', Douala, Cameroon, 15 October 2009, www.unicef.org/infobycountry/cameroon_51433.html

'UNICEF and partners educate Haitian children on how to prevent cholera', by Gabrielle Menezes, Port-au-Prince, 18 March 2011, www.unicef.org/infobycountry/haiti_57955.html

'Community-led water and sanitation projects take root in Nigeria', by Greg Marinovich, Calabar, Nigeria, 23 September 2010, www.unicef.org/infobycountry/nigeria_56209.html

'Rebuilt water and sanitation systems help heal scars of conflict in Georgia', by Guy Degen, Gori, Georgia, 3 August 2009, www.unicef.org/infobycountry/georgia_50526.html

'New safe-water systems in rural Niger enable children to go to school', by Sandra Bisin, Chinwaghari Village, Niger, 22 March 2010, www.unicef.org/infobycountry/niger_53120.html

'Student-run WASH club promotes proper sanitation and hygiene practices in Ethiopia', by Indrias Getachew, Somali Region, Ethiopia, 14 April 2011, www.unicef.org/wash/ethiopia_58303.html

'Menstrual hygiene helps make school a better place for girls', by Anna-Marie Guiney, Kapilvastu, Nepal, 25 March 2010, www.unicef.org/nepal/5474_6237.htm

'Construction of proper latrines contributes to cultural change in Kyrgyzstan', by Galina Solodunova, Osh, Kyrgyzstan, 17 March 2011, www.unicef.org/infobycountry/kyrgyzstan_57943.html

'Ghanaian children benefit from UNICEF "IWASH" project', by Nerida Williams, Tamale, Ghana, 8 September 2010, www.unicef.org/infobycountry/ghana_55951.html

'Wash in Schools Monitoring Package', available under 'Resources' at www.unicef.org/wash/schools; to open the PDF directly, access www.unicef.org/wash/schools/files/wash_in_schools_monitoringpackage_.pdf

'More than 60% of Moldovan pupils are at risk of falling sick because of the poor quality of water in schools', by UNICEF Central and Eastern Europe/Commonwealth of Independent States, Chisinau, Republic of Moldova, 12 November 2010, www.unicef.org/ceecis/media_16007.html; the 'Study on the Quality of Water, Sanitation and Hygiene Practices in the Schools of Moldova' PDF is available in English and Romanian at www.unicef.org/moldova/resources_15643.html

'Children spearhead safe-water practices in India', by Ankush Singh, Jharkhand, India, 19 March 2010, www.unicef.org/infobycountry/india_53088.html

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Join in the advocacy for WASH in Schools by sharing your stories online.

For more information, visit www.unicef.org/wash/schools.