

Helpdesk Report: How holistic water, sanitation, health and hygiene promotion investments represent value for money and represent positive effects on attendance, retention and learning.

Date: 28 May 2010

Query: What evidence is available, for Asia in particular, to support the view that holistic water, sanitation, health and hygiene promotion investments represent value for money and have positive effects on attendance, retention and learning?

Enquirer: DFID Nepal

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1. Overview

The multiple ways in which water, sanitation, and hygiene education in schools (WASH in Schools) contributes toward education - including attendance, retention and learning - is fairly well documented. When children have access to clean and appropriate toilets, hand washing facilities, adequate and clean water they are healthier, are more likely to attend school regularly, and to participate and learn more effectively. They also can be agents of change and can positively influence hygiene practices at home and in their wider community.

This query response aims to provide an introduction to the issues of sanitation, health and hygiene in schools generally and to provide links to resources, but also provides links to resources on sanitation, health and hygiene in Asia more specifically. The resources were selected because they were seen to provide evidence on the benefits of increased investment in sanitation, health and hygiene for education outcomes.

3. Key documents

3.1 General documents on sanitation, health and hygiene and education

Raising Clean Hands: Advancing Learning, Health and Participation through WASH in Schools, 2010

www.unicef.org/media/files/raisingcleanhands_2010.pdf

This document was recommended by a number of the experts that contributed to this response, as it contains a lot of the evidence you are looking for (although not specifically in the Asian context).

It is a call to action for WASH in schools, and it 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. As such, it makes the case for how WASH in schools improves different aspects of education, including how WASH in schools:

- improves children's health
- boosts school attendance and achievement
- promotes gender equity
- reaches the community because children are agents of change.

Water and Sanitation: The Education Drain, 2004

www.wateraid.org/documents/plugin_documents/educationreport.pdf

Poor access to clean water and sanitation prevents millions of children from going to school. These are the world's poorest children. They are denied an education that could help their families and their communities out of terrible poverty. The report shows the links between these problems and demonstrates why governments need to act on this now in order to fulfil their promises to the world's poor.

An inclusive approach for school sanitation and hygiene education: strategy, norm and designs

http://ddws.gov.in/popups/SSHE_book%20Final%20PDF.pdf

A document focusing on India, aimed primarily at programme implementers to help them understand the critical need for proper school water and sanitation facilities. It is split into three parts:

- The first part discusses the features of the SSHE programme in the national context
- The second describes in detail the key principals which must guide construction of sanitation and drinking water facilities in schools and provides a tool for making decisions
- The third part provides detailed engineering drawings and estimates for 16 different basic core designs.

Evidence Base: Water, Sanitation and Hygiene Interventions: Literature Review, December 2009

Attached to email

A wider literature review on water, sanitation and hygiene interventions. However, chapter nine – titled “WASH and Primary School Education” – will be of most interest to you. It presents the evidence on the impact and importance of WASH on the primary education system.

Ecological, socio-cultural and institutional challenges in the provision of safe water and improved sanitation in NWFP, Pakistan, NORAGRIC dissertation, 2006

www.umb.no/statisk/noragric/publications/phdtheses/nawab_abstract.pdf

This link takes you to the abstract of a dissertation written by Bahadar Nawab. If you are interested in the whole dissertation, please let me know and I can put you in touch with the librarian who can loan it to you.

This study presents a holistic view of water supply and sanitation – considering water supply and sanitation as an integrated issue and trying to understand the technical, cultural and institutional aspects by analysing people's practices and government policies and approaches.

The Worth of School Sanitation and Hygiene Education (SSHE): Case Studies

[www.irc-eh-field-guide.com/EH_PORTABLE_LIBRARY/EH%20KEY%20REFERENCES/HYGIENE%20PROMOTION/School%20Sanitation%20and%20Hygiene%20Education/SSHE%20Case%20Studies%20\(IRC\).pdf](http://www.irc-eh-field-guide.com/EH_PORTABLE_LIBRARY/EH%20KEY%20REFERENCES/HYGIENE%20PROMOTION/School%20Sanitation%20and%20Hygiene%20Education/SSHE%20Case%20Studies%20(IRC).pdf)

The paper is divided into case studies on school sanitation and hygiene education from Africa, Asia and South America. The case studies in Asia include:

- The first is on a school health and hygiene promotion programme in Nepal and the impact of its “child-to-child” approach. It focuses on how to achieve sustainability in an SSHE programme.
- The second case study focuses on one programme in Bangladesh. It shows a unique SSHE programme working with pond sand filters and rainwater harvesting, and highlights some of the main causes of success for this specific programme.
- The third Asian case study focuses on Kerala, India, where an interesting school health club (SHC) has been formed. This study is of special interest for its girl-friendly toilets. Although one might argue that more empirical evidence is needed to give insight into the impact of the SHC, there are some interesting findings.

WASH in Schools: Notes and News, December 2009

<http://www.irc.nl/redir/content/download/148122/487197/file/NotesNewsEnglishDecember2009.pdf>

This was recommended by Sophie Hickling, who recommended that you read the section by Peter van Maanen dealing with the evidence base for WASH in Schools.

This issue of *Notes and News* touches upon three crucial questions when developing activities on WASH in Schools:

- What are the evidences of impact?
- What are the standards and design criteria to apply when constructing WASH facilities at schools?
- How can activities be financed?

GLAAS 2010: UN-Water Global Annual Assessment of Sanitation and Drinking Water: Targeting Resources for Better Results

www.who.int/water_sanitation_health/publications/UN-Water_GLAAS_2010_Report.pdf

A very large annual report that aims to provide added value to sanitation and drinking-water monitoring efforts by integrating and strengthening the evidence base and helping to improve policy-making towards and beyond the MDG target. It is intended to reach senior-level policy-makers. It aims to help reduce the reporting burden of countries and external support agencies and to harmonize their different reporting mechanisms. It contains a large number of data and analyses on sanitation and drinking water, making it a resource that can be used to strengthen policies and assist decision-makers.

A Literature Review of the Non-Health Impacts of Sanitation

Attached to email, but also published in [Waterlines](#), Volume 27, Number 1, January 2008, pp. 48-61(14)

www.ingentaconnect.com/content/itpub/wtl/2008/00000027/00000001/art00005?crawler=true

This literature review was commissioned by Water Aid in May 2007. It reviews both published and grey literature available at that time on the non-health impacts of sanitation. The main sections of this report summarise the social impacts of sanitation on women, adolescent girls, children, the disabled and the environment. The report does not look at the specific economic impacts as this was covered independently nor at the impact of improved sanitation on reproductive health and the HIV positive as these fall under the more widely documented ‘health’ umbrella.

Literature Review on WASH in Schools

Attached to email

A literature review of WASH in schools which looks specifically at:

- The role of school-led total sanitation
- Health impacts of school WASH
- The non-health impacts of school WASH
- Behaviour change and diffusion
- Sustainability and scalability of school-based wash programs
- Review of grey literature documents

Child Undernutrition, Tropical Enteropathy, Toilets, and Handwashing, 2009

Attached to email

This Lancet article makes a case for sanitation and its links with child stunting.

3.2 Asia-specific documents

Strengthening Water, Sanitation and Hygiene in Schools: A WASH guidance manual with a focus on South Asia, 2010

www.irc.nl/redir/content/download/149102/493695/file/TP53_WASH_in_Schools_10.pdf

This book is meant for managers and trainers involved in water, sanitation and hygiene programmes in schools, whether operating at state, district or block level. It provides information on a number of essential topics related to WASH in schools and contains relevant activity sheets.

In particular, I think you will find section 4.2 of the manual useful – it is called “Lessons from evaluations and programme experience”. You may also find Chapter 3 of the document (“National/regional policy development and cooperation”) of use. In addition, Appendix 3 provides case studies on the impact and sustainability of WASH in schools in Kerala, India and Kenya.

School-led Total Sanitation: A successful model to promote school and community sanitation and hygiene in Nepal

www.communityledtotalsanitation.org/sites/communityledtotalsanitation.org/files/School_led_total_sanitation.pdf

A history of inadequate intervention in sanitation and hygiene, and the resultant low coverage level, has left Nepal with much to do to reach the national target of 100% latrine coverage by 2017. The recognition that children can act as change agents, allied with the success of School Sanitation and Hygiene Education (SSHE), led UNICEF Nepal to develop School Led Total Sanitation (SLTS), where open defecation free areas are achieved with school children in a leading promotional role. The paper shows how SLTS has had very promising results to date and paves the way to speed up the process of intensive latrine coverage in school catchment areas.

The *EDUCATION* Millennium Development Goal: What water, sanitation and hygiene can do in India

Well Country Note 2.2

www.lboro.ac.uk/well/resources/Publications/Country%20Notes/CN2.2%20India.htm

A short note which provides evidence for the impact of water supply, sanitation and improved hygiene on education in India.

Nepal - The School Sanitation and Hygiene Education (SSHE) Programme of NEWAH

www.schools.watsan.net/redir/content/download/218/1905/file/Nepal.doc

The purpose of this case study is to disseminate the approach taken by NEWAH, an NGO in Nepal, in its implementation of School Sanitation and Hygiene Education (SSHE). It is a way of sharing NEWAH's experience with similar organisations in the same field. NEWAH has

been implementing a package of interventions that it believes is acceptable and effective. This case study is based on the NGO's documents, reports and evaluations and a review of relevant literature.

Is menstrual Hygiene and Management an Issue for Adolescent School Girls? A Comparative Study of Four Schools in Different Settings of Nepal, 2009

www.wateraid.org/documents/plugin_documents/wa_nep_mhm_rep_march2009.pdf

This small scale study was undertaken with the objective of determining the prevailing knowledge and experiences of menstrual hygiene and management, and their implications, among adolescent schools girls in rural and urban settings of Nepal.

Menstrual Hygiene in South Asia: A Neglected Issue for WASH (Water, Sanitation and Hygiene) Programmes

www.wateraid.org/documents/plugin_documents/menstrual_hygiene_in_south_asia_1.pdf

This article explores the reasons why menstrual hygiene management is not generally included in WASH initiatives, the social and health impacts of this neglect on women and girls, and provides examples of successful approaches to tackling menstrual hygiene in WASH in the South Asia region.

Why Sanitation and Water Supply are Important to Growth and Development in Bangladesh

Attached to email

This was sent by Jane Bevan as an example of the budgetary savings to be made by investing in WASH interventions.

This briefing note for the People's Republic of Bangladesh Ministry of Finance shows that water supply and sanitation (WSS) need urgent attention. Failure to finance water and sanitation is costing the country a notable portion of its GDP. Scientific studies show that access to sanitation and water not only improve quality of life, but also bring tangible health, environmental and economic benefits, and contribute to poverty reduction. The rate of return of spending on sanitation and water can exceed other public investments such as in infrastructure, transport, health or education. While data are still incomplete, this briefing note demonstrates that even a little spending on water supply and sanitation reaps enormous rewards.

4. Additional information

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Websites visited

[WELL](#); [Water, Sanitation and Hygiene in Schools \(UNICEF\)](#); [WASH in Schools \(UNICEF\)](#); [WASH in Schools](#); [UNICEF India](#); [Nepal Water for Health](#); [Community-Led Total Sanitation](#),

[Community-Led Total Sanitation, Nepal Country Focus](#); [IRC International Water and Sanitation Centre](#); [WaterAid](#); [Plan International](#); [Water Supply and Sanitation \(World Bank\)](#); [School Health and Nutrition \(World Bank\)](#); [Focusing Resources on Effective School Health \(FRESH\)](#); [UNESCO](#); [UNESCO Bangkok](#); [WHO](#)

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