

Advancing Water, Sanitation and Hygiene in Schools in the pan-European region

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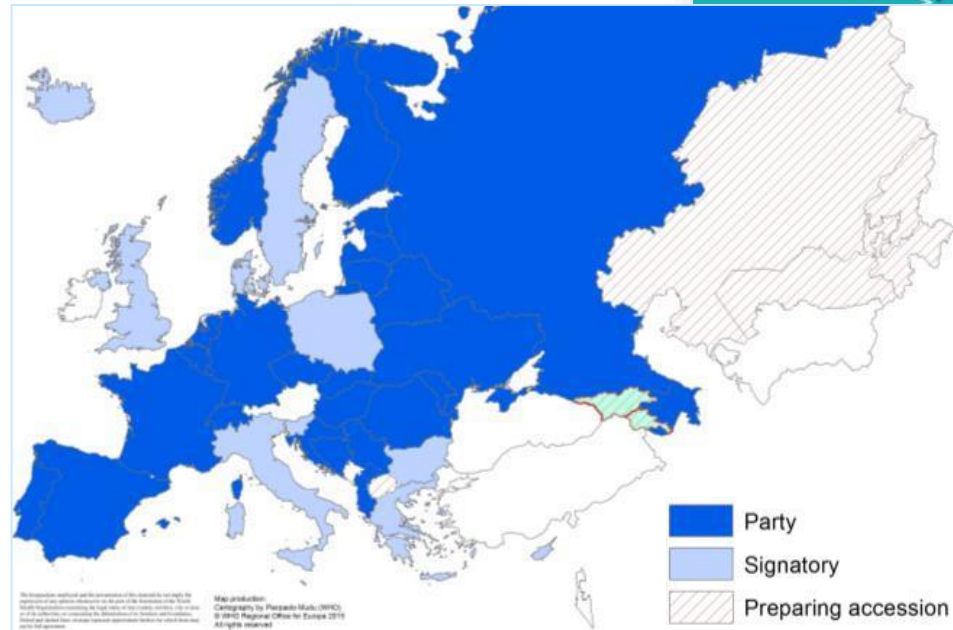
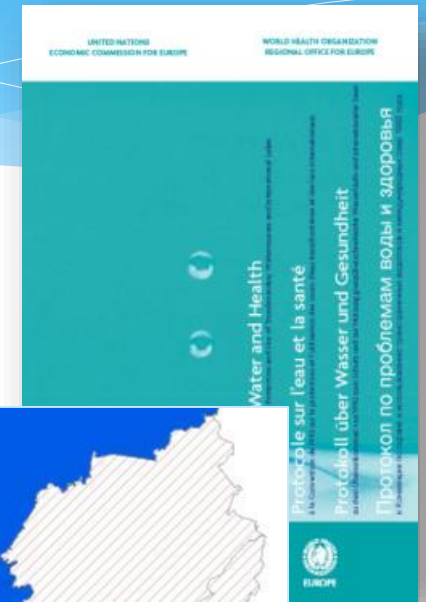
Regional initiatives on WASH in schools



- * **Ostrava declaration:** ensuring and sustaining the provision of adequate WASH services in schools and health care facilities through systematic situation assessments and by setting national targets and action plans
 - * Member States may include WASH in schools in their national portfolios of actions
- * **Declaration of the Paris High-level Conference 2016** Promoting intersectoral and interagency action for health and well-being in the WHO European Region
 - * Every preschool and school should provide adequate water, sanitation and hygiene

Protocol on Water and Health

- * First and only **multilateral agreement** addressing protection of human health and well-being
- * Linking sustainable **water management** with prevention, control and reduction of **water-related disease**
- * Dedicated programme area on **WASH in schools**
- * Lead by Moldova, Georgia and Hungary
- * Supported by WHO EURO



Evidence review in the pan-European region

- * Policies are in place but do not always address all aspects of WASH and the enforcement mechanism is not efficient.
- * WASH in schools is still a challenge in the entire region, though problems are diverse.
- * Operation, maintenance and acceptability are common concerns regardless the economy of the country.
- * Adverse effect of poor WASH on health and learning outcomes was confirmed.

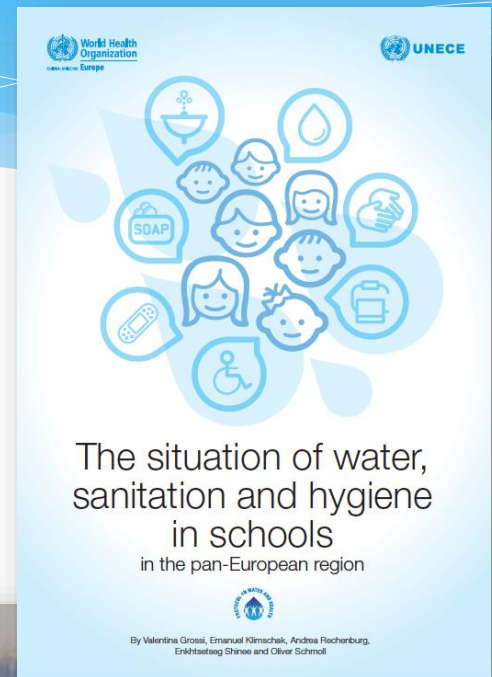
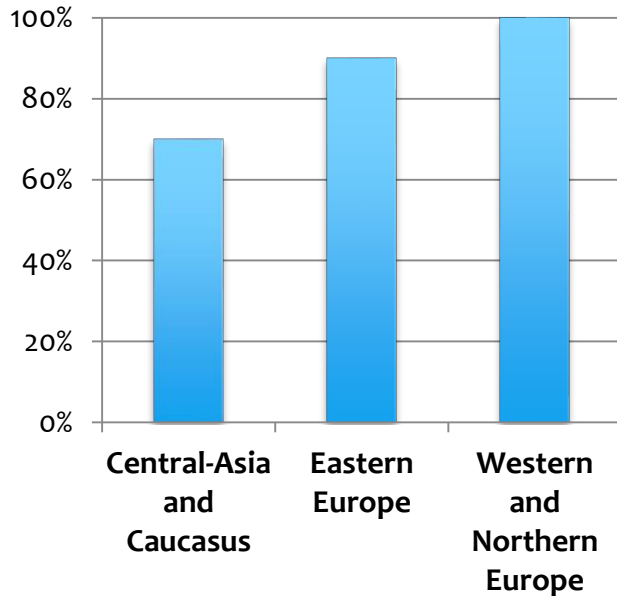


Photo: Andrey Egorov

School toilets

Available ✓



Adequate sanitation facility

Accessible ?

1:10
1:20
1:50
1:400

Examples of toilet to pupil ratios

Acceptable ✗

France

Never defecate in school:



Croatia

Uses school toilets regularly:



UK - Scotland

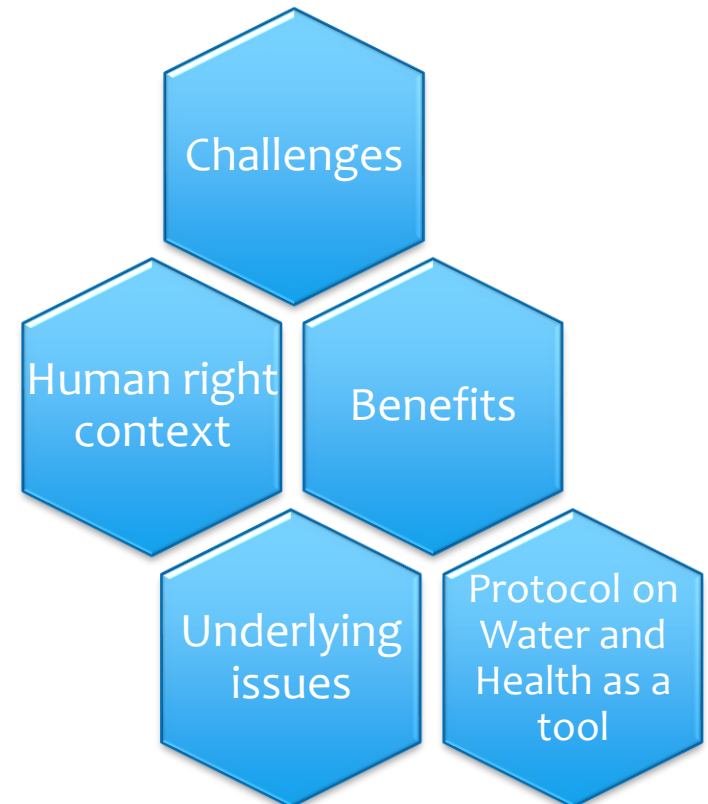
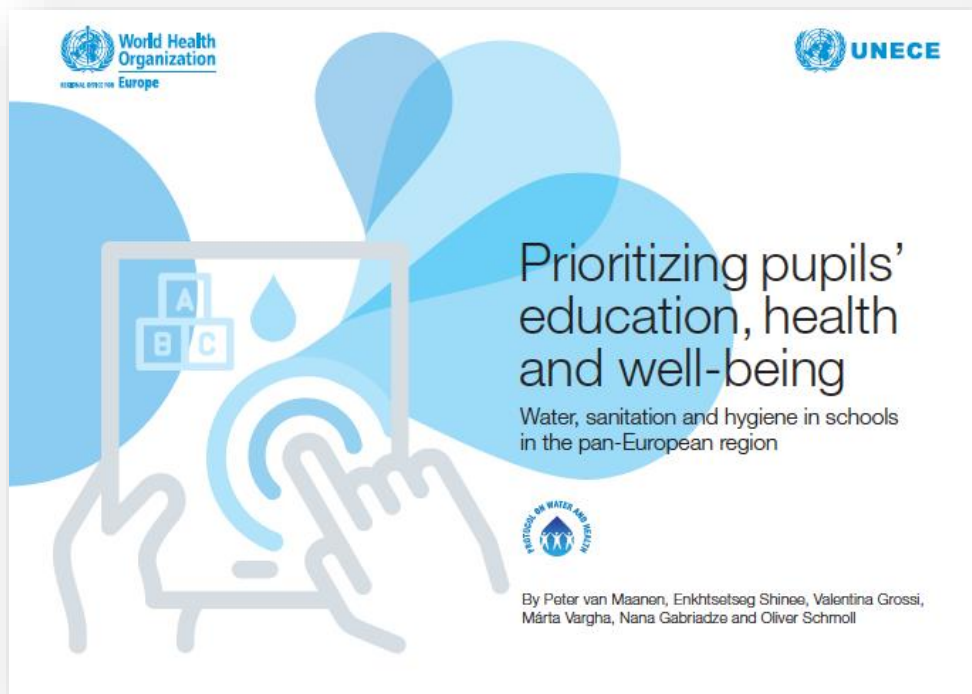
Never uses school toilets:



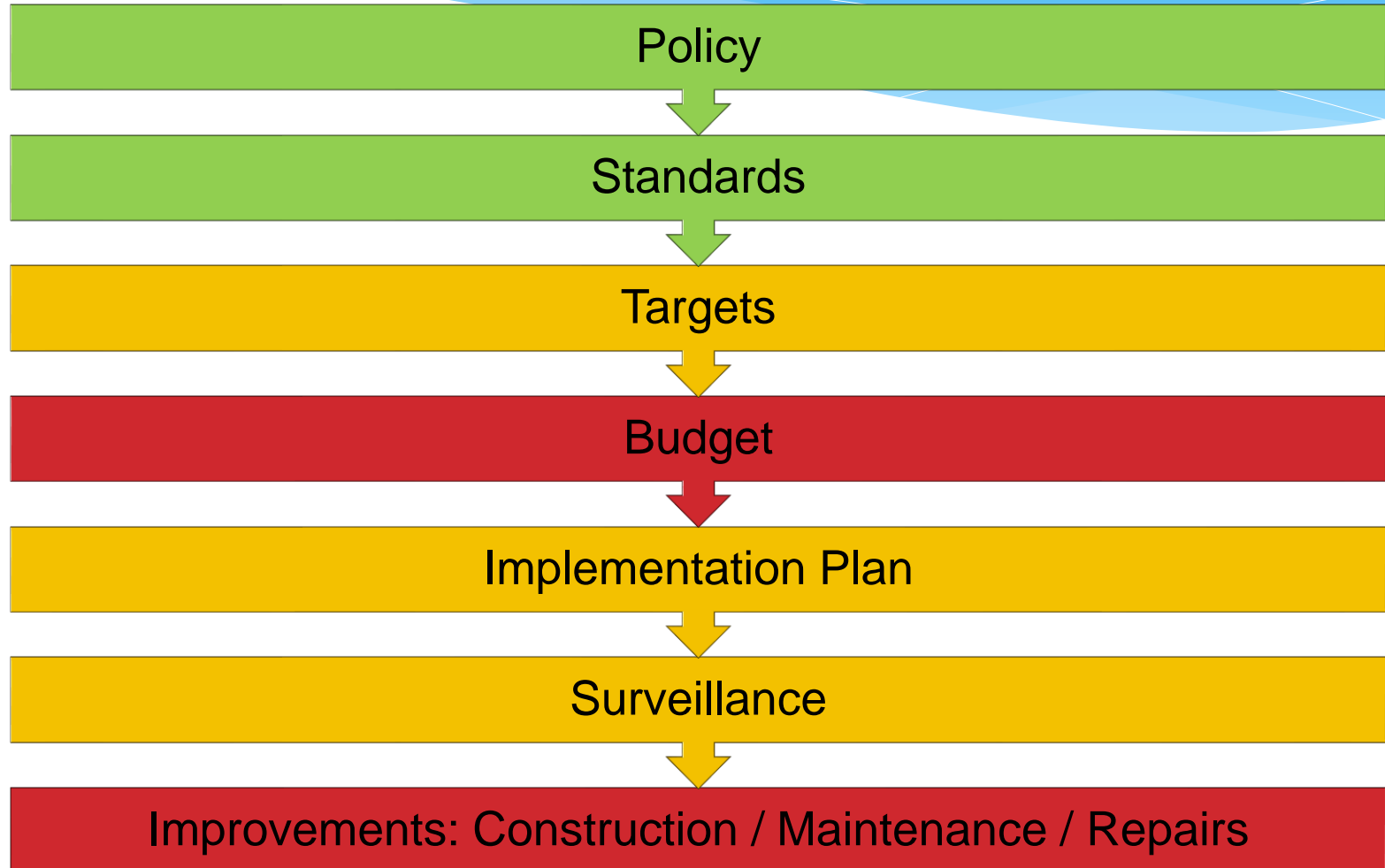
Health and educational outcomes

| | | |
|--------------------------------------|---|--|
| * Hydration | & | Cognitive performance |
| * Handwashing | & | Gastrointestinal and respiratory symptoms and absence rates |
| * Avoidance/accessibility of toilets | & | Urinary tract infections and constipation |
| * Menstrual hygiene management | & | Health and well-being of girls |
| * Poor sanitation and hygiene | & | Helminthic infections |
| * Safe WASH | & | Opportunities for combined health interventions and sustained positive change in pupils' behaviour |

Advocacy document



Identifying bottlenecks



Surveillance tool

- * **Target audience:** (1) public health professionals (2) policy makers
- * **Scope of surveillance tool:** guidance on strengthening national surveillance and public health inspections. Thematic scope:
 - * Infrastructure
 - * Operation and maintenance
 - * Children's and youth perspective
- * **Format:** check-lists
- * **Reflecting** global and regional available tools and global indicators
- * **Potential uses**
 - * National level: baseline assessment for policy action, validation of routine surveillance, prioritization
 - * International level: regional and global reporting (SDG, EMIS, GLAAS etc.)

Fits to all contexts

| DRINKING WATER | SANITATION | HYGIENE |
|--|--|---|
| <p>Advanced service: Additional criteria may include quality, quantity, continuity, and accessibility to all users</p> | <p>Advanced service: Additional criteria may include student per toilet ratios, menstrual hygiene facilities, cleanliness, accessibility to all users, and excreta management systems</p> | <p>Advanced service: Additional criteria may include hygiene education, group handwashing, menstrual hygiene materials, and accessibility to all users</p> |
| <p>Basic service: Drinking water from an improved source and water is available at the school at the time of the survey</p> | <p>Basic service: Improved sanitation facilities at the school that are single-sex and usable (available, functional and private) at the time of the survey</p> | <p>Basic service: Handwashing facilities with water and soap available at the school at the time of the survey</p> |
| <p>Limited service: Drinking water from an improved source but water is unavailable at the school at the time of the survey</p> | <p>Limited service: Improved sanitation facilities at the school that are either not single-sex or not usable at the time of the survey</p> | <p>Limited service: Handwashing facilities with water but no soap available at the school at the time of the survey</p> |
| <p>No service: Drinking water from an unimproved source or no water source at the school</p> | <p>No service: Unimproved sanitation facilities or no sanitation facilities at the school</p> | <p>No service: No handwashing facilities available or no water available at the school</p> |

Questionnaires

Instruments:

- * Questionnaire for teachers
- * Checklist for observers
- * Questionnaire for pupils

Dimensions:

- * Water
- * Sanitation
- * Hygiene and MHM

+ Rationale: explains relevance of the question(s) and refers to the available scientific evidence


| WATER | |
|---|---|
| Usability (availability, functionality) | |
| Questions | Rationale |
| <p>PW1. We know that pupils come to school many days of the week, all year long. Do pupils usually drink water while at school?</p> <p><input type="checkbox"/> Yes, always <input type="checkbox"/> Most of the time <input type="checkbox"/> Rarely <input type="checkbox"/> No, never <input type="checkbox"/> I don't know</p> <p><i>Note to question: Select one. If the answer choice is "Yes, always", confirm by asking if they observed classmates drank water at school on the day of the survey or the day before.</i></p> | <p>Drinking water is essential to good health and lack of safe drinking water at school affects children's health and learning.⁴⁹ Adequate hydration plays a positive role in improving children's memory and attention and ensures the healthy development and functions of body. Hydrated pupils perform better at school.⁵⁰</p> |
| <p>PW2. Is there always water available for drinking at school?</p> <p><input type="checkbox"/> Yes, always <input type="checkbox"/> Most of the time <input type="checkbox"/> Rarely <input type="checkbox"/> No, never <input type="checkbox"/> I don't know</p> <p><i>Note to question: Select one. If the answer choice is "Yes, always", confirm by checking the availability on the day of the survey. *This data can be used to answer JMP expanded question: XW2*</i></p> | <p>Discontinuous water throughout the year severely affects availability. Drinking water should be available throughout the school day, and pupils encouraged to drink it, because even minor dehydration reduces pupils' ability to concentrate, and may have a negative effect on their health in the long term.¹⁹ Also, intermittent water, interrupted for hours or days, has lower quality and pose higher risks to users.⁴⁹ This question explores how reliable school water source is and continuity in water provision to the pupils. In case of intermittent water, additional operation and maintenance procedures are required before long-term solutions are met.</p> |
| <p>PW3. If pupils want to drink water at the school, where do they get it from?</p> <p><input type="checkbox"/> We get it for free from the school (from the taps/fountains inside the toilet facilities or in the classroom, corridor, atrium, canteen) <input type="checkbox"/> We bring it from home <input type="checkbox"/> We purchase it at the canteen/kiosk/vending machine inside the school <input type="checkbox"/> We purchase it outside the school <input type="checkbox"/> We cannot obtain drinking water at the school <input type="checkbox"/> Other, please specify _____</p> <p><i>Note to question: Select one. Don't give hints. Only after the pupil has tried to give their answer(s) or cannot think of any answer by him/herself, then all answer options should be read out loud in a random order. Depending on the context, you may wish to adapt answer options to include other drinking water facilities such as hand pump, water coolers, filtered water stations, pitchers of water in the school canteen etc. as well as other purchasing options relevant for the local context.</i></p> | <p>Drinking water at school should be as freely and easily available as possible. Schools, particularly those in rural areas, often lack drinking water facilities, compromising pupils' health and well-being.¹⁹ This question explores the type of drinking water provision by the school and existence of drinking water points that are available to pupils. In schools without a safe drinking water supply or where water is not easily available, pupils may have to carry their drinking water from home. If pupils bring water from home it may be an indication of poor provision of drinking water or pupils may consider water at school not safe for drinking purposes.</p> |

Information package

- * **Target audience:** school staff
- * **Target setting:** all childcare facilities, regardless of economic status
- * **Format:** fact sheets – concise, each can stand-alone
- * **Language:** practical, non-technical
- * **Combines** awareness raising and action
 - * Sensitize readers on the relevance of WASH in schools
 - * Link WASH with health education;
 - * Suggest practical tips and tools;
 - * Provide available evidence and instruments;
 - * Address ownership and responsibilities among all school actors;
- * **Builds** on global and regional available tools and resources
- * **Promotes** school-based management of WASH in schools and the engagement of school community.

Fact-sheets

1. Provocative question
2. Actors
3. Benefits of addressing the topic
4. Problem formulation
5. Rationale for action
6. Tips and practical guidance for school managers
7. Reference to tools and checklist
8. List of available materials
9. Cross reference to other fact-sheets




1. Drinking Water

Do you think that pupils drink sufficient amount of water at school? Pupils in schools are found dehydrated due to low fluid intake before and during the school day, with significant consequences on their attention and performance in class.

Actors: school managers, janitors, teachers, school health staff

Benefits

- ▶ Hydration positively influences cognitive ability and mood, especially among school children.
- ▶ Access to water in school and in the classroom, in particular, increases children's water consumption.
- ▶ An adequate intake of safe drinking-water and appropriate health education reduces a large number of health risks among children and adolescents.

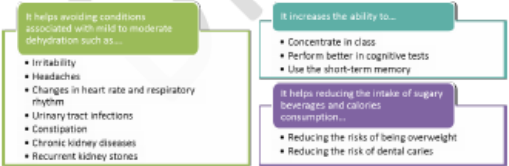


Is the water in your school safe to drink?

Children and schools staff need safe water at all times. Often the water supply is the responsibility of the district or municipal authorities or of the water providers.¹⁰ Still, their responsibility may not extend to the water supply inside the buildings. You can help ensuring continuous and safe water in different ways – from getting in contact with the responsible bodies, supervising the functionality of the system, to taking action to improve safety. You also have a key role ensuring pupils' access to water and promoting sufficient water intake.

Why bother?

Children and adolescents are often observed drinking an insufficient amount of water at school.^{11,1} Regular water intake is very important at school, making water one of the key-provision to ensure quality of education and healthy development. At the same time, the prolonged use of unsafe water can severely affect health and the physical and cognitive development of children, as well as having detrimental effects on adults.



Source: Popkin et al., 2010; Armstrong, 2012; Lotan et al., 2013; Prasad et al., 2013; WHO, 2016b

How can you support children drinking enough water?

Actively promote free access to water in school and establish a dedicated school policy. Encourage pupils to drink water in class and during the breaks, especially when they are thirsty or feel tired. Inform teachers, parents and pupils of the importance of adequate water intake and a healthy diet. Do so during a regular meeting, during a teachers' work-

6

National schools surveys

Basic information

- Size
- Building age
- Operator
- Reconstructions

Location and accessibility

- Traffic
- Bicycle access
- Accident prevention
- Disabled access

Design and building

- School yard
- Gym/pool
- Room size
- Rooms in attic/basement

Indoor air quality

- Ventillation means and practice
- Heating

Water and sanitation

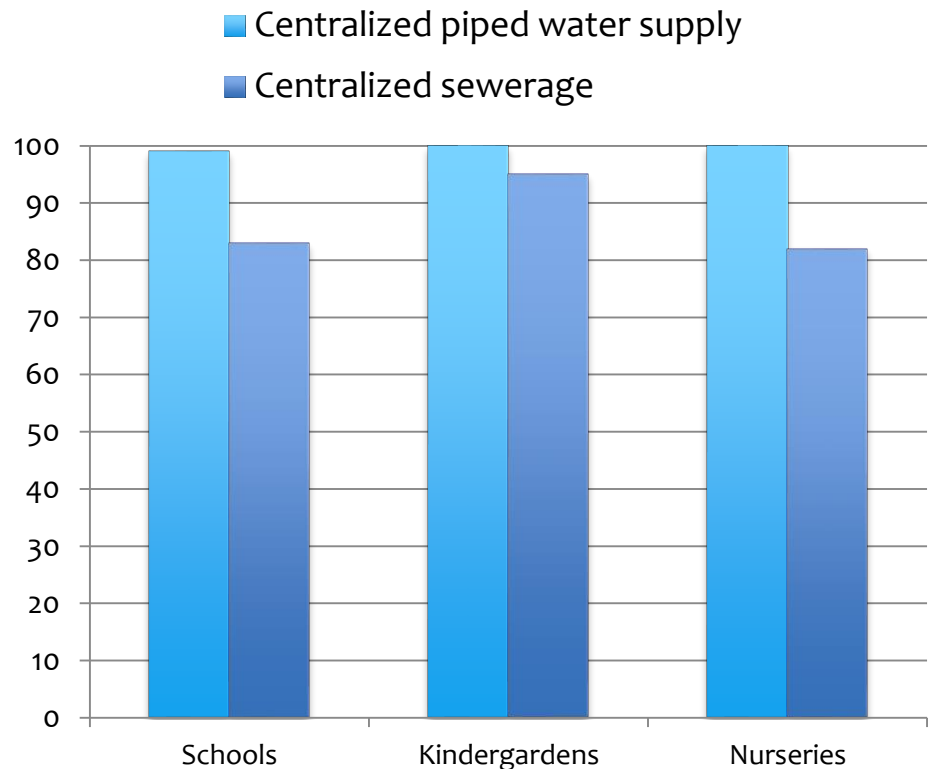
- Piped supply availability
- Number of facilities
- Level of service
- Hygienic conditions
- Reconstruction needs
- Waste management

Other

- Chemical safety
- Smoking
- Food safety

National survey - Results

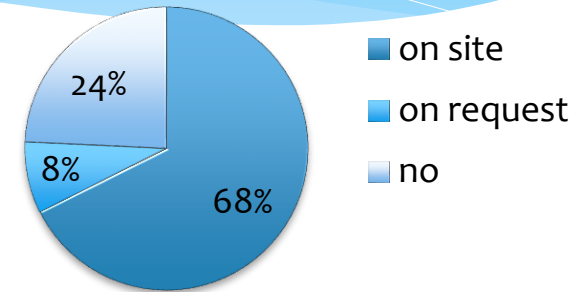
- * Compliance against the national standards
- * Sanitary visit
- * Connection ✓
- * Accessibility (number of facilities/seats) ✓ (81-95 %)



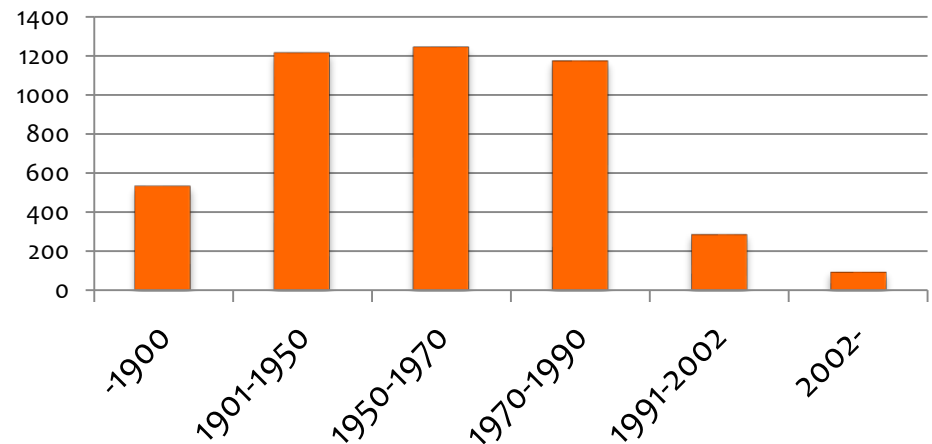
National survey - Problems

- * Frequent system failures – 20 %
- * Inadequate hygiene conditions – 30 %
- * Need for reconstruction – 20 %
- * Lacking or incomplete disabled accessibility – 80 %
- * Lack of consumables
 - * Arsenic
 - * Lead
 - * *Legionella*

Toilet paper



Building age



National survey - Unaddressed issues

- * Safety and privacy
- * Menstruational hygiene management
- * Availability of drinking water outside the toilet facilities
- * Hand-washing and other hygiene practices
- * Acceptability



Fits to the scope of the information package

Thank you for your attention!

