

6

CLEAN WATER
AND SANITATION

Learnings from WASH SDG- Implementation Phase-II

WASH in Schools
of Baijnath Rural
Municipality
and
Kohalpur
Municipality,
Banke



WASH ALLIANCE
International
Accelerating WASH



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Powerful women, healthy societies.



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Urban Development
(CIUD)

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SCHOOL WASH ACTIVVITY PHOTO GALERRY-1



Advocacy workshop on three-star approach in school, Baijnath Rural Municipality



School adolescent girls are taking part in preparing Sanitary Pad Making training



Participants of Solid Waste Management Training in Shree Jan Gyan Jyoti Sec. School, Kohalpur Municipality



School Child Club member taking part in Three-star approach WASH in School orientation



Participant of Preparing School Disaster Risk and Response Plan



Orientation class on Safe water and Sanitation in Shree Singh Bhawani Basic School, Baijnath Rural Municipality

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-

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This learning document has been published in order to reflect the learnings while implementing the School WASH program supporting the SDG Goal. Huge efforts have been made by the project team to compile all the necessary information in order to bring the document to this shape. Therefore, we would like to express our sincere gratitude to the project team members Mr. Shiva Shrestha, Mr. Naresh Raj Joshi, Mr. Bhagwan Sharan Tharu, Mr. Sibesh Deshar and Mr. Yash Man Karmacharya who devoted their time in the content development, layout planning and the editing and other works. Similarly, we would also like to express our gratitude to Mr. Prakash Bahadur Shahi, the mayor of Baijnath Rural Municipality, Ms. Nirmala Rokaya, Deputy Mayor of Baijnath Rural Municipality, Mr. Purna Prasad Acharya, the Mayor of Kohalpur Municipality, the municipal WASH focal person, all the school teachers, the members of the school management committees and the child club members of the schools who helped and coordinated to make WASH in School project a success. For the regular support and coordination while implementing the project and also while developing this document, we would like to express our sincere gratitude to Simavi Nepal and its team members.

Centre for Integrated Urban Development
March 31, 2023

A Foreword from Acting Executive Director

The Constitution of Nepal ensures the right of access to WASH as a fundamental right of Nepalese citizens. Similarly, the government's school sectoral plan (SSP) has initiated the three-star approach in the school WASH in order to ensure safe and sustainable WASH facilities and a clean environment in the schools as one of the important factors to ensure quality education. The star approach has clearly described ten key indicators and their levels attributed to the school WASH. This approach also supports the SDG 6, ensure access to water and sanitation for all.

Considering the need for improved WASH facilities in the community schools, Centre for Integrated Urban Development (CIUD), with technical and financial support from Simavi, implemented the School WASH program, under the SDG Nepal Implementation Phase-II project, in thirteen community schools of Baijnath Rural Municipality and Kohalpur Municipality of Banke District. The key objective of the program was to catalyze, through various awareness, advocacies and capacity enhancement activities, to motivate and encourage the community schools and the local government authorities to upgrade the WASH status.

Through this project, what we clearly learned is that the three-star approach can be used as an effective tool for upgrading the drinking water, sanitation, and hygiene facilities in schools and in bringing changes in the students' habits and behaviors.

What we have also observed, through this project, is that if the Nepal government implements the star system in schools strategically, even with a little effort and investment, the standard of drinking water, sanitation, and hygiene in public schools can be significantly improved as it helps the schools in setting the WASH targets. Moreover, the schools should also make plans and allocated resources for WASH facilities while formulating annual school improvement plans (SIPs) and, if needed, the schools should also request additional resources from their local government authorities.

Through this document, we have tried to reflect on all our learning while implementing the project in those thirteen schools.



.....
Sudarshan Rajbhandari
Acting Executive Director

Centre for Integrated Urban Development (CIUD)



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२०७९/०८०

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लुम्बिनी प्रदेश, नेपाल

खानेपानी, वातावरण तथा सरसफाई उपशाखा

मिति: - २०७९/१२/२६

शुभ-कामना सन्देश

विश्वव्यापी दिगो विकास लक्ष्य चार अन्तर्गत सबै विद्यालयहरूमा आधारभूत खानेपानी, सरसफाई र स्वच्छताको प्रावधान हुनुपर्ने गरी सूचकाङ्क तोकेको छ । नेपालको संविधानको भाग ३ मौलिक हकको धारा ३५ को उपधारा ४ ले प्रत्येक नागरिकलाई स्वच्छ खानेपानी तथा सरसफाइमा पहुँचको सुनिश्चित गरेको र विद्यालय क्षेत्र विकास योजनाले गुणस्तरीय शिक्षाको लागि विद्यालयमा स्वच्छ खानेपानी व्यवस्थापन, सरसफाइका सुविधा र स्वच्छ वातावरणको आवश्यकतालाई महत्त्वपूर्ण पक्षको रूपमा लिएको सन्दर्भमा सबै विद्यालयहरूमा खानेपानी र सरसफाइको सुविधा एवं स्वच्छ तथा शैक्षिक गुणस्तरमा सुधार गर्न आवश्यक छ ।

यसै सन्दर्भमा कोहलपुर नगरपालिकाको ६ वटा सामुदायिक विद्यालयहरूमा दिगो खानेपानी, सरसफाई तथा स्वच्छता प्रवर्द्धन गरी शैक्षिक उपलब्धि बढाउन अनुकूल वातावरणको सिर्जना गर्ने लक्ष्य लिनका साथै कार्यरत विद्यालयमा सबै बालबालिकाहरूका लागि अनुकूल हुने गरी खानेपानी, सरसफाई तथा स्वच्छताका सूचक एवं मापदण्ड तयार गर्ने तयार गरिएको मापदण्ड कार्यान्वयनका लागि विधि, प्रक्रिया र पद्धतिका विषयमा सहजीकरण गर्ने तथा विद्यालयमा स्वच्छ खानेपानीको व्यवस्थापन, सरसफाइका सुविधा र स्वच्छ वातावरण तयार गर्नका लागि उपलब्ध स्रोत साधनको उपयोगमा विभिन्न निकायहरूको भूमिका पहिचान एवं समन्वयका लागि सहजीकरण गर्ने उद्देश्य अनुरूप नमुना परियोजनाको रूपमा विद्यालय खानेपानी, सरसफाई तथा स्वच्छता दिगो विकास कार्यान्वयन परियोजना चरण-२ कार्यक्रम छनौट गरिएका ६ वटा सामुदायिक विद्यालयहरूमा सफलता पूर्वक कार्यक्रम संचालन गरेकोमा सहजीकरण गर्ने संस्था एकीकृत शहरी विकास केन्द्रलाई धन्यवाद व्यक्त गर्दछौ । यस कोहलपुर नगरपालिका अन्तर्गत रहेका सबै संस्थागत विद्यालयहरूको खानेपानी, सरसफाई तथा स्वच्छतामा स्तरोन्नति गर्ने कार्यविधि पनि तयार गरी प्रमाणीकरण नैसकेको र सोही अनुरूपको कार्यान्वयन गर्दै जाने प्रतिवद्धता व्यक्त गर्न चाहन्छौ ।

साथै सिमाभी नेपालको आर्थिक सहयोगमा यस एकीकृत शहरी विकास केन्द्रले तयार गर्न गइरहेको सिकाइ दस्तावेज (Learning Document) ले सबै सरोकारवाला संघ संस्थाको लागि सहयोगी सिद्ध हुनेछ भन्ने आशा लिएका छौ ।

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प.सं.:- ०७९/०८०

च.सं.:- १५९३

रामपुर, बाँके
लुम्बिनी प्रदेश, नेपाल

मिति २०८०/०९/०५

शुभ-कामना सन्देश

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यसो सन्दर्भमा यस बैजनाथ गाउँपालिकामा ७ वटा सामुदायिक बिद्यालयहरूमा दिगो खानेपानी तथा सरफाइ कार्यक्रम लागु गरि शैक्षिक उपलब्धि स्तर बढाउन अनुकूल वातावरणको सिर्जना गर्ने लक्ष्य लिनुका साथै कार्यरत बिद्यालयमा सबै बालबालिकाहरूका लागि सहज हुने गरि खानेपानी सरफाइ र स्वच्छताका सूचक एवंम् मापदण्ड कार्यान्वयनका लागि तयार गरिएको विधि, प्रक्रियाका विषयमा सहजीकरण गर्ने साथै बिद्यालयमा स्वच्छ खानेपानीको व्यवस्थापन, सरसफाइका सुविधा र स्वच्छ वातावरण सृजना गर्नका लागि उपलब्ध स्रोत साधनको उपयोगमा विभिन्न निकायको भूमिका पहिचान एवंम् समन्वयका लागि सजिकरण गर्ने उद्देश्य अनुरूप नमुना परियोजनाको रुपमा बिद्यालय खानेपानी सरफाइ दिगो विकास परियोजना चरण- २ मा कार्यक्रम छनौट गरिएका ७ वटा सामुदायिक बिद्यालयहरूमा सफलता पूर्वक कार्यक्रम संचालन गरेकोमा सहजिकरण गर्ने संस्था एकीकृत शहरी विकास केन्द्रलाई धन्यवाद सहित आभार व्यक्त गर्दछौ । यस बैजनाथ गाउँपालिका अन्तर्गत रहेका सबै संस्थागत बिद्यालयहरूको खानेपानी, सरफाइ तथा स्वच्छता निर्देशिकामा उल्लेख भएका तिन तारा पद अनुसार स्तरोन्नति गर्न सोहि अनुरूप क्रमशः कार्यान्वयन गर्दै जाने प्रतिवद्धता व्यक्त गर्दछौ ।

साथै सिमाभी नेपालको आर्थिक सहयोगमा यस एकीकृत शहरी विकास (CIUD) ले तयार गर्न गैरहेको सिकाइ दस्तावेज (LEARNING DOCUMENT) ले सबै सरोकारवाला संघ संस्था तथा सबै बिद्यालयहरूको लागि सहयोगी पुस्तिका हुनेछ भन्ने आशा लिएका छौ ।

निर्मला राकाय

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PURPOSE OF THIS PUBLICATION



The purpose of this publication is to share the learnings from the completed project, which was implemented by CIUD in the thirteen selected public schools of Baijnath Rural Municipality (seven schools) and Kohalpur Municipality (six schools). Publication also reflects the challenges and opportunity from the project. It also serves as platform to express voices of the beneficiaries and stakeholders. Beside this, learning document exhibits the positive impacts that has brought into the schools and the students and portraits the different perspectives of the project impact. This publication reveals the three-star approach on the school WASH that was promulgated by the Human Resource Department, Ministry of Science and Technology and focuses on the WASH in schools and implementation of the three-star approach to promote the WASH facilities in all the public schools. It also sets the WASH standard for all the public schools bringing them all into one basket. This learning document provides an overview on the efforts that Simavi and implementing partners have made on to achieve the common goal set by the Government of Nepal under road map of sustainable development goal 2030.

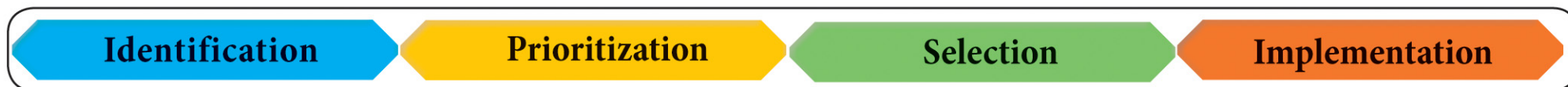
Why Three-star approach in school WASH is important ?

Water, sanitation and hygiene (WASH) are vital components of a successful healthy school environment. Access to clean water is essential for students, improving both their health and their ability to attend school daily in an environment that fosters learning.



When children have safe sanitation at home and in schools, they also have privacy, dignity and safety—particularly important for girls and women staffs of the school. The responsibility for implementing WASH in School programs is now the responsibility of the local government, but systems in developing countries often lack the capacity to design, develop and implement an effective program. Schools and non-governmental organizations already know why WASH is important in schools, and they understand the health, academic and gender benefits. They want to be told which approach works and be supported in the design, delivery, and ongoing implementation of an effective WASH in Schools program. Many countries are succeeding on delivery of the standard WASH services in schools with the implementation of the Three-star approach globally. Realizing that success, Government of Nepal has also promulgated this approach for the schools of Nepal

PROJECT MODALITY



WASH SDG-phase two project was the continuation of the first phase, the identification of the appropriate schools for the implementation of the project was started by the consultation with consortium partners. The team of CIUD for finalizing the schools then further assessed the short list of schools. Six schools from the Kohalpur Municipality and 7 schools from the Baijnath Rural Municipality were selected for implementing the project. The schools were prioritized based on the WASH facilities that schools were providing.

Multiple meetings were conducted with the municipality WASH stakeholders before finalization of the schools. With the consent of the local government and few recommendations, the selection of the project schools was completed. Following process were adopted to select the schools.

Consultation with consortium partners

Assessment of the recommended schools

Short listing and prioritization of the schools





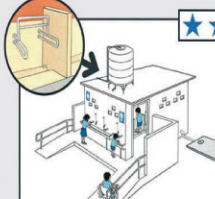
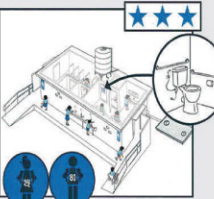



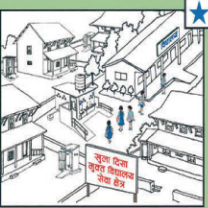
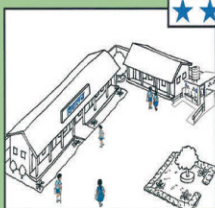


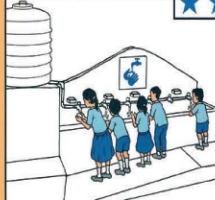

Selection of the schools







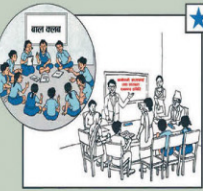








Implementation of the project

WORKING MODALITY

Keeping Local government in close coordination and association with consortium partners of the project, CIUD presented itself as a mediator and an implementing agent for promoting WASH in schools. CIUD had defined project activities across the selected schools of the Kohalpur Municipality and Baijnath Rural Municipality of Banke District.

THREE-STAR APPROACH WASH IN SCHOOLS

१.	पानी Water	 <p>पिउन, हात धुन र सरसफाइ गर्नका लागि सुधारिएको स्रोतबाट पानीको उपलब्धता</p> <p>Availability and easily accessible water from improved sources for drinking, washing hands and sanitation</p>	 <p>विद्यालयमा पिउनका लागि शुद्धिकरण गरिएको पानीको व्यवस्था</p> <p>Arrangement of purified drinking water in the school and water quality tests for at least twice a year with improvement</p>	 <p>सबै बालबालिकाहरूको पहुँच सहितको पिउन र सरसफाइका लागि सुरक्षित र पर्याप्त पानीको उपलब्धता (प्रतिव्यक्ति दैनिक १२ लि.)</p> <p>Availability and accessibility of safe and sufficient water for drinking and sanitation by all children (12 liters daily for each person)</p>
२.	शौचालय Toilet	 <p>छात्रा तथा छात्रहरूका लागि चुकलसहितका अलगअलग सुधारिएका तथा सुचारु शौचालय भएको</p> <p>Separate toilets for girls and boys with lock system</p>	 <p>बाल, लैङ्गिक, अपाङ्गता र वातावरण मैत्री युरिनल र पानीसहितको धारा भएको सुधारिएको तथा सुचारु शौचालयको व्यवस्था</p> <p>Provision of child friendly, gender friendly, disable friendly and environmental friendly operational toilets with urinal and improved and regular water facility</p>	 <p>सुरक्षित स्थानमा बाल, लैङ्गिक, अपाङ्गता र वातावरण मैत्री (२५ छात्रा र ४० छात्रहरूको अनुपातमा) पर्याप्त पानी सहितको सुधारिएका तथा सुचारु शौचालयको सुविधासहित दिसा, पिसाबको सुरक्षित निकासको व्यवस्था मिलाइएको</p> <p>Child, gender, disable and environment friendly improved and operational toilet (in ratio of 25 female students and 40 male students) in safe place with availability of adequate water and the facility of safe disposal of urine and faeces</p>
३.	वातावरणीय सरसफाइ Environmental Sanitation	 <p>ठोस फोहरलाई डस्टबिनमा सङ्कलन गरी समय समयमा बिसर्जन गर्ने गरिएको</p> <p>Collection of solid waste in dustbins and its disposal in the regular basis</p>	 <p>ठोस फोहरलाई सिसा वा धातुजन्य, नकुहिले र कुहिले गरी अलगअलग डस्टबिनमा सङ्कलन गरी कम्तिमा हप्तामा एक पटक बिसर्जन गर्ने गरिएको</p> <p>Collection and segregation of bio-degradable, non-bio-degradable in waste separate bins and their disposal on weekly basis</p>	 <p>सामग्रीहरूको प्रयोग घटाउने, पुनःप्रयोग गर्ने र पुनःचक्रणको पद्धति लागू गरी फोहरको व्यवस्थापन गरिएको</p> <p>Practice of 3R (Reduce, Reuse and recycle) principle on waste management</p>
४.	सफा र हरियाली वातावरण Clean and Green Environment	 <p>विद्यालय सेवा क्षेत्र खुला दिसामुक्त घोषणा भएको</p> <p>School premises is declared open defecation free zone</p>	 <p>विद्यालय परिसर भित्र फूलहरू रोपी बगैँचाको व्यवस्था भएको</p> <p>School garden with flower plantation in school premises</p>	 <p>विद्यालयभित्रको उपयुक्त खाली जमिनमा वृक्षरोपण र बगैँचा र करेसाबारीको विकास गरिएको</p> <p>Tree plantation at appropriate place and promotion of kitchen garden in school premises</p>
५.	स्वच्छता सुविधा Hygiene Facility	 <p>पानीको र साबुनसहितको हात धुने सुविधा भएको</p> <p>Hand washing facility with soap and water</p>	 <p>समूहमा साबुनपानीले हात धुने स्थायी सुविधासहित साबुन र पानीको नियमित व्यवस्था भएको</p> <p>Permanent facility for group hand washing with soap and water with regular provision of soap and water</p>	 <p>समूहमा साबुनपानीले हात धुने स्थायी सुविधा (छात्रा ४० र छात्र ६० को अनुपातमा एक धारामा सबैको सहज पहुँच सहित प्रयोग भई नली वा सोकर्पिट वा बगैँचा वा करेसाबारीमा पानीको निकासको व्यवस्था गरिएको)</p> <p>Permanent facility for group hand washing (one tap at the ratio of 40 girls and 60 boys) with convenient access for all and arrangement for discharge of used water to drain or soak pit or garden or vegetable garden</p>

६.	स्वच्छता शिक्षा Hygiene Education	 सबै कक्षामा स्वच्छता शिक्षा अध्ययन, अध्यापन हुने गरेको, पाँच कक्षादेखी महिनावारी स्वच्छता व्यवस्थापन पठनपाठन गर्ने गरिएको Teaching and learning on hygiene education and introducing menstrual hygiene management from class five	 विद्यार्थीहरूको व्यवहारिक र जीवन उपयोगी स्वच्छता शिक्षामा सक्रिय सहभागिता हुने गरेको Active participation of students in behavioral and life sustaining hygiene education	 स्वास्थ्य तथा वातावरण विषयमा विद्यार्थीहरूको व्यक्तिगत सरसफाइ र स्वच्छता व्यवहार (समूहमा हात धुने, व्यक्तिगत सरसफाइ र शौचालयको सरसफाइ गर्ने) का आधारमा अङ्क दिने पद्धतिको अवलम्बन गरिएको Adoption of scoring system on the basis of sanitation and hygiene behavior (group handwashing, personal hygiene and toilet cleaning) of student in health and sanitation subject
७.	महिनावारी स्वच्छता व्यवस्थापन सुविधा Menstrual Hygiene Management Facilities	 महिनावारी सामग्री व्यवस्थापनका लागि छात्रा शौचालयहरूमा ढक्कन सहितको डस्टबिन राखिएको Availability of dustbin with lid for sanitary disposal in girls toilets	 आकस्मिक अवस्थाका लागि सहज महिनावारी सामग्रीको उपलब्धता र प्रयोग गरिएका सामग्रीहरूको सुरक्षित बिसर्जन गर्ने गरिएको Availability of Menstrual Hygiene Kit during Emergency and safe dispose practice of used sanitary materials	 छात्राहरूले पुनः प्रयोग गर्ने महिनावारी सामग्री तयार वा प्रयोग गर्ने सीप सिक्ने वा स्वस्थकर महिनावारी सामग्री प्रयोगमा व्यापार र महिनावारी स्वच्छता सुविधाहरू सञ्चालनमा रहेको Training on making reusable sanitary pads and promotion of use of these safe and healthy pads and availability of facility for menstrual hygiene management
८.	संस्थागत व्यवस्था र दिगोपना Institutional Management and Sustainability	 बाल क्लब र विद्यालय खानेपानी, सरसफाइ तथा स्वच्छता समन्वय समिति गठन भएको Prevalence of active child Club and School WASH Coordination Committee	 विद्यालय सुधार योजनामा खानेपानी, सरसफाइ तथा स्वच्छता योजना समावेश भएको WASH Plan included in School Improvement Plan	 नियमित मर्मत सम्भारका लागि मर्मत सम्भार कोषको व्यवस्था, आवश्यकता पर्ने र जर्नेडा औजारहरूको व्यवस्था भएको र नियमित रूपमा तालिकाअनुसार शौचालय, पानी ट्याङ्की, फिल्टर र हात धुने ठाउँको सरसफाइ गर्ने गरिएको Provision of maintenance fund for regular maintenance, management of required skill and cleaning gears and regular cleaning of toilet, filter and handwashing station according to routine
९.	विपद् जोखिम व्यवस्थापन Disaster Risk Management	 शिक्षक तथा बालबालिकाहरूलाई विपद् जोखिम न्यूनीकरण सम्बन्धमा क्षमता विकास गरिएको Teachers' capacity is enhanced on disaster risk reduction (DRR)	 खानेपानी, सरसफाइ तथा स्वच्छता समेतको विपद् पूर्वतयारी र प्रतिकार्य योजना तयार गरिएको र जोखिम नक्साङ्कन तयार गरी सबैले देख्ने स्थानमा टाँगिएको Availability of WASH related disaster preparedness and response plan and has done risk mapping including installation of the risk map in a visible place	 खानेपानी तथा सरसफाइका संरचनाहरू नेपाल सरकारको स्वीकृत मापदण्ड (विपद् जोखिम न्यूनीकरण) अनुसार निर्माण भएको WASH structures are constructed as per the guidelines on disaster risk reduction approved by the Nepal Government
१०.	अनुगमन तथा जवाफदेहिता Monitoring and Accountability	 खानेपानी, सरसफाइ तथा स्वच्छता र महिनावारी स्वच्छताका लागि सम्पर्क शिक्षक (महिलालाई प्राथमिकता) को व्यवस्था गरिएको Arrangement of WASH and menstrual hygiene focal teacher (priority to female teacher)	 खानेपानी, सरसफाइ तथा स्वच्छता र महिनावारी स्वच्छता र महिनावारी स्वच्छताका लागि सम्पर्क शिक्षकको निगरानीमा दैनिक रूपमा शौचालयको सफाइ र साबुनपानीले हात धुने गरिएको Daily cleaning of toilets and regular handwashing using soap and water is ensured under the direct supervision of WASH and menstrual hygiene focal teacher	 खानेपानी, सरसफाइ तथा स्वच्छता र महिनावारी स्वच्छताका लागि सम्पर्क शिक्षकको सहजीकरणमा खानेपानी, सरसफाइ तथा स्वच्छता कर्नर (सम्बन्धित पुस्तक, पत्रिका, पोस्टर सुचना तथा जानकारीमूलक सामग्री र महिनावारी सामग्री) को स्थापना गरिएको Through the facilitation of WASH and menstrual hygiene focal teacher, a WASH corner with IEC materials (books, magazines, posters, notice and informative materials) is established

Project Info graphs:

Municipality

Baijnath Rural Municipality
Kohalpur Municipality

Beneficiaries by activities	Boys	Girls
• Training to Child Club Member on three-star approach WASH in School	89	121
• Training to Teacher/SMC/PTA on three-star approach WASH in School	173	100
• Training to School WASH Focal Teacher on VCA Tools	31	24
• Training on Menstrual Hygiene Management	100	254
• Training on Sanitary Pad preparation	5	135
• Training on Solid Waste Management	43	48
• Training on Menstrual Friendly Toilet Infrastructure	72	68

Schools

Schools from Baijnath Rural Municipality

Schools from Kohalpur Municipality

Students
3000-3645

Teachers
94-93



Schools status on the chart of three star matrix before and after project Intervention in Baijnath Rural Municipality

Name of School	Water	Toilet	Environmental Sanitation	Clean & Green Environment	Hygiene Facility	Hygiene Education	Menstrual Hygiene Management Facilities	Institutional Management & Sustainability	Disaster Risk Management	Monitoring & Accountability	Total Score Before (30)	Total Score After (30)
Shree Dahit Basic School	1-3 ★	1-1 ★	1-3 ★	1-2 ★	1-3 ★	2-3 ★	1-3 ★	1-2 ★	1-3 ★	1-3 ★	11	26
Shree Janata Aadrsa Sec. School	2-3 ★	1-1 ★	1-3 ★	1-3 ★	2-3 ★	2-3 ★	1-3 ★	1-2 ★	1-3 ★	1-3 ★	13	27
Shree Sarswoti Sec. School	1-3 ★	1-1 ★	1-3 ★	1-2 ★	1-3 ★	2-3 ★	1-3 ★	1-2 ★	1-3 ★	1-3 ★	11	26
Shree Ne. Ra. Sec. School	2-3 ★	1-3 ★	2-3 ★	1-3 ★	2-3 ★	2-3 ★	1-3 ★	1-3 ★	1-3 ★	1-3 ★	14	30
Shree Singh Bhawani Basic School	1-3 ★	1-1 ★	1-3 ★	1-2 ★	1-3 ★	2-3 ★	1-3 ★	1-2 ★	1-3 ★	1-3 ★	11	26
Shree Jyoti Basic School	1-3 ★	1-1 ★	1-3 ★	1-2 ★	1-3 ★	2-3 ★	1-3 ★	1-2 ★	1-3 ★	1-3 ★	11	26
Shree Bhagwoti Sec. School	2-3 ★	1-2 ★	2-3 ★	1-2 ★	2-3 ★	2-3 ★	1-3 ★	1-2 ★	1-3 ★	1-3 ★	14	27

Source: CIUD WASH in School Progress Repost, 2023

Name of School	Water	Toilet	Environmental Sanitation	Clean & Green Environment	Hygiene Facility	Hygiene Education	Menstrual Hygiene Management Facilities	Institutional Management & Sustainability	Disaster Risk Management	Monitoring & Accountability	Total Score Before (30)	Total Score After (30)
Shree Jan Gyan Jyoti Sec. School	2-3 ★	1-1 ★	1-3 ★	2-3 ★	2-3 ★	1-3 ★	1-3 ★	1-2 ★	1-3 ★	1-3 ★	13	27
Shree Jan Chetana Basic School	1-3 ★	1-1 ★	1-3 ★	1-3 ★	2-3 ★	1-3 ★	1-3 ★	1-2 ★	1-3 ★	1-3 ★	11	27
Shree Ne. Ra. Basic School	2-3 ★	1-1 ★	1-3 ★	1-3 ★	2-3 ★	1-3 ★	1-3 ★	1-2 ★	1-3 ★	1-3 ★	12	27
Shree Ne. Ra. Sec. School	2-3 ★	1-1 ★	1-3 ★	1-2 ★	2-3 ★	1-3 ★	1-3 ★	1-2 ★	1-3 ★	1-3 ★	12	26
Shree Ne. Ra. Primary School	2-3 ★	1-1 ★	1-3 ★	1-3 ★	2-3 ★	1-3 ★	1-3 ★	1-2 ★	1-3 ★	1-3 ★	12	27
Shree Ram Sec. School	1-3 ★	1-3 ★	1-3 ★	2-2 ★	2-3 ★	1-3 ★	1-3 ★	1-2 ★	1-3 ★	1-3 ★	12	28

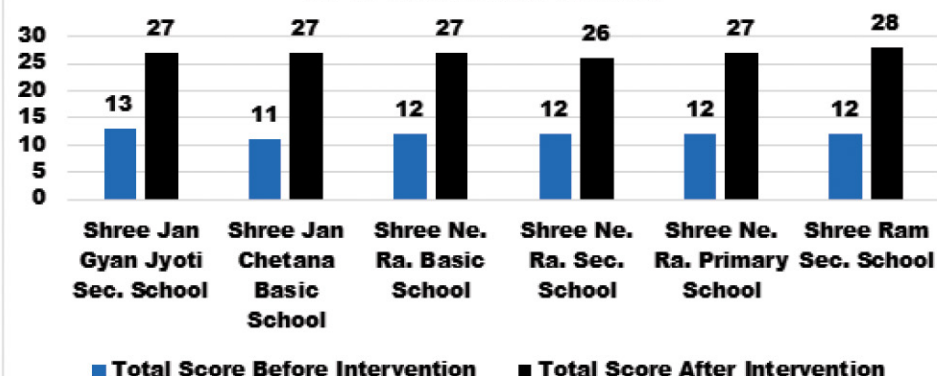
Source: CIUD WASH in School Progress Report, 2023



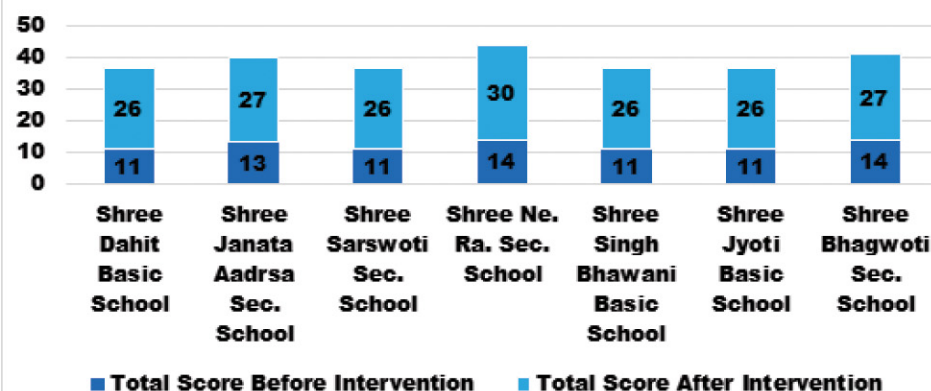
Kohalpur Municipality: Six public schools from the Kohalpur municipality improved their status on WASH after the project intervention. Most of the interventions were observed in the sector of drinking water, toilet, environmental sanitation, clean and green environment, hygiene facility, hygiene education, menstrual hygiene management facilities, institutional management and sustainability, disaster and risk management and monitoring and accountability.

Bajinath Rural Municipality : Seven schools from the Bajinath rural municipality selected for implementation of WASH SDG Phase-II. In schools, however significant changes occurred after the project intervention. Indicator like water, toilet environmental sanitation, clean and green environment hygiene facility, hygiene education, menstrual hygiene management facilities, institutional management and sustainability, disaster and risk management and monitoring and accountability have been improved ominously.

SCORES OF KOHALPUR MUNICIPALITY PUBLIC SCHOOLS ON 3-STAR MATRIX BEFORE AND AFTER INTERVENTION

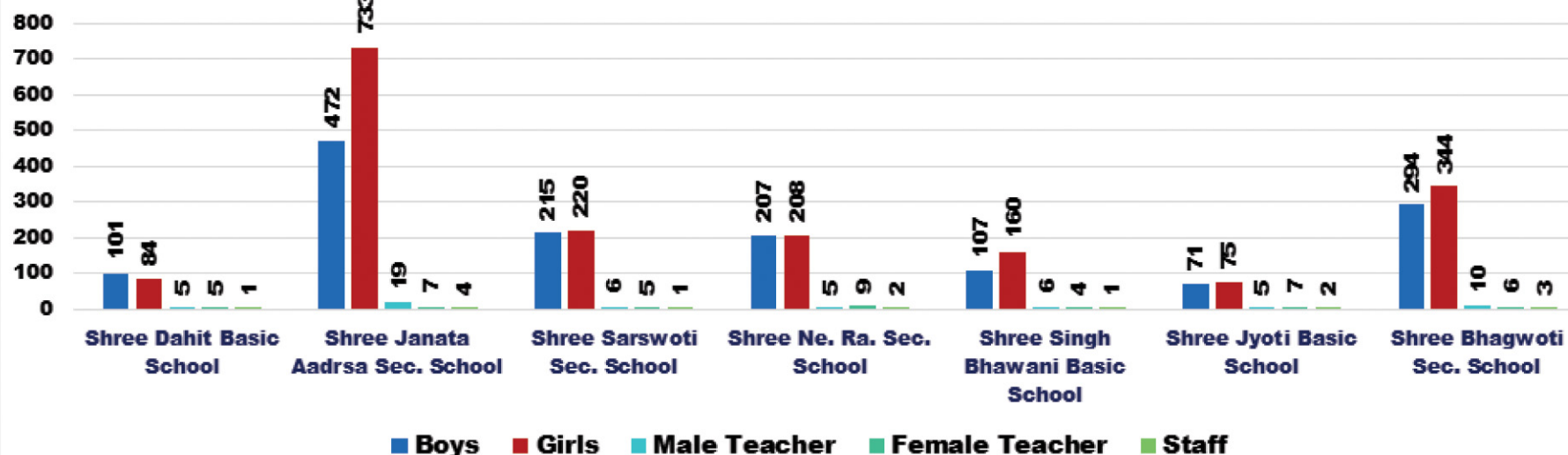


SCORES OF BAJINATH RURAL MUNICIPALITY PUBLIC SCHOOLS ON THREE-STAR MATRIX BEFORE AND AFTER INTERVENTION

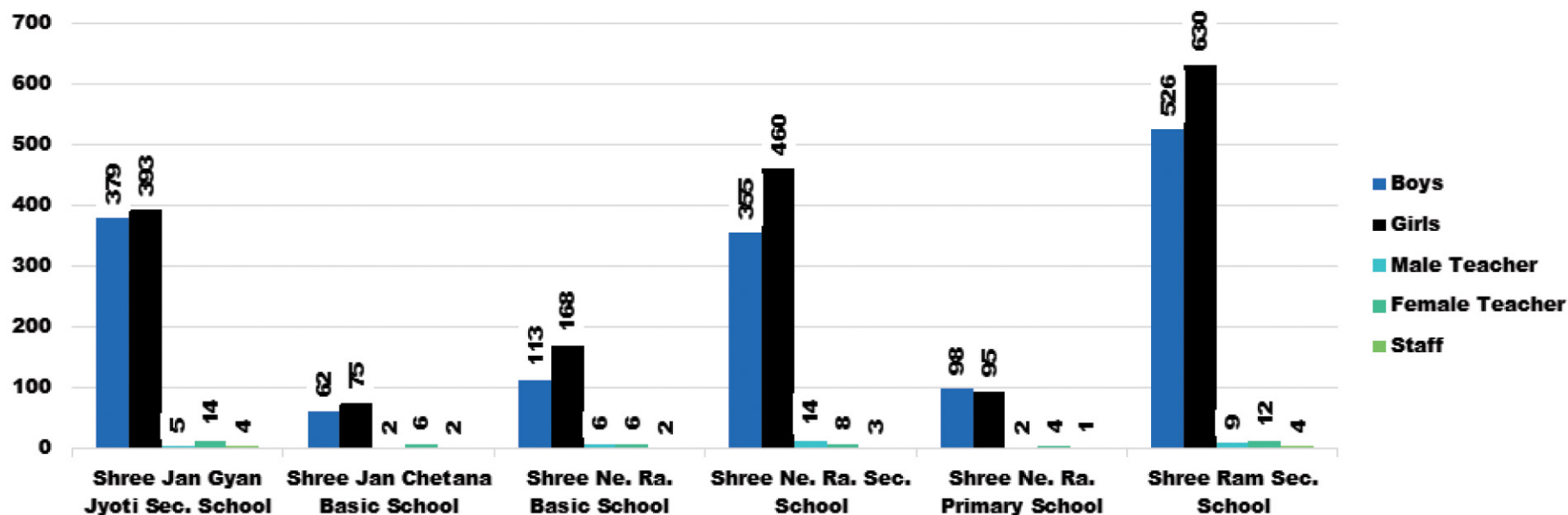




Demographic Chart of Bajinath Rural Municipality Working Schools



Demographic Chart of Kohalpur Municipality Working Schools



Learning from the
Implementation
of Three-star
Approach WASH
in Schools





Learnings from the Indicator 1: Water

The Initiatives



Students, Teachers, School Management Committee (SMC) and member of Parents Teachers Association were trained and oriented on importance of drinking water for healthy learning environment in schools. Three-star approach on WASH in school was introduced among the School Management Committee's and Parents Teachers Association (PTAs) during the orientation programs in all selected 13 schools. Indicators of the WASH in school guideline were explained in details, motivating stakeholder to attain higher rank possible. To promote safe water in schools CIUD installed five bio-sand filter in the needy schools of the Kohalpur Municipality (Shree Jan Chetana Basic School) and Baijnath Rural Municipality (Singh Bhawani Basic School, Shree Dahit Basic School, Shree Jyoti Basic School and Shree Sarswoti Secondary School).

What was achieved ?



After CIUD intervention project team member conducted various activities such as training, orientation, demonstration, awareness and advocacy for scale of one star into three star in Water indicator. In order to rate in one-star, the criteria of availability and easily accessible water from improved source for drinking, washing and sanitation. Likewise to rate in two-star, the criteria of arrangement of purified drinking water in the school and water quality tests for at least a year with improvement. In order to rate in three-star, the criteria of availability and accessibility of safe water and sufficient water for drinking and sanitation by all children. Based on these water criteria mentioned in the school WASH guideline, all schools have met the drinking water criteria.

Who contributed ?



Collective efforts from all the stakeholders of the school WASH had contributed from their own side. Specially, WASH focal teachers of the schools, school management committee and parents' teachers' association had played major role to improve the water quality and accessibility in schools. Beside that continuous efforts from the field staffs of the CIUD and coordination from the consortium partners had supported to achieve this common goal.

Who were benefited ?



The teachers, students and staffs of the schools were directly benefited by this project whereas, school management committee, parents' teachers' associations are indirectly benefited. Similarly, ward offices, Municipalities are also benefited along with improvement in the schools of their respective boundaries. This project acquired some statistical data which are useful for the local and provincial government for allocating the required resources.

Major learnings



The major learnings from the indicator 1: Water is summed up in few lines. Small initiations like installation of the water filtration units in the schools could bring positive impacts and build confidence in the students while drinking water. With water quality test on the regular basis parents and teachers are also assured and confident on the drinking water provided to students. Improvement of indicator 1 means supporting other remaining indicators to improve on the three-star matrix of the WASH in schools. Learnings from the implementation of the WASH SDG Implementation Phase-2 are divided into the sub sections, i.e. learnings from hygiene, learnings from sanitation and learnings from DRRM.

Hygiene Education, facilities and menstrual hygiene management are taken into account for the evaluation of the school's status on the hygiene sector. Initially it was found that schools were lacking hygiene education and menstrual hygiene management. With the successful implementation of the project all 13 schools have progress distinctly in this sector. The pre-defined activities were conducted for the promotion of the hygiene sectors of the selected schools from the Baijnath Rural Municipality and Kohalpur Municipality. The following list of activities were planned to promote the Hygiene sector of the schools.

1. Training/orientation on three-star approach on WASH and Action Plan in Schools for the teachers/SMC/PTA
2. Training/orientation on three-star approach on WASH and Action Plan in Schools for the Child Club
3. Training/Orientation on MHM to the school girls and boys
4. Training on preparation of sanitary napkins
5. Training on Solid Waste Management, SWM to the school teachers and students





Learnings from the Indicator 2 : Toilet

The Initiatives



Sanitation facilities in the selected schools were very poor and were in the worst condition. Numbers of awareness initiatives was conducted to improve the sanitation facilities of the working schools. Students, teachers, School Management Committee and parents were sensitized on the importance of the sanitation facilities of the schools to promote healthy learning environment for the children. Toilet signage boards have been installed in appropriated places.

What was achieved ?



Through intervention, the three schools itself has made lock system in boys and girls toilets. With the financial support of the local government, three schools have also built CGD friendly operational toilets with urinal and improved and regular water facility. According to the toilet indicator, three schools have been upgraded or rated into the three-star level. Out of 13 schools one school from Baijnath working school managed to achieve three star and, one school manage to achieve two star in Baijnath School and one school manage to achieve two star in Kohalpur school. The remaining 10 schools could not progress as they have limited resources to improve their toilets status. However, 13 schools including those schools, which could not progress, have maintained cleanliness with regular cleaning schedule after this project intervention and schools which were ranked below the average have made provision to improve their facilities and have allocated the budget in SIP for the improvement in coming days.

Who contributed ?



Students are the main key players to bring changes in the sanitation facilities of the schools, child clubs under the direct supervision of the WASH focal teacher, students clean the toilets and class rooms on the regular basis. The activity of the students to maintain cleanliness in schools has transformed many schools. Continuous follow-up by students with the SMC's, and PTAs for the possible improvement of the sanitation facilities in schools, compelled them to work for the improvement. The diligence of students to brought changes on the schools WASH facilities was appreciable.

Who were benefited ?



Total 6645 people from the group of teachers, students and staffs of the schools were directly benefited by this project whereas, school management committee, parents' teachers' associations are indirectly benefited. Similarly, this project provides some statistical data which are useful for the local and provincial government in planning and allocating the WASH budget required for the schools.

Major learnings



When it comes to improve the structures, school's expectation is higher with the implementing partners as schools holds limited budget which cannot improve the infrastructures to the next level. In order to attain three-stars in indicator number 2 schools need to take crucial steps, especially while allocating the WASH budget and proper assistance is must to estimate the costs that might occur in the course of improvement. Awareness and sensitization works as catalyst among the SMCs and PTAs to lobby for their school WASH budget.



Learnings from Indicator 3: Environmental Sanitation

The Initiatives



All the selected 13 schools were sensitized on the cleanliness of the environment and its impact on the learnings of the students. CIUD have facilitated schools on the management of the solid waste by providing orientation on how to segregate the waste into bio-degradable and non-bio degradable and collect them to dispose safely manner on the regular basis. 3R (Recycle, Re-use and Reduce) also introduced to minimize the waste in the school premises. Plantation of the trees in appropriate open spaces of the schools were also completed.

What was achieved ?



11 schools Out of 13 were promoted to 3 stars from 1 stars whereas 2 schools promoted to 3 stars from 1 stars. School's premises were cleaner and greener than before. Management of the solid waste in schools are managed in better manner. Students are well aware about the bio-degradable and non-bio degradable waste and disposes the waste accordingly. Schools are practicing 3R focusing on the reduce and re-use of the plastic built things like bottle, polybags etc.

Who contributed ?



The combined efforts from the students and teachers accounts heavier than the efforts from the SMCs and PTAs. Child clubs of the schools were the major actors to keep the activities on track. CIUD staffs who had facilitated child clubs and teachers on formulating the plan of waste management and providing them orientation to aware and sensitize on the importance of cleanliness of environment.

Who were benefited ?



Students from the child club, teachers and WASH focal teachers of all the selected 13 schools are trained and oriented on the segregation of the waste on the basis of bio-degradable and non-bio-degradable. Those beneficiaries are also well versed on the 3R Principle of waste management. Beside the direct beneficiaries, indirect beneficiaries like parents of the student and community around the schools are also benefited by the cleanliness of the environment and the management of the solid waste.

Major learnings



Better results can be achieved with proper mobilization of the Child clubs and the effectiveness of the implemented activities can be accelerated. Time tables for cleaning in the schools can be used as a tool for monitoring and evaluation of the hygiene and sanitation activities at schools.





Learnings from the Indicator 4 : Clean and Green Environment

The Initiatives



All the selected schools were facilitated by CIUD on building the garden and kitchen gardens inside the school premises as part of the project activities. This initiation brings the positive changes in the students. Plantation of the perennial and seasonal flowers in the developed gardens were initiated for beautification. Child clubs members were revoked and motivated to clean the class rooms and surrounding on the routine basis and manage the waste of the schools. Similarly, child clubs of the schools have been taking care of the managing the school's garden.

What was achieved ?



6 working schools have improved their clean and green environment and promoted their status to the 3 stars level, 7 working schools have attained two-stars from 1 stars. Students from child club, School management committee team and parents' teachers' association members were oriented and sensitized on the importance of the environmental cleanliness in the schools for better learning environment for the children

Who contributed ?



The WASH focal teachers of the schools and child clubs who were actively engaged on the WASH promotion activity throughout the year, are the main actors for bringing clean and green environment in schools. CIUD field team have also played vital roles to keep the energy alive into the stakeholders for working towards the common goal. Consortium partners have also contributed by coordinating District forest offices for nursery plants to make schools greenery.

Who were benefited ?



With the beautification of the school's premises by construction school gardens students from all the selected schools and teacher, staffs are the direct beneficiaries. Beside those parents, school management committee and neighboring communities are indirectly benefited with clean and green environment of the schools.

Major learnings



Clean and green environment is the necessity for all, Child clubs and students are very interested to keep their school clean and green. Extra-curricular activities incorporating cleaning and maintaining greenery works better, child clubs are the key to run successful cleaning and maintaining greenery of the schools.



Learnings from the Indicator 5: Hygiene Facilities

The Initiatives



Schools are motivated for the management of hand washing stations with soap and water. Students are trained on 8 steps of hand washing for effective hygiene behavior. WASH focal teachers were facilitated to regulate hand washing practice under his/her direct supervision. Child clubs and WASH focal teachers from selected thirteen schools were oriented on the three-star approach of school WASH, they are also sensitized on the importance of hygiene facilities in order to keep students healthy and maintain healthy learning environment in the schools.

What was achieved ?



Under the direct supervision of the WASH focal teachers' students from all 13 school's wash their hands with soap and water on the regular basis. Five schools have managed their drainage systems by diverting waste to soak pits and garden. 13 working schools achieved 3 stars on this indicator. 262 males and 221 females from the teacher, child club member, group of SMCs, and PTAs were oriented on the three-star approach focusing on the hygiene facilities and its importance in the school for assuring the healthy learning environment.

Who contributed ?



School management committee members, Members from the parents' teachers' associations who have contributed to manage the waste water coming from the hand washing stations. Principle and vice-principle along with WASH focal teachers have also contributed to promote facilities of the hygiene services in the school by different means. CIUD field team who had continuously follow up with the schools for management of the hygiene facilities.

Who were benefited ?



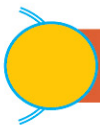
From the 13 working schools total 6645 students and 187 teachers were recorded as direct beneficiaries by the improved hygiene facilities, which includes improved hand washing stations with soap and running water tap and safe disposal facility of sanitary napkins. Total 210 students were oriented on the importance of the hygiene facilities during the orientation program to child club on the three-star approach.

learnings



After the intervention of the CIUD WASH program, it was concluded that, hygiene behavior of the students could be changed with direct and regular supervision. WASH focal teachers are the major catalyst of the change in the schools. Regular session on hygiene and sanitation motivates students to pursue healthy hygiene behavior. However, like in other indicators financial resources are the major cause stopping this indicator to promote.





Learnings from the Indicator 6 : Hygiene Education

The Initiatives



Students of child clubs and WASH focal teachers from thirteen selected schools were trained on the three-star approach in school WASH. Hand washing practice under the supervision of WASH focal teachers have been initiated in all the selected schools. Marking system observing personal hygiene management of individual students have been also initiated in all the selected schools to improve the status of the schools in the indicator hygiene education.

What was achieved ?



Students from all the selected schools has regularly washes their hands under direct supervision of WASH focal teacher. Students cleans the toilets, surrounding and hand washing stations on the regular basis. 7 schools are promoted to 3 star from 1 star in Baijnath Rural Municipality and 6 schools have attained 3 star from 2 star in Kohalpur Municipality. 13 schools started provide marks on the basis of personal hygiene management of the students.

Who contributed ?



The WASH focal teachers of the schools' played vital role to achieve 3 star in 13 working schools. Students from child club who rigorously keep cleaning activities carried out to clean their surroundings and toilets. CIUD field team who constantly follow ups for the continuity of the activities to improve the hygiene education and awareness in the schools.

Who were benefited ?

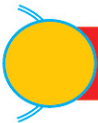


6645 students and 187 teachers from 13 selected schools of Kohalpur Municipality and Baijnath Rural Municipality were benefited with the implementation of this project. 494 students were directly benefited by the different orientation and training programs. Hygiene education helped WASH focal teachers to convince students in practicing better hygiene behavior.

Major learnings



Hygiene education is the key to change the hygiene behavior of the students. Well aware and sensitized students disseminate the hygiene message to their family members and their community. Frequent sensitization program is required for students to motivate students. It was observed that student's hygiene behavior can be changed with regular monitoring by the focal teachers.



Learnings from the Indicator 7 : Menstrual and Hygiene Management

The Initiatives



Students from child club, WASH focal teachers and selected classes students were oriented on menstrual hygiene management to enhance their knowledge in the menstrual hygiene management. Students and MHM focal teachers were trained in re-usable sanitary pad making with the use of household and locally available materials. Similarly, Bins with lid were distributed in all working schools for safe disposal of the used sanitary pads. Three-star approach in WASH in school and its importance for making students and teachers aware on the menstrual hygiene management and its importance in schools for assuring the attendance of the adolescence girls during their periods.

What was achieved ?



Enhanced knowledge of the 254 Girls and 100 boys along with the 10 Male teachers and 93 female teachers on the Menstrual Hygiene Management (MHM), 13 MHM focal teachers, 5 boys and 135 girls were trained on sanitary pad making trainings. Students have started to use their own hand made pads during their periods, the perception of the boys have been changed for the menstruating girls. Trained students have started to share their learned knowledge and skills with their family members and community. All working schools have successfully attained three-stars in this indicator.

Who contributed ?



The MHM focal teachers, WASH focal teachers and the child club have contributed a lot to achieve three-stars in this indicator. CIUD field and central office team have also contributed on the successful completion of the orientation and trainings. Consortium partners played their vital role on the part of coordination with schools for conducting trainings.

Who were benefited ?



Adolescence girls and boys from the selected thirteen schools were benefited most among all other students and teachers. Parents and teachers are also benefited with pad making trainings and MHM orientation as it has developed the trend of using self-made pads. This trend saved lots of student's money and made many students periods free of allergies. Communities associated with the students also benefited as students shared their knowledge and skill of sanitary pad making and menstrual hygiene management.

Major learnings



Appointment of MHM focal teacher is crucial for better menstrual hygiene management in schools. Sanitary pad making trainings are required to be included into the curriculum of schools so that every students gets chance to learn.





Learnings from the Indicator 8 : Institutional Management and Sustainability

The Initiatives



Head teachers, WASH focal teachers, Child clubs, school management committee and parents' teachers' association were oriented on three-star approach of school WASH. Importance of indicator no.8 Institutional management and sustainability were explained in detail for the assurance of the sustainability of the schools and WASH structures built in the schools. The self-evaluated data were present to mark their status in the matrix and benchmarks were introduced for achieving the higher rank in the matrix. WASH plan of all 13 schools have been developed and shared with schools.

What was achieved ?



All 13 selected schools have allocated budget for WASH structure in their school improvement plan, it has been initiated after taking reference from the WASH plan developed by the CIUD. All thirteen schools have been promoted to two-star school in the indicator number 8, after the development of the WASH plan of the schools. Selected 13 schools have been supported for development of school improvement plan addressing the WASH issues of the schools. Major stakeholders of the school WASH like SMCs, PTAs, WASH focal teachers and WASH focal person of municipalities have been well versed in the Three-star approach of school WASH.

Who contributed ?



The head teachers, WASH focal teachers, parents' teachers' association and school management committee of the schools were very helpful in all the schools. WASH focal persons of the municipalities and consortium partners have also contributed to achieve the common goal. CIUD field team who have been continuously knocking the doors of the schools to remind their status with different activities to inspire progress.

Who were benefited ?



13 Selected schools, 6038 students and 188 teachers were directly benefited. School management committees of all the thirteen schools were enhanced their knowledge on the sustainability of the institutions (schools). Municipalities have clear pictures for allocating school WASH budgets with quoted budgets in the school improvement plan.

Major learnings



Active child clubs can bring real changes in the schools so, child clubs to be motivated by schools. School improvement plans are the mandatory obligations of the schools, so there should be a fixed portion of budget heading to be maintained for school WASH. Management of operation and maintenance cost are major hindrance for the schools to promote into three-star in the indicator no.8



Learnings from the Indicator 9 : Disaster Risk Management

The Initiatives



The head teachers of the all 13 schools, WASH focal teacher and school management committees have been trained on Vulnerability Capacity Assessment (VCA) tool. This training has initiated to capacitate stakeholders of thirteen schools to identify their risks, capacity and resources to cope with possible disasters caused by the identified risks. Disaster response plan has been prepared in respect to identified risks and hazards.

What was achieved ?



All schools have identified their possible risks and hazards based on the observation and group discussion. Schools have sketch out their vulnerability and risks, they have also pin pointed their possible resource center to cope with the disaster. CIUD have developed GIS based VCA map from the sketches made by the teachers of the schools and installed at the visible places of the schools. As per assessment and observation, all working school's WASH structure are constructed as per the guideline on disaster risk reduction. All schools are now ranked three star in this indicator after the installation of VCA maps and preparation of the disaster response plan.

Who contributed ?



The active participation from the Head teachers, WASH focal teachers and school management committee members have contributed to complete the activities like trainings and orientation on time. CIUD field and central office team who have developed the GIS based VCA map from the sketches and the consulting firms to provide the special VCA trainings to stakeholders.

Who were benefited ?



13 schools and, 6645 students were benefited by the development and installation of the VCA maps in schools which indicates hazards and risks to avoid any sort of disaster caused by. Head teachers, school WASH focal teachers and school management committee members were capacitated on the identification of the risks and hazard along with the resource centers in case of disaster take place.

Major learnings



More awareness programs are required to make students and teachers sensible on the hazards and risks of the schools, at least one VCA map of the school in every class room should be placed to keep students aware in the risks and hazards of their school premises and surroundings. The old structures which are not of National standard are the major cause of schools for not being promoted into three-star in this indicator no.9





Learnings from the Indicator 9 : Disaster Risk Management

The Initiatives



CIUD facilitated to appoint the WASH focal teachers and MHM focal teachers in all selected schools. CIUD initiated to implement cleaning and monitoring campaigns in schools under the direct supervision of WASH focal teachers, in this regards CIUD have developed monthly schedule of cleaning sanitation and hygiene facilities. CIUD have also installed the WASH corners in all 13 schools to help schools to promote and attain three-star in the indicator no.10

What was achieved ?



All 13 working schools attained three-stars in the indicator no.10. Schools have dedicated WASH and MHM focal teachers. Students wash their hand on the regular basis and cleans toilets, class-rooms and surroundings under the direct supervision of WASH focal teachers. With the facilitation of School WASH Focal Persons and the support of the CIUD, a WASH Corner containing informational materials such as books, magazines, posters, etc. was established in all working schools.

Who contributed ?



The WASH focal teachers, MHM focal teachers, Head Teacher and child clubs of the schools were the major contributing units to bring the success in this indicator. CIUD field team who were continuously hitting the doors of schools to keep the hygiene and sanitation activities on track to remain at the position of three-star. Consortium partners like ENPHO, Lumanti, and Sahakarmi Samaj have also supported CIUD and school in coordination to conduct trainings and orientation programs.

Who were benefited ?



All selected 13 schools, teachers, students; parents are benefited with improvement of WASH facilities. Schools successfully earn the higher rank in the matrix after meeting all the requirements of the indicator. Students are benefited with appointed WASH and Menstrual Hygiene Management focal teachers and issues related WASH and MHM being solved on time. Teachers and parents are benefited with this intervention.

Major learnings



It was observed that WASH corner disseminates the additional information that boosts the knowledge of students regarding the WASH. Regular follow-ups are required to WASH focal teacher keep active and keep WASH activities on track. Timetable and calendar are very helpful to keep activities on track.

Case Stories

True Value of Menstrual Hygiene Management

Case Study#1



Bindu Sapkota, student of grade nine from Nepal Rastriya Secondary School, Naulapur of Kohalpur Municipality is one of the beneficiaries among other 100's who had participated the pad

making training conducted by the CIUD. Her confidence has up lifted with the training that she could manage her periods in the better manner, with her own made sanitary pads. She expresses gratitude towards CIUD for providing trainings to her and friends. She has been using sanitary pads from the stores, which were usable for a time and often gives her an allergy, but after this training, she has her own made sanitary pad, on which she finds more comfort and free from allergies caused by the chemicals used in the pads from store.

Bindu has shared her acquired skill of making sanitary pad at home to her relatives and neighbors along with the knowledge of menstrual hygiene management. She thinks "All the adolescent of the Nepal should provide this kind of training for the better management of the periods, Government of Nepal and local governments should make provision for such kind of training on regular time interval".

Case Study#2



Rupa Tharu, hearing and vocally impaired student of Dahit Basic School, Kohalpur Municipality is one of the participant in the orientation program of menstrual hygiene management. A special teacher facilitated her during the orientation program.

She says "I used to avoid food during period and frightened with the continuous flow of blood during period, after program I came to know that I should have eaten nutritional food to compensate and recover my loss during the period, it also taught me many things like personal hygiene, resting times, time for changing pad, foods to eat and most importantly that stomach ache is normal during period"

"Additional learning helps us to boost our confidence especially students like us and others" she added at the end.

Case Study#3

Jebika Sunar, a student of Shree Nepal Rastriya Secondary School

Kohalpur Municipality ward - 12,

has been

studying in

standard

11. She has

noticed

some

significant

changes

after CIUD

intervention in the

schools. Especially after

the installation of a vending machine in their school. According to Ms. Sunar, girl's menstruation problem is solved now. She had never heard about this vending machine but now she is using it whenever she urgently needs sanitary pads during menstruation. Earlier, she had to leave school and go home when she had her menstrual period. Now the school is distributing sanitary pads regularly. She used to feel ashamed to ask for pads when she was on her period. Now, with the facilitation of the CIUD, the appointment of a female teacher in her school has made it easier to ask for pads. She emphasised as the same vending machine is kept inside the girl's toilet, the sanitary pads are easily available.



CONCLUSION

After the full advent of local government, the pace of urbanization in Nepal is accelerating. Along with urbanization, the supply of drinking water, sanitation and hygiene facilities has also started to appear as a major challenge. This problem has started to be seen institutionally as well as household level. Especially in public schools, such problems seem to have become serious. In view of this matter, the CIUD has been conducting WASH related programs in seven public schools of Bajjnath Rural Municipality and six public schools of Kohalpur Municipality in coordination with the concerned municipalities under the WASH SDG Nepal Implementation Phase-2 project with the financial support of Simavi. School WASH based on the three-star approach issued by the Government of Nepal, various programs have been conducted to measure and improve the WASH indicators mentioned in the guideline. The main goal of this project is to provide the support to achieve the SDGs 2030 by promoting sustainable drinking water, sanitation and hygiene learning in public schools. There are 10 major indicators in the procedure, including drinking water, toilets, environment sanitation, clean and green environment, hygiene facility. Hygiene education, menstrual hygiene management, institutional management and sustainability, disaster risk management and monitoring & accountability. According to the procedure, each indicator is categorized into one

star, two star and three star based on the facilities available. Accordingly, each indicator is scaled and classified according to the star approach, in order to upgrade the WASH status of the schools; various programs were conducted under WASH SDG project.

By the end of the project, it seems that the schools have made significant progress in all indicators including water, toilet, environment sanitation, clean and green environment, hygiene facility, hygiene education, menstrual hygiene management, institutional management and sustainability, disaster risk management and monitoring and accountability. Multipurpose Bio-Sand Filter was installed as sample demonstration to solve the safe drinking water problem. After that, the schools and teachers benefited from it. In this way, child club has been fully formed in all selected schools and cleaning programs have been scheduled and conducted regular basis. School girls have become more aware of this issue through such as menstrual hygiene and preparing sanitary pads at household level. It seems that the students and schools itself are moving forward in maintaining a clean and green environment.

At present, this plan for regular maintenance of the sanitation and hygiene infrastructure in the schools have been included in School Improvement Plan and have been formulated with the necessary WASH funds. If the three-star approach implemented by the Nepalese Government in Public schools for drinking water, sanitation and hygiene is to be implemented in a

creative way it seems that with a small investment, the current status of drinking water, sanitation and hygiene in public schools will be improved. Therefore, there is no doubt that it will also contribute to achieving the WASH Sustainable Development Goals 2030. Safe learning is a natural right of all children. Ensuring this is the main responsibility of the Nepalese Government. For this, the three-star approach WASH in School can be used as an effective tool.

RECOMMENDATION

The voice of student is critical to enacting local government's vision, creating Child, Gender, Disable, Environmental friendly WASH infrastructure and ensuring the sustainability and safely of the three-star approach. This is particularly vital concerning student with disabilities and ties into recommendation. To elevate the voice of student, teacher, school management committee, local government should,

- As per the criteria set by the Municipal WASH Coordination Committee in the public institution like public schools, it seems that the community schools which are seen as weak should be supported to build WASH facilities on the basis of priority.
- Based on the school improvement plan, it seems that it is necessary to facilitate the provision of training and spare tools for the provision of maintenance funds for WASH structures.
- The schools that meet the criteria mentioned in the School WASH guideline should be verified and declared 3 stars.

WAY FORWARD

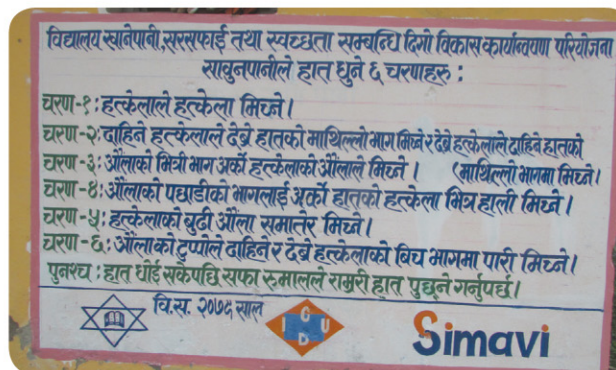
Since the school has come under the control of the local government in Nepal, a small amount of budget has been allocated for WASH facilities in the schools. Therefore, enough budgeting and providing needy materials are indispensable for to ensure safe and sustainable WASH service within the working schools. In the coming days, CIUD made a commitment to make the local government aware of the adequate budget allocation for the upgrading of the WASH facilities of the schools through the lobbying and advocacy program.



SCHOOL WASH ACTIVVITY PHOTO GALERRY-2



Bio-sand filter installation in Shree Sarswoti Sec. School, Bajjnath Rural Municipality.



Dissemination of WASH message on 6 steps of Handwashing Techniques in Shree Jyoti Basic School, Bajjnath Rural Municipality



Safe drinking water supply in school



Discussion on three-star approach WASH in School at Shree Ne. Ra. Basic School, Kohalpur Municipality



Display of School Hygiene Kit in School



Installation and demonstration of Vending Machine for MH facilities in Shree Ne. Ra. Basic School, Kohalpur Municipality

SCHOOL WASH ACTIVITY PHOTO GALERRY-3



Kohalpur Municipality Team Monitored at Shree Ne. Ra. Basic School, Kohalpur Municipality



School WASH Drama Team of Shree Ram Secondary School, Kohalpur Municipality



Student of Shree Ne. Ra. Secondary School, Naulapur, Bajinath Rural Municipality



A girl taking part in Essay contest during World Water Day from Shree Jyoti Basic School, Bajinath Rural Municipality



Handwashing practice in Shree Ne. Ra. Basic School, Kohalpur Municipality



Tree Plantation in Shree Jan Chetana Basic School during World Environment Day

Disclaimer

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