

Water, Sanitation and Hygiene in Schools gain importance in the Sustainable Development Goals:

**Main reasons brought together by the
GIZ Sector Programme Sustainable Sanitation
Resulting from the GIZ/UNICEF International Learning Exchange 2016**

The evolving international Water, Sanitation and Hygiene (WASH) policy context

In the past, traditional top-down Water, Sanitation and Hygiene (WASH) service delivery approaches have not resulted in sustainable results or the intended behaviour changes. This fundamental recognition, together with the need to provide universal access to basic WASH in Schools services, has helped to shape the post-2015 agenda. The Sustainable Development Goals (SDGs) thus cover WASH in new dimensions providing innovative entry points for advocacy and service strengthening.

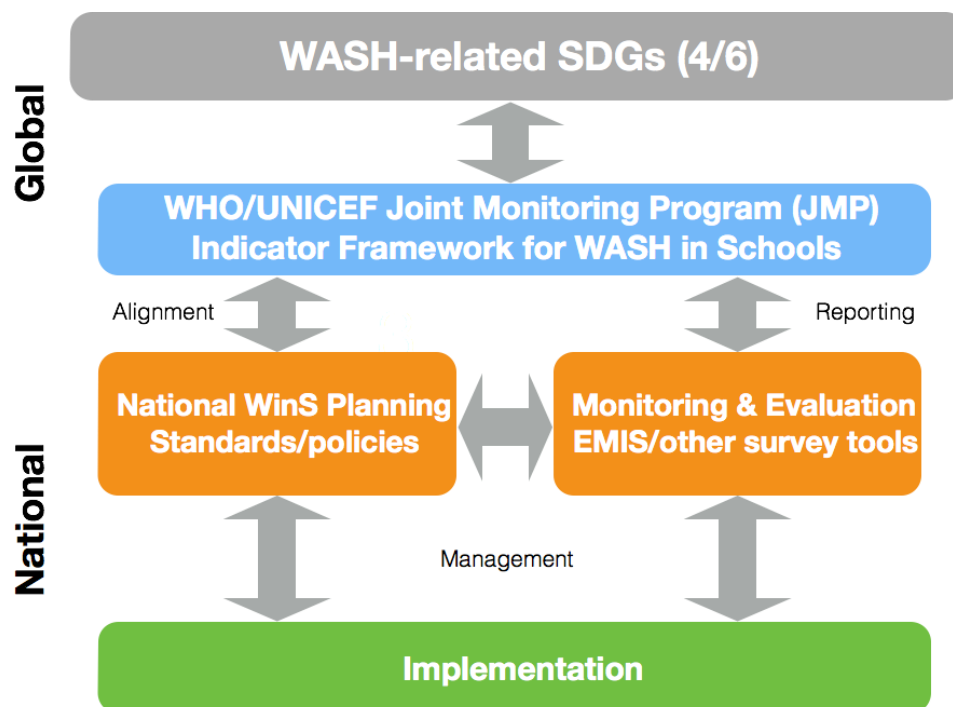


Figure 1: SDGs advancing WASH in Schools programming
(Developed by GIZ Regional Fit for School Programme)

Prominent role of Water, Sanitation and Hygiene (WASH) in the SDGs

WASH services are key determinants of poverty, health, education and environments and are deeply anchored in the SDGs. Several goals have high relevance for WASH in Schools worldwide. SDG Targets 6.1 and 6.2 aim to achieve “universal” WASH “for all”, including WASH in non-household settings, such as schools and health care facilities. WASH in Schools, specifically, is captured in SDG Target 4.a, as a key component to “inclusive and equitable quality education”, including three WASH-related indicators: “drinking water is available in school”, “basic sanitation facilities which are single sex and usable”, and “basic handwashing facilities with water and soap”.

A new harmonized global indicator framework for monitoring WASH in Schools in the SDGs

A global task team convened by the WHO/UNICEF Joint Monitoring Programme for Water and Sanitation (JMP) in June 2016, developed definitions for “basic” WASH in Schools services. The experts, including representation of the GIZ Regional Fit for School Programme and Sector Programme Sustainable Sanitation, contributed to the development of core and expanded questions for monitoring WASH in schools. This new harmonized global indicator framework will have far-reaching consequences for the management of WASH in Schools (final publication: bit.ly/2eKLqrF). Important aspects are:

- Clear anchoring of WASH in Schools within the education sector goals and monitoring systems;
- Consideration of the normative criteria for the human rights to water and sanitation (quality, accessibility, availability, and acceptability);
- Introduction of service quality criteria using the term “usability” (accessible, functional & private facility = useable facility);
- Recognition of Menstrual Hygiene Management (MHM)
- The GIZ/UNICEF Three Star Approach for WASH in Schools is included in the indicator framework and recognizes group handwashing as a key activity for strengthening hygiene behaviour.

M&E of WASH in Schools as an opportunity for strengthening WASH in Schools programming in the education sector

The SDG WASH in Schools Monitoring Framework adds new elements and areas of data collection into the routine of the Education Monitoring Information Systems (EMIS). This, in turn, has the potential to lead to enhanced programming and national standard-setting. Using M&E as an entry point and lever also changes the typical perception of M&E as an additional, oftentimes cumbersome chore, and turns M&E into a driver for innovation in WASH in Schools as an integral part of the education sector. This is a major paradigm shift that will help to accelerate progress towards the universal availability of basic WASH in Schools services worldwide (see figure 1 highlighting SDG impact on WASH in Schools programming).

GIZ Sector Programme facilitating new WASH in Schools insights

The GIZ Sector Programme Sustainable Sanitation together with UNICEF facilitated a meeting of the SuSanA Working Group 7 (during the World Water Week in Stockholm in August 2016, focusing on the institutional requirements to make WASH in Schools successful within the education sector. In continuation of this session, a thematic online discussion was hosted (19.9.-05.10.2016) to elaborate on the question, whether the education sector is ready to manage WASH in Schools. Elements related to global and regional policy were at focus, as well as implementation aspects on school level. A synthesis report, capturing the main contributions and key recommendations from the lively discussions, has been released (www.susana.org/en/resources/library/details/2677).

Recent event: GIZ/UNICEF WASH in Schools International Learning Exchange

Building on the successful series of joint learning exchange events organized by GIZ and UNICEF related to WASH in Schools (initiated by the GIZ Regional Fit for School Programme in 2012), the 5th WASH in Schools International Learning Exchange took place in Jakarta, Indonesia, hosted by the Indonesian Ministry of Education and Culture. More than 150 WASH in Schools experts and advocates from about 17 countries participated in the five-day event. The main foci of the conference were WASH in Schools related SDGs and their translation into national M&E systems and how new global policies can strengthen national programming. The GIZ Regional Fit for School Programme and the Sector Programme Sustainable Sanitation joined WASH experts of UNICEF Headquarters and two Asian regional offices and various country offices, as well as representatives of partner ministries from all participating countries. A field visit to schools implementing WASH in Schools programmes in West Java, including the Fit for School Programme, was also part of the programme.

The GIZ Sector Programme Sushas agreed to develop a comprehensive event report covering the discussions and learnings as part of its mandate for WASH and WASH in Schools knowledge management. The report is expected to be released early in 2017.