WASH in Schools Country Profile
Nepal

A. Enabling Policy Environment for WASH in Schools

- In 2010 The Ministry of Education endorsed the Child Friendly School Initiative Framework that outlines nine aspects of quality education and a child-friendly school. Included in this framework are minimum and maximum indicators for school WASH including child, gender and differently abled friendly WASH facilities and basic hygiene software components (CFSI Framework attached). In addition, the Government of Nepal is about to endorse the Hygiene and Sanitation Master Plan which includes school WASH issues and roll-out mechanisms.

- The Ministry of Education approved the establishment of a WASH Thematic Working Group under the Ministry of Education during the MoE Joint Annual Review in 2010. This group is compromised of Department of Education representatives from various sections and including development partners (UNICEF and the EU) and Save the Children. The Working Group’s objectives are to support investment for WASH in schools through the current education system including improving physical WASH infrastructure, training to DoE engineers for WASH in schools, working with the Curriculum and Teacher’s Training Centres for rolling out training to teachers on basic hygiene skills under the Child Friendly School Initiative and creating a better policy environment at national level. This Working Group is expected to be active under the current School Sector Reform Plan (2009- 2015). WASH in schools is recognized by the Government of Nepal as imperative for quality education, especially for adolescent girls. In 2010, the GoN allocated a budget of $15 million for constructing 5,500 girl-friendly toilets nationwide, an indication of their commitment to WASH in schools and gender equality.

- There is a National Strategy on School Health and Nutrition in effect since 2006 and focuses on areas: 1) school-based health and nutrition services, 2) a healthy, safe and secure learning environment, 3) skills-based health education and 4) health-related school policies. This strategy was jointly developed by the Ministry of Health and Population and the Ministry of Education and is planned to be reviewed soon. In addition, there is a School Health and Nutrition Network which jointly works on issues relating to health, nutrition and WASH in schools as focused in this strategy.

- In Nepal, there are many partners working for WASH in Schools either directly with the Department of Education or Department of Water Supply and Sewerage. These include: UNICEF, Save the Children, PLAN International, Room to Read, Nepal Red Cross Society, ENPHO, NEWAH, CCS Italy, Handicap International and Helen Keller International.

B. Quality and Coverage of WASH in Schools Programming

- Since 2000, UNICEF has supported the School Sanitation and Hygiene Education Programme in collaboration with the Department of Water Supply and Sewerage. The SSHE programme developed a comprehensive guideline for rolling out SSHE in UNICEF supported schools. The main objectives of the SSHE programme is to: 1) improve children’s hygiene behaviour skills; 2) support the construction of child, gender and differently abled friendly WASH facilities in schools; 3) recognise school as an entry point for encouraging sanitation and hygiene in the surrounding communities. Since 2000, UNICEF has supported over 1,500 SSHE schools and the construction of over 500 CGD WASH facilities in schools.

- There are a total of 32,130 public schools in Nepal. In 2010, the Department of Education EMIS system reported WASH coverage in schools as follows:
  - Drinking water facilities: just over 60%
  - Toilet facilities: 34% separated for girls; 60% with at least one toilet facility

Though the EMIS data shows the physical presence of water and sanitation in a certain percentage of schools, it does not reflect the functionality of the facilities. In reality, many toilet blocks are not adequately maintained or user-friendly, especially for girls. This is mostly because WASH software skills are not given priority in the schools and there is rarely an operation and maintenance plan or budget to take care of the toilet block after it is initially built. In addition, the DoE facility designs are not child friendly, especially for girls. However, recently, the DoE have started revising their designs with the support of UNICEF and the WASH Thematic Working Group so they are gender and child friendly (draft designs attached).

C. Highlights and Main Challenges for WASH in Schools

- Under the SSHE programme, there have been many successes and improvement in WASH in schools in Nepal and attention given to it in policy and planning as never before. In addition, the success of School Led Total Sanitation (SLTS), initiated by UNICEF and the GoN, has proven that focusing attention on WASH in schools can bring immense benefits to the surrounding communities also.

- UNICEF has started to work more closely with the UNICEF Education Section as there has proven many golden opportunities for scaling up school WASH through the MoE along with the Education section. As a result, the MoE now includes a WASH thematic working group to focus on supporting WASH in schools (both hardware and software) during the SSRP (2009- 2015). This has proven a fantastic opportunity to influence and support the DoE’s Annual Strategic Implementation Plans (ASIP) including hardware and software components. Already the GoN is investing more financial resources for WASH in schools (from 150,000 NPRs for each WASH facility in a school to 200,000 NPRs) and $15 million extra allocated for girl-friendly latrines 2010/2011 fiscal year

- A major challenge is ensuring the GoN not only invest financial resources for constructing WASH facilities but invests money in software activities also- including curriculum reform, teacher training etc.
• Another challenge is capturing more and correct information/data through the EMIS. Though the WASH working group has been linking with the EMIS working group, WASH in schools is given the lowest priority as capturing other educational data is given priority. In addition, the EMIS system in the DoE is trying to reduce their indicators by half which makes it difficult to capture more WASH in schools data. In any case, the WASH Working Group is planning on conducting a sample survey across regions in Nepal this coming year, under the DoE to capture evidence and progress not possible through the EMIS system database.

• The UNICEF WASH section has an opportunity now to more converge and engage with the Education Sector as changes and progress under the MoE will directly affect WASH in schools progress. There is a need to practically and feasibly merge the Education and WASH sections in Nepal in relation to WASH in schools. In Nepal, we have initiated this process by jointly sharing one Intermediate Result for WASH in schools and allocating the budget for WASH in schools under the Education section to increase Education ownership. This effort will need increased and sustained support so that WASH in schools is, realistically, taken to scale nationwide in Nepal.

• Focused attention and advocacy effort for increasing investment and budget allocation for Early Childhood Development Centres will also be integral for encouraging better hygienic behaviour for young children in Nepal. There are over 29,000 ECD centres in Nepal and 50% of these are community run and have no GoN support other than paying the salary of the ECD main facilitator. Re.

• Water scarcity.

Materials
Following WASH in Schools documents are attached.

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<th>National Plan of Action/National Strategy Documents</th>
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<tr>
<td>2</td>
<td>Technical Manuals for WASH in Schools</td>
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<td>3</td>
<td>Hygiene Promotion Guidelines and Materials</td>
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<td>Evidence Base for WASH in Schools</td>
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WASH related data
- Coverage water supply 80.83% (NMIP/DWSS 2007)
- Coverage sanitation 43.06% (NMIP/DWSS 2007)
- 22.4% of households have dirty or poorly managed latrines (NMIP/DWSS 2010)
- Principal causes of child mortality: malaria (0.9%), diarrhea (22%) and IRA (19%) (WHO 2000)

WASH in Schools related data
- In 2010, 77.9% of students have reached Grade 5 (EMIS 2010)
- 60% have latrines and out of this, 34% have a separate facility for girls (EMIS 2010)
- 68,306 students have some form of disability in Nepal schools (EMIS 2010)
- Just over 60% of schools have access to drinking water (EMIS 2010)