

**WASH in Schools in Emergencies**  
**DRAFT 20111017**

# WASH & Education in Emergencies: A School can not be a school without WASH

- INEE 2011, minimum standards for education; preparedness, response and recovery for an understanding of educational considerations  
[http://www.ineesite.org/index.php/post/inee\\_minimum\\_standards\\_overview](http://www.ineesite.org/index.php/post/inee_minimum_standards_overview)
- SPHERE for WASH 2011  
<http://www.sphereproject.org/content/view/720/200/lang,english/>
- WHO environmental health standards for schools in low cost settings  
[http://extranet.who.int/iris/bitstream/123456789/714/1/9789241547796\\_eng.pdf](http://extranet.who.int/iris/bitstream/123456789/714/1/9789241547796_eng.pdf)
- CCCs and WASH in Schools  
[http://www.unicef.org/publications/files/CCC\\_042010.pdf](http://www.unicef.org/publications/files/CCC_042010.pdf)
- WASH in Schools Monitoring package  
[http://www.unicef.org/wash/schools/files/wash\\_in\\_schools\\_monitoringpackage.pdf](http://www.unicef.org/wash/schools/files/wash_in_schools_monitoringpackage.pdf)
- **“Ideally Education Sector takes the lead on WASH in Schools in Emergencies however each emergency is unique (WASH and Education works hand in hand)**

# WASH in Schools in Emergencies

- Schools became shelter place for displaced people;
- Temporary learning spaces created as school buildings are damaged;
- There is an opportunity to get children back to, or into, school
- Often we are not prepared well!!!!!!!!!!!!!!
  - Hardware options- compendium of WinS Facilities
  - Software Approach- Teachers Guide



# Compendium of WinS Facility Designs

A 90 page publication (draft) helps to

- Undertake better WASH preparedness measures prior to a crisis
- Base WASH responses on adoption and adaptation of prior experience
- Undertake early recovery/semi-permanent interventions that complement permanent measures

# WinS in Emergencies Compendium

## ➤ Case Studies with

- Agency and Location of Work
- Background and context
- How many users and how long were facilities in use
- Interventions and facilities provided
- How long it took to build facilities and costs
- Maintenance
- Success and challenges
- Recommended adaptation for any future use
- BOQs, technical drawings

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# Few Examples- Bangladesh Preparedness

## 3 Bangladesh- Emergency preparedness for cyclone/floods

### Agency and location of work

Oxfam GB, Southern Bangladesh working in cyclone and flood affected districts of Bagherhat and Pirojpur

### Background/context

The Southern part of Bangladesh is particularly vulnerable to cyclones coming from the Bay of Bengal and these are associated with heavy flooding. Schools are positioned throughout Bangladesh and are often on higher ground in order to provide some protection from flooding. As such, these are often used for days or weeks as cyclone/flood shelters for people displaced from their homes. As the duration of displacement can often be several weeks, the provision of facilities and supplies as a preparedness measure in these schools has been prioritised in order to have these ready to support displaced people. However, the WASH facilities also benefit the school and children on an on-going basis when the school operates as a school. As such the decision was taken to provide permanent disaster resilient facilities in order to serve both preparedness and the on-going school needs.

### How many users and for how long were these in use

Around 100 plus schools have been equipped with these toilets. These were built in 2008-2009.

### Intervention/facilities provided

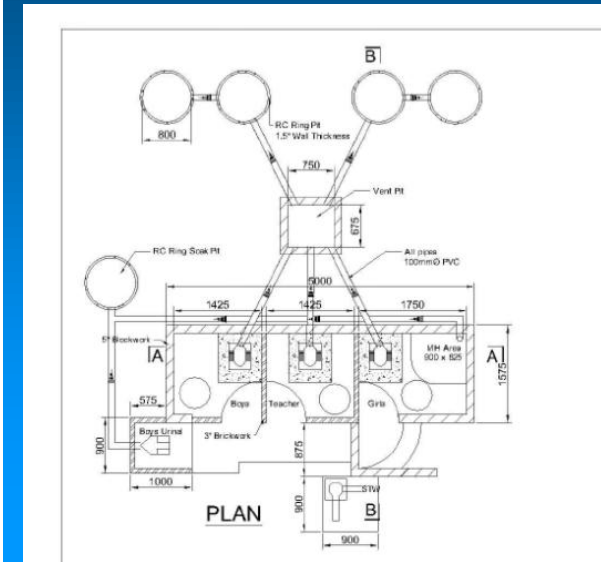
Schools designed as shelters for cyclone/flooding in South of country.

Latrines/toilets	A standard block of 3 toilets, 1 for girls, 1 for boys and 1 for teachers was provided. A separate space for boys urination is included, along with a facility for girls urination within the girls toilet
Hand washing and bathing facilities	No provision made
Water supply	A shallow hand pump is installed in front of girls' toilet
Hygiene and cleaning kits	The larger girls toilet was designed to provide more room so menstruating girls could wash towels in privacy
Other	No provision made

### How long it took to build facilities and costs

Construction time 2-3 weeks

Approximately \$2,100 for 3 toilets, i.e. about \$700 each



### Bill of Quantity (BoQ)

#### Construction of School latrine

Item no	Description of Items	Unit	Quantity	Rate (Tk.)	Amount (Tk.)
01	Earth work in excavation of all kinds of soils of foundation trenches including levelling, ramming and preparing the base bailing out water and shoring if necessary, providing centre line and bench mark pillars, removing the spoils etc. all complete as per direction of the Engineer-in-charge and as per drawing and design.	ctf	102.56	4	359
02	10\"/>	ctf	122.66	122	14,964
03	Sand filling in foundation trenches and plinth with fine local sand having minimum F.M. - 0.50 including levelling, watering and consolidating each layer by layer up to finished level etc. all complete as per direction of the Engineer-in-charge and as per drawing and design.	ctf	46.39	8	371

## UNICEF/ACTED, Sri Lanka, emergency preparedness latrine and septic tank kit



Assembling the prefab septic tank Photo UNICEF



The assembled latrine superstructure Photo UNICEF

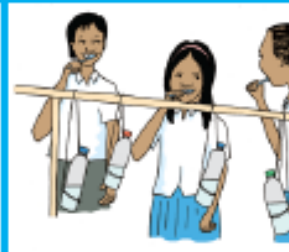
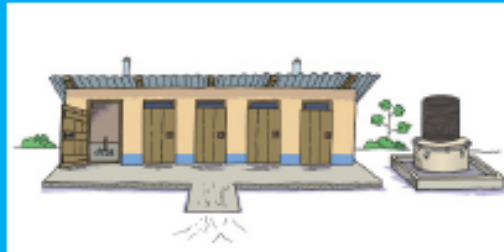
### List of Construction Materials for prefab Sri Lanka latrines

Item	Materials	Description	Unit	Q'ty	PACKAGE
<b>SUPERSTRUCTURE FRAME (2 frames per 1 set, 2 toilet units per 1 frame)</b>					
**	Roof				
1	Amino Sheet 26 gauge (6'-0" x 8'-0") with GI pipe Frame	Roof Structure	Nos	2	
**	Walls (3 Side frames)				
2	3/4"GI Pipe 9'-6" height	Side Frame-right	Nos	2	
3	3/4"GI Pipe 9'-3" height	Side Frame-middle	Nos	2	



# Water, Sanitation and Hygiene for Schoolchildren in Emergencies

## A GUIDEBOOK FOR TEACHERS



# WINSET: A Guide book for Teachers

## Who the guidebook is for

The guidebook is for people who work with children in a school setting. It does not require specialist WASH skills, knowledge or experience.

## The approach

The approach is flexible so as to encourage adaptation and extension. It describes a simple, structured way to learn about WASH that is:

- **Visible:** everyone knows school is WASH-friendly;
- **Inclusive:** – all children, including those with disabilities have ownership of the information and activities; and
- **Sustainable:** – WASH messages are repeated over time to encourage lasting behaviour change.

## Three essential practices

- Wash hands with soap regularly at critical times (after using the latrine, cleaning a small child and before touching food or eating)
- Always use a latrine - no open defecation
- Drink safe water that has been collected, treated, stored, and retrieved correctly

# Six themes of WASH in Schools- Establishing a daily routine- **Repetition is Reputation**

1. Hand washing with soap (Monday)
2. Safe excreta disposal (Tuesday)
3. Safe drinking water (Wednesday)
4. Personal hygiene for boys and girls (Thursday)
5. Looking after our school (Friday)
6. WASH beyond school (Saturday)

It is advised that themes 1, 2 and 3 are covered within three months of a school opening as these are most critical for health. This also allows more time to plan themes 4, 5 and 6.

When time is extremely limited themes 1, 2 and 3 should always be prioritized.

# Monday: Handwashing with soap

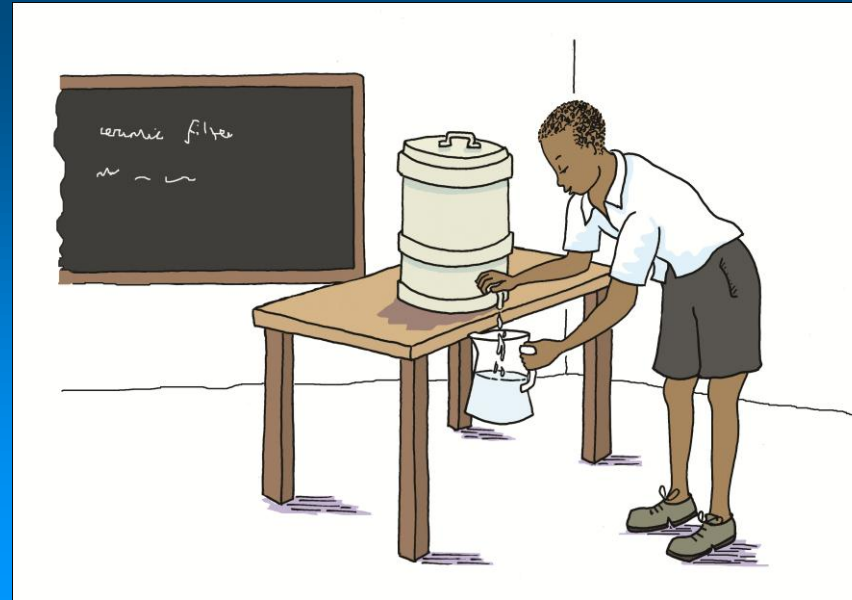
## Annex 1: Themes and Activities

The following activities are presented by theme for use and adaptation with school-children.

Theme	Activity	Objective	Flash card reference
1. Hand washing with soap	Shake my hand!	To show how poo passes from one person to the next	1, 2, 3
	Making the invisible visible!	To show what 'clean' hands really look like if we don't wash them with soap	1, 2, 3
	Catch me quick!	To show how quickly diarrhoea spreads from person to person	N/A
	Happy hands, sad hands	To reinforce the message that happy hands are ones washed with soap and demonstrate that it is easy to forget to wash hands with soap	N/A
	Snakes and ladders	To reinforce WASH messages including hand washing with soap	5, 113
	Count to five, count to ten	To show children the correct way to wash hands with soap	6, 7, 8, 9, 10, 11, 12
	Making a Tippy Tap	To make a simple hand washing device and show water use	2, 3, 13, 14

# Flash Card Index:

- 113 pictures/games
- High Resolution available
- Africa/Latin America/Afghanistan-Pakistan
- Ideally should be field tested and adjusted as a preparedness activity



## WASH in Schools Games - Snakes and Ladders

