



This is an initiative of the Millennium Water Alliance (MWA) implemented by three of its partners: CARE, CRS and Water For People.



MI ESCUELA SALUDABLE SWASH+

CENTRAL AMERICA

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BACKGROUND

- School Water, Sanitation, and Hygiene Plus Community Impact (SWASH+) Central America program launched in February 2008 with support of the Global Water Challenge, Coca Cola, IDB and other donors.



- 302 schools and 41,061 students reached in 33 municipalities of El Salvador (11), Guatemala (11), Honduras (4), and Nicaragua (7) in 2008 and 2009.
- Project expansion concept developed with new phase including the exploration for WASH in school micro credit concept.



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PARTNERS



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water for people
the current of change





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Why WASH in Schools?

- **Rights!** Education is both a human right¹ and a children's right²!
- Water, sanitation and hygiene (WASH) education in schools should be seen as fundamental to fulfillment of that right to which we all have a legal and moral commitment.



¹Universal Declaration of Human Rights, Article 26, Proclaimed by the General Assembly of the United Nations, December 10, 1948

²Declaration of the Rights of the Child, Principal 7, Proclaimed by General Assembly of the United Nations, Resolution 1386(XIV) of 20 November 1959



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THE NEED

In Central America...

Country	Estimated Number of Rural Public Schools	Estimated Number of Rural Public Schools Without Access to Safe Water or Adequate Sanitation
El Salvador	4,000	1,715
Guatemala	13,500	11,908
Honduras	12,000	8,975
Nicaragua	11,000	7,327
Total	40,500	29,925





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PROGRAM OBJECTIVES

Provide stimulus, promote, develop a larger coalition of partners to achieve complete WASH in Rural Schools coverage in El Salvador, Guatemala, Honduras, and Nicaragua, through direct interventions and advocacy.

- * Improve hygiene behaviors, particularly hand washing, in students and teachers at directly targeted schools and communities.*
- * Increase access to sustainable safe water and improved sanitation facilities in directly targeted schools and communities.*
- * Achieve impact at the community level, through integrated activities of the partners, students as change agents, and schools as models of optimal water and sanitation conditions.*
- * Develop implementation models, document outcomes and impacts and influence the enable environment for scaling up the interventions*



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COMPONENTS TO ACHIEVE OBJECTIVES

1. Direct Implementation
2. Knowledge Management and Learning
3. Advocacy








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APPROACHES

Alliance Member and Country	Water and Sanitation Infrastructure	Hygiene Promotion Program
	Led by CARE, contracting construction services locally	<p><i>CARE El Salvador</i>-Teachers train students after receiving training with parents from Health Ministry and NGO staff.</p> <p><i>CARE Nicaragua</i>, NGO staff leads the training to teachers, parents and student committee.</p> <p><i>CARE Guatemala</i>, NGO staff trains teachers, students and parents.</p>
	Led by local NGO partners, Caritas and FIDER	Teachers lead after being trained by local partner organization, Caritas and FIDER.
	Led by local NGO partner trained by Water For People and with strong support of the Municipal government. The Municipal Government contributes with the skilled labor and the community with the unskilled labor. A contract between Water For People and the Community is signed before the initiation of activities.	Teachers lead after being trained by health promoters who are trained by WFP



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Nicaragua

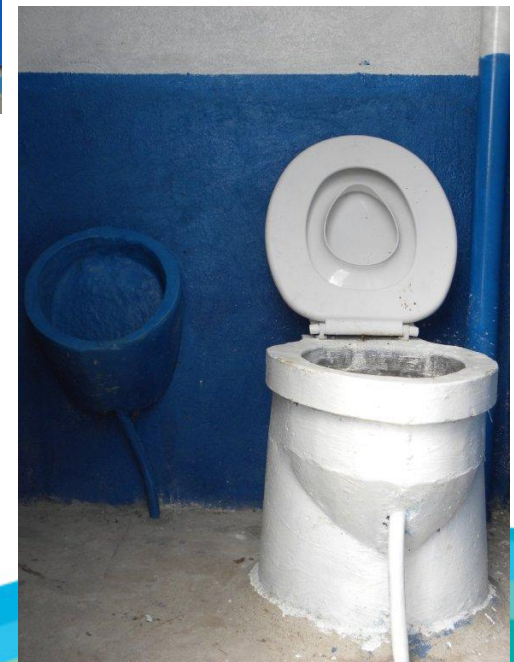


Honduras



Guatemala

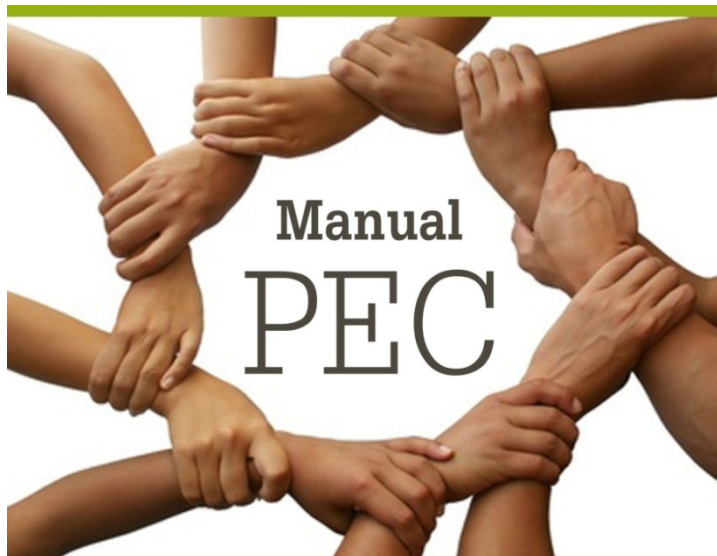
El Salvador





KNOWLEDGE MANAGEMENT - PRODUCTS

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Metodología “Proyectos Ejecutados por la Comunidad” para WASH en Escuelas de América Latina y el Caribe.

Fortalecimiento de capacidades locales para la ejecución, operación y mantenimiento de infraestructura sanitaria escolar.

- Direct transfer “community-executed project” manual for WASH in Schools co-authored by Mark Duey and Diana Betancourt



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KNOWLEDGE MANAGEMENT - OTHER PRODUCTS

- Program Management Group (PMG) Meetings involving government and NGO staff have occurred every 6 months providing in-the-field opportunities for learning and peer review across countries
- Regional Symposium on WASH in School co-coordinated with UNICEF
- www.washenesuelas.org developed with UNICEF
- Five learning newsletters produced
- Environmental and social framework and plan developed and implemented in each country.



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KNOWLEDGE MANAGEMENT

- OTHER PRODUCTS

- 150 technical dossiers which include detailed information on costs, infrastructure designs, materials specifications, hygiene education plans, operation and maintenance plans, and environmental mitigation measures
- Guide on applicable water and sanitation technologies for schools in Central America
- Minimum technical standards document for school WASH accepted by several governments in the region
- Educational materials and education plans agreed to in each country.



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KNOWLEDGE MANAGEMENT - SHARING

- Inter-American Development Bank has used program materials and information to develop WASH in Schools programs in other countries
- Swiss Agency for Cooperation and Development has interviewed program partners and participated in PMG meetings to help form their future WASH in Schools initiative in the region





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ADVOCACY





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ADVOCACY

- Strong involvement of the government of each country at local and national level.
- Larger regional alliance:
- National advocacy events held in each country which resulted in formation of WASH in Schools working groups to continue dialogue and develop strategies in 2011





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REGIONAL ALLIANCE





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ADVOCACY- EL SALVADOR

- CARE working directly with Ministry of Education, Ministry of Health, and ANDA (Water Authority) at national and local levels to implement SWASH+ (through signed MOU required by IDB)
- No national school WASH plan or strategy exists
- Regulatory policy exists which requires schools to have sanitary licenses and permits government health inspectors to close schools not complying with minimum water, sanitation, and hygiene conditions, but is not enforced and most Ministry of Health officials are unaware of its existence
- Members well-positioned to implement \$1.2m USDA funds held over from previous government
- Ministry of Education considering rolling out SWASH+ hygiene education plan to all schools
- Short-term advocacy consultant was hired by CARE with MWA funds for several months in late 2010 to meet with key officials and facilitate the advocacy workshop
- Committee formed at national advocacy workshop to develop foundation for national plan
- Ministry of Education and ANDA signed MOU several weeks after workshop to collaborate to provide potable water to some of the 1,322 schools in need and produce educational materials about water resources for students



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ADVOCACY-GUATEMALA

- Partners working directly with Ministry of Education at national, departmental, and local levels (through signed MOU required by IDB), and with Ministry of Health, Ministry of Environment, and municipal governments at local level to implement SWASH+
- National Healthy School Strategy established in 2000 (which includes WASH) updated by bi-ministerial (Ministry of Education and Ministry of Health) National Healthy School Commission in Oct 2010, with partner support
- Corresponding public policy developed to implement the National Strategy ready but not signed by the two Ministers because they "don't have funding" to implement it
- Agreement made at national advocacy workshop to convoke National Healthy School Commission again and strengthen it
- 2011 is election year



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ADVOCACY-NICARAGUA

- Partners working directly with Ministry of Education at national, departmental, and local levels, and with Nuevo FISE at national level to implement SWASH+ (through signed MOU required by IDB)
- No national funding or plan, but a national census on school infrastructure including WASH was recently conducted by Ministry of Education
- Ministry of Education has minimum standards for school infrastructure
- Swiss Agency for Cooperation and Development will begin funding school WASH in Nicaragua this year
- Committee formed at national advocacy workshop to develop foundation for national plan is analyzing Guatemalan national strategy and public policy and will invite Guatemala officials to present it
- 2011 is election year



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ADVOCACY-HONDURAS

- Partners working directly with Secretary of Education, Secretary of Health, and SANAA (Water Authority) at departmental and local levels, and also with municipal governments, to implement SWASH+
- SWASH+ advocacy event was not held in Honduras because of exclusion by IDB from proposal due to political situation
- No national school WASH plan, strategy, or policy exists
- Canadian funding through UNICEF to SANAA regional offices (and WFPH) for school WASH believed to end Dec 2011
- Upcoming BCIE (Central American Development Bank) loan to Secretary of Education for school "rehabilitation" includes wat/san infrastructure component
- Swiss Agency for Cooperation and Development will begin funding school WASH in Honduras in 2013.
- SWASH+ advocacy event was held on September 21st in Tegucigalpa.



POSITIVE ASPECTS IDB-TCCF FUNDED PROGRAM

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1. Strong involvement of the government of each country at local and national level.
2. Educational materials and education plans agreed to in each country.
3. Environmental and social framework and plan developed and implemented in each country.
4. Training not by NGO personnel but by teachers and government authorities.
5. Advocacy activities involving a variety of different actors
6. Enthusiasm of the program by teachers, family members, community and students.
7. National technical standards (water and sanitation facilities for schools) of each country reviewed.
8. Funding has been timely
9. Good teamwork among the partners at the field level



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MONITORING – WWC METHODOLOGY

- A standard questionnaire was provided for both the baseline and monitoring assignments for all Mi Escuela Saludable SWASH+ programs.
- WWC teams, accompanied by a local staff member (of CARE, CRS, Water For People, or other local partner) administered the questionnaires, which included observation of the water and sanitation installations (including photos) and interviews with the school principal and teachers.
- Monitoring was based on the following four core indicators:
 - Hygiene Behavior
 - Sanitation
 - Water Supply
 - Sustainability





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MONITORING – WWC GUATEMALA

Conclusions

- Soap access a challenge for students to wash their hands after going to the bathroom and there is no toilet paper available. Donated soap reserves are running dry and there are no plans for restocking them.
- Four of the ten schools have a chlorination system yet only one has confirmed that its water is potable.
- Most of the issues observed in the bathrooms required simple repairs, yet they remained unfixed.





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MONITORING – WWC NICARAGUA

Conclusions

- Teachers described an integrated approach to incorporating the hygiene education curriculum into daily student lessons, and appeared to take pride in the hygiene education provided to students. Students interviewed by WWC volunteers demonstrated a clear understanding of the importance of hand washing before eating and after using the toilet.
- The strength of financial sustainability appears to vary across the schools visited. Some schools outlined clear systems for collecting funds for operation, maintenance, repairs and hygiene supplies. Other schools appeared to lack clearly defined systems for gathering funds, which poses a threat to the long-term water availability and effective hygiene promotion.



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Reflections for next Phase

- Strengthen partnership with key government ministries such as education, health, etc., to increase their capacity and overall impact of the program.
- Attract more investors private donors and other foundations, national philanthropists.
- Closer alliance with other key actors and their initiatives (UNICEF Handwashing campaign, PAHO, Universities)
- Include a media program.
- 3 to 5 year program duration.
- Expand school selection criteria to include all schools.
- Strengthen the implementation of the advocacy plan with specific objectives of sustainability and scale.



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Reflections for next Phase

- Expand where appropriate the form of direct transfer of funds to communities .
 - PTA trained in financial administration and project management.
 - PTA manages infrastructure improvement funds.
 - PTA purchases materials locally.
 - PTA contracts local construction supervisor.
- Communities also provide local materials and unskilled labor.
- Increase local government and communities contributions of project cost
- Include the Ministries of Health for training in hygiene education training topics.
- Adoption of best practices from different approaches .
- Documentation of lessons learned and cost analysis.

