

## 1. Planning phase

- Demand collection from interested schools, feasibility study and selection of potential schools
- Memorandum of Understanding among the school, District Education Office and the support organization
- Capacity building training for school teachers on concept of WASH and environment-friendly school
- Assessment of existing WASH facilities and need for further development
- Agreement between the school and HELVETAS Swiss Intercooperation Nepal

## 2. Implementation phase

- Improvement of the existing WASH facilities and construction of additional facilities as needed
- Development of local curriculum integrating WASH, environment and climate change concepts and their implementation, e.g. rain-water harvesting pond size calculation in Mathematics (grade-8), water-land-forest in Population and Environment (Grade-8), etc.
- Development and implementation of code of conduct and daily monitoring plan on WASH
- Development of extra-curricular activities (e.g. quiz, debate, song competition, etc.) calendar for raising awareness on water, sanitation, hygiene, environment and climate change adaptation
- Establishment of information centre with reference materials on WASH, environment and climate change adaptation
- Development of kitchen garden and other demonstration plots.
- Formation of Water Sanitation Hygiene and Climate Change Adaptation (WASHCA) Flame Group and their mobilization to create awareness on WASH and Climate Change Adaptation to communities

## 3. Post implementation phase

- Formation of monitoring group with representatives of teachers, students, Village Development Committee and the support organization; and assessment of the level of knowledge transferred from students to their families and behavioural change of their family members.
- Regular implementation and monitoring of code of conduct and extra-curricular activities
- Monitoring of WASH facilities, demonstration measures and their regular uses by students

## SOME LEARNINGS

The concept of WASH and environment-friendly school is well internalized by teachers and students in the pilot schools. Change in behaviour of the students towards sanitation and hygiene practices is markedly visible. Students regularly practise hygiene, maintain cleanliness of the school premises as well as practise the productive use and reuse of water in the demonstration plots (kitchen garden). Water infrastructures installed in the schools greatly support them. However, limited water available for kitchen garden is not enough to ensure irrigation during dry season. Maintaining the kitchen gardens during school holidays and protecting the vegetables from being stolen are still challenges. On the part of adoption of good practice in community, mechanisms like model house competition among students, peer evaluation and other campaigns have been very useful to promote. Because of these, innovations towards sanitation and hygiene measures are self initiated by students, e.g. construction of Chang (raised platform for drying utensils), bamboo bin for collection of dust in the classrooms, etc. Extracurricular activities and feeling of competition among student have significantly motivated students. Continuous monitoring and support from WARM-P/HELVETAS were instrumental in bringing these changes. Short-term achievements are quite encouraging. However; long-term sustainability and post implementation support need to be closely monitored further.



With implementation of WASH and environment-friendly school, students look cleaner and tidier than in the past. Earlier, only support staff of the school used to fetch water, clean toilets and keep the environment clean. Now, students make weekly WASH schedules and undertake these jobs themselves. Therefore the entire school premise is clean.

**Maniraj Jaisi, Principal, Premdevi School, Dailekh**

During menstruation periods, we used to face many problems in the school because there was no water. With the implementation of WASH and environment-friendly school approach in our school, we have water for drinking and hand washing which has made our life easy. Besides, various extra curricular activities being conducted on a regular basis have helped our personality development.

**Pan Kumari Karki, Class 10, Saraswati Higher Secondary School, Dullu-3**



This fact sheet is developed based on the experience of Water Resources Management Programme, HELVETAS Swiss Intercooperation Nepal through piloting of two WASH and environment friendly schools in Dailekh



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## FACT SHEET June 2015

### Blue School: A Water, Sanitation, Hygiene (WASH) and Environment friendly School



## INTRODUCTION

Blue School is commonly understood as a school having:

- sustainable access to safe drinking water, sanitation and hygiene,
- a kitchen garden as a laboratory to show correlation between food production and efficient management of water,
- demonstration plot for watershed and land management practices, wherever it is suitable

in order to:

- improve health of students in schools and influence their environment at home,
- raise awareness of children, teachers and parents about environmental and health issues related to water, sanitation, hygiene and nutrition by improving teaching methods in schools, including the establishment of demonstrations and the link with community.
- protect the dignity of children, ensure effective learning of children, improve the enrolment and retention of children (especially girls) and to some extent introduce a better, diversified nutrition

*(Source: towards a common understanding of the Blue School concept, SDC)*



## BLUE SCHOOL PROMOTED BY HELVETAS SWISS INTERCOOPERATION NEPAL

HELVETAS Swiss Intercooperation Nepal through Water Resources Management Programme (WARM-P) initiated the Blue School concept in 2013 under Swiss NGO Consortium for Water and Sanitation Project funded by Swiss Agency for Development and Cooperation (SDC). In the context of WARM-P's working districts, Blue School is considered as **Water, Sanitation, Hygiene (WASH) and Environment friendly School**.



### WASH AND ENVIRONMENT FRIENDLY SCHOOL

In order to operationalize the concept of **WASH and Environment friendly School**, a common understanding among the school management committee, teachers, District Education Office and WARM-P has been developed on what the school is about. The school is conceived as a **WASH and Environment friendly School** where:

- access to safe drinking water, sustainable sanitation and hygiene is ensured,
- students learn and practise uses of water for domestic and productive purposes, water source protection, adaptation to climate change, and environmental sanitation,
- a better teaching-learning environment is created through the integration of WASH and environment related topics in the existing curricula in a creative manner.

### OBJECTIVES

The overall objective of the WASH and Environment-friendly School is to develop the school as a centre of transformation by inculcating the values of water, sanitation, hygiene,

health, nutrition, environment, and water resources in the students through theoretical and practical learning exercises in order to change the behaviour not only of their own but also of their families and communities. The specific objectives are;

#### 1. Improving health of students through

- reduction of waterborne diseases by providing quality drinking water,
- reduction of various infectious diseases by ensuring clean and safe environment,
- sustainable sanitation and hygiene behaviour change.

#### 2. Raising awareness of students, teachers and parents on WASH, environment and climate change through

- integrating these topics in the existing curricula of the school and their exercise,
- organizing various awareness activities regarding WASH and environmental education.,
- organizing extra curricular activities (ECA) in WASH and environment related topic.

#### 3. Creating an effective learning environment and enhancing dignity of students for increased enrollment and better retention of the students especially that of girls through;

- promotion of practical learning based on demonstration exercises,
- gender-neutral division of sanitation hygiene-related tasks such as cleaning toilets, fetching and boiling water,
- ensuring provision of menstrual hygiene in girls' toilets and learning about menstrual hygiene and physical and emotional changes during puberty.

## ACTIVITIES UNDER WASH AND ENVIRONMENT-FRIENDLY SCHOOL

#### 1. Access to sustainable water, sanitation and hygiene

- Construction of new or improvement of existing water facilities, e.g. gravity-fed drinking water systems, rain- water harvesting system
- Construction of new or improvement of existing sanitation facilities, e.g. separate toilets for girls and boys, toilets for girls equipped with menstrual hygiene facilities, etc.



- Installation of hand washing facilities with soap, solid waste collection and disposal pits
- Promotion of reuse of the urine through Ecosan toilet
- Promotion of water treatment methods, e.g. filtration, boiling and SODIS, etc.
- Theoretical and practical learning exercises for sanitation and hygiene behaviour and their linkages to sanitation and hygiene ladder

#### 2. Water, land, forest and watershed management

- Plantation on barren land
- Water source improvement and catchment protection
- Terrace improvement, nursery management and composting of organic waste
- Demonstration plot for kitchen gardening and its promotion
- Construction of retention and recharge ponds
- Demonstration and practices on various uses of Water



#### 3. Environment and climate change adaptation

- Rain-water harvesting techniques and management of excess water
- Environment and climate change related education and provision of resource materials
- Retention, recharge and reuse of water and their techniques
- Learning visits and demonstration of solar energy, biogas and improved cooking stoves



## IMPLEMENTATION STEPS

The success of WASH and environment-friendly school is dependent on the collaboration amongst School Management Committee, District Education Office, the school, teachers, students and parents. Government of Nepal has a policy that allows schools to develop and implement 20% local curricula based on the needs of the local context. This provision provides foundation for integrating WASH, environment, nutrition and climate change related concepts and knowledge in the existing curricula of the schools. WARM-P / HELVETAS, with the support of local NGO, helps the school to develop or improve WASH infrastructure to develop curricula, extra curricular activities and learning resources as well as build the capacity of teachers to implement them. Implementation of WASH and environment-friendly school has three phases.

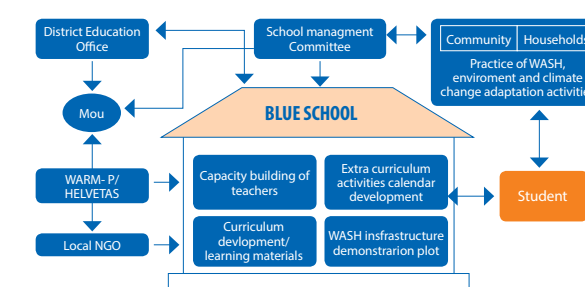


Fig: An approach to WASH and environment friendly school