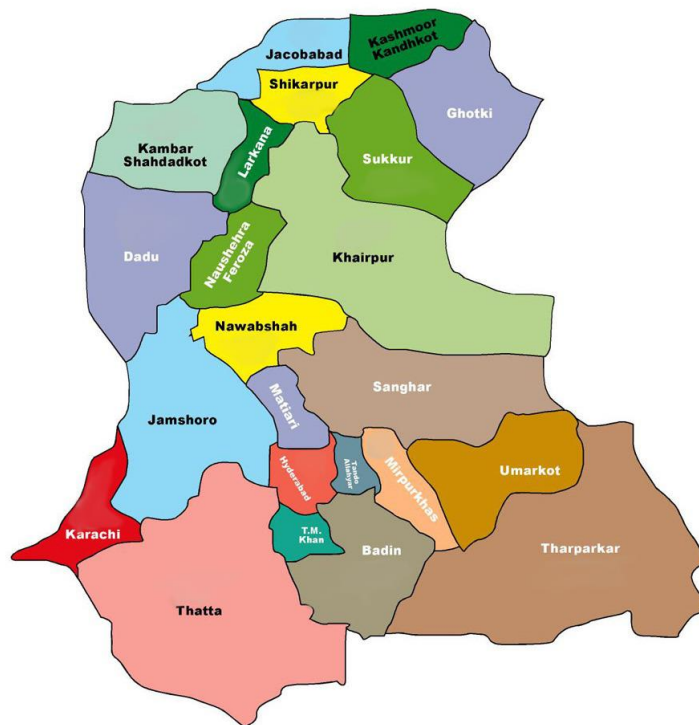




Water, Sanitation & Hygiene (WASH) in Public Sector Schools Strategic Plan for Sindh

2017 – 2022



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List of Abbreviations

CFS	Child Friendly School
BCC	Behavioral Change Communication
DoE	Department of Education
EMIS	Education Management Information System
IDI	Individual Direct Interviews
IEC	Information, Education and Communication
KP	Khyber Pakhtunkhwa
LG&RDD	Local Government and Rural Development Department
MHM	Menstrual Hygiene Management
MICS	Multiple indicators cluster survey
MoFEPT	Ministry of Federal Education and Professional Training
NEMIS	National Education Management Information System
O& M	Operations & Maintenance
PHED	Public Health Engineering Department
PSLM	Pakistan Social and living Standards Measurement
PTAs	Parent Teachers Associations
PTSMCs	Parent Teacher School Management Committees
SDGs	Sustainable Development Goals
SEMIS	Sindh Education management Information System
SMCs	School Management Committees
UNICEF	United Nations International Children's Emergency Fund
WASH	Water, Sanitation & Hygiene
WES	Water and Environmental Sanitation
WHO	World Health Organization
WinS	WASH in Schools

Acknowledgement

Improving the WASH in school infrastructure, facilities and services, continued operations and maintenance of WASH facilities, addressing capacity of teachers related to WASH and overall behavior of School children are the key priorities for addressing the overall situation of WASH in School with in the public schools of Sindh province.

We are putting up our best efforts to provide the missing facilities and to address related aspects of WASH in schools. However the task is multidimensional and huge. We do realize that Pakistan is internationally committed under Sustainable Development Goals (SDGs) to achieve universal and equitable access to safe and affordable drinking water for all as well as access to adequate and equitable sanitation and hygiene for all and end open defecation, by 2030.

Sindh Strategic Plan for Water Sanitation and Hygiene (WASH) in public sector schools (2017 - 22) will be the first concrete step to honor the national and international commitments in this regard.

UNICEF, has extensively collaborated and consulted with all the relevant and concerned departments including Department of Education Sindh, Local Government Department, NGO's and the civil society. The plan covers all the requisite components which are essential for a clear and well-articulated planning document. Furthermore, the plan provides a detailed implementation framework and mechanism as well.

The participants and experts who deliberated during the consultative workshop have unanimously endorsed the said strategic plan already. The plan provides a clear roadmap for internalizing WASH in School within the Department of Education and the plan can be an effective tool for mobilization of funds for its implementation.

I once again sincerely appreciate Unicef and all others participants who have supported the preparation of this plan. Let me assure you all that our sincere efforts will bring about a positive change and requisite improvement with in the domain of WASH in School at the Sindh province. May Allah almighty help us all to succeed in this noble mission.

Secretary, School Education Department

Government of Sindh

Executive Summary

Pakistan is nationally and internationally committed to provide water, sanitation and hygiene services and facilities to all. The said commitment has been made in National Sanitation Policy 2006 & Sustainable Development Goals (SDGs) No 4 and No 6, which are related to availability of water and sanitation for all and inclusive & equitable quality education. In order to honor the said commitment as well as realizing the need and importance of water, sanitation and hygiene in school (WinS), Unicef in consultation with Ministry of Federal Education and Professional Training, provinces and federating units initiated formulation of WASH in Schools (WinS) strategy in 2015. The strategy development process was later on completed while conducting a consultative workshop with all the related stakeholders at Karachi during Oct 2016. As a result of the said consultation event a WASH in School strategic plan (2017-2022) is developed.

The said strategic plan covers all the important components of a development plan such as situation analysis, goals, objectives and targets; strategies to achieve the objectives and targets; actions and activities to complete the strategy; and performance evaluation indicators; possible risks and bottlenecks; cost estimates and output/outcome.

The situation analysis indicates that in Sindh province 49% male primary schools, 46% female primary schools; 30% male middle schools, 30% female middle schools; 7% male high schools and 4% female high schools do not have latrines. Similarly 53% male and 54% female primary schools; 40% male and 38% female middle schools; and 16% male and 13% female high schools do not have drinking water facilities. Learner's curriculum though incorporates concepts of health, hygiene, and sanitation in some subjects but these concepts, knowledge and skills are grossly inadequate to bring about a possible change in behavior of students about WASH. Besides, WASH in School is not given due emphasis in pre and in-service teacher training. Hence overall the situation regarding WASH in Sindh public schools is not encouraging.

The objectives and targets of the strategic plan, inter alia, include creating awareness, shaping a behavior of school children around health and hygiene and providing latrines and adequate access to water (whereby not available, for drinking and sanitation) by 2022.

The strategies to achieve the objectives and targets are (I) Preparation of WASH in School policy and planning guideline (II) Creating awareness amongst children, teachers and community about health, hygiene and sanitation (III) Construction of latrines (IV) Provision of water in schools where not available (V) Ensure operation and maintenance of WinS facilities (VI) Address the cross cutting issues, such as latrines for persons with disabilities and provision of menstrual hygiene management (MHM) facilities (VII) WASH in School behavior of school children. In order to complete the proposed strategies number of actions and activities have been suggested.

Implementation framework of the plan focuses on timeframe (scheduling of the main strategies/activities); performance evaluation indicators which will be applied to monitor and evaluate implementation of planned activities. Estimated cost for each of the strategic component has been calculated and indicated. The total estimated cost of the Sindh plan comes out to be around 24.64 billion rupees. The major cost is on construction of latrines i.e. 16.94 billion followed by drinking water i.e. 7 billion and crosscutting issues i.e. 700 million rupees.

The plan includes an effective system and mechanism for its ongoing supervision and evaluation, as well. The strategies for M&E include on site supervision and monitoring by joint monitoring teams; generation and sharing of periodic progress reports; and district, provincial & national level

implementation review workshop. The proposed evaluation includes the baseline, interim & summative evaluation. Besides it has also been proposed to develop and integrate WASH in School monitoring indicators in EMIS.

The major outputs/outcomes of the plan interalia include availability of latrines and safe drinking water in all the public sector primary, middle and high schools of Sindh by 2022 (100% coverage); awareness raised in school children about WASH and attitude of children positively changed; operations and maintenance mechanism for WinS facilities is placed; cross cutting issues such as availability of latrines for persons with disabilities and menstrual hygiene management issues are addressed. Besides opportunities for earning of livelihood explored which will alleviate the poverty to some extent. Furthermore, the overall status of sanitation and hygiene will be improved, in public sector schools. As a result water borne related infectious diseases such as Cholera, typhoid, and dysentery will be controlled and overall health profile of school children will be improved, thus having an overall positive impact on student learning.

1. Background and Introduction

WASH in Schools is an integral part of efforts that support Unicef's vision of a world where all children go to schools, which provide a safe, healthy and comfortable environment so that children can grow, learn and thrive.

In Pakistan WASH in School facilities are not adequately available. The schools, which have WASH facilities available, lack processes and resources to keep up proper functioning and maintenance of such facilities. As per statistics provided by the Ministry of Education & Professional Training (MoFEPT) about 74 % of girls and 48 % boys in primary schools have adequate toilets and 81% of girls and 75 % of boys at primary schools have access to drinking water. Furthermore, it is estimated that every day, about 670,000 children miss school due to illnesses that are mostly water-borne. The situation is further complemented by the fact that there is no national and or provincial strategy or an action plan in place to address WASH in School component.

Keeping in view this scenario, Unicef Pakistan initiated a process of developing WASH in School strategy, so that, it can serve as a guiding document for up scaling of WASH in School facilities, at the provincial and country level.

2. National & International Commitments regarding WASH

a. National Commitments

The national sanitation policy of Pakistan (2006) provides broad policy guidelines and provisions regarding sanitation and inclusions exist regarding WASH in school, in the said policy as well.

The policy emphasizes upon WASH related awareness through school teachers establishing sanitation clubs at school level and initiation of sensitization program for health and hygiene at school. Provisions of safe water and sanitation facilities have been marked as mandatory actions for all school under the policy.

b. International Commitments

Pakistan has committed internationally to achieve the Sustainable Development Goals (SDGs) latest by 2030. The "SDG **Goal 4 & 6**" are related to Education and Water & Sanitation, narrated as:

Goal No 4. "Ensure inclusive & equitable quality education & promote lifelong learning opportunities for all"

Goal No 6. "Ensure availability and sustainable management of water and sanitation for all"

Details of targets associated with these goals is annexed at I

It's worth noting a fact that only and clean and well maintained learning environment can help in delivering quality education to the children. Similarly adequate access to water is vital for keeping school children hydrated enough in order to maintain a requisite level of alertness for learning activities. Furthermore, only adequate sanitation facilities at schools can help children to maintain their overall hygiene. Hence WASH in school becomes critical to child learning.

3. WASH in School Situation Analysis

Pakistan is rapidly growing country with a population of 181 million. Like other developing countries the challenges to address the needs of people for education, health, food and livelihood are increasing rapidly. The education sector report of 2014 clearly reflects that education in Pakistan is expanding. With increasing number of children in schools the provision of water, sanitation and hygiene services in schools had posed an even greater challenge.

The evidence based data has clearly reflected that school children enrollment, absenteeism and dropouts can be attributed to lack of proper water, sanitation and hygiene (WASH) facilities in schools. The WHO publication clearly states that improved WASH services and facilities will result on reducing diseases burden and equitable access to education¹.

3.1. Situation of Sanitation Facilities in Schools

The provincial data for access to sanitation i.e. wash room / toilet facilities in the schools of Sindh reflects the access to sanitation facilities by level, gender have marked gaps. The details are provided at annex III.

Based on the data of Pakistan Education Statistics Report 2014 – 15 details are provided below:

3.1.1. School Level Wise Situation

a. Primary Schools

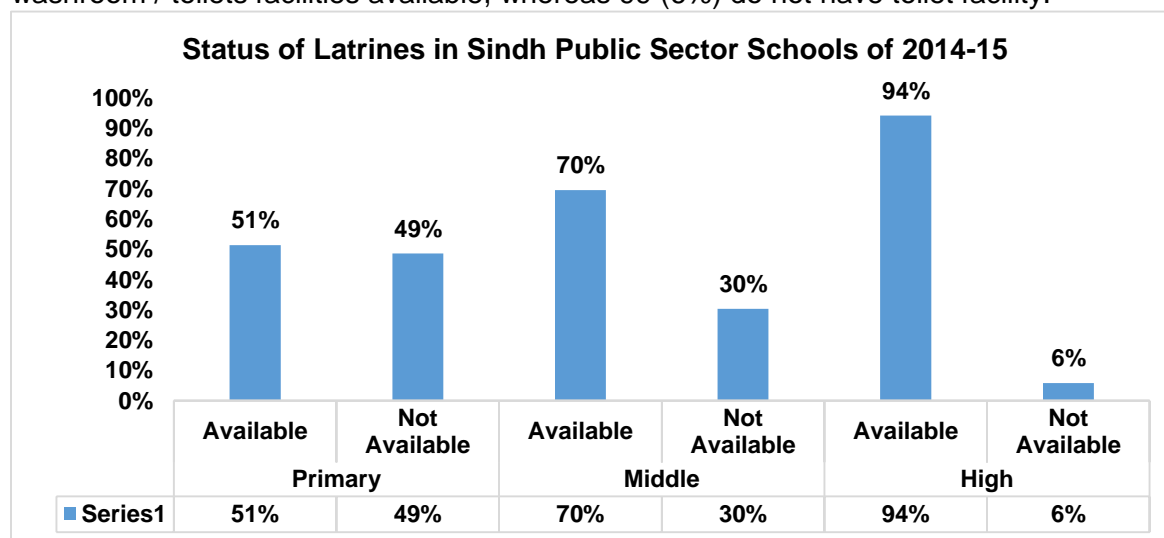
In Sindh, total primary schools in public sector are 41,724. Out of these 21,438 (78%) schools are reported to have toilet facilities, whereas 20,286 (49%) do not have the said facilities.

b. Middle Schools

The sanitation situation in middle schools is comparatively better in Sindh. Out of total 2316 public sector middle schools 1612(70%) have toilets whereas, 704 (30%) schools do not have toilets facilities.

c. High Schools

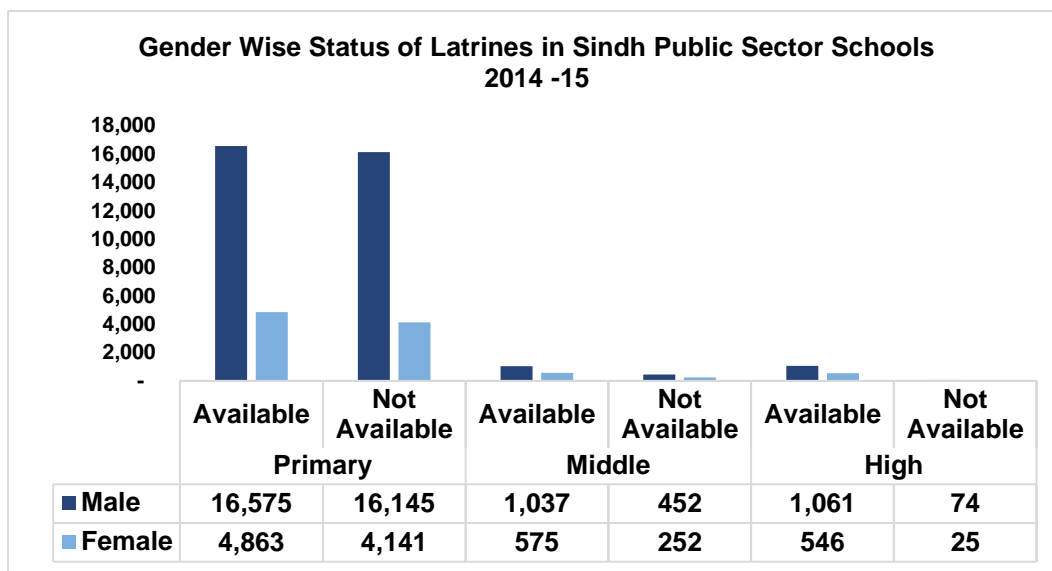
In Sindh, total high school in public sector are 1,706, out of these 1,607 (94%) schools have washroom / toilets facilities available, whereas 99 (6%) do not have toilet facility.



¹ Water, Sanitation and Hygiene Standards for Schools in Low - cost Settings, WHO, 2009

3.1.2. Gender wise situation

In Sindh 54% females primary schools do have wash room / toilets facilities available. Whereas in case of male schools only 51% schools have the toilets / wash rooms. 70% female middle schools and 96% female high schools have the toilets in case of male 70% male middle schools and 93% male high schools have the toilets. Overall female schools are comparatively more advantaged with respect to availability of wash rooms / toilets.



3.1.3. Location Wise Situation

a. Rural

At primary level there are 18,924 (49%) rural schools out of a total 38,373 schools have the toilets in Sindh. At middle level 1,163 (65%) rural schools out of 1,799 total rural schools have the toilet facility. At high school level 896 (92%) out of 974 rural high schools have the toilets.

b. Urban

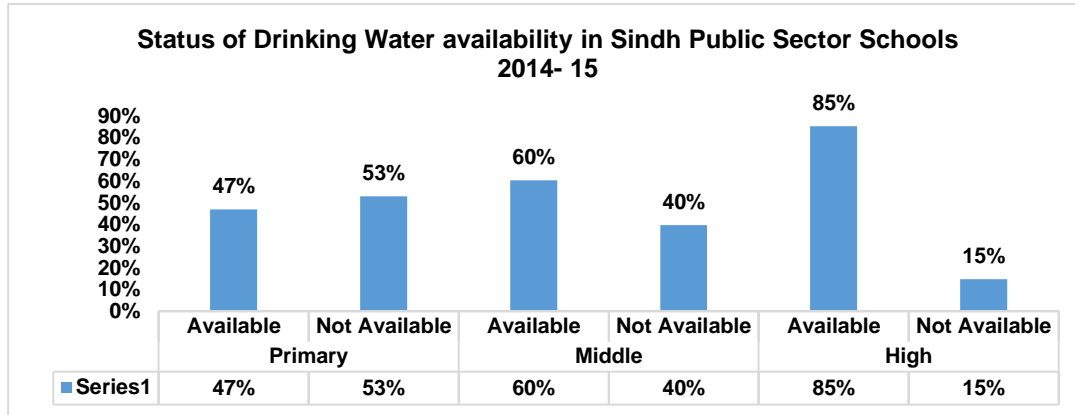
In Sindh 2,514 (75%) out of 3,351 urban primary schools; 449 (87%) out of 517 urban middle schools; and 711 (97%) out of 732 urban high schools have the toilets.

3.2. Situation of Drinking Water in Schools

The existing situation of availability of drinking water in Sindh public schools, by level, location and gender is as follows.

3.2.1. School Level Wise Situation

Over all 19,599 (47%) out of 41,724 primary schools; 1,397 (60%) out of 2,316 middle schools; and 1,455 (85%) out of 1,706 high schools have the drinking water.



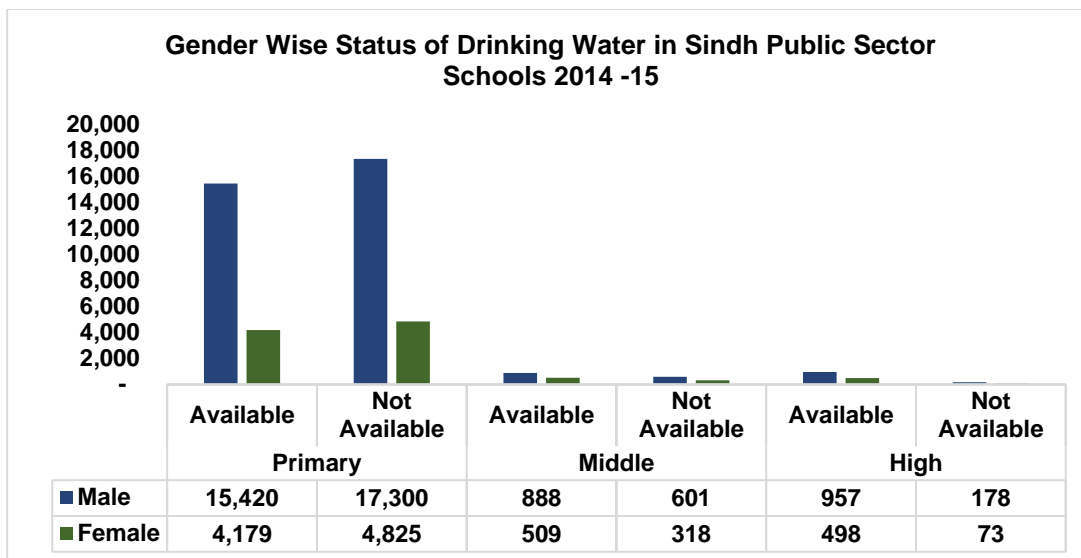
3.2.2. Gender Wise Situation

a. Male

Male 15,420 (47%) out of 32,720 total male primary schools; 888 (60%) out of 1,489 male middle schools; and 957 (84%) out of 1,135 male high schools have the drinking water facility.

b. Female

Female schools 4,179 (46%) out of 9,004 primary; 509 (62%) out of 827 Middle; and 498 (87%) out of 571 high schools have the drinking water facility.



3.2.3. Location wise situation

a. Rural

1,7303 (45%) rural primary schools out of total 38,373, and 990 (55%) middle schools; out of total 1,799 and 817 (84%) high schools out of total 974 have the drinking water facility available.

b. Urban

In Sindh 345 primary, 45 middle and 40 high schools of urban areas lack the drinking water facility.

3.3. Overall Situation of Hygiene

The EMIS, PSLM, MICS and Pakistan Education statistics report do not provide specific data about the hygiene facilities and services in schools. However, the Sindh MICS 2014 revealed that 66.5% of households had a specific place for hand washing where water and soap or other cleansing agent were present and 82% of households had soap or other cleansing agent available.

The school WASH infrastructure are not built as per standard (25:1 for girls and 40:1 for boys) and design standards are non-existent as well. The schools do not have health and hygiene promotion programs that can promote hygiene practices among school children. The menstrual hygiene management is one of the key areas at secondary level education and is believed to be one of the key reasons for increased girls drop out at primary level. However it is not prioritized in teacher or student curriculum neither it is being addressed in the school WASH design.

3.4. Situation of Operations and Maintenance

Operations and Maintenance (O&M) is the weakest part of sanitation facilities and services with in public schools and other WASH schemes for communities. This is because of low priority given to O&M during planning, budgeting and implementation, low awareness and a weaker supervisory mechanism. The budget for missing facilities in schools is though allocated for schools but as such it is not prioritized for WASH facilities /services and O&M of such facilities.

3.5. Waste Management (Solid and Liquid Waste Disposal)

As such the solid waste disposal facility is negligible at schools in both urban and rural settings and on site excreta disposal models (on site sewerage treatment options) are existent only in project proposals.

As per national School WASH guidelines developed in 2009 it is recommended that schools provide one small size plastic container in each room and one large size waste bin in the school for safe collection and disposal of solid waste and the school staff is advised to either bury it or use any available mechanism prevailing in the village, town or city.

Waste water disposal from hand washing points is recommended to be disposed-off properly to avoid environmental degradation and for this soak way, drainage field and water drainage to plants and trees is recommended as per the WES report of 2009. However, it is an established fact that at provincial level schools, appropriate solid or liquid waste facilities and services are nonexistent.

3.6. Institutional Arrangement

As per the Unicef WASH for School report for South Asia, currently there is no national WASH plan for schools in Pakistan. Furthermore, there is no national budget allocation for WASH in Schools, as well. In 2011, the federal Ministry of Education was dissolved and all education-related programs and activities were reassigned to the provinces. At national level MOE, NDMA and Ministry of Education hold a joint responsibility for fulfilling requirements pertaining to School WASH, including all the aspects.

At provincial level the Department of Education (DoE), Civil Works Department, Local Government and Rural Development Department (LG&RDD) and the Public Health Engineering Department (PHED) are responsible for provision and regular maintenance of facilities of WASH in Schools.

However during the consultation it has been established that there is no inter department procedure of coordination right away from initiation of WinS facility construction to operation and maintenance of such facilities

3.7. Curriculum Review / Analysis with Reference to WASH

The curriculum of the relevant subjects with respect to the content and coverage of Health, Hygiene and sanitation has been reviewed/ analyzed.

Furthermore, it is maintained that, the curriculum was formulated in 2006 at national level by the Ministry of Education. After the devolution under 18th amendment the curriculum has been devolved to provinces. However, none of the provinces has formulated its own curriculum so far. As such national curriculum 2006 is still being implemented in all the provinces and federal units including Sindh province.

This analysis /overview of curriculum indicates that grossly inadequate and insufficient knowledge, skills and information regarding health, hygiene and sanitation have been included in some of the relevant subjects. A Brief overview/analysis of the subject's curriculum which do have some what coverage of health, hygiene and sanitation knowledge and skills is annexed II.

Important learning areas of health, hygiene and sanitation are almost totally neglected in the existing curriculum both in theory and practice. Almost same is the case of teacher's training curriculum at both pre and in service level.

4. WASH in School SWOT Analysis

4.1. WASH in School Strengths and Opportunities

The following are the strengths and opportunities regarding WASH in Sindh schools.

- i. At National level Drinking Water Policy 2009, National Sanitation Policy 2006, Draft Sindh Drinking Water Policy, Draft Sindh Sanitation Policy, Draft WASH Behavior Change and Communication strategies are available. These existing and draft policies are a guiding force for initiating and regularizing WinS activities and actions. Existence of such policy provisions can be a key contributor to initiate sizeable interventions for fulfilling gaps within this landscape.
- ii. Various Water, Sanitation and Hygiene related acts and ordinances are existent in Sindh (provided at annexure IX).
- iii. At provincial level institutional arrangement exists for WASH in Schools as Sindh Department of Education (DoE) and PHED and LG&RD are the key departments to provide WASH facilities and services in schools at the provincial level.
- iv. Although inadequate yet some basic concept, knowledge and information about health, hygiene and sanitation have been incorporated in student /learner curriculum.
- v. Overall 78% primary, 70% middle and 94% high schools have latrine/toilet facilities available.
- vi. 47% primary, 60%middle, and 85% high schools have access to drinking water.
- vii. Total number of 155 Teacher's Training Institutes in Pakistan available at National level out of which is 32 (21%) is available in Sindh. These teacher's training institutes can play a vital role in developing teacher's capacity around WinS.
- viii. In Sindh budget for missing facilities is provided to public school though it does not particularly refer to provision of water, sanitation & hygiene facilities in schools.
- ix. Schools Management Committees (SMCs), provide an opportunity for community mobilization and engagement of community for WASH in School related capacity building and sensitization programme.
- x. School WASH Clubs and Mohalla Sanitation Committees are formed in areas where UNICEF and other sector partners from different non-government organizations are working.
- xi. Data /facts and figure about toilets and drinking water are collected regularly and reported by Sindh Education Management Information System (SEMIS).
- xii. A school monitoring system exists at provincial, district and UC level.

4.2. WinS Weaknesses and Threats (Problems and Challenges)

The major issues and challenges regarding WASH in Sindh schools are as follows:

- i. Policies, strategies, acts and ordinance for WASH exists but they do not cover the WASH in School, in Pakistan.
- ii. A considerable number of primary schools in Sindh do not have the toilet / Wash room facilities available
- iii. Over all 53% primary 40% middle and 15% high schools do not have drinking water and existing WASH facilities and services are not proportional to the enrollment.
- iv. In majority of girls high schools there is inadequate or no provision of Menstrual Hygiene Management (MHM).
- v. WASH facilities for persons with disabilities i.e. teacher and students are almost nonexistent in Sindh schools.
- vi. Students are not well aware of WASH. The learner's curriculum does not give adequate coverage to health, hygiene & sanitation related topics.
- vii. Teacher's curriculum and course of students also lack proper and adequate focus on WASH in Schools. The intended behavioral change in students with regards to water, sanitation & hygiene has not been incorporated in students learning materials for almost all grades. Furthermore there is a lack of teacher's orientation, teaching aids and teaching methodologies through which WinS related behavior and attitude could be addressed.
- viii. There are absolutely no guidelines available to address the operation and maintenance of toilets / washrooms and water facilities.
- ix. Most of the Sindh public schools lack adequate hand washing facilities such as hand washing stands, soap etc.
- x. In the absence of enabling factors such as water supply and sanitation facilities behavioral change in school children w-r-t Hygiene & Sanitation may not be possible.
- xi. In many schools waste management, both liquid and solid is another major issue. Waste management facilities such as waste disposal bins are not provided adequately. Similarly inter-departmental mechanism of co-ordination among Department of Education, Municipality and Local Government Department, for waste disposal and management is lacking.
- xii. Lack of awareness of political leaders, policy makers, educational planners and curriculum developers regarding WASH in school is another enormous challenge.
- xiii. Proper database on water, sanitation and hygiene in school is missing. The key indicators to gauge the progress WASH in school programme are yet to be finalized and included in SEMIS.
- xiv. Scarcity of resources /inadequate funding for infrastructure, operation and maintenance of WASH facilities is also a serious challenge.
- xv. There is lack of coordination feedback and accountability mechanisms for WASH in Schools both at provincial and district level, with in the Department of Education.
- xvi. Almost 56% of school children; 3,193,828 No of boys and 3,469, 533 girls are out of school the effective coverage and outreach of WASH in School Programme can be a challenge for such a large number of out of school children.

5. WinS Goals, Objectives & Targets

5.1. Goal

To ensure access to safe drinking water, sanitation and hygiene facilities/services in all public sector schools of Sindh along with hygiene education, for right behavioral manifestation of health and hygiene behaviors with in school children

5.2. Strategic Objectives

The following are the main objectives of strategic plan (2017-22).

- i. To address health, sanitation, hygiene behaviors of school children, in accordance with Unicef 3 star approach.
- ii. To provide adequate sanitation facilities & services for boys, girls and school staff in all schools that fulfill their gender specific needs that are proportionate to number of children enrolled in schools.
- iii. To provide safe drinking water in schools which is adequate & proportionate to number of boys, girls and staff enrolled in schools
- iv. To provide WASH in schools facilities, services to persons with disabilities.
- v. To develop and upgrade water safety and management system for schools.
- vi. To develop & operationalize effective O&M guidelines / mechanisms for WASH facilities and service to ensure sustainability.
- vii. To capacitate the teachers / staff to implement WASH in Schools implementation framework with special emphasis to build knowledge and skills and improving hygiene behaviors of school children
- viii. To mobilize and strengthen the role of community, PTAs / SMCs, Mohalla Sanitation committees & School WASH Clubs for smooth operations & maintenance of WASH in schools (WinS) facilities.
- ix. To mobilize adequate resources for WASH in Schools implementation framework.
- x. To sensitize local political leadership to prioritize WASH in School agenda.
- xi. To ensure placement of workable inter-departmental coordination, so that access to adequate WASH in School facilities and their effective maintenance can be ensured.
- xii. Develop and execute a Behavioral Change Communication strategy, for addressing behavioral change of school children, teachers and larger community with in the domain of health, hygiene and sanitation.

5.3. Targets

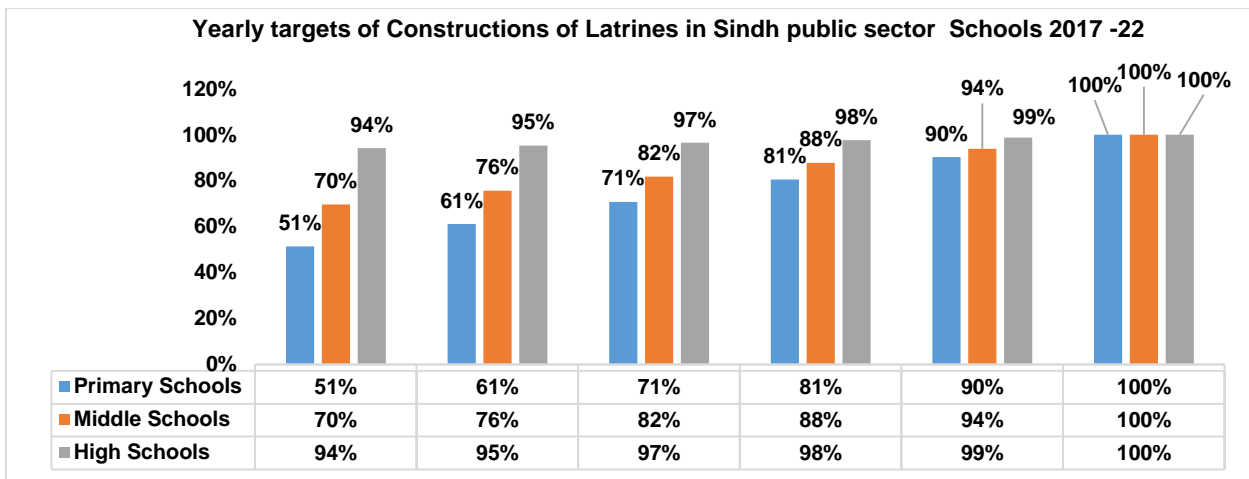
The following targets have been set to ensure WASH facilities in Sindh public schools.

a. Construction of Toilets / Latrines

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Table 3: Yearly targets of Constructions of Latrines in Sindh Public Sector Schools 2017 -22

Total Schools (Male & Female)	2015-16	2017 -18	2018-19	2019 -20	2020-21	2021 -22
Primary Schools	21438	25495	29552	33610	37667	41724
%	51%	61%	71%	81%	90%	100%
Middle Schools	1612	1753	1894	2034	2175	2316
%	70%	76%	82%	88%	94%	100%
High Schools	1607	1627	1647	1666	1686	1706
%	94%	95%	97%	98%	99%	100%

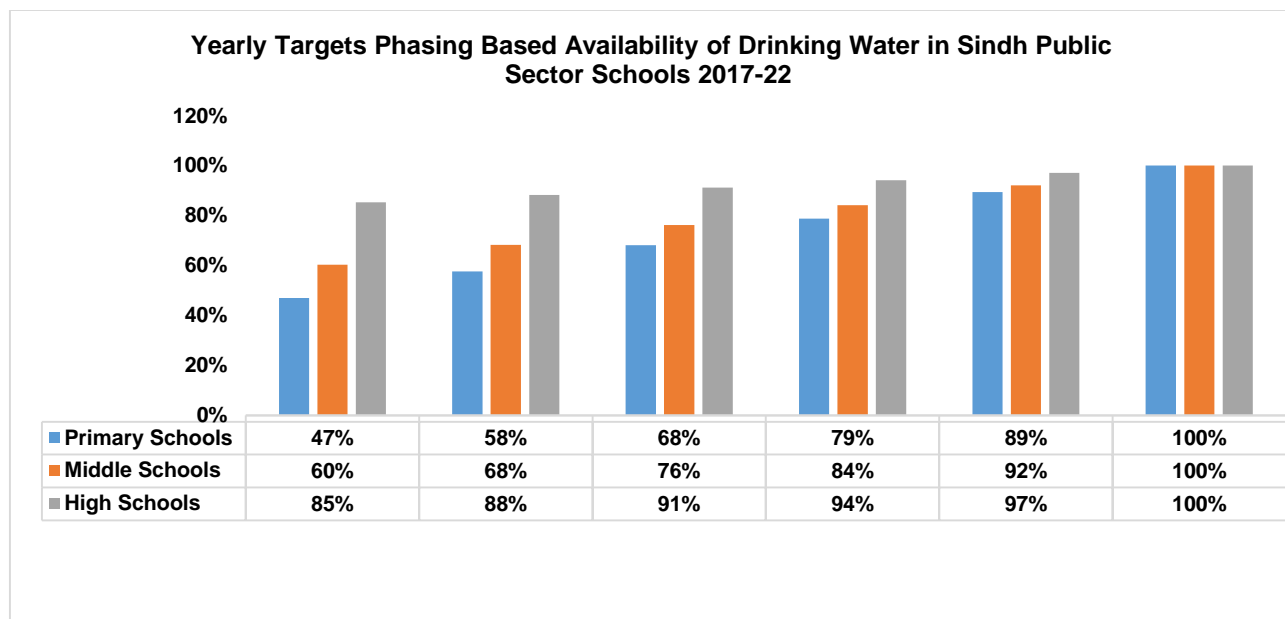


b. Ensuring Availability of Drinking Water Facilities at All Schools

A total number of 1689 primary schools will be provided with drinking water facilities on yearly basis to achieve the targets of 100% by 2022

Table 4: Yearly targets of Drinking Water availability in Sindh Public Sector Schools 2017-22

Total Schools (Male & Female)	2015-16	2017-18	2018-19	2019-20	2020-21	2021-22
Primary Schools	19599	24024	28449	32874	37299	41724
%	47%	58%	68%	79%	89%	100%
Middle Schools	1397	1581	1765	1948	2132	2316
%	60%	68%	76%	84%	92%	100%
High Schools	1455	1505	1555	1606	1656	1706
%	85%	88%	91%	94%	97%	100%



6. Description of WinS Strategies

The Key strategic priorities to address the aforementioned problems and challenges are:

- i. Policy and Planning Guidelines for WinS
- ii. Awareness and capacity building.
- iii. Infrastructure Development for WASH
 - a. Sanitation Facilities / Services
 - b. Water Facilities / Services
 - c. Hygiene Facilities / Services (Hand Washing & MHM)
- iv. Operation and Maintenance of WinS facilities
- v. WinS Cross Cutting Issues
- vi. Resource Mobilization and Financial Planning

6.1. Policy and Planning Guidelines

WASH in schools has not been given due focus in education policies and sectoral plans. There is hardly any policy provision for WASH in the current i-e National education policy 2009. Similarly Sindh Education Sector Plan is almost silent about WASH in School. However, there is a provision for missing facilities in annual school budget, which may include WASH in School facilities.

One of the important strategies of the plan will be sensitization of policy makers, educational planners and managers about the need and importance of WASH in schools. Ultimate objective is to give due importance to WASH in future education policies and plans.

Strategy 1- Policy Planning Guidelines					
Activities & Actions	Timeframe	Performance & Evaluation Indicators	Implementation Agency / Department	Risks / Bottlenecks	Output/ Outcome
Policy review and identification of gaps w-r-t WinS	Started – Jan 2017	Number of Policy makers, Planners and other concerned sensitized about WinS	Policy & Planning Wing / Sector / Unit of Sindh Education Department	Lack of capacity to develop / formulate the policy provisions and planning guidelines manual.	WinS provisions included in policy
Development of planning guidelines based on policy review and identified gaps w-r-t WinS	Completed – Dec 2017	Policy decisions and provisions regarding WinS) incorporated in relevant policies	Policy & Planning Wing / Sector / Unit of Sindh Education Department	Lack of implementation of policy provisions if approved	WinS included in Annual Development Plans of Department of Education, Sindh
Establishment of functional coordination group to lead the WinS interventions.	Jan - 2017	Coordination working group established with representatives from all stakeholders	Department of Education		Coordination issues for WinS resolved
Sensitization of political leadership about WinS	Yearly	Guideline manual on WASH developed	Department of Education	Frequent non-availability of the political leadership	Political leadership sensitized

Sensitization and capacity building of policy makers and planners about WinS.	Yearly	Guideline manual on WinS developed and shared with policy makers and planners	Department of Education	Conflicting priorities and workload of concerned audiences	No. of sensitization sessions conducted for policy makers & planners
Approval and inclusion of WinS in relevant policies and guidelines	Mar2018	Coordination with line departments for approval of policy	Department of Education	Time consumption associated with policy matters	WinS included in the policy guidelines for education
Preparation of short, medium, and long term plans to implement the policy provision.	Mar2018	Coordination with in line departments	Department of Education	Extended time consumption for policies	WinS included in the policy guidelines for education
Regular policy review and Evaluation of approved WinS plans through Education Sector Plans	Every year	WinS discussed during joint sector reviews	Department of Education	Limited time allocation to WinS during education sector plan reviews	Regular reviews of WinS through joint sector review process
Finalization of WinS indicators and its inclusion in SEMIS	June2017	WinS monitoring related indicators included in SEMIS	Department of Education	stakeholder coordination for monitoring indicators at all levels	WinS indicators monitored through SEMIS

6.2. Awareness Raising and Capacity Building

The curriculum of teacher education as well as the student/learner curriculum, are very important and significant for awareness raising about WASH. Presently the coverage of WASH in pre and in-service teacher training is minimal. Student/learner curriculum also grossly ignores the WASH related knowledge, information and skills.

It will be ensured that in future, as and when, the curriculum of teacher training and subject /learner curriculum is revised WASH is assigned due importance. Besides, the capacity of all stakeholders within Department of Education will be built in this context. The ultimate output/outcome is to bring about a sustained behavioral change in students regarding WASH.

Strategy 2- Awareness Raising and Capacity Building					
Activities & Actions	Timeframe	Performance & Evaluation Indicators	Implementation Agency / Department	Risks / Bottlenecks	Output/ Outcome
Capacity need assessment for WinS.	Started – Mar 2017 - Completed – Mar2018	Gaps for WinS in teachers' curriculum documented	STEDA	Curriculum is already over burdened	Teachers curriculum updated for WinS

Preparation and roll out of capacity development plan for teachers' related to WinS	Started – Mar 2017 & Completed – Mar2018	Number of teacher trainers and curriculum developers sensitized on WinS	Directorate of curriculum and Teacher Education	Lack of funds for teacher capacity & training	No of teachers trained
Integration of WASH related contents both in theory and practices for pre and in service teachers' training programs	Started – Mar 2017 & Completed – Mar2018	WinS related content integrated in teachers' training content	Text Book Board Sindh	Lack of funds for teacher's capacity & training	WinS contents included in teacher training programs
Development of Teaching learning and instructional material for awareness raising.	Started – Mar 2017 & Completed – Mar2018	Curriculum upgraded related to WinS	Regional Institutes of Teacher Education (RITES)	Lack of funds for teacher's capacity & training	Teaching learning and instructional material for WinS adapted
Development of WASH related curriculum contents to impart student learning and skills development to practice improved WASH behaviors.	Started – Mar 2017 & Completed – Mar2018	Text books of the relevant subjects give due weightage to WASH.	Provincial Institute of Teacher Education (PITE) Peshawar	Lack of funds for teacher's capacity & training	Teaching learning & capacity ensured
Inclusion of WASH related substance in co-curricular and extracurricular activities and conducting WASH related awareness sessions in the assembly on a regular basis	Started – Mar 2017 & Completed – June 2018	Number of curricular and extracurricular events & activities conducted for WinS during an academic calendar	Directorate of curriculum	Adherence to the WinS related awareness raising schedule	WinS related behavioral adaptation in school children
Launch of WASH related awareness raising campaign in schools and communities with the support of MNCs	Started – Mar 2017 & Completed – June 2018	Percentage of students whose behavior about WASH practices at critical times has been changed	Department of education and directorate of schools	Timely & productive outreach to the MNCs could pose a challenge	WinS behavioral change of school children
Development and implementation of counseling plan for students around WinS for sustained behavioral change	Started – Mar 2017 & Completed – June 2018	WinS counselling plan followed	School teachers	Teacher's workload could hinder counseling WinS counseling schedule	WinS behavioral change of school children
Giving rewards and incentives for WASH champion students and teachers	June 2017 & June 2018	Number of students and teachers awarded for championing WinS behavior and practices	Department of Education & schools teachers	Availability of funds for such rewards at school level	WinS behavioral change of school children

6.3. Infrastructure Development for WASH

6.3.1. Sanitation Facilities / Services

The main strategy, will be construction of latrines/toilets in public sector primary, middle and high schools. Presently primary 20,286(male 16,145: female 4,141), 704 middle schools (male 452: female 252) and high schools 99 (male 74 and female 25) don't have latrines which will be constructed over a period of five years as per year wise targets mentioned above. Total number of schools where latrines will be constructed are 21,089 out of these 20,286 are primary, 704 middle and 99 high schools.

6.3.2. Water Facilities / Services

Availability of water supply especially safe drinking water is an issue, which needs to be addressed on priority basis. Attitude and behavior of school children cannot be changed if enabling factors such as adequate water supply and other facilities desirable for ensuring hygiene are lacking. Data collected through Sindh Education Management Information System (SEMIS) shows that 22,125 primary, 919 middle and 251 high schools do not have water supply facility. A total number of 23,295 school require drinking water supply facility in Sindh public schools from primary to high school level. Year wise targets set to provide the water supply, safe drinking water and hand washing facilities in the schools have been given above.

6.3.3. Hygiene Facilities/ Services (Hand Washing & MHM)

The WASH facilities in schools are not complete without the provision of hygiene facilities and services. This is even more critical at preprimary and primary level schools as the children are developing the skills and are keen to practice them. In Sindh the schools related statistics are silent of hygiene facilities and services and various sources have confirmed that as such hygiene facilities and services are negligible and need to be built in almost all schools. This includes two type of facilities one is hand washing station with soap and water appropriate for age of the student and second is the MHM facility for all middle and high school girls. As per this strategic priority, there are 45,746 number of schools where hand washing station will be built and 4022 number of schools which will require MHM facility and services for student and teacher.

Strategy 3- Infrastructure Development					
a. Sanitation facilities / Services					
Activities & Actions	Timeframe	Performance & Evaluation Indicators	Implementation Agency / Department	Risks / Bottlenecks	Output/ Outcome
Mapping of functional and nonfunctional and missing sanitation facilities	Jul 2017	Data about functional, non-functional & missing facilities latrines complied for the all the public schools in Sindh province	Planning and development sector / unit of Education Department Sindh.	Scarcity or shortage of required funds/ budgets	Details about required latrines infrastructure finalized
Conduct feasibility study for sanitation facilities / services where needed	Jul 2017	Feasibility study conducted & documented	Planning & Development department of Sindh Government.	Physical access to conduct the feasibility study	Feasibility about required latrines infrastructure finalized as per low cost design specifications

Preparation of PC-I, project for construction of sanitation facilities / services and other related activities and its approval from the competent authorities.	Started – Mar 2017 & Completed – June 2018	Number of (Year wise) latrines constructed for male, (at each level, primary, middle & high) against the target.	Planning & Development department of Sindh Government.	Non availability of adequate space for construction of toilet block	22174 latrines constructed and are available for use
		Number of (year wise) latrines constructed for funds (at each level i.e. Primary, middle & high) against the targets.		construction of latrines may not be priority of Government	
		Number of latrines constructed for children, teacher & Staff with disabilities.			
Mobilization of resources for sanitation facilities / services	Started – Mar 2017 & Completed – June 2018	Year wise no latrines constructed as per requirement	Planning & Development, Education & civil work department of Government of Sindh	Unnecessary delay in release of funds	22174 latrines constructed and are available for use in 4450 male and 729 female primary school
Develop a co-ordination mechanism for joint working of department of education, local government & rural development and civil works, for assuring WinS related O&M	June 2017.	Interdepartmental coordination mechanism devised and agreed among the related departments	Department of Education	Timely availability of all the departmental representatives	Coordination and cooperation issues resolved for WinS situation
b. Water Facilities / Services					
Activities & Actions	Timeframe	Performance & Evaluation Indicators	Implementation Agency / Department	Risks / Bottlenecks	Output/ Outcome
Mapping of functional and nonfunctional and missing water facilities / services	2017 – 2022	Data about functional, nonfunctional & missing water facilities compiled for the all the public schools in Sindh province	Planning and development sector / unit of Education Department Sindh.	Scarcity or shortage of required funds/ budgets	Details about required water facilities finalized

Conduct feasibility study for water facilities / services where needed.	Jul 2017	Feasibility study conducted & documented	Planning & Development department of Sindh Government.	physical access to conduct the feasibility study	Feasibility about required water facilities finalized as per low cost design specifications
Preparation of PC-I, project for water facilities / services and related activities and its approval from the competent authorities.	Jun 2017 & June 2018	Total number of schools wherein drinking water is made available against the target	Department of Local Govt & Rural Development & Department of Education	Low priority assigned to availability of drinking water in schools	Health, Hygiene & Sanitation will be improved.
		Quality water made available			
Mobilization of resources for water facilities / services	Jun 2017 & June 2018	Quality water made available	Department of Local Govt & Rural Development & Department of Education	Low priority assigned to availability of drinking water in schools	Sanitation facilities improved
Regular water quality mapping and preparation of water safety plans (6 Monthly)	Jun 2017 & June 2018	Quality of water supplied	PCRCW and Department of Education	Lack of coordination between PCRCW, Local government and Department of Education	unsafe and unhygienic water related diseases will be eliminated
Monitoring evaluation based on input, output, outcome and impact of safe drinking water facility	Jun 2017 & June 2018	% of primary, middle, high schools monitored with basic drinking water facilities	PCRCW and Department of Education	Lack of coordination between PCRCW, Local government and Department of Education	unsafe and unhygienic water related diseases will be eliminated
C. Hygiene facilities / Services					
Activities & Actions	Timeframe	Performance & Evaluation Indicators	Implementation Agency / Department	Risks / Bottlenecks	Output/ Outcome
Mapping of functional and nonfunctional and missing hygiene facilities / services	2017 – 2022 (5Years)	Total number of primary schools where drinking water made available against the annual targets	Planning and Development Sector/Unit of SINDH Education department	shortage of required funding	9450 primary, Middle & High schools of SINDH will be having water facilities available

Conduct feasibility study for hygiene facilities / services where needed.	June 2017.	Total number of middle schools where drinking water is made available in the annual targets	Planning and Development Sector/Unit of Sindh Education Department	Non corporation of Local Govt & Rural Development Department	
Preparation of PC-I, project on hygiene facilities / services & related activities & approval	July 2017.	Total number of high schools hand washing & MHM facilities is made available against targets	Planning and Development Sector/Unit of Sindh Education department	Low priority assigned to availability of drinking water in schools	Health, Hygiene & Sanitation will be improved.
Construction of group hand washing facilities at schools (ensuring equitable and accessible facility for boys, girls and persons with disability)	Completed – Jun 2020	Yearly number of hand washing stands constructed as per target	Department of Education and Works Department	Lack of funds for construction of hand washing facilities	Hand washing at critical times behavior developed in school children
Construction & availability of MHM facilities at schools	Completed – Jun 2020	Yearly number of MHM facilities constructed as per target	Department of Education and Works Department	Lack of funds for construction of MHM facilities	Adequate and dignified MHM facilities made available to school girls
Mobilization of resources for Hygiene facilities / services	June 2017 to June 2022.	Quality of water for sanitation and MHM facilities made available	Department of Local Govt & Rural Development	Lack of priority for water and MHM facilities in terms of funds allocation	MHM needs of school girls are full filled
Monitoring evaluation based on input, output, outcome and impact of Hygiene facilities / services	June 2017 to June 2022.	Quality of water supplied & MHM services provided	Department of Education	Lack of human resource	Unsafe and unhygienic water related diseases will be eliminated

6.4. Operations and Maintenance

Operation and maintenance of existing and new latrines/toilets as well as water facilities, is an important strategy included in the plan for ensuring continued functioning and sustainability of WASH in School facilities. Lack of operation and maintenance of infrastructure and facilities in schools creates a number of problems. Operations and maintenance should be assigned due priority during planning, budgeting, implementing and monitoring/supervision. School children and local school community may be involved in operation and maintenance and cleaning of latrines/toilets. Cleaning of school premises including latrines and other hygienic practices should be part of education and training of student. Adequate funds for operation and maintenance of WASH facilities/services should be allocated in the school budget.

Strategy 4 - Operation and Maintenance					
Activities & Actions	Timeframe	Performance & Evaluation Indicators	Implementation Agency / Department	Risks / Bottlenecks	Output/ Outcome
Development of guidelines & procedures for O&M of WinS	June 2017.	Guidelines for on-going O&M of the WinS adapted and internalized	Department of Education	Lacking coordination with in different departments	O&M related guidelines are finalized to be adapted at all levels
Development of guidelines for SMCs for adaptation of procedures for on-going O&M and supervision of WinS	June 2017.	SMC based guidelines for WinS facilities O&M are internalized	Directorate of Schools, Department of Education	Capacity of staff for the development of such guidelines	SMC related O&M guidelines are finalized
Development of a checklist for monitoring and supervision of water and sanitation facilities/ services, at school level	June 2017.	Indicators of monitoring and supervision for WinS are in place though SEMIS	M&E Department, Government of Sindh and Department of Education	Existing work load	On-going functioning of WinS facilities & services ensured
Planning for resources to carry out O&M of existing and new WASH facilities that includes appropriate disposal of solid and liquid waste	2017 – 2022	No of new latrines made operational	Planning and Development Sector/Unit of Sindh Education Department	Non-allocation of funds for WinS O&M	All the latrines are properly functional
Formation and functionalization of O&M committees capacity & training need assessment of O&M committees	June 2017.	No of facilities kept functional	School administration	Low & no priority assigned to repair and maintenance of latrines	WinS facilities are in functional condition
Development of training / capacity building plans and its implementation for WinS O&M committees	Every year	No of training events conducted	School administration	Availability of members for attending such programs	Consumable such as soap etc. are available
Preparation of resourced O& M action plan by O&M committees and its approval by authorities	Dec 2017	No of dysfunctional latrines made functional	Local community	Availability of resources for O&M	WinS facilities are in functional condition
Allocation of budgets and its utilizations for WinS O&M through SMCs	Jun 2017	SMCs have allocated budgets for O&M	No of WinS facilities kept functional	Lack of coordination among stakeholders	WinS facilities are in functional condition
Monitoring evaluation based on input, output , outcome and impact of Hygiene facilities / services	Every year	No of water storage tanks repaired.	SMCs & School WASH Clubs	Capacity of SMCs for WinS monitoring	WinS facilities are in functional condition

6.5. Strategy for Cross Cutting Issues

Strategy to address the cross cutting issues is also given due importance in the plan. The cross cutting issues include:

- i. Adequate provision of WASH facilities/services for students, teachers and school staff with disabilities.
- ii. Separate sanitation facilities for boys and girls in all schools.
- iii. Appropriate WASH facilities for adolescent girls that address their gender specific WASH needs
- iv. Developing a behavioral change communication strategy

Strategy 5 - Cross Cutting Issues					
Activities & Actions	Timeframe	Performance & Evaluation Indicators	Implementation Agency / Department	Risks / Bottlenecks	Output/ Outcome
Provision of separate sanitation facilities and services for boys, girls and persons with disabilities	2017 – 2022	Number of primary, middle & high schools having separate latrines for males, females & persons with disabilities	Planning and Development Sector/Unit of Sindh Education department	Lack of awareness about cross cutting issues related to girls and children with disabilities	Each female primary, middle & high public school have separate latrines and drinking water facilities
Community sensitization and engagement for WinS related behaviors and practices through regular parents teacher's meetings and formation of school WASH clubs	June 2017- On going	Number of parents teachers' meetings conducted and reported by school management	Department of Education & School Administration	Low or no priority assigned to participation in school meetings by the parents & community	Parents and community are playing a vital role in the WinS related behavioral awareness of children
Invitation of community elders & leaders for addressing school events and getting WinS highlighted through them	June 2017- On going	Number of sessions conducted while engaging community notables at school level	School administration & local community	Weaker mobilization of SMCs to bring the notables to school for ensuring their participation related to WinS	Community notables are sensitized for WinS
Engaging multinational corporations (maintaining CSR budgets) for WASH related awareness and facility provision	June 2017- On going	Number of MNCs engaged through structured understanding	Department of Education	Non-availability of human and financial resources to handle the cross cutting issues	MNCs are successfully engaged for promoting WinS behavior

6.6. Addressing Health and Hygiene Behavior of School Children

Since behavioral manifestation of school children related to health and hygiene, is the key for ensuring a sustainable behavioral change in the school children therefore, it has been adapted as one of the core strategies. Behavioral change in the school children will be brought through a combination of sensitization and practice based activities.

Strategy 6 - Addressing Health & Hygiene Behavioral Change of Children					
Activities & Actions	Timeframe	Performance & Evaluation Indicators	Implementation Agency / Department	Risks / Bottlenecks	Output/ Outcome
Development & implementation of a behavioral change communication strategy for WinS	June 2017.	Behavioral change communication strategy in place	Department of Education	Delay in behavioral change communication strategy adaptation due to lack of funds	Behavioral change ensured at all le
Development of school child sensitization plan & WinS IEC material for school children based upon the overall guidelines of BCC strategy	June 2017.	IEC material in place for school children	Department of Education with the support of multilateral development agencies like Unicef	Lack of funds to develop and disseminate such material in a timely manner	Behavioral change of school children ensured
Ensuring placement of health, sanitation & hygiene behavioral promotion related messages with in the school environment	June 2017 & recurring based upon life of the IEC material	Health, sanitation & hygiene related promotional messages are in place with in the class rooms and at prominent places with in the school premises	Department of Education and SMCs	Inadequate materials placed due to lack of funds	Behavioral change of school children ensured
Ensuring supervised hand washing of school children two times a day	June 2017 to June 2022	Number of days in which hand washing activity took place	Department of Education, Director Schools & School Administration	Inadequate soap and washing stands at schools	Behavioral change of school children ensured

6.7. Resource Mobilization and Financial Planning

Availability of funds for infrastructure and operation and maintenance of WASH facilities is one of the most important factors for success and sustainability of the WASH in School programme.

Financial requirements for construction and maintenance of WinS, will primarily be addressed through annual development plans of Education Department, while ensuring a sizeable provision for WinS.

Private sector's potential will be explored through short terms partnerships and intervention specific understandings, in the areas of WinS related behavioral change, advocacy campaigning and hand washing activities at school level.

However, strategic plan will be used as a tool to mobilize the required funds/ budgets from the government, international developments partners and others.

7. Monitoring & Evaluation

7.1. Introduction to Monitoring & Evaluation

Monitoring & Evaluation is pivotal to the flawless execution of the WinS strategy. As far M&E for the WinS strategy is concerned, it will be embedded within the existing monitoring & evaluation system being followed by the Education Department at the provincial level. The existing structure of monitoring & evaluation can best support the monitoring & evaluation of WinS strategy as the established mechanism has the potential to absorb the new indicators and performance can be reported around these indicators very easily.

7.2. Key Objectives of Monitoring & Evaluation

Fundamental objectives of Monitoring & evaluation of WinS include:

- Track performance against the WASH facility construction related objectives of latrines, water & hand washing stands.
- Track performance against the WASH facility operation & maintenance related indicators
- Ensure the capacity enhancement in the teachers, while tracking the number of teachers' trained and number of sensitization sessions and trainings held at the school level.
- Ensure development and provision of requisite communication and sensitization material to teachers and learners in order to achieve WASH related awareness, attitude and behaviors
- Keep track of the WinS school funds allocation, disbursement & utilization
- School categorization subject to one, two & three star, based upon established criteria of Unicef 3 star approach.

7.3. Proposed WinS indicators for SEMIS

SEMIS, is a comprehensive and very well established tool which supports education sector planning and management related aspects. Since WinS is all about school based care of children w-r-t water, sanitation & hygiene therefore, SEMIS offers an enormous potential to monitor WinS activities for performance tracking and regular monitoring.

Following are the proposed WinS indicators that are supposed to be monitored through EMIS:

- Number of latrines to be constructed every year
- Number of functional & non-functional latrines across different levels of schools
- Number of non-functional latrines and water facilities maintained every year
- Number of latrines repaired and maintained every year
- Number schools to be provided with water supply
- Number of schools where hand washing facilities have been constructed every year
- Percentage of schools providing separated sanitation facilities for boys and girls
- Percentage of school children using safely managed sanitation services including MHM in
- Percentage of students practicing hand wash every year
- Percentage of schools having included WASH in School in their school assembly sessions
- Percentage of schools having included WASH in School related activities in their annual school calendar

7.4. Monitoring and Evaluation Indicators for Strategic Plan

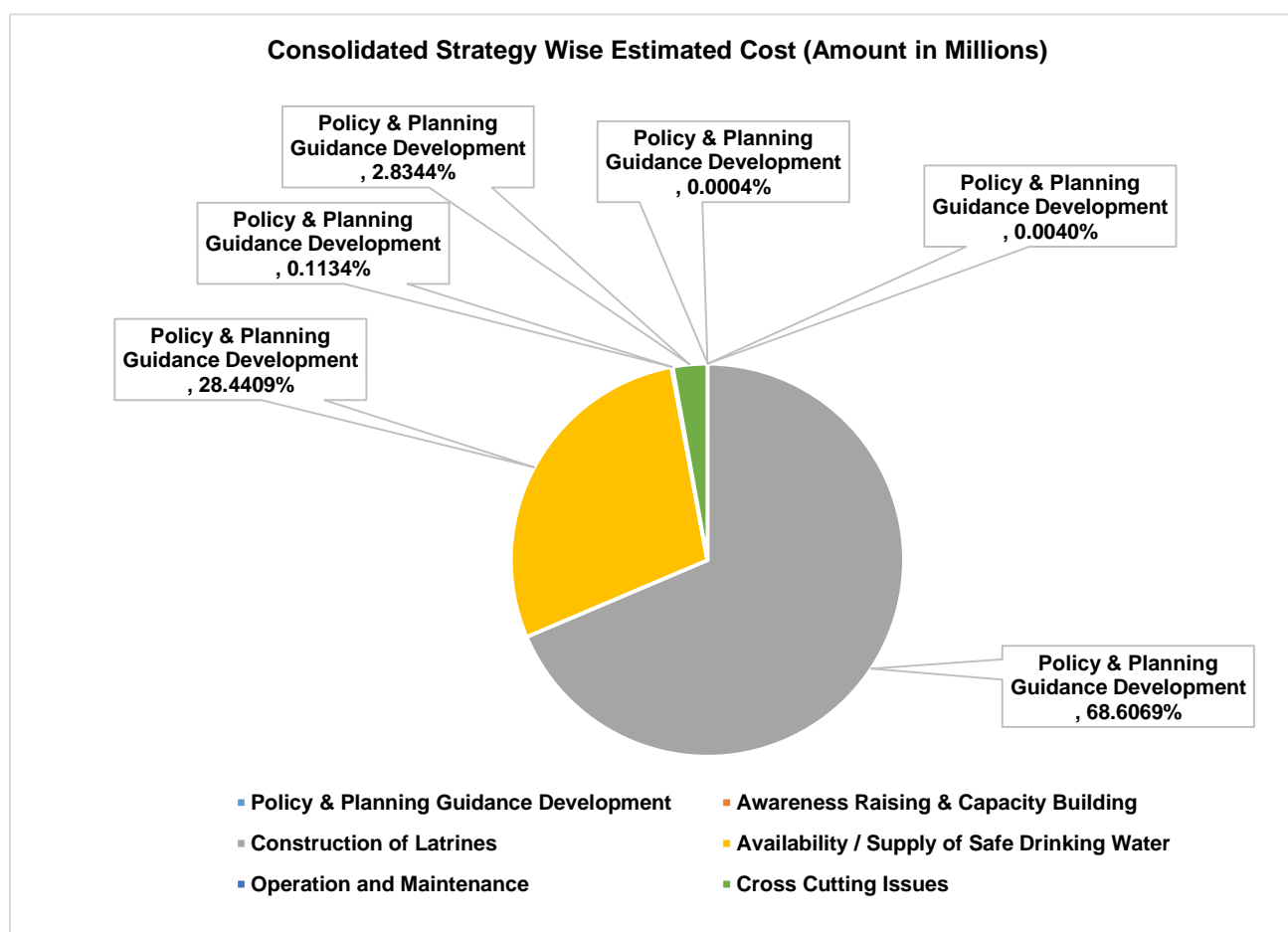
The achievement of the School WASH strategic plan will need the implementation of various activities under different key results areas. This will require clear mechanism or framework for monitoring and evaluation. Reviews will be conducted during the implementation for each key result area so as to readdress gaps and challenges for re-planning. Monitoring and Evaluation framework of the strategic plan is given in tables as under:

Monitoring Activities	Schedule/Timeframe	Responsible Authorities/Departments
Preparation and submission of quarterly reports for monitoring of WinS strategic action plan including detailed accounts of work undertaken in that quarter along with problems encountered, short falls & the reasons for shortfall and suggestions for remedial measures.	Once in every quarter	District Education Officer
Preparation and submission of annual progress report for all the monitoring of WinS strategic action plan	Once in every year	District Education Officer
Provincial workshop representing all districts should be held at provincial level every year for WinS strategic plan related progress review	Once in every year	District Education Officers & Department of Education
Federal level workshop representing all the provinces and federating units should be held annually with an objective to review the implementation progress and adopt the corrective measures related to WinS strategic plan	Once in every year	Provincial Education Departments and MoFEPT
Monitoring and supervision of construction and civil works for WinS by the departmental monitoring team of Education Department	On-going (As per construction schedule)	Education Department
Monitoring and evaluation tools and indicators for WinS to be developed and integrated in SEMIS.	June 2017.	Education Department

Evaluation Activities of WinS Strategic Plan	Schedule/Timeframe	Responsible Authorities/Departments
Conducting a baseline assessment survey / study, to document existing status of WinS facilities and services	June 2017.	Education Department
Annual assessment / evaluation study will be conducted to assess the effectiveness of the WinS programme and achievement of strategic objectives and effectiveness of the activities implemented	Every year	Education Department
Conducting Interim / midterm assessment of WinS strategic plan, to evaluate and review the progress against the goals and objectives	June 2019.	Education Department
Final assessment of WinS strategic plan will be conducted at the completion	June 2022.	Education Department

Consolidated Cost of all Proposed Strategies for WASH in Sindh Public Sector Schools² Estimated Costs

S No	Strategy	Cost
I	Policy & Planning Guidance Development	100,000
II	Awareness Raising & Capacity Building	1,000,000
III	Construction of Latrines	16,943,803,525
IV	Availability / Supply of Safe Drinking Water	7,024,025,000
V	Operation and Maintenance	28,000,000
VI	Cross Cutting Issues	700,000,000
Grand Total		24,696,928,525



² Cost estimates attained from planning wing Department of Education

8. Annexure

Annex- I

1 - SDGs Targets

Targets of Goal No 4

4.a. Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

Indicators of Goal No 4³

4.a.1. Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic hand washing facilities (as per the Water, Sanitation and Hygiene for All indicator definitions)

Targets of Goal No 6

6.1 By 2030, achieve universal and equitable access to safe and affordable drinking water for all

6.2 By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations

6.3 By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally

6.4 By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity

6.5 By 2030, implement integrated water resources management at all levels, including through transboundary cooperation as appropriate

6.6 By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes

6.a By 2030, expand international cooperation and capacity-building support to developing countries in water- and sanitation-related activities and programmes, including water harvesting, desalination, water efficiency, wastewater treatment, recycling and reuse technologies

6.b Support and strengthen the participation of local communities in improving water and sanitation management.

Summing up the impetus of SDGs goal 4 and 6 and associated targets with these goals, it quite clear that WinS is an area of prime importance and all the activities carried out for ensuring equitable and continued access to WinS facilities and resources to school children, will have a clear contribution in delivery the SDGs agenda.

³ WinS JMP Expert Meeting Report June 2016 final

2 - Review of Curriculum

Early childhood Education Curriculum

Theme	Example ideas implementation
Competency 3: children will develop an understanding of the importance of safe and hygienic practices	Discuss how germs are spreads. Talk about the importance of washing own hands, keeping our bodies clean, brushing our teeth regularly and wearing cleans clothes. Demonstrate these practices through action rhymes and songs.

Islamiat Compulsory Grade (1-12)

Curriculum for grade VI

Topic: TAHARAT-O-PAKIZGI (Cleanliness and sanitation)

General knowledge Grade (I-III)

Theme	Student Learning Outcome
Keeping Oneself Clean	<ul style="list-style-type: none"> Identify the ways and means by which they keep themselves clean (washing hands, clipping/ trimming nails, brushing teeth, take bath etc.). Recognize the importance of keeping themselves clean for their health
Cleanliness and Food	<ul style="list-style-type: none"> Recognize the importance of washing hands before and after eating.
Health Care (ways of protecting oneself from illness)	<ul style="list-style-type: none"> Identify the causes of illness Identify unhealthy habits that cause common illness (cough, diarrhea etc.) List various ways of protecting oneself from diseases (keeping self and surroundings clean drinking water, eating healthy food and getting vaccinated.

3 - Status of Latrines & Drinking Water availability

Status of Latrines Availability in Sindh Public Sector Schools 2014 -15

Sindh																	
Level	Latrine Availability	Urban					Rural					Total					
		Male	%	Female	%	Total	Male	%	Female	%	Total	Male	%	Female	%	Total	%
Primary	Available	1,624	73%	890	78%	2,514	14,951	49%	3,973	51%	18,924	16,575	51%	4,863	54%	21,438	51%
	Not Available	587	27%	250	22%	837	15,558	51%	3,891	49%	19,449	16,145	49%	4,141	46%	20,286	49%
	Total	2,211	100%	1,140	100%	3,351	30,509	100%	7,864	100%	38,373	32,720	100%	9,004	100%	41,724	100%
Middle	Available	253	87%	196	87%	449	784	65%	379	63%	1,163	1,037	70%	575	70%	1,612	70%
	Not Available	39	13%	29	13%	68	413	35%	223	37%	636	452	30%	252	30%	704	30%
	Total	292	100%	225	100%	517	1,197	100%	602	100%	1,799	1,489	100%	827	100%	2,316	100%
High	Available	372	97%	339	98%	711	689	92%	207	92%	896	1,061	93%	546	96%	1,607	94%
	Not Available	13	3%	8	2%	21	61	8%	17	8%	78	74	7%	25	4%	99	6%
	Total	385	100%	347	100%	732	750	100%	224	100%	974	1,135	100%	571	100%	1,706	100%

Status of Drinking Water in Sindh Public Sector Schools of 2014-15

Level	Water Availability	Urban					Rural					Total					
		Male	%	Female	%	Total	Male	%	Female	%	Total	Male	%	Female	%	Total	%
Primary	Available	1,501	68%	795	70%	2,296	13,919	46%	3,384	43%	17,303	15,420	47%	4,179	46%	19,599	47%
	Not Available	710	32%	345	30%	1,055	16,590	54%	4,480	57%	21,070	17,300	53%	4,825	54%	22,125	53%
	Total	2,211	100%	1,140	100%	3,351	30,509	100%	7,864	100%	38,373	32,720	100%	9,004	100%	41,724	100%
Middle	Available	227	78%	180	80%	407	661	55%	329	55%	990	888	60%	509	62%	1,397	60%
	Not Available	65	22%	45	20%	110	536	45%	273	45%	809	601	40%	318	38%	919	40%
	Total	292	100%	225	100%	517	1,197	100%	602	100%	1,799	1,489	100%	827	100%	2,316	100%
High	Available	331	86%	307	88%	638	626	83%	191	85%	817	957	84%	498	87%	1,455	85%
	Not Available	54	14%	40	12%	94	124	17%	33	15%	157	178	16%	73	13%	251	15%
	Total	385	100%	347	100%	732	750	100%	224	100%	974	1,135	100%	571	100%	1,706	100%

4 - Per School Average Enrolment of Sindh Public Sector Schools

Total Primary Male Schools	32,720
Total Primary Female Schools	9,004
Enrolment (Pre + Primary)	
Male	1,791,769
Female	1,181,958

Total Middle Male Schools	1,489
Total Middle Female Schools	827
Enrolment	
Male	365,118
Female	247,968

Total High Male Schools	1,135
Total High Female Schools	571
Enrolment	
Male	226,599
Female	140,413

5 - Average Number of Latrines Required Per School

Primary	
Male	
Male Average Enrolment Per School	55
No of Latrines Required Per School	1
Latrines Required for Persons with Disabilities	1
Latrines Required for Teachers	1
Total Latrines Required for Male Primary School	3
Female	
Female Average Enrolment Per School	131
No of Latrines Required Per School	5
Latrines Required for Persons with Disabilities	1
Latrines Required for Teachers	1
Total Latrines Required for Female Primary School	7
Middle	
Male	
Male Average Enrolment	245
No of Latrines Required Per School	6
Latrines Required for Persons with Disabilities	1
Latrines Required for Teachers	1
Total Latrines Required for Male Primary School	8
Female	
Female Average Enrolment	300
No of Latrines Required Per School	11
Latrines Required for Persons with Disabilities	1
Latrines Required for Teachers	1
Total Latrines Required for Female Primary School	13
High	
Male	
Male Average Enrolment	200
No of Latrines Required Per School	5
Latrines Required for Persons with Disabilities	1
Latrines Required for Teachers	1
Total Latrines Required for Male Primary School	7
Female	
Female Average Enrolment	246
No of Latrines Required Per School	9
Latrines Required for Persons with Disabilities	1
Latrines Required for Teachers	1
Total Latrines Required for Female Primary School	11

6 - Total Number of Latrines to be constructed in Sindh Public Sector Schools

Primary	
Male	
Primary School Male without Latrines	16,145
Total Number of Latrines Required for Male Primary Schools	80,725
Female	
Female primary School without Latrines	4,141
Total Number of Latrines Required for female Primary Schools	30,026
Middle	
Male	
Middle School Male without Latrines	452
Total Number of Latrines Required for Male Primary Schools	3,675
Female	
Female Middle School without Latrines	252
Total Number of Latrines Required for female Primary Schools	3,274
High	
Male	
high School Male without Latrines	74
Total Number of Latrines Required for Male Primary Schools	517
Female	
Female High School without Latrines	25
Total Number of Latrines Required for female Primary Schools	271
Total Number of Latrines (Male + Females) Required to be Constructed in all Primary, Middle & High Schools of Sindh	118,488
Male	14,407
Female	33,571

7 - Cost Estimates of Latrines to be constructed in Sindh Public Sector Schools

Unit Cost Calculation	
Average Size of Latrines	5" X 6" = 30Sq Ft
Average cost of Construction including Accessories Per Sq. Ft	PKR 3500
Estimated Average Construction cost of Per Latrines (30x3500)	PKR 100,000
Primary Schools	
Total Cost of Construction with Accessories for Primary Schools	
Male	80,725
Female	30,026
Total required Latrines	110,751
Cost for each Latrines	100,000
Total Cost for Primary School Latrines	11,075,061,652
Middle School	
Total Cost of Construction with Accessories for Middle Schools	
Male	3,675
Female	3,274
Total required Latrines	6,949
Cost for each Latrines	100,000
Total Cost for Middle School Latrines	694,926,645
High School	
Total Cost of Construction with Accessories for High Schools	
Male	517
Female	271
Total required Latrines	788
Cost for each Latrines	100,000
Total Cost for High School Latrines	78,825,357
Total Cost	11,848,813,654
Escalation Cost 30%	3,554,644,096
Total Cost + Escalation Cost	15,403,457,750
Unforeseen / Misc. Cost	1,540,345,775
Total Cost + Escalation Cost + Unforeseen/Misc. Cost	16,943,803,525
Per Year Cost	3,388,760,705

8 - Cost Estimates for Drinking Water in Sindh Public Sector Schools

Unit Cost

Cost of /Overhead water tank along with Pipe	100000
Cost of Electric Water color where feasible	25000
Cost of water lifting Electric Motor	10,000
Cost of Boring Where feasible or alternate	100,000
Sub Total	235,000
Misc. /Unforeseen Cost	65,000

Grand Total 300,000

Primary Schools

Total Number of public sector Primary schools in Sindh where drinking water is required	22,125
Unit Cost	300,000

Subtotal 6,637,500,000

Middle Schools

Total Number of public sector Middle schools in Sindh where drinking water is required	919
Unit Cost	325,000

Subtotal 298,675,000

High Schools

Total Number of public sector High schools in Sindh where drinking water is required	251
Unit Cost	350,000

Subtotal 87,850,000

Grand Total (Primary + Middle + High Schools) 7,024,025,000

9 - Various Water, Sanitation and Hygiene related Acts and Ordinances & References

1. National Sanitation Policy 2006
2. Sustainable Development Goals (SDGs)
3. National WES Standards 2009
4. Pakistan Education Statistics Report 2014 -15
5. Sindh Education Sector Development Plan
6. National Curriculum 2006
7. National Education Policy 2009
8. International Standards for WinS (3 Star Approach and WHO guidelines)
9. National Drinking Water Policy
10. National Climate Change Policy
11. Pakistan Approach to Total Sanitation 2010.
12. Community Led Total Sanitation
13. School Led Total Sanitation Nepal