

# Three Star Approach Nepal

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# ★ Background and issues, Interventions conducted, Results and Impact, Key messages and Scale up



**2000 = School Sanitation and Hygiene Education (SSHE)**

Department of Water Supply and Sewerage (DWSS) developed guideline with the financial/technical support of UNICEF, implemented and scaled up in more than 5000 schools. This SSHE programme was evaluated in 2005 and found the best as an entry point of WASH in school.

**2006 = School Led Total Sanitation (SLTS)**

National Sanitation and Hygiene Coordination Committee and DWSS developed guideline with the technical/financial support of UNICEF and implemented by many national NGOs with the support of INGOs/Development Partners and declared ODF in more than 4500 school catchment areas.

**2013 = Blue School Program**

HELVETAS Swiss Inter-cooperation 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.

**2013 = Three Star Approach**

UNICEF, GIZ and other international partners globally initiated three-star approach in school WASH to improve learning environment of student through provision of WASH facilities in school to increase school enrolment, girl/boy enrolment ratios, and overall school performance. Nepal has participated in international learning exchange program on WASH in School and has implemented in different districts of Nepal through government, UNICEF and WFP from 2013. Based on the learnings from different WASH in School approaches in Nepal, the Department of Education, Ministry of Education, Science and Technology has drafted "WASH in School Mode of Operation" which is in process of approval.

**2016 = Sanitation Indicator "7 Flags"**

DWSS with technical/financial support of World Health Organization Nepal, initiated a new sanitation promotional approach of school sanitation named "Seven Flags Approach for Total Sanitation (7FATS) in few public schools as pilot phase.

**2018 = WASH in School Mode of Operation**

Department of Education has drafted "WASH in School Mode of Operation" with the support of DWSS, UNICEF, WaterAid and WFP for the uniformity and standardizing WASH in School programme throughout the country. This guidance has focused on 3 stars approach considering the school level other innovative and creative programme/approaches/activities as model school concept.



# Three star Matrix

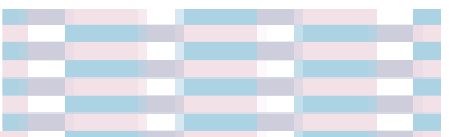


SN	Basics	Indicators		
		★	★ ★	★ ★ ★
1	Water	Availability and easily accessible water from improved sources for drinking, washing hands and sanitation	Arrangement of purified drinking water in the school and at least twice a year water quality test with improvement.	Availability of safe and sufficient water for drinking and sanitation which is accessible by all children (12 liters daily for each person)
2	Toilet	Separate toilets for girls and boys with Lock	Provision of Child Friendly, Gender Friendly, Disable Friendly and Environmental Friendly Urinal and improved and operational toilets with regular water facility	Child, Gender, Disable and environment friendly Improved and operational toilet (in ratio of 25 female students and 40 male students) in safe place with availability of adequate water with facility of safe disposal of urine and faeces





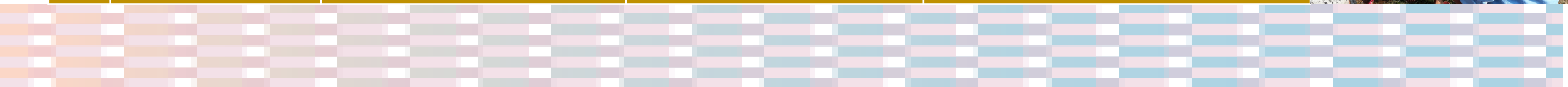
SN	Basics	Indicators		
		★	★ ★	★ ★ ★
3	Clean, hygienic and green environment	Practice regular cleaning of classrooms and school premises by collecting solid waste in waste bins and their disposal when required, and school area maintains Open Defecation Free status.	Separation and collection of solid waste – glass, metals, chemicals , bio-degradable, non degradable in different waste bins, disposal of the same at least on weekly basis and flower plantation in school premises	Practice of 3R – Reduce, Reuse and recycle concept for management of different types of wastes, tree plantation at appropriate place and develop kitchen garden in school premise.
4	Food Hygiene	Clean, hygienic and fresh meals available to students	Utensils, necessary materials and kitchen room available in school for preparing day meal in manageable and safe manner along with separate storage facility for cooked and non-cooked items	Trained person prepares day meal and store the day meal at appropriate temperature.
5	Hygiene Facility	Hand washing facility with soap and water	Permanent facility for group handwashing with soap and water with regular provision of soap and water	Permanent facility for group hand washing (one tap at the ratio of 40 girls and 60 boys) with convenient access for all and arrangement for discharge of used water to drain or soak pit or garden or vegetable garden





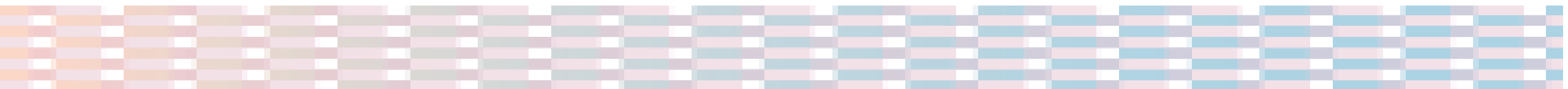


SN	Basics	Indicators		
		★	★ ★	★ ★ ★
6	Hygiene Education	Teaching, studying hygiene education in all classrooms and teaching, studying Menstrual Hygiene Management over Class Five	Active Participation of students in behavioral and life sustaining hygiene education	Adoption of marking on the basis of sanitation and hygiene behavior (group handwashing, personal hygiene and toilet cleaning) of student in health and sanitation subject
7	Menstrual Hygiene Management Facilities	Availability of dustbin with lid for sanitary disposal in toilets	Availability of Menstrual Hygiene Kit during Emergency and safe dispose practice of used materials	Reusable menstrual material making by student or using skill or use of hygienic menstrual material and MHM facility in use
8	Institutional Management and Facilities	Coordination Committee formation of Child Club, School Drinking Water as well as Sanitation and Hygiene	WASH Plan included in School Improvement Plan is in implementation	Provision of maintenance fund for regular maintenance, management of required skill and materials and regular cleaning of toilet, filter and handwashing station according to routine





SN	Basics	Indicators				
		★	★	★	★	★
9	Disaster Risk Management	Capacity Building on Disaster Risk Reduction (DRR) provided to teachers and students	Disaster Preparedness Risk mapping including WASH changed it in visible place	Drinking water and sanitation infrastructure build as per the criteria (Disaster Risk Reduction) approved by the government In addition, technical knowledge taught to assist in the search and rescue team in case of an emergency.		
10	Monitoring and Accountability	Arrangement of Focal teacher (priority to female) or Health worker for water, sanitation and menstrual hygiene	Daily toilet cleaning and Handwashing under the supervision of WASH and Menstrual Hygiene Contact Person/Teacher	Through the facilitation of water, sanitation and menstrual hygiene focal teacher sanitation and hygiene corner (related books, magazines, posters, notice and informative materials, menstrual products, and <i>clean and healthy food</i> ) being managed. All indicators are monitored and recorded once in a minimum of 6 months.		



# Motivation: Recognition or Incentive



*What motivates School?*



- Inclusion of WinS in a country's planning process and securing resources for its implementation is a key feature that motivates schools to participate

*Any driver ??*



- In Fiscal year 2019/20, government of Nepal supported construction of 1554 separate toilets for girls with WASH facilities in 753 local levels ensuring girls' toilet

*Incentives or recognition given*



- Free distribution of sanitary pad
- Development of model school, Champions rewards, Star recognition

# 3 Star Monitoring



*How is it done?*



- The most well-structured and reliable school-based system for collecting WinS data is the EMIS
- DP's have separate database management.
- Self assessment mechanism initiated

How is it conducted?



- Paper-based surveys are done by DPs with coordination from government
- Database are updated in annual basis by government

*How many rounds ?*



- *Flash reports are updated on bi-annual basis and compiled in annual basis*



# Scope and coverage



- *How many schools are using the Three Star Approach in your country? (number of schools in your country, % of schools participating in TSA)*

*Altogether 372 schools are using TSA with support of UNICEF & WFP out of which 19 Schools have reached 2 star and 3 of them are awarded by government for achieving it.*

- *Please include any data you have from participating schools (e.g. % of schools with 1 star, 2 star, etc.)*
- *Government of Nepal has clear target set provision of supporting 1554 schools per year @ USD 7000 per year*

# Challenges



- EMIS addresses limited information of WinS (eg. Access to water, separate toilets for boys and girls)
- Inadequate resources for improvement, Operation and Maintenance of WASH facilities
- Coordination and collaboration among three tiers of government & inter-ministerial sector
- **Systematic capacity building on Wins as per procedure**
- **Difficult geography for transporting materials**
- Building partnership, ownership, and willingness for implementation, monitoring and behaviour change.

# Next Steps



- **Advocacy is needed to adjust the design of EMIS to include appropriate and needed WinS data.**
- **Water quality surveillance of school drinking water sources needs to be institutionalized**

# Thank You

