

FINAL



# **WASH IN CHILD FRIENDLY SCHOOLS (WCFS)**

**2011-2013**



**DESIGN DOCUMENT**

**UNICEF SRI LANKA**

**April, 2011**

# WASH IN CHILD FRIENDLY SCHOOLS 2011-2013

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## ABBREVIATIONS

AusAID	Australian Aid for International Development
AWP	Annual Work Plan
BESP	Basic Education Support Program
CFS	Child Friendly School
DCT	Direct Cash Transfer
GOSL	Government of Sri Lanka
HACT	Harmonized Approach to Cash Transfers
IDP	Internally displaced persons
JMP	Joint Monitoring Program for Water Supply and Sanitation
M&E	Monitoring and Evaluation
MDG	Millennium Development Goal
MOE	Ministry of Education
MOH	Ministry of Health
PHI	Public Health Inspectors
UNICEF	United Nations Children's Fund
WASH	Water, sanitation and hygiene
WSI	(AusAID's) Water and Sanitation Initiative

## CURRENCY EXCHANGE

This report is based on AUD 1 = USD 0.91

# WASH IN CHILD FRIENDLY SCHOOLS

## 2011-2013

### Executive Summary

Lack of basic water and sanitation facilities in Sri Lankan schools, particularly in rural areas which lag economically behind national average performance, is a key impediment to successful educational outcomes for children. AusAID has identified WATSAN in schools as an important area where significant development impact can be achieved through a well designed, modest scale intervention. This program has been designed to be strongly complementary of the \$5.9 million AusAID-UNICEF Basic Education Support Program (BESP), which is already supporting limited school WASH infrastructure in target provinces under the broader Child Friendly Schools approach, and which provides a critical platform for a successful and sustainable school based WATSAN intervention.

BESP is a critical platform for this proposed WASH program because it works to improve management structures in target schools, which is an essential pre-requisite to the long term sustainability of school infrastructure provided through aid activities. BESP strengthens planning and budgeting processes, parent and teacher engagement, and school-based processes aimed at better managing the school and increasing educational outcomes for children. An Independent Review of the BESP in late 2010 found the program was performing well. One of its recommendations was for AusAID to seek opportunities to scale up delivery of modest WASH infrastructure in target schools in order to ensure schools fully meet Child Friendly Schools WASH standards (WASH is one of the six dimensions of CFS).

The proposed program meets an overall objective *to reduce the number of children not completing primary schooling and reduce disparities in essential learning competencies through creation of child friendly WASH environment in selected schools within focal Provinces*. This objective directly supports AusAID's existing long term objectives in the education sector, which remains a key sectoral priority for the Australian Government's aid program in Sri Lanka.

The project goal and objective is *to provide 62,500 children in 250 selected schools within underserved, unserved and conflict affected areas of the focal provinces with sustainable, child friendly WASH infrastructure supported by appropriate behavior change and management best practices*. There are two main outputs under the proposed program covering the period April 2011 – March 2013.

Output 1: At least 62,500 school children and 2,500 teachers in 250 schools have increased access to improved and acceptable water sources and sanitation facilities, have acquired knowledge on better hygiene practices, and have functional school health clubs. This output has both a hardware and soft ware focus.

Output 2: Capacity of the Ministry of Education (School Health Unit and Zonal Education Offices) and relevant school principles to undertake planning, design, implementation and monitoring of WASH facilities in schools using a participatory approach, and fully compliant with Child Friendly standards, is strengthened.

Output 2 includes possible improvements of the technical designs of the physical infrastructure to make it friendly in terms of children, children with disabilities, environment and maintenance. Assessments, planning and implementation will be based on participatory approaches enabling the rights holders to share their genuine perception on water, sanitation and hygiene while taking part in decision making. Once supplemented with the necessary health promotional activities, the rights holders are

expected to feel increased ownership and have positive behaviour change, reinforcing the sustainability of both hard and soft components of this intervention.

The geographical focal areas for the project will be the Central, Uva and Eastern Provinces in communities who are under-served, un-served or conflict affected. Selection of schools will be based on the percent sanitation coverage and capacity to develop and comply with CFS standards. The proposed intervention focuses on these provinces because they lag substantially behind national average achievements in WATSAN and other development sectors, and because the BESP is operational in these provinces, providing the platform for coordinated roll out of WASH in Schools and sustainable management of WASH infrastructure by the schools and their communities.

If the BESP expands to the Northern Province as planned, AusAID and UNICEF may agree to extend the geographical focus of WCFS to support modest activities in the Northern Province to meet anticipated needs for WASH infrastructure in schools. This decision would be informed by a baseline assessment of need, and evidence of the successful introduction of initiatives to strengthen school based management.

In the first 6 months of the program priority will be given to schools supported by the BESP, or which are nominated to be, or schools which are otherwise compliant with CFS principles, and where the sanitation coverage meets 0% of Government standards. The program could support more schools to implement a CFS approach by initiating WASH interventions and providing support under BESP to enable other CFS dimensions to follow. As it progresses, the program may intervene in schools classified in other categories of low sanitation coverage, such as those meeting between 1-25% and 26-50% of Government standards.

Towards the end of the program delivery period, AusAID will independently review the program. Based on the outcomes of the review, AusAID will consider whether further funding is possible to expand the program into second phase to enable scaled up coverage towards the objective of working with Government to ensure all schools in Sri Lanka have CFS compliant WASH facilities. This assessment will take into account broader developments in the education sector, including Government and donor investments in WASH in schools.

The School Health and Nutrition Unit (SHNU) in the Ministry of Education (MOE) will be the counterpart agency within the Sri Lankan Government. UNICEF's WASH Section would be AusAID's service provider in partnership with the MoE. The MoE will use its current human resources and schools development societies for the planning and implementation of hardware. The Ministry of Health (MoH) will also be an implementation partner with responsibility for promotional and behaviour change activities, in line with its existing responsibilities to deliver these services in schools. Participation of all stakeholders will be ensured throughout implementation, leading to strong counterpart ownership and sustainability. Pre and post implementation data will be collected for evaluation purposes.

The major milestones of the project will be: technical design enhancements, rapid assessments, participatory planning, school-led construction of WATSAN facilities, strengthened health promotion, hand over, post implementation data collection and capacity building of the SHNU to be able to better plan for and manage implementation of sustainable and child friendly WASH facilities in schools, supported by interventions to sustain positive behavior change.

SHNU coordinate with school building engineers, school census unit, provincial and zonal directors and other Ministries on both WASH infrastructure and knowledge development in schools. However they lack capacity in logistics as well as human resources to monitor ground level work, maintain data bases, conducting evaluations

and mainstreaming the successful interventions. It is expected to fill these gaps with provision of reasonable support with logistics as well as short term surge staff on specific roles such as data management, evaluation and construction supervision. This will allow the existing staff to contemplate more on the quality of interventions coordinated by SHNU. In the long run they need to be prepared to absorb the added capacity and expertise contributed by surge staff and UNICEF will support them to take measures in this regard.

The proposed intervention is for support of approximately 24 months commencing April 2011 - March 2013. The proposed budget is AUD 3.335,401.65 million. This includes UNICEF's 7% management cost.

# 1 Background

In September 2010, AusAID approved a Concept Document that included support for a school Water, Sanitation and Hygiene (WASH) program in Sri Lanka as part of the government's Child Friendly School (CFS) program supported by UNICEF.

This design document develops the concept in more detail and aims to seek AusAID approval for project implementation.

## 2 Analysis and Strategic Context

### 2.1 Country Context

Sri Lanka's development challenges are characterised by persistent levels of poverty and inequality, historical patterns of economic and social exclusion, environmental degradation and poor human security. While life expectancy is relatively high at around 75 years, about 50% of the population is undernourished and one quarter lives below the national poverty line.

A high level of school enrolment masks serious deficiencies in the quality and efficiency of education. Only 37% of rural children master local language skills and only 38% have basic numeracy skills.

Under-five child mortality rates of 19 per 1,000 mask serious regional disparities in health. For example, infant mortality remains at one in 20 in the Estate sector in the Hill Country. Malnutrition is prevalent in most of Sri Lanka's districts, with more than 50 percent of the population being below the minimum level of dietary energy consumption.

Sri Lanka's growth in recent decades has been uneven - it has been concentrated in the Western Province, particularly around Colombo. Sri Lanka's civil conflict has limited Sri Lanka's economic potential. The central, eastern and northern regions of the country are dramatically underperforming against national averages in terms of basic service provision in many sectors, with consequent poorer overall health and education outcomes.

The Eastern Province has achieved lower than average social-economic outcomes in part as a result of historic patterns of under-servicing and in part because of its comparatively recent emergence from conflict (in 2006/7). The Northern Province has only just begun to recover from the impact of prolonged conflict including military action which has devastated its infrastructure. The Central and Uva Provinces include a high proportion of relatively poor communities, and communities working on tea, rubber and other plantations who have a history of poor health, education and social welfare outcomes.

Poor outcomes in both the health and educational sectors are often closely linked with access to good quality water and sanitation facilities. The causes of malnutrition in particular, which is unusually high in Sri Lanka, are entrenched in lack of access to WATSAN.

Following the end of the military conflict, the current context in Sri Lanka makes it possible to design sustainable development interventions across the country with improved consistency. Underlying causes of the gaps in service delivery including historical under-servicing of certain regions and the consequences of the conflict have to be addressed. Regardless of the cause, approaches to sustainable development can now become more standard due to inherent similarities of the socio-economic realities amongst vulnerable groups.

The Mid Term Review of the current Basic Education Support Programme (BESP) funded by AusAID has found that the program has supported improvements in the maintenance and use of WASH infrastructure in schools as well as a modest upgrade for some facilities, but that additional resourcing and specific prioritisation of WASH is required. It recommended AusAID consider scaled up development assistance, including increased investment in infrastructure, in the Northern Province. This WASH program will therefore also consider the provision of support to anticipated new target areas under BESP, once scale up has been



successfully initiated and there is a clear platform in schools for receiving and managing infrastructure.

## 2.2 Sri Lanka WASH context

The Joint Monitoring Program (JMP) Regional MDG report 2009-10 reports that overall, Sri Lanka is on track to meet its water targets and is classified as an early achiever in relation to sanitation coverage targets. The reported 2008 national improved or piped water coverage was 85%, whilst the reported national improved sanitation coverage in 2008 was 87%.

However it is acknowledged by sector officials that this country wide data does not include the north and the east, where averages are understood to be well below national averages. In addition this average over estimates the coverage in under-served and post conflict areas. Other issues are noted below.

*Poor school water and sanitation facilities:* There are 9,662 schools in Sri Lanka. 1,299 schools have no water and sanitation facilities and 3,385 have less than 50% of adequate water and sanitation facilities (Ministry of Education - Refer to Table 2-1 ). Many of these are found in the under-served, unserved and conflict affected areas of the country.

**Table 2-1 Coverage of School WATSAN Facilities (% of coverage compared with norms)**

Province	0%	1-25%	26-50%	51-75%	76-100%	Over	Total
Western	39	15	208	188	376	514	1340
Southern	105	25	254	125	276	309	1094
<b>Central</b>	<b>192</b>	<b>20</b>	<b>234</b>	<b>116</b>	<b>393</b>	<b>504</b>	<b>1459</b>
North Western	262	46	329	144	280	157	1218
Northern	198	9	127	71	232	240	877
<b>Eastern</b>	<b>224</b>	<b>25</b>	<b>178</b>	<b>90</b>	<b>183</b>	<b>269</b>	<b>969</b>
North Central	149	19	201	83	187	135	774
<b>Uva</b>	<b>38</b>	<b>2</b>	<b>108</b>	<b>59</b>	<b>226</b>	<b>399</b>	<b>832</b>
Sabaragamuwa	92	16	270	120	317	284	1099
Total	1299	177	1909	996	2470	2811	9662

The rows highlighted are the target provinces for this project. Section 2.4 explains why these three provinces are selected.

The provision of safe drinking water and adequate sanitation is frequently cited as the single, highest social-service priority by poor households. In some districts, more than half of the rural population does not have access to safe drinking water (Ministry of Water Supply c2009).

Coverage lags behind in the Northern and Eastern Provinces (anecdotal evidence as the areas have not been included in mainstream data collection due to the conflict). Water and sanitation coverage is worst for communities in small towns and rural areas. The Eastern Province of Sri Lanka, characterized by small towns and rural communities, is an area that had undergone nearly three decades of conflict resulting in under-investment in physical infrastructure including water. Additionally, the Eastern Province is situated in Sri Lanka's dry zone of the country, thus further restricting communities to access water.

The Central and Uva Provinces have considerable unserved or underserved communities in which UNICEF works.

The urban / rural disparity is noted by the Ministry of Water Supply as a persistent challenge. Urban issues are not discussed further in this document as this is a not a focus of this proposed project.

In summary, key specific areas that need addressing in the WASH sector are:

- (a) *Schools:* underserved/lagging areas in the Eastern, Uva and Central Provinces
- (b) *Conflict affected areas generally:* in Northern and Eastern Provinces



## **2.3 Under-served, un-served and post conflict areas - school context**

### **2.3.1 Under-served areas**

The “under-served” areas in Sri Lanka are typically found in parts of Uva, Central, Sabaragamuwa, North Western and North Central Provinces (see map in Annex A).

The current UNICEF school focus is in Uva and Central Provinces in which Monaragala, Nuwara Eliya and Badulla Districts are lagging behind the rest of the country in terms of development. Monaragala and Nuwara Eliya are home to some of the poorest families in Sri Lanka, especially those working in the Estate sector and small cultivation plots and chenas.

The Uva Province is in the Dry and Intermediate Zones of Sri Lanka, with some districts such as Moneragala receiving about 1200 mm of rainfall between September and January each year. For drinking water and livelihoods, the district is heavily dependent upon shallow, hand dug wells which are vulnerable to drought. According to the official poverty index, the district has the highest proportion of poor children in the country and the health and education indicators are also comparatively low when compared with the national averages. A large number of schools are without basic water and sanitation facilities. The health and education indicators are also comparatively low when compared with the national averages.

### **2.3.2 Un-served areas**

Un-served communities can be found within the pockets of most geographical regions of the country. Those include urban poor, marginalised rural communities and indigenous communities. Most of the underlying causes for disparities for these communities are social, economic, cultural and related to accessibility to basic services. Urban poor are usually associated with congested slums, controversial livelihoods and ethics where the access to officials and service providers is compromised.

Marginalization in rural areas is either due to social norms such as cast system, or economical factors such as poverty and lack of physical access. Indigenous communities are bound with their own social, cultural and economic norms where there is a hesitance to be integrated with the main system. Regardless of unique socio economic contexts they are in, these communities are more or less exposed to government education system. Students from shanties and indigenous villages can be seen attending government schools at least for few years though social and economic reasons may cause drop outs. Regardless of their duration of stay, WASH interventions in those schools would become an “entry point” to the sustainable development among those communities since respect to the school and teachers (as social leaders) exists.

The need of education development interventions among the underserved and unserved areas has already been captured at the highest policy level of the government. The manifestation of the present Executive President commits for education development in plantation sector and threatened villages while taking measures against school dropouts due to economic reasons. (Page 74, Mahinda Chinthana – Vision for the future). It has been apparent that most of the government led development programs make reference to the relevant clauses of this document. This political will could strengthen the optimum utilization of external development support for filling gaps.

### **2.3.3 Post conflict areas**

In the Eastern Province of the country, nearly 140,000 internally displaced persons (IDPs) have been resettled in their places of origin in the districts of Batticaloa and Trincomalee and plans are underway to resettle the remaining IDPs in their villages of origin. The conflict in mid 2006 significantly damaged community infrastructure. Consequently, the returnee population suffers from a lack of access to safe drinking water, health care facilities, schools and shelters. WASH facilities were mostly abandoned and in many areas, there were no facilities available. While several initiatives were taken to provide water and sanitation facilities in the resettled communities, the progress has been slow due to lack of funding and

human resource allocation by the government and inaccessibility to certain areas that were outside of government control.

Shortage of valid baseline data adds more preliminary work on sustainable interventions including WASH in schools in the conflict affected Northern and Eastern Provinces. The current focus on Northern Province is higher due to the intensity of the conflict while the accessibility and baseline data are still progressive. Therefore the proposed WASH in schools interventions will target the Eastern Province out of the conflict affected regions.

Therefore the geographical focus of the proposed WASH in Schools interventions would cover Central, Uva and Eastern Provinces of Sri Lanka. Un-served and under-served areas are found in all the 3 Provinces while specifically conflict affected areas are found in the Eastern Province.

Annex A shows the project focal areas.

## **2.4 Problem Analysis**

This problem analysis focuses on the three Provinces Central, Uva and Eastern selected for this project. The proposal targets under-served, un-served and conflict affected communities across these three provinces. Available school sanitation statistics based on 0% and 0-50% coverage clearly indicates urgent interventions required in several Provinces including these three provinces. Though there are other provinces with apparent worse statistics, the three provinces come under the ongoing Basic Education Support Program (BESP) implemented by UNICEF Education Section with AusAID funding. Therefore funding modalities, official partnerships and stakeholder networking are already in place thus creating an enabled environment for the implementation of the proposed project. This will ensure the optimum utilization of proposed funding which is limited and time bound.

The vulnerable areas in these provinces are in communities whose overall socio economic status indicators are some of the poorest in the country. Social inequity, lack of exposure to education, poverty etc are common. Lack of access to water, sanitation and hygiene education is significantly and relatively high compared to the national coverage. Ideally, a multi sector approach for sustainable development must be in place as development intervention results are interdependent and cross cutting. However in most cases the development approaches are confined to a particular sector. In particular, WASH infrastructure interventions would not achieve results without related software components.

Lack of capacity of the relevant authorities to undertake soft components such as hygiene promotions, awareness, monitoring and impact evaluation is one of the key constraints related to WASH interventions in schools. Lack of capacity is found in both human resources as well as the knowledge base of the existing cadre. For example:

The School Health and Nutrition Unit (SHNU) is the apex body within the Ministry of Education (MoE) that looks into the regulations, funding and health promotion related issues in the school set up. This unit links itself with the Ministry of Health (MoH) community health units and officers such as Health Education Bureau and Public Health Inspectors (PHIs) in extending the services in the schools.

Being a central unit the SHNU has limited capacity in terms of staff and mobility in the field. They link the building engineers with the locations with needs and work with the policy makers and donors in funding. The unit has an acute need of more staff and facilities to maintain an up-to-date WASH-in-Schools database. At the ground level SHNU along with the Zonal Directors of Education (ZDE) and PHIs are supposed to work together in strengthening a functioning school health clubs that would lead the maintenance of WASH facilities and continuation of best practices. Both the SHNU and PHIs have multiple roles addressing routine duties plus epidemics etc thus building their capacity will lead to the sustainability of WASH interventions at any level.

In the Central and Uva Provinces with hilly terrain, physical accessibility to certain communities and schools is difficult. Poor conditions of internal roads and lack of adequate transportation are also linked with the general disparities including WASH.

Due to the hilly terrain, in some parts of the Central and Uva provinces, there are difficulties in locating water sources and affordable intake systems for schools. Furthermore the terrain may compromise the disposal of human and solid waste due to the sensitivity of the environment and the lack of accessibility for the local authorities in charge of the services.

The water supply in some of the Dry Zones will be particularly challenging and will require a range of water supply options such as tube wells and rainwater harvesting systems.

In conflict affected areas, the acute lack of safe and sufficient water and sanitation amenities is a major challenge. Related facilities need to be constructed or rehabilitated. Tens of thousands of wells and toilets are non operational; many need cleaning and are contaminated by mines, and others need rehabilitation or are completely destroyed. It is estimated that the water and sanitation coverage in schools prior to the war was already well below the national averages. Preliminary assessments have shown very low coverage, especially in terms of sanitation.

The overall education environment has suffered serious damage and children lack proper access to education facilities, water and sanitation facilities, educational supplies, and appropriately trained teachers. School communities have been repeatedly fractured during multiple displacements and community supported school-based management also requires focused support. Taken together, the absence of these key elements has resulted in high drop-out rates and low achievement levels across grades and subject areas.

War in the North and East of Sri Lanka has left a trail of devastation, resulting in damaged and dysfunctional water and sanitation infrastructure in schools. This devastation, coming after 26 years of underdevelopment in the region due to the protracted conflict where investment in WASH infrastructure was restricted, has resulted in water and sanitation coverage well below the national averages.

The situation usually discourages school attendance, particularly by female students due to concerns on personal hygiene and related social stigma. Furthermore it also indirectly contributes to teacher shortage since particularly female teachers find it is hard to stay for a long time in those schools. This has also caused children attending schools far away from their homes thus adding more stress to themselves and parents.

Necessity for water and sanitation is already inherent in the norms of many different layers of Sri Lanka's society and culture. However due to economic disparities and poverty, the priority given to WASH drastically differs from one social layer to another. Sometimes these disparities may be apparent in the context of geographical areas or administrative boundaries. However, in reality, the disparities are spread across the country where some urban pockets or unserved areas in 'better' regions such as Western Province would have higher number of persons in need based on the numeric figures over the percentages. Schools are no exception of this phenomenon, and the impact of the disparities in WASH in schools does matter due to its direct link to the nutrition, knowledge absorption and attendance levels of children.

Gender is strongly related with WASH since the usage of facilities is directly linked to privacy of individuals. In schools, gender segregation and menstrual hygiene are key concerns that specifically affect girl children. Both of these, specifically menstrual hygiene, are areas to be improved in WASH in Schools in Sri Lanka. Conflict and emergency situations added another dimension to the level of disparities. Due to the conflict, certain geographical areas were not reachable until recent times. In the post conflict program planning the focal areas would be a mix of both conflict affected and non-affected regions thus much attention is to be paid on the "context assessment" than "need assessment".

Therefore significant additional investment is needed to improve the health and well being of school children through the rehabilitation and construction of WASH facilities and the promotion of improved hygiene practices in schools throughout the un-served, under-served and conflicted affected areas of Uva, Central and Eastern Provinces. This should also address stakeholder capacity issues as discussed above.

## **2.5 Alignment with AusAID Strategies and Programs**

### **2.5.1 AusAID's Water and Sanitation Initiative (WSI)**

AusAID's Water and Sanitation Initiative (WSI) provides guidance on the type of interventions that AusAID seeks in the Water, Sanitation and Hygiene sector. Projects that align with the WSI:

- expand access to water and sanitation services particularly for the poor, women and children in schools (WSI Objective 1)
- make water and sanitation services more sustainable (WSI Objective 2)
- improve the health and quality of life of the poor and vulnerable (WSI Objective 3)
- enhance aid effectiveness and complement AusAID's and other development agencies' programs (WSI Objective 4)

### **2.5.2 AusAID's Regional and Sri Lanka Strategies**

AusAID's future planning recognizes that in Sri Lanka:

- there are growing inequities that principally affect the rural poor
- past conflicts have eroded previous development gains
- a key challenge for the Government of Sri Lanka (GOSL) is to address the need for reconciliation and peace.

The overall regional goal of AusAID's aid engagement in the South Asia region is to contribute to inclusive, sustainable growth and poverty reduction, raise living standards and increase income opportunities for poor and vulnerable communities. A unifying theme for the program is to promote social and economic inclusion and help to reduce poverty in disadvantaged communities and regions.

A key objective of AusAID's regional aid focus is to deliver basic services focusing on health and education. This specifically includes increasing access to quality primary education. It intends to do this by providing support through partnerships with strong multilateral partners and providing scholarships at postgraduate level. The logic behind this partnership approach is that it promotes harmonisation, leverages sector and beneficiary targeting, provides opportunities for greater development outcomes, promotes cost efficiency and has opportunity to rapidly upscale (subject to performance and funding availability).

Successful interventions in the water sector have direct and substantial positive effects on health and education outcomes in target communities, through improving attendance rates for girls, better sanitation for all children and reduced malnutrition through waterborne or water related sicknesses.

AusAID's programs are also being designed to address the needs of people with disabilities, including mainstreaming of gender and disability issues in education and health.

AusAID's aid program to Sri Lanka more than doubled in the 2009/2010 financial year, from 35.5 million to almost \$75 million. This was largely due to scaled up humanitarian aid to respond to the unprecedented crisis in the north arising from the end of the armed conflict. AusAID is currently in the process of developing its new country strategy for Sri Lanka. This will include the implementation of new water budget measure work and review of the potential for scale up in the future, which will be a key element of Australia's engagement in south Asia in the future.

AusAID plans to continue to:

- have education as a priority component of the aid program
- take a strategic approach based on effective partnerships with multilateral agencies

AusAID's focus of objectives in Sri Lanka includes:

1. strengthening communities, including those affected by conflict to achieve the MDGs with equity.
2. enhancing basic service delivery for services which build stability and development across the whole country.

Its strategy notes that No. 2 will help strengthen basic service delivery to improve access of children from vulnerable communities.

### **2.5.3 Education Sector Development overview**

At present the Ministry of Education (MoE) is supported by UNICEF Education program with funding from AusAID, EU and Netherlands. The MoE has a master plan for the Sector - the "Education Sector Development Framework Program (ESDFP)". This master plan has four themes. The UNICEF Education Program extends its support under 2 themes; "Access to Education", and "Improve the Quality of Education". MoE's Non Formal Education Unit and Primary Education Unit are the focal bodies. The other two themes are "Equitable Resource Allocation" and "Good Governance". Though UNICEF, direct support is on the former themes, the latter is also embedded in supported programs.

Support by the UNICEF Education Program is based on Child Friendly Schools framework with six dimensions – the WASH dimension is a unique element that needs specific expertise and focus. This element is supported under UNICEF's WASH Program. The School Health and Nutrition Unit (SHNU) acts as the focal arm of the MoE. Internal units of both MoE and UNICEF converge with each other ensuring smooth implementation of the Child Friendly Schools concept.

Due to its critical impact, WASH has been identified as a major area of intervention by the Government of Sri Lanka as well as other actors. SHNU is currently supported by the government's annual budget and PLAN Sri Lanka. Being the focal Unit, SHNU is capable of directing external support to the exact ground locations with needs. Since WASH is one of the six dimensions of the CFS concept, SHNU's role in CFS is significant. Practically when there is dedicated external support for school WASH, the SHNU may initiate WASH element in schools with dire needs while converge with other stakeholders to bring in the rest of CFS elements to the targeted schools. The current CFS program implemented by UNICEF Education Section has made allocations for a modest WASH component based on the school assessments and planning. An Independent Progress Report of BESP found that the program has supported improvements in the maintenance and use of WASH infrastructure in schools as well as a modest upgrade for some facilities. However, because WASH infrastructure is costly compared to other inputs at school level, and because in some instances schools and communities may place higher priority on other educational needs, a number of schools supported by BESP do not yet meet Government WASH standards. The IPR recommends that WASH be specifically prioritised and resourced in order to meet Government standards.

Under this proposal, the WASH component of CFS will build on the modest contribution of BESP more specific focus on upgrading WASH facilities in schools to meet Government standards. Integrated planning between WASH and Education Section would take place to prevent duplication and to ensure optimal utilization of both funding channels. Since this proposed program targets schools with 0% and 0%-50% coverage, the BESP funds may continue to be available to fill WASH infrastructure gaps in the schools where the coverage is already over 50%. Alternatively, funds under BESP may be reutilized for other priorities



identified by the schools and local authorities wherever the WASH program meets a WASH infrastructure requirements.

The WASH program will first address CFS compliant schools with the lowest sanitation coverage. It can also absorb other schools into the program which may not be fully CFS compliant but which demonstrate change and management behaviours that are consistent with CFS principles, in which case broader CFS implementation support will follow. It may also support some schools which are supported to implement CFS by UNICEF but that may not receive a full package of assistance under the BESP (in this instance, School selection will be done in consultation with AusAID). Once the WASH intervention is commenced, other interactions could be made by the MoE to continue with the other five dimensions under the assistance of UNICEF Education program or under other resources. SHNU of the MoE has already proposed this approach to make sure the WASH program covers the most needy CFS compliant schools (in terms of WASH needs) while assisting them to fully implement a CFS approach. Since the outcomes of the CFS concept do not depend on the sequence of the interventions, this approach is found to be more practical and it has the flexibility for the two programs to manage their implementation time.

The School Health and Nutrition Unit (SHNU) of the Ministry of Education has already prepared a master plan to elevate “all the schools” in the country up to the 100% coverage in terms of water and sanitation. The total estimated cost for this purpose is AUD 20.8 million which spreads across a time period of 4 years. Each year would be dedicated to focus on sanitation coverage categories 0%, 1-25%, 26-50% and 51-75% thus elevating them to the 100%. Using this planning and analysis, the SHNU is capable of directing external support to the exact place in need without duplicating or overlapping. (This has been elaborated under the sub section “Compliance with Government Institutional Set up”)

The above government estimate is to cater a total of 6,851 schools (see Table 2-1) of which the water and sanitation coverage has not reached 100% as per the norms. It includes schools with both lower end (0%) as well as upper end (99%) coverage levels. The estimate is based on minimum rates for exiting designs relying on the school communities for unquantifiable expenses such as water supply. It does not cover value additions such as drainage, improved human and solid waste deposal, health promotion, improved built quality etc. As per this estimate an amount of AUD 3,306 is allowed per school “as an average”. However, realistically, the individual school allocations will vary thus allocating more for the schools with very low coverage. This proposal targets to cover the schools with minimum WASH coverage with improved designs, improved built quality, added value on drainage, waste disposal and water supply with more participatory and innovative approaches as detailed in the Annex C.

#### **2.5.4 AusAID’s current support to the Basic Education Support Program and Sector WASH issues**

BESP is the Basic Education Support Program (BESP) funded by AusAID and implemented by UNICEF through the Ministry of Education (MOE). It is the first major program supported by the Australian Government in Sri Lanka’s education sector. The CFS themes are in accord with the objectives of Education For All (EFA) and the Millennium Development Goals (MDGs). The CFS approach was adopted by GOSL in June 2009.

BESP is assisting about 800 rural schools. More than 250,000 children in marginalised, vulnerable communities are targeted in disadvantaged areas in selected lagging areas.

This project proposal is based on a long term partnership between UNICEF and the Ministry of Education of Sri Lanka towards supporting all the schools in the island to implement Child Friendly School principles. The Child Friendly School (CFS) concept has been formally adopted by the Ministry as a strategy that will contribute to increasing both the enrolment and retention of children, especially amongst girls, in schools.

The provision of safe drinking water supply, adequate and segregated sanitation facilities that are child, gender and disability friendly and culturally accepted hygiene education/promotion (WASH), plays an extremely influential role due to its inherent potential of reaching children faster thus making positive change of behaviour as individuals, between peers and own family.

Due to the cost of the infrastructure involved in WASH, many schools including those supported to implement CFS lack adequate quantity and quality WASH facilities.

It is against this background that the WASH in Schools activities have been planned and articulated in the joint Annual Work Plan between Government of Sri Lanka (GoSL) and UNICEF. However due to shortfall in funding these activities are yet to be implemented. This proposal aims to fill key gaps leading to increased implementation of pending activities. This project will be sustainable through the involvement of the school children, teachers and parents in the planning, implementation and monitoring of these activities.

UNICEF's Education programme has already initiated the implementation of the CFS concept in the focal Provinces; Central, Uva and Eastern. Therefore UNICEF is also proposing to undertake a WASH programme in the neediest CFS compliant schools in the same focal Provinces.

### **2.5.5 Summary of relevance to AusAID**

Funding constraints currently limit the WASH component of the CFS program. It is widely recognized in the water and sanitation and education sectors that providing safe drinking water supply, segregated latrines and practising culturally accepted hygiene behaviour contribute to increasing the enrolment and retention of children, especially girls, in schools. This would contribute in accelerating progress towards the education related MDGs.

On the basis of the above analysis, this project is seen as being strongly aligned to AusAID's objectives for Sri Lanka.

## **2.6 Lessons Learned**

Education and health are interdependent and there is a critical synergistic relationship between learning and health status of a child. Health and malnutrition have a major impact on cognitive development, learning and educational achievement. One of the main causes of poor performance in learning achievement is poor attendance in school for which the main reason is ill-health. Children should be trained from early years to look after their health. This can be achieved by imparting skills based health education at school. Drinking adequate safe water and use of clean toilets are essential ingredients of good health. Water supply and Sanitary facilities are basic needs for a conducive learning environment as much as buildings and text books. These basic facilities are essential to protect children's right to health and for uninterrupted education and child development. Provision of basic facilities alone does not guarantee a positive behaviour change unless it is followed with hygiene promotion.



## UNICEF's Experience in WASH implementation in Sri Lanka

UNICEF, being the WASH Sector Lead Agency, has always considered "WASH in Schools" as one of its flagship programs. This was due to the fact that schools serve as entry points to many community setups when behaviour change is expected as a long term objective. Furthermore it is an inherent program area under both the broader objectives of sustainable development and emergency response.

The current WASH in Schools Program commenced in 2005 with the Tsunami response and continued during the past few years. Though there had been WASH interventions done in schools earlier, this was the first attempt to mainstream and to manage it directly in line with the Child Friendly Schools Concept. Two pilot projects were conducted in Southern and Eastern Provinces where UNICEF had zone offices.

### How it was done?

Those programs were under the Annual Work Plans between UNICEF and Government of Sri Lanka where Provincial Director of Education was the government counterpart. At that time since the Education officials were engaged in Tsunami response, they sought additional implementing capacity through third parties. UNICEF responded to this by partnering with NGOs and directly undertaking school WASH construction.

The program consisted of 4 main stages;

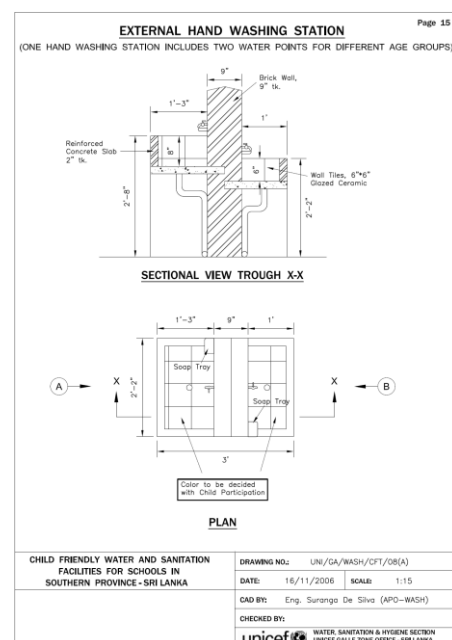
- Understanding Child Friendly Water & Sanitation (since it was a new concept)
- Participatory planning at school level (since existing approach was top – down)
- Standard Design for Individual Modules (to regulate child friendly designs)
- Customizing for Schools (since school conditions varied substantially)

The benefits of WASH infrastructure construction were reinforced with a Hygiene Promotion Program connected to the Rural Water Quality Surveillance Initiative under UNICEF. The NGO partners were engaged in both this and participatory planning process. Modalities such as "Student Brigade" were used in participatory Hygiene Promotion. Participatory planning captured the following which was found highly effective in terms meeting objectives;

- Quality & quantity of existing facilities
- Children's point of view of the facilities
- What to change, modify or add
- Quantity & quality of new facilities required
- Where to locate the new facilities (Mapping)

UNICEF WASH officers worked closely with government School Building Engineers on developing the new designs and getting them approved. Based on the inputs during participatory planning the design was concerned on following.

- Physically easy to use and safe for all age groups
- Emotionally feels pleasant, encouraged and privacy
- Designed and implemented with child participation
- Disable friendly provisions



- Environment friendly provisions
- Maintenance friendly design

The design mainly included unit modules which could be made into number of combinations as preferred by the respective school community mainly led by the children. Existing building norms of MoE was followed in deciding no. of facilities per a certain number of students.

### **End User Monitoring**

Since each school received a customized package of facilities, well documented As-Built drawings and other relevant project documents were handed over to the school enabling them to provide proper maintenance. In return school committed their will to systematic cleaning and maintenance by providing a roster. These documents became monitoring tools for post hand over impact evaluations.

**School Sanitation Chart 2008**  
**Sri Dheerananda Maha Vidyalaya - Boossa**

Date	Boys Toilet	Girls Toilet	Responsibility		Supervision		In charge of Cleaning
			Boys Toilet	Girls Toilet	Boys Toilet	Girls Toilet	
Monday	11 A Boys	11 B Girls	T. Praneeth M. Chalitha Monitor	T. Shanmi K.W. Thushari Monitor	Mrs. S.L.P. Karunaratne Mrs. M.L. vilashini	Mr. D. Wasantha Mrs. D.A.N. Ditrakshi	
Tuesday	11B Boys	11 A Girls	Sagara Chamrazal Monitor	T. Shashi Mekala K.W. Sepulika Monitor	Mr. D. Wasantha Mrs. T.S.U. De Silva	Mrs. L.P. Karunaratne Mrs. L.D. Jayawardene	Mrs. S.Shanthi Mrs. D.G. Chintha Lalani
Wednesday	10 Boys	9 Girls	M. Menik Damasika Monitor	Ridmi Visharadha Sachithra Monitor	Mr. K.T.C. Abrew Mrs. K.M.G. Pushpa Indrani	Mrs. H.A. Malani Mrs. S. Ajantha Malani	
Thursday	9 Boys	8 Girls	Teran Monitor	Asama Thushari Monitor	Mrs. H.A. Malani Mrs. I.G. Sooriarachchi	Mrs. W.A.D.S. Weerasinghe Mrs. U.H.N.P. Uluwaka	
Friday	8 Boys	10 Girls	Dusun Nipun Monitor	Ushani Pramodhi Monitor	Mrs. W.A.D.S. Weerasinghe Mrs. D.P.P.S. Chandrani	Mr. K.T.C. Abrew Mrs. H. Ratwatte	

  
 THE PRINCIPAL  
**MR. D.H. SIRIPALA**  
 GI SRI DHEERANANDA M.V.  
 BOOSSA

End user monitoring is an integrated responsibility of all the UNICEF Program Officers. Thus the above pilot projects were regularly monitored. Normally officers from both WASH and Education Section look into each others' past initiatives during their field missions and information captured and recommended action points are shared with peers through Trip Reports. In addition UNICEF Tsunami Impact Evaluation teams too have evaluated the long term sustainability and its impact of those initiatives.

### **Key Lessons Learned**

The key lessons learnt from the WASH in Schools and CFS activities in Sri Lanka are presented below:

- Conventional WASH infrastructure lack child and disable friendly features compromising its sustainability and usage by children. Thus revising the related designs and standards to take the child and disability into consideration is a necessity.
- Designing, positioning and maintaining WASH infrastructure should be done with active child participation letting children incorporate their perceptions and concerns. This participatory approach also involves teachers, parents, hygiene promoters and engineers.
- Participatory approach creates more ownership and correct capture of practical issues to be addressed.

- Participatory hygiene promotion programme (Child to Child Initiative and Child Brigade Initiative) which parallels the provision of infrastructure is highly effective to keep the momentum of children on experimenting with good practices and improved standards for life.
- Children's practicing good behaviour and their optimum usage of new infrastructure needs to be followed up by the respective school and health authorities. This component must be a part of the exit strategy by the assisting agency.
- Different components of WASH in Schools (hardware, software) implemented by different stakeholders must be effectively coordinated to avoid miss interpretations, time lapses and possible loss of focus on the objectives.
- The tools used and methods of coordination should be simple enough to be absorbed by non professional stake holders thus protecting the sense of ownership.
- In the Eastern part of the country, lessons learnt have indicated that working with the school children, teachers and parents at the initial stages of the project implementation has resulted in the sustained operation and ensured repair and maintenance of the same. Furthermore, experience has shown that letting school children take the lead and manage the maintenance of the facilities and the school environment has resulted in sustained operation.
- The main government partners should maintain the consistency of implementation standards and tools under whatever source of assistance.
- Participatory planning initiated the bottom-up approach by letting the silent groups (children, girls etc) express their perception on their own facilities in terms of gender, technology, location, etc. However same time it was found creating over expectation of receiving their own wishes. Facilitators have to be aware on this risk so that the planning will capture the essence of all participants' perceptions without compromising the quality, norms and regulations.
- Direct Cash Transfer (Advancing funds) modality tested with school WASH construction was found to positively benefit proper utilization. In this case the respective School Development Societies (SDS) undertake the construction supervised technically by provincial school engineers and financially by the zonal accountant. These control points are independent of one another. Furthermore due to high degree of ownership, the SDSs always tend to achieve the maximum possible value for money.
- Non availability of latest statistics and gaps in existing statistics and baseline data always compromise the ability to plan for realistic objectives and results. This limits the opportunity to present evidence base evaluations and monitoring.

### **Integration of Lessons in New Program**

- MoE has agreed to absorb the new planning and design concepts of child friendly WASH facilities field tested in the Provinces under the above UNICEF support. For the first time National level policy makers will be involved under the proposed project so that the successful initiatives could be mainstreamed in a formal set up which is the first step to become a standard.
- MoE has agreed to enhance their current Health Promotion Program with more participatory and interactive tools. The implementation of the proposed program will look into this aspect under Stake Holder Capacity Building and Training of Trainers and Teachers.
- Involvement of many stake holders (specially NGOs) usually complicated the programs in terms of generating ownership by the MoE and acceptance by general public. Hence the proposed program will be directly implemented by the MoE in both hard and soft components. Pilot initiative was done at National level in 2010 where

School Development Societies led construction which was found with quality and commitment beyond expectations while actively owning what they built. Furthermore it was evident that education, health and water sectors of the government coordinate well on cross cutting issues.

- Participatory planning facilitated by government bodies (rather than external entities) would minimize over expectations and make the recommendations coming out of the planning more realistic with respect to the actual implementation environment and available formalities and modalities.
- DCT modality combined with School Development Society led construction will be followed. Provincial Directors will be made fully involved in managing the funds among the Education Zones under their administration. This would allow the MoE and UNICEF to concentrate more on monitoring, evaluation and quality of outcomes.
- The proposal expects to support MoE to develop a credible database with regular updates that can be used for monitoring, evaluation and planning.

### **Compliance with Government Institutional Set up**

Ministry of Education has a dedicated unit for “School Health and Nutrition” (SHNU) under a Director. Though there is a separate Engineering Unit for construction, the SHNU has the mandate to manage integration of both hardware and software to achieve objectives related to Health and Nutrition among school children.

Though this Unit is small in staff strength, it does play a major role by mainstreaming its mandate among the National, Provincial, Zonal and School levels of the Education system. This needs a lot of participation, coordination and ability to make decisions on both infrastructure and promotional activities. This provides ideal back ground to absorb the Child Friendly WASH in Schools initiatives tested in the field to the National stream. Until 2010 UNICEF support for WASH in School was mainly in the Provinces where it has Zone offices. Those offices directly worked with the Provincial and Zonal education officials during planning and implementation. MoE was mainly doing a coordinator’s role during higher level concerns. Though this approach catered for devolution, it lacked the policy and regulatory back up which is a must for sustainability and replication. Having noted this, the WASH Section strengthened its partnership with the SHNU of the MoE as an implementing partner rather than just playing the coordinators role. This partnership was tested in 2010 in Western and Southern Provinces and the outcome was very positive.

SHNU links program concepts, external funding etc with the regular in house support sections such as Finance Section, School Census Unit, Engineering Unit, Curriculum Unit, Primary Education Section, Provincial and Zonal Departments etc. Furthermore it links with the respective units of Ministry of Health such as Family Health Bureau (FHB) and Health Education Bureau (HEB) plus National Water Supply and Drainage Board (NWSDB) under the Ministry of Water Supply and Drainage. National WASH in schools Government working group is a formal outcome of this partnership.

SHNU recently stepped into their own initiative to estimate the total financial need to provide all the schools in Sri Lanka with 100% water and sanitation coverage within 4 years as per the existing norms (shown below). This was a clear justification developing a holistic approach towards WASH in Schools.

Total Estimated Financial Requirement to reach 100% Water and Sanitation Coverage  
in Schools of Sri Lanka (SHNU, MoE)

	<b>Cost for Water (AUD)</b>	<b>Cost for Toilets (AUD)</b>	<b>Total Cost (AUD)</b>
First year	3,649,921.51	3,395,800.63	7,045,722.14
Second Year		1,349,097.33	1,349,097.33
Third Year		7,085,949.76	7,085,949.76
Fourth Year		5,388,540.03	5,388,540.03
<b>Total</b>	<b>3,649,921.51</b>	<b>17,219,387.76</b>	<b>20,869,309.26</b>

In this backdrop the proposed project objectives will be greatly benefited from and complying with the current institutional set up in the government for WASH in Schools. Interventions at this level would certainly ensure the sustainability and possible replication by the MoE itself.

### 3 Program Description

UNICEF's WASH and Education programmes, will select 250 CFS compliant schools (or those demonstrating progress towards implementing CFS principles) with the first priority given to the schools with zero coverage and next to those with less than 50% coverage. This will be done in collaboration with the National WASH in schools Government working group.

Schools will be selected in BESP target provinces (around 200), and in the Northern Province (around 50).

#### *Hardware Component*

The hardware component of the program will target on constructing latrines, urinals, water supply systems, human waste disposal systems, hand washing stations and solid waste disposal mechanisms. However it will not simply replicate what is available, but identify where to add, improve and change in the existing designs and systems by empowering MoE school building engineers with the concepts of child friendliness and environmental sustainability. The new designs will include access for the children with special needs and maintenance friendly provisions. The features will range from ramps, lighter color walls, non slip surfaces, to taps with lever type openers and seating support for squatting pans.

All the facilities will be gender segregated to cater for the emotional and physical concerns of each gender and encouraging more girl children to attend the school especially during menstruation. Soft aspects such as aesthetic look, value for money, equity for cost will also be maintained. Quality assurance will be ensured to serve many student generations to come.

The water supply component will vary depending on the school. Customized improvements to the catchment, source, supply, storage and distribution will be provided. In case advanced expertise is required National Water Supply and Drainage Board would be called for assistance under the partnerships already in place at National level. Human and solid waste disposal would be complying with environmental sustainability which also be extended to handle disposal of sanitary pads.

The package of facilities to each school will be customized through participatory planning sessions with school community with facilitation of technical professionals and administrators. This will create a feeling of ownership amongst the rights holders which will certainly contribute to better construction and proper maintenance.



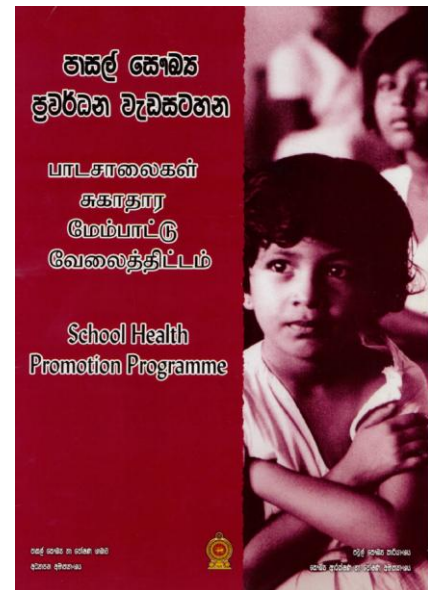
### **School Development Societies**

School Development Societies (SDS) led by the respective Principals will undertake the construction under the technical supervision of the school building engineers. Parents are expected to extend all the possible contribution as they are members of this Society. SDS will employ skilled and unskilled labour mainly on daily pay basis or unit rate basis. This modality is a standard in the current school set up which has shown better results in terms of construction time management, material quality, labour handing and minimizing the overheads and profits absorbed by commercial third parties such as contractors.

### **School Health Promotion**

In addition to the actual physical facilities to be provided, the WASH component of the CFS approach will also focus on improving the school's ability to sustain the operations and maintenance while improving better hygiene practices and overall project objectives in the long run. The School Health Club is the focal body in the school that looks into this aspect.

School Health Club is a mandatory body established under the current school regulations. In addition a well established "School Health Promotion Program" is in practice under the collaboration of both Ministry of Education and Ministry of Health. It caters for both conceptual cover and practical measures to link existing hard and soft resources towards improving the health of school children. The program comes with a clear mission statement which intends to *"Empower school children to develop the competencies required for promoting one's health as well as that of the family and the community in order to obtain optimum results from the educational opportunities provided."* This statement endorses the BESP's effort to make local impact with regards to retention, attendance and the quality of the learning environment. Therefore this program would not only ensure proper use of facilities provided but its intended contribution to overall objectives of a Child Friendly School environment with respect to health parameters which by default includes hygiene.



This proposal aims to support the above School Health Club and School Health Promotion Program by reactivating them where the processes seemed to have weakened or by adding value to the existing context. Where ever WASH is a critical concern, the situation will be managed through establishment or strengthening of specific WASH Committees under the mandate of the School Health Club. One example is a situation where primary school children alone are unable to maintain the facilities it can be supported with WASH Committee which comprises focal teachers and parents.

It is expected to train student leader as the School Health Captain and training at least 2 teachers from each school to motivate students to adopt better health practices through existing resources. The awareness will be further extended to the Provincial and Zonal education officials whose attitudes and contribution play a key role on keeping school health as a live concern in the areas under their administration. Since the existing government set up has a strong foundation on the basics, the value addition will be extended on improving the quality of tools, communication modalities and understanding the new trends in the world such as participatory approach, bottom up approach, child friendly WASH, environmental sustainability, Millennium Development Goals, water quality and relating all those knowledge bases to the primary objective of improving retention, attendance and quality environment in the school.

Gender equity will be maintained at every possible formation of groups or participation in capacity building. Especially during the planning, mapping and locating the new facilities such representation of gender would always ensure proper capture of gender specific concerns such as menstruation and privacy. Gender balance in School Health Club or WASH Committers will ensure opportunity for decision making and administration for both genders on equity basis. Trainers and facilitators would also be selected paying attention to maintain gender equity wherever possible. Gender balance in those set ups would play key roles in sensitive practical issues such as girls with painful menstruation during school time where a female teacher in WASH Committee or School Health Club would assist. In case it is necessary to clean over head storage tank, a male member could easily climb to the tank and get it done.

Hygiene promotion, being direct soft component of WASH would be embedded under the broader context of health promotion. Thus it would not be felt a standalone initiative but a key component that up keep the health of the students by improving nutrition level and resistance to diseases. Health promotion program will assess and evaluate the degree of effectiveness of available resources and students' health and hygiene indicates by prompting number of criteria.

Annexure: School Health Promotion Program – Evaluation Report				
Criteria	Indicator	Evaluation Level	Marks Obtained	Source
1. School Health Committee	1 A Committee is functioning 2 Committee available. Not functioning 3. There is no Committee	2 1		Committee list of names, minutes Signature cards
2. Student Health Association	1. Association available. Student participation is 100%. Engaged in activities. Annual Plan available 2. Association available. Student participation is only 50%. Engaged in activities. Annual Plan available. 3 Association available. Student participation not sufficient. Activity engagement not sufficient. Annual Plan available	3 2 1		Reports of Student Associations
3. Supply of First Aid	1. Procedures adopted to supply first aid for students. First aid unit available. First aid equipment available in accidents. Trained teachers and students available 2. First Aid Box with facilities available. Procedures adopted. 3. No such facilities available	3 2 0		First Aid equipment/ Reports relating To treatment/ Register
4. Health Medical Examination	1. Held in last year.			

Health promotion together with its hygiene component will include number participatory activities with school children facilitated by education and health authorities in the region. The officials and teachers trained as trainers upfront will play a key role on integrating the new concepts and trends that are promoted in the overall program (ex. Access for the disable, gender equity, participation, water quality etc.)The support for the health promotion and teacher training under this proposal would be based on the existing Health Promotion Program of the MoE. UNICEF will work with the MoE and other stakeholders to enhance the quality of the existing program by bringing in value additions on gender, equity, participation, interaction etc. Such enhancement of existing modality would ensure much sustainability and replication rather than introducing an entirely new approach.

The project will also be building capacity of relevant Government Ministries to shape the national policy on WASH in schools and the development of a national curriculum for WASH in schools.



As already discussed under Section 2.5.3, the selection criteria will first prioritize the schools under the ongoing CFS program with minimum sanitation coverage. Therefore by default it would first cover the schools with 0% sanitation coverage and then would proceed in ascending order.

During the initial rapid assessment each school will be assessed in terms of appropriate usage of the facilities and its ability to maintain them. During the participatory planning, customized modalities will be developed for each school on the operational cost recovery and routine maintenance. This will cover capacity development as well as attitudinal changes required for sustainability. Post implementation monitoring would be continued by the MoE to ensure that the systems are in place as per the enhanced capacity. After prioritising all eligible schools, any remaining schools will be assessed in terms of the extent to which they meet the criteria above even though they may not be fully compliant with CFS. Capacity for attitudinal change, demonstrated use of school planning and budgeting processes etc are indicators towards CFS that may be key determinants of whether a school can manage new WATSAN infrastructure effectively.

### 3.1 Goal and Objectives

*Overall goal:*

Reduce the number of children not completing primary schooling and reduce disparities in essential learning competencies through creation of child friendly WASH environment in selected schools within focal Provinces.

WASH being one of the 6 dimensions in the CFS approach, the overall goal fully complies with the objectives of the Basic Education Support Program under which the CFS approach is implemented.

*Project Goal and Objective*

Provide 62,500 children in 250 selected schools within underserved, unserved and conflict affected areas of the focal provinces with sustainable, child friendly WASH infrastructure supported by appropriate behavior change and management best practices

The logic of this project objective is that the provision of safe drinking water supply, gender segregated, disable and maintenance friendly latrines with hand washing, environmental friendly disposal of human and solid waste and practicing culturally accepted hygiene behaviour will contribute to increasing the enrolment and retention of children, especially girls in schools. This in turn will contribute in accelerating progress towards the education related MDGs.

*Outputs:*

There are two outputs which will lead to this objective:

1. At least 62,500 school children and 2500 teachers in 250 schools in under-served, un-served and conflict affected areas in Central, Uva and Eastern and Northern Provinces have increased access to improved and acceptable water sources and sanitation facilities, acquired knowledge on better hygiene practices, and functional school health clubs
2. Capacity of the Ministry of Education (School Health Unit and Zonal Education Offices) and relevant school principles to undertake planning, design, implementation and monitoring of WASH facilities in schools using a participatory approach, and fully compliant with Child Friendly standards, is strengthened.

Annex B shows a simplified monitoring framework which includes the goal, objectives and outputs.

### 3.2 Activities

Table 3-1 presents a summary of the main activities to achieve the outputs.

**Table 3-1 Activities**

<b>Output No.</b>	<b>Target community/stakeholder and Activities</b>
1	<p><b>School communities</b></p> <ul style="list-style-type: none"> <li>• Provide child and disable friendly latrines for a total of 250 schools in line with MOE standards</li> <li>• Provide Latrines for teachers</li> <li>• Provide child and disable friendly hand washing facilities for a total of 250 schools (Provision of improved water of adequate quantity and quality for a total of 200 through the drilling of wells (and installing hand pumps), digging new dug wells, cleaning and upgrading of dug wells with full protection, and constructing rainwater harvesting system</li> <li>• Provide facilities to treat and store drinking water through the installation of household level treatment storage facilities</li> <li>• Improve existing human and solid waste disposal facilities which are environment and maintenance friendly</li> <li>• Provide hygiene promotion/education covering water quality, house hold water treatment, water born diseases, good sanitation practices, environment friendly solid and human waste disposal</li> <li>• Form/Activate 200 WASH committees and school health clubs to continue with facility maintenance and promotion of good practices among peers. (This is essential for the sustainability of the proposed interventions in terms of both hardware and software).</li> <li>• Include child participation in both soft and hardware components where ever appropriate and possible.</li> </ul>
2	<p><b>Provincial Education Authorities</b></p> <ul style="list-style-type: none"> <li>• Train at least 500 Teachers on participatory hygiene promotion in schools and facility maintenance</li> <li>• Strengthen the government's supervision, monitoring and follow up mechanism on school WASH infrastructure</li> </ul>
2	<p><b>National Education Authorities</b></p> <ul style="list-style-type: none"> <li>• Make national standards on child and disable friendly WASH facilities an objective to be achieved by the Ministry of Education</li> </ul>

Table 3-2 presents the key issues that will be addressed in the project. This is given to illustrate the approaches adopted in the project.

**Table 3-2 Key issues addressed in the project**

<b>Design issue</b>	<b>Narrative</b>
Easiness to Use	Convenient physical handling including the accessibility is to be ensured during the designing and locating the proposed facilities. (Eg. light weight doors, lever type taps, larger entrances)
Compliance with All Age Groups	Designing and locating the facilities is to be done to suite physical and emotional orientation of different age groups. (Eg. Hand washing facilities with age segregated heights, Urinals with a free height)

Design issue	Narrative
Safety	Design formations and materials used are to provide maximum safety from physical injuries. (Eg. Minimum floor level differences, Minimized sharp projections, Use of non slip flooring materials)
Hygienic Interior / Exterior	Attention would be payed to design the interior with more sunlight and ventilation ensuring minimum moisture and growth of harmful organisms. (Eg. Larger openings, Cross ventilation, Larger tile sizes to minimize the tile groves, Urinals made with materials with zero abrasive and smooth surfaces, Rain water disposal system with external pavement and drains to stop mud during wet weather)
Pleasant & Encouraging Look (Interior / Exterior)	Design improvements with minimal increase in cost would be adopted to add value by making the facilities pleasant and encouraging places to visit. (Eg. Use of colors instead of traditional white surfaces without compromising the visibility and compliance, Comparatively elevated roof to create a feeling of “large volume” against the “creeping sensation” in traditional low roof designs)
Gender Segregation	The facilities would be designed and located considering the gender sensitive physical and emotional orientations. (Eg. Separate male/female toilets, In house provisions (waste bins) to dispose sanitary pads)
Privacy	Location and access of the facilities as well as its interior would ensure maximum privacy during access and usage for both males and females on equal basis. (Eg. Locations would be sensitive to the surrounding environment minimizing the mobility of opposite sex members, Additional cover (parapet wall) to be provided if access to the facility is too exposed to opposite sex, Larger partitions for urinals)
Disable Friendliness	Each male and female latrine block would consist of integrated disable friendly unit regardless of the actual presence of disable children or teachers in a particular school. This would serve several purposes in setting standards and positive attitudes towards disable community. (Eg. The units can be used by any person thus children will understand that they can share the same facilities with the disable hence they are not to be segregated or discriminated, Government has issued a gazette recommending disable friendly designs for all public places)
Environment Friendly Waste Disposal	Provisions would be made to ensure safe disposal of human and solid waste. Human waste would not be directly sent to soakage pits. It will be first received by properly sealed septic tanks with designed retention time allowing reasonable amount of pathogens to die while the settlement of solids take place. Liquid effluent (black water) would then be disposed using proper technology such as soakage pits, seepage trenches etc depending on the soil properties. Once accumulated to its full capacity, solid human waste within septic tanks could be disposed using the gully bowser services from the closest local government body (all districts have such services for affordable service charges). Such emptying would only take place with the frequency of few years. Wash water (grey water) would directly be sent to soakage pits. Disposed sanitation pads could be sent out of the school premises using the garbage collection services of the respective local government bodies. Particularly for the disposal of sanitary pads, burying or burning may be adopted as a primary option.
Water Supply	Water source would be varying from school to school. Thus during the preliminary assessments most suitable modality of source would be identified for each school.(Eg. Dug well, Tube well, Springs or connecting to existing pipe network). Yield of water, effects of dry season etc would be taken into consideration and alternatives such as Rain Water Harvesting systems will be considered. Distribution network would be designed providing transmission to the points of use and intermittent storage. (Eg. Sumps, Elevated storage tanks, In house pumps, Control valves etc.) Water will be utilized in drinking, hand washing and flushing toilets where as water stored in Rain Water Harvesting Tanks would only be used for drinking.

Design issue	Narrative
Drinking Water Quality	Regardless of the source of water, quality of drinking water will be a top priority. Depending upon the quality and nature of the source, concise yet customized tools similar to that of the style of Water Safety Plans will be introduced to each school. Each water safety plan would consist of a supply component and a knowledge component. Supply component would consist of provision of water filters, printing IEC materials etc . Knowledge component on water quality and safety at the point of use will be integrated in the Health Promotion component which takes place in parallel with construction.
Maintenance Friendliness	To ensure sustainability and ownership by school community, the facilities would be designed with all possible technical provisions for preventive maintenance and control of critical control points. Those provisions would be reflected in the as built drawings as a part of the handover package. Some of the examples are: Non abrasive smooth surfaces to ensure easy removal of dirt, Inspection chambers for all critical points along the sewage disposal system, Control valves to all the functional branches of the water supply system to face break downs and water leaks without compromising supply to other facilities.
Participatory Approach	All the major milestones such as Facility designing, Locating the facilities, Construction, Health promotion and Hand over would be done with active participation of school community comprising students, teachers and parents. This would help understand the children’s perception on excising facilities and the improvements they expect. It broadens their knowledge on technology, environment and maintenance while creating the sense of ownership from the inception. Participatory approach will not go to the extremes of incorporating unrealistic or non productive comments compromising the sustainability and quality. Instead it will ensure all the stakeholders retain the feeling that they were “not left out” but “actively contributed” for something that makes their life better.
Exit Strategy	During the participatory approach itself the beneficiaries would start feeling the “taking over” thus preventing them from going into a status of dependency. Therefore each day in the implementation would add value to prepare the school community and the respective education authorities to “own” the results of this intervention. Orientation during the construction stage would enhance their knowledge on the “anatomy” of facilities being built and buried. This would help maintain the system and attend on preventive maintenance and trouble shooting. Inventories, technical specifications, as built drawings, vendor contacts etc would be included in the hand over package. Maintenance schedules will be prepared with adequate lead time so that they could be rolled out and tested before the assisting stakeholders physically withdraw





Non water flushing systems like the ECOSAN composting toilet have been accepted at policy level and field tested in Sri Lanka. However acceptance has been low and the general perception is that toilet and flushing are complementary. Thus, UNICEF’s current position is that these options at school level are unrealistic. UNICEF therefore focuses on water conservation practices.




Table 3-3 presents photos and notes of typical before and after inventions to illustrate the type of facilities to be provided and the thinking behind the details.

**Table 3-3 Examples for interventions (Before and After)**

Before – example	After – example
<b><i>Latrine</i></b>	
	
<p>Dark, Damp, Not Pleasant, Hard to Clean, Congested</p>	<p>Naturally lit, Ventilated, Pleasant, Easy to Clean, Spacious</p>
<b><i>Urinal</i></b>	
	
<p>Un Safe, No Privacy, No Water, Not Pleasant, Small Children Discouraged</p>	<p>Safe, Privacy, Water, Pleasant, All Age Groups Encouraged</p>



Before – example	After – example
<b>Hand washing Station</b>	
	
<p>Not Pleasant, Small Children Discouraged, Children Get Wet &amp; Muddy, No Provision for Soap</p>	<p>Pleasant, Small Children Encouraged, Children Do not get Wet or Muddy, Provision for Soap</p>
<b>Human Waste Disposal</b>	
	 <p>Inspection Chambers</p> <p>Cleaning Eyes at Critical Bends</p> <p>Water Sealed Septic Tank</p> <p>Soakage Pit</p>
<p>Not Pleasant, Not Environmentally Friendly, Not Maintenance Friendly</p>	<p>Pleasant, Environmentally Friendly, Maintenance Friendly</p>

Before – example	After – example
<b>Overall View</b>	
	 
<p>Not Pleasant, Not Disable Friendly, Not Safe, Congested, No Rain Water Disposal</p>	<p>Pleasant, Disable Friendly, Safe, Feeling of “Spacious”, Rain Water Disposal</p>



### 3.3 Form of Aid Proposed

The selected Form of Aid mainly focuses on the effective promotion of in-country management through utilisation of local systems of aid delivery and improved aid coordination. This will also help to build effective and inclusive partnership among key stakeholders. As per AusAID's annual review of development effectiveness (2008) and the Accra Agenda for Change, the proposed form of aid is a program-based approach and main features are:

- The Ministry of Education will plan and manage all aspects of the program (under the supervision of the UNICEF and other monitoring arrangements agreed by UNICEF, AusAID and GoSL).
- The activities supported by Australia will be included in the Ministry of Education annual planning and budgeting process (and the activities will effectively be integrated within the GoSL planning system).
- Donor coordination and harmonisation will be achieved by including the program in the Annual Plans of the Ministry of Education, (MoE will conduct quarterly meetings with donors, implementing agencies and other stakeholders) and conducting joint monitoring and evaluation activities.

GoSL systems and processes will be utilised for planning, budgeting, procurement, financial management (including audits) and reporting. UNICEF financial regulations and procurement guidelines will be followed.

This Form of Aid is justified as it is supported by policy and institutional environment of both governments and UNICEF. It is also align with the GoSL's development strategies and capacities of MWR and NWSDB towards an effective implementation of program activities. Government has a demonstrated capacity to deliver this kind of infrastructure program effectively. Estimated Program Budget & Timing

**The proposed budget is AUD 3,335,401.65 (including 7% UNICEF recovery costs) as shown in Error! Reference source not found.: Details of the budget are given in Annex C.**

**Table 3-4 Budget overview (in AUD)**

<b>Support for WATSAN in existing BESP focus areas</b>	<b>2011 - 2012</b>
<i>For 250 Schools , 62,500 Students and 2,500 Teachers</i>	
<b>Activity Category</b>	<b>Amount (AUD)</b>
Hardware - School level construction	2,737,637.36
Software - School level health promotion and O&M	219,780.22
Software - Provincial, zonal & school ToTs	16,483.52
Monitoring, Evaluation & Stakeholder Capacity Building	143,296.70
<b>Subtotal</b>	<b>3,117,197.80</b>
UNICEF Recovery cost (7%)	218,203.85
<b>TOTAL Phase 1 Budget</b>	<b>3,335,401.65</b>

## 4 Implementation Arrangements

### 4.1 Management and Governance Arrangements and Structure

AusAID's contribution to the agreed programme will be managed by UNICEF in accordance with the Contribution Agreement. UNICEF's WASH section will work with the Education

section (within UNICEF), the Ministry of Education, as the primary partner responsible for implementation, the National Water Supply and Drainage Board, Ministry of Health and other relevant agencies at all levels.

Within the UNICEF WASH section, there is a designated National Officer at NO-B level with responsibility for WASH in School. This officer will work alongside another National Officer with responsibility for Monitoring and Evaluation. These two National Officers will be managed and supervised by the Chief of the WASH section who works closely with the Chief of Education. UNICEF's Construction Unit has recently been brought under the purview of the WASH section which aids in co-ordination. The related management and governance structure is provided in Annex D.

Internal coordination between UNICEF program sections would take place at least once every month during planning and implementation. All formal communication from UNICEF will be initiated by the WASH Section while copying relevant internal Sections and external stakeholders. From the Ministry of Education, the sole responsibility and authority of decision making and verification will be with the Director, School Health and Nutrition Unit (SHNU). The SHNU will lead all the internal communication within the MoE at National, Regional and School levels while delegating the authority to different regional and zonal levels during the planning and implementation. Under the guidance of the National level, both UNICEF zonal offices and MoE Provincial offices will coordinate at the Regional level (Eastern Province).

The government working group on WASH in Schools will have no authority over decision making in the proposed intervention. Instead it will create a platform for knowledge management and express its opinion and make recommendations on issues related to stakeholder coordination, technical specifications and sustainability.

At the zonal level, the project will be managed by the Chief of Zonal Office working very closely with the zonal WASH Officers. They will also collaborate with the zonal Directors of Education and the related NWSDB district officials.

#### **4.2 Implementation Plan**

Annex E shows an implementation timeline in simple bar chart form.

The implementation of this project will take place at the respective zonal/district level. UNICEF WASH project officials will work closely with the respective zonal Directors of Education, NWSDB District Officials, School Principals and Teachers, School Children and Parents, and the respective local authorities to plan, implement and monitor the project activities.

At the National level, MoE, NWSDB Officials and UNICEF National WASH Staff will also participate in the planning process and will undertake periodic monitoring the implementation of the project activities in the areas.

Annex E (showing the Implementation Schedule) and Table 4-1 includes notes on the responsible stakeholders for the activities and roles.

#### **4.3 Monitoring & Evaluation Plan**

The Monitoring and Evaluation system will be built on the following components: baseline data collection, monitoring activities, and evaluation. Data collection will be done by the MoE using its regional establishments. First hand technical supervision will be done by the regional levels of the MoE. UNICEF and National level MoE would undertake random monitoring. Evaluations will be done jointly by both UNICEF and MoE. Annex B proves the monitoring framework. These three components are outlined below.

##### ***Baseline data collection***

A set of baseline indicators (see Annex B) will be collected during the first quarter of the annual programme prior to and during the initial stages of the construction work. A survey will be part of primary data collection at baseline

### **Building MoE Staff Capacity**

Staff strength of MoE’s School Health and Nutrition Unit (SHNU) is currently consists 4 program staff (including its Director) and 3 support staff. Out of the 7 staff members 6 are females. Staff dedication to work and competencies are found impressive with respect to the conventional system they operate in. Due to the very nature of the mandate of this Unit, they need to strengthen their capacity in terms of data management and technical coordination of construction. It is expected to provide minimum two surge staff to the Unit under this program with specific ToRs for the data management and construction coordination. The staff will report to the Director of the Unit and UNICEF will adopt an appropriate modality in administrating these staff.

Surge staff for data management is expected to archive, update, analyse, derive and help identify the critical trends in terms of data related to WASH in Schools. New parameters such as gender, child friendliness, disable access, safe disposal, water treatment etc will be added to the parameter definitions improving the quality of data. This staff member will also responsible to support the surveys evaluations in terms of data by developing suitable data formats, tools and support to the peers.

Surge staff for construction coordination will have an engineering background. He or she would help the Unit to ensure all schools receive the same technical documentation and conceptual decisions with timely updates. Furthermore he or she would link the National and Provincial Engineering Units of the MoE to have a consistent supervision of construction with required quality standards. Also this staff member would ensure UNICEF formalities and MoE formalities related to funding and reporting are practiced properly and timely by the respective focal officers through orientation and coordination. He or she will participate in frequent field visits and would provide first hand information to the Unit while linking necessary stages of construction with soft components such as participatory planning and health promotion.

These surge staff are responsible to develop the skills of SHNU permanent staff in the areas they support the Unit. Their ToRs will have clear job descriptions and exit strategies ensuring that the SHNU will be capable of continuing their functions.

### **Monitoring**

Throughout the life of the project, regular monitoring activities will be carried out in close collaboration with the WASH Government working group for CFS. The monitoring framework developed that includes source of indicators, means of verification, frequency of data collection and persons responsible for collection of data collation, analysis and dissemination to implementing partners is in Annex B. The selected indicators in the monitoring framework will capture financial and physical progress as well as impact on the lives of the target population. Wherever possible, data will be disaggregated by gender and age.

Staff of MoE have been very proactive and supportive in reserving their time for field visits during the past WASH interventions. Their presence always encourages the school community thus increasing their commitment and accountability to achieve the results. National level staff will participate in all possible field missions where the respective Provincial and Zonal staff are mandated to participate.

Table 4-1 shows the responsibility of monitoring over the broad activity categories.

**Table 4-1 Monitoring responsibilities**

Activity Category	Responsibility	
	UNICEF	Min. of Education
1) Overall Planning and Implementation	WASH Officer (Colombo)	Director of SHNU
2) National Level Planning & Coordination	WASH Officer (Colombo)	Director of SHNU
3) Provincial Level Planning & Coordination	WASH Officer (Colombo)	Provincial Directors of

Activity Category	Responsibility	
	UNICEF	Min. of Education
	WASH Officer (Batticaloa)	Uva, Central and Eastern
4) Data Collection and Participatory Planning at School Level	WASH Officer (Colombo) WASH Officer (Batticaloa)	Respective Zonal Directors of Education, School Principals
5) Construction at School Level	WASH Officer (Colombo) WASH Officer (Batticaloa)	Respective Zonal Directors of Education, School Principals
6) Software activities at School Level	WASH Officer (Colombo) WASH Officer (Batticaloa)	Respective Zonal Directors of Education, School Principals
7) Hand over – Take over	WASH Officer (Colombo) WASH Officer (Batticaloa)	Respective Zonal Directors of Education, School Principals
8) Spot Checks on Finance and Administration	WASH Officer (Colombo) WASH Officer (Batticaloa) Programme. Assistant (Col) Programme. Assistant (Batti)	Staff of SHNU
9) Evaluation related activities	WASH Officer (Colombo)	Director of SHNU

### **Program Reviews**

As a matter of normal operations UNICEF WASH Section conducts Quarterly Reviews for the whole WASH work plan with the participation of key partners. MoE and its SHNU are regular partners in these reviews. Progress, constraints and practical recommendations are discussed extensively during these sessions. Mid Year Reviews and Annual Reviews (to include AusAID and any external advisers AusAID may wish to appoint) take place in the same manner. Those will more concentrate on higher level issues and reprogramming issues when necessary. The proposed program will be included in those formal Reviews. UNICEF operates under multiyear work plans thus 2011 – 2012 will be considered as single and combined program duration. (Tentative Quarterly / Mid Term and Annual meetings are indicated in Annex B).

Dedicated monthly Reviews will be arranged for this specific program with participation of key and relevant staff of both MoE and UNICEF. These meetings will take place either in Colombo or at respective Provincial levels. The program will commence with a high level introductory meeting with the Secretary of the MoE with the participation of UNICEF and AusAID

AusAID will be invited for all the monthly meetings and milestone Reviews. Furthermore they will be invited for joint field visits according to availability.

### **4.4 Evaluation**

During the last quarter, available data and information will be captured to derive evidences that may contribute to new trends, developments and results. It will be too early to conduct a comprehensive impact evaluation at this stage. However simple evidence could be captured to have a first impression of the interventions made (e.g. school attendance, children's perception on sanitation and hygiene, willingness of teachers to retain in the same school, children's confidence on their privacy and safety while using facilities etc). This could be done using routine school records as well as in the form of questionnaire covering both quantitative and qualitative data.

#### 4.5 Financial Management

The activity will be assigned in the Annual Work Plan between UNICEF and the Government of Sri Lanka where the implementing partner will be the Ministry of Education. The activity would contain the estimated budget for the intended period.

UNICEF and MoE would work in partnership to finalize the transferable financial component of the project. The number of tranches and the amount of each tranche would be decided based on the magnitude of the implementation and partner's capacity to utilize within the concerned funding period. Generally, funds are transferred to the partner on quarterly basis.

Upon receiving the formal request with all the supporting documentation from the Ministry of Education, UNICEF would transfer the requested tranche to the Central Government Treasury. It would be then be transferred to the Ministry of Education. The Ministry would then use its own financial channels to distribute the allocations to each school through Provincial Departments of Education and Zonal Departments of Education.

The Ministry of Education has to report (liquidate) the physical progress and full utilization of each tranche within 6 months from the date of fund release. The next tranche would only be transferred upon valid liquidation of the previous. In case the partner has un liquidated funds more than 6 months, all the financial transfers from UNICEF to the partner will be blocked until it is liquidated.

During implementation, UNICEF Programme Officers and Programme Assistants would undertake periodic monitoring of the physical implementation and spot checks on financial and administrative frame work of the partner. Relevant monitoring records would be incorporated in verifying the fund liquidation.

#### 4.6 Procurement Arrangements

UNICEF's financial assistance to the Ministry of Education (MoE) will use the "Direct Cash Transfer (DCT)" modality, which consists of fund advances against fixed periods of implementation. This would comply with the Annual Work Plan (AWP) between the Government and UNICEF. The entire implementation of the AWP (from fund transfer to liquidation) would be based on the "Harmonized Approach to Cash Transfers (HACT)". The funds would be transferred to the MoE through the government Treasury. The MoE will then use its internal financial channels to disburse the funding to the levels of actual implementation (schools). Supply Components (goods / services) related to the relevant AWP activity can either be directly handled by UNICEF or be integrated in the DCT so that the MoE could use their own Supply Process.

In the former case, the MoE could make a formal request for Supplies to UNICEF referring to the particular AWP Activity by which the proposed WASH in Schools implementation is covered. Based on the request, UNICEF would raise Supply Requisition(s) and call for bidding. Depending on the availability of goods, a Supply Requisition can opt for either Local or Offshore procurement (for WASH in School activities, offshore procurement would be highly unlikely). However, if UNICEF opts for an offshore procurement, the MoE would submit a written commitment to cover all the related duties and taxes. Technical evaluation of samples and suppliers would be done in collaboration with the MoE. UNICEF would then issue the Purchase Orders (PO) where the MoE would sign the Goods Received Notes (GRN) upon receiving the supplies confirming adherence to intended quality and quantity.

In the latter case UNICEF could agree to embed the Supply Component within the funds transferred under the DCT modality where the MoE would use in house Supply Processes including government owned/controlled trade or manufacturing facilities (preferred only when the standard UNICEF procurement is not practical). In this case existing agreements could include separate references on the requirements for the procurement, specifications/terms of reference, expected delivery schedule, quantities, budget per item and total budget. UNICEF would then obtain a "Local Procurement Authorization" from its Supply Division and monitor the entire Supply Process of the MoE. Monitoring (through spot checks) would cover the



following aspects of the MoE; public procurement principles; expertise for quality assurance, delivery timeframe and control environment (checks and balances, audit, etc.). UNICEF would have the right to inspect records and assess procurement/contracting transactions.

#### **4.7 Sustainability**

The proposed program has been designed to facilitate participatory design and construction of appropriate WASH infrastructure, sustainable and inclusive school based management and maintenance of the completed infrastructure, delivery of hygiene promotion by the relevant Government officials, and improved and ongoing monitoring by the Ministry of Education. It will be delivered in the context of overall strengthening of school-based management under the broader Child Friendly Schools approach, delivered through BESP in the selected provinces. Each of these design features strongly reinforces sustainability of the overall program and its beneficial impacts on health and education outcomes in schools.

In addition, the recently formed National WASH in Schools Forum will help address most of the sustainability issues after this project has been completed. Current participants of the forum, chaired by the Ministry of Water Supply and Drainage, include the Ministry of Education, the Ministry of Water Supply and Drainage, the NWSDB, and UNICEF's Education and WASH sections. Five national meetings with minutes have been held so far in 2010. During these meetings, statistics and infrastructure designs available with MoE were received and analyzed. MoE and UNICEF agreed on a tentative selection criteria of schools while identifying focal persons at national and provincial levels. Lessons learnt from previous pilot approaches in Southern and Eastern Provinces were discussed. MoE has submitted the lists of schools to UNICEF to be short listed according to the available funding and customized requirements in each school.

The Forum is expected to develop the WASH in Schools from policy level to construction and then promotional level. Due to the dynamics involved many actors other than the MoE have to be kept in a sustainable loop. These actors are mainly the National Water Supply and Drainage Board, Ministry of Health, Department of Buildings and other NGO partners. The above forum acts as a one-stop meeting place for all with the ability of making recommendations relevant to both policy and implementation levels of any WASH in schools intervention in general.

Further to the above networking, the capacity of School Health and Nutrition Unit will be strengthened to function efficiently with other stake holders in planning, technical designing, statistical surveys, database management, end user monitoring and impact evaluation.

Noticeable deviations in the construction industry are a challenge for quality assurance. To mitigate the effects, specifications and detailing in the designs and BOQs would be made specific and descriptive to define exact quality of the materials, workmanship etc. It will reduce the risk of bidders floating within generic descriptions in terms of cost and quality. Provincial school building engineers and technical officers would be assigned the responsibility of quality assuring while the spot checks done by Ministry of Education and UNICEF. Government payment conditions and penalty clauses can maintain control mechanism over the quality assurance.

Inherent in the project are capacity building and responsibilities for sustainable operation of the WASH facilities. For example, see discussion on enabling environments and environmental management in Section 4.8.

#### **4.8 Overarching policy issues**

This heading covers gender, anticorruption, environment and child protection/ disability issues. The examples given in Table 3-2 supplement this text and illustrate how many of these issues are addressed by the project.

*Comments on relevant government policies and standards:*

Existing government policies have provisions for gender segregated and disable friendly WASH infrastructure for public places. However the attention on child friendliness has not been properly captured within this policy.

Though there is a key institution mandated for water supply, the responsibility for sanitation is not with a single capable owner. In the current context sanitation is shared by the water suppliers, health authorities and local government authorities. MoE's role in this regard is only confined to the schools with the endorsement of one of the above authorities. Sri Lanka is yet to decide on the ownership of sanitation with a clear mandate. This creates confusion in standards, norms, maintenance, statistics and consistent planning and research. The definitions on water and sanitation statistics are not clear and specific enough to develop specific indicators and required measures.

The policies on human waste disposal and the impacts on ground water and communicable diseases have a considerable space for improvements with a long way to go for becoming a public and regulatory priority.

#### *Child protection*

The provision of WASH components close to the schools is contributing to addressing child protection issues. Children, especially girls will not have to walk back home or to the forest to use latrines. Convergence between respective program areas is always sought during UNICEF funded programs wherever possible. Thus a particular WASH intervention would always enhance its contribution to other program components such as limiting school dropouts, improving nutrition etc.

Particularly in rural areas children face protection issues due to lack of concern in WASH. For example the tendency is generally to locate a latrine bit away from the main school buildings which makes children feel isolated in accessing and using. In some schools where there is no water distribution system children have to travel to the water source (spring, dug well etc.) In case there are not latrines, children may opt to go home or to a nearby house. Such isolation of children makes them vulnerable to abuse, abduction etc since their movements could hardly be predictable and traced. Such situation discourages female students more. In a rural set up the situation becomes more critical since population is normally thinly distributed thus movements of children would often be undetectable.

Though not in a large scale, child abduction has been reported in rural areas of Sri Lanka in recent past and in most cases the victim has been in isolation. This aspect of present unsafe accessibility can always be taken into consideration in prioritizing schools for WASH.

This project will comply with all UNICEF's child protection policies and international declarations, conventions and agreements.

#### *Enabling Environment, environment and climate change*

The project will create an enabling environment which would widen the perception of all stakeholders on the broader picture of environmental sanitation. They would be able to see the close relation between of water quality, waste disposal, hygiene etc. while touching the higher ends such as concern on MDG Goal 7 on environment sustainability. Some of the contributing factors towards this would be by:

- Building the capacity of the water, sanitation, health and education authorities to promote hygiene through Public Health Inspectors (PHIs) and teachers in schools, provide technical advice such as producing a simplified water safety plan to protect their water quality fit for purpose, provide services such as garbage collection and strengthen their ability to administer, monitor and regulate WASH policy.
- Establishing WASH committees in communities, schools and health centers that will operate and maintain WASH facilities, ensuring a sustainable programme.



- Promoting private sector supply chains and recycling depots that will support the operation and maintenance of facilities as well as recycling programs in communities and schools.

School water demands are not generally large in comparison to other uses by the community, however the design process takes considers a range of water sources including surface water, groundwater, rainwater and water from nearby piped schemes as relevant. Depending on the best modality available, suitable knowledge bases or technical service providers would be consulted in establishing the water source. Rural Water and Sanitation Project and Ground Water Section of the NWSDB would be a key stakeholder in this regard. Rural and school communities can be easily oriented to maintain options such as dug wells, springs and rain water harvesting systems. In case of deep bore holes and tube wells support of the NWSDB could be sought. Location of water sources in relation to upstream activities that can detrimentally affect water quality are considered by the design teams.

Sri Lankan standards for human and solid waste disposal and designing of related infrastructure will be followed. The designs, methodologies and modalities will be forwarded to the respective authorities for their endorsement prior to the implementation. In particular, the location of any waste discharge points is selected to provide proper protection to downstream users.

#### *Gender*

The participatory planning of WASH facilities as proposed in this project is a key entry point to the successful integration of gender and is central to the design and implementation process.

This participatory approach in WASH in schools will start with focus group discussions. The composition of a focus group would be such that all age groups of both sexes would take part on equal grounds. The facilitator would make sure that the participants express their genuine perception on issues considered to be taboo or secret under normal circumstances. For example girls may say they cannot use the existing latrine since it can be seen by the boys in the 2nd floor of the adjacent building. A small boy may say that he is shy to use the urinal since the partition is not large enough to cover him from his peers. A shy girl may get a chance to express that it is hard for her to tell the teacher that she needs to go to the WASH room due to her menstruation since there are boys in the class. Likewise those who are silent and shy on such issues but suffering a lot would be able to express themselves so that the planners can incorporate their views in designing facilities and formalities. In case one-to-one discussions are requested by participants it would be allowed. Head teachers etc. would not be given any influence in such participatory planning thus allowing the children to feel free in expressing their genuine perception. Those participants and similar groups would again be involved in rolling out the plans where they gave inputs.

Issues identified could be transformed into the features of technical designs, locating facilities and change in both attitudes and behaviour. A spirit of understanding would aimed to be continued even up to (and hopefully beyond) the time of usage of the infrastructure thus helping gender mainstreaming in actual behaviour.

Knowledge and tools from UNICEF developed policy document “Gender Equality Marker” would also be incorporated. This policy document serves for Tracking of Resource Allocations and Expenditure for Gender Equality Results.

#### 4.9 Critical Risks and Risk Management Strategies

Table 4-2 summaries the identified critical risks that could affect the implementation and effectiveness of this programme through UNICEF, with the risk management strategies.

**Table 4-2 Critical risk and mitigation strategies**

Critical Risks	Risk Management Strategies
That there is a renewed escalation of the conflict making it increasing difficult to deliver services to beneficiaries, which could result in the office focusing on humanitarian response instead of development.	Considered when finalizing school lists in January 2011. Comment: Most probably the risk will be confined to the conflict sensitive geographical and administrative regions due to underlying tensions which may need few more years to fade away. Focus on implementation can be switched to the other areas since the project is designed to absorb more areas with inherent disparities in addition to the areas prone to conflict. This risk will be taken into account during the selection of schools. A secondary list of schools can always be identified as "Plan B".
The national WASH in Schools Forum comprising of the Ministry of Education, the NWSDB and chaired by the Ministry of Water Supply and Drainage does not function properly.	Roles and Responsibilities of the participating ministries will be outlined and periodic meetings will be organized to monitor progress at the national and sub national levels. Similar fora will be organized at the sub national levels.
Identifying customized needs for each school and making realistic cost estimates.	This risk will be managed through preliminary and participatory assessments of the need and requirement of each selected school. More risk in this regard is linked to the nature of water supply thus the expertise of the NWSDB will be integrated to have more realistic and valid estimates.
Lengthy approval process of new designs within the existing set up.	By working and collaborating with school building engineers and architects with their active participation from the project inception.
Over -expectation of school community for further support for maintenance.	Through participatory planning process school children, teachers and parents will be made aware of their responsibilities in maintaining services/facilities provided, thus ensuring ownership.
Facilities become unserviceable due to poor maintenance.	By establishing or activating school health clubs and ensuring that there is a follow up monitoring mechanism in place to be followed by the zonal education officials. Designs and construction supervision would always have the priority of making the facilities "maintenance friendly". The design features could be transformed into checklists for assurance of quality and compliance during the implementation.
Fund transfer channels vs ownership.	There are 3 fund transfer modalities available from UNICEF to the MoE (Advance, Reimbursement and Direct Payment to a Third Party). Advancing is done as a Direct Cash Transfer through the central treasury on quarterly basis which requires liquidation within 6 months. However practically it consumes more time for funds to reach the ground level (ex. School) thus losing implementation time and effecting liquidating. Alternative modality to this risk is to let the MoE implement through third parties (ex. Contractors) and requesting UNICEF to pay direct to the vendor concerned. This is much faster and less complex. However If UNICEF support with this direct payment modality, MoE might lose the feeling of ownership and focus since internal financial management will be out of their system. This is to be discussed with finance officers of MoE so that best modality would be identified without compromising MoE's administrative chain and ownership.

Critical Risks	Risk Management Strategies
<p>Prioritizing schools against limited funding</p>	<p>Priority will be given to schools with zero sanitation coverage within UNICEF's possible geographic focus and ability to supplement with the balance 5 components of the CFS concept. In future scale up, focus can be extended to the balance areas with disparities other than the current focus.</p>
<p>Non consistency of quality due to varying geographic and socio economic factors in different focus areas.</p>	<p>National WASH in School Forum will declare and maintain guidelines and partnerships for minimum quality standards.</p>
<p>Possible attempts by third party contractors to employ child laborers to increase profit and mitigate labor shortage.</p>	<p>UNICEF has a strict policy to prevent child labor in any activity supported by UNICEF. Clear clauses are found in all contractual and partnership formats.</p> <p><b>Example:</b> Abstract from, Standards Annex 3 of Program Cooperation Agreement (PCA)</p> <p><i><b>“CHILD LABOUR.</b> The vendor represents and warrants that neither it, nor any of its affiliates, nor any subsidiaries controlled by it, makes use of child labour in the manufacture, production, packaging, distribution, or sale of any product. The vendor agrees that this is a fundamental provision of this agreement that will entitle [Partner] to terminate this agreement immediately and without penalty.”</i></p>
<p>Fiduciary risk while working through Government systems.</p>	<p>Transferring funds through the central Treasury to the respective government entity itself minimize the risk of misuse of funding since the transfer is recorded in financial books of several National and Provincial levels which are independent of each other.</p> <p>When the fund is being utilized, the management of payments and internal transfers within the MoE is under the Accounts Section which handles all the transactions within the MoE and it is independent of the implementation units.</p> <p>Funds are released to the respective School Development Societies by the zonal accountants based on actual work done. These claims are certified by the school engineers. Thus implementation, certification and payments are done independently by three independent bodies. Accountants would always ensure clarity and availability of certified documents. Soft components will undergo similar pro</p> <p>Each school allocation is based on a design and Bill of Quantities by school building engineers which will act as a benchmark to gauge the expenditure by schools.</p> <p>Government audit system requires the conduct of routine audits on external fund utilization. In addition Ministry of Foreign Affairs and Ministry of Finance also monitor such fund channeling.</p> <p>UN assessments on government sector has identified Ministry of Education as one of the low risk partners. In addition UNICEF conducts spot checks and on financial utilization.</p>

<b>Critical Risks</b>	<b>Risk Management Strategies</b>
Risk of cost-overflow	<p>Allocations in the budget are based on standard rates and best possible assumptions thus the risk of cost overrun prevails especially under the customized school conditions for components such as water supply. However the proposed modality of implementing through the School Development Societies would mitigate this risk since it always utilize in-house capacity and funds during such a situation under the monitoring of the respective Zonal Education Office.</p>