



Water, Sanitation & Hygiene (WASH) in Public Sector Schools Strategic Plan for Balochistan 2017 – 2022



Contents

- List of Abbreviations 4
- Acknowledgement 5
- Executive Summary..... 6
- 1. Background and Introduction..... 8
- 2. National & International Commitments regarding WASH 8
- 3. WASH in School Situation Analysis 9
 - 3.1. Situation of Sanitation Facilities in Schools..... 9
 - 3.2. Situation of Drinking Water in Schools..... 11
 - 3.1. Overall Situation of Hygiene 12
 - 3.2. Situation of Operations and Maintenance..... 12
 - 3.3. Waste Management (Solid and Liquid Waste Disposal) 13
 - 3.4. Institutional Arrangement 13
 - 3.5. Curriculum Review / Analysis with Reference to WASH..... 13
- 4. WASH in School SWOT Analysis 14
 - 4.1. WASH in School Strengths and Opportunities..... 14
 - 4.2. WinS Weaknesses and Threats (Problems and Challenges)..... 15
- 5. WinS Goals, Objectives & Targets..... 18
 - 5.1. Goal 18
 - 5.2. Strategic Objectives 18
 - 5.3. Targets 19
- 6. Description of WinS Strategies..... 21
 - 6.1. Policy and Planning Guidelines..... 21
 - 6.2. Awareness Raising and Capacity Building..... 21
 - 6.3. Infrastructure Development for WASH..... 22
 - 6.3.1. Sanitation Facilities / Services 22
 - 6.3.2. Water Facilities / Services 22
 - 6.3.3. Hygiene Facilities/ Services (Hand Washing & MHM)..... 22
 - 6.4. Operation and Maintenance..... 22
 - 6.5. Cross Cutting Issues..... 22

6.6. Quality of WinS Behavior of School Children	23
6.8. Resource Mobilization and Financial Planning	23
7. WinS Implementation Framework	24
8. Monitoring & Evaluation	37
9. Annexures.....	41
i. SDGs Targets	41
ii. Review of Curriculum	43
iii. Status of Latrines & Drinking Water availability	44
iv. Per School Average Enrolment of Balochistan Public Sector Schools	45
v. Average Number of Latrines Required Per School.....	46
vi. Total Number of Latrines to be constructed in Balochistan Public Sector Schools	47
vii. Cost Estimates of Latrines to be constructed in Balochistan Public Sector Schools ..	48
viii. Cost Estimates for Drinking Water in Balochistan Public Sector Schools	49
ix. Various Water, Sanitation and Hygiene related Acts and Ordinances & References....	50

List of Abbreviations

ASER	Annual Status of Education Report
BEMIS	Balochistan Education Management Information System
CFS	Child Friendly school
CPD	Continued Professional Development
DoE	Department of Education
EMIS	Education Management Information System
FATA	Federal Administrated Tribal Area
GB	Gilgit Baltistan
IDI	Individual Direct Interviews
LG&RDD	Local Government and Rural Development Department
MHM	Menstrual Hygiene Management
MoFEPT	Ministry of Federal Education and Professional Training
MV	Momentum Ventures Pvt Ltd
NEMIS	National Education Management Information System
O& M	Operations & Management
PHED	Public Health Engineering Department
PTAs	Parent Teachers Associations
SDGs	Sustainable Development Goals
SMCs	School Management Committees
UNICEF	United Nations International Children's Emergency Fund
WASH	Water, Sanitation & Hygiene
WES	Water and Environmental Sanitation
WHO	World Health Organization
WinS	WASH in Schools

Acknowledgement

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

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

Balochistan Strategic Plan for Water Sanitation and Hygiene (WASH) in public sector schools (2018-22) will be the first concrete step to honor the national and international commitments in this regard.

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

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

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

Secretary
Secondary Education Department
Government of Balochistan

Executive Summary

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

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

The situation analysis indicates that in Balochistan province 44% male primary schools, 38% female primary schools; 29% male middle schools, 20% female middle schools; 17% male high schools and 10% female high schools do not have latrines. Similarly, 50% male and 37% female primary schools; 36% male and 23% female middle schools; and 26% male and 17% female high schools do not have drinking water facilities. Learner's curriculum though incorporates concepts of health, hygiene, and sanitation in some subjects but these concepts, knowledge and skills are grossly inadequate to bring about a possible change in behavior of students about WASH. Besides, WASH in School is not given due emphasis in pre and in-service teacher training. Hence, overall the situation regarding WASH in Balochistan public schools is not encouraging. (Please refer to the note on EMIS data of MoFEPT at page 10)

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

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

Implementation framework of the plan focuses on timeframe (scheduling of the main strategies/activities); and performance evaluation indicators which will be applied to monitor and evaluate implementation of planned activities. Estimated cost for each of the strategic component has been calculated and indicated. The total estimated cost of the Balochistan plan comes out to be around 6.38 billion rupees. The major cost is on construction of latrines i.e. 3.91 billion followed by drinking water i.e. 1.73 billion and cross-cutting issues i.e. 700 million rupees.

The plan includes an effective system and mechanism for its ongoing supervision and evaluation, as well. The strategies for M&E include on site supervision and monitoring by joint monitoring teams; generation and sharing of periodic progress reports; and district, provincial & national level implementation review workshop. The proposed evaluation includes the baseline, interim & summative evaluation. Besides it has also been proposed to develop and integrate WASH in School monitoring indicators in BEMIS.

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

1. Background and Introduction

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

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

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

2. National & International Commitments regarding WASH

a. National Commitments

The National Sanitation Policy of Pakistan (2006) provides broad policy guidelines and provisions regarding sanitation as well as inclusions regarding WASH in school. The policy emphasizes upon WASH related awareness through school teachers establishing sanitation clubs at school level and initiation of sensitization program for health and hygiene at school. Provisions of safe water and sanitation facilities have been marked as mandatory actions for all schools under the policy.

b. International Commitments

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

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

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

Detail of targets associated with these goals is annexed at Annexure-I.

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

3. WASH in School Situation Analysis

Pakistan is rapidly growing country with a population of 207 million. Like other developing countries the challenges to address the needs of people for education, health, food and livelihood are increasing rapidly. The education sector report of 2014 clearly reflects that education in Pakistan is expanding. With increasing number of children in schools, the provision of water, sanitation and hygiene services in schools had posed an even greater challenge.

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

3.1. Situation of Sanitation Facilities in Schools

The sanitation i.e. washroom / toilet facilities in the schools of Balochistan (level, gender and location wise) as per Pakistan Education Statistics Report 2015 -16 are as follows:

3.1.1. Level Wise

a. Primary Schools

In Balochistan total primary schools in public sector are 10,929. Out of these 1,451 (13%) schools are reported to have toilet facilities whereas 8,675 (79%) do not have the said facilities. The situation in remaining 8% schools has not been reported.

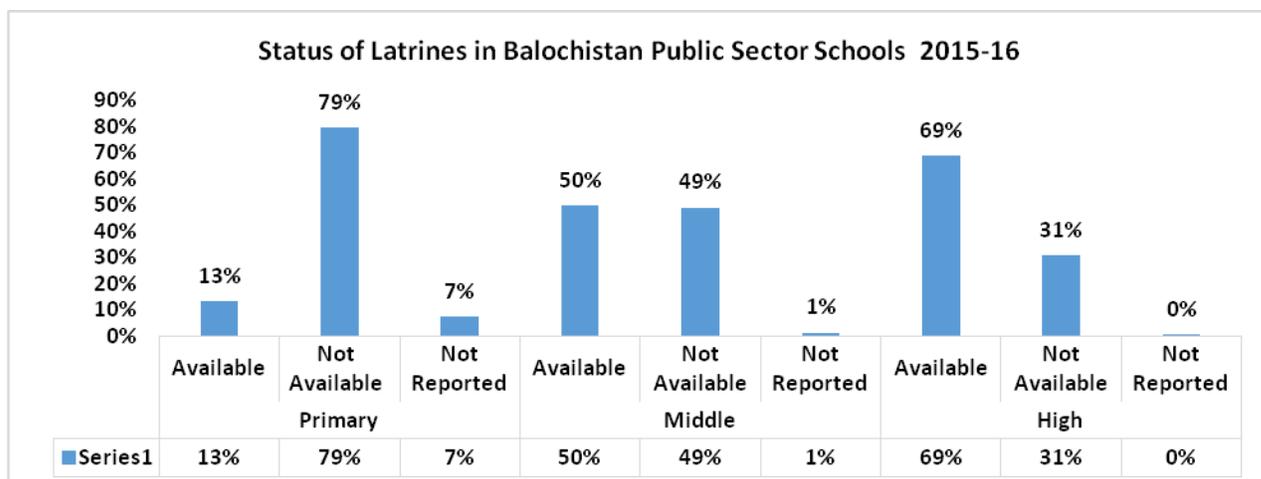
b. Middle Schools

The sanitation situation in middle schools is comparatively better in Balochistan. Out of total 1,184 public sector middle schools, 590 (50%) do have toilets, whereas, 580 (49%) schools do not have toilets facilities. The situation in remaining 1% schools has not been reported.

c. High Schools

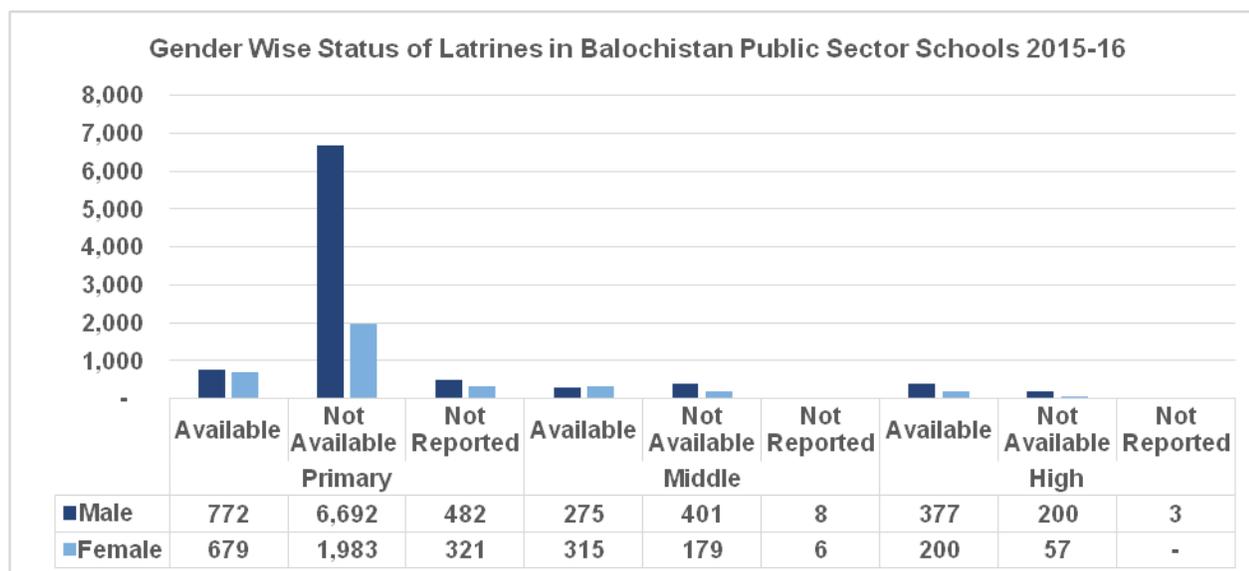
In Balochistan total high school in public sector are 837, out of these 577 (69%) schools have washroom / toilets facilities available. Whereas, 257 (31%) schools do not have toilet facilities. The situation in remaining 3 schools has not been reported.

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



3.1.2. Gender Wise Situation

It is very alarming to note that in Balochistan, 66% females primary schools do not have wash room / toilets facilities available. Whereas in case of males, 84% schools do not have toilets / wash rooms, 36% female middle schools and 22% female high Schools do not have toilets. Similarly 59% male middle schools and 34% male high schools do not have toilets.



3.1.3. Location Wise Situation

a. Rural

At primary level 1,150 (12%) rural schools out of total 9,295 schools have toilets in Balochistan. At middle level 431(48%) rural middle schools out of 897 total rural schools have the toilet facility. At high school level 343 (66%) out of 519 rural high schools have the toilets.

b. Urban

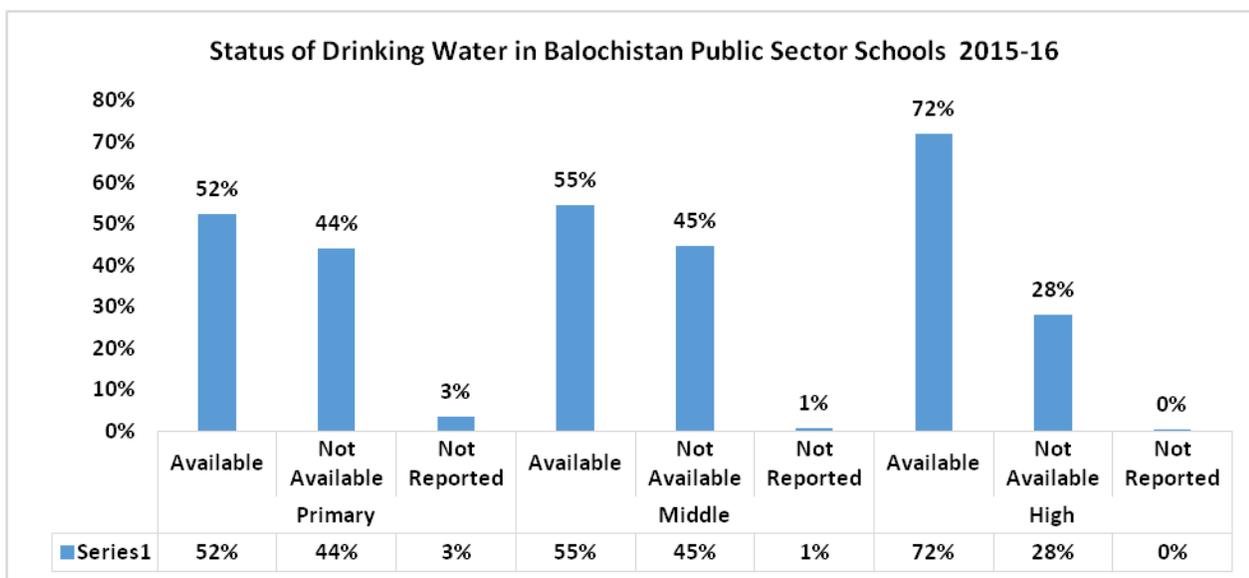
In Balochistan 301 (18%) out of 1,634 urban primary Schools; 159(55%) out of 287 middle schools; and 234 (74%) out of 318 high schools have the toilets.

3.2. Situation of Drinking Water in Schools

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

3.2.1. Level Wise Situation

Over all 5,737 (52%) out of 10,929 primary Schools; 647 (55%) out of 1,184 middle schools; and 602 (72%) out of 837 high schools have drinking water available.



3.2.2. Location Wise Situation

a. Rural

4,912 (53%) rural primary schools out of total 9295 and 474 (51%) middle schools out of total 897 and 364 (70%) high schools out of total 519 have the drinking water facility available.

b. Urban

In Balochistan 773 (47%) primary, 110 (38%) middle and 79 (25%) high schools of urban areas lack in the drinking water facility.

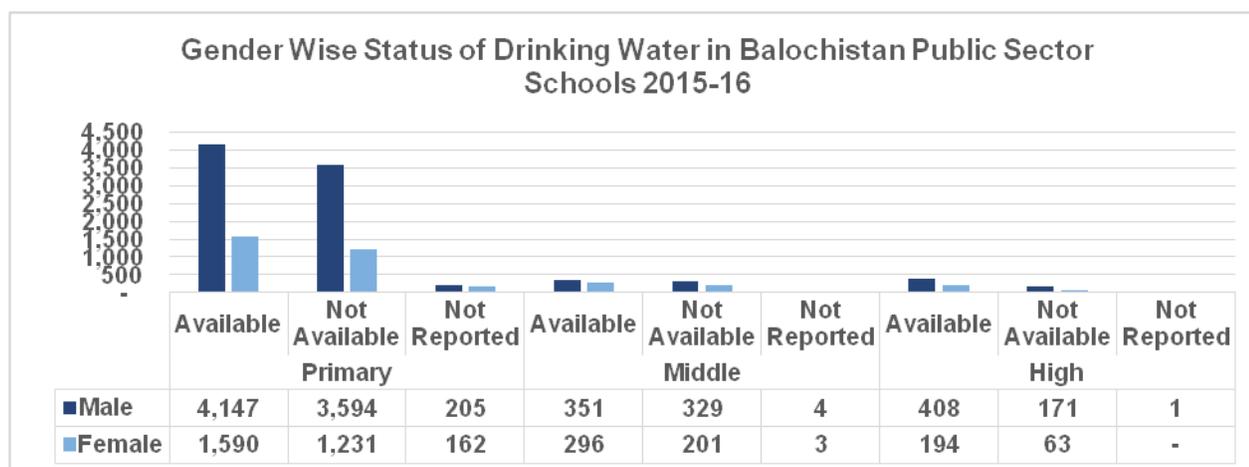
3.2.3. Gender Wise Situation

a. Male

Male 4,147 (52%) out of 7,946 male primary schools 351 (51%) out of 684 male middle school and 408 (70%) out of 580 high schools have the drinking water facility.

b. Female

In case of female schools 1,590 (53%) out of 2,983 primary; 296 (59%) out of 500 Middle; and 194 (75%) out of 257 high schools have the drinking water facility availability.



3.1. Overall Situation of Hygiene

The EMIS, PSLM, MICS and Pakistan Education Statistics Report do not provide specific data about the hygiene facilities and services in schools. However, the Balochistan MICS 2010 revealed that 63.8% of households had a specific place for hand washing where water and soap or other cleansing agent were present and 75.3% of households had soap or other cleansing agent available.

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

3.2. Situation of Operations and Maintenance

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

3.3. Waste Management (Solid and Liquid Waste Disposal)

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

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

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

3.4. Institutional Arrangement

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

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

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

3.5. Curriculum Review / Analysis with Reference to WASH

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

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

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

Important learning areas of health, hygiene and sanitation are almost totally neglected in the existing curriculum both in theory and practice. Almost same is the case of teacher's training curriculum at both pre and in service level. However, continued professional development framework of teachers' is being prepared by PITE Balochistan and WinS can be included in the said framework.

4. WASH in School SWOT Analysis

4.1. WASH in School Strengths and Opportunities

The following are the strengths and opportunities regarding WASH in Balochistan schools:

- i. At national level Drinking Water Policy 2009, National Sanitation Policy 2006 exists, which can extend an impetus for strategizing WASH in School at provincial level.
- ii. Various Water, Sanitation and Hygiene related acts and ordinances are existent in (as annexed at Annexure-VIII) and all these documents can provide a rigorous guideline for conceiving and internalizing WASH in School strategy and action plans.
- iii. At provincial level institutional arrangement exists for WASH in Schools as Balochistan Department of Education (DoE) and PHED and LG&RD are the key departments to provide WASH facilities and related services in schools at the provincial level.
- iv. Although inadequate yet some basic concept, knowledge and information about health, hygiene and sanitation have been incorporated in student/learner curriculum.
- v. Overall 21% primary, 64% middle and 73% high Schools have latrine/toilet facilities available.
- vi. 52% primary, 55% middle, and 72% high schools have access to drinking water.
- vii. A total of 155 Teacher Training Institutes are available in Pakistan at national level out of which 12 (8%) are functioning in Balochistan. These Teacher's Training Institutes can extend their role in addressing WASH in School related capacity of teachers.
- viii. In Balochistan, budget for missing facilities is provided to public school though it does not particularly refer to provision of water, sanitation & hygiene facilities in schools.
- ix. Parent Teacher Schools Management Committees (PTSMCs) provide an opportunity for community mobilization and engagement of community for WASH in School programme.
- x. School WASH Clubs and Mohalla Sanitation Committees are formed in areas where UNICEF and other development sector partners are working. This existing structure of bodies can support in driving community ownership.
- xi. Data/facts and figure about toilets and drinking water are collected regularly and reported by Balochistan Education Management Information System (BEMIS).
- xii. A school monitoring system exists at provincial, district and UC level.

4.2. WinS Weaknesses and Threats (Problems and Challenges)

The major issues and challenges regarding WASH in Balochistan Schools are as follows:

- i. Policies, strategies, acts and ordinance for WASH exist but they do not cover the WASH in School in accordance with the scale of challenges associated with this domain.
- ii. A considerable number of primary schools in Balochistan do not have the toilet/wash room facilities available. Over all 44% primary, 45% middle and 28% high schools do not have drinking water and existing WASH facilities and services are not proportional to the enrollment.
- iii. In majority of girls high schools there is inadequate or no provision of Menstrual Hygiene Management (MHM) facilities and services. Disposal procedure for MHM related waste at primary, secondary and tertiary level is missing as well.
- iv. WASH facilities for persons with disabilities (i.e. teacher and students) are almost non-existent in Balochistan schools.
- v. WASH in School facility construction standards are non-existent in Balochistan province. Soil typography and water scarcity being faced by the Balochistan province are not being catered within existing WinS construction practices.
- vi. Lacking guidelines and work protocols for maintaining on-going operations of existing WinS facilities.
- vii. Data being reflected in BEMIS does not monitor WinS facilities.
- viii. Institutional coordination mechanism within different departments (like C&W and Education Department) for construction of WinS facilities is non-existent.
- ix. Inadequate and ineffective procedures being followed at the province for construction planning and management of WinS facilities
- x. Field officers from Education Department are not consulted for WinS construction management at the planning and construction stages.
- xi. WinS is not being included/tracked through school improvement/development plan.
- xii. Teacher's curriculum and coursework of students also lack proper and adequate focus on WASH in Schools. WinS related coverage in CPD framework of teachers is lacking also. The intended behavioral change in students with regards to water, sanitation & hygiene has not been incorporated in students learning materials for almost all grades. Furthermore, there is a lack of teacher's orientation, teaching aids and teaching methodologies to address WinS related behavior and attitude.
- xiii. There is a gross non-awareness related to MHM at all levels of Education Department (i.e. at the level of education planners, school education directorates and school administration). Similarly,

programs related to capacity building around MHM are non-existent and specific capacity development materials for MHM to be followed by teachers are not available as well.

- xiv. Lacking coverage for WinS through existing structure of co-curricular activities at school level.
- xv. Teachers' awareness and knowledge pertaining to WinS facility design/engineering, financial management for WinS construction, operations & management, BPRA rules applicable to such facility construction and disbursement of finances is lacking. In the absence of such capacity, teachers and school administrators are unable to take full advantage of the cluster budget being allocated under Education Sector Plan of Balochistan.
- xvi. Lack of first hand technical knowledge of the teachers and school administrators for monitoring construction and maintenance of WinS facilities and services at school level.
- xvii. There are absolutely no guidelines available to address the operation and maintenance of toilets/washrooms and water facilities.
- xviii. Shelter-less schools further complicate WinS facility construction and on-going maintenance problems due to non-availability of adequate physical space.
- xix. There is a lack of standards and procedures for ensuring MHM waste disposal at primary, secondary and even at tertiary level. Similarly, there is a lack of coordination mechanism within Education Department, school administration and Local Government for the school waste management and disposal.
- xx. Lack of human resource (sanitary staff) for maintaining on-going cleanliness of WinS facilities. Availability of sanitary staff is anticipated to touch another level of shortage during the future due to changing socioeconomic status of the sanitary workers' community.
- xxi. Cluster based budget allocation for regular O&M of WinS facilities is a missing component.
- xxii. Missing budgetary allocation for WinS O&M at school level impedes the regular maintenance and functioning of WinS. Similarly, PTSMCs based fixed budget allocation does not suffice needs for repair and on-going maintenance of WinS facilities.
- xxiii. Most of the Balochistan public schools lack adequate washing facilities such as soap etc. In the absence of enabling factors such as water supply and sanitation facilities, behavioral change in school children w-r-t Hygiene & Sanitation may not be possible.
- xxiv. Lack of awareness of political leaders, policy makers, educational planners and curriculum developers regarding WASH in School is another challenge.
- xxv. Proper database on water, sanitation and hygiene in school is missing. The key indicators to gauge the progress of WASH in school programmes are yet to be finalized to be included in BEMIS.
- xxvi. Scarcity of resources/inadequate funding for infrastructure, operation and maintenance of WASH facilities is also a serious challenge.

- xxvii. There is a duplication of efforts and activities for imparting WinS related behavior change among school children as different development actors and non-government organizations are working on this theme without any coordination.
- xxviii. No proper sensitization mechanism followed for WinS related behavior change of school children.
- xxix. Non-willingness of teachers to contribute (through the specified efforts) for ensuring better management and operations of WinS & MHM related facilities and services at school level.
- xxx. Non-conducive behavior & lacking orientation of the larger community and parents towards WinS behaviors and practices of school children.
- xxxi. Non-inclusion of WinS in co-curricular activities for developing and reinforcing the sensitization of school children around WinS related behaviors and lacking concentrated sensitization activities for WinS within school development plans
- xxxii. Lack of PTSMCs involvement regarding MHM & WinS to bring a sustainable change in the behavior of the students.
- xxxiii. There is a lack of coordination, feedback and accountability mechanisms for WASH in Schools both at provincial and district levels.

5. WinS Goals, Objectives & Targets

5.1. Goal

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

5.2. Strategic Objectives

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

- i. To provide adequate sanitation facilities & services for boys, girls and school staff in all public-sector schools that fulfill their gender specific needs proportionate to their enrolment and these facilities & services should be compatible with environment and contextualized.
- ii. To provide clean drinking water in schools which is adequate and proportionate to number of boys and girls enrolled and school staff.
- iii. To provide WASH in School facilities, services to persons with disabilities.
- iv. To develop and upgrade water safety, management system for public-sector schools.
- v. To develop and operationalize effective Operations and Management guidelines/mechanisms for WASH facilities and services in order to ensure their sustainability.
- vi. To capacitate the head teachers, teachers and school staff to implement WASH in School implementation framework with special emphasis on building knowledge and skills pertaining to improved safe hygiene practices and community mobilization.
- vii. To mobilize and strengthen the role of community, PTSMCs, Mohalla Sanitation Committees and School WASH Clubs for smooth operations and maintenance of WASH in School facilities.
- viii. To mobilize adequate resources for WASH in School implementation frame work.
- ix. To sensitize political leadership to prioritize WASH in School agenda.
- x. To ensure interdepartmental co-ordination so that access to adequate WASH facilities can be achieved by building missing WASH facilities.

5.3. Targets

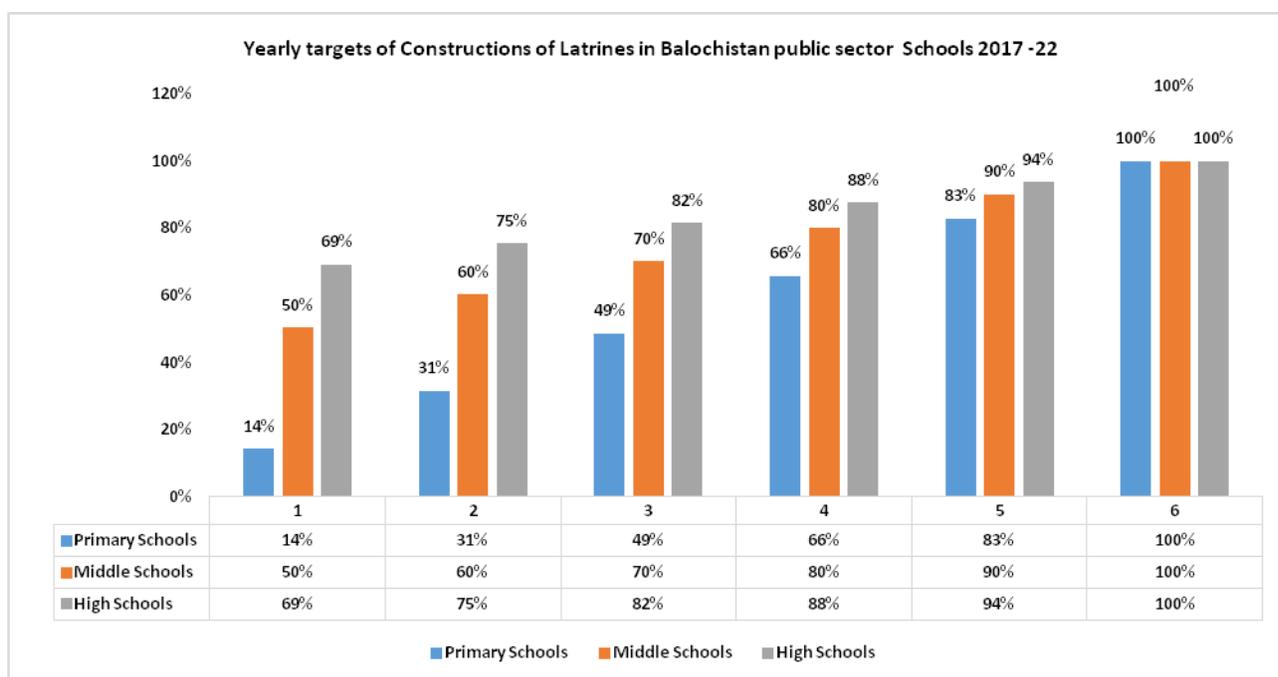
The following targets have been set to ensure WASH facilities in Balochistan public schools:

a. Construction of Toilets / Latrines

The following are the targets of construction of toilets in Balochistan Public sector schools:

Yearly Targets of Constructions of Latrines in Public Sector Balochistan Schools 2017-22

Total Schools (Male & Female)	2015-16	2017-18	2018-19	2019-20	2020-21	2021-22
Primary Schools	1,451	3,186	4,921	6,656	8,391	10,126
%	14%	31%	49%	66%	83%	100%
Middle Schools	590	706	822	938	1,054	1,170
%	50%	60%	70%	80%	90%	100%
High Schools	577	628	680	731	783	834
%	69%	75%	82%	88%	94%	100%



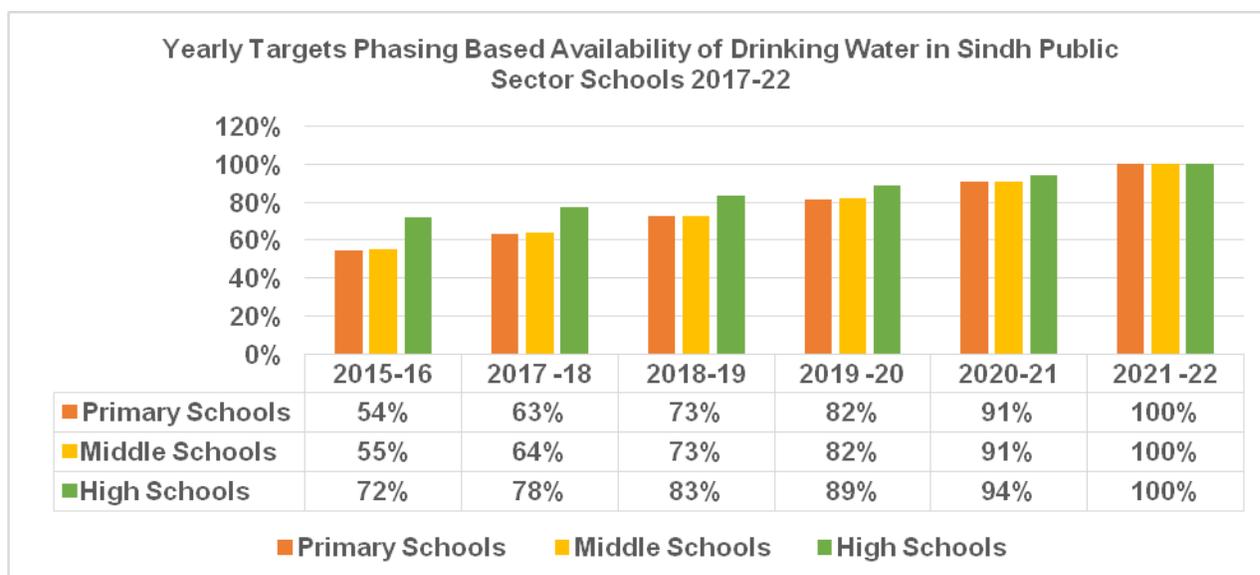
Since, it is obvious from the EMIS data that rural schools are more deprived of the WASH in School facilities and services, therefore, rural schools should be preferred in terms of provision of WASH infrastructure. Furthermore, it should be ensured that the design adopted for latrines should be environmentally and geographically responsive and it must be fit for the purpose in this specific context.

b. Availability of Drinking Water Facilities

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

Yearly targets of Drinking Water availability in Public Sector Balochistan Schools 2017-22

Total Schools (Male & Female)	2015-16	2017 -18	2018-19	2019-20	2020-21	2021-22
Primary Schools	5,737	6,702	7,667	8,632	9,597	10,562
%	54%	63%	73%	82%	91%	100%
Middle Schools	647	753	859	965	1071	1,177
%	55%	7%	8%	9%	10%	11%
High Schools	602	648.8	695.6	742.4	789.2	836
%	72%	78%	83%	89%	94%	100%



Schools in rural areas should be prioritized in terms of providing water facilities.

6. Description of WinS Strategies

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

- i. Policy and Planning Guidelines for WinS
- ii. Awareness and Capacity Building.
- iii. Infrastructure Development for Wash
 - a. Sanitation Facilities / Services
 - b. Water Facilities / Services
 - c. Hygiene Facilities / Services (Hand Washing & MHM)
- iv. Operation and Maintenance of WinS facilities
- v. WinS Cross Cutting Issues
- vi. Addressing Health and Hygiene Behavior of School Children
- vii. Resource Mobilization and Financial Planning

6.1. Policy and Planning Guidelines

WASH in Schools has not been given due focus in education policies and sectoral plans. There is hardly any policy provision for WASH in the current National Education Policy 2009. Similarly, Balochistan Education Sector Plan (2017 to 2022) is almost silent about WASH related facility construction. However, there is a provision for missing facilities in the said Education Sector Plan (2017 to 2022) along with a provision of annual school budget allocation which may include WASH.

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

6.2. Awareness Raising and Capacity Building

The curriculum of teacher education as well as the student/learner curriculum both are very important and significant for awareness raising about WASH. Presently the coverage of WASH in pre and in-service teacher training is minimum. Similarly, CPD framework of teachers lacks inclusion of WASH related topics and information. Student/learner curriculum also grossly ignores the WASH related knowledge, information and skills.

It will be ensured that in future as and when the curriculum of teacher training as well as subject/learner curriculum is revised, WASH is assigned a due importance. Similarly WASH related topics will be embedded in CPD framework of teachers (being developed at provincial level). Besides, the capacity of all stakeholders will be built in the context of WASH. The ultimate output/outcome is to bring about behavioral change in school children regarding WASH while capacitating all the personnel who are involved in developing such behavioral orientation of school children.

6.3. Infrastructure Development for WASH

6.3.1. Sanitation Facilities / Services

The main strategy of strategic plan will be construction of latrines/toilets in the public sector primary, middle and high schools. Presently primary 8675 (male 6,692: female 1983), 580 middle schools (male 401: female 179) and high schools 275 (male 200 and female 57) don't have latrines which will be constructed over a period of five years as per year wise targets mentioned above. Total number of schools where latrines will be constructed are 9,512. out of these, 8675 are primary, 580 middle and 257 high schools.

6.3.2. Water Facilities / Services

Availability of water supply especially safe drinking water is an issue which needs to be addressed on priority basis. Attitude and behavior of school children cannot be changed if enabling factors such as adequate water supply and other factors of hygiene are lacking. Data collected through Educational Management Information System (EMIS) shows that 4,825 primary, 530 middle and 234 high schools do not have water supply facility. A total number of 5,589 public schools from primary to high level in Balochistan require drinking water supply facility. Year wise targets set to provide the water supply, safe drinking water and hand washing facilities in the schools have been given above.

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

The WASH facilities in schools are not considered complete without the provision of hygiene facilities and services. This is even more critical at pre-primary and primary level schools as the children are developing their skills and are keen to practice them. In Balochistan the schools related statistics are silent of hygiene facilities and services and various sources have confirmed that as such hygiene facilities and services are negligible. Hence there is a need to provide hygiene facilities in almost all schools. This includes two types of facilities: one is hand washing station with soap and water, which is suitable for the age group of the school children and second is the MHM facility for all middle and high school girls. As per EMIS there are 13,236 total number of schools where hand washing station will be built and 2,068 number of schools which will require MHM facility and services for student and teacher.

6.4. Operation and Maintenance

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

6.5. Cross Cutting Issues

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

- i. Adequate and separate provision of WASH facilities/services for students, teachers and school staff with disabilities.
- ii. Separate sanitation facilities for boys and girls in all schools.

6.6. Quality of WinS Behavior of School Children

Since manifestation of WASH in School has a direct correlation with the behavioral demonstration of school children, therefore, bringing about a quality behavioral change in school children is inevitable. Hence, a focused strategy will be adapted to inculcate the requisite WASH in School behavior. Continued awareness raising of school children through co-curricular activities, inclusion of WASH in the lesson plan of teachers, organizing WASH clubs, sensitization of PTSMC members, building continued awareness of mothers and teachers around MHM are the key measures to be taken under this strategic pathway.

6.7. Addressing of WinS Behavior of School Children

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

6.8. Resource Mobilization and Financial Planning

Availability of funds for infrastructure and operation and maintenance of WASH facilities is one of the most important factors for success and sustainability of the WASH in School programme. WASH in School related financial resources will be allocated through the annual development plan of Education Department.

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

7. WinS Implementation Framework

This part of the plan highlights implementation mechanism of the plan strategies and activities in terms of following aspects:

- i. Who will implement the specific plan strategy?
- ii. How the each strategy will be implemented (step wise process and procedures)?
- iii. When each strategy will be implemented i-e scheduling of the plan's strategies and activities?
- iv. What will be the performance and evaluation indicators to monitor the implementation and assess the achievement of objectives?
- v. What may be the possible risks and bottlenecks to be faced during implementation?

Strategy 1- Policy & Planning Guidelines					
Activities & Actions	Timeframe	Performance & Evaluation Indicators	Implementati on Agency / Department	Risks / Bottlenecks	Output/ Outcome
Education Policy review and identification of gaps w-r-t WinS	January 2017 to December 2017	Number of Policy makers, Planners and other concerned sensitized about WinS Number of policy provisions included about WinS in the forthcoming Blochistan Education Policy of Balochistan province	Policy, Planning and Implementatio n Unit (PPIU) of Secondary Education Department	Lack of capacity to develop / formulate the policy provisions and planning guidelines manual.	WinS policy provisions adapted in the upcoming Education Policy of Balochistan province
Development of planning guidelines based on policy review and identified gaps in planning process w-r-t WinS	December 2017	Annual planning guidelines regarding WASH in Schools (WinS) prepared and adapted by the Secondary Education Department.	PPIU	Lack of resources for adapting WinS related plans	WASH planning guidelines developed WinS included in Annual Development Plans of Secondary Education Department Balochistan

Establishment of functional coordination/WASH Working Group to lead the WinS interventions.	June -17	Coordination/WASH working group established representing Secondary Education Dept, Public Works and LGDD	Secondary Education Department		Coordination/WASH working group for WinS formed.
Sensitization of political leaderships about WinS	Yearly	Guideline manual on WASH developed and shared with political leadership	Secondary Education Department /PPIU	Frequent non-availability of the political leadership for WinS related sensitization sessions	Political leadership sensitized
Sensitization and capacity building of policy makers and education planners about WinS	Yearly	Guideline manual on WASH developed and shared with policy makers and planners	PPIU, Secondary Education Department and UNICEF	Conflicting priorities and workload of concerned personnel	Policy makers & planners will be sensitized
Approval and inclusion of WinS in relevant policies and guidelines	Completed – March 2018	Coordination with line departments for approval of policy	Secondary Education Department	Extended time consumption for development of the relevant policies	WinS included in the policy guidelines for secondary education department
Regular review of approved WinS plans through Education Sector Plans	Every year	WinS discussed during joint Education sector reviews	Department of Secondary Education	Limited time allocation to WinS during education sector plan reviews	WinS related policy, planning, resources and activities reviewed through joint education sector review process
Finalization of WinS indicators and its inclusion in BEMIS	June 2017.	WinS monitoring related indicators included in BEMIS	Department of Secondary Education PPIU, PMC and RTSM	Stakeholder coordination for monitoring indicators at all levels	WinS indicators monitored through BEMIS

Strategy 2- Awareness Raising and Capacity Building					
Activities & Actions	Timeframe	Performance & Evaluation Indicators	Implementation Agency / Department	Risks / Bottlenecks	Output/ Outcome
Conducting capacity need assessment for teachers about WinS.	March 2017 – March 2018	Gaps related to coverage of WinS within teachers' curriculum identified & documented	PITE Balochistan/BOC	PITE is already overburdened	Capacity related to WinS mapped for pre & in service teachers' training curriculum
Formation of a dedicated working group for WinS at Secondary Education Department in order to address capacity development related challenges for WinS, on a regular basis	March 2017	Dedicated working group (along with ToRs) formed for capacity development around WinS	PPIU/DEO's/ Unicef	In time availability of stakeholders	A dedicated working group provides capacity development road maps for WinS
Capacity building of School teachers, staff of Education Department, curriculum developers and text book writers for MHM component of WinS	June 2017 to June 2022	-No of School teachers & staff members trained on MHM Number of staff members, curriculum developers and text book writers trained on MHM component of WinS	PITE Balochistan/PPIU	Lack of financial resource	Teachers & staff members of Secondary Education Department are fully sensitized on MHM
Inclusion of WinS component in CPD for teachers.	Dec 2107.	CPD contains WinS related curriculum & learning material Development of modules on WinS components	PPIU/PITE Balochistan	Lack of trained professionals on the subject of WinS within the province to address CPD learning material around WinS	The CPD framework contains WinS Module developed on WinS components

Inclusion of WinS in pre service training courses of teachers	Dec 2017	WinS included in pre-service teacher training courses/curriculum	BOC	Lack of resources to include WinS at pre-service	Awareness of teacher enhanced about WinS at pre-service level WinS included in Pre-Service courses
Arranging training sessions of all school heads teachers/principals and administrators on BPPRA rules through on-line/computer based mode offered by BPPRA.	June 2020	No of teachers and school administrators trained of BPPRA rules	PITE and District Education Authority of relevant districts	Lack of on-line access to BPPRA	School administrators are fully capacitated on BPPRA rules to utilize the available fund for WASH efficiently.
Developing and delivering a training program for school teachers and administrators on financial management related to WinS ; construction and maintenance.	June 2017 to June 2022	No of teachers and school administrators trained	PPIU and Department of Secondary Education	Lack of capacity to resources for financial management training	Teachers and school administrators fully capacitated on financial management for WinS
Development and conduction of a dedicated training program for school teachers and administrators for developing and orientation around WinS facility structure & design.	June 2017 to June 2022	No of teachers and school administrators trained	PITE, PPIU, Department of Education & Civil Works Department	Lack of capacity to resources for WinS construction and design related trainings	Teachers and school administrators fully capacitated on WinS construction and design
Enhancing MHM related awareness in teachers and children (Girls) at school level	from June 2017 to June 2022	No of teacher and student trained on MHM	School Administration	Risk of inadequate time allocation for MHM	Number of teachers and students aware and know about MHM related issues

Strategy 3- Infrastructure Development					
a. Sanitation facilities / Services					
Activities & Actions	Timeframe	Performance & Evaluation Indicators	Implementation Agency/ Department	Risks / Bottlenecks	Output/ Outcome
Mapping of functional, nonfunctional and missing sanitation facilities	July 2017	Data about functional, nonfunctional & missing sanitation facilities/latrines compiled for the all the public schools in Balochistan province	Secondary Education Department	Scarcity or shortage of required funds/ budgets	Details about required latrines infrastructure finalized
Conduct feasibility study for sanitation facilities / services where needed, based upon low cost design (including MHM). The feasibility study should be able to propose geography and environment specific designs	July 2017	Feasibility study conducted & documented	Civil Works and Secondary Education Department	Physical access to conduct the feasibility study	Feasibility of required latrines finalized as per low cost design
Allocation of fund and Preparation of PC-I, project for construction of sanitation facilities / services and other related activities and its approval from the competent authorities.	March 2017 to June 2018	Funds allocated or resources mobilized for construction of latrines Number of (Year wise) latrines constructed for male and female (at each level, primary, middle & high) against the target.	Planning & Development Department Secondary Education Departments Govt of Balochistan	Non availability of adequate space for construction of toilet block construction of latrines may not be priority of Government	Number of Latrines constructed and are available for use
Mobilization of resources for sanitation facilities / services	March 2017 to June 2018	Relevant Departments and Donors approached for mobilizing resources for WinS. Year wise no of latrines constructed as per requirement for boys and girls	Planning & Development Department, Secondary Education Department & Civil Work Departments Government of Balochistan and UNICEF	Shortage of funds and priorities are different at organizational level Unnecessary delay in release of funds	Funds available for WinS indicators Latrines constructed and are available for use

Construction of latrines with the supported supervision of PTSMCs, especially in the schools where there is a space availability issue	March 2017 to June 2018	Number of latrines constructed under supervisory support of PTSMCs	School Administration and PTSMCs	PTSMC members may not be well versed with the technical aspects of latrine construction	Latrines successfully constructed in the space constrained schools
Ensuring a coordination mechanism between Civil Works Department and Department of Education, for gaining unified understanding and approval about construction of WinS facilities at School level thus avoiding the conflict of authority and responsibility with in these departments	June 2017	Inter departmental coordination mechanism established	Secondary Education Department Planning and Development Department	Timely availability of all the departmental representatives	Coordination and cooperation issues resolved for WinS situation
Working and proposing a separate cadre for design engineering team within Education Department for overseeing WinS facilities, construction and maintenance related matters	June 2018.	Separate cadre formed and approved from finance department for further process and appointment of Technical human resource for WinS	Directorate of Education, PPIU	Lack of resources to appoint technical human resource	A separate cadre formed to monitor WinS related issues at district level.
Including WinS related discussions in District Education Authority and Local Education Group meetings	June 2017 to June 2022	WinS regularly discussed in District Education Authority and Local Education Group meetings	District Education Authority and Local Education Group (PPIU, Department of Education)	Inadequate time allocation to WinS during said meetings	WinS related problem identified and addressed
Preparing standards for waste management of schools including MHM waste disposal	June 2017.	Waste management standards established	Civil Works Department, Local Gvot Department, Environmental Protection Agency, and Secondary Education Department	Lack of waste management planning Lack of Coordination among Departments	Solid and liquid waste management addressed and decrease in water borne diseases

b. Water Facilities / Services					
Activities & Actions	Timeframe	Performance & Evaluation Indicators	Implementation Agency / Department	Risks / Bottlenecks	Output/ Outcome
Mapping of functional and nonfunctional and missing water facilities / services	2017 to 2022	Data about functional, nonfunctional & missing water facilities complied	Civil Works Department Secondary Education Department	Scarcity or shortage of required funds/ budgets	Details about required water facilities finalized in all public schools
Conduct feasibility study for water facilities / services where needed.	Dec 2017 The date may be adjusted after endorsement of the document from department	Feasibility study conducted & documented	Civil Works Department Secondary Education Department	Physical access to conduct the feasibility study	Feasibility about required water facilities conducted
Allocation of fund and Preparation of PC-I, project for water facilities / services and related activities in targeted schools and its approval from the competent authorities.	Started – Mar 2017 & Completed – June 2018	Funds allocated in PSDP and PC1 processed	Secondary Education Department	Low priority assigned to availability of drinking water in Schools	Health, Hygiene & Sanitation of school children will be improved. Quality water made available

C. Hygiene facilities / Services (Hand Washing & MHM)					
Activities & Actions	Timeframe	Performance & Evaluation Indicators	Implementation Agency / Department	Risks / Bottlenecks	Output/ Outcome
Mapping of functional and nonfunctional hand washing & MHM missing Hygiene facilities / services	2017 to 2022	Total number of Schools where hand washing facilities are made available against the annual targets Total number of Schools where MHM facilities are made available.	Secondary Education Department	Shortage of required funding	primary, Middle & High schools of Balochistan will be having hand washing stations & MHM facilities available
Conduct feasibility study for Hygiene facilities / services where needed	2017 to 2022	Total number of schools where hand washing provisions are required	PPIU, Secondary Education Department	Non cooperation of Local Govt & Rural Development Department	Feasibility study conducted for provision of hygiene facilities at public sector schools of Balochistan province
Allocation of fund and Preparation of PC-I, project on Hygiene facilities / services & related activities & approval	2017 to 2022	Funds allocated and PCI developed or resources mobilized through other sources. Total number of schools having hand washing & MHM facilities reflected and planned against targets	PPIU, Secondary Education Department	Low priority assigned to availability of hygiene facilities in the schools	PC-I prepared, processed and approved for provision of hygiene facilities in the schools. Health, Hygiene & Sanitation improved PC-I prepared, processed and approved

Construction of group hand washing facilities at schools (ensuring equitable and accessible facility for boys, girls and persons with disabilities)	Completed – June 2022	Yearly number of hand washing stands constructed as per target	Civil Works and Secondary Education Department	Lack of funds for construction of hand washing facilities	School children are engaged in safe hygiene practicing Hand washing at critical times behavior developed in school children
Construction & availability of MHM facilities at schools (ensuring equitable and accessible facility for adult girls)	Completed – June 2020	Yearly number of MHM facilities constructed as per target	Civil Works and Secondary Education Department	Lack of funds for construction of MHM facilities	- Adequate and dignified MHM facilities made available to school girls - Safe hygiene practices ensured
Mobilization of resources for Hygiene facilities / services	June 2017 to June 2022	<ul style="list-style-type: none"> Quality of water for sanitation and MHM facilities made available Short term and long term plans materialized through available resources 	Secondary Education Department	Lack of priority for water and MHM facilities in terms of funds allocation	Adequate and dignified MHM facilities made available to school girls

Strategy 4 - Operation and Maintenance					
Activities & Actions	Timeframe	Performance & Evaluation Indicators	Implementation Agency / Department	Risks / Bottlenecks	Output/ Outcome
Development of WinS operations & maintenance standards	June 2017.	WinS O&M standards developed for the province	Secondary Education Department and Civil Works Department	Capacity of staff for development of such guidelines	WinS facilities are fully operational and well maintained Administrators, head teachers are capacitated on O&M standards for implementation
Conducting teachers' and school administrators orientation sessions for WinS related operations and maintenance standards	June 2018	Number of teachers and administrators sensitized for WinS O&M Number of sessions conducted for head teachers and school administrators	Secondary Education Department and Civil Works Department	Availability of school teachers and administrators to participate in such sessions	On-going functioning of WinS facilities & services ensured at school level
Inclusion of WinS operations & maintenance target in Education Sector Plan of the Secondary Education Department based upon established standards	June 2017.	Number of WinS facilities maintained as functional at schools	Secondary Education Department	Non-allocation of funds for WinS operations and maintenance	All WinS facilities are fully operational and functional O&M targets included in BESP
Ensuring continued orientation of students on safe and clean utilization of WinS facilities so that a behavioral change in school children could take effect	June 2017 to June 2022	Number of sessions conducted for orientation of students about WinS	Secondary Education Department and School Administration		
Developing reference material and conducting orientation of PTSMCs for addressing WinS operations and	June 2017.	WinS sensitization material adapted for PTSMCs	Secondary Education Department /PITE	Delays in the capacity absorption by parents and community members	WinS facilities are in functional condition & PTSMCs member sensitized on WinS

maintenance activities at school level					
Developing and practicing a liaison mechanism with Local Government department for solid waste collection and disposal from school	June 2017 to June 2022	Liaison mechanism in place for waste management	Secondary Education Department and Local Government Department	Non adherence of related departments to agree waste management protocols	Waste borne diseases control improves attendance of school children
Strengthening WinS facility operations and maintenance monitoring at school level through EMIS and RTSM data	June 2017.	Monitoring of WinS facilities being done through EMIS & RSTM	Secondary Education Department	Availability of resources for O&M	WinS facilities are in functional condition
Budget allocation for the on-going maintenance of WinS (including MHM) facilities through PTSMCs budget	June 2017.	Budget allocation and disbursement procedure established for WinS O&M at PTSMCs level	Secondary Education Department	Lack of coordination on part of local community and PTSMCs	WinS facilities are in functional condition
Including WinS operations and maintenance targets and priorities in the School Development Plans	June 2017.	WinS O&M tracked through school development plans	Secondary Education Department	Capacity of PTSMCs for monitoring and evaluation of WinS	WinS facilities are in functional condition

Strategy 5 - Cross cutting Issues					
Activities & Actions	Timeframe	Performance & Evaluation Indicators	Implementation Agency / Department	Risks / Bottlenecks	Output/ Outcome
Introducing a BCC strategy for addressing WinS behavior of school children, parents and community	Dec 2017	Behavioral change communication strategy adapted	Secondary Education Department /UNICEF	Lack of resources for developing behavioral change communication strategy	Improved ownership of parents and larger community for WinS related behavior of school children
Ensuring community engagement and sensitization for sanitation, hygiene and health related behaviors	Dec 2017	Number of sensitization sessions conducted in community for WinS	CSOs/Unicef/ Secondary Education Department	Lack of resources and commitment for conducting such sessions at community level	Improved ownership of parents and larger community for WinS related behavior of school children

Strategy 6: Addressing of WinS Behavior of School Children					
Activities & Actions	Timeframe	Performance & Evaluation Indicators	Implementation Agency / Department	Risks / Bottlenecks	Output/ Outcome
Continued awareness raising in school children and their parents regarding WinS through co-curricular activities at school	June 2017.	Number of co-curricular activities conducted which included WinS	Secondary Education Department Directorate of Education	Lack of resources	WinS related behavior of children improved
Inclusion of WinS in lesson plans of teachers	June 2017.	Number of lessons delivered with WinS content	Secondary Education Department Directorate of Education	Lack of teaching skills for WinS	WinS related behavior of children improved
Ensure regular celebration of international Hand Washing Day at all public schools, through a specific notification from the Department of Education	June 2017 to June 2022	Hand Washing day celebrated through yearly school calendar	Secondary Education Department Directorate of Education	Lack of resources	WinS related behavior of children improved

Organize and strengthen WASH clubs in all public schools	June 2017 to June 2022	Number of School WASH clubs established	Secondary Education Department Directorate of Education	Lack of resource commitment to School WASH clubs	WinS related behavior & practice of children improved
Celebration of MHM Day at school level on a regular basis	June 2017 to June 2022	MHM day celebrated through yearly school calendar	Secondary Education Department Directorate of Education	Lack of resource commitment for MHM	MHM related awareness & school attendance of girls improved
Awareness raising regarding MHM of Teachers, PTSMCs, community	June 2017 to June 2022	Number of awareness sessions conducted during a year	Secondary Education Department Directorate of Education	Lack of resources for MHM awareness at wider community	MHM related awareness of all stakeholders improved & school attendance of girls improved
Involvement of mothers for MHM related sensitization in schools at meena bazars	June 2017 to June 2022	Number of mothers sensitized at meena bazars	Secondary Education Department Directorate of Education	Cultural sensitivity for discussing MHM	MHM related awareness of mothers & school attendance of girls improved
Organizing WinS related sensitization sessions in PTSMCs meeting	June 2017 to June 2022	Number of PTSMCs members sensitized for WinS	Secondary Education Department Directorate of Education	Inadequate commitment of PTSMCs to WinS behaviors	WinS behaviors and practices of school children improved

8. Monitoring & Evaluation

8.1. Introduction to Monitoring & Evaluation

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

8.2. Key Objectives of Monitoring & Evaluation

Fundamental objectives of Monitoring & evaluation of WinS include:

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

8.3. Proposed WinS indicators for BEMIS

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

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

- i. Number of latrines to be constructed every year
- ii. Number of functional & non-functional latrines across different levels of schools
- iii. Number of non-functional latrines and water facilities maintained every year
- iv. Number of latrines repaired and maintained every year

- v. Number of schools to be provided with water supply
- vi. Number of schools where hand washing facilities have been constructed every year
- vii. Percentage of schools providing separated sanitation facilities for boys and girls
- viii. Percentage of school children using safely managed sanitation services including MHM in schools
- ix. Percentage of students practicing hand wash every year
- x. Percentage of schools having included WASH in School in their school assembly sessions
- xi. Percentage of schools having included WASH in School related activities in their annual school calendar

8.4. Monitoring and Evaluation Indicators for Strategic Plan

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

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

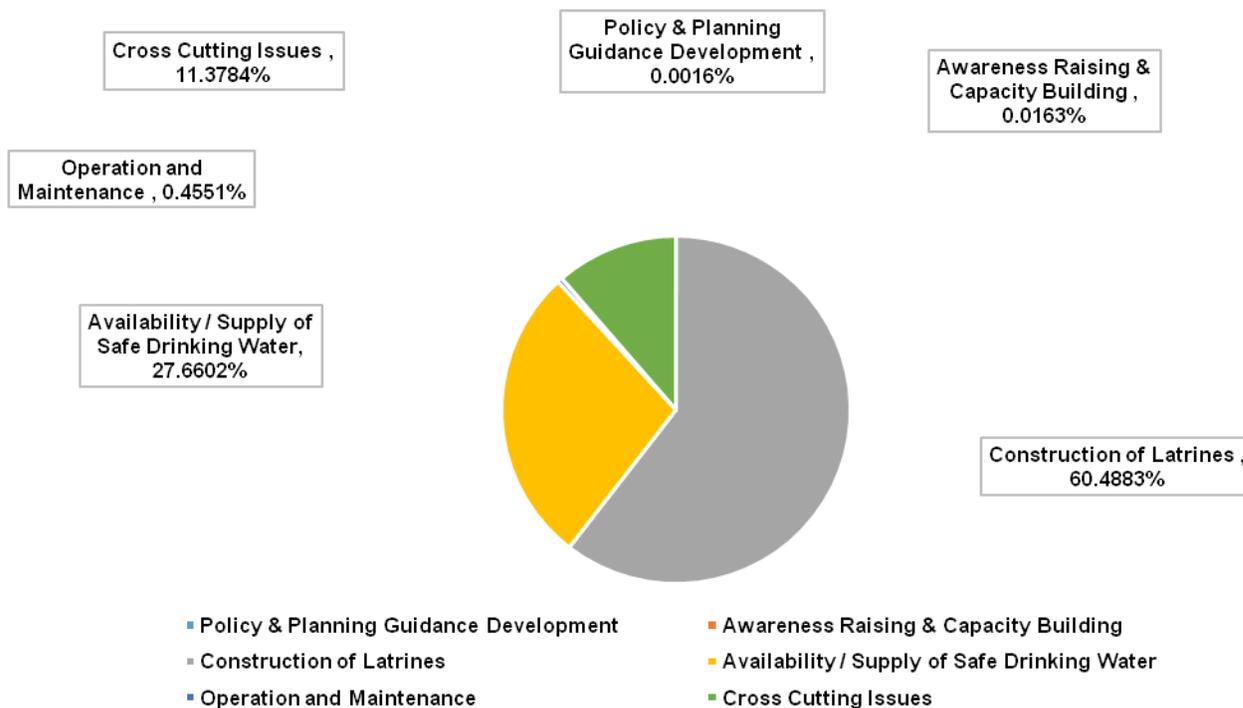
Evaluation Activities of WinS Strategic Plan	Schedule/Timeframe	Responsible Authorities/Departments
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Conducting a baseline assessment survey / study to document existing status of WinS facilities and services	June 2017	Education Department
Annual assessment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

**Consolidated Cost of all Proposed Strategies for WASH in
Balochistan Public Sector Schools Estimated Costs**

S No	Strategy	Cost
i	Policy & Planning Guidance Development	100,000
ii	Awareness Raising & Capacity Building	1,000,000
iii	Construction of Latrines	3,721,230,768
iv	Availability / Supply of Safe Drinking Water	1,701,650,000
v	Operation and Maintenance	28,000,000
vi	Cross Cutting Issues	700,000,000
	Grand Total	6,151,980,768

Consolidated Strategy Wise Estimated Cost (Amount in Millions)



9. Annexures

Annex- I

i. SDGs Targets

Targets of Goal No 4

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

Indicators of Goal No 4²

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

Targets of Goal No 6

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

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

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

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

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

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

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

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

Summing up the impetus of SDGs goal 4 and 6 and associated targets with these goals, it quite clear that WinS is an area of prime importance and all the activities carried out for ensuring equitable and continued

² WinS JMP Expert Meeting Report June 2016 final

access to WinS facilities and resources to school children, will have a clear contribution in delivery the SDGs agenda.

ii. Review of Curriculum

Early childhood Education Curriculum

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

Islamiat Compulsory Grade (1-12)

Curriculum for grade VI

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

General knowledge Grade (I-III)

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

iii. Status of Latrines & Drinking Water availability

Status of Latrines in Balochistan Public Sector Schools 2014-15

Level	Latrine Availability	Urban					Rural					Total					
		Male	%	Female	%	Total	Male	%	Female	%	Total	Male	%	Female	%	Total	%
Primary	Available	145	13%	156	29%	301	627	9%	523	21%	1,150	772	10%	679	23%	1,451	13%
	Not Available	859	79%	352	65%	1,211	5,833	85%	1,631	67%	7,464	6,692	84%	1,983	66%	8,675	79%
	Not Reported	85	8%	37	7%	122	397	6%	284	12%	681	482	6%	321	11%	803	7%
	Total	1,089	100%	545	100%	1,634	6,857	100%	2,438	100%	9,295	7,946	100%	2,983	100%	10,929	100%
Middle	Available	63	43%	96	69%	159	212	39%	219	61%	431	275	40%	315	63%	590	50%
	Not Available	80	54%	43	31%	123	321	60%	136	38%	457	401	59%	179	36%	580	49%
	Not Reported	4	3%	1	1%	5	4	1%	5	1%	9	8	1%	6	1%	14	1%
	Total	147	100%	140	100%	287	537	100%	360	100%	897	684	100%	500	100%	1,184	100%
High	Available	128	69%	106	80%	234	249	63%	94	75%	343	377	65%	200	78%	577	69%
	Not Available	55	30%	26	20%	81	145	37%	31	25%	176	200	34%	57	22%	257	31%
	Not Reported	3	2%	0	0%	3	0	0%	0	0%	-	3	1%	-	0%	3	0%
	Total	186	100%	132	100%	318	394	100%	125	100%	519	580	100%	257	100%	837	100%

Status of Drinking Water in Balochistan Public Sector Schools 2015 – 16

Level	Water Availability	Urban					Rural					Total					
		Male	%	Female	%	Total	Male	%	Female	%	Total	Male	%	Female	%	Total	%
Primary	Available	538	49%	287	53%	825	3,609	53%	1,303	53%	4,912	4,147	52%	1,590	53%	5,737	52%
	Not Available	528	48%	245	45%	773	3,066	45%	986	40%	4,052	3,594	45%	1,231	41%	4,825	44%
	Not Reported	23	2%	13	2%	36	182	3%	149	6%	331	205	3%	162	5%	367	3%
	Total	1,089	100%	545	100%	1,634	6,857	100%	2,438	100%	9,295	7,946	100%	2,983	100%	10,929	100%
Middle	Available	82	56%	91	65%	173	269	50%	205	57%	474	351	51%	296	59%	647	55%
	Not Available	62	42%	48	34%	110	267	50%	153	43%	420	329	48%	201	40%	530	45%
	Not Reported	3	2%	1	1%	4	1	0%	2	1%	3	4	1%	3	1%	7	1%
	Total	147	100%	140	100%	287	537	100%	360	100%	897	684	100%	500	100%	1,184	100%
High	Available	134	72%	104	79%	238	274	70%	90	72%	364	408	70%	194	75%	602	72%
	Not Available	51	27%	28	21%	79	120	30%	35	28%	155	171	29%	63	25%	234	28%
	Not Reported	1	1%	0	0%	1	0	0%	0	0%	-	1	0%	-	0%	1	0%
	Total	186	100%	132	100%	318	394	100%	125	100%	519	580	100%	257	100%	837	100%

iv. Per School Average Enrolment of Balochistan Public Sector Schools

Total Primary Male Schools	7946
Total Primary Female Schools	2983
Enrolment (Pre + Primary)	
Male	472094
Female	238804

Total Middle Male Schools	684
Total Middle Female Schools	500
Enrolment	
Male	82858
Female	43129

Total High Male Schools	580
Total High Female Schools	257
Enrolment	
Male	42869
Female	19516

v. Average Number of Latrines Required Per School

Male	
Male Average Enrolment Per School	59
No of Latrines Required Per School	1
Latrines Required for Persons with Disabilities	1
Latrines Required for Teachers	1
Total Latrines Required for Male Primary School	3
Female	
Female Average Enrolment Per School	80
No of Latrines Required Per School	3
Latrines Required for Persons with Disabilities	1
Latrines Required for Teachers	1
Total Latrines Required for Female Primary School	5
Middle	
Male	
Male Average Enrolment	121
No of Latrines Required Per School	3
Latrines Required for Persons with Disabilities	1
Latrines Required for Teachers	1
Total Latrines Required for Male Primary School	5
Female	
Female Average Enrolment	86
No of Latrines Required Per School	2
Latrines Required for Persons with Disabilities	1
Latrines Required for Teachers	1
Total Latrines Required for Female Primary School	4
High	
Male	
Male Average Enrolment	74
No of Latrines Required Per School	2
Latrines Required for Persons with Disabilities	1
Latrines Required for Teachers	1
Total Latrines Required for Male Primary School	4
Female	
Female Average Enrolment	76
No of Latrines Required Per School	2
Latrines Required for Persons with Disabilities	1
Latrines Required for Teachers	1
Total Latrines Required for Female Primary School	4

vi. Total Number of Latrines to be constructed in Balochistan Public Sector Schools

Primary	
Male	
Primary School Male without Latrines	3571
Total Number of Latrines Required for Male Primary Schools	17,855
Female	
Female primary School without Latrines	1186
Total Number of Latrines Required for female Primary Schools	6,170
Middle	
Male	
Middle School Male without Latrines	211
Total Number of Latrines Required for Male Primary Schools	1,061
Female	
Female Middle School without Latrines	103
Total Number of Latrines Required for female Primary Schools	458.38
High	
Male	
high School Male without Latrines	96
Total Number of Latrines Required for Male Primary Schools	369
Female	
Female High School without Latrines	27
Total Number of Latrines Required for female Primary Schools	109
Total Number of Latrines (Male + Females) Required to be Constructed in all Primary, Middle & High Schools of Balochistan	26,023
Male	11,645
Female	6,737

vii. Cost Estimates of Latrines to be constructed in Balochistan Public Sector Schools

Unit Cost Calculation	
Average Size of Latrines	5" X 6" = 30Sq Ft
Average cost of Construction including Accessories Per Sq. Ft	PKR 3500
Estimated Average Construction cost of Per Latrines (30x3500)	PKR 100,000
Primary Schools	
Total Cost of Construction with Accessories for Primary Schools	
Male	17,855
Female	6,170
Total required Latrines	24,025
Cost for each Latrines	100,000
Total Cost for Primary School Latrines	2,402,480,817
Middle School	
Total Cost of Construction with Accessories for Middle Schools	
Male	1,061
Female	458
Total required Latrines	1,519
Cost for each Latrines	100,000
Total Cost for Middle School Latrines	151,938,289
High School	
Total Cost of Construction with Accessories for High Schools	
Male	369
Female	109
Total required Latrines	478
Cost for each Latrines	100,000
Total Cost for High School Latrines	47,840,173
Total Cost	2,602,259,278
Escalation Cost 30%	780,677,783.44
Total Cost + Escalation Cost	3,382,937,062
Unforeseen / Misc. Cost	338,293,706.16
Total Cost + Escalation Cost + Unforeseen/Misc. Cost	3,721,230,768
Per Year Cost	744,246,154

viii. Cost Estimates for Drinking Water in Balochistan Public Sector Schools

Unit Cost

Cost of /Overhead water tank along with Pipe	100000
Cost of Electric Water color where feasible	25000
Cost of water lifting Electric Motor	10,000
Cost of Boring Where feasible or alternate	100,000
Sub Total	235,000
Misc. /Unforeseen Cost	65,000
Grand Total	300,000

Primary Schools

Total Number of public sector Primary schools in Balochistan where drinking water is required	4,825
Unit Cost	300,000
Subtotal	1,447,500,000

Middle Schools

Total Number of public sector Middle schools in Balochistan where drinking water is required	530
Unit Cost	325,000
Subtotal	172,250,000

High Schools

Total Number of public sector High schools in Balochistan where drinking water is required	234
Unit Cost	350,000
Subtotal	81,900,000

Grand Total (Primary + Middle + High Schools)	1,701,650,000
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ix. Various Water, Sanitation and Hygiene related Acts and Ordinances & References

- a. National Sanitation Policy 2006
- b. Sustainable Development Goals (SDGs)
- c. National WES Standards 2009
- d. Pakistan Education Statistics Report 2014 -15
- e. Educator Sector Development Plan
- f. National Curriculum 2006
- g. National Education Policy 2009
- h. International Standards for WinS (3 star approach and WHO guidelines)
- i. National Drinking Water Policy
- j. National Climate Change Policy
- k. Pakistan Approaches to Total Sanitation 2010
- l. Community Led Total Sanitation
- m. School Led Total Sanitation
- n. Balochistan Sanitation Strategy and Action Plan
- o. Provincial Drinking Water Strategy and Action Plan