

# Hygiene and Environmental Education in Faith-based Schools:

## Experiences & Lessons from WASH-in-School Programmes

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Faith-in-Water Workshop, Salisbury, 5-7 July 2009





# Hygiene and Environmental Education in Schools

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# 1. Relevance: Risks and Opportunities

Water-borne	Faecal-oral diseases	Diarrhoeas, Dysenteries, Typhoid, Cholera
Water-washed	Faecal-oral, skin & eye diseases, Respiratory Tract Infections	As above, Intestinal worms, trachoma, conjunctivitis, scabies, ARI
Water-based	Vectors transmit via water	Schistosomiasis, Guinea Worm
Water-related Insect Vector	Vectors breed in water	Dengue, Malaria, Filariasis
Sanitation-based	Faecal-oral diseases, intestinal worms	As above, Hookworm, Plague



# 1. Relevance: Risks and Opportunities



- Diarrhoeas: 2.5 million deaths/yr; they account for 1/5<sup>th</sup> of all deaths of children < 5, most of these deaths are preventable [ WHO, 2003]
- Handwashing with soap at critical times: 43% less diarrhoeas and also less acute respiratory infections, 1<sup>st</sup> cause of death from infectious diseases in children [Cairncross& Valdmanis, 2006]
- Sanitary toilets and hygienic use can reduce diarrhoeas by 36% [Cairncross& Valdmanis, 2006]
- Fly control at toilets, food etc. can reduce diarrhoeas by 23% and prevent blindness from trachoma, the 2<sup>nd</sup> leading cause, c. 150 million cases, 6 million blind. Most infections in children
- Improved WASH can reduce dracunculiasis by 78%, schistosomiasis by 77% and trachoma by 27-50%, intestinal worms by 28%

## 2. Integration in existing education curricula



- Health and environmental education can be a special subject and/or be taught as part of reading, writing, arithmetic, geography, science, home economics, social studies, etc.
- Adjust methods and contents to the Child Development Cycle: what are their needs and interests at a certain age?
- Participatory methods of learning: stories/songs, -making, games, artwork, groupwork & assignments make learning enjoyable
- No need to use expensive tools & materials

### 3. Links with broader values and skills



- Lessons on health & environment offer excellent opportunities to develop also social and spiritual knowledge, values, norms and practices through group work, upkeep of hygiene, sharing with parents and siblings, community work, etc.
- Examples are Life-skills based education (UNICEF, IRC), Value-based education (UN-Habitat), WHO's Skills for Health, Child-to-Child programme
- Practicing in school is essential part of internalising values, norms and habits





### 3. Links with broader values and skills



Communication	Values	Decision-making	Coping/ Self-management
Interpersonal interactions	Avoid discrimination	Information collection	Self-confidence
Negotiation	Respect between boys & girls	Evaluating implications	Self-evaluation
Empathy building	Act for social justice	Critical thinking	Manage feelings
Teamwork etc.	Reduce poverty etc.	Problem solving etc.	Manage stress etc.

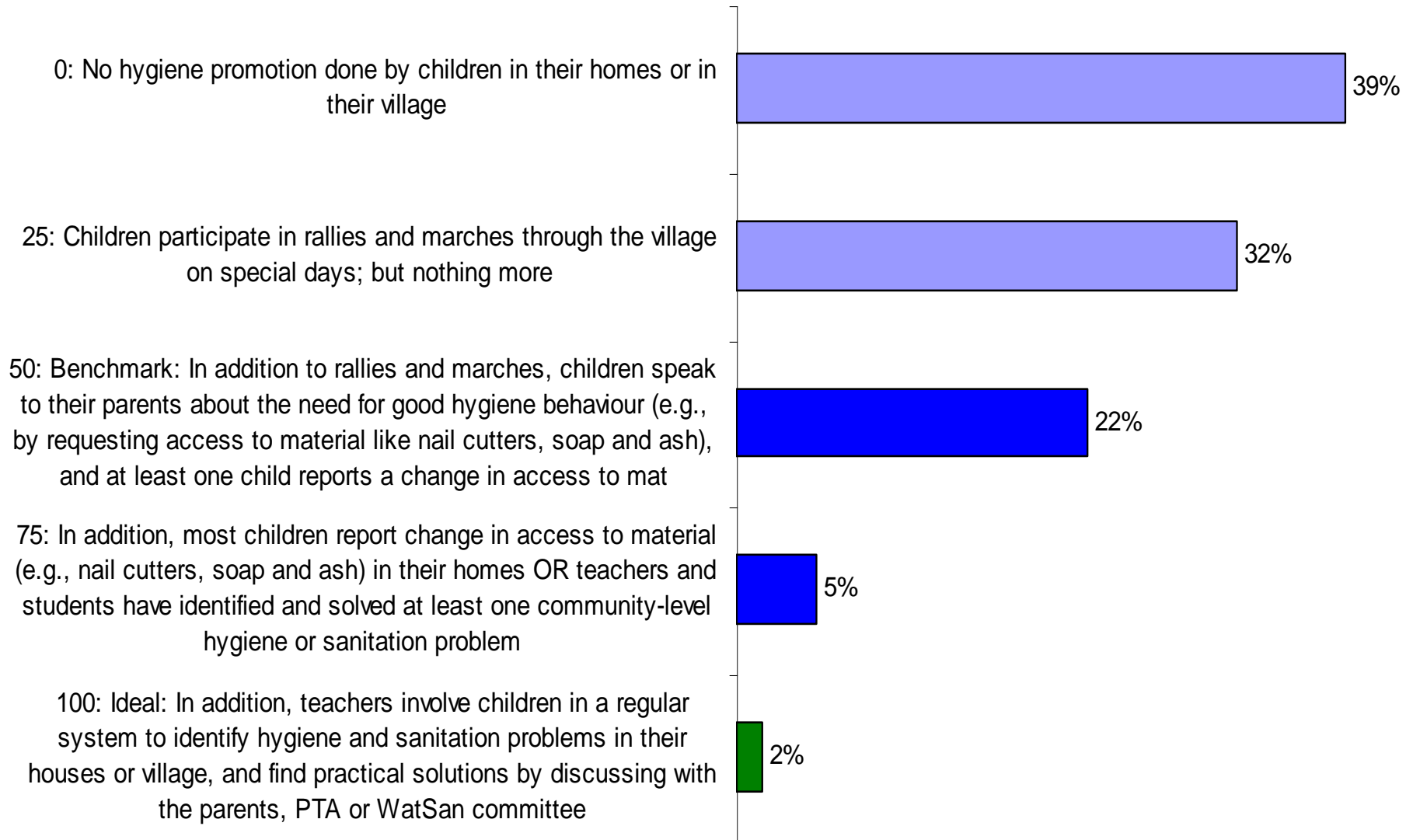
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STUDENTS	26	3	18	2	24	20
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## 4. Monitoring & Evaluation





## 5. Working with communities



- Children have spread knowledge, information and good practices effectively to parents and siblings
- Account for cultural acceptability and parent-child relations, though (Example of cooking pot as toilet)
- Parents and communities support schools in improving water supply, sanitation and handwashing provisions
- Inspiring examples: SLTS in Nepal and Pakistan, Child-to-child programmes, Escuela Nueva in Colombia, Peru, Venezuela, etc.
- In outreach, take into account the differences between school & home facilities



## 6. Conclusion

- Good sanitation & hygiene and protection of water & the environment are common to all faiths
- Faiths and school education can mutually reinforce strong values and good attitudes & practices to protect the environment & the most disadvantaged
- Faith-based schools can play a huge role, as globally almost 60% of education is faith-related
- Materials and reference programmes are widely available
- Next Steps: What happens after the Guide?

*Is it desirable and possible to develop a movement/programme for schools specially adjusted to and implemented by the Faiths?*

