

**Child's Environment Section**  
**UNICEF/Nepal Country Office**  
**Pulchowk, Lalitpur**

**A**  
**Final Report**

**On**

***DATA ENTRY & PROCESSING OF INPUTS FROM SCHOOL  
SANITATION AND HYGIENE EDUCATION PROJECTS REVIEW IN  
NEPAL***

**Submitted By:**

**Integrated Research Application and Development**

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**May, 1999**

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To: Mr. Hans Spruijt  
Chief Child's Environment Section  
UNICEF Nepal Country Office

Sub: Submission of Final Report (4<sup>th</sup> Submission) on Data Entry and Processing of Input from School Sanitation and Hygiene Education Projects Review in Nepal and request for final and balance payment of this data analyses job.

Dear Sir,

Following the Terms of Reference (TOR), comments and recommended actions on Draft Report and suggestions made from your office during various meetings, our experts put maximum efforts in analyzing and preparing this Final Report as accordingly where it was considered necessary. Due to involvement of more variables than there considered in comment (08) answered differently and subjectively so further confusion could be raised if it was analyzed accordingly. So method of analyzing could not be changed, as it becomes more confusion. Cumulative presence of programs in different districts of county could be shown in single map, but it was not clear and different maps were produced for different programs. Lesson learned of suitable chapter has been provided and unnecessary charts presented in Draft Report have been removed. Some useful suggestion provided by Ms. Rajya Laxmi and Mr. Rajendra in addition to long list of comments and recommended actions provided by Mr. Hans Spruijt have been sincerely incorporated in this Final Report. On the other hand, as it is understood that raw data provide were not enough to conduct scientific and objective analysis to derive desired findings and indicators at standard format. Although, with limitation of raw data, several combination of dependent and independent variables have been searched with a view to find the reasonable relationship between these variables. In fact, unexpected efforts have been applied to incorporate suggestion made by different personnel at different occasions. As matter of fact, several times, we have revised the various comments made by you on different occasions and so we hope that we have completed the assignment of as per the TOR and the scope of work spelled out in the contract agreement signed with your earlier. Thank you for your approval and release of final payment.

Date: 20 Sept. 1999

Yours truly,

M.K. Dangal  
[Managing Director]  
IRAD Consult



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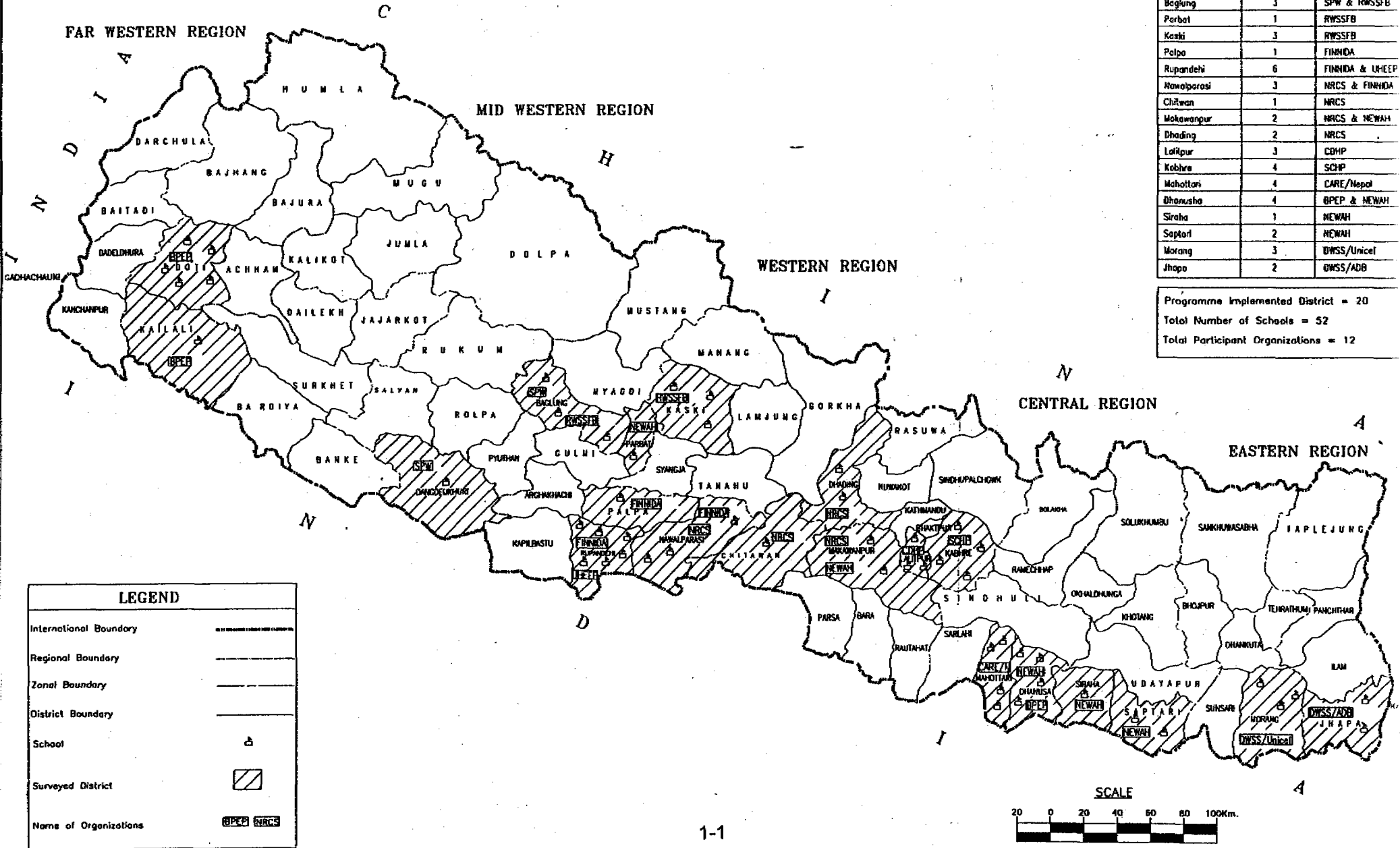
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**SURVEYED DISTRICTS FOR  
SANITATION AND HYGIENE PROGRAM IMPLEMENTED BY VARIOUS ORGANIZATIONS**

District	Number of School	Involved Organizations
Doti	5	BPEP
Kailash	1	BPEP
Dang	1	SPW
Baglung	3	SPW & RWSSFB
Parbat	1	RWSSFB
Kaski	3	RWSSFB
Palpa	1	FINNIDA
Rupandehi	6	FINNIDA & URHEEP
Kawalparasi	3	NRCS & FINNIDA
Chitwan	1	NRCS
Makawanpur	2	NRCS & NEWAH
Dhading	2	NRCS
Lalitpur	3	COHP
Kabhre	4	SCHP
Mahottari	4	CARE/Nepal
Bhanusha	4	BPEP & NEWAH
Siraha	1	NEWAH
Saptari	2	NEWAH
Morang	3	OWSS/Unicef
Jhapa	2	OWSS/ADB

Programme Implemented District = 20  
 Total Number of Schools = 52  
 Total Participant Organizations = 12



## 1.1 Introduction

Data available from Information Collection Sheet and collected Firsthand Information on the school sanitation and hygiene education programme/activities implemented by schools besides government curriculum was to be analyzed for getting the result on the form of data tables, graphs and charts. For the implementation of such Programme/activities. Various organization have taken care of different schools in some selected districts of country. Information data includes 12 organizations and 52 schools. The team assigned for data collection had to observe on school sanitation and hygiene education only. The Information collection sheet contains altogether 27 questions and some of them were to ask to respondent too. The team was guided to reach the school half an hour before the session starts to observe sanitation/hygiene activities. But some of them have filled that they reached later or so. Some visited schools on holiday and out of 52 schools hardly 30 to 35 schools were observed properly. In most of schools, the day visited was not the day for weekly and monthly sanitation activities. In spite of the limited data used and subjective answers available, the consultant has tried its best efforts to get the authentic outcome of the study. The data was tabulated and compiled in different ways so that all variables and cross variables could be incorporated as objectively as possible. This report includes useful information of sanitation consultant from UNICEF.

## 1.2 Executive Summary

- 1.2.1 Time of initiation of sanitation programme/activities has not been correlated properly with the outcome of those organizations or related schools. Longer time of initiation not meant the better result and shorter duration meant worse performance. Time has no effect on the performance of sanitation programme/activities. UMN has been working since last 45 years or UHEEP last 10 years. NEWAH within 2 years duration has shown satisfactory performance as observed on the basis of Information Collection Sheet.
- 1.2.2 NEWAH and BPEP have conducted its programme in some selected districts of all five regions and SCHP has conducted its programme in single district of central region. BPEP covers maximum number of schools and students all over the country and targets to conduct its programme in all school. On the other hand BPEP has started its programme since last 2 years and better result can be expected in coming years as it is to cover whole country.
- 1.2.3 All twelve organizations aimed at school sanitation and personal hygiene related programme/activities. The ultimate goals to achieve were schools with healthy environment and students with positive behavior/practices. Lesson learned by the students on sanitation and positive behavior practices in school may be disseminated in community people through them. All children in community should be healthy and with positive attitude towards sanitation for nation building in future. Therefore UNICEF targets its programme/activities considering school as suitable platforms and teachers/students as key agents. All twelve organizations either supported from UNICEF or working independently wanted concrete outcomes on improved sanitation awareness of students, positive behavioral change of students and teachers and good attitude for the success of programme/activities implemented.

- 1.2.4 Most of organizations implemented programme/activities in order to achieve some objective such as clean school compounds, clean floor, walls and ceilings of classrooms and teachers rooms, sufficient toilets available and used with water, available safe drinking water, students and teachers with clean body, clothes and good behavior/practices or garbage pit available and used. As observed from the result some organizations have achieved their objectives partially and some of them could not find at all. Unless regular monitoring, the single day observation result may not be the proof that some outcomes have been achieved. It is expected that some of schools were pre-informed of team coming for the observation and they maintained well for the day they visited the school. It can not be the real judgement of evaluating schools on the basis of single day observation. The methodology adopted to collect information from school (mostly from nearby villages of headquarter) seem to be slightly limited.
- 1.2.5 Most of schools found some constraints for implementation of such programme/activities due to limited budget and manpower. The inter-school transfer of trained teachers is another problem in sustaining the programme/activities. Lack of commitment, monitoring, transportation and communication were major constraints realized. There should be networking between the organizations working in the same field with different approaches.
- 1.2.6 There are some chapters on Firsthand Information Collection Sheet, which can not be well categorized. The surveyor who carried out the survey have not answered properly to categorize activities in schools. Some of them have kept blank. While analyzing the data the blank topic either had to escape or have to assume. Similarly for the achievement of the programme/activities many of the sheets are partially filled or blank. For better result, alternate categories would have to be developed and surveyor could select appropriate categories to indicate in question 13, 15 and 26. Questions 16, 17, 18, 25 and 27 are not completed by most of the surveyors. The consultant has assumed that no comment written means the conditions is positive.
- 1.2.7 An additional way to single out the best schools and the lesson learned in the case of this study provided by UNICEF seems to be reasonable. However, if there are 2 schools under one organization, the one will be best and other will be moderate or below average. It depends upon the mark they obtained on the basis of analysis result of Table 3.2. There may be more than one schools lying under average below or moderate and listing of only three with B, M and BA could not give exact idea that how many schools are the best, moderate or average below. The consultant has provided 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> school of each organizations with all data base information. In some approaches almost all schools are above moderate and in some approaches all schools are below average. Therefore the basis provided by UNICEF to find best, moderate and below average schools from each organizations are provided in slightly different way like first, second and third school.



Top three schools from each organizations on the basis of performance on sanitation and hygiene activities

Region	Name of School	Top Three	Boys	Girls	Total Student	Male-Teacher	Female-Teacher	Total-Teacher	Female-Staff	Male-Staff	Total-Staff	T. Student/S. Student	T. Teacher/S. Teacher	T. Girls/S. Girls	Weightage
HR	Lungadi Ps	2nd	26	34	60	2	1	3			0	1 1/2	1	1 7/10	4.7
TR	Janachetana Ps	1st	190	160	350	8	1	9		1	1	1	1	1	5.8
HR	Janahit Ps	3rd	78	50	128	3		3			0	9 11/13	1	8 1/3	3.7
	NEWAH														
HR	Shree Mahesh Dharma Ss	2nd	307	298	605	10	4	14		1	1	11 11/54	7	10 8/29	3.3
TR	Kabilash Ss	3rd	286	242	528	13	2	15		1	1	1 49/81	3 3/4	2 5/73	3.2
TR	Tribhuvan Bal Ss	1st	362	299	661	14	2	16		1	1	2 18/25	1	3 29/90	4.5
	NRCS														
TU	Janata Lss	1st	120	280	400	6	5	11		1	1		1		5.6
TU	Tilottama Lss	3rd	188	226	414	4	8	12	1	1	2		1		4.9
TU	Kalika Ss	2nd	475	500	975	15	8	23		2	2	4 11/46	11 1/2	4 8/23	5.2
	UHEEP														
HR	Srijana Ls	2nd	86	113	199	6	1	7			0				4
HR	Kamal Ps	3rd	45	52	97	4		4		1	1	1	1	1	2.8
HR	Gram Bikash Ps	1st	114	145	259	3	3	6		1	1	2	1	2 1/72	4.3
	RWSSFB														
HR	Shree Ss	1st	275	300	575	14	3	17		3	3	3 5/6	17	3	3.8
HR	Bhimsen Hss	3rd	380	247	627	15	2	17		3	3	33	17	24 7/10	2.6
HR	Amar Hss	2nd	281	248	529	16	1	17		1	1	88 1/6	17	82 2/3	3.4
	SPW														
HR	Jan Kanylan Ss	3rd	210	70	280	10		10		1	1	1	1	1	2.8
HR	Gokule P. Lss	1st	103	69	172	4	1	5		1	1	1 21/65	1	1 19/50	5.4
HR	Mahendra Ps	2nd	72	46	118	3		3		1	1	2 1/29	1	2 3/10	3.3
	SCHP/JICA/JMA														
HR	Bageswari Ps	1st	52	53	105	3	2	5	1		1	1 4/17	2 1/2	1 20/33	4.6
HR	Bag Bhairab Ps	3rd	32	46	78	3		3			0		3		2.4
HR	Kaili Devi Ss	2nd	162	135	297	9	2	11		1	1	1 1/8	11	1 4/41	2.6
	CDHP/UMN														
HU	Dilpeshwor Ss	3rd	222	155	377	5	2	7		1	1	1 7/8	1	1 74/81	1.3
TR	Rastriya Ps	2nd	237	88	325	6	1	7		1	1	1	1	1	2.1
TR	Shree Rastriya Primary Ps	1st	101	124	225	5	1	6		1	1	1	1	1	4.1
	BPEP														
TR	Janata Ss	2nd	559	240	799	13	1	14		2	2	199 3/4	4 2/3		3.1
TR	Janata Ps	3rd	236	125	361	6		6		1	1	1	1	1	1.1
TR	Rastriya Lss	1st	269	136	405	7	1	8			0	1	1	1	2.4
	CARE/Nepal														
TR	Saraswoti Ps	1st	48	32	80	3	1	4			0	1	1	1	5.2
TR	Saina Maina Ss	3rd	407	409	816	16	2	18		1	1		2 1/4		2.4
HU	Sharada Hss	2nd	297	290	587	16	4	20	1	1	2	1	1	1	4
	FINNIDA														
TR	Shree Dasrath Ss	1st	560	641	1201	13	6	19		2	2	1	9 1/2	1	4.4
TU	Shree Kavi Siromani Ss.	2nd	641	560	1201	12	2	14		1	1	1	1	1	4.2
	DWSS/ADB														
TR	Shree Sikshya Jyoti Ps	3rd	110	90	200	4	1	5			0	1	1	1	1.8
TR	Shree Lss	1st	140	286	426	5	2	7		1	1	1	1	1	4.7
TR	Shree Devkota Lss	2nd	240	210	450	6	2	8		1	1	1	1	1	2.9
	DWSS/Unicef														

Note: HR = Hill/Rural, HU = Hills/Urban, TR = Terai/Rural, TU = Terai Urban  
S = Selected, T = Total

**Review of School Sanitation and Hygiene Education  
Programme/Activities in Nepal**

**Information Collection Sheet**

## INFORMATION COLLECTION SHEET

### 2.1 Name of Organization

This Chapter has been completed by all the organizations. Which are following.

- a) Department of Water Supply & Sewerage (DWSS/Unicef)
- b) Department of Water Supply & Sewerage (DWSS/ADB)
- c) Nepal Water for Health (NEWAH)
- d) Rural Water Supply & Sanitation Fund Development Board (RWSSFDB)
- e) School and community Health Project (SCHP)
- f) Primary Teacher Training Unit Bhaktapur (BPEP)
- g) Care Nepal
- h) Students Partnership Worldwide (SPW)
- i) Nepal Red Cross Society (NRCS)
- j) Rural Water Supply & Sanitation Project (RWSSP)
- k) United Mission to Nepal (UMN)
- l) Urban Hygiene and Environmental Education Programme (UHEEP)

### 2.2. Name of Programme/Activity

Almost all organizations except DWSS/Unicef have given different programme/activity. But most of them have not specified properly. For conducted programme scenario is given in chart on page 1-5.

### 2.3 Year of initiation of School sanitation programme/activity

Except CARE/Nepal, all the organizations have given the year of initiation of school sanitation programme/activity. In table organizations are ranking on the basis of year of initiation.

Organizations	Year of Initiation of School Sanitations	Period	Top 3 Period
Dwss/Unicef	1992	7	Third
Dwss/ADB	1996/97	3	
NEWAH	1997/98	2	
RWSSFDB	1996	3	
SCHP	1996	3	
BPEP	1997	2	
CARE/Nepal			
SPW	1995	4	
NRCS	1991	8	
RWSSP	1991-1995	6	
UMN	1954	45	First
UHEEP	1989	10	Second

**2.4 Number and name of the districts where the activities/programme implemented**

NEWAH & BPEP have conducted its programme in some selected districts of all five regions and SCHP has conducted its programme in single district of central region. For total number of students of various level, programme conducted district as well as name of organization see Table 2.1 in page 1-8.

**2.5 Level Number of School and Student benefited by district**

Number and name of districts where the activities/programme implemented by 12 organizations are tabulated in page 1-6. Out of them maximum number of primary schools and students are benefited by BPEP. Similarly maximum number of secondary schools and students are benefited by DWSS/ADB. For detail information and comparative charts among 12 organization see Chart 2.2 and 2.2.1 in page 1-6 and 1-7.

**2.6 Objectives of the programme/Activity**

The objective of almost all the organizations have been found to be activities on personal hygiene and school sanitation. Some of them pointed out that the sanitation awareness to be disseminated towards the community. SCHP and RWSSP pointed out to establish safe drinking water and sanitation facility in schools through community participation and empower management skill of these facilities at schools. RWSSP focused on teachers to develop better teaching/learning environment and they are to be facilitated as a key catalyst model in school and community.

**2.7 Expected outcome of the programme**

The expected outcomes of the organizations were improved school sanitation, household sanitation, community awareness, positive behavioral change of students and teachers in school and dissemination of messages in community. Some organization expected latrines constructed and water supply established sufficiently in schools.

**2.8 Major activities of the programme/activity**

Major activities were teachers training, school sanitation programme and personal hygiene for some organizations. DWSS/ADB listed construction of toilet and teachers training only. RWS/UHEEP and BPEP listed attractive activities stressed on school sanitation and personal hygiene. For more detail, categories and comparative frequencies see Table 2.2 in page 1-11.

**2.9 Implementation Strategy of the programme/activity**

Briefing on WATSAN, fecal oriented communicable diseases, their prevention, community mobilization and motivation, role of teachers on personal hygiene and hygiene behaviors were mentioned by DWSS/ADB, RWSS, SCHP, CARE/Nepal, NRCS and UHEEP. SPW pointed out the formation of green club, volunteer training. Activities can be sustained by Green-Club. UMN and NEWAH did not mention much about the strategy. For total percentage and lesson-learned see Table 2.3 in page 1-12.

**2.10 Maximum and Minimum cost involved for running programme**

DWSS/ADB, DWSS/Unicef, NEWAH, RWSSP, SCHP & UMN are listed the various range of cost involved and rest of organizations did not respond much about this cost. Only three organizations are filled their expenditure on their own.

### 2.11 Annual cost per student

DWSS/ADB, RWSS, UMN have stated the specific amount of cost per student and NEWAH stated that the cost may vary from year to year or activity to activity. Rest of organizations did not mention any information regarding annual cost per student.

### 2.12 Involvement of manpower

Most of manpower including parents, engineers, health motivators, health educators, community workers, technical supervisor and volunteers part time in DWSS/Unicef, DWSS/ADB, NEWAH, RWSS, NRCS and UMN schools. In BPEP schools supervisors and RPs are involved. Whereas in CARE/Nepal school project staff monitor the programme. In rest of organization above-mentioned people supervise in full time.

Organizations	Full-time Staff	Part-time Staff	Not-Define	Total
Dwss/Unicef		2		2
Dwss/ADB		200		200
NEWAH		2		2
RWSSFB		2		2
SCHP	7	1		8
BPEP			2	2
CARE/Nepal			1	1
SPW	(150/90)+14			0
NRCS		4		4
RWSSP	8			8
UMN		10		10
UHEEP	4	1		5

### 2.13 Major achievements after implementation of the programme/activity

School children were found to be neat and healthy. They started to demonstrate a better hygiene behavior in school and household. Students and teacher participated in health hygiene promotional activities in DWSS/Unicef school. Toilets and water supply were also constructed and maintained well. Change of knowledge and attitude, improvement of school environment in RWSS, SCHP, BPEP, NEWAH, CARE/Nepal, SPW, RWSSP, UMN & UHEEP schools. In NRCS schools a good relation established with MMG/N and NGO for its technical sustainability and trained teachers not to be transferred due to political division. DWSS/ADB mentioned in brief of improved school sanitation and activities.

### 2.14 Major constraints and problems of the programme/activity

Lack of commitment, monitoring, transportation cost of latrine and water supply were the major constraints. Political debate or dispute among students were mentioned in DWSS/ADB, DWSS/Unicef, CARE/Nepal, SCHP, BPEP, NRCS, NEWAH and RWSSP. In RWSSP school, trained teachers were transferred frequently, student leave school after passed out and new committee are to be reformed. SPW pointed out in addition that lack of network between the organizations working in the same field with different approaches and inadequate curriculum in the health and sanitation.

### **2.15 Major corrective activities in the programme/activity**

Most of organizations like DWSS/Unicef, SCHP, CARE/Nepal, NRCS and UMN suggested to involve teachers and students in sanitation campaign, students rally, latrine programme, community awareness and activation use, of locally available resources, frequent monitoring and follow-up, IEC material distribution, Green-Club formulation, regular meeting among teacher and student, DWSS/ADB, RWSS, BPEP, RWSSP and UHEEP did not mention much about corrective measures.

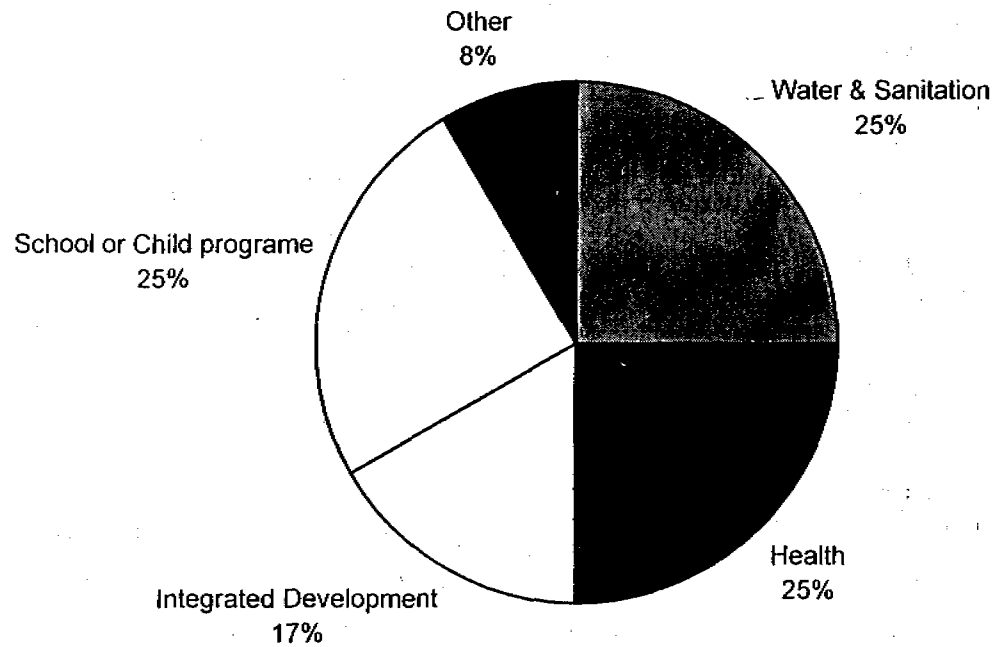
### **2.16 Lessons learned after implementation of the programme/activity**

Improved sanitation/personal hygiene among students and teachers found. Without water supply the institutional latrines is not success. Local teachers are to be selected, so less change of transfer is possible. Need assessment, joint planning, cost sharing, skilled labour training etc. for better result. These lessons were provided by DWSS/Unicef, NEWAH, SCHP, CARE/Nepal, NRCS, RWSSP and UHEEP. UMN, BPEP and DWSS/ADB did not write any lesson learnt from the implementation of programme/activity.

### **2.17 Other observation regarding programme/activity**

The active participation of school teachers and student propagating their views regarding sanitation and hygiene in rural area. Due to limited manpower and financial constraints it is getting harder to DWSS. Effective follow-up , necessity of HSE coordinator to link with NGOs, INGOs, HMG/N and other donor agencies community people are willing to have sanitation programme in their own names and have initiated accordingly. These were observed by UHEEP, RWSSP, NRCS, SPW, SCHP, RWSSP, NEWAH and DWSS/Unicef. Rest of organizations could not observe much.

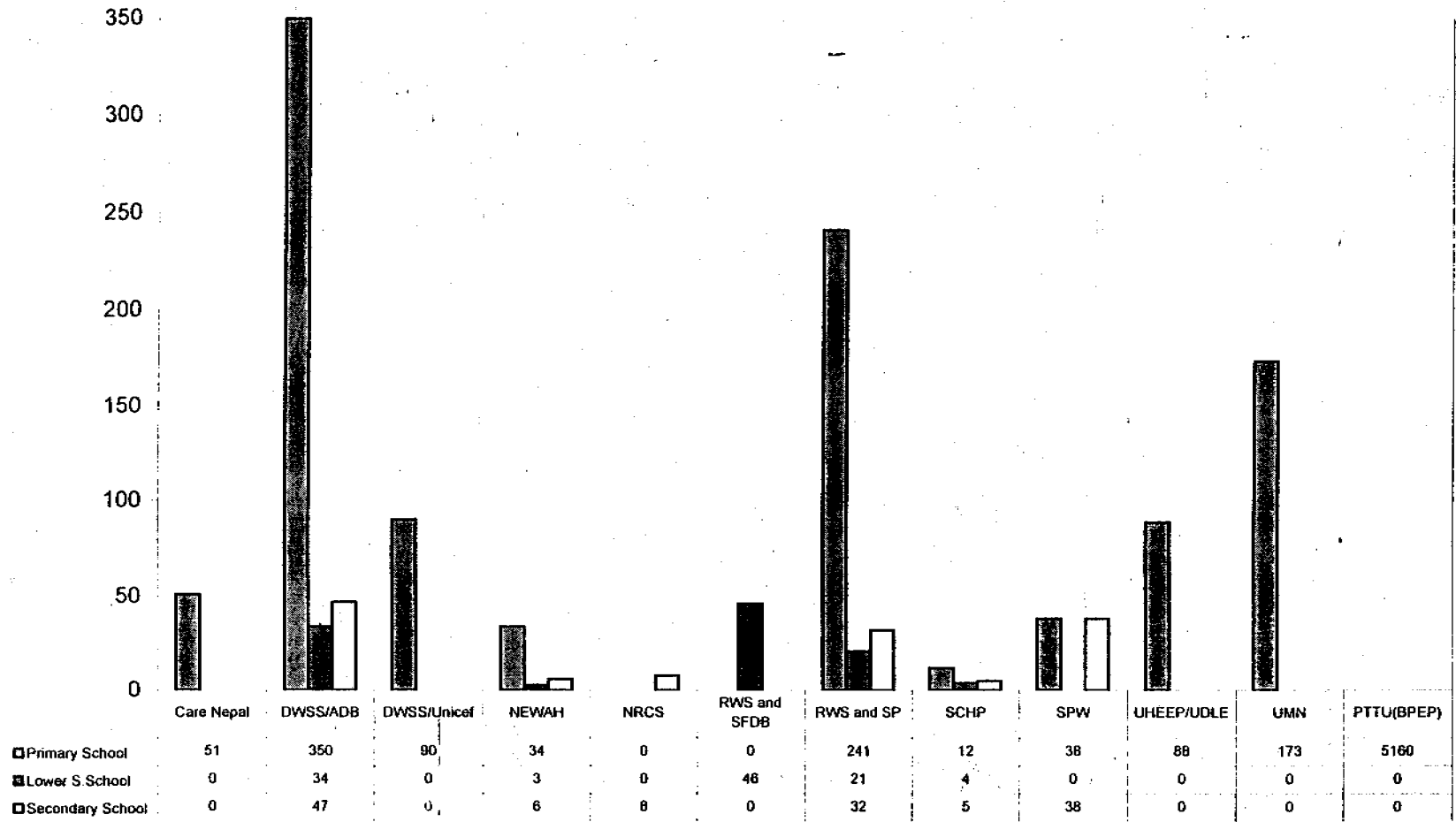
Chart-2.1 Programme Activities



**Lesson-Learned**

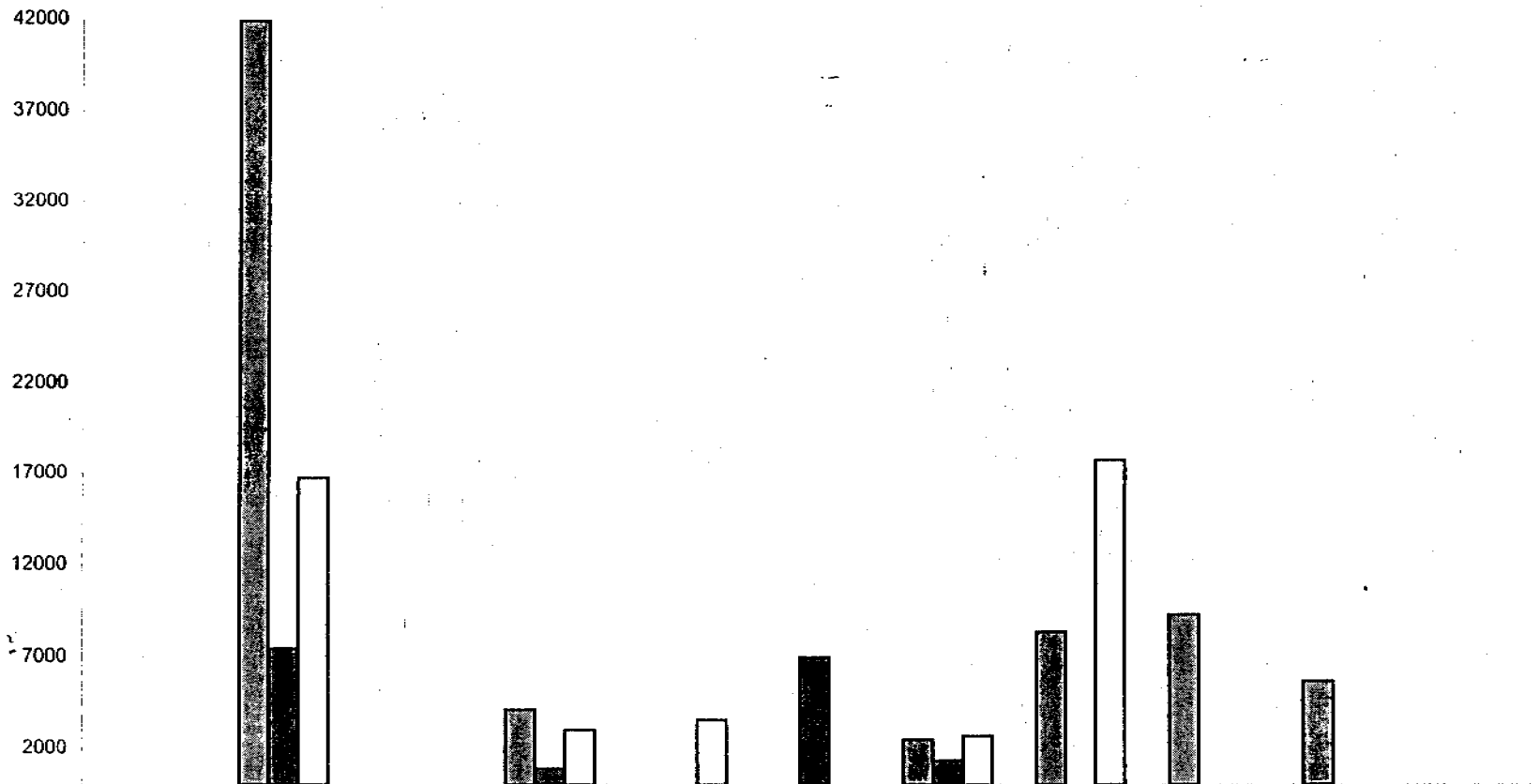
Programme activities implemented by different organization in different schools of country has been mainly focused on Health, School or child programme, water and sanitation. Only 17% of their activities were found on integrated development.

**Chart 2.2 Number of School benefited by Organization**  
 (BPEP activities are not shown in this graph)





**Chart 2.2.1. Number of student benefited by Organization**  
 (BPEP activities are not shown in this graph)



	Care Nepal	DWSS/ADB	DWSS/Unicef	NEWAH	NRCS	RWS and SFDB	RWS and SP	SPW	UHEEP/JUDLE	UMN	PTU(BPEP)
□ Primary Students	0	41908	0	4124	0	0	2470	8300	9245	5625	919570
■ Lower S. Student	0	7458	0	888	0	6936	1325	0	0	0	0
□ Secondary Student	0	16717	0	3018	3567	0	2650	17700	0	0	0

**Table 2.2. Major Activities of the programme/activities**

Activities	Care Nepal	DWSS/ADB	DWSS/Unicef	NEWAH	NRCS	PTTU(BPEP)	RWS and SFDB	RWS and SP	SCHP	SPW	UHEEP/UDLE	UMN	Percentage
Personal hygiene	1					1	1						25%
School Sanitation	1					1		1		1	1		42%
Oreientation of different monitoring forms				1	1	1	1			1	1		50%
Child to child concepts on sanitation	1			1		1			1		1	1	50%
Recycling activities					1	1		1		1	1		42%
Friday meeting					1	1							17%
Primary teacher orientation/work shop	1	1	1	1	1			1		1	1	1	75%
School sanitation activities			1	1			1			1			33%
Inter-school programme			1					1					17%
Construction of School Latrines	1	1		1			1	1	1	1		1	67%
Committee formation					1				1			1	25%
Health Education/treatment	1				1							1	25%

**Lesson Learned**

Out of 12 activities categorized, most of schools concentrate on primary teacher orientation/workshop and secondly they have stressed on construction of latrines or developing child to child concepts on sanitation. Activities related to personal hygiene, weekly meeting, inter-school programme, committee formation and health education/treatment were found in very few schools.

**Table 2.3. Implementation strategy of the programme/activity**

Item	Dwss/Unicef	DWSS/ADB	NEWAH	RWSSB	SCHP	BPEP	Care/Nepal	SPW	RWSSP	UMN	UHEEP	Total
Building up awareness		1	1									17%
Improved Personal Hygiene		1										8%
Briefing of Programme Objectives	1											8%
Role of School to change in hygiene behaviour	1											8%
Mobilization of Community	1				1		1					25%
Training to committee member			1	1		1	1	1				42%
Construction of school latrine			1	1			1					25%
Committee formation					1				1		1	25%
Health Education to School member						1						8%
To develop policy							1					8%
Timely follow-up								1				8%

**Lesson Learned**

Implementation strategy of programme/activities was mostly governed by training to committee member and its out comes seems to be weak. It doesn't include much about the role of school to change in hygiene behaviors, health education to school member, timely follow up and policy development which are very important sector for overall improvement. It is found that implementation without monitoring the programme/activity will not result in the expected out comes.

Table 2.4 Level, Number of schools and students benefited by districts

Name of Organization	Programme Name	Region	District	Primary School	Primary Students	Lower S.School	Lower S. Student	Secondary School	Secondary Student
Care Nepal	PHC/SHP	Central	Mahottari	17					
Care Nepal	PHC/SHP	Eastern	Solukhumbu	14					
Care Nepal	PHC/SHP	Far Western	Bajura	17					
Care Nepal	PHC/SHP	Western	Gorkha	0					
Care Nepal	PHC/SHP	Western	Mustang	0					
Care Nepal	PHC/SHP	Western	Syangja	3					
Care Nepal	PHC/SHP	Western	Syangja	3					
DWSS/ADB	FRWSSSP	Eastern	Bhojpur	9	1315			1	334
DWSS/ADB	FRWSSSP	Eastern	Dhankuta	15	1600	2	800	4	1710
DWSS/ADB	FRWSSSP	Eastern	Ilam	10	1591				
DWSS/ADB	FRWSSSP	Eastern	Jhapa	7	1000	1	500	3	1655
DWSS/ADB	FRWSSSP	Eastern	Khotang	15	1706	3	1008	2	600
DWSS/ADB	FRWSSSP	Eastern	Morang	1	102				
DWSS/ADB	FRWSSSP	Eastern	Okhaidhunga	10	1729	1	100	2	600
DWSS/ADB	FRWSSSP	Eastern	Panchthar	28	5106	1	305	4	1776
DWSS/ADB	FRWSSSP	Eastern	Sankhuwasabha	17	1529	1	250	1	507
DWSS/ADB	FRWSSSP	Eastern	Saptari	1	450				
DWSS/ADB	FRWSSSP	Eastern	Siraha						
DWSS/ADB	FRWSSSP	Eastern	Solukhumbu	2	200			3	609
DWSS/ADB	FRWSSSP	Eastern	Sunsari	2	654			1	1022
DWSS/ADB	FRWSSSP	Eastern	Taplejung	8	951			2	803
DWSS/ADB	FRWSSSP	Eastern	Terhathum	13	1359	1	121	4	1440
DWSS/ADB	FRWSSSP	Eastern	Udayapur	13	2376	2	672	5	3625
DWSS/ADB	FRWSSSP	Far Western	Achham	4	265				
DWSS/ADB	FRWSSSP	Far Western	Baitadi	3	170				
DWSS/ADB	FRWSSSP	Far Western	Bajhang	5	30				
DWSS/ADB	FRWSSSP	Far Western	Bajura	3	240				
DWSS/ADB	FRWSSSP	Far Western	Dadeldhura	7	390				
DWSS/ADB	FRWSSSP	Far Western	Darchula	2	145				
DWSS/ADB	FRWSSSP	Far Western	Doti	7	280				
DWSS/ADB	FRWSSSP	Far Western	Kailali	3	40				
DWSS/ADB	FRWSSSP	Far Western	Kanchanpur	8	500				
DWSS/ADB	FRWSSSP	Mid Western	Banke	1	100				
DWSS/ADB	FRWSSSP	Mid Western	Bardiya	1	75				
DWSS/ADB	FRWSSSP	Mid Western	Datkh	19	3103	4	1184		
DWSS/ADB	FRWSSSP	Mid Western	Dang	5	675				
DWSS/ADB	FRWSSSP	Mid Western	Dolpa	1	20				
DWSS/ADB	FRWSSSP	Mid Western	Humla	4	510	1	100		
DWSS/ADB	FRWSSSP	Mid Western	Jajarkot	20	1255				
DWSS/ADB	FRWSSSP	Mid Western	Jumla	2	250	3	389		
DWSS/ADB	FRWSSSP	Mid Western	Kailkot	8	930	1	165		
DWSS/ADB	FRWSSSP	Mid Western	Mugu	2	100	1	30		
DWSS/ADB	FRWSSSP	Mid Western	Pyuthan	21	2626	5	460		
DWSS/ADB	FRWSSSP	Mid Western	Roopa	30	2915			12	644
DWSS/ADB	FRWSSSP	Mid Western	Rukum	13	783				
DWSS/ADB	FRWSSSP	Mid Western	Salyan	15	2583				
DWSS/ADB	FRWSSSP	Mid Western	Surkhat	15	2265	7	1374	3	1382
DWSS/ADB	FRWSSSP	Mid Western	Surkhat	15	2265	7	1374	3	1382
DWSS/Unicef		Central	Chitwan	7					
DWSS/Unicef		Central	Dhading	10					
DWSS/Unicef		Central	Kathmandu	3					

Table 2.4 Level, Number of schools and students benefited by districts

Name of Organization	Programs Name	Region	District	Primary School	Primary Students	Lower S.School	Lower S. Student	Secondary School	Secondary Student
DWSS/Unicef		Central	Kabra	12					
DWSS/Unicef		Central	Lalipur	2					
DWSS/Unicef		Central	Mahottari	9					
DWSS/Unicef		Central	Makawanpur	9					
DWSS/Unicef		Central	Parsa	20					
DWSS/Unicef		Central	Rautahal	6					
DWSS/Unicef		Central	Sariahi	8					
DWSS/Unicef		Central	Sindhuli	4					
DWSS/Unicef				90	0	0	0	0	0
NEWAH	SHEP	Central	Dhading	2	180	2	489		
NEWAH	SHEP	Central	Dhanusha	1	205				
NEWAH	SHEP	Central	Mahottari	2					
NEWAH	SHEP	Central	Makawanpur	2					
NEWAH	SHEP	Central	Nuwakot	1	55				
NEWAH	SHEP	Central	Rautahat					1	745
NEWAH	SHEP	Central	Sindhuli	4	402				
NEWAH	SHEP	Eastern	Bhojpur	1	83				
NEWAH	SHEP	Eastern	Khotang	2	264			1	238
NEWAH	SHEP	Eastern	Saptari			1	399		
NEWAH	SHEP	Eastern	Siraha	1	114				
NEWAH	SHEP	Eastern	Udyapur	2	175				
NEWAH	SHEP	Far Western	Darchula	2	268				
NEWAH	SHEP	Mid Western	Bardiya	2	434			2	1446
NEWAH	SHEP	Mid Western	Dang	1	230				
NEWAH	SHEP	Mid Western	Pyulhan	1	68				
NEWAH	SHEP	Mid Western	Surkhet	2	394				
NEWAH	SHEP	Western	Baglung	1	71				
NEWAH	SHEP	Western	Gorkha	1	104				
NEWAH	SHEP	Western	Parbat	1	55			1	62
NEWAH	SHEP	Western	Syangja	3	788			1	507
NEWAH	SHEP	Western	Tanahun	2	234				
NEWAH				21	1171		888	6	3019
NRCS	SHEP	Central	Chitwan	0				2	1225
NRCS	SHEP	Central	Dhading					2	756
NRCS	SHEP	Central	Makawanpur	0				2	893
NRCS	SHEP	Western	Nawalparasi					2	693
NRCS				0		0	0	0	3567
PTTU(BPEP)	SST	Central	Chitwan	356	90597				
PTTU(BPEP)	SST	Central	Dhanusha	296	78750				
PTTU(BPEP)	SST	Central	Mahottari	231	55525				
PTTU(BPEP)	SST	Central	Nuwakot	409	48077				
PTTU(BPEP)	SST	Central	Rautahat	244	50625				
PTTU(BPEP)	SST	Eastern	Dhankuta	289	38194				
PTTU(BPEP)	SST	Eastern	Nam	372	68689				
PTTU(BPEP)	SST	Eastern	Sunseri	266	85477				
PTTU(BPEP)	SST	Far Western	Achham	278	35183				
PTTU(BPEP)	SST	Far Western	Baitadi	328	42559				
PTTU(BPEP)	SST	Far Western	Ooti	275	28984				
PTTU(BPEP)	SST	Far Western	Kailali	384	77929				
PTTU(BPEP)	SST	Mid Western	Mugu	106	5154				
PTTU(BPEP)	SST	Mid Western	Rukum	248	28287				
PTTU(BPEP)	SST	Mid Western	Salyan	316	41130				

Table 2.4: Level, Number of schools and students benefited by districts

Name of Organization	Program Name	Region	District	Primary School	Primary Students	Lower S.School	Lower S. Student	Secondary School	Secondary Student
PTTU(BPEP)	SST	Western	Lanjung	374	51253				
PTTU(BPEP)	SST	Western	Nawalparasi	368	93177				
PTTU(BPEP)	SST	Western		390	11210				
RWS and SFDB	SHP	Central	Chitwan			8	1435		
RWS and SFDB	SHP	Central	Kayre			7	600		
RWS and SFDB	SHP	Central	Makawanpur			5	1042		
RWS and SFDB	SHP	Central	Nuwakot			3	553		
RWS and SFDB	SHP	Central	Rasuwa			1	150		
RWS and SFDB	SHP	Central	Sindhuli			1	450		
RWS and SFDB	SHP	Central	Sindupalchock			5	725		
RWS and SFDB	SHP	Western	Arghakanchi			3	727		
RWS and SFDB	SHP	Western	Baglung			2	251		
RWS and SFDB	SHP	Western	Gorkha			2	258		
RWS and SFDB	SHP	Western	Gulmi			2	266		
RWS and SFDB	SHP	Western	Katki			2			
RWS and SFDB	SHP	Western	Nawalparasi			2	260		
RWS and SFDB	SHP	Western	Parba			3	219		
RWS and SFDB	SHP	Western							
RWS and SP	HE and SP	Western	Arghakanchi	33		3			4
RWS and SP	HE and SP	Western	Gulmi	44		5			6
RWS and SP	HE and SP	Western	Kapilvastu	33		3			8
RWS and SP	HE and SP	Western	Nawalparasi	52		5			5
RWS and SP	HE and SP	Western	Palpa	41		5			4
RWS and SP	HE and SP	Western	Rupandehi	38		0			5
RWS and SP	HE and SP	Western							
SCHP	SHP/CD	Central	Kavrepalanchok	12	2470	4	1325	5	2650
SCHP	SHP/CD	Central							
SPW	PE and EP	Central	Dolakha	4	850			4	2200
SPW	PE and EP	Eastern	Dhankuta	6	1300			6	2300
SPW	PE and EP	Eastern	Ilam	6	1200			6	2400
SPW	PE and EP	Eastern	Sokikhumbu	4	750			4	2000
SPW	PE and EP	Mid Western	Bardiya	6	1400			6	3000
SPW	PE and EP	Mid Western	Dang	5	1200			5	2300
SPW	PE and EP	Western	Baglung	7	1600			7	3500
SPW	PE and EP	Western							
UHEEP/UDLE	SWEP	Central	Makawanpur	20	2200				
UHEEP/UDLE	SWEP	Eastern	Dharan	20	1825				
UHEEP/UDLE	SWEP	Mid Western	Bahke	18	1220				
UHEEP/UDLE	SWEP	Western	Rupandehi	16	2700				
UHEEP/UDLE	SWEP	Western	Siddharthanagar	14	1300				
UHEEP/UDLE	SWEP	Western							
UMN	HSD	Central	Lalitpur	6	900				
UMN	HSD	Mid Western	Dailekh	6					
UMN	HSD	Mid Western	Rukum	5	625				
UMN	HSD	Mid Western	Salyan	6	600				
UMN	HSD	Western	Tansen	150	3500				
UMN	HSD	Western							

**School Sanitation Programme/Activities in Nepal**

**Firsthand Information Collection Sheet**

### 3.1 Ratio Tables of 52 schools and 12 organizations

Following ratios and the observation results of each schools belonging different organizations can be compared to analyzes the effect of various parameters on sanitation and personal hygiene activities. It is generally expected that if female teacher/male teacher and Girls/boys ratios are higher, the school sanitation activities could be better. But in primary level, this may be true and in secondary school not much change has been found. The states ratio doesn't always justify the result.

S.No	Name of School	No. of Teacher/Student	No. F. Teacher/M. Teacher	No. of Other Staff/Student	No. of Girls St. / Boys St.	No. of F. Staff/M. Staff	No. of Teacher/Class Room	No. of Class Rooms/No of student
01	Lungadi Ps	1/20	1/2	0	1 4/13		3/5	0
02	Rastriya Ps	2/81	1/4	0	13/27		1	0
03	Janata Rastriya Ps	1/91	0	0	32/59	0	2/5	1/5
04	Janachetana Ps	1/39	1/8	0	18/19	0	1 4/5	1/5
05	Janata Ps	1/34	1/3	0	8/19		4/5	0
06	Rastriya Janata Ps	1/50	1/2	0	1/4		3/5	0
07	Jananit Ps	2/85	0	0	25/39		3/5	0
NEWAH		1/42	5/24	0	18/31	0	29/35	2/35
08	Achane Ss	1/30	1/24	0	38/43	0	3 4/7	1/7
09	Shree Mahesh Dharma Ss	1/43	2/5	0	33/34	0	2 4/5	1/5
10	Kabilash Ss	1/35	2/13	0	11/13	0	3	1/5
11	Bhanudaya Ss	1/37	5/18	0	39/50		4 3/5	1/5
12	Nirmal Ss	1/51	1/4	0	9/13	0	3	2/5
13	Inbhuwan Bal Ss	1/41	1/7	0	19/23	0	4	1/4
NRCS		2/77	17/91	0	60/73		3 15/31	7/31
14	Janata Lss	2/73	5/6	0	2 1/3	0	1 3/8	1/8
15	Gyanodaya Ss	2/47	1 5/6	0	1 2/3		3 2/5	0
16	Nilottama Lss	2/69	2	0	1 19/94	1	2	1/3
17	Kalika Ss	2/85	8/15	0	1 1/19	0	7 2/3	2/3
UHEEP		1/35	1 1/31	0	1 9/26	1	2 19/22	5/22
18	Sri Janajagnti Ps	1/46	1	0	85/98		4/5	0
19	Srijana Ls	2/57	1/6	0	1 27/85		1	0
20	Kamal Ps	4/97	0	1/97	1 7/45	0	4/5	1/5
21	Gram Bikash Ps	1/43	1	0	1 3/11	0	1 1/2	1/4
RWSSFB		1/35	2/5	0	5/33	0		2/21
22	Shree Ss	1/34	3/14	0	1 1/11	0	5 2/3	1
23	Bhimsen Hss	1/37	2/15	0	13/20	0	3 2/5	3/5
24	Amar Hss	1/31	1/16	0	15/17	0	2 3/7	1/7
SPW		1/34	2/15	0	82/73	0	3 2/5	7/15
25	Jan Kanylan Ss	1/28	0	0	1/3	0	1	1/10
26	Gokule P. Lss	2/69	1/4	0	2/3	0	1	1/5
27	Jan Bikash Ss	3/89	1/11	0	1/2	0	1 1/5	1/10
28	Mahendra Ps	1/39	0	0	23/38	0	1	1/3
SCRIP/JICA/JMA		1/31	0	2	2/15		1 1/4	1/7
29	Bageswan Ps	1/21	2/3	0	1 1/52		1 1/4	1/4
30	Bag Bhairab Ps	1/26	0	0	1 7/18		1	0
31	Kali Devi Ss	1/27	2/9	0	5/6	0	1 3/8	1/8
GDHP/UMN.C.I.C		2/59	8/71	0	13/23	0	8/71	10/71
32	Rampur Ss	1/26	1/7	0	28/41	0	1 3/5	1/10
33	Saileshwan Ps	2/77	3	0	1 32/61		4/5	1/5
34	Sharada Ps	1/34	3	0	1 1/8		1	0
35	Janata Rastriya Ps	1/70	2	0	4/5		3/5	0
36	Arunodaya Ps	1/51	1	0	32/41	0	1 1/3	1/3
37	Dilpeshwor Ss	1/54	2/5	0	37/53	0	2 1/3	1/3
38	Rastriya Ps	2/93	1/6	0	13/35	0	1 2/5	1/5
39	Shree Rastriya Primary Ps	2/75	1/5	0	1 18/79	0	1 1/5	1/5
BPEP		1/40	16/35	0	19/25	0	1 11/40	3/20
40	Janata Ss	1/57	1/13	0	3/7	0	7	1
41	Janata Ps	1/50	1/3	0	9/14	0	4/5	1/5
42	Janata Ps	1/60	0	0	9/17	0	1 1/5	1/5
43	Rastriya Lss	1/51	1/7	0	45/89		1 1/7	0
CARE/Nepal		1/55	3/29	0	43/88	0	1 13/19	4/19
44	Ramawapur Ps	1/58	3/4	0	17/22	0	1 2/5	1/5
45	Saraswati Ps	1/20	1/3	0	2/3		1	0
46	Saina Maina Ss	1/45	1/8	0	1	0	2 4/7	1/7
47	Sharada Hss	3/88	1/4	0	83/85	1	1 2/3	1/6
FINNIDA		1/38	10/39	0	38/41	1	1 3/4	1/7
48	Shree Dasrath Ss	1/63	6/13	0	1 12/83	0	1 9/10	1/5
49	Shree Kavi Siromani Ss.	1/86	1/6	0	83/95	0	2	1/7
DWSS/ADB		1/73	3/25	0	1	0	1 16/17	3/17
50	Shree Sikshya Jyoti Ps	1/40	1/4	0	9/11		1	0
51	Shree Lss	1/61	2/5	0	2 3/70	0	1	1/7
52	Shree Devkota Lss	1/56	1/3	0	7/8	0	1	1/8
DWSS/Unicef		1/68	21/65	0	1 1/30	0	1 16/27	4/27



3.2. Observation Result of Six Key Items on School Sanitation & Behavior Changes

Item	Approach-1							Approach-2							Approach-3							Approach-4							Approach-5							Approach-6						
	01	02	03	04	05	06	07	Tot.	(%)	08	09	10	11	12	13	Tot.	(%)	14	15	16	17	Tot.	(%)	18	19	20	21	Tot.	(%)	22	23	24	25	26	27	28	Tot.					
A	0.8	0.9	0.2	1	0.8	0	1	4.7	67%	0.7	0.9	1	1	0	1	4.6	77%	0.9	1	1	1	1	3.9	98%	0.8	0.3	0.2	1	2.8	70%	0.8	1	1	2.8	93%	N	1	0.9	0.8	2.7		
B	1	0.6	0	0.8	0.75	0.8	0.4	4.35	62%	0	0.85	0.7	0.5	0.1	0.8	2.95	49%	1	0.2	0.9	0.8	2.9	73%	0.5	1	0.7	0.5	2.7	68%	0	0.2	0	0.2	7%	0	0.7	0	0.7	1.4			
C	0.2	0.6	0.2	1	N	N	0.5	2.5	36%	0.5	0.35	0.8	0.7	0.7	0.7	3.75	63%	1	0.2	1	1	3.2	80%	0.6	0.7	0.7	0.7	2.7	68%	0.7	N	0.8	1.5	50%	0.5	0.7	N	0.7	1.4			
D	0.7	0.65	0	1	0.6	0	0.4	3.35	48%	0.5	0.4	0	0	0.6	0.8	2.3	38%	1	0.3	0.6	0.7	2.6	65%	0.6	0.8	0.8	0.4	2.6	65%	1	0.1	0.5	1.6	53%	0.3	1	0	0.6	1.6			
E	1	0	0	1	0.5	0	0.8	3.3	47%	0.4	0.5	0.7	0.5	0.8	0.7	3.6	60%	1	0.5	0.7	1	3.2	80%	N	0.7	0	1	1.7	43%	0.7	0.6	0.6	1.9	63%	1	1	0.8	0	1.8			
F	1	0	0	1	0	0	0.6	2.6	37%	1	0.3	N	0.3	0.7	0.5	2.8	47%	0.7	0.6	0.7	0.7	2.7	68%	0	0	0.4	0.7	1.1	28%	0.6	0.7	0.5	1.8	60%	1	1	0.6	0.5	2.1			
Tot.	4.7	2.75	0.4	5.8	2.65	0.8	3.7	20.8		3.1	3.3	3.2	3	2.9	4.5	20		5.6	2.8	4.9	5.2	18.5		2.5	4	2.8	4.3	13.6		3.8	2.6	3.4	9.8		2.8	5.4	2.3	3.3	11			

Item	Approach-7					Approach-8					Approach-9					Approach-10					Approach-11					Approach-12										
	29	30	31	Tot.	(%)	32	33	34	35	36	37	38	39	Tot.	(%)	40	41	42	43	Tot.	(%)	44	45	46	47	Tot.	(%)	48	49	Tot.	(%)	50	51	52	Tot.	(%)
A	1	1	0.7	2.7	90%	N	N	1	1	0.8	0.8	0.4	1	5	63%	1	0.5	0.5	1	3	75%	1	1	1	1	4	100%	1	0.9	1.9	95%	0.3	1	0.4	1.7	57%
B	0.7	0.2	0	0.9	30%	N	N	0.4	0	0	0.2	0.6	0.2	1.4	18%	0	0	0	0.3	0.3	8%	1	0.7	0	0.4	2.1	53%	N	0.6	0.6	30%	0.2	0.8	0.7	1.7	57%
C	0.5	0.6	0.5	1.6	53%	N	N	0.7	0	0	0	0.7	0.7	2.1	26%	0.8	0.4	0	0	1.2	30%	0.7	0.7	0.2	0.8	2.4	60%	1	0.7	1.7	85%	0.5	0.6	0.7	1.8	60%
D	0.8	0	0	0.8	27%	N	N	0.5	0	0	0	0.4	0.7	1.6	20%	0	0.5	0	0.3	0.8	20%	0.5	1	0	0.5	2	50%	0.6	0.7	1.3	65%	0.6	1	0.5	2.1	70%
E	0.6	0	0.7	1.3	43%	N	N	0.4	0.3	0	0.3	0	0.8	1.8	23%	0.5	0	0	0.3	0.8	20%	0.5	0.8	0.5	0.7	2.5	63%	1	0.6	1.6	80%	0.2	0.7	0.6	1.5	50%
F	1	0.6	0.7	2.3	77%	N	N	0	0.7	0	0	0	0.7	1.4	18%	0.8	0.6	0.6	0.5	2.5	63%	0.7	1	0.7	0.6	3	75%	0.8	0.7	1.5	75%	0	0.6	0	0.6	20%
Tot.	4.6	2.4	2.6	9.6		0	0	3	2	0.8	1.3	2.1	4.1	13.3		3.1	2	1.1	2.4	8.6		4.4	5.2	2.4	4	16		4.4	4.2	8.6		1.8	4.7	2.9	9.4	

A = Positive changes in Student's behaviour practices, B = PS Class Rooms, C= Teachers, headmasters' room, D = School compound, E= Latrines observed, F=Water Supplies

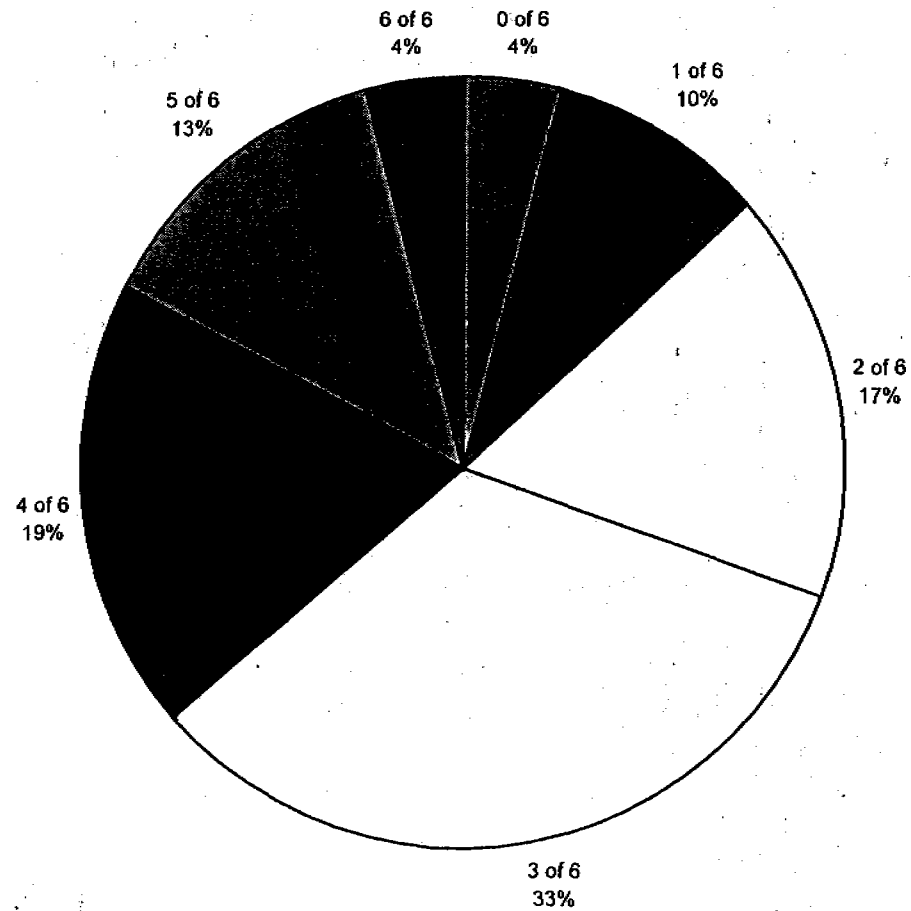
(Some key criteria to assign % value for each observations.)

- One common room of students & teacher - clean & with dust bin = 0.7
- Clean school compound, No garbage pit and water waste managed = 0.6
- Sufficient toilet available, 50 % is used, clean and water is available = 0.8
- Water supply is available for drinking as tapstand hand washing without soap = 0.7
- All clean rooms, with dust bin and body seems to be unclean or not stated = 0.8
- Clean compound, Garbage pit constructed and used but waste water not managed = 0.8
- If all things are good = 1
- Water supply available, covered, for hand washing water available without soap = 0.7
- Other value depends upon evaluation made by observation
- 'N' means items not stated (filled) property or blank.
- Majority of class room dirty, body unclean and class rooms without dust bin = 0.2
- One common room of students & teacher - clean & with dust bin = 0.7
- Clean school compound, No garbage pit and water waste managed = 0.6
- Sufficient toilet available, 50 % is used, clean and water is available = 0.8
- Water supply is available for drinking as tapstand hand washing without soap = 0.7
- All clean rooms, with dust bin and body seems to be unclean or not stated = 0.8
- Clean compound, Garbage pit constructed and used but waste water not managed = 0.8
- If all things are good = 1
- Water supply available, covered, for hand washing water available without soap = 0.7
- Other value depends upon evaluation made by observation
- 'N' means items not stated (filled) property or blank.
- Majority of class room dirty, body unclean and class rooms without dust bin = 0.2

**Lesson-Learned**

For six important topics on personal hygiene and sanitation activities Approach-3 seems to be the best of all twelve approaches. Approach 8 & 9 have been found to be not much attractive for combination of activities listed. The mark between 0 to 1 was assigned for each activity on the basis of observation result for which number of cross variables involve. Some of the conditions of mark are listed for the review. From the marks, performance of each school can be evaluated easily on such important topics. Each topic cannot be categorized specifically and number of cross variables are to be combined in evaluation.

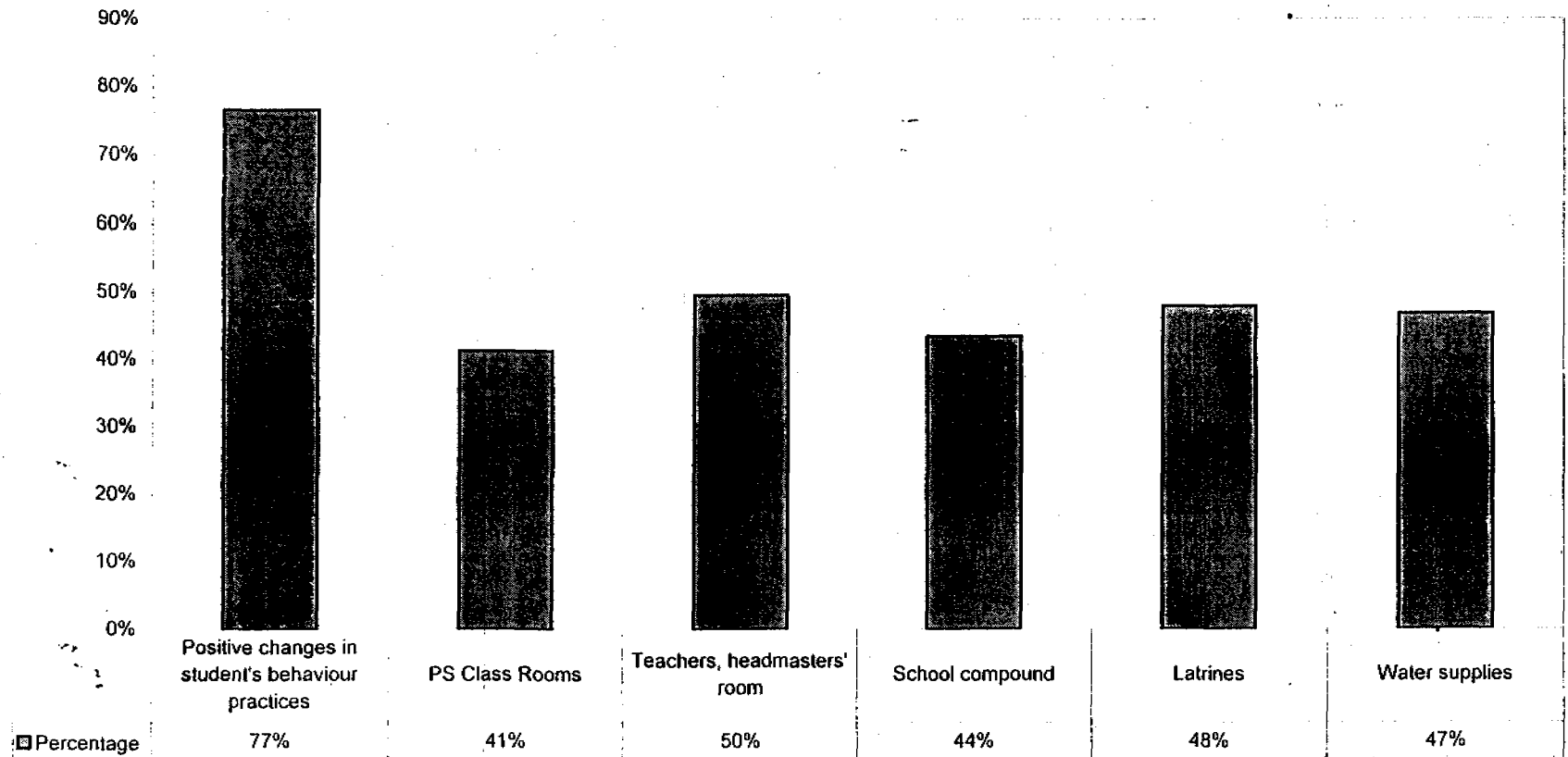
**3.2.1 Comparative Chart of Positive changes among 52 schools**



**Six key activities**

1. Positive changes in student's behaviour practices, 2. Primary School class rooms, 3. Teacher, headmasters' room, 4. School compound, 5. Latrine, 6. Water supplies

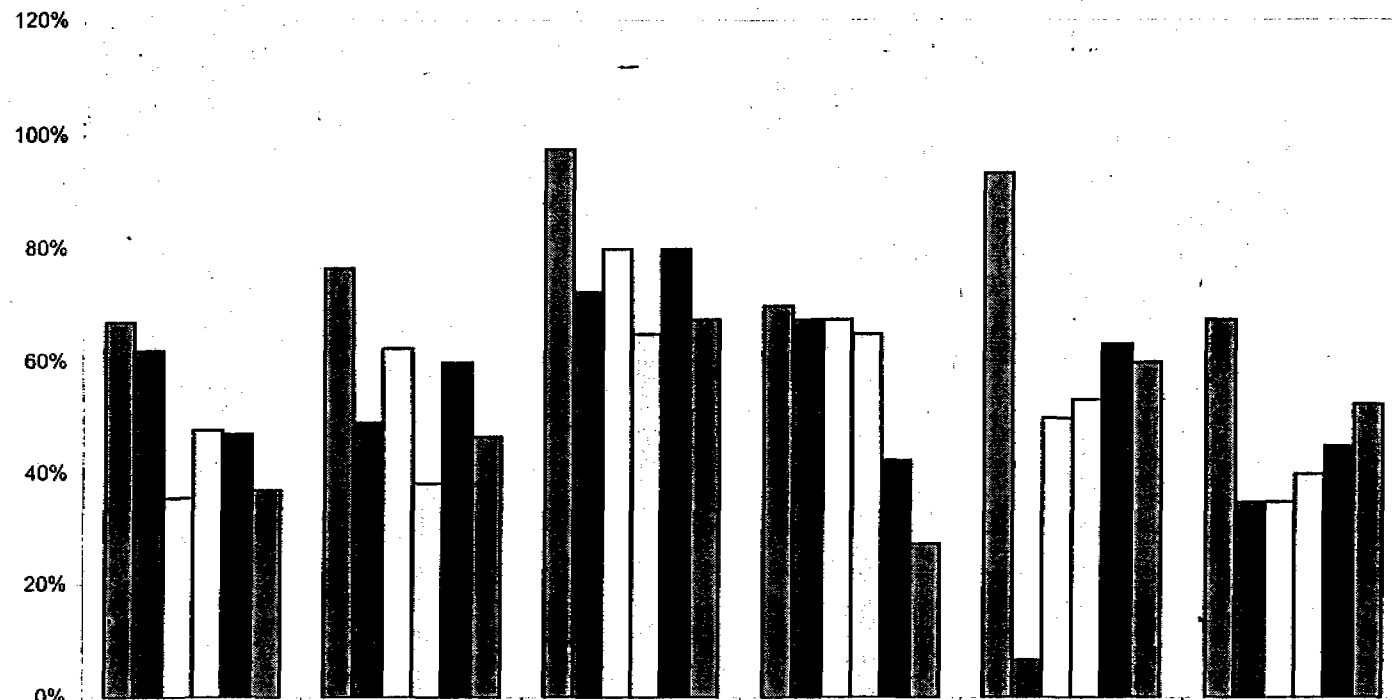
### 3.2.1. Comparative Chart of positive changes among 50 schools



#### **Lesson-Learned**

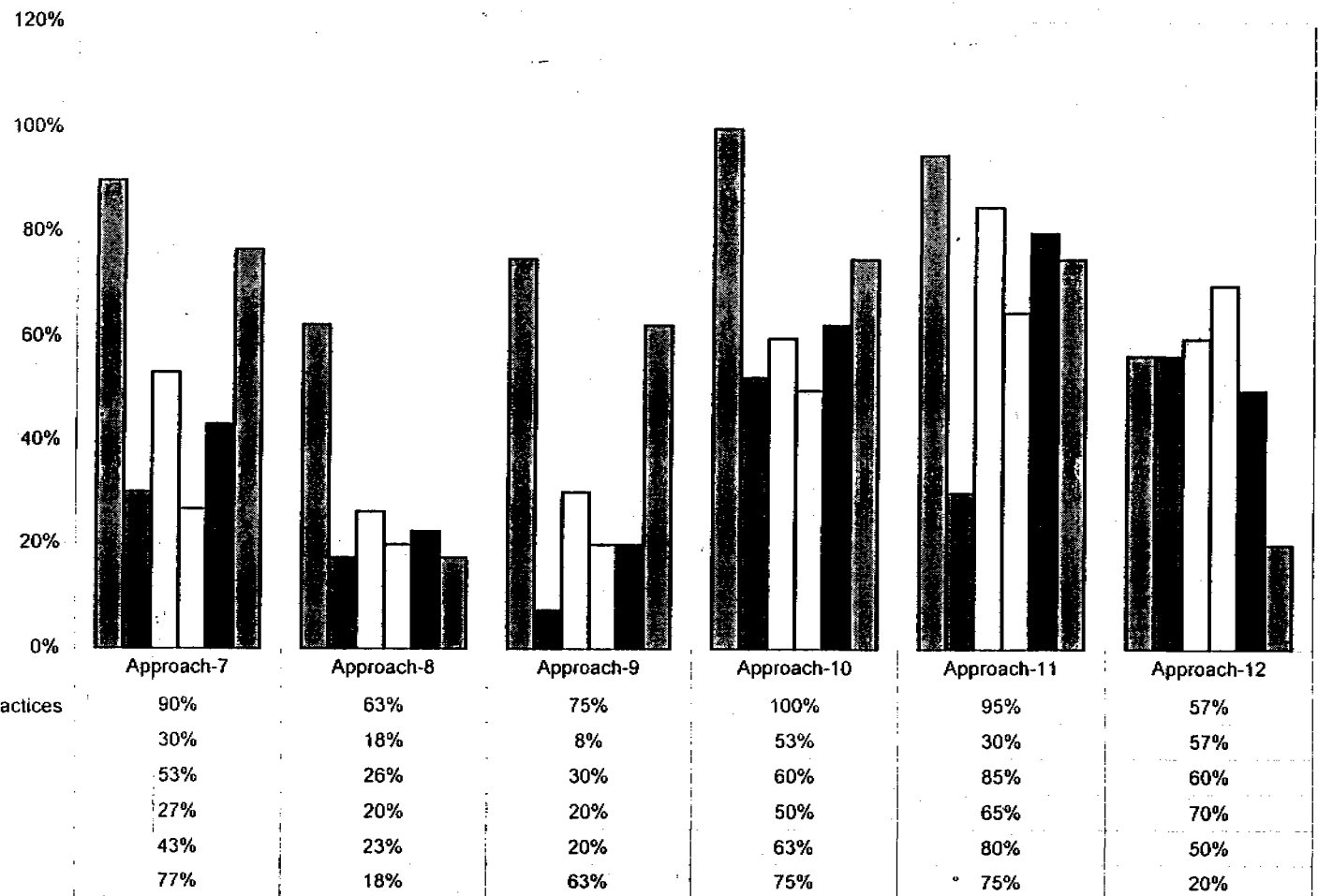
Observation result regarding water supply and latrine conditions clearly shows that, out of 50 schools (2 BPEP schools excluded) not below 50 % of them have satisfactory conditions. Positive changes in behaviour practices of teachers and student seems to be satisfactory in general. Even teachers or headmaster's room conditions were 50% good means no teachers are involving in maintaining school environment good in majority of schools. Most of teachers and student are aware of personal hygiene and not much improved their attitude towards school environment.

**3.2.2. Observation on Graphical Result of Positive changes on Sanitation and hygiene Behavioural Changes(Contd.)**

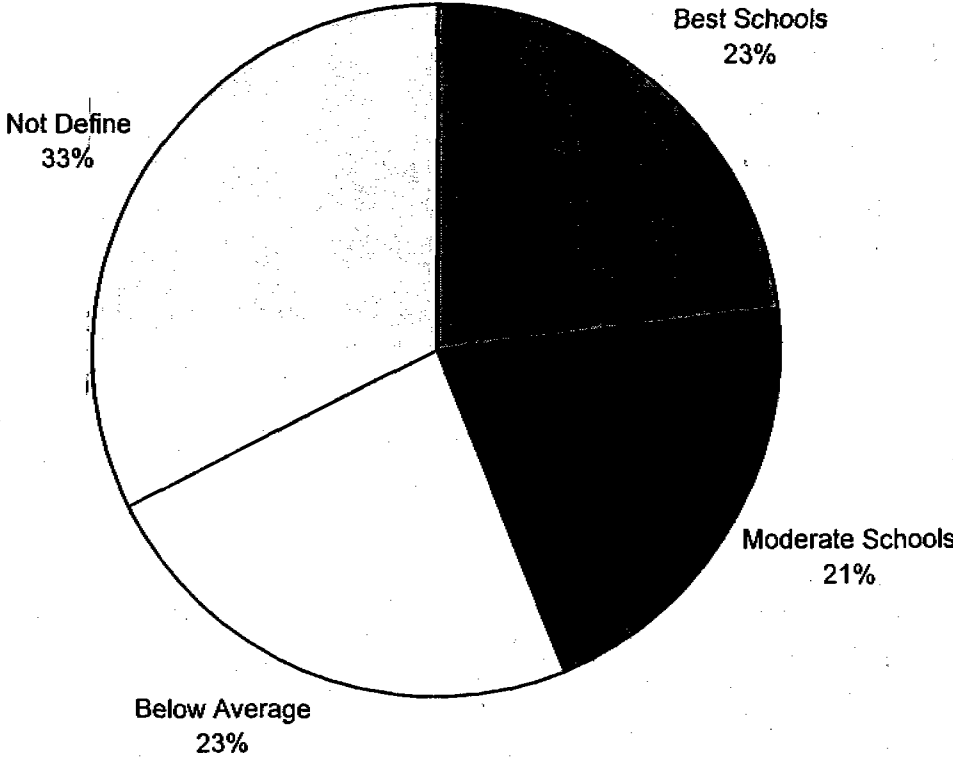


	Approach-1	Approach-2	Approach-3	Approach-4	Approach-5	Approach-6
□ Positive changes in student's behaviour practices	67%	77%	98%	70%	93%	68%
■ PS Class Rooms	62%	49%	73%	68%	7%	35%
▨ Teachers, headmasters' room	36%	63%	80%	68%	50%	35%
▩ School compound	48%	38%	65%	65%	53%	40%
■ Latrines	47%	60%	80%	43%	63%	45%
▨ Water supplies	37%	47%	68%	28%	60%	53%

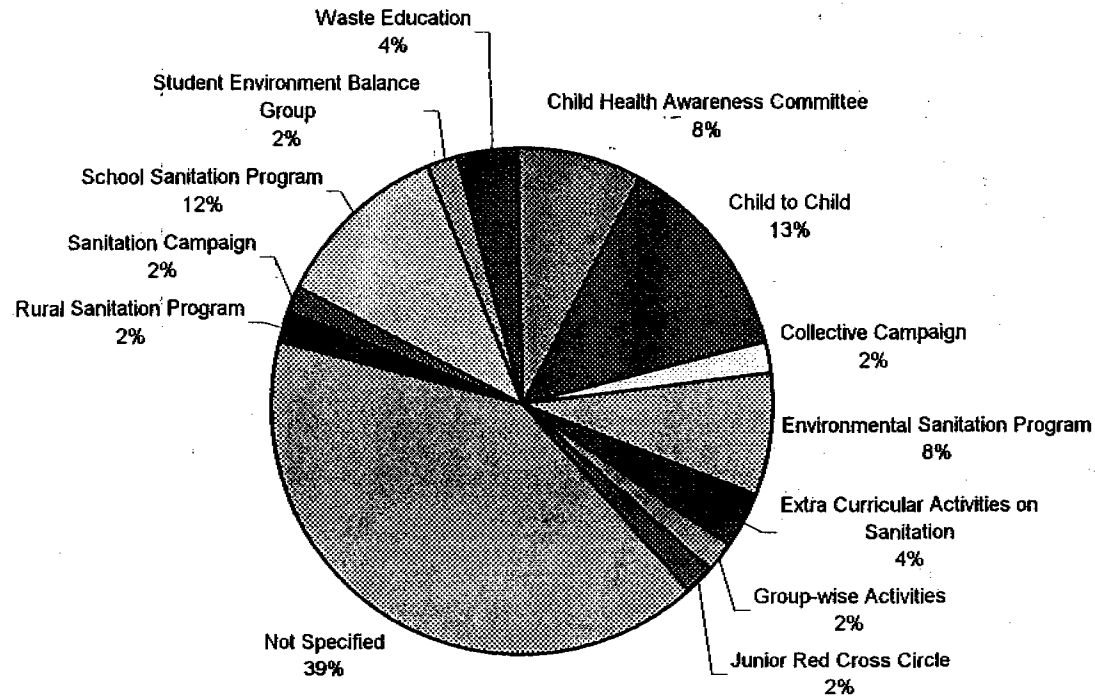
### 3.2.2. Observation on Graphical Result of Positive changes on Sanitation and hygiene Behavioural Changes



**3.2.3. Percentage chart of attribute categorized among 52 schools**



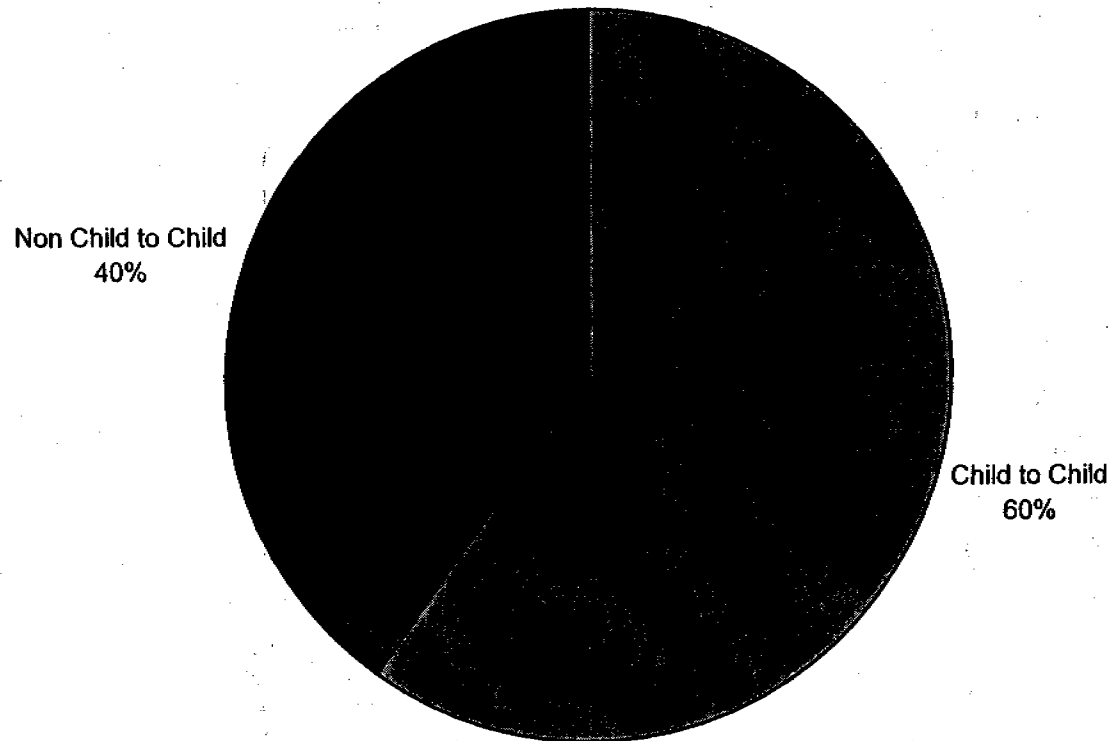
### 3.3. Percentage Distribution of Various Programme/Activities



#### Lesson-Learned

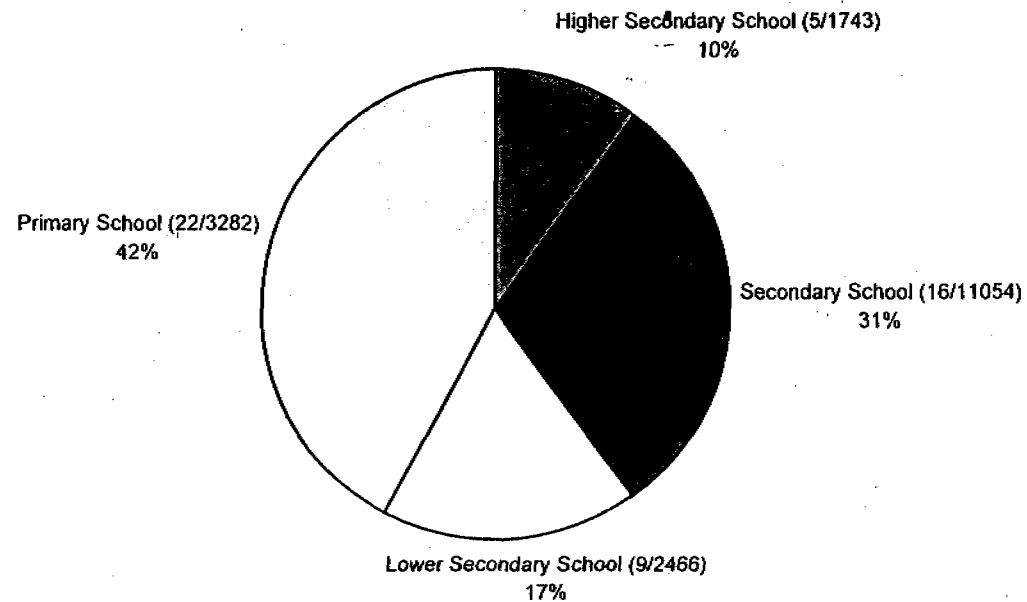
Out of 52 schools observed by 12 organizations maximum of them were found to have child to child programme on school sanitation and personal hygiene. Child health awareness committee formation and environmental sanitation programme are also satisfactory. Rural sanitation programme, sanitation campaigning, waste education, collective campaign, and Groupwise activities exist in few schools. Majority of them didn't specify their actual programme/activities means no effective programmes exist in majority of schools.

### 3.4. Approach Chart of Programme/Activity





**3.5.1. Distribution of programme/activities implemented in various Levels among 52 schools**

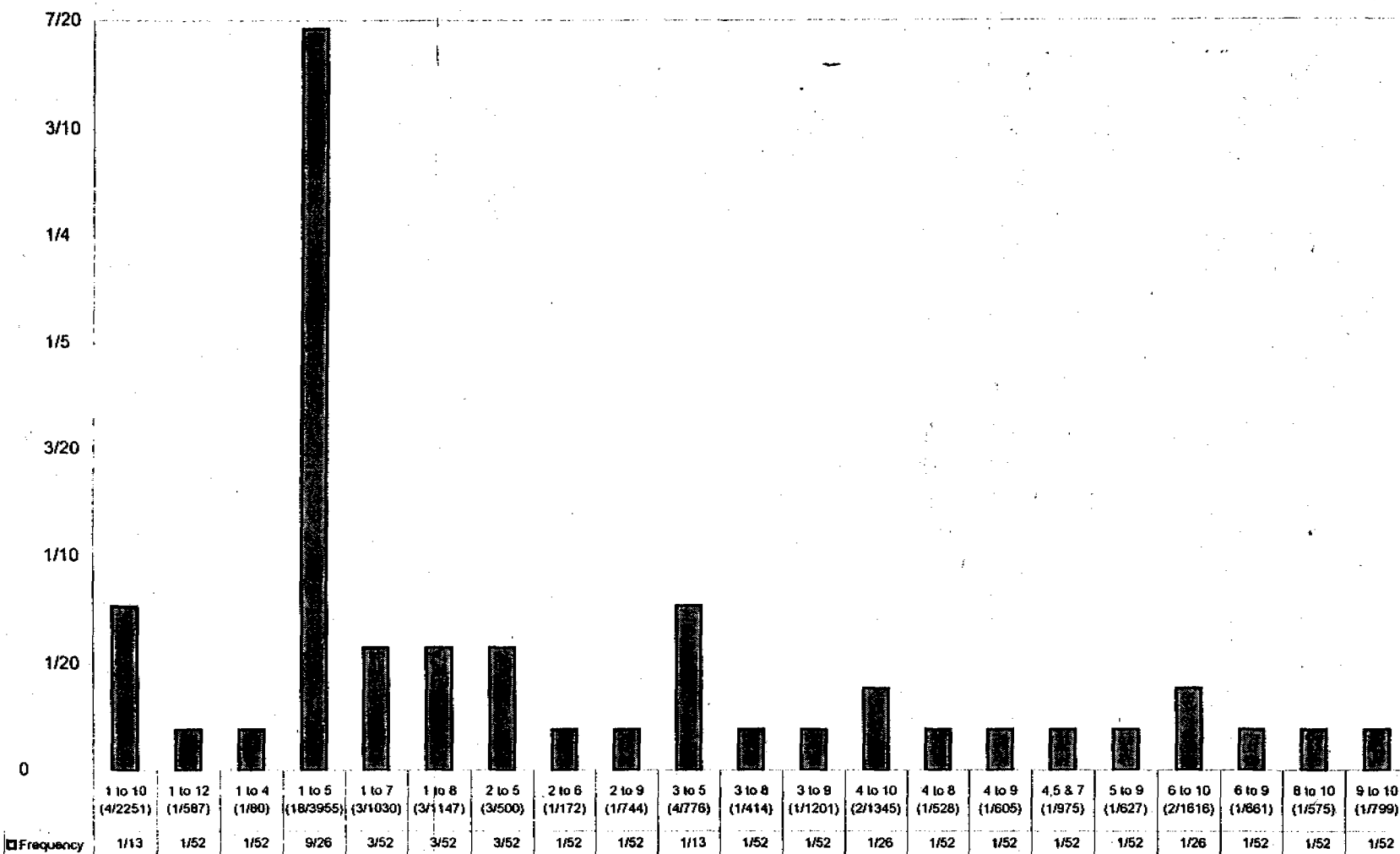


**Lesson-Learned**

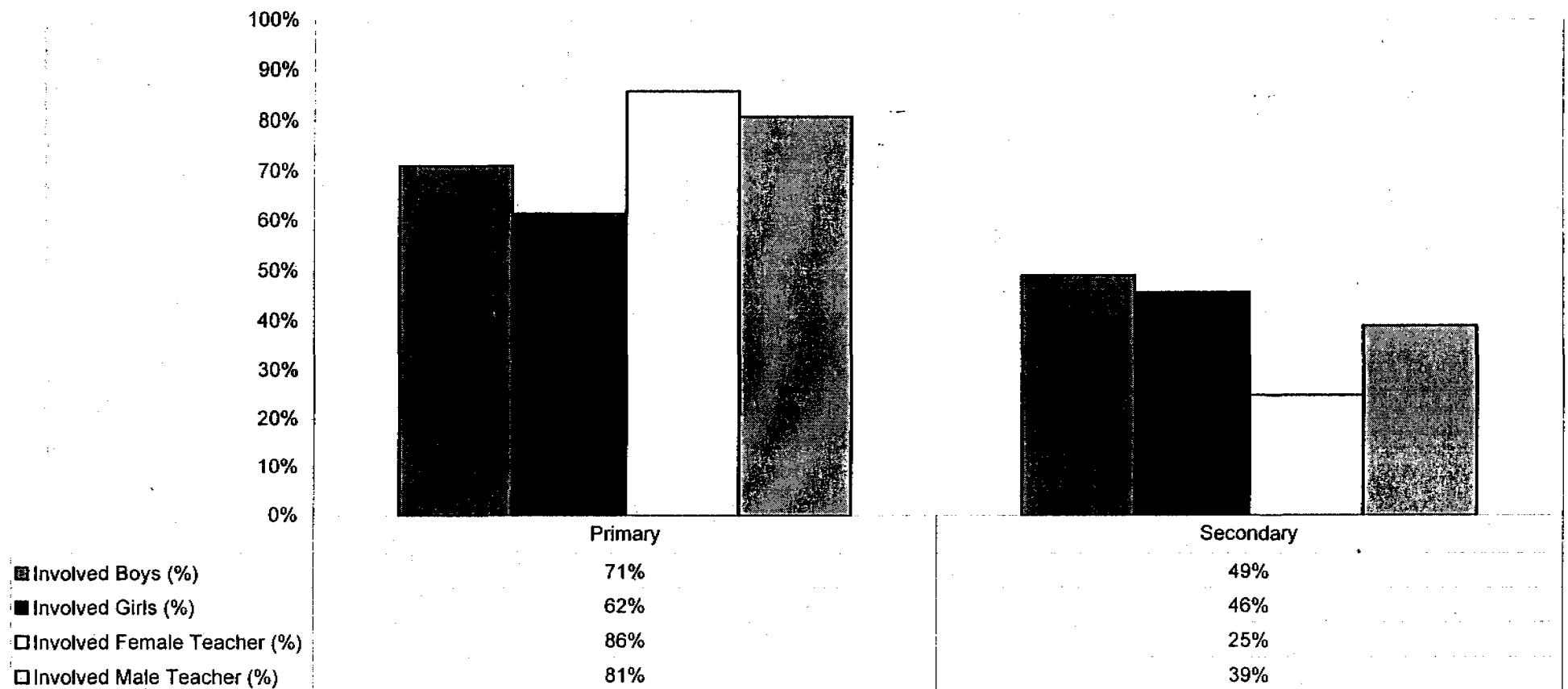
Most of the programme/activities implemented are in primary schools (41%) means class 1 to 5 and then to secondary schools. Here secondary school means from class 1 to class 10 not only the secondary classes. The result based on the 44 schools where survey may be carried out primary schools and in overall, number of primary school are maximum in the country as compared to Secondary schools.

### 3.5.2. Distribution of programme/activities implemented in various classes

(Note : Number of students and school (school/student) are given within bracket of each column)



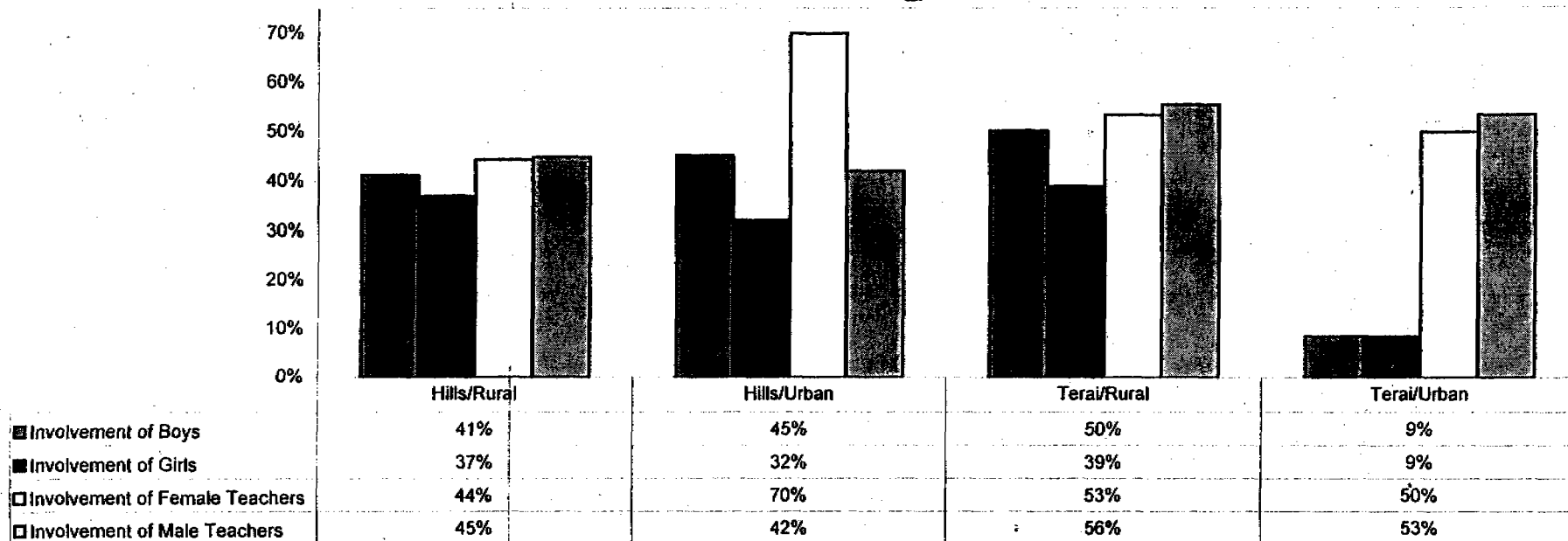
### 3.6.1. Involvement of students & teachers in sanitation and hygiene programme (by school level-wise)



#### Lesson-Learned

In primary schools female teachers are key agents for sanitation and hygiene activities. On the other way, in secondary schools the involvement of female teachers has been found to be the least. In general, primary school students and teachers are involved themselves due to unavailability of peon or so. But in secondary level school due to availability of peons, teachers and students are not found to be involved more.

### 3.6.2. Involvement of student and teachers in sanitation and hygiene programme



#### Lesson-Learned

Whether teachers or students, they are found to be equally involved in sanitation and hygiene programme in Hills/Rural, Hills/Urban and Terai/Rural. Interestingly, in case of Terai/Urban area only teachers are found to be involved quite more than the students. In this quantitative analysis, involvement of girls seems to be low as compared to boys due to the reason that in every schools, number of male students are enrolled more than number of female students. As the ratio is concerned female student and teachers are found to be involved more than the male student and teachers in case of Hills/Urban. In urban or rural area of terai and rural area o hills involvement of female and male teachers are equally.

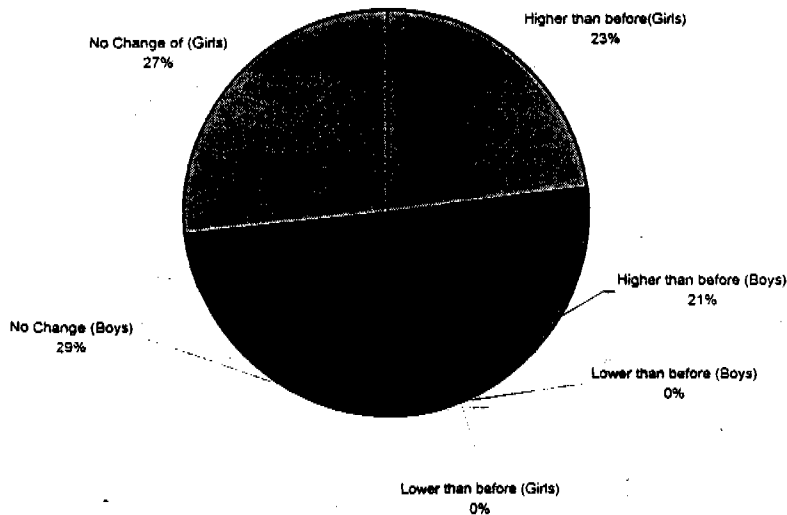
### 3.7 Duration of Programme/Activities

The time of initiation of sanitation/personal hygiene activities for each school has been provided by most of surveyors. The time interval does not show proper correlation with performance. Longer duration of programme initiation has not necessarily indicated better outcome of improved condition.

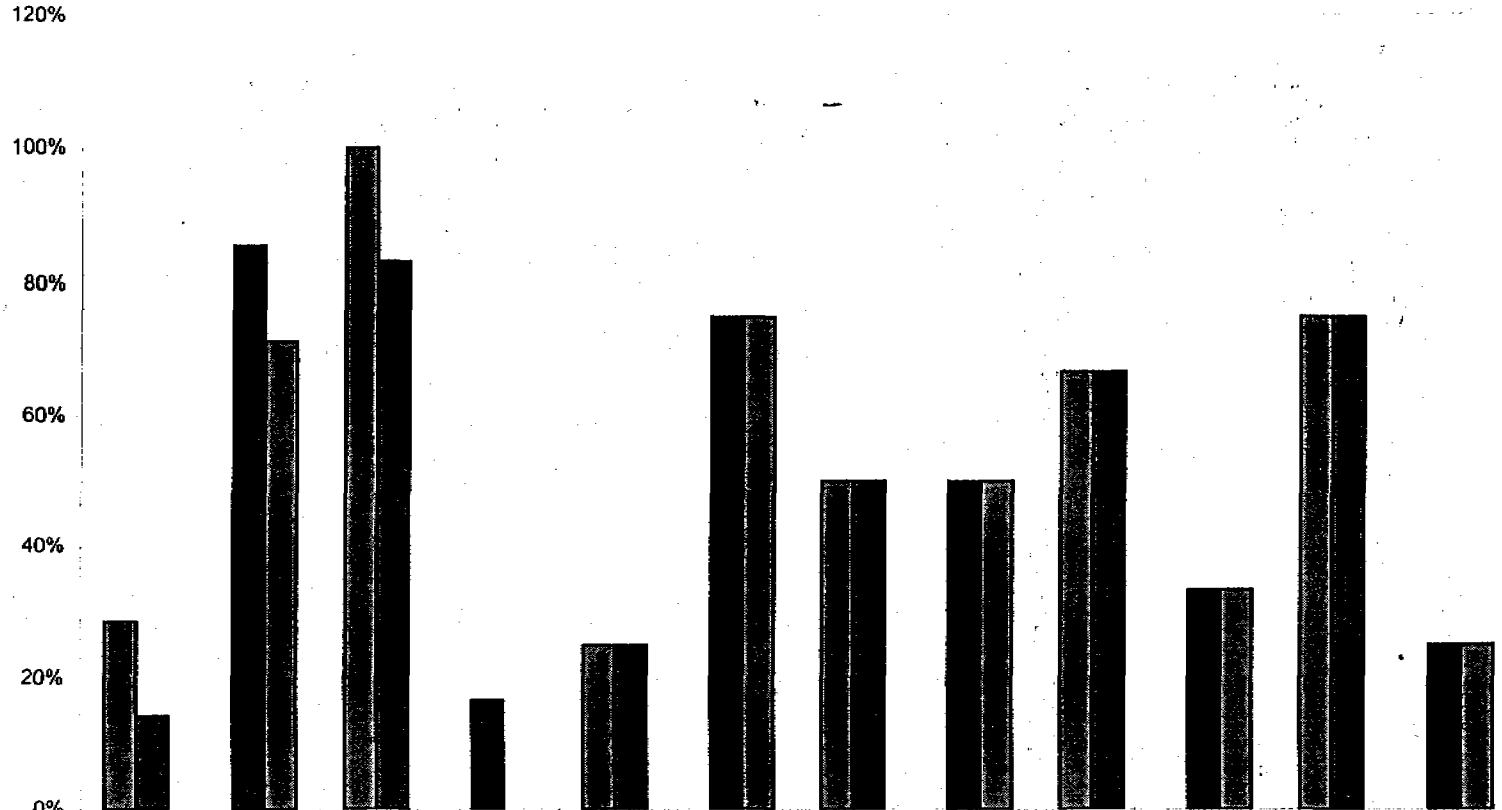
### 3.8 Regularity of Programme/activities

In some schools sanitation/personal hygiene related programme/activities are regular one and in some schools activities are weekly or monthly. If the programme/activities considered not regular, the performance seems to be not good. As stated in the report that in the beginning of initiation of programme/activities, it was good performance, and later due to shortage of manpower and fund, activities was discontinued in the same school.

#### 3.9.1 Enrolment of students after implementation of programme/activities

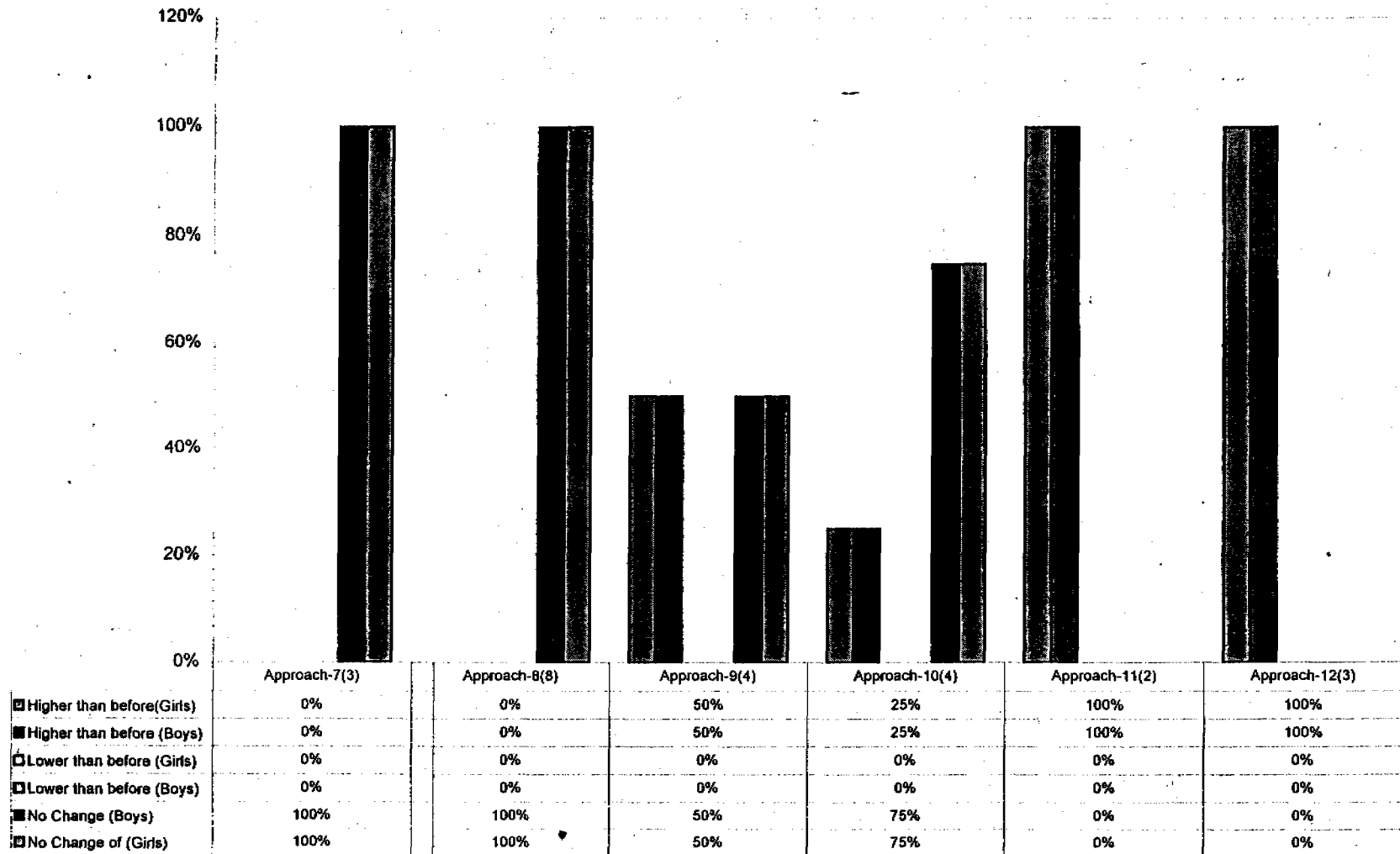


**3.9.2. Enrolment of students after implementation of programme/activities (Contd.)**



	Approach-1(7)	Approach-2(6)	Approach-3(4)	Approach-4(4)	Approach-5(3)	Approach-6(4)
Higher than before(Girls)	29%	100%	25%	50%	67%	75%
Higher than before (Boys)	14%	83%	25%	50%	67%	75%
Lower than before (Girls)	0%	0%	0%	0%	0%	0%
Lower than before (Boys)	0%	0%	0%	0%	0%	0%
No Change (Boys)	86%	17%	75%	50%	33%	25%
No Change of (Girls)	71%	0%	75%	50%	33%	25%

**3.9.2. Enrolment of students after implementation of programme/activities**



### 3.10. Key Activities of the programme in all 50 sample schools and their frequencies

No.	Item	Daily	Weekly	Monthly	3 times in year	2 times in Month	4 times in year	2 times in year	3 times in week	4 times in week	2 times in month	Yearly	One-time
1	Personal hygiene	21	8				1	2					
2	Cleaning Class Room	33	8						4				
3	Cleaning Toilets	9	2						1				1
4	Cleaning School Compound	17	17	2		2			2	1	2		
5	Cleaning programme in community		1	1									1
6	Drama on Sanitation			2	1								
7	Drama on Personal hygiene		1										
8	Postering on sanitation/hygiene			1				1					1
9	Cleaning Black-Board	1		1									
10	Rally Outside school on sanitation												
11	Personal hygiene awareness group											2	
12	Training on personal hygiene			1								2	1
13	Campaign on sanitation			1		2				1		1	1
14	Extra Curricular Activities		4										
15	Health Education		2	1									
18	Quiz Contest												2
17	Debate Competition		1										1
18	Water Supply Maintaining	2	1	1				1				1	
19	Cultural Activities						1						1
20	Reporting			1									
21	Monitoring on Sanitation											1	
22	Educational Tour											1	
23	Fund Raise Programme				1								
24	JRC Meeting					1							
25	Training on sanitation		1	1	1								
26	Student's Family Cleanliness		1										
27	Road Cleaning			1									
28	Essay Competion												
29	Plantation of Trees											1	

#### Lesson-Learned

As analyzed from 50 schools, no specific activities are listed by many of them. The frequency of activity, in most of schools and the type of activities found are daily, weekly, monthly or yearly. But some activities like once until now, 3 times in weekly, 4 times in year, 2 times in year and son on are not given in questionnaires and were found in field. Some of frequently occurring activities in most of schools are personal hygiene, cleaning class rooms, toilets and school compound. Some activities like sanitation campaign, quiz contest, plantation of tree, essay competetion, water supply maintaining, debate competition, postering etc. are found rarely.



### 3.11. Monitoring Program/activities

Item	Approach-1(7)	Approach-2(6)	Approach-3(4)	Approach-4(4)	Approach-5(3)	Approach-6(4)	Approach-7(3)	Approach-8(8)	Approach-9(4)	Approach-10(4)	Approach-11(2)	Approach-12(3)
Daily by Student	14%	17%	25%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Daily by Teacher	71%	0%	75%	100%	0%	50%	33%	38%	75%	75%	100%	100%
Daily by Other	29%	0%	0%	0%	33%	0%	0%	25%	0%	0%	0%	0%
Weekly by Student	14%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Weekly by Teacher	57%	33%	50%	25%	0%	50%	33%	38%	25%	0%	50%	33%
Weekly by Other	29%	17%	0%	0%	0%	0%	0%	0%	0%	0%	50%	0%
Monthly by Student	14%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Monthly by Teacher	71%	83%	0%	0%	33%	0%	0%	25%	0%	0%	50%	0%
Monthly by Other	29%	0%	0%	0%	33%	0%	0%	0%	0%	0%	0%	33%
Every 3month by Student	14%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Every 3 month by Teacher	43%	0%	0%	0%	0%	0%	0%	25%	0%	0%	0%	0%
Every 3 month by Other	29%	0%	0%	0%	33%	0%	0%	0%	0%	0%	0%	0%

*Note : Number of schools of each approach are given within parenthesis.*

#### Lesson-Learned

Whatever be the approaches, the programme/activities are monitored mostly by the teachers. They monitor daily, weekly or monthly. In few approaches students or other persons also monitor.

### 3.12. Evaluation of programme/activities

Item	Approach-1(7)	Approach-2(6)	Approach-3(4)	Approach-4(4)	Approach-5(3)	Approach-6(4)	Approach-7(3)	Approach-8(8)	Approach-9(4)	Approach-10(4)	Approach-11(2)	Approach-12(3)
Montly by Student	14%	0%	25%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Montly by Teacher	29%	17%	0%	25%	0%	0%	0%	0%	0%	25%	100%	67%
Montly by Other	29%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Every 3 month by Student	14%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Every 3 month by Teacher.	29%	17%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Every 3 month by Other	29%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Every 6 month by Student	29%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Every 6 month by Teacher	43%	0%	0%	0%	33%	0%	0%	0%	0%	0%	0%	0%
Every 6 month by Other	43%	0%	25%	0%	100%	0%	0%	0%	0%	0%	0%	0%
Yearly by Student	14%	0%	25%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Yearly by Teacher	29%	17%	25%	50%	0%	0%	0%	0%	0%	0%	50%	33%
Yearly by Other	29%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

#### Lesson-Learned

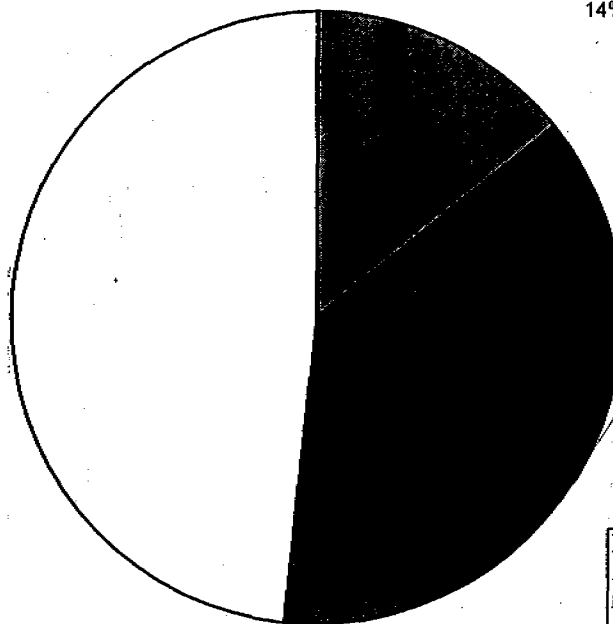
In this analysis Approach-8 (BPEP) not stated this topic and 0% means nothing stated. Approach-11 schools are evaluated monthly by teachers. Similarly Approach-5 schools are evaluated every 6 monthly fully by the personal from concerned organizations. Approach-1 school are evaluated partially by students, teachers and other persons at different times.

### 3.13.1. Achievement of the programme/activities up to now

Top three approaches On basis of level of awareness of the students are higher than before

1. Approach 3, 4, 6, 10 and 11
2. Approach 9
3. Approach 1

Level of awareness of the students are higher than before  
49%



Improved in personal hygiene of the students  
14%

Top three approaches On basis of Improved in personal hygiene of the students

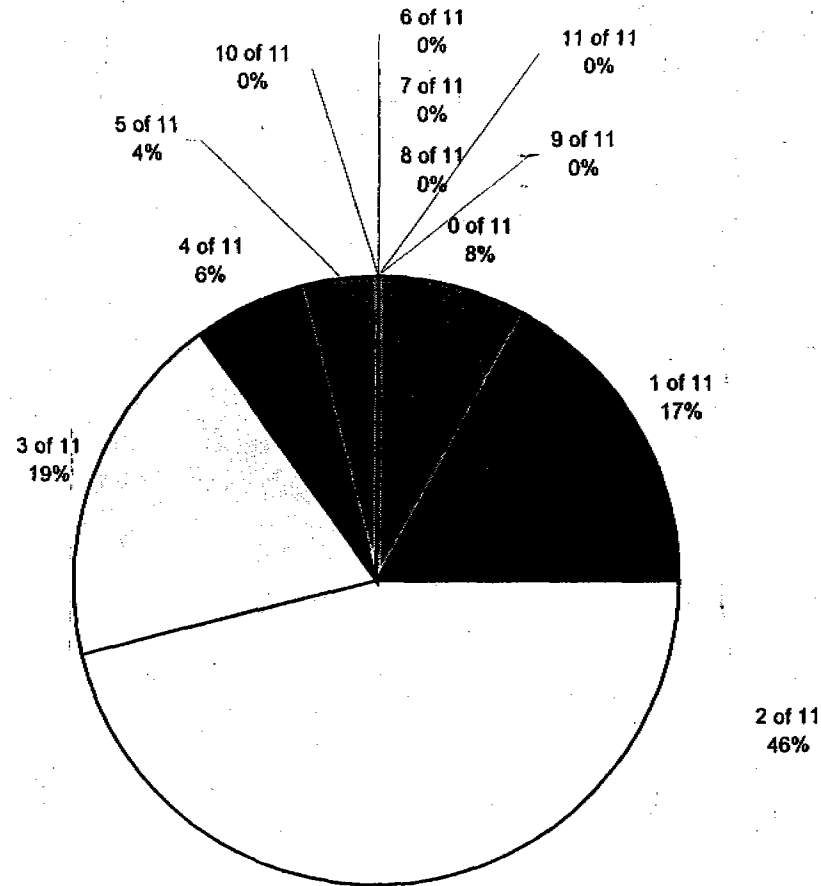
1. Approach 3
2. Approach 7 and 12
3. Approach 11

Improved in cleanliness of the classrooms and school compounds  
37%

Top three approaches On basis of Improved in cleanliness of the classrooms and school compounds

1. Approach 4 and 5
2. Approach 3, 9 and 10
3. Approach 2

**3.13.2. Achievement of the programme/activities up to now**

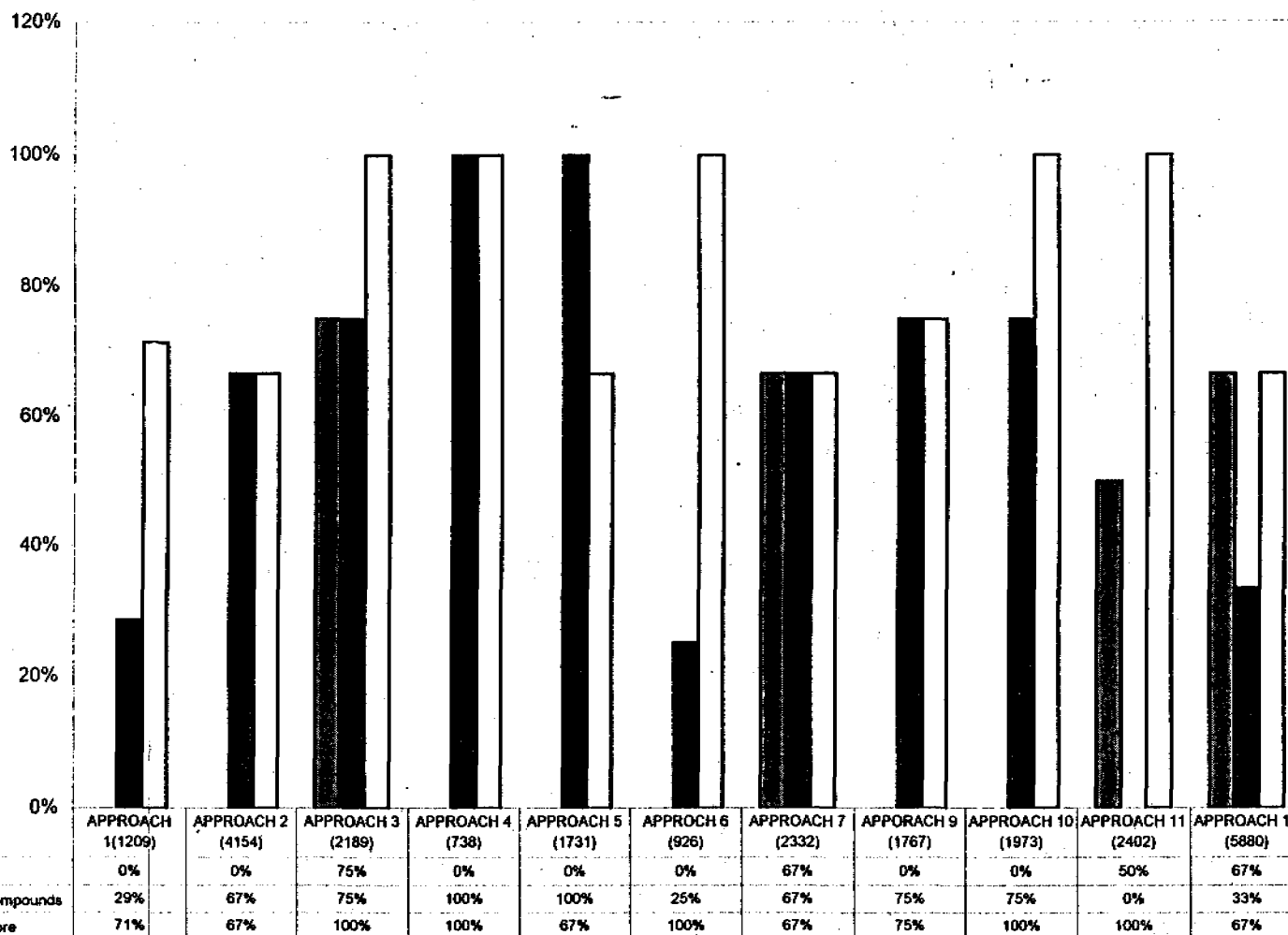


**Name of 11 activities**

1. Awareness about Sanitation, 2. Awareness in community, 3. Use of Toilet by student, 4. Constructed of toilets, tapstand, 5. Help in regular studies, 6. Behaviour practice on personal hygiene, 7. Take care of books, 8. Clean Class rooms & compound, 9. Rally about sanitation, 10. Management of waste, 11. Increase participant,

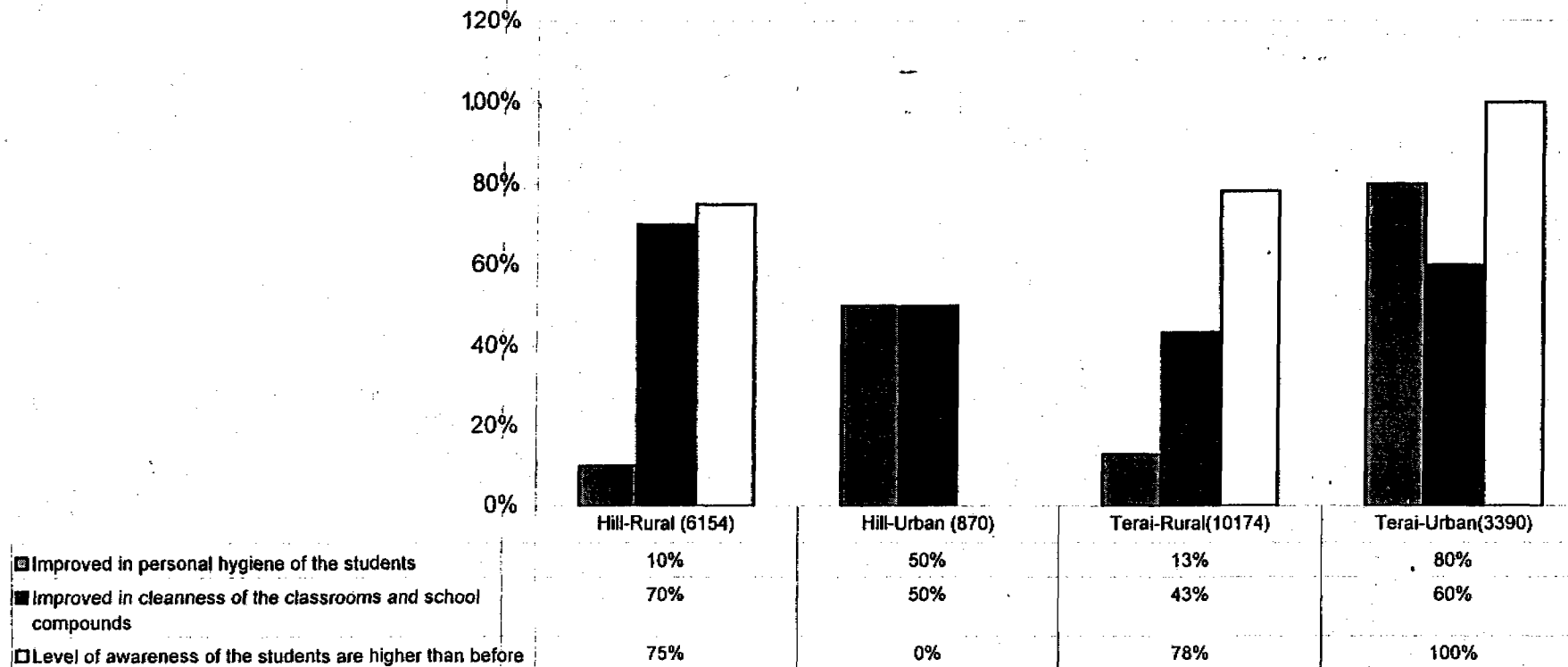
### 3.13.3. Achievement of the programme/activities by approach-wise

**Note**  
 BPEP school and students are not shown in this chart.  
 Observing this graphs following three approaches are seems to be top-three.  
 1. Approach - 3  
 2. Approach - 7  
 3. Approach - 12  
 The figure inside parenthesis indicates the total number of students.



### 3.13.4 Achievement of the programme/activities eco zone-wise

(Note : No. of students of each eco zone are given within barkets with eco-zone name)



#### Lesson-Learned

All above achievements in school of Terai-Urban seems to be good and in Hill-Rural and Terai-Rural satisfactory. In Hill-Urban schools, personal hygiene of students and cleanness of classrooms or school compound are partially achieved. But no change has been found in level of awareness of students in Hill-Urban schools. Improvement in personal hygiene of students in school of Hill-Rural and Terai-Rural seems to be the worst. Personal hygiene of students in urban area has been improved and in rural, it seems to be not much changed.

**3.14.1. Positive changes in the behavior/practice of the students,  
teachers and Other Staff**

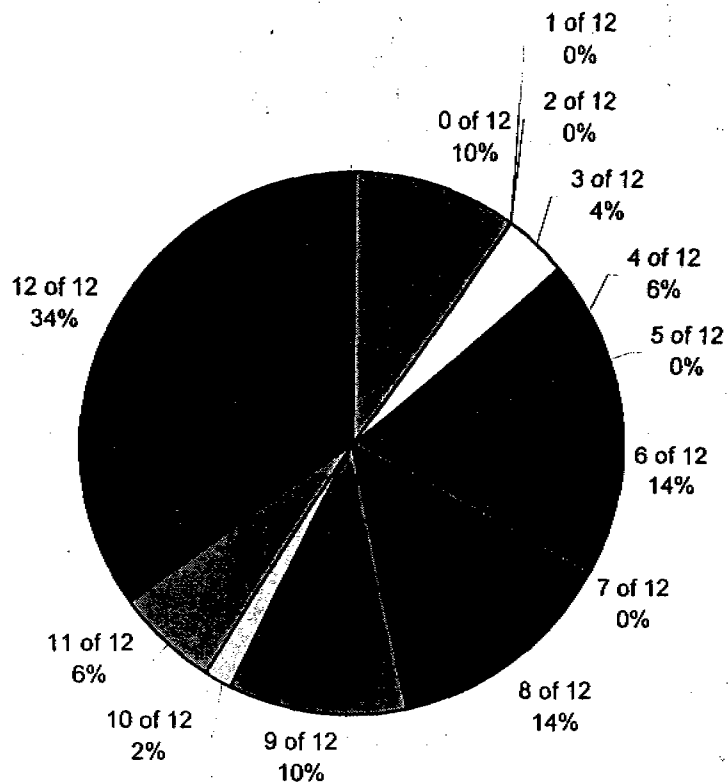
Item	Approach-1(7)	Approach-2(6)	Approach-3(4)	Approach-4(4)	Approach-5(3)	Approach-6(4)	Approach-7(3)	Approach-8(8)	Approach-9(4)	Approach-10(4)	Approach-11(2)	Approach-12(3)
Clean hands of Student	71%	100%	100%	100%	67%	75%	100%	75%	100%	100%	100%	100%
Proper use of latrine by Student	43%	83%	75%	50%	100%	50%	100%	50%	25%	100%	100%	33%
Put waste in proper place by Student	57%	67%	100%	75%	100%	50%	67%	75%	50%	100%	50%	33%
Drink safe water by student Student	57%	100%	100%	50%	100%	75%	100%	50%	100%	100%	100%	33%
Clean hands of Teacher	71%	100%	100%	100%	67%	75%	100%	75%	100%	100%	100%	67%
Proper use of latrine by Teacher	43%	100%	100%	50%	100%	50%	100%	50%	25%	100%	100%	67%
Put waste in proper place by Teacher	57%	100%	100%	100%	100%	75%	67%	75%	50%	100%	50%	33%
Drink safe water by student Teacher	57%	100%	100%	50%	100%	75%	100%	50%	100%	100%	100%	33%
Clean hands of Other Staff	14%	100%	100%	50%	67%	75%	33%	25%	75%	75%	100%	67%
Proper use of latrine by Other Staff	14%	83%	100%	25%	100%	50%	33%	25%	0%	75%	100%	67%
Put waste in proper place by Other St	14%	67%	100%	25%	100%	75%	33%	38%	25%	75%	50%	33%
Drink safe water by student Other Sta	14%	100%	100%	25%	100%	75%	33%	25%	75%	75%	100%	33%
Total	5.1	11.0	11.8	7.0	11.0	8.0	8.7	6.1	7.3	11.0	10.5	6.0

*Note : Number of surveyed schools are given with approach names within brakets.*

**Lesson-Learned**

Whatever be the approaches, most of students & teacher are with clean hands. Not much difference in positive changes of Behaviour/Practice of students and teachers like proper use of latrine, safe drinking water and proper placement of wastes. In overall behaviour/practice, teachers are found slightly better than the students.

**3.14.2 Positive changes in the behavior/practice of the students, teachers and other staff among 50 school**



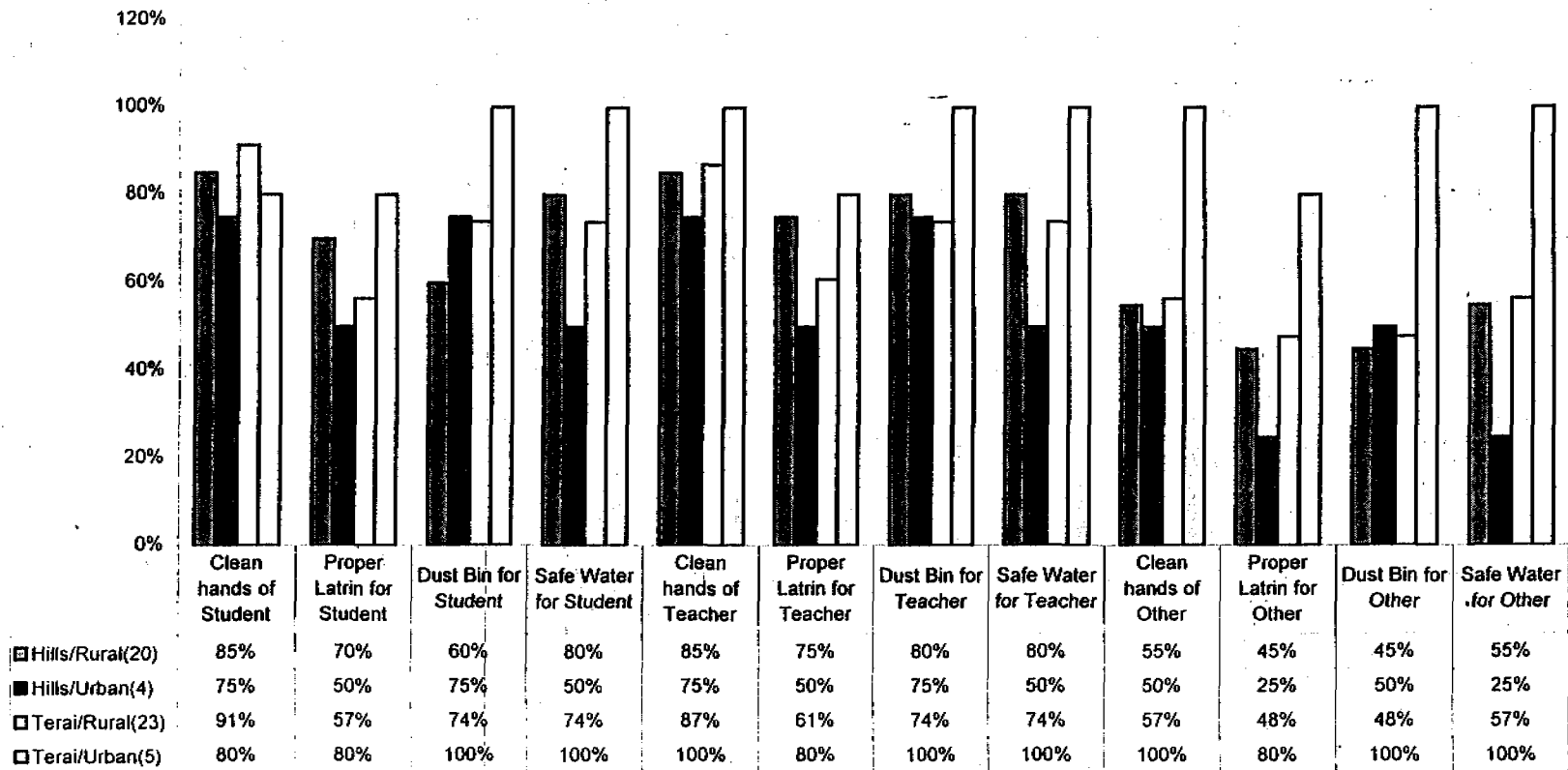
**Name of Activities**

1	Clean hands by Student
2	Proper use of Latrin by Student
3	Put waste in Dust Bin by Student
4	Drink Safe water by Student
5	Clean hands by Teacher
6	Proper use of Latrin by Teacher
7	Put waste in Dust Bin by Teacher
8	Drink Safe water by Teacher
9	Clean hands by Others
10	Proper use of Latrin by Others
11	Put waste in Dust Bin by Others
12	Drink Safe water by Others



### 2.14.3 Positive changes in the behavior/practice of the students, teachers and other staff of the school.

(Note : Number of surveyed schools are given with region name within brackets)



#### Lesson-Learned

This chart and percentage data clearly indicates that the positive changes in behavior/practice of students, teachers and other staff be better in those schools of Terai-Urban and Hill-Rural as compared to Hills-Urban and Terai-Rural. Irrespective of regions safer drinking water and proper toilets for students and teachers seems to be equally available.

**3.15.1. Positive changes in behavior/practices among 50 Schools**

**Top three approaches on the basis of Practices of personal hygiene related behaviors**

1. Approach 7, 9, 10, 11 and 12
2. Approach 1
3. Approach 2, 3 and 4

**Top three approaches on the basis of Clean houses and surroundings**

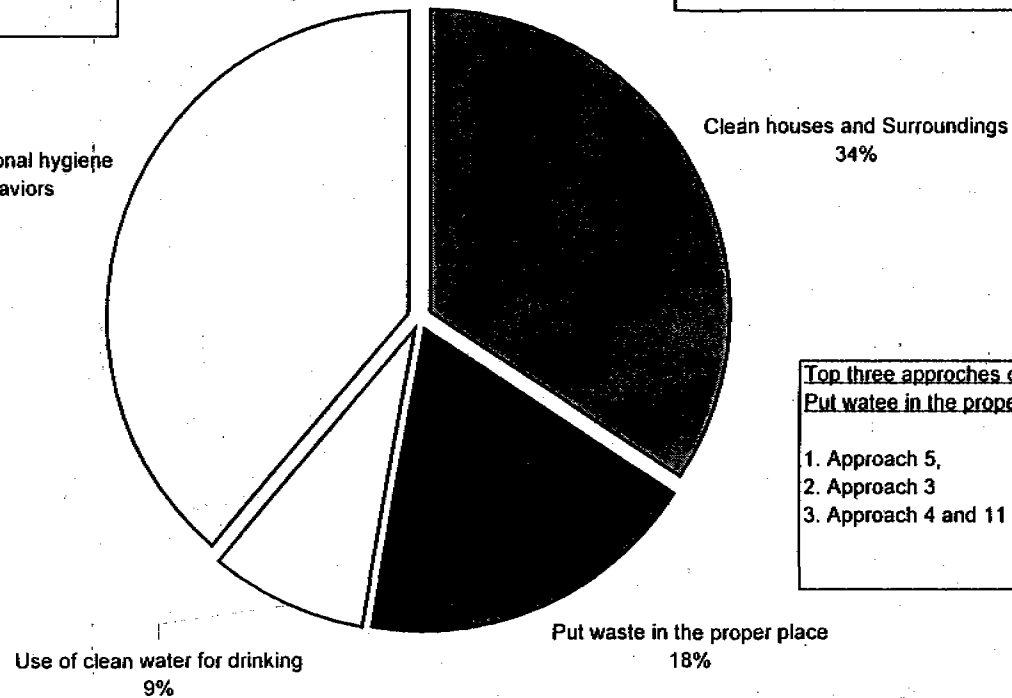
1. Approach 5, 7 and 9
2. Approach 6
3. Approach 2,

**Top three approaches on the basis of Use of clean water for drinking**

1. Approach 10 and 11
2. Approach 1
3. Approach 4 and 6

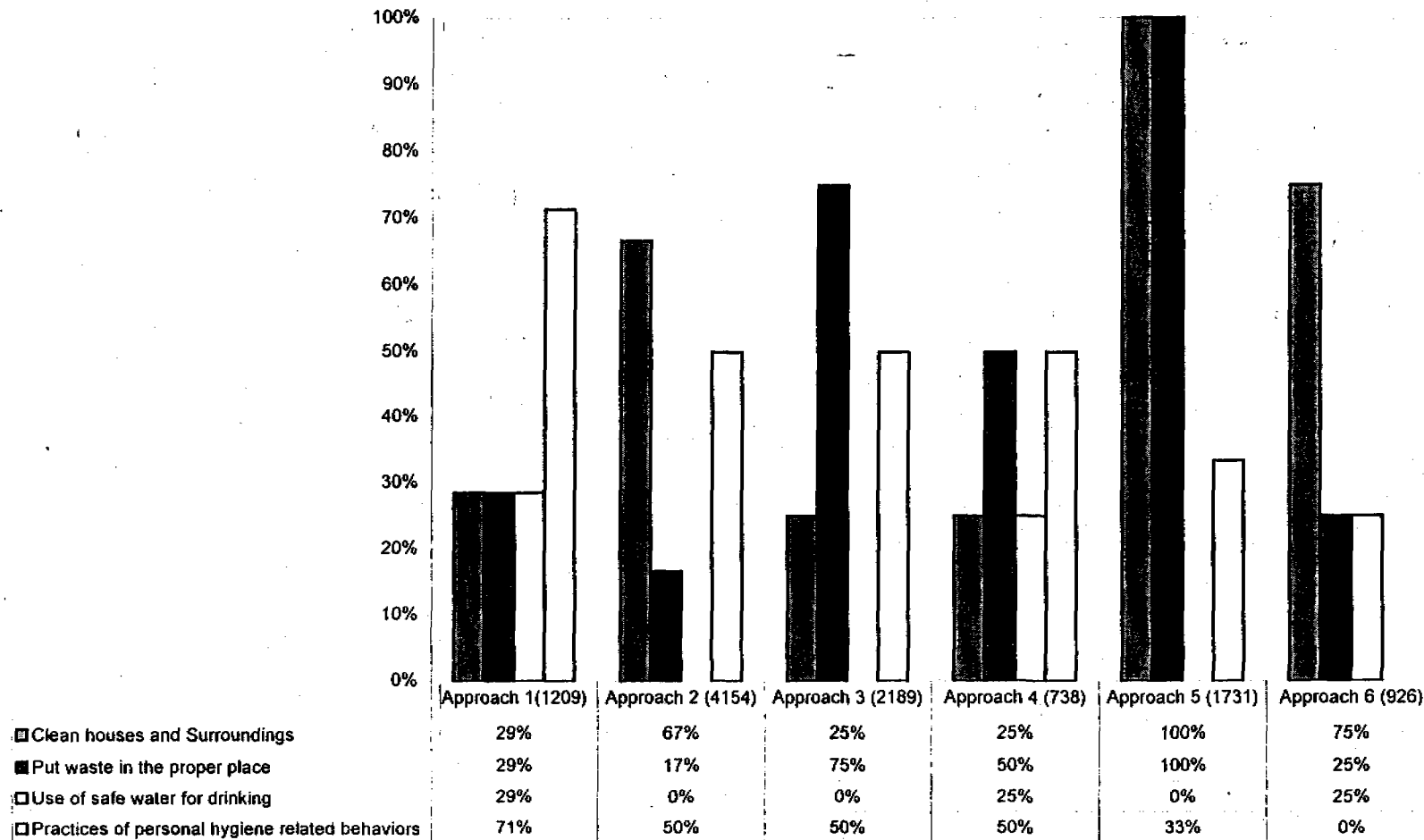
**Top three approaches on the basis of Put waste in the proper place**

1. Approach 5,
2. Approach 3
3. Approach 4 and 11

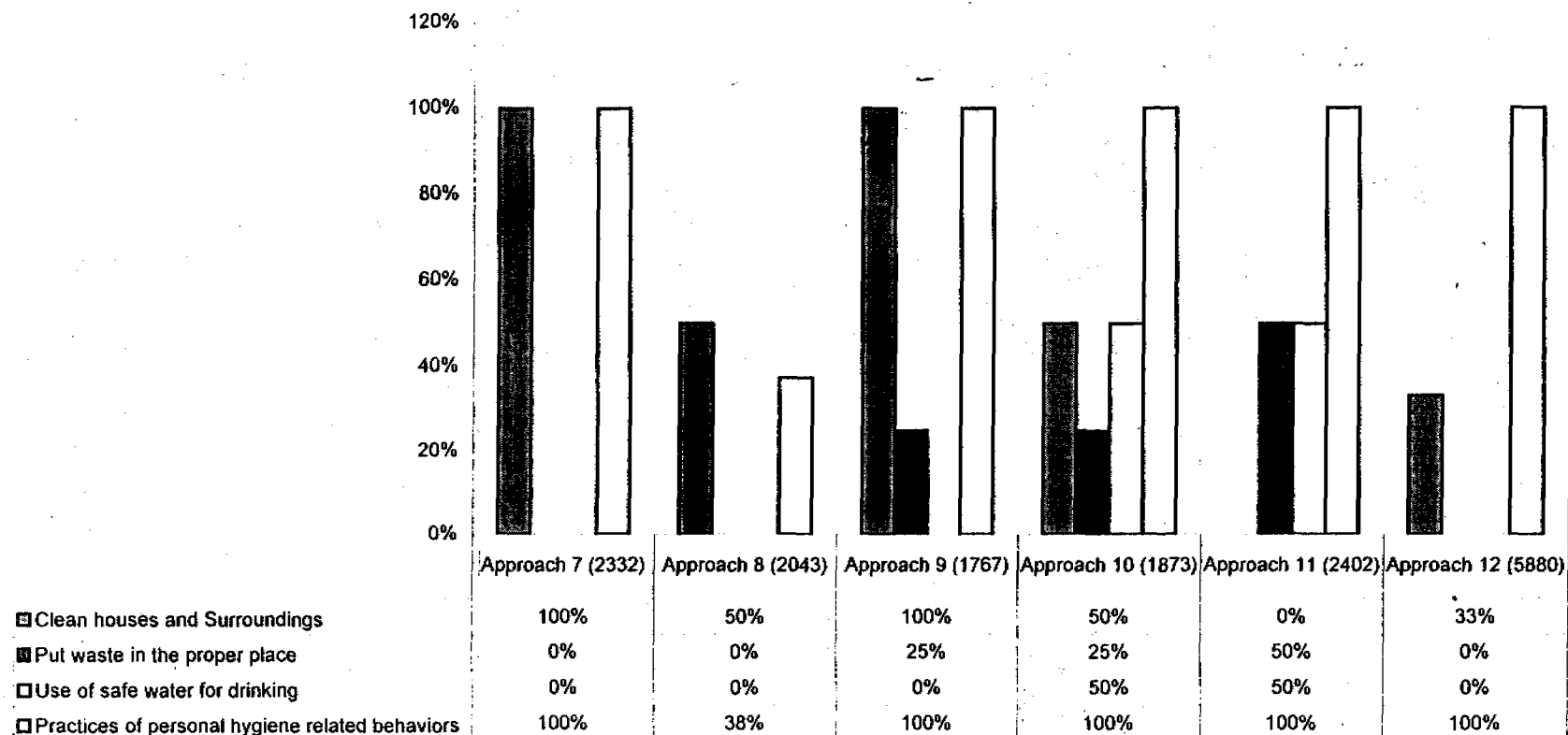


### 3.15.2. Observation of positive changes in behavior/practices by Approach-wise (Contd.)

(Note : Number of students of each organization are given in brackets with approach name in figure)



**3.15.2. Observation of positive changes in behavior/practices by Approach-wise**  
 (Note : Number of students of each organization are given in brackets with approach name in figure)

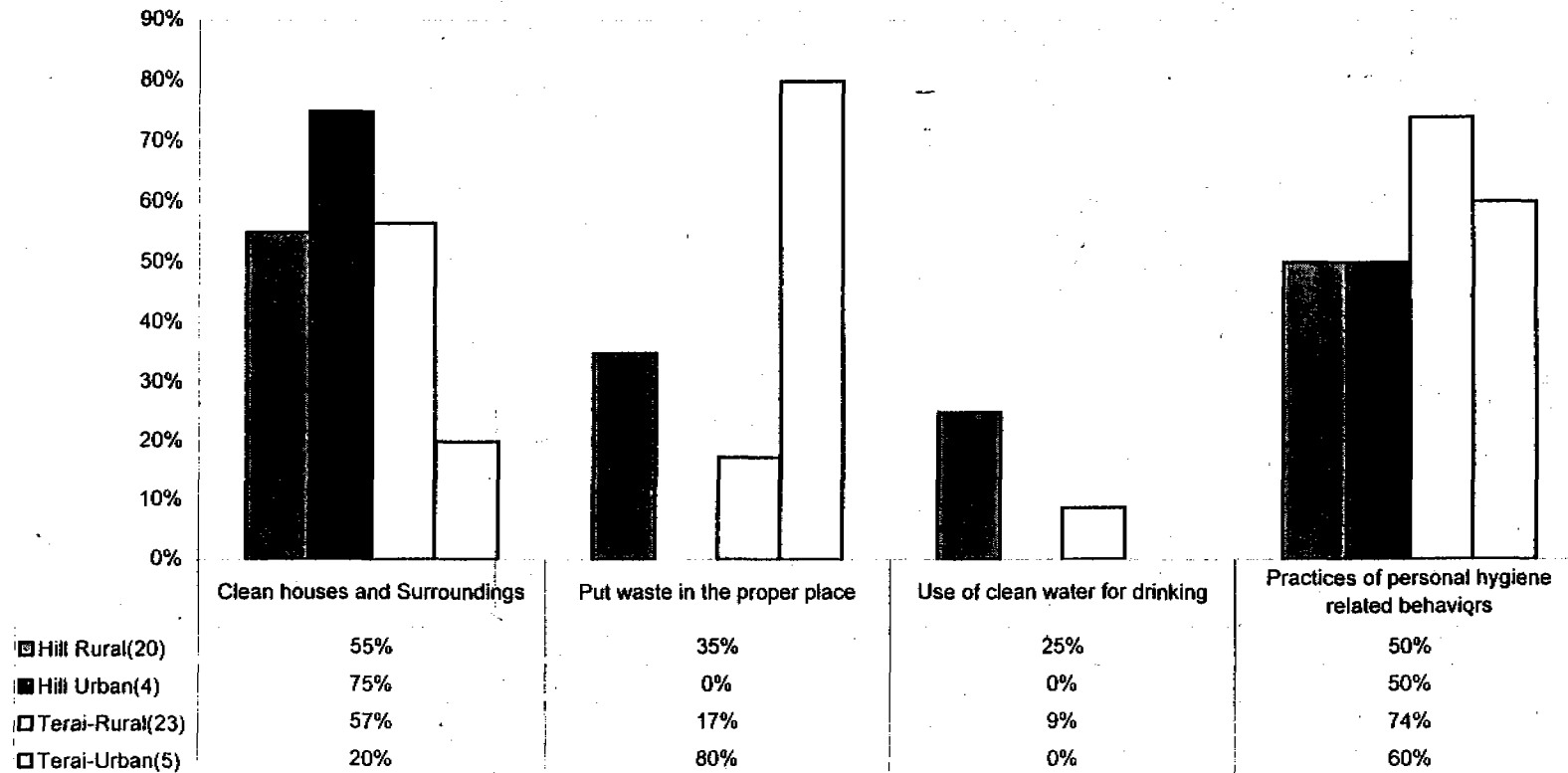


**Lesson-Learned**

Regarding the above four category of positive changes in behavior/practices, considering the combination of all four categories, Approach-1 and Approach-4 seems to be relatively better. Cleanness of houses and surroundings and other waste management skill indicates the highest result for Approach-5.

### 3.15.3. Positive changes in behavior/practices by region-wise

(Note : Number of surveyed school are given within brackets with each regions)



#### Lesson-Learned

Practices of personal hygiene related behaviors and clean houses and its surroundings in all school of different region seems to be satisfactory. Water management and use of safe water for drinking purpose seems to be miserable. In Terai-Urban area waste management is better than in other area.

### 3.16.1. School Sanitation performance on Observation

Code	Observation of daily activities	Observation of weekly activities	Observation of monthly activities	Observation of class rooms	Observation of teacher, headmaster & other's roo	Observation of school compound	Observation of Latrine	Observation of water supply	Responsible for school cleaning	Feeling difficult to implement the activities	Comment/Suggestion of Observer	Surveyor's View (Overall comment	Total Achievements (%)
NEWAH	57%	64%	43%	67%	36%	54%	46%	52%	79%	46%	50%	64%	55%
NRCS	27%	38%	32%	36%	90%	43%	72%	67%	100%	32%	32%	77%	54%
UHEEP	68%	63%	13%	84%	68%	83%	81%	81%	44%	0%	20%	66%	56%
RWSSFB	65%	50%	0%	74%	73%	76%	46%	31%	64%	0%	68%	65%	51%
SPW	28%	30%	63%	3%	80%	12%	63%	80%	100%	33%	35%	58%	49%
SCHP/JICA/JMA	50%	50%	25%	25%	40%	59%	65%	78%	98%	50%	38%	80%	55%
CDHP/UMN CTC	17%	33%	17%	33%	50%	23%	27%	77%	83%	77%	40%	62%	45%
BPEP	44%	19%	13%	19%	20%	21%	21%	33%	44%	29%	16%	29%	26%
CARE/Nepal	0%	0%	0%	5%	25%	20%	20%	71%	73%	100%	31%	43%	32%
FINNIDA	63%	50%	0%	50%	73%	54%	54%	68%	95%	88%	83%	78%	63%
DWSS/ADB	75%	50%	50%	35%	80%	58%	58%	85%	100%	35%	60%	65%	63%
DWSS/Unicef	67%	53%	50%	73%	50%	70%	47%	23%	57%	0%	42%	55%	49%
Average Sum	5.59	5.01	3.05	5.05	6.83	5.71	6.00	7.45	9.35	4.89	5.13	7.41	5.96
Average (%)	47%	42%	25%	42%	57%	48%	50%	62%	78%	41%	43%	62%	50%

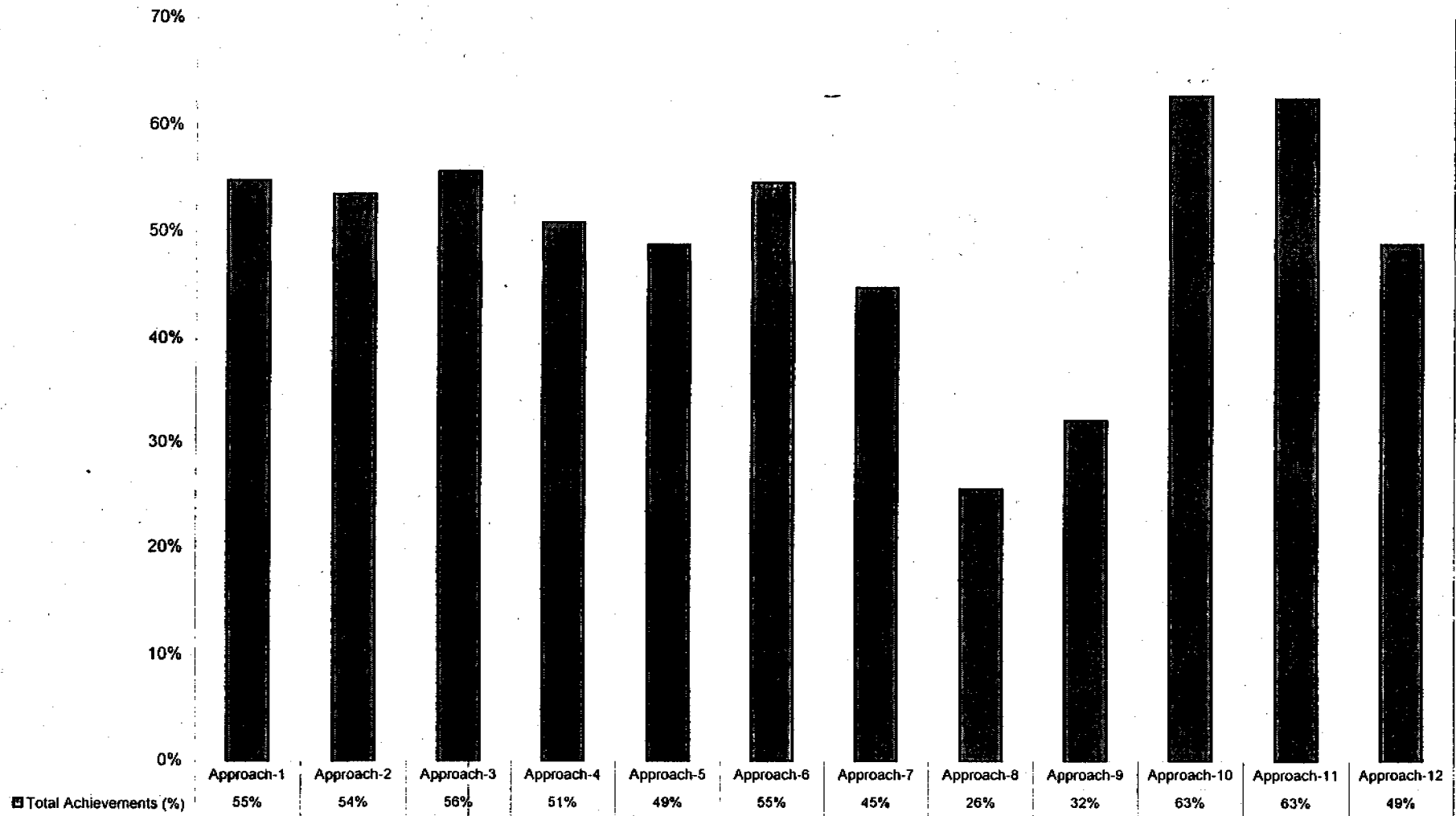
#### Note:

From Firsthand Information Collection Sheet Chapter number 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, and 27 were thoroughly scanned and judged on the basis of observation result, responsibilities taken, comment/suggestion and surveyors' view. For the observation all positive and performance seems to be good 100% is provided and if not stated or result is completely negative then 0% is provided. Most of the chapters were not categorized and not written properly. Intermediate values of each chapter for each school from 0% to 100 has been assigned on the basis of performance. Latrine available (sufficient, insufficient, blocked/useable, used/not used, with/without water etc.) and for water supply also there are similar parameters involved. These objectives questions can not be categorized into two, three or so but should be evaluated on each parameters (filled/not filled, positive/negative etc.

#### Lesson-Learned

Like other methods, the outcomes of total observed schools on latrine has been 50% means 60% or more may have latrines but all of them are not sufficient, blocked, not used etc. Regarding all above mentioned topics, UHEEP, FINNIDA, DWSS/ADB, NEWAH, NRCS, RWSSFB, SCHP seem to be with satisfactory result. Whereas CARE/Nepal and BPEP seem to be below average and SPW, CDHP/UMN, DWSS/Unicef are with moderate results.

3.16.1.1. Comparative Chart of Total Weitage on Sanitation & Personal hygiene by observations



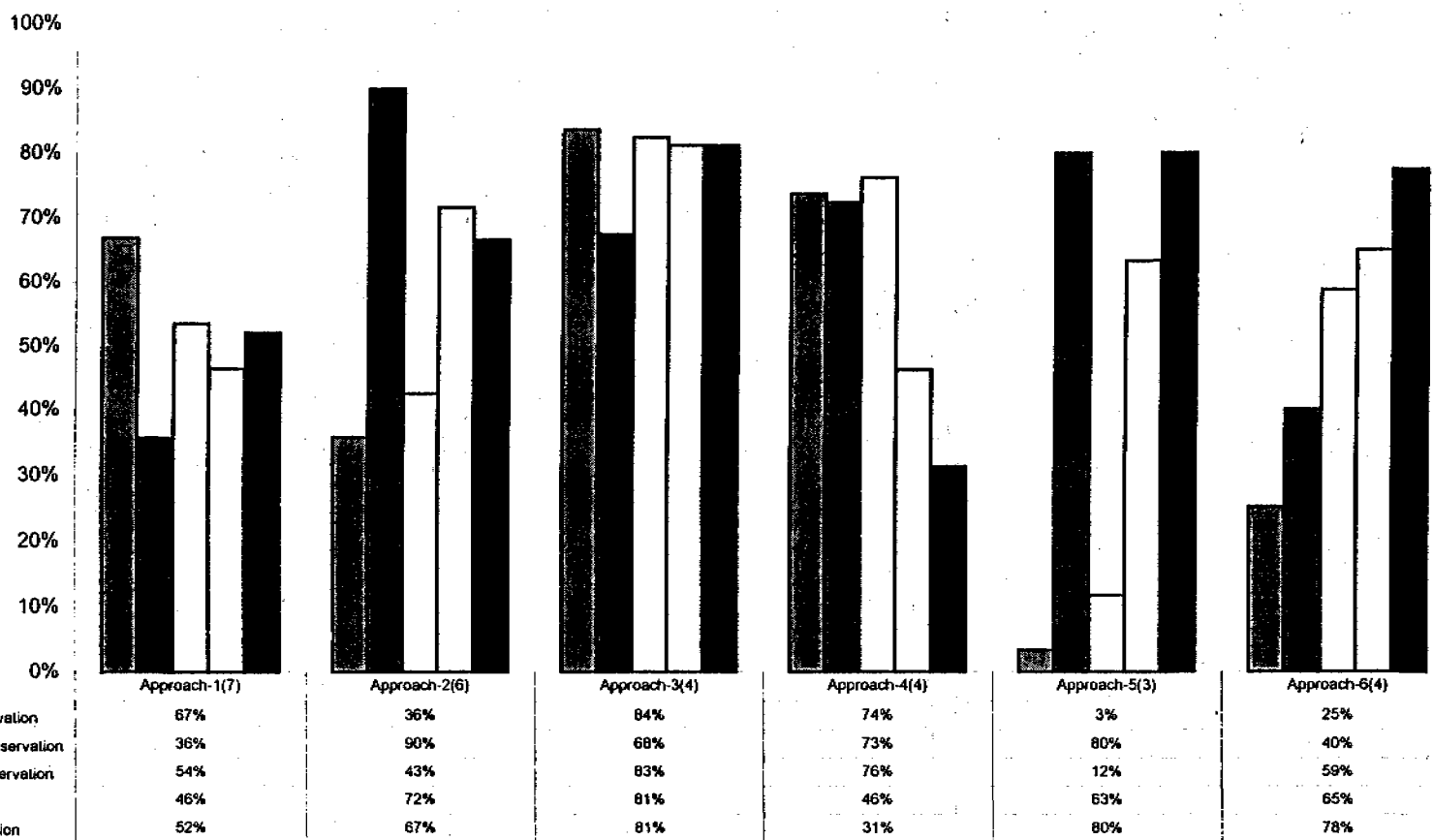
**3.16.2. School sanitation performance on observation (Contd.)**

**Top three Approaches**

1st - Approach-3

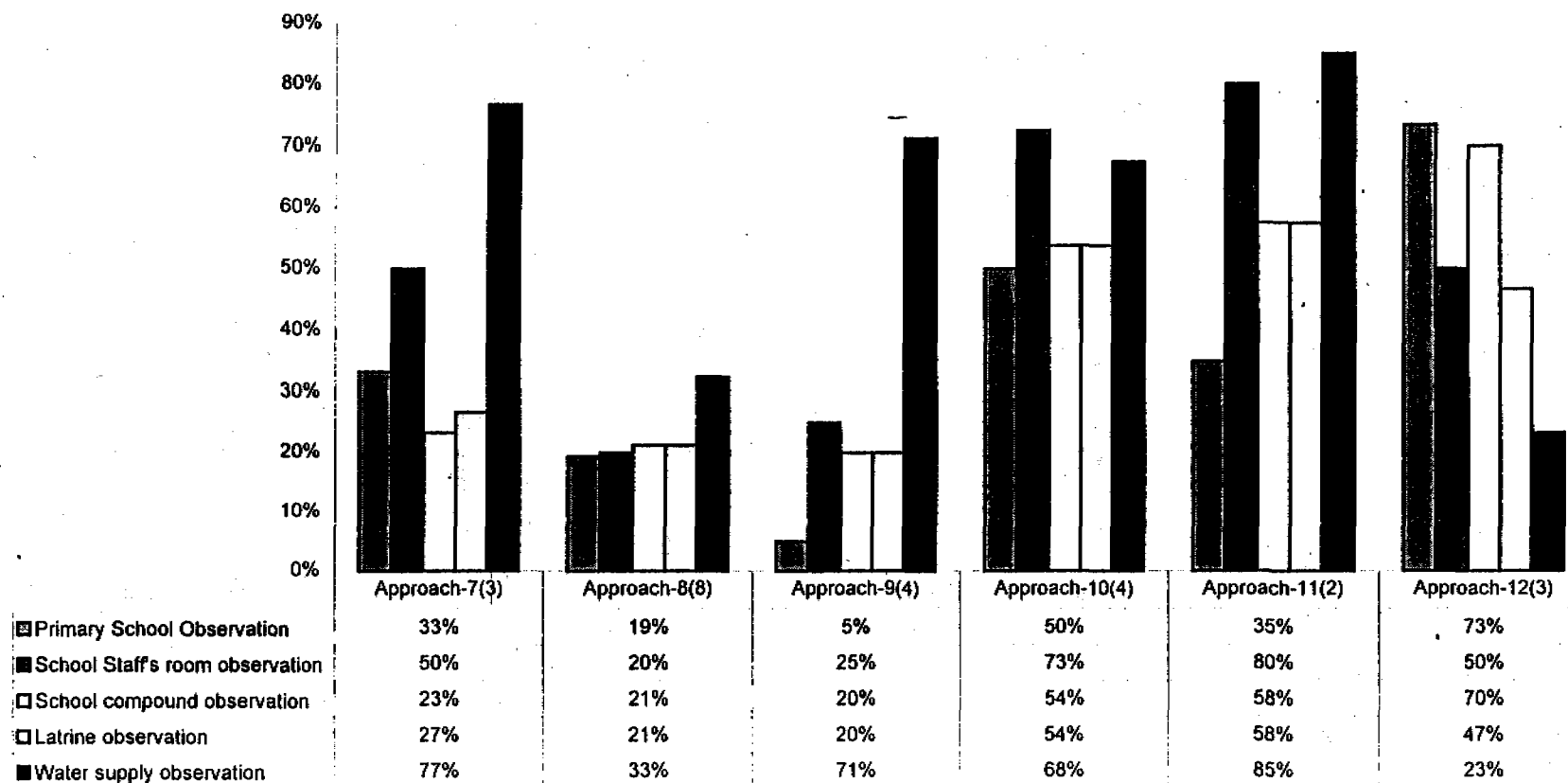
2nd - Approach-10

3rd-Approach-11





## 3.16.2. School sanitation performance on observation

**Lesson-Learned**

Regarding five key chapters of Firsthand Information Collection Sheet i.e. 19, 20, 21, 22 and 23 evaluation made on the basis of observed information Approach-3, Approach-10 and Approach-11 are having better percentage of combined topics. Water supply condition of Approach-7 seems to be equally good but its latrine observation is not much satisfactory. In overall observation Approach-8 has been found to be poorest.

### 3.17 Observation of weekly Activities at primary level classes

In most of schools weekly activities were not on the day, when surveyor visited school. In few schools such observation was not at all related to sanitation and personal hygiene. The observed activities were quiz contest, debate competition et not related to sanitation and hygiene activities. CARE/Nepal indicated that amon these activities first aid treatment and construction of latrine was their main activitie which is not a weekly or monthly programme.

### 3.18 Observation of monthly activities at primary level classes

In most of schools monthly activities were not on the day, when surveyor visited school. In few schools such observation was not at all related to sanitation and personal hygiene. The observed activities were quiz contest, debate competition plantation of trees, group formation, Red Cross circle meeting etc.

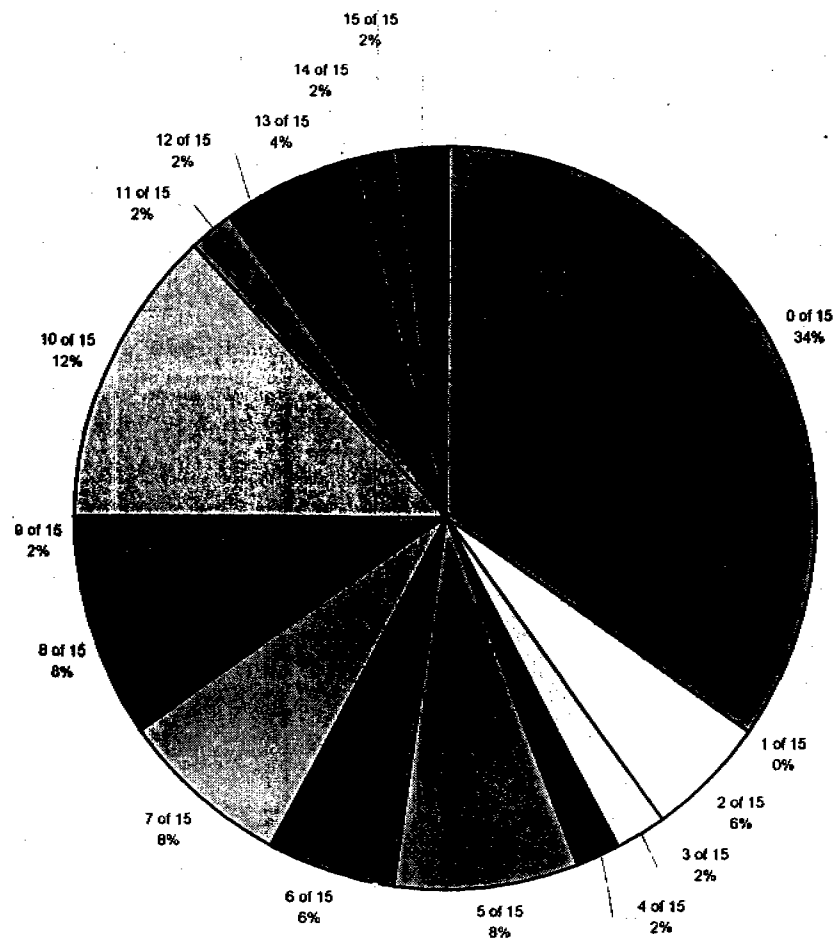
#### 3.19.1. Observation of the primary level classrooms and students during the school time.

Item	Approach-1	Approach-2	Approach-3	Approach-4	Approach-5	Approach-6	Approach-7	Approach-8	Approach-9	Approach-10	Approach-11	Approach-11	Total
Clean Room of 1 classclass	86%	17%	75%	50%	0%	50%	33%	25%	0%	25%	50%	33%	38%
With Dust Bin of 1 class	14%	33%	0%	0%	0%	0%	0%	0%	0%	25%	0%	33%	10%
Kneat & Cleaness of 1 class student	57%	17%	100%	50%	0%	0%	0%	13%	0%	25%	50%	67%	31%
Clean Room of 2 class	86%	17%	75%	50%	0%	50%	33%	25%	0%	50%	0%	33%	38%
With Dust Bin of 2 class	14%	17%	50%	25%	0%	0%	0%	0%	0%	50%	0%	33%	15%
Kneat & Cleaness of 2 class student	57%	17%	100%	50%	0%	0%	0%	13%	0%	25%	50%	67%	31%
Clean Room of 3 class	86%	33%	75%	75%	0%	50%	33%	25%	25%	50%	0%	67%	46%
With Dust Bin of 3 class	14%	33%	75%	50%	0%	0%	0%	0%	0%	50%	0%	33%	21%
Kneat & Cleaness of 3 class student	57%	33%	100%	100%	0%	50%	33%	25%	0%	50%	50%	67%	46%
Clean Room of 4 class	71%	17%	100%	50%	0%	50%	67%	38%	0%	75%	50%	67%	48%
With Dust Bin of 4 class	0%	17%	100%	25%	0%	0%	0%	13%	0%	50%	0%	33%	19%
Kneat & Cleaness of 4 class student	71%	50%	100%	75%	33%	50%	67%	38%	0%	75%	50%	67%	56%
Clean Room of 5 class	71%	33%	100%	50%	0%	50%	67%	38%	25%	25%	50%	67%	48%
With Dust Bin of 5 class	0%	0%	100%	0%	0%	0%	0%	13%	0%	50%	0%	33%	15%
Kneat & Cleaness of 5 class student	71%	50%	100%	75%	33%	50%	67%	25%	0%	50%	50%	67%	52%

#### Lesson-Learned

Primary level classrooms of Approach-3 has shown very good result. Similarly Approach-9 schools are with almost 0% i.e. classrooms were dirty, without dust bins, and hands, faces, clothers of students seem unclean. Higher class students are more aware of personal hygiene and school sanitation than lower class students. The result shows that class rooms of 5 is relatively clean, student's cloth, face seem clean and with dust bin as compared to class 1. Very few classes of some schools are having dustbins.

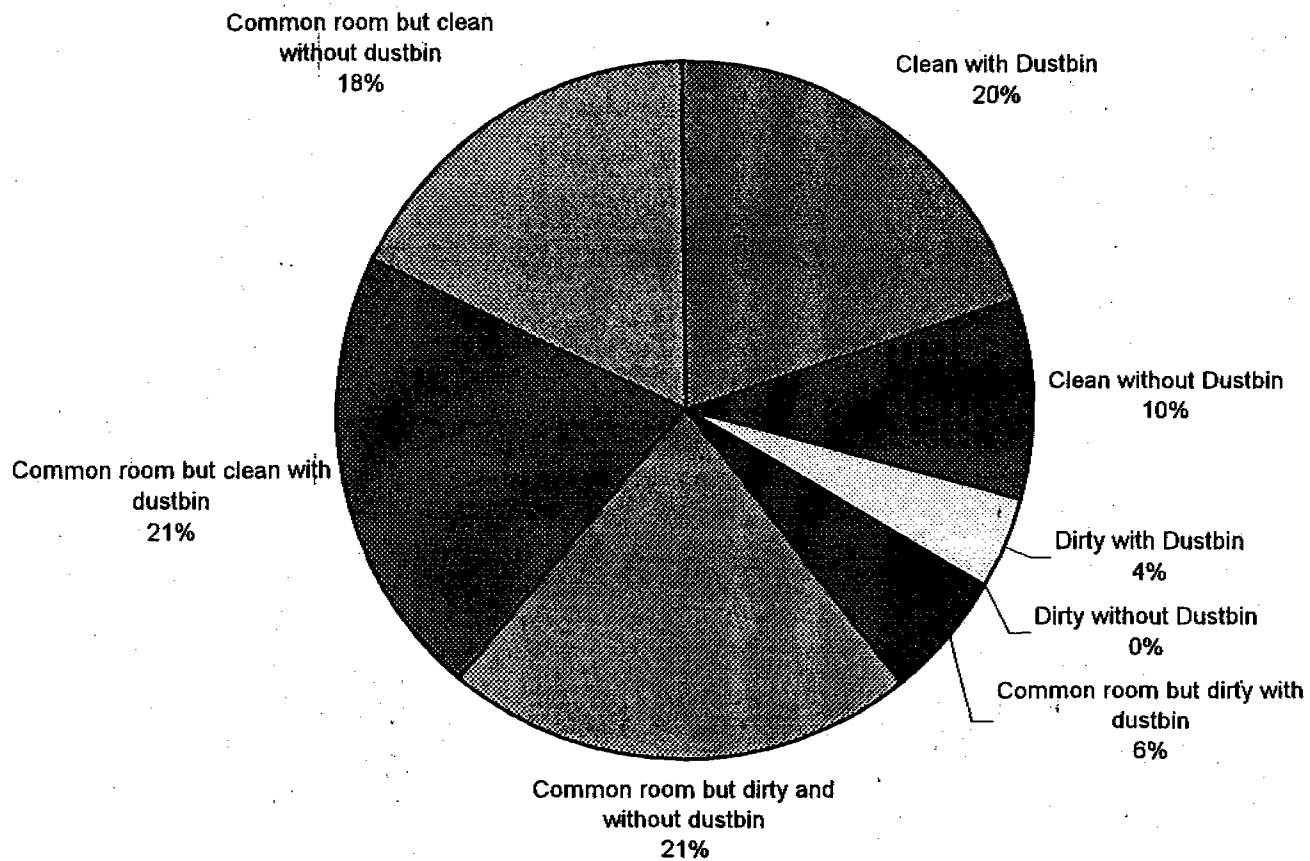
**3.19.2 Observation of primary level classrooms and primary level students during the school time**



**Name of 15 activities**

1. Clean Room of Class 1
2. Dust Bin for Class 1
3. Seems student's neat & Cleaness of Class 1
4. Clean Room of Class 2
5. Dust Bin for Class 2
6. Seems student's neat & Cleaness of Class 2
7. Clean Room of Class 3
8. Dust Bin for Class 3
9. Seems student's neat & Cleaness of Class 3
10. Clean Room of Class 4
11. Dust Bin for Class 4
12. Seems student's neat & Cleaness of Class 4
13. Clean Room of Class 5
14. Dust Bin for Class 5
15. Seems neat & Cleaness of Class 5

**3.20. Observation of teachers', headmaster's and office rooms among 52 schools**

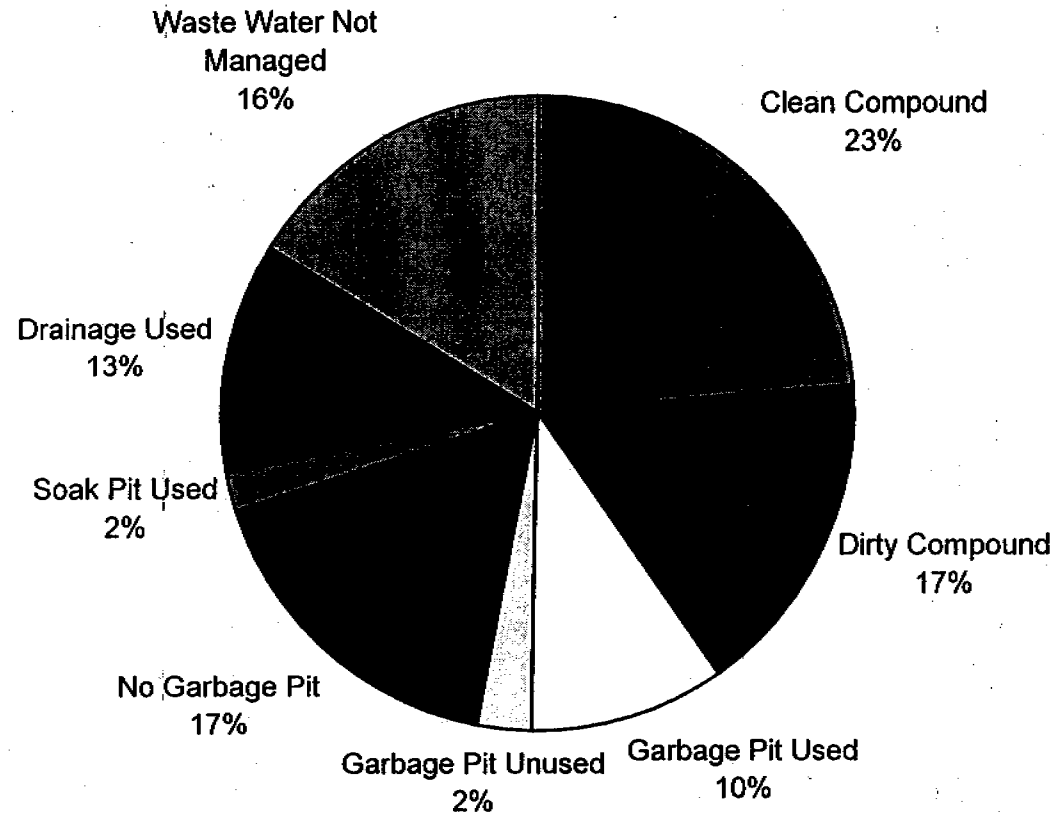


**3.20.1. Observation of teachers', headmater's and office rooms among 52 schools**

Code	Clean with Dustbin	Clean without Dustbin	Dirty with Dustbin	Dirty without Dustbin	Common room but dirty with dustbin	Common room but dirty without dustbin	Common room but clean with dustbin	Common room but clean without dustbin
Approach-1(1209)	0%	0%	0%	0%	0%	71%	29%	0%
Approach-2(4154)	17%	17%	0%	0%	0%	0%	67%	0%
Approach-3(2189)	25%	25%	0%	0%	0%	0%	50%	0%
Approach-4 (738)	75%	0%	0%	0%	0%	25%	0%	0%
Approach-5(1731)	67%	33%	0%	0%	0%	33%	0%	0%
Approach-6 (926)	0%	50%	0%	0%	0%	25%	0%	25%
Approach-7(2332)	0%	0%	33%	0%	0%	0%	0%	67%
Approach-8(2043)	0%	0%	0%	0%	0%	38%	13%	25%
Approach-9(1767)	25%	0%	0%	0%	75%	0%	0%	0%
Approach-10(1873)	0%	0%	25%	0%	0%	0%	50%	25%
Approach-11(2402)	100%	0%	0%	0%	0%	0%	0%	0%
Approach-12(5880)	0%	0%	0%	0%	0%	0%	0%	100%

Note : Number of students of each organization's school are given within brakets with approach name.

**3.21.1. Observation of the School Compounds and Sanitation Management**



### 3.21.2. Observation of the school compound and sanitation Management

Item	Approach 1 (1209)	Approach 2 (4154)	Approach 3 (2189)	Approach 4 (738)	Approach 5 (1731)	Approach 6 (926)	Approach 7 (2332)	Approach 8 (2043)	Approach 9 (1767)	Approach 10 (1873)	Approach 11(2402)	Approach 12 (5880)	Total
Clean Compound	71%	50%	75%	75%	17%	50%	33%	38%	25%	75%	100%	100%	68%
Garbage Pit Used	29%	17%	25%	75%	0%	75%	0%	0%	25%	25%	0%	33%	29%
No Garbage Pit	43%	83%	50%	0%	33%	0%	0%	50%	75%	50%	50%	33%	50%
Soak Pit Used	14%	0%	0%	0%	0%	0%	33%	0%	0%	0%	0%	0%	4%
Drainage Used	29%	50%	100%	25%	0%	25%	0%	13%	0%	50%	50%	33%	46%
Waste Water Not Manag	14%	50%	0%	0%	100%	50%	67%	25%	100%	50%	50%	0%	38%

*Note:* Number of total students of each approach has been given with approach name within brackets.

#### **Lesson-Learned**

Maximum number of schools are having clean compound. All schools of Approach-11 and Approach-12 are with clean compound. All schools of Approach-5 are having drainage used. Negligible number of schools are with soak-pit used and only 29% of 50 schools are with garbage pit.

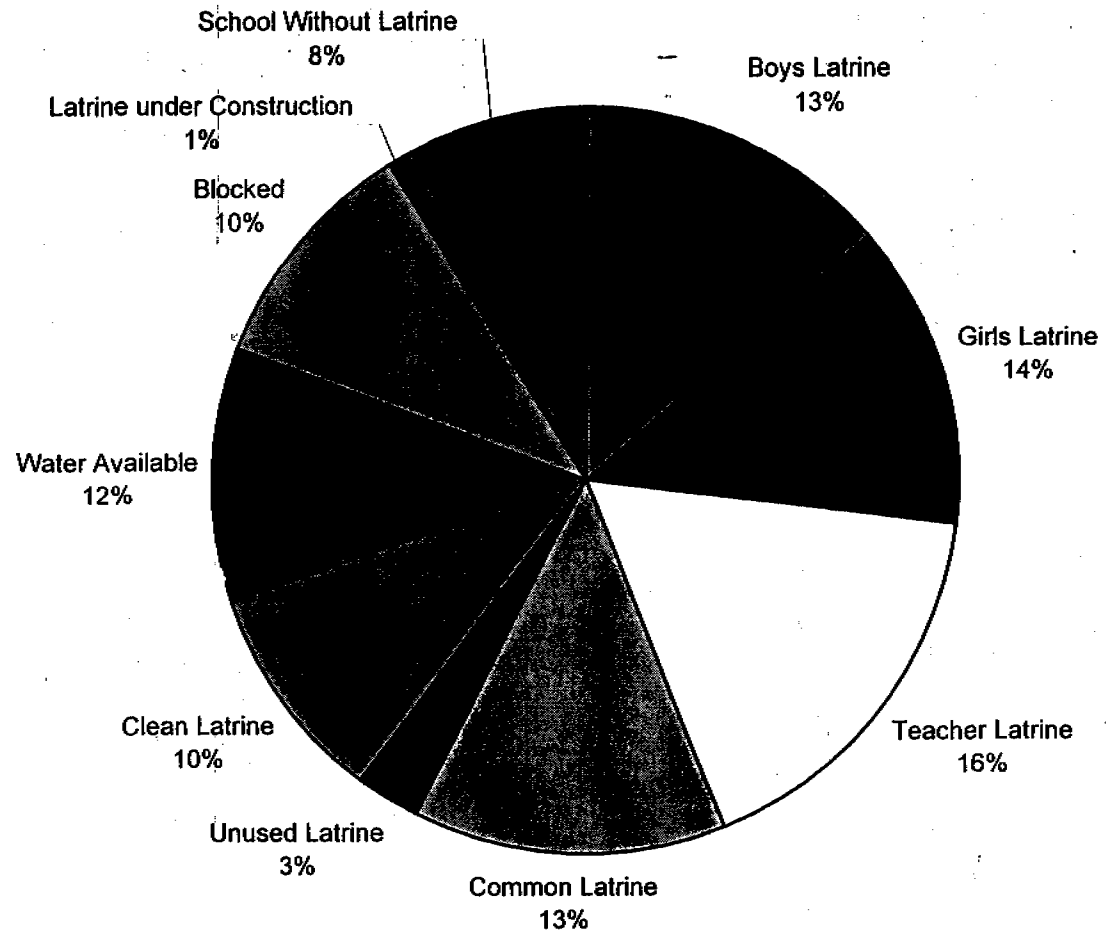
#### **Top three approaches on basis of Clean Compound**

1. Approach 11 and 12
2. Approach 4 and 10
3. Approach 1

#### **Top three approaches on basis of Garbage Pit Used**

1. Approach 4 and 6
2. Approach 12
3. Approach 1

3.22.1 Observation of available School Latrines





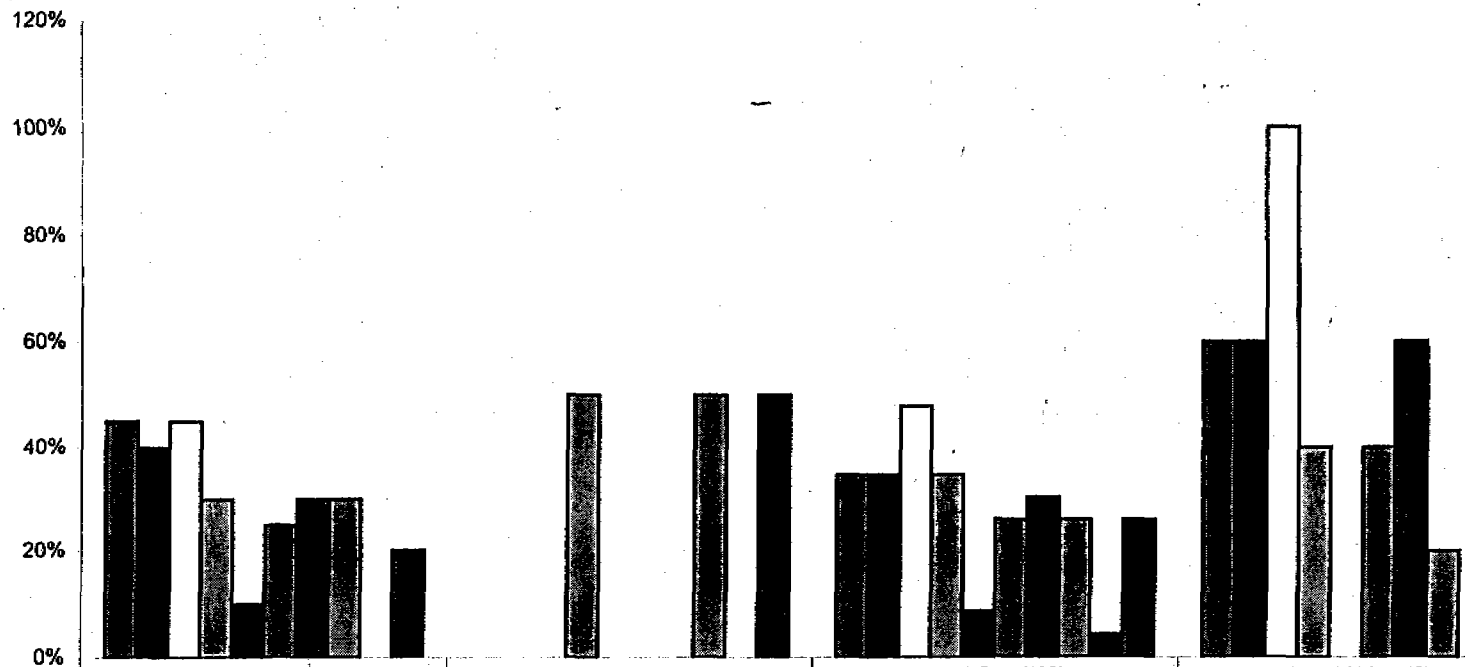
### 3.22.2. Observation of available School Latrines by organization-wise

Item	Approach 1(7)	Approach 2(6)	Approach 3(4)	Approach 4(4)	Approach 5(3)	Approach 6(4)	Approach 7(3)	Approach 8(8)	Approach 9(4)	Approach 10(4)	Approach 11(2)	Approach 12(3)	Total (52)
Boys Latrine	14%	83%	75%	50%	100%	25%	33%	0%	25%	50%	50%	0%	65%
Girls Latrine	29%	83%	75%	50%	100%	0%	33%	0%	25%	50%	50%	0%	58%
Teacher Latrine	14%	100%	100%	50%	100%	0%	33%	13%	25%	75%	100%	33%	56%
Common Latrin	29%	0%	25%	0%	0%	75%	67%	50%	25%	50%	50%	100%	58%
Unused Latrine	0%	67%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	21%
Clean Latrine	43%	67%	50%	50%	33%	0%	0%	13%	0%	25%	0%	0%	24%
Water Available	43%	50%	75%	50%	33%	0%	33%	13%	0%	25%	50%	33%	31%
Blocked	0%	33%	25%	0%	67%	0%	100%	38%	50%	50%	0%	0%	60%
Latrine under Construct	14%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%

#### Lesson-Learned

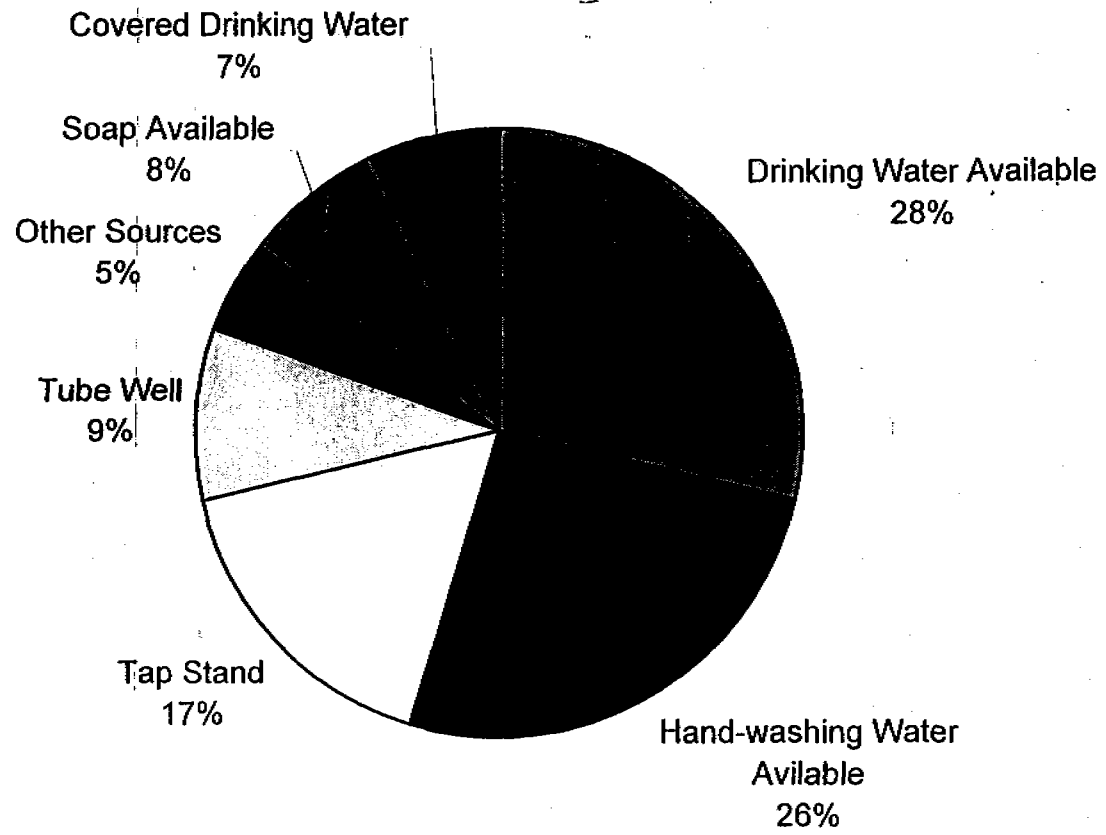
Regarding student toilet available Approach-5 seems to be the best of all. Similarly Approach-2 and Approach-3 also seems to be satisfactory. There are some Approach i.e. 12,8,6 are found to be very poor in latrine condition of students in schools. Approach-2, 3,5,11 are very good for teachers latrine and schools of Approach-6 have no latrine for teachers too. Schools of Approach-10 are satisfactory for teachers latrine. all other schools of rest approaches are below average. All schools of approach-12 are with common latrine for teachers and students 100% latrine of approach-7 schools are blocked. All school observed under approach-6 and 9 are not having water available in latrines.

### 3.22.3. Observation of available School Latrines by Region-wise



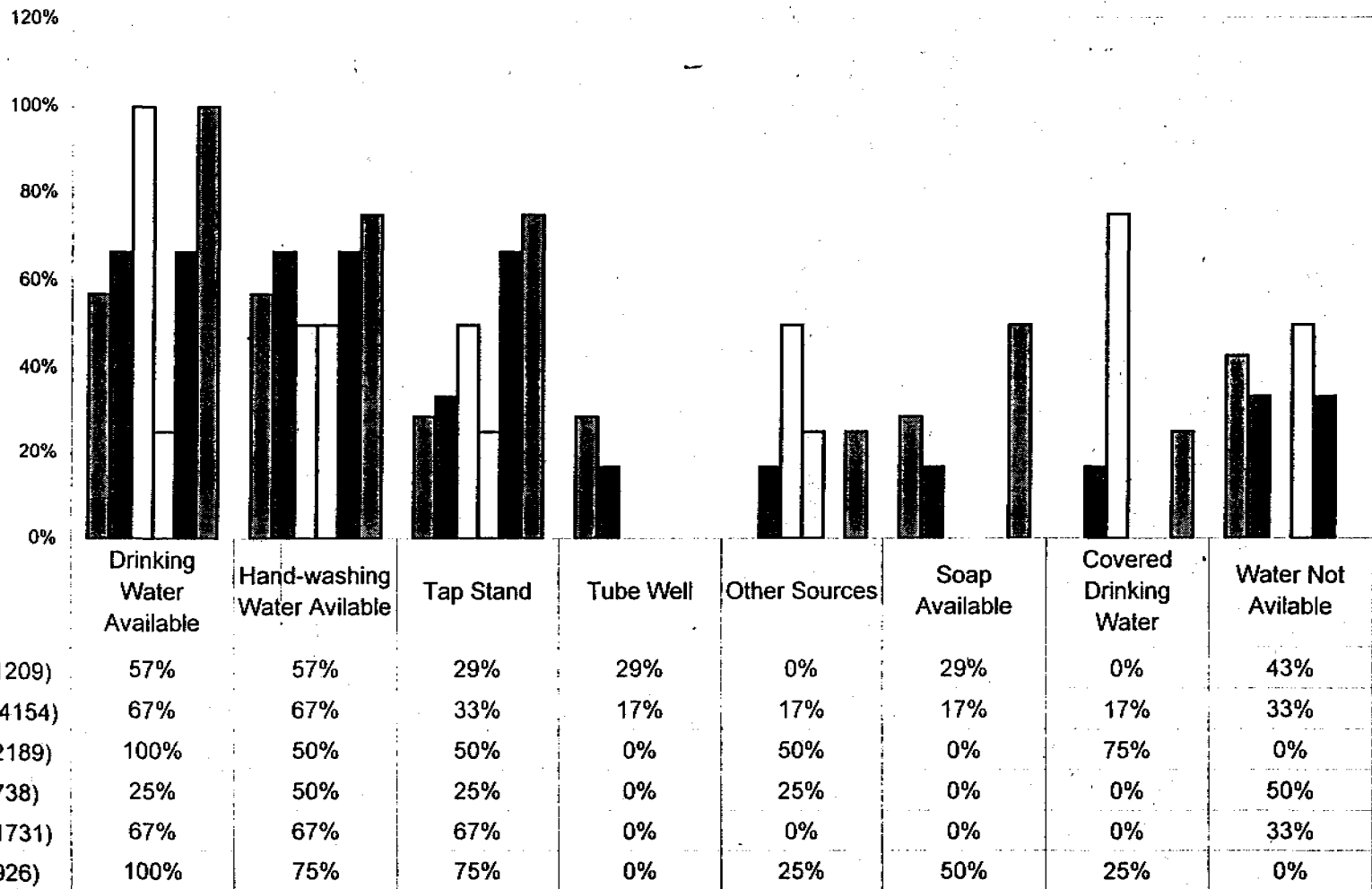
	Hill-Rural(20)	Hill-Urban(4)	Terai-Rural(23)	Terai-Urban(5)
Boys Latrine	45%	0%	35%	60%
Girls Latrine	40%	0%	35%	60%
Teacher Latrine	45%	0%	48%	100%
Common Latrine	30%	50%	35%	40%
Unused Latrine	10%	0%	9%	0%
Clean Latrine	25%	0%	26%	40%
Water Available	30%	0%	30%	60%
Blocked	30%	50%	26%	20%
Latrine under Construction	0%	0%	4%	0%
School Without Latrine	20%	50%	26%	0%

**3.23.1. Observation of Water Available Schools**



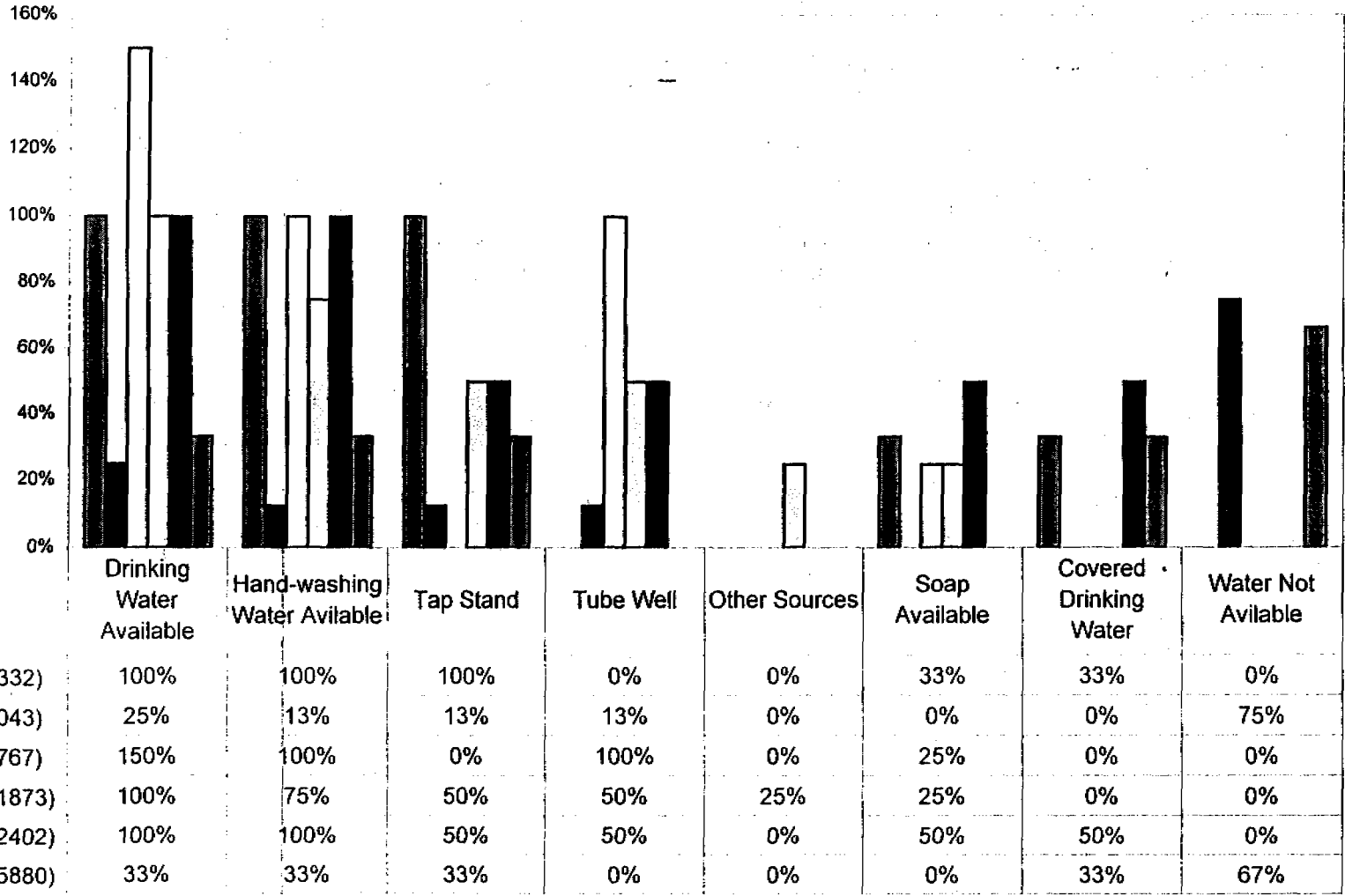
### 3.23.2 Observation of Sanitation by Approach-wise (Contd.)

(Note : Number of students of each organizations are given within brackets with approach columns)



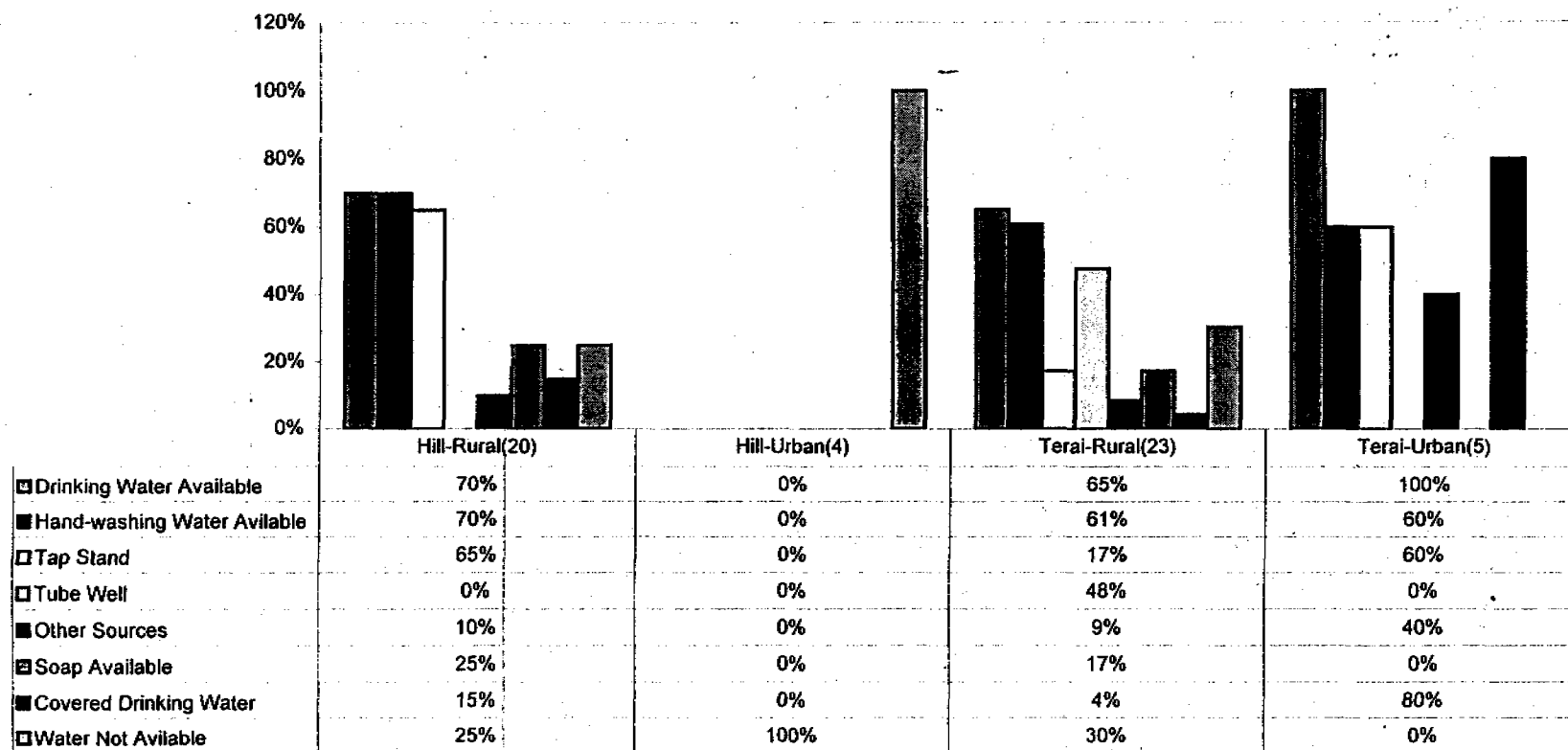
### 3.23.2 Observation of Sanitation by Approach-wise

(Note : Number of students of each organizations are given within brackets with approach columns)



### 3.23.3. Observation of Sanitation by Region-wise

(Note : Number of each region are indicated within bracket with region name)

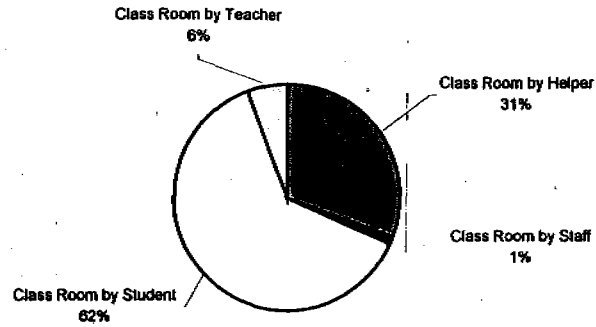


#### Lesson-Learned

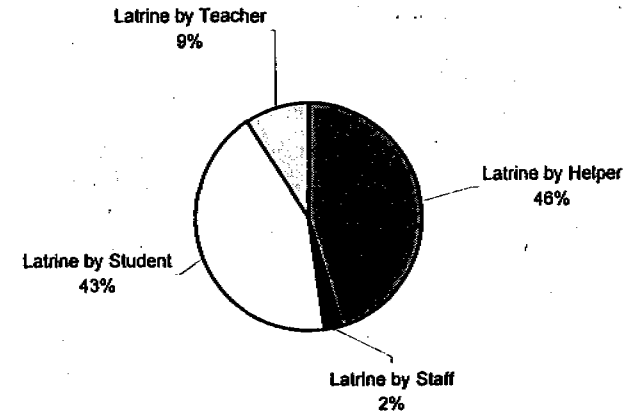
In urban or hill area drinking water need to covered to prevent for contamination. It is observed that in hill -rural 70% schools were found to have drinking water available. Tube wells are generally available in Terai-Rural and tap stand are provided in hill rural. Soap available for hand washing are available Terai-Rural and Hill-rural but for teachers only. Whether it is Hill or Terai, Urban schools are with poor condition due to the reason may be inconsistent nature of data. As compared to urban schools regarding sanitation, rural schools are better.

### 3.24.1. Responsible to Clean the School Environments

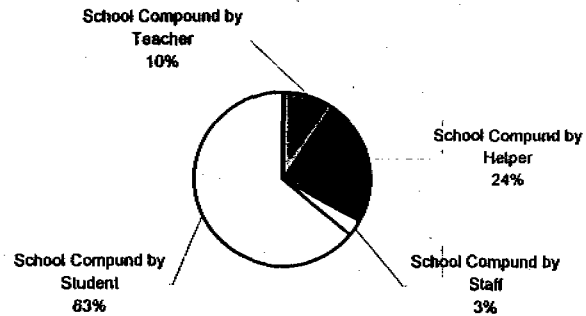
**Cleanning Class Room**



**Cleanning Latrines**



**Cleanning Schools compound**



#### **Lesson-Learned**

In most of school class rooms, school compound and latrines are cleaned by student and helper. In primary level schools students are made to clean their classrooms and school compound. In secondary schools, peon and helper is available and they are responsible to clean the school compound and latrine.

**3.24.2. Responsible to clean the school environment by organization-wise**

**Responsible for cleaning Class rooms**

Item	Approach 1(7)	Approach 2(6)	Approach 3(4)	Approach 4(4)	Approach 5(3)	Approach 6(4)	Approach 7(3)	Approach 8(8)	Approach 9(4)	Approach 10(4)	Approach 11(2)	Approach 12(3)
Class Room by Helper	1	2	2	0	1	4	2	3	3	1	2	1
Class Room by Staff	0	0	1	0	0	0	0	0	0	0	0	0
Class Room by Student	6	6	3	4	3	4	3	6	2	3	2	3
Class Room by Teacher	1	0	0	1	0	0	0	0	0	0	1	1

**Responsible for cleaning Latrines**

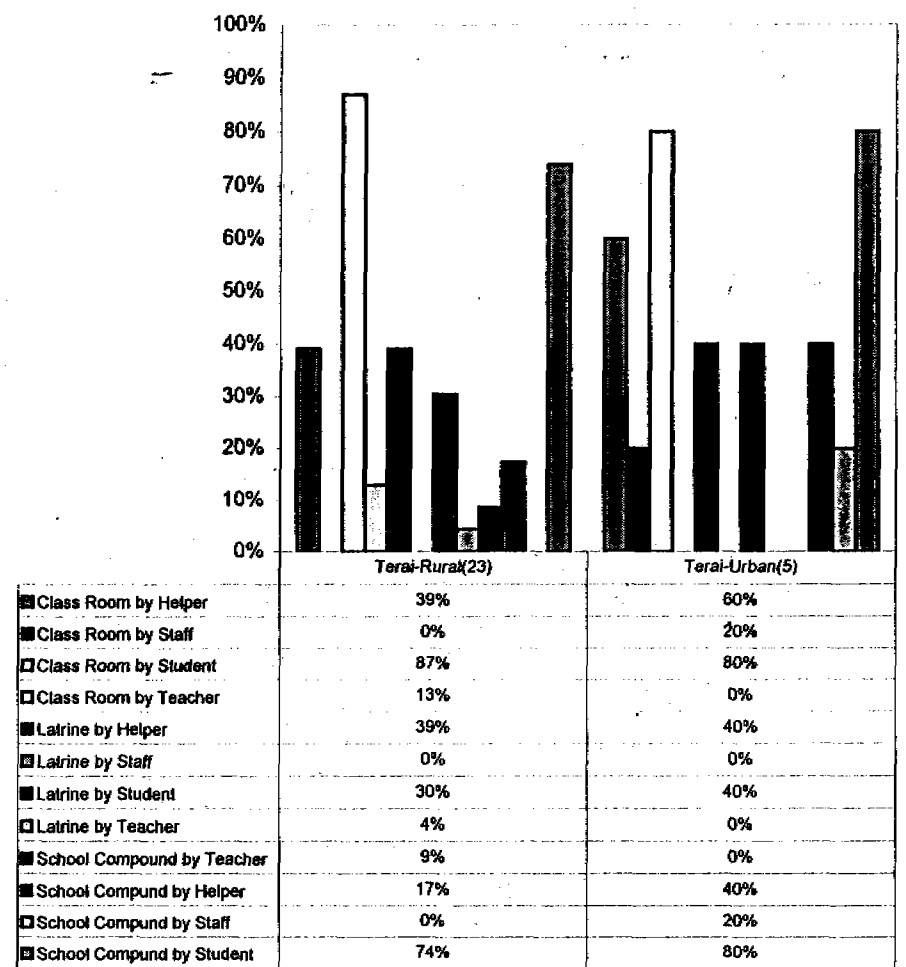
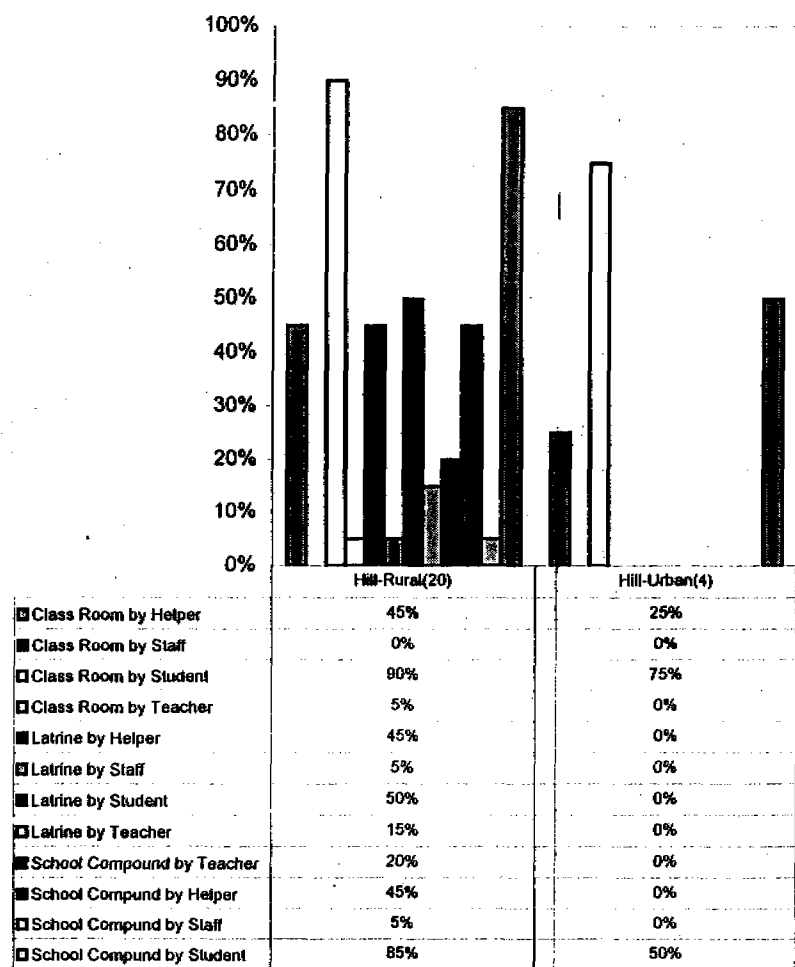
Latrine by Helper	1	4	2	1	3	1	2	1	1	2	1	1
Latrine by Staff	0	0	0	0	1	0	0	0	0	0	0	0
Latrine by Student	2	3	1	1	2	2	2	1	0	2	2	1
Latrine by Teacher	0	2	0	0	1	0	1	0	0	0	0	0

**Responsible for cleaning School Compound**

School Compound by Teacher	0	1	0	2	0	0	1	0	0	0	1	1
School Compound by Helper	1	1	2	0	1	4	2	2	0	1	1	0
School Compound by Staff	0	1	1	0	0	0	0	0	0	0	0	0
School Compound by Student	2	5	3	4	3	4	3	3	4	4	2	3

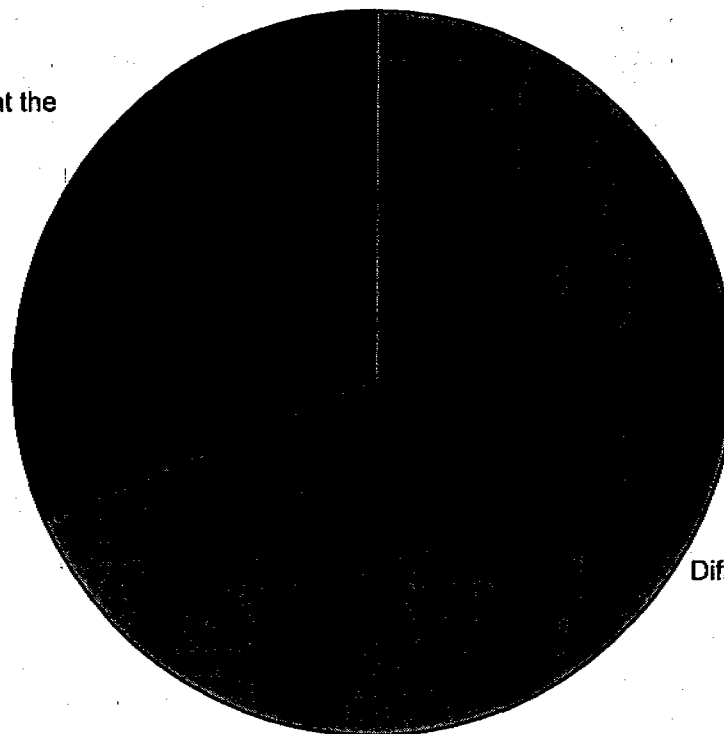


### 3.24.3 Responsible to Clean the School Environments by Region-wise



**3.25.1 Complications to implement the activities  
in 52 schools**

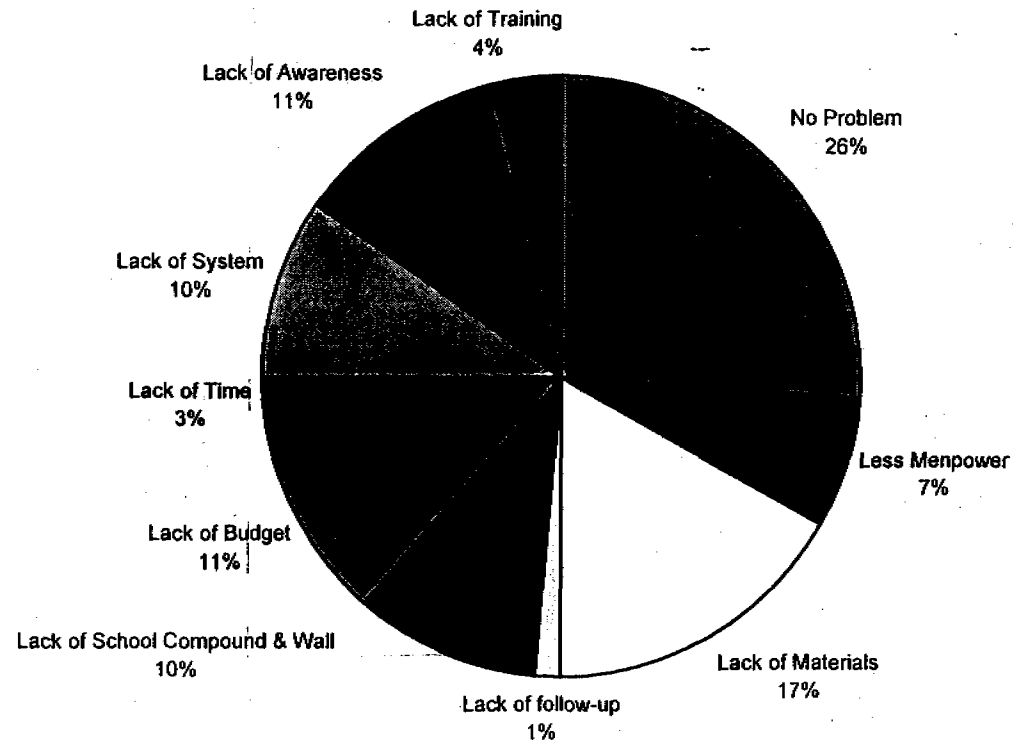
Easy to Implement the  
activities  
32%



Difficult to Implement the  
activities  
68%

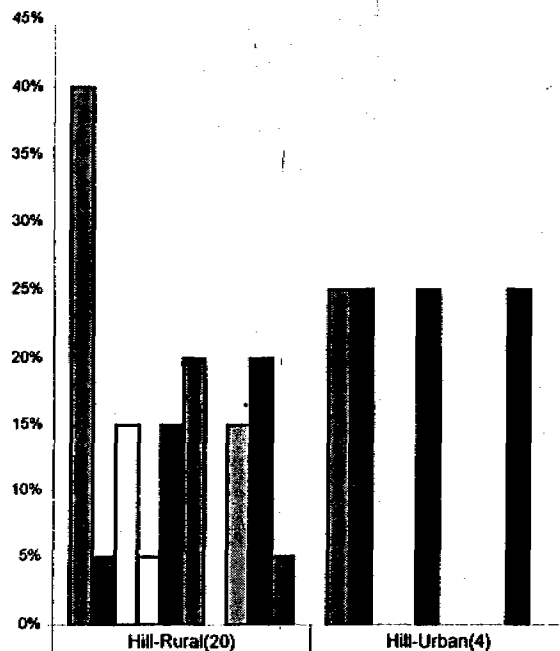
**Lesson-Learned**

It is difficult to implement the activities in primary level classes as they are too young to clean the class rooms, toilets, school compound. They also will be unable to understand the responsibility and maintain their personal hygiene/behavior good. Some schools do not have school compound, sufficient budget and permanent teachers to take responsibility. Very few schools felt easy to implement the programme/activities.

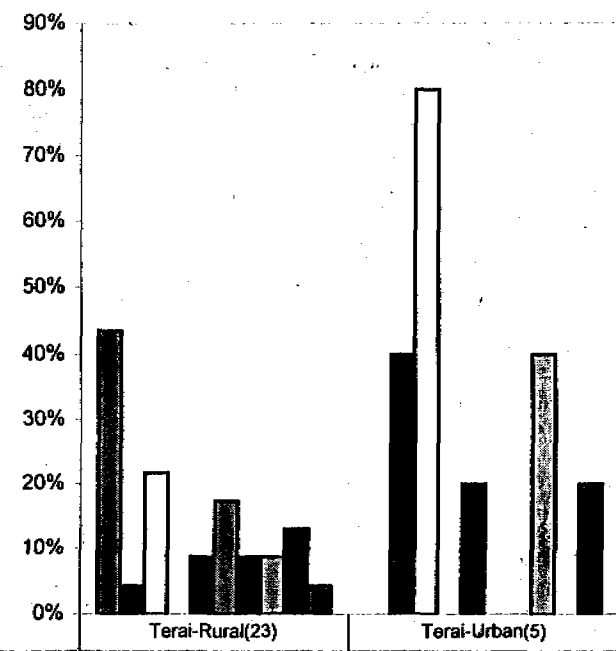
**3.25.2. Lack of Some basic requirements to implement the activities****Lesson-Learned**

Lack of money/budget materials and awareness are key constraints to implement the programme/activities in schools. Out of 50 schools 26% of them were found to be with no problem to implement the sanitation and personal hygiene programme/activities.

### 3.25.3 Lack of basic requirements to implement the activities by region-wise



	Hill-Rural(20)	Hill-Urban(4)
No Problem	40%	25%
Less Menpower	5%	25%
Lack of Materials	15%	0%
Lack of follow-up	5%	0%
Lack of School Compound & Wall	15%	25%
Lack of Budget	20%	0%
Lack of Time	0%	0%
Lack of System	15%	0%
Lack of Awareness	20%	25%
Lack of Training	5%	0%



	Terai-Rural(23)	Terai-Urban(5)
No Problem	43%	0%
Less Menpower	4%	40%
Lack of Materials	22%	80%
Lack of follow-up	0%	0%
Lack of School Compound & Wall	9%	20%
Lack of Budget	17%	0%
Lack of Time	9%	0%
Lack of System	9%	40%
Lack of Awareness	13%	0%
Lack of Training	4%	20%

### 3.26 Comment, Suggestion, Recommendation and Lesson Learned

Out of 52 schools surveyed only few surveyors have properly categorized their comment/suggestion/recommendation/lesson-learned regarding the programme activities.

### 3.27 Surveyor's view and overall observation

Not concrete views are provided by the surveyors on their own. In this chapter, most of surveyors have attempted to mention brief description regarding water supply, latrines, school sanitation, personal hygiene related behavior/change. Some interesting views and suggestion are provided in SPW schools. Some important views drawn from all 52 schools are listed below :

- (i) Some schools even without water supply were found neat and clean with latrines;
- (ii) Headmaster, teachers and management committee members in some schools were found to be very active and impressive.
- (iii) Some headmasters realized difficult to change the attitude of teachers, students and parents in community to mobilize them in sanitation and personal hygiene related activities.
- (iv) Routine-wise responsibility should be defined for each teachers and students to maintain regular activities on sanitation and hygiene.
- (v) In some schools toilets were divided gender-wise for proper use and teachers do not have separate toilets which help to monitor the latrine situation.
- (vi) Junior Red Cross Circle (JRCS) have established and maintained water supply system in some schools.
- (vii) In SPW schools, Green-Club members initiated latrine and water supply activities especially on secondary level classes (8-10).
- (viii) In one of the DWSS/ADB schools, teachers tried to link school with various organizations such as UNICEF, the Reyukai/Nepal, Red-Cross, WWF etc. They were frustrated with these organizations because of poor communication and irregular programme they conducted.
- (ix) In one of the NEWAH school teachers were pre-informed that the team is coming to visit school. So it was difficult to judge the situation whether that day they maintained school environment clean but there was doubtful event as CTC programme was still functioning or not after NEWAH left the project.
- (x) In one of the BPEP and NEWAH school female teachers were very interested in school sanitation activity rather than male teacher.

- (xi) In one of the FINNIDA school, headmaster and teacher were found to be lazy and inactive. School was found to be the worst of all observed FINNIDA schools basically dependent on donor even for small activity to be done. All the class rooms office rooms and compound of this school were very dirty. Similarly the face, hands, body and clothes of students were dirty.

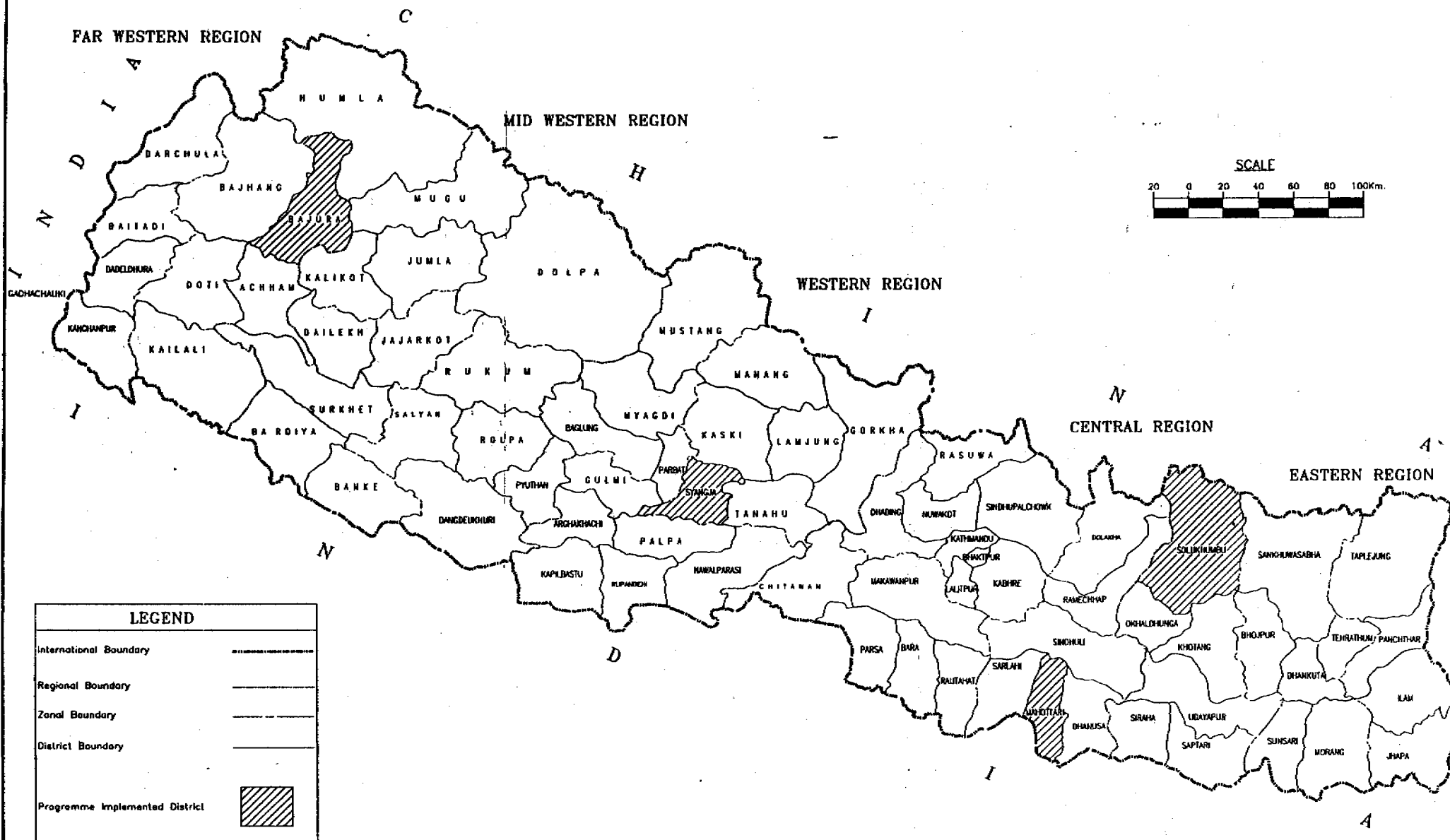
## Overall Findings of First Hand Information Collection Sheet

1. The programme/activity were implemented by different organizations and in different schools are partially found to be successful on the basis of observation and results collected from the field. Different individuals have collected observations in different way. Basic formats are followed mostly but in descriptive type questions are not properly categorized. Out of 52 schools 2 school of BPEP observation was almost blank and comments and overall observation was written in single page. As per the field findings it is customary to mention about the limitation of questionnaire. It should have all be objective type and more categories would have to be developed. The chapters included in first hand information collections sheet seems to be inadequate and with limited categories for objective questions. Attempts are made by the consultant to develop graphs, charts and diagrams to review the overall results of the programme/activity implemented on the basis of the available data, statement and surveyor's view as perceived in the field. Number of BPEP Schools was found to be more but the outcomes seems to be the poorest.
2. Some of the chapter is not filled up properly and accordingly as per the requirements of the data analyses.
3. In most of the schools no specific programme/activity was found to categories.
4. The majority of programme was implemented in primary level classes (i.e. 1 to 5 classes). The sanitation and personal hygiene activities are satisfactory in primary level classes also. No much information given in the firm.
5. In some of schools no date of beginnings of programme/activity was given.
6. Different persons listed activities of program in long series in different way. It is very difficult to make categories to analyze the data as those are varying widely. Some activities are twice in a week, three times in a year, once upto now and were not sanitation/personal hygiene related activities mentioned.
7. Some organizations give activities like first aid treatment, construction of toilet, establishment of water supply and quize competition, which does not mean the activities to be, performed daily, weekly etc.
8. About monitoring of programme/activities, no specific persons to monitor especially not mentioned in most of school. Teachers monitoring may be effective if they themselves follow the sanitation/personal hygiene behavior properly. In some case teachers and their rooms were found to be dirty.

9. Similarly teachers are found to evaluate the programme/activities who implement, monitor & evaluate the same programme to the same students means what result will come? In most schools the compound, classrooms were made clean, students were neat and clean and arrangement were made on observation day. It was manipulated results.
10. In the entire programme implemented school, most of them are found to be with positive changes in behaviour/practice of students, teachers and other staff.
11. No proper observation are made, in most schools, that was closed, not the day for programme/activity etc. means what may be the use of visiting the school in holiday.
12. Most of the observations are not written. Even then based on the observations and performance of students and teachers the evaluation was made giving full mark (1) for perfectly good and (0) for absolutely bad results. The intermediate value was given depending upon the judgement in overall comments, recommendations and observation.

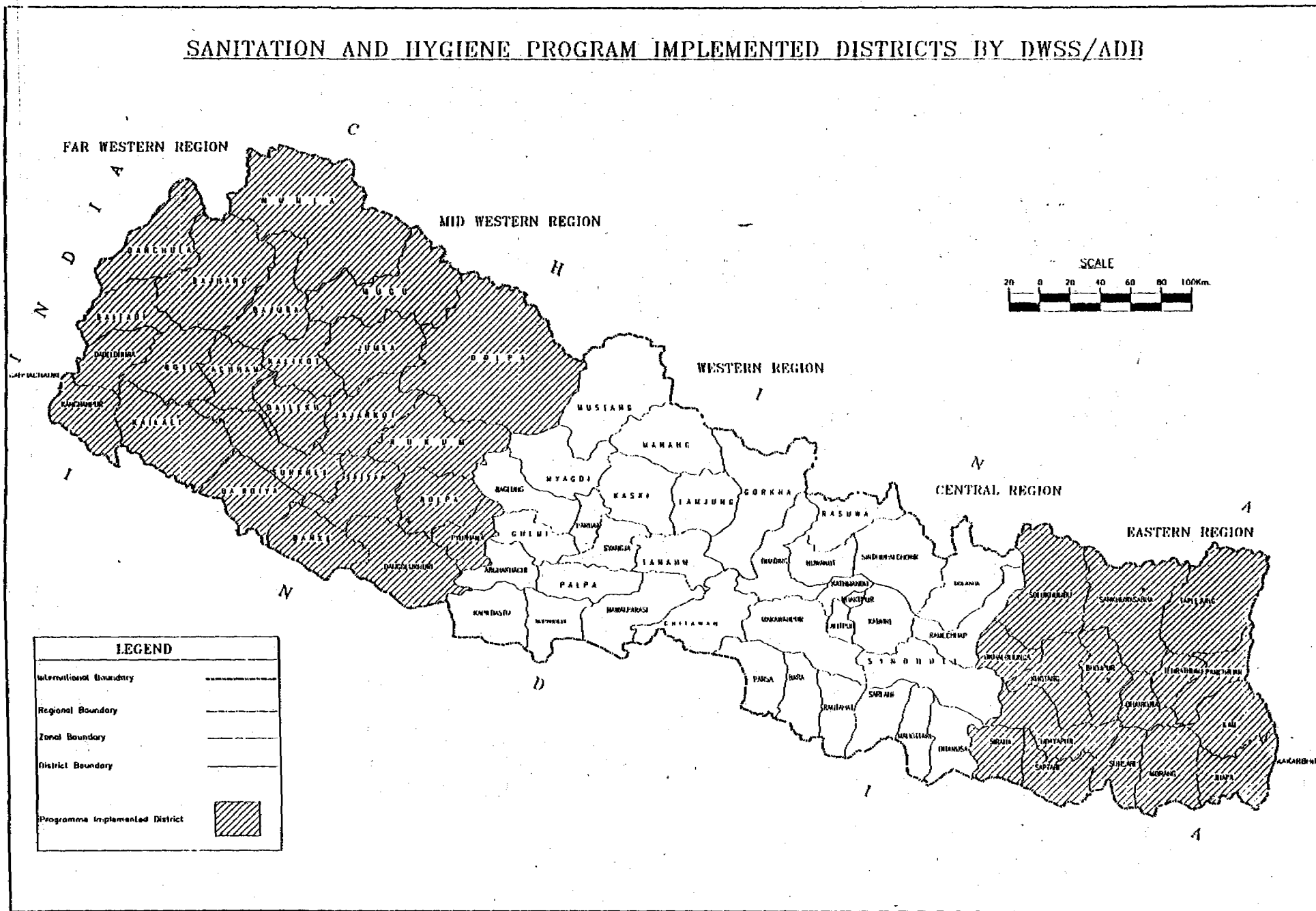


# SANITATION AND HYGIENE PROGRAM IMPLEMENTED DISTRICTS BY CARE/Nepal

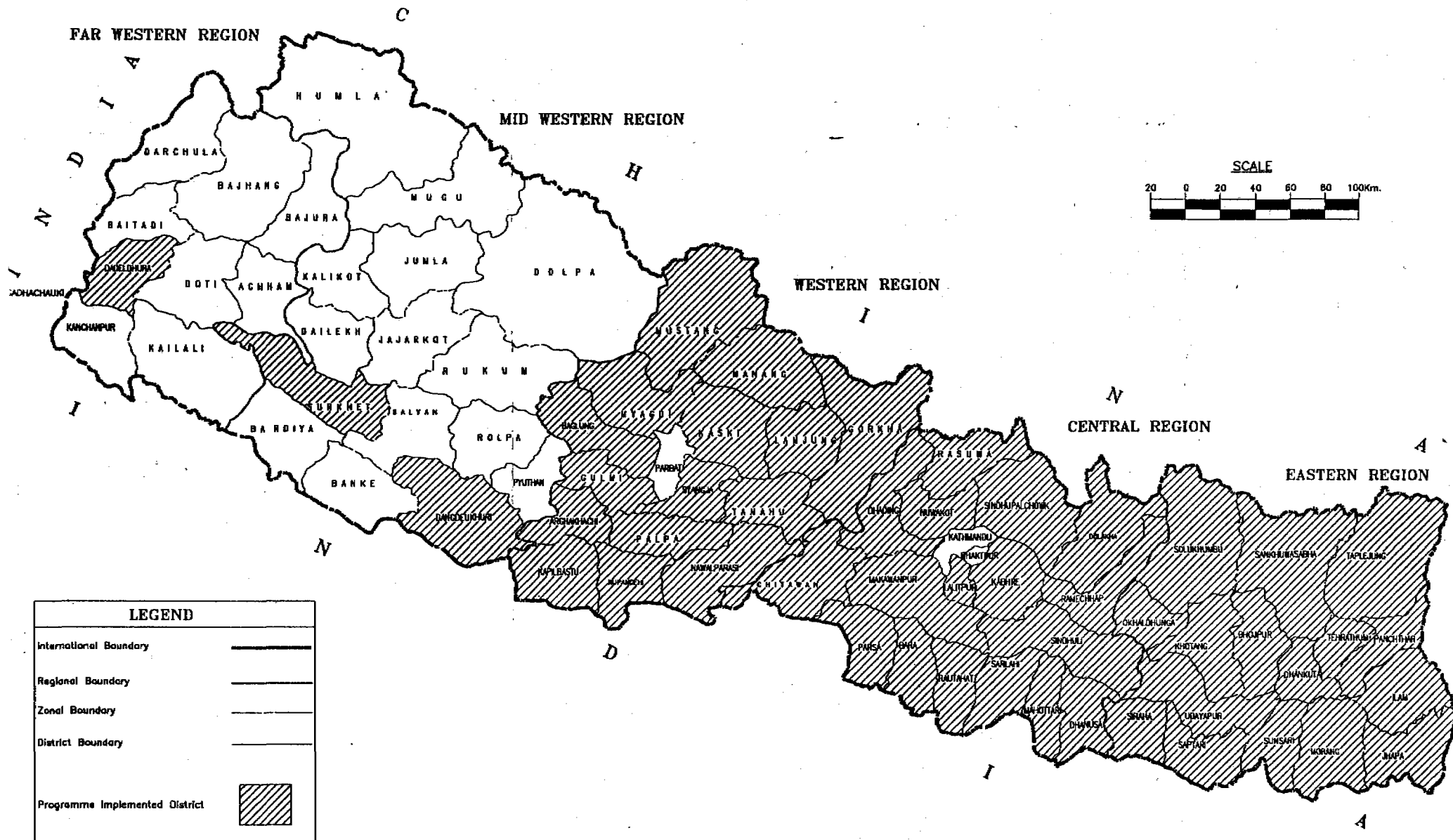


LEGEND	
International Boundary	-----
Regional Boundary	-----
Zonal Boundary	-----
District Boundary	-----
Programme Implemented District	

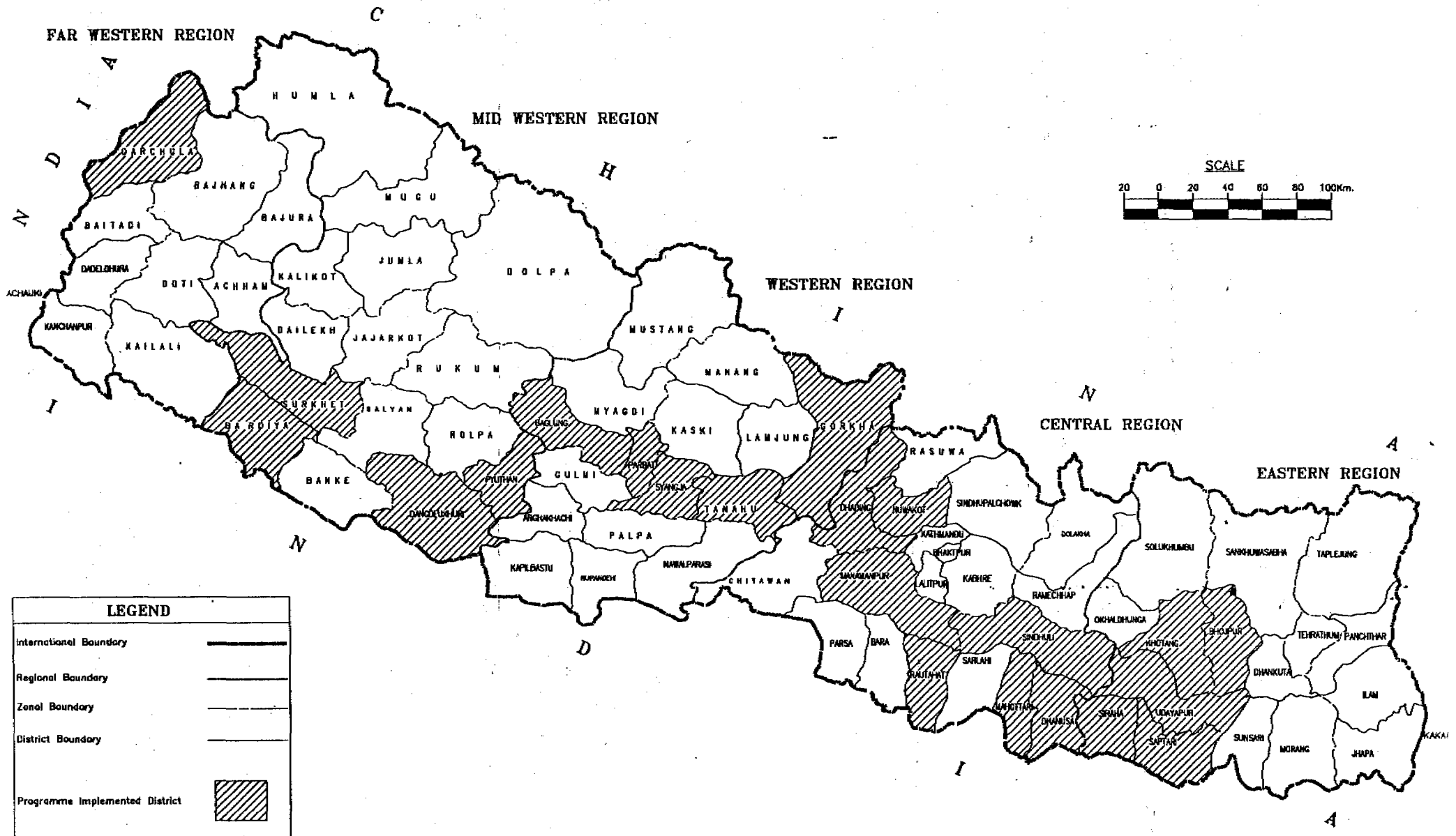
# SANITATION AND HYGIENE PROGRAM IMPLEMENTED DISTRICTS BY DWSS/ADB



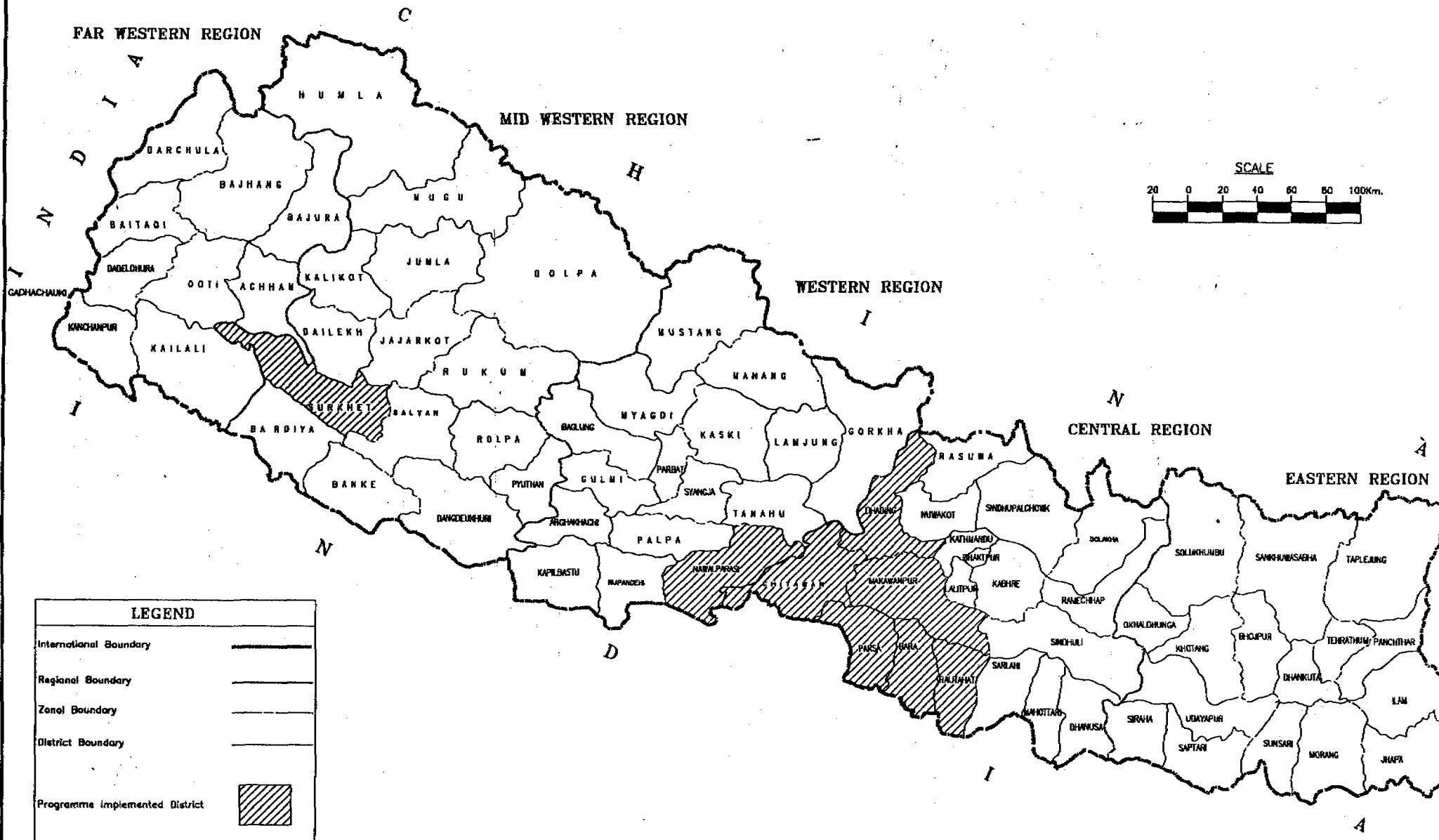
# SANITATION AND HYGIENE PROGRAM IMPLEMENTED DISTRICTS BY DWSS/Unicef



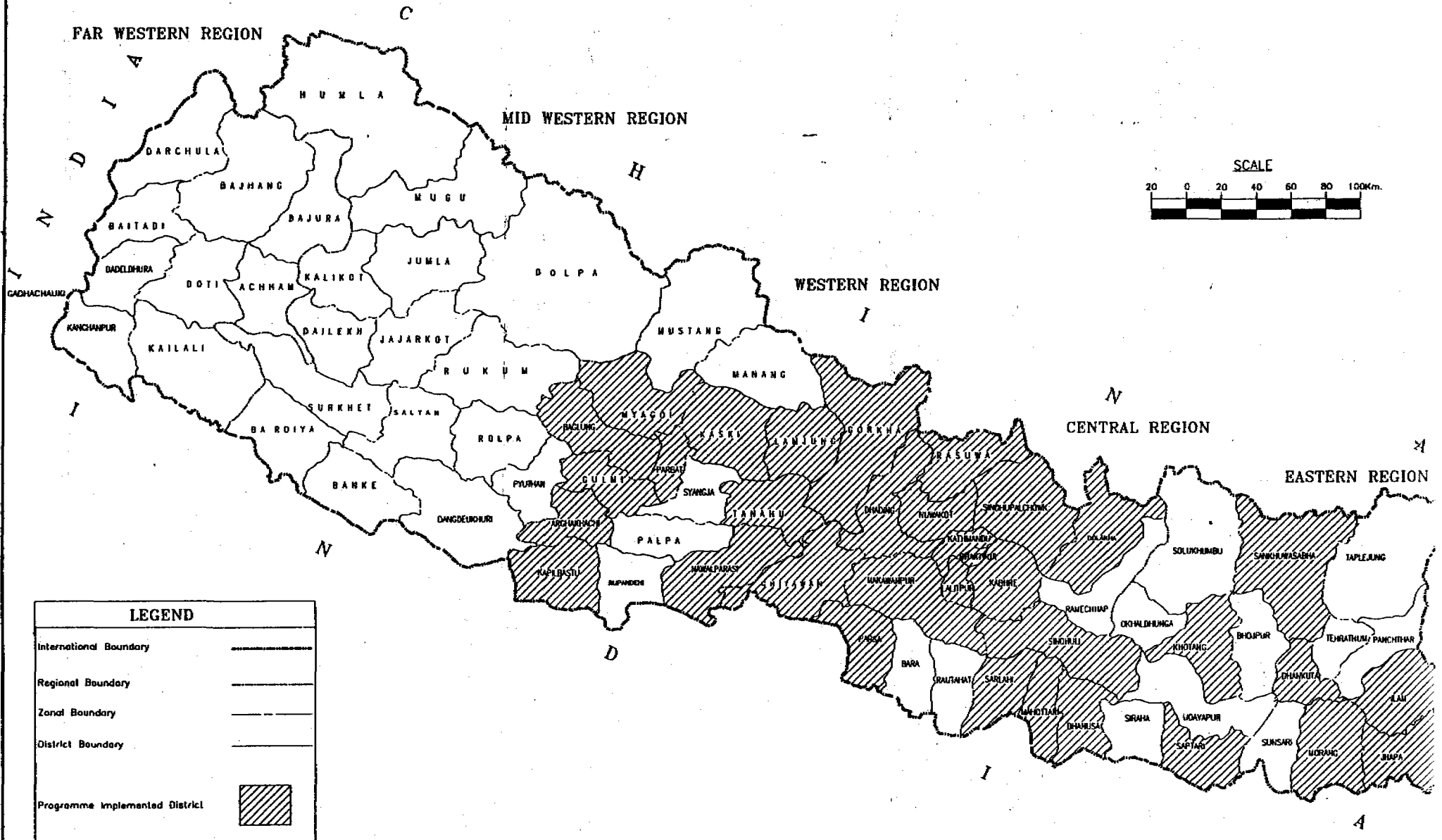
# SANITATION AND HYGIENE PROGRAM IMPLEMENTED DISTRICTS BY NEWAH/Unicef



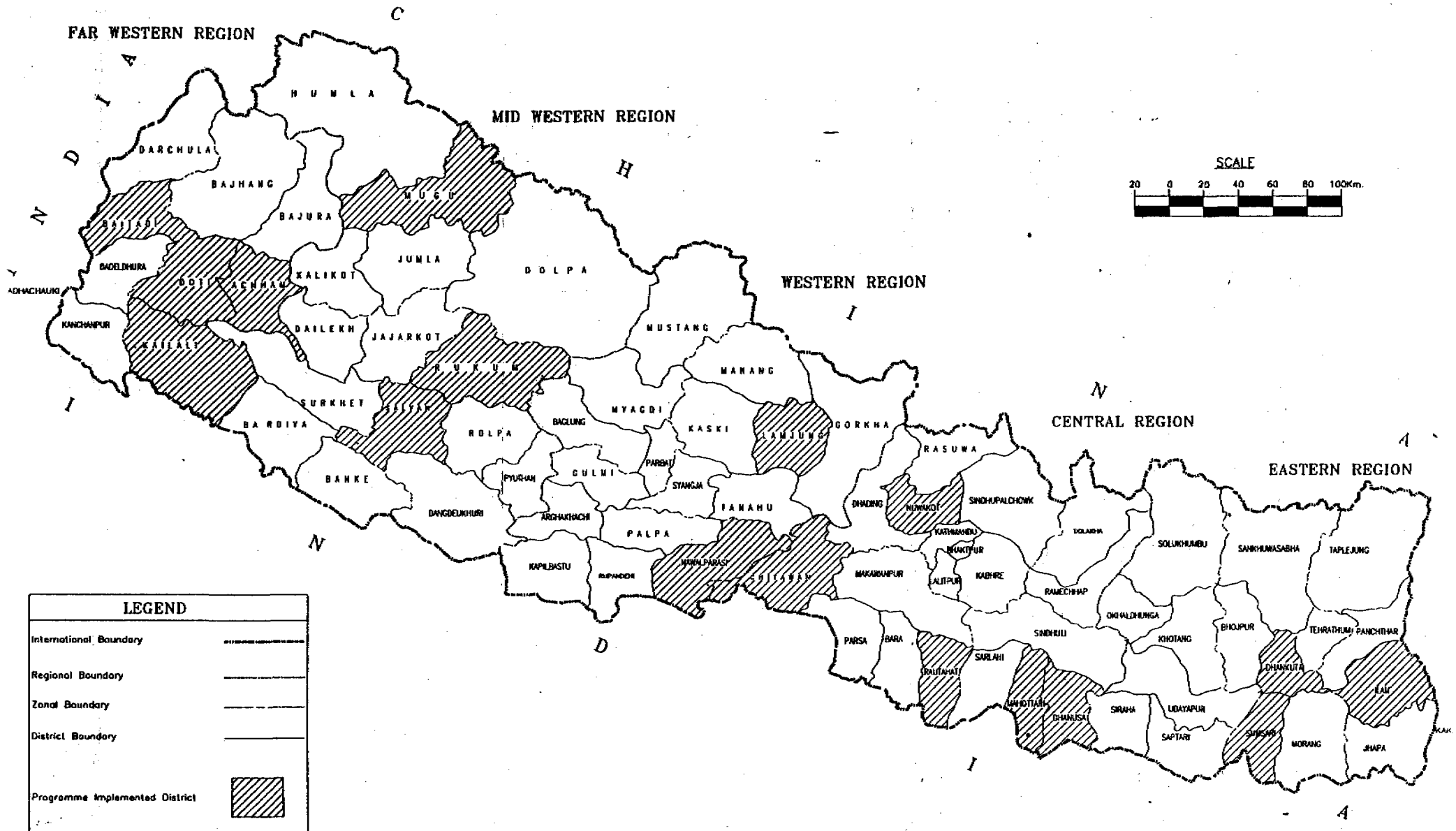
# SANITATION AND HYGIENE PROGRAM IMPLEMENTED DISTRICTS BY NRCS/Unicef



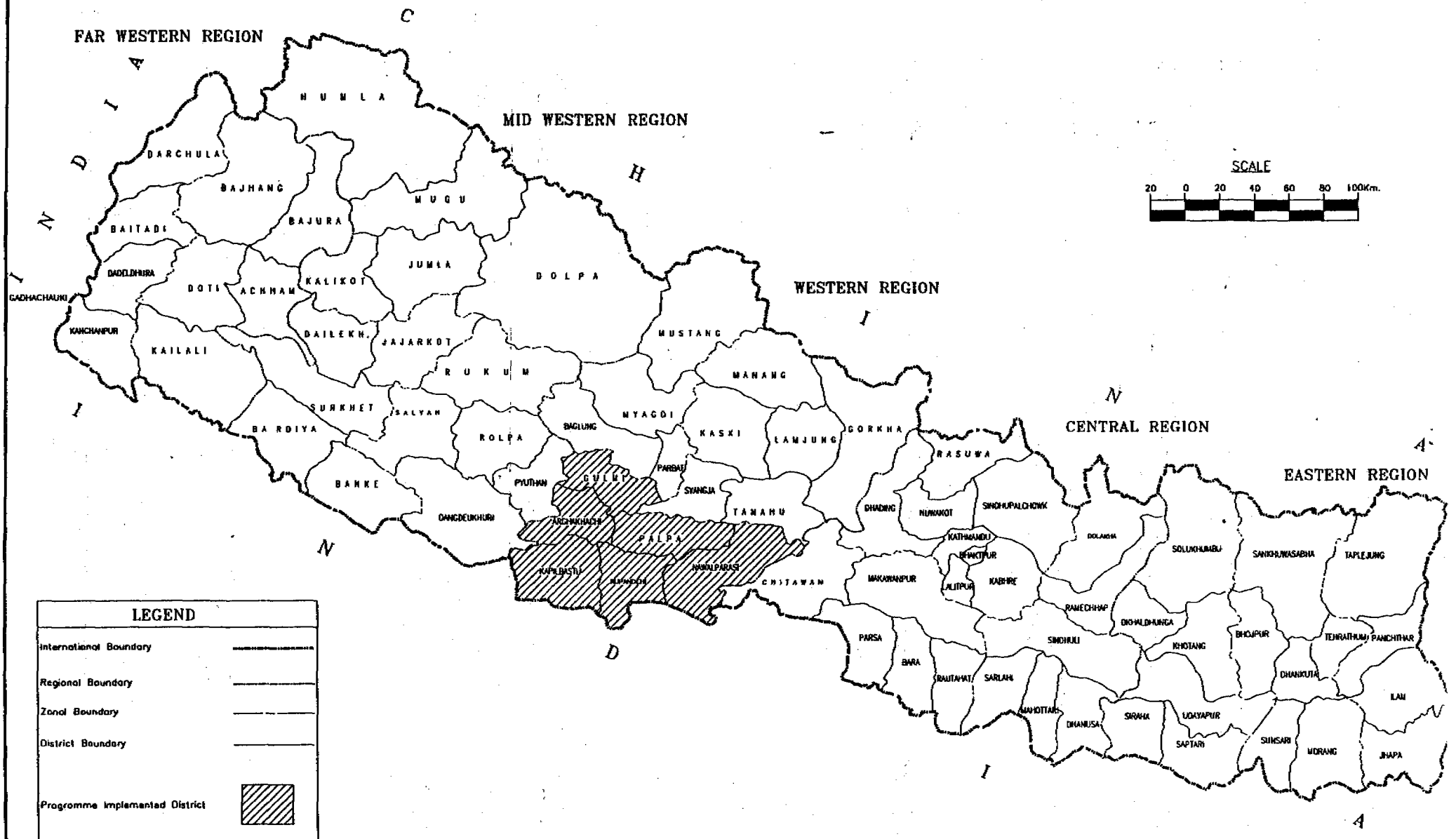
# SANITATION AND HYGIENE PROGRAM IMPLEMENTED DISTRICTS BY RWS & SFDB



# SANITATION AND HYGIENE PROGRAM IMPLEMENTED DISTRICTS BY BPEP

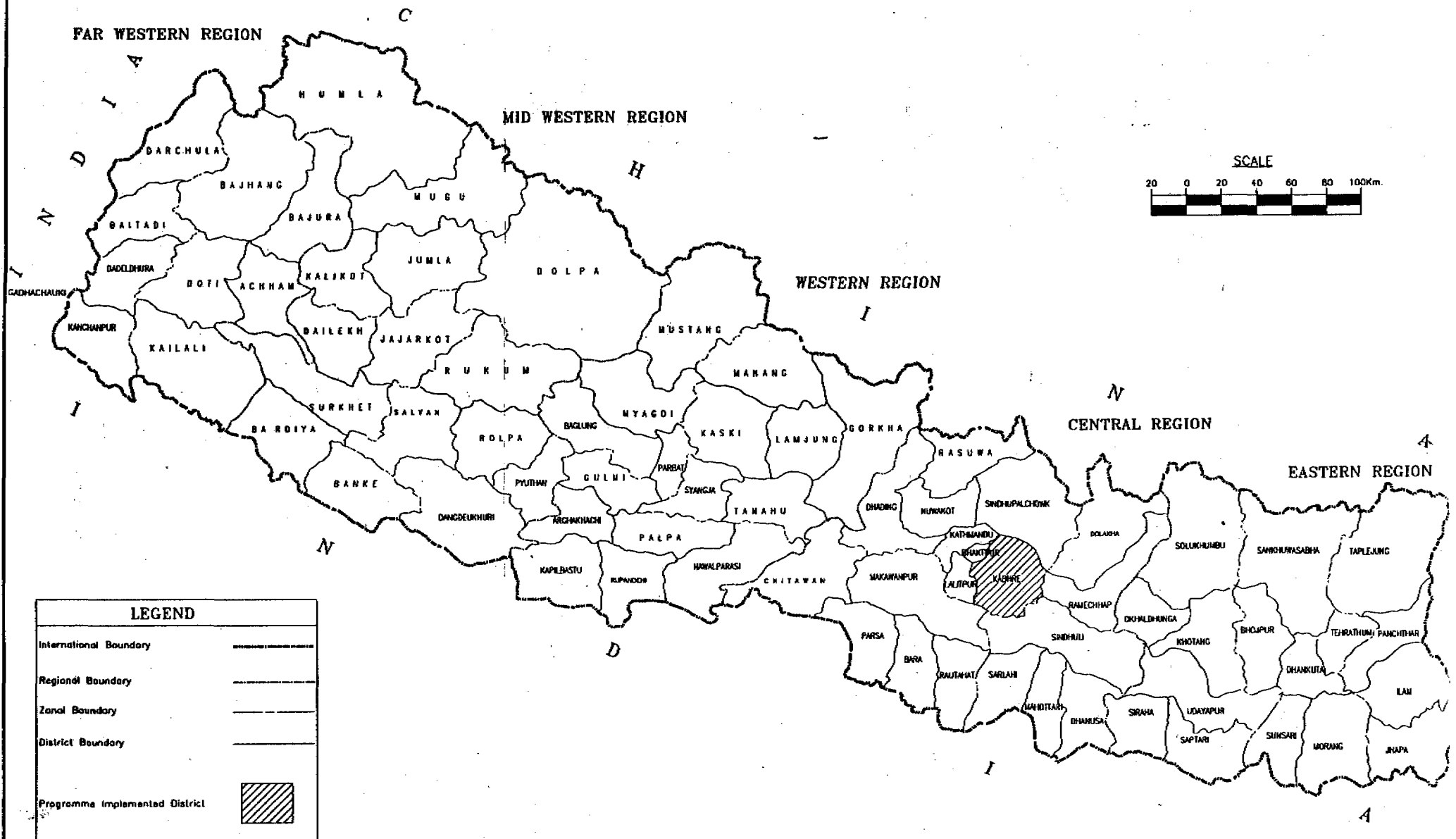


# SANITATION AND HYGIENE PROGRAM IMPLEMENTED DISTRICTS BY RWSSP



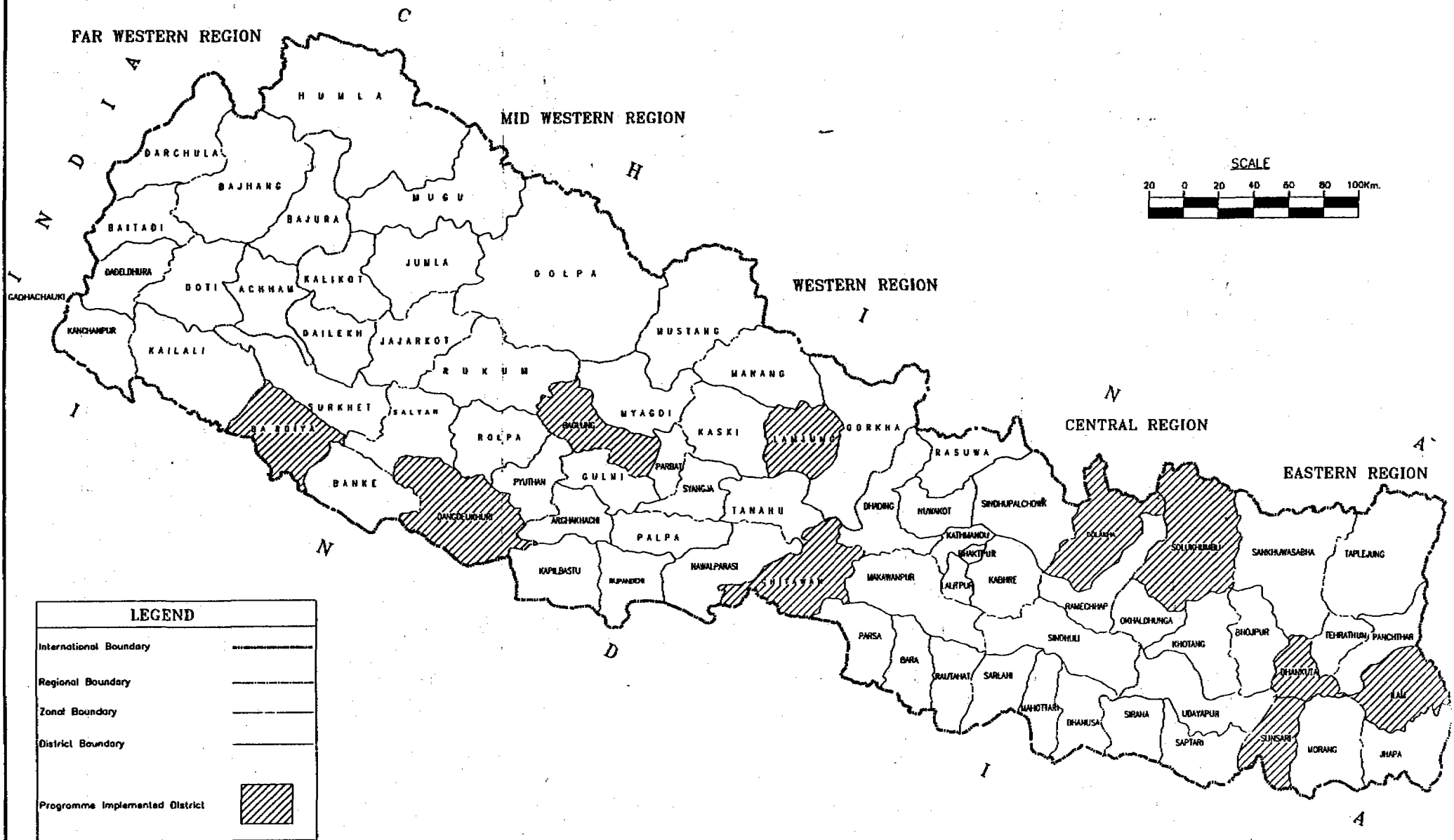


# SANITATION AND HYGIENE PROGRAM IMPLEMENTED DISTRICTS BY SCHP

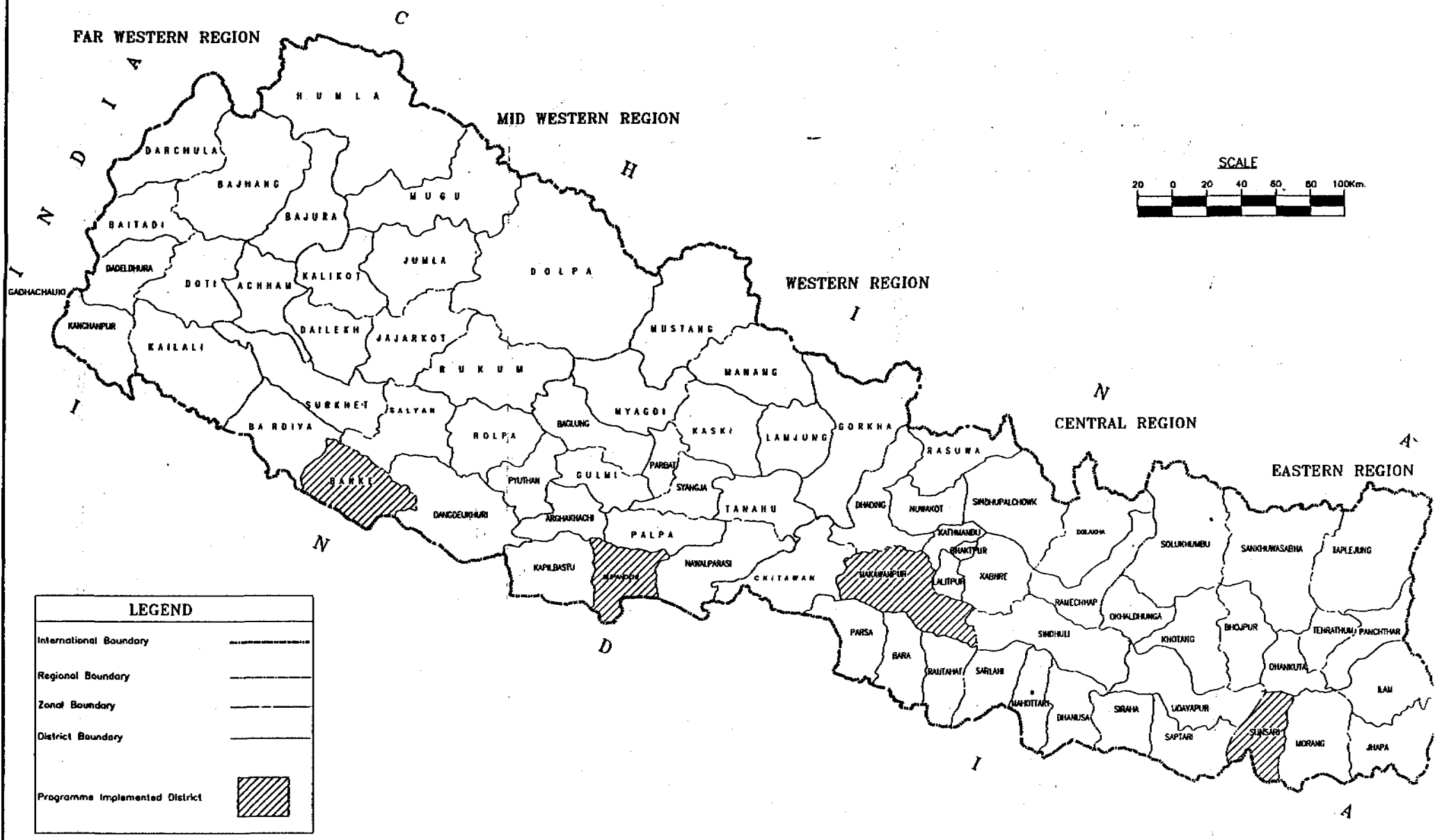


LEGEND	
International Boundary	---
Regional Boundary	—
Zonal Boundary	...
District Boundary	—
Programme Implemented District	

# SANITATION AND HYGIENE PROGRAM IMPLEMENTED DISTRICTS BY SPW



# SANITATION AND HYGIENE PROGRAM IMPLEMENTED DISTRICTS BY UHEEP



# SANITATION AND HYGIENE PROGRAM IMPLEMENTED DISTRICTS BY UMN

