

未来计划

学校水、环境卫生与个人卫生项目计划于2016年至2020年推出如下干预措施：

- 收集证据，宣传倡导学校水、环境卫生与个人卫生项目及做法，研究项目为儿童带来的好处及对教学成果的影响。
- 新建或改建部分学校环境卫生设施，向项目省及项目县教育主管部门展示儿童友好及环境友好的水、环境卫生与个人卫生设施。
- 通过培训，提高学校、家庭及社区的水、环境卫生与个人卫生做法及行为习惯。
- 提高当地教育部门、校长及教师在水、环境卫生与个人卫生领域的管理及教育能力。
- 在社区及学校开展水、环境卫生与个人卫生宣传倡导活动，改变社会规范，提高人们对安全水、环境卫生与个人卫生重要性的认识。
- 提高项目学校在改进学生营养、降低灾难风险、培养灾害复原力及绿色可持续学校发展方面的能力。
- 为水、环境卫生与个人卫生创新开展试点，通过各项措施帮助学校达到健康的、受保护的学习环境的基础标准，比如将“五星学校”评级体系与水、环境卫生、个人卫生、环保及生态举措挂钩。
- 联合国儿童基金会将在全国层面与政府合作伙伴共同确保建立学校水、环境卫生与个人卫生方法的模式，制定创新机制及监督体系，比如修订现有的教育管理信息系统，在其中纳入更多水、环境卫生与个人卫生指标，从而对相关政策、标准及指导方针的制定提供帮助。



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通过卡片学习卫生行为

重庆市忠县甘井小学的学生借助联合国儿童基金会开发的卡片在游戏中学习学校与家庭中的卫生行为。该游戏鼓励学生将特定的卫生习惯描述为好、坏或不不确定。学生通过小组讨论了解到个人卫生知识，培养出良好的个人卫生习惯。



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UNICEF中国官方网站：www.unicef.cn

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如需了解更多信息，敬请联系联合国儿童基金会驻中国办事处：新闻与筹资处处长Shantha Bloemen，电话：(86-10)85312610，电子邮件：sbloemen@unicef.org；新闻官员刘莉，电话：(86-10)85312612，电子邮件：liliu@unicef.org

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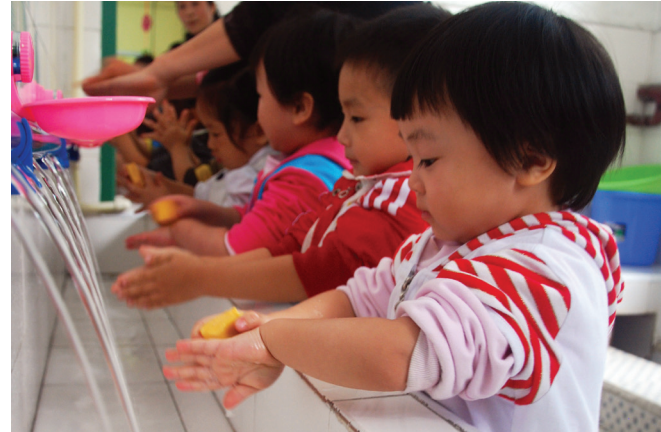
联合国儿童基金会

我们的工作及行动理由：
教育与儿童发展

学校水、环境卫生与个人卫生项目

改善学校水、环境卫生与个人卫生条件

学校水、环境卫生与个人卫生项目(WASH in Schools)是联合国儿童基金会爱生学校项目的一部分（请参见“爱生学校”的简介资料）。该项目旨在提供安全饮用水，保证清洁、安全及性别友好的环境卫生设施，并促进设施的可持续的管理与维护，培养儿童养成良好的个人卫生习惯，使其受益终生。项目还进一步改善儿童及其家人的福祉，有助于营造健康安全学校环境，从而保护儿童免受疾病、虐待与排斥的侵害。



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四川省北川县的洗手宣传活动鼓励幼儿勤讲卫生

儿童权利的保护需要健康的环境。每一位儿童都有生存、成长与发展的权利。获得安全水与基本环境卫生设施对于实现儿童的各项权利极其重要。

基本的环境卫生设施对儿童的健康、安全和发展至关重要。如果缺乏清洁水和厕所等环境卫生设施，或者没有养成用肥皂洗手之类的个人卫生习惯，孩子就可能会生病。缺少环境卫生设施甚至可能影响他们的发展潜力。

联合国儿童基金会水、环境卫生和个人卫生项目的总体目标是通过支持国家项目来促进公平地、可持续地获取并使用安全水和基本环境卫生设施，促进改善个人卫生习惯，从而为实现儿童生存与发展的权利做出贡献。

改善学校水与环境卫生条件，为儿童打造更美好的未来

水、环境卫生与个人卫生项目带来的切实改变

学校水、环境卫生与个人卫生项目显著降低了与个人卫生相关的疾病，提高了学生的出勤率，帮助学生实现尊严、获得接纳，从而促进了个体的持续发展乃至国家的经济增长。

学校水、环境卫生与个人卫生项目促进了公平。所有儿童均有权平等享用水、环境卫生与个人卫生设施，所有儿童都将从项目倡导的改良卫生习惯中获益。



全球的学校水、环境卫生与个人卫生项目数据显示：

- 一项中国的研究表明，在调查地区，实施水、环境卫生与个人卫生项目将每年的缺课天数降低了54%，旷课率降低了42%。¹
- 肯尼亚的水、环境卫生与个人卫生战略将腹泻患病率降低了50%。²
- 印度的环境卫生项目将阿尔瓦尔地区的女童入学率提高了三分之一，所有学生的学习成绩提高了25%。³
- 菲律宾的日常洗手、驱虫及口腔卫生改善项目将旷课率降低了27%。⁴



四川省什邡县第二幼儿园学生的绘画作品，说明儿童已通过学校水、环境卫生与个人卫生项目认识到洗手的重要性

学校水、环境卫生与个人卫生项目面临的挑战

在很多国家，实现每个孩子都能够享受到安全水、环境卫生设施与个人卫生教育的权利仍然是政策制定者、学校管理者及社区面临的重大挑战。这其中也包括中国，而西部省份及农村最弱势地区尤为如此。

全球层面所面临的挑战包括落后的社会规范根深蒂固，缺乏沟通协调及高质量数据匮乏。这些状况可能会阻碍学校水、环境卫生与个人卫生项目的推进与发展，影响环境卫生设施投资的激励机制，导致无法明确项目需求或监测项目进展，最终对项目的合理规划带来挑战。



广西省三江县一座学校的非卫生厕所



重庆市忠县某学校的露天化粪池

1/3
中国1/3的学校
没有适当的水及环境卫生设施

享用安全的水及环境卫生设施：相关数据

全球有24亿人缺少改良的环境卫生设施，6.63亿人仍无法享用改良的饮用水资源。^{*}
中国约60%的学校可获得安全的饮用水和充足的环境卫生设施——这一比例低于66%-69%的全球水平。^{**}

^{*} 世界卫生组织及联合国儿童基金会，供水与环境卫生联合监测报告，2015年。

^{**} 中国教育管理信息系统，2014年；联合国儿童基金会，2012年。

¹ Bowen, Anna et al., "A Cluster-Randomized Controlled Trial Evaluating the effect of a Handwashing-promotion Program in Chinese Primary Schools", American Journal of Tropical Medicine and Hygiene, vol. 76, no. 6, 2007, pp. 1166-1173.

² Freeman, Matthew C. et al., "Assessing the Impact of a School-based Water Treatment, Hygiene and Sanitation Programme on Pupil Absence in Nyanza Province, Kenya: A cluster-randomized trial" Tropical Medicine and International Health, vol. 17, no. 3, March 2012, pp. 380-391.

³ UN-Water, "Sanitation Contributes to Dignity and Social Development-Factsheet No. 3", 2008.

⁴ Monse, Bella et al., "The Fit for School Health Outcome Study: A Longitudinal Survey to Access Health Impacts of An Integrated School Health Programme in the Philippines", BMC Public Health, vol. 13, no. 256, 2013, pp. 1-10.

联合国儿童基金会与中国政府携手提高学校的健康水平

联合国儿童基金会在5个贫困县的250所学校开展了学校水、环境卫生与个人卫生项目，示范了水与环境卫生设施因地制宜的修建、改建与维护方法，向教师、儿童及社区推广良好的水、环境卫生与个人卫生行为习惯，如用肥皂洗手等，以及如何在学校开展应对气候变化及灾害预防与应对的教育活动。

中国对学校水、环境卫生与个人卫生项目的支持

近年来，中国政府加大了在学校水、环境卫生与个人卫生领域的行动和支持力度。虽然中国已于2010年实现了与环境卫生相关的千年发展目标，但仍需采取重点措施来改善欠发达地区的环境卫生状况。



重庆市忠县某幼儿园新建的厕所

中国的学校水、环境卫生与个人卫生项目发展壮大

2001年 · 在中国引入学校水、环境卫生与个人卫生理念。

2004年 · 出台首个学校厕所建设规范，对学校厕所提出明确要求。

2006年 · 教育部与联合国儿童基金会在中国5个省份的5个县启动了首批学校水、环境卫生与个人卫生项目。
2007年 · 在联合国儿童基金会的协助下，完成首个《中国农村学校无害化卫生厕所技术指南》。

2011年 · 学校供水与厕所指标纳入教育管理信息系统。
· 第二个联合国儿童基金会学校水、环境卫生与个人卫生项目五年行动计划在7个省份的13个县实施。

2014年 · 学校水、环境卫生与个人卫生纳入国家《全面改善贫困地区义务教育薄弱学校基本办学条件实施方案》。
· 水、环境卫生与个人卫生纳入教育部全国学校管理标准。

水、环境卫生与个人卫生对中国的爱生学校至关重要

学校水、环境卫生与个人卫生项目于2012年被纳入联合国儿童基金会驻中国办事处的爱生学校项目，促使爱生学校项目四个维度的影响实现最大化，项目还鼓励开发提升学生健康与学习成效的新想法与创新活动。



重庆市忠县忠州小学的学生参加3月份的“世界水日”活动

我们在哪里？中国的学校水、环境卫生与个人卫生项目所在地

为了代表不同的弱势儿童群体，水、环境卫生与个人卫生项目选取了西部5个省份的5个县开展活动，其中包括有大量流动儿童的地区、父母进城打工造成大量儿童留守的农村地区及少数民族大县。



项目主要内容：

- 制定学校水、环境卫生与个人卫生行动计划，将其纳入本地教育发展规划中。
- 支持设计建造儿童友好及环境友好的水、环境卫生与个人卫生设施。
- 提升校长、教师及学生管理及维护水、环境卫生与个人卫生设施的能力。
- 在学校开展个人卫生宣传活动。
- 提升学校的营养供给及食品安全保障能力。
- 降低学校的灾难风险，提高复原能力。
- 在社区开展水、环境卫生、个人卫生及环保意识宣传活动。
- 交流项目经验，推广并扩展学校水、环境卫生与个人卫生项目。



新疆疏勒县的一名女生正在画全球洗手日的标志

Future plans

From 2016 to 2020, WASH in Schools interventions will include:

- Collecting evidence to advocate for improved WASH facilities and practices in schools, through a study that seeks to determine the benefits for children and impact on educational outcomes.
- Rehabilitation of facilities in some schools to demonstrate gender-friendly and inclusive WASH facilities to county education bureaus.
- Improving WASH practices in schools, households and communities through training, advocacy and communication for development.
- Capacity upgrading with local education authorities, headmasters and teachers on WASH education.
- Community and school campaigns on WASH to change social norms and increase awareness of the importance of safe water and good sanitation and hygiene.
- Capacity upgrading for project schools on improving nutrition, disaster risk reduction and resilience building and green and sustainable school development.
- Piloting of emerging WASH innovations in schools, with approaches to help schools meet the essential criteria for healthy and protective learning environments, such as the Five Star Beauty School rating system linking water, sanitation, hygiene with environmental and ecological initiatives.



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- At the national level and to help develop policies, standards and guidelines, UNICEF will work with government partners to ensure the modelling of WASH in Schools approaches, the development of innovations and the monitoring system such as refining the current Education Management Information System to include more WASH indicators.

LEARNING HYGIENE BEHAVIOUR THROUGH FLASHCARDS

Children in Ganjing Primary School in Zhong County, Chongqing Province, learn about good hygiene behaviour in schools and at home through a playful game with flashcards developed by UNICEF. The game encourages students to talk about specific hygiene behaviours as good, bad or uncertain. Through their group discussion, students begin to understand the messages about personal hygiene issues, helping them to develop good personal hygiene habits.



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Clean water and sanitation in the Sustainable Development Goals

In July 2010, the United Nations General Assembly adopted a resolution that recognized access to safe drinking water and sanitation as human rights. This means that for the United Nations, the rights to water and sanitation are contained in existing human rights treaties and are thus legally binding.

In September 2015, the 193 countries of the United Nations General Assembly adopted the 2030 Development Agenda, which specifically emphasizes WASH priorities in Sustainable Development Goal 6: Ensure availability and sustainable management of water and sanitation for all.

UNICEF ADVOCATING FOR EDUCATION GLOBALLY AND SOUTH-SOUTH INSPIRATION

UNICEF will continue working with partners in China to ensure that education and WASH in Schools are central pillars of the post-2015 development agenda. UNICEF will also share the many good practices from China's disadvantaged schools with schools in developing countries in Asia and Africa.



About UNICEF: UNICEF promotes the rights and well-being of every child, in everything we do. Together with our partners, we work in 190 countries and territories to translate that commitment into practical action, focusing special effort on reaching the most vulnerable and excluded children, to the benefit of all children, everywhere. For more information about UNICEF and its work visit: www.unicef.org

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A SCHOOL HANDWASHING ADVOCATE

Wang Yuchen, 12, is a handwashing advocate in her Ba-shan Primary School in Zhong County, Chongqing Province. Yuchen received first prize for her story about the new school facilities in a writing contest involving all students in her grade. "My school has become much more beautiful," she boasted cheerfully. "I can drink the hot water in our canteen, and the new school toilets are very clean and safe. More importantly, we now have a very long sink with lots of taps and handwashing soap. I will encourage my classmates to use these new facilities properly."



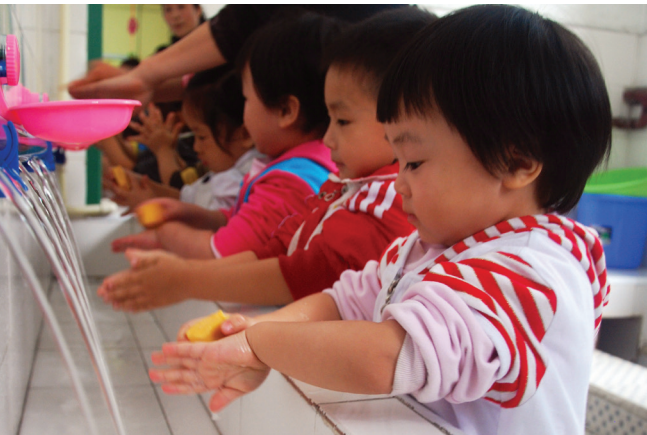
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Group discussion on control and sanitation-borne diseases in Zhangliu Primary School, Xihe County, Gansu

WATER, SANITATION AND HYGIENE IN SCHOOLS

IMPROVING WATER, SANITATION AND HYGIENE IN SCHOOLS

Water, Sanitation and Hygiene (WASH) in Schools is a component of the UNICEF Child-Friendly, Equitable and Quality Basic Education programme (see the separate briefing note). WASH in Schools provides safe drinking water, improves access to and maintenance of clean, gender-friendly and inclusive sanitation facilities and promotes hygienic behaviours and lifelong good health. WASH in Schools enhances the well-being of children and their families. It contributes towards healthy and secure school environments that can protect children from illness, abuse and exclusion.



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A handwashing campaign encourages young children in Beichuan County, Sichuan Province to be diligent with hygiene

Protection of children's rights requires a healthy environment. Every child has the right to survive, grow and develop. Access to safe water and basic sanitation is vital for the realization of each of these rights.

Basic sanitation is necessary for children's health, safety and development. Without access to sanitation facilities, including clean water and toilets, and without hygienic practices like handwashing with soap, children may get sick. Lack of sanitation can impact their development potential.

The overall WASH objective for UNICEF is to contribute to the realization of children's rights to survival and development through support to national programmes that increase equitable and sustainable access to, and use of, safe water and basic sanitation services and promote improved hygiene.

BRIGHTER FUTURES FLOW FROM BETTER WASH IN SCHOOLS

Evidence on the difference WASH stimulates

WASH in Schools significantly reduces hygiene-related diseases. It increases school attendance and contributes to a child's dignity and inclusion. These strengths then feed ongoing individual development and even a country's economic growth.

WASH in Schools promotes equity. All children are entitled to equally access WASH facilities and all children benefit from improved hygiene practices promoted by WASH in Schools activities.



Global evidence on WASH in Schools has shown:

- In China, WASH programmes reduced the number of missed school days by 54% per year and reduced absenteeism by 42%.¹
- In Kenya, a WASH strategy led to a 50% reduction in diarrhoea illness.²
- In India, a sanitation programme helped increase girls' enrolment in Alwar District by one third and improved academic performance for boys and girls by 25%.³
- In the Philippines, school absenteeism reduced by 27% through daily handwashing, a deworming programme and improved oral hygiene.⁴



1/3
of all schools in China
do not have
proper water and
sanitation facilities

Safe water and sanitation access: The numbers

Globally, 2.4 billion people lack improved sanitation facilities, and 663 million people still use unimproved drinking water sources.* In China, around 60% of schools have access to safe water and adequate sanitation—lower than the global average of 66%–69%.**

* WHO/UNICEF, "Joint Monitoring Programme (JMP) for Water Supply and Sanitation Report", 2015.
** China Education Management Information System, 2014; UNICEF, 2012.



Children understand the importance of washing their hands through WASH in Schools, as this drawing from a student in No. 2 kindergarten in Shifang County of Sichuan Province illustrates

Challenges for WASH in Schools

Fulfilling every child's right to safe water, sanitation and hygiene education remains a major challenge for policy makers, school administrators and communities in many countries, including China—especially the most disadvantaged parts of China's western provinces and rural areas.

Globally, challenges include entrenched social norms, weak coordination and lack of quality data. These situations may hinder the development of WASH in Schools, impacting on incentives in investing in facilities evidence to determine programme needs and monitor progress and, ultimately, in challenges to appropriately planning programmes.



An unsanitary school latrine in Sanjiang County, Guangxi Province



An uncovered school septic tank in Zhong County, Chongqing Municipality

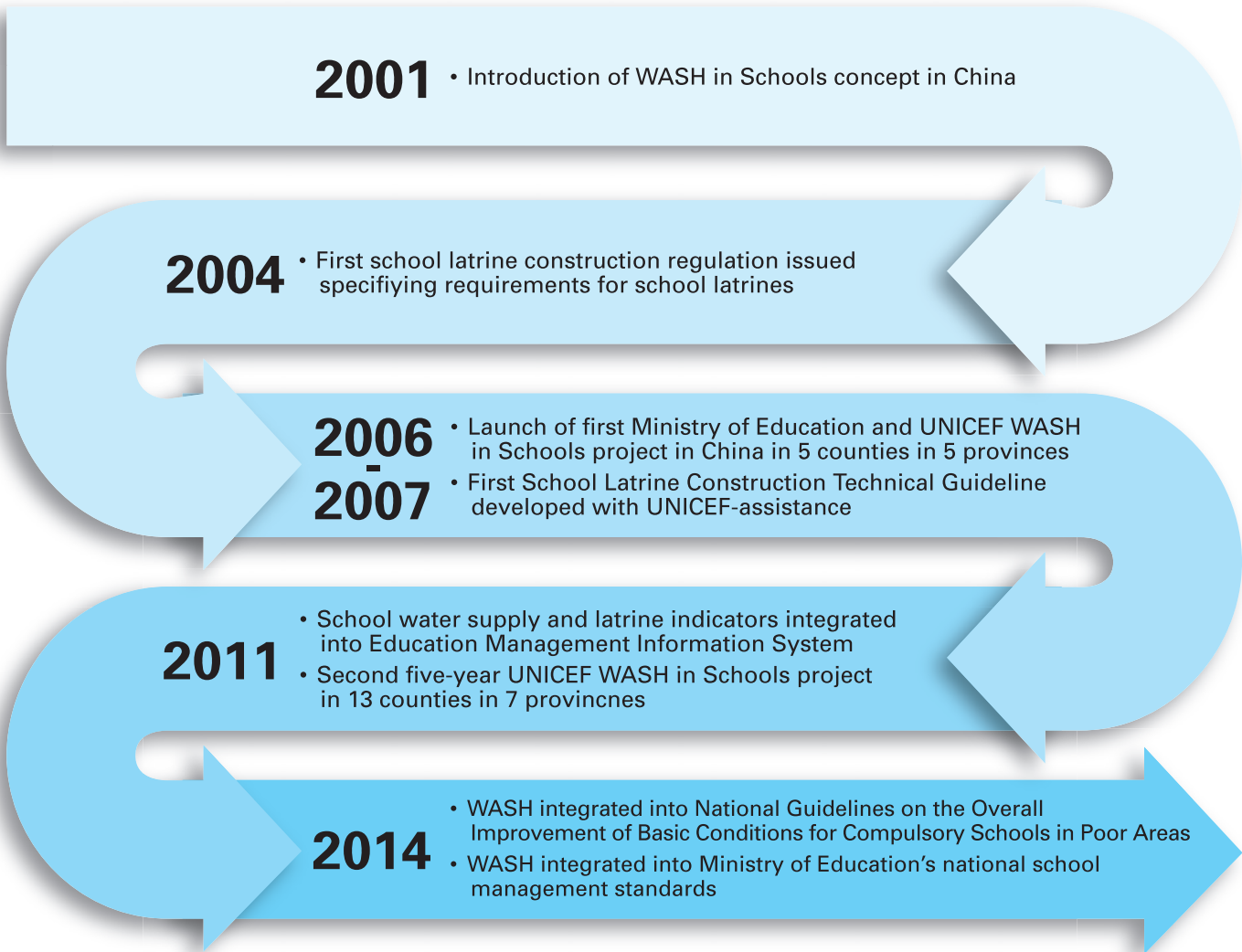
UNICEF AND CHINA GOVERNMENT PARTNER TO MAKE SCHOOLS HEALTHIER

UNICEF runs the WASH in Schools programme in 250 schools in five disadvantaged counties to demonstrate the rehabilitation and maintenance of suitable water and sanitation facilities and how to work with teachers, children and communities on positive WASH practices, such as washing with soap, and on addressing climate, environment and disaster education in schools.

China's support to WASH in Schools

In recent years, the Government of China has increased its commitment towards WASH in Schools, which helped achieve the sanitation-related Millennium Development Goal target in 2010. Yet, special efforts are still needed to improve the sanitation status of less developed areas of the country.

WASH in Schools in China expands over time



New latrine in on kindergarten, Zhong County, Chongqing

WASH IS CRITICAL FOR CHILD-FRIENDLY SCHOOLS IN CHINA

The UNICEF China's Child-Friendly, Equitable and Quality Basic Education programme incorporated the WASH in Schools programme in 2012 to maximize the impacts of four Child-Friendly School programme dimensions, as well as encouraging new ideas and innovations for improving students' health and learning outcomes.



Students participate in the World Water Day Campaign in March at Zhongzhou Primary School in Zhong County, Chongqing Province

Where are we? WASH in Schools in China

The WASH in Schools programme is implemented in five counties in five western provinces, chosen to reflect different groups of vulnerable children: areas with a large proportion of migrant children, rural counties with a large proportion of children left behind by migrating parents who migrate to cities for work and counties with large ethnic minority populations.



Project components

- Development of a WASH in Schools action plan, integrated into the local education development plan.
- Support to the design and construction of child-friendly and environment-friendly WASH facilities.
- Capacity upgrading for school principals, teachers and schoolchildren on WASH facilities management and maintenance.
- School-based hygiene promotion activities.
- Capacity upgrading for the improved provision of school nutrition and food safety.
- Disaster risk reduction and resilience building in schools.
- Community WASH and environmental awareness campaigns.
- Exchange of project experiences and the replication and scaling up of WASH in Schools activities.



One school girl drawing the Global Handwashing Day logo in Shule County, Xinjiang

¹ Bowen, Anna et al., "A Cluster-Randomized Controlled Trial Evaluating the Effect of a Handwashing-Promotion Program in Chinese Primary Schools", *American Journal of Tropical Medicine and Hygiene*, vol. 76, no. 6, 2007, pp 1166-1173.
² Freeman, Matthew C. et al., "Assessing the Impact of a School-based Water Treatment, Hygiene and Sanitation Programme on Pupil Absence in Nyanza Province, Kenya: A cluster-randomized trial", *Tropical Medicine and International Health*, vol. 17, no. 3, March 2012, pp. 380-391.
³ UN-Water, "Sanitation Contributes to Dignity and Social Development-Factsheet No. 3", 2008.
⁴ Monse, Bella et al., "The Fit for School Health Outcome Study: A Longitudinal Survey to Access Health Impacts of An Integrated School Health Programme in the Philippines", *BMC Public Health*, vol. 13, no. 256, 2013, pp. 1-10.