

# Blue Schools in Bangladesh

## Teaching Recharge, Retention, Reduce and Reuse

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### Blue School elements:

- Sustainable access to safe drinking water
- Sustainable access to sanitation & hygiene

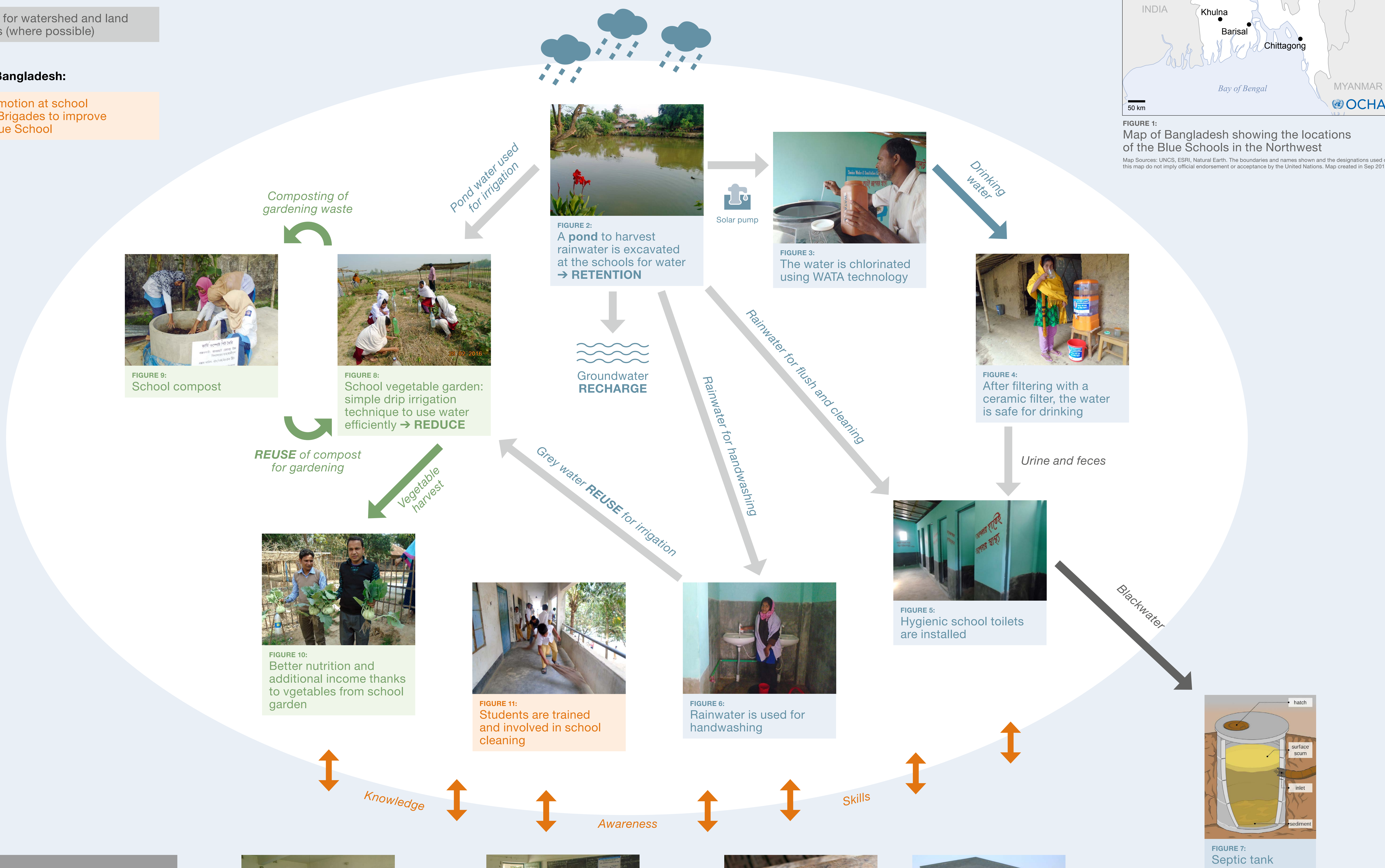
- A school garden to show relationship between food and efficient water management

- A demonstrative place for watershed and land management practices (where possible)

### Additional elements in Bangladesh:

- Extended hygiene promotion at school
- Formation of Student Brigades to improve sustainability of the Blue School

## Water, nutrient and knowledge flows at a Blue School – the project in pictures



### Blue School concept

The Blue School concept complements the usual WASH in school activities with a school garden as practical place to show relationships between food production and an efficient management of water; and a demonstrative place for watershed and land management practices. The Blue School concept is based on the International Rainwater Harvesting Alliance's Blue Schools Initiative, also supported and promoted by the Swiss Agency for Development and Cooperation (SDC).

The objectives of a Blue School are the following:

- improving the health of children at schools and influence their environment at home
- raising awareness of children, teachers and parents about environmental and health issues related to water, sanitation, hygiene and nutrition
- improving the teaching methods at schools, using a 'learning-by-doing' approach
- to protect the dignity of children, the effective learning of children, the enrolment and retention of children (especially girls) and to some extent a better diversified nutrition

(Source: Towards a common understanding of Blue Schools, SDC, no date)

The project in Bangladesh, applies the Blue School concept as part of a more comprehensive project following school-led WASH, also involving the larger community. This poster illustrates the Blue School components implemented in four schools in Bangladesh (Figure 1) and highlights the links between water, hygiene, food and health, thereby illustrating nutrient and water cycles (Figures 2 to 17).



FIGURE 12: Training for Blue School teachers



FIGURE 13: Hygiene promotion session for students



FIGURE 14: Menstrual hygiene management: girls learn how to make their own re-usable sanitary pad



FIGURE 17: Menstrual hygiene management: incinerator for sanitary pads -> REUSE in school garden

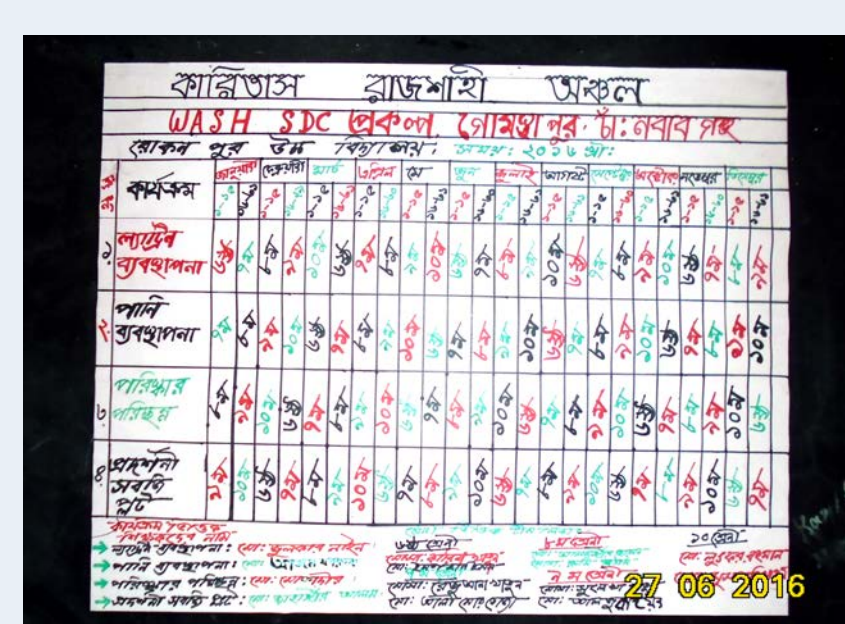


FIGURE 15: Roster for student-driven WASH management at school



FIGURE 16: WASH activities of student brigades at community level

### Lessons learnt

- **Active engagement of beneficiaries** from the start leads to good maintenance and working condition of WASH facilities.
- **Student Brigades for water, sanitation, hygiene and garden management** are key to trigger environmental change in their school compound through participatory planning, implementation, monitoring and evaluation of all of the school WASH facilities (Figures 13 and 16).
- **Solar water pumps** reduce fuel costs and empower women as active producers, improving family nutrition.
- **Policy and Advocacy:** After a Round Table Conference for the dissemination of the Blue School concept, the Ministry of Education committed to including water and sanitation issues in textbooks and in the national school curriculum.
- The Blue School concept is a promising 'learning-by-doing' model to **teach** water and nutrient cycles and the concept of **circular economy** at school.

### Food for thought and discussions

- How can the sustainability of a Blue School be guaranteed? Which elements of Blue Schools are crucial to guarantee the continuation of Blue School activities beyond project duration without additional funding, thematic advice etc.?
- Could you apply the Blue School concept in your organization's WASH in school projects (if applicable)?

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