

to use public spaces. However, young adolescent girls report that, 'public toilets are not safe places to visit. It is easy to molest a woman in the toilet as she can be caught in a very vulnerable position.' They reported that toilet complexes are also used as places for willing sex or sometimes to force women into sex.

More inclusive policies needed

In the prevailing policy environment, great emphasis is attached to transferring state responsibility for delivering basic services to 'democratically' established local community institutions, which are expected to take over management and financial responsibility. Little thought appears to have been given to whether participation in such bodies is possible for large groups of the urban poor, who not only live in extreme poverty but are also largely unrecognized or termed illegal by most governments. Encouraging participation without addressing 'illegal identities' and the needs of those without housing or land, and without recognizing the different needs of gender, caste, age and disability reinforces inequality.

About the authors

Deepa Joshi was the principal researcher for this study, with Fouzia Mannan and Kavitha Potturi, and she currently works on gender, diversity and livelihood issues at the International Water Management Institute, Colombo. Joy Morgan has worked in the water, sanitation and hygiene sector since 1982; she is now a freelance consultant based in the UK. This work is part of the research findings from a DFID-supported study on poverty, gender and sanitation in India, Bangladesh and Kenya reported more fully at www.eng4dev.soton.ac.uk/research

References

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- 2 Mennon, S. (2001), *Workers who shelter on the pavement*. Labour Files 7 (6-7), pp5-13.
- 3 Hollick, J.C. (2000) *Apna Street*. www.ibaradio.org/India/apna/apna.htm. Accessed 2005

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Water and Education

- **World Bank Tool Kit on Hygiene, Sanitation and Water in Schools**
The Tool Kit is a useful resource describing the basic principles behind hygiene, sanitation and water provision in schools, how to carry out a sector assessment and details about each stage of the project cycle. It includes a section on 'Going to Scale', offering guidance on how to provide basic sustainable water, sanitation and handwashing facilities in every school.
<http://www.schoolsanitation.org/BasicPrinciples/Going-to-Scale.html>
- **The Joy of Learning: Participatory lesson plans on hygiene, sanitation, water, health and the environment**
This guide is a useful addition to the school curriculum aimed at children aged 2 to 14, providing participatory learning activities on hygiene and sanitation. Lesson plans cover the three areas of hygiene (including personal and food hygiene), sanitation and water, with information sheets for planning, implementing and evaluating participatory learning activities, adjusting each activity to local conditions and cultures, using easily available, affordable materials.
http://www.irc.nl/content/download/22392/260548/file/TP45_JoyOfLearning.pdf
- **Life skills-based hygiene education**
A guidance document on concepts, development and experiences with life skills-based hygiene education in school sanitation and hygiene education programmes, focusing on the 6–14 age group. The three sections offer a general introduction to life skills-based hygiene education; a general overview of the content of life skills-based hygiene education; and a set of examples of lesson plans. The main target groups are policy and decision makers, international organizations and non-governmental institutions with links to school sanitation and hygiene education programmes.
http://www.irc.nl/content/download/11504/168690/file/life_skills.pdf
- **CARE Bangladesh: The Sanitation and Family Education (SAFE) Project**
The SAFE project used effective hygiene education outreach strategies to promote behaviour change and a behaviour-based monitoring system. Key to its success was an incremental approach targeting priority behaviours with locally appropriate interventions and community participation in programme design, outreach, monitoring and evaluation.
<http://www.care.org/careswork/whatwedo/health/casestudies/bangladesh/eng.asp>
- **UN-HABITAT Human Value Water Sanitation and Hygiene Education Programme**
UN-HABITAT is implementing the Human Value Water Sanitation and Hygiene Education Programme as a component of the Water for African Cities Phase II Programme in Côte d'Ivoire. The programme is promoted through the curriculum, using resource materials and teacher training, as well as capacity development of utilities for the provision of sustainable school and community water and sanitation services.
<http://www.unhabitat.org/content.asp?cid=3254&catid=270&typeid=13&subMenuId=0>
- **SSHE School Sanitation and Hygiene and WASH programmes**
For the past decade, UNICEF country programmes have included school sanitation and hygiene education as an integral part. Projects have been carried out that focus on promoting life skills, a healthy and safe school environment and outreach to families and communities. The IRC SSHE webpages are an essential resource, with details of projects and case studies, a range of publications including tools, manuals and a newsletter.
<http://www.irc.nl/sshe>

Compiled by Julie Fisher, Water, Engineering and Development Centre, UK for WELL. WELL is a resource centre network providing access to information and support in water, sanitation and environmental health for the Department for International Development (DFID) of the British Government.