

World Vision

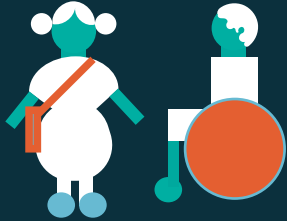


# Clean, Safe, and Inclusive: How WASH Transforms Schools in Tuz



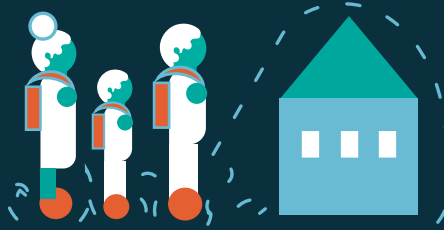
# Key Data & Findings

## Schools with Functional WASH



**+30%**

Daily attendance, especially among girls and children with disabilities (CWDs)



**95%**

of students attend regularly, compared to 65% in poor-WASH schools



**10%**

Only reported hygiene-related illness, compared to 60% in poor-WASH schools

### Facilities included:

90% functional toilets

85% handwashing stations with soap

80% menstrual hygiene facilities

75% disability accessibility (ramps, handrails, wider doors)



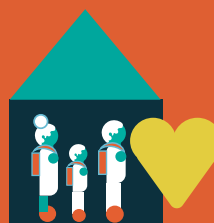
Students participated in hygiene clubs and cleanliness campaigns



Fewer complaints of infections, skin rashes, urinary tract infections, or "holding it in" during school hours



Teachers reported improved hygiene knowledge and peer-to-peer awareness



Improved confidence, emotional well-being, and dignity

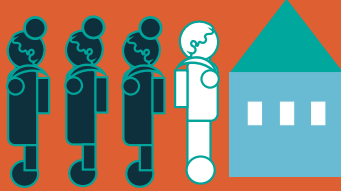
# Key Data & Findings

## Schools with poor WASH



**39%**

of students reported illness  
(diarrhea, urinary infections,  
skin diseases)



**31%**

absenteeism, especially  
among girls during  
menstruation



**40%**

reported emotional stress,  
fear, or embarrassment  
using toilets



**42%**

described toilets as  
"unsafe" or "scary"



**94%**

of girls lacked menstrual  
hygiene management (MHM)  
facilities, such as sanitary bins,  
private stalls, and water, leading  
to frequent absenteeism during  
menstruation



**96%**

of children with disabilities  
could not access toilets or  
handwashing stations due to  
broken steps, narrow doors, or  
lack of adapted fixtures, and  
reported feelings of humiliation  
and exclusion



### Facilities were limited to:

**30%**

functional toilets

**25%**

handwashing stations with soap

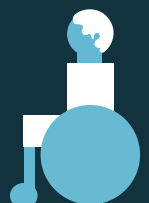


**10%**

MHM facilities

**5%**

disability accessibility



# Voices from the Field

*"Now I feel safe using the toilet. I don't miss school anymore." — Girl, FGD*

*"Before the rehab, students were getting sick. Now they're happy and healthy." — School Principal, KII*

*"I skip school because there's no clean toilet I can use." — Boy, FGD*

*"I'm afraid to use the toilet. The door doesn't close, and it's always dirty." — Girl, FGD*

*"I'm afraid to use the toilet. The door doesn't close, and it's always dirty." — Girl, FGD*

*"We've informed the education department many times, but nothing changes. The children suffer." — School Manager*

## Recommendations

### For Government

- Include WASH in national education budgets and plans
- Assign district-level WASH focal points and inspection schedules
- Mandate gender-sensitive and disability-inclusive designs
- Monitor and report WASH indicators such as attendance, illness, and satisfaction

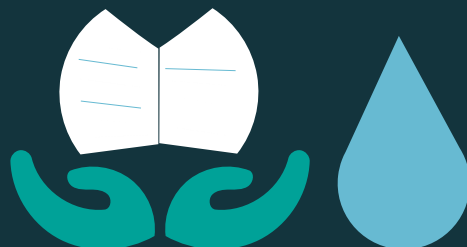


### For Donors & NGOs

- Fund menstrual hygiene-friendly and disability-adapted infrastructure
- Support hygiene education campaigns and teacher training
- Prioritize underserved schools based on data-driven needs
- Promote collaboration between WASH, education, and health sectors

### For Schools & Communities

- Form hygiene clubs and cleaning schedules with students
- Engage students and parents in hygiene promotion campaigns
- Establish child-friendly complaint and feedback mechanisms
- Conduct regular WASH facility audits with student participation



## Why It Matters

Access to safe, inclusive, and well-maintained WASH facilities:

Reduces absenteeism and illness

Improves concentration and learning

Boosts confidence, dignity, and emotional well-being

Enables girls and CWDs to fully participate in education

Supports Iraq's progress toward SDG 4 (Quality Education) and SDG 6 (Clean Water and Sanitation)

## Research Context

Location: Tuz District, Salah Al-Din

Methods: 6 Focus Group Discussions, 9 Key Informant Interviews, 5 School Observations

Focus: Impact of school WASH on attendance, health, and dignity — with special attention to girls and children with disabilities (CWDs)

