



## Photo of this issue

The JICA Pakistan Office had the opportunity to give a lesson to the students of the Japanese School of Islamabad.

When the students visited the JICA office, the younger students learned the importance of hand washing and how to wash their hands properly through the "Correct handwashing" by INOUE Kimidori. The students also experienced measuring how much water is wasted when they leave the water running while washing their hands and when they stop it during washing. Since clean water is in short supply in Pakistan, JICA is cooperating in a project to develop a water supply.

In this experience, a second grade student said, "I wash my hands often because washing my hands prevents me from diseases and COVID-19. When I wash my hands, I try not to waste water."



(To protect privacy, part of the photo has been altered.)

(Photo by JICA Pakistan Office)



## "SDGs in Schools"

### Production of video materials by JICA Global Plaza and class practice

JICA creates and provides educational materials that can be used for international understanding and development education in schools ([a collection of videos for classes \(Japanese only\)](#)). In March 2020, video materials on the themes of water, "Water and the World" and "International Cooperation" were added and are being used in actual educational fields. In this article, we would like to share with you the thoughts of the staff engaged in the production of the videos, as well as the voices of Ms. Yuka Ochi, a teacher at Ehime Prefectural Doi High School, who has been practicing classes using these materials.



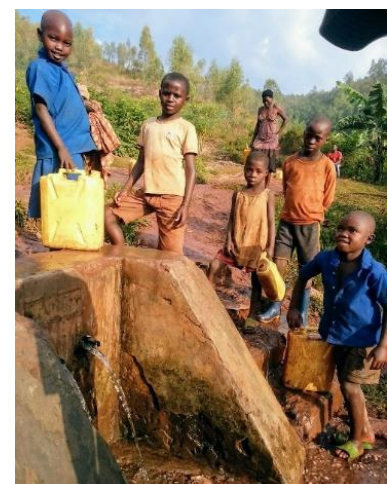
A video is also available that summarizes tips for using this material in the classroom by a school teacher who has not traveled to Rwanda before.

### JICA's Video Educational Material Wins Best Award - A gateway to meeting the world in the classroom -

"JICA is a treasure trove of educational materials!" As a former teacher, this is what I am what convinced of.

There were so many things we wanted to share with the classrooms, such as the fascination with the challenges of developing countries, people's suffering and smiles, and the fact that international cooperation is based on collaboration with others, so we created [educational video materials on the theme of "cooperation in the water sector in Rwanda"](#). We have designed the material in such a way that school teachers, whether they have experience in developing countries or not, can ask questions and think together with their students. Although the contents might be insufficient for the readers of this newsletter, it was evaluated as easy to use in schools and received a big award (National Institute on Consumer Education Material Award 2021). With the spread of COVID-19, it has become difficult to travel within Japan as well as abroad, making it difficult to accept outsiders into schools, and we have heard that some teachers are using this video to develop "encounter overseas" classes. We hope you will use it in your classes and lectures, and share it with the teachers around you!

(Ms. YATSUBOSHI Mariko, JICA Tokyo Center)



The boys said, "It's fun to pump water with my friends", taking it as their role to pump water. The situation where safe water is hard to obtain is a problem that needs to be solved, but we thought it would be wrong to describe them as "pitiful," so we were careful in the video materials.



Ms. Ochi in class



Classroom using video materials

### From the education field

In the video material, "Water and the World: a day in the life of a Rwandan village boy," Danieli's family has their children walk along a hill to a water collection point every day, and the family uses the water carefully. Since many of the students in the class were aspiring nursery school teachers and nurses, they were very concerned about the sanitary conditions in the local area.

So we decided to ask Ms. TOMITA Mika, who appears in the video material (Former JOCV, as Community Development in Rwanda, Water Security Action Team), some questions via Zoom (On-line). She told us that Rwandan schools use rainwater for school sanitation and toilets, and as a measure against COVID-19, they create handwashing stations on streets using tanks to wash their hands efficiently.

We take it for granted that we wash our hands as a habit. However, we have learned that it takes education to make it a natural habit and that even in Japan it took time to make it a habit. Also, these experiences have been useful for children around the world, which made us realize that the world and Japan are connected.

(Ms. OCHI Yuka, Ehime Prefectural Doi High School)



## Acchi Aadat (Good Habit) Campaign Approaches of KAI India



Awareness raising activities

KAI India, a leading manufacturer of cutlery products, participated in the "Achhi Aadat (Good Habit) Campaign" initiated by the JICA India Office to raise awareness of hygiene habits in order to prevent the spread of COVID-19. We provide the KAI Tsumekiri, a nail picker designed for use in India, to promote awareness of nail cleaning, and distribute flyers and employees visit local communities to instruct people on how to cut their nails properly.

In India, the awareness of hygiene is not as high as in Japan, and there is a large disparity between the rich and the poor, so the awareness of nail care varies depending on the level of life. Some people cut their nails with stationery scissors, bite their own teeth, or have their nails trimmed at the same time when they get a haircut at a barbershop. Our participation in JICA's initiative was a good opportunity to educate people about the importance of keeping nails hygienic and to spread awareness of nail care methods. As a manufacturer of nail clipper, we will continue to actively engage in educational activities on hand hygiene.

(KAI India)



Distributing tsumekiri to schools 1



Distributing tsumekiri to schools 2



For more information about the Achhi Aadat campaign, please visit the India Office website. ["Achhi Aadat \(Good Habit\) Campaign"](#)

You can also find more information about this campaign in [Handwashing News No.9 \(February 12, 2021\)](#).



## Report on the Project Research "The COVID-19 Crisis Response and Lessons Learned in the Water, Sanitation and Hygiene (WASH) Sector" (Part 2)

Ms. KADOKAMI Aya of Earth System Science, Co., Ltd. reports following the previous issue on the findings so far related to handwashing from the ongoing Project Research "The COVID-19 Crisis Response and Lessons Learned in the Water, Sanitation and Hygiene (WASH) Sector".

In the previous report, we mentioned some points on handwashing. However, even if you understand the correct way to wash your hands and have access to handwashing facilities with water and soap, it is another matter whether you actually wash your hands or not. The spread of COVID-19 has raised awareness of the importance of handwashing and its practice as a measure to prevent infection, but if it does not become a habit, the situation will return to the one where people do not wash their hands after COVID-19 is over. So, how can we make it a habit?

In general, for ensuring behavior change and habituation, 1) hygiene education, 2) environmental arrangement, 3) motivation raising, 4) strengthening of collaboration with communities, 5) utilization of existing conceptions, 6) implementation of practical steps must be conducted and 7) continuous efforts for about 10 years are also required (UNICEF 2016<sup>1</sup> : JICA 2008<sup>2</sup>).

In Japan, public, private, and academic efforts towards behavior change on good sanitation and hygiene were conducted from approx. 200 years ago, including lifestyle improvement campaigns. Even now, approaches of provision of continuous and various interventions such as “care” for infants, “upbringing” for early childhood and “education” from school-aged children on not only WASH but also on education, maternal and child health, nutrition etc. are being incorporated and implemented into existing systems to make handwashing a habit from an early age ( 1), 4), 5), 6) and 7) ). In addition, private companies are also conducting awareness-raising activities targeting not only children but also people of all ages, and providing free practical training materials to schools and companies ( 1), 4), and 6) ). 3) motivation raising is provided by detailed efforts to carefully respond to children's questions, ensuring that children have handkerchiefs at school, handwashing poster contests, and handwashing Senryu (Japanese poem) contests. In addition, the development of handwashing facilities in schools, hospitals, and public facilities ( 2) ) provides an environment where people can wash their hands at any time. In particular, handwashing stations in schools are equipped with multiple faucets that not only allow children and students to wash their hands together, but also promote a positive interest in and practice of handwashing behavior ( 3) and 6) ). Those multidirectional actions on both soft and hard components were continuously provided in Japan, and this approach is considered as a key reason for handwashing habituation.

It is hoped that the knowledge gained from Japan's history and efforts will spread, and that handwashing with water and soap will become a common practice throughout the world.

**【Reference】**

1 UNICEF (2016) ‘Water, Sanitation and Hygiene: Hygiene Promotion’, [https://www.unicef.org/wash/index\\_43107.html](https://www.unicef.org/wash/index_43107.html) (Access Nov.2020)

2 Japan Bank for International Cooperation, Japan International Cooperation Agency (2008) ‘Hygiene Support Guidebook for Japan’s International Cooperation (Draft)

(Ms. KADOKAMI Aya, Project Research "The COVID-19 Crisis Response and Lessons Learned in the Water, Sanitation and Hygiene (WASH) Sector")



Handwashing before school lunch at an elementary school



Handwashing station in the elementary school sanitation facilities (toilets) constructed in The Project on Promoting Sustainability in Rural Water Supply, Hygiene and Sanitation in Niassa Province in the Republic of Mozambique



**Status update on the translation of “Correct Handwashing” by INOUE Kimidori**

As of July 5, 2021, "[Correct Handwashing](#)" by INOUE Kimidori has been translated into 32 languages and is being used around the world. Not only the project teams and JICA offices in each country, but also volunteer students challenged the translation, and various creative ideas have been applied to each language. [These local language versions are available from the Handwashing for health and life campaign website](#), and we hope you will make use of them.

If you are planning to translate the poster, or if you have already translated it but it is not on the list, please contact the Handwashing for health and life campaign secretariat.

Translation of “Correct Handwashing” as of July 5, 2021

1	Amharic	16	Mongolian
2	Arabic (Egyptian dialect)	17	Nepali
	Arabic (Jordanian dialect)	18	Pashtun
	Arabic (Palestinian dialect)	19	Portuguese
3	Bengali	20	Russian
4	Bislama	21	Sinhalese
5	Burmese	22	Spanish
6	Dari	23	Swahili
7	Dhivehi	24	Tajikistan
8	English	25	Tamil
9	French	26	Tetun
10	Haitian Creole	27	Thai
11	Hindi	28	Tok Pisin
12	Indonesian	29	Tongan
13	Khmer	30	Turkish
14	Kyrgyz	31	Ukrainian
15	Malagasy	32	Urdu

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**Global Environment Department JICA Handwashing for health and life campaign secretariat**

Website [https://www.jica.go.jp/english/our\\_work/thematic\\_issues/water/handwashing/index.html](https://www.jica.go.jp/english/our_work/thematic_issues/water/handwashing/index.html)

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