



REPUBLIC OF UGANDA

MINISTRY OF EDUCATION AND SPORTS

GUIDELINES FOR THREE STAR APPROACH FOR PLANING AND IMPLEMENTATION OF WASH IN SCHOOLS



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Acknowledgement

The Ministry of Education and Sports has adopted and contextualized the three star approach of UNICEF for WASH improvements in the schools. This will help to stimulate effective WASH-related behavior change in the school in Uganda amongst the learners.

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Foreword

The Ministry of Education and Sports and UNICEF have identified water, sanitation and hygiene programs in Uganda as a key priority area, recognizing that improved hygiene practices and a clean school environment are contributory factors to ensuring that children can enjoy an acceptable standard of health. The need for this is highlighted by the 2016 School WASH mapping report that articulated the deprivation in primary schools, whose gaps include: inadequate attention to the needs of the adolescent girls such as poor menstrual hygiene management, low functionality/usability of WASH facilities, poor quality of WASH facilities, little or no funds for O&M hence poor sustainability of the facilities, inadequate consultation with and involvement of the parents/community as well as the challenge of lack of technical standards and guidance. The adolescent girls have to endure this hardship, and this often results in them regularly absenting themselves from school for the full day or after recess when they go home and do not return.

The provision of safe water and sanitation and hand washing facilities is a first step towards a healthy physical learning environment. However, the mere provision of facilities does not make them produce the desired impact. It is the *use* of the facilities – the related hygiene behavior of people – that provides health benefits. In schools, hygiene education aims to promote those practices that will contribute to the prevention of the water and sanitation-related diseases as well as inculcating healthy behavior when the children become adults (Burgers, 2000). The combination of facilities, correct behavioral practices and education are meant to have a positive impact on the health and hygiene conditions of the community as a whole, both now and in the future (Snel, 2004).

The guideline is dedicated to all those in the Government, Education Development Partners, District Local Governments, Non-Governmental Organizations (NGOs) and Community-Based Organizations (CBOs), the private sector and professional bodies and all WASH Actors who wish to see that children grow up with a better future.

Abbreviations and Acronyms

BoGs	Board of Governors
CBOs	Community Based Organizations
CCT	Centre Coordinating Tutor
CDO	Community Development Officer
CSO	Civil Society Organizations
DEO	District Education Officer
DHE	District Health Educator
DHI	District Health Inspector
DIS	District Inspector of Schools
DLG	District Local Government
EDP	Education Development Partners
HWF	Hand Washing Facility(ies)
MHM	Menstrual Hygiene Menstrual
MoES	Ministry of Education and Sports
NGOs	Non-Governmental Organizations
O&M	Operations and Maintenance
PPE	Personal protective Equipment
SE	School Environment
SMCs	School Management Committees
SWASH	School Water, Sanitation and Hygiene
UNICEF	United Nations Children’s Emergency Fund
UPE	Universal Primary Education
USE	Universal Secondary Education
WASH	Water Sanitation and Hygiene
WHO	World Health Organization

Introduction to Guidelines

The Ministry of Education and Sports has adopted the Three-star approach of UNICEF as a mechanism of inculcating good water, sanitation and hygiene practices in the learners, in an incremental manner. It is believed that once the children learn such good behaviours they become change agents for influencing the hygiene behaviours of their siblings and parents.

The three star guidelines will equip the teachers to promote hygiene in the schools through disseminating messages to the schools on how and why to adopt good hygiene behaviours and practices that can protect the children from diseases. The guidelines also have key standards that will be used to monitor the performance of the school in progressing towards attainment of the national standards.

The key users of the guidelines will be the Ministry of Education and Sports, District Local governments (DEO, DIS, DHOs, DHE, and DWO), Head teachers, CCTs, and teachers who are involved in the promotion of safe water, sanitation and hygiene practices in the schools.

1.0 Background

The Republic of Uganda is a landlocked country in East Africa with a total population of 34 million people (51% female), growing at 3.03% and urbanizing at 6.6% per annum.¹

Despite macro-economic growth and stability with real Gross Domestic Product (GDP) averaging at 5.5% since 1990, the provision of public goods and services is deficient.

Uganda's WASH sub sector has stagnated in its achievement of coverage and quality of services delivered for the last 10 years, despite being considered the most developed in sub Saharan Africa. Over 10 million Ugandans still live without safe water; 65% are not practicing improved hygiene behaviour; and about 8% of the total population practice open defecation. The sanitation situation is worse in informal settlements and in rural areas where 16% of the female headed households are reported to be using the bush for toilets, compared to 10% of their male counterparts (UBOS, WASH Gender and water statistics profile, 2012). This partly contributes to WASH related diseases such as diarrhoea that account for 8% of neonatal deaths (WHO: 2015).

In 2016 a 'school WASH mapping' exercise was conducted by the Ministry of Education and Sports (MoES) with support from UNICEF, Water for People and WaterAid. The report painted a worrying situation in our schools, which should be of concern to the government, Development partners. Some of the key gaps revealed by the report include: poor WASH facilities, poor hand washing practices in the schools, poor maintenances of the WASH facilities, low participation of the parents in the maintenance of the WASH facilities as well as lack of a decent latrines/toilet and bathrooms at school, which is feared to lead to many girls missing school or dropping out of school.

Government and the Development Partners are beginning to pay a lot of attention to the schools not only because the schools are a place where the children can model good WASH practices to follow at school and at home whilst influencing their siblings and the wider community. Children are seen as potential 'change agents' both now and as future adults. It is also important to take care that schools do not model poor practices or become dangerous places where diseases can be spread amongst the children and beyond the borders of the schools to the wider community.

¹ Uganda Bureau of Statistics (2014), *National Population and Housing Census, Provisional Results*

WASH is linked to our health, general well-being and even to our ability to get an education and make a living. Contaminated water supplies as well as poor hygiene and sanitation practices are a major cause of illness such as diarrhea and dysentery. Such general dangers of the illnesses themselves have often caused the children to miss school, adults to miss work, incurring medical expenses and causing general unhappiness in the society. There is therefore a need to significantly improve WASH facilities and practices in the Uganda schools. All community members, including parents, teachers and learners, need to understand how to safeguard our health and environment by promoting good water, hygiene and sanitation practices. The 3 star approach of UNICEF offers a perfect opportunity for this through a systematic way of promoting improvement in the WASH situation in the schools with the full participation of the learners, teachers and the parents.

2.0 The Three Star Approach for WASH in Schools

The three-star approach begins with the school committing to the overall approach and begins to make the necessary changes to progress from being a ‘no star school’ to a one-star school. A ‘no star school’ is a school that has some infrastructure, perhaps even high-cost water and sanitation systems, but do not have effective programmes for improving hygiene behaviour or maintaining existing infrastructure. These schools may also have little or no support from their host communities in the area of WASH. Moving from the ‘no star’ level to a One Star School is designed to require minimal financial investments. Yet, the move is a big step because it involves changing the way WASH in Schools programming is perceived by schools, communities, and decision makers in government and support agencies.

After schools embrace the approach and achieve one star status, they will eventually pick the momentum to move up to the three Star status where they achieve the national standards, as indicated below:

2.1 One Star Schools

2.1.1 Critical interventions

At this level schools will be guided to institute daily supervised group activities for learners on hygiene, sanitation and drinking water, under the supervision of the teachers. The objective of these daily supervised activities will be to make the learners become true participants in the process while developing positive lifelong habits, which they can pass onto their siblings and the wider community. On the other hand, by hosting these activities, schools will significantly improve the learning environment without relying on resources from outside the community.

The critical interventions for this stage will include the following:

2.1.1.1 Daily supervised group hand washing with soap, before the school meals

- The schools will mobilize and organize the learners to participate in group hand-washing sessions with soap, at least once in a day supervised by the teachers or prefects or members of the children’s WASH clubs.
- The group hand-washing station should be located in the central school courtyard, near the pit latrines or near the water supply with enough space for at least 10–15 children to

be able wash their hands together at the same time. The facility should provide good drainage.

- The schools will install less expensive technologies such as tippy taps or buckets and ladles or inexpensive perforated pipe system line, which is installed in the school yard for this purpose.
- Water for hand washing will be from existing water sources in or near the school. If potable water sources are not available, any nearby source can be used because water for hand washing does not need to meet the same standards as water for drinking.
- The daily hand-washing sessions can be carried out during any suitable break in the school day, but the best time is just before lunch or snack time to help reinforce the importance of washing hands with soap before eating.
- The schools should use the hand-washing sessions as an opportunity for delivering key WASH messages.

2.1.1.2 Daily supervised cleaning and provision of gender segregated latrines

- Schools will mobilise and organize the learners to participate in daily cleaning of the latrines or toilets by the learners under the supervision of the teachers.
- Schools should prepare duty rosters to ensure that there is equal participation of all the learners including both boys and girls. The younger learners can be exempted from this exercise.
- Schools will be discouraged from making latrine or toilet cleaning as a form of punishment.
- Schools should ensure that all the areas that surround the pit latrines are kept clean. This will discourage open defecation.
- The schools are encouraged to pass onto the learners, messages on eliminating open defecation during the daily toilet cleaning or hand washing sessions.
- During the daily cleaning, latrines will be provided with soap and water for hand-washing. The schools will also put in place mechanisms that will promote the participation of the learners in the re-filling of the hand washing facilities. This will aim at avoiding scenarios where the hand washing facilities run out of water and no one takes care to fill them up.
- The schools should work with the parents to ensure that the latrines remain functional by repairing, upgrading and replacing the facilities that are filled up or old. Use of locally available materials is encouraged because the goal of the one star school is to at least have one functioning latrine for girls and one for boys.

- Once this is achieved, the focus will be on maintaining and cleaning the existing latrines rather than building new ones. The emphasis on latrine or toilet cleanliness is supported by experience and evidence showing that even when many toilets exist, children tend to use only the clean ones.
- Even when some of the school might be having porters to do cleaning the latrines/toilets, the schools will be deliberately encouraged to assign the children to clean the latrines under the supervision of a teacher as mechanism for instilling a sense of responsiveness in them taking care of the WASH facilities.

2.1.1.3 Daily supervised use of drinking-water bottles by all children

- a. The schools will mobilize the learners to bring their own water bottles or containers to school each day, filled with the drinking water used at home. Parents will be informed that the children should carry water to school, and teachers will supervise this activity during assembly.
- b. Although a school may have safe water sources, bottles or containers may also be used as a way of reducing congestion at water sources hence ensuring that children always have drinking water at hand.
- c. Where water access is a challenge in the community, the schools may choose to install and use simple water treatment systems, filters or water boilers.
- d. The main outcome of this activity is to ensure that all the children have drinking water whether or not a safe source is available at school.

2.1.1.4 Participation of the entire school community

No permanent improvement of the school environment can be expected until the school children and their teachers begin to take an active interest in keeping the school premises clean. Cooperative effort among the children for the cleaning up of the school and its surrounding areas should be encouraged. Therefore, the teachers and the head teachers must be willing and able to take on the extra-curricular responsibilities necessary for reaching and maintaining One Star status. This will require preliminary engagement and regular follow-up with schools through the education system and other government institutions.

- a. The teachers and headmasters may also need additional support in form of manuals or templates, and training or mentoring.
- b. As part of scale up, it might be beneficial, in the longer term, to integrate relevant aspects of the Three Star Approach into the education system at district or national level. This could include making Three Star monitoring a formal part of school inspectors' duties and including it in regular training programs for teachers.

- c. To support this approach involvement of the learners will be promoted, especially through the WASH-related school clubs such as the hygiene, health or environmental clubs or school families. The members of the schools clubs can be empowered to help supervise group hand washing and latrine/toilet cleaning activities or be involved in peer education for the younger learners or they can participate in forming links between the school and the community.

2.1.1.5 Establish mechanisms for strong community support

- a. The community members, teachers, headmasters and local government officials should have a good mechanism for working together in this process. Some of the schools already have PTAs that can fulfil this role.
- b. PTAs or SMCs can provide support for teachers in their daily activities and serve as liaisons between schools and parents, who are often the strongest stakeholders in advocating for school improvements.
- c. The PTAs can help in raising funds and other resources to achieve goals, including funds for soap or soap making, and materials for repairing or building toilets plus hand-washing stations.
- d. In the event that the community is not able to raise resource locally, the PTAs can work with the SMCs to advocate for support through the education or local government systems or Partners. Some external support from the education system and partner agencies or non-governmental organizations may also be necessary, especially in the initial stages of the programme.

2.1.1.6 Daily Hygiene parades conducted by the Teachers in the school

- a. Schools need to promote personal cleanliness amongst the school children and provide the facilities required for the attainment of a high degree of personal cleanliness among the learners.
- b. Teachers should hold daily hygiene parades of the school children before the school starts. This gives the teacher an opportunity of judging the cleanliness standards of the children. Some of the areas of personal hygiene to be observed include: trimming of the finger nails, brushing of teeth, bathing and washing of clothes.
- c. The teacher's personal cleanliness be of a high standard as this influences the personal cleanliness of the children as well.

2.1.2 Key Milestones for the Star One Schools (incremental improvements)

Drinking Water

- Every child can access to at least 500m of safe drinking water while in school.
- Parents appreciate the importance of providing drinking water for the children.
- Child appreciate the importance of drinking safe water:

Water for Cleaning and Other Purposes

- Water for cleaning must be available within the school
- Water source must be protected

Latrines and Urinals

- The schools have at least one functional, gender segregated latrines for boys and girls.
- Schools have a daily roster for cleaning the latrines and urinals.
- All Latrines/toilets are clean, functional and accessible to all children at all times
- Latrines have functional walls and doors with lock for privacy
- All latrines have anal cleaning materials.

Hand Washing Facilities (HWFs)

- Hand washing facilities available for all the learners to access.
- Hand washing with soap becomes a habit by the learners.
- The need for hand washing before eating is reinforced.
- Children like the daily hand washing activity
- Children learn the technique of proper hand washing.
- The school community prioritizes hand washing
- Learners WASH or Health Clubs participate in supervising daily group hand washing.

Operation and Maintenance

- SMC and PTA actively participate in the WASH O&M.
- Community actively contributes towards the O&M of the WASH facilities.
- Non-functional WASH facilities are repaired immediately.
- Schools that have cemented floors must resurface them regularly
- Pit latrines must be smoked regularly to get rid of the smell

Hygiene Education and Behavior Change

- Key WASH behaviour change messages are passed onto the children during the daily routine activities.
- Schools have learner clubs for promoting WASH behaviour change activities.

- Schools train pupils on correct and responsible use of WASH facilities
- Co-curriculum activities used to promote hygiene education
- Health inspection parade must be carried out on a daily basis

Solid Waste Management and Wastewater Disposal

- Learners actively participate in solid waste disposal on a daily basis.
- Classroom and school compound are cleaned on a daily basis.
- Waste collection point is located far away from classroom and play areas
- Burning of waste must be done outside of class hours.
- Grass or bushes must be slashed monthly

School Shop/Canteen/Kitchen and Food Handling

- School kitchen/canteens or shops should be located away from sources of contamination including latrines and solid waste or wastewater disposal sites
- Worktop and serving areas must be cleaned with soap/disinfection and water regularly
- Schools teach children and ensure they observe basic safe food handling practices
- There is a designated place for food vendors

2.2 Two Star Schools

2.2.1 Critical interventions:

At this stage the schools will embark on incremental improvements whilst emphasizing the daily routine activities promoted at star one. Additional areas of focus in this stage will include: hand washing after using the toilet, improved toilet facilities including menstrual hygiene management facilities, and safe drinking water. The technologies used to upgrade facilities in Two Star Schools will, as much as possible, be low cost, locally sourced and appropriate for use in households. This ensures that the programme will be scalable countrywide. It also allows schools to demonstrate good practices to community members, a role that can be enhanced by encouraging and supporting learners to promote good hand-washing practices at home.

2.2.1.1 Expand hygiene education to stress hand washing after toilet use

- a. The schools should institute mechanisms for the learners to wash their hands with soap after using the latrines/toilet, in addition to the group hand-washing sessions.
- b. Schools are encouraged to upgrade and increase the number of hand-washing stations near pit latrines, but the focus should continue to be on intensive hygiene education for behaviour change,

- c. Hygiene education sessions will continue to be part of the daily group hand-washing sessions, and may also be supplemented at other points during the school day. If the school constructs new hand washing stations, the costs – including the cost of soap – will continue to be borne mainly by the school and the community.

2.2.1.2 Improve sanitation and menstrual hygiene facilities

- a. The schools will progressively increase the usability and availability of latrines or toilets, especially for girls. The number of new latrines or toilets will be based on national standard, which will be somewhere between the existing situation in the country and the national standard.
- b. The schools need to take on additional responsibility of supporting menstrual hygiene management so that during menstruation, girls do not miss school. This should involve menstrual hygiene education sessions at school, along with steps to ensure that girls have a private place to wash and change their clothes.
- c. Other steps that the schools can take to support girls during menstruation will include stockpiling extra sanitary pads and clothes (such as school uniforms) for emergencies, along with enhanced training programmes for teachers especially the Senior Woman teachers.
- d. The schools that don't have Senior woman teachers because of having only male teachers can identify, with the support of the parents, a respect female resource person who can from time to time be available to support the girls.

2.2.1.3 Introduce low-cost point-of-use water treatment in the school

- a. Generally, learners will continue to bring water bottles from home, but a safe water source at school will allow them to refill their bottles during the school day.
- b. To improve in the safe of the water, schools will use existing water sources at or near the schools but will treat the water through the use of low-cost on-site technologies such as slow sand filters, solar disinfection or chlorination or boiling. However, schools could also choose to raise funds locally or advocate for upgrade of the existing school water source.

2.2.2 Key Incremental milestones for the two star schools

Water for Drinking

- All children and staff should have access to 1 liter of safe drinking water
- All the children can access safe drinking water within the school premises.
- There is routine schedule for cleaning of water tank/storage facilities

Water for Cleaning and other purposes

- Water must be treated before distribution
- Water or cooking should be available within kitchen to avoid contamination

Latrines and Urinals

- Latrines for girls have facilities for menstrual hygiene management.
- There should be one stance for every 40 pupils
- Latrines must have sufficient ventilation and lighting
- There should be WASH rooms with soap, water and washing basin for girls
- There should be waste bins inside all latrines
- Anal cleansing materials (toilet paper or water) available
- Rain water harvesting tank (where practical) for hand-washing near/inside latrines
- Latrine are accessible to young children and children with disabilities

Hand Washing Facilities (HWFs)

- There should be 1 hand washing facility for every 40 pupils
- Hand-washing facilities are accessible to all, including young children and CWD
- HWFs located in most convenient locations (latrines, kitchen, classroom)
- All children are aware of and practice hand washing at critical times (before eating/handling foods, after using toilets/playing/gardening, etc.)
- Schools should organise awareness-raising campaign on Global hand-washing day (15 October) that promote the involvement of parents and community (with poem, songs, quiz, drama, etc.) and their understanding of the importance of washing hands with soap

Operations and Maintenance

- All water facilities must be functional
- There should be schedules for school cleaning
- There must be O&M budget in place and fund set aside for preventative maintenance
- There is budget set aside to cleaning materials and to pay for water bills (if applicable)
- Parents should be informed and aware of the WASH situation, issues of WASH should be communicated during parents - teachers meetings every term
- In case, there is not enough funding from school for O&M of WASH facilities, schools can mobilise contribution from parents and community, but school management must publish monthly or quarterly report on incomes and expenditures of the fund collected/donated.
- There is clear plan for quality control of WASH facilities construction

Hygiene Education and Behaviour change

- Girls are aware of options available for MHM.
- Opportunities for MHM provided in the school.

- There should be co-curriculum activities that involve parents and local community. These can be organised during international or national days or events (such as World Water Day on 22nd March, World Toilet Day 19th November and the Global Hand washing Day 15th October.
- Health and Hygiene education teaching and learning materials available at all schools. Textbooks or teaching materials must be suitable to different age groups.

Solid Waste Management and Wastewater Disposal

- School must be Open Defecation Free.
- There should be suitable drainage and soak-pits near water or hand-washing points, to avoid ponding of stagnant water and the creation of breeding sites for mosquitoes
- Soak- pits and septic tanks must be fully covered, waste pits must be fenced
- There should be appropriate system in place to collect and manage fecal sludge
- Waste bins are available in all classroom, canteen, latrines

School Shop/Canteen/Kitchen and Food Handling

- Foods hygiene is observed throughout (preparation, handling, serving and consuming)
- Place to store unprepared foods must be clean and free from dust or contact with insects
- There must be dish drying racks and shells to keep kitchen utensils clean
- Rack/shelves for food displays by vendors must be clean and covered
- Foods provided by shops and school canteens should be prepared with safe water and by a cook who practices hand washing with soap before preparing and serving foods.
- Foods should be free from contact with dust, rodents, flies and other insects
- There should be HWFs near kitchen and canteen
- There are waste bins with lids in or near the shop/kitchen/canteen areas

2.3 Three Star Schools

2.3.1: Critical interventions

Three Star Schools will meet national standards for WASH in Schools, which are important for ensuring that the needs of all children are met and that any national inequities of access to WASH in Schools are progressively eliminated.

Standards contain national norms for WASH facilities, including requirements for design, the number of facilities by school size and accessibility for children with disabilities. Standards can also institutionalize hygiene education in schools, and they address issues related to the responsibility for maintenance and repair of facilities.

Many schools and communities will need support from the education system to upgrade facilities and systems to meet national standards. Some schools will also require support

from external partners. In countries without comprehensive national standards, the global guidelines established by UNICEF and the World Health Organization in 'Water Sanitation and Hygiene

Standards for Schools in Low-Cost Settings' can be used as a reference for defining the criteria for Three Star Schools. However, this should only be an interim solution: All countries should develop national standards, and external support programmes can assist in this process.

2.3.2 Minimum Requirements: (National standards)

Water for Drinking:

- Schools provide learners and staff 1,5 liters of safe treated drinking water
- The water should be from an improved source
- Water storage and distribution system must be cleaned and maintained regularly.
- Children and staff have good understanding of safe water chain
- Children learn to use facilities correctly and responsibly
- Community should be involved in facility management

Water for Cleaning and Other Purposes

- There should be adequate water for cleaning and other purposes as specified.
- Water reserve tank or storage should be available to ensure continuous supply
- Water quality must meet water standards for human consumption.

Latrines and Urinals

- There gender segregated latrines for boys and girls at a ratio of 1 stance: 25 learners.
- There are urinals for boys and girls
- There should be bins with lids, water and soap inside/near girls' latrines
- WASH room equipped with shower for girls and boys
- There are facilities to dry reusable sanitary cloths for girls (if applicable)
- All latrines must be improved latrines

Hand Washing Facilities:

- Schools have 1 functional hand washing facility for every 25 learners
- Schools have group HWFs with running water, hand-washing trenches or basins.
- Soap and water are available for hand-washing at all times in the schools.
- Social norms of good hygiene behaviors been institutionalized.
- Proper drainage or wastewater collection facilities in place at HWF

Operation and Maintenance

- Full community involvement and participation
- Schools have a daily cleaning schedule for WASH facilities (who, when, what?).

- Daily cleaning schedule is inspected and monitored by a teacher of prefect.
- All WASH facilities must remain functional and in use at all times.
- School management and PTA carry out an overall inspection of WASH facilities every month for early detection of any major damage or problem or potential hazard
- Schools have prepared and set aside annual budget for O&M for WASH facilities.
- WASH is an item on the agenda of the termly SMC and PTA meetings.
- School have by-laws to penalise those who vandalise/steal school facilities.
- School have mechanism for voluntary payment for O&M by parents and community
- Private sector has incentives to provide WASH O&M services to schools.

Hygiene Education and Behaviour Change

- All teachers must be trained on WASH-related issues
- There are comprehensive manuals on hygiene education for all primary school children
- Pupils use WASH facilities correctly and responsibly
- There are guidelines in place for teachers and pupils on MHM-related issues.
- School health clubs are established and active
- Pupils (both boys and girls) participate in keeping the school and its facilities clean
- There is budget set-aside for hygiene education and behaviour change activities
- Schools organize campaigns in international and national events to promote WASH

Solid Waste Management and Wastewater Disposal

- Solid waste should be collected daily within the school premises and disposed safely (buried, or disposed to collection point or waste pit or other suitable dumping sites)
- There are facilities available for separation of solid waste, separate bins for recyclable and non-recycle materials
- High-risk contaminants such as used sanitary pads must be collected and disposed daily and safely into the designated waste collection facilities
- There should be gutters for all roofs (storm water management)
- There is a local “incinerator” in school for collecting and burning of sanitary pads.

School Shop/Canteen/Kitchen and Food Handling

- Foods should be cooked thoroughly and stored at the right temperature prior to serving
- Foods provided for school children must meet food safety and healthy standards by MOH
- School management and school health teams are responsible to inspect on types and quality of foods served or sold to pupils (unhealthy foods or drinks such as soda drinks, candies, crisps should not be allowed)
- Foods providers/handlers/sellers/vendors in schools must be registered and certified by health authorities and must undergo medical check-up every six months

3.0 Planning and Implementation of the Three Star Approach in Schools

The roll out and implementation of the 3 star approach will be done at the district and school levels with the MoES providing leadership support.

3.1 National level

A steering committee based at the MoES will be responsible for providing leadership to the roll-out and implementation of the three star approach to WASH in schools improvement. The steering committee will be responsible for training of the district-level ToTs who in-turn will be charged with the responsibility of training the schools. The National steering committee will also be responsible for monitoring the progress of the training and roll out of the three star model country-wide.

3.2 District level

At the district or municipal level there will be a steering committee that will be based at the district education office or municipal education office. The steering committee will be trained by the national steering committee, and will be responsible for training the schools in the districts. The district steering committee will serve as a link between the National steering committees and the school. They will be responsible for monitoring and reporting on the progress of the implementation of the 3 star model in the schools.

3.3 School level

The District level steering committee will be responsible for training the schools. Once the team goes to the school, they will undertake the following activities:

- Conduct orientation of the school teams: including the SMC, PTAs, teachers and some representatives of the learners in the three star model for WASH improvements in the schools.
- Support the schools to form a School WASH Improvement Team (SWIT) which will be charged with the responsibility of lead the WASH improvement efforts in the school, starting with the leading a self-assessment efforts of the school.

- Support the school WIT to lead a self-assessment where the stakeholders in the school will conduct an assessment of the WASH situation on the school to form a basis for the WASH improvement process.
- Support the schools to development a School WASH improvement plan that will guide the incremental/progressive WASH improvement efforts of the school community.
- Implementation, monitoring and reporting on the school WASH improvement efforts of the school community.

4.0 Stakeholders' Roles and Responsibility

4.1 The Ministry of Education and Sports

The MoES shall provide leadership in planning, implementation and monitoring and evaluation of the three star model for WASH improvements in the schools. Some of the specific responsibilities of the MoES will include the following: -

- Mobilize the funds for implementation of the three star approach in the whole country.
- Build the capacity of the Districts and municipalities to implement the program
- Coordinate the implementation of the program
- Provide the relevant policies and guidelines to support the program
- Integrate the three star approach in the existing education system and the planning process.

4.2 Development Partners

- Support the government agencies in the implementation and monitoring of the three star program model for WASH in schools.
- Provide technical support to the MoES and the district during the planning and implementation of the three star program model for WASH in schools.
- Provide financial support for the implementation of the three star program model for WASH in schools.
- Partner with the Ministry and district teams during monitoring and evaluation of the program.

4.3 District and Municipal Education Authorities

At the District level, the key contact person will include the DEO, DIS, DHO, DHE, DHI, CCTs, DWO and the DCDO. The District and the Municipality team will be charged with the responsibility of providing leadership to the planning and implementation of the 3 star approach within the respective districts and municipalities. The specific task of the district and the municipality task forces will be as follows: -

- Institute a District level coordination committee that oversees the implementation of the three star approach at the district level.

- Develop bye-laws and ordinances to support the implementation of WASH in the schools.
- Train the school communities on the three star approach to the WASH improvements in the schools.
- Supervise and monitor the implementation of the three star approach for WASH improvements in the schools.
- Serve as a link between the national coordination committee and the schools.
- Mobilize resources from the NGOs and the other agencies to support the implementation of the three star approach for WAS improvement in the schools.

4.4 School Management Committees and the Parents' Teachers Association members

- Participate in planning for (budget) the implementation of the three star approach for WASH improvement in the schools.
- Supervise the activities of the teachers as far as their participation in group hand washing and group latrine cleaning activities is concerned.
- Plan for and mobilize funds and other resources from the parents and other community members.
- Advocate for additional resources from the sub-county, district local governments and other Partners.
- Participate in the monitoring and evaluation of the three start approach for WASH improvements in the schools.
- Report regularly on the financial and operational status of the three star approach for WASH improvements in the schools.
- Demand accountability for the three star approach for WASH improvements in the schools.
- Coordinate and monitor the participation of each stakeholder in the implementation of the program.

4.5 Parents and the community in general

- Provide resources for WASH improvements in the schools.
- Participate in cleaning and the schools environments
- Participate in meetings to plan for the implementation and monitoring of the three star approach.
- Participate in the repair or reconstruction of some of the WASH facilities in the schools.

- Provide bottles water for the children.

4.6 Teachers

- Train the learners on the three star approach for WASH improvements in the schools.
- Mobilize the learners to participate in the three star approach for WASH improvements in the schools.
- Supervise the learners during the group hand washing activities and the group latrine cleaning activities.
- Ensure that the learners understand and adhere to the national minimum standards for WASH in schools.
- Provide feedback to the parents and the school administration on the participation and adoption of the appropriate hygiene behaviors by the learners.

4.7 Learners:

- Enroll and participate in the WASH clubs.
- Participate in the group hand washing, latrine cleaning and waste disposal activities at schools level.
- Participate in monitoring of the program.
- Provide feedback to the teachers and other stakeholders on the progress and impact of the programme.

5.0 Monitoring and Evaluation of the Three Star Approach for WASH in Schools

In an effort to ensure that the three star model is implemented in rights, through enabling the provision of information by which management can identify and solve implementation problems as well as assessing the progress, a robust monitoring and evaluation framework has been designed. The monitoring and evaluation systems shall be linked to the National Integrated Monitoring and Evaluation system for tracking the implementation process, evaluation progress and providing feedback for corrective action.

5.2 The M& E framework

The framework for monitoring and evaluation will comprise:

1. Logical framework:

It indicates the objectives of the three star approach for WASH improvements in the schools, measurable indicators the key outputs with the indicators to measure progress as well as the activities and the required inputs.

2. M& E Matrix:

In order to promote a results-based monitoring of the 3 star approach to WASH improvements in the schools program model, an M& E matrix has been developed. The table illustrates how often the reporting should be done, the required data collections instruments and the responsibility centers for data collections.

3. M& E Tools:

A number of tools will be employed during the monitoring and evaluation of the program – 3 star approach for WASH improvements in the schools. They include: questionnaires, interview guides and the checklists. The content of the checklists will be generated directly from the

4. Reporting M&E results

Outcome of the monitoring exercise shall be reported in three ways:

Training reports: Upon completion of the trainings, the trainers will prepare a report indicating the number of people trained and the location plus any emerging issues.

Termly Progress reports: Information on the key activities and outputs shall be reported of the indicators highlighted in both the logical framework and M&E matrix against the set targets for the school term.

Annual Progress reports: At the end of the financial year, annual progress report on the three star approach will be incorporated into the Education and Sports Sector Annual performance report (ESSAPR). This will highlight the key sector interventions under the programme recommendations against the set targets, constraints/challenges and the recommendations for the way forward.

5.2 Logical Framework for implementation of the 3 star approach for WASH in schools

NARRATIVE SUMMARY	PERFORMANCE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
<p>Goal:</p> <p>Quality education for All</p>	<ul style="list-style-type: none"> • % Increase in the quality of labor force • % increase in the life expectancy • % reduction in the poverty levels. • % increase in literacy levels 	<p>UBPS census reports</p> <p>UDHS reports</p>	<p>The political stability in the country shall remain</p>
<p>Purpose:</p>	<ul style="list-style-type: none"> • % Increase in school daily attendance rates. • % reduction in the drop-out rates. • % increase in the net enrolment ratios • % increase in the retention rates • School completion rates 	<ul style="list-style-type: none"> • Annual Education Sector performance reports • Statistical abstracts • MoES fact sheets 	<ul style="list-style-type: none"> • Availability of funds • Parents are willing to take their children for education • Prevailing peace continues

NARRATIVE SUMMARY	PERFORMANCE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
<p>Output 1:</p> <p>The three star approach for WASH improvement in the schools implemented in the 112 districts and 27 municipalities</p>	<ul style="list-style-type: none"> • 112 District teams trained in 3 star approach • 27 Municipality teams trained in 3 star approach • 139 District and Municipality teams monitor the implementation of the 3 star approach in the schools. • # of schools in a district trained on 3 star approach • Proportion of schools meeting the national minimum standards for WASH in schools. • 	<ul style="list-style-type: none"> • Training reports • Monitoring reports • District records 	<p>Availability of funds</p> <p>Political commitment and good will</p>
<p>Output 2:</p> <p>Three star approach for WASH improvements implemented in the schools.</p>	<ul style="list-style-type: none"> • # of learners trained on the 3 star approach • # of teachers trained on the 3 star approach • # of PTAs and SMCs trained on the 3 star approach • # of learners participating in group hand washing events. • # of learners participating in group 	<p>School records</p> <p>School monitoring reports</p> <p>Training reports</p>	

NARRATIVE SUMMARY	PERFORMANCE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
	<p>latrine cleaning events.</p> <ul style="list-style-type: none"> • # of teachers of learners' club members/prefects participating on supervising the group hand washing events. • # of teachers of learners' club/prefects supervising the latrine cleaning events. • # of schools conducting the hygiene parades. • # of learners having and correctly using the personal drinking water • # of schools with PTAs/SMCs mobilizing local resources for WASH interventions in the schools. • # of PTAs and SMCs who are able to advocate for funding support from the district or Partners. 		
<p>Activities:</p> <ul style="list-style-type: none"> • National dissemination of the 3 star approach • Disseminate the guidelines to the districts 	<p>Inputs:</p> <ul style="list-style-type: none"> • Budgetary resources • Human Resources • Technological resources e.g. computers, Projectors 	<p>Log frames or results frameworks.</p> <p>Accounts records.</p> <p>Narrative reports</p>	<p>Availability of funds</p> <p>Political will or buy in from the district leadership</p>

NARRATIVE SUMMARY	PERFORMANCE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
<ul style="list-style-type: none"> • Train the school communities on the 3 star approach. • Monitor the implementation of the 3 star approach in the districts and the schools. • Preparation of the monitoring reports. 		Monitoring reports	

ANNEXES

Survey Questions for certification

School Information:

- Name of person completing this questionnaire:

- Designation of person completing this questionnaire:

- Date questionnaire completed:

- School name:

- School identification code:

- School location: Parish _____ Sub-county _____ District

- School level (primary/middle/secondary/mixed/ other)
- School ownership: Government/Private (tick one)
- School Enrolment: ____ Boys/____ Girls
- No of Learners with physical disabilities (no. of boys, no. of girls, total)
- Teachers (no. male teachers, no. of female teachers, total)
- Does the school have a Parent Teachers Association (PTA)?
- Does the school have some other formal institutional link with the community or other parent/community organizations? (e.g. Management Committee)
- Does the school have learners' clubs? Do they play any role in supporting WASH in Schools?

PART ONE WATER

Question 1: What is the school's main water source? (Tick as appropriate)

_____ Public tap/standpipe

_____ Borehole

- Protected spring
- Unprotected spring
- Rainwater collection
- Surface water (river, dam, lake, pond, stream, canal, irrigation channels)
- No water available in or near school (*skip to Question 5*)
- Other

•

Question 2: How often is the water source functional? (Tick *one*)

5-7 days per week **2-4 days per week** **Fewer than 2 days per week**

Question 3: When the water source is functional, does it provide enough water for the needs of the school, including water for drinking, hand washing and food preparation? (tick one)

Yes **No** Water source is not functional

Question 4: Do you treat water at school to make it safer to drink? (tick *one*)

Always **Sometimes** **Never**

Question 5: Do children bring their own drinking water from home? (Tick one)

- Most children bring water from home
- Some children bring water from home
- No children bring water from home

Question 6: Are drinking water facilities accessible to children with physical disabilities? (*tick one*)

Yes **No**

Question 7: Can the youngest children in the school get drinking water by themselves (tick one)?

Yes **No**

PART TWO: SANITATION

Question 1: Does the school have any latrine facilities? (tick one; a toilet can be a pit latrine, an improved pit latrine, a flush toilet, a pour-flush toilet, or a composting toilet)

Yes **No** **If no, skip to Part 4**

Question 2: How many latrine stances are there in the school for children: (insert **number**)

Functionality	Functional	Non-Functional
Exclusively for girls		
Exclusively for boys		
For boys or girls(communal stances anyone can use)		

Question 3: Does the school also have urinals? (tick one)

_____ **Yes** _____ **No**

Question 4: Do teachers have their own latrines (separate from children's facilities)? (tick one)

Yes _____ **No** _____

Question 5: Are latrines/toilets accessible to children with physical disabilities? (tick one)

Yes _____ **No** _____

Question 6: Are some latrines available in the school designed for younger children? (tick one)

Yes _____ **No** _____

PART THREE: HAND WASHING

Question 1: Does the school have hand-washing facilities? (Tick one)

Yes _____ **No** _____ **If no, skip to question 3**

Question 2: How many hand washing stations are there in the school: (insert number)

Functionality	Functional	Non-Functional
Exclusively for girls		
Exclusively for boys		
For boys or girls(shared)		

Question 3: Is sufficient soap (or ash) available? (tick *one*)

Always _____ **Sometimes** _____ **Never** _____

Question 4: Is hygiene taught in the school? (tick *one*)

Yes _____ **No** _____

Question 5: Are HWFs accessible to children with physical disabilities? (children? (tick *one*))

Yes, all facilities are accessible _____ **Some are** _____ **None are** _____

Question 6: Are hand washing facilities accessible to younger children? (tick *one*)

Yes, all facilities are accessible _____ **Some are** _____ **None are** _____

PART FIVE: WASTE DISPOSAL

Question 1: Is solid waste (garbage) disposed weekly (or more frequently)? (Tick *one*)

Yes _____ **No** _____

QUESTIONS FOR OBSERVATIONS

IN1. Interviewer/surveyor _____ name:

IN2. Interviewer/surveyor _____ supervisor:

IN3. Cluster number: _____

IN4. Main Interviewee name: _____

IN5. Main Interviewee designation: _____

IN6. Date of Interview: _____

Date of Observations (if different): _____

IN7. Additional comments: _____

PART 1: SCHOOL INFORMATION

Name of school: _____

School identification code: _____

School location: Parish _____ Sub-county: _____ District: _____

School ownership: Government/Private (tick as appropriate)

School Enrolment ___ boys _____ girls

Learners with physical disabilities (no. of boys, no. of girls, total)

Number of Teachers (___ male teachers, ___ of female teachers, ___ total)

Does the school have a Parent Teachers Association (PTA)?

Does the school have a School Management Committee?

Does the school have learners' clubs? Do they play any role in supporting WASH in Schools?

PART 2: WATER

Water (Water Source and Water quality)

WW1. What is the school's **main water source**?* (check one only: if there is more than one source, check the source that is most commonly used) (If necessary, use **OBSERVATION**)

_____ Piped water into school building

_____ Piped water to school yard/plot

_____ Public tap/standpipe

_____ Tube well/borehole

- _____ Protected dug well
- _____ Unprotected dug well
- _____ Protected spring
- _____ Unprotected spring
- _____ Rainwater collection
- _____ Bottled water
- _____ Cart with small tank/drum
- _____ Tanker-truck
- _____ Surface water (river, dam, lake, pond, stream, canal, irrigation channels)
- _____ No water available in or near school (*skip to question WW5*)
- _____ Other (specify)

•

WW2. What is this water source used for (*tick all that apply*)

- _____ Drinking
- _____ Hand washing
- _____ Anal cleansing after defecation
- _____ Flushing or pour-flushing toilets
- _____ Cooking
- _____ Any other purpose

•

WW3. How often is the water source functional? (*tick one*)

5-7 days per week _____ **2-4 days per week** _____ **Fewer than 2 days/ week** _____

WW4. OBSERVE: Is the main water source functional now? (Tick one)

Yes _____ **No** _____ **Partially** _____ *If Yes, skip to WW6*

WW5. If the main water source is either **not or partially** functional **now**, how long has it been nonfunctional / partially functional? (*tick one*)

- _____ Less than one day
- _____ More than one day and less than one week
- _____ More than one week and less than one month
- _____ More than one month

WW6. When the water source is functional, does it provide enough water for the needs of the school, including water for drinking and hand washing? (tick one) (**PRO BE** and make a rough estimate if the school meets WHO/UNICEF guideline standards of 5 litres per person per day for all learners and staff in the school; if this is not possible, check 'don't know')

Yes _____

No _____

Don't Know _____

WW7. Is there an acceptable alternative school water supply available when the main supply is nonfunctional?

(**PROBE**, and check 'yes' only if the alternative source meets both basic drinking and

Yes _____

No _____

WW8. Do you treat water from the source you use at school in any way to make it safer to drink? (tick one)

Always _____

Sometimes _____

Never If Always, skip to WW10

WW9. If water is not always treated, why not? (tick all that apply)

_____ Because the water source is considered safe

_____ Because the school does not have filters or sufficient purification chemicals

_____ Because nobody at the school knows how to treat water

_____ Because the school Principal does not know if it is necessary or not

_____ Because school staff do not have time to do it

_____ Because most students drink bottled water purchased and/or brought from home

_____ Any other reason (specify)

WW10. If water is always or sometimes treated, how is water from the school water source usually treated before drinking? (tick one only, if more than one method is used, choose the one used by most learners)

_____ Boiling

_____ Chlorination (any kind, including the use of bleach)

_____ Straining it through a cloth

_____ Using a water filter (ceramic, sand, composite, etc.)

_____ Solar disinfection

_____ Letting it stand and settle

_____ Other treatment method (specify)

WW11. OBSERVE: Are drinking water storage containers properly covered? (*water treatment devices that store water, such as ceramic filters, are also considered storage containers*)

Yes _____ No _____ There are no storage containers _____

WW12. What vessel (cup, glass, etc.) do children normally use to drink water? (*check one*)

- _____ Their own reusable drinking vessel
- _____ A disposable drinking vessel (*used one time only, e.g. a paper cup*)
- _____ A shared drinking vessel (*e.g. a shared cup or ladle*)
- _____ Directly from the faucet or hand pump spout
- _____ Other (specify)

•

WW13. OBSERVE: Are drinking water facilities accessible to children with physical disabilities? (*tick one*)

All _____ Some _____ None _____

WW14. OBSERVE: Can the youngest children in the school get drinking water by themselves?

Yes _____ No _____

PART THREE SANITATION

SS1. Does the school have any pit latrine/toilet facilities? (*tick one; a toilet can be a pit latrine, an improved pit latrine, a flush toilet, a pour-flush toilet, or a composting toilet*) (*If necessary, use **OBSERVATION***)

Yes _____ **No If no, skip to Part 4.**

SS2. OBSERVE: How many functional pit latrine stances are there in the school?

	Functional	Partially Functional	Not Functional
Exclusively for girls			
Exclusively for boys			

	Functional	Partially Functional	Not Functional
For boys or girls (communal)			
Exclusively for female teachers and female staff*			
Exclusively for male teachers and male staff*			
For male or female teachers (communal)			
Pit latrines that are for the use of anyone in the school (Learners or teachers, male or female)			

Key for Above Table	
Functional	The latrines facilities are not physically broken and can be used.
Partially Functional	The Latrines can be used, but there are at least some problems with the physical infrastructure (e.g. some deterioration in concrete, doors/locks coming loose, roof deteriorating, etc.) and some repair is necessary.
Non Functional	The toilets exist, but are so badly damaged or deteriorated it is no longer reasonably possible to use them (e.g. squatting plate broken, door missing, roof has holes, etc.)

SS3. OBSERVE: In general, how clean are the pit latrine facilities?* (*Use the key below*)

	Clean	Somewhat clean	Not clean
Learners latrines			
Teachers' latrines			
Latrines that are for the use of anyone in the school (learners or teachers, male or female)			

Key for the Above Table	
Clean	The toilet facilities are not smelly, there is no visible faeces in or around the facility, there are no flies and there is no litter
Somewhat clean	There is some smell and/or some sign of fecal matter and/or some flies and/or some litter.
Not clean	There is a strong smell and/or presence fecal matter and/or a significant fly problem and/or a large amount of litter.

SS4. OBSERVE: Are girls' latrine facilities separate from that of boys' latrine facilities? (tick one; separate means that the girls' and boys' toilets are in different blocks or designated areas separated from each other by distance and/or some physical barrier like a wall)

Yes _____ No _____ Partially _____

SS5. OBSERVE: Are girls' individual latrine stances lockable from the inside (tick one; lockable means with a hasp, bolt or similar arrangement)

Yes _____ No _____ Some _____

SS6. What facilities and programmes are there in the school for promoting safe and private menstrual hygiene for older girls? (tick all that apply) (use **OBSERVATION** to help complete this question)

_____ Menstrual hygiene education sessions for girls

_____ Private washing facilities for cloth napkins (such as a tap and basin inside a lockable toilet stall)

_____ Private disposal/incineration facilities for disposable napkins

_____ Any kind of napkin distribution programme

_____ Other (specify)

_____ None

_____ Don't know

SS7. OBSERVE: Are pit latrines/toilets accessible to children with disabilities? (*tick one*)

Yes _____ No _____ Some _____

SS8. OBSERVE: Are some pit latrines/toilets available in the school designed for younger children?

Yes _____ No _____

SS9. OBSERVE: What type of toilet facilities are there in the school?* (*tick all that apply*)

_____ Flush / Pour flush

_____ Pit latrine

_____ Ventilated Improved Pit latrine (VIP)

_____ Pit latrine with slab

_____ Pit latrine without slab / Open pit

_____ Composting toilet

_____ Bucket

_____ Hanging toilet, Hanging latrine

_____ No facility, Bush, Field

_____ Other (specify)

•

SS10. OBSERVE: Does the school also have urinals?*

Yes _____ No _____ *If no, skip to Part 4.*

SS11. OBSERVE: If there are individual urinal units, how many are there? (*enter number*)

Boys _____ Male _____ Teachers _____

SS12. OBSERVE: If there are continuous urinal walls/gutters, what is the total length?

(*enter total length of all continuous urinals in the school, in metres*)

Boys _____metres Male Teachers _____metres No continuous urinals

SS13. Was there a de-worming programme for children in the school sometime during the current school year or the previous school year? (tick *one*; *de-worming programmes are sometimes referred to as anti-helminth infection, or anti-STH programmes*)

Yes _____ No _____ *If no, skip to Part 4.*

SS14. What was the frequency of the de-worming programme? (tick *one*)

_____ Children received de-worming medicine 2 or more times during the year

_____ Children received de-worming medicine once during the year

_____ Other (specify)

_____ Don't know

HYGIENE

HH1. Is hygiene taught at the school?

Yes _____ No _____ *If no, skip to question HH6*

HH2. How is hygiene taught at the school?* (**check all that apply**) (**PROBE** : *this question will involve discussion with various informants, including head teachers, teachers and Health/Hygiene Coordinators*) (note also for this and the next four questions, additional information can be gathered through focus group discussions: see guide at end of this module)

_____ As a component of the core curriculum (e.g. in Science classes)

_____ As an integral part of a special module on healthy living/life skills

_____ As a stand-alone special module on hygiene exclusively

_____ Through school-sponsored extracurricular programmes (e.g. Sanitation Clubs)

_____ Only sporadically/informally/occasionally

HH3. Is hand washing with soap (or ash) **a prominent part of hygiene lessons**?* (*check one; PRO BE: this question will involve discussion with informants but also a rapid on-site review of the hygiene education texts/materials available in the school*) (*prominent means that hand washing with soap (or ash) is highlighted as one of the most important parts of hygiene lessons, and that it is not 'lost' within a long list of hygiene subjects such as hair brushing, keeping cloths neat, etc.*)

Yes _____ No _____ Partially _____ Don't Know _____

HH4. Is the importance of the use of soap (or ash) when hand washing stressed in the hygiene education material?* (*check one*) (**PRO BE**, as above)

Yes _____ No _____ Partially _____ Don't Know _____

HH5. Is the importance of hand washing with soap (or ash) **at critical times** stressed in the hygiene education material?* (*check one; critical times in the context of schools means hands should be washed with soap (or ash) immediately after defecation and before eating*)

Yes _____ No _____ Partially _____ Don't Know _____

HH6. Is there a designated time period allotted for learners to wash their hands **before** eating? (*tick one*)

Yes _____ No _____ Don't Know _____

HH7. Are students encouraged to transmit hygiene knowledge to their families and communities?* (*tick all that apply*) (**PROBE**, as above)

_____ Yes, through the hygiene lessons and/or education material that encourages students to talk about or demonstrate good hygiene practices at home

_____ Yes, through *regular* school-sponsored outreach events (e.g. plays/songs on hygiene by students for parents visiting the school, community sanitation surveys conducted by students, etc.)

_____ Yes, but only sporadically/informally/occasionally

_____ No

_____ Don't know

•

HH8. OBSERVE: Does the school have hand washing facilities? (*tick one*)

Yes _____ No _____ *If no, skip to Part 5.*

HH9. OBSERVE: What kind of hand washing facilities does the school have? (*tick one only; choose the system normally used by most of the learners*)

_____ Running water from a piped system or tank (such as a sink)

_____ Hand-poured water system (such as from a bucket or ladle)

_____ Basin/bucket (hand washing is done in the water, i.e. water is not running or poured)

_____ Other (specify)

HH10. OBSERVE: How many hand washing facilities are there? *(enter number of facilities)*

_____ Inside toilet blocks or very close to toilets

_____ In classrooms

_____ Within the school grounds (but not close to toilets)

_____ Other (specify)

HH11. OBSERVE: At the time of the visit, was water available at the hand washing facilities?

(tick one; try to visit all or most of the hand washing facilities in the school)

_____ Yes, in all facilities visited

_____ Yes, in more than 50% of the facilities visited

_____ Yes, but only in 50% or fewer of the facilities visited

_____ No water was available

HH12. OBSERVE: At the time of the visit, was soap (or ash) available at the hand washing facilities? *(tick one; try to visit all or most of the hand washing facilities in the school)*

_____ Yes, in all facilities visited

_____ Yes, in more than 50% of the facilities visited

_____ Yes, but only in 50% or fewer of the facilities visited

_____ No soap (or ash) was available

•

HH13. OBSERVE: Are the hand washing facilities accessible to children with physical disabilities?

Yes, all facilities are accessible_____ **Some are**_____ **None are**_____

HH14. OBSERVE: Are the hand washing facilities accessible to younger children? *(Facilities are accessible to younger children if they have access to them, and can reach both the soap(or ash) and water.)*

Yes, all facilities are accessible_____ **Some are**_____ **None are**_____

WASTE DISPOSAL

WD1. How is solid waste (garbage, rubbish) disposed at the school? *(Tick one)*

*(If necessary, use **OBSERVATION**)*

_____ Thrown on a garbage dump within or near the school grounds

_____ Buried within or near the schools grounds

_____ Burned within or near the school grounds

_____ Collected and taken away by a waste disposal service

_____ Other (specify)

_____ Don't know

WD2. How often is solid waste disposed of or collected? (*Tick one*)

_____ At least once a day

_____ Between once every two days and once a week

_____ Less frequently than once a week

_____ Other (specify)

_____ Don't know

WD3. If the school has an on-site sanitation system (pit latrine, composting toilet, septic tank), is there a schedule for emptying and disposing of the sludge? (*Tick one*)

Yes _____ **No** _____ **Don't Know** _____

WD4. Is the sludge disposed of safely? (**PROBE** ; *try to find out where the sludge is dumped: if it is simply dumped in an open garbage pit, in a vacant lot, in a stream, etc. – check No*)

Yes

No

Partially

Don't Know

WD5. OBSERVE: At the time of the visit, are the pits/composting chambers/septic tanks obviously too full or over-flowing? (*Tick one: try to visit all or most of the hand washing facilities in the school*)

_____ Yes, in all facilities visited

_____ Yes, in more than 50% of the facilities visited

_____ Yes, but only in 50% or fewer of the facilities visited

_____ No, in none of the facilities visited

_____ Unable to observe

WD6. OBSERVE: Does the school have a drainage system for removing waste water from the school grounds? (*Tick one: **PROBE:** drainage should include provision for removing storm water, 'grey water' from hand washing stations, waste drinking water, etc.*)

Yes _____ **No** _____ **Yes, but only a partial or incomplete system** _____

WD7. OBSERVE: If yes, is the drainage system functional at the time of the visit?

Yes _____

No _____

Partially _____

PART SIX: OPERATION AND MAINTENANCE

OM1. To the best knowledge of the Head teacher, what entity has the **primary responsibility** for **operation and maintenance/ repair** of the school's water system?* (*Tick one only; choose which body has the primary responsibility, whether or not it is successfully maintaining the system*)

_____ Ministry of Water and Environment

_____ Ministry of Education and Sports

_____ District Local Government

_____ Sub-county Local government

_____ School)

_____ Another body (specify) _____

_____ Head teacher does not know who is responsible

OM2. In the opinion of the Head teacher, are the school water facilities successfully operated and maintained/ repaired when required? (*Tick one only*)

_____ **Yes** _____ **No** _____ **Partially** _____ **Don't Know**

OM3. If the water supply system is not functional or partially functional at the time of the visit (see question WW3), what are the main reasons? (*Tick all that apply; this question to be answered by the surveyor by probing*)

_____ Unclear responsibilities for operation and/or maintenance

_____ Poor operation and/or maintenance practices

_____ Lack of spare parts

_____ Lack of operation consumables (fuel, electricity, etc.)

_____ Poor initial design of the system

_____ Age of system

_____ Other (specify)

_____ Don't know

•

OM4. To the best knowledge of the Head teacher, what entity has the **primary responsibility** for **maintenance and repair** of the school's sanitation facilities?* (*check one only;*

- _____ Ministry of Water and Environment
- _____ Ministry of Education and Sports
- _____ District Local Government
- _____ Sub-county Local government
- _____ School)
- _____ Another body (specify) _____
- _____ Head teacher does not know who is responsible

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OM5. In the opinion of the school Principal, are the school sanitation facilities successfully maintained, and repaired when required? (*Tick one only*)

Yes _____ No _____ Partially _____ Don't Know _____

OM6. Within the school, who is responsible for cleaning the toilet facilities? (*Tick all that apply*)

- _____ Custodial/cleaning staff
- _____ Teachers
- _____ Students
- _____ Someone else (specify)
- _____ Don't know

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OM9. *If Learners have some toilet cleaning responsibilities*, what are the respective responsibilities of girls and boys? (*Tick all that apply*):

- _____ Girls usually clean their own toilets
- _____ Boys usually clean their own toilets
- _____ Girls usually clean boys' toilets
- _____ Boys usually clean girls' toilets
- _____ Girls usually clean teachers' toilets
- _____ Boys usually clean teachers' toilets
- _____ Other (specify)

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OM10. Are Latrine cleaning duties assigned to students as punishment for misbehavior or poor school performance? (*Tick one only*)

Yes _____ No _____ Sometimes _____ Don't Know _____

SCHOOL WASH IMPROVEMENT ACTION MATRIX

No	ISSUE	CURRENT STATUS	ACTION TO BE TAKEN	TIME FRAME	PERSON RESPONSIBLE