World Vision

WATER, SANITATION AND HYGIENE IN SCHOOLS (WINS)

REFERENCE GUIDE

September 2024

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It is our desire this document serves as a valuable tool to help World Vision implement quality and inclusive WASH in Schools programmes. If you have any feedback on the guidance included, please email washcop@wvi.org.

Reference Guide for Water, Sanitation, and Hygiene in Schools

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World Vision is a Christian humanitarian organization dedicated to working with children, families, and their communities worldwide to reach their full potential by tackling the causes of poverty and injustice. We serve all people, regardless of religion, race, ethnicity, or gender.

Table of Contents

Introduction 4
Purpose of the Guidance Document 4
Alignment with the Sustainable Development Goals 4
Linkages with Our Promise and Child Well-Being Objectives 4
Alignment with National Policies and Programmes 5
Alignment with WASH Core Project Model 5
Evidence Supporting WinS 6
WinS Key Enablers 7
Enabling Environment and Advocacy 7
Child and Adolescent Participation 8
Improved Capacity of Actors 8
Plan and Funding for Operations and Maintenance 8
WinS Assessment, Planning and Design 8
WinS Assessment 9
WinS Planning and Design 9
WinS Implementation 10
Clean Water Access 11
Sanitation Access 12
Hygiene Access 12
WASH Behaviour Change 13
GEDSI Integration 14
Key Principles and Essential Steps for GEDSI-Transformative WinS 14
Menstrual Health and Hygiene 15
Disability-Inclusive WinS 17
WinS Approaches 18
WASH Clubs Approach 19
Sesame WASH UP! and WASH UP! Girl Talk 20
Sustaining WinS 22
Monitoring and Evaluation 24
Standard Logic Model for WASH in Schools 26
The Use of mWater and Surveys 26
Conclusion 26
Appendices 27
Appendix 1: Minimum Requirements 27
Appendix 2: Basic Steps to Begin WASH UP! and WASH UP! Girl Talk 29
Appendix 3: The Standard Logic Model for WASH in Schools 30

Introduction

The WASH in Schools (WinS) reference guide is intended, first and foremost, to help World Vision National Office (NO) staff design, implement and monitor WinS with quality, inclusivity and intentionality. Content in this guide can also be used for applications for grant proposals and establishing terms of reference and memoranda of understanding with partners. It is intended to align our WinS programmes globally under common guidance and standards while ensuring ample space for contextualisation.

1.1 Purpose of the Guidance Document

WASH in Schools programmes at World Vision have traditionally focused on infrastructure interventions, ensuring schools have access to water, toilets and handwashing facilities. WASH infrastructure is still very important for schools, but as World Vision WASH broadens its focus towards systems, quality and sustainability, it is important to ensure that our efforts for WASH in schools consider not only WASH infrastructure, but also how WASH can contribute towards strengthening the quality, inclusivity and sustainability of the entire educational system. When we do that, we can ensure our investments in school WASH infrastructure are sustained for years to come. More importantly, we can ensure that WASH contributes directly to child well-being by supporting an environment where children can learn and thrive.

While implementing WinS, World Vision must ensure the programme is in alignment with the Sustainable Development Goals (SDGs), World Vision's "Our Promise" global strategy and Child Well-being Objectives (CWBOs), national policies and programmes and the WASH Core Project Model (CPM).

1.2 Alignment with the Sustainable Development Goals

Effective WinS programmes contribute to the global Sustainable Development Goals, namely SDG 6 for WASH and SDG 4 for education.

When we apply gender-transformative approaches to WinS, we also support progress towards SDG 5: Achieve gender equality and empower all women and girls.

Goal 4: Ensure inclusive and quality education for all and promote lifelong learning

- 4.a. Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

Goal 6: Ensure availability and sustainable management of water and sanitation for all

- 6.1. By 2030, achieve universal and equitable access to clean and affordable drinking water for all.
- 6.2. By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations.

1.3 Linkages with Our Promise and Child Well-Being Objectives

WinS is essential for the improvement of child well-being and is foundational to World Vision's mission that all children and their communities experience life in all its fullness. The "Our Promise" global strategy establishes WASH as a key contributor to multiple child well-being objectives. The table which follows details the contribution of WinS to World Vision's child well-being aspirations and objectives:

Table 1: WinS contribution to CWBOs

Child well-being aspirations	Child well-being objectives (2017-2030)	WASH in Schools contribution
Children experience the love of God and their neighbours	Children report an increased awareness of God's love	Improved WASH conditions in school result in children who are healthier and better able to experience "life in all its fullness" as God intended
		WASH can be perceived as a gift from God and a demonstration of God's love and care
Children enjoy good health	Increase in children who are well nourished (ages 0-5)	Increased access to WASH reduces the incidence of diarrhoea and other infections which account for an estimated 50% of childhood malnutrition
	Increase in children protected from infection and disease (ages 0-5)	Improved WASH conditions can prevent acute respiratory infections and diarrhoea, the leading causes of death in children under age 5
Children are educated for life	Increase in primary school children who can read	Improved WASH facilities at school that are child, disability and gender sensitive contribute to a safe and effective learning environment for primary school students, which increases school enrolment, attendance and educational outcomes
	Increase in adolescents' education and life skills	Appropriate, gender-sensitive WASH facilities in schools lead to improved educational outcomes for adolescents, especially female students, who need safe and private facilities for managing menstruation
Children are cared for, protected and participating	Increase in girls and boys protected from violence	Clean water nearby and private improved sanitation facilities keep children safe from the threat of violence, harassment and abuse they may face on long journeys to collect water while using shared toilets or when forced to practice open defecation
	Children ages 12-18 report an increased level of well-being	WinS involves children and adolescents in decision-making regarding WASH services, which increases their participation and engagement
		Access to WASH is an essential, universal need that increases health, education, safety and overall well-being for children and adolescents

1.4 Alignment with National Policies and Programmes

In any country where World Vision works, it is important to align with national-level policies, strategies and programmes wherever possible. Particularly with WinS work, collaboration with government entities is strongly required to address infrastructural and behavioural school-based intervention policies and standards as schools are required to comply with policies and strategies from their Ministries of Education. World Vision should pay close attention to existing government programmes or initiatives to ensure that our work is not in conflict with these initiatives. Where possible, World Vision should meet with government stakeholders to assess opportunities for collaboration and support of national policies with the ultimate aim of sustainability of WinS programming.

1.5 Alignment with WASH Core Project Model

The WASH Core Project Model specifies that World Vision implements WASH programmes in communities and households, schools, healthcare facilities and emergency settings. The WASH CPM emphasises the importance of WASH as a key component of a safe, inclusive and effective learning environment, and describes how WinS contributes to disease prevention, school attendance and school performance, especially for girls.

The WASH CPM describes "essential interventions" that should always be addressed and/or undertaken in any WASH project. These include 1) water access, 2) sanitation access, 3) hygiene access and 4) WASH behaviour change. While these interventions are critical for WinS programmes, it is also critical to ensure there is an enabling environment to support WASH and there is a plan for sustainability. In alignment with the WASH CPM, this WinS guidance also emphasises the importance of partnership, local ownership, financing and advocacy for the sustainability of school WASH services (*see WASH Core Project Model.pdf).*

1.6 Evidence Supporting WinS

WinS secures a healthy school environment protecting children from illness and contributing to their learning outcomes. Functioning WASH facilities and good behaviours are essential to ensure the safety, privacy and dignity of children, especially girls.

According to the UNICEF/WHO Joint Monitoring Programme (JMP), more than half a million children lack basic water and sanitation, and more than 800 million lack hygiene services.[1]

Children weakened by frequent diarrhoea episodes are more vulnerable to malnutrition and opportunistic infections such as pneumonia while soil-transmitted diseases, trachoma and scabies are also common in schools with unsanitary toilet facilities and poor hygiene. Poor health and nutrition among children also reduce their time in school and negatively impacts learning abilities and educational outcomes. As a result of the COVID-19 pandemic, WASH programming in schools has become a key means of preventing and controlling the transmission of COVID-19 and has highlighted the importance of improved hygiene behaviours among children in the school environment.

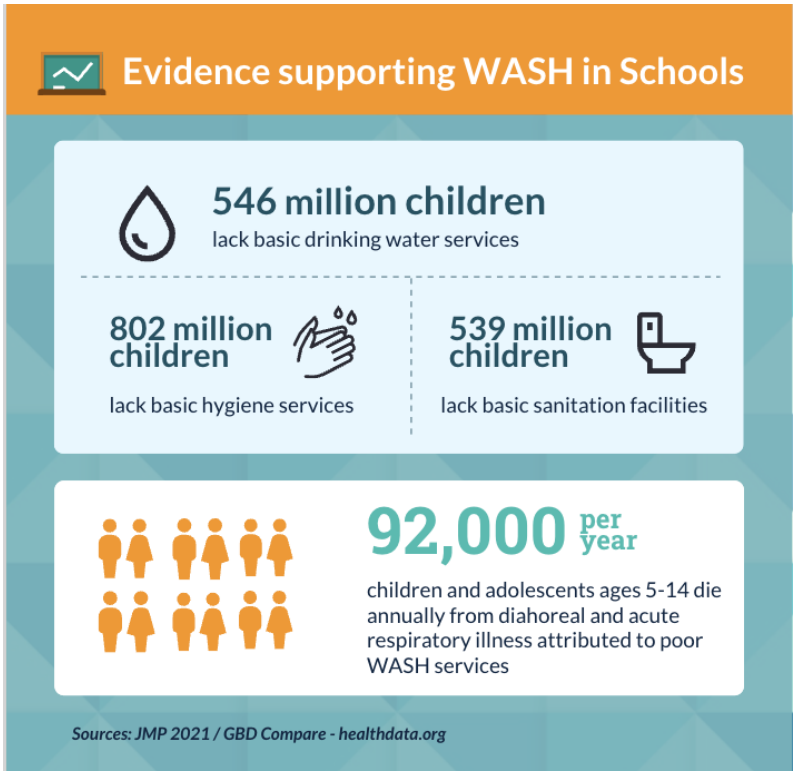


Figure 1: Evidence supporting WinS

For some children, WASH in institutions such as schools may be their only source of clean water or improved sanitation and handwashing facilities; yet coverage and accessibility are currently lacking in many schools. In an assessment of 2,691 schools across 14 countries, World Vision and the University of North Carolina Water Institute surveyed the state of WASH conditions. Findings from this study highlight both a need and an opportunity for WASH programming in schools to combat disease and improve health and well-being outcomes.

WASH also plays a significant role in determining the learning outcomes, attendance, attrition, concentration and test scores of students. In the absence of menstrual hygiene management (MHM) facilities, for example, adolescent girls may prefer to stay home during their period, leading to absenteeism and even increased dropout rates. They could also be less attentive in the classroom due to distractions from menstrual pain, worries about poor quality menstrual products or fears of bullying – threatening educational attainment.

The positive implications of WinS go beyond the school and community at large. Schools are an established entry point for learning, making schoolchildren potentially more receptive to WASH behaviour-change education. Children are fast learners and adapt their behaviours more easily than adults. Children are also effective role models. What they learn at school is likely to be passed on to their parents, peers and siblings, and later, to their

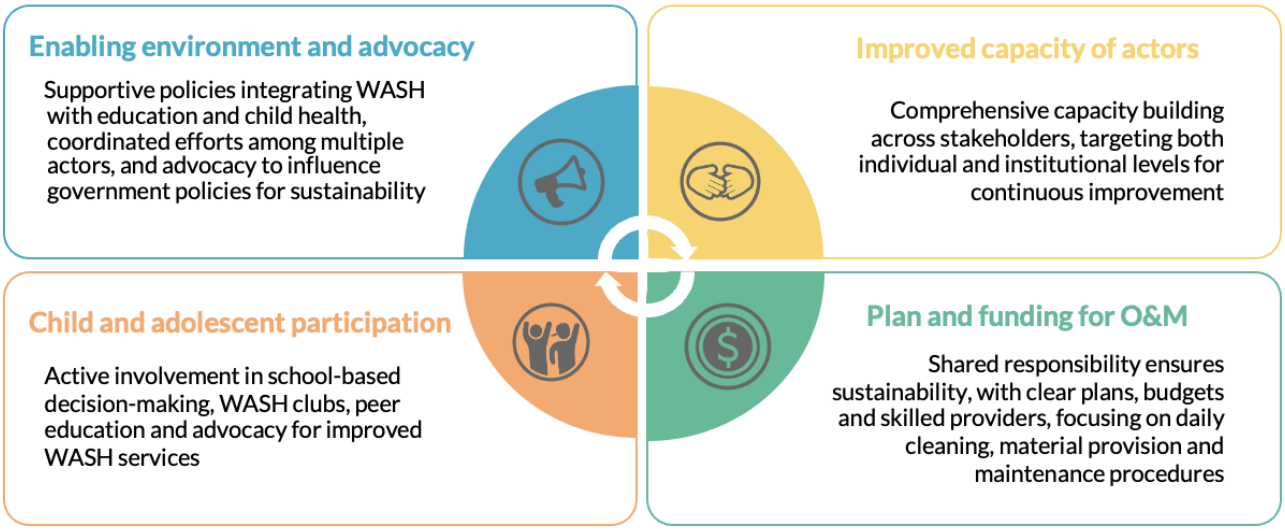
[1] Schools ill-equipped to provide healthy and inclusive learning environments for all children – UNICEF, WHO

own children when they become parents. Schools are also nodes of disease transmission and therefore should have WASH systems in place to contain the spread of disease and limit dissemination to the greater community.

1. WinS Key Enablers

WinS is based on four key enablers to achieve child well-being in the school environment: 1) enabling environment and advocacy, 2) child and adolescent participation, 3) improved capacity of actors and 4) plan and funding for operations and maintenance (O&M). As demonstrated in figure 2 below, enablers work together, and missing any enabler may create issues that hinder effectiveness, efficiency or sustainability.

Figure 2: Key enablers for WASH in Schools



2.1 Enabling Environment and Advocacy

WinS works when a positive enabling environment exists. National and local policies for education and WASH should be supportive by integrating WASH with child health and education sectoral development plans. These policies should contain principles for WinS financing and define implementation strategies. Most countries have defined WinS approaches (or have adopted UNICEF approaches). As multiple actors are involved, a coordination and collaboration mechanism should be in place to streamline efforts towards WinS, including programmatic phases related to the assessment, planning, implementation, resource mobilisation and monitoring and evaluation (M&E). National Offices can use advocacy (including CVA, see below) as the best way to influence government and decision-makers to improve the policies and regulations for WinS if there are some missing components affecting the project's impact and sustainability.

Citizen Voice and Action (CVA) in WinS: CVA is an advocacy methodology that can be used to improve inadequate government-provided WASH services. **CVA-inclusion in WinS programming helps schoolchildren and actors advocate for better access, good governance, accountability and management of WASH services at school, aligned with government WASH standards for schools.** CVA strengthens WASH service systems and transforms school actors' relationships for sustained outcomes. Implementation of CVA in WinS includes:

- Organising schoolchildren and actors for action, and raising their awareness and understanding of rights, entitlements and school governance issues around access to WASH facilities and services.
- Building schoolchildren's and school actors' capacity to monitor WASH services in schools, provide feedback to duty bearers and influence government plans and budgeting processes around school WASH implementation, school WASH policies (including gender equality, diversity and social inclusion), regulations and the quality and sustainability of WASH services.
- Creating an action plan for change, in which schoolchildren advocate with governments for improved WASH governance and service delivery at school levels and monitor progress over time with increased engagement of partners and stakeholders.
- Advocating for access to water points and the provision of assured water quality, sanitation coverage, facilities operation and maintenance, access to hygiene services in school, the diversification of services and best management of WASH services for sustainability and impact through capacity-building and behaviour-change programmes.

See additional resources on CVA

2.2 Child and Adolescent Participation

Child and adolescent participation in WASH programming (especially WinS) and advocacy is an essential component of effective WASH initiatives. Our WASH projects should ensure schoolchildren actively contribute towards school-based decision-making.

Children actively participate in formal and non-formal school WASH clubs and influence their peers and family members to practice good WASH behaviours. School WASH clubs play key roles in peer education and sensitisation, advocate for better WASH services in schools and participate in broader community learning and behaviour-change education. World Vision uses specifically the WASH UP! and WASH UP! Girl Talk approaches *(see section 6.2 for more details on WASHUP!)* to engage children in the identification of WASH-related issues in schools, including WASH service coverage, WASH learning and WASH behaviour change with particular attention to menstrual hygiene. Menstrual hygiene is a critical topic for adolescents in schools, and it is an important component of World Vision WinS programmes (*see section 4.2.1 for gender-segregated latrines and 4.4 for behaviour change).*

2.3 Improved Capacity of Actors

Capacity building within WinS should involve all stakeholders, inclusive of children, parents, educators, school administration and government partners. WASH projects intending to implement WinS activities must allocate sufficient funds for capacity development. In addition, capacity development should be a continuous process comparing achieved activities with plans. Capacity-building plans should target two levels:

- The **individual level**: individual capacity building will assist stakeholders to build and improve existing knowledge and skills. It will also establish conditions that allow individuals to put their knowledge into practice and adopt new behaviours.
- The **institutional level**: institutional capacity building will support the school to comply with their roles and responsibilities with a mindset of continuous improvement, and contribute to developing policies, organisational structures and effective methods of management.

Schoolchildren should be trained and have their capacity strengthened in environment cleanliness, hygiene practices, facilities operations and maintenance, the establishment and management of WASH clubs and advocacy for continuous improvement of their conditions.

School teachers and administration should be trained so they can:

- Implement life skills-based WASH education for children to develop knowledge and healthy practices.
- Operate and maintain facilities and initiate and manage activities in school in such a way that all children in the school appropriately use and maintain their water and sanitation facilities.
- Organise community outreach events in coordination with the school management committee, to give schoolchildren opportunities to influence their families and communities on good hygiene behaviours.

2.4 Plan and Funding for Operations and Maintenance

Operations and maintenance for the sustainability of WASH facilities and services involve all school partners, but the primary responsibility falls under the school management. O&M requires a clear plan for facility maintenance with a clear budget and source of funding. Skilled local artisans and service providers should be engaged in performing repairs and maintenance and understand the availability of spare parts.

School-level plans developed under the leadership of a school management committee should also include daily toilet cleaning, the provision of toilet cleaning materials, the provision of soap for handwashing and a daily procedure for operating and maintaining handwashing facilities.

2. WinS Assessment, Planning and Design

WinS programmes are designed by a team consisting of National Office staff members with expertise in planning, monitoring and evaluation, operations and technical areas. Based on WASH and education technical approaches, health, advocacy and disaster management specialists contribute to the design and ensure that issues are

practically integrated where appropriate, along with cross-cutting issues such as gender equality, diversity and social inclusion (GEDSI) and most vulnerable children (MVC).

1.1 WinS Assessment

The assessment and planning phase of WinS interventions is crucial to tailoring approaches and meeting contextual needs. There are three important areas of assessment and research: 1) feasibility assessment, 2) formative research and 3) facility assessment.

Feasibility assessment is for a National Office to determine whether it is appropriate to implement WinS. This allows the WASH team, in collaboration with the education team, to review the child well-being needs and opportunities in the proposed school, determine what other actors are doing and what their current capacity is, and determine whether the area is a good match for the WinS objectives. The feasibility assessment may be based mainly on secondary data and information from critical stakeholders in the area (for example, staff of government and non-governmental organisations (NGOs) present in the area). Where data is unavailable or unreliable, limited primary data can be collected.

After the feasibility assessment is completed, and before intervention, formative **research** is critical. Formative research provides information to understand current behaviours and identify barriers and enablers to guide behaviour-change programming in school. This step helps to illuminate common myths or misconceptions surrounding WASH behaviours, knowledge, attitudes and practice among schoolchildren and teachers. Formative research findings also help define focus areas for behaviour change and identify gaps in the operation and maintenance of WASH systems. There are many formative research tools available depending on the type of behaviour being targeted or the target population.

Finally, a school **facility assessment,** including mapping on mWater (*see section 8 for more on mWater*)**,** should be conducted alongside or just after the formative reasearch to identify the facility needs and define actions to address the gaps in line with the "any country" WASH standards for schools (or international standards). JMP has a standard School WASH Assessment survey for National Offices to use, collecting information on demographics, school facilities, infrastructure service levels and relevant school programmes as well as safe water access levels, sanitation access levels, hygiene access levels, WASH behaviour change and the enabling environment. Each of these factors will influence the design phase of a WinS intervention as well as the implementation.

1.2 WinS Planning and Design

Following the assessment phase is the WinS project planning and design. The plans[2] should be jointly owned by all stakeholders and partners, ensuring participation from teachers, students (especially including children with disabilities and adolescent girls (*see section 5 on GEDSI for more information*)), parents, school management committee, NGOs, health workers, community members, local government workers and education officers. WinS project design documents should include logical frameworks, workplans, budgets and descriptions of activities. There is flexibility in project design so that WASH teams can adapt the objectives and deliverables to their specific context as informed by assessments and the formative research, monitoring data and other learnings. Designs should describe the desired changes in child well-being and how activities and outputs contribute towards those changes. WinS projects are designed so that local stakeholders can sustain outcomes and should clearly show how the drivers of sustainability (*see section 3.2.3*) are addressed.

1.2.1 Addressing infrastructure needs

Providing basic water, sanitation and hygiene facilities should be prioritised early in the planning process as the foundation for other WASH programming, including education, capacity building and promotion. *See section 4 for WinS infrastructure design and minimum requirements.*

1.2.2 Supporting government leadership

All WinS programmes should be aligned with government standards and regulations. Typically, the Ministry of Health, the Ministry of Water Resources and the Ministry of Education provide leadership for WinS on a national

[2] This WASH in Schools Implementation Guideline includes a plan section which has useful steps and templates if needed. (Australian Aid/Live and Learn Environmental Education).

and local level. Though working with the government may be challenging in different contexts, incorporating these stakeholders early on often strengthens the relationship between World Vision and government stakeholders. Early engagement also helps to ensure accountability in programme design and ultimately reinforces the sustainability of WinS programmes. Sometimes there may also be educational modules or frameworks the government promotes for WASH outcomes among schoolchildren that need to be closely followed in World Vision's programming. Each country approaches WinS programming differently, and as such, National Offices should consult with existing policies and local government stakeholders during this phase. World Vision also has a responsibility to advocate and mobilise local-level advocacy in support of policy implementation and, where needed, improvement. *See section 2.1 for more on advocacy.*

1.2.3 Designing for sustainability

WinS interventions should be designed with sustainability at the forefront. All stakeholders, including vulnerable children, should have their opinions seriously taken into account during the selection and design of water and sanitation facilities. Not only should infrastructure meet the current needs of the institution and students, but efforts should be made to anticipate future needs as well (e.g., improved WASH facilities sometimes lead to increases in student enrolment). Plans should take into account potential increases in student population, higher water demand, long-term financing of supplies such as soap, cleaning products or MHM products, and management groups like WASH clubs. Not only should infrastructure improvements be of sound quality and purpose, but systems should be put in place for school administrators and leadership to continue the successful management, operation and maintenance of interventions beyond World Vision's involvement.

While designing for sustainability, it is important to address the points in the checklist below:

Table 2: Designing for sustainability checklist

Checklist for sustainability
Quality considerations
☐ Do the facilities meet standards? ☐ Are facilities built with quality materials?
Accessibility considerations
☐ Have we considered the accessibility to the facility at all times?
GEDSI considerations
☐ Are facilities designed to meet the needs of all children who attend? ☐ Are facilities designed to meet the needs of all children who could attend the school? ☐ Are facilities designed to meet the needs of children with disabilities? ☐ Are facilities designed to meet the needs of those who menstruate? ☐ Are facilities designed to meet the needs of teachers?
Design plans for O&M
☐ Does the school have a thorough and actionable plan (including financing) to maintain WASH facilities? ☐ Does the plan include the supply of consumables such as soap, menstrual materials and cleaning supplies? ☐ Are there longer-term plans for WASH club oversight and facilities management and repairs?
Future needs considerations
☐ Are facilities designed with growth in mind? (i.e., improved WASH facilities sometimes lead to increases in school enrolment).

See section 7 for more details on WinS programmes sustainability.

3. WinS Implementation

Four essential interventions must be addressed in any WinS project. These include: 1) clean water access, 2) sanitation access, 3) hygiene access and 4) WASH behaviour change.

Clean water, sanitation and hygiene access (essential interventions 1-3) refer to the provision of access to facilities and services. WASH behaviour change (essential intervention 4) refers to the behaviours that ensure hygienic conditions and practices. WASH behaviour change supports access-related interventions in a cross-cutting role and can improve the effectiveness/success of access-related interventions.

The JMP defines globally comparable benchmarks for monitoring progress on water, sanitation and hygiene in schools. All of World Vision's WinS work strives to move schools up the "service ladder" from no service to a minimum of basic service.

Table 3: JMP service ladders for drinking water, sanitation and hygiene

Service Level	Drinking Water	Sanitation	Hygiene
Advanced service ↑	Additional criteria may include quality, quantity, continuity and accessibility to all users	Additional criteria may include student per toilet ratios, menstrual hygiene facilities, cleanliness, accessibility to all users and excreta management systems	Additional criteria may include hygiene education, group handwashing, menstrual hygiene materials and accessibility to all users
Basic service ↑	Drinking water from an improved source and water is available at the school at the time of the survey	Improved sanitation facilities at the school that are single-sex and usable (available, functional and private) at the time of the survey	Handwashing facilities with water and soap available at the school at the time of the survey
Limited service ↑	Drinking water from an improved source but water is unavailable at the school at the time of the survey	Improved sanitation facilities at the school that are either not single-sex or not usable at the time of the survey	Handwashing facilities with water but no soap available at the school at the time of the survey
No Service	Drinking water from an unimproved source or no water source at the school	Unimproved sanitation facilities or no sanitation facilities at the school	No handwashing facilities available or no water available at the school
Note:	*Improved sources include piped water, boreholes or tubewells, protected dug wells, protected springs and packaged or delivered water. Unimproved sources include unprotected wells, unprotected springs and surface water.*	*Improved facilities include flush/pour flush toilets, ventilated improved pit latrines, composting toilets and pit latrines with a slab or platform. Unimproved facilities include pit latrines without a slab or platform, hanging latrines and bucket latrines.*	*Handwashing facilities may be fixed or mobile, and include a sink with tap water, buckets with taps, tippy-taps and jugs or basins designated for handwashing. Soap includes bar soap, liquid soap, powder detergent and soapy water but does not include ash, soil, sand or other handwashing agents.*

4.1 Clean Water Access

World Vision aims to provide universal and equitable access to drinking water services that are clean, affordable and sustained. Provision of quality physical facilities for WinS includes the availability of clean and reliable water-supply services delivering quantity and quality water for drinking, handwashing and food preparation. A clean water source should be located on the school premises and be sufficient in quantity for the needs of the school,

schoolchildren and teachers. It should also be located and designed to meet the needs and safety concerns of children, especially girls, and those with disabilities.

Facilities commonly used for clean water access in schools include boreholes fitted with hand pumps or mechanised pumping systems (solar or grid energy) with taps. In hard-to-reach cases, well-managed rainwater harvesting systems are used as alternatives.

Clean drinking water requires a high level of quality as established and/or mandated by national drinking water standards and/or WHO drinking water quality guidelines.[3] Additionally, materials used for the construction of new water systems must comply with national standards, or international or World Vision approved standards if national standards are inadequate. It is also important to select well-performing civil and water works/drilling contractors and qualified suppliers for quality project implementation, with close supervision by all stakeholders.

In addition to meeting the needs of the school, access to water may also be extended to the community for drinking water or for the promotion of community resilience (e.g., livelihood activities). In some cases, water access may also be extended to other institutions such as healthcare facilities. *See Appendix 1 for minimum requirements for water service.*

4.2 Sanitation Access

In this guide, sanitation refers to the safe disposal of human waste (human faeces, urine) and the provision of adequate services and facilities for that purpose in the school environment. Sanitation also includes the management of a clean environment including wastewater and solid waste and ensures their proper disposal.

4.2.1 Gender-segregated and disability-friendly latrines

World Vision WASH aims to provide universal and equitable access to sanitation services that end open defection and are safe, affordable and sustained. Adequate toilets and urinals that are sensitive to the special needs of menstruating girls and children with disabilities are required so they can care for their personal needs with dignity. Gender-sensitive WASH facilities in schools lead to improved educational outcomes for adolescents, especially female students, who need safe and private facilities for managing menstruation.

Each school should have enough latrines for girls, boys, and female and male teachers and other staff located on school premises. Latrines should have walls and a roof, washable slabs, doors or curtains for privacy and ventilation to manage smell. *See Appendix 1 for minimum requirements for sanitation service.*

4.2.2 Environment cleanliness and waste disposal

Classrooms and other teaching areas should be regularly cleaned to reduce dust and mould, which contribute to infectious respiratory diseases such as asthma and allergies. Injuries can be avoided by promoting proper disposal of solid waste in the school, regularly cleaning all inside and outside areas of the school and monitoring and reporting on broken furniture, window glass and other hazards. *See appendix 1 for considerations for environmental cleanliness.*

Most solid waste produced in schools is non-hazardous and can be collected, stored if needed, and then either disposed of in the communal waste-collection system or burned or buried in a suitable location onsite. If waste is burned in or near the school grounds, this should only be undertaken when the schoolchildren are absent. Children should be taught the importance of recycling and reusing any materials that can be safely recycled or reused.

Schools may produce wastewater from one or more of the following: handwashing points, flushing toilets, showers, kitchens and laundries. *See appendix 1 for Considerations for wastewater disposal.*

4.3 Hygiene Access

In the context of this guidance, hygiene focuses on personal health practices, namely:

- Personal hygiene, including practices like handwashing that contribute to preventing the accumulation and spread of pathogens through hands.

[3] https://www.who.int/publications/i/item/9789241549950

- Menstrual health and hygiene targeting girls at the age of menstruation. It is about maintaining good personal hygiene during menstruation to preserve girls' dignity and prevent diseases.

4.3.1 Personal hygiene: handwashing

Handwashing with running water and soap is one of the most effective ways to prevent the spread of germs and diseases among schoolchildren. World Vision WinS aims to provide universal access to handwashing services that are safe, affordable and sustained in schools. Schools should be equipped with handwashing stations that include sinks, faucets and soap dispensers.

Handwashing infrastructures include:

- Water dispenser/water container with a tap to provide running water. In some cases, a water dispenser may be a set of taps connected to a main water source, dispensing running water for handwashing purposes.
- Soap available in the form of bar soap or liquid soap dispensed near each tap to be used for washing hands.
- Grey water collection system connected to the waste-collection system, a soakaway for wastewater filtration in the soil or a simple wastewater container to collect used water. The grey water is to be disposed of safely when the container is full to avoid spoiling the environment.

In some specific cases, soap may be replaced with hand sanitizer. However, hand sanitizers do not eliminate all types of germs, are not as effective when hands are visibly dirty or greasy and may not remove harmful chemicals. *See appendix 1 for minimum requirements for handwashing service.*

For monitoring and evaluation purposes, remember that schools with handwashing facilities with water and soap available at the time of the survey are considered to have 'basic' service. Those with handwashing facilities that have water available at the time of the survey, but no soap, are considered to have 'limited' service, and schools with no facilities or no water available for handwashing are classified as having 'no service'.

Tippy taps are not recommended as they are seen to be not sustainable and reliable over time.

4.4 WASH Behaviour Change

All World Vision WASH programmes in schools must include a behaviour-change component. Behaviour change ensures the safe, effective and sustained use of WASH services provided, helping to change norms that transform communities. WASH infrastructure in a school can make it possible for students to practice healthy behaviours, however infrastructure alone is not enough to ensure lasting WASH-related behaviour change. Effective WASH behaviours help students maintain health and prevent disease, and help schools maintain hygienic conditions and sustained WASH services.

World Vision focuses on influencing the following three key WASH behaviours at schools:

1. **Handwashing with soap and running/flowing water at critical times**: Proper handwashing after defecation, before eating and after blowing one's nose, coughing or sneezing.
2. **Proper/hygienic use of toilets:** Proper and hygienic use of toilets for safe disposal of human waste, preventing human contact with faeces and the spread of diseases.
3. **Safe use and disposal (cleaning or storage, if reusable) of menstrual hygiene materials:** Adolescent girls safely use hygienic products to manage their menstruation, cleaning and storing products after use or properly disposing of used materials.

Behaviour-change approaches commonly used by World Vision at school include: WASH UP!, WASH UP! Girl Talk, School WASH Clubs (SWCs), School-Led Total Sanitation (SLTS), integration of WASH behaviour-change messages into the regular school curricula and WASH messaging during assemblies or other learning sessions. Schools should also build WASH routines into their daily activities to model appropriate WASH behaviours for students. This includes actions like group handwashing before and after meals and scheduled cleaning of WASH facilities. *See section 6: WinS approaches for details of the different approaches cited above.*

Teachers and district education officers should be trained in life skills-based WASH behaviour-change education and programme implementation. Teacher training should take place at the pre-service level through short courses,

which include WinS and the child-to-child approach. This training will facilitate and enable participatory hygiene promotion through intra- and extra-curricular activities.

Life skills-based WASH education should be taught at schools regularly, at least once a week per class. Life skills-based education gives room for children to develop knowledge, attitudes and skills together, which they can use in daily life. It also gives children the opportunity to clarify uncertainties, try out new knowledge and skills, be creative and learn from each other.

Information, education and communication (IEC) materials should be used based on standardised behaviour-change messages that are adapted to the local context. National Offices could also consider using behaviour-change "nudges"—placing visual reminders to encourage desired behaviours—such as painting bright footprints from a toilet to a handwashing station to encourage handwashing with soap.

It is important that what schoolchildren are learning about WASH at school is reinforced and supported at home. The strategies for connecting school WASH with the community include parent/caregiver participation in school WASH events, schoolchildren outreach programmes to the community to share and practice lessons they have learned in school and community support of O&M through skilled workers contributing to WASH programme sustainability. As well, replicating school facilities at the household level is an enabling condition that supports children's good WASH behaviours.

WASH behaviour-change approaches should also be used to influence cultural norms and stigma related to menstrual health, and to provide important education and skills-building related to MHM. Teachers need to receive training on MHM so they are prepared to provide accurate education and support to students, and so they can help create a supportive school environment for girls. *See section 6: WinS approaches for information about behaviour-change approaches in schools.*

For more guidance on WASH behaviour-change programming, refer to the guidance document: WASH Behaviour Change: Practical Implementation Guidance for Programmes

5. GEDSI Integration

WinS programmes must be characterised by gender equality, diversity and social inclusion (GEDSI), making extra efforts to consider all the five core GEDSI domains: access, participation, decision-making, systems and well-being.

A lack of WASH services has a great impact on girls. If girls do not have access to clean water at home, then they are often less able to engage fully in education due to the added responsibilities of fetching water for their households. A lack of toilets equipped with facilities to manage menstrual hygiene in schools also can discourage adolescent girls from attending and participating fully in school*(see section 5.2 Menstrual Health and Hygiene)*.

Children with disabilities also have significant trouble accessing education. While accessible WASH does not solve all the issues related to accessible education for children with disabilities, it is critical to ensure that WASH is not an additional barrier to educational attainment for children with disabilities.

In many communities, children are also marginalised for a variety of contextual reasons, such as religion, class, caste, ethnicity and more. WinS programmes should be both aware of these groups and attentive to ensure that WASH supports the educational attainment of all children.

5.1 Key Principles and Essential Steps for GEDSI-Transformative WinS

There are three key principles which must be followed while developing a GEDSI-transformative WinS programme:

- **Responsive consultation:** Understand, consult, listen and respond to girls, children and their caregivers, those with disabilities and other children who are marginalised when designing school WASH infrastructure.
- **Meaningful engagement**: Ensure children from GEDSI-representative groups are active in school WASH programming and education.
- **Inclusive partnership**: Engage in appropriate and inclusive partnerships with school staff and administrators, community members, local officials and local organisations to foster GEDSI inclusion in school WASH programming.

These key principles are applied in the essential steps for GEDSI integration in WinS as detailed in figure 3 below.

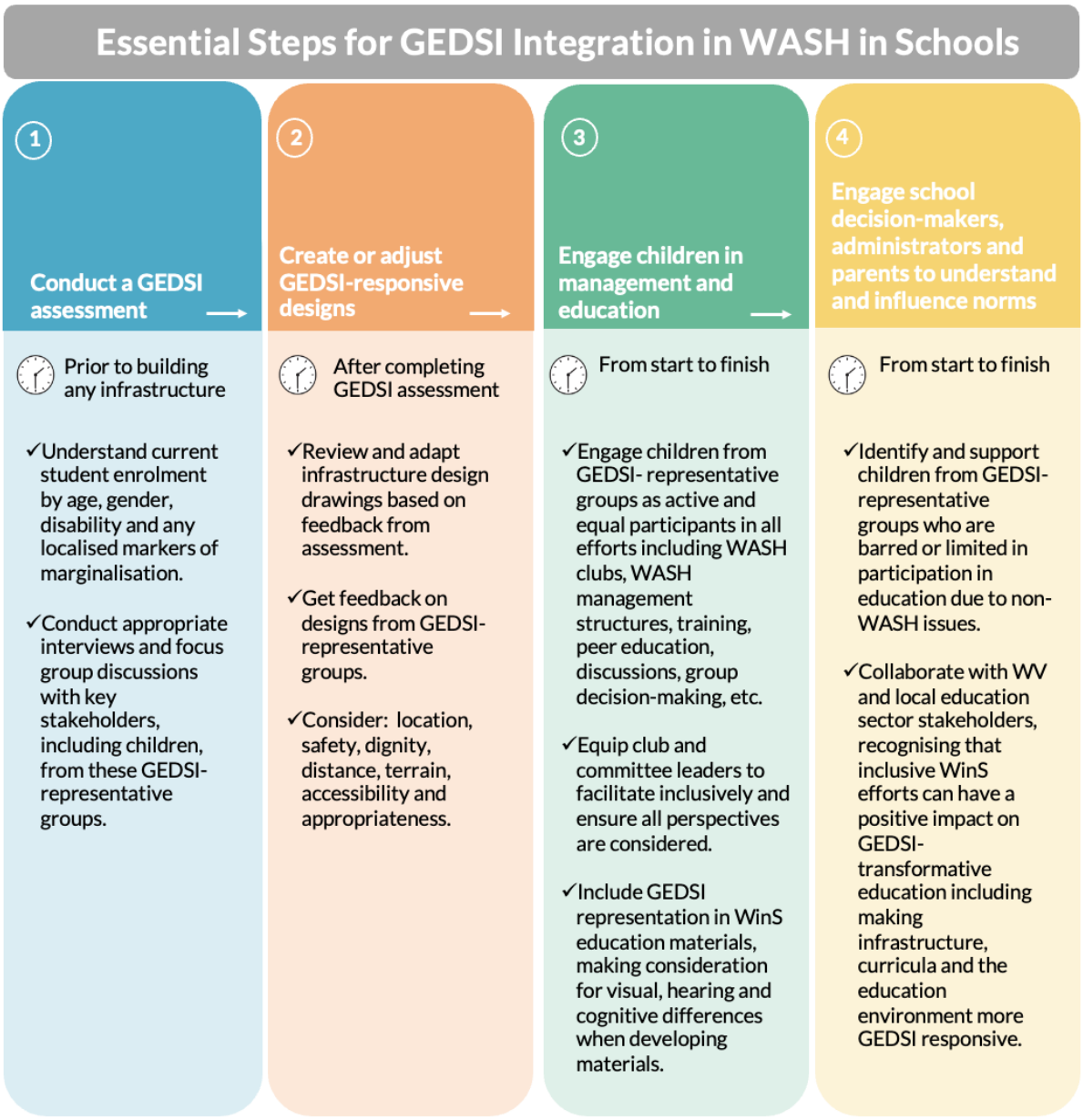


Figure 3: Essential steps for GEDSI integration in WinS

5.2 Menstrual Health and Hygiene

In planning WinS, it important to differentiate between menstrual hygiene management (MHM) and menstrual health and hygiene (MHH). As defined by UNICEF:[4]

1. **Menstrual Hygiene Management**: is the management of hygiene associated with the menstrual process. JMP defines MHM as: women and adolescent girls using clean menstrual management material to absorb or collect menstrual blood, that can be changed in privacy as often as necessary for the duration of a menstrual period, using soap and water for washing the body as required and having access to safe and convenient facilities to dispose of used menstrual management materials. They understand the basic facts linked to the menstrual cycle and how to manage it with dignity and without discomfort or fear.

[4] UNICEF, Guidance on Menstrual Health and Hygiene, 2019.

2. **Menstrual Health and Hygiene:** encompasses both MHM and the broader systemic factors that link menstruation with health, well-being, gender equality, education, equity, empowerment and rights. These systematic factors have been summarised by UNESCO as accurate and timely knowledge, available, safe and affordable materials, informed and comfortable professionals, referral and access to health services, sanitation and washing facilities, positive social norms, safe and hygienic disposal, and advocacy and policy.

A basic WASH service level for WinS (as defined by the JMP) will ensure some very minimal essentials for MHM in schools—water availability, sex-separated and usable toilets and materials for handwashing with soap. It should be noted, however, that we must aim for an advanced service level to truly achieve MHM in schools. The JMP does provide a set of expanded questions (beyond their core questions) to assess additional aspects of the availability and acceptability of sanitation and hygiene facilities that can assess indicators more closely associated with MHM. *See section 4.2.1 gender-segregated and disability-friendly latrines for menstrual hygiene management facilities requirements, and section 5 GEDSI integration.*

In addition to access to handwashing and menstrual hygiene services, it is critical to also focus on related behaviours. This is addressed in more detail in essential intervention 4) WASH behaviour change *(see section 4.4)*. It is important to address cultural norms and stigma associated with menstruation, as well as to ensure the provision of menstruation-related education and skills building.

Key considerations for MHM in schools

Consideration 1: Design with the user in mind

Consult with female students and ask them what they need and would like to have in their toilets. Menstrual health is about more than a toilet and privacy. Consider the following:

- Safe and private toilets with inside door latch, and walls, door and roof made of non-transparent materials with no gaps or spaces
- Supply of menstrual materials in each school with girl students at the age of menstruation
- Clear signs instructing girls and women to dispose of menstrual waste in the trash/rubbish bin
- A shelf and hook for hygienically storing belongings during usage, or comfortable, private and secure arrangements for toileting, personal cleansing, changing sanitary napkins and washing reusable napkins
- A light source inside the toilets or sufficient light to see whether clothing has been stained
- Easily accessible water (ideally inside the cubicle) for girls and women to wash themselves and their menstrual materials
- Trash/rubbish bins (with lids) to dispose of menstrual materials
- Consideration of cultural or social beliefs or mindsets that may have an impact on what is considered appropriate in the type of menstrual supplies provided, disposal options, etc.

While there is not necessarily a library of MHM toilet designs at this point, figure 4 (right) notes key aspects to consider in the design.

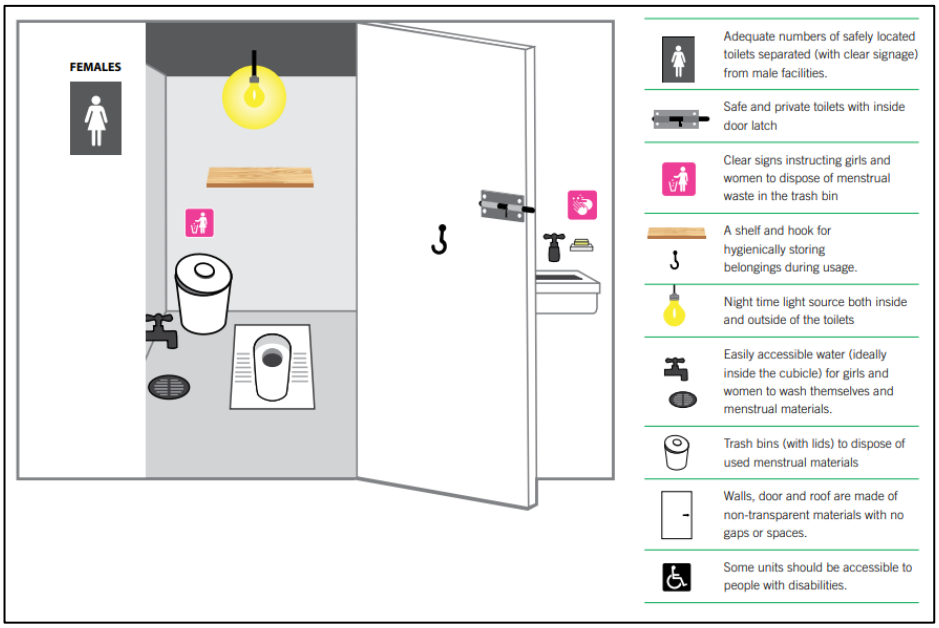


Figure 4: key aspects to consider in MHM toilet design

Consideration 2: Education and healthy mindsets are key
Providing access to appropriate infrastructure is a good start. We must also take time to understand current knowledge and attitudes towards menstruation, and work with schools, government ministries and families to ensure resources are in place to support accurate knowledge and attitudes. Key areas to consider are:

- Current curriculum and resources taught around puberty, menstruation and sexual and reproductive health in schools
- Beliefs and norms that might be harmful
- Who students feel comfortable talking to if they have a menstruation-related issue at school
- Any teasing or bullying related to menstruation at the school
- Student (boys and girls) knowledge of menstruation and puberty
- Teacher and faculty knowledge and comfort with teaching about menstruation
- Commonly used menstrual supplies and how they are accessed.

Consideration 3: Don't neglect disposal
In many cases, schools have access to disposable sanitary napkins that girls can use if their period starts at school. While it is necessary and appropriate to have a disposal bin in the toilet for the disposal of menstrual materials, we must ensure that the ultimate disposal of menstrual materials is done hygienically. Important considerations are:

- Disposal pads should never be flushed down a toilet or thrown in a toilet pit
- Installing an incinerator is a possibility, but there must be a plan to ensure proper maintenance and use of the incinerator
- If cultural beliefs require girls to take their used pads home to dispose of, support girls to find safe, private and hygienic ways to transport pads
- Many disposable pads include non-biodegradable materials. Thus must be considered when determining appropriate disposal options

Various indicators on MHM are available in Appendix 3, and core/expanded questions are available in the WVI compendium of indicators.

Relevant resources
Chapter eight in this Columbia University guide includes considerations around menstrual waste and can guide in considering a MHM waste disposal approach.

https://lifewater.org/wp-content/uploads/2022/06/MHM-Friendly-Schools-Public.pdf
Water, Sanitation and Hygiene - Menstrual Hygiene Management.pdf

5.3 Disability-Inclusive WinS

Disability-inclusive WinS supports the achievement of SDG targets 6.2 and 4.a:

- **6.2**: By 2030, achieve access to adequate and equitable sanitation and hygiene for all, and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations.
- **4.a:** Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all.

Various indicators with units of measure as "children/pupils/students" are disaggregated to ensure we track children with disabilities. Also, we have indicators measuring institutions that meet the standards for access to WASH services for children with disabilities. *The indicators are available in Appendix 3, and core/expanded questions are available in the WVI compendium of indicators.*

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Why is disability-inclusive WinS important?

Ensuring school WASH facilities and WASH-related education materials are disability-inclusive is an important reflection of World Vision's mission to reach the most vulnerable children. It could be difficult to prioritise disability accessibility for WASH in schools because, in many cases, the overall school infrastructure and curriculum are not accessible for children with cognitive and physical impairments. While this notion may be understandable, it is short-sighted.

By ensuring WASH infrastructure in school is accessible to children with disabilities, we are advocating for their inclusion in the education system. We are removing one barrier that prevents their participation and validating their right to education. As in communities, when we conduct WASH activities equitably and inclusively, it models equity and inclusion for future activities.

Key considerations for disability-inclusive WinS

Consideration 1: Consult with persons with disabilities in the community to ensure designs are suitable
It is important to understand the different types of disabilities children experience in school and the community and ensure WASH infrastructure and educational materials meet the different needs of children with a variety of disabilities. Some key considerations include:

- Where possible, consult with the child sponsorship lead in the area programme, as they normally track data around child vulnerability, including disability.
- Work with school management, community and families to identify individuals with disabilities and gain input on appropriate ways to make infrastructure accessible. Impairments can affect mobility, cognition, vision and hearing.
- Ensure adaptations to facilities and assistive devices are made locally using local materials. This is important to support local markets and to ensure means are in place to maintain, reproduce or replace devices as they wear out or if more are needed.
- Disabled person organisations are important partners in these efforts to ensure the dignified engagement of persons with disabilities.

Consideration 2: Consult with the World Vision education team to ensure WASH supports overall education aims regarding equity
In instances where World Vision is engaging in education programming in the same area, WASH programmes must support overall education goals. If the World Vision education team is not operating in the area, engage with other organisations conducting activities. World Vision should always coordinate with the Ministry of Education to ensure alignment with standards and to support capacity.

Consideration 3: Representation matters
When creating or deploying educational materials related to WASH, they must be usable by all children. It is also important that children with disabilities are represented in these materials.

Relevant resources

Disability-inclusive WASH Reference Guide (to be completed in early FY25)

6. WinS Approaches

Various approaches can be taken to address WinS. For any approach, we must, first, ensure that we either:

1. Understand and comply with existing government policies and standards, or
2. Advocate for improvement of policies and standards where these are insufficient.

A few approaches that World Vision may take for WinS are summarised in figure 5 below and outlined in more detail following.

Figure 5: WinS approaches

6.1 WASH Clubs Approach

WASH Clubs, sometimes known as WASH governments, are organised groups of students who gain additional knowledge about WASH, above and beyond what is taught in the school curriculum. These clubs primarily exist to:

- Increase awareness of the importance of WASH behaviours among students and staff
- Motivate students to practice healthy WASH behaviours
- Monitor their school WASH facilities
- Serve as WASH ambassadors with their families and communities
- Serve as ambassadors to others students and often have responsibilities for monitoring and advocating for adequate WASH facilities at the school
- Support behaviour change in the school.

<u>Key Considerations for WASH Clubs</u>

- Identify and support at least two dynamic teachers or staff to lead the WASH Club. These leaders need to be motivated to continue the work of the club and be prepared to train other teachers in the event of staff changes.
  - One of the teachers should be female
  - Ideally, one of the teachers should be responsible for the subject of science or health
- Ensure broad representation of the student body, not only as participants but also as leaders. This includes female students, students with disabilities and students who are from minority or other marginalised groups in the area.
- WASH Clubs are opportunities to develop student self-esteem, communication and advocacy skills.
- Consider the school-home connection. WASH Clubs can also help to reinforce household WASH.
- Participants in school WASH Clubs should be considered as key constituents in community WASH efforts. Consider how they can be part of community engagement efforts in designing community WASH projects.

- School WASH Club participants are volunteers.

Relevant resources
https://WASH in Schools: WASH Club Guidebook - Lifewater International
https://lifewater.org/wp-content/uploads/2022/06/WASH-Club-Guidebook-Public.pdf
https://www.ircwash.org/resources/field-guide-formation-strenthening-school-health-clubs
https://lifewater.org/wp-content/uploads/2022/06/School-WASH-Curriculum-Grades-4-7-Public.pdf

6.2 Sesame WASH UP! and WASH UP! Girl Talk

World Vision began partnering with Sesame Workshop, a non-profit organisation focused on children's education, in 2015. The partnership started with the WASH UP! programme, focused on hygiene behaviour change with younger school-age children. In 2017, the partnership expanded WASH UP! to develop WASH UP! Girl Talk, a menstrual health and puberty education-focused programme.

6.2.1 WASH UP!

WASH UP! is a child-focused, play-based hygiene behaviour-change programme that uses engaging videos, games and stories to help children learn, practice and share healthy hygiene behaviours.

The WASH UP! programme aims to provide access to meaningful sanitation and hygiene education and encourage healthy behaviours in children ages 5 to 9. Sesame characters Raya and Elmo have the unique ability to talk to children, model behaviours and give children the language to talk about taboo topics such as toilet use. Raya is pioneering conversations all over the world about clean water, handwashing with soap and proper latrine use through easy-to-share reminders that children can teach to family, siblings and friends.

WASH UP! is implemented primarily in school-based settings. In fragile and refugee contexts, WASH UP! is also implemented through community groups and child-friendly spaces. Children participate in 8 to 12 sessions with Sesame Workshop's learning materials and messages contextualised for participating schools and communities. While Sesame Workshop is the lead on the educational framework and content development, World Vision ensures schools are equipped with sufficient WASH facilities so that children can practice the behaviours promoted.

Key programmatic behaviour-change messages promoted through WASH UP! are:

- Wash hands with soap
- Use clean, safe toilets
- Wear sandals to the toilet
- Drink clean water from a clean container
- Share what you learn with other children and families
- Girls and boys are both responsible for water-related chores.

6.2.2 WASH UP! Girl Talk

WASH UP! Girl Talk empowers pre-adolescent and adolescent girls and boys (ages 9 to 14) to practice and promote healthy WASH behaviours, particularly around menstrual health and hygiene, building on the foundation of WASH UP!

Designed for both girls and boys, WASH UP! Girl Talk provides an interactive and fun educational experience focusing on puberty, health, menstrual health and hygiene and girls' empowerment. Engaging boys is critical in building comprehensive and accurate knowledge, as well as fostering healthy and supportive relationships between boys and girls. World Vision's role is to ensure schools have appropriate infrastructure for girls to practice healthy menstrual hygiene, and to support programme continuity, monitoring and scale-up.

Girl Talk has four main programme focus areas, including: 1) girls' empowerment, 2) fostering accurate knowledge about menstrual health, 3) building self-confidence and 4) supporting healthy relationships. *See Appendix 2 for basic steps to begin WASH UP! and WASH UP! Girl Talk.*

Key considerations for Sesame programmes

- It takes up to two years to develop, test, pilot and scale up WASH UP! and WASH UP! Girl Talk materials in a new location.
- World Vision uses the revised materials (following testing and piloting) to scale the programme to a minimum of 100 locations. Facilitators are trained and World Vision supports facilitators, monitors the programme and works to further expand it.
- Government engagement and buy-in are critical for Sesame programming to succeed.
- Both WASH-UP! and WASH UP! Girl Talk require significant funding to start up in addition to a contract with Sesame Workshop.

6.2.3 Other WinS Approaches

Other approaches used in WinS programmes include School Led Total Sanitation and the Three Star Approach. While these approaches are not as commonly used by World Vision, they are important to be aware of.

6.2.3.1 School-Led Total Sanitation (SLTS)

School-Led Total Sanitation is designed to promote sanitation and hygiene at both schools and communities through a child-centred approach. Given the high vulnerability of children to diarrhoeal diseases, their greater receptivity of behaviour change and their propensity for the development of lifelong behaviours, SLTS targets schoolchildren as primary recipients, alongside leaders of sanitation and hygiene promotion, as the most effective and efficient way of disseminating messages and transforming behaviours.

SLTS is a process of facilitating school communities (learners, teachers, parents, School Management Committee (SMC) members, village heads, etc.) to analyse the current sanitation and hygiene situation and consider their practices and consequences, to improve their sanitation and hygiene status. SLTS has been adapted for schools from the Community-Led Total Sanitation (CLTS) approach. It is expected to lead to collective actions to achieve total sanitation in both schools and catchment communities.

As a demand-creation and child-centred approach, SLTS has great potential to add value to the existing school sanitation initiatives through:

- Supporting behaviour and institutional changes brought forth by other sanitation and hygiene initiatives
- Providing much-needed support through improved school management by SMCs
- Mobilising community support for WASH in Schools
- Generating excitement and a “can-do” attitude in school communities on solving sanitation and hygiene challenges
- Encouraging the self-esteem of learners through active participation in SLTS activities and their leadership in peer monitoring and reporting
- SLTS is also expected to trigger school catchment communities into becoming open defecation free (ODF) through actions of learners and other school stakeholders with support from natural leaders and local leaders.

SLTS can be followed by a Three-Star Approach for capitalising on the sanitation and behaviour change SLTS is generating.

Relevant resources
Water, Sanitation and Hygiene - School Led Total Sanitation

6.2.3.2 Three-Star Approach

The Three-Star Approach was designed by UNICEF and GIZ to improve the effectiveness of hygiene behaviour-change programmes for children. While this approach is not commonly used by World Vision, there may be cases where countries have adopted this approach and NOs may need to understand and comply with it.

The Three-Star Approach focuses on ensuring three key things that all children will do and access at school every day: 1) wash their hands with soap, 2) have access to drinking water and 3) have clean, gender-segregated toilets.

Three-Star is designed to help schools focus on the most essential actions to meet national standards. It does not rely on expensive input from external entities. The guiding concept at all stages is: keep it simple, scalable and sustainable.

Fundamental components

1. Daily supervised handwashing where students wash their hands with soap before eating
2. Keeping existing toilets clean through a daily routine
3. Teachers ensure children have their own drinking water container with water from home or clean water from school

Key Characteristics of the Three-Star Approach[5]

- No-star school: limited to no hygiene promotion; may or may not have WASH infrastructure
- One-star school: daily routines to promote healthy habits, including daily supervised group handwashing before meals, cleaning of toilets, and use of drinking water bottles by children
- Two-star school: hygiene promotion of handwashing with soap after toilet use; improved sanitation facilities including MHM; introduction of point-of-use water treatment
- Three-star school: school WASH facilities are upgraded to meet national standards

Relevant resources
Field Guide: The Three Star Approach for WinS (UNICEF and GIZ)
UNICEF_Field_Guide-3_Star-Guide1.pdf (globalhandwashing.org)

7. Sustaining WinS

One of the greatest challenges facing WinS is sustainability. Sustainability means that the benefits of WinS continue in the school for a long time after programme implementation. The short-term non-functionality of WASH systems in schools is explained by poor management and lack of ownership by students, teachers and parents, combined with limited budgetary allocation for operation and maintenance.

The problems that appear in many schools after the construction of facilities include rapid run-down of facilities, irrelevant curriculum, poor organisation of the operation and maintenance of facilities so that maintenance does not take place, and lack of interest by the school community.

Table 4 (following) summarises the main problems hindering sustainability and the suggested solutions.

[5] UNICEF and GIZ, *Field Guide: The Three Star Approach for WinS*, 2013

Table 4: Main challenges to WinS sustainability and the suggested solutions

Main problems	Root cause	Potential solutions
Rapid run down	Poor quality of infrastructure	Improve the quality of infrastructure by quality assurance and quality control
	Lack of O&M budget	Advocate for or ensure provision of O&M budget from school and local government funds, include considerations infrastructure repairs (>$200 for hand pump and $700 for mechanised systems), for cleaning supplies and cleaning-related tasks
	Lack of capacity to maintain and repair	Train/engage artisans, service providers and the local private sector for O&M and spare parts availability
Irrelevant or insufficient curriculum for WASH behaviour-change education	Lack of WASH curriculum adoption	Reinforce school policies and support the development of resources if sufficient curriculum does not already exist Ensure hygiene education is life-skills based and taught regularly
	Lack of training capacity	Advocate for governments and key actors to adopt tested and proven school WASH approaches Ensure teachers and district education officers have been trained in the use of life skills-based hygiene education materials and the life skills-based hygiene education curriculum
	Lack of resourced and prioritised behaviour-change training	Ensure committed teachers are trained in the selected behaviour-change approach Reinforce good WASH behaviours among children and teachers, and, ideally, parents and communities Promote WASH behaviours through multiple channels, including IEC, nudges, mass media, school WASH Club events, school outreach to the community, campaigns for school-age children and ongoing behaviour-change activities Make WASH activities part of the daily routine, supervised by dedicated teachers
Poor organisation of O&M	Lack of O&M planning	Develop O&M plans for infrastructure
	Lack of budget	Develop plans for raising budget (% total budget) from school funding, advocate for equipment and budget
	Lack of technical capacity	Build the capacity of artisans and service providers
	Lack of ownership by government and school stakeholders	Advocate with government for sufficient policy and resourcing for policy implementation around WASH in schools Reinforce school management committees and define their roles and responsibilities Ensure parents, pupils/students and other community representatives fully participate in the planning, implementation and management of water and sanitation services and, as appropriate, decision-making processes
Lack of interest by the school community	Lack of ownership	Reinforce school management committees and define their roles and responsibilities Empower school WASH clubs to plan, implement and report WASH plans, needs and requests for funding Promote WASH behaviours through multiple channels, including IEC, nudges, mass media, school WASH Club events, school outreach to the community, campaigns for school-age children and ongoing behaviour-change activities

8. Monitoring and Evaluation

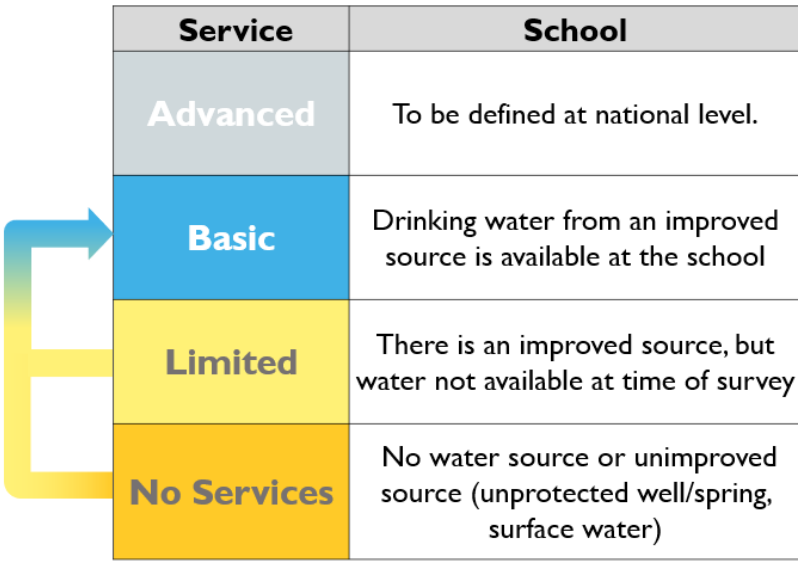
World Vision's monitoring and data collection align with the JMP internationally comparable benchmarks for service levels. In all of World Vision's WinS work, we strive to move schools and children up the service ladder from no service to a minimum of basic service across all the four essential interventions: safe water access, sanitation access, hygiene access and behaviour change. See figures 6a, 6b and 6c below for water access, sanitation access and hygiene access indicators. Behaviour change, the fourth essential intervention cuts across the other three essential areas.

World Vision WinS programme designs have clear M&E plans, showing how progress towards outcomes can be measured and by whom. WinS programme designs contain standardised indicators that can be used to show contribution at all levels. WinS monitoring ensures that programmes are effective and implemented in a way that creates real improvements in the lives of children. The monitoring system of WinS should be simple, decentralised, responsive, transparent and relevant. All monitoring information involving "people" is disaggregated by sex. age, children with disabilities, registered children (RC) and MVC. If the National Office requires disaggregation of other factors, including vulnerability, they should be defined by the respective National Office for use across programmes as appropriate. Monitoring should be an ongoing activity in WASH in Schools programmes. M&E is more than collecting information to see how things are going. Properly designed M&E systems can serve multiple purposes such as advocating, influencing or persuading a decision-making funding body to increase attention and resources to WASH in Schools, change a policy or law or agree to strengthen the overall WASH sector.

Baselines are conducted at the beginning of a WinS programme and focus on identifying levels for essential indicators. This provides a starting point to measure change or progress over time. Baseline results can also be used to refine the programme design. During a WinS programme evaluation, World Vision guidelines and government requirements are considered. Evaluation of the WinS programme would provide information on what worked well and what did not, and why; and determine whether underlying theories and assumptions were valid as set in the WinS objectives. The evaluation will also determine the efficiency, consistency, effectiveness, relevance and sustainability of projects; and whether equity among different gender groups, age groups (including the most vulnerable groups) and groups such as children with disabilities has been addressed. Learning will be drawn from the evaluation, thus the programme's M&E and learning approaches focus on the outcomes of WinS.

1. Basic Drinking Water Services in Schools is defined as the number of schools with drinking water from an improved water collection point available at the school. An improved drinking water facility is defined as a source or delivery point that by nature of its construction, or through active intervention, is protected from outside contamination, in particular from contamination with faecal matter. Examples of improved drinking water facilities include piped drinking water supply on premises, public taps/stand posts, tube wells/boreholes, protected dug wells, protected springs and rainwater. The performance indicator reference sheet (PIRS) provides more detailed definitions of each improved type.

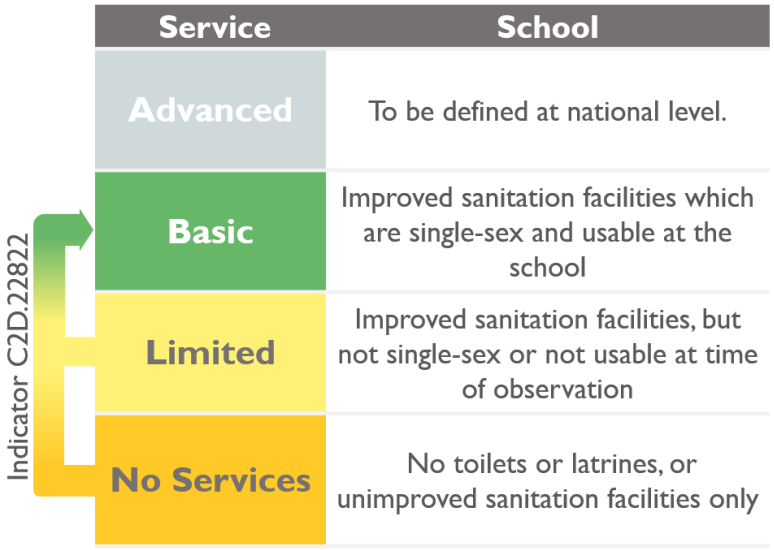
Figure 6a: WinS water access indicators



Indicators measuring the water service level are mentioned in the WinS logic framework aligned to JMP measures *(see Appendix 3)*. Indicator detail sheets are available on the compendium of indicators and also in the OIOS (Our Impact Our Story) indicator catalogue, with more details including what to measure, how to measure and how to compute. The field teams will use the indicator code to access the details.

2. Basic Sanitation Services in Schools is defined as the number of schools gaining access to improved sanitation facilities which are sex-separated with at least one toilet for every 25 girls and one toilet and one urinal for every 50 boys. Improved sanitation facilities are those that effectively separate excreta from human contact and ensure that excreta do not re-enter the immediate environment. Examples of improved sanitation facilities include pit latrines with superstructure and a platform or squatting slab constructed of durable material (i.e., composting latrines, pour-flush latrines and ventilated improved pit latrines) and flush toilets connected to a septic tank or a sewer (small bore or conventional). The student-to-latrine ratio is in alignment with WHO standards. For facilities to be considered separate, they should provide privacy from students of the opposite sex; however, this definition may require further specificity based on local context.

Figure 6b: WinS sanitation indicators



Indicators measuring the sanitation service level are mentioned in the WinS logic framework aligned to JMP measures *(see Appendix 3)*. Indicator detail sheets are available on the compendium of indicators and also in the OIOS indicator catalogue, with more details including what to measure, how to measure and how to compute. The field teams will use the indicator code to access the details.

3. Basic Handwashing Services in Schools is defined as the number of schools gaining access to handwashing facilities with both water and soap available. Basic handwashing facilities in schools are those that have soap and water (or soapy water) present, in or near the sanitation facility on school premises. A handwashing facility is defined as any device or infrastructure that enables students to wash their hands effectively using running water such as a sink with a tap, water tank with a tap, bucket with a tap, tippy tap or other similar devices.

Figure 6c: WinS handwashing indicators

Indicators measuring the hygiene service level are mentioned in the WinS logic framework aligned to JMP measures *(see Appendix 3)*. Indicator detail sheets are available on the compendium of indicators and also in the OIOS indicator catalogue, with more details including what to measure, how to measure and how to compute. The field teams will use the indicator code to access the details.

8.1 Standard Logic Model for WASH in Schools

The standard logical model for WinS is extracted from the WASH Core Project Model. It includes the reference goal, outcomes, outputs and indicators of basic WinS programming (*see table 6 in Appendix 3).*

8.2 The Use of mWater and Surveys

The mWater mobile app was designed specifically for the WASH sector as a digital platform for geospatial data collection and analysis. The platform includes, for example, survey templates that comply with the JMP service ladders. The platform also facilitates longitudinal monitoring of water point functionality and water quality, two areas critical to achieving the SDGs.

World Vision has partnered with mWater to create a custom mobile app. This version includes all the helpful features of the standard version while adding several unique features to World Vision. For example, the custom version includes several new fields important for internal tracking, including Area Programme name, Horizon Asset ID number and the assigned donor.

mWater is a free, open-source data management platform used in over 180 countries. mWater includes both a user-friendly mobile application for data collection and a sophisticated online portal where it is possible to create customised SDG-aligned surveys, analyse the collected data and create powerful data visualisations, maps, charts, tables and dashboards.

Data is collected quarterly by World Vision staff members and/or a designated local monitoring partner primarily through field observation per the JMP core questions for WASH in Schools. Enumerators visit each school and obtain informed consent from the head of the school to conduct a standardised WASH survey. In most cases, enumerators use mWater, to connect mobile survey data to mapped schools, water systems and sanitation facilities. The WinS survey is designed to collect standardised data across multiple countries and contexts to track progress towards indicators at the output/ outcome level. *For additional guidance on the use of the World Vision custom version of mWater, email mwateradmin@worldvision.org*

9. Conclusion

As a child-focused organisation with a global aspiration to ensure all children are educated for life, WASH in Schools should be a critical intervention for World Vision projects and programmes everywhere we work. This guidance document has been developed for WASH managers and field staff to highlight the importance of WASH services provided with behaviour-change programming in schools as a package to result in the desired impact on schoolchildren's health and well-being.

Appendices

Appendix 1: Minimum Requirements

Table 1: Minimum requirement for water service

Requirements		Yes	No
Source of clean and reliable drinking water located on the school premises			
Available, functional, safe (lead-free materials), reliable, sustained and suitable for children			
Water storage facilities when required should be safe and reliable			
Provide sufficient quantity of running water for:			
	Drinking (at least 1.5 litres per student in day schools and 3 litres in residential schools)		
	Food preparation, washing and cooking (at least 3.5 litres per person per day)		
	Toilets, urinals, and handwashing stations (minimum 1 litre per person per day)		
	Personal hygiene in residential schools (minimum 10 litres per person per day)		
	Menstrual hygiene management (minimum 10 litres per girl per day)		
Water should be accessible for children and students with disabilities *(see section 5.3 for more information about disability-inclusive WASH)*			
Resources and plans should be established for routine testing of water quality			
Safe handling and storage of drinking water			
Provision of kits for testing the quality of water (needed in water quality challenging zones)			

Table 2: Minimum requirements for sanitation service

Requirements		Yes	No
Toilets must be child-friendly designed, safely located and accessible at all times—including not locked and the path to the toilet should be accessible for children of all abilities in any season			
Separate child-friendly toilets for boys and girls, as per the recommended ratio, with separate entrances (or units/blocks of toilets separated by a distance to prevent boys and girls from mixing)			
Adequate number of toilets: the number of facilities must comply with the student-to-latrine ratio:			
	Girls: One cubicle for every 25 girls (minimum four cubicles) including one cubicle for girls with disabilities Boys: One cubicle for every 50 boys (minimum four cubicles)		
	One latrine plus at least 1 metre of urinal for every 50 boys (or 50 cm of urinal wall) per 50 boys and one for male staff		
	At least one toilet is accessible by and convenient for children with disabilities *(see section 5.3 for more information about disability-inclusive WASH)*		
	Menstrual hygiene management facilities in dedicated MHM toilets for girls, equipped with soap, adequate and private space for changing, adequate water for cloth washing, disposal facilities for menstrual waste, including an incinerator and supply of menstrual materials (where applicable) and dust bins *(see section 5.2 for more information about MHM)*		
Toilets have walls and a roof (if applicable), washable slabs, doors or curtains for privacy and ventilation			
Facilities for safe disposal of solid and liquid waste			
Toilets to be used by children with disabilities should have additional components:			
	Ramp with handrail leading to the toilet		
	A wide door for wheelchair entry		
	Support structure inside the toilet including a raised toilet seat (recommended)		

Table 3: Considerations for environmental cleanliness

Requirements	Yes	No
Floors, walls and other washable surfaces should be mopped/cleaned regularly with water and detergent. Floors and other washable surfaces should be made of a suitable nonporous material that is resistant to repeated washing with water and detergents		
If this is not possible, then daily sweeping should be carried out		
Schools should be equipped with rubbish bins and have an established schedule for emptying the rubbish bins (at least weekly) in a designated location.		

Table 4: Considerations for wastewater disposal

Requirements		Yes	No
All systems that infiltrate wastewater into the ground must be sited and built in such a way as to avoid contaminating groundwater			
For schools in locations with properly built and functioning sewerage systems, it is recommended to connect the wastewater source to this system			
In other situations, soak-away pits or infiltration trenches should be used			
	Pits or trenches should be equipped with grease traps, which should be checked weekly and cleaned (if necessary) to ensure that the systems operate correctly		
All wastewater drainage systems should be covered to avoid the risks of disease-vector breeding and direct contamination			
Wastewater (excluding grey water from toilets) may be used to water a school garden, provided it is done in a way that does not create health risks. Local environmental health staff should be asked for advice on the use of wastewater			

Table 5: Minimum requirements for handwashing service

Requirements	Yes	No
Handwashing facilities should be located inside or close to latrine blocks and urinals, and in feeding centres		
Running water and soap must be available all the time for children, staff and food handlers		
Have sufficient handwashing facilities allowing groups of 10-15 students to wash their hands at the same time		
The special design of one handwashing tap is accessible and convenient per a maximum of 10 children with physical disabilities (*see section 5.3 for more information about disability-inclusive WASH*)		
Feeding centres should be equipped with a set of handwashing taps (1 per 10 students and 1 per 5-7 students with disabilities)		
Facilities should be constructed with durable materials and designed to be permanent		
Facilities for proper and safe disposal of liquid waste to control disease vectors		

Appendix 2: Basic Steps to Begin WASH UP! and WASH UP! Girl Talk

1. An initial in-country start-up workshop is held, including Sesame Workshop, World Vision, government representatives and other stakeholders. During this workshop, participants work together to create an educational framework for the programme.
2. Sesame Workshop uses the educational framework to contextualise the programme materials. It works closely with World Vision's National Office WASH team and other key stakeholders to ensure messages are properly explained, translations are accurate, photos, artwork and videos are culturally aligned and printing is high quality and complete.
3. Sesame Workshop leads initial training for the programme facilitators (often school teachers). During the pilot, Sesame coordinates formative research to determine how children are receiving the materials and messages. World Vision is the main point of contact for the facilitators and monitors the programme.
4. A follow-up workshop is held to reflect on the successes and challenges of the pilot. Based on this feedback, Sesame Workshop completes necessary revisions to the materials and messages, and then the materials are printed for scale-up.

Appendix 3: The Standard Logic Model for WASH in Schools

	Hierarchy of objectives	Recommended standard indicators	Essential/ optional	Horizon code	Means of verification
Goal	**Contribute to improved health, nutrition and education outcomes for child well-being**	Proportion of children currently enrolled in and attending a structured learning institution (disaggregated by sex, age, children with disabilities, RC and MVC)	Optional	C2D.0295	School Environment Survey
Outcome 1	Universal access to safe and clean drinking water services	Proportion of drinking water collection points in communities that meet microbiological water quality standards	Essential	C3B.026349	Waterpoint Survey Tool
		Proportion of drinking water collection points in communities that are functional	Essential	C1B.25982	Waterpoint Survey Tool
		Proportion of functioning water supply systems meeting water quality standards	Optional	C1B.25981	Waterpoint Survey Tool
		Proportion of education facilities using basic drinking water services*	Essential	C2D.23135	WASH in Schools Evaluation Survey
Output 1.1	Access to basic drinking water services increased in communities	Number of boreholes fitted with hand pumps completed for primary use by education facilities	Optional	C2D.22816	WASH Output Monitoring Tools; Horizon/-GIS
		Number of water collection points (taps, faucets or dispensers) completed for water supply systems for primary use by education facilities	Optional	C2D.22817	
		Number of water collection points (taps or hand pumps) rehabilitated for primary use by education facilities	Optional	C2D.22818	
Output 1.2	Education facilities have increased access to basic drinking water services	Number of education facilities gaining access to basic drinking water services	Essential	C2D.19346	WASH in Schools Monitoring Tool
		Number of children gaining access to basic drinking water services at education facilities (disaggregated by sex, age, children with disabilities, RC and MVC)**	Essential/ OIOS	C1B.22815	
Outcome 2	Universal access to hygienic and dignified sanitation services	Proportion of education facilities with basic sanitation services	Essential	C2D.23171	WASH in Schools Evaluation Survey
		Proportion of education facilities with basic sanitation services and appropriate student-to-latrine ratio*	OIOS	C2D.23173	WASH in Schools Evaluation Survey
Output 2.1	Education facilities have increased access to basic sanitation services	Number of children gaining access to basic sanitation services at education facilities with appropriate student-to-latrine ratio (disaggregated by sex, age, children with disabilities, RC and MVC)**	Essential/ OIOS	C2D.26010	WASH in Schools Monitoring Tool
		Number of educational facilities gaining access to basic sanitation services with appropriate student-to-latrine ratio (at least one toilet for every 25 girls, and one toilet and one urinal for every 50 boys)	Essential	C2D.22822	WASH in Schools Monitoring Tool
		Number of improved, sex-separated toilets (latrine stalls) completed on the premises of educational facilities	Optional	C2D.19364	
		Number of education facilities with newly acquired waste bins	Optional	C1B.23199	
		Number of improved, sex-separated urinals completed for education facilities	Optional	C2D.26002	

	Hierarchy of objectives	Recommended standard indicators	Essential/ optional	Horizon code	Means of verification
		Number of education facilities gaining access to improved sanitation facilities designed for people with limited mobility	Optional	C2D,22823	
		Number of education facilities with menstrual hygiene and management facilities in place,* usable at the time of visit, with at least one toilet for women/girls to manage menstrual hygiene needs, one toilet separate for staff and one toilet for people with limited mobility	Optional	C2D.19352	
Outcome 3	Universal access to basic handwashing and menstrual hygiene services	Proportion of adolescents who participated in all desired activities during their menstrual period	Optional	**C4B.25852**	WASH in Schools Evaluation Survey
		Proportion of adolescents who report using appropriate hygiene materials during their last menstrual period	Optional	**C4B.25854**	WASH in Schools Evaluation Survey
		Proportion of education facilities with basic handwashing services**	Essential/ OIOS	C2D.23175	WASH in Schools Evaluation Survey
		Proportion of education facilities with adequate menstrual hygiene facilities in place*	OIOS	C2D.23172	WASH in Schools Evaluation Survey
Output 3.2	Access to basic handwashing services in education facilities increased	Number of education facilities gaining access to basic hygiene services	Essential	C1C.19358	WASH in Schools Monitoring Tool
		Number of education facilities gaining access to basic hygiene services with at least one handwashing station that meets the needs of people with limited mobility	Essential	C2D.26003	
		Number of children gaining access to basic hygiene services at education facilities (disaggregated by sex, age, children with disabilities, RC and MVC)**	Essential/ OIOS	C1C.22827	
		Number of children enrolled in structured learning who have participated in hygiene behaviour-change programming*	OIOS	C1B.19356	
Outcome 4.0	Communities and local government empowered to facilitate sustainable WASH interventions and services	Proportion of water supply systems where tariff is effectively/regularly collected and properly managed	Optional	C1B.25985	WASH in Schools Monitoring Tool
		Number of WASH school clubs/groups trained	Optional	C1B.22829	WASH in Schools Monitoring Tool
		Number of institutions (education or healthcare facilities) trained on the operation and maintenance of their water supply and sanitation services	Optional	C2D.26005	WASH in Schools Monitoring Tool

* Indicates an OIOS (Our Impact Our Story) indicator that is not essential in the WASH CPM

** OIOS indicator that is essential in the WASH CPM