WASH in Schools

Implementation Guidelines

A reference for Live & Learn Environmental Education

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Thank you to Declan Hearne from International WaterCentre for starting Live & Learn on this journey.

Design and Layout: Wilani van Wyk-Smit

Illustration: Nick Mattiske

Printed on 100% recycled paper.

This manual is available online at:

https://livelearn.org/what/resources/wash-schools-implementation-guidelines

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Implementation Guidelines

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The importance of WASH in Schools

What is WASH in Schools?

Water, Sanitation and Hygiene (WASH) is important for good health. Schools take simple, inexpensive steps to improve WASH facilities at their school, and healthy hygiene habits are taught, practised and integrated into daily school routines.

Safe water, toilets and improved hygiene behaviours are essential in schools to provide a clean and safe learning environment. Although we have made progress, the sustainability of school water, sanitation and hygiene (WASH) services and hygiene behaviour change remains a huge challenge in many countries. Safe water, sanitation and hygiene (WASH) are essential in schools to provide children with a clean, safe learning environment and teach them how to live healthy, happy adult lives.

In low and middle-income countries, almost half[1] of schools do not have safe drinking water and 55% lack sanitation facilities. School hygiene is a particular challenge; based on the limited data available, only 21% of schools in developing countries have handwashing facilities. This lack of basic water and sanitation services and improved hygiene behaviours is holding back students' potential and preventing them from escaping poverty.

In the South Pacific self-reported data collected on WASH in Schools from Ministries of Education in the region demonstrate that school children in Kiribati, Marshall Islands and Solomon Islands have extremely low access levels. In Kiribati a meagre 4% of schools have access to sanitation and only 3% to water. A baseline study in the Solomon Islands revealed that 46% of schools in rural areas lack access to water, 65% lack access to sanitation and 66% lack handwashing facilities.

In addition, girls and children with disabilities are denied access to education due to stigma and when WASH facilities are unavailable or inadequate[2]. Girls miss school each month because of stigma concerning menstruation and because sanitary pads are unaffordable for many families, and toilets in schools are not equipped with menstrual hygiene facilities, or are not properly maintained.

1 www.unicef.org/wash/schools/ les/WASHinSchools_Post2015_ consultation_Summary.pdf
2 UNICEF Pacific WASH Strategy Note – 2018-2022

An efficiently and effectively implemented WASH in Schools program will lead to students who[3]:

▶ Are healthier

▶ Increase attendance and perform better in school

▶ Positively influence water safety and hygiene practices in their homes, among family members and in the wider community

▶ Learn to observe, communicate, cooperate, listen and carry out decisions about hygienic conditions and practices for themselves, their friends and younger siblings whose hygiene they may care for (skills they may apply in other aspects of life)

▶ Change their current hygiene behaviour and continue better hygiene practices in the future

▶ Personal hygiene is improved for boys and girls, and boys and girls learn about menstrual hygiene and physical and emotional changes during puberty

▶ Practice gender-neutral division of hygiene-related tasks, such as cleaning toilets, fetching and boiling water, and taking care of the sick

3 Data on the benefits of school WASH is currently limited. These benefits are based on existing data and anecdotal evidence.

A capacity development approach to WASH in Schools

Effective WASH in Schools improves health, boosts attendance and promotes gender equity and equality[4]. Stereotypes are challenged through engaging boys and girls in WASH activities in schools, and through providing leadership opportunities for girls in student WASH clubs. Access to gender segregated, private and girl-friendly WASH facilities, paired with improved knowledge on sexual and reproductive health, breaks down stigma and taboos related to menstrual hygiene, and establishes an enabling environment for good menstrual hygiene management. Engaging with boys also promotes positive masculinities related to WASH roles in schools[5].

Live & Learn works with schools to improve WASH through a bottom-up capacity-building approach and risk-based tools based in an 'Assess-Plan-Act-Monitor' cycle. Our enabling approach focuses on what the schools can learn and be able to do themselves, rather than just on supplying facilities and services. It provides the schools the opportunity to be active actors in the improvement of their WASH infrastructure and services. We also work with government education authorities to strengthen implementation of WASH in Schools standards and policy.

The program implements capacity building activities to establish and strengthen the school leadership so that they will be able to address the water supply and sanitation needs in their school in the long term. The program also generates demand for improved water safety, hygiene and sanitation in the school through empowering student WASH Clubs to conduct targeted advocacy campaigns to improve water, hygiene and sanitation in the school.

A pilot project implemented in partnership with International Water Centre and supported by the Australian Government through the Civil Society WASH Fund was implemented with school administration and teachers in 43 schools in peri-urban locations in four countries - Papua New Guinea, Solomon Islands, Vanuatu and Fiji. Some 18,800 students benefited from the project, and improvements in WASH in Schools policy and service funding was made by education authorities at district and national level.

This guide provides an overview of the Live & Learn WASH in Schools approach, and serves as a guide for the larger WASH in Schools programs now being implemented by Live & Learn with other partners in Papua New Guinea, Solomon Islands, Vanuatu and elsewhere.

This publication is made possible through the WASH in Schools activities of the *New Times, New Targets Project* - which aims to improve sustainable and inclusive access to water, sanitation and hygiene (WASH) services and facilities with schools, clinics and communities in rural Solomon Islands. The project is an Australian aid initiative implemented by Plan International Australia in partnership with Live & Learn Environmental Education on behalf of the Australian Government.

4 UNICEF Call to Action – WASH in Schools
5 UNICEF WASH Strategy Note – Pacific Multi-country Programme (2018-2022)
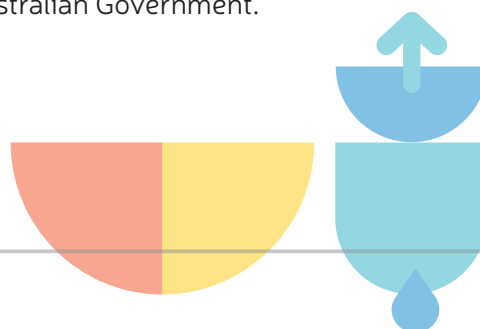
How we work with schools to improve WASH

Live & Learn Project Start
Initiation Meeting

Measure changes against 3 Stars

Handover to Education Authorities

MONITOR

ASSESS

School-led Planning

School-led Monitoring

WASH in Schools Cycle

Coaching

Bottleneck Analysis (BNA)

Bottleneck Analysis Report

WinS Planning
- Share BNA Report
- School Theory of Change
- School WASH Improvement Plan

School-led Action

ACT

PLAN

Training of Teachers Sessions 1 – 5

Set up WASH Committee

Set up WASH Clubs

Design Frameworks and Principles

WASH in Schools works at different areas to promote bottom-up change

Enabling environment	Schools	Teachers	Students

Live & Learn's approach to WASH in Schools is based on UNICEF's Three Star Schools approach[6]. The Three Star Approach for WASH in Schools is designed to advance the effectiveness of hygiene behaviour change programmes, while ensuring that schools meet the essential criteria for providing a healthy environment for children. The approach was developed in response to bottleneck analyses of WASH in Schools programmes worldwide and is modelled on other successful school-based behaviour change programmes.

In the Three Star Approach, schools are encouraged to take simple steps to make sure that all students wash their hands with soap, have access to drinking water, and are provided with clean, gender-segregated and child-friendly toilets at school every day. The Three Star Approach involves changing the way WASH in Schools programming is perceived by schools, communities, and decision makers in government and support agencies. By prioritizing the most essential actions for achieving goals, the Three Star Approach helps schools focus on meeting children's needs through key interventions. At the same time, it provides a clear pathway for all schools throughout a country to meet national standards, and for all children to have hygiene-promoting and healthy schools. It encourages local action and support from communities and does not depend on expensive hardware inputs from the education system or external support agencies. 'Keep it simple, scalable and sustainable' is the guiding concept for interventions at all stages, so that the approach can be sustainably expanded countrywide at low cost.

> **'Keep it simple, scalable and sustainable'** is the guiding concept for interventions at all stages, so that the approach can be sustainably expanded countrywide at low cost.

6 Field Guide: Three Star Approach for WASH in Schools, UNICEF and GIZ, August 2013

Three Star School Framework

★ One Star School

Daily routines to promote healthy habits

- Daily supervised group handwashing with soap, normally before the school meal
- Daily supervised cleaning of toilets, and provision of soap and water (at least one functional toilet for girls and one for boys); no open defecation
- Daily supervised use of drinking-water bottles by all children

★ ★ Two Star School

Incremental improvements

- Hygiene education and facilities to promote hand washing with soap after toilet use
- Improve sanitation facilities, plus facilities and education for menstrual hygiene management
- Low-cost point-of-use water treatment introduced in schools

★ ★ ★ Three Star School

Meeting national standards

- School facilities and systems upgraded to meet national standards

'No Star School'

The existing situation for many schools

- Limited or no hygiene promotion
- May or may not have WASH infrastructure
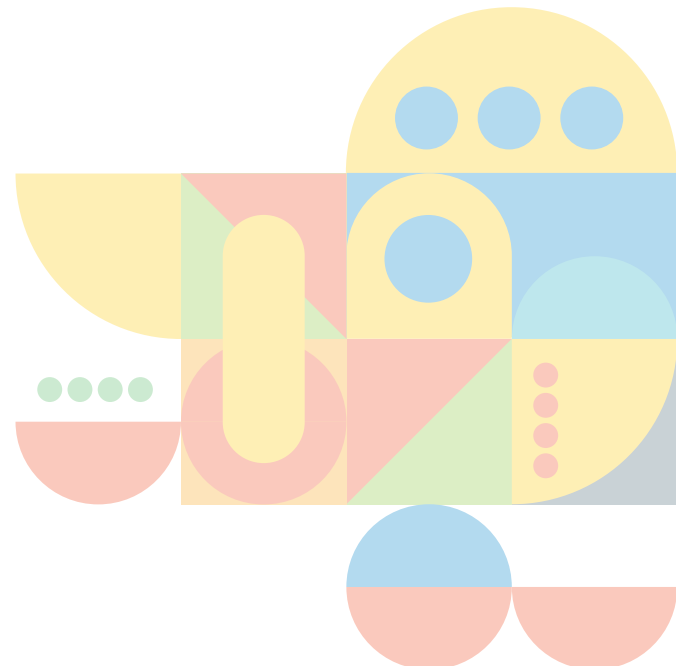
Strengthening the Enabling Environment

Live & Learn supports the fundamental idea behind the Three Star Approach that schools and their host communities can and should create the minimum conditions for healthy, hygiene-promoting schools using local resources. The One Star stage is specifically designed to be so low-cost that even the poorest communities should be able to achieve its three milestones for hygiene, sanitation and water using their own resources.

While recognizing government responsibility to ensure that minimum WASH standards are met in publicly-funded schools, in this approach government responsibility lies less in funding hardware and more in creating a supportive policy environment, programme design and institutionalization of daily hygiene activities – which involves training for teachers in hygiene promotion, setting and monitoring standards and certification.

Live & Learn works to both support government education policy setting and implementation, and at the level of local school leadership to help schools meet the government WASH in Schools standards. National governments in the South Pacific are currently supported by UNICEF to define standards, roles and responsibilities for WASH in Schools. Each country is at a different stage in this process.

It is important to note that all tools used for WASH in Schools activities by Live & Learn must be contextualised to reference and support the WASH in Schools national standards, roles and responsibilities set by national governments.

Strengthening Local School Level

Live & Learn's WASH in Schools activities focus on four areas:

1 Engagement with enabling environment actors

2 Improved institutional capacity to plan and deliver WASH in schools

3 Teacher-led WASH promotion in classes

4 Peer-to-peer advocacy amongst students
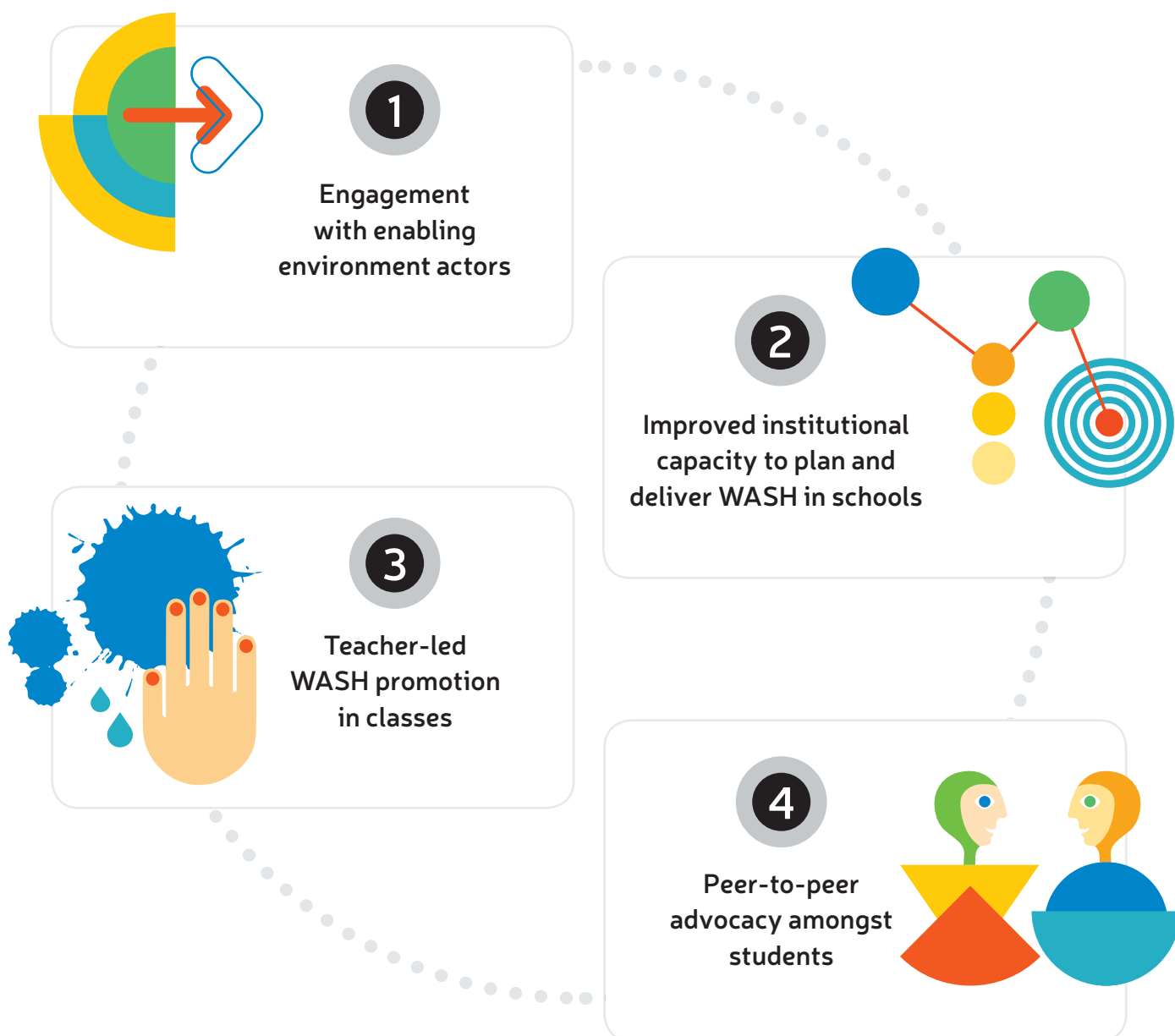
5 Key WASH Messages

Handwashing with soap is a habit

Be a WASH Champion

Safe Water Healthy School

WASH Services for All

Menstruation is not a sickness

Assess, Plan, Act & Monitor Cycle

Live & Learn's WASH in Schools (WinS) activities follow the management cycle of **Assess, Plan, Act** and **Monitor**.

WinS Management Cycle

- Monitor
- Assess
- Plan
- Act

The WASH in Schools Activity Cycle (given in a table on the following pages) is targeted on assisting schools to improve safe and inclusive santiation and hygiene outcomes for students, but recognizes that to achieve this an effective WASH in Schools program needs to be built on a foundation of three key pillars:

Building on existing initiatives:

Strength based approaches encourage building on what programs, skills and resources already exist. A validated situation analysis should be used to inform new initiatives.

Working with stakeholders:

Collaboration with key stakeholders will be important to gain support and legitimacy for any new activities. Identifying and engage with key stakeholders will increase ownership of findings and the follow up actions. Multiple actors need to be involve for a successful and sustained WASH in Schools program. We also need to ensure strategic support from educational agencies by building on existing educational policy's, mandates. We also build local capacity at school level for ownership and sustainability of interventions.

Evidenced based:

Generating and sharing evidence will provide a foundation for smarter more targeted actions and provide WASH in Schools advocates with a powerful tool to lobby support for the program. The Bottleneck Analysis is an evidence-based approach that will help ensure limited resources can be targeted to ensure best return.

This WASH in Schools Guide is structured to provide details of activities conducted by a community development organisation and school in each step of the cycle. The final section provides details on examples, templates and national standards.

WASH in Schools Activity Cycle

ASSESS	What success looks like	Role of Live & Learn Team	Role of schools
National and sub-national consultations	• National and regional stakeholders have been consulted • Roles of national and regional stakeholders, and program officers have been discussed and agreed • Program staff are aware of other WinS initiatives led by government and other stakeholders. Links with other initiative are established (e.g. alignment with UNICEF Three star approach)	Conduct informal consultations with national and regional education stakeholders	
Initiation meetings or workshop	• Understanding of importance of WinS • Roles and responsibilities of national and regional stakeholders and Live & Learn program officers have been mapped, discussed and agreed. • Orientation from department or ministry • Agreement on provisional school WASH team • Agreement on criteria for selection of schools • Strategies for coordination with schools has been agreed • Guidelines on school engagement agreed	Ensure program for supporting WinS is aligned with national approaches to WinS	Target schools have been contacted
Introduction to schools	• Orientation on WinS with key school leaders • Secure agreement on participation from school leadership	Conduct informal consultations with school leaders and teachers	Schools have expressed interest to participate.
Baseline surveys and analysis	• Through participatory Bottleneck Analysis process school stakeholders have an understanding of current status of WASH services in school and their impact on gender equality and inclusion • Program staff have used baseline date to inform current bottleneck at the school level	Field officers and Community Facilitators work with school leadership and (where possible) with Education agencies to conduct baseline activities to produce first Bottleneck Analysis assessment in target schools.	School supports and participate in baseline activities
Collaborative analysis and action planning	• Program staff facilitate school stakeholders to conduct review of Bottleneck Analysis findings of WASH and Gender & Social Inclusion needs and priorities • School stakeholders have shared understand of priority actions	Field officers and Community Facilitators leads the collaborative analysis and action planning	School participates in analysis and planning processes

PLAN	What success looks like	Role of Live & Learn Team	Role of schools
WASH in Schools Planning Workshop	• Results of school bottleneck analysis presented and agreed on by school leaders • Participatory planning workshop to produce school draft Theory of Change and WASH Improvement Plan, aligned to national policy (where national policy exists) • Clarifies roles of key school-based actors (school leaders, committee, teachers, students) and institutional structures (School Council, School WASH Committee, WASH clubs)	Project team provides Bottleneck Analysis Report to schools, and facilitates a school WASH in Schools Planning Workshop that provides guidance and templates for school Theory of Change and WASH Improvement Plan Where national policy exists project team ensures awareness and understanding of key policy requirements.	School have been supported to take a leading role in the development school-based plans
WASH plans endorsed by the school	• Theory of Change and WASH Improvement Plans formally adopted by school. • WASH in Schools budget has been created/reviewed and is aligned with school budgeting process • WinS budget includes inclusive water and sanitation infrastructure improvements (incremental, based in 3-Star school standards)	Project team support school in draft of budget using existing government format	School allocated inclusive WASH budget requirement in formal school budgeting process.
Strengthening School WASH teams	• School leaders have been orientated on leadership, gender and social inclusion, etc • School WASH Committee is established with a clear Terms of Reference, and have had orientation with appropriate education office (if available) • School WASH Committee includes school manager/chairman and head teacher	Project team have facilitated coordination visits between school and government education authorities If appropriate, skills needs assessment has been conducted with school WASH Committee	School has clarified roles and responsibilities for school WASH Committee School WASH Committee has reviewed and adopted the plans from the Asses phase
Communication and engagement	• School is prioritising WASH in planning • Bottleneck analysis and action plans are communicated with all students and staff • School adopts school-based action plans	Project team facilitates WASH Committee and school leadership sharing of Bottleneck Analysis Report and WASH Improvement Plan to wider school body	Timeline for delivery of interventions in schools has been agreed with school principal and board chair

Process step				
ACT	**What success looks like**	**Role of Live & Learn Team**	**Role of schools**	
Building teacher leadership				
ToT #1: Water, Hygiene & Sanitation	• Teachers understand difference between health knowledge and behavior change communication. • Key hygiene messages and channels for communicating in classrooms agreed. • Steps to improve 'opportunity' to wash hands explored (Hand washing facilities, soap and water supplies) • Role of student in keeping toilets clean and functional explored. • Concept of WASH Clubs discussed as an inclusive mechanism to enable girls and boys to take a proactive role in inclusive water, hygiene and sanitation – including identification of support teachers • Hygiene and Sanitation activities are mapped against school calendar and integrated with key school subjects at classroom level. • Introduction to Water Safety information	Project team provides a 1-day (or 4 afternoon) session based on Hands Up for Hygiene Teacher Guide and Germ-busters Student Book	School ensure full attendance and actively participate in trainings	
Hygiene and sanitation inservice in schools	• All teachers have been oriented on Hygiene and sanitation modules and have the tools to deliver messages in classrooms. • Teachers trained in Training of Trainers have conducted inservice with other teachers at the schools	Project team completes follow up visit to assess that inservice has been conducted and to see progress and challenges for delivering hygiene and sanitation messages in classrooms	School-led	
Hygiene and sanitation education is delivered in classrooms	• Hygiene messages are delivered in every classroom • Sanitation messages are delivered in every classroom	Project team monitors the implementation of Safe Sanitation activities. Project team identifies and helps to troubleshoots challenges	School-led	

Process step				
ACT	**What success looks like**	**Role of Live & Learn Team**	**Role of schools**
Building student leadership			
ToT #2: Arts for Advocacy	• Teachers have been trained in the use of Arts for Advocacy approach for engaging and capacity building of students for leadership and action on WASH in Schools — especially leadership opportunities for girls	Project team provides a 1-day (or 4 afternoon) session based on Arts for Advocacy Teacher and Student Guides to guide engagement and capacity-building of students for leadership in WASH in Schools	Schools schedule times and engage with Arts for Advocacy activities
Establish WASH Clubs	• WASH Clubs (or similar) provides opportunities for students to be engaged — and leadership opportunities, especially for girls • WASH Clubs take active role in promoting/ policing hygiene and sanitation behaviors • Annual plan agreed	Project team monitors the establishment of WASH Clubs and student-led activities	School use learning from A4A training to Establish WASH Clubs (or similar)
Students lead an Arts for Advocacy campaign	• WASH Clubs plan and deliver Arts for Advocacy campaigns in schools • Students have support from school management and teachers	Monitoring and trouble shooting	Teachers support
Students support and present at Global WASH days	• Calendar of Global WASH and Inclusive days is shared with school • WASH Clubs have an active role in preparing and presenting at Global WASH days • Fundraising activities, where appropriate, are integrated with Global days	Coordination with regional and national level stakeholders Coordination with schools for regional events	School leads the hosting and delivery of the Global WASH days

Process step			
ACT	**What success looks like**	**Role of Live & Learn Team**	**Role of schools**
Improved WASH Access			
Incremental water and sanitation infrastructure improvements (based on 3-Star school standards)	• Hand-washing facilities planned and some constructed in line with Three Star standards • Sanitation facilities planned and some constructed in line with Three Star standards	Support WASH Committee coordination with government education authorities and service delivery partners to build infrastructure, discuss seed funding or other funding options school can access	School WASH Committee leads process of improved WASH infrastructure construction management
ToT #3: Water Safety Training	• School leadership is aware of national water safety standards for schools • Understand requirements for resilient and safe water supplies • Practical experience and knowledge of doing a water safety audit and water testing • Develop and use risk assessments to inform control measures mitigating contamination and improving reliability of water supplies	Project team completes follow up to see progress and challenges for delivering safe water supply and storage in schools, and to link school water safety planning with community water safety planning.	School WASH Committee, Teachers and student WASH Clubs are taking responsibility for school water quality
ToT #4: Operations & Maintenance	• Operations & Maintenance training conducted with WASH Committee • Operations & Maintenance plan in place with schedule and costs included	Project team use Operations & Maintenance tools to guide capacity building of WASH Committee in Operations & Maintenance, including writing a costed plan	School has drafted a simple Operations & Maintenance Action Plan and allocated budget re-quirement in formal school budgeting process
WASH Committee, Teachers and Students support improved WASH Access	• Soap, toilet paper and sanitary pad supplies are ensured (school budget allocation, fundraising, etc) • Roles of WASH club to track and report toilets and hand-washing facilities use and status • Operations and maintenance implemented, including waste disposal management	Project team identifies and helps WASH Committee and WASH Clubs to troubleshoot Operations & Maintenance challenges	School leads the imple-mentation of safe hygiene and sanitation activities

Strengthening Gender & Social Inclusion

ACT	What success looks like	Role of Live & Learn Team	Role of schools
Strengthening Gender & Social Inclusion			
ToT #5: Gender and Social Inclusion and Menstruation Hygiene Management	• Gender & Social Inclusion training, including Menstrual Hygiene Management and disability WASH access with teachers and WASH Committee • School-based WASH goals and plans ensure safe and inclusive sanitation is provided in the school • Supply of sanitary pads secured for the school, and appropriate waste disposal system in place • Incremental plans to improve accessibility of WASH facilities based on Three Star standards	Project team and/or Gender & Social Inclusion training partner conduct training of teachers and WASH Committee in Gender & Social Inclusion & Safe Sanitation	Schools schedule times and engage with Gender & Social Inclusion & Safe Sanitation activities
Sharing of Gender and social inclusion information and ongoing support	• One day school wide orientation on Gender & Social Inclusion, including Menstrual Hygiene Management and disability WASH access • Menstrual Hygiene Management Focus Group Discussions held with boys and girls ages (11-13) • Participation in relevant Global Days (eg 3 December)	Project team and/or Gender & Social Inclusion training partner monitor the re-echoing of Gender & Social Inclusion and Menstrual Hygiene Management training	All teachers receive training in Gender & Social Inclusion & Safe Sanitation Project team and/or Gender and Social Inclusion training partner monitor the sharing of gender and social inclusion and menstruation hygiene management training
Ongoing follow up and support	• WASH in Schools is strengthened in schools • High level of awareness of WASH in Schools • Increased motivation and activities of teachers and students • Increased participation of the whole school community including parents • Infrastructure is well managed and operating correctly • Increased knowledge and understanding by all teachers	Informal monitoring by project team on the following: Implementation of plan progress, teachers are including WASH in lessons, activities of WASH Clubs (especially Arts for Advocacy), WASH Committee is active, key WASH global events are celebrated, overall environment and WASH services provided by the school is improving, community is supportive	Schools are available to talk with project team and willing to allow staff development time to be allocated to WASH follow-up. Schools also keep project team updated on successes and challenges

MONITOR	What success looks like	Role of Live & Learn Team	Role of schools
Bottleneck are reviewed and school-based Theory of Change revised	• Bottleneck Analysis is reviewed and changes/ progress is mapped • Theory of Change is reviewed and used to guide WASH Action Plan for next school year	Project team facilities review of progress at each school (initially) and then follow-ups in Year 3 and 4 with groups of schools	School support and participate in review activities
Benchmarking against Three Star approach	• Benched marked against the Three Star approach where it has been adapted nationally	Project team facilitates review with education authorities against government standards and Three Star framework	School report on progress against Three Star indicators
Action Plan for next year	• Action planning for next school year is complete • Budget includes WinS items	Project team facilities review of next 12-month action plan and budgets	School leads the development of next year plans and budgets
Annual Reflection in the School	• Progress in Hygiene and Sanitation is celebrated • Progress in water, hygiene and sanitation goals and Three Star standards is shared in the school and with government education authorities, and celebrated.	In coordination with education agencies Project team provides token of acknowledge to schools (e.g. certification of progress in WinS)	School celebrates achievements
Engagement of Education Authorities	• Local government education officers are making support and monitoring visits to schools • Schools understand and are able to satisfactorily complete government processes and forms for financial and monitoring support • Education Authorities are aware of successes and learning of program	Project team consults with Education Authority leadership, informs other relevant government departments (such as health or infrastructure) as needed, and hosts knowledge and learning events for stakeholders	Education authorities continue support and engagement in the program, and commit to eventual overall supervision of the program as part of the exit for the project team

ASSESS

The **"Assess"** stage in the WASH in Schools cycle is where information on WASH in Schools strengths, needs, approaches, policies, standards, etc are gathered. A key tool is the participatory Bottleneck Analysis conducted at school level.

Diagram of steps

- National and sub-national consultations
- Initiation meetings/workshop
- Introduction to schools
- Baseline surveys and analysis
- Collaborative analysis and action planning

National and sub-national consultations

These consultations provide an opportunity to engage and listen to national and regional education stakeholders, such as government education department, health department, asset management department, organisations such as UNICEF and other organisations working with schools. This provides the opportunity to understand government priorities for WASH in Schools and outline the support which your organization can provide. A summary of key points from your project situation analysis should be discussed and validated with the educational stakeholders.

Key protocols for informal consultations include:

- Prepare a stakeholder mapping before informal consultations (see Section 6 for an example of a Stakeholder Map)
- If you are familiar with them, conduct some informal political economy analysis activities concerning key stakeholders
- Be flexible to meet at time a place that best suits your target stakeholder
- Have a short summary of your project to present
- Have a short summary of your situation analysis that can easily be shared with the stakeholder. Express that you are keen to validate your assumptions with their input
- Be open to listen to concerns with your findings, be flexible to find common ground and adapt your strategies to improve alignment with government processes
- Outline your next steps and seek support and advice as to how best to progress and who else to engage
- Agree a time share your validate situation analysis based on inputs from different stakeholders.
- Seek a time for a more formal consultation or workshop

What success looks like:

- National and regional stakeholders have been consulted
- Roles of national and regional stakeholders, and program officers have been discussed and agreed
- Program staff are aware of other WinS initiatives led by government and other stakeholders. Links with other initiative are established (e.g. alignment with UNICEF Three star approach)

Initiation meetings or workshop

The Initiation workshop is an opportunity to explore agreement on strategies for collectively strengthening WASH in Schools. Such forums can be effective for creating a shared understanding of importance of WASH in Schools, and identify opportunities for collaboration. Common agenda points in an Initiation workshop include:

- Orientation on organisations work relating to the policies and plans
- A discussion on the importance of WASH in Schools with time for dialogue on the proposed approaches, including consideration of:
    - o Strategies, theory and approaches for guiding WASH in Schools (eg. A focus on building local capacity, evidence-based decision making and using the Three Star Approach for benchmarking progress)
    - o Contact list for all stakeholders
    - o Identification of key focal points to contact for updates on activities
    - o Review of collective capacities, knowledge and resources for strengthening WASH in Schools, including existing government standards (formalised and/or drafted)
    - o Overview of how baseline, monitoring and reporting data will be shared between partners and reported to or integrated into government monitoring systems
    - o Criteria for selection of participating schools / regions
- Identification of coordination and feedback processes to government, or steering group for directing the process of working with schools and clarification of roles. If forming a steering group then it is best to work with existing government groups.

What success looks like:

- Understanding of importance of WinS
- Roles and responsibilities of national and regional stakeholders and Live & Learn program officers have been mapped, discussed and agreed
- Orientation from department or ministry
- Agreement on provisional school WASH team
- Agreement on criteria for selection of schools
- Strategies for coordination with schools has been agreed
- Guidelines on school engagement agreed

Selection criteria is based on government programs, priorities, and activities of other organisations. Selection criteria for schools can include things like:

- Schools in a particular district or area
- Schools with some existing assets (like water supply)
- Only primary schools,
- Etc

Introduction to schools

Informal consultations are held with school leadership to achieve the following:

- Introduce WASH in Schools, including sharing information about any relevant national standards, Three Star Schools program, etc
- Introduce the project and implementing partners
- Obtain a copy of the annual school operational calendar
- Secure agreement on participation from school leadership
- Establish a time to return to the school to conduct the participatory Bottleneck Analysis

What success looks like:

- Orientation on WinS with key school leaders
- Secure agreement on participation from school leadership

Baseline Surveys and Analysis

WASH in Schools programs must address many activities, including construction of water, sanitation and hygiene facilities, hygiene education and promotion, operations and maintenance support, and advocacy at the local, regional and national level. Each component of programming is required for the effective coverage needed for health and education impacts, and a bottleneck in one area can limit effectiveness of the whole program. These components can be divided into four categories: Enabling Environment, Supply, Quality and Demand. The national WASH in Schools standards in each country can be slightly different, but all will set minimum or maximum standards for the aspects of WASH in these categories. These categories have sub-categories and indicators — which are shown in the tables on the following pages.

The Bottleneck Analysis is the foundation tool that Live & Learn uses with school stakeholders to identify the barriers (bottlenecks) to accessing WASH services and school and good WASH practice. The first time a Bottleneck Analysis is conducted forms the baseline for WASH services and practice in the school. Identifying these bottlenecks can help to focus improvement strategies. The Bottleneck Analysis is also used as the monitoring tool (annually or every six months) to assess the effectiveness of intervention strategies.

The tool presented below can easily be contextualised to the context of a specific country, and then be used by Live & Learn officers, government education inspectors, and school WASH Committees.
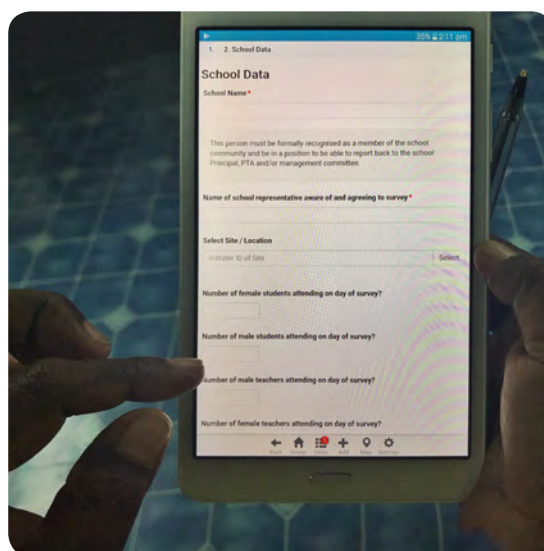
Examples of bottleneck analysis graphs from data collected using mWater

Bottleneck Analysis Indicators linked to Assessment Tools

The Bottleneck Analysis Survey looks at a series of indicators divided into four categories: **Enabling Environment**, **Supply**, **Quality** and **Demand**.

Each of these categories is linked to assessment tools that use a combination of interviews, surveys and observations to gather information against the indicators. An overview of indicators is given in the following tables. The indicators for a bottleneck analysis should be contextualised to the Three Star Approach standards or national WASH in Schools standards for the country.

Enabling Environment

Category		Indicators	Assessment Tool
Enabling Environment	Awareness of WASH in Schools standards	School management and leaders are aware of national standards for WASH in Schools and the Three Star standards, and are referring to them in WASH planning and service provision	Enabling Environment: Principal Survey Teachers/Parents Focus Group Discussion
	School WASH Committee	Membership of WASH Committee (school reps, parent reps, etc) including # of females and males Copy of WASH Com Terms of Reference	Enabling Environment: Principal Survey Teachers/Parents Focus Group Discussion
		School has a current action plan for improving WASH (developed and approved within last 12 months) Copy of Action Plan	Enabling Environment: Principal Survey Teachers/Parents Focus Group Discussion
	Budget/ expenditure	Evidence of annual budget for WASH capital improvements and Operations & Maintenance, including evidence of expenditure on WASH Operations & Maintenance	Enabling Environment: Principal Survey Teachers/Parents Focus Group Discussion

Supply

Category		Indicators	Assessment Tool
Supply	Functional water supply and adequate number of water points	Basic: School has drinking water from an improved source available at the school Advanced: Defined by national standards	Infrastructure Spot Check
	Access toilets that comply with national standards	Basic: School has improved sanitation facilities at the school, which are single-sex and usable. Minimum student:toilet ratio of XX Advanced: Defined by national standards	Infrastructure Spot Check
	Functional access to handwashing facilities	Basic: XX Hand washing facilities are functional, with water and soap Advanced: Defined by national standards	Infrastructure Spot Check
	Availability of Human resources for hygiene promotion	# Teachers received training in HP and applying HP in lessons (report # of females and males)	Teachers/Parents Focus Group Discussion
	Mechanisms for WASH Operations & Maintenance	Examples of school actions that are leading to improved Operations & Maintenance (e.g. system for repairing toilets or accessing soap)	Enabling Environment: Principal Survey Teachers/Parents Focus Group Discussion
	Availability of Human Resources for Operations & Maintenance	# of teachers, maintenance staff or volunteers trained in operations and maintenance	Enabling Environment: Principal Survey Teachers/Parents Focus Group Discussion

Quality

Category		Indicators	Assessment Tool
Quality	Environmental sanitation	Safe rubbish disposal, including used sanitary pads No drainage issues around water points, toilets and hand washing facilities	Infrastructure Spot Check
	Toilet facilities are clean and safe	% Toilets are clean (no evidence of faecal matter outside bowls, % Toilets are safe to use and doors can lock for privacy	Infrastructure Spot Check
	Menstrual Hygiene Management	Change room and shower for girls Supply of sanitary pads	Infrastructure Spot Check Principal Survey
	Inclusive toilet and hand washing facilities	Appropriate modifications in designs are in place to enable inclusive access and use to toilets and hand washing facilities	Infrastructure Spot Check Principal Survey
	Human rights and inclusion	Boys and Girls demonstrate awareness of human rights and understanding of marginalisation/inclusion	Student KAP
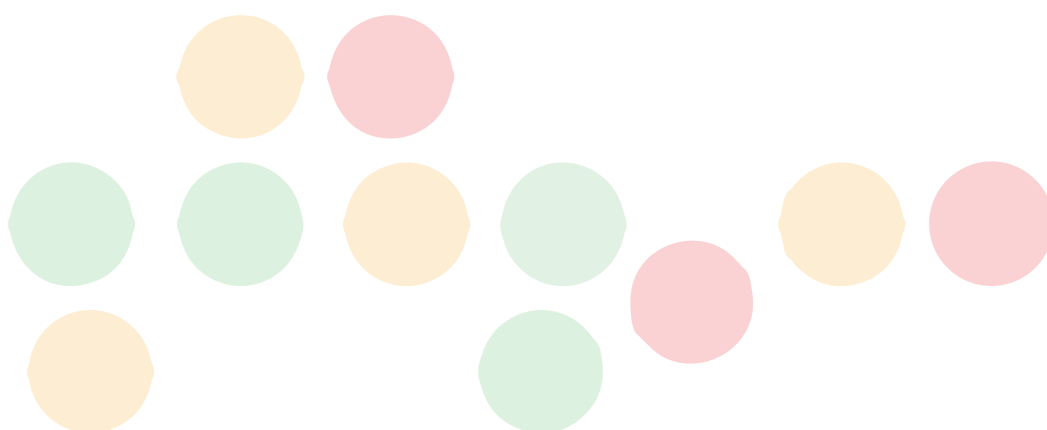
Demand

Category		Indicators	Assessment Tool
Demand	Children demonstrating independent hand-washing with soap	% of children who demonstrate after toilet use	Structured Behaviour Observation
		% of children who demonstrate before eating	Structured Behaviour Observation
	Children demonstrating good toilet use	% of children reporting use of toilets over open defecation	Teachers/Parent Focus Group Discussion Student KAP
	Hygiene promotion activities	# Students in WASH Clubs	Teachers/Parent Focus Group Discussion Student KAP
		# Student-led WASH advocacy activities	Teachers/Parent Focus Group Discussion Student KAP
		Daily group hand-washing activities	Teachers/Parent Focus Group Discussion Student KAP
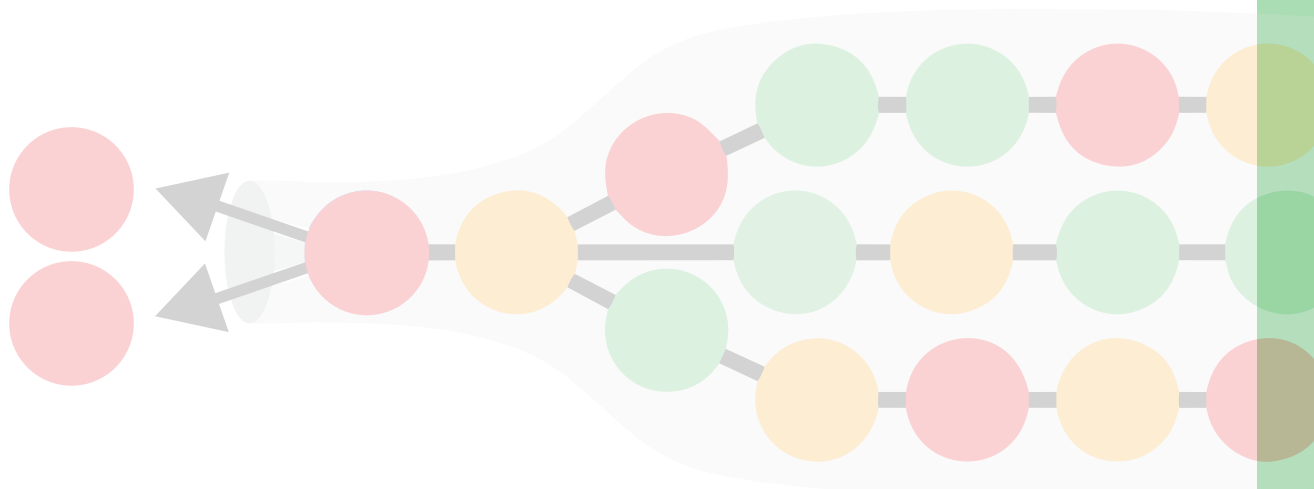
Conducting a Bottleneck Analysis

Live & Learn works in a participatory way with each school to conduct the Bottleneck Analysis. This then informs the development by the school of a contextualized school Theory of Change and Action Plan (implemented in the "Plan" stage of the cycle).

Five tools are used to collect and compare data from different sources to increase understanding and gather information on the current status of WASH in a school.

The assessment tools are:

1 An **Interview with the principal or head teacher** concerning the management of water, sanitation and hygiene facilities, hygiene education and promotion activities, ability to meet the needs of diverse students (especially girls), and the water safety, sanitation and hygiene behaviour of children in schools.

2 A **Focus Group Discussions with Teachers and Parents** to explore different perspectives from the head teacher, and generates information on the management of water, sanitation and hygiene facilities, hygiene education and promotion, and the water safety, sanitation and hygiene behaviour of children in schools.

3 An **Infrastructure Spot Check Survey** is used to monitor water storage, the number of clean, working and accessible/inclusive water points, toilet and handwashing facilities for teachers, boys and girls in schools.

4 A **Knowledge Attitude & Practice Survey** is conducted with 10% of the students in the schools (equal number of boys and girls) to assess knowledge and practice concerning water safety, hygiene, awareness of hygiene and health taught through the curriculum, opinions of the water, sanitation and hygiene facilities in the school, ability to manage menstruation, and attitudes towards and experience of discrimination.

5 A **Structured Behavioural Observation Survey** is used to verify handwashing behaviours at critical times (after eating and going to the toilet).

6 A School Water Safety Audit is used to monitor how the school manages water use and storage.
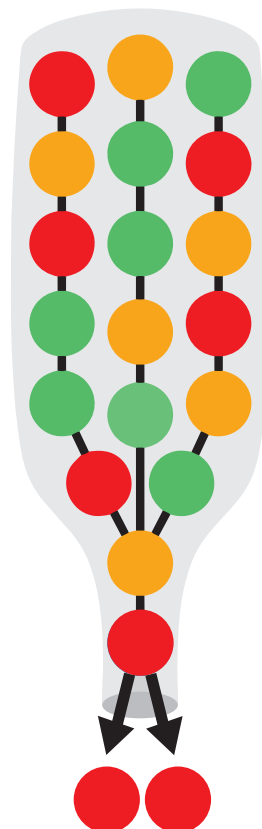
Each tool can be used via paper forms or through a customised survey in a cloud-based data collection application such as mWater. As at publication, Live & Learn uses mWater for the collection and analysis of the Bottleneck data. Schools should use simplified paper forms. Examples of surveys are available on Live & Learn's website, or from Live & Learn offices implementing WinS programs. See links in the Information Sources and Key Resources section.

A minimum of two people need at least one day to conduct a all the Bottleneck Analysis surveys in a school, with participation from the school leadership, teachers, parents and students. You must observe hand washing behaviour at break time and at lunch time, as we are looking for washing hands with soap after using the toilet and before eating. It helps to be organised to get all the surveys done. It is important to be familiar with all the survey tools and questions before getting to the school.

Suggested Bottleneck survey logistics plan for two people

Person 1	Person 2
Interview with the Head Teacher	Infrastructure Spot Check/ School Water Safety Audit Morning Break Structured Behaviour Observation (hand washing after using the toilet)
Student Knowledge & Practice Survey	Student Knowledge & Practice Survey
Lunch Break Structured Behaviour Observation (hand washing before eating)	Student Knowledge & Practice Survey – continued if needed
Teacher/Parent Focus Group Discussion - Facilitator	Teacher/Parent Focus Group Discussion - Recorder
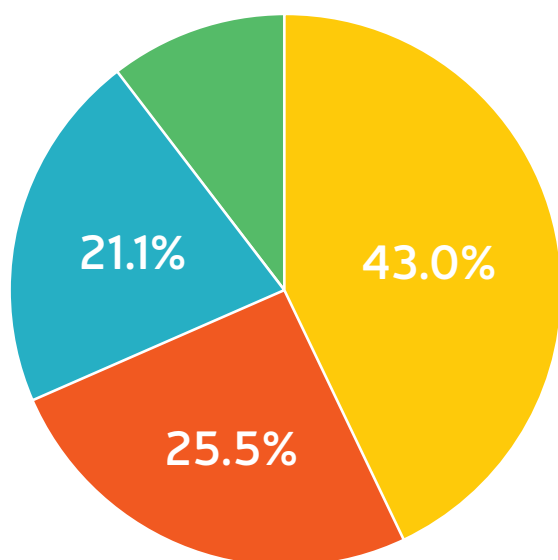
How do you feel about the school toilets?

- 🟡 Happy to use the toilet at school
- 🟠 Feel toilets are ok at school but need repairs
- 🔵 Try not to use the toilets at school
- 🟢 No school toilet available

Example of bottleneck analysis graph from data collected using mWater

What success looks like:

- Through participatory Bottleneck Analysis process school stakeholders have an understanding of current status of WASH services in school and their impact on gender equality and inclusion
- Program staff have used baseline date to inform current bottleneck at the school level

Collaborative Analysis and Action Planning

Live & Learn produces a Bottleneck Analysis Report for each school. Each of the four assessment tools is comprised of a mixture of qualitative and quantitative questions. As the time of publication Live & Learn uses M-Water cloud-based software to automatically analyse the quantitative data, and then add in relevant qualitative observations.

The core of the school report is the Bottleneck Analysis 'traffic-light' coding system for each of the WASH in Schools indicators – with red meaning an urgent unmet area, orange meaning some progress, and green signaling significant progress or achievement of WASH standard. An example from a school in Solomon Islands is pictured below. The Bottleneck Analysis ratings also corresponds to the Three Star school standards (Red – No Star, Orange – 1 Star, Yellow – 2 Stars, and Green – Three Stars)

If the Three Star School standards are being implemented in the country the indicators are also used to assess the level achieved by the school.

The School Bottleneck Analysis Report also includes narrative sections that discuss relevant findings on school governance, assets that could be leveraged to quickly improve WASH, and a detailed overview of the knowledge, attitude and practice of students concerning inclusive WASH. The School Bottleneck Analysis Report is shared with school leadership – either at a debrief meeting at the school itself or through a combined feedback workshop with a cluster of schools.

STANDARD 4:

Water Facilities & Access – Sufficient water collection points and water use facilities are available in the school to allow convenient access to, and use of water for drinking, food preparation, personal hygiene, cleaning and laundry.

	Indicators		Colour Rating & Analysis from Survey Data
Water Facilities Access	**Water Access point ratios meet National Standards* (day schools)** 🔴 **Red** - No water access points or hand washing facilities 🟠 **Orange** - Water access points or hand washing facilities in place but below national minimum standard ratios 🟢 **Green** - 1:50 tap stands for drinkingwater. 1:100 hand washing facilities, separated by sex, minimum 1 per toilet cluster, inside or right outside toilet, and just outside any kitchen area. Water should be running water.	🟠 ⚪	Water access points are below minimum standards and there are no hand washing facilities. According to the FSC, accessible water points stand at 1:72 for boys and 1:67 for girls and these ratios are well below the standard ratio for water point access. There are also no inclusive water points for people with disability.
	Provision of soap at hand washing facilities 🔴 **Red** - No soap provided 🟠 **Orange** - Soap provided sometimes 🟢 **Green** - Hand washing facilities have a proper place for soap, and there is always soap available	🔴 ⚪	No provision of soap at the hand washing facilities.

JETA PRIMARY SCHOOL: WASH BOTTLENECK ANALYSIS REPORT

THIS REPORT WAS COMPLETED ON THE 25TH OCTOBER 2018

This report provides a comprehensive summary of the WASH Bottleneck Analysis baseline findings for Jeta Primary School under the "New Times, New Targets" WASH project implemented by Live & Learn administered by Plan International through the DFAT Water for Women fund.

Data and information summarised in this report was collected on 24th September 2018 by:

Ango Anisi of PLAN International; Erick Hale of PLAN International
Brendon Teava of Live and Learn Environmental Education Solomon Islands; and compiled by Gregory Hulanga of Live and Learn Environmental Education Solomon Islands

The key target audience for this report are the leadership of Jeta Primary School, Guadalcanal Provincial Education Authority, and for Live & Learn reporting purposes. A copy of the report is to be shared with the leadership of Jeta head mistress and the school administration for recording purposes as well as document for the Primary School.

This report was produced by Live and Learn Environmental Education Solomon Islands through "The New Times, New Targets Project" - which aims to improve sustainable and inclusive access to water, sanitation and hygiene (WASH) services and facilities with schools, clinics and communities in rural Solomon Islands. The project is an Australian aid initiative implemented by Plan International Australia in partnership with Live & Learn Environmental Education on behalf of the Australian Government.

An example template for a School Bottleneck Analysis Report is available on the Live & Learn website, see the link in the Information Sources and Key Resources section. The example is contextualised to the National WinS standards in Papua New Guinea. Each Live & Learn office implementing WinS projects have a contextualised template.

What success looks like:

- Program staff facilitate school stakeholders to conduct review of Bottleneck Analysis findings of WASH and Gender & Social Inclusion needs and priorities
- School stakeholders have shared understand of priority actions

PLAN

The **"Plan"** stage in the WASH in Schools cycle is where we work with the school to analyse and use the information learned through the Bottleneck Analysis. The Plan stage is where we help the schools strengthen their leadership for WASH, and identify strategies and actions to improve school WASH services. The participatory Bottleneck Analysis conducted in the previous step is the foundation for the "Plan" stage.

Diagram of steps

- Conduct WASH in Schools Planning Workshop
- WASH plans endorsed by schools
- Strengthening school WASH teams
- Communication and engagement

WASH in Schools Planning Workshop

Conduct WASH in Schools Planning Workshop to produce:

- Summary of key bottlenecks

- Write school WASH goals and expected changes

- Write school WASH Improvement Plan

- Establish school WASH Committees

Option 1

Bring key representatives from a cluster of schools in an area together for a one-day workshop

Option 2

Visit individual schools to work with the leadership for a one-day workshop

Both options have pros and cons.

Option 1 allows you to work with multiple schools at the one time, but limits the amount of participants. It gives school leadership a sense of being part of something bigger, and develops relations between schools. It also provides the opportunity to engage government stakeholders to attend and engage in the process. It has greater logistics requirements and costs more due to venue hire, catering, transport and possibly accommodation.

Option 2 restricts you to working with a single school at a time, but has no venue hire, transport or accommodation costs. It also allows you to build greater ownership of the process as there are no limits to who can participate (school board, teachers, parents, senior students, etc).

WASH in Schools Planning Workshop Facilitation Guide

The process followed is similar, whether the workshop participants are a group of representatives from multiple schools, or key stakeholders from a single school:

1 **EXPLAIN:** Discuss the Three Star School indicators for the country (or the general UNICEF ones if the country has yet to finalise their own Three Star School indicators).

2 **EXPLAIN:** Discuss the purpose and function of the school-based bottleneck analysis, and share the national WinS standards for the country (or the general UNICEF ones if the country has yet to finalise their own standards). Also share the Joint Monitoring Program WASH Service Ladders (given in Section 6: Templates & Examples). Distribute copies of the national standards to be sure all participants are familiar with them.

Three Star School Ratings – Example from Solomon Islands

WASH: Three Star Schools
Tick all the boxes that apply to your school.

	Water	Sanitation	Hygiene	School WASH Committee	Student WASH Club
Three Stars	Volume of available water meets National Standard (Water Supply NI1) Risks to water supply contamination are addressed (Water Supply NI6) Number of water access points meets National Standard (Water Supply NI8)	Number of functional toilets meets National Standard (Sanitation NI 1) Technology requirement meets National Standard (Sanitation NI 2)	Hygiene education is taught as part of curriculum and school activities (Sanitation NI 13, Hygiene NI 1)	School is open defecation free	WASH Clubs are leading WASH activities
Two Stars	Low cost water treatment is in use (Water Supply NI4)	At least one functional toilet for every 100 girls and one for every 100 boys Toilets are hygienic (Sanitation NI 5)	Hygiene promotion activities take place, including Menstrual Hygiene Management	School WASH Plan is being implemented (Management NI 6)	WASH Clubs are implementing duty rosters (Hygiene NI 2)
One Star	Children bring individual water bottle to school	At least one functional toilet for girls, one for boys and one for teachers	Daily supervised group hand washing Water and soap is available near toilets (Water Supply NI9)	A School WASH Plan has been developed and displayed (Management NI 3)	Student WASH Club has been formed, and members trained (Management NI 5)
No Star	No water	No toilet	No hygiene activities	No School WASH Plan	No WASH Club

3 **EXPLAIN:** Read through the Bottleneck categories and the indicators - explaining any terms that your workshop participants might not be familiar with.

4 **GROUP WORK:** Explain how the Bottleneck Analysis data was collected and together with the school stakeholders review the Bottleneck Analysis Report. If you are in an individual school this can be done in a larger group. If you are facilitating a workshop with multiple schools then break into smaller school-based groups and then ask the school stakeholders to briefly present their findings. Each school should create the following table on flip chart paper to summarise the key bottlenecks for their school.

WinS STANDARD	BOTTLENECKS IDENTIFIED	SCHOOL CAPACITY TO ADDRESS
STANDARD 1: School WASH Management	• No WASH Committee • No Student WASH Club • No WASH budget	**Easy** **Easy** **Medium**
STANDARD 2: Sanitation - Toilets	• Number of toilets does not meet the student toilet ratio • Toilet does not meet the National Standard (currently using bush toilet)	**Easy** **Medium**
Menstrual Hygiene Management	• Toilet not suitably design to meet the needs of menstruating girls and female teachers • No provision of sanitary pads	**Medium** **Easy**
Waste Management	• Poor drainage system • No proper septic tank for the current toilet	**Difficult** **Difficult**
STANDARD 3: Water Supply	• Low water pressure • No history on the quality of water	**Difficult** **Easy**
STANDARD 4: Water Facility Access	• No soap available for handwashing • Not enough water points for handwashing and drinking	**Easy** **Medium**
STANDARD 5: Operations and Maintenance	• No cleaning system in place (duty rooster) • Lack of formal hygiene education and awareness • No sign of inclusive design in the infrastructure	**Easy** **Easy** **Medium**

5 **DISCUSS:** How do the school stakeholders feel about the evidence-based findings from the surveys? Are there any surprises? Does the school leadership disagree with any of the findings? Discuss why there might be differences. Discuss the strengths and assets that schools already have. How can these be used or built upon to quickly make improvements?

6 **GROUP WORK:** The first step is for each school to set some goals for improvements in WASH in the next one to three years. Schools should discuss setting the following types of goals:

- **A community-commitment goal** – what knowledge, skills, tools and time the wider community will make available to the school. How will the school and community collaborate on WASH planning and implementation in a way that benefits both the school and community (for example, shared maintenance skills and tools, access to funds, and access to WASH facilities during times of emergency).

- **User preference goal** – the types of WASH facilities and behaviours the school community wants, including accessibility for all (for examples, women and girls managing menstruation at school, staff or children with disabilities or injuries).

- **A health goal** – what improvements in student health are expected, for example reduced absenteeism for school by teachers and students.

- **An environmental goal** – what improvements in environmental quality are expected, for example expressed as improved water quality results or reduced number of open defecation areas.

- **An affordability goal** – what level of on-going financial support can the school community add to the available MEHRD budget.

Encourage the schools to be realistic in their goals, what can they achieve themselves with minimum external inputs? The goals will be reviewed every year, so they can be changed if the school leadership wants to update them in the future. Get each school group represented to write their goals on the left-hand side of a piece of flip chart paper, or on templates provided.

7 **DISCUSS:** Talk about the different types of changes, referring to the table below

Type of Change	Some examples
The presence of something	o Access to sex-separated toilets o Information service for children about Menstrual Hygiene Management o Waste management incinerator for Menstrual Hygiene Management o Access to safe water in the school
The type of access to an innovation or new service	o A visitor or child with a disability can access a suitable toilet o Girls have toilets that meet their needs for managing Menstrual Hygiene Management o Young children can access toilets at correct design for safe
The level of use	o The frequency of student hand washing with soap after going to the toilet and before eating food o The frequency of students using school toilets
The extent of an activity or coverage	o Number of students participating in WASH Clubs o Number of schools with teachers committed to discrimination-free schools o Number of schools with teachers committed to general hygiene (eg. oral health) o Soap is always available at all hand washing stations
The relevance of the innovation	o WASH Clubs help children make positive health behaviour choices at home o Teachers are trained and feel confident to integrate WASH into classes, and comfortable talking about menstruation hygiene management
The quality of an innovation	o Group hand-washing stations are strong and don't break with regular use by students o Improved toilets meet accessibility standards and are safe for all
The effort required to achieve a change	o The distance students have to walk to wash their hands with soap after using a toilet or before eating o The time commitment required by the community to support WASH improvements and operations and maintenance in the school o Distance from classrooms to toilets

8 **GROUP WORK:** The schools are going to work on their Theory of Change. To make this as easy as possible we use a simple table.

IMPACT/SCHOOL GOALS	NATIONAL WASH STANDARD	EXPECTED CHANGES	ACTIVITIES

9 **GROUP WORK:** Each school should now work together to write down the changes they need to see in their school to achieve their goals. Remind them to be realistic about what can be achieved in the next 1 to 3 years, and to start with changes they think they can make happen if the school and community works together.

10 **GROUP WORK:** After each school has set some goals and identified the types of change they need to see to reach the goals it is time to list the activities that need to be done to achieve each change. These activities can include design, building, meetings with government and community, discussion with students, assistance from NGOs like Live & Learn, using sub-contractors for construction, etc.

Encourage the school representatives to be make SMART goals and planned changes:

S = Specific
M = Measurable
A = Achievable
R = Realistic
T = Timebound

11 **PRESENT:** It should now be easy for the school representatives to see the links between their goals, changes and activities. This is the school WASH Theory of Change, and it should clearly show the WASH priorities for each school. It does not need to be long or complicated. We have provided an example of a finalised Theory of Change for a school in Section 6 Templates & Examples – but remind the participants that a Theory of Change is just as powerful even if it is simply written on paper with a pen!

12 **GROUP WORK:** The next step is the development of a school WASH Improvement Plan (or Action Plan). The WASH Improvement Plan takes the information that is in the Theory of Change and creates a work plan everyone in the school can follow.

Give each school a template (provided below) that they can copy onto flip chart paper, and get each school group to discuss the following questions:

- o Put the changes from your Theory of Change into the second column
- o Put your activities from the Theory of Change into the third column
- o Write down the roles – who will do what activities?
- o Write do the resources you need – what money, skills etc?
- o Write down opportunities to get resources – school grants, fundraising, etc?
- o What date will the school complete the each activity?
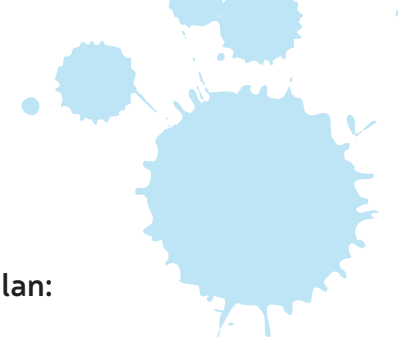
Template for developing a school based WASH Improvement Plan:

School WASH Goals	Changes *Changes we want to achieve…*	Activities *What we will do…*	Roles *Who will do it?*	Resources *What money, skills, etc. are required*	Resourcing opportunities *Where can resources be sourced?*

What success looks like:

- Results of school bottleneck analysis presented and agreed on by school leaders
- Participator planning workshop to produce school draft Theory of Change and WASH Improvement Plan, aligned to national policy (where national policy exists)
- Clarifies roles of key school-based actors (school leaders, committee, teachers, students) and institution structures (School Council, School WASH Committee, WASH clubs)

WASH Plans endorsed by schools

The Theory of Change and WASH Improvement Plan developed by the school representatives in the workshop should be submitted to the School Principal for inclusion in the School Improvement Plan (or other formal planning and budgeting processes that is submitted to the Education Authorities). If you are facilitating this process with an individual school then the School Principal and representatives of the School Board should be part of this process and can ensure the formal endorsement of the Theory of Change and WASH Improvement Plan by the school.

FOLLOW UP: After the Planning Workshop you should be schedule times to provide further consultations and support to the school leadership on implementation of their WASH Improvement Plan, specifically the activities they have planned that can't be resourced through the school budget.

You must also brief the appropriate Education Authorities on the completion of the school WASH Improvement Plan to ensure the government formal planning and budgeting processes can best support implementation of the school WASH Improvement Plans.

What success looks like:

- Theory of Change and WASH Improvement Plans formally adopted by school.
- WASH in Schools budget has been created/reviewed and is aligned with school budgeting process
- WinS budget includes inclusive water and sanitation infrastructure improvements (incremental, based in 3-Star school standards)

Strengthening school WASH teams

Following the Planning Workshop with school stakeholders your role moves to one of a WASH in Schools "coach" – where you encourage and help each school implement their WASH Improvement Plan.

Many schools start with WASH governance, as it is important to get this established at school level to enable policies and procedures to be put into place, and decisions such as allocating school budget and implementing fundraising for WASH activities.

In WASH in Schools who is responsible for what?

This section lists the different groups of people or agencies within the school community, assigns roles and outlines responsibilities of each role. This list is not exhaustive and can be added to, or changed to suit each specific school situation. You can share this information with the schools during the Planning Workshop, or during follow-up coaching to establish school WASH Committees

WASH in Schools Roles & Responsibilities

>> **Roles** are the positions people or agencies take responsibility for in WASH in Schools. Roles essentially describe "who" is responsible for what.

>> **Responsibilities** are the specific tasks that people or agencies are expected to complete as a function of their assigned roles. They will be held accountable to these responsibilities when they take on the role.

The whole school community (students, teachers, Principal, school committee, parents, wider community, and sub-national and national government) has a role in discussing and deciding on the WASH goals, issues and solutions. Participatory approaches are encouraged because different groups of people within the school community will have different experiences, views, knowledge and skills, and authorities in decision-making. The table below shows a summary of the roles and responsibilities. It is based on documents from Solomon Islands.

Forming a School WASH Committee

The most common group of people involved in leading school WASH improvements are the School WASH Committee. The School WASH Committee can also be part of a School Health Committee that is already in place. The school community decides who will be on the School WASH Committee, and how it wants to be organised. The information below should be shared with each school – either at the Planning Workshop, or through follow-up coaching at the school.

The School WASH committee needs to be able to solve problems and plan for action. The committee needs to consult, inspire, and report progress to the school community and Education Authorities. The school WASH Committee should have balanced representation of men and women, equal decision-making power, and be advocates for improved gender and social inclusion in the school. One member of the committee will be given the role of committee Chairperson. Other appointments to specific roles may also be made, for example the Deputy Chairperson, Secretary and Treasurer.

When selecting the School WASH Committee, the following should be considered:

- Who in the school community knows about the WASH system?

- Who has the ability and authority to make decisions about making changes, spending money, assigning roles and responsibilities?

- Who will use the WASH system and so has an interest in its design and maintenance?

- Who has technical expertise that would be useful in the WASH system design and maintenance?

- What mixes of men and women, and teachers and students are appropriate? How will the voices of marginalised groups be heard in the committee?

- Who are strong advocates for good WASH practices and habits, and good communicators?

- Who has strong connections with the wider school community?

- Is there someone who is good at keeping written records (like meeting minutes) and writing applications for support?

- Who has the time to commit to the committee?

A School WASH Committee needs to set its own rules about how it will function. This will include what it is responsible for as a committee (Terms of Reference), and what working rules and procedures it will use (for example, meeting rules). A template for writing a Terms of Reference for the School WASH Committee is provided on the next page.

School WASH Committee Terms of Reference Template

School WASH Goals

- Write school WASH Goals
- DRAW a diagram that shows where the WASH committee fits in the school hierarchy, and other school and community committees.

Process

Each school to:

- State how the members of the school committee will be selected, how many members, and duration of service on the committee.
- Record the planned frequency of meetings and how the committee will be notified of the date, time, place of the meeting, and the agenda.

Roles and responsibilities

The role of the School WASH Committee is to:

- Advocate for good WASH practices and facilities in the school.
- Provide oversight of the state of the school WASH facilities and improvements, and support the Principal implement the school WASH plan.
- Support the Principal to report on regulatory requirements.

1. **Leading in advocating for WASH in schools.**

    - Show good WASH practices, e.g. toilets, hand washing.
    - Work with the School Health committee to make plans on how to promote WASH behaviour change, particularly sanitation and hygiene promotion, through structured lessons and support of the Student WASH Club.
    - Coordinate fundraising for improvements and provisions of consumables such as soap.
    - Support the Principal in preparing the long-term school WASH plan.

2. **Oversight and support to implementation of the school WASH plan.**

    - Approve the long-term school WASH plan.
    - Support the Principal to implement the school WASH plan.
    - Make plans on how to support construction, operation and maintenance plans.
    - Provide support for the construction of WASH facilities for all students.
    - Develop a WASH training program for the committee and caretaker.

3. **Support adherence to regulatory requirements.**

    - Assist the Principal to meet the reporting requirements of the National Standards, by carrying out inspections and providing information.

Duty bearers within School WASH Committee

- **Chairperson:**
  Call, plan and chair meetings. Assign tasks and check that they are done.
  Check on records. Keep community leaders informed.

- **Secretary:**
  Help plan and run meetings. Tell members about meetings. Take minutes and record decisions.
  Help treasurer record money.

- **Treasurer:**
  Organise collection of money. Receive money and issue receipts. Keep money safe. Pay
  expenses. Keep records and receipts for payments. Report to school WASH committee.

- **Caretaker:**
  Inspect water facilities (eg pump) regularly. Carry out preventative maintenance. Report major
  faults to school WASH committee.

- **WASH Volunteer Members:**
  Show good WASH practices, e.g. toilets, hand washing. Assist caretaker. Meet regularly with
  other WASH Volunteers. Organise group discussions.

Signature:

Committee members to sign and their contacts

What success looks like:

- Schools is prioritising WASH in planning
- Bottleneck analysis and action plans are communicated with all students and staff
- School adopts school-based action plans

Communications & Engagement

The school now has everything they need to make incremental improvements in WASH. They have the information from the Bottleneck Analysis Report, they have their WASH Committee and WASH Improvement Plan. When the school has all these things in place it should be clear that the school leadership is prioritising WASH in their planning. They are ready to move into the next step of the cycle – ready for the training in the ACT part of the WinS cycle.

What success looks like:

- School is prioritising WASH in planning
- Bottleneck analysis and action plans are communicated with all students and staff
- School adopts school-based action plans
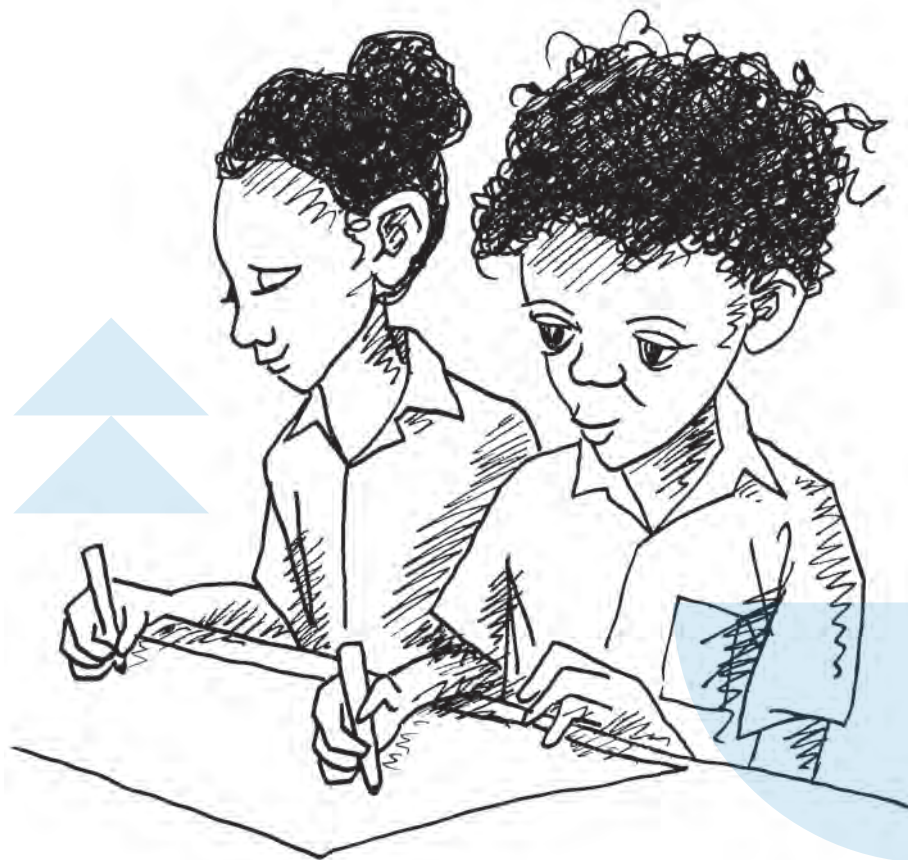
ACT

The **"Act"** stage in the WASH in Schools cycle is where we work with the school to get things done to improve water, sanitation hygiene facilities and practice! This stage has a mixture of formal and informal events. The formal events are five Training of Trainer modules that address practical aspects of improved knowledge, attitudes and practice. The informal events are coaching visits by Live & Learn to follow up on the implementation of the WASH Improvement Plan and decisions made during the ToT workshops.

Having a close relationship with school leadership and key individuals in the school is very important in the "Act" stage, as this is where the school is most open to influence. It is also the time where we can provide some incentives to the school to work on their WASH Improvement Plan through the Training of Trainer modules and possible seed funding for WASH facilities improvements.

The "Act" stage is the longest of the four stages in the Live & Learn WASH in Schools cycle, and should extend over several months to allow the school leaders, teachers and students to participate fully in all the WASH in Schools activities while also maintaining their already busy work in operating the school.

Diagram of steps

Building Teacher Leadership
- ToT #1: Water, Hygiene & Sanitation
- Hygiene and sanitation inservice in schools
- Hygiene and sanitation education is delivered in classrooms

Building Student Leadership
- ToT #2: Arts for Advocacy
- Establish WASH Clubs
- Students lead an Arts for Advocacy campaign
- Students support and present at Global WASH days

Improved WASH Access
- Incremental water and sanitation infrastructure improvements (based on 3-Star school standards)
- ToT #3: Water Safety Training
- ToT #4: Operations & Maintenance
- WASH Committee, Teachers and Students support improved WASH Access

Strengthening Gender & Social Inclusion
- ToT #5: Gender and Social Inclusion and Menstruation Hygiene Management
- Sharing of Gender and social inclusion information and ongoing support
- Ongoing follow up and support

Training of Trainers Facilitation Guides

The WASH in Schools resources that we share with the schools are designed to be used as implementation guides for the teachers, students, WASH Committees, etc. Because they are implementation guides the resources do not contain structured lesson plans for implementing Training of Trainer (ToT) modules. This manual contains lesson plan outlines for facilitating each of the five Trainer of Trainers modules.

These lesson plan outlines are written to include the most important parts of the different WASH in Schools resources, and incorporate theory and practical sessions for the participants. The lesson plans provide an overview of activities to be done during a ToT module. It is assumed that the Live & Learn officer implementing the Training of Trainer module is an experienced facilitator, who can take the lesson plan outlines provided and adapt to the implementation context of their project or specific school. This is why there is no specific timetable given for morning tea, lunch break, etc.

5 Key WASH Messages	Training of Trainer Session
Handwashing with soap is a habit	ToT 1 – Water, Hygiene & Sanitation
Be a WASH Champion	ToT 2 – Arts for Advocacy
Safe Water. Healthy School	ToT 3 – School Water Safety
WASH Services for All	ToT 4 – Operations & Maintenance
Menstruation is not a sickness	ToT 5 – Gender and Social Inclusion

Resources needed for each Training of Trainer module are general resources for any workshop:

- Access to a blackboard, whiteboard or flip chart paper – and chalk, whiteboard markers, etc
- Plenty of flip chart paper and markers for group work
- Tape or Blue Tac to stick up flip charts on the walls
- Coloured paper or Post It notes for some activities
- Materials for ice-breakers or games
- Materials for practical sessions (see each lesson plan, for example T-Shirts and fabric paint for t-shirt printing in the ToT 2 – Arts for Advocacy)
- Copies of the relevant manual for each ToT (enough for every participant to have one, and if only some representatives from a school are present then provide additional copies for the teachers unable to attend the training)
- Camera or smart phone or tablet to take pictures, and record monitoring data for the training
- Photo permission forms to enable Live & Learn to use any pictures taken to promote WASH in Schools
- Any sign-in sheet required for distribution of allowances etc

The lesson plan overviews are written to be facilitated in a hall or classroom without needing access to electricity, or a computer for Powerpoint. If you do have access to these things you can supplement the lesson plans with some Powerpoint slides for key diagrams – but don't use too many slides, as Powerpoint is not the most effective for sharing information in long sessions.

For catering it can be good to use local groups with experience in providing food for events, so that some extra income can come into the community. Make sure that the group you contract is familiar with safe food handling processes, including washing hands with soap!

Building Teacher Leadership

Training of Trainers 1: *Water, Hygiene & Sanitation*

FACILITATION GUIDE OUTLINE

Target Stakeholders As many teachers as possible at the school. Teachers who participate need to commit to sharing the training information with other teachers so that the hygiene and sanitation activities are embedded in in teaching for all year levels at the school (from ECE, through Primary to High School).

RESOURCE		ONLINE SOURCE (as at publication)
	Hands Up for Hygiene – Teachers Guide, Live & Learn Environmental Education & Australian Aid, 2011	https://livelearn.org/what/resources/hands-hygiene
	Germ-buster Student Workbook, Live & Learn Environmental Education & Australian Aid, 2011	https://livelearn.org/what/resources/germ-buster-student-workbook
	Germs & Ladders Game, Live & Learn Environmental Education & Australian Aid, 2011	https://livelearn.org/what/resources/germs-ladders-game
	WASH Hand-washing Posters, Live & Learn Environmental Education & Australian Aid, 2011	https://livelearn.org/what/resources/pacific-wash-handwashing-posters

Bring teacher representatives from a cluster of schools in an area together for a one-day workshop

Visit individual schools to work with key teachers for a one-day workshop

Both options have pros and cons.

Option 1 allows you to work with multiple schools at the one time, but limits the amount of participants. It gives school leadership a sense of being part of something bigger, and develops relations between schools. It also provides the opportunity to engage government stakeholders to attend and engage in the process. It has greater logistics requirements and costs more due to venue hire, catering, transport and possibly accommodation.

Option 2 restricts you to working with a single school at a time, but has no venue hire, transport or accommodation costs. It also allows you to build greater ownership of the process as you can include as many teachers as possible and work directly on practical implementation in the school.
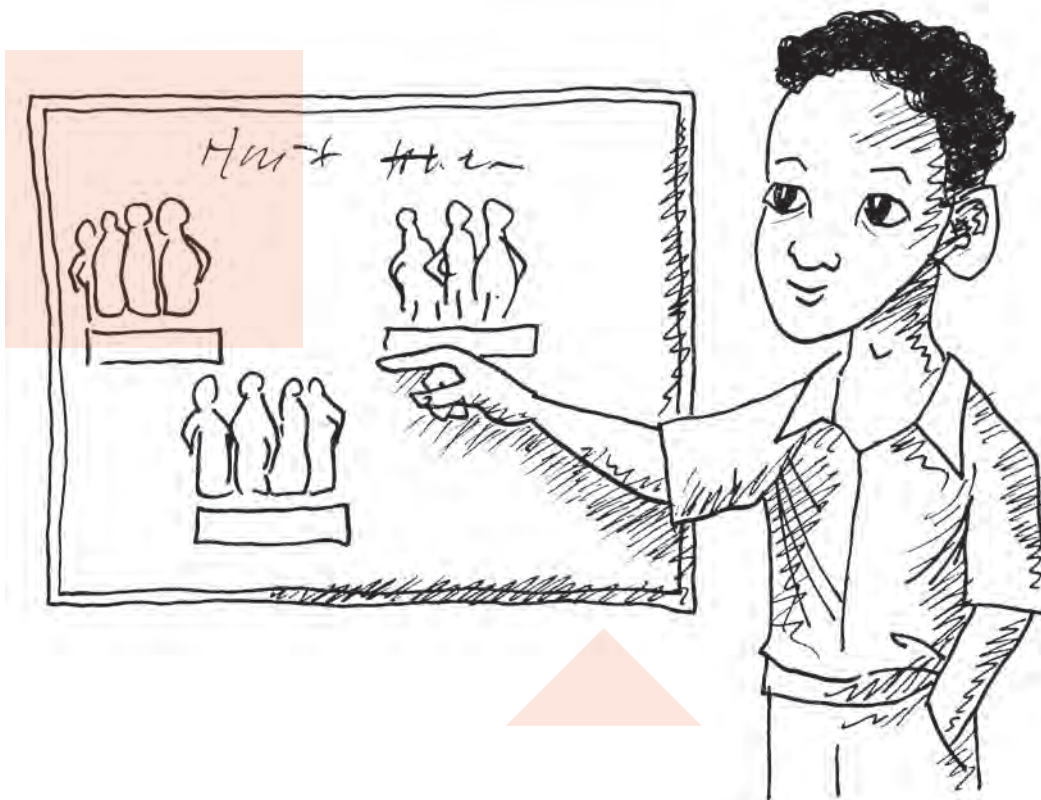
OVERVIEW OF HYGIENE & SANITATION WORKSHOP ACTIVITIES

The process followed is similar, whether the workshop participants are a group of representative teachers from multiple schools, or teachers and senior students from a single school. The activities refer to specific pages of the **"Hands Up for Hygiene — Teachers Guide"** and **"Germ-buster Student Workbook"**

It is estimated that the following activities can be facilitated in 6 hours — which is a full day training, with an hour for lunch. Times given for each session are estimates. There is a lot of information to cover, so keep the momentum going all day, and shorten general discussion sessions if some participants are making too many long speeches!

Training of Trainers 1 - Hygiene & Sanitation provides a brief introduction to key WASH concepts that will be explored further in additional ToT sessions. Module 1, 2 and 3 focus on essential knowledge and activities related to hygiene and sanitation. Module 4 is an introduction to drinking water safety in schools, which is the focus of ToT 3. Module 5 is a brief introduction to menstrual hygiene management, which is explored as part of the gender and social inclusion focus of ToT 5. Module 6 operationalises the hygiene and sanitation activities, which compliments the Operations & Maintenance training provided in ToT 4.

We start with the Hands Up for Hygiene" Training of Trainer sessions because it introduces key concepts that are explored in more depth in follow-up training sessions at the school.

Module	
Module 1 ▶	
Module 2 ▶	**Hygiene and Sanitation**
Module 3 ▶	
Module 4 ▶	**ToT 3 - School Water Safety**
Module 5 ▶	**ToT 5 - Gender and Social Inclusion + Menstruation Hygiene Management**
Module 6 ▶	**ToT 4 - Operations & Maintenance**

INTRODUCTION:
Importance of teaching Hygiene & Sanitation in Schools

1   **INTRODUCE:** Why is teaching hygiene in schools important? – share the points on page 9 of the *Hands up for Hygiene – Teacher Guide*. Also share the points on page 8 of the *Arts for Advocacy – Teacher Guide.* On the blackboard or Flip Chart paper write the definitions of hygiene and hygiene behaviour from page 10. Specifically highlight that there are clear links between good hygiene behaviour and the reduction of many diseases (colds and flu, coughs, diahorrea, food poisoning, giardia, etc). Then distribute the *Hands up for Hygiene – Teacher Guide* to each participant.

2   **EXPLAIN:** The key points about Learning and Teaching methods on page 13. Ask the participants to briefly share about the Cognitive, Physical and Social-emotional development they see in their school, and how it can be different for different groups of children every year.

3   **EXPLAIN:** Share the FOAMS table on page 14. Read over it and get the teachers to ask questions about any aspect they don't understand. This exercise is just a brief introduction – the teachers will do more detailed FOAMS planning after they have been introduced to the 6 Modules.

4   **EXPLAIN:** When reviewing the 6 Modules in the ToT we won't have time to review every activity in the manual. We will just look at key points and do some activities. After the ToT the Teachers need to read the entire manual and the Germbusters work book as part of their classroom lesson planning.
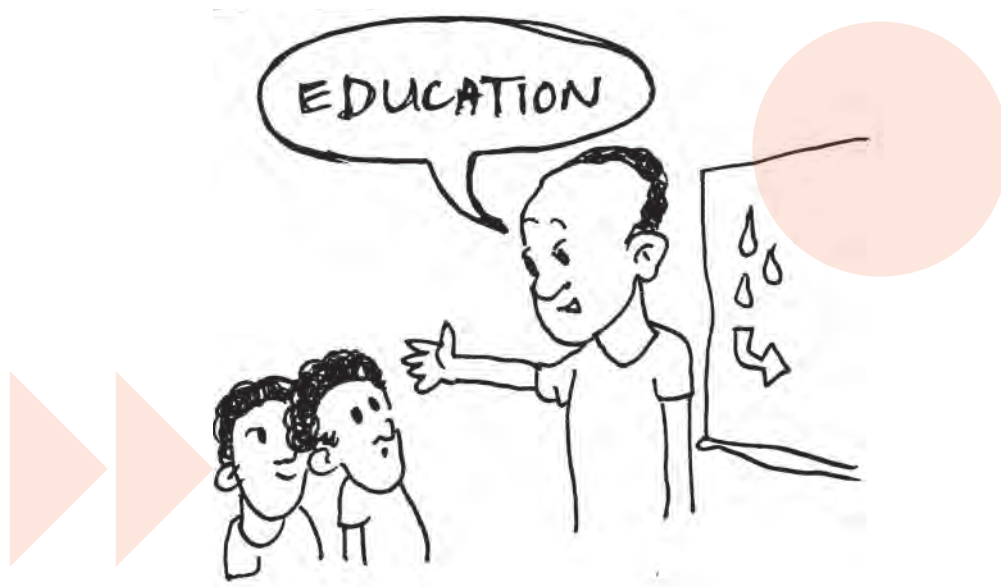
MODULE 1: Germs – The invisible killer

1 **PLAY:** Get all the teachers to play the "Germ Alert" game on page 18. Be prepared beforehand with the necessary materials (ball, chalk dust, coloured powder, clay or red mud). After the game discuss the follow-up points about germs are invisible and easily spread if someone doesn't wash their hands with soap.

2 **EXPLAIN:** On the blackboard or flip chart paper, present the Faecal-Oral (or Poo-to-Mouth) cycle and "Six Fs" on page 21. For extra emphasis you can do some of the simple triggering activities from Community-led Total Sanitation – but only do this if you have experience implementing CLTS. Another resource for the Poo-to-Mouth cycle is Live & Learn's flipchart "Building Strong and Health Communities:" *https://livelearn.org/what/resources/building-strong-and-healthy-communities-flipchart*

A better diagram
than in the manual is:

- Faeces of infected person
- Toilet barrier
- Fluids
- Fields/floors
- Flies
- Fingers
- Safe water barrier
- Hygiene & hand-washing barriers
- Foods
- Hygiene & hand-washing barriers
- Future victim of diarrheal disease/new host
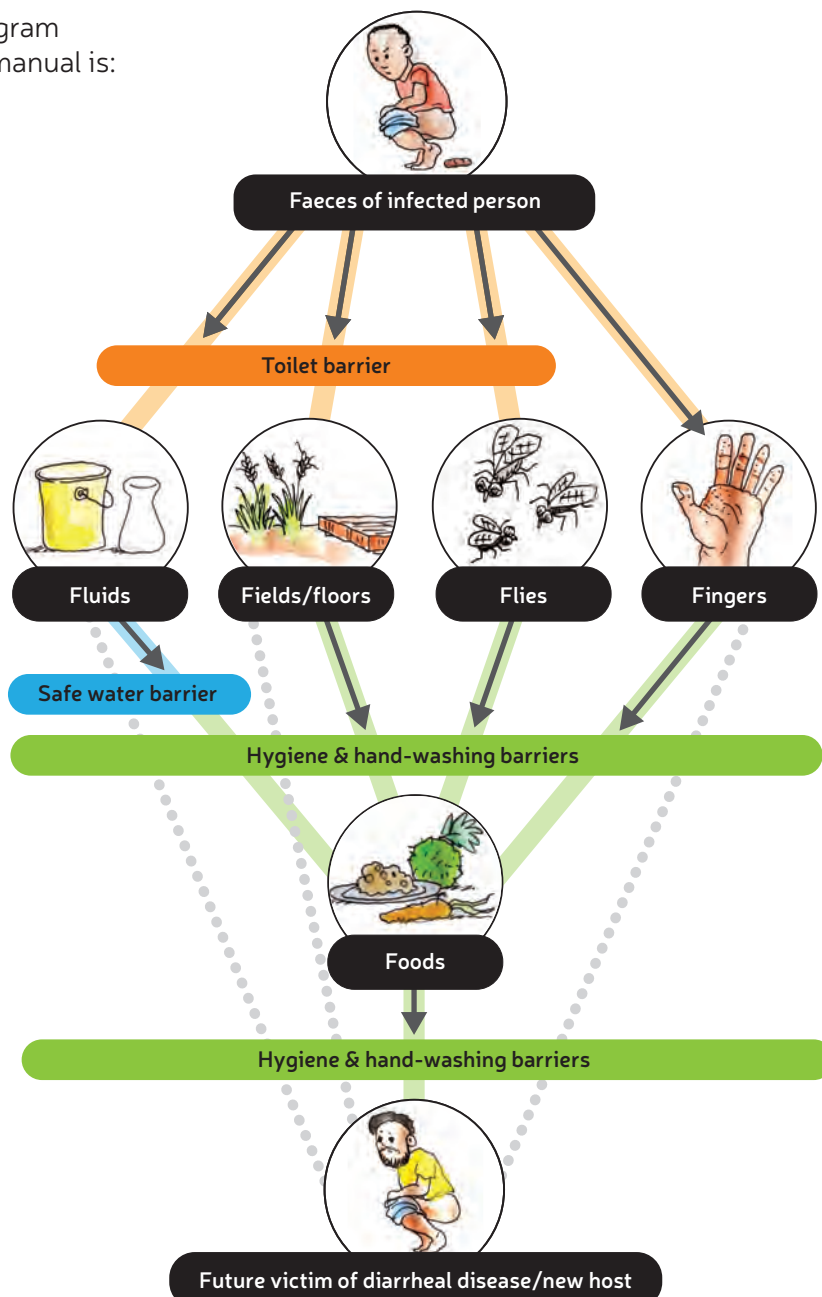
3 **DISCUSS:** Get the participants to discuss the information about breaking the Poo-to-Mouth cycle shared on pages 22. For each of the Six Fs the participants should identify a Primary (Toilet and Safe Water) and Secondary (Hygiene and Hand-washing) Barrier that can be implemented in their school.

MODULE 2: Hygiene Behaviours & Hand-Washing Hi-5

1.5 Hours

1 **DISCUSS:** In small groups get the teachers to discuss the barriers to students and teachers washing their hands with soap in the school, and the motivations for why students and teachers may want to wash their hands. There are some suggestions on page 27.

2 **GROUPWORK:** Divide the participants into groups of 4 or 5 people. Distribute a set of the Hygiene Behaviour Cards (on page 29) to each group. Ask each group to sort the behaviours into three piles – GOOD, BAD, IN-BETWEEN. Groups then share their sorting results, and discuss any common school or community sanitation behaviours that are similar to the GOOD or BAD practices identified.

3 **EXPLAIN:** Draw on the blackboard, whiteboard or Flip Chart paper the Hand-washing High Five – or 5 Steps for Hand Washing. Include the key times for washing hands (see page 31). Show the Germbusters WASH Poster that explains the key times for washing hands with soap – after using the toilet and before eating.

4 **DISCUSS:** Facilitate a general discussion on how to promote these 5 steps in the school. Introduce different versions of hand-washing songs for different age groups (simple song for ECE, Hip-Hop style for older children, etc)

5 **PRACTICAL:** Demonstrate the simple, low-cost handwashing options on page 34. You can also share some of the simple group hand-washing facility designs that Live & Learn has published *https://livelearn.org/what/resources/wash-schools-technical-designs-fiji-kiribati-solomon-islands-and-vanuatu*. Divide the participants into groups of 4 or 5 and give each of them the materials to build a Tippy-Tap. Set the Tippy-Taps up to form a small group hand-washing station. Make sure that you include soap in this practical activity!

MODULE 3: Toilets – Poo in one place

1 Hour

1 INTRODUCE: Draw on the blackboard, whiteboard or Flip Chart paper the picture from page 39 about how many viruses, bacteria, parasite cysts or parasite eggs can be in one gram of poo. A healthy adult does about 400gm of poo a day (you can illustrate this with two cups of rice – which is about 450 grams). Get the teachers to calculate how much poo all students and staff could produce every day. (10 adults produce the equivalent of a 5kg bag of rice)

2 EXPLAIN: Together with the teachers review and discuss the different types of toilets shown on pages 41-45. Discuss the kinds of toilets at the school now, and the kind of toilets they would like. The toilets on page 42 are presented in the order of a Sanitation Ladder – discuss how it is better to have effective VIP pit toilets, rather than pour flush toilets that are dirty because of not enough water supply, or poor operations and maintenance. Discuss urgent responses to any open defecation (poo in the open) that is currently happening in the school – page 45.

3 GROUP WORK: Divide the participants into groups of 4 or 5. Give each group Flip Chart paper and markers. Get them to work through the WASH Map activity on page 46 and 47 – marking the things listed in the box on page 47. Each group should share their map and have a general discussion about open defecation sites they have noted.

MODULE 4: Water & Hygiene

30 Minutes

1 INTRODUCE: Share the information on water and health given on pages 48-49.

2 EXPLAIN: Together with the teachers review and discuss the different types of threats to water, and best type of water storage containers – information on pages 53-54. Discuss the kinds of water storage at the school now, What kind of immediate improvements can the school make concerning water storage? Explain that there will be a future school training on drinking water safety, especially for the WASH Clubs and WASH Committee.

MODULE 5: Introduction to Menstrual Hygiene Management [30 Minutes]

1   **INTRODUCE:** Share the information on girls and menstruation given on page 57.

2   **EXPLAIN:** Together with the teachers calculate how many school days per year girls might be missing. Then review the three key areas on page 58 (Education, Sanitation Facilities, Waste Management). Also share with the teachers the Three-Star School standards or national WASH in Schools standards for Menstrual Hygiene Management in your country. See Section 6: Templates & Examples for how to find the national guidelines for your country .

3   **GROUP WORK:** Divide the participants into groups of 4 or 5. Get each group to identify the barriers women and girls face in safe Menstrual Hygiene Management in the school. Get the group to write some immediate improvements that can be made. Discuss how boys can be engaged to build a more supportive environment. Be prepared with some examples if the teachers are unsure (eg. Providing pads, providing a dedicated bin, making sure male teachers are aware of where pads are and can help girls). Make sure to engage all male teachers, especially if they are showing resistance or think it is just something that only women should talk about.

Explain that there will be a future school training on Gender and Social Inclusion that will follow up what has been done on the basics of Menstrual Hygiene Management, and provide further assistance.

MODULE 6: Integrating Hands Up for Hygiene into the school [1.5 Hours]

1   **REVIEW:** Share copies of the Germ-buster Student Workbook with each participant. Briefly review the activities, and discuss how they are complimentary to the different Modules.

2   **DISCUSS:** Look at the "Subject Guide" table on page 8. Now that the teachers have reviewed all the modules, get them to discuss which subjects in the school curriculum they think are best for integrating the different modules.

3   **PLAN:** Get the teachers to refer to the FOAMS planning table on page 60. If you are working with a single school facilitate this activity in one group. If you are working with representatives from multiple schools get them to work in school groups. Remembering back to the FOAMS information on page 14, the teachers should draft a plan for improving hygiene and sanitation in the school – thinking mostly about the influence and opportunities they have with the students through class time and supervision in breaks.

4   **REVIEW & NEXT STEPS:** Facilitate a short final question and answer session, or group recap of behaviour cards, with a focus on getting commitments from each teacher on the next steps they will take in their schools to establish the Hands Up for Hygiene activities in their classes. Distribute supplies of the Germ-buster Student Workbook and Hygiene & Hand-Washing Posters for each school.

5   **PRESENT:** Give every participant an "Hands Up for Hygiene Trainer" participation certificate.

Water, Hygiene & Sanitation Inservice in Schools

If "Hands Up for Hygiene" has been facilitated with teacher representatives from a cluster of schools then it is important to visit the individual schools to assess if the teachers who participated in the workshop have shared what they learned and the plans they developed with all the other teachers in the school. This can be done through informal visits to the school to check in with teachers who did not attend the cluster training, and see if they have participated in any in-school briefing or training by those representative teachers who did attend.

Hygiene & Sanitation Education is delivered in classrooms

After the Training of Trainers in hygiene and sanitation education is completed we want to check that the teachers are delivering the information in their classes. This monitoring can be done informally during visits to the school to see how they are progressing on their WASH Improvement Plan. Check in with a few teachers and ask them how they have integrated the lessons into their classes. You can also triangulate their response by asking the student members of the WASH Clubs about what they are learning in their classes about hygiene.

Formal monitoring of integration of hygiene and sanitation knowledge into classes will be done when the school updates their Bottleneck Analysis and does a self-assessment, or gets a formal assessment, of their progress against the Three Star WASH in School standards.

> **When you check in on the teachers remember to collect creative ideas they have had on integrating the hygiene and sanitation messages in their classes.**

What success looks like:

- All teachers have been oriented on Hygiene and sanitation modules and have the tools to deliver messages in classrooms.
- Teachers trained in ToT have conducted inservice with other teachers at the schools
- Hygiene messages are delivered in every classroom
- Sanitation messages are delivered in every classroom

Building Student Leadership

Training of Trainers 2: *Arts for Advocacy*

FACILITATION GUIDE

Target Stakeholders Teachers at the school, generally all teachers, but if only some can participate then need to include the teacher appointed by the school to support the WASH Club.

RESOURCE

Arts for Advocacy – Teacher Guide and Student Guide, Live & Learn Environmental Education & Australian Aid, 2017

ONLINE SOURCE (as at publication)

https://livelearn.org/what/resources/arts-advocacy-teacher-guide

https://livelearn.org/what/resources/arts-advocacy-student-guide

Remember to organise all the materials you will need for the practical arts sessions!

Option 1

Bring teacher representatives from a cluster of schools in an area together for a one-day workshop

Option 2

Visit individual schools to work with all the teachers for a one-day workshop

Option 1 is the preferred one. Both options have pros and cons.

Option 1 allows you to work with multiple schools at the one time, but limits the amount of participants. It gives school leadership a sense of being part of something bigger, and develops relations between schools. It also provides the opportunity to engage government stakeholders to attend and engage in the process. It has greater logistics requirements and costs more due to venue hire, catering, transport and possibly accommodation.

Option 2 allows you to work with multiple schools at the one time, but limits the amount of participants. It also has greater logistics requirements and costs more due to venue hire, catering, transport and possibly accommodation.

OVERVIEW OF ARTS FOR ADVOCACY TRAINING ACTIVITIES

The process followed is similar, whether the workshop participants are a group of representative teachers from multiple schools, or teachers and senior students from a single school. The activities refer to specific pages of the **"Arts for Advocacy – Teacher Guide."**

It is estimated that the following activities can be facilitated in 6 hours – which is a full day training, with an hour for lunch. Times given for each session are estimates. There is a lot of information to cover, so keep the momentum going all day, and shorten general discussion sessions if some participants are making too many long speeches!

SESSION 1: Child Participation Standards & Establishing a WASH Club

1.5 Hours

1 **INTRODUCE:** Why is WASH in Schools relevant – share the points on page 8. You can distribute the "Arts for Advocacy – Teacher Guide" to each participant in the Introduction.

2 **EXPLAIN:** The key points on page 10-11 about the benefits of participation of children – both to children and adults.

3 **DISCUSS:** Share the three types of participation on page 12 (Consultative, Collaborative, Child-led). Ask the teachers to share examples in their experience of each type of participation. Make sure you have some practical examples to share if the teachers are unsure.

4 **ICEBREAKER GAME:** Divide the participants into four groups. Allocate each group an area of exclusion to explore from the four types of marginalisation described on page 13 (Girls, Children with Disabilities, Poor children or migrant children, and Younger children). The group task is to quickly come up with a role play to share that illustrates an experience of inclusion or exclusion related to WASH for their chosen example. Only let the groups have 10 minutes preparation time – this is meant to be a quick, interesting activity. After each group has shared their role play have a general discussion to make sure all participants are clear on different types of marginalization. Feel free to adapt this icebreaker, or use another creative way to illustrate the concept of marginalisation.

5 **DISCUSSION:** If you have teachers from multiple schools, divide the participants into school groups. If you are facilitating with teachers from a single school, then keep everyone in a large group. Discuss the information about student-led WASH Clubs on pages 20-23 of the "Arts for Advocacy - Teachers Guide." Then facilitate a group discussion about how each specific school will establish their student WASH Clubs. Make sure each school is taking notes of their specific plans – as WASH Clubs can be set up slightly differently in every school.

SESSION 2: Understanding Systems & Power in Schools

1 **DISCUSS:** On the blackboard or flip chart paper, present the definition of advocacy on page 24. Then get the participants to discuss the concept of systems shared on pages 24-25.

2 **GROUP WORK:** Divide the participants into groups of 5. If there are teachers from multiple schools in the training it is ok to mix everyone up. Each group should review the four different types of power shared on pages 26-27. Each group should discuss and write down examples of the four different types of power that they have seen or experienced in their community and school. When completed each group quickly shares their examples with everyone. This is followed by a short general discussion to make sure all participants are clear on the four types of power.

SESSION 3: Practicing the 4 Steps in the Arts for Advocacy Program

3 Hours

1 **REVIEW:** Draw the diagram on Page 32 on a flip chart or blackboard. Get all participants to review the diagrams on pages 32-33. Then divide the participants into groups of 4 or 5 teachers. If you have teachers from multiple schools, divide the participants into school groups. The participants will stay in these groups for all the practical sessions. Give each group flip chart paper and markers.

During the practical sessions the facilitators will need to move around the room to provide individual support as needed to each group. Keep the momentum going – the purpose of these practical sessions is to give a quick overview of the Arts for Advocacy approach. When supporting student WASH Clubs to implement the Arts for Advocacy process the whole process actually takes several weeks. HINT: Keep reminding the teachers that they should try to think like students, and work at the level that students may work.

2 **GROUP WORK – STEP 1:** Each group should review pages 34-41. Each group should choose a WASH issue in their school that they would like to change. This issue will be used throughout all the practical sessions. Try to get each group to choose a different type of WASH issue (such as safe toilets, inclusive toilets, hand-washing facilities, provision of soap, girls Menstrual Hygiene Management, etc).

Each group should then do a Connection Circle and Power Analysis Framework for their issue on flip chart paper. When completed each group quickly presents their Connection Circle and Power Analysis to everyone. This is followed by a short general discussion to make sure all participants are clear on this process.

3 **GROUP WORK – STEP 2:** Each group should review pages 42-51. Using the issue from Step 1, each group should do an Advocacy Framework for their issue – defining the audience and type of changes they want (see pages 46-48).

If the teachers are unsure about this process, bring everyone together and do a quick presentation of an example Advocacy Framework on the blackboard or flip chart paper (so be prepared for this, and make sure each facilitator understands this key diagram prior to facilitation!)

When completed each group quickly presents their Advocacy Framework to everyone. This is followed by a short general discussion to make sure all participants are clear on this process.

4 **GROUP WORK – STEP 3:** Each group should review pages 52-58. Based on their work in the previous steps, each group should write a short example Advocacy Plan. Remind the teachers that the plan only needs to be at a level that students may do. When completed each group quickly presents their Advocacy Plan to everyone. This is followed by a short general discussion to make sure all participants are clear on this process.

5 **GROUP WORK – PRACTICAL:** Distribute at least one copy of the "Arts for Advocacy – Student Guide" to each group. Direct the teachers to look at the catalogue of advocacy activities in the Student Guide. Then the teachers should create an advocacy product that fits their chosen advocacy issue. Options include: T-shirt painting, poster painting, writing and performing a short drama or song.

This is the fun part of the training – so enjoy getting creative!

What success looks like:

- WASH Clubs plan and deliver Arts for Advocacy campaigns in schools
- Students have support from school management and teachers

SESSION 4: Monitoring, Next Steps and Certificates

30 Mins

1. **STEP 4 - MONITORING:** After the practical session is finished bring all participants together to review the student participation monitoring exercises on pages 60-66. Hold a general discussion about the importance for teachers and their students to monitor each advocacy activity they implement, in order to learn how to improve their future advocacy activities.

2. **REVIEW & NEXT STEPS:** Facilitate a short final question and answer session, with a focus on getting commitments from each teacher on the next steps they will take in their schools to establish the Arts for Advocacy program.

3. **PRESENT:** Give every participant an "Arts for Advocacy Trainer" participation certificate.

Establishing WASH Clubs

After the Training of Trainers in Arts for Advocacy is completed we want to check that the school has established a student WASH Club. This monitoring is done in several ways:

1 Informal chats during visits to the school to see how they are progressing on their WASH Improvement Plan. Check in with the teacher appointment to support the WASH Club and ask them about their progress. Also have a talk to a few members of the WASH Club about their activities and plans for upcoming emphasis days (like Global Hand Washing Day, etc)

2 Offer to assist facilitate a meeting of the student WASH Club where they can work through the activities for planning an advocacy campaign for a special event.

3 Collect information from the school about the membership of the student WASH Club — such as the number of boys and girls, which grades are represented, etc. Remember, we do not need the names of the student's who are participating — just the number and if they are a boy or a girl.

The WASH Clubs should be assisted by the appoint WASH Support Teacher to do their own monitoring of their activities and operation, using the monitoring activities in the Arts for Advocacy — Student Guide on pages 60-66. It is also good if Live & Learn officers also arrange a time with the student WASH Clubs to work through some of these monitoring activities.

Further formal monitoring of establishment of the WASH Club integration of hygiene and sanitation knowledge into classes will be done when the school updates their Bottleneck Analysis and does a self-assessment, or gets a formal assessment, of their progress against the Three Star WASH in School standards.
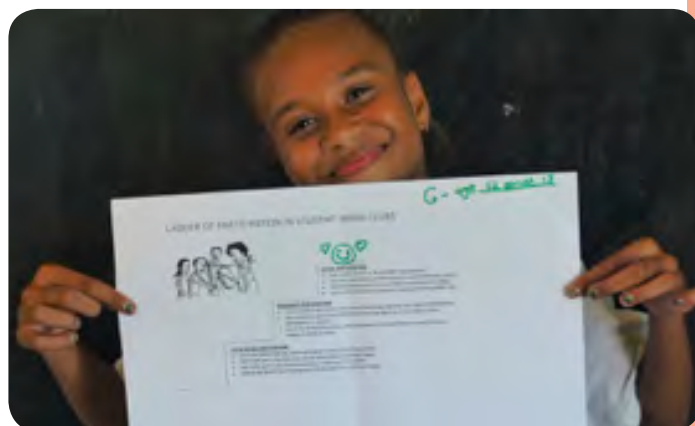
What success looks like:

- WASH Clubs (or similar) provides opportunities for students to be engaged — and leadership opportunities, especially for girls
- WASH Clubs take active role in promoting/policing hygiene and sanitation behaviours
- Annual plan agreed

Students leading an Arts for Advocacy campaign

Students support and present at Global WASH days

It is always exciting to see the activities that students develop for Arts for Advocacy campaigns. If at first the WASH Clubs are unsure about what to focus on it can be helpful to plan events for the Global WASH Days.

Here is a list you can share with the schools and the WASH Clubs:

8 March	– **International Women's Day**
22 March	– **World Water Day**
7 April	– **World Health Day**
28 May	– **Menstrual Hygiene Management Day**
11 October	– **International Day of the Girl**
15 October	– **Global Handwashing Day**
19 November	– **World Toilet Day**
3 December	– **Day for People with Disabilities**
10 December	– **Human Rights Day**

Many fun activities that can be done with student WASH Clubs are found in Live & Learn's WASH in Schools resources.

What success looks like:

- WASH Clubs plan and deliver Arts for Advocacy campaigns in schools
- Students have support from school management and teachers
- Calendar of Global WASH and Inclusive days is shared with school
- WASH Clubs have an active role in preparing and presenting at Global WASH days
- Fundraising activities, where appropriate, are integrated with Global days

Improved WASH Access

Training of Trainers 3: *School Water, Security & Safety*

FACILITATION GUIDE OUTLINE

Target Stakeholders Teachers. Those who participate need to commit to sharing the training information with others in the school so that the water security and safety activities are embedded across all levels at the school (from ECE through Primary to High School).

Option 1

Bring teacher representatives from a cluster of schools in an area together for a one-day workshop

Option 2

Visit individual schools to work with the all the teachers for a one-day workshop

Both options have pros and cons.

Option 1 allows you to work with multiple schools at the one time but limits the amount of participants. It gives teachers a sense of being part of something bigger, and develops relations between schools, but it limits opportunities for working directly with all teachers and students or WASH clubs. It has greater logistics requirements and costs more due to venue hire, catering, transport and possibly accommodation.

Option 2 restricts you to working with a single school at a time, but has no venue hire, transport or accommodation costs. It also allows you to build greater ownership of the process as you can include as many teachers as possible and work directly on practical implementation of the lesson activities in the school.

RESOURCE

Water Safety — Making and keeping our drinking water safe — A Teacher's Toolkit
Live & Learn, Plan International, Australian Government, January 2020

ONLINE SOURCE (as at publication)

https://livelearn.org/what/resources/water-safety-making-and-keeping-our-drinking-water-safe

Remember to organise all the materials you will need for the practical arts sessions!

ACTIVITIES

The process followed is similar, whether the workshop participants are a group of representatives from multiple schools, or representatives from a single school.

It is estimated that the following activities can be facilitated in 6 hours – which is a full day training, with an hour for lunch. Times given for each session are estimates. There is a lot of information to cover, so keep the momentum going all day, and shorten general discussion sessions if some participants are making too many long speeches!

SESSION 1: Introduction to Water Security

30 Mins

1 **ICEBREAKER:** Divide participants into groups of 3 or 4 (if you have a larger group). Have them make a list or draw a picture of the different ways water is used in the school and home. Then for each way, ask them to list a problem that could occur. Ask the groups to come back together and ask a member from each group to share a couple of their ideas – of ways in which water is used, and what could go wrong with the supply.

2 **EXPLAIN:** Share the national standards for school water safety for the country (these are found in the documents given in the table below)

Country	Standards document
Fiji	Minimum Standards on WASH in Schools Infrastructure, Ministry of Education, National Heritage, Culture & Arts
Kiribati	National Infrastructure Standards for Primary Schools, Ministry of Education
PNG	Department of Education Policy and Standards for WASH in schools 2018-2023
Solomon Islands	Water Supply, Sanitation and Hygiene for Education Facilities in the Solomon Islands, Ministry of Education and Human Resources Development
Vanuatu	see WASH in Schools Improvement Plan Schools Guide, WASH in Schools Improvement Plan Technical Manual

3 **EXPLAIN:** Distribute copies of the **Water Safety – Making and keeping our drinking water safe** to all participants. Review the Introduction section of the manual, sharing the 11 learning objectives. There are three modules:

1. Where does our drinking water come from?
2. Looking after our water catchment
3. Keeping our drinking water clean

Explain that each module contains simple activities to do with students. Each activity has a *Materials* and *What to Do* section to help teachers implement activities in their classroom.

SESSION 2: MODULE 1 - Where does our drinking water come from?

1 Hour

1 **EXPLAIN:** Get the participants to look *Activity 1.1 The Water Cycle*. Look at the picture for this activity and quickly review the concepts of Evaporation, Condensation, Precipitation and Collection.

2 **EXPLAIN:** Get the participants to look at *Activity 1.2 What is a Water Catchment*. Review the picture for this activity and ensure teachers understand the concept of a water catchment.

A catchment is an area where water is collected by the land, such as the area around a river or lake. A catchment is an area or basin of land formed by the ridges, hills or mountains from which all the surface water runoff drains to the lowest point of land. The lowest point could be a dam, a section of river or the river mouth or ocean.

3 **DISCUSS:** Ask the teachers to discuss what activities can affect the quality of water in a catchment, referring to the information in Activity 1.2 if they are unsure.

4 **GROUPWORK:** Divide the participants into groups of 4-5 and get them to look at the picture in *Activity 1.3: Mapping your catchment*. Then get the teachers to take a short walk and draw a simple map of the catchment area of the training venue – using the instructions in Activity 1.3 as a guide.

SESSION 3: MODULE 2 - Looking after our Water Catchment

1 Hour

1 **EXPLAIN:** Get the participants to look at *Activity 2.2 What things can damage our water catchment?* Look at the two pictures for this activity. Quickly review the four activity areas that can threaten the health of a water catchment:

1. Threatened forests, vegetation and agriculture
2. Threatened freshwater resources
3. Threatened coastline/mangroves/seagrass beds
4. Threatened people/children

Referring to the information in Activity 2.2, discuss how many threats to the water catchment are from human activity and how many are from natural events. Refer to the highlight box about *Water catchment care and water saving* strategies and discuss how these strategies are relevant to reducing threats to the water catchment of their schools and surrounding communities.

2 **EXPLAIN:** Get the participants to look at *Activity 2.3 How does climate change affect our water catchment?* Review the concepts of *Climate, Global warming, Carbon dioxide* and *Fossil fuels* – and how they are the result of the activities given in the 6 dot points.

3 **DISCUSS:** A changing climate can affect our water supply in two ways – sea level rise and changes to rainfall (too much or not enough). Review the pictures for Activity 2.3 and discuss changes that the participants have observed in their schools and surrounding communities (such as floods from too much rain, impacts of droughts, etc).

4 **DISCUSS:** Get all the participants to look at the table in *Activity 2.4 Things we can do to protect our water supply in a changing climate* and discuss adaptation solutions that are useful for their schools and surrounding communities. Highlight the *FACTSHEET: Trees are Cool* and discuss how trees are managed in their schools and surrounding communities, and improvements that can be made to keep more existing trees, and plant new ones.

SESSION 4: MODULE 3 - <u>Keeping our Drinking Water Clean</u> `2 Hours`

1 **PRACTICAL:** Do *Activity 3.2 Understanding Groundwater* with the participants. After doing the practical demonstration, discuss the five points to keep groundwater safe from contamination.

2 **PRACTICAL:** Do *Activity 3.3 Sources of drinking water – Rainwater* with the participants. After doing the practical activity with the picture, discuss the five points to keep rainwater safe from contamination. Then quiz the participants on the three True or False questions – and discuss their responses (especially if they get the answers wrong!). Remember to finish with emphasis on keeping water collection containers clean, covered, and washing hands with soap and water before collecting drinking water.

3 **EXPLAIN:** Review the table *FACTSHEET: Keeping our Drinking Water Safe* with the participants. Then review the three methods given for treating stored water if you are unsure it is safe.

4 **PRACTICAL:** Divide the participants into groups of 4 or 5. Get each group to use the template in *Activity 3.4 Conducting a Water Safety Audit at school* to do a rapid audit of water safety at the training venue (this should involve walking around outside the classroom or training room, as appropriate).

5 **DISCUSS:** Refer to *Activity 3.5 Understanding the Water Safety Audit* and discuss any potential problems idenditifed in the practical exercise. What possible solutions can be recommended, based on the *FACTSHEET: Keeping our Drinking Water Safe?*

6 **CONCLUSIONS:** Facilitate a general discussion about:

a. How the activities in the **Water Safety – Making and keeping our drinking water safe** can be implemented in classes

b. How the teachers will share the **Water Safety – Making and keeping our drinking water safe** and learning from the inservice with other teachers back at their schools

c. What they think are the main challenges to protection of water catchments and keeping drinking water safe for their schools and communities

d. How the teachers and students can work with School WASH Committees to keep drinking water safe at the school

7 **PRESENT:** Give each participant a participation certificate.

What success looks like

- School leadership is aware of national water safety standards for schools
- Understand requirements for resilient and safe water supplies
- Practical experience and knowledge of doing a water safety audit and water testing
- Develop and use risk assessments to inform control measures mitigating contamination and improving reliability of water supplies (teachers and students do this in general, WASH Committee develops it further as part of Operation & Maintenance)

Training of Trainers 4: *Operation & Maintenance*

FACILITATION GUIDE OUTLINE

Target Stakeholders — WASH Committee members, including teacher representation. The school WASH Committee should have been established as part of the **Plan** step in the WinS cycle. Those who participate need to commit to sharing the training information with others in the school so that the operation and maintenance activities are embedded across all levels at the school (from ECE through Primary to High School).

Option 1

Bring WASH Committee representatives from a cluster of schools in an area together for a one-day workshop

Option 2

Visit individual schools to work with the full WASH Committee and teacher representatives for a one-day workshop

Both options have pros and cons.

Option 1 allows you to work with multiple schools at the one time but limits the number of participants. It gives WASH Committee members a sense of being part of something bigger, and develops relations between schools, but it limits opportunities for working directly with existing school operations and maintenance problems. It has greater logistics requirements and costs more due to venue hire, catering, transport and possibly accommodation.

Option 2 restricts you to working with a single school at a time, but has no venue hire, transport or accommodation costs. It also allows you to build greater ownership of the process as you can include as many teachers as possible with the WASH Committee members, and work directly on practical implementation of operations and maintenance activities in the school.

This training should only be facilitated by staff members familiar with operation and maintenance issues of school WASH facilities. If the facilitator is not confident in their practical skills, a second co-ordinator should be present to provide practical demonstrations for the maintenance sections of the training.

Make sure you know the national standards for WASH in Schools in your country before conducting the O&M training, and how these standards relate to the WASH infrastructure specific to the school/s. The relevant standards documentation for each country can be identified from the table below, and sourced online at *https://livelearn.org/what/resources/wash-schools-national-standards-fiji-kiribati-papua-new-guinea-solomon-islands*

Country	Standards document
Fiji	*Minimum Standards on WASH in Schools Infrastructure, Ministry of Education, National Heritage, Culture & Arts*
Kiribati	*National Infrastructure Standards for Primary Schools, Ministry of Education*
PNG	*Policy and Standards for Water, Sanitation & Hygiene (WaSH) in Schools 2018-2023, National Department of Education*
Solomon Islands	*Water Supply, Sanitation and Hygiene for Education Facilities in the Solomon Islands, Ministry of Education and Human Resources Development*
Vanuatu	see *WASH in Schools Improvement Plan Schools Guide, WASH in Schools Improvement Plan Technical Manual*

Make sure you also use the WinS O&M guidelines for your country. The relevant guidelines to O&M for particular countries are given in the table below. Note that some guidelines are not restricted to particular countries and can be used in a variety of settings. At the time of publication some of these guidelines were still in draft form. Individual Live & Learn country offices have copies of the drafts available.

Solomon Islands	*Technical Requirements Manual for School Wash Facilities (SIBLE)*	*Nov 2019 Draft – see Solomon Islands government education authorities for final version*
Kiribati	*WASH Safety Planning Sanitary Survey Checklists (Kiribati)*	*https://livelearn.org/what/resources/wash-schools-technical-designs-fiji-kiribati-solomon-islands-and-vanuatu*
Vanuatu	*Vanuatu WASH in Schools Improvement Plan Schools Guide*	*Nov 2019 in Draft – see Solomon Islands government education authorities for final version*
All countries	*UNICEF WASH Resilience Guidelines Toolkit and Case Studies*	*https://riscon.solutions/wp-content/uploads/2019/02/181212-Unicef-WASH-Resilience-Guideline.pdf*

If your country does not have any formal standards or guidelines, or the standards and guides are lacking detail, we recommend following the regional UNICEF Three Star Approach to WASH in Schools. The guides listed above offer practical advice, building on the Three Star standards. Information on the Three Star Approach is given in this WinS Guide on page 7-9.

The other key resource you should use is the Schools Guide to WinS Operation & Maintenance.

RESOURCE	ONLINE SOURCE (as at publication)
Schools Guide to WinS Operation & Maintenance, Live & Learn Environmental Education & Australian Aid, 2016 – particularly the Water Safety Audit template	*https://livelearn.org/what/resources/schools-guide-operation-maintenance-resource-wash-committees*
Learning from Experience: Guidelines for locally sourced and cost-effective strategies to modify existing household toilets and water access World Vision and CBM Australia, Australian Aid, April 2018	*http://www.cswashfund.org/sites/default/files/FINAL_home%20modifications.compressed.pdf*
Accessibility and Safety Audit: School Latrine, WaterAid UK, 2014	*https://washmatters.wateraid.org/sites/g/files/jkxoof256/files/Accessibility%20and%20safety%20audit%20school%20latrine.pdf*

PREPARATION

Before the facilitating this workshop, you must review the key O&M issues of the schools participating in the training from the School Bottleneck Analysis Reports that have been conducted. You must also use the school WASH Improvement Plans that schools have developed in previous training programs.

You should already have a good idea of the key O&M issues each of the schools needs to address before the training starts, and your presentation notes should be organised to reflect this.

For example, if all the schools participating rely on piped water from rivers or gravity feed systems, then when you present information on maintenance of water supply you will not talk about water tanks or wells. Another example, if all the schools have VIP toilets, then you will present information relevant to VIP toilets and not discuss septic systems.

Before the training organise all the documents and materials you will need for your sessions, including participation certificates. You may need copies of standards and other documents for participants to refer to, either on paper or accessible electronically. During the workshop you will need to make sure that the participating schools all receive at least one copy of national WinS standards and WinS O&M guidelines (if they do not already have these government documents).

ACTIVITIES

The process followed is similar, whether the workshop participants are a group of representatives from multiple schools, or representatives from a single school.

It is estimated that the following activities can be facilitated in 6 hours – which is a full day training, with an hour for lunch. Times given for each session are estimates. There is a lot of information to cover, so keep the momentum going all day, and shorten general discussion sessions if some participants are making too many long speeches!

Although there is much information to convey, encourage participants to make links themselves between standards and guides for O&M and the particular needs of each school. O&M will be more effective when school stakeholders themselves tailor the knowledge to the school's specific needs and capabilities and take ownership. Encourage participants to find cost-effective solutions, rather than just focus on the problems! Also encourage participants to take pride in what their school is doing well, and to build on that.

Overview of Operation and Maintenance training activities

SESSION 1: Introduction to Operation & Maintenance   1 Hour

1 **ICEBREAKER:** Divide participants into groups of 3 or 4 (if you have a larger group). Have them make a list or draw a picture of the different ways water is used in the school and home. Then for each way, ask them to list a problem that could occur. Ask the groups to come back together and ask a member from each group to share a couple of their ideas – of ways in which water is used, and what could go wrong with the supply.

2 **INTRODUCE:** Tell participants about the importance of O&M for school WASH programs. Explain how O&M includes cleaning of WASH facilities, waste disposal, stocking sanitary items and planning for routine maintenance and possible disruptions due to breakages and emergencies. Explain that O&M involves the School WASH Committee, school management, all teachers, students and parents. Explain that specific responsibilities need to be allocated, as well as the involvement of government and other stakeholders.

3 **REVIEW:** Discuss with the participants the Bottleneck Analysis Reports and WASH Improvement Plans for the schools attending, reviewing in general what improvements need to be made urgently, and what can be made easily.

Make sure that you do not do a full-review of the BNA Reports and WASH Improvement Plans (this can take too much time), just present summaries of the key information from the preparation you did before the workshop.

4 **EXPLAIN:** Explain the purpose of standards for compliance and goal setting for effective O&M, and how other guidelines have been produced to help schools meet the national standards (or standards outlined in the Three-star school policy). Give a brief outline of the national standards that are relevant to the session.

1 **EXPLAIN:** Explain the purpose of <u>operation</u> related to water supply systems. Discuss conducting a Water safety audit.

2 **EXPLAIN:** Give examples of the types of cleaning that need to be undertaken by the schools present (identified during workshop preparation from the school BNA Reports). For example, this might include cleaning of gutters of leaves or washing storage tank with detergent.

3 **EXPLAIN:** Explain the purpose of <u>maintenance</u> related to water supply systems. Differentiate between routine maintenance and preparing for unscheduled events such as breakages of infrastructure and natural disasters. Talk about how checking, testing and repairing is required as per national standards, and that responsibility needs to be spread across the school while also identifying school staff members or community members whose skills (e.g. carpentry, plumbing, machinery operation) will be particularly valuable for O&M. Give the participants an example of a national standard and how it is covered by maintenance.

4 **EXPLAIN:** Using the resources, discuss practical general maintenance of water supply systems. Areas that should be covered include the following:

- Testing water quality
- Checking taps and pipes for leaks and worn or loose fittings
- Cleaning of tanks and guttering so they are free from debris
- Checking for bad smell, colour and/or blockages
- Ensuring there is adequate drainage at all water points
- Check levels of water consumption against storage capacity
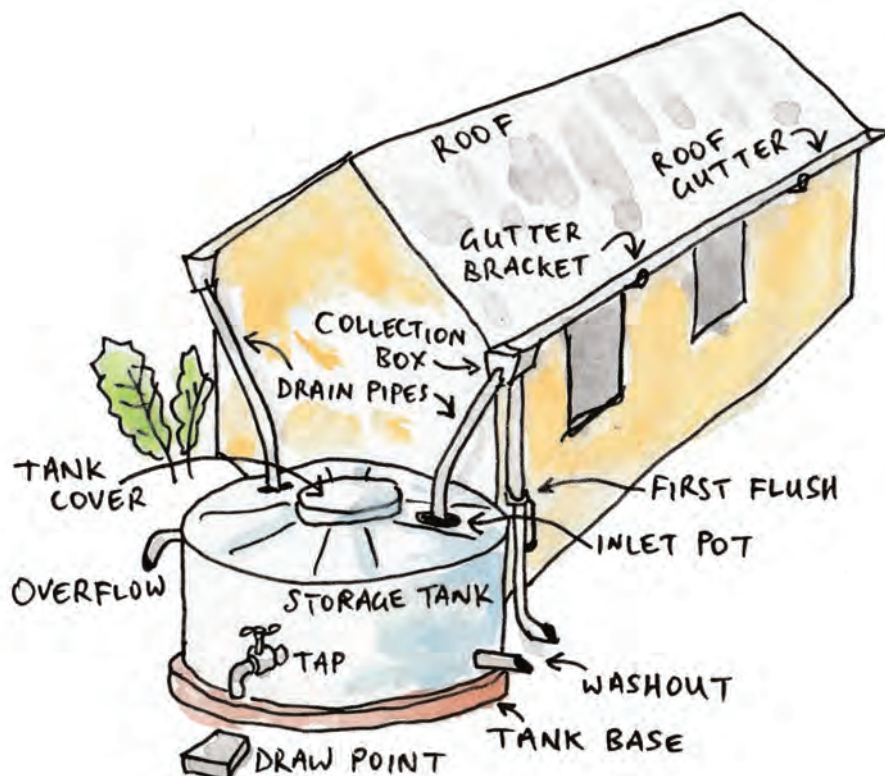
SESSION 3: <u>SANITATION SYSTEMS –</u>
<u>Operation & Maintenance</u>

1 **EXPLAIN:** Explain the purpose of <u>operation</u> related to sanitation systems. Give examples of the types of cleaning that need to be undertaken by the schools present (identified during workshop preparation from the school BNA Reports). For example, this might include cleaning of toilets, washing the floors with detergent, collection and disposal of rubbish, meeting menstruation needs of girls and women teachers, etc

2 **DISCUSS:** Discuss school sanitation systems – the different kinds of waste schools have to manage (food waste, non-organic waste, menstruation waste, etc) and the best options for managing this waste. Areas that could be covered include:

- Management of VIP toilets
- Management of septic tanks
- Composting of organic waste
- Safe disposal of non-organic waste, including used menstruation hygiene management products

3 **EXPLAIN:** Using examples provided in the O&M resources present information on <u>maintenance</u> issues of toilets. Areas that could be covered include the following:

- Door locks function properly
- Vent pipes are unobstructed
- Check for cracks and other damage of walls, floors and roof structures
- Roof guttering is clear and functional
- Check if the latrine pit or septic tank is full
- Check for other issues, such as broken, blocked or rusty hardware

4 **EXPLAIN:** Using examples provided in the resource ***"Learning from Experience: Guidelines for locally sourced and cost-effective strategies to modify existing household toilets and water access"*** present information on assessing accessibility of sanitation, especially toilets. Share the four key areas and practical solutions to barriers to accessibility:

- Getting There
- Getting In
- Getting On
- Hygiene and Water Access
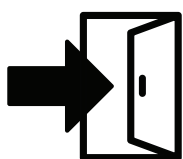
Getting There   **Getting In**   **Getting On**   **Hygiene and Water Access**

SESSION 4: PRACTICAL

1.5 Hours

1   **GROUP WORK – PRACTICAL:** As part of this activity, take the participants on a tour of the training location and identify issues that can be fixed on the spot. If the training location is a school, this can be tied to the Bottleneck Analysis and you may be able to make repairs on the spot.

Remember to specifically look at issues of operation and/or maintenance that will affect girls, and universal accessibility.

SESSION 5: Duty Rosters, Maintenance Plans & Budgeting

1 Hour

12   **EXPLAIN:** Checklists and duty rosters enable the school to report on state of facilities and to provide regular cleaning of facilities, re-stocking of sanitary items such as soap and toilet paper, and waste disposal. Remind participants of the proper use of incinerators, including avoiding burning plastics, and the advantages of composting.

13   **GROUP WORK – Operations Checklists:** Break the participants into groups for each school present. Each group should review what checklists and duty rosters the school already has. It is now time to develop their own checklists and rosters covering both water supply and sanitation systems. Explain that in these procedures the whole school can be involved. Rosters can be created for children as well as teachers, depending on the appropriateness of the jobs allocated.

14   **GROUP WORK – Maintenance Checklists:** Working in the same groups, it is now time to develop their own maintenance checklists and plans covering both water supply and sanitation systems. The groups should link their maintenance plans with the information that will be gathered through the operation checklists prepared in the previous session.

15   **GROUP WORK:** Ask participants in small groups per school to make an action plan for any maintenance that needs to be done immediately. Action plans should include job description, person responsible, materials needed, timeframe.

16   **DISCUSS:** Get the participants to identify what tools and materials the school may need to keep handy for maintenance issues. They can come up with a list that might include buckets, broom, ladder, shovel, wrenches, spare hinges, locks, gutters and pipes.

17   **DISCUSS:** Explain that money needs to be set aside in budgets for the purchase of sanitary items as well as for emergency repairs. Ask participants to share various ways to fundraise and to obtain materials such as soap, but also for maintenance tools and materials.

18   **REVIEW:** Facilitate a short question and answer session. Remind participants to follow up with their rosters and action plans.

19   **PRESENT:** Give each participant a participation certificate.

What success looks like

- Operations & Maintenance training conducted with WASH Committee
- Operations & Maintenance plan in place with schedule and costs included

Wash Committee, Teachers and Students Support Improved Wash Access

Following the Operations & Maintenance training the whole school body has the plans and knowledge to implement improved WASH access for everyone. The WASH Committee should start to implement their WASH Improvement Plan actions, the operations and maintenance activities should begin immediately, especially duty rosters for regular cleaning of toilets, and simple maintenance work that can be done easily. Everyone should be involved, from students to school leaders.

The role of Live & Learn WASH in Schools officers now is to provide informal reminders and check-ups in the schools, encouraging them to implement their plans, and letting them know that stakeholders outside the school are interested in their progress – which helps the school maintain accountability for their WASH planning.

What success looks like

- Soap, toilet paper and sanitary pad supplies are ensured (school budget allocation, fundraising, etc)
- Roles of WASH club to track and report toilets and hand-washing facilities use and status
- Operations and maintenance implemented, including waste disposal management

Strengthening Gender & Social Inclusion

Training of Trainers 5: *Gender and Social Inclusion and Menstruation Hygiene Management*

FACILITATION GUIDE OUTLINE

Target Stakeholders — Selected teachers. Those who participate need to commit to sharing the training information with others in the school so that the gender and social inclusion knowledge and activities are embedded across all levels at the school (Primary to High School).

Option 1

Bring Teacher representatives from a cluster of schools in an area together for a one-day workshop

Option 2

Visit individual schools to work with the all the teachers for a one-day workshop

Both options have pros and cons.

Option 1 allows you to work with multiple schools at the one time, but limits the amount of participants. It gives teachers a sense of being part of something bigger, and develops relations between schools, but it limits opportunities for working directly with all teachers and including students from WASH Clubs. It has greater logistics requirements and costs more due to venue hire, catering, transport and possibly accommodation.

Option 2 restricts you to working with a single school at a time, but has no venue hire, transport or accommodation costs. It also allows you to build greater ownership of the process as you can include as many teachers as possible and work directly on practical implementation of activities in the school.

RESOURCE	ONLINE SOURCE (as at publication)
Menstrual Hygiene Matters - Toolkit, WaterAid, 2012 Specifically Module 5 – Working with schools on menstrual hygiene	*https://washmatters.wateraid.org/ publications/menstrual-hygiene-matters*
Accessibility and Safety Audit: School Latrine, WaterAid UK, 2014	*https://washmatters.wateraid.org/sites/g/ files/jkxoof256/files/Accessibility%20and%20 safety%20audit%20school%20latrine.pdf*
Inclusion Made Easy – A quick program guide to disability in development, Part B Disability Inclusion: Education, CBM 2012	*https://europa.eu/capacity4dev/disability- and-development-network/document/ inclusion-made-easy-quick-program-guide- disability-development-cbm*
Selected handouts for teachers – Provided at the end of the ToT 5 Facilitation Guide	

This training should only be facilitated by staff members who have participated in gender and social inclusion training, and are confident with facilitating positive discussions about power, identity and discrimination.

ACTIVITIES

The process followed is similar, whether the workshop participants are a group of representatives from multiple schools, or representatives from a single school.

It is estimated that the following activities can be facilitated in 6 hours – which is a full day training, with an hour for lunch. Times given for each session are estimates. There is a lot of information to cover, so keep the momentum going all day.

Some tips[7]:

◉ The more participants can reflect on their own ***personal experiences***, the more they will get from a gender workshop. When we are able to see our own gender attitudes and behaviours we can better track our path towards equality and apply the concepts of gender to our lives. Helping participants to understand this insight is a key lesson in gender awareness.

◉ ***Know your participants*** – participants can often be distinguished by where they stand on gender relations. There are three general types: The Resistors, The Maybes, The Transformers

      o **Resistors** – Participants who do not want to accept that change in gender relations is either possible or desirable

      o **Maybes** – Participants who are unsure that change is possible and/or desirable, but are willing to learn about it. They may become transformers

      o **Transformers** – Participants who believe that change is possible and what to contribute to it

Focus your training on the 'Maybes' and the 'Transformers', without alienating the 'Resistors'. Avoid challenging the Resistors – otherwise, you will likely increase their reluctance and run the risk of having the session revolve around them. Direct confrontation is not productive in the case of 'Resistors'.

◉ ***Be ready to address common roadblocks*** - Sometimes, participants may use scientific or religious arguments to defend the status quo. Here are some strategies to clear the roadblocks that such arguments can create:

      o If a participant claims that there is no use in distinguishing between sex and gender because men and women have always been like they are now, give examples of how women's and men's roles and traits vary according to location or moment in history.

      o If a participant tries to argue that we can't expect men and women to be the same because they are, in fact, so different, explain that the purpose of gender awareness is not to say that difference is bad. Explain the distinction between difference and inequality. Explain that the difference between males and females is not a problem.

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7 Adapted from The Foundations of Gender – Facilitator Guidance Notes, Component 1, Plan International

The problem is that we are taught to value male characteristics over female characteristics. Therefore, the purpose of gender awareness is not to eliminate difference, but to understand and eliminate the inequalities that are based on these differences.

o   If a participant argues that analysing gender roles is simplistic and that real people are more complex, explain that gender refers to what a society considers appropriate for a male or a female, and that social expectations have little to do with individual choice. Individuals have their own personalities, preferences and dreams, which may or may not fit into the social norms about 'gender'. However, gender analysis enables us to understand how society reacts to individual choice – promoting conformance and punishing resistance.

⦿ *Gender analysis is valid in any social or historical setting* - Gender analysis often leads to discovering negative aspects about one's society. This can lead participants to question the validity of such a tool for their own context, claiming that gender is used to impose Western values. Be prepared to clarify that gender is an analytical tool that allows us to look at any setting. As such, it doesn't impose any social reality onto our own. We can also reassure participants with examples of how gender analysis can be applied to Western contexts, which then exposes countless ways in which those societies also discriminate against women and girls.

SESSION 1: Understanding Gender Concepts

2 Hours

1 **IN PAIRS – DISCUSSION:** *Sharing stories from our childhood.*
Explain that we are not born knowing that we are a girl or a boy. We usually understand this because of something someone says or does to us. For example:

- A woman may remember the first time she was told that she couldn't go out and play because she needed to help with the laundry.
- A man may remember the time when his schoolmates teased him because he wanted to play with the girls, or help with cooking.

Ask participants to think about the first memory they have of realising they are a boy or a girl. Explain that everyone needs to think of her or his own experience. Generalisations about boys and girls are not useful in this exercise.

Give participants a few minutes to identify this memory and then ask them to think about the three questions below:

- What was the situation that made you identify as a girl or a boy?
- How did it happen? (Describe the context: Who was involved? When? Where?)
- What are the long-term effects? (How did this situation influence the man or woman that you are today?)

Ask participants to share their story with their partner.

2 **GROUPWORK:** Divide the participants into mixed sex groups of 3-6. Instruct them to create two columns in a notebook or on a big piece of paper, with a drawing of 'a Real Man' in one column and 'a Real Woman' in the other. Ask the participants to add in key characteristics (physical, clothing, emotional, activities etc.) that make 'a real man/woman' related to water, sanitation and hygiene.

Once the participants have finished, ask a few groups to share their drawings. For each characteristic, ask a question or provide statement that counters the gender stereotype. Some examples are given below:

- *Real men do building work* → do women do construction work too? Do you know any women in your family or community that fix the house, build a shelter for a toilet, or other types of building and repairs?
- *Real women do cleaning* → can men/boys clean for themselves/their families too? Do you think this is an important skill for everyone to learn? Who should do the cleaning of school toilets?

Once the participants have finished, facilitate a short general discussion on doing these activities with students in class.

Here is a useful True / False table concerning gender stereotypes that might come up during this activity:

TRUE	FALSE
Girls often have more duties at home, limiting their time for school work.	Girls are naturally better at household duties.
Jobs and games that are 'only for boys' or 'only for girls' can keep students from learning.	Girls are naturally weaker than boys and so should not do hard tasks or play like boys.
Boys' education is often viewed as more important because it is expected they will earn money for the family.	Challenging gender stereotypes is disrespectful to Melanesian culture.
Boys may not be as good at household duties because they don't practice them.	Boys are naturally better at harder jobs that require strength.
Jobs given to girls and boys at school make boys better at some jobs than others.	Boys and girls should not practice jobs for the other gender.
One way to challenge gender stereotypes is to show someone an example that doesn't fit their belief.	Only older people hold harmful gender stereotypes.
Jobs and games that are only for boys or only for girls can keep students from learning.	There are games that are good for boys and games that are good for girls.

3 **READ:** Give the participants the handout **"A Story about Thomasina and Philemon"**

The story is meant to help students think about the gender stereotypes of boys and girls, the pressures that these stereotypes cause when students are expected to conform to them. Read the story aloud to the group.

Afterwards, discuss the following questions (Assure them that there are no wrong answers!)

- Do you think Thomasina and Philemon's tasks are fair? Why or why not?
- How would you feel if you were Thomasina?
- How would you feel if you were Philemon?
- Do you think Thomasina would have difficulties getting good test scores? Why or why not?
- How would you facilitate discussion of this story with your class?
- Does it make a difference how you feel about the story if you are a female teacher or a male teacher?

4 **GROUPWORK:** Divide the workshop participants into mixed groups of 3 or 4. Give each group the handout **"Little Stories – What If?"**

Get each group to read and complete the activity and afterwards discuss the following questions (Assure them that there are no wrong answers!)

- How would you facilitate this activity in your class?
- Can your group write some other Little Stories to use as a resource to challenge gender stereotypes?

5 **GROUPWORK:** Divide the participants into mixed groups of 3 or 4. Give each group the **"We Can Do that!"** activity handout. Get each group to read and complete the activity. Afterwards, discuss the following questions (Assure them that there are no wrong answers!)

- How would you facilitate this activity in your class?
- Can your group write some other examples to use as a resource to challenge gender stereotypes in how the students think about "real man and real woman"?

SESSION 2: Menstrual Hygiene Management

2 Hours

1 **EXPLAIN:** Share the handout **Just the Facts: Understanding Menstruation**[8] with the participants. Ask if any participants have any questions — especially the male teachers.

2 **OPTIONAL ACTIVITY - EXPLAIN:** The level of knowledge concerning menstruation can differ between teachers, especially for unmarried male teachers. If you notice that the level of menstruation knowledge is low in the group then conduct a quick explanation of menstruation based on the points below, or show some PowerPoint slides (available from MJ Enterprises or Days for Girls organisations or online)
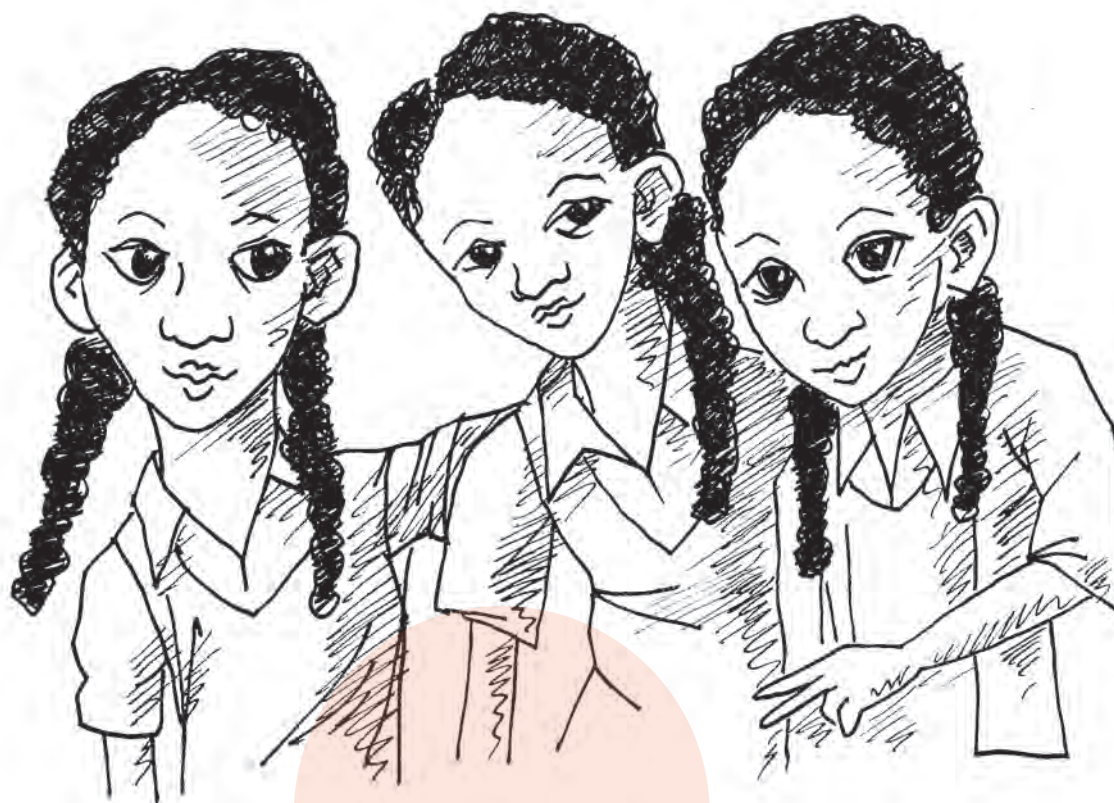
EXTRA INFORMATION IF NEEDED:

When Do Most Girls Get Their Period?
Most girls get their first period when they're around 12. But getting it any time between age 10 and 15 is OK. Every girl's body has its own schedule. There isn't one right age for a girl to get her period. But there are some clues that it will start soon:

- Most of the time, a girl gets her period about 2 years after her breasts start to develop.
- Another sign is vaginal discharge (sort of like mucus) that a girl might see or feel on her underwear. This discharge usually begins about 6 months to a year before a girl gets her first period.

What Causes a Period?
A period happens because of changes in hormones in the body. Hormones are chemical messengers. These hormones cause the lining of the uterus (or womb) to build up. The built-up lining is ready for a fertilized egg to attach to and start developing. If there is no fertilized egg, the lining breaks down and bleeds. Then the same process happens all over again. It usually takes about a month for the lining to build up, then break down. That is why most girls and women get their periods around once a month.

How Does Ovulation Relate to Periods?
Ovulation (pronounced: ov-yoo-LAY-shun) is the release of an egg from the ovaries. The same hormones that cause the uterus lining to build up also cause an egg to leave one of the ovaries. The egg travels through a thin tube called a fallopian tube to the uterus. If the egg is fertilized by a sperm cell, it attaches to the wall of the uterus, where over time it develops into a baby. If the egg is not fertilized, the uterus lining breaks down and bleeds, causing a period.

Do Periods Happen Regularly When Menstruation Starts?
For the first few years after a girl starts her period, it may not come regularly. This is normal at first. By about 2–3 years after her first period, a girl's periods should be coming around once every 4–5 weeks.

Can a Girl Get Pregnant as Soon as Her Period Starts?
Yes, a girl can get pregnant as soon as her period starts. A girl can even get pregnant right before her very first period. This is because a girl's hormones might already be active. The hormones may have led to ovulation and the building of the uterine wall. If a girl has sex, she can get pregnant, even though she has never had a period.

How Long Do Periods Last?
Periods usually last about 5 days. But a period can be shorter or last longer.

How Often Does a Period Happen?
Periods usually happen about once every 4–5 weeks. But some girls get their periods a little less or more often.

3 **EXPLAIN:** Share the handout **Why Period Friendly Toilets Matter** with the participants and review the information together.

4 **EXPLAIN:** Share the handout **The boy who campaigns for girls to go to school** with the participants. Read the story together, then discuss how why it is important for men and boys to know about menstruation, and how they can help improve how girls are able to manage menstruation at school.

5 **GROUPWORK:** Get the participants into groups, making sure that representatives from the same school are together. Each group should discuss and plan some actions they will take to improve menstrual hygiene management in their schools in the following areas:

- Making the toilets "period-friendly
- Providing information to both boy and girl students on menstruation in class, and support to girls who get their period at school

SESSION 3: Including Children with Special Needs - Practical Activities

1.5 Hours

1 **EXPLAIN:** Comprehensive Accessibility

Comprehensive accessibility is fundamental for the full inclusion of people with a disability. Removing 'disabling' barriers and ensuring comprehensive access plays a significant role in creating opportunities for people with a disability to participate in development programs. Impairments can become less 'disabling' if society is accessible and barriers to inclusion are removed.

The specific identification and removal of barriers is the essence of accessibility as a guiding principle. Barriers can be grouped into four categories.

- **Physical or environmental barriers** – buildings, schools, clinics, waterpumps, transport, roads, paths etc.
- **Communication barriers** – written and spoken information including media, flyers, internet, community meetings etc.
- **Policy barriers** – including both legislation that discriminates against people with a disability, and/or an absence of legislation that might otherwise provide an enabling framework. Departmental and organisational policies can also be addressed here.
- **Attitudinal barriers** – including negative stereotyping of people with a disability, social stigma and other forms of overt discrimination. Sometimes disability is associated with cultural beliefs about sin, evil and witchcraft. People with a disability often report that attitudes are the most disabling barriers of all.

Comprehensive Accessibility addresses all these barriers. This training focuses on *Physical barriers* in school toilets and hand-washing facilities, and *Attitudinal barriers*.

2 **EXPLAIN:** Universal Design

Universal design is when we design and build products and environments to be useable by all people, to the greatest extent possible, without the need for special adaptation or specialised design.

Share the handout provided that shows examples of Universal Design in the school playground. Discuss the following labels in the picture.

- Equitable use
- Simple and intuitive to use
- Low physical effort
- Flexibility of use

For toilets we think about the following things to make the toilet easier to use:

- Size of door (height, width) – toilet entrance
- Size of toilet
- Type of toilet
- Height of mirror
- Height of washing basin and location of soap and hanging hooks for towels
- Space inside the toilet/bathroom
- Handrails/walking bar
- Light inside the toilet/bathroom
- Distance and height of cleaning facilities
- Door handles and locks that can be reached easily
- Ramps and a smooth path to the toilet/bathroom entrance
- Smooth floor inside the toilet, that isn't slippery

3 **EXPLAIN:** Fiji, Kiribati, Papua New Guinea, Solomon Islands and Vanuatu governments are all working on designs for accessible toilets for schools. So each school should work with their government education authorities on the designs of new toilets. Show the example from Fiji pictured below and discuss the different elements – like size of the cubicle, width of the door, support bars, etc

HANDWASHING FACILITY

1.8mX1.8m TOILET CUBICLE

1500mm diameter wheel chair circle

130mm BLOCKWORK

RAMP

1.00

W-C

1.80

1.80

Ministry of Education FIJI	NO	DATE	IN.	MODIFICATION		PREPARE PAR.	VERIFIE PAR.		VUE EN PLAN
						A.H.D	L.K		DISABLED TOILET
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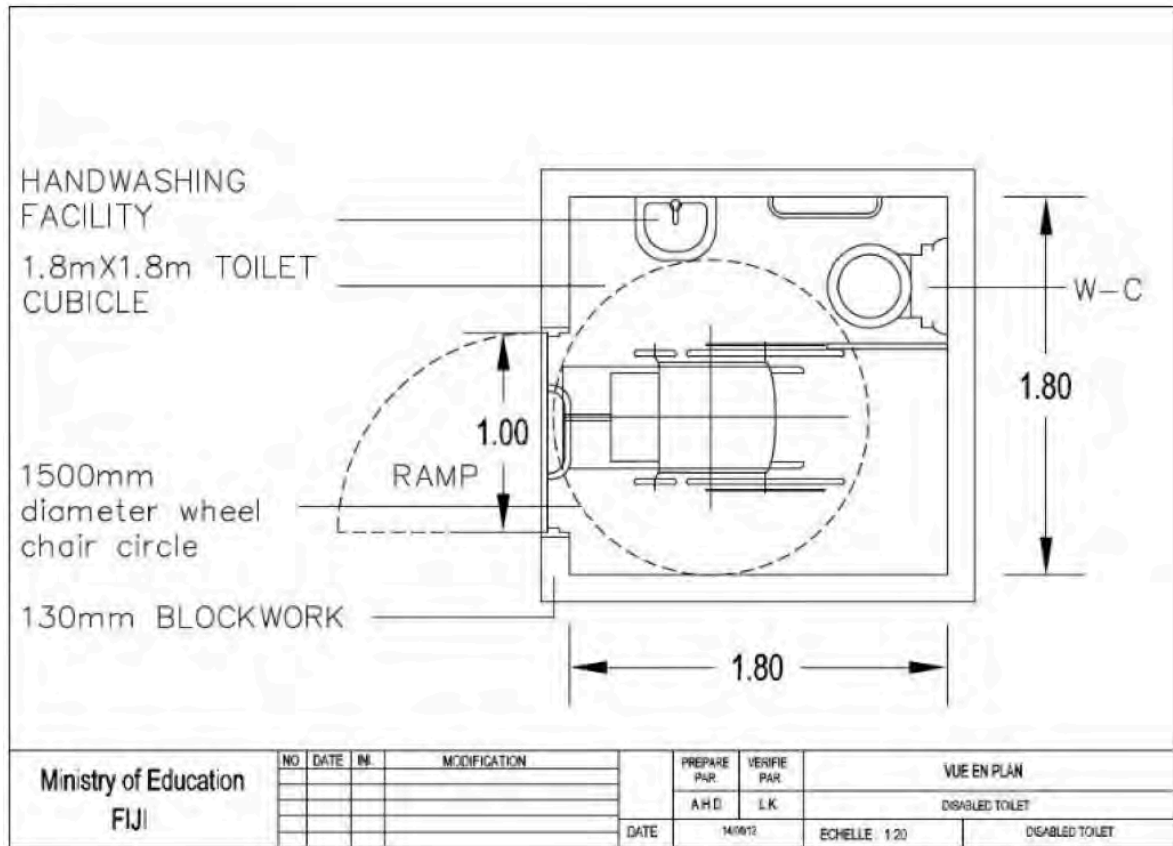
4 **EXPLAIN:** Not every school has the budget to immediately build universally accessible toilets. So while each school works with the government education authorities to get support for better permanent facilities there are important simple things to improve accessibility that can be done immediately. Explain to the participants the four things to think about for toilets – **Getting There, Getting In, Getting On,** and **Hygiene and Water Access**

Getting There

Getting In

Getting On

Hygiene and Water Access
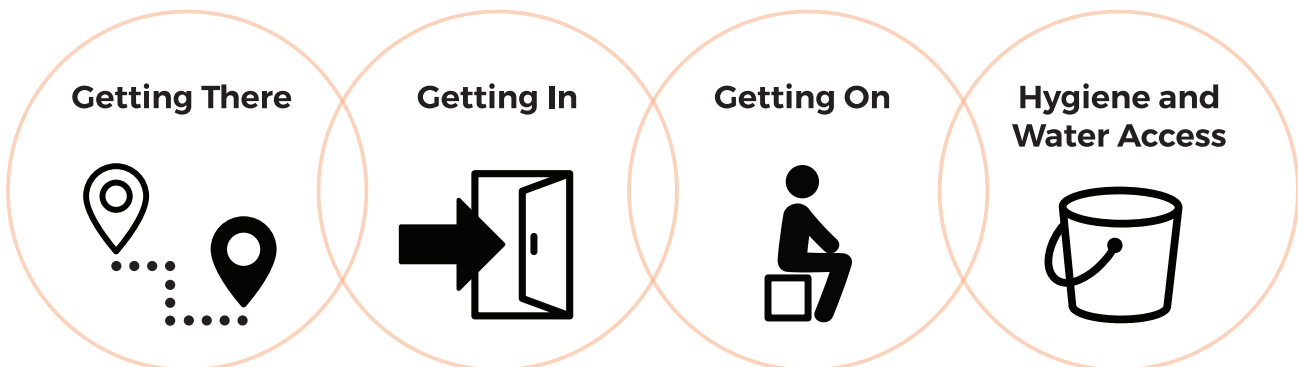
5 **PRACTICAL:** Get the participants into pairs or small groups (depending on the size of the group), and give each group a copy of the audit checklist on page 8-11 of the WaterAid *"Accessibility and Safety Audit: School Latrine."* Visit the toilets at the training facility and complete the audit form.

6 **DISCUSS:** Get the groups to compare the results of the accessibility and safety audit. Get them to discuss what they have learned about accessibility, and how they can share this information back at their schools to improve accessibility of the toilets.

SESSION 4: Conclusion   30 Min

1 **DISCUSS:** Bring everyone together and facilitate a final question and answer session about what has been learned during the workshop regarding gender, menstrual hygiene management and accessibility. Remind the participants that the activities today are only an introduction into these important areas of life, specifically focused on WASH in Schools, and there are many ways to think about inclusion, avoiding discrimination and comprehensive accessibility.

Thank the participants for their openness to discussing topics that may have been challenging for some of them, and encourage them to go back to the schools and families and continue to talk about these issues, and examine their own thinking and behaviour (do unto others as you would have them do to you!).

2 **COMMITMENT:** Get each participant to write a personal commitment in their notebooks or on sticky notes a personal commitment of three things they will do in their schools to improve gender understanding, menstrual management and accessibility in WASH.

3 **PRESENT:** Give all the participants a certificate of participation for the Gender and Social Inclusion Training of Trainers

A Story about Thomasina and Philemon

Thomasina and Philemon is a story about two students and the different expectations they experience as a boy or a girl. Get into mixed groups (boys and girls) of four students and read the story together[9].

Thomasina is a student in fifth grade. In the morning Thomasina gets up very early to collect water, tend to her family's animals and garden. During the school day she goes to classes, and during breaks she helps clean the classrooms and school toilets, and take care of the school grounds. During cooking class, she always cooks! During these lessons she learns more, but she still cannot make a fire and she resents that the boys get to eat when they do not help cook. After school is over, she is a seller in the market in the afternoons. When she goes home she helps prepare dinner, cleans the dishes from dinner, watches after her younger siblings, and, when she has time, works on her homework. She is often working until late in the evening. When she complains that she has little time for homework, her parents tell her that she will get married and will need to know how to do these things for her family.

Thomasina has a brother, Philemon. Their parents think that it is very important for Philemon to do well in school. In cooking class he plays or makes a fire for himself. He doesn't learn as much in these classes, but he loves eating the food! Philemon is also a seller in the market after school, but when he goes home, his parents insist that he do his homework straight away while is his sister makes dinner. When his homework is finished, his parents might ask him to look after his siblings. While his sister cleans up and does other tasks for the family, Philemon reads or plays football with his friends.

After reading the story, discuss the following questions (There are no wrong answers!)

a. Do you think Thomasina and Philemon's tasks are fair? Why or why not?

b. How would you feel if you were Thomasina?

c. How would you feel if you were Philemon?

d. Do you think Thomasina would have difficulties getting good test scores? Why or why not?

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9 Adapted from: Promoting gender equality for girls and boys in the Learning Garden Program, Plan International in Cambodia

Little Stories - What if?

What if?[10] *is an activity that asks students to write the ending of a story in a way that challenges gender stereotypes. The endings that students create should be longer than a single sentence and should show the main character challenging a gender stereotype in a way that resolves the situation positively.*

Follow these steps to complete this activity:

• Before giving the students the vignettes, explain that one way to challenge gender stereotypes is to provide an example of someone or a situation in which gender stereotypes do not apply. Explain that they write the ending to stories in which the main character can challenge gender stereotypes using this method.

• Provide the following example to the first What if? vignette:

Philemon told her "I understand that you want to help, but I would like to cook the food myself. I am learning how to do this and I want to get better at it. If I cannot practice cooking, I will not get better at it. Maybe you can find another job to do while I am doing this."

• Allow students to chose a little story to finish from the list below:

What if?

• Philemon loves to cook. He tries to help his mom with the cooking, but she tells him that this is his sisters' job. When he is allowed to cook Philemon feels quiet and calm and he loves how happy it makes everyone when they eat his food. Philemon loves cooking class, but when he tries to chop vegetables or help with the cooking, the girls say that they can do it better and move him out of the way. One day, Philemon decided to say something. He…

• Fredrick does not like to play football. He would much rather read quietly in the classroom or draw pictures with the girls in his class. When he tells his friends this, they make fun of him and call him names. One day, Fredrick…

• Thomasina loves to play football, but she does not get to play it often because other students tease her. When she tries to play the boys tell her that she is too weak and not good enough, and the girls laugh at her and call her a tomboy. Thomasina knows that in order to get better at football, she must play and practice, so one day she…

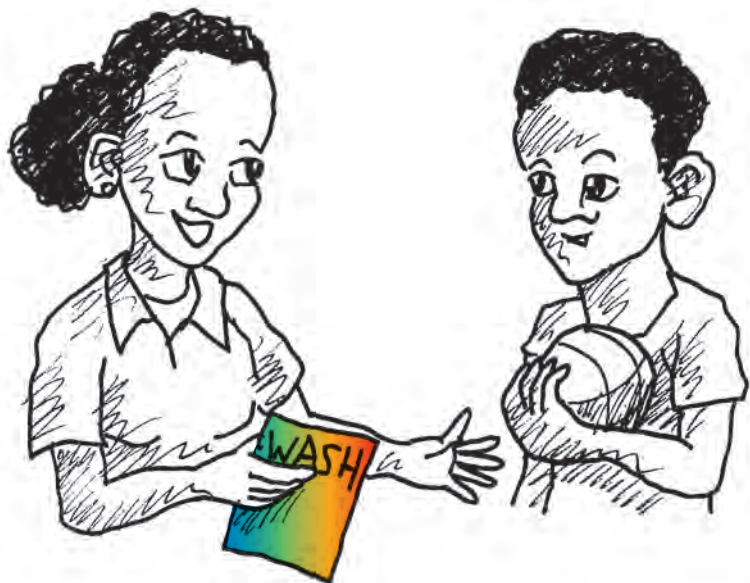---

10 Adapted from: Promoting gender equality for girls and boys in the Learning Garden Program, Plan International in Cambodia

We Can Do that!

Students will work together to create a **We Can Do That!**[11] *gender equality agreement for the WASH activities in the school. This activity will help students to recognise that understanding and challenging gender stereotypes should not stop in the gender-related lessons, but should continue to be worked on in all of their classes. The agreement should be a decorated poster that all students sign and are proud of that is hung in the school.*

STEPS:

1. Facilitate a discussion on what an agreement may look like.

2. With the students, brainstorm and write down ways that boys and girls can work together in keeping the water, sanitation and hygiene facilities in the school in good condition and meeting everyone's needs.

3. From this list, decide on 3-5 "We can…" statements about the school toilets and 3-5 "We can…" statements about the hand-washing facilities or school grounds for the agreement.

4. When these are written down, ask students to decorate and sign the agreement and hang it near the toilets or hand-washing facilities where it is easily observable.

5. To finish this activity, facilitate a class discussion using the following questions:

   • How can we ensure we are always working together to challenge gender stereotypes in the WASH in school program?

   • What will we look out for?

   • What will we do if we see gender stereotypes?

11 Adapted from: Promoting gender equality for girls and boys in the Learning Garden Program, Plan International in Cambodia

# JUST THE FACTS: UNDERSTANDING MENSTRUATION

WHY IT MATTERS?

- Girls who get blood on their clothes are often teased by teachers, boys or other girls.
- Social norms may lead women and girls to feel that menstruation is dirty, shameful or unhealthy.
- Without access to good menstrual materials and private toilets or washrooms for changing, girls and women may not want to go far from home. Teachers may miss school, health workers may miss work, and girls and women may not attend school, go to the market or wait in line for supplies.

Menstruation is very personal. Women and girls often do not want others to know they are menstruating – even other women and girls.

WHAT IS MENARCHE?

- Menarche is the onset of menstruation. Girls generally get their first period between 11–15, although some can be younger or older.
- **The first period is generally a surprise!** Sometimes girls are scared or worried they are sick. They may not know who to ask for advice.
- Information about menstruation is frequently passed on from mothers, friends, sisters or aunts, and is often a mixture of cultural beliefs, superstition and practical information that is sometimes helpful and sometimes not.
- In many cultures mothers may feel uncomfortable to talk to their daughters about periods because it is linked to sexuality.
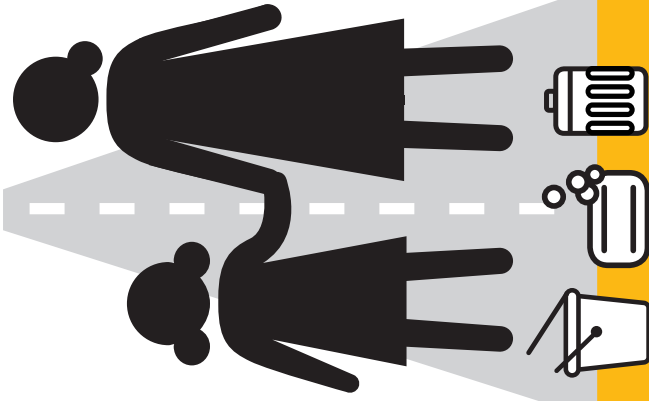
WHAT DO THEY NEED?

- A range of materials can be used to catch the blood, including a sanitary pad (disposable or reusable), a tampon, or a piece of cloth in their underwear.
- **Menstrual periods are irregular and can catch girls and women by surprise.** This causes anxiety about finding a bathroom and materials quickly!
- Menstruation can be messy! Women and girls need a private space with water and soap to clean themselves and soiled materials.
- Even when using good menstrual materials, women and girls may be worried about blood stains on their clothes.
- Women and girls need access to a private, clean space (toilet or washroom) to change materials throughout the day and night and to hygienically dispose of menstrual waste.

THE BASICS

MENSTRUATION IS NORMAL! IT IS THE MONTHLY SHEDDING OF BLOOD AND UTERINE TISSUE AND AN IMPORTANT PART OF THE REPRODUCTIVE CYCLE. TYPICALLY, IT LASTS...

2-7 DAYS

THE AMOUNT OF BLOOD IS USUALLY BETWEEN

1 AND 6 TABLESPOONS EACH MONTH AND CAN BE MESSY.

ABDOMINAL CRAMPS, NAUSEA, DIARRHEA AND HEADACHES ARE COMMON BEFORE AND DURING A PERIOD.

Source: https://menstrualhygieneday.org

A personal story: The boy who campaigns for girls to go to school

Nixon Otieno Odoyo, 16, lives in Nairobi. His campaign, 'Keeping Girls in School', is aimed at providing schoolgirls in Kenya with free sanitary towels. He explains how important this is. This is his story[12]:

Our father abandoned us when I was three, which was one of the things that made me want to help girls stay in school. [My mother] never went to school and when my father left she had no money to look after us and she became stressed. My older sister has not been to school either; she married when she was 15 and now has four children. Her husband drinks too much and she struggles to provide food for her family on her own. I think that girls should have the chance to go to school so that they can earn the money to look after their families if they need to. When I started in school there were plenty of girls in my class, but by the third term there were only four left. Now I am 16 and there are only two girls in my class. One of them is having a baby soon, so I'm not sure if she'll still be there when I go back to school. It's a problem that is very common where I live.

I am a member of the Teens' Watch Club, which is made up of students from about 40 different schools across Nairobi. It's a group of girls and boys who meet in the holidays to discuss issues that affect us as teens: issues like poverty, HIV and AIDS, young pregnancies and marriage, and drug abuse. The idea for the 'Keeping Girls in School' campaign came from these discussions. The girls in the group said that during their period they weren't comfortable being in school: they couldn't afford to buy sanitary towels and because of this they were embarrassed and unable to work in class. Sometimes, if they had a boyfriend he would pay for sanitary towels, but then they would ask for all the money back and the girls would be in debt.

We decided to write a letter to the people who founded the Teens' Watch group, the Daretti Youth Network, to suggest some ideas for fundraising so we could help. We held a football tournament and invited parents and teachers to donate money. We were able to raise 50,000 Kenyan shillings (US$ 600). With the money we bought 1,000 sets of sanitary towels, which we supplied to 500 girls over 10 schools in the slums across Nairobi. The schools were very happy and have said that the girls' school attendance has since improved greatly. One girl I spoke to has recently got the second-highest grades in her class.

In the future I want to have a programme so girls can get free sanitary towels every month. It is hard to get my voice heard by older people — they do not listen much to youngsters where I live. It is difficult to organise things and communicate because we can't afford mobile phones or computers, but if we can talk to the government, NGOs, even companies, and get the information to them, then we can help improve the situation.
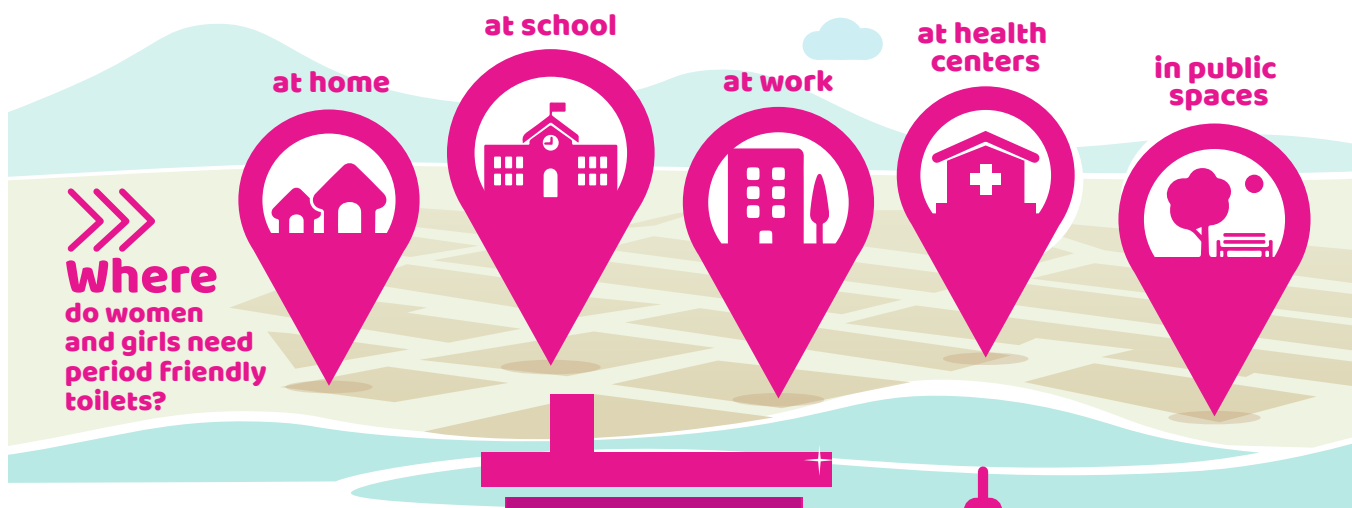
Discussion Question:

How do you think boys in your school can help improve how girls are able to manage their periods at school?

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12 Gender Justice — Engaging Boys and Men, Component 7, Plan International Handout 7A (3)
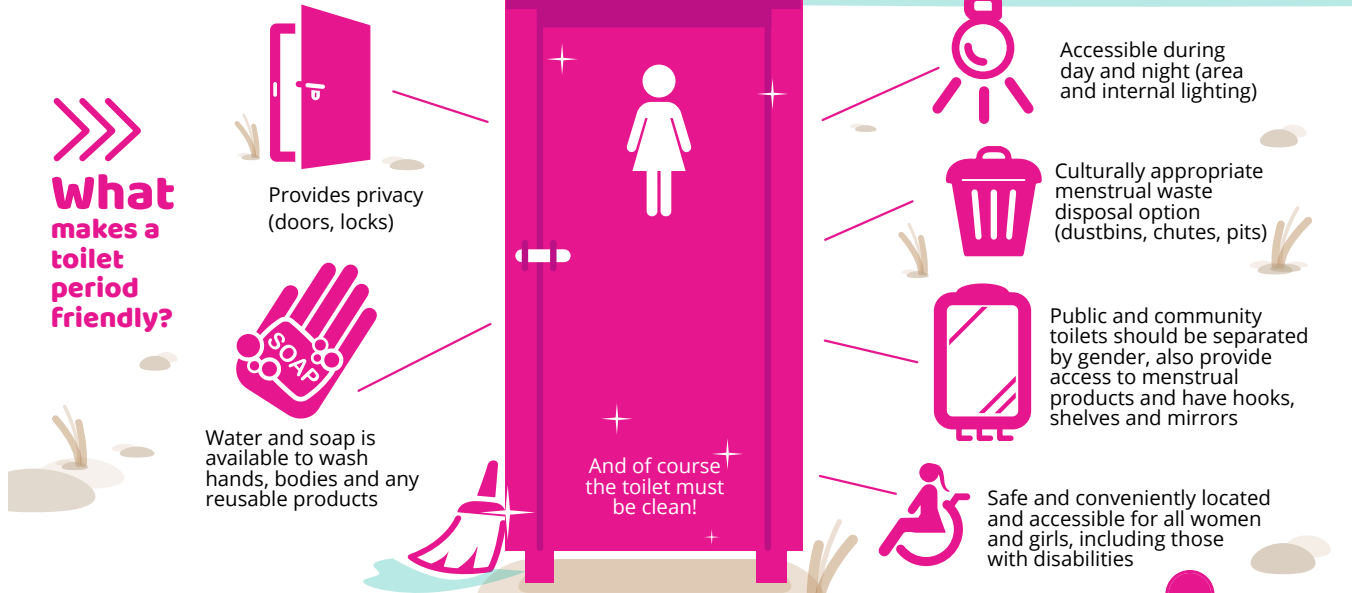
MENSTRUAL HYGIENE DAY

WHY PERIOD FRIENDLY TOILETS MATTER

On any given day, approximately 300 million women and girls menstruate. In order to manage their menstruation safely, hygienically, with confidence and with dignity, they need a private space to attend to their menstruation-related needs, such as washing themselves and changing materials. For most women and girls, this will be a toilet.

at home   at school   at work   at health centers   in public spaces

Where do women and girls need period friendly toilets?

What makes a toilet period friendly?

Provides privacy (doors, locks)

Water and soap is available to wash hands, bodies and any reusable products

And of course the toilet must be clean!

Accessible during day and night (area and internal lighting)

Culturally appropriate menstrual waste disposal option (dustbins, chutes, pits)

Public and community toilets should be separated by gender, also provide access to menstrual products and have hooks, shelves and mirrors

Safe and conveniently located and accessible for all women and girls, including those with disabilities

How do women and girls benefit from period friendly toilets?

Increased overall well-being and reduced psychological stress
Having access to period friendly toilets at all times makes menstruation a less stressful experience

Increased ability to carry on with daily educational, income-earning and social activities
Period friendly toilets are critical to ensure that girls don't miss school and women can go to work during their periods

Increased safety
With period friendly toilets, women and girls no longer need to put themselves at risk of violence when trying to dispose of their menstrual waste in secluded places or under the cover of darkness

WASH United   **WSSCC** WATER SUPPLY & SANITATION COLLABORATIVE COUNCIL   **World Vision**

UNIVERSAL DESIGN IN THE PLAYGROUND

LOW PHYSICAL EFFORT

Access to play equipment or buildings should not cause fatigue for any child

For children with a wide range of abilities, with space for peers, caregivers and social interactions

FAMILY SWING

FLEXIBILITY OF USE

Play spaces should easily accommodate all children

SIMPLE AND INTUITIVE USE

Access route offers equal use to all areas in the play space

BASKETBALL HOOPS

Multiple levels allow children of different ages and abilities to play

EQUITABLE USE

SHELTER SPACES

Allow children to be social, but also to feel safe in an enclosed area

Access route is a continuous walkway or ramp, with a flat, smooth surface, ensuring access and ease of use for children using walking aids

Infograph by www.verynice.co

Source: https://www.unicef.org/sowc2013/universal_design.html

Sharing of Gender and Social Inclusion information and ongoing support

Following the gender and social inclusion training the participants should return to their schools and share the training information and materials with the teachers who were not able to attend. The teachers then should work on identifying how they will include information on gender, menstrual hygiene management and accessibility in their classes. The teachers should also access any national curriculum materials that are related to these areas for further resources. Everyone should be involved, from students to school leaders.

The role of Live & Learn WASH in Schools officers now is to provide informal reminders and check-ups in the schools, encouraging them to implement activities related to understanding gender, improving accessibility and providing 'period positive' toilets and a supportive environment for girls. Live & Learn WASH in Schools officers should also link the schools with other opportunities and organisations to do further activities to deepen the knowledge and commitment to these areas – for example, a visit by representatives of a disabled people's organisation to help with an accessibility audit, or a training opportunity on how to make re-usable sanitary pads, or to talk with a local women's organisation further about changing gender stereotypes. Schools that are linked to church denominations can also access some useful resources from family life or other specialist inclusive ministries. If appropriate, Live & Learn can also support the schools through facilitating a special session on these topics with the student WASH Clubs, and provide access to information on celebrating relevant global days, such as Menstruation Hygiene Management Day.

What success looks like

- One day school wide orientation on Gender and Social Inclusion, including Menstruation Hygiene Management and disability WASH access
- Menstruation Hygiene Management Focus Group Discussion held with boys and girls ages (11-13)
- Participation in relevant Global Days (for example, Menstruation Hygiene Management Day on 3 December)

Ongoing follow up and support

Schools are busy places, and there needs to be time to integrate all the new activities from the focus on WASH with the other important business of schools. Over a period of a few months schedule informal visits with the schools to chat about their progress. During these visits talk with the student WASH Club or WASH Committee members and visit the toilets and see what improvements are visible in implementing duty rosters, urgent maintenance, providing soap, toilet paper, etc.

If you are working with the school on larger infrastructure improvements, take every opportunity when at the school to do informal checks on progress in other areas. Have a chat to the WASH club members about what they are learning in class about WASH, and what advocacy campaigns they may be planning, etc. Check out how the waste is being managed in the school, ask the female teachers about any changes in menstruation hygiene management, etc.

If you notice during this informal monitoring that not much progress is being made on one, some or all of the WASH in Schools activities, then schedule a meeting with the Head Teacher, or the WASH Committee, and see if they raise any specific concerns or problems that we can help them work through.

What success looks like

- WASH in Schools is strengthened in schools
- High level of awareness of WASH in Schools
- Increased motivation and activities of teachers and students
- Increased participation of the whole school community including parents
- Infrastructure is well managed and operating correctly
- Increased knowledge and understanding by all teachers
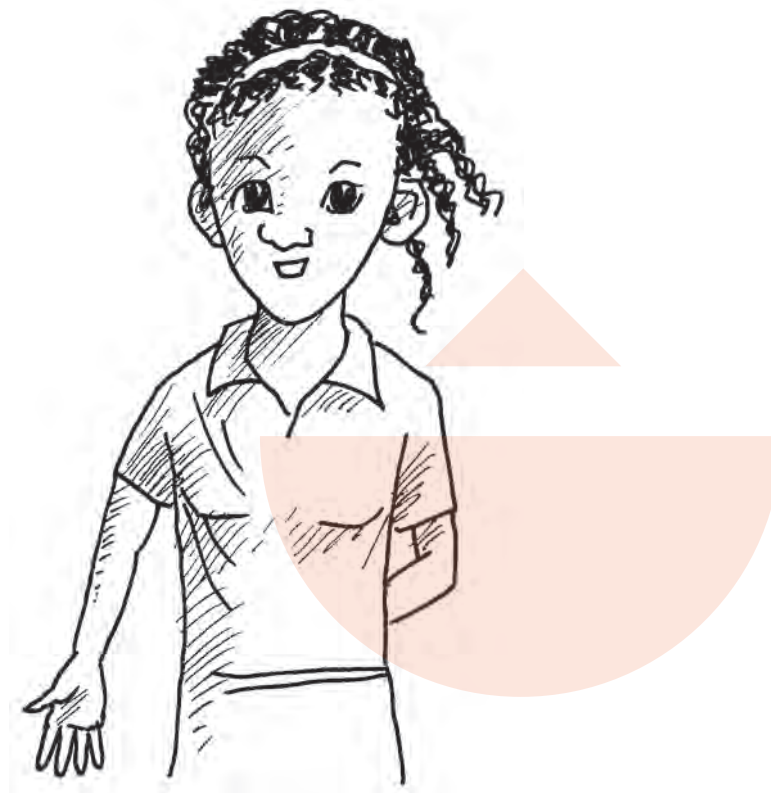
MONITOR

The "Monitor" stage in the WASH in Schools cycle is where we help the school to make the time to review progress in reducing or removing bottlenecks to WASH services in the school. We also help the school benchmark their progress against the Three Star Framework for WASH services in schools. Progress will depend on the school implementing relevant action plans, so we help the schools revise their WASH Improvement Plans for the following 12 months, and recommend the schools conduct some annual reflection to celebrate achievements. It is also important to have regular engagement with government Education Authorities as gradually the school independently implements their WASH Improvement Plans.

Diagram of steps

- Bottlenecks are reviewed and school-based theory of change revised
- Benchmarking against Three Star Framework
- Action Plan for next year
- Annual Reflection in the School
- Engagement of Education Authorities

Bottlenecks are reviewed and school-based theory of change revised

When a school has participated in all five Training of Trainers sessions, and has been implementing their WASH Improvement Plan and Operations & Maintenance plan for at least 6 months then it is time to review the school Bottleneck Analysis and school-based Theory of Change. A school is usually ready for this 18-24 months after the baseline Bottleneck Analysis was done.

This Bottleneck Analysis review is done at the school, following the same procedure outlined in the Assess section of this guide. If possible, this review should be done by project staff and government education officers, jointly with school leadership, student and teacher representation. The findings from the second bottleneck analysis are compared with the baseline bottleneck analysis report, noting any improvements against the indicators. This information is then used to revisit the school WASH Theory of Change (if needed) and the WASH Improvement Plan actions are updated for the next 12 months.

The process for doing this is an adapted or shortened version of the process outlined in the Assess section of this guide. How much the sessions can be shortened will depend on the continuity of school leadership and teaching staff, and how many have remained at the school and participated in the initial bottleneck analysis and WASH planning processes.

In year three and four of a WASH in Schools program the Bottleneck Analysis review can be done with groups of schools, based on self-assessment by school representatives, and verified by spot checks or scheduled school inspections by government education officers. The ultimate aim is that by the end of the project the bottleneck analysis review process is embedded in government education monitoring processes and being fully implemented by the government.

What success looks like

- Bottleneck Analysis is reviewed 18-24 months after the baseline, and changes/ progress is mapped
- Theory of Change is reviewed and used to guide WASH Action Plan for next school year

Benchmarking against Three Star Framework

Every year the school leadership can also complete a simple self-assessment against the Three Star Framework. This can initially be facilitated by the project team, including government education authorities. Eventually this process should be embedded into education authority reporting processes, and completed by the school as part of compliance reporting. This is already established in Fiji, where schools submit a short progress report recording their progress in achievement of the Fiji-specific Three Star standards.

A full Bottleneck Analysis may only be done with the school every two or three years. The annual self-assessment tool is an easy way for a school to benchmark (or measure) their progress against their WASH Improvement Plan goals and the Three Star framework in between formal Bottleneck Analysis assessments.

An example of a suggested self-assessment tool is given below using the Solomon Islands Three Star indicators. At the time of writing this guide, only Fiji and Papua New Guinea had documented contextualised Three Star indicators. If you are working with a school in a country that does not yet have contextualised Three Star indicators you can develop a simple tool based on the general Three Star Framework, or adapt one of the country-specific tools.

Three Star School Self-Assessment Checklist

This self-assessment is to help your school do a quick check on your progress in achieving different standards in the Three Star School framework. You do not need to do any formal surveys to complete this checklist. Just discuss each indicator within the WASH Committee and get agreement on whether you met the criteria or not. A school must be able to tick ALL the boxes in a category in order to self-assess your school to be at that level. This might mean that your school is at Three Star level for Hygiene, but only One Star level for Sanitation.

School Name:

_____

School Address:

_____

Date of Self-Assessment (Day/Month/Year):

_____

Name/s of school WASH Committee members completing this self-assessment
(should include student WASH club members):

_____

_____

_____

_____

WASH: Three Star Schools

Tick all the boxes that apply to your school.

	Water	Sanitation	Hygiene	Management
Three Stars ★★★	5 L/p/d minimum availability from stored rainwater and other sources. If school has pour flush toilets an additional 20 L/p/d. If the school has button flush toilets an additional 30 L/p/d ○ 1:50 tap stands for drinking water. 1:100 hand washing facilities, separated by sex, minimum 1 per toilet cluster, inside or right outside toilet, and just outside any kitchen area. Water should be running water. ○ Back up water source available for 30 days ○	Functional toilets 1:30 for girls, 1:40 for boys ○ Functional urinals for boys ○ Separate male/female teacher toilets 1:20 ○ At least 1 disability inclusive toilet available for both boys and girls (ramped/level access, door width sufficient for wheel chair, support structures, door opens outwards) A functional shower 1:40 students ECE toilets are size appropriate (doors, seats)	Hygiene education is taught as part of curriculum and school activities ○ Supervised School hygiene activities are daily rostered occurrence ○ Menstrual hygiene materials are procured, stocked and available when needed in the school ○	School is Open Defecation Free ○ School WASH Clubs are leading WASH activities ○ School WASH Improvement Plan is being implemented ○
Two Stars ★★	Low cost water treatment is in use ○ Water access points or hand washing facilities in place but below national minimum standard ratios ○	At least one functional toilet for every 100 girls and one for every 100 boys ○ Toilets are hygienic ○	Hygiene promotion activities take place, including menstrual hygiene management ○	School WASH Improvement Plan is being implemented ○ Student WASH Clubs are implementing duty rosters ○
One Star ★	Children bring individual water bottles to school ○	At least one functional toilet for girls, one for boys, and one for teachers ○	Daily supervised group hand washing ○ Water and soap is available near toilets ○	A school WASH Improvement Plan has been developed and displayed ○ A student WASH Club has been formed and members trained ○
No Star	No water supply ○	No toilets available ○	No hygiene activities ○	No School WASH Improvement Plan ○ No School WASH Club ○

Based on this self-assessment, our school is:

_____ Star for **Water Supply**

_____ Star for **Sanitation**

_____ Star for **Hygiene**

_____ Star for **WASH Management**

Comments on school achievements against WASH Improvement Plan

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Recommendations, or issues to refer to school Board of Management

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What success looks like

• School progress is benched marked against the Three Star approach where it has been adapted nationally

Action Plan for next year

Each year the school should be following an action plan to implement their WASH Improvement Plan. Initially project officers will need to make a time to work with the school WASH Committee and School Board to facilitate a short review of the WASH Improvement Plan and assist with any amendments to the next 12-month action plan and budgets.

This short session should be done to fit in with school planning for existing application processes for school operational grants. Eventually it will be normalised to include WASH in this planning and budgeting process, and the school leadership will do it automatically, and the government education authorities will be expecting WASH to be included.

What success looks like

- Action planning for next school year is complete
- Budget includes WinS items

Annual Reflection in the School

As schools make progress in implementing their WASH Improvement Plans it is good to reflect and celebrate achievements. In conjunction with education agencies the project team can provide acknowledgement and recognition to schools. This could include a certification of progress in WASH in Schools, a small award or other appropriate acknowledgement. Getting education authorities and media involvement can be a great boost in school pride in their achievements.

Linking celebrations of achievements to Global WASH days can also be a good opportunity to celebrate the opening of new toilets, or the repair of hand-washing stations, or the implementation of great menstruation hygiene management systems. Work with the school WASH Committees and student WASH Clubs and government education authorities to have creative and affordable celebration and reflections on annual progress in WASH in Schools.

What success looks like

- Progress in Hygiene and Sanitation is celebrated
- Progress in water, hygiene and sanitation goals and 3 Star standards is shared in the school and with government education authorities, and celebrated.

Engagement of Education Authorities

Since 2016 the governments of Fiji, Kiribati, Papua New Guinea, Solomon Islands and Vanuatu have been establishing WASH in Schools programs. There is now a strong base of national standards, policies and guidelines. These programs are in different stages of implementation, with government education authorities still working out systems of funding WASH infrastructure improvements and making schools aware of national standards and policies.

Many South Pacific nations have published, or are in the process of publishing, technical manuals to help schools improve their WASH services. In Vanuatu the WASH in Schools Improvement Plan includes information on technical designs of WASH infrastructure, assessment tools for WASH facilities, WASH emergency planning, operation and maintenance, budgeting and financing, an overview of the Three Stars Approach, and guidance on how to develop a WASH in School Improvement Plan. The Three Stars Approach is widely used in Fiji, especially with the Fiji Teachers Association WinS program, and they have developed a handbook *WASH in Schools Three Stars Approach Guidebook*.

Throughout implementation of the entire WASH in Schools cycle described in this guide it is important to find every opportunity to support the establishment of the national WASH in Schools standards, policies and approaches. Key to this is continual sharing of the national standards and policies at school level, as one of the biggest challenges in rolling out WASH in Schools policy is getting information out to local schools, especially in remote rural areas.

It is also important to support the capacity of government education officers through facilitating their participation in school bottleneck analysis, school WASH improvement planning, and monitoring of school-based activities to improve WASH services. As government programs are getting established they can be supported by inviting government education officers to join every school monitoring visit, workshop or WASH in Schools event. Education authorities will not always be available, but they should always be informed and have the option to join the activities done with schools.

The project team is also an advocate to education authorities on the importance of requiring WASH to be included in criteria for assessment of school grant applications, and assessment of school performance and compliance through regular school inspections. The project team can also be an advocate for the adaptation and inclusion of WASH education materials presented in this guide (through the five Training of Trainer workshops) into formal school curriculum. In Vanuatu teachers at the Vanuatu Institute of Teachers Education are trained in hygiene, and the Ministry of Education is working with Live & Learn Vanuatu to develop a WASH Education Resource Toolkit that includes Teachers and Student Guidebooks for WASH, Arts for Advocacy and posters in English, Bislama and French. It is planned for these WASH Education Resource to be endorsed by the Vanuatu Curriculum Board.

It is also important to schedule regular meetings with key education authorities, and participate in relevant working groups or forums to keep education authorities informed of project activities, and to share results from schools. Hosting knowledge and learning events for stakeholders will enable the schools to share their achievements, and enable education authorities to continue building capacity to commit to overall supervision of the program, which is a key element for eventual exit of the project team.

What success looks like

- Local government education officers are making support and monitoring visits to schools
- Schools understand and are able to satisfactorily complete government processes and forms for financial and monitoring support
- Education Authorities are aware of successes and learning of program

Information Sources & Key Resources

RESOURCE	ONLINE SOURCE (as at publication)
Arts for Advocacy — Teacher Guide and Student Guide Live & Learn Environmental Education & Australian Aid, 2017	*https://livelearn.org/what/resources/arts-advocacy-teacher-guide* *https://livelearn.org/what/resources/arts-advocacy-student-guide*
Bottleneck Analysis – Survey examples, and School Bottleneck Analysis Report template	*https://livelearn.org/what/resources/wash-schools-bottleneck-analysis-resources*
Building Peace — An Educator's Guide for the Pacific Live & Learn and European Union, 2013	*https://livelearn.org/what/resources/building-peace-educators-guide-pacific*
Child Rights Education Toolkit: Rooting Child Rights in Early Childhood Education UNICEF, 2014	*https://www.unicef.org/child-rights-convention/resources*
Core questions and indicators for monitoring WASH in Schools in the Sustainable Development Goals World Health Organisation & UNICEF, November 2016	*https://www.who.int/water_sanitation_health/monitoring/coverage/monitoring-wash-in-institutions/en/*
Female-friendly Public and Community Toilets: A Guide WaterAid & WSUP, October 2018	*https://washmatters.wateraid.org/sites/g/files/jkxoof256/files/female-friendly-public-and-community-toilets-a-guide.pdf*
Field Guide: Three Star Approach for WASH in Schools GIZ & UNICEF, August 2013	*https://www.unicef.org/wash/schools/files/UNICEF_Field_Guide-3_Star-Guide.pdf*
Fit for School GIZ, UNICEF & Government of Cambodia, 2015	*http://www.fitforschool.international*
Hands Up for Hygiene Live & Learn Environmental Education & Australian Aid, 2011	*https://livelearn.org/what/resources/hands-hygiene*
How to conduct a WASH accessibility and safety audit WaterAid & Australian Aid	*https://washmatters.wateraid.org/publications/accessibility-and-safety-audits*

Kiribati WASH in Schools Toolkit Live & Learn and UNICEF 2016	*https://livelearn.org/what/resources/kiribati-wash-schools-toolkit*
Learning from Experience: Guidelines for locally sourced and cost-effective strategies to modify existing household toilets and water access World Vision & CBM	*https://asksource.info/resources/learning-experience-guidelines-locally-sourced-and-cost-effective-strategies-modify*
Menstrual Hygiene Matters: Training Guide for Practitioners WaterAid, UK AID & SHARE, 2015	*https://washmatters.wateraid.org/publications/menstrual-hygiene-matters*
Schools Guide to Operation & Maintenance — A Resource for WASH Committees Live & Learn, Plan International, Water for Women Fund, January 2020	*https://livelearn.org/what/resources/schools-guide-operation-maintenance-resource-wash-committees*
Supporting the Rights of Girls and Women through Menstrual Hygiene Management — in the East Asia and Pacific Region UNICEF, 2016	*https://www.communityledtotalsanitation.org/resource/supporting-rights-girls-and-women-through-mhm-east-asia-and-pacific-region*
WASH in Schools Empowers Girls Education — Tools for Assessing Menstrual Hygiene Management in Schools Emory University & UNICEF, November 2013	*http://wash.unhcr.org/download/tools-for-assessing-menstrual-hygiene-management-in-schools/*
WASH in Schools National Standards — from governments of Fiji, Kiribati, Papua New Guinea and Solomon Islands, correct as at December 2019	*https://livelearn.org/what/resources/wash-schools-national-standards-fiji-kiribati-papua-new-guinea-solomon-islands*
WASH in Schools Technical Designs — from governments of Fiji, Kiribati, Papua New Guinea and Solomon Islands, correct as at December 2019	*https://livelearn.org/what/resources/wash-schools-technical-designs-fiji-kiribati-solomon-islands-and-vanuatu*
Water Safety — Making and keeping our drinking water safe — A Teacher's Toolkit Live & Learn, Plan International, Australian Government, January 2020	*https://livelearn.org/what/resources/water-safety-making-and-keeping-our-drinking-water-safe*
What a child needs to learn — lessons on embedding safe water, sanitation and hygiene into education WaterAid and H&M Foundation, April 2017	*https://washmatters.wateraid.org/publications/what-a-child-needs-to-learn-lessons-on-embedding-safe-water-sanitation-and-hygiene*

Joint Monitoring Program WASH Service Ladders

Drinking Water	Sanitation	Hygiene
Advanced Service To be defined at national level	**Advanced Service** To be defined at national level	**Advanced Service** To be defined at national level
Basic Service Drinking water from an **improved** source is **available** at the school	**Basic Service** **Improved** facilities, which are **single-sex** and **usable** at the school	**Basic Service** Handwashing facilities, which have **soap and water** available
Limited Service There is an improved source (piped water, protected well/spring, rainwater, bottled water), but water not available at time of survey	**Limited Service** There are improved facilities (flush/pour flush, pit latrine with slab, composting toilets), but not sex-separated or not usable	**Limited Service** Handwashing facilities with water, but no soap
No Service No water source or unimproved source (unprotected well/spring, tanker-truck surface water source)	**No Service** No toilets or latrines, or unimproved facilities (pit latrines without a slab or platform, hanging latrines, bucket latrines)	**No Service** No handwashing facilities at the school or handwashing facilities with no water

Source: https://washdata.org/monitoring

Example: School Theory of Change

This example is from a school in Solomon Islands, so the format has been adapted to fit the national WASH in School standards in Solomon Islands.

CHANGES	PROPOSED ACTIVITY	TIMING	EXPECTED CHANGES	IMPACT/ SCHOOL GOALS
Changes we want to achieve: SCHOOL WASH MANAGEMENT	Set up a WASH Committee	Year 1	Active WASH Committee in place	
	Set up a student WASH Club	Year 1	Active student WASH club	
	Develop a Terms of Reference for the new WASH Committee and WASH Club, Conduct ToT on facilitation to the new WASH Committee and teachers	Year 1	A good working system in place for the WASH Committee and WASH Club	
	Formulate a WASH budget in the school administration budget	Year 1	WASH budget in place	
	Development of Vulaghue Primary School WASH Improvement Plan	Year 1	WASH Improvement plan in place	
Changes we want to achieve: TOILETS	Improve and complete current toilet that meets the student toilet ratio as in the guideline	Year 1	Student and teachers are using safe and improved toilets	
	Ensure that the current toilet design (new toilet block that is still not used) meets the National WinS Standard	Year 2	There are enough toilets to meet needs of students and teachers, meet national ration standards and comply with national WinS guidelines	XX Primary School is a healthy and model school to other primary school, especially in Menstrual Hygiene Management and waste management
MENSTRUAL HYGIENE MANAGEMENT	The new toilet block has shower and enough water supply that meets the needs of menstruating girls and women	Year 2	Facilities meet the needs of girls and women in school	
	Provision of sanitary pads to be readily available to girls	Year 1	Increase attendance and participation of girls in classes	
	Conduct Girl/Boy talk to raise student's awareness on Menstrual Hygiene Management	Year 1	Increased knowledge and awareness on Menstrual Hygiene Management by teachers and students, and improved support to girls	XX Primary School is paying for all operations and maintenance needs from our annual school budget
	Conduct Menstrual Hygiene Management training with teachers including male teachers	Year 1	Increased knowledge and awareness on gender and social inclusion	
WASTE MANAGEMENT	Construct a proper drainage system in the school compound	Year 2	School has good drainage and safe environment for all	XX Primary School can provide safe sanitation and water for our community in an emergency or disaster
	Ensure that the new toilet design include a proper septic tank to contain human waste	Year 2	Safe environment for all through good quality septic system management	
	Conduct waste management training	Year 1	Increased knowledge on how to set up waste	

Changes we want to achieve: WATER SUPPLY	Encourage students to bring water bottles from home to be used as drinking water	Year 1	Temporary access to safe drinking water for students while repairs are done.	All students at XX Primary School are performing well academically because they are healthy
	Conduct water testing to test the school water quality	Year 1	Confidence that the school is providing access to clean and safe water	
Changes we want to achieve: WATER FACILITY ACCESS	Improve the current water points, and construct extra ones (tippy taps) to increase access	Year 1 and Year 2	Enough water points in the school compound	XX Primary School becomes a Three Star School
	Ensure that soap is available at all times at the handwashing stations	Year 1	Increased handwashing with soap reduces risk of sickness	
Changes we want to achieve: OPERATION AND MAINTENANCE	Dig a pit for burning rubbish	Year 1	Clean and safe environment	
	Have a daily rooster in place for the maintenance of WASH facilities	Year 1	Toilets are not smelling	
	Ensure that toilet designs are complying with the National Standards and are meeting the needs of every users in school	Year 2 and 3	Students and teachers happy to use the school toilet	
Changes we want to achieve: HYGIENE PROMOTION	Promote handwashing in the classrooms through lessons and supervised handwashing	Year 1	Increased hygiene behavioural change in school	
	Conduct hygiene training with teachers	Year 1	Increased knowledge and on hygiene and WASH	
	Conduct Arts for Advocacy training to Hygiene teachers and student WASH Club	Year 1	Students empower to take action	

Example: XX Primary School WASH Improvement Plan (WIP)

Action areas Target changes you expect to achieve…	Actions What we will do…	Roles Who will do it?	Resources What money, skills, etc. are required	Resourcing opportunities Where can resources be sourced?	Expected Completion
Active WASH Committee in place	Set up a WASH Committee, with Terms of Reference	School Board and Head teacher	Trainings on how to run the WASH Committee and WASH Clubs conducted by Live & Learn	Plan/LLEE	Month/Year Eg Sep 2019
Active student WASH club	Set up a student WASH Club	Deputy Head Teacher		Plan/LLEE	Month/Year
WASH budget in place	Formulate a WASH budget in the school administration budget	WASH Committee and School Board	Annual government grant, fundraising, small funding from NGOs	Annual government grant, fundraising, small funding from NGOs	Month/Year
WASH Improvement plan in place and all plans implemented and achieved	Development of Vulaghue Primary School WASH Improvement Plan	WASH Committee and School Board	Time of WASH Committee to establish improvement plan, and coaching by Live & Learn	School Administration budget Parents contributions	Month/Year
Improve access of toilet by students and teachers that are safe and improved	Improve and complete construction on the current toilet that meets the student toilet ratio as in the guideline	WASH Committee	Budget	SIBLE project, LLEE seed funding, fundraising by school	Month/Year
Enough toilets that meets the needs of students and teachers and Toilet design are complying with the National WinS Guideline	Ensure that the current toilet design (new toilet block that is still not used) meets the National WinS Standard	School Board, WASH Committee, Head Teacher	National WinS Guidelines	SIBLE project, School Grant/ WASH Budget, Other Donors (KOICA, JICA, DFAT DAP Funding)	Month/Year

Increase attendance of girls in school with facilities that meet the needs of girls and women in school	The new toilet block has shower and enough water supply that meets the needs of menstruating girls and women, and provision of sanitary pads to be readily available to girls	WASH Committee Head Teacher, Parents	National WinS Guidelines	SIBLE project, School Grant/ WASH Budget, Other Donors (KOICA, JICA, DFAT DAP Funding)	Month/Year
Increased knowledge and awareness on Menstrual Hygiene Management by teachers and students	Conduct Menstrual Hygiene Management training with teachers including male teachers. Conduct Girl/ Boy talk to raise student's awareness on Menstrual Hygiene Management	LLEE WASH Team Teachers and WASH Club	LLEE Menstrual Hygiene Management Training Teacher curriculum resources	Plan/LLEE Education resources	Month/Year
Clean and safe environment and reduction in sickness	Conduct training on waste management. Construct a proper drainage system in the school compound, and ensure that the new toilet design include a proper septic tank to contain human waste	WASH Committee Head Teacher Parents Students Teachers WASH Club	LLEE Waste management training (in Operations & Maintenance training) Construction and building materials	PLAN/LLEE MEHRD SIBLE project, School Grant/ WASH Budget, Other Donors (KOICA, JICA, DFAT DAP Funding)	Month/Year
Access to clean and safe water	Encourage students to bring water bottles from home to be used as drinking water. Conduct water testing to test the school water quality	PLAN/LLEE EHD/GP School Chairman School Head Teacher	Water quality testing kit Water bottles Transportation	PLAN/LLEE	Month/Year

Enough water points in the school compound and increased handwashing with soap	Improve the current water point Construct some extra water point (tippy tap) to increase access Ensure that soap is available at all times at the handwashing stations	WASH Committee School Board Head Teacher WASH Clubs Hygiene Teacher	Budget Tippy Tap construction training Soap (or soap making training) Handwashing check list	School Grant/ WASH Budget Parents contribution SIBLE PLAN/LLEE	Month/Year
Reduce risk of sickness, have a clean and safe environment, toilet are not smelling	Dig a pit for burning rubbish Have a daily rooster in place for the maintenance of WASH facilities	WASH Committee Head Teaacher Parents	Bugdet Digging tools	School Grant/ WASH Budget PLAN/LLEE MEHRD	Month/Year
Students and teachers happy to use the school toilet, leading to Increased students' performance	Promote handwashing in the classrooms through lessons and supervised handwashing Participate in hygiene and Arts for Advocacy training for teachers and students in WASH Clubs	WASH Committee Head Teacher Parents LLEE WASH Team Students Teachers WASH Club	Budget Digging tools Soap Water Trainings Awareness and advocacy	School Grant/ WASH Budget PLAN/LLEE MEHRD	Month/Year

Roles and Responsibilities in a Local School

Agency	Roles	Responsibilities
School Committee or Board (including sub-committees)	Advocate for WASH in schools	• Participate in the design and construction of school WASH facilities • Coordinate fundraising for improvements and provision of consumables such as soap
	Oversight of state of school WASH facilities and improvements	• Approve and oversee implementation of long-term WASH plan to achieve National Standards • Approve annual budgeted WASH work plan
School Principal or Head Teacher	Advocate for WASH in schools	• Motivate staff and students to achieve and maintain National Standards and adopt good WASH practices, creating and enforcing rules where necessary • Participate in the design and construction of school WASH facilities
	Compliance with National Standard	• Report progress to PEA on state of compliance with National Standard, and implementation of the long-term school WASH plan
	Operational oversight	• Lead development of long-term school WASH plan • Oversee the annual sanitary survey and update of long-term school WASH plan • Prepare annual budgeted WASH work plan • Manage WASH improvement activities, according to the improvement plan • Oversee day-to-day operations and maintenance of WASH facilities • Take action to respond to major faults immediately
Teachers	Advocate for WASH in schools	• Motivate students and other teachers to adopt good WASH practices • Deliver hygiene education • Participate in the design and construction of WASH facilities
	Routine operations and maintenance	• Prepare rosters for cleaning and maintaining WASH facilities, allocating tasks appropriately to students, teachers and caretaker • Manage/supervise day-to-day operations and maintenance of WASH facilities • Monitor and report to the Principal on the state and use of school WASH facilities, according to a timetabled checklist (daily, weekly, monthly checks)

Students	Positive hygiene behavior	• Comply with school rules and procedures about the care and use of WASH facilities • Routinely use proper hygiene behaviour • Play an active role in looking after WASH facilities • Participate in the design and construction of WASH facilities
Caretaker	Advocate for WASH in schools	• Participate in the design and construction of WASH facilities
	Routine operations and maintenance	• Carry out routine checks of the WASH facilities • Keep good records of checks and maintenance carried out • Follow maintenance schedules and procedures • Carry out routine and emergency maintenance • Report major faults to Principal immediately
Families and local community	Advocate for positive hygiene behavior at school and at home	• Encourage students to comply with school rules and procedures about the care and use of WASH facilities, and develop positive hygiene behaviours • Participate in the design and construction of WASH facilities
Local contractors	Technical support	• Provide skilled services for construction, maintenance and repair of school WASH facilities

Agency	Roles	Responsibilities
National Health or Education Authority	Policy, strategy and standards setting	• Draft/update, consult, finalise and endorse National Standards • Provide sub-national authorities with training and resources on the National WinS Standard
	National oversight of state of WASH in schools and progress towards achieving National Standard	• Compile and consolidate annual reports into annual national reports
	Funding for national WASH in schools programme	• Make the case to government and donors for funding, based on an analysis of the national report dataset • Make a fair budget allocation to sub-national authorities and schools, based on an analysis of the national report dataset
	Inclusion of WASH in national curriculum development	• Draft/update, consult, finalise and endorse WASH component of national curriculum • Provide Principal and teacher training and resources on curriculum
Provincial or sub-national Education Authorities	Advocate for WASH in schools	• Raise awareness of WASH in schools • Participate in the design of school WASH facilities
	Oversight of compliance with National Standards	• Conduct annual monitoring on compliance with the National Standard, enter data into national monitoring system and produce annual provincial report on progress towards achieving National Standard, and submit to national government • Provide approval of long-term school WASH plans (inclusive of routine operations and maintenance plan and an improvement plan) and new development plans for consistent application of National Standards and other appropriate standards (e.g. construction standards, water quality standards)
	Facilitate access to expertise and resources to progress towards achieving the National Standard	• Conduct annual monitoring on the state of school WASH facilities and practices, and progress in implementing school WASH plan • Promote remedial actions where required • Maintain oversight and coordination of organisations working on WASH in schools • Promote/advocate and administer allocation of funding for planned improvements • Provide Principal and teacher training and resources on the National Standard • Provide training of school committees, Principals, teachers and caretakers in correct operations, maintenance and repairs of WASH facilities
National Education and Health Authorities	Advocate for WASH in schools	• Participate in the design of school WASH facilities • Provide training and advice to Principals, teachers and students on WASH
	Compliance with health-based standards	• Set drinking water quality standards • Test school water supplies against these standards • Provide advice on responding to water quality issues and WASH-related health incidences • Set technical design standards for WASH facilities • Provide approval of technical WASH designs