

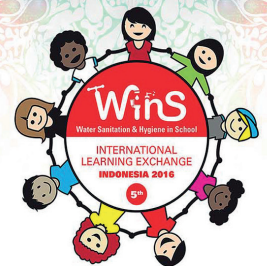
WATER, SANITATION AND HYGIENE IN SCHOOLS INTERNATIONAL LEARNING EXCHANGE

JAKARTA, INDONESIA, 14-18 NOVEMBER 2016



WinS-ILE

REPORT



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The organizers are deeply grateful to all participants including Government partners, representatives and high-officials, as well as Water, Sanitation, and Hygiene (WASH) officers who made this event an active platform for exchange, sharing, learning and networking (See Annex 9.2 for full list of participants).

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PREFACE

Water, Sanitation, and Hygiene in Schools are altogether integral to sustainable development. The Sustainable Development Goals (SDGs), particularly SDG 6 on water and sanitation, SDG 5 on gender equality, SDG 4 on education and SDG 3 on health and wellbeing recognize the central role of WinS towards reaching the SDGs.

Since the first WinS-ILE was initiated on the Philippines in 2012, the ILE has grown into a recognized and important platform for international discussion, knowledge exchange and south-south learning. The 5th WinS-ILE event in Jakarta, Indonesia, successfully continued this tradition. The interest, motivation and commitment of participants made this event truly unique in the WinS landscape.

The ILE in Indonesia proved to be very timely. Just a few days prior to the event, the core questions and indicators for monitoring WASH in Schools in the Sustainable Development Goals were released by the UNICEF/WHO Joint Monitoring Programme for Water and Sanitation. The ILE provided a very first and crucial opportunity to discuss implications for national monitoring systems and to promote the new monitoring framework to a diverse group of countries. Other topics focused particularly on operation and maintenance, inclusion of Menstrual Hygiene Management, as well as handwashing and hygiene habits; thus addressing the key topics that require continued and increased efforts from government, NGOs, development partners and other stakeholders.

In addition to this report, the ILE resulted in an Outcome Document, which provides a unique summary and advocacy tool at the same time. The document, adopted by all participants, highlights key event results, technical consensus, recommendations and action points in a concise, yet comprehensive manner. It provided participants with a highly visible take-home message for immediate reporting and political advocacy. For GIZ, UNICEF and other stakeholders it represents a valuable and visible result demonstrating technical alignment, commitment and joint understanding towards the high priority of WinS in the SDG era.

This report summarizes the proceedings of the ILE in Indonesia, provides technical details and input of invited resource experts as well as participants, and expands on the key discussions that made the event such a lively, useful and practical experience for all participants. It is hoped that the report will be an important element in joint global knowledge management for WinS and that it will be useful for anyone interested in and advocating for WinS. For all participants, it will be a pertinent reminder of the proceedings, discussions and joint commitments and will hopefully provide motivation for renewed action.

ABOUT THIS REPORT

This report aims to acknowledge and capture key event proceedings including presentations, discussions, field visit and group work interactions and summarise key learnings and conclusions. It aims to acknowledge and capture key event proceedings including presentations, discussions, field visit and group work interactions and summarise key learnings and conclusions. Details of the agenda, speakers and other activities during the event are shown in the Annex (see Annex 9.1 and 9.3). All presentation slides have already been shared with participants and are available on request from the organisers (or via this link <http://bit.ly/2sizwwU>).

The report, though it does not reflect every detail mentioned during the course of the event, aims to provide additional background on international developments, specifically the SDGs and implications for WinS. Thus, it serves as a stand-alone publication and is relevant for participants and interested non-participating audiences in relation to strengthening the enabling environment for promoting WinS. It is a knowledge product in the context of WinS within the region and beyond to facilitate consensus, alignment and mainstreaming of different topics of WinS among international, regional and national stakeholders.

ABBREVIATIONS

BMZ	German Federal Ministry for Economic Cooperation and Development
BOS	Bantuan Operasional Sekolah (School Operational Assistance)
EAPRO	East Asia and Pacific Regional Office (UNICEF)
EE	Enabling Environment
EMIS	Education Management Information System
FRESH	Focusing Resources on Effective School Health
GIZ	Gesellschaft für Internationale Zusammenarbeit GmbH
HQ	Headquarter
IEC	Information, Education and Communication
ILE	International Learning Exchange
JMP	Joint Monitoring Programme for Water and Sanitation (WHO/UNICEF)
M&E	Monitoring and Evaluation
MDG	Millennium Development Goals
MHM	Menstrual Hygiene Management
MoE	Ministry of Education
MoEC	Ministry of Education and Culture Indonesia
O&M	Operation and Maintenance
SBM	School-based Management
SDG	Sustainable Development Goal
SEAMEO INNOTECH	Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology
SuSanA	Sustainable Sanitation Alliance
TSA	Three Star Approach for WASH in Schools (UNICEF/GIZ)
TWG	Technical Working Group
UKS	Usaha Kesehatan Sekolah (Indonesian School Health Programme)
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation and Hygiene
WHO	World Health Organization
WinS	WASH in Schools
WTO	World Toilet Organization



OUTCOME DOCUMENT

CONTEXT & BACKGROUND

WASH in Schools contributes to fulfilling the right of every child to health, education, and dignity. South/East Asian and Pacific regions are making progress on WinS, but the SDG challenge of universal coverage requires sustained commitment and strong partnerships.

UNICEF and GIZ initiated the WASH in Schools (WinS) International Learning Exchanges (ILE) in 2012. Since then the event has grown into an important annual exchange platform for WinS stakeholders and practitioners from governments and WASH partners; meetings were held in the Philippines, India, Lao PDR and Sri Lanka. This 5th ILE on WinS, hosted by the Indonesian Ministry of Education and Culture (MoEC), brought together 160 participants from 16 countries of the South/East Asian and Pacific regions, representing government ministries, international organizations and research institutions, together with invited WASH experts from the respective networks of GIZ and UNICEF.

The rationale and motivation for the ILE grew from the increasing international momentum for WASH in Schools and a growing community of practitioners, keen on benefiting from exchange, sharing of knowledge and alignment around best practice approaches. The first event coincided with the development of the UNICEF/GIZ Three Star Approach for WASH in Schools (TSA), which has since then inspired stakeholders and innovated WinS programming in a number of countries.

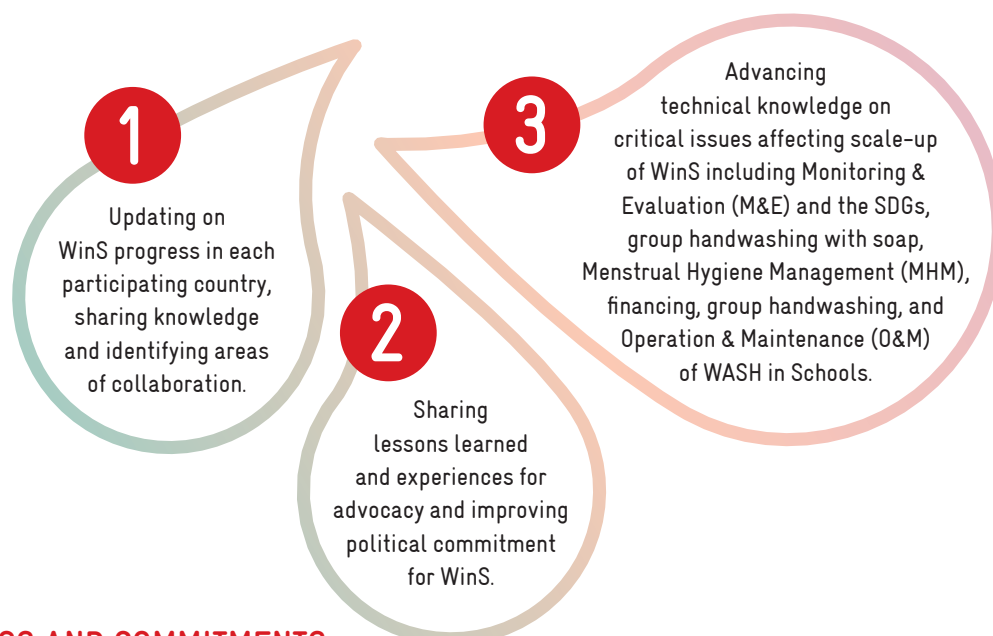
PURPOSE

This outcome document provides a summary of the most relevant observations, learnings and recommendations, including the commitments and action plans of the 5th WinS ILE in Jakarta (14–18 November 2016). The document represents the consensus among all participants on key areas of action to strengthen national systems and capacity for WinS and recognizes the positive spirit and forward-looking motivation of delegates, who expressed their commitment to use this document as guidance in future work towards universal access to WinS. Full and detailed coverage of all sessions and discussions will be available at a later stage in a formal conference report.

ILE PROGRAMME

The five-day event, hosted by the MoEC, consisted of a series of sessions related to country updates on WinS progress through short video clips, updates and guidance from international experts on global policies with a focus on the SDGs and their monitoring, interactive group work to discuss, share and deepen understanding of five identified key areas comprising Monitoring and Evaluation (M&E), Operation and Maintenance (O&M), Menstrual Hygiene Management (MHM), group handwashing and sustainable financing. A site visit to Bandung (West Java) to learn from implementation added hands-on experience and field reality from Indonesia, complemented by selected case examples of progress and solutions developed in participating countries. A set of sessions held in Bahasa Indonesia covered topics specific to Indonesia, for other sessions simultaneous interpretation was available. A closing session on the last day focused on advocacy for WinS, linked the proceedings to World Toilet Day on the following day, and provided participants with momentum and encouragement in their daily work.

OBJECTIVES OF THE 5TH ILE ON WASH IN SCHOOLS



SUMMARY, KEY LEARNINGS AND COMMITMENTS

The participants of the 5th International Learning Exchange on WASH in Schools coming from 16 countries commend the Indonesian Ministry of Education and Culture, GIZ and UNICEF for providing an opportunity for exchange and learning on important aspects around WASH in Schools.

> PARTICIPANTS ACKNOWLEDGE THAT:

The crucial lead role of the Education Sector in managing, maintaining, funding and monitoring WASH in Schools, in collaboration with other related sectors, must be universally recognized and should be promoted, strengthened and enhanced wherever possible;

Strong political will and leadership at all levels is needed to achieve sustainable WASH in all schools and that regional and global initiatives can constructively facilitate focus national attention on WinS;

Access to basic water, sanitation and hygiene in schools is an integral part of all children's rights and anchored in the United Nation's Human Right to water and sanitation;

The Sustainable Development Goals (SDGs), particularly SDGs 4 and 6, give strong targets to provide universal access to WinS as part of a healthy and safe school environment conducive to learning and well being;

The SDGs provide new momentum and unique opportunities to strengthen all elements required for successful implementation so that the target of universal access to basic WASH in Schools services by 2030 becomes a reality.

> ALL PARTICIPANTS RECOGNIZE AND AFFIRM THAT:

WASH in Schools needs to be based on the guiding principles of equality, be gender-sensitive, child-friendly, promote inclusiveness, support early childhood development, and promote active learning through skills-based hygiene and behaviour change education, be based on best possible evidence and fostering community involvement;

WASH in Schools must go beyond solely providing "hardware" infrastructure and facilities, but requires regular maintenance, sufficient supplies, management and financing at all levels, involvement of parents and communities and other "software" interventions, such as behaviour change interventions, as part of a comprehensive package;

Implementing WinS at scale must take a systemic and holistic view, including involvement, roles and responsibilities of stakeholders and actors on all levels;

WinS is led, coordinated and managed by the education sector and guided by a WinS policy at national level, with full involvement and participation of other related sectors depending on local settings, including the sectors of health, public works, water and sanitation, environment, finance, local government, communities and others;

Sub-national or local governments need support to enable them to effectively and efficiently implement WinS;

Supporting the development of institutional and individual capacity, particularly within the education sector, to implement, monitor, and manage WinS at national, sub-national and school level (School Based Management) is required.



KEY LEARNINGS FROM TECHNICAL SESSIONS

> MONITORING & EVALUATION (M & E)

Monitoring and evaluation is a critical and integral element of WASH in Schools, both for management and to track progress towards national targets and the SDGs;

The Core Questions and Indicators for Monitoring WASH in Schools in the SDGs provide guidance to adapt national frameworks to measure progress against the SDG target of universal access to WASH in Schools by 2030;

National, regional and global baselines are needed using the harmonized SDG indicators and countries should already report on aspects of the SDG criteria based on available data;

National Education Management Information Systems (EMIS) should include indicators for WASH in Schools, using the core questions and indicators of the SDGs so that service levels (service quality) may be reported;

Comprehensive management of WinS programmes requires additional information beyond EMIS data; the expanded SDG questions may be used as guidance in defining more detailed indicators; and other data sources may be required to oversee financial and resource management, implementation quality and programme performance;

M&E is essential for accreditation systems such as the Three Star Approach, to reward and recognize performance of schools, improves resource allocation, strengthens transparency and accountability as well as overall policy implementation, including national standards for WASH in Schools;

Continued research on WinS impacts on behaviour, education and health is needed.

> OPERATION & MAINTENANCE (O&M)

O&M is crucial to provide quality WASH services and to meet the SDG targets;

Adequate management and resource provisions for O&M are at least as important as innovation and new construction;

Clarity of roles and responsibilities, together with transparency about costs and resource needs are crucial to ensure proper O&M using School-based Management (SBM);

Decisions on new infrastructure should be made on the basis of resources available, including the long-term O&M resources;

Long-term appropriate budget allocations from government sources should be made while schools need to find short-term solutions.

> MENSTRUAL HYGIENE MANAGEMENT (MHM)

Addressing MHM in Schools can contribute towards transforming gender roles and improving education outcomes for girls; it is therefore an important element of WASH in Schools and proxy indicator of progress in gender equality in education;

The SDG definition for basic sanitation (including gender-separate toilets) and hygiene (including hand-washing facilities with water and soap) can support basic menstrual hygiene needs and must be part of minimum standards;

The expanded SDG indicators for WinS include specific questions to support MHM-related data collection in EMIS;

All opportunities for monitoring MHM services as part of WinS, as well as strengthening the evidence for improvements in knowledge, attitudes and practices should be used to ensure MHM is achieving its desired goals.

> HANDWASHING

Handwashing with soap is a key hygiene behaviour that must be part of WASH interventions aiming at forming lifelong healthy habits;

Handwashing habits are improved through a combined effort of increased knowledge, providing an enabling environment as well as organizational and systems improvements, including the regular supply of water and soap;

Group handwashing using appropriate facilities allows large groups of children to wash their hands at critical times (such as before eating) and helps foster habit formation;

Group handwashing is part of the Three Star Approach and is included in the expanded SDG WASH questions and indicators and should be encouraged wherever appropriate.

> SUSTAINABLE FINANCING

Costs for WASH in Schools should be quantified, including hardware investments, software costs and O&M;

A common financing strategy for the sector, emphasizing the role of the national government in providing resources required;

Financial management at the school level is required to ensure quality WASH in Schools services including O&M; avoiding additional financial burden on parents;

Sustainable financing is needed for capacity building and research related to WinS.

› WHILE ACKNOWLEDGING THAT PROGRESS IN WinS HAS BEEN MADE, PARTICIPANTS RECONFIRM THE RELEVANCE OF THE FOLLOWING SIX ACTION POINTS OF THE JOINT CALL TO ACTION FOR WASH IN SCHOOLS (2012) (ABBREVIATED AND ADAPTED):

1. SET MINIMUM STANDARDS FOR WASH IN SCHOOLS

Adopt national, regional and local standards for WASH in Schools, aligned with the SDG WASH in Schools Service definitions. Standards may be the basis for national action plans aiming to reach all schools within a concrete time frame and should allow for gradual improvements of facilities and hygiene practices (e.g., by using the principles of the Three Star Approach for WASH in Schools).

2. MONITOR WASH IN SCHOOLS COVERAGE THROUGH NATIONAL MONITORING SYSTEMS

Advocate for the inclusion of WASH in Schools indicators in EMIS and use the data for advocacy, better resource allocation, and global reporting towards the SDGs. Gather nationally representative data on WASH in Schools to determine baseline estimates for the SDGs.

3. ENGAGE WITH AT SCALE WASH IN SCHOOLS PROGRAMMES

Alignment and coordination along a national WASH in Schools agenda, using common approaches helps towards universal coverage. Only interventions that are simple and sustainable can be successfully scaled up.

4. INVOLVE MULTIPLE STAKEHOLDERS TO SUPPORT WASH IN SCHOOLS PROGRAMMES

Broad involvement of stakeholders and sectors helps to generate sustainable support for WASH in Schools, based on clear roles and responsibilities.

5. CONTRIBUTE EVIDENCE ON THE IMPACT OF WASH IN SCHOOLS PROGRAMMES

Generating and sharing evidence will strengthen future programme design and provides WASH in Schools advocates with a powerful tool to attract attention and funding to the sector.

6. RAISE THE PROFILE OF WASH IN SCHOOLS PROGRAMMES

Continued advocacy for WASH in Schools at all levels, building on evidence, local experience and the broader society impact are key in making WASH in Schools a responsibility for all.

› FINALLY, PARTICIPANTS COMMIT TO:

Engage with their respective work environments and organizations to share the lessons learnt from the ILE;

Critically review and adapt their strategies, action plans and other programmatic documents on the basis of the ILE country action plans, so that their interventions reflect the insights from the ILE wherever appropriate;

Prioritise alignment, integration and adaptation of the SDG WASH in Schools monitoring agenda in national planning and monitoring frameworks, especially EMIS;

Focus on simple, sustainable, and scalable approaches to WASH in Schools;

Use the informal networks of like-minded colleagues and professionals from the two regions and beyond, and maintain an active exchange, e.g. using the UNICEF WinS network (Yammer) or the platform of the Sustainable Sanitation Alliance (SuSanA);

Seek technical support whenever required from UNICEF, GIZ and development partners to help overcome challenges in conceptualisation and management of programmes.

Agreed by the participants of the 5th International Learning Exchange for WASH in Schools, held in Jakarta, Indonesia, on 14-18 November 2016.

REFERENCES

- › Raising even more clean hands – Call to Action: <http://uni.cf/2fyYXA>
- › Three Star Approach for WASH in Schools: <http://uni.cf/2gjB0cp>
- › Core Questions and Indicators for Monitoring WASH in Schools in the SDGs: <http://bit.ly/2eKLqrF>
- › JMP data drive for WinS: www.wssinfo.org/sdg-baselines
- › Internet exchange platforms
- › UNICEF WASH in Schools Network – Yammer: www.yammer.com/washinschoolsnetwork
- › Sustainable Sanitation Alliance (SuSanA): www.susana.org/en



1. INTRODUCTION

1.1 BACKGROUND AND CONCEPT OF THE 5TH WinS-ILE

Water, sanitation and hygiene (WASH) in Schools (WinS) contribute to fulfilling the right of every child to health, education, as well as living and thriving in dignity. While countries in the Asian and Pacific regions are making progress on WinS, the new Sustainable Development Goals (SDGs) and their targets require sustained and increased investments, strengthening of capacities, as well as strong partnerships for ensuring WASH for All.

UNICEF and GIZ initiated the WinS-International Learning Exchanges (ILE) in 2012 to share experiences and best practices in order to strengthen WinS implementation and coverage. The justification and motivation for the ILE grew from the increasing international momentum for WinS and a growing community of practitioners, keen on benefiting from exchange, sharing of knowledge and alignment around best practice approaches. The first event, organized in the Philippines in 2012, led to the development of the UNICEF/GIZ Three Star Approach for WASH in Schools (TSA), as a field guide for WinS practitioners, which has since then inspired stakeholders to innovate WinS programming in a number of countries.

Over the years, the ILE has facilitated leadership and generated commitment from governments and grew into an important annual exchange platform for WinS stakeholders and practitioners from governments and WASH partners. ILEs have been held previously in the Philippines (2012), India (2013), Lao PDR (2014) and Sri Lanka (2015), seeing rising country participation from nine to 16 with a wide geographical spread from Sub-Sahara Africa to the Pacific Islands.

FIGURE 1: SESSION OVERVIEW OF THE 5TH WinS-ILE 2016



1.2 KEY FEATURES AND OBJECTIVES OF THE 5TH WinS-ILE

This 5th WinS-ILE was hosted by the Ministry of Education and Culture (MoEC), Indonesia, in Jakarta from 14–18 November 2016. It brought together 160 participants from 16 countries of the South/East Asian and Pacific regions, including Afghanistan, Bangladesh, Bhutan, Cambodia, Democratic People's Republic of Korea, Fiji, Indonesia, Lao PDR, Myanmar, Nepal, Pakistan, Papua New Guinea, People's Republic of China, Philippines, Sri Lanka, and Vanuatu. Participants included related government ministries (education, water and sanitation, health, and finance), international organizations and research institutions, as well as invited WASH experts from the respective networks of GIZ and UNICEF.

The overall objective of the WinS-ILE was to share experiences and best practices to strengthen and increase WinS implementation and coverage respectively.

The specific WinS-ILE objectives included

1. Updating on WinS progress in each participating country, sharing knowledge and identifying areas of collaboration;
2. Sharing lessons learned and experiences for advocacy and improving political commitment for WinS;
3. Advancing technical knowledge on critical issues affecting scale-up of WinS including Monitoring & Evaluation (M&E) and the SDGs, group handwashing with soap, Menstrual Hygiene Management (MHM), financing, and Operation & Maintenance (O&M).

The participatory structure of the ILE encouraged interaction among all delegates. The meeting used a combination of presentations, panel discussions, group work, and a field visit to Bandung in West Java Province. Thematic discussions focused on M&E, O&M and resource mobilization, handwashing and MHM, and were supported by invited experts and resource persons. In the consultation sessions, country delegates were able to discuss challenges with other country delegations and topic experts, allowing for a rich exchange and sharing of insights. Participants were asked to work on their respective country action plans to guide activities until the next WinS-ILE. In the last session, the official Outcome Document of the 5th WinS-ILE was adopted, which summarizes the key evidence, proceedings and recommendations from the event. A session overview is provided in Figure 1.

During the opening session, the UNICEF Representative to Indonesia, Ms Gunilla Olsson, commended the MoEC for hosting the 5th WinS-ILE and for making solid progress on WinS in the country. While acknowledging that there are still major concerns requiring collective efforts to eliminate inequities and accelerate availability of sustainable WinS, Ms Olsson emphasized the unique opportunity for sharing, showcasing progress, and using the WinS-ILE as a platform towards discussing implications resulting from the new SDGs.

Mr Deniz Sertcan, Counsellor on Development Cooperation from the Embassy of the Federal Republic of Germany, speaking on behalf of Ambassador Michael von Ungern-Sternberg, applauded the MoEC for providing leadership and making WinS a priority. Germany remains committed to supporting water and sanitation actors across the world through the GIZ Sector Programme Sustainable Sanitation and other initiatives, as well as through the Regional Fit for School Programme in South East Asia. He welcomed the opportunity of the ILE to provide a lively platform for WinS practitioners and advocates to share knowledge and experiences while building a strong WinS network towards a more efficient response to the WinS challenges in the region.

The Director General of Primary and Secondary Education, Dr Hamid Muhammad, representing the Minister of Education and Culture, Prof Dr Muhadjir Effendy, warmly welcomed all conference delegates and thanked stakeholders for contributing to this event. He emphasized that the Indonesian school health programme, which includes WinS, was already launched in 1980, recognizing the strategic importance of WinS for promoting good hygiene practices among students. He reminded all delegates that strong commitment is required from all stakeholders on all levels

to create a supportive environment with clear policies and solid planning processes, to ensure appropriate budget allocation, to build strong capacities of teachers and school managers, and to ultimately sustain universally accessible WinS programmes. Wishing everyone a successful and fruitful conference, Dr Muhammad officially inaugurated the 5th WinS-ILE and committed that Indonesia would work on solving its WinS challenges within the coming two years. The conference moderator, Ms Carmela Ariza, welcomed all participants, introduced the conference agenda and objectives, and provided further detail about the conference proceedings and sessions.



In preparation for the ILE, each country delegation was asked to develop a short video showcasing their respective WinS activities (see Annex 9.4). This format was chosen to initiate a critical reflection at country level about the most important programme features and achievements that should be part of a scripted creative video presentation. On the first day of the conference, the videos were presented in batches of three to four followed by panel discussions to allow delegations to respond to questions from other participants.

The variety and creativity of the videos showed an impressive range of activities in the participating countries and provided useful entry points for lively discussions. While some countries are at the start of their WinS journey, others have already made significant progress. Despite these differences, all videos showed crucial learnings and success factors that help in moving beyond the common challenges that WinS programmes are facing. Some of these common learnings and challenges are summarized below:

ENABLING POLICY ENVIRONMENT

- › The existence of a WinS policy as the main anchor to guide activities at national, subnational and local level is crucial.
- › A strong Technical Working Group (TWG) or similar body to coordinate intersectoral collaboration between different ministries and respective stakeholders within the WinS landscape facilitates the process of policy development and bringing the policy to action.
- › A "One-Door Policy" or the coordination and management of all WinS partners and activities through one department facilitate collaboration.
- › The Three Star Approach is a suitable approach to implement WinS with scale in mind and as a roadmap to reach national standards.
- › Institutionalizing incentives for schools and other actors to engage in WinS as part of professional reward or appraisal systems showed positive results.

SCHOOL-BASED MANAGEMENT

- › Management and leadership skills of school principals are crucial for establishing a healthy school environment.
- › The focus of work should not just be on constructing facilities but also on continued management, operation and maintenance of WASH infrastructure and services.

COMMUNITY INVOLVEMENT & PARTICIPATION

- › Involving students, parents, and the community at large in WinS is a powerful way of facilitating the needed change in schools.
- › Existing structures, such as school committees, or new ways of community interaction may be developed and used to support WinS. The scope of involvement varies from joint decision-making on improvements and budget allocation in schools, to constructing facilities, promoting hygiene messages and practices in the community, and supporting the local production of soap or sanitary pads, etc.
- › Active involvement and sharing responsibilities with students is of educational and behavioural benefit. Children may be charged with tasks such as refilling water and soap, cleaning water containers and WASH facilities, leading group hand-washing sessions, taking part in WASH Clubs, supporting younger students with washing hands, and checking on cleanliness of WASH facilities and availability of supplies, etc.
- › It is generally important that roles of all involved are clearly defined and transparent.

MONITORING & EVALUATION

- › M&E should be an integral part of all WinS programming. Most videos showed different ways of addressing this key aspect of WinS.
- › WinS indicators are included in most Education Monitoring Information Systems (EMIS) to a varying extent. Most EMIS are not yet aligned with the new SDG indicators and reporting requirements.
- › The focus of data collection is shifting from merely counting facilities and access to water to more quality-oriented indicators and systematic surveys.
- › M&E can be used to provide direction, to create a culture of participation, shared responsibility and accountability within the school context.

BEHAVIOUR CHANGE TOWARDS HEALTHY HYGIENE HABITS

- › Health and hygiene are commonly part of the regular school curriculum, but being able to practice theoretical knowledge through skills-based education and an enabling environment are crucial in developing habits.



- › A healthy and conducive school environment with functioning infrastructure in place is a prerequisite for practicing what has been learned.
- › Daily practice in schools, wherever possible as a group, strengthens habit formation and may contribute to long-term behaviour change.
- › WinS improvements also impact the general school environment positively by introducing a general culture of cleanliness and care.
- › Schools can lead community change by example, with children and parents being the change agents.

MENSTRUAL HYGIENE MANAGEMENT

- › WinS is a natural entry point for MHM, and MHM is an integral part of WinS even under difficult conditions and taboos.
- › MHM should be part of hygiene education for girls and boys in culturally appropriate ways.
- › MHM requires female friendly toilets, which offer privacy and include a trash bin with cover, wrapping material, access to water and soap for cleaning and a hook for hanging clothes.
- › Schools provide the ideal entry point to address the urgent need for age-appropriate information on MHM for students, specifically in elementary school age.
- › Schools may provide essential MHM supplies for free, against a nominal fee, or produce them locally.
- › Involvement of boys and men is encouraged in overcoming stigma and misunderstandings around MHM.

WATER FOR DRINKING

- › Following the approach of the TSA, many videos recognized the need to provide water for drinking in schools.
- › Different solutions exist, ranging from children bringing water from home, to water being filtered in schools, to drinking water delivery from external suppliers. In the mid to long-term, connection of the school to a water distribution system should be advocated for.

FINANCING CHALLENGES

- › Insufficient funding at all levels was a recurring theme – on the national level for WinS planning, management and monitoring, as well as on sub-national levels for school expenses on infrastructure, supplies, water, soap and other consumables or maintenance costs.
- › Though local businesses may contribute to WinS, sufficient earmarked government funding for operating and maintenance including necessary supplies (soap etc.) should be available and sustainably secured.
- › Examples of generating revenue at school-level were shown, which included a fee for school food sales or concessions to be used for WinS.

WinS INFRASTRUCTURE

- › Crucial role of appropriate infrastructure was repeatedly highlighted. WinS infrastructure should be water-saving, easy to maintain, have low running costs, and be durable for heavy use and in all seasons.
- › Before new infrastructure is considered, focus should be on rehabilitating and maintaining existing facilities.
- › Making facilities inclusive and accessible for all may be challenging in some settings.
- › Designing and building infrastructure according to high national standards, especially in terms of technical designs and numbers, may be challenging. The TSA may be used to guide stepwise improvements towards meeting these standards (e.g., starting with tippy taps towards more solid facilities).

COLLABORATION, ADVOCACY AND SUSTAINING MOMENTUM

- › The leadership of the education sector for WinS is crucial, though collaboration and harmonious coordination at all levels and across sectors and relevant institutions (e.g., religious institutions) are also important to mobilize support and ensure technical expertise.
- › Using international events such as Global Handwashing Day, engaging stakeholders in meetings like the WinS-ILE, or engaging public champions may be a way to raise awareness and promote WinS.
- › An enabling environment for WinS generated by supportive policies, coordinating mechanisms, intersectoral involvement, capacity building, M&E, financing, curriculum inclusion, strong school leadership, community involvement, uniform and repeated messaging, and many more contribute to generating and sustaining momentum – a single measure alone is less likely to succeed.
- › Strengthening WASH in other education settings such as kindergartens or day care centres should also be considered.

It was emphasized that key areas highlighted in the videos and discussion, briefly summarized above, as well as additional themes would be addressed in detail during the course of the event. Participants admired the creative talent shown in all videos and confirmed that this way of presenting country updates was innovative, appropriate and useful. There was general agreement and recognition that despite all challenges and obstacles, motivated and committed actors will find ways to overcome the odds. The session ended with a plea to not forget the children and teachers as ultimate beneficiaries of WinS interventions – the videos showed impressively that their well-being and development is the best motivator of all.

4. STUDY VISIT TO BANDUNG IN WEST JAVA PROVINCE

The inclusion of a study visit to schools and local communities has traditionally been part of all previous ILEs and has proven to be a much-appreciated feature for hands-on learning. The field visit and interaction with children, teachers, parents, school management and government representatives provides participants with a better understanding of WinS implementation and its realities.

On the second day of the ILE, all participants travelled to Bandung City in the province of West Java, about 180 km from Jakarta. The participants were divided into twelve groups, each visiting two schools. Before participants entered the schools, a brief M&E form with WinS monitoring questions was distributed to guide their observations and interactions. The M&E form already included the newly defined WinS SDG core indicators for the basic service level. At each school, participants were able to walk around the school premises, observe WASH facilities, as well as general school facilities such as classrooms, the health room, canteens, etc. This was followed by a discussion with the school principal, representatives from the team of the National School Health Programme (UKS) and health authorities. Since schools varied in their implementation settings and practices, delegates experienced a broad variety of WinS realities. Key observations included:

HEALTH

The UKS defines a comprehensive framework for school health, comprised of elements such as environmental health, health education and health service delivery (e.g., health screenings, immunization). Since 1980, UKS also includes WinS. The programme is conducted by designated teachers and supervised by medical doctors and nurses from the Community Health Centres. Selected students from grade 4 and 5 are trained as 'Little Doctors' (Dokter Kecil). This extra-curricular programme is implemented in all primary schools in Indonesia. Little doctors assist with clinic duties, or supervise the handwashing and toothbrushing activities. In addition, a teacher is assigned as a focal point to oversee and monitor WinS activities. Further activities concentrate on health education and promoting a healthy school environment. Commonly, schools have a UKS room for health services.

Other health-related activities included: cleaning the classroom and school premises, eliminating mosquito breeding grounds, vegetable gardening, annual environment competition, regular waste collection, waste reduction, and taking healthy food to school on a certain day of the week.

WATER

The majority of schools visited had access to water throughout the year either from a well or public water connection. Since tap water is not generally safe for drinking, students are encouraged to bring drinking water from home and many schools provide filtered drinking water stations through class collections.



SANITATION

All schools visited had clean and functional toilets for girls, boys and teachers, as well as guests in some cases. However, the student-toilet ratio in the visited schools was generally high and did not yet meet the national standard set by the MoEC (1:60 for male toilets 1:50 for female toilets).

HYGIENE

Facilities for individual handwashing were available in all schools, and group handwashing facilities in all of the primary schools visited. The frequency of interventions varied between schools. Supervised group handwashing takes place, for instance before eating on a daily basis or on specific days of week. Individual handwashing with soap at critical times is promoted, but not specifically enforced or supervised. Similar to group handwashing, toothbrushing was conducted either daily or on selected days of the week after meals or another scheduled time. Toothbrushes and toothpaste were usually stored in the classroom and provided either by the school, parents, or through corporate social responsibility programmes of the private sector. Teachers mentioned management and time restrictions as challenges for not conducting activities more frequently.

MENSTRUAL HYGIENE MANAGEMENT

MHM is addressed in most of the schools to some extent. Activities include education on MHM for grades 5 and 6, and providing Information, Education and Communication (IEC) materials. Most schools also offered sanitary pads for a minimal fee (USD 0.15/IDR 2,000) either in the girls' toilet block, to be requested from an assigned teacher, or for free in the UKS room. Trash bins were available, though not always lined with a waste bag or covered with a lid; in some schools even a changing room with a mirror was accessible.

INFRASTRUCTURE

One of the most common challenges mentioned included the inappropriate ratio of students to toilets. Reasons comprise limited funds or space for constructing new toilets and hand-washing facilities. Other challenges related to inclusiveness, as no or only a few WASH facilities are appropriate for children with special needs, as well as lack of privacy for girls and boys. A few schools noted that vandalism and damages to infrastructure were issues of concern.

OPERATION & MAINTENANCE

Cleaning/utility staff or the janitor cleans the sanitation facilities on a daily basis. Students are encouraged to properly use and leave a clean toilet; sometimes they are even involved in the cleaning activities. Disposal of sanitary waste and solid waste management needs to be improved. Sustainable procurement of consumables also seems to be a challenge. In some cases consumables such as soap, toothpaste, toothbrushes and sanitary towels were provided by parents, or donated by private companies with no alternative plan to sustain the needed consumables in case the community/corporate support ends.

FINANCIAL RESOURCES AND SUPPORT

The majority of funds come through the Bantuan Operasional Sekolah (BOS, School Operational Assistance), which provides about USD 60 (IDR 800.000) per child per year paid in quarterly tranches to cover non-salary operational expenditures. Additional support is obtained through the provincial government, or city council/local government. This secured budget enables the school to plan and allocate funds for WinS. The school may receive other support through partnerships with the community, NGOs and/or other agencies; this support complements the government allocations but is not sustainable. In some schools, funding has been mentioned to be a bottleneck to providing adequate WASH infrastructure and services.



WinS MONITORING

Currently, there are different WinS monitoring systems in place. For local-level UKS WinS monitoring, designated school encoders fill out monitoring forms with a basic set of WASH indicators for schools. These are aggregated at the Bandung Command Center as part of the 'POROS Online Performance Recognition System', which assigns merit stars to schools based on the TSA. For the national monitoring system, data are collected through the EMIS, locally referred to as Data Pokok Pendidikan (Dapodik), and include the newly defined WinS SDG indicators. Efforts are under way to integrate POROS data collection with Dapodik. Joint monitoring visits by representatives from the Education Office, Health Office, and Social Services Office, further help to validate monitoring reports and provide technical inputs.

SCHOOL-BASED MANAGEMENT AND COLLABORATION AT SCHOOL LEVEL

All schools visited had school principals with strong leadership skills. They emphasized the importance and the challenge of setting priorities, developing a School Improvement Plan, and allocating funds. Principals valued the close collaboration with the school committee, parents and community leaders. Principals often expressed their commitment by saying "If there is a will there is a way".

INCENTIVES AND RECOGNITION

Incentives and recognition for progress can be a strong motivator to improve WinS. The UKS School Health Programme and WASH services are linked to overall school performance where improvements are part of school accreditation by the education system. Incentives can take the form of competitions among schools in a district or region or linking School Improvement Plan/Monitoring to disbursement of school operational funds.

EXCHANGE WITH OFFICIALS FROM THE CITY OF BANDUNG

After the school visit, participants gathered at the Bandung City Hall for a panel discussion with the Vice Mayor, Mr Oded M. Danial, Mr Agung Tri Wahyunto from the Directorate of Primary Education of the MoEC, Mrs Atalia Praratya, Head of the City Family Welfare Movement, Mr Elih Sudiapermana, Head of the City Education Department and Mr Tatang Muhtar, Head of the City Social Welfare Department. The Vice Mayor, Mr Oded M. Danial, warmly welcomed the delegates to Bandung and underlined the importance of WinS to prevent diseases. In Indonesia, national, provincial and the city government provide funds for schools. The Vice Mayor indicated that 30% of the total budget of Bandung city is allocated to education. Though the Bandung City Government is very committed to improving quality education and ensuring conducive learning environments, challenges remain, including WASH. At present, the city requests students to bring safe drinking water from home, but the city plans to provide safe drinking water in the future.

Participants also visited the Command Centre of the City of Bandung. It is part of the 'Smart City Initiative' and provides access to government offices and assets, and is used for city surveillance and development, including the management of WinS information under POROS.

Joining the participants later, the Mayor of Bandung, Mr Ridwan Kamil, emphasized his commitment to a society that is healthier, smarter and friendlier. Therefore, it would be crucial to start in schools and make them healthy settings conducive for learning and thriving. He underlined the importance of the political will in order to move forward and aims to set up systems to ensure that the momentum and implementation of WinS will be sustained and scaled up. He vividly encouraged MoEC, GIZ and UNICEF to continue commitment and action for WinS and proudly invited all to learn from Bandung's experience.



Recognizing the international momentum towards planning and monitoring WinS in alignment with the SDGs and taking into account emerging WinS topics, the ILE set out with four clear thematic focus areas: M&E based on the new SDG WinS indicators and core/expanded questions, MHM, handwashing and O&M.

For each topic area, experts and resource persons were invited to share latest updates, evidence and experiences (see Annex 9.3). Wherever possible, country case studies were included to illustrate the complex topics with practical implementation examples and country learnings. Additionally, the agenda scheduled about half of the sessions for group discussion and interaction among participants. The four topic areas were presented in duplicate parallel sessions (Figure 2), allowing all participants to join the mandatory session on M&E and one other elective topic.

At this point of the event, a separate session stream was organized in Bahasa Indonesia in order to allow the large number of Indonesian participants to discuss country-specific aspects in more detail and without the need for translation. The details of the presentations and discussions in Bahasa Indonesia are captured in a separate report.

5.1 MONITORING & EVALUATION

Monitoring and evaluation of WinS in the new SDG context was the focus of this thematic session. The learning objectives aimed at providing:

- › In-depth understanding of the SDG WinS core indicators and their implication for national M&E systems,
- › Experiences and lessons from innovative initiatives for WinS M&E from some countries, and
- › Guidance to develop concrete country actions to review national WinS monitoring in the context of SDG alignment.

This session was timely because the SDG WinS core indicators were finalized in November 2016. Previous ILE events confirmed that the landscape of approaches to M&E is diverse and complex, and this ILE prioritized discussion around the implementation of new global norms and standards. National WinS monitoring systems range from systems with low data coverage and reliability to highly sophisticated approaches, using the latest mobile technology. Participants recognized the crucial role of WinS monitoring to track national progress, identify challenges, inform decisions, and to ensure adequate resource allocation. On the school level, M&E can provide clear direction, be a driver for tangible improvements of WinS services and be a tool for self-assessment and learning, and involving the school community at large.



FIGURE 2: OVERVIEW OF THEMATIC SESSIONS

FROM MDGs TO SDGs – GROWING COMMITMENT TO WinS

In September 2015, Member States of the United Nations agreed on the 2030 Agenda for Sustainable Development and its Sustainable Development Goals (SDGs). The 17 goals and 169 targets of the SDGs go well beyond addressing the issues covered by the Millennium Development Goals (MDGs) and focus on key areas that determine sustainable development of the entire planet; they are thus relevant for all countries, irrespective of their socioeconomic development status. A comprehensive monitoring framework with targets, indicators and data sources to track progress is part and parcel of the SDGs. As of now, 232 indicators will be used to measure achievements.

Water, sanitation and hygiene are recognized as key determinants of poverty, health, education, and environmental protection. Whereas the MDGs aimed to halve the population without access to water and sanitation, the SDGs are a game changer, setting targets for universal

access in all settings including households, schools, health facilities, and workplaces, during times of peace and emergency (SDG targets 6.1/6.2). For the first time, an education target monitors WASH in the school setting with the indicator (4.a.1) on “the proportion of schools with access to ... (e) basic drinking water, (f) single-sex basic sanitation facilities, and (g) basic handwashing facilities”. These goals, targets and related indicators have high relevance for WinS worldwide. WinS, specifically, is captured in SDG target 4.a, as a key component to inclusive and equitable quality education. WinS is thus considered to be an integral part of education sector management. This recognition opens up new avenues for adaptation, integration and synergistic management of WinS.

Moreover, a number of SDGs indirectly relate to WinS, such as the elimination of preventable disease (Target 3.3), or the commitment to non-discrimination (Target 5.1) and inclusiveness to reduce inequalities (Targets 10.2/10.3). Table 1 and 2 provide the detailed text of the related goals and targets.

TABLE 1: SDGs DIRECTLY LINKED TO WASH IN SCHOOLS

GOALS	TARGETS
6. Ensure availability and sustainable management of water and sanitation for all	6.1 By 2030, achieve universal and equitable access to safe and affordable drinking water for all
	6.2 By 2030 achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations
4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

TABLE 2: SDGs INDIRECTLY RELATED TO WASH IN SCHOOLS

GOALS	TARGETS
3. Ensure healthy lives and promote well-being for all at all ages	3.3 By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases
5. Achieve gender equality and empower all women and girls	5.1 End all forms of discrimination against all women and girls everywhere
10. Reduce inequality within and among countries	10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status
	10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard

Since 1990, the WHO/UNICEF Joint Monitoring Programme for Water Supply and Sanitation (JMP) has been responsible for monitoring global coverage rates for WASH and global progress towards the achievement of the MDGs. The JMP's renewed global monitoring mandate now includes tracking progress against the new SDG targets 6.1 and 6.2, starting with WASH in households, as well as schools and health care facilities; both of which are critical to the achievement of the SDG targets for education and health.

In the process of developing appropriate core indicators, the JMP convened a global task team to develop a framework for monitoring WinS targets (Figure 3) in the SDGs including harmonized core indicators and definitions, accompanied by core and expanded questions to globally align reporting and to strengthen national monitoring systems. The objective was defining a monitoring framework with the potential to be applicable for all countries, irrespective of their socio-economic development. Resulting from a complex consultation process involving a broad range of stakeholders and key international experts, a comprehensive framework was put together and published a few weeks prior to the ILE event. The publication is entitled WHO/UNICEF Core Questions and Indicators for Monitoring WinS in the SDGs (2016) and is available online (see Annex 9.5).

HARMONIZED INDICATORS AND QUESTIONS FOR MONITORING WASH IN SCHOOLS IN THE SDGs

Harmonized WinS indicators are important to allow national governments to establish baselines and monitor progress towards the SDGs, allowing for comparability between countries. Common indicators will enable the JMP to develop global and regional estimates of WinS coverage. The SDG WinS core indicators would improve the quality of many national monitoring systems by going beyond the simple presence or absence of infrastructure; and thus ensure that the normative criteria for the human rights to water and sanitation are captured in WinS monitoring. Existing national EMIS can be adapted to include the core questions on WinS for SDG reporting at country level. The basic principle of the WinS monitoring framework is progressive realization of a basic service level with reporting on progress. There are three service ladders for drinking water, sanitation and hygiene, with four 'rungs' or levels (Figure 3). The criteria for "no service" or "limited service" refer to WinS services that are not yet meeting SDG criteria. The basic service level relates to improved facilities that meet the SDG indicator for education (Target 4.a). A set of harmonized core questions and indicators help in assessing the status of WinS services across the three service domains water, sanitation and hygiene. The questions and indicators may be contextualized when used in national monitoring to make them relevant for the specific local contexts.

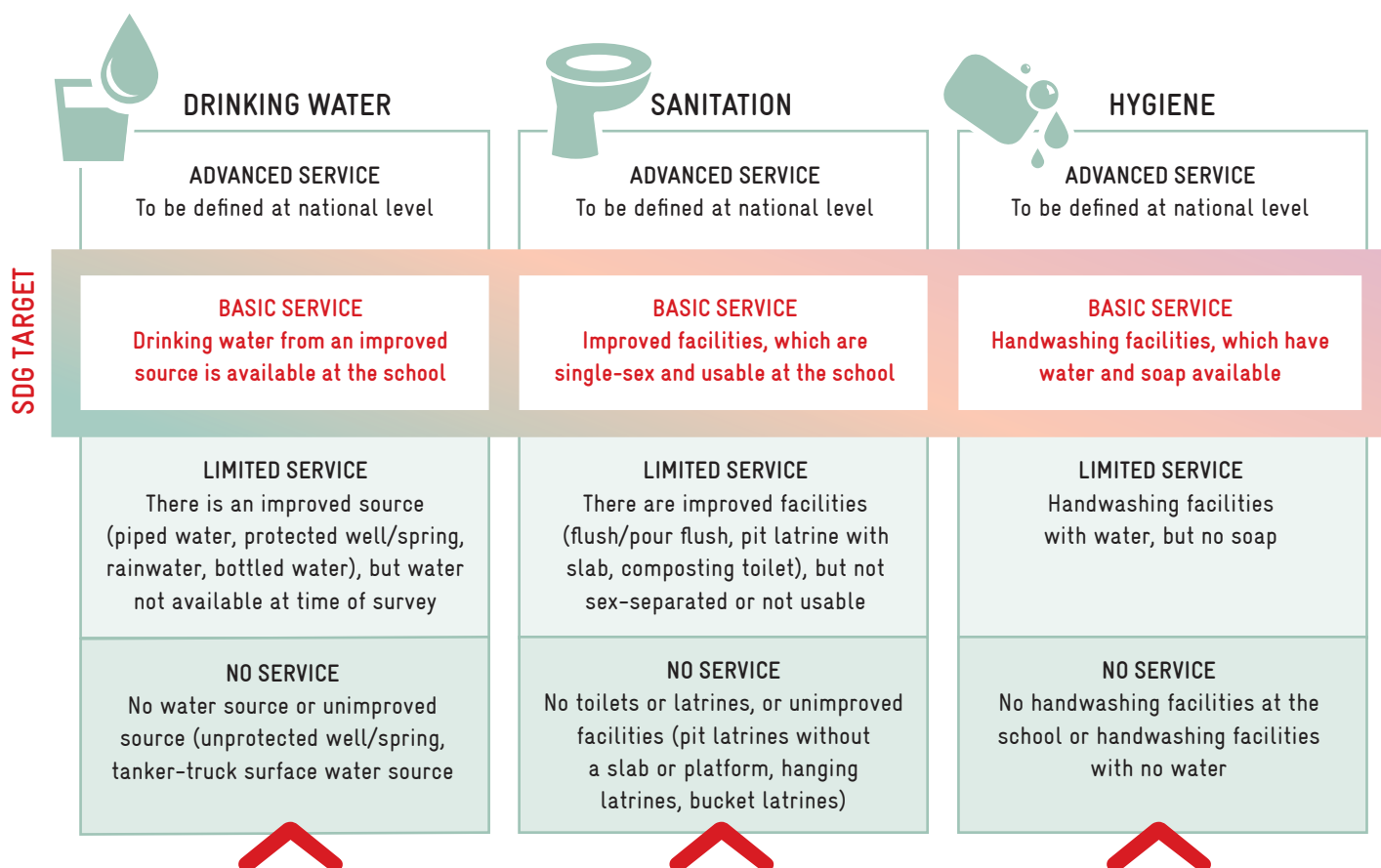


FIGURE 3: WinS SERVICE LADDERS UNDER THE SDGs

For countries that have already achieved basic service, a fourth “advanced” service level was introduced. It encourages governments to comprehensively incorporate all the normative criteria of the human rights to water and sanitation: availability, acceptability, accessibility and quality. A set of expanded questions relate to additional service features that are nationally defined, including aspects of water quality and continuity, daily group hygiene activities, MHM, and other areas. These allow countries to add additional monitoring criteria based on identified needs or priorities beyond basic WinS services. The expanded questions will not be systematically monitored globally at this stage, but some criteria may be added to global monitoring in the future (e.g., MHM).

In order to initiate the process of establishing baseline data for all countries, the JMP has made a global call for data submission (the “JMP data drive”). Countries are encouraged to share their national WinS data with the JMP (SDGbaselines@wssinfo.org) in any format. Existing data or estimates will be used to create a baseline of WinS data by June 2017 to allow monitoring of progress in the future. Technical support for analysis and review is available to countries and will be provided by the JMP upon national request.

TABLE 3: SIX FUNCTIONS OF NATIONAL WinS MONITORING

1. CAPACITY BUILDING

- › Culture of self-assessment & learning
- › Strengthening implementation quality

2. RECOGNIZING PERFORMANCE

- › Rewarding performance & addressing needs
- › Measuring compliance with National Standards

3. CREATING DEMAND FOR WinS

- › Strengthening leadership and priority for WinS within the education sector

4. PLANNING & RESOURCE ALLOCATION

- › Prioritized resource allocation
- › Facilitation of alignment between partners

5. FOSTERING ACCOUNTABILITY & TRANSPARENCY

- › Open availability of information builds trust, ownership and responsibility

6. STRENGTHENING POLICY IMPLEMENTATION

- › Mapping the gap between policy and implementation
- › Global reporting (SDGs)

LINKING GLOBAL SDG COMMITMENTS AND NATIONAL IMPLEMENTATION

The session also explored how the global commitments for WinS shape national programme monitoring and implementation. The new WinS monitoring framework provides an opportunity to use M&E as a driver for change and service improvements on school level. Table 3 highlights six typical areas where WinS monitoring can help in driving change.

One of the major innovations of the SDGs is the introduction of a quality dimension in several goals, highlighting the need to evolve from mere quantitative counting to qualitative assessments. WinS monitoring will no longer be about counting facilities but will need to capture their usability, which covers the dimensions of accessibility, functionality and privacy (SDG WinS core indicators), as well as cleanliness (expanded indicators; Figure 4).

All countries have committed to track national WinS progress against the SDGs and link the SDGs to implementation on subnational & school level. The SDG WinS core indicators focus on outputs (i.e., if services are in place to enable and encourage WASH behaviours) in order to capture progress and report back to the global SDGs tracked of the JMP. The main vehicle for monitoring is national EMIS, as it is the education sector’s surveillance, monitoring and management information tool. Including WinS indicators into the national EMIS is recommended to anchor WinS in the education sector and to capture information on WinS status on all levels of education governance without a huge extra monitoring burden through an additional system. Since WinS indicators in EMIS also need to report on national goals and standards, the process of alignment with the SDGs oftentimes goes hand in hand with a review of national WinS standards or related policies.

FIGURE 4: SANITATION USABILITY CONCEPT (EXPANDED INDICATORS)



In this context, it should not be forgotten that programme inputs (e.g., maintenance budgets) and outcomes (e.g., student handwashing practices, health improvements) are typically beyond the scope of national and global monitoring and thus not part of EMIS. Nevertheless, they may be part of programme monitoring and evaluation through other assessments and surveys (Figure 5). Such additional monitoring or benchmarking frameworks are also required for school accreditation according to the Three Star Approach, depending on the scope and detail of WinS indicators in EMIS.

FACILITATING WinS PROGRESS THROUGH THE THREE STAR APPROACH

Oftentimes, there is a gap between national standards and realities on the ground. The TSA aims to bridge that gap by providing guidance on how the education sector may improve WinS services in all schools: by starting simple with minimal resources and incrementally improving until national standards are achieved. This gradual approach of the TSA and the SDG WinS monitoring ladders are aligned. The components, details and benchmarks of the three star levels are defined based on the national context. The TSA is therefore an implementation management system concept and may also serve as a base for an accreditation system against national standards.

While the SDGs are global “top-level” commitments guiding implementation and service improvements, the TSA takes the opposite approach by looking at realities “bottom-up” and providing guidance on how to start with little resources to improve the levels of no- or limited services. The SDG agenda thus provides a new opportunity and momentum for WinS with an innovative global monitoring approach. As the goals are binding for Member States, integration of WinS in EMIS is crucial in order to track and report progress. The Three Star Approach helps to achieve stepwise and measurable improvements towards SDGs.

FIGURE 5: LINKING SDGs TO IMPLEMENTATION ON NATIONAL & SCHOOL LEVEL

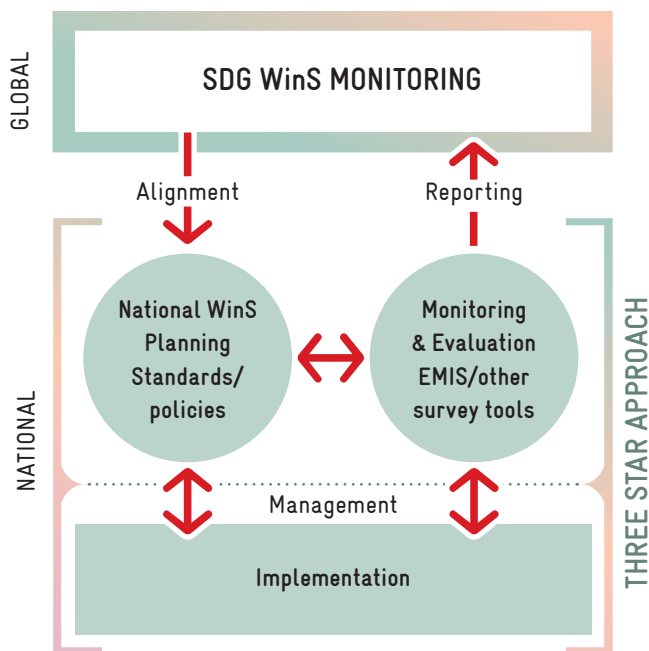


FIGURE 6: THE THREE STAR APPROACH

CASE STUDIES

INDONESIA

The MoEC launched the Education Management Information System, named Dapodik, in 2011. Dapodik collects data biannually using offline questionnaires that schools upload to a central system. Data entry is linked to receiving School Operational Funds (BOS), which keeps the coverage and return rates high.

Dapodik revealed that only one out of four school sanitation facilities are rated as “good”. Moreover, data of the Health Research and Development Agency of the Ministry of Health show that only 12% of children aged five to 14 years wash hands with soap after defecation and just 14% wash hands with soap before eating. 65% of schools have separate facilities for boys and girls (Riskasdas 2013).

Indonesia was one of the first countries to incorporate the SDG indicators for WASH in schools into their national education monitoring. The 2015/16 Dapodik questions were already partially aligned with the SDGs, including the nine questions on WinS. Since then, the questionnaire was further reviewed to fully reflect the SDGs and national targets in 2016/17. The new form will include twelve questions on WASH, some even going beyond the SDGs by asking for information about disability-accessible toilets or school-based water treatment.

Indonesia is thus already able to report on the SDGs for WinS. Additional changes are envisaged as the national WinS policies evolve to align with the SDGs, hopefully capturing soap availability and usability of facilities as additional dimensions. Aspects of data verification and feedback mechanisms to schools and local governments are still in progress, so that action for service improvement can be taken. This will also be the basis for accreditation systems recognising progress in all WinS service areas.

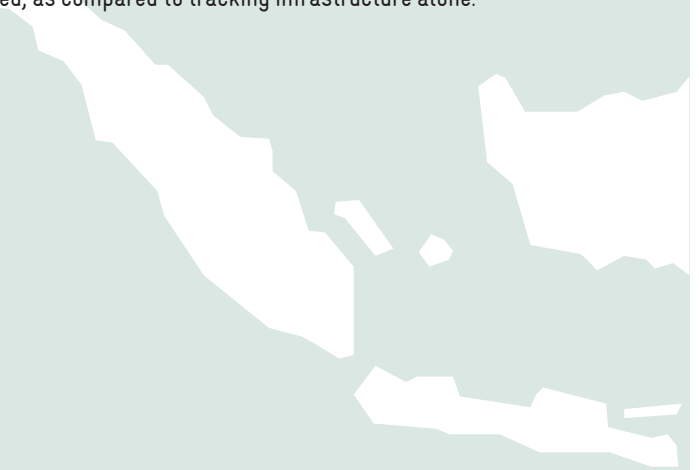
PAPUA NEW GUINEA

Papua New Guinea is at the early beginnings of a systematic and comprehensive government-led approach to WinS. A number of policies that include WinS are already in place, among them the VISION 2050: Healthy Wealthy and Smart Society, the National WASH Policy 2015–2030 with a Universal Coverage target for WinS in line with the SDGs, as well as the National Health & School Health Plan (2015–2019) and the National Education Plan (2015–2019). Moreover, National Standards and Guidelines on WASH in Schools were developed, and hygiene promotion using school accreditation (Three Star Approach) is under way. WinS focal points and a Technical Advisory Committee on WASH in Schools have been established and are jointly chaired by the National Department of Health and the National Department of Education.

However, the realities still show a significant gap between these policy intentions and the situation in schools, also reflecting the general challenges for WASH in the country. According to the JMP, national drinking water coverage was only 40% and national sanitation coverage just 19% in 2015. Estimates for basic WinS coverage based on the SDG criteria show that 51% of schools have basic water access, 28% basic sanitation access, and only 10% have basic hygiene practices.

Papua New Guinea now has six questions on WinS in their updated EMIS, which allow for full reporting on the core SDG indicators for WinS. It is planned to use the opportunity of the Education Census to add ten WinS-SDG questions to allow establishing a solid baseline as required under the national WASH policy. The questions will be tested in four districts first to make sure they are simple and easy to understand.

As a general rule it is estimated that WASH service coverage rates drop significantly when functionality and availability are considered, as compared to tracking infrastructure alone.



PHILIPPINES

WinS in the Philippines is coordinated through the Department of Education, supported by a Technical Working Group. National Guidelines for the Comprehensive Water, Sanitation and Hygiene in Schools Programme were issued in February 2016. The national consultation process to develop this policy coincided with the global developments. The National Guidelines were instrumental in convincing actors to include WinS indicators in the EMIS, which covered most of the SDG-related WinS indicators. Based on the new guidelines, the EMIS of the Department of Education was revised in June 2016 to incorporate the following indicators: availability of drinking water, regularity of cleaning of sanitation facilities, availability of group and individual washing facilities, accessibility of sanitary pads, compliance with food handling standards, and number of learners dewormed. Additional enhancements may be necessary for full alignment with the WinS SDG indicators, including typology of toilets to determine improved and unimproved facilities; useable, sex-separated toilets, and availability of soap and water.

Provision of data is mandatory for all schools to prepare the budget and monitor performance of the education sector. The response rate is high as the budget planning process is linked to the data submission. The real-time reporting of schools makes it possible to not only collect school-level data but also to empower schools in developing their own programmes with support from subnational level. Verification of data is a challenge as not all schools can be checked. In case a school is awarded or recognized with a certain status, the submitted information is validated.

The Three Star Approach is the basis for implementation of WinS in the Philippines and is an integrated system to ensure quality of implementation to determine achievement levels against national standards, and to reward or recognize schools that were able to achieve improvements. Additional WinS monitoring is conducted once a year as basis for TSA categorization and

recognition (1 Star, 2 Star, 3 Star). The measurement is done on school and division level to create incentives within the education sector to reach the national standards for 40 WinS indicators, many of which include and are aligned with the expanded SDG indicators.

An important innovation in the Philippine system is the Three Star matrix in the school-level WinS service monitoring. The WinS Three Star Matrix shows performance of a school in terms of the WinS indicators under each category (water, sanitation, hygiene, deworming and health education). The WinS Three Star Report shows the necessary step-wise improvements to reach national standards. Moreover, new technologies using hand-held devices are explored in three regions to monitor with Open Data Kit software. It incorporates a data entry module and a simple feedback mechanism showing what the school can do to improve.



DISCUSSION SUMMARY

Delegates generally appreciated the first hand updates on M&E of WinS in the SDGs and acknowledged the critical importance of the new monitoring framework for the coming decade. Key discussion insights included:

SDGs AS AN OPPORTUNITY AND A CHALLENGE

There was agreement that the SDGs and WinS-related indicators are a sign of global commitment, which in turn brings along challenges and opportunities for countries. On the one hand, countries are challenged to update and align or, in case they have not yet done so, develop their national WinS policy/standards/guidelines and targets. This was seen as a prerequisite for subsequent amendments to EMIS to enable effective progress tracking. On the other hand, such a process simultaneously presents an opportunity to review the existing monitoring system and improve its accountability and sustainability. In this context, participants asked for global templates and expressed the need to revise the WHO Water, Sanitation and Hygiene Standards for Schools in Low-cost Settings (2009) as a guidance document.

INDICATOR ALIGNMENT AND EMIS

The majority of participants felt that aligning their EMIS with the SDGs and including the SDG WinS core indicators would be feasible and realistic, as well as help countries track progress towards SDG 4.a; some countries had already started this process. However, some participants anticipated possible resistance to change, for instance from the EMIS department due to costly software updates. Others were concerned that implementation would require specific capacities, which would need to be acquired. Moreover, the new terminology of WinS indicators may need to be adapted to national and local school contexts. Approval, support and high-level endorsement from MoEs would be instrumental in overcoming possible challenges.

DATA COLLECTION AND QUALITY

Delegates discussed issues around the reliability and quality of data collected. Typical sources of bias are related to self-reporting, the use of proxy indicators, a common understanding of technical terms by lay persons, or incentives for false-reporting/overreporting. There was consensus that for school-level reporting everything should be as simple, concise and clear as possible; and that pre-testing of questions and tools should be undertaken to reduce sources of error and bias. Participants welcomed guidance on data validation systems or support for training and capacity building in data collection and analysis. A sub-discussion focussed on electronic data recording, online surveys and the use of open EMIS software, which is provided by United Nations Educational, Scientific and Cultural Organization (UNESCO) free of charge.

NATIONAL STANDARDS AND SDGs

The process of aligning or defining national standards for WinS and integrating relevant WinS indicators in existing EMIS was discussed. Since countries have different planning cycles and different policy contexts, the entry and starting points for review and alignment may differ. While some may use the opportunity of an ongoing policy review process to align with the SDGs, others may start with consensus building around updating EMIS. Whichever entry point may be most appropriate depends on the circumstances. Policy makers should not forget the school-level and implementation perspective, so that small and realistic stepwise improvements in WinS services are promoted and guided by policy, EMIS, and other implementation guidance. Ideally, such guidance would be synergistic and complementary with those coming from different sectors such as education, health, water or environment.



INTERNATIONAL POLICY GUIDANCE AND NATIONAL POLICY

All participants positively recognized and appreciated available international guidance in the context of developing national policies and regulations. The more practical and tangible the templates are, the more useful they would be for planners and decision makers. In relation to this, the student-toilet ratio was a recurring topic of discussion with delegates questioning the validity of such a general ratio for different settings with diverse challenges. The SDG indicators for WinS do not include a specific global ratio and national government need to determine the most appropriate ratio for their context. However, there was broad consensus that the WHO Water, Sanitation and Hygiene Standards for Schools in Low-cost Settings (2009) need to be updated, as countries are frequently turning to this global template for guidance and inspiration.

ESTABLISHING BASELINES AND GETTING STARTED

Building on the published core questions and indicators, the JMP has called for a first round of data submission from countries. Since WASH in Schools data has not been comprehensively collected by the JMP at the global level before, any country-level information on WinS, whether aligned or not aligned with SDGs, should be submitted to the JMP for further processing. First baseline estimates for countries may then be available towards the end of 2017. As WinS M&E systems evolve in all countries, the quality and coverage of JMP data will also improve; what is important is to get started. Delegates agreed that the Three Star Approach may help with starting small and realistic, but still with the goal of reaching national standards/SDG basic service levels.

Generally there is a high interest in understanding accreditation systems and how to use M&E in this context, but this aspect was not discussed further.



CONCLUSIONS

Alignment of national monitoring systems with the WinS SDG questions and indicators is necessary and feasible. All countries recognized the need to adopt and adapt the SDG core questions/indicators in their national planning and monitoring frameworks, specifically in national standards and EMIS. Clarity and simplicity of standards/definitions, as well as a common understanding of the needs and challenges are crucial. If done in the right way, M&E of WinS as part of EMIS, aligned with the SDGs, will be a motivator and guiding process to accelerate progress and improve quality of WinS services. The session concluded that:

- › Monitoring and evaluation is a critical and integral element of WASH in Schools, both for management and to track progress towards national targets and the SDGs;
- › The core questions and indicators for monitoring WASH in Schools in the SDGs provide guidance to adapt national frameworks to measure progress against the SDG target of universal access to WASH in Schools by 2030;
- › National, regional and global baselines are needed using the harmonized SDG indicators; and countries should already report on aspects of the SDG criteria based on available data;
- › National EMIS should include indicators for WASH in Schools, using the core questions and indicators of the SDGs so that service levels (service quality) may be reported;
- › Comprehensive management of WinS programmes requires additional information beyond EMIS data; the expanded SDG WinS questions may be used as guidance in defining more detailed indicators; and other data sources may be required to oversee financial and resource management, implementation quality, and programme performance;
- › M&E is essential for accreditation systems such as the Three Star Approach, to reward and recognize performance of schools, improve resource allocation, strengthen transparency and accountability as well as overall policy implementation for achieving national standards for WinS.

5.2 MENSTRUAL HYGIENE MANAGEMENT

In recent years, the area of MHM has received increasing attention and a growing body of evidence supports interventions and investments. The thematic session aimed at providing a common understanding that menstrual hygiene in schools is important for achieving the SDGs; to allow for an exchange of MHM monitoring experiences; and to identify practical steps to roll out MHM-related indicators as part of updated WinS monitoring.

Girls generally have their first menstruation when they are between ten and 15 years old. Over 250 million girls in this age group live in low- and middle-income countries. For many of them, puberty marks an accelerating trajectory into inequality. Adolescence is a critical window to break cycles of poverty, address gender inequality, and transform gender roles that can lay foundations for health and prosperity for all. Girls consistently highlight the need for information and support in school, usable sanitation and hygiene facilities, as well as access to appropriate and effective materials. Boys need to be included in approaches addressing MHM as well.

A COMPREHENSIVE APPROACH TO MHM MUST ADDRESS FIVE ELEMENTS:

1. Accurate and culturally sensitive, pragmatic information;
2. Availability of menstrual hygiene materials;
3. Access to facilities providing an adequate level of privacy;
4. Availability of water and soap;
5. Safe disposal of used menstrual hygiene materials.

The lack of any of these elements affects girls' participation at school and is among the reasons for girls missing school days. MHM is implicitly addressed in the SDGs 4 and 6, as well as an essential cross-cutting element for the attainment of several other goals, including SDG 3 (health and well-being) and SDG 5 (gender equality). Furthermore, MHM can contribute to the achievement of two out of three goals of the Global Partnership for Education strategy, specifically Goal 1 on improved and more equitable learning outcomes, and Goal 2 on increased equity, gender equality, and inclusion. The education sector has a lead role in intersectoral collaboration with the health sector (reproductive health) and WASH – all are essential to make access to MHM a universal service available for all girls.

FIVE GLOBAL ADVOCACY PRIORITIES FOR MHM IN SCHOOLS HAVE BEEN IDENTIFIED:

1. Build strong cross-sectoral evidence base for MHM in schools and identify approaches that work;
2. Develop and disseminate global guidelines for MHM in schools, and promote the development of contextualized national guidelines;
3. Advance MHM in schools through evidence-based advocacy;
4. Allocate responsibility to designated government entities for the provision of MHM in schools; and
5. Integrate MHM with measures for WASH capacity and resources within the education system.



MONITORING OF MHM AS PART OF WinS MONITORING

In order to monitor MHM as part of WinS in the context of the SDGs, it is important to first define MHM to ensure a common understanding. The JMP has defined MHM as “Women and adolescent girls are using a clean menstrual management material to absorb or collect menstrual blood, that can be changed in privacy as often as necessary for the duration of a menstrual period, using soap and water for washing the body as required, and having access to safe and convenient facilities to dispose of used menstrual management materials. They understand the basic facts linked to the menstrual cycle and how to manage it with dignity and without discomfort or fear” (UNICEF/WHO JMP). As previously mentioned, this definition includes all key aspects of MHM such as access to clean material, facility that ensures privacy, availability of soap and water, the possibility to dispose used materials and knowledge about MHM.

The Global Task Team for Monitoring WASH in Schools in the SDGs, convened by the JMP developed a framework for monitoring WinS in the SDGs (Figure 3). While MHM is not directly addressed in the SDG WinS core indicators and questions, certain core indicators can be used as proxies for girls’ ability to manage their menstruation at school. The expanded indicators and questions, however, explicitly address MHM and countries are encouraged to use them (see Table 4).

The expanded questions are suggestions for advanced national monitoring systems but the JMP will not report on them annually. In case expanded indicators are to be included in an advanced national WinS monitoring system, MHM needs to be a priority. However, there are also other national survey opportunities where aspects of MHM may be included. Generally, outcomes of MHM (as well as WASH-related outcomes), such as improved confidence or empowerment, are difficult to measure and report on nationally/globally and were thus not included in the JMP monitoring framework.

TABLE 4: SUGGESTED SDG WinS CORE AND EXPANDED INDICATORS FOR MONITORING MHM UNDER THE SDGs

CORE INDICATORS		EXPANDED INDICATORS
CORE INDICATORS RELATED TO MHM	EXPANDED INDICATORS SPECIFIC FOR MHM	EXPANDED INDICATORS RELATED TO MHM
<ul style="list-style-type: none"> > S3. Are the toilets/latrines separate for girls and boys? > H1. Are there handwashing facilities at the school? > H2. Are both soap and water currently available at the handwashing facilities? 	<ul style="list-style-type: none"> > XS1. Is water and soap available in the girls’ toilet cubicles for menstrual hygiene management? > XS2. Are there covered bins for disposal of menstrual hygiene materials in girls’ toilets? > XS3. Are there disposal mechanisms for menstrual hygiene waste at the school? > XH6. Which of the following provisions for menstrual hygiene management (MHM) are available at the school? <ul style="list-style-type: none"> > Bathing areas > MHM materials (pads, etc.) > MHM education > Other (specify) 	<ul style="list-style-type: none"> > XS4/XS5. Cleanliness of toilets > XS6–XS8. Accessibility and location of toilets > XS9. When students are allowed to use toilets > XS11. Functional lighting in toilets > XH7. Solid waste management > XH6. Bathing spaces in boarding schools

CASE STUDIES

BANGLADESH – NATIONAL HYGIENE ASSESSMENT

Bangladesh conducted a National Hygiene Assessment in 2013 to obtain nationally representative baseline data of hygiene knowledge, facilities and practices. The assessment revealed that 43% of schools have separate toilets for girls; however, only 12% of schools had unlocked and clean separate improved toilets for girls. Schools with appropriate facilities for MHM ensuring privacy for girls amounted to 18%. Even though 88% of schools surveyed had handwashing stations, only 35% provided water and soap. Reusable MHM material was used by 88% but only 12% used properly dried material. Disposable materials were used by 12%. MHM was part of the curriculum in 36% of schools but only 6% of schools conducted menstrual hygiene education sessions. Overall, insufficient provision for MHM resulted in 40% of girls missing an average of three school days per month.

These results were revealing and prompted action – the government issued a circular calling for WinS improvements. It is planned to develop an appropriate and sustainable programme for WinS, aligned with SDGs. The National Hygiene Assessment conducted by the Bangladesh Bureau of Statistics is intended to be institutionalized so that follow-up assessments can be conducted at a regular basis. However, the indicators used must still be reviewed in the light of the SDG WinS indicators.

SRI LANKA – MENSTRUAL HYGIENE MANAGEMENT EFFORTS

Accelerated by the national action planning during the previous ILE in Sri Lanka, a participatory MHM toolkit was piloted in twelve schools in the Northern Province. The toolkit was introduced to 36 In-Service Advisors and psychosocial counsellors from 12 education zones and 974 schools. Moreover, these schools have incorporated MHM in their regular School Development Plans, and health specialists held technical sessions to address myths around MHM.

GROUP WORK – REVIEWING NATIONAL MHM PROGRESS

Session participants were asked to identify which indicators are already monitored at national level using a template form to guide the group work (see Annex 9.7). For those indicators where data was not collected nationally, two or three priorities for future monitoring were to be chosen. Participants were invited to identify challenges and opportunities to incorporate these indicators and suggest the next action steps for their respective countries.

Most countries were in the process of revising their EMIS to align with the SDGs, but the feedback revealed that most would need to integrate MHM more explicitly in their national policies and monitoring systems. Some participants reported about challenges and resistance due to cultural taboos, others noted that existing EMIS indicator catalogues are already long and complex, making it even more difficult to add further dimensions for monitoring. All agreed on the need to include MHM in the national standard curriculum with practical guidance for teachers on how to address the issue and conduct lessons. Participants working with the Three Star Approach identified the second star level as a possible entry point for simple MHM measures in the context of improving sanitation (e.g., by adding covered trash bins in lockable toilet cubicles).

CONCLUSIONS

MHM has become an integral and crucial part of comprehensive WinS services. The SDGs and the related SDG WinS monitoring framework provide a timely opportunity at global, regional, and national level to deepen the integration of MHM into WinS programming. The session concluded that:

- › Addressing MHM in schools can contribute towards transforming gender roles and improving education outcomes for girls; it is therefore an important element of WinS and a proxy indicator of progress in gender equality in education;
- › The SDG definition for basic sanitation (including single-sex toilets) and hygiene (including handwashing facilities with water and soap) can support basic menstrual hygiene needs and must be part of minimum standards;
- › The expanded SDG indicators for WinS include specific questions to support MHM related data collection in EMIS; and
- › All opportunities for monitoring MHM services as part of WinS, as well as strengthening the evidence for improvements in knowledge, attitudes and practices should be used to ensure MHM is achieving its desired goals.



5.3 HANDWASHING

Handwashing with soap is an easy, effective, and affordable way to prevent diseases and save lives within the technological and financial reach of all countries and communities. Handwashing with soap has been recognized as one of the most effective public health interventions of all time. Regular handwashing with soap before meals and after using the toilet reduces the rate of diarrhoea by up to 47% and respiratory infections such as pneumonia among children by 30%. Research shows that a USD 3.35 investment in handwashing brings health benefits comparable to an USD 11.00 investment in latrine construction, or a USD 200.00 investment in household water supply.

Adopting healthy hygiene habits at an early age is a crucial step that contributes to children's healthy development and reduces disease-related days of absence in school.

Making handwashing a habit is therefore an important goal of WinS programmes. However, evidence shows that this hygiene practice is generally one of the key bottlenecks of WinS. Reasons for low handwashing rates may be related to unusable facilities, insufficient supplies such as lack of soap, or to low awareness and weak social norms, as well as a lack of supervision and compliance.

MAKING HANDWASHING A HABIT

The ultimate goal of handwashing programmes is to support the development of habitual washing of hands with soap at critical moments. It is hoped that hygiene habits acquired at school are also practiced in other settings and sustained over time (though evidence for these assumptions is still weak and emerging). A habit is defined as a specific behaviour, which is done regularly, in the same setting, automatically without thinking about it. Important components of developing a

habit include increasing knowledge, fostering skills and making the behaviour a routine through repeated and externally structured practices in an enabling environment.

KNOWLEDGE, SUPPORTIVE ENVIRONMENT, AND SKILLS-BASED EDUCATION

Knowledge is important and information on proper handwashing should be part of the curriculum, IEC materials, and programmes to strengthen awareness. Evidence shows that the practical application of learned information is highly effective in improving behaviour, therefore children should learn how to wash hands through skills-based approaches. Schools can contribute to make handwashing a habit by providing and maintaining a supportive environment including accessible, adequate, and functional facilities for all age groups. Clear roles and responsibilities for schoolteachers, students and administrators facilitate that handwashing becomes a routine in the daily school schedule, strategically at critical times (e.g., before meals and after using the toilet).

GROUP HANDWASHING

Washing hands in groups is a practical way to allow all students to wash hands, for example before meals in a short period of time during their lunch break. Group handwashing also reinforces hygiene messages through practical application of knowledge learned at school. Such "skills-based education" was called for by UNICEF, UNESCO, WHO and other organizations in the landmark Focusing Resources on Effective School Health (FRESH) declaration (see Annex 9.5). Evidence shows that knowledge on the importance of handwashing alone is not sufficient to actually practice it regularly. Group handwashing on a daily basis, integrated in the daily school schedule, ideally at critical times such as before lunch break, can contribute to make handwashing a routine. Handwashing in a group promotes active and participatory peer learning, and is a fun activity for children.

Implementation experiences from countries using the Three Star Approach or from the GIZ Regional Fit for School Programme shows, that handwashing for an entire school is only logistically possible with group facilities allowing for groups of 10–20 children to wash their hands at the same time. Even where resources are limited, affordable low-cost options for group facilities can be implemented. UNICEF and GIZ recently published technical solutions for group washing facilities in a compendium (see reference section).

EMOTIONAL MOTIVATORS

In addition to a supportive environment, knowledge, and skills, emotional motivators may further strengthen handwashing practice. The SuperAmma (SuperMum) campaign implemented in India is an example of a programme providing a range of emotional motivators. The campaign shows the story of a mother taking care of her child; the campaign utilizes emotional drivers as motivation for handwashing behaviour (see Annex 9.5, SuperAmma).

The SuperAmma campaign focused on the most basic factors that influence decisions, unlike in health promotion campaigns that focus on health education (health messages). Motivators employed in this campaign include the feelings of disgust (the desire to avoid and remove contamination), nurture (the desire for a happy, thriving child), and social norms (the belief that everyone is doing it). Results show that significant improvements in handwashing behaviour can be achieved and could help to reduce the risk of infectious diseases. In the beginning, handwashing with soap was virtually non-existent in the 14 villages in India included in the study. After the trial, handwashing practice rose to 19% (a 15% increase) in the group that had received it, and six months later, that number rose even higher to 37% handwashing at key times, such as before food preparation or after using the toilet.

NUDGES

Nudges are simple and inexpensive elements in the environment that encourage or discourage certain behaviours. A study in Bangladesh used simple footprints painted on the school ground between the toilet and a handwashing facility and handprints on the handwashing infrastructure. The results show significant increases in handwashing behaviour from 4% at baseline to 68% after all nudges were installed, to 74% after six weeks. No other interventions or health promotion messages were used to provide any conscious knowledge guidance. Instead of behaviour change communication, nudges were used as visual cue to urge children to wash hands after using the toilet to encourage handwashing with soap. However, the long-term behavioural impacts require further investigation (see Annex 9.5, Dreibelbis et al.).

GROUP DISCUSSION

Participants generally agreed the need to improve hygiene practice and handwashing elements of WinS, but also acknowledged the common challenges such activities are facing. Availability of water and soap, adequate location of toilets, sufficient space for vis-à-vis handwashing facilities are among the difficulties. Also, the school schedule is often-times packed and non-classroom activities are rushed or skipped in favour of educational activities. Delegates from countries practicing group handwashing emphasized that with appropriate group facilities the required time is reduced and regular scheduling of activities becomes possible for an entire school. They highlighted positively that after some time children are keen to take leadership roles in the group activities, thereby freeing time for teachers to do other administrative work in the meantime.

Participants felt that the approaches using nudges or emotional motivators for behaviour change are promising and exciting, but also realised that more research would be required before such approaches would be applicable with good evidence for a variety of settings. All expressed a need to strengthen the evidence around handwashing interventions and elements to enhance their sustained impact on behaviour.

CONCLUSIONS

Handwashing with soap is a core WASH activity that reduces preventable hygiene-related diseases and an essential healthy habit. The session concluded that:

- › Handwashing with soap is a key hygiene behaviour that must be part of WASH interventions aiming at forming lifelong healthy habits;
- › Handwashing habits are improved through a combined effort of increased knowledge, providing an enabling environment, as well as organizational and systems improvements, including the regular supply of water and soap;
- › Group handwashing using appropriate facilities allows large groups of children to wash their hands at critical times (such as before eating) and helps foster habit formation;
- › Group handwashing is part of the Three Star Approach and is included in the expanded SDG WASH questions and indicators and should be encouraged wherever appropriate;
- › Using visual cues as nudges may facilitate handwashing with soap after using the toilet.

5.4 O&M AND RESOURCE MOBILIZATION

Operation and maintenance (O&M) of WASH facilities are key aspects of providing comprehensive WinS services – only appropriate planning, management and resource allocation will allow schools to sustain usability of facilities over time. This leads to two basic insights: firstly, the mere presence of facilities does not automatically mean that they are useable; secondly, improving access to WinS by just increasing the number of facilities will fail if O&M of these facilities is not addressed at the same time.

These fundamental recognitions have inspired the new JMP core questions and indicators for WinS under the SDGs. The definition of basic WinS services includes usability as a new dimension, to ensure that the essential aspects of O&M are captured.

It is important to understand the link between the type of WASH infrastructure and the resources required to maintain it. The more advanced the facility, the more resources are needed for O&M (consumables as well as capacities and specific skills, and spare parts). For instance, a cistern-flush toilet needs considerable more water and maintenance compared to a pour-flush system, a pit latrine system is less expensive to construct compared to systems connected to a septic tank. It is therefore important to consider the type of facility and the resulting O&M resource requirements when planning and selecting sanitation facilities, while keeping in mind the priority for improved facilities. The available financial and human resources, currently and prospectively, should be major determining factors in WinS hardware choices (see Table 5).

Estimating and calculating foreseeable O&M costs is a prerequisite for systematic and consistent planning. A first step is to define the different cost categories related to operation, cleaning, simple maintenance and complex maintenance of WASH infrastructure and services, then adding the typical costs of these items, taking into account the frequency of related activities, as well as cost for materials, supplies and human resources. Regular cleaning is at the core of O&M. Simple maintenance refers to tasks that can be done by the school community such as fixing a leaking faucet or pipe. Depending on the status of the WASH facilities, more complex rehabilitation may be required and should be planned for. Such unforeseeable cost are not part of the O&M costing as they constitute initial investment and do not occur on a regular basis.

In order to provide key information for the school management to conduct adequate O&M and to ensure that sufficient funds are reserved for O&M, having an overview about the needs and related costs is important. The GIZ Fit for School costing framework presented during the session focuses on the school-level cost categories and the related expenses. They include, but are not limited, to water supply, hygiene consumables, materials and supplies for using and cleaning sanitation facilities, spare parts, labour for cleaning, as well as for simple maintenance and repairs. The costing framework does not include expenses for exceptional circumstances or emergency situations such as natural disasters. All details provided in the costing tool can be adapted and contextualized according to the local situation.

Having a clear understanding of expected O&M costs as part of WinS running costs allows for a shift in thinking from what is available to what is required to operate and maintain WinS. Estimating necessary resources is the basis for budget allocation and resource mobilization.

TABLE 5: TYPICAL COST LEVELS OF SELECTED WASH INFRASTRUCTURE OPTIONS

WATER	Pond	Borehole with electric pump	Piped
O&M costs	\$	\$\$	\$\$\$
SANITATION	Pit latrine	Pour flush	Cistern flush
O&M costs	\$	\$\$	\$\$\$
HYGIENE	Tippy tap	WASHaLOT	Basin & faucet
O&M costs	\$	\$\$	\$\$\$

Source: GIZ Regional Fit for School Programme

The challenges of WinS at the school level require more than building new infrastructure or allocating more funds for maintenance. The management of O&M is equally important to ensure that facilities remain usable. Therefore, processes and capacities of school-based management (SBM) with the school principal as an engaged and empowered leader play a central role. SBM generally involves decentralization of authority and decision-making from central government level to the school level. SBM may take different forms in different countries, but oftentimes includes:

- › Allocating a budget for WinS O&M in the School Improvement Plan;
- › Stakeholder management comprising involvement and collaboration with the community and governmental bodies;
- › Enforcing proper usage of facilities;
- › Ensuring that cleaning plans and check lists are prepared and followed;
- › Management of school-level practices such as daily hygiene activities;
- › Conducting regular M&E;
- › Defining the repair needs together with the Parent Teacher Association or similar body.

Moreover, roles and responsibilities of various stakeholders and actors in this context must be clarified and agreed. The variety of WinS tasks thus highlights the significant responsibility of the principal, who in turn must have the appropriate skills and capacities to perform his or her management duties.

APPLYING THE WinS O&M COSTING TOOL

During the session, participants were asked to apply the O&M costing tool using a specific school scenario from a rural and urban setting. This included defining the needs, budgeting, allocating, and mapping resources. The O&M costing tool (see Annex 9.8) gives an overview of the elements that were taken into consideration.

The group work revealed that O&M of WinS, even if only considering the most basic needs, is costly and challenging to cover with existing resources. Possible short-term solutions suggested included involving students, parents and

the community, as well as the private sector in specific ways; children bringing drinking water from home until access to appropriate drinking water infrastructure and services at school level can be provided. Calculating costs is therefore an activity that helps to prioritize, allocate and map out available and required resources.

Participants acknowledged that school principals are often not trained in budgeting and planning, or they may not be aware of opportunities or available funds which are then not fully used to improve WinS services. This underscored the need for basic management skills and training, allowing them to properly define needs and costs so that negotiations with decision makers in charge of budgeting for O&M could be successfully made. The aim should be to include WinS O&M in regular government budgeting on national, sub-national and school level.

CONCLUSIONS

The SDGs and the new WinS monitoring framework call for increased attention to O&M. The session concluded that:

- › O&M is crucial for providing quality WASH services and to meet the SDG targets;
- › Keeping a toilet usable (clean and functional) costs about \$30 - \$50 USD/year (pour-flush toilet, Philippines).
- › Adequate management and resource provisions for O&M are at least as important as innovation and new construction;
- › Clarity of roles and responsibilities, together with transparency about costs and resource needs are crucial to ensure proper O&M under School-based Management (SBM);
- › Decisions on new infrastructure should be made on the basis of resources available, including the long-term O&M resource requirements;
- › Long-term appropriate budget allocations from government sources should be made while schools need to find short-term solutions.

6. WinS ENABLING ENVIRONMENT – COUNTRY CONSULTATION SESSIONS

An enabling environment where supportive and facilitating elements from different sectors come together is crucial for effective WinS implementation. Core elements comprise the areas of policy and planning, budget and expenditures, M&E, as well as implementation and required capacity development. In order to assess current status, identify challenges and track progress, a WinS Enabling Environment (WinS-EE) matrix was developed by GIZ and UNICEF for this event. The EE Matrix uses a traffic light system (green – achieved; yellow – partly achieved; red – not achieved) to mark the status of achievement across the five key areas and to identify issues that may require more attention.

During the group work activity, each country delegation was asked to assess the enabling environment of their country and insert their assessment in the WinS-EE matrix (see Annex 9.9). In a subsequent consultation session, specifically designed to encourage intensive exchange among delegates and resource persons, all countries had the opportunity to share their three most pressing WinS challenges and request feedback on how to best address them. In the following, challenges and suggested ways to address them are summarized according to the respective thematic areas, though overlaps between the different topics are inevitable.

POLICY & PLANNING

In many countries, WinS is addressed in existing policies, strategies, or action plans; but oftentimes they are results of historic developments, follow different planning logics of sectors, are often not up-to-date or incomplete, or lack an overarching national-level coordinating framework. Participants highlighted the following concerns:

- › Lack of awareness on the importance of WinS;
- › Lack of commitment from the government – evidenced by neglect of WinS or a gap between policy intention and implementation;
- › Incomplete or disjointed policy context – either a lack of implementation guidance for the lower levels of the administration or a disconnection between policy and implementation guidelines, resulting in a gap between the actual needs and available guidance;
- › Lack of clarity on roles and responsibilities of stakeholders and sectors on all levels results in uncoordinated, fragmented or duplicated activities;
- › Governance processes for effective coordination are missing or are not functioning, such as technical working groups, intersectoral committees, etc.

Possible solutions for countries to overcome the challenges may include:

- › Advocate to update, complement, develop a WinS specific policy/standards/guidelines aligned with the SDGs at all levels and with clear targets and roles and responsibilities;
- › Establish a formalized technical working group or collaboration structure, with education sector in the lead, involving government agencies mandated with health, water and sanitation and involving representation of development partners, with regular meeting schedules and documentation to enhance accountability and transparency;
- › Develop a national exchange and coordination platform to bridge the gap between national and subnational levels, involving stakeholders from different levels of governance and implementation (possibly integrate into existing meetings);
- › Initiate a process of review, alignment and harmonization of existing WinS-related policies, standards, strategies, action or development plans with the ultimate aim of developing a comprehensive and cohesive policy framework;
- › Develop practical technical guidelines for schools based on national policies and standards to facilitate stepwise improvements and implementation and tracking progress using an M&E system.



BUDGET & EXPENDITURE

Issues related to budgets and expenditure for WinS seemed to be a general challenge. Most countries have no designated budget allocated for all elements of WinS, such as infrastructure, supplies, O&M, health promotion, etc. Costs for some aspects are supposed to be paid out of the general school budget, while others are not covered at all, thus leaving schools in a situation where they need find financial solutions themselves. WinS often has to compete with other priorities of school maintenance such as books or furniture. Other challenges mentioned were:

- › Lack of specifically allocated budget for WinS (including O&M, infrastructure, supplies, health promotion, etc.) at all levels;
- › No clear budget allocation means no planning security and often leads to neglect of WASH infrastructure;
- › Challenge of covering O&M costs, particularly for regular supplies such as cleaning agents and soap.

Possible solutions to overcome the challenges may include:

- › Advocate the importance and recognition of WinS not only with the Ministry of Education, but with the entire government/ cabinet as it is an intersectoral issue of national importance;
- › Make decision-makers aware of the real situation of schools by utilizing available WinS data to convince decision makers and possible WinS champions on the benefits and needs related to WinS;
- › Advocate at every level so that budget lines are established at all levels of government, and make sure the budget is disbursed in decentralized systems;
- › Intersectoral collaboration and tapping budgets from the other sectors might be a possibility to allocate WinS specific budgets to schools (e.g., health, water, and sanitation sectors or local government budgets);
- › Improve SBM capacities of school heads and committees among others to utilize existing schools grants efficiently and effectively, and include WinS in School Improvement/ Development Plans;
- › Engage in collaborations with community, encourage their involvement in planning and budgeting, as well as in kind contribution to bridge existing gaps;
- › Collaborate with other stakeholders such as private sector while keeping continuity and sustainability in mind and avoiding putting extra burden on parents.

MONITORING & EVALUATION

Monitoring of WinS is a common challenge across countries. If WinS-specific indicators are included in the national monitoring system/EMIS their scope and depth is often-times limited, thus providing insufficient details on what is required for programme management and decision-making. National coverage, as well as reliability and timeliness of data may also be challenging. Among the reasons are priority of education-related indicators, insufficient enforcement or follow-up especially in rural areas, lack of clarity or misunderstanding of indicators, limited capacity and number of workforce, inadequate software/technology and infrastructure, and a lack of WinS specific policy/standards to guide inclusion of relevant indicators. Other challenges of concern from participants were:

- › High costs for regular school monitoring and data collection, especially to reach remote areas – paper-based systems are more resource-intensive than digital systems;
- › Data-related issues such as irregular collection, overly complex or overlapping systems, no digital collection, oftentimes no or insufficient data analysis, lack of feedback loops to decision makers and implementers at school level;
- › Challenges of reliability for self-reported data and possible implications for planning.

Possible solutions to overcome the challenges may include:

- › Revise and improve existing indicators based on SDG WinS indicators including MHM and harmonize monitoring systems across all levels;
- › Improve coverage within a country by providing incentives to complete questionnaires (e.g., through linking completion to disbursement of funds);
- › Institutional strengthening and capacity building to improve data collection, quality, analysis and reporting;
- › Self-reporting should be made as easy and clear as possible by providing explanations, clear definitions, proper instruction and training, testing questions and indicators, and providing feedback;
- › Selective and random verification of data is more realistic than verification of all data;
- › Improve use of available WinS data, including analysis, translation to relevant information for decision makers, feedback to subnational levels and schools, and publication;
- › Acknowledge efforts made by schools, for instance by featuring their profile in annual education report or similar transparency measures;
- › Involve EMIS staff in conferences like the ILE to raise awareness and understanding.

CAPACITY DEVELOPMENT

The various aspects and tasks related to policy, management, M&E, implementation, O&M and budgeting require appropriate capacities from institutions, administrations and staff in charge. General shortages, low pay, work overload or lack of motivation may negatively impact on performance and WinS services. Other problems mentioned by participants include:

- › No designated and responsible focal points with required capacities on different administration levels related to WinS;
- › Lack of clarity in roles and responsibilities leads to inability to define training needs;
- › Small-scale and one-time interventions to build capacity prevail, which may stem from a lack of vision on how to capacitate the entire system nationwide; and lack of planning with regard to costs to provide feasible capacity development in scale;
- › School principals trained to manage academic requirements, but not to manage and plan for WinS.

Possible solutions to overcome the challenges may include:

- › Clarity in roles and needs helps to assess skill levels and define training needs;
- › Establish a WinS unit in the Ministry of Education/government and designated focal persons at other levels – they should also address needs for capacity development and system strengthening;
- › Include WinS in (in-service) teacher trainings;
- › Explore new and innovative means to provide training on large scale and in a cost effective way, e.g., open online etc.;
- › Development partners should provide technical assistance based on expressed needs of the government, which must lead the implementation.

IMPLEMENTATION ARRANGEMENTS

Effectiveness and scope of WinS service implementation greatly depends on the other areas of the EE. Policies may fall short of practical implementation guidance or vice versa, fragmented implementation arrangements may not be in line with existing policies. If budget allocation and roles for procurement of supplies are unclear, a lack of soap or other supplies may limit implementation.

Monitoring-, accreditation- and performance systems can be a way to assess implementation status and progress of WinS based on clear achievement criteria. A reward and recognition system for schools may provide incentives and motivation to increase commitment and investment of resources in WinS. The Three Star Approach may be an appropriate basis for assessing and awarding schools as part of an accreditation system.

Specific settings may be faced with particular implementation challenges related to their climate or natural disasters, resulting in extreme water shortage, risk of flooding, or the need to provide WinS services resilient to disasters and emergencies.

Participants agreed that schools should not wait until things to change at national level or policies become available – they should do what they can based on their resources step by step, even if these are small improvements.



In order to bring together the various streams of discussion and work during the ILE and in continuation of previous ILE events, a session was dedicated to developing or updating country action plans on WinS. Each country delegation used the WinS-EE matrix (see Annex 9.9) as a guiding framework to analyse the current WinS status and to determine tentative actions to address challenges and improve the situation. Those countries who participated in the previous ILE in Sri Lanka (2015) also used their country actions plans developed at the time as a basis for updating and advancing their respective documents.

It should be noted that the country action plans are of non-binding nature and rather indicative of possible action areas. In each country, they may provide additional key areas for strengthening national efforts for WinS improvements at scale and inspire the national leadership in charge of WinS to consider the recommendations from the ILE. It is intended to ensure a follow-up of the country action plans using the WinS-EE matrix, in coordination among UNICEF regional offices, country offices and the government WinS focal points of each country. This will also help in the preparation of next edition of the WinS-ILE and ensure continuity in reviewing and updating the national action plans in future ILE events.



8. ADOPTION OF THE OUTCOME DOCUMENT AND CLOSING SESSION

OUTCOME DOCUMENT

The closing session of the ILE brought together all delegates, experts and resource persons to discuss and adopt the proposed Outcome Document of the ILE. The aim of the document is to:

- › To summarize key event results, technical agreements, recommendations and action points in an simple, short, concise, presentable and quotable document;
- › To promote momentum and commitment of participants, and to provide them with a highly visible take-home message for immediate reporting and advocacy while the conference report will be prepared; and
- › To provide GIZ, UNICEF and other stakeholders with a practical tool demonstrating technical alignment, commitment and joint advocacy for higher priority of WASH in Schools in the SDG era.

All participants reviewed an advanced draft of the document and provided feedback towards finalisation. Section by section content and wording was discussed and minor adjustments were made immediately. The document was then in principle approved by all present and the secretariat was tasked to circulate a final version. The full text of the Outcome Document is presented at the beginning of this report.

EVENT CLOSING AND DESIGNATION OF NEW HOST COUNTRY FOR ILE 2017

A short video summarized some of the key visual impressions of the 5th WinS-ILE including the plenary, session discussions, the field trip, as well as the various cultural performances.

Jack Sim, the founder of the World Toilet Organization (WTO) in Singapore, greeted the ILE delegates through a pre-recorded video message since he was unable to attend the event in person. He recalled the history of the WTO, founded in 2001 to raise awareness on the importance of sanitation as a significant area of concern frequently overshadowed by concerns about water. He encouraged everyone to engage in the annual World Toilet Day activities on 19 November. Emphasizing that 2.3 billion people worldwide do not have access to adequate sanitation, he urged all WinS advocates present to spread the message and be active promoters within their respective networks. Jack Sim offered the support of WTO to countries and organizations in their endeavours to improve access to sanitation.

UNICEF Indonesia marked World Toilet Day (November 19) by sharing their online campaign Tinju Tinja (Punch the Poo) to raise awareness with the general public of Indonesia on the severity of the sanitation problem in Indonesia and the impact it is having on the Indonesian people, children in particular.

In order to ensure a platform for sharing and exchange on WinS topics and track progress of country action plans, Myanmar agreed to host the next ILE in 2017. In his formal closing, Chander Badloe, Regional Adviser WASH, UNICEF EAPRO, thanked everyone for the active participation during the ILE that created the unique spirit to renew, revise and improve. He acknowledged the positive innovations of the ILE, as for the first time participating country teams had prepared videos with updates on their respective WinS activities. He also acknowledged that for the first time the ILE was held on the premises of a Ministry of Education and in two working languages. Mr Badloe encouraged participants to use the action plans for re-prioritizing their national WinS strategies and focus on strengthening the capacity and national systems for data collection and monitoring on all levels.

Ms Nicole Siegmund, Principal Advisor of the GIZ Regional Fit for School Programme, reiterated the impressive journey of WinS since the first ILE. Looking at the progress and implementation experiences shared during the event was encouraging and reflected the strong commitment and aspirations of the WinS community. She emphasized the importance of the Three Star Approach to help schools and administrations in their stepwise WinS improvements towards national standards. The progressive inclusion of WinS in national EMIS was an encouraging sign of strengthened commitment of the education sector. Ms Siegmund also highlighted the important role of ILE events to align stakeholders along a common agenda and to improve communication among each other, thus strengthening WinS as an intersectoral task. Trust and friendships have developed over the years that now allow the open discussion of successes and challenges without feeling exposed.

She thanked all delegates and stakeholders present on behalf of GIZ, and acknowledged the role of those who work tirelessly within in the countries to make WinS a reality. Ms Siegmund expressed her gratitude to the Indonesian stakeholders for their great efforts and outstanding hospitality.

On behalf of the Minister of Education and Culture, Dr Hamid Muhammad, Director General of Primary and Secondary Education, delivered the final closing remarks. He thanked all delegates for sharing, discussing, advising and networking so intensively over the past five days. He congratulated the Directorate of Primary Education for successfully hosting the 5th WinS-ILE and expressed his deepest appreciation to GIZ and UNICEF, as well as to all those who supported and who were involved in organising this event. As a host of the 5th WinS-ILE, the MoEC had learnt a key lesson – commitment and political will are key ingredients to achieve the SDGs on WinS. He renewed the commitment that all schools across Indonesia should have access to safe water, proper toilets and handwashing facilities through policy, planning, capacity development, funding, implementation at scale, and transparent monitoring aligned with the SDGs.

9.1 AGENDA – 5TH WinS-ILE, JAKARTA & BANDUNG, INDONESIA, 14–18 NOVEMBER 2016

SUNDAY 13.11.2016 | DAY 0 – ARRIVAL

All day Arrival in Jakarta and Registration

Overnight at Hotel

MONDAY 14.11.2016 | DAY 1 – OPENING & COUNTRY UPDATES

07:00–08:00 Breakfast

08:30–09:45 Welcome & Opening Speeches

Indonesia Anthem

Cultural Performance: Maen Nyok dance from Jakarta

Committee Report

Welcome of participants and opening remarks of UNICEF, German Embassy and

MOEC – Minister of Education officially opens the 2016 WinS ILE

Prayer

09:45–10:15 Coffee Break

10:15–10:30 Programme overview and conference objectives

10:30–12:15 Country Updates / 6-minute film per country followed by 15-minute moderated discussions after every 4 films

12:15–13:30 Lunch Break

13:30–15:15 Country Updates / Continued

15:15–15:45 Coffee & Snacks

15:45–16:45 Preparation for field work

Briefing on objectives, schedule, logistics, assignments for participants

19:00– Individual Dinner in Jakarta

TUESDAY 15.11.2016 | DAY 2 – SCHOOL VISITS

05:00–09:00 Travel to Bandung

09:00–10:30 School Visit 1

· Observation of activities, facilities, and M&E system

· Discussion with school community

10:30–11:00 Departure to 2nd School

11:00–12:30 School Visit 2

· Observation of activities and facilities, and M&E system

· Discussion with school community

12:30–13:00 Travel to City Hall

13:00–14:00 Group Lunch at City Hall Grounds

14:00–15:00 Panel discussion with City Officials

Interaction with City/Province Officials, UKS members and other stakeholders

15:00–17:00 Tour of City Hall + Free Time

Options to tour City Hall, Bandung Command Center, or shop from the bazaar organized by the PKK

17:30–19:00 Group Dinner in Bandung

19:00–20:00 Speech from Mayor

20:00–23:00 Travel to Jakarta

FRIDAY 18.11.2016 | DAY 5 – CLOSING

07:00–08:00 Breakfast

08:30–09:30 Evaluation ILE
Presentation and discussion of ILE Outcome Document

09:30–11:00 Closing Ceremony
Review of ILE Week
World Toilet Day Celebration
Outlook for the 6th ILE 2017
Formal closing speeches:
› UNICEF
› GIZ
› Senior Education Officials from other countries
› MoEC
Certificate Ceremony

11:00–13:00 Lunch Break and Prayer Time

13:00–15:00 Networking

9.2 LIST OF REGISTERED PARTICIPANTS

NO	FIRST NAME	SURNAME	COUNTRY	ORGANIZATION / PROVINCE	POSITION
1	Aidan	Cronin	Indonesia	UNICEF	Chief of WASH Section
2	Reza	Hendrawan	Indonesia	UNICEF	WASH Specialist
3	Ening	Handayani	Indonesia	UNICEF	WASH Program Assistant
4	Mitsu	Odagiri	Indonesia	UNICEF	WASH Officer JPO
5	Muhammad	Zainal	Indonesia	UNICEF	WASH Officer Kupang
6	Afianto	Kurniawan	Indonesia	UNICEF	WASH Officer Jayapura
7	Wildan	Setiabudi	Indonesia	UNICEF	WASH Officer Makassar
8	Aline	Ardhiani	Indonesia	UNICEF	WASH in School Supporting Consultant
9	Ilma	Ilmiawati	Indonesia	UNICEF	MHM Supporting Consultant
10	Ratih	Woelandaroe	Indonesia	UNICEF	Health Specialist
11	Rigil	Munajat	Indonesia	GIZ	Project Manager Fit for School Indonesia
12	Roto	Priyono	Indonesia	GIZ	National Advisor
13	Rina	Arlianti	Indonesia	GIZ	Fit for School Consultant Indonesia
14	Sunarno		Papua neu guinea	GIZ	Admin Professional Fit for School Indonesia
15	Pantjawidi	Djuharnoko, SKM, M.Kes.	Indonesia	Jabar / Biro Yansos Setda Provinsi Jawa Barat	
16	Tria Giri	Ramdani	Indonesia	Jabar / Dinas Kesehatan Provinsi Jawa Barat	Pengelola Program
17	Susi	Darsiti	Indonesia	Kota Bandung	TP-UKS
18	Mia	Rumiasari	Indonesia	Dinas Pendidikan Kota Bandung, Jawa Barat	Bandung City Secretary to Education Office
19	Muhammad	Nur, M.Pd., MA	Indonesia	Kalsel	Kepala Dinas Pendidikan
20	Nurul	Ahdani, SKM, M.Kes.	Indonesia	Kalsel	Kepala Dinas Kesehatan
21	Alfonsius Ara	Kian	Indonesia	Kepala Seksi Kurikulum	Dinas Pendidikan Provinsi NTT
22	Jules	Rumaropen	Indonesia	Dinas Pendidikan Kab.Biak Numfor, Papua	Kepala Bagian Perencanaan
23	Yoel O.	Maryen	Indonesia	Bappeda Kab.Biak Numfor, Papua	Kepala Bidang Sosial Budaya
24	Orgenes	Karsao	Indonesia	BAPPEDA SORONG SELATAN, Papua Barat	Staff BAPPEDA SORSEL
25	Yono	Priyadi	Indonesia	DINAS KESEHATAN SORONG SELATAN	Staff DINKES SORSEL
26	Andyka Ary	Wibowo	Indonesia	Papua Barat / PKBM	Fasilitator
27	Rois	Marsela, SKM	Indonesia	Riau	Kepala Dinas Kesehatan

28	Abustan		Indonesia	Sulsel	Head of Education office Barau District
29	Darwis	Mais	Indonesia	Sulsel	Institutional Facilitator
30	Nicole	Siegmund	Philippines	GIZ	Principal Advisor
31	Dr Bella	Monse	Philippines	GIZ	Coordinator for Research and International Relations
32	Dr Juan Alfonso	Leonardia	Philippines	GIZ	Regional Programme Coordinator
33	Alexander Adam	Winkscha	Lao PDR	GIZ	Regional Coordinator for Cambodia and Lao PDR
34	Abram Yap Chai	Abanil	Philippines	GIZ	Regional Programme Monitoring and Evaluation Coordinator
35	Jed Asiaii	Dimaisip	Philippines	GIZ	Senior Research Coordinator
36	Hiyas Clamor	Torneo	Philippines	GIZ	Human Capacity Development Coordinator & Assistant to the Principal Advisor
37	Mintje Leonie Anneke	Büürma	Philippines	GIZ	Intern
38	Yolanda	Castillo-De Las Alas	Philippines	SEAMEO	Senior Specialist
39	Juan	Robertino D. Macalde	Philippines	SEAMEO	Acting Senior Specialist
40	Chander	Badloe	Thailand	UNICEF EAPRO	Regional Adviser WASH
41	Sakiko	Yasuda	Thailand	UNICEF EAPRO	WASH Officer
42	Guy	Mbayo Kakumbi	Thailand	UNICEF EAPRO	Wash Specialist in Emergency
43	Anu Paudyal	Gautam	Thailand	UNICEF EAPRO	WASH Specialist
44	Antonio	Marro	Nepal	UNICEF ROSA	WASH Specialist
45	Brooke	Yamakoshi	USA	UNICEF	WASH Specialist
46	Irene	Amongin	USA	UNICEF	WASH in Schools Specialist
47	Assoc. Prof. Dr. Udomluck	Kulapichitr	Thailand	World Organisation for Early Childhood Education	Vice President for Asia-Pacific
48	Rachelle	Arpin	UK	Unilever	
49	Melf	Kuehl	Norway		Independent Consultant
50	Ann	P. Quizon	Philippines	Dep of Education	Supervising Programme Officer, School Health Division
51	Adelina Harder	Velasco	Philippines	GIZ	Senior Advisor, Regional Fit for School Program
52	Jon Michael	R. Villasenor	Philippines	UNICEF Philippines	WASH in Schools Officer
53	Mithong	Souvanvixay	Lao PDR	Ministry of Education and Sport	Director General of Pre-school and Primary Education Department,

54	Noy	Sidavong	Lao PDR	Ministry of Education and Sport	Technical Officer of Pre-school and Primary Education Department
55	Soutsakhone	Chanthaphone	Lao PDR	Ministry of Health	Director of the Center for Environmental Health and Water Supply,
56	Bandith	Leuanvilay	Lao PDR	UNICEF	WASH Specialist
57	MD Shofiqul	Alam	Bangladesh	UNICEF	WASH Specialist
58	MD Rashidul	Huque	Bangladesh	Dep of Public Health Engineering	Project Director (Superintending Engineer)
59	Kamrul	Islam	Bangladesh	Ministry of Primary and Mass Education	Assistant Director
60	Aftab E. Alam	Opel	Bangladesh	UNICEF - WaterAid	
61	Yung	Kunthearith	Cambodia	Ministry of Education, Youth and Sports	Deputy Director of School Health Department
62	Sam	Sophy	Cambodia	Ministry of Rural Development	Deputy Director of Department of Rural Health Care
63	Heng	Santepheap	Cambodia	UNICEF	WASH Specialist
64	Phenh	Rithipol	Cambodia	Ministry of Economy and Finance	National Economist
65	Hom	Nath Acharya	Nepal	UNICEF	WASH in Institutions Officer
66	Santosh	Kumar Shrestha	Nepal	Dep. of Water Supply and Sewerage	Senior Divisional Engineer
67	Anil	Sharma	Nepal	MoE	Under Secretary
68	Gyanendra	Ban	Nepal	Dep. of Education	
69	Dr Jamal	Nasser Omar	Afghanistan	MoE	
70	Mohammad Esa	Rahman	Afghanistan	UNICEF	WASH
71	Somaye	Sarvazade	Afghanistan	UNICEF	Education
72	Iowane Ponipate	Tiko	Fiji	Ministry of Education	Permanent Secretary for Education
73	Carmelita	Francois	Fiji	UNICEF	WASH Specialist
74	Jennifer	James	Vanuatu	Ministry of Education and Training	Early Childhood Care Education (ECCE) Officer
75	Dr Zaw	Win	Myanmar	Ministry of Education	Deputy Director General, Department of Basic Education
76	U Khin	Aung	Myanmar	Ministry of Education	Deputy Director, Department of Basic Education
77	Dr Phyu	Phyu Aye	Myanmar	Ministry of Health and Sports	Director (acting) Health Education Division, Department of Public Health,
78	Dr Win	Lae Htut	Myanmar	Ministry of Health and Sports	Assistance Director, School Health Division, Department of Public Health
79	A Mar	Zaw	Myanmar	UNICEF - Myanmar	WASH officer (WinS)

80	Karma	Yeshey	Bhutan	Ministry of Education	Secretary
81	Deki	Tshomo	Bhutan	SHND, Ministry of Education	WASH Officer
82	Yeshay	Lhaden	Bhutan	PHED, Ministry of Health	WASH Officer
83	Sonam	Gyaltshen	Bhutan	UNICEF, Bhutan	WASH Officer
84	Hao	Zhiming	China	UNICEF	WASH Officer
85	Zhang	Bing	China	School Health Project Office/MOE	Project Director
86	Anthony pillai	Nimaladas	Sri Lanka	UNICEF	WASH & Construction Officer
87	Nynangala Vidanelage	Dushantha Hiroshi Gunawardhana	Sri Lanka	MoE	Assistant Director
88	Pattiyage	Sudarshana Peiris	Sri Lanka	MoE	Assistant Director
89	Raymond	Pekiwape	Papua New Guinea	MoE	Research Officer & Coordinator for WASH in Schools
90	Clara	Momoi	Papua New Guinea	Dep. of National Planning and Monitoring	Monitoring and Evaluation Officer
91	Gau Gau		Papua New Guinea	National Department Of Health (NDOH)	Technical Officer – Water Supply and Sanitation
92	John	Kawage	Papua New Guinea	MoE	Acting Assistant Secretary Policy Planning (WASH Selection Committee Member)
93	Munir	Ahmed	Pakistan	Education, Govt. of Baluchistan	Additional Director M&E
94	Sagheer	Ahmed	Pakistan	UNICEF, Baluchistan	Education Officer
95	Maleeha	Sajjad Naqvi	Pakistan	UNICEF, Punjab	WASH Officer
96	Jong	Song Gap	DPRK	UNICEF	National Education Officer
97	Choe	Tok Hun	DPRK	Education Commission	Senior School Inspector
98	Ri	Hye Ryon	DPRK	Education Commission	Senior School Inspector
99	Yu	Hyon Sun	DPRK	Education Commission	Senior School Inspector
100	Christie	Chatterley	USA	WHO/UNICEF Joint Monitoring Programme	Consultant
101	Mohini	Venkatesh	USA	Save the Children	Advisor
102	Jan	Schlenk	Germany	GIZ/SuSanA	Advisor
103	Marcel	Siewert	Cambodia	GIZ	Advisor
104	Thérèse	Mahon	UK	WaterAid	Regional Programme Manager South Asia
105	Dr Habib	Benzian	Germany	Health Bureau	Director
106	Nicole	Stauf	Germany	Health Bureau	Project Manager
107	Carmela	Ariza	Philippines	Consultant	Facilitator
108	Abur	Mustikawanto	Indonesia	Dinas Pendidikan Prov. Jawa Barat	
109	Adinda	Rakhmania	Indonesia	Unilever	External Affairs
110	Aduma	Situmorang	Indonesia	Save the Children	Programme Manager

111	Ahmad	Fauzi Ramdani	Indonesia	Majalah Sekolah Dasar	Wartaawan
112	Aldy	Mardikanto	Indonesia	Bappenas	Planning Staff
113	Ancilla	Bere	Indonesia	OXFAM	
114	Ani	K	Indonesia	SPEAK	R&D
115	Anton Seingo	Lero	Indonesia	Yasuka	Direktur Yasuka
116	Arie	Rukmantara	Indonesia	PRAMUKA	
117	Armyrn	Gita	Indonesia	Unilever	Asst. Manager
118	Ary Widia	Armoko	Indonesia		
119	Asmanian	Sinaga	Indonesia	KEMENDIKBUD	Dit Pembinaan SD
120	Astuti	Saleh	Indonesia	KEMENDAGRI	Kasie
121	Cahyadi	Ramdhan	Indonesia	PPSP	Tenaga Ahli Kemas
122	Candrika	D	Indonesia	KEMENDIKBUD	Design
123	Charles	Bria	Indonesia	Bappenas/NTT	Institutional Facilitator
124	Chizuru	Iwata	Indonesia	UNICEF	
125	Disra		Indonesia		
126	Eben	Ben	Indonesia	FGE	
127	Eliander		Indonesia	Biro PKLN Setjen Kemendikbud	
128	Eriana	Asri	Indonesia	MI	
129	Erika	Hutapea	Indonesia	BKLM	Peliput
130	Erlyn	Shukmadewi	Indonesia	CARE Int.	EED MG
131	Erni	Risvayanti	Indonesia	Dit. Kesga Kemenkes RI	
132	Faisal	Saleh	Indonesia	KEMENDIKBUD	Dit. PSD
133	Fajar		Indonesia	KEMENDAGRI	
134	Haerotunisa		Indonesia	KEMENDIKBUD	Dit. PSD
135	Hani Syopian	Rustam	Indonesia	KEMENDAGRI	Kasubdit
136	Harlina A	Kalidi	Indonesia	Biro Kesra Provinsi Maluku Utara	
137	Heli	Tafiati	Indonesia	KEMENDIKBUD	PPK
138	Hendra	R	Indonesia	RM	
139	Heny	Meteray	Indonesia	Biro Kesra Provinsi Papua	
140	Herlina	K	Indonesia	Dit. PGTK & Dikman	Kasi PKK
141	Hesti	Priveriasari	Indonesia	Nestle	Koordinator NHK
142	Hilda	Suryani	Indonesia	Biro PKLN Kemendikbud	
143	I Nyoman	Suartana	Indonesia	SNV	Programme Manager
144	Ichwanul		Indonesia	Sekda Aceh	Kabag
145	Ike Dewi	M	Indonesia	KEMENDIKBUD	Dit Pembinaan SD
146	Indriany		Indonesia	SPEAK	R&D Coord.
147	Iriyanto		Indonesia	BKLM	Humas
148	Ishak	Matarihi	Indonesia	Rumsram	Koordinator PNS
149	Isma Doni	Syahputra	Indonesia	Provinsi Sumatera Utara	Kasubbagdik

150	Juliana	Ronsumbre	Indonesia	Biro Kesra Provinsi Papua	Kasubbag
151	Kristin	Darunyah	Indonesia	KEMENKES	Kasi PSD
152	Mahdalena	Sirait	Indonesia	OXFAM	Officer
153	Marthinus Talu	Daga	Indonesia	Dinas PPO SBD NTT-INDO	Staf Dinas PPO SBD
154	Masri	Wita	Indonesia		
155	Mita	Sirait	Indonesia	WVI	WASH Specialist
156	Muh.	Basrah	Indonesia	DIKBUDPORA KAB. TAKALAR SUL-SEL	Sekretaris DIKBUDPORA
157	Muhammad	Syaiful	Indonesia	KEMENDIKBUD	Anggota Perpustakaan
158	Muhibuttibri	Muhib	Indonesia	KEMENDAGRI	Staff
159	Nadhila	Renaldi	Indonesia	Unilever	External Affairs
160	Nugrahaini		Indonesia	Dit. Bin Paud	Fungsional Umum Dit. Bin Paud
161	Nurasiah	Jamil	Indonesia	Bina Masyarakat Peduli	Health Promdor
162	Putri	Sortaria	Indonesia	Pokja AMPL / Sekret Wash	Partnership & Monitoring Wash
163	Rangga	Wisnu	Indonesia	Kwaras Pramuka	Commissioner Nat.
164	Ratih	Anggraeni	Indonesia	Danone Aqua	Suspen
165	Riawati		Indonesia	SEKRET WASH	Finance
166	Roselyne		Indonesia	RECFON SEAMEO	
167	Roza		Indonesia	KEMENDAGRI	
168	Sandi	Heryandi	Indonesia	Ciptakarya	Staff
169	Saskia R	Moestadjab	Indonesia	UNICEF	Adolescence
170	Silvia	Devina	Indonesia	PLAN Indonesia	WASH Advisor
171	Siska		Indonesia	Pikiran Rakyat	Media
172	Suharto, S.Pd		Indonesia	Dinas Pendidikan	Kasi Kurikulum
173	Suraiya	Nazli	Indonesia	Disdik Aceh	Dikdas
174	Tri	Wahyuni	Indonesia	Sisa Koya	
175	Wahdini	Hakim	Indonesia	Save the Children	Programme Manager Health
176	Waila	W	Indonesia	Unilever Indonesia	Program Manager HWN
177	Wiwit	Heris	Indonesia	Indonesia Watson Networking (Jejaring AMPL)	General Secretary
178	Yefrianno	Rian	Indonesia	Setda Prov. Sumatera Barat	Binsos
179	Naniek	Isnaini	Indonesia	DINKES Kab. Tangerang	Kepala Dinas
180	Efi	Indarti	Indonesia	Bappeda Kab. Tangerang	Bidi
181	Saehul	Anwar	Indonesia	DINKES Kab. Tangerang	
182	Edi	Hartanto	Indonesia	DINKES Kab. Tangerang	
183	Fetti	Fadliah	Indonesia	FFI	PR Manager
184	Agung	Tri Wahyunto	Indonesia	MoEC	
185	Hendi		Indonesia	MoEC	
186	Alman		Indonesia	MoEC	
187	Riri		Indonesia	MoEC	

9.3 LIST OF TECHNICAL SPEAKERS, RESOURCE PERSONS AND INVITED EXPERTS

TOPICS	NAME	ORGANIZATION	EMAIL
Monitoring & Evaluation	Abram Abanil	GIZ Regional Fit for School Programme	abram.abanil@giz.de
	Habib Benzian	New York University/ Health Bureau	habib.benzian@nyu.edu
	Christie Chatterly	WHO/UNICEF Joint Monitoring Programme	cchatterley@unicef.org
	Reza Hendrawan	UNICEF Indonesia	rhendrawan@unicef.org
	Muhammad Kurniawan	UNICEF Indonesia	mkurniawan@unicef.org
	Raymond Pekiwape	Ministry of Education, Papua New Guinea	raymond_pekiwape@education.gov.pg
	Yudistira Wahyu	Ministry of Education and Culture, Indonesia	yudistirawahyu@gmail.com
	Satriyo Wibowo	Ministry of Education and Culture, Indonesia	satriyo.wibowo@kemdikbud.go.id
Menstrual Hygiene Management	Thérèse Mahon	WaterAid	theresemahon@wateraid.org
	Aftab Opel	WaterAid Bangladesh	aftabopel@wateraid.org
	Nynangala Vidanelage Dushantha Hiroshi Gunawardhana	Ministry of Education, Sri Lanka	hiroshidg@gmail.com
Handwashing	Irene Amongin	UNICEF, HQ	iamongin@unicef.org
	Jed Dimaisip	GIZ Regional Fit for School Programme	jed.dimaisip@giz.de
Operation & Maintenance and Resource Mobilization	Bella Monse	GIZ Regional Fit for School Programme	bella.monse@giz.de
	Jan Schlenk	GIZ Sector Programme Sustainable Sanitation/ SuSanA	jan.schlenk@giz.de
	Marcel Siewert	GIZ Regional Fit for School Programme	marcel.siewert@giz.de
	Mohini Venkatesh	Save the Children, USA	mvenkatesh@savechildren.org

9.4 WinS COUNTRY AND RESOURCE VIDEOS

COUNTRY	VIDEO PRESENTATION
Afghanistan	https://youtu.be/nLIEGqpi1Jg
Bangladesh	https://youtu.be/qJTlIdnJrE4
Bhutan	https://youtu.be/7oBJ5klUMrE
Cambodia	https://youtu.be/NyZcquVAA4
Democratic People's Republic of Korea	https://youtu.be/-nVSbnjNrKw
Fiji	https://youtu.be/jXNc0-AEyaY
Indonesia	https://youtu.be/D-jurlkKlKQ
Lao PDR	https://youtu.be/hUh80_sosNg
Myanmar	https://youtu.be/PaUCq4nKj-l
Nepal	https://youtu.be/gbsclUSQ0As
Pakistan	https://youtu.be/HVo0wm86HsE
People's Republic of China	https://youtu.be/X3uoscB3F_g ; https://youtu.be/GjL2a53qA4E
Philippines	https://youtu.be/h9vMzZvl514
Solomon Islands	https://youtu.be/WUcdp1Ja5b8
Sri Lanka	https://youtu.be/4iElvXHnvMY
Vanuatu	https://youtu.be/yUTnz4pRoaU
5th WinS-ILE Impressions	https://youtu.be/J8laqo5Do8M

9.5 REFERENCES AND RESOURCES

PUBLICATIONS AND REFERENCES
Dreibelbis et al. Behavior Change without Behavior Change Communication: Nudging Handwashing among Primary School Students in Bangladesh. <i>Int J Environ Res Public Health</i> . 2016 Jan 14;13(1). Available at: > www.mdpi.com/1660-4601/13/1/129/htm
SuperAmma programme: > www.superamma.org
UNICEF/GIZ: Scaling up Group Handwashing in Schools Compendium of group washing facilities across the globe. New York, USA, Eschborn, Germany; UNICEF/GIZ; 2016. Available at: > www.susana.org/en/resources/library/details/2641
UNICEF/GIZ. Field Guide: The Three Star Approach to WASH in Schools. New York, USA; UNICEF/GIZ; 2013. Available at: > www.unicef.org/wash/schools/files/UNICEF_Field_Guide-3_Star-Guide.pdf
UNICEF. WASH in Schools in Indonesia: Incredible Opportunities. An overview of the current situation with recommendations for progress. Jakarta, Indonesia; UNICEF Indonesia; 2016.
World Education Forum. Focusing Resources on Effective School Health (FRESH): a FRESH start to improving the quality and equity of education. Dakar, Senegal; World Education Forum 2000. Available at: > www.unicef.org/lifeskills/files/FreshDocument.pdf .
WHO/UNICEF (2016). Core questions and indicators for monitoring WASH in schools in the Sustainable Development Goals. Available at: > https://washdata.org/report/jmp-2016-core-questions-and-indicators-monitoring-wins
WHO. Water, Sanitation and Hygiene Standards for Schools in Low-cost Settings. Adams J, Bartram J, Chartier Y, Sims J (ed.). Geneva, Switzerland; WHO; 2009

WinS WEBSITES AND FORA

UNICEF WASH in Schools Network – Yammer:
> www.yammer.com/washinschoolsnetwork

UNICEF WASH in Schools:
> www.unicef.org/wash/schools

GIZ Regional Fit for School Programme:
> www.fitforschool.international

Sustainable Sanitation Alliance (SuSanA):
> www.susana.org/eng/

9.6 NAMES AND LOCATION OF SCHOOLS VISITED

NAME OF SCHOOL	LOCATION	PRINCIPAL/HEADMASTER/ UKS TEACHER
SMPN 2 Bandung	Jl. Sumatera No. 42, Kecamatan Sumur Bandung	Ibu Puji
SD Pertiwi	Jl. Kebon Bibit No. 16, Kecamatan Bandung Wetan	Ibu Rosati
SMPN 13	Jl. Mutiara No. 15, Kecamatan Lengkong	Ibu Tjutju
SDN Karangpawulang	Jl. Karawitan No.1, Kecamatan Lengkong	Ibu Susi
SDN Kresna	Jl. Kresna No. 47, Kecamatan Cicendo	Ibu Wiwin
SDN Pajagalan	Jl. Pajagalan 58, Kecamatan Astana Anyar	Ibu Minasari
SDN Leuwipanjang	Jl. Muara Sari I no. 49, Kecamatan Bojongloa Kidul	Ibu Lilis
SD YWKA	Jl. Rajawali No. 5, Kecamatan Andir. CP	Pak Dedi
MIN Margasari	Jl. Derwati No. 50, Kecamatan Rancasari	Pak Ade Rosad
SDN Babakan Surabaya IV	Jl.Jl. Kiaracandong no. 159	Pak Eded
SDN Sukasenang	Jl. PHH. Mustofa No. 46	Ibu Suharningsih
SDN Cicabe	Jl.Jl. Abdul Hamid no. 60, Kecamatan Mandalajati	Ibu Ida

9.7 MHM INDICATOR TEMPLATE




	IF DATA IS AVAILABLE: Yes / No / Partially > Provide data source	IF DATA IS NOT AVAILABLE: Is the indicator relevant to country priorities? Yes / No > If yes, answer the following questions	CHALLENGES to integrate indicator in EMIS or other data source (give details)	OPPORTUNITIES to integrate indicator in EMIS or other data source (give details)	COMMENTS
CORE INDICATORS					
S3. Are the toilets/latrines separate for girls and boys?					
H1. Are there handwashing facilities at the school?					
H2. Are both soap and water currently available at the handwashing facilities?					
EXPANDED INDICATORS					
XS1. Is water and soap available in the girls' toilet cubicles for menstrual hygiene management?					
XS2. Are there covered bins for disposal of menstrual hygiene materials in girls' toilets?					
XS3. Are there disposal mechanisms for menstrual hygiene waste at the school?					
XH6. Which of the following provisions for menstrual hygiene management (MHM) are available at the school? 1. Bathing areas 2. MHM materials (pads, etc.) 3. MHM education 4. Other (specify)					




9.8 WinS O&M COSTING TOOL (GIZ FIT FOR SCHOOL) ESTIMATED ANNUAL COSTS




NEEDS PER SCHOOL YEAR	COSTS PER YEAR		RESOURCE			
	Per student	Per school x (number of students)	MOE	PTA	WLPU	others
WATER						
Drinking Water						
1 l/day/student: ____ \$/liter. 200 days = (Price: huge variety due to local conditions)	_____ \$	_____ \$				
Water for Cleaning						
5 l/day/student: ____ \$/liter. 200 days = (Price: huge variety due to local conditions)	_____ \$	_____ \$				
SANITATION						
Materials /Services per Toilet Cubicle						
<ul style="list-style-type: none"> > User's Kit (Bucket, dipper, trash bin, toilet brush): - 8 \$ > Cleaning Kit (Bleach 11 liters and Cleaning Tools): - 35 \$ > Desludging Services (Every 3 years desludging of 9 m³ tank connected to 3 cubicles; 60 \$/3 years): 3 cubicles - 10 \$/year/cubicle 	53 \$ × (#cubicles) #students	53 \$ (#cubicles)				
Materials per School Maintenance Kit						
<ul style="list-style-type: none"> > Tools (Screwdriver, hammer, toilet pump, pipe wrenches): - 20 \$ > Consumables (locks, paint, sealing agent, teflon tape, extra faucets): - 8 \$ 	28 \$ # students	28 \$				
Labor Xost per Cubicle						
<ul style="list-style-type: none"> > Part Time Cleaner Responsible for 6 cubicles (100 \$/month; 10 month = 1000 \$/year; 1000 / 6 cubicles): 166 \$ Maintenance & minor repair per cubicle/year: - 15 \$ 	181 \$ # students	181 \$				
HYGIENE						
Consumables						
<ul style="list-style-type: none"> > Soap 200 g soap/students (each handwashing requires 0.3-0.5 g; twice on 200 days = 120 g; 200 g of soap per student and year): - 0.75 \$ 	0.75 \$	0.75 \$ (#students)				
TOTAL O&M	_____ \$	_____ \$				

Additional information available at: > www.fitforschool.international/resource/operation-and-maintenance-for-wins-introducing-a-costing-tool/

9.9 ENABLING ENVIRONMENT MATRIX

ANALYSIS OF WASH IN SCHOOLS ENABLING ENVIRONMENT – NATIONAL LEVEL				
			RATING (colour)	REMARKS
POLICY & PLANNING				
Is there a national policy on WinS?				
<ul style="list-style-type: none"> ● A national WinS policy comprehensively includes: <ul style="list-style-type: none"> > Guidance and strategic direction > Minimum standards > Institutional coordination and structure > Implementation framework > Financing mechanisms 	<ul style="list-style-type: none"> ● WinS as a national policy is limited to a statement of direction and mandates. It provides little or no details on standards, institutional coordination and structure, implementation framework, and/or financing mechanisms. 	<ul style="list-style-type: none"> ● WinS is not included in national policy or guidelines. 		
Are there clear national targets for WinS?				
<ul style="list-style-type: none"> ● Yes, it is also reflected in the long/medium-term plan of the government and incorporated the annual plans to achieve milestones. 	<ul style="list-style-type: none"> ● Yes, but these are not consistently reflected in annual plans, making it difficult to determine how the targets will be achieved. 	<ul style="list-style-type: none"> ● There are no set national targets for WinS. 		
Are there clear roles and responsibilities for WinS?				
<ul style="list-style-type: none"> ● Yes, there is a lead agency that has clear accountabilities, clear roles and responsibilities for each level (national, regional, district and local), and a coordinating mechanism. 	<ul style="list-style-type: none"> ● Yes, but responsibilities and actions are unclear and/or there is no coordinating mechanism. There may be multiple designated "lead" agencies, which weakens accountability and ownership for WinS. 	<ul style="list-style-type: none"> ● There is no clear responsibility for WinS. 		
Are there clear roles and responsibilities for WinS?				
<ul style="list-style-type: none"> ● Is gender addressed in the national WinS policy? Gender equity, including MHM and gender-segregated toilets, is addressed in WinS policy, guidelines and/or monitoring, and programming. 	<ul style="list-style-type: none"> ● Gender equity is stated in the WinS policy in general terms, but not reflected in its guidelines and/or monitoring, and programming. 	<ul style="list-style-type: none"> ● Gender equity is not addressed in the national WinS policy. 		
Is accessibility addressed in the national WinS policy?				
<ul style="list-style-type: none"> ● Accessibility of WinS services for children with physical limitations is addressed in WinS policy, guidelines and/or monitoring, and programming. 	<ul style="list-style-type: none"> ● Accessibility is stated in the WinS policy in general terms, but not reflected in its guidelines and/or monitoring, and programming. 	<ul style="list-style-type: none"> ● Accessibility is not addressed in the national WinS policy. 		

			RATING (colour)	REMARKS
BUDGET & EXPENDITURE				
Is there a public sector budget line for WinS?				
<ul style="list-style-type: none"> ● There is a public sector budget line at national, regional or district level that is specifically earmarked for WinS. 	<ul style="list-style-type: none"> ● There is a public sector budget but grouped with other expenses and/or it does not cover all aspects of WinS. 	<ul style="list-style-type: none"> ● There is no public budget for WinS. 		
Is there adequate budget to support WinS improvement, operation, and maintenance?				
<ul style="list-style-type: none"> ● Yes, adequate to cover at least 80% of needs, with provision for further development. 	<ul style="list-style-type: none"> ● Somewhat, adequate to cover at least 50% of needs. 	<ul style="list-style-type: none"> ● There is no public budget for WinS. 		
Are schools in most need of WASH support given priority as reflected in expenditures?				
<ul style="list-style-type: none"> ● Yes, funding went to schools in most need of WASH support. Identification of these schools followed a system for prioritization. 	<ul style="list-style-type: none"> ● Somewhat. While a system for prioritizing schools exists, expenditures do not necessarily reflect this prioritization. 	<ul style="list-style-type: none"> ● No. Funding and expenditure did not follow any method of school prioritization. 		
MONITORING & EVALUATION				
Is WinS data reflected in the national Education Information System?				
<ul style="list-style-type: none"> ● Yes, and it includes indicators of service quality such as functionality and accessibility. 	<ul style="list-style-type: none"> ● Yes, but it does not capture service quality (e.g., system monitors only infrastructure but not whether they are useable). 	<ul style="list-style-type: none"> ● No. 		
Is there a national WinS monitoring system that supports program management on all levels?				
<ul style="list-style-type: none"> ● There is a functional national WinS monitoring system within the Ministry of Education that covers all aspects of WASH and measures implementation quality. 	<ul style="list-style-type: none"> ● There is a national WinS monitoring system within the Ministry of Education but does not cover all aspects of WASH and/or it only provides a limited picture of implementation quality and coverage. 	<ul style="list-style-type: none"> ● There is no national WinS monitoring system, but there may be fragmented monitoring initiatives from donors or local governments. 		
Is there a system for acknowledging WinS performance?				
<ul style="list-style-type: none"> ● There is a system within Education Sector for providing incentives, recognition, or support for subnational units and/or schools according to national WinS performance data, milestones, and/or standards. 	<ul style="list-style-type: none"> ● There are existing performance recognition systems, but are implemented only at local scale, and/or not aligned with the national WinS policy and M&E indicators. 	<ul style="list-style-type: none"> ● There is no system for acknowledging WinS performance. 		

			RATING (colour)	REMARKS
IMPLEMENTATION ARRANGEMENTS				
Are actors sufficiently guided on how to manage and implement WinS in their respective units?				
<ul style="list-style-type: none"> National WinS standards are made available at every level and implementation guidelines and instructional materials have been developed and made available to concerned actor(s) at every level (e.g., subnational, school, community). 	<ul style="list-style-type: none"> National WinS implementation guidelines are available but not yet tailored for actors at specific levels (e.g., subnational, school, community). 	<ul style="list-style-type: none"> No details on how to implement WinS have been provided for subnational actors. 		
Are essential WinS commodities readily available?				
<ul style="list-style-type: none"> There are arrangements for the procurement and distribution of supplies and services that includes rural schools. 	<ul style="list-style-type: none"> Yes, but the supply chain is insufficient and/or does not reach rural schools. 	<ul style="list-style-type: none"> No, WASH supplies and services are difficult to obtain for many schools. 		
CAPACITY DEVELOPMENT				
Does the Ministry of Education have a plan or strategy for Human Capacity Development for WinS				
<ul style="list-style-type: none"> The Ministry of Education has a WinS Human Capacity Development plan or strategy that allows the systematic provision of WinS technical expertise (e.g., planning, operation and maintenance, hygiene promotion) that is tailored according to the needs and responsibilities of each implementing level or unit. 	<ul style="list-style-type: none"> Yes, but the strategy does not provide sufficient depth and detail on how WinS technical expertise (e.g., planning, operation and maintenance, hygiene promotion) will be systematically provided to implementing units. 	<ul style="list-style-type: none"> There is no human capacity development strategy for WinS. 		
Is skills-based hygiene education/promotion included in the national curriculum and part of daily school life?				
<ul style="list-style-type: none"> Yes, including daily practices to promote hand washing with soap, safe drinking water and safe sanitation practices. 	<ul style="list-style-type: none"> Yes it is taught, but limited to providing information and not practice-based. 	<ul style="list-style-type: none"> No, hygiene education is not included in the national curriculum. 		
Is WinS included as part of education management training?				
<ul style="list-style-type: none"> WinS is included in relevant aspects of education management training (curriculum management, instructional supervision, learning resource management, learning environment, and education planning, monitoring and evaluation) for school heads and managers. 	<ul style="list-style-type: none"> Yes, but limited to a few aspects of education management training. 	<ul style="list-style-type: none"> No, WinS is not included in education management training. 		

NOTES



www.giz.de/en www.fitforschool.international www.unicef.org

