



REPUBLIC OF ZAMBIA

MINISTRY OF GENERAL EDUCATION

Water Sanitation and Hygiene in Schools (WinS)

National Standards & Guidelines

Mitigation & Localization

2020

FOREWORD

Zambia has set out an ambitious campaign to ‘Leave No One Behind’ in its development agenda as outlined in the Vision 2030 and the 7th National Development Plan (2017–2021) – including Education for All. Within the changing education landscape in Zambia, Water, Sanitation and Hygiene in Schools (WinS) is fully embedded in the School Health and Nutrition (SHN) programme. Schools are expected to provide a safe and sanitary environment for good health and disease prevention. Thus, the purpose of the National WinS Standards is to guide our nation in the provision of health, well-being, education and dignity to all learners through safe water, sanitation and hygiene in schools.

These Standards are designed to be a guide to schools to attain an environment which is in conformity with laws and regulations. Programmes aimed at improving water, sanitation and hygiene education at schools are essential to improving health and learning outcomes. A number of children and teachers, especially girls and female teachers, stay away from attending classes on the basis of poor sanitation facilities that do not offer adequate privacy and user-friendly facilities to cater for their menstrual needs. It is further understood that poor water and sanitation situation contribute to the learner’s poor performance resulting from related water sanitation and hygiene diseases.

The Water, Sanitation and Hygiene in schools’ strategic partners working with the Ministry of General Education have identified several challenges that hinder the attainment of adequate access to improved sanitation and safe water at schools at a required scale. Some of the challenges identified are: inadequate sanitation facilities, unspecified standards and guidelines for school WASH, and low priority for school WASH in general resulting in limited funding.

The proposed standards are designed to improve the school WASH situation and contribute to the attainment of SDGs on Water, Sanitation and Universal primary education, as well as address issues of gender equity and inclusion.

I therefore urge all stakeholders to use this document as a guide in the provision of WASH services in schools in order for us as a Nation to attain desirable learning outcomes.

Hon. Dr. Dennis M.Wanchinga, MP

MINISTER OF GENERAL EDUCATION

ACKNOWLEDGEMENTS

The National Water, Sanitation and Hygiene WASH in Schools Standards have been developed through a participative and consultative process involving significant contributions and support from various individuals and institutions taking into account significant sector developments such as the School Health and Nutrition approach and the alignment with and localization of the SDGs.

I therefore wish to extend my sincere appreciation to all those that contributed to the process of developing these Standards. While it is appreciated that many individuals and institutions contributed to the development of the document, I wish to pay special tribute to the members of the inter-ministerial steering committee for their significant inputs and commitment.

On behalf of the Ministry, I wish to express my gratitude to UNICEF which, in partnership with the Government of the Republic of Zambia, through the Ministry of General Education, supported the development of this document.

I wish to thank all the line ministries, cooperating partners, the private sector, NGOs, provincial administrations, local authorities and representatives of statutory boards for their participation, contributions and support for the formulation of the standards.

Dr. Jabbin Mulwanda

Permanent Secretary – Administration

MINISTRY OF GENERAL EDUCATION

LIST OF ABBREVIATIONS

CFS	Child-friendly schools
CHA	Community Health Assistant
CLTS	Community-led total sanitation
CSTL	Care and support for teaching and learning
CSEN	Children with special education needs
D-WASHE	District Water Sanitation Health Education
DEBS	District Education Board Secretary
ECE	Early childhood education
EFA	Education for All
EHT	Environmental Health Technician
EMIS	Education Management Information System
ESB	Educational Statistical Bulletin
ESSP	Education and Skills Sector Plan
GER	Gross enrolment rate
GRZ	Government of the Republic of Zambia
JMP	Joint Monitoring Program
MDG	Millennium Development Goal
MHM	Menstrual hygiene management
MoGE	Ministry of General Education
MoH	Ministry of Health
MoLG	Ministry of Local Government
MWDSEP	Ministry of Water Development, Sanitation and Environmental Protection
NER	Net enrolment rate
NGOs	Non-governmental organization
NWASCO	National Water Supply and Sanitation Council
ODF	Open defecation free
PE	Personal emolument
SDG	Sustainable Development Goal
SHN	School health and nutrition
SLTS	School-led total sanitation
SPLASH	Schools Promoting Learning Achievements through Sanitation and Hygiene
TPR	Toilet to pupil ratio (per stream)
UNICEF	United Nations Children's Fund
WASH	Water, sanitation and hygiene
WHO	World Health Organization
WinS	WASH in schools

GLOSSARY OF TERMS

WinS Basic Drinking Water

TERM	DEFINITION
Joint Monitoring Program (JMP) Indicator	Proportion of schools (including pre-primary, primary and secondary) with drinking water from an <i>improved</i> water source <i>available</i> at the school.
Improved / unimproved	An ‘improved’ drinking water source is one that, by the nature of its construction, adequately protects the source from outside contamination, particularly fecal matter. ‘Improved’ water sources in a school setting in Zambia include: piped, protected well/spring (including boreholes/tube wells, protected dug wells and protected springs), and rainwater catchment. ‘Unimproved’ sources include: unprotected well/spring, and surface water (e.g. lake, river, stream, pond, canals, irrigation ditches) or any other source where water is not protected from the outside environment.
Available	There is water from the main drinking water source continuously available at the school during the day as specified in this Standards document for each service level.

WinS Basic Sanitation

TERM	DEFINITION
JMP Indicator	Proportion of schools (including ECE, primary and secondary) with <i>improved</i> sanitation facilities at the school, which are <i>single-sex</i> and <i>usable</i> .
Improved / unimproved	The sanitation facilities are of an ‘improved’ type. An ‘improved’ sanitation facility is one that hygienically separates human excreta from human contact. ‘Improved’ facilities in a school setting include: flush/pour-flush toilets, pit latrines with slab, and composting toilets. ‘Unimproved’ facilities include: pit latrines without slab, hanging latrines, and bucket latrines, or any other facility where human excreta is not separated from human contact.
Single sex	There are separate toilet facilities dedicated to female use and male use at the school. Note: may not be applicable in pre-primary schools.
Usable	Toilets/latrines are available to students (doors are unlocked or a key is available at all times), functional (the toilet is not broken, the toilet hole is not blocked, and water is available for flush/pour-flush toilets), and private (there are closable doors that lock from the inside and no large gaps in the structure) on the day of the survey or questionnaire. Note: lockable doors may not be applicable in pre-primary schools.

WinS Basic Hygiene

TERM	DEFINITION
JMP Indicator	Proportion of schools (including ECE, primary and secondary) with <i>hand-washing facilities</i> , which have <i>soap and water</i> available.
Hand-washing facilities	A hand-washing facility is any device or infrastructure that enables students to wash their hands effectively using running water, such as a sink with tap, water tank with tap, bucket with tap, tippy tap, or other similar device. Note: a shared bucket used for dipping hands is not considered an effective hand-washing facility.
Soap and water	Both water and soap are available at the hand-washing facilities for girls and boys on the day of the questionnaire or survey. Soapy water (a prepared solution of detergent suspended in water) can be considered as an alternative for soap, but not for water, as non-soapy water is needed for rinsing. Note: ash or mud may be available for hand cleansing but is not an acceptable alternative to soap for global monitoring.

LOCALIZED WINS JMP LADDER¹

	Drinking water	Sanitation	Hygiene
WinS National Standard Advanced Service	Advanced service: Safely managed inclusive drinking water. Improved water facilities are located on premises, available when needed, accessible for children with disabilities and free from contamination, preferably provided by a reticulation scheme (water scheme).	Advanced service The school has improved sanitation facilities at the school premises, which are sufficient, MHM friendly, single-sex, usable and safely managed. Solid waste is frequently collected and/or disposed. 1:25/20	Advanced service The school has handwashing facilities with water and soap continually available at critical times. Group handwashing and hygiene promotion is integral part of curriculum and/or school routine. 1:25/20
Basic Service	Basic service Water from an improved source is available for drinking and regular hand washing within school premises and safely accessible for all students. (piped water, protected well/spring, rainwater),	Basic service The school has improved sanitation facilities at the school premises, which are sufficient, single-sex and usable. (flush/pour flush, pit latrine with slab, composting toilet) Rural areas: cost efficient 'dome' latrine accepted 1:50	Basic service The school has handwashing facilities, which have soap and water available. Hygiene promotion is integral part of curriculum. (Kalingalinga Bucket) 1:50
	Limited service There is an improved source but water not always available	Limited service The school has at least 1 'cost efficient' facility, but not sex-separated (Simple Pit Latrine with slab and platform) 1:100	Limited service Handwashing facilities with water, but no Soap (Tippy Tap only) 1:25
	No service No water source or unimproved source (unprotected well/spring, surface water source)	No service No toilets or latrines, or unimproved facilities (pit latrines without a slab or platform, hanging latrines, bucket latrines)	No service No handwashing facilities at the school or handwashing facilities with no water

¹ WHO & UNICEF. Core questions and indicators for monitoring WASH in Schools in the Sustainable Development Goals. UNICEF and World Health Organization, 2016.

WORKING DEFINITIONS

Term	Context
Coverage	The percentage or proportion of the population with access.
Fecal sludge management (FSM)	Fecal sludge management is the collection, transport, and treatment of fecal sludge from pit latrines, septic tanks or other onsite sanitation systems. Fecal sludge is a mixture of human excreta, water and solid wastes (e.g. toilet paper or other anal cleansing materials, menstrual hygiene materials) that are disposed in pits, tanks or vaults of onsite sanitation systems. Fecal sludge that is removed from septic tanks is called 'septage'.
Governance	'The exercise of economic, political and administrative authority to manage a country's affairs at all levels. It comprises the mechanisms, processes and institutions through which citizens and groups articulate their interests, exercise their legal rights, meet their obligations and mediate their differences.'
Hazardous waste	Waste, which is poisonous, corrosive, irritant, explosive, inflammable, toxic or other substance or thing that is harmful to human beings, animals, plants or the environment.
Hygiene	A set of practices performed for the preservation of health and cleanliness covering personal as well as environmental practices, such as frequent hand-washing.
Menstruation	A natural part of the reproductive process that occurs to prepare a woman's body for pregnancy. If a woman does not become pregnant, the uterus sheds its lining. This shedding is called menstruation and is evidenced by the flow of blood through the uterine canal.
Menstrual hygiene management	The mechanism through which women and adolescent girls use clean menstrual management material to absorb or collect menstrual blood. This material should be changed in privacy, as often as necessary for the duration of the menstruation period. Soap and water should be available for washing the body as required, and facilities to dispose of used menstrual management materials must be accessible.
Mitigation approach	Approach to facilitate gradual improvement of service standards for WinS to accommodate local framework conditions in Zambia aiming at localization of JMP standards for WinS. Applying a mitigation approach takes note of the specific and varying socioeconomic and geographic context in Zambia and will allow learning institutions to progressively move up the service ladder.
Solid waste	Domestic waste, trade and commercial waste, industrial waste construction waste, garden waste, waste that does not pose an immediate hazard or threat to human health, plant, animal life or the environment. Garbage, refuse, sludge, and other discarded substances resulting from industrial and commercial operations and domestic and community activities.
Water supply	The abstraction, treatment, storage and distribution of water, for domestic, commercial and industrial use.

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PARTICIPATING ORGANIZATIONS

The following Ministries and organizations were consulted and participated in the development of the WinS National Standards.

Ministry of General Education (MoGE) at national, provincial and district level, Ministry of Health (MoH), Ministry of Local Government (MLG), Ministry of Water Development, Sanitation and Environmental Protection (MWDSEP) including selected provincial officers, National Water and Sanitation Council (NWASCO), AfDB, UNICEF, BORDA, WASAZA, Care International, PLAN International, WaterAid, SNV, World Vision Zambia and selected head teachers of schools of Southern Province and Lusaka.

1 INTRODUCTION

The good health, well-being, education and dignity of schoolchildren cannot be guaranteed without access to adequate water, sanitation and hygiene (WASH) in schools (WinS).

Clearly underpinned by the human rights to water and sanitation and to education, the 2030 Agenda for Sustainable Development Goals aspires to achieve universal and equitable access to safe WASH services and create educational facilities that provide safe learning environments for all.

Zambia's Vision 2030 emphasizes developing quality human capital, including investing in quality education and skills development.

As outlined in the *7th National Development Plan (7th NDP)*,² the education sector in collaboration with other sectors has employed several strategies to ensure that efforts are working towards attainment of Zambia's Vision 2030,³ focusing on enhancing inclusion and participation taking into account age, gender, disability and other factors. Emphasis is placed on improving access to quality, equitable and inclusive education highlighting the need for appropriate infrastructure including water, sanitation and hygiene education.

The impact of inadequate WASH in schools transcends sector boundaries. Health, education, nutrition and WASH are closely associated and complementary. This is well reflected in the Zambia School Health and Nutrition Approach, which emphasizes the need for enhanced collaboration and joint investment between health and other policy sectors, such as education.

The purpose of this document is to guide all governmental and non-governmental sector partners during planning and implementation of any WinS activity, paying special attention to the needs of girls and those in vulnerable situations by establishing standards operationalizing existing national norms, guidelines and governmental sub-programmes, taking note of relevant SDG standards.

It further defines processes to be adhered to when planning and implementing WinS projects in Zambia, providing practical guidance for teachers, SHN coordinators, DEBS and implementing partners.

1.1 WINS IN ZAMBIA'S SCHOOL HEALTH AND NUTRITION APPROACH

Within the changing education landscape in Zambia WinS is fully embedded in the school health and nutrition (SHN) approach.

The *Guidelines for the Implementation of the School Health and Nutrition Policy*⁴ were developed following the launch of the National SHN Policy, which addresses SHN interventions including the provision of essential health and nutrition services and education and interventions to ensure a safe and sanitary environment for optimum health and disease prevention – including WinS. They provide detailed guidance on the operationalization of SHN strategies in order to address and promote the health and nutrition status of all learners with the overall objective to improve learners'

² Ministry of National Development Planning. *7th National Development Plan 2017–2021*, Government of Republic of Zambia, 2017.

³ Ministry of Finance and National Planning. *Vision 2030*. Government of Republic of Zambia, 2006.

⁴ Ministry of General Education. *Guidelines for the Implementation of the School Health and Nutrition Policy* (draft). Government of Republic of Zambia, April 2018.

health and nutrition status, cognitive development and learning potential and to reduce children's absenteeism from school.

The Education *Standards and Evaluation Guidelines*⁵ published by the then Ministry of Education, Science, Vocational Training and Early Education defines in detail prescribed minimum standards for education intended to provide policy guidance on required educational inputs, processes and outputs considering the current trends in education provision.

The WinS Standards document harmonizes and further details existing standards, taking note of actual sector developments. Education boards, head teachers, teachers and all education actors are guided by these minimum standards and are asked to adhere to them.

1.2 ADDITIONAL RESOURCES: NATIONAL WINS IMPLEMENTATION MANUALS AND GUIDELINES (AS OF JULY 2019)

- 1.2.1. WASH Friendly Schools – A Training Resource, MoGE, 2014
- 1.2.2. Teachers Guide to integrating WASH in Schools, MoGE, 2015
- 1.2.3. WASH in Schools WASH Facility O&M Guideline, MoGE, 2016
- 1.2.4. School Led Total Sanitation Guidelines and Certification Procedure, MoGE, 2015
- 1.2.5. School Led Total Sanitation Training Manual, MoGE, 2015
- 1.2.6. National MHM Guidelines and Toolkit, MoGE, 2017

1.3 DOCUMENT STRUCTURE

This document is presented in five chapters detailing minimum criteria for each sub-sector (water, sanitation, hygiene) and mitigation level (basic, advanced). An overview for all service levels is provided in the annex linked to the WinS Compendium of Technical Designs including design criteria and approved technical designs.

2 KEY PROCEDURES

2.1 WINS INFRASTRUCTURE DEVELOPMENT APPROVAL PROCESS

Any individual or organization aiming at supporting any public, private, religious or community school or ECE in developing water, sanitation or hygiene infrastructure in a dedicated school is obliged to:

- 2.1.1. Seek approval from the national education authorities namely the Ministry of General Education, Directorate of Planning and Information to ensure the planned activity is aligned with the national development programme and planning.
- 2.1.2. Apply existing pre-approved technical WinS design adjusted to local context conditions. Under qualified exceptional circumstances MoGE might endorse non-standard designs.
- 2.1.3. Develop an Annual School WinS Plan in cooperation with the Parents–Teacher Association Committee (PTAC) of the respective learning institution.

⁵ Ministry of Education, Science, Vocational Training and Early Education. *Standards and Evaluation Guidelines*. Government of Republic of Zambia, 2015.

- 2.1.4. Notify the DEBS and WASHE Committee of the respective District of the intended development, including i) WinS Technical Design Documentation, ii) Annual School WinS Plan and iii) MoGE endorsement letters as per above bullet points.

2.2 MONITORING AND REPORTING

2.2.1 Progress/ Completion reporting

- Monitoring and reporting on progress and completion of WinS infrastructure development is to be completed annually, using the Annual WinS Data collection instrument

2.2.2 Compliance with respect to National WinS Standards:

- Each school shall monitor and report on its compliance with respect to the *National WinS Standards* annually, using the Annual WinS Data collection instrument to DEBS

2.2.3 Progress reporting Annual WinS School Plan

- Each PTA Committee shall report annually on the progress in implementing the School WASH plan, using the Annual WinS Data collection instrument to [DEBS]

2.2.4 EMIS reporting

- The school reports WinS data on annual basis.

2.3 CORRESPONDENCE

Address all correspondence to the MoGE as follows:

Permanent Secretary

Ministry of General Education

2.4 WINS OPERATION & MAINTENANCE

All WASH facilities should be well maintained and kept clean at all times. In support of clean and well-maintained toilets the following criteria apply:

- The school has an active WinS/SHN/MHM Committee within the Parents-Teacher Committee.
- The PTA WinS Committee has a Terms of Reference.
- The PTA WinS Committee has developed a costed Annual School WinS Plan including routine operation and maintenance and improvement.
- A WinS Maintenance Focal Point is identified within the PTA.
- Up-to-date contact details of district pipe mender are visibly posted.
- The school has an active student WASH/MHM Club including Terms of Reference.
- The school regularly reports and keeps records on WinS activities to demonstrate that the Annual School WinS Plan is being implemented.

- Supervised cleaning of facilities is carried out once a day by students from Grade 5 and higher and confirmed by the teacher on duty. A schedule of WASH facility cleaning is visibly posted in the classroom/ school premises.
- Teacher on duty follows and confirms daily checklist of WASH related activities.
- Preventive maintenance is carried out once a week by students (WASH/MHM Club) and preventive maintenance teachers and PTA members.
- Capacity-building – training of area pump menders (APMs) and masons on O&M of WinS facilities is regularly conducted.

3 WINS STANDARDS

3.1 WINS STANDARDS LOCALIZATION AND MITIGATION

The WinS Standards underscore the Government’s commitment to gradually provide at least basic water, sanitation and hygiene services in learning institutions including solid waste management, addressing quality education for all.

Thus, guided by the MoGE and in line with MoH existing national standards, all schools and learning institutions are directed to apply a *mitigation approach* which takes note of the specific socio-geographic context of the school. This mitigation approach facilitates a continuous gradual improvement of service standards for WinS from *basic WinS service standards* graduating to the advanced *national WinS standards* [within a time frame of five years] as the ultimate objective.

3.2 SUFFICIENT ACCESS

To ensure that facilities are sufficient, the following ratios are established:

Mitigation Level	Primary/Secondary/ECE
National Standard Advanced Service Level	Water: Girls: 1 hand-washing basin for every 20 learners per stream Boys: 1 hand-washing basin for 25 learners/stream
	Drinking water & personal hygiene incl. MHM: 20 litres per day for each learner
Basic Service Level	Sanitation: Girls: TPR:1 toilet for 20 learners Boys: 1 toilet for 25 learners/shift Urinals: 1 x 60cm urinal for 25 learners per stream Teacher: 1 toilet for 25 teachers, gender separated
	Water: Hand-washing basin: 1 station for 50 learners, incl. ‘Kalingalinga’ bucket
	Drinking water: 1 tap stand for 50 learners
	Sanitation: TPR Girls/Boys: 1:50 including gender separated toilets / stream
	Drinking water & personal hygiene incl. MHM: 5 litres/learner/day

3.3 WATER

Basic Access Water	Advanced Access Water
<p>Water from an improved source is available for drinking and regular hand-washing within school premises and safely accessible for all students.</p> <p>Quantity:</p> <p>Drinking water & hand-washing: 5 litres/student/day</p>	<p>Safely managed inclusive drinking water:</p> <p>Improved water facilities are located on premises, available when needed, accessible for children with disabilities and free from contamination, preferably provided by a reticulation scheme (water scheme).</p> <p>Quantity:</p> <p>Drinking water & hand-washing: 60 litres/ student / day</p>

3.3.1 Design criteria water

Improved	<p>'Improved' water sources in schools/learning institutions in Zambia include: piped, protected well/spring (including boreholes/tube wells, protected dug wells and protected springs), and rainwater catchment.</p> <p>For drinking purposes water is treated (chlorinated, boiled or filtered) and provided at a dedicated clean space at school premises.</p>
Sufficient	<p>Sufficient Access</p> <p>(See section 3.1 above for explanation of WinS Standards Localization and Mitigation)</p> <p>The WinS Standards underscore the Government's commitment to gradually provide at least basic water, sanitation and hygiene services in learning institutions including solid waste management, addressing quality education for all.</p> <p>Thus, guided by the MoGE and in line with MoH existing national standards, all schools and learning institutions are directed to apply a <i>mitigation approach</i> which takes note of the specific socio-geographic context of the school. This mitigation approach facilitates a continuous gradual improvement of service standards for WinS from <i>basic WinS service standards</i> graduating to the advanced <i>national WinS standards</i> [within a time frame of five years] as the ultimate objective.</p> <p>Sufficient Access</p>
Available	<p>There is water from the main drinking water source available at the school at least once per shift for hand-washing and drinking purposes.</p>
Safely managed, free from contamination	<p>Water quality is regularly tested by [Environmental Health Technician, EHT] and reported to DEBS.</p>

Accessible for children with disabilities

The location of drinking water source should be selected to allow students with disabilities (including wheelchair users) to approach and enter the facilities.

Note: Detailed design principles and approved technical designs for water supply are outlined in the WinS Technical Design Compendium.

3.4 SANITATION

<p>Basic Access Sanitation</p> <p>The school has improved sanitation facilities at the school premises, which are sufficient, single-sex and usable.</p>	<p>Advanced Access:</p> <p>The school has improved sanitation facilities at the school premises, which are sufficient, MHM friendly, single-sex, usable and safely managed.</p> <p>Solid waste is frequently collected and/or disposed.</p>
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3.4.1 Design criteria sanitation

Improved	<p>The minimum technical design for onsite sanitation to be applied by each school/learning institution is an improved pit latrine including flush /pour-flush toilets, pit latrines with slab, and composting toilets as defined by the <i>National Onsite Sanitation Standards</i>.⁶</p> <p>Note: There are different design options available for basic and advanced access.</p>
Sufficient	<p>Sufficient Access</p> <p>(See section 3.1 above for explanation of WinS Standards Localization and Mitigation)</p> <p>The WinS Standards underscore the Government’s commitment to gradually provide at least basic water, sanitation and hygiene services in learning institutions including solid waste management, addressing quality education for all.</p> <p>Thus, guided by the MoGE and in line with MoH existing national standards, all schools and learning institutions are directed to apply a <i>mitigation approach</i> which takes note of the specific socio-geographic context of the school. This mitigation approach facilitates a continuous gradual improvement of service standards for WinS from <i>basic WinS service standards</i> graduating to the advanced <i>national WinS standards</i> [within a time frame of five years] as the ultimate objective.</p> <p>Sufficient Access</p>
Single sex	<p>There are separate toilet facilities dedicated to female use and male use at the school.</p> <p>Note: Not applicable in pre-primary schools.</p>
Usable	<p>Toilets/latrines are available to students (doors are unlocked or a key is available at all times), functional (the toilet is not broken, the toilet hole is not blocked, and water is available for flush/pour-flush toilets), and private (there are closable doors that lock from the inside and no large gaps in the structure).</p> <p>Note: Lockable doors may not be applicable in pre-primary schools.</p>

⁶ ZABS. National Onsite Sanitation Standards, 2019 draft. Zambian Bureau of Standards. Government of Republic of Zambia. Under development by ZABS and NWASCO.

MHM friendly	The school constructs at least one MHM-friendly toilet and integrated washing area.
Accessible for children with special needs	The location of toilets should be selected to allow persons with disabilities (including wheelchair users) to approach and enter the facilities. At least one wheelchair accessible toilet room should be provided in every accessible floor level, if any. On both sides of a toilet, a grab rail (whether drop-down or fixed to the wall) should be provided. Accessories such as hand towel, soap, waste bin, etc. should be accessible from the toilet seat. At least one urinal should be set at a height accessible to a wheelchair user and equipped with a vertical grab rail.
Safely managed sanitation	Fecal wastes are safely disposed onsite in line with national standards for onsite sanitation. If possible, the school premises shall be connected to sewage collection system. Other options include decentralized wastewater treatment plants (DEWATS).
Solid Waste	Solid waste is frequently collected and/or disposed of to ensure a clean and well-maintained environment and preferably segregated, recycled and reused or composted by any means

Note: Detailed design principles and approved technical designs for onsite sanitation are outlined in the WinS Technical Design Compendium.

3.5 HYGIENE

<p>Basic Access Hygiene</p> <p>The school has hand-washing facilities, which have soap and water available.</p> <p>Hygiene promotion is an integral part of curriculum.</p>	<p>Advanced Access:</p> <p>The school has hand-washing facilities with water and soap continually available at critical times. Group hand-washing and hygiene promotion is an integral part of curriculum and/or school routine.</p>
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Note: Detailed design principles and approved technical designs hand-washing facilities are outlined in the WinS Technical Design Compendium.

3.5.1 Design criteria hygiene

Hand-washing facilities	A hand-washing facility is any device or infrastructure that enables students to wash their hands effectively using running water, such as a sink with tap, water tank with tap, bucket with tap, tippy tap , or other similar device.
Soap and water	Both water and soap are available at the hand-washing facilities for girls and boys. Note: ash or mud may be available for hand cleansing but are not an acceptable alternative to soap.
Critical times	Water and soap are available: <ul style="list-style-type: none"> - Before eating - After using the toilet

	- For group hand-washing
Accessible for children with disabilities	The location of hand-washing facility should be selected to allow learners with disabilities (including wheelchair users) to approach and enter the facilities. The wheelchair-accessible toilet room should always contain a wash basin. Accessories such as hand towel, soap, waste bin, etc., should be accessible from the hand-washing facility, including group hand-washing.
Hygiene promotion	WASH hygiene promotion is integral part of curriculum and delivered by a trained teacher in an interactive and inclusive way. Graphics and visuals (Murals) depict key hygiene messages.
Group hand-washing	Daily supervised group hand-washing with soap available at hand-washing station.

3.6 MENSTRUAL HYGIENE MANAGEMENT (MHM)

To manage menstruation hygienically and with dignity, it is essential that girls have access to clean water, decent toilets and good hygiene in schools. Thus, the following criteria shall apply:

- The school is aware of and follows the National MHM Guidelines and MHM Toolkit within its capacity.
- There is a designated MHM Focal Point Person (MHM FP) at the school who regularly orients male and female pupils in MHM to take a lead role in implementing MHM activities.
- They should stock emergency menstrual hygiene materials such as disposable pads, washable pads, cotton wool, etc.
- The school involves health workers to educate and assist the girls on the management of menstrual pain and holds talks with the girls on proper personal hygiene during menses.
- The school supports the communities through the PTA committees and traditional leadership to understand facts on MHM aiming at supporting the girls and boys at home, their families and the community to obtain correct information.

3.6.1 Design criteria MHM-friendly toilet

MHM friendly	There is water available for MHM within the sanitation facility. In situations where there is no running water, the 20-litre 'Kalingalinga' bucket, or an alternative PVC container, should be used. There is soap for hand-washing available to maintain personal hygiene. There is a screen wall and lockable door for privacy, ensuring there is enough light inside for visibility. MHM toilets are integrated toilets, combining toilet facilities with washrooms to facilitate MHM (MHM-friendly toilet). The toilets are situated on the school premises maintaining a reasonable distance between boys' and girls' toilets. Where space allows, gender-segregated toilets should be placed at opposite sides of the school. Girls' toilets should not be placed close to public space close to e.g. bus stations, shops, restaurants, etc.
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	Allocation of toilets or latrines to be done according to grades (e.g. grades 1–4, grade 5–7 and grades 8–9) so that older girls in upper grades and those in lower grades, who might have started menstruating, have their own privacy.
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Note: Further details are provided within the National Menstrual Hygiene Management Guidelines and Toolkit which provide detailed guidance and teacher materials.

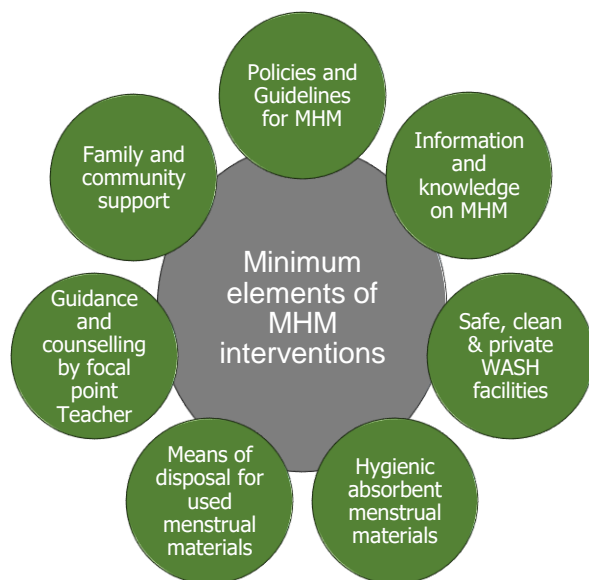


Figure 1: Minimum elements of MHM interventions

3.7 DISABILITY AND INCLUSION

Children with disabilities have the same rights as any other child, including the right to safe water, sanitation and hygiene at school/learning institutions. It is the responsibility of the school/learning institution to meet the specific needs of ALL children, including children with disabilities. Thus:

- The school/learning institution addresses discrimination and stigma when providing WASH services, encourages the participation of people with disability in all decision-making processes and ensures all WinS related information is in formats that people with different types of disabilities can understand.
- The school raises awareness and talks about people with disabilities’ rights to WinS as well as their specific needs when planning, implementing, monitoring and evaluating WinS activities to promote a positive attitude towards addressing the WinS needs of people with disability.
- The school considers disability in the design, monitoring and evaluation of WinS interventions, disaggregates data by disability for monitoring and reporting to DEBS and MoH.

3.7.1 Minimum design criteria for inclusive WinS facilities

Inclusive water	– The location of the drinking water source should be selected to allow students with disabilities (including wheelchair users) to approach and enter the facilities.
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Inclusive sanitation	<ul style="list-style-type: none"> - The location of toilets should be selected to allow persons with disabilities (including wheelchair users) to approach and enter the facilities. - At least one wheelchair-accessible toilet room should be provided in every accessible floor level, if any. - On both sides of a toilet, a grab rail (whether drop-down or fixed to the wall) should be provided. - Accessories such as hand towel, soap, waste bin, etc., should be accessible from the toilet seat. - At least one urinal should be set at a height accessible and equipped with a vertical grab rail.
Inclusive hygiene	<ul style="list-style-type: none"> - The location of hand-washing facility should be selected to allow students with disabilities (including wheelchair users) to approach and enter the facilities. - The wheelchair accessible toilet room should always contain a wash basin. - Accessories such as hand towel, soap, waste bin, etc., should be accessible from the hand-washing facility, including group hand-washing.

3.8 PERSONAL HYGIENE AND NUTRITION

The education sector plays an important role in improving the basic and underlying causes of poor health and malnutrition, as schools can be used as platforms for delivering health and nutrition interventions. In addition, maternal education is strongly associated with young child health and nutrition outcomes. Thus, in line with the *School Health and Nutrition Guideline* the following standards activities shall be implemented:

- Teachers carry out basic physical examination of all the learners before they enter the classroom by observing the following: nails, hair, uniforms, teeth and ears, etc.
- The school collaborates with the health facility to screen the learners at least once a year on personal hygiene.
- SHN activities are learner centred, interactive and participatory in approach.
- School model gardens are established, and students are being advised on practical skills for agriculture and nutrition.

4 WINS INSTITUTIONALIZATION

To enhance ownership, coordination and the following activities shall be implemented:

- The school has nominated a SHN coordinator. His/her ToR includes WinS.
- The school has established a WASH/SHN/MHM club which is functional including a ToR and Annual Work Plan.
- The PTA has established a WinS Committee to coordinate WinS activities at school together with the SHN coordinator.

- The SHN coordinator and SHN/WinS Committee coordinate with health personnel (EHT, CHA) for guidance on environmental health issues, water quality monitoring and sanitation, including emptying of latrines and safe disposal.

5 RESILIENCE, ENVIRONMENTAL HEALTH AND SOLID WASTE MANAGEMENT

Environmental health refers to public health that is concerned with all aspects of the natural and built environment that may affect human health. The school environment needs to be kept clean, safe and conducive for effective learning. Thus:

- Teachers are trained and knowledgeable on best practices related to environmental health.
- SHN coordinator facilitates regular inspections of surroundings, structures and facilities by Local Authorities.
- WinS structures are safe for use and regularly maintained and protected from hazards (strong winds, flooding, drought to safeguard water source, etc.).
- Solid waste is frequently collected and/or disposed to ensure a clean and well-maintained environment and preferably segregated, recycled and reused or composted by any means.

ANNEX: OVERVIEW: MITIGATION AND LOCALIZATION OF NATIONAL WINS STANDARDS

SERVICE LEVEL	WATER	SANITATION	HYGIENE
Advanced Service Level	<p>Access:</p> <ul style="list-style-type: none"> i. Improved water facilities are located within the school premises, available when needed, accessible for learners with disabilities and free from contamination, preferably provided by a water reticulation scheme 	<p>Access</p> <ul style="list-style-type: none"> i. TPR Girls: 1 toilet for 20 learners; 1 hand-washing basin for every 20 learners/per session ii. TPR Boys: 1 toilet for 25 learners; 1 x 60cm urinal for 25 learners/per shift; 1 hand basin for 25 learners iii. Teacher: 1 toilet for 20 teacher gender separated 	<p>Access</p> <ul style="list-style-type: none"> i. The school has hand-washing facilities with water and soap continually available at all times ii. WASH education is an integral part of curriculum and delivered in an interactive and inclusive way iii. Graphics and visuals depicting key hygiene messages
<i>Technical design of facilities according to national design standards (range of technical options/mitigation*)</i>			
	<p>Inclusion</p> <ul style="list-style-type: none"> i. The location of drinking water source should be selected to allow learners with disabilities (including wheelchair users) to approach and enter the facilities 	<p>Inclusion</p> <ul style="list-style-type: none"> i. The location of toilets should be selected to allow persons with disabilities (including wheelchair users) to approach and enter the facilities ii. At least one wheelchair accessible toilet room should be provided on every accessible floor level, if any iii. On both sides of a toilet, a grab rail (whether drop-down or fixed to the wall) should be provided iv. Accessories such as hand towel, soap, waste bin, etc. should be accessible from the toilet seat v. At least one urinal should be set at a height accessible and equipped with a vertical grab rail 	<p>Inclusion</p> <ul style="list-style-type: none"> i. The location of hand-washing facility should be selected to allow learners with disabilities (including wheelchair users) to approach and enter the facilities ii. The wheelchair accessible toilet room should always contain a wash basin iii. Accessories such as hand towel, soap, waste bin, etc. should be accessible from the hand-washing facility, including group hand-washing

			<p>Hand-washing</p> <ul style="list-style-type: none"> i. Daily supervised group hand-washing with soap available at hand-washing station ii. Soap is available at hand-wash basins near toilets
		<p>MHM</p> <ul style="list-style-type: none"> i. All female facilities at school are MHM friendly 	<p>Menstrual Hygiene Management</p> <ul style="list-style-type: none"> i. Availability of adequate supply of emergency menstrual hygiene management materials at the school ii. Regular MHM lessons for learners organized by a competent teacher or PTA member iii. Distribution of IEC materials informed by the MHM toolkit
			<p>Personal Hygiene and Nutrition</p> <ul style="list-style-type: none"> i. Teachers carry out basic physical examination of all the learners before they enter the classroom by observing the following: nails, hair, uniforms, teeth and ears, etc. ii. The school collaborates with the health facility to screen the learners and staff at least once a year iii. School gardens are established and learners are taught practical skills for agriculture and nutrition iv. Grey water is being reused for multiple purposes (e.g. irrigation of school lawns, etc.)
		<p>Safely managed Sanitation</p> <p>Fecal waste is safely disposed on site or transported and treated off-site</p>	
<p>Operation and Maintenance (O&M)</p> <ul style="list-style-type: none"> i. Supervised cleaning of facilities is carried out once a day by learners from Grade 5 and higher, including use of disinfectants in all toilets/latrines at least once per day 			

- ii. Schedule of facility cleaning is visibly posted in the classroom
- iii. Preventive maintenance is carried out once a week by learners and preventive maintenance teachers/PTA members
- iv. Teachers on duty follow daily checklist of WASH-related activities
- v. At least one (1) incinerator is available for the entire school

Resilience, Environmental Health and Solid Waste Management

- i. Teachers are trained so that they are knowledgeable on best practices related to environmental health
- ii. SHN coordinator facilitates regular inspections of surroundings, structures and facilities by Local Authorities
- iii. WinS structures are safe for use and are regularly maintained and protected from hazards (strong winds, flooding, drought) to safeguard water source
- iv. Solid waste is frequently collected and/or disposed of to ensure a clean and well-maintained environment and preferably segregated, recycled and reused or composted by any means

WINS Institutionalization

- i. The school has established a School Health Club which is functional including a ToR and annual work plan
- ii. The PTA has established a WinS Committee to coordinate activities at school together with the SHN coordinator
- iii. The SHN coordinator and WinS Committee coordinate with health personnel (EHT) for guidance on environmental health issues and sanitation
- iv. The WinS Coordinator submits regular reports to the PTA on school health, hygiene and sanitation

Basic Service Level	<p>Access</p> <p>Water from an improved source is available for drinking (1 tap stand for 50 learners) and regular hand-washing at school premise (1 hand basin for every 50 learners/per shift (e.g. kalingalinga bucket)</p>	<p>Access</p> <p>TPR Girls: 1:40 TPR Boys: 1:50</p>	<p>Access</p> <ol style="list-style-type: none"> i. The school has hand-washing facilities, which have soap and water available within the school premises ii. Hygiene education is integral part of curriculum Graphics and visuals (Murals) are depicting key hygiene messages
	<p><i>Age-appropriate Technical design of facilities according to national design standards (range of technical options/mitigation*) with special recognition of the needs of children in ECE centers</i></p>		
		<p>MHM</p> <p>At least one MHM-friendly facility including washing area available at school.</p>	<p>MHM</p> <ol style="list-style-type: none"> i. There is a designated MHM Focal Point Person (MHM FP) at the school who regularly orients male and female learners in MHM to take a lead role in implementing MHM activities. ii. The school stocks menstrual hygiene materials such as cotton wool disposable and washable pads, at all times iii. The school involves health workers to educate the learners on the management of menstrual pain and hold talks with the girls on proper personal hygiene during menses. iv. The school supports the communities through the PTA committees and traditional leadership to understand facts on MHM aiming at supporting the girls and boys at home, their families and the community to make available correct information.

			<p>Personal Hygiene</p> <ul style="list-style-type: none"> i. Teachers carry out routine basic physical examination of all the learners before they enter the classroom by observing the following; nails, hair, uniforms, teeth and ears, etc. ii. The school collaborates with the health facility to screen the learners at least once a year iii. School teachers act as role models and facilitate exchange visits and study tours on good personal hygiene iv. Schools engage parents in enhancing best personal hygiene practices both at school and home.
<p>Operation and Maintenance (O&M)</p> <ul style="list-style-type: none"> i. Supervised cleaning of facilities is carried out at least once a day by learners from Grade 5 and higher, or a cleaner is tasked to clean the facilities on a daily basis if funding is available Note: In any case learners should clean facilities at least once a week as part of life skills development ii. Schedule of routine facility cleaning is visibly posted in the classroom iii. Preventive maintenance is carried out once a week by learners and preventive maintenance teachers through School Health Clubs and periodically by PTA members. This also includes review measures to prevent vandalism v. Teacher on duty follows daily checklist of WASH related activities 			
<p>WINS Institutionalization</p> <ul style="list-style-type: none"> i. The school has established a School Health club which is functional including a ToR and annual work plan ii. The PTA has established a WinS/MHM Committee to coordinate WinS/MHM activities at school together with the SHN coordinator iii. The SHN coordinator and WinS Committee collaborate with health personnel (EHT, CHAs) for guidance on environmental health issues and sanitation 			