

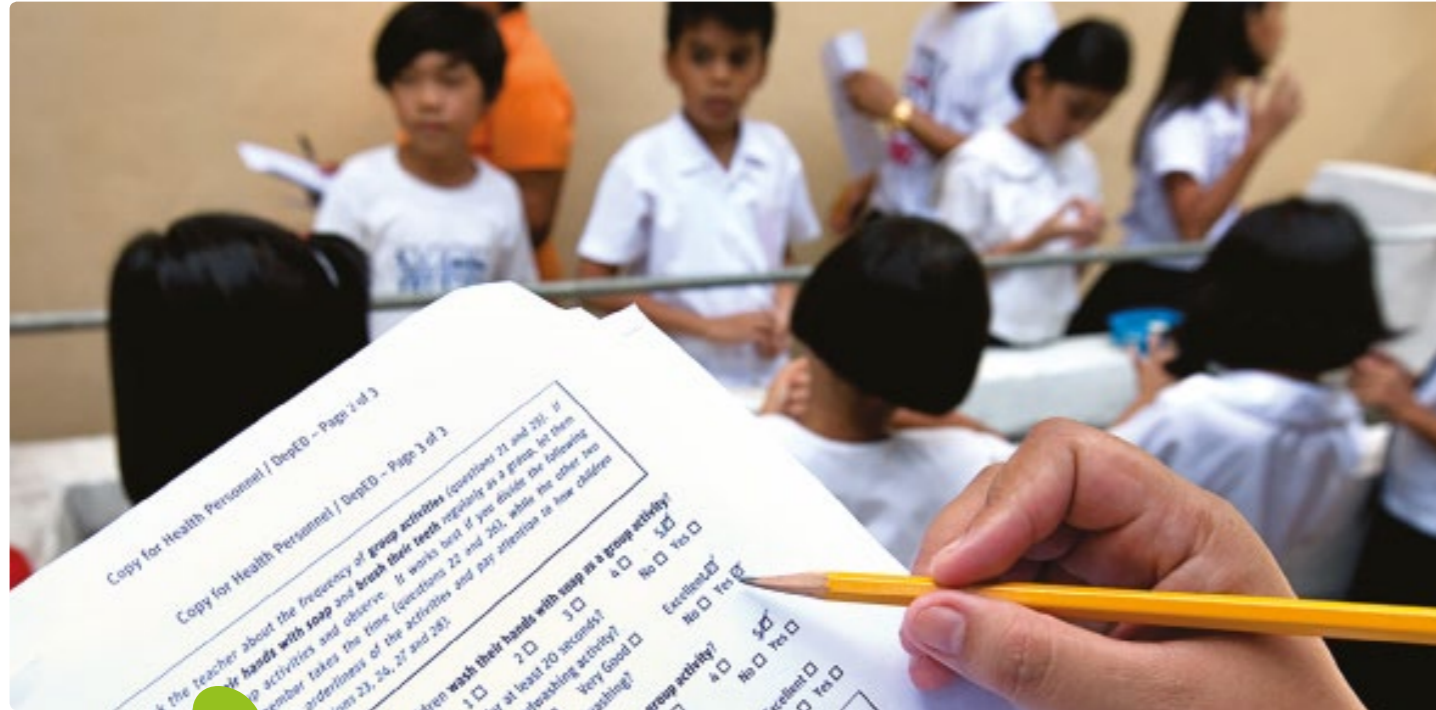
sustainable  
sanitation  
alliance



DIGITAL  
MONITORING  
APPROACHES  
TO TRIGGER  
ACTION

# Making WASH in Schools more Sustainable VOL.III

Best Practices from SuSanA Partners



This publication is the follow up of the first and second collection of WASH in Schools best practices by SuSanA partners. The first volume was launched in Stockholm at the SuSanA meeting in 2014 and received a great echo in the SuSanA community and beyond. Especially welcomed was the message that WASH in Schools is not only a challenge in low- but also in high-income countries. Many schools can benefit from ideas on how to sustainably improve their WASH situation in terms of hardware, but especially in regards to software measures. The second volume again featured examples from all over the world.

This third volume focuses on the topic of monitoring and evaluation (M&E). The aim is to show how digital approaches for M&E can be used to trigger action for improvements in WASH in Schools. It introduces the WHO/UNICEF JMP core and expanded questions and indicators for monitoring WASH in Schools within the SDG Monitoring Framework and shows how these questions have been successfully used by government agencies in India and the Philippines.

For the concept development, compilation and editing of this publication, substantial work was done by the SuSanA secretariat / GIZ sector programme "Sustainable Sanitation": Jan-Christoph Schlenk, Katherine Pizzacalla, Christopher Korb, Dr. Bella Monse

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Left: Norbert Barthle  
Right: Thilo Panzerbieter,  
Dr. Bella Monse,  
Norbert Barthle

## DEAR READERS

Education is key for sustainable development and for the future of every child on our planet. It is a considerable achievement that more and more children in developing countries are attending school. But in order to provide a healthy learning environment we must focus not only on the classrooms but also on the washrooms:

- › 30 % of schools worldwide do not provide basic drinking water;
- › a third of all schools do not have basic sanitation facilities;
- › nearly 900 million children go to schools without handwashing facilities with water and soap.

So we are still a long way from our goal of guaranteeing children their human rights to health, education and dignity. This is a serious cause for concern, given that poor WASH remains the main cause of faecally-transmitted infections (FTIs), including cholera and diarrheal disease. Each year, a third of schoolchildren in poor countries contract worm-related diseases like schistosomiasis. More than 20 per cent of deaths in children below the age of 14 are attributable to unsafe water, inadequate sanitation or poor hygiene. Girls are especially affected by a lack of adequate sanitation facilities. To keep girls in school after menarche, they need gender-segregated, usable (available, functional, and private) toilets and washing facilities with water and soap. These basic conditions are essential for girls to be able to manage their menstruation in school and to continue their education.

But there are signs of progress. WASH in Schools is part of the Sustainable Development Goals (SDGs). The current brochure presents best practice models. Together with our partners in the Sustainable Sanitation Alliance (SuSanA) we have contributed to these success stories: 70 million children are visiting schools in India and the Philippines, which got actively involved in improving their WASH conditions. 20 million children in India and the Philippines are attending schools, which are reaching all three Water, Sanitation and Hygiene indicators required for achieving the SDGs.

Norbert Barthle, Parliamentary State Secretary  
German Federal Ministry for Economic Cooperation and Development (BMZ)

# INTRODUCTION



Left: Dr. Arne Panesar  
Right: 27th SuSanA Meeting,  
Cape Town, South Africa

## DEAR READERS

Over the last 10 years WASH in Schools is at the core of SuSanA's Working Group 7 "Sustainable WASH in institutions and gender equality". Through partners, SuSanA has contributed to developing SDG indicators that concretise WASH in Schools. To reach SDG 4 for Education, all schools must provide access to drinking water, gender-segregated and usable toilets as well as handwashing stations with water and soap by the year 2030. While this itself is an ambitious goal, many governments do not even have the data needed to understand their current WASH in Schools status and to track their improvement towards this target.

I am happy to see the third volume of the SuSanA case story collection which highlights two innovative examples of digital monitoring and evaluation (M&E) approaches for WASH in Schools. These country examples present practices how to use monitoring beyond reporting purpose: monitoring is used to trigger action on school, district, province and national level. These digital monitoring systems enable governments to develop incentive systems and motivate schools to continuously improve their WASH in Schools status in a stepwise manner. GIZ and UNICEF – both partners of SuSanA – have developed the Three Star Approach for WASH in Schools, which has been adopted by the Ministries of Education in many countries. This approach provides the basis for the monitoring systems developed in these two case studies.

It is clear in these examples that data collection on this scale is only made feasible through the use of digital solutions. Incorporating new technologies allows national governments to collect data from tens of thousands of schools into one system and provide a feedback loop including guidance for improvement back to the schools. I hope that the examples showcased in this brochure will trigger exchange between countries and stakeholders. Let us continue to join forces to reach the SDGs for WASH in Schools.

Dr. Arne Panesar  
Secretariat of the Sustainable Sanitation Alliance  
hosted by the Sector Programme "Sustainable Sanitation", GIZ

# WASH in SCHOOLS IN THE SDGs

## GOALS

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

## TARGETS

- 6.1** By 2030, achieve universal and equitable access to safe and affordable drinking water for all
- 6.2** By 2030, achieve access 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

## INDICATORS

See 4.a.1 for WASH in Schools indicators



## GOALS

**SDG 4:** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

## TARGETS

**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

## INDICATORS

- 4.a.1** Proportion of schools with access to:
- (a) electricity;
  - (b) the internet for pedagogical purposes;
  - (c) computers for pedagogical purposes;
  - (d) adapted infrastructure and materials for students with disabilities;
  - (e) basic drinking water;
  - (f) single-sex basic sanitation facilities; and
  - (g) basic handwashing facilities  
(as per the WASH indicator definitions)



It is of utmost importance to children's health and education that access to drinking water, sanitation and hygiene (WASH) is prioritised not only in a domestic setting but also beyond the household level – in schools. As children spend a substantial amount of hours in school, the availability of WASH is essential to use educational opportunities and reduces the likelihood of child-to-child disease transmission.

WASH in Schools is addressed in SDG 6 for Water & Sanitation and included as a target in SDG 4 for Education, highlighting the role of the education sector to ensure the provision of at least basic WASH in Schools services. The terms "universal" and "for all" in Target 6.1. and 6.2 entail the understanding that extending WASH monitoring from the household level to non-household settings (e.g. schools, healthcare facilities) is part of the progression from Millennium Development Goals (MDGs) to the SDGs. Target 6.2. specifically addresses the needs of girls and vulnerable individuals. WASH in Schools is explicitly addressed under Target 4.a.1 by mentioning the "proportion of schools with access to: ... (e) basic drinking water; (f) single-sex basic sanitation; and (g) basic handwashing facilities" (see figure above).

The SDG reporting is carried out by the WHO/UNICEF Joint Monitoring Programme for Water Supply, Sanitation and Hygiene (JMP). In order to contribute to the global WASH in Schools monitoring and reporting, Ministries of Education are requested to include the core WASH in Schools indicators into the regular annual education sector monitoring, called Educational Management Information System (EMIS). With the inclusion of the SDG indicators into the EMIS, responsibility for management of WASH in Schools is with the education sector. The WHO/UNICEF JMP developed service ladders to support countries on their way to reach the indicators (more details on the next page).

# GLOBAL WASH in SCHOOLS INDICATORS

## WHO/UNICEF JMP SERVICE LADDERS FOR MONITORING WASH in SCHOOLS

A group of global experts under the leadership of WHO/UNICEF JMP have developed core and expanded questions and indicators for monitoring WASH in Schools in the SDGs.

The provision of multi-level service ladders allows countries to monitor WASH in Schools and support evaluation regarding progress in reducing inequalities. Drinking water, sanitation and hygiene are presented in separate ladders. The core service ladders in these three categories are divided into: no service, limited service, and basic service. The “basic” service requirements mirror the SDG indicator for target 4.a.

To give countries with extensive implementation resources an understanding that the “basic” service level is not their aspirational aim, a supplementary “advanced” service level is outlined; with the “advanced” level criteria summarized below.

However, these criteria provide only preliminary guidance and countries are encouraged to adapt them to their specific national needs, priorities, and available resources. Additionally, countries are encouraged to review and adapt national WASH in Schools standards/guidelines and targets taking the service ladders and suggested questions (core and expanded) into account.

For more information see WHO/UNICEF JMP Global Baseline Report 2018.

## CORE QUESTIONS AND EXPANDED QUESTIONS FOR SCHOOL SURVEYS

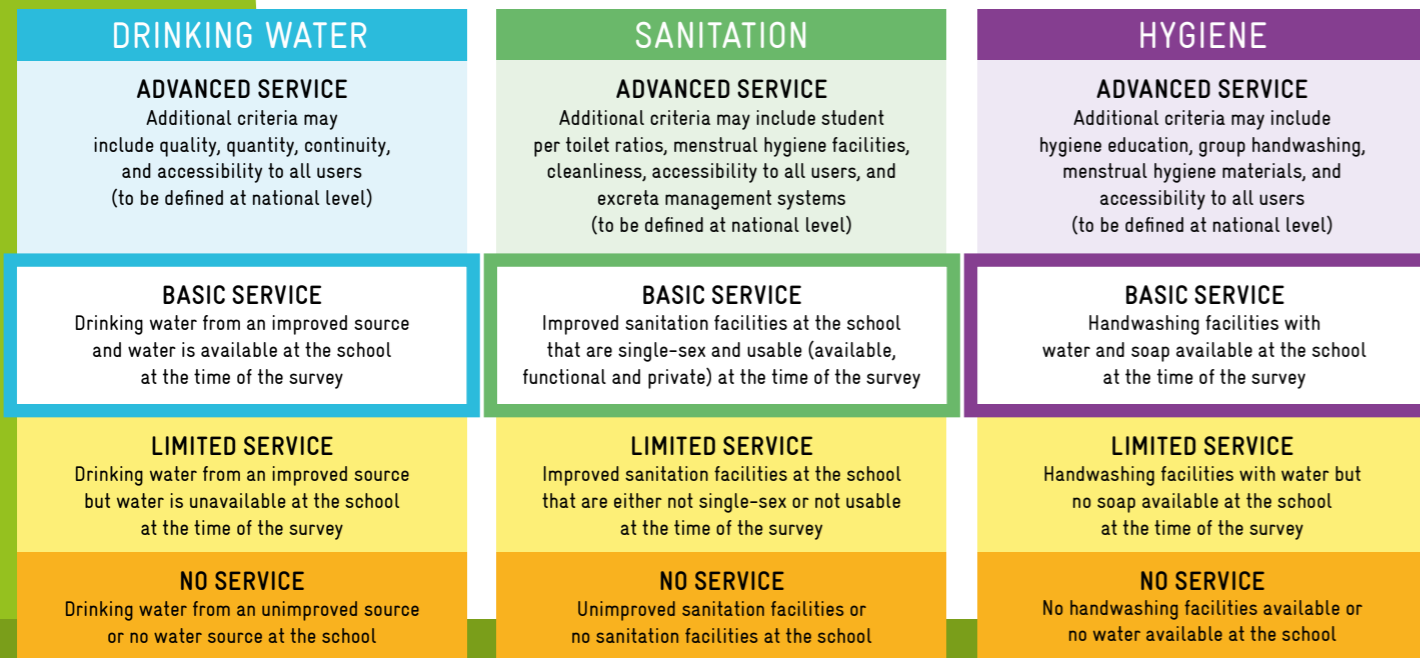
It is suggested to use the following core and expanded questions to monitor the SDG indicators. These questions are subcategorized under the three topics: drinking water, sanitation and hygiene.

### CORE QUESTIONS

The WHO/UNICEF JMP has developed seven core questions. It is recommended to use all core questions in any survey or questionnaire. Should there be no capacity to include all seven of them, the current recommendation is to only focus on all core questions related to one (or two) sections – water, sanitation, or hygiene. It is not advised to include only some questions related to each section as this would decrease the ability to account for the individually mentioned SDG indicators for WASH in Schools.

### EXPANDED QUESTIONS

A list of expanded questions is available for countries that have increased capacity and resources to monitor additional aspects of WASH in Schools. Piloting and possibly adjusting the questions is needed to ensure they are suited to the respective country context, local understanding, and meet national priorities.



## NEW WHO/UNICEF JMP SERVICE LADDERS FOR MONITORING WASH in SCHOOLS

DRINKING WATER	SANITATION	HYGIENE
<b>EXPANDED QUESTIONS: POTENTIAL CRITERIA “ADVANCED SERVICE”</b>		
<b>XW1:</b> In the previous two weeks, was drinking water from the main source available at the school throughout each school day? <input type="radio"/> Yes <input type="radio"/> No	<b>XS1:</b> Are water and soap available in a private space for girls to manage menstrual hygiene? <input type="radio"/> Yes, water and soap <input type="radio"/> Water, but no soap <input type="radio"/> No water	<b>XH1:</b> Are there handwashing facilities accessible to those with limited mobility or vision? <input type="radio"/> Yes <input type="radio"/> No
<b>XW2:</b> Is drinking water from the main source typically available throughout the school year? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Mostly	<b>XS2:</b> Are there covered bins for disposal of menstrual hygiene materials in girls’ toilets? <input type="radio"/> Yes <input type="radio"/> No	<b>XH2:</b> Are there handwashing facilities accessible to the smallest children at the school? <input type="radio"/> Yes <input type="radio"/> No
<b>XW3:</b> Is drinking water accessible to the those with limited mobility or vision? <input type="radio"/> Yes <input type="radio"/> No	<b>XS3:</b> Are there disposal mechanisms for menstrual hygiene waste at the school? <input type="radio"/> Yes <input type="radio"/> No	<b>XH3:</b> Where are handwashing facilities with water and soap located at the school? (mark all that apply) <input type="checkbox"/> Toilets <input type="checkbox"/> Food preparation area <input type="checkbox"/> Food consumption area <input type="checkbox"/> Classrooms <input type="checkbox"/> School yard <input type="checkbox"/> Other _____
<b>XW4:</b> Is drinking water accessible to the smallest children at the school? <input type="radio"/> Yes <input type="radio"/> No	<b>XS4:</b> How many times per week are the student toilets cleaned? <input type="radio"/> At least once per day <input type="radio"/> 2 to 4 days per week <input type="radio"/> Once per week <input type="radio"/> Less than once per week	<b>XH4:</b> How many handwashing facilities with water and soap are located at the school? > Total number of taps _____ > Number of taps with water & soap _____
<b>XW5:</b> How many drinking water points (e.g. taps) are at the school? > Insert number _____	<b>XS5:</b> In general, how clean are the student toilets? <input type="radio"/> Clean <input type="radio"/> Somewhat clean <input type="radio"/> Not clean	<b>XH5:</b> How many times per week are group handwashing activities conducted for all students? <input type="radio"/> At least once per school day <input type="radio"/> 2 to 4 days per week <input type="radio"/> Once per week <input type="radio"/> Less than once per week
<b>XW6A:</b> Does the school do anything to the water from the main source to make it safe to drink? <input type="radio"/> Yes <input type="radio"/> No	<b>XS6:</b> Is there at least one usable toilet/latrine that is accessible to the smallest children at the school? <input type="radio"/> Yes <input type="radio"/> No	<b>XH6:</b> Which of the following provisions for menstrual hygiene management (MHM) are available at the school? <input type="checkbox"/> Bathing areas <input type="checkbox"/> MHM materials (e.g. pads) <input type="checkbox"/> MHM education
<b>XW6B:</b> If yes, what treatment method is used? <input type="radio"/> Filtration <input type="radio"/> Boiling <input type="radio"/> Chlorination <input type="radio"/> SODIS <input type="radio"/> Ultraviolet disinfection <input type="radio"/> Other _____	<b>XS7:</b> Is there at least one usable toilet/latrine that is accessible to those with limited mobility or vision? <input type="radio"/> Yes <input type="radio"/> No	<b>XH7:</b> How is solid waste (garbage) from the school disposed of? <input type="radio"/> Collected by municipal waste system <input type="radio"/> Burned on premises <input type="radio"/> Buried and covered on premises <input type="radio"/> Openly dumped on premises
<b>XW7:</b> Is the school’s main water source compliant with national standards for drinking water? Contaminant: _____ Tested in past 12 months: > E. coli <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know > Arsenic <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know > Lead <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know > Other _____ <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know > Unknown <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know Compliant: > E. coli <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know > Arsenic <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know > Lead <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know > Other _____ <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know > Unknown <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know	<b>XS8:</b> Where are the student toilets located? <input type="radio"/> Within school building <input type="radio"/> Outside building, but on-premises <input type="radio"/> Off-premises	<b>XH8:</b> How is solid waste (garbage) from the school disposed of? <input type="radio"/> Collected by municipal waste system <input type="radio"/> Burned on premises <input type="radio"/> Buried and covered on premises <input type="radio"/> Openly dumped on premises
	<b>XS9:</b> When are students permitted to use the school toilets/latrines? <input type="radio"/> At all times during the school day <input type="radio"/> During specific times during the school day <input type="radio"/> There are no toilets available for use at the school	<b>XH9:</b> How is solid waste (garbage) from the school disposed of? <input type="radio"/> Collected by municipal waste system <input type="radio"/> Burned on premises <input type="radio"/> Buried and covered on premises <input type="radio"/> Openly dumped on premises
	<b>XS10:</b> Are culturally appropriate anal cleansing materials currently available to all students? <input type="radio"/> Yes <input type="radio"/> No	<b>XH10:</b> How many bathing areas are available? > Insert number _____
	<b>XS11:</b> Is there functional lighting in the student toilets on the day of the survey/questionnaire? <input type="radio"/> All toilets <input type="radio"/> Some toilets <input type="radio"/> None	<b>XH11:</b> Are there separate facilities or times for girls and boys to bathe? <input type="radio"/> Yes <input type="radio"/> No
	<b>XS12:</b> Are latrines or septic tanks emptied (or latrines safely covered) when they fill up? <input type="radio"/> Yes <input type="radio"/> No	<b>XH12:</b> Are there separate facilities or times for students and residential staff to bathe? <input type="radio"/> Yes <input type="radio"/> No
		<b>XH13:</b> Is there at least one bathing area that is accessible for females with limited mobility and a separate one for males with limited mobility? <input type="radio"/> Yes <input type="radio"/> No
		<b>XH14:</b> Is there hot water available in the student bathing areas? <input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never

## CORE QUESTIONS: CRITERIA “BASIC SERVICE”

<b>W1:</b> What is the main source of drinking water provided by the school? (check one – most frequently used) <input type="radio"/> Piped water supply <input type="radio"/> Protected well/spring <input type="radio"/> Rainwater <input type="radio"/> Unprotected well/spring <input type="radio"/> Packaged bottled water <input type="radio"/> Tanker-truck or cart <input type="radio"/> Surface water (lake, river, stream) <input type="radio"/> No water source	<b>S1:</b> What type of student toilets/latrines are at the school? (check one – most common) <input type="radio"/> Flush/Pour-flush toilets <input type="radio"/> Pit latrines with slab <input type="radio"/> Composting toilets <input type="radio"/> Pit latrines without slab <input type="radio"/> Hanging latrines <input type="radio"/> Bucket latrines <input type="radio"/> No toilets or latrines	<b>H1:</b> Are there handwashing facilities at the school? <input type="radio"/> Yes <input type="radio"/> No
<b>W2:</b> Is drinking water from the main source currently available at the school? <input type="radio"/> Yes <input type="radio"/> No	<b>S2:</b> How many student toilets/latrines are currently usable (available, functional, private)? > Number of holes/seats/stances: _____	<b>H2:</b> Are both soap and water currently available at the handwashing facilities? <input type="radio"/> Yes, water and soap <input type="radio"/> Water only <input type="radio"/> Soap only <input type="radio"/> Neither water or soap
	<b>S3:</b> Are the toilets/latrines separate for girls & boys? <input type="radio"/> Yes <input type="radio"/> No	

# EXAMPLE HOW TO INTEGRATE CORE QUESTIONS INTO NATIONAL EMIS

## 1. What is the main source of drinking water for the school? (check one)

- Piped water     Tubewell/borehole     Covered well/spring     Rainwater catchment  
 Open well/spring     Cart/tanker-truck     Lake/river/stream     Bottled water  
 No water

## 2. Is drinking water from the main source currently available at the school?

- Yes     No

## 3. What type of student toilets/latrines are at the school? (check one – most common)

- Flush/Pour -flush toilets     Pit latrines with slab     Composting toilets  
 Pit latrines without slab     Hanging latrine (hole over water)     Bucket latrine  
 No toilets or latrines

## 4. How many student toilets/latrines are currently usable (available, functional, private)?

Insert number

## 5. Are the toilets/latrines separate for girls and boys?

- Yes     No

## 6. Are there handwashing facilities at the school?

- Yes     No

## 7. Are both soap and water currently available at the handwashing facilities?

- Yes, soap and water     Water only     Soap only     Neither

WHO/UNICEF 2016

## DRINKING WATER, SANITATION AND HYGIENE IN SCHOOLS – GLOBAL BASELINE REPORT (UNICEF & WHO, 2018)

The WHO and UNICEF, through the Joint Monitoring Programme for Water Supply, Sanitation and Hygiene (JMP), have produced regular updates on WASH since 1990. Together, they are responsible for monitoring SDG targets 6.1 and 6.2 and supporting monitoring of other WASH-related targets.

This first WHO/UNICEF JMP report on WASH in Schools introduces new service ladders and reports on national, regional and global baseline estimates that contribute towards global monitoring of SDG targets 6.1 and 6.2 – universal access to WASH – and SDG target 4.a – inclusive and effective learning environments for all.

> <https://washdata.org/report/jmp-2018-wash-in-schools-final>

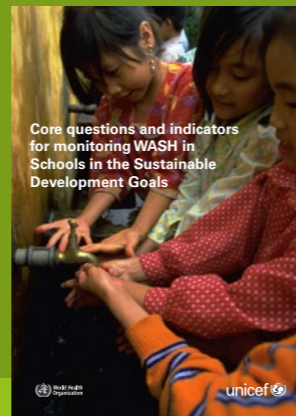


## CORE QUESTIONS AND INDICATORS FOR MONITORING WASH IN SCHOOLS IN THE SDGs (UNICEF & WHO, 2016)

Through expert consultations, the WHO/UNICEF JMP has developed core questions to support harmonised monitoring of WASH in Schools as part of the SDGs. The questions intend to harmonise indicator definitions of the different steps of the service ladders that can be used to monitor progress. They are intended for use in national or sub-national facility surveys and census questionnaires.

National and sub-national surveys benefit from using the WHO/UNICEF JMP questions and response categories as surveys are comparable over time and between countries.

> <https://washdata.org/report/jmp-2018-core-questions-and-indicators-monitoring-wins>



# OVERVIEW AND POTENTIAL

## CONDUCTING LARGE-SCALE SURVEYS WITHIN THE SDG WASH in SCHOOLS MONITORING FRAMEWORK

This publication shows best practice examples in which the core and expanded questions developed by the WHO/UNICEF JMP have been used and adapted to trigger action for WASH in Schools improvements.

The following examples from India and the Philippines illustrate how M&E of WASH in Schools can be implemented on a broad basis and how the monitoring systems can be used to achieve improvements for WASH in Schools.

THE NEED FOR WASH IMPROVEMENTS IN SCHOOLS IS ALSO VERY HIGH FOR MANY COUNTRIES IN AFRICA.

It is therefore imperative to also continue progress on WASH in Schools in these regions and create incentives to improve the WASH situation in African schools.

The core and expanded questions developed by the WHO/UNICEF JMP represent a great potential for triggering action and comparing WASH in Schools status across countries to identify those regions with greatest needs for WASH in Schools improvement.



# BEST PRACTICE FROM INDIA

## MONITORING WASH in SCHOOLS ALONG THE SDGs

### SWACHH VIDYALAYA PURASKAR SCHOOL YEAR 2016-2017



Above: Launch event of the "Swachh Bharat - Swachh Vidyalaya" (Clean India - Clean Schools) initiative

### INTRODUCTION

IN INDIA, WHICH IS EXPECTED TO REPLACE CHINA AS THE MOST POPULOUS COUNTRY IN 2020, THE LACK OF WASH INFRASTRUCTURE IN SCHOOLS IS STILL A MAJOR OBSTACLE TO LEARNING FOR MILLIONS OF CHILDREN.

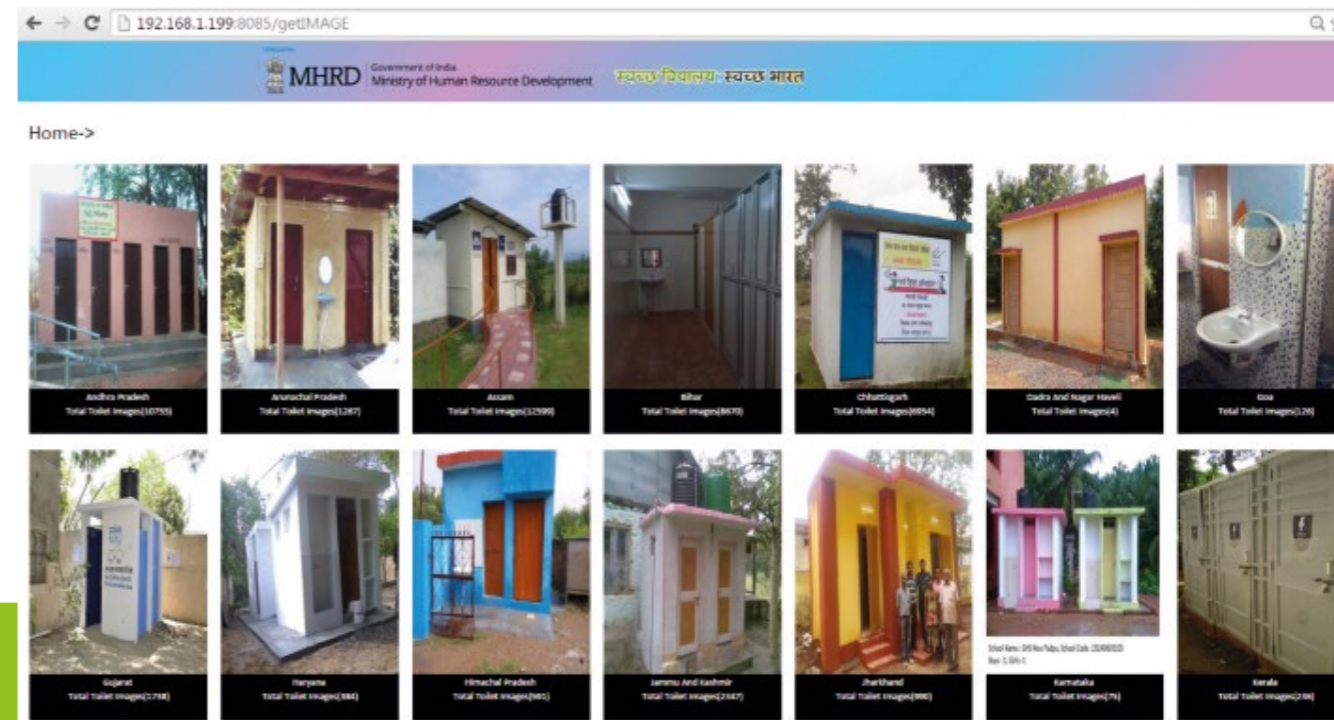
With a target of reaching 110 million children in 1.4 million schools, India faces a great challenge to make its schools and surrounding communities open defecation-free, and to provide adequate water and hygiene services.

In 2014, the Government of India (GoI) launched its "Swachh Bharat" (Clean India) programme, which later incorporated a WASH in Schools element. A bottle-neck analysis revealed a lack of budgets to support WASH in Schools, poor data and monitoring systems, inadequate and nonfunctional WASH facilities, poor maintenance of WASH facilities and poor handwashing behavior. Consequently, in the same year, the GoI and its Ministry of Human Resource Development (MHRD) called for action to improve the health and education for 110 million children through advocacy and partnerships, technical support, evidence generation and institutional strengthening. The "Swachh Bharat - Swachh Vidyalaya" (Clean India - Clean Schools) initiative was launched to ensure that all schools in India have access to functional single-sex toilets and to promote safe and appropriate hygiene practices in schools.

The "Swachh Vidyalaya" (Clean Schools) initiative has defined the essential elements of WASH in Schools and subdivided those under five categories:

1. WATER
2. SANITATION
3. HANDWASHING WITH WATER AND SOAP
4. OPERATIONS AND MAINTENANCE (O&M)
5. BEHAVIOR CHANGE ACTIVITIES AND CAPACITY BUILDING

ESSENTIAL ELEMENTS OF WASH in SCHOOLS DEFINED BY THE SWACHH VIDYALAYA INITIATIVE



WEB PORTAL TO PLAN, MONITOR AND SUPPORT THE INITIATIVE IN REAL TIME. IT ENABLED CORPORATES AND PARTNERS TO EASILY NAVIGATE AND IDENTIFY SPECIFIC LOCATIONS AND SCHOOLS THEY WISHED TO SUPPORT FOR CONSTRUCTION AND REPAIR OF TOILETS. IT ALLOWED THEM TO PLEDGE FINANCIAL AND IN-KIND COMMITMENTS.

Based on these categories, the MHRD, in collaboration with the Administrative Staff College of India (ASCI) and UNICEF, conducted a large-scale survey to determine the status quo regarding the availability of essential WASH in Schools elements in urban and rural schools. Moreover, in order to increase participation rates of schools in the survey and to highlight such schools that could serve as best practice examples in carrying out adequate WASH in Schools, a recognition system, the Swachh Vidyalaya Puraskar (SVP; Clean School Awards), was developed and implemented.

Open to all schools in both rural and urban areas, the SVP entailed schools self-nominating themselves for the awards, which were given for overall performance as well as for performance in individual categories at district, state and national level.

A Five-Star-Grading-System was developed to measure the performance of schools against each category. Corresponding to the level of adherence to the minimum service standards aligned to the SDG Monitoring Framework for WASH in Schools, each individual school received a rating for performance in each category and a resulting overall performance rating reaching from one to five stars (see figure on the right).

### FIVE-STAR SCHOOL RATING SCHEME

★★★★★  
90% - 100% OF THE NORMS  
EXCELLENT: KEEP IT UP!!

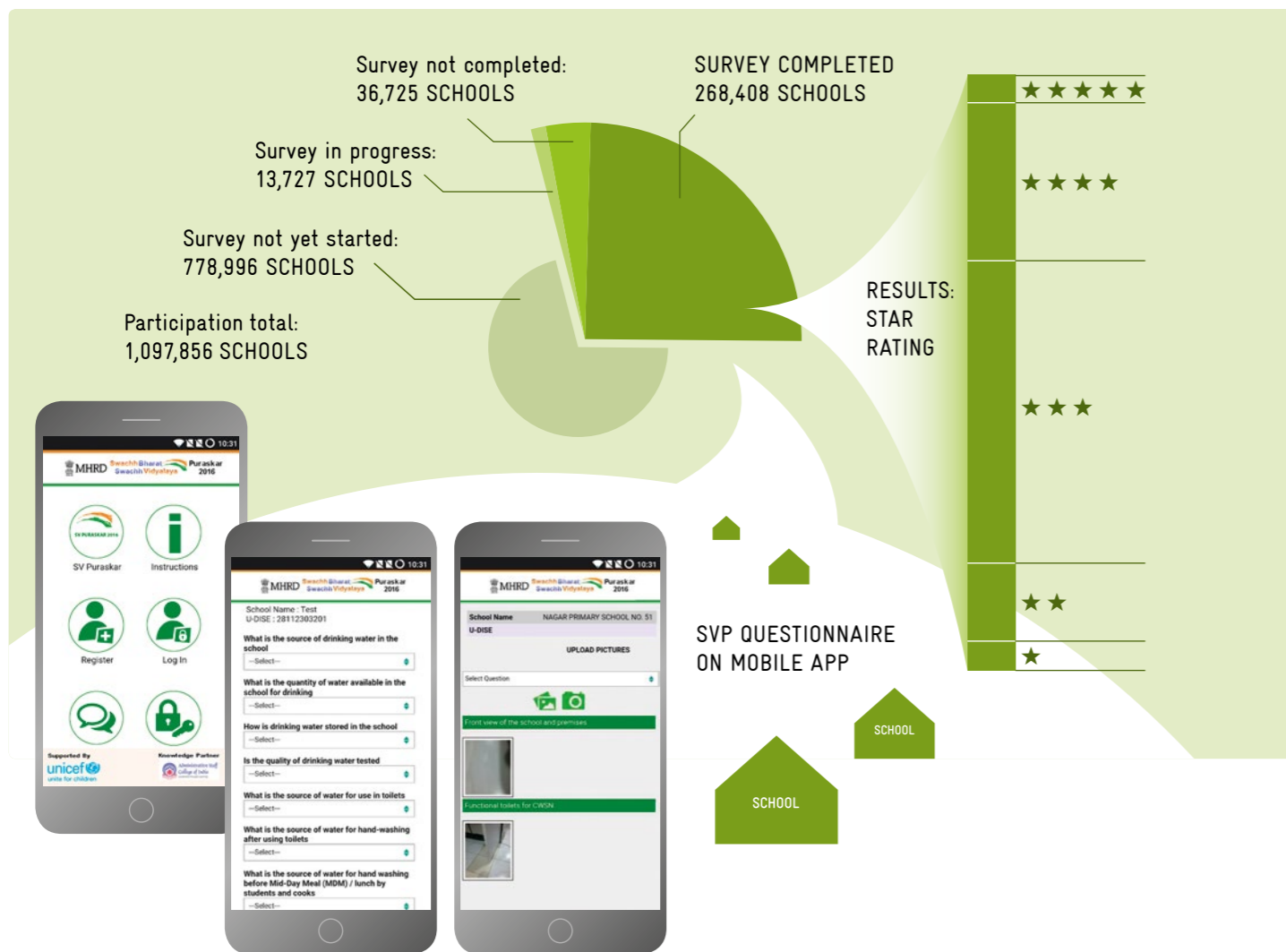
★★★★  
75% - 89% ADHERENCE TO THE NORMS  
VERY GOOD

★★★  
51% - 74% ADHERENCE TO THE NORMS  
GOOD: BUT THERE IS A SCOPE FOR IMPROVEMENT

★★  
35% - 50% ADHERENCE TO NORMS  
FAIR: NEEDS IMPROVEMENT

★  
BELOW 35% ADHERENCE TO THE NORMS  
POOR: NEEDS CONSIDERABLE IMPROVEMENT

Each school should score a minimum Two Star rating in each of the sub-categories in order to be eligible for any award.



The creation of this system in combination with a healthy form of competition between districts and schools in the course of the SVP was seen as a valuable approach to create demand for (self-)improvement.

Moreover, easy data collection via app encouraged participation. School officials used a mobile app to fill in a questionnaire asking for the availability and condition of existing WASH infrastructure on school premises. The online questionnaire contained 39 questions, mainly consisting of the WHO/UNICEF JMP core and expanded questions under the SDG Monitoring Framework, and was supplemented by a number of other questions specifically tailored to the Indian context. Moreover, in order to verify the documented performance, schools had to take up to eight photos of WASH components and upload them together with the questionnaire (see figure above).

In response to the national call for action, more than 260,000 schools from 35 states and union territories across the country participated in the survey. Because of this extensive survey, schools, districts and states improved their WASH in Schools standards and are still striving to improve WASH infrastructure, maintenance practices, behavior change communication and financing options.

### RESULTS: USING THE COLLECTED DATA TO MONITOR AND EVALUATE WASH in SCHOOLS IN INDIA

Of the total 1,097,856 schools that were eligible to take part in the SVP and therefore in the survey, 268,408 schools completed the questionnaire. The collected data was used to assess the WASH in Schools situation in India's rural and urban areas (see figure above).

## KEY LEARNINGS FROM INDIA

As a result of the launch of the Clean School Award (SVP), an unprecedented scale of WASH in Schools interventions was implemented. It is important to

### FIND THE RIGHT ENTRY POINT

to achieve scale and impact as a first step. Starting with just a few schools to test the innovation and getting government's buy-in is crucial.

Before moving to scale, it is essential to

### HAVE THE BASICS READY

– technical designs, communication package, templates for scaling up.

The key is a

### CLEAR DEFINITION OF MINIMUM STANDARDS AND PRINCIPLES,

and multi-level advocacy is essential to leverage interest and attention of government.

### KEEPING THINGS SIMPLE

and making the M&E approach practice-based guarantees results.

### PARTNERSHIPS ADD VALUE AND STRENGTH.

Engagement of multiple stakeholders, each with a distinct role cannot be overstated, and strengthening existing platforms to remain effective builds on existing capacities.

The value of the approach is beyond the surveying and data collection. The creation of the Five-Star-Grading-System linked to a

### HEALTHY COMPETITION BETWEEN DISTRICTS AND SCHOOLS

in the course of the Swachh Vidyalaya Puraskar helped to incentivize improvements of WASH in Schools standards.

## FURTHER STEPS

After this first very successful survey from 2016 to 2017, a second survey was conducted and the number of participating schools was far exceeded. Between 2017 and 2018, nearly 600,000 schools were surveyed, and ASCI is striving to use their experience from the first two surveys to double the number of participating schools in the upcoming survey to include more than one million schools.

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### MORE INFORMATION

Swachh Vidyalaya Puraskar 2016  
<https://bit.ly/2KsmCYy>  
[www.asci.org.in](http://www.asci.org.in)



Administrative Staff College of India  
Leadership through Learning

# BEST PRACTICE FROM THE PHILIPPINES

MONITORING WASH in SCHOOLS ALONG THE SDGs  
 "DepEd WinS" – NATIONAL MONITORING SCHOOL YEAR 2017–2018



## INTRODUCTION

THE PHILIPPINES PROVIDES AN EXAMPLE OF A COUNTRY, WHICH HAS SET HIGH NATIONAL STANDARDS FOR WASH in SCHOOLS. IN 2016, THE DEPARTMENT OF EDUCATION (DepEd) OF THE PHILIPPINES RELEASED A WASH in SCHOOLS POLICY ARTICULATING ITS COMMITMENT TO ENSURE ACCESS TO CLEAN WATER, FUNCTIONAL TOILETS, AND PROPER HYGIENE FOR ALL OF ITS 46,645 PUBLIC SCHOOLS.

To achieve this the DepEd has released implementing guidelines and a monitoring framework, including a digital and incentive based M&E system. Even the participation in WASH in Schools M&E is voluntary, more than 30,000 schools submitted their data. The schools appreciated receiving an immediate feedback response, providing guidance, how to improve the WASH in Schools status at school level. The data reflects that 14 million school children attend schools which use the M&E system and make efforts to improve their WASH in Schools status. Up to now 3 million children in the Philippines attend schools which have already reached all SDG indicators for WASH in Schools.

### THE BENEFITS OF COLLECTING WASH in SCHOOLS DATA VIA A DIGITAL SOLUTION WERE MANY AND VARIED:

By providing an excel-based survey form, schools could be reached that would otherwise be very difficult to access.

The data collection via a digital tool was relatively inexpensive compared to a paper-based survey.

The collected data could be compiled and visualized in an easy and uncomplicated way. Visualizing data was very important to inform decision-makers in the higher levels of ministry quickly and comprehensively about the WASH status of schools and to subsequently argue for necessary changes.

The real-time feedback that was made available to schools after entering their WASH data and that provided them with information on their performance in national comparison not only sparked and intensified schools' efforts to improve WASH, but also provided direct recommendations on next steps for improving WASH in Schools.

## THREE STAR APPROACH FOR WASH in SCHOOLS



### THREE STAR SCHOOL MEETING NATIONAL STANDARDS

- › School facilities and systems upgraded to meet national standards



### TWO STAR SCHOOL INCREMENTAL IMPROVEMENTS

- › Hygiene education and facilities to promote handwashing with soap after toilet use
- › Improved sanitation facilities, plus facilities and education for menstrual hygiene management (MHM)
- › Low-cost point-of-use water treatment introduced in schools



### ONE STAR SCHOOL DAILY ROUTINES TO PROMOTE HEALTHY HABITS

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

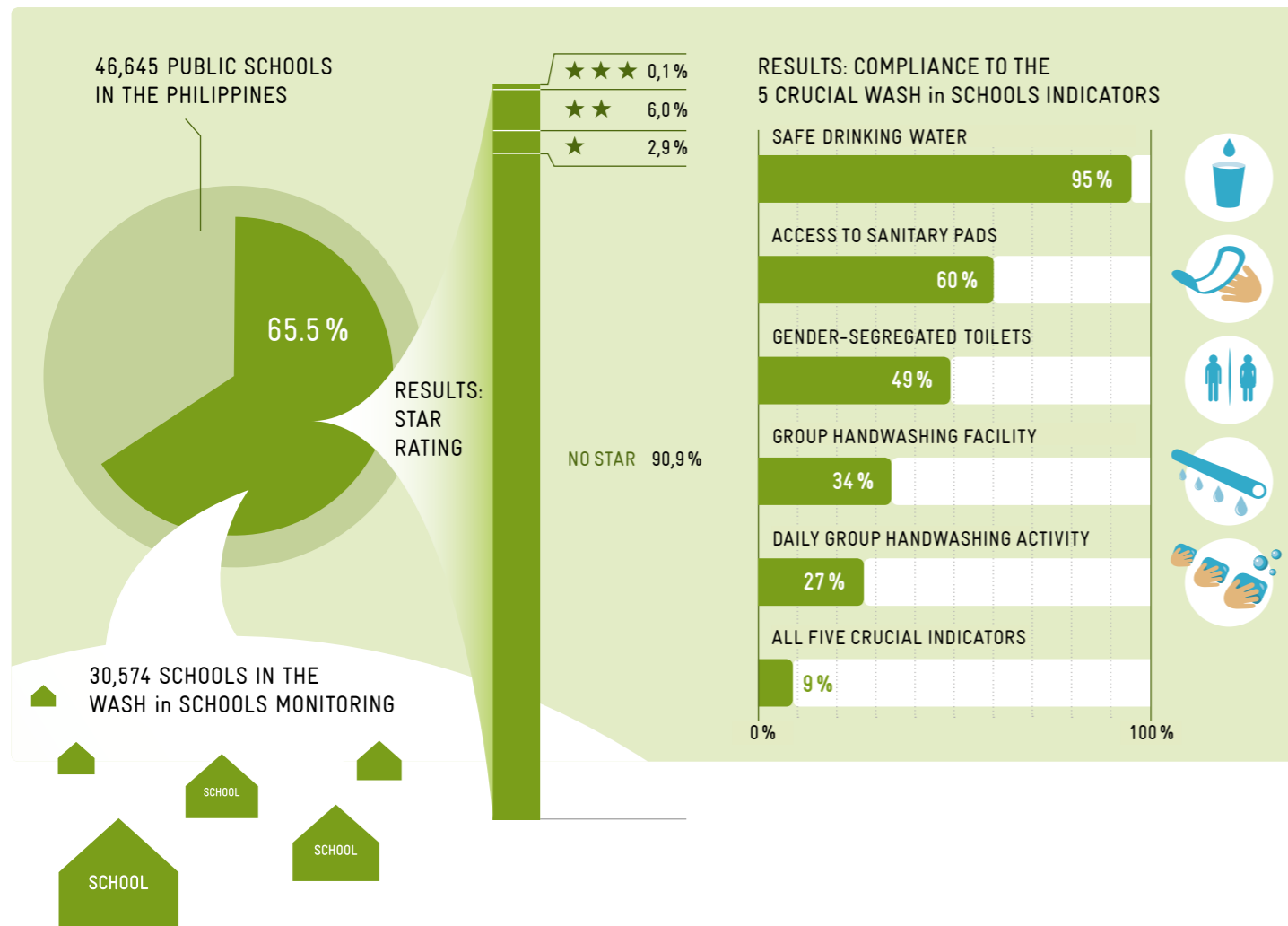
### NO STAR SCHOOL THE EXISTING SITUATION FOR MANY SCHOOLS

- › Limited or no hygiene promotion
- › May or may not have WASH infrastructure

DepEd based this WASH in Schools monitoring system on the Three Star Approach (UNICEF/ GIZ, 2013), which is a strategy to support countries in taking a stepwise approach to reach national standards, by defining national priorities, setting benchmarks and rewarding achievements. The results of the first round of WASH in Schools monitoring reveal that only 9% of schools have reached a star level.







## RESULTS

Of the 46,645 public schools in the country, 65.5% or 30,574 schools participated in the WASH in Schools monitoring. The proportion of participating elementary schools was higher (66.3% of 38,659 schools) compared to secondary schools (61.8% of 7,986 schools).

Of the 30,574 participating schools, only 9% reached a star level, and less than 1% have reached the national standards for WASH in Schools, which are categorized as three star schools (see above). However, the journey has started.

In accordance with the Three Star Approach that is designed to ensure that all students wash their hands with water and soap, have access to drinking water, and are provided with clean, gender-segregated toilets at school every day, DepEd has defined five crucial indicators, which schools should reach before being eligible for a star.

**THE RESULTS SHOW THAT PRIORITY SHOULD BE GIVEN IN ASSISTING SCHOOLS TO COMPLY WITH THE 5 CRUCIAL INDICATORS (SEE ABOVE):**

- › Half of the schools had no gender-segregated toilets;
- › around a quarter practice supervised daily group handwashing;
- › a third of the schools have group handwashing facilities with soap;
- › 60% provide access to sanitary pads to facilitate adequate menstrual hygiene management (MHM).

## KEY LEARNINGS

WASH in SCHOOLS MONITORING SERVES SIX FUNCTIONS:

- 1 CAPACITY BUILDING:** developing a culture of self-assessment & learning and strengthening implementation quality;
- 2 RECOGNIZING PERFORMANCE:** rewarding performance and addressing needs as well as measuring compliance with national standards;
- 3 CREATING DEMAND:** strengthening leadership and priority-setting for WASH in Schools within the education sector;
- 4 PLANNING AND RESOURCE ALLOCATION:** WASH in Schools monitoring prioritizes resource allocation and facilitates alignment of development partners;
- 5 FOSTERING ACCOUNTABILITY & TRANSPARENCY:** availability of information builds trust, ownership and responsibility;
- 6 STRENGTHENING POLICY IMPLEMENTATION:** mapping the gap between policy and implementation and global reporting (SDGs).

A healthy competition between districts and schools helped in achieving improvements towards WASH in Schools standards, as division superintendents who saw their division performing below average in relation to certain indicators often motivated school heads to achieve improvements and to catch up with other schools.

## FURTHER STEPS

For increasing participation levels in subsequent cycles, DepEd will improve the data collection process by providing all schools with tablets. This will facilitate data collection and allow the national level to provide technical guidance and further capacitate schools on WASH in Schools remotely, based on their survey results.

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### MORE INFORMATION

**UNICEF/GIZ Field Guide: The Three Star Approach for WASH in Schools:**  
[www.susana.org/en/knowledge-hub/resources-and-publications/library/details/1839](http://www.susana.org/en/knowledge-hub/resources-and-publications/library/details/1839)

**DepEd WASH in Schools Three Star Approach Brochure:**  
[www.fitforschool.international/resource/philippine-department-of-education-wash-in-schools-three-star-approach-brochure/](http://www.fitforschool.international/resource/philippine-department-of-education-wash-in-schools-three-star-approach-brochure/)

**Water, Sanitation and Hygiene in Schools (WinS) - International Learning Exchange (ILE):**  
[www.susana.org/en/knowledge-hub/resources-and-publications/library/details/3032](http://www.susana.org/en/knowledge-hub/resources-and-publications/library/details/3032)

**Fit for School Website:** [www.fitforschool.international](http://www.fitforschool.international)

# DIGITAL M&E APPROACHES TO TRIGGER ACTION FOR WASH in SCHOOLS

## PURPOSE

WASH in Schools self-assessment software to monitor the school performance, featuring real time rating of the school as well as recommendations for improving the school to the next star/level.

## USE

School self-assessments in the context of a large-scale campaign, easy data collection and comparison in terms of school ranking to create demand for improvements.

Download app or excel-sheet, entering WASH data and images into the WASH in Schools monitoring form including assessment of infrastructure (toilets, handwashing facilities etc.), consumables (soap, sanitary pads etc.) and healthy practices (e.g. deworming activities, group handwashing). The generated data is uploaded on a government server and used for national rankings.

## LEVEL OF REQUIREMENTS

Smartphones and tablets as monitoring devices are relatively simple and cost-efficient. Data management using MS Excel or open source software (e.g. Open Data Kit, ODK) requires availability of hardware, software and relevant skills, e.g. at the ministry level.

## SETTING

Data collection at local level through mobile devices. Data management and analysis at central level.

## MATERIAL, EQUIPMENT, HUMAN RESOURCES

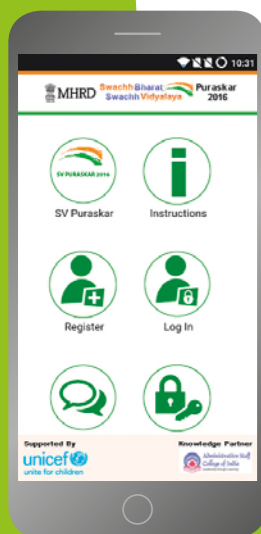
Smartphones, tablets (or other mobile devices), ODK app/MS Excel, computer and server, skilled personnel for data management and analysis

## POTENTIAL RATING /STATE OF REALIZATION

An app-based monitoring system has already been used successfully in the context of two large-scale data surveys in India. Data collection via MS Excel was successfully implemented in the Philippines. In order to increase the level of participation and spark incentives for improvement, a competition campaign was launched in both countries to reward the best performing divisions, districts and schools. Subsequent cycles of data collection using digital solutions are ongoing in both countries.

## MORE INFORMATION

SuSanA Knowledge Hub  
 "Digital approaches in sanitation":  
[www.susana.org/en/knowledge-hub/shared-learning/digital-approaches-in-sanitation](http://www.susana.org/en/knowledge-hub/shared-learning/digital-approaches-in-sanitation)



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Christine Lüdke, malzwei, Germany

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cooperation  
DEUTSCHE ZUSAMMENARBEIT

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für Internationale  
Zusammenarbeit (GIZ) GmbH

## WHAT IS SuSanA?

The Sustainable Sanitation Alliance (SuSanA) works towards a world in which all people have access to adequate sanitation, regardless of gender, age, income, culture or location.

SuSanA is an open network of people and organisations who share a common vision on advancing sustainable sanitation systems. The overall goal is to contribute to achieving the Sustainable Development Goals (SDGs), in particular SDG 6, by promoting a systems approach to sanitation provision.

SuSanA came into existence in early 2007. Since then, it has been providing a platform for coordination and collaborative work. Today, it connects more than 11,000 individual members and 350 partner organisations (NGOs, private companies, multilateral organisations, government agencies and research institutions) to a community of people with diverse expertise and opinions.

By supporting its partners in developing, accelerating and exchanging innovations, SuSanA also serves as sounding board for innovative ideas.

Finally, SuSanA contributes to policy dialogue through joint publications, meetings and initiatives.

### HOW SuSanA WORKS

SuSanA's most important assets are the knowledge, experience, creativity and energy of a large and diverse membership. SuSanA focuses on all the different dimensions of sustainable sanitation and the full spectrum of development contexts. It provides its members fora for discussion and analysis, structures to support collaboration, and a range of channels for effective communication.

SuSanA strives to be a true partnership, in which all members can have a voice and can all contribute. New members and organisational partners are welcome. Decision-making is achieved through reaching a broad consensus. Interactions within the network are creative, respectful and constructive.

SuSanA is guided by the SDGs. It provides policy advice, practical guidance and up to date knowledge about how to realise sustainable sanitation for all.

### SuSanA's VISION

There are several billion people in the world who lack access to basic or to safely managed sanitation. The result is a public health crisis, with infants and young children being the most affected group.

The SDG 6 on sustainable water and sanitation management aims at giving access to water and sanitation to all by 2030. This is not just about achieving a narrow sanitation access target. The targets under SDG 6 address sanitation beyond toilets, including aspects of excreta management and reuse. Furthermore, good sanitation, hygiene and wastewater management are fundamental to achieving many of the other SDGs. The SDGs and the broader 2030 Agenda for Sustainable Development make the work of SuSanA more important than ever.

### JOIN SuSanA

SuSanA is open to anyone who wants to join and be active in the promotion of sustainable sanitation systems. Membership is open to any individual.

Members can receive updates on SuSanA activities and discussions that interest them, take part in the discussion forum, and become active in the thematic working groups.

## FOLLOW SuSanA



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