

ASSESSMENT MANUAL FOR EARLY CHILDHOOD EDUCATION SETTINGS

## DEAR READER,

this Manual for Assessment of Water, Sanitation and Hygiene (WASH) in Schools using the Three Star Approach is developed by the Department of General Education and Early Childhood Education, the Ministry of Education and Sports (MoES), in cooperation with the Ministry of Health and supported by development partners, including GIZ, UNICEF, Plan International, World Vision, and other international agencies.

This Manual for Assessment of Water, Sanitation and Hygiene is developed based on the revised Education Law (2015), the National School Health Promotion Policy; the Education Quality Standards for Primary and Early Childhood Education; the MoES's Three Points for Competition; the 8th Education and Sports Development Plan (ESDP) 2016–2020; the Plan of Action for Clean Water Supply and Environmental Sanitation; and the Policy on Promotion of School Lunch.

The manual defines the required standards and indicators for water, sanitation and hygiene in schools. It includes 6 categories, 25 indicators, and 58 items checklist for evaluation. The manual provides guidance for schools, the District Education and Sports Bureau (DESB), and Provincial Education and Sports Services Department (PESS), including national level to facilitate their monitoring, motivation, and evaluation of the implementation for improvement of WASH in Schools. Ultimately, the manual, which is simplified, is possible for scaling up and is a sustainable approach that can be applied in both governmental and private schools across the country.

This manual may have some errors in terms of content, terminology as well as the typos. Therefore, the responsible team would appreciate and welcomes constructive feedback from audience so that we can continue making necessary improvements in the future.

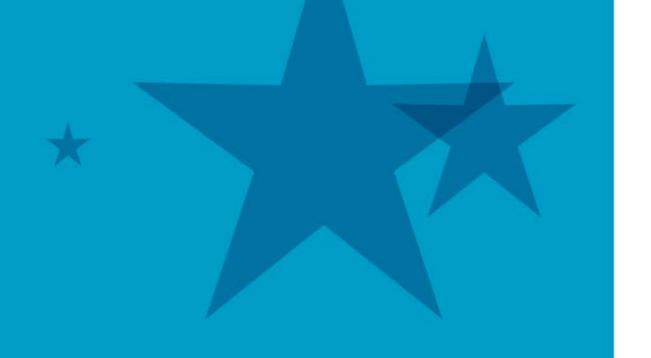
Deputy Director General
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# INTRODUCTION



# BACKGROUND AND RATIONALE

Water, Sanitation and Hygiene (WASH) in Schools has been implemented since 2005; yet, the implementation is still in slight, fragmented and incomprehensive form. Generally, the emphasis has been on cleanliness within school and its physical environment only. There were many challenges in the past implementation, including limited budget, lack of managerial experience and capacity at each level as well as ineffective coordination between stakeholders.

The Five Year Education Development Plan (2016–2020) for Early Childhood Education and General Education sub-sectors has outlined the strategy for promotion of health, hygiene and nutrition in schools aiming at improving children's nutrition, health and better physical and cognitive development, thus improving their learning quality particularly poor children and those living in remote areas.

The Ministry of Education and Sports (MoES) and the Ministry of Health (MoH) issued several legislations related to school health promotion as a basis for implementation. Moreover, both ministries closely cooperate in promoting students' health, especially in primary and pre-school education by developing the National Policy on School Health Promotion (2010). In addition, School Health Task Forces have been established at all levels, from central to local, for policy implementation.

In response to the education sector's vision, strategy, policy, and development plan and to address common issues encountered by children while applying lessons learned from the Annual International Learning Exchange on WASH in Schools held in 2013, there was mutual agreement by all signatory States to implement the Three Star Approach for WASH in Schools. With the support from UNICEF and GIZ, this manual is developed to systematically and sustainably evaluate WASH in Schools.

## **OBJECTIVES**

THE ASSESSMENT MANUAL FOR WASH IN SCHOOLS AIMS TO:

Utilize standards to evaluate WASH in Schools.

Assess the implementation results and rank them based on the Three Star Approach.

Provide data and information for planning the development of schools.

Encourage, promote, and improve behaviour change of children in a positive way.



# THREE STAR APPROACH: CONCEPT & PRINCIPLES



## CONCEPT

The Three Star Approach for Evaluation of WASH in Schools is based on the lessons learnt from Annual International Learning Exchange on WASH in Schools, which has been organized on rotation basis since 2013. Participants in the Meeting jointly agreed that Member States should implement and adapt the guidebook on Three Star Approach for Evaluation of WASH in Schools published by UNICEF and GIZ in August 2013 and scale up in each country.

The Three Star Approach refers to the use of a rating scale to rank school performance against WASH in Schools standards. The rating scale also intends to encourage and enable schools to assess their performance and their own respective star level.

All children have rights to access WASH services. These rights must be fulfilled in school settings, where children spend most of their time daily. Adequate water, sanitation, and hygiene is part of a healthy environment, which is a key factor in the development and growth of children. The promotion of hygienic behaviour at schools can encourage enduring positive change in children's behaviour.

The Three Star Approach is designed to promote behavioural change in water, sanitation and hygiene in schools, and to ensure that students are able to practice school daily activities in order to develop hygienic habits.

The Three Star Approach encourages schools to take simple and low-cost steps. These steps are designed to ensure that schools have a clean environment, that all students wash their hands with soap, drink clean water and utilize clean and gender-separated toilets in schools everyday.

The Three Star Approach enhances the knowledge of school principals and management in their decision-making on the improvement of WASH in pre-schools by setting priorities on what needs to be done first. In addition, the Three Star Approach enables schools to adhere to uniform water, sanitation, and hygiene standards in pre-school institutions across the country. In order to meet these standards, all stakeholders are required to provide full support and take ownership through participation in this work.

| SHIFTING FROM<br>TRADITIONAL WASH<br>PROGRAMMING | TOWARDS THE THREE STAR APPROACH FOR WASH IN SCHOOLS |
|--|---|
| INFRASTRUCTURE FOCUS                             | HYGIENE FOCUS                                       |
| EDUCATION FOCUS ON<br>INDIVIDUAL HANDWASHING     | SKILLS-BASED LEARNING<br>AS A GROUP                 |
| HIGH INVESTMENTS                                 | COST-EFFECTIVE SOLUTIONS                            |
| FACILITIES MEETING<br>NATIONAL STANDARDS         | STEPWISE PROCESS TOWARDS<br>NATIONAL STANDARDS      |
| COMPLEX TECHNOLOGY                               | SIMPLE MODELS                                       |
| LIMITED REACH                                    | REALISTIC SCALE-UP                                  |

Source: Scaling Up - Group Washing in Schools, GIZ, Unicef 2016

## **PRINCIPLES**

#### THE PRINCIPLES FOR IMPLEMENTING THE THREE STAR APPROACH INCLUDE TWO IMPORTANT STEPS:

- 1. Consultation and reaching mutual agreement between school and community.
- Schools commence implementation to improve water, sanitation and hygiene in schools,
   so that schools without stars progress to 1 star, 2 stars and 3 stars respectively,
   and to sustain those with 3 stars.



#### SCHOOLS WITH NO STARS

refer to schools without water, sanitation and hygiene facilities, or schools with existing facilities but not in use and not functioning on a regular basis. This means that these schools do not receive support and do not implement activities related to promoting sanitation and hygiene in the school.



#### SCHOOLS WITH 1 STAR

refers to schools that have basic WASH facilities and are able to implement WASH activities using



#### **SCHOOLS WITH 2 STARS**

refers to schools that have been upgraded from the 1 star level by making improvements or providing facilities that can satisfactorily ensure the implemention of WASH activities, and students exhibit positive change in their behaviour.



#### **SCHOOLS WITH 3 STARS**

refers to schools that are able to achieve the national standards for water, sanitation, and hygiene in schools.





# WASH IN SCHOOLS: ASSESSMENT STANDARDS



# OVERVIEW: ASSESSMENT STANDARDS

### WASH IN SCHOOLS THREE STAR APPROACH FOR EARLY CHILDHOOD EDUCATION SETTINGS

|   | *   | **  | ***  |
|---|---|---|--|
| CATEGORIES                                |   | INDICATORS  |  |
| 1.<br>WATER<br>FOR USE                    | 1.1 School has enough     water for daily use taken     from outside sources.      1.2 School has convenient     water distribution points. | 1.3 School has improved water source and ensures sufficient water for use.  1.4 School maintains and repairs water systems and water tanks when they malfunction.   | 1.5 Ensure that school has improved water source and can be used throughout the year.  1.6 All students, including those with disabilities, can conveniently and safely use water. |
| 2.<br>DRINKING<br>WATER                   | 2.1 All students drink safe and clean water at school.  2.2 Drinking water containers are always clean.                                     | 2.3 School provides clean and safe drinking water to students of at least 0.5 liters/person/day.  2.4 School places drinking water stations at suitable locations so that all students can drink water conveniently and safely. | 2.5 School ensures that drinking water is clean, safe and sufficient (1 liter/person/day).   |
| 3.<br>LATRINES<br>& WASHING<br>FACILITIES | 3.1 School has clean and safe toilets and group handwashing facilities.  3.2 School maintains and repairs toilets when they malfunction.    | 3.3 School has improved toilets and washing facilities, that are age-appropriate for all students and are functioning regularly.  | 3.4 School has sufficient toilets and urinals according to standards and are convenient to use for all students, including those with disabilities.                                |
| 4.<br>SCHOOL<br>ENVIRONMENT               | 4.1 Classroom interiors and exteriors are clean.  | 4.2 Kitchens or canteens are clean, safe, and handwashing facilities with soap are in place.  4.3 School environment is in line with hygienic standards.  | 4.4 School ensures safe and clean environment.   |
| 5.<br>PERSONAL<br>HYGIENE                 | 5.1 School provides<br>knowledge and train<br>students, teachers and<br>parents/guardians on<br>personal hygiene skills.                    | 5.2 School promotes personal hygiene.   | 5.3 All students exhibit good<br>behaviour in maintaining<br>their personal hygiene.   |
| 6. DEWORMING & VITAMIN A                  | 6.1 50 –70% of students have<br>taken deworming tablets<br>and Vitamin A.   | 6.2 71–80% of students have<br>taken deworming tablets<br>and Vitamin A.  | 6.3 81% of students and more have taken deworming tablets and vitamin A.   |



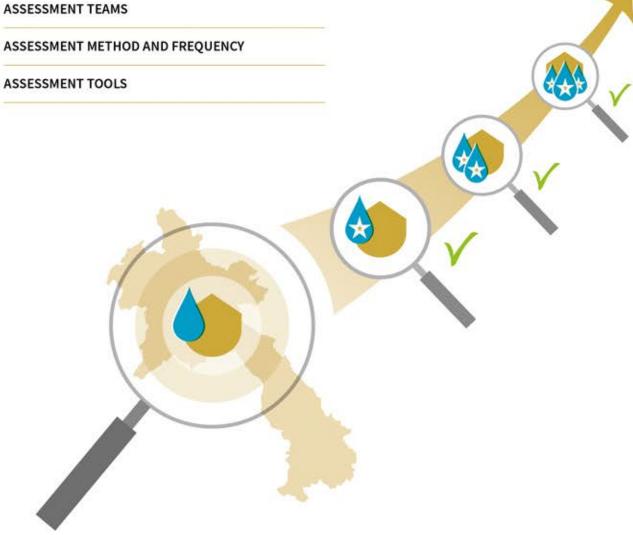


# ASSESSMENT STRENGTHENS THE IMPLEMENTATION OF WASH IN SCHOOLS

Evaluation is important and necessary in promoting implementation of WASH in Schools, and it can also gather data on what has been achieved and not achieved based on the indicators for each category. Items that have not been achieved are to be addressed, planned for, and improved in order to better develop schools gradually.

#### ASSESSMENT PROCESS AND RESPONSIBILITIES

ASSESSMENT TEAMS



# ASSESSMENT PROCESS AND RESPONSIBILITIES

THE WASH IN SCHOOLS ASSESSMENT PROCESS AND RESPONSIBILITIES CONTAIN THE FOLLOWING STEPS:

#### ASSESSMENT BY SCHOOLS

- Study the content of the assessment manual in depth.
- 2 Disseminate the assessment manual to all stakeholdersfor their knowledge and understanding.
- 3 Conduct school evaluation to prioritize issues and develop school plan for improvement step by step.
- 4 Monitor, motivate, and evaluate the plan of implementation in each phase.

# ASSESSMENT BY DISTRICT EDUCATION AND SPORTS BUREAU (DESB)

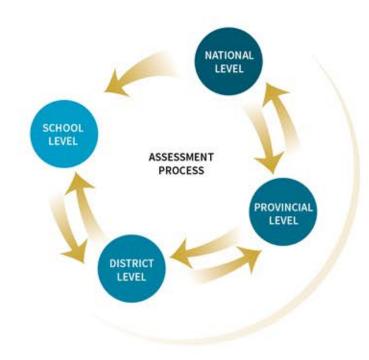
- Compile assessment forms filled by each school and enter data into the database.
- 2 Maintain database and submit data to provincial/capital office regularly.
- 3 Analyse the implementation results from each school in each category.
- 4 Monitor, motivate, and support school's improvement and certify the evaluation results.
- 5 Integrate the achievement and share lessons learned during district/capital annual meeting.
- 6 Integrate evaluation results to inform district/capital education development plan.

# ASSESSMENT BY PROVINCIAL EDUCATION AND SPORTS SERVICE (PESS)

- Compile data gathered from each district and enter into provincial/capital database.
- 2 Maintain database and submit data to the Department of Early Childhood Education regularly.
- 3 Analyse the implementation results from district/capital level in each category.
- 4 Monitor, motivate, and support district/capital Education and Sports Bureau (DESB) and school work performance for further improvement.
- 5 Integrate the achievement and share lessons learned during provincial/capital annual meeting.
- 6 Apply evaluation results to inform the provincial/capital education development plan.

# ASSESSMENT BY NATIONAL LEVEL

- Compile data gathered from each province and enter to the department's database.
- 2 Analyze the achievement of each province/capital in each area.
- 3 Monitor, motivate, and support each level for improvement.
- 4 Present findings from evaluation and lessons learned during the Department's Annual Meeting.
- 5 Apply evaluation results to inform the department's education development plan.
- 6 Report the evaluation findings to the Minister of MoES regularly.



## ASSESSMENT TEAMS

#### SCHOOL LEVEL

School principal

Teacher in-charge of WASH in Schools

1 person

Representative from the Village Education Development Committee (VEDC)

1 person

Village Health Promotion Volunteer (VHPV)

1 person

#### **DRISTICT LEVEL**

Management of DESB

- a person who oversees School Health Promotion
- → 1 person

Chief/Deputy Chief of Early Childhood Education Unit

1 person

Pedagogical Advisor (PA) on Early Childhood Education

1 person

Technical staff of District Health Office (DHO)

- responsible for School Health Promotion
- → 1 person

#### **PROVINCIAL LEVEL**

Deputy Director of PESS

- who oversees School Health Promotion
- 1 person

Chief/Deputy Chief of Early Childhood Education Unit and Technical staff

- in charge of School Health Promotion
- 2 person

Technical staff of Provincial Health Officer (PHO)

- responsible for School Health Promotion
- 1 person

#### NATIONAL LEVEL

#### Ministry of Education and Sports (MoES):

Deputy Director,

Department of Early Childhood Education

1 person

Chief/Deputy Chief of Early Childhood Education Division

1 person

Technical staff

- responsible for School Health Promotion
- 1 person

Technical staff of Department of Teacher Training (DoTT)

- responsible for School Health Promotion
- 1 person

Technical staff of National Research Institute of Educational Science (NRIES)

- responsible for School Health Promotion
- 1 person

#### Ministry of Health (MoH):

Technical staff of National Nutrition Centre

1 person

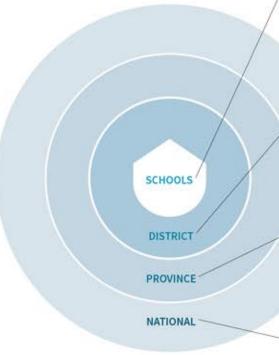
Technical staff of Mother and Child Health Centre

1 person

Technical staff of Water Supply and Environmental Health Centre

1 person

# ASSESSMENT METHOD AND FREQUENCY



SCHOOLS: Starts from the end of September to the end of March. Self-assessment is conducted by school principal or responsible teacher. The assessment will be conducted regularly, along with the improvement of unachieved activities in Evaluation Checklist. Then, at the end of March annually, the School Assessment Committee endorses the assessment result and submits it to the District Education and Sport Bureau and 1 hard copy is kept for file in school.

DISTRICT/CAPITAL: Upon receiving the assessment results from schools, DESB verifies for accuracy and consistency compared with the real situation. Then, DESB enters data to its database and submits the report to Provincial/Capital Education and Sport Service during the first week of May annually.

PROVINCE/CAPITAL: Upon receiving the assessment result from DESB database, PESS verifies for accuracy and consistency against the real situation from DESB, compiles all data received from each DESB and enters data to provincial database and submits the report to the Department Of Early Childhood Education during May annually.

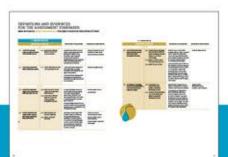
CENTRAL/NATIONAL: Compiles data from all provinces into the database of the Department Of Early Childhood Education as well as reports to the Minister of MoES by June. Then, presents the achievement at the Early Childhood Education Sub-Sector Annual Meeting.

## ASSESSMENT TOOLS

ASSESSMENT TOOLS FOR MONITORING THE STANDARDS OF WASH IN SCHOOLS FOR EARLY CHILDHOOD EDUCATION SETTINGS INCLUDE:



ALL ASSESSMENT STANDARDS



DEFINITIONS & EVIDENCES OF THE ASSESSMENT STANDARDS

- 1. WATER FOR USE
- 2. DRINKING WATER
- 3. LATRINES & WASHING FACILITIES
- 4. SCHOOL ENVIRONMENT
- 5. PERSONAL HYGIENE
- 6. DEWORMING & VITAMIN A



ASSESSMENT FORM



# ALL ASSESSMENT STANDARDS

for toilets.

3.2.2 Toilets and bodywashing facilities

are clean and function regularly.

|   | 1. WATER FOR USE   |  |
|---|--|--|
| *   | **   | ***  |
| 1.1 School has enough water for daily use taken from outside sources: 1.1 School has sufficient water for use for all school activities. 1.2 School has convenient water distribution points: 1.3 Water distribution points are convenient for use. 1.4 ATORS 1.5 KLIST ITEMS   | <ol> <li>School has improved water source and ensure sufficient water for use:</li> <li>Water for use in school comes from improved water sources.</li> <li>School has sufficient water for use for all school activities throughout the year.</li> <li>School maintains and repairs water systems and water tanks when they malfunction:</li> <li>Water systems function regularly.</li> <li>Water containers are clean.</li> </ol>   | <ol> <li>Ensure that school has improved water source and can be used throughout the year:</li> <li>School has its own water source and has sufficient water throughout the year (about 10-25 litres/person/day).</li> <li>Water in school comes from improved sources.</li> <li>Water for use is clean.</li> <li>All students, including those with disabilities, can conveniently and safely use water:</li> <li>All students can conveniently and safely access water distribution points.</li> <li>Students with disabilities can conveniently and safely access water distribution points.</li> </ol> |
|   | 2. DRINKING WATER  |  |
| *   | **   | ***  |
| .1 All students drink safe and clean water at school: .1.1 All students drink safe and clean water at school2 Drinking water containers are always clean: .2.1 Students' drinking water containers or cups are clean2.2 There is a person in-charge of water containers cleanliness monitoring.   | <ul> <li>2.3 School provides clean and safe drinking water to students of at least 0.5 liters/person/day:</li> <li>2.3.1 School can provide clean and safe drinking water to students of at least 0.5 liters/person/day.</li> <li>2.3.2 Parents/guardians or school provide additional clean and safe drinking water for students daily.</li> <li>2.4 School places drinking water stations at suitable locations so that all students can drink water conveniently and safely:</li> <li>2.4.1 Drinking water distribution points are suitable for students by age, safe, and easily accessible.</li> <li>2.4.2 Drinking water containers are clean and available for all students.</li> </ul> | 2.5 School ensures that drinking water is clean, safe and sufficient (1 liter/person/day): 2.5.1 School provides clean, safe and sufficient drinking water of at least 1 liter/person/day. 2.5.2 Drinking water quality is checked at least once a year.  5 INDICATORS 9 CHECKLIST ITE   |
| ATORS 3   | LATRINES & WASHING FACILITIE   | S  |
| KLISTITEMS *  | **   | ***  |
| <ol> <li>School has clean and safe toilets and group handwashing facilities:</li> <li>There are toilets and group handwashing facilities.</li> <li>There are bodywashing facilities.</li> <li>Toilets, group handwashing facilities and bodywashing facilities are clean.</li> <li>Toilets and bodywashing facility are safe.</li> <li>School maintains and repairs toilets when they malfunction:</li> <li>There is a daily cleaning schedule</li> </ol> | <ul> <li>3.3 School has improved toilets and washing facilities, that are age-appropriate to all student and are functioning regularly:</li> <li>3.3.1 Toilets are age-appropriate for all students.</li> <li>3.3.2 There are handwashing with soap facilities within the vicinity of toilets.</li> </ul>  | 3.4 School has sufficient toilets and urinals according to the standards, which are convenient to use for all students, including those whith disabilities:  3.4.1 The ratio of toilets to students does not exceed 30 students per 1 unit  3.4.2 There is a toilet that can be used by students with disabilities.  3.4.3 Suitable functional urinals for male students.  3.4.4 There is a gender separated   |

4. SCHOOL ENVIRONMENT \*\* \*\*\* 4.4 School ensures safe and 4.1 Classroom interiors and 4.2 Kitchens or canteens are clean, exteriors are clean: safe, and handwashing facilities clean environment: 4.1.1 Classroom interiors and 4.4.1 Coordination and cooperation with with soap are in place exteriors are clean and safe. 4.2.1 Kitchens or canteens are clean and tidy. Village Education Development 4.2.2 There is a handwashing facility Committee about school 4.1.2 Waste baskets are placed outside the classrooms. with soap near the kitchen or canteen. environment maintenance is in place. 4.1.3 There is a daily cleaning schedule 4.4.2 Environmental work is included in for both classroom interiors 4.3 School environment is in line School Development Plan. with hygienic standards: and exteriors. 4.3.1 School has wastewater drainage system. 4.3.2 There is elimination of mosquito breeding sources. 4.3.3 School separates and disposes of garbage. 4.3.4 Cleaning equipment and supplies are available. 5. PERSONAL HYGIENE \* \*\* \*\*\*

- 5.1 School provides knowledge and train students, teachers and parents/ guardians on personal hygiene skills:
- 5.1.1 School principal disseminates information about personal hygiene to teachers, students and parents/guardians.
- 5.1.2 Homeroom teachers monitor students' personal cleanliness daily
- 5.1.3 Teachers guide students to practice daily group handwashing with soap.
- 5.1.4 Teachers help students clean themselves after defecation or urination.
- 5.1.5 Cooks or persons who prepared food always wash their hands with soap before and after cooking or food preparation.

- 5.2 School promotes personal hygiene:
- 5.2.1 All students always wash their hands with soap before eating, after using the toilet, and after playing, with teacher supervision.
- 5.2.2 All students practice daily group handwashing and toothbrushing with teacher supervision.
- 5.2.3 All students are able to clean themselves after using the toilet with teacher supervision.
- 5.3 All students exhibit good behaviour in maintaining their personal hygiene:
- 5.3.1 All children in kindergarten grade 3 wash their hands with soap by themselves before and after eating, after using the toilet and after playing.
- 5.3.2 All children in kindergarten grade 3 clean themselves after defecation or urination.
- 5.3.3 All student's bodies, as well as their clothes, are clean.



6. DEWORMING & VITAMIN A

- 6.1 50-70% of students have taken deworming tablets and Vitamin A:
- 6.1.1 50-70% of students have taken deworming tablets and Vitamin A, twice annually.
- 6.1.2 School has a database on students deworming and taking Vitamin A.
- 6.2 71-80% of students have taken deworming tablets and Vitamin A:

\* \*

- 6.2.1 71-80% of students have taken deworming tablets and Vitamin A, twice annually.
- 6.3 81% of students and more have taken deworming tablets and Vitamin A:

\*\*\*

6.3.1 81% of students and more have taken deworming tablets and Vitamin A, twice annually.

**6 CATEGORIES** 25 INDICATORS **58 CHECKLIST ITEMS** 

HECKLIST ITEMS

19 18

bathroom or interchangeable

bathroom.

# DEFINITIONS AND EVIDENCES FOR THE ASSESSMENT STANDARDS

#### WASH IN SCHOOLS THREE STAR APPROACH FOR EARLY CHILDHOOD EDUCATION SETTINGS

|     | 1. WATER  | FOR USE  |  |   |  |
|-----|---|--|--|---|--|
|     | INDICATORS 8  | CHECKLISTS   | DEFINITION OF INDICATORS   | SOURCES OF VERIFICATIO  |  |
|     | 7   | k .  | it in the second of the second |   |  |
| 1.1 | School has enough water for daily use taken from outside sources.                 | 1.1.1 School has sufficient water for use for all school activities.   | Outside school water sources<br>refers to improved water from<br>gravity feed system (GFS),<br>boreholes, open dug-well<br>and school has water for<br>handwashing activity, cleaning<br>toilet, and bathing, which is<br>provided by community.   | <ul> <li>Observe if water for use is<br/>available in water tanks.</li> <li>Observe and ask children.</li> </ul>        |  |
| 1.2 | School has convenient water distribution points.                                  | 1.2.1 Water distribution points are convenient for use.  | Convenient water points mean that they are easily accessible and suitable for the age of the students.  Convenient water points mean they are suitable and accessible and ageappropriate for all students.   | Observe at water points.  |  |
|     | *   | *  |  | 1<br>-  |  |
| 1.3 | School has improved water source and ensure sufficient water for use.             | 1.3.1 Water for use in school comes from improved water sources.  1.3.2 School has sufficient water for use for all school activities throughout the year. | An improved water source at school refers to those having GFS, water supply system (Nam Papa), borehole, and open dug-well with roof, fence, is covered and with concrete ground (apron).      During shortage of water for use in school, water from an improved external source is available for use throughout the year.  | Observe water source.     Ask teachers.   |  |
| 1.4 | School maintains and repairs water systems and water tanks when they malfunction. | 1.4.1 Water systems function regularly.  1.4.2 Water containers are clean.   | Maintenance and repair<br>mean that water system<br>monitoring, tools and<br>equipment are available for<br>repairing when it is<br>malfunctioning (leakages,<br>cracks, cannot be close-open)<br>to ensure source of water for<br>use is functioning and clean<br>(no dirt. no mud)   | There is record of monitoring and repair.  Observe water source and containers.  Observe water containers' cleanliness. |  |

#### >> 1. WATER FOR USE

|     | INDICATORS 8   | CHECKLISTS  | DEFINITION OF INDICATORS  | SOURCES OF VERIFICATIO   |
|-----|--|---|---|--|
|     | **   | r*  |   |  |
| 1.5 | Ensure that school has improved water source and can be used throughout the year.          | 1.5.1 School has its own water source and has sufficient water throughout the year (about 10-25 litres/ person/day).  1.5.2 Water in school comes from improved sources.  1.5.3 Water for use is clean. | Water for use is clean refers to water with no colour; no smell and no taste from improved source and enough throughout the year for various activities (about 10–25 litres/person/day).      Improved water source refers to the utilization and improvement of natural water sources so that it is convenient, clean, safe, and protected, such as open dugwells with concrete rings, boreholes with apron, covered, with roofing and fencing, and is located at least 30 meters away from toilets. | • Observe water source.  |
| 1.6 | All students, including students with disabilities, can conveniently and safely use water. | 1.6.1 All students can conveniently and safely access water distribution points.  1.6.2 Students with disabilities can conveniently and safely access water distribution points.                        | <ul> <li>Safe facilities of water for use refer to a place with no harm to children, and is not prone to accidents.</li> <li>All students, including those with disabilities, have easy access to water and are not at risk to accidents, e.g. water distribution point is located at an easily accessible location for children, not too high, it is solid and is able to withstand heavy weight, and has an access point for students with disabilities.</li> </ul>                                 | Observe water<br>distribution point,<br>location, and container. |

>>

|     | 2. DRINKII  | NG WATER  |   |   |  |  |
|-----|---|---|---|---|--|--|
|     | INDICATORS 8  | CHECKLISTS  | DEFINITION OF INDICATORS  | SOURCES OF VERIFICATIO  |  |  |
| Τ   | 7   | *   | *   |   |  |  |
| 2.1 | All students drink<br>safe and clean water<br>at school.  | 2.1.1 All students drink<br>safe and clean water<br>at school.  | Drinkable water refers to the water that is treated, such as boiled, filtered and disinfected by various means, drinking water from a factory approved by the Department of Food and Drug, and it is provided by parents/guardians.   | <ul> <li>Inquire with<br/>school principal,<br/>teachers and students.</li> <li>Observe students'<br/>drinking water container</li> </ul>   |  |  |
| 2.2 | Drinking water containers are always clean.   | 2.2.1 Students' drinking water containers or cups are clean.      2.2.2 There is a person in-charge of water containers cleanliness monitoring.   | Clean drinking water container means no visible dirt stains inside or outside and includes a lid.  In case where the school provides drinking water to all students, every student has his/her own drinking water container (cup, bottle, tray for cups etc.).  Teachers monitor and advise students on cleaning their drinking water containers on a regular basis.  | Observe students' drinking water container Check the monitoring record.   |  |  |
| _   | *   | *   |   |   |  |  |
| 2.3 | School provides clean<br>and safe drinking water<br>to students of at least<br>0.5 liters/person/day.                                   | 2.3.1 School can provide clean and safe drinking water to students of at least 0.5 liters/person/day.  2.3.2 Parents/guardians or school provide additional clean and safe drinking water for students daily. | School provides clean and safe<br>drinking water to all students,<br>but the amount is not up to<br>1 litre/ person/day, so students'<br>parents/guardians must provide<br>drinking water for their children.   | <ul> <li>Inquire with teachers<br/>about amount of water<br/>that the school provide<br/>to students.</li> <li>Observe students'<br/>drinking water bottles<br/>provided by their<br/>parents or school<br/>prepared for students.</li> </ul> |  |  |
| 2.4 | School places drinking<br>water stations at suita-<br>ble locations so that all<br>students can drink water<br>conveniently and safely. | 2.4.1 Drinking water distribution points are suitable for students by age, safe, and easily accessible.  2.4.2 Drinking water containers are clean and available for all students.                            | Suitable drinking water locations refer to locations where all students can access drinking water when needed.     Drinking water dispenser has to be placed in a sturdy location, clean, has enough lighting and ventilation, and is safe.   | Observe the location of<br>drinking water dispense<br>and drinking water<br>containing equipment.   |  |  |
|     | * *   | **  |   |   |  |  |
| 2.5 | School ensures that<br>drinking water is clean,<br>safe and sufficient<br>(1 liter/person/day).   | 2.5.1 School provides clean, safe and sufficient drinking water of at least 1 liter/person/day.  2.5.2 Drinking water quality is checked at least once a year.  | School is able to sufficiently provide clean and safe drinking water for all students daily in the amount of 1 liter/person/day.  Water quality check refers to bringing the sample of water provided by school for testing (except for drinking water approved by the Department of Food and Drug or relevant agencies).  In case the school purchased drinking water from a standard factory, it is not necessary to check water quality. | <ul> <li>Inquire with teachers about the amount of drinking water provided by school to students (1 liter/ person/day).</li> <li>Water quality check certificate.</li> </ul>  |  |  |

|     | INDICATORS   | & CHECKLISTS   | DEFINITION OF INDICATORS  | SOURCES OF VERIFICATION   |
|-----|--|--|---|---|
|     |  | *  |   |   |
| 3.1 | School has clean<br>and safe toilets and<br>group handwashing<br>facilities.   | 3.1.1 There are toilets and group handwashing facilities.  3.1.2 There are bodywashing facilities.  3.1.3 Toilets, group handwashing facilities and bodywashing facilities are clean.  3.1.4 Toilets and group handwashing facility are safe.  | Clean and safe toilets refer to toilets that can be conveniently used, are clean and do not exude unpleasant odours.  Clean washing facilities refer to places where teachers take students for washing and the place should be safe, clean, and are convenient for use.  | Observe if toilets<br>and washing facilities<br>are clean.  |
| 3.2 | School maintains and repairs toilets when they malfunction.  | 3.2.1 There is a daily cleaning schedule for toilets.  3.2.2 Toilets and bodywashing facilities are clean and function regularly.  | Maintenance of toilets and washing facilities refer to cleaning of toilets and washing facilities to ensure that it functions on a regular basis.      Repairing toilet and washing facilities refers to repairing and replacement of damaged parts, include leaking water taps, broken water pipes, toilet is blocked/full, etc.   | <ul> <li>Observe cleaning schedule.</li> <li>Observe toilets and washing facilities.</li> <li>Inquire with school principal and teachers.</li> </ul>                  |
|     | *  | *  | ,   |   |
| 3.3 | School has improved toilets and washing facilities, that are age-appropriate to all student and are functioning regularly.                             | 3.3.1 Toilets are age-appropriate for all students.  3.3.2 There are handwashing with soap facilities within the vicinity of toilets.  | <ul> <li>Improved toilets refer to hygienic toilets and age-appropriate student toilets, e.g. toilet, handwashing area and child safe washing basin, suitable for children's use.</li> <li>Improved washing facilities should include bathroom with walls, roof and is suitable for all ages of children.</li> </ul>  | Observe the toilet seat,<br>handwashing facilities<br>and bathroom.   |
|     | *  | **   |   |   |
| 3.4 | School has sufficient toilets and urinals according to the standards, which are convenient to use for all students, including those with disabilities. | 3.4.1 The ratio of toilets to students does not exceed 30 students per 1 unit.  3.4.2 There is a toilet that can be used by students with disabilities.  3.4.3 Suitable functional urinals for male students.  3.4.4 There is a gender separated bathroom or interchangeable bathroom. | The proportion of students per toilet refers to the amount of students per toilet, with the maximum ratio not exceeding 30 persons/unit. Gender separated bathroom. Toilets for students with disabilities should have a ramp for wheelchairs with a handrail, a toilet flushing bowl and disability badges. For existing toilets, it should be upgraded making them accessible by children with disabilities. A urinal for male students refers to a sanitary facility for urination specifically for male students with partition panels. | Inquire with school principal.     Observe male- female separated bathroom     Observe toilets for students with disabilities.     Observe urinals for male students. |

| 4. SCHOOL E  | NVIRONMENT  |  |   | 5. PERSON   | AL HIGIENE  |
|--|---|--|---|---|---|
| INDICATORS 8   | CHECKLISTS  | DEFINITION OF INDICATORS   | SOURCES OF VERIFICATION   | INDICATORS  | & CHECKLISTS  |
| ,  | +   |  |   |   | *   |
| 1.1 Classroom interiors and exteriors are clean.           | 4.1.1 Classroom interiors and exteriors are clean and safe.  4.1.2 Waste baskets are placed outside the classrooms.  4.1.3 There is a daily cleaning schedule for both classroom interiors and exteriors. | Classroom interior is clean refers to classrooms being cleaned daily so that there is no garbage, dirt, dust, or animal manure on the floor, no spider webs on the ceiling and walls. The classrooms look neat and tidy, adequate lighting, with open air, no barriers, good storage facilities, age-appropriate, and school electrical system is safe.  Classroom exteriors are clean refers to the school yard having no garbage, animal manure, overgrown weeds, no barriers; equipment and toys are solid; | <ul> <li>Observe classroom ceiling, walls, floor, table, chairs, bedding, mattress, outdoor playing equipment, school yard and fence.</li> <li>Observe waste baskets.</li> <li>Observe cleaning schedule.</li> </ul>                                  | 5.1 School provides know-<br>ledge and train students,<br>teachers and parents/<br>guardians on personal<br>hygiene skills. | 5.1.1 School principal disseminates information about personal hygiene to teachers, students, and parents/guardians.  5.1.2 Homeroom teachers monitor students' personal cleanliness daily 5.1.3 Teachers guide students to practice daily group handwashing with soap.  5.1.4 Teachers help students clean themselves after defecation or urination.  5.1.5 Cooks or persons who |
| *  | *   | and school has firmed fence.   |   |   | prepare food always wasl<br>their hands with soap<br>before and after cooking   |
| 4.2 Kitchens or canteens                                   | 4.2.1 Kitchens or canteen   | Kitchens or canteen can be   | - Observe kitchens  |   | or food preparing.  |
| are clean, safe, and<br>handwashing facilities             | are clean and tidy. 4.2.2 There is a handwashing  | considered clean when kitchen<br>utensils are placed appropriately   | or canteens and<br>handwashing facilities   | *   | *   |
| with soap are in place.                                    | facility with soap near the kitchen or canteen.   | and lifted from the ground and students' canteen, including its floor, walls, ceiling are clean. Kitchen and canteen utensils are washed before and after use and are tidied up.  There is a handwashing facility with soap within the area.   | with soap - Inquire cooks, school principal, teachers and students.   | 5.2 School promotes<br>personal hygiene.  | 5.2.1 All students always wash their hands with soap before eating, after using the toilet, and after playir with teacher supervision. 5.2.2 All students practice daily group handwashing and toothbrushing with teaches supervision.  |
| 4.3 School environment is in line with hygienic standards. | 4.3.1 School has wastewater drainage system.      4.3.2 There is elimination of mosquito breeding sources.  | <ul> <li>Hygienic school environment<br/>refers to school having wastewater<br/>drainage, no stagnant water for<br/>insects' breeding.</li> </ul>  | <ul> <li>Observe toilet wastewater<br/>drainage system,<br/>handwashing facilities,<br/>kitchens, and other<br/>locations.</li> </ul>   |   | 5.2.3 All students are able to<br>clean themselves after<br>using the toilet with<br>teacher supervision.   |
|  | 4.3.3 School separates and disposes of garbage.   | <ul> <li>School eliminates mosquitos'<br/>breeding grounds e.g. bowl-</li> </ul>   | - Observe for mosquito  | *   | * *   |
|  | 4.3.4 Cleaning equipment and supplies are available.  | shaped containers (such as coconut shells), cans, and flowerpots. Water storage containers must have a lid or mosquitoeating fish are to be utilised.  Equipment and amenities for cleaning refers to brooms, mops, toilet brushes, cobweb brooms, dustpans, and other regular cleaning equipment.   | larvae in water storages, flowerpots, and other places.  Observe the separated garbage bins.  | 5.3 All students exhibit good<br>behaviour in maintaining<br>their personal hygiene:  | 5.3.1 All children in kindergarten grade 3 wash their hands with soap by themselves before and after eating, after using the toilet and after playing.  5.3.2 All children in kindergarten grade 3 clean themselves after   |
| *  | **  |  |   |   | defecation or urination.  |
| 4.4 School ensures safe and clean environment.             | 4.4.1 Coordination and cooperation with Village Education Development Committee about school environment maintenance is in place.  4.4.2 Environmental work is included in School Development Plan.       | Coordination and cooperation with Village Education Development Committee about school environment maintenance is in place. School principal and Village Education Development Committee include environment issues in   | <ul> <li>Observe minutes of the meetings of consultation meetings between the school and VEDC.</li> <li>Look at the notes for the record on activities and responsibility assignment.</li> <li>Look at School Development Plan and summary</li> </ul> |   | 5.3.3 All student's bodies, as<br>well as their clothes,<br>are clean.  |

Implementation, monitoring, and sharing lessons learned.

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SOURCES OF VERIFICATION

Minutes of the meetings

Inquire school principal,

teachers, and parents/

cleanliness (hair, ears,

eyes, nose, teeth, nail,

Observe students' towels.

Observe if handwashing

Observe cleanliness of

cooks or persons who

Observe student's

in place.

guardians.

clothes etc.)

facility is used.

prepare food.

Observe students

toothbrushing and

Observe students washing hands after

using the toilet.

Inquire with the

PERSONAL HYGIENE:

clean hair and clothes

wearing shoeswashing handsbrushing teeth

hygiene

school principal, teachers

cutting fingernails and toenails

25

cleaning body menstrual

and parents/guardians.

cleanliness.

Observe students'

bathing.

practice handwashing,

Observe students' towels.

**DEFINITION OF INDICATORS** 

Personal hygiene refers to

bathing, brushing teeth,

trimming nails, washing

house.

hands, and wearing shoes

when walking outside of the

Personal hygiene promotion

refers to teachers or parents/

guardians teaching students

to practice personal hygiene

until it becomes their habits.

All students maintain their

washing hands with soap,

their bodies.

brushing teeth, and cleaning

personal hygiene well, such as

wearing clean clothes, keeping

fingernails cut, wearing shoes,

|     | INDICATORS  | & CHECKLISTS  | DEFINITION OF INDICATORS  | SOURCES OF VERIFICATION   |
|-----|---|---|---|---|
|     | -   | *   |   |   |
| 6.1 | 50–70% of students<br>have taken deworming<br>tablets and Vitamin A.          | 6.1.1 50–70% of students have taken deworming tablets and Vitamin A, twice annually.  6.1.2 School has a database on students deworming and taking Vitamin A. | School coordinates with students' parents/guardians and health centre/district health office to collect data of students deworming and taking Vitamin A. Information is recorded each time a health staff comes to school for distribution of deworming pills and Vitamin A. Up to 50-70% of all students took deworming tablets and Vitamin A. | - Observe the latest record<br>of deworming tablets and<br>Vitamin A taken. |
|     | *   | *   | 200   |   |
| 6.2 | 71-80% of students<br>have taken deworming<br>tablets and Vitamin A.          | 6.2.1 71–80% of students<br>have taken deworming<br>tablets and Vitamin A,<br>twice annually.   | <ul> <li>School records the data of<br/>deworming tablets and Vitamin A<br/>distributed by MoH every time.</li> <li>School principal monitors the<br/>distribution of deworming tablets<br/>to make sure that 71–80% of all<br/>students at school have taken the<br/>deworming tablets and Vitamin A.</li> </ul>                               | Observe the latest record<br>of deworming tablets and<br>Vitamin A taken.   |
|     | *   | * *   |   |   |
| 6.3 | 81% of students and<br>more have taken<br>deworming tablets<br>and Vitamin A. | 6.3.1 81% of students and more<br>have taken deworming<br>tablets and Vitamin A,<br>twice annually.   | <ul> <li>School keeps records of data<br/>every time health workers<br/>distribute deworming tablets and<br/>Vitamin A.</li> <li>81% and above of students have<br/>taken deworming tablets and<br/>Vitamin A.</li> </ul>   | List of students who have<br>taken deworming tablets<br>and Vitamin A.      |



# ASSESSMENT FORM

### WASH IN SCHOOLS THREE STAR APPROACH FOR EARLY CHILDHOOD EDUCATION SETTINGS

| STRICT:                 |  |                     |
|-------------------------|--|---------------------|
| ROVINCE:                |  |                     |
| CHOOL CODE:             | DISTRICT CODE:   | PROVINCE CODE:      |
| AME OF SCHOOL PRINCIPAL | :  | MALE FEMALE         |
| HONE NUMBER:            |  |                     |
| AME OF ASSESSOR:        |  | DATE:               |
| "YES" or "NO" or "N/A - | ch evaluation items and put a mark NOT APPLICABLE" based on reality = 1 "NO" = 0 "N/A – NOT APPLIC | of the school.    # |

| STAR<br>LEVEL | INDI-<br>CATOR | CHECKLIST ITEMS TO BE ASSESSED   | YES | NO | N/A | CODE |
|---------------|----------------|--|-----|----|-----|------|
|               |                | 1. WATER FOR USE   |     |    |     |      |
| **            | 1.1            | 1.1.1 School has sufficient water for use for all school activities.   | 0   | 0  | X   |      |
|               | 1.2            | 1.2.1 Water distribution points are convenient for use.  | 0   | 0  | X   |      |
|               | 1.3            | 1.3.1 Water for use in school comes from improved water sources.   | 0   | 0  | X   |      |
|               | 1.3            | 1.3.2 School has sufficient water for use for all school activities throughout the year.                                     | 0   | 0  | X   | 3000 |
|               | 12/22/17       | 1.4.1 Water systems are functioning regularly.   | 0   | 0  | X   |      |
|               | 1.4            | 1.4.2 Water containers are clean.  | 0   | 0  | X   |      |
|               |                | 1.5.1 School has its own water source and has sufficient water (around 10-25 litre/person/day).                              | 0   | 0  | X   |      |
|               | 1.5            | 1.5.2 Water in school comes from improved sources.   | 0   | 0  | X   |      |
|               |                | 1.5.3 Water for use is clean.  | 0   | 0  | X   |      |
|               |                | 1.6.1 All students can conveniently and safely access water distribution points.   | 0   | 0  | X   |      |
|               | 1.6            | 1.6.2 Students with disabilities can conveniently and safely access water distribution points.                               | 0   | 0  | X   |      |
|               |                | 2. DRINKING WATER  |     |    |     |      |
| * * *         | 2.1            | 2.1.1 All students drink safe and clean water at school.   | 0   | 0  | X   |      |
|               | 2.2            | 2.2.1 Students' drinking water containers or cups are clean.   | 0   | 0  | X   |      |
|               | 2.2            | 2.2.2 There is water containers cleanliness monitoring.  | 0   | 0  | X   |      |
|               | 2.3            | 2.3.1 School provides clean and safe drinking water for students (at least 0.5 litre/person/day).                            | 0   | 0  | X   |      |
|               | 2.3            | $2.3.2\ \ Parents/guardians\ or\ school\ provide\ additional\ clean\ and\ safe\ drinking\ water\ for\ students\ daily.$      | 0   | 0  | X   |      |
|               | 2.4            | 2.4.1. Drinking water distribution points are age-appropriate to all students.<br>It is safe and convenient to access water. | 0   | 0  | ×   |      |
|               |                | 2.4.2. Drinking water containers are clean and are available for all students.   | 0   | 0  | X   |      |
| 7             | 2.5            | 2.5.1 School provides clean and safe drinking water (at least 1 litre/person/day).   | 0   | 0  | X   |      |
|               | 2.5            | 2.5.2 Drinking water quality is checked at least once a year.  | 0   | 0  | X   |      |

| STAR<br>LEVEL | INDI-<br>CATOR | CHECKLIST ITEMS TO BE ASSESSED  | YES | NO | N/A | CODE      |
|---------------|----------------|---|-----|----|-----|-----------|
|               |                | 3. LATRINE & WASHING FACILITIES   |     |    |     |           |
| * * *<br>* *  |                | 3.1.1 There are toilets and group handwashing facilities.   | 0   | 0  | X   |           |
|               | 3.1            | 3.1.2 There are bodywashing facilities.   | 0   | 0  | X   |           |
|               | 3.1            | 3.1.3 Toilets, group handwashing facilities and bodywashing facilities are clean.   | 0   | 0  | X   | Service . |
|               |                | 3.1.4 Toilets and bodywashing facilities are safe.  | 0   | 0  | X   |           |
|               | 3.2            | 3.2.1 There is a daily cleaning schedule.   | 0   | 0  | ×   |           |
|               | 5.2            | 3.2.2 Toilets, group handwashing facilities and body washing facilities are functioning regularly.  | 0   | 0  | X   |           |
|               | 3.3            | 3.3.1 Toilets are age-appropriate for all students.   | 0   | 0  | X   |           |
|               |                | 3.3.2 There are handwashing facilities with soap and water in the vicinity of toilets.  | 0   | 0  | X   |           |
|               |                | 3.4.1 The ratio of toilets to students does not exceed 30 students per unit.  | 0   | 0  | ×   |           |
|               | 3.4            | 3.4.2 Toilets are usable for students with disabilities.  | 0   | 0  | X   |           |
|               | 5.1            | 3.4.3 There are functional urinals for male students.   | 0   | 0  | X   |           |
|               |                | 3.4.4 There are gender-separated bathrooms or interchangeable bathrooms.  | 0   | 0  | X   |           |
|               |                | 4. SCHOOL ENVIRONMENT   |     |    |     |           |
| * * *         |                | 4.1.1 Classroom interiors and exteriors are clean.  | 0   | 0  | X   |           |
| *             | 4.1            | 4.1.2 Students dispose their garbage in waste baskets.  | 0   | 0  | X   |           |
|               |                | 4.1.3 There is a daily cleaning schedule for both classroom interiors and exteriors.  | 0   | 0  | X   |           |
|               | 4.0            | 4.2.1 Kitchens or canteens are clean and tidy.  | 0   | 0  | 0   |           |
|               | 4.2            | 4.2.2 There is a handwashing facility in the kitchen or the canteen.  | 0   | 0  | 0   | 77.77     |
|               |                | 4.3.1 School has a wastewater drainage system.  | 0   | 0  | X   |           |
|               | 2.22           | 4.3.2 There is elimination of mosquito breeding grounds.  | 0   | 0  | X   |           |
|               | 4.3            | 4.3.3 School separates and disposes of garbage.   | 0   | 0  | X   |           |
|               |                | 4.3.4 Cleaning equipment and supplies are available.  | 0   | 0  | X   |           |
|               | 4.4            | 4.4.1 Coordination and cooperation with Village Education Development Committee about school environment maintenance is in place.                         | 0   | 0  | ×   |           |
|               |                | 4.4.2 Environmental work is included in the School Development Plan.  | 0   | 0  | X   |           |
|               |                | 5. PERSONAL HYGIENE   |     |    |     |           |
| * * *<br>* *  |                | 5.1.1 School principal disseminates information about personal hygiene<br>to teachers, students and parents/guardians.                                    | 0   | 0  | ×   |           |
|               |                | 5.1.2 Homeroom teachers monitor students' personal cleanliness daily.   | 0   | 0  | X   |           |
|               | 5.1            | 5.1.3 Teachers guide students to practice daily group handwashing with soap.  | 0   | 0  | X   |           |
| **            |                | 5.1.4 Teachers help students clean themselves after defecation or urination.  | 0   | 0  | X   |           |
|               |                | 5.1.5 Cooks or persons who prepare food always wash their hands before and after cooking or food preparing.   | 0   | 0  | ×   |           |
|               |                | 5.2.1 All students always wash their hands with soap before eating, after using the toilet, and after playing, with teacher supervision.                  | 0   | 0  | ×   |           |
|               | 5.2            | 5.2.2 All students practice daily group handwashing and toothbrushing with teacher supervision.   | 0   | 0  | X   |           |
|               | - 7            | 5.2.3 All students are able to clean themselves after using the toilet with teacher supervision.  | 0   | 0  | X   |           |
|               |                | 5.3.1 All children in kindergarten grade 3 wash their hands with soap by themselves<br>before and after eating, after using the toilet and after playing. | 0   | 0  | ×   |           |
|               | 5.3            | 5.3.2 All children in kindergarten grade 3 clean themselves after defecation or urination.  | 0   | 0  | X   |           |
|               |                | 5.3.3 All student's bodies, as well as their clothes, are clean.  | 0   | 0  | X   |           |
|               | 10             | 6. DEWORMING & VITAMIN A  |     |    |     |           |
| * * *         | 6.1            | 6.1.1 50-70% of students haven taken deworming tablets and Vitamin A, twice annually.   | 0   | 0  | X   |           |
| * * *<br>* *  | 0.1            | 6.1.2 School has a database on students deworming and taking Vitamin A.   | 0   | 0  | X   |           |
|               | 6.2            | 6.2.1 71-80% of students have taken deworming tablets and Vitamin A, twice annually.  | 0   | 0  | X   |           |
|               | 6.3            | 6.3.1 81% of students and more haven taken deworming tablets and Vitamin A, twice annually.   | 0   | 0  | X   |           |

# MONITORING, REPORTING RATING AND AWARDING



# MONITORING AND REPORTING

After schools have conducted self-assessment, close monitoring is required to ensure that schools can sustain their good performance and address the constraints in order to achieve the standards.

#### ALL LEVELS MUST IMPLEMENT AS FOLLOWS:



**SCHOOL LEVEL** 

School principals and teachers regularly monitor the performance to ensure WASH facilities are clean, safe and functioning at all time.

Teachers monitor students' positive behaviour change, e.g., always handwashing with soap after using the toilet and disposing of garbage in garbage bins.

Schools incorporate the results of WASH performance into the school report.



DISTRICT LEVEL

Study the evaluation results of the schools to be monitored.

Monitor and support school principals and Village Education Development Committees to encourage schools to sustain and enhance good practices while focusing on improving the constraints.

Monitor WASH in Schools along with technical work of District Education and Sports Bureau (DESB).

Incorporate the results of WASH performance into DESB report.



Study the results of WASH in Schools assessment in provincial/capital database.

Monitor, support DESB and observe the actual performance in some schools.

Monitor WASH in Schools along with technical work of Provincial/Capital Education and Sport Service (PESS).

Incorporate the results of WASH in Schools into PESS report.



Study the results of WASH in Schools assessment in the Department of Early Childhood Education's database.

Monitor and support each level and observe the actual implementation in some schools.

Monitor WASH in Schools along with the Department's technical work.

Incorporate the results of WASH in Schools into the Department's annual report.

Report the implementation results to the Minister.

### RATING AND AWARDING

After schools have conducted a self-assessment using the indicators from the assessment tools for WASH in Schools and have discovered what has been implemented well and what requires improvement, they rate themselves against the standards of the Three Star levels which are 1 star, 2 stars and 3 stars.

Awarding is to promote and encourage schools that have progressed in the implementation of WASH in Schools. The criteria for schools to be awarded are as follows.





schools with 3 stars + 3 meet all checklist items for all indicators in all 6 categories of: star 1, star 2, and star 3\* 3 years continuous AWARDING BY:

DEPARTMENT OF EARLY CHILDHOOD EDUCATION



schools with 3 stars
meet all checklist items for all
indicators in all 6 categories of:
star 1, star 2, and star 3\*

DEPARTMENT OF EDUCATION AND SPORTS OF PROVINCE/CAPITAL



schools with 2 stars meet all checklist items for all indicators in all 6 categories of: star 1 and star 2\*

BUREAU OF EDUCATION AND SPORTS OF DISTRICT



schools with 1 star meet all checklist items for all indicators in all 6 categories of: star 1\*



SCHOOLS WITH NO STARS did not meet all checklist items in the 6 categories in star 1

\* except for inapplicable items

WATER,
SANITATION AND HYGIENE
ASSESSMENT USING THE
THREE STAR APPROACH
PROMOTES THE SUSTAINABLE
DEVELOPMENT OF SCHOOLS,
NOT ONLY FOR REWARDING.

# ORIENTATION, SUMMARY, DATA ANALYSIS



# INSTRUCTIONS ON ORIENTATION

ORIENTING SCHOOLS TO SELF-ASSESS AND IMPROVE WASH IN SCHOOLS CAN BE DONE IN MANY WAYS:

#### **FIRST METHOD**

Launch a pilot implementation in one school and invite other schools to learn from the pilot school and replicate the model in their schools.

#### **SECOND METHOD**

Conduct orientation session to the school where heads of school cluster are, and then invite other schools within the cluster to learn and replicate the model in their schools.

#### THIRD METHOD

If the budget permits, organize a group orientation for multiple schools at once.

In addition, orientation sessions can be integrated into various technical meetings.

# THE ORIENTATION INCLUDES THEORETICAL AND PRACTICAL SESSIONS:

# THEORY (SUBSTANCE)

Introduction of the Three Star Approach.

Objectives.

National standards of WASH in Early Childhood Education and General Education.

Contents of standards for WASH in Schools.

Instruction on how to use school assessment forms.

Monitor, support and report on the implementation results in schools.

Apply findings to inform school planning.

# 2. PRACTICE

Study the assessment checklist, evidence and activity in each indicator.

Hands-on practice.

Consolidate results and findings and produce a summary.

## SUMMARY AND DATA ANALYSIS

Data gathered from evaluation of performance from each target school will be entered into District Education and Sports Bureau (DESB) database for further analysis. Based on the results of the analysis, DESB will summarize the number of schools achieving in each level and how many schools must strive further. In addition, the report, as well as the data, will be submitted to the Provincial Education and Sports Services (PESS) and presented during monthly or quarterly meetings.

#### A SAMPLE REPORT:



#### บิดลายฐาม

ການປະເມີນດ້ານນ້ຳ ແລະ ສຸຂະອະນາໄມ ຕາມຮຸບແບບ 3 ດາວ สำนับโรงูราน ปะทีม ปะทำสิทธาน 2020-2021

#### 1. annæstelli ร. กอนเป็นเก

ວຽກງານດ້ານນ້ຳ ແລະ ສຸຂະຂະນາໄມ້ໃນໂຮງສຽນ ເປັນວຽກງານໜຶ່ງຕື່ມີການຈັດຕັ້ງປະຕິບັດມາແຕ່ນີ້ 2006, ແຕ່ການປະຕິບັດຍັງພັນແບບຜິວເຢັນ, ກະລາຄາຄານ ແລະ ບໍ່ມີລັກສະນະຮອບດ້ານ. ໂດຍຮົວໄປ ຈະເປັ້ນໃສ່ສະເພາະການ ອະນາໄມໃນໂຮງຮຽນ ແລະ ສິ່ງແວດລ້ອມດ້ານກາຍບະຮາຍເອົານັ້ນ. ການຈັດຄັ້ງ ປະຕິບັດຜ່ານມາບັງມີຂໍ້ຫຍຸ້ງບາກຫຼາຍປະການເຊັ່ນ: ງິບປະມານມີຈຳກັດ, ປະສົບປະການ ແລະ ຄວາມສາມາດ ໃນການດຳເນີນງານຂອງຜູ້ບໍລິຫານແຕ່ລະຂຶ້ນຍັງຂ່ອນພ້ອຍ ແລະ ການປະສານງານລະຫວ່າງພາ. ສ່ວນທີ່ ท่าวต้องยังใช้เหย็มแลง แบบดักสะเกร ซี (2016-2020) สำนับละแบบทาบยอยลงทา: ซิก ສາກ່ອນໄວຮຽນ ແລະ ສາມັນສຶກສາໄດ້ກຳນົດຍຸດທະສາດກ່ຽວກັບວຽກງານສົ່ງເສີມສຸຂະນານ, ສຸຂະຍະນາໄມ: ແລະ ໃນຊະນາການໃນໂຮງຮຽນ ໂດຍມີຈຸດປະສົງ ເນື້ອປັບຢູງໃນຊະນາການຂອງດັກ, ເຮັດໃຫ້ເດັກມີຊວະນາຍ ແຂງແຮງ, ມີຍົດທະນາການຄາງດ້ານຮ່າງການ ແລະ ມັນສະໜອງທີ່ດີ ເພື່ອປັນບຸ່ງກູນນະຮານຂອງການຮຽນ ເປັ້ນໃສ່ເກັກທຸກທາກ ແລະ ເກັກໃນເອດທ່າງໄກສອກຫຼີກ. ກະຫວງສຶກສາທິການ ແລະ ກິລາ ແລະ ກະຫວງ ສາຫາລະນະສຸກ ໄດ້ອອກນິຕິກຳຕ່າງໆຫຼາຍສະບັບທີ່ກ່ຽວຮັນເຖິງວຽກງານສົ່ງເສີມສຸຂະນາຍດີໃນໂຮງຮຽນ (ສສຮ) ເນື້ອເປັນບ່ອນອີງໃນການປະຕິບັດວຽກງານດັ່ງກ່າວ. ນອກຈາກນີ້ທັງສອງກະຊວງບັງໄດ້ຮວມມືກັນ ແບບໃຕ້ຊົດໃນການສົ່ງເສີມສຸຂະນາບຂອງມີກອງນ ໂດຍສະເພາະໃນຊຶ້ນປະຖິມສິກສາ ແລະ ຄ້ອງກຽມປະຖິມ ໂດຍໄດ້ສ້າງພະໃບບານແຫ່ງຊາດ ວ່າດ້ວຍການສິ່ງເສີມຊະະຍາບໃນໂຮງຮຽນ (ປີຂວາວ), ຮ້ອມກັນນັ້ນ, ຕໍ່ໄດ້ມີ ການແຕ່ງຕັ້ງຄະນະຮັບນິດຊອບຮ່ວມປັບແຕ່ຂຶ້ນສູນກາງລົງຮອດຂຶ້ນຫ້ອງຖິ່ນເຍື່ອຈັດດຶ່ງປະຕິບັດວຽກ, ພ ดั้งก่าว มาจินเท็งปะจุบัน. เมื่อตอบสะของวิโสตัด, บุดทะสาด, นะใบบาน, แบบอัดทะมายา ແໜງການສຶກສາ ແລະ ແກ້ໄຂບັນຫາທີ່ມັກ. ເກີດຂຶ້ນຄັນເດັກ ແລະ ນຳເອົານັ້ນຂອງກອງປະຊຸມແລກປ່ຽນ ປົດຮຽນປະຈຳປົວເດັນສາຄົນ ກ່ຽວກັບນ້ຳ ແລະ ສຸຂະສະນາໄມ ໃນປີ 2013 ເປັນຄົ້ນມາທີ່ເສັນດີເປັນເອກະ ພາຍໃຫ້ບັນດາປະເທດພາດີ ນຳໄປຈັດຄັ້ງປະຕິບັດວິທີການ ລ ດາວ ກ່ຽວກັບນ້ຳ ແລະ ອຸສະສະນາໄຟໃນ ໂຮງຮຽນ ທີ່ສະໜັບສະໜຸນໂດຍ ກອງທຶນສະຫະປະຊາຊາດສຳລັບເຕັກ (UNICEF) ແລະ ອົງການ ຈີໄອແລັດ (GIZ). ດັ່ງນັ້ນ, ຈຶ່ງຈ່າເປັນຕ້ອງໄດ້ສ້າງປື້ມຄຸ່ມີ ແນະນຳການປະເມີນວຽກງານດ້ານນ້ຳ ແລະ ສຸຂະຣານາໄມໃນ

- ຍະແນກພຶກສາຄິດານ ແລະ ກິລາ ຂຈັງການ ເລື່ອງການເກັບຄ້ຳປະເມີນ ແລະ ລາຍງານວຽກງານສາມ ดาวคุ้มปะทับเดิกตา ซ์คมพัทธิ์ทะเยเซลมปะเมิน คอบฉาย ขอะ คอบฉาย:
- ຕ້ອງການຝຶກລາຄົການ ແລະ ກິລາ ອ ເມືອງ າ ນະຄອນ ແຈ້ງການ ຫາໃຊງຊຽປະຖົມພາຍໃນເມືອງ ແນວນຳການຄົວນອື່ມູນ ແລະ ສິ່ງຂ່າງພະຍາຍອນຄ້ວນໃຫ້ທາງໂຮງຂຽນ; โรงสรุงประเมินถึงเครงงานแบบสอบที่ต้องการนักมาตัดงาน และ กิลาเมือง, จะกอบ สิ่งใต้
- ແລ້ວຍິອນຕາມຮ່າງປະເມີນ ແລ້ວສິ່ງໃຫ້ເມືອງ; ຫ້ອງການສຶກສາທິການ ແລະ ກິລາເມືອງ, ນະຄອນ ລັງລວມກວດຄົນຂໍ້ມູນທີ່ໄດ້ຈາກໄຮງຮຽນແຕ່ລະ
- ซู้ๆ แล้วย้องแบบประเมินตั้วในด้างอยเฉาย และ ได้ฉัดประเมินยาๆไดรตามกับจั∫. ຕ້ອງການສຶກລາທິຫານ ແລະ ກິລາເມືອງ, ນະຄອນ. ວິເກາະຂໍ້ມູນ ແລະ ສຽນໂຄລານງານແລ້ວສິ່ງຫາ
- ความหาดานับนักดา ขวามเหมือดายังกบ และ กิลา ອະເທງກະນັບສຶກສາ ພະແທກສຶກສາທິການ ແລະ ກິລາ ສັງລວມ ແລະ ກວດຄືນ ແລ້ວ ເຂັດບົດລາຍ ງາເພິ່ງກັບພາມົດພຶກພາ ກະຊວງມີກພາຄົກການ ແລະ ກິວາ.
- วิธีดำเนินทนทานอิเกาะ
  - ສັງລວມຂໍ້ມູນຂອງແຕ່ລະເມືອງ:
- ກວດຫາດວາມຖືກຕ້ອງຂອງຂໍ້ມູນ ແລະ ປະສານທາສ້ອງການພຶກສາສົຫານ ແລະ ກິວາເມືອງຖືງມີຂໍ້ລົງ
- ຂະແດງຄືນຕົວຍອາດະລາງ, ເຂັ້ນສະແດງ ແລະ ຍິດລາຍງານ.

#### IV. ຄົນຂອງການວິດກະ

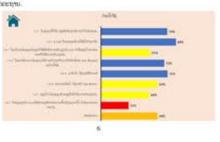
ຈາກຄົນການປະເພີນວິດກະ ໃນ ອ ເມືອງ າ ນະຄອນ ສິບວ່າໃນນັ້ນມີ 6 ເມືອງ ຄື ນະຄອນປາກເຊ, ປາກຊ່ອງ; ປະທຸມພອນ: ໃນເທອງ ແລະ ຊອູນາ ທີ່ໄດ້ ເດາວ ມີໂຮງຮຽນທັງໝົດ າຣ ແຕ່ງ, ມີ 2 ເມືອງ ຄື ນະຄອນປາກເຊ αμε θνειάτη έλλη ε οπο ΙΙ ο Τεγεχο άσου ο οποιεύνδεθλητε. Βος αμε Τεγεχού δλάσποζουκόμε ເມືອງແມ່ນມີ 725 ແຫ່ງ ເຊິ່ງ ຕິນການປະເມີນ ໂດຍລວມມີລາຍລະອຽດຄັ້ງລຸ່ມນີ້;

|    | 100        | Second Control |     |     |      |     | п   | de é |     |      | ueda lasan tana |       |       |       |           |      |  |
|----|------------|----------------|-----|-----|------|-----|-----|------|-----|------|-----------------|-------|-------|-------|-----------|------|--|
| m  | alleg      | 100            |     |     |      | 200 |     |      | 16% |      |                 | 60m   |       |       | min byte. |      |  |
|    |            | 200            | 19  | ACM | 200  | At. | -   | 908  | Ab. | XMI  | 200             | 62    | 400   | 200   | 83        | ATT  |  |
|    | assers245  | 100            |     |     |      | NA. |     |      | 100 |      | 500             | -     | ***   | 784   | Dan.      | 100  |  |
|    | 1804) 1916 | 1.4            | - 4 | - 8 |      |     |     |      |     | 10.4 | 11(4)           | 200   |       | 0.46  | - See     | 10.6 |  |
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|    | disch      | -              | - 0 | -   | - 1  | - 1 |     | - 4  | - 4 |      | 1.0             | -/10  | - 64  | Sile. |           | -    |  |
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| -  | Sec        |                | -   |     | - 1  |     |     | -    |     |      | 100             | 100   | 79    | 7 30  | - 41      | 110  |  |

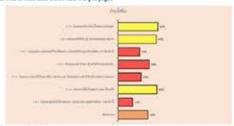
ຕີບການປະເມີນແນກຕາມ 6 ຕ້ານ ສະແດງໃຫ້ເຫັນວ່າ ດ້ານທີ່ປະຕິບັດໄດ້<del>ສຸງສຸດແ</del>ມ່ນ **ດ້ານການຄົນປາຂ້າແມ່** ສ້ອງປະຕິບົດໄດ້ທີ່ ee% ຕ້ອນການປະສານ ງານລະຫວ່າງສາກລ່ວນ ສາສາລະນະສູກ ແລະ ສຶກສາ ໂດຍໄດ້ຮັບ ການເອົາໃຈໃຕ້ຕິດຕາມຂອງຢູ່ບໍລິຫານ ແລະ ວິຊາການຂຶ້ນເມືອງ, ຊຸມຊີນ ແລະ ຮັ້ນມຢູ່ປົກຄອງໃຫ້ຄວາມຮ່ວມມື ເປັນຢ່າງຕີ, ລ່ວນຕຳເໜີຍວ່າໃຕ້ກໍໄດ້<mark>ໜ້ອຍຊຸດ</mark>ແມ່ນຕຳນ **ຕຳນວິດຖ່າຍ ແລະ ໄຖບ່ຽ**ລ. ປວກີບົດໄດ້ ລອ % ລາຍເສດ ຕ້ອນ ໃຊງຊາງເພ່ວນຫຼາຍຍັງບໍ່ມີວິດຖ່າຍ ແລະ ໃຖຍ່ງວ ຫຼວງສໍໃຫ້ນົກຊຽນ, ຍັງຊາດການເປັນແຕ່ແນະນໍາເລື່ອງ ມາດດອຖານດ້ານນ້ຳ ແລະ ຊຸສະສະນາໄມ ໃຫ້ແກ່ຜູ້ຕໍລິສານໃສງສຽນ ແລະ ສູມຊົນ.

#### า. ถ้านน้ำให้

ປະກອບດ້ວຍ ອ ລາຍການປະເມີນ ສະເລ່ຍລວມ ເສົ້າຄັນ 64% ເຊິ່ງເສັນວ່າ ມີສຽງ າ ລາຍການຄື ຄູ ແລະ ໃຫ້ຄຽນທຸກຄົນນຳໃຊ້ນ້ຳຄ່າງປະຕິດ ທີ່ປະຕິບັດໄດ້ 84% ສູງຊຸດ ຄວຣ ໂຮງຮຽນ ສ່ວນລາຍການ ນົກຂຽນທຸກ ຄົນລວມສັງນົກຮຽນພິການສາມາດເຂົ້າເຖິງຈຸດແຈກນ້ຳໄດ້ສະດວກແລະປອດໄພ ປະຕິຍັດໄດ້ພຽງແຕ່ ວ່າ % ປະຕິບົດໄດ້ໜ້ອຍກວ່າໝູ່ເມື່ອຫຽນກັບລາຍການຄົນໃນດ້ານນ້ຳ ສາເຫດ ຄອນພາກນ້ຳ ຫຼື ຄອນນຳໃຊ້ນ້ຳ ຍັງບໍ່ມີ ຄວາມສະຄວກໃນການເຂົ້າເຖິງຂອງບັກຂຽນອີການ. ໂດຍລວມແລ້ວໂຮງຂຽນສາມາດສະໜອງນ້ຳໃຊ້ໄດ້ຢ່າງຂຽງຍໍ



ປະກອບຄົວຍ 7 ລາຍການປະເມີນ ສະເລ່ຍລວມ ເຄົາກັບ 36% ເຊິ່ງທັນວ່າ ທຸກລາຍການ ມີໂຮງຮຽນຈຳນວນ ຫຼາຍທີ່ປະຕິບັດບໍ່ໄດ້ ສາເຫດ ບັກຂຽນທຸກຄົນໄດ້ຕົ້ນນ້ຳພະຍາດຢູ່ໃຊງຊຽນຄົງບໍ່ສຽງຍໍ ຍົຍນໍໂຮງຊຽນບໍ່ມີງີ່ຢຸດປະມານ ພຽງສໍໃນການລວກເອງນ້ຳນັ້ນ, ປອດໄພ ແລະ ພຽງສໍ າ ຄົນ/ລິດ/ມື້ ການແກ້ໄຂໂຮງຮຽນຕ້ອງຮຸກບໍ່ໃຫ້ນັກຮຽນທຸກ กับสามารถอีกน้ำรั้นเพิ่สระอารยอดใหมารั้นยุ่ไสรหรุม.



#### ດ້ານວິດຖ່ານ ແລະ ໃຖຍ່ງລ

ปรากอบด้วย ห อหมากมีเริ่มใน สระดับดอน เพิ่งขึ้น วิดจัง เริ่มต้นดำ พวาลหมาก แม้นประกับให้เป็น ອບກວ່າ 60 % ລາຍງານ ວ.ນ. ວິຖ່າຍໄດ້ແບກຕ້ອງຍິງ ຊາຍ ເມື່ອອຽດກັບລາບການອື່ນແມ່ນປະຕິບັດໄດ້ສູງກວ່າ ມີ ໂຮງຮຽນ 322 ແຫ່ງ ເທົ່າກັບ 43% ໂດຍລວມເລືອສາຍາດຍ້ອນ ໂຮງຮຽນສ່ວນຫຼາຍຍັງບໍ່ມີລັດຖ່າຍ ແລະ ໂຖຍ່ຽວ ສຽງສໍໃຫ້ລັກຮຽນ, ຍັງຂາດການເປັນແຕ່ແນວກໍາເລື່ອງມາດຄວາງານຄ້ານນ້ຳ ແລວ ສຸຂວອວນາໄມ ໃຫ້ແກ່ຜູ້ບໍລິຫານ λεγεχυ πας ημήν.



#### 4. бъщенициобал

ปราคยเดือน ระ อายการประเมิน แระเฉียดอน เพิ่งขึ้น 73 % เพิ่งเขียด้า มีในกลางเขาเกล้า 37 แต่ก ທີ່ມີສະຍາຍພວກລ້ອມທັງໃນຫ້ອງຂຽນ ແລະ ນອກຫ້ອງຮຽນດີບ້ອນໄຮງຮຽນມີການຈັດໃຫ້ມີກະກຳຂໍ້ເຫນື້ອ, ມີ กระสทุกทบออนทโม,มีสุขอาคนที่รู้ดำและคลามสอกลกในภายออนทโม, มีกายอสทเพิ่มต้นกับ กระช ສັດທະນາການພັກພາຕ້ານເຄື່ອຊ່ວຍດຸພລໃຊງຮຽນໃນຕອນສັກແລ້ງ ແລະ ຊຸກຍູ່ໃຫ້ນັກຂຽນຕື່ມສິ້ນເທື່ອໃຫ້ກະຕ່າຂຶ້ ເສເຍື້ອ ແຕ່ຄ້າມີບາງລາຍການ ທີ່ຍ້າກມາດປະຕິບັດໄດ້ດີ ເຊິ່ງປະຕິບັດໄດ້ສ່ອຍເກວ່າ 60% ເຊັ່ນ: ໃນງແຕນເມີລະຄົບ ລະບາຍນ້ຳເນື່ອນ ແລະ ໂຮງຮຽນມີການແບກກຳກຈັດສິ້ນຫນື້ອ ໂດຍລວມແລ້ວຖືວ່າ ມີໂຮງຮຽຫຼາຍທີ່ມີສະຫານແວດ Southunccoon



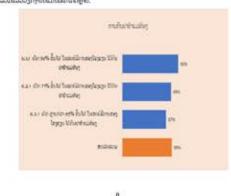
#### ถ้ามคอากในต่อบบุทถึง

ປະກອບດ້ວຍ າາ ລາຍການປະເມີນ ສະເລຍລວມ ເທົ່າກັບ 46% ກໍ່ຖືວ່າຢູ່ໃນລະດັບທີ່ຕໍ່າກວ່າພາດຕະກຸານ ແຕ່ Τυδιώ ο ανεπικθεεθθηλίωνουστρικ ή Τεγεχνώτηνεθικότειστηνικότεισσυντικότειστην . ໂກຮຽນລ່ວນຫຼາຍມີຄວາມສະຍາດທາງດ້ານຮ່າງກາຍ ແລະ ການກຸ່ງຕື່ ແລະ ຄປະຈາສໍອງກວດກາຄວາມສະຍາດ ຂອງນັກຂຽມເປັນປົກກາວດີ. ລ່ວນລາຍການອື່ນແມ່ນປະຕິບັດໄດ້ໜ້ອຍກວ່າພາດຕະນຸກນ ໃນຕົ້ນໜ້ອຍທີ່ສຸດ ແມ່ນ ໂຮງຮຽນບໍ່ມີຕ້າຍານດໃນແຮໄດ້ໃຊ້ໃນກ່ວດນີ່ສຸກເລີນໃນແວລານັກຮຽນຍິງເປັນປດຈຳເກືອນ ຍ້ອນວ່າ ລ່ວນໃຫຍ່ຈດນໍ້ ດ່ອຍເຫັນຄັກຂຽນຂຶ້ນປະຖົມທີ່ຈະເປັນປະຈຳເດືອນ ຫາງໂຮງຂຽນຈຶ່ງບໍ່ໄດ້ກຽມຮ້ອມໃນລາຍການປະເມີນນີ້ ສະນັ້ນ ທາງໂຮງຮຽນຕ້ອງໄດ້ກຽມຮ້ອມໃນຕ້ານນີ້ ແລະ ຕ້ອງໄດ້ມີການພາຂວ່າເພດຍັງທີ່ມີຄວາມຂ່ຽງທີ່ມີໂຮດາດຈະເປັນ ยะจากโดยต้องให้ติดตามเป็งใดเองเป็นพิเสด.



#### ถ้าแสกแต้แผ่งล้าอยู่เลือง

ປະກອບມີ 3 ລາຍການປະເມີນ ສະເລັດລວມ ເຄົາຄັບ 86% ນຶກຂຽນຄຸ້ນປະຕົນສ່ວນຫຼາຍໄດ້ຄົນປະຊຳແມ່ ຕ້ອງ ຂອງຈຳນວນໂທຍງາສັງຄົດ ມີພຽງ ນິກຮຽນຍາງຄົນທີ່ຕໍ່ສາມາດລັດໄດ້ ເນື່ອງຈາກ ສຸຂະພາເຂອງນັກຮຽນເອງ ໃດແລວມແລ້ວວຽກງານນີ້ແມ່ນເຮັດໄດ້ຕີຫຼາຍ.



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