



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
Department of Early Childhood Education



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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.



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.
2. 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 3 STARS refers to schools that are able to achieve the national standards for water, sanitation, and hygiene in schools.



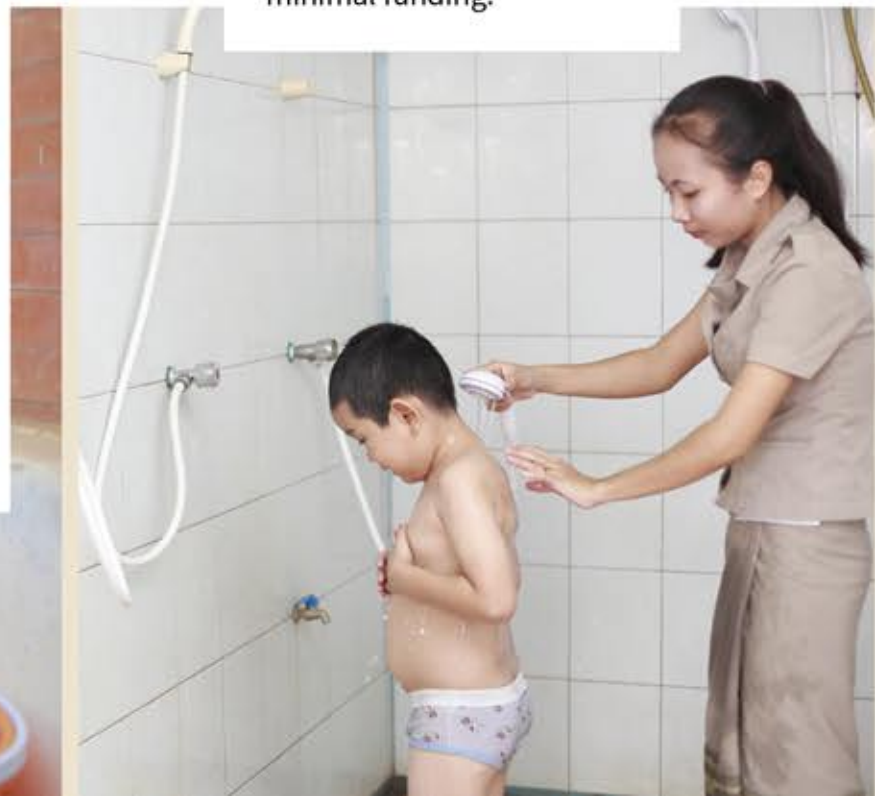
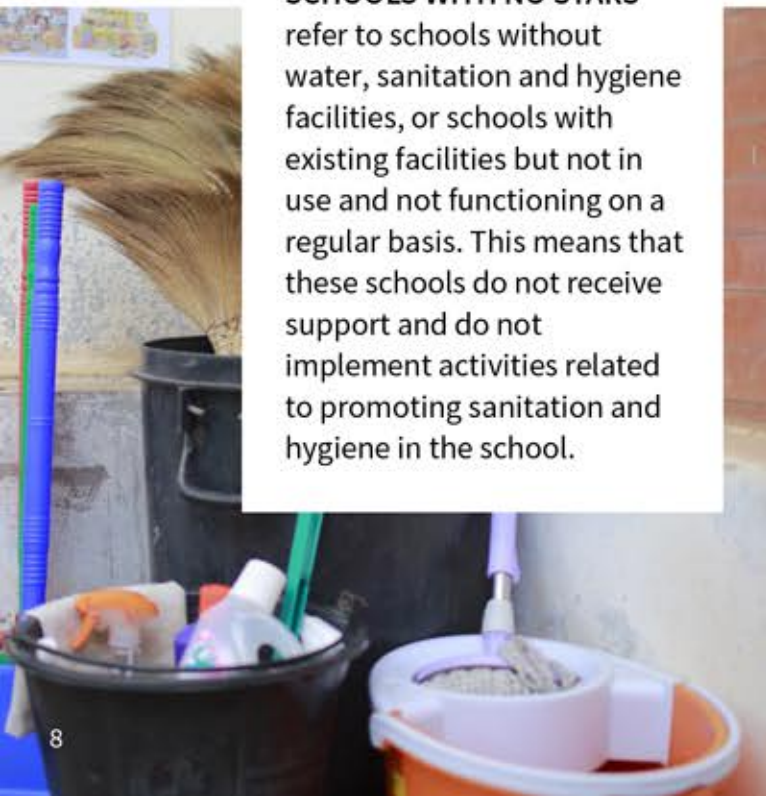
SCHOOLS WITH 2 STARS refers to schools that have been upgraded from the 1 star level by making improvements or providing facilities that can satisfactorily ensure the implementation of WASH activities, and students exhibit positive change in their behaviour.



SCHOOLS WITH 1 STAR refers to schools that have basic WASH facilities and are able to implement WASH activities using minimal funding.



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.



WASH IN SCHOOLS: ASSESSMENT STANDARDS



OVERVIEW: ASSESSMENT STANDARDS

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

CATEGORIES	INDICATORS		
	★	★★	★★★
 1. WATER 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. DRINKING 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. LATRINES & WASHING 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. SCHOOL 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. PERSONAL HYGIENE	5.1 School provides knowledge and train students, teachers and parents/guardians on personal hygiene skills.	5.2 School promotes personal hygiene.	5.3 All students exhibit good behaviour in maintaining their personal hygiene.
 6. DEWORMING & VITAMIN A	6.1 50-70% of students have taken deworming tablets and Vitamin A.	6.2 71-80% of students have taken deworming tablets and Vitamin A.	6.3 81% of students and more have taken deworming tablets and vitamin A.



ASSESSMENT

ASSESSMENT STRENGTHENS THE IMPLEMENTATION OF WASH IN SCHOOLS

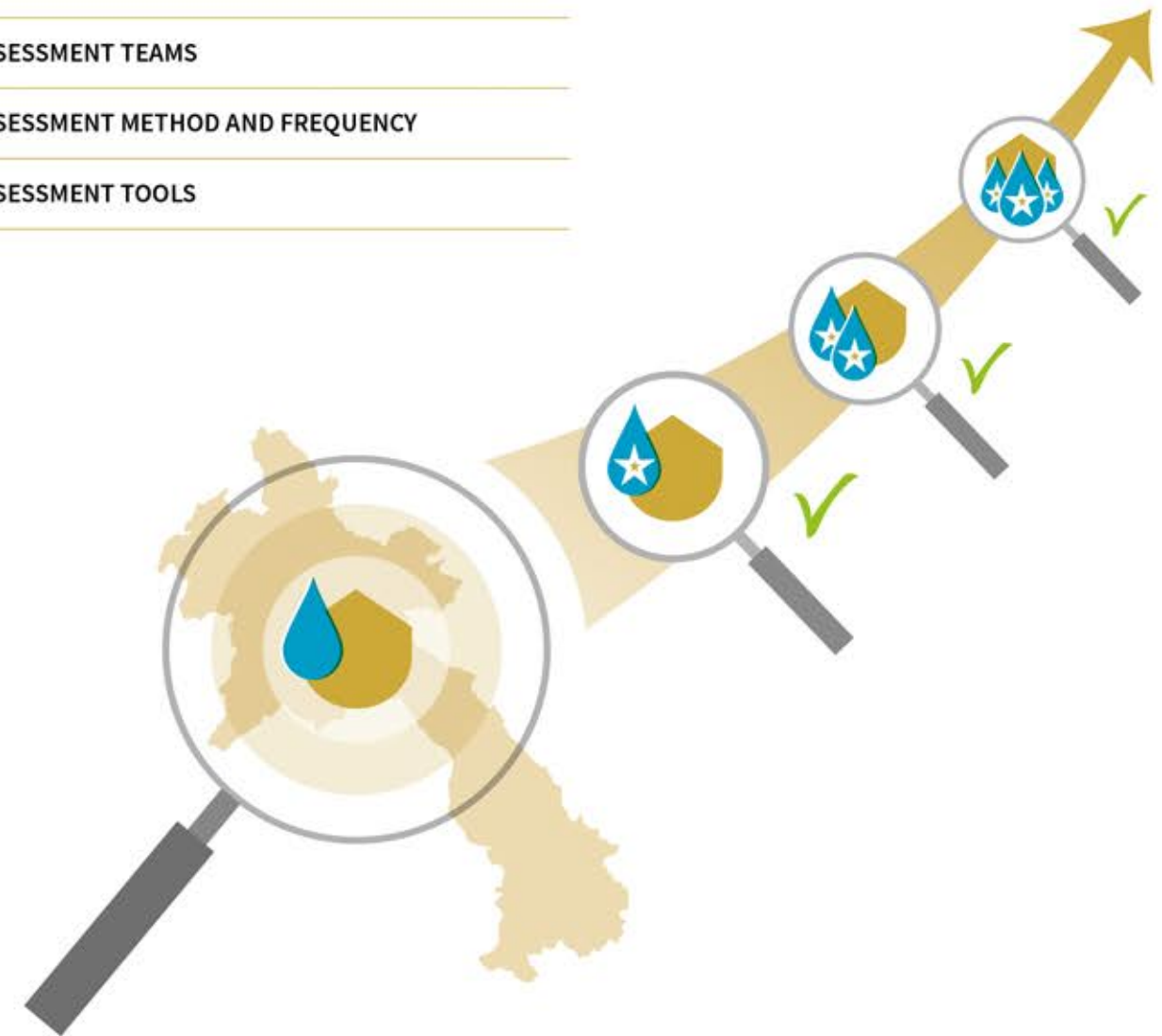
Evaluation is important and necessary in promoting implementation of WASH in Schools, and it can also gather data on what has been achieved and not achieved based on the indicators for each category. Items that have not been achieved are to be addressed, planned for, and improved in order to better develop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

ASSESSMENT PROCESS AND RESPONSIBILITIES

ASSESSMENT TEAMS

ASSESSMENT METHOD AND FREQUENCY

ASSESSMENT TOOLS



ASSESSMENT PROCESS AND RESPONSIBILITIES

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

ASSESSMENT BY SCHOOLS

- 1 Study the content of the assessment manual in depth.
- 2 Disseminate the assessment manual to all stakeholders for 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)

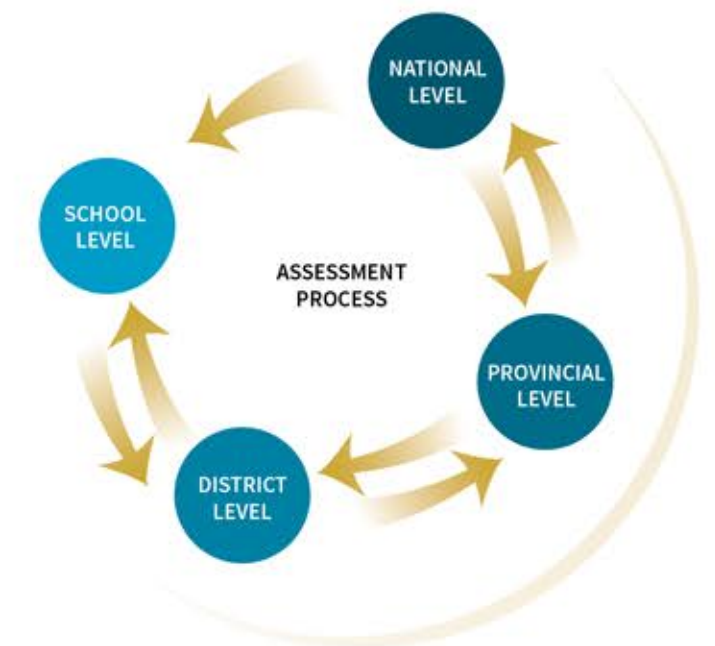
- 1 Compile assessment forms filled by each school and enter data into the database.
- 2 Maintain database and submit data to provincial/capital office regularly.
- 3 Analyse the implementation results from each school in each category.
- 4 Monitor, motivate, and support school's improvement and certify 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)

- 1 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

- 1 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

DISTRICT 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

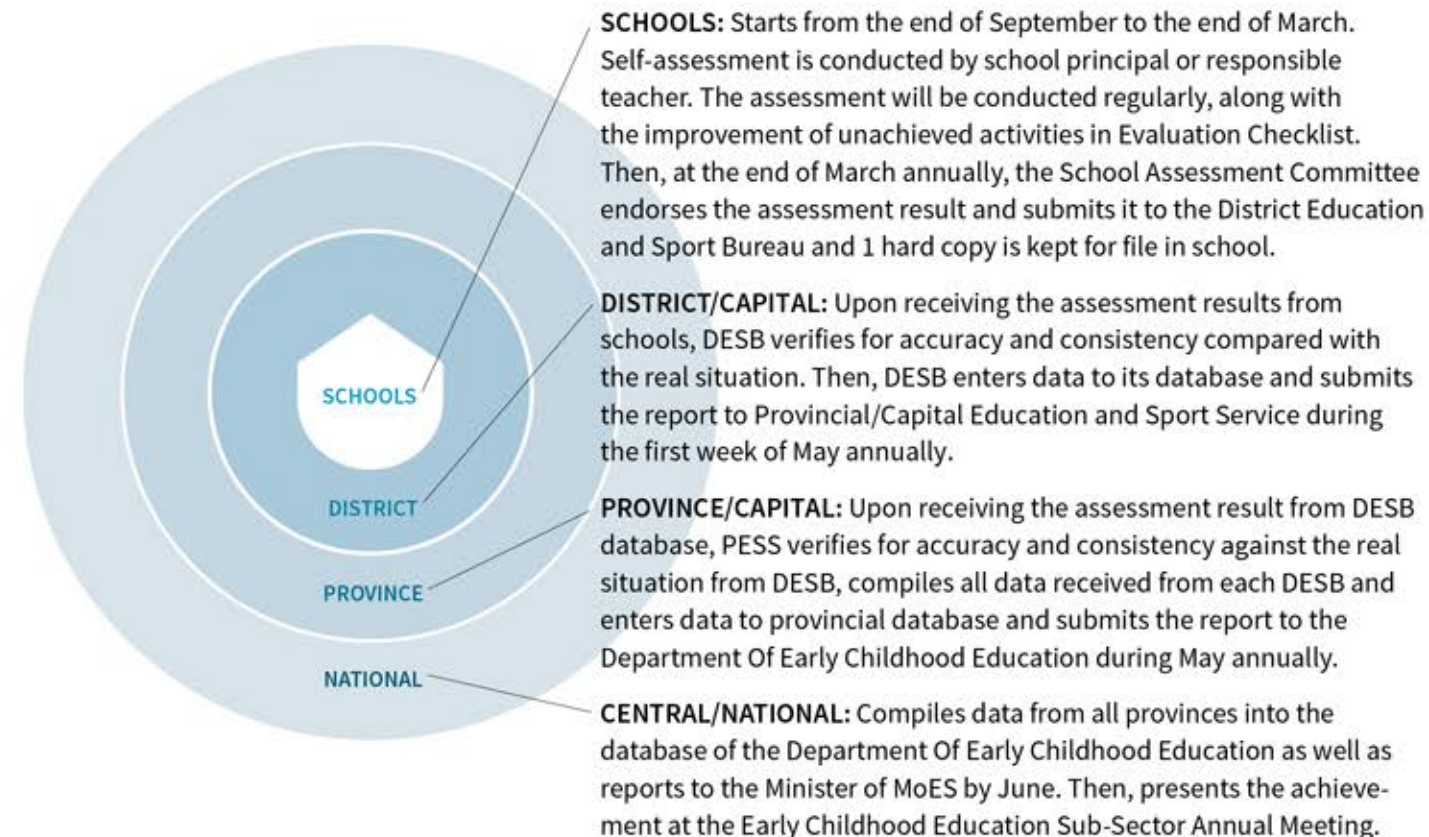
Ministry of Health (MoH):

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

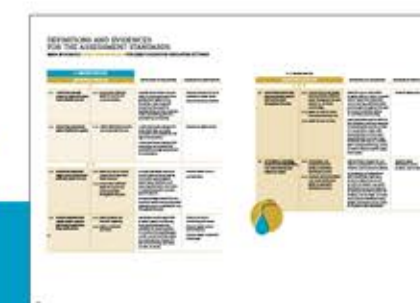


ASSESSMENT TOOLS

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



ASSESSMENT FORM

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



ALL ASSESSMENT STANDARDS

WASH IN SCHOOLS THREE STAR APPROACH FOR EARLY CHILDHOOD EDUCATION SETTINGS

1. WATER FOR USE

★	★★	★★★
<p>1.1 School has enough water for daily use taken from outside sources:</p> <p>1.1.1 School has sufficient water for use for all school activities.</p> <p>1.2 School has convenient water distribution points:</p> <p>1.2.1 Water distribution points are convenient for use.</p>	<p>1.3 School has improved water source and ensure sufficient water for use:</p> <p>1.3.1 Water for use in school comes from improved water sources.</p> <p>1.3.2 School has sufficient water for use for all school activities throughout the year.</p> <p>1.4 School maintains and repairs water systems and water tanks when they malfunction:</p> <p>1.4.1 Water systems function regularly.</p> <p>1.4.2 Water containers are clean.</p>	<p>1.5 Ensure that school has improved water source and can be used throughout the year:</p> <p>1.5.1 School has its own water source and has sufficient water throughout the year (about 10–25 litres/person/day).</p> <p>1.5.2 Water in school comes from improved sources.</p> <p>1.5.3 Water for use is clean.</p> <p>1.6 All students, including those with disabilities, can conveniently and safely use water:</p> <p>1.6.1 All students can conveniently and safely access water distribution points.</p> <p>1.6.2 Students with disabilities can conveniently and safely access water distribution points.</p>

6 INDICATORS
11 CHECKLIST ITEMS



2. DRINKING WATER

★	★★	★★★
<p>2.1 All students drink safe and clean water at school:</p> <p>2.1.1 All students drink safe and clean water at school.</p> <p>2.2 Drinking water containers are always clean:</p> <p>2.2.1 Students' drinking water containers or cups are clean.</p> <p>2.2.2 There is a person in-charge of water containers cleanliness monitoring.</p>	<p>2.3 School provides clean and safe drinking water to students of at least 0.5 liters/person/day:</p> <p>2.3.1 School can provide clean and safe drinking water to students of at least 0.5 liters/person/day.</p> <p>2.3.2 Parents/guardians or school provide additional clean and safe drinking water for students daily.</p> <p>2.4 School places drinking water stations at suitable locations so that all students can drink water conveniently and safely:</p> <p>2.4.1 Drinking water distribution points are suitable for students by age, safe, and easily accessible.</p> <p>2.4.2 Drinking water containers are clean and available for all students.</p>	<p>2.5 School ensures that drinking water is clean, safe and sufficient (1 liter/person/day):</p> <p>2.5.1 School provides clean, safe and sufficient drinking water of at least 1 liter/person/day.</p> <p>2.5.2 Drinking water quality is checked at least once a year.</p>

5 INDICATORS
9 CHECKLIST ITEMS



3. LATRINES & WASHING FACILITIES

★	★★	★★★
<p>3.1 School has clean and safe toilets and group handwashing facilities:</p> <p>3.1.1 There are toilets and group handwashing facilities.</p> <p>3.1.2 There are bodywashing facilities.</p> <p>3.1.3 Toilets, group handwashing facilities and bodywashing facilities are clean.</p> <p>3.1.4 Toilets and bodywashing facility are safe.</p> <p>3.2 School maintains and repairs toilets when they malfunction:</p> <p>3.2.1 There is a daily cleaning schedule for toilets.</p> <p>3.2.2 Toilets and bodywashing facilities are clean and function regularly.</p>	<p>3.3 School has improved toilets and washing facilities, that are age-appropriate to all student and are functioning regularly:</p> <p>3.3.1 Toilets are age-appropriate for all students.</p> <p>3.3.2 There are handwashing with soap facilities within the vicinity of toilets.</p>	<p>3.4 School has sufficient toilets and urinals according to the standards, which are convenient to use for all students, including those with disabilities:</p> <p>3.4.1 The ratio of toilets to students does not exceed 30 students per 1 unit</p> <p>3.4.2 There is a toilet that can be used by students with disabilities.</p> <p>3.4.3 Suitable functional urinals for male students.</p> <p>3.4.4 There is a gender separated bathroom or interchangeable bathroom.</p>

4 INDICATORS
12 CHECKLIST ITEMS



4. SCHOOL ENVIRONMENT

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

4 INDICATORS
11 CHECKLIST ITEMS



5. PERSONAL HYGIENE

★	★★	★★★
<p>5.1 School provides knowledge and train students, teachers and parents/guardians on personal hygiene skills:</p> <p>5.1.1 School principal disseminates information about personal hygiene to teachers, students and parents/guardians.</p> <p>5.1.2 Homeroom teachers monitor students' personal cleanliness daily</p> <p>5.1.3 Teachers guide students to practice daily group handwashing with soap.</p> <p>5.1.4 Teachers help students clean themselves after defecation or urination.</p> <p>5.1.5 Cooks or persons who prepared food always wash their hands with soap before and after cooking or food preparation.</p>	<p>5.2 School promotes personal hygiene:</p> <p>5.2.1 All students always wash their hands with soap before eating, after using the toilet, and after playing, with teacher supervision.</p> <p>5.2.2 All students practice daily group handwashing and toothbrushing with teacher supervision.</p> <p>5.2.3 All students are able to clean themselves after using the toilet with teacher supervision.</p>	<p>5.3 All students exhibit good behaviour in maintaining their personal hygiene:</p> <p>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.</p> <p>5.3.2 All children in kindergarten grade 3 clean themselves after defecation or urination.</p> <p>5.3.3 All student's bodies, as well as their clothes, are clean.</p>

3 INDICATORS
11 CHECKLIST ITEMS



6. DEWORMING & VITAMIN A

★	★★	★★★
<p>6.1 50–70% of students have taken deworming tablets and Vitamin A:</p> <p>6.1.1 50–70% of students have taken deworming tablets and Vitamin A, twice annually.</p> <p>6.1.2 School has a database on students deworming and taking Vitamin A.</p>	<p>6.2 71–80% of students have taken deworming tablets and Vitamin A:</p> <p>6.2.1 71–80% of students have taken deworming tablets and Vitamin A, twice annually.</p>	<p>6.3 81% of students and more have taken deworming tablets and Vitamin A:</p> <p>6.3.1 81% of students and more have taken deworming tablets and Vitamin A, twice annually.</p>

3 INDICATORS
4 CHECKLIST ITEMS



6 CATEGORIES
25 INDICATORS
58 CHECKLIST ITEMS

DEFINITIONS AND EVIDENCES FOR THE ASSESSMENT STANDARDS

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

1. WATER FOR USE			
INDICATORS & CHECKLISTS	DEFINITION OF INDICATORS	SOURCES OF VERIFICATION	
★			
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.	<ul style="list-style-type: none"> Outside school water sources refers to improved water from gravity feed system (GFS), boreholes, open dug-well and school has water for handwashing activity, cleaning toilet, and bathing, which is provided by community. 	<ul style="list-style-type: none"> Observe if water for use is available in water tanks. Observe and ask children.
1.2 School has convenient water distribution points.	1.2.1 Water distribution points are convenient for use.	<ul style="list-style-type: none"> 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 age-appropriate for all students. 	<ul style="list-style-type: none"> Observe at water points.
★★			
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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Maintenance and repair mean that water system monitoring, tools and equipment are available for repairing when it is malfunctioning (leakages, cracks, cannot be close-open) to ensure source of water for use is functioning and clean (no dirt, no mud). 	<ul style="list-style-type: none"> There is record of monitoring and repair. Observe water source and containers. Observe water containers' cleanliness.

>>

>> 1. WATER FOR USE			
INDICATORS & CHECKLISTS	DEFINITION OF INDICATORS	SOURCES OF VERIFICATION	
★★★			
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.	<ul style="list-style-type: none"> 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 dug-wells with concrete rings, boreholes with apron, covered, with roofing and fencing, and is located at least 30 meters away from toilets. 	<ul style="list-style-type: none"> 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 style="list-style-type: none"> Safe facilities of water for use refer to a place with no harm to children, and is not prone to accidents. 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. 	<ul style="list-style-type: none"> Observe water distribution point, location, and container.



2. DRINKING WATER

INDICATORS & CHECKLISTS

DEFINITION OF INDICATORS

SOURCES OF VERIFICATION



<p>2.1 All students drink safe and clean water at school.</p>	<p>2.1.1 All students drink safe and clean water at school.</p>	<ul style="list-style-type: none"> • 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 style="list-style-type: none"> • Inquire with school principal, teachers and students. • Observe students' drinking water containers.
<p>2.2 Drinking water containers are always clean.</p>	<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Observe students' drinking water containers. • Check the monitoring record.



<p>2.3 School provides clean and safe drinking water to students of at least 0.5 liters/person/day.</p>	<p>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.</p>	<ul style="list-style-type: none"> • School provides clean and safe drinking water to all students, but the amount is not up to 1 litre/ person/day, so students' parents/guardians must provide drinking water for their children. 	<ul style="list-style-type: none"> • Inquire with teachers about amount of water that the school provide to students. • Observe students' drinking water bottles provided by their parents or school prepared for students.
<p>2.4 School places drinking water stations at suitable locations so that all students can drink water conveniently and safely.</p>	<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Observe the location of drinking water dispenser and drinking water containing equipment.



<p>2.5 School ensures that drinking water is clean, safe and sufficient (1 liter/person/day).</p>	<p>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.</p>	<ul style="list-style-type: none"> • 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 style="list-style-type: none"> • Inquire with teachers about the amount of drinking water provided by school to students (1 liter/ person/day). • Water quality check certificate.
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3. LATRINES & WASHING FACILITIES

INDICATORS & CHECKLISTS

DEFINITION OF INDICATORS

SOURCES OF VERIFICATION



<p>3.1 School has clean and safe toilets and group handwashing facilities.</p>	<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Observe if toilets and washing facilities are clean.
<p>3.2 School maintains and repairs toilets when they malfunction.</p>	<p>3.2.1 There is a daily cleaning schedule for toilets. 3.2.2 Toilets and bodywashing facilities are clean and function regularly.</p>	<ul style="list-style-type: none"> • 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 style="list-style-type: none"> • Observe cleaning schedule. • Observe toilets and washing facilities. • Inquire with school principal and teachers.



<p>3.3 School has improved toilets and washing facilities, that are age-appropriate to all student and are functioning regularly.</p>	<p>3.3.1 Toilets are age-appropriate for all students. 3.3.2 There are handwashing with soap facilities within the vicinity of toilets.</p>	<ul style="list-style-type: none"> • 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. • Improved washing facilities should include bathroom with walls, roof and is suitable for all ages of children. 	<ul style="list-style-type: none"> • Observe the toilet seat, handwashing facilities and bathroom.
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<p>3.4 School has sufficient toilets and urinals according to the standards, which are convenient to use for all students, including those with disabilities.</p>	<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Inquire with school principal. • Observe male- female separated bathroom • Observe toilets for students with disabilities. • Observe urinals for male students.
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4. SCHOOL ENVIRONMENT

INDICATORS & CHECKLISTS

DEFINITION OF INDICATORS

SOURCES OF VERIFICATION



4.1 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; and school has firmed fence.

- Observe classroom ceiling, walls, floor, table, chairs, bedding, mattress, outdoor playing equipment, school yard and fence.
- Observe waste baskets.
- Observe cleaning schedule.



4.2 Kitchens or canteens are clean, safe, and handwashing facilities with soap are in place.

- 4.2.1 Kitchens or canteen are clean and tidy.
- 4.2.2 There is a handwashing facility with soap near the kitchen or canteen.

- Kitchens or canteen can be considered clean when kitchen utensils are placed appropriately 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.

- Observe kitchens or canteens and handwashing facilities with soap
- Inquire cooks, school principal, teachers and students.

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.
- 4.3.3 School separates and disposes of garbage.
- 4.3.4 Cleaning equipment and supplies are available.

- Hygienic school environment refers to school having wastewater drainage, no stagnant water for insects' breeding.
- School eliminates mosquitos' breeding grounds e.g. bowl-shaped containers (such as coconut shells), cans, and flowerpots. Water storage containers must have a lid or mosquito-eating fish are to be utilised.
- Equipment and amenities for cleaning refers to brooms, mops, toilet brushes, cobweb brooms, dustpans, and other regular cleaning equipment.

- Observe toilet wastewater drainage system, handwashing facilities, kitchens, and other locations.
- Observe for mosquito larvae in water storages, flowerpots, and other places.
- Observe the separated garbage bins.



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 School Development Plan.
- Implementation, monitoring, and sharing lessons learned.

- Observe minutes of the meetings of consultation meetings between the school and VEDC.
- Look at the notes for the record on activities and responsibility assignment.
- Look at School Development Plan and summary of lessons learned.

5. PERSONAL HYGIENE

INDICATORS & CHECKLISTS

DEFINITION OF INDICATORS

SOURCES OF VERIFICATION



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 prepare food always wash their hands with soap before and after cooking or food preparing.

Personal hygiene refers to bathing, brushing teeth, trimming nails, washing hands, and wearing shoes when walking outside of the house.

- Minutes of the meetings in place.
- Inquire school principal, teachers, and parents/guardians.
- Observe student's cleanliness (hair, ears, eyes, nose, teeth, nail, clothes etc.)
- Observe students' towels.
- Observe if handwashing facility is used.
- Observe cleanliness of cooks or persons who prepare food.



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.

Personal hygiene promotion refers to teachers or parents/guardians teaching students to practice personal hygiene until it becomes their habits.

- Observe students practice handwashing, toothbrushing and bathing.
- Observe students' towels.



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.

All students maintain their personal hygiene well, such as wearing clean clothes, keeping fingernails cut, wearing shoes, washing hands with soap, brushing teeth, and cleaning their bodies.

- Observe students washing hands after using the toilet.
- Observe students' cleanliness.
- Inquire with the school principal, teachers and parents/guardians.

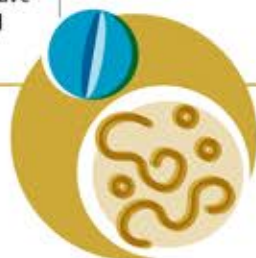


PERSONAL HYGIENE:

- clean hair and clothes
- cutting fingernails and toenails
- wearing shoes
- washing hands
- brushing teeth
- cleaning body menstrual hygiene

6. DEWORMING & VITAMIN A

INDICATORS & CHECKLISTS	DEFINITION OF INDICATORS	SOURCES OF VERIFICATION
★		
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.	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.
★★		
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.	<ul style="list-style-type: none"> School records the data of deworming tablets and Vitamin A distributed by MoH every time. School principal monitors the distribution of deworming tablets to make sure that 71–80% of all students at school have taken the deworming tablets and Vitamin A.
★★★		
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.	<ul style="list-style-type: none"> School keeps records of data every time health workers distribute deworming tablets and Vitamin A. 81% and above of students have taken deworming tablets and Vitamin A.



ASSESSMENT FORM

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

SCHOOL NAME: _____

DISTRICT: _____

PROVINCE: _____

SCHOOL CODE: _____ DISTRICT CODE: _____ PROVINCE CODE: _____

NAME OF SCHOOL PRINCIPAL: _____ MALE FEMALE

PHONE NUMBER: _____

NAME OF ASSESSOR: _____ DATE: _____

NOTICE Please carefully read each evaluation items and put a mark (✓) in the boxes "YES" or "NO" or "N/A – NOT APPLICABLE" based on reality of the school.
PLEASE CODE: "YES" = 1 "NO" = 0 "N/A – NOT APPLICABLE" = 2

.....

STAR LEVEL	INDICATOR	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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1.2	1.2.1 Water distribution points are convenient for use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
★	1.3	1.3.1 Water for use in school comes from improved water sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		1.3.2 School has sufficient water for use for all school activities throughout the year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
★	1.4	1.4.1 Water systems are functioning regularly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		1.4.2 Water containers are clean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
★	1.5	1.5.1 School has its own water source and has sufficient water (around 10-25 litre/person/day).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		1.5.2 Water in school comes from improved sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		1.5.3 Water for use is clean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
★	1.6	1.6.1 All students can conveniently and safely access water distribution points.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		1.6.2 Students with disabilities can conveniently and safely access water distribution points.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. DRINKING WATER						
★ ★ ★	2.1	2.1.1 All students drink safe and clean water at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		2.1.2 Students' drinking water containers or cups are clean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
★	2.2	2.2.1 There is water containers cleanliness monitoring.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		2.2.2 There is water containers cleanliness monitoring.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
★	2.3	2.3.1 School provides clean and safe drinking water for students (at least 0.5 litre/person/day).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		2.3.2 Parents/guardians or school provide additional clean and safe drinking water for students daily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
★	2.4	2.4.1 Drinking water distribution points are age-appropriate to all students. It is safe and convenient to access water.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		2.4.2 Drinking water containers are clean and are available for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
★	2.5	2.5.1 School provides clean and safe drinking water (at least 1 litre/person/day).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		2.5.2 Drinking water quality is checked at least once a year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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.



PROVINCIAL LEVEL

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.



NATIONAL LEVEL

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.

RATING:	AWARDING BY:
 <p>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</p>	<p>DEPARTMENT OF EARLY CHILDHOOD EDUCATION</p>
 <p>SCHOOLS WITH 3 STARS meet all checklist items for all indicators in all 6 categories of: star 1, star 2, and star 3*</p>	<p>DEPARTMENT OF EDUCATION AND SPORTS OF PROVINCE/CAPITAL</p>
 <p>SCHOOLS WITH 2 STARS meet all checklist items for all indicators in all 6 categories of: star 1 and star 2*</p>	<p>BUREAU OF EDUCATION AND SPORTS OF DISTRICT</p>
 <p>SCHOOLS WITH 1 STAR meet all checklist items for all indicators in all 6 categories of: star 1*</p>	
 <p>SCHOOLS WITH NO STARS did not meet all checklist items in the 6 categories in star 1</p>	

* 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:

1. 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.

REFERENCES

Agreement on National Standards of Water, Sanitation and Hygiene in Early Childhood and General Education, No. 9230/..., Vientiane, dated: 30 December 2019.

Field guide: The 3 - Star Approach for WASH in School, UNICEF and GIZ. August 2013.

National Policy on Promotion of WASH in Schools. May 2010.

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Regional 'Fit For School' Programme
10th Floor, Bank of Makati Building
Ayala Avenue Extension cor Metropolitan Avenue
1209 Makati City, Philippines

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

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For more information on GIZ Fit for School please contact Juan Alfonso Leonardia, juan.leonardia@giz.de

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