




WASH in Schools
THREE STAR APPROACH



ASSESSMENT MANUAL FOR PRIMARY SCHOOLS

DEAR READER,

This manual for the assessment of water, sanitation and hygiene in schools (WASH in Schools) by using the Three Star Approach was developed by the General Education Department and the Early Childhood Education Department of the Ministry of Education and Sports in cooperation with the Ministry of Health and supported by development partners, including GIZ, UNICEF, Plan International, World Vision, and other international agencies.

This assessment manual for water, sanitation and hygiene was developed in line with the revised Lao Education Law (2015), the National School Health Policy, the Education Quality Standards for Primary Schools and Early Childhood Education, the Three Aspects for Good Education of the competition organized by the Ministry of Education and Sports (MoES), the 8th Education and Sports Development Plan (ESDP) 2016–2020, the implementation plan for the provision of clean water and environmental cleanliness, and the Policy on Promoting School Lunch.

The manual defines required standards and indicators for WASH in Schools, which include 6 categories, 26 indicators, and 52 checklist items which can act as guidelines for the school, for the District Education and Sports Bureau (DESB) and for the Provincial Education and Sports Services Department (PESS), as well as supporting the national level of the Ministry of Education and Sports with monitoring, encouraging, and evaluating the implementation and improvement of WASH in Schools.

This manual may have some limitations in terms of the content, terminology as well as the various compilation processes involved. Nevertheless, the responsible team welcomes constructive criticism from readers and users of the manual so that we can make the necessary improvements in the future.

Dr. Sisouk Vongvichith

GENERAL DIRECTOR OF GENERAL EDUCATION DEPARTMENT

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INTRODUCTION



BACKGROUND AND RATIONALE

Water, sanitation and hygiene (WASH) in schools have been implemented since 2005, however the implementation is still superficial, scattered, and lacking a standardized form. In general, the emphasis has been on cleanliness within schools and the physical environment only. There have been many challenges in past implementation including limited budget, lack of experience on each level of management, and ineffective coordination between stakeholders.

The Five Year Development Plan (2016–2020) for the education sub-sectors of Early Childhood Education and General Education has outlined the strategy for health promotion, hygiene and nutrition in schools, with the aim to improve child nutrition to make children healthier and to lead to better physical and cognitive development, thus contributing to improvements in learning quality, with the focus being on poor children and those living in remote areas.

The Ministry of Education and Sports (MoES) and the Ministry of Health (MoH) have issued several guidelines related to school health promotion as a basis for their implementation. Moreover, the two Ministries cooperate closely in promoting students' health, especially in primary school and pre-school education by developing the national policy on health promotion in schools (2010). Accordingly, School Health Task Forces responsible for the implementation from central through to local level have been appointed.

In order to meet the vision, strategy, policy, and the development plan of the education sector and to address common issues encountered by children, and to make use of the lessons from the 2013 annual International Learning Exchange on WASH in Schools, as mutually agreed upon by all parties, the signatory countries agreed to implement the Three Star Approach for WASH in Schools. This initiative is supported by funding from GIZ and the United Nations International Children's Emergency Fund (UNICEF). Therefore, it is necessary to create a manual for evaluating water, sanitation, and hygiene that can be used by schools for the implementation of health promotion activities in a systematic and sustainable manner.

OBJECTIVES

THE ASSESSMENT MANUAL FOR WASH IN SCHOOLS AIMS TO:

Utilize standards to evaluate water, sanitation and hygiene 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 is used in accordance with the lessons obtained from the annual International Learning Exchange on WASH in Schools, which has been organized on a rotating basis annually starting from 2012 onwards. The meeting participants in 2013 jointly agreed that the member countries implement and adapt the guidebook for implementing the Three Star Approach for WASH in Schools published by UNICEF and GIZ (in August 2013) so that each country can apply and implement the Three Star Approach.

The Three Star Approach refers to the use of a rating scale to rank the implementation of standards of water, sanitation, and hygiene in schools. The rating scale also intends to encourage and enable schools to assess the schools' performance and their own respective star level.

All children have rights in accessing water, sanitation, and hygiene services. These rights must be fulfilled in the schools, where children spend most of their time daily. Adequate water, sanitation, and hygiene is part of an environment that is beneficial to health, 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 the behaviour of children.

The Three Star Approach is designed to promote behaviour change in water, sanitation, and hygiene practices in schools, and to ensure that schools provide teaching, training, and integrating the practices into the daily activities of the schools 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 at schools everyday.

The Three Star Approach helps with changing perspectives, focusing the decision-making of school principals and their management of making improvements in WASH in Schools on establishing priorities, which are necessary to implement in order to achieve the plan. Moreover, the Three Star Approach will help schools nationwide with the implementation of standards for WASH in Schools. To achieve the standards, it is required that all stakeholders support and develop a sense of ownership in contributing to water, sanitation, and hygiene in schools.



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 WITHOUT STARS refer to schools without water, sanitation, and hygiene facilities, or schools with existing facilities but which are 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.



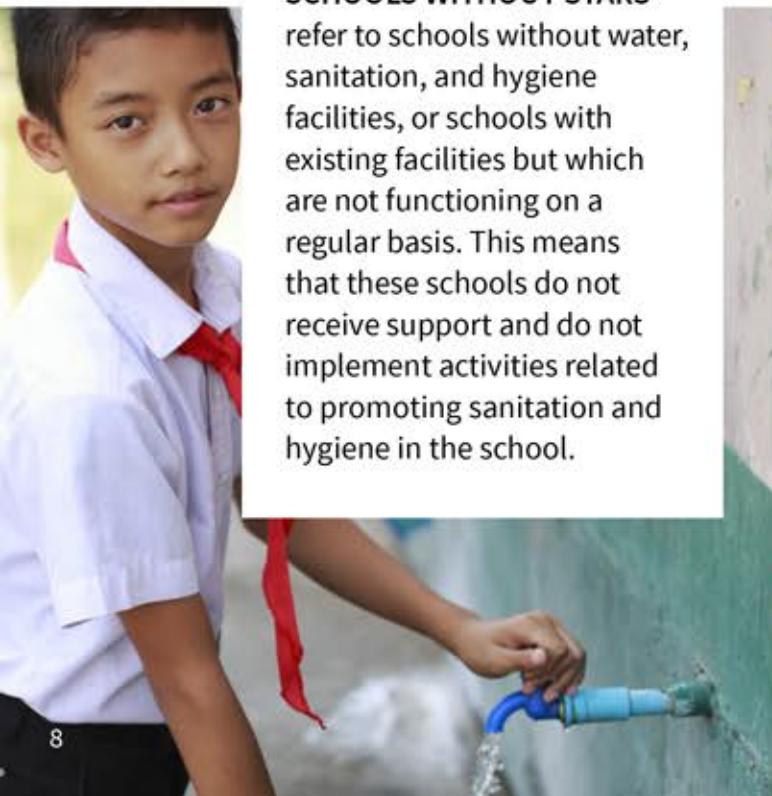
SCHOOLS WITH 1 STAR refer to schools that have basic WASH facilities and are able to implement WASH activities using minimal funding.



SCHOOLS WITH 2 STARS refer to schools that have been upgraded from the one-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 3 STARS refer 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 PRIMARY SCHOOLS

CATEGORIES	INDICATORS		
	★	★★	★★★
 1. WATER FOR USE	1.1 School has enough water for daily use taken from multiple sources. 1.2 School uses water economically.	1.3 School has improved water source to control water impurities. 1.4 School maintains and repairs water systems when they malfunction.	1.5 All students, including students with disabilities, can conveniently and safely use water. 1.6 School already has an improved water source.
 2. DRINKING WATER	2.1 All students drink safe and clean water. 2.2 Homeroom teachers monitor cleanliness of students' drinking water containers.	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 & URINALS	3.1 School has clean and safe toilets for students that can be used regularly. 3.2 School maintains and repairs toilets when they malfunction.	3.3 The school has toilets that are convenient to use for girls when they are experiencing menstruation, and there are handwashing facilities with soap that are used regularly.	3.4 School has sufficient toilets and urinals according to standards and are convenient to use for students with disabilities.
 4. SCHOOL ENVIRONMENT	4.1 Classroom interiors and exteriors are clean.	4.2 Food shops and kitchens are clean. 4.3 School environment is in accordance with hygienic standards.	4.4 Food and drinks are safe to consume. 4.5 School has good relations with the community to support improvements of the school environment.
 5. PERSONAL HYGIENE	5.1 School promotes personal hygiene.	5.2 Students maintain personal hygiene.	5.3 All students exhibit good behaviour in maintaining their own personal hygiene, including girls when they are experiencing menstruation.
 6. DEWORMING	6.1 50–70% of pre-school, primary, and lower secondary students have taken deworming tablets.	6.2 71–85% of pre-school, primary, and lower secondary students have taken deworming tablets.	6.3 86–100% of pre-school, primary, and lower secondary students have taken deworming tablets.



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 FREQUENCY

ASSESSMENT TOOLS



ASSESSMENT PROCESS AND RESPONSIBILITIES

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

ASSESSMENT BY SCHOOLS

- 1 School principal studies all topics within the assessment manual thoroughly.
- 2 School principal disseminates the assessment manual to all teachers and Village Education Development Committee (VEDC) for their acknowledgement and understanding.
- 3 School administrators assess their own school conditions.
- 4 School administrators compile assessment results to establish priority issue areas and plan for the development of the school for the semester.
- 5 School administrators implement the plan, monitor it, and support the plan within the school.
- 6 School assesses implementation of the plan in each phase against the standards for WASH in schools to see which star level the school is at for each category.
- 7 School compiles and reports the assessment results to the District Education and Sports Bureau (DESB).
- 8 School requests DESB to assess school performance in order to certify performance.

ASSESSMENT BY DISTRICT EDUCATION AND SPORTS BUREAU (DESB)

- 1 DESB officials assess performance at each target school.
- 2 DESB enters data into the database and compile assessment results of each target school within the district.
- 3 DESB stores and safeguards the compiled data.
- 4 DESB sends data to the Provincial Education and Sports Service (PESS).
- 5 DESB analyzes the assessment results and rates each school's performance for each category and awards / certification.
- 6 DESB disseminates assessment results to each school and supports schools that are lagging behind or cannot achieve each indicator.
- 7 DESB integrates assessment results into the education development plan for aspects regarding health promotion in schools at the district level.
- 8 DESB reports assessment results to PESS on a regular basis.

ASSESSMENT BY PROVINCIAL EDUCATION AND SPORTS SERVICE (PESS)

- 1 PESS officials, in cooperation with DESB, visit schools and assess target school's performance.
- 2 PESS compiles assessment data and results of each target school in each district.
- 3 PESS collects data for each district and compiles them into provincial data for analysis to understand each district's performance within the province.
- 4 PESS sends the data and results to Ministry of Education and Sports (MoES) for future reference.
- 5 PESS analyzes the findings and rates schools' performances.
- 6 PESS shares assessment findings and results to the districts and reports findings to central office at MoES.
- 7 PESS integrates assessment results in formulating the education development plan in promoting health in schools at the provincial level.

ASSESSMENT BY NATIONAL LEVEL

- 1 The national level visits target schools and assesses and certifies their performance results.
- 2 It collects data from each province and integrates them into a central level database for analysis to understand performance results.
- 3 It reports and processes the awarding of implementers with good performance.
- 4 It integrates assessment results in formulating the education development plan in promoting health in schools at the central level.



ASSESSMENT TEAMS

SCHOOL LEVEL

The school principal coordinates with the Village Education Development Committee (VEDC) to select and appoint the responsible team for assessing the Three Star Approach in schools, which is comprised of the following:

School principal
➔ AS THE CHAIRMAN

Representative from the Village Education Development Committee (VEDC) – 1 person
➔ AS THE VICE-CHAIRMAN

Village health promotion volunteer (VHPV) – 1 person
➔ AS A MEMBER

Representative of teachers – 1 person
➔ AS A MEMBER

DISTRICT LEVEL

The director of the District Education and Sports Bureau (DESB) issues an agreement for the appointment of the responsible team for assessing the Three Star Approach in schools, which is comprised of the following:

Deputy Director of DESB (responsible for technical tasks)
➔ AS THE CHAIRMAN

Chief or Vice Chief of the General Education Unit (responsible for School Health)
➔ AS THE VICE-CHAIRMAN

Technical Staff from the General Education Unit (responsible for School Health) – 2 persons
➔ AS MEMBERS

Technical Staff from the District Health Office (DHO) (responsible for health promotion) – 1 person
➔ AS A MEMBER

PROVINCIAL LEVEL

The Director of the Provincial Education and Sports Service (PESS) issues an agreement for the appointment of the responsible team for assessing the Three Star Approach in schools, which is comprised of the following:

Deputy Director of PESS (responsible for technical tasks)
➔ AS THE CHAIRMAN

Chief or Vice Chief of the General Education Sector (responsible for School Health)
➔ AS THE VICE-CHAIRMAN

Technical Staff from the General Education Sector (responsible for School Health) – 2 persons
➔ AS MEMBERS

Technical Staff from the Provincial Health Office (PHO) (responsible for School Health) – 1 person
➔ AS A MEMBER

NATIONAL LEVEL

Ministry of Education and Sports (MoES):

Vice Director of Department of General Education
➔ AS THE CHAIRMAN

Chief or Vice Chief of primary school division
➔ AS THE CHAIRMAN

Technical Staff from the Department of General Education
➔ AS THE CHAIRMAN

Department of Teacher Training (DoTT) (responsible for School Health) – 1 person
➔ AS A MEMBER

Research Institute of Educational Science (responsible for School Health) – 1 person
➔ AS A MEMBER

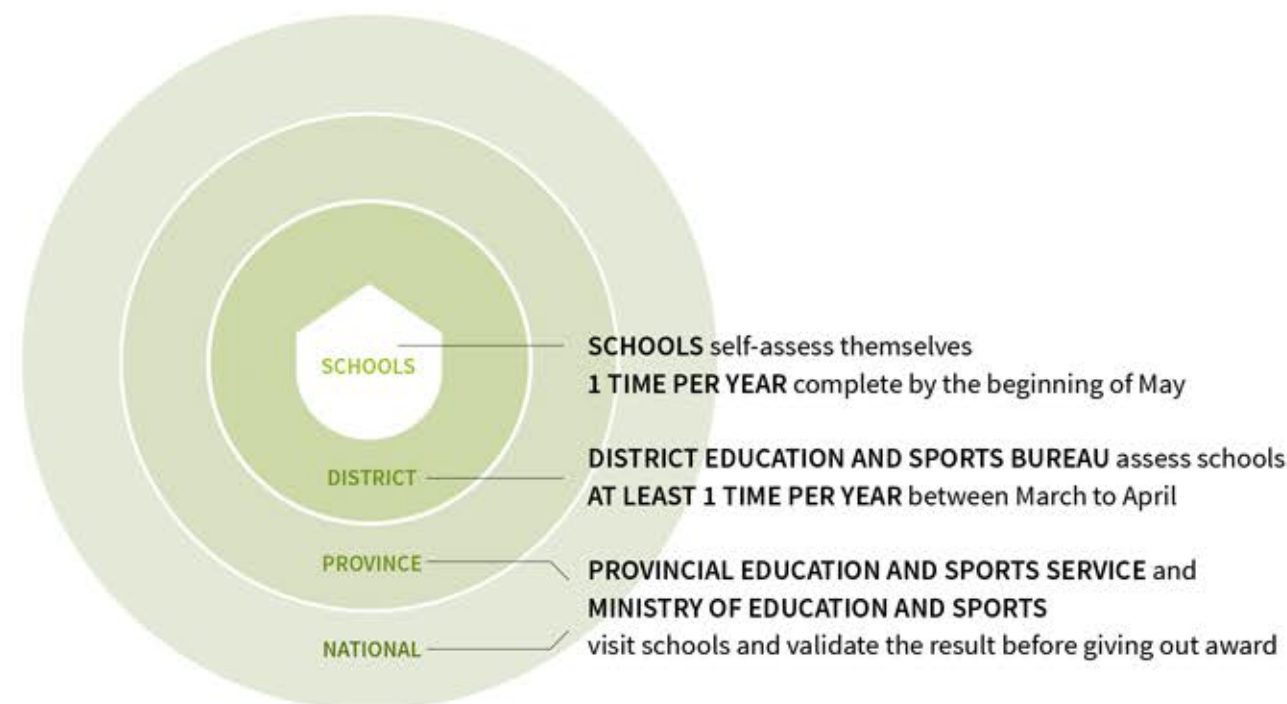
Technical Staff of School Quality Center – 1 person
➔ AS A MEMBER

Ministry of Health (MoH):

Department of Hygiene and Health Promotion – 1 person
➔ AS A MEMBER

Water Supply and Environmental Health Center – 1 person
➔ AS A MEMBER

ASSESSMENT FREQUENCY

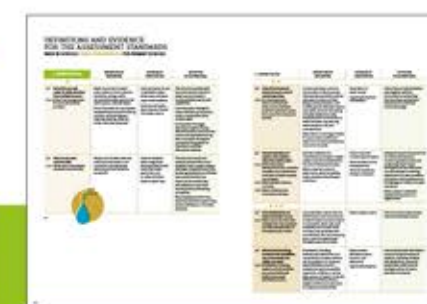


ASSESSMENT TOOLS

ASSESSMENT TOOLS FOR MONITORING THE STANDARDS OF WASH IN SCHOOLS INCLUDE:



ALL ASSESSMENT STANDARDS



DEFINITIONS & EVIDENCES OF THE ASSESSMENT STANDARDS:

1. WATER FOR USE
2. DRINKING WATER
3. LATRINES & URINALS
4. SCHOOL ENVIRONMENT
5. PERSONAL HYGIENE
6. DEWORMING



ASSESSMENT FORM FOR PRIMARY SCHOOLS



ALL ASSESSMENT STANDARDS

WASH IN SCHOOLS THREE STAR APPROACH FOR PRIMARY SCHOOLS

1. WATER FOR USE

★	★★	★★★
<p>1.1 School has enough water for daily use taken from multiple sources:</p> <p>1.1.1 School has enough water for use in all activities at school.</p> <p>1.2 School uses water economically:</p> <p>1.2.1 All teachers and students use water economically.</p>	<p>1.3 School has improved water source to control water impurities:</p> <p>1.3.1 On school grounds, there is an improved water source and water used from external sources also comes from improved sources.</p> <p>1.4 School maintains and repairs water systems when they malfunction:</p> <p>1.4.1 Within the school development plan, activities related to the maintenance and repair of water systems are included.</p> <p>1.4.2 Water systems function normally.</p> <p>1.4.3 Water containers are functional and clean.</p>	<p>1.5 School already has an improved water source:</p> <p>1.5.1 Water source at school has already been improved and provides enough water for all students year-round.</p> <p>1.6 All students, including students with disabilities, can conveniently and safely use water:</p> <p>1.6.1 All students, including students with disabilities, can conveniently and safely access water distribution points.</p>



6 INDICATORS
8 CHECKLIST ITEMS

2. DRINKING WATER

★	★★	★★★
<p>2.1 All students drink safe and clean water:</p> <p>2.1.1 All students drink clean water at school.</p> <p>2.2 Homeroom teachers monitor cleanliness of students' drinking water containers:</p> <p>2.2.1 Students' drinking water containers or cups are clean.</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 All students have their own drinking water container or cup.</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 School places drinking water stations at suitable and safe locations where students can conveniently access drinking water at all times.</p> <p>2.4.2 Drinking water containers are usable and clean.</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>

5 INDICATORS
7 CHECKLIST ITEMS



3. LATRINES & URINALS

★	★★	★★★
<p>3.1 School has clean and safe toilets for students that can be used regularly:</p> <p>3.1.1 There is at least one improved toilet at school.</p> <p>3.1.2 Toilets are clean and safe.</p> <p>3.1.3 Students use toilets.</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 School maintains and repairs toilets.</p>	<p>3.3 The school has toilets that are convenient to use for girls when they are experiencing menstruation, and there are handwashing facilities with soap that are used regularly:</p> <p>3.3.1 Toilets are gender-separated for boys and girls.</p> <p>3.3.2 There are trash bins available at female toilets.</p> <p>3.3.3 There are handwashing facilities with soap and water in the vicinity of the toilets.</p>	<p>3.4 School has sufficient toilets and urinals according to standards and are convenient to use for students with disabilities:</p> <p>3.4.1 The ratio of toilets to students does not exceed 50 students per 1 toilet.</p> <p>3.4.2 The ratio of urinals to male students does not exceed 100 students per urinal.</p> <p>3.4.3 There are toilets which can be used by students with disabilities.</p>

4 INDICATORS
11 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.</p> <p>4.1.2 Students dispose of garbage in trash bins.</p> <p>4.1.3 There is a daily cleaning schedule for both classroom interiors and exteriors.</p> <p>4.1.4 School has a central garbage disposal area.</p> <p>4.1.5 Cleaning equipment and supplies are available.</p>	<p>4.2 Food shops and kitchens are clean:</p> <p>4.2.1 Food shops and kitchens are clean.</p> <p>4.3 School environment is in accordance 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>4.4 Food and drinks are safe to consume:</p> <p>4.4.1 Cooks and waiters dress appropriately and cleanly.</p> <p>4.4.2 Cooking and food containers are clean and safe.</p> <p>4.5 The school has good relations with the community to support improvements of the school environment:</p> <p>4.5.1 School cooperates with Village Education Development Committee (VEDC) and students' guardians to maintain cleanliness of school environment.</p>



5 INDICATORS
12 CHECKLIST ITEMS

5. PERSONAL HYGIENE

★	★★	★★★
<p>5.1 School promotes personal hygiene:</p> <p>5.1.1 School disseminates information about personal hygiene.</p> <p>5.1.2 All students practice group handwashing with soap activity every day.</p> <p>5.1.3 Homeroom teachers monitor students' personal cleanliness everyday.</p> <p>5.1.4 Teachers advise students on menstrual hygiene and how to dispose of used sanitary napkins.</p>	<p>5.2 Students maintain personal hygiene:</p> <p>5.2.1 A majority of students always wash their hands with soap before meals and after using the toilet.</p> <p>5.2.2 A majority of students brush their teeth at school every day.</p> <p>5.2.3 A majority of students are physically clean, including their clothes.</p>	<p>5.3 All students exhibit good behaviour in maintaining their own personal hygiene, including girls when they are experiencing menstruation:</p> <p>5.3.1 All students always wash their hands with soap before meals and after using the toilet.</p> <p>5.3.2 All students brush their teeth at school every day.</p> <p>5.3.3 School stocks sanitary napkins in case of emergencies for female students experiencing menstruation.</p> <p>5.3.4 All students are physically clean, including their clothes.</p>



3 INDICATORS
11 CHECKLIST ITEMS

6. DEWORMING

★	★★	★★★
<p>6.1 50-70% of students aged 5-14 years old have taken deworming tablets:</p> <p>6.1.1 50-70% of children aged 5-14 years old have taken deworming pills.</p>	<p>6.2 71-85% of students aged 5-14 years old have taken deworming tablets:</p> <p>6.2.1 71-85% of children aged 5-14 years old have taken deworming pills.</p>	<p>6.3 86-100% of students aged 5-14 years old have taken deworming tablets:</p> <p>6.3.1 More than 85% of children ages 5-14 years old have taken deworming pills.</p>



3 INDICATORS
3 CHECKLIST ITEMS

6 CATEGORIES
26 INDICATORS
52 CHECKLIST ITEMS

DEFINITIONS AND EVIDENCE FOR THE ASSESSMENT STANDARDS

WASH IN SCHOOLS **THREE STAR APPROACH** FOR PRIMARY SCHOOLS

1. WATER FOR USE	DEFINITION OF INDICATORS	SOURCES OF VERIFICATION	ACTIVITIES TO ACHIEVE GOAL
★			
1.1 School has enough water for daily use taken from multiple sources: 1.1.1 School has enough water for use in all activities at school.	Water source that is used in school refers to rivers, streams, boreholes, springs, wells, harvested rainwater, gravity-fed water system, and pipe water. School has water for use in group handwashing and tooth brushing activities, personal hygiene, cleaning toilets, and other purposes.	<ul style="list-style-type: none"> Observe if water for use is available in water tanks, taps, and pipes. Inquire with students. Observe and inquire about the use of water from water source. 	<ul style="list-style-type: none"> The school cooperates with the community to search for water sources, based on locally available capacity and capabilities. Construct water storage for school activities such as basins, sinks, or tanks with a lid to contain water. During water shortages, the school needs to find an alternative water source for use, such as having students bring their own water, having the community bring water for the school, and other alternative methods.
1.2 School uses water economically: 1.2.1 All teachers and students use water economically.	<ul style="list-style-type: none"> Always turn off water after use and ensure that water is not constantly running (except water source that cannot be turned off). 	<ul style="list-style-type: none"> Observe students' water usage when they wash their hands, brush their teeth, use toilets, and for other activities. Observe water taps. 	<ul style="list-style-type: none"> The school principal and teachers advise and monitor students' water usage to ensure that water is used economically, by having students turn off water taps everytime after use. Open and close water taps according to correct hand-washing and toothbrushing procedures. Reuse wastewater after they have been filtered to water trees, plants and flowers, or for other purposes.



>>

> 1. WATER FOR USE	DEFINITION OF INDICATORS	SOURCES OF VERIFICATION	ACTIVITIES TO ACHIEVE GOAL
★★★			
1.3 School has improved water source to control water impurities: 1.3.1 On school grounds, there is an improved water source and water used from external sources also comes from improved sources.	An improved water source in school refers to those sources that have the potential to deliver safe water by nature of their design and construction, and includes: gravity-fed water system, pipe water, basin for harvesting rainwater (which has a lid), boreholes (with concrete floor), wells (includes concrete ring, well enclosure, a lid, and concrete floor). When there is a shortage of water for use in school, additional water from an improved external source is to be used.	<ul style="list-style-type: none"> Observe water source. Inquire with teachers and students. 	<ul style="list-style-type: none"> School has an implementation plan together with the community in maintaining the cleanliness and safety of water source to facilitate convenient usage
1.4 School maintains and repairs water systems when they malfunction: 1.4.1 Within the school development plan, activities related to the maintenance and repair of water systems are included. 1.4.2 Water systems function normally. 1.4.3 Water containers are functional and clean.	<ul style="list-style-type: none"> Activities related to the maintenance and repair of water system must be included within the school development plan. Water containers refers to water tanks, water harvesting basins, buckets, tabo/dippers, and others. 	<ul style="list-style-type: none"> There is record of monitoring and repairs. Observe water source and equipment. Observe cleanliness of water containers. 	<ul style="list-style-type: none"> Designate responsible personnel for school maintenance, monitoring water system and conducting repairs when damaged to ensure that water source and water containing equipment is in clean condition (no stains or dirt) and functions (no leakages or cracks, can open and close). Water system is cleaned to enable it to function on a regular basis.
★★★★			
1.5 School already has an improved water source: 1.5.1 Water source at school has already been improved and provides enough water for all students year-round.	Improved water source refers to the utilization and improvement of natural water sources so that it is convenient, clean, safe, and protected, such as wells with concrete ring, boreholes with concrete floor, lid, roof, enclosing fence, and is located at least 30 meters away from toilets.	<ul style="list-style-type: none"> Observe water source. 	<ul style="list-style-type: none"> School monitors water system and improved water source.
1.6 All students, including students with disabilities, can conveniently and safely use water: 1.6.1 All students, including students with disabilities, can conveniently and safely access water distribution points.	All students, including students with disabilities, can conveniently use water without risk of accidents. For instance, water distribution point is located at an easily accessible location for children, is not too high and out-of-reach, it is sturdy and able to withstand heavy weight, and has an access point for students with disability.	<ul style="list-style-type: none"> Observe water distribution point, location, and equipment. Inquire with students. 	<ul style="list-style-type: none"> School builds water distribution points at locations where all students, including students with disabilities, can easily access them, which are not too high and out-of-reach, and which are sturdy.

2. DRINKING WATER	DEFINITION OF INDICATORS	SOURCES OF VERIFICATION	ACTIVITIES TO ACHIEVE GOAL
★			
2.1 All students drink safe and clean water: 2.1.1 All students drink clean water at school.	<ul style="list-style-type: none"> Clean and safe drinking water refers to water that has been naturally sourced, or water that has been treated via boiling, filtering, and pasteurization according to standard procedures, and water bottled in factories, that is certified by the Department of Food and Drugs, which is brought to drink at school every day. 	<ul style="list-style-type: none"> Inquire with the school principal, teachers, and students. 	<ul style="list-style-type: none"> School has drinking water for students. If not enough, school advises students to bring their own clean drinking water from home.
2.2 Homeroom teachers monitor cleanliness of students' drinking water containers: 2.2.1 Students' drinking water containers or cups are clean.	<ul style="list-style-type: none"> Clean drinking water container means no visible dirt stains inside or outside, and includes a lid. In the case where the school provides drinking water to all students, every student has his/her own drinking water container (cup, bottle). 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. Inquire with the school principal, teachers, and students. 	<ul style="list-style-type: none"> Teachers and students clean drinking water containers or cups everyday.
★★			
2.3 School provides clean and safe drinking water to students of at least 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 All students have their own drinking water container or cup.	<ul style="list-style-type: none"> School provides clean and safe drinking water to all students, but the amount is not enough for 1 liter/person/day, so students still need to bring their own drinking water. Students should have their own drinking water bottle or cup and they are not to be used together with other students. 	<ul style="list-style-type: none"> Inquire with teachers about amount of water that the school provide to students. Observe students bringing their own drinking water to school. Observe students' drinking water bottles. 	<ul style="list-style-type: none"> School has drinking water for students at least 0.5 liters/person/day, and advises students to also bring their own drinking water so students can drink at least 1 liter/person/day. Teachers advise students' parents that students should have their own drinking water cup or bottle.
2.4 School places drinking water stations at suitable locations so that all students can drink water conveniently and safely: 2.4.1 School places drinking water stations at suitable and safe locations where students can conveniently access drinking water at all times. 2.4.2 Drinking water containers are usable and clean.	<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 location of drinking water dispenser and drinking water containing equipment. Inquire with students. 	<ul style="list-style-type: none"> School places drinking water dispenser where all students can access drinking water when needed. Teachers and students clean drinking water containers and cups everyday.
★★★			
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.	<ul style="list-style-type: none"> School is able to sufficiently provide clean and safe drinking water for all students everyday in the amount of 1 liter/person/day. 	<ul style="list-style-type: none"> Inquire with teachers about the amount of drinking water that the school provides to students (1 liter/person/day). Inquire with the school principal and teachers. 	<ul style="list-style-type: none"> School provides drinking water to all students of at least 1 liter/person/day.



3. LATRINES & URINALS	DEFINITION OF INDICATORS	SOURCES OF VERIFICATION	ACTIVITIES TO ACHIEVE GOAL
★			
3.1 School has clean and safe toilets for students that can be used regularly: 3.1.1 There is at least one improved toilet at school. 3.1.2 Toilets are clean and safe. 3.1.3 Students use toilets.	<ul style="list-style-type: none"> Improved toilets refer to toilet facilities that can be conveniently used, are clean, do not exude unpleasant odors, have no insects or animals that can act as carriers for diseases, and are able to safeguard against the spread of communicable diseases via fecal matter. Clean and safe toilets refer to toilets that are undamaged, have door locks that function, have sufficient lighting and ventilation, and can be used on a regular basis. 	<ul style="list-style-type: none"> Observe toilets. Test toilets. Inquire with the school principal, teachers, and students. 	<ul style="list-style-type: none"> The school, together with the community, construct, improve, and support the use and cleaning of toilets.
3.2 School maintains and repairs toilets when they malfunction: 3.2.1 There is a daily cleaning schedule for toilets. 3.2.2 School maintains and repairs toilets.	<ul style="list-style-type: none"> Toilet cleaning schedule refers to having a daily cleaning schedule and designated responsible personnel. Maintenance of toilets refers to cleaning of toilets and ensuring that it functions on a regular basis. Repairing toilet when it is damaged, include leaking water taps, broken water pipes, repair of malfunctioning locks, and others. Repairs or replacements are required. 	<ul style="list-style-type: none"> Observe cleaning schedule. Observe toilets. Inquire with the school principal, teachers, and students. 	<ul style="list-style-type: none"> School develops and implements daily cleaning schedule. School repairs toilets when they are damaged in a timely manner.
★★			
3.3 The school has toilets that are convenient to use for girls when they are experiencing menstruation, and there are handwashing facilities with soap that are used regularly: 3.3.1 Toilets are gender-separated for boys and girls. 3.3.2 There are trash bins available at female toilets. 3.3.3 There are handwashing facilities with soap and water in the vicinity of the toilets.	<p>Toilets are gender separated between male and female students, and this should be clearly indicated via a label or symbol.</p> <p>Toilets suitable for female students experiencing menstruation refer to toilets with privacy, which have clean water and a waste basket available.</p> <p>Female toilets have amenities available for when female students are experiencing menstruation, which include waste baskets, soap, tabo/dipper, and if there is a water bucket, the bucket should have a lid.</p> <p>Handwashing facilities within the vicinity of the toilets should have water and soap to enable all students to conveniently wash their hands after using the toilet.</p>	<ul style="list-style-type: none"> Observe the toilet surroundings. Observe handwashing facilities. 	<ul style="list-style-type: none"> School has a label or symbol to distinguish between male and female toilets. School provides adequate amenities in female toilets for girls experiencing menstruation. School places handwashing facilities and soap near toilets and promote its usage.



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> 3. LATRINES & URINALS	DEFINITION OF INDICATORS	SOURCES OF VERIFICATION	ACTIVITIES TO ACHIEVE GOAL
★ ★ ★			
<p>3.4 School has sufficient toilets and urinals according to standards and are convenient to use for students with disabilities:</p> <p>3.4.1 The ratio of toilets to students does not exceed 50 students per 1 toilet.</p> <p>3.4.2 The ratio of urinals to male students does not exceed 100 students per urinal.</p> <p>3.4.3 There are toilets which can be used by students with disabilities.</p>	<ul style="list-style-type: none"> The proportion of students per toilet refers to the number of students per toilet, with the maximum ratio not exceeding 50 people/1 toilet. Toilets for disabled students are to be labeled, have paths for wheelchairs with a handrail, and have a toilet flushing bowl, or improve existing toilets so students with disabilities can access it. Urinals for male students refers to a sanitary facility for urination specifically for male students which has partition panels on either side and can be used individually or by multiple people. The urinals can be bowl-shaped or in the form of troughs. 	<ul style="list-style-type: none"> Inquire with the school principal, teachers and students. Observe toilets for students with disabilities. Observe urinals for male students. 	<ul style="list-style-type: none"> Schools construct adequate toilets and urinals according to designated guidelines and all students, including students with disabilities, can conveniently access them.


4. SCHOOL ENVIRONMENT	DEFINITION OF INDICATORS	SOURCES OF VERIFICATION	ACTIVITIES TO ACHIEVE GOAL
★			
<p>4.1 Classroom interiors and exteriors are clean:</p> <p>4.1.1 Classroom interiors and exteriors are clean.</p> <p>4.1.2 Students dispose of garbage in trash bins.</p> <p>4.1.3 There is a daily cleaning schedule for both classroom interiors and exteriors.</p> <p>4.1.4 School has a central garbage disposal area.</p> <p>4.1.5 Cleaning equipment and supplies are available.</p>	<ul style="list-style-type: none"> Classroom interiors are clean refers to classrooms being cleaned daily so that there is no garbage, dirt, dust or animal manure on the floor. The ceiling and walls have no spider webs. Classrooms look neat and tidy. Classroom exteriors are clean refers to the school yard having no garbage, animal manure, overgrown weeds which can act as shelters for insects or other animals that can act as carriers of diseases such as mosquitoes, mice, snakes, and others. Equipment and amenities for cleaning refers to brooms, mops, toilet brooms, cobweb brooms, dustpans, and other regular cleaning equipment. 	<ul style="list-style-type: none"> Observe classroom ceiling, walls, floor, table undersides, and school yard. Observe how students dispose of garbage. Observe cleaning schedule. Inquire with the school principal, teachers and students. Observe cleaning equipment. 	<ul style="list-style-type: none"> Organize daily and weekly cleaning schedule by clearly designating responsibilities and advising on garbage disposal (separate garbage by category). Seek to obtain cleaning equipment such as brooms, mops, toilet brooms, cobweb brooms, dustpans, trash baskets, and others.
★ ★			
<p>4.2 Food shops and kitchens are clean:</p> <p>4.2.1 Food shops and kitchens are clean.</p>	<ul style="list-style-type: none"> Food shops and kitchens are clean can be defined as having seated areas for eating, handwashing facilities, soap, dustbins, and a wastewater drainage system. Food shops and kitchens are clean can be defined as having related equipment neatly arranged, food containers are clean, food is kept high off the ground and it is covered to protect it from flies. 	<ul style="list-style-type: none"> Observe food shops and kitchens. Schools without food shops or kitchens can skip this item. 	<ul style="list-style-type: none"> Tables, chairs and tools are arranged in an orderly and safe manner. Surroundings should always be cleaned prior to and after cooking. Food is kept high off the ground and covered to protect it from flies.

> 4. SCHOOL ENVIRONMENT	DEFINITION OF INDICATORS	SOURCES OF VERIFICATION	ACTIVITIES TO ACHIEVE GOAL
<p>4.3 School environment is in accordance 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>	<ul style="list-style-type: none"> Wastewater drainage system refers to drainage of wastewater so as to prevent the formation of standing water, which can act as a breeding ground for diseases. Elimination of mosquito breeding grounds can be defined as the elimination of mosquito breeding grounds by the school, which include bowl-shaped containers (such as coconut shells), cans, and flowerpots. Water storage containers need to have a lid or mosquito-eating fish are to be utilised. Waste management refers to management which does not have an impact on the environment such as: Sell it, take it to the place where it is arranged or transformed for useful use, burn non-toxic waste. Waste separation means the separation of waste divided into the following categories: food waste, sewage, recyclables, garbage. 	<ul style="list-style-type: none"> Observe toilet wastewater drainage system, handwashing facilities, kitchens, and other locations. Observe for mosquito larvae in water storages, flowerpots, and other places. Observe the garbage container in the school area and the garbage disposal area. 	<ul style="list-style-type: none"> Ensure that wastewater drainage system has no standing water; Eliminate and clear out mosquito breeding grounds according to the Ministry of Health guidelines.



★ ★ ★			
<p>4.4 Food and drinks are safe to consume:</p> <p>4.4.1 Cooks and waiters dress appropriately and cleanly.</p> <p>4.4.2 Cooking and food containers are clean and safe.</p>	<ul style="list-style-type: none"> Cooks should wear an apron, hair cover, dress appropriately and cleanly, and wash hands with soap everytime before and after cooking. When selling food, vendors should always use tongs or other related equipment. Cooking and food containers are clean and safe refer to pots, trays, bowls, spoons, plates, ladles, mortar, pestle, knives, and others; use of containers made out of styrofoam materials are prohibited. 	<ul style="list-style-type: none"> Observe cooks and waiters. Inquire with VEDC and the school principal. 	<ul style="list-style-type: none"> The school principal advises and monitors cooks and waiters to ensure that they are following hygiene guidelines.
<p>4.5 The School has good relations with the community to support improvements of the school environment:</p> <p>4.5.1 School cooperates with Village Education Development Committee (VEDC) and students' guardians to maintain cleanliness of school environment.</p>	<ul style="list-style-type: none"> Coordination with VEDC refers to consultation between the school principal and VEDC in the previous year with regards to maintaining and protecting the school environment in order to integrate this task into the school development plan. Additionally, implementation of the task is to be monitored. 	<ul style="list-style-type: none"> Observe achievements in the previous semester. 	<ul style="list-style-type: none"> The school principal is the responsible organizer, in coordination with VEDC and students' parents, for planning the maintenance of the school environment, at least biannually. The school principal summarizes implementation results for VEDC and students' parents.

5. PERSONAL HYGIENE	DEFINITION OF INDICATORS	SOURCES OF VERIFICATION	ACTIVITIES TO ACHIEVE GOAL
<p>★</p> <p>5.1 School promotes personal hygiene:</p> <p>5.1.1 School disseminates information about personal hygiene.</p> <p>5.1.2 All students practice group handwashing with soap activity every day.</p> <p>5.1.3 Homeroom teachers monitor students' personal cleanliness everyday.</p> <p>5.1.4 Teachers advise students on menstrual hygiene and how to dispose of used sanitary napkins.</p> 	<ul style="list-style-type: none"> • School dissemination process on personal hygiene refers to various school activities disseminating information about personal hygiene, and the person disseminating the information can be the school principal, teachers, or an external technical specialist; aforementioned activities can be conducted during flag ceremonies, school meetings, classroom meetings, extracurricular activities, and others. • Information on menstrual hygiene is based on scientific and environmental knowledge, natural sciences, biological sciences, blue box, or information from other reliable sources; • Promotion of menstrual hygiene for female students includes cleaning during menstruation, making their own sanitary napkins, and the elimination of used sanitary napkins according to correct procedures. 	<ul style="list-style-type: none"> • Inquire with the school principal, teachers, and students. • Observe record of activities. • Item 5.1.2. is to be assessed in primary schools only. • Observe students doing the activities. • Observe if handwashing facilities are used. • Inquire with female students. 	<ul style="list-style-type: none"> • School principal or an external technical specialist disseminate information during flag ceremony. • Teachers further advise students during class or during activities. • Teachers lead activities and act as an example on how to maintain personal hygiene. • Female teachers provide information about menstrual hygiene to female students (in the case where there are no female teachers, the Lao Women's Union will be the one to provide advice).
<p>★★</p> <p>5.2 Students maintain personal hygiene:</p> <p>5.2.1 A majority of students always wash their hands with soap before meals and after using the toilet.</p> <p>5.2.2 A majority of students brush their teeth at school every day.</p> <p>5.2.3 A majority of students are physically clean, including their clothes.</p>	<ul style="list-style-type: none"> • Promotion of personal hygiene refers to cleaning hands, finger and toenails, hair, clothes and others before entering classrooms. 	<ul style="list-style-type: none"> • Observe if students wash their hands. • Item 5.2.2. is to be assessed in primary schools only. • Observe cleanliness of finger and toenails, clothes and appearance of students. 	<ul style="list-style-type: none"> • Seek to obtain supplies for students to enable them to wash their hands and brush their teeth everyday. • Teachers inspect finger and toenails, clothes and appearance of students to ensure they are all clean.
<p>★★★</p> <p>5.3 All students exhibit good behaviour in maintaining their own personal hygiene, including girls when they are experiencing menstruation:</p> <p>5.3.1 All students always wash their hands with soap before meals and after using the toilet.</p> <p>5.3.2 All students brush their teeth at school every day.</p> <p>5.3.3 School stocks sanitary napkins in case of emergencies for female students experiencing menstruation.</p> <p>5.3.4 All students are physically clean, including their clothes.</p>	<ul style="list-style-type: none"> • All students maintain their personal hygiene well, such as wearing clean clothes, keeping finger and toenails short, wearing shoes, washing hands with soap, brushing their teeth, and cleaning their bodies. All female students implement correct hygienic practices during menstruation and teachers stock sanitary napkins for emergency situations. • Sanitary napkins can be self-made or store-bought. 	<ul style="list-style-type: none"> • Randomly observe students before meals, after using toilets and after getting dirty from playing. • Inquire with female students. • Item 5.3.2 is to be assessed in primary schools only. • Inquire with the school principal and teachers. • Observe waste baskets in female toilets. • Observe physical appearance of all students. 	<ul style="list-style-type: none"> • Monitor behaviour, advise and promote students to implement on a regular basis through encouragements. • Schools obtain sanitary napkins to stock for emergency situations for female students (self-made or store-bought). <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>PERSONAL HYGIENE:</p> <ul style="list-style-type: none"> ★ clean hair and clothes ★ cutting fingernails and toenails ★ wear shoes ★ washing hands brushing teeth ★ cleaning body menstrual hygiene ★ </div>

6. DEWORMING	DEFINITION OF INDICATORS	SOURCES OF VERIFICATION	ACTIVITIES TO ACHIEVE GOAL
<p>★</p> <p>6.1 50-70% of students aged 5-14 years old have taken deworming tablets:</p> <p>6.1.1 50-70% of children aged 5-14 years old have taken deworming pills.</p>	<ul style="list-style-type: none"> • School distributes deworming pills to all students based on the notification from the National School Health Task Force, Ministry of Education and Sports. • The school principal monitors the distribution of deworming pills to make sure that 50-70% of all students at school have taken the deworming tablets. 	<ul style="list-style-type: none"> • Observe the latest record of deworming pills taken. 	<ul style="list-style-type: none"> • School receives deworming pills and distributes them according to notification from the District Education and Sports Bureau. • Homeroom teachers distribute deworming pills to all students. • The school principal monitors the distribution of deworming pills to students via the homeroom teachers. • The school principal summarizes results of deworming pills distribution and submits them to the District Education and Sports Bureau.
<p>★★</p> <p>6.2 71-85% of students aged 5-14 years old have taken deworming tablets:</p> <p>6.2.1 71-85% of children aged 5-14 years old have taken deworming pills.</p>	<ul style="list-style-type: none"> • School distributes deworming pills to all students based on the notification from the National School Health Task Force, Ministry of Education and Sports. • The school principal monitors the distribution of deworming pills to make sure that 71-85% of all students at school have taken the deworming tablets. 	<ul style="list-style-type: none"> • Observe the latest record of deworming pills taken. 	<ul style="list-style-type: none"> • In the case where students exhibit side-effects, they will be taken to the hospital. Responsible Health Officials and the District Education and Sports Bureau shall be notified so they can come and resolve the situation (to receive further instructions in the situations).
<p>★★★</p> <p>6.3 86-100% of students aged 5-14 years old have taken deworming tablets:</p> <p>6.3.1 More than 85% of children ages 5-14 years old have taken deworming pills.</p>	<ul style="list-style-type: none"> • School distributes deworming pills to all students based on the notification from the National School Health Task Force, Ministry of Education and Sports. • The school principal monitors the distribution of deworming pills to make sure that more than 85% of all students at school have taken the deworming tablets. 	<ul style="list-style-type: none"> • Observe the latest record of deworming pills taken. 	

ASSESSMENT FORM

WASH IN SCHOOLS THREE STAR APPROACH FOR PRIMARY SCHOOLS

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 enough water for use in all activities at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
		1.2 1.2.1 All teachers and students use water economically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	1.3	1.3.1 On school grounds, there is an improved water source and water used from external sources also comes from improved sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
		1.4	1.4.1 Within the school development plan, activities related to the maintenance and repair of water systems are included.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1.4.2 Water systems function normally.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	1.4.3 Water containers are functional and clean.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	1.5	1.5.1 Water source at school has already been improved and provides enough water for all students year-round.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	1.6	1.6.1 All students, including 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 clean water at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2 2.2.1 Students' drinking water containers or cups are clean.			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.3		2.3.1 School can provide clean and safe drinking water to students of at least 0.5 liters/person/day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
		2.3.2 All students have their own drinking water container or cup.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.4		2.4.1 School places drinking water stations at suitable and safe locations where students can conveniently access drinking water at all times.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
		2.4.2 Drinking water containers are usable and clean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.5		2.5.1 School provides clean, safe and sufficient drinking water of at least 1 liter/person/day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

STAR LEVEL	INDICATOR	CHECKLIST ITEMS TO BE ASSESSED	YES	NO	N/A	CODE	
3. LATRINE & URINALS							
★ ★ ★	3.1	3.1.1 There is at least one improved toilet at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
		3.1.2 Toilets are clean and safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
		3.1.3 Students use toilets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	3.2	3.2.1 There is a daily cleaning schedule for toilets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
		3.2.2 School maintains and repairs toilets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	3.3	3.3.1 Toilets are gender-separated for boys and girls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
		3.3.2 There are trash bins available at female toilets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
		3.3.3 There are handwashing facilities with soap and water in the vicinity of the toilets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	3.4	3.4.1 The ratio of toilets to students does not exceed 50 students per 1 toilet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
		3.4.2 The ratio of urinals to male students does not exceed 100 students per urinal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.4.3 There are toilets which can be used by students with disabilities.		<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 of garbage in trash bins.	<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"/>	
		4.1.4 School has a central garbage disposal area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
		4.1.5 Cleaning equipment and supplies are available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	4.2	4.2.1 Food shops and kitchens are clean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	4.3	4.3.1 School has wastewater drainage system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
		4.3.2 There is elimination of mosquito breeding sources.	<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"/>	
	4.4	4.4.1 Cooks and waiters dress appropriately and cleanly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
		4.4.2 Cooking and food containers are clean and safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	4.5	4.5.1 School cooperates with Village Education Development Committee (VEDC) and students' guardians to maintain cleanliness of school environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	5. PERSONAL HYGIENE						
	★ ★ ★	5.1	5.1.1 School disseminates information about personal hygiene.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			5.1.2 All students practice group handwashing with soap activity everyday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.3 Homeroom teachers monitor students' personal cleanliness everyday.			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.1.4 Teachers advise students on menstrual hygiene and how to dispose of used sanitary napkins.			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.2		5.2.1 A majority of students always wash their hands with soap before meals and after using the toilet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
		5.2.2 A majority of students brush their teeth at school every day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
		5.2.3 A majority of students are physically clean, including their clothes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.3		5.3.1 All students always wash their hands with soap before meals and after using the toilet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
		5.3.2 All students brush their teeth at school every day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
		5.3.3 School stocks sanitary napkins in case of emergencies for female students experiencing menstruation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.3.4 All students are physically clean, including their clothes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
6. DEWORMING							
★ ★ ★	6.1	6.1.1 50-70% of children in the school service area have taken deworming pills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	6.2	6.2.1 71-85% of children in the school service area have taken deworming pills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	6.3	6.3.1 More than 85% of children in the school service area have taken deworming pills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

MONITORING, REPORTING AND RATING

MONITORING AND REPORTING

After schools have received an orientation and conducted a self-assessment and understood their water, sanitation and hygiene conditions, close monitoring is required to ensure that schools can maintain their performance and invest effort into making improvements or changes where necessary in order to achieve the standards.

ALL LEVELS MUST IMPLEMENT AS FOLLOWS:



SCHOOL LEVEL



DISTRICT LEVEL

School principals and teachers monitor implementation daily, especially for WASH facilities to see if they are clean, safe, and functioning normally.

Monitor for positive changes in student behaviour, for example, if students wash their hands with soap as a group everyday, if they use toilets, if they dispose of garbage in garbage bins, and other related behaviour.

After monitoring, school principal or school director reports findings at the monthly meetings at the District Education and Sports Bureau.

School integrates the assessment results for their school's Three Star Approach for WASH into the school's annual summary report.

District school health team thoroughly studies the assessment reports from the database on WASH in Schools before monitoring and supporting target schools.

Monitor implementation of WASH in schools according to district education development plan.

Support and supervise schools in maintaining their performance and on necessary improvements, as well as provide advice to school principals and the Village Education Development Committee (VEDC).

Integrate monitoring of WASH in schools into existing education activities of District Education and Sports Bureau (DESB).

DESB reports monitoring findings in monthly meetings at the provincial level.





PROVINCIAL LEVEL

Provincial school health task force studies assessment findings from database of WASH in Schools and district assessment reports prior to monitoring in schools.

Monitor and support implementation of WASH in Schools according to provincial education development plan.

Supervise and consult with the provincial level, the school, VEDC and Village Health Promotion Volunteer.

Integrate WASH in Schools monitoring into existing PESS work and activities.

Report implementation progress to the central level.



NATIONAL LEVEL

National school health task force thoroughly studies assessment findings from the database and provincial reports before monitoring province, district and school levels.

Monitor and support implementation of WASH in Schools based on the annual action plan.

Support and provide consultation to PESS, DESB, and schools.

Integrate WASH into the General Education Department school monitoring.

After monitoring, report to the Director General of related Departments and the Minister, as well as include the findings in the department's annual summary report.

RATING

After schools have conducted a self-evaluation 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, each of which has the following criteria:



SCHOOLS WITH 1 STAR
Schools that meet all checklist items for all indicators of the 6 categories of: **star 1***



SCHOOLS WITH 2 STARS
Schools that meet all checklist items for all indicators of the 6 categories of: **star 1 and star 2***



SCHOOLS WITH 3 STARS
Schools that meet all checklist items for all indicators of the 6 categories of: **star 1, star 2, and star 3***

* except for inapplicable items



SCHOOLS WITHOUT STARS
Schools that did not meet all of the checklist items of all 6 categories in star 1.



The district and provincial level take responsibility for encoding and uploading the TSA data from all schools into the national database.

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 and take lessons from the pilot school for their own implementation.

SECOND METHOD

Orient the heads of the primary school clusters and heads of secondary school clusters to implement first and then expand within their respective clusters.

THIRD METHOD

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

DISSEMINATION CONTAINS THEORETICAL
AND PRACTICAL COMPONENTS:

1. THEORY (SUBSTANCE)

Introduction of the Three Star Approach.

Objectives.

National standards of water, sanitation and hygiene in Early Childhood Education and General Education.

Contents of standards for water, sanitation and hygiene at schools.

Advice on using school assessment forms.

Monitor implementation in schools and report findings and results.

Using findings and results for planning.

2. PRACTICE

Study the assessment checklist, its sources of verification, and the different activities for each indicator.

Practice implementation.


Consolidate results and findings and produce a summary.

SUMMARY AND DATA ANALYSIS

Data from the assessment of each target schools' performance will be encoded into the database of the District Education and Sports Bureau (DESB) for the further analysis and to produce a report to be submitted to the Director of DESB and then afterwards to the PESS.

DESB will compile the number of schools and what star level they have been able to achieve and how many schools still require improvement, which will be integrated into the district education development plan for further support and monitoring. Simultaneously, DESB reports the findings to Provincial Education and Sports Service (PESS) at monthly or quarterly meetings and sends the database to PESS for further use as reference.

A SAMPLE REPORT:



 រដ្ឋាភិបាល កម្ពុជា
 ក្រសួងអប់រំ យុវជន និងកីឡា
 អគ្គនាយកដ្ឋានអប់រំ
 រាជធានីភ្នំពេញ

លេខ: ១២៣ អនក
 ភ្នំពេញ, ថ្ងៃទី ១៥ ខែ កញ្ញា ឆ្នាំ ២០២២

ប្រាប់ដល់:
 គណៈកម្មាធិការ និងមន្ត្រីពាក់ព័ន្ធនានា
 ក្រសួងអប់រំ យុវជន និងកីឡា

ប្រាប់ពី:
 លទ្ធផលការវាយតម្លៃ និងការវាយតម្លៃសាលា
 ឆ្នាំ ២០២១-២០២២

សំខាន់ៗ:
 ការវាយតម្លៃសាលាឆ្នាំ ២០២១-២០២២ បានបញ្ចប់ជោគជ័យ ដោយមានសាលាដែលបានឆ្លងក្រោមការវាយតម្លៃ ១០០% គឺជា ១០០ សាលា។

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