

Monitoring side session at the 2023 WinS ILE Africa


How to Monitor Basic and Inclusive WASH Services in Schools

1st WinS ILE Africa, 2023



Tuesday 14 March

- 10:30** Opening remarks
- 10:35** **Global guidance on monitoring WinS** – Christie Chatterley, WHO/UNICEF JMP
- 10:50** Q&A
- 11:00** **Tanzania country example** – Justin , MoE
- 11:10** **Philippines country example** – Ubo Pakes & Marvin Marquez, GIZ
- 11:20** **Zambia country example** – Dir. Malalu Mulundika, MoE, Zambia
- 11:30** Panel discussion with Q&A
- 11:55** **Listening session on the way forward and support needs** – group work & share back



If we don't *monitor* it,
we can't *improve* it

The background of the slide is a scenic landscape featuring a dense forest of green trees in the foreground and middle ground, with rolling hills and mountains in the distance under a clear blue sky with a few wispy clouds. A large, white rectangular text box is positioned in the upper half of the image, containing the main text.

You will leave this side session with:

1. An understanding of the recommended core (and expanded) questions to monitor the SDGs for WinS through school censuses or surveys
2. An Excel worksheet with recommended questions linked to analysis and tabulation guidance
3. Practical examples for how countries can manage school level monitoring of WinS

4 QUALITY EDUCATION



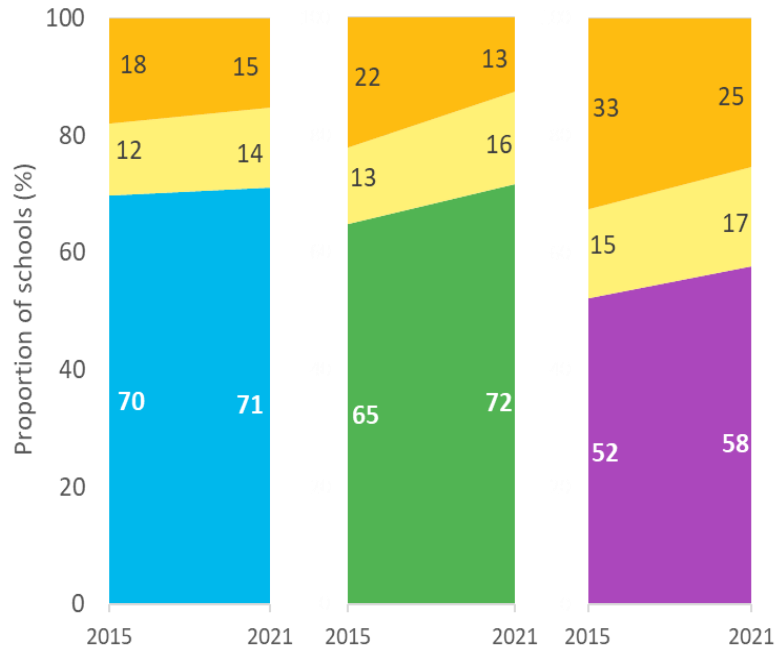
4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide **safe**, nonviolent, inclusive and effective learning environments for all

4.a.1 Proportion of schools with: ...(e) **basic drinking water**; (f) **single-sex basic sanitation facilities**; and (g) **basic handwashing facilities** (*as per WASH indicator definitions*)

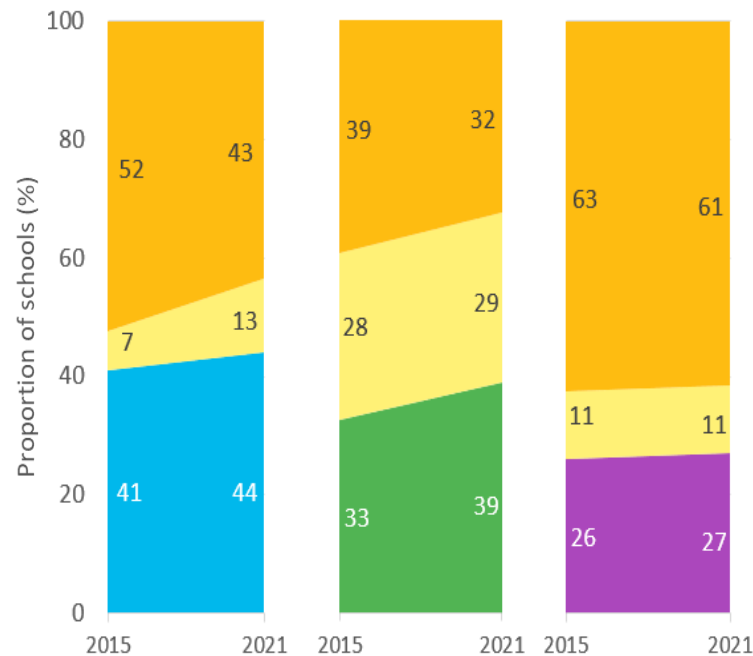
SERVICE LEVEL	DRINKING WATER	SANITATION	HYGIENE
BASIC SERVICE	Drinking water from an improved source and water is available at the school at the time of the survey	Improved sanitation facilities at the school that are single-sex and usable (available, functional and private) at the time of the survey	Handwashing facilities with water and soap available at the school at the time of the survey
LIMITED SERVICE	Drinking water from an improved source but water is unavailable at the school at the time of the survey	Improved sanitation facilities at the school that are either not single-sex or not usable at the time of the survey	Handwashing facilities with water but no soap available at the school at the time of the survey
NO SERVICE	Drinking water from an unimproved source or no water source at the school	Unimproved sanitation facilities or no sanitation facilities at the school	No handwashing facilities or no water available at the school

WASH in schools coverage from 2015 to 2021

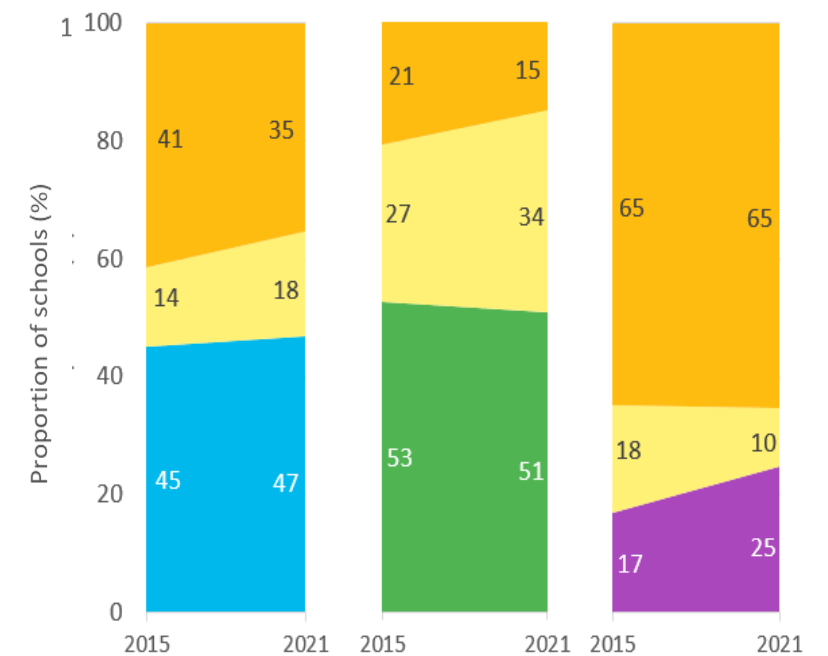
Global



West & Central Africa



Eastern & Southern Africa



■ No service
■ Limited
■ Basic

■ No service
■ Limited
■ Basic

■ No service
■ Limited
■ Basic

WHICH COUNTRIES HAD DATA FOR THE 2022 JMP REPORT?

West and Central Africa

Country	Basic Water	Basic Sanitation	Basic Hygiene
Benin			
Burkina Faso			
Cabo Verde			
Cameroon			
Central African Republic			
Chad			
Congo			
Cote d'Ivoire			
Democratic Republic of the Congo			
Equatorial Guinea			
Gabon			
Gambia			

Country	Basic Water	Basic Sanitation	Basic Hygiene
Ghana			
Guinea			
Guinea-Bissau			
Liberia			
Mali			
Mauritania			
Niger			
Nigeria			
Sao Tome and Principe			
Senegal			
Sierra Leone			
Togo			

WHICH COUNTRIES HAD DATA FOR THE 2022 JMP REPORT?

Eastern and Southern Africa

Country	Basic Water	Basic Sanitation	Basic Hygiene
Angola			
Botswana			
Burundi			
Comoros			
Eritrea			
Eswatini			
Ethiopia			
Kenya			
Lesotho			
Madagascar			
Malawi			

Country	Basic Water	Basic Sanitation	Basic Hygiene
Mozambique			
Namibia			
Rwanda			
Somalia			
South Africa			
South Sudan			
Uganda			
United Republic of Tanzania			
Zambia			
Zimbabwe			

A photograph of three young girls of African descent washing their hands at a public water tap. The girl on the left is wearing a red patterned dress and is actively washing her hands. The girl in the middle is wearing a light blue patterned shirt and is looking down at her hands. The girl on the right is wearing a red patterned dress and is also looking down. The background is a wooden wall.

Global recommendations & resources for monitoring WinS

1st WinS ILE Africa in Abidjan
14 March 2023

WHO/UNICEF Joint Monitoring Programme
info@washdata.org



World Health
Organization

WHO
UNICEF



JMP

unicef



Global recommendations and resources for...

1. Data collection
2. Data analysis & reporting

Global recommendations and resources for...

1. Data collection

2. Data analysis

Elements of basic WASH services in schools

DRINKING WATER

Basic service: Drinking water from an **improved** source and water is **available** at the school at the time of the survey

SANITATION

Basic service: **Improved** sanitation facilities at the school that are **single-sex** and **usable** (available, functional and private) at the time of the survey

HYGIENE

Basic service: Handwashing **facilities** with **water and soap** available at the school at the time of the survey

7 core questions to monitor basic service

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

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

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

- ☐ Yes ☐ No

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

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

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

Insert number

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

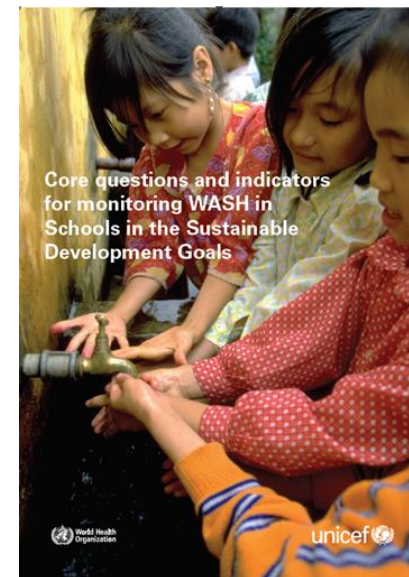
- ☐ Yes ☐ No

6. Are there handwashing facilities at the school?

- ☐ Yes ☐ No

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

- ☐ Yes, soap and water ☐ Water only ☐ Soap only ☐ Neither



Should be modified, if needed,
based on country context

Example for inclusion in EMIS questionnaires

JMP service ladders for WASH in schools

DRINKING WATER

Advanced service: Additional criteria may include quality, quantity, continuity, and accessibility to all users

Basic service: Drinking water from an improved source and water is available at the school at the time of the survey

Limited service: Drinking water from an improved source but water is unavailable at the school at the time of the survey

No service: Drinking water from an unimproved source or no water source at the school

SANITATION

Advanced service: Additional criteria may include student per toilet ratios, menstrual hygiene facilities, cleanliness, accessibility to all users, and excreta management systems

Basic service: Improved sanitation facilities at the school that are single-sex and usable (available, functional and private) at the time of the survey

Limited service: Improved sanitation facilities at the school that are either not single-sex or not usable at the time of the survey

No service: Unimproved sanitation facilities or no sanitation facilities at the school

HYGIENE

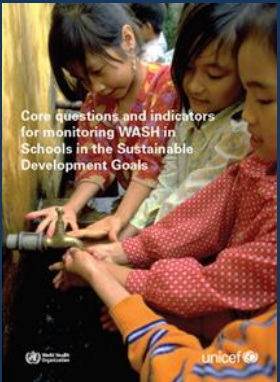
Advanced service: Additional criteria may include hygiene education, group handwashing, menstrual hygiene materials, and accessibility to all users

Basic service: Handwashing facilities with water and soap available at the school at the time of the survey

Limited service: Handwashing facilities with water but no soap available at the school at the time of the survey

No service: No handwashing facilities available or no water available at the school

Examples of expanded questions to monitor inclusive WinS



<https://washdata.org/sites/default/files/documents/reports/2018-08/SDGs-monitoring-wash-in-schools-2018-August-web2.pdf>

Disability Inclusive WinS

XW3. Is drinking water accessible to those with limited mobility or vision?

Yes	
No	

XS7. Is there at least one usable toilet/latrine that is accessible to those with limited mobility or vision?

Yes	
No	

XH1. Are there handwashing facilities accessible to those with limited mobility or vision?

Yes	
No	

MHH in schools

XS1. Are water and soap available in a private space for girls to manage menstrual hygiene?

Yes, water and soap	
Water, but not soap	
No water	

XS2. Are there covered bins for disposal of menstrual hygiene materials in girls' toilets?

Yes	
No	

XS3. Are there disposal mechanisms for menstrual hygiene waste at the school?

Yes	
No	

XH6. Which of the following provisions for menstrual hygiene management (MHM) are available at the school?

Bathing areas	
MHM materials (e.g. pads)	
MHM education	

+ the Global MHH Monitoring Group recommended school-level questions



Excel-based tool to support data collection and analysis



AutoSave Off Core questions and data tabulation for WASH in schools_FINAL v2 - Excel Chatterley, Christie

File Home Insert Page Layout Formulas Data Review View Developer Help Acrobat Tell me what you want to do

A1 WASH in schools

WASH in schools

The WHO/UNICEF Joint Monitoring Programme for Water Supply, Sanitation and Hygiene (JMP) has developed and refined methods for global monitoring of drinking water, sanitation and hygiene (WASH) in households since 1990 [1]. In 2016, the JMP developed methods for global monitoring of **WASH in schools** to support the establishment of baseline estimates for the relevant Sustainable Development Goal (SDG) targets (4.a, 6.1, and 6.2) and to track progress over time.[2]

The JMP uses **service ladders** to benchmark and compare progress across countries on WASH in schools (Figure 1). These service ladders are designed to track progress towards a **basic level of service**, which is the indicator used for global monitoring of SDG targets related to WASH in schools. In countries where "basic" service is already the norm, a country-defined "advanced" service level may also be appropriate based on the national context, priorities and resources.

DRINKING WATER	SANITATION	HYGIENE
Advanced service: Additional criteria may include quality, quantity, continuity, and accessibility to all users	Advanced service: Additional criteria may include student per toilet ratios, menstrual hygiene facilities, cleanliness, accessibility to all users, and excreta management systems	Advanced service: Additional criteria may include hygiene education, group handwashing, menstrual hygiene materials, and accessibility to all users
Basic service: Drinking water from an improved source and water is available at the school at the time of the survey	Basic service: Improved sanitation facilities at the school that are single-sex and usable (available, functional and private) at the time of the survey	Basic service: Handwashing facilities with water and soap available at the school at the time of the survey
Limited service: Drinking water from an improved source but water is unavailable at the school at the time of the survey	Limited service: Improved sanitation facilities at the school that are either not single-sex or not usable at the time of the survey	Limited service: Handwashing facilities with water but no soap available at the school at the time of the survey
No service: Drinking water from an unimproved source or no water source at the school	No service: Unimproved sanitation facilities or no sanitation facilities at the school	No service: No handwashing facilities available or no water available at the school

Figure 1. JMP service ladders for global monitoring of WASH in schools

This document provides the list of **core questions** (tab: Core) required to produce comparable national estimates for the proportion of schools with "basic" WASH services through census, school surveys and other data collection tools. This file is based on the 2018 JMP publication [3] and allows for copying and pasting of the available material in an easier way. Tabulation plans for the core questions are provided to support data analysis and reporting (tabs: W1-2, S1-3, H1-2).

In addition, an **expanded list of questions** (tab: Expanded) is provided to support **advanced assessments** of WASH in schools. Select expanded questions should only be included if resources are sufficient to support data collection, analysis, and reporting. **Questions should be selected and adapted based on national priorities.** The data tabulation plans include three thematic plans (tabs: PPR, DIS, MHH) and fifteen plans grouped by the expanded questions and the UN human rights criteria (XW1-2 to XHB1-5). These tabulation plans can be modified based on the data available in each country.

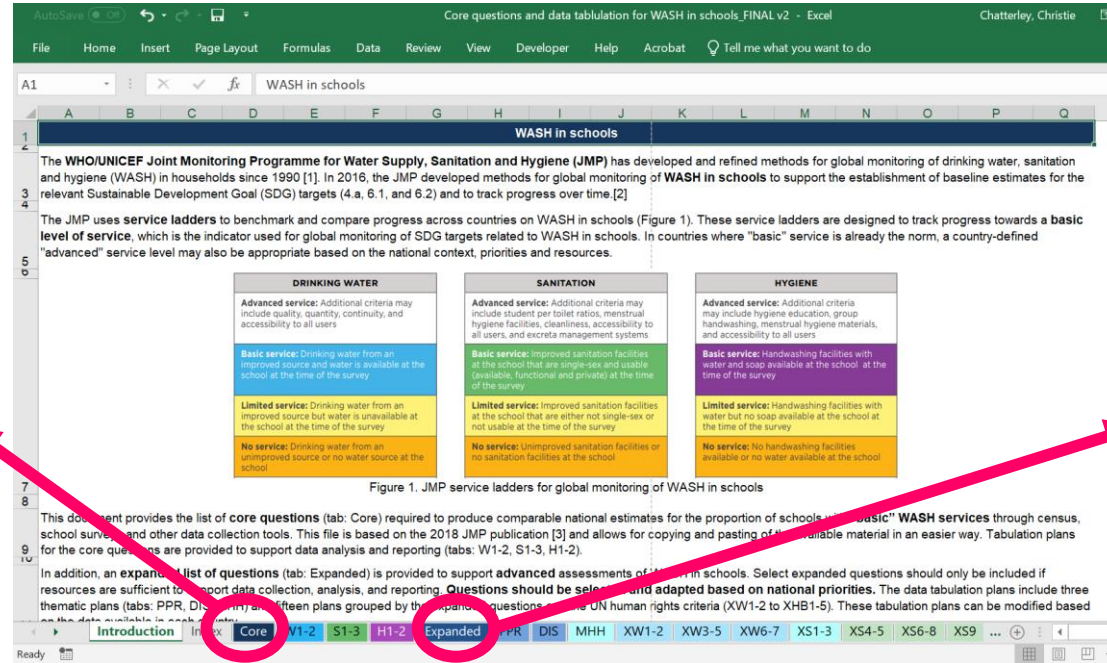
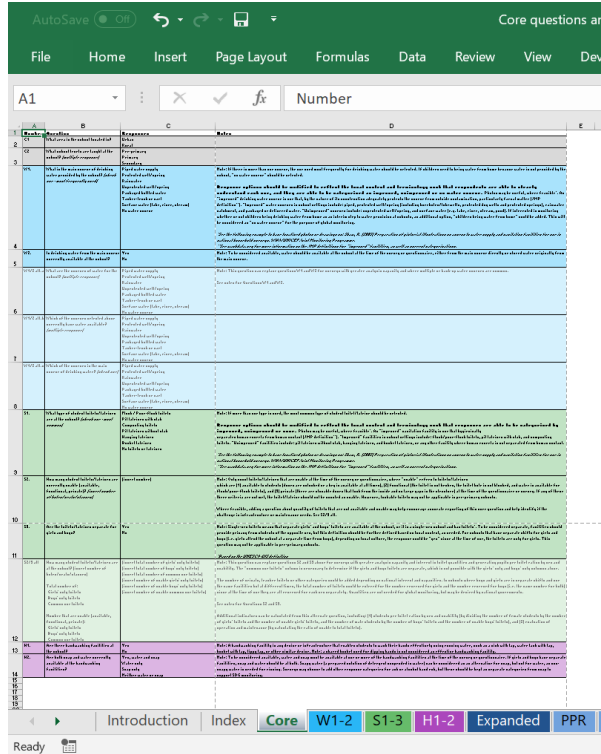
Introduction Index Core W1-2 S1-3 H1-2 Expanded PPR DIS MHH XW1-2 XW3-5 XW6-7 XS1-3 XS4-5 XS6-8 XS9 ...

You can download the Excel file through the QR code above or this link:

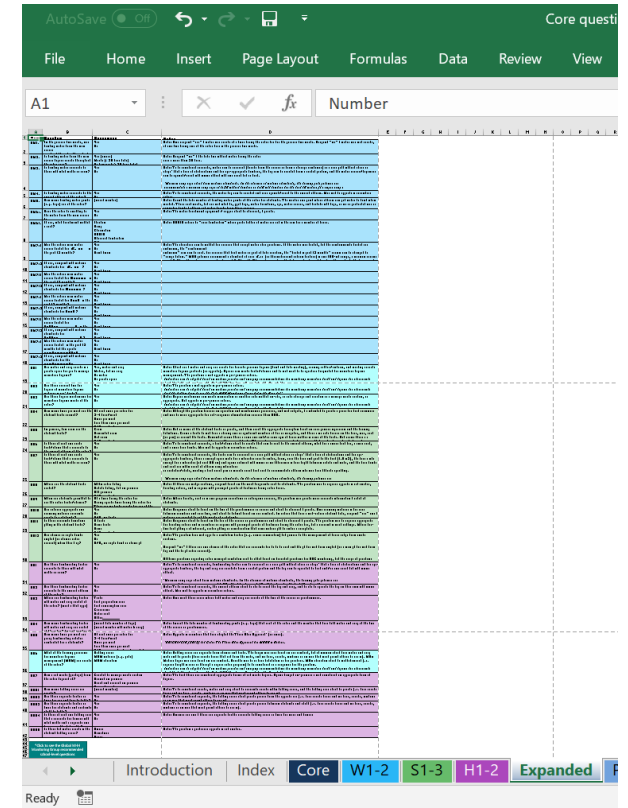
<https://washdata.org/monitoring/wash-schools/excel>

Excel-based tool to support WinS monitoring – data collection

Core Questions



Expanded Questions



Questions can be copied and pasted into EMIS questionnaires and modified as needed

	Question	Responses	Notes
C1	What area is the school located in?	Urban Rural	
C2	What school levels are taught at the school? (multiple response)	Pre-primary Primary Secondary	
W1.	What is the main source of drinking water provided by the school? (check one - most frequently used)	Piped water supply Protected well/spring Rainwater Unprotected well/spring Packaged bottled water Tanker-truck or cart Surface water (lake, river, stream) No water source	<p>Note: If there is more than one source, the one used most frequently for drinking water should be selected. If children need to bring water from home because water is not provided by the school, “no water source” should be selected.</p> <p>Response options should be modified to reflect the local context and terminology such that respondents are able to clearly understand each one, and they are able to be categorized as improved, unimproved or no water source. Photos may be useful, where feasible*. An “improved” drinking water source is one that, by the nature of its construction adequately protects the source from outside contamination, particularly faecal matter (JMP definition**). “Improved” water sources in school settings include: piped, protected well/spring (including boreholes/tubewells, protected dug wells and protected springs), rainwater catchment, and packaged or delivered water. “Unimproved” sources include: unprotected well/spring, and surface water (e.g. lake, river, stream, pond). If interested in monitoring whether or not children bring drinking water from home as an interim step to water provision at schools, an additional option, “children bring water from home” could be added. This will be considered as “no water source” for the purpose of global monitoring.</p> <p>*See the following example to base localized photos or drawings on: Shaw, R. (2005) Preparation of pictorial illustrations on access to water supply and sanitation facilities for use in national household surveys. WHO/UNICEF Joint Monitoring Programme.</p> <p>**See washdata.org for more information on the JMP definitions for "improved" facilities, as well as current categorizations.</p>
W2.	Is drinking water from the main source currently available at the school?	Yes No	Note: To be considered available, water should be available at the school at the time of the survey or questionnaire, either from the main source directly or stored water originally from the main source.

The last three tabs can be modified as needed, saved as a separate Excel file, and uploaded to KoBo Toolbox (<https://xlsform.org/en/>)

AutoSave Off Core questions and data tabulation for WASH in schools_FINAL v2 - Excel Chatterley, Christie

File Home Insert Page Layout Formulas Data Review View Developer Help Acrobat Tell me what you want to do

Clipboard: Cut, Copy, Paste, Format Painter

Font: Calibri, 11, Bold, Italic, Underline, Color, Background Color

Alignment: Left, Center, Right, Indent, Decrease Indent, Increase Indent, Merge & Center

Number: General, Currency, Percentage, Decimals, Thousands Separator

Styles: Conditional Formatting, Format as Table, Cell Styles

Cells: Insert, Delete, Format

Editing: AutoSum, Fill, Clear, Sort & Find & Filter, Select

A22: select_one vv0yp79

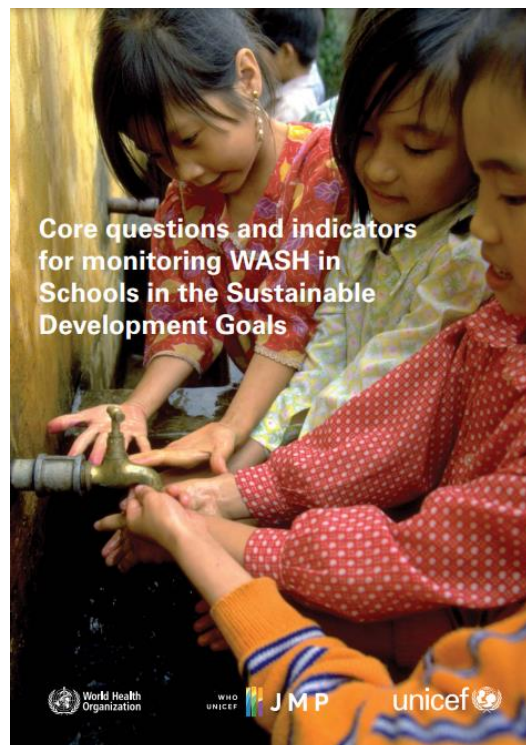
	A	B	C
2	start	start	
3	end	end	
4	select_one th5lo15	W1_What_is_the_main_ovided_by_the_school	W1. What is the main source of drinking water provided by the school?
5	select_one dh2ti82	W2_Is_drinking_wate_ilable_at_the_school	W2. Is drinking water from the main source currently available at the school?
6	select_one hp7jn78	S1_What_type_of_stu_es_are_at_the_school	S1. What type of student toilets/latrines are at the school?
7	integer	How_many_student_toi_es_seats_stances	How many student toilets / latrines are currently usable (available, functional, private)? (Insert number of holes / seats)
8	select_one za2qt46	Are_the_toilets_latr_e_for_girls_and_boys	Are the toilets/latrines separate for girls and boys?
9	select_one fo7yz34	H1_Are_there_handwa_lities_at_the_school	H1. Are there handwashing facilities at the school?
10	select_one hl6wu93	H2_Are_both_soap_an_dwashing_facilities	H2. Are both soap and water currently available at the handwashing facilities?
11	select_one la9ej16	XW1_In_the_previous_hout_each_school_day	XW1. In the previous two weeks, was drinking water from the main source available at the school throughout each school day?
12	select_one vx0np87	XW2_Is_drinking_wat_hout_the_school_year	XW2. Is drinking water from the main source typically available throughout the school year?
13	select_one ti9wy02	XW3_Is_drinking_wat_d_mobility_or_vision	XW3. Is drinking water accessible to those with limited mobility or vision?
14	select_one fz46n89	XW4_Is_drinking_wat_ildren_at_the_school	XW4. Is drinking water accessible to the smallest children at the school?
15	integer	XW5_How_many_drinki_s_are_at_the_school	XW5. How many drinking water points (e.g. taps) are at the school?
16	select_one pc1sm68	XW6a_Does_the_schoo_ake_it_safe_to_drink	XW6a. Does the school do anything to the water from the main source to make it safe to drink?
17	select_one iy2bv21	XW6b_If_yes_what_t_tment_method_is_used	XW6b. If yes, what treatment method is used?
18	select_one jf45e14	XW7a_Was_the_school_n_the_past_12_months	XW7a. Was the school's main water source tested for any contaminants in the past 12 months?
19	select_one ja0us95	XW7b_If_yes_which_aminants_were_tested	XW7b. If yes, which contaminants were tested?
20	select_one dh1hv03	XW7c_Was_the_school_contaminants_tested	XW7c. Was the schools drinking water compliant for all contaminants tested?
21	select_one ul7vl61	XS1_Are_water_and_s_ge_menstrual_hygiene	XS1. Are water and soap available in a private space for girls to manage menstrual hygiene?
22	select_one vv0yp79	XS2_Are_there_cover_Is_in_girls_toilets	XS2. Are there covered bins for disposal of menstrual hygiene materials in girls' toilets?
23	select_one ru4bh57	XS3_Are_there_dispo_waste_at_the_school	XS3. Are there disposal mechanisms for menstrual hygiene waste at the school?

Ready

Global MHH Monitoring Group survey choices settings

Resources for data collection

Resources can also be downloaded here:



<https://washdata.org/sites/default/files/documents/reports/2018-08/SDGs-monitoring-wash-in-schools-2018-August-web2.pdf>

Core questions and data tabulation for WASH in schools_FINAL v2 - Excel

Chatterley, Christie

WASH in schools

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Introduction Index Core W1-2 S1-3 H1-2 Expanded PPR DIS MHH XW1-2 XW3-5 XW6-7 XS1-3 XS4-5 XS6-8 XS9 ...

<https://washdata.org/monitoring/wash-schools/excel>

Global recommendations and resources for...

1. Data collection

2. Data analysis & reporting

Excel-based tool to support WinS monitoring – data analysis

Basic WinS tabulation

	Main source of drinking water						Percentage with an improved source of drinking water	Percentage with water available ^a	Percentage with basic water services ^b
	Improved sources			Unimproved sources					
	Piped water well / spring	Protected Rainwater	Tanker truck or can ^c	Bottled water ^d	Unprotected well / spring	Surface water	Other	No water source	Total
Total									100.0
Area									
Urban									100.0
Rural									100.0
School level									
Pre-primary									100.0
Primary									100.0
Secondary									100.0

The values in columns B through L should sum to 100.0
 • Schools are considered to have an improved source of drinking water if W1 = piped, protected well/spring, rainwater, packaged bottled water, or tanker-truck or cart
 • Schools are considered to have water available if W2 = yes
 • Schools have a basic drinking water service if both W1 = an improved source and W2 = yes
 • Denominators are the total number of schools in each disaggregation (total, area, school level, region)

Table S1-3: Basic sanitation services at schools											
Percent distribution of schools according to main type of toilet facilities for students and percentage of schools with basic sanitation services. <i>Survey name, Year</i>											
	Main type of toilet facilities for students								Percentage with improved and usable toilet ^a / latrines	Percentage with improved and single-sex toilet ^a / latrines	Percentage with basic sanitation services ^b
	Improved sanitation facility				Unimproved sanitation facility						
	Flush/pit latrine	Pit latrine	Composting latrine	Flush latrine with slab	Latrine without hanging slab	Bucket latrine	Other	No toilets or latrines			
Total									100.0		
Area											
Urban									100.0		
Rural									100.0		
School level											
Pre-primary									100.0		
Primary									100.0		
Secondary									100.0		

The values in columns B through G should sum to 100.0
 • Improved sanitation facilities are S1 = flush/pit latrine, pit latrine with slab, and composting toilet
 • Schools are considered to have usable toilets if S2 = 1
 • Schools are considered to have single-sex toilets if S3 = yes
 • Schools have a basic sanitation service if S1 = an improved type, S2 = 1, and S3 = yes
 • Denominators are the total number of schools in each disaggregation (total, area, school level, region)

Table H1-2: Basic hygiene services at schools
Percent distribution of schools according to the presence of handwashing facilities and percentage of schools with basic hygiene services. Survey name, Year

	Handwashing facilities ^a at the school			Percentage with basic hygiene services ^b
	With no water or soap ^c	With water but no soap	With water and soap	
Total				100.0
Area				
Urban				100.0
Rural				100.0
School level				
Pre-primary				100.0
Primary				100.0
Secondary				100.0

^aSDG indicator (Targets 4.a and 6.3): Basic hygiene services in schools refers to handwashing facilities with water and soap available
 • Handwashing facilities are considered to be present if there is a shared bucket used for dipping hands is not considered an effective handwashing facility.
 • Handwashing facilities are considered to be present if there is a shared bucket used for dipping hands is not considered an effective handwashing facility.
 • Handwashing facilities are considered to be present if there is a shared bucket used for dipping hands is not considered an effective handwashing facility.

The values in columns B through G should sum to 100.0
 • Schools are considered to have handwashing facilities if H1 = yes
 • Schools are considered to have water for handwashing if H2 = yes, water and soap OR water only
 • Schools are considered to have soap for handwashing if H2 = yes, water and soap OR soap only
 • Schools have a basic hygiene service if H1 = yes and H2 = yes
 • Denominators are the total number of schools in each disaggregation (total, area, school level, region)

Core questions and data tabulation for WASH in schools_FINAL v2 - Excel

WASH in schools

The WHO/UNICEF Joint Monitoring Programme for Water Supply, Sanitation and Hygiene (JMP) has developed and refined methods for global monitoring of drinking water, sanitation and hygiene (WASH) in households since 1990 [1]. In 2018, the JMP developed methods for global monitoring of WASH in schools to support the establishment of baseline estimates for the relevant Sustainable Development Goal (SDG) targets (4.a, 6.1, and 6.2) and to track progress over time.[2]

The JMP uses service ladders to benchmark and compare progress across countries on WASH in schools (Figure 1). These service ladders are designed to track progress towards a basic level of service, which is the indicator used for global monitoring of SDG targets related to WASH in schools. In countries where "basic" service is already the norm, a country-defined "advanced" service level may also be appropriate based on the national context, priorities and resources.

DRINKING WATER

Advanced service: Additional criteria may include quality, quantity, continuity, and accessibility to all users

Basic service: Drinking water from an improved source and water is available at the school at the time of the survey

Limited service: Drinking water from an improved source but water is unavailable at the school at the time of the survey

No service: Drinking water from an unimproved source or no water source at the school

SANITATION

Advanced service: Additional criteria may include student per toilet ratios, menstrual hygiene facilities, cleanliness, accessibility to all users, and excreta management systems

Basic service: Improved sanitation facilities at the school that are single-sex and usable (available, functional and private) at the time of the survey

Limited service: Improved sanitation facilities at the school that are either not single-sex or not usable at the time of the survey

No service: Unimproved sanitation facilities or no sanitation facilities at the school

HYGIENE

Advanced service: Additional criteria may include hygiene education, group handwashing, menstrual hygiene materials, and accessibility to all users

Basic service: Handwashing facilities with water and soap available at the school at the time of the survey

Limited service: Handwashing facilities with water but no soap available at the school at the time of the survey

No service: No handwashing facilities available or no water available at the school

Figure 1. JMP service ladders for global monitoring of WASH in schools

This document provides the list of core questions (tab: Core) required to produce comparable national estimates for the proportion of schools with "basic" WASH services through census, school surveys and other data collection tools. This file is based on the 2018 JMP publication [3] and allows for copying and pasting of the available material in an easier way. Tabulation plans for the core questions are provided to support data analysis and reporting (tabs: W1-2, S1-3, H1-2).

In addition, an expanded list of questions (tab: Expanded) is provided to support advanced assessments of WASH in schools. Select expanded questions should only be included if resources are sufficient to support data collection, analysis, and reporting. Questions should be selected and added to the expanded questions based on national priorities. The data tabulation plans include three thematic plans (tabs: PPR, DIS, MHH) and an expanded questions plan (tab: Expanded). The expanded questions plan is based on the data available in each country.

Ready

Additional expanded tabulations

Thematic tabulations – Disabilities & MHH

Table XD15: Disability inclusive drinking water, sanitation and hygiene services at schools
Percent distribution of schools with drinking water, sanitation, and hygiene services accessible to students with limited mobility or vision. Survey name, Year

	Drinking water		Sanitation		Hygiene	
	Any source	Source accessible to students with limited mobility or vision ^a	Any toilet	Toilet accessible to students with limited mobility or vision ^a	Any toilet	Handwashing facilities accessible to students with limited mobility or vision ^a
Total						
Area						
Urban						
Rural						
School level						
Pre-primary						
Primary						
Secondary						

^aThe national definition for disability accessible drinking water facilities in schools is XX.
^bThe national definition for disability accessible toilets in schools is XX.
^cThe national definition for disability accessible handwashing facilities in schools is XX.

Schools have any water source if W1 is not no water source
 • Schools have water accessible to students with limited mobility or vision if XW2 = yes
 • Schools have any toilet if S1 is not no toilets or latrines
 • Schools have toilets accessible to students with limited mobility or vision if XS7 = yes
 • Schools have any handwashing facilities if H1 = yes
 • Schools have handwashing facilities accessible to students with limited mobility or vision if XH1 = yes
 • Denominators are the total number of schools in each disaggregation (total, area, school level, region)

Table XM16: Menstrual hygiene management services at schools
Percent distribution of schools with water and soap in a private space, disposal bins in girls' toilets, mechanisms for menstrual hygiene waste at the school, and provisions for menstrual hygiene management by type. Survey name, Year

	Water and soap available in a private space		Covered bins in girls' toilets for disposal of menstrual materials		Disposal mechanisms for menstrual hygiene waste at the school		Proportion of schools with provisions for menstrual hygiene management (MHH) by type of provision		Percentage of schools with all three provisions for menstrual hygiene management (MHH)
	Water, soap, water, soap	Water, soap, water, soap	Yes	No	Yes	No	MHH	N/A, no materials MHH provision management	
Total									
Area									
Urban									
Rural									
School level									
Pre-primary									
Primary									
Secondary									

^aThese indicators are not applicable to pre-primary schools
 • Schools with water and soap available in a private space are from question X51
 • Schools with covered bins for disposal of menstrual hygiene materials are from question X52
 • Schools with disposal mechanisms for menstrual hygiene waste are from question X53
 • Schools with basic sanitation are determined in tab S1-3
 • Schools with provisions for menstrual hygiene management by type are from question X53
 • Denominators are the total number of schools in each disaggregation (total, area, school level, region) excluding schools that only offer pre-primary level

Data analysis guidance provided in the box below each table

Table W1-2: Basic drinking water services at schools

Percent distribution of schools according to main source of drinking water and percentage of schools with basic drinking water services, **Survey name, Year**

Main source of drinking water											Percentage with an improved source of drinking water		Percentage with basic water services ¹
Improved sources						Unimproved sources					Percentage with water available ^B		
Piped water	Protected well / spring	Rainwater	Tanker truck or cart ^A	Bottled water ^A	Unpro- tected well / spring	Surface water	Other	No water source	Total				
Total										100.0			
Area													
Urban										100.0			
Rural										100.0			
School level													
Pre-primary										100.0			
Primary										100.0			
Secondary										100.0			

¹ **SDG indicator (Targets 4.a and 6.1) - Basic drinking water services in schools refers to water available at the school from an improved source**

^A Delivered and packaged water considered improved sources of drinking water based on new SDG definition.

^B Water availability is based on the day of the survey/questionnaire and refers to water that is available on premises either from the main source directly or stored.

- The values in columns B through L should sum to 100.0
- Schools are considered to have an improved source of drinking water if W1 = piped, protected well/spring, rainwater, packaged bottled water, or tanker-truck or cart
- Schools are considered to have water available if W2 = yes
- Schools have a basic drinking water service if both W1 = an improved source and W2 = yes
- Denominators are the total number of schools in each disaggregation (total, area, school level, region)

Table W1-2: Basic drinking water services at schools

Percent distribution of schools according to main source of drinking water and percentage of schools with basic drinking water services, **Survey name, Year**

	Main source of drinking water									Percentage with an improved source of drinking water		Percentage with basic water services ¹
	Improved sources					Unimproved sources				Total	Percentage with water available ^B	
	Piped water	Protected well / spring	Rainwater	Tanker truck or cart ^A	Bottled water ^A	Unprotected well / spring	Surface water	Other	No water source			
Total										100.0		
Area												
Urban										100.0		
Rural										100.0		
School level												
Pre-primary										100.0		
Primary										100.0		
Secondary										100.0		

W1. What is the main source of drinking water provided by the school? (check one - most frequently used)

W2. Is drinking water from the main source currently available at the school?

Yes
No

Questions from the 'Core' tab that are used to complete this table

Total

Area

Urban

Rural

School level

Pre-primary

Primary

Secondary

W1. What is the main source of drinking water provided by the school? (check one - most frequently used)

Piped water supply
Protected well/spring
Rainwater
Unprotected well/spring
Packaged bottled water
Tanker-truck or cart
Surface water (lake, river, stream)
No water source

W2. Is drinking water from the main source currently available at the school?

Yes
No

Questions from the 'Core' tab that are used to complete this table

¹ **SDG indicator (Targets 4.a and 6.1) - Basic drinking water services in schools refers to water available at the school from an improved source**

^A Delivered and packaged water considered improved sources of drinking water based on new SDG definition.

^B Water availability is based on the day of the survey/questionnaire and refers to water that is available on premises either from the main source directly or stored.

- The values in columns B through L should sum to 100.0
- Schools are considered to have an improved source of drinking water if W1 = piped, protected well/spring, rainwater, packaged bottled water, or tanker-truck or cart
- Schools are considered to have water available if W2 = yes
- Schools have a basic drinking water service if both W1 = an improved source and W2 = yes
- Denominators are the total number of schools in each disaggregation (total, area, school level, region)

Table XMHH: Menstrual hygiene management services at schools														
Percent distribution of schools with water and soap in a private space, disposal bins in girls' toilets, mechanisms for hygiene waste management, and provisions for menstrual hygiene management by type, Survey name, Year														
Water and soap available in a private space					Covered bins in girls' toilets for disposal of menstrual materials		Disposal mechanisms for menstrual hygiene waste at the school		Percentage with water and soap in a private place, bins, and disposal mechanisms	Proportion of schools with provisions for menstrual hygiene management (MHM) by type of provision				Percentage of schools with all three provisions for menstrual hygiene management (MHM)
Water and soap	Water, but not soap	No water	No private space ^A	Yes	No	Yes	No	Bathing areas		MHM materials (e.g. pads)	MHM education	N/A, no provisions for MHM		
Total														
Area														
Urban														
Rural														
School level ^B														
Primary														
Secondary														
^A Spaces can include toilets/latrines and do not need to be specifically designated for menstrual hygiene management.														
^B Menstrual hygiene services are not applicable in pre-primary schools.														

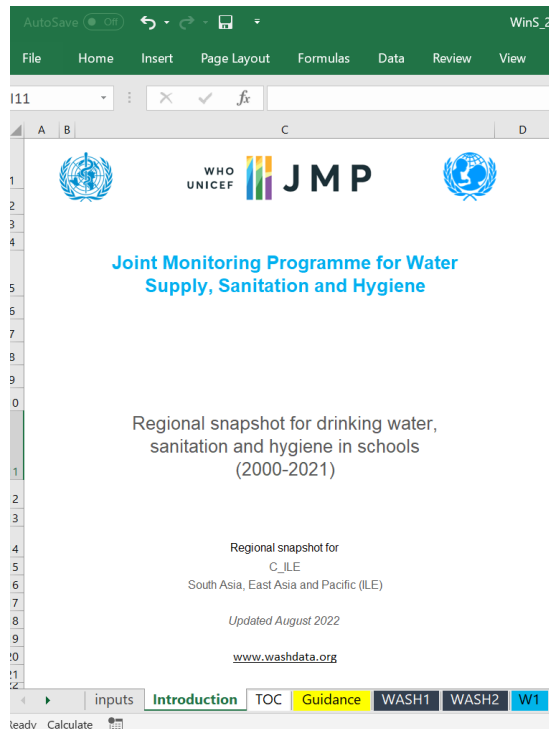
- Indicators can be adapted based on national priorities and emerging recommendations for monitoring menstrual health and hygiene for adolescents (i.e. tab 'Global MHH Monitoring Group' in this Excel file.
- These indicators are not applicable to pre-primary schools
- Schools with water and soap available in a private space are from question XS1
- Schools with covered bins for disposal of menstrual hygiene materials are from question XS2
- Schools with disposal mechanisms for menstrual hygiene waste are from question XS3
- Schools with basic sanitation are determined in tab S1-3
- Schools with provisions for menstrual hygiene management by type are from question XS3
- Denominators are the total number of schools in each disaggregation (total, area, school level, region) excluding schools that only offer pre-primary level

Table XMHH: Menstrual hygiene management services at schools																		
Percent distribution of schools with water and soap in a private space, disposal bins in girls' toilets, mechanisms for hygiene waste management, and provisions for menstrual hygiene management by type, Survey name, Year																		
	Water and soap available in a private space				Covered bins in girls' toilets for disposal of menstrual materials		Disposal mechanisms for menstrual hygiene waste at the school		Percentage with water and soap in a private place, bins, and disposal mechanisms	Proportion of schools with provisions for menstrual hygiene management (MHM) by type of provision				Percentage of schools with all three provisions for menstrual hygiene management (MHM)				
	Water and soap	Water, but not soap	No water	No private space ^A	Yes	No	Yes	No		Bathing areas	MHM materials (e.g. pads)	MHM education	N/A, no provision for MHM					
Total	XS1	Are water and soap available in a private space for girls to manage menstrual hygiene?		Yes, water and soap Water, but no soap No water No private space		XS2	Are there covered bins for disposal of menstrual hygiene materials in girls' toilets?		Yes No	XS3	Are there disposal mechanisms for menstrual hygiene waste at the school?		Yes No	XH6	Which of the following provisions for menstrual hygiene management (MHM) are available at the school?		Bathing areas MHM materials (e.g. pads) MHM education	
Area																		
Urban																		
Rural																		
School level ^B																		
Primary																		
Secondary																		
^A Spaces can include toilets/latrines and do not need to be specifically designated for menstrual hygiene management.																		
^B Menstrual hygiene services are not applicable in pre-primary schools.																		

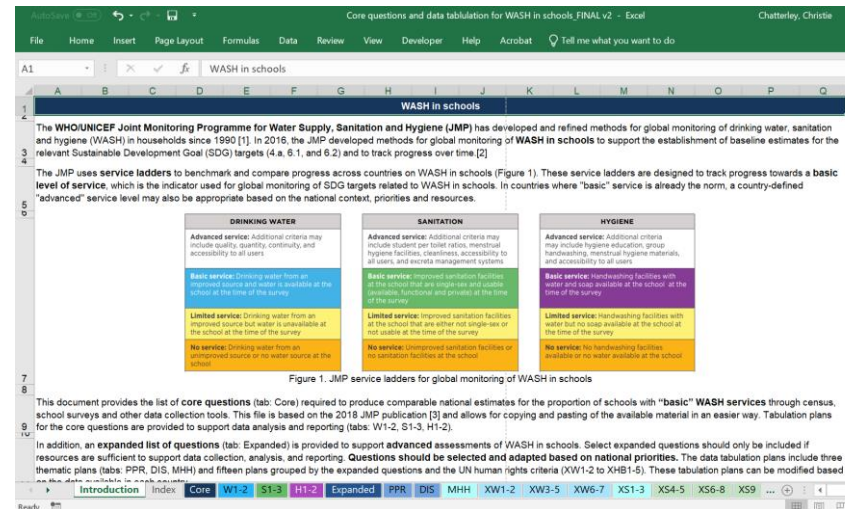
- Indicators can be adapted based on national priorities and emerging recommendations for monitoring menstrual health and hygiene for adolescents (i.e. tab 'Global MHH Monitoring Group' in this Excel file).
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- Schools with water and soap available in a private space are from question XS1
- Schools with covered bins for disposal of menstrual hygiene materials are from question XS2
- Schools with disposal mechanisms for menstrual hygiene waste are from question XS3
- Schools with basic sanitation are determined in tab S1-3
- Schools with provisions for menstrual hygiene management by type are from question XS3
- Denominators are the total number of schools in each disaggregation (total, area, school level, region) excluding schools that only offer pre-primary level

Resources for data analysis

Resources can also be downloaded here:



Customizable regional snapshots



<https://washdata.org/monitoring/wash-schools/excel>



<https://washdata.org/sites/default/files/2022-07/jmp-2022-wins-data-update.pdf>

Checklist for national monitoring of the SDGs for WinS

- ☐ **Core questions** are included in a national system (e.g. EMIS)
- ☐ Some **advanced questions** are included (only if appropriate!)
- ☐ Data are **analysed**, including disaggregation
- ☐ Data are **reported** to local, national & global levels



Thank you!

info@washdata.org

Slides and resources can be
downloaded here:



How to Monitor Basic and Inclusive WASH Services in Schools

1st WinS ILE Africa, 2023



Tuesday 14 March

- 10:30** Opening remarks
- 10:35** **Global guidance on monitoring WinS** – Christie Chatterley, WHO/UNICEF JMP
- 10:50** Q&A
- 11:00** **Tanzania country example** – Justin , MoE
- 11:10** **Philippines country example** – Ubo Pakes & Marvin Marquez, GIZ
- 11:20** **Zambia country example** – Dir. Malalu Mulundika, MoE, Zambia
- 11:30** Panel discussion with Q&A
- 11:55** **Listening session on the way forward and support needs** – group work & share back

Listening Session

Group work: What tools or support would help you improve WinS monitoring in your country?

slido



What tools or support would help you improve WinS monitoring in your country?

① Start presenting to display the poll results on this slide.

1ST AFRICAN WASH IN SCHOOLS INTERNATIONAL LEARNING EXCHANGE 13 – 17 MARCH 2023



As partner of:



Monitoring SDG for WASH in Schools

Ministry of Education
Zambia

1ST AFRICAN
WASH IN SCHOOLS
INTERNATIONAL
LEARNING EXCHANGE



As partner of:



Background Information

- The Ministry of Education in Zambia undertakes an Annual School Census which leads to the production of an Educational Statistical Bulletin(ESB).
- Over the years, a trend was observed showing glaring disparities between what was there and what was expected in terms of WASH facilities and programming.
- A drop out rate analysis identified WASH inadequacies as one of the factors contributing to a surge in the rates. This prompted the Ministry to pay more attention to WASH in Schools.
- Learning Health outcomes for our learners, such as access to safe Water, Sanitation and Hygiene in learning institutions



Background Information

- In 2014, the Ministry of Education engaged stakeholders for the WASH in Schools (WinS) Programme to address challenges which the girls in schools were encountering.
- Through the Programme, a Formative Study was undertaken on Menstrual Hygiene Management in two districts. The results of the study led to the development of the Menstrual Hygiene Management (MHM) Tool Kit and National Guidelines.
- In order to holistically tackle WASH challenges in schools, the Ministry working with WinS partners developed a School Led Total Sanitation (SLTS) Programme. Two documents were developed namely SLTS Guidelines and Certification Procedure for WinS and SLTS Training Manual in 2015.

Background Information

- With the aforementioned documents developed, a need arose to develop a strategy and related standards designed to inform and support the Government's core planning processes towards WinS, and to guide the implementation of national programmes.
- The strategy suggests a mitigation approach stressing the interactive nature and interdependence of external and internal factors related to the changing social norms towards school health and nutrition.
- The WASH in Schools strategy has an implementation period 2019 to 2030 by which all schools should have adequate WASH facilities.

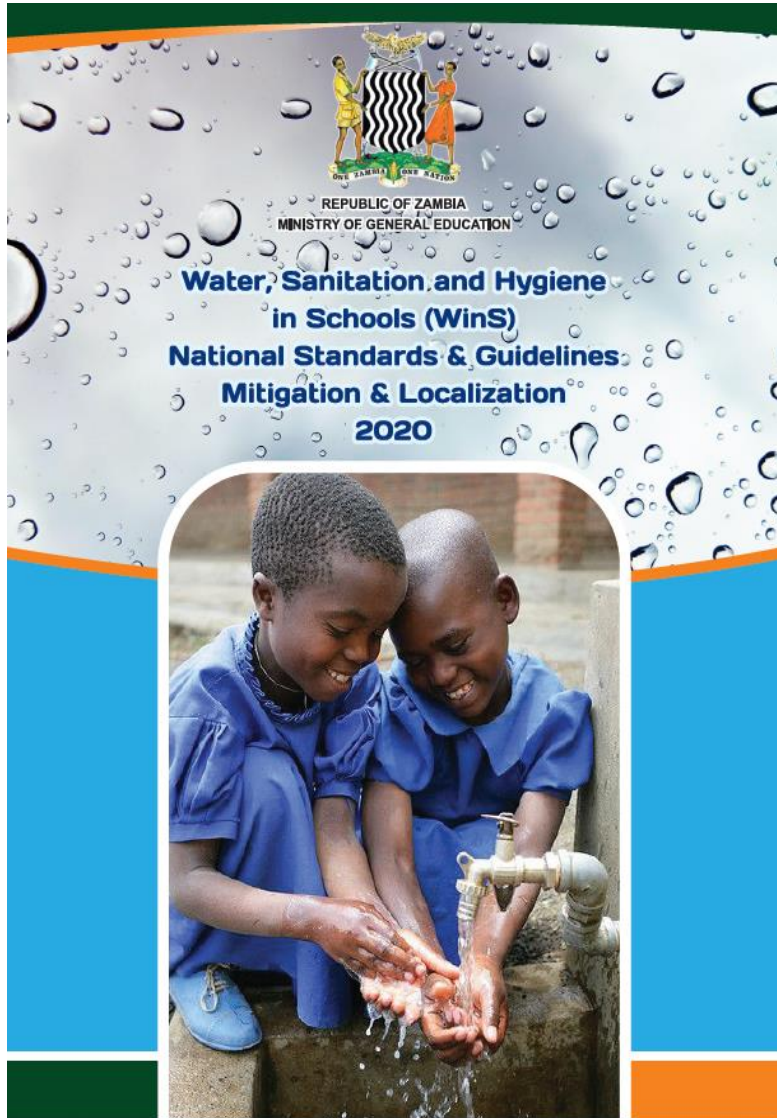


Background information Cont.

- With the aforementioned documents developed, a need arose to develop a strategy and related standards designed to inform and support the Government's core planning processes towards WinS, and to guide the implementation of national programmes.
- The strategy suggests a mitigation approach stressing the interactive nature and interdependence of external and internal factors related to the changing social norms towards school health and nutrition.
- The WASH in Schools strategy has an implementation period 2019 to 2030 by which all schools should have adequate WASH facilities.



Progress in Monitoring WinS



- Agreed upon designs for WASH facilities which are MHM Friendly have been developed hence included in monitoring tools.
- The National WASH Standards have developed
- Mitigation and Localization National WinS Standards
- Monthly Reports from Schools
- Covid 19 Guidelines for Schools developed with M and E framework



Using WinS data

- Planning for WASH facilities
- Provision of MHM materials
- Ratio of number of toilets to learners to determine need
- Planning for interventions in Schools





Challenges & Opportunities

- Collection of WinS data is a challenge(inadequate resources)
- Huge amount of data are available without being processed, managed, or analysed.
- Not yet able to collect real time data
- Inadequate staff
- Availability of the EMIS is an opportunity
- Introduction of an Enhanced EMIS through the Zambia Education Enhancement Project



Conclusion & Next Steps

- The development of documents has positioned WinS to improve tremendously.
- The support from central government in the provision of MHM materials for learners in the national budget has had a huge impact
- Lobbying for funding specifically for WASH in Schools..



1ST AFRICAN WASH IN SCHOOLS INTERNATIONAL LEARNING EXCHANGE 13 – 17 MARCH 2023



As partner of:





Use of WinS Data to Measure Schools Performance Indicators (DLI) (SRWSSP Program)

Justin Mwombekie

Ministry of Education, Science and Technology

United Republic of Tanzania



As partner of:





WASH in Schools Performance Indicator (DLI- 4)

DLI 4: TZS 45 million* PER SCHOOL

NUMBER OF PUBLIC PRIMARY SCHOOLS WITH NEW IMPROVED WASH FACILITIES

To qualify for payment under DLI 4, school toilets must be improved, segregated for girl pupils, boy pupils and teachers, and have at least one handwashing facility for every 100 pupils.

EXAMPLE



PROVIDE ONE SCHOOL WITH IMPROVED WASH FACILITIES

THE DISTRICT GETS
TZS 45 million*

- Program incentivized 20,000/- USD to a district per primary school that gained access to an improved sanitation and hygiene facility
- Due to cost escalation the Program now incentivizes 32,000/-USD per each primary school
- Program target to reach 1,853 primary schools across all rural regions of Tanzania with total allocation of ~52 Million USD

DLI 4: Number of public primary schools with access to improved sanitation and hygiene facilities

LGAs get US\$ 32,000 per school that gains improved sanitation and hygiene facilities with following conditions:

Sanitation and handwashing

- All latrines have washable floors (mud/earth is not acceptable) and lockable doors to ensure privacy
- Separate latrine blocks for girls and boys and a segregated block of latrines for teachers.
- Keep latrines clean and in good condition.
- No leaks or faces/sludge overflowing the/ containment structure

DLI 4: Number of public primary schools with access to improved sanitation and hygiene facilities

Sanitation and handwashing

- The facilities provide at least 1 drop hole per 40 girl pupils, 1 drop hole per 50 boys (if urinal provided) and 1 drop hole for disabled pupils (in schools with over 1,500 pupils, 1 drop hole per 50 girls and 1 per 65 boys are accepted) If more than one session per day then the ratio will be applied to the maximum pupil numbers per session.
- Provide one handwashing facility for every 100 pupils.
- Appoint a teacher as a designated and active menstrual counselor.

DLI 4: Number of public primary schools with access to improved sanitation and hygiene facilities

Water supply/menstrual hygiene

- A rainwater harvesting system exists at the school.
- One Puberty book is available per grade for Standard 5 and above. A burning chamber for menstrual pad disposal is available and functional.

Supervision

- The LGA has:
 - i) signed off that the design of sanitation, handwashing and rainwater harvesting adheres to the national standard design,
 - ii) carried out regular supervision during construction (at least twice through construction period) and
 - iii) signed off that the final construction is according to the signed off design (as per the national standard design).



Submission of WinS Data



- District submit WinS data into the Basic Education Management System (BEMIS) for all schools under its jurisdiction;
- District updated the primary data collection tool for school;
- Desk review of reports and data maintained by the district and the EMIS
- Physical inspection of all facilities in sampled schools in villages



Verification criteria for sector M&E data

District get **US\$ 23,000 per year** if they submit timely, accurate and complete data to MoEST.

Conditions for
disbursement

- **Timely:** Each district submitted WinS in BEMIS on time (15 days after the end of each quarter .
- **Accurate:** The data reported is accurate (missing data is not considered when assigning a score.
- **Complete:** All of the data that the Districts are required to report on, has been included in the report.

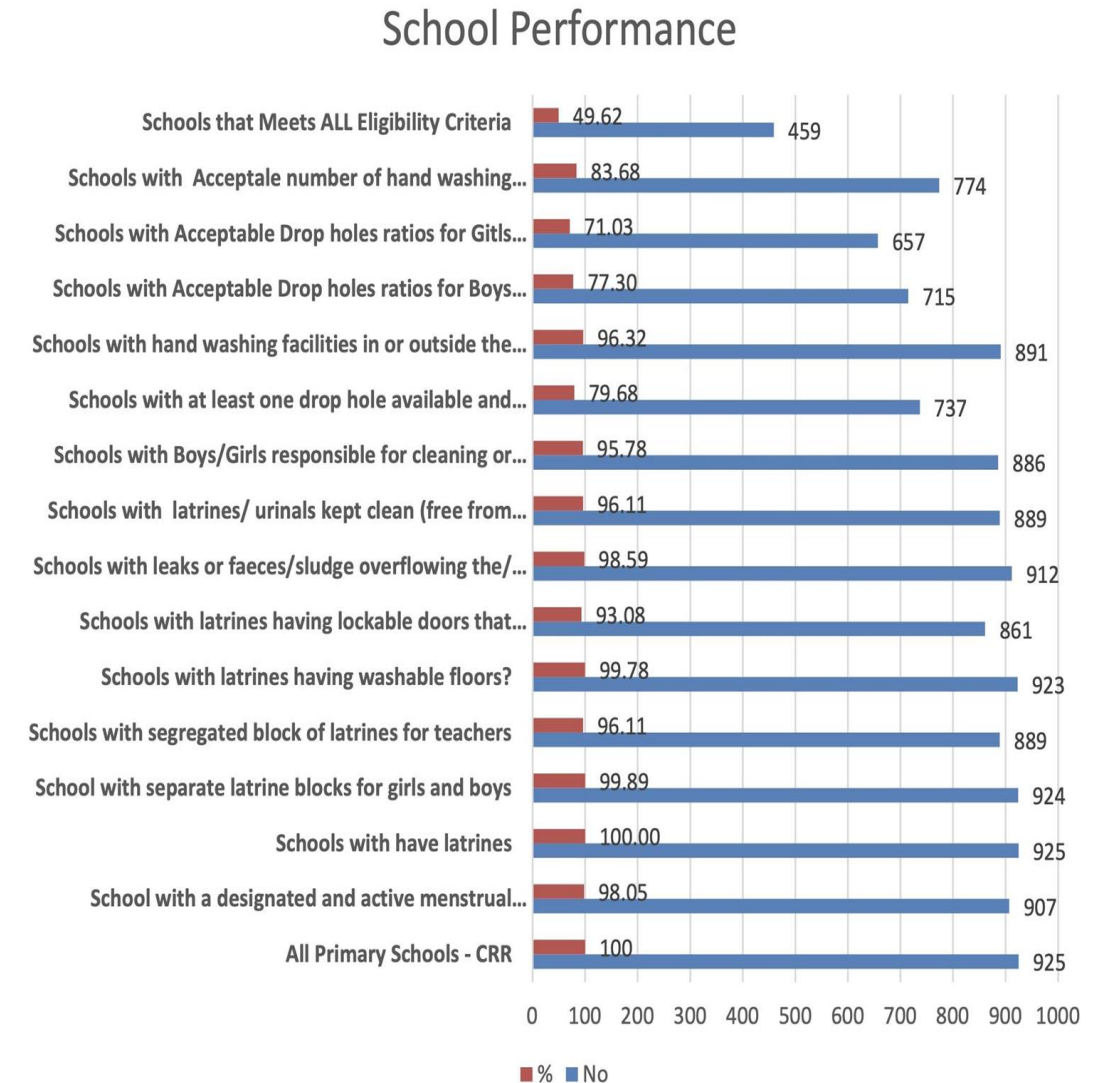


Verification criteria for sector M&E data

The IVA carry out a desk review of reports and data maintained by the district and the EMIS; physical inspection of all facilities in 100 percent of schools .

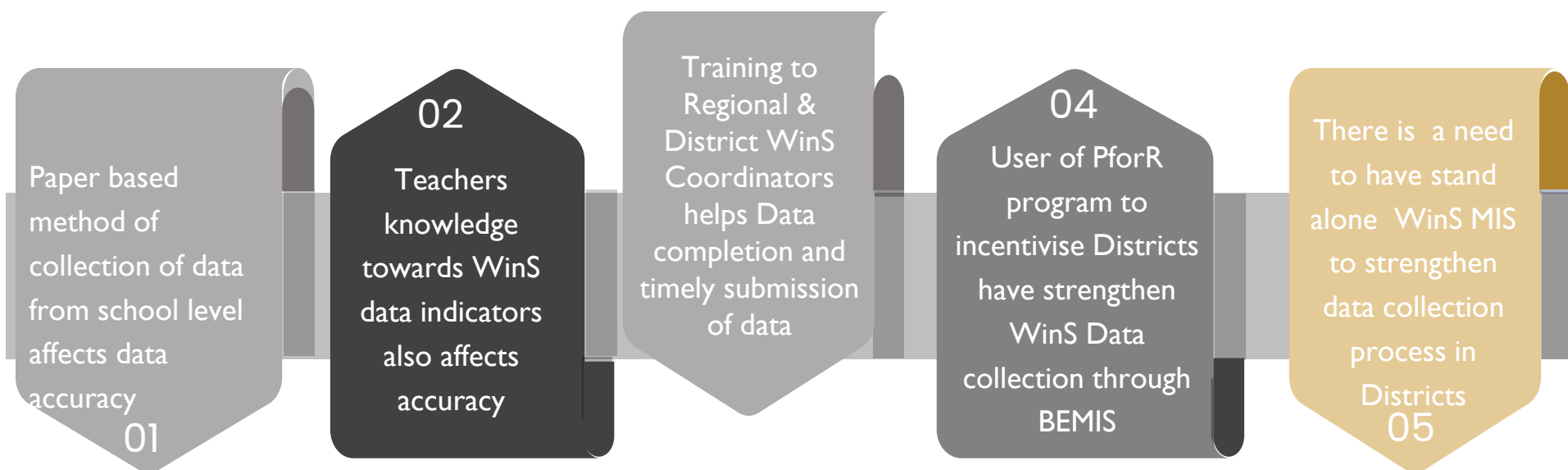
Year II School Performance

- After data verification, it was observed that 459 (49.62%) out of the 925 met the improved sanitation and hygiene criteria
- All the 86 Districts submitted complete & timely schools' sanitation information
- Verification findings show that 17 out of 86 Districts that submitted, reported accurate information by 75%





Lessons Learnt





Ahsanteni kwa kunisikiliza

1ST AFRICAN WASH IN SCHOOLS INTERNATIONAL LEARNING EXCHANGE 13 – 17 MARCH 2023



As partner of:



Visualizing WinS data through dashboards to track progress, recognize achievements, and identify gaps

Ubo Pakes & Marvin Marquez

GIZ – Regional Fit for School Program



What gets measured gets done

- Monitoring clarifies responsibility
- Monitoring puts pressure on the duty bearers
- Entices stakeholders to act
- There is no clear answer, but ...

... M&E gives directions



6 function of monitoring

1. Monitoring builds capacity
2. Monitoring recognizes performance
3. Monitoring creates demands for WinS
4. Monitoring informs planning and resource allocation
5. Monitoring creates transparency and accountability
6. Monitoring guides data driven decision making

6 function of monitoring

1. Monitoring builds capacity
2. **Monitoring recognizes performance**
3. Monitoring creates demands for WinS
4. Monitoring informs planning and resource allocation
5. Monitoring creates transparency and accountability
6. Monitoring guides data driven decision making



Monitoring recognizes performance

CAMBODIA

- Report cards

PHILIPPINES

- Feedback loops
- Seal of excellence

Country Example: Cambodia – report cards



Cambodia: Three Star Approach

Three Star Approach (TSA) levels are calculated for 4 categories:

- Drinking water
- Latrines and urinals
- Handwashing facilities
- Environment and safety



Example TSA definitions

#	Category	(★) One-Star School	(★★) Two-Star School	(★★★) Three-Star School
1	Drinking Water	<ul style="list-style-type: none"> All students have safe drinking water in schools. 	<ul style="list-style-type: none"> Safe drinking water is provided by the school, but irregularly and not for all students. Students need to bring water from home or other sources. 	<ul style="list-style-type: none"> Safe drinking water is provided by the school to all students at all times.
2	Latrines and Urinals	<ul style="list-style-type: none"> All students can use functional and clean latrines in both shifts. The school has 1 latrine for boys and 1 latrine for girls. 	<ul style="list-style-type: none"> School has more than 1 latrine for boys and 1 latrine for girls. At least 1 ramp latrine is accessible for students with disabilities. 	<ul style="list-style-type: none"> Latrine facilities meet national standards (100 boys per 2 latrines and 3 urinals, 100 girls per 3 latrines). Water for cleaning and flushing comes from an improved water source.* Sanitary pads are available for female students in emergency case. Girl's latrines have rabbit bins for Menstrual Hygiene Management. <p><i>*Improved sources are: piped water, protected wells, rain water, tube well</i></p>

Cambodia TSA WinS Monitoring

- MOE has defined minimum requirement standards for schools
- Schools fill in a monitoring form as appendix to the EMIS
- Annual data collection (now 4 years)
- 9036 schools
- Aggregated data available in Excel

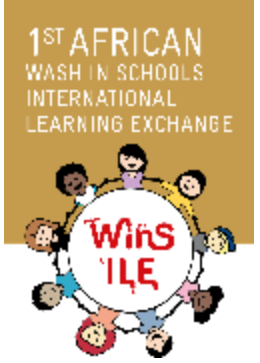


Example TSA entry form

#	1. Drinking Water	Yes	No
1.0	All students need to have safe drinking water at school		
1.1	All students have 500ml of safe drinking water per shift brought from home or other sources.		
1.2	Safe drinking water is available at school, but supply is not regular. Students still bring water from house and other sources.		
1.3	The school provides safe drinking water for all children, at all times.		
<p>Note: 1) If answer of 1.0 “no”, skip 1.1, 1.2, 1.3 2) If answer of 1.0 “yes”, continue to 1.1, 1.2, 1.3 3) Evaluate and rank the star as:</p> <p>★ = 1.0 yes, plus 1.1 yes ★★ = 1.0 yes, plus 1.2 yes ★★★ = 1.0 yes, plus 1.3 yes</p>		Star ranking	

School improvement

Achievement per indicator and
steps needed to take to reach the next level





STAR-3
★★★

STAR-2
★★

STAR-1
★



DRINKING WATER

To reach star-3, your school has to fulfill the following criteria:

- » The school provides safe drinking water for all children, at all times.

To reach star-2, your school has to fulfill the following criteria:

- » Safe drinking water is available at school, but supply is not regular. Students still bring water from house and other sources.

To reach star-1, your school has to fulfill the following criteria:

- » All students need to have safe drinking water at school.
- » All students have 500ml of safe drinking water per shift brought from home or other sources.



LATRINES & URINALS

To reach star-3, your school has to fulfill the following criteria:

- » The school has latrine facilities meet national standards (100 boys per 2 latrines and 3 urinals, 100 girls per 3 latrines).
- » The school has water for cleaning and pouring/flushing comes from an improved water source.
- » The school has sanitary napkins for girls are available for emergencies.
- » Latrines for female students have waste bin at least one female latrine for MHM.

To reach star-2, your school has to fulfill the following criteria:

- » The school has more than 1 latrine for boys and 1 latrine for girls.
- » The school has at least 1 latrine is accessible for children with disabilities (CwD).

To reach star-1, your school has to fulfill the following criteria:

- » All latrines are functional and usable.
- » The school has at least 1 latrine for boys and 1 latrine for girls.



HANDWASHING FACILITIES

To reach star-3, your school has to fulfill the following criteria:

- » More handwashing facilities are available for daily-supervised hygiene activities.
- » All students participate in daily-supervised group handwashing (for primary and pre-primary schools).
- » All students participate in daily-supervised toothbrushing (for primary and pre-primary schools).
- » Water comes from an improved water source.

To reach star-2, your school has to fulfill the following criteria:

- » The school has at least one functional group handwashing facility.
- » The school has schedule for daily group handwashing.

To reach star-1, your school has to fulfill the following criteria:

- » All handwashing facilities have water and soap at all times.
- » The school has a basic handwashing facility is next to each latrine or/and classroom.



ENVIRONMENT & SAFETY

To reach star-3, your school has to fulfill the following criteria:

- » The school must have the 3-systems to separate waste management (recyclable, non-recyclable, and organic waste).
- » The school has fence surrounding school grounds and a fence surrounding the water pond.
- » The school permits only healthy and safe food.

To reach star-2, your school has to fulfill the following criteria:

- » The school has at least 2 waste bins separated (recyclable and non-recyclable solid waste).

To reach star-1, your school has to fulfill the following criteria:

- » The school has daily cleaning schedule for latrines, classrooms and premises and there is no waste in school premise and classroom.
- » The school has at least one waste bin per classroom.

School recognition

Awarding options:

0 STAR – report card but no certificate

1 STAR – report card and certificate issued by the district

2 STARS – report card and certificate issued by the province

3 STARS – report card and certificate issued by the ministry



Country Example: Philippines – recognition



Philippines: Three Star Approach

- WinS-OMS based on voluntary self assessment
- Annual data collection, now 5 years
- More than 48,000 schools, 94% participation rate
- Schools enter data in an Excel sheet
- School data are aggregated into a national data base

Philippines: Recognition models

- Data entry process provides immediate feedback for schools
- National data base is used to provide dashboard for management on national and subnational level



Example data entry feedback

Water	Safe Drinking Water ★★	Water for Cleaning ★★★	Water Testing ★★	
Sanitation	Toilet Ratio ★★	Security of Toilets ★★★	Wash Facility for Toilets ★★★	Wash Facility for MHM ★★★
	Safety of Detached Toilets ★	Toilets for Disabled ★★★	Daily Cleaning of Toilets 0 Star	Funding for Repairs ★★★
	Burning of Waste ★★★★	Segregated Trash Bins ★★	Waste Segregation ★★	Garbage Collection ★★
	Septic Tank ★★★★	Drainage ★★★	System for Flood ★★★	Food Handlers 0 Star
Hygiene	Group Hand-washing Activity ★	Available Soap ★★★	Group Hand-washing Facility ★★★	Individual Hand-washing Facility ★★★
	Individual Hand-washing Practice ★★★	Group Tooth-brushing Activity ★	Available Tooth-brush & paste ★★★	
	Repair & Maintenance ★★★★	Funding of Supplies ★	Sanitary Pads ★★★★	

And for (sub) national offices

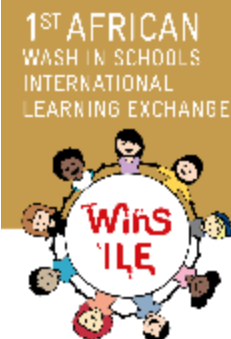
WinS Monitoring Dashboard

- A tool for online data visualization and sharing of data.
- Easy access to visualization of common/important WinS indicators.
- Contents:
 - Participation Rate
 - Thematic areas (water, sanitation, hygiene, deworming & health education)
 - Three-Star Rating
 - Specific WinS indicators



WinS MONITORING

WATER ★ SANITATION ★ HYGIENE ★ DEWORMING ★ HEALTH EDUCATION



YOUR SELECTION : SCHOOL YEAR 2020-21 // ALL SCHOOLS // RO II // Cagayan

WELCOME. Please select the region, division and school type you are interested in first.
Selected fields are marked black

SCHOOL LEVEL

- ☒ Select all
- ☐ Elementary
- ☐ Secondary

REGION

- ☐ Select all
- ☒ RO II

DIVISION

- ☐ Select all
- ☐ Batanes
- ☒ Cagayan
- ☐ Cauayan City
- ☐ City of Ilagan
- ☐ Isabela
- ☐ Nueva Vizcaya
- ☐ Quirino
- ☐ Santiago City
- ☐ Tuguegarao City

CATEGORY

- ☒ PARTICIPATION OF SCHOOLS
- ☐ TSA RATING
- ☐ COMPLIANCE TO ALL CRUCIAL INDICATORS
- ☐ COMPLIANCE TO THE 5 SEPARATE CRUCIAL...
- ☐ WINS THEMATIC AREAS
- ☐ SCORING POINTS STAR RATING
- ☐ INFECTION PREVENTION CONTROL
- ☐ FAQ

Use the select all option to select/deselect all

← Go back

≡ Home



104%



WINS THEMATIC AREAS



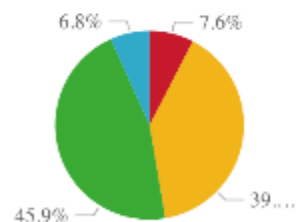
1ST AFRICAN
WASH IN SCHOOLS
INTERNATIONAL
LEARNING EXCHANGE



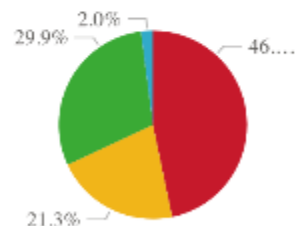
YOUR SELECTION : SCHOOL YEAR 2020-21 // ALL SCHOOLS // RO II // Cagayan

Please select the WINS Thematic Area you are interested in.

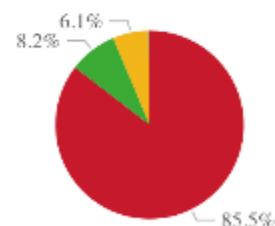
Water



Sanitation



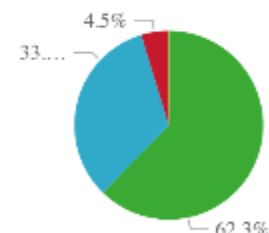
Hygiene



Deworming



Health education



← Go back

WINS thematic areas ▾



96%





WINS THEMATIC AREA SANITATION



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WASH IN SCHOOLS
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LEARNING EXCHANGE



YOUR SELECTION : SCHOOL YEAR 2020-21 // ALL SCHOOLS // RO II // Cagayan

thematic_sanitation schooldistrict	No Star		1 Star		2 Stars		3 Stars		Total	
	#	%	#	%	#	%	#	%	#	%
⊕	8	19.0%	10	23.8%	20	47.6%	4	9.5%	42	100.0%
⊖ Abulug	15	68.2%	3	13.6%	4	18.2%			22	100.0%
Abulug CS	1	100.0%							1	100.0%
Alinunu ES	1	100.0%							1	100.0%
Bagu ES	1	100.0%							1	100.0%
Banguian ES	1	100.0%							1	100.0%
Calog Norte ES			1	100.0%					1	100.0%
Calog Sur ES					1	100.0%			1	100.0%
Dana-ili ES	1	100.0%							1	100.0%
Dugo ES					1	100.0%			1	100.0%
Guiddam ES	1	100.0%							1	100.0%
Libertad ES	1	100.0%							1	100.0%
Lucban ES			1	100.0%					1	100.0%
Macugay ES	1	100.0%							1	100.0%
Muru ES	1	100.0%							1	100.0%
Pinaron ES			1	100.0%					1	100.0%
Pinili ES	1	100.0%							1	100.0%
San Agustin ES					1	100.0%			1	100.0%
San Julian ES	1	100.0%							1	100.0%
Sawang ES	1	100.0%							1	100.0%
Simayung ES	1	100.0%							1	100.0%
Sirit ES					1	100.0%			1	100.0%
Sto. Tomas ES	1	100.0%							1	100.0%
Tayak ES	1	100.0%							1	100.0%
Total	228	46.7%	104	21.3%	146	29.9%	10	2.0%	488	100.0%

THEMATIC AREA SANITATION



SCHOOL DIVISION LEVEL

● No Star ● 1 Star ● 2 Stars ● 3 Stars

Cagayan





Recognition: Seal of Excellence

- Awarded by DEPED to schools that maintained three star ratings (or the National WinS standards for 3 consecutive years).
- Schools with improvement from last year as well as those who reached three stars at the time of monitoring are given an award at the subnational level.



Lessons learned

- Keep it simple!
- Use tools that are easy to use and understand
- Keep a visually consistent language
- Feedback and recognition work!
- Need close cooperation between content and IT specialists at MOE, but content should be in the lead
- Be flexible, the world changes, and so should your M&E system

6 function of monitoring

1. Monitoring builds capacity
2. Monitoring recognizes performance
3. Monitoring creates demands for WinS
4. **Monitoring informs planning and resource allocation**
5. Monitoring creates transparency and accountability
6. Monitoring guides data driven decision making

Resource Allocation

- Many schools do not meet national WinS standards
- Municipalities can support schools
- Dashboard that shows the school needs
- Supports School Districts and School Directors with Fund Raising
- Combined with:
 - A MOOC;
 - Implementing guidelines;
 - O&M app for calculation operational costs;



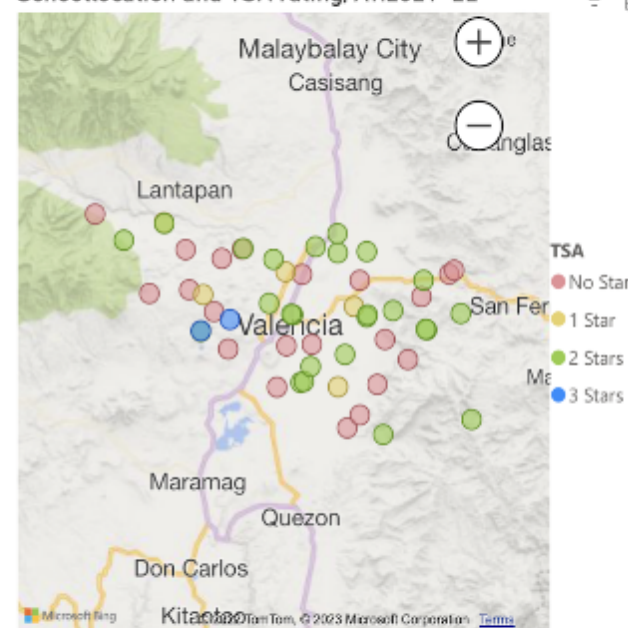
WinS MONITORING - WINS Facilities Gap

WATER ★ SANITATION ★ HYGIENE ★ DEWORMING ★ HEALTH EDUCATION

Region	Province	Municipality	Star level
<input checked="" type="checkbox"/> Select all	<input checked="" type="checkbox"/> Select all	<input checked="" type="checkbox"/> Select all	<input checked="" type="checkbox"/> Select all
<input checked="" type="checkbox"/> Region X	<input checked="" type="checkbox"/> BUKIDNON	<input type="checkbox"/> BAUNGON	<input checked="" type="checkbox"/> No Star
		<input type="checkbox"/> CABANGLASAN	<input checked="" type="checkbox"/> 1 Star
		<input type="checkbox"/> CITY OF MALAYBAL...	<input checked="" type="checkbox"/> 2 Stars
		<input checked="" type="checkbox"/> CITY OF VALENCIA	<input checked="" type="checkbox"/> 3 Stars
		<input type="checkbox"/> DAMULOG	
		<input type="checkbox"/> DANGCAGAN	
		<input type="checkbox"/> DON CARLOS	
		<input type="checkbox"/> IMPASUG-ONG	
		<input type="checkbox"/> KADINGILAN	<input checked="" type="checkbox"/> School level
		<input type="checkbox"/> KALILANGAN	<input checked="" type="checkbox"/> Select all
		<input type="checkbox"/> KIBAWÉ	<input checked="" type="checkbox"/> Elementary
		<input type="checkbox"/> KITAOTAO	<input checked="" type="checkbox"/> Secondary
		<input type="checkbox"/> LANTAPAN	



Schoollocation and TSA rating, AY:2021-22



Basic School Information

60	45906	20320	25586
Available schools	Total enrollment	Female enrollment	Male enrollment

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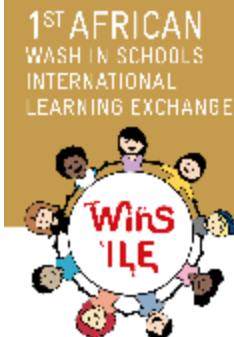
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102%



REGION : RO X // PROVINCE : BUKIDNON // MUNICIPALITY : CITY OF VALENCIA

SCHOOL LEVEL, ALL LEVELS // STAR LEVEL: MULTIPLE STAR LEVELS



Information on functional toilets (numbers and percentages of schools)



See school details

Basic toilet information

58

schools that meet 1:50 ratio

40

Toilets that need repair

106

Extra toilets needed for 1:50 r...

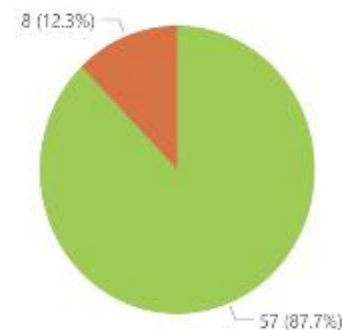
Average number of female students per functional toilet



Average number of male students per functional toilet



Percentage of schools that can convert shared toilets into gender segregated toilets



← Go back

≡ Toilet info



102%

Mobile data collection





REGION : RO X // PROVINCE : BUKIDNON // MUNICIPALITY : CITY OF VALENCIA

SCHOOL LEVEL, ALL LEVELS // STAR LEVEL: MULTIPLE STAR LEVELS



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LEARNING EXCHANGE



Information of functional toilets (numbers and percentages of schools)

[Click here to follow link](#)



Back to toilet info

School id & name	Meets 1:50 ratio	Toilets that need repair	Ratio girls to funct. toilet	Ratio boys to funct toilet	Extra toilets needed
Bagontaas CES - 126831	No	0	52.9	57.4	3
Batangan IS - 501120	No	0	139.0	152.3	32
Cabanbanagan ES - 126834	No	4	82.0	95.3	0
Colonia ES - 126838	No	0	79.2	91.2	4
Lurugan NHS - 303970	No	0	65.7	64.0	7
Valencia NHS - 303988	No	0	77.7	68.8	60
Araneta ES - 126864	Yes	0	23.4	28.2	0
Banlag Integrated School - 500702	Yes	3	24.2	27.9	0
Bantal ES - 199513	Yes	0	28.6	31.4	0
Barobo ES - 126832	Yes	0	29.7	33.6	0
Buco-Sinait ES - 126866	Yes	2	24.0	30.7	0
Bulacao ES - 126867	Yes	0	45.5	44.0	0
Buyog ES - 126868	Yes	0	24.6	29.1	0
Cabanbanagan ES - 126835	Yes	0	20.3	19.7	0

← Go back

≡ Toilet details



102%



Digital data collection for WINS

Android based data collection

KoBo toolbox

Digital data collection

Online/offline workflow + Digital database

Easy to learn and relative low investment

GPS + media

Checks and balances

JMP has basic questionnaire





Thank you!

- For more information please contact:
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 - GIZ – Fit for School
 - marvin.marquez@giz.de
- Ubo Pakes
- WASH Consultant
- ubo@gis-tm.com

