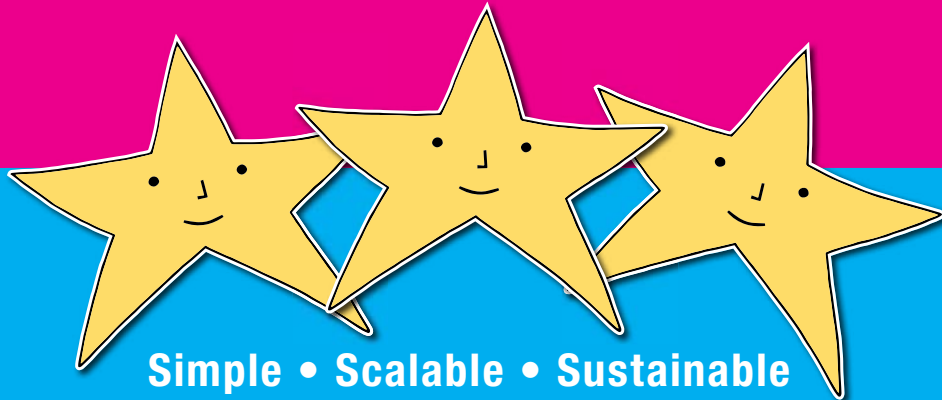
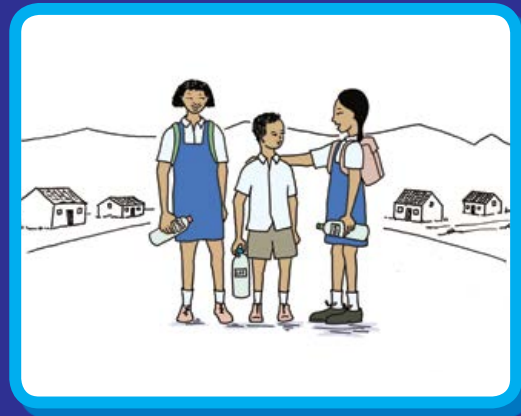
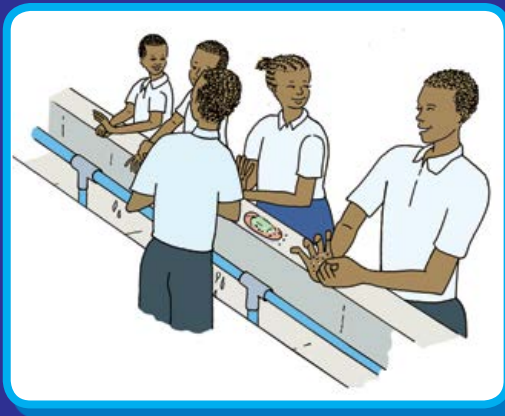


FIELD GUIDE:

The Three Star Approach for WASH in Schools



Simple • Scalable • Sustainable



WASH in Schools

Drinking Water + Sanitation + Hygiene

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Acknowledgements

The Three Star Approach for WASH in Schools is designed to improve the effectiveness of hygiene behaviour change programmes for children and complements UNICEF's broader child-friendly schools initiative and GIZ's 'Fit for School' approach, which promote safe, healthy and protective learning environments.

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FIELD GUIDE:

The Three Star Approach for WASH in Schools



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Summary



The Three Star Approach for WASH in Schools is designed to improve the effectiveness of hygiene behaviour change programmes. The approach ensures that healthy habits are taught, practised and integrated into daily school routines. The Three Star Approach helps schools meet the essential criteria for a healthy and protective learning environment for children as part of the broader child-friendly schools initiative. It aims to address the bottlenecks that block the effectiveness and expansion of current WASH in Schools programmes.

In the Three Star Approach, schools are encouraged to take simple, inexpensive steps outlined in this Field Guide. These steps are designed to ensure that all students wash their hands with soap, have access to drinking water, and are provided with clean, gender-segregated toilets at school every day. Group activities drive this incremental approach, beginning with daily, supervised group hand-washing sessions. Once minimum standards are achieved, schools can move from one to three stars by expanding hygiene

promotion activities and improving infrastructure, especially for girls, and will ultimately achieve the national standards for WASH in Schools.¹

The Three Star Approach involves changing the way WASH in Schools programming is perceived by schools, communities, and decision makers in government and support agencies. By prioritizing the most essential actions for achieving goals, the Three Star Approach helps schools focus on meeting children's needs through key interventions. At the same time, it provides a clear pathway for all schools throughout a country to meet national standards, and for all children to have hygiene-promoting and healthy schools. It encourages local action and support from communities and does not depend on expensive hardware inputs from the education system or external support agencies. 'Keep it simple, scalable and sustainable' is the guiding concept for interventions at all stages, so that the approach can be sustainably expanded countrywide at low cost.



Overview

Children have the right to water and sanitation, and to health. This right needs to be fulfilled in schools, where children spend much of their day. Adequate water and sanitation as part of a healthy school environment significantly improve a child's prospects to develop and thrive. The promotion of good hygiene behaviour at school can initiate behaviour changes that last a lifetime.

The Three Star Approach for WASH in Schools is designed to advance the effectiveness of hygiene behaviour change programmes, while ensuring that schools meet the essential criteria for providing a healthy environment for children. The approach was developed in response to recent bottleneck analyses of WASH in Schools programmes worldwide and is modelled on successful programmes such as the Fit for School programme supported by GIZ.

In the Three Star Approach, schools are encouraged to take simple steps to make sure that all students wash their hands with soap, have access to drinking water, and are provided with clean, gender-segregated and child-friendly toilets at school every day.

Daily supervised hand-washing sessions are a fundamental component of the Three Star Approach. During these sessions, all students as a group wash their hands with soap once a day, before meals or snack time. This group activity in school is designed to reinforce the habit of good hygiene behaviour, and uses the positive power of social norms and peer encouragement to strengthen healthy actions.

The sanitation and water components of the Three Star Approach are also centred on group

activities on a daily basis. For sanitation, the focus is on keeping existing toilets clean through a daily routine. For water, teachers set up an arrangement in which children have their own drinking-water bottles, or containers, filled with water from home and brought to school, or filled from a safe source at school.

A fundamental principle behind the approach is that expensive water, sanitation and hygiene (WASH) infrastructure in schools is not necessary to meet health goals. In the many schools that already have basic facilities, hardware improvements will require minimal investments and consist mainly of constructing low-cost group hand-washing stations. In some schools, additional but still modest investments will be made for construction or rehabilitation of low-cost toilets. In all cases, investments in hardware will be limited to those facilities and supplies, such as soap, that are necessary to encourage and reinforce behaviour change.

Once minimum standards are achieved, schools can move from one to three stars by expanding hygiene promotion activities and improving infrastructure, especially for girls, ultimately meeting national standards for WASH in Schools.²

'Keep it simple, scalable and sustainable' is the guiding concept for interventions at all stages of the process, so the approach can be inexpensively expanded countrywide. By focusing on the most essential actions for achieving goals, the Three Star Approach will help schools become more effective at providing a healthy environment for all children and promoting positive hygiene behaviour.

Key characteristics of the Three Star Approach



One Star School

Daily routines to promote healthy habits

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



Two Star School

Incremental improvements

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



Three Star School

Meeting national standards

- School facilities and systems upgraded to meet national standards

'No Star School'

The existing situation for many schools

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



The Three Star Approach for WASH in Schools



There are two main stages in the Three Star Approach: The first and most important stage is when a school commits to the overall approach and begins to make the necessary changes to progress from being a 'no star school' to a One Star School that meets key minimum standards for a healthy, hygiene-promoting school.

A 'no star school' is a way of describing many schools in developing countries, especially the schools that have no water, sanitation and hygiene (WASH) facilities or regular hygiene programming. This category includes schools that have some infrastructure, perhaps even high-cost water and sanitation systems, but do not have effective programmes for improving hygiene behaviour or maintaining existing infrastructure. These schools may also have little or no support from their host communities in the area of WASH.

Moving from the 'no star' level to a One Star School is designed to require minimal financial investments. Yet, the move is a big step because it involves changing the way WASH in Schools programming is perceived by schools, communities, and decision makers in government and support agencies.

After schools embrace the approach and achieve One Star status, there is scope for moving up to Three Star status. Many schools will be able to achieve One Star status with their own resources and the support of their communities.

Reaching the other levels could require some external support and greater commitment from communities and the education sector.

Schools achieve Two Star status by making incremental changes in their hygiene education programmes and modest upgrades to WASH facilities. These changes are designed to facilitate the practice of hand washing with soap after toilet use, in addition to before meals, and to improve a school's ability to meet girls' needs by increasing the number of toilets and/or improving privacy and usability.

Two Star Schools will also introduce provisions for menstrual hygiene management. These enhancements may include specific education sessions; keeping supplies of sanitary pads on hand for girls to use in emergencies; and improved toilet designs that ensure privacy, allow girls to wash their reusable cloths or stained clothing, and provide proper disposal facilities for sanitary pads.

Schools move to Three Star status by making the necessary upgrades to meet all national standards for WASH in Schools, which helps to ensure countrywide equity of access. This incremental approach for improving WASH in Schools is consistent with current development practices on the progressive realization of rights.³ It also follows the global guidelines established in 'Water Sanitation and Hygiene Standards for Schools in Low-Cost Settings'.⁴

2.1 One Star Schools

A One Star School meets three criteria, one each for hygiene, sanitation and drinking water:

1. All children participate in daily supervised group hand-washing with soap sessions ideally before the school meal.
2. The school has basic gender-segregated toilets that are functional, clean and used by all children (no open defecation).
3. Every child has, and correctly uses, a personal drinking-water bottle.

How these milestones are achieved may vary from school to school, depending on existing facilities and the exact method taken for implementing the approach. In all cases, the key to becoming a One Star School – and the essence of the Three Star Approach – is the institution of daily supervised group activities for hygiene, sanitation and drinking water. By taking part in these daily activities, children become true participants in the process while developing positive lifelong habits. By hosting these activities, schools can significantly improve the learning environment without relying on resources from outside the community.



One Star Schools

Daily routines to promote healthy habits

Interventions

Results

Daily supervised group hand washing with soap, ideally before the school meal

- Hand washing with soap becomes a habit.
- The need to wash hands with soap before eating is reinforced.
- Children like the daily activity and learn proper hand-washing techniques.
- Group hand-washing sessions provide a set time to deliver hygiene messages.

Daily supervised cleaning and provisioning (with soap and water) of toilets

- Toilets are used because they are clean.
- Water and soap are available in toilets.
- Open defecation in and near the school is eliminated.
- Children learn the importance of sanitation through active participation.

Daily supervised use of drinking-water bottles by all children

- All children have drinking water whether or not a safe source is available at school.

Hygiene

Group hand-washing with soap sessions are conducted once a day and are supervised by teachers, who emphasize good hand-washing techniques. Older students or school WASH club members could also help run the activity.

A simple purpose-built hand-washing station – in most cases an inexpensive perforated pipe system like the one used in the Philippines – is installed in the schoolyard for this purpose (see the illustration below and the 'Fit for School' box on page 16). Schools can adapt the design to make use of locally available materials that meet criteria for durability, functionality and low cost. In cases where funds are very tight, schools may choose to install even less expensive technologies such as tippy taps or buckets and ladles.

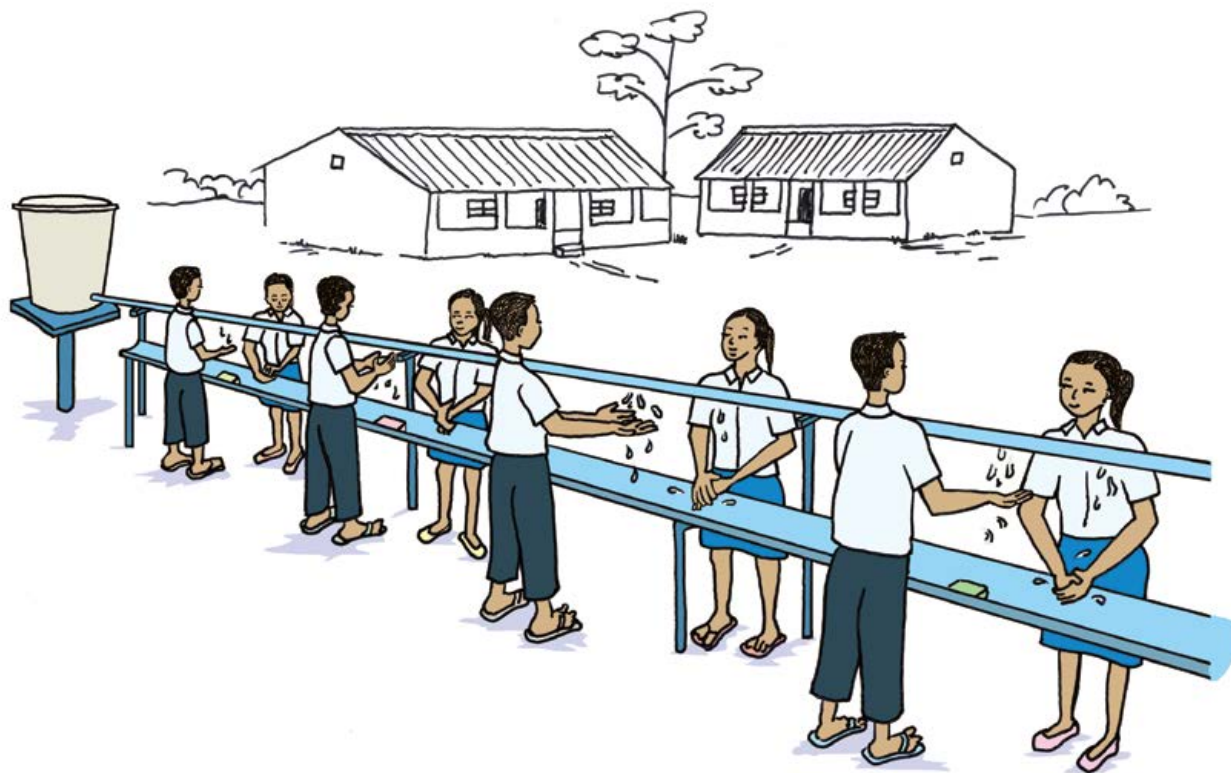
The group hand-washing station can be located in the central school courtyard, near toilets or near the water supply. Wherever the station is located,

there should be enough space for at least 10–15 children to wash their hands together, and the facility should provide good drainage.

Water for hand washing will be from existing water sources in or near the school. If potable water sources are not available, any nearby source can be used because water for hand washing does not need to meet the same standards as water for drinking.⁵

The daily hand-washing sessions can be carried out during any suitable break in the school day, but the best time is just before lunch or snack time to help reinforce the importance of washing hands with soap before eating.

The hand-washing sessions are used as an opportunity for delivering hygiene messages, especially the message that hands should be washed at two critical times: before eating and after



using the toilet. The sessions can also be used to deliver messages on sanitation, drinking-water safety and other health messages and activities, such as tooth brushing. However, hygiene education should always be the central message.

Sanitation

The sanitation component of a One Star School also centres on daily activities, in this case, daily toilet cleaning by students, supervised by their teachers. This activity ensures that toilets are kept clean, while involving students in the process. All but the youngest students take part in toilet cleaning, with fairness and gender equality built into the cleaning rosters. Schools should also ensure that toilet cleaning is never used as a punishment.

Toilet surroundings are also kept clean, a practice that discourages open defecation and is supported with messages on eliminating open defecation delivered during the daily hand-washing sessions. During the daily cleaning, toilets will also be provided with soap for hand washing and with water, in cases where water must be carried by hand.

Repairs, upgrades and (sometimes) new construction will need to be carried out in schools without functioning toilets. In all cases, the focus will be on the use of local resources with the goal of having at least one functioning toilet for girls and one for boys in each school. Once this is achieved, the focus will be on maintaining and cleaning the existing toilets rather than building new toilets. This emphasis on toilet cleanliness is supported by experience and evidence showing that even when many toilets exist, children tend to use only the clean ones.⁶

In schools that have a janitor on staff, children can still be involved by taking on some of the cleaning tasks, under supervision of teachers.

UNICEF experience with group hand washing in schools

UNICEF has promoted group hand washing in schools for several years, starting with initiatives linked to Global Handwashing Day (GHD). As part of GHD activities, tens of millions of children wash their hands with soap at school in countries around the world. In 2012, more than 70 million children in half a million schools participated in group hand-washing activities.

In keeping with the GHD slogan “more than just a day,” the emphasis has been extended from once-a-year exercises to more permanent and continuous programmes. In some countries, GHD activities last for weeks or months. In other countries, the emphasis is on promoting daily, routine hand-washing initiatives, similar to Fit for School programmes in various countries and in line with the Three Star Approach.

In Nepal, for example, daily group hand washing has been initiated in 300 schools. In Sri Lanka, hand washing is being incorporated into the government school meals programme, with support from UNICEF. In Sierra Leone, UNICEF works to set up peer monitoring mechanisms to monitor group hand-washing sessions before school meals. And in India, UNICEF engagement and technical support to government has resulted in a decision to establish mass hand washing before school meals in 300,000 schools.

Source: UNICEF country offices.





Drinking water

A safe source of drinking water at school is not a requirement for a school to attain One Star status. Instead, students can bring their own water bottles or containers to school each day, filled with the drinking water used at home. Parents will be informed that children should carry water to school, and teachers will supervise this activity during assembly. Bottles or containers may also be used in schools that have safe water sources as a way to reduce congestion at water sources and to ensure that children always have drinking water at hand.

In some cases, schools may decide to provide water bottles or containers for students, but this will generally not be necessary because water bottles are common and inexpensive in many regions of the world. At the One Star stage, if access to safe drinking water at home is a major problem in the school catchment area, some schools may choose to install and use simple water treatment systems, filters or water boilers.

Drinking-water bottle use in China

In remote areas of China covered by the UNICEF-supported WASH in Schools Plus project, some schools do not have a safe water source. In these schools, each child has a drinking-water bottle for his or her personal use.

Under the supervision of teachers, children use the bottles to bring drinking water from home every day. The bottles are currently provided by the project at a cost of \$1 each, but may be sourced and purchased locally in the future.

In communities where safe water supplies are scarce, the project provides electric water boilers for schools. These are used in conjunction with the drinking-water bottles to ensure that all children have drinking water throughout the school day.

Source: UNICEF China.



Active schools

The entire school community takes the lead for meeting the One Star requirements. Under the Three Star Approach, both community support and support from the national education system and other government bodies are important, but schools themselves must be actively engaged for the approach to be successful.

Active engagement means that teachers and headmasters* must be willing and able to take on the extra-curricular responsibilities necessary for reaching and maintaining One Star status. This will require preliminary engagement and regular follow-up with schools through the education system and other government institutions. Additional support for teachers and headmasters may also be needed, such as manuals or templates, and training. Incentives to help motivate teachers and headmasters could be tied to the certification process (*see section 3.2 for more information on certification*).

In the longer term, it will be beneficial to integrate relevant aspects of the Three Star Approach into the education system. This could include making Three Star monitoring a formal part of school inspectors' duties and including it in regular training programmes for teachers.

Students' involvement is also very important. In many countries, WASH-related school clubs already exist, including hygiene, health or environmental clubs. These clubs, or new ones, can become a central part of school efforts to achieve One Star status. Club members can help teachers supervise group hand washing and toilet cleaning; be involved in hygiene education for younger students; and participate in forming links between the school and the community.

* In this guide, 'headmaster' refers to the woman or man who manages the school; this person may also be called the headmistress, head teacher, school director or principal.



Community support

Schools must have strong support from their communities in order to reach and maintain One Star status. Therefore, a precondition for becoming a One Star School is a mechanism that enables community members, teachers, headmasters and local government officials to work together. Many schools already have parent-teacher associations or community-school coordination committees that can fulfil this role; in other schools, new groups will need to be established.

Community-school coordination committees provide support for teachers in their daily activities and serve as liaisons between schools and parents, who are often the strongest stakeholders in advocating for school improvements. Most importantly, they can raise funds and other resources to achieve goals, including funds for

soap or soap making, and labour and materials for repairing or building toilets and hand-washing stations. The committees will usually find these resources locally, and they will act as advocates to request support through the education or local government systems as needed. For example, they might decide to contact local education officials to advocate for including a budget line for soap in the annual school budget, or for the release of dedicated funds that have not reached the school.

Some external support from the education system and partner agencies or non-governmental organizations may also be necessary, especially in the initial stages of the programme. This support, however, will generally not include funding for hardware or supplies (*see section 3.1 for additional information on the role of external support partners*).

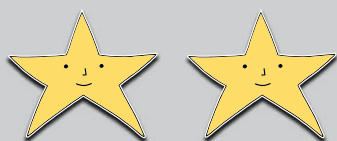
2.2 Two Star Schools

In a Two Star School, all of the One Star daily group activities will continue to be emphasized. In addition, greater focus will be placed on hand washing after using the toilet, improved toilet facilities and menstrual hygiene management, and safe drinking water. The Two Star School will take steps to meet three new incremental milestones for hygiene, sanitation and water:

1. Children wash their hands with soap after using the toilet.
2. Improved sanitation and menstrual hygiene facilities are available.
3. Drinking water is available at school.

The technologies used to upgrade facilities in Two Star Schools will, as much as possible, be low-cost, locally sourced and appropriate for use in households. This ensures that the programme will be scalable countrywide. It also allows schools to demonstrate good practices to community members, a role that can be enhanced by encouraging and supporting students to promote good hand-washing practices at home.

All WASH facility upgrades will primarily be the responsibility of the school and the community, with some support from the education system and from external support structures as appropriate. Funds for upgrades may also come from a 'rewards' fund tied to the certification process (*see 'Recognizing and rewarding achievements', section 3.2*).



Two Star Schools

Incremental improvements

Interventions

Results

Hygiene education expanded to stress hand washing after toilet use; hand-washing stations installed as needed; menstrual hygiene education delivered in schools

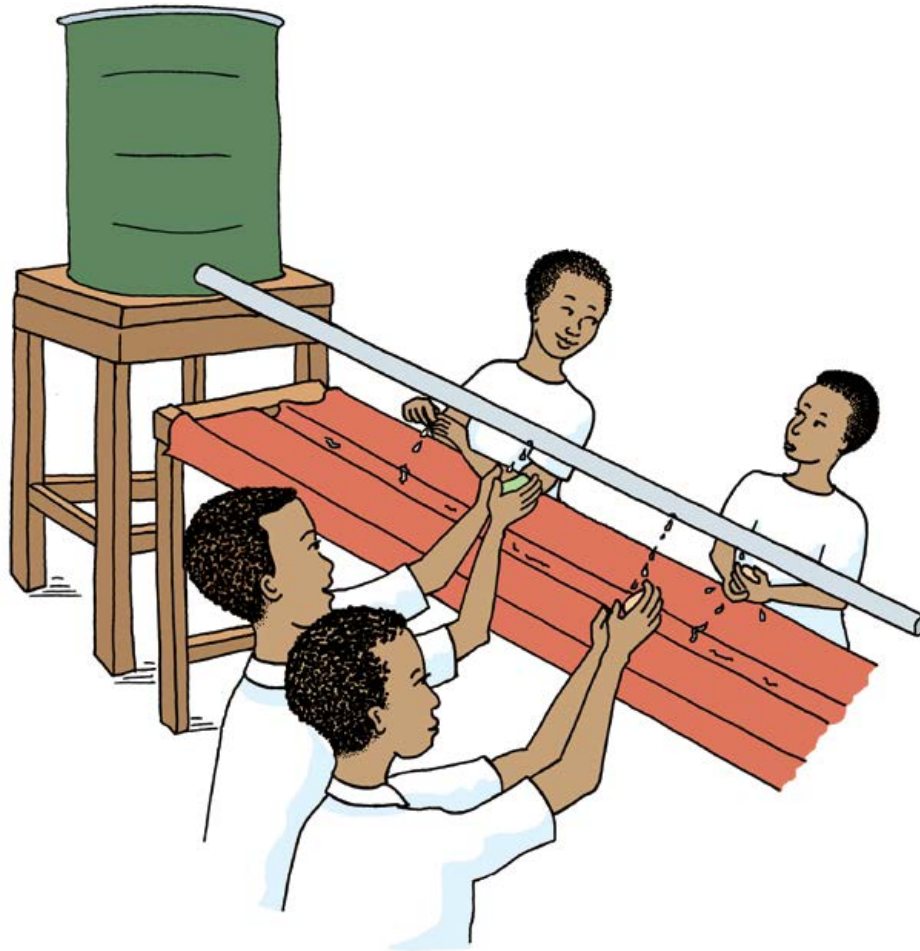
- Children learn to wash their hands with soap at both critical times: before meals (during daily group hand-washing sessions) and after defecation.
- Hand-washing stations are demonstrated to the community.
- Girls gain knowledge and support on menstrual hygiene management.

Additional and/or improved toilets, plus facilities for menstrual hygiene management, constructed where needed

- Additional toilets are available at school for boys and girls
- Girls are further encouraged to attend classes because there are additional private sanitation and/or menstrual hygiene management facilities.

Low-cost point-of-use water treatment introduced in schools

- Children have access to safe drinking water at school.
- Low-cost water treatment is demonstrated to the community.



Hand washing

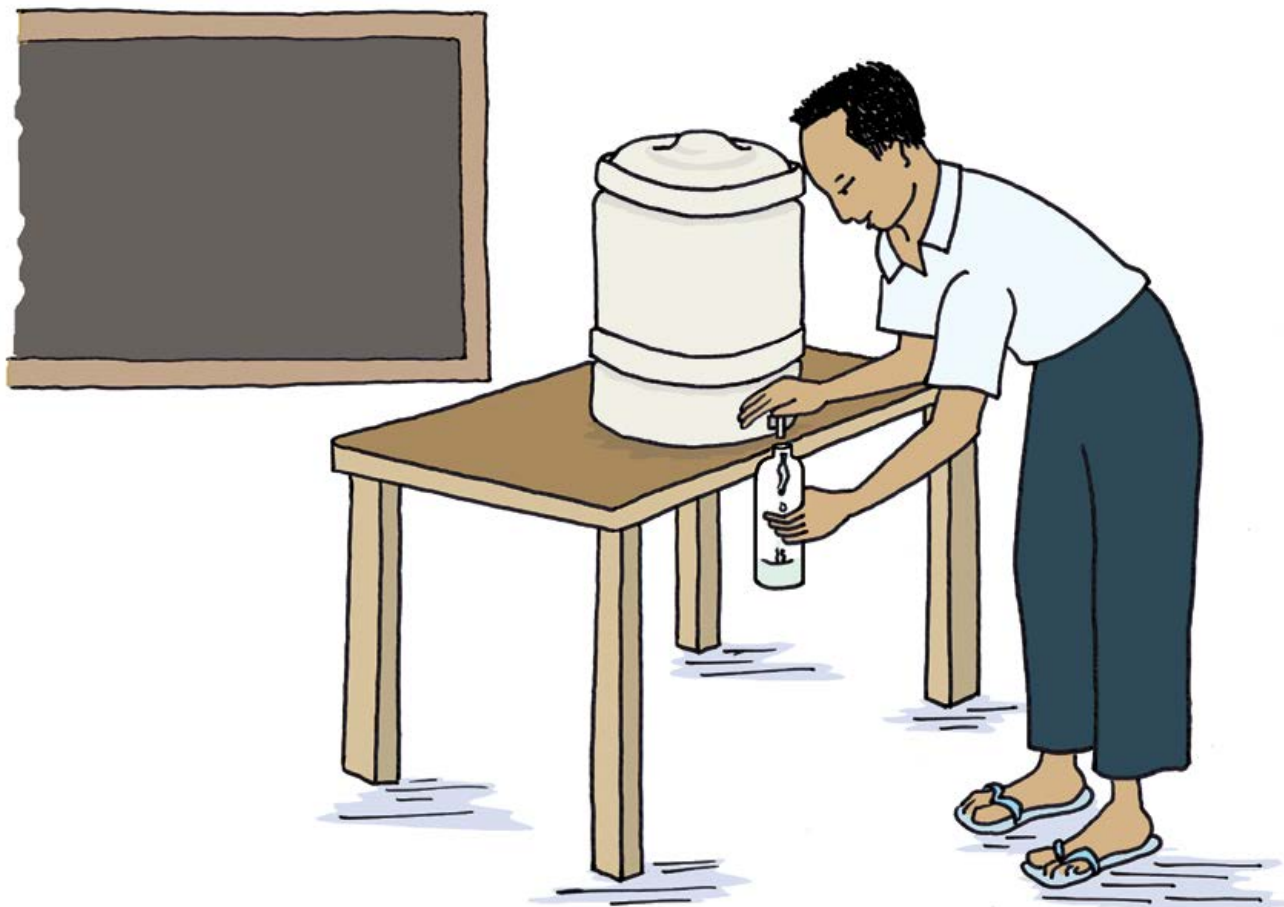
Two Star Schools ensure that students wash their hands with soap after using the toilet as well as during group hand-washing sessions. This step may involve upgrading and increasing the number of hand-washing stations near toilets in some schools, but the focus will continue to be on intensive hygiene education for behaviour change.

Hygiene education sessions will continue to be part of the daily group hand-washing sessions, and may also be supplemented at other points during the school day. If the school constructs new hand-washing stations, the costs – including the cost of soap – will continue to be borne mainly by the school and the community. Each country will define its own hardware requirements (*see section 3.3*).

Toilets and menstrual hygiene management

Two Star Schools will incrementally increase the usability and availability of toilets, especially for girls. The number of new toilets will be based on an interim standard defined in each country, which will be somewhere between the existing situation in the country and the national standard. If there is no national standard, the international standard of one toilet for 25 girls, one toilet and one urinal for 50 boys, and two toilets for teachers will be applied.⁷

Two Star Schools will also take steps to encourage and support girls during menstruation so they do not miss school. This involves menstrual hygiene education sessions at school, along with steps to ensure that girls have a private place to wash and



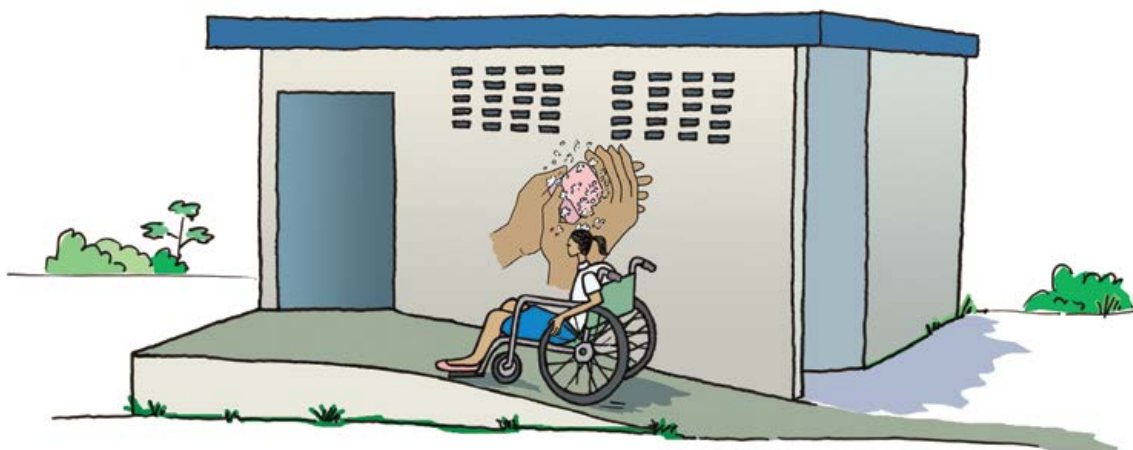
change their clothes. Existing facilities will be used in some cases; in other situations, a new facility will need to be constructed. Other steps that can be taken to support girls include stockpiling extra sanitary pads and clothes (such as school uniforms) for emergencies, along with enhanced training programmes for teachers.

Safe drinking water

Finally, Two Star Schools will ensure a safe supply of drinking water for students at school. Generally, students will continue to bring water bottles from

home, but a safe water source at school will allow them to refill their bottles during the school day. It will also provide a safe source for students who do not have one at home.

In most cases, schools will use existing water sources at or near the schools but will treat the water through the use of low-cost on-site technologies such as ceramic filters, slow sand filters, solar disinfection or chlorination. Schools could also choose to raise funds locally or advocate for the upgrade of an existing school water source.



2.3 Three Star Schools

Three Star Schools will meet national standards for WASH in Schools, which are important for ensuring that the needs of all children are met and that any national inequities of access to WASH in Schools are progressively eliminated.

Standards contain national norms for WASH facilities, including requirements for design, the number of facilities by school size and accessibility for children with disabilities. Standards can also institutionalize hygiene education in schools, and they address issues related to the responsibility for maintenance and repair of facilities.

Many schools and communities will need support from the education system to upgrade facilities and systems to meet national standards. Some schools will also require support from external partners. In countries without comprehensive national standards, the global guidelines established by UNICEF and the World Health Organization in 'Water Sanitation and Hygiene Standards for Schools in Low-Cost Settings' can be used as a reference for defining the criteria for Three Star Schools. However, this should only be an interim solution: All countries should develop national standards, and external support programmes can assist in this process.



Three Star Schools

Meeting national standards

Interventions

School facilities and systems upgraded to meet national standards

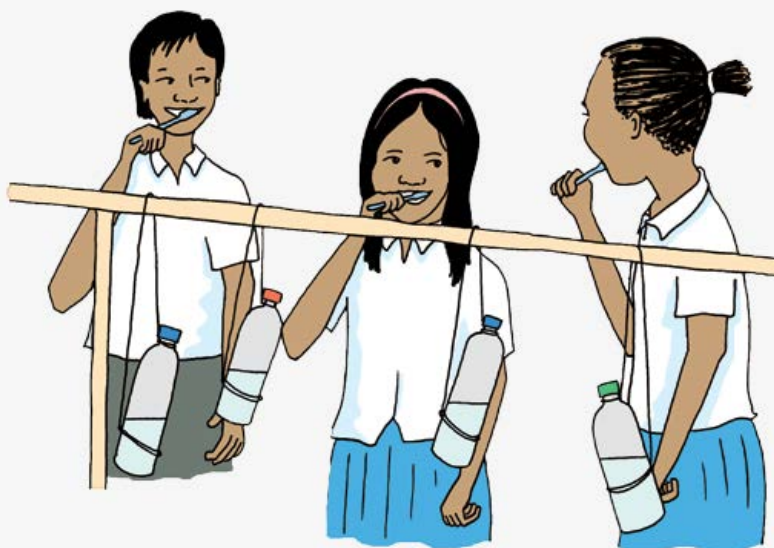
Results

- Social norms on good hygiene behaviour are institutionalized.
- The school is able to offer full accessibility to WASH for all students, including children with disabilities.
- National inequities are eliminated by ensuring all schools in the country have the same standards for WASH in Schools.

The Fit for School programme in action

One good example of at-scale implementation to promote children's health and education is the Essential Health Care Program implemented by the Philippine Department of Education. This programme is supported by international organizations, such as UNICEF, AusAID and BMZ, through GIZ, among others, as well as local actors such as the Philippine non-governmental organization Fit for School Inc.⁸

Three group activities – washing hands daily with soap, brushing teeth daily with fluoride toothpaste and deworming twice a year – are the core of this national programme. The purpose is to lower rates of diarrhoea, respiratory infections, worm infections and severe tooth decay. The Essential Health Care Program embraces simplicity and sustainability, which has allowed it to scale up rapidly, reaching about 2 million children in 2011, using existing human resources and funds from local government.



The daily group hand washing with soap is supervised by teachers and normally takes place before eating, at lunch or snack time. In most schools, a simple hand-washing stand is installed, consisting of an inclined perforated pipe that provides sufficient running water for a group of up to 20 children to wash their hands (the punched pipe system). The hand-washing stand costs less than US\$40 to build and can be installed in schools with piped water infrastructure and in schools without them, in which case water is carried to a reservoir that is part of the facility.

Fit for School programme hygiene supplies consist of soap, toothpaste and a toothbrush, and cost less than 60 US cents per child, per year. The low cost ensures that long-term public commitment goes far beyond a traditional approach based on donations and corporate sponsorship. Deworming drugs are provided by the Philippine Department of Health.

The Essential Health Care Program has generated clear evidence of impact: One evaluation found that absenteeism, malnutrition, worm infections and tooth decay were all significantly reduced among children in intervention schools.

Indicator	Reduction
Days of absence, 2009	27.3%
Below normal body mass index	20.4%
Heavy worm infection	47.2%
Opportunities for tooth decay	38.5%

Source: Monse, Bella, et al., 'The Fit for School Health Outcome Study: A longitudinal survey to assess health impacts of an integrated school health programme in the Philippines', *BMC Public Health*, vol. 13, no. 256, 2013, pp. 1–10.

Source: Joint Call to Action for WASH in Schools, 'Raising Even More Clean Hands: Advancing health, learning and equity through WASH in Schools', United Nations Children's Fund, New York, 2012, pp. 14–15.



3.1 The role of government and external support partners

The fundamental idea behind the Three Star Approach is that schools and their host communities can and should create the minimum conditions for healthy, hygiene-promoting schools using local resources. The One Star stage is specifically designed to be so low-cost that even the poorest communities should be able to achieve its three milestones for hygiene, sanitation and water using their own resources. Lessons from the broader WASH sector – especially experiences based on the Community Approaches to Total Sanitation (CATS) initiatives to eliminate open defecation – show that when communities assume responsibility for improving conditions in this way they are more likely to maintain progress over time.

While recognizing the government responsibility to ensure that minimum WASH standards are met in public schools, it is important that government

bodies and support agencies resist the temptation to overly subsidize the Three Star Approach, especially during the initial stages. Government responsibility in supporting the approach lies less in funding hardware and more in creating a supportive policy environment, programme design and institutionalization of daily hygiene activities – which involves training for teachers in hygiene promotion, standards setting, monitoring and certification. In some of these areas, government may benefit from the assistance of external support agencies such as UNICEF and GIZ.

Each country will define the roles and responsibilities of different government bodies, spearheaded by the Ministry of Education and supported by the ministries responsible for water, sanitation and hygiene, rural development or decentralization, and other government agencies.



3.2 Monitoring and certification of schools

As part of the Three Star Approach, programme managers may design a certification scheme for WASH in Schools that recognizes and rewards appropriate efforts by schools and communities. This idea is borrowed from the success of CATS initiatives, in which new social norms for sanitation are developed in communities through a specific set of interventions. Inspections are carried out to certify communities as open defecation free, reinforcing and recognizing the collective behaviour change that has taken place.

Each country and/or school district will define its own certification process and monitoring methods for the Three Star Approach. In all cases, the monitoring process will increase accountability and inspectors will rely on transparent country-specific checklists of indicators derived from the general approach criteria and based on WASH in Schools standards. In some situations, external support agencies will also have a role in providing capacity building or other support for the certification teams.

The inspection and certification process will use a simplified and limited set of monitoring indicators that best measure progress in priority areas, with a strong focus on behaviour change. Schools will be certified first for achieving One Star status and may be publicly recognized or even rewarded for doing so. Public certification also has the effect of acknowledging the efforts of the community to achieve the milestone, thus encouraging local participation and ownership of the process. Moreover, certification promotes healthy competition among schools and districts.

Recognizing and rewarding achievements

The Three Star certification process offers plenty of opportunities to recognize achievement, create

Options for monitoring and certification

After establishing specific criteria for One, Two and Three Star Schools, based on the recommendations in this Field Guide, countries and school districts will develop a monitoring and certification process that includes checklists and other tools.

Options for certification include:

- School inspectors or education outreach workers can conduct monitoring as part of routine visits and/or third-party inspectors can conduct monitoring through approaches similar to those used to certify open defecation free communities in CATS programmes.
- Participatory monitoring is key to achieving ownership and sustainability. Students, parents, school staff and community members should all be involved in monitoring behaviour and facilities.
- Planners can incorporate sustainability into the certification process through time-limited certificates or by certifying a school only after it has maintained its status for a certain period, for example, six months or a year.
- Certification ceremonies can take place on Global Handwashing Day for maximum visibility, and school names can be published in the media. Rewards, flags, signs and certificates can be given.

visibility for all stakeholders and provide incentives for further improvement. For example, a system of flags, signboards or other means may be used to mark school achievements, along with special sessions involving children and community representatives to publicize the milestones. Competitions and launch events can also be part of the certification process.

In addition, the certification process could be the basis for WASH-related financial rewards or access to special support for further improvements. Schools that reach One Star status, for example,

could obtain funding to help them progress towards Two Star status. The reward structure could also focus on motivating teachers and student groups, who are key to the success of the programme, by offering courses or similar incentives when milestones are met and sustained.

3.3 Flexibility and variations

Programming contexts vary widely from country to country, and even within countries. Therefore, the Three Star Approach is designed to be adapted for local needs. The definition and structure of a One Star School will be roughly the same across countries: The three group activities for hygiene, sanitation and water are central to the Three Star Approach and should be a part of all programmes. However, countries may want to make changes to suit local needs, such as introducing water treatment at the One Star stage.

The most flexibility is in how the Two Star and Three Star levels are defined because the goals will depend on national standards and the situation on the ground, and will vary from country to country. At the Two Star stage, for example, some countries might make hand-washing stations outside of every toilet block a requirement, whereas other countries might rely on existing infrastructure but put a greater emphasis on hygiene education.

Countries could also choose to skip the Two Star and Three Star stages and prioritize establishing as many One Star Schools as possible in order to emphasize the three essential changes to promote hygiene and make schools healthy places for children. In that case, the approach could simply be called 'The Star Approach for WASH in Schools'.

Awards in India spur competition and achievements

Several states in India use competitions to recognize and reward schools that attain child-friendly standards, including WASH-related milestones. Winning schools receive cash awards, trophies and certificates.

In the state of West Bengal – where the education department adopted WASH in Schools interventions as a tool for complying with the national Right to Education Act – annual awards are given to primary schools that maintain WASH facilities and promote improved hygiene practices. The competition is so popular that it has recently been expanded to include secondary schools, and cash prizes have been increased.

Observers note that the competition has led to improved conditions in schools, an increase in hand washing and greater participation by children in maintaining a healthy school environment. It has also prompted an informal mentoring system between schools, with award-winning schools providing advice to neighbouring schools on strategies and practices to increase their chances of winning the award next year.

Source: UNICEF India, 'School Awards for Child Friendly Norms & Standards', West Bengal, 2012.

Some countries may want to use the Three Star Approach to promote other health-related interventions in schools, such as deworming or oral hygiene initiatives, as in the Fit for School programme. Decisions on what else to include will be taken at the country level and should be based on need and evidence. If, for example, soil-transmitted helminths are a major problem in a country or region, it makes sense to incorporate deworming interventions into the local design of the approach.

In all cases, additions to the Three Star Approach should be made with care: Too many components could overwhelm the approach and dilute the central objective of improving hygiene practices

and the school environment. Simplicity, scalability and sustainability are the heart of the Three Star Approach.





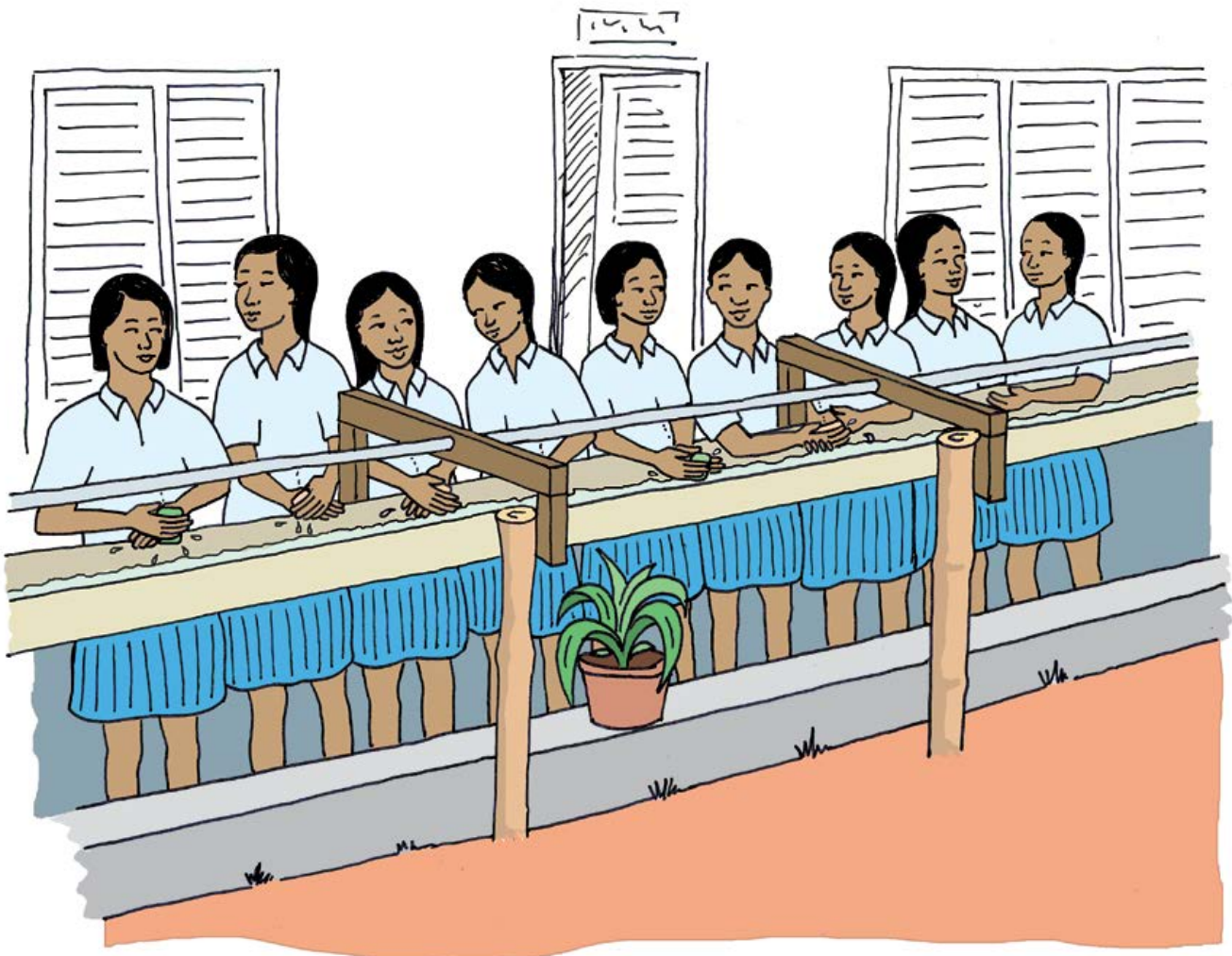
Conclusion

Applying the Three Star Approach for WASH in Schools will help improve the effectiveness of hygiene behaviour change programmes, while ensuring that schools meet key criteria for establishing and maintaining a healthy environment for children. By addressing the bottlenecks that impede current WASH in Schools programmes and applying lessons learned from successful field programming, countries can help ensure that every child's right to water and sanitation, health and education is fulfilled.

The Three Star Approach draws on the capacities and local resources of schools and communities

while tapping into the enthusiasm and energy of children through group activities for hygiene, sanitation and water. These daily group activities help children build good hygiene habits that will last a lifetime.

By prioritizing the most essential actions for achieving goals, the Three Star Approach helps schools focus on meeting children's needs through key interventions. At the same time, it provides a clear pathway for all schools throughout a country to meet national standards, and for all children to have hygiene-promoting and healthy schools.



Annex I. Evidence linking WASH in Schools to health and educational performance

Every child has the right to adequate water and sanitation, including in school. This is reason enough to prioritize, fund and improve WASH in Schools programmes everywhere. The case is made even stronger by the growing body of evidence linking water, sanitation and hygiene education in schools to children's health and educational achievement.

WASH in Schools leads to healthier children

Children spend a large portion of their day at school. They are less likely to get sick from diarrhoea and other hygiene-related diseases if their school has an effective hand-washing programme, adequate sanitation and safe drinking water.⁹ Their families are also less likely to get sick when children are healthy: Studies show that diseases contracted at school can lead to infections in up to half of household members.¹⁰

The most important way schools can have an impact on health is by promoting children's good hygiene behaviour through hygiene education and by making hand washing with soap a daily part of the school routine. When children become accustomed to these healthy habits at school, the behaviour is ingrained and can last a lifetime.¹¹ Children can also act as agents of change, influencing their siblings and parents to change their own hygiene practices,¹² and even serving as catalysts for the adoption of improved sanitation facilities in their communities.¹³

WASH in Schools leads to better educational performance, especially for girls

In many developing countries, the degree of a child's exposure to hygiene-related diseases is a key determinant of her or his chances of success in school and in later life. School-aged children affected by hygiene-related diseases are much more likely to experience extended absences from school. The World Health Organization estimates that 272 million school days are lost annually due to diarrhoea alone.¹⁴ Studies also show that hand washing with soap in primary schools can reduce absenteeism rates by between

20 per cent and 54 per cent (*see the table below*). Drinking water at school is also important: Studies show that children who do not drink enough water at school can become dehydrated, which affects their cognitive abilities.¹⁵

Hand washing and school absenteeism: By the numbers

Examples of reductions in absenteeism in studies and projects around the world include:

- 54%** Reduction by expanding hand-washing promotion and providing soap in target schools in China¹⁶
- 40%** Reduction through twice-daily hand washing in 30 primary schools in Egypt¹⁷
- 35%** Reduction in absenteeism through hand-washing and safe water interventions in Kenya¹⁸
- 27%** Reduction through daily hand washing, deworming and oral hygiene in the Philippines¹⁹
- 20%** Reduction among children reporting proper hand-washing practices in Colombia²⁰

Girls miss the most school because they usually shoulder the greatest burden for household chores, such as hauling water²¹ or taking care of younger children who are sick, often with diarrhoea or other WASH-related diseases. Adolescent girls frequently stay home during menstruation due to social and cultural beliefs and practices, a lack of sanitary pads, or because there are no gender-segregated toilets or private washing facilities at school. In some areas, poorly planned and located sanitation facilities may contribute to high levels of sexual abuse and violence in schools.

Annex II. WASH in Schools global coverage

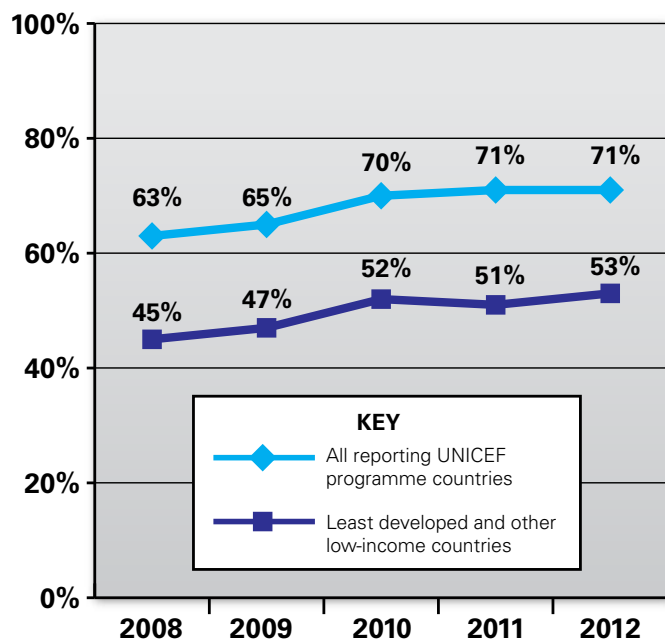
The importance of WASH in Schools is increasingly recognized by WASH, education and health stakeholders within governments and external support agencies. Governments and development partners have strengthened their focus on WASH in Schools and expanded their programmes, and these efforts are producing results. WASH in Schools initiatives are reaching tens of thousands of schools through UNICEF-supported programmes.

Despite these efforts, many schools in developing countries do not have even basic water and sanitation facilities. Data gathered by UNICEF show that less than half of all schools in least-developed and other low-income countries have adequate water and sanitation facilities, and some have no facilities at all.²² And the challenge is actually much greater than

these numbers suggest. The global data set does not include information on whether sanitation facilities meet minimum standards, e.g., the ratio of students to toilets, gender segregation of facilities and privacy; if there are hand-washing stations and soap; if hygiene education is delivered in schools; or whether the water and sanitation facilities are actually functional.

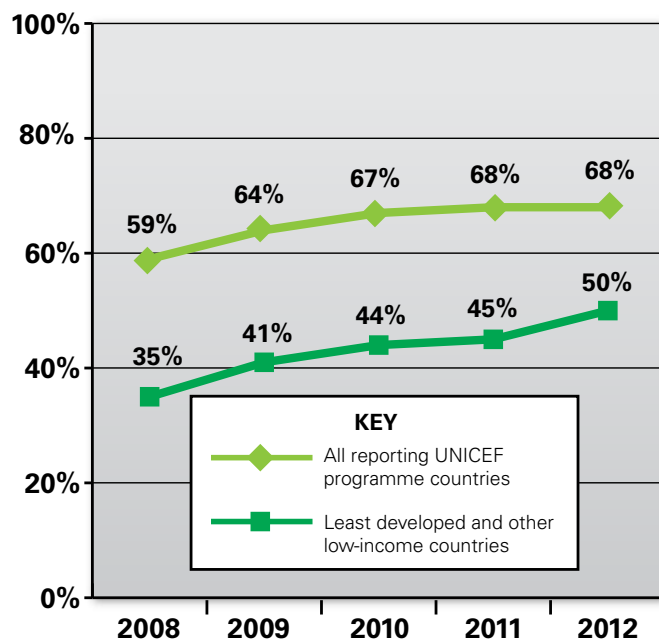
The data that are available indicate that even where facilities exist, they are in poor condition. Recent data from South Asia, for example, show that between one quarter and one third of school WASH facilities are non-functional.²³ Overall, there is a clear need to improve WASH in Schools coverage, with solutions that go beyond increased funding to encompass a more effective use of existing resources.

School water coverage, global average



% of schools with adequate water facilities, average data from 130 programme countries, including 53 least developed countries and other low-income countries

School sanitation coverage, global average



% of schools with adequate sanitation facilities, average data from 126 programme countries, including 52 least developed countries and other low-income countries

Annex III. WASH in Schools bottleneck analysis

UNICEF uses bottleneck analysis to assess the effectiveness of its support to national WASH in Schools programmes. The process helps identify key constraints (bottlenecks) that are impeding efforts to scale up WASH in Schools programmes.

As part of the framework for bottleneck analysis, there are four broad programming categories: (1) enabling environment (policy, legislation and finance); (2) supply (human and physical resources in schools, including facilities and training for teachers); (3) demand (demonstrated motivation of the school community to finance and manage WASH in Schools resources); and (4) quality (effectiveness of the inputs for changing hygiene behaviour).

Along with identifying the bottlenecks, the purpose of the analysis is to identify programming areas in which progress has been relatively good. This allows government and support agency managers to redirect existing resources and target new resources to reach areas where progress is lagging.

Although the situation in each country is unique – and, ideally, each country should carry out its own analysis – a synthesis of the rapid results gathered by UNICEF in the countries that have conducted a bottleneck analysis highlights the primary areas of concern for scaling up WASH in Schools programmes, as shown in the table on page 25.

The bottleneck analyses show that the most critical concern is the ability of existing WASH in Schools programmes to promote hand-washing behaviour change among students. Hygiene education is not consistently provided in most schools, and when programmes do exist, they are often of limited effectiveness. Global data on the hygiene practices

of schoolchildren are not available, but individual studies confirm that rates for hand-washing with soap can be very low, in some cases even lower than 5 per cent.²⁴

The bottleneck analyses also show that programmes are generally off track in cleaning and maintenance of existing school toilet facilities. This is important because poor maintenance leads to breakdowns and because evidence shows that children are much more likely to use school toilets when they are clean.²⁵ This is a demand-related issue: Maintenance and cleaning are local responsibilities, which are only properly carried out when WASH facilities are valued (demanded) by school authorities, teachers and host communities. Soap supply falls into the same category: National education systems often fail to supply soap for schools. But with community and/or local government support, schools can assure that a continuous supply of locally sourced soap is available for hand washing.

National budgets for WASH in Schools are also identified as an area of concern within the bottleneck analyses. However, this is a reflection of the way many national WASH in Schools programmes are designed with a focus on expensive hardware inputs. School-level analyses show that hardware is not identified as the biggest need.

To scale up national programmes, the focus should shift from hardware towards an approach that builds local demand for WASH in the education system – with an emphasis on making schools more effective at providing a healthy environment for children and promoting positive hygiene behaviour.

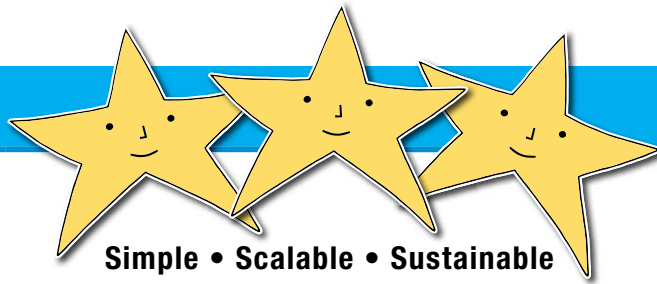
Synthesis results of UNICEF WASH in Schools bottleneck analyses

Category	Determinant	Example Indicator (varies from country to country)	Global synthesis estimate
Enabling environment	Legal/policy framework	Existence of appropriate policies and legislation	80%
	Budget/expenditure	National budget allocation as proportion of requirement	20%
Supply	Facilities	Proportion of schools with access to water and sanitation facilities	60%
	Facilities	Proportion of schools with access to adequate sanitation and hand-washing facilities	40%
	Human resources	Proportion of schools with teachers trained in hand-washing promotion	30%
Demand	Sociocultural barriers	Proportion of schools with clean, well-maintained toilets and hand-washing facilities	15%
	Local financial barriers	Proportion of schools with a budget for maintenance of WASH facilities and purchase of soap	20%
Quality	Hygiene practices	Proportion of children washing their hands with soap after use of sanitation facilities and before eating	5%

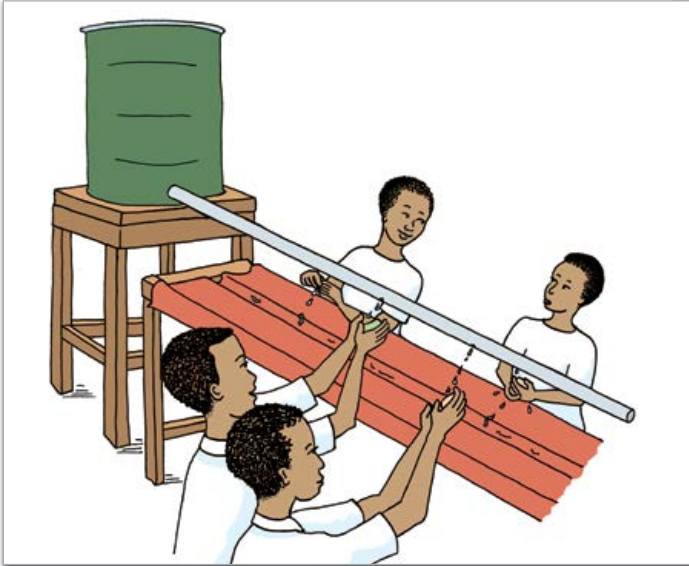
Endnotes

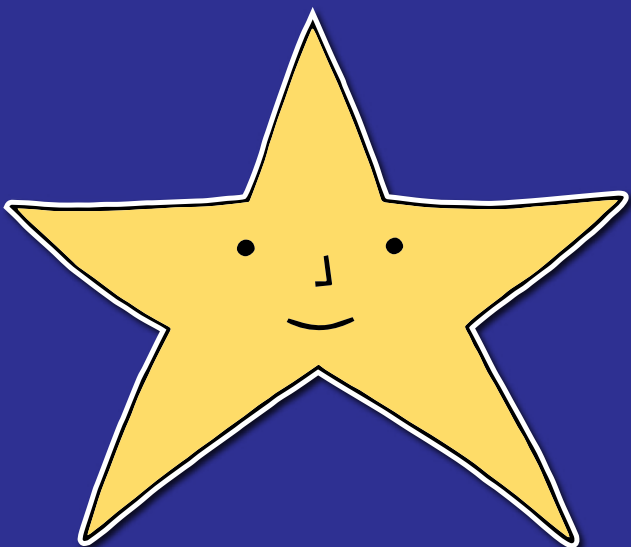
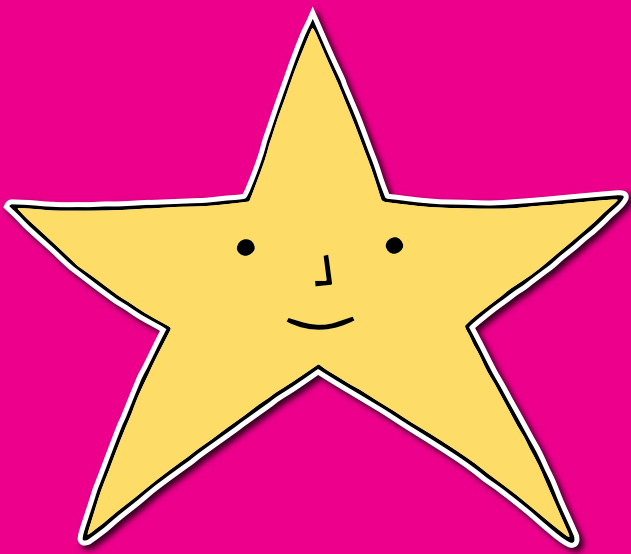
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- 2 Ibid.
- 3 De Albuquerque, Catarina, and Virginia Roaf, 'On the Right Track: Good practices in realising the rights to water and sanitation', Office of the High Commissioner for Human Rights, United Nations, March 2012, pp. 23–24.
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Simple • Scalable • Sustainable





UNICEF is the largest single agency working in the WASH in Schools sector today. At the global level, UNICEF leads the WASH in Schools network, which has been joined by an increasing number of stakeholders since its establishment in 2010. *Raising Even More Clean Hands*, the network's flagship publication, was launched in 2012 with the endorsement of 70 international organizations.

Due to advocacy by the WASH in Schools network, the WHO/ UNICEF Joint Monitoring Programme working group for the post-MDG agenda defined a clear goal and recommendation on "universal access to WASH in Schools by 2030." This goal has been shared with international partners and will reach the broader community that is discussing and shaping the future for water and sanitation.

UNICEF supports WASH in Schools activities through its offices in 95 countries. In 2012, UNICEF initiatives reached 19,000 schools, benefiting more than 4 million students. Activities range from small interventions to comprehensive programmes of support. Smaller interventions that aim to influence national programmes and strategies tend to be used in middle-income countries. Comprehensive programmes are more common in low-income countries, where UNICEF is supporting standards development, training for teachers, hygiene promotion, construction of WASH facilities in schools and other activities.

The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH is implementing programmes and projects for sustainable development on behalf of the German Government in more than 130 countries.

GIZ supports the water, education and health sectors in about 100 countries. In 2012, its inter-sectoral Fit for School Approach is being implemented by partner governments in Cambodia, Indonesia, the Lao People's Democratic Republic and the Philippines, benefiting more than 2.5 million children.

This Field Guide describes the Three Star Approach for WASH in Schools, which:

- Emphasizes daily group activities to improve the effectiveness of hygiene promotion while ensuring that children have access to clean sanitation facilities and drinking water at school.
- Encourages support from host communities and does not depend on expensive hardware inputs.
- Continues our goal to build capacities for bringing drinking water, improved sanitation and hygiene education to schoolchildren across the globe.

For more information on the Three Star Approach for building WASH in Schools programmes, contact Murat Sahin, msahin@unicef.org, or Bella Monse, bella.monse@giz.de.