



THE REPUBLIC OF UGANDA
Ministry of Education and Sports



SANITATION
FOR MILLIONS

WinS Models that Work

WinS
USER
GUIDE

STEP-BY-STEP ACTIONS TO REACH
THE NATIONAL STANDARDS FOR
WASH IN SCHOOLS (WinS) IN LINE
WITH THE THREE STAR APPROACH (TSA)
FIRST EDITION // 2020



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Welcome

The Ministry of Education and Sports recognizes that Water, Sanitation and Hygiene (WASH) programs in schools (WinS) are a key priority area and that improved hygiene practices and a clean school environment are contributory factors to ensuring that learners can enjoy an acceptable standard of health. The need for a clean school environment is highlighted in the 2016 School WASH mapping report. The report pointed out the following gaps: poor hygiene practices and low functionality and usability of WASH facilities, very high pupil to stance ratio (73:1) against the national norm of 40:1, hand wash facilities in schools at 40%, basic hygiene services at 37%, and poor operation and maintenance of WASH facilities in schools.

The Ministry with support from GIZ's Sanitation for Millions programme have implemented several activities within Kampala Capital City Authority (KCCA) and Apac Municipal Council aimed at forming model schools with improved Water, Sanitation and Hygiene in order to create an effective learning environment for all. In that regard, the model schools have now fully embraced these interventions to address their WASH challenges. Therefore, the Ministry in collaboration with KCCA and Apac Municipal Council have supported GIZ in developing a WASH user guide to lead more schools on the Step-by-Step actions needed to reach the national WASH in Schools (WinS) standards.

The WinS user guide has been developed basing on the sustainable development goal (SDG) 4 targets and the National Three Star Approach (TSA) on WASH in Schools (WinS) Standards. The Step-by-Step actions to reach the National WASH in schools (WinS) standards in line with the Three Star Approach as highlighted in the user guide will support the schools to identify WASH issues and take practical actions to create a lasting change.

In addition, the user guide shows the indicators and WASH tools to guide in ranking the schools based on their performance and guidance for continuous improvement, from a zero star to three-star school.

I, therefore, recommend and appeal to all stakeholders to make use of the WinS user guide 'WinS Models that work' in order to improve Water, Sanitation and Hygiene in schools.

Dr. C.T. Mukasa Lusambu

Commissioner Primary Education
Ministry of Education and Sports



Introduction

Government reports from 2016 and 2017 identified that Ugandan schools are not meeting the national standards for water, sanitation and hygiene (WASH) in schools (WinS). For this reason, in 2017, the Ministry of Education and Sports adopted the Three Star Approach for WASH in Schools.

The Three Star Approach (TSA) was developed by GIZ and UNICEF and has been implemented in countries around the globe. The approach recognizes that national standards are often very far from the reality in many public schools. The intention of the TSA is to provide schools with tangible activities that they can realistically do as their next step to improve WinS. By meeting all of these TSA criteria, one step at a time, your school will reach national standards. The criteria is designed with the intention to be feasible for schools to implement using the resources that are already available to them.

Sanitation for Millions in collaboration with the KCCA and input from the WinS activities of Apac Municipal council has developed this manual to complement and provide guidance for each school to implement the TSA. This manual provides an orientation on the Three Star standards and how they are measured, the annual WinS monitoring cycle, and technical guidance on aspects of water, sanitation and hygiene.

It is intended that after reading this manual, you will be able to begin your school's journey to reaching Three Star status.

1. Three Star Monitoring

The Three Star Matrix

The Ministry of Education and Sports (MoES) has adopted the Three Star Approach to guide and track implementation of the national WinS standards for schools.

The Three Star Approach provides step-wise guidance for schools to make gradual improvements towards reaching national standards (Star Three). Each school's progress is recognized and awarded when they reach a new star level.

The standards in the Three Star Matrix are set for the entire country by the Ministry of Education and Sports. The indicators in the matrix were developed and piloted with KCCA and support from the GIZ Sanitation for Millions programme to monitor these national standards for schools in Kampala and all other urban centres and rural areas in Uganda.

The matrix indicators are derived from the critical interventions and targets for each star level in the MoES Three Star Approach guideline (see reference in Annex). The indicators are kept simple and to a minimum to reduce the need for extensive orientation and complexity of data analysis. Therefore only key targets were selected to serve as indicators. In terms of standards one adjustment was made. The group handwashing standard was changed from being star level one to star level two, since pilot monitoring showed that most schools face challenges in implementing group handwashing. Providing soap and water at handwashing facilities for star level one instead is achievable by all schools who try and which should be the starting point for practicing handwashing in schools.

Each school should use the indicators as guidance to understand what still needs to be done to improve WASH in their school. The indicators also provide the basis for the annual WinS monitoring and for placing each school into a star category.

The following chapters will guide you through the technical aspects of water, sanitation and hygiene included in the Three Star Matrix.



Wins Three Star Matrix

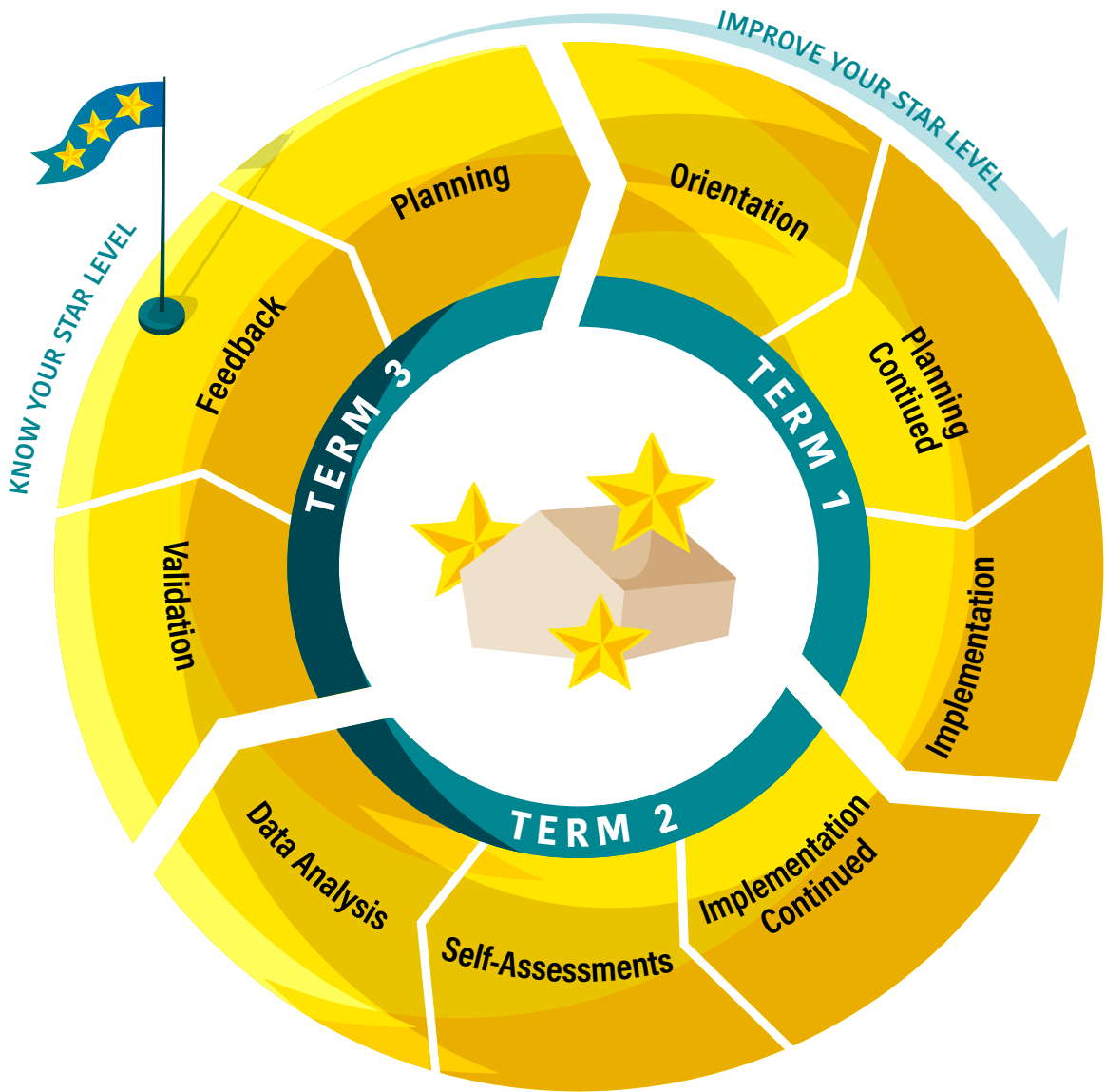
ADOPTED FROM MOES THREE STAR APPROACH (TSA)

| | WATER | SANITATION | HYGIENE | |
|------------|---|--|--|-------------------|
| STANDARD | Every child has, and correctly uses, a personal drinking-water container | Basic gender-segregated toilets that are functional, clean and used by all children (no open defecation) | Children wash their hands with soap after using the toilet | ★ ONE STAR |
| INDICATORS | <ul style="list-style-type: none"> Children bring drinking water from home | <ul style="list-style-type: none"> There is at least one usable (accessible, functional, private) toilet for girls and one usable toilet for boys Toilets are clean There are no signs of open defecation | <ul style="list-style-type: none"> Soap and water are available at handwashing facilities | |
| STANDARD | Safe drinking water is available at school and learners have access to it | Improved sanitation and menstrual hygiene facilities are put in place and in use | Daily supervised group hand-washing with soap sessions ideally before the school meal | ★★ TWO STAR |
| INDICATORS | <ul style="list-style-type: none"> Drinking water from an improved source is available School uses some form of water treatment | <ul style="list-style-type: none"> The most common type of toilet/latrine at the school is an improved facility Emergency sanitary pads and spare uniforms are available Budget for WinS is allocated and used | <ul style="list-style-type: none"> Students participate in daily group handwashing with soap | |
| STANDARD | Schools provide learners and staff with at least 1.5 litres of safe treated drinking water per person per day | Gender segregated toilets for boys and girls at a ratio of one stance to forty learners (1:40) Separate toilets for children with disabilities* | Schools have one functional Handwashing Facility (HWF) for every 40 learners | ★★★ THREE STAR |
| INDICATORS | <ul style="list-style-type: none"> Quantity of treated water per day is sufficient for all learners and staff | <ul style="list-style-type: none"> At least one usable stance for every 40 girls and one usable stance for every 40 boys Incinerators are available for disposal of sanitary pads There is a space available for girls to change with water available School has a toilet/latrine for children with disabilities | <ul style="list-style-type: none"> School has at least one handwashing outlet for every 40 learners | |



* Additional standards on safely managed sanitation (waste management from pit latrines, septic tanks) and safely managed wastewater shall be added in future to address SDG 6

Annual Wins Monitoring Cycle



TERM 1



**ORIENTATION ON
THREE STAR CRITERIA**

Education officers orient school staff regarding the Three Star Criteria and ensure a common understanding regarding the meaning of each criteria. They provide guidance on how planning an implementation should take place. Moreover they will update on the how the next self-assessment will work and how to reply to each question on the WinS monitoring form.



**PLANNING
CONTINUED**

The schools are continuing their WASH related planning at the beginning of the Term 1 by fine-tuning the roles and responsibilities of school stakeholders concerning daily and weekly routines, maintenance, monitoring and fun activities. Special focus can be on how to involve the pupils through routines and the WASH club to support the teachers in their task to have clean learning environment and build life skills and hygiene habits.



**WinS IMPLEMENTATION
AND IMPROVEMENT**

After using the data for planning, the following school term should focus on improving specific aspects of WinS and working towards the next star level in preparation for the next round of WinS monitoring.



TERM 2



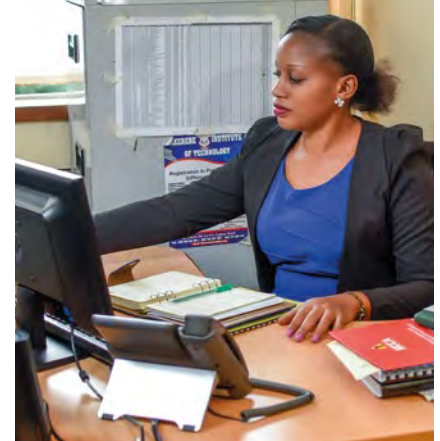
IMPLEMENTATION CONTINUED

Schools ensure that planned activities like daily hand washing and cleaning routines take place, are monitored and that the shortcomings to reach the next star level are addressed to eventually fulfill the national WinS standards (three star).



SCHOOL SELF-ASSESSMENT AND SUBMISSION

The Head Teacher receives the WinS monitoring form from their local authority via their school email address or a printed form. Each Head Teacher should take this survey around the school to complete each question, together with one or two other school staff or parents. Where possible, School Heads should consider involving their School WASH Committee, if they have one. Each school must then submit their completed form back to their local authority office either online or as a hard copy. The local authority office (e.g. division office) should encode any forms received by hard copy into the online system.



DATA ANALYSIS

Data will be analyzed by the main education office of the local authority. There is no need for any data analysis to be conducted at school or division level. Based on this analysis, the local authority will categorize schools as one, two or three stars.

TERM 3



**VALIDATION
THROUGH RANDOM**

When conducting regular school visits, education staff should bring with them the submitted results of that school's most recent WinS monitoring form. Once in the school, the division staff should check a few aspects on the completed survey to verify that the submitted answers are accurate.



**FEEDBACK TO SCHOOLS
AND CERTIFICATION**

Based on the analyzed data, main education office of the local authority will award schools as one, two or three star schools and inform each school accordingly. They will also provide next steps for that school to improve to the next star level. The results will also be shared with the division office.



**PLANNING
BASED ON DATA**

Schools then incorporate the feedback and guidance received into their school-level planning for the coming school year. Each school should identify specific WASH aspects that they will improve that will enable them to reach the next star level. These aspects should be realistically achievable within the resources of the school. Schools must allocate budget and assign responsibilities for each aspect of WinS that it intends to improve in the coming school year.



2. Water

THIS CHAPTER WILL HELP YOU UNDERSTAND HOW THESE WATER ASPECTS CAN BE REALIZED IN YOUR SCHOOL.



What do I need to do?

TO REACH THREE STAR STATUS,
YOUR SCHOOL MUST FULFILL THE FOLLOWING
WATER INDICATORS:

WATER

✓ Children bring drinking water from home



✓ Drinking water from an improved source is available



✓ School uses some form of water treatment

✓ Quantity of treated water per day is sufficient for all learners and staff



Drinking Water

DRINKING WATER BROUGHT BY LEARNERS

In cases, where a water source is not available on the school grounds, making drinking water available is still possible.

Even with minimal resources, you can make drinking water available for learners by asking them to bring their own water container filled with drinking water from home every day.

Parents and guardians should always be reminded to ensure that the drinking water that they use or allow children to carry in school comes from a safe source or has undergone treatment.

REMEMBER: To reach one star, when the school cannot provide drinking water, children must bring drinking water from home.



REMEMBER: To reach two stars, safe drinking water should be available at the school and accessible to learners.



REMEMBER: To reach three stars, the school should provide learners and staff with at least 1.5 liters of safe treated drinking water per person per day.

WATER SOURCES

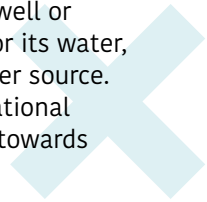
All schools should work towards providing drinking water from an improved source for all learners and staff.

An “improved” drinking water source adequately protects the source from outside contamination, especially from faecal matter.

In a school environment, an improved drinking water source could include:

- PIPED WATER
- A PROTECTED WELL
- RAINWATER CATCHMENT
- PACKAGED OR DELIVERED WATER

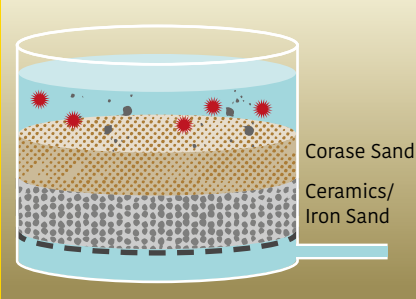
If your school relies on an unprotected well or surface water (such as a river or lake) for its water, that is considered an “unimproved” water source. These water sources do not meet the national standards and your school should work towards securing an improved water source.



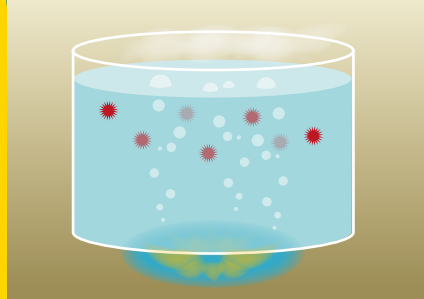
WATER TREATMENT

The school should use some form of water treatment before making drinking water available to learners. In schools in Kampala, common water treatment options include:

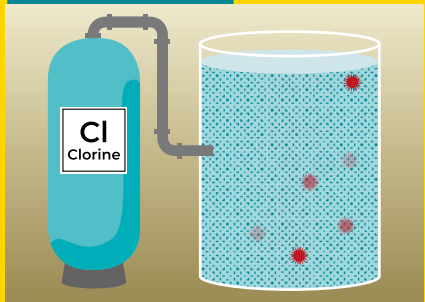
FILTRATION



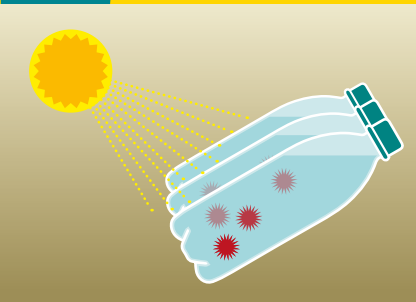
BOILING



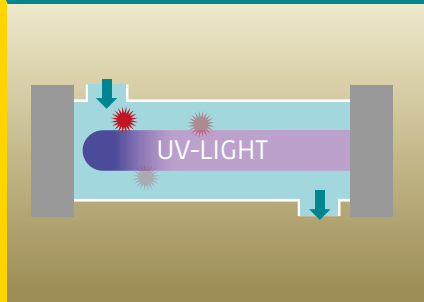
CHLORINATION



SODIS



ULTRAVIOLET DISINFECTION

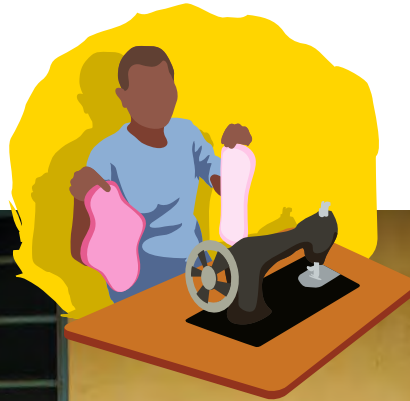


3.

Sanitation



THIS CHAPTER WILL HELP YOU UNDERSTAND HOW THESE SANITATION ASPECTS CAN BE REALIZED IN YOUR SCHOOL.



What do I need to do?

TO REACH THREE STAR STATUS,
YOUR SCHOOL MUST FULFILL THE FOLLOWING
SANITATION INDICATORS:

SANITATION

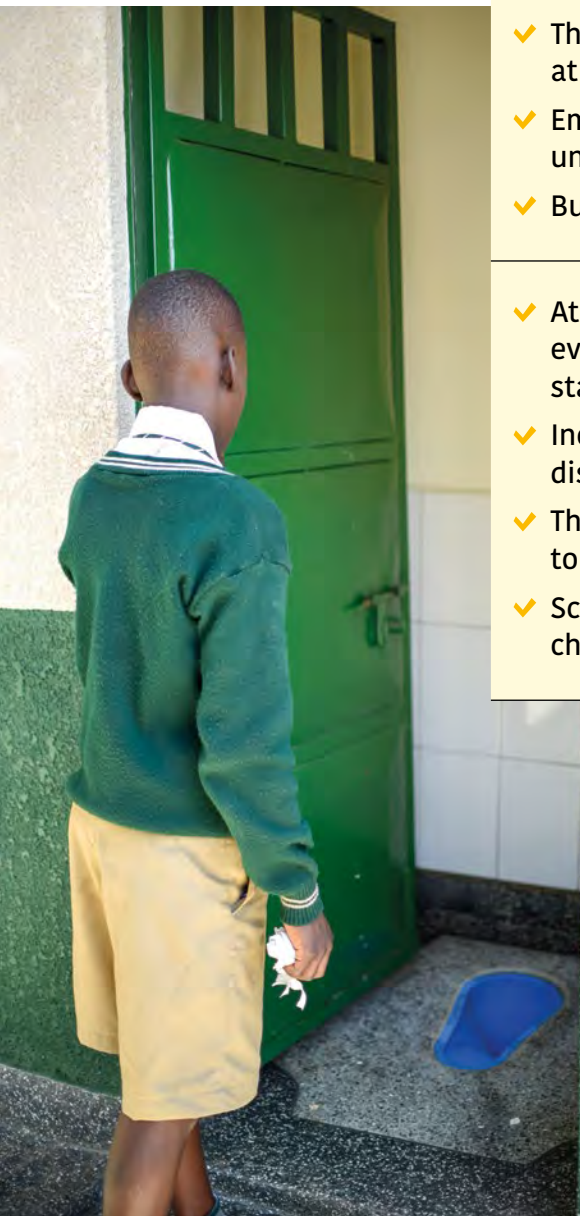
- ✓ There is at least one usable (accessible, functional, private) toilet for girls and one usable toilet for boys
- ✓ Toilets are clean
- ✓ There are no signs of open defecation



- ✓ The most common type of toilet/latrine at the school is an improved facility
- ✓ Emergency sanitary pads and spare uniforms are available
- ✓ Budget for WinS is allocated and used



- ✓ At least one usable stance for every 40 girls and one usable stance for every 40 boys
- ✓ Incinerators are available for disposal of sanitary pads
- ✓ There is a space available for girls to change with water available
- ✓ School has a toilet/latrine for children with disabilities



Toilets

IMPROVED SANITATION FACILITIES, SUCH AS PIT LATRINES WITH SLAB OR FLUSH TOILETS, ARE NEEDED IN YOUR SCHOOL AS THEY SEPARATE HUMAN EXCRETA FROM HUMAN CONTACT.

IMPROVED FACILITIES SHOULD BE THE MOST COMMON TYPE OF LATRINE IN YOUR SCHOOL.

TO REACH NATIONAL STANDARDS, SCHOOLS MUST HAVE AT LEAST ONE USABLE STANCE FOR EVERY 40 GIRLS AND ONE FOR EVERY 40 BOYS ENROLLED IN YOUR SCHOOL.

USABILITY

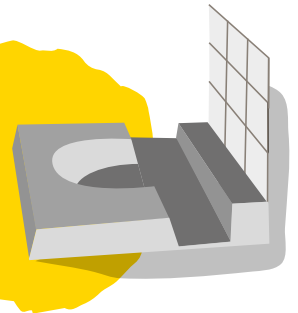
In order to count towards your star status, each latrine counted must be usable.

A usable toilet is accessible, functional and private.

Only usable toilets count towards your school's pupil-stance ratio.

REMEMBER: To reach one star, your school toilets should be gender segregated, clean and usable.

Urinals should also be counted in your pupil-stance ratio. 65 cm of urinal space should be counted as one stance.



A USABLE TOILET IS:

1 ACCESSIBLE



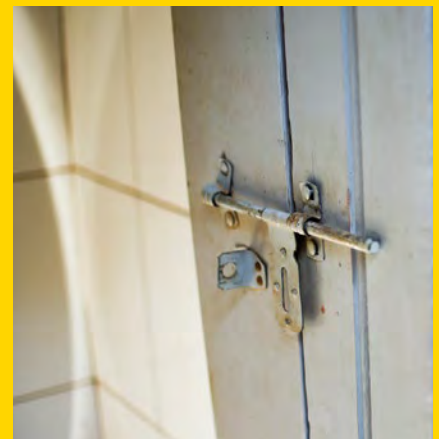
The toilet is not locked from the outside so it can be easily accessed by learners

2 FUNCTIONAL



The toilet is not broken and the hole is not blocked

3 PRIVATE



The toilet cubicle has a closeable door that can be locked from the inside

There are no major gaps or holes in the toilet cubicle structure where the user can be seen



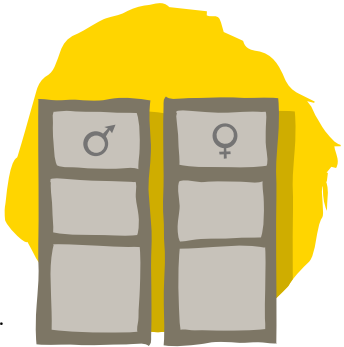
REMEMBER: To reach one star, your school must not have any signs of open defecation.

OPERATION AND MAINTENANCE

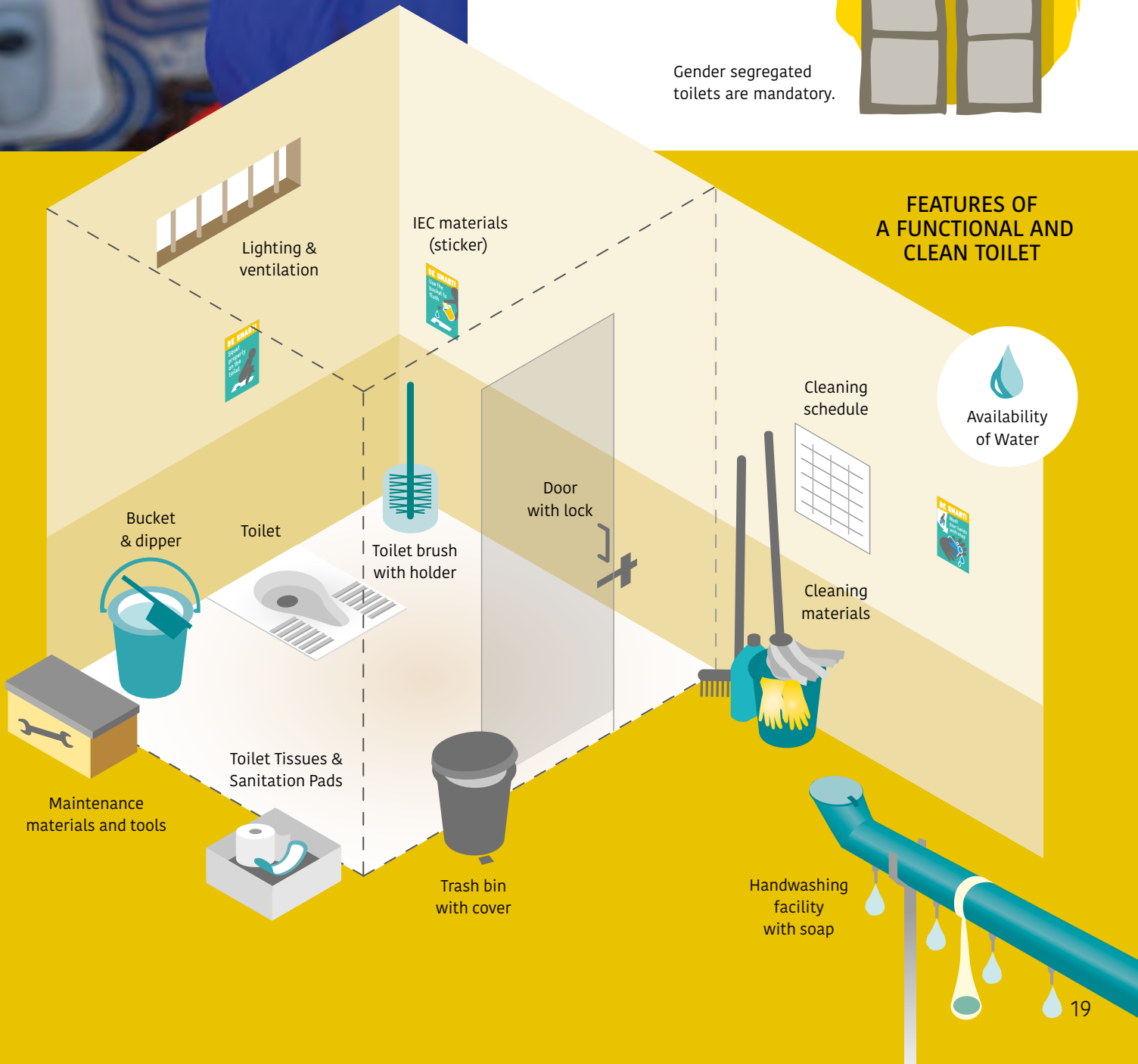
Toilets must also be clean and functional so that children will want to use them.

If the toilets are clean and nice to use, children will prefer to use them instead of relieving themselves in the open.

All children must use the toilets to ensure that the school is open defecation free.



Gender segregated toilets are mandatory.





REMEMBER: To reach one star, toilets should be gender segregated, clean and usable. Your school must not have any signs of open defecation!

THREE ASPECTS OF KEEPING A TOILET CLEAN AND FUNCTIONAL:

1 USE IT!

It all starts with proper toilet manners.

Every student and teacher must know how to use the toilets correctly and clean after use.

Stickers/visual signs remind students on the correct use of the toilet.

Include toilet use talking points during assembly times and urge teachers to have moments they talk about toilet use in their lessons.



2 CLEAN IT!

Daily cleaning is important to ensure that the toilets will be used by the learners.

To implement a cleaning system, leadership from the School Head is needed.

Ensuring toilet cleanliness requires establishing cleaning routines with clear responsibilities which are monitored.

A cleaning checklist should be used by teachers to check toilet cleanliness on a daily basis.

The cleaning checklist names the supervising teacher and documents cleaning and patrolling activities, including names and time. You can use the checklist provided in the annex as a guide for daily monitoring.



3 MAINTAIN IT!

Regular maintenance will increase the lifetime of the toilets.

Keep toilets functional and prevent them from breakdown and expensive repairs.

Simple repair like fixing a door lock or replacing a broken tap should be done immediately.

Small tasks, like refilling soap, can easily be performed by students.

Regular scheduled maintenance inspection is helpful to prevent major repairs in the future.



Teachers are highly respected thus the written name of the supervising teacher on the entrance doors of the respective latrine block, as well as in the latrine, encourages responsibility and accountability.

Toilets, urinals and washing facilities need to be cleaned every day and maintained regularly. Ensure you have the right materials needed to keep toilets clean and functional. To ensure the appropriate materials are available, funds must be allocated in your school budget to cover them. You can use the WinS budgeting template in the annex of this manual for your annual budget planning.

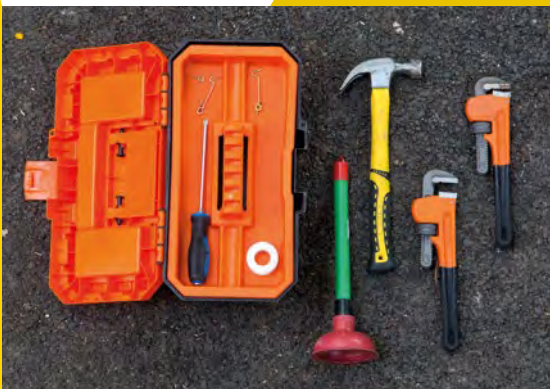
USER'S KIT



CLEANER'S KIT



MAINTAINER'S KIT



★ ★ ★
REMEMBER: To reach two stars, the school should allocate and use a budget for WinS.



INCLUSION

Consider how you can make a toilet cubicle accessible for children with disabilities.

There are many low-cost ways to start to make your existing infrastructure more accessible. For example, you can add handrails, simplify locks, widen entryways, or make moveable seats available.

Consider what you can do now with the resources available to you, while you continue to progress towards reaching national standards.

There should be no obstacles along the way to limit access to the facility e.g. trenches, rocks along the path and uneven paths can hinder access especially for learners with disabilities.



★ ★ ★
REMEMBER: To reach three stars, a toilet/latrine for children with disabilities should be available in the school.



Menstrual Hygiene Management

HAVING PROPER MENSTRUAL HYGIENE FACILITIES KEEPS GIRLS IN SCHOOL LONGER AND MORE OFTEN AND IS ALSO A KEY ASPECT NECESSARY FOR THE DIGNITY OF EACH LEARNER.

SUPPLY & FACILITIES

Schools should have a supply of emergency sanitary pads at all times. All girls in the school should know where they are available. An appropriate storage space should be selected where girls feel comfortable accessing them.

A spare uniform should also be available for girls to be able to change their clothes when stained.

Schools should provide a space for girls to be able to change their clothes during menstruation.

Water and soap for washing should also be available in this space.

The space provides girls with the privacy they need to manage their menstruation. Existing facilities in your school can be allocated for this space.

Toilets and rest spaces should have trash bins with lids available for the disposal of sanitary pads.

Schools should also work towards making functional incinerators available in schools for the disposal of sanitary pads.

REMEMBER: To reach two stars, emergency sanitary pads and spare uniforms must be available in your school.



In general, about 2 packages of sanitary pads per school year available per classroom of grades 4 and above is needed.

Be sure to include these materials in your annual budget.



MENSTRUATION IS NORMAL



REMEMBER: To reach three stars, incinerators must be available for disposal of sanitary pads.



4. Hygiene



HANDWASHING WITH SOAP IS ONE OF THE MOST IMPORTANT ASPECTS IN AVOIDING ILLNESS AND PREVENTING THE SPREAD OF GERMS.

HYGIENE IS NOT ONLY IMPORTANT, BUT IT IS ALSO ONE OF THE EASIEST WAYS TO IMPROVE WINS WITH VERY LITTLE RESOURCES.

THIS CHAPTER WILL HELP YOU UNDERSTAND HOW THESE HYGIENE ASPECTS CAN BE REALIZED IN YOUR SCHOOL.



What do I need to do?

TO REACH THREE STAR STATUS,
YOUR SCHOOL MUST FULFILL THE FOLLOWING
HYGIENE INDICATORS:

HYGIENE

✓ Soap and water
are available at
handwashing facilities



✓ Students participate
in daily group
handwashing with soap



✓ School has at least
one handwashing outlet
for every 40 learners



Handwashing

DAILY GROUP HANDWASHING WITH SOAP

Each class washes their hands together as an organized group activity. All learners in the school should participate in this activity every day.

Group handwashing should be integrated into each classroom's schedule just like any other subject in the day.

The group activity should take 10 minutes for one classroom.

The best time to schedule the group activity is prior to the mid-day meal (lunch) so that children wash their hands as a routine before eating.

When performed at the same time each day, the activity becomes a routine. Over time, the group activity will contribute towards making handwashing a habit for learners.

Soap should always be available at the group facility. A net or stocking can be used to secure the soap to the facility.

At the beginning, teachers will be needed to lead the group activity. Over time, student leaders can be assigned to lead the daily activity.

Pupils to be taken through the steps of handwashing to ensure that they are effectively washing hands.

Posters of hand washing steps should be available and pinned in places where the pupils can see them.

REMEMBER: To reach one star, soap and water must be available at all handwashing facilities!



LEARNERS CAN SING A SONG TOGETHER WHILE WASHING THEIR HANDS TO MAKE THE ACTIVITY MORE FUN!

TO SAVE WATER, TURN OFF THE WATER WHILE CHILDREN ARE LATHERING. WATER IS ONLY NEEDED FOR WETTING HANDS AND RINSING!





HOW TO WASH YOUR HANDS



1

Apply soap, create lather and rub all surfaces for 20 seconds.



2

Rub palms together and interlace fingers.



3

Rub the back of fingers and the fingertips against the opposite palm.



4

Grasp thumb and rub with a twisting motion. Repeat for other thumb.



5

Rub left palm against the back of the right hand and vice versa.



6

Rinse hands with running water.



Dry hands in the air. Do not use a towel. Towels become a source of infection after the first use.



REMEMBER: To reach two stars, all learners must participate in supervised group handwashing each day as a class activity.



Handwashing Facilities

GROUP HANDWASHING CAN ONLY BE PRACTICED WITH SUFFICIENT GROUP HANDWASHING FACILITIES AVAILABLE THAT CAN ACCOMMODATE MANY CHILDREN AT ONE TIME.

INDIVIDUAL FAUCETS (TAPS) ARE NOT SUFFICIENT FOR ALL LEARNERS TO BE ABLE TO WASH THEIR HANDS AT THE SAME TIME PRIOR TO EATING.

INDIVIDUAL FACILITIES ARE ALSO NEEDED SO THAT CHILDREN CAN WASH THEIR HANDS AT OTHER CRITICAL TIMES OF THE DAY.

GROUP HANDWASHING FACILITIES

Group handwashing facilities, like the WASHaLOT, make it possible for one classroom to conduct the group handwashing drills in less than 10 minutes.

Group facilities make it unnecessary for learners to queue at individual washing stations, especially during recess and lunch breaks.

Group facilities save time.

Group facilities should be located in an area which makes the daily activities easy.

If children will wash their hands as a group prior to mid-day meal, facilities should be located in front of the classroom or along the area where children line up for food.

If your school does not yet have a group handwashing facility, there are many low-cost ways to build your own facility, using resources already available in your school. Even if your school does not have water access, there are solutions that can adapt to your context.

Most importantly is that all of these facilities must be functional to be used. Handwashing facilities should be regularly cleaned and checked for any problems. A clear schedule and assigned responsibilities are needed to ensure proper operation and maintenance.

REMEMBER: To reach three stars, your school must have one functional handwashing outlet for every 40 learners. This includes both group and individual facilities.



WASHaLOT 2.0



WASHaLOT 3.0



The WASHaLOT is the group washing facility provided to your school. Guidance for cleaning and maintaining your WASHaLOT is available in the “WASHaLOT User’s Guide”.



“WASHaLOT 3.0 Producer’s Note” gives instructions for the fabrication. A video is available on YouTube: www.youtube.com/watch?v=Sob9-NxkOBQ&t=2s



Learn about different options to suit your school’s budget and needs in the “Compendium of Group Washing Facilities across the Globe”.



INDIVIDUAL HANDWASHING FACILITIES

Individual handwashing stations should also be available to allow learners and school staff to wash their hands on their own at critical times. It is important to ensure that handwashing facilities are available at toilets, canteens and eating areas.

These facilities must have water and soap available at them at all times.

About 200g of soap per learner per school year is needed. This is enough for each learner to wash hands 2 to 3 times a day in school. **Be sure to include soap in your school's annual budget.**



ALWAYS WASH YOUR HANDS WITH SOAP AT THESE CRITICAL TIMES:



AFTER USING THE TOILET!



BEFORE EATING AND HAVING FOOD!



AFTER HANDLING PETS!



AFTER PLAYING!

5.

Roles & Responsibilities



IMPROVING WINS IS A LONG-TERM PROCESS THAT CONCERNS THE ENTIRE SCHOOL COMMUNITY. EACH STAKEHOLDER PLAYS A UNIQUE AND IMPORTANT ROLE IN THE SCHOOL'S SUCCESS.





**MINISTRY OF
EDUCATION AND SPORTS**

- Set the WASH in Schools national standards and Three Star Criteria
- Incorporate learnings from the experience of schools in Kampala into implementation in other areas of Uganda



LOCAL AUTHORITY

- Analyze data based on compiled Three Star Monitoring data submitted from all schools
- Provide schools with feedback based on their monitoring data
- Award schools as one, two or three stars
- Provide specific feedback to divisions regarding where to focus their technical assistance based on monitoring data
- Allocate budget for WinS materials



EDUCATION OFFICERS

- Orient schools on the Three Star Criteria and ensure a common understanding of the indicators and monitoring form
- Compile and ensure submission of all monitoring forms for each school in your division to City Hall
- Conduct random spot checks to validate data during regular school visits
- Provide technical assistance to schools to improve WinS implementation



HEAD TEACHERS

- Manage implementation of WinS and ensure your school's adherence to national WinS standards
- Lead the annual WinS monitoring and submit the completed monitoring form
- Lead planning and budgeting for WinS improvements in your school
- Assign and monitor responsibilities for daily cleaning and supervision
- Engage community in improving WinS and identify additional funding sources



TEACHERS

- Organize and supervise the daily group handwashing activities
- Conduct daily checks of toilet cleanliness and soap availability
- Participate in annual WinS monitoring
- Ensure your classroom is a clean and healthy place



**SCHOOL MANAGEMENT
COMMITTEE**

- Budget and allocate funds to promote school sanitation and hygiene for both infrastructure and daily activities



LEARNERS

- Lead the formation of learner lines during daily group handwashing activities
- Maintain cleanliness of hygiene and sanitation facilities
- Inform teachers when hygiene materials are unavailable and facilities are not functional
- Follow guidelines given at assembly times, in class and on posters when using the available toilets and hand washing facilities



PARENTS

- Engage in WinS monitoring and planning processes
- Ensure children practice hygiene habits at home and ensure materials, especially soap, are available



DEVELOPMENT PARTNERS

- Provide technical assistance to City Hall and Division Offices to implement the national WinS standards
- Advocate for government budget allocation for WinS
- Support the development and distribution of capacity development materials



SCHOOL WASH CLUBS

- Support the school community in carrying out wash activities, e.g.:
- Produce and display a WASH message every week during parades
- Supervise and monitor the cleaning of WASH facilities
- Ensure constant availability of WASH materials at the facilities, like water, toilet paper and soap.
- Start and maintain a WASH corner in their respective classrooms
- Outreach to their community on best WASH practices with specific activities e.g. neighborhood clean ups, WASH events at school



CLEANERS

- Clean toilets, washrooms and other WASH facilities on a daily basis
- Support and supervise children on the right use of the facilities
- Monitoring cleanliness and availability of consumables like soap, water etc.
- Instruct students on how to support cleaning the facilities



FACILITY MANAGER

- Light repairs of WASH facilities on a daily basis
- Instructing students and teachers on the appropriate use of facilities
- Monitoring the physical status of facilities
- In charge of maintainer's kit (tool box)



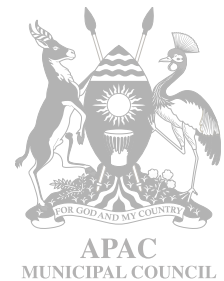
6.

Testimonies of Models that Work



MR. TONNY OGWANG

DEPUTY TOWN CLERK & CHAIRPERSON OF
SANITATION TASKFORCE, APAC MUNICIPAL COUNCIL



WASH in Schools (WinS) Approach that Works

“Access to clean water, sanitation, and hygiene (WASH) is essential for children in schools. Contaminated water, poor sanitation or unhealthy hygiene behaviors increases the risk of contracting diarrheal and other WASH-related diseases, making it more difficult for children to stay in school and become empowered through education.

GIZ’s approach to WASH in Schools looks at sanitation beyond the physical infrastructural provision; from operation and maintenance of school WASH facilities, menstrual hygiene management, general hygiene improvements through behavior change, capacity development of the different stakeholders to play their roles in improving WASH in Schools and the use of Three Star monitoring.

The approach also puts the vulnerable children i.e. girls and children with disabilities at the center, while considering their needs like putting up washrooms with incinerators for girls experiencing menstruation and toilet stances for children with disabilities.

This is one of the most systematic and holistic WASH in Schools model that works and creates a lasting change. Therefore we encourage the use of the ‘WinS Models that Work’ user guide that provides simple step-by-step actions to improve your situation in schools. It is both useful for the schools to improve school-based management and also for us as the supervising authorities.

As a technical leader in Apac Municipal Council, I am glad that we are witnessing already a slow and stable change in relation to sanitation improvements in our schools. Much as GIZ is only working in a few schools, the rest of the government aided primary and secondary schools are also benefiting through the ‘Toilets Making the Grade’ school competition which was introduced to trigger stakeholder involvement in the sanitation activities in schools for general WASH improvements following the standards lined out in the WinS user guide. We are sure that other towns will learn this from us, and we are ready to support them when they need to upscale this model that works in their towns.”



MS. JULIET NAMUDDU NAMBI
DIRECTOR, DIRECTORATE OF EDUCATION AND
SOCIAL SERVICES, KAMPALA CAPITAL CITY AUTHORITY

Step-by-Step Approach to WinS in City Schools

“Children have the right to water, sanitation, and health. This right needs to be fulfilled in schools, where children spend much of their day. Our focus as managers of education in the city has been in provision of adequate water and sanitation as part of a school programme for improving children’s prospects to grow and excel. The promotion of good hygiene behaviour at school can initiate behaviour changes that last a lifetime.

With regard to the above, Kampala Capital City Authority (KCCA) would like to express our sincere appreciation and gratitude to GIZ-Sanitation for Millions global program for championing the implementation of WinS in 79 Government grant aided primary schools in Kampala. Our sincerest thanks goes out to GoU through MoES for setting the standards and putting in place an enabling environment for this partnership to thrive.

In a special way, we would like to recognize the National Three Star Approach (TSA) for reaching the WASH in Schools (WinS) standards developed by MoES that our schools have embraced. The approach is being implemented with support from GIZ-Sanitation for Millions global program. It ensures that healthy habits are taught, practiced and integrated into daily school routines step by step to reach the National WASH in Schools (WinS) Standards. Through this support, our schools have been able to meet the essential criteria for a healthy and protective learning environment for children. It is also important to note that the approach focuses on addressing the bottlenecks that hinder effective implementation of WASH in schools by using simple and inexpensive steps to deliver results.

Our schools are being supported to ensure that pupils wash their hands with soap, have access to drinking water, and are provided with clean, gender-segregated toilets. The schools promote supervised daily group handwashing sessions. As a result of this protracted effort, we are beginning to see results. Incidences of diarrhea have reduced, school enrolment has tended to rise, and there is improvement in attendance and performance, and adolescent girls can safely remain at school during special days.

There is also evidence that WinS transcends boundaries. The habits taught, learnt and practiced at schools have been rolled over to communities as our children are influencing hygiene practices of their parents and siblings.

Our experience is a testimony that this approach that can sustainably be rolled out to the rest of the country at low cost. We pledge to continue building strong partnerships with parents and communities to promote WinS. Going forward, more local collaboration involving teachers, pupils, parents and communities is required to sustain the program. By enabling schools and communities to take ownership we shall continue to provide safe and healthy school environments where pupils and grow and excel.”

Annex

LITERATURE
ON NATIONAL
WASH IN SCHOOLS
STANDARDS
OF UGANDA

National School Sanitation Guidelines (MoES),
2nd edition, 2017

Guideline for Implementing the Three Star Approach for
Water, Sanitation and Hygiene in Schools (MoES), 2017,
[https://www.mwe.go.ug/sites/default/files/library/
GUIDELINES%20FOR%203%20STAR%20updated.pdf](https://www.mwe.go.ug/sites/default/files/library/GUIDELINES%20FOR%203%20STAR%20updated.pdf)

WASH in Schools – National Standards in Uganda
(MoES, Unicef), 2018, [https://www.unicef.org/uganda/
media/3871/file/Water,%20Sanitation%20and%20
Hygiene%20in%20Schools:%20National%20
Standards%20in%20Uganda.pdf](https://www.unicef.org/uganda/media/3871/file/Water,%20Sanitation%20and%20Hygiene%20in%20Schools:%20National%20Standards%20in%20Uganda.pdf)

Handbook for Operation and Maintenance of Water,
Sanitation and Hygiene Facilities in Schools in
Uganda (MoES), 2nd edition, 2019

Uganda National Menstrual Hygiene Management
Training Manual – Training Manual for Teachers (MoES),
2016

Understanding and Managing Menstruation –
A reader for learners (MoES), 2013

DOWNLOAD AND FIND MORE ON SUSANA.ORG:
> [https://www.susana.org/en/knowledge-hub/
resources-and-publications/library](https://www.susana.org/en/knowledge-hub/resources-and-publications/library)

DAILY WASH CHECKLIST // WATER, SANITATION AND HYGIENE

NAME OF SCHOOL: _____

DAY OF CHECK: Monday Tuesday Wednesday Thursday Friday

HYGIENE PATROL

| Indicate with X | Classrooms | | | | | | | | | | | | | | Name and signature | |
|----------------------------|------------|---|---|---|---|---|---|---|---|----|----|----|----|----|--------------------|--|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | | |
| Toilet paper available | | | | | | | | | | | | | | | | |
| Toilet paper not available | | | | | | | | | | | | | | | | |

HYGIENE PATROL

| Indicate numbers of stances and facilities | Toilets | | Urinals | | Washrooms | Handwashing | | Name and signature |
|--|---------|--------|---------|--------|-------------|-------------|--------|--------------------|
| | Male | Female | Male | Female | Male/Female | WASHaLOTS | Others | |
| Clean | | | | | | | | |
| Not clean | | | | | | | | |
| Soap available | | | | | | | | |
| Soap not available | | | | | | | | |
| Water available | | | | | | | | |
| Water not available | | | | | | | | |
| Any blockages visible | | | | | | | | |
| Need for repair/replacements | | | | | | | | |
| Notes on which repairs and/or replacements are necessary | | | | | | | | |

CHECKED AND APPROVED BY SUPERVISING TEACHER

Name: _____



Date: _____

Signature: _____

Further Remarks: _____



| CONTACT LIST | |
|----------------------------|--------------|
| School Head / Principal | Nakali |
| Captain | Oliver Na |
| Health Worker | Rubanga |
| Hygiene Patrol Coordinator | Deborah Z |
| PTA President | Joseph K |
| District Supervisor | Este |
| School Nurse | ak desludain |

| MONTHLY WASH CHECKLIST FOR HEAD TEACHERS | | | | |
|--|--|--|---|---------|
| no. | Question/Observation | Response | | Remarks |
| | |  YES |  NO | |
| 1. | Are the toilet facilities in a good structural state of repair? (superstructure, walls, doors, roof members, ventilators) | | | |
| 2. | Are the toilets clean? (walls, floors, surfaces, doors etc.) | | | |
| 3. | Are the toilets free from unpleasant smells/odors ? | | | |
| 4. | Are the toilets free from any flies, insects or vectors inside or around the toilet facility? | | | |
| 5. | Do all toilets, urinals and wash rooms provide privacy to their users? (e.g. do the doors look?) | | | |
| 6. | Are there handwashing facilities with soap in the vicinity of the sanitary facility and next to the eating areas? | | | |
| 7. | Are users of the sanitary facilities (pupils and teachers) observed washing their hands after using the toilets and before eating? | | | |
| 8. | Is the schools incinerator functional? | | | |
| 9. | Is the septic tank (if existing) regularly emptied and does not show any signs of overflow? Regularly emptied? | | | |
| 10. | Are there emergency menstrual pads and change dresses stored with the senior woman teacher? | | | |
| 11. | Does the school have a functional facility for drinking water for pupils and teachers? | | | |
| 12. | Are the daily WASH checklists available and filed for your regular monitoring? | | | |
| 13. | Additional monitoring questions (as per need) | | | |

Notes:

Name: _____

Signature: _____

Designation: _____

Date: _____

Wins FACILITIES INVENTORY



NAME OF SCHOOL: _____ TERM, YEAR: _____

| | no. | <div style="border: 1px solid black; padding: 2px; font-size: 0.8em;"> For the ratio do not count toilets/stances that are not used, not functional and not usable </div> | no. usable | Ratios | Standards fulfilled | | Standards |
|------------------------------|------|---|------------|--------|---------------------|----|---------------------------|
| | | | | | YES | NO | |
| Number of pupils | 1000 | | 25 | 1:50 | ✓ | | 1:40 (toilets & urinals) |
| Number of all boys | 500 | | 22 | 1:45 | | ✗ | 1:40 (individual & group) |
| Number of all girls P1-P3 | 300 | | 8 | 1:63 | ✓ | | 1:80 (toilets) |
| Number of all girls P4-P7 | 200 | | 10 | 1:50 | | ✗ | 1:25 (urinals) |
| Number of all teachers/staff | 25 | | 0 | | | | Standard not defined |
| Cleaners | 2 | | 6 | 1:50 | | | 1:40 (toilets) |
| Septic tanks* | 2 | | 4 | | | | Standard not defined |
| Number of lined pits* | 10 | | 2 | | | | Standard not defined |
| Number of unlined pits* | 5 | | 0 | | | ✗ | 1 stance |
| Incinerators | 1 | | 3 | | ✓ | | 1 stance male |
| Drinking water outlets | 2 | | 2 | | ✓ | | 1 stance female |

* Facilities that need regular emptying of faecal sludge. ** One urinal stance is 65cm urinal space.

Wins IMPROVEMENT PLAN

| Activity | Cost (material/labor) | Person responsible | Target date of completion | Status |
|---|-----------------------|--------------------------------|---------------------------|---------|
| REGULAR | | | | |
| Daily cleaning of all toilets | UGX 20.00 per year | Nakalinzi Maureen | 2019-2020 | Ongoing |
| SIMPLE | | | | |
| Replacement of 6 broken door locks | UGX 150.00 | Oliver Nakitanda | August 2019 | Done |
| Replacement of 2 leaking faucets in Grade 2 toilet | UGX 500.00 | Joseph Kabumba | Sept. 2019 | Done |
| Replacement of 3 busted lights | UGX 300.00 | Deborah Zukula | June 2019 | Done |
| General cleaning of all toilets | - | Ester Masane | 2019 | Ongoing |
| COMPLEX | | | | |
| Installation of handrails for PWD in one toilet block | UGX 3,000.00 | Florence Zaportiza | | Planned |
| Replacement of 2 GI roof to translucent roof | UGX 2,000.00 | Ester Masane Joseph Kabumba | | Planned |
| Desludging of septic tanks | free / Kampala Water | Principal | | Planned |
| Repair of 2 broken toilet doors | UGX 900.00 | Nakalinzi Maureen | | Ongoing |

It is important that the Wins plan is displayed in public space that can be easily seen in school so that progress is monitored; ensuring targets are hit according to schedule.

Wins OPERATION AND MAINTENANCE (O&M) BUDGET

NAME OF SCHOOL: _____ TERM, YEAR: _____

NUMBER OF PUPILS: _____ NUMBER OF TEACHERS: _____ DATE OF BUDGET: _____

| | no. | Unit | Unit cost (UGX) | Term costs | Cost for one pupil per term | Calculation | How many currently usable and in stock? |
|--|-----|------|-----------------|------------|-----------------------------|-------------|---|
|--|-----|------|-----------------|------------|-----------------------------|-------------|---|

EQUIPMENT

USER'S KIT / ALL BOYS, GIRLS, TEACHERS & STAFF

| | | | | | | | |
|---|--|-----|--|------------|------------|--|--|
| Pour flushing jerry cans / scooping cup (1 liter) (one small jerry can per 40 pupils) | | pcs | | | | | |
| Trash bin (one) for each toilet block | | pcs | | | | | |
| Trash bin for used menstrual pads (with peddle & cover) (1 trash bin per 40 Girls of P4-P7) | | pcs | | | | | |
| Other items... | | | | | | | |
| TOTAL | | | | UGX | UGX | | |



CLEANER'S KIT / FOR CLEANING STAFF

| | | | | | | | |
|---------------------------------------|--|------|--|------------|------------|--|--|
| Heavy duty gloves | | pair | | | | | |
| Gum boots | | pcs | | | | | |
| Bucket | | pcs | | | | | |
| Toilet brush (for flush toilets only) | | pcs | | | | | |
| Scubbing brush with long handle | | pcs | | | | | |
| Broom | | pcs | | | | | |
| Mopping rug | | pcs | | | | | |
| Other items... | | | | | | | |
| TOTAL | | | | UGX | UGX | | |

MAINTAINER'S KIT / FOR CARETAKER & PLUMBERS

| | | | | | | | |
|--|--|-----|--|------------|------------|--|--|
| Tool box (with full set of tools) | | box | | | | | |
| Replace tools (e.g. screw driver, toilet pump, hammer) | | lum | | | | | |
| Replace materials (e.g. paint, hook, locks, tape) | | lum | | | | | |
| Water taps | | pcs | | | | | |
| Pad logs | | pcs | | | | | |
| Other items... | | | | | | | |
| TOTAL | | | | UGX | UGX | | |

| | no. | Unit | Unit cost (UGX) | Term costs | Cost for one pupil per term | Calculation | How many currently usable and in stock? |
|--|-----|------|-----------------|------------|-----------------------------|-------------|---|
|--|-----|------|-----------------|------------|-----------------------------|-------------|---|

CONSUMABLES

CONSUMABLE ITEMS / ALL BOYS, GIRLS, TEACHERS, STAFF, CLEANERS & CARETAKERS

| | | | | | | | |
|--------------------------------------|--|-------|--|------------|------------|--|--|
| Toilet paper | | rolls | | | | | |
| Soap (bar or liquid for handwashing) | | pcs | | | | | |
| Soap for cleaning | | liter | | | | | |
| Emergency pads | | pcs | | | | | |
| Fuel for incinerator | | pcs | | | | | |
| Other items... | | | | | | | |
| TOTAL | | | | UGX | UGX | | |

STAFF/EMPLOYMENT

CLEANERS EMPLOYMENT / FOR ALL WASH FACILITIES

| | | | | | | | |
|-----------------------------------|--|--------|--|------------|------------|--|--|
| Cleaning staff (state the number) | | months | | | | | |
| Additional staff... | | months | | | | | |
| TOTAL | | | | UGX | UGX | | |

MAINTENANCE

UTILITY BILLS / FOR ALL WASH FACILITIES

| | | | | | | | |
|---|--|--------|--|------------|------------|--|--|
| Water bill (for drinking, sanitation and hygiene) | | months | | | | | |
| Sewerage bill | | months | | | | | |
| Electricity bill (e.g. water pump) | | months | | | | | |
| Others... | | | | | | | |
| TOTAL | | | | UGX | UGX | | |

MAINTENANCE SERVICES / FOR ALL WASH FACILITIES

| | | | | | | | |
|--|--|-------|--|------------|------------|--|--|
| Plumbing services | | lump | | | | | |
| Repairs/maintenance drinking water treatment | | lump | | | | | |
| Cesspool/septic tank emptying | | times | | | | | |
| Pit latrine emptying | | | | | | | |
| Others... | | | | | | | |
| TOTAL | | | | UGX | UGX | | |

| | | | | | | | |
|--------------|--|--|--|------------|------------|--|--|
| TOTAL | | | | UGX | UGX | | |
|--------------|--|--|--|------------|------------|--|--|

Wins O&M ROUTINES PLAN

The O&M plan has three main components:
Use it, Clean it, and Maintain it,
and with the following objectives:

USE IT: To guarantee proper and rightful use of the WASH facilities and ensuring the availability of items like toilet tissues and soap

CLEAN IT: To guarantee hygienic and safe conditions of the facility for the users through cleaning

MAINTAIN IT: To guarantee good structural state of repair for the users

The responsible persons for each activity need to be specified and appointed by the respective school. More school specific activities can be added by each school.



THE SCHOOL SHALL PROVIDE SAFE WATER FOR DRINKING TO PUPILS AND TEACHERS; AND WATER, SOAP AND TOILET TISSUES AT ALL TIMES TO ENSURE PROPER USE OF HANDWASHING AND TOILET FACILITIES.

| no. | Activity | Responsible person (examples mentioned) |
|--------------------------|--|---|
| DAILY ACTIVITY | | |
| 1. | Daily provision of toilet tissues to be available for pupils to use at any time | Sanitation teacher / each class teacher |
| 2. | Daily inspection of all WASH facilities to assess proper use (WASH checklist) | Sanitation teacher / teacher on duty |
| 3. | Daily provision of soap at handwashing facilities/washrooms & safe storage over night | Sanitation teacher / teacher on duty |
| 4. | Daily filling of handwashing facilities with water | Sanitation club members / pupils |
| 5. | Daily filling of drums with water in each toilet block for pour flush and anal cleansing | Sanitation club members / pupils |
| 6. | Daily put out of small jerry cans/buckets/trash bins & safe storage over night | Sanitation club members / pupils |
| 7. | Daily check for presence of sanitary buckets for disposal of menstrual pads in girl's toilets (P5–P7) | Sanitation teacher / teacher on duty / pupils |
| 8. | Daily accompaniment of pupils to toilets, for infant classes, to ensure proper use of toilets and training of good toilet habits | Responsible infant class teachers |
| WEEKLY ACTIVITY | | |
| 1. | Orientation of pupils on proper use of WASH facilities during assembly, in classes and/or during school health parades. | Sanitation teacher / teacher on duty |
| 2. | All pupils in P4–P7 will be orientated on how to manage their menses and how to use and clean the washroom | Senior women teacher |
| 3. | Check the incinerator and when full – add fuel and burn with care and supervision | Sanitation teacher / teacher on duty |
| TERMLY ACTIVITIES | | |
| 1. | Placement of 'Use it' stickers in each toilet to enable proper toilet use | Head teacher / sanitation teacher |
| 2. | Replacement of broken bins/drums | Head teacher / sanitation teacher |
| 3. | Replacement of items in the User's Kit such as toilet brushes | Head teacher / sanitation teacher |

**2
CLEAN
IT!**

DAILY CLEANING OF TOILETS, WASHROOMS, HANDWASHING FACILITIES AND OTHER WASH FACILITIES SUCH AS INCINERATORS HAS TO BE PART OF EVERY DAY SCHOOL ROUTINE.

| no. | Activity | Responsible person (examples mentioned) |
|------------------------|---|---|
| DAILY ACTIVITY | | |
| 1. | Ensure cleaning of classrooms, compound, water facilities, toilets and washrooms | Pupils under supervision of the teacher on duty and the sanitation teacher. |
| 2. | Inspection of the WASH facilities to ensure cleanliness | Sanitation teacher / duty teacher |
| 3. | Ensure availability of cleaning kits | Head teacher |
| 4. | Daily emptying of trash can (located outside toilet blocks) and sanitary waste bins | Sanitation club members |
| 5. | Daily emptying of sanitary waste bins (stances for P4–P7) | Sanitation club members |
| WEEKLY ACTIVITY | | |
| 1. | Ensure cleaning of hand washing facilities | Sanitation teacher |
| 2. | Ensure burning of used pads and emptying of ashes from the incinerator | Sanitation teacher |

**3
MAINTAIN
IT!**

| no. | Activity | Responsible person (examples mentioned) |
|--|---|---|
| DAILY, TERMLY AND ANNUAL ACTIVITY | | |
| 1. | Daily inspection/monitoring to ensure that the school WASH facilities are in good working condition/ order (WASH checklist) | Sanitation master |
| 2. | Carry out minor repairs as they occur | Sanitation master |
| 3. | Carry out major repairs, rehabilitation (termly or annual activity) | Head teacher, skilled tradesman (mason / plumber) |
| 4. | Empty toilet pits/septic tank when full (usually once per term for pit latrine, once a year for septic tanks) | Head teacher / pit emptying service provider |

WinS MONITORING FORM

A. SCHOOL PROFILE

Name of school: _____ EMIS number: _____

Girls enrollment: _____ Boys enrollment: _____ Number of teachers: _____

B. WATER ACCESS

B1. What is the main source of water for the school?

| | Main source of water (check one – most frequently used) | Main source of drinking water (check one – most frequently used) | Currently available | |
|--|--|---|--------------------------|--------------------------|
| | | | YES | NO |
| a. Piped-water supply | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Protected well/spring | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Unprotected well/spring | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Rainwater | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Packaged bottled water | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Tanker-truck or cart | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Surface water (lake, river, stream) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. No water source | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B2. If there is no source of drinking water in the school, do children bring drinking water from home?

Yes No

B3. Does the school do anything to the water from the main source to make it safe to drink?

Yes No

B4. If yes, what treatment method is used?

Filtration Boiling Chlorination SODIS Ultraviolet disinfection

B5. In the past term, has there been a day when there was not enough drinking water for all students and staff?

Yes No

C. SANITATION

C1. What type of student toilets/latrines are at the school? Check one – most common.

| | | | | | |
|--|--------------------------|--|--------------------------|--|--------------------------|
| a. Flush/Pour-flush toilets to septic tank | <input type="checkbox"/> | b. Pit latrines with slab with unlined pit | <input type="checkbox"/> | c. Traditional pit latrines without slab | <input type="checkbox"/> |
| a. Flush/Pour-flush toilets to pipe/sewer | <input type="checkbox"/> | b. Pit latrines with slab with lined pits | <input type="checkbox"/> | | |
| d. Composting toilets | <input type="checkbox"/> | e. No toilets or latrines | <input type="checkbox"/> | | |

C2. How many toilets/latrine stances¹ are at the school?

| | Girls' only toilets | Boys' only toilets | Gender shared toilets |
|--|---------------------|--------------------|-----------------------|
| Total number | | | |
| Number that are usable ² (accessible, functional, private) | | | |

C3. In general, how clean³ are the student toilets?

- Clean Somewhat clean Not clean

C4. Is there a toilet for children with disabilities?

- Yes No

C5. Are there signs of open defecation?

- Yes No

C6. Are emergency sanitary pads and spare uniforms available?

- Pads and uniforms Pads only Uniforms only Neither pads nor uniforms

C7. Is there a space available for girls to change with water available?

- Yes No

C8. Is there a functional incinerator for the disposal of sanitary pads?

- Yes No

C9. In the past year, for which items did you allocate and spend budget? Check all that apply.

- Water bills Soap Cleaning materials Maintenance costs None

D. HYGIENE

D1. Are both soap and water currently available at the handwashing facilities?

- Yes, water and soap Water only Soap only Neither water nor soap

D2. How often are group handwashing activities with soap conducted for all students?

- At least once per school day 2–4 days/week Once per week Less than once per week

D3. How many handwashing outlets are there on the school grounds including individual and group facilities?

¹ Include urinals when counting stances (count one stance for every 24 inches of urinal space) // ² Count only toilets that are accessible (not locked from the outside), functional (hole is not blocked), private (cubicle can be locked from inside and door and superstructure does not have major gaps) // ³ Clean: all toilets do not have a strong smell or significant numbers of flies or mosquitos, and there is no visible faeces on the floor, walls, seat (or pan) or around the facility. Somewhat clean: there is some smell and/or some sign of faecal matter in some of the toilets. Not clean: there is a strong smell and/or presence of faecal matter in most toilets.

EXAMPLE TWO STAR CERTIFICATE (PAGE 1)



Wins MONITORING RESULTS // 2019

Thank you for participating in the annual WinS monitoring system. Please find below the WinS status of your school based on your responses submitted on 15/10/2019. Attached are the responses you submitted and their coding according the Three Star criteria.



WATER IN YOUR SCHOOL
YOU ARE CURRENTLY AT
TWO STAR STATUS

The average drinking water star rating for all other participating schools in Kampala is two stars.



SANITATION IN YOUR SCHOOL
YOU ARE CURRENTLY AT
TWO STAR STATUS

The average sanitation star rating for all other participating schools in Kampala is one star.



HYGIENE IN YOUR SCHOOL
YOU ARE CURRENTLY AT
ONE STAR STATUS

The average hygiene star rating for all other participating schools in Kampala is one star.



HOW CAN I IMPROVE WinS?
To move to the next star level, your school must:

- Ensure quantity of treated water per day is sufficient for all learners and staff.
- Ensure incinerators are available for disposal of sanitary pads.
- Ensure the school has a toilet/latrine for children with disabilities.
- Ensure the school has at least one handwashing outlet for every 40 learners.

These aspects can be integrated into your annual school plan and budget. The next round of WinS monitoring will take place 2020, and your school will again receive a star rating. **Good luck!**



Implemented by:



Assessment done and Certificate created: 18/11/2019



WinS MONITORING RESULTS // 2019
Example Primary School

WATER IN YOUR SCHOOL:

SANITATION IN YOUR SCHOOL:

HYGIENE IN YOUR SCHOOL:

ONE STAR

Children bring drinking water from home

There is at least one usable (accessible, functional, private) toilet for girls and one usable toilet for boys

Toilets are clean

There are no signs of open defecation

Soap and water are available at handwashing facilities

TWO STARS

Drinking water from an improved source is available

School uses some form of water treatment

The most common type of toilet/latrine at the school is an improved facility

Emergency sanitary pads and spare uniforms are available

Budget for WinS is allocated and used

Students participate in daily group handwashing with soap

THREE STARS

Quantity of treated water per day is sufficient for all learners and staff

At least one usable stance for every 40 girls and one usable stance for every 40 boys is available

Incinerators are available for disposal of sanitary pads

There is a space available for girls to change with water available

School has a toilet/latrine for children with disabilities

School has at least one handwashing outlet for every 40 learners

fulfilled not fulfilled not applicable



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GIZ is responsible for the content of this publication.



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FOR MILLIONS