WATER. SANITATION. HYGIENE. EDUCATION. LITERACY.

A Guide to **WASH** in Schools

Worldwide, more than 2.5 billion people lack access to adequate sanitation facilities. One in nine lack access to safe water. And the number of people who own a mobile phone exceeds the number who have a toilet.[1,2]

Research also tells us that 250 million children are not receiving the education they need to master basic academic skills — even though half of them have spent at least four years in school.[3]

When a community's lack of access to safe water and sanitation services coincides with an inability to provide quality education, the impact on the health and opportunities available to its children is adverse and long-term.

Water, sanitation, and hygiene (WASH) projects undertaken by Rotarians focus on enhancing sanitation, building toilets and latrines, and developing new ways to manage waste. Rotarians seek to understand the traditional water and hygiene practices of the community's residents in order to create healthier, sustainable overall water systems.

Our basic education and literacy programs strengthen the knowledge, skills, and resources available to help communities improve learning outcomes, reduce gender disparity in education, and increase literacy rates. Guided by research, Rotary members invest in training educators to develop and implement curriculums that engage and inspire primary and secondary school students.

[1] World Health Organization and UNICEF Joint Monitoring Program (2015), "Progress on Drinking Water and Sanitation, 2015 Update and MDG Assessment"

[2] International Telecommunication Union (ITU) 2015 "The World in 2015, ICT Facts and Figures"

[3] UNESCO Education for All Global Monitoring Report 2013-2014, "Teaching and Learning: Achieving Quality for All"

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WASH in Schools

By investing in water and sanitation systems in schools, Rotary brings clean water, sanitation, and hygiene services directly to children, reducing their exposure to waterborne diseases. Creating healthier water systems in schools creates a positive cycle by significantly improving school enrollment and attendance. Children who attend school and learn positive health behaviors like hand washing take these behaviors home to their families. By working within the school environment, Rotary helps more children learn, grow up healthy, and achieve their full potential.

Research[4] shows that WASH in Schools programs:

- Reduce school dropout rates — particularly for girls who otherwise may leave school at puberty

- Increase community adoption of good WASH behaviors as children become change agents within their families and communities

- Prevent the spread of disease and reduce nutrition deficiencies, diarrhea, and other illnesses related to inadequate access to safe water, sanitation, and hygiene

- Teach equitable ways that girls and boys can support the health of their school, including cleaning toilets, fetching and boiling water, and caring for sick people

What is Rotary's WASH in Schools Target Challenge?

Rotary International has issued a global challenge to Rotarians, asking them to work collectively to improve education quality and access — particularly for girls — by working with communities to provide improved WASH services, teacher training, and curriculum enhancement. Rotary's WASH in Schools Target Challenge aims to answer a critical question: Can Rotarians work together and focus their energy to achieve a common goal that integrates water, sanitation, and hygiene with basic education and literacy? And, if so, what is the measure of impact that Rotary could have in the world?

Rotary's Target Challenge will be piloted in five countries: Belize, Guatemala, Honduras, India, and Kenya. Rotarians in those countries will have until 30 June 2020 to achieve key milestones both in Basic Education and Literacy and in Water, Sanitation, and Hygiene, working in partnership with schools, Rotary clubs, and districts around the world.

For the WASH in Schools Target Challenge's integrated model to be successful, pilot projects must reflect an equal investment in both areas. For example, projects can focus on helping teachers build their capacity as educators by participating in trainings on how to incorporate hygiene programming into classroom lessons. Or they can show educators how to use the school's sanitation facilities as a means for interactive learning (e.g., hand-washing demonstrations). The result is that children learn about disease transmission and practice good hygiene behaviors through an interactive, integrated learning environment, and they can take those lessons home to their parents and families.

By taking on the WASH in Schools Target Challenge, Rotary members join a global WASH in Schools movement. And Rotary has the unique overall opportunity to contribute new information and perspectives to a growing effort to improve education — as well as water, sanitation, and hygiene systems — worldwide.

[4] Raising Clean Hands: Advancing Learning, Health, and Participation Through WASH in Schools (Joint Call to Action, 2010)

What is the WASH in Schools Framework?

Developing successful and sustainable WASH in Schools projects isn't easy. To help clubs and districts set goals, measure success, and achieve meaningful impact, Rotary created a framework with three levels of program success.

At each level, there are health benefits for the children and school. To celebrate the effort of Rotarians as they work with schools to achieve each level, we have also included district, country, and international recognition.

ROTARY ONE STAR
⭐

Clubs, districts, and schools work together to achieve the minimum standards for a healthy school environment, such as access to improved water and gender-segregated improved sanitation. At this level, Rotarians and schools work toward building a strong foundation for WASH in Schools. Students have access to services that later activities will build on for a sustainable project. Rotarians who work with schools to achieve this level of success will be recognized by their district governor through a district or country-level committee.

ROTARY TWO STARS
⭐⭐

Clubs, districts, and schools take the next step to create a healthier school. Much like a ladder, the WASH in Schools services build on one another. At this level, Rotarians and schools work toward integrating services into daily living. Members of the school community transition into a role with more responsibilities for ongoing services, learning to provide technical support for water and sanitation systems. Students are taught about menstrual hygiene practices, so the school is prepared with resources such as emergency sanitary napkins and the availability of teacher counseling. In addition, enhanced sanitation facilities are used by all students. Rotarians who support schools to achieve this intermediate level of success will be recognized by Rotary and UNICEF.

ROTARY THREE STARS
⭐⭐⭐

Clubs, districts, and schools work together to achieve Rotary's highest level of program success. At three-star schools, access to healthy water and clean sanitation facilities is a fundamental right for all students, including those with disabilities. Rotarians collaborate with the school community to ensure that the school environment meets national standards and that hygiene education becomes part of the existing curriculum. New hygiene habits have become social norms, and Rotary clubs and districts have made an ongoing commitment to improve sanitation across the country. Rotarians and schools achieving this level of success will be individually recognized by Rotary and UNICEF.

For more information about these levels, review the Rotary WASH in Schools Target Challenge Framework. In designing your project, remember:

- One-star, two-star, and three-star projects may be organized as club service projects, district initiatives, district grants, or global grants.

- The levels are cumulative. That is, a two-star project includes all of the goals from level one. A three-star project builds on the achievement of one- and two-star goals.

- The benchmarks that define each level integrate basic education and literacy activities and milestones with water and sanitation, using WASH to build capacity in the school and enhance educational outcomes. The benchmarks should be modified to the local context.

- Although each level has clearly defined benchmarks, there are many ways to reach them, based on local contexts and established relationships. For instance, there may already be a technology or system present in a school that you can use to reach other benchmarks.

- Before beginning a project, use the school assessment to determine the maximum number of stars the school can realistically achieve. Base the project design and budget on that goal. Later, you might be able to build on this project's activities to reach a higher level.

How to use this guide

This guide is a basic resource to help Rotary members design, deliver, and evaluate their WASH in Schools programs. It includes tips, checklists, and step-by-step instructions for assessing a school, managing funds, building capacity, evaluating project success, and advocating for lasting change.

The guide also contains a glossary, a list of resources, and recommended reading. In addition, the WASH in Schools Framework and other supplemental materials are available to help you design a successful project.

SEEING THE BIG PICTURE:
CREATING A WASH IN SCHOOLS PROJECT

A successful, sustainable WASH in Schools project comes together as the result of careful consideration, thoughtful planning, and rigorous execution of each of several independent – yet interrelated – project components.

Community assessment

Conducting a comprehensive community assessment identifies a community's water, sanitation, and educational needs, explores its available assets, provides information about traditional water and hygiene practices, and determines the water and sanitation technologies that will best fit the community. It's important to always seek the feedback and the active participation of community members in the assessment process — from start to finish.

Financial planning

Financial planning involves identifying potential funding sources that will ensure the sustainability of your project, and understanding the comprehensive costs associated with the project (technology, educational programming, evaluation, advocacy) that will be factored into long-term budgeting decisions.

Technology solutions

Addressing the community's needs often means ensuring that the right technology solutions are — or will be — in place. And, once they're in place, you want to be sure you've planned for their ongoing maintenance, for technical assistance, and for future funding and training needs.

Monitoring and evaluation

Creating a clear monitoring and evaluation plan establishes a way for your team to track and measure progress toward the project goals. Monitoring involves ongoing assessment and tracking of information related to your project. An evaluation draws conclusions and offers a measure of the project's success.
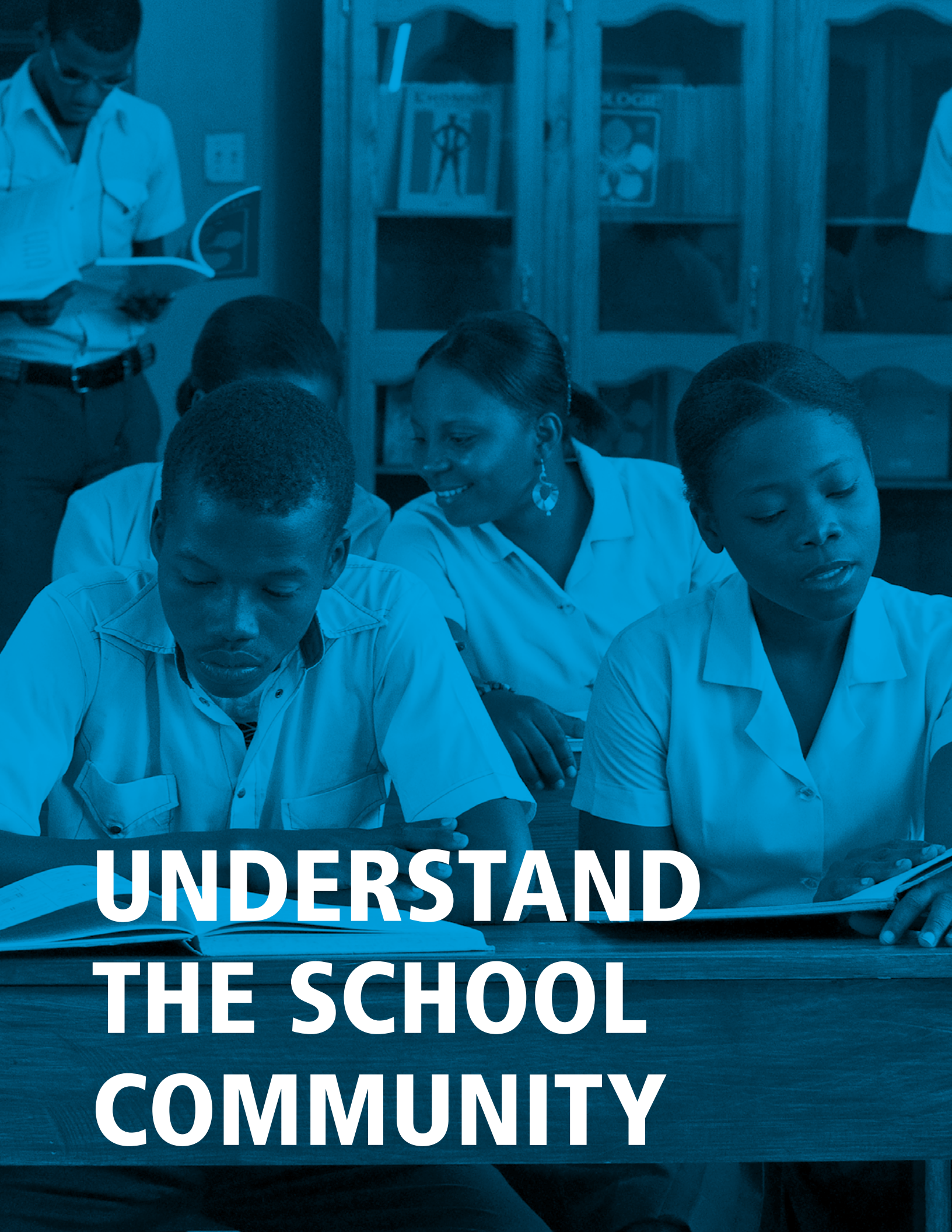
Training teachers

Providing teachers with tools to develop a safe and creative learning environment ensures sustainable delivery of WASH in Schools objectives. Training teachers establishes the groundwork for the transmission of knowledge for generations to come.

Effective advocacy

The blueprint you create and the lessons that are learned from your project advance effective advocacy, which is required to ensure that every child in need can benefit from a WASH in Schools project. By leveraging our knowledge and expertise, Rotarians can become champions for safe, healthy schools; safe, sustainable water; and an end to poverty, disease, and illiteracy worldwide.

Behavior change

A strong hygiene education program addresses behavior change on a comprehensive level. Encouraging a thorough understanding of the impact of good hygiene practices while encouraging active participation at school empowers children. They become agents of change in their community.

An assessment effectively introduces your team, enables you to connect with key stakeholders, and helps you understand the school's needs. In Rotary, we know that projects that meet the needs of the local community are more likely to be completed, and much more likely to be sustained when a project ends. Building that community investment begins with these initial conversations.

To get a complete understanding of complex issues like education, sanitation, and healthier schools, we need to involve different groups of people — teachers, parents of students, students, administrators, and leaders of school clubs such as Health Brigades or Interact. It's important for these conversations to take place at each school. Although a brief from a nongovernmental organization, a geographic survey, or a government status report can be helpful, none of these can take the place of local conversations, interviews, and assessments.

Community assessments are not just a good idea; they're required. In order to receive Target Challenge recognition, your team must conduct an assessment of the school before you begin your WASH in Schools project. You'll see how community assessments build trust as well as an enduring foundation for your project.

Community assessments, step by step

1. **Define the scope of the assessment.** Water, sanitation, and education are big issues. To be successful, your team needs to decide exactly what you need to know and where to find that information.

2. **Create a list of the school stakeholders.** Start with political leaders, school administrators, and religious leaders, whose support is essential to the project's success. But don't stop there. Include teaching assistants, children, and anyone whose lives will be most affected by this project.

3. **Use the right assessment tools.** Different tools work best with different groups. Decide whether the project team will use interviews, focus groups, surveys, or another assessment device. Or you may use several approaches to obtain needed information.

4. **Establish clear roles for the assessment.** If you're using a survey, decide who will disseminate it, who will tabulate results, and who will report the team's findings. For a focus group, identify a facilitator, note taker, and timekeeper. Each assessment tool requires a different plan.

5. **Listen.** When your team is excited about a WASH in Schools project, it's easy for members to dominate the conversation. Start the assessment with a listening tour in which members of the school community do most of the talking. Ask open-ended questions. Listen closely to the responses. Set up a series of interviews, conversations, and focus groups. Remember, the less you speak, the more you will hear from the community.

UNDERSTAND THE SCHOOL COMMUNITY

6. **Identify goals with the community.** What are the school community's dreams for the children? What are the school's educational priorities? After you've heard from the community members, tell them how your project will align with these local goals. Brainstorm big ideas, specific project goals, and the necessary steps to make them happen.

7. **Do an environmental scan.** Ask questions about community assets. Find out about similar projects in neighboring communities. Use surveys, blueprints, maps, and consult with the relevant local officials to understand the school and community's water supply.

8. **Analyze your data.** By now, you have a lot of information — from interviews, focus groups, community brainstorming sessions, and blueprints and maps. Use it to finalize the project plan. And develop a plan to monitor and evaluate the project as it progresses, possibly using some of the same assessment tools to follow up.

9. **Share your results.** By answering your questions, participating in focus groups, and taking surveys, community members have given the gift of their time. Honor that by sharing what you've learned with them. Check for mutual understanding and agreement. Incorporate their input into the final plan.

Policy landscape and bottleneck analysis

Just as it is important to assess a community to properly guide the design of a WASH in Schools project, it is equally important to assess the supporting environment and context in which you will be working and to learn about WASH initiatives in area schools.

To have a major impact in the school, you need to understand the local community. This requires learning about local policies and limiting factors. Start by determining whether there are factors that could impede the success of your project. Ask yourself whether the project design accounts for policy standards, and whether it fills any local gaps.

The idea is to become informed about WASH conditions in schools in general, but more important, about conditions in the local context.

It's likely that you'll find resources and experts who have already conducted their own analyses. Learn which organizations have influence, determine what type of work they are doing and what plans they have, and consider working with them. For example, if you identify a local nongovernmental organization that prints innovative educational materials but is short on people to conduct workshops to train teachers to use the materials, you can collaborate with the NGO to fill this gap.

These steps can help you assess the WASH in Schools landscape:

1. Identify people who are familiar with WASH in Schools services both locally and nationally.

2. Use these people to find the information you need, such as policies that apply to WASH in Schools considerations. For instance, officials and employees from the Ministry of Education can know about gaps in the national curriculum.

3. Lastly, think about how to use the information you collect. Does it reveal gaps that point to the most appropriate place for a project?

Tips for assessing the WASH in Schools landscape[5]

☐ **Read publications, briefs, and documents** that provide insight on WASH in Schools.

☐ **Hold discussions with colleagues.**

☐ **Interview key stakeholders** who can provide insights into gaps in the sector.

☐ **Review policies** — from ministries of education and health and other government bodies — that have an impact on WASH in Schools.

☐ **Seek out guidance** of people in government and in nongovernmental entities, and decision-makers with experience in relevant areas.

☐ **Look for potential advocacy partners** with an interest in WASH in Schools, including members of interest groups, health professionals, community members, and other relevant stakeholders.

☐ **Collect information** that supports the changes your project will work toward.

[5] "Stronger Health Advocates, Greater Health Impacts: A Workbook for Policy Advocacy Strategy Development" (PATH, 2014)

Recommended stakeholders for WASH in Schools projects

• School management committees	• Government water authority
• Parents	• Service providers (hand pump mechanics, community outreach workers, scavengers, etc.)
• School administrators	
• Female and male teachers	
• Female and male students	• Out-of-school youths
• Ministries of education and health	• Former students and graduates
• School service clubs like Interact	• School management committees
• District municipalities	• Adult education institutes
• Utility companies	• Libraries/librarians

Identify the right assessment tools

Combine or adapt the tools listed below to meet the needs of the school you're working with. You can also consider interviews, town hall-style discussions, and other approaches.

☐ Survey   ☐ Focus group   ☐ Asset inventory

Survey

A survey is an effective tool for assessing the community's perceived strengths, challenges, needs, and opinions, and for determining the school's assets. Surveys can be delivered by email, phone, or in person. In cases where literacy is an issue, surveys can be read to participants.

Advantages of surveys:

• They can be repeated.

• They can be completed anonymously, encouraging honest responses.

• They are inexpensive to administer.

Disadvantages of surveys:

• Identifying prospective respondents can be difficult.

• There are challenges in collecting contact information that enables you to ask follow-up questions or track respondents over time.

• Limited internet access can make online surveys a problem.

• Phone interviews can reflect interviewer or sample bias.

• It can be hard to get a representative sample of the entire school community.

• It's hard to design surveys for low-literacy populations.

Types of survey questions

Multiple choice. This works best when there are a fixed number of options. Always provide an "other" category with the opportunity to fill in a unique response.

Example:

The last time your youngest child passed stools, what was done with the waste?[6]

☐ Child used toilet/latrine   ☐ Thrown into garbage   ☐ Other:

☐ Put/rinsed into toilet/latrine   ☐ Buried   ☐ Don't know

☐ Put/rinsed into drain or ditch   ☐ Left in the open

Rating scales. Respondents rate their opinion of a statement or set of statements along a range of feelings or attitudes.

Example:

Read each of the sentences below and indicate your degree of agreement with each statement.

1	2	3	4	5
Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree

We have enough teachers in our school.
1 ········· 2 ········· 3 ········· 4 ········· 5

Our school's teachers are well qualified.
1 ········· 2 ········· 3 ········· 4 ········· 5

Our school provides a safe environment for our children.
1 ········· 2 ········· 3 ········· 4 ········· 5

Our school understands the needs of boys and girls.
1 ········· 2 ········· 3 ········· 4 ········· 5

Our school encourages students to be youth leaders in clubs and organizations.
1 ········· 2 ········· 3 ········· 4 ········· 5

Our school has strong leadership.
1 ········· 2 ········· 3 ········· 4 ········· 5

Our school knows how to fix and replace its water purification system.
1 ········· 2 ········· 3 ········· 4 ········· 5

The water at our school is always safe for children to drink.
1 ········· 2 ········· 3 ········· 4 ········· 5

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[6] Core Questions on Drinking-Water and Sanitation for Household Surveys (World Health Organization and UNICEF, 2006)

Demographic questions. Demographic information (e.g., gender, education, occupation) may reveal trends within the community.

Example:

What is your age?

☐ Younger than 13	☐ 25-34	☐ 55-64
☐ 13-18	☐ 35-44	☐ Older than 65
☐ 19-24	☐ 45-54	

💡 Tips for designing a good survey

☐ **Explain why you're conducting the survey.** People are more likely to respond if they understand how their participation will contribute to future WASH and education services.

☐ **Keep it short.** If the survey is too long, respondents may rush their responses or give up partway through.

☐ **Keep it simple.** Use the simplest words possible. Avoid jargon, acronyms, and technical language. Consider using pictures if you're working with a low-literacy population.

☐ **Make sure your questions are unbiased.** Avoid leading questions like "Would you like to see new latrines in the vacant lot instead of a playground?" in favor of a more neutral form: "What would you like to see developed in the vacant lot next to the school? A) latrines B) playground C) other (please describe)"

☐ **Test your survey.** Testing the survey with a small group can reveal whether your questions are clear. Community members may interpret some questions very differently from the way you intended. Use the feedback from the test subjects to design the final survey.

☐ **Bring along a translator** if you don't speak the local language.

Focus group

A focus group is a structured small-group discussion that's designed to elicit information, in this case, about a school's needs. A trained facilitator leads a group of six to 12 participants through a series of carefully worded, open-ended questions on various school issues. The facilitator's job is to ensure that all participants contribute to the discussion and to ask follow-up questions about key issues.

Your team may decide to host several focus groups with different sets of participants based on their role in the school or the community, age, gender, or other factors.

Advantages of focus groups:

- They provide insight into complicated topics like school politics, gender issues, and community dynamics.
- They provide insight into the needs of low-literacy populations, who are underrepresented in written surveys.
- A dynamic group discussion can give your team information that you can't obtain from individual interviews.

Disadvantages of focus groups:

- Without careful training, facilitators can ask leading questions, take sides, or bring their assumptions into the discussion.
- Discussion can be dominated or sidetracked by a few individuals, including the facilitator.
- Transcribing focus group discussions, reviewing notes, and analyzing data are time-consuming tasks.
- The information gathered may not represent the view of the whole community, which may necessitate holding additional focus group discussions.

Prepare your questions

Decide what you want to discuss. For instance, you may want to learn more about the current state of hygiene education at the local school, the group's ideas for improving hygiene education, and what resources they'd need to do that. Develop questions to guide the discussion and encourage participants to share their ideas:

- **Opening questions** get participants talking and feeling comfortable. They should be easy to answer: *"How long have you worked at the school?"*

- **Introductory questions** get the group thinking about the topic and focus the conversation: *"If you could change three things about your school, what would you change and why?"*

- **Transition questions** prepare participants for the in-depth conversation: *"What factors prevent girls from attending primary school? Secondary school?"*

- **Open-ended questions** allow respondents to answer in their own words. Although this format can produce more-nuanced responses, you have to analyze them individually: *"If you could change one thing about your school, what would it be? Why would you change that?"*

- **Key questions** focus on major areas of concern and guide the majority of the discussion: *"What resources do families need to send their daughters to school?"*

- **Closing questions** wrap up the discussion and allow participants to voice any final thoughts: *"Do you know any parents who would be interested in telling us why they don't send their daughters to school?"*

Opening questions

Begin with introductory questions that are meant to create a comfortable environment for girls and that ease into key questions and activities.

1. Let's get to know one another. Can everyone tell us:	• *What grade/standard are you in?* • *What is your favorite subject in school?* • *What is your favorite color?* • *Your favorite … (continue until the girls respond more openly)*

2. What is the best part about school?

Key questions and follow-up questions

3. Can you describe a typical day in school, starting when students arrive?	• *What classes are available to students?* • *How long is your school day? Are there any breaks?* • *Do students ever go home early during the school day?*
4. Can you describe the usual conditions of the toilet/latrine at this school?	• *How many are there?* • *Are there separate toilets/latrines for boys and girls?* • *Do you have any comments on their cleanliness? Smell? Privacy? Safety?* • *What kinds of materials are available for personal hygiene?* • *How can girls dispose of personal supplies?*
5. Can you explain any school rules on toilet/latrine use?	• *Do all students use the toilet/latrine?* • *Are there places used besides the toilet/latrine? Where and why?* • *When are students allowed to use the toilet/latrine? During breaks? Class?* • *Are the toilets/latrines accessible? Are they kept locked?* • *If hauling water is necessary, who does it?*

An effective focus group should be designed so that it is a collaborative discussion. The chart to the left is a good example of guided questions for a group of girls about menstrual hygiene management in their school.[7]

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[7] WASH in Schools Empower Girls' Education: Tools for Assessing Menstrual Hygiene Management in Schools (UNICEF, 2014)

💡 Tips for conducting an effective focus group

☐ **Think about language.** If interpretation is needed, identify a local community member who can accurately interpret your discussion. Provide training to help the interpreter understand the purpose of this focus group.

☐ **Find the right location.** Select a place that's convenient, private, and comfortable for a small-group discussion. Choose a time that works for this group.

☐ **Take notes.** Assign a member of the project team to take notes. Make an audio or video recording of the discussion.

☐ **Explain the purpose of your focus group.** Explain why you're there. Introduce yourself. Establish simple ground rules like speaking one at a time, listening respectfully, and avoiding arguments.

☐ **Guide the discussion.** Since it can be easy to get off topic, establish a schedule beforehand, such as 15 minutes per question.

☐ **Encourage all participants to share their ideas.** Listen carefully and ask for clarification. Maintain your neutrality as facilitator. Make sure the discussion stays on topic.

☐ **Be open to new ideas.** You may discover that your team needs to broaden its WASH in Schools project plan in order to achieve the project's goals.

Following up with participants

Thank focus group participants for their ideas and time. Share your conclusions with participants and invite them to get involved in the project.

☐ Have a follow-up meeting with the group when you complete your project design.

☐ Keep the group informed of projects that grew out of the focus group discussion.

☐ Bring the group members back together at the midpoint of the project to ask for their feedback.

Additional focus group ideas

• Hold separate focus groups on the same issue with members of your club and members from the local community and compare the responses.

• Separate groups according to subgroup characteristics, such as gender, age, grade level, occupation within the school, disability. Create a safe space for focus group participants to share their ideas.

Asset inventory

An asset inventory identifies the various resources in a community, including its people, physical environment, institutions, services, and events that can contribute in meaningful ways to the proposed project's success.

Advantages of an asset inventory:

- It maximizes available resources.
- It encourages the creation of inclusive networks of people.
- It identifies priorities within the school community.
- It can be maintained, expanded, and enhanced over time.

Disadvantages of an asset inventory:

- It's time-consuming.
- Determining which assets to leverage can be challenging.
- Interests, skills, and other intangible assets can be easily overlooked.

Sample data from a school assets inventory

- Several older men in the community have construction skills.
- The school has an Interact club that has organized several community cleanups, including one around the town's well.

- A local women's group has an interest in producing sanitary pads, and several of the women have sewing machines.
- A local parents association raises funds for the school.

Tips for conducting an asset inventory

- ☐ **Invite a small, diverse group** of school community members to one or more sessions.
- ☐ **Use strong group facilitators** to ensure that all participants have an opportunity to share their ideas.
- ☐ **Analyze the results**, organizing the assets and showing their interconnectedness.
- ☐ **Update the inventory** on a regular basis.

Suggested questions

What is special about your school and community?

What skills or knowledge in your school or community should be passed down to the next generation?

What products are made in your community?

What events are held in your school and community? Include religious, social service, sports events, music and entertainment, and other types of gatherings.

Where do people gather?

What skills do community members have? What knowledge or expertise do they have that might be taught to others?

What topics interest a significant number of community members?

What institutions exist in the community? Are there any that are already involved in WASH in Schools efforts?

Who are the community's leaders? Whom do people listen to?

How do people share information in the community? Who are the people who always seem to know what's going on?

What services are provided in your school or community? Who provides them?

What natural resources are found in your community?

What businesses exist in your community?

What volunteer activities exist in your community, both formal and informal?

What other organizations or groups provide support in your school or in area communities?

How do community members show that they care for and trust one another?

Asset inventory variations

- Divide participants into groups by gender, age, or profession to reveal the ways that different groups view the school.

- Incorporate a group walk around the school so that your team, and the community members, can take a new look at their school grounds.

The results of a thorough school assessment will vary depending on the school you work with. Ultimately, an analysis of information gathered from school stakeholders and other sources will help you create an informed project plan. Also, conversations with members of the school will determine which WASH in Schools Target Challenge star level your team will pursue, so the project will be designed from the beginning to lead to that desired level.

Additional resources, such as examples of surveys, focus groups, and asset inventories, are available in the WASH in Schools Worksheets, a booklet accompanying this toolkit. Find the worksheet resource, as well as others, at Rotary.org.

MONITOR AND EVALUATE PROJECT SUCCESS

Work with the school to develop a monitoring and evaluation plan, which is meant to guide your team's progress toward its goals. The plan helps everyone — your team, the school, and the community — understand what you hope to accomplish, how you plan to do it, and how you will measure success. Everyone involved in implementing a school's WASH and educational activities should be involved in deciding on roles and responsibilities related to monitoring and evaluation. A monitoring and evaluation plan should describe who will be responsible and how tasks within four categories — monitoring, evaluation, learning, and resolution[8] — will be carried out.
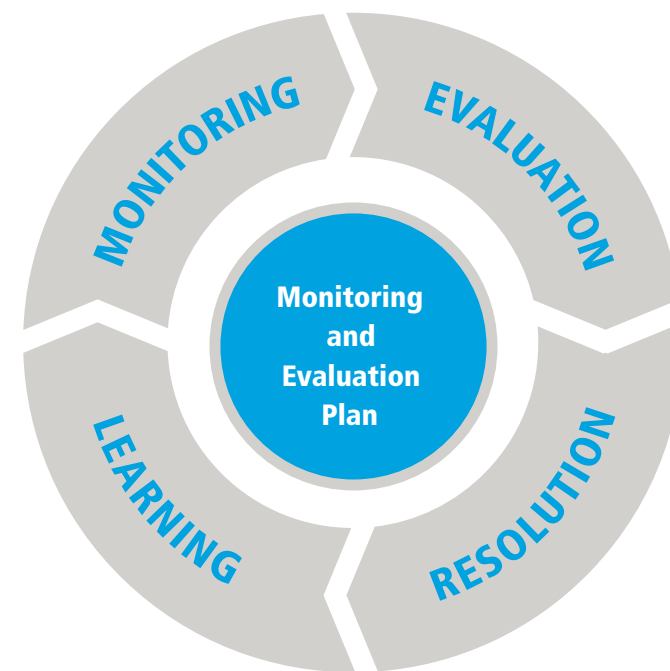
Monitoring uses measurements to track progress and efficiency during and after a project. A well-planned WASH in Schools project should monitor:

- Functionality and performance of infrastructure
- Usage
- Behavior changes
- Skills and knowledge acquired
- Environmental changes
- Governance and effectiveness of WASH committees
- Educational outcomes

[8] Monitoring, Evaluation, Resolution, and Learning Overview (WASH Advocates, 2014)

The WASH in Schools Target Challenge has defined a set of measurements for each milestone, so your club won't have to define new ones. Review the measurements with club members, partners, school administrators, teachers, and students. Before starting any activity, be sure to collect initial measurements, known as baseline data. These are essential for future comparisons of progress or change generated by your project.

Evaluation measures the overall success of a project, and typically occurs after the project has been implemented. While monitoring may ask, "How many teachers participated in our capacity-building workshop?", the evaluation asks if the program's reach was adequate, if the effects of the intervention were lasting, and if they made a significant difference in the school.

Resolution is the active approach to addressing issues or gaps found through data collection and analysis. Resolution is continuous. The cycle takes into account unsuccessful components of the project design as they are found and the follow-up action plan to resolve the failures. Suppose monitoring reveals that teachers are not practicing the skills and knowledge they were meant to attain through a hygiene education workshop held at the beginning of the project. Monitoring alerts you to the problem so you can look into the reasons for it. Following up with participants may reveal that teachers did gain the intended skills and knowledge from the workshop but that they are having difficulty finding the time to use what they learned. Knowing this, you and the other stakeholders can address the issue within your project's design so that success can be achieved.

Learning refers to the incorporation of the lessons learned from continuous monitoring, evaluating, and resolution. These lessons should be shared with your club and the school as well as with outside organizations. The learning part of the cycle not only helps you improve the project you are currently implementing but will help improve the planning and preparations for future projects.

Regular monitoring creates a better project — one that fits the culture, strengths, and limitations of the school you are working with. You can share your team's successes with others, as well as the lessons you learned, and develop a strong foundation for future projects. To help you achieve success in Rotary's WASH in Schools Target Challenge, standard objectives and measures showing exactly what you need to monitor and evaluate are provided. Following these ensures that your efforts and those of Rotary members in other countries will contribute to universal measurements of success. Most importantly, it encourages your team to achieve goals that contribute to healthy schools, healthy children, and healthy communities.

You don't have to design a monitoring and evaluation plan alone. There are many organizations around the world that specialize in evaluating international development projects like yours. Working with an evaluation partner — a government agency, university, or nongovernmental organization — provides access to that partner's expertise as your team builds its skills.

Follow these steps to understand the planning process for monitoring and evaluation and how to comply with the Target Challenge standards of measurement.

Monitor and evaluate

1. **Align your project with the global goal of Rotary's WASH in Schools Target Challenge.** Your team shares with others around the world the goal of providing a safe school environment for children. Rotary's WASH in Schools Target Challenge aims to achieve this and to improve the quality of education.

2. **Design SMART objectives.** To achieve your project's goal, you will have a number of objectives for each element of the goal — higher-quality education, greater teacher capacity, improved school curriculum, increased access to safe water and clean hygiene facilities, and more effective hygiene education.

   SMART stands for specific, measurable, achievable, relevant, and time-bound. The Target Challenge objectives will help you transform your project ideas, like increasing teacher capacity or providing clean water, into activities you can measure and monitor over time.

3. **Using the objectives, identify the change that your team will achieve.** What will people be able to know or do as a result of your work? Will they gain awareness, change their attitudes, learn new skills? How will the school's sanitation facilities be different? What new experiences will children have in the classroom? The WASH in Schools Framework includes possible results from each objective. If you have different outcomes, share your ideas with us.

4. **Determine how your team will measure success for each objective.** Success can be measured through surveys, focus groups, interviews, water samples, school attendance, or enrollment data. To ensure that data are collected in a uniform way, we've established measurements for Rotary's Target Challenge that help us see how a team's local actions contribute to change for children worldwide.

5. **Collect data.** The Target Challenge requires that you collect information about your project over time. Work with the school to determine the method and schedule for data collection. You can be involved by doing periodic visits to collect data or by ensuring that responsible parties at the school are collecting quality information at the specified times. Keep good records so you can see how your team is working toward its project goals and to complete the latter categories of the monitoring cycle — resolution and learning.

The first time you collect data should be before implementing any project activities. This baseline data will enable you to properly evaluate the project's success. By comparing baseline data with data collected post-project, you will be able to clearly see the activity's impact.

6. **Share information.** Convene a meeting of club members and school representatives to discuss your findings. Exchanging information is part of the learning process. Identifying project shortcomings and devising ways to address them improves the entire WASH in Schools sector. Also, many countries have national education management information systems. Sharing the collected data keeps education leaders informed about the project and the overall status of WASH in Schools in the country.

This is a general approach to developing a monitoring and evaluation plan. For more thorough guidance, complete the monitoring and evaluation supplemental worksheets.

FIND THE RIGHT TECHNOLOGY

Technology matters. If you work closely with members of the school community to select the right technology for the local context, your project is much more likely to be sustainable. Remember, after this project ends, community members will be the ones who manage, repair, and replace the technology. Consider the school's investment, interest, and capacity before your team decides on a technological solution.

1. **Use the school assessment.** The assessment tells you what resources and skills exist within the local community. When selecting technology, and considering how that technology will be operated and maintained, consider these four factors:[9]

   - Technical: What are the technical requirements? Are replacement parts readily available? Does the proposed technology require something — electricity, Wi-Fi, replacement parts — that will not be available in the community?

   - Environmental: Does the technology work with the local environment? Will the soil in the area provide sufficient stability? Is there a nearby water supply throughout the year? Will the area flood during the rainy season?

   - Institutional: How will the technology be institutionalized? Are there already systems in place to monitor, repair, and fund it?

   - Community: How does the technology fit with the local culture? Does your choice work with cultural norms, religious rules, gender roles, and concepts of privacy?

2. **Consider financial implications** of maintaining, operating, and replacing the technology you are considering.

3. **Conduct a risk analysis for technology options.** Every choice has risk. A new technology may produce impressive results but it may be costly to maintain. A low-cost technology may require more-frequent maintenance. Anticipate these risks and work with your team to mitigate them through a risk management plan.

4. **Assess the skills and knowledge available within the community to sustain the technology you choose.** If they are insufficient, investment may be required to cultivate those assets, which will add costs to the project.

5. **Work with the school community to make a final decision.** Using the financial plan, risk analysis, and other research will enable you to determine the right technology for this project. Technology installed in a school should be child-friendly, address the needs of women and girls, and be usable by teachers and adult staff members. For instance, if you're installing urinals in a primary school bathroom, be sure they're placed at the right height for five- to eight-year-olds, and provide an alternative for older children and staff members.

> Your school doesn't need the newest, most complicated, and most expensive technology on the market. Simple, low-cost solutions reduce risk, require less training, and increase the likelihood that the project will meet the cultural preferences, expectations, and needs of your community.

To ensure that your team includes all stakeholders in technology decisions, consider bringing the school community together for a discussion, or holding a communitywide vote that includes everyone, including children and youths. Educate members of the school community about each choice, including how it will be maintained. Create a list of operations and maintenance tasks that specifies who will be responsible, how each task is funded, and whether training will be provided.

6. **Create an operation and maintenance plan** to ensure the longevity of the project.

   Write a plan that accounts for the skills and knowledge available in the community. This plan should include:

   - Planned training for key personnel responsible for maintenance checks

   - Scheduled maintenance checks

   - Accountability of parties responsible for ensuring that operation and maintenance activities are adhered to

   - Anticipated financial costs associated with ongoing operation and maintenance activities and repairs

   - An established fee collection system to provide a revenue stream for operation and maintenance activities

Choosing the right technology, can be the first step in creating a healthy environment for children to learn and grow. The WASH in Schools Framework includes some example outcomes of proper technology choice. Students are not forced to open defecate or hold back bathroom needs while at school, fecal-oral transmission of disease is reduced, among others. What are some outcomes from your project?

[9] Operation and Maintenance of Rural Water Supply and Sanitation Systems (WHO, 2000)
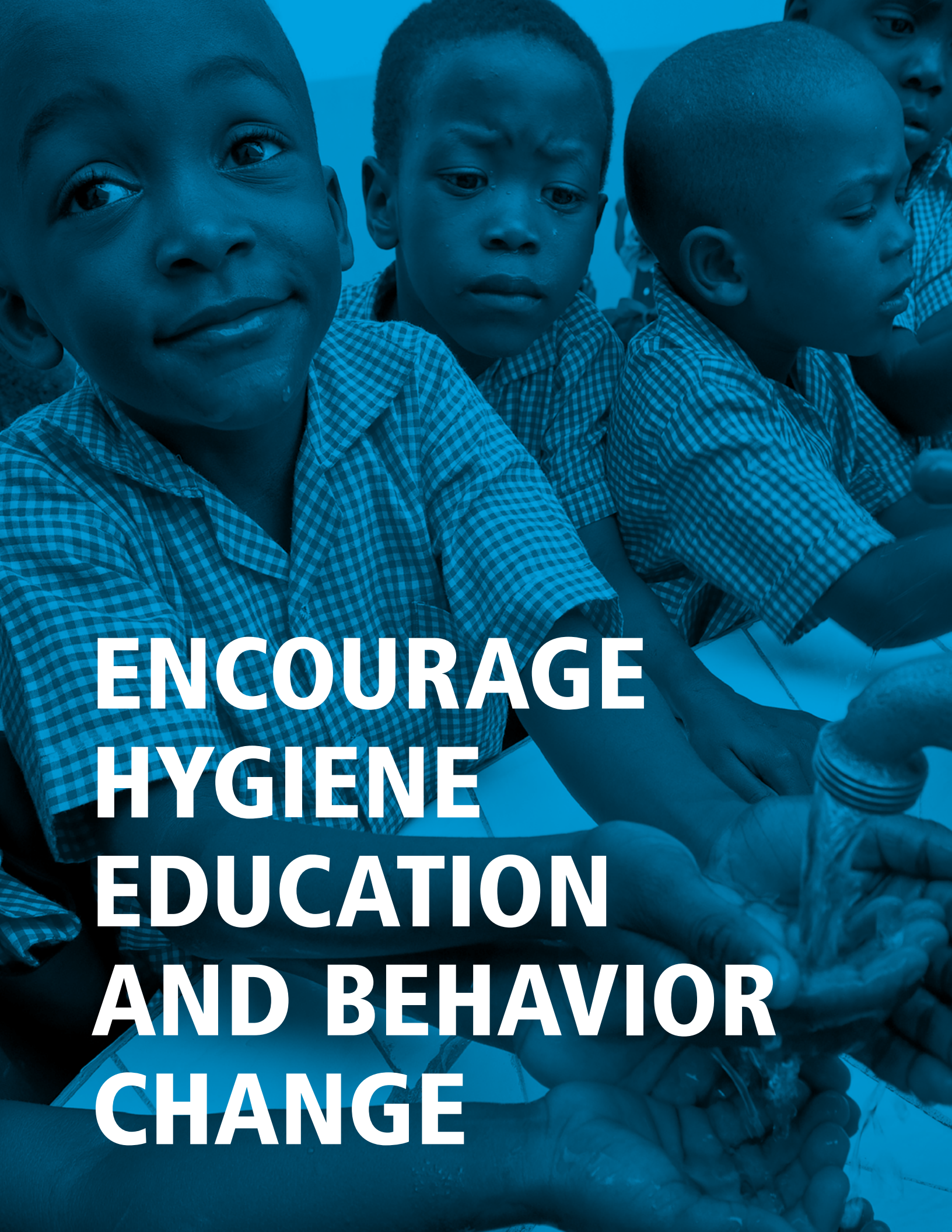
ENCOURAGE HYGIENE EDUCATION AND BEHAVIOR CHANGE

Building a healthy school community takes more than a new well, clean toilets, and a freshly painted mural on the school wall. To ensure that your team's changes have a lasting health benefit for the community, you need to invest equally in effective hygiene educational programming that not only encourages the formation of proper hygiene habits but that also promotes changes in behavior.

WASH in Schools empowers children and youths to be agents of change. As children share new hygiene practices with their siblings, parents, and other family members, these people begin to adopt the healthy behaviors in their homes. As they do, the whole community becomes healthier.

When considering the design of a WASH in Schools project, be sure that the hygiene education component provides a strong knowledge base while encouraging the formation of healthy habits. The educational goal is to gradually develop hygiene expertise. This results in students having a full understanding and an ability to independently make good hygiene choices.

Consider introducing hygiene education in progressive levels of complexity, forming a "stairway." At the very bottom is the ability to remember basic hygiene information. By the time students master the top level, they should be able to learn more complex hygiene practices and make independent judgments about them.[10]

Create	Produce new or original work
Evaluate	Justify a stand or decision
Analyze	Draw connections among ideas
Apply	Use information in new situations
Understand	Explain ideas or concepts
Remember	Recall facts and basic concepts

[10] See "Bloom's Taxonomy" at http://epltt.coe.uga.edu/

When teachers employ participatory lesson plans for hygiene education, students are more involved in the lessons. Help teachers create these lesson plans (either working with them directly or engaging a cooperating organization). Teachers can learn methodologies that encourage critical thinking skills and that are applicable to other areas of learning, as well as to students' everyday life.

When working with teachers, remember that infrastructure can be used as a learning tool for students. Whatever technology you and members of the school community choose, work with teachers to determine how it can be incorporated into lesson plans. For example, if ceramic water filters are selected, use them to teach students how water is cleaned by removing particles that make can them sick. This is an excellent opportunity to teach students what makes them sick and how, as well as ways they can spot unclean water in their home or community. Encourage teachers to participate in the operation and maintenance planning and training, so they understand how the technology works and begin thinking about how to use it as a teaching tool.

Similarly, hygiene education should include activities based on principles that build habits leading to changes in behavior:[11]

☐ **Enable the environment.** The school environment needs to be supportive of the habit you would like students to form. Creating a dependable space that includes a designated area with the needed materials readily available makes it easier for students to engage in the desired hygiene practices. Before you can ask children to use the latrine, your team has to build a latrine at the school. Before you can ask teenagers to wash their hands, you must provide a hand-washing station that's regularly stocked with soap. If you want to keep a tidy classroom, you need to encourage time dedicated to cleanup. Making these environmental changes creates the foundation for the development of healthy practices.

☐ **Look for opportunities to build better habits.** Just as you did with the school asset inventory, you want to look for existing practices that can support your project goals. For instance, if a classroom takes a daily break, encourage teachers to take all students in the classroom to the latrine together and encourage hand washing immediately after. If the subject of health is already a mandatory part of the school day, look for opportunities to integrate hygiene education.

☐ **Make the healthy choice the easy choice.** The easier the habit is, the more likely students will adopt it. Remove added steps or perceived effort. For example, place a wash station on the direct path from the latrine or, for the teachers, encourage the integration of hygiene education into the existing curriculum. Make it easy for students to wash their hands after using the toilet by having washing stations right next to the latrine. Make it easy for children to drink clean water by having classroom space for water bottles or a clean-water source on school grounds.

☐ **Create cues.** Introduce visual cues in the school that promote better hygiene practices. For example, a brightly painted washing station or colored pathways from the latrines to the washing station encourage students to walk toward it. Eventually, being prompted to practice good hygiene turns into a habit without the need for cues, resulting in independent and regular hygiene practices.

☐ **Rinse and repeat.** It takes several weeks for a habit to become established. A single classroom trip to the latrine is not enough. Ask teachers and students to commit to a new behavior for an eight-week period. Include daily lessons and classroom reminders.

☐ **Provide motivation.** It's human nature to form habits by being encouraged through one's own choices. Just as Rotary's Target Challenge provides incentives for clubs and districts to strive for higher star recognition, your team's project can offer incentives for students, teachers, and administrators. Teachers can give a gold star, extra-credit points, or recognition to children who adopt healthy hygiene practices in the classroom. Classrooms or schools can compete to achieve 100 percent hand-washing participation. The head teacher can recognize student clubs that do an exceptional job of cleaning school facilities. The project team can also provide recognition to the teachers, head teachers, and school administrators who are achieving these goals.

Further, the aim should be to motivate students to practice good hygiene behaviors through active engagement in setting goals. A good example of a motivational goal is the development of these hygiene behaviors so students can demonstrate them to their family members, and thus creating a healthier environment at home.

By carefully planning hygiene education to improve hygiene practices and critical thinking skills, a WASH in Schools project can make a school a model of good hygiene practices, and its students hygiene and sanitation leaders in their communities. How did hygiene education programs impact the school you worked with?

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[11] Neal, D., J. Vujcic, O. Hernandez, and W. Wood, 2015: The Science of Habit: Creating Disruptive and Sticky Behavior Change in Hand Washing Behavior, Washington, D.C.; USAID/WASHplus Project
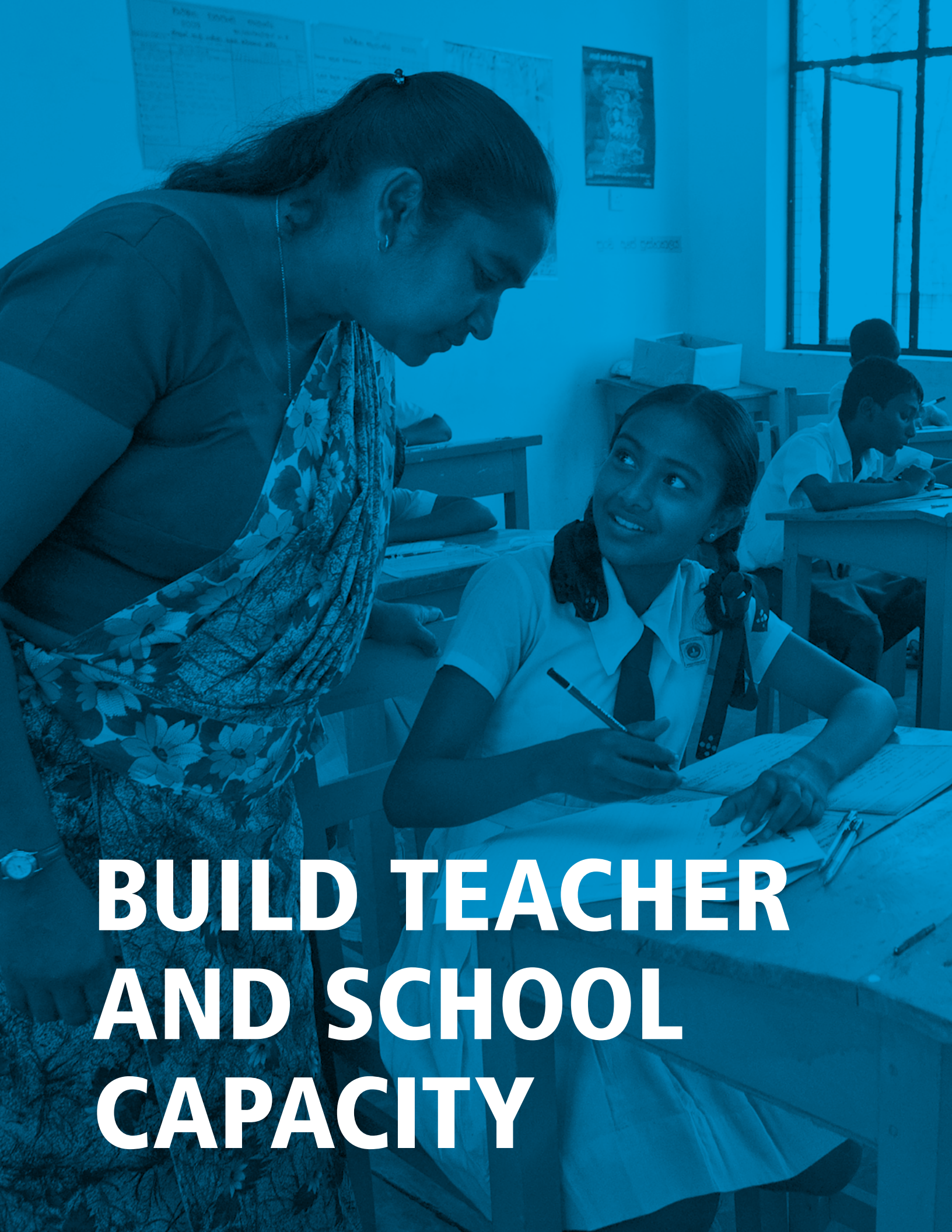
Evidence suggests that WASH in Schools activities increase school enrollment and attendance rates.[12] But simply getting children to go to school is not enough. It also matters what — and how — children are learning. Creating quality physical environments that include toilets and washing stations is one step in our WASH in Schools process. Creating quality educational environments in which children learn from qualified and capable teachers using a rigorous curriculum is an equally important step.

Rotary's WASH in Schools Target Challenge sets new standards for the field. It calls for all projects to focus equally on helping children build knowledge, skills, and healthy behaviors while helping teachers develop the instructional skills to ensure that all children in their classrooms are learning.

What does it take for children to learn? They need interactive learning environments that stimulate their curiosity. They need to be invited to participate in science experiments, art projects, and other activities that allow them to make their own discoveries. Since children learn in different ways and at different speeds, teachers must be able to present the same information in a variety of ways.

Like their students, teachers need training, including ongoing professional development, that equips and empowers them to be effective educators. They may need specific guidance about how to work with children with special needs, second-language learners, or other special populations. And, just like their students, they need support and encouragement.

Even capable and effective teachers may not know much about WASH in Schools. It's unlikely that hygiene, toilet use, and menstrual hygiene management were part of their standard teacher training! Like other members of the community, teachers learned their hygiene practices in early childhood, and those practices were shaped by their socioeconomic status, gender, culture, and religious affiliations. Before asking teachers to implement hygiene education in the classroom, it's important to build their capacity and to provide specific information about hygiene practices.

If you are not an educator, the thought of training teachers may be overwhelming. Identify local or international organizations, government agencies, or teachers in other communities who can help you develop an effective training component. Identifying the right training — and the right people to conduct it — can have a major influence on the training's success.

Although the main focus of the teacher training will be on hand washing, general hygiene management, and menstrual hygiene management, including methodologies and skills that can be applied to other areas is an effective way to combine WASH and basic education and literacy practices. Consider this in designing a project program. One project aim should be to help teachers become more confident about curriculum comprehension and execution, and about their ability to adapt to different contexts. Share your story of how WASH in Schools affected the teachers in the school you worked with.

Talk to teachers. Start your project by listening to the teachers in the chosen school. Ask them what they enjoy about teaching. Ask them to share their greatest classroom successes and challenges. Through these conversations, identify areas in which the teachers want to improve. Can your team support a teacher mentoring program, monthly professional development sessions, co-teaching, or peer observation and feedback? No two schools are the same, so spending time with teachers is essential. Learn what will work within that specific school environment.

BUILD TEACHER AND SCHOOL CAPACITY

[12] Pearson, Joanna, and Kate McPhedran, "A Literature Review of the Non-Health Impacts of Sanitation," Waterlines, vol. 27, no. 1, January 2008, pp. 48-61

☐ **Find out what teachers already know.** Before holding training, conduct surveys to determine what teachers already believe, know, and do. For a short training session, this could be a simple five-item questionnaire. At the end of the training, you can use the same survey to help determine whether teachers changed their attitudes, knowledge, and actions. Provide additional education to teachers. Teach them about hand washing, hygiene, and menstrual hygiene management, and show them how to teach children about these topics in the classroom.

☐ **Make it easy for teachers to incorporate WASH lessons into the school day.** Teachers must accomplish many tasks during the school day — take attendance, teach mandatory lessons, administer tests, grade papers. In many countries, teachers' main priority is ensuring that their students pass the final exam to qualify for the next grade level. Making it easy for teachers to incorporate WASH lessons into math, science, language arts, and other mandatory subjects increases the likelihood that students will receive this information in the classroom. You can also remind teachers that healthier students are more likely to come to class, do their homework, and pass their exams.

☐ **Introduce new ways to teach.** In many countries, rote memorization is the preferred method of teaching. Many teachers would like to create a more interactive classroom environment in which students can build creative and critical thinking skills, but they don't know how. Your team should work with teachers to help them manage a more dynamic classroom. Moving from a "drill and practice" environment to a classroom filled with cooperative learning groups, role playing, debates, and artwork can be challenging for teachers, but it's that kind of classroom that results in the best educational outcomes for their students.

Many countries already have a national water and sanitation curriculum that schools can use. Consider how you can integrate this curriculum into your selected school.

## Support teachers long term

Teachers need a regular support system to motivate them, give them time to reflect on their classroom experiences, and build child-centered learning environments. To create this support system:

☐ **Encourage teacher-to-teacher connections.** Teachers have skills, ideas, and experiences that, when shared, can benefit their colleagues. Create a collaborative teaching environment through mentoring programs, peer-to-peer learning, or book club discussions.

☐ **Build school-to-school partnerships.** Once teachers in a single school are supporting one another, extend the network to neighboring schools to create a communitywide system of support. Teachers connect with additional peers and mentors. They also connect with new resources that can be shared across the school network.

☐ **Encourage a high-trust environment in the school that puts children first.** School administrators and teachers need to work together to create a healthier school environment that fosters higher achievement. Building a trusting and collaborative environment encourages teachers to reach out for support. You provide opportunities for constructive dialogues between teachers and administrators.

Taking steps to enhance the curriculum

Enhancing the school curriculum by including WASH lessons is something that teachers, school leaders, and other community members can do together. Having a child-friendly teaching environment begins with properly trained teachers. This includes training in how to enhance a teaching curriculum.

1. **Select a few lessons in which to incorporate WASH information.** Ask teachers to identify three to five lessons that they'd like to be more engaging for their students.

2. **Facilitate a planning session.** Invite teachers from the same school or community to an interactive planning session to share ideas for developing lessons. Ask them how they can include information about hand washing, access to clean water, hygiene, or menstrual hygiene within those lessons. Think creatively. A WASH in Schools example might work for a math story problem. A language arts lesson could ask children to conjugate the verbs "wash," "clean," and "bathe" in different languages.

3. **Develop lesson plans.** Document the lesson by identifying educational objectives and their components; the knowledge, skills, attitudes, and behaviors that will be explained; and the teaching techniques that will be used to address various learning styles.

4. **Activate the new lesson in the classroom.** Once the revised lesson has been finalized, gather any materials that are needed. Encourage the teachers to practice in front of the group before delivering the lesson in the classroom. By role playing in a "safe" environment, they build confidence for using this new approach in the classroom.

5. **Find out if it worked.** Right after a new lesson is presented, ask teachers if it worked. Did students learn more? Did the teachers achieve their educational goals? What would they do differently next time?
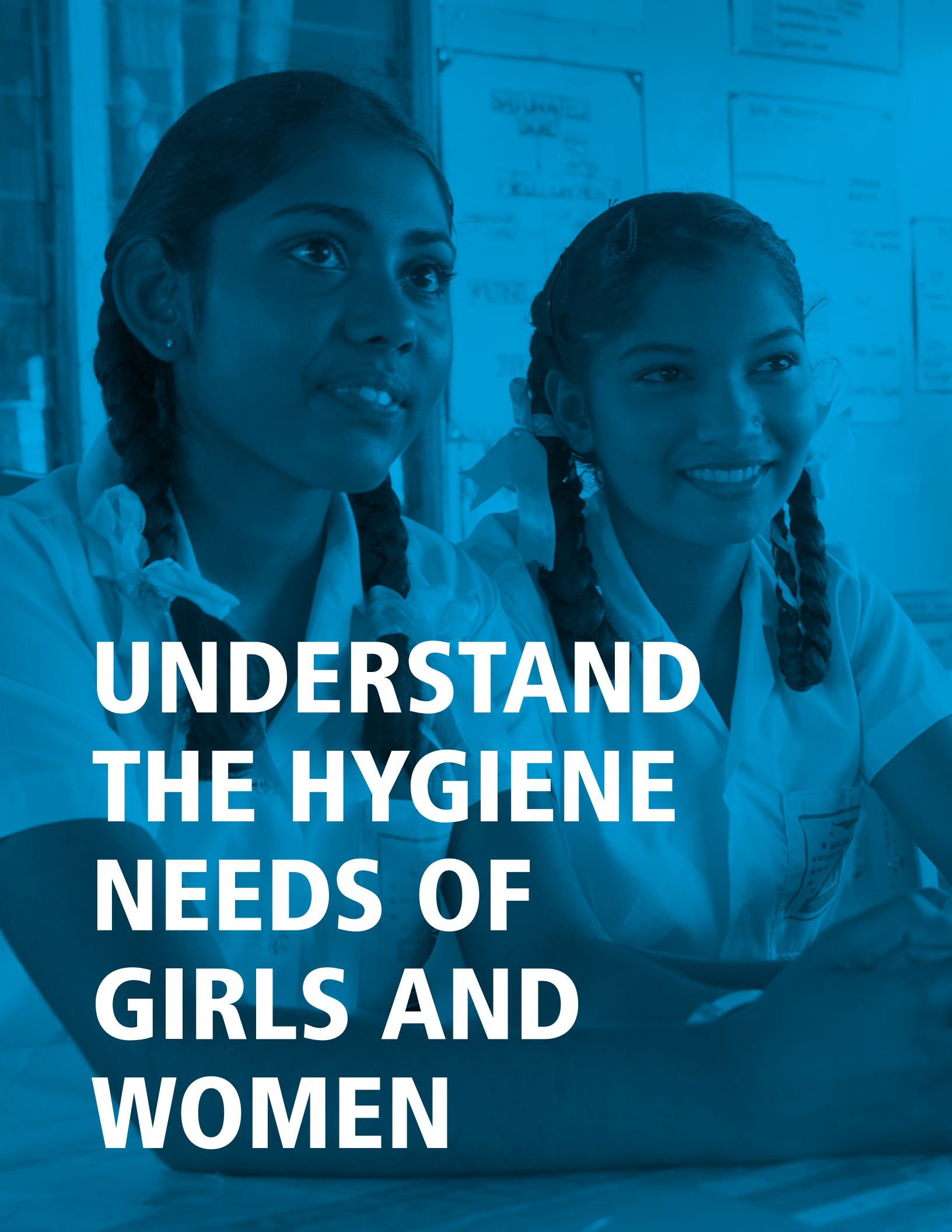
UNDERSTAND THE HYGIENE NEEDS OF GIRLS AND WOMEN

If we want to ensure that all children — girls and boys — receive the benefits of a healthy school environment, we need to talk about the unique hygiene needs of girls and women. Menstrual hygiene management is a crucial part of creating a safe school environment for everyone. Providing adequate support to young women — along with proper water and sanitation facilities — enables them to manage their hygiene needs with dignity and increases their attendance at school.

Although menarche, a girl's first menstrual cycle, should be a cause for celebration, for many girls, it's a source of shame.[13] Without education, girls may not understand what's happening to their bodies. They may be embarrassed if other students find out that they are menstruating. They may be bullied or teased by their classmates, and, when they turn to teachers, they may receive little understanding or support. Girls may also have limited ability to access feminine hygiene supplies like pads, cups, and absorbent underwear. They may stay up late to wash pads, or re-use dirty or wet pads so that other members of the household don't see them doing laundry. Their families may restrict their activities, taking them out of school for one week every month.

Of course, these challenges have serious health and educational consequences for young women. If they don't have access to clean, dry, or reusable pads, they can develop infections. Stained school uniforms may prevent them from going to school, and menstrual taboos can prevent them from attending school even if they have a clean uniform to wear. Missing school frequently can lead them to drop out.

To address these challenges, and their educational and health impacts, you need a written plan of action for providing appropriate and safe facilitates for washing, changing, and disposing of menstrual waste with privacy and dignity. The plan should include training teachers — both male and female — in menstrual hygiene, and it should anticipate the costs associated with introducing proper menstrual hygiene management in the school.

The plan objectives are to:

☐ **Educate.** The school's hygiene education program should include information about the biology of the menstruation cycle and safe practices for menstrual hygiene — and the information should be presented to students, teachers, administrators, and parents. The program should also acknowledge and address cultural concerns about menstruating girls and women.

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13 "Menstrual Hygiene Management Mini-Toolbox for Teachers and Schools in Zambia" (SPLASH, 2014)

☐ **Create healthy environments.** A plan should establish tasks and timelines for providing consistent access to water, soap, options for waste disposal, and school facilities that afford girls and women the privacy to manage their menstrual needs.

☐ **Provide access to sanitary products.** Increase access to products women need to manage their periods. In the school environment, provide a private, safe area for the changing and washing of sanitary products and the disposal of single-use products like pads and tampons.

Create your team's menstrual hygiene management plan

1. **Assess the need.** Talk with students, both girls and boys. Separately, talk with teachers and administrators. Use these conversations to help your team understand a community's beliefs and practices relevant to menstruation, available resources and current teaching concerning menstruation, and existing knowledge about menstrual hygiene management.

2. **Challenge taboos and barriers.** Create a supportive environment in which girls and women can discuss challenges or taboos they face because of their menstrual cycles. Establish a code of conduct at the school that affirms girls' right to a safe environment. Provide support groups for girls that helps them navigate the challenges of adolescence.

3. **Include menstruation education in the school curriculum and teacher training.** Make sure that girls and boys are receiving accurate, age-appropriate health education. If not, build capacity among teachers to provide this information to their students, perhaps by incorporating menstrual education into existing health education classes. It's important that teachers — both male and female — be prepared to provide the education and support that girls need.

4. **Create hygiene-supporting school environments.** Gender-specific latrines for students and teachers. Privacy walls. Changing rooms. Doors that can be locked. Clean school uniforms. Extra pads, tampons, or absorbent underwear. Private spaces where girls can wash and dry pads, clean stained clothing, or bathe. Bins that allow girls to dispose of single-use sanitary items. These are all elements of a hygiene-supporting school environment that your team can create.

5. **Include the needs of girls and women in your plans.** Budget for emergency sanitary hygiene products and the costs of repairing broken door locks. Consider different menstrual technologies to find one that meets the needs of this school. Evaluate whether the new menstrual hygiene management program has been successful. Monitor girls' school enrollment and attendance rates before and after their first menstrual cycle.

What a hygiene-supporting school has

☐ Separate latrines for girls and boys and for male and female teachers

☐ Latrines with locks on the doors and walls to afford privacy

☐ Water and soap available in toilets, bathing units, and changing rooms

☐ Drying lines, dustbins, basins, and buckets

☐ Washable containers to collect and dispose of sanitary hygiene materials

☐ Access to items like pads, undergarments, bags, and extra clothing

☐ An engaging menstrual hygiene management curriculum for both boys and girls

☐ Knowledgeable teachers who can support girls and advocate for lasting changes

☐ An effective maintenance plan to keep facilities clean, well stocked, and in a good state of repair

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Incorporating menstrual hygiene management into a school will help make girls more comfortable and welcome there while also keeping them safe and healthy. This will ultimately encourage girls to continue their education and perhaps become leaders in their community. What are some direct results of the menstrual hygiene management plan at the school you worked with?

Get supplies to the girls who need them. Ensuring that supplies are readily available helps girls and women manage their menstruation in healthy and comfortable ways. There are many types of menstruation products available, from single-use pads, tampons, and cups to reusable pads, cups, and absorbent undergarments to household systems for making and cleaning pads. Provide girls with information about their options along with the proper methods of changing, cleaning, and disposing of products. Keep cultural beliefs in mind. In some cases, they may include health-promoting practices that can increase the adoption of good hygiene practices.

As with a business, a project's success and sustainability rely on careful financial planning. This includes considering all initial costs, anticipating future costs, and preparing for sources of revenue to keep the business running on its own. Imagine that you're creating a financial plan for a sanitary napkin business. You will have to consider both the short- and long-term costs associated with running this business. A five-, 10-, or even 20-year plan must anticipate costs needed for the startup, ongoing business support, and revenue stream to keep the business going. WASH in Schools projects should involve the same long-term planning for managing finances.

Two possible outcomes of this long-term financial planning process are considerations of the costs and revenue resources for the life of your project and anticipation of the costs associated with continued training and education. If you had other results, share your story with us.

Here are some guidelines[14] for managing the WASH in Schools financial plan:

1. **Start with the school assessment.** The assessment told your team what resources are available in the school environment. Think about what skills, resources, and other assets already exist in the community.

2. **Identify your capital, recurring, and replacement costs.**

   Capital costs to consider include:

   - Construction and transportation of technology

   - Labor, including construction

   - Teacher and employee training

   - Training materials

   - Development of school hygiene education, including writing, translating, designing, producing, and distributing materials

   - Other educational materials like signage for the toilets/latrines, a school mural, and teaching supplies that support an interactive classroom environment

   Recurring costs relate to actions that contribute to the project's sustainability. Recurring costs may include:

   - Professional development for teachers, including workshops, training centers, support networks, and training for new teachers

   - Development of advocacy materials, including writing, translating, designing, producing, and distributing them

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[14] "Finance and Cost Recovery," a toolkit from the World Bank's water global practice: www.wsp.org/Hygiene-Sanitation-Water-Toolkit/BasicPrinciples/FinanceCost.html

FINANCIAL PLANNING

- Regular maintenance costs, which, for a school toilet, means toilet paper, hand soap, and towels, and, in the long term, may include water treatment products or waste removal

- Menstrual hygiene supplies

- Evaluation materials

- Advocacy events

Replacement costs refer to funds spent on both planned and unforeseen maintenance. These costs may include:

- Spare parts

- Training of repair personnel

- Labor costs

- Replacement of technology

3. **Identify revenue sources.** A big obstacle to project sustainability can be a failure to plan for the continuing inflow of money after the project is completed. Proactively identify funds for the continuation of hygiene education and capacity building, along with the long-term maintenance of the technology and facilities. Before initiating a project, identify stakeholders who can contribute to your financial plan, guaranteeing revenue once you leave. Consider the school management committee, parent associations, local businesses, local government, the education ministry. Do they have budgets that can contribute to ongoing maintenance and training? Perhaps you can arrange for regular small contributions from parent associations or management committees that will cover certain costs, such as soap and facility-cleaning materials, or that can contribute to a savings fund for replacement parts.

Funding isn't limited to financial contributions. Community players can also provide local materials. Plan to use readily available resources, such as locally produced parts or materials.

Income-generating opportunities

Are there any sources that can ultimately enable the school to self-finance the WASH in Schools components? Here are a few income sources to consider:

☐ School gardens

☐ Vocational training programs in secondary schools

☐ A fee for use of well on school grounds

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4. **Track actual costs and revenue sources.** Your WASH in Schools project will be constantly evolving. Create a budget and a financial plan that provide flexibility over time. Design a plan that tracks the actual costs of your programs. Include periodic school visits to make sure that funds are being spent according to your financial plan.

5. **Adjust the financial plan as you go.** For instance, your detailed record of expenses and revenue may show that you spent less on teacher training than anticipated. Those additional funds can be used to purchase hygiene education materials for classrooms.
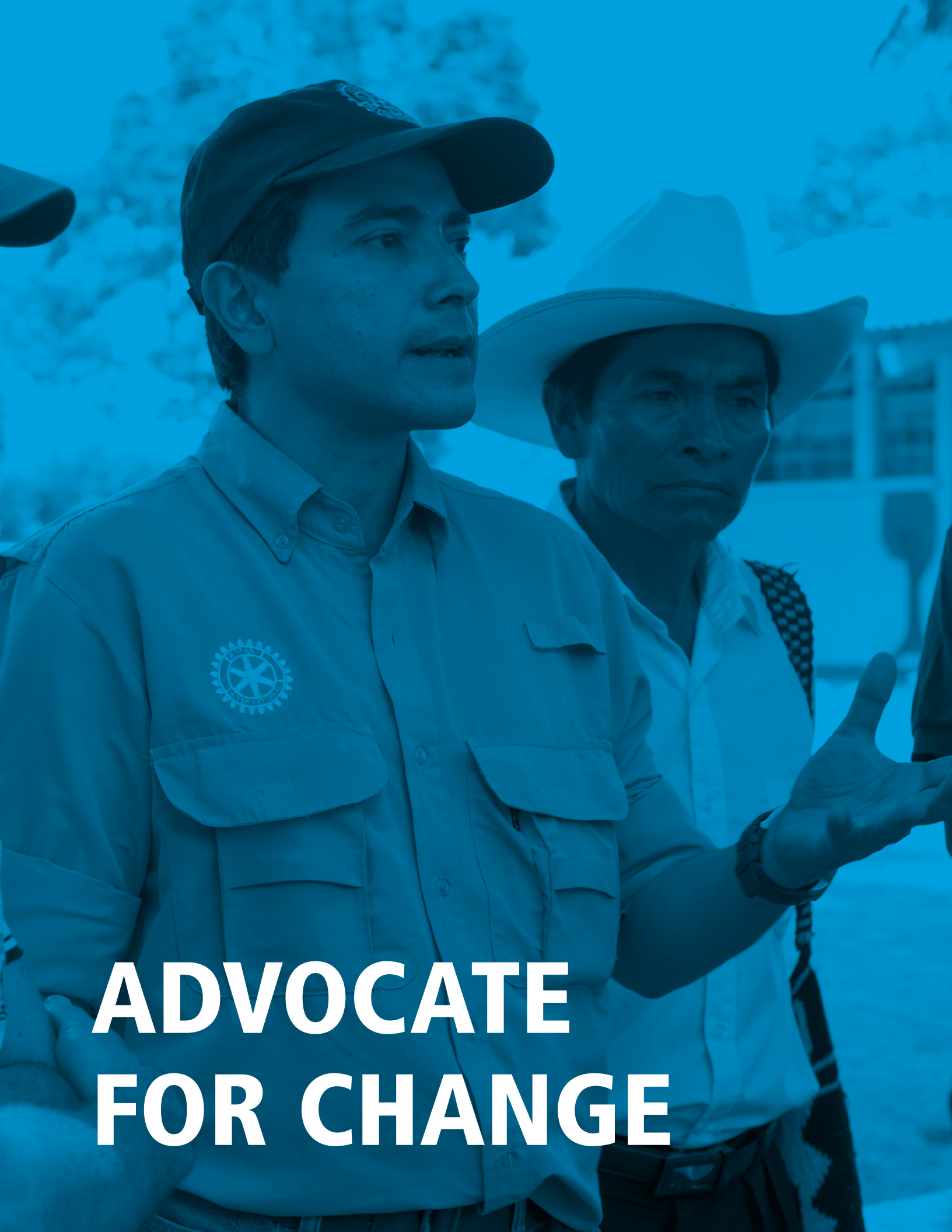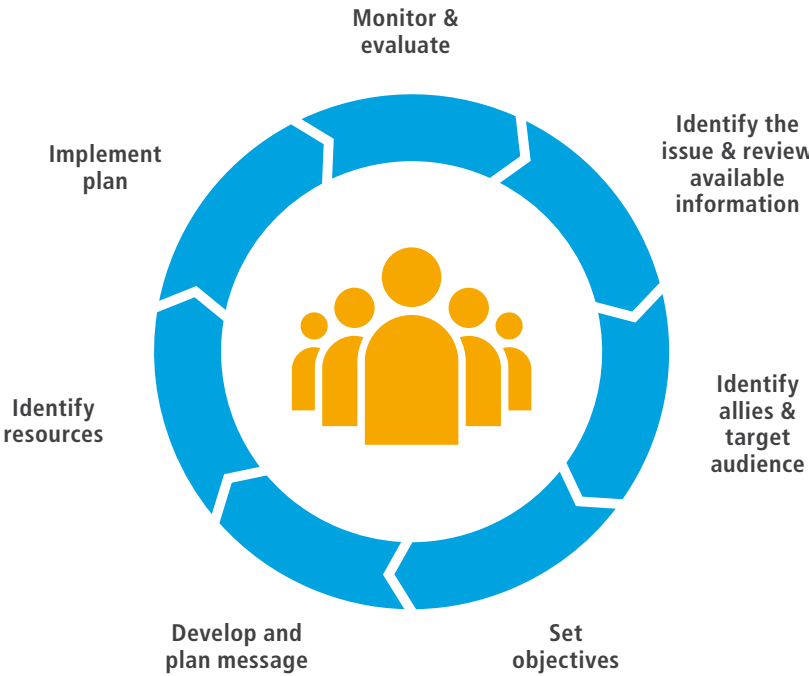
Rotary brings leaders together to exchange ideas and take action on the issues that matter. We use our voice — actually, the voices of our 1.2 million-plus members worldwide — to advocate for global change, whether for universal polio vaccination or for powerful WASH in Schools programs. For Rotary members, it's not enough that most kids don't get polio; we want every child to experience the benefits of a polio-free world. Similarly, we're committed to each one of our areas of focus, which include water and sanitation and basic education and literacy.

As volunteers, voters, and professionals, each of us has a role to play in ensuring that every child receives the benefits of WASH in Schools programs. Each of our members, leaders within their own communities, has an influential network of colleagues, friends, and family members. Rotarians can use these networks to promote the importance of WASH in Schools. In Rotary, we recognize that a successful international service project is not the end of our commitment. Rather, it's the beginning.

Advocacy planning cycle: Essential steps

Effective advocacy relies on good planning. By adapting the steps to the local context, your club can use the advocacy planning cycle below to make WASH in Schools issues relevant to the school involved in your project. Establish partnerships with other organizations and agencies adept at building successful advocacy programs.

Monitor & evaluate

Identify the issue & review available information

Implement plan

Identify allies & target audience

Identify resources

Set objectives

Develop and plan message

ADVOCATE FOR CHANGE

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A call to action

Over 70 organizations working on WASH in Schools projects have agreed on a call to action.[15] Become familiar with these global goals. How do the root issues affecting the school you worked with align with this call to action? How can you use your voice, and the collective voice of Rotary members in your club, district, or country, to support WASH in Schools?

1. **Set minimum standards for WASH in Schools.** By adopting standards based on national standards, or on World Health Organization guidelines[16] if no national standards exist, Rotary members contribute to established uniform standards.

2. **Engage with other WASH in Schools programs.** When you work with others, you amplify your impact. Find local partners in the community that can help you make gradual improvements to the school.

3. **Involve multiple stakeholders to support WASH in Schools programs.** At their regular meetings, Rotary clubs bring together diverse perspectives. Use the same approach for your WASH in Schools efforts.

4. **Help evaluate the impact of WASH in Schools programs.** As part of our Target Challenge, Rotary members will collect data and monitor the impact of their project. The data collected on the ground can contribute to larger-scale data collection and impact evaluation on a global scale.

5. **Raise awareness about WASH in Schools.** Invite WASH in Schools speakers to club meetings. Hold WASH in Schools workshops at district training events. Celebrate the accomplishments of the school you worked with and community partners. Identify local champions who can speak out about WASH in Schools. Join partnerships, task forces, and policy teams in your community, country, or region to add the Rotary voice to these discussions.

Glossary

advocacy: the process of strategically managing and sharing knowledge to change or influence policies and practices that affect people's lives

asset: anything that contributes to the success of a service project, such as individual knowledge, expertise, networks of people, community institutions

baseline data: measurements collected prior to project implementation

basic education and literacy: one of six Rotary areas of focus; projects support activities and training to improve education for all children, and literacy for children and adults

bottleneck analysis: the process of evaluating the environment for limiting factors that impede the delivery of services to a specific population

community: a group of people who have something in common; sometimes defined by tangible factors such as geographic area or government, and sometimes by shared social customs or cultural traditions; for the purposes of this document, a community is the school and its stakeholders, while the immediate surrounding community refers to the area directly around the school and school grounds

district grant: a grant that funds smaller, short-term activities to address local and international community needs, with the district choosing the activities — such as scholarships, humanitarian projects, and training teams — it will fund

enabling environment: the surrounding area that provides a supportive community for a specific project or initiative; includes interrelated factors — legal, organizational, financial, political, and cultural — that affect the development of a sustainable project

global grant: a grant that funds large-scale international activities — such as scholarships, humanitarian projects, and vocational training teams — that have sustainable, measurable outcomes and that align with one or more of Rotary's areas of focus

(project) goal: a broad improvement in quality of life that will not necessarily be achieved by a single project; the goal of WASH in Schools projects is, broadly, to enhance the quality of education.

institutional: related to organized establishments or societies

(project) measures: gauges used to collect data relevant to a targeted project objective

menstrual hygiene management: the support girls and women need to maintain their health and sanitation in relation to the menstrual cycle, including having sanitary products, readily available private disposal and changing facilities with soap and water, education and support from the surrounding community, as well as an accepting and supportive culture in the school community

monitoring and evaluation: a routine assessment of activity to determine whether a project is being carried out as planned, followed by an analysis to determine whether it's having an impact

(project) objective: description of a positive change a project aims to achieve

operation and maintenance: activities that sustain infrastructures

outcome: any change, benefit, or other effect that results from a project's services and activities

[15] Raising Even More Clean Hands: Advancing Health, Learning and Equity through WASH in Schools (UNICEF, 2012)

[16] UNICEF and WHO: Water Sanitation and Hygiene Standards for Schools in Low-Cost Setting (WHO, 2009)

policy landscape: the current state of policies in a specific region, including governance and the direction of policies

stakeholders: individuals, groups, or organizations that sponsor a project or are in a position to affect the success of a project's outcome

water, sanitation, and hygiene (WASH): one of six Rotary areas of focus; WASH initiatives support activities and training that provide access to safe drinking water and basic sanitation

WASH in Schools: combined initiatives involving two Rotary areas of focus — basic education and literacy and water, sanitation, and hygiene — designed to improve educational outcomes and create a safer learning environment for children

WASH technology: construction elements that provide community access to safe water and improved sanitation and hygiene systems

Resources

Find information on these resources at Rotary.org.

Rotary Foundation Cadre of Technical Advisers: a group of Rotarians who provide technical expertise and advice to Rotary members planning and carrying out Rotary grant projects

Rotarian Action Groups: autonomous groups of Rotary members and others who are experts in a particular field, such as water and sanitation, and who share their expertise by collaborating with clubs and districts on projects; the Literacy Rotary Action Group and the Water and Sanitation Rotarian Action Group are excellent sources of WASH in Schools information

Rotary Community Corps: a group of non-Rotarians who share the Rotary commitment to service by planning and carrying out projects in their communities and supporting local Rotary club projects

Rotary grants: funds awarded by The Rotary Foundation to Rotary clubs and districts that support a wide variety of humanitarian projects, scholarships, and training; see **district grants** and **global grants** in the glossary

Rotary Ideas: Rotary's crowdsourcing tool, which enables clubs to share their project plans, find partners, and request volunteers, funding, and materials to support their projects; site visitors can browse projects in need of assistance, connect with project organizers, and make contributions

Rotary Showcase: Rotary's social networking tool that enables clubs to share completed projects and exchange ideas with people around the world

vocational training team: a group of professionals who travel to another country to teach local professionals about a particular field or to learn more about their own

Recommended Reading

Rotary's Area of Focus Guide: an overview of Rotary's six areas of focus with project examples

Community Assessment Tools: a compilation of eight tools to help Rotary clubs conduct community needs assessments

Six Steps to Sustainability: a quick overview of planning for sustainable projects

Guide to Global Grants: a guide for carrying out a global grant project from start to finish

UNICEF's Field Guide: The Three Star Approach for WASH in Schools: a guide to improving hygiene behavior-change programs in schools that's the basis for Rotary's three-star approach

Appendix

Go to www.rotary.org/myrotary/en/learning-reference/about-rotary/wash-schools-target-challenge to obtain the
Rotary WASH in Schools Target Challenge Framework: A Three-Star Approach.

ROTARY WASH IN SCHOOLS TARGET CHALLENGE FRAMEWORK:
★★★ A THREE-STAR APPROACH

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