

WASH IN SCHOOLS

WORKSHEETS

CONTENTS

1	HOW TO USE THE WASH IN SCHOOLS WORKSHEETS	2
2	CREATING A WORK PLAN	3
3	OPERATION AND MAINTENANCE	5
4	BUILDING TEACHER AND SCHOOL CAPACITY	7
5	MENSTRUAL HYGIENE MANAGEMENT	9
6	FINANCIAL PLANNING	11
7	ADVOCATING FOR CHANGE	13

1 HOW TO USE THE WASH IN SCHOOLS WORKSHEETS



These worksheets supplement the [Guide to WASH in Schools](#), a resource for planning a WASH in Schools project. Before you begin designing your project, make sure to conduct a thorough community assessment. The [Understanding the School Community: Tools for Assessing Needs and Collecting Data](#) worksheets can help you determine the water and sanitation needs in your chosen community. You can find the community assessment tool, along with other resources, in our project kit on the [WASH in Schools Target Challenge](#) page.

Use the following worksheets to guide you, step by step, in planning your project. Each worksheet includes an example.

2 CREATING A WORK PLAN



After assessing your chosen community, create a work plan for the entire project cycle. List the overall objectives, outcomes, activities, and people responsible in the table below. Use as many sheets as you need.

EXAMPLE

WASH IN SCHOOLS PROJECT WORK PLAN				
Objective	Expected result(s)	Task	Assigned to each task	Due date
To understand the water, sanitation, and education needs in local schools	Know what resources are available and which organizations to collaborate with	Meet with a UNICEF country representative	Rotarian Roberto Flores	25 January
		Meet with a government education official	Rotarian Susan Cooper	25 January

3 OPERATION AND MAINTENANCE



The sustainability of your project depends on having effective and efficient operation and maintenance activities. Operation refers to understanding how to use the system properly (for example, operating a hand pump or flushing a toilet). Maintenance keeps the system in proper working condition. It can include preventive upkeep like daily or monthly inspections, and repairs like fixing a door lock or replacing a hand pump. When thinking about the necessary operation and maintenance tasks, it's important to consider a revenue source to pay for maintenance. Make an operation and maintenance plan that answers the following:

1. What is the activity?
2. How often will it be done?
3. Who will do it?
4. What parts, tools, and other equipment are needed?

Use the sheet below to plan the operation and maintenance activities for each system that you plan to build or restore. Use this information to help you choose appropriate and affordable equipment and technology. This information can also help budget for your project and inform your financial management plan.

EXAMPLE

Infrastructure: Septic tank		Energy supply: None		
What is the activity?	How often will it be done?	Who will do it?	What materials and parts are needed?	What tools and equipment are needed?
Empty tanks	Every 1-5 years	Service crew	Water, fuel, and lubricants	Vacuum tanker
Inspect if entry pipe is still submerged	Weekly	Service crew	Water	Stick
Clean the squatting pan or seat and the building	Daily	Service crew	Water	Brush, water, and container

Infrastructure:		Energy supply:		
What is the activity?	How often will it be done?	Who will do it?	What materials and parts are needed?	What tools and equipment are needed?

Infrastructure:		Energy supply:		
What is the activity?	How often will it be done?	Who will do it?	What materials and parts are needed?	What tools and equipment are needed?

4 BUILDING TEACHER AND SCHOOL CAPACITY



Learn more about establishing quality educational environments starting on page 34 of the Guide to WASH in Schools.

Creating physical environments that include toilets and washing stations is one step in our WASH in Schools process. Creating educational environments in which children learn from qualified and capable teachers is an equally important step. One way to ensure your project addresses potential educational needs is to invest in teachers.

Teacher training doesn't have to be a daunting task. If you're not an educator, contact local or international organizations, government agencies, or teachers in other communities to ask for help developing and implementing effective teacher training.

The easiest way to understand what your teachers learned and retained is by asking the same questions before and after a training session. Below is an example list of questions to ask teachers before and after a training about menstrual hygiene management. To make sure you receive accurate information, don't tell the teachers that the questions will be the same before and afterward. Keep the results to submit as part of the Target Challenge recognition validation.

EXAMPLE

QUESTIONS TO ASK BEFORE AND AFTER MENSTRUAL HYGIENE MANAGEMENT TRAINING

1. What is menarche?
2. Why is menstrual hygiene management important?
3. What challenges do girls and women face when managing their menstruation?
4. What cultural taboos and beliefs about menstruation exist in this area? How do they affect girls and women?
5. Give one example of a menstrual hygiene management product. Describe how to use it.

QUESTIONS TO ASK BEFORE AND AFTER TRAINING IN

5 MENSTRUAL HYGIENE MANAGEMENT



Learn more about menstrual hygiene management starting on page 38 in the Guide to WASH in Schools before creating your plan.

A safe, supportive, and comfortable learning environment is crucial for girls and women to learn about and manage their menses.

A good menstrual hygiene management plan includes activities that aim to increase access to information, improve the quality of facilities (such as by ensuring gender-specific latrines that offer privacy), and expand the availability of menstrual hygiene supplies. Using the planning sheet below, list all the actions needed to achieve these objectives. Be as specific as possible. Use as many sheets as necessary to create a comprehensive plan that includes estimated costs. Be sure to incorporate these estimates into the project’s budget and financial management plan.

EXAMPLE

Objective 1: Increase access to menstruation education for girls, boys, and the community.		Objective 2: Expand the availability of menstrual management supplies.		Objective 3: Improve the quality of facilities to support menstrual hygiene.	
Action: What will be done to ensure that girls, boys, school staff, and the community are knowledgeable about menstrual hygiene?	Estimated cost	Action: What will be done to ensure that women and girls have a ready supply of necessary products?	Estimated cost	Action: What will be done to ensure that women and girls have access to privacy and convenient disposal options?	Estimated cost
Develop a school code of conduct that affirms girls’ right to a safe environment.	None	Make pain medications available in the first-aid kit.	\$5 per pain medication bottle	Provide safe and private toilets with bathing facilities and access to water for washing.	\$1,000
Create girls’ clubs to support peer education and support.	None	Provide items like soap or a bucket for storage, washing, and drying.	\$100	Install covered waste bins.	\$200
Host community education workshops led by the school.	\$15 per person	Make emergency sanitary napkins available at all times.	\$100	Create a daily cleaning task to safely bury the menstrual hygiene waste.	None

Objective 1: Increase access to menstruation education for girls, boys, and the community.		Objective 2: Expand the availability of menstrual management supplies.		Objective 3: Improve the quality of facilities to support menstrual hygiene.	
Action: What will be done to ensure that girls, boys, school staff, and the community are knowledgeable about menstrual hygiene?	Estimated cost	Action: What will be done to ensure that women and girls have a ready supply of necessary products?	Estimated cost	Action: What will be done to ensure that women and girls have access to privacy and convenient disposal options?	Estimated cost

6 FINANCIAL PLANNING



Learn more about long-term financial planning starting on page 42 of the Guide to WASH in Schools.

Use this worksheet to list all the costs associated with operating, maintaining, and sustaining WASH infrastructure, education, and training services in a school, along with revenue sources to finance for three, five, and 10 years.

EXAMPLE

FINANCIAL MANAGEMENT PLAN							
COSTS	YEAR			REVENUE	YEAR		
	3	5	10		3	5	10
Infrastructure (operation and maintenance)				Community fees			
Replacement parts and general repairs	\$180	\$180	\$200	User fee for access to water source	\$300	\$220	\$600
Waste management and disposal				Government funding			
Emptying septic tanks	\$40	None	\$50	Subsidies	\$50	\$50	\$50
Disposal of menstrual hygiene waste	\$80	\$100	\$100	School budget allocation for WASH	\$1,350	\$1,400	\$1,450
Supplies (cleaning products, soap or ash, sanitary napkins, etc.)				Sales			
Detergent and disinfectant	\$120	\$150	\$170	Reusable sanitary napkins	None	\$600	\$600
Toilet paper	\$325	\$350	\$380				
Labor or technical assistance							
Provision for major repairs	None	\$200	\$260				
Ongoing training or education				Other (specify)			
Technical instruction and refresher training sessions	\$300	\$100	\$200	School management committee contributions	\$120	\$120	\$120
Menstrual hygiene management refresher training	None	\$100	\$100				
TOTAL	\$1,045	\$1,180	\$1,460	TOTAL	\$1,820	\$2,390	\$2,820

FINANCIAL MANAGEMENT PLAN							
COSTS	YEAR			REVENUE	YEAR		
	3	5	10		3	5	10
Infrastructure (operation and maintenance)				Community fees			
Waste management and disposal				Government funding			
Supplies (cleaning products, soap or ash, sanitary napkins, etc.)				Sales			
Labor or technical assistance							
Ongoing training or education				Other (specify)			
TOTAL				TOTAL			

Compare total revenue and total costs for each year. If costs exceed revenue, describe how you'll find and secure additional revenue for long-term financial sustainability.

7 ADVOCATING FOR CHANGE



Promoting WASH in Schools initiatives and advocating to get adequate financing can allow you to do larger projects that bring about lasting change. Make sure your advocacy plans help you reach your goals by considering the following points.

1. What are the main issues that affect the school and others involved, including students, their parents, teachers, and other community members?
2. Who are the people with influence who can help you make a significant impact on the issues?
3. How can they help you advocate for your project? It could be, for example, by encouraging the school headmaster to hold an informational community meeting on menstrual hygiene management or by asking government education officials to include menstrual hygiene management in the national curriculum.

A CALL TO ACTION

More than 70 organizations that work on WASH in schools projects have agreed on a call to action. Below are some ideas for aligning these global goals with your project.

1. **Know the minimum standards for WASH in schools.** Contact national education officials or the appropriate government agency that can explain the national standards. If no standards exist, find out why and how you can work together to change that.

2. **Engage with existing WASH in schools programs.** Meet with government health or education officials and find out which schools participate in WASH programs. Contact those schools and talk with their administrators about possible collaborations that can fill in any gaps in services.
3. **Involve many groups in supporting WASH in schools programs.** A sustainable project incorporates the work and perspectives of the community. Connect your club with local organizations that already work on WASH in schools activities and create a network to exchange ideas and collaborate. If a network already exists, encourage everyone involved in the project to join.
4. **Evaluate the impact of WASH in schools programs.** Contact your nearest UNICEF office to learn about the data that is being collected on WASH in schools. How can you get Target Challenge measurements included in national findings? Rotarians have the power to influence. Use the data to hold the government accountable to provide WASH in schools services.
5. **Raise awareness about WASH in schools.** Share articles about WASH in schools and the [Target Challenge pamphlet](#) with clubs and communities. Advocate for officials to include WASH in schools financing in national budgets. Work with school administrators, teachers, students, and parents to create a local campaign that explains WASH in schools and why it's important.