

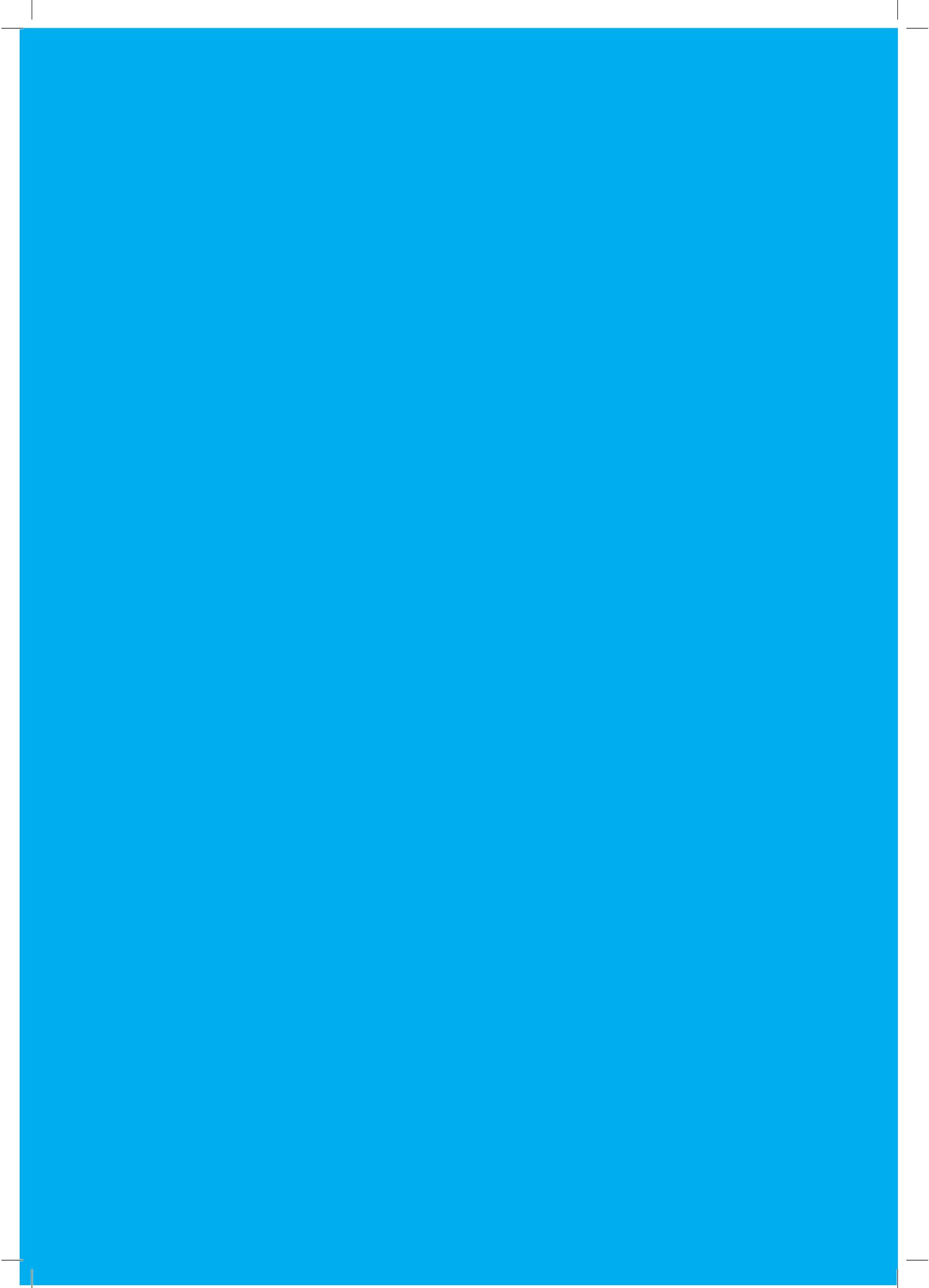


NATIONAL STANDARDS FOR SCHOOL WASH FACILITIES



Water Supply, Sanitation & Hygiene

for Education Facilities in the Solomon Islands



Foreword



WASH (Water, Sanitation and Hygiene) in schools is globally recognized as a key intervention to promote children's right to health, education and clean environment and to influence a generational change in health promotion behaviour and attitudes.

If school children have access to clean and appropriate toilets, functioning handwashing facilities with soap, sufficient and safe drinking water and have developed adequate hygiene skills, they will be healthier, perform better in school and positively influence the hygiene practices among their family members and the wider community.

We in Solomon Islands do recognise the need for healthy school environment, including adequate water, sanitation and hygiene facilities, all of which are essential for a child's education and all round development. Solomon Islands is a Small Island Developing State, with many scattered islands, remote communities, and a fast-growing population. The country includes approximately 1,211 schools on over 90 islands across 9 provinces. Over 25,000 early childhood students, over 125,000 primary school students, and over 44,000 secondary school students require safe water, adequate sanitation and good health in their schools each day of the school year. In this context, the provision of consistent WASH facilities presents a significant challenge, and current rates of access to WASH services in schools are poor across the country.

The National Standards for WASH in Schools have been developed to help define the requirements for school WASH facilities and a set of achievable standards which each school can progressively attain over time. There are four standards (and a number of associated indicators) which schools may use to demonstrate compliance with the National Standards.

- **STANDARD 1: SANITATION**
- **STANDARD 2: WATER SUPPLY QUANTITY & QUALITY**
- **STANDARD 3: WATER FACILITIES & ACCESS**
- **STANDARD 4: HYGIENE PROMOTION**

The National Standards will be used as the primary reference by the Solomon Islands WASH sector, national government, and project donors for standards related to construction of, or rehabilitation of, school WASH facilities. The National Standards should be the foundation of all WASH in Schools projects, with regular monitoring and review by the Solomon Islands Government to achieve progressive improvements in WASH facilities, health and wellbeing, and educational attainment of children.

The Solomon Islands Government would like to thank all partners especially UNICEF, who have contributed to delivery of these National Standards. This document is the result of collaboration between Ministry of Education and Human Resource Development, Rural Water Supply, Sanitation and Hygiene Program (RWASH) of the Ministry of Health and Medical Service (MHMS), and sector stakeholders. I am happy to share this document for wider use.


Hon. John Deane Kuku
Minister, 2018
Ministry of Education and Human Resource Development



Dear Colleagues,

I am very happy to share with you, the National Standards for WASH in Schools, which outlines the key principles and standards for water, sanitation and hygiene facilities, that each school in Solomon Island need to attain.

These National Standards provides guidance and sets the norms for infrastructure and hygiene practices in every school, to be adopted for any new or rehabilitated WASH facility. I urge that every individual, institution, including schools use these standards as a key reference document to improve WASH services in schools.

My Ministry is deeply committed to improving the health and educational results from children, by ensuring WASH improvements in schools. We all know that lack of functioning toilets in schools is of particular challenge to girls which may be hindering the engagement at school level and may be even exposing them to serious protection issues especially with the long distances between school's building and the toilets. Children with disability lack access to equipped or designed WASH services depriving the children from access to water and proper sanitation.

These national standards will promote gender sensitive and equitable access to well-maintained and child friendly water, toilets and handwashing facilities and hygiene practices while ensuring sustainability of these structures. This document has been a result of collaborative efforts of MEHRD, RWASH, UNICEF and other sector partners, and I congratulate the team for this very useful work. The National Standards will be accompanied by the Technical Design Manual and standard technical drawings for WASH infrastructure. Together they form an excellent resource for the sector.

Happy to forward the National Standards for WASH in Schools.

Dr. James Bosamata
Permanent Secretary (Acting).
Ministry of Education and Human Resource Development

Acknowledgements

This document is the result of collaboration between the Rural Water Supply, Sanitation and Hygiene Program (RWASH) of the Ministry of Health and Medical Service (MHMS), the Ministry of Education and Human Resources Development (MEHRD), and sector stakeholders.

MEHRD would like to thank all those who contributed to completion of this document.

Contents

Foreword	3
Acknowledgements	4
Content	5
Abbreviations	6
Introduction	7
Procedures	9
Infrastructure Development Approval	9
Regular Reporting	9
Correspondence	9
School WASH Management	10
School WASH Management Indicators	10
Sanitation	11
Sanitation Indicators	11
General	11
Inclusive Design	12
Menstrual Hygiene Management	13
WASH Waste Management	13
Health and safety	13
Water supply	14
Water Supply Indicators	14
Water Quantity:	14
Water Quality:	15
Access to Water:	16
Hygiene	18
Hygiene Indicators:	18
Roles and responsibilities	19

Abbreviations

AMD	Asset Management Division
CHS	Community High Schools
ECE	Early Childhood Education
EHD	Environmental Health Division
KPI	Key Performance Indicator
MEHRD	Ministry of Education and Human Resources Development
MHM	Menstrual Hygiene Management
MHMS	Ministry of Health and Medical Services
NPHL	National Public Health Laboratory
NSS	National Secondary Schools
PE	Primary Education
PSS	Provincial Secondary Schools
RWASH	Rural Water Supply, Sanitation and Hygiene Program
TVET	Technical Vocational Education and Training
SIEMIS	Solomon Islands Education Management Information System
VIP	Ventilated Improved Pit
WASH	Water Supply, Sanitation and Hygiene
WHO	World Health Organisation

Introduction

The Solomon Islands, with its many scattered islands, remote communities and a fast growing population is facing considerable challenges providing adequate education facilities for children and students. This includes water supply, sanitation and hygiene (WASH) facilities.



For example, the Solomon Islands Education Management Information System (SIEMIS) collects data on the pupil-to-toilet ratio and published the following results for 2011:

TABLE 1: Pupil-to-toilet ratio (2011):

SCHOOL TYPE	RATIO
Early Childhood Education (ECE)	23.2
Primary Schools (PS)	77.4
Community High Schools (CHS)	94.9
Provincial Secondary Schools (PSS)	24.6
National Secondary Schools (NSS)	17.8

While the number of students per toilet on average at ECE, PSS, and NSS are within the minimum requirements of these National Standards, the high ratios at PS and CHS are of great concern as these facilities serve the greatest population of the Solomon Island's children. Within the reported ratios, experience has shown that many toilet facilities are inappropriate, poorly constructed, not maintained, or ultimately abandoned. Lack of toilets has shown to lead to reduced school attendance by girls and practicing open defecation amongst others.

Many schools lack adequate water supplies and most do not have any hygiene facilities, such as hand washing structures. Lack of water supplies may cause schools to struggle attracting new staff, or even temporary closure. Data collected through SIEMIS in 2011 reported that only 43 percent of schools provided access to safe water for students and staff. As water quality is not yet tested at schools, it is likely that the number of students and staff with access to safe water is even lower.

The Ministry of Education and Human Resources Development (MEHRD) recognizes the challenge of providing all students and staff with sufficient WASH facilities and has been working towards solutions over the years. In April 2009, the MEHRD prepared the "Infrastructure Minimum Standards" for education facilities in the Solomon Islands, though this document was never completed and is still in draft phase as of the publishing of these Standards. At the time of writing, the (draft) infrastructure policy document is under review. This document, the "National Standards for School WASH Facilities: Water Supply, Sanitation & Hygiene for Education Facilities in the Solomon Islands" represents the infrastructural requirements for WASH facilities and is jointly adopted by the MEHRD and the Ministry of Health and Medical Services (MHMS).

Introduction continued

These National Standards, and the accompanying “Technical requirements manual for school WASH facilities” (the Manual), are key elements of the Solomon Islands Government national schools WASH programme.

The Manual has been produced to support development of long-term School¹ WASH Plans. By implementing its School WASH Plan, each school will be able to progress to achieving the National Standards. The key documents relating to WASH in a Solomon Islands context are outlined in Figure 1.

It is important to emphasize that the standards and their subsequent indicators are not to be seen as merely guidelines or suggestions, but rather as minimum requirements for all newly constructed or rehabilitated school WASH facilities. These standards apply to all school WASH facilities regardless of funding source or implementing agency. The standards are subject to monitoring and approval by the education authorities. Only indicators specific to school WASH projects are included. For details on individual structures, refer to the Rural WASH Technical Standards document available at MHMS. MEHRD will provide standard designs for all facilities and make them available to any interested agency.

The national standards contained in this document have been developed through a consultative process and guided by international good practice as well as experience from the Solomon Islands. The MEHRD acknowledges the existence of international standards and indicators by including the WHO indicators in this document. However, based on common practices, cultural aspects, and availability of resources in the Solomon Islands, MEHRD is promoting the

following set of Solomon Islands Minimum Indicators, which are at a lower service level than WHO indicators. Though any implementer of school WASH projects may use the WHO indicators if resources allow, the following Minimum Indicators must be met at the very least.

The document is set up as follows:

Section 1: Procedures – key steps in approval of school WASH infrastructure development and reporting on condition and compliance

Section 2: School WASH Management

Section 3: Sanitation

Section 4: Water Supply

Section 5: Hygiene

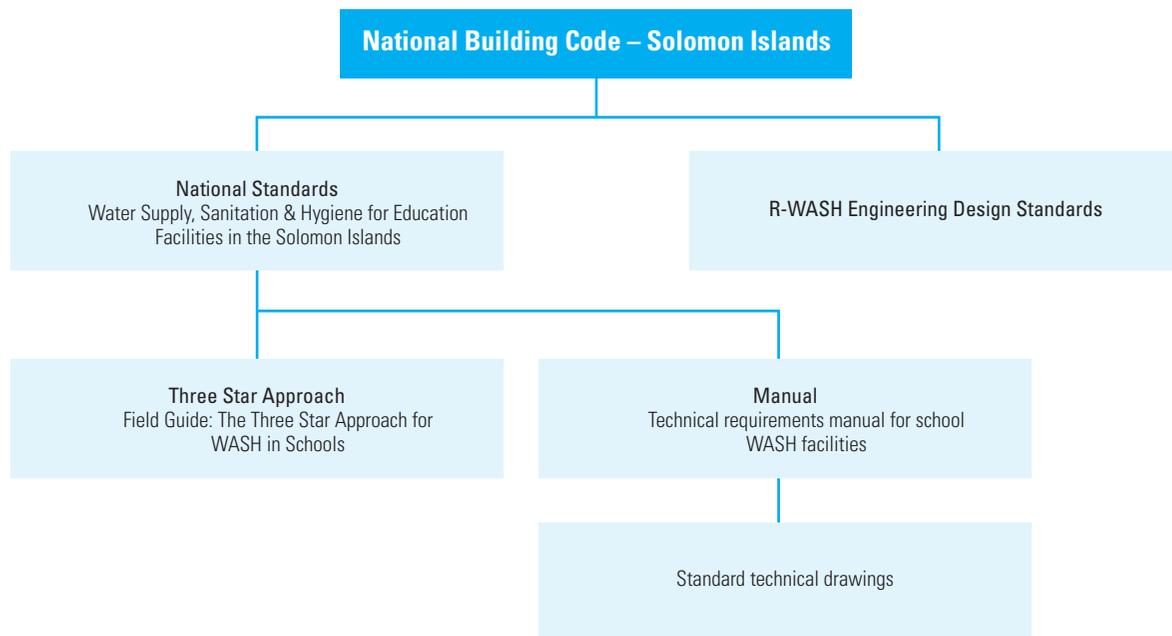
Sections 2–5 are structured the same:

- A national standard, in the form of a statement that describes the required result.
- A set of indicators for each standard, which are used to judge whether the standard has been achieved.
- Footnotes are used when required to provide additional guidance on what indicators mean, exceptions, and how they can be measured or demonstrated. More detailed advice can be found in the Manual.



¹ In the context of this document, “School” includes Early Childhood Education, Primary, Secondary, and Technical & Vocational Educational Training Centres

FIGURE 1. SOLOMON ISLANDS KEY WASH DOCUMENTS



Procedures

Infrastructure Development Approval

Any individual or organization interested in school WASH infrastructure development must follow the following steps:

- 1 Seek approval from the Provincial Education Authorities (PEA) first to ensure it fits within provincial development plans.
- 2 Adopt existing pre-approved technical WASH design or seek MHMS endorsement of non-standard designs.
- 3 Notify the MEHRD headquarters of the intended development, including the School WASH Plan, design documentation and endorsement letters.

Though approval would normally be required from MEHRD as well, endorsement from provincial education authorities is agreed to be sufficient in order to reduce delays.

Regular Reporting

- 1 Annually, and using the appropriate MEHRD form, each school reports on its compliance with these National Standards.
- 2 Annually, and using the appropriate MEHRD form, each school reports on the progress in implementing the school WASH plan.

Correspondence

Address all correspondence to the MEHRD as follows:

PERMANENT SECRETARY
 Ministry of Education and Human
 Resources Development
 Attn: Director AMD (Asset Management
 Division).
 PO Box G28
 Honiara

School WASH Management

STANDARD 1: SCHOOL WASH MANAGEMENT

The school will have a system for managing WASH development and maintenance.

School WASH Management Indicators

- 1 The school has an active School WASH Committee as outlined in the *Manual*.
- 2 The WASH Committee has a Terms of Reference as outlined in the *Manual*.
- 3 The WASH Committee has a budgeted School WASH Plan (inclusive of a routine operation and maintenance plan and an improvement plan)
- 4 Maintenance Master role is defined for WASH activities.
- 5 The school has and supports a student WASH Club, with Terms of Reference (ECE facilities are exempted from this requirement).
- 6 The school keeps records to demonstrate that the WASH plan is being implemented.



Sanitation

STANDARD 2: SANITATION

Sufficient, accessible, private, clean, secure and culturally appropriate toilets are provided for all students and staff.

SANITATION INDICATORS

General

- 1 To ensure that the sanitation facilities are sufficient, the following student-to-toilet and staff-to-toilet ratios are established. This ratio of toilets must be useable (i.e. accessible, functional (no cracks/leaks in toilet structure, hole/pit not blocked, for flush/pour-flush water is available), and private).

TABLE 2: USER-TO-TOILET RATIOS

FACILITY	USER GROUP	SI MINIMUM INDICATORS
Day Schools	Students	1:30 female
		1:40 male
	Staff	1:20 separated male & female
Boarding schools	Students	1:25 female
		1:35 male
	Urban boarding schools	1:50 urinal (or 50cm wall equivalent)
	Staff	1:20 separated male & female

- 2 The minimum technology to be used is the Ventilated Improved Pit (VIP) latrine.
- 3 Toilets and ablution blocks are private, meaning:
 - i. Separation of male and female toilets for all schools (including ECE);
 - ii. Separation between staff and student facilities, with staff toilets separated by sex;
 - iii. Urinals or urinal walls have privacy provisions;
 - iv. Ablution blocks have walling or a door to provide privacy to those inside;
 - v. Windows are positioned at a height, location and/or orientation that does not allow others to look inside;
 - vi. Entrance doors to the toilet block can be closed or shielded by a privacy wall to prevent others from looking inside and allow for discrete entrance and exit;
 - vii. Girls' toilets located in a separate building from boys' toilets and classrooms, as far away from each other as possible and practical² or separated from the boys toilet, so as to provide enough privacy to girls.

² ECE toilets may need to be positioned adjacent to the childcare area, as young children often require supervision when using the toilet. Additionally, sex segregation is not required for ECE toilets.

- 4 Toilets are secured by locks fitted on the inside of cubicles. A decision to secure outside locks is dependent on location³.
- 5 Toilets are hygienic to use and easy to clean, meaning:
 - i. Toilets are regularly cleaned and maintained;
 - ii. All surface areas of the toilet that may get soiled (in particular slab and seat if any) are made of smooth, hard-wearing, waterproof materials that are resistant to cleaning products;
 - iii. Hand washing facilities are close by⁴ and include soap, provided by the school.
 - iv. All toilet facilities include adequate drainage and flood prevention measures, to control odors and mosquito breeding.
- 6 Water for flushing (where flushing toilet is selected solution) is available inside the toilet facility, either inside the toilet cubicle⁵ or centrally inside the ablution structure.
- 7 Toilets are available at staff houses⁶.
- 8 Toilets and ablution blocks are well ventilated and located so as not to cause a nuisance for other school facilities.
- 9 Any water-based sanitation (pour-flush and cistern flush) has additional VIP latrine as a back-up in case of an interruption of the water supply⁷, in the amount of 1 toilet per toilet block.
- 10 Toilets are accessible to all, including students with disabilities (see indicator

12 below), with a maximum distance from immediate users to the toilets of 50 meters. The path to toilet facility is clear and safe (non-hazardous), with adequate light, especially in the case of boarding schools.

Inclusive Design

- 11 Toilet facilities at schools take into account the age and size of its users. ECE requirements (3-5 years old): latch/handle low on doors without a lock⁸ or with an age-appropriate lock, maximum seat height 300mm, size flushing buckets appropriate for small children.
- 12 Each toilet block includes at least one toilet suitable for use by people living with disabilities^{9 10}, meaning:
 - i. One inclusive toilet for males and one for females is available in each block;
 - ii. Level or ramped access is required and a wide door sufficient for a wheelchair, and have support structures such as handrails; Door opens to the outside
 - iii. Internal dimensions of inclusive assigned toilets allow for manoeuvring by wheel chairs;
 - iv. Each inclusive toilet has water inside the cubicle reachable while the user is on the toilet seat, regardless of whether enough is available for flushing;
 - v. Pathways to the facilities are well drained/slightly sloping to prevent slippery conditions, and within easy distance from the users.

³ Outside locks are useful for temporary closure of a cubicle, and on the main door to prevent unauthorised use. However, locked doors may lead to vandalism or the facility not being used because of the inconvenience of finding the key.

⁴ ECE facilities should have a water point (tap stand or shower) nearby and a private area where children that had "accidents" can be washed off safely, privately and respectfully away from peers or the community.

⁵ A cubicle is the enclosed area around a toilet that provides privacy for users.

⁶ Married staff are entitled to one 2-bedroom house with a toilet. Single teaching staff are entitled to one 1-bedroom staff house or in single quarters with shared facilities, separated by sex.

⁷ Rainwater is **not** a reliable source of water for sanitation. Schools without access to reliable and continuous water supply should use dry sanitation options such as VIP latrines or composting toilets.

⁸ If no locks are included, supervision by an adult will be required for child protection issues.

⁹ ECE facilities do not require inclusive toilets.

¹⁰ Examples of disabilities include: physically disabled, mentally disabled, deaf, blind.

Menstrual Hygiene Management

Menstrual Hygiene Management (MHM) is defined as: women and adolescent girls are using a clean menstrual management material to absorb or collect blood that can be changed in privacy as often as necessary for the duration of the menstruation period, using soap and water for washing the body as required, and having access to facilities to dispose of used menstrual management materials.

In addition to the above, the following must be incorporated in the design of school WASH facilities to ensure MHM:

- 13 Staff are empowered to provide guidance to students on proper hygiene management as appropriate.
- 14 The school provides hygiene products¹¹ required for MHM.
- 15 At **day** schools, adequate light is available inside the toilet block and cubicles for use and cleaning.
- 16 At **boarding** schools, light is available in all toilet and washing facilities 24 hours per day.
- 17 Water is available from inside the toilet cubicles, either from a tap or bucket that can be filled nearby.
- 18 An appropriately-sized toilet cubicle¹² is available for girls to change their clothing¹³.
- 19 Toilet cubicles or toilet/bathing blocks have storage available, in the form of wall/door hooks.
- 20 If reusable pads are used, and for personal washing clothes, an adequate and private washing and drying space is provided.

WASH Waste Management

Waste management is integrated into the facility design and must meet cultural needs, prevent vermin problems, allow for privacy, and requires organised management.

- 21 An incinerator¹⁴ is available for burning menstrual items¹⁵.
- 22 Hygienic rubbish bins are available inside each girls' toilet cubicle or in the ablution block for maximum privacy.
- 23 An MHM roster is in place to empty buckets at least daily.
- 24 Toilet blocks have adequate and appropriate drainage for hand washing and shower facilities, to avoid standing water and to allow for easy cleaning. Water is drained away to a safe and discreet location.¹⁶
- 25 The location of toilets does not risk contaminating the water supply¹⁷. All toilets and infiltration systems are at least 30 meters from any water source, and at least 1.5 meters above the groundwater table.
- 26 Septic tanks are regularly emptied of solids.¹⁸
- 27 Dry/compost toilet waste is stored securely and for sufficient time to ensure complete composting, before disposal.

Health and safety

- 28 Septic tank solids or compost is disposed of safely.
- 29 Younger students are supervised when handling cleaning chemicals, such as disinfectant.
- 30 Schools provide protective equipment, such as gloves for cleaning and waste disposal.
- 31 Decommissioned pit latrines are clearly identified.
- 32 WASH facilities are free of hazards that could injure people.

¹¹ Sanitary pads, soap, toilet paper, materials for wrapping used pads prior to disposal.

¹² Inclusive toilets will be suitable for this use.

¹³ A mirror in the toilet (block) is recommended so girls can check for stains.

¹⁴ Easy and safe to use, and close to the girl's facilities.

¹⁵ Burying the pads is not recommended. To prevent attracting rodents and dogs the pit must be lined and covered with a lid. In the long term and for large schools this is an unacceptable and costly solution.

¹⁶ Adequate and discrete drainage is essential for MHM.

¹⁷ Adequate and discrete drainage is essential for MHM.

¹⁸ All types of sanitation facilities generate waste that is discarded to the surrounding environment. The risk of contaminating water supply is even greater for flood-prone areas. Pits, effluent drainage and solids disposal need to be located down-flow of water sources, whether ground water or river water supply source.

¹⁹ Emptying septic tanks in a safe manner is difficult to do in remote, hard to reach areas and are therefore not recommended there.

Water Supply

STANDARD 3: WATER SUPPLY QUANTITY & QUALITY

Sufficient water is available at all times for drinking, food preparation, personal hygiene, cleaning and laundry, and is safe for the purpose intended.

WATER SUPPLY INDICATORS

Water Quantity:

- 1 To ensure that sufficient water is available to all students and staff at all times, either from the primary source or a secondary (back-up) water source, the following basic quantities of water are to be supplied (Table 3).

TABLE 3: Water Availability

FACILITY	SI MINIMUM INDICATORS ²⁰	DESCRIPTION
Day school ²¹	5 L/p/d (1.2 G/p/d)	Minimum water availability required at all schools and locations during attendance. It is expected that the majority of this supply comes from stored rainwater, with the balance being available from other sources
	Student contribution	Each student brings a full drinking water bottle to school each school-day
	+20 L/p/d ²²	Additional water quantity for schools with pour-flush toilets
	+30 L/p/d ²³	Additional water quantity for schools with cistern flush toilets
Boarding schools ²⁴	5 L/p/d	Minimum water availability required at all schools and locations during attendance. It is expected that the majority of this supply comes from stored rainwater, with the balance being available from other sources
	50 L/p/d	Minimum amount to be available for the primary piped water supply, where the preferred 100L/s is not available
	100 L/p/d	Standard amount for the primary piped water supply for boarding students.

Note: L/p/d = Litres per person per day. G/p/d = Gallons per person per day.

²⁰ In the case where a school has both boarding and day students, water demand calculations should be pro rata boarding and day students, allowing for future changes in the ratio of boarding to day students.

²¹ Water use for day schools: drinking, toilet, and hand washing.

²² Allowing for average of 3 toilet visits/day/student @ approximately 5-7 L/flush.

²³ Allowing for average of 3 toilet visits/day/student @ approximately 10 L/flush

²⁴ Water use for boarding schools: drinking, cooking, personal hygiene, cleaning, sanitation, laundry.

- 2 **Boarding** schools are not established in a location without a reliable piped water supply.
- 3 For **boarding** schools, there is a back-up water source for use in the case the primary supply fails²⁶. A back-up water source is considered acceptable if:
 - i. It provides sufficient amount of water continuously throughout the year;
 - ii. It is not contaminated;
 - iii. There are no land disputes;
 - iv. There is rainwater back-up, storage of 10 L/p/d for 30 days²⁷;
 - v. Walking distance to and from the school is acceptable by the school (preferably within 30 minutes return).



Water Quality:

The National Public Health Laboratory (NPHL) of the Environmental Health Division (EHD) of MHMS is the responsible body for setting water quality standards for the Solomon Islands. At the time of writing, no specific standards for the Solomon Islands are set, but international standards²⁸ are applied.

These indicators apply to water used for drinking, hand washing and bathing, and food preparation and washing utensils. Water used for sanitation, laundry and cleaning floors and other surfaces needs not be of such high quality.

- 4 Drinking water from unprotected sources is treated²⁹ to ensure microbiological safety³⁰.
- 5 A sanitary survey of the water supply has been carried out in the last 12-months (see the *Manual*).
- 6 The school WASH plan addresses the risks to contamination of the water supply and schools ensure that water quality testing for bacteriological contamination is done at regular intervals.
- 7 Recommended – Water quality meets the E. coli levels recommended by WHO.³¹

²⁶ As all schools will have rainwater storage for drinking, cooking and hand washing purposes and dry pit latrines as a back-up to water-based sanitation, the back-up source only needs to cater for personal hygiene, cleaning and laundry, and applies to **boarding** schools only. Seawater may therefore be considered as a viable back-up source.

²⁷ Assumed that primary water supply can be restored within 30 days.

²⁸ World Health Organization Drinking Water Guidelines.

²⁹ Acceptable treatment includes boiling, solar disinfection, chlorination, Ultra-violet (UV) disinfection

³⁰ Where treated drinking water is not available, in the short-term students provide their own safe water or alternative (e.g. coconut water)

³¹ http://www.who.int/water_sanitation_health/dwg/fulltext.pdf

STANDARD 4: WATER FACILITIES & ACCESS

Sufficient water collection points and water use facilities are available in the school to allow convenient access to, and use of water for drinking, food preparation, personal hygiene, cleaning and laundry.

- 8 Sufficient Water Access point ratios are established and functioning (Table 4).

TABLE 4: Water Access Points

FACILITY	SI MINIMUM INDICATORS
Tap stands for drinking water ³²	1:50 <50m from users
Hand washing facility ³³	1:100; separated by sex, minimum 1 per toilet cluster, inside or right outside toilet; just outside kitchen area;
Boarding Schools	
Laundry facilities (sink with scrubbing bench top)	1:50, boarding students
Showers	1:40, separated by sex



³² Can be directly from a piped water system, or via a covered container with a tap.

³³ Can include low-cost hand wash points such as pitcher and basin or a tippy-tap (see the Manual).

- 9** Hand washing facilities are convenient and hygienic for use, meaning:
- i. Water points for drinking water are clearly marked for drinking water and are separate from those for hand washing and from those used to fill buckets for toilet flushing;
 - ii. Include adequate drainage for spilled water³⁴;
 - iii. Use running water³⁵;
 - iv. Include soap and a proper place for keeping soap;
 - v. Water points are sufficiently close to classrooms (for drinking) and toilets, and at suitable height for the users to encourage them to use water as often as required³⁶



- 10** Showers are available³⁷ at boarding schools. Where showers are not possible, simple bathing cubicles are constructed consisting of well-draining floor, for use with a bucket of water.
- 11** In boarding schools at least one inclusive shower is provided for females with disabilities and one for males with disabilities.
- 12** Staff have access to water in staff houses³⁸ or on their plot.



³⁴ Which will also help to control mosquito breeding.

³⁵ Water should not be reused or be stagnant (as in the case with a dish), as the water gets too dirty.

³⁶ Including providing space for filling buckets if water is not consistently available in toilets or bathing facilities.

³⁷ No showers are constructed where water quantity is limited (less than 50 L/p/d) or the residual head is less than 5m.

³⁸ Married teaching staff are entitled to one 2-bedroom staff house with access to water supply and a kitchen. Single teaching staff are entitled to one 1-bedroom staff house or in single quarters with shared facilities.

Hygiene

STANDARD 5: HYGIENE PROMOTION

Correct use and maintenance of water supply and sanitation facilities is ensured through sustained hygiene promotion. WASH facilities are used as resources for improved hygiene behaviours.



Hygiene Indicators:

- 1 Hygiene education is included in school classroom lessons³⁹ and at other occasions during the school day eg. Morning assembly, before school meals to reinforce positive behaviour.
- 2 Positive hygiene behaviour, including correct use and maintenance of the facilities are systematically promoted among staff and students, meaning at a minimum:
 - i. Hand washing with water and soap, before eating and after using the toilet, is practiced⁴⁰ to ensure that every child washes hands, and to reinforce positive peer pressure, schools to adopt 'group handwashing practices' before meals.
 - ii. Cleaning rosters for school WASH facilities are documented and followed.
 - iii. School authorities to develop a systematic arrangement for daily cleaning of toilets.
 - iv. School teachers consistently demonstrate appropriate hygiene behaviours to provide a positive role model to students.
- 3 Facilities and resources enable staff and students to behaviours that improve their health.⁴¹

³⁹ Hygiene education in the national school curriculum and teacher training will support this, but classroom lessons can still be carried out in the absence of a national curriculum.

⁴⁰ Adopting the Three Star Approach for WASH in Schools will support positive hygiene behaviours.

⁴¹ The School WASH Plan is the pathway to providing these facilities and resources

Roles and responsibilities

This section supports implementation of the National Standards through clearly identifying the hierarchy of responsibility from MEHRD to individual stakeholders. Roles and responsibilities for each stakeholder group are briefly described and should be used to develop Terms of Reference for each stakeholder level.

STAKEHOLDERS	ROLES	RESPONSIBILITIES
MEHRD	Policy, strategy and standards setting	<ul style="list-style-type: none"> • Draft/update, consult, finalise and endorse National Standards • Provide PEA with training and resources on the National Standards
	National oversight of state of WASH in schools and progress towards achieving National Standards	<ul style="list-style-type: none"> • Compile and consolidate annual PEA reports (from SIEMIS) into annual national reports
	Funding for national WASH in schools programme	<ul style="list-style-type: none"> • Make the case to government and donors for funding, based on an analysis of the national report dataset • Make a fair allocation to PEAs/schools, based on an analysis of the national report dataset
	Strengthen WASH in Schools monitoring in EMIS and other monitoring platforms	<ul style="list-style-type: none"> • Review the existing EMIS questions/indicators. Include appropriate indicators in EMIS that align to the national standards and also the SDGs
	Inclusion of WASH in national curriculum development	<ul style="list-style-type: none"> • Draft/update, consult, finalise and endorse WASH component of national curriculum • Provide Principal and teacher training and resources on curriculum

STAKEHOLDERS	ROLES	RESPONSIBILITIES
PEA	Advocate for WASH in schools	<ul style="list-style-type: none"> • Raise awareness of WASH in schools • Participate in the design of school WASH facilities
	Oversight of compliance with National Standards	<ul style="list-style-type: none"> • Conduct annual monitoring on compliance with the National Standards, enter data into SIEMIS and produce annual provincial report on progress towards achieving National Standard, and submit to MEHRD • Provide approval of long-term school WASH plans (inclusive of routine operations and maintenance plan and an improvement plan) and new development plans for consistent application of National Standards and other appropriate standards (e.g. construction standards, water quality standards)
	Facilitate access to expertise and resources to progress towards achieving the National Standards	<ul style="list-style-type: none"> • Conduct annual monitoring on the state of school WASH facilities and practices, and progress in implementing school WASH plan • Promote remedial actions where required • Maintain oversight and coordination of organisations working on WASH in schools • Promote/advocate and administer allocation of funding for planned improvements • Provide Principal and teacher training and resources on the National Standards • Provide training of school committees, Principals, teachers and caretakers in correct operations, maintenance and repairs of WASH facilities

STAKEHOLDERS	ROLES	RESPONSIBILITIES
MHMS – EHD & RWASH	Advocate for WASH in schools	<ul style="list-style-type: none"> • Participate in the design of school WASH facilities • Provide training and advice to Principals, teachers and students on WASH
	Compliance with health-based standards	<ul style="list-style-type: none"> • Set drinking water quality standards • Test school water supplies against these standards • Provide advice on responding to water quality issues and WASH-related health incidences • Set technical design standards for WASH facilities. Alternatively review designs developed by MEHRD and provide necessary advice. • Provide approval of technical WASH designs
School Committee/Board (including sub-committees)	Advocate for WASH in schools	<ul style="list-style-type: none"> • Participate in the design and construction of school WASH facilities • Coordinate fundraising for improvements and provision of consumables such as soap
	Oversight of state of school WASH facilities and improvements	<ul style="list-style-type: none"> • Approve and oversee implementation of long-term WASH plan to achieve National Standards • Approve annual budgeted WASH work plan

STAKEHOLDERS	ROLES	RESPONSIBILITIES
School Principal or head teacher	Advocate for WASH in schools	<ul style="list-style-type: none"> Motivate staff and students to achieve and maintain National Standards and adopt good WASH practices, creating and enforcing rules where necessary Participate in the design and construction of school WASH facilities
	Compliance with National Standards	<ul style="list-style-type: none"> Report progress to PEA on state of compliance with National Standards, and implementation of the long-term school WASH plan
	Operational oversight	<ul style="list-style-type: none"> Lead development of long-term school WASH plan Oversee the annual sanitary survey and update of long-term school WASH plan Prepare annual budgeted WASH work plan Manage WASH improvement activities, according to the improvement plan Oversee day-to-day operations and maintenance of WASH facilities Take action to respond to major faults immediately
Teachers	Advocate for WASH in schools	<ul style="list-style-type: none"> Motivate students and other teachers to adopt good WASH practices Deliver hygiene education Participate in the design and construction of WASH facilities
	Routine operations and maintenance	<ul style="list-style-type: none"> Prepare rosters for cleaning and maintaining WASH facilities, allocating tasks appropriately to students, teachers and caretaker Manage/supervise day-to-day operations and maintenance of WASH facilities Monitor and report to the Principal on the state and use of school WASH facilities, according to a timetabled checklist (daily, weekly, monthly checks)

STAKEHOLDERS	ROLES	RESPONSIBILITIES
Students	Positive hygiene behavior	<ul style="list-style-type: none"> • Comply with school rules and procedures about the care and use of WASH facilities • Routinely adopt proper hygiene behaviour • Play an active role in looking after WASH facilities • Participate in the design and construction of WASH facilities
Caretaker	Advocate for WASH in schools	<ul style="list-style-type: none"> • Participate in the design and construction of WASH facilities
	Routine operations and maintenance	<ul style="list-style-type: none"> • Carry out routine checks of the WASH facilities • Keep good records of checks and maintenance carried out • Maintain stock level of spare parts, and manage tools • Follow maintenance schedules and procedures • Carry out routine and emergency maintenance • Report major faults to Principal immediately
Families and local community	Advocate for positive hygiene behavior at school and at home	<ul style="list-style-type: none"> • Encourage students to comply with school rules and procedures about the care and use of WASH facilities, and develop positive hygiene behaviours • Participate in the design and construction of WASH facilities
Local contractors	Technical support	<ul style="list-style-type: none"> • Provide skilled services for construction, maintenance and repair of school WASH facilities



NEW ZEALAND
FOREIGN AFFAIRS & TRADE
Aid Programme

