



SCOPING STUDY OF WASH IN SCHOOLS PROGRAMMING IN EASTERN AND SOUTHERN AFRICA

A review of evidence, bottlenecks and opportunities to meeting Sustainable Development Goal (SDG) targets

Scoping Study of WASH in Schools (WinS) Programming in Eastern and Southern Africa

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December 2018
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UNICEF Eastern and Southern Africa Regional Office
Nairobi, Kenya

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Students wash their hands at a newly built handwashing point at the primary school in Pemba District, Southern Province, Zambia.

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The ESARO Team extends its gratitude to the governments, line ministries and technical resource persons working on WASH in Schools in the 21 UNICEF programming countries in Eastern and Southern Africa Region (ESAR) for their valuable contributions, insights and inputs to the study.

Special acknowledgements to the following UNICEF staff for their contributions of time, content, knowledge and experience to the enrichment of the final publication:

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List of Abbreviations and Acronyms

CFS	Child Friendly Schools
CO	Country Office
COARs	UNICEF Country Office Annual Reports
CPD	Country Programme Document
DHS	Demographic and Health Survey
EMIS	Education Management Information System
ESAR	Eastern and Southern Africa Region
ESARO	Eastern and Southern Africa Regional Office
GHD	Global Handwashing Day
IM	Information Management
JMP	Joint Monitoring Programme
MDGs	Millennium Development Goals
MHM	Menstrual Health Management
MICS	Multiple Indicator Cluster Surveys
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MoF	Ministry of Finance
MoH	Ministry of Health
MoW	Ministry of Water
O&M	Operations & Maintenance
PTA	Parent Teachers Association
RO	Regional Office
ROMP	Regional Office Management Plan
RP	Regional Priorities
SDGs	Sustainable Development Goals
SMC	School Management Committee
SHN	School Health and Nutrition
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation and Hygiene
WHO	World Health Organization
WinS	WASH in Schools



INTRODUCTION

The Sustainable Development Goals (SDGs), call for universal access to safe water, dignified sanitation and hygiene (WASH) for all by 2030¹. For children, this extends beyond the confines of the household to a child's place of school and play. With children spending several hours a day and over a decade of their growing years in schools, basic access to sustainable WASH in schools is not only crucial for their health and well-being, it is also a fundamental human right. The SDGs exhort countries to build and upgrade education facilities that are child-, disability- and gender-sensitive, and equipped with basic drinking water, single-sex basic sanitation and basic handwashing facilities².

According to the WHO/UNICEF Joint Monitoring Programme's 2018 Global Baseline Report on Drinking Water, Sanitation and Hygiene in Schools, only 69 per cent of schools worldwide have a basic drinking water service; 66 per cent have basic sanitation, and nearly 900 million children lack basic hygiene services at their schools. Access to WASH and related handwashing facilities in schools enhances children's growth and development, minimizes the spread of disease in school settings and helps contribute to education outcomes, including enrolment rates, attendance, and students' cognitive functions. It also plays a role in securing gender equality and promoting inclusion. Several recent studies show that inadequate WASH services in schools contribute to higher repetition and dropout rates for girls, compared to boys of similar age and grade.

1 SDG 6: Ensure availability and sustainable management of water and sanitation for all.

2 SDG Target 4.a. Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all. Indicator 4.a.1: Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c.) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; (g) basic handwashing facilities (as per the WASH indicator definitions).

As an organization, UNICEF remains committed to safeguarding the well-being, growth and development of the world's children. This includes ensuring that girls and boys have equal access to basic water, sanitation and hygiene at home, school and play. In its 2016-2030 Strategy for Water, Sanitation and Hygiene, UNICEF commits to helping support governments to develop strong national enabling environments for WASH at all levels to achieve an effective sector that delivers results for children through five key areas of action: sector policy and strategy; institutional arrangements; budgeting and financing; planning, monitoring and review; and capacity development. The end-goal being to scale up WinS programming with simplicity, and leverage UNICEF's convening power and global presence to advocate for the institutionalization of WASH in schools within the education sector.

In the 21 UNICEF programming countries in Eastern and Southern Africa Region, WinS continues to take centre stage. Data shows that the region made progress in increasing access to WASH services in schools by the close of the Millennium Development Goals (MDGs) era in 2015. In 2017 alone, UNICEF supported the installation of WASH facilities at 1,469 schools in the region. The current 2018-2021 Regional Priorities for the region seek to build upon these gains and ensure that at least 50 per cent of schools in the region have single-sex basic sanitation facilities for girls and boys with adequate menstrual health management (MHM) services by 2021, with targeted efforts to meet the broader SDG targets for WinS by 2030.

As a result, in 2018, UNICEF Eastern and Southern Africa conducted a regional scoping study and deep dive to assess the status of WASH services in schools and related gaps to scale-up in the region. The objectives of the study were:

1. To provide an up-to-date snapshot of the enabling environment for WinS in the region;
2. To assess UNICEF's strategic position in supporting governments to meet the SDG targets for WinS;



3. To compile game-changing approaches, and best practices for further learning, knowledge-sharing and cross fertilization in the region; and lastly,
4. To raise the profile of WinS through evidence generation and advocacy for informed programming.

The 2018 scoping study builds upon findings from two past situational analyses in the region, published in 2013 and 2017 respectively, and presents the most up-to-date synopsis of the enabling environment for sustainable WASH in schools programming in the 21 countries in the region. Incorporating emerging SDG concerns such as hygiene and handwashing with soap, operations and maintenance of WinS infrastructure, gender inclusivity, menstrual health and hygiene, and accessibility for children with disabilities, the study expands on the scope of the last two regional studies, and highlights issues relating to the five sector-strengthening building blocks of sector policy and strategy, institutional arrangements, sector financing, planning, monitoring and review, and capacity development.

The broad aim of the exercise was to analyse barriers to sustainability within the sub-sector and explore opportunities for scaling up WinS programming in the region. The report is subdivided into four parts:

1. a summary of WASH services in schools in the region based on the 2018 Joint Monitoring Programme global baseline findings³;
2. a qualitative analysis of the enabling environment for WinS derived from the regional scoping exercise;
3. descriptive case studies of bright-spot countries within the region; and finally,
4. strategic recommendations and next steps for advancing sustainable WinS programming in the region.

³ The Joint Monitoring Programme (JMP) for Water Supply and Sanitation by WHO and UNICEF is the official United Nations mechanism tasked with monitoring and reporting country, regional and global estimates of progress on drinking water, sanitation and hygiene (WASH) since 1990. The JMP maintains an extensive global database and has become the leading source of comparable estimates of progress at national, regional and global levels. The 2018 Global Baseline Report is the first comprehensive global assessment of WASH in Schools and establishes a baseline for the SDG period.

Chapter 1

WASH SERVICES IN SCHOOLS IN ESAR

1.1. CONTEXT

Addressing the barriers to sustainable water, sanitation and hygiene services in schools remains a critical element for realizing the human rights to water and sanitation for children. UNICEF remains committed to ensuring that children have child-friendly learning spaces with basic drinking water, single-sex basic sanitation and basic handwashing facilities. WASH in schools is

a major component of the WASH in Institutions Results Area of the UNICEF global WASH strategy. From pre-primary to adolescence, the role of WASH in schools is evident at all stages of the life course.

At the Eastern and Southern Africa Regional Office (ESARO) level, the commitment is to support country offices in the region to improve access to basic service levels of drinking water

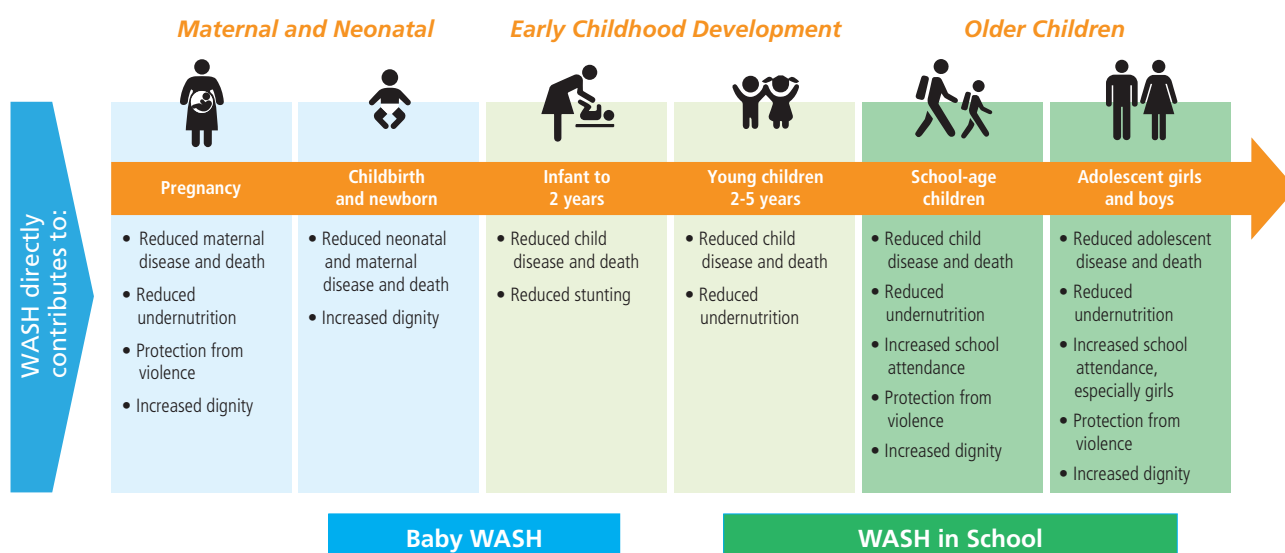


Figure 1: WASH Contributions to UNICEF's Key Outcomes for Children, Across the Life Course

and sanitation, reduce open defecation and promote good hygiene practices, including MHM, especially for the most vulnerable populations, in context-specific settings i.e. emergency/humanitarian, urban/rural, those affected by climate change, migrants, refugees, households, communities, schools and health facilities.

The 21 UNICEF programme countries in ESAR are: Angola, Botswana, Burundi, Comoros, Eritrea, Eswatini⁴, Ethiopia, Kenya, Lesotho, Madagascar, Malawi, Mozambique, Namibia, Rwanda, Somalia, South Africa, South Sudan, Uganda, the United Republic of Tanzania, Zambia and Zimbabwe. WASH programming (with the presence of WASH

staff) is carried out in all the countries except Botswana and South Africa⁵.

UNICEF ESARO will continue to support country offices (COs) to develop enhanced models and partnerships for evidence-based WASH in institutions programming at scale. Critical actions include developing models and partnerships for sustainable WASH in schools, including menstrual health management (MHM) at scale within national education systems, and providing technical assistance to incorporate WASH in schools and MHM concerns into national health,

4 Former Kingdom of Swaziland

5 Plans are now underway to support the Government of South Africa to further strengthen its WASH in Schools programming, within the coming months, in response to current national priorities.



Figure 2: Map of the 21 Countries in Eastern and Southern Africa

education and gender policies, budgets, strategies and plans.

As stated in the 2018-2021 Eastern and Southern Africa Regional Priorities, the overall aim is to ensure that at least 15 countries in the region create enabling environments that allow the Education and WASH sectors to work together efficiently and effectively to improve WASH solutions in schools, including linkages to school health and nutrition interventions and strengthening of school curricula.

1.2 JMP SERVICE LADDERS FOR WINS

In the 2010 Global Call to Action for WASH in Schools, UNICEF and partners called on decision-makers and concerned stakeholders to increase their investments in WinS, jointly plan and act in cooperation – so that all children go to a school with child-friendly water, sanitation and hygiene

facilities. The joint actions taken following that intervention resulted in greater interest, attention and commitment to ensuring that more children had access to “improved” WASH services in schools by the end of the MDG era.

In Eastern and Southern Africa, the proportion of schools with adequate water supply rose by an average of 7 percentage points, from 53 per cent in 2012 to 60 per cent in 2015. Adequate sanitation increased by 6 percentage points (45 per cent in 2012 to 51 per cent in 2015), and the proportion of schools with handwashing facilities rose by 18 percentage points (13 per cent to 31 per cent) over the same period.

Under the SDG framework, the WHO/UNICEF Joint Monitoring Programme for Water Supply, Sanitation and Hygiene (JMP) redefined “improved” services according to specific service levels, or benchmarks of no, limited, basic, and advanced service levels (Figure 2).



Figure 3: New JMP service ladders for global monitoring of WASH in schools

The new JMP service ladders for WinS (Figure 3) enable countries to track progress towards SDG target 4.a.1^b, which is centered on achieving the basic service level of schools with drinking water from an improved source, improved single-sex and usable sanitation facilities, handwashing facilities with water and soap by 2030. The new service ladders also make it easier to benchmark and compare progress across countries globally and regionally. This year, the JMP released the first comprehensive global assessment of WASH in Schools, establishing a baseline for the SDG period.

1.3 WATER, SANITATION AND HYGIENE COVERAGE IN SCHOOLS IN ESAR

According to the JMP Global Baseline Report for WinS, which is derived from 2016 country data, 42 per cent of schools in Eastern and Southern Africa have no drinking water services, 27 per cent have no sanitation services and 62 per cent have no handwashing facilities.

1.3.1 Drinking water coverage in schools in Eastern and Southern Africa

Of the 21 countries in the region, only 7 countries had sufficient data to report on basic drinking water services in schools. The proportion of schools reported with basic drinking water services were:

- Zambia (79 per cent),

- South Africa (78 per cent),
- Namibia (76 per cent),
- Uganda (69 per cent),
- Zimbabwe (64 per cent),
- Rwanda (44 per cent) and
- Burundi (42 per cent) (Figure 4).

Countries with the highest proportion of schools with no drinking water services were:

- Comoros (88 per cent),
- Madagascar (81 per cent),
- Ethiopia (77 per cent),
- Mozambique (69 per cent),
- South Sudan (63 per cent) and
- Somalia (62 per cent).

1.3.2 Sanitation coverage in schools in Eastern and Southern Africa

For sanitation, only 8 countries had sufficient data to report on basic sanitation services in schools. The proportion of schools reported with basic sanitation services were:

- Rwanda (88 per cent of schools),
- Uganda (79 per cent),
- Malawi (70 per cent),
- Zambia (66 per cent),
- Burundi (48 per cent),
- Mozambique (48 per cent),
- United Republic of Tanzania (47 per cent) and

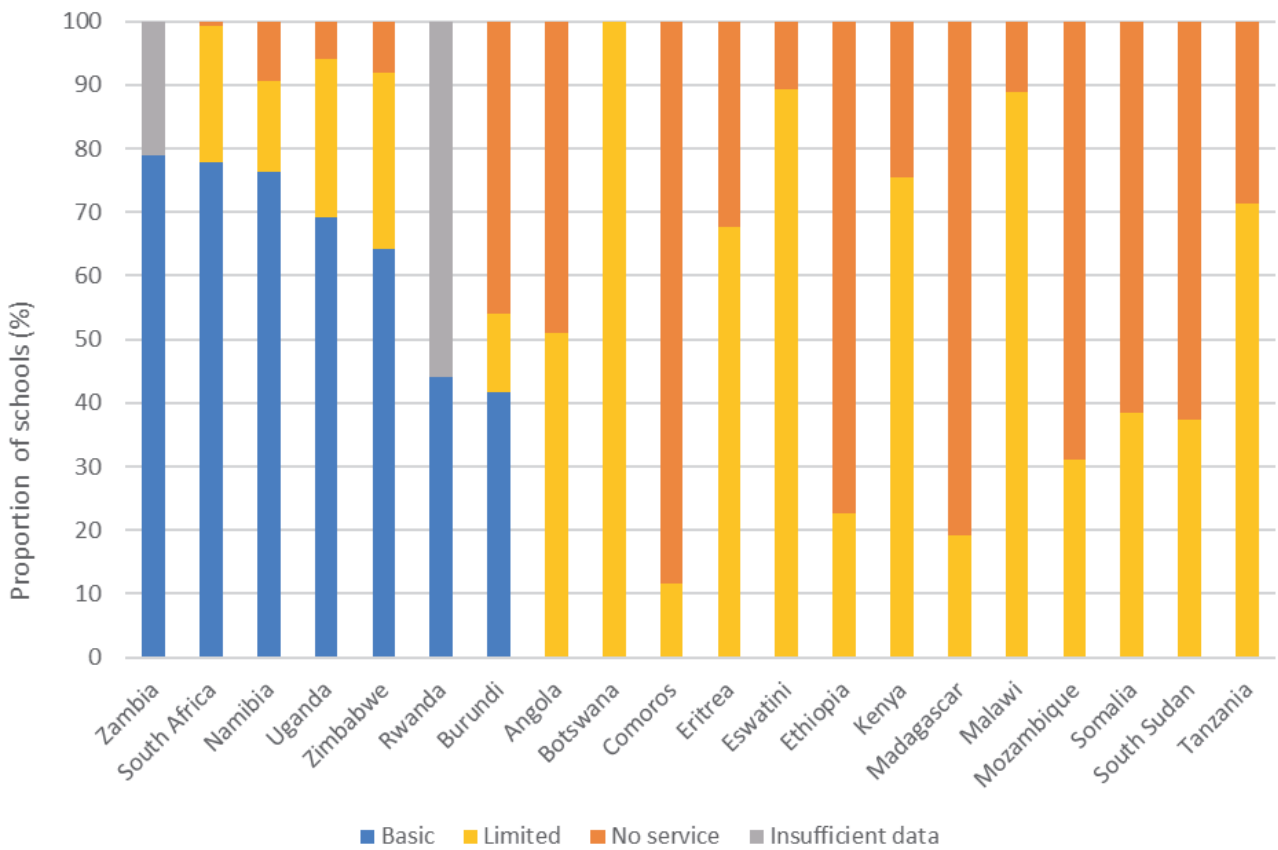


Figure 4: Regional coverage for Water in Schools in Eastern and Southern Africa

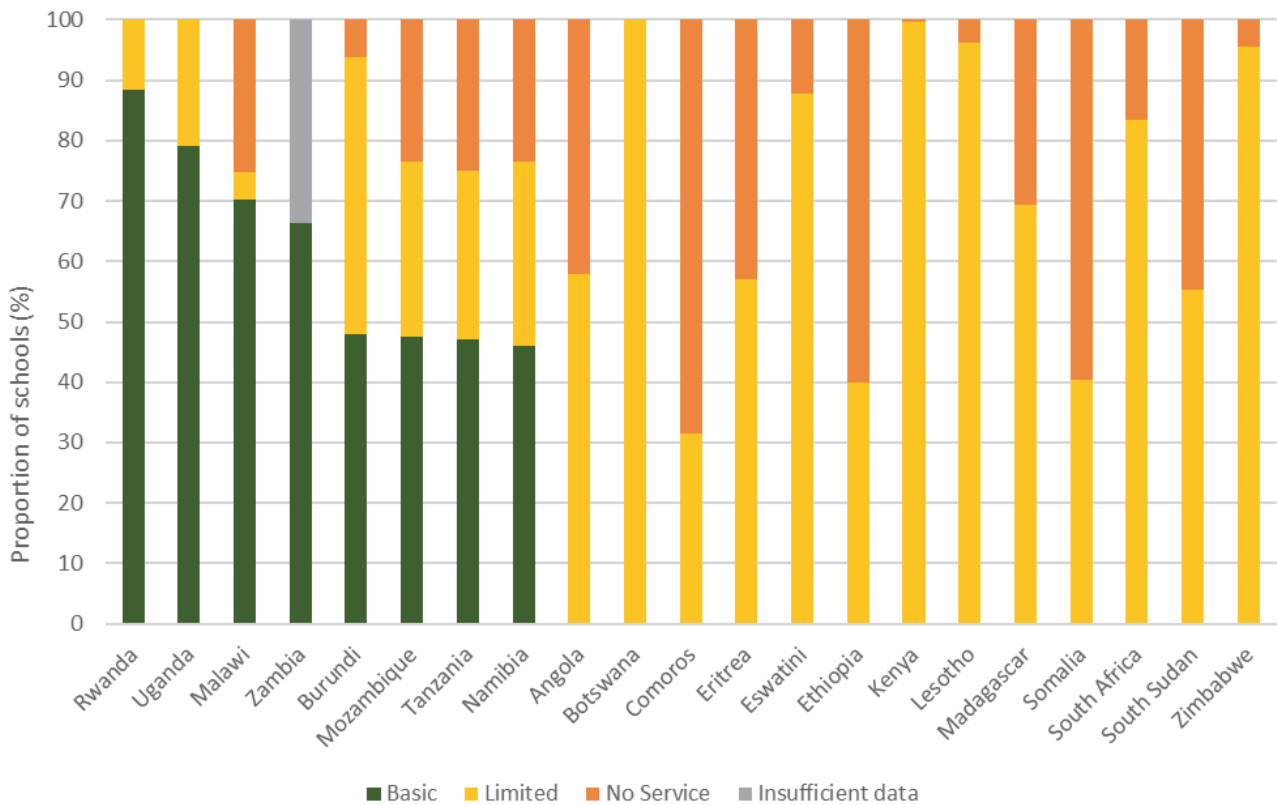


Figure 5: Regional coverage for Sanitation in Schools in Eastern and Southern Africa

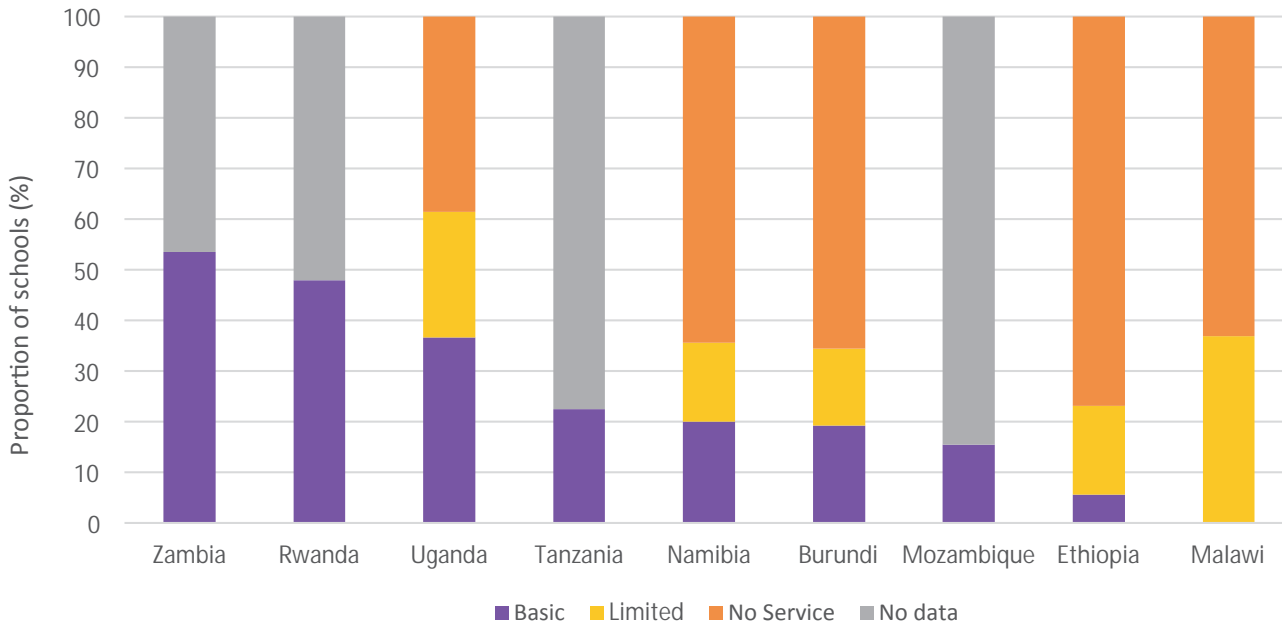


Figure 6: Regional coverage for Hygiene in Schools in Eastern and Southern Africa

- Namibia (46 per cent).

The countries with the highest proportions of schools with no sanitation services were:

- Comoros (68 per cent),
- Ethiopia (60 per cent),
- Somalia (60 per cent),
- South Sudan (45 per cent) and
- Angola (42 per cent).

Of the 21 countries in the region, Comoros ranks highest for no sanitation and drinking water services in schools (Figures 4 and 5). This suggests the need for accelerated, targeted action towards meeting the SDG targets for WASH in schools on the island.

1.3.3 Hygiene coverage in schools in Eastern and Southern Africa

Of the three WASH indicators, data on access to hygiene services is very limited (Figure 6). Data was generated from only 10 of the 21 countries. Of those 10, 8 had sufficient data to report on access to basic hygiene services. The proportion of schools reported with basic hygiene services were:

- Zambia (54 per cent),
- Rwanda (48 per cent),
- Uganda (37 per cent),
- The United Republic of Tanzania (23 per cent),

- Namibia (20 per cent),
- Burundi (19 per cent)
- Mozambique (15 per cent) and
- Ethiopia (6 per cent).

Ethiopia ranks highest among the countries with schools which have no hygiene services (77 per cent), followed by Burundi (66 per cent), Namibia (64 per cent) and Malawi (63 per cent).

The significant data gaps for hygiene underscore the need for stronger monitoring and the integration of the SDG core questions, two of which specifically address hygiene and handwashing⁶, into national data collection instruments including the Education Management Information Systems (EMIS), annual school census exercises, Multiple Indicator Cluster Surveys (MICS) and Demographic Health Surveys (DHS).

Hygiene-related indicators in the SDG Core Questions include:

- Are there handwashing facilities at school?
- Are both soap and water currently available at the handwashing facilities?

While indicator questions currently exist in most countries for water and sanitation, the lack of institutional mechanisms for collecting and recording hygiene-related data remains a major bottleneck.

⁶ See Annex 1

Chapter 2

THE ENABLING ENVIRONMENT FOR WINS IN EASTERN AND SOUTHERN AFRICA

2.1 DEFINITION AND SCOPE

The UNICEF Global WASH Strategy (2016-2030) highlights the development of a strong national enabling environment for WASH at all levels as one of the key programming approaches for achieving WASH results at global and country levels. This extends to periods of disease outbreaks, droughts and extreme food shortages arising due to changing climatic conditions.

The enabling environment is operationally defined as the set of interrelated sector functions that enable governments as well as public and private partners to engage in a sustained and effective WASH service delivery development process. In the context of WASH in Schools within UNICEF,

an enabling environment is one that creates the conditions for a country to have sustainable, at-scale WASH services in schools that facilitate the achievement of the SDG of Universal Access for All with Progressive Reduction of Inequality especially for the most vulnerable children, in times of both stability and crisis.

In the Global Strategy, UNICEF also commits to helping support governments to develop strong national enabling environments for WASH at all levels to achieve an effective sector that delivers results for children through five thematic areas: sector policy and strategy; institutional arrangements; budgeting and financing; planning, monitoring and review; and capacity development.

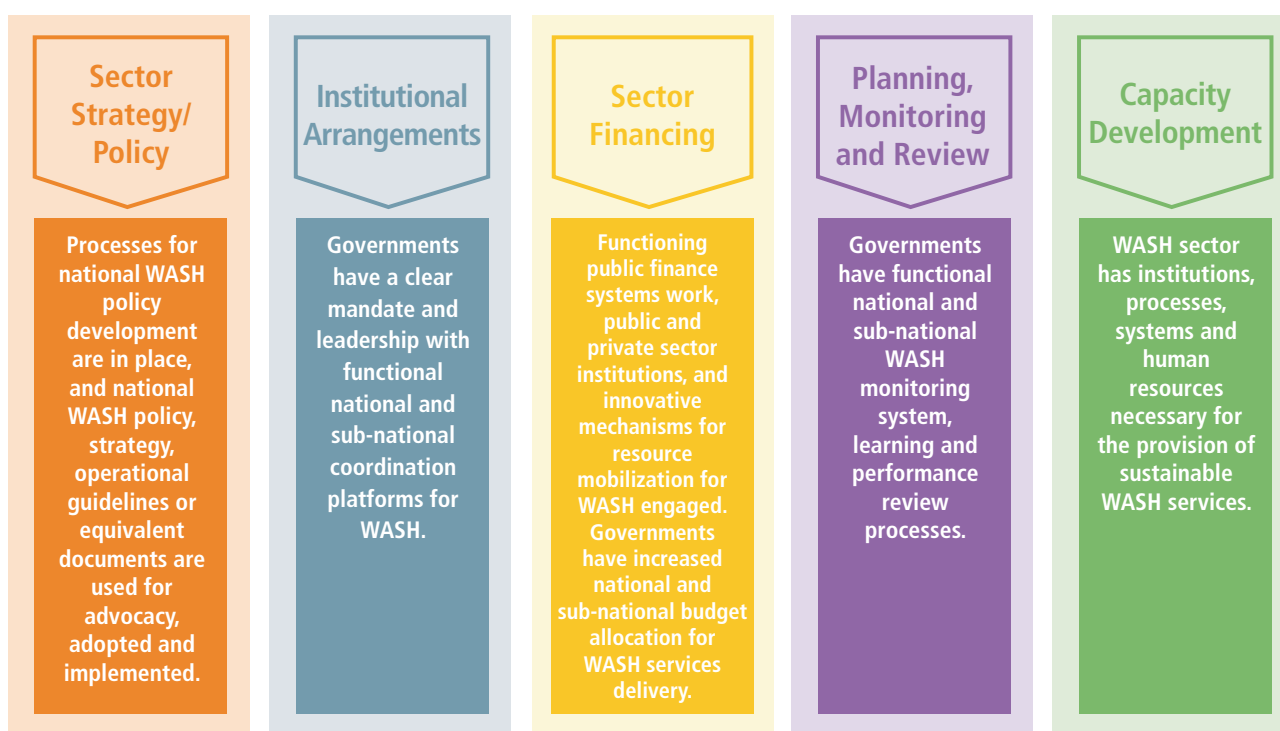


Figure 7: WASH sector-strengthening building blocks and expected results

Together, these thematic areas are internationally recognized as the core WASH sector-strengthening building blocks for improved, sustainable and scalable delivery of services. The 2018 Eastern and Southern Africa WinS Enabling Environment scoping study draws heavily upon the UNICEF Guidance Note on Strengthening Enabling Environment for Water, Sanitation and Hygiene (WASH), and presents an analysis of the status of each building block within the region.

2.2 METHODOLOGY

Achieving universal access for WinS requires a closer look at the enabling environment (EE), or the collective conditions, systems and structures in place for countries to have at-scale WinS services. With respect to methodology, the EE deep dive for WinS in ESAR was sub-divided into two broad components:

- Regional survey and analysis, and
- Country-specific descriptive case studies.

2.2.1 Regional Survey & Analysis

As captured in UNICEF’s global programming approach, the regional survey focused on four of the five EE sector-strengthening building blocks/thematic areas: Sector Policy/Strategy; Institutional Arrangements; Sector Financing; and Planning, Monitoring and Review. The fifth building block, Capacity Development, was integrated into the descriptive case study component.

In past regional EE scoping studies conducted in the region, seven broad indicator questions were asked (Table 1). Given lessons learned from the

MDGs and emerging concerns in the SDG era, the indicators were expanded to incorporate additional questions on menstrual health management (MHM), operations and maintenance (O&M) of school WASH infrastructure, SDG monitoring and handwashing with soap (HWWS), all of which are not extensively covered in the seven generic questions in past surveys.

The updated survey questionnaire (Table 2), containing 28 indicator questions, was submitted to each of the 21 UNICEF COs in the region. The WASH section chiefs and Institutional WASH Specialists, working with their government counterparts, served as focal points for data collection in all except two countries in the region. In South Africa and Botswana, where UNICEF currently has no WASH programming/staffing, data collection followed a similar process and was coordinated by the UNICEF Deputy Representative/Head of Programming.

Each CO was tasked with liaising with the relevant national partners and stakeholders, compiling relevant documentary evidence and completing the administered self-reporting survey questionnaire within a 30-day period. The COs were expected to attach supporting documents and reports to validate the responses provided. For example, questions like: *a) Is there a national policy, strategy or guideline addressing Menstrual Hygiene Management (MHM) or included in any other sector policy? or b) Is there a national Investment Case / Business Plan for WinS, either annual or linked to the longer-term SDG targets?* were all followed by *If so, attach.* This allowed for additional desk review of documentary evidence, and further engagement with COs to clarify responses as well as to validate the results following the initial analysis.

Table 1: Indicators from Past Regional EE Surveys in Eastern and Southern Africa

Indicator	Related Building Block
Is there a clearly defined lead agency for WinS?	Institutional Arrangements
Is there a public-sector budget for WinS?	Sector Financing
Is WinS included in relevant policies/guidelines?	Sector Policy/Strategy
Is WinS monitored at national level?	Planning, monitoring and review
Are there national standards for WinS?	Sector Policy/Strategy
Is gender addressed for WinS?	Sector Policy/Strategy
Is accessibility addressed for WinS?	Sector Policy/Strategy

Table 2: Indicators in 2018 Regional EE Survey in Eastern and Southern Africa

Building Block	Enabling Environment Indicators	
Sector Policy and Strategy (30 per cent)	1	Is WinS included in relevant policies/guidelines? If yes, attach.
	2	Are there national standards for WinS? If yes, attach.
	3	Is gender addressed for WinS? If yes, attach.
	4	Is accessibility addressed for WinS? If yes, attach.
	5	Is there a national Theory of Change (TOC) for WinS? If yes, attach.
	6	Is there an internal UNICEF TOC for WinS, informing UNICEF Strategy? If yes, attach.
	7	Is there a documented UNICEF strategy for WinS in light of the status of WinS and the ambition of the SDG targets?
	8	Has UNICEF produced any advocacy materials/films on WinS since 2015? If so, attach link.
	9	Is there a national policy, strategy or guideline addressing menstrual hygiene management (MHM) or is it included in any other sector policy? If so, attach.
	10	Is there a national policy, strategy or guideline addressing handwashing or is it included in any other sector policy? If so, attach.
	11	Is there a minimum package or standard for hygiene which includes handwashing? Attach.
Institutional Arrangements (20 per cent)	12	Is there a clearly defined lead agency for WinS?
	13	Is there a national O&M plan specifying the roles and responsibilities of actors at the national, district and school levels? If so, attach.
	14	Are there examples of O&M approaches/solutions in country (either UNICEF, government or another agency)? If so, attach.
	15	Is there a national programme to support the provision of sanitary pads and other female hygiene supplies in schools?
	16	Is there a national programme to support the provision of soap for handwashing in schools?
Sector Financing (30 per cent)	17	Is there a public-sector budget for WinS? If yes, attach.
	18	Is there a national Investment Case / Business Plan for WinS, either annual or linked to the longer-term SDG targets? If so, attach.
	19	Is there a national resource mobilization strategy for WinS? If so, attach.
	20	Is there a resource mobilization strategy for UNICEF programming? If so, attach.
	21	Does the national budget cater for the provision of sanitary pads and other female hygiene supplies in schools?
	22	Are there any other programmes/funding/financing sources that support the provision of sanitary pads and other female hygiene supplies in schools? If yes, attach.
	23	Is there a public-sector budget for the provision of soap for handwashing in schools?
	24	Are there other programmes, funding/financing sources that support the provision of soap for handwashing in schools?
Planning, Monitoring and Review (20 per cent)	25	Is WinS monitored at national level? If yes, attach.
	26	Is the O&M plan being implemented and monitored at the national, district and school levels?
	27	Are core SDG questions/indicators integrated into the national EMIS e.g.: usage and functionality?
	28	Is the national policy/guideline on MHM being implemented and monitored at national level?

Countries were then scored according to specific bench-marking criteria of 0, 0.5 and 1 (Annex 2) and colour-coded based on percentage scores obtained following a tricolour traffic light system of red (0), yellow (0.5) and green (1.0) (Figure 8). For cumulative scores, green demonstrates good progress with aggregate scores ≥ 75 per cent; yellow implies some progress with average scores between 50-75 per cent and red signals little to no progress for scores ≤ 50 per cent.

A fourth, grey score, was assigned for responses with too little data to establish valid conclusions. Multiple grey scores were ascribed for Angola, Botswana and, in some cases, Lesotho, for which there were significant data gaps. Grey scores were excluded from the analysis. As a result, Angola and Botswana, were excluded from the final country and regional estimates due to extensive data gaps.

To analyse the data from the questionnaire responses, the study relied heavily on expert judgement to score and assign each indicator weighting. Some indicators were given more weight depending on their judged relative importance and contribution to securing sustainable enabling environments for WinS. Sector Policy and Strategy along with Sector Financing, identified as critical bottlenecks to sustainability, were assigned a weight of 30 per cent, with 20 per cent each assigned to Institutional Arrangements and Planning, Monitoring and Review. Weighted averages per building block were then calculated for each country (Figure 9). The score for the region was estimated based on the country weighted averages (Table 3). Aggregate scores ≥ 75 per cent indicated a strong enabling environment, 50-75 per cent signified a fairly strong EE, while scores ≤ 50 per cent signalled a weak EE for WASH in schools (Figure 8). The final scores were then shared with the COs for review, comments, clarity and validation.

2.2.2 Descriptive case studies

As a next step to the regional survey, follow-up country visits were conducted to bright-spot countries in the region that were found to have high results for each of the EE building blocks of interest in the study. Countries visited as part of the descriptive case studies are: 1) Ethiopia: Sector Financing; 2) the United Republic of Tanzania: Institutional Arrangements; and 3) Zambia: Planning, Monitoring and Review.

Given its prominence in the last two scoping studies, Sector Policy/Strategy was approached from a regional perspective; and Capacity

Development was streamlined into each of the country visits to gather a better understanding of context-specific approaches to tackling national capacity gaps and challenges. For each country visit, the objectives were:

1. To capture game-changing approaches, lessons learned and best practices for wider learning, and cross-fertilization within the region; and
2. In line with regional priorities, to provide a platform in which countries collectively contribute experiential knowledge to creating an enabling environment for sustainable WinS programming at scale.

The expected outcomes of the scoping visits were to gather in-depth understanding of the processes and drivers of success in each country; to assess UNICEF's strategic position in assisting Governments to achieve results for children; and to compile game-changing approaches to accelerate progress towards meeting SDG targets and regional priorities for WinS in Eastern and Southern Africa. Each country case study followed a SWOT analysis approach across the thematic areas to assess the strengths, weaknesses, opportunities and threats/barriers to WinS programming at scale.

2.3 SOURCES OF INFORMATION

For both the regional EE survey and subsequent case studies, sources of information included:

- questionnaire and engagement with WinS specialists and UNICEF programme staff in each country;
- stakeholder consultations with national resource persons, focal points and line ministries;
- focus group discussions with civil society forum and development partners;
- key informant interviews with relevant resource persons;
- desk review of documentary evidence; and
- direct observation through site visits to schools, line ministries, and district/provincial offices.

UNICEF CO staff played key roles in coordinating data collection, completing the EE survey questionnaire, compiling and submitting supporting documents/reports for review, planning and organizing country missions in the selected countries and facilitating site visits to schools.

3.1 ENABLING ENVIRONMENT FOR WINS IN ESAR

The survey found that Eastern and Southern Africa's overall regional score for the enabling environment for WinS is 43.4 per cent, a red score (Table 3). This suggests a weak enabling environment for WASH in schools in the region and the urgent need for strategic approaches and concerted efforts to accelerate progress in the

sub-sector. Only 7 of the 21 countries (33.3 per cent) in the region scored above 50 per cent for EE indicators for WinS (Figure 9). With a final score of 78 per cent, Ethiopia was the highest performing and the only country in green on the map (Figure 8). Other well performing countries include Zambia (67.5 per cent), South Africa (67 per cent), Uganda (61.5 per cent), Lesotho (55.2 per cent), Zimbabwe (52.5 per cent) and Madagascar (50.5 per cent).

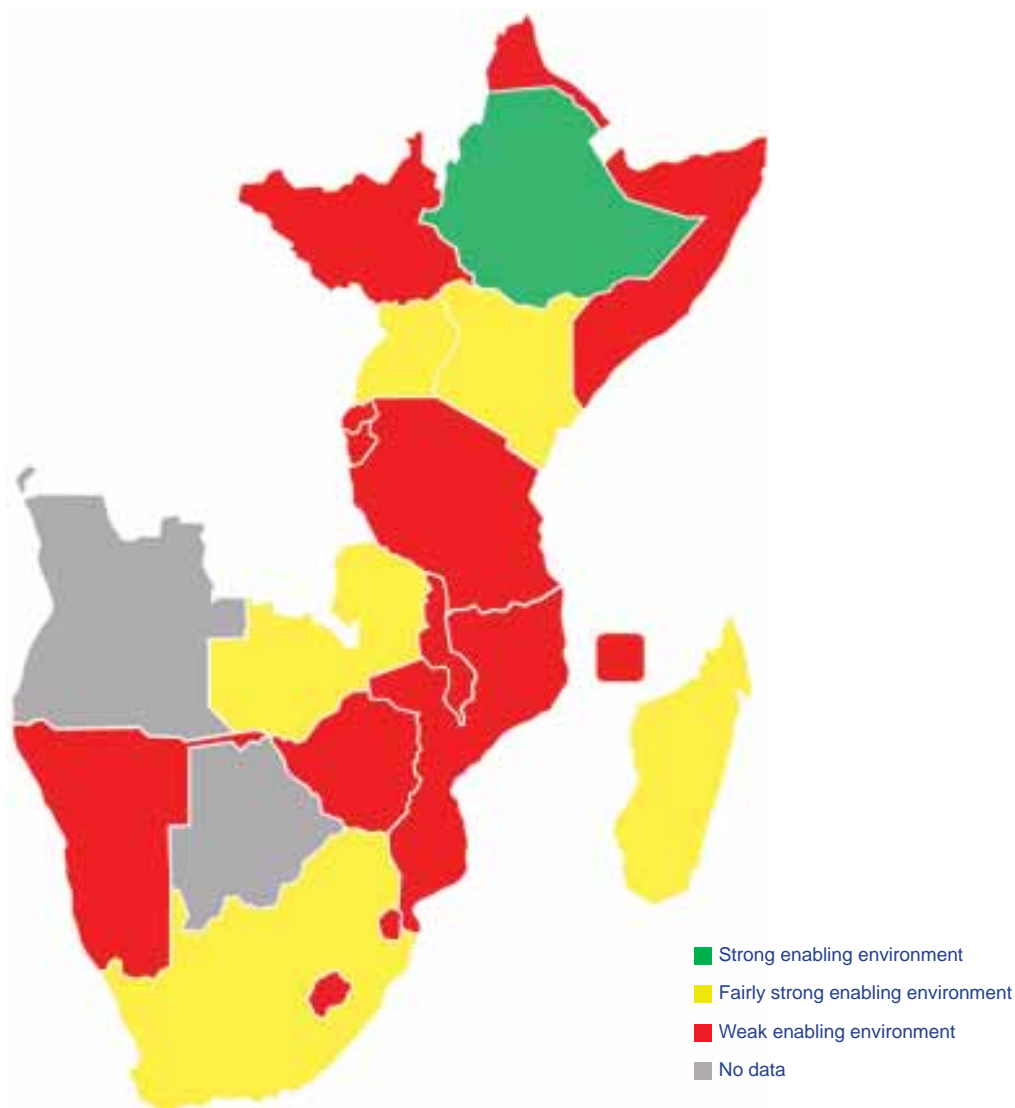


Figure 8: Map of Country Specific Performance for Overall Enabling Environment Indicators for Wins in ESAR

Sector	Strengthening Building Blocks	Enabling Environment Indicators	Weighting	Regional Score																						
				Angola	Botswana	Burundi	Comoros	Eritrea	Ethiopia	Kenya	Lesotho	Madagascar	Malawi	Mozambique	Namibia	Rwanda	Somalia	South Africa	South Sudan	Swaziland	Tanzania	Uganda	Zambia	Zimbabwe	Regional Score	
Sector Policy and Strategy (30 per cent)	Strengthening Building Blocks	1. Is WINS included in relevant policies/guidelines? If yes, attach.	5.0																					76.3%		
		2. Are there national standards for WINS? If yes, attach.	5.0																						80.0%	
		3. Is gender addressed for WINS? If yes, attach.	3.0																						72.5%	
		4. Is accessibility addressed for WINS? If yes, attach.	3.0																						68.4%	
		5. (a) Is there a national Theory of Change (TOC) for WINS? If yes, attach.	2.0																						53.0%	
		5. (b) Is there an internal UNICEF TOC for WINS eg: informing UNICEF Strategy? If yes, attach.	2.0																						30.0%	
		6. Is there a documented UNICEF strategy for WINS in light of the status of WINS and the ambition of the SDG targets?	2.0																						23.7%	
		7. Has UNICEF produced any advocacy materials/films on WINS since 2015? If so, attach link.	2.0																						61.1%	
		8. Management (M4M) or included in any other sector policy? If so, attach.	2.0																						50.0%	
		9. Is there a national policy, strategy or guideline addressing menstrual hygiene in any other sector policy? If so, attach.	2.0																						55.6%	
		10. Is there a national policy, strategy or guideline addressing handwashing or included in any other sector policy? If so, attach.	2.0																						53.3%	
11. Attach.	2.0																						60.5%			
Institutional Arrangements (20 per cent)	Strengthening Building Blocks	12. Is there a clearly defined lead agency for WINS?	8.0																					64.3%		
		13. Is there a national O&M plan specifying roles and responsibilities of actors at the national, district & school levels? If so, attach.	6.0																					42.1%		
		14. Are there examples of O&M approaches/solutions in country (either UNICEF, government or another agency)? If so, attach.	2.0																					67.2%		
		15. Is there a national program to support the provision of sanitary pads and other female hygiene supplies in schools?	2.0																						15.0%	
		16. Is there a national program to support the provision of soap for handwashing in schools?	2.0																						13.9%	
		20.0	50.0%	20.0%	0.0%	60.0%	83.3%	61.7%	67.9%	76.7%	50.0%	35.0%	24.1%	76.7%	33.3%	83.3%	80.0%	61.7%	76.7%	83.3%	66.0%	75.0%	75.0%	43.7%	46.6%	
Sector Financing (30 per cent)	Strengthening Building Blocks	17. Is there a public-sector budget for WINS? If yes, attach.	10.0																					58.1%		
		18. Is there a national Investment Case/Business Plan for WINS, either annual or linked to the longer-term SDG targets? If so, attach.	5.0																					10.5%		
		19. Is there a national resource mobilization strategy for WINS? If so, attach.	5.0																					7.9%		
		20. Is there a resource mobilization strategy for UNICEF programming? If so, attach.	2.0																					28.3%		
		21. Does the national budget cater to the provision of sanitary pads and other female hygiene supplies in schools?	2.0																						20.0%	
		22. Are there any other programs/funding sources that support the provision of sanitary pads and other female hygiene supplies in schools? If yes, attach.	2.0																					36.8%		
		23. Is there a public-sector budget for the provision of soap for handwashing in schools?	2.0																						5.0%	
		24. Are there other programs, funding/financing sources that support the provision of soap for handwashing in schools?	2.0																						10.0%	
		30.0	0.0%	ND	0.0%	3.3%	70.0%	26.7%	35.0%	26.7%	26.7%	26.7%	26.7%	26.7%	28.3%	18.3%	36.7%	15.0%	26.7%	3.3%	36.7%	23.3%	26.7%	23.7%		
		Planning, Monitoring and Review (20 per cent)	Strengthening Building Blocks	25. Is WINS monitored at national level? If yes, attach.	8.0																					57.9%
				26. Is it being implemented and monitored at the national, district and school level?	5.0																					31.6%
27. Are core SDG questions/indicators integrated into the national EMIS eg: usage and functionality?	5.0																							32.4%		
28. Is it being implemented and monitored at the national level?	2.0																								36.1%	
20.0	ND	ND	20.0%	20.0%	30.0%	75.0%	20.0%	ND	45.0%	20.0%	20.0%	37.5%	20.0%	95.0%	45.0%	25.0%	37.5%	62.5%	100.0%	100.0%	83.5%	44.0%				
Total Country Score	100.0	20.0%	ND	23.0%	13.5%	42.0%	78.0%	61.5%	55.2%	50.5%	41.0%	23.5%	23.2%	48.0%	15.5%	67.0%	46.5%	35.5%	68.5%	61.5%	67.5%	52.5%	53.4%			

■ Good Progress= 75 - 100 per cent
■ Some progress= 50 - 75 per cent
■ No progress= 0 - 50 per cent
■ No data, not included in analysis

Figure 9: Regional WINS Enabling Environment Scorecard for Countries in ESAR

As a region, for the four thematic areas of interest in the EE survey, Sector Policy and Strategy was the only thematic area with a yellow score (60.5 per cent). This was followed by Institutional Arrangements and Planning, Monitoring and Review at 46.8 and 44.0 per cent (Table 3). Sector financing, to which we ascribed a stronger weight, was the region's worst performing thematic area, at a mere 23.7 per cent.

The regional scores for each building block are summarized in Table 3 below:

Sector Policy and Strategy	60.5%
Institutional Arrangements	46.8%
Sector Financing	23.7%
Planning, Monitoring and Review	44.0%
Total Regional Score for ESAR	43.4%

Table 3: Regional WinS Enabling Environment Scores by Sector Strengthening Building Blocks

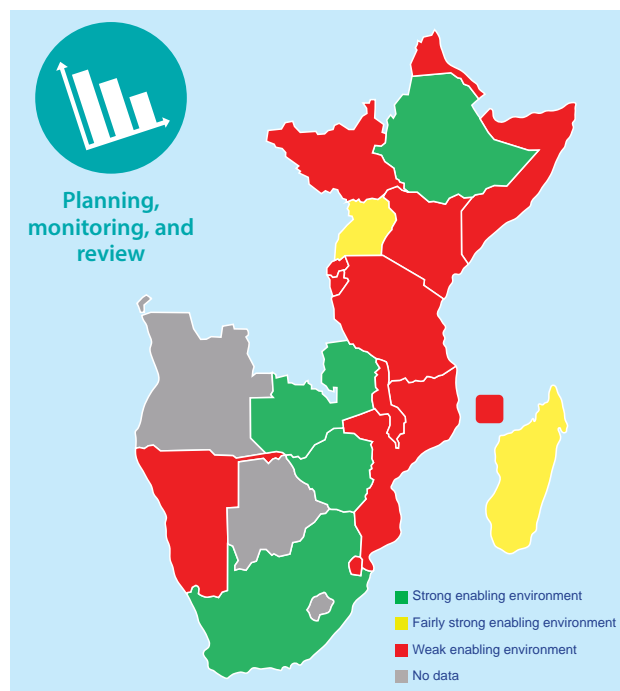
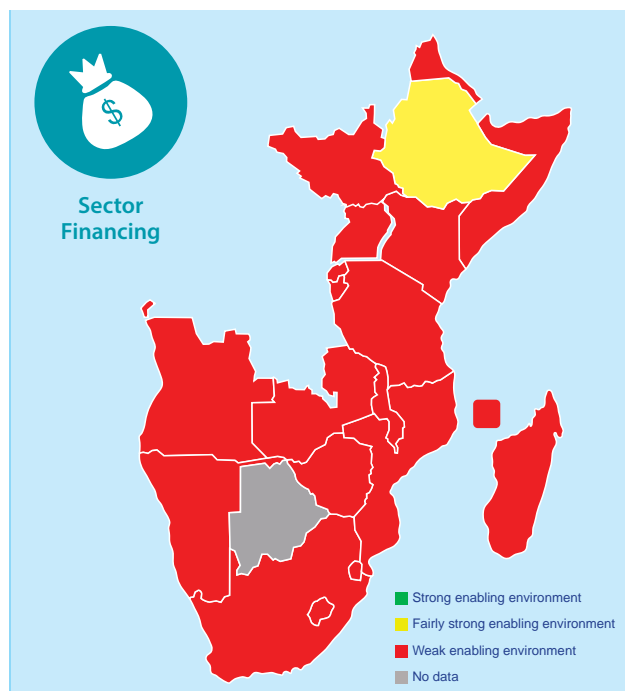
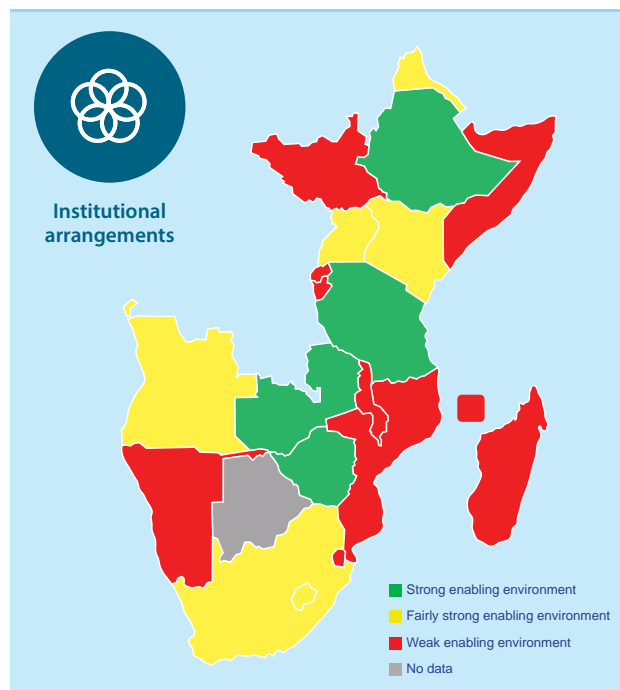
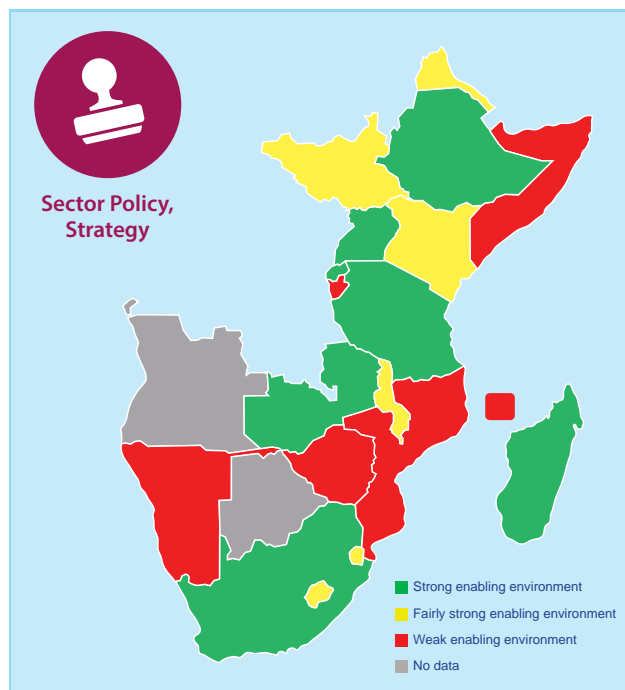


Figure 10: Regional Scorecard per Sector Strengthening Building Block

3.2 SECTOR POLICY/STRATEGY

The region scored high on the building block for sector policy and strategy. The regional scores were highest on two policy-related indicators, each attracting green scores ≥ 75 per cent:

- Is WinS included in relevant policies/guidelines? If yes, attach, and
- Are there national standards for WinS? If yes, attach.

The two indicators represent the region’s most notable performance at 76.3 and 80 per cent respectively. They also highlight the level of progress made in the policy environment around WASH in schools in Eastern and Southern Africa in recent years. In past WinS scoping studies in ESAR, the regional scores were 58 and 46 per cent respectively in 2012, and then 60 and 61 per cent in 2015.

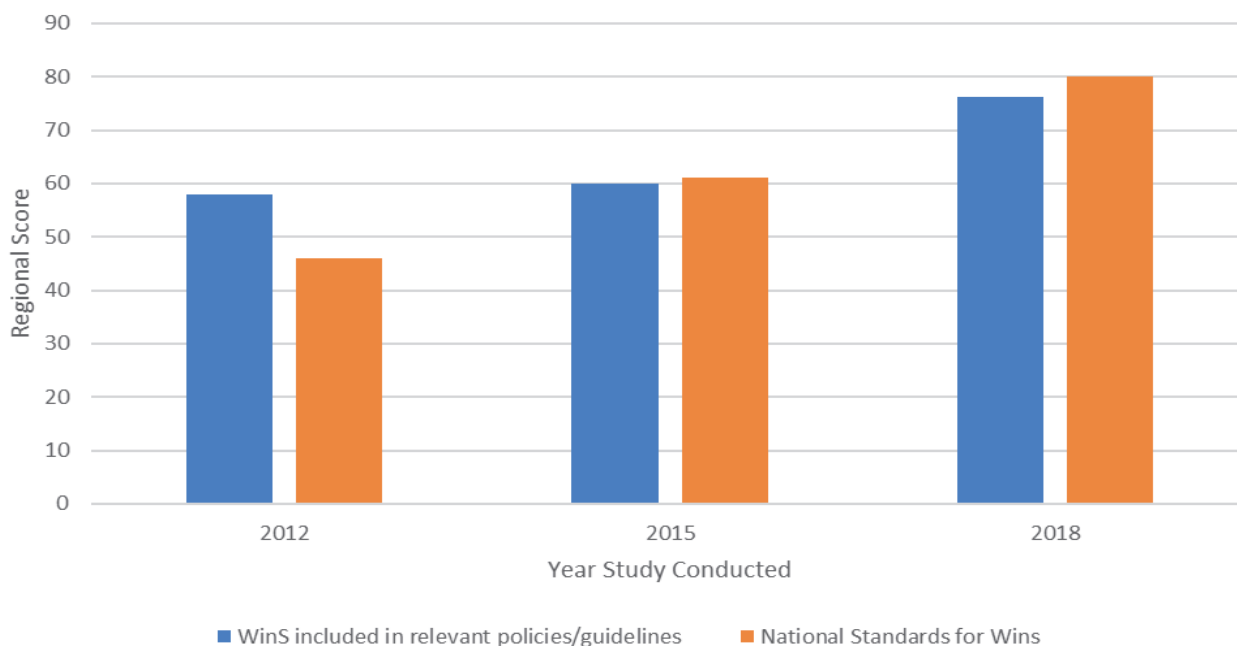


Figure 11: Regional Scores for Key Sector Policy Indicators (2012-2018)

Figure 11 illustrates the incremental improvement taking place in the policy landscape for WinS in the region over the past six years. Apart from Angola and Botswana (for which there was insufficient data), and Comoros and Mozambique (which as yet have no clear school WASH policies), the emerging policy climate for WinS in ESAR is quite promising. Over 50 per cent of countries in the region are now implementing validated WinS policies, and an additional 24 per cent have drafted policies that are currently under review for adoption (Figure 9). This indicates that most countries in the region acknowledge the need for and have taken concrete action towards developing national policies and standards for WinS. Nonetheless, rigorous monitoring, sustainable operations and maintenance (O&M) and consistent sector financing remain major bottlenecks to effective, long-term implementation.

With respect to sector strategy, however, very few countries in the region have defined approaches and strategies about how they plan to meet the SDG targets for WinS within the coming decade. So far, only Comoros, Eswatini, Ethiopia, Madagascar and Rwanda have taken some steps towards formulating detailed theories of change⁷ * (TOCs) or roadmaps for WinS at national level.

By defining national TOCs for WinS, countries will not only be raising the profile and drawing national attention to the sub-sector but will also be outlining the clear path of change, and the logical, gradual steps they plan to take towards meeting larger SDG targets, specifically as they relate to the millions of children in the region who lack access to basic WASH services in schools.

⁷ *A theory of change is a description and illustration of how and why a desired change is expected to happen in a particular context.



With the end goal being achieving basic access to water, sanitation and hygiene for every child – with every school in the region having drinking water from an improved source available on site, improved sanitation facilities which are single-sex and usable and handwashing facilities that have water and soap available – countries must consider fast-tracking strategic steps leading to transformational change, beginning with formulation, adoption and implementation of national TOCs for WinS.

3.3 INSTITUTIONAL ARRANGEMENTS

With respect to sector coordination, 9 countries (Angola, Eritrea, Ethiopia, Kenya, Lesotho, Uganda, the United Republic of Tanzania, Zambia and Zimbabwe) report having clear lead agencies for WinS, the most common being the Ministry of Education. Nine others (Botswana, Burundi, Eswatini, Malawi, Mozambique, Namibia, Rwanda, South Africa and South Sudan) have multiple agencies, including Ministries of Education, Water and Sanitation, Health, Gender and Public Infrastructure, all playing separate roles in promoting WASH facilities and infrastructure in schools across the country. Comoros, Madagascar and Somalia have no clear lead agencies for WinS, limiting coordination, collaboration, oversight, performance and accountability.

Regarding operations and maintenance, only 6 countries (Ethiopia, Madagascar, South Africa, the United Republic of Tanzania, Zambia and Zimbabwe) report having national O&M plans specifying roles and responsibilities of actors at national, district and school levels. Eritrea, Malawi, South Sudan and Uganda all reported having O&M frameworks that need strengthening. The rest of the region is yet to develop O&M plans for WinS infrastructure.

Programmatic experience in the region has identified O&M as a major bottleneck to the sustainability of WinS interventions. WASH infrastructure in schools can reportedly fall into disrepair within as little as two academic years following construction. These observations from the field underscore the need for robust O&M plans across all countries in the region. The capacity of schools and local governments requires strengthening to effectively monitor, assess and repair structures when in disrepair. Several models are being explored in different contexts to help ensure the sustainability of WinS infrastructure.

In Zambia, the government has a national O&M implementation plan as part of the National Rural Water Supply and Sanitation Programme, with a strong focus on O&M of boreholes and hand pumps by WASH committees, which are supported by district councils. Water points in rural schools are also managed through the same programme. With support from WaterAid Zambia, water points in Zambia are also benefitting from insurance schemes, defraying the liabilities of repairs from local communities to insurance companies. In Madagascar, the approach is quite different, with local farmers supporting O&M at the district level, and the School WASH Committee covering all WASH-related issues at the school level. In South Africa, O&M is monitored in collaboration with the norms and standards for school infrastructure.

In the United Republic of Tanzania, O&M plans are generally monitored at school level, with several examples and experience existing in various schools, including establishment of school-based income generation projects to support O&M. These, however, have not been systematically documented. In South Sudan, apart from a few states with functional government structures, O&M implementation and monitoring roles are generally undertaken by UNICEF, partners and other humanitarian agencies. Irrespective of the model most appropriate to the context, ensuring the sustainability of WinS infrastructure requires the empowerment of institutions—public, private or civil society organizations to support O&M approaches in schools.

3.4 SECTOR FINANCING

National budgetary allocation and sector financing are specific areas of concern. The region scored 38.1 per cent for public sector budgetary allocation to WinS; with a very weak score of 7.9 per cent for plans towards national resource mobilization for WinS. Eight of the 21 countries indicated that there were no public-sector allocations for WinS. This implies that not only is public sector funding weak and inconsistent, so are plans to source future sector funding.

The region's lowest score, for example, is for public sector budget provision for soap for handwashing in schools—also related to funding. While there is a growing interest in handwashing with soap, for example through the adoption of the Three Star Approach, there is currently no country in the region with a strong public-sector budget earmarked for soap in schools.

Apart from Mozambique and Namibia, which allocate very small percentages towards soap and cleaning materials through their national school grants, no other country in the region has made provision for soap for handwashing in schools. The low regional score for public sector financing for soap provision also places in question the level of attention given to hygiene within the region, which according to the JMP WASH in schools baselines, is the weakest of the three WASH indicators. 117 million school-age children in ESAR have no handwashing facilities in schools, as opposed to 78 million for no drinking water services and 51 million for no sanitation services in schools.

Several countries indicated that a considerable proportion of their internal hygiene awareness campaigns and messaging were centred on one-off interventions during Global Handwashing Day on 15 October. Meanwhile, research shows handwashing with soap (HWWS) is one of the most effective and inexpensive ways to prevent diarrhoeal diseases and pneumonia, the leading causes of most child deaths. Behavioural change and group handwashing with soap, especially before meals and after using the toilet, is known to nearly halve the rates of diarrhoeal disease and reduce the rates of respiratory infection by about a quarter. In terms of cost effectiveness, studies also show that a \$3.35 investment in handwashing brings the same health benefits as an \$11.00 investment in latrine construction, a \$200.00 investment in household water supply and an investment of thousands of dollars in immunization. Thus, there is a significant return on investment in hygiene financing.

The study showed that only three countries in the region have so far adopted the UNICEF Three Star Approach and adapted it as their national strategy for enhancing hygiene practices in schools, especially through group hand washing. These findings, and the fact that over 117 million children in the region have no access to hygiene services in schools, are all compelling arguments for a stronger regional focus and budgetary prioritization of hygiene and handwashing with soap. By advocating for and committing resources to the provision of soap in schools, children can learn the benefits of hygiene and HWWS in minimizing the spread of disease beyond the current one-day campaigns held on Global Handwashing Day.

On the issue of sustainability, most countries report little to no public-sector expenditure on

O&M of school infrastructure. In cases where there is, funding is scattered across various actors and agencies with limited clarity on specific allocation. In Lesotho, and Malawi, for example, funding is scattered across multiple actors and agencies, making it unclear just how much of the public budget is allocated every year to WinS programming.

On gender equality and menstrual health and hygiene, Kenya and Zambia stand out as the two countries in the region that have national budgets with allocations for the provision of sanitary pads in schools. In the same vein, in June 2018 the Government of the United Republic of Tanzania announced that it would waive the 18 per cent value-added tax (VAT) on sanitary pads as of the 2018/2019 fiscal year, making them more affordable for adolescent girls. South Africa has turned to public private partnerships through an engagement with Unilever. In the absence of strong public-sector funding, many programmes and financing sources have chosen to bridge the gap to support provision of sanitary pads in schools. In Lesotho, the Queen's Hlokomela Banana (Take Care of Girls) programme mobilizes partners and provides pads in schools. In Namibia, the Forum for African Women Educationalists in Namibia (FAWENA) distributes sanitary pads to vulnerable school-going girls. In South Africa, some provincial education departments, including KwaZulu-Natal and Gauteng, have taken it upon themselves to provide sanitary pads to schools, though this has not yet extended nationwide.

On resource mobilization, again the scores are predominantly in the red. Ethiopia is the only country in ESAR with a fairly strong enabling environment for WinS financing and a resource mobilization plan that includes WASH in Schools as part of the Institutional WASH pillar of the One WASH National Program-OWNP (Figure 10). As part of the broader OWP plan, resources are mobilized through: a) partners' contributions and government allocations to the Consolidated WASH Account (CWA), b) partners who support the programme directly, c) school-generated income, d) community contributions and e) private contributors.

While the bottlenecks to sustainable sector financing for WinS persist, they also present an opportunity:

- To advocate for greater government commitment to support at-scale WinS programming including O&M,

- To engage in active sector strengthening by developing costed investment cases and resource mobilization plans; and
- To explore innovative financing options, including engaging the private sector for corporate social responsibility (CSR), public-private partnerships (PPP), and contributions from Parent-Teacher Associations.

Government ownership – through public-sector financing and innovative financing through pooled funding, taxes, tariffs, transfers and private sector engagement – are critical avenues towards increasing access to WASH services in schools in the region.

3.5 PLANNING, MONITORING AND REVIEW

When asked if WinS is monitored at the national level, most COs indicated that WASH services in schools were being monitored annually through the national Education Management Systems (EMIS⁸) but were quick to add that this did not include the core SDG questions and indicators including usability and functionality (Annex 1). Nevertheless, there has been progress in the area. Somalia, for example, which had no national monitoring system in 2012 or 2015, now monitors basic WinS data through the Education Annual School Census.

Twelve countries indicated that WinS monitoring was taking place through the EMIS but noted that there was limited scope for collecting essential information, such as availability and functionality of WASH facilities. The data collected are mostly on physical hardware and infrastructure, barely on soft elements such as system strengthening and capacity-building and are not in alignment with the SDG core questions but rather still follow the MDG indicators and definitions.

Madagascar and Zambia stand out as the two countries in the region that have fully incorporated all core SDG questions and indicators into their national EMIS systems. Zambia's questionnaire

⁸ EMIS is a system for collecting, managing and disseminating education statistics at the national level for educational development. It is typically owned and managed by the Ministry of Education (MoE), and most often data are captured every year through questionnaires completed by head teachers and collected and validated by district-level education officials. Data typically include enrolment and repeater information; teaching material and training of teachers; and school inventory, such as classrooms, equipment and facilities.

also includes MHM indicators, including whether the school offers MHM education, has facilities for disposal of used sanitary towels or provides sanitary towels for girls. The success in Zambia and Madagascar suggests a possible learning model and window of opportunity to strengthen national WinS monitoring through existing mechanisms in other countries in the region.

3.6 CROSS-CUTTING AND EMERGING ISSUES

3.6.1 Gender inclusivity and menstrual health and hygiene (MHM)

At 72.5 per cent, the region scored high on steps to addressing gender for WinS. All countries except Angola reported having gender separated toilets. The challenge, however, is to ensure that the facilities cater to the special needs of girls, including sanitary hygiene and menstrual waste disposal. A recent quantitative analysis of data from over 10,000 schools in Zambia collected by the Education Management Information System (EMIS) showed that the lack of WASH facilities in schools leads to high rates of repetition and dropping out of school among girls, compared to boys especially from the age of 13 and in grades 6, 7 and 8.

Another emerging issue around menstrual health and hygiene is the stigma many young girls suffer during their monthly periods. In many parts of the region, menstruation remains a taboo, with cultural norms and practices driving behaviour and attitudes towards women and girls during their monthly cycle.

While menstruation remains a normal biological process of life, religious and cultural beliefs maintain that a woman is "unclean" during this time. As a result, many girls are forced to miss school, refrain from cooking and other domestic chores, or even coming out in public at this time, suffering much stigma and marginalization in the process. There is a need for strong advocacy to tackle stigma against women and girls and raise awareness in schools to minimize bullying and teasing amongst peers.

Given the stigma and taboo around menstruation, many young girls know very little about how to manage their menstrual health and hygiene until after their first period. Beyond the provision of sanitary pads, there is a need for adequate and gender-sensitive puberty education in schools.

On the policy front, while the region scored 50 per cent for having drafted or finalized policies/guidelines for MHM this, unfortunately, does not translate into strong financial commitment: budgetary prioritization for the provision of MHM supplies is at a mere 20 per cent. Apart from Angola and Botswana, for which there were no data, Comoros, Eritrea, Malawi, Mozambique, Namibia and Somalia are the six countries for which there are no national policies, strategies or guidelines addressing MHM. The other 13 countries either have fully developed MHM guidelines or have strategies under review for adoption.

In September 2018, the United Nations Human Rights Council adopted a new resolution on water and sanitation and called upon Member States to ensure the progressive realization of the human rights to safe drinking water and sanitation for all in a non-discriminatory manner while eliminating inequalities in access; promote both women's leadership and their full, effective and equal participation in decision-making on water and sanitation management, ensure that a gender-based approach is adopted in relation to water and sanitation programmes; and address the widespread stigma and shame surrounding menstrual health and hygiene⁹.



In Eastern and Southern Africa, UNICEF is supporting stronger knowledge sharing and coordination on MHM as a member of the newly formed Africa Coalition on Menstrual Health Management. The Coalition, established as an outcome of the 2018 inaugural African Menstrual Health Management Symposium, seeks to strengthen coordination among key stakeholders, to build on and support the evidence base, to better transition research to action, and to support multi-sectoral policy making and scale up evidence-based and sustainable programmes that address the MHM needs of girls and women throughout their menstrual lifecycle in Africa.

3.6.2 Disability Inclusion

Nineteen of the 21 COs reported that their countries to some extent addressed accessibility for children with physical disabilities in WinS policy, guidelines, monitoring and programming. Angola and Zimbabwe were the only two countries in the region that still lacked national regulations mandating disability-friendly latrines.

In Eritrea, every boys' and girls' latrine block includes one cubicle equipped with a concrete ramp, support rails and water closets. In Kenya, although the national WinS standards and guidelines for infrastructure have a component for addressing disability, there is limited scope at national level for addressing accessibility for children with disabilities. In Zambia, accessibility for children with disabilities is addressed in WinS designs and programming, but again, progress for scaling up at national level is slow.

Beyond inclusion in national policies and guidelines, a next step would be to assess actual implementation of these policy measures at the school level, and usability of facilities by children with disabilities. Some countries reported having ramp and wheelchair access to latrines in some schools, but limited accessibility to water points for drinking and handwashing. To ensure no child is left behind, as a follow-up action, it is recommended that UNICEF COs directly engage with students with physical disabilities and their teachers to gather feedback on the accessibility, usability and functionality of WinS infrastructure in meeting their needs.

9 <https://undocs.org/A/HRC/39/L.11>

3.6.3 Climate-resilient WASH in schools

With a history of recurring drought in many countries across the Horn of Africa, and more recently in Western Cape, South Africa, in which rapid response plans had to be quickly drawn up to secure water supplies for schools and health facilities, in Eastern and Southern Africa the effects of a changing climate are becoming increasingly evident in the WASH sector.

Site visits to several schools during country visits as part of the study revealed numerous challenges around resilient water supply. At the Kissanet Complete Primary School in an urban enclave in the northern hilly Tigray region of Ethiopia, the newly constructed single-sex latrine facility was found not to be usable at the time of the survey. Water supply was yet to be connected, forcing the over 2,000 student population to rely on the older run-down structure nearby, or to defecate in the open just a few metres away from the newly built latrine. The lack of a sustainable water supply at such a densely populated urban school is just one of many growing impacts of climate change. This makes a compelling case for further research into limited groundwater resources and additional investments into resilient water supply, especially for the most vulnerable children in the region.

At the Golgol Naele Complete Primary School, also in Tigray region, pupils have access to water supply all year round. Thanks to a 2012 UNICEF-

funded intervention, the rural school is equipped with a deep borehole and a groundwater supply pumped by solar power that has run smoothly non-stop for the past six years. The system not only supplies the school and its students but also irrigates nearby barley and wheat farmland, situated on the school premises, which school authorities have outsourced to local farmers as a means of income generation. Proceeds from the farmers are used to purchase sanitary pads and other materials for adolescent girls and complement soap supplies provided through the Ministry of Education.

As more countries experience drier months and less rainfall each year, there is an emerging push towards establishing climate-resilient, multi-village schemes that reticulate water from a resilient water source to multiple locations, (households, schools and health posts) through an integrated water supply system.

In summary, creating a sustainable enabling environment requires a holistic approach, including consistent review and updating of national policies and strategies, effective commitment to strengthening institutional accountability and regulatory mechanisms, improving national and sub-national level planning, monitoring and evaluation, and reinforcing reporting processes and systems at all levels.





4.1 SECTOR FINANCING FOR SCHOOL WASH: A CLOSER LOOK AT ETHIOPIA

Overview

Findings from the 2018 UNICEF WASH in Schools Enabling Environment Scoping Study in Eastern and Southern Africa identified Ethiopia as the country with the strongest enabling environment in the region. Ethiopia stands out as the only country in the region with scores ≥ 70 per cent

across all 4 EE building blocks assessed in the study – sector policy and strategy; institutional arrangements; sector financing; and planning, monitoring and review. This was particularly true for sector financing, where Ethiopia is the only country in Eastern and Southern Africa with a fairly strong enabling environment and yellow score for sector financing.

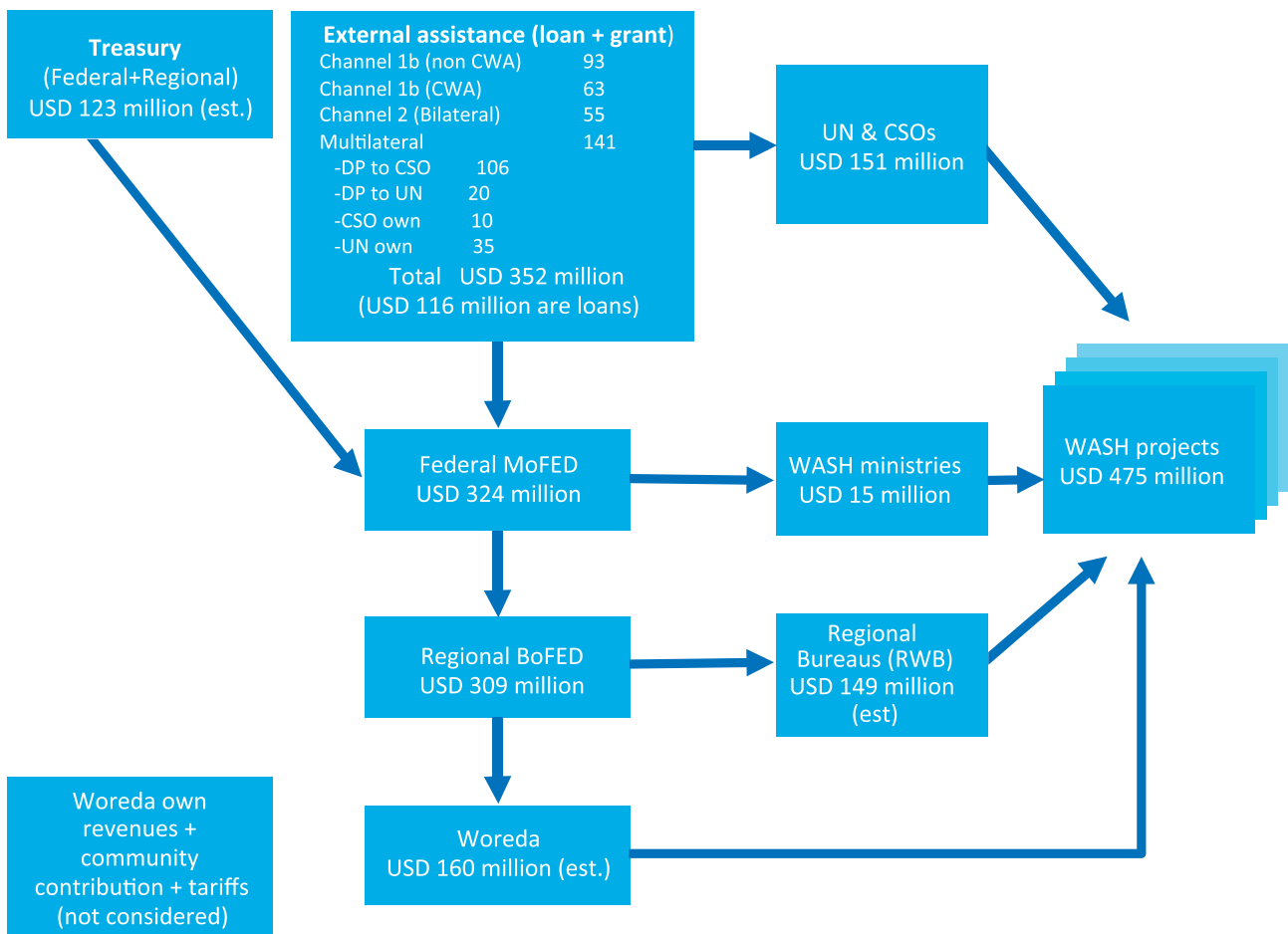


Figure 12: Financial flows of the WASH sector in Ethiopia, Source: WASH Finance analysis conducted by UNICEF in 2017

Much of the country's performance can be attributed to its structured policy climate, strong government ownership, and large scale public-sector budgetary support through the flagship, One WASH National Program (OWNP). The One WASH National Programme (OWNP), which began in July 2013, is centred on the pooling of WASH resources, capacity, logistics and expertise to improve public health and well-being through increased water and sanitation access and good hygiene practices in an equitable and sustainable manner.

The \$2.4 billion programme brings together four line ministries – 1) Water, Irrigation and Electricity, 2) Health, 3) Education, and 4) Finance and Economic Development – under one national plan to modernize the way water and sanitation services are delivered to the people of Ethiopia; improving the health situation, decreasing the drop-out rates of children in schools, and making financing for WASH more effective. It is led by the Ministry of Water, Irrigation and Energy, represented by the National WASH Coordination Office, and is supported by a task force consisting of focal points of WASH Ministries, donors, civil society and bilateral organizations.

The program comprises four components:

1. Rural and Pastoral WASH,
2. Urban WASH,
3. Institutional WASH, and
4. Programme Management and Capacity Building.

WASH in Schools falls under the Institutional WASH component, which caters to improving water supply, sanitation facilities and hygiene practices in both schools and health institutions.

Financing for WinS

Ethiopia is currently one of only two countries in the region with a dedicated public-sector budget line at national, regional and district levels specifically earmarked for WinS, the other being Uganda. While many other countries provide some budgetary support to WASH in schools, in most cases, the amount is quite insignificant or incorporated into other areas, limiting its target and reach. At the moment it is estimated that the sector invests around \$475 million per year, which is channelled through various paths and instruments as can be seen in Figure 12.

Guided by the mantra of One Plan, One Budget, One Report, a key characteristic of the One WASH National Programme is the One Budget, a fiscal instrument aiming at consolidating federal, regional and external funding into a pooled fund earmarked for programme interventions.

The main instrument to implement WASH programmes in Ethiopia is the Consolidated WASH Account (CWA). The OWNP-CWA is a government-led programme with a total budget of US\$438.7 million (around US\$100 million/year) working as a pool fund. Presently, the CWA includes contributions from UNICEF and other donors including the World Bank, African Development Bank, the United Kingdom Department of International Development (DfID) and the Government of Finland. Of the total CWA budget, 19 per cent (US\$84.5 million) is earmarked for institutional WASH activities, including WASH in Health Care Facilities. In the case of WASH in Schools, the CWA is targeting the construction and rehabilitation of 3,600 water supply facilities for schools, and construction and rehabilitation of 3,335 sanitation facilities (stance/student ratio 1:50), gender segregated; roughly equating to around 10 per cent of the 36,518 schools in the country.

The OWNP operates on the concept of matched funding, with the government matching development assistance with US\$46.3 million from the treasury. Overall fiscal management of the CWA is overseen by the Ministry of Finance and Economic Development (MoFED).

Bottlenecks and Opportunities

One strength of this cross-sectoral approach is the level of coordination and harmonization it provides to sector planning, funding and monitoring, while also recognizing the comparative advantage of each stakeholder. The Ministries of Education and Health both delegate oversight of WASH projects in schools and health facilities to the Ministry of Water, Irrigation and Energy, with overall financial oversight provided by MoFED.

Under the overall OWNP, a massive US\$545 million was earmarked for institutional WASH, to improve water supply, sanitation facilities and hygiene practices in schools, health institutions and health facilities across the country, improving the health situation and helping decrease the drop-out rates of children from schools. Unfortunately, the CWA has been almost the only funder of investments in WinS with only US\$84.5 million (around US\$20



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million planned every year), representing 15 per cent of the needs identified in the first phase of the ONWP (2013-2018). The second phase of the ONWP, which is aligned with the Growth and Transformation Plan (GTP-2), estimates that US\$658 million is needed from 2018 to 2020 if the country wants to achieve the GTP-2 targets of 80 per cent WASH coverage in schools.

Despite the dedicated budget under the CWA, funds utilization has been a major bottleneck to at-scale WinS programming in Ethiopia. The absorptive capacity of funds for school projects at the woreda¹⁰ level has been relatively slow. Only 31 per cent of the planned water supply facilities and 70 per cent of the sanitation facilities had been built under the CWA by December 2018. Resource allocation to regions is based on a budget algorithm, which takes into account several factors including population size and socioeconomic status; this makes it quite challenging to reprogramme WinS investments from one region to another.

¹⁰ Woreda or districts, are the third-level administrative divisions of Ethiopia. They are further subdivided into a number of wards (kebele) or neighbourhood associations, which are the smallest unit of local government in Ethiopia.

As the OWNP-CWA Phase 1 comes to an end in June 2019, there are ongoing discussions around fund reallocation and utilization based on the absorptive capacity of each region, specifically in regions that received high funding initially but have now plateaued in terms of implementation, as a result of limited contracting and absorptive capacity.

Recommended Next Steps

The sector financing model in Ethiopia presents numerous lessons that can be shared with other countries in the region. With a growing population and increasing demand for school WASH services, there is a strong need to identify alternative financing to expand the gains being made under the OWNP-CWA. While domestic financing is considered the silver bullet to meeting the SDG targets, given the current fiscal space in Ethiopia, the consensus is that external assistance in the form of concessional loans and grants will continue to play a major role in securing the current gains made in the WASH sector.

4.2 WINS AND INSTITUTIONAL ARRANGEMENTS

CASE STUDY: UNITED REPUBLIC OF TANZANIA

Overview

Decentralization was introduced into the United Republic of Tanzania as far back as the 1970s, as part of the “Ujumaa,” or Villagization Policy under the country’s first President, Julius Nyerere. The Policy, which advocated for establishment of villages and communal contributions to share risks and achieve economies of scale, was also one of the ways in which social services – including primary schools, dispensaries and rural water supplies – were taken closer to the people.

Although Ujumaa – meaning “family hood” in Swahili – was believed to have had numerous limitations, it forms the basis on which the United Republic of Tanzania’s current Decentralization by Devolution (DbyD) governance infrastructure has evolved. Under Ujumaa, national Government was decentralized down to the village level, allowing representation, participation and the transfer of specific decision-making powers from the national to the regional, district, and village levels.

As an extension to this governance model, the United Republic of Tanzania has also adopted a Sector Wide Approach (SWAp) in most sectors, harmonizing coordination and accountability for social service delivery. In the WASH sector, institutional arrangements for WASH in schools extend from the national and ministerial level, down to the school level, where the school governing board – the School Management Committee – is appointed by the Village Council.

At the national level, the four key ministries involved with school WASH are the Ministries of Education (MoE), Health and Social Welfare

(MoHSW), Water (MoW); and the President’s Office-Regional Administration and Local Government (PO-RALG). The Tanzania National Strategic Plan for School Water, Sanitation and Hygiene (SWASH), clearly defines the roles and responsibilities of each actor involved in school WASH. The MoE is designated as overall coordinator responsible for school WASH, with PO-RALG, the government’s implementing arm, leading on implementation of WASH services in schools. Other ministries, institutions and development partners are expected to support and implement the strategy collaboratively. Beyond the national level, roles and responsibilities are clearly articulated down to the levels of teachers, parents and students. Figure 13 summarizes how the governance structures interrelate for WinS.

In terms of broader coordination for school WASH (SWASH), development partners are also grouped thematically and expected to play the following roles:

- Facilitate capacity building;
- Support provision of water, hygiene and environmental sanitation services in schools;
- Support SWASH research;
- Finance SWASH activities; and
- Participate in monitoring and evaluation of SWASH activities.

UNICEF Tanzania and DFID are currently serving as co-chairs for the Development Partners Group (DPG) for Water, which convenes monthly for information sharing and collaboration.



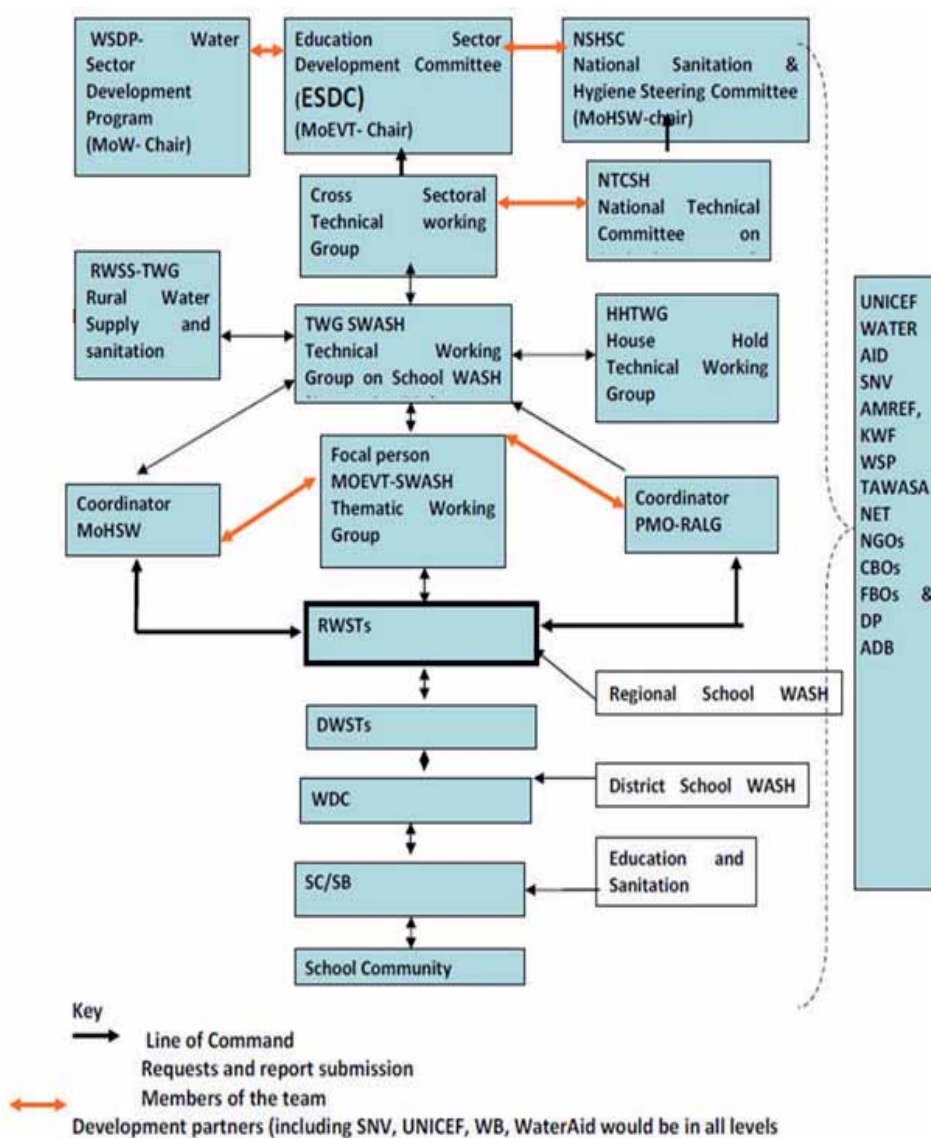


Figure 13: Organizational Structure for Implementation of School School WASH¹¹

The study showed that while the United Republic of Tanzania’s enabling environment – characterized by strong political will, effective coordination between stakeholders, and a responsive donor community – is quite promising, there are still many implementation gaps at the downstream level of program delivery. Most projects tend to be one-off interventions, lacking sustainability.

Bottlenecks and Opportunities

Unlike most other countries in the region, in which line ministries oversee both policy and implementation, in the United Republic

of Tanzania, the roles are clearly distributed between the line ministries, overseeing high-level policies and guidelines, and PO-RALG implementing projects. Given the observed gaps between project and implementation, there is a need to strengthen the existing coordination mechanisms.

Recommended Next Steps

With the passage of basic education in the United Republic of Tanzania in 2016, the country is currently experiencing a drastic increase in student population at the school level, with WASH infrastructure woefully inadequate to respond to the growing demand. There is a need for targeted advocacy on WASH in schools to ensure that no child is left behind.

¹¹ Source: National Strategic Plan for School Water, Sanitation and Hygiene (SWASH)

Note: PO-RALG: President’s Office-Regional Administration and Local Government was formerly PMO-RALG: Prime Minister’s Office-Regional Administration and Local Government

Stakeholder	Roles and Responsibilities
Ministry of Education, Science and Technology (MoEST)	<ul style="list-style-type: none"> • Coordinate WASH in schools, harmonize and promote participatory approaches for sanitation and hygiene services in schools • Chair the Technical Working Group for School WASH in collaboration with the MoHSW • Develop/review policy guidelines for School WASH in collaboration with MoHSW, MoW and PO-RALG • Formulate standards for school water, sanitation and hygiene together with MOHSW and MoW • Facilitate the training of district and school staff in good SWASH practice • Develop/review materials for inclusion of WASH in the school curriculum • Review curriculum of teacher education to include the SWASH package • Monitor implementation of national educational policies, standards and use of national guidelines by Local Government Authority (LGA) • Monitor school WASH implementation in collaboration with district councils
Ministry of Health and Social Welfare (MoHSW)	<ul style="list-style-type: none"> • Chair the National Sanitation and Hygiene Steering Committee • Coordinate the National Sanitation and Hygiene Technical Committee • Jointly chair the Technical Working Group for School WASH with the MoEST • Provide sanitation and hygiene technical assistance to LGAs • Develop/review policy guidelines for School WASH in collaboration with MoEST, MoW and PO-RALG • Formulate standards for school water, sanitation and hygiene, together with the MoE and MoW • Monitor sanitation and hygiene
President's Office-Regional Administration and Local Government (PO-RALG)	<ul style="list-style-type: none"> • Coordinate planning of water, sanitation and hygiene projects with LGAs and ensure clarity of responsibilities for operations and maintenance • Monitor and supervise construction of school water and sanitary facilities in collaboration with MoEST, MOHSW and MoW • Coordinate institutional streamlining and capacity building for LGAs e.g. strengthening of District Water Supply and Sanitation Teams (WST) • Supervise and monitor the performance of LGAs and private education service providers. • Enforce compliance to policy and guidelines
Ministry of Water (MoW)	<ul style="list-style-type: none"> • Facilitate provision of adequate water supply to school communities • Formulate and coordinate National Water Policy, National Water Sector Development Strategy and Water Sector Development Policy so as to enforce SWASH implementation • Set standards for sewerage system • Develop/review policy guidelines for School WASH in collaboration with the MOEST, MoHSW and PO-RALG • Formulate standards for school water, sanitation and hygiene together with MoE and MoHSW • Monitor, evaluate and assess quality assurance of water and wastewater services • Coordinate water sector development activities, and sanitation and hygiene in schools • Supervise and monitor implementation of national policies, standards and use of national guidelines by LGA Water Department • Participate in monitoring school WASH in collaboration with districts

Table 5: Role and Responsibilities of School WASH Actors in the United Republic of Tanzania

4.3 PLANNING, MONITORING AND REVIEW FOR WINS

CASE STUDY: ZAMBIA

Overview

Zambia ranked highest for the sector strengthening building block on Planning, Monitoring and Review in the 2018 Regional Scoping Study for WASH in Schools in Eastern and Southern Africa. With an overall EE score of 67.5 per cent, Zambia closely follows Ethiopia as the country with the second strongest enabling for WinS in the region.

While there is still much ground yet to be covered in other areas, several factors contribute to Zambia's remarkable results for planning and monitoring. Since the SDG core questions were first proposed in 2015, Zambia is one of only two countries in the region to have fully incorporated all seven proposed JMP indicator questions into its national Education Management Information System (EMIS). Indicators for functionality and usability of school WASH infrastructure and menstrual health and hygiene were first introduced in the 2016 Annual School Census (MoGE; Figure 14).

Since then, data have been collected annually, covering all 10 provinces and captures relevant information including the percentages of schools with safe water, schools without toilet, schools with at least 2 gender segregated toilets as well as schools with at least 1 toilet for 40 pupils.

The findings are generated in a well-structured system that begins at the school level with an internal data management committee and extends to the zonal, district, provincial and national levels through the various subdivisions of the Ministry of General Education. The information flow through these various channels has been improved in recent times, thanks to technological advances and nationwide mobile phone coverage. Whatsapp groups and platforms have been established between head-teachers in schools within given zones or districts, making it easier to share information and receive updates at a much faster rate.

During the 2018 cholera outbreak in Zambia, more than 180 schools in Lusaka had to be closed. Telephone calls and electronic updates were the primary means by which head-teachers and school authorities were kept informed in a

timely and coordinated fashion of the developing response.

Bottlenecks and Opportunities

With an estimated 8,823 primary schools and 851 secondary schools in a large country with a sparse population density of 22.32 per sq. km, many schools are located miles apart. With challenging road networks in many parts of the country, and sandy terrain in the Western Province, for example, this has major implications for effective nationwide monitoring of WASH services in schools. Having a functional and highly decentralized data collection system has contributed to improving the overall enabling environment for WASH in schools, pushing Zambia ahead of other countries in the region.

Through the Annual School Census, the country can monitor progress in each of the 10 provinces, as well as adherence to national standards and gender inclusion on an annual basis. The data is compiled, summarized and released each year in the Annual Education Statistical Bulletin. Key information is then shared with schools in the form of School Data Profiles, giving school authorities a sense of how their institutions are performing relative to others in the same zone, district and province. The Statistical Bulletin and the School Data Profiles serve as an effective means of providing feedback to schools, districts and provinces that are still coming along, while recognizing those that have progressed over time. A major limitation of this system, however, is that these feedback reports are generally released for the previous year mid-way through a new academic year, several months after the critical planning and budgeting school authorities undertake at the beginning of each new school year.

To address this critical bottleneck in timely reporting, the Ministry of General Education is keen on migrating the current EMIS to a mobile to web (M2W) platform. Several technological options have been piloted by the Ministry in recent years. One M2W system for data collection at school level was successfully piloted as part of the UNICEF-supported, DfID-funded Zambia Sanitation and Hygiene Programme between

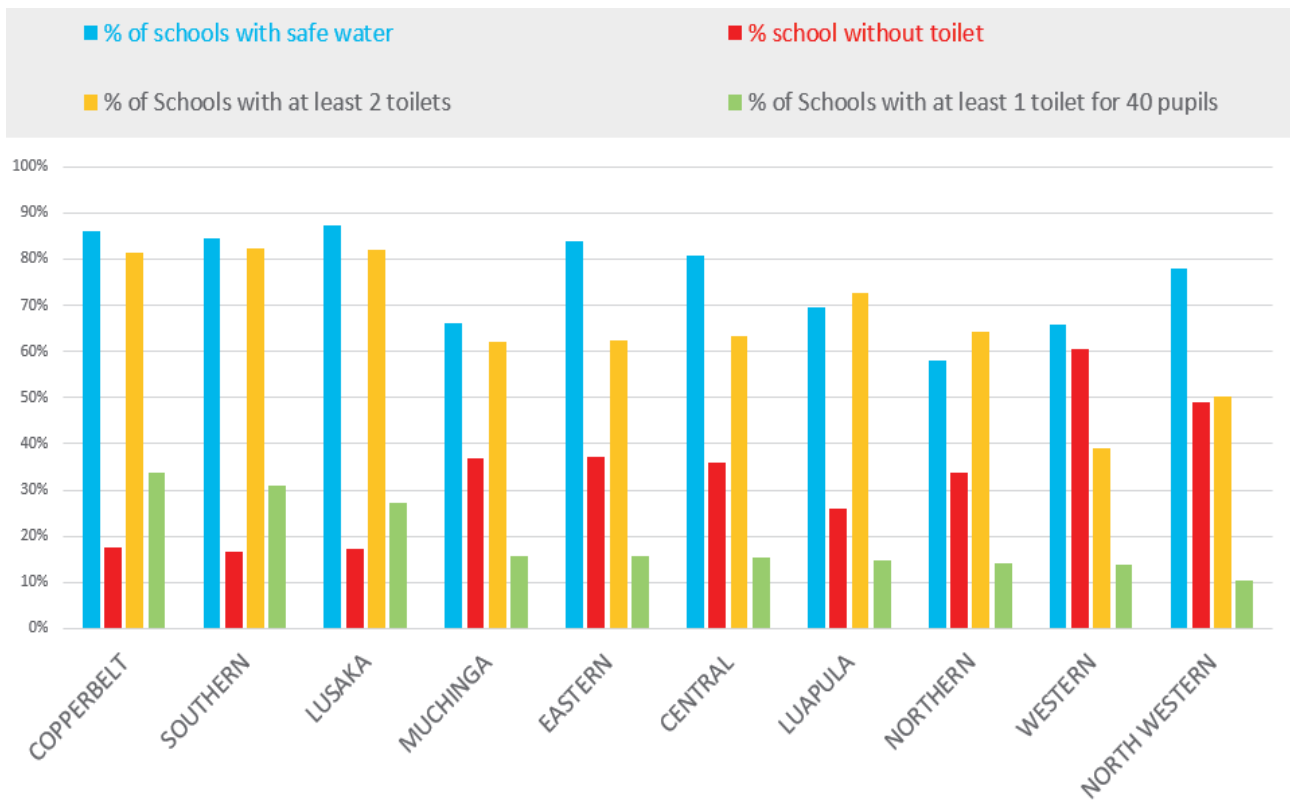


Figure 14: Water and Sanitation Services in Schools by Province in Zambia (2017, EMIS)

January 2016 and August 2017. This platform was designed to manage a limited number of WASH indicators, while linking these with key school performance indicators in one district in Zambia. The Government of Zambia is currently exploring opportunities for funding and partnerships to scale up real-time EMIS monitoring nationwide, with a focus on improving data collection, efficiency and timely reporting.

Recommended Next Steps

To ensure sustainability, it is recommended that the institutional capacity of national authorities be further strengthened to own and manage monitoring systems, including mobile to web (M2W) platforms. This will increase timely access to valuable data and enhance the efficiency of response measures at school level.

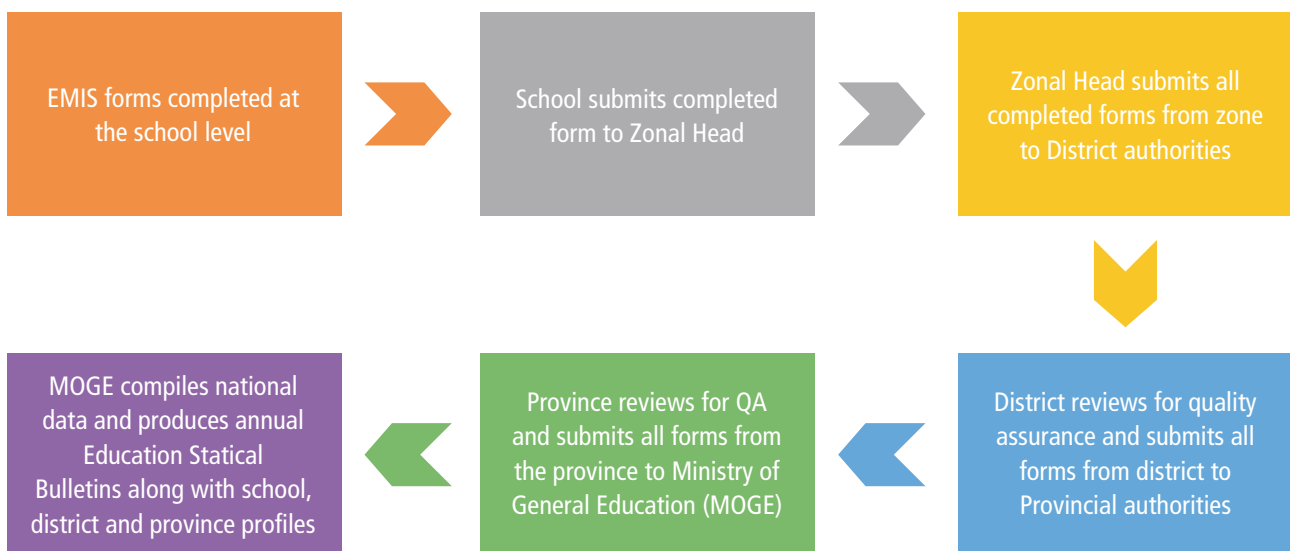


Figure 15: Flow Diagram of EMIS Data Collection and Reporting Process in Zambia

4.4 CAPACITY BUILDING FOR WASH IN SCHOOLS: ETHIOPIA, ZAMBIA AND TANZANIA

Capacity development is a critical building block of ensuring the sustainability of school WASH interventions. Country visits to Ethiopia, Zambia and the United Republic of Tanzania as part of the study – and interactions with government stakeholders at national, provincial, regional and district levels – indicated not just strong capacity among institutions for sustainable service delivery, but also capacity of individuals to effectively engage in various aspects of WinS programming. Decentralization and clear division of sector roles and responsibilities were also observed as major strengths across all three countries.

In Zambia, during the 2018 cholera outbreak, for example, headteachers at the school and zonal levels were actively involved in information sharing, improving hygiene within the facilities and helping to curb the spread of the disease. In Ethiopia, Component 4 of the One WASH National Programme is specifically dedicated to Programme Management and Capacity Building. This includes helping improve the skills and capacity of the programme's organizations and implementing parties at all levels to plan, manage and monitor programme activities through training, post-construction management support, training of trainers, curriculum development, equipment tools and support for monitoring and reporting. This

dedicated investment of US\$90 million ensures the minimum staffing and resource package needed to effectively implement the programme at federal, regional, city, town and woreda levels. In the United Republic of Tanzania, the division of roles and responsibilities was clearly noted during interactions and engagement with stakeholders at all levels.

Two major capacity concerns noted during the country visits, however, were: a) frequent staff turnover and reshuffling of local authorities and b) the limited procurement processes and capacity at the regional and sub-regional levels. Additionally, stakeholder engagement also reflected a knowledge gap with respect to SDG targets and indicators for WASH in schools. There is therefore a need for continued capacity building, advocacy, training, awareness-raising and engagement to build the capacity of sector stakeholders to adapt and innovate by engaging in collective sector learning, specifically on the SDGs and regional priorities for WinS.

In conclusion, across all five sector-strengthening building blocks, one observation particularly stands out across the three case study countries: an effective decentralized institutional framework is critical for creating a strong enabling environment for at-scale WASH services in schools in the region.



Chapter 5

TOWARDS ACHIEVING UNIVERSAL ACCESS TO BASIC WASH SERVICES IN SCHOOLS IN EASTERN AND SOUTHERN AFRICA

With most countries in Eastern and Southern Africa, still at the limited and no service JMP service levels for WASH in schools coverage, the region lags behind the Regional Priority of at least 50 per cent single-sex basic sanitation coverage and adequate MHM services by 2021. The findings from the scoping study also highlight the need for a stronger enabling environment at national level in the countries in order to create greater access to WinS services at school level.

While some countries seem to be making strides on the enabling environment front, the proportion of schools at the national level remains largely at the no service ladder for water, sanitation and hygiene indicators. If the SDG targets are to be met in the region, there is a need to strengthen policy implementation as well as O&M strategies, ensuring that upstream EE systems and structures are effectively translated into sustainable access downstream at school level.

Addressing WinS in the context of the SDGs requires a multi-layered, holistic approach at various levels, each of which a further elaborated below.

5.1 AT THE ADVOCACY LEVEL

Advocacy and enhanced Government engagement are key to addressing critical components around strategic planning, sector financing, and SDG monitoring.

1. A carefully crafted, locally owned **National Theory of Change for WASH in Schools** is lacking in all countries, with only five countries taking some steps towards defining a clear roadmap for WinS. As part of the broader strategic planning towards SDG targets, UNICEF can support national governments to craft TOCs for WinS addressing all components of the sub-sector, including sustainable interventions in schools, effective infrastructure O&M, and MHM at scale within national education systems, policies, budgets, strategies and plans.
2. Sector financing remains a major bottleneck to sustainability of WinS interventions in the region. Higher-level advocacy is required to raise the profile of WinS across countries at national and regional levels, encouraging national governments to increase investment within the sub-sector. UNICEF's support to driving change must centre on assisting countries to define **clear costed action plans, investment cases, and costed business and micro-plans** detailing all the possible interventions, approaches and policies needed to meet regional and global targets. Guided by the UNICEF Three Star Approach, using the achievement of 1, 2 or 3 stars as benchmarks, the investment case will provide a costed framework for meeting SDG targets 4.a, 6.1 and 6.2 in the region and serve as a strategic tool for donor engagement and effective resource mobilization.
3. SDG monitoring remains relatively weak within the region, with most countries yet to **incorporate the seven core SDG questions within their national Education Management Information Systems (EMIS)**. Advocacy efforts centred on developing and expanding this critical monitoring tool will not only strengthen national data collection but also subsequently feed into higher level global databases, including the JMP statistics on WASH in schools, which provided the quantitative basis for the 2018 ESAR regional scoping study.
4. If the SDG targets are to be met in the region, at the broader programming level, it is proposed that COs in poor performing countries strongly consider establishing **flagship programmes for WASH in Schools** as a critical element within current programming and future Country Programme Documents (CPDs), dedicating the requisite staffing, resources and attention. This strategic move will ensure that WinS is brought to the fore and given the priority it deserves, while creating greater access to child-, disability- and gender-sensitive, inclusive and effective learning environments for all children in the region.

5.2 AT THE OPERATIONAL LEVEL

1. At the operational level, several critical elements of results-based management (RBM) to drive lasting change in the sector are lacking. To address this, it is proposed that UNICEF COs, relying on the validated national TOCs, define structured **internal UNICEF TOCs for WinS**, with a clear road map for when, where and how UNICEF will support the national government to meet the broader national targets.
2. The internal TOC will form the basis for a proposed **UNICEF Game Plan for WinS** or an **internal strategy** to operationalize UNICEF's contribution to meeting the SDG targets at the national level. Several countries in the region, including Madagascar, Somalia and Uganda have contextualized and adopted the Three Star Approach as the CO strategy for addressing WinS. Based on their defined internal TOCs, moving forward it is proposed that other COs review the global approach in context, and explore options for its adoption where feasible.
3. Effective operations and maintenance of valuable infrastructure remains a critical challenge to the sustainability of WinS interventions in the region. Only 5 countries out of 21 have **detailed WinS O&M plans specifying actors at the national, district and school levels**, with only 3 suggesting strong implementation and monitoring. It is proposed that countries support national governments to develop, implement and monitor effective O&M plans as a means of sustaining gains over time.
4. While progress has been made with respect to development and adoption of policies and guidelines for MHM, a huge gap remains between national policy and effective implementation at school level. Research and experience in various countries in the region show that better sanitary care and availability of gender-sensitive facilities that cater to the special needs of adolescent girls are critical components of keeping girls in school. **Including MHM considerations (including provision of supplies, safe spaces and waste disposal) in national school construction standards and the enforcement of these guidelines** are critical for ensuring gender equality in schools in the region.

5. While disability is included in most national WinS policies, many questions persist surrounding the effective implementation of these policies and the actual use of the constructed facilities by the target beneficiaries. To meet the SDG target for **disability-inclusive WinS**, it is proposed that the countries explore diverse options, including retrofitting sanitation facilities with ramps and access ways, and lowering toilets where necessary, to ensure that when it comes to access to WASH services in schools, no child is left behind.

5.3 AT THE REGIONAL LEVEL

The UNICEF Eastern and Southern Africa Regional Office remains committed to supporting COs to meet regional and global targets for WinS. Through periodic tracking reports and situational analyses, bottlenecks and progress in WinS are being reviewed and documented, with feedback provided to further strengthen WASH in Schools programming in the 21 countries in the region.

1. To further strengthen SDG monitoring at the regional level, as part of its oversight functions, it is proposed that the Regional Office takes the lead in coordinating and providing quality assurance for **biannual sustainability checks for WinS interventions in COs**. The sustainability checks will contribute to broader SDG monitoring of WinS indicators and ensure timely response and targeted support to COs in a structured and harmonized manner to meet global targets.
2. ESARO will support ongoing efforts at operational level to harmonize strategic planning and RBM through the development of a **regional Theory of Change template** that can be contextualized to suit national challenges and further developed into a national strategy.
3. To help strengthen the fiscal space, attract investment in WinS and potentially enhance sector financing, it is proposed that ESARO supports COs and national governments to develop **national investment cases or costed business/micro plans**, detailing the needs and gaps to meeting SDG targets for WinS.



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ANNEX 1

SDG CORE QUESTIONS FOR MONITORING WINS

1. What is the main source of drinking water for the school? (check one)

- Piped water Tubewell/borehole Covered well/spring Rainwater catchment
 Open well/spring Cart/tanker-truck Lake/river/stream Bottled water
 No water

2. Is drinking water from the main source currently available at the school?

- Yes No

3. What type of student toilets/latrines are at the school? (check one – most common)

- Flush/Pour-flush toilets Pit latrines with slab Composting toilets
 Pit latrines without slab Hanging latrine (hole over water) Bucket latrine
 No toilets or latrines

4. How many student toilets/latrines are currently usable (accessible, functional, private)?

Insert number

5. Are the toilets/latrines separate for girls and boys?

- Yes No

6. Are there handwashing facilities at the school?

- Yes No

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

- Yes, soap and water Water only Soap only Neither

Sample 1: Core WASH in Schools Questions for EMIS

Source	Currently Available	Used for drinking
<input type="checkbox"/> Piped	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Coveredwell/spring	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Openwell/spring	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Rainwater	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Bottled water	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Tankertruck or cart	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Lake/River/Stream	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> No water source	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

2. What type of student toilets/latrines are at the school? (check one – most common)

- Flush/Pour-flush toilets Pit latrines with slab Composting toilets
 Pit latrines without slab Hanging latrine (hole over water) Bucket latrine
 No toilets or latrines

3. How many toilets/latrines are at the school? (insert numbers)

	Girls' only toilets	Boys' only toilets	Comm on use toilets
Total number			
Number that are usable (<i>accessible, functional, private</i>)			

4. Are there handwashing facilities at the school?

- Yes No

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

- Yes, soap and water Water only Soap only Neither

Sample 2: Core WASH in Schools Questions for EMIS using matrix style format

ANNEX 2

EE INDICATORS, DEFINITIONS & SCORING GUIDELINES

Indicator		Criteria for Green	Criteria for Yellow	Criteria for Red
Score		1	0.5	0
1.	Is there a clearly defined lead agency for WinS?	There is one designated agency to provide leadership for WinS programming with a clear national mandate for WinS development, implementation and M&E.	There are multiple designated “lead” agencies limiting accountability and ownership for WinS.	There is no clear responsibility for WinS.
2.	Is there a public-sector budget for WinS? If yes, attach.	There is a public-sector budget line at national, regional or district level that is specifically earmarked for WinS.	There is a public-sector budget, but it is incorporated into other areas.	There is no public budget for WinS.
3.	Is WinS included in relevant policies / guidelines? If yes, attach.	WinS is comprehensively included (guidance and strategic direction, institutional coordination, implementation framework, financing mechanisms and technical guidance) in national policy and endorsed by government.	WinS is included in national policy but limited in scope or not endorsed by government.	WinS is not included in national policy or guidelines.
4.	Is WinS monitored at national level? If yes, attach.	There is a national WinS monitoring system that is publicly managed and includes indicators of service quality such as functionality and accessibility.	There is a national WinS monitoring system, but it is not government run or does not capture service quality.	There is no national WinS monitoring system.
5.	Are there national standards for WinS? If yes, attach.	There are national minimum standards that include multiple aspects of WinS and are endorsed by government.	There are national standards, but they are limited or not endorsed by government.	There are no national standards for WinS.
6.	Is gender addressed for WinS? If yes, attach.	Gender equity, including MHM and gender-segregated toilets, is addressed in WinS policy, guidelines and/or monitoring, and programming.	Gender equity is addressed at the national level but to a limited degree.	Gender equity is not addressed for WinS at the national level.
7.	Is accessibility addressed for WinS? If yes, attach.	Child-friendly WinS including accessibility of WinS services for children with physical disabilities is addressed in WinS policy, guidelines and/or monitoring, and programming.	Accessibility is addressed at the national level but to a limited degree.	Accessibility is not addressed for WinS at national level.
8.	a) Is there a national Theory of Change (TOC) for WinS? If yes, attach.	A comprehensive national Theory of Change for WinS details inputs, outputs, outcomes, assumptions, roles and responsibilities at national, district and school levels, and is endorsed by the government.	There is a national TOC for WinS or a broader WASH TOC, which includes WinS, being drafted or under review but not yet endorsed by the government.	There is no national TOC for WinS.
	b) Is there an internal UNICEF TOC for WinS e.g.: informing UNICEF Strategy? If yes, attach.	A detailed internal WinS-specific TOC for UNICEF defines the CO’s role, responsibility, deliverables and strategic approach to WinS, supporting the government to meet the SDG targets.	A WinS-specific internal UNICEF TOC or a TOC that includes WinS is being formulated and reviewed, pending endorsement.	There is no internal TOC for WinS.
9.	Is there a national Investment Case/ Business Plan for WinS, either annual or linked to the longer-term SDG targets? Is so, attach.	Consistent with SDG targets, there is a comprehensive national Investment Case/Business Plan (annual/long-term) for WinS with a costed action plan, options appraisal, and endorsed by government.	The national investment case for WinS or a broader WASH Investment Case which includes WinS is being drafted or under review but not yet endorsed by Government.	There is no national investment case for WinS.

10.	a) Is there a national resource mobilization strategy for WinS? If so, attach.	There is a comprehensive national resource mobilization strategy for WinS aligned with SDG targets and national priorities and endorsed by government.	A draft national resource mobilization strategy for WinS or a broader WASH sector resource mobilization that includes WASH is under formulation and review, pending adoption.	There is no national resource mobilization strategy for WinS.
	b) Is there a resource mobilization strategy for UNICEF programming for WinS? If so, attach.	There is a detailed internal resource mobilization strategy for WinS aligned with the SDG targets and national priorities.	There is mention of WinS in a relevant resource mobilization strategy, which is either still a draft or with limited concrete action taken with respect to WinS.	There is no mention of WinS in any resource mobilization strategy for UNICEF programming.
11.	a) Is there a national O&M plan specifying roles and responsibilities of actors at the national, district and school levels? If so, attach.	A comprehensive and sustainable national O&M plan details measures, roles, responsibilities, and actors at the national, district and school levels.	A draft national O&M plan is under review, pending government endorsement and validation/embedded in a separate national document.	There is no national O&M plan for WinS.
	b) Is it being implemented and monitored at the national, district and school level?	The national O&M plan is being thoroughly implemented, monitored and reported on at the national, district and school levels.	Implementation and monitoring of the national O&M plan is limited, with many constraints and bottlenecks at all levels.	There is no implementation or monitoring of O&M.
	c) Are there examples of O&M approaches/ solutions in country (either UNICEF, government or another agency)? If so, attach.	Several scalable, best-practice O&M approaches/solutions are being implemented in the country.	There are a few examples of O&M approaches in the country, however, the scalability and sustainability components need to be strengthened.	There are no O&M examples, approaches or solutions in the country.
12.	Are core SDG questions / indicators integrated into the national EMIS e.g.: usage and functionality?	All 7 core SDG indicator questions – which account for accessibility, functionality and privacy – have been integrated into the national EMIS.	A few SDG questions and concerns have been integrated into the EMIS but they only cover access, not usage or functionality.	There are no SDG questions / indicators integrated into the national EMIS.
13.	Is there a documented UNICEF strategy for WinS in light of the status of WinS and the ambition of the SDG targets?	There is a clearly documented UNICEF strategy for WinS based on UNICEF's comparative advantage, technical capacity, resource mobilization and funding availability; it takes into account the prevailing bottlenecks for WinS implementation in-country and the SDG targets.	A draft UNICEF strategy for WinS is under review for adoption.	There is no documented UNICEF Strategy for WinS.
14.	Has UNICEF produced any advocacy materials / films on WinS since 2015? If so, attach link.	Since 2015, WinS-related advocacy and IEC materials/products have been developed and disseminated, raising public awareness of WinS.	Since 2015, several advocacy and IEC materials/products on WinS have been drafted pending adoption and dissemination.	There have been no advocacy materials, films or products on WinS since 2015.

15.	a) Is there a national policy, strategy or guideline addressing Menstrual Hygiene Management (MHM) or is the issue included in any other sector policy? If so, attach.	MHM is comprehensively included (special needs of girls, sanitary hygiene and menstrual waste disposal) in national policy, strategy or guidelines and endorsed by the government.	MHM is included in national policy, strategy/guidelines but the inclusion is limited in scope or not yet endorsed by government.	MHM is not included in any national policy, strategy or guideline.
	b) Is the policy, strategy or guideline being implemented and monitored at national level?	The policy, strategy/guideline is being carefully implemented and monitored at the national, district and school levels.	Implementation and monitoring of the national MHM strategy/plan is limited, with multiple constraints at all levels.	MHM is not being monitored at the national level.
	c) Is there a public-sector budget for the provision of sanitary pads and other female hygiene supplies in schools?	A sustainable public-sector budget line is specifically earmarked for the provision of sanitary pads and other female hygiene supplies in schools.	There is a public-sector budget for MHM, but this is limited and may not be sustainable.	The national budget does not envisage provision of sanitary pads and other female hygiene supplies in schools.
	d) Is there a national programme to support the provision of sanitary pads and other female hygiene supplies in schools?	There is a well-designed, sustainably funded national programme to support provision of sanitary pads and other female hygiene supplies in schools.	Support from the national programme is limited or unsustainable.	No national programme is in place to support provision of sanitary pads and other female hygiene supplies in schools.
	e) Are there any other programmes / funding / financing sources that support the provision of sanitary pads and other female hygiene supplies in schools? If yes, attach.	Other sustainable programmes / funding / financing sources support the provision of sanitary pads and other female hygiene supplies in schools.	Other sustainable programmes / funding / financing sources support the provision of sanitary pads and other female hygiene supplies in schools., but these are limited and may not be sustainable.	No other programmes / funding / financing sources support the provision of sanitary pads and other female hygiene supplies in schools.
16.	a) Is there a national policy, strategy or guideline addressing handwashing with soap or included in any other sector policy? If so, attach.	A comprehensive national policy, strategy or guideline addressing handwashing with soap (HWWS) has been endorsed by the government.	Hygiene and HWWS are included in national policy, strategy/guidelines but this is limited in scope or has not yet been endorsed by the government.	Handwashing with soap is not included in any national policy, strategy or guideline.
	b) Is there a minimum package or standard for hygiene which includes handwashing with soap (HWWS)? If so, attach.	There is a detailed minimum package for hygiene and handwashing with soap (HWWS), endorsed by the government.	There is a minimum package or standard for hygiene including HWWS, but it is limited in scope or not endorsed by Government.	There is no minimum package or standard for hygiene or HWWS.
	c) Is there a public-sector budget for the provision of soap for handwashing in schools?	There is a public-sector budget line specifically earmarked for the provision of soap for handwashing in schools.	There is a public-sector budget for HWWS but this is limited in scope and may not be sustainable.	There is no public-sector budget catering for the provision of soap for HWWS in schools.
	d) Is there a national programme to support the provision of soap for handwashing in schools?	There is a well-designed, sustainably funded national programme to support provision of soap for HWWS in schools.	Support from the national programme is limited or unsustainable.	There is no national programme to support provision of soap for HWWS in schools.
	e) Are there other programmes, funding / financing sources that support provision of soap for handwashing in schools?	Other sustainable programmes / funding / financing sources support the provision of soap for handwashing in schools.	Other sustainable programmes / funding / financing sources support the provision of soap for handwashing in schools but these are limited and may not be sustainable.	No other programmes, funding / financing sources support the provision of soap for handwashing in schools.
Total Score		1.0	0.5	0.0

■ Good Progress=1.0

■ Some progress=0.5

■ No progress=0.0

■ No data=Not Included in analysis

ANNEX 3

INDICATORS, COUNTRY RESPONSES & SCORING

Question 1: Is there a clearly defined lead agency for WinS?		
Angola	The Ministry of Education (National Directorate of Education), has been playing this role, especially through the implementation of the Child Friendly pilot project in which activities related to WinS have been developed and implemented.	Green
Botswana	The Ministry of Land Management, Water and Sanitation Services (Department of Water Affairs).	Green
Burundi	The ministries of health and education both have roles in WASH.	Yellow
Comoros	No lead agency on WinS.	Red
Eritrea	The Ministry of Education (Department of General Education) is the lead agency for WinS. Ministry of Health has a collaborative role.	Green
Ethiopia	Yes, the Ministry of Education is leading on WinS. WinS is under the school improvement program.	Green
Kenya	Yes. The Ministry of Education (MOE) sets the standards and guidelines in schools under the School Health Department with technical support from the Ministry of Water and Sanitation and the Ministry of Health.	Green
Lesotho	The Ministry of Education and Training is the lead government ministry for WinS	Green
Madagascar	There is no clear lead agency, but the Ministry of Education implements WASH-related programmes.	Red
Malawi	Not clear, but the Ministry of Education works with other partners, such as UNICEF and NGOs, to implement WinS.	Yellow
Mozambique	There is no lead agency, but there is an intersectoral steering committee. As the owner of schools, the Ministry of Education (MoE) coordinates WinS activities with support from the Ministry of Public Works, Housing and Water Resources on infrastructure and the Ministry of Health (MoH) on the software component (Hygiene Education).	Yellow
Namibia	The Ministry of Education, Arts and Culture (MoEAC) is responsible for providing sanitation facilities in schools. The Ministry of Health and Social Services (MoHSS) is also responsible for developing, implementing, enforcing health policies, and legislation to promote good sanitation practices. The MoEAC and MoHSS signed the Memorandum of Understanding (MoU) on Integrated School Health. As an outcome to the MOU, the School Health Task Force (SHTF), was established, tasked with planning, implementation, monitoring and evaluation, research, resource mobilization and advocacy of the Integrated School Health Programme.	Yellow
Rwanda	Multiple agencies, including ministries of education, gender and health. Strong focus on MHM in schools with support from UNICEF, Plan, Water Aid and other partners.	Yellow
Somalia	No clarity on the lead agency for WinS.	Red
South Africa	No. Multiple agencies, including the Department of Water and Sanitation and the Ministry of Education, both of which have roles in promoting WASH facilities and infrastructure in schools across the country.	Yellow
South Sudan	No. Multiple agencies, including the Ministry of Education, which is responsible for monitoring WinS through EMIS.	Yellow
Eswatini	The Ministry of Education and Training leads with support from Ministry of Natural Resources, Ministry of Health and Civil society.	Green
United Republic of Tanzania	Yes. The Ministry of Education, Science and Technology.	Green
Uganda	Yes. The Ministry of Education and Sports is still the lead agency for WinS.	Green
Zambia	Yes. The Ministry of General Education (MoGE) is the lead agency for WinS, with support from the Ministry of Health (MoH) and the Ministry of Water Development Sanitation and Environmental Protection (MWDSEP). Improved WASH infrastructure is a key aspiration of the MoGE.	Green
Zimbabwe	Yes. The Ministry of Primary and Secondary Education has the lead role. Accountability is with the local authorities.	Green

Question 2: Is there a public-sector budget for WinS? If yes, attach.		
Angola	Unfortunately, no such budget exists given that the education sector as a whole has a very limited budget.	Red
Botswana	No separate public budget item for WinS. Meanwhile, the Government allocates resources for the development of water infrastructure, including water supply, and wastewater and sludge management.	Red
Burundi	No detailed public budget for WinS.	Red

Comoros	No.	
Eritrea	There is public-sector budget for WinS. Its size is not clear.	
Ethiopia	WinS is funded through a pooled fund mechanism, the One Budget, under the One WASH National Programme (OWNP). The One Budget consists of external financing through the donor-funded Consolidated WASH Account (CWA) and matched government allocation.	
Kenya	Yes. The school infrastructure department in the MOE has a budget for school facilities including sanitation facilities. The MOE has also a budget for free primary education in schools, which has some components that support operations and maintenance of WASH facilities. The other sectors of health, and water also have components of the WinS budget. The Ministry of Gender has a budget to supply sanitary towels to schools.	
Lesotho	Funding is limited. There is no sustainable funding for WinS. Funding is scattered within various actors and agencies and it is not clear how much of the public budget is allocated to WinS programming every year.	
Madagascar	There is no public budget specifically for WinS; most funding comes from the various agencies that are implementing WinS programmes and projects.	
Malawi	Some funding is incorporated within various sectors including water, health and environment, but this is insignificant.	
Mozambique	No specific budget for WinS. However, the MoE allocates some budgetary funds for developing school infrastructure: this sometimes includes WASH facilities	
Namibia	There is no separate public-sector budget for WinS. The public-sector funding is embedded in the funding for the Ministry of Education, Arts and Culture (MoEAC), the Ministry of Health and Social Services (MoHSS) and other sectors. As a result, the total budget is unknown. MoEAC is a key actor and tries to fundraise for WinS advocacy and promotion.	
Rwanda	There is no exclusive public-sector budget for WinS, but the Ministry of Education (MINEDUC) considers it a crucial cross-cutting issue. The school infrastructure budget includes a component for WinS. However, the funds are often inadequate to allow for capacity building on WinS implementation, including its associated policies and programmes.	
Somalia	There are no allocations for WinS.	
South Africa	The budget for provision of water and sanitation infrastructure is part of the infrastructure allocation. However, the budget for payment of services lie with schools.	
South Sudan	There is no budget for WinS.	
Eswatini	The Ministry of Education is responsible for the WinS budget. However, communities and CSOs also contribute significantly to WinS, especially in rural areas.	
United Republic of Tanzania	In the National Sanitation Campaign implemented under the broader Water Sector Programme, a budget is provided but disbursement remains a challenge. Therefore, WinS is financed largely through earmarked funds from various agencies including UNICEF and the World Bank.	
Uganda	The Ministry of Education has earmarked some funds towards school infrastructure, which includes WASH facilities.	
Zambia	The 2017 budgetary allocation of the Ministry of General Education explicitly provides for training/triggering of selected districts and schools on WASH in schools, School Led Total Sanitation (SLTS) and MHM. The Ministry has also allocated a budget for infrastructure works, including latrine construction. Public funding remains limited for implementing WinS programmes and the discrepancy between allocated budgets and effective spending remains important.	
Zimbabwe	The public budget is incorporated within the various agencies with a role in WinS. Budget is fragmented.	

Question 3: Is WinS included in relevant policies/guidelines? If yes, attach.		
Angola	No data.	
Botswana	No data.	
Burundi	Yes. WinS is addressed within the National Water Policy 2009 and the National Hygiene and Basic Sanitation policy.	
Comoros	No.	
Eritrea	WinS is included in the School Health Policy and forms part of the Rural Sanitation Policy.	
Ethiopia	Yes, the Ministry of Education (MoE) recently developed a national school WASH strategy and a strategic action plan, as well as national school WASH implementation guidelines. The MoE, with UNICEF support, is revising the school WASH design and construction manual (including preschool and secondary school WASH facilities) and the national operations and maintenance manual.	
Kenya	Yes. The national school health policy and guidelines promote access to WASH services in schools across all counties. The Basic Education Act also promotes access to MHM (provision of sanitary pads) for adolescent girls.	

Lesotho	Yes. The Child Friendly School (CFS) Standards have a pillar on WASH.	
Madagascar	Limited. There is a national policy on WASH, but it only provides limited guidelines on WinS.	
Malawi	Limited, scattered in several policies within the education, health and water sectors. The School Health and Nutrition (SHN) Strategy is under review.	
Mozambique	No. Existing sectoral policies such as health and education do not explicitly address WinS.	
Namibia	WinS is addressed under the national water supply and sanitation policy, but provisions are very limited in scope.	
Rwanda	Yes, the current 2018/19 -2024/25 Education Sector Strategic Plan included hygiene and sanitation as cross-cutting areas of focus.	
Somalia	The draft WASH Policy and School Planning and Building Policy both have included WASH in Schools.	
South Africa	Provision of water and sanitation infrastructure is clearly articulated in the norms and standards for school infrastructure.	
South Sudan	The National Ministry of Education developed a document on school construction standards in 2016. It also provides to some extent standards for WASH.	
Eswatini	The existing policies – the Water Policy and the Sanitation and Hygiene Policy – are still in draft form.	
United Republic of Tanzania	Yes. The 2014 National Education and Training Policy acknowledges gaps and shortfalls of infrastructure in schools including a 60% gap in toilet provision in primary schools. The Policy outlines government commitments to address this, including operations and maintenance issues.	
Uganda	WinS guidelines have been included in the School Health Policy, Three Star Guidelines, and WASH Training Manual	
Zambia	Several policies and guidelines are in place or under review. The National Policy on Education (1996) includes the following relevant guidelines: (i) draft Guidelines for the Implementation of School Health and Nutrition Policy which will replace the School Health and Nutrition Policy; (ii) the Standards, Assessment and Evaluation Guidelines (2009) stipulating student/toilet ratios; (iii) the School Led Total Sanitation Guidelines and Certification Procedure (2015) and (iv) the National Menstrual Hygiene Management Guidelines (2016). The Public Health Act also stipulates student/toilet ratios.	
Zimbabwe	Yes, the National Education Policy and the National Water Policy	

Question 4: Is WinS monitored at national level? If yes, attach.		
Angola	No national monitoring system exists.	
Botswana	No data.	
Burundi	Yes. Monitoring is included in the Education Management Information System (EMIS), but there is limited scope for collecting vital information, such as on the functionality of WASH facilities.	
Comoros	Partially. Some basic questions are included in the EMIS; however, those are not aligned with the SDG core questions.	
Eritrea	WinS data is collected as part of the EMIS exercise but not published in the EMIS report. The current EMIS questionnaire (revised in 2017) is also not aligned with the SDG criteria for WinS.	
Ethiopia	Yes, it is monitored through EMIS. The MoE has a robust database that has had adequate indicators on school WASH since 2013/14.	
Kenya	Yes. Monitoring is included in EMIS, but there is limited scope for collecting essential information, such as on the functionality of water and sanitation facilities. Data on handwashing facilities is not collected.	
Lesotho	No data.	
Madagascar	Limited. Monitoring is conducted by the Ministry of Education at national and regional levels. However, it is not clear if data collection is systematic.	
Malawi	Yes. Monitoring of WinS is included in EMIS, but there is insufficient analysis and reporting to present key WinS indicators.	
Mozambique	No. There is no specific monitoring system for WinS, although UNICEF is currently advocating for a monitoring system for WinS to be included in EMIS.	
Namibia	Yes. EMIS provides limited information on the functionality of facilities.	
Rwanda	Yes. Monitoring is included in EMIS, but there is limited scope for collecting valuable information, such as on the functionality of WASH facilities. Most data collected is about physical infrastructure and hardware, barely on software and systems strengthening.	
Somalia	Education Annual School Census information has basic WinS data.	
South Africa	Yes. Monitoring takes place at both national and provincial level.	
South Sudan	Yes. Monitoring is included in EMIS, but there is limited scope to collect important information such as the number of water sources and toilets and their functionality.	

Eswatini	Yes: Measured within an Annual Education Census – information is however limited. The last available report is for 2015.	
United Republic of Tanzania	Yes, in EMIS but the reliability of the collected information on WASH components still a challenge. UNICEF continues to advocate for inclusion of expanded indicators for WASH in schools.	
Uganda	The Ministry of Education and Ministry of Water collect data from schools on WASH status.	
Zambia	Yes. Monitoring is included in EMIS. Since 2016, it includes information about the availability, functionality and types of toilets (which allow calculations of student/toilet ratios), availability, functionality and types of water supply, hygiene (including hand washing), MHM and O&M of WASH facilities.	
Zimbabwe	Yes, EMIS, Rural Water and Information Management System.	

Question 5: Are there national standards for WinS? If yes, attach.		
Angola	No national standards for WinS exist to our knowledge.	
Botswana	No data.	
Burundi	WinS National Standards were validated on 8 May 2018. The document is being edited for publication.	
Comoros	Yes. National standards for WinS in preschool and primary exist within the school construction standards. However, the toilet ratio proposed for girls and boys in primary schools is much greater than the international UNICEF/WHO guidelines.	
Eritrea	There are National School WASH Facilities Guidelines comprising contextual WinS standards and designs.	
Ethiopia	Yes, the MoE has national standards for primary school WASH facilities design and construction. The manuals are currently being revised.	
Kenya	Yes. No school should be opened without toilet facilities conforming to the Public Health Act. The female/toilet ratio is 25:1 and male/toilet ratio is 30:1. The MoE has standards and guidelines for WASH infrastructure in schools.	
Lesotho	Yes. Contained in the Child Friendly School (CFS) standards	
Madagascar	Yes. There are guidelines for child-friendly WASH in Schools, including standards for building safe latrines	
Malawi	WinS national standards on hygiene and sanitation are limited and not fully endorsed, including for MHM. The need for standards has been recognized in a strategy review, but they have not yet been developed.	
Mozambique	There are no strict standards for WinS. UNICEF is working with the MoE and other stakeholders to develop and formalize standards for WinS in Mozambique (a national assessment of designs and use of school WASH facilities has recently been concluded and the resulting data are being used to drive evidence-based discussions).	
Namibia	Toilets in some schools are segregated.	
Rwanda	Yes. Several minimum standards, fully endorsed by the Government, are in place, accounting for gender issues / separate toilets for girls and boys.	
Somalia	The Draft School Planning and Building Policy has guidelines on WinS.	
South Africa	Norms and standards are in place for school infrastructure.	
South Sudan	Standards exist. The South Sudan School Construction Standards document provides standards on: 1) Water (both Potable and non-potable water) in terms of quantity and quality, location of the water point and 2) Minimum requirements for any sanitation programme.	
Eswatini	Yes: within the domesticated Child Friendly School Programme.	
United Republic of Tanzania	Yes. The Government, through the Ministry of Education, has set a minimum standard of 20 girls per toilet and 25 boys per toilet. Given the higher cost of infrastructure development, the Government has adopted an interim standard of 40 girls per toilet and 50 boys per toilet as stipulated in the National School WASH Guidelines.	
Uganda	Yes, the MoE has minimum standards and endorsed the Three Star Guidelines which provide further guidance on standards.	
Zambia	Yes. Several government-endorsed standards for WinS are in place. Schools must have sanitary facilities for both girls and boys, with the stipulated student/toilet ratio varying between 20:1 and 40:1 depending on the gender and on the source of standards; there should be at least eight handwashing basins per 100 pupils/students. Schools should provide menstrual hygiene friendly toilets. The Ministry of General Education is currently reviewing the WinS standards.	
Zimbabwe	Yes, as mentioned for 2015. In addition, the Water Policy also touches on the standards, though not in detail.	

Question 6: Is gender addressed for WinS? If yes, attach.		
Angola	There is no formal document that expressly focuses on gender issues as far as WinS is concerned. Nonetheless, the issue has been brought to the attention of local authorities as one of the barriers to access.	
Botswana	No data.	
Burundi	Gender is addressed in the new WinS National Standards.	
Comoros	Yes. Toilets are separated by gender. This clearly indicated in the construction standards. Due to culture and religion, toilets are separated.	
Eritrea	Gender is addressed in segregation of WASH facilities for boys/girls, MHM wash rooms also form part of the standard female latrine designs in the guideline.	
Ethiopia	To some extent yes: the national school WASH construction and design manual for primary schools clearly stipulate separate blocks for boys and girls. However, the designs do not consider the special needs of adolescent girls.	
Kenya	Yes: separate boys' and girls' gender-sensitive toilets; MHM, including provision of sanitary services with special attention to adolescent girls. Access to improved- and gender-segregated latrines is 35:1 for boys and 29:1 for girls; the national standard is 30:1 for boys and 25:1 for girls).	
Lesotho	Yes. Contained in the Child Friendly Standards.	
Madagascar	Limited to separate toilets for girls and boys.	
Malawi	Limited, with no specific sanitation and hygiene requirement highlighted for girls. The need for guidelines was recognized in strategy review, but these are not yet developed.	
Mozambique	This is limited to separate toilets for girls and boys. There are some ongoing initiatives to address MHM under WinS (develop adapted sanitation facilities, formative research on MHM to provide key recommendation for planning and development of effective interventions and national policies for MHM).	
Namibia	Limited to separate toilets for girls and boys.	
Rwanda	Yes. Gender equity, MHM, separate toilets are addressed.	
Somalia	Partially.	
South Africa	Yes. Gender equity, including MHM, separate toilets are addressed in the WinS policy, guidelines, monitoring and programming	
South Sudan	This is addressed. The school construction standards address gender issues through provision of sanitation facilities separately for boys and girls. They also further emphasize provision of a special chamber for older girls who are menstruating.	
Eswatini	Yes: This is covered in the Child Friendly School Guide.	
United Republic of Tanzania	Yes. Gender equity is addressed in the national school WASH guidelines (MHM, separate toilets and minimum number of girls and boys per toilet). Gender parity is also taken into consideration in formation of school WASH clubs and various training of school-based institutions such the school management committees.	
Uganda	Yes. Latrine design provides for children with disabilities, separate latrine blocks for boys and girls, a wash room for girls, and urinals for boys. Each school should provide emergency sanitary pads and designate a senior woman teacher as applicable.	
Zambia	Yes. Gender equity, separate toilets, MHM, etc. are reflected in EMIS monitoring.	
Zimbabwe	Limited to separate toilets for girls and boys. This is captured in EMIS.	

Question 7: Is accessibility addressed for WinS? If yes, attach.		
Angola	No, it is not.	
Botswana	No data.	
Burundi	School standard taking into account WinS is in progress	
Comoros	Partially. Accessibility for children with disabilities are addressed in the construction standards (mentioned above). However, these are not applied.	
Eritrea	Accessibility is addressed in the school WASH designs. Each latrine block for boys or girls includes one cubicle equipped with a concrete ramp, support rails and water closets.	
Ethiopia	To some extent yes, the sanitation facility designs are accessible for school children with special needs. But not water supply facilities.	
Kenya	There is limited scope for addressing accessibility for children with disabilities at national level. The national WinS standards and guidelines for infrastructure have a component for addressing disability.	
Lesotho	Yes. Contained in Child Friendly School standards.	

Madagascar	Yes, latrine construction is now modelled with disability access.	
Malawi	Issues of children with disabilities were addressed in the strategy review, but general standards are yet to be adapted.	
Mozambique	Accessibility issues are limited, although there are records of toilets accessible to those with disabilities. This is being addressed in UNICEF's ongoing support for development of standards.	
Namibia	No data available.	
Rwanda	Yes. Accessibility for children with disabilities is fully addressed in WinS programming.	
Somalia	Partially.	
South Africa	Yes. Accessibility for children with disabilities is fully addressed in WinS programming	
South Sudan	This is addressed.	
Eswatini	This is addressed in the Child Friendly School Guide.	
United Republic of Tanzania	Accessibility issues are addressed in the national school WASH guidelines.	
Uganda	Yes. Latrine design provides for children with disabilities, separate latrine blocks for boys and girls, a wash room for girls and urinals for boys.	
Zambia	Yes. Accessibility for children with disabilities is addressed in WinS designs and programming, but progress for scaling up at national level is slow.	
Zimbabwe	Still limited, there are no national stipulations mandating disability-friendly latrines.	

Question 8 a) Is there a national Theory of Change (TOC) for WinS? If yes, attach.		
Angola	No.	
Botswana	No data.	
Burundi	No.	
Comoros	With the support from ESARO WASH, there is a draft TOC. This is a work in progress.	
Eritrea	No TOC has been developed for WinS	
Ethiopia	To some extent, yes, the national school WASH strategy and strategic action plan uses TOC in a limited way to achieve targets of the education sector growth and transformation plan II (GTP II).	
Kenya	No.	
Lesotho	No data.	
Madagascar	Yes, for behaviour change, which includes WASH key messages in the Three Star Approach.	
Malawi	No. needs are scattered in different sector documents, but not clearly packaged.	
Mozambique	No. there is no formal national TOC for WinS.	
Namibia	No.	
Rwanda	The WinS national theory of change is limited to policy statement and requires a more informed logical structure that could link elimination of the underlying bottlenecks to attainment of the planned results.	
Somalia	No.	
South Africa	No.	
South Sudan	This does not exist.	
Eswatini	No, Theory of Change. However, the policies speak towards increasing WinS coverage in the policies attached.	
United Republic of Tanzania	No theory of change has been developed. It is planned to support the Government with this after the results of the planned national school WASH assessment are available.	
Uganda	No. At the moment, there is no national Theory of Change specifically for WinS.	
Zambia	No.	
Zimbabwe	No.	

Question 8 b) Is there an internal UNICEF TOC for WinS eg: informing UNICEF Strategy? If yes, attach.		
Angola	No.	
Botswana	No data.	
Burundi	No.	
Comoros	No.	
Eritrea	No.	
Ethiopia	To some extent, yes, The UNICEF WASH strategy for the 2016-2020 Country Programme was developed with TOC in which WinS is one component.	
Kenya	Yes, there is a draft.	
Lesotho	No TOC specific to WinS. The available TOC is for health in general	
Madagascar	With the Three Star Approach practices in school.	
Malawi	Yes, recently developed as part of new Country Programme planning.	
Mozambique	UNICEF has an advocacy document that covers the reasons for WinS but is not in the ToC format.	
Namibia	No.	
Rwanda	No.	
Somalia	UNICEF implements the Three Star Approach.	
South Africa	Not formalized but a TOC was used in programming and proposal development.	
South Sudan	We have an internal TOC for WASH overall as a programme, but not specific for WinS.	
Eswatini	At CO level there is no TOC as the Government is doing very well in infrastructure. There is an opportunity at MTR to focus more on hygiene promotion.	
United Republic of Tanzania	Following a programme review in April 2018, a UNICEF TOC for WinS is being developed	
Uganda	Yes. We have a draft TOC.	
Zambia	There is an internal TOC for WASH interventions but no specific TOC for WinS.	
Zimbabwe	A WASH Sector TOC exists, and a WinS TOC is currently being developed	

Question 9: Is there a national Investment Case/ Business Plan for WinS, either annual or linked to the longer-term SDG targets? Is so, attach.		
Angola	No.	
Botswana	No data.	
Burundi	No.	
Comoros	No.	
Eritrea	No.	
Ethiopia	Yes, UNICEF is supporting the Government of Ethiopia to develop a costed micro plan for schools. This is underway but not yet finalized.	
Kenya	No.	
Lesotho	No information.	
Madagascar	There is a package on investment in the education sector, but not specifically for WinS.	
Malawi	No. needs are scattered in various sector documents, but not clearly packaged.	
Mozambique	No.	
Namibia	No.	
Rwanda	No, the investment plan linked to the SDG targets is included in the WASH sector budget and reflected in the Water and Sanitation Sector Strategic Plan to address WASH gaps that exist in communities, schools and health centres in general.	
Somalia	No.	
South Africa	No.	
South Sudan	A National Rural WASH Sub-Sector Action and Investment Plan was developed (2012-2015). This was developed with support from UNICEF. However, this covered rural WASH in general and is not specific to WinS.	
Eswatini	This is not available.	
United Republic of Tanzania	No. However, this will be a follow-on activity from the findings of the national school WASH assessment that will reveal the gap and in turn enable the development of a business case.	
Uganda	Not available.	
Zambia	No. The Ministry of General Education intends to develop a national WASH in school strategic plan with UNICEF support in 2018. The investment plan and resource mobilization plan will be part of the strategic plan.	
Zimbabwe	No.	

Question 10 a) Is there a national resource mobilization strategy for WinS? If so, attach.		
Angola	No.	
Botswana	No data.	
Burundi	No.	
Comoros	Not specifically for WinS. The Government mobilizes education resources mainly through the Global Partnership of Education (GPE).	
Eritrea	No.	
Ethiopia	To some extent, yes. Resources are mobilized through: 1. partners' contributions and government allocations to the CWA, 2. Partners who support the programme directly, 3. School-generated income, 4. Community contributions and 5. Private contributors.	
Kenya	No.	
Lesotho	No information.	
Madagascar	No, but the Ministry of National Education has a package of resources that includes WASH.	
Malawi	Not clear. The SHN strategy under review will contribute.	
Mozambique	No.	
Namibia	No.	
Rwanda	No.	
Somalia	No, but Somalia Resource Mobilization Strategy covers entire WASH programme.	
South Africa	No.	
South Sudan	No.	
Eswatini	This is not available.	
United Republic of Tanzania	No.	
Uganda	Not available.	
Zambia	No. The Ministry of General Education intends to develop a national WASH in school strategic plan with UNICEF support in 2018. The investment plan and resource mobilization plan will be part of the strategic plan.	
Zimbabwe	No.	

Question 10 b) Is there a resource mobilization strategy for UNICEF programming for WinS? If so, attach.		
Angola	No data.	
Botswana	No data.	
Burundi	No.	
Comoros	No.	
Eritrea	There is a UNICEF resource mobilization strategy. WinS is not mentioned in this strategy.	
Ethiopia	Yes, UNICEF has a resource mobilization strategy for the whole WASH programme but not specific to WinS, as our contribution to the One WASH programme is directed specifically for institutional WASH.	
Kenya	No.	
Lesotho	No.	
Madagascar	Yes, there is a resource mobilization strategy.	
Malawi	Yes, recently developed as part of new Country Programme planning.	
Mozambique	WinS is part of our mobilization strategy for particular donors, and we currently receive funds from four donors for WinS work.	
Namibia	No.	
Rwanda	No, WinS is a priority for year three or four in the new 2018-2023 Country Programme and therefore not yet a fundraising priority.	
Somalia	Yes.	
South Africa	Not formalized but funds are being raised based on the success of the WASH in Schools Programme in Mpumalanga province	
South Sudan	Resource mobilization is done generally for WASH. WinS is only a component and embedded.	
Eswatini	Yes.	
United Republic of Tanzania	There is a draft resource mobilization strategy for the entire WASH programme, which includes WinS.	
Uganda	Yes.	
Zambia	The resource mobilization strategy is yet to be developed and will be based on the national WASH in schools strategic plan.	
Zimbabwe	We have an investment case for solar pumps in schools.	

Question 11 a) Is there a national O&M plan specifying roles and responsibilities of actors at the national, district & school levels? If so, attach.		
Angola	No.	
Botswana	No data.	
Burundi	No.	
Comoros	No.	
Eritrea	The O&M for WinS is lightly addressed in the School WASH facilities guideline. It does not assign/specify roles and responsibilities at any level.	
Ethiopia	The O&M plan – with roles and responsibilities of actors at different levels – is mentioned in the national WinS strategy and implementation guideline.	
Kenya	No.	
Lesotho	No information.	
Madagascar	At the district level, farmers support O&M in schools, at the school level this is covered by the School WASH Committee, which is responsible for all things concerning WASH in Schools.	
Malawi	Not clear. Schools may use some of their funding for O&M, but meagre and no guidelines for WASH.	
Mozambique	No.	
Namibia	No.	
Rwanda	No.	
Somalia	No.	
South Africa	This forms part of the norms and standards for school infrastructure.	
South Sudan	The Ministry of Water Resources and Irrigation (MWRI) has a strategic framework that also highlights O&M approaches.	
Eswatini	There is no O&M Plan. However, the Ministry of Education and Training has support from the Ministry of Natural Resources and Energy and the Ministry of Health.	
United Republic of Tanzania	The National Strategic Plan for WASH 2013-2017 included this. This also is part of the national school WASH guidelines.	
Uganda	Yes, but it needs to be updated due to new water technologies promoted in schools and emerging dynamics of O&M	
Zambia	The Government has a national O&M implementation plan as part of the National Rural Water Supply and Sanitation Programme, with a strong focus on O&M of boreholes and hand pumps by WASH committees with support of district councils. The water points in rural schools are managed through the same programme.	
Zimbabwe	Yes, there is a national community-based strategy that facilitates O&M in schools. The WASH governance structures specify roles and responsibilities (under the multi-sectoral approach to WASH).	

Question 11 b) Is it being implemented and monitored at the national, district and school level?		
Angola	No.	
Botswana	No data.	
Burundi	No.	
Comoros	No.	
Eritrea	No.	
Ethiopia	Somewhat yes, the above-mentioned documents have recently been launched and disseminated.	
Kenya	No.	
Lesotho	No information.	
Madagascar	Yes, it is monitored with the MoE and MoW at the regional level.	
Malawi	A few schools implement based on local initiative.	
Mozambique	N/A (there is no national O&M plan).	
Namibia	No.	
Rwanda	No.	
Somalia	No.	
South Africa	It is monitored in collaboration with the norms and standards for school infrastructure.	
South Sudan	With exception of a few states with functional government structures, most implementation and monitoring roles are being undertaken by UNICEF and its partners and other humanitarian agencies.	
Eswatini	Not applicable.	
United Republic of Tanzania	Generally, O&M plans are monitored at school level.	
Uganda	The monitoring framework for functionality of WASH facilities is weak.	

Zambia	Implementation takes place through WASH committees at community level with support from district councils.	
Zimbabwe	Community-based management is being implemented and monitored through the Rural Water Information Management System (RWIMS).	

Question 11 c) Are there examples of O&M approaches/solutions in country (either UNICEF, government or another agency)? If so, attach.

Angola	No data.	
Botswana	No data.	
Burundi	No.	
Comoros	No.	
Eritrea	No.	
Ethiopia	Yes, the O&M approaches for primary schools were included in the School WASH Design and Construction Manual for Primary Schools. Recently UNICEF has been supporting the MoE to develop a more comprehensive manual on O&M.	
Kenya	An example is the cost recovery plan tool implemented under the Football for WASH programme.	
Lesotho	No information.	
Madagascar	Yes, with the farmers programme.	
Malawi	Yes, guidelines are available and in use.	
Mozambique	UNICEF and other development partners' strategy is based on the creation of environmental health committees (gender-sensitive) that are composed of teachers and students. Funding for their consumables comes from annual grant disbursements from the MoE.	
Namibia	No.	
Rwanda	No.	
Somalia	No.	
South Africa	No.	
South Sudan	Yes, these are highlighted in the MWRI WASH Sector Strategic Framework.	
Eswatini	Not available: if in existence they are not documented. However, this is a national challenge not only in schools, but also for community water supplies.	
United Republic of Tanzania	A few examples and experience exist in various schools, including establishment of school-based income generation projects to support O&M. However, these have not been systematically documented.	
Uganda	Yes. WHAVE solutions is piloting a utility model O&M approach in partnership with UNICEF https://www.whave.org/	
Zambia	The Government has a national O&M implementation plan as part of the National Rural Water Supply and Sanitation Programme, with a strong focus on O&M of boreholes and hand pumps by WASH committees with support of district councils. The water points in rural schools are managed through the same Programme.	
Zimbabwe	This is being worked on in 2018 as part of the planned WinS evaluation.	

Question 12: Are core SDG questions/indicators integrated into the national EMIS e.g.: usage and functionality?

Angola	No data.	
Botswana	No data.	
Burundi	No.	
Comoros	No.	
Eritrea	No. The 2017 EMIS questionnaire only asks about the availability of latrines/handwashing facilities / Sex segregation / Condition (good, fair, bad).	
Ethiopia	Somewhat yes, functionality is fully integrated.	
Kenya	Not yet.	
Lesotho	No information.	
Madagascar	Yes, with SDG indicators.	
Malawi	Yes, some included in data sets. But insufficient analysis and reporting done to present key WinS indicators.	
Mozambique	No. WinS indicator not integrated into EMIS.	
Namibia	No.	
Rwanda	The Government through MINEDUC is working towards domestication of the SDGs targets but the process is still ongoing. The EMIS and Education Sector Strategic Plan have indicators aligned to the SDGs. However, the indicators are worded such that they will only enable data collection on the JMP WinS Ladder up to the Limited level. The indicators currently in EMIS/ESSP will not provide information that will enable reporting on Basic services. (i.e. sex segregated, etc)	

Somalia	No.	
South Africa	Yes, in the annual National Education Infrastructure Management System.	
South Sudan	Very limited. The questions are limited to the number of schools with access to safe water and proper sanitation facilities.	
Eswatini	At the moment, no. However, there is an opportunity to incorporate the new country SDG 6 targets approved in 2017.	
United Republic of Tanzania	No. The SDG core question will form the framework for the questionnaire of the national school WASH assessment. Planning has started with the National Bureau of Statistics and the Ministry of Education. It is hoped that the survey protocol will in future be integrated into household surveys and the EMIS for SDG monitoring.	
Uganda	No. EMIS has not been aligned to the SDGs.	
Zambia	Yes, in the Annual School Census EMIS questionnaire.	
Zimbabwe	Yes. However, these need to be strengthened for handwashing facilities.	

Question 13: Is there a documented UNICEF strategy for WinS in light of the status of WinS and the ambition of the SDG targets?		
Angola	No data.	
Botswana	No data.	
Burundi	No.	
Comoros	No. WinS is not in our current CPD.	
Eritrea	No, not yet.	
Ethiopia	Currently, UNICEF is supporting the Government of Ethiopia to collect and compile the status of WinS towards the SDG target in primary schools.	
Kenya	There is no separate WinS strategy, but it is part of the WASH strategy and not yet aligned to SDGs.	
Lesotho	No	
Madagascar	Yes, the Three Star Approach.	
Malawi	Yes, the strategy has been developed as part of new Country Programme planning.	
Mozambique	No.	
Namibia	No.	
Rwanda	No.	
Somalia	Partially, the WASH strategy incorporates WinS.	
South Africa	No.	
South Sudan	No documented in CPD but relies on Global UNICEF strategy.	
Eswatini	Not available.	
United Republic of Tanzania	None.	
Uganda	No.	
Zambia	The Ministry of General Education intends to develop a national WASH in school strategic plan with UNICEF support in 2018. UNICEF's strategy for WinS is to be aligned with the government strategy.	
Zimbabwe	No, not at country level; being developed in 2018.	

Question 14: Has UNICEF produced any advocacy materials/films on WinS since 2015? If so, attach link.		
Angola	No data.	
Botswana	No data.	
Burundi	No.	
Comoros	Yes. Following the evaluation of WASH services in public primary and secondary schools. UNICEF developed a briefing note summarizing WASH service level in schools.	
Eritrea	An MHM booklet for middle school students was produced in 2017. This booklet has been translated into nine ethnic languages, and the first draft of the translations is being verified.	
Ethiopia	Yes, a documentary film on School-Led Total Sanitation and Hygiene, school hygiene promotion, advocacy on MHM and handwashing.	
Kenya	No.	
Lesotho	Yes, although there is no final product yet.	
Madagascar	Yes, WASH kits as handwashing and filter devices, and IEC support documents like booklet, flyers, picture box, posters, songs, videos)	

Malawi	Yes, some online publications. MoE is due to be published soon. https://unicefmalawi.wordpress.com/?s=WASH https://medium.com/@unicef_malawi/keeping-adolescent-girls-in-school-through-menstrual-hygiene-facilities-5e424595e3f5 http://www.mw.one.un.org/youth-who-make-water-business/	Green
Mozambique	Yes, advocacy briefs.	Green
Namibia	No.	Red
Rwanda	In 2015, a national campaign was conducted around Global Handwashing Day and training for teachers and sector and district education officers. The training materials can be shared.	Green
Somalia	No.	Red
South Africa	Yes.	Green
South Sudan	Yes. https://www.unicef.org/southsudan/stories_21202.html	Green
Eswatini	Not done.	Red
United Republic of Tanzania	No.	Red
Uganda	Yes, UNICEF has produced some advocacy materials namely; 1) WASH in school mapping factsheet and report; and 2) documentation on rain water harvesting in schools.	Green
Zambia	Advocacy materials have been produced, including 12 presentations, 2 fact sheets and 1 poster.	Green
Zimbabwe	No.	Red

Question 15 a) Is there a national policy, strategy or guideline addressing Menstrual Hygiene Management (MHM) or included in any other sector policy? If so, attach.		
Angola	No data.	Grey
Botswana	No data.	Grey
Burundi	Yes, MHM diagnosis was developed coupled with a training manual for teachers	Green
Comoros	No.	Red
Eritrea	No.	Red
Ethiopia	Yes, there is a national MHM implementation guideline. And this guideline has been translated into the local language.	Green
Kenya	Yes: Menstrual Hygiene Policy and strategy (in the process of approval); MHM handbook for teachers	Yellow
Lesotho	CFS standards address MH to a limited extent. There are no stand-alone policy/strategy/guidelines on MHM yet.	Yellow
Madagascar	Yes, MHM is included in a curriculum and is under review for finalization.	Yellow
Malawi	Need for MHM strategy was recognized in SHN strategy review, but it has not yet been developed.	Red
Mozambique	No, but being developed as part of standards.	Red
Namibia	No. UNICEF is currently working with the Government to develop MHM frameworks.	Red
Rwanda	There is a Ministerial Order on sanitation and hygiene in classrooms, including provision for "Girls Rooms" to address MHM. Only available in Kinyarwanda	Yellow
Somalia	No.	Red
South Africa	MHM falls within the Integrated School Health Policy. Within the subject Life Skills, learners are taught about Menstruation and Menstrual Health from Grade 7 onwards. Furthermore, the Department of Basic Education is working with the Department of Health, the Department of Women and the Department of Social Development to develop the Sanitary Dignity Framework. The Department of Women is the coordinating authority for providing sanitary pads to girls in schools.	Green
South Sudan	There is no specific policy or strategy on this, but the School Construction Standards have a small component on MHM with regards to provision of MHM facilities and ensuring supply of sanitary towels.	Yellow
Eswatini	Yes: Though in draft form – the Sanitation and Hygiene policy (see question 3)	Yellow
United Republic of Tanzania	This is part of the national school WASH guidelines.	Green
Uganda	Yes. There is a national MHM Reader and a draft MHM Training Manual. In addition, the Ministry of Education developed and disseminated an MHM circular to all schools in Uganda in 2015.	Green
Zambia	Yes, national MHM guidelines are available.	Green
Zimbabwe	Currently mainstreamed in PHHE rollout for school health clubs, also included in the (draft) national sanitation and hygiene policy and strategy	Yellow

Question 15 b) Is it being implemented and monitored at the national level?		
Angola	No data.	
Botswana	No data.	
Burundi	No.	
Comoros	No.	
Eritrea	The MHM topic is integrated in the life skills lesson for Grade 9 and also forms part of the school health clubs guideline.	
Ethiopia	Yes, it is being implemented at national level.	
Kenya	No: waiting for approval.	
Lesotho	No.	
Madagascar	No, but the documents are in the process of being finalized and implemented	
Malawi	No.	
Mozambique	N/a.	
Namibia	No.	
Rwanda	Yes, by Government and partners although still nascent.	
Somalia	No.	
South Africa	The Integrated School Health Policy is monitored, but since the provision of sanitary supplies for girls falls under the mandate of the Department of Women, this is not monitored specifically.	
South Sudan	No policy or strategy document exists on MHM issues. This is ` hygiene and sanitation component that is just coming up and advocacy is currently in progress from various partners for government consideration.	
Eswatini	Minimal monitoring is done within the school health programme, which is not structured to give a clear picture.	
United Republic of Tanzania	Yes, but still some gaps in terms of its monitoring	
Uganda	Yes. The Ministry of Education reports on MHM in the sector performance report annually.	
Zambia	The National Menstrual Hygiene Management (MHM) guidelines are implemented in schools using the MHM toolkit which constitutes a practical guide providing for adequate MHM at schools. Since 2016, MHM implementation is being monitored at national level through the EMIS annual census.	
Zimbabwe	Selective implementation.	

Question 15 c) Does the national budget cater for the provision of sanitary pads and other female hygiene supplies in schools?		
Angola	No.	
Botswana	No data.	
Burundi	No.	
Comoros	No.	
Eritrea	No.	
Ethiopia	Hygiene kits are distributed as part of emergency response through partners, but not for regular development programmes.	
Kenya	Yes: moved from MoE to Ministry of Gender	
Lesotho	No.	
Madagascar	No.	
Malawi	No.	
Mozambique	No.	
Namibia	No.	
Rwanda	The Government through MINEDUC secured a small budget that caters for "Girls Rooms" where sanitary pads are provided in a limited number. The policy is stronger than the implementation.	
Somalia	No.	
South Africa	From the Department of Basic Education there is none, as this falls under the Department of Women.	
South Sudan	No.	
Eswatini	No.	
United Republic of Tanzania	No.	
Uganda	No.	
Zambia	The Ministry of Education budget provides for provision of sanitary pads.	
Zimbabwe	No.	

Question 15 d) Is there a national programme to support the provision of sanitary pads and other female hygiene supplies in schools?		
Angola	No.	
Botswana	No data.	
Burundi	No.	
Comoros	No.	
Eritrea	No.	
Ethiopia	For emergency response, yes, but not for regular development programmes.	
Kenya	Yes, sustainability needs to be strengthened as it is only part of the Basic Education Act	
Lesotho	No.	
Madagascar	No.	
Malawi	No.	
Mozambique	No.	
Namibia	No.	
Rwanda	Coordination has started on MHM generally and including schools, led by the MoH with UNICEF and WaterAid.	
Somalia	No.	
South Africa	The Department of Women is coordinating a forum comprising of the Department of Basic Education, the Department of Health, the Department of Women and the Department of Social Development to develop the Sanitary Dignity Framework. Through this Framework the Department of Women will be responsible for providing female hygiene supplies to schools.	
South Sudan	No.	
Eswatini	No. However CSOs and UNFPA are promoting and advocating for MHM in schools	
United Republic of Tanzania	No.	
Uganda	No.	
Zambia	This is done through budgetary support from the Ministry of Education.	
Zimbabwe	No.	

Question 15 e) Are there any other programmes/ funding/financing sources that support the provision of sanitary pads and other female hygiene supplies in schools? If yes, attach.		
Angola	No data.	
Botswana	No data.	
Burundi	No.	
Comoros	No.	
Eritrea	Limited, certain schools have taken the initiative to procure and provide sanitary pads from the Parents-Teachers-Students Association (PTSA) budget after dissemination of the MHM formative research findings.	
Ethiopia	Yes, the Learning and Development Programme also supports provision of sanitary pads.	
Kenya	Yes: NGOs and the private sector. However, sustainability needs to be strengthened.	
Lesotho	The Queen's Hlokomela Banana (Take Care of Girls) Programme mobilizes partners and provides pads in schools.	
Madagascar	There is a new strategy well defined to support provision of sanitary pads, but it is included in the budget of the global WinS programme.	
Malawi	Some but not clear: the newly formed MHM group just agreed to conduct a survey and update information. But Mother Groups in few schools produce sanitary pads locally.	
Mozambique	No.	
Namibia	The Forum for African Women Educationalists in Namibia (FAWENA) distributes sanitary pads to vulnerable school-going girls.	
Rwanda	No.	
Somalia	Partially. Other partners in the sector raise funds for their projects that includes supply of sanitary pads (e.g. ICRC).	
South Africa	Some Provincial Education Departments, e.g. KwaZulu-Natal and Gauteng, have taken it upon themselves to provide sanitary pads to schools, but this is not a national initiative. UNICEF is undertaking research on the link between MHM and absenteeism, followed by an option analysis on provision of sanitary products.	
South Sudan	The MHM kit is part of the core pipeline supplies and this is usually funded by the Common Humanitarian Fund and USAID.	
Eswatini	No, however undocumented work is being done by CSOs when they have funding.	

United Republic of Tanzania	No.	
Uganda	At the moment, there is no programme supporting provision of sanitary pads and other supplies.	
Zambia	There are no other programmes/funding for provision of sanitary pads and other female hygiene supplies in schools.	
Zimbabwe	From some NGOs, yes.	

Question 16 a) Is there a national policy, strategy or guideline addressing handwashing or included in any other sector policy? If so, attach.

Angola	No.	
Botswana	In 2017, Botswana's parliament adopted a motion to offer schoolgirls all over the country free sanitary pads.	
Burundi	No.	
Comoros	No.	
Eritrea	No.	
Ethiopia	Yes, handwashing is a key component in the national hygiene and environmental health (HEH) communication guideline.	
Kenya	No.	
Lesotho	CFS standards address handwashing to a limited extent. There are no stand-alone policy/strategy/guidelines on handwashing yet.	
Madagascar	Yes, in the guideline for child-friendly WASH in Schools.	
Malawi	Yes. The National ODF Strategy 2011–15 includes HWWS but this is currently under review and being updated.	
Mozambique	Handwashing promotion is part of the MoH policy for Environmental Health and in the Health Promotion Strategy. The MoE and Ministry of Public Works also refer to handwashing.	
Namibia	No.	
Rwanda	Handwashing is embedded in MoH, MININFRA and MINEDUC policy documents. There are no detailed guidelines or strategies.	
Somalia	No.	
South Africa	Yes, National Hygiene and Handwashing Strategy led by the Department of Health. Handwashing falls within the Integrated Health Policy. Learners in the Foundation Phase are specifically taught about handwashing through the Life Skills subject.	
South Sudan	The MWRI WASH sector framework lists Hygiene and Sanitation as a sub-sector and strategies are explained.	
Eswatini	Yes: Though in Draft form – the Sanitation and Hygiene policy.	
United Republic of Tanzania	This is part of the national school WASH guidelines.	
Uganda	Yes. Handwashing has been included in the Three Star guidelines and the WASH training manual.	
Zambia	There is no dedicated national handwashing strategy, but it is included in the National Rural Water Supply and Sanitation and National Urban Water Supply and Sanitation programmes.	
Zimbabwe	Draft national sanitation and hygiene policy and strategy.	

Question 16 b) Is there a minimum package or standard for hygiene which includes handwashing? If so, attach.

Angola	No data.	
Botswana	Unknown.	
Burundi	No.	
Comoros	No.	
Eritrea	No. the school WASH facilities guideline only addresses the importance and management of handwashing.	
Ethiopia	Yes, this is included in the national HEH communication guideline and the school hygiene promotion manual.	
Kenya	Yes, there is a draft minimum package for hygiene promotion in schools.	
Lesotho	No.	
Madagascar	Yes, in each region and in all schools that have implemented the Star Approach a document has been distributed outlining the different steps and key moments of handwashing with soap. To support all this, the schools were equipped with handwashing devices.	
Malawi	Not specific.	

Mozambique	Yes, there is a minimum package for ODF certification that requires handwashing stations.	
Namibia	No.	
Rwanda	Yes, in the Ministerial Order around WASH in Schools including handwashing and MHM.	
Somalia	No.	
South Africa	Yes, through the National Hygiene and Handwashing Strategy.	
South Sudan	Not very detailed. Can be found in the School Construction Standards document.	
Eswatini	Yes: within the domesticated Child Friendly School manual.	
United Republic of Tanzania	This is part of the national school WASH guidelines.	
Uganda	Yes, Three Star Approach Guidelines.	
Zambia	There is a Catalogue of Handwashing Facilities.	
Zimbabwe	Yes, draft national sanitation and hygiene policy and strategy.	

Question 16 c) Is there a public-sector budget for the provision of soap for handwashing in schools?		
Angola	No data.	
Botswana	Unknown.	
Burundi	No.	
Comoros	No.	
Eritrea	No.	
Ethiopia	No, there is no public-sector budget for the provision of soap.	
Kenya	No.	
Lesotho	No.	
Madagascar	No.	
Malawi	No.	
Mozambique	School soap is supposed to be covered by school grant provided by the MoE (ADE – School Direct Support).	
Namibia	Yes, under the Universal Education Grants for Primary Education Grants (PEG) and Secondary Education Grant (SEG), which allocates a percentage towards cleaning materials. Like sanitary pads, schools struggle to sustain due to limited grants.	
Rwanda	No.	
Somalia	No.	
South Africa	No, schools are meant to buy from their allocation. As the budget is inadequate this does not happen. Public-Private Partnerships are being used to provide soap to schools.	
South Sudan	No.	
Eswatini	No.	
United Republic of Tanzania	No.	
Uganda	There is no public-sector budget for provision of soap for hand washing in schools.	
Zambia	Not explicitly indicated, even though schools receive a grant that is usually partly used for WASH: there is no written guidance on whether this grant is to be used for the provision of soap.	
Zimbabwe	No.	

Question 16 d) Is there a national programme to support the provision of soap for handwashing in schools?		
Angola	No data.	
Botswana	Unknown.	
Burundi	No.	
Comoros	No.	
Eritrea	Very limited: handwashing demonstrations and distribution of soaps are conducted in certain schools on Global Handwashing Day.	
Ethiopia	No, there is no national programme which supports provision of soap	
Kenya	No.	
Lesotho	No.	
Madagascar	No.	
Malawi	No.	
Mozambique	No.	
Namibia	No.	

Rwanda	Yes, a MINEDUC directive includes provision of soap and handwashing at school.	
Somalia	No.	
South Africa	Yes, through the Integrated School Health Programme and the Nutrition Programme. However, these programmes do not solely focus on handwashing. Handwashing is one of the components of these programmes.	
South Sudan	No.	
Eswatini	No.	
United Republic of Tanzania	No.	
Uganda	There is no national programme supporting provision of soap for handwashing in schools.	
Zambia	No.	
Zimbabwe	No stand-alone government programme though Global Handwashing Day is used as a platform by the Government to remind schools and push HWWS messages.	

Question 16 e) Are there other programmes, funding/financing sources that support the provision of soap for handwashing in schools?		
Angola	No data.	
Botswana	Unknown.	
Burundi	No.	
Comoros	Some schools use funds from students' registration fees to procure consumables, including soap. However, recent WASH in school monitoring (December 2017) indicates that only 5% of public schools (primary and secondary) had soap for handwashing.	
Eritrea	No.	
Ethiopia	Yes, in humanitarian contexts the WASH and health sector support provision of soap in schools.	
Kenya	No.	
Lesotho	Through CFS standards, schools buy their own soap, sometimes they make children bring their own from home. There is no standard support for provision of soap.	
Madagascar	It is just UNICEF's WASH programme that donates cartons of soap every year for every school in the target area during the hand-washing celebration with soap.	
Malawi	Some, but not consistent; usually as starter kit or during emergencies. Some schools prioritize handwashing and use part of the School Improvement Grant to buy soap for handwashing.	
Mozambique	No.	
Namibia	There are currently no external sources to fund soap for handwashing. However, in humanitarian situations, UNICEF, UNFPA and the Namibia Red Cross Society have donated soaps to the MoE.	
Rwanda	No.	
Somalia	Partially. Implementing partners raise funds for their projects that includes supply of soap for handwashing.	
South Africa	The Department of Basic Education has a partnership with Unilever to support the provision of soap for handwashing in schools. The Unilever programme is called the Unilever National School Hygiene and Sanitation Programme. UNICEF partnered with Mpumalanga Department of Education and the private sector to provide soap to over 200,000 foundation phase learners for three school terms.	
South Sudan	No.	
Eswatini	No: however undocumented work is being done by CSOs when they have funding	
United Republic of Tanzania	No.	
Uganda	No other programmes, funding/financing sources that support the provision of soap for handwashing in schools.	
Zambia	No.	
Zimbabwe	There are some project-based approaches with NGO support, but this is piecemeal. Some schools use part of the levies collected but this is not systematic.	

ADDITIONAL WINS RESOURCES

Raising Even More Clean Hands: Advancing Health, Learning and Equity through WASH in Schools
Maintaining the Momentum: Advancing Health, Learning and Equity through WASH in Schools

I. Advocacy

Soap Stories and Toilet Tales from Schools: 19 Web Stories

Raising Clean Hands: Advancing Learning, Health and Participation through WASH in Schools

II. Menstrual Hygiene Management (MHM) in Schools

ABCs of Being a Girl: A Menstrual Hygiene Management booklet

MHM in Ten 2015: Proceedings of the Second Annual Meeting on Advancing the MHM Agenda in WASH in Schools

MHM in Ten: Advancing the MHM Agenda in WASH in Schools

WASH in Schools Empowers Girl's Education: Proceedings of the virtual Menstrual Hygiene Management Conference 2015

WASH in Schools Empowers Girl's Education: Proceedings of the virtual Menstrual Hygiene Management Conference 2014

WASH in Schools Empowers Girl's Education: Proceedings of the virtual Menstrual Hygiene Management Conference 2013

WASH in Schools Empowers Girl's Education: Proceedings of the virtual Menstrual Hygiene Management Conference 2012

WinS for Girls: Voices from the field

Tools for assessing Menstrual Hygiene Management in schools

III. Design

Ethiopia Design Manuals for WASH in Schools

Compendium of WASH in Schools Facilities in Emergencies

Equipements WASH en milieu scolaire (WASH infrastructure in primary schools)

IV. Standards and Guidelines

Three Star Approach for WASH in Schools

Towards Effective Programming for WASH in Schools

Water, Sanitation and Hygiene Standards for Schools in Low-cost Settings

V. Monitoring & Evaluation

Advancing WASH in Schools Monitoring

WASH in Schools Monitoring Package

VI. WASH in Schools in Emergencies

WASH in Schools in Emergencies Guidebook for Teachers

VII. Education & Research

Equity of Access to WASH in Schools

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for every child

UNICEF Eastern and Southern Africa Regional Office
Nairobi, Kenya