

Water, Sanitation and Hygiene in Schools (WinS) National Strategy

2019–2030

2020



REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL
EDUCATION



FOREWORD

Zambia has set out an ambitious campaign to ‘LEAVE NO ONE BEHIND’ in its development agenda as outlined in the Vision 2030 and the 7th National Development Plan (2017–2021) – including Education for All. Within the changing education landscape in Zambia, Water, Sanitation and Hygiene in Schools (WinS) is fully embedded in the School Health and Nutrition (SHN) programme, which addresses SHN interventions including the provision of essential health and nutrition services and education interventions to ensure a safe and sanitary environment for good health and disease prevention. Thus, the purpose of the National WinS Strategy and related standards is to guide our nation to provide health, well-being, education and dignity to all schoolchildren by providing safe water, sanitation and hygiene in schools paying special attention to the needs of girls and those in vulnerable situations.

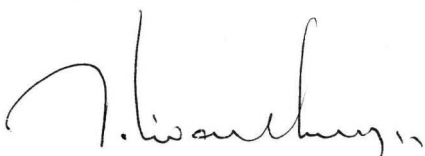
This Strategy and related standards are designed to inform and support GRZ’s core planning processes towards WinS, and to guide the implementation of our national programmes. It further defines the principles outlined in the Education Policy and subsequent guidelines to be applied to all our work. Taking forward the global and national sector learning of large-scale national program implementation of recent years, the Strategy suggests a **mitigation approach** stressing the interactive nature and interdependence of external and internal factors related to the changing of social norms towards School Health and Nutrition within a governance system as a coordinated and systematic effort among line ministries taking note of the 7th National Development Plan objectives, its outcomes operationalized by the Education and Skills Sector Plan 2017–2021.

The Strategy provides a contextualized approach within a multitude of partnerships in line with Zambia’s specific geographic and socioeconomic conditions by providing dedicated links to education guidelines further detailing implementation in relation to WinS. The WinS Standards provide detailed implementation guidance at school level targeting head teacher and SHN coordinator alike.

In line with Zambia’s commitment to the SDG Global agenda, this Strategy underscores the Government’s commitment to gradually provide at least basic water, sanitation and hygiene services including solid waste management in all schools addressing inequalities and quality of service provision.

The development of the National WinS Strategy 2019–2030 and related Standards marks the change and transformation of delivering WinS as an integral part of Education. It aims to create a well-motivated community of WinS work force at national, provincial and district level, to extend access, usage and mobilization of additional resources for WinS; to align and make better use of WinS data in decision making; and to introduce and scale up innovations in WinS service delivery that will lead to improved access and quality infrastructure.

I therefore urge all stakeholders to use this document as a core reference for planning, implementing, evaluating WinS, and for mobilizing resources. It reflects MoGE’s aspirations for attainment of our commitment to ‘Educating Our Future’.



Hon. Dr. Dennis M Wanchinga, MP
MINISTER OF GENERAL EDUCATION

ACKNOWLEDGEMENTS

The National WinS Strategy Zambia 2019–2030 and related WinS Standards have been developed through a participative and consultative process involving significant contributions and support from various individuals and institutions taking appreciating significant sector developments such as the school health and nutrition approach and the alignment with and localization of the SDGs.

I therefore wish to extend my sincere appreciation to all those that contributed to the process of developing this Strategy. While it is appreciated that a large number of individuals and institutions contributed to this process, I wish to pay special tribute to the members of the inter - ministerial steering committee for their significant inputs and commitment to this process.

On behalf of the Ministry, I wish to express my gratitude to UNICEF who in partnership with the Government of the Republic of Zambia, through the Ministry of General Education, supported the development of this Strategy.

I wish to thank all the line ministries, cooperating partners, the private sector, NGOs, provincial administrations, local authorities and representatives of statutory boards for their participation, contributions and support to the process of formulating this Strategy.



Dr Jabbin Mulwanda
Permanent Secretary – Administration
MINISTRY OF GENERAL EDUCATION

PARTICIPATING ORGANIZATIONS

The following ministries and organizations were consulted and participated in the development of the WinS National Strategy.

Ministry of General Education (MoGE) at national, provincial and district level, Ministry of Health (MoH), Ministry of Local Government (MoLG), Ministry of Water Development, Sanitation and Environmental Protection (MWDSEP) including selected provincial officers, National Water and Sanitation Council (NWASCO), AfDB, UNICEF, BORDA, WASAZA, Care International, PLAN International, WaterAid, SNV, World Vision Zambia and selected head teachers of schools of Southern Province and Lusaka.

LIST OF ABBREVIATIONS

CFS	Child-friendly schools
CHA	Community Health Assistant
CLTS	Community-led total sanitation
CSTL	Care and Support for Teaching and Learning
CSEN	Children with special education needs
D-WASHE	District Water Sanitation Health Education
DEB	District Education Board
DEBS	District Education Board Secretary
ECE	Early childhood education
EFA	Education for All
EHT	Environmental health technician
EMIS	Education Management Information System
ESB	Educational Statistical Bulletin
ESSP	Education and Skills Sector Plan
GER	Gross enrolment rate
GRZ	Government of the Republic of Zambia
JMP	Joint Monitoring Program
JSR	Joint sector review
MDG	Millennium Development Goal
MHM	Menstrual hygiene management
MoGE	Ministry of General Education
MoH	Ministry of Health
MoLG	Ministry of Local Government
MWDSEP	Ministry of Water Development, Sanitation and Environmental Protection
NER	Net enrolment rate
NGO	Non-governmental organization
NRWSSP	National Rural Water Supply and Sanitation Programme
NWASCO	National Water Supply and Sanitation Council
ODF	Open defecation free
PE	Personal emolument
SDG	Sustainable Development Goal
SHN	School health and nutrition
SLTS	School-led total sanitation
SPLASH	Schools promoting learning achievements through sanitation and hygiene
TPR	Toilet to pupil ratio (per stream)
UNICEF	United Nations Children's Fund
VIP (latrine)	Ventilated improved pit (latrine)
WASH	Water, sanitation and hygiene
WHO	World Health Organization
WinS	WASH in Schools
WWT	Water and wastewater treatment
ZMW	Zambian Kwacha

GLOSSARY OF TERMS

Joint Monitoring Program (JMP) WinS Basic Drinking Water

TERM	DEFINITION
JMP Indicator	Proportion of schools (including pre-primary, primary and secondary) with drinking water from an <i>improved</i> water source <i>available</i> at the school.
Improved/unimproved	An 'improved' drinking water source is one that, by the nature of its construction, adequately protects the source from outside contamination, particularly fecal matter. 'Improved' water sources in a school setting include: piped, protected well/spring (including boreholes/tube wells, protected dug wells and protected springs), rainwater catchment, and packaged or delivered water. 'Unimproved' sources include: unprotected well/spring, and surface water (e.g. lake, river, stream, pond, canals, irrigation ditches) or any other source where water is not protected from the outside environment.
Available	There is water from the main drinking water source available at the school on the day of the survey or questionnaire.

JMP WinS Basic Sanitation

TERM	DEFINITION
JMP Indicator	Proportion of schools (including pre-primary, primary and secondary) with improved sanitation facilities at the school, which are single-sex and usable.
Improved / unimproved	The sanitation facilities are of an 'improved' type. An 'improved' sanitation facility is one that hygienically separates human excreta from human contact. 'Improved' facilities in a school setting include: flush/pour-flush toilets, pit latrines with slab (reinforcement should be y12 high tensile bars and not mild steel), and composting toilets. 'Unimproved' facilities include: pit latrines without slab, hanging latrines, and bucket latrines, or any other facility where human excreta is not separated from human contact.
Single sex	There are separate toilet facilities dedicated to female use and male use at the school. Note: may not be applicable in pre-primary schools.
Usable	Toilets/latrines are available to students (doors are unlocked or a key is available at all times, height of doors to be increased from 1.8m to 2m), functional (the toilet is not broken, the toilet hole is not blocked, and water is available for flush/pour-flush toilets), and private (there are closable doors that lock from the inside and no large gaps in the structure) on the day of the survey or questionnaire. Introduce tank stand outside the toilet not inside. Note: lockable doors may not be applicable in pre-primary schools.

WinS Basic Hygiene

TERM	DEFINITION
JMP Indicator	Proportion of schools (including pre-primary, primary and secondary) with hand-washing facilities, which have soap and water available.
Hand-washing facilities	A hand-washing facility is any device or infrastructure that enables students to wash their hands effectively using running water, such as a sink with tap, water tank with tap, bucket with tap, tippy tap, or other similar device. Note: A shared bucket used for dipping hands is not considered an effective hand-washing facility.
Soap and water	Both water and soap are available at the hand-washing facilities for girls and boys on the day of the questionnaire or survey. Soapy water (a prepared solution of detergent suspended in water) can be considered as an alternative for soap, but not for water, as non-soapy water is needed for rinsing. Note: ash or mud may be available for hand cleansing but is not an acceptable alternative to soap for global monitoring.

WORKING DEFINITIONS

Term	Context
Coverage	The percentage or proportion of the population with access.
Fecal sludge management (FSM)	Fecal sludge management is the collection, transport, and treatment of fecal sludge from pit latrines, septic tanks or other onsite sanitation systems. Fecal sludge is a mixture of human excreta, water and solid wastes (e.g. toilet paper or other anal cleansing materials, menstrual hygiene materials) that are disposed in pits, tanks or vaults of onsite sanitation systems. Fecal sludge that is removed from septic tanks is called 'septage'.
Governance	'The exercise of economic, political and administrative authority to manage a country's affairs at all levels. It comprises the mechanisms, processes and institutions through which citizens and groups articulate their interests, exercise their legal rights, meet their obligations and mediate their differences.'
Hazardous waste	Waste which is poisonous, corrosive, irritant, explosive, inflammable, toxic or other substance or thing that is harmful to human beings, animals, plants or the environment.
Hygiene	A set of practices performed for the preservation of health and cleanliness covering personal as well as environmental practices, such as frequent hand-washing.
Menstruation	A natural part of the reproductive process that occurs to prepare a woman's body for pregnancy. If a woman does not become pregnant, the uterus sheds its lining. This shedding is called menstruation and is evidenced by the flow of blood through the uterine canal.
Menstrual hygiene management	The mechanism through which women and adolescent girls use clean menstrual management material to absorb or collect menstrual blood. This material should be changed in privacy, as often as necessary for the duration of the menstruation period. Soap and water should be available for washing the body as required, and facilities to dispose of used menstrual management materials must be accessible
Mitigation approach	Approach to facilitate gradual improvement of service standards for WinS to accommodate local framework conditions in Zambia aiming at localization of JMP standards for WinS. Applying a mitigation approach takes note of the specific and varying socioeconomic and geographic context in Zambia and will allow learning institutions to progressively move up the service ladder acknowledging national standards.
Solid waste	Means domestic waste, trade and commercial waste, industrial waste construction waste, garden waste, waste that does not pose an immediate hazard or threat to human health, plant, animal life or the environment. Garbage, refuse, sludge, and other discarded substances resulting from industrial and commercial operations and domestic and community activities.
Water supply	The abstraction, treatment, storage and distribution of water, for domestic, commercial and industrial use.

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Part 1

1 INTRODUCTION AND RATIONALE

1.1 THE MULTIFACETED AND INTERLINKED NATURE OF WINS

The good health, well-being, education and dignity of schoolchildren cannot be guaranteed without access to adequate water, sanitation and hygiene (WASH) in schools (WinS).

Clearly underpinned by the human rights to water and sanitation and to education, the 2030 Agenda for Sustainable Development aspires to achieve universal and equitable access to safe WASH services and create educational facilities that provide safe learning environments for all.

Zambia's Vision 2030 emphasizes developing quality human capital, including investing in quality education and skills development.

Outlined in the 7th National Development Plan (7th NDP)¹ the education sector, in collaboration with other sectors, has employed several strategies to ensure that efforts are made towards attainment of Zambia's Vision 2030,² focusing on enhancing inclusion and participation taking into account age, gender, disability and other factors. Emphasis is placed on improving access to quality, equitable and inclusive education – highlighting the need for appropriate infrastructure including water, sanitation and hygiene education.

The impact of inadequate water, sanitation and hygiene in schools (WinS) transcends sector boundaries. Health, education, nutrition and WinS are closely associated and complementary. This is well reflected in the Zambia School Health and Nutrition approach, which emphasizes the need for enhanced collaboration and joint investment between health and other policy sectors, such as education.

Thus, the purpose of the National WinS Strategy 2019–2030 is to guide all sector partners to provide health, well-being, education and dignity to all schoolchildren by providing safe water, sanitation and hygiene in schools, paying special attention to the needs of those in vulnerable situations to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. In recognition of the multifaceted and interlinked nature of education, this calls for interventions to be tackled simultaneously through a coordinated cross-sectoral approach among line ministries fostering the decentralization process.

Operationalizing the government-led education sector program, this Strategy is designed to inform and support GRZ's core planning processes towards water, sanitation and hygiene in schools, and to guide the implementation of the national sector program. It further defines the principles outlined in the Education Policy and subsequent guidelines such as the National Guidelines on School Health and Nutrition. Taking forward the global and national sector learning of large-scale national WinS programme implementation of recent years, the Strategy suggests a mitigation approach stressing the interactive nature and interdependence of external and internal factors related to Zambia's governance system as a coordinated and systematic effort taking note of the 7th National Development Plan objectives and planned outcomes.

The Strategy is further detailed by localized National WinS Standards to guide all governmental and non-governmental sector partners during planning and implementation of any WinS activity by establishing standards operationalizing existing national norms, guidelines and government-led sub-programmes, while making reference to relevant SDG targets and GRZ standards.

1.2 THE WINS APPROACH ZAMBIA: MITIGATION AND 'WHOLE OF SOCIETY'

The water, sanitation and hygiene in schools (WinS) approach stresses the interactive nature and interdependence of external and internal factors related to changing social norms to promote good health, well-being, education and dignity of schoolchildren within a governance system as a coordinated and systematic effort ('whole of society') beyond implementation of WASH infrastructure emphasizing the need for a resilient overall WASH system, and its strong linkages to the education policy and school health and nutrition.

¹ Ministry of National Development Planning. 7th National Development Plan 2017–2021, Lusaka, Government of Republic of Zambia, 2017.

² Ministry of Finance and National Planning. Vision 2030. Government of Republic of Zambia, 2006.

There is good policy momentum for tackling the challenges related to WinS. The 2030 Agenda for Sustainable Development aspires to achieve universal and equitable access to safe WASH services in learning institutions and to create education facilities that provide safe learning environments for all. Attainment of healthy school environments for all children in Zambia is a core pillar of Zambia’s 7th NDP.

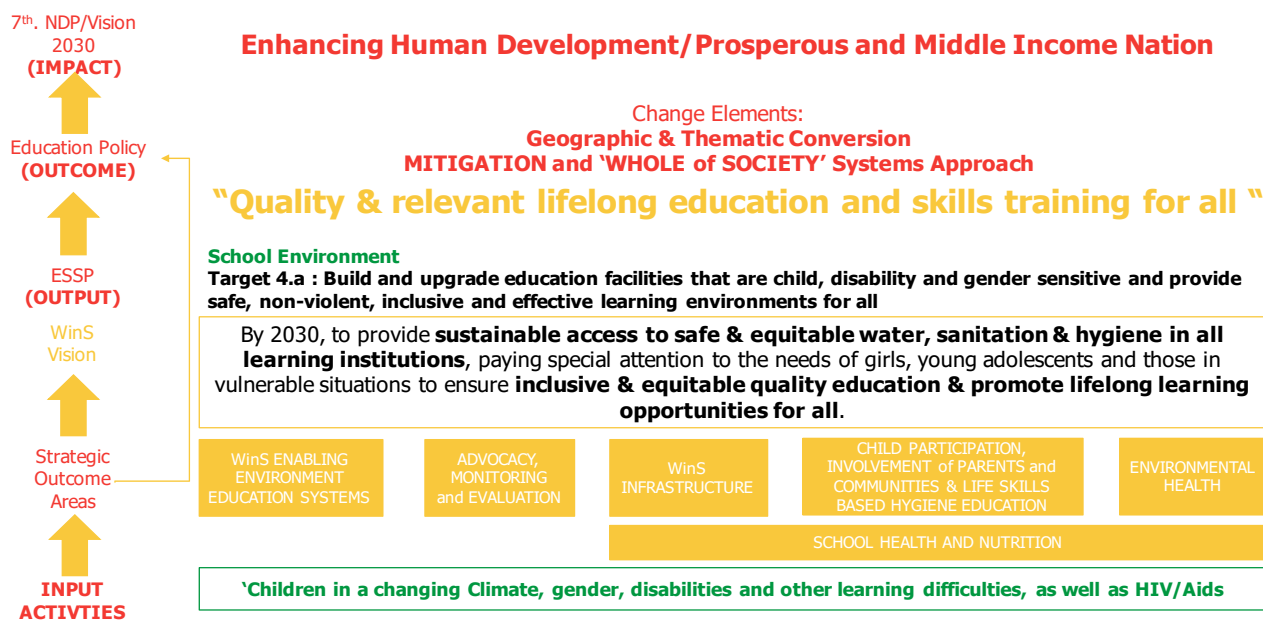


Figure 1: Key WinS strategic outcome areas of the WinS approach in Zambia

Taking note of the specific social, economic and geographic context in Zambia, especially in low-income urban and rural areas including rural growth centres, the Strategy suggests a mitigation approach to accelerate access to at least basic service level for water, sanitation and hygiene in all learning institutions as envisioned in the SDG targets.

The mitigation approach takes note of existing national standards related to water, sanitation and hygiene of all line ministries including the Ministry of General Education (MoGE), Ministry of Health (MoH) and Ministry of Water Development, Sanitation and Environmental Protection (MWDSEP) targeting advanced access to WASH facilities by gradually improving existing standards in line with socioeconomic framework conditions and national sector capacities.

	Drinking water	Sanitation	Hygiene
WinS National Standard			
Advanced Service	<p>Advanced service: Safely managed inclusive drinking water: Improved water facilities are located on premises, available when needed, accessible for children with disabilities and free from contamination, preferably provided by a reticulation scheme (water scheme).</p>	<p>Advanced service The school has improved sanitation facilities at the school premises, which are sufficient, MHM friendly, single-sex, usable and safely managed. Solid waste is frequently collected and/or disposed. 1:25/20</p>	<p>Advanced service The school has handwashing facilities with water and soap continually available at critical times. Group handwashing and hygiene promotion is integral part of curriculum and/or school routine. 1:25/20</p>
Basic Service	<p>Basic service Water from an improved source is available for drinking and regular hand washing within school premises and safely accessible for all students. (piped water, protected well/spring, rainwater),</p>	<p>Basic service The school has improved sanitation facilities at the school premises, which are sufficient, single-sex and usable. (flush/pour flush, pit latrine with slab, composting toilet) Rural areas: cost efficient ‘dome’ latrine accepted 1:50</p>	<p>Basic service The school has handwashing facilities, which have soap and water available. Hygiene promotion is integral part of curriculum. (Kalingalinga Bucket) 1:50</p>
	<p>Limited service There is an improved source but water not always available</p>	<p>Limited service The school has at least 1 ‘cost efficient’ facility, but not sex-separated (Simple Pit Latrine with slab and platform) 1:100</p>	<p>Limited service Handwashing facilities with water, but no Soap (Tippit Tap only) 1:25</p>
	<p>No service No water source or unimproved source (unprotected well/spring, surface water source)</p>	<p>No service No toilets or latrines, or unimproved facilities (pit latrines without a slab or platform, hanging latrines, bucket latrines)</p>	<p>No service No handwashing facilities at the school or handwashing facilities with no water</p>

Figure 2: WinS mitigation approach applicable for all learning institutions in rural and urban areas based on SDG norms³

³ WHO & UNICEF. Core questions and indicators for monitoring WASH in Schools in the Sustainable Development Goals. UNICEF and World Health Organization, 2016.

1.3 STRUCTURE OF DOCUMENT

This document is presented in seven chapters as outlined below.

Chapter 1: Introduction and Rationale introduces the subject of water, sanitation and hygiene in schools and its linkages to Zambia's Education Policy and School Health and Nutrition approach and its interlinkages to other line ministries. It describes recent sector developments related to WinS and provides a rationale for a National WinS Strategy.

Chapter 2: Situation Analysis, provides an analysis and review of the existing situation. It discusses the background, causes and current status of WinS in Zambia.

Chapter 3: WinS Vision, Strategic Objective and Guiding Principles, articulates the national aspirations for WinS being an integral element of Zambia's education policy and succeeding school health and nutrition approach and outlines the underlying vision, objective and principles on which the Strategy has been founded in line with key policy documents and guidelines of all line ministries affected.

Chapter 4. Key WinS Outcome Areas and Measures provides the core strategies to be used to achieve the objectives, including:

1. To strengthen the WinS enabling environment in support of the national education systems including WinS-related good governance, financing, coordination, and capacity development at the national and sub-national level;
2. To support advocacy, monitoring and evaluation;
3. To build WinS infrastructure to provide safe and sustainable access to WinS facilities;
4. To strengthen child participation, involvement of parents and communities & life skills based hygiene education in support of school health and nutrition;
5. To foster environmental health by safely managed sanitation and solid waste management in learning institutions.

Chapter 5. Implementation Framework, provides a synopsis of the mechanism to be put in place for implementing the strategy in line with the actual National Education Policy 'Educating our Future', which focuses on decentralization, liberalization, partnership, equity, quality and effectiveness. The implementation of the policy is guided by the 7th National Development Plan.

It covers:

- a) institutional arrangements and partnerships,
- b) resource mobilization and financing, and
- c) monitoring, evaluation and regulation.

Chapter 6: Risk Management, highlights relevant risks and respective mitigation measures.

Chapter 7: Implementation Plan, details activities for each outcome area, monitoring obligations, timelines and responsibilities as well as short-/medium- and long-term planning priorities in line with the 7th NDP Cycle and Vision 2030, including indicative output-based budgets.

Part 2

2 WINS LANDSCAPE: SITUATION ANALYSIS 2019

2.1 WINS MONITORING: GLIMPSE AT SDG PROGRESS FOR SDG 6 AND BEYOND

On 1 January 2016, the world officially began implementation of the 2030 Agenda for Sustainable Development – the transformative plan of action based on 17 Sustainable Development Goals (SDGs) – to address urgent global challenges over the next 15 years. Building on the success of the Millennium Development Goals (MDGs) the Government of the Republic of Zambia (GRZ) committed to the SDG Agenda, including SDG 4 and 6 to ensure sustainable social and economic progress and eradicate extreme poverty. The UN-Water Global Analysis and Assessment of Sanitation and Drinking-Water (GLAAS), TrackFin and WHO/UNICEF Joint Monitoring Program (JMP) are meant to guide decision makers at the local, national and global levels. In 2018, the first global baseline for WinS was officially published. Zambia reported data available for schools with at least basic access to water, sanitation and hygiene. There are no data available for schools with advanced service level access. However, Figure 3 indicates basic service level access to WASH in learning institutions in Zambia.

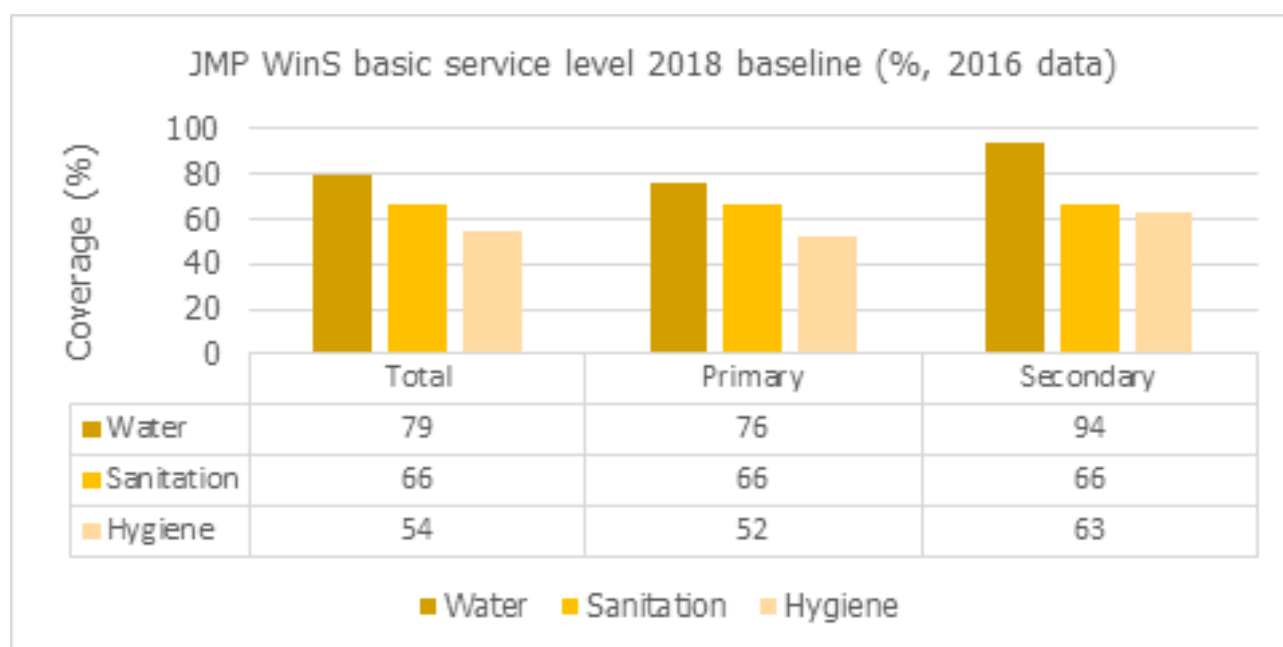


Figure 3: JMP basic service level access to WASH in learning institutions in Zambia, no data available (reported) for advanced access, baseline 2018, data from 2016 using EMIS

The SDG 2018⁴ report established a first national baseline estimate for the new SDG indicators for WinS using data from Zambia’s Education Management Information System (EMIS) 2016. More recent data from 2018 still show a large discrepancy between access to water, sanitation and hygiene between provinces and primary and secondary schools. It is important to note that more than 40 per cent of primary schools are still operating as community schools.

⁴ WHO/UNICEF. JMP WinS Baseline. www.washdata.org, 2018.

Table 1: Key education equity and quality statistics

Primary & Secondary Schools		
# schools gr. 1-12	Total	10,167
	Primary	9,050
	Sec	1,117
Enrolment Indicators		
# of learners	Total	4,200,597
	Primary	3,339,245
	Sec	861,352
Gross intake rate	Primary	107.4%
Net intake rate	Primary	47.5%
Gross enrolment rate	Primary	102.4%
	Sec	45.8%
Net enrolment rate	Primary	83.6%
	Sec	20.2%
Equity Indicators		
Gender Parity Index	Primary	1.02
	Sec	0.85
Out-of-school children Age 7-13	Male	119,029
	Female	103,407
Orphans	Primary	389,175
	Sec	152,381
CSEN	Primary	103,218
	Sec	20,092
Pregnancies	Primary	11,453
	Sec	3,576
Readmissions	Primary	4,917
	Sec	2,488
Quality Indicators (selected)		
Completion rate	To Grade 9	77.0%
	To Grade 12	36.0%
Survival to Grade 5	Primary	92.9%
Pupil classroom	Primary	42.3
Infrastructure		
# of classrooms	Total	68,278
	Primary	56,510
	Sec	11,768
Classroom structure	Permanent	57,094
	Incomplete	5,870
	Temporary	5,314

Source: ESB 2018

2.1.1 Sanitation and functionality

WinS data collected by EMIS include type of and number of sanitary facilities, by sex and condition, and available in schools. The type of sanitary facilities in schools concerned are pit latrines and flushing toilets (FT). Pit latrines are of two types: permanent, and temporary latrines meant to be used for a short time. In 2018, a total of 129,055 sanitary facilities (VIP and flushing toilets) were counted in schools of which 34,546 were temporary latrines representing 26.2 per cent of the total. The total number of permanent VIP latrines counted was 55,990 with 51,425, representing 94.2 per cent, being functional (working) while a total of 3,674, representing 5.7 per cent not being functional. Of the 39,410 FT, 36,483 were functional, representing 89.9 per cent, while 2,927, representing 8.1 per cent of the toilets, were not functional.

The proportion of functional sanitary facilities, both VIP and FT, is higher in Eastern Province; that is, VIP latrines accounted for 96.3 per cent while the figure for flushing toilets was 94.6 per cent. This could be attributed to partner interventions whose focus was on construction of sanitary facilities. Functionality for both VIP latrines and flushing was lowest in North Western Province, which was at 91.5 per cent for VIP latrines while for flushing toilets it was at 65.5 per cent.

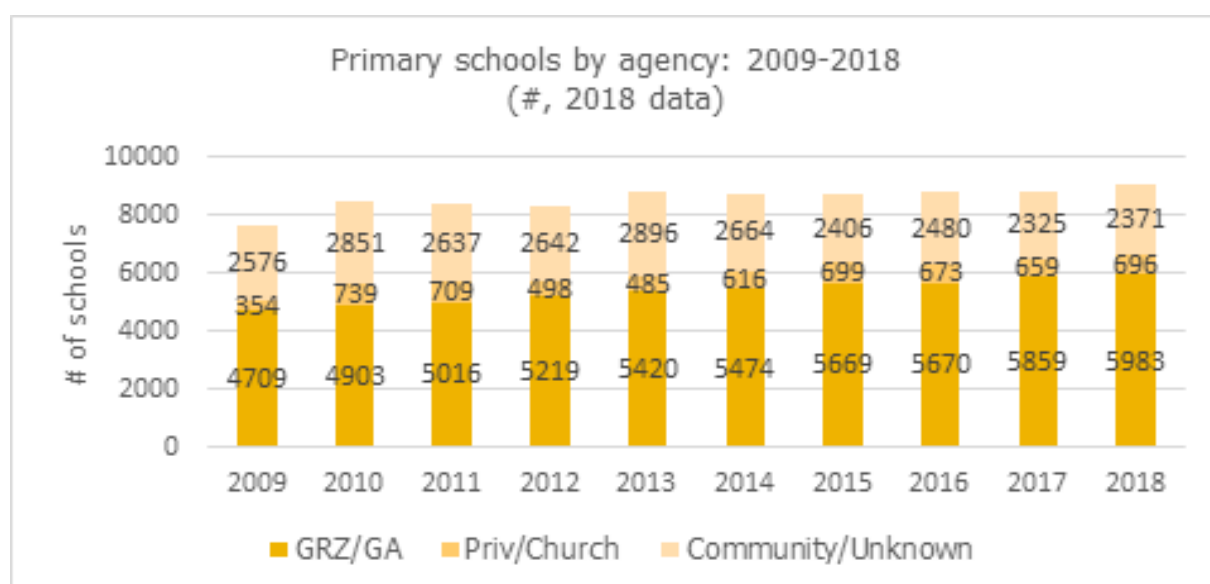


Figure 4: Number of primary schools by agency

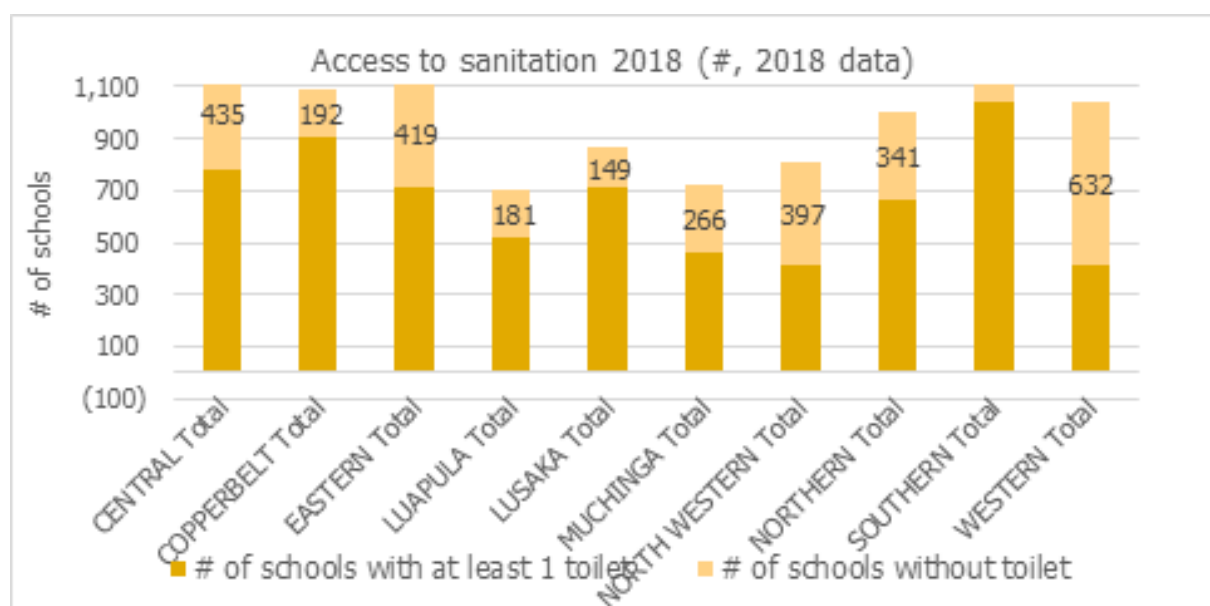


Figure 5: Number of schools (primary and secondary) with at least 1 toilet

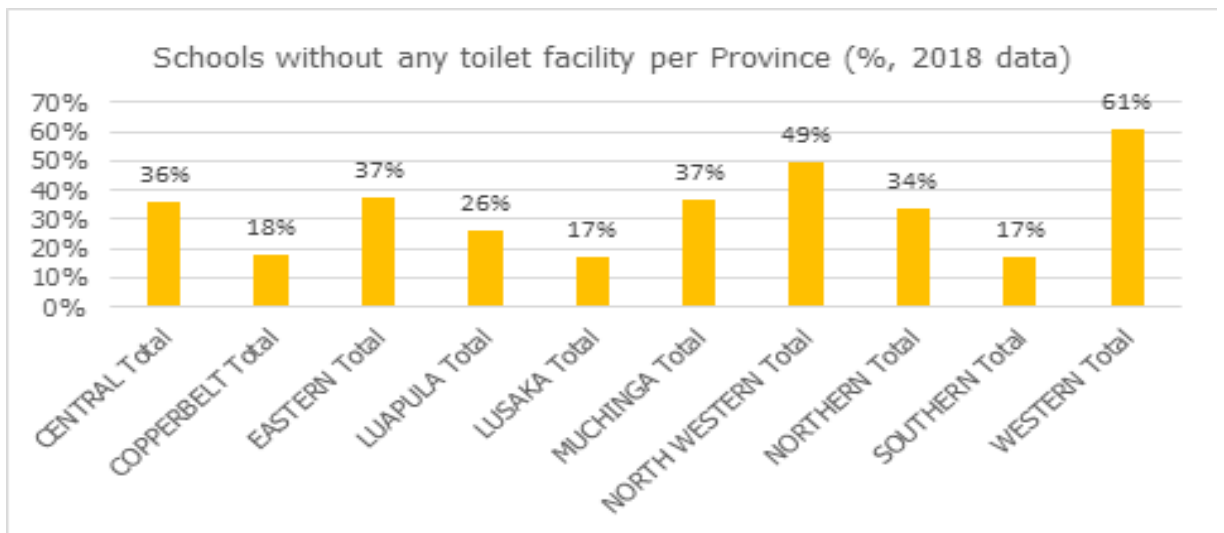


Figure 6: Percentage of schools (primary and secondary) without any toilet, ECE not included

2.1.2 Water

Improved access to water remains challenging, especially for primary schools. 2018 EMIS data depict large discrepancies between provinces while the majority of primary schools received water from a borehole pump or an unprotected well.

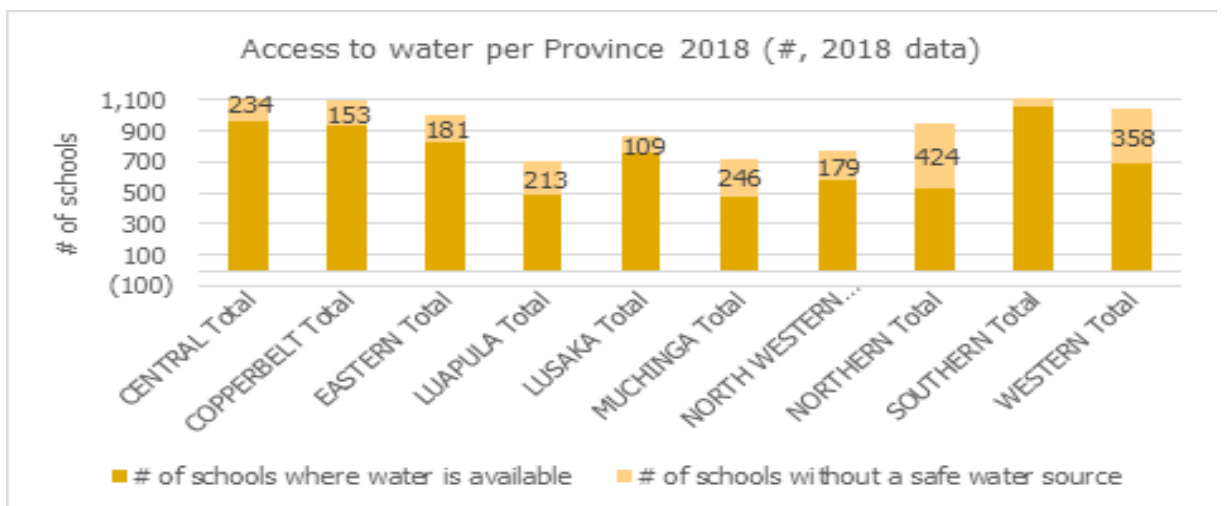


Figure 7: Number of schools (primary and secondary) with access to water

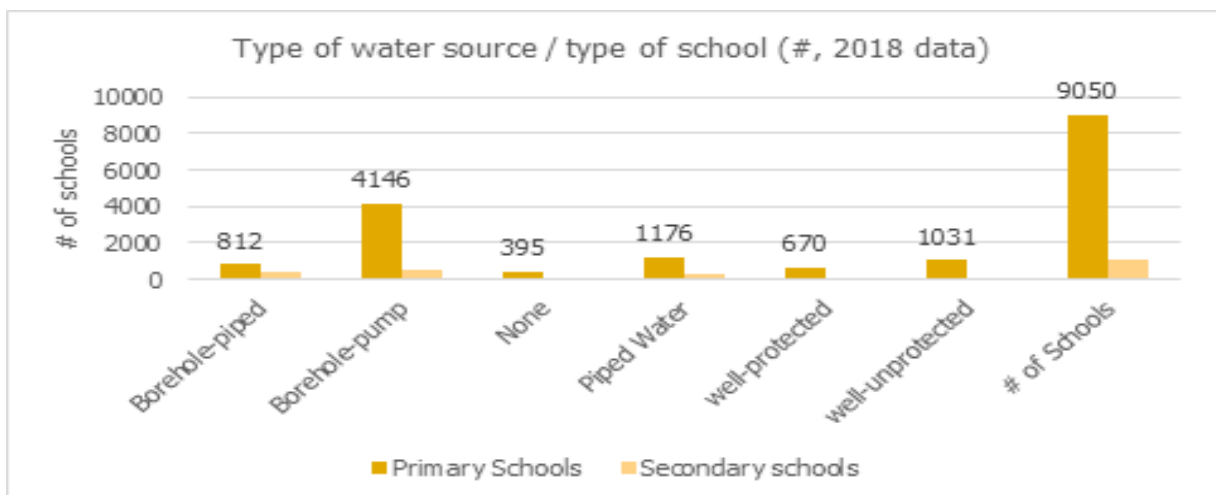


Figure 8: Type of water source per school type (improved/unimproved)

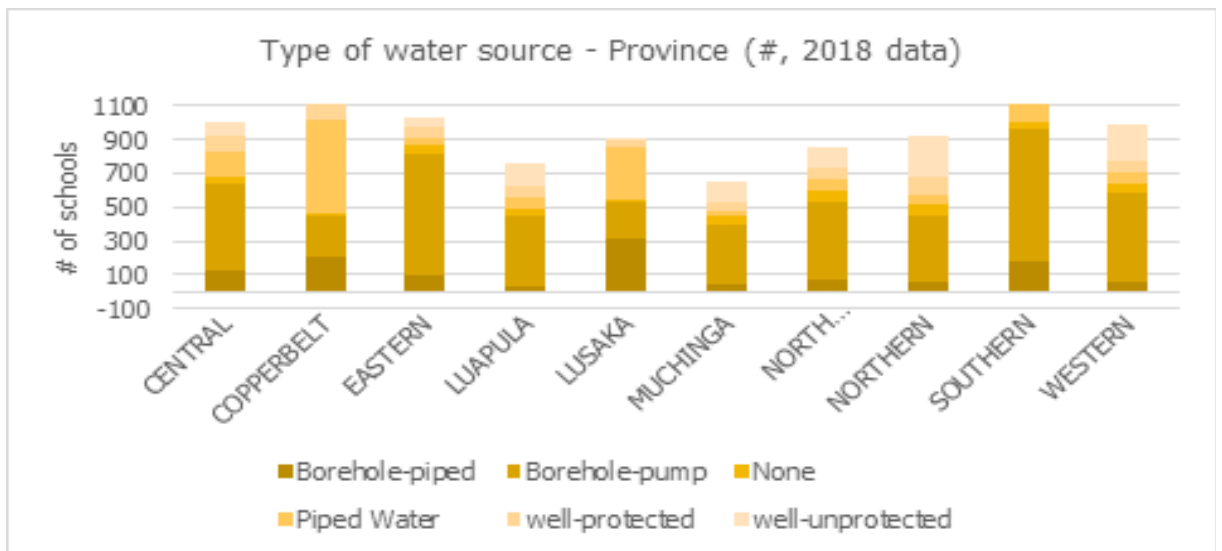


Figure 9: Type of water source for schools with access to water (improved/unimproved)

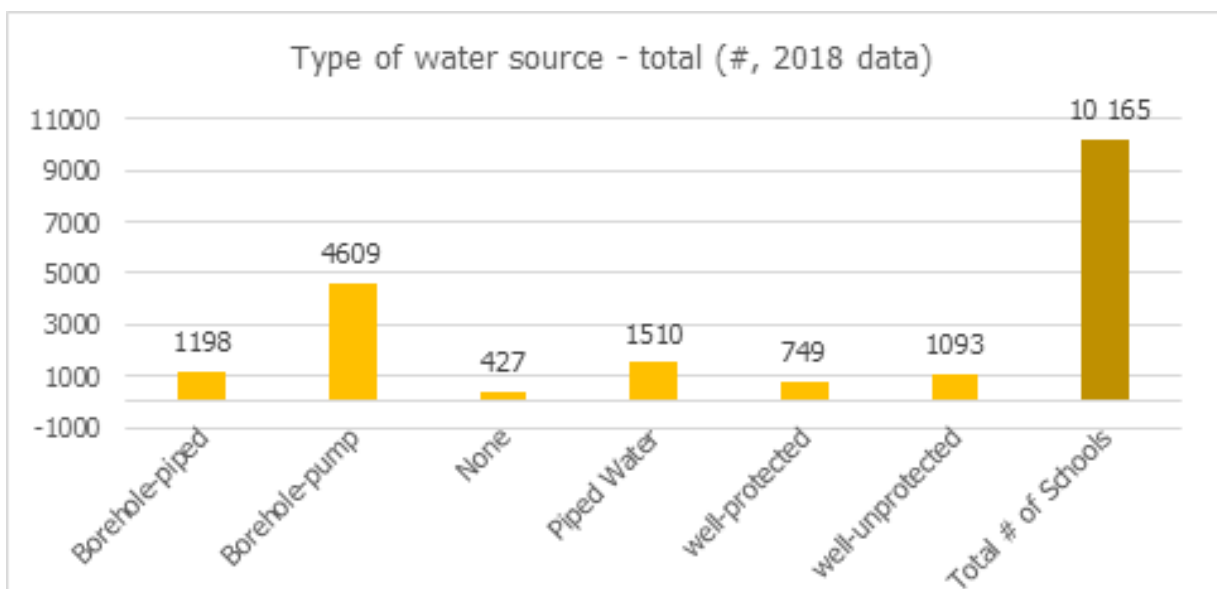


Figure 10: Type of water source compared to total number of schools with or without access to water

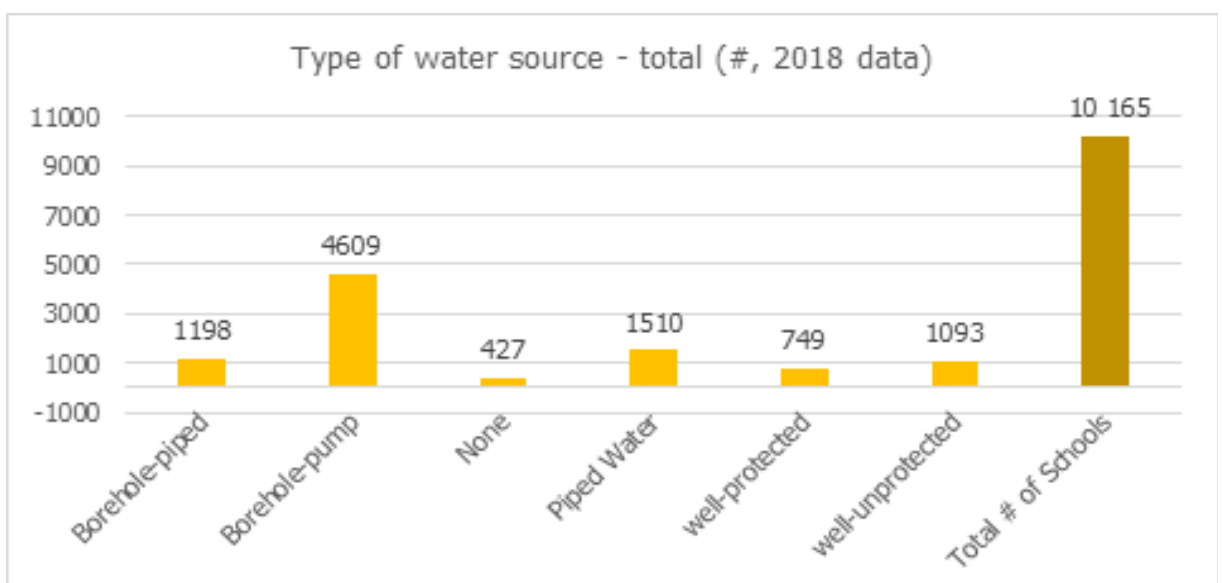


Figure 11: Percentage of schools without a safe water source

2.1.3 Personal hygiene including hand-washing practice and MHM

Hygiene practices have improved over the last year due to the inclusion of a hygiene component into the official curriculum and an increased uptake of hygiene interventions by several development partners providing extra-curricular activities. MHM education is now formalized, guided by the National MHM Guideline and Toolkit – developed by MoGE, and in partnership with USAID (schools promoting learning achievements through sanitation and hygiene – SPLASH) and UNICEF. However, dissemination and training in the use of the developed MHM Guideline and Toolkit, and therewith the uptake, has seen a recent decline after the end of dedicated externally supported implementation programmes. Regular provision of soap for hand-washing and sanitary towels for girls in case of emergency needs remains challenging due to the limited resource envelope available for WinS at school level.

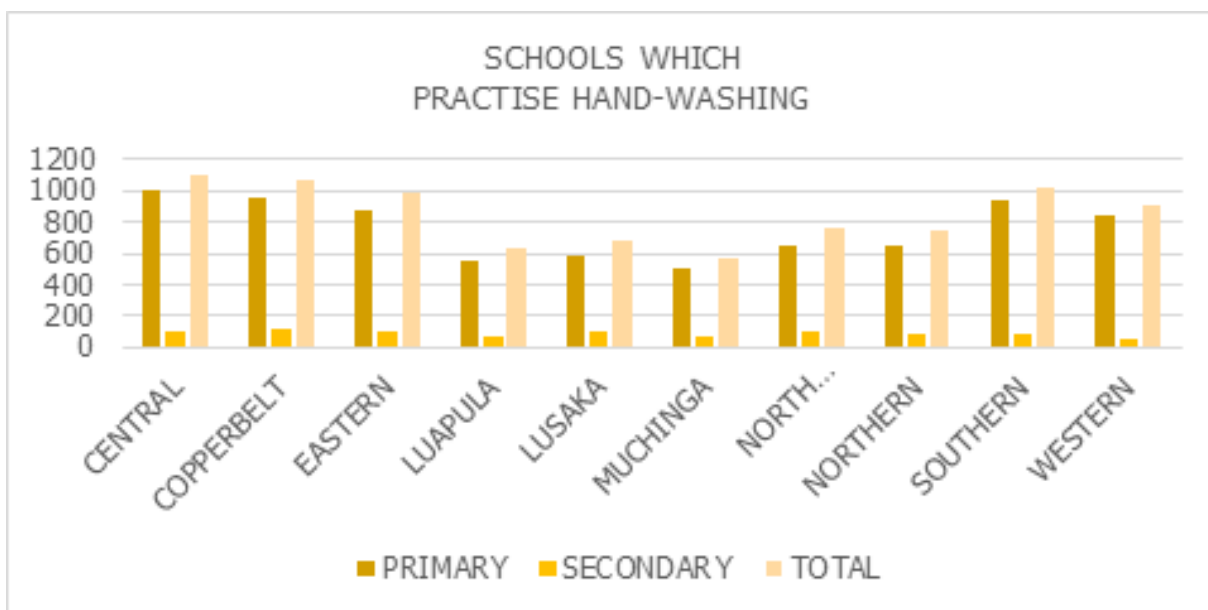


Figure 12: Number of schools without hygiene practice (hand-washing & MHM)

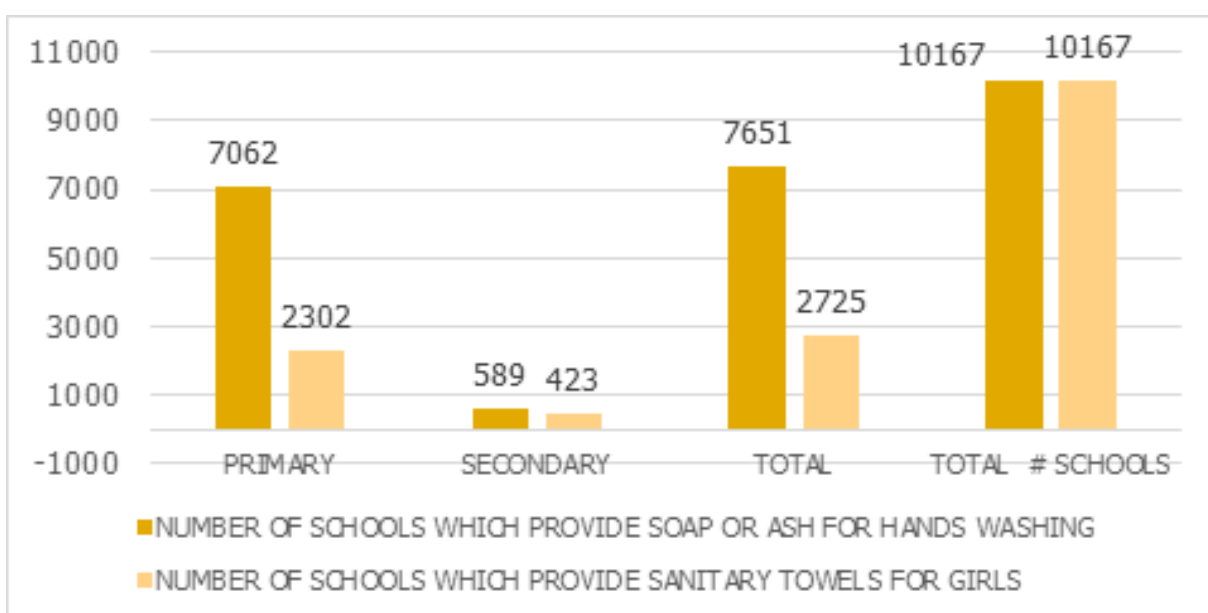


Figure 13: Schools which provide soap for hand-washing and sanitary towels for girls

2.1.4 WinS operation and maintenance

With limited grant allocation and disbursement, operation and maintenance of school facilities and infrastructure becomes challenging. However, several schools have operation and maintenance (O&M) work plans in place as well as dedicated Parent Teacher's Association (PTA) committees to guide and monitor O&M of WinS facilities.

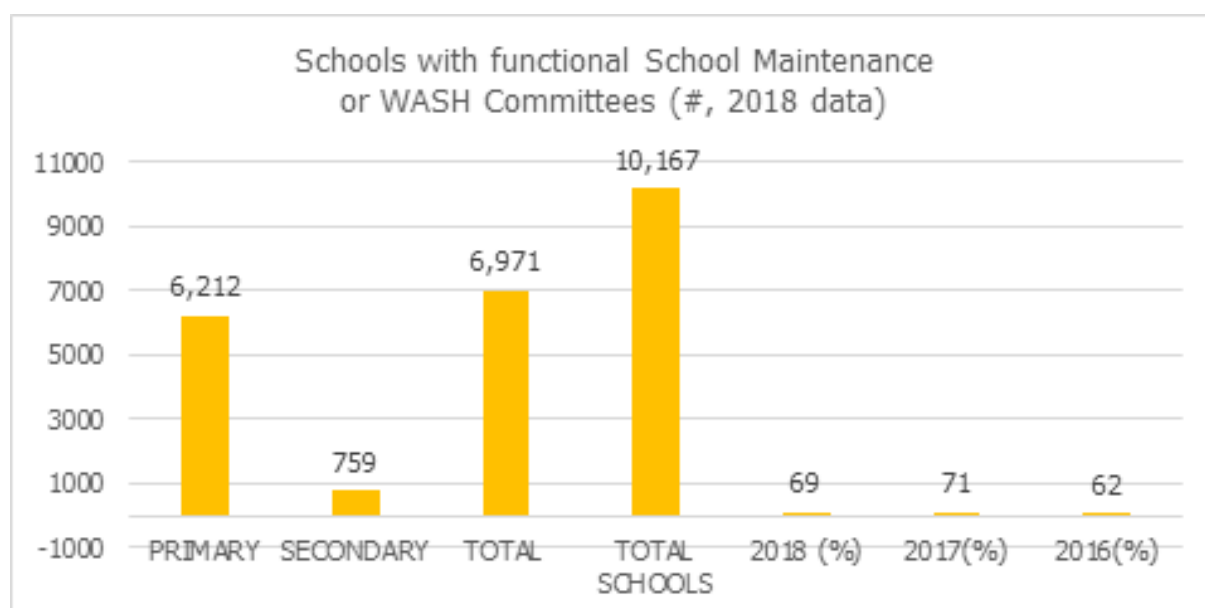


Figure 14: Schools with functional school maintenance or WASH committees

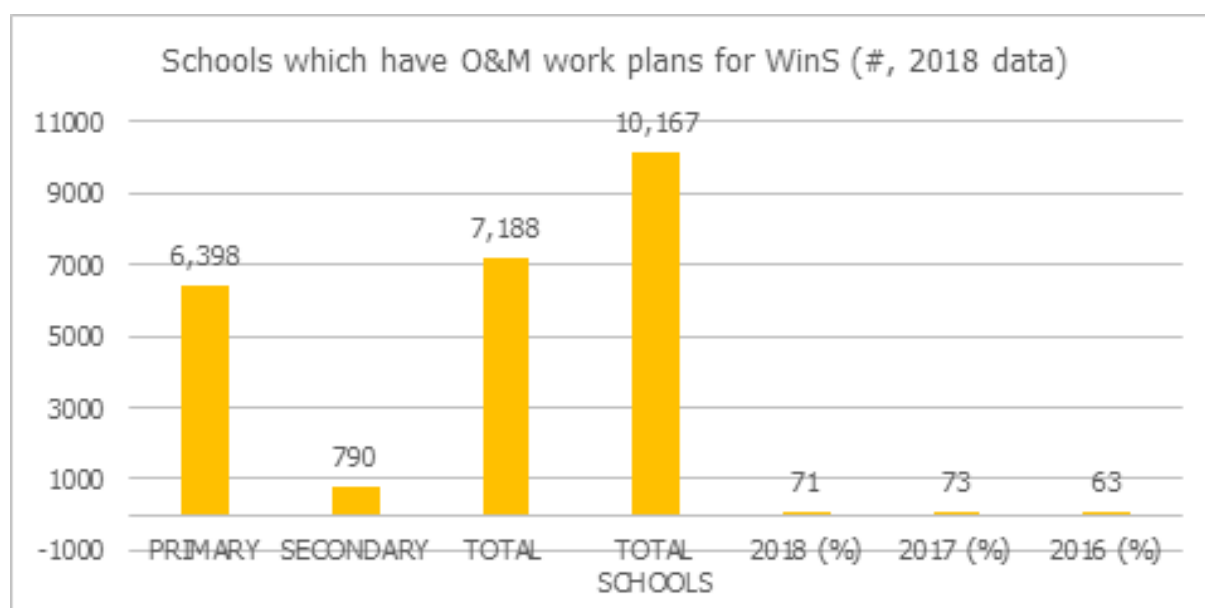


Figure 15: Schools with O&M work plans for WinS

2.2 SECTOR POLICY AND STRATEGY FRAMEWORK

WinS is increasingly becoming a priority for the Government in Zambia – with a more visible changing landscape under the school health and nutrition (SHN) approach.

While the core responsibility for WinS lies with MoGE, several non-governmental development partners have implemented WinS at scale supporting the Government's efforts to improve service provision at schools integrating WinS as key mode of implementation also in the national rural and urban WSSP. WinS is also a key activity in the newly launched National ODF Strategy. A

school-led total sanitation approach (SLTS) has been used to target changing of social norms in schools and trigger communities using students as messengers of change while at the same time improving WASH infrastructure in schools. However, regulations and guidelines are scattered over several education policy documents (see Annex 1). In addition, several WinS project-based guidelines and teaching materials have been developed by partner organizations, but have not been formally released as official subsector references.

In 2018, based on findings of a UNICEF-supported ESARO WinS review, no comprehensive and authorized 'theory of change' was available for WinS in Zambia.⁵

2.2.1 Vision 2030 and 7th National Development Plan (2016–2021)

The Government's 7th National Development Plan (2016–2021)⁶ departs from sectoral-based planning (including on education, and highlighting the improvement of the learning environment) to an integrated (multisectoral) development approach under the theme 'Accelerating development efforts towards the Vision 2030 without leaving anyone behind'. The integrated approach recognizes the multifaceted and interlinked nature of sustainable development, which calls for interventions to be tackled simultaneously through a coordinated approach to implementing development programmes.

In line with the SDG, the 7th NDP calls for an enhanced learning environment. This is clearly linked to the provision of water supply, sanitation and hygiene promotion in learning institutions as articulated under Outcome 3: Enhanced Human Development.

The Zambia Vision 2030⁷ sets out the goals and targets for Zambia to become 'a prosperous middle-income nation' by 2030, strongly promoting a decentralized governance system while setting out specific goals and targets for different sectors, including education and WASH.

2.2.2 Education and WinS in Zambia's national policies and plans

Since independence in 1964, education has been central to Zambia's national development. Several education sector reforms guided the way the education system is now established, with a focus on learning along articulated priorities in the delivery of school education manifested in the 1996 'Educating our Future' National Policy on Education⁸ which focuses on decentralization, liberalization, partnership, equity, quality and effectiveness. The implementation of the policy is guided by the 7th NDP and the recently launched the *Education and Skills Sector Plan 2017–2021 (ESSP)*⁹.

In addition, Zambia has developed its National Policy on Disability (2012) following the 2010 UN Convention and the National Gender Policy (2014), and each of these has important implications for WinS-related education including menstrual hygiene management (MHM), and equal and inclusive access and safety to WASH facilities. Internationally, the Government committed to the achievement of the Education for All (EFA) goals and signed up to them in Dakar in 2000. Zambia is also committed to the Sustainable Development Goals (SDGs).

The most recent statement of Government policy on education is the Education Act 2011¹⁰ highlighting in Section 15: '*A child has the right to free basic education*', whose implementation has largely been translated through the establishment of schools by Parent Teacher Associations, and the day-to-day school operation through contributions in kind, labour or cash by parents (largely in rural areas, and for community schools).

⁵ UNICEF. 'Scoping Study of WASH in Schools (WinS) Programming in Eastern and Southern Africa: A review of evidence, barriers and opportunities to meeting Sustainable Development Goal (SDG) targets in the region', UNICEF Eastern and Southern Africa Regional Office, Nairobi, 2018.

⁶ Ministry of National Development Planning, Government of Zambia. 7th National Development Plan 2017–2021, Lusaka, 2017.

⁷ Ministry of Finance and National Planning. Vision 2030. Government of Republic of Zambia, 2006.

⁸ Ministry of Education. Educating our Future National Policy on Education. Government of Republic of Zambia (1996, revised 2017).

⁹ Ministry of General Education. Education and Skills Sector Plan 2017–2021, Government of Republic of Zambia, 2018.

¹⁰ Ministry of Legal Affairs. Education Act. No. 23 of 2011 419. Government of Republic of Zambia, 2011.

Moreover, the Act clearly outlines the need for promotion of health and nutrition at school level in a cooperative manner of all line ministries: *'The Minister shall, in collaboration with the Minister responsible for health and any other national or international agency, promote the personal health and nutritional well-being of learners at educational institutions.'*

GRZ has structured the education system into primary and secondary school system, guided by the *Education and Skills Sector Plan (ESSP) (2017–2021)*, which was officially launched in 2019. It embraces cross-cutting issues and factors that have a direct bearing on educational performance such as: water and sanitation, school feeding, menstrual hygiene management, HIV and AIDS, gender, insecurity, disability, orphans and vulnerable children (OVC), illiteracy and poverty.

Efforts are also underway to establish appropriate structures for early childhood education (ECE) at each decentralized level of the education system. ECE is a relatively new subsector and raising awareness of its importance in improving learning outcomes is still a challenge in Zambia, with its increasing social demand for services. There is a need to mobilize sufficient community and private sector support to enable Zambia to make progress towards its ECE subsector development. Insufficient infrastructure is one of the key factors hampering access to public ECE centres, especially in rural areas. ECE classrooms are often annexed to existing regular primary schools and are not adapted to the need and specific purpose – often lacking hand-washing facilities and toilets. Thus, the current distribution of ECE service is biased towards private provision in urban settings, with the majority of young children in the rural areas not able to access any services.

In order to ensure that the ESSP comprehensively addresses the multitude of programme commitments and responsibilities of the education sector, it incorporates a set of thematic areas that links the ESSP to the 7th NDP and the different sectoral responsibilities and commitments in an integrated way.

This Strategy specifically supports all ESSP strategic priorities as outlined in its theory of change:

1. Access: Goal: The education system is accessible for all learners and leaves nobody behind.
2. Efficiency: Goal: A well-informed, properly financed and efficiently managed education system that is embedded in a broader societal context that can provide quality education that is accessible for all.
3. Quality: Goal: The education system generates quality education and learning outcomes.
4. Equity: An education system that is accessible for all, irrespective of gender, religion, ethnic origin, or any other discriminatory characteristic.

The ESSP specifically mentions under its equity agenda that poor WASH and menstrual hygiene management (MHM) conditions limit the participation of girls in schools, especially in rural areas.

WASH in schools is one of the key strategic interventions of ESSP. The key strategic areas for both ECE and primary education include:

1. Nationwide rollout of the fast-track programmes to integrate out-of-school children;
2. Expand school feeding programmes;
3. **Strengthen WASH and MHM programmes in schools;**
4. Provide bursary support to disadvantaged pupils; and
5. Conduct early and ongoing screening for learning challenges.

WinS-related ESSP results framework activities, budgets and indicators are summarised below, demonstrating how WinS is embedded in and contributes to the ESSP, the 7th NDP and the global education represented by SDG 4 and SDG 6.

Strategic Objective	Activities	Output unit	# of units (by 2021)	Unit cost (ZMW)	Annual cost (ZMW 1,000)			Total cost (ZMW 1,000)
					2019	2020	2021	
1.3 Enhanced equity in ECE provision	1.3.2. Strengthen & expand WASH programme	WASH facility (1 per centre)	4,032	15,000	12,096	24,192	24,192	60,480
2.3 Enhanced equity in primary education provision	2.3.1. Strengthen & expand School Feeding Programme & WASH	WASH program (1 per school)	6,000	35,000	70,000	70,000	70,000	210,000
6.3 Removing barriers to access quality education	6.3.2 Develop Minimum Standards for WASH	Standards	1	100,000	100			100

Level & Outcome	Targets	
School Environment	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	
Resources	30.	32. Proportion of schools with access to: (d) adapted infrastructure and materials for students with disabilities
		Proportion of schools with access to: (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic hand-washing facilities (as per the WASH indicator definitions)
	Additional areas for development	Expenditure, national quality standards
Key interventions	Progress Indicator (outputs)	Targets (2021)
Strengthen and expand School WASH	Number of ECE centres with adequate WASH facilities	All ECE centres have WASH facilities
	% of primary schools with adequate WASH facilities	20% of school meet MoGE WASH standards 100% WASH 100% MHM

Table 2: ESSP WinS-relevant implementation plan and results framework

2.2.3 WinS role and reflection in 'Removing Barriers in Education' ESSP strategy

A key aspiration of the 7th NDP is to ensure that no one is left behind. An important strategic interest under the aforementioned ESSP is therefore to ensure that barriers to education are removed to enable more Zambian children to access quality education. Key barriers identified under the ESSP are a general vulnerability of children due to poverty, gender and location as well as different forms of disability. ESSP suggests an integrated approach to eliminating barriers to education across all subsectors to support the attainment of better learning outcomes.

The ESSP embedded goal is to ensure that appropriate mechanisms with greater accountability are established to better support marginalized groups. Beyond the mechanisms, the goal is to ensure that technical directorates are able to build the capacity of officers and teachers to gain the appropriate skills to address barriers to education. WinS features highly in related strategies for 'removing barriers in education', which include:

- 1. Provision of appropriate water and sanitation facilities in education institutions is one of the key strategies identified;**
2. Devise strategy to enhance operations of open community schools;
3. Strengthening the home-grown school feeding program in ECE and PE;
- 4. Strengthening mechanisms for delivery of school health services (this also covers prevention of waterborne diseases);**
5. Construct CSEN user friendly schools and/or provide facilities for CSEN at already existing schools;
6. Developing mechanisms for menstrual hygiene management;
- 7. Development of minimum standards for WASH in schools;**

The Education Standards and Evaluation Guidelines¹¹ published by the then Ministry of Education, Science, Vocational Training and Early Education defines in detail prescribed minimum standards for education intended to provide policy guidance on required educational inputs, processes and outputs. It takes into account all categories of schools, such as public, aided, private and community schools. The recently revised Standards and Evaluation Guidelines has taken into account the current trends in education provision. It has included Care and Support for Teaching and Learning (CSTL), Child-Friendly Schools (CFS) and School Health and Nutrition (SHN), which all also contain guidance on WinS – although not aligned. Education boards, head teachers, teachers and all education actors are guided by these minimum standards and are expected to adhere to.

The *Guidelines for the Implementation of the School Health and Nutrition Policy*¹² are developed to address SHN interventions including the provision of essential health and nutrition services and education, also including interventions to ensure a safe and sanitary environment for optimum health and disease prevention. They provide detailed guidance on the operationalization of SHN strategies in order to address and promote the health and nutrition status of all learners with the overall objective to improve learners' health and nutrition status, cognitive development and learning potential and to reduce children's absenteeism from schools.

¹¹ Ministry of Education, Science, Vocational Training and Early Education. *Standards and Evaluation Guidelines*. Government of Republic of Zambia, 2015.

¹² Ministry of General Education. *Guidelines for the Implementation of the School Health and Nutrition Policy* (draft). Government of Republic of Zambia, April 2018.

See Annex 1 for WinS-relevant content of key education sector guidelines, programmes, and national development plans.

2.2.4 Changing social norms and MHM

Embedded in WASH sector project activities a School-led Total Sanitation Approach (SLTS) including a 3* Approach (see Box 1)¹³ has been applied in several provinces often linked to menstrual hygiene management activities based on the *National Menstrual Hygiene Management Guidelines*¹⁴ and MHM toolkit/advocacy material. The guideline and toolkit are the results of the ‘WASH in Schools for Girls (WinS4Girls): Advocacy and Capacity Building for MHM through WASH in Schools Programs’, supported by UNICEF in 14 countries and funded by the Government of Canada.

The MHM guidelines were developed following research conducted by the Centre for Infectious Disease Research in Zambia (CIDRZ), an organization with vast experience in conducting research in health. Formative qualitative research was conducted in six schools of Mumbwa and Rufunsa Districts with technical support from Emory University, USA and the University of Zambia’s (UNZA) Department of Gender Studies. Previous MHM studies and tools were reviewed including the MHM Toolkit developed in Eastern Province by the USAID-funded Schools Promoting Learning Achievements through Sanitation and Hygiene (SPLASH) Program which also developed several project-based advocacies and learning material.

Box 1: WinS 3* approach

*	<p>Children and teachers practise mass (group) hand-washing with soap at least every day</p> <p>Hand-washing facilities available with water and soap/ash</p> <p>Functioning club and committee concerned with WASH issues</p> <p>Existing latrines are clean, well maintained and in use</p> <p>Waste collection points used and regularly emptied</p>
**	<p>(All the above points for 1-star status)</p> <p>Gender separated functional toilets providing privacy (preferably with separate urinals and wash rooms for girls) with at least one toilet per 50 pupils per session.</p> <p>Anal cleansing materials in school/latrines.</p> <p>Adequate menstrual hygiene management (education, privacy and sanitary pads to needy girls in school)</p> <p>Children and teachers wash hands at critical times with soap/ash</p> <p>Children regularly receive hygiene education with a focus on hand-washing</p> <p>Clean and safe drinking water in or near classroom</p> <p>Availability of safe water point less than 500m from school</p> <p>Separate toilets for male & female teachers (at least 1 for each gender)</p> <p>Income generating activities such as functioning school garden / woodlot</p>
***	<p>Sustainable and WASH-friendly school</p> <p>The school has maintained the 2-star status for six months</p> <p>The community around the school is ODF</p>

¹³ Ministry of Education, Science, Vocation Training and Early Education. School Led Total Sanitation Guidelines and Certification Procedure, School Led Total Sanitation training manual. Government of Republic of Zambia (validated).

¹⁴ Ministry of General Education. National MHM Guidelines. Government of Republic of Zambia, 2016.

2.2.5 WinS multifaceted and interlinked nature with other sectors

While WinS falls under the core responsibility of MoGE, water, sanitation and hygiene related activities are also guided by other sector policies, guidelines and standards.

The 2010 Water Supply and Sanitation National Policy¹⁵ is currently under revision. The policy sets clear directions for the development of the water supply and sanitation sector in Zambia while being anchored in Vision 2030 and linked to other national development programmes. This policy underscores the GRZ's commitment to provide sustainable and equitable water supply and sanitation services for all, including service provision to school premises.

WinS is also included in both national rural and urban water supply and sanitation programmes¹⁶ as a key objective. The programmes call for intersectoral coordination to be fostered in line with the 7th NDP.

In 2015, a *National Urban and Peri-Urban Sanitation Strategy*¹⁷ was launched, and in 2018, the *Open Defecation Free (ODF) Zambia Strategy 2018–2030*¹⁸ was launched. The ODF strategy also includes school health and nutrition as key component of its systems approach. To address the specific challenges of urban/peri-urban sanitation a dedicated sanitation strategy was developed, paving the way for the NUWSSP, although WinS is not specifically mentioned as a key component under this policy and respectively programme.

See Annex 2 for WinS-relevant content of key water and sanitation sector guidelines, programmes, and national development plans.

2.3 WINS TECHNICAL DESIGN STANDARDS AND PUPIL TO TOILET RATIO (PTR)

The Public Health Act, currently under revision, guides the national standards for WinS. To some extent they are also reflected in the policy guidance provided by the MoGE. However, construction and field implementation often sees a diversion from these standards considering the high costs of construction, large numbers of students per stream and limited resources available within the sector.

In practice, implementing partners used a diverse set of technical design and different pupil to toilet ratios. In most cases, MoGE specified the technical design and layout based on project documents. In 2013, several attempts at harmonization and cost efficiency led to the development of WinS Interim Standards.

Box 2: WinS standards in use and approved by MoGE (selection of approved technical design based on IP project documents, costs mentioned are average unit costs 2018 prices and exchange rate)

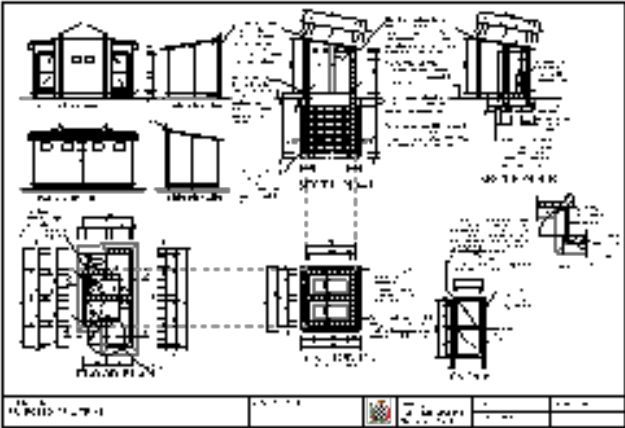
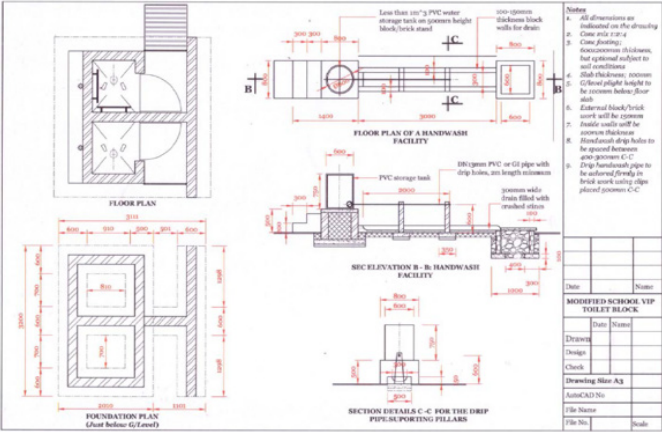
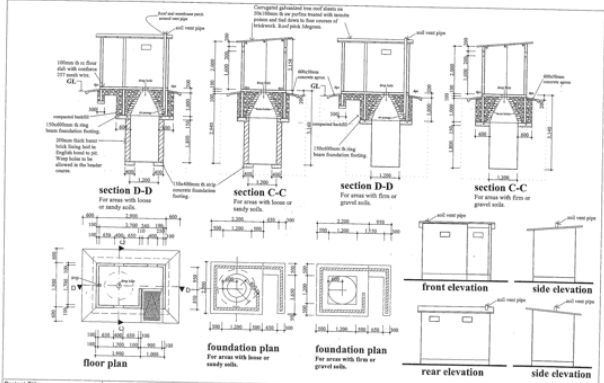
WinS National Standards (approved)	<p>Girls</p> <p>1 toilet for 20 learners; (TPR 1:20)</p> <p>At least 1 incinerator for the entire school;</p> <p>1 hand basin for every 20 learners.</p> <p>Boys</p> <p>1 toilet for 25 learners; (TPR 1:25)</p> <p>1 x 60cm urinal for 25 learners;</p> <p>1 hand basin for 25 learners.</p>
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¹⁵ Ministry of Local Government and Housing. *National Water Supply, Sanitation and Solid Waste Management Policy and Implementation Plan*. Government of the Republic of Zambia, 2018.

¹⁶ Ministry of Water Development, Sanitation and Environmental Protection. *Second National Rural Water Supply and Sanitation Programme (NRWSSP II) 2016–2030*. Government of Republic of Zambia, 2017.

¹⁷ Ministry of Local Government and Housing. *National Urban and Peri-Urban Sanitation Strategy (2015–2030)*. Government of the Republic of Zambia, 2015.

¹⁸ Ministry of Water Development, Sanitation and Environmental Protection. *Open Defecation Free Zambia Strategy 2018–2030*. Government of the Republic of Zambia, 2018.

	<p>US\$2,000–3,000 /drop hole</p>
<p>WinS 'Interim' Standards Sanitation</p>	<p>Girls / Boys TPR 1:50 US\$1,000 per drop hole (e.g. Plan International, World Vision, UNICEF)</p>
<p>WinS 'Interim' Standards Group hand-washing</p> 	<p>Girls / Boys One per school US\$800 /station</p>
<p>'Cost-effective' Standards</p> 	<p>Girls / Boys TPR 1:50 US\$500 /drop hole (for community schools in rural areas)</p>

2.4 WINS DIMENSIONS FOR OUT-OF-SCHOOL-CHILDREN: GENDER GAP INCREASES REMARKABLY AS CHILDREN GROW OLDER AND THE ROLE OF MHM

Although absolute enrolment numbers have been increasing steadily since the beginning of the millennium, both the net enrolment rate (NER) and the gross enrolment rate (GER) at primary level have been decreasing since 2012, as shown in EMIS 2018. When the GER goes below 100 the system will no longer be able to enrol all children of school-going age. In Zambia, the junior and senior secondary school systems can accommodate only 40 per cent of the population. Due to the fast population growth in Zambia, increasing numbers of children are falling outside of the formal education system. The 2018 *Education Sector Review* gives the following picture on out-of-school children relevant for WinS strategic approaches in support of female adolescence.¹⁹

- Children of secondary age not in school: The percentage of all secondary-school aged children who are actually in school decreases sharply over the secondary school period. Children in Zambia are very likely to be in school at age 14, but the likelihood significantly diminishes by the time they have become 18. For children of 14 years old, the NER is 87 per cent. By the time children have become 18 years old, the NER has decreased to around 50 per cent. **The likelihood that secondary school aged girls are out of school is significantly higher than for boys of the same age, and this difference increases when they get older.** The DHS shows that the percentage of 14 to 18-year-old children in secondary school is 40.3 per cent. The gender gap has slightly improved over the years, but is still very visible. For upper secondary school ages, the gender gap becomes wider. At the age of 18, 61.4 per cent of the boys in Zambia are still in school, while only 39.2 per cent of the girls are in school according to 2015 statistics.
- Children attending primary and secondary school at risk of becoming OOSC: The overall trend over the past years is a decline in dropout rates in primary education. **However, the risk that girls drop out is still double the risk of boys dropping out.** For boys, the current dropout rate in grade 1–7 is 1.5 per cent, while for girls, this percentage is 1.9 per cent. The difference has diminished since 2008 (girls: 2.7%; boys: 1.7%). In secondary education, there is a declining trend in overall dropout rates similar to primary education, **but the number of dropouts is still disproportionately skewed towards girls.** Overall dropout rates have stabilized around 1.5–2 per cent for girls, and around 0.5–1 per cent for boys. **Girls are approximately three to four times more likely to drop out than boys, showing that there is still a need for efforts to keep girls in school.**

MHM research conducted in Zambia on dropout of female adolescents suggests a relation to safety and availability of WASH facilities at school, especially at times of transition from Grade 7 to Grade 8 – manifested by the limited availability of spaces. The dropout rate during secondary school remains at around 1 per cent, and was significantly higher for girls (1.9%) than for boys (0.5%) in 2015.

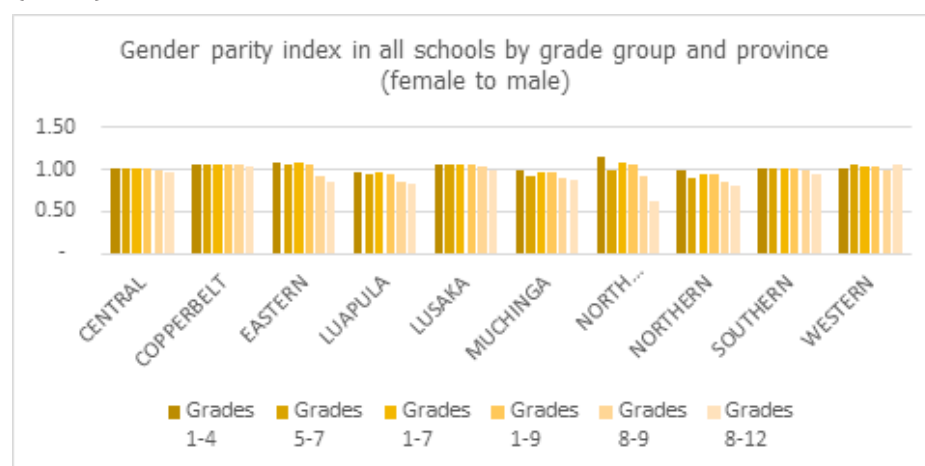


Figure 17: Gender parity index in schools for different grades showcasing the growing imbalance towards male student admission at higher grades

¹⁹Ministry of General Education. *Education Sector Analysis* (revised draft). Government of Republic of Zambia, Nov. 2018.

2.5 BUDGET ALLOCATION FOR INFRASTRUCTURE IN GENERAL EDUCATION EXPENDITURE STRUCTURE AND BUDGET EXECUTION

2.5.1 Budget allocation

Expenditure on general education is generally categorized into:

1. Staff and teacher salary – personal emolument (PE),
2. School grants for education materials to support free primary education, secondary education, and
3. Infrastructure development **mainly for the construction of schools, including WASH facilities.**

The majority of expenditure is on salaries of teachers and staff. In 2016, out of the total spending on ECE, primary and secondary education (ZMW7,980 million), 89 per cent was spent on salaries of primary and secondary school staff and teachers. Only 9 per cent was spent on infrastructure development, especially on constructing and upgrading of primary schools into secondary schools (7.5%); while only 2.5 per cent went on primary and secondary school grants. Detailed data for expenditures on WinS are not available.

2.5.2 Education infrastructure spending

As outlined in the 2018 *Education Sector Analysis*, funding budgeted for infrastructure and for textbooks has not been released for some years. In 2015, ZMW42 million was budgeted for infrastructure development for ECE, yet none of it was released. In the same year ZMW4,846 million was budgeted for infrastructure in primary education: none was released. Of the ZMW814 million budgeted for secondary education infrastructure, only ZMW245 million was released. Overall, just under half (49%) of the total ZMW635 million budgeted for infrastructure for ECE, primary and secondary (ZMW316) was released. For university education, the government budgeted ZMW650 million but only ZMW335 million was released. For MoGE, ZMW68 million was released for university infrastructure.

Table 3: Budgets planned and released by MoGE for infrastructure 2015, 2016 and 2017 (ZMW million)²⁰

	2015		2016		2017	
	Budget	Released	Budget	Released	Budget	Released
ECE	42	0	34	33	30	0
Primary	4,846	0	101	0	90	0
Secondary	814	245	579	316	518	267
Total MoGE	5,702	245	714	349	638	267

²⁰ 2017 and 2018 estimates of revenue and expenditure 2017 to date, as quoted in: Ministry of General Education. *Education Sector Analysis*, Nov. 2018.

Part 3

3 WINS VISION, GUIDING PRINCIPLES AND STRATEGIC OBJECTIVES

3.1 VISION

By 2030, to provide sustainable access to safe & equitable water, sanitation & hygiene in all learning institutions, paying special attention to the needs of girls, young adolescents and those in vulnerable situations to ensure inclusive & equitable quality education & promote lifelong learning opportunities for all.

3.2 GUIDING PRINCIPLES

Within the framework of Vision 2030 and the National Education Policy, this Strategy is guided by the following principles:

- i. *Universality and equity:* Access to safe and equitable sanitation, hygiene and water for all is a basic human need. Moreover, every individual in Zambia has a right to education. Hence it is a matter of justice that access to, participation in, and benefit from, the education system is available to all in accordance with individual needs and abilities especially for girls and young adolescents and those in vulnerable situations.
- ii. *Ensuring sustainability through involvement of parents and communities:* Participation of parents and other family members of the students is a key element of demand creation by way of a continuous two-way process involving and promoting full public understanding of water supply, sanitation, hygiene, and public health and mechanisms through which a new social norm is achieved.
- iii. *Cost-effective Technologies:* Contextualized affordable cost-effective technologies for water supply, sanitation and hand-washing facilities, promote universal access, environmental sustainability, and allow for efficient, effective and sustainable service provision.
- iv. *Sustainability:* Creating a social norm of open defecation free environment in learning institutions, fostering public health and nutrition is a core condition for sustainability.
- v. *Integrated Approach:* WinS is an integral part of Zambia's School Health and Nutrition approach. School health and public health are interrelated and as such implemented in an integrated manner.
- vi. *'Whole of Society Approach':* The WinS approach stresses the interactive nature and interdependence of external and internal factors related to changing of social norms towards good health, well-being, education and dignity of schoolchildren within a governance system as a coordinated and systematic effort ('whole of society') beyond implementation of WASH infrastructure emphasizing the need for a resilient overall WASH system, and its strong linkages to the education policy and school health and nutrition.
- vii. *Mitigation Approach:* Taking note of the specific social and geographic context in Zambia especially in low-income urban and rural areas including rural growth centres, the Strategy applies a mitigation approach to reach at least the basic access to water, sanitation and hygiene in all learning institutions as requested by SDG targets.
 - *Inclusion:* Children in a changing climate, gender, disabilities and other learning difficulties, as well as HIV and AIDS are addressed as integral elements in each of the components.

3.3 STRATEGIC OBJECTIVE

The overall objective of this Strategy is

- To provide guidance to the education sector and other stakeholders on how to operationalize Zambia's WinS approach and related measures contributing to inclusive and equitable quality education and promote lifelong learning opportunities for all.

3.3.1 Specific objectives

the specific objectives of the Strategy within a ‘society as a whole’ approach are:

- i. To strengthen the WinS Enabling Environment in support of the National Education Systems including WinS-related good governance, financing, coordination, and capacity development at the national, provincial and district levels;
- ii. To support advocacy, monitoring and evaluation;
- iii. To build and operate WinS Infrastructure to provide safe, inclusive and sustainable access to facilities;
- iv. To strengthen child participation and involvement of parents and community for life skills based hygiene in support of school health and nutrition;
- v. To foster environmental health, including safely managed sanitation and solid waste.



Figure 18: Vision, overall strategic objectives and cross-cutting themes of WinS strategy

4 KEY STRATEGIC OUTCOME AREA AND MEASURES

1 WinS ENABLING ENVIRONMENT for EDUCATION SYSTEMS

4.1 OUTCOME AREA 1: WINS ENABLING ENVIRONMENT FOR EDUCATION SYSTEMS

Strategic objective

1. To strengthen the WinS enabling environment in support of the national education systems including WinS-related good governance, financing, coordination, and capacity development at the national and sub-national level.

Specific objectives

1. WinS leadership: To strengthen role of MoGE as lead ministry to implement the WinS strategies, with buy-in and cooperation from supporting line ministries (MoH, MWSEP, MoLG) and sector stakeholders.
2. Planning: To develop strategic and risk-informed WinS plans with clear targets, indicators, timeline and milestone at District, Province and national level in support of ESSP.
3. Advocacy: To address sufficient budget allocation during the national budgeting process addressing inequalities for new infrastructure, maintenance and major repairs as well as life skills based hygiene education.
4. Resource mobilization: To attract different sources of funding for WinS.
5. Capacity development: To support institutional capacity to fulfill sector roles and responsibilities of MoGE to augment sustainable and institutionalized WinS at scale, including the availability of necessary structures, tools, training, and incentives.
6. Human resources: To foster decentralization backed by sufficient resources and accountability mechanisms for WinS.
7. Learning: To develop training institutions to build capacity and resources to deliver the cadres needed for scaling up institutionalized WinS.

2019–2030 Key activities and indicators (output unit)

	Key Activity	Output Unit
1	Facilitate increased budget allocation to MoGE in support of WinS infrastructure development	Increased budget allocation dedicated for WinS under Infrastructure (Target: 5% annually)
2	Advocate for allocated budget release for WinS to MoGE	Allocated budget released (Target: 100% annually)
3	Conduct WinS budget expenditure review incl. external support	WinS budget expenditure review available and disseminated (Target: 3 until 2030)
4	Include WinS planning in District Planning approach for WASH and education to support decentralization process	% of districts which have district plans including dedicated WinS activities and budgets (Target 100% of all districts=116)
5	Establish WinS Sector Working Group in line with overall sector coordination for water, sanitation and hygiene at all levels (district, province and national) as integral part of existing WASH coordination (WASHE)	Inter-sectoral working group is established under leadership of MoGE at all levels. (Target: all districts, all provinces, national = 116 +10 +1)
6	Establish and maintain WinS unit cost data base informed by WASH in Schools project implementation for each district to predict future funding needs	District-based unit cost data base is established and regularly reviewed during JSR (Target: 1)

2 ADVOCACY, MONITORING and EVALUATION

OUTCOME AREA 2: ADVOCACY, MONITORING AND EVALUATION

Strategic objective

- To support advocacy, monitoring and evaluation

Specific objectives

1. **Internal control mechanisms:** To operationalize the harmonized monitoring system within relevant sectors for WinS.
2. **Compliance:** To review compliance of institutional WinS with national standards of all line ministries.
3. **Progress and quality reporting:** To regularly collect and report school-based data on WinS using education reporting processes (EMIS).
4. **Alignment:** To strengthen national and global reporting and alignment with JMP data requirements.
5. **WinS evaluation:** To regularly evaluate progress of WinS in support of school health and nutrition.
6. **Learning:** To provide space for information exchange between service providers, users, civil society and government.
7. **Advocacy:** To support regular media coverage of WinS in Zambia.

2019–2030 Key activities and indicators (output unit)

	Activities	Indicator
1	Engage with MoH to standardize water quality monitoring protocol specific for schools and other learning institutions	Number of engagement meetings held (Target: Quarterly)
2	Revise EMIS questionnaire to align with JMP monitoring & localized WinS standards	Number of revisions done to the EMIS questionnaire (Target: 1)
3	Provide capacity-building for data collection, analysis and management	Number trained for data collection, entry, analysis and management (Target: 2 per district)
4	Integration of WinS activities into the JSR of WASH	Number of JSRs which comprehensively address WinS (Target: 1 annually) Reports on WinS Number of WinS activities reflecting in JRS report
5	Organize national WinS learning exchange	Number of national WinS learning exchanges undertaken (Target 3 until 2030)
6	Organize WinS advocacy media campaign	Number of campaigns organized (Target: 1 annually)

3 WinS INFRASTRUCTURE

4.2 OUTCOME AREA 3: INFRASTRUCTURE AND O&M

Strategic objective

- To build, operate and maintain WinS infrastructure to provide safe and sustainable access to facilities

Specific objectives

1. Service provision: To review and develop models for WinS service provision defined for different contexts taking note of Zambia’s socioeconomic framework, geographical and environmental conditions, including roles and responsibilities at school level and in line with national technical standards.
2. O&M: To define O&M arrangements, supply chains, WinS-related charges or tariffs and other parameters of services, leading to efficient and effective service provision.
3. Inclusion: Support school attendance of differently enabled children.
4. To support continued school attendance of female adolescents and reduce the number of out-of-school days during menstruation through the provision of MHM facilities.
5. Capacity development: To develop WinS engineering and construction capacity within the Zambian labour market.
6. Public–private partnership (PPP): To incentivize the private sector to invest in WinS infrastructure and service delivery; To provide incentives to the private sector to participate in the WinS infrastructure
7. Participation: To engage corporate entities, communities, parents and learners to participate in WinS infrastructure and service delivery.

2019–2030 Key activities and indicators (output unit)

#	Key Activity	Output Unit
0	Implement/rehabilitate WASH in Schools infrastructure in all provinces.	Proportion of schools with access to (ESSP): basic drinking water; single-sex basic sanitation facilities; and basic hand-washing facilities (Target: 100% basic access)
1	Develop and approve WinS National Standards (Guidelines) including water quality, water quantity, adequate and separate latrines for girls and boys and hand-washing facilities with soap and water; hygiene promotion and menstrual hygiene management facilities and supplies	WinS National Standards (Guideline) is approved by MoGE and disseminated to all schools in all Provinces (Target: 1, all provinces, DEBS and schools = 10,200)
2	Review WinS service provision models in line with mitigation approach and continuously expand WinS Technical Design Compendium including inclusive design and MHM-friendly toilets for girls	WinS Technical Design Compendium is developed and regularly updated (Annually)
3	Include WinS approach and related technical design for different service delivery models in TVET/university curriculum – including volunteer support to onsite sanitation maintenance	WinS is formally integrated in TVET/ university teaching (Target: 1)

5	Develop school-based income generation models to support O&M and procurement of renewables (i.e. soap, cleaning material)	Realistic and localized WinS pilot income generation model is developed and implemented in support of O&M and procurements (Target: 10, one in each province)
6	To provide continuous professional development with regard to WinS engineering and construction capacity within the Zambian labour market	Existing skilled manpower trained and equipped in each province. (Target: WinS-specific training is conducted in each province = 10 targeting 50 people each)
7	Identify PPP models for WinS in support of sustainable infrastructure operation and maintenance	Number of different PPP models identified (Target: 3)

4 **CHILD PARTICIPATION, INVOLVEMENT of PARENTS & LIFE SKILLS BASED HYGIENE**

4.3 OUTCOME AREA 4: CHILD PARTICIPATION, INVOLVEMENT OF PARENTS AND COMMUNITIES TO PROVIDE LIFE SKILLS BASED HYGIENE EDUCATION

Strategic objective

- To strengthen child participation, involvement of parents and life skills based hygiene education in support of school health and nutrition

Specific objectives

1. Child participation: To strengthen child participation in order to increase and foster change of social norms in relation to hygiene and sanitation.
2. Community participation: To build community participation into WinS service delivery (e.g. PTA, CHA, EHT, traditional and religious leaders, and children, especially adolescents).
3. Involvement of parents: To institutionalize involvement of parents via PTA to foster sustainability.
4. WinS facilitators: To increase WinS self-help capacity and harmonize capacity development for WinS.
5. Child learning: To develop and disseminate WinS learning material for all schools in order to increase WinS awareness and knowledge.
6. MHM: To create a conducive environment in schools to support female adolescent learning and school attendance.
7. Collaboration: To strengthen collaboration with the community and parents for infrastructure development in order to improve operation and maintenance of WinS facilities.

2019–2030 Key activities and indicators (output unit)

#	Key Activity	Output Unit
1	Establish presence of WASH/SHN clubs as standard approach in all schools to facilitate and coordinate school-level learning and group activities around WinS through children’s participation	Number of WASH/SHN clubs supported and established (Target: all schools: 10,167)
2	Provide guidance to PTAs on how they can best support WinS activities in relation to establishment of infrastructure and life skills based hygiene education	WinS PTA guidelines developed and disseminated to all schools (Target: all schools: 10,167)
3	Establish standardized training format for WinS	WinS standardized Training Manual developed (Target: 1)
4	Train local WinS master trainers and establish data base of WinS master trainers	WinS Master Trainer trainings are conducted in all provinces (Target: 10)
5	Develop WinS school learning poster	Each school has a WinS poster displayed near hand-washing facility (Target: all schools: 10,167)
6	Print & disseminate MHM Manual to all schools	MHM Manual is printed and distributed to all schools. (Target: all schools: 10,167)



4.4 OUTCOME AREA 5: ENVIRONMENTAL HEALTH

Strategic objective

- To promote environmental health by safely managed wastewater and solid waste.

Specific objectives

1. Wastewater treatment and reuse: To support sanitation along the full sanitation chain including sewer connection, decentralized wastewater treatment systems (DEWATS), reuse of treated grey water for irrigation.
2. Nutrition: To support school health and nutrition activities related to reuse of grey water for irrigation, biogas for cooking, school gardening and learning on farming and nutritional intake.
3. Solid waste collection and safe disposal: To support learning and practical implementation of solid waste management.
4. Collaboration: To promote collaboration with health institutions and other partners for guidance on school health services.
5. Learning: To support and promote learning on the link between environmental health, personal hygiene and nutrition.

2019–2030 Key activities and indicators (output unit)

#	Key Activity	Output Unit
1	Implement projects in each district on treatment and reuse of grey water	Number of schools which have grey water treatment and reuse projects integrated in MoGE school garden model approach and implemented (Target: 1,000 schools)
2	Develop, showcase and implement concepts for solid waste management (solid waste collection, separation, treatment and reuse) at school level	Number of schools which have solid waste management concepts developed and implemented at school level in each District (Target: all schools: 10,167)
3	Implement waste water treatment and safe reuse/ disposal facilities at school level in line with NWASCO's Onsite Sanitation standards	Decentralized wastewater treatment solutions (DEWATS) are implemented in schools (Target: 300 schools)

Part 4

5 IMPLEMENTATION FRAMEWORK

5.1 DECENTRALIZATION AND INSTITUTIONAL SUPPORT STRUCTURE FOR WINS SERVICE DELIVERY

In 2003, the Government of the Republic of Zambia launched the National Decentralization Policy, which aims at devolving specified functions and authority, with matching resources, to local authorities at a district level. Under this environment, the role of the government ministries is to provide policy, strategic guidelines, overall coordination, monitoring and evaluation, while implementation and supervision of the programmes is to be provided by the local authorities in the districts. A *Decentralisation Implementation Plan*²¹ was approved by the Cabinet in late 2009, while operationalization is still ongoing and at different stages towards full-scale devolution.

The new structure comprises four levels of governmental tiers: national, provincial, district and sub-district. **All WASH-related service delivery authority is now transferred to local authorities/district councils** with District Education Boards (DEBs) playing a key role in the implementation of all education and skills development related functions and environmental health technicians (EHTs) in monitoring schools' performance in relation to health functions. EHTs are also foreseen as core support for Schools Health and Nutrition (SHN) Coordinators (teachers with assigned responsibility for SHN) at school level for all hygiene-related skills development. Compared to other line ministries MoGE and DEBs seem to be comparatively well placed at district level including post allocation and staff capacity.

The Ministry of General Education retains a core of functions over essential national strategy and policy development and ultimately has the authority to redesign the system of government and to discipline or suspend decentralized units (DEBs) that are not performing effectively.

At district level, democratically elected district councils are responsible for coordination of the decentralized structures.

With the fully devolved functions, WinS service delivery falls directly under the responsibility of the District Council, with DEBs represented. While the support functions and structures of line ministries at district level still need to be further defined and aligned, the DEBS and the SHN coordinators at schools are intended to play a key role in WinS service delivery supported by EHTs and District Water, Sanitation and Health Education (DWASHE) committee.

In line with the objective of the 7th NDP, the delivery of adequate, clean and safe water and sanitation in an integrated manner of service provision is strongly interlinked with Zambia's health delivery approach – including public institutions. At the same time, adequate facilities at schools must be an integral element of universal service coverage for water and sanitation.

At the district level, coordination of WinS with community WASH and provision of services to other public institutions falls under the responsibility of specific DWASHE committees, with a WASH focal point person within the district council.

While the councils are expected to raise part of their own revenue and receive grants from Central Treasury and line ministries to perform the devolved functions for water and sanitation service delivery in communities, WASH infrastructure at schools and early learning centres is to be budgeted under MoGE as service provision within school premises is within its core mandate. There is now a joint understanding in the sector that each school to be constructed is to be provided with WASH facilities in line with national standards. Existing school facilities are to be rehabilitated and upgraded over time as outlined under the ESSP.

Within a wider sector reform agenda, the National Water Supply and Sanitation Council (NWASCO), the sector regulator, is in the process of revising its regulatory framework to also

²¹ Cabinet Office, Decentralisation Secretariat. Decentralisation Implementation Plan (DIP) 2014–2017. Government of the Republic of Zambia, 2009.

include WinS. Focus will be placed on the regulation of service provision for onsite sanitation, fecal sludge management and water quality to ensure that water at school premises is clean and safe. Fecal matter generated by onsite facilities must be effectively contained, collected, transported, treated and disposed of in a safe manner to protect public health and the environment.

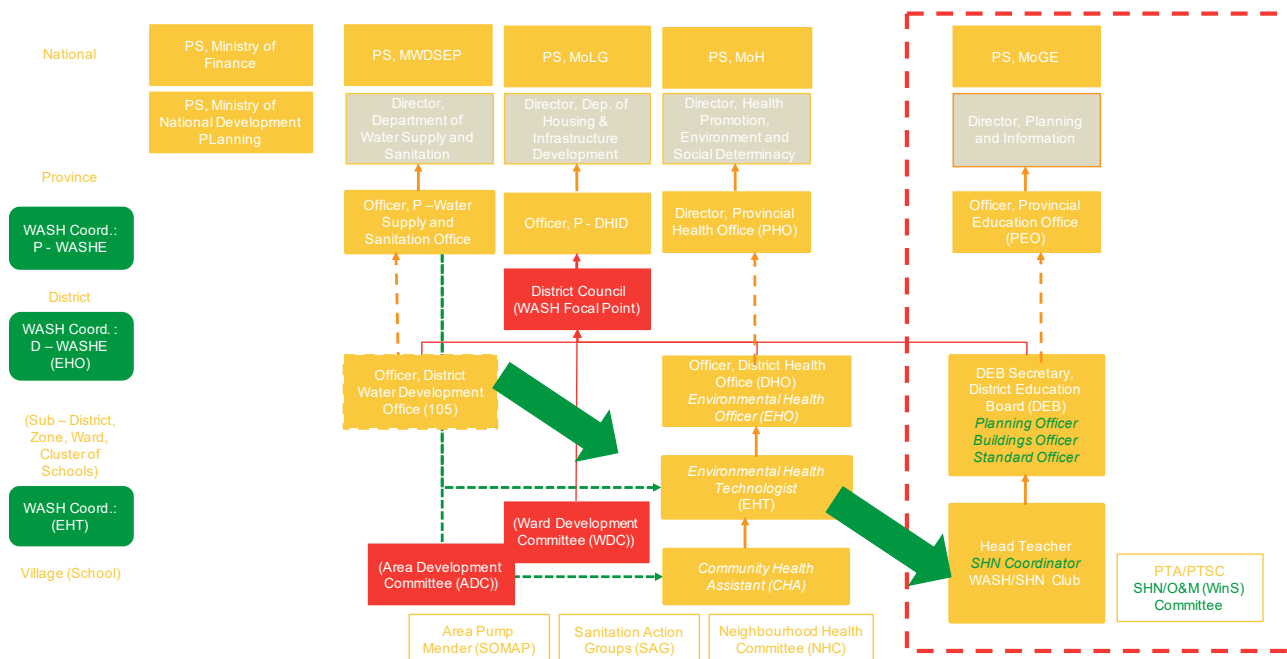


Figure 19: Institutional structure of WinS for different governmental tiers, taking note of decentralization and devolution of functions

5.2 WINS MONITORING

WinS is an integral part of the routine monitoring (monthly, termly and annually) of the learning achievements approach implemented by MoGE as critical indicator in the assessment of the quality of education delivery in Zambia. It provides for a routine, relatively fast method of capturing key school indicators including WinS. Efforts are currently underway to increase the scope of reporting on WinS-related education outcomes in greater depth, in line with localized SDG definitions for basic and advanced access to WASH.

Key WinS-related information collected includes:

- source of water;
- type of sanitation facility including functionality of infrastructure;
- hand-washing practice including the availability of soap;
- MHM practice including availability of sanitary towels, soap and disposal facilities;
- operation and maintenance including work plans and committee.

6 RISK MANAGEMENT

Risk/Impact Ratings: 1= low; 2 = medium; 3 = high; Rating = Risk x Impact

Table 4: Risks and risk mitigation measures

Risk	Likelihood	Impact	Rating	Mitigation
No or limited leadership by MoGE as lead ministry for the actual implementation of this strategy.	3	5	15	<ol style="list-style-type: none"> 1. Establish a national, multisector WinS sector working group as coordination mechanism in line with 7th NDP. 2. Specifically include WinS in MoU between MoGE and MoH on school health and nutrition. 3. MoGE shall assign dedicated WinS focal point within its national and provincial teams.
No or only limited uptake of the 'society as a whole' approach defined under this strategy.	2	3	6	<ol style="list-style-type: none"> 4. Disseminate this strategy to all key sector ministries such as MWDSEP/ MoH/ MoGE/ MoLG on national/ provincial/ district level as well as all district councils/ local authorities. 5. Include WinS formally in induction training of district-level MoGE staff and SHN coordinators to increase understanding of WinS approach (beyond infrastructure).
Revised ESSP does not adequately support implementation of WinS approach, including fund allocation.	2	3	6	<ol style="list-style-type: none"> 6. MoGE to ensure that WinS activities outlined under this Strategy are included in ESSP revision/ annual review and mutually supported.
Insufficient budget allocation or disbursement by MoF to MoGE for school infrastructure and O&M to implement all intended key measures.	3	3	9	<ol style="list-style-type: none"> 7. CPs, MoH and MoGE to collaborate in targeted advocacy for increased funding to MoGE in line with SHN approach highlighting linkage between WinS, nutrition and public health. 8. MoGE approaches MoF to ensure that adequate and timely funding (infrastructure grants and loans) is included in budgeting process, allocated and released in a timely manner. 9. WinS is integral part of all district-level WASH/ sanitation/ overall District Development Plans in line with this Strategy.
DEBS do not prioritize implementation of WinS.	2	3	6	<ol style="list-style-type: none"> 10. Sensitize political leadership at local level including PTAs to make water, sanitation and hygiene in schools a priority emphasizing the link to nutrition and public health. 11. Include WinS in induction of all key district staff.
DEBS receive inadequate guidance and technical support on implementation of this strategy.	2	3	6	<ol style="list-style-type: none"> 12. Organize national WinS learning exchange targeting provincial and district level staff, incl. DEBS. 13. Advocate among CPs to priorities WinS-related capacity development measures, incl. TVET.
SHN coordinators insufficiently engaged in implementation of WinS at school level.	1	3	3	<ol style="list-style-type: none"> 14. Strengthen role of EHTs in their role as technical link between SHN coordinator and district-level health staff. 15. Formalize and include WinS in SHN coordinator ToR.
EMIS/formal education reporting system fails to provide accurate and timely data in line with JMP definitions.	3	2	6	<ol style="list-style-type: none"> 16. Rationalize reporting cycle and expand the use of real time monitoring nationwide. 17. Incentivize accurate and timely report submission at school level.
Schools built only low-cost latrines of limited quality, risking sustainability of intervention	2	3	6	<ol style="list-style-type: none"> 18. Expand school monitoring by DEBS building officer and EHTs. 19. Provide incentives to schools to move up the sanitation ladder after initial low-cost/ basic infrastructure is constructed.

7 IMPLEMENTATION PLAN

7.1 STRATEGY MONITORING FRAMEWORK

The monitoring framework of this Strategy is strictly aligned with the monitoring of the 7th NDP and ESSP with a time frame up to 2021.

Table 5: Monitoring framework for National WinS Strategy

Overall Strategy Objective	Contribution to 7th NDP Outcome: Enhancing Human Development	Contribution to 7th NDP Programme Output	Contribution to ESSP
By 2030, to provide sustainable and equitable access to clean & safe water, sanitation & hygiene in all learning institutions	<p>Development outcome 2: improved education and skills development</p> <p>Strategy 1: Enhance access to quality, equitable and inclusive education</p> <p>Development outcome 3: improved access to water supply and sanitation</p> <p>Strategy 1: Enhance provision of adequate safe water and sanitation</p> <p>Strategy 2: Improve availability of water and sanitation infrastructure</p> <p>Strategy 3: Enhance provision of adequate solid waste management services</p>	No explicit contribution	<p>School environment:</p> <p>Target 4.a:</p> <p>Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments</p>
			<p>Proportion of schools with basic drinking water; single-sex basic sanitation facilities; and basic hand-washing facilities</p>

7.2 INTEGRATED COSTED IMPLEMENTATION PLAN

7.2.1 Estimated implementation costs for basic WinS infrastructure

The Government of Zambia has committed itself to achieve SDG 6 and 4. Table 6 depicts a least costs scenario based on 2018 access data targeting basic access for WinS in all schools by 2030.

7.2.2 Unit costs:

Basic sanitation: Cost-efficient design for rural areas (US\$500/ drop hole), and VIP brick-type latrines design for urban areas (US\$1,500 /drop hole), TPR 1:50, 1 per cent of schools have WWT, each school has at least 1 MHM-friendly toilet block (US\$2,500/ block)

Basic hygiene: Group hand-washing facility (US\$250)

Basic water: Hand pump (US\$5,000)

Figure 20: Overview least cost solution WinS basic service level

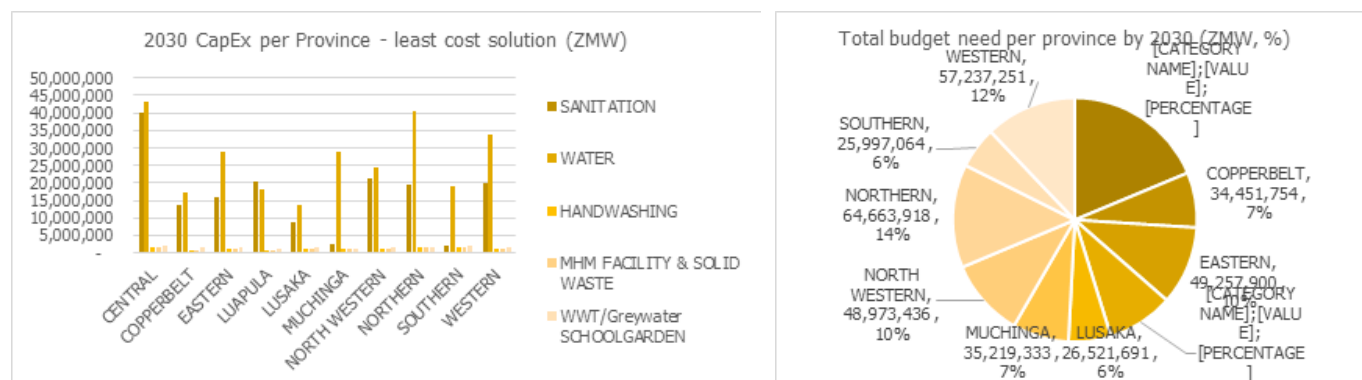


Table 6: CapEx: Capital expenditure estimates for water, sanitation and hand-washing infrastructure based in unit costs/ Province

TOTAL CapEx BASIC SERVICE LEVEL FOR ALL SCHOOLS by 2030<?>						
Province	ZMW	ZMW	ZMW	ZMW	ZMW	ZMW
Province	SANITATION	WATER	HAND-WASHING	MHM FACILITY & SOLID WASTE	WWT/Greywater SCHOOLGARDEN	
CENTRAL	40,005,093	43,317,737	1,486,012	1,486,012	2,071,999	88,366,854
COPPERBELT	13,678,665	17,106,945	926,572	926,572	1,812,999	34,451,754
EASTERN	15,982,885	28,943,241	1,259,387	1,259,387	1,812,999	49,257,900
LUAPULA	20,546,623	18,233,595	769,230	769,230	1,165,500	41,484,177
LUSAKA	8,721,921	13,726,996	1,324,137	1,324,137	1,424,500	26,521,691
MUCHINGA	2,685,057	29,046,841	1,160,967	1,160,967	1,165,500	35,219,333
NORTH WESTERN	21,080,439	24,527,293	970,602	970,602	1,424,500	48,973,436
NORTHERN	19,678,221	40,313,338	1,559,180	1,559,180	1,554,000	64,663,918
SOUTHERN	2,202,741	18,829,294	1,511,265	1,511,265	1,942,499	25,997,064
WESTERN	19,780,682	33,657,040	1,122,765	1,122,765	1,554,000	57,237,251
TOTAL (ZMW)	164,362,328	267,702,321	12,090,116	12,090,116	15,928,495	472,173,377
TOTAL (US\$)	12,692,075	20,672,000	933,600	933,600	1,230,000	36,461,275

7.2.3 Cost estimates based on consultative programming for each strategic outcome area

Under the leadership of MoGE, within a comprehensive stakeholder consultation process sector experts identified key activities to operationalize the Strategy.

Table 7 depicts operational cost estimates for 2020–2030.

Table 7: OpEx: Operational cost estimates per strategic pillar

	Outcome Area	#	Activities	Output unit (Indicator)	Number of units (by 2030)	Unit cost (ZMW)	Total cost (annual budget) (ZMW) 133,257,750
1	WinS ENABLING ENVIRONMENT for EDUCATION SYSTEMS						
		1	Facilitate increased budget allocation to MoGE in support of WinS infrastructure development	Increased budget allocation dedicated for WinS under Infrastructure (Target: 5% annually)	12	50,000	600,000
		2	Advocate for allocated budget release for WinS to MoGE	Allocated budget released (Target: 100% annually)	12	5,000	60,000
		3	Conduct WinS budget expenditure review incl. external support	WinS budget expenditure review available and disseminated (Target: 3 until 2030)	3	70,000	210,000
		4	Include WinS planning in district planning approach for WASH and education to support decentralization process	Number of districts which have district plans including dedicated WinS activities and budgets (Target: all districts=116)	116	10,000	1,160,000
		5	Establish WinS Sector Working Group in line with overall sector coordination for water, sanitation and hygiene at all levels (district, province and national) as integral part of existing WASH coordination (within WASHE)	Inter-sectoral working group is established under leadership of MoGE at all levels. (Target: all districts, all provinces, national = 116 +10 +1)	127	10,000	1,270,000
		6	Establish and maintain WinS UNIT COST data base informed by WASH in Schools project implementation for each district to predict future funding needs	District-based unit cost data base is established and regularly reviewed during JSR (Target: 116)	116	1,000	116,000
	Outcome Area	#	Activities	Output unit (Indicator)	Number of units (by 2030)	Unit cost (ZMW)	Total cost (annual budget) (ZMW)

2	ADVOCACY, MONITORING and EVALUATION						
		1	Engage with MoH to standardize a water quality monitoring protocol specific for schools and other learning institutions	Number of engagement meetings held with MoH (Target: Quarterly for 1 year)	12	50,000	600,000
		2	Revise EMIS questionnaire	Number of times questionnaire revised (Target: 1)	1	50,000	50,000
		3	Provide capacity-building for data collection, analysis and management	Number trained for data collection, entry, analysis and management (Target: 2 per district)	232	50,000	1,160,000
		4	Organize national WinS learning exchange	Number of national knowledge learning exchange events conducted (Target: 1)	1	100,000	100,000
		5	Integration of WinS activities into the JSR of WASH	Number of JSRs which comprehensively address WinS (Target: 1 annually) Reports on WinS	1	20,000	20,000
		6	Organize WinS advocacy media campaign	Number of WinS activities reflecting in JRS report (1 annually)	1	20,000	20,000
	Outcome Area	6	Organize WinS advocacy media campaign	Number of campaigns organized (Target: 1 annually)	1	80,000	960,000
3	INFRASTRUCTURE AND O&M						
		0	Implement/rehabilitate Wash in Schools infrastructure in all provinces (see CaPEX calculation for details)	Proportion of schools with access to (ESSP): basic drinking water; single-sex basic sanitation facilities; and basic hand-washing facilities (Target: 100% basic access)			472,173,377
		1	Develop and approve WinS National Standards (Guidelines) including water quality, water quantity, adequate and separate latrines for girls and boys and hand-washing facilities with soap and water; hygiene promotion and menstrual hygiene management facilities and supplies	WinS National Standards (Guideline) is approved by MoGE and disseminated to all schools in all provinces (Target: 1, all provinces, DEBS and schools = 10,200)	10,200	50	510,000

		2	Review WinS service provision models in line with mitigation approach and continuously expand WinS Technical Design Compendium including inclusive design and MHM-friendly toilets for girls	WinS Technical Design Compendium is developed and regularly updated (Annually)	10	20,000	200,000
		3	Include WinS approach and related technical design for different service delivery models in TVET/ university curriculum – including volunteer support to onsite sanitation maintenance	WinS is formally integrated in TEVET/ university teaching (Target: 1)	1	50,000	50,000
		4	Develop school-based income generation models to support O&M and procurement of renewables (i.e soap, cleaning material)	Realistic and localized WinS pilot income generation model is developed and implemented in support of O&M and procurements. (Target: 10, one in each province)	10	30,000	300,000
		5	To provide continuous professional development with regard to WinS engineering and construction capacity within the Zambian labour market	Existing skilled manpower trained and equipped in each province. (Target: WinS-specific training is conducted in each province = 10 targeting 50 people each)	10	100,000	1,000,000
		6	Identify PPP models for WinS in support of sustainable infrastructure operation and maintenance	Number of different PPP models identified (Target: 3)	3	50,000	150,000
		7	CapMainEx: Major repair of WinS infrastructure which cannot be covered by PTA	Number of schools which received support for major repairs	2,000	50,000	100,000,000
	Outcome Area	#	Activities	Output unit (Indicator)	Number of units (by 2030)	Unit cost (ZMW)	Total cost (annual budget) (ZMW)

4	CHILD PARTICIPATION, INVOLVEMENT OF PARENTS AND COMMUNITIES TO PROVIDE LIFE SKILLS BASED HYGIENE EDUCATION						
		1	Establish presence of WASH/SHN clubs as standard approach in all schools to facilitate and coordinate school-level learning and group activities around WinS through children's participation	Number of WASH/SHN clubs supported and established (Target: all schools: 10,167)	10,167	50	508,350
		2	Provide guidance to PTAs on how they can best support WinS activities in relation to establishment of infrastructure and life skills based hygiene education	WinS PTA guidelines developed and disseminated to all schools (Target: all schools: 10,167)	10,167	50,400	508,350 4,066,800
		3	Establish standardized training format for WinS	WinS standardized Training Manual developed (Target: 1)	10	50,000	500,000
		4	Train local WinS Master Trainers and establish data base of WinS Master Trainers established	WinS Master Trainer trainings are conducted in all provinces (Target: 10)	10	50,000	500,000
		5	Develop WinS School Learning Poster	Each school has a WinS poster displayed near hand-washing facility (Target: all schools: 10,167)	10,167	100	1,016,700
		6	Print & disseminate MHM Manual to all schools.	MHM Manual is printed and distributed to all schools (Target: all schools: 10,167)	10,167	75	762,525
	Outcome Area		Activities	Output unit	Number of units (by 2030)	Unit cost (ZMW)	Total cost (annual budget) (ZMW)

5	ENVIRONMENTAL HEALTH						
		1	Implement projects in each district on treatment and reuse of grey water	Number of schools which have grey water treatment and reuse projects integrated in MoGE school garden model approach and implemented (Target: 1,000 schools)	100	10,000	1,000,000
		2	Develop, showcase and implement concepts for solid waste management (solid waste collection, separation, treatment and reuse) at school level	Number of schools which have solid waste management concepts developed and implemented at school level in each district (Target: all schools: 10,167)	10,167	1,000	10,167,000
		3	Implement waste water treatment and safe reuse/ disposal facilities at school level in line with NWASCO's onsite sanitation standards	Decentralized wastewater treatment solutions (DEWATS) are implemented in schools (Target: 300 schools)	100	100,000	10,000,000

ANNEX 1: WINS-RELEVANT CONTENT OF KEY EDUCATION SECTOR GUIDELINES, PROGRAMMES AND PLANS

Table 8: WinS-relevant content of key education sector guidelines, programmes, plans

Key WinS-relevant education sector guideline, programme or plan	Overview of WinS-relevant content
Education Policy, 2011	<p><i>Policy Measures: Equity:</i> Ensure education institutions have adequate water, sanitation and hygiene facilities, for both female and male staff and learners, with due consideration to enrolment and the needs of children with disabilities;</p> <p><i>Primary/Secondary Schools:</i> Policy Objective: Ensure that all primary schools have clean and safe water points and adequate sanitation and hygiene facilities</p> <p><i>Care and Support for Teaching and Learning (CSTL) programme</i></p>

<p><i>Standards and Evaluation Guidelines (2015, rev. 2018)</i></p>	<p><i>School Grounds and Buildings (Page 46)</i> School buildings and upgrading of Infrastructure: Whenever an Education Board embarks on building or expanding a school, standard drawings provided by the School Infrastructure Section (SIS) should be used. In the event that an organization has its own drawings for the school, these must first be approved by SIS before they can be used.</p> <p>Water and Sanitation: Schools should comply with the standards set by the ministry concerning water closets and hand-wash basins for primary and secondary school learners: Girls: 1 toilet for 20 learners; At least 1 incinerator for the entire school; 1 hand basin for every 20 learners. Boys: 1 toilet for 25 learners; 1 x 60cm urinal for 25 learners; 1 hand basin for 25 learners. Disinfectants must be applied in all toilets/latrines at least once per day; Cleaning must be carried out once a day and a bar of soap should be available in each classroom, for use in the ablution blocks.</p> <p><i>Opening, Upgrading, Handing Over, Taking Over and Twinning of Schools: Sanitary Facilities (Page 40)</i> There should be adequate safe and clean water supply, Toilets (1 toilet per 20 girls and 1 toilet per 25 boys); Shower rooms; an incinerator and other refuse disposal facilities, such as rubbish pits and dustbins. For more details on specifications, refer to the chapters on school grounds and buildings and on school health and nutrition.</p> <p><i>Environmental Health and Sanitation (Page 92)</i> It is important that the school environment is kept clean, safe and conducive for effective learning. Each school should act as a model and teachers as role models. Therefore, the school should ensure the following: Regular supply of safe and adequate clean drinking water, soap and clean sanitary and hand-washing facilities that are gender friendly and well sited. Safe, clean and well-ventilated classrooms that are not overcrowded. Adequate room and appropriate furniture for teachers, learners and for those with special educational needs to access, sit and write comfortably. Availability of an adequate supply of emergency menstrual hygiene management materials at the school. A good and adequate refuse disposal system. Regular inspection of surroundings, structures and facilities and regular maintenance. Collaboration with the community in maintenance of school facilities. Collaboration with health personnel for guidance on environmental health issues and sanitation. Provision of information on the importance of good environmental health and personal hygiene. Guarding against sources of pollution.</p> <p><i>Health Promotion (Page 95)</i> Health promotion is the process of enabling people to increase control over, and to improve, their health. It is a comprehensive process that not only embraces actions directed at strengthening the skills and capabilities of individuals, but also actions directed towards changing social environmental and economic conditions. Health promotion impacts positively on public and individual health. Participation by all stakeholders is essential to sustain health promotion action. Therefore, on a regular basis, the school should ensure that: High standards of personal and environmental hygiene are observed at all times (including learners, teachers and other staff). There is participation of the community in all health promoting activities. Health checks and health services, e.g. deworming, are carried out regularly. Health promotion information is provided to the school and community through appropriate committees and outreach activities.</p>
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<p><i>Guidelines for the Implementation of the School Health and Nutrition Policy (2018)</i></p>	<p><i>Water Supply and Availability</i> ‘Access to safe and clean water is a basic human right’ Continuous supply of safe and clean drinking water, Adequate group hand-washing facilities, Conducting of supervised group hand-washing with running water and soap, Capacity-building – training of area pump menders (APMs) in operations and maintenance and masons for construction of appropriate sanitation facilities, Timely operation and maintenance of existing water sources.</p> <p><i>Personal Hygiene</i> Class teachers carry out basic physical examination of all the learners before they enter the classroom by observing the following: nails, hair, uniforms, teeth and ears, etc. The school collaborates with the health facility to screen the learners at least once a year on personal hygiene, Class teachers educate learners on best personal hygiene practices, Schools to engage parents in enhancing best personal hygiene practices both at school and home.</p> <p><i>Life Skills</i> SHN activities are learner centred, interactive and participatory in approach, Learners are equipped with psychosocial, practical, vocational, entrepreneurship and life skills, Stakeholders participate in teaching life skills, Sexual and Reproductive Health lessons are offered, Communities within its catchment are made aware of the importance of life skills.</p> <p><i>Sanitation</i> Adequate and clean sanitary facilities that are gender friendly and well sited, Sanitary facilities have access ramps and hand-bars for Children with special needs, Sanitary facilities that are menstrual hygiene management (MHM) friendly with lockable doors for privacy and disposal facilities for used menstrual materials, Availability of MHM materials for emergency purposes, Availability of personal protective equipment (PPE), e.g., gloves, to enhance cleaning of sanitary facilities, Educate learners on the practice of face washing with water and soap to prevent eye diseases such as trachoma and conjunctivitis, Sensitize learners on hygiene education and provide information on the importance of good environmental health and personal hygiene, e.g. hand-washing, MHM, solid waste and water management, Safe, clean and well-ventilated classrooms that are not overcrowded, Establishment of implementing committees such as SHN committees/ school WASH clubs with greater involvement of PTA and the general community to enhance community participation and promote ownership, Collaboration with health personnel for guidance on environmental health issues and sanitation, Frequent collection and/or disposal of waste to ensure a clean and well-maintained environment. The WASH activities implemented at the schools will be in line with the School-Led Total Sanitation (SLTS) programmes.</p>
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<p><i>Care and Support for Teaching and Learning (CSTL)</i></p>	<p>Water and sanitation is core element of CSTL approach in Zambia along with leadership, material support, psychosocial support, safety and protection, social welfare services, teacher support, curriculum, infrastructure, and health promotion.</p> <p>Essential Package: At the school level, the key features under CSTL, i.e. the 'essential package', include:</p> <ul style="list-style-type: none"> a) Safety and protection b) Social and welfare services c) Nutrition d) Curriculum support e) Teacher development and support f) Leadership and structures g) Health h) Community i) Infrastructure j) Material support k) Water and sanitation l) Psychosocial support.
<p><i>Child-Friendly School Standards</i></p>	<p>A rights-based, child-friendly (gender sensitive, inclusive) school has the following characteristics: It is healthy and protective of children; it ensures:</p> <ul style="list-style-type: none"> a) a healthy, hygienic and safe learning environment; b) adequate water and sanitation facilities and healthy classrooms; c) healthy policies and practices (e.g. free of abuse, corporal punishment and harassment); d) provision of health services, such as nutritional supplementation and counselling; e) provision of life skills-based health education; f) promotion of both the physical and the psychosocial health of learners; g) helps to defend and protect all children from abuse and harm; h) provision of positive experiences for children. <p>Schools should comply with the following MoGE standards concerning water, closets and hand-wash basins for primary and secondary school learners:</p> <p>Girls 1 toilet for 20 learners; At least 1 incinerator for the entire school; 1 hand basin for every 20 learners.</p> <p>Boys 1 toilet for 25 learners; 1 x 60cm urinal for 25 learners; 1 hand basin for 25 learners. Disinfectants must be applied in all toilets/latrines at least once per day; Cleaning must be carried out once a day and a bar of soap should be available in each classroom, for use in the ablution blocks.</p>
<p><i>National Education and Skills Sector Plan (2017–2021)</i></p>	<p>School Environment 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</p>
<p><i>Operational Guidelines for Community Schools (2014)</i></p>	<p>Infrastructure Development A water point shall not be located in a radius of less than 60 meters from the pit latrine and not more than 500 meters from the school. A water point – hand pump shall cater for up to 500 people. The pupil latrine ratio shall be 1:20 for girls and 1:25 for boys. The MoGE shall provide for a girl- and disability-friendly design for a pit latrine/ablution block</p>

ANNEX 2: WINS-RELEVANT CONTENT OF KEY WATER AND SANITATION SECTOR GUIDELINES, PROGRAMMES, AND NATIONAL DEVELOPMENT PLANS

Table 9: Key content of national water supply, sanitation and solid waste management policy and implementation plan and its linkage to WinS²²

<p>Objectives:</p>	<ul style="list-style-type: none"> • To develop and maintain the capacity, systems and operational frameworks necessary for improved quality, efficiency, security, sustainability and effectiveness of water supply, sanitation, hygiene promotion and solid waste management service delivery. • To provide a framework for improved resource planning, mobilization, utilization and reporting for sustainable and equitable service delivery. • To promote the use of appropriate technology in WSS and SWM for effective and efficient service delivery, without adverse environmental impacts and improved community health. • To enhance and optimise implementation of governance structures, financing mechanisms, regulation, standards and guidelines for WSS and SWM for enhanced and sustainable service delivery. • To mainstream issues of Governance, HIV and AIDS, Gender, Disability, Elderly, Nutrition, Environment, Climate Change, Water Security and Disaster Risk Management in order to ensure equity, social inclusion and environmental sustainability of all WSS and SWM activities.
<p>Key Policy Measures of National Water Supply, Sanitation and Solid Waste Management Policy relevant for WinS</p>	<ul style="list-style-type: none"> • Strengthen sector coordination at National, Provincial, district and school levels. • Establish and prioritize a Water Sector wide financing mechanism for WSS and SWM. • Develop and strengthen an M&E system. • Develop and implement optimal systems for sustainable community participation and social safeguard in WSS and SWM; • Undertake continuous development and implementation of strategies and approaches to achieve household sanitation and open defecation free (ODF) status on a sustainable basis; • Promote provision of adequate child-friendly, disability-friendly and gender-sensitive facilities and hygiene promotion material for schools and other public institutions and places; • Develop and implement a communication and advocacy strategy for WSS, HP and SWM.

²² Ministry of Local Government and Housing. *National Water Supply, Sanitation and Solid Waste Management Policy and Implementation Plan*, 2018.

Table 10: ODF Zambia National Strategy 2018–2030: school health and nutrition approach in support of strengthening water supply, sanitation and hygiene promotion with an integrated health and nutrition focus at schools as outlined in the ODF Zambia National Strategy²³

Rationale	<p>Adequate, clean, gender-friendly and inclusive sanitary facilities support changing social norm of eliminating open defecation, while at the same time, facilitating school health and increase school attendance especially for girls and female adolescents. WASH activities implemented at the elementary schools shall be aligned with a contextualized ‘3Star WINS approach’ which includes hygiene education, sensitization and provision of information on the importance of good environmental health and personal hygiene, including hand-washing, and MHM. The 3Star WINS approach is embedded in Zambia’s child-friendly school (CFS) concept as well as care and support for teaching and learning (CSTL) approach promoted by the Ministry of General Education (MoGE).</p> <p>Encouraging partnerships among schools, parents, communities and children in all aspects of the education process will facilitate the changing of social norms towards an open defecation free environment. Sanitation and hygiene at secondary schools shall be targeted by a dedicated gender-sensitive hygiene and sanitation curriculum and related gender-sensitive and inclusive WASH facilities.</p>
Specific Objectives	<p>School Health and Nutrition: To coordinate with MoGE on promotion of physical and emotional health of learners by addressing their key nutritional and health care needs including sanitation and hand-washing with soap in line with the child-friendly school (CFS) approach and care and support for teaching and learning (CSTL).</p> <p>WASH in Health Care Facilities: To coordinate with MoH on access and use of basic improved WASH facilities in each HCF.</p> <p>Inclusion: To provide sanitation facilities that are continuously accessible for people with special needs.</p> <p>MHM: To provide sanitation facilities that are MHM friendly, including disposal facilities for used menstrual materials and availability of menstrual hygiene management materials such as sanitary pads for emergency purposes.</p> <p>Operation & Maintenance: To ensure sustainable, effective, efficient, safe operation and maintenance of all WASH facilities in all schools and HCF.</p> <p>Participation: To enhance community participation and promote ownership in School Health and Nutrition/WASH in HCF.</p>

Table 11: NRWSSP: WinS as one of the specific objectives²⁴

<p>Vision</p> <p>Mission</p> <p>Overall Objective</p>	<p>Vision: All of Zambia’s rural population have sustainable and equitable access to safe water supply and proper sanitation to meet basic needs for improved health and alleviating poverty.</p> <p>Mission: Promoting sustainable provision of affordable and socially acceptable safe water supply and proper sanitation facilities to the rural population in Zambia.</p> <p>Overall Objective: The overall objective of the NRWSSP II is: ‘facilitation of sustainable and equitable access to safe water supply and proper sanitation to meet basic needs for improved health and poverty alleviation for all of Zambia’s rural population in line with the Vision 2030 and the Sustainable Development Goals for water supply and sanitation.’</p>
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²³ Ministry of Water Development, Sanitation and Environmental Protection. *Open Defecation Free Zambia Strategy 2018–2030*, 2018.

²⁴ Ministry of Water Development, Sanitation and Environmental Protection. *Second National Rural Water Supply and Sanitation Programme*, 2017.

Specific Objectives	<ul style="list-style-type: none"> • To increase and improve the number of functioning WS facilities in rural areas through systematic investments in new facilities and rehabilitation of existing facilities on the basis of a single comprehensive national RWSS programme; • To increase and improve the number of proper sanitation facilities in rural areas through the promotion of household latrine construction, health and hygiene education, and strategic demonstration facilities; • To increase and improve the number of functioning school WASH facilities in rural areas; • To improve performance of the RWSS subsector in planning, implementation and operation and maintenance of RWSS facilities through policy and institutional reforms, capacity-building, comprehensive and sustainable management information system and effective advocacy and communication; • To increase and improve solid waste management services.
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Component	Outcome / Result
Component 1: Water Supply	<p>Increased number of people in rural areas accessing safe water supply.</p> <p>Increased functionality of water points.</p>
Component 2: Sanitation and Hygiene	<p>Increased number of people in rural areas using adequate sanitation facilities.</p> <p>Sanitation and hygiene promotion programmes in all districts achieving behavioural change in sanitation practices and improved utilization of sanitation facilities.</p> <p>Increased number of rural schools including hygiene promotion in their curricula.</p> <p>Increased number of rural schools achieving national standards for sanitation coverage and hygiene levels.</p> <p>Increased percentage of rural households who dispose of household rubbish in an adequate way.</p> <p>Clean and safe environment, devoid of litter.</p>
Component 3: Sector Development	<p>Improved sector performance and reporting.</p> <p>Improved information management and dissemination.</p> <p>Improved efficiency and effectiveness in project delivery.</p> <p>Increased climate resilience.</p>

