



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

THE WASH IN SCHOOLS TARGET CHALLENGE

Rotary members are invited to participate in the WASH in Schools Target Challenge, a program created to motivate Rotary clubs to develop a comprehensive and sustainable water, sanitation, hygiene (WASH), and education project using the expertise and resources associated with two of Rotary's areas of focus: basic education and literacy, and water and sanitation.

In this pilot phase, the program runs through June 2020 in five countries chosen for their strong, active involvement in school water, sanitation, hygiene, and education efforts: Belize, Guatemala, Honduras, India, and Kenya. The aim is to improve school attendance and education outcomes through the provision of sustainable WASH services and education initiatives.

This framework will serve as a guide for your project, outlining the activities required for Target Challenge recognition.

RECOGNITION LEVELS: A THREE-STAR APPROACH

The first two levels (Rotary One Star and Rotary Two Stars) set benchmarks for water and sanitation facility upgrades, hygiene education, and teacher training, along with key behavior-change components; the third level (Rotary Three Stars) emphasizes incorporation into government initiatives and enhancements to the curriculum. Successful completion of a Rotary One Star project will earn clubs district-level recognition; completion of the Rotary Two and Three Star requirements will earn recognition from Rotary International and UNICEF.

PREREQUISITES

 Activities	 Results	 Validation	 Suggested Rotarian Participation
<p>School's needs are assessed</p>	<p>Project planning and design are informed and appropriate</p>	<p>Community assessment results</p>	<p>Conduct a school needs assessment, or collaborate with another organization to do so</p>
<p>School management committee (SMC) is formed if one doesn't already exist</p>	<p>Governing body present with whom Rotarians can liaise and will continue responsibilities after project cycle ends</p>	<p>List of committee members and a formal agreement that specifies roles and responsibilities, level of accountability, etc.</p>	<p>Work with school directors to form a committee if none exists</p>
<p>All stakeholders, including local education, public services, health, and municipal management officials, are consulted</p>	<p>Education and municipal offices are aware that Rotarians are undertaking the project</p> <p>There is local support for the project</p> <p>Information on local, regional, and national WASH in Schools activity is gathered</p>	<p>Letter of project acknowledgment by local officials</p>	<p>Meet with multiple stakeholder groups to discuss key school-related issues</p>
<p>Baseline data are collected before interventions are implemented</p>	<p>Data can be used to evaluate intervention success</p>	<p>Records of preliminary data</p>	<p>Gather school-specific data from local organizations</p> <p>Survey schools and conduct observations as explained in the indicator definition sheet</p>

 Interventions	 Results	 Validation	 Suggested Rotarian Participation	 Required Measurements <small>(to be taken every six months unless otherwise specified)</small>
School management committee (SMC) capacity is built	Decisions serve all populations (students, parents, teachers, and staff of both genders) Community has ownership of project activities	List of SMC meeting dates and times Confirmation that SMC roles and responsibilities are fulfilled	Meet with SMC regularly and provide training in governance and financial management as needed Educate SMC in the management of water, sanitation, and hygiene in schools to share knowledge with larger community	SMC has been constituted Number of SMC meetings with 50% or more attendance
Long-term costs and revenue are determined for all WASH services, education, and training	Costs and revenue resources are considered and planned for Costs of water, sanitation and hygiene services, training, and education are in line with national standards	Long-term financial plan that includes costs and revenues for all WASH infrastructure, education, and training	Promote and teach long-term financial planning with school management committee and government officials	No measurement required
Operation and maintenance management (O&M) plan is created	School is prepared for the maintenance and repair needs of installed infrastructure Supply chains are identified	Documented O&M plan	Ensure that O&M plan is created Train school management committee in developing an O&M plan Arrange for technical training in maintenance	Presence of written O&M plan at school (one time) Presence of a maintenance fund for latrine, waste, and water management (one time)
Menstrual hygiene management (MHM) plan is created	School is prepared for and understands MHM needs, limitations, and priorities	Documented MHM plan	Train teachers and administrators in MHM Influence governmental agencies to include MHM training in national teacher training programs Advocate for government to include MHM in annual budgets	Presence of written MHM plan at school (one time)



Interventions



Results



Validation



Suggested Rotarian Participation



Required Measurements (to be taken every six months unless otherwise specified)

Teachers take daily attendance

Teachers keep track of student attendance regularly

Photos or copies of attendance records

Train school management committee in record keeping and accounting

Proportion of teachers reporting daily classroom attendance

All teachers are trained and can teach hand washing

Teachers can teach hygiene topics using interactive methods
Teachers ensure that hand washing is done regularly at critical times

Rotary chart for training
Teacher training pretests and posttests

Train teachers or work with other organizations to do so
Follow up with teachers to see if training was successful

Proportion of teachers trained in hand washing and group hand washing practices
Demonstrated understanding of topic as indicated by higher score on posttest (one time, though follow-up trainings are recommended)

Hand washing facilities with soap or ash and water are available near the toilets

Children have access to a hand washing station, whether it's a permanent structure or a temporary solution, such as a tippy tap

Photos of functional hand washing facilities with soap or ash available
Photos of hand washing facilities close to latrines

Support construction of facilities
Support planning to make soap or ash and water available

Functioning hand washing facilities located near the school toilets
Soap or ash and water are available at the hand washing facilities the day of the visit

Daily supervised group hand washing with soap or ash takes place, normally before the school meal

Students learn to wash hands with soap or ash at critical times, such as before eating and after toilet use
Group hand washing sessions provide a time to deliver hygiene messages

Photo or video of supervised group hand washing session

Spot monitoring
Training of student leadership groups and dissemination of hygiene messages

Soap or ash and water are available at group hand washing station, or are readily available
Proportion of classrooms participating in daily supervised hand washing
4 out of 5 children can demonstrate proper hand washing and explain critical times and reasons



Interventions



Results



Validation



Suggested Rotarian Participation



Required Measurements (to be taken every six months unless otherwise specified)

Access to improved, low-cost water supply is located near the school

Obtaining water does not interfere with class time

Photos of all water systems

If needed, support installation and selection of a water source(s), including construction, selection of contract work, and ensuring training is provided for technicians or maintenance staff

The school has water from an improved source(s) (source provides a sufficient quantity — 5 liters per student per day)

Gender-segregated, improved sanitation is functional

Females have a private space for their sanitation and menstrual hygiene management needs

Students are not forced to defecate in the open or hold back bathroom needs while at school

Fecal-oral transmission of disease is reduced

Photos of gender-segregated, improved sanitation facilities

Qualitative assessment conducted with teachers and students reporting on the condition of sanitation facilities

Plan construction that anticipates the requirements of two- and three-star improved sanitation

Identify contractors

Discuss challenges faced by girls and women and the potential solution of gender-segregated toilets

Proportion of toilet facilities that are accessible to children with disabilities

Proportion of improved toilets and urinals that are in use at the school

Toilets are gender-segregated

Girls' toilets are private, with water and covered bins available inside

Proportion of latrines constructed/available for boys

Proportion of latrines constructed/available for girls

Proportion of latrines that are functional for boys

Proportion of latrines that are functional for girls

Number of urinals available

 Interventions	 Results	 Validation	 Suggested Rotarian Participation	 Required Measurements <small>(to be taken every six months unless otherwise specified)</small>
<p>Students who do not come to school regularly are contacted and a response plan created</p>	<p>Attendance increases Students feel more valued Students are encouraged to make up homework when absent</p>	<p>Attendance records with an explanation of absenteeism Plans from teachers for how to deal with reoccurring absenteeism</p>	<p>Facilitate a workshop for teachers on how to manage absenteeism</p>	<p>Proportion of students attending school monthly Documented reasons why students are not attending school</p>
<p>Technical training provided to support operations and maintenance activities</p>	<p>A knowledgeable person is designated to maintain and repair WASH systems as needed</p>	<p>Technology training plan to build technical expertise</p>	<p>Provide technical training for technicians Follow up with technician to see if subsequent training is needed</p>	<p>Demonstrated competence and knowledge through hands-on demonstration at the end of training (one time)</p>
<p>Operation and maintenance management plan is executed</p>	<p>Regular maintenance tasks are completed as scheduled School facilities are cared for to ensure long-term functionality Toilets are more likely to be used because they are clean Consumables (water, soap, brooms, toilet paper, etc.) are available in, or within 5 meters of, toilet facilities Positive hygiene behaviors are reinforced through active participation in cleaning of toilets</p>	<p>Maintenance logs Periodic photos of infrastructure that is clean and functional Qualitative assessment conducted with teachers and students that indicate if toilets are consistently clean and functional</p>	<p>Conduct regular maintenance tasks Interview students and teachers about the functionality of all WASH systems Spot monitor facilities Work with parent groups and schools to make soap, if it is not available Identify and secure affordable supply chains for consumables Ensure that training is ongoing Review facilities periodically Convene school officials to evaluate and discuss the results and further action related to the upkeep of WASH facilities</p>	<p>Proportion of latrines that are clean and well maintained A system for monitoring school sanitation facilities is in place, and adequate materials (water, soap, brooms, etc.) are available</p>



Interventions



Results



Validation



Suggested Rotarian Participation



Required Measurements (to be taken every six months unless otherwise specified)

Teachers are trained in hygiene and menstrual hygiene management (MHM) education

Teachers can apply hygiene and MHM lessons into life skills class (if applicable)
Teachers can comfortably teach lessons to boys and girls through reinforced classroom management lessons

MHM teacher training curriculum
Pretest and posttest results

Write teacher training curriculum or conduct the training (Rotarians with expertise in education)
Seek out cooperating organizations to facilitate training

Proportion of teachers who have received MHM training with an emphasis on counseling, linkages with reproductive health, and life skills
Demonstrated understanding of menstrual hygiene and its management through scores on pretests and posttests

Menstrual hygiene management (MHM) plan is implemented through infrastructure and a supportive environment

Girls feel more comfortable and welcome at school
Girls have a safe and healthy school environment
Taboos around menstruation are addressed

Photos of MHM friendly infrastructure and materials made available for girls
Interviews with girls and female teachers that assess whether their MHM needs (if required) are met

Assist in MHM trainings for adolescent girls, boys, and teachers
Work with school management committee to create a plan to continue advocating for the government to include MHM in national standards
Mentor small business owners to create business plans to make and distribute sanitary napkins that are reusable
Meet with parents to discuss how to address girls' attendance during menstrual cycle

Proportion of girls and female teachers reporting that facilities meet their MHM needs
Girls' toilets are private, with water and covered bins available inside
Number of private spaces with water and a covered bin for girls and female teachers to manage menstrual hygiene needs



Interventions



Results



Validation



Suggested Rotarian Participation



Required Measurements

(to be taken every six months unless otherwise specified)

Safe drinking water is available on school premises and, if needed, is treated using a low-cost method

Children and staff have sufficient water for drinking, cooking, cleaning, and sanitation needs

Photos of low-cost point-of-use treatment

Written justification for technology selections

Support installation and selection of treatment technology

Ensure that technicians or maintenance staff are trained in treatment technology

Water from an improved source(s) are available on school premises (from the source directly or stored) on the day of the survey/questionnaire

Drinking water facility is functional

Water for drinking is treated at the school

Students report water source(s) provide a sufficient — as defined by 5 liters per student per day — quantity of water for the needs of the school (i.e., for drinking, cleaning, washing, food preparation)

Facilities are used by all children

The school environment is healthier

Behavior changes in positive ways

Open defecation in or near the school is eliminated

Qualitative report in which teachers and students indicate that toilets are consistently functional, clean, and accessible

Report observation: spot checks of latrines for signs of use, observation of students walking to the toilets, “fresh” toilet paper in hole, water on floor, etc.; no signs of open defecation

Interview students and teachers about their sanitation habits and perceptions of sanitation systems on school premises

Conduct spot checks

Proportion of students that report using the latrines at all times for urination and defecation

★ ★ ★ **ROTARY THREE STARS** Validated by Rotary International and UNICEF

 Interventions	 Results	 Validation	 Suggested Rotarian Participation	 Required Measurements <small>(to be taken every six months unless otherwise specified)</small>
<p>WASH lessons are integrated into classroom curriculum with corresponding teacher training</p>	<p>Teachers have more confidence in curriculum comprehension and execution in the classroom and know how to adapt lessons to different contexts</p>	<p>Adapted curriculum examples</p>	<p>Arrange teacher training through a local government office or cooperating organization</p>	<p>Proportion of teachers reporting curriculum enhanced with WASH lessons (one time)</p> <p>WASH promotion is part of the school curriculum (one time)</p> <p>Number of refresher trainings on relevant topics attended by teachers per year</p>
<p>WASH facilities meet national standards or suggested guidelines (where national standards do not exist or are not comprehensive, the recommended World Health Organization global standards should be discussed with government partners to identify context-appropriate standards)</p>	<p>Facilities meet national standards for quantity and quality</p>	<p>Chart comparing national standards to total number of functional facilities at school</p> <p>Water quality report that shows that appropriate water standards have been met for at least six months and regular quality testing is planned for after the project</p>	<p>Promote national standards continuously</p> <p>Continue advocating with the government at various levels for allocation of funding for operation and maintenance</p> <p>Share national standards with school management committee</p> <p>Test water quality and develop basic protocols for schools to follow</p> <p>Publicize schools that achieve national standards</p>	<p>All WASH facilities meet national standards for quality, cleanliness, functionality, and quantity</p> <p>Water quality meets national standards for E. coli (and chemical contaminant of major concern)</p>

 Interventions	 Results	 Validation	 Suggested Rotarian Participation	 Required Measurements <small>(to be taken every six months unless otherwise specified)</small>
School management committee (SMC) determines whether schools are meeting WASH in Schools national standards and report data to the government	SMC is confident in its knowledge of national standards and takes ownership of the school's ability to maintain standards	Copy of the monitoring data that is submitted to the ministry of education or a similar entity biannually	Meet with SMC as needed if communication with government breaks down, and mediate if necessary	No measurement required
Resources and government support for improved education and WASH conditions are secured	The government supports WASH in Schools programs	Report on stakeholder meetings with lists of attendees Evidence of support from government or other permanent entities in the country to ensure continuous education and WASH services	Facilitate risk analysis	No measurement required
Transference of behavior change and outreach to the community surrounding the school	Students are viewed as hygiene and sanitation leaders in their communities Communities adopt best hygiene practices Schools are viewed as models of the community	Long-term plan for continued education and WASH services	Organize campaigns and publications centered around healthy practices Build children's capacity to transfer messages to parents and peers	No measurement required



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