

WASH IN SCHOOLS IN FOCUS



COUNTRY EXAMPLES OF
PANDEMIC PREPAREDNESS AND
RESPONSE THROUGH THE LENS OF
ENABLING ENVIRONMENT MATRIX



WASH
IN SCHOOLS
NETWORK

INTRODUCTION

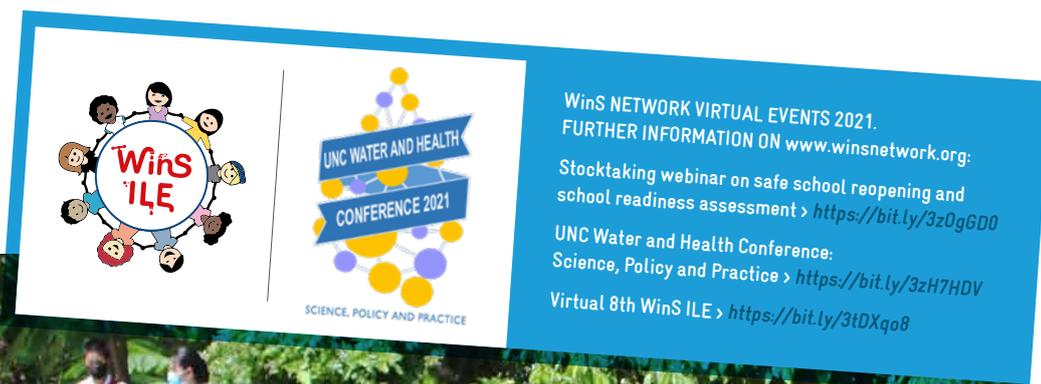
Water, Sanitation and Hygiene (WASH) in schools, or WinS is a critical component for the safe operation of schools and pandemic preparedness, response and control. The COVID-19 pandemic forced Ministries of Education to take action and make timely delivery of WASH a reality in schools.

The WinS Network sponsored and facilitated several virtual events in 2021 with the aim to share global examples. These events included:

- > A stocktaking webinar on safe school reopening and school readiness assessment – global perspective and examples held on 28th September 2021
- > The University of North Carolina (UNC) Water and Health Conference: Science, Policy and Practice, held from 4–8th October 2021
- > The virtual 8th Wins International Learning Exchange (ILE) from 16–18th November 2021.

Links for the events can be found below.

For each ILE, participating country delegations composed of Ministries of Education, school health departments and development partners, collect, analyse and report information using the Enabling Environment (EE) matrix – an important tool for guiding assessments of WinS-related conditions within a country.



WinS NETWORK VIRTUAL EVENTS 2021.
FURTHER INFORMATION ON www.winsnetwork.org:
Stocktaking webinar on safe school reopening and school readiness assessment > <https://bit.ly/3z0gGD0>
UNC Water and Health Conference: Science, Policy and Practice > <https://bit.ly/3zH7HDV>
Virtual 8th WinS ILE > <https://bit.ly/3tDXqo8>



WHAT IS ...

... AN ENABLING ENVIRONMENT?

An Enabling Environment is a set of interrelated sector functions that impact the capacity of governments and public and private partners to engage in the WASH service delivery development processes in a sustained and effective manner.

WASH Guidance Note, UNICEF (2016), <https://uni.cf/3v8jlyk>

... THE EE MATRIX?

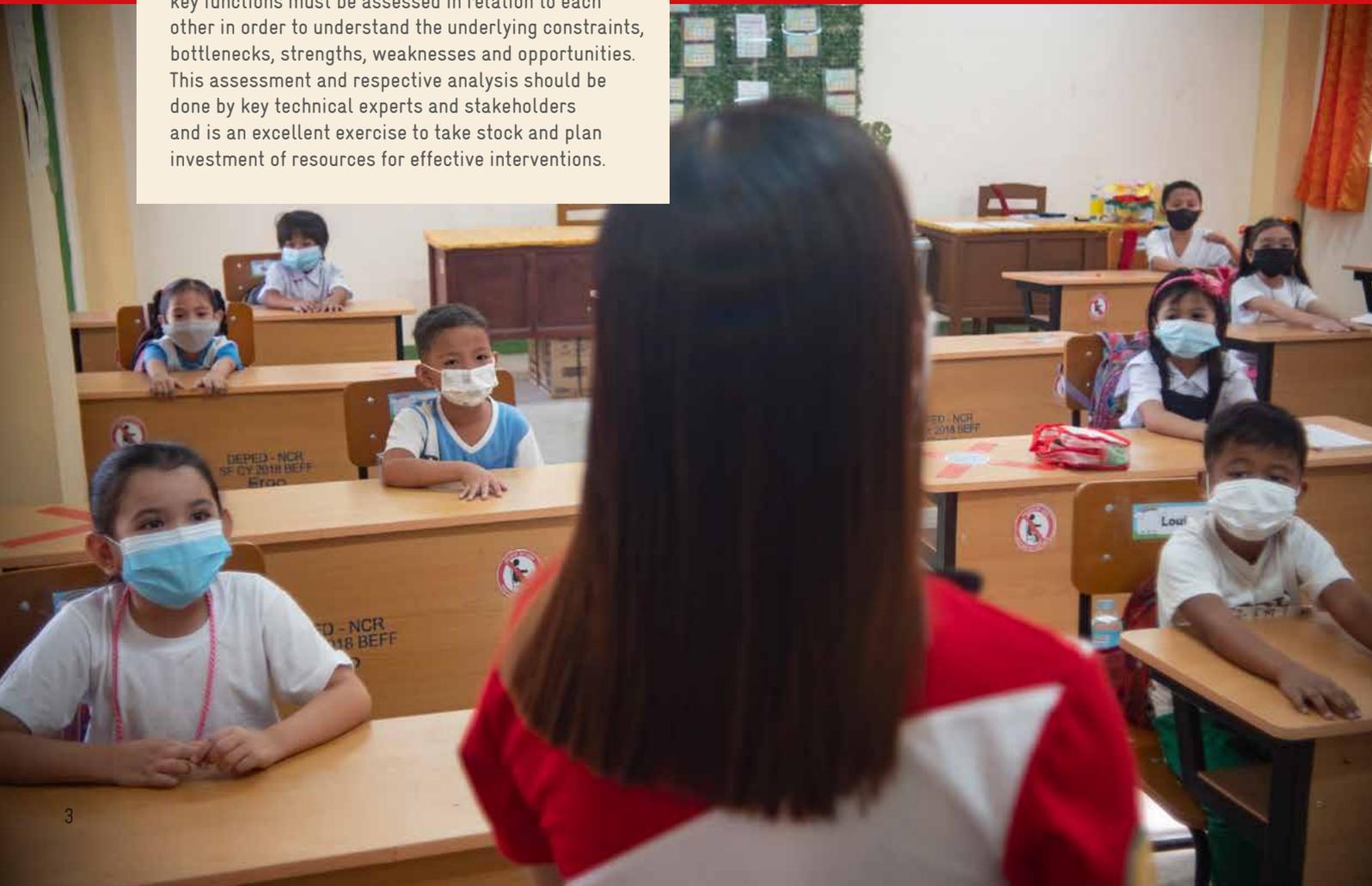
The EE matrix sector functions are grouped and aligned with Sanitation and Water for All (SWA) building blocks as follows:

EE Matrix Sector Functions	SWA Building Blocks
> POLICY AND PLANNING	SECTOR POLICY AND PLANNING
> BUDGET AND EXPENDITURE	SECTOR BUDGETING AND FINANCING
> MONITORING AND EVALUATION	PLANNING, MONITORING AND REVIEW
> IMPLEMENTATION ARRANGEMENTS	INSTITUTIONAL ARRANGEMENTS
> CAPACITY DEVELOPMENT	SECTOR CAPACITY DEVELOPMENT

Effecting positive change in WinS performance requires a system-wide approach that tackles several sector functions. Therefore, to address problems, key functions must be assessed in relation to each other in order to understand the underlying constraints, bottlenecks, strengths, weaknesses and opportunities. This assessment and respective analysis should be done by key technical experts and stakeholders and is an excellent exercise to take stock and plan investment of resources for effective interventions.

... A FOCUS ON GLOBAL EXAMPLES?

Examples of good practices from eight countries are included in this report. The country examples are presented through the lens of the Enabling Environment (EE) matrix. By illustrating the examples using the EE matrix, this publication aims to encourage Ministries of Education and development partners to realise the potential of the tool for providing guidance for system-wide WinS improvements.





COUNTRY GOOD PRACTICES



POLICY AND PLANNING

Policy guidance on WinS implementation were generally in the form of protocols, standard operating procedures (SOPs) or guidelines to ensure that children could learn in school safely during the pandemic. Often, protocols took a phased approach with instructions for before a school reopened, during the reopening process and after schools had reopened. The standard guidance supported assessments of handwashing facilities with water and soap, basic drinking water and sanitation. New directions were added for increased handwashing routines at defined times, physical distancing, mask wearing, disinfection and cleaning routines, in accordance with WHO and UNICEF's global protocols. (<https://uni.cf/3bM6a0d>).

Previously, converting these WinS policies and plans into practice had been a slow process, but COVID-19 pandemic triggered a heightened awareness and demand for water supply and handwashing facilities with soap in schools. Combined with the acute needs in many schools, Ministries of Education had to put these plans quickly into action. For example, Ecuador established hygiene protocols as part of the phased national plan to support safe return to school. In Solomon Islands, the WinS pandemic response was led by the Ministry of Education and Human Resource Development with support from development partners such as UNICEF to reach unserved schools. Indonesia's example, as part of its collaboration with GIZ and the **Hygiene and Behaviour Change Coalition (HBCC)**, demonstrated tangible ways ministries supported schools to expedite implementation of guidelines and compliance with hygiene protocols.

Notwithstanding the traction gained as a result of the COVID emergency, poor dissemination of guidelines, low prioritisation by school officials and low capacity within some Ministries of Education remain pervasive challenges as reported by participating ILE countries.



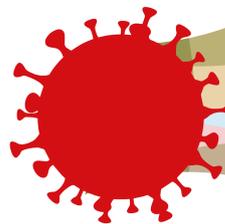
ECUADOR IN FOCUS

POLICY AND PLANNING



Faced with the task of bringing **4.4 million** primary and secondary students safely back to over **16,000** schools in Ecuador, the Ministry of Education with support of the Ministry of Public Health and development partners (<https://bit.ly/3MB9zkl>) undertook online assessments of WinS facilities.

With an impressive **95%** response rate from **15,655** public and private schools within **10** days, the government was able to establish a national situational WinS analysis and developed corresponding guidance for hygiene protocols which formed part of a phased return to school. In implementing the plan, priority was given to rural schools without access to basic water and hygiene.



In addition, **22,000** teachers received expedited training on the implementation of national hygiene protocols prior to schools reopening¹. [1]

4 QUALITY EDUCATION



The situational analysis from the online assessment also underscored the huge financial gap required to ensure that all schools in Ecuador met the **SDG4a** targets.

¹) 'Updates and lessons learned on WASH in Schools and safe school reopening during COVID-19, Ecuador', presented at the 13th annual Water and Health Conference, UNC Water Institute, by Mr. Koenraad Vanraeynest, WASH Specialist, UNICEF Ecuador.



Examples or best practices for safe school reopening and operations played a critical role in building the capacity and increasing the confidence of schools to comply with global recommendations and national policies on pandemic preparedness and response (PPR).

The Indonesian Ministry of Education, Culture, Research, and Technology (MoECRT), supported by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) through the Hygiene and Behaviour Change Coalition (<https://bit.ly/3w40kCW>), developed a series of booklets and checklists on PPR guidelines in schools (<https://bit.ly/3PfQ42s>).

INDONESIA IN FOCUS

POLICY AND PLANNING

These gave clear guidance to schools on how to put the protocols into practice. They helped school managers to implement and develop PPR routines in a school setting. They were widely disseminated nationwide through various channels, including the MoECRT website, and printed copies were distributed to 514 districts as well as during training of trainers for school health programme activities.



A short orientation video on these booklets (<https://bit.ly/3PiQV2h>) showcased actual experiences of safe school reopening from model schools. The video was launched nationally to use during cascaded training of trainers at sub-national level.

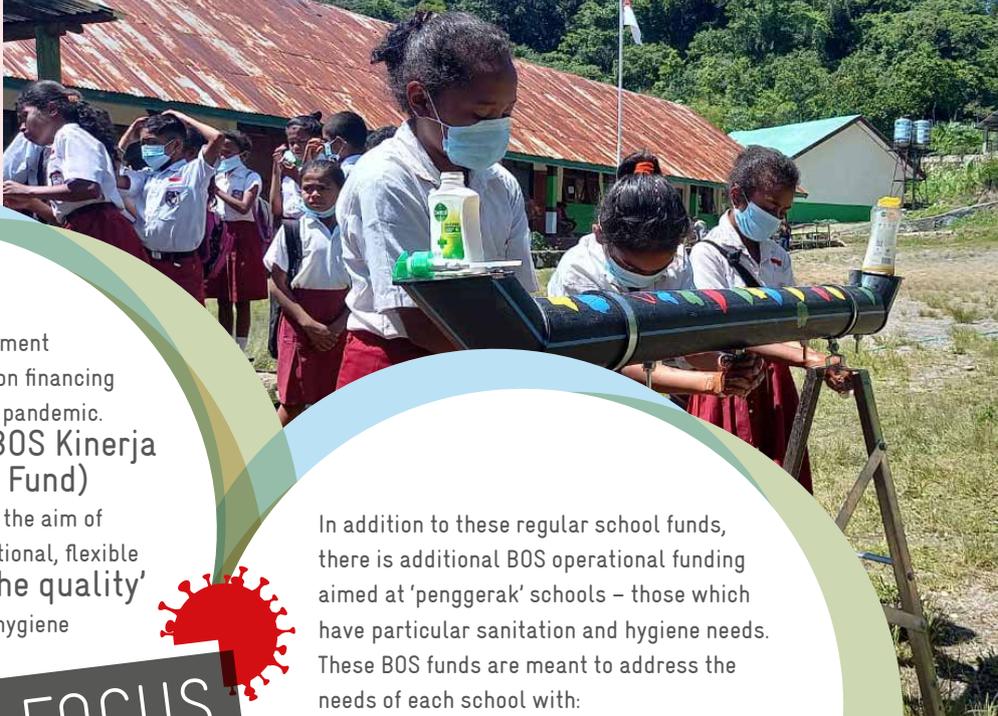


BUDGET AND EXPENDITURE

Given that improved WinS was an essential requirement for reopening schools, the COVID-19 pandemic demonstrated to Ministries of Education the urgent need for increased budgets for construction, operation and maintenance of WASH facilities in educational establishments. In some countries, such as Indonesia and Pakistan, more flexible funding arrangements were made within existing state finance mechanisms to allow schools to spend money on WinS. In Pakistan, non-salary school budgets could be exceptionally re-programmed for operation and maintenance of WASH facilities in schools. In Indonesia, operational school funds were modified to allow schools to address their specific WASH needs. In 2022, the Philippines earmarked approximately USD 7.1 million explicitly for WASH operation and maintenance under the umbrella of a National Expenditure Plan to address the backlog of WASH facility improvements. In Bangladesh, the Directorate of Primary Education established a dedicated state budget in 2021 prioritising WinS in underserved areas.

In other cases, new financing facilities were created – as in the case of Timor Leste, Laos and Bhutan. In Bhutan, a special COVID-19 fund was established not only to cover facilities but also supplies like soap, hygiene posters and sanitary napkins. Laos established block grants for operation and maintenance of WASH facilities in schools, and the Ministry of Education requested further funding to control COVID-19. In Timor Leste the Ministry of Education created a special grant that schools could directly apply for. Pakistan’s Federal Directorate of Education also developed a private sector engagement plan with P&G, Unilever and SANTEX for the provision of soap, hand sanitisers and menstrual hygiene supplies to schools.

Looking beyond the pandemic, these examples, among others shared during the ILE in 2021, showcase the need for more creative financing mechanisms and greater measures of flexibility with dedicated, ring-fenced state budget lines for WinS. To support equity objectives, budget and expenditure should prioritise the schools and groups most in need. Financial reforms must be complemented with explicit budgetary guidance for accountability and transparency in schools.



In 2021, the Indonesia government adjusted the existing education financing mechanism to respond to the pandemic. It revised guidelines for the **BOS Kinerja (Operational School Fund)** (<https://bit.ly/3yj8N7W>) with the aim of supporting schools with additional, flexible funding for 'improving the quality' of WASH facilities and basic hygiene in schools.

INDONESIA IN FOCUS

BUDGET AND EXPENDITURE

Since the reopening protocols required basic hygiene, improved water and sanitation access, and meeting certain environmental health and cleanliness criteria, schools, education offices and local governments were able to use BOS funds more flexibly for WinS.

In addition to these regular school funds, there is additional BOS operational funding aimed at 'penggerak' schools – those which have particular sanitation and hygiene needs. These BOS funds are meant to address the needs of each school with:

- > Flexibility
- > Effectiveness to meet educational goals
- > Efficiency to attain optimal results in student learning at minimal costs
- > Accountability and transparency.

With this **flexible and increased funding**, the Ministry of Education, Culture, Research, and Technology strengthened technical assistance and monitoring to support schools to reopen. This represented a considerable investment for the country, with education accounting for 20% of overall state spending in 2021².

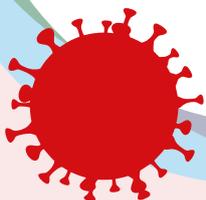
In March 2021, the Ministry of Education, Youth and Sports of Timor Leste, with support of development partners and the Global Partnership for Education, created the **Fundu Ki'ik (small grant scheme)**. Schools could directly apply to the grant scheme for funds up to **USD 1,000** to improve water supply, sanitation and hygiene to support a safe learning environment and prevent COVID-19 and other diseases.

TIMOR LESTE IN FOCUS

BUDGET AND EXPENDITURE

Fundu Ki'K grant helped, for example, to repair broken facilities and provide basic water supplies. One school reported that it had running water for the first time in a decade after receiving these funds for water pump repairs!

This nationwide grant helped schools **access the funds directly**, and enabled them to take responsibility and find suitable local solutions³.



> MONITORING AND EVALUATION

The COVID-19 pandemic created both the need and the opportunity for countries to improve their Monitoring and Evaluation (M&E), with standardised indicators and national systems for data collection and analysis. It highlighted the poor situation of WinS nationally, unveiling stark discrepancies and inequalities among schools, and called for specific WinS indicators within an existing M&E system, aligned with or even integrated into the national education management information systems (EMIS). Several countries employed online or digital tools to strengthen their WinS monitoring.

Cambodia used the real-time digital tool, KOBO Toolbox, to collect information to measure the WinS status of schools and categorise their performance using the Three Star Approach for ranking schools in accordance with the Minimum Requirement Guidelines. This approach helped data-led planning and decision-making to identify schools most in need of WASH improvements. The Federated States of Micronesia's use of the WASH app also facilitated the digital transition of WinS data collection from paper. This was particularly useful for identifying the needs of schools prior to reopening. Papua New Guinea's mWater app was used to collect data on WASH in schools, addressing the WinS information gap, as there has been no EMIS bulletin published for two years.

ILE country delegations from Laos, Philippines, Pakistan, Cambodia and Papua New Guinea reported that using the Three Star Approach (<https://bit.ly/3sh7jas>) for systematic monitoring of WinS, aligned to SDG definitions (<https://bit.ly/3vNYWp0>) had been an important tool for advocacy and prioritisation of investments in certain schools.

There are advocacy calls for improvements in the indicators within EMIS for WinS monitoring, as in the Island state of Vanuatu and in Sri Lanka. Notably, Vietnam's assessment provided important advocacy information. It calculated that at least 2.2% of the Ministry of Education's budget in Vietnam is required to address current WinS needs, as opposed to the 0.2% that is presently allocated. Likewise in the Philippines, WinS national monitoring results are published on an online dashboard, which helps to identify underserved schools for WinS facility improvements under the Department of Education's Last Mile School Programme.



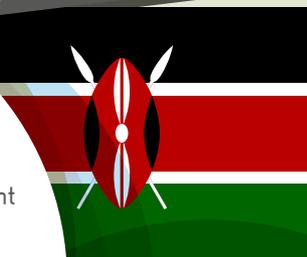
National monitoring is also important for tracking progress against the WinS related SDGs (4.a, 6.1, 6.2). The WHO/UNICEF Joint Monitoring Programme for Water Supply, Sanitation and Hygiene (JMP) compiles available national data and produces national, regional and global estimates every two years to support SDG progress tracking (www.washdata.org).



KENYA IN FOCUS

MONITORING AND EVALUATION

In Kenya, collecting WinS information was difficult at the start of the pandemic because the national education management information system (NEMIS) had only two indicators for WASH in Schools. These indicators provided no information on the level of service, functionality or hygiene. In many cases, this information was not collected systematically from the sub-national counties.



Therefore, the Ministry of Education's Departments for School Health and Nutrition and Quality Assurance, with technical support from the Ministry of Health and Ministry of Water, Sanitation and Irrigation, and in collaboration with UNICEF, revised WinS indicators so that they were aligned with the SDGs service ladders and could be routinely collected as part of school census.

This required the development of a **training manual** for education quality assurance officers, who are the frontline staff supporting schools to collect data for NEMIS.



While not fully implemented and requiring further technical and financial resources, the M&E system exposed data gaps during the pandemic. This provided the impetus for the Ministry of Education to make revisions for more equitable WinS in Kenya ⁴.

IMPLEMENTATION ARRANGEMENTS

Implementation arrangements are even more essential in a pandemic or emergency response situation, where there is a need to coordinate the response with multiple partners. The complexity stems from the coordination of actors within various ministries, sectors, and the different levels of engagement. The prior existence of WinS plans or coordinating bodies facilitated the arrangements for safe operation of schools. In Sri Lanka, for example, there was no WinS national committee prior to the pandemic. However, the previous work of the School Health Department (SHD) in developing a school health promotion plan, which included WASH, laid the foundations for the Emergency Education Cluster to develop interventions for COVID-19 response and control. As a result, SHD led this process under the Education Cluster for the pandemic response in Sri Lanka. Similarly, Bangladesh's national committee's prior work to revise the 'WASH in School standards' was re-purposed into developing pandemic school reopening guidelines and facilitating preparations among stakeholders.

The pandemic prevention and control measures for COVID-19 reinforced and strengthened the shift towards clarification of leadership by Ministries of Education for WinS. Even where the protocols were developed by Ministry of Health or Public Health authorities, the 2021 ILE found that Ministries of Education had demonstrated leadership and guidance to schools on the implementation of hygiene protocols. This is a promising trend and is in line with WHO's new school health regulations clarifying the leadership of the education sector for all aspects of school health supported by technical expertise of the health sector. Some countries, like Kiribati and the Philippines, are going a step further to institutionalise positions for WinS coordinators at national level and at sub-national level to provide clear direction and support implementation at school level.

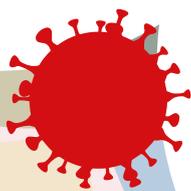


INDIA IN FOCUS

IMPLEMENTATION ARRANGEMENTS

India, with some **1.5 million** schools, over **264 million** students and close to **10 million** teachers, is an example of sound WinS implementation arrangements. The Administrative Staff College in India, or ASCI, is a leading think tank supporting the Ministry of Education to 'make effective strides in improving WASH status of government schools in India'. ASCI works alongside many stakeholders 'in partnership with the Ministry of Education, several state and city governments, corporates, and national and international development agencies to bring wide-scale improvements in policy, infrastructure, practice, implementation, and WinS'.⁵

The Swachh Bharat Swachh Vidyalaya Abhiyan (Clean School Mission), and the Swachh Bharat Swachh Vidyalaya Puraskars (Clean School Awards), (<https://bit.ly/3kCgZrV>), support the implementation of Clean School or WinS policy standard operating procedures (SOPs) (<https://bit.ly/3y9ucR3>). The 2022 awards also include categories for COVID-19 prevention and response, operation and maintenance and behavioural change communication.



The massive scale of operations

for safe return to schools required SOPs established by Ministry of Education and disseminated systematically to states, districts, mandals, clusters and eventually to schools in 29 states and seven territories in India. To monitor these actions, national technical departments worked alongside local state governments and district task forces, which played a **key role** in the safe reopening of schools. Data collection, monitoring, teacher training, advocacy such as Swachhta Awareness days, and pre- and post-school opening checklists were some of the many instruments used by national government to support WinS implementation arrangements. Digital tools were used extensively to support monitoring.

These implementation arrangements **extended beyond government**, as they included critical resources from development partners, research institutes and the private sector. These partners worked alongside local governments and supported teacher training, and provided hardware such as facilities, and software such as behavioural change communication for pandemic control.

CAPACITY DEVELOPMENT

Delegations participating in the ILE reported that checklists, SOPs, and Massive Open Online Course (MOOC) were important tools for capacity development for WinS. Many countries developed online teacher training courses as a core intervention for the safe operation and infection prevention and control (IPC) measures. A WinS MOOC, initiated in the Philippines prior to the pandemic, has inspired the development of a MOOC on IPC in schools in Cambodia, Indonesia, and South Africa. Indonesia's Perilaku Hidup Bersih dan Sehat (PHBS or healthy hygiene habits) already existed in the curriculum, but since the COVID-19 pandemic, PHBS has been inserted in the thematic online course package for teachers. The Ministry of Education, Culture, Research and Technology in Indonesia continues to explore opportunities for integrating sanitation and hygiene into educational management training. In Pakistan, WASH, IPC and climate change have been included in the national curriculum for Grades 1-5. In the long run, these tools, online training modules and curriculum content will function as significant elements for capacity development for future pandemic preparedness, control, and response in schools.

An existing UNICEF/Emory University WinS course is being modified by Emory University and GIZ and will be a globally accessible MOOC. This is an example of how global learning platforms can build human resource capacity among Ministries of Education and stakeholders. This can align course content to research, evidence and development approaches so that individual Ministries of Education can cost-effectively benefit from global best practices. This is a core function of the WinS Network and has the potential to benefit many countries. In addition to training, other interrelated systematic functions such as budgets, policy frameworks and institutional arrangements are also vital for capacity development.

Issued by NAPFOSA, NATU, PEU, SAGTU and SAOU



LET'S ALL GET BACK TO SCHOOL

- Research shows that many children have gained immunity from asymptomatic COVID-19 infection
- The indicators in children under 12 show more than 55% immunity
- This makes it safer to get back to school safely – and get education back on track



Issued by NAPFOSA, NATU, PEU, SAGTU and SAOU



LET'S ALL GET BACK TO SCHOOL

- Quarantines and thermal screening have done very little to pick up infection
- We need to avoid a false sense of security
- The best way to stop the spread of COVID-19 is to vaccinate and ventilate – and mask-up
- Let's do all we can to make sure we get back to school safely



Issued by NAPFOSA, NATU, PEU, SAGTU and SAOU



LET'S ALL GET BACK TO SCHOOL

- The Omicron variant spreads faster than previous COVID-19 variants – but it is less potent
- This is a turning point in the epidemic – serious infections are down, and less people are dying
- We have been through a tough time with the pandemic but we now know more about it and have more control over how it spreads
- We need to use that knowledge to make sure we get back to school safely



Training teachers is essential for pandemic preparedness and response, but it is not enough by itself, as South Africa's experience in relation to principals' perception of readiness for school reopening demonstrates.



SOUTH AFRICA IN FOCUS

CAPACITY DEVELOPMENT



In addition to underlining the unequal distribution of materials and commodities between schools across the provinces, it noted the varying capacities, innovation and agency required constantly to adapt protocols in line with emerging information on pandemic control.

Self-reporting surveys of teachers' unions conducted in 2020 and 2021 in all provinces found that, in the under-resourced and rural provinces of Limpopo, Kwa Zulu Natal, and Eastern Cape, which represent **62%** of schools in South Africa, principals reported that the **lack of materials and commodities** such as water supply, soap and face masks, influenced their perception of readiness for school reopening. **'Material' readiness** was a pre-requisite for other factors such as **institutional readiness** (i.e., a school's ability to ensure physical distancing) or **teaching readiness** (i.e., curriculum guidance). In other words, principals' perception of readiness to resume classes was very much associated with the availability of materials such as soap, face masks and disinfectants and access to basic facilities such as water.

A subsequent study based on these surveys optimistically concluded that school leaders could appropriately **solve contextual problems** and there needed to be a **continued collaboration** between school administration and the districts to which they reported ⁶.



MALAWI IN FOCUS

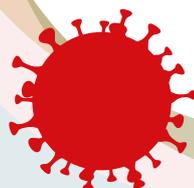
CAPACITY DEVELOPMENT

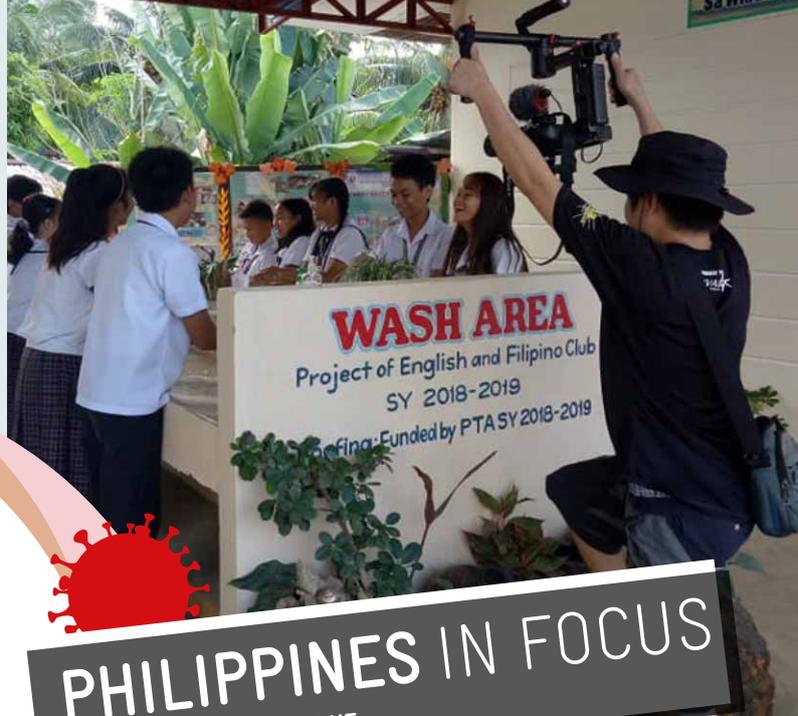
In Malawi, the Basic Education Programme (BEP) is working closely with eight public teacher training colleges (TTCs) and Montfort Special Needs Education College, focusing on a cohort of **5,075** new student teachers, as of November 2021.

The initiative targets TTCs to raise awareness and influence behavioural change within the wider community and within a short period of time, with fewer resources as other forms of in-service cascade teacher training.

The trainee teachers will be sent to **800** teaching practice primary schools armed with knowledge about implementation of the government regulations for safe school operations during the pandemic, using and managing group handwashing facilities, and raising awareness on COVID-19 preventative measures to dispel misconceptions.

This capacity support to trainee teachers includes **online training materials**. In addition to teacher training, the Nutrition and Access to Primary Education (NAPE) is supporting the construction of group handwashing facilities and pit latrines at **200** schools in some districts.





WASH in Schools Massive Open Online Courses

are large-scale capacity building measures to improve the state of WASH in Schools in the Philippines. They comprise two courses:

- › **Leading WinS in Schools**
 - for school heads and teachers at school level
- › **Accelerating WinS in Divisions**
 - for division/sub-national level

In both courses, the integration of different activities encourages interaction among learners to share best practices, learn from and motivate each other.



PHILIPPINES IN FOCUS

CAPACITY DEVELOPMENT

The **Leading WinS** course

is designed to help school heads, teachers, and school WinS coordinators improve the quality of WinS implementation by learning about WinS policy, monitoring the programme, and planning for further improvements.

The **Accelerating WinS** course

helps division personnel to organize, understand their division-wide data, and plan for technical assistance on WinS programme management.

(<https://bit.ly/3aVnlvp>)



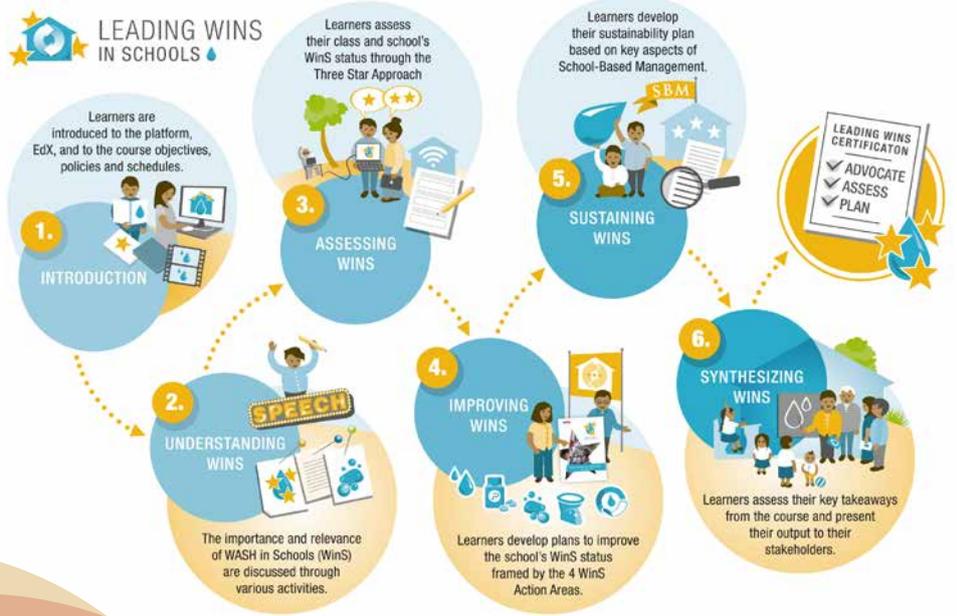
The WinS MOOC began in 2019 through combined efforts of the Department of Education (DepEd), GIZ and SEAMEO INNOTECH. Initially, the two courses were piloted from 2019 to 2020 in four selected regions in the Philippines. Evaluations found evidence that school heads and teachers who participated in the MOOC improved WinS implementation significantly compared to schools whose principals and teaching staff did not participate in the MOOC. In response to the COVID-19 pandemic in early 2020, a new course section was developed to include information on COVID-19 and relevant preventive measures. Later, the course was used and fully adopted by the Philippines' DepEd Learning Management System for teacher professional development. In 2021, the management of the MOOC was further decentralised to regional level so that it could be fully handled and managed by the Regional Course Management Team under the supervision of DepEd Central Office.



➤ CONTINUATION NEXT PAGE

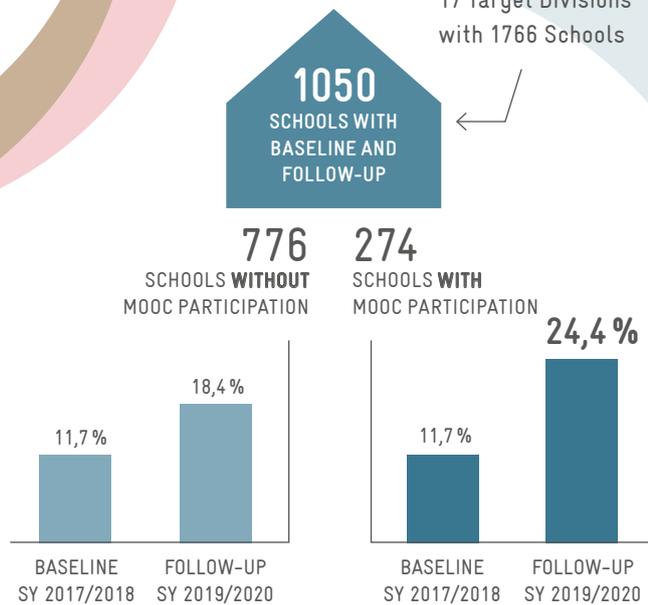


LEADING WINS IN SCHOOLS



Since the launch of the WinS MOOCs in 2019 until the recently concluded course run in 2021, a total of **22,510** participants have enrolled and **10,923** successfully completed the courses (equivalent to a completion rate of **49%**). The monitoring results show significant improvement in the state of WASH in Schools, attesting that the MOOC has a positive impact on the DepEd WinS Programme implementation.

MONITORING RESULTS MOOC LEADING WINS IN SCHOOLS 17 Target Divisions with 1766 Schools



The Philippines' Department of Education is proud of its pioneering role in using **online learning technology** and developing the WinS MOOC, which has resulted in building the capacity of WinS focal points who will implement and advocate for WASH in Schools, making it a win-win situation for all!

PROPORTION OF SCHOOLS REACHING STAR LEVEL (CRUCIAL INDICATORS FOR WinS)



➤ POST PANDEMIC, A CONTINUED FOCUS ON WinS:

The collective country examples provide rich learnings and underline the positive momentum demonstrated by Ministries of Education to lead WinS, and the respective public, non-governmental and private sector stakeholders to support WASH activities in schools. The COVID-19 pandemic put front and centre the needed attention for water supply, hand hygiene and sanitation. Protocols, financial investments, teacher training, and up-to-date WinS data were important factors for decision-making and programming for safe reopening and COVID-19 infection prevention and control measures.

GOING BEYOND THE PANDEMIC, THESE ARE ALL
WORTHY INVESTMENTS FOR YEARS TO COME.

BIBLIOGRAPHY

- 1 Vancraeynest Koenraad (WASH Specialist, UNICEF Ecuador), 'WASH in Schools: Updates and lessons learned on WASH in Schools and safe school reopening during COVID-19 – Ecuador' On-line 13th Annual Water and Health Conference, UNC Water Institute, 4-8 October 2021

ABBREVIATIONS

ASCI	Administrative Staff College in India	NEMIS	National Education Management Information System
BEP	Basic Education Programme	O&M	Operation and Maintenance
BOS	Operational School Fund	PHBS	Perilaku Hidup Bersih dan Sehat (healthy hygiene habits)
DepEd	Department of Education	PPR	Pandemic Preparedness and Response
EE	Enabling Environment	SDG	Sustainable Development Goal
EMIS	Education Management Information System	SHD	School Health Department
HBCC	Hygiene and Behaviour Change Coalition	SHPP	School Health Promotion Plan
ILE	International Learning Exchange	SOPs	Standard Operating Procedures
IPC	Infection Prevention and Control	SWA	Sanitation and Water for All
M&E	Monitoring and Evaluation	ToT	Training of Trainers
MoECRT	Ministry of Education, Culture, Research, and Technology	TSA	Three Star Approach
MOOC	Massive Open Online Course	TTCs	Teacher Training Colleges
NAPE	Nutrition and Access to Primary Education	WASH	Water, Sanitation and Hygiene
		WinS	WASH in Schools

IMPRINT

Published by:

The WASH in Schools Network
(UNICEF, Save the Children, WaterAid &
Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH)
On behalf of the German Federal Ministry for Economic Cooperation
and Development (BMZ)

Registered offices of GIZ: Bonn and Eschborn, Germany

WinS-COVID-19@susana.org

Acknowledgements:

The WASH in Schools Network wishes to thank the following for their support and contribution to this publication: Dr Bella Monse, GIZ/Fit for School; Margarette Lim, GIZ/Fit for School; Irene Amongin, UNICEF; Maya Igarashi-Wood, WaterAid; Mohini Venkatesh, Save the Children; Christie Chatterley, WHO/UNICEF JMP; Jedidiah Snyder, Emory University Atlanta; Belinda Abraham, Consultant, International Development Specialist.

The GIZ Sector Programme "Water Policy - Innovations for Resilience" and the GIZ Regional Programme "Fit for School" supported the compilation of all material and the creation of this publication.

Product Development and Design: Christine Lüdke, büro lüdke GmbH
Photo Credits: GIZ Fit for School, UNICEF

Disclaimer:

The links presented have been selected. The content does not necessarily represent the positions of the members of WASH in Schools Network. The designations employed in this publication and the presentation of the material do not imply on the part of the members of WASH in Schools Network the expression of any opinion whatsoever concerning the legal status of any country or territory, or of its authorities or the delimitations of its frontiers.

The publication is distributed free of charge and commercial reproduction is prohibited. The WASH in Schools Network encourages the distribution, photocopying of the report and part of it for personal and educational purposes is allowed with permission and recognition of the source.

July 2022

The WASH in Schools (WinS) Network (GIZ, UNICEF, Save the Children, Water Aid, and others) is a global inter-agency network of WinS practitioners from respective institutions which comprises of over 60 organizations. For this document the above mentioned individuals worked closely together.

This publication is licensed under Creative Commons:
Attribution – NonCommercial – NoDerivatives 4.0 International



www.winsnetwork.org