

Liberia Wins

Water, Sanitation, and Hygiene in Schools (WinS)
Liberia's first step to recovery from Ebola



A Quick Guide to the Implementation of the
Liberia WASH in Schools Program

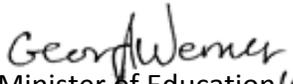
Final Version



GUIDELINES FOR THE IMPLEMENTATION OF THE LIBERIA (WINS) WASH IN SCHOOLS

1. For the information and guidance of all concerned, attached is a copy of the Guidelines for the implementation of Water, Sanitation and Hygiene in Schools (WinS) Program of the Ministry of Education
2. This order is issued to guide the country, district, county and schools in the implementation of school initiated or NGO supported Wash in Schools to ensure that program objectives are met
3. School officials are required to support the teaching of proper Water, sanitation and hygiene concepts including menstrual hygiene management and should be integrated in the current curriculum.
4. NGOs and Donor partners are encouraged to coordinate with the Ministry of Education, Division of school health or thru the Education cluster prior to any school intervention. This is to avoid duplications and to ensure proper standards are followed and Wash in Schools components are understood.
5. School principals are required to extend full participation and support by taking the lead in the planning and implementation including maintenance of facilities of the Wash in schools program.

Immediate dissemination and compliance of this order is mandated.


Minister of Education 6/7/15

I. Background:

Liberia is at risk for Cholera and diarrhea outbreaks given the situation of poor sanitation, hygiene and lack of water in most schools and communities. Porous border situation with neighboring countries leads to the outbreak of EBOLA in Liberia. This has triggered a massive increase in hand washing throughout the country by clearly bringing preventive health issue to the forefront for schools and communities. This has translated into a significant increase in citizen's understanding of water-washed and water-borne diseases and the adoptions of good hygiene practices. Building on this momentum and recognizing the proven health and economic benefits of water, sanitation and hygiene (WASH) interventions makes a powerful case for strengthening and putting in place standards for WASH in school. . A situation of this nature requires urgent need to carry out vast communication interventions and awareness in order to promote the demand for water and sanitation services as well as address critical hygiene behaviors.

Lack of access to adequate water supply, toilets and proper hand washing facilities remain key contributors to hygiene and sanitation challenges in our schools. Improvement in these areas will reduce illnesses, increase attendance and retention rate in our schools, and will also encourage community members to send their child to school. –

Water, sanitation and hygiene not only improve the quality of life but also bring tangible health, Environmental and economic benefits. It is estimated that for every USD 1 spent on water and sanitation approximately USD 4-101 are gained through reduced patient medical costs, reduced health service costs, deaths, school days and productive days gained.

Best practices around the world have shown that improving access to and use of water and sanitation facilities within schools creates a child friendly environment that will enhanced hygiene and sanitation practices that can effectively halt water- and sanitation-related diseases. This document will also take into strong consideration the provision of WASH facilities for physically challenges in all of our schools. In addition to the guideline, the government intend to follow the three (3) star approach strategy that is a step to improved WASH programs in schools. This is a contributing factor for comprehensive guidelines of the implementation of water, sanitation and hygiene programs in all schools.

*The Three Star Approach for WASH in Schools is designed to improve the effectiveness of hygiene behavior change programs. The approach ensures that healthy habits are taught, practiced and integrated into daily school routines. The Three Star Approach helps schools meet the essential criteria for a healthy and protective learning environment for children as part of the broader child-friendly schools initiative. It aims to address the bottlenecks that block the effectiveness and expansion of current WASH in Schools programs.

II. Goal

To contribute to the safety, better learning and health outcomes and improve school attendance of students through a simple, sustainable, affordable and scalable school-based water, sanitation, hygiene, and de-worming program by the Ministry of Education. Wash in Schools program following the 3 star approach strategy (annex 5)*.

III. Purpose

Water: All schools to have an organized system to make safe drinking water available to all students;

Sanitation: All schools to have adequate, clean, functional, accessible and privacy and safe toilet facilities and solid waste management system that meet the standards set by the Ministry of Education and through the technical support of the Ministry of Public Works.

Hygiene: All children in school must WASH their hands with soap and water before entering the school and at all five critical times (before eating, before cooking, after using the latrine, after cleaning a baby and after playing or touching animals). All students in school—to perform supervised daily group hand washing with soap at least once a day as part of daily school activities. To also introduce menstrual Hygiene Management (MHM) for girls to have access to WASH services during menstruation.

Deworming: All students to be dewormed bi-annually; and

Education: All teachers, school authorities, facilities coordinators, health personnel must be oriented and trained on the Ministry of Education’s WinS program

IV. Objectives

General Objectives

1. To improve equitable access to safe water, adequate toilets, and hand washing facilities;
2. To improve hygiene and sanitation practices among students and teachers that will to enable them to develop life-long positive hygiene and sanitation behaviors;
3. To engage NGO partners and donors to support the Ministries in program implementation and sustainability.
4. To decrease cases of water borne diseases in schools.

Specific Objectives

Water

1. To put water point within the school campus for protection and safety of children
2. To ensure safe water for drinking and hand washing is adequate and available in schools,
3. To enable children to practice a sustained low cost water treatment in schools

Hygiene

1. To have a program on supervised daily group hand washing with soap
2. To ensure that soaps and hand washing facilities are available to all children near toilets
3. To ensure that students practice hand washing before eating, before cooking, after using the latrine, after cleaning a baby and after playing or touching animals.
4. To ensure that school authorities in coordination with the PTAs, Village/community shall provide adequate group hand washing including regular maintenance and repair for sustainable use;
5. To create awareness on effective menstrual hygiene management in schools.

Sanitation

1. To ensure access to functional appropriate segregation of gender ratio toilets and hand washing stations in all schools;
2. To have adequate and proper septic and waste water disposal and/or treatment systems in schools;
3. To ensure proper and regular operation and maintenance of toilets and individual hand washing facilities.
4. To ensure proper management of solid waste including segregation, collection and final disposal.
5. To mitigated a risk of flooding in affected schools.

Capacity Development

To build capacity for school authorities, teachers, health personnel, members of Health Clubs and other stakeholders in proper hygiene promotion and develop Health prevention messages to ensure effective implementation and management of the program.

V. Implementing Guidelines

Water

1. School authorities/Government/ administrators must ensure that a source of water or a system to make water available for drinking and hand washing is available in the schools
2. To coordinate with the school PTA officials, Village / Community officials and other stakeholders to install low cost rainwater collectors; and repair existing damaged water sources
3. Require all children to bring individual water bottle or containers to school. Water should be coming from a clean source
4. To have low cost water treatment system in each of the classrooms in schools without potable water
5. Rainwater harvesting is one option that can increase available water for schools for large portions of the year
6. Hand pumps use for drinking on school campuses be treated regularly

Hygiene

1. Teachers shall facilitate the conduct of daily group hand washing with soap
2. Daily group hand washing activity shall be included in the daily classroom schedule of each class;
3. To ensure effective implementation of this program, all school authorities shall facilitate/coordinate with PTAs to ensure that schools have an adequate supply of soaps.
4. Teachers shall ensure that students know and practice handwashing especially at critical times such as after using the toilet, before eating and after playing and gardening;
5. Access to water for group activities shall be ensured;
6. School authorities/PTA shall ensure the regular maintenance of hand washing facilities;
- 7.

Menstrual Hygiene Management (MHM) / Personal Health

1. All school authorities in coordination with partners should create massive awareness on menstrual Hygiene management and shall initiate measures to make available garbage cans for proper disposal in toilets;
2. All teachers and school authorities shall provide information and access on the proper disposal.

Capacity Building

1. Orientation /training for WASH program shall be conducted for WASH coordinators, teachers, health personnel, Students and other stakeholders;
2. Child-led hygiene promotion shall be conducted on a monthly basis
3. WASH / Health clubs shall be created in schools to promote child-led WASH activities

Sanitation

1. All school authorities/Government shall ensure that students have access to adequate, clean, and functional toilets for health and hygiene needs;
2. All teachers/partners/MOE shall ensure proper orientation on the operation and use of toilets in the school and on individual hand washing;
3. Adequate hand washing and toilet facilities for boys and girls shall be constructed in all public and private elementary and secondary schools following the Ministry of Education standard on pupil-to-toilet ratio of 1:50 for boys and 1:30 for girls; However, for schools to reach 2 stars, the pupil to toilet ratio of 1:100 gender segregated functional latrines is acceptable.
4. All schools shall ensure that soap and water are available in hand washing stations near toilets;
5. All schools shall follow proper septic and waste water disposal.
6. All school authorities/Health Club Members shall ensure that school toilets and hand washing facilities are regularly and properly maintained;
7. School authorities and teachers must assign daily cleaners to all toilets;
8. School maintenance Funds can be used to implement minor maintenance and repair of toilets and other wash facilities.

VI. Partnerships and Linkages

The involvement of partners and key stakeholders in the implementation of this program has significantly contributed to the strides the Ministry of Education has made in this area. Partners are encouraged to work with the Wash team at the county and district levels and the Ministry of Education and to strictly adhere to the standards and guideline from the Ministry.

VII. Monitoring and Evaluation

The program shall be monitored periodically by a monitoring team /Students and teachers is to determine efficiency and effectiveness as well as problem areas. The school authorities shall provide daily supervision in the implementation of the program, ensuring compliance with these guidelines.

Targets and performance indicators shall be clearly defined and capacity building on how to run an effective monitoring and evaluation (M&E) of the WASH program shall be undertaken.

Periodic reports, once every three (3) months, on the status of the program to be submitted by all school authorities to the District offices shall form part of the M&E effort.

ANNEX 1: WINS STEERING COMMITTEE

Terms of Reference: Liberia WINS Steering Committee

I. Background

The government of Liberia has declared that WASH in schools is the first step to recovery from Ebola. On World Water Day the Ministry of Public Works thru it Minister Minister Gyude Moore emphasized the need for a WASH governance structure given that the sector involved many stakeholders from various sectors.

In order to institutionalize WASH in schools, A WINS steering committee comprised of key government Ministries, WASH and Education sectors is convened to develop a simple, sustainable and scalable WASH in Schools program.

II. Objectives:

Assist the Education and WASH sectors to coordinate the provision of safe drinking water, improved sanitation facilities and hygiene education (WASH) for schools in Liberia

To support the Education sector Develop a simple, sustainable and scalable WASH in Schools Program focusing on daily WASH activities and school routines with participation from school community, PTA and children that will support behavior change.

Adapting the 3 star approach and provide capacity to implement this, school WASH services are improved in a phased approach.

To aim to make schools a child friendly environment and a healthy places for children where children will get access to basic water, sanitation and hygiene services thereby reducing their risk of contracting WASH related diseases and building their resilience

Support the Education sector in review and develop WASH in schools guidelines, standards and materials for WASH in Schools. Integrate WASH into all of the other components of their work and financial plans.

Advocate and support the Education sector to take responsibility for and to mainstream WASH into its budgets, curriculum, infrastructure plans, inspection procedures, teacher training, and routine monitoring.

In order to successfully implement the program, the WASH sector technical guidance and collaborating effort at county and district levels for training and support for teachers and school governance and PTA committees.

WASH in Schools Framework

Effective WASH in schools is essential to ensure a conducive learning environment. There is an increasing evidence of demonstrating the WASH in schools can have a significant positive impact in schools, both on a child health and education outcomes. This also shows that safe, adequate water and sanitation facilities in school coupled with hygiene education reduces the incidences of diarrhea and other related hygiene related diseases. WASH in schools can have a significant impact on school enrollment, girl/boy enrollment ratios, absenteeism, and school performance, such facilities improve the school-going experience of children, promoting dignity and self-esteem. At the same time, there are clear links between the safety and privacy of facilities and the security of children, and especially girls in schools.

Schools without water supply, sanitation or hand-washing facilities or whose facilities are out of order risk-time being lost from lessons, indignity for pupils having to use the bush including particularly girls, an increased risk of WASH related diseases.

III. ROLES AND RESPONSIBILITIES:

4.1 Ministry of Education

- Develop and produce skills based health instructional materials and activities on WASH in Schools for all schools within Liberia
- Ensure that school based health and nutrition services are provided in all schools in Liberia
- Activation of health clubs in schools must follow their assigned activities. Leads in the celebration of daily/month WASH activities in schools
- Strengthening of PTAs for active participation in planning and maintenance of WASH structures
- Coordinate and establish networks with all entities that are implementing school-based health related activities
- Provide teacher training in hygiene education and promotion Include WASH in the Education sector's regular inspection routine checklists and to provide guidance to inspectors
- Ensure that all policies related to school health, nutrition and HIV prevention are promulgated to provide legal framework/standard and structural guidance in the delivery of all school-based health related programs and service.
- Ensure that curricula appropriately address the issues of infection prevention and control (IPC) by teaching the good practices of safe water, sanitation and hygiene practices.

- Ensure appropriate indicators in the Education sector's routine monitoring data or EMIS.

4.2 MINISTRY OF PUBLIC WORKS

- Provide professional and technical services required to support the programs of the Ministry and other Agencies of Government in the WASH Sector.
- Develop standards for design and construction; maintenance and operation of Government's real property including schools
- In collaboration with MoE, ensure all WASH in schools mission is delivered in a coordinated and effective manner, with regular data collection and reports to the sector
- Map out the WASH sector actors to ensure we can deliver – update all Wash in Schools actors (implementing partners, service providers, advocacy CSOs)

4.3 Ministry of Health and Social Welfare:

- Create public awareness, facilitate community involvement and participation, promote activities which will foster and maintain healthy behavior and advocate for an environment that enables individuals, families and communities to translate health information into desired action to promote health.

4.4 Local and International NGOs (NGOs/INGOs):

- Assist the Education sector construct and rehabilitate school WASH facilities, until the responsibility is fully taken by the Education sector following the standards set out by the ministry of education on the implementation of WASH in schools.
- Carry out coordinated fundraising efforts to provide WASH in schools

Annex 2: EQUITY AND INCLUSION (E&I) STANDARDS FOR WASH IN SCHOOLS

Communities and partners

- Proactively include parents, students with disabilities, girls and boys in planning processes for all WASH in Schools programs, especially regarding infrastructure
- Proactively include students with disabilities, girls and boys in WASH/health clubs
- All school WASH training should include a section on raising awareness and consideration of equity and inclusion
- Train partners and Education stakeholders to improve skills and capacity to work with excluded groups

Implementing partners programs, monitoring and evaluation

- Issues of E&I included in all school WASH
- Include disaggregated data on gender, disability in data gathering and monitoring
- Include E&I as an part of the joint monitoring process

Infrastructure - water points and latrines

- **Getting there** – the location, easy access and path to the infrastructure should be well considered and adapted for physically challenged students
[Preferred standards: Max distance to infrastructure should be 75 meters; smooth path at least 1m wide; steps recommended height 10-15cm; ramp ideally should not be more than 2 meters long and a slope of 1:12 cm.]
- **Getting on** - consider technology adaptations to support all students to use infrastructure
[Preferred: hand rails of height 90cm (3ft); moveable seats for latrines, rope to guide the blind]
- Design considerations to include analysis for: privacy, internal dimension and layout of the room, doors and their features, entrance width, threshold, signs, seating and hygiene. Special consideration for women and girls concerning menstrual management & latrines.

Cost implications

The mainstreaming of E&I into WASH in schools will not necessary imply additional cost. In most instances, the additional cost incurred as a result of making a facility inclusive is not significant. The additional cost of accessible facilities is minimal if planned from the onset and far outweigh the benefits of inclusion. Research estimates of between 3 to 10% additional costs to make a facility inclusive. In certain cases the cost may even reduce especially when designing from the start. For example reducing the height of a well head will reduce the number of materials used for well head development.

ANNEX 3: DEMAND CREATION ACTIVITIES

WASH FRIENDLY SCHOOLS DAILY ACTIVITIES (Minimum criteria)

WATER

1. Drinking water for children, teachers and school staff
 - a. Hygiene promotion activity should be conducted focusing on the importance of drinking clean and safe water at home and at school.
 - b. Hygiene promotion activity should focus on keeping the water container clean at school, home and in their communities
 - c. Children should be taught the importance of proper handling, and storage of clean and safe drinking water
2. Each student will practice water treatment from a bucket with faucet or Jerry Can (20 liters or 5 gallons) using chlorine solution; bio sand or ceramic filtration or any other low cost water treatment method. However for children below 7 years old, water treatment will be done by teachers or health clubs for higher grades.
 - a. Water hygiene is supervised by the teacher or the WASH / Health club representative in each class is required
 - b. It is important that this is supervised by the teacher or the hygiene /health club representative in each class
 - c. In the event that a school may not have water, each child should take turns to have their parents provide water and should participate with his /her child in the treatment of water. This will increase awareness of parents in the importance of safety of water.
 - d. Each class is required to treat their water even if it is coming from a protected well or hand pump.
 - e. Treatment of water should be an activity after the morning assembly and repeated once water container is empty.

SANITATION

1. Daily cleaning of surroundings and classrooms including toilets
 - a. A daily cleaning schedule should be posted on walls where it is visible.
 - b. PTAs are asked to do repairs and maintenance to WASH facilities in the schools during PTA meetings
 - c. Trash on the school grounds should be disposed of properly. This will be conducted every morning before school line-up where all students will participate in cleaning the school grounds.
 - d. Students will rotate a school environment team for every classroom before the start of the school day and clean up their classroom after the same day.

HYGIENE

1. Daily group activities as part of school activities
 - a. Children should WASH their hands as a group, at key time such as before having a school meal or at the start of the school day. Activity is supervised by the teacher or WASH club representative. This can be done after general assembly in the morning or before recess time. Songs, chants, WASH messages can accompany the hand washing activity to make it fun and enjoyable for children.
 - b. Activities should be done in an organized and orderly manner.
 - c. Children thru the PTSA will bring their own soaps and own soap dish or soap sack. These items are to be left in the classroom and will be used hand washing activities in the school

ANNEX 4: DEMAND CREATION ACTIVITIES

WASH FRIENDLY SCHOOLS MONTHLY ACTIVITIES

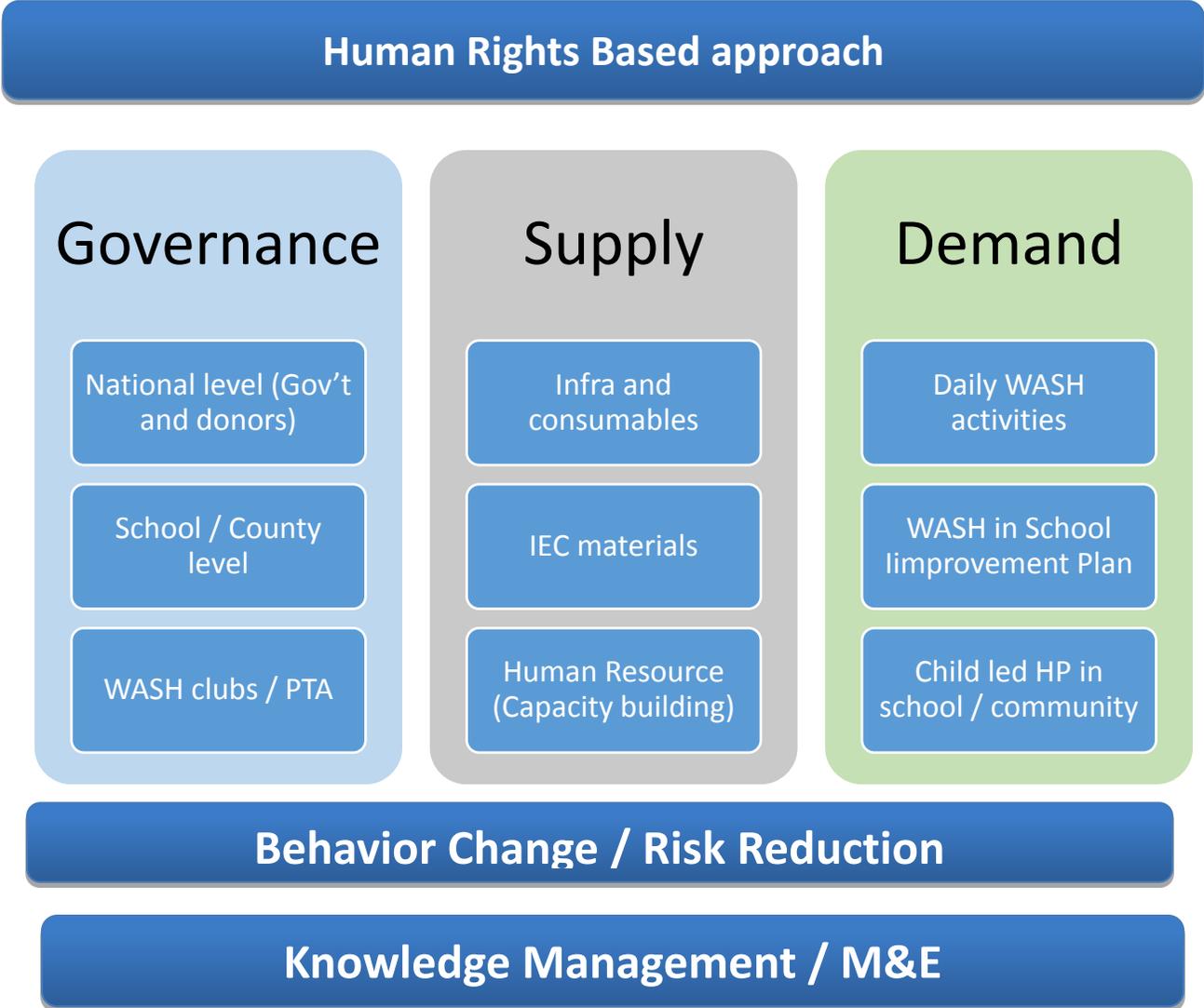
MONTH	THEME	ACTIVITIES
September	Enrollment	<ul style="list-style-type: none"> • Children bring their own hygiene kits (soaps & water bottles) to school • PTA /School prepare low cost wash facilities • Schools elect WASH club officers • WINS Pledge in school and community
October	Global Hand washing Day	<ul style="list-style-type: none"> • Tippy Tap making project • Group Hand washing singing contest with drill • Poster making focus on hand washing • Community awareness (plays, march) activity focus on HW • WINS Pledge in school and community
November	World Toilet Day	<ul style="list-style-type: none"> • F-diagram board activity • Community /School looking for poo /garbage / dirty toilet. Discuss with community/school the issues • Poster making focus on “no pupu in open area” or use latrines • Community awareness (plays, march) activity focus on open defecation • WINS Pledge in school and community
December	Human Rights Week	<ul style="list-style-type: none"> • F-diagram board activity • Community /School looking for poo /garbage / dirty toilet. Discuss with community/school the issues • Poster making focus on “no pupu in open area” or use latrines • Community awareness (plays, march) activity focus on open defecation • WINS Pledge in school and community
January	Menstrual Health Month	<ul style="list-style-type: none"> • Board activity with girls only <True or false statements> (with female teacher only) • WINS Pledge in school and community
February	Oral Health Month	<ul style="list-style-type: none"> • Classroom demo on proper tooth brushing • Kids bring their own toothbrush • Poster making focus on tooth brushing • Community awareness (plays, march) activity focus on the importance of water treatment • WINS Pledge in school and community
March	World Water Day	<ul style="list-style-type: none"> • PTA to build rain collectors using 200 liter drums • WASH • F-diagram board activity

		<ul style="list-style-type: none"> • Field activity using poo and glass of water (poo is invisible in water) • Poster making focus on “drinking water from clean source or treatment of water • Community awareness (plays, march) activity focus on the importance of water treatment • WINS Pledge in school and community
April	World Malaria Day	<ul style="list-style-type: none"> • Poster making focus on making our school and community clean and safe from Malaria • Community awareness (plays, march) activity focus on the Malaria prevention • WINS Pledge in school and community
May	Menstrual Hygiene Management Week	<ul style="list-style-type: none"> • Field activity. WASH monitoring. Children walk around the school and inspect toilets, wash stations, rain collectors and identify which facilities need maintenance • WINS Pledge in school and community
June	World Environment Day	<ul style="list-style-type: none"> • Poster making focus on conserving water and taking care of the environment • Community awareness (plays, march) activity focus on the taking care of the environment • WINS Pledge in school and community
June	GRADUATION	<ul style="list-style-type: none"> • Awarding of outstanding WASH clubs per school

ANNEX 5: 3 STAR APPROACH GENERAL STANDARDS

Three (3) STAR Approach: Minimum Criteria				
	WATER	SANITATION	HYGIENE	
Improved	3 STARS Meeting National Standards	<ul style="list-style-type: none"> – Safe drinking water is available in the school from an improved source 	<ul style="list-style-type: none"> – TPR: 1:50 including gender separated toilets for Grade 4-6 – Toilets are meeting national technical standards including access for persons with disabilities (PWD) 	<ul style="list-style-type: none"> – Institutionalized hygiene education / activities are integral part of curriculum and school activities
	2 STARS Basic Access	<ul style="list-style-type: none"> – Low cost water treatment is available at the point of use – Water for hand washing and cleaning is available at the WASH facilities 	<ul style="list-style-type: none"> – TPR: 1:100 including gender separated toilets for Grade 4-6 – MHM: Trash bins with cover are present in toilets – Schedule of WASH facility cleaners is visibly posted and implemented 	<ul style="list-style-type: none"> – Daily supervised group hand washing – Soap is available at hand washing stations – Regular hygiene promotion activities are conducted in schools including Menstrual hygiene management
Unimproved	1 STAR WinS in Emergency	<ul style="list-style-type: none"> – Children bring individual water bottle to their schools 	<ul style="list-style-type: none"> – TPR: 1:200 including gender separated toilets for Grade 4-6 	<ul style="list-style-type: none"> – Soap & Water is present near toilets – Hygiene promotion is conducted by Implementing Partner and/or school teachers

ANNEX 6: WASH IN SCHOOLS FRAMEWORK



Annex 7 - WHAT IS SCHOOL HEALTH CLUB (SHC) ?

It is an extra-curricular health activity carried out by students who are members of the club. These activities are usually conducted after class hours.

Two teachers from the school (preferably science/health teachers and counselor) serve as advisors to the club in that school.

GOAL:

To empower students to play active and responsible roles in the care and development of their own health and that of their families, friends and communities in which the schools exist. The club also encourages its members to develop decision making skills become more industrious and self-reliant.

OBJECTIVES:

1. Train peer educators in the five majors' areas of health concern of each club to disseminate correct information
2. To develop the skills of learners that will enable make healthy choices.
3. To encourage students disseminate health information to their peers and community.
4. Initiate income-generating projects by using locally available materials especially for arts and crafts.
5. To identify focal point for the sale of items produced by the clubs
6. To encourage other schools to establish their own Health Clubs.

ACTIVITIES

There are five major areas of health in the club:

- Water Sanitation & Hygiene (WASH)
- STIs/HIV/AIDS
- Reproductive health/Teenage pregnancy
- Substance Abuse
- Income Generation/Arts & Craft/Seed Grant

Each activity is assigned to a committee, which has a head. The heads of these committees are known as the Core Team or Peer Educators. The function of the Core Team is to motivate the various committee members in planning and implementing activities of the club. The two teachers who are members of the club serve as advisors to the club.

IMPLEMENTING AGENCY

The School Health Clubs are sponsored by partners and supervised by the Division of School Health/Physical Education & Sports who conduct regular visits to various clubs to train, guide, encourage, mobilize and present resource materials to the clubs.

WHO CAN BECOME A MEMBER?

Teachers and students of the school

Officers of the Club

- President
- Vice President
- Treasurer
- Secretary
- Chaplain

WHO ARE THE BENEFICIARIES OF THE CLUB?

- Direct beneficiaries are club members and students of the school
- Indirect beneficiaries are their friends, family members and communities in which they live.

WHAT ARE THE BENEFITS CLUB MEMBERS RECEIVE FROM THE CLUB?

- Acquire wide range of knowledge and skills in the various areas of health in the club
- Acquire knowledge and skills needed for healthy human relationship, effective communication and responsible decision-making
- Receive seed grant to initiate income generating activities. This project will help the student become industrious and self-reliant.

Annex 8 - MENSTRUAL HYGIENE MANAGEMENT (MHM)/PERSONAL HEALTH

Definition of menstrual hygiene management (MHM): Women and adolescent girls use a clean materials to absorb or collect menstrual blood, and this material can be changed in privacy as often as necessary for the duration of menstruation. MHM also includes using soap and water for washing the body as required, and having access to facilities to dispose of used menstrual management materials.

SOURCE: WHO-UNICEF Joint Monitoring Program, Consultation on Draft Long List of Goal, Target and Indicator Options for Future Global Monitoring

WASH in Schools (WinS) programs have a fundamental role in creating schools environments which make it easier for girls and female teachers to manage menstrual hygiene fostering social inclusion and individual self-respect. By offering an alternative to the stigma and marginalization associated with hygiene issues, it empowers all students – and especially encourages girls and female teachers.

In recognition of the positive impact on girls' school attendance and achievement, initiatives around the world are addressing adolescent girls' menstrual hygiene management (MHM) needs through WinS program. MHM guidelines must assure that girls' experiences are more conducive to learning by providing appropriate sanitation facilities and hygiene education that includes MHM.

Acceptable MHM facilities

- Provide basic training to school staff on the importance of MHM
- Provide training to female teachers, female PTA members and older girls on menstruation
- Provide privacy for changing materials and for washing the body with soap and water;
- Provide access to water and soap within a place that provides an adequate level of privacy for washing stains from clothes/reusable menstrual materials
- Include access to disposal facilities for soiled menstrual materials (from collection point to final disposal)