



KENYA WATER, SANITATION AND HYGIENE (WASH) IN SCHOOLS STRATEGY

2024-2029

MINISTRY OF EDUCATION | MINISTRY OF HEALTH |
MINISTRY OF WATER, SANITATION, AND IRRIGATION



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Foreword

The enabling environment for WASH in schools (WinS) is established in Kenya's Vision 2030. It recognizes the needed efforts of the Ministries of Education, Health, Water, Sanitation, and Irrigation as well as sectors for Public Works, Environment, and Gender to attain WASH in Schools. Kenya's Health Policy, Environmental Sanitation and Hygiene Policy and Strategy (2016-2030) Kenya's Menstrual Hygiene Management Policy and Strategy 2019-2024, Kenya School Health Policy (2018) and recent guidelines for the safe return to school, are all important instruments which facilitate WASH, health, and educational goals in Kenyan schools.

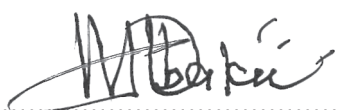
These instruments on their own are not enough to attain SDG 4 for inclusive and equitable education and SDG 6, ensuring equitable access to water, sanitation, and hygiene for all. This requires coordinated efforts to address critical bottlenecks that impede progress and lead to unsustainable interventions. Therefore, we are pleased to endorse the National WASH in Schools strategy which provides a roadmap to keep learners healthy and in school, developing lifelong habits and competencies.

The National Water Sanitation and Hygiene in Schools (WinS) strategy provides a holistic plan to attain universal access to WASH in schools through a process of education stakeholder engagement, which includes Technical Sectors, Development Partners, Private Sectors, Regional, Counties, Sub-counties, Communities, and Schools.

As decisions and resources are increasingly being devolved to counties, they play a pivotal role in the implementation of the strategy. Based on this strategy each county can create innovative and unique solutions to address gaps related to the enabling environment, institutional arrangements, capacity building, budget and financing, monitoring and evaluation and sustainability. This strategy offers the needed guidance to address the WASH related problems in schools. Once solutions are identified, schools and counties will need support from the wider stakeholders to implement them. Through such collaboration, universal access for WASH in schools is made possible.

The Ministry of Education (MoE) will provide the enabling environment and institutional framework for WinS through the dissemination of policies, strategies, and guidelines to all schools. MoE will work with the Ministry of Health (MOH), Ministry of Water, Sanitation, and Irrigation (MOWSI), local and international partners to establish WinS focal persons to support schools and counties. MoE hopes for greater investment in teacher training on WinS, quality of facilities and monitoring to improve sustainability of WASH facilities. MoE is committed to ensuring these investments are made where they are most needed.

Simple actions can make a difference for Kenyan learners. Ensuring water, sanitation and hygiene facilities are functional in schools takes concerted action by all partners. We therefore call on all stakeholders to join hands so as to ensure that rights of learners to water, sanitation and hygiene are made a reality.



Hon. Ezekiel Machogu, CBS
Cabinet Secretary,
Ministry of Education



Nakhumicha S. Wafula, EGH
Cabinet Secretary,
Ministry of Health

Preface

The Ministry of Education (MoE), Ministry of Health (MoH) and Ministry of Water, Sanitation, and Irrigation (MoWSI) in collaboration with UNICEF, agreed on the need for National Water, Sanitation and Hygiene in Schools (WinS) Strategy 2024-2029. The strategy includes plans to support infrastructural and institutional strengthening, capacity building and financing for achieving access to safe water, sanitation, and hygiene in Kenyan schools. The strategy and corresponding plans are aligned to the current strategic direction and ongoing programmes including the Child-Friendly Schools (CFS) and Global Partnership for Education (GPE).

The global COVID-19 pandemic has affected all sectors including the Ministry of Education, Ministry of Water and Sanitation and Ministry of Health. In education, prolonged school closures, rapid orientation of teachers, and implementation of new guidelines for physical distancing, mask wearing, disinfection, and mandatory hand-washing stations with soap became imperative for school reopening. COVID-19 highlighted with even greater clarity the gaps and bottlenecks of WinS. It shed light on the challenges, inequities, and shortfalls for attaining universal WASH coverage, as many schools do not even have sufficient water for basic hand washing or resources to purchase soap. The health sector needed to quickly produce and adapt technical guidelines to support safe reopening of schools amid the global pandemic.

The National Water, Sanitation and Hygiene in Schools (WinS) Strategy consultation process began by identifying the challenges and trying to address them. This required wide ranging consultations, across the country, engaging the sectors of health, education, water, sanitation, irrigation, as well as county officials, development partners, social enterprises, teachers, learners, and parents. The strategy is grounded in the realities and reflections of the current conditions that culminate into strategic component areas: Enabling Environment, Institutional Arrangements, Monitoring, Environment and Learning (MEL), Capacity Building, and Budgeting and Financing, aligned to addressing the identified bottlenecks. This strategy advocates policy dissemination, improvements in institutional arrangements, capacity building at school level and overall improvements in coordination beginning with the existing working groups. The implementation framework provides an operational means for partners to work together with the Ministry of Education (MoE) taking a leadership role with technical support from the Ministry of Health (MoH) and Ministry of Water, Sanitation, and Irrigation (MoWSI).

The implementation of this strategy calls for a multi-sectoral engagement by the line Ministries, State Departments, Agencies, and Partners.



Dr. Belio R. Kipsang, CBS
Principal Secretary,
State Department for Basic Education
Ministry of Education



Mary Muthoni Muriuki, CBS
Principal Secretary,
State Department for Public Health
and Professional Standards
Ministry of Health

Acknowledgement

The development of this strategy was an outcome of a series of consultation meetings among diverse actors/stakeholders. The WinS Strategy 2024-2029 sets forth strategic thematic areas of investment, implementation frameworks and resources required in water, sanitation and hygiene (WASH) in schools for Kenya.

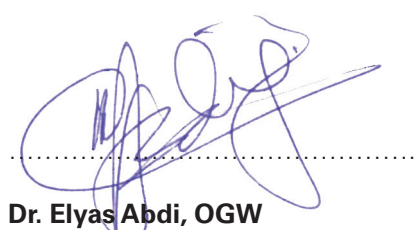
We wish to appreciate the invaluable support from the Cabinet Secretary Hon. Ezekiel Machogu, EGH and the Principal Secretary Dr. Belio Kipsang, CBS from Ministry of Education, Cabinet Secretary Susan Nakhumicha, EGH and the Principal Secretary Mary Muthoni Muriuki, CBS, State Department for Public Health and Professional Standards, Ministry of Health, and Engineer S.A.O. Alima, Water Secretary Ministry of Water, Sanitation and Irrigation.

Further, we acknowledge the guidance and technical support from Ms. Nerreah Olick, the Director Primary Education, Ms. Florence Musalia, Coordinator School Health Nutrition and Meals Programme both from Ministry of Education, Engineer F. K. Kyengo Ministry of Water and Sanitation and Irrigation, Anthony Wainaina, Head, Division of Environmental Health, Adam Ali, Head, Division of Water safety and Sanitation, and Dr. Christine Wambugu Head Division of Adolescent and School Health from Ministry of Health.

Special mention goes to other stakeholders such as Council of Governors, water and sanitation partners, advocates and the WASH in schools and Hygiene promotion technical working groups who contributed enormously to the success of the strategy.

We also wish to acknowledge the technical and financial support provided by our development partners during the process of developing this strategic plan. Special thanks goes to UNICEF for the immense support and contribution.

We look forward to the continued engagement with all stakeholders in water sanitation and hygiene to ensure the successful implementation of the strategy as a means of realizing the right to health and sanitation in schools as enshrined in the Constitution of Kenya as well as the long-term development blueprint, Vision 2030. Individuals who contributed are listed in Annex 1.



Dr. Elyas Abdi, OGW
Director General,
State Department for Basic Education
Ministry of Education



Dr. Patrick Amoth, EBS
Director General for Health,
Ministry of Health

Acronyms

BCC	Behavioral Change Communication
BOM	Board of Management (school)
CBC	Competency Based Curriculum
FPE	Free Primary Education (grants)
GPA	General Purpose Account
JMP	Joint Monitoring Programme
KES	Kenyan Shillings
KICD	Kenya Institute for Curriculum Development
MHM	Menstrual Hygiene Management
MoE	Ministry of Education
MoH	Ministry of Health
MoPSYG	Ministry of Public Service, Gender, Senior Citizens Affairs and Special Programs
MoPW	Ministry of Public Works
MoWSI	Ministry of Water, Sanitation, and Irrigation
NEMIS	National Education Management Information System (Kenya)
O&M	Operation and Maintenance
SDGs	Sustainable Development Goals
SIC	School Infrastructure Committee
SIMBA	School Instructional Materials Book Account
SMC	School Management Committee
TSA	Three- Star Approach
TSC	Teacher Service Commission
WASH	Water, Sanitation and Hygiene
WinS	Water, Sanitation and Hygiene (WASH) in Schools
UNICEF	United Nations Children’s Fund

Executive Summary

Introduction

The National Water, Sanitation and Hygiene (WASH) Strategy and the costed action plan and monitoring and evaluation framework provide a road map to implement WinS. The main audience for this strategy is WASH and education sector stakeholders. This includes National, County and Ward education officers, public health officers, water service providers, school directors, BOM, parents and even students themselves. The strategy will support the school community to take incremental steps and actions using their existing resources to provide basic hand washing and appropriate water and sanitation facilities for girls, boys, and teachers. National and international development partners as well as private sector, faith-based groups, and other philanthropic entities will also play an important role in supporting schools to achieve these goals. Hence, they are important facilitators of this strategy. Stakeholders' ability to mobilize resources, translate and support schools to implement WinS measures at scale is pivotal for universal access. The Ministry of Education (MoE) will lead in the coordination of all the stakeholders in WinS to support schools.

Situation Analysis

Lack of adequate sanitation facilities put children and especially adolescent girls at risk for assault and decrease their opportunities to learn, especially during their menses. Poor quality water, sanitation and hygiene conditions compounded by food insecurity, poor nutrition and recurrent natural calamities undermine a child's ability to be healthy and learn. Heavy intestinal worm infestation, diarrheal diseases such as cholera, among other diseases impact negatively on children's cognitive development and result in high rates of stunting and wasting.

COVID-19 pandemic highlighted the need of ensuring access to clean water for basic hand hygiene. Handwashing with soap is the single most cost-effective means to prevent the spread of WASH-related diseases. The guidelines on Health and Safety Protocol for Reopening of Basic Education Institution amidst COVID-19 Pandemic 2020, presses on the need for sustained water supply and a systematic national programme for effective hand hygiene for all. The prolonged school closures in Kenya in 2020 impacted negatively on children's education, security, and psycho-social wellbeing.

Strategic Priorities

The strategy is divided into six components.

1. Policy environment
2. Institutional arrangements
3. Capacity building
4. Monitoring, evaluation, and learning
5. Budget and financing
6. Sustainability

All the components of this strategy are interdependent. The first five components originate from the sectoral bottleneck analysis which took place in 2019. As part of this strategy process, a sixth area was added to focus on sustainability. The sustainability strategic component provides the guiding principles to follow to attain and sustain basic water, sanitation, and hygiene facilities. Behavioral change communication and social policy connect the strategic component areas that are key for the achievement and sustainability of WinS.

Resources required and availability

Each of the six strategic component areas has a corresponding costed action plan for three years and monitoring and evaluation framework. A phased approach helps activities to be simple, scalable, and sustainable. With the costed action plan, stakeholders can plan priorities identified in this strategy with an understanding of required resources. The costed action plan and monitoring framework is in a separate document accompanying this strategy. Total estimated cost for all six strategic components is 603.6 M Kenya Shillings for a period of sixty months.

Implementation Arrangement

The Ministry of Education is the lead agency responsible for the strategy. Notwithstanding their leadership, this strategy presents an operational level whereby the Ministry of Health and Ministry of Water, Sanitation, and Irrigation, as well as county governments and other partners including schools will collaborate in the implementation of this strategy. This strategy should be seen within the context of on-going programmes of the MoE, such as CFS (Child-friendly Schools), school feeding programme, under school health and quality assurance & standards, and GPE (Global Partnership for Education.)

The strategy considers the diverse needs of the school community and inclusivity. Through this process, a school community is strengthened to work together and is conscious of the different needs. This strategy is for all schools, both public and private, including those in the most challenging of environments.

Monitoring and Evaluation

Monitoring and evaluation of this strategy will assist in assessing the progress, performance, and impact of this strategy. This will be done by determining if the WinS strategy outlined is implemented as intended to achieve the stated objective and desired results.

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Lack of adequate sanitation facilities put children and especially adolescent girls at risk for assault and decrease their opportunities to learn, especially during their menses.

CHAPTER ONE

INTRODUCTION

1.1 Background Information

Counties have advanced in WASH access, but many struggle to translate policies, guidelines, and standards into action. This constrains Kenya's overall ability to meet the Sustainable Development Goals in relation to health, education, sanitation, and gender equality. More challenging is the incomplete data and information on school WASH to support national and sub-national planning. A review of the recent Joint Monitoring Programme (JMP) finds major gaps in information on urban, peri-urban, and secondary schools. An estimated 25 per cent of rural primary schools, according to JMP figures, lack adequate water facilities. This is a significant segment of society, as primary age children represent 20 per cent of the overall Kenyan population. It is estimated that the latrine ratio stands at one toilet to 29 girls and one toilet to 34 boys (MOE Statistical Booklet 2014), close to national standards. However, without accurate data collection, these ratios mask inequities between private and public, and rural and urban schools. JMP 2020 notes discrepancies in ratios between primary and secondary schools, i.e., 1:28 and 1:19 respectively, with no data available for pre-primary schools (UNICEF, 2017).

Inadequate sanitation facilities put children and especially adolescent girls at risk for assault and decrease their opportunities to learn, especially when they are menstruating. Poor quality water, sanitation and hygiene conditions compounded by food insecurity, poor nutrition and recurrent natural calamities undermine a child's ability to be healthy and learn. Heavy intestinal worm infestation and diarrheal diseases such as cholera, among other diseases impact negatively on children's cognitive development and result in high rates of stunting and wasting.

The COVID-19 pandemic highlighted the need to ensure access to clean water for basic hand hygiene. Handwashing with soap is highlighted as the single most cost-effective means to prevent the spread of water, sanitation, and hygiene related diseases. The guidelines on Health and Safety Protocol for reopening of Basic Education Institution amidst COVID-19 Pandemic 2020, presses on the need for sustained water supply and a systematic national programme for effective hand hygiene for all. The prolonged school closures in Kenya impact negatively on children's education, security, and psycho-social wellbeing.

An estimated 85 per cent of rural schools do not have any hand wash or hygiene services, and another 13 per cent have limited services in terms of sustained access to water, and soap. Fifty per cent (50 per cent) of rural schools have limited sanitation, not meeting national or global standards. The poor quality and maintenance of the toilets and handwashing facilities are also notable systemic problems. A report on the county visits conducted in 2021, as part of the development of this strategy revealed challenges with solid waste disposal particularly of menstrual hygiene pads. Water facilities have a rate of 35 per cent non-functionality within three years of commissioning. Every concerted effort to keep schools open and facilities functional are national imperative for learning achievements (Ministry of Health, 2021). Therefore, the provision of water and soap for handwashing in schools coupled with a protocol for reopening of the Basic Education Institution amidst COVID-19 Pandemic 2020 implemented with the participation of line ministries, school administration, teachers, students, and parents should be of the highest national priority.

1.2 Consensus Areas for the Strategy



This strategy provides national-level guidance for the implementation of WASH in schools (WinS) by addressing the current bottlenecks. It is broken down into six strategic components, five of which are as defined by the Sanitation Water for All (SWA) strategic building blocks. They are:

1. Policy Environment,
2. Institutional Arrangements,
3. Monitoring, Environment and Learning (MEL),
4. Capacity Building, and
5. Budgeting and Financing.
6. Sustainability

The activities under dissemination of policies, capacity building and monitoring and evaluation are core programmatic areas for the Three-Star Approach (TSA). (Annex 4.0.) The Three Star Approach is a systematic programme to incrementally improve WinS by monitoring against set standards or stars. Each star is aligned to a level of service, i.e. no service, limited service or basic service or national standards. The programme components include routine handwashing with soap, improved use and management of gender segregated toilets and provision of drinking water. In some countries, it is complemented with deworming and a dental hygiene programme. In recent years, menstrual hygiene management has been added. Recommendations for a Three Star Approach for Kenya are found in this strategy.

1.3 Policy and Regulatory Framework for Water Hygiene and Sanitation in Kenya

The National Water Sanitation and Hygiene in Schools Strategy (WinS) 2024-2029 is developed and aligned with various policy frameworks at the national, regional, and international levels.

1.3.1 The National Legislative and Regulatory Context

The WinS strategy is anchored in the following national legislative and policy context which include:

- i. The Basic Education Act, 2013
- ii. Health Act, 2017
- iii. Water Act, 2016
- iv. Public Health Act (Cap 242)
- v. The Environmental Management and Coordination Act (EMCA), 1999
- vi. Kenya Health Policy Framework 2012-2030
- vii. National Health Sector Strategic Plan 2018-2023
- viii. Kenya School Health Policy 2018
- ix. The Kenya Menstrual Hygiene Management Policy (2019-2030)
- x. National Water Policy, 2021
- xi. National Water Services Strategy (2007-2017)
- xii. Water Sector Strategic Plan (WSSP) 2009-2014

1.3.2 The International Policy Context

At the regional and international level, Kenya has ratified several international conventions, treaties, and declarations, under which the human right to safe drinking water and sanitation is guaranteed. This provides international anchorage to this policy. These include the International Covenant on Economic, Social and Cultural Right (ICESCR), the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), and the Convention on the Rights of the Child (CRC), the SDGs Declaration, eThekwini Declaration (now succeeded by the Ngor Declaration), and Sanitation and Water for All High-Level Meeting Commitments 2012.



Children's rights, including the right to water, sanitation and hygiene in schools are sanctified in Kenya's Constitution and Kenya Vision 2030.

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CHAPTER TWO

SITUATIONAL ANALYSIS

Kenya has made impressive advancements and invested significantly in the development of policies and commitments to attain the Sustainable Development Goals (SDGs). The Basic Education Act (2013) for free primary education, Kenya Environmental Sanitation and Hygiene Policy (2016-2030), National School Health Policy amendments (2018), County Environmental Health and Sanitation Bill (2016), Water Act (2016), and Public Health Act (PHA 1961) and its subsequent amendments are key sector documents supporting a conducive environment. Children's rights, including the right to water, sanitation and hygiene in schools are sanctified in Kenya's Constitution and Kenya Vision 2030. Governing policy guidelines from Public Works, and Environment are also important in framing roles and responsibilities of other sectors. The Menstrual Hygiene Management (MHM) policy and strategy has received significant praise within Kenya and internationally. The MHM policy, strategy and corresponding teacher's handbook provide a comprehensive hygiene programme in schools looking at aspects of hygiene behaviour change, provision of sanitary pads and facilities like showers, as well as environmental waste management considering the millions of pads being disposed of monthly.

In 2016, under a presidential initiative, there was also a target to provide water supply to 13,000 schools starting in Wajir County. The Water Act provides a legislative framework for the provision of water to schools through service providers. However, similar efforts for sanitation and hygiene services do not exist in schools. The Free Primary Education under the Basic Education Act translated into a steady rise of new schools and children enrolled in pre-primary, primary and secondary education. To illustrate, in 2007, there were 20,587 registered primary schools. However, following the adoption of the Basic Education Act, this rose to 29,460 primary schools in 2014. In 2019, latest figures state 32,344 primary schools are registered in Kenya. This translates into millions of primary school children entering the system within the last twelve years. Similar patterns of increases for pre-primary schools and to a lesser degree secondary schools are observed. According to the Ministry of Education, 10 million children are enrolled in public primary schools with an enrolment rate of 84 per cent which has been steady for the past few years. (Ministry of Education, 2020)

Notwithstanding the achievements, Kenya, like many countries, struggles to achieve equitable access to education, water, sanitation, and hygiene (WASH). Many communities and schools continue not to meet children's basic rights. An estimated 25 per cent of rural primary schools according to JMP figures lack adequate water facilities. Numerous reports and videos underline the fact that millions of Kenyan children go to school in squalor sanitation conditions compromising their health and educational attainment. This is significant as primary age children represent 20 per cent of the overall Kenyan population. (JMP,2020)

With estimates as high as US\$88 million lost per year because of inadequate sanitation in communities, the campaign to End Open Defecation (2016-2020) established a nation-wide movement to support counties to accelerate sanitation and hygiene coverage. The campaign's objective to achieve national ODF status by 2020 was ambitious led by MoH and drew on private sector, social enterprise, foundation, and media, in addition to traditional sector stakeholder support. As of December 2019, three counties, Busia, Kitui and Siaya achieved certified ODF status and over 16,000 villages nation-wide have been certified open defecation-free, representing 22 per cent of the country. Eight more counties are set to follow suit. (Ministry of Health, 2020)

However, progress is challenged with recently decreased sectoral overseas development assistance (ODA) support because of Kenya's categorization as a lower-middle-income country. This is a major development as the WASH sector is historically heavily externally financed. Several long-standing WASH partners have since officially closed their operations in Kenya including Caritas and WASH United. According to the World Bank's net official development assistance on-line report, in 2013 Kenya received US\$3.3 billion. This has decreased to US\$2.4 billion in 2018. However, donors such as the United States 's USAID, Sweden's SIDA through Water Sector Trust Fund, UK's DFID, Japan's JICA and Korea's KOICA, continue to have a presence in the sector. (Ministry of Health, 2019)

Kenya is looking to the private sector to fill in some of the resource gaps. Experience shows that the twinning of private and public sectors for social services is difficult owing to the lack of clear and transparent policy frameworks for these partnerships to build trust and accountability. In 2012, Kenya launched its Private Public Partnership policy to create a better enabling environment for private sector engagement. The Ministry of Water, Sanitation and Irrigation was among the first ministries under this pilot in the provision of piped water supply in counties.

2.1 Notable underlying challenges for WinS in Kenya

2.1.1 Incomplete data on school WASH to support national and sub-national planning

A review of the recent Joint Monitoring Programme (JMP) reports finds major gaps in data on urban, peri-urban, and secondary schools. Latrine ratios officially stand at 1 toilet to 29 girls and 1 toilet to 34 boys, close to national standards. However, without sound sub-national data collection methods, these ratios mask inequities between private and public, and rural and urban schools. JMP 2020 notes major discrepancies in ratios between primary and secondary schools, i.e., 1:28 and 1:19 respectively, with no data available for pre-primary schools. (JMP,2019).

Having one coordinated information management system would be ideal for WinS. There are reported difficulties by counties to use NEMIS data. Many counties do not find it useful and have begun collecting their own information on schools. This leads to discrepancies between national and county data on schools. Efforts to improve the data system in recent years were reported to have failed because of the focus on technologies and not the organizational capacity, management, and institutional mechanisms required for the data to be managed. The WASH in Schools (WinS) 2019 Bottleneck Analysis identified as key outcomes the development of one plan for WinS led by the Ministry of Education and the integration of WASH indicators in the National Education Management Information system (NEMIS), as a centralized data platform for WinS.



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2.1.2 Complex and unclear institutional arrangements for WinS

In 2013, major devolutions of social service functions were given to counties leading to the creation of integrated development plans including child protection, nutrition, sanitation and early childcare and other social services. The belief being that decentralized governments could better respond to the needs of vulnerable populations. The ministries of Health, and Water, Sanitation and Irrigation are fully devolved as county ministries, while Education (except for pre-primary schools) remains centralized. The resulting situation is the national Ministry of Education maintains the national mandate for schools, and the largest share of budget and human resource capacity. However, county ministries of Health and Water which are tasked to provide technical support to schools, are decentralized and have significantly smaller budgets. The issues of devolution of services in Kenya are complex ones. However, without a clear institutional arrangement and coordination mechanism that addresses gaps and misalignment, comprehensive support for WinS is impeded.

Given that 33 per cent of primary education budgets come from parents and the wider community, against 53 per cent from the national government and 6 per cent from county governments, formalizing parent and community engagement under institutional arrangements is key. This is moving school management and communities from passive roles of merely donations of in-kind labour or money to that of stakeholders engaged in monitoring, assessments, having inputs into planning, budgeting, and supporting structures of accountability in schools. Initiatives to increase the capacity of school Boards of Management (BoM) and School Infrastructure Committees (SIC) would be important first steps in strengthening institutional arrangements for operation and maintenance. (Ministry of Education, 2019)

2.1.3 National and county budget shortfalls

The Government in 2017 estimated that to achieve universal water access it requires Kenyan Shillings (Ksh) 100 billion per year. However, the annual budget, as of 2017 allocated only Ksh 40 billion per year. Counties are dependent on seeking external sources to cover the difference. The fact that much of the county water supply departments do not collect tariffs, i.e., generate revenue, this limits available funds. There is a budget for WASH in schools under the free education capitation budget, but it is deemed insufficient. Many counties integrated development plans (CIDP) do not have explicit WASH targets. This implies that if WASH is not an explicit target in the budget, it is therefore not funded and not a priority. Where expenditure for WASH does take place, many county budgets go towards water infrastructure at 74 per cent.

County budgeting processes also have short timeframes, and this does not allow the prerequisite consultation necessary for multi-sectoral initiatives like WASH in schools. A noted criticism is that county planning and budgeting are focused on meeting administrative timeframes for planning and expenditure, and this turns the focus away from generating evidence or using evidence and data to inform their decisions. Their attention to timing means that budgeting is often de-linked from participatory planning processes, which require sufficient time to convene different stakeholders and gather data. Further hindering the situation, the Kenya National Bureau of Statistics (KNBS) focuses on national data collection and provides limited support to county-level planning. Combined with inadequate technical and administrative capacity at county level, budgets result in county wish-lists, and not based on evidence gathered, making them ambitious and unrealistic. This is also indicative of the low WASH budget absorption of 70 per cent by counties.

Accountability mechanisms for budget and finances require increased transparency, integrity and trust on how public funds are being managed at sub-national level. For example, budgets for WASH without conditionality or set targets work against transparency and increase windows for corruption and mismanagement. Beyond accountability, overall improvements in fiscal management were recommendations cited in UNICEF's 2017 Situation Analysis to ensure timely utilization of resources for the implementation of social services at sub-national level.

2.1.4 Capacity challenges

There have been challenges for counties to understand their roles in relation to water and sanitation service provision. County governments major challenges being insufficient human resources and administrative capacity for efficient and timely expenditure, planning, monitoring, and evidence generation. Delays in cash transfers from central level, delays in procurement processes, inadequate technical staffing and myriad of other factors influence a county's ability to implement social sector activities.

While the devolution of services to counties included procedures for national governments to support counties, this support has not been fully implemented, resulting in functions devolved without the accompanying resources both human, technical, and financial. At the same time, counties now bear the responsibility to provide these water and sanitation critical services to schools.

The COVID-19 pandemic further underlines the need to move quickly in ensuring water for basic hand hygiene. Handwashing with soap is highlighted as the single most cost-effective means to prevent the spread of the viral disease. Laudable efforts in the development of the national COVID-19 prevention guidelines for schools by the School Health Inter-Agency Committee in July 2020, press the need for sustained water supply and a systematic national programme for effective hand hygiene for all. The prolonged school closures in Kenya in 2020 impacted children's education, security, and psycho-social wellbeing. An estimated 85 per cent of rural schools do not have any hand wash or hygiene services,

and another 13 per cent have limited services in terms of sustained access to water, and soap. Some 50 per cent of rural schools have limited sanitation, not meeting national or global standards. The quality of the toilets are also notable systemic problems as with other facilities. Water facilities report a high rate of 35 per cent non-functionality within three years of commissioning (Ministry of Education, 2020). Therefore, every concerted effort to keep schools open is a national imperative to ensure learning achievements are not reversed. Provision of water and soap for handwashing in schools, coupled with a protocol implemented with the participation of line ministries, school administration, teachers, students, and parents should be of the highest national priority.

In the case of many of the national policies and guidelines, including the School Health Policy, WASH Infrastructure and MHM, the COVID-19 pandemic severely constrained possibilities for traditional face-to-face dissemination and travel to counties. National coordination mechanisms such as the School Health Inter-Agency Committee and subsequent technical teams and working groups at national and county-level have had to employ virtual means to connect with sub-national counterparts, adding additional challenges in relation to connectivity, monitoring, and feedback. On the flipside, digital engagement requires less capital investment and provides promising prospects in terms of mass communication and wider stakeholder engagement.



An estimated 85 per cent of rural schools do not have any hand wash or hygiene services, and another 13 per cent have limited services in terms of sustained access to water, and soap.

The goal of any WinS programming is to ensure school communities have access to appropriate WASH facilities in a sustainable manner.



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CHAPTER THREE

STRATEGIC FOCUS AREAS

3.1 Vision

All learners realize their rights to education in a hygienic environment free from WASH-related diseases.

3.2 Strategic mission

All learners access appropriate WinS (water supply, sanitation, and hygiene in school) services including menstrual Hygiene, all the time while in school.

3.3 Strategic goal

All schools reach national standards through sustainable, quality, scalable, equitable, transparent, and evidence-based WinS programming by 2028.

3.4 Core Values

The government acknowledges the fact that having the right values will result in more efficiency, higher productivity, and better focus. This is seen in the following principles that guide the implementation of this strategy.

- Patriotism
- Professionalism
- Integrity
- Innovation
- Accountability and transparency
- Courage

3.5 The Strategy Components, Strategic Objectives, and Strategies

This Section outlines the strategy components.

Component 1: Enabling Environment

Kenya has policies (Kenya School Health Policy, Menstrual Hygiene Management Policy), strategies (Menstrual Hygiene Management Strategy) and guidelines (Standards and guidelines for WASH infrastructure in Pre-primary and Primary schools in Kenya, MHM Teachers Handbook and Hygiene Promotion Teachers Handbook, Kenya School Health Implementation Guidelines) supporting WASH in Schools (WinS).

A gap exists in the implementation of the above policy documents including limited resource availability, competing other priorities, these policies and guidelines are never fully disseminated or implemented in schools. Therefore, the intent of these policies, strategies and guidelines have never been fully realized. The current policy on WinS requires a targeted WASH specific, evidence based and all-inclusive approach that will create the required conducive learning environment for both learners and teachers.

Strategic objective 1: Enabling Environment

To strengthen the enabling environment through targeted WinS policy and programmatic guidance provided to all schools by 2024.

This strategic area requires:

- MoE with support from partners to develop a PowerPoint module presentation on the dissemination of school WASH policies and guidelines.
- MoE develops a popular version of policies, strategies, and guidelines to be disseminated to schools and stakeholders.
- MoE develops dissemination and rollout strategy to all counties and schools
- Establish WinS stakeholders' forum at county and sub-county levels.
- Advocacy and programme communication or behavioural change communication plan to accompany the policies, strategies, and guidelines disseminations. It could include a newsletter or magazine highlighting progress.
- Two-way process for dissemination of policies, strategies and guidelines that include feedback mechanisms to inform future policy direction and guidance. This guarantees transparency and accountability at all levels.

Component 2: Institutional Arrangement

The government has an ultimate responsibility to ensure child rights. WASH in schools is not a singular thematic area for government as its functions go across several line ministries, notably Ministry of Education, Ministry of Water, Sanitation and Irrigation and Ministry of Health and development partners.

This requires an appropriate coordination and leadership mechanism that can effectively delegate and hold departments accountable. According to the current Kenya School Health Policy, there is a National Steering Committee for School Health tasked with coordination of activities and development and dissemination of policies, strategies, and guidelines.

At county levels, county steering committees for school health support wards and schools implement WinS activities. Several bottlenecks for the full realization of these structures have been identified, namely accountability, low capacity, and lack of clearly defined roles among ministries.

To support accountability and monitoring of WinS, a focal point at all levels is recommended. School health clubs play a particularly important role in WinS implementation, and therefore should be supported and encouraged.

Strategic objective 2: Institutional Arrangement

To delineate roles and responsibilities within MoE, MoH, MoWSI and development partners at all levels for improved leadership and accountability of WinS programming by 2024.

Key proposed actions to strengthen institutional arrangements will:

- Clarify roles and responsibilities.
- Designate WinS focal persons in MoE, MoWSI and MoH.
- Train and support WinS focal persons.
- Strengthen WinS technical working groups by revising the ToRs at National and County levels.
- Strengthen school health clubs and establish where currently do not exist.

Component 3: Monitoring, Evaluation and Learning

Monitoring, evaluation, and sector learning are critical pillars in bridging national level policy guidance with school level implementation. Effective monitoring, evaluation, and learning can inform planning, advocacy, and implement changes.

In the process of putting in place a National Education Management Information System (NEMIS), a harmonized national monitoring system will be necessary in capturing information on WinS. This will enhance equitable allocation of resources. Strengthening systematic monitoring will help gather data for evidence to guide decision making at all levels.

Monitoring, data collection and collation supports accountability especially when it is available in a transparent and timely manner and in an accessible platform. Reporting templates are important to ensure information is easily collected, collated, and shared.

Strategic objective 3: Monitoring, Evaluation and Learning

To develop a harmonized national monitoring, evaluation and learning system for WinS programming linked to National Education Management Information System (NEMIS) and aligned to Joint Monitoring Programme (JMP) and SDGs by 2027.

- To strengthen monitoring to generate evidence and inform service delivery.
- Establish an agreed set of harmonized indicators for WinS, integrated in NEMIS, aligned to JMP and SDGs.
- Establish a national dashboard for transparent monitoring and data sharing that can be accessed at all levels.
- Establish sector learning processes with a mix of activities: evaluation, studies, exchange visits, on-line learning, and other knowledge management methods.
- Incorporate self-assessment as part of participatory planning and monitoring process with schools for teachers, learners, and parents.
- Include recognition of school and community efforts. For example, when they achieve one star they are recognized at sub-county level and two star should be recognized at county level and a three-star school recognized nationally. Identify gaps from the baseline and inform short to long-term interventions. In addition to the baseline, subsequent studies should be conducted annually, and the report shared during the annual Wins sector review meetings.

Component 4: Capacity Building and Development

Capacity building and development is a major enabler in WASH in schools planning and implementation since it provides stakeholders with requisite tools, knowledge, attitude and skills. It also enhances the required synergy in the interpretation of the policy document at all levels of implementation. Therefore, it is imperative and a critical component in supporting schools and other stakeholders to implement and sustain WinS. Despite the importance of capacity building and development, there has been inadequate funding which has led to inadequate sensitization and skills.

From the foregoing, it is highly recommended to allocate adequate resources to critical government institutions involved in the implementation and sustainability of WASH in schools. Inadequate sensitization and skills of implementers and stakeholders can lead to the limited or poor implementation of WinS at school. Adequate capacity building will ensure appropriate, efficient, cost effective, and sustainable WASH in school implementation. This will avoid an array of challenges associated with poor planning, costly infrastructural mistakes, and poor investment decisions or in extreme cases collapse of structures.

The MoE with support from other multi agencies will provide technical support to develop training content and provide capacity building and development to the stakeholders.

Strategic objective 4: Capacity Building and Development

To improve the capacity of all implementers and other stakeholders to implement and sustain WinS services by 2027.

Proposed actions for capacity building are:

- Conduct a capacity-gap needs assessment to develop the training package.
- Consolidate capacity development plan among line ministries (Education, Health, Water, Sanitation, and Irrigation).
- MoE to collaborate with partners to develop a comprehensive WinS training package to be rolled-out as part of teachers' in-service training.
- Establish on-line and in person training programmes to increase teachers' accessibility to materials.
- Establish training teams and WinS focal persons at National, county, ward, and school-levels.
- Conduct learning forums or joint sector reviews.
- Schools benchmark with each other on implementation of Wins.
- Exchange visits between Kenya's WinS implementers with countries that are doing well in WinS implementation (Intra and Inter).
- Sharing of best practices in conferences/workshops/TWGs.
- Assessment of schools implementing WASH.

Component 5: Budget and Finance

Budget and finance are often cited as the number one challenge for not realizing WinS. Schools report inadequate funds as a reason why facilities are not present or operable. Budgeting and financing, while used synonymously, can be broken down into two areas.

Financing examines the various mechanisms for WinS which includes sources and opportunities to mobilize funding. The three main sources of financing for WinS include government, non-state actors, and user/community contributions. Financing requires a certain level of capacity but also the appropriate institutional arrangements to facilitate opportunities to access funds. While financing refers to the ability to generate enough funds, budgeting is to know the financial flows and expenditure to meet the needs.

Budgeting considers the full costs of WinS. This is capital costs but also indirect, direct, operation and maintenance costs over the course of the life of the facilities (i.e., lifecycle). This requires a certain level of capacity and knowledge to create realistic budgets. Weaknesses in budget and finance capacity result in insufficient or inadequate funds. It is necessary to have the capacity and institutional arrangements to efficiently use the existing funds and seek opportunities to create and generate more funds. Capacity building, institutional arrangements and enabling environment components facilitate good budgeting and access to finance.

Strategic objectives 5: Budget and Finance

To increase the capacity of all schools for the full lifecycle cost budgeting for WinS by 2024.

To expand the available financial mechanisms for WinS by 2024.

This strategic component can be broken down into three phases:

- Collation and dissemination of existing tools and guidelines on WASH budgeting and financing. This also includes harmonizing financing mechanisms where possible.
- Training and supportive supervision on WinS budgeting to counties and schools.
- Learning and advocacy, i.e., commission studies to learn more about WinS financing, and advocate for improvements in policies for sustainability.

Component 6: Sustainability

The goal of any WinS programming is to ensure school communities have access to appropriate WASH facilities in a sustainable manner, so that learners can attain improved health, reduce absenteeism, and improve school retention. During routine school visits, it is generally observed a good number of WASH facilities are either dilapidated or in disuse within three years of commissioning. Sustainability is an integral part of all other WASH components including policy dissemination, institutional arrangements, budget and finance, capacity building and monitoring, evaluation, and Learning.

Therefore, there is a need for strengthening strategic actions to ensure facilities always remain operable, and school communities are adequately sensitized and engaged. School health is a responsibility for all learners and teachers. At the school level the PTA, school health teachers, school health clubs and BoM can play a very important role for the sustainability of WinS activities.

Strategic objective 6: Sustainability

To increase school and community engagement for sustainable WinS interventions by 2024.

Seven determinants for sustainability, as outlined below:

- Training and sensitization to support schools, BoM, teachers, and learners to take appropriate action.
- Prioritization of WinS by the BoM through a combination of efforts, i.e., advocacy, sensitization, and supportive supervision.
- Regular monitoring and supportive supervision that is routine and linked to NEMIS.
- Adequate budgeting and financing linked to monitoring and considers (capital, operational, and maintenance costs) the full range of costs and resource availability.
- Quality of facilities, appropriate design, and good construction through systematic supervision and monitoring.
- Clear roles and responsibilities defined at all levels and among line ministries and other stakeholders.
- Community engagement to develop WASH champions to sustain WASH services.

The key result areas, Strategic objectives and strategies are discussed in detail and presented in table below.

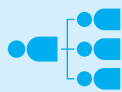
Table 3.1 Strategic components and objectives

#	Component	Strategic Objective	Strategies
1	Enabling Environment 	To strengthen the enabling environment through targeted WinS policy and programmatic guidance provided to all schools by 2027.	This strategic area requires: • MoE with support from partners develop a PowerPoint module presentation on the dissemination of school WASH policies and guidelines. • MoE develops a popular version of policies, strategies and guidelines to be disseminated to schools and stakeholders. • MoE develops dissemination and rollout strategy to all counties and schools • Establish WinS stakeholders' forum at county and sub-county levels. • Advocacy and programme communication or behavioural change communication plan to accompany the policies, strategies, and guidelines disseminations. It could include a newsletter or magazine highlighting progress.
2	Institutional Arrangements 	To define roles and responsibilities within MoE, MoH, MoWSI and development partners at all levels for improved leadership and accountability of WinS programming by 2024.	Key proposed actions to strengthen institutional arrangements will: • Clarify roles and responsibilities. • Designate WinS focal persons in MoE, MoWSI and MoH. • Train and support WinS focal persons. • Strengthen WinS technical working groups by revising the ToRs at National and County levels. • Strengthen school health clubs and establish where currently do not exist.

#	Component	Strategic Objective	Strategies
3	Monitoring, Environment and Learning (MEL) 	To develop a harmonized national monitoring, evaluation and learning system for WinS programming linked to National Education Management Information System (NEMIS) and aligned to Joint Monitoring Programme (JMP) and SDGs by 2024.	To strengthen monitoring to generate evidence and inform service delivery: • Establish an agreed set of harmonized indicators for WinS, integrated in NEMIS, aligned to JMP and SDGs. • Establish a national dashboard for transparent monitoring and data sharing that can be accessed at all levels. • Establish sector learning processes with a mix of activities: evaluation, studies, exchange visits, on-line learning, and other knowledge management methods. • Incorporate self-assessment as part of participatory planning and monitoring process with schools for teachers, learners, and parents. • Include recognition of school and community efforts. For example, when they achieve one star they are recognized at sub-county level and two stars should be recognized at county level and a three star school recognized nationally.
4	Capacity Building 	To improve the capacity of all implementers and other stakeholders to implement and sustain WinS services by 2024.	Proposed actions for capacity building are: • Conduct a capacity-gap needs assessment to develop the training package. • Consolidate capacity development plan among line ministries (Education, Health, Water, Sanitation, and Irrigation). • MoE to Collaborate with partners to develop a comprehensive WinS training package to be rolled-out as part of teachers' in-service training. • Establish on-line and in person training programmes to increase teachers' accessibility to materials, and whereby teachers receive recognition for completing the courses. • Establish training teams and WinS focal persons at National, county, ward, and school-levels. • Conduct learning forums or joint sector reviews. • Schools to benchmark with each other on implementation of Wins. • Exchange visits between Kenya's WinS implementers with countries that are doing well in WinS implementation (Intra and Inter). • Sharing of best practices in conferences/workshops/ TWGs. • Assessment of schools implementing WASH.

#	Component	Strategic Objective	Strategies
5	Budgeting and Financing 	To increase the capacity of all schools for the full lifecycle cost budgeting for WinS by 2024. To expand the available financial mechanisms for WinS by 2024.	This strategic component can be broken down into three phases: • Collation and dissemination of existing tools and guidelines on WASH budgeting and financing. This also includes harmonizing financing mechanisms where possible. • Training and supportive supervision on WinS budgeting to counties and schools. • Learning and advocacy, i.e., commission studies to learn more about WinS financing, and advocate for improvements in policies for sustainability.
6	Sustainability 	To increase school and community engagement for sustainable WinS interventions by 2024.	• Training and sensitization to support schools, BoM, teachers, and learners to take appropriate action. • Prioritization of WinS by the BoM through a combination of efforts, i.e., advocacy, sensitization, and supportive supervision. • Regular monitoring and supportive supervision that is routine and linked to NEMIS. • Adequate budgeting and financing linked to monitoring and considers (capital, operational, and maintenance costs) the full range of costs and resource availability. • Quality of facilities, appropriate design, and good construction through systematic supervision and monitoring. • Clear roles and responsibilities defined at all levels and among line ministries and other stakeholders. • Community engagement to develop WASH champions to sustain WinS. • Include other documents like the MHM and Hygiene promotion handbooks for teachers, Standards and Guidelines for WASH facilities in Pre-and Primary schools in Kenya. • WASH funds to be ring-fenced. • Provide training on appropriate use of the facilities.

3.6 Summary of Components

Enabling Environment 	Institutional Arrangements	Monitoring Evaluation and Learning	Capacity Building	Budgeting and Finance	Sustainability
Institutional Arrangements 	- Establish clear roles and responsibilities at all levels: national, counties and schools by MoE and line ministries. - Establish WinS focal persons at all levels. - Revise TWG for greater engagements and support to MoE leadership.	- Undertake national WinS baseline. - Agree on a national set of coordinated and harmonised indicators for WinS; - Revised WASH scorecards to be aligned to NEMIS and Three-star approach - JMP - Obtain feedback from schools and counties to inform policy.	- Undertake capacity- gap analysis; - Train stakeholders on policy - Develop a harmonised capacity development plan among the three ministries; guidelines and strategies; Ensure sufficient copies available; - Ensure materials are simple and easy to understand; consider popular or online versions.	- Advocate for sufficient financing for dissemination of policies and guidelines- including this strategy and training. - Disseminate widely WinS costing tools. - Provide guidance for budgeting and financing of WinS; - Advocate for increased FPE grant and county financing for WinS.	- Advocate for greater prioritisation of WinS among school officials. - Disseminate guidelines and standards to schools. - Conduct national behavioural change campaigns reinforce WASH messages.
	Institutional Arrangements 	- Harmonise monitoring tools among ministries. - Undertake evaluation of WinS focal point training, materials and content. - Evaluate advocacy strategy. - Hold annual WinS joint sector review.	- Train and support to WinS focal persons; Establish training teams and WinS focal persons. - Establish linkages with TSC for training and KICD to develop content; - Strengthen roles of school health clubs for WinS.	- Harmonise financing for WASH among three ministries linked to PME. - Map partners and investments. - Advocate to counties for greater budget prioritisation for WinS.	- Map WASH partners for better planning resource mobilisation and coordination. - Define accountabilities, roles and responsibilities for WinS at school/ county levels.
Monitoring, Evaluation and Learning 			- Pilot and evaluate training programs. - Establish learning forums and joint sector reviews. - Train at levels PME (planning, monitoring and evaluation) for WinS. - Train schools on WASH Score Cards. - Pilot with an intention to scale, online real-time WinS monitoring platform.	- Link M&E to budgeting and fund allocations via NEMIS, online platform and WASH Score Cards. - Further studies on WinS budgeting.	- Increase capacity and frequency of WinS monitoring via supportive supervision to schools through joint monitoring teams. - Establish competition and award recognition for schools.
	Capacity Building 				
Budgeting and Finance 					
Sustainability 					

A close-up photograph of a young girl with dark skin and her hair in small braids, some of which are tied with blue beads. She is leaning forward, drinking water from a public tap. Her hands are cupped under the running water, and water is splashing down. She is wearing a blue and white checkered shirt and a colorful beaded necklace. The background is a textured, light-colored wall.

The goal of any WinS programming is to ensure school communities have access to appropriate WASH facilities in a sustainable manner.

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CHAPTER 4

OPERATIONAL ARRANGEMENTS AND COORDINATION

This chapter presents various actors in the implementation of WinS and their roles, partnership, arrangements, planning and budgeting processes and communication strategies under constitutional dispensation of devolved governance. The Kenyan government takes the lead in advising the implementation of the strategic plan in collaboration with other stakeholders.

To operationalize the WinS strategy, the Three- Star Approach (TSA) is proposed as a banner programme. This approach has five elements: 1) dissemination and communication to schools, 2) hand hygiene activities in schools, 3) school self-assessment, 4) school recognition and award system and 5) monitoring activities linked to a national system and aligned with the Joint Monitoring Programme (JMP). The award framework is annexed.

A first and critical element is the dissemination of existing policies and guidelines to schools to build their capacity. This step should also include behavioral change communication, so that messages are not only in schools but to the wider community to support actions.

A second element is the promotion of hand hygiene activities. They are relatively simple to initiate and reinforce the current COVID-19 prevention and response measures.

The third element is self- monitoring by schools with technical guidance from line ministries. When linked to a simple scoring system like the WASH scorecards: i.e., bronze, silver, and gold, it increases accountability and encourages do-able actions using existing school resources.

The fourth element is a recognition system to encourage further innovation, and 'healthy' competition among schools.

The fifth element is the monitoring of WinS that requires a set of national indicators that are aligned to the National Education Management Information System (NEMIS) and Joint Monitoring Programme/SDG targets.

4.1. Operational Arrangement

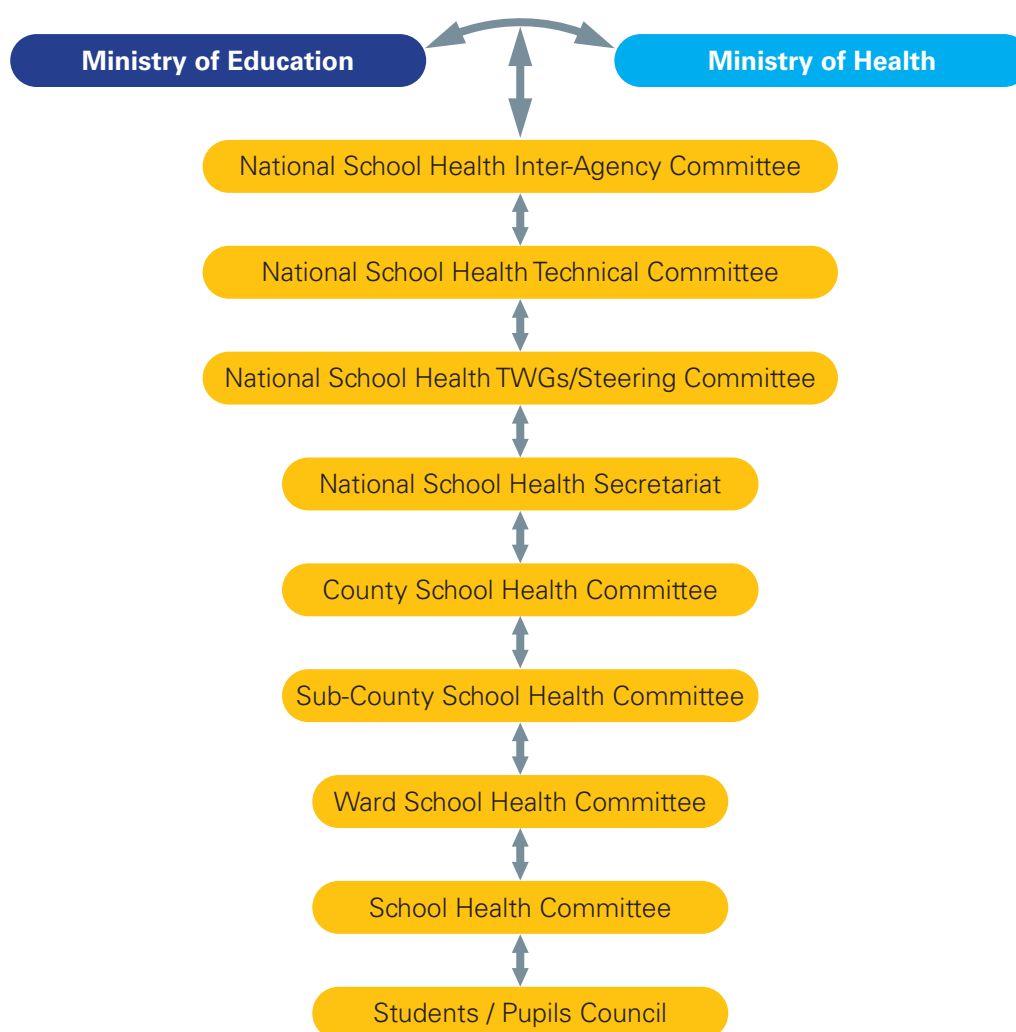
Water, Sanitation and Hygiene in School health is an integral component of National School Health Policy that makes it compulsory for all schools to adopt the School Health Policy within the provisions of the Education and Health statutes. Relevant programme activities shall be implemented within the existing relevant laws of Kenya which are in the references.

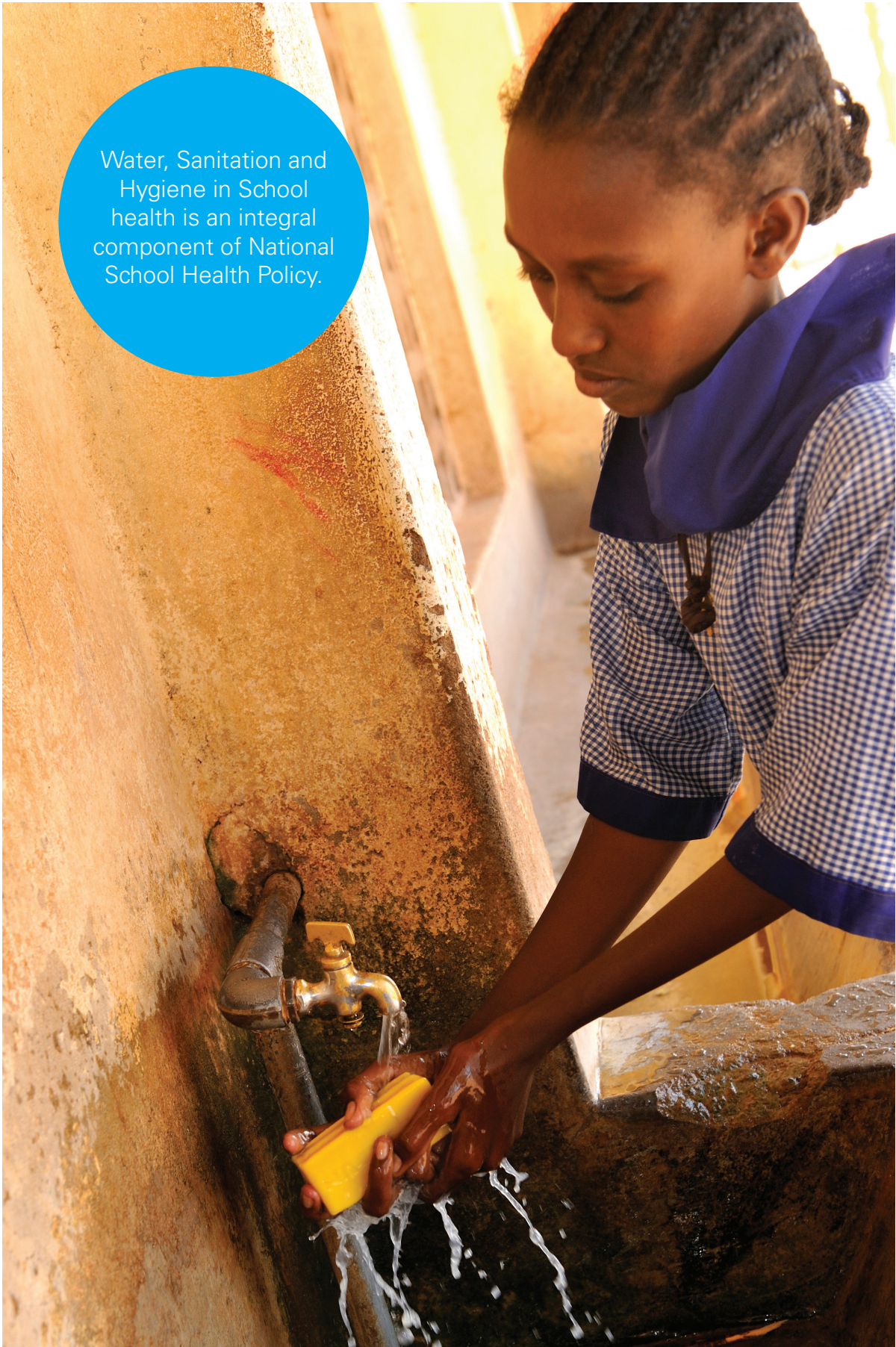
The overall coordination of all aspects of implementation of all health-related activities within schools will be the responsibility of the Ministry of Education and its stakeholders in collaboration with Ministry of Health who will provide integrated preventive, promotive, curative and rehabilitative health services and Ministry of Water that will be key in the provision of technical services on matters of water provision.

A memorandum of understanding on the joint implementation of activities in the Wash in School programme as per the recommendation of the School Health Policy shall be entered between with respective partners. The MoU shall be a tool for coordination, integration, and harmonization of activities.

The operation of this strategy shall adopt the School Health Governance Structure as outlined in the School Health Policy of 2018 for reporting and implementation of this strategy as in the Figure 3.1 below.

Figure 3.1: School Health Governance Structure



A young girl with dark skin and braided hair, wearing a blue and white checkered school uniform with a blue collar, is washing her hands at a public water tap. She is holding a yellow bar of soap. Water is running from the tap, and she is looking down at her hands. The background is a blurred outdoor setting with a concrete wall and a paved area.

Water, Sanitation and
Hygiene in School
health is an integral
component of National
School Health Policy.

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4.2. Roles and responsibilities in WinS Implementation

WASH in Schools Programme is an inter-sectoral initiative in which ministries, stakeholders and agencies will collaborate in planning, implementation, monitoring, and evaluation of activities. The Table below outlines the role of various stakeholders.

Table 4.2 Roles and responsibilities in WinS implementation

#	Entity	Role and Responsibilities
1	Ministry of Education	• Lead agency for the coordination and implementation of the strategy • Convene the National Steering Committee • Mobilization of resources • Capacity building • Provide enabling environment • Support the project • Provide institutions (schools) for operations • Monitor and evaluate • Plan and budget • Own the results of the data • Provide data for expansion of school WASH facilities • Supervise implementations of all activities • Joint planning with inter- ministerial • Approve design and specification for WinS facilities • Receive complaints and addressing them
2	Ministry of Water, Sanitation, and Irrigation	• Monitoring, evaluation, reporting and learning • Provide technical support for water services/ development • Budget/ planning for school water supply • Supervise water works development • Ensure access to water by all schools • Annual joint planning • Monitoring of school water and sanitation services • Resource mobilization • Ensure the reliability and sustainability of water provision • Ensure provision of quality water supply • Provide exhaustion and wastewater management services • Provide water analysis • Capacity building
3	Ministry of Health	• Support in development of relevant policy documents • Capacity building • Support school facilities in coming up with appropriate facilities • Support in dissemination of WinS packages • Resource mobilization • Working with schools in WASH facilities • Support supervision on training • Support in monitoring and learning exercise • Participate in WinS annual conferences • Convene a TWG on WinS.

#	Entity	Role and Responsibilities
4	The County Department of Health	- Enforcement of required health standards including infrastructure, water, and sanitation facilities in schools. - Ensuring that all relevant Health Acts, Rules, and Regulations are enforced. - Provision of technical support in the training and in-servicing of school personnel.
5	Partners	- Resource mobilization - Technical Support for WinS
6	The Community	- Active participation in the management of schools. - Resource mobilization. - Maintenance of appropriate safe and healthy environment around their schools and in their homes



An estimated 25 per cent of rural primary schools according to JMP figures lack adequate water facilities.



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CHAPTER FIVE

RESOURCE REQUIREMENTS / COSTING

5.1 Overview

Costing is a process of determining in monetary terms, the value of inputs that are required to generate a particular output. It involves estimating the quantity of inputs required by a particular activity/programme or intervention. Costing may also be described as a quantitative process, which involves estimating both operational (recurrent) costs and capital costs of a programme. The process ensures that the value of resources required to deliver services are cost effective and affordable. The cost estimates were calculated using Kenya Shillings.

5.2 Costing Methodology

The costing of this strategic plan was undertaken using activity based costing (ABC) method. ABC is a method of allocating costs to products and services. It is generally used as a tool for planning and control. The general principles of ABC are that activities require inputs, such as labour, conference hall etc. These inputs are required in certain quantities, and with certain frequencies. It is the product of the unit cost, the quantity, and the frequency of the input that will give the total input cost. The sum of all the input costs gives the activity cost. These are added up to arrive at the output cost, the objective cost, and eventually the entity or agencies budget. This is therefore referred to as activity based budgeting/costing.

The steps in applying the ABC approach are about listing of all the inputs required to execute the activity taking note of the type, number, quality of the inputs as well as applying a fair market value (market cost) and ensuring there is a clear rationale for picking an appropriate input cost. The probable cost of each input must be judged against whether there is a clear rationale behind it as it subsequently helps in justifying the metric used to cost the input. An example of an input costing table is shown in Annexures.

5.3 Costs estimate for the WinS Strategic Plan

The cost estimates were generated by first getting the activities costs, strategy costs and then by the strategic objectives. The summary of the costs was summarized and aligned to the key result areas of the plan and years of its implementation. The total cost of the plan for the next five (5) years in 603.6 Million KSH.



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ANNEXURES

1 National WASH in School Strategy: Costed Action Plan and Results Monitoring Framework (2024-2029)

Strategy Component Area 1: Enabling Environment

Summary of proposed activities under Enabling Environment

Phase 1:

- Conduct national meeting, hosted by MoE to identify key policies, strategies and guidelines to be disseminated to schools as WinS' package.
- Disseminate agreed WinS policy 'package' to primary sschools in 47 counties.

Phase 2

- Develop an Advocacy and Communication (BCC) plan with a focus on MoE decision-makers, counties, wards, schools and communities to raise awareness on WinS and strategy.
- Roll-out communication and advocacy activities with counties
- Create a BCC plan to sensitise counties and schools on their roles in WinS under School Health Policy.

Phase 3:

- Undertake evaluation of policy dissemination and guidelines, i.e., WinS package'.
- Undertake evaluation of advocacy strategy.
- Evaluate communication BCC campaign and adjust.
- Amend advocacy and BCC plans based on recommendations and lessons learned.

Strategy 1: Enabling Environment: Policy dissemination and Guidance for WinS								
Enabling Environment:	Costed Activities		Budget¹ KSH	Monitoring and Evaluation Framework				
	Activities	Expected results		Implementing Partner (Lead)	Indicators	Baseline	Target	Source
Phase 1: First six months from date of strategy launching	Conduct WinS national write workshop, hosted by MoE to identify key guidelines to be disseminated to all schools as a WinS package. 20pax for 5days	Outputs: - National meeting held to agree on key documents for dissemination to all schools by December 2022 50 per cent of budget secured for package dissemination to schools by December 2022	2.4 M	MoE	Output: Agree on key guidelines to be disseminated to schools (Y/N)	NO	YES One national workshop	MoE School Health Department Narrative and Financial Report Website
		Outcome: Sectoral agreement on package to be disseminated to schools adopted by WASH and Education Sectors Package of materials disseminated to schools of do-able actions on WinS owing to Secured budget.		Supporting partners: MoH, MoWSI, and Counties (National Assembly)	Outcome: Budget allocation secured for dissemination to schools (Y/N)	NO	YES	
	Disseminate WinS component of School Health Policy and Guidelines under an agreed 'package' or programme to primary schools in 47 counties. - Assumption 24,500 primary schools - Target KEPSHA meetings and other forum for dissemination.	Outputs: At least 50 per cent of schools in counties receive agreed WinS Package (KSHP&G, MHM Policy and Strategy, Standard WASH for Pre-Primary and Primary) by December 2022.	38 M	MoE	Output # Schools knowledgeable about School health policy.	TBD	25 per cent of all primary schools received school health policy and WinS strategy	MoE Survey County Education Officer Reports MoH website MoE Website
		Outcome: - At least 25 per cent of schools implementing do-able WinS actions. - At least 25 per cent of schools implementing group handwashing activities	Supporting partners: County Education Offices; County Assemblies	Outcome: - Schools implementing at least one do-able action for WinS. - Schools implementing group hand wash activities.	X per cent of schools implementing group hand wash activities	25 per cent of schools have group hand wash activities	County Education Officer Reports EMIS WASH Score Cards	

¹ Budget estimated in USD in August 2022, at the following rates 1 KES = 0.00839273 USD/ USD = 119.151 KES

Enabling Environment:	Costed Activities		Budget' KSH	Monitoring and Evaluation Framework				
	Activities	Expected results		Implementing Partner (Lead)	Indicators	Baseline	Target	Source
Behavioural Change Component for Enabling Environment	Develop a Communication (BCC) and advocacy strategy with a focus on MoE decision-makers, Counsel of Governors and MoH, counties, wards, schools, and communities to raise awareness on WinS and strategy.	Outcome: Advocacy strategy developed by December 2022.	2.4 M	National consultancy	Output: Advocacy strategy developed by December 2022 (Y/N) Communication / BCC Strategy Developed (Y/N)	NO	YES	MoE School Health Department, MoH, MoWSI
	(National consultancy)	- Communication- BCC strategy developed by December 2022. - Guidance provided to schools on WinS by MoE and County Education Officers			Outcome: - Increase budget allocation for WinS. - WinS features in more school plans.	TBD	TBD	Narrative and Financial Report Website
	Total Budget for the first six months (Kenya Shillings)		42.8 M					

Enabling Environment:	Costed Activities			Monitoring and Evaluation Framework				
	Activities	Expected results	Budget ¹ KSH	Implementing Partner (Lead)	Indicators	Baseline	Target	Source
Phase 2: Six to 18 months	Roll-out communication and advocacy activities with County officials: - Development of radio and social media spots for schools and communities - Digitization of agreed strategies, handbooks, and guidelines for WinS on website. - Printing of popular version of guidelines in booklets and posters. - Set-up monitoring system of policies and guidelines	Output: - At least 50 per cent of advocacy activities implemented within one year. - At least (2) Radio spots running by December 2024. - At least (2) Social media products created by December 2024. - Website updated by December 2024. - Printed of School Health Policy and Guidelines, WinS strategy, Standards and Guidelines for WASH, MHM Policy distributed to county education/ Head teachers during national/county 2024 meetings. (Can also be done in Phase 1)	14.2 M	MoE (Communications department) Teacher Service Commission ICT firm	- Radio spots created - Social media products created - Website updated with key policies and guidelines. - Printing of popular versions of School Health policy - Feedback mechanism from schools to school health department established	TBD	TBD- Radio spots created. TBD- Social media products created. Website updated. TBD printed popular versions of School Health Policy distributed at national meeting of county education/ Head teachers. Surveys NEMIS	MoE School Health Department MoH, MoWSI, Narrative and Financial Report Website Survey. On-line Survey of County and schools
		Outcome: - Increased awareness of WinS activities in schools - Increased number of WinS activities in schools Half of surveyed schools engaged in one or more WinS activities	Outcome: per cent Schools with basic hand wash facilities as per JMP indicator. i.e., H1. Are there handwashing facilities at the school? Yes, No					
Behavioural Change Communication Component for Enabling Environment	Create a BCC plan to sensitize counties and schools on their roles in WinS under School Health Policy	A plan for sensitization activities with schools and counties exists with clear accountabilities	2.4 M	National consultancy	BCC plan created for counties and schools with clear accountabilities	NO	YES One BCC plan	MoE School Health Department's MoH, MoWSI Narrative and Financial Report.
Total Budget for six to 18 months (Kenya Shillings)			16.6 M					

¹ Budget estimated in USD in August 2022, at the following rates 1 KES = 0.00839273 USD/ USD = 119.151 KES

Enabling Environment:	Costed Activities			Monitoring and Evaluation Framework				
	Activities	Expected results	Budget ¹ KSH	Implementing Partner (Lead)	Indicators	Baseline	Target	Source
Phase 3: 18 to 60 months	Sensitization and Distribution of guidelines and policy materials to county assemblies (education committee), Council of Governors and schools;	Output: • Schools receive WinS package of materials.	28M	MoE	Output: • Schools which receive materials • Counties actively disseminating WinS materials	30 per cent	65 per cent of schools and county assemblies have received WinS package.	MoE School Health Department's, MoH, MoWSI Narrative and Financial Report.
		Outcome: • School use materials to improve WinS condition. • More schools with basic hand wash facilities • 50 per cent of schools are engaged in one or more WinS activities as outlined in the package			Outcome: • Raised awareness amongst schools on WinS Policy and Guidelines		per cent Schools implementing WinS activities	Online survey
	Undertake evaluation of policy dissemination and guidelines (national consultancy)	• Process of WinS guideline dissemination to schools evaluated	0.8 M	WinS technical Working Group	Evaluation completed (Y/N)	NO	YES	MoE School Health Department's, MoH, MoWSI Narrative and Financial
	Undertake evaluation of advocacy strategy; (national consultancy)	• Effectiveness of advocacy strategy evaluated. • 90 per cent of activities in Advocacy strategy implemented.	0.8 M	WinS technical Working Group	Evaluation completed (Y/N)	NO	YES	
Behavioural Change Communication Component for Enabling Environment	Evaluate Communication BCC campaign and adjust; (national consultancy)	• Effectiveness of BCC campaign evaluated	0.8 M	WinS technical Working Group	Evaluation completed (Y/N)	NO	YES	
	Implement advocacy campaign for county officials/ MoE for greater budget prioritization of WinS (national consultancy)	Output: • County and schools sensitized on their roles in WinS by December 2024 Outcome: • Increased fund allocation for WinS at sub- national level	179 M	WinS technical Working Group	Output: • Schools sensitized on their roles in WinS Outcome: • per cent Allocation for WinS in school plans	TBD	TBD 60 per cent or more schools are engaged in one or more activities as outlined in the package.	WinS Strategy Evaluation Results
	Total budget: 18 to 60 months (Kenya Shillings)		48.3 M					
	Total budget (Kenya Shillings)		108 M					

¹ Budget estimated in USD in August 2022, at the following rates 1 KES = 0.00839273 USD/ USD = 119.151 KES

Strategy Component Area 2: Institutional Arrangements

Summary of proposed activities under Institutional Arrangements

Phase 1:

- Undertake a capacity-gap analysis of WinS staffing at national and sub-national level.
- Hold national meeting to review technical working groups and identify WinS focal persons.
- Develop an advocacy strategy to raise awareness on WinS and strategy (linked to component 1).

Phase 2:

- Hold sub-national meetings to disseminate revised ToRs to MoE officials and partners.
- Develop WinS focal point training package based on identified gaps in needs assessment.
- Train MoE focal points of selected partners on WinS;
- Create a BCC plan to sensitize counties and schools on their roles in WinS (linked to component 1).

Phase 3:

- Undertake evaluation of WinS focal point training and content.
- Undertake evaluation of advocacy strategy; (linked to component 1).
- Implement advocacy campaign for county officials/MoE for greater budget prioritization of WinS (linked to component 1).

Strategy Component Area 2: Institutional Arrangements

Strategy 2: Institutional Arrangements: Strengthening Leadership and Accountability for WinS									
Institutional Arrangements		Costed Activities		Budget ¹ KSH	Monitoring and Evaluation Framework				
Activities		Expected results			Implementing Partner (Lead)	Indicators	Baseline	Target	Source
Phase 1: First six months from date of strategy launching. Assessment	Undertake a capacity assessment WinS focal points within MoE, MoH, MoWSI at all level	Outputs: Staffing and training needs for WinS identified at national and county level (survey and collation of results)		2.4 M	MoE: Basic Education-School Health and Quality Assurance Departments National consultancy	- WinS focal persons identified. - Training needs identified	No	Yes	MoE WinS capacity needs/ gap analysis consultancy Report
		Outcome: - Delegation of staff for WinS within MoE, MoH, MoWSI at national and county level. - Training package for WinS focal points developed. - Improvements in the capacity to facilitate WinS at national and county level							
		Hold national meeting to review technical working groups under MoE with MoH, MoWSI and other partners.	Outputs: - Revised Terms of Reference for technical working groups and structures for WinS at county level by December 2022 - Multi-sectoral WinS training team established.			MoE School health, Quality Assurance Departments With support from MoH Public Health Departments National consultancy for facilitation	- Revised ToRs for county technical working groups on WinS. - WinS training team established. # Meetings held in selected counties.	No	Yes Yes TBD 15 counties

¹ Budget estimated in USD in August 2022, at the following rates 1 KES = 0.00839273 USD/ USD = 119.151 KES

Institutional Arrangements	Costed Activities		Budget ¹ KSH	Monitoring and Evaluation Framework				
	Activities	Expected results		Implementing Partner (Lead)	Indicators	Baseline	Target	Source
		Outcome: - Revised ToRs are mandated and disseminated to partners at national and county levels. - Multi-sectoral teams are active, and training WinS focal points		MoE: Basic Education-School Health and Quality Assurance Departments	- Technical working groups at national and county levels are mandated to Facilitate WinS activities. - Multi-sectoral training package for WinS focal points developed by training Team	No	Yes	MoE annual report; State Department of Early Learning and Basic Education report
Behavioural Change Communication Component for Enabling Environment	Develop an advocacy strategy with a focus on MoE decision-makers, counties, and sub-counties, schools and communities to raise awareness on WinS and strategy (national consultancy this is under Strategic component 1)	Advocacy strategy developed by December 2022.	n/a	National consultancy	Output: - Advocacy strategy developed by December 2022 (Y/N) Outcome: - Increase budget allocation for WinS. - WinS features in more school plans. - Designated MoE staff on WinS	No	Yes	MoE School Health Department's Narrative and Financial Report Website
Total Budget for the first six months (Kenya Shillings)			4.8 M					

¹ Budget estimated in USD in August 2022, at the following rates 1 KES = 0.00839273 USD/ USD = 119.151 KES

Institutional Arrangements	Costed Activities		Budget ¹ KSH	Monitoring and Evaluation Framework				
	Activities	Expected results		Implementing Partner (Lead)	Indicators	Baseline	Target	Source
Phase 2: Six to 18 months Revision and Delegation	Hold regional meetings to disseminate revised ToRs to MoE officials and partners at national and county-level (including line ministries and county education boards) on the revised ToRs. (National level to oversee the activities) by December 2024.	Outputs: - MoE officials are delegated as WinS Focal points at county levels. - Roles and responsibilities articulated among the three supporting ministries. - Revised ToRs are disseminated to sub-national MoE officials and partners	MoE: Basic Education-School Health and Quality Assurance Departments WinS training teams)- 10 regional directors plus 47 CDEs/ WinS focal points trained in one venue. From this cascade flows to the sub counties.	- per cent Counties with WinS Focal persons - per cent Surveyed WinS focal points who are aware of roles and responsibilities	20 per cent	100 per cent	State Department of Early Learning and Basic Education report, MoH, MoWSI	
		Outcome: WinS focal points are active at county level						# Reports from WinS Focal points - per cent Surveyed WinS who are aware of roles and responsibilities - per cent WinS Focal points surveyed who feel that they are competent to complete activities
		Develop WinS focal point training package based on identified gaps in needs assessment	Output: Training package developed to address gaps identified among WinS focal persons in MoE	2.4M	MoE: Basic Education-School Health and Quality Assurance Directorates with support from MoH Dept of Public Health.	- Training package developed based on identified gaps. - Multi-sectoral training teams established for national and subnational level.	No	Yes

¹ Budget estimated in USD in August 2022, at the following rates 1 KES = 0.00839273 USD/ USD = 119.151 KES

Institutional Arrangements	Costed Activities		Budget ¹ KSH	Monitoring and Evaluation Framework				
	Activities	Expected results		Implementing Partner (Lead)	Indicators	Baseline	Target	Source
	Train MoE, MoH, MoWSI focal points and selected partners on WinS	Output: MoE focal points are aware of their duties and have the capacities to perform them	12 M	MoE: Basic Education-School Health and Quality Assurance Departments (WinS training teams)	- per cent Surveyed WinS focal persons who are aware of roles and responsibilities - per cent Surveyed WinS focal persons who found the training adequate to undertake their duties,	TBD	TBD	MoE School Health Department's Narrative and Financial Report; State Department of Early Learning and Basic Education report
Behavioural Change Communication Component for Enabling Environment	Create a BCC plan to sensitize counties and schools on their roles in WinS under School Health Policy (This is under Strategic component area 1)	A plan for sensitization activities with schools and counties exists with clear accountabilities	N/a	National Consultancy	- BCC plan created for counties and schools with clear accountabilities. - Additional indicators for WinS in EMIS	No TBD	Yes TBD	MoE School Health Department's Narrative and Financial Report;
Total Budget for six to 18 months (Kenya Shillings)			65.4 M					

¹ Budget estimated in USD in August 2022, at the following rates 1 KES = 0.00839273 USD/ USD = 119.151 KES

Institutional Arrangements	Costed Activities		Budget ¹ KSH	Monitoring and Evaluation Framework				
	Activities	Expected results		Implementing Partner (Lead)	Indicators	Baseline	Target	Source
Phase 3: 18 to 36 months Evaluation	Train MoE, MoH, MoWSI, CoG focal points and selected partners on WinS	Output: MoE, focal points and selected partners are aware of their duties and have the capacities to perform them	12M	MoE: Basic Education-School Health and Quality Assurance Departments (WinS training teams)	- per cent Surveyed WinS focal persons who are aware of roles and responsibilities - per cent Surveyed WinS focal persons who found the training adequate to undertake their duties	TBD	TBD	MoE School Health Department's Narrative and Financial Report; Evaluation report
		Outcome: - Active WinS focal persons at National and county - levels - WinS focal persons have the capacity to facilitate WinS. - Increased attention and prioritisation of WinS in counties			# Counties with active WinS programmes led by MoE with support from MoH, MoWSI - All counties have WinS technical working groups and or focal persons designated by MoE. - Increased allocation of funding to WinS in Constituency Development Funds	TBD	TBD 47	

¹ Budget estimated in USD in August 2022, at the following rates 1 KES = 0.00839273 USD/ USD = 119.151 KES

Institutional Arrangements	Costed Activities		Monitoring and Evaluation Framework					
	Activities	Expected results	Budget ¹ KSH	Implementing Partner (Lead)	Indicators	Baseline	Target	Source
Behavioural Change Communication Component for Enabling Environment	Undertake evaluation of WinS Focal Point Training and Content	Output: Improved capacity among focal points for WinS facilitation	2.4 M (National consultancy)	MoE: Basic Education-School Health and Quality Assurance Departments (WinS training teams)	Output: WinS training independently evaluated against standard criteria (relevance, coherence, effectiveness, efficiency, impact and sustainability)	No	Yes	Evaluation report
	Undertake evaluation of advocacy strategy; (national consultancy) (This is under Strategic component 1)	Output: - Advocacy strategy evaluated. - Recommendations for improvement identified	Strategy 1	WinS technical Working Group	Output: - Advocacy evaluation completed. - per cent Activities in Advocacy strategy implemented			MoE School Health Department's Narrative and Financial Report
	Implement advocacy campaign for county officials/ MoE for greater budget prioritisation of WinS (national consultancy) (This is under Strategic component 1)	Output: County and schools sensitised on their roles in WinS by December 2022	Strategy 1	WinS technical Working Group	Output: # of schools sensitised on their roles in WinS	TBD	60 per cent or more schools are engaged in one or more activities as outlined in the pac.	WinS Strategy Evaluation Results
Outcome: Increased fund allocation for WinS at sub-national level				Outcome: per cent Allocation for WinS in school plans				
Total budget: 18 to 60 months (Kenya Shillings)			14.4 M					
Total Budget (Kenya Shillings)			84.6 M					

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Strategy Component Area 3: Monitoring, Evaluation and Learning (MEL)

Key actions under MEL

- Agree on a set of indicators for WinS in NEMIS aligned to JMP.
- Revise WASH score cards to be aligned towards a three-start approach/JPM.
- Build capacity of BOM and county officials to use WASH score cards
- Undertake national WinS baseline to establish a common understanding of the WinS status.
- Align WASH score card information to NEMIS.
- Establish pilot with an intention to scale online real-time monitoring and reporting.
- Hold annual WinS joint sector review.
- Establish competition and award recognition for schools.

This component also includes advocacy and BCC activities under component 1.

Strategy Component Area 3: Monitoring, Evaluation and Learning (MEL)

Strategy 3: Strategic Component 3: Monitoring, Evaluation and Learning: Implementing WinS based on data and evidence						
Monitoring, Evaluation and Learning	Costed Activities		Budget ¹ KSH	Monitoring and Evaluation Framework		
	Activities	Expected results		Indicators	Baseline	Target
Phase 1: First six months from date of strategy launching. Set-up	Conduct three of national meetings on M&E, WinS and integration into NEMIS	Output: - Agree on a set of coordinated and harmonised indicators for WinS. - Define roles and responsibilities between Directorate of Primary Education-School Health, ICT and Quality Assurance on the collection, Public Health, MoWsl and other stakeholders and reporting of indicators	1.2 M	Output: • # WinS indicators integrated in NEMIS	0	50 per cent
		Outcome: - The revised WinS indicators are available in all counties education officers. - WinS indicators regularly Uploaded on NEMIS by counties. - WinS indicators are aligned to JMP		Outcome: - WinS indicators aligned to JMP. - Regular report on WinS indicator	TBD TBD	50 per cent 50 per cent
				MoE WinS focal persons, Directorate of Quality Assurance with Directorate of Basic Education, ICT		Report from State Department of Quality Assurance, School WinS Hub, Directorate of Primary Education, CDEs

¹ Budget estimated in USD in August 2022, at the following rates 1 KES = 0.00839273 USD/ USD = 119.151 KES

Monitoring, Evaluation and Learning	Costed Activities			Monitoring and Evaluation Framework				
	Activities	Expected results	Budget ¹ KSH	Implementing Partner (Lead)	Indicators	Baseline	Target	Source
Behavioural Change Communication Component for Enabling Environment	Conduct 3 meetings to review the modalities of data collection at school including the revision of WASH score cards (TO BE DONE CONCURRENTLY WITH THE ABOVE)	Output: - Revise WASH scorecard rating to be aligned towards a three-star approach/ JMP indicators (with simple ranking such as none, limited, basic facilities). - Establish a process for self-assessment by school BOM and School Infrastructure Committees.	1.2	MoE Directorate of Quality Assurance with Directorate of Primary Education, MoH, MoWSI with other stakeholders.	Output: - Revised WinS Score Card ratings - Self-assessment process established in schools	No No	50 per cent 50 per cent	Report from Directorate of Primary Education-School Health, Quality Assurance, ICT
		Outcome: - Uploaded data informs decision-making for WinS. - WASH Score Cards rating used at all levels to improve on WASH in schools.		MoE –directorate of Primary Education-school health	Outcome: - Schools use WASH Score Card rating to improve service delivery. - Counties monitor schools using WinS score rating	TBD TBD	50 per cent 50 per cent	Report from Directorate of Primary Education-School Health
	Develop a WinS advocacy strategy to be used at all levels.	Output: Advocacy strategy developed by December 2022.	12 M	National consultancy MoE-Directorate of Primary Education – School health.	Output: - Advocacy strategy developed by December 2022 (Y/N) Outcome: - Increased budget allocation for WinS. - WinS features in more school plans. - Designated MoE staff on WinS	0 0 0 0	25 per cent 25 per cent 25 per cent 25 per cent	MoE School Health Department's Narrative and Financial Report Website
Total Budget for the first six months (Kenya Shillings)			14.2 M					

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Monitoring, Evaluation and Learning	Costed Activities			Monitoring and Evaluation Framework				
	Activities	Expected results	Budget ¹ KSH	Implementing Partner (Lead)	Indicators	Baseline	Target	Source
Phase 2: Six to 18 months Implement	Train County WinS focal persons on monitoring, use of scorecard and self-assessment. By December 2024.	Output: All counties WinS focal points are trained on WASH Score Cards and self-assessment tools	24 M	MoE School Health and Quality Assurance.	Output: All WinS focal persons trained on WinS score card and self-assessment. (287 sub counties, 47 counties, and 10 regions).	0	25 per cent	MoE School Health, Narrative and Financial Report Website
		Outcome: Sensitize BOM and county officials on the importance of WinS score card and support self-assessment to inform WinS planning and county investment.			Outcome: National and County officials and other stakeholders use WinS scorecard rating and self-assessment report to allocate resources.			
	Undertake national WinS assessment/ survey to get baseline school WASH status within the country.	Output: National baseline on WinS with revised indicators carried out	12M	MoE Directorate of primary Education- school health	Output: National baseline on WinS	0	25 per cent	Report from Directorate of Primary Education –School Health
	Align WASH Score Cards and self-assessment information to NEMIS	Output: Validated information from WASH score cards is captured in NEMIS.	1.8 M	MoE ICT and Directorate of Primary Education-school health.	Output: WinS indicators integrated into NEMIS	0	25 per cent	Report from Directorate of Primary Education- School Health And Quality Assurance
		Outcome: WinS information in NEMIS is used for overall planning and budget allocation of MoE. This is used to advocate adjustments in capitation grants and county constituency fund allocation to schools.		National - WinS Technical working Group	Outcome: WinS information from NEMIS used in Sector planning and policy review	0	25 per cent	MoE School Health Department's Narrative and Financial Report, School Health Technical Working Group reports

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Monitoring, Evaluation and Learning	Costed Activities		Budget ¹ KSH	Monitoring and Evaluation Framework				
	Activities	Expected results		Implementing Partner (Lead)	Indicators	Baseline	Target	Source
	Rollout online WinS monitoring system in all 47 counties	Output: Establish pilot with an intention to scale, online real- time monitoring, and reporting system to improve access to information and Accountability	70 M	MoE Directorate of Primary Education – School Health (HUB), ICT	Output: - Training the 47 counties on real time monitoring system, - Online- monitoring and real- time reporting system rolled in 47 counties	0	25 per cent	Report from Directorate of Primary Education- School Health, And Quality Assurance and ICT
		Outcome: - Data available at real- time which incentivizes schools to collect and use the data. - A harmonised platform in which decisions can be made on WinS.			Outcomes: All counties upload their WinS data on the real time monitoring system.	0	25 per cent	Report from Directorate of Primary Education- School Health, And Quality Assurance, ICT
	Create a BCC plan to sensitize counties and schools on their roles in WinS (This is under Strategic component 1)	Output: A plan for sensitization activities with schools and counties exists with clear accountabilities	1.8 M	National consultancy	Output: BCC plan created for counties and schools with clear accountabilities.	0	25 per cent	Report from Directorate of Primary Education- School Health, And Quality Assurance
Total Budget for the first six months (USD)			109.6 M					

1 Budget estimated in USD in August 2022, at the following rates 1 KES = 0.00839273 USD/ USD = 119.151 KES

Monitoring, Evaluation and Learning	Costed Activities			Monitoring and Evaluation Framework					
	Activities	Expected results	Budget ¹ KSH	Implementing Partner (Lead)	Indicators	Baseline	Target	Source	
Phase 3: 18 to 60 months Review	Hold annual WinS joint sector review workshop.	Output: Multi-sectoral process established to review WinS to improve coordination.	12M	Directorate of Primary Education-School Health	Output: # National learning exchanges held. # International learning exchanges - WinS integrated in joint Education sector review.	0	25 per cent	Report from Directorate of Primary Education- School Health. And Quality Assurance	
		Outcome: Learning exchanges international and nationally build capacity and strengthen inter- sectoral coordination. They can take many forms such as exchange visits or Online courses.			Outcome: # Learning events # Knowledge management products produced # Joint learning or sectoral meetings held on WinS	0	25 per cent		
	Establish a national competition or school award recognition system to honour schools in counties which make the biggest progress against WinS WASH Score Cards	Output: - Schools awarded for achievements in WASH. - Schools are incentivized to maintain WinS standards	12M	MoE Department of Quality Assurance (National consultancy or cooperation with agreement with national NGO)	Output: - National award system established for WinS. - per cent Schools participating	0	25 per cent		Report from Directorate of Primary Education- School Health. And Quality Assurance
	Undertake WinS advocacy, monitoring, evaluation and learning strategy; (national consultancy) (This is under Strategic component 1)	Output: - Effectiveness of advocacy strategy evaluated. 90 per cent of activities in Advocacy strategy implemented.	Strategy 1	WinS technical Working Group	Output: Evaluation completed (Y/N)	0	25 per cent		Report from Directorate of Primary Education- School Health. And Quality Assurance

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Monitoring, Evaluation and Learning	Costed Activities		Monitoring and Evaluation Framework					
	Activities	Expected results	Budget ¹ KSH	Implementing Partner (Lead)	Indicators	Baseline	Target	Source
Behavioural Change Communication Component for Enabling Environment	Implement advocacy campaign for county officials/ MoE for greater budget prioritization of WinS (national consultancy) (This is under Strategic component 1)	Output: County and schools sensitised on their roles in WinS by December 2024	Strategy 1	WinS technical Working Group	Output: # Schools sensitised on their roles in WinS	0	TBD	Report from Directorate of Primary Education- School Health, And Quality Assurance
		Outcome: Increased fund allocation for WinS at sub-national level			Outcome: per cent Allocation for WinS in school plans			
Total budget: 18 to 60 months (Kenya Shilling)			24 M					
Total Budget for the first six months (Kenya Shilling)			148 M					

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Strategy Component Area 4: Capacity Building

Summary of proposed activities under Capacity Building

The main activities in this strategic areas are related to:

Develop teacher and WinS focal point training package on WinS based on harmonised content and needs assessment;

- Roll-out/test teacher and WinS focal point training
- Develop online teacher training for pre-service and in-service instruction- (explore Kenya Education Staff Institute)
- Develop a proposal to integrate WinS training into primary education curriculum
- Evaluate WinS capacity building activities

Requires collaboration with:

- Teacher's Service Commission,
- Kenya Institute for Curriculum Development
- Kenya Education Staff Institute
- Kenya Institute of Special Education

Strategy Component Area 4: Capacity Building

Strategy 4: Capacity Building: Support for Sector Learning and Implementation of WinS							
Capacity Building		Costed Activities		Monitoring and Evaluation Framework			
	Activities	Expected results	Budget ¹ KSH	Implementing Partner (Lead)	Indicators	Baseline	Target
Phase 1: First six months from date of strategy launching	Conduct national meeting, hosted by MoE to identify key guidelines (MHM handbook & hygiene promotion handbook) to be disseminated to all schools as a WinS package.	Outputs - National meeting held to agree on key documents for dissemination to all schools by December 2022 50 per cent of budget secured for package dissemination to schools by December 2022.	N/A Covered under policy/ planning costs	MoE	Output: Firm up on key guidelines to be disseminated ted to schools (Y/N)	No	Yes
		Outcome: - Sectoral agreement on package to be disseminated to schools adopted by WASH and Education Sectors - Package of materials disseminated to schools of do- able actions on WinS owing to secured budget.		Supporting partners: MoH, MoWSI, and Counties (National Assembly) and other development partners on WASH	Outcome: - Budget allocation secured for dissemination to schools (Y/N) - Number of schools reached with the MHM handbook and hygiene promotion handbook	No	Yes
Total Budget for the first six months (Kenya Shillings)			0 M				

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Capacity Building	Costed Activities		Budget ¹ KSH	Monitoring and Evaluation Framework				
	Activities	Expected results		Implementing Partner (Lead)	Indicators	Baseline	Target	Source
Phase 2: Six months to 18 months from date of strategy launching	Disseminate WinS component of MHM Handbook and Hygiene promotion teachers guide under an agreed 'package' programme to teachers in schools in 47 counties.	Outputs: At least 50 per cent of schools in counties receive agreed WinS package by December 2022	30 M	MoE	Output: # of primary Schools teachers trained on Hygiene promotion (including MHM)	10 per cent	50 per cent of all primary schools on hygiene promotion and MHM	MoE Training Reports
	Assumption 24,000 primary schools	Outcome: - At least 25 per cent of schools implementing hygiene education - At least 25 per cent of schools implementing MHM Education		Supporting partners: MoH, WASH partners, County Education Offices; County Assemblies	Outcome: # Schools implementing at least one do-able action for hand hygiene # Schools implementing group hand wash activities	5 per cent of schools implementing group hand wash activities	25 per cent of schools have group hand wash activities	County Education Officer Reports. EMIS WASH Score Cards
	Total Budget for six to 18 months (Kenya Shilling)		30 M					
Phase 3: 18 to 60 months	Develop online teacher training for pre-service and in-service instruction	On-line teacher training for pre-service and in-service instruction developed	6 M	TSC, KICD, MoE and partners	Online training for pre-service and in-service developed	No	Yes	Teacher Service Commission
	Evaluate WinS capacity building activities	Lessons learn, and recommendations for improvement for WinS training available and shared with stakeholders	6 M	TSC, KICD, MoE and partners	Evaluation of Wins training available	No	Yes	Teacher Service Commission
	Undertake evaluation of policy dissemination and guidelines (national consultancy)	Process of WinS guideline dissemination to schools evaluated	-	WinS technical Working Group	Evaluation completed (Y/N)	No	Yes	MoE School Health Department Narrative's and Financial Report.
Subtotal for 18 to 60 months			12 M					
Total Budget for six to 18 months (Kenya Shilling)			42 M					

1 Budget estimated in USD in August 2022, at the following rates 1 KES = 0.00839273 USD/ USD = 119.151 KES

Strategy Component Area 5: Budget and Finance

Key proposed activities under Budgeting and Financing

- Establish a taskforce/commission further studies in WiNs budgeting at school level to understand to inform policy and investigate options (e.g., Water Sector Trust Funds and explore different models, PPP's)
- Provide budgeting guidance to counties and schools for WASH with focus on lifecycle costing.
- Increase the capacity BOM and head teachers by providing appropriate tools for budgeting, i.e., the WinS costing tool.
- Advocate for the inclusion of re-current costs to support operation and maintenance of school facilities with government grants, particularly FPE.
- Promote WinS in school-level grants i.e., school-feeding and income generation activities.
- Collaborate with line ministries to harmonize WinS budgets and link this to a central monitoring system like NEMIS.
- Create opportunities online or in-person gatherings like bazaars, for schools to pitch their proposals and fundraise for WinS.

Strategy Component Area 5: Budget and Finance

Strategy 5: WinS Budget and Finance: To provide guidance and support to counties and schools

Strategy 5: WinS Budget and Finance: To provide guidance and support to counties and schools							
WinS Budget and Financing	Costed Activities			Monitoring and Evaluation Framework			
	Activities	Expected results	Budget ¹ KSH	Implementing Partner (Lead)	Indicators	Baseline	Target
Phase 1: First six months from date of strategy launching. (Collation and Dissemination)	Hold series of national meetings on 1) harmonization of WinS budgeting and 2) review of WinS costing tool and lifecycle budgeting guidance to counties and schools	Package of existing guidelines and tools for WinS financing is agreed and package for dissemination to counties and schools.	6M	MoE	WinS financing guideline package developed for counties and schools. (Includes costing tools and lifecycle budgeting guidance)	No	Yes
		A proposal for harmonized WinS budgets developed with input from financing and technical departments key line ministries		MoE/National consultancy	Joint sector review of existing funding mechanism for WinS Proposal for harmonized WinS financing mechanism established with donor support	No No	Yes Yes
	Establish/ disseminate guidelines on inter-sectoral monitoring and harmonized budgeting	Clear roles and responsibilities among line ministries at sub-national level for WinS monitoring. WinS focal point for monitoring exists at all relevant levels.	2.4M	MoE/National consultancy	No. Establishment or strengthening of inter-sectoral monitoring teams. No. WinS delegated focal points	No TBD (to be determine)	Yes TBD
	Review roles and responsibilities in relations to school Wins Budgeting	Clear roles and responsibilities among line ministries at Subnational (County and subcounty) level for WinS budgeting following training. WinS focal point for budgeting exists at all relevant levels.	3.7 M	MoE/National consultancy	per cent of WinS focal points delegated for budgeting at all levels per cent of WinS focal persons trained on costing tool and Lifecycle costing	10 per cent	10 per cent
							MoE sector reporting, MOH, MOWSI

¹ Budget estimated in USD in August 2022, at the following rates 1 KES = 0.00839273 USD/ USD = 119.151 KES

WinS Budget and Financing	Costed Activities			Monitoring and Evaluation Framework				
	Activities	Expected results	Budget ¹ KSH	Implementing Partner (Lead)	Indicators	Baseline	Target	Source
	Undertake county-level WinS capacity-gap analysis for budgeting and finance	Identify specific gaps for training and capacity building. Consider appropriate support to counties including training or subcontracting accounting support	3.7 M	MoE/ National consultancy	Training programme for WinS budgeting developed	No	Yes	MoE sector reporting
Total Budget for the first six months (Kenya Shillings)			15.8 M					
Phase 2: 6 to 18 months (Guidance and Training) (Time frame of CIDP)	Develop guidance on School WinS budgeting for County Integrated development plans	Schools receive structured support to prepare WinS budgets for consideration in County Integrated Development Plans bazaar.	1.2 M	MoE/ National consultancy	Guidance for schools' proposals for CIDP's available	No	Yes	
	Disseminate WinS costing tool	School Management Committees are trained in WinS costing tools.	12 M	MoE/ National consultancy	- Training package for WinS budgeting for schools and communities exists. - The extent to which WinS reflected in school budgets. - The extent to which WinS reflected in county budgets.	1 TBD TBD	50 TBD TBD	MoE sector reporting Survey of Schools and county budgets

1 Budget estimated in USD in August 2022, at the following rates 1 KES = 0.00839273 USD/ USD = 119.151 KES

WinS Budget and Financing	Costed Activities		Monitoring and Evaluation Framework					
	Activities	Expected results	Budget¹ KSH	Implementing Partner (Lead)	Indicators	Baseline	Target	Source
	Develop/ Disseminate guidance for schools on WinS budgeting, for counties and schools	School Management Committees and counties are trained in WinS lifecycle costing. Lifecycle costing tool promoted. Lifecycle costing tool training plan for counties developed.	12 M	MoE/ National consultancy	- Training package and guidance for lifecycle WinS budgeting for schools and communities exists. - The extent to which lifecycle costing of WinS appears in school budgets. - The extent to which lifecycle costing of WinS appears in county budgets.	No	Yes	MoE sector reporting Survey of Schools and county budgets
	Establish simple guidelines for schools and communities for WinS budgeting online	WinS costing tools available online or in application version for greater accessibility for schools	6 M	MoE/ National consultancy	WinS financing application created for schools and counties.	Yes	100 per cent	MoE sector reporting Survey of Schools and county budgets
	Establish for schools and counties on Wins resource mobilization drawing on sector examples and lessons learned	Guidance on income generation and school-level resource mobilization for Wins disseminated to schools	6 M	MoE/ National consultancy	Schools receive practical guidance for fundraising and income generation efforts.	No	Yes	Survey of schools
Total Budget for six to 18 months (Kenya Shillings)			372 M					

¹ Budget estimated in USD in August 2022, at the following rates 1 KES = 0.00839273 USD/ USD = 119.151 KES

WinS Budget and Financing	Costed Activities		Budget ¹ KSH	Monitoring and Evaluation Framework				
	Activities	Expected results		Implementing Partner (Lead)	Indicators	Baseline	Target	Source
Phase 3: 18 to 60 months (Learning)	Commission study to support the development of an advocacy plan for increased recurrent expenditure on O&M in FPE	National wide study on WinS budgeting completed with recommendations that inform policy and FPE implementation in relation to WinS	12M	MoE/ International consultancy	- Recommendations available for the development of advocacy strategy for WinS financing - FPE increases allotment for recurrent WinS costs. Greater prioritization of WinS in county and school budgets	1 1	Yes 100 per cent	Survey of schools
Behavioural Change Communication Component for Enabling Environment	Develop an Advocacy plan to increase recurrent expenditure on O&M in FPE	Advocacy strategy with activities to target decision-makers and donors for increased allocation for WinS in schools. Increased prioritization among county and school officials in CIDP and SIDPs	6 M	MoE/ International consultancy	Outcome No. of New development partners supporting WinS Increase in WinS budgets in surveyed schools Outcome: 25 per cent increase budget allocation for WinS in survey 25 per cent increase in WinS feature in school plans in survey Harmonized budget for WinS			Survey of schools
Total budget: 18 to 60 months (Kenya Shillings)			18M					
Total Budget for the first six months (Kenya Shillings)			15.8 M					

¹ Budget estimated in USD in August 2022, at the following rates 1 KES = 0.00839273 USD/ USD = 119.151 KES

Strategy Component Area 6: Sustainability

Key Proposed activities under sustainability

- Disseminate national guidelines on School WASH facilities.
- Establish clear roles and responsibilities at all levels: national, counties and schools.
- Provide supportive supervision via joint monitoring teams.
- Monitor adherence to design and construction guidelines.
- Guide choices for appropriate and affordable facilities.
- Encourage sufficient budget for both recurrent and maintenance costs and software.
- Sensitize and engage community including school health clubs.
- Provide training on the good and proper use of the facilities.
- Conduct behavioral change campaigns-reinforcing key messages.

Strategy Component Area 6: Sustainability

Strategy 6: Sustainability: To support operation and maintenance of WASH facilities in schools									
WinS Sustainability	Costed Activities			Monitoring and Evaluation Framework					
	Activities	Expected results	Budget ¹ KSH	Implementing Partner (Lead)	Indicators	Baseline	Target	Source	
Phase 1: First six months from date of strategy launching. (Dissemination)	Disseminate national guidelines on School WASH facilities, i.e., 'Standards and Guidelines for WASH Infrastructure in Pre-Primary and Primary Schools in Kenya'.	Popular and online versions of 'Standards and Guidelines for WASH Infrastructure in Pre-Primary and Primary Schools in Kenya' disseminated to all schools	24M	MoE	Number of surveyed schools with copies of the standards and guidelines	0	50 per cent (12500 schools)	Survey of schools	
		Orientation and training for county teams on Standards and Guidelines for WASH infrastructure. A mechanism for adherence to design and construction guidelines established at county-level. Counties establish WASH monitoring checklists and criteria for appropriate and affordable facilities for schools.		County Education Offices	Number of Counties oriented on standards and guidelines of WASH infrastructure. Number of SICs (school infrastructure committee and BOM (Board of Management) trained All Counties with WinS monitoring checklists	0 0	50 per cent 50 per cent	MoE / county-level sector reporting	
	Provide supportive supervision to schools through establishment of joint monitoring teams.	Regular monitoring of schools for WinS established at county-level. Multi-sectoral WinS monitoring teams established in counties.	18M	County Education Offices-MoE only	Joint monitoring visits Number of Counties which are financing the joint monitoring visits Counties with WinS joint monitoring teams	0	20 per cent	MoE / county-level sector reporting/ survey MoE to coordinated the MoWSI and MoH	
	Create poster or short-form popular version of standards and guidelines of facilities for artisans, local contractors, and schools to support good choices and affordable facilities.	Popular version of standards and guidelines produced for schools, and local contractors. (National consultancy)	6M	MoE	Online and poster- versions of standards and guidelines produced. Schools (SICs) and local artisans trained	0 0	60 per cent * (6 months) 25 per cent	MoE sector reporting	

¹ Budget estimated in USD in August 2022, at the following rates 1 KES = 0.00839273 USD/ USD = 119.151 KES

Strategy 6: Sustainability: To support operation and maintenance of WASH facilities in schools								
WinS Sustainability	Costed Activities		Budget ¹ KSH	Monitoring and Evaluation Framework				
	Activities	Expected results		Implementing Partner (Lead)	Indicators	Baseline	Target	Source
	Promote the use of the WinS costing tool to ensure sufficient budget for both recurrent and maintenance costs and software.	Training of BOMs, SICs, counties, sub counties and wards officials on WinS costing tools Sufficient budget for both recurrent and maintenance costs and software	24M	MoE	Number of SICs and BOMs trained Counties and Sub Counties trained on WinS costing tool	0 0	50 per cent 25 per cent	MoE sector reporting
Total Budget for the first six months (Kenya Shillings)								
Phase 2: Six to 18 months Behavioural Change Communication	Undertake Behavioural Change Communication (BCC) activities with communities on the importance of sustainable WinS. WinS champions pageant	Communities are sensitized on the importance of WinS. Increased community engagement on WinS. On-going behavioural change campaigns reinforce key messages on WinS.	42 M	MoE / National government administrative officers	Number of Counties with WinS sensitization activities	0	47 Counties	MoE sector reporting Survey of Schools and counties
	Establish training package for students and teachers on good and proper use of facilities	Community-based materials for WinS available for counties to use. WinS focal points/ multi-sectoral teams supported to promote WinS in schools and communities.	12 M	MoE/ County Education Offices	Number of Materials produced on WinS Number of Surveyed communities actively engaged on WinS activities	0	20 per cent	MoE sector reporting Survey of Schools and counties
Total Budget for six to 18 months (Kenya Shillings)								
Phase 3: 18 to 60 months (Learning and Iteration)	Conduct national evaluation of WinS facilities.	National data on the status of WinS Facilities	12 M	MoE/ County Education Officers	WinS status available for each county	0	20 per cent	Survey of schools/ NEMIS
	Conduct Joint Sector Review on WinS	Multi-sectoral review of national WinS programme Multi-sectoral review of county-level WinS programme	12 M	MoE/ County Education offices	National joint sector review conducted Number of County-level joint-sector reviews conducted	0	20 per cent	Workshop report Survey of schools
Total budget: 18 to 60 months (Kenya Shillings)								
Total Budget for six to 18 months (Kenya Shillings)								
			24 M					
			54 M					

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Total for all six strategic components- estimated 603.6 M Kenya Shillings.

2 The Framework for Three-Star Approach for WASH in schools (Wins) in Kenya

The Framework for Three-Star Approach for WASH in Schools (WinS) in Kenya

Category	WASH Component	Criteria	Indicators
Zero Star	Sanitation	No toilet at all or dilapidated toilets in poor state of repair and dirty.	- Open defecation within and around the school. - Pungent smell within school compound and presence of maggots around and in the toilet. - No evidence of assigned responsibilities for cleaning and maintenance of sanitation facilities.
	Water	No drinking water for pupils	No functional drinking water supply
	Hygiene	No handwashing facilities at critical points	No handwashing facilities
	Environmental cleaning	Untidy school environment	No cleaning plan/roster
	Waste management	No waste management measures in place	No waste collection and disposal facilities in school
One Star	Sanitation	Available toilets in usable conditions that are private i.e. have doors that can be closed though inadequate as per school's enrolment.	- Available toilets in usable condition - Duty roster for cleaning of toilets and cleaning materials 1:50< Toilet Ratio for Girls and 1:60< For Boys and Functional and Well Site - Absence of Daily Toilet Cleaning Roster - No Segregation of Toilets
	Water	Available drinking water	Available drinking water
	Hygiene	Available hand washing facilities with soap and water in critical points	- Designated hand washing points - Hand washing station available
	Environmental cleaning		- Well maintained and clean ground - Demarcation of school done
	Waste management		Designated waste collection point

Category	WASH Component	Criteria	Indicators
Two Star	Sanitation	- Adequate toilets to serve school's enrolment, in usable condition and private. - Operation and maintenance of sanitation facilities	- Adequate toilets in good condition segregated to serve girls, boys and physically challenged pupils. 1:50 toilet ratio for girls and 1:60 for boys and functional and well sited - Boys' urinal - Special needs block - Bathroom for girls - No rampant open defecation - Suitable distance between segregated toilets
	Water	Safe drinking water	- Available drinking water either from home or availed in school 1 litre of treated water per child per day with own container
	Hygiene	Enough handwashing facilities with soap and water	- Presence of adequate hand washing facilities with soaps and water in both critical areas. - Reminders of handwashing i.e. posters and talking walls. - Provision sanitary towels - Hand washing station - Presence of school health club - Some efforts for anal cleaning materials - Group hand washing with soap before school meal
	Environmental cleaning	Clean and tidy school compound	- Duty rosters available for cleaning of sanitation facilities and cleaning materials. - Clean compound and well maintained - Adequate waste bins at strategic points - Adequate lighting and ventilation - Spacing between students to be 3feet apart - Partially fenced school compound
	Waste management		Compost pit

Category	WASH Component	Criteria	Indicators
Three Star	Sanitation	- Adequate, clean and private toilets to serve school's enrolment as per recommended ratio and in good usable condition. - Operation and maintenance of sanitation facilities	- Adequate toilets functional and well sited as per the recommended ratio of 1:30 for boys and 1:25 for girls. - Segregated toilets for girls, boys and learners with special needs/physically challenged learners - Boys urinal - Urinal for girls in early years of education – pp1-g3 - Anal cleaning material - Special needs block - Bathroom for girls - No open defecation - Clear signage of washrooms - Segregation of toilet facilities
	Water	Safe and adequate drinking water	- Readily available safe drinking water 2.5 litres of treated water per child per day with own container
	Hygiene	- Enough handwashing facilities with soap and water - Availability of menstrual hygiene management products	- Presence of adequate handwashing facilities in the school compound with enough water and soap - Reminders of handwashing i.e. posters and talking walls - Available menstrual hygiene products - Provision of sanitary towels - Hand washing station with soap in appropriate place - Hygiene education - Active school health club - Talking walls - Availability of cleaning materials - Frequency logbook for cleaning
	Environmental cleaning	- Clean and tidy school compound - Preparation and serving of food in a clean environment. - Well ventilated and lit food storage facilities	- Duty roster available for cleaning and the sanitation facilities are in good condition - Clean compound with no litter and maintained - Waste bins at strategic points - Adequate lighting and ventilation – 20 per cent of floor area, 50 per cent openable - Spacing between students to be 3 feet apart - Fenced school compound
	Waste management		- Presence of a designated compost pit/ garbage management system for both sanitary and general waste Presence of: - Sanitary bins - Fenced refuse pit – 0.5m - System of waste disposal in collaboration with MOH - Rubbish bin for every classroom - Wastewater recycling for tree planting and irrigation

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LIST OF CONTRIBUTORS

S/No	NAME	INSTITUTION
1	Nerreah Olick	Director, Primary Education
2.	Harrison Muriuki	Ministry of Education
3.	Boniface Ouko	Ministry of Education
4.	Beatrice Ooko	Ministry of Education
5.	Millicent Ochola	Ministry of Education
6.	Mary Mullu	Ministry of Education
7.	Walema Barnett	Ministry of Education
8.	Michael M. Kioko	Ministry of Education
9.	Florence Musalia	Coordinator, School Health, Nutrition, Meals.
10.	Dr Reuben N Mugwuku	Director, Quality Assurance and Standards, Teachers Service Commission
11.	Ruth Mugambi	Kenya Institute for Curriculum Development
12.	Winrose Roso	Kenya Institute for Curriculum Development
13.	Adan Maalim Mohammed	Ministry of Health
14.	Ibrahim Basweti	Ministry of Health
15.	Alex Mutua	Ministry of Health
16.	Dr Ann W Mwangi	Ministry of Health
17.	Dr Christine Wambugu	Ministry of Health
18.	Janet Mule	Convenor WASH In School Technical Working Group
19.	Engineer Kimathi Kyengo	Ministry of Water, Sanitation and Irrigation
20.	Kennedy Musumba	Ministry of Water, Sanitation and Irrigation
21.	Justina Pereira	Ministry of Education, Kitui
22.	Nobert Musundi	CPHO, Trans-Nzoia
23.	Orina Nyankira	County official
24.	Anne Kombija	County official
25.	Peter Sirma	County official
26.	Isaac N. Atebe	County Director of Education, Kisumu
27.	Raphael Wakasiaka	Education Quality Assurance, Garissa
28.	Brian Muthoka	Council of Governors
29.	Jeremiah Tirina	Council of Governors
30.	Samuel Muraya	Council of Governors
31.	Teachers and Students	Board Of Management, Nasib, Garissa
32.	Teachers and Students	Board Of Management, Shimbirir, Garissa
33.	Teachers and Students	Board Of Management, Kangalu, Kitui

S/No	NAME	INSTITUTION
34.	Teachers and Students	Board of Management, Kaveta, Kitui
35.	Teachers and Students	Board of Management, Xaverian, Kisumu
36.	Teachers and Students	Board of Management, Nawa, Kisumu
37.	Alex Mwaki	SWAP
38.	Rosemary Rop	Sustainability
39.	Catherine Wanjihia	National Consultation and Strategic Development
40.	Neville Okwaro	National Consultation and Strategic Development
41.	Samuel Langat	Lixil-Sato
42.	Alex Nyagi	Lixil-Sato
43.	Patrick Alubbe	KWAHO
44.	Petronilla Musonya	KWAHO
45.	Shiphira Wanjiru	KWAHO
46.	Valentine Cherono Samoei	Huru International
47.	Joy Ghosh	Huru International
48.	Francis Warue	AKVO
49.	Jesse Kinyanjui	AKVO
50.	Ayan Biswas	AKVO
51.	Irene Gai	Oxfam
52.	Beverly Mademba	USAID
53.	Tobias Umufwoko	WinS Technical Working Group
54.	Martha Chege	WinS Technical Working Group
55.	Alice Kabui	WinS Technical Working Group
56.	Rael Kabui	WinS Technical Working Group
57.	Maria Kidney	WinS Technical Working Group
58.	Benjamin Masila	WinS Technical Working Group
59.	Simon Patrick Mwanzia	WinS Technical Working Group
60.	Eve Muhia	WinS Technical Working Group
61.	Sakamoto Daisuke	JICA
62.	Yoshii Yumiko	JICA
63.	John Mungai	JICA
64.	Martin Mulongo	USAID
65.	Nicholas Owuor	USAID
66.	Enos Radeny	USAID
67.	Anna Tufvesson	SIDA

S/No	NAME	INSTITUTION
68.	Willis Ombai	Water Sector Trust Fund
69.	Stella Warue	Water Sector Trust Fund
70.	Hon Leonor Magtolis Briones	Chief of School Health Division of the Bureau of learners Support Services, Department of Education
71.	Dr Maria Corazon Dumlao	Chief of School Health Division of the Bureau of learners Support services, Department of Education
72.	Dr Maria Gemma Ledemma	Regional Director of the Department of Education
73.	Jon Michael R Villasenor	UNICEF
74.	Louise Maule	UNICEF
75.	Bella Monse	Fit for schools-GIZ
76.	Nana Esi Inkoom	School Health Education Programme
77.	Ellen Gyekye	School of Health Education Programme
78.	Annemarieke Mooijman	Water, Sanitation, Hygiene
79.	Lucie Leclert	Donor and Consultation
80.	Mahboob Bajwa	Chief WASH- UNICEF
81.	Marilyn Hoar	Chief of Education, UNICEF
82.	Janeanne Kivi	Education specialist, UNICEF
83.	Surangani Abeysekere	C4D, UNICEF
84.	John Obisa	C4D, UNICEF
85.	Daniel Oloo	Communication, UNICEF
86.	Amgad Mohammed	Construction Engineer, UNICEF
87.	Jacob Kipkeny	WASH Specialist, UNICEF in Garissa
88.	Molly Wangui Karanja	Field Office Programme Section, Kisumu, UNICEF
89.	Abdi M Hassan	WASH Specialist , UNICEF
90.	Edgar Njue Kiganka	UNICEF IT
91.	Joseph Kirunyu	UNICEF IT
92.	Evans Oginda Nyamwembe	UNICEF IT
93.	Agnes Makanyi	UNICEF WASH (specialist)
94.	Tomohiko Morita	UNICEF WASH (Officer)
95.	Maurice O. Mando	Ministry of Health
95.	Esther Nyamwati	Assistant Consultant
96.	Dickson Omosa Kirotw	Assistant Consultant
97.	Belinda Abraham	Lead Consultant



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