

# WASH in Schools MONITORING PACKAGE



April 2011

## **Photos**

Top Row:

Left: © UNICEF/NYHQ2005-1672/Mohan

Right: © UNICEF/INDA2009-00213/Pietrasik

Bottom Row:

Left: © UNICEF/INDA2009-00202/Pietrasik

Middle: © UNICEF/NYHQ2010-1997/Asselin

Right: © UNICEF/NYHQ2008-1639/Pirozzi

# WASH in Schools

---

# MONITORING PACKAGE

## CONTENTS

Acknowledgments . . . . .	2
Executive Summary . . . . .	3

### **INTRODUCTION**

Monitoring WASH in Schools . . . . .	5
--------------------------------------	---

### **MODULE 1 EMIS Module:** WASH in Schools Questions for National

Education Monitoring and Information System (EMIS) Questionnaires . . . . .	17
---	----

### **MODULE 2 Survey Module:** WASH in Schools Questions,

Observation Checklists and Focus Group Discussion Tools for National Surveys. . . . .	33
---	----

### **MODULE 3 Children’s Monitoring Module:** Teacher’s Guide

and Tools for Monitoring of WASH in Schools by Children . . . . .	63
---	----

# Acknowledgments



© UNICEF/NYHQ2010-0668/Asselin

UNICEF would like to acknowledge with thanks the contribution of Greg Keast who developed both this WASH in Schools monitoring package, and the East Asia and Pacific package on which it is based. He was guided by Murat Sahin and Therese Dooley from the WASH Section, Programme Division in UNICEF New York and by the UNICEF WASH and Education advisors for East Asia and the Pacific, Mark Henderson and Cliff Meyers. Rolf Luyendijk and Turgay Unalan from UNICEF's Division of Policy and Practice provided key inputs on survey design and best practices. Thanks also to Steve Bornholtz for document design.

The package could not have been written without the valuable contributions and comments received from WASH, Education

and Monitoring professionals and practitioners from within UNICEF and partner agencies including participants in the workshops and meetings related to the development of the package. These contributors include Yolanda de las Alas, Nargis Artushevskaya, Benito Benozza, Francois Brikke, Channra Chum, Simon Ellis, Peter Harvey, Jon Kapp, Filiberto Penados, Abigail Kaplan Ramage, Raka Rashid, Waldemar Pickardt, Heng Santepheap, Southalack Sisaleumsak, Peter van Maanen, Zhenbo Yang and Thowai Zai.

To all those others too many to name whose contributions have made this a better publication, UNICEF extends its grateful thanks.

## EXECUTIVE SUMMARY

# WASH in Schools Monitoring Package

Safe and child-friendly water, sanitation and hygiene (WASH) in schools improves health, boosts education achievement, promotes gender equity and has a positive impact on communities. However, most schools in developing countries lack even basic water and sanitation facilities, and hygiene education programmes are often inadequate. Together with its partners, UNICEF is helping to address these gaps through a stronger emphasis on WASH in Schools advocacy and programming.

A key part of this effort is the “Call to Action for WASH in Schools” campaign, a joint initiative involving a number of stakeholders including CARE, Dubai Cares, Emory University Center for Global Safe Water, IRC International Water and Sanitation Centre, Save the Children, UNICEF, Water Advocates, WaterAid, Water For People and WHO. It calls on decision-makers to increase investments and on concerned stakeholders to plan and act in cooperation – so that all children go to a school with child-friendly water, sanitation and hygiene facilities

The Call to Action campaign incorporates six key action points, one of which calls for improved monitoring of WASH in Schools programmes. National monitoring systems for WASH in schools are often weak; many countries do not have even basic data on the WASH situation in schools. This lack of information on the status of WASH in schools hampers planning and resource allocation decisions, and makes it difficult to ensure accountability and evaluate progress.

This package is designed to help address the WASH in Schools monitoring deficit at the national level. It is designed as a resource for WASH and Education professionals and practitioners to strengthen national monitoring systems and to improve the quality of monitoring at the project level.

The package consists of three modules:

**The EMIS module:** a set of basic monitoring questions on WASH in Schools to be incorporated into national Education Monitoring Information Systems (EMIS), usually administered annually;

**The survey module:** a more comprehensive set of questions, observations and focus group discussion guidelines for use in national WASH in Schools surveys as well as for sub-national, project level or thematic surveys;

**The children’s monitoring module:** a teacher’s guide and tool set for the monitoring of WASH in Schools by students, including observation checklists, survey questions and special monitoring exercises.

The modules are designed to gather key data on all components of WASH in Schools programming, including water, sanitation and handwashing facilities; hygiene knowledge and practices; waste disposal; and operation and maintenance systems. The modules focus on data collection in schools, with supplemental tools for gathering complimentary information from communities (within the children’s module) and from government officials responsible for WASH in schools (within the survey module).

Included with the modules are tool sets for assessing the child-friendliness of facilities and hygiene education programmes, and accessibility for children with physical disabilities. Both the survey and children’s monitoring modules include tools to gauge whether or not children are satisfied with the facilities and programmes in their schools, and to solicit their opinions on possible improvements.

The modules are generic – they are designed to be modified at the country level with respect to national norms and standards. Notes for survey designers are incorporated into the modules to facilitate this process.





**INTRODUCTION**

# Package for Monitoring WASH in Schools

---

## TABLE OF CONTENTS

**PART 1**

Background: WASH in Schools . . . . .	5
What is WASH in Schools? . . . . .	5
Why WASH in Schools? . . . . .	5
Why Monitor WASH in Schools? . . . . .	6

**PART 2**

Package Overview . . . . .	9
Purpose and Scope . . . . .	9
Development Process and Information Sources . . . . .	10
Use of Data . . . . .	11

**PART 3**

Key References used for the Development of the Modules . . . . .	12
--	----

# Background: WASH in Schools

## WHAT IS WASH IN SCHOOLS?

“WASH in Schools” is concerned with water, sanitation and washing facilities in schools along with hygiene education.

A school with adequate WASH has a functional and reliable water system that provides sufficient water for all the school’s needs, especially for handwashing and drinking. The school must also have a sufficient number of toilet facilities for students and teachers that are private, safe, clean and gender segregated. The school should have several handwashing facilities, including some that are close to toilets to facilitate handwashing after defecation. Facilities should cater to the needs of the entire student body, including small children, girls of menstruation age and children with disabilities. Hygiene education should be included in the school curriculum to instil good hygiene, sanitation and water-handling practices, and students should be encouraged to transmit hygiene knowledge to their families and communities.

These and other standards for WASH in Schools have now been codified in the 2009 WHO/UNICEF guideline: *Water, Sanitation and Hygiene Standards for Schools in Low-cost Settings*. Some countries have their own national standards, while other countries are in the process of updating their standards based on the WHO/UNICEF guideline.

## WHY WASH IN SCHOOLS?

There is an increasing body of evidence demonstrating that WASH in Schools can have a significant positive impact in schools, both on child health and on education outcomes. Studies show that safe, adequate water and sanitation facilities in schools coupled with hygiene education reduces the incidence of diarrhoea and other hygiene-related diseases. At the same time, evidence shows that WASH in Schools can have a significant impact on school enrolment, girl/boy enrolment ratios, absenteeism, and school performance.

### NOTES ON WASH IN SCHOOLS MONITORING

### Djibouti

In 2009 UNICEF sponsored a national School Hygiene and Sanitation Survey in Djibouti. The sample survey used a number of instruments, including questionnaires for headmasters and focus group discussions with school children. This was the first time a comprehensive national survey was conducted in the country using the WHO/UNICEF Guidelines on Minimum Standards for WASH in Schools.

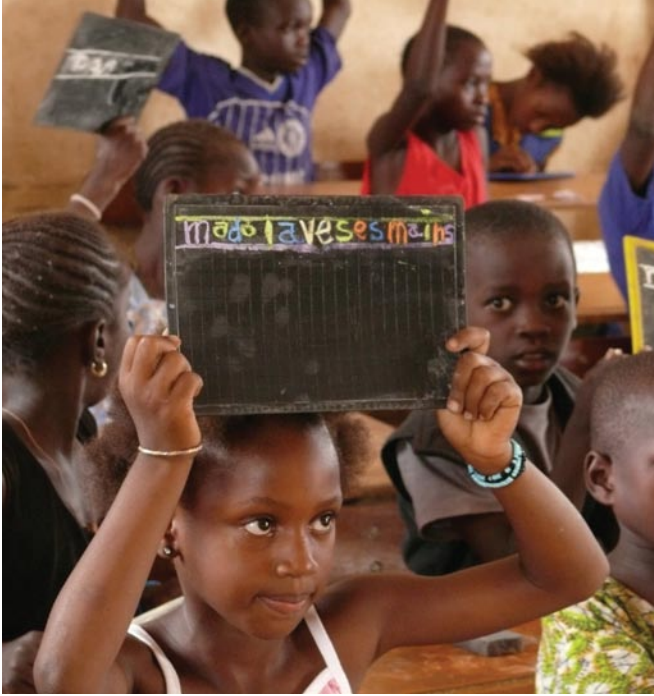
The results of the exercise illustrate the kind of important information that emerges from comprehensive national surveys. Analysis of results showed, for example:

- Lack of access to WASH facilities;
- significant rural/urban disparities in the availability of hygiene education classes;
- different levels of hygiene knowledge among school children in the public and private school systems;
- the importance of child-friendly toilet design and toilet cleanliness (toilets rated “difficult to use” or “dirty” by school children were much less likely to be used)

The overall set of results from the survey has now become a cornerstone for UNICEF advocacy efforts in the country, and a key input for the design of policies and programmes nationally.

There is also a greater appreciation among practitioners and policy makers of the importance of private and safe sanitation and washing facilities in schools. Such facilities improve the school-going experience of children, promoting dignity and self esteem. At the same time, there are clear links between the safety and privacy of facilities and the security of children – and especially girls – in schools.





© UNICEF/NYHQ2008-1128/Nesbitt

Finally, there are examples from the field demonstrating that hygiene education and the demonstration of good practices in the school environment can have a wider impact in communities. In the short term, children acting as agents of change in their households and communities influence the hygiene practices of their parents and siblings. In the long term, as children grow up and become parents and caregivers themselves, improved hygiene behaviour will have a positive impact on child survival rates for future generations.<sup>1</sup>

As the evidence base grows, governments, support agencies and other stakeholders are placing a greater emphasis on initiatives that improve WASH in Schools. In UNICEF, WASH in Schools is a component of the Child Friendly Schools (CFS) initiative, which is a priority in programmes of support for education.<sup>2</sup> In addition, UNICEF has set an organizational target of WASH in all schools in programme countries by 2015 in the Executive Board-approved 2006 UNICEF WASH Strategy Paper.<sup>3</sup>

In 2009 UNICEF worked with the Ministry of Education in Lao PDR to carry out an analysis of available WASH in Schools-related data from the 2008/09 National School Census.

Because there is no comprehensive WASH module within the existing national education monitoring system in the country, the data is limited. This exercise shows, however, that important information can be obtained even from limited data sets. For example, the analysis showed that:

- only about a quarter of schools in the country have both water and sanitation facilities;
- fewer than 10 percent of schools have gender segregated toilets;
- there are clear regional and urban/rural disparities in WASH in schools coverage.

This analysis is an important new piece of information that is helping to guide in-country discussion on issues related to resource allocation and priority setting. But it also shows the shortcomings of existing data related to WASH in schools – more information is required (e.g. on hygiene) to fully support evidence-based programme design.

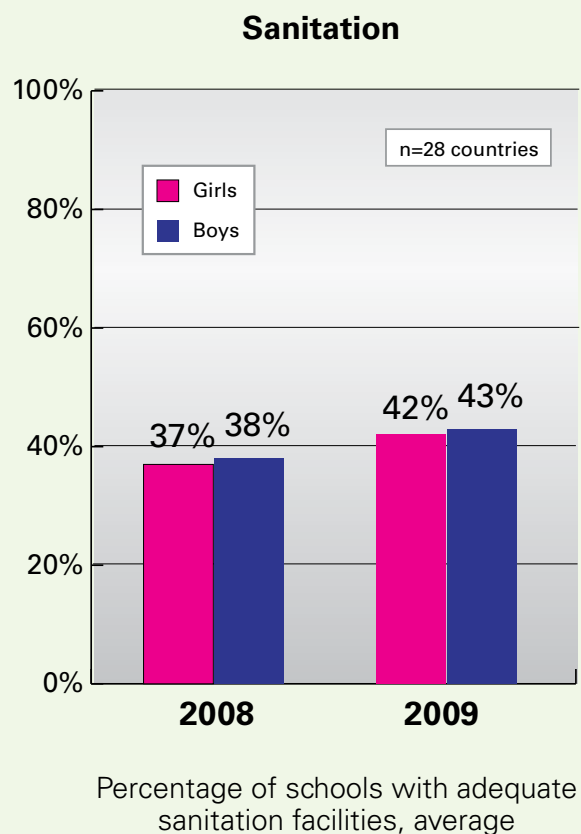
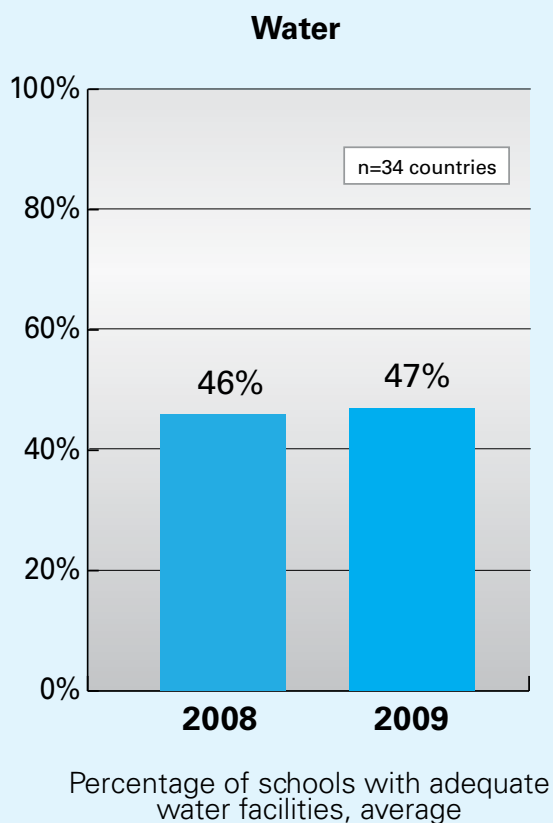
However, despite the evidence and commitments by UNICEF and other stakeholders, the global WASH in schools situation is worrisome. In UNICEF's 60 priority WASH countries, for example, fewer than half the schools have adequate water and sanitation facilities (see Figure 1). In reality the situation is almost certainly worse than this: as discussed below, monitoring data is limited, is often of poor quality, and often doesn't take into account the functionality of facilities (whether or not they are broken) or key basic standards such as separate toilets for girls and boys.

<sup>1</sup> For more information on the evidence base see the multi-agency advocacy document on WASH in Schools: *Raising Clean Hands: Advancing Learning, Health and Participation through WASH in Schools* (UNICEF New York, 2010).

<sup>2</sup> The CFS Manual includes a WASH in Schools module: see References below.

<sup>3</sup> UNICEF/United Nations Economic and Social Council, 2006. *UNICEF water, sanitation and hygiene strategies for 2006-2015*.

**FIGURE 1: Water and sanitation facilities in priority WASH countries<sup>4</sup>**



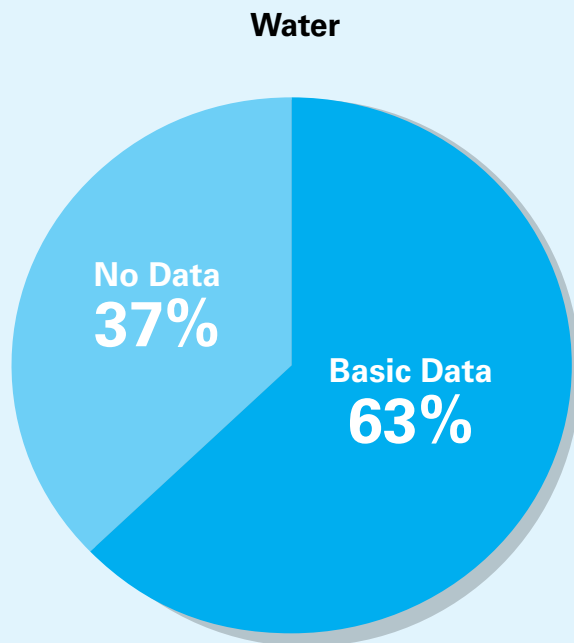
## WHY MONITOR WASH IN SCHOOLS?

Good information on the status of WASH in schools and the progress of ongoing programmes is critical for governments and support agencies alike. Only with adequate and timely information is it possible to know the scale of the problem, to engage in evidence-based advocacy, to assess progress, or to learn from successes and mistakes. Without adequate monitoring information it is ultimately impossible to reach the goal of adequate WASH in all schools.

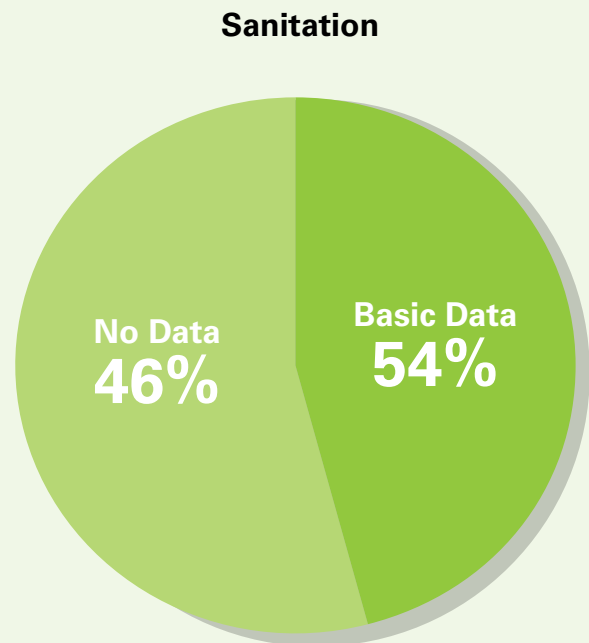
Unfortunately, national monitoring systems for WASH in Schools are generally weak in developing countries. Information from UNICEF Country Offices indicates that only

<sup>4</sup> Data from UNICEF Country Office Annual Reports, 2008 and 2009. Water data from 34 countries, sanitation data from 28 countries.

**FIGURE 2: Lack of Basic Data on Water and Sanitation Facilities in Schools<sup>5</sup>**



*Percentage of UNICEF reporting countries able to provide basic data on water facilities in schools, 2009*



*Percentage of UNICEF countries able to provide basic data on sanitation facilities in schools, 2009*

about half of programme countries are able to report on what percentage of schools have water and sanitation facilities (see [Figure 2](#)).

More comprehensive data, such as the number, quality, and functionality of water and sanitation systems – and the existence of hygiene education programmes – is even rarer. Yet this type of data is of critical importance for the design and management – and the ultimate success – of WASH in Schools programmes.

<sup>5</sup> Data from UNICEF Country Office Annual Reports, 2009.

# Package Overview

## PURPOSE AND SCOPE

This package has been developed as a tool to promote and guide WASH in Schools monitoring initiatives at national, sub-national and project levels. The package is intended primarily as a resource for UNICEF WASH and Education officers in their work with government partners to develop and improve national WASH in Schools monitoring systems.

The package is comprised of three modules:

- **The EMIS module:** a set of basic monitoring questions on WASH in Schools to be incorporated into national Education Monitoring Information Systems (EMIS), usually administered annually;
- **The survey module:** a more comprehensive set of questions, observations and focus group discussion guidelines for use in national WASH in Schools surveys as well as for sub-national, project level or thematic surveys;
- **The children's monitoring module:** a teacher's guide and tool set for the monitoring of WASH in Schools by students, including observation checklists, survey questions and special monitoring exercises.

As shown in the table, the three modules are designed to be used in different ways, and at multiple levels.

Module	National Level	Provincial / District Level	Project monitoring
<b>EMIS Module</b>	As an integral component of national EMIS (main intended use).	Can be modified for use as a questionnaire for school principals to supplement other monitoring efforts.	
<b>Survey Module</b>	As a national baseline, and for cross-checking of EMIS results.	For sub-national and project baselines, and for periodic progress monitoring.	
<b>Children's Module</b>	Parts of the module can be incorporated into thematic studies that include surveys conducted by children.		As part of ongoing WASH in Schools projects (main intended use).



© UNICEF/NYHQ2009-1892/Estey

All the monitoring and survey instruments in this package are generic. In some cases the tool sets can be used directly at country level with little or no modification, in other cases some modification will be necessary to ensure the tools are fully relevant within the country context. The modules also include notes and suggestions for modifying tools at country level.

The modules purposely include only a limited number of questions that cover key aspects of WASH in Schools because it is not possible to effectively administer a large questionnaire or survey with too many questions. Thus, this package is

not intended to provide the detailed tools necessary for specific targeted studies on a particular WASH in Schools theme. However the tools here can serve as a core on which to develop survey instrument sets for these purposes.

Comprehensive studies include assessments of enabling environments for WASH in Schools at the national and/or sub-national level. The design of these assessments will vary from country-to-country, but this package includes a generic set of questions for desk reviews and for discussion with government officials and other informants at national and sub-national levels.



© UNICEF/China

## DEVELOPMENT PROCESS AND INFORMATION SOURCES

This package is based on a set of monitoring tools originally developed by the UNICEF Regional Office for East Asia and the Pacific (EAPRO) in 2009. The EAPRO package was developed jointly by UNICEF WASH and Education regional and country officers, with inputs from NYHQ and other resource people.

The present package is an “internationalized” and extended version of the EAPRO package. It features the children’s monitoring module (not included in the EAPRO package), and re-designed tools and guidelines in the Survey and EMIS modules. Experiences from East Asian countries using the EAPRO package were also taken into account when developing the global package.

The package was drafted by the WASH Section in UNICEF NYHQ, with inputs from the Education Section and the Statistics and Monitoring Section. The package was then revised based on comments from a reference group of officers in regional and country offices.

School WASH monitoring in China is not yet part of the national Education Monitoring Information System (EMIS) and the status of WASH in schools is thus not entirely clear. UNICEF is engaging with government counterparts to help improve national monitoring systems through dialogue, technical support and the demonstration of good practices within the UNICEF WASH in Schools project area. Part of this effort involved the informal field testing of the East Asia WASH in Schools Monitoring Package (the predecessor to this global package) in 50 project schools.

The Ministry of Education has now agreed to work with UNICEF to include WASH in Schools in the national EMIS through a five year initiative involving the following milestones:

- establish China-specific indicators using this package as a reference;
- formally test the new set of indicators and questions in 100 schools using trained enumerators;
- expand the training and the scope of the testing area;
- modify the national EMIS to include the new questions and indicators.

It is expected that the formal adoption of WASH indicators into EMIS will result in a much improved national dataset on school WASH status that will be updated annually.

The tools in this package build on work done by others and on a variety of resource materials from several sources, including survey tools, WASH in Schools manuals and guidelines, and other references (see Annex 1 for a complete list). A key reference is the 2009 WHO/UNICEF publication: *Water, Sanitation and Hygiene Standards for Schools in Low-cost Settings*. It was used to define key indicators and as a reference for WASH in Schools standards.



© UNICEF/PAKA2008-0324/Noorani

## USE OF DATA

Data from the monitoring tools in this package has many uses at the global, national, sub-national, project and school levels.

In many countries the most urgent need is for basic national level data on WASH coverage, ideally from a WASH module within the national EMIS gathered annually. Only with such basic data can UNICEF and partners effectively advocate for WASH in schools, and only with that data can governments make informed choices on policy and resource allocation. As countries begin to compile basic data sets, the global picture will also become clearer, with implications for funding allocation decisions at the regional and global levels.

More comprehensive data on WASH in Schools – such as the data that can be gathered through the survey module – is needed for a variety of purposes: for establishing baselines, for tracking progress, for determining accountability, for evaluating project effectiveness, for learning

In Tajikistan UNICEF is helping to strengthen monitoring systems as a component of its long-standing programme of support for WASH in Schools in the country. As a result of ongoing engagement, the Ministry of Education has recently agreed to include some WASH indicators in its revised national EMIS, which will be launched in 2011. The new indicators will focus on the availability, type and use of water and sanitation facilities in schools.

After the first EMIS is conducted with the new WASH in Schools questions, the data will be analyzed and the questions and indicators will be adjusted and possibly expanded to include more questions, including questions on hygiene education. The agreed target is to have a full WASH component within the national annual EMIS with a trained cadre of enumerators in three years time.

and advocacy, and to inform planning, resource allocation and policy development. For example, detailed data on the functionality of WASH facilities can influence decisions on budgeting for operation and maintenance, while data on project progress can lead to adjustment in the design of national guidelines and standards.

Finally, no analysis on WASH in schools can be complete without the inputs of school children themselves. The tools within both the survey module and the children's monitoring module designed to appraise the knowledge and opinions of children will help policy makers and managers to analyze the success of programmes in meeting the needs of beneficiaries.

## ANNEX 1

# Key References used for the Development of the Modules

- 1 Belize Ministry of Education, UNICEF, 2009. *Questionnaire for National Assessment of Water, Sanitation and Hygiene (WASH) in Primary Schools, Belize and Focus Group Discussion Guide.*
- 2 Bonati, G. (Plan International), 2006. *Monitoring and Evaluating with Children.*
- 3 CARE, Dubai Cares, Emory University, IRC, Save the Children, UNICEF, Water Advocates, WaterAid, Water for People, WHO, 2010. *Raising Clean Hands: Advancing learning, health and participation through WASH in Schools.*  
[http://www.washinschools.com/index.php?p=1\\_2\\_Information-Packs](http://www.washinschools.com/index.php?p=1_2_Information-Packs)
- 4 DeGabriele, J., G. Keast, & C.A.P.S. Msukwa (for UNICEF Malawi), 2004. *Evaluation of the strategic sanitation and hygiene promotion for schools - pilot projects - Nkhata Bay and Kasungu Districts.*
- 5 Global Education Cluster, 2010. *The Joint Education Needs Assessment Toolkit.*  
[http://www.educationfasttrack.org/media/library/Global\\_Ed\\_Cluster-The\\_Joint\\_Education\\_Needs\\_Assessment\\_Toolkit.pdf](http://www.educationfasttrack.org/media/library/Global_Ed_Cluster-The_Joint_Education_Needs_Assessment_Toolkit.pdf)
- 6 IRC, UNICEF, 2010. *WASH in Schools* (website). <http://www.schools.watsan.net/>
- 7 Save the Children, 2004. *Children and Participation: Research monitoring and evaluation with children and young people.* [http://www.savethechildren.org.uk/en/54\\_5123.htm](http://www.savethechildren.org.uk/en/54_5123.htm)
- 8 UNICEF. 2006. *Scaling Up with Quality to Achieve the Millennium Development Goals (East and Southern Africa Region WASH for Schools Workshop Report).*
- 9 UNICEF. 2007. *Household Survey Questionnaire for Round 4 of the Multiple Indicator Cluster Surveys (MICS4).*
- 10 UNICEF, 2009. *WASH Module: UNICEF Child Friendly Schools Manual.*
- 11 UNICEF, 2010. *WASH in Schools* (intranet site).
- 12 UNICEF, 2010. "Tabulation Plans for MICS" on the *Child Info* website.  
[http://www.childinfo.org/mics3\\_tabulationplan.html](http://www.childinfo.org/mics3_tabulationplan.html)





© UNICEF/NYHQ2010-1544/Asselin

- 13 UNICEF, IRC. 2007. *Towards Effective Programming for WASH in Schools: A manual on scaling up programmes for water, sanitation and hygiene in schools.* [http://www.unicef.org/wash/files/TP\\_48\\_WASH\\_Schools\\_07.pdf](http://www.unicef.org/wash/files/TP_48_WASH_Schools_07.pdf)
- 14 UNICEF Tajikistan, 2004. *Teacher's Guide to Sanitation and Hygiene Promotion in and through Schools.*
- 15 UNICEF Tajikistan. 2006. *Questionnaires and observation guides for project evaluation.*
- 16 UNICEF, WHO. 2009. *Water, Sanitation and Hygiene Standards for Schools in Low-cost Settings.* [http://www.unicef.org/wash/files/WASH\\_in\\_schools\\_manual.pdf](http://www.unicef.org/wash/files/WASH_in_schools_manual.pdf)
- 17 USAID, 2010. *WASH Friendly Schools Guide for School Directors, Teachers, Students, Parents and Administrators.*
- 18 WHO, UNICEF. 2006. *Core Questions on Drinking Water and Sanitation for Household Surveys* (from the WHO/UNICEF Joint Monitoring Programme for Water Supply and Sanitation - JMP).
- 19 World Bank, UNICEF, UNESCO, WHO, 2010. *Focussing Resources on Effective School Health - FRESH.* (website). <http://www.freshschools.org>
- 20 World Bank Water and Sanitation Program, UNICEF. 2005. *Toolkit on Hygiene, Sanitation and Water in Schools.* <http://www.schoolsanitation.org/>



**MODULE 1**

# WASH in Schools Questions for National Education Monitoring and Information System (EMIS) Questionnaires

## MODULE 1 – Table of Contents

<b>Introduction</b> .....	18
<b>PART 1</b> School Information .....	20
<b>PART 2</b> Water .....	22
<b>PART 3</b> Sanitation .....	24
<b>PART 4</b> Hygiene .....	26
<b>PART 5</b> Waste Disposal .....	28
<b>General Notes for EMIS Questionnaire Designer</b> .....	28
<b>ANNEX 1</b> JMP Definitions for improved sources of drinking water .....	30

# Introduction

## OVERVIEW

Since most countries either do not have a national routine WASH in Schools monitoring system or they have a system that only provides basic data, the development of a more comprehensive system is very important. While surveys and studies have their place, only a national routine monitoring system can provide periodic and consistent data on the status and progress of WASH in Schools.

The most appropriate institutional home for any routine WASH in Schools monitoring system is within the monitoring department or unit in the Ministry of Education (and/or other ministries responsible for education). Officials from ministries responsible for water, sanitation and hygiene can and should provide support and advice for developing and managing the routine monitoring system, but a sustainable system will necessarily be housed within the ministry responsible for schools. And the most cost effective and sustainable approach is to use the existing national EMIS (Education Monitoring Information System) mechanism for monitoring WASH in Schools, rather than launching a new parallel monitoring system.

The questions in the EMIS Module are designed specifically to be included as a module within existing national EMIS. However, in cases where this is not possible, the module may be administered as a stand-alone questionnaire.

This module was designed on the basis of three key criteria:

1. limit the number of questions to a minimum (to help ensure that the module can be included in national EMIS, and data can be gathered and compiled on a regular basis);
2. include only questions that can be answered by non-WASH professionals (typically school Principals/Heads complete EMIS questionnaires);
3. focus on questions that provide data on the core indicators for measuring progress in WASH in Schools (leaving more peripheral indicators to other surveys).



© UNICEF/INDA2009-00524/Purushotham

These limiting criteria mean that this module does not completely “cover” WASH in Schools monitoring requirements: it is a limited set, designed to gather some key information using the EMIS platform. The module does not include all possible indicators for WASH in Schools. For example, it does not cover indicators related to water quality or food hygiene. In addition, for the indicators it does cover, it does not include sufficient questions to completely satisfy the indicator (for example, within the water category, it does not cover the reliability of the water point). This module is designed to be the core of the national WASH in Schools monitoring effort, but to gain a complete picture, supplementary, periodic surveys will also be necessary (see Module 2 for a more complete set of indicators).

The survey questions in the EMIS module are carefully designed to elicit useable data on WASH from the non-WASH professionals who will be completing the survey – usually school principals. It is also necessary to have quality assurance mechanisms built into the system to ensure questions are understood by principals, that responses are reasonable and that data gathered is a fair representation of the WASH situation in schools. This is accomplished in part by including the WASH component of EMIS into the existing EMIS quality control systems (such as visits by district inspectors). A second layer of quality assurance is to periodically conduct surveys by trained WASH assessors using selected questions from the survey module to cross-check data obtained from the EMIS process.

## STRUCTURE

The module is divided into five sections: school information; water; sanitation; hygiene; and waste disposal. The school information section may be redundant if the questions are incorporated into the national EMIS questionnaire, but are included for cases in which the questionnaire is administered on a stand-alone basis.

Each section of the module includes the following:

- Indicator(s)
- Core questions
- Expanded questions
- Explanatory notes (to help the school Principal/ Head complete the questions – to be included in the final EMIS questionnaire)
- Additional notes for questionnaire designer

### EMIS Module Sections

1. School Information
2. Water
3. Sanitation
4. Hygiene
5. Waste Disposal and Drainage

## USING THE MODULE IN COUNTRIES

This module can be used at country level in two ways. One, the questions are chosen and modified, pre-tested, and then included as a module within the national EMIS questionnaires module. Two, if inclusion in EMIS is not an option, then the questions can be packaged as a stand-alone self-administered questionnaire to be filled out by school Principals to produce a simple baseline survey at national, sub-national or project levels.

The questions will be modified to some extent in most countries, depending on the situation. For example, in countries that already include some questions on WASH in Schools in existing national EMIS questionnaires, it may be better to retain those questions for reasons of continuity, even if the questions are not ideal. In this case, only some questions from this module will be used. Whether or not an existing question should be maintained in the EMIS should be determined on a case-by-case basis: if the question is so vague or poorly formulated that it cannot yield useful data, it may be better to replace it with the new question.

Other reasons for modifying the questions in the module include: alignment with indicators

used in National Education Development Plans, using standard terminology used in the country, including only technologies used locally, and basing certain questions on existing national programmes (e.g. if hygiene education is included in the national curriculum, then questions in the questionnaire should take that into account). Each section of the module includes notes for the questionnaire designer to assist in the modification process.

Although the module is designed to be modified to best suit the needs of each country, questionnaire designers should try to retain the basic “sense” of each question to ensure some degree of consistency so that comparisons and compilations can be made across countries at regional and global level.

The module includes a set of core questions, but also includes a small additional set of supplementary questions for countries where there is interest among education officials to have a larger set of WASH in Schools questions in the EMIS questionnaire.

## PART 1

# School Information

*(This section is country specific, and should be developed separately for each country. The below points are the recommended minimum information required.)*

- name of person completing this questionnaire
- designation of person completing this questionnaire (it is recommended that the school Principal fills in the questionnaire, or his/her official officer-in-charge)
- date questionnaire completed
- school name
- school identification code
- school location (district/province/ other)
- school level (primary/middle/secondary/mixed/ other)
- school area (urban/rural)
- school management (public/private/religious institution-managed)
- school type (day school/boarding school/other)
- student population (no. of boys, no. of girls, total)(questionnaire designer to decide exactly which number to use depending on country norms: e.g. average over the year, net, etc.)
- no. of shifts (if applicable: if the school is operated in shifts, student population should be higher number of the two shifts)
- students with physical disabilities (no. of boys, no. of girls, total)
- teachers (no. male teachers, no. of female teachers, total)
- does the school have a Parent Teachers Association (PTA)?



© UNICEF/NYHQ2010-1475/Noorani

- does the school have some other formal institutional link with the community or other parent/ community organizations? (e.g. management committee)
- does the school have student led organizations? Do they play any role in supporting WASH in Schools?
- is there an annual process of School Self-Assessment (SSA) and/or School Improvement Plans (SIP)? Do SSAs or SIPs include WASH in Schools?

## PART 2

## Water

**Indicator (core questions):** A functional water point is available at or near the school.

**Indicator (core plus expanded questions):** A functional water point is available at or near the school that provides a sufficient quantity of water for the needs of school, is safe for drinking, and is accessible to children with disabilities.

## CORE QUESTIONS

**QUESTION 1:** What is the school's main water source? (*check one*)

(These are standard definitions used by the WHO/UNICEF Joint Monitoring Programme for Water Supply and Sanitation, and they should be used in each country. However, the labels for these can be modified to match accepted country terminology: see Additional Notes for Questionnaire Designer)

- Piped water into school building
- Piped water to school yard/plot
- Public tap/standpipe
- Tubewell/borehole
- Protected dug well
- Unprotected dug well
- Protected spring
- Unprotected spring
- Rainwater collection
- Bottled water
- Cart with small tank/drum
- Tanker-truck
- Surface water (river, dam, lake, pond, stream, canal, irrigation channels)
- No water available in or near school (*skip to Question 5*)
- Other \_\_\_\_\_

**QUESTION 2:** How often is the water source functional? (*check one*)

- 5-7 days per week
- 2-4 days per week
- Fewer than 2 days per week



## EXPANDED QUESTIONS

**QUESTION 3: When the water source is functional**, does it provide enough water for the needs of the school, including water for drinking, handwashing and food preparation? *(check one)*

Yes     No     Water source is not functional

**QUESTION 4:** Do you treat water from the source you use at school in any way to make it safer to drink? *(check one)*

*(Answer yes only if the school is treating/purifying water in the school in some way such as boiling, chlorination, bleach, ceramic filters, candle filters or biosand filters.)*

Always     Sometimes     Never

**QUESTION 5:** Do children bring their own drinking water from home? *(check one)*

Most children bring water from home  
 Some children bring water from home  
 No children bring water from home

**QUESTION 6:** Are drinking water facilities accessible to children with physical disabilities? *(check one)*

Yes     No

**QUESTION 7:** Can the youngest children in the school get drinking water by themselves *(check one)*?

*(Answer yes if the youngest children in the school can get a drink of water from the faucet, pump, or drinking water container without the help of a teacher or older student.)*

Yes     No

## ADDITIONAL NOTES FOR QUESTIONNAIRE DESIGNER (WATER)

*(These notes should be removed from the final questionnaire)*

**QUESTION 1:** Water source types are adapted from the Core Questions on Drinking Water and Sanitation for Household Surveys from the WHO/UNICEF Joint Monitoring Programme for Water Supply and Sanitation (JMP). The definitions of each of these sources, and whether or not they are considered “improved” according to JMP standards, are included in Annex 1. The labels should be customised and simplified based on national norms, but the definitions should be kept to allow for cross-country comparison. The questionnaire designer should also write a set of notes to be included in the survey.

**QUESTIONS 2, 3, 4 AND 5:** While school Principals may not be able to provide detailed information on water point functionality, quantity and quality, his or her responses should provide basic information and point to potential problem areas.

**QUESTION 6:** Children with physical disabilities may be further defined, depending on country norms.

**PART 3**

# Sanitation

*Indicators (core questions): The number of functional toilets and urinals for girls, boys and teachers meet national standards.*

*Indicator (core plus expanded questions): The number of functional toilets and urinals for girls, boys and teachers meet national standards, and are accessible to children with disabilities.*

## CORE QUESTIONS

**QUESTION 1:** Does the school have any toilet facilities? (check one; a toilet can be a pit latrine, an improved pit latrine, a flush toilet, a pour-flush toilet, or a composting toilet)

Yes     No    **If no, skip to Part 4**

**QUESTION 2:** How many toilet compartments are there in the school for children: (insert **number**)

*(A toilet compartment is an individual stall/seat/squat-plate/drop-hole where a single child can defecate in private. Functional means that at the time of filling out this questionnaire, the toilets are not broken and can be used by children. Not functional means that the toilet is broken, full, or damaged in such a way that it cannot be used.)*

	Functional	Not Functional
Exclusively for girls	_____	_____
Exclusively for boys	_____	_____
For boys or girls (communal toilet compartments anyone can use)	_____	_____

**QUESTION 3:** Does the school also have urinals? (check one)

Yes     No

## EXPANDED QUESTIONS

**QUESTION 4:** Do teachers have their own toilet facilities (separate from children's facilities)?  
(check one)

Yes  No

**QUESTION 5:** Are toilets accessible to children with physical disabilities? (check one)

Yes  No

**QUESTION 6:** Are some toilets available in the school designed for younger children? (check one)

(Answer yes only if the school that has some toilets with the following features: drop hole is smaller than normal (to prevent small children from falling in); squatting plate foot pads are designed for small children; door handle is low enough to reach; compartment is not so dark that it frightens children.)

Yes  No

## ADDITIONAL NOTES FOR QUESTIONNAIRE DESIGNER (SANITATION)

(These notes should be removed from the final questionnaire)

**QUESTIONS 1 AND 2:** This question is redundant in relation to question 2 but is included in the questionnaire because in some cases the school Principal may not be able or willing to answer question 2. In that case, question 1 will provide at least basic information on sanitation.

Note that the UNICEF/WHO guideline standard for student-to-toilet compartment ratio is 25 girls per toilet compartment and 50 boys per toilet compartment when a urinal is available, plus one toilet for male staff and one for female staff. National standards may differ.

**QUESTION 3:** The usual way of defining urinals is as length/child (the WHO/UNICEF Standards cite 50cm of urinal wall per boy), however this is considered too detailed to include in this questionnaire. If there is any history or plan for introducing urinals for girls, then this question can be re-worded to take this into account.

**QUESTION 5:** Children with physical disabilities may be further defined, depending on country norms.

**QUESTION 6:** Adjust notes to conform to child-friendliness standards of the national school sanitation guidelines.

**PART 4**

# Hygiene

**Indicator (core questions):** Functional handwashing facilities and soap (or ash) are available for girls and boys in the school, and hygiene is taught.

## CORE QUESTIONS

**QUESTION 1:** Does the school have handwashing facilities? (check one)

(Handwashing facilities can be a faucet with running water or a special handwashing station such as a container with a tap, a bucket with a dipper and basin, or any other device that provides about ½ litre of water for each time hands are washed.)

Yes     No    **If no, skip to question 3**

**QUESTION 2:** How many handwashing stations are there in the school: (insert number)

(In some schools, handwashing stations are located close to or within toilet blocks that are exclusively for girls or boys. In such cases, please fill in the numbers as exclusive for girls and for boys. For handwashing stations that can be used by both girls and boys (such as a tap and sink in a classroom) please fill in the numbers as communal.)

	Functional	Not Functional
Exclusively for girls	_____	_____
Exclusively for boys	_____	_____
For boys or girls(communal handwashing stations anyone can use)	_____	_____

**QUESTION 3:** Is sufficient soap (or ash) available? (check one)

Always     Sometimes     Never

**QUESTION 4:** Is hygiene taught in the school? (check one)

(Answer yes if hygiene education is provided through special sessions, as part of life skills training modules or as part of the regular curriculum. Hygiene education may include all aspects of personal hygiene, but should include at least some instruction on handwashing with soap or ash.)

Yes     No

## EXPANDED QUESTIONS

**QUESTION 5:** Are handwashing facilities accessible to children with physical disabilities? (children? (check one)

*(Facilities are accessible to children with physical disabilities if they have access to them, and can reach both the soap (or ash) and water.)*

Yes, all facilities are accessible     Some are     None are

**QUESTION 6:** Are handwashing facilities accessible to younger children? (check one)

*(Facilities are accessible to younger children if they have access to them, and can reach both the soap (or ash) and water.)*

Yes, all facilities are accessible     Some are     None are

## ADDITIONAL NOTES FOR QUESTIONNAIRE DESIGNER (HYGIENE)

*(These notes should be removed from the final questionnaire)*

**QUESTION 2:** *In some countries, gender disaggregation for handwashing facilities may be too detailed or otherwise inappropriate for the questionnaire. In that case, this question can be reformulated.*

**QUESTION 4:** *This question may be adjusted to conform to national standards. For example, if there is an existing hygiene or handwashing module in the national curriculum, then it can be referred to by name.*

## PART 5

# Waste Disposal

*Indicator (core questions): Solid waste and sludge is regularly disposed.*

## CORE QUESTIONS

**QUESTION 1:** Is solid waste (garbage) disposed weekly (or more frequently)? (*check one*)

*(Check yes if the school disposes of its own garbage (e.g. through incineration) or if the garbage is collected by a collection service.)*

Yes     No

**QUESTION 2:** Is sludge (sewage) from school latrines or septic tanks always emptied and removed before they fill up? (*check one*)

*(If the school's sanitation facilities are connected to a functional piped sewage system, then also check yes.)*

Yes     No

## ADDITIONAL NOTES FOR QUESTIONNAIRE DESIGNER (WASTE DISPOSAL)

*(These notes should be removed from the final questionnaire)*

**QUESTION 1:** *If the national standards/guidelines are different, re-word the question accordingly.*

## GENERAL NOTES FOR EMIS QUESTIONNAIRE DESIGNER

*There are five parts to this module: School Information; Water; Sanitation; Hygiene; and Waste Disposal. Each part has four sections: Indicator(s); Core Questions, Expanded Questions; Explanatory Notes (for school Principals); Additional Notes for Questionnaire Designer.*

*The Core Questions, Expanded Questions and Explanatory Notes for School Principals should be included in the final EMIS questionnaire. The Indicators and Additional Notes should be removed. To facilitate this, italics have been used to indicate text that should be removed from the final EMIS questionnaire.*



© UNICEF/MLIA2009-00186/Pirozzi

*Note that Part 1, School Information, should generally already be covered in national EMIS questionnaires and so there is no need for a special section for WASH. However it is included here in case the questionnaire is administered on a stand-alone basis (or if it is pre-tested before including it in EMIS). If there is a stand-alone questionnaire, then care should be taken to ensure that the national standard identification labels (school code, school location, etc.) are used.*

Once the survey is finalised, the EMIS Tabulation Plan (which guides the presentation and manipulation of data) should be modified to include these WASH-related questions. Example tabulation plans are available on the UNICEF MICS website ([http://www.childinfo.org/mics3\\_tabulationplan.html](http://www.childinfo.org/mics3_tabulationplan.html)); see especially the Environment table.

*See the Introduction to the WASH in Schools Monitoring Package for instructions on how to use this module.*

# JMP Definition

## IMPROVED SOURCES OF DRINKING WATER

- Piped water into dwelling, also called a household connection, is defined as a water service pipe connected with in-house plumbing to one or more taps (e.g. in the kitchen and bathroom).
- Piped water to yard/plot, also called a yard connection, is defined as a piped water connection to a tap placed in the yard or plot outside the house.
- Public tap or standpipe is a public water point from which people can collect water. A standpipe is also known as a public fountain or public tap. Public standpipes can have one or more taps and are typically made of brickwork, masonry or concrete.
- Tubewell or borehole is a deep hole that has been driven, bored or drilled, with the purpose of reaching groundwater supplies. Boreholes/tubewells are constructed with casing, or pipes, which prevent the small diameter hole from caving in and protects the water source from infiltration by run-off water. Water is delivered from a tubewell or borehole through a pump, which may be powered by human, animal, wind, electric, diesel or solar means. Boreholes/tubewells are usually protected by a platform around the well, which leads spilled water away from the borehole and prevents infiltration of run-off water at the well head.
- Protected dug well is a dug well that is protected from runoff water by a well lining or casing that is raised above ground level and a platform that diverts spilled waterway from the well. A protected dug wells also covered, so that bird droppings and animals cannot fall into the well.
- Protected spring. The spring is typically protected from runoff, bird droppings and animals by a "spring box," which is constructed of brick, masonry, or concrete and is built around the spring so that water flows directly out of the box into a pipe or cistern, without being exposed to outside pollution.
- Bottled water is produced by reliable companies acting under the quality control of national authority. Bottled water is considered an improved source of drinking water only when there is a secondary source of improved water for other uses such as personal hygiene and cooking.
- Rainwater refers to rain that is collected or harvested from surfaces (by roof or ground catchment) and stored in a container, tank or cistern until used.



## **UNIMPROVED SOURCES OF DRINKING WATER**

- Unprotected spring. This is a spring that is subject to runoff, bird droppings, or the entry of animals. Unprotected springs typically do not have a “spring box”.
- Unprotected dug well. This is a dug well for which one of the following conditions is true: 1) the well is not protected from runoff water; or 2) the well is not protected from bird droppings and animals. If at least one of these conditions is true, the well is unprotected.
- Cart with small tank/drum. This refers to water sold by a provider who transports water into a community. The types of transportation used include donkey carts, motorized vehicles and other means.
- Tanker-truck. The water is trucked into a community and sold from the water truck.
- Surface water is water located above ground and includes rivers, dams, lakes, ponds, streams, canals, and irrigation channels.

## உங்களுக்கு தெரியுமா?

பாதுகாப்பான  
தண்ணீர் உயிர்  
பாதுகாப்பு

- வயிற்றுப்போக்கு, புழுக்கள், மஞ்சள் காமாலை, டைபாய்டு காய்ச்சல், சீதபேதி மற்றும் காரா போன்ற 80% நோய்கள் குழந்தை உண்டாகின்றன.
- சுந்தில் ஒரு குழந்தை 15 நாட்களுக்கொரு முறை வயிற்றுப் போக்கு நோயால் அவதிப்படுகிறது.



ஒரு குவளை அகத்த நீரில் இடைக்கணக்கான நோய்க் கிருமிகள் இருக்கலாம்.  
பாதுகாப்பற்ற நீரைக் குடிப்பதன் காரணமாக உண்டாகும் நோய்கள்



வயிற்றுப் போக்கு



புழுக்கள்



மஞ்சள் காமாலை



டைபாய்டு



காரா

எனவே நீங்கள் குடிக்கும் தண்ணீர் பாதுகாப்பானதுவாக உண்டாகும்

**MODULE 2**

# WASH in Schools Questions, Observation Checklists and Focus Group Discussion Tools for National Surveys

## Module 2 – Table of Contents

<b>Introduction</b> .....	34
<b>PART 0</b> Information on Interviewer and Main Interviewee .....	36
<b>PART 1</b> School Information .....	37
<b>PART 2</b> Water (Water Source and Water quality) .....	38
<b>PART 3</b> Sanitation .....	41
<b>PART 4</b> Hygiene .....	44
<b>PART 5</b> Waste Disposal and Drainage .....	48
<b>PART 6</b> Operation and Maintenance .....	50
<b>Focus Group Discussion Guide</b> .....	52
<b>Interview and Desk Review Guide for Studies Assessing Enabling Environments</b> .....	58
<b>Additional Notes for Survey Designer</b> .....	61

# Introduction

## OVERVIEW

Countries that incorporate the WASH in Schools questions from the previous module into national EMIS questionnaires will have a basic set of information on WASH in Schools in the country, and the basis for measuring progress and trends. However, to get a more complete picture of the WASH in Schools situation, a more sophisticated tool is required. This module consists of a set of instruments designed to form the basis of national and sub-national surveys on WASH in Schools. Such surveys will provide a comprehensive set of data for establishing a baseline for use in programme design and policy formulation and for informing advocacy and resource allocation decisions. Conducted periodically, these surveys can also be used as a quality assurance system to assess the quality of data from the EMIS monitoring mechanism.

This survey module can also be used to develop systematic baselines for WASH in Schools projects, and to conduct periodic progress monitoring.

The questions, observation checklists and focus group discussion tools can also be used to help design special surveys on specific thematic areas, or more intensive general studies in smaller geographic areas.

The survey module is designed to address a larger set of indicators at a greater level of detail than the EMIS questionnaire. To do this it uses more questions, adds observations, and provides the option of using focus group discussions to explore particular subjects in more depth. Unlike the EMIS questions that are designed to be completed by school Principals, the tools in the survey module will be administered by surveyors who have a background in the WASH sector (and/or have been trained to administer the survey).

### Survey Module Sections

1. School Information
2. Water
3. Sanitation
4. Hygiene
5. Waste Disposal and Drainage
6. Operation and Maintenance

## STRUCTURE

The module consists of an integrated set of questions and observation checklists organized into the same five sections as the EMIS module, plus an additional module covering operation and maintenance. There are a total of 53 integrated questions and observations in the module (not counting basic school information), which is enough to provide a comprehensive picture of the national WASH in Schools situation but is not so much to make it too unwieldy to administer nation-wide.

Given resource and time constraints, most national surveys will likely only include the questions and observation checklists, which form the body of the module. However, focus group discussion guidelines for students have been included in the module for situations where they can be used. Ideas for guidelines for other focus groups (e.g. PTAs) can be found in the references in Annex 2.

Where appropriate, questions from the EMIS questionnaire have been re-used in this module so that the survey can also be used to gauge the validity of data emerging from the EMIS mechanism. The questions and observations in the survey module are also designed to build

on and triangulate data obtained through the EMIS questionnaire. For example, in the EMIS questionnaire school Principals are asked whether or not soap (or ash) is available for handwashing in the school, whereas the Sanitation section in the survey module asks the surveyor to observe and record whether or not there is soap (or ash) at the time of the survey.

The module consists of a set of questions and observation checklists along with guidance notes for surveyors. These will be used during school visits to guide interviews with school officials and teachers, and to focus and systematise observations on the existence and condition of school WASH facilities. Additional notes are provided for survey designers to guide the customization of selected questions for the country context.

Also included in the module is a set of suggested topics and questions for use in focus group discussions with students. These will be used in studies that include inputs from school children. It includes questions for focus groups composed of mixed students (both boys and girls), for girl-only groups and for students with physical disabilities. Note that the next module (the children's monitoring module) includes another more extensive set of focus group questions, but these are designed for children's interaction with other children.

Finally, this module also contains a set of questions to guide studies that include an assessment of enabling environments for WASH in Schools at national and sub-national levels. The questions are designed for government officials and other informants. The structure of these questions is based on material concerning enabling environments in the WHO/UNICEF guideline: *Water, Sanitation and Hygiene Standards for Schools in Low-cost Settings*.

## USING THE MODULE IN COUNTRIES

As is the case with the EMIS module, some of the questions and observations in this module can be used as they are presented, while others will need to be modified to reflect the country context. Depending on how the module is used, some questions and observations will be deleted and new ones added. The focus group discussion tools are presented as guides only: each country will modify them as appropriate.

The survey is dependent on knowledgeable teams of surveyors to administer the questionnaire. Some questions and observations require technical knowledge and sector experience. The composition of the surveyor teams, and what orientation and training is required, will vary from country to country. Some countries may choose to use technical government staff from WASH-related ministries to conduct the survey in which case extensive training will not be required. In other countries, the survey may be administered by NGOs or companies under contracts that include an orientation and training phase. In many cases the survey will be most efficiently carried out by teams of two or more surveyors travelling from school to school, with each team member responsible for different parts of the survey.

## PART 0

# Information on Interviewer and Main Interviewee

## General Instructions:

- This questionnaire has two types of questions. Most are questions you (the surveyor or interviewer) asks to the person being interviewed (the “interviewee,” who is usually the school Principal). Some questions are completed through observation (instead of asking the interviewee for the information, the surveyor makes a direct observation). These questions are marked as “**OBSERVATION**.” In some cases, the interviewee may not know the answer to a question and the surveyor can use observation to obtain the information. The surveyor must ask for permission before making observations.
- In some cases asking the question may not be enough. It may also be necessary to probe the interviewee for more information. Questions where this may be necessary are marked “**PROBE**.”
- (see Additional Notes for Surveyor Designer for questions marked with an \*)

IN1. Interviewer/surveyor name \_\_\_\_\_

IN2. Interviewer/surveyor supervisor \_\_\_\_\_

IN3. Cluster number\* \_\_\_\_\_

IN4. Main Interviewee name\* \_\_\_\_\_

IN5. Main Interviewee designation\* \_\_\_\_\_

IN6. Date of Interview \_\_\_\_\_

Date of Observations (if different)

IN7. Additional comments:

---



---



---



---

## PART 1

# School Information

*(This section is country specific, and should be developed separately for each country. The below points are the recommended minimum information required)*

- school name
- school identification code
- school location (district/province/ other)
- school level (primary/middle/secondary/mixed/ other)
- school area (urban/rural)
- school management (public/private/religious institution-managed)
- school type (day school/boarding school/other)
- student population (no. of boys, no. of girls, total)(questionnaire designer to decide exactly which number to use depending on country norms: e.g. average over the year, net, etc.)
- no. of shifts (if applicable: if the school is operated in shifts, student population should be higher number of the two shifts)
- students with physical disabilities (no. of boys, no. of girls, total)
- teachers (no. male teachers, no. of female teachers, total)
- does the school have a Parent Teachers Association (PTA)?
- does the school have some other formal institutional link with the community or other parent/ community organizations? (e.g. management committee)
- does the school have student led organizations? Do they play any role in supporting WASH in Schools?
- is there an annual process of School Self-Assessment (SSA) and/or School Improvement Plans (SIP)? Do SSAs or SIPs include WASH in Schools?

## PART 2

# Water (Water Source and Water quality)

**WW1.** What is the school's **main water source**?\* (check one only: if there is more than one source, check the source that is most commonly used) (If necessary, use **OBSERVATION**)

- Piped water into school building
- Piped water to school yard/plot
- Public tap/standpipe
- Tubewell/borehole
- Protected dug well
- Unprotected dug well
- Protected spring
- Unprotected spring
- Rainwater collection
- Bottled water
- Cart with small tank/drum
- Tanker-truck
- Surface water (river, dam, lake, pond, stream, canal, irrigation channels)
- No water available in or near school (*skip to question WW5*)
- Other (specify) \_\_\_\_\_

**WW2.** What is this water source used for (**check all that apply**)

- Drinking
- Handwashing
- Anal cleansing after defecation
- Flushing or pour-flushing toilets
- Cooking
- Any other purpose

**WW3.** How often is the water source functional? (*check one*)

- 5-7 days per week     2-4 days per week     Fewer than 2 days per week



**WW4. OBSERVE:** Is the main water source functional now? (check one)

- Yes     No     Partially    *If Yes, skip to WW6*

**WW5.** If the main water source is either **not or partially** functional **now**, how long has it been non-functional / partially functional? (check one)

- Less than one day  
 More than one day and less than one week  
 More than one week and less than one month  
 More than one month

**WW6. When the water source is functional**, does it provide enough water for the needs of the school, including water for drinking and handwashing? (check one) (**PROBE** and make a rough estimate if the school meets WHO/UNICEF guideline standards of 5 litres per person per day for all students and staff in the school; if this is not possible, check 'don't know')

- Yes     No     Don't Know

**WW7.** Is there an acceptable alternative school water supply available when the main supply is non-functional? (**PROBE**, and check 'yes' only if the alternative source meets both basic drinking and handwashing needs. If the only alternative mentioned is students bringing water from home, this is not considered an acceptable alternative, and 'no' should be checked.)

- Yes     No

**WW8.** Do you treat water from the source you use at school in any way to make it safer to drink? (check one)

- Always     Sometimes     Never    *If Always, skip to WW10*

**WW9. If water is not always treated**, why not? (check all that apply)

- Because the water source is considered safe  
 Because the school does not have filters or sufficient purification chemicals  
 Because nobody at the school knows how to treat water  
 Because the school Principal does not know if it is necessary or not  
 Because school staff do not have time to do it  
 Because most students drink bottled water purchased and/or brought from home  
 Any other reason (specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**WW10. If water is always or sometimes treated**, how is water from the school water source usually treated before drinking? *(check one only, if more than one method is used, choose the one used by most students)*

- Boiling**
- Chlorination** *(any kind, including the use of bleach)*
- Straining it through a cloth**
- Using a water filter** *(ceramic, sand, composite, etc.)*
- Solar disinfection**
- Letting it stand and settle**
- Other treatment method (specify)** \_\_\_\_\_  
\_\_\_\_\_

**WW11. OBSERVE:** Are drinking water storage containers properly covered? *(water treatment devices that store water, such as ceramic filters, are also considered storage containers)*

- Yes**     **No**     **There are no storage containers**

**WW12.** What vessel (cup, glass, etc.) do children normally use to drink water? *(check one)*

- Their own reusable drinking vessel**
- A disposable drinking vessel** *(used one time only, e.g. a paper cup)*
- A shared drinking vessel** *(e.g. a shared cup or ladle)*
- Directly from the faucet or handpump spout**
- Other (specify)** \_\_\_\_\_  
\_\_\_\_\_

**WW13. OBSERVE:** Are drinking water facilities accessible to children with physical disabilities? *(check one)*

- All**     **Some**     **None**

**WW14. OBSERVE:** Can the youngest children in the school get drinking water by themselves? *(Answer yes if the youngest children in the school can get a drink of water from some faucets, pumps, or designated drinking water containers without the help of a teacher or older student.)*

- Yes**     **No**

**Note:** there are additional questions related to water in the Hygiene section (Part 4) and in the Operation and Maintenance section (Part 6) of this questionnaire.

**PART 3**

# Sanitation

**SS1.** Does the school have any toilet facilities? (check one; a toilet can be a pit latrine, an improved pit latrine, a flush toilet, a pour-flush toilet, or a composting toilet) (If necessary, use **OBSERVATION**)

Yes     No    **If no, skip to Part 4.**

**SS2. OBSERVE:** How many functional toilet compartments are there in the school? (insert number: a toilet compartment is an individual stall/seat/squat plate where a single child can defecate in private. Toilets are not urinals. See separate question on urinals below) (Exclusively for girls means that the toilets are designated for girls only, that boys cannot use them. And vice-versa for boys' toilets. If toilets can be used by either girls or boys, please enter the number of toilets "for boys or girls, communal") (each toilet compartment **should only be counted once** in this table)

<i>(use the key below)</i>	Functional	Partially Functional	Not Functional
<b>Exclusively for girls</b>	_____	_____	_____
<b>Exclusively for boys</b>	_____	_____	_____
<b>For boys or girls (communal)</b>	_____	_____	_____
<b>Exclusively for female teachers and female staff*</b>	_____	_____	_____
<b>Exclusively for male teachers and male staff*</b>	_____	_____	_____
<b>For male or female teachers (communal)</b>	_____	_____	_____
<b>Toilets that are for the use of anyone in the school (students or teachers, male or female)</b>	_____	_____	_____

**Key for Above Table**

<b>Functional:</b>	The toilet facilities are not physically broken and can be used.
<b>Partially Functional:</b>	The toilets can be used, but there are at least some problems with the physical infrastructure (e.g. some deterioration in concrete, doors/locks coming loose, roof deteriorating, etc.) and some repair is necessary.
<b>Not Functional</b>	The toilets exist, but are so badly damaged or deteriorated it is no longer reasonably possible to use them (e.g. squatting plate broken, door missing, roof has holes, etc.)

**\*Note on teachers' toilets:** In some schools, some toilets that were constructed for students are actually used only by teachers (they are either locked, or student access to these toilets is restricted in other ways). If the survey finds such toilet compartments, then these should be counted in the table as teacher toilets, not student toilets.

**SS3. OBSERVE:** In general, how clean are the toilet facilities?\* (*Visit as many of each type of toilet as possible, and then for each type of toilet **check the appropriate box** with your general impression. Where a particular type of toilet doesn't exist, leave the box blank.*)

*(use the key below)*

	Clean	Somewhat Clean	Not Clean
Students' toilets	_____	_____	_____
Teachers' toilets (if any)	_____	_____	_____
Toilets that are for the use of anyone in the school (students or teachers, male or female)	_____	_____	_____

### Key for Above Table

<b>Clean</b>	<i>The toilet facilities are not smelly, there is no visible faeces in or around the facility, there are no flies and there is no litter.</i>
<b>Somewhat Clean</b>	<i>There is some smell and/or some sign of fecal matter and/or some flies and/or some litter.</i>
<b>Not Clean</b>	<i>There is a strong smell and/or presence fecal matter and/or a significant fly problem and/or a large amount of litter.</i>

**SS4. OBSERVE:** Are girls' toilet facilities separate from boys' toilet facilities? (*check one; separate means that the girls' and boys' toilets are in different blocks or designated areas separated from each other by distance and/or some physical barrier like a wall*)

- Yes   
  No   
  Partially

**SS5. OBSERVE:** Are girls' individual toilet compartments lockable from the inside (*check one; lockable means with a hasp, bolt or similar arrangement*)

- Yes   
  No   
  Some

**SS6.** What facilities and programmes are there in the school for promoting safe and private menstrual hygiene for older girls? (*check all that apply*) (*use **OBSERVATION** to help complete this question*)

- Menstrual hygiene education sessions for girls  
 Private washing facilities for cloth napkins (such as a tap and basin inside a lockable toilet stall)  
 Private disposal/incineration facilities for disposable napkins  
 Any kind of napkin distribution programme  
 Other (specify) \_\_\_\_\_  
 None  
 Don't know

**SS7. OBSERVE:** Are toilets accessible to children with disabilities? (*check one*)

- Yes   
  No   
  Some

**SS8. OBSERVE:** Are some toilets available in the school designed for younger children? *(Check yes only if the school that has some toilets with the following features: drop hole is smaller than normal (to prevent small children from falling in); squatting plate foot pads are designed for small children; door handle is low enough to reach; compartment is not so dark that it frightens children.)*

Yes       No

**SS9. OBSERVE:** What type of toilet facilities are there in the school?\* **(check all that apply)**

- Flush / Pour flush
- Pit latrine
- Ventilated Improved Pit latrine (VIP)
- Pit latrine with slab
- Pit latrine without slab / Open pit
- Composting toilet
- Bucket
- Hanging toilet, Hanging latrine
- No facility, Bush, Field
- Other (specify)

**SS10. OBSERVE:** Does the school also have urinals?\*

Yes       No      **If no, skip to Part 4.**

**SS11. OBSERVE:** If there are individual urinal units, how many are there? *(enter number)*

Boys \_\_\_\_\_ Male Teachers \_\_\_\_\_

**SS12. OBSERVE:** If there are continuous urinal walls/gutters, what is the total length?  
*(enter total length of all continuous urinals in the school, in metres)*

Boys \_\_\_\_\_ m      Male Teachers \_\_\_\_\_ m       No continuous urinals

**SS13.** Was there a de-worming programme for children in the school sometime during the current school year or the previous school year? *(check one; de-worming programmes are sometimes referred to as anti-helminth infection, or anti-STH programmes)*

Yes       No      **If no, skip to Part 4.**

**SS14.** What was the frequency of the de-worming programme? *(check one)*

- Children received de-worming medicine 2 or more times during the year
- Children received de-worming medicine once during the year
- Other (specify)
- Don't know

**Note:** there are additional questions related to sanitation in the Waste Disposal section (Part 5) and the Operation and Maintenance section (Part 6) of this questionnaire.

## PART 4

## Hygiene

HH1. Is hygiene taught at the school?

- Yes     No    **If no, skip to question HH6**

HH2. How is hygiene taught at the school?\* (**check all that apply**) (**PROBE**: this question will involve discussion with various informants, including school principals, teachers and health/hygiene coordinators) (note also for this and the next four questions, additional information can be gathered through focus group discussions: see guide at end of this module)

- As a component of the core curriculum (e.g. in Science classes)
- As an integral part of a special module on healthy living/life skills
- As a stand-alone special module on hygiene exclusively
- Through school-sponsored extracurricular programmes (e.g. Sanitation Clubs)
- Only sporadically/informally/occasionally

HH3. Is handwashing with soap (or ash) **a prominent part of hygiene lessons**?\* (check one; **PROBE**: this question will involve discussion with informants but also a rapid on-site review of the hygiene education texts/materials available in the school) (prominent means that handwashing with soap (or ash) is highlighted as one of the most important parts of hygiene lessons, and that it is not 'lost' within a long list of hygiene subjects such as hair brushing, keeping cloths neat, etc.)

- Yes     No     Partially     Don't Know

HH4. Is the importance of the use of soap (or ash) when handwashing stressed in the hygiene education material?\* (check one) (**PROBE**, as above)

- Yes     No     Partially     Don't Know

HH5. Is the importance of handwashing with soap (or ash) **at critical times** stressed in the hygiene education material?\* (check one; **critical times in the context of schools** means hands should be washed with soap (or ash) immediately after defecation and before eating)

- Yes     No     Partially     Don't Know

HH6. Is there a designated time period allotted for students to wash their hands **before** eating? (check one)

- Yes     No     Don't Know



© UNICEF/China

**HH7.** Are students encouraged to transmit hygiene knowledge to their families and communities?\*  
(**check all that apply**) (*PROBE, as above*)

- Yes, through the hygiene lessons and/or education material that encourages students to talk about or demonstrate good hygiene practices at home
- Yes, through **REGULAR** school-sponsored outreach events (e.g. plays/songs on hygiene by students for parents visiting the school, community sanitation surveys conducted by students, etc.)
- Yes, but only sporadically/informally/occasionally
- No
- Don't know

**HH8. OBSERVE:** Does the school have handwashing facilities? (*check one*)

- Yes     No    **If no, skip to Part 5.**

**HH9. OBSERVE:** What kind of handwashing facilities does the school have? *(check one only; choose the system normally used by most of the students)*

- Running water from a piped system or tank (such as a faucet and sink, or a standpost, or a rainwater tank with a faucet)
- Hand-poured water system (such as from a bucket or ladle)
- Basin/bucket (handwashing is done in the water, i.e. water is not running or poured)
- Other (specify) \_\_\_\_\_

**HH10. OBSERVE:** How many handwashing facilities are there? *(enter number of facilities)*

- \_\_\_ Inside toilet blocks or very close to toilets
- \_\_\_ In classrooms
- \_\_\_ Within the school grounds (but not close to toilets)
- \_\_\_ Other (specify) \_\_\_\_\_

**HH11. OBSERVE:** At the time of the visit, was water available at the handwashing facilities? *(check one; try to visit all or most of the handwashing facilities in the school)*

- Yes, in all facilities visited
- Yes, in more than 50% of the facilities visited
- Yes, but only in 50% or fewer of the facilities visited
- No water was available

**HH12. OBSERVE:** At the time of the visit, was soap (or ash) available at the handwashing facilities? *(check one; try to visit all or most of the handwashing facilities in the school)*

- Yes, in all facilities visited
- Yes, in more than 50% of the facilities visited
- Yes, but only in 50% or fewer of the facilities visited
- No soap (or ash) was available

**HH13. OBSERVE:** Are the handwashing facilities accessible to children with physical disabilities? *(Facilities are accessible to children with physical disabilities if they have access to them, and can reach both the soap (or ash) and water.)*

- Yes, all facilities are accessible
- Some are
- None are





© UNICEF/NYHQ2007-1011/Asselin

**HH14. OBSERVE:** Are the handwashing facilities accessible to younger children? *(Facilities are accessible to younger children if they have access to them, and can reach both the soap (or ash) and water.)*

- Yes, all facilities are accessible     Some are     None are

## PART 5

# Waste Disposal and Drainage

**WD1.** How is solid waste (garbage, rubbish) disposed at the school? (*check one*)  
(If necessary, use **OBSERVATION**)

- Thrown on a garbage dump within or near the school grounds
- Buried within or near the schools grounds
- Burned within or near the school grounds
- Collected and taken away by a waste disposal service
- Other (specify) \_\_\_\_\_
- Don't know

**WD2.** How often is solid waste disposed of or collected? (*check one*)

- At least once a day
- Between once every two days and once a week
- Less frequently than once a week
- Other (specify) \_\_\_\_\_
- Don't know

**WD3.** If the school has an on-site sanitation system (pit latrine, composting toilet, septic tank), is there a schedule for emptying and disposing of the sludge? (*check one*)

- Yes
- No
- Don't Know

**WD4.** Is the sludge disposed of safely? (**PROBE**; try to find out where the sludge is dumped: if it is simply dumped in an open garbage pit, in a vacant lot, in a stream, etc. – check No)

- Yes
- No
- Partially
- Don't Know

**WD5. OBSERVE:** At the time of the visit, are the pits/composting chambers/septic tanks obviously too full or over-flowing? (*check one; try to visit all or most of the handwashing facilities in the school*)

- Yes, in all facilities visited
- Yes, in more than 50% of the facilities visited
- Yes, but only in 50% or fewer of the facilities visited
- No, in none of the facilities visited
- Unable to observe



© UNICEF/NYHQ2007-0500/Nesbitt

**WD6. OBSERVE:** Does the school have a drainage system for removing waste water from the school grounds? (check one; **PROBE**; drainage should include provision for removing storm water, 'grey water' from handwashing stations, waste drinking water, etc.)

Yes     No     Yes, but only a partial or incomplete system

**WD7. OBSERVE:** If yes, is the drainage system functional at the time of the visit?

Yes     No     Partially

## PART 6

# Operation and Maintenance

**OM1.** To the best knowledge of the school Principal, what entity has the **primary responsibility** for **maintenance and repair** of the school's water system?\* (**check one only**; choose which body has the primary responsibility, whether or not it is successfully maintaining the system)

- The Ministry responsible for water supply
- The District or Municipal authorities
- The Ministry of Education
- The school itself
- Another body (specify) \_\_\_\_\_
- School Principal doesn't know who is responsible

**OM2.** In the opinion of the school Principal, are the school water facilities successfully maintained, and repaired when required? (*check one only*)

- Yes     No     Partially     Don't Know

**OM3.** To the best knowledge of the school Principal, what entity has the **primary responsibility** for **operation** of the school's water system?\* (**check one only**; choose which body has the responsibility, whether or not it is successfully maintaining the system)

- The Ministry responsible for water supply
- The District or Municipal authorities
- The Ministry of Education
- The school itself
- Another body (specify) \_\_\_\_\_
- School Principal doesn't know who is responsible

**OM4.** In the opinion of the school Principal, are the school water facilities operated successfully? (*check one only*)

- Yes     No     Partially     Don't Know

**OM5.** If the water supply system is not functional or partially functional at the time of the visit (see question WW3), what are the main reasons? (**check all that apply**; this question to be answered by the surveyor by **probing**)

- Unclear responsibilities for operation and/or maintenance
- Poor operation and/or maintenance practices
- Lack of spare parts
- Lack of operation consumables (fuel, electricity, etc.)
- Poor initial design of the system
- Age of system
- Other (specify) \_\_\_\_\_
- Don't know

**OM6.** To the best knowledge of the school Principal, what entity has the **primary responsibility** for **maintenance and repair** of the school's sanitation facilities?\* (**check one only**; choose which body has the primary responsibility, whether or not it is successfully maintaining the system. Note that maintenance is not the same as cleaning – see below for questions on cleaning)

- The Ministry responsible for water supply
- The District or Municipal authorities
- The Ministry of Education
- The school itself
- Another body (specify) \_\_\_\_\_
- School Principal doesn't know who is responsible

**OM7.** In the opinion of the school Principal, are the school sanitation facilities successfully maintained, and repaired when required? (**check one only**)

- Yes     No     Partially     Don't Know

**OM8.** Within the school, who is responsible for cleaning the toilet facilities? (**check all that apply**)

- Custodial/cleaning staff
- Teachers
- Students
- Someone else (specify) \_\_\_\_\_
- Don't know

**OM9.** **If students have some toilet cleaning responsibilities**, what are the respective responsibilities of girls and boys? (**check all that apply**):

- Girls usually clean their own toilets
- Boys usually clean their own toilets
- Girls usually clean boys' toilets
- Boys usually clean girls' toilets
- Girls usually clean teachers' toilets
- Boys usually clean teachers' toilets
- Other (specify) \_\_\_\_\_

**OM10.** Are toilet cleaning duties assigned to students as punishment for misbehaviour or poor school performance? (**check one only**)

- Yes     No     Sometimes     Don't Know

# Focus Group Discussion Guide

## General Instructions:

- These questions are designed to complement the survey questions and observations from the survey with the views and opinions of students. Survey references are provided for each group of questions.
- The questions are designed to be asked within focus group discussions, usually small (less than 20) students at a time.
- Part 1 of this guide is for three different groups: for mixed students (girls and boys) of all ages, for girls-only focus groups, and for groups of younger children (as marked).
- Part 2 of this guide is for children with physical disabilities.

## PART 1: MIXED STUDENTS (BOYS AND GIRLS TOGETHER), PLUS GIRLS-ONLY GROUPS AND QUESTIONS FOR YOUNGER CHILDREN (AS MARKED)

Category and Purpose/Notes	Example Questions	Survey Reference
<p><b>Drinking water availability</b></p> <ul style="list-style-type: none"> <li>• triangulation with responses from school officials</li> <li>• drinking water should be as freely and easily available as possible</li> <li>• assessment of child-friendliness of facilities (including for younger children)</li> </ul>	<ul style="list-style-type: none"> <li>• Is there always water available for drinking at school?</li> <li>• Is the water pump/tap sometimes broken?</li> <li>• Can you get a drink of water anytime you want? Are there set times for drinking water?</li> </ul> <p><b>Questions to ask groups of younger children:</b></p> <ul style="list-style-type: none"> <li>• Repeat above question (younger children may have more problems getting permission to drink water)</li> <li>• Can you get a drink of water by yourself?</li> </ul>	<p>WW3 – WW7, OM2</p>
<p><b>Drinking water quality (treatment and safe storage)</b></p> <ul style="list-style-type: none"> <li>• students should be aware of safe water sources, and should know how to use them and to handle water safely</li> <li>• if students bring water from home it may be an indication of poor school track record in providing drinking water or lack of trust in treatment</li> </ul>	<ul style="list-style-type: none"> <li>• Where do you get your drinking water from?</li> <li>• Please show me how you use the water filter</li> <li>• Please show me how you get a drink water</li> <li>• Do you bring water from home? Why?</li> </ul>	<p>WW8 – WW11</p>

Category and Purpose/Notes	Example Questions	Survey Reference
<p><b>Sanitation facilities access and condition</b></p> <ul style="list-style-type: none"> <li>• triangulation/confirmation of data on existence (or not) of sufficient toilet facilities</li> <li>• information on whether perceived lack of toilets is due to physical lack of toilets or to poor management of facilities by school</li> <li>• evidence on whether toilets for student are locked because they are used by teachers</li> <li>• information on whether or not access is more of an issue for girls than boys</li> <li>• assessment of child-friendliness of facilities (including for younger children)</li> </ul>	<ul style="list-style-type: none"> <li>• Do you ever use the toilet/ latrine at school? Why not? (broken, too dirty, not private, too few toilets, etc.)</li> <li>• Can you go to the toilet whenever you want? Even during class?</li> <li>• Are the toilets ever locked? Why?</li> <li>• Which toilet(s) do you use?</li> <li>• Which toilets(s) do teachers use?</li> <li>• At recess/lunch/breaks are there queues for the toilets? Does everybody always get a chance to use the toilet?</li> <li>• Do you feel comfortable using the school toilet when you have diarrhoea? (or do you stay at home?)</li> <li>• Are the toilets at school nicer than the toilets at home? Why/why not? (What kind of toilet/latrine is there at home?)</li> <li>• Do you ever use the bush/wall/yard instead of the toilet/urinal? Why?</li> </ul> <p><b>Question for girl-only focus group discussion:</b></p> <ul style="list-style-type: none"> <li>• repeat some of the above questions to gauge whether or not girls' access is an issue (even if it didn't come up in the mixed group)</li> </ul> <p><b>Questions for groups of younger children:</b></p> <ul style="list-style-type: none"> <li>• repeat some of the above questions to gauge whether younger children have differing responses</li> <li>• Can you reach the door handle? Can you reach the inside lock?</li> <li>• Is the drop hole too big?</li> <li>• Do you know what to do in the toilet? Do you need help?</li> </ul>	<p>SS1 – SS3, OM7</p>

Category and Purpose/Notes	Example Questions	Survey Reference
<p><b>Privacy and security</b></p> <ul style="list-style-type: none"> <li>• information to gauge the extent to which girls' and boys' privacy and security needs are being met</li> <li>• opinions from girls on whether or not issues related to privacy/ security influence school attendance</li> <li>• assessment of possible issues for younger children</li> </ul>	<ul style="list-style-type: none"> <li>• Do you ever feel nervous about using the toilets/ latrines</li> <li>• Do you ever see or experience bullying at the toilets?</li> </ul> <p><b>Questions for girl-only focus group:</b></p> <ul style="list-style-type: none"> <li>• What do you like/don't like about the toilet facilities? (probe to see if issues relating to privacy come up unprompted)</li> </ul> <p>Once privacy has already been mentioned:</p> <ul style="list-style-type: none"> <li>• Do the boys ever bother you when you are in the toilet? Anybody else?</li> <li>• Do the locks work?</li> <li>• What could be done to improve privacy? (if necessary prompt with ideas such as better locks, more separation, no gaps below doors, etc.)</li> <li>• Would you like school better if the toilets were more private?</li> </ul> <p><b>Questions for groups of younger children:</b></p> <ul style="list-style-type: none"> <li>• Are you afraid to use the toilet/latrine? Why?</li> <li>• Is the toilet light enough inside?</li> </ul>	<p>SS4-SS5</p>



Category and Purpose/Notes	Example Questions	Survey Reference
<p><b>Menstrual hygiene management</b></p> <ul style="list-style-type: none"> <li>• additional information/triangulation on facilities/programmes</li> <li>• opinions from girls on whether or not issues relating to menstruation affect school attendance</li> </ul>	<p><b>Questions for older girls:</b></p> <ul style="list-style-type: none"> <li>• Do you come to school when you are menstruating? If not, why not?</li> </ul> <p>Once privacy issues are raised:</p> <ul style="list-style-type: none"> <li>• What would make you want to come to school even when you are menstruating? (prompt if necessary: security, private washing facilities, etc.)</li> <li>• Would facilities for cleaning/ disposing of sanitary napkins/rags at school be a good idea?</li> <li>• Do the teachers teach you about what to do when you are menstruating?</li> </ul>	SS6
<p><b>Hygiene education</b></p> <ul style="list-style-type: none"> <li>• triangulation with responses in survey on existence/content of programme</li> <li>• (partial) assessment of effectiveness of programme (retention of messages)</li> <li>• (partial) assessment of weight of handwashing messages within hygiene education programme (handwashing should have a much higher profile than non-critical messages such as grooming, tidiness, etc.), and whether or not the importance of soap (or ash) is recognized by students</li> </ul>	<p>If there is time, split up groups into younger and older children for this session.</p> <p>Use this sequence of questions:</p> <ol style="list-style-type: none"> <li>1. Probe to see whether or not there are really hygiene education sessions (or whether children remember). <i>Do not mention handwashing or soap (or ash).</i></li> <li>2. Once it is established that there is some type of hygiene education in the school, probe to see what subject areas children recall. Do not mention handwashing until it is raised by someone.</li> <li>3. Once handwashing has been raised, ask a student to demonstrate how she/he does it. See if soap (or ash) use is mentioned unprompted.</li> <li>4. Once handwashing has been raised, conduct a session asking when the most important handwashing times are. <i>Do not prompt with "correct" answers.</i></li> </ol>	HH1 – HH5

Category and Purpose/Notes	Example Questions	Survey Reference
<p><b>Hygiene promotion BY children</b></p> <ul style="list-style-type: none"> <li>evidence of willingness/ awareness/ sensitization of students acting as “agents of change” within households/communities for hygiene promotion</li> </ul>	<ul style="list-style-type: none"> <li>Do you ever talk about hygiene/hand-washing at home? To whom? (prompt if necessary: younger siblings, parents, other family community members)</li> <li>If yes, why are you doing it? (probe to see if this is actively encourage by the school)</li> <li>How do you do it? (probe to see if the school provides any materials to help students act as agents of change)</li> </ul>	<p>HH7</p>
<p><b>Handwashing facilities access</b></p> <ul style="list-style-type: none"> <li>students’ views on access</li> <li>information on whether or not access to handwashing facilities is provided at critical times</li> <li>assessment of possible obstacles for younger children</li> </ul>	<ul style="list-style-type: none"> <li>When are you allowed to/are able to wash your hands? (probe: is there time before eating, after defecation)</li> <li>Are their queues at the handwashing stations? When?</li> <li>Is there always water?</li> <li>Is there always soap (or ash)?</li> </ul> <p><b>Questions for groups of younger children:</b></p> <ul style="list-style-type: none"> <li>Repeat the first question to see if permissions/timing is different for younger children</li> <li>Can you reach the tap/pump? Can you use the handwashing station by yourself?</li> </ul>	<p>HH6, HH8 – HH12</p>
<p><b>Waste disposal and drainage</b></p> <ul style="list-style-type: none"> <li>triangulation of school information on waste disposal and drainage</li> </ul>	<ul style="list-style-type: none"> <li>Have you ever noticed the latrines/septic tanks filled up or over-flowing?</li> <li>Are the school grounds ever flooded?</li> <li>Is there too much garbage lying around the school sometimes?</li> </ul>	<p>WD1 – WD6</p>
<p><b>Toilet facility cleaning</b></p> <ul style="list-style-type: none"> <li>establishment of toilet cleaning responsibilities from the students’ perceptive</li> <li>gauging the gender-equity of toilet cleaning responsibilities in the school</li> </ul>	<ul style="list-style-type: none"> <li>Who cleans the toilets? (probe to see whether or not students clean the toilets, whether it’s mainly girls, whether or not it is a form of punishment, etc.)</li> </ul> <p><b>Question for girl-only focus group discussion:</b></p> <ul style="list-style-type: none"> <li>Probe to see if girls have disproportionate share of toilet cleaning responsibilities</li> </ul>	<p>OM8 – OM10</p>

## PART 2: STUDENTS WITH PHYSICAL DISABILITIES

Category and Purpose/Notes	Example Questions	Survey Reference
<b>Drinking water access</b>	<ul style="list-style-type: none"><li>• Can you get a drink of water when you want?</li><li>• Please show me how you do it</li></ul>	WW12
<b>Toilet access</b>	<ul style="list-style-type: none"><li>• Have you ever used the toilets at school?</li><li>• If not, is it because they are difficult to use? What would make it easier?</li></ul>	SS7
<b>Access to handwashing facilities</b>	<ul style="list-style-type: none"><li>• Can you wash your hands when you want? If not, why not.</li><li>• What would make it easier?</li></ul>	HH13

## PART 3: OTHER FOCUS GROUPS

In comprehensive surveys or studies, researchers will want to hold focus discussions with other groups. These could include teachers, PTAs, Sanitation Club members, school management committees and others. In addition, some studies (or routine monitoring systems) may also include peer group administered questions and focus group discussions. Detailed guidelines for these focus group discussions are beyond the scope of this module: for ideas and examples see the references in Annex 1 in the package introduction module. For studies that include an assessment of national and sub-national enabling environments for WASH in Schools programming, see the section below.

# Interview and Desk Review Guide for Studies Assessing Enabling Environments

The table below provides a set of questions to guide researchers assessing enabling environments for WASH in Schools at national and sub-national levels. It is structured loosely around the material covering enabling environments in the WHO/UNICEF guideline: *Water, Sanitation and Hygiene Standards for Schools in Low-cost Settings*, specifically Table 1 in Section 3).

Category	National Level	Sub-National Level
<b>Policy</b>	<p>Does the existing national policy framework include components supportive to WASH in Schools?</p> <ul style="list-style-type: none"> <li>• Is there a WASH in Schools component within national water and sanitation policy?</li> <li>• Is WASH in Schools specifically addressed within national education policy instruments?</li> <li>• Does a separate policy document specifically on WASH in Schools exist?</li> <li>• When were the policies issued?</li> <li>• Are the national policy components on WASH in Schools broadly consistent with international norms as embodied in the 2009 WHO/UNICEF Standards (with special reference to Section 3 of that document)</li> </ul>	<p>Has national policy on WASH in Schools been adequately disseminated and operationalized at sub-national levels?</p> <ul style="list-style-type: none"> <li>• Are sub-national level officials aware of national policy? do they have a copy of it?</li> <li>• Are components of the national policy incorporated into sub-national planning and implementation processes?</li> </ul>
<b>Institutions and Coordination</b>	<p>Are there appropriate national bodies for developing policy and standards, for guiding capacity building, for monitoring standards and progress, for promoting coordination, etc.?</p> <ul style="list-style-type: none"> <li>• Are these bodies active?</li> <li>• Do these bodies have a “seat at the table” (e.g. are their recommendations taken into account by the Ministry of Education, by donors, etc.)?</li> </ul>	<p>Do WASH in Schools institutions have a presence at sub-national level (either as stand-alone entities or within other institutions)?</p> <ul style="list-style-type: none"> <li>• Are these bodies active?</li> <li>• Are these bodies engaged in monitoring compliance with standards?</li> <li>• Are these bodies active in the coordination of WASH in Schools activities?</li> </ul>

Category	National Level	Sub-National Level
<b>Standards</b>	<ul style="list-style-type: none"> <li>• Do national standards exist?</li> <li>• Do standards broadly conform to the global WHO/UNICEF standards? What are the gaps?</li> <li>• Do the national standards adequately reflect the national context?</li> <li>• Is there an effective regulatory framework that encourages and supports compliance?</li> <li>• Is there evidence that both government-funded and donor-funded school construction projects conform to national WASH in Schools standards</li> </ul>	<ul style="list-style-type: none"> <li>• Are officials aware of the national standards? Do they have a copy of the national standards?</li> <li>• Are national standards reflected in sub-national regulations, programmes and practices?</li> <li>• Are national standards monitored and enforced at the sub-national level (are there specific examples of this?)</li> <li>• If there are recent or ongoing school construction projects in the sub-national area, do they include WASH in Schools facilities, and do those facilities conform to national standards?</li> </ul>
<b>Planning</b>	<ul style="list-style-type: none"> <li>• Is there a national plan, with targets, for WASH in Schools?</li> <li>• Does the national Ministry of Education planning process include plans and targets for WASH in Schools</li> <li>• Do national policy documents and national institutions provide adequate guidance resources for sub-national planning processes</li> <li>• Are CSO and NGO stakeholders included in the planning process?</li> </ul>	<ul style="list-style-type: none"> <li>• Does the sub-national area have a WASH in Schools plan with targets?</li> <li>• Are sub-national officials aware of national plans?</li> <li>• Have sub-national officials requested and/or received support on planning from national institutions</li> <li>• Are CSO and NGO stakeholders included in the planning process?</li> </ul>

Category	National Level	Sub-National Level
<b>Financing</b>	<ul style="list-style-type: none"> <li>• Is there an analysis at national level on the level of funding required and the gaps?</li> <li>• If there is a national WASH in Schools plan, does it include detailed funding requirements?</li> <li>• If funding gaps exist, is new funding being actively pursued? (e.g., have funding proposal been developed? do education system proposals for funding include WASH in Schools components?)</li> <li>• What percentage of capital and recurrent costs are dependant on donor funding?</li> </ul>	<ul style="list-style-type: none"> <li>• Are there sufficient funds available for the construction of WASH in Schools facilities? If not what are the gaps?</li> <li>• Is there a consistent and reliable source of funding available for the operation and maintenance of WASH facilities in schools? for hygiene education programmes?</li> <li>• If there are recent or ongoing school construction projects in the sub-national area, do they include adequate funds for WASH in Schools facilities?</li> </ul>
<b>Capacity Building</b>	<ul style="list-style-type: none"> <li>• Is there a set of training materials and/or a training programme based on national WASH in Schools policies and standards?</li> <li>• Do national teacher training programmes include components on hygiene education?</li> </ul>	<ul style="list-style-type: none"> <li>• Have sub-national stakeholders participated in training programmes?</li> <li>• Do NGO, CSO and private sector actors have access to training materials and programmes?</li> </ul>
<b>Monitoring</b>	<ul style="list-style-type: none"> <li>• Is there a national monitoring system for standards adherence?</li> <li>• Is there a national monitoring system for WASH-in-Schools progress?</li> <li>• Is WASH in Schools monitoring an integral component of national EMIS?</li> <li>• Is EMIS WASH in Schools data published along with other education data?</li> <li>• Do national WASH in Schools monitoring plans have a monitoring component?</li> <li>• Is there evidence that national policies and/or plans have been adjusted as a result of information from monitoring systems?</li> </ul>	<ul style="list-style-type: none"> <li>• Do sub-national education officials monitor WASH in Schools progress and/or standards adherence?</li> <li>• Do sub-national officials have access to the results from the national monitoring system?</li> <li>• Is there evidence that planning and implementation have been adjusted as a result of information from monitoring systems?</li> </ul>

# Additional Notes for Survey Designer

These notes are referenced by question number.

**IN3:** Only used if cluster survey approach is employed

**IN4 AND IN5:** Main interviewee is normally the school Principal (the School Head, Master/Mistress, Headmaster, or otherwise designated administrative head of the school or his/her designated officer-in-charge). In some cases, more than person will be interviewed by the surveyor: in that case make a note in Additional Comments.

**WW1:** These definitions are from *Core Questions on Drinking Water and Sanitation for Household Surveys* from the WHO/UNICEF Joint Monitoring Programme for Water Supply and Sanitation (JMP). They can be modified as necessary in each country.

**SS2 AND SS3:** Achieving consistent results for these two questions – especially for the “partially functional” and “somewhat clean” categories – will depend on the training/orientation of the survey team. In cases where training is not possible, it may be better to simplify these questions.

**SS9:** Technology definitions here and in some other parts of the survey are based on definitions given in *Household Survey Questionnaire* for Round 4 of the Multiple Indicator Cluster Surveys (MICS4), they may be changed if appropriate in each country.

If additional information is required on technology types, such as number of different types and/or functionality of different types, then this question can be modified.

**SS10:** If girls’ urinals are used in the country, then these questions can be modified.

**HH2 TO HH7:** These questions are designed to bring out key points about the design and implementation of hygiene education: whether or not handwashing at critical times with soap (or ash) is a central part of the effort, and whether or not students are encouraged to act as agents of change in their communities. The questions may be re-worded to include the national hygiene education programme by name.

**OM1 AND OM3:** These questions should be adjusted conforming to actual names of ministries in the country.

General: Once the survey is finalised, a Tabulation Plan should be formulated to guide the presentation and manipulation of survey results. Example tabulation plans are available on the UNICEF MICS website ([http://www.childinfo.org/mics3\\_tabulationplan.html](http://www.childinfo.org/mics3_tabulationplan.html)); see especially the Environment table.





**MODULE 3**

# Children’s Monitoring Module: Teacher’s Guide, Observation Checklist and Questionnaire

## Module 3 – Table of Contents

<b>Introduction</b> .....	64
<b>PART 1</b> Teacher’s Guide .....	65
<b>PART 2</b> Observation Checklist .....	74
<b>PART 3</b> Survey Questions .....	79



# Introduction

## OVERVIEW

The objective of participatory monitoring of WASH in schools by children is threefold: one, it is a way of assessing the programme from the perspective of the intended beneficiaries; two, it is a means to continuously monitor progress – and take action on results – throughout the school year; and three, it is an important learning opportunity for children.

Involving children in monitoring is a process that involves the school as a whole, and – ideally – builds on existing structures related to the WASH in Schools programme. In most countries the best platform for participatory monitoring is through existing clubs or other bodies connected to the WASH programme. These include school WASH Clubs, sanitation clubs, hygiene clubs, environment clubs, school WASH peer groups, school WASH committees (with child membership) and others. Other existing bodies that can be involved are PTAs, community WASH committees, etc.

In all cases students involved in the monitoring process will be guided by an adult, usually the teacher(s) already involved in the WASH Club. Thus, teacher training on participatory monitoring techniques is an important part of the process, which can be conducted as part of a broader WASH training programme for teachers, or as a stand-alone session.

There are a variety of methods and tools for involving children in WASH in Schools monitoring programmes. This module provides detailed guides and examples for two key tools – observation checklist and child-to-child discussion guides – as well as suggestions for additional tools such as school mapping and transects walks.

## STRUCTURE

The module consists of three parts. The teacher's guide introduces key concepts related to participatory child monitoring of WASH in Schools, introduces the tools, and provides



© UNICEF/NYHQ2006-0403/Pirozzi

specific guidance to help teachers mentor school children in monitoring activities. The guide also gives examples of exercises teachers' can use to analyze the results with students. The teacher's guide assumes that teachers have already participated in WASH in Schools training programme, including some material introducing participatory monitoring by children.

Parts Two and Three of the module contains tools for children to monitor the situation and progress in their own schools. Part Two contains a detailed set of observation checklist for children to use, covering the key aspects of sanitation, water and hygiene. Part Three has a set of guidelines to help school children interview other children at the school: it is structured in three sections: one set of questions for older children talking to their peers, a second set for girls-only discussion groups, and a final set of questions for older children interviewing younger children. Both of these tools can and should be modified in-country to be as context-specific as possible.

## PART 1

# Teacher's Guide to this Module

This module provides a set of tools that can be used to help school children become involved in monitoring the water and sanitation facilities in the school, as well as monitoring knowledge about personal hygiene.

There are three reasons to involve school children in this way. One, it helps us to assess what school children themselves think about the conditions in the school and what they know about hygiene. Two, it is a way of getting regular updates about the conditions in school, and about the hygiene knowledge of children. Three, involving children in this way can become an important learning opportunity for them.

This module is divided into three parts:

- Part 1. Teacher's Guide:** This teacher's guide explains how to use the monitoring tools with students in school WASH Clubs. It shows how to use each one of the tools. It gives examples of exercise you can do with students to use (analyze) the results of surveys. Finally, it gives some ideas of other monitoring exercises you can do.
- Part 2. Observation Checklist:** This is a tool to be used by school children under the guidance of a teacher to observe and record water and sanitation facilities and conditions in the school. It includes sections on sanitation, handwashing and drinking water. The checklist also includes an observation sheet that students can use observe handwashing behaviour in school.
- Part 3. Survey Questions:** This is set of interview questions that students can use when they are talking with the peers about the water and sanitation conditions in the school and about personal hygiene practices. These questions are split into three parts: one, questions for older children interviewing peers; two, questions for older girls interviewing other girls; and three, questions for younger children.



© UNICEF/NYHQ2009-2060/Estey

## Monitoring with WASH Clubs

This module is intended to be used by teachers and school children who are already involved in water, sanitation and hygiene (WASH) in schools. Usually this means the students who are members of WASH Clubs (or sanitation clubs, or health clubs or environment clubs or WASH peer groups) and the teachers who lead these clubs. If there are no such clubs in your school, the first step is to form one. Use the WASH in Schools teacher training course and the guide that comes with it to help you form the school WASH Club.

The best students to work with for monitoring WASH in schools are the older children who have been in the WASH Club for two or more years. These students should have enough of an understanding of WASH issues to be able to participate in monitoring activities. In some schools, all of these older members of the WASH Club can be involved in monitoring.

The next step is to train the students to conduct surveys using the observation checklist in Part 2 of the module. One way of doing this is to try out some of checklist questions with the students as a learning exercise. Another way is to conduct simple surveys on another subject to help students get the hang of it. For example, you could conduct a survey using a simple question like "Are you left-handed or right-handed?"; helping



© UNICEF/NYHQ2011-0010/Dormino

the students ask the question and tabulate and analyze the results.

The survey questions in Part 3 of this module are intended to be used by the most experienced and knowledgeable children in the WASH Club – students who have been members for three or four years. The survey questions are designed to get a deeper understanding of WASH issues in the schools, to gauge the level of students' knowledge about hygiene and to raise issues related to gender (the differences between boys and girls perceptions on WASH-related issues) and on the problems faced by younger children.

Even after the WASH Club members are trained on how to use these tools, they will continue to need your help. It is a good idea to guide the children from start to finish the first time they conduct the survey and make observations, and to continue to give them help for later surveys.

The WASH Club members will also need help to compile and analyze the results of the surveys. To help you do this, see the suggestions at the end of the teacher's guide for examples of exercises.

### **Modifying the Observation Checklist and Survey Question**

The checklist and questions in this module are examples. You may want to modify them to better serve the needs of your school. For example, if the WASH programme is just starting and the WASH Club is new, you may want to use only the observation checklist, adding some or all of the survey questions as students become more familiar with WASH issues. You may also want to change the wording of some of the questions based on the priorities for your school, or add questions about other issues (for example,

questions about garbage collection, or water conservation).

It is a good idea to involve the WASH Club when modifying the survey questions and observation checklist: If they are involved in this process, they will be more knowledgeable when using the monitoring tools.

### **Using the Observation Checklist and Survey Questions**

The observation checklist is in Part 2 of this module and the survey questions are in Part 3. Together they are designed to help children gather information on water and sanitation facilities and on hygiene-related behaviours and practices. The checklist and the survey questions focus on key WASH issues including latrine use, handwashing and water for drinking.

The observation checklist is designed to be used by older WASH Club members with some understanding of WASH issues – usually this means students who have been in the WASH Club for at least two years. If the WASH Club has been together for at least three or four years and there are students in the club with a very good understanding of WASH issues, then the survey questions in Part 3 also can be used to supplement the checklist.

The first monitoring survey should be carried out early in the school year to establish a baseline of conditions in the school. This baseline should be carried out with the close supervision of a teacher. (the baseline survey can also be used

to help train students on monitoring methods). Follow-up monitoring surveys should use the same observation checklist and survey questions to allow students to compare results with the first baseline. In some schools it may not be practical to have a baseline survey every year. Instead, the baseline could be conducted at another appropriate time, such as at the beginning of a WASH in Schools project in the school.

It is also recommended that a school mapping exercise be carried out as part of the baseline survey. Under the direction of the teacher, the WASH Club members can draw a map of the school, marking WASH related landmarks such as water points, handwashing stations, toilets (girls, boys, teachers), garbage pits, etc. The mapping exercise will help students visualize the school's WASH facilities, and serves as a "snapshot" of the current situation in the school. This mapping exercise can extend beyond the school into the community (see exercise on community mapping below).

Both the observation checklist and the survey questions include instructions for students on how to use the tools. The students will initially need guidance from teachers to make sure they understand and follow these instructions.

## ANALYZING THE RESULTS FROM SURVEYS: EXERCISES FOR STUDENTS

There are many ways that the data gathered by school children with the monitoring tools can be used. These uses include monitoring WASH in Schools project progress, measuring hygiene knowledge, as well as helping students build skills related to core curriculum areas such as mathematics and science.

Below are a few examples of how the data can be used in schools. The examples include both basic exercises that can be conducted with most WASH Club members, and more advanced exercises for older members more knowledgeable about WASH.

### ***Status and progress on WASH facilities (basic)***

#### *What?*

- Monitor and show what the trends are for WASH facilities (toilets, handwashing stations, drinking water sources, etc.) in the school

#### *How?*

- use questions 3 (toilets), 8 (handwashing facilities) and 13 (drinking water) from the observation checklist
- help children plot progress (trends over time) in a table or graph using the baseline and periodic monitoring surveys
- show the results on the school WASH map

### ***Status and progress on WASH facilities: measuring against standards (advanced)***

#### *What?*

- Find out whether or not there are enough WASH facilities for the students

#### *How?*

- use observation checklist question 3 and the data on the number of students in the school to help students calculate the number of girls per toilet and number of boys per toilet
- compare this number against either the national standard or, if those are not available, the global guidelines (which are: one toilet compartment for every 25 girls, and one toilet compartment for every 50 boys, if boys also have access to a urinal)
- use survey questions 12 and 13 to see if students feel there are enough toilets
- use the results to start a discussion with the WASH Club about how children use the toilets, what changes could be made to help give better access to toilets even if the school doesn't meet the standards, etc.

### ***Cleanliness and maintenance of WASH facilities (basic)***

#### ***What?***

- Monitor the status of WASH facilities over time

#### ***How?***

- use observation checklist questions 3, 4, 5 and 6 to track progress on how toilets are being maintained and cleaned: use the results for a discussion with the Sanitation Club about how toilets are cleaned and what can be done to improve the situation
- use observation question questions 11 and 15 to monitor water availability: use the results to talk about the factors that influence when water is available, how much is needed, etc.

### ***Cleanliness and maintenance of WASH facilities (advanced)***

#### ***What?***

- Monitor the status of WASH facilities over time in more detail

#### ***How?***

- use data from the survey questions to supplement the information from the observation checklist
- for example, survey questions 8 and 21 will give more information about the availability of water, and survey question 12 and 13 will give information on whether or not students are really using the school toilets and if not, why not
- survey questions 16, 17 and 18 give information about **why** toilets are not clean, and this can be used to start a discussion within the WASH Club about what changes can be made

### ***Hygiene knowledge (basic)***

#### ***What?***

- Find out what children know about key handwashing practices, and if the level of knowledge is improving

#### ***How?***

- use Survey questions 3, 4, 5 (in Section A of the Survey Questions) to find out if children remember hygiene lessons in school, and if they can recall one of the most important lessons (about when to wash their hands)
- track whether or not these knowledge levels changes by conducting the survey several times over the school year

**Hygiene and sanitation practices (advanced)**

**What?**

- Find out what children’s hygiene and sanitation practices are (Just because children know about good hygiene practices, it does not automatically mean that they always use these good practices. Some of the questions in the tools are designed to see what students actual practices are.)

**How?**

- use results from the handwashing monitoring exercise (question 17 of the observation checklist) to see how many children are really washing their hands. Compare the results with what students say they do in survey question 6.
- use results from observation checklist question 7 (on open defecation) to see if toilets are **always** used by children

**Girls’ Views (advanced)**

**What?**

- Find out what opinions girls have about WASH issues and compare those with boys’ views

**How?**

- conduct a special girls-only survey using the questions in Section B of the survey questions
- see what opinions girls have and compare those with boys (for example, girls may have special concerns about the privacy or security of the toilets)
- use the results to raise awareness among both boys and girls about special issues facing girls
- use the results to make changes to WASH facilities and practices (for example, if girls say they do not have enough time to use the toilet during breaks, then the school could have a new policy that lets girls use the toilet whenever they want)



### **Surveying Young Children (advanced)**

#### *What?*

- Find out what opinions girls have about WASH issues and compare those with boys' views

#### *How?*

- WASH Club member use the younger children survey questions (in Section C of the survey questions) to ask younger children what they think about the water and sanitation facilities in the school, whether they like them, and whether they use them
- use the results to make changes to WASH facilities and practices (for example, if some young children say they do not know how to use the toilet or are afraid to use it, then the WASH Club could start a system that helps younger students)

### **Access for Physically Disabled Children (basic)**

#### *What?*

- Find out whether disabled children can use the school WASH facilities

#### *How?*

- if there are any physically disabled children in the school use survey questions 16 and 17 to gather data
- use the results to lead a discussion with WASH Club members about the importance of access to the facilities for all children, including those with disabilities

### OTHER MONITORING TOOLS AND EXERCISES

In addition to monitoring WASH facilities and hygiene knowledge in schools using the checklist and survey tools, there are many other exercises you can carry out. Some examples are given below. Most of these exercises are

best carried out with WASH Club members, but some could also be used with other school children (for example, as part of a hygiene lesson for younger children, or as an exercise for a science lesson).

#### ***Mapping Exercises***

Mapping the school WASH facilities is a good exercise to do with WASH Club members as part of the baseline survey. But mapping is also a good exercise to do with school children who are not members of the WASH Club. Students – both young and old – can learn a lot about water, sanitation and hygiene when they help to draw the school WASH map. If your school has hygiene lessons, then a mapping exercise can help to teach concepts like the importance of washing hands with soap after using the toilet.

#### ***Community Mapping and Monitoring***

A good way to keep WASH Club members active and interested is to extend the school WASH monitoring into the community. In fact, if the WASH Club has activities in the community, a good first step is to do a baseline survey of the community and draw a community WASH map. The map can show the water and sanitation facilities/locations in the community and can also illustrate problem areas (e.g., lack of water, no sanitation facilities, etc.).

To do this, teachers can help the WASH Club modify the observation checklist (in Part 2), changing it from a school WASH checklist to a community WASH checklist. Then the WASH Club members can use the new checklist to conduct a base line survey and follow-up monitoring surveys. More advanced WASH Clubs could also use some of the survey question (in Part 3) to come up with a set of questions for community members.

## ***Transect Walks***

Transect walks are monitoring tools often used in Community Led Total Sanitation (CLTS) and School Led Sanitation projects, which encourage communities to eliminate open defecation and construct their own latrines. In a transect walk facilitators and community members take a walk through the village. During the walk, areas of open defecation are pointed out as well as different types of latrines currently in use. Facilitator use the transect walk to draw attention to the unpleasant sight and smell of open defecation, and how it is a shameful thing for the community. This is part of a process called “triggering”, which helps to mobilise the community to confront and solve its own sanitation problems.

Experienced WASH Club members can participate and even lead transect walks. This can be done as part of an ongoing CLTS project where WASH Club members work with CLTS facilitators and mobilisers. Or it can be done by students on their own. If students do this exercise on their own, they will need the help of teachers and they will need to first get permission from community leaders.

## ***Water Quality Testing***

Observations and survey questions cannot tell us much about the quality of drinking water sources in the school. To see if the water is safe to drink, it must be tested. Luckily, there is now a simple and inexpensive way to test water quality called the H2S method. In the H2S method, a sample of water is taken from the drinking source in a small bottle that contains a special chemical. The water sits in the bottle for 24 hours, and if it contains dangerous bacteria, there will be a chemical reaction that turns the water black. This test is easy to use – anybody can see if the water turns black – and thus it is can easily used by WASH Club students to test school and community water sources. The H2S test kits are not available in every country, but are sometimes included in WASH in Schools projects funded by UNICEF or other support agencies.

# Observation Checklist

## Instructions for Completing the Observation Checklist

1. Before completing this checklist, get help and approval from the teachers who are leading the WASH Club.
2. Read over the entire checklist before you try to complete it. If you have any questions, ask the teacher.
3. Answer each question as best as you can. If you don't know the answer to a question, leave it blank.
4. If more than one student is filling in the checklist, you will have to agree on a single response for some questions by discussing the issue among yourselves (for example for question 4 on how clean the toilets are).
5. Use check marks or numbers in the boxes as shown
6. If the answer for a number box is zero, then be sure to fill in the zero (do not leave it blank).
7. Use one observation checklist sheet every time you do a new survey.

### A: School Information

School Name \_\_\_\_\_

School Location \_\_\_\_\_

Survey Date \_\_\_\_\_

Survey Time \_\_\_\_\_

Student Population at time of survey: (Fill in a number in the boxes. If your school does not have shifts, just fill in the total student population under Shift 1)

	Shift 1	Shift 2	Shift 3
Girls	_____	_____	_____
Boys	_____	_____	_____

Are there any children with physical disabilities attending the school? (check one box)

Yes       No

If yes, how many? \_\_\_\_\_

## B: Observation Checklist

1. Does the school have toilets or latrines? *(check one box)*

Yes

No

**If No**, skip to Question 7

2. Do boys and girls have their own (separate) toilets? *(check one box)*

Yes

No

3. How many toilet compartments are there in the school? Are they working or not? *(fill in the table below)*

<i>(fill in a number in each box, including zeros)</i>	Working toilet compartments	Broken toilet compartments
For girls only	_____	_____
For boys only	_____	_____
For either boys or girls (anybody can use)	_____	_____
For female teachers	_____	_____
For male teachers	_____	_____
For either male or female teachers	_____	_____

4. Go into the toilets. Are they clean? *(check one box)*

Yes, they are <b>very clean</b>	Yes, they are <b>pretty clean</b>	No, they are <b>dirty</b>	No, they are <b>very dirty</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Go into the toilets. Are they smelly? *(check one box)*

No, they are not <b>smelly at all</b>	They are a bit <b>smelly</b> , but not too bad	Yes, they are <b>very smelly</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Any other comments or observations about the school toilets?

---



---



---

7. Are there signs of open defecation (human poo on the ground) in or near the school grounds? *(check one box)*

- Yes       No

Where?

---

---

---

---

---

---

8. Is there a place to wash your hands at school? *(check one box)*

- Yes       No

9. Is it near the toilets? *(check one box)*

- Yes       No

10. What kind of place (sink with running water, jug, tippy-tap, etc)?

---

---

---

---

---

---

11. Use the handwashing place to wash your hands. Is there enough water? *(check one box)*

- Yes       Some water, but not enough       No water at all

12. Is there soap? *(check one box)*

- Yes       No

13. Is there a place to drink water at the school? *(check one box)*

Yes       No

14. What kind of place (handpump, tap, jug, bucket, barrel, etc.)?

---

---

---

---

---

---

---

---

15. Is there water available for drinking? *(check one box)*

Yes       Some water, but not enough       No water at all

16. If the drinking water comes from a bucket, barrel or jug, does it have a cover?  
*(check one box)*

Yes       No

17. If there are children with physical disabilities in the school, are they able to use the toilet?  
*(to answer this question you should also talk to the disabled child)*

Yes       No       Don't Know

18. If there are children with physical disabilities in the school, are they able to use the handwashing station?  
*(to answer this question you should also talk to the disabled child)*

Yes       No       Don't Know

**C: Handwashing Observation Checklist**

**Instructions for Section C**

1. For this observation, surveyors observe whether or not students wash their hands after using the toilet. This should be done during lunch or another school break time when students usually use the toilet.
2. The surveyors should stand or sit in a place close enough to the toilet and handwashing station so that they can see if a student washes their hands after using the toilet. But they shouldn't sit too close so that it is obvious what they are doing (if other students know that you are watching whether or not they wash their hands, they probably will wash their hands).
3. For every student that you see using the toilet, mark on the sheet below whether or not they wash their hands.
4. Do not record the names of the students, even if you know them.
5. This exercise should only be done when first approved by a teacher.

1. Handwashing observation table

	Mark "G" for Girl or "B" for Boy	Washed hands? (mark "Yes" or "No")		Mark "G" for Girl or "B" for Boy	Washed hands? (mark "Yes" or "No")
Student 1	_____	_____	Student 16	_____	_____
Student 2	_____	_____	Student 17	_____	_____
Student 3	_____	_____	Student 18	_____	_____
Student 4	_____	_____	Student 19	_____	_____
Student 5	_____	_____	Student 20	_____	_____
Student 6	_____	_____	Student 21	_____	_____
Student 7	_____	_____	Student 22	_____	_____
Student 8	_____	_____	Student 23	_____	_____
Student 9	_____	_____	Student 24	_____	_____
Student 10	_____	_____	Student 25	_____	_____
Student 11	_____	_____	Student 26	_____	_____
Student 12	_____	_____	Student 27	_____	_____
Student 13	_____	_____	Student 28	_____	_____
Student 14	_____	_____	Student 29	_____	_____
Student 15	_____	_____	Student 30	_____	_____



**PART 3**

# Survey Questions

## **Instructions for Completing the Survey Questions**

1. Before doing this survey, get help and approval from the teachers who are leading the WASH Club.
2. Read over the entire survey before you try to complete it. If you have any questions, ask the teacher.
3. Usually this survey will be given to a small group of students, but it can also be used to survey individual students one at a time.
4. When surveying a group of students, you may have to help them come to an agreement about what they think the right answer is to some questions. If the group cannot come to an agreement, or they don't know the answer, leave it blank.
5. Do not give the students any hints or try to tell them what the "right" answer should be. Let them answer the questions honestly to the best of their ability.
6. Use check marks or numbers in the boxes as indicated.
7. If the answer for a number box is zero, then be sure to fill in the zero (do not leave it blank).
8. Use one survey questionnaire sheet for every group of students you survey.
9. Before starting, tell the students you are interviewing that the survey is confidential. Promise them that you won't write down their names, and you won't tell anybody what they said.

## **SECTION A: Peers (older children talking to a small group of children of about the same age)**

### **Write down:**

1. Number of children in the group: (fill in a number in each box)

Number of girls \_\_\_\_\_ Number of boys \_\_\_\_\_

2. Their ages: (fill in age of the students, do not fill in their names)

Age	Age	Age
Student 1 _____	Student 5 _____	Student 9 _____
Student 2 _____	Student 6 _____	Student 10 _____
Student 3 _____	Student 7 _____	Student 11 _____
Student 4 _____	Student 8 _____	Student 12 _____

**Special Instructions for Question 3, 4, 5, 6 and 7**

1. Do not give the students any hints or try to tell them what the “right” answer should be. Let them answer the questions honestly to the best of their ability.
2. Do not mention any of the important times to wash hands to the students. We want to see if they know the answers without help.
3. The order of the questions is important. Do not ask question 6 before you finish question 5.

**Ask:**

3. Do you remember being in any kind of school lesson that talked about hygiene or cleanliness? *(check one box)*

Yes       No

4. If you do remember a lesson, what were the three most important things you learned?

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_

5. When is the most important time to wash your hands?  
*(check box only when that answer is mentioned)*

*Do not give the students any hints.  
 Just ask the question and see what answers they give.*

Mentioned by at least one student	Not mentioned by anybody
--------------------------------------	-----------------------------

<b>After defecation (after going for a poo / after using the toilet)</b>	_____	⋮	_____
<b>Before eating</b>	_____	⋮	_____
<b>Before preparing food / before cooking</b>	_____	⋮	_____
<b>Before taking care of younger sisters/brothers</b>	_____	⋮	_____

Other answers

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

6. Do you always wash your hands after defecating **and** before eating? *(check one box)*  
 Yes       No

7. If no, why not?

---

---

---

---

---

8. Is there enough water for handwashing at school? *(check one box)*

<b>Yes, there is always enough water for handwashing</b> <input type="checkbox"/>	<b>Sometimes there is enough, sometimes there isn't</b> <input type="checkbox"/>	<b>Usually there is not enough water</b> <input type="checkbox"/>	<b>There is never any water for handwashing at school</b> <input type="checkbox"/>
--	---	--	---

9. Do you always use soap when you wash your hands? *(check one box)*  
 Yes       No

10. If no, why not?

---

---

---

---

---

11. Is there soap at school? *(check one box)*  
 Yes, all the time       Sometimes       Never

12. Do you use the toilets at school? *(check one box)*  
 Yes, all the time       Sometimes       Never

13. What are the reasons for not using the school toilet: *(check answers only if mentioned)*

<i>Do not give the group any hints. Just check all answers that are mentioned.</i>	<b>Mentioned by at least one student</b>
There is no toilet!	_____
The toilet is broken	_____
The toilet is locked	_____
Too dirty	_____
Too smelly	_____
Too far away	_____
Too dark inside	_____
Not enough time	_____
Too many others using it / there is a long queue	_____
Not private enough	_____

14. Other answers

---



---



---

15. If you could change one thing about the school toilets what would it be?

---



---



---

16. Who is responsible for cleaning the toilets at school? *(check one box)*

<b>Children</b>	<b>Teachers</b>	<b>Cleaners (janitors, cleaning ladies)</b>	<b>Nobody is responsible</b>	<b>I don't know</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. If children are responsible for cleaning the toilets, which ones? *(check one box)*

**Girls only**    
  **Boys only**    
  **Both boys and girls**

18. How do you think the toilet cleaning system could be made better?

---

---

---

19. How do you get water to drink at school? *(check one box)*

- I get it from school     I don't drink water at school     I bring it from home

20. If you don't get your drinking water at school, why not?

---

---

---

---

21. Is there enough water to drink from the school water source? *(check one box)*

<b>Yes, there is always enough water for drinking</b> <input type="checkbox"/>	<b>Sometimes there is enough, sometimes there isn't</b> <input type="checkbox"/>	<b>Usually there is not enough water</b> <input type="checkbox"/>	<b>There is never any drinking water at school</b> <input type="checkbox"/>
---	---	--	--

22. Are you happy with the water and sanitation facilities in school? *(check one box)*

- Yes, all the time     Somewhat Happy     Not happy

23. What other comments do you have about water and toilets and hygiene in school?

---

---

---

---

---

**SECTION B: Girls only (older girls talking to older girls, either one-on-one, or in small groups)**

**Instructions for Section B**

1. This section of the questionnaire is for getting the opinion of girls.
2. Because some girls may be shy talking about some of these issues in a group that contains both boys and girls, the group should only have girls.
3. The surveyors should also only be girls.
4. Try to talk to the group of girls in a private place, with no boys nearby.
5. Some of the questions are the same or similar as the questions in Section A. The reason for this is to see if girls give different answers when they are on their own in a group.
6. **Before starting, tell the girls you are interviewing that the survey is confidential. Promise them that you won't write down their names, and you won't tell anybody what they said.**

**Write down:**

1. Number of girls in the group: *(fill in number)*

Number of girls \_\_\_\_\_

2. Their ages: *(fill in age of each girl, do not fill in their names)*

Age	Age	Age
Girl 1 _____	Girl 5 _____	Girl 9 _____
Girl 2 _____	Girl 6 _____	Girl 10 _____
Girl 3 _____	Girl 7 _____	Girl 11 _____
Girl 4 _____	Girl 8 _____	Girl 12 _____

**Ask:**

3. Do you use the toilets at school? *(check one box)*

Yes, all the time     
  Sometimes     
  Never

4. What are the reasons for not using the school toilet:

---



---



---

5. If you could change one thing about the school toilets what would it be?

---

---

---

---

6. Who is responsible for cleaning the toilets at school? *(check one box)*

<b>Children</b> <input type="checkbox"/>	<b>Teachers</b> <input type="checkbox"/>	<b>Cleaners (janitors, cleaning ladies)</b> <input type="checkbox"/>	<b>Nobody is responsible</b> <input type="checkbox"/>	<b>I don't know</b> <input type="checkbox"/>
---	---	---	--	---

7. If children are responsible for cleaning the toilets, which ones? *(check one box)*

**Girls only**     **Boys only**     **Both boys and girls**

8. How do you think the toilet cleaning system could be made better?

---

---

---

---

9. Do you come to school when you are menstruating? *(check one box)*

**Yes**     **Sometimes**     **No**     **I'm not menstruating yet**

10. If no, why not?

---

---

---

---

11. What would make it easier to come to school when you are menstruating?

*Check all answers that are mentioned.*      **Mentioned by at least one student**

- Toilets that are more private \_\_\_\_\_
- Locks on the toilet compartments \_\_\_\_\_
- A place to wash myself that is private \_\_\_\_\_
- A place to wash rags \_\_\_\_\_
- A place to throw away used rags/napkins \_\_\_\_\_
- A reliable water source in or near the toilet \_\_\_\_\_

12. Other answers

---



---



---



---

**SECTION C: Younger children (older children talking to small groups of younger children)**

**Instructions for Section C**

1. This section of the questionnaire is for getting the opinion of younger children.
2. The surveyors should be patient with the younger children. They should help them come up with answers, but without giving them hints.
3. Some of the questions are the same or similar as the questions in Section A. The reason for this is to see if girls give different answers when they are on their own in a group



**Write down:**

1. Number of children in the group: *(fill in number)*

Number of girls \_\_\_\_\_ Number of boys \_\_\_\_\_

2. Their ages: *(fill in the age of each student, do not fill in their names)*

	Age		Age		Age
Young Student 1	_____	Young Student 5	_____	Young Student 9	_____
Young Student 2	_____	Young Student 6	_____	Young Student 10	_____
Young Student 3	_____	Young Student 7	_____	Young Student 11	_____
Young Student 4	_____	Young Student 8	_____	Young Student 12	_____

**Ask:**

3. Do you use the toilets at school? *(check one box)*

Yes, all the time       Sometimes       Never

4. What are the reasons for not using the school toilet: *(check only answers that are mentioned)*

*Do not give the group any hints. Just check all answers that are mentioned.*

**Mentioned by at least one student**

There is no toilet!	_____
The toilet is broken	_____
The toilet is locked	_____
Too dirty	_____
Too smelly	_____
Too far away	_____
Too dark inside	_____
Not enough time	_____
Too many others using it / there is a long queue	_____
Not private enough	_____
I'm scared to use it	_____

5. Other answers

---

---

---

6. If you could change one thing about the school toilets what would it be?

---

---

---

7. Do you wash your hands at school? *(check one box)*

- Yes, all the time       Sometimes       Never

8. If no, why not?

---

---

---

9. Do you drink water at school? *(check one box)*

- Yes, all the time       Sometimes       Never

10. If no, why not?

---

---

---

### Footnotes

- 1 Data from UNICEF Country Office Annual Reports, 2008 and 2009. Water data from 34 countries, sanitation data from 28 countries.
- 2 Data from UNICEF Country Office Annual Reports, 2009.



# RAISING CLEAN HANDS

Advancing Learning, Health and Participation through WASH in Schools



Action 2010

Dubai Cares • Emory University Center for Global Safe Water  
International Water and Sanitation Centre • Save the Children  
Water Advocates • WaterAid • Water For People • WHO

## Water, Sanitation and Hygiene Standards for Schools in Low-cost Settings

John Adams, Jamie Bartram, Yves Chartier, Jackie Sims

unicef   World Health Organization



### Join us in sharing your WASH in Schools monitoring experiences.

Please contact Murat Sahin, UNICEF adviser for WASH in Schools at [msahin@unicef.org](mailto:msahin@unicef.org) or at [www.unicef.org/wash/schools](http://www.unicef.org/wash/schools).