Meeting of the Parties to the Protocol on Water and Health to the Convention on the Protection and Use of Transboundary Watercourses and International Lakes

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Item 6 of the provisional agenda
Institutional water, sanitation and hygiene

INFORMAL DOCUMENT 5

Surveillance of water, sanitation and hygiene in schools: A practical tool
– Draft manuscript for comment by the Working Group on Water and Health –

The Protocol on Water and Health emphasizes the need for surveillance and informed-improvement of water, sanitation and hygiene (WASH) in institutional settings, such as schools. It supports implementation of the WASH related commitments of the 2030 Agenda for Sustainable Development, in particular Sustainable Development Goal 3 on health, Goal 4 on education and Goal 6 on water and sanitation, and the Declaration of the Sixth Ministerial Conference on Environment and Health.

WASH in schools and in other institutional settings is a programme area under the Protocol’s 2017-2019 programme of work. One of the main activities under this area is the development of a tool to support public health surveillance of WASH conditions in schools.

The second meeting of the expert group on WASH in schools (Budapest, 16-17 April 2015) framed the scope of the tool. The first draft has been prepared for and reviewed by the third meeting of the expert group (Bonn, 23-24 October 2018). The expert group provided conceptual and technical inputs on the scope, key concepts, comprehensiveness and structure of the document. Based on the feedback, a second draft of the manuscript has been developed, which is currently subject to field-testing in a few selected countries.

The Working Group on Water and Health is requested to review the draft document, provide feedback on its technical content and endorse a submission of the document to the fifth session of the Meeting of the Parties for adoption.

Please submit comments and feedback to Valentina Grossi (grossiv@who.int) by 26 April 2019.

Note: The draft document is for review by the Working Group on Water and Health only and not for wider distribution.
Surveillance of water, sanitation and hygiene in schools: A practical tool

CONTENT

INTRODUCTION..........................................................................................................................3
WHAT IS THE PURPOSE OF THIS PUBLICATION? ..............................................................4
WHO IS THIS TOOL FOR?.......................................................................................................6
WHAT CAN YOU FIND HERE? ...............................................................................................7
HOW CAN YOU USE THIS TOOL? .......................................................................................9
HOW CAN YOU INTERPRET THE RESULTS? .......................................................................10
HOW CAN YOU USE THE RESULTS? ..................................................................................13
SURVEILLANCE INSTRUMENTS.............................................................................................16
  Questionnaire for school staff............................................................................................21
  WATER.................................................................................................................................21
  SANITATION ..........................................................................................................................27
  HYGIENE & MENSTRUAL HYGIENE MANAGEMENT..........................................................32
  Checklist for observations .................................................................................................40
  WATER.................................................................................................................................40
  SANITATION ..........................................................................................................................44
  HYGIENE & MENSTRUAL HYGIENE MANAGEMENT..........................................................48
  Questionnaire for pupils....................................................................................................54
  WATER.................................................................................................................................54
  SANITATION ..........................................................................................................................58
  HYGIENE & MENSTRUAL HYGIENE MANAGEMENT..........................................................62
  GENERAL INFORMATION ABOUT THE PUPIL ..................................................................62
GLOSSARY..........................................................................................................................69
REFERENCES.........................................................................................................................73
ENDNOTES............................................................................................................................73
INTRODUCTION

Access to water, sanitation and hygiene (WASH) is a human right and a critical precondition for ensuring good health and well-being of schoolchildren along with maximizing educational outcomes. Access to WASH in schools is an integral component of an inclusive and effective learning environment. Accumulating evidence shows that improving WASH in educational settings brings many tangible benefits: safe water supply and promotion of regular hydration contributes to better cognitive performance; good hand hygiene in schools reduces the risk of infectious diseases and, by keeping children healthy, reduces absenteeism; providing accessible and acceptable toilets contributes to well-being and increases ability to concentrate during classes. Schools that strive to provide a safe, inclusive and equitable learning environment for all have provisions for menstrual hygiene management and facilities accessible for children living with limited mobility or vision.

Despite of a significant progress that has been made in the past years globally, a considerable share of children in the pan-European Region still spend their days at schools which don’t provide basic sanitation, hygiene or drinking-water services, not achieving a minimum standard to ensure the health of users. Challenges are many and diverse; the most frequently reported issues relate to inappropriate operation and maintenance; problems with physical infrastructure; a lack of consumables; poor cleaning and maintenance. Recent evidence also highlighted how WASH services in schools need to go beyond a basic level and meet users’ needs if health gains are to be achieved. Pupils’ perception surveys reveal frequent dissatisfaction with school WASH facilities, which is not always acknowledged by school management and staff, fostering avoidance of the services and hindering healthy behaviors as well as possibly facilitating antisocial behaviors in the facilities. Even where WASH facilities may be appropriate according to the parameters considered for public health inspection, they are still perceived as unacceptable or inappropriate by pupils, especially girls. Higher severity and frequency of issues is reported by pupils compared to reporting by school staff or through inspections. This suggests a gap in current surveillance systems and insufficient awareness of school staff with respect to the challenges faced by pupils at school. WASH services that are not acceptable to pupils deprive them the opportunity to live with dignity in a healthy environment and severely affect their health and cognitive performance.

In recognition of the importance of equitable access to safe WASH facilities in educational settings, countries set the priority of improving WASH in all settings including pre-schools and schools under the 2030 Agenda for Sustainable Development, Sustainable Development Goals (SDGs) 4 and 6. These Goals highlight the importance of improving WASH services paying special attention to the needs of girls and those living with disability. This ambitious Agenda also calls on countries to ensure safe learning environments for all. It goes without saying that this cannot be achieved without ensuring adequate access to WASH in schools.

Progress towards universal access to WASH in schools has been a priority for the Region since the adoption of 2010 Parma Declaration on Environment and Health. Re-emphasizing the need for accelerated action, the Member States committed to “ensuring universal, equitable and sustainable access to safe drinking-water, sanitation and hygiene for all and in all settings, while promoting integrated management of water resources and reuse of safely treated wastewater, where appropriate” under the recent Ostrava Declaration on Environment and Health. The Ostrava Declaration requires Member States to develop national portfolios of action on environment and health, for which countries may consider systematic situation assessments, setting targets and developing action plans for improving WASH in schools. WASH in schools has been set by countries also as a cross-sectorial priority under the Paris Declaration Partnerships for the health and well-being of our young and future
generations\textsuperscript{11}, where countries committed to make every school a health promoting school, that, inter alia, provides adequate WASH services.

The 1999 Protocol on Water and Health (Protocol)\textsuperscript{12} is the primary policy instrument in the WASH domain in the pan-European region, aiming to ensure access to drinking-water and sanitation for everyone – including children in schools. The Protocol supports countries seeking to translate and implement global and regional policy ambitions into clear national or local targets and action plans. As a progressive tool for developing integrated policies on water management, sanitation and health, the Protocol provides a platform to work in partnership with all concerned sectors, including education. Countries can specifically address WASH services in schools when setting national or local targets under the Protocol.

The majority of countries in the Region has national policies on WASH in schools and standards in place, but common issues are observed that may arise from a lack of regular and comprehensive surveillance, local enforcement and financing. Also, responsibilities may be spread among numerous institutions without a clear leading actor, thus compromising accountability, coordination and compliance.\textsuperscript{4} Even when monitoring is conducted, data are not comprehensive on all WASH aspects and they are often not made available or used for improvement planning.\textsuperscript{5}

Improving educational and health outcomes in schools in the Region requires tackling WASH in schools and the first step is strengthening quality surveillance to drive improvement action. Continued collaboration between public health and education stakeholders will be essential to support the progressive standardization of quality data collection and analysis for national and global reporting of WASH in schools.\textsuperscript{13} The common field of work to strengthen surveillance could be structured based on the instruments provided in this publication.

WHAT IS THE PURPOSE OF THIS PUBLICATION?

Improving WASH in schools requires improving national surveillance systems and data collection. On-site observations and inspections are key for evaluation and raising accountability, which are important drivers to school improvement.\textsuperscript{14} Surveillance in schools has been proved useful to drive changes, being more effective than other coercive methods.\textsuperscript{15} Routine surveillance of WASH in schools is vital for monitoring standards implementation, tracking policy progress, improving accountability, and determining the impact of the efforts to improve the service provision. Timely and comprehensive information is of critical importance for identifying issues, understanding their scale, engaging in evidence-based advocacy and taking informed policy actions. Efficient assessment and monitoring of WASH conditions in schools involves common efforts of educational and public health authorities

The purpose of this publication is to provide evidence-based ready-to-use surveillance instruments in order to support the individual or collaborative effort of the education and the public health authorities in assessing and monitoring WASH conditions in schools as well as in translating surveillance findings into follow-up corrective measures. The publication is intended primarily as a resource for developing or strengthening national and sub-national surveillance systems and improving the quality of WASH in schools monitoring to allow informed policy making and efficient improvement plans. At the same time, the publication supports countries for global reporting on the progress towards achieving the SDG targets related to WASH in schools (6.1, 6.2 and 4.a).\textsuperscript{16} It is expected that the application of these instruments and their integration into existing surveillance systems will result in improved national datasets on the status of WASH in schools that take into consideration the normative criteria of the human right to water and sanitation and include users’ perspective. Thus, the use of the instruments should not aim at duplicating the efforts or replacing the surveillance tools already used in the countries.
What can I use these instruments for?

- Ensure that WASH component is adequately reflected in questionnaires for collection of statistical data on education such as the Education Management Information System (EMIS) questionnaires;
- Develop new or improve existing instruments for surveillance of WASH in schools;
- Include the users’ perspective in surveillance and data collection exercises;
- Conduct one-shot surveys to gain a comprehensive and objective overview of WASH conditions in schools.

Surveillance instruments from this publication can be used at different levels and for various scopes, summarized in Table 1. At the sub-national level (regional, municipal, or district level), responsible education and public health authorities can use these instruments for comprehensive assessment of different aspects related to WASH service provision, together with evaluating pupils’ perspective, experiences and behaviors. Data obtained in this manner should serve for informed policy-making, taking decisions on efficient resource allocation (e.g. budgeting for operation and maintenance) and planning improvements of WASH facilities to meet users’ needs and comply with the national standards.

If applied at the national level, the instruments can be used to determine national coverage estimates, identify geographic (urban/ rural) and gender disparities, establish trends over time and track progress of WASH in schools. Unlike national routine monitoring systems that usually provide a basic set of information on WASH in schools in the country and are not always inclusive of all recommended indicators, the application of these instruments will generate a more complete national “picture”, improved national datasets and meaningful information concerning WASH conditions in schools. These would serve as a central building block for the policy planning/ revision, policy enforcement and progressive implementation of the national targets towards universal WASH in schools coverage.

Table 2: Possible applications of this tool

<table>
<thead>
<tr>
<th>At the national and sub-national levels</th>
<th>At the international level</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Assess data quality (completeness and consistency) of the routine surveillance system in place</td>
<td>✓ Inform the international reporting under the EMIS to facilitate better education system planning and policy dialogue</td>
</tr>
<tr>
<td>✓ Establish national and sub-national baselines for planning and monitoring WASH improvements in schools</td>
<td>✓ Inform the reporting on the country progress towards achieving SDG target 4a related to the school environment</td>
</tr>
<tr>
<td>✓ Systematic national rollout of monitoring</td>
<td>✓ Inform the review of the enabling environment under the UN-Water Global Analysis and Assessment of Sanitation and Drinking-water (GLAAS) to make informed decisions for sanitation, drinking-water and hygiene</td>
</tr>
<tr>
<td>✓ Monitor the compliance of schools with international, national or sub-national requirements for WASH provision</td>
<td>✓ Support the development and monitoring of the global standards for Health Promoting Schools18</td>
</tr>
<tr>
<td>✓ For advocacy purposes and informing the development of educational measures</td>
<td>✓ Report on the country progress in realizing the human right to water and sanitation</td>
</tr>
<tr>
<td>✓ Evaluate and improve school curriculum as possible follow up action to strengthen and improve health promotion through WASH</td>
<td>✓ Inform annual operation plans and ad-hoc action plans for enforcement</td>
</tr>
<tr>
<td>✓ Inform policy-making and policy revision</td>
<td>✓ Identify financial needs and priorities to inform effective resource allocation and investments</td>
</tr>
<tr>
<td>✓ Monitoring progress and gaps in policy implementation (e.g. equitable distribution of adequate services, human resources, etc.)</td>
<td>✓ Support the development and monitoring of the global standards for Health Promoting Schools18</td>
</tr>
<tr>
<td>✓ Inform annual operation plans and ad-hoc action plans for enforcement</td>
<td>✓ Report on the country progress in realizing the human right to water and sanitation</td>
</tr>
</tbody>
</table>
The publication reflects evidence based environmental health and educational indicators of current international relevance. Thus, it enables countries to use the collected data to facilitate policy dialogue and inform international reporting exercises. These may include, but are not limited to, the WHO/UNICEF Joint Monitoring Programme for Water Supply, Sanitation and Hygiene (JMP) for reporting on the SDG targets (Table 2) and the reporting on other international commitments – i.e. the human right to water and sanitation; the Ostrava Declaration on Environment and Health; and the Paris Declaration for the health and well-being of our young and future generations.

Table 2: SDGs and targets relevant for WASH in schools

<table>
<thead>
<tr>
<th>SDG</th>
<th>SDG TARGETS AND INDICATORS</th>
</tr>
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</table>
| **Goal 6:** Ensure availability and sustainable management of water and sanitation for all | **6.1** By 2030, achieve universal and equitable access to safe and affordable drinking water for all  
**6.2** By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations |
| **Goal 4:** Ensure inclusive and quality education for all and promote lifelong learning | **4.a** Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all  
**4.a.1** Proportion of schools with access to: (a) electricity; (b) the internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions) |

The application of the instruments will also generate important insights into the needs for improvement and appropriate maintenance, considering not only the standard provision of hardware such as WASH infrastructure but also software such as aspects that affect pupils’ perceptions and hinder acceptability, such as cleanliness, safety, privacy, and provision of consumables.

Finally, using standardized instruments for monitoring provision of drinking-water, sanitation and hygiene services in schools should provide a common understanding and facilitate constructive dialogue between responsible authorities (and all other relevant stakeholders for the context of the country). Thus, this publication is meant to promote collaboration and to generate solutions for the identified issues, rather than for issuing fines or punishment.

**WHO IS THIS TOOL FOR?**

This publication primarily addresses public health and education authorities responsible for:

- the surveillance and enforcement of sanitary and environmental health conditions in schools;
- conducting assessments under governmental programmes;
- reviewing or developing national or sub-national surveillance and monitoring systems for WASH in schools.
Depending on the country, surveillance of sanitary conditions in schools related to WASH services may be responsibility under the health or the education authorities. It is important that the responsible authority takes the lead on the surveillance improvement and coordinates efforts, while clear responsibilities are set with other authorities. Regardless the specific responsibility shares in the country, it is important that health and education authorities have communication mechanisms in place, as WASH in schools is a highly crosscutting theme where both educational and public health interventions are needed. Collaboration is thus important to allow an efficient use of surveillance data as well as smart action and targets development. Ensuring WASH services in schools may as well the need for collaboration across ministries, engaging also bodies responsible for water and the environment.

Additional stakeholders and interested groups from the society can benefit from the instruments provided in this publication in their projects and improvement actions:

- Authorities in charge of the environment, water resources, and infrastructure, among others;
- School administrations (school managers, teachers and other school staff);
- Pupils and youth organizations;
- Parents associations and the wider community;
- Donors and development partners;
- Non-governmental organizations working for WASH in schools.

These groups are encouraged to work together to strengthen the implementation and the quality of the national monitoring systems and ensure action so that schools make progressive improvements towards achieving universal access to WASH services.

WHAT CAN YOU FIND HERE?

This publication contains evidence based ready-to-use instruments that are meant to facilitate monitoring and assessing WASH conditions in schools for planning of follow-up actions, addressing up-to-date aspects and indicators comprehensively to ensure improved, sustainable and user-friendly WASH facilities.

The tool includes three instruments:

1) **Questionnaire for school staff**, aimed at collecting information about the perception of school managers and other relevant personnel with respect to provision of WASH services, and collecting data about the school policies and procedures to ensure these services to pupils and staff. This questionnaire is carefully designed to elicit reliable data on WASH from the non-WASH professionals who will be interviewed – usually school managers.

2) **Observation checklists**, intended for spot-checks to unbiasedly collect data about the situation on-site at the moment of visit.

3) **Pupils’ questionnaire**, aimed at providing insightful information about appropriateness and uses of school WASH facilities, pupils’ satisfaction and reasons for toilet avoidance, healthy habits, hygiene education, knowledge and practice. Consulting with pupils is an essential part of the assessment because the picture will not be complete without the inputs of schoolchildren themselves.

The structure of each instrument includes the following:

1) A short methodological guidance on how to use the instrument
2) A pool of questions (WASH indicators)
3) Explanatory notes to help the surveyors complete the instrument in a correct and objective manner
4) Rationale to each question providing insights on best practice and standards.

All instruments cover the three dimensions, namely water, sanitation and hygiene, including menstrual hygiene management. General information about the educational institution is enclosed in the Questionnaire for school staff. This is useful in case of missing school database and for the evaluation of the results.

The pool of questions is designed to assist public health and education authorities in assessing the usability of WASH services, comprising the availability of drinking-water, sanitation and hygiene facilities, their accessibility for all pupils, including those with limited mobility and vision, the functionality, and the privacy of the facilities. The questions also cover aspects related to the quality of the facilities provided in schools and their acceptability to pupils, particularly to girls, operation and maintenance procedures, as well as additional important aspects related to school policies and education, and behaviors and practices. The questions and indicators are based on the latest tools and guidelines (See the References chapter), including: the WHO/UNICEF global guidelines for WASH in schools19; existing national standards and checklists; and up-to-date global tools by UNICEF and WHO for progress monitoring on WASH in schools and for reporting under the SDG target 4a on the school environment. Recent surveys by development agencies and academic research have been also considered to cover emerging priorities such as menstrual hygiene management (MHM).

**Box 1: Questions coding**

Identifying each question with a specific code is useful for entering data electronically and for having a clear identification system during data analysis. All questions are coded with letters based on the type of the instrument (Q=questionnaire; C= checklist; P= pupils’ questionnaire), the dimension (W=water; S= sanitation; H=hygiene) they refer to and a serial number. For example, questions to assess the condition of the sanitation services in the Questionnaire for school staff are coded as follows: QS1, QS2 etc., where Q refers to the type of the instrument – Questionnaire, S to the content category – Sanitation and 1 to the serial number of the question. It should be noted that the proposed question coding is just an example. Public health and education authorities using the instruments are encouraged to adapt question coding to the data collection system used locally. To facilitate input of participants’ responses into a database and processing statistics, answer options should be also coded. For example, serial numbers from 1 to n can be assigned to the different answer options, while special codes may be used for the special answer options such as “no answer”, “not applicable” or “other”. This ensures that the special answer options are not confused with the list of potential responses generated. An example:

If the school has an on-site sanitation system, is there a schedule for emptying and disposing of the sludge? (Select one)

- □ 1: Yes
- □ 2: No
- □ 98: I don’t know
- □ 99: Not applicable

Explanatory notes, marked as “Note to the question”, provide additional information for the surveyors, guiding them to ask and/or answer the question with specific instructions and clarifications. These notes are helpful in the development of an adapted version of the instrument for the local purpose and should facilitate a standardized conduction of the survey. The notes should not be mentioned during interviews nor appear in the questionnaires to be filled in by pupils.

The rationale of each question provides some up-to-date background information on the health and educational impacts of the WASH aspects and indicators considered in the instruments as well as insights on international standards and best practice. This information can be considered during the development and adaptation of the instrument for the local purpose as it explains the importance of
including such question in the assessment. Rationales are intended to be useful in the developing/planning phase and during data analysis and evaluation but not during the data collection phase.

Between and within the instruments, some aspects and indicators are assessed repeatedly through different questions. The purpose of the repetition is to capture different features related to the provision of WASH services and different perspectives. This allows a comprehensive evaluation and validation of the results. Validation is done by comparing the results from the different instruments and looking at the differences between what is objectively observed at the day of the visit and what is reported by the school staff and pupils. The first will gain insights on the actual condition at one point in time, the latter on the efforts and intention for the provision, the sufficiency of the service over time and the actual use. This should be helpful to develop recommendations that reflect the actual situation in the assessed school and are not in conflict with users’ needs. In case only part of the instruments is used, repetitions also ensure that key aspects and indicators are not missed.

HOW CAN YOU USE THIS TOOL?

The application of the tool requires filed visits to the schools with data collection based on the key informant interviews and on-spot observations. To ensure effective use of the instruments, surveyors involved in data collection should be trained in advance to become familiar with the instruments and how to objectively register the situation referring to the norms/standards without being influenced by their subjective perceptions and opinion. Training should also ensure a harmonized understanding of the terms and definitions used as well as awareness of the importance of data quality and confidence in the results.

Questionnaire for school staff, observation checklist and pupils’ questionnaire, and the single WASH dimensions in each instrument, can be used as stand-alone or as a package, depending on the objectives, scope and purpose of the assessment, national context, needs, priorities and available resources. In order to gain data useful to inform policies and plans, data collection should be carried out with a sufficient coverage and on a representative sample, depending on the resources, the objectives and the availability of a comprehensive list of schools. If a sample survey is conducted, sampling should be done in a systematic way to ensure representative findings.

To maximize validity of the assessment, triangulation\(^1\) of the results from all three instruments is recommended. In the countries where routine surveillance is already in place, the instruments or relevant questions from these can be integrated into existing school monitoring systems on different health or educational aspects (e.g. national EMIS questionnaires) and/or routine inspection sheets. The use of the instruments in this way will strengthen available systems to include important indicators for WASH in schools monitoring, rather than putting forward new surveillance tools and launching a parallel monitoring system duplicating the already high needs for human and financial resources. If extracted, questions can be combined in various questionnaires or surveys adapted for different purposes (see Chapter “What is the purpose of this publication?”).

Even though the questions have been developed to be applicable everywhere across the Region, different questions may be more relevant to a specific setting or country. The instruments are designed to be flexible and adaptable to take into account national standards, cultural context, local conditions and current practices. In some cases, the instruments can be used directly with little or no modification,

\(^1\) Validation of data through verification across results from two or more sources
Tool for the surveillance of water, sanitation and hygiene in schools

in others, some modifications would be necessary to ensure the they are adequate to the purpose of the assessment and/or the local context e.g. for the specific type of educational institution (kindergartens, boarding schools). Also, questions can be modified to adapt terminology adequately to the local use. Definitions of all technical terms can be found in the Glossary.

The tool can also be integrated into the local surveillance step-by-step, through a periodic revision on a yearly or biennial basis. This way, authorities could first focus on developing a sound methodology with a limited number of key indicators aimed at ensuring that a minimum provision of WASH in schools is ensured to protect the health of pupils and schools staff. The minimum provision has been defined at the international level under the SDGs as the basic level of WASH services in schools (see Figure 1). Questions relevant to monitor the provision of basic services can be found in the tool and are marked with the corresponding SDG core question in the notes to the question. Countries, regions, districts or schools that have achieved a basic level of WASH can then add up additional indicators in their surveillance to monitor progress toward achieving a higher level reflecting as well the needs of the users and aspects related to health promotion and well-being.

**Figure 1: service ladders for monitoring WASH in schools (WHO/UNICEF JMP)**

<table>
<thead>
<tr>
<th>DRINKING WATER</th>
<th>SANITATION</th>
<th>HYGIENE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced service:</strong> Additional criteria may include quality, quantity, continuity, and accessibility to all users</td>
<td><strong>Advanced service:</strong> Additional criteria may include student per toilet ratios, menstrual hygiene facilities, cleanliness, accessibility to all users, and excreta management systems</td>
<td><strong>Advanced service:</strong> Additional criteria may include hygiene education, group handwashing, menstrual hygiene materials, and accessibility to all users</td>
</tr>
<tr>
<td><strong>Basic service:</strong> Drinking water from an improved source and water is available at the school at the time of the survey</td>
<td><strong>Basic service:</strong> Improved sanitation facilities at the school that are single-sex and usable (available, functional and private) at the time of the survey</td>
<td><strong>Basic service:</strong> Handwashing facilities with water and soap available at the school at the time of the survey</td>
</tr>
<tr>
<td><strong>Limited service:</strong> Drinking water from an improved source but water is unavailable at the school at the time of the survey</td>
<td><strong>Limited service:</strong> Improved sanitation facilities at the school that are either not single-sex or not usable at the time of the survey</td>
<td><strong>Limited service:</strong> Handwashing facilities with water but no soap available at the school at the time of the survey</td>
</tr>
<tr>
<td><strong>No service:</strong> Drinking water from an unimproved source or no water source at the school</td>
<td><strong>No service:</strong> Unimproved sanitation facilities or no sanitation facilities at the school</td>
<td><strong>No service:</strong> No handwashing facilities available or no water available at the school</td>
</tr>
</tbody>
</table>

**HOW CAN YOU INTERPRET THE RESULTS?**

Data collection on WASH in schools is worthwhile only if results are analyzed, reported and linked to decision-making processes at the national and sub-national levels.

Once data are collected, it is important to conduct a comprehensive data analysis and interpret the results. To allow understanding of the actual situation in schools across the country or the assessed area, results interpretation should take into consideration the following scopes:
Tool for the surveillance of water, sanitation and hygiene in schools

- the geographic scope of the data (national, sub-national, school-level),
- the type of educational institution (kindergartens, primary schools, secondary schools, boarding schools, etc.);
- the indicators used to measure service coverage (e.g. Proportion of schools with handwashing facilities that have soap and water);
- the several aspects under one WASH dimensions or one indicator across the different instruments (Questionnaire for school staff, Observation checklist and Pupils’ questionnaire).

The collected data are useful to create national and/or sub-national figures about the level of services of WASH in schools. For this purpose, proportions can be calculated for each indicator. An example of such calculation is shown in Box 2.

**BOX 2. Calculation of the level of WASH services**

To calculate the levels of water provision in schools, as for the definition under the SDGs (Table 3), the following indicators and calculations should be considered.

**Indicator:** Proportion of schools with an improved drinking water source  
**Calculation:** the number of schools where there is an improved source, divided by the total number of schools surveyed

**Indicator:** Proportion of schools with drinking water available from improved source (*BASIC LEVEL*)  
**Calculation:** the number of schools where there is an improved source AND water from the main source is available, divided by the total number of schools surveyed

Comparison between schools included in the assessment, making use of a scoring system, are also useful as they facilitate better understanding of which schools are performing well in terms of compliance and WASH service provision and which ones are lagging behind and for what reasons. Hence, developing a system to allow data from all assessed schools to be collated and compared should be considered. Comparison is not always feasible straightaway. For example, the number of toilets and handwashing facilities may be appropriate or not depending on the size of the school. It is thus important to consider the general information on the school, to allow for calculation of pupil-fixture ratios and produce numbers that are comparable across schools.

It is recommended to keep data disaggregated to estimate possible disparities in WASH in School coverage and service provision. Disaggregated data by urban-rural settings, by administrative areas (e.g. regions or provinces), and by school type (e.g. pre-primary, primary, secondary) facilitates detailed analysis to identify inequalities that may not be highlighted by the overall information, allowing policy gaps to be identified. The section on general information on the school should help with this purpose. To gain a complete understanding of the actual condition of WASH in schools, possible gender and age related disparities should be looked at and data from the pupils’ questionnaire disaggregated by age and gender.

Disaggregation is one way to obtain informative data that can efficiently support the development of policies and improvement programs at the national level. In the case of differences across regions and settings, where one category show low need for improvement and others high need for improvement, it is important to avoid the use of an overall average value. The average, being a mathematical value between the two extremes of the spectrum of conditions, does not reflect the variety of conditions and possible differences. Useful alternatives to the average are range values (minimum-maximum), variable categorization into groups (such as percentile groups) and median values.

Results interpretation should be guided by the national norms and standards, in the first place. Specific indicators can be also analyzed vis-à-vis relevant international standards and guidelines. For example,
the WHO/UNICEF standards for WASH in schools\cite{19}, the WHO guidelines on drinking-water\cite{20}, the WHO guideline on sanitation and health\cite{21}, WHO guidance on the physical environment in a health promoting school\cite{22}, resource for improving menstrual hygiene\cite{23}.

Additionally, the rationale to each question included in the instruments provides suggestions on the international standards and best practices, which should facilitate correct interpretation of the results. Thus, comparing results against national norms and standards and/or questions’ rationale should enable identifying issues and challenges in WASH service provision. Issues can also be identified through the following situations:

- The selected answer choice indicates non-compliance with international or national norms;
- The selected answer choice indicates a condition which may pose a risk to the health of the users;
- The selected answer choice indicates a condition which may limit access to the WASH services or limited/ insufficient provision;
- The selected answer choice indicates an issue perceived by users;
- The selected answer choice indicates a low level of awareness or inaccurate understanding of critical WASH aspects;
- In multiple-choice questions, selected answers do not match the recommended provision/practice as outlined in the rationale to the question.

It should be noted that the negative results or issues emerging from the assessment are not meant to set sanctions to the school. These should be instead considered to inform the improvement plans and should encourage cooperation between the school and respective authority, providing information and recommendations on how national standards can be reached.

Some questions include the answer options “I don’t know” and/or “No answer”. Questions that rely on personal knowledge or experience require “I don’t know” answer option. “I don’t know” and “No answer” options are not the same and cannot be used interchangeably. Sensitive questions that respondents may not wish to answer require a “No answer” option, which is in line with the respondent’s right not to respond to the question. Aspects for which such answers are provided should not be categorized straightforward as an issue, but should be kept under consideration as they may indicate the need to raise awareness on the importance of WASH aspects or the need to strengthen available education or information programmes.

Validation of data through cross verification from different sources is recommended. In case of contrasting results, for example between Pupils’ questionnaire and Observation checklist, empirical data should have an advantage over self-reported data as it is less prone to information bias and variation. In this specific instance, the information acquired through the checklist for observation should be taken as official statistics and used for comparison. This is recommended as i) it reflects the latest situation in one point in time and in the same period for the schools considered in the assessment; and ii) it is collected by surveyors trained in objectively and impartially registering the situation. It should be noted, however, that the purpose of data cross verification is to capture different facets related to the provision of WASH services and different perspectives. Data from school managers or pupils’ interviews that may look “contrasting” are indicating that some aspects in the provision of the service, such as effectivity of maintenance and education or accessibility all the time, are not met yet. One example could be the availability of toilet paper as mean for anal cleansing. In the questionnaire for school staff, the general toilet paper provision by the school is examined. Through the observation checklist the availability in one point in time and facility coverage is considered. While in the pupils’ questionnaire, frequency and continuity of toilet paper availability is assessed from the
users’ perspective. If pupils’ interviews may indicate that the toilet paper is rarely available while the observation indicates the presence of toilet paper on the day of the visit. This does not imply the data obtained through Pupils’ questionnaire is incorrect. As the aim of the assessment is to gain a complete and objective picture of WASH conditions in schools, results should be evaluated vis-a-vis the different instruments to allow the identification of missing/inefficient steps in the chain from provision to practice or identify gaps in awareness or knowledge.

HOW CAN YOU USE THE RESULTS?
Monitoring is only the first step. WASH in schools data captured through monitoring and assessment efforts are, however, often underutilized.17 The efficient use of surveillance results is key to verify and trigger benefits in terms of awareness raising and triggering change. The pathways from surveillance to compliance described below is summarized in Fig. 2. As shown in the figure, surveillance is a continuous process, which involves regular monitoring as well as evaluation and follow-up action in a periodic manner.

Figure 2: Use of surveillance data - from the assessment to meeting national standards

| 1. Monitoring: Capturing WASH in schools data through monitoring and assessment efforts |
| 2. Results interpretation and evaluation |
| 3. Generate recommendations and dissemination of results |
| 4. Evidence based prioritization (based on provided recommendations) by decision makers at the national (ministry), local (authority) and facility level (school managers) and development short and long-term improvement plans |
| 5. Step-wise improvement plan implementation |
| • Review of policies and resource allocation |
| • Step-wise improvements of WASH facilities in schools in line with resource availability and capacity |
| 6. Improved enabling environment and conditions |
| • School WASH facilities upgraded to meet users’ needs and national standards |
| • Updated standards and resource allocation |
| 1. Monitoring: Capturing WASH in schools data through monitoring and assessment efforts |

Once data are collected, entered and interpreted, a database should be created on management of resources, status of infrastructure and services as well as practice and behaviors. A systematic evaluation is needed to obtain figures and statistical patterns useful to understand whether policies and enforcement plans are successful and the desired outcomes are being achieved. Evaluation should also make use of results from previous data collections, if available, to allow observing possible trends and progress. In addition, results can be compared to planned activities, data on resource allocation
and to possibly available health and educational data. Referring to the assessment results, the authorities can generate context-specific recommendations intended to guide improvements of WASH facilities to meet users’ needs and national standards. For efficient monitoring and follow-up clear responsibilities and roles should be defined (Box 3).

**Box 3.** During monitoring and evaluation, clear roles and responsibilities should be set across actors:

- The leading Ministry or authority should take overall responsibility for coordination, ensure authorization to collect data and support the coordination of analysis and dissemination of results. It should also promote use of data for policy and planning.
- A coordination group, including relevant bodies and key stakeholders for the service provision, should be led by the lead ministry or the authority. It should provide leadership and oversight. Final analysis and evaluation of results and development of recommendations should be supported by the group to ensure consensus and facilitate follow-up action.
- An implementation agency should be in charge of conducting and coordinating the field data collection, ensuring quality data.

During evaluation of the findings or during the follow-up planning, it is important to include a step for prioritization. This will greatly help the sustainability of the improvements, allowing for step-wise improvements. Based on the emerged negative results, authorities and schools can prioritize actions considering the relative importance of the identified issue for the health and well-being of pupils and school staff (defining the urgency) as well as feasibility in terms of time and available human and financial resources. The highest priority should be given to the provision of a minimum standards for ensuring the safety of the school users, defined as a basic level of drinking water, sanitation and hygiene services (see Figure 1) as these have a major impact on pupils’ health and cognitive performance.1,2,3 In case the resources do not allow for the construction, operation and maintenance of costly infrastructure, which may reflect the expectation of the users, safe and affordable solutions should be the planned short-term. Afterwards, gradual improvements can be planned long-term towards compliance with advanced national requirements, equitable learning environmental, and eventually ensuring acceptability. For example, if it is unfeasible to upgrade the water source in every school, a intermediate solution could be the provision of a low-cost point-of-use water treatment technology such as ceramic filters or chlorination, ensuring the safety of the drinking water in the schools.

At the national and sub-national levels, the authorities may use the assessment results to inform policy making or assess the quality of surveillance (see Chapter “What is this tool for?”). For example: results may be helpful to identify any in-country inequalities of access to WASH in schools and indicate where the most significant needs are. Recommendation and coordination with responsible actors should follow-up to explore the cause of such inequalities and discuss solutions. Follow-up could be conducted top-down with responsible authorities, exploring gaps in policy implementation, and/or bottom-up by engaging stakeholders and implementers and exploring challenges. In addition, disaggregated data should be considered in the routine surveillance to keep track of possible changes. Authorities can apply the results to critically review policy implementation and adapt their strategies, action plans and other programmatic documents. Uptake of the results can so contribute to progressive elimination of inequalities through quality surveillance and evidence-based policy making.

At the school level, aspects that emerged as an issue may inform an improvement plan and guide step by step upgrade of WASH facilities in line with resource availability and capacity of each school. Small
enhancements that bring public health benefits can be part of the progressive realization of pupils’ right to a healthy learning environment. For example, a first step may be to improve the operation and maintenance of existing toilets/latrines so that they are fully functional and usable for pupils, if investing in construction and increasing the number of toilets to meet the standards on pupil/toilet ratios is not attainable.

To ensure the use of the data and uptake of the results, dissemination of findings is critical. Results can be disseminated through reports, policy briefs (summarizing the policy-relevant results and possible follow-up), dissemination activities, as well as documenting and archiving the survey using metadata standards so that it can be available for later use, i.e. comparison and trends development or international reporting. Primary users of the assessment results are public health and education authorities. Key findings should be eventually reported and communicated internally across departments, externally to all other relevant stakeholders and to other bodies sharing responsibility. Evidence shows that decision makers, such as school principals, are most keen to undertake changes and improve quality when there is a high awareness of the importance of the policies and standards, as well as when a feedback and follow-up recommendations are provided. Pressure to take improvement action and support from key stakeholders such as pupils and parents or the school board are also important drivers for improvements in schools. Thus, dissemination and awareness raising among the broader public is as well important.
SURVEILLANCE INSTRUMENTS

GENERAL INFORMATION ON THE SCHOOL

This section is useful for the questionnaires as well as for the observation checklist. It should be country specific and should be adapted to the educational system, types of schools as well as the national standards.

These questions are meant to be answered at the beginning of the interview or prior to the on-site visit for observation and will serve as primary data for calculations in later sections and for evaluation purposes.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>G1. Date of the visit (dd/mm/yy):</strong></td>
<td>Particular issues with WASH facilities can be highly dependent on the season of the year (date, month) and the relative temperatures, as well as when cleaning procedures or high peaks of use occur (week day and time). This will be useful for the evaluation of the results, the development of recommendations as well as for the recording of surveillance frequency.</td>
</tr>
<tr>
<td>__<strong>/</strong><em><strong><strong><strong>/</strong></strong></strong></em></td>
<td></td>
</tr>
<tr>
<td>Day of the week: ________________</td>
<td></td>
</tr>
<tr>
<td><strong>G2. Time of the visit (hh/mm):</strong></td>
<td></td>
</tr>
<tr>
<td><strong><strong>:</strong></strong></td>
<td></td>
</tr>
<tr>
<td><em>Note to questions: you may want to specify the day of the week as well as the date, the month and the year</em></td>
<td></td>
</tr>
<tr>
<td><strong>G3. Name and position of the interviewed school staff member(s)</strong></td>
<td>Ensuring WASH in schools means ensuring regular and appropriate operation and maintenance, providing for sustainable budget as well as promoting access to WASH services and education. Depending on the country, the roles for ensuring WASH in schools may be spread among different staff members in the schools. Engaging a second person may facilitate the collection of consistent data.</td>
</tr>
<tr>
<td>Name 1: __________________________</td>
<td></td>
</tr>
<tr>
<td>Name 2: __________________________</td>
<td></td>
</tr>
<tr>
<td><strong>G4. Position of the interviewed school staff member(s)</strong></td>
<td></td>
</tr>
<tr>
<td>Position 1: ______________________</td>
<td></td>
</tr>
<tr>
<td>Position 2: ______________________</td>
<td></td>
</tr>
<tr>
<td><strong>G5. Gender of the interviewed school staff member(s)</strong></td>
<td></td>
</tr>
<tr>
<td>Staff 1: ☐ Male ☐ Female</td>
<td></td>
</tr>
<tr>
<td>Staff 2: ☐ Male ☐ Female</td>
<td></td>
</tr>
<tr>
<td><em>Note to questions: interviewees should be school managers (or person delegated by school managers) AND second person involved in any aspect of WASH (teacher, caretaker, school nurse, cleaning person) to answer together and support</em></td>
<td></td>
</tr>
<tr>
<td><strong>G6. School identification number</strong></td>
<td>Categorising the results by code facilitates an impartial and unbiased judgment when evaluating the results.</td>
</tr>
<tr>
<td>__________________________</td>
<td></td>
</tr>
<tr>
<td><strong>G7. School name</strong></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Tool for the surveillance of water, sanitation and hygiene in schools**

**Note to questions: School name and identification number (or the school code) should be compliant with the national or sub-national listing.**

**G8. School location**

Note to questions: Under the school location, the address and/or the geolocation data can be entered. GPS data could be collected to allow a mapping of the schools and geographical representation of the data distribution.

**WASH services in school may significantly vary between type of schools, districts, regions or urban-rural settings. Different norms may apply in different areas; different authorities may be accountable for enforcement. It is often the case that management, infrastructure, or financial distribution, and consequently WASH situation in schools, is highly heterogeneous in one region or one country. Collecting specific information on the area and the type of school can help stratifying data or map data to identify areas with higher need for attention by policies or implementation actions. Depending on the age of the pupils, different WASH services are important. For example, lower walls can be used and smaller age-friendly fixtures in pre-schools and primary schools are necessary. For older pupils adequate height of fixtures and partitioning walls is important. For older girls, hygiene measures to ensure adequate menstrual management are needed.**

**G9. What is the school area?**

- Rural
- Urban
- Peri-urban

Note to question: terminology/answer options should be adapted to reflect the local definition and vocabulary.

**G10. What is the type of the school?**

- Preschool/kindergarten
- Primary school
- Middle school
- High school
- Other: ______________________

Note to question: Select all that apply. The answer options may be adapted to reflect the categories present at the national/local level.

**G11. What is the type of school management?**

- Public
- Private
- Other: ______________________

Note to question: Select all that apply. The answer options may be adapted to reflect the categories present at the national/local level.

**G12. What is the school programme?**

- short school day (4-6 hours)
- long school day (7-10 hours)

**G13. How many shifts does the school have per day?**

Insert number: ______

**G14. Is the visited school a boarding school?**

- Yes
- Partially (only for some students)
- No

This information allows a good understanding of the WASH facilities user needs. Availability can be determined by the ratio between pupils and fixtures available. So, depending on the number of pupils during one shift the accessibility to WASH services varies. Depending on how long pupils stay at school,
Note to question: Please provide information on school working hours, including the hours for lectures, breaks and the hours dedicated to extracurricular activities when pupils may use the facilities. Enter one if this is not a shift school.

**G15. How many students attend the school?**

<table>
<thead>
<tr>
<th>Total:</th>
<th>Boys:</th>
<th>Girls:</th>
</tr>
</thead>
</table>

This information will be used for calculation of the ratio of the WASH fixtures (toilets, handwashing facilities, water distribution points). Even when the school has equal number of toilets for both sexes, there might be an issue of accessibility if the proportion between girls and boys is strongly divergent. In case of shifts, these should be considered in the calculation of the ratios.

**G16. How many staff members does the school have?**

<table>
<thead>
<tr>
<th>Total number of staff:</th>
<th>Female staff:</th>
<th>Male staff:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers:</td>
<td>Number of administrative staff:</td>
<td>Number of staff for operation and maintenance:</td>
</tr>
</tbody>
</table>

School staff represents part of the users of school toilets as well as some of the actors contributing to ensuring WASH in schools. Information on the number of staff can help answering a series of additional questions such as the following examples. Are the facilities sufficient for the number of users? Is there female staff that can support girls with problems related to menarche and menstruation? Does the school have personnel to ensure proper operation and maintenance of WASH services?

**G17. How many students with limited mobility attend the school?**

Insert number: ________________

Pupils with disabilities need facilities with specific adaptations to allow their use without external help. The presence of pupils with physical disabilities in the school will provide data on need for appropriate WASH facilities.

**G18. When was the school built?**

Main building: ________________

In a number of countries, there are buildings that are used for schools that
Tool for the surveillance of water, sanitation and hygiene in schools

Extension (if applicable): ____________________________

Note to question: please specify the year when the construction was finished for the first time. In case the school was expanded and a new section was built, including WASH facilities, this may be specified under “extension”, otherwise this line can be left empty.

G19. Was the building designed to serve as an educational institution?
☐ Yes, it was designed to serve the purpose as of today
☐ No, but it was adapted for the purpose as of today
☐ No

Note to question: confirm by asking if the school was built to serve the specific type of school indicated under question G10.

G20. Have WASH services ever been renovated?
☐ Yes, specify when last: ____________
☐ No

Note to question: inform if any interventions (renovations, rebuilding or upgrading) of the WASH facilities and services and specify the year when the interventions were last conducted.

G21. Is there a school budget for the operation and maintenance of WASH services at the school?
☐ Yes, a sufficient budget
☐ Yes, but it is insufficient
☐ No

Note to question: If there is a general budget for operation and maintenance but it does not cover running costs and repairs for WASH facilities, please select the option “No”.

G22. Who is responsible for financing the budget for the operation and maintenance of WASH services at the school?
☐ School administration
☐ Local public administration
☐ Parents of the pupils
☐ Other: ____________________________
☐ There is no such budget

Note to question: please select all that apply. If there is a general budget for operation and maintenance but it does not cover running costs and repairs for WASH facilities, please select the option “there is no such budget”.

G23. Who is responsible for the provision of WASH services on the premises of the school?

<table>
<thead>
<tr>
<th>Water</th>
<th>Sanitation</th>
<th>Hygiene</th>
</tr>
</thead>
<tbody>
<tr>
<td>Municipal enterprise/utility</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

are very old and/or were not built for the purpose of education. These buildings may require more attention from the authorities as they have higher probability of being not in compliance with the national standards. For example, older building with no recent rehabilitation may fulfil outdated requirements, such as insufficient ratio of WASH facilities or outdate materials, which reduce the quality of the water or the cleanliness of the facilities. This information will be useful for data interpretation and for the recommendation for improvement or rehabilitation.

To ensure sustainable WASH services in schools, it is important that a budget line is dedicated to the operation and maintenance and that resources remain constant. Improvement actions need to consider such budget and involve the responsible actors. Parents’ involvement in the budget might indicate an insufficient government support.

Depending on the country, the responsibility for WASH services may highly vary between regions, districts or municipalities. To allow for
### Tool for the surveillance of water, sanitation and hygiene in schools

Improvement, it is important to understand the distribution of responsibilities at the local level. Such information may not be necessary in case the area of interest has one same system for all schools. Operation can be intended as all activities that ensure the WASH services are functional, while maintenance as all activities to preserve the functionality of such services and ensure sustainability. Responsibilities are sometimes unclear or distributed among different actors. The answer will indicate whom policies could address and if new policies are needed to assign clearer responsibilities or ensure communication between different actors sharing similar responsibilities.

#### G24. Who is responsible for the operation and maintenance of the WASH facilities on the premises of the school?

<table>
<thead>
<tr>
<th>Water</th>
<th>Sanitation</th>
<th>Hygiene</th>
</tr>
</thead>
<tbody>
<tr>
<td>Municipal enterprise/utility</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Private company</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>School caretaker(s)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Other: ___________________</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Note to question:** for each WASH dimensions, select all that apply. Operation and maintenance of WASH services may include the regular supervision of safety and functionality, the conduction of small repairs, the regular provision of consumables and cleaning of the facilities.

#### G25. Who is responsible for solid waste management at the school?

- ☐ Municipal enterprise/utility
- ☐ Private company
- ☐ School caretaker(s)
- ☐ Other: ___________________

**Note to question:** please select the responsible for the management only within the school premises. Waste management may include collection of waste from bins, transport to and management of the storage area, supervision of waste collection. Adequate answer categories and terminology should be defined based on the local context.
Questionnaire for school staff

The provided instrument consists of an evidence based ready-to-use questionnaire for a face-to-face interview. 

Suggested interviewees:
1. School manager (or person delegated by school managers)
2. Person involved in any aspect of WASH (teacher, school nurse, caretaker, cleaning personnel) to answer together and support.

The interview should be conducted by surveyors trained in asking questions and filling out the questionnaire in an impartial and objective manner.

The Questionnaire for school staff covers elements such as availability, functionality, privacy, accessibility, quality, operation and maintenance as well as WASH education, policies and practices in school.

Methodology tips
It is recommended to conduct the assessment based on this Questionnaire in combination with the Checklist for observations and Questionnaire for pupils. This way, information provided by the school staff will be triangulated\(^2\) and validated to ensure that the findings truly represent the real WASH situation in the school. Surveyors should become familiar with the questions and the indicators prior to the assessment. This is to allow more efficient data collection without affecting the quality of the data. Also, some questions require the surveyor to mention the answer options while others require the interviewer to wait for the participants’ answer first.

Because of some sensitive questions in the questionnaire, it is recommended to collect the data in a face-to-face interview. The advantages of a face-to-face interview lie within the personal contact that is made between the surveyor and the participants, allowing for more in-depth data collection and comprehensive understanding. The surveyor can also probe for additional explanations of responses provided by the school staff.

In the case of an interview, it is important that the surveyor contacts the school in advance to arrange an appointment to ensure a successful visit. The interviewer should always introduce him/herself and clarify the purpose of the appointment in advance as well as on the day of the interview or visit.

Before starting the interview, the participants should be informed about the purpose of the assessment and how the results will be used. It is also important to emphasize that the aim of the assessment is to provide support and advice and not to sanction. School management should be thus encouraged to be transparent and share challenges faced to allow authorities to be informed and take action. Preferably, participants should receive such information also in written form and sign the receipt of this information for the records, if feasible.

---

<table>
<thead>
<tr>
<th>Question</th>
<th>Usability (availability, functionality)</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>QW1. What is the main source of drinking water provided by the school?</td>
<td></td>
<td>Safe drinking water is essential for the physical and cognitive development and the well-being of children. A source of drinking water that may be suitable for human consumption is one that, by the nature of its construction adequately protects the source from outside contamination and it may include the following types: piped, protected</td>
</tr>
<tr>
<td>□ Piped water supply into school building</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Piped water supply into school yard/plot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Public tap/standpipe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Protected well/spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Rainwater</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Unprotected well/spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Packaged bottled water</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^2\) Validation of data through cross verification from two or more sources.
Tool for the surveillance of water, sanitation and hygiene in schools

- Tanker-truck or cart
- Surface water (lake, river stream)
- No water source available

**Note to question:** If there is more than one source, please select the water source that is used more frequently for drinking water by pupils and staff. If children need to bring water from home because water is not provided by the school, “no water source” should be selected. Response options should be modified to reflect the local context and terminology such that respondents are able to clearly understand each one, and they are able to be categorized as improved, unimproved or no water source. Photos may be useful, where feasible. Protected well/spring may include boreholes, tubewells, dug wells and springs that are protected from any contaminants (e.g. solid waste, surface run-off, chemicals, pathogens from latrines, etc.) through a fence, an apron or sealing, a cover and a drainage system.

*This data can be used to answer JMP core question: W1*

**QW2.** In the previous two weeks, was drinking water from the main source available at the school throughout each school day?
- Yes, all the time
- No, there were irregular interruptions
- No, there are regular interruptions (specify when):

**Note to question:** Read the answer options aloud and let the respondent select the option. Intermittent water supply may occur on daily basis or on regular days of the week. Confirm issues by asking when they had a water supply interruption and for how long. Only respond “yes, all the time” if this is true for all school days for the previous two weeks. *This data can be used to answer JMP expanded question: XW1*

**QW3.** Is drinking water from the main source always available throughout the school year?
- Yes, always
- No, there were irregular interruptions. Please specify how often it happened in the last 12 months:
  - 30 or fewer days
  - More than 30 days
  - I don’t know
- No, there are regular interruptions (specify when):

**Note to question:** If water is not available one or more weeks in a period of time or one or more days every week, try to calculate an approximate total amount of days when water is not available. Respond “no” if the total time without water during the schoolyear is more than 30 days in total. *This data can be used to answer JMP expanded question: XW2*
**QW4. If the main source is not always available, is there an alternative source of drinking water available at the school?**

- [ ] Yes (specify type): ___________________
- [ ] No

*Note to question: for “YES” the alternative water source should be available at the school at the time of the survey/questionnaire. Consider question QW1 about what is the main source of water to categorise the type of secondary water and interpreter whether it is adequate for the purpose of drinking. Information should be compared with the data obtained through the on-spot observations.*

<table>
<thead>
<tr>
<th>Question</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>QW5. What is the provider for the main source of drinking water?</strong>&lt;br&gt;☐ Municipal water service&lt;br&gt;☐ Private company&lt;br&gt;☐ The water source is school-owned&lt;br&gt;☐ No water source is available</td>
<td>Ensuring continuous and safe water requires a functional operation and maintenance plan, which should include aspects such as regular treatment and maintenance of the water source in case of school-owned source. In case of communal or private services, additional investigation is needed at the water provider to ensure the safety, which should be communicated to the school. Water is brought from home can be considered only as a temporary measure until the school provides such basic service. The quality of such water is not ensured.</td>
</tr>
</tbody>
</table>

*Note to question: if there is more than one source, please select the water source that is used more frequently for drinking water. Information should be compared with the data obtained through the on-spot observations. Adequate answer categories (e.g. unknown ownership, mixed ownership, etc.) and terminology as well as evaluation methodology should be defined based on the local context.*

<table>
<thead>
<tr>
<th>Question</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>QW6. When the main source for drinking water is functional, does it provide enough water for the needs of the school?</strong>&lt;br&gt;☐ Yes&lt;br&gt;☐ No&lt;br&gt;☐ Water source is not functional</td>
<td>For day schools, WHO recommends 5 litres of water per person per day for all schoolchildren and staff, excluding the water required for flushing toilets. <strong>Error! Bookmark not defined.</strong> This should ensure that sufficient water is available for drinking, personal hygiene, food preparation, cleaning and laundry. Additional quantities of water are required for sanitation.</td>
</tr>
</tbody>
</table>

*Note to question: the needs of the school may include water for drinking, personal hygiene (including handwashing) and food preparation and cleaning purposes.*

<table>
<thead>
<tr>
<th>Question</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>QW7. When was the last time the school’s main water has been tested at the school for compliance with the national standards for drinking water?</strong>&lt;br&gt;☐ In the last 12 months&lt;br&gt;☐ Previously than 12 months&lt;br&gt;☐ The water quality has never been tested&lt;br&gt;☐ I don’t know</td>
<td>Safe water is strongly related to children’s health and their physiological and intellectual development. Health risks increase in case of microbiological water contaminations (causing diarrhoea, cholera, parasites, etc.), and in case of long-term exposure to some chemical compounds, such as heavy metals like arsenic and chromium (causing severe injury at vital organs like the kidneys or even to cancer), 26,27 Even</td>
</tr>
</tbody>
</table>

*Note to question: The question refer to confirm by asking if there is any evidence on water quality (issued by the supplier, health authority) and whether these results are made accessible to school users and parents (information on the*
Adequate answer categories (for example with respect to the required frequency of testing) and terminology should be defined based on the local context. *This data can be used to answer JMP expanded question: XW7*

### QW8. Has the school’s main water source ever been tested for the following parameters?

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Insert date of last test (mm/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. coli</td>
<td></td>
</tr>
<tr>
<td>Arsenic</td>
<td></td>
</tr>
<tr>
<td>Lead</td>
<td></td>
</tr>
<tr>
<td>Copper</td>
<td></td>
</tr>
<tr>
<td>Other:______________</td>
<td></td>
</tr>
<tr>
<td>Unknown parameter</td>
<td></td>
</tr>
<tr>
<td>I Don’t Know</td>
<td></td>
</tr>
<tr>
<td>Not applicable</td>
<td></td>
</tr>
</tbody>
</table>

**Note to question:** More than one answer might be applicable, select all that apply. For surveys that test water as part of data collection, the “Date of last test” column can be changed to “date of last sample taken.” Adequate answer categories should be adapted based on the local context to reflect additional relevant parameters (e.g. Fluoride, Nitrites). *This data can be used to answer JMP expanded question: XW7*

### QW9. According to the latest test, for what parameters is the school’s main water source compliant with the national standards for drinking-water quality?

<table>
<thead>
<tr>
<th>Parameter</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. coli</td>
</tr>
<tr>
<td>Arsenic</td>
</tr>
<tr>
<td>Lead</td>
</tr>
<tr>
<td>Copper</td>
</tr>
<tr>
<td>Other:______________</td>
</tr>
<tr>
<td>Unknown parameter</td>
</tr>
<tr>
<td>I Don’t Know</td>
</tr>
<tr>
<td>Not applicable</td>
</tr>
</tbody>
</table>

**Note to question:** More than one answer might be applicable, select all that apply. If water is not compliant with the standards, ask for the results and specify what parameters exceeded the limits. If the water was tested, but the contaminants tested are unknown, the “unknown parameter” row can be used. Adequate answer categories should be adapted based on the local context to reflect additional relevant parameters (e.g. Fluoride, Nitrites). *This data can be used to answer JMP expanded question: XW7*
**QW10. What measures are in place to make water from the main source safe to drink?**

- No measures in place
- Regular flushing of water system
- Water treatment
- Regular control of water source for dirt and damage of the structure
- Regular cleaning of water points with sanitizer
- Other: ______________________________

*Note to question: More than one answer might be applicable, select all that apply. Information should be compared with the data obtained through the on-spot observations and the related questions in this questionnaire.*

**QW11. What treatment method is used on the premises of the school?**

- No treatment
- Boiling
- Chlorination
- Filtration
- SODIS or solar disinfection
- Ultraviolet disinfection
- Other: ______________________________

*Note to question: Check only one; if more than one method used, check the one used by most users most frequently. Confirm answer by observing the availability of the means to implement the treatment.*

*This data can be used to answer JMP expanded question: XW6b*

**QW12. In the 12 months, have there been complaints about the quality of drinking water at the school?**

- Yes
- No

*Note to question: complaints may come from parents, staff or pupils. Complaints about quality may be due to the smell, the colour or the taste of the water.*

**QW13. In the past 12 months, have there been complaints about the availability of drinking water at the school?**

- Yes
- No

*Note to question: complaints may come from parents, staff or pupils. Complaints about quality may be due to the smell, the colour or the taste of the water.*

**QW14. In case of complaints, what measures are taken at the school?**

- No action taken
- Document complaint
- Request action by responsible in the school
- Request action by the authorities

Good operation and maintenance of the facilities should include the prevention of water contamination, especially important in case of a school owned water source but also in a school connected to a centralized water supply. Intermittent use can in fact lead to accumulation of bacteria or corrosion from pipes. The measures suggested under this question should apply for all schools. School owned water supplies should additionally prevent contamination also by ensuring a water source that is intact and free from dirt. Where the incoming water is unsafe, adequate and regular water treatment can reduce the microbiological risks. This will protect children as well as the whole community from the exposure to the risk of outbreaks of intestinal and other infectious diseases. School users like pupils and schools staff are valuable actors for the monitoring of possible changes in the quality and availability of water at school throughout the day and the school week. Changes in odour, colour and taste may indicate some sort of water contamination, which may pose a risk for the health of the consumers. Documenting complaints can provide useful indication of the specific issues with the water supply as well as facilitate the planning of improved operation and maintenance procedure. Documented complaints and follow-up interventions can facilitate communication with authorities and water provider to seek technical and/or financial support.
Tool for the surveillance of water, sanitation and hygiene in schools

- Request action by the water service provider
- Review test results or conduct new tests
- Provide secondary source of drinking-water
- Others: ____________________________
- No complaint received

**Note to question:** More than one answer might be applicable, select all that apply. Let the respondent answer the question first, you may use answer options (in a random order) as prompts in case the respondents have difficulties to answer. Please only select measures taken by the school management and no other providers.

**QW15. Who is responsible for the operation and maintenance of the drinking water provision at the school premises?**
- School management/ staff
- Teachers
- Students
- Caretaker
- Contracted services
- Other: ____________________________
- I don’t know

**Note to question:** More than one answer might be applicable, select all that apply.

**QW16. Who is responsible for identifying and reporting about issues with drinking water system and facilities?**
- School management/ staff
- Teachers
- Students
- Caretaker
- Other: ____________________________
- Nobody

**Note to question:** More than one answer might be applicable, select all that apply. To facilitate the respondent, ask about the typical scenario when a water point is not working or gets damaged. Confirm by asking whether the task is regularly practiced to the indicated persons.

**QW17. Is there a written operation and maintenance plan?**
- Yes
- No

**Note to question:** an operation and maintenance plan should include the routine procedures for identification and reparation of the breakdowns and set clear responsibilities and deadlines. Confirm by asking the process that is followed for spotting and intervention of the breakdowns.

**QW18. When are pupils allowed to drink water at school?**
- Always
- during the lessons only
- during the breaks only

**Rationale:** Dehydration decreases alertness and concentration. Limited accessibility to water, because of the location or practicality of the water source, because
**Tool for the surveillance of water, sanitation and hygiene in schools**

**Note to question:** The elements that reflect students behaviour should be compared with the data obtained through the questionnaire for pupils.

**QW19. Where do pupils get their drinking water from at school?**
- Taps or fountains outside the toilet facilities
- Taps inside the toilet facilities
- At the canteen for free
- Pupils bring water from home
- Pupils purchase water at the canteen or kiosk

**Note to question:** select all that apply. You might want to read the answers or let the school management describe the situation (not to influence the answer). Information should be compared with the data obtained through the pupils’ questionnaire.

**QW20. Is there a written school policy to ensure safe and accessible drinking water?**
- Yes
- No

**Note to question:** a policy may include rules (Do’s and Don’ts) on when water is allowed, when and how operation and maintenance should be performed, and all the activities and the responsible persons to reach a set aim that may target the accessibility and/or the safety of water.

A written local school policy is important to prioritise the topic of drinking water at the school; it can raise the awareness on the importance of water and promote student consumption of water. An efficient policy should clearly set what goals the school wants to reach, how to reach it and who is responsible for implementation.

### SANITATION

**Usability (Availability, Functionality, Privacy)**

<table>
<thead>
<tr>
<th>Question</th>
<th>Rational</th>
</tr>
</thead>
<tbody>
<tr>
<td>QS1. What type of toilets/latrines do pupils commonly use at the school?</td>
<td>Access to safe sanitation in schools is essential for ensuring good health and overall well-being of pupils. The lack of safe sanitation facilities leads to infection and disease such as diarrhea, school absence and poverty on the long-term. General information about the type of toilets/latrines pupils are using provide an insight into the safety of the facility in use as well as different operation and maintenance procedures needed. All toilets in schools should meet national standards for a safe toilet and safe containment, paying special attention to the need for availability, accessibility, privacy and security and menstrual hygiene management. Only improved toilets, defined as one that hygienically separated human excreta from human contact. “Improved” facilities in school settings include: flush/pour-flush toilets, pit latrines with slab, and composting toilets. “Unimproved” facilities include: pit latrines without slab, hanging latrines, and bucket latrines, or any other facility where human excreta is not separated from human contact. Information should be compared with the data obtained through the on-spot\</td>
</tr>
</tbody>
</table>
**QS2. How many toilets/latrines are currently available to the pupils?**

Insert number ________

*Note to the question: Insert number. You may wish to explain what “available to pupils” means: doors are unlocked or a key is available at all times. Information should be compared with the data collected through the on-spot observations. Information on the number of available toilets/latrines per student should be compared against national standards. *This data can be used to answer JMP core question: S1*

A sufficient number of toilets/latrines should be available in the school to meet basic pupils’ needs at all times. The ratio of pupils to toilets often exceeds national guidelines, for both girls and boys, resulting in too long waiting time that discourages its use and causes inconvenience.

**QS3. Do teachers have their own toilet facilities (separate from pupils’ toilet facilities)?**

☐ Yes
☐ No

*Note to the question: Select one. Information should be compared with the data obtained through the on-spot observations.

Teachers’ toilet facilities should be separate from those used by pupils, although toilets for those with limited mobility or vision are allowed to be accessed by both pupils, teachers, and visitors.

**QS4. Are there toilets/latrines used exclusively by girls?**

☐ Yes
☐ No

*Note to the question: Select one. You may wish to explain that single-sex toilets mean that separate girls’ and boys’ toilet cubicles or separate girls’ and boys’ toilet facilities are available at the school, or it is a single-sex school and has toilets. To be considered separate, facilities/cubicles should provide privacy from pupils of the opposite sex, but this definition should be further defined based on local context, as needed. For schools that have separate shifts for girls and boys (i.e. girls attend the school at a separate time from boys), depending on local culture, the response could be “yes” since at the time of use, the toilets are only for girls. If relevant and appropriate, you may also wish to ask if there is a unisex or gender neutral toilet for students whose gender identities do not match their biological sex. This question may not be applicable in pre-primary schools. Information should be compared with the data obtained through the on-spot observations. *This data can be used to answer JMP core question: S2*

Gender-separated toilet facilities are prerequisite for ensuring that pupils’ privacy needs are met. Separate toilet facilities should be built for girls and boys, particularly adolescents; and for female and male teachers.

**QS5. Do pupils’ toilet cubicles provide enough privacy?**

☐ Yes

Privacy of toilet facilities can be an important determinant of the extent to
No

I don’t know

Note to the question: Select one. You may wish to explain that toilet cubicles are considered private if there are closable doors that look from inside and no large gaps in the structure. However, lockable toilets may not be applicable in pre-primary schools. Information should be compared with the data obtained through pupils’ questionnaire. *This data can be used to answer JMP core question: S2*

QS6. Has there been any issue with the functionality of pupils’ toilets/latrines in the current school year?
- Yes, but it has been solved
- Yes, and it hasn’t been solved yet
- No, pupils’ toilets/latrines have been functional all the time

The way in which pupils use toilet facilities, and in some cases whether they use them at all, can depend on their physical quality; for example, whether they are fully functional and inviting. Toilets that are broken or blocked, the toilet flush mechanisms that are not working etc. encourage toilet avoidance, which is an unhealthy behavior associated with voiding disorders, urinary tract infections and constipation.32

Note to the question: Select one. You may wish to explain what “functional” means: the toilet is not broken, the toilet hole is not blocked, and water is available for flush/pour-flush toilets. Read first the answer options out loud and then let the participant tell what is true. *This data can be used to answer JMP core question: S2*

<table>
<thead>
<tr>
<th>Accessibility</th>
<th>Question</th>
<th>Rational</th>
</tr>
</thead>
<tbody>
<tr>
<td>QS7. Are the toilets/latrines accessible to all pupils in the school?</td>
<td>Yes, No</td>
<td>Easily accessible sanitation infrastructure is crucial for going to school. Schools should provide toilets that are within physical reach of all pupils, including the youngest ones. Pupils with a disability are less likely to have access to a school toilet. 10% of investigated schools in high-income countries and 47% in middle-income countries do not provide accessible sanitation.6</td>
</tr>
<tr>
<td>Note to the question: Select one. You may wish to explain what “accessible to all” means: there is at least one usable toilet/latrine that is accessible to the smallest children at the school; there at least one usable toilet/latrine that is accessible to those with limited mobility or vision. Information should be compared with the data obtained through the on-spot observation. <em>This data can be used to answer JMP expanded questions: XS6 and XS7</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>QS8. Does the school have specified times when pupils are allowed to visit the toilets/latrines?</td>
<td>Pupils are free to use the toilets/latrines anytime during the school day, as they need them, Upon request for permission/for the key, At specific times during the school day only such as breaks, There are no toilets available for use at the school</td>
<td>To promote healthy behaviors, school toilets should be open and easily accessible whenever necessary. To avoid health problems, it is essential that pupils are allowed to use the toilet at any time throughout the school day in case of need. The doors should be kept unlocked or the keys should be available at all times. Ensuring access to clean and functional sanitation facilities at all times will provide favorable conditions for encouraging behavior change in the school.</td>
</tr>
<tr>
<td>Note to the question: Select one. Read first the answer options out loud and then let the participant tell what is true. Information should be compared with the data obtained through pupils’ questionnaire. <em>This data can be used to answer JMP expanded question: XS9</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### QS10. How often are the toilet facilities cleaned?
- Two times per day or whenever needed
- Once per day
- 2-4 days/week
- Once per week
- Less than once per week

**Note to the question:** Select one. This question focuses on operation and maintenance processes and it is intended to provide a proxy for toilet cleanliness. Don’t give hints. Only after the participant has tried to give their answer(s) or cannot think of any answer by him/herself, then all answer options should be read out loud in a random order. *This data can be used to answer JMP expanded question: XS4*

Toilet facilities should be maintained through cleaning, which removes any dirt, faecal material and pathogens, so that health risk for users is minimized. The school needs to have a regular cleaning schedule and reliable system in place to keep toilet facilities usable and clean. Frequency of cleaning may be regulated by the national requirements and should be conducted at least once per day.

### QS11. Are the toilets facilities regularly/sufficiently ventilated?
- Yes
- No

**Note to the question:** Select one. If the answer choice is “yes”, confirm by asking about the type of the ventilation system in place (natural ventilation, windows, mechanical ventilation etc.). The information should be compared with the pupils’ perception of the smell in toilets facilities.

School toilet facilities are a humid environment and can generate large amounts of odors. For this reason, good ventilation system is needed to hinder molds growing and dilute stuffy and smelly air that may be unhealthy. Bad odors in the toilets may lead to toilet avoidance. School management should have a basic understanding of the ventilation in their schools.

### QS12. Are the toilet facilities heated during the wintertime?
- Yes
- No

**Note to the question:** Select one. If the answer choice is “yes”, confirm by asking about the type of heating system in place.

Toilet facilities should be warm enough to be comfortable in winter. Inadequate temperature in the toilet facilities may lead to toilet avoidance. This question may be especially appropriate for boarding schools, in countries with prolonged periods of winter and cold, and for the schools with toilets/ latrines located off-premises.

### QS13. Are culturally appropriate anal cleansing materials usually available to all students?
- Yes, always
- Most of the times
- Rarely
- No, never

**Note to the question:** Select one. Anal cleansing materials will likely vary between countries and over time, and the adequate terminology should be defined based on the local context. In schools that have a multi-cultural student body, respond “yes” only if materials are provided to suit the needs of all students. Information should be compared with the data obtained through the on-spot observation. *This data can be used to answer JMP expanded question: XS10*

Culturally-appropriate anal cleansing materials should be available within the toilet i.e. water supply and container for washing, or materials for wiping – with a disposal container where required and accessible and washing facilities with soap and water should be available nearby in a location that encourages use. Anal cleansing materials should be provided in all toilet cubicles at the start of a school day and a process of re-supply during the school day should be in place.

### QS14. Are waste bins provided in the toilet facilities/ toilet cubicles?
- Yes
- No

Inappropriate solid waste management practices are of serious concern from the public health point of view. Adequate waste disposal, including
Note to the question: Select one. Information should be compared with the data obtained through the on-spot observations.

<table>
<thead>
<tr>
<th>QS15. Are sanitary bins for the disposal of used menstrual hygiene products provided in girls’ toilet facilities/ toilet cubicles?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Yes</td>
</tr>
</tbody>
</table>

Note to the question: Select one. The correct wording should be adapted to reflect the local requirements or the culturally appropriate location of sanitary bins (e.g. inside the toilet cubicle). This question is not applicable in pre-primary schools. Information should be compared with the data obtained through the on-spot observations. *This data can be used to answer JMP expanded question: XS2*

<table>
<thead>
<tr>
<th>QS16. Are there disposal mechanisms for menstrual hygiene waste at the school?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Yes</td>
</tr>
</tbody>
</table>

Note to the question: Select one. If the answer choice is “yes”, confirm by asking about the type of disposal mechanisms for menstrual hygiene waste used by the school. Disposal mechanisms can include incineration or another safe method on-site, or safe storage and collection via a municipal waste system, as appropriate. Not applicable in pre-primary schools. *This data can be used to answer JMP expanded question: XS3*

<table>
<thead>
<tr>
<th>QS17. If the school has an on-site sanitation system, is there a schedule for emptying and disposing of the sludge?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Yes</td>
</tr>
</tbody>
</table>

Note to the question. Select one. This question does not apply to all sanitation facilities (e.g. sewer connection) but primarily to the management of faecal sludge from on-site systems. On-site sanitation system may include pit latrines, composting toilet, septic tank, etc. as appropriate. *This data can be used to answer JMP expanded question: XS12*

<table>
<thead>
<tr>
<th>Education and practice</th>
<th>Rational</th>
</tr>
</thead>
<tbody>
<tr>
<td>QS18. Have pupils or teachers ever reported episodes of bullying or violence in the school toilet facilities?</td>
<td>Bullying and other anti-social behaviors are prevalent in school toilets. School toilets can be an adult-free zone. It is important that pupils feel safe to use toilet facilities at all times. Being bullied can make pupils feel vulnerable, cause discomfort and avoidance of school toilet facilities. This question explores to</td>
</tr>
<tr>
<td>□ Yes</td>
<td>□ No</td>
</tr>
</tbody>
</table>

Note to the question: Select one. You may wish to explain what bullying is: an unwanted, aggressive behavior among pupils that includes actions such as making threats, spreading rumors, provision of covered bins and their regular emptying, is essential for keeping toilet facilities clean and functional.

Disposal facilities for menstrual hygiene products should be available in all age appropriate girls’ toilets, as ordinary bins are not sufficient. Lack of suitable disposal facilities may create embarrassment and encourage unsanitary practice.

Inappropriate disposal of menstrual hygiene materials can result in failure of sanitation systems, which increases the costs of operation and maintenance and may lead to public health issues. Body fluids, including menstrual blood, can pose a risk for the transmission of diseases and should be disposed separately and safely.

Latrines at the school that are too full to be used and the pits that haven’t been emptied regularly may have negative impacts on the public health and the environment. These problems can be avoided by proper management of faecal sludge by the school and regular emptying of on-site sanitation systems.
Attacking someone physically or verbally, and excluding someone from a group on purpose. Terminology should be adapted to the local context. Information should be compared with the data obtained through pupils’ questionnaire.

QS19. Does the school have complaints procedure in place allowing pupils to report issues in the school toilets?
- Yes, there is a complaints procedure in place encouraging pupils to report any issues to a focal point within the school
- No, but pupils can complain to the school management on their own initiative
- No

If pupils have ever complained about issues in the toilet facilities, has any action being taken by the school?
- Yes, all complaints are taken seriously and are dealt with promptly
- No
- I don’t know/ I am not aware of such action being taken

Note to the question: Information should be compared with the data obtained through pupils’ questionnaire.

QS20. In your opinion, what is needed to improve toilet facilities in the school?
- Increase the number of usable toilets for pupils
- Improve accessibility, taking into consideration age, gender and limited mobility/vision of pupils
- Increase privacy and/or safety of toilet facilities
- Improve cleanliness
- Ensure regular supply of culturally appropriate anal cleansing materials and/or menstrual hygiene materials
- Improve waste (solid and/or menstrual) disposal mechanisms
- Increase budget allocations for operation and maintenance
- Other________

Note to the question: More than one answer might be applicable, select all that apply. Don’t give hints. Only after the participant has tried to give their answer(s) or cannot think of any answer by him/herself, then all answer options should be read out loud in a random order.

HYGIENE & MENSTRUAL HYGIENE MANAGEMENT

<table>
<thead>
<tr>
<th>Availability and functionality</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question</strong></td>
<td></td>
</tr>
<tr>
<td><strong>QH1. Where can handwashing facilities be found in the school?</strong></td>
<td>Handwashing facilities at school are essential to health and well-being of pupils. Access to handwashing facilities</td>
</tr>
<tr>
<td>□ Near the toilets</td>
<td></td>
</tr>
<tr>
<td>□ Near the canteen</td>
<td></td>
</tr>
</tbody>
</table>
Tool for the surveillance of water, sanitation and hygiene in schools

- In classrooms
- Other: __________
- There are no handwashing facilities

Note to the question: By answering yes, you may select all locations that apply. Read out loud the answer options first and then let the participant tell what is true. Handwashing facility is any device or infrastructure that enables students to wash their hands effectively using running/poured water, such as a sink with tap, water tank with tap, bucket with tap, tippy tap, or other similar device. A shared bucket used for dipping hands is not considered an effective handwashing facility. Information should be compared with the data obtained through the on-spot observations. *This data can be used to answer JMP core question: H1*

QH2. Is water usually available for handwashing?
- Yes, always (or all the time throughout the school year?)
- Most of the time
- Rarely
- No, never

Note to question: Select one. To be considered available, water must be available at one or more of the handwashing facilities. If girls and boys have separate facilities, water should be at both. If the answer choice is “Yes, always”, confirm by checking if water for handwashing is available on the day of the survey. *This data can be used to answer JMP core question: H2*

QH3. Is soap usually available for handwashing?
- Yes, always (or all time throughout the school year?)
- Most of the time
- Rarely
- No, never

Note to the question: Select one. To be considered available, soap must be available at one or more of the handwashing facilities. If girls and boys have separate facilities, soap should be at both. Soapy water (a prepared solution of detergent suspended in water) can be considered as an alternative for soap, but not for water, as non-soapy water is needed for rinsing. Surveys may choose to add other answer options for ash or alcohol hand rub, but these should be kept as separate categories from soap to support global SDG monitoring. If the answer choice is “Yes, always”, confirm by checking if soap for handwashing is available on the day of the survey. *This data can be used to answer JMP core question: H2*

<table>
<thead>
<tr>
<th>Accessibility</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>QH4. Are handwashing facilities available to all pupils in the school?</td>
<td>Handwashing facilities in schools should be physically accessible for everyone. Inaccessible handwashing facilities directly relate to the quality of learning environment and may affect access to</td>
</tr>
<tr>
<td>□ Yes</td>
<td></td>
</tr>
<tr>
<td>□ No</td>
<td></td>
</tr>
</tbody>
</table>

Note to the question: Select one. You may wish to explain what “accessible to all” means: there is at least one functional with water and soap facilitates good hand hygiene and plays an important role in preventing infectious disease transmission. To enable good hand hygiene at critical times, such as before eating and after using the toilet, handwashing facilities should be easily accessible and conveniently located, in a near proximity to the canteens and toilets and wherever necessary.

Note to question: Select one. To be considered available, water must be available at one or more of the handwashing facilities. If girls and boys have separate facilities, water should be at both. If the answer choice is “Yes, always”, confirm by checking if water for handwashing is available on the day of the survey. *This data can be used to answer JMP core question: H2*

Handwashing with water and soap is much more effective in removing bacteria from hands than handwashing with water only. For effective prevention of infectious diseases it is thus essential that soap is always available for handwashing.
Handwashing facility that is accessible to the smallest children at the school; there is at least one functional handwashing facility that is accessible to those with limited mobility or vision. Information should be compared with the data collected through the on-spot observation. *This data can be used to answer JMP expanded questions: XH1 and XH2*

QH5. Is hot/warm running water provided at handwashing facilities?
- Yes, always
- Yes, in the cold months only
- No

Note to the question: Select one. To be considered available, hot/warm water must be available at one or more of the handwashing facilities at the time of the survey or questionnaire. The question should be adapted to ask about the quantity of facilities providing hot/warm water in case of specific requirements in the national standards. Information should be compared with the data obtained through on-spot observations and pupils’ questionnaire.

### Quality, operation and maintenance

<table>
<thead>
<tr>
<th>Question</th>
<th>Rationale</th>
</tr>
</thead>
</table>
| **QH6. Are cleaning schedules available?**
- Yes
- No |

Note to question: Information should be compared with the data collected through the on-spot observation.

**QH7. How often are checks made during the day to ensure that toilet facilities remain clean and soap, drying facilities and toilet paper are provided?**
- Twice or more a day
- Less often than once per day
- Once a day;
- Such check are not regularly coonducted

Note to question: This question focuses on operation and maintenance and it is intended to provide a proxy for quality of the toilet facilities.

**QH8. Who is responsible for cleaning of the toilet facilities?**
- Janitors
- Contracted cleaning services
- Municipal cleaning services
- Students
- Parents
- Other: _______________

Note to the question: More than one answer might be applicable, select all that apply.

<table>
<thead>
<tr>
<th>Question</th>
<th>Rationale</th>
</tr>
</thead>
</table>
| **QH6. Are cleaning schedules available?**
- Yes
- No |

A cleaning schedule should be part of the school operation and maintenance plan. If respected, it enables a sustainable cleanliness of the toilet facilities fostering acceptance and the practice of healthy behaviors. Satisfactory cleaning schedules are a way to check efficiency of cleaning procedures and ensure regular conduction.

Observations conducted in the Region showed that checks and cleaning should be conducted, more than once during the school day, as otherwise cleanliness and availability of consumables are not ensured, especially after periods of high-use. S, Clean and visually attractive facilities, facilitating accessibility, may also foster healthy practices and reduce toilet avoidance.

Regular cleaning of the toilet facilities in schools is needed. Those responsible for toilet cleaning and maintenance should do so using methods and equipment that protect them from the hazard. Pupils should be sensitized to value the work of personnel responsible for cleaning the facilities and be encouraged to leave the facilities after use as they found it.

Hands can be effectively washed without hot/warm water. However, availability of hot/warm water can increase acceptability and promote handwashing practice among pupils, especially during periods of cold weather. The provision of hot water at school also implies the need of specific procedures for operation and maintenance.
QH9. What is included in the routine cleaning procedure?

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>Infrastructure not provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Door handles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flush handles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilet seats</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilet bowls, urinals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shower tray and surrounds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shower heads</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handwashing basins/sinks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cubicles (wall, floor, ceiling, lighting, window,...)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note to the question: If the respective infrastructure is provided, select the answer option in the corresponding column (Yes or No). If the respective infrastructure is not available, check the answer option in the "Infrastructure not provided" column.

QH10. Are separate cleaning cloths used for different sanitary fixtures?

- [ ] Yes
- [ ] No
- [ ] I don’t know

Note to question: Select one. Not applicable in case of an external contractor responsible for the cleaning. Sanitary fixtures which need to be cleaned by means of different cloths include taps /basins and toilets.

QH11. What cleaning materials are available at schools in case of need?

- [ ] Bucket(s)
- [ ] Mop(s)
- [ ] Gloves
- [ ] Sufficient number of cleaning cloths
- [ ] Sufficient quantity of detergent
- [ ] No or insufficient cleaning materials available

Note to question: More than one answer might be applicable, select all that apply. Other answer options may be added depending on the national requirements.

QH12. How is solid waste from the school disposed of?

- [ ] Collected by municipal waste system

The toilet and all surfaces of the toilet facility such as walls and floor, frequent hand contact sites such as toilet flush handles, taps, doorknobs along toilet seats, should be kept clean and free of excreta. A regular cleaning schedule should be in place.

Cleaning should be conducted from the cleanest area to the dirtiest area. Separate cleaning equipment is also needed to ensure that there is no cross-contamination between the different fixtures, especially across the dirtiest spots (e.g. the toilet seat) to the cleaner spots. Authorities might use the opportunity to raise awareness on why this rule has to be respected.

Studies document higher rates of infectious, gastrointestinal, neuro-cognitive and psychological illnesses where pupils are exposed to inadequate toilet facilities. Even in case of external contactor in charge of cleaning, basic equipment for ensuring a clean and hygienic environment in needed in case of accidents where dirt or body fluids may contaminate the environment and the health of the school users. Consumables are may be kept in a separate dedicate storage room, but should be made available in case of need also late during the day.

Unmanaged litter does not only affect the appearance of the school, making it
### MENSTRUAL HYGIENE MANAGEMENT

**Question**

QMH1. Are there any misconceptions/ taboos around menstruation that you are aware of?

- Yes

**Rationale**

Stigmas and taboos around menstruation directly affect girls’ dignity, confidence and self-esteem. Menstruation is culturally less pleasant, but it can also pose a risk for the health of pupils and staff. Openly dumped on-premises and open burning are not considered appropriate forms of disposal, increasing the health risks.

<table>
<thead>
<tr>
<th>Question</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>QH13. What activities are undertaken for hygiene promotion at the school?</td>
<td>School staff and teachers can play an important role in the development of healthy practices by pupils through training and being a positive example. Update-trainings for teachers, dedicated education inside and outside the classroom, and active promotion will contribute to achieving behavior change for the benefit of the children and the whole school community. Age-friendly materials and poster or extra-curricular activities such as a girl club are additional options to ensure appropriate hygiene.</td>
</tr>
<tr>
<td>QH14. How many times per week are group handwashing activities conducted for all pupils?</td>
<td>Group handwashing or other routinely activities can be a way to promote skills-based education and healthy behaviors. Group handwashing consists in a joint activity of a class or a group of classes at critical time, such as before lunch or after the break. It might not be feasible in schools with limited number of handwashing facilities. Hygiene interventions with fixed schedules have proven to improve handwashing practice.</td>
</tr>
</tbody>
</table>

**Note to question:** More than one answer might be applicable, select all that apply. Don’t give hints. Only after the participant has tried to give their answer(s) or cannot think of any answer by him/herself, then all answer options should be read out loud in a random order. Hygiene education should be chosen only if institutionalized (i.e. regularly taught in class or through a regular school program). In case of reporting of regular training of teachers, confirm regularity by asking about the frequency. Other answer option may be added according to possible additional programs or activities in place at the national and sub-national levels.
Tool for the surveillance of water, sanitation and hygiene in schools

<table>
<thead>
<tr>
<th>QMH2.</th>
<th>What provisions for girls’ menstrual hygiene management (MHM) are available at the school?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ No</td>
<td>☐ No answer</td>
</tr>
</tbody>
</table>

**Note to question:** Select one. You may wish to adjust wording to the common/accepted terminology in the country and give an example of common taboos (e.g. involving notions of uncleanliness, shame, restriction around food etc.). Participant may wish not to respond, remind him/her of their freedom to answer or not a question.

Provisions for MHM are critical to ensure equal learning opportunities to girls during menstruation. Lack of such provisions hinders ensuring the dignity of girls and affects girls’ comfort and ability to attend and focus in class. Specific provisions for MHM may vary based on the local context. Nevertheless, a minimum provision should include some sort of a private area for washing private parts and/or menstrual hygiene products, affordable or free provision of MHM products and regular education in class. Age-friendly materials and posters or extra-curricular activities such as a girls’ club are additional options to ensure appropriate MHM for female pupils.

QMH3. If there is MHM education at the school, at what age and grade do girls start receiving this information?

**Note to question:** Insert number. Age should be recorded in years. In case no information or no answer, insert 0 (zero). Terminology should be adapted to the local context.

MHM education should be age-appropriate, consisting of accurate, pragmatic and contextually-adapted information. Girls report preferring to receive MHM information before menarche, as well as afterwards. Age and grade to start receiving MHM education is dependent on the country context.

QMH4. Are teachers in this school trained on menstrual health and hygiene promotion/education?

| ☐ Yes | ☐ No | ☐ I don’t know                          |

**Note to question:** Select one. If the answer choice is “Yes” confirm by asking about the type of training received, how many school staff participated in the training and which institution provided it. Terminology should be adapted to the local context.

Teachers/ school staff should be able to talk in an informed, accessible and comfortable way about menstruation to both girls and boys. Training female school teachers on menstrual health and hygiene promotion increases their capacities to help adolescent girls understand menstruation and how to hygienically manage their menses while at school.
### QMH5. Are MHM-related education materials accessible to girls at the school?

- [ ] Yes
- [ ] No
- [ ] There are no MHM-related education materials at the school
- [ ] I don’t know

**Note to question:** Select one. Education materials may include booklets, leaflets, posters, stickers, etc. If the answer choice is “Yes”, confirm by asking about the type of education materials and topics covered (puberty, onset of menstruation, hygienic management etc.). Terminology should be adapted to the local context.

Girls need access to adequate information about the process of menstruation and options for good menstrual hygiene management, including how to hygienically dispose of used materials. Providing accurate, timely information for young girls is critical to the supportive environment needed for healthy and dignified MHM.

### QMH6. When can girls access menstrual hygiene products at the school?

- [ ] Anytime, inside the toilet/other facilities
- [ ] Anytime, upon request
- [ ] In exceptional cases only
- [ ] No menstrual hygiene materials available

**Note to question:** Select one. Terminology should be adapted to the local context. Availability may be free of charge or for purchase. Asking for/obtaining menstrual hygiene materials could be from a head teacher or from named females in the school.

Access to menstrual hygiene products is important to girls, who need to manage their periods safely in order to stay healthy and avoid physical discomfort and leakages. If a school does not have the resources to provide the products even in case of need, it can provide the information to enable girls to select appropriate products for their circumstances, and the knowledge to use and dispose of them for maximum personal and environmental hygiene. To ensure dignifying conditions, girls need to feel comfortable about obtaining and disposing of menstrual hygiene products without drawing attention to themselves. Girls usually feel embarrassed when they need to ask for permission to use a toilet or obtain menstrual hygiene products, especially from male teachers and in front of boys.

### QMH7. Does the school have MHM-specific operation and maintenance procedures?

- [ ] Yes
- [ ] No

**Note to question:** Select one. You may wish to give an example such as the provision of sanitary bins in the girls toilet facilities/toilet cubicles, sanitary bags for safe disposal, regular bin emptying, regular procurement of menstrual hygiene products etc.

Safe and environmentally managed disposal remains a neglected aspect of MHM in schools. If not emptied regularly, sanitary disposal units or bins become over-full and smelly, which creates an unhygienic environment, leading to toilet avoidance and public health issues. Inappropriate disposal of sanitary products can result in failure of sanitation systems, which increases the costs of operation and maintenance of sanitation facilities.

### QMH8. Are you aware of girls missing classes because of menstruation?

- [ ] Yes, more than half of the girls may ask for sick leave in case of menstruation

In many countries globally, girls miss school or leave school early when they are menstruating. The availability of good hygiene facilities and access to safe,
Yes, less than half of the girls may ask for sick leave in case of menstruation
Yes, very few or no girls may ask for sick leave in case of menstruation
I don’t know

private toilet in schools is important to ensure equitable learning opportunities. If girls do not have access to the means for menstrual hygiene management, they will often choose to leave school early, or stay home altogether. This may have negative implications for their overall academic performance and achievement levels.

Note to question: Select one. Read first the answer options aloud and then let the participant tell what is true. Terminology should be adapted to the local context.

QMH9. In your opinion, what can the school do to make it easier for girls to attend school during menstruation?

☐ Provide access to information and MHM education
☐ Improve sanitation facilities (privacy, accessibility, cleanliness)
☐ Improve access to menstrual hygiene materials
☐ Provide social support for school girls (overcoming MHM associated stigma and marginalization)
☐ More effective disposal of menstrual waste
☐ Other: ______________________________

An assessment can be an opportunity to raise awareness and interest on a neglected topic. This question helps school staff to self-assess areas for improvement and encourage staff to critically think about their role in improving MHM provisions in their school.

Note to question: More than one answer might be applicable, select all that apply. Don’t give hints. Only after the participant has tried to give their answer(s) or cannot think of any answer by him/herself, then all answer options should be read out loud in a random order.
Tool for the surveillance of water, sanitation and hygiene in schools

Checklist for observations

This checklist is meant for on-site observation at the school in a specific point in time, like in an inspection or a one-shot survey. The observation should be carried out by surveyors trained in conducting objective on-spot checks according to the pre-defined criteria.

The checklist for observations has the same components as the Questionnaire for school staff and it covers elements such as availability, functionality, privacy, accessibility, quality, operation and maintenance as well as WASH education, policies and practices in school.

The checklist for observations serves for obtaining as objective information as possible and assessing the real WASH situation in school. Information obtained through the Checklist for observations should be triangulated with the information obtained through the Questionnaire for school staff and, if applicable, Questionnaire for pupils and validated so as to ensure that the findings truly represent the real WASH situation in the school.

To ensure quality of data, surveyors should become familiar with the questions and the indicators prior to the assessment. Taking photos during the on-site visits may be useful, if feasible.

Before starting the observation visit, it is important to inform the school management to ensure that school activities are not interrupted. The school management should be informed about the purpose of the assessment, and how the results will be used. It should be emphasized that the aim of the assessment is to provide support/advice and not to sanction.

All responses should be directly observed and should reflect the condition at the time of the visit.

If the surveyor needs to visit toilet facilities dedicated to a different gender than theirs, they might ask for help of staff of the specific gender to accompany them and temporarily limit the access to the facility during the observation.

Hygiene conditions in the school facilities can differ greatly depending on the time of the day when the visit occurs. It is thus important to consider this factor during the planning and evaluation of the data collection and preferably plan the visit at the end of the school day or at least after a break, to see the state of the facilities as users find it when they visit the toilets.

To increase the quality and reliability of the data, it is also important to visit as many toilet facilities in the school as possible, as some may be used more or less than others. Preferably, all facilities should be visited, so as to allow the proper evaluation of the WASH services in the school.

### WATER

**Usability (availability, functionality)**

<table>
<thead>
<tr>
<th>Question</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CW1. What is the main source of drinking water provided by the school?</strong></td>
<td>Safe drinking water is essential for the physical and cognitive development and the well-being of children. A source of drinking water which is suitable for drinking is one that, by the nature of its construction adequately protects the source from outside contamination and it may include the following types: piped, protected well/spring, rainwater</td>
</tr>
<tr>
<td>□ Piped water supply into school building</td>
<td></td>
</tr>
<tr>
<td>□ Piped water supply into school yard/plot</td>
<td></td>
</tr>
<tr>
<td>□ Public tap/standpipe</td>
<td></td>
</tr>
<tr>
<td>□ Protected well/spring</td>
<td></td>
</tr>
<tr>
<td>□ Rainwater</td>
<td></td>
</tr>
<tr>
<td>□ Unprotected well/spring</td>
<td></td>
</tr>
<tr>
<td>□ Packaged bottled water</td>
<td></td>
</tr>
</tbody>
</table>
Tool for the surveillance of water, sanitation and hygiene in schools

- Tanker-truck or cart
- Surface water (lake, river stream)
- No water source available

Note to question: if there is more than one source, please select the water source that is used more frequently for drinking water. Response options should be modified (in line with the related question in the questionnaire for school managers) to reflect the local context and terminology to facilitate respondent’s understanding. Protected well/spring may include boreholes, tubewells, dug wells and springs that are protected from any contaminants (e.g. solid waste, surface run-off, chemicals, pathogens from latrines, etc.) though a fence, an apron or sealing, a cover and a drainage system.24 Taking pictures may be useful.

*This data can be used to answer JMP core question: W1*

CW2. Is drinking water from the main source currently available at the school (at the moment of the interview)?
- Yes
- No

Note to question: try to use the water point connected with the main water source and observe whether it is functional. The answer should be crosschecked with the results from the questionnaire.

*This data can be used to answer JMP core question: W2*

CW3. How many drinking water points are at the school?
Insert total number:_______
Insert number of functional water points:_______

Note to question: Water points include any point where children can get water to drink when needed. These may include, but are not limited to, piped taps, water fountains, jugs, water coolers, and buckets with taps, as well as protected wells or rainwater tanks if children get water directly from those sources. Drinking water points should provide water from the main source as indicated in the questionnaire. Count the total number of drinking water points for pupils at the schools. Use this number for the calculation of the water-points/pupils ratio, by using the data provided by the school management in the “General info on school. To verify functionality, open the tap, see if the water is running, etc. The information will serve as validation data for the information on functionality collected from the school staff.

*This data can be used to answer JMP core question: XW5*

Ensuring continuous water supply does not only ensure that pupils can stay hydrated and focus in class, but it is also important to limit the financial burden and the health risks related to intermittent water supply. Intermittent water supply has higher maintenance costs and carries a higher risk of contamination, due to higher corrosion and possible infiltration of contaminated water.43 Irregular interruptions may indicate a localised issue in the system.

Accessibility

<table>
<thead>
<tr>
<th>Question</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessibility</td>
<td>Rationale</td>
</tr>
</tbody>
</table>
CW4. Where are the drinking water points (intended for drinking) located?
- In the school building on each floor
- In the school building, not on each floor
- In the toilet facilities
- Outside of the toilet facilities
- Near the cafeteria/canteen
- Outside or in a separate building
- Other _________________

Note to question: More than one answer might be applicable, select all that apply.

This question explores whether the location for drinking water is comfortable and easy to reach by pupils. Water points that are far or felt as uncomfortable may lead to pupils avoiding or reducing their water intake, affecting their attention in class and eventually their health.
Facilities should be easy to reach, close to the classroom and the recreational areas (in the same building, on the same floor and near the cafeteria), and located outside the toilet facilities as pupils may avoid them because of bad odours and dirt.

CW5. Is there at least one drinking water point accessible to the smallest children at the school?
- Yes
- No

Note to question: To be considered accessible, the water tap can be reached and easily opened/closed by the smallest children. May not be applicable in secondary schools.
*This data can be used to answer JMP core question: XW4*

Age friendly taps should be mounted at the appropriate height from the ground surface to match the height of the students. This question is more or less relevant depending on the information on the grades available and type of school provided in the section about “general information on the school”

CW6. Is there at least one drinking water point accessible for students with limited mobility?
- Yes
- No, specify barrier:
  - no access (stair, narrow door, stair)
  - no handrail
  - inadequate tap height

Note to question: To be considered accessible, water can be accessed via a clear path without stairs or steps\(^3\) that is free of obstructions and has age-appropriate handrails, the tap can be reached from a seated position, and the water source/dispenser can be opened/closed with minimal effort with one closed fist or feet. In case of national standards on the provision of WASH services for pupils with different disabilities, such as visual impairment, the question could be adapted or an additional question should be included.
*This data can be used to answer JMP core question: XW3*

The lack of accessible facilities can deter children with disabilities from attending school. Accessibility elements (grips, guided systems, proper lightening, ramps, wider doors, extra room inside stalls, special grips/foldable seats, light lids, taps and knobs, manoeuvrable with one hand or with feet).\(^{44}\)

<table>
<thead>
<tr>
<th>Quality, operation and maintenance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question</strong></td>
</tr>
<tr>
<td>CW7. What quality characteristics apply for the drinking-water on premises?</td>
</tr>
<tr>
<td>Water has no color</td>
</tr>
<tr>
<td>Water has no odour</td>
</tr>
</tbody>
</table>

\(^3\) Maximum ramp slope should follow national standards. In the absence of national standards, the following global guidelines are recommended: a maximum ramp slope of 1:20 without handrails or 1:10 with handrails for the first 10 meters (if a longer ramp is needed, there should be an intermediate level landing every 10m).
### CW8. Are there signs of measures to make water from the main source safe to drink?

- [ ] Functioning and available means for water treatment
- [ ] Clean area around the water source
- [ ] No damage or crack of the water system or source
- [ ] Means for protection of water source (fence, cover, sealing)
- [ ] Other: ____________________________

**Note to question:** More than one answer might be applicable, select all that apply. Information should be compared with the data obtained through other relevant question in this the observation checklist and with the questionnaire for school managers. Adequate terminology should be adapted based on the local context.  
*This data can be used to answer JMP core question: XW6a*

### CW9. What treatment method is used on the premises of the school?

- [ ] No treatment
- [ ] Boiling
- [ ] Chlorination
- [ ] Filtration
- [ ] SODIS or solar disinfection
- [ ] Ultraviolet disinfection
- [ ] Other: ____________________________

**Note to question:** More than one answer might be applicable, select all that apply. Ask the staff to see the equipment or installation and choose the answer option only upon direct observation.  
*This data can be used to answer JMP expanded question: XW6b *

### CW10. Are there records available for tracking performance of regular maintenance of the water points?

- [ ] Yes
- [ ] No

**Note to question:** Schedules may show the time and the signature of the person in charge for maintenance and may be hanging on the walls at critical places or may be requested by the school management.
### Education and practice

<table>
<thead>
<tr>
<th>Question</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>CW11. Are there informative/educational materials about water and hydration available at the school premises?</td>
<td>Pupils should be encouraged to drink water during the day to promote hydration and foster school performances as well as pupils' well-being. Healthy behaviours require a sustained promotion. Error! Bookmark not defined. Visual reminders and educational materials at school can help to encourage kids to drink and stay hydrated.</td>
</tr>
<tr>
<td>Note to question: materials may include posters at critical points, reminders or nudges, or leaflet for children and/or parents.</td>
<td></td>
</tr>
</tbody>
</table>

### SANITATION

#### Usability (availability, functionality, privacy)

<table>
<thead>
<tr>
<th>Question</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS1. What type of pupil toilets/latrines are at the school?</td>
<td>Access to safe sanitation in schools is essential for ensuring good health and overall well-being of pupils. The lack of safe sanitation facilities leads to infection and disease such as diarrhea, school absence and poverty on the long-term. 31 General information about the type of toilets/latrines pupils are using provide an insight into the safety of the facility in use as well as different operation and maintenance procedures needed. All toilets in schools should meet national standards for a safe toilet and safe containment, paying special attention to the need for availability, accessibility, privacy and security and menstrual hygiene management.</td>
</tr>
<tr>
<td>- Flush/pour flush toilets</td>
<td></td>
</tr>
<tr>
<td>- Pit latrines with slab</td>
<td></td>
</tr>
<tr>
<td>- Composting toilets</td>
<td></td>
</tr>
<tr>
<td>- Pit latrines without slab</td>
<td></td>
</tr>
<tr>
<td>- Hanging latrines</td>
<td></td>
</tr>
<tr>
<td>- No toilets or latrines</td>
<td></td>
</tr>
<tr>
<td>Note to the question: Select one. If more than one type is used, the most common type of pupils’ toilet/latrine should be selected. Answer options should be modified to reflect the local context and terminology such that responses are able to be categorized by improved, unimproved or none. Photos may be useful, where feasible. An “improved” sanitation facility is one that hygienically separates human excreta from human contact. “Improved” facilities in school settings include: flush/pour-flush toilets, pit latrines with slab, and composting toilets. “Unimproved” facilities include: pit latrines without slab, hanging latrines, and bucket latrines, or any other facility where human excreta is not separated from human contact. <em>This data can be used to answer JMP core question: S1</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CS2. How many toilets/latrines are at the school?</th>
<th>A sufficient number of usable (available, functional and private) toilets/latrines should</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="#" alt="Table" /></td>
<td></td>
</tr>
</tbody>
</table>
be available in the school to meet basic pupils’ needs at all times. The ratio of pupils to toilets often exceeds national guidelines, for both girls and boys, resulting in too long waiting time that discourages its use and causes inconvenience. The “common use toilets” column is necessary to determine if the girls and boys toilets are separate, which is not possible with the girls’ only and boys’ only columns alone.

An available toilet means that the door to the toilet facility or the toilet cubicle are unlocked or a key is available at all times. Functional means that the toilet is not broken, the toilet hole is not blocked, and water is available for flush/pour-flush toilets at the time of the visit. Private means that there are (partitioning) walls, a closable door that lock from the inside and no large gaps in the cubicle structure. In case of urinals, private means with integer partitioning walls.

Lockable toilet doors may not be applicable in pre-primary schools.

A usable toilet is available, functional and private at the same time.

*This data can be used to answer JMP core questions: S2 and S3*

**Accessibility**

<table>
<thead>
<tr>
<th>Question</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS3. Are there separate toilet facilities clearly dedicated for staff?</td>
<td>Teachers’ toilet facilities should be separate from those used by pupils, although toilets for those with limited mobility or vision are allowed to be accessed by both pupils, teachers, visitors.</td>
</tr>
</tbody>
</table>

Note to the question: Select one.

<table>
<thead>
<tr>
<th>CS4. Where are the pupils’ toilet facilities located?</th>
<th>Toilet facilities should be evenly distributed around the school building, preferably on each floor, and located in close proximity to classrooms, so that pupils can use them during learning activities. If located in a remote area, pupils may face time challenges in accessing them between classes and avoid their use.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Within school building</td>
<td><em>This data can be used to answer JMP expanded question: XS8</em></td>
</tr>
<tr>
<td>□ Outside of the school building, but on-premises</td>
<td></td>
</tr>
<tr>
<td>□ Off-premises</td>
<td></td>
</tr>
<tr>
<td>□ Some within the school building and some outside of the building</td>
<td></td>
</tr>
</tbody>
</table>

Note to the question: Select one. If there are multiple locations, respond based on the most frequently used by pupils. This question may be especially applicable in cold climates, boarding schools, and in regions with prolonged periods of darkness during school hours. *This data can be used to answer JMP expanded question: XS8*
Tool for the surveillance of water, sanitation and hygiene in schools

CS5. Is there at least one toilet cubicle that is accessible to the smallest children at the school?

- Yes, please specify what aspects are met:
  - The cubicle is available
  - The cubicle is functional
  - The cubicle is private

- No

Note to the question: To be considered accessible, a toilet/latrine should be available that can be used by the smallest children, which has a smaller toilet hole, a lower seat, and a lower door handle. Available means that doors are unlocked or a key is available at all times; functional that the toilet is not broken, the toilet hole is not blocked, and water is available for flush/pour-flush toilets; private that there are closable doors that lock from the inside and no large gaps in the structure, at the time of the observation. May not be applicable in secondary schools. *This data can be used to answer JMP expanded question: XS6*

CS6. Is there at least one toilet cubicle that is accessible to those with limited mobility?

- Yes, please specify what aspects are met:
  - The cubicle is available
  - The cubicle is functional
  - The cubicle is private

- No

Note to the question: To be considered accessible, the cubicle can be accessed via a clear path without stairs or steps4 that is free of obstructions and has age-appropriate handrails, there is enough space inside for a wheelchair user to enter, turn, close the door and park by the toilet (1.5 m²), the door is wide enough for a wheelchair (at least 80 cm) and opens outward with minimal or no difference in floor height between outside and inside, and the door handle and seat are within reach of children using wheelchairs or crutches/sticks, including a fixed raised pan or movable raised toilet seat to accommodate children who may have difficulty squatting. This definition should be adapted based on the national standards. Available means that doors are unlocked or a key is available at all times; functional that the toilet is not broken, the toilet hole is not blocked, and water is available for flush/pour-flush toilets; private that there are closable doors that lock from the inside and no large gaps in the structure, at the time of the observation. *This data can be used to answer JMP expanded question: XS7*

<table>
<thead>
<tr>
<th>Question</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS7. Are there any records of cleaning and maintenance schedule?</td>
<td>Schools should have a reliable system in place to keep toilets, handwashing and water facilities usable and clean. Regular</td>
</tr>
<tr>
<td>☐ Yes, satisfactory</td>
<td></td>
</tr>
<tr>
<td>☐ Yes, but incomplete or outdated</td>
<td></td>
</tr>
<tr>
<td>☐ No</td>
<td></td>
</tr>
</tbody>
</table>

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4 Maximum ramp slope should follow national standards. In the absence of national standards, the following guidelines are recommended: a maximum ramp slope of 1:20 without handrails or 1:10 with handrails for the first 10 meters (if a longer ramp is needed, there should be an intermediate level landing every 10m).
Note to the question: Select one. Confirm by checking what was the date of last cleaning activity and how regular they are. Cleaning and maintenance schedules should be the proof of the efficient conduction of the procedure, and are thus satisfactory only if completed with the correct date, signature of the responsible person for the completed procedures and should be up-to-date.

Studies document higher rates of infectious, gastrointestinal, neuro-cognitive and psychological illnesses where pupils are exposed to inadequate toilet facilities. Facilities are often reported to be dirty, messy and beneath pupils’ hygiene standards. Negative perception of school toilets due to inadequate cleanliness are one of the main reasons for toilet avoidance.

### CS8. In general, how clean are the pupils’ toilets facilities?

- All or more than a half of the facilities are clean
- All or more than a half of the facilities are somewhat clean
- All or more than a half of the facilities are not clean

Note to the question: Select one. Visit as many of the student toilets as possible, and then select the appropriate description based on your general impression and the following definitions. **Clean:** all toilets do not have a strong smell or significant numbers of flies or mosquitoes, and there is no visible faeces, urine spots or litter on the floor, walls, seat (or pan) or around the facility. **Somewhat clean:** there is some smell and/or some sign of faecal matter in some of the toilets. **Not clean:** there is a strong smell and/or presence of faecal matter in most toilets. *This data can be used to answer JMP expanded question: XS5*

### CS9. Is there currently functional lighting in the pupils’ toilets?

- All toilets have functional lighting
- Half or more of the toilets have functional lighting
- Very few or none of the toilets have functional lighting

Note to the question: Select one. Visit as many of the pupils’ toilets as possible, and then select the appropriate description based on your general impression. **Response should be based on the day of the observation.** Where day-time toilet lighting is of interest, electric lighting or construction that allows natural light to enter is acceptable. *This data can be used to answer JMP expanded question: XS11*

### CS10. Are there signs of proper ventilation in the toilet facilities?

- Yes, in all toilet facilities
- In a half or more than a half of the toilet facilities
- In very few or none of the toilet facilities

Note to the question: Select one. Visit as many of the pupils’ toilets as possible, and then select the appropriate description based on your general impression and definition of proper ventilation: absence of bad smell or visible molds. **Response should be based on the day of the observation.** Information should be compared with the data obtained through the interview with the school staff on ventilation system in place. *This data can be used to answer JMP expanded question: XS5*

### CS11. Are anal cleansing materials provided in pupils’ toilet cubicles?

- Yes, in all toilet cubicles
- Yes, in a half of or more of the toilet cubicles
- In a few or none of the toilet cubicles

Culturally-appropriate anal cleansing materials should be available within the toilet i.e. water supply and container for maintenance, once a day, increases the lifetime of school toilets, keep them functional and prevent them from breakdown and expensive repairs.**45**
Note to the question: Select one. Visit as many of the pupils’ toilet cubicles as possible, and then select the appropriate description based on your general impression. Anal cleansing materials will likely vary between countries and over time, and the adequate terminology should be defined based on local context. In schools that have a multi-cultural student body, respond “yes” only if materials are provided to suit the needs of all students. *This data can be used to answer JMP expanded question: XS10*

<table>
<thead>
<tr>
<th>CS12. Are there waste bins in the pupils’ toilet facilities/toilet cubicles?</th>
<th>Inappropriate solid waste management practices are of serious concern from the public health point of view. Adequate waste disposal, including provision of covered bins and their regular emptying, is essential for keeping toilet facilities clean and functional.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Yes, there are waste bins in all toilet facilities/toilet cubicles</td>
<td></td>
</tr>
<tr>
<td>□ There are waste bins in a half or more of the toilet facilities/toilet cubicles</td>
<td></td>
</tr>
<tr>
<td>□ Waste bins can be found in a few or none of the toilet facilities/toilet cubicles</td>
<td></td>
</tr>
</tbody>
</table>

Note to the question: Select one. Visit as many of the pupils’ toilet facilities/toilet cubicles as possible, and then select the appropriate description based on your general impression.

<table>
<thead>
<tr>
<th>CS13. Are there sanitary bins for the disposal of used menstrual hygiene products in girls’ toilet facilities/toilet cubicles?</th>
<th>Disposal facilities for menstrual hygiene materials should be available in all age appropriate girls’ toilets, as ordinary bins are not sufficient. Lack of disposal facilities may create embarrassment and encourage unsanitary practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Yes, in all girls’ toilet facilities/toilet cubicles</td>
<td></td>
</tr>
<tr>
<td>□ Yes, in about a half or more of the girls’ toilet facilities/toilet cubicles</td>
<td></td>
</tr>
<tr>
<td>□ In a few or none toilet facilities/toilet cubicles</td>
<td></td>
</tr>
</tbody>
</table>

Note to the question: Select one. The correct wording should be adapted to reflect the local requirements or the culturally appropriate location of sanitary bins (e.g. inside the toilet cubicle). Visit as many of the girls’ toilet facilities/toilet cubicles as possible, and then select the appropriate description based on your general impression. *This data can be used to answer JMP expanded question: XS2*

### Education and practice

<table>
<thead>
<tr>
<th>CS14. Are there any posters promoting hygienic use of the toilets/latrines?</th>
<th>Educational interventions to promote hygienic use of toilets and behavior change should be seen as an integral component of providing sanitation, as concentrating on infrastructure and services alone will not deliver the desired public health outcomes.31 Pupils are more likely to practice healthy behaviors when they are promoted.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Yes</td>
<td></td>
</tr>
<tr>
<td>□ No</td>
<td></td>
</tr>
</tbody>
</table>

Note to the question: Select one. Visit as many of the pupils’ toilet facilities as possible, and then select the appropriate description based on your general impression.

### HYGIENE & MENSTRUAL HYGIENE MANAGEMENT

<table>
<thead>
<tr>
<th>Availability and functionality</th>
<th>Rationale</th>
</tr>
</thead>
</table>
| CH1. How many handwashing facilities are at the school? | Functional handwashing facilities at school are essential to health and well-being of
Total number of taps | Number of taps that are functional | Number of functional taps with soap
---|---|---

Note to the question: Insert numbers. Handwashing facility is any device or infrastructure that enables students to wash their hands effectively using running water, such as a sink with tap, water tank with tap, bucket with tap, tippy tap, or other similar device. A shared bucket used for dipping hands is not considered an effective handwashing facility.

To be considered functional, handwashing facilities should not be physically broken, sinks should free of overflows and not blocked, taps should be working properly and water should be running. Observation can be done during the breaks, when pupils are using handwashing facilities or by physically checking the functionality during the inspection.

To be considered available, soap (liquid soap in dispensers/solid soap) must be available at one or more of the handwashing facilities at the time of the inspection. Soapy water (a prepared solution of detergent suspended in water) can be considered as an alternative for soap, but not for water, as non-soapy water is needed for rinsing. You may choose to add other response categories for ash or alcohol hand rub, but these should be kept as separate categories from soap. *This data can be used to answer JMP core questions: H1 and H2 as well as JMP expanded question: XH4*

CH2. If handwashing facilities are not functional, what is the reason?
- No water
- Broken fixture
- Broken basin
- Clogged sinks
- No drainage in place
- Other: __________
- Not applicable

Note to the question: More than one answer might be applicable, select all that apply, unless not applicable. Handwashing facility is any device or infrastructure that enables students to wash their hands effectively using running water, such as a sink with tap, water tank with tap, bucket with tap, tippy tap, or other similar device. A shared bucket used for dipping hands is not considered an effective handwashing facility.

CH3. Is hot/warm running water provided at handwashing facilities?
- Yes
- No

Hands can be effectively washed without hot/warm water. However, availability of hot/warm water can increase acceptability and promote handwashing.
**Note to the question:** Select one. Confirm by checking.

### Accessibility

<table>
<thead>
<tr>
<th>Question</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH4. Where are handwashing facilities located?</td>
<td>The crucial component to encouraging handwashing is to make sure the handwashing facilities are conveniently located. It has been demonstrated that pupils are more likely to wash their hands at critical times, such as before eating and after using the toilet, when handwashing facilities are located close to food consumption areas or toilets. 37</td>
</tr>
<tr>
<td>o Near the toilets</td>
<td></td>
</tr>
<tr>
<td>o In food preparation areas</td>
<td></td>
</tr>
<tr>
<td>o In food consumption areas</td>
<td></td>
</tr>
<tr>
<td>o In classrooms</td>
<td></td>
</tr>
<tr>
<td>o In school yard</td>
<td></td>
</tr>
<tr>
<td>o Other: ____________________________</td>
<td></td>
</tr>
</tbody>
</table>

Note to the question: More than one answer might be applicable, select all that apply. Select near the toilets only if the handwashing facility is located within 5m from the toilet cubicles. If handwashing facilities are located elsewhere than mentioned in the answer choice, note it down under the answer choice “Other”. *This data can be used to answer JMP expanded question: XH3*

### CH5. Are there handwashing facilities accessible to those with limited mobility?

| ☐ Yes                                                                     | Handwashing facilities in schools should be physically accessible for everyone. Inaccessible handwashing facilities directly relate to the quality of learning environment and may affect access to education, especially for those with limited mobility. |
| ☐ No                                                                      |                                                                                                                                              |

Note to the question: Select one. To be considered accessible, handwashing facilities can be accessed via a clear path without stairs or steps that is free of obstructions and has age-appropriate handrails, the tap and soap are reachable from a seated position and the tap can be operated by feet and/or one closed fist with minimal effort. *This data can be used to answer JMP expanded question: XH1*

### CH6. Are there handwashing facilities accessible to the smallest children at the school?

| ☐ Yes                                                                     | This question explores possible obstacles in accessing handwashing facilities by younger pupils. To be considered accessible, the youngest pupils should be able to reach the tap and soap, and to be able to operate the tap on their own with minimal effort.47 |
| ☐ No                                                                      |                                                                                                                                              |

Note to the question: Select one. To be considered accessible, the smallest children should be able to reach the tap and soap, and be able to operate the tap on their own with minimal effort. May not be applicable in secondary schools. *This data can be used to answer JMP expanded question: XH2*

### Quality, operation and maintenance

<table>
<thead>
<tr>
<th>Question</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH7. Are there any records of cleaning and maintenance schedule?</td>
<td>Schools should have a reliable system in place to keep toilets, handwashing and water facilities usable and clean. Regular maintenance, once a day, increases the lifetime of school WASH facilities, keep them functional and prevent them from breakdown and expensive repairs.45</td>
</tr>
<tr>
<td>o Yes, satisfactory</td>
<td></td>
</tr>
<tr>
<td>o Yes, but incomplete or outdated</td>
<td></td>
</tr>
<tr>
<td>o No</td>
<td></td>
</tr>
</tbody>
</table>

Note to the question: Select one. Confirm by checking what was the date of last cleaning activity and how regular they are. Cleaning and maintenance schedules should be the proof of the efficient conduction of the procedure, and are thus satisfactory only if completed with the correct date, signature of the
**Tool for the surveillance of water, sanitation and hygiene in schools**

<table>
<thead>
<tr>
<th>CH8. Are there any cleaning materials present on school premises?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Yes</td>
</tr>
<tr>
<td>□ No</td>
</tr>
</tbody>
</table>

*Note to the question: Select one. Answer choice “Yes” should be selected only if floor mop, bucket, booms, brush, sponges, gloves, face mask, bleach and similar items are available for cleaning school toilets. If the cleaning is contracted externally, than a more basic set is sufficient.*

Cleaning is a part of the operation and maintenance plan for WASH facilities in schools. Cleaning materials should be planned and budgeted for each school to keep WASH facilities clean, functional and user-friendly.

<table>
<thead>
<tr>
<th>CH9. Are the handwashing facilities clean?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ All or more than a half of the handwashing facilities are clean</td>
</tr>
<tr>
<td>□ All or more than a half of the handwashing facilities are somewhat clean</td>
</tr>
<tr>
<td>□ All or more than a half of the handwashing facilities are not clean</td>
</tr>
</tbody>
</table>

*Note to the question: Select one. Observe as many handwashing facilities as possible and then select the appropriate description based on the following definition of “clean”: sinks and taps are free from dirt, with no spots of litter/waste at the moment of inspection.*

WASH facilities in schools are often reported to be dirty, messy and beneath pupils’ hygiene standards. Negative perception of handwashing facilities due to inadequate cleanliness may be a reason for their avoidance, increasing the risk of unhealthy behaviors and disease transmission.

<table>
<thead>
<tr>
<th>CH10. What hand drying materials are provided?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Disposable paper towels</td>
</tr>
<tr>
<td>□ Reusable fabric hand towels</td>
</tr>
<tr>
<td>□ Individual towels (for kindergartens only)</td>
</tr>
<tr>
<td>□ Air dryer/ electric hand dryer</td>
</tr>
<tr>
<td>□ Other _________________________________</td>
</tr>
<tr>
<td>□ No hand drying materials are provided</td>
</tr>
</tbody>
</table>

*Note to question: More than one answer might be applicable, select all that apply. “Air dryer/ electric hand dryer” answer choice should be selected only if the equipment is functional. Answer choice “individual towels” is applicable only to kindergartens.*

To efficiently prevent the transmission of infectious diseases, children should dry their hands after washing them. Hands can easily be re-contaminated by not being dried or by incorrect drying (with dirty towels or on clothes). In the same manner as for water and soap, hygienic hand drying materials should be available to pupils on regular basis. Depending on the means provided, different procedures for operation and maintenance may be required.

<table>
<thead>
<tr>
<th>Education and practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CH11. Is there any information about handwashing/ hand hygiene visible in the premises of the handwashing facilities?</strong></td>
</tr>
<tr>
<td>□ Yes</td>
</tr>
<tr>
<td>□ No</td>
</tr>
</tbody>
</table>

*Note to question: Select one. Answer choice “Yes” should be selected only if there are posters next to the handwashing facilities encouraging handwashing /explaining how handwashing should be done, etc.*

Educational interventions to promote hand washing in school settings aim to improve knowledge and awareness about healthy hand hygiene to reduce the spread of infections; handwashing promotion has been associated with reduced absenteeism and lower risk of gastrointestinal infections as well as increased compliance with hand washing practice.

<table>
<thead>
<tr>
<th>MENSTRUAL HYGIENE MANAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CMH1. Is there a private space available for menstrual hygiene management at the school?</strong></td>
</tr>
<tr>
<td>Girls should be able to hygienically manage their periods in a private space, without</td>
</tr>
</tbody>
</table>
### Tool for the surveillance of water, sanitation and hygiene in schools

**CMH1.1 If yes, are there water and soap?**
- Yes
- No

Note to the question: Private space for girls may be or may not be separate from latrines and toilets and their design may vary based on local context, but at minimum they should ensure availability of water and soap for personal hygiene in a private space (have closable doors that lock from the inside, and no holes, cracks, windows or low walls that would permit others to see in). If there is such space at school, check if water and soap are currently available for discrete personal hygiene (hand and body washing), cleaning clothes/uniform, and washing reusable menstrual hygiene products (as applicable). This question is not applicable in pre-primary schools. *This data can be used to answer JMP expanded question: XS1*

### CMH2. Are there sanitary bins for disposal of used menstrual hygiene products in girls’ toilet cubicles?**
- Yes, in all girls’ toilet cubicles
- Yes, in a half or more of the girls’ toilet cubicles
- There are sanitary bins in very few or none of the toilet cubicles

Note to question: Select one. Visit as many girls’ toilet cubicles as possible and then select the appropriate description based on your impression and the following definition: sanitary bins are bins with lid for safe and appropriate disposal of menstrual waste. This question is not applicable in pre-primary schools. *This data can be used to answer JMP expanded question: XS2*

### CMH3. Are there clear signs instructing girls to dispose of menstrual waste in the sanitary bins?**
- Yes
- No

Note to question: Select one. This question is applicable only if sanitary bins are available in the girls’ toilet cubicles.

### CMH4. Are there the signs that sanitary bins are emptied regularly?**
- Yes
- No

Note to question: Select one. Answer choice “Yes” should be selected only if more than a half of bins are not completely full, meaning that bins are ca. 75% (two thirds) or less full on the day of the inspection.

### CMH5. Are there menstrual hygiene products available at the school?**
- Yes, distributed for free
- Yes, available for purchase

Availability of hygienic materials to absorb or collect menstrual blood allow adequate menstrual hygiene management. A lack of adequate menstrual hygiene products can disturb others. MHM can be severely limited where water supply for personal hygiene is inadequate or not available. Direct access to water inside girls’ toilet cubicles can enhance privacy and comfort during MHM.

If girls are to practice proper MHM, water and soap for washing blood off hands, clothes or reusable menstrual material should be available at all times. Soap should be provided by the school.

Lack of disposal facilities may create embarrassment and encourages unsanitary practice. Inappropriate disposal of sanitary products can result in failure of sanitation systems, which increases the costs of operation and maintenance of sanitation facilities and may lead to public health issues. Body fluids, including menstrual blood, can pose a risk for the transmission of diseases and should be disposed separately and safely.

The purpose of instruction materials such as posters or signs is to draw girls’ attention to safe and hygienic disposal of menstrual hygiene materials. Pupils tend to practice adequate hygiene behavior if reminded/instructed to do so. Clear instruction should remind on how to dispose of menstrual waste and not throw it in the toilet.

Safe and environmentally managed disposal remains a neglected aspect of MHM in schools. If not emptied regularly, sanitary disposal units or bins become over-full and smelly, which creates an unhygienic environment, leading to toilet avoidance and public health issues.
CMH6. How is menstrual waste disposed of at the school?

- Collected by municipal waste system
- Burned openly in the yard on premises
- Controlled burning in a pit or customized drum
- Buried and covered on premises
- Openly dumped on premises
- Other: ______________
- There is no disposal mechanisms for menstrual hygiene waste at the school

**Note to question:** More than one answer might be applicable, select all that apply. Not applicable in pre-primary schools. *This data can be used to answer JMP expanded question: XS3*

Availability of end-point waste disposal systems is crucial for preventing failure (blockage) of sanitation facilities as well as for reducing environmental pollution and related health hazards. If waste is not collected by municipal services, consequent operation and maintenance means are needed at the school level to ensure safe waste disposal. Open dumps on premises and open burning can pose risks for environmental pollution as well as for the health of the school users and the surrounding community due to possible exposure to infectious body fluids residues or the fine particles of the burning smoke.
**Questionnaire for pupils**

This questionnaire is an evidence-based, ready-to-use instrument to capture the perspective of the direct users of WASH services in schools, pupils. The questionnaire can be given to compile as in the case of a paper-pencil questionnaire to a small group of pupils. Alternatively, the questions can be used for a structured interview with a number of individuals (one at a time).

**Interviewees:**
- Randomly selecting a whole class (more suitable if assessment consists of a paper-pencil questionnaire);
- Randomly choosing pupils before classes start / during the break for individual structured interviews;
- Selecting school representatives for individual structured interviews.

It is suggested to involve at least two pupils in the assessment. Pupils’ participation should be gender balanced and age sensitive i.e. involving at least one male and one female and different age classes.

The questionnaire covers aspects such as usability of the toilet facilities in the school, accessibility, acceptability of WASH services from the pupils’ perspective, education and knowledge of WASH related behaviors, as well as healthy habits and practice.

**Methodological tips**

Before starting the assessment, pupils should be asked for their consent and reminded of their free choice of participation – pupils’ involvement is voluntary; they do not have to answer any of the questions if they feel uncomfortable. There should be no penalty or consequence for not participating in the assessment. Informed consents should be obtained from the parents of under-aged children. Pupils’ privacy need to be ensured by the anonymity of the survey – there should no personal identifiers in the questionnaire except gender and age. Data should be kept confidential.

During the interviews, pupils should be left to answer the questions honestly to the best of their ability, without giving them hints or suggesting what the “correct” answer should be. Depending on cultural norms surrounding menstruation, female pupils might be hesitant to openly discuss menstruation hygiene management issues in front of their peers. To help girls become more comfortable, these issues should be discussed in a private place and, if possible, with female public health surveillance staff. Younger pupils might need help and guidance to make sure they understand the questions.

Some of the questions should be complemented with direct observations and on spot checks of toilets facilities/ toilet cubicles, drinking water and handwashing facilities. Pupils’ responses should be triangulated with responses from school officials.

---

5 Validation of data through cross verification from two or more sources.
**WATER**

### Usability (availability, functionality)

<table>
<thead>
<tr>
<th>Questions</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>PW1. We know that pupils come to school many days of the week, all year long. Do pupils usually drink water while at school?</td>
<td>Drinking water is essential to good health and lack of safe drinking water at school affects children’s health and learning. Adequate hydration plays a positive role in improving children’s memory and attention and ensures the healthy development and functions of body. Hydrated pupils perform better at school.</td>
</tr>
</tbody>
</table>

- Yes, always
- Most of the time
- Rarely
- No, never
- I don’t know

*Note to question: Select one. If the answer choice is “Yes, always”, confirm by asking if they observed classmates drank water at school on the day of the survey or the day before.*

| PW2. Is there always water available for drinking at school? | Discontinuous water throughout the year severely affects availability. Drinking water should be available throughout the school day, and pupils encouraged to drink it, because even minor dehydration reduces pupils’ ability to concentrate, and may have a negative effect on their health in the long term. Also, intermittent water, interrupted for hours or days, has lower quality and pose higher risks to users. This question explores how reliable school water source is and continuity in water provision to the pupils. In case of intermittent water, additional operation and maintenance procedures are required before long-term solutions are met. |

- Yes, always
- Most of the time
- Rarely
- No, never
- I don’t know

*Note to question: Select one. If the answer choice is “Yes, always”, confirm by checking the availability on the day of the survey. *This data can be used to answer JMP expanded question: XW2* |

| PW3. If pupils want to drink water at the school, where do they get it from? | Drinking water at school should be as freely and easily available as possible. Schools, particularly those in rural areas, often lack drinking water facilities, compromising pupils’ health and well-being. This question explores the type of drinking water provision by the school and existence of drinking water points that are available to pupils. In schools without a safe drinking water supply or where water is not easily available, pupils may have to carry their drinking water from home. If pupils bring water from home it may be an indication of poor provision of drinking water or pupils may consider water at school not safe for drinking purposes. |

- We get it for free from the school (from the taps/fountains inside the toilet facilities or in the classroom, corridor, atrium, canteen)
- We bring it from home
- We purchase it at the canteen/kiosk/vending machine inside the school
- We purchase it outside the school
- We cannot obtain drinking water at the school
- Other, please specify________ |

*Note to question: Select one. Don’t give hints. Only after the pupil has tried to give their answer(s) or cannot think of any answer by him/herself, then all answer options should be read out loud in a random order. Depending on the context, you may wish to adapt answer options to include other drinking water facilities such as hand pump, water coolers, filtered water stations, pitchers of water in the school canteen etc. as well as other purchasing options relevant for the local context.*
### Accessibility

<table>
<thead>
<tr>
<th>Questions</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>PW4. There might be pupils in your school that are smaller than you. Can the youngest or the smallest of your school mates get drinking water by themselves without the help of others in the school?</td>
<td>Schools should provide water that is accessible to all. Water is not accessible to all if the youngest or the more vulnerable pupil cannot access it. Drinking water is considered accessible by the smallest children in school if the water tap can be reached and easily opened/closed by the smallest children.</td>
</tr>
<tr>
<td>□ Yes</td>
<td></td>
</tr>
<tr>
<td>□ No</td>
<td></td>
</tr>
<tr>
<td>□ I don’t know</td>
<td></td>
</tr>
</tbody>
</table>

**Note to question:** Select one. If you survey or interview the youngest pupils directly (that is from the first age grade available at the school), you may wish to rephrase the question and ask “Can you get drinking water by yourself while at school?”. This question may not be applicable in secondary schools. *This data can be used to answer JMP expanded question: XW4* |

| PW5. Sometimes pupils may have limited mobility as they might need help to walk by sticks or a wheelchair. Can pupils with limited mobility get drinking water by themselves without the help of others in your school? | Pupils with limited mobility or vision are likely to be affected in different ways by inadequate access to water and this may contribute to unequal learning opportunities. Inaccessible toilets and drinking water facilities are major contributing factors for school dropout among children with disabilities. Drinking water facilities need to be customized to meet the wide range of pupils’ needs. |
| □ Yes                                                                       |                                                                                                                                          |
| □ No                                                                        |                                                                                                                                          |
| □ There are no such children in our school                                   |                                                                                                                                          |
| □ I don’t know                                                              |                                                                                                                                          |

**Note to question:** Select one. If you survey or interview a pupil with limited visibility and vision directly, you may wish to rephrase the question and ask “Can you get drinking water by yourself while at school?”. *This data can be used to answer JMP expanded question: XW3* |

### Quality, operation & maintenance

<table>
<thead>
<tr>
<th>Questions</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>PW6. We know that many people do not drink water regularly. If you don’t drink water regularly at school, what are the reasons?</td>
<td>This question explores potential barriers to drinking water in schools such as pupils’ concern that water is not safe, inconvenient location or poor maintenance of drinking water facilities (e.g. broken or dirty water fountains), unacceptable water taste etc. Gaining an understanding of the barriers pupils perceive in accessing drinking water points at school is necessary for implementing effective strategies to encourage regular hydration. Responses to this question could be possibly looked at as gaps in the operation and maintenance procedures and pupils’ suggestions for improvement of drinking water facilities.</td>
</tr>
<tr>
<td>□ There is no water available</td>
<td></td>
</tr>
<tr>
<td>□ I don’t think water at school is good for drinking (it smells bad/ tastes bad/ has unappealing color)</td>
<td></td>
</tr>
<tr>
<td>□ Drinking water points are too far away</td>
<td></td>
</tr>
<tr>
<td>□ Drinking water points are always too crowded</td>
<td></td>
</tr>
<tr>
<td>□ Drinking water points are broken or dirty</td>
<td></td>
</tr>
<tr>
<td>□ I feel shy to ask permission from a teacher to drink water</td>
<td></td>
</tr>
<tr>
<td>□ So I don’t have to go to the toilet</td>
<td></td>
</tr>
<tr>
<td>□ I don’t have time</td>
<td></td>
</tr>
<tr>
<td>□ I forget</td>
<td></td>
</tr>
<tr>
<td>□ I don’t know</td>
<td></td>
</tr>
<tr>
<td>□ I drink water regularly while at school</td>
<td></td>
</tr>
</tbody>
</table>

**Note to question:** More than one answer might be true, select all that apply. Don’t give hints. Only after the pupil has tried to give their answer(s) or cannot think of any answer by
### Education and practice

<table>
<thead>
<tr>
<th>Questions</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PW7. Think of the last days you attended school. Can you try to remember how often you drank water while at school? How many glasses of water did you have today/ yesterday?</strong></td>
<td>Research shows the amount of fluid consumed by most young people is below the recommended levels for good health and wellbeing. The resulting dehydration contributes to problems with healthy physical and intellectual development as well as to lower concentration and attention in class. It is therefore important to ensure sufficient and regular water intake during the school day. Children need as much or more water than adults, depending on the age. It is thus important that during the school day at least half to one liter of water are available for each child. Frequency of drinking water and quantity can be used as a proxy to evaluate whether sufficient water is available and accessible.</td>
</tr>
</tbody>
</table>
| □ twice a day or more  
□ once a day  
□ I never drink water at school  
And/or Insert the number of glasses________ | |

Note to question: Answer options can be adapted to be in line with the requirements from the national guidelines on nutrition or drinking water in schools, e.g. recommended number of glasses of water per day or minimum recommended water intake according to the age and gender.

| PW8. Can pupils drink water during classes? | Even if water is available, pupils are not always encouraged to drink on a regular basis due to concerns that the additional trips to the water fountain or toilet will disrupt the class. In some schools, there are set times for drinking water, such as during the breaks only. Limitation in water access may highlight lack of knowledge about the role of water for good concentration and attention during classes and for health by the teachers and it can indicate the need for staff training or awareness campaigns. |
| □ Yes, always without asking for permission  
□ Yes, but we need to ask for permission  
□ It depends on the teacher  
□ No, we are allowed to drink water only at specific times (breaks, after class, lunch break, etc.) | |

Note to question: Select one. Don’t give hints. Only after the pupil has tried to give their answer(s) or cannot think of any answer by him/herself, then all answer options should be read out loud in a random order.

| PW9. In your opinion, when should pupils have access to drinking water? | It is important that children learn what healthy habits are and the school should contribute to this education. Learning to regularly drink sufficient amounts of water will help them stay healthy and perform better. This question explores pupils’ knowledge towards the access to drinking water at school and it can be used as a proxy for pupils’ water consumption habits. |
| □ Any time they feel thirsty  
□ During mealtime/ breaks  
□ During classes  
□ Before classes start  
□ After school  
□ After sports  
□ I don’t know | |

Note to question: More than one answer might be true, select all that apply. Don’t give hints. Only after the pupil has tried to give their answer(s) or cannot think of any answer by him/herself, then all answer options should be read out loud in a random order.
PW10. Have you ever talked about the importance of drinking water at the school with your teachers?

- Yes
- No
- I don’t remember

Note to question: Select one. If the answer choice is “Yes”, confirm by asking what they learnt from the lessons and if pupils can name any health benefit of regular hydration (e.g. better concentration, better physical performance, prevention of health risks etc). You may also wish to check if there are posters promoting consumption of water in school.

Teachers and school staff should set a positive example and actively promote and encourage hydration throughout the school day, in particular following exercise and in warm weather conditions. This will educate an important healthy practice for pupils’ life. Also, pupils tend to drink more water when it is available and promoted.

### SANITATION

#### Availability

<table>
<thead>
<tr>
<th>Questions</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PS1. Pupils spend many days in a week at school. Do you ever visit the toilet while at school?</strong></td>
<td>Not having access to toilets or avoid going to school toilets even when they are available, is proved to be linked with a decreased ability to concentrate, constipation and urinary tract infections. This is an introductory question that explores pupils’ use of the toilets at school, if they are available.</td>
</tr>
<tr>
<td>- Yes, whenever I need to</td>
<td></td>
</tr>
<tr>
<td>- Yes, only when I absolutely cannot hold on anymore</td>
<td></td>
</tr>
<tr>
<td>- No, never</td>
<td></td>
</tr>
<tr>
<td>- There are no toilets at the school</td>
<td></td>
</tr>
</tbody>
</table>

Note to question: Select one. If the answer choice is “Yes, whenever I need to”, confirm by asking whether they visited the toilet at school at the day of the survey or the day before.

#### Functionality and quality

<table>
<thead>
<tr>
<th>Questions</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PS2. If you wouldn’t use the toilets at school anytime you need to, what are the reasons?</strong></td>
<td>This question explores possible barriers for using toilets at school and reasons for toilet avoidance. Gaining an understanding of the barriers pupils perceive that exist in accessing/using toilets when needed may highlight potential functionality and quality issues and help implement effective improvement strategies.</td>
</tr>
<tr>
<td>- There are no toilets</td>
<td></td>
</tr>
<tr>
<td>- Toilets are broken</td>
<td></td>
</tr>
<tr>
<td>- Toilets are locked/ key is not available all the times</td>
<td></td>
</tr>
<tr>
<td>- Toilets are too smelly</td>
<td></td>
</tr>
<tr>
<td>- Toilets are too dirty</td>
<td></td>
</tr>
<tr>
<td>- Toilets are too far from classrooms</td>
<td></td>
</tr>
<tr>
<td>- There is no toilet paper</td>
<td></td>
</tr>
<tr>
<td>- There are too many pupils using them and I need to wait</td>
<td></td>
</tr>
<tr>
<td>- Toilets are too dark inside</td>
<td></td>
</tr>
<tr>
<td>- I cannot lock the door of the toilet cubicles</td>
<td></td>
</tr>
<tr>
<td>- Other pupils can see from above or beneath the door/walls inside the cubicles</td>
<td></td>
</tr>
<tr>
<td>- I don’t feel safe when I use the toilets at school</td>
<td></td>
</tr>
<tr>
<td>- Not enough time to use the toilet</td>
<td></td>
</tr>
<tr>
<td>- Toilet facilities are too cold</td>
<td></td>
</tr>
<tr>
<td>- There are physical barriers on the way to the toilet</td>
<td></td>
</tr>
<tr>
<td>- There are no means for menstrual hygiene management (girls only)</td>
<td></td>
</tr>
</tbody>
</table>

Note to question: More than one answer might be true, select all that apply. Don’t give hints. Only after the pupil has tried to give their answer(s) or cannot think of any answer by him/herself,
**Privacy and security**

<table>
<thead>
<tr>
<th>Questions</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>PS3. Are toilets separate for boys and girls?</strong></td>
<td>Lack of gender-separated facilities and/or missing or inadequate doors and partitioning are common issues reported by pupils across the region. This question explores the extent to which girls’ and boys’ privacy needs are being met.</td>
</tr>
<tr>
<td>- Yes</td>
<td><strong>Note to question:</strong> Confirm by checking if the school has single-sex toilet cubicles or toilet facilities. This question may not be applicable in pre-primary schools. <em>This data can be used to answer JMP core question: S3</em></td>
</tr>
<tr>
<td>- No</td>
<td><strong>Note to question:</strong> A usable toilet should be available, functional and private. Privacy is important to ensure dignity and facilitate acceptability of the school toilets. School toilet facilities should have walls and doors that cannot be peered over or under wherever possible. Pupils should be able to use toilets without disturbance of others.</td>
</tr>
<tr>
<td><strong>If no, is that a problem for you and your classmates?</strong></td>
<td><strong>Note to question:</strong> Select one. If the answer choice is “Yes, always”, confirm by asking “Can other pupils look under/over doors when you are in the toilet? / Have you ever been bothered by other pupils while in the toilet? Can you lock the door of the toilet cubicle?”. Pupil may wish not to respond, remind him/her of their freedom to answer or not a question. <em>This data can be used to answer JMP core question: S2</em></td>
</tr>
<tr>
<td>- Yes</td>
<td>School toilets can be an adult-free zone. It is important that pupils feel safe to use toilet facilities at all times. This question explores to which extent pupils’ security needs are being met. Bullying is prevalent in school toilets. Being bullied can make pupils feel vulnerable, cause discomfort and avoidance of toilet facilities.</td>
</tr>
<tr>
<td>- No</td>
<td><strong>Note to question:</strong> Pupil may wish not to respond, remind him/her of their freedom to answer or not a question.</td>
</tr>
<tr>
<td>- I don’t know</td>
<td></td>
</tr>
<tr>
<td><strong>PS4. Can pupils use toilets at school without getting disturbed by others?</strong></td>
<td></td>
</tr>
<tr>
<td>- Yes, always</td>
<td></td>
</tr>
<tr>
<td>- Most of the times</td>
<td></td>
</tr>
<tr>
<td>- Rarely</td>
<td></td>
</tr>
<tr>
<td>- No, never</td>
<td></td>
</tr>
<tr>
<td>- I don’t know</td>
<td></td>
</tr>
<tr>
<td>- No answer</td>
<td></td>
</tr>
<tr>
<td><strong>PS5. Do you know, if any of your classmates ever had a bad experience in the school toilets, because other pupils hurt them or said something mean?</strong></td>
<td></td>
</tr>
<tr>
<td>- Yes, this happens often</td>
<td></td>
</tr>
<tr>
<td>- Yes, but this happens very rarely</td>
<td></td>
</tr>
<tr>
<td>- No, this has never happened</td>
<td></td>
</tr>
<tr>
<td>- I don’t know</td>
<td></td>
</tr>
<tr>
<td>- No answer</td>
<td></td>
</tr>
<tr>
<td><strong>What about you? Have you ever had a bad experience in the school toilets?</strong></td>
<td></td>
</tr>
<tr>
<td>- Yes</td>
<td></td>
</tr>
<tr>
<td>- No</td>
<td></td>
</tr>
<tr>
<td>- No answer</td>
<td></td>
</tr>
</tbody>
</table>

**Accessibility**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**PS6.** There might be pupils in your school that are smaller than you. Can the youngest or smallest of your schoolmates use the toilet by themselves, without additional support?

- [ ] Yes
- [ ] No
- [ ] I don’t know

*Note to question: Select one. If you survey younger pupil directly, you may wish to rephrase the question and ask “Can you use the toilet while at school all by yourself?”. Confirm by checking if at least one toilet has following features: a smaller toilet hole, a lower seat and a lower door handle. Also, toilet should not be so dark that it frightens children. *This data can be used to answer JMP expanded question: XS6* 

**Easily accessible sanitation infrastructure is crucial for ensuring equal learning opportunities. Schools should provide toilets that are within physical reach of all pupils, including the youngest ones. This question explores possible issues of accessing toilet facilities for younger pupils and may not be applicable in secondary schools.**

**PS7.** Sometimes pupils may have limited mobility as they might need help to walk by sticks or a wheelchair. Can pupils with limited mobility use the toilet by themselves, without additional support?

- [ ] Yes
- [ ] No
- [ ] There are no such children in our school
- [ ] I don’t know

*Note to question: If you survey pupil with limited visibility and vision directly, you may wish to rephrase the question and ask “Can you use the toilet while at school all by yourself?”. Confirm by checking if at least one toilet is accessible without stairs or steps and has enough space inside for a wheelchair. *This data can be used to answer JMP expanded question: XS7* 

**Pupils with a disability are less likely to have access to a school toilet. 10% of investigated schools in high-income countries and 47% in middle-income countries do not provide accessible sanitation.6**

### Operation and maintenance

<table>
<thead>
<tr>
<th>Questions</th>
<th>Rationale</th>
</tr>
</thead>
</table>
| **PS8.** Think about today and yesterday. Was toilet paper provided in the toilet cubicles? | There is evidence that the absence of toilet paper is common in all countries of the pan-European region.5  
Inadequate supplies of toilet paper encourage toilet avoidance and it may consequently compromise healthy behaviors that include regular bladder and bowel emptying, affecting pupils’ health. The use of toilet paper may also help preventing hands contamination, which should then be cleaned with water and soap. |
| - [ ] Yes, toilet paper is always provided  
- [ ] Toilet paper is provided most of the times  
- [ ] Toilet paper is rarely provided  
- [ ] I can never find toilet paper in the toilets  
- [ ] I don’t know/I don’t use the toilets |                      |

*Note to question: Select one. Terminology should be adapted to reflect anal cleansing materials used locally. If the answer choice is “Yes, always”, confirm by checking if toilet paper is available on the day of inspection. *This data can be used to answer JMP expanded question: XS10* 

**PS9. Are school toilet facilities sufficiently illuminated?**

- [ ] Yes, always  
- [ ] Most of the time  
- [ ] Rarely  
- [ ] No, never  
- [ ] I don’t know/I don’t use the toilets

*Note to question: Select one. If the answer choice is “Yes, always”, confirm by checking if there is functional lighting in the toilets, electric lighting or construction that allows natural light

Inadequate illumination may prevent toilet use. Lack of functional lighting in the school toilets hinders acceptability and use of the toilet facilities, especially by younger pupils and girls, as it may facilitate accidents or episodes of harassment or bullying. This question highlight possible bottlenecks in maintenance and may be especially appropriate for countries in the region.
**Tool for the surveillance of water, sanitation and hygiene in schools**

<table>
<thead>
<tr>
<th>PS10. What would you say about the cleanliness of the school toilets?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ They are always clean</td>
</tr>
<tr>
<td>☐ They are most of the times clean</td>
</tr>
<tr>
<td>☐ They are rarely clean</td>
</tr>
<tr>
<td>☐ They are never clean</td>
</tr>
<tr>
<td>☐ I don’t know/I don’t use the toilets</td>
</tr>
</tbody>
</table>

*Note to question: Select one. You may wish to explain what clean toilet means: toilets do not have a strong smell or significant numbers of flies or mosquitoes, and there are no visible faeces, urine spots or litter on the floor, walls, seat or around the facility. If the answer choice is “They are always clean”, confirm by checking the cleanliness at the day of the survey.*

Facilities are often reported to be dirty, messy and beneath pupils’ hygiene standards. Negative perceptions of school toilets due to inadequate cleanliness, including a strong bad smell, are one of the main reasons for toilet avoidance.

<table>
<thead>
<tr>
<th>PS11. Is there a place in the girls’ toilets to throw away used menstrual hygiene products?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes, there are sanitary bins</td>
</tr>
<tr>
<td>☐ Yes, there are regular bins with lid</td>
</tr>
<tr>
<td>☐ No</td>
</tr>
<tr>
<td>☐ I don’t know/I don’t use the toilets</td>
</tr>
</tbody>
</table>

*Note to question: This question is for adolescent girls only. When mentioning menstrual hygiene products, you may want to use prompts adequate to the local culture (e.g. pads, tampons) to ease understanding. Confirm by checking the state of sanitary bins on the day of the survey. Not applicable in pre-primary schools.*

Lack of disposal facilities may affect girls’ dignity because of embarrassment and it does not allow safe disposal of used products. Inappropriate disposal of menstrual hygiene products can pose a risk to the personnel handling waste or result in failure of sanitation systems, which increases the costs of operation and maintenance of sanitation facilities and may lead to public health issues.

<table>
<thead>
<tr>
<th>PS12. In general, what do you think about the toilet facilities in your school?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ They are nice</td>
</tr>
<tr>
<td>☐ They are okay</td>
</tr>
<tr>
<td>☐ They are quite bad</td>
</tr>
<tr>
<td>☐ They are horrible and I avoid to use them</td>
</tr>
</tbody>
</table>

*Note to question: Select one. Read first the answer options out loud and then let the pupil tell what is true.*

This question examines general pupils’ perception of school toilet facilities. Pupils’ perceptions affect their toilet habits and some would rather endure physical discomfort than the psychological and social discomfort of using the school toilet.

<table>
<thead>
<tr>
<th>Education and practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Questions</strong></td>
</tr>
<tr>
<td><strong>PS13. If you would like to visit the toilets in your school, when can you do it?</strong></td>
</tr>
<tr>
<td>☐ Whenever I need to, including during classes</td>
</tr>
<tr>
<td>☐ I can go during breaks, before or after classes but not during classes</td>
</tr>
<tr>
<td>☐ There are no toilets available during the school day</td>
</tr>
</tbody>
</table>

Pupils should be allowed to use the toilet, whenever they need to. There are occasions when pupils will need to ‘hold on’ before they can visit the toilet, but repeated prolonged delays can cause distress and health problems. A
Note to question: Select one. Read the answer options out loud first and then let the pupil tell what is true. *This data can be used to answer JMP expanded question: X59*

**PS14. If you or your classmates find a problem in the toilet facilities would you openly tell it to someone from the school staff?**
- ☐ Yes, pupils usually do that on their own initiative
- ☐ Yes, pupils are asked to report if there is any problem in the toilet facilities
- ☐ No
- ☐ I don’t know

If yes, do you remember if there was any change after pupils complained/ reported something was broken?
- ☐ Yes
- ☐ No

Note to question: The answer options should be adapted to the local requirements and conditions. For example, if the law envision a focal point in schools as reference for pupils, this question could be used to see if the pupils do actually feel free to ask this focal point.

**PS15. Have you ever talked about toilet hygiene and proper hygiene behaviors when using toilets at school?**
- ☐ Yes
- ☐ No
- ☐ I don’t remember

Note to question: Select one. If the answer choice is “Yes”, confirm by asking if they observed classmates washed their hands at school on the day of the survey or the day before.

**HYGIENE & MENSTRUAL HYGIENE MANAGEMENT**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Availability</th>
<th>Rationale</th>
</tr>
</thead>
</table>
| **PH1. Investigations have shown that many pupils do not wash their hands while at school for different reasons (e.g., there is no soap, water is too cold, etc.). What do you think, do pupils in your school wash their hands after using the toilet?** | ☐ Yes, everyone does it  
☐ Yes, but only some  
☐ No  
☐ I don’t know | One of the most important hygiene behaviors to prevent the spread of infectious illness among schoolchildren is hand washing with water and soap — at least before eating and after using the toilet.35 This is an introductory question that explores general tendency among pupils to wash their hands while at school. |
PH2. If you want to wash your hands at school, is there always water available for handwashing?
- Yes, always
- Most of the time
- Rarely
- Never
- I don’t know

PH3. What about soap? If you want to wash your hands at school, is there always water available for handwashing?
- Yes, always
- Most of the time
- Rarely
- Never
- I don’t know

Note to question: Read the first the answer options out loud and then let the pupil tell what is true. If the answer choice is “Yes, always” confirm by checking if water and/or soap for hand washing are available on the day of the survey. Depending on the context, you may wish to replace soap by ash or alcohol hand rub, but these should be kept as separate categories from soap.

*This data can be used to answer JMP core question: H2*

PH4. Think about today and yesterday. Was there something to dry your hands with after hand washing?
- Yes, there is always something for drying hands
- Yes, most of the time
- Rarely
- Never
- I don’t know

Note to question: Select one. You may wish to give an example of hygienic methods for drying hands such as single use paper towels or electric hand dryers. If the answer choice is “yes, always”, confirm by checking if hygienic hand drying materials are available on the day of the survey.

<table>
<thead>
<tr>
<th>Functionality and quality</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH4. When pupils don’t wash their hands while at school, what are the reasons?</td>
<td>This question explores structural and social factors that may influence hand washing behavior among pupils. Gaining an understanding of the barriers pupils perceive that exist to prevent good hand washing practice may highlight possible functionality and quality issues in service provision and is necessary for implementing effective hygiene promotion strategies.</td>
</tr>
<tr>
<td>They forget about it</td>
<td></td>
</tr>
<tr>
<td>They have more important things to do</td>
<td></td>
</tr>
<tr>
<td>They do not have a time to do it</td>
<td></td>
</tr>
<tr>
<td>They do not understand why to wash my hands</td>
<td></td>
</tr>
<tr>
<td>There is no water available</td>
<td></td>
</tr>
<tr>
<td>There is only cold water available</td>
<td></td>
</tr>
<tr>
<td>There is no soap</td>
<td></td>
</tr>
<tr>
<td>There is nothing to dry hands with</td>
<td></td>
</tr>
<tr>
<td>The queue for hand washing is too long</td>
<td></td>
</tr>
<tr>
<td>Hand washing facilities are too far away</td>
<td></td>
</tr>
<tr>
<td>Hand washing facilities are broken</td>
<td></td>
</tr>
<tr>
<td>Hand washing facilities look dirty</td>
<td></td>
</tr>
<tr>
<td>I don’t know</td>
<td></td>
</tr>
</tbody>
</table>
Tool for the surveillance of water, sanitation and hygiene in schools

**Note to question:** More than one answer might be true, select all that apply. Don’t give hints. Only if pupil cannot name any of the reasons by him/herself, you can read the answer options out loud and then let the pupil tell what is true.

**PH5. In general, what do you think about handwashing facilities in your school?**
- They are nice
- They are okay
- They are quite bad
- They are horrible and I avoid to use them

**Note to question:** Select one. Read first the answer options out loud and then let the pupil tell what is true.

**PH6. There might be pupils in your school that are smaller than you. Can the youngest pupils in your school use hand washing facilities without the help of others?**
- Yes
- No
- I don’t know

**Note to question:** Select one. If you survey younger pupil directly, you may wish to rephrase the question and ask “Can you reach the tap and soap to wash your hands all by yourself?”. May not be applicable in secondary schools. *This data can be used to answer JMP expanded question: XH2*

**PH7. Sometimes pupils may have limited mobility as they might need help to walk by sticks or a wheelchair. Can pupils with limited mobility use hand washing facilities without the help of others?**
- Yes
- No
- There are no such children in our school
- I don’t know

**Note to question:** Select one. If you survey pupil with limited mobility or vision directly, you may wish to rephrase the question and ask “Can you reach the tap and soap to wash your hands all by yourself?”. Confirm by checking if at least one hand washing facility can be accessed via clear path without stairs or steps, if the tap and soap can be reached from a seated position and the tap operated by feet and/or one closed first with minimal effort. *This data can be used to answer JMP expanded question: XH1*

**PH8. Can you name the usual times when your classmates wash their hands?**
- Whenever they are dirty
- Before eating
- After using the toilet
- After playing with a pet

**Note to question:** Being dissatisfied with WASH facilities in schools and avoiding to use them inhibit pupils in adopting proper hygiene behavior. This question explores pupils’ perceptions and satisfaction with hand washing facilities.

### Accessibility

<table>
<thead>
<tr>
<th>Questions</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PH6.</strong> There might be pupils in your school that are smaller than you. Can the youngest pupils in your school use hand washing facilities without the help of others?</td>
<td>Handwashing facilities should be accessible to all pupils, including the youngest ones. To be considered accessible, the youngest pupils should be able to reach the tap and soap, and to be able to operate the tap on their own with minimal effort.16</td>
</tr>
<tr>
<td><strong>PH7.</strong> Sometimes pupils may have limited mobility as they might need help to walk by sticks or a wheelchair. Can pupils with limited mobility use hand washing facilities without the help of others?</td>
<td>Schools should provide universal access to handwashing facilities. To be considered accessible, handwashing facilities can be accessed via a clear path without stairs or steps that is free of obstructions and has age-appropriate handrails, the tap and soap are reachable from a seated position and the tap can be operated by feet and/or one closed fist with minimal effort.16</td>
</tr>
</tbody>
</table>

### Education and practice

<table>
<thead>
<tr>
<th>Questions</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PH8.</strong> Can you name the usual times when your classmates wash their hands?</td>
<td>Regular handwashing, particularly before and after certain activities, is one of the best ways to remove bacteria, avoid getting sick, and prevent the spread of bacteria to others.55 This question explores pupils’ knowledge of</td>
</tr>
</tbody>
</table>
Tool for the surveillance of water, sanitation and hygiene in schools

- □ After contact with a friend that is not feeling well
- □ After taking the bus/public transportation
- □ After coming back home
- □ My classmates do not wash their hands
- □ I don’t know

**Note to question:** More than one answer might be true, select all that apply. Don’t give hints. Only if pupil cannot name any of the key times for hand washing by him/herself, you can read the answer options out loud and then let the pupil tell what is true.

**PH9. If both water and soap are available, how do you usually wash your hands?**
- □ With water only
- □ With water and soap
- □ I don’t wash my hands

**Note to question:** Read first the answer options out loud and then let the pupil tell what is true. If the answer choice is “With water and soap”, confirm by asking about the percentage of pupils at the school they think always use soap for handwashing.

**PH10. Have you ever talked about the importance of hand washing at the school?**
- □ Yes
- □ No
- □ I don’t remember

**Note to question:** Select one. If the answer choice is “Yes”, confirm by asking what they learnt from the lessons. You may also wish to check if there are posters promoting hand washing with water and soap near toilets and canteens.

**PH11. Do you know what can happen if you don’t wash your hands?**
- □ Yes
- □ No

**Note to question:** Select one. If the answer choice is “Yes”, confirm by asking for an elaborated answer (for example, that illness(es) can be transmitted by dirty hands, like diarrhoea, gastrointestinal infections, such as Salmonella, respiratory infections, such as influenza etc.

<table>
<thead>
<tr>
<th>Questions</th>
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</tr>
</thead>
</table>
| **PMH1. You may know that girls growing start experiencing a natural phenomenon monthly, which is called menstruation or period. Do you know of any girl in your class that has got her period?**
- □ Yes
- □ No

**Note to question:** Select one. You may wish to adjust wording to the common/accepted terminology in the country. | This is an introductory, icebreaker question that should help create a relaxed environment and make pupil feel comfortable talking about menstrual hygiene management. |
**PMH2.** In many schools, girls miss classes or leave school early when they are menstruating. What about in your school? Do girls regularly attend classes when they are menstruating?

- Yes, always
- Most of the time
- Rarely
- Never
- I don’t know

It has been demonstrated that periods are causing girls to be absent from school. This question examines whether or not issues relating to menstruation affect girls’ school attendance.

**Note to question:** Select one. You may wish to adjust wording to the common/accepted terminology in the country.

**PMH3.** Can girls change their menstrual hygiene products while at school?

- Yes, always
- Most of the time
- Rarely
- Never
- I don’t know

Girls who started menstruating should be able to manage their periods comfortably and in sanitary conditions. If toilet facilities are inadequate or lacking, girls may decide not to change menstrual hygiene products while at school, which is an unhealthy hygiene behavior.

**Note to question:** Select one. You may wish to adjust wording to the common/accepted terminology in the country (napkins, tampons, pads, rags etc.).

**PMH4.** If a girl in your school needs menstrual hygiene products during a school day, would you know how she could obtain them?

- Yes
- No

Availability of menstrual hygiene products is important to ensure that girls can attend classes without risk of discomfort and embarrassment. Girls should be regularly informed, for example at the beginning of every school year, how and where to obtain menstrual products in a discrete manner.

**Note to question:** Select one. You may wish to adjust wording to the common/accepted terminology in the country (napkins, tampons, pads, rags etc.).

**PMH5.** If girls need to change menstrual hygiene products during a school day, can they do it in a private, discrete manner?

- Yes, there is a private space for girls to manage their periods
- Yes, girls’ toilet cubicles have lockable doors and provide enough privacy for menstrual hygiene
- Not really, I wish girls’ toilet cubicles were more private
- They never change menstrual hygiene products while at school
- I don’t know

Lack of privacy for changing in many schools continue to leave girls with limited options for safe and proper personal hygiene. Broken locks and gaps in toilet doors and walls can make girls avoid using toilets for changing their sanitary pads or miss classes during menstruation.

**Note to question:** Select one. You may wish to adjust wording to the common/accepted terminology in the country.

**PMH6.** How do the girls in your school usually dispose of their menstrual hygiene products?

- In the toilet
- In the regular bin
- In the sanitary bin
- Burn them
- Wash/reuse
- In the open
- Other, specify__________________

Lack of sanitary bins may affect girls’ dignity because of embarrassment and it does not allow safe disposal of used products. Inappropriate disposal of menstrual hygiene products can pose a risk to the personnel handling waste or result in failure of sanitation systems, which increases the costs of operation and maintenance of
Tool for the surveillance of water, sanitation and hygiene in schools

Note to question: Select one. You may wish to adjust wording to the common/accepted terminology in the country.

PMH7. Are girls allowed to visit toilets during classes to change menstrual hygiene products?
- Yes, they are free to go anytime
- Yes, but they need to ask permission from the teacher
- It depends on the teacher
- No
- I don’t know

Note to question: Select one. You may wish to adjust wording to the common/accepted terminology in the country.

PMH8. In many schools, girls get teased if it is known they are menstruating. Have you ever been teased/bullied by boys or other girls in your school when you were menstruating?
- Yes
- No
- I don’t know
- No answer

Note to question: Select one. You may wish to adjust wording to the common/accepted terminology in the country. Pupil may wish not to respond, remind her of her freedom to answer or not a question.

PMH9. Would you mind if anyone finds out that you were menstruating?
- I would not mind
- I would feel uncomfortable
- It would be horrible
- No answer

Note to question: Select one. You may wish to adjust wording to the common/accepted terminology in the country. Pupil may wish not to respond, remind her of her freedom to answer or not a question.

PMH10. Did you receive any information at the school about menstruation?
- Yes, specify:
  - What menstruation is and why it happens
  - What to do during menstruation
  - How to obtain menstrual hygiene products at the school
  - How to dispose of used menstrual hygiene products at the school
  - Other
- No
- I don’t remember

Note to question: If the answer choice is “Yes”, confirm by asking what they learnt from the lessons and if there are any awareness
Tool for the surveillance of water, sanitation and hygiene in schools

raising/education materials on menstrual hygiene management.

GENERAL INFORMATION ABOUT THE PUPIL

<table>
<thead>
<tr>
<th>Questions</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>PG1. Gender of the pupil</td>
<td>Collecting information about pupil’s gender allows gender-sensitive situation analysis along with identification of gender-related barriers and bottlenecks in accessing WASH services. In case of separate toilets, data on gender of the pupil can show if there are specific issues in female or male toilets.</td>
</tr>
<tr>
<td>□ Female</td>
<td></td>
</tr>
<tr>
<td>□ Male</td>
<td></td>
</tr>
<tr>
<td><em>Note to question: Select one.</em></td>
<td></td>
</tr>
<tr>
<td>PG2. Age of the pupil (How old are you?)</td>
<td>Collecting information about pupil’s age and grade forms a basis for age-sensitive situation analysis and disaggregation of WASH practices and challenges by age.</td>
</tr>
<tr>
<td>____________ years</td>
<td></td>
</tr>
<tr>
<td><em>Note to question: Insert number.</em></td>
<td></td>
</tr>
<tr>
<td>PG3. What grade are you in?</td>
<td></td>
</tr>
<tr>
<td>____________ grade</td>
<td></td>
</tr>
<tr>
<td><em>Note to question: Insert number. May not be applicable for pre-school institutions.</em></td>
<td></td>
</tr>
</tbody>
</table>
# GLOSSARY

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Anal cleansing materials</strong></td>
<td>Anal cleansing materials will likely vary between countries and over time, and should be defined based on local context. Common examples in use in the Region are toilet paper, tissue paper or water.</td>
</tr>
<tr>
<td><strong>Available toilets/latrines</strong></td>
<td>An available toilet/latrine should be accessible during the school day, in particular, it should have a door that is unlocked or for which a key is available at all times.</td>
</tr>
<tr>
<td><strong>Clean toilets/latrines</strong></td>
<td>Toilets/latrines that are not smelly, there are no visible faeces in (on the floor, walls, seat or slab) or around the facility, no flies, no litter.</td>
</tr>
<tr>
<td><strong>Drinking water</strong></td>
<td>Water safe for the purpose of drinking, cooking and food preparation.</td>
</tr>
<tr>
<td><strong>Drinking water point</strong></td>
<td>Any point where staff and pupils can get drinking water to drink when needed, without the help of others. These may include, but are not limited to, piped taps, water fountains, jugs, water coolers, and buckets with taps, as well as protected wells or rainwater tanks if children get water directly from those sources. A safe drinking water point should prevent contamination by provision of a tap and piped water or from a closed container with well-maintained structure and cover. Drinking water points should have a proper drainage system as well.</td>
</tr>
<tr>
<td><strong>Faecal sludge</strong></td>
<td>Faecal sludge comes from onsite sanitation technologies (e.g. latrines, non-sewered public toilets, septic tanks and aqua privies) and has not been conveyed in a sewer. It can be raw or partially digested, a slurry or semisolid, and results from the collection and storage/treatment of excreta or backwater, with or without greywater. Septage is the contents collected from septic tanks and is included in this term.</td>
</tr>
<tr>
<td><strong>Functional toilets/latrines</strong></td>
<td>A functional toilet/latrine should enable its use during the school day and it should thus not be broken, its hole should not be blocked, and water should be available for flush/flush toilets.</td>
</tr>
<tr>
<td><strong>Handwashing facilities</strong></td>
<td>Device or infrastructure that enables pupils to wash their hands effectively using running water (such as sink with tap, water tank with tap, bucket with tap, tippy-taps, etc.) and soap (bar soap, liquid soap, foam or soapy water, etc.).</td>
</tr>
<tr>
<td><strong>Hygiene consumables</strong></td>
<td>Materials needed for personal hygiene that are meant to be used up and then replaced. Regular controls and fill ups are need to ensure availability. Hygiene consumables include, but are not limited to, soap for handwashing, toilet paper, paper towels.</td>
</tr>
<tr>
<td><strong>Improved/safe sanitation facility</strong></td>
<td>An “improved” sanitation facility is one that hygienically separates human excreta from human contact (JMP definition). “Improved” facilities in a school setting includes both network and on-site sanitation: flush and pour flush toilets connected to sewers, flush and pour flush toilets or latrines connected to septic tanks or pits, ventilated improved pit latrines, pit latrines with slabs, and composting toilets, including twin pit latrines and container-based systems. The toilet seat/slab should be made from concrete, fiberglass, porcelain or stainless steel for ease of cleaning. Technologies that do not meet the requirements for improved sanitation are unhygienic on-site sanitation systems, such as pit latrines without slabs, hanging latrines, bucket latrines, or areas for open defecation without a facility.</td>
</tr>
</tbody>
</table>
| **Menstrual Hygiene Management (MHM)**    | Hygienic management of menstruation for women and adolescent girls requires:  
  - accessible sanitation, |

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https://washdata.org/monitoring/methods/facility-types
- clean menstrual hygiene products to absorb and collect blood,
- a private space for hygiene and changing menstrual products as often as necessary for the duration of the period,
- access to soap and water for washing their hands and clothes
- access to facilities to safely dispose of used menstrual hygiene products.

Further, there is also need of education and informative materials for women and girls (and boys) to ensure access to basic information about the menstrual cycle and on hygienic practices with dignity and without discomfort or fear.

### Menstrual hygiene products
Personal care items used during menstruation to absorb and/or collect blood (also referred to as menstrual hygiene materials or feminine hygiene products). These will likely vary between countries and over time, and should be defined based on local context. Safe menstrual hygiene products may include, but are not limited to: tampons, clean re-usable cloth pads, disposable sanitary pads, menstrual cup and menstrual underwear.

### Menstrual waste
Materials contaminated with menstrual blood and body fluids, and used disposable menstrual hygiene products. Safe disposal of menstrual waste is ensured by providing a bin with lid in the private place for personal hygiene and the female toilet cubicle.

### Means for menstrual hygiene management
A facility has means for menstrual hygiene if it has:
- a bin with a lid on it for safe disposal of used menstrual hygiene products, and
- water and soap available in a private space for washing, inside the cubicle or separately.

Means for menstrual hygiene management in schools also include the provision of menstrual hygiene products in case of urgent need by girls having their period at school.

### Operation and maintenance (O&M)
Operation and maintenance consist in a work planned and carried out on a regular basis to keep the infrastructure in a good condition. These may include but are not limited to: cleaning, conduction of routine procedures for the good operation of systems (e.g. pit emptying, water system flushing), supervision of the functionality and integrity of the infrastructure, water testing and treatment, minor repairs, and provision of hygiene consumables.

### Private toilets/latrines
A private toilet/latrine should allow its use undisturbed by other users during the school day, in particular, it should have a door with a functional lock on the inside and no large gaps in the structure.

### Protected well
Contamination of dug well and tube wells can be caused by poor sanitary protection at the top or proximity to pollution sources, such as animal faeces or latrines. Boreholes/tube wells can be protected by a platform around the well to avoid spilled water and infiltration of run-off water. A dug well can be from runoff water by a well lining or casing that is raised above ground level and a platform that diverts spilled water away from the well. A protected dug well is also covered, so that bird droppings and animals cannot fall into the well.

### Sanitary bin
A bin with lid for safe and appropriate disposal of menstrual waste.

### Single-sex toilets
Toilet cubicles or toilet facilities dedicated exclusively to the female use or the male use as indicated by visible signs that are separated from each other by distance or a wall providing sufficient privacy from the opposite sex. This definition should be further defined based on local context, as needed. Opposite: unisex.

### Solid waste
Solid waste refers to all non-liquid waste (e.g. rubbish or garbage) generated in the school and it is generally non-infectious. Sometimes solid waste may contain faeces, such as in the case of used diapers.
### Solid waste management

Solid waste management refers to the process of collection and separation of waste (such as garbage and litter), transport to and management of the storage area, supervision of waste collection, and may include waste disposal of (and treatment). It includes the provision of means for disposal and separation for waste, including solutions for recycling items that do not belong to garbage.

### Surveyor

The person who collects the data by asking the questions in an interview and registering observations during an on-site visit. They should be knowledgeable of the methodology, technical and sanitary requirements, and of the questions in the tool to ensure good quality data and ethical considerations.

### Slab

Pedestal for squat toilet or latrine that fully covers the pit with a squatting hole. The slab should have a smooth surface to allow easy cleaning and with a slope for easy drainage for urine and water. Thus it should be made from reinforced concrete, fiberglass, porcelain or stainless steel. In low-cost settings, rot-resistant wood or bamboo covered with a layer of mud and cement mortar could be utilized.\(^7\)

### Toilet/latrine

The user interface of the sanitation system, where excreta is captured; it can be any type of toilet seat or latrine slab, pedestal, or urinal. There are several types of toilet, for example pour- and cistern-flush toilets, dry toilets and urine-diverting toilets.\(^8\) It does not include an area for open defecation.

### Toilet cubicle

An individual compartment provided with (partitioning) walls on three sides and a door that can be locked from inside with a toilet seat/squat-plate or a latrine where a single child can urinate or defecate in private. The toilet cubicle could be a toilet room with a single toilet or an individual compartment inside a room with multiple cubicles. Synonym: toilet stall.

### Toilet facility

A common room or an area provided with toilet cubicles and urinals and handwashing facilities and, in girls’ toilet facilities, private facilities for menstrual hygiene. Synonyms: bathroom, toilets block.

### Usable toilets/latrines

Toilets/latrines are:
- available to students (doors are unlocked or a key is available at all times),
- functional (the toilet is not broken, the toilet hole is not blocked, and water is available for flush/pour-flush toilets), and
- private (there are closable doors that lock from the inside and no large gaps in the structure).

### Waste disposal

A mechanism in place for the management of waste after collection from bins in the toilets. The mechanism could be outsourced, when waste is transported to an external disposal facility, or on premises. Safe disposal mechanism on premises include: incineration; burning in a protected pit; burial in a lined, protected pit. The disposal mechanism does not include the practice for collection of waste, such as personnel in charge, collection frequency or the availability of means for collection.

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\(^7\) Fact sheets on environmental sanitation -Fact Sheet 3.4: Simple Pit Latrines. World Health Organization

REFERENCES

The questions chosen for the instruments in this surveillance tool are adapted from the available national and international standards and tools for monitoring the condition of WASH in schools.


UN, 2014 Realising the human rights to water and sanitation: A handbook, Booklets 1 and 5; [note: affordability is not explicitly monitored via the proposed indicators due to the diverse contexts and complex nature of measuring affordability in the school setting.].


ENDNOTES

Tool for the surveillance of water, sanitation and hygiene in schools

UN General Assembly. 21 October 2015. A/RES/70/1 - Transforming our world: the 2030 Agenda for
Sustainable Development


11 WHO Regional Office for Europe. Partnerships for the health and well-being of our young and future generations. Declaration from the High-level Conference:Working together for better health and well-beingPromoting intersectoral and interagency action for health and well-being in the WHO European Region. 7–8 December 2016, Paris, France


21 WHO. 2003. The physical school environment: an essential component of a health promoting school


39 Keatman T, Cavill S, Mahon T. Menstrual hygiene management in schools in South Asia. UNICEF; 2017


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56 Core questions on drinking-water and sanitation for household surveys. World Health Organization and UNICEF 2006.