

## WASH IN SCHOOLS CHECKLIST - iRHIS

### GENERAL INFORMATION

COUNTRY: \_\_\_\_\_ CAMP/SETTLMENT NAME: \_\_\_\_\_

SCHOOL NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

STATUS (iRHIS):  Emergency  Post-Emergency

TYPE OF SCHOOL:  Pre-school (Ages 4-5)  Primary School (Ages 6-12)  Secondary School (Ages 13-19)

ENROLMENT: Total \_\_\_\_\_ Boys \_\_\_\_\_ Girls \_\_\_\_\_

STAFF: Total \_\_\_\_\_ Full-time \_\_\_\_\_ Part-time \_\_\_\_\_

### CORE JMP QUESTIONS - WASH IN SCHOOLS

W1. What is the main source of drinking water provided by the school? (check one - most frequently used)

**Improved**

- Piped
- Tube well/Borehole
- Protected dug well
- Protected spring
- Rain water
- Tanker truck
- Other: \_\_\_\_\_

**Unimproved**

- Unprotected dug well
- Unprotected spring
- Surface water (River/Lake/Canal)
- No water source

W2. Is drinking water from the main source currently available at the school?

- Yes  No

S1. Type of toilets/latrines (select one – most common):

**Improved**

- Flush/Pour-flush to sewer
- Flush/Pour-flush to tank or pit
- Flush/Pour-flush to open drain
- Pit latrine with slab/covered

**Unimproved**

- Pit latrine without slab/open
- Bucket
- Hanging toilet/latrine
- None

S2 & S3 (alt) How many toilets/latrines are at the school (insert number)?

|   | <i>Girls' only toilets</i> | <i>Boys' only toilets</i> | <i>Common use toilets</i> |
|---|----------------------------|---------------------------|---------------------------|
| <i>Total number</i>   |                            |                           |                           |
| <i>Number that are <u>currently</u> usable<br/>(available, functional, private)</i> |                            |                           |                           |

H1. Are there handwashing facilities at the school?

- Yes  No

H2. Are both soap and water currently available at the handwashing facilities?

- Yes, water and soap
- Water only
- Soap only
- Neither water or soap

### JMP EXPANDED QUESTIONS - WASH IN SCHOOLS

XW1. In the previous two weeks, was drinking water from the main source available at the school throughout each school day?

- Yes  No

XW2. Is drinking water from the main source typically available throughout the school year?

- Yes (*always*)  Mostly (*unavailable ≤ 30 days total*)  No (*unavailable > 30 days*)

XW3. Is drinking water accessible to those with limited mobility or vision?

- Yes  No

XW4. Is drinking water accessible to the smallest children at the school?

- Yes  No

| XW5. How many drinking water points (e.g. taps) are at the school?<br><input type="checkbox"/> Insert Number _____   |  |  |                  |              |  |  |                |  |  |             |  |  |                    |  |  |                            |  |  |
|--|--|--|------------------|--------------|--|--|----------------|--|--|-------------|--|--|--------------------|--|--|----------------------------|--|--|
| XW6a. Does the school do anything to the water from the main source to make it safe to drink?<br><input type="checkbox"/> Yes <input type="checkbox"/> No  |  |  |                  |              |  |  |                |  |  |             |  |  |                    |  |  |                            |  |  |
| XW6b. If yes, what treatment method is used?<br><input type="checkbox"/> Filtration<br><input type="checkbox"/> Boiling<br><input type="checkbox"/> Chlorination<br><input type="checkbox"/> SODIS<br><input type="checkbox"/> Ultraviolet<br><input type="checkbox"/> Other _____   |  |  |                  |              |  |  |                |  |  |             |  |  |                    |  |  |                            |  |  |
| XW7. Is the school's main water source compliant with national standards for drinking water?<br><table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #f2f2f2;"> <th style="text-align: center; padding: 5px;"><b>Contaminant</b></th> <th style="text-align: center; padding: 5px;"><b>Tested in past 12 months</b></th> <th style="text-align: center; padding: 5px;"><b>Compliant</b></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"><i>Ecoli</i></td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know</td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know</td> </tr> <tr> <td style="padding: 5px;"><i>Arsenic</i></td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know</td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know</td> </tr> <tr> <td style="padding: 5px;"><i>Lead</i></td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know</td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know</td> </tr> <tr> <td style="padding: 5px;"><i>Other</i> _____</td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know</td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know</td> </tr> <tr> <td style="padding: 5px;"><i>Contaminant unknown</i></td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know</td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know</td> </tr> </tbody> </table> | <b>Contaminant</b>   | <b>Tested in past 12 months</b>  | <b>Compliant</b> | <i>Ecoli</i> | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know | <i>Arsenic</i> | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know | <i>Lead</i> | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know | <i>Other</i> _____ | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know | <i>Contaminant unknown</i> | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know |
| <b>Contaminant</b>   | <b>Tested in past 12 months</b>  | <b>Compliant</b>   |                  |              |  |  |                |  |  |             |  |  |                    |  |  |                            |  |  |
| <i>Ecoli</i>   | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know |                  |              |  |  |                |  |  |             |  |  |                    |  |  |                            |  |  |
| <i>Arsenic</i>   | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know |                  |              |  |  |                |  |  |             |  |  |                    |  |  |                            |  |  |
| <i>Lead</i>  | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know |                  |              |  |  |                |  |  |             |  |  |                    |  |  |                            |  |  |
| <i>Other</i> _____   | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know |                  |              |  |  |                |  |  |             |  |  |                    |  |  |                            |  |  |
| <i>Contaminant unknown</i>   | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know |                  |              |  |  |                |  |  |             |  |  |                    |  |  |                            |  |  |
| XS1. Are water and soap available in a private space for girls to manage menstrual hygiene?<br><input type="checkbox"/> Yes, water and soap <input type="checkbox"/> Water, but no soap <input type="checkbox"/> No water  |  |  |                  |              |  |  |                |  |  |             |  |  |                    |  |  |                            |  |  |
| XS2. Are there covered bins for disposal of menstrual hygiene materials in girls' toilets?<br><input type="checkbox"/> Yes <input type="checkbox"/> No   |  |  |                  |              |  |  |                |  |  |             |  |  |                    |  |  |                            |  |  |
| XS3. Are there disposal mechanisms for menstrual hygiene waste at the school?<br><input type="checkbox"/> Yes <input type="checkbox"/> No  |  |  |                  |              |  |  |                |  |  |             |  |  |                    |  |  |                            |  |  |
| XS4. How many times per week are the student toilets cleaned?<br><input type="checkbox"/> At least once per day<br><input type="checkbox"/> 2-4 times per week<br><input type="checkbox"/> Once per week<br><input type="checkbox"/> Less than once per week   |  |  |                  |              |  |  |                |  |  |             |  |  |                    |  |  |                            |  |  |
| XS5. In general, how clean are the student toilets?<br><input type="checkbox"/> Clean<br><input type="checkbox"/> Somewhat clean<br><input type="checkbox"/> Not clean   |  |  |                  |              |  |  |                |  |  |             |  |  |                    |  |  |                            |  |  |
| XS6. Is there at least one usable toilet/latrine that is accessible to the smallest children at the school?<br><input type="checkbox"/> Yes <input type="checkbox"/> No  |  |  |                  |              |  |  |                |  |  |             |  |  |                    |  |  |                            |  |  |
| XS7. Is there at least one usable toilet/latrine that is accessible to those with limited mobility or vision?<br><input type="checkbox"/> Yes <input type="checkbox"/> No  |  |  |                  |              |  |  |                |  |  |             |  |  |                    |  |  |                            |  |  |
| XS8. Where are the student toilets located?<br><input type="checkbox"/> Within school building<br><input type="checkbox"/> Outside building, but on premises<br><input type="checkbox"/> Off premises  |  |  |                  |              |  |  |                |  |  |             |  |  |                    |  |  |                            |  |  |
| XS9. When are students permitted to use the school toilets/latrines?<br><input type="checkbox"/> At all times during the school day<br><input type="checkbox"/> During specific times during the school day<br><input type="checkbox"/> There are no toilets available for use at the school   |  |  |                  |              |  |  |                |  |  |             |  |  |                    |  |  |                            |  |  |
| XS10. Are culturally appropriate anal cleansing materials currently available to all students?<br><input type="checkbox"/> Yes <input type="checkbox"/> No   |  |  |                  |              |  |  |                |  |  |             |  |  |                    |  |  |                            |  |  |

|  |
|--|
| XS11. Is there currently functional lighting in the student toilets?<br><input type="checkbox"/> All toilets<br><input type="checkbox"/> Some toilets<br><input type="checkbox"/> None   |
| XS12. Are latrines or septic tanks emptied (or latrines safely covered) when they fill up?<br><input type="checkbox"/> Yes <input type="checkbox"/> No   |
| XH1. Are there handwashing facilities accessible to those with limited mobility or vision?<br><input type="checkbox"/> Yes <input type="checkbox"/> No   |
| XH2. Are there handwashing facilities accessible to the smallest children at the school?<br><input type="checkbox"/> Yes <input type="checkbox"/> No   |
| XH3. Where are handwashing facilities with water and soap located at the school? <i>(mark all that apply)</i><br><input type="checkbox"/> Toilets<br><input type="checkbox"/> Food preparation area<br><input type="checkbox"/> Food consumption area<br><input type="checkbox"/> Classrooms<br><input type="checkbox"/> School yard<br><input type="checkbox"/> Other _____ |
| XH4. How many handwashing facilities with water and soap are located at the school? <i>(insert number of taps)</i><br><input type="checkbox"/> Total number of taps _____ <input type="checkbox"/> Number with soap & water _____  |
| XH5. How many times per week are group handwashing activities conducted for all students?<br><input type="checkbox"/> At least once per school day<br><input type="checkbox"/> 2-4 days/week<br><input type="checkbox"/> Once per week<br><input type="checkbox"/> Less than once per week   |
| XH6. Which of the following provisions for menstrual hygiene management (MHM) are available at the school?<br><input type="checkbox"/> Bathing areas<br><input type="checkbox"/> MHM materials (e.g. pads)<br><input type="checkbox"/> MHM education   |
| XH7. How is solid waste (garbage) from the school disposed of?<br><input type="checkbox"/> Collected by municipal waste system<br><input type="checkbox"/> Burned on premises<br><input type="checkbox"/> Buried and covered on premises<br><input type="checkbox"/> Openly dumped on premises   |

## WASH IN SCHOOLS CHECKLIST – NOTES

| <b>CORE JMP – WASH IN SCHOOLS QUESTIONS</b>     |  |
|---|--|
| W1  | <input type="checkbox"/> If there is more than one source, the one used most frequently for drinking water should be selected. 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.  |
| W2  | <input type="checkbox"/> To be considered available, water should be available at the school at the time of the survey or questionnaire, either from the main source directly or stored water originally from the main source.   |
| S1  | <input type="checkbox"/> If more than one type is used, the most common type of student toilet/latrine should be selected. Response options should be modified to reflect the local context and terminology such that responses are able to be categorized by improved, unimproved or none.  |
| S2 & S3 alt                                     | <input type="checkbox"/> Only count toilets/latrines that are usable at the time of the survey or questionnaire, where “usable” refers to toilets/latrines which are<br>(1) available to students (doors are unlocked or a key is available at all times),<br>(2) functional (the toilet is not broken, the toilet hole is not blocked, and water is available for flush/pour-flush toilets), and<br>(3) private (there are closable doors that lock from the inside and no large gaps in the structure) at the time of the questionnaire or survey. If any of these three criteria are not met, the toilet/latrine should not be counted as usable. However, lockable toilets may not be applicable in pre-primary schools.<br><br><input type="checkbox"/> Single-sex toilets means that separate girls’ and boys’ toilets are available at the school, or it is a single-sex school and has toilets. To be considered separate, facilities should provide privacy from students 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. This question may not be applicable in pre-primary schools.<br><br><input type="checkbox"/> It should meet the following conditions:<br>(1) can be accessed without stairs or steps,<br>(2) handrails for support are attached either to the floor or sidewalls,<br>(3) the door is at least 80 cm wide, and<br>(4) the door handle and seat are within reach of people using wheelchairs or crutches/sticks. |
| H1  | <input type="checkbox"/> A 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. Note: a shared bucket used for dipping hands is not considered an effective handwashing facility.  |
| H2  | <input type="checkbox"/> To be considered available, water and soap must be available at one or more of the handwashing facilities at the time of the survey or questionnaire. If girls and boys have separate facilities, soap and water 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 response categories for ash or alcohol hand rub, but these should be kept as separate categories from soap to support SDG monitoring.  |
| <b>EXPANDED JMP – WASH IN SCHOOLS QUESTIONS</b> |  |
| XW1   | <input type="checkbox"/> Only respond “yes” if water was available at all times during the school day for the previous two weeks. Respond “no” if water was not available, at any time during any of the school days in the previous two weeks.  |
| XW2   | <input type="checkbox"/> Respond “no” if the total time without water during the school year is more than 30 days.   |
| XW3   | <input type="checkbox"/> To be considered accessible, water can be accessed (directly from the source or from a storage container) via a clear path without stairs or steps* 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 Yes with one closed fist or feet.  |
| XW4   | <input type="checkbox"/> 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.  |
| XW5   | <input type="checkbox"/> Count the total number of drinking water points at the school for students. This includes any point where children can get water to drink when needed. These could 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.   |
| XW6a  | <input type="checkbox"/> The water treatment equipment / supplies should be observed, if possible.   |
| XW7   | <input type="checkbox"/> The structure can be modified for surveys that don’t accept matrix style questions. If the water was tested, but the contaminants tested are unknown, the “contaminant unknown” row can be used. For surveys that test water as part of data collection, the “tested in past 12 months” column can be changed to “sample taken.” WHO guidelines recommend a standard of zero E. coli (or thermotolerant coliform bacteria) in any 100-mL sample, a maximum arsenic level of 0.01 mg/L, and a maximum lead guideline of 0.01 mg/L. The contaminants in the table can be changed based on the context. If chlorine residual is tested, this may also be recorded; the drinking water guideline is at least 0.2 mg/L.  |
| XS1   | <input type="checkbox"/> Check yes if water and soap are available for discrete personal hygiene (hand and body washing), cleaning clothes/uniform, and washing reusable menstrual hygiene products (as applicable). This questions is not applicable in pre-primary schools.  |
| XS2   | <input type="checkbox"/> This question is not applicable in pre-primary schools.   |
| XS3   | <input type="checkbox"/> Disposal mechanisms can include incineration or another safe method on-site, or safe storage and collection via a   |

|      |   |
|------|---|
|      | <i>municipal waste system, as appropriate. Not applicable in pre-primary schools.</i>   |
| XS4  | <input type="checkbox"/> <i>Although this question focuses on operation and maintenance processes, and not outputs, it is intended to provide a proxy for toilet cleanliness and may be more appropriate for self-response administration surveys than XS5.</i>   |
| XS5  | <input type="checkbox"/> <i>Visit as many of the student toilets as possible, and then select the appropriate description based on your general impression and the following definitions.</i><br><i>(i) Clean: all toilets do not have a strong smell or significant numbers of flies or mosquitos, and there is no visible faeces on the floor, walls, seat (or pan) or around the facility.</i><br><i>(ii) Somewhat clean: there is some smell and/or some sign of faecal matter in some of the toilets.</i><br><i>(iii) Not clean: there is a strong smell and/or presence of faecal matter in most toilets.</i><br><i>This question is only appropriate for surveys that include observation by trained enumerators.</i>  |
| XS6  | <input type="checkbox"/> <i>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. May not be applicable in secondary schools.</i>  |
| XS7  | <input type="checkbox"/> <i>To be considered accessible, the facility can be accessed via a clear path without stairs or steps* 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 m<sup>2</sup>), 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.</i><br><i>* 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).</i> |
| XS8  | <input type="checkbox"/> <i>If there are multiple locations, respond based on the most frequently used by students. This question may be especially applicable in cold climates, boarding schools, and in regions with prolonged periods of darkness during school hours.</i>   |
| XS9  | <input type="checkbox"/> <i>Where feasible, such as in small program evaluations or sub regional surveys, this question may provide more accurate information if asked of students.</i>   |
| XS10 | <input type="checkbox"/> <i>Response should be based on the time of the questionnaire or survey and should be observed if possible. Anal cleansing materials will likely vary between countries and over time, and 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 Yes all students.</i>  |
| XS11 | <input type="checkbox"/> <i>Response should be based on the day of the survey or questionnaire and should be observed if possible. This question may be especially appropriate for boarding schools and in countries or regions with prolonged periods of darkness during the school day, but is relevant in most settings. Where day-time toilet lighting is of interest, electric lighting or construction that allows natural light to enter is acceptable.</i>  |
| XS12 | <input type="checkbox"/> <i>This question does not apply to all sanitation facilities (e.g. sewer connection) but primarily to the management of faecal sludge from onsite systems.</i><br><input type="checkbox"/> <i>Respond "no" if there are any latrines at the school that are currently too full to be used and the pit has not been emptied (or a new pit has not been dug and the full pit safely covered).</i><br><input type="checkbox"/> <i>Additional questions regarding safely managed sanitation could be added based on household questions for SDG monitoring, but the scope of questions may only be realistic up to the school boundary (e.g. if pits are emptied, the school can likely only provide information up to the point where the sludge left the school premises, not about how the sludge is managed after leaving the school).</i>   |
| XH1  | <input type="checkbox"/> <i>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.</i><br><i>* 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).</i>   |
| XH2  | <input type="checkbox"/> <i>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.</i>   |
| XH3  | <input type="checkbox"/> <i>Only mark those areas where both water and soap are available at the time of the survey or questionnaire.</i>   |
| XH4  | <input type="checkbox"/> <i>Insert the total number of handwashing points (e.g. taps) that exist at the school and the number that have both water and soap at the time of the survey or questionnaire.</i>   |
| XH5  | <input type="checkbox"/> <i>Applicable in countries that have adopted the Three Star Approach (or similar).</i>   |
| XH6  | <input type="checkbox"/> <i>Bathing areas are separate from latrines and toilets. The design may vary based on local context, but at minimum should have water and soap inside and be private (have closable doors that lock from the inside, and no holes, cracks, windows or low walls that would permit others to see in). MHm Material types may vary based on local context. Availability may be via free distribution or for purchase. MHM education should be institutionalized (i.e. regularly taught in class or through a regular school program) to be considered as a response for this question.</i>   |
| XH7  | <input type="checkbox"/> <i>The first three are considered appropriate forms of solid waste disposal. Openly dumped on-premises is not considered an appropriate form of disposal.</i>  |