Assessing the Sustainability & Effectiveness of School WASH Projects: A Toolkit

Prepared by

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In collaboration with

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Preface

Throughout the developing world, water and sanitation facilities at schools are frequently in appalling condition, and hygiene behaviors among students are non-existent. Policy and academic literature attribute these conditions to many factors. Technologies and approaches applied in the schools may be culturally inappropriate, too expensive, and top-down. There may be inadequate and irregular funding for maintenance. School staff and parents may not understand the urgent need for sustaining improved hygiene behaviors and sanitation facilities.

Although there is tremendous anecdotal evidence that schools lack sufficient quantities and quality of water and sanitation, governments rarely gather disaggregated information on facilities. There is frequently little or no documentation of project accomplishments and failures by implementers or dissemination of lessons learned. Cross learning between projects, organizations, or contexts is rare, as is unbiased monitoring and evaluation. The result is that project infrastructure continues to be poorly maintained and unsustainable, behavior change messaging remains ineffective, and there is little universal knowledge of what works. Of the myriad challenges within school water, sanitation, and hygiene (WASH), the most critical need may be identifying sustainable approaches and technologies.

In October 2008, the Global Water Challenge (GWC) Learning Forum became the first step toward development of a global learning partnership around school-based water, sanitation, and hygiene. The purpose of the Learning Forum was to create a commitment for "quick wins" and develop a long-term strategy to support consistent plans for monitoring, evaluation, and adaptive learning; develop cross-partner learning; document and disseminate lessons learned; and expand the partnership. One of the goals was to develop a set of tools to be used by implementers of school WASH programs – including NGOs and government actors – to assess the sustainability and effectiveness of their programming.

To develop this toolkit, we used monitoring tools collected from partner agencies and developed a set of tools that could be used across a number of program sites. Working drafts of surveys and questionnaires were field-tested in a variety of institutional and geographic settings during the summer of 2009, and modifications were made based on lessons learned during the pilot exercise. The finished toolkit includes a facility survey, head teacher survey, pupil survey, water committee survey, teacher in-depth interview guide, handwashing protocol, and program self-assessment guide. For certain tools, both a short form and a long form are offered so that organizations can better match the tools to their needs.

Few tools to assess the effectiveness and sustainability of their school WASH programs are available for organizations. It is our hope that this toolkit will serve to strengthen sector-wide monitoring and evaluation of school WASH programs in order to improve programmatic effectiveness and sustainability. The tools presented here were developed through extensive piloting in different, though mostly rural, contexts in sub-Saharan Africa. We don't expect these tools to be off-the-shelf solutions or applicable in every context; however, we hope they will represent a useful starting point for implementing organizations. We would like to hear from implementers who may find these tools useful and to receive any suggestions for improvements.

Using the Sustainability Toolkit

This guide is intended to assist users who are not familiar with administration of the types of data collection instruments included in this toolkit and to provide a template for monitoring school WASH tools. It contains further details for editing the content, suggested data collection protocol, and basic suggestions for data entry and analysis. These tools can be customized for use by both external and internal evaluators, including governmental agencies. However, if you do use or augment the tool, please cite the tool in your report and let us know what types of changes you made (author contact: mcfreem@emory.edu).

Which tools should be used?

The exact tools used in data collection will depend upon local needs for program monitoring and improvement. The toolkit is modular in that the tools can stand alone or be adapted to combine with other tools in this list when appropriate. Furthermore, the tools themselves are modular in that entire sections can be removed or added to suit the needs of the user. Some tools are quantitative while others are qualitative. Each tool is preceded by a description of the information it is designed to collect.

Modifying the Questionnaires: language, cultural appropriateness & project specifics

The majority of questions on the questionnaire have multiple-choice responses. We have chosen the most common responses for the multiple choice selections. However, the tools can and should be modified to individual programmatic and geographic settings. For example, when asking about water sources, it is possible that all sources on our list may not be applicable to a particular setting and that other types of sources may need to be added. We suggest formative research prior to data collection to determine the locally appropriate responses. This formative research may include discussion with appropriate staff and pre-testing the questionnaire locally before beginning actual evaluation at the local project area, as unforeseen common responses may become apparent and require modification of the questionnaire.

On the long-form questionnaires, questions have been numbered non-sequentially (*i.e.*, the numbers follow the pattern 1.05, 1.10, 1.15 instead of 1.01, 1.02, 1.03) to facilitate changes to the documents. New questions may thus be added at any point in the documents without changing the numbering of the existing questions. For example, if a user wishes to create a question between numbers 1.05 and 1.10 on a particular tool, he or she may choose to number it 1.07 without needing to re-number the existing questions.

Questionnaires will likely need to be translated into the local language. The most reliable way to do this is to have one person translate the questionnaire into the language, and then have a second person translate the questionnaire back into English

for comparison with the original. This way, mistakes in the translation can be identified and corrected.

Ethical Considerations

Although this toolkit is primarily intended for project evaluation and improvement, care should be taken to ensure participants are not coerced in any way to participate. Consent should always be obtained from the appropriate parties before administering a questionnaire or recording observations. In the case of students, permission should be obtained from the head master and/or teacher before any questioning takes place. During the consent process, participants should be informed of their rights, potential benefits and drawbacks of participation, and be given the name of someone to contact if they have any further questions.

Sampling

A clearly defined sampling strategy of villages, schools, households, and respondents is necessary for data collection activities and entails selecting a subset of schools or communities from all schools or communities within the intervention population. Which sampling strategy is most appropriate to use is dependent upon what the organization(s) hope to accomplish with the data generated. If data on the schools or communities visited is the only thing required (i.e., descriptive information), selection of participating schools may be determined by feasibility and convenience. If the data collected must be generalized to a larger population than was visited, a more rigorous statistical sampling technique should be utilized, including random sampling of clusters.

Enumeration

When possible, questionnaires should be administered by an enumerator, and not self-administered by the respondent(s) themselves. The enumerator should read the questions to the respondent, and record the answer(s) given. In general, *only* the question or prompt should be read to the respondent, and not the answer choices. The respondent should be allowed to respond freely to the question, and the enumerator should mark the corresponding answer choices given. In cases where there is a yes/no or time-related component to the response (e.g., always/sometimes/never), it is permissible to read the answer choices to the respondent.

Similarly, at times government stakeholders or program implementers may be provided biased responses so that program recipients, students, or teachers appear to be in compliance with program objectives. For this reason, we have stressed collecting objective measures whenever possible, such as through direct observation. Additionally, visits to schools should be unannounced so that the enumerators can observe typical conditions at the school without the opportunity for the facilities and infrastructure to be atypically cleaned and set out in order.

Multiple Responses

Some questions have the option of entering multiple responses. These questions are noted on the survey tools with the text:

"Multiple Responses Possible. Circle all that apply".

In these cases, after the respondent has given an answer, the enumerator should then prompt:

"*Anything else?"*

If the respondent mentions additional items, the enumerator will record these responses as well. The enumerator should continue to prompt for additional answers until the respondent does not name any additional options.

Important Note: Although multiple responses are *accepted* for these questions, they are *not required*. If a respondent only gives a single response and does not suggest additional responses when prompted, the enumerator should mark only that response and proceed to the next question.

Skip codes

The questions on the survey tool can account for multiple sets of answers. This means respondents may not need to answer every question on a survey tool. Consider the following example, adapted from the Head Teacher Questionnaire:

Q #	Description	Indicators
2.01	Does your school have a school management committee?	1. Yes 2. No ►Skip to **2.15**
2.05	Does the committee do anything regarding water, sanitation, or hygiene in this school?	1. Yes 2. No
2.15	Who collects water for daily use?	1. Teachers 2. Students

It is only necessary to ask question 2.05 if the respondent answers " *Yes*" To Question 2.01. If the respondent answers "*No*, " then question 2.05 should be skipped entirely. Question 2.15 begins a new line of questioning, so that is the next one the enumerator should ask. Skip codes are noted beside the answers that require them with an arrow symbol →, followed by the next question the enumerator should ask.

Note: Skip codes only move in the **forward** direction. An enumerator will never have to skip backward to a previous question in the questionnaire.

Survey Quality, Data Entry, Analysis

During the data collection period, spot checks of surveys should be performed to ensure quality data. Spot checks may include sampling of a random number of surveys and returning to the site or calling the respondent to ensure that the information collected is accurate. Program staff should go over completed surveys and check that all required

information is completed, skip codes have been correctly used, and responses clearly noted. This allows any issues that may arise during data collection to be addressed as soon as possible to prevent any further mistakes during the remainder of the data collection period and will ensure data entry of surveys will proceed smoothly.

For analysis purposes, data should be entered into an electronic database, such as Microsoft Excel. Excel databases are generally set up so that each survey respondent is recorded on a different row, and each question on the survey is recorded in a different column. Thus, every answer on each individual survey has a corresponding cell (*see image below*). It is important to make sure that each row for data entry has a **unique identifier,** such an assigned ID number, so that surveys do not become confused during analysis.

Book1 [Compatibility Mode]

	A	B	C	D	E	F	G	H	I	J	K
1	ID	Date entered	Entered by	1.01	1.05	1.10	1.15	1.20	1.25G	1.25B	1.25T
2	001	23-Jun-09	Sarah	Njengwa	Idfonse Hassan	1	3	Njengwa, Mbambakofi	143	156	6
3	002	23-Jun-09	Sarah	Kiromba	Hilda Lukule	2	5	Kiromba chini, Kiromba juu	201	198	8
4	003	24-Jun-09	Molly	Nanjedya	Happiness Carlos	1	4	Nanjedya	42	65	4

While every effort should be made to enter the data carefully and accurately, it is almost impossible to do so without a few errors. To ensure the data in the database perfectly match the information on the surveys, each survey should be entered twice ("double entered") before any analysis is done. This way, answers in one entry can be compared with answers in the second entry, and the original surveys can be used to resolve any differences that are discovered. Data can be compared most simply using a line-by-line visual inspection of printouts, or by using programs within Excel or another data analysis package. While this process is more time-consuming than using single entries, it is extremely valuable because it ensures that the data being analyzed reflect the true answers given on the surveys.

School WASH Sustainability Toolkit

School Facilities Survey Guide

This tool evaluates a school's overall infrastructure with a focus on WASH hardware (infrastructure such as latrines and boreholes) and software (such as hygiene behavior change) available at the school. The information will be provided by the head teacher at the school and by observations of the facilities themselves. The purpose of this tool is to determine the number, type, and state of latrines; school water quantity and quality; and availability of soap and water for handwashing.

Section 1.00: General Information: The information in this section gives general information on the school's population, the number and type of classroom and toilet facilities, and the structure of the school buildings. Question 1.70 uses the term "door" to refer to each portion of a latrine or latrine bank that is used by the individual. There is not a universally used term for this, and in most cases a culturally appropriate replacement should be determined. Suggested alternatives include using the term *drop, pit, stall* or *toilet*.

Section 2.00: Water Facilities: This section collects information on school access to water, which has implications for the quantity of water available to the pupils. Water quantity issues may mean that the school has not been able to provide adequate water for hygiene purposes.

In several places specific types of hardware are mentioned, and we emphasize that answer choices should be modified to reflect local options. Definitions and clarifications of terms used in this section follow.

> Rainy season/Dry season: Water source changes can often depend on the season. Certain sources may only be viable options during times of the year when there is a good deal of rain. To account for this seasonal variability, we have included questions about water availability in different times of the year, when water is less or more scarce. If the amount of rain remains constant throughout the year, then the second set of questions **(2.31-2.67)** can be omitted.
>
> Time to water source: The time to water source should be calculated as a round-trip time, including wait time. This gives the best description of the cost of water collection, as distances are not always indicative of the proportion of the day that needs to be spent collecting water. In order for a water source to be "improved" by international standards, it needs to be protected source and within 1 kilometer of the point-of-use. Walking distance should be correlated to geographic distance based on local context.
>
> Types of Water Sources: The questions pertaining to primary and secondary water sources during the rainy and dry seasons will indicate if and when the school has access to an improved source. Water coming from improved sources is likely to be of better drinking quality then water from unimproved sources. Use of multiple sources is an indicator that water is not available throughout the year, a critical component of

drinking water provision, as well as handwashing practices and latrine cleanliness. . The definitions [1] of each of the sources on the list are as follows:

Improved Water Sources

Piped water: Water is defined as a piped water connection to a tap that is located either on or off the school grounds. The water may be shared with the community as a public standpipe, or it may be exclusively for school use. A standpipe is also known as a public fountain or public tap.

Borehole: A hole that has been machine-drilled to reach an underground groundwater supply. Water from a borehole is delivered by a pump that can be either manually or electrically powered. A borehole and pump may serve a community, school, or even a single household.

Protected dug well: A dug well that is covered and protected 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. Water may be extracted by an electrical or manual pump. These are frequently shallower than drilled wells, thus not considered as safe from contamination.

Protected spring: A natural spring protected by a man-made box made of concrete, masonry, or brick. Water flows out of the box into a pipe or cistern.

Rainwater: Water that is collected from roof or ground surfaces and stored in a container, tank, or cistern. Rainwater may be harvested using a roof catchment system with gutters to divert the water directly to the holding tank, or it can be harvested using other means such as a bucket or diversion ditches. However, if the storage tank for the rainwater is uncovered or covered poorly and exposed to runoff water and animals, it may cause the water to be contaminated.

Unimproved Water Sources

Unprotected dug well: A dug well that is uncovered and exposed or is accessed by a retrieval mechanism that can be contaminated (such as a bucket). If a well is not protected from both runoff water and animals, it is unprotected.

Unprotected spring: A spring that has not been protected by a spring box or other covering. It is exposed and subject to runoff.

Water vendor: Water sold by a vendor from a cart or that has been brought in via truck. Even if the water may be sold or stored in safe storage containers, the origin

[1] Definitions adapted from WHO and UNICEF (2006). Core questions on drinking-water and sanitation for household surveys. Geneva, WHO/UNICEF Joint Monitoring Program for Water and Sanitation.

of water from vendors cannot be verified and thus it is assumed to be from an unimproved source.

Surface water: Water located above ground such as rivers, streams, dams, lakes, ponds, streams, canals, and irrigation channels.

Section 3.00: Water Treatment: The objective of this section is to determine the schools' water treatment practices. The options used for the type of water treatment done by the school may be modified to reflect the conditions or usual practices in the project area. The safety of the drinking water depends on the water source, the method used to treat it, and the containers used to store drinking water once it has been treated. The goal of the water treatment is to remove or to kill bacterial, viral, and parasitic pathogens or in some cases to remove heavy metals or chemicals. These methods can be physical (boiling, straining, filtration, settling and decanting, solar disinfection, flocculation) or chemical (chlorine tablets or solution, flocculation with disinfection). Often, a combination of methods will be used for maximum disinfection. Internationally recognized effective methods include ceramic filters with colloidal silver (in either pot or candle form), biosand filtration, chlorine, solar disinfection, and flocculation combined with disinfection.

Section 4.00: Sanitation: The objective of this section is to determine the school's specific sanitation practices and whether personal hygiene materials are provided. The questions regarding menstrual hygiene are included because it is believed that girls will be more likely to attend school when menstruating when they know they will have an area for washing and have access to menstrual hygiene products.

Community member latrine use may be detrimental to upkeep of latrine cleanliness with detrimental results. In the short term, students may be less likely to use the latrines if they are dirty or in disrepair from public use. In the long term, the pits fill faster, which shortens the usable life of the latrine, if the school has no means to empty the pit.

Indicators pertaining to the number and type of latrines will be calculated from the observation data collected in Section 6.

Section 5.00 Hygiene: This section provides description of the school's ability to regularly provide handwashing materials for its pupils. Further information on the presence or absence of handwashing hardware is collected from Section 7.

Section 6.00 Pupil Engagement: This section provides description of the students' role in maintaining school WASH facilities through, for example, the school health club and message transfer to peers and family.

Section 7.00: Observations of Rosters, Handwashing Water and Drinking Water: This section allows for structured observations (to be carried out by an enumerator or program staff) of the schools water, handwashing, and latrine facilities. Observations on the day of the visit will give a more accurate picture of the usual state of the school facilities. Observations of conditions should be conducted upon arrival.

Duty roster observations

Noting whether a duty roster is present and visible provides confirmation that a school has a transparent system of accountability in place for tasks associated with the upkeep of WASH inputs.

Drinking water observations

These observations will indicate whether water is provided for the students and what kind of containers they drink from. The type of container that pupils drink from is important because it affects transmission of waterborne diseases.

Handwashing observations

It should be noted if a school has handwashing stations, and in this case if the stations are equipped with soap and water at the time of visit. If handwashing containers are greater than 10 meters from the school toilets, then it becomes less likely the students will use them.

Section 8.00: Toilet observations: This section will yield information on how the toilet facilities are being sustained, both in terms of upkeep (cleanliness and maintenance) and construction.

The unit of observation in this section is a "bank" of toilets. Banks are considered groups of toilets with similar features. However, what is considered a bank is flexible in this survey. It is possible, but not required, for multiple banks to exist within a single physical structure. For example, if half of the doors in a structure are used by boys and half by girls, the boys' section and the girls' section can be considered to be two different banks, each with a different user gender. Alternatively, the entire structure can also be considered to be one single bank that is not assigned to either gender. Banks are the unit of analysis in this toolkit for ease of data collection, but each toilet or pit could be assessed individually if necessary.

Terminology and selection options should be modified to reflect what is appropriate and available in the project area. Here, we have used the following terminology:

***Toilet**:* Each individual stall or pit.

***Bank**:* A group of toilets with similar features, including users and structure. A bank may consist of one or more toilets.

***Doors**:* Structures outside of each toilet that can be closed and/or locked to provide privacy for users and also to keep out unauthorized users.

This section requires an enumerator to directly observe several indicators on the state of the toilet banks. Observations for each toilet bank will be entered into a separate column on the response grid. For example, if a school has three functioning toilet banks, the first three columns of the grid will be completed and the remaining lines will be left blank.

The toilet observations contain multiple components:

Observations 1-3: These are descriptive indicators of toilet banks. It may be useful to compare the state of boys' toilets to the state of girls' toilets and to calculate the number of pupils per latrine by each gender.
Observation 4: If a toilet is built within the past year, it means that toilets should be new and in good structural repair. If the toilet was built more than three years ago and still in use, it means the school has been able to maintain the structure.
Observations 5-6: The state of the doors indicates the amount of privacy the toilet offers. If there are no doors, or doors are in poor condition, students may be less likely to use the toilets.
Observations 7-9: These three indicators deal with the cleanliness of the latrines. All are marked on a scale of 1-4, with 1 being the best possible score and 4 being the worst. Parameters for each score are suggested on the observation table. If programs prefer to define their own parameters for each level, they should be clarified with all observers so the scores have consistent meaning.
Observations 10-12: These describe the material(s) from which the toilets are constructed, and may be changed to reflect local options.
Observations 13-15: These indicators describe the state of the toilet structures. Observations 13-14 are marked on a scale of 1-4 with 1 being the best score and 4 being the worst score, as stated previously. Again, parameters may be defined to reflect local needs. Observation 15 is a binary indicator of the state of the toilet vent, if one is present.

School Facilities Survey, short form

Survey Number _____ Interviewer Name _____Date: _____

1.00 General Information

1.01 School Name: _____

1.05 Interviewee name: _____

1.10 Position at school: 1. Head teacher 2. Teacher
3. SMC or PTA member 4. Other_____

1.15 Number of years working in or with this school: _____ # of years

1.20 Write the names of villages served by this school: _____

1.25 Population at school: Girls: _____ Boys: _____ Teachers: _____

1.30 Circle the grade levels served by this school:

Primary: PreK K 1 2 3 4 5 6 7 8 *Secondary:* 9 10 11 12 13 14

2.00 Water Access and treatment

For water source questions, use the codes below:

01. Piped
02. Tube well /Borehole
03. Well (protected)
04. Spring (protected)
05. Rainwater
11. Surface water
12. Water vendor / tanker
13. Well (Unprotected)
14. Spring (Unprotected)
77. No water source
88. Other (specify type of source)
99. Don't know

	Primary Source (enter code)	Distance from school (meters). *Answer "0" if source is in compound*	Months/ school year this source is unavailable	Pay for source? 1-Yes 2-No	Amount spent per month on water
Rainy Season	***2.01***	***2.02***	***2.03***	***2.04***	***2.05***
Dry Season	***2.11***	***2.12***	***2.13***	***2.14***	***2.15***

State how often water is available for each activity. Answer "1" Always, "2" Sometimes, or "3" Never

	Drinking	Handwashing	Cleaning school facilities	Other _____	Other _____
Rainy Season	***2.21***	***2.22***	***2.23***	***2.24***	***2.25***
Dry Season	***2.31***	***2.32***	***2.33***	***2.34***	***2.35***

2.41 How often does the school treat the water for drinking?
1. Always 2. Sometimes 3. Never

3.00 Sanitation

3.01 How often does the school provide anal cleansing materials?
1. Always 2. Sometimes 3. Never

3.05 How often does the school provide materials for menstrual hygiene?
1. Always 2. Sometimes 3. Never

4.00 Hygiene

4.01 Does the school have dedicated handwashing stations? 1. Yes 2. No

4.05 Are the handwashing facilities within 10 meters of the latrine banks? 1. Yes 2. No

4.10 How often is the school able to provide soap?
1. Always 2. Sometimes 3. Never

5.00 Observations

5.01 Is there water provided for drinking today? 1. Yes 2. No

5.05 Are there dedicated handwashing stations? 1. Yes 2. No

5.10 Is there water for handwashing today? 1. Yes 2. No

5.15 Is there soap for handwashing today? 1. Yes 2. No

--Fill in the table on the following page--

For the table below, fill out a different column for each bank of latrines:

	Bank 1	Bank 2	Bank 3	Bank 4	Bank 5
Type of toilets 1 – Flush 2 – Traditional pit 3 – VIP 4 – Above ground vault 5 – Urinals	***6.11***	***6.12***	***6.13***	***6.14***	***6.15***
Latrine users 1 – Boys 2 – Girls 3 – Teachers 4 – Unassigned	***6.21***	***6.22***	***6.23***	***6.24***	***6.25***
Number of toilets / urinals in bank	***6.31***	***6.32***	***6.33***	***6.34***	***6.35***
Number of toilets with doors in good condition that close completely	***6.41***	***6.42***	***6.43***	***6.44***	***6.45***
Cleanliness: Flies 1 – None 2 – Some flies in a few 3 – Some in all 4 – Many flies in all	***6.51***	***6.52***	***6.53***	***6.54***	***6.55***
Cleanliness: Feces 1 – All clean 2 – Some dirty 3 – All dirty 4 – Feces present	***6.61***	***6.62***	***6.63***	***6.64***	***6.65***
Cleanliness: Smell 1 – None 2 – Some 3 – All (inside) 4 – All (outside)	***6.71***	***6.72***	***6.73***	***6.74***	***6.75***
Structure: Slab 1 – Concrete 2 – Plastic 3 – Wood 4 – None 88 – Other, specify	***6.81***	***6.82***	***6.83***	***6.84***	***6.85***
Structure: Wall 1 – Concrete 2 – Metal 3 – Natural material 4 – None 88 – Other, specify	***6.91***	***6.92***	***6.93***	***6.94***	***6.95***
Structure: Roof 1 – Metal 2 – Plastic 3 – Natural material 4 – None 88 – Other, specify	***7.01***	***7.02***	***7.03***	***7.04***	***7.05***
Structure: Superstructure 1 – No cracks 2 –Some cracks 3 – Visible holes 4 – Unstable	***7.11***	***7.12***	***7.13***	***7.14***	***7.15***
Structure: Platform / Slab 1 – Secure 2 – Some erosion 3 – Holes 4 – Unstable	***7.21***	***7.22***	***7.23***	***7.24***	***7.25***

School Facilities Survey, long form

Survey Number _____ Interviewer Name _____ Date: _____

Read consent to interviewee.

Was Consent Given? Yes No

1.00 General Information

1.01 School Name: _____

1.05 Interviewee name: _____

1.07 Position at school: 1. Head teacher 2. Teacher
3. SMC or PTA member 4. Other, specify _____

1.10 Gender of interviewee: 1. Female 2. Male

1.15 No. of years working in or with this school: _____ # of years

1.20 Name(s) and population(s) of villages served by this school: _____

1.30 Number of teachers who work at this school: _____

1.35 Number of teachers at work today: _____

1.40 Number of girl pupils: _____

1.45 Number of boy pupils: _____

1.47 List grades that are served by this school: _____

1.50 Number of classrooms in use: _____

1.53 Electricity at school: 1. Yes 2. No

2.00 Water Sources and Availability

I am now going to ask you a few questions about your school's water facilities.
Note to enumerator:
Use the following list to fill in the questions about water sources ***(Questions 2.01, 2.22, 2.37, 2.55, 2.72)***

Water Sources List	**Code**
Piped Water	
Piped into school grounds	**11**
Public tap / standpipe off school grounds	**12**
Tube well or borehole	**21**
Dug Well	
Protected Well	**31**
Unprotected Well	**32**
Water from Spring	
Protected Spring	**41**
Unprotected Spring	**42**
Rainwater	
Rainwater with roof catchment (such as gutters)	**51**
Rainwater, but no roof catchment	**52**
Water vendor or tanker	**61**
Surface water (e.g., river, pond, lake, dam, stream, canal, irrigation channel)	**71**
Other, specify	**88**
Same as rainy primary	**91**
Same as dry primary	**92**
Don't know	**99**

2.01	What is the drinking water source most frequently used by the school during the rainy season?	Enter water sources list code _____ If "99" ► Skip to **2.37**
2.03	Where is that water source located?	1. On school grounds 2. Off school grounds
2.07	How long does it take to go there, get water, and come back?	Time_____ (in minutes)
2.10	Do you pay for water from that source?	1. Yes 2. No ► Skip to **2.16**
2.13	How much do you pay?	Value_____ *(circle one of the following)* 1. per jerry can 2. per liter *3.* per month
2.16	How many months of the year does the school use water from this source?	_____ months
2.19	Is there a secondary water source that the school uses during the rainy season?	1. Yes *2.* No ► Skip to **2.25**

2.22	What is the secondary source the school uses during the rainy season?	Enter water sources list code _____
2.25	Do you have sufficient water for drinking during the rainy season? Always, sometimes or never?	1. Always 2. Sometimes 3. Never
2.28	Do you have sufficient water for handwashing during the rainy season? Always, sometimes or never?	1. Always 2. Sometimes 3. Never
2.31	Do you have sufficient water for cleaning the school facilities during the rainy season? Always, sometimes or never?	1. Always 2. Sometimes 3. Never
2.34	Do you have sufficient water for cooking, farming, and watering animals during the rainy season? Always, sometimes or never?	1. Always 2. Sometimes 3. Never
2.37	What is the water source most frequently used by the school during the dry season?	Enter water sources list code _____ If 99 ► Skip to **2.58**
2.38	Where is that water source located?	1. On school grounds 2. Off school grounds
2.41	How long does it take to go there, get water, and come back?	Time _____(in minutes)
2.43	Do you pay for that water source?	1. Yes 2. No ► Skip to **2.49**
2.46	How much do you pay?	Value_____ *(circle one of the following)* 1. per jerry can 2. per liter 3. per month
2.49	How many months of the school year is the school unable to use water from this source?	_____ months
2.52	Is there a secondary water source that the school uses during the dry season?	1. Yes 2. No ► Skip to **2.58**
2.55	What is the secondary water source that the school uses during the dry season?	Enter water sources list code _____
2.58	Do you have sufficient water for drinking during the dry season? Always, sometimes or never?	1. Always 2. Sometimes 3. Never

2.61	Do you have sufficient water for handwashing during the dry season? Always, sometimes or never?	1. Always 2. Sometimes 3. Never
2.64	Do you have sufficient water for cleaning the school facilities during the dry season? Always, sometimes or never?	1. Always 2. Sometimes 3. Never
2.67	Do you have sufficient water for cooking, farming, and watering animals during the dry season? Always, sometimes or never?	1. Always 2. Sometimes 3. Never
2.70	Did the school provide drinking water for students today?	1. Yes 2. No ► Skip to **2.74**
2.72	Where was this water collected from?	Enter water sources list code _____
2.74	Approximately how much water did the school use for drinking the last day that drinking water was provided?	_____liters ***(Enter 99 for "don't know")***
2.80	In the course of the school year, approximately how many months is the school unable to consistently provide water for students to drink during the day?	_____ months
2.88	When the school does not provide water, where do children get water?	1. Students bring from home 2. No water is available 3. Leave the school grounds 4. Always provide water 88. Other (specify) _____
2.90	**ONLY ASK IF THERE IS A SOURCE AT THE SCHOOL COMPOUND,** Otherwise GO TO **3.00**: Does the community collect water from the school source?	1. Yes 2. No ► Skip to **3.00**
2.92	Do community members pay for the school water they collect?	1. Yes 2. No ► Skip to **3.00**
2.94	How much do community members pay for the water they collect from the school?	Value_____ (circle one of the following) 1. per jerry can 2. per liter 3. per month
2.96	How much money is collected per month for use of the facilities?	Value_____
2.98	How much of the money collected per month for use of the facilities is provided to the school per month?	Value_____

3.00 Water Treatment

I am now going to ask you a few questions about your school's water treatment practices.

3.01	Do you treat the water in any way to make it safer to drink?	1. Yes 2. No ► Skip to **4.00**
3.05	What do you usually do to the water to make it safer to drink?	1. Boil Water 2. Strain through a cloth 3. Use a water filter (ceramic, sand, composite, etc) 4. Solar disinfection 5. Let it stand or settle **ALL answers above** ► Skip to **3.10** 6. Add bleach or chlorine 7. Flocculent 88. Other, specify_____ 99. Don't know --> GO TO **3.10**
3.07	What is the brand name of the product(s) that you use to make the water safer for drinking?	Enter brand: _____ *(Enter "DK" for "Don't know")*
3.10	How much water did you treat for drinking today?	_____liters *(Enter 0 if no water treated today or 99 for "*Don't know")

4.00 Sanitation

I am now going to ask you a few questions about your school's sanitation facilities.

4.01	Are there enough latrines at this school for the students to use?	1. Yes 2. No
4.05	Are there enough urinals at this school for the students to use?	1. Yes 2. No
4.15	Is there material provided by the school for anal cleansing for pupils? Always, sometimes, or never?	1. Always 2. Sometimes 3. Never ► Skip to **4.27**
4.20	How often anal cleansing materials are made available for pupils?	1. Daily 2. A few times per week 3. A few times per month 4. A few times per year
4.25	What kind of material(s) is provided for anal cleansing?	1. Water 2. Tissue / Toilet Paper 3. Other paper 4. Leaves 5. Corn cobs / husk 88. Other, specify _____ 99. Don' t know
4.27	Are pupils encouraged to bring their own anal cleansing materials with	1. Yes

	them?	2. No
4.30	Does the school provide any type of menstruation product for menstruating pupils?	1. Always 2. Sometimes 3. Never ► Skip to **4.45**
4.35	How often are menstrual products made available for pupils?	1. Daily 2. Weekly, but not everyday 3. Monthly, but not every week 4. Within the past school year, but not every month
4.40	How are menstrual products usually disposed of on the school compound?	1. Placed in latrine pit 2. Placed in other open pit 3. Burnt in open pit 4. Burnt in incinerator 5. Buried 6. Placed in separate garbage bag 88. Other, specify_____ 99. Don't know
4.43	Is there a designated area for girls to change or wash during their menses?	1. Yes 2. No
4.45	Do community members use the school latrines?	1. Yes 2. No

5.00 Hygiene

I am now going to ask you a few questions about your school's hygiene facilities.

5.00	How many months of the school year is the school unable to provide water for students to wash their hands?	_____ months
5.10	Do you have dedicated handwashing stations?	1. Yes 2. No ► Skip to **5.40**
5.25	Do you have enough handwashing stations?	1. Yes ► Skip to **5.40** 2. No
5.26	How many more handwashing stations do you need?	_____ stations
5.40	Do you provide soap for the students to wash their hands? Always, sometimes, or never?	1. Always 2. Sometimes 3. Never ► Skip to **6.00**

6.00 Pupil Engagement

I am now going to finish up this interview with a few last questions on pupil engagement around WASH activities in this school.

6.01	Does this school currently have pupils involved in any type of school health club?	1. Yes 2. No ▶ Skip to **6.15**
6.05	Does the school health club include WASH activities in their club activities?	1. Yes 2. No ▶ Skip to**6.15**
6.10	What type of WASH activities does the school health club engage in? *(Multiple responses possible. Circle all that apply.)*	1. Cleaning latrines 2. Cleaning handwashing / drinking water containers 3. Cleaning rainwater harvesting tank(s) 4. Collecting water 5. Treating water 6. Promoting good hygiene behavior in the school through art, drama, and/or poetry 7. Promoting good hygiene behavior in the community through art, drama, and/or poetry 88. Other, specify_____ 99. Don't know
6.15	Has the school taught or intent to each WASH curriculum to the pupils this school year?	1. Yes 2. No
6.20	Is there any visual promotion of good WASH behavior at this school (i.e. talking walls promoting WASH messages)? *(Verify by observation if response is YES)*	1. Yes 2. No 3. Yes, but not displayed at time visit
6.25	How many members of the school health club are there?	_____ members (*Enter "99" for "Don't know"*)
6.25	How many girls are members of the school health club?	_____ members
6.30	How often do school health club members meet?	1. Daily 2. Weekly, but not everyday 3. Monthly, but not every week 4. Within the past school year, but not every month 88. Other, specify _____ 99. Don't know
6.35	Do school health club members do activities outside of the school in the surrounding community?	1. Yes 2. No

Thank you very much for your time. We have reached the end of the interview. Do you have any further questions for me?

--Fill in the observations below following pages--

7.00A Observations: Duty Rosters & Health Messaging

Observe the school's walls, classrooms, and head teacher's office to see whether there are any duty rosters and/or health messaging on display. Complete the following questions based on your observations.

7.01	Duty roster displayed for water collection?	1. Yes 2. No
7.05	Duty roster displayed for water treatment?	1. Yes 2. No
7.10	Duty roster displayed for cleaning drinking / handwashing containers?	1. Yes 2. No
7.15	Duty roster displayed for cleaning latrines?	1. Yes 2. No
7.20	Duty roster displayed for cleaning RWH tanks?	1. Yes 2. No
7.25	Do you observe any visual promotion of good WASH behavior at this school (i.e. talking walls promoting WASH messages)?	1. Yes 2. No

7.00B Observations: Drinking Water observations

Ask to inspect the school's drinking water facilities and mark the observations below. Answer the questions using your own observations.

7.30	Was drinking water provided to students today?	1. Yes 2. No
7.35	Are there designated containers for storing drinking water that the pupils drink from directly?	1. Yes 2. No
7.40	What type of containers do pupils drink directly from? *(Multiple responses possible. Circle all that apply.)*	1. Vessels with narrow mouth and tap 2. Rainwater Tank 3. Vessels with narrow mouth and no tap 4. Wide mouth container with tap 5. Wide mouth container with no tap 6. Storage container, greater than 100 Liters 88. Other, specify _____

7.00C Observations: Handwashing Station observations

Ask to inspect the school's handwashing facilities and mark the observations below. Answer the questions using your own observations.

7.45	Does the school have dedicated handwashing stations	1. Yes 2. No ► Skip to **8.00**
7.50	How many dedicated handwashing stations are at this school?	_____ stations
7.55	Are there separate handwashing containers for girls and boys?	1. Yes 2. No
7.60	Did the school provide handwashing water for students today?	1. Yes 2. No
7.65	Did the school provide soap for handwashing for the students today?	1. Yes 2. No
7.70	Distance from girls' latrines to the nearest functioning handwashing containers	_____meters
7.75	Distance from boy's latrines to the nearest functioning handwashing containers	_____meters

8.00 Observations: Latrines

For each latrine bank, 15 observations will be conducted. The list of observations and response options are found in the column on the left of the table and each latrine bank occupies one vertical column with 15 spaces for entry. Do not include latrines banks that have been closed and are no longer in use.

-- Fill in table on the following page --

8.00 Observations: Latrines

		Bank 1	Bank 2	Bank 3	Bank 4	Bank 5
1	**Total # of toilets in latrine bank:** *(enter number)*	**8.01**	**9.01**	**10.01**	**11.01**	**12.01**
2	**Type** 1 - Flush Toilet 4 - Above ground vault 2 - Traditional Pit latrine 5- Urinals 3 - VIP latrine 88 - Other, Specify	**8.02**	**9.02**	**10.02**	**11.02**	**12.02**
3	**Who uses the toilets in this latrine bank?** *(Write all that apply)* 1 - Teachers 3 - Girls 2 - Boys 4 - Not assigned	**8.03**	**9.03**	**10.03**	**11.03**	**12.03**
4	**How long ago were the toilets in this bank built?** *(Ask to confirm)* 1 - Within past year 4 - Over 3 years ago 2- 1 to 2 years ago 99 - Don't know 3 - 2 to 3 years ago	**8.04**	**9.04**	**10.04**	**11.04**	**12.04**
5	**# of toilets with doors** *(enter number)*	**8.05**	**9.05**	**10.05**	**11.05**	**12.05**
6	**# of toilets with functioning doors** (close completely, reach the floor, have no large holes)	**8.06**	**9.06**	**10.06**	**11.06**	**12.06**
7	**Cleanliness: Smell** 1 – No smell 3 – All smell inside 2 – Some smell inside 4 – Smell inside and outside	**8.07**	**9.07**	**10.07**	**11.07**	**12.07**
8	**Cleanliness: Feces** 1 – All clean 3 – All toilets dirty 2 – Some slightly dirty 4 – Feces present	**8.08**	**9.08**	**10.08**	**11.08**	**12.08**
9	**Cleanliness: Flies** 1 – None 3 – Some flies in all 2 – Some flies in a few 4 – Flies inside & outside	**8.09**	**9.09**	**10.09**	**11.09**	**12.09**
10	**Structure: Slab** 1 – Concrete 3 – Wood 2 – Plastic 4 – None 88 – Other (specify)	**8.10**	**9.10**	**10.10**	**11.10**	**12.10**
11	**Structure: Wall** 1 – Concrete 3 – Natural Material 2 – Metal 4 – None 88 – Other (specify)	**8.11**	**9.11**	**10.11**	**11.11**	**12.11**
12	**Structure: Roof** 1 – Metal 3 – Natural material 2 – Plastic 4 – None 88 – Other (specify)	**8.12**	**9.12**	**10.12**	**11.12**	**12.12**
13	**Structure: Superstructure** 1 – No cracks 3 – Visible holes 2 –Some cracks 4 – Unstable	**8.13**	**9.13**	**10.13**	**11.13**	**12.13**
14	**Structure: Platform / Slab** 1 – Secure 3 – Holes under platform 2 – Some erosion 4 – Unstable / unsafe	**8.14**	**9.14**	**10.14**	**11.14**	**12.14**
15	**If the toilets have ventilation pipes, are they functioning (covered from pit to roof, screened, not broken)?** 1 – Yes 2 - No 3- Toilets do not have ventilation pipes	**8.15**	**9.15**	**10.15**	**11.15**	**12.15**

Head Teacher Survey Guide

The purpose of this tool is to assess school WASH management, finances, and accountability; technical capacity for repair of WASH infrastructure. It is also useful to focus on the supply chain for WASH components (how to purchase replacement parts, etc; and pupil, community, and government involvement around school WASH activities. Programs should use this tool to identify strengths and weaknesses in these structures to optimize sustainability of school WASH programs.

Section 1.00: General Information: The information in this section gives general information on the school's population.

Section 2.00: School Management: Questions in this section determine who is responsible for various components of WASH hardware and WASH activities. The responses may be amended to reflect the situation of the particular schools. Some questions refer to a "**duty roster.**" A duty roster refers to a list specifying the people responsible for a particular task on particular days. If this is not a common term in the project area, a more appropriate term may be selected. The presence of a roster indicates the school takes an active role in overseeing the activity.

Section 3.00: Financial: Responses in this section may be useful for obtaining a rough picture of school WASH funds and spending, but teacher responses here *will not* be as reliable as a more thorough review of any available accounting or expense logs. Insufficient funding, especially for recurrent costs such as soap and water treatment products, are often cited as reasons that schools do not provide access to adequate WASH infrastructure. This section contains questions that will provide information on specific costs on WASH inputs, and also questions that ask about school budgets for a given list of WASH inputs. The list of WASH inputs may be adjusted to fit specific project- specific or region-specific WASH needs.

Section 4.00: Accountability: Many questions in this section begin with "Who is responsible for…" These questions are not asking who usually carries out tasks, as in Section 2.00, but who is responsible for ensuring that these tasks are carried out. For example, all primary school students may be generally responsible for keeping the toilets clean, but the head teacher may be the one responsible for checking to see that it is done each day. Clearly defined roles and responsibilities for specific WASH tasks are critical to ensuring consistent provision of adequate facilities.

These questions should have a set of responses that reflect the possible list of parties who are responsible for overseeing particular WASH-related tasks at a school. We have limited the responses in this template to those within the school management structure, but in certain circumstances it may be appropriate to expand this list to include positions within the community or implementing partners. Who is included in the accountability discussion is dependent on who within the school-community is responsible for WASH in schools.

Section 5.00: Technical: This section contains questions about repairs and improvements to rainwater harvesting systems, boreholes, and latrine facilities. If a school or community does not have one or more of these facilities, the associated questions should be omitted.

The questions in this section describe the possible issues that schools could be having with various hardware components. These issues include design, construction, and repair issues. While we have suggested responses in these cases, other reasons for hardware failure may be added as appropriate.

The term **supply chain** is used in this section. However, in certain languages this may be a difficult term to translate and an alternate term may be chosen. By "supply chain," we are referring to the process through which the school is able to obtain WASH products and/or supplies, services, and technical knowledge for repair of WASH facilities. Thus alternate terminology for this option could be "supplies not available."

Section 6.00: Supply Chain The questions in this section address the local availability of WASH products and repair services. As in the previous section, users may wish to choose alternate wording for this section if "supply chain" is difficult to translate. A suggested alternative is "Supply and Maintenance Availability." Local availability of parts and supplies and the knowledge of the responsible part of where to acquire these supplies is essential for sustained provision of WASH at schools.

Section 7.00: Community The questions in this section address the greater community's involvement in school WASH issues. This section refers specifically to community members who are not part of the SMC or PTA. In many contexts, the community either "owns" the school or members of the community are largely responsible for its operation and maintenance. Community engagement in the school often indicates that WASH provision can be sustained.

Head Teacher Survey, short form

Survey Number _____ Interviewer Name _____ Date: _____

1.00 General Information

1.01 School Name: _____

1.05 Interviewee name: _____

1.10 Position at school: 1. Head teacher 2. Teacher
3. SMC or PTA member 4. Other_____

1.15 No. of years working in or with this school: _____ # of years

1.20 Names of villages served by this school: _____

1.25 Population: Girls: _____ Boys: _____ Teachers: _____

1.30 Write grade levels served by this school: _____

2.00 School Management: *Place the correct code in each box below, one answer per box. Each code may be used as many times as needed.*

01. Boy pupils only
02. Girl pupils only
03. All pupils
04. Prefects only
05. Teachers
06. Head Teacher
07. SMC/PTA members
08. Community members
09. NGOs
10. Government
77. No one
88. Other (specify who)
99. Don't know

	Is there a duty roster for this activity? **(1 = Yes 2 = No)**	Who is usually responsible for completing this task?	Who is usually responsible for making sure this task is done?
Collecting Water	***2.01***	***2.02***	***2.03***
Treating drinking water	***2.11***	***2.12***	***2.13***
Cleaning latrines	***2.21***	***2.22***	***2.23***
Providing soap	***2.31***	***2.32***	***2.33***
Ensuring pupils wash their hands after the latrine	***2.41***	***2.42***	***2.43***
Maintaining / repairing water system	***2.51***	***2.52***	***2.53***
Maintaining / repairing latrines	***2.61***	***2.62***	***2.63***
Paying for latrine repairs & maintenance		***2.72***	
Paying for water supply repairs & maintenance		***2.82***	

3.00 Finances: *In each box below, write the amount the school received or paid in the past year. Write "0" if nothing was received or paid.*

RECEIVED	Government	Community	Donors	Income generation	Any additional Items? Specify: _____	
	3.01	***3.02***	***3.03***	***3.04***	***3.88***	
PAID	Buy water	Buy water treatment	Buy soap	Pay for WASH maintenance / repairs	Pay for WASH hardware	Any additional Items? Specify: _____ _____
	3.11	***3.12***	***3.13***	***3.14***	***3.15***	***3.88***

Ask if the school budgeted for each item below in the past school year. If the respondent answers "Yes" to a given item, ask if the budget was sufficient for that item over the school year. Fill in the responses using the following codes:

1 – Not applicable
2 – No budget for this item
*3 – There is a budget for this item, but it was **NOT** sufficient for the school year*
4 – There is a budget for this item, and it was sufficient for the school year

Purchasing water	Purchase of water treatment	Purchase of soap	Pay for water container maint. & repairs	New water containers hardware	Latrine maint.	New latrine construction	Water system maint. & repairs	New water system
3.21	***3.22***	***3.23***	***3.24***	***3.25***	***3.26***	***3.27***	***3.28***	***3.29***

4.00 Technical / WASH Hardware:

Answer 1 (Yes), 2 (No) for each of the following questions. If the school does not have the hardware listed, answer 3 (Not Applicable)				*Give answers to the following questions*	
	Is someone in the school or community trained on maintenance?	Is the hardware in need of repair?	Are there plans for repair?	How many weeks has it been broken?	If repairs are needed, specify what is broken:
Rainwater harvesting system	***4.01***	***4.02***	***4.03***	***4.04***	***4.05***
Borehole	***4.11***	***4.12***	***4.13***	***4.14***	***4.15***
Latrines	***4.21***	***4.22***	***4.23***	***4.24***	***4.25***

5.00 Supply Chain: *Answer 1 (Yes) or 2 (No) for each of the following questions.*

	Items				**Services**		
Are the following locally available?	Soap	Cleaning products	Water treat-ment products	Replace-ment parts for WASH hardware	Someone to make **minor** repairs	Someone to make **major** repairs	Service to empty latrines
	5.01	***5.02***	***5.03***	***5.04***	***5.11***	***5.12***	***5.13***

6.00 Community: *Answer 1 (Yes) or 2 (No) for each of the following questions*

Outside of the SMC / PTA, does the community provide any of the following to the school:	Give education on WASH messages?	Provide labor for construction, maintenance, or cleaning?	Buy WASH products / hardware?	Pay for maintenance or repairs at the school?	***6.88*** Other: Describe any additional items the SMC/PTA does.
	6.01	***6.02***	***6.03***	***6.04***	_____ _____ _____ _____ _____

7.00 School Curriculum and School Health Club: *Answer 1 (Yes) or 2 (No) for each of the following questions*

Does the school health club:	Give education on WASH messages?	Provide labor for construction, maintenance, or cleaning?	Collect or treat water?	***7.88*** Other: Describe any additional items the SHC does.
	7.01	***7.02***	***7.03***	_____ _____ _____ _____ _____ _____

7.15	Has the school taught or intend to teach WASH curriculum to the pupils this school year?	1. Yes 2. No
7.20	Is there any visual promotion of good WASH behavior at this school?	1. Yes 2. No
7.25	Has the head of the school health club been trained in WASH issues?	1. Yes 2. No 99. Don't know
7.30	Have their been any school health club activities in the previous 1 month?	1. Yes 2. No

Head Teacher Survey, long form

Survey Number _____ Interviewer Name _____ Date: _____

Read consent to interviewee.

Was Consent Given? Yes No

1.00 General Information

1.01 School Name: _____

1.05 Interviewee name: _____

1.10 Position at school: 1. Head teacher 2. Teacher
3. SMC or PTA member 4. Other, specify _____

1.15 No. of years working in or with this school: _____ # of years

1.20 Names of villages served by this school: _____

1.25 School population: Girls: _____ Boys: _____ Teachers: _____

2.00 School Management

I am now going to ask you a few questions about your school's management of water, sanitation, and hygiene.

2.01	Does your school have a school management committee (SMC) and/or a parent teacher association (PTA)?	1. Yes 2. No ► Skip to **2.15**
2.05	Does the committee do anything regarding water, sanitation, and hygiene in this school?	1. Yes 2. No ► Skip to **2.15**
2.10	What does the committee do regarding water, sanitation, and hygiene? *(Multiple responses possible. Circle all that apply).*	1. Educate the community on WASH messages 2. Buy soap 3. Buy water treatment product(s) 4. Buy storage containers 5. Dig latrines 6. Clean latrines 7. Provide money 8. Monitor water and/or sanitation facilities 9. Hire repair services 88. Other, specify _____ 99. Don't know
2.15	Who collects water for daily use? *(Multiple responses possible. Circle all that apply).*	1. Boy pupils only 2. Girl pupils only 3. All pupils 4. Teachers 5. SMC/PTA members 6. No one 88. Other, specify _____ _____ 99. Don't know

2.25	Does your school have a duty roster for collecting water?	1. Yes 2. No
2.30	Who treats the drinking water used at the school?	1. Boy pupils only 2. Girl pupils only 3. All pupils 4. Teachers 5. SMC/PTA members 6. No one 88. Other, specify _____ 99. Don't know
2.40	Does your school have a duty roster for treating water?	1. Yes 2. No
2.45	Who cleans the latrines?	1. Boy pupils only 2. Girl pupils only 3. All pupils 4. Teachers 5. SMC/PTA members 6. No one 7. One specific tribe/caste 88. Other, specify _____ 99. Don't know
2.55	Does your school have a duty roster for cleaning latrines?	1. Yes 2. No
2.60	Do teachers and/or the head teacher do anything regarding water, sanitation, and hygiene in this school?	1. Yes 2. No ► Skip to **3.00**
2.65	What do teachers and/or the head teacher do regarding water, sanitation, and hygiene in this school? *(Multiple responses possible. Circle all that apply).*	1. Educate the community on WASH messages 2. Teach pupils hygiene messages 3. Buy soap 4. Buy water treatment products 5. Buy storage containers 6. Assign teachers to lead water and/or sanitation tasks 7. Organize water collection 8. Organize water treatment 9. Organize cleaning of latrines 10. Create duty rosters for water and/or sanitation tasks 11. Monitor water and/or sanitation facilities 12. Hire repair services 88. Other, specify _____ 99. Don't know

3.00 Financial

I am now going to ask you a few questions about the school's current budget for water, sanitation, and hygiene.

3.01	Does the government provide the school with money for water, sanitation, and /or hygiene?	1. Yes 2. No ► Skip to **3.10**
3.05	Approximately how much was provided by the government this past year?	_____ (in local currency)
3.10	Does the school receive money for water, sanitation, and /or hygiene provided by the surrounding community?	1. Yes 2. No ► Skip to **3.20**
3.15	Approximately how much was provided by the surrounding community in the past year?	_____ (in local currency)
3.20	Does the school receive money for water, sanitation, and /or hygiene provided by donors?	1. Yes 2. No ► Skip to **3.30**
3.25	Approximately how much was provided by donors in the past year?	_____ (in local currency)
3.30	Does the school have any income generating activities that contribute towards water, sanitation, and /or hygiene?	1. Yes 2. No ► Skip to **3.40**
3.35	Approximately how much from the money generated went towards water, sanitation, and /or hygiene in the past year?	_____ (in local currency)

3.40 What do you do with these funds?

NOTE: Multiple responses possible. When given a response, please ask approximately how much was spent in the past year on the response given. Then ask them what else they have used WASH funds for and the amount spent and so on until the respondent states no more activities.

Circle all that apply		*Write cost per year*	3.42 Total spent on WASH each year
3.40a	Pay for water	3.41a _____	_____
3.40b	Buy water treatment product(s)	3.41b _____	
3.40c	Buy soap	3.41c _____	
3.40d	Buy taps or containers	3.41d _____	
3.40e	Infrastructure repair	3.41e_____	
3.40f	Maintain latrines	3.41f _____	
3.40g	Pay for electricity	3.41g _____	
3.40h	No funds available	3.41h_____	
3.40i	Other, specify _____	3.41i_____	

_____

3.45a	Did you budget for water treatment products for the past school year?	1. Yes 2. No ► Skip to **3.50a** 99. Don't know ► Skip to **3.50a**
3.45b	Was the amount budgeted for water treatment products in the past year sufficient?	1. Yes 2. No 99. Don't know

3.50a	Did you budget for handwashing soap for the past school year?	1. Yes 2. No ▶ Skip to **3.55a** 99. Don't know ▶ Skip to **3.55a**
3.50b	Was the amount budgeted for handwashing soap in the past year sufficient?	1. Yes 2. No 99. Don't know
3.55a	Did you budget for buying and repairing containers and taps for the past school year?	1. Yes 2. No ▶ Skip to **3.60a** 99. Don't know ▶ Skip to **3.60a**
3.55b	Was the amount budgeted for buying and repairing containers and taps in the past year sufficient?	1. Yes 2. No 99. Don't know
3.60a	Did you budget for maintenance of latrines for the past school year?	1. Yes 2. No ▶ Skip to **3.65a** 99. Don't know ▶ Skip to **3.65a**
3.60b	Was the amount budgeted for maintenance of latrines in the past year sufficient?	1. Yes 2. No 99. Don't know
3.65a	Did you budget for construction of new latrines for the past school year?	1. Yes 2. No ▶ Skip to **3.70a** 99. Don't know ▶ Skip to **3.70a**
3.65b	Was the amount budgeted for construction of new latrines in the past year sufficient?	1. Yes 2. No 99. Don't know
3.70a	Did you budget for maintenance of the rainwater harvesting system for the past school year?	1. Yes 2. No ▶ Skip to **3.75a** 99. Don't know ▶ Skip to **3.75a**
3.70b	Was the amount budgeted for maintenance of the rainwater harvesting system in the past year sufficient?	1. Yes 2. No 99. Don't know
3.75a	Did you budget for construction of new rainwater harvesting facilities for the past school year?	1. Yes 2. No ▶ Skip to **Section 4.00** 99. Don't know ▶ Skip to **Section 4.00**
3.75b	Was the amount budgeted for construction of new rainwater harvesting facilities in the past year sufficient?	1. Yes 2. No 99. Don't know

4.00 Accountability

I'm now going to ask you some questions regarding accountability for WASH management at this school.

4.01	Who is responsible for the daily management of water provision for this school? *(Multiple responses possible. Circle all that apply).*	1. Head Teacher 2. Teachers 3. SMC / PTA members 4. Community members 5. NGOs 6. Government 7. Pupils 8. No one 88. Other, specify _____ 99. Don't know
4.05	Who is responsible for the maintenance of the water system at this school? *(Multiple responses possible. Circle all that apply).*	1. Head Teacher 2. Teachers 3. SMC / PTA members 4. Community members 5. NGOs 6. Government 7. Pupils 8. No one 77. Not applicable, no school water system ► Skip to **4.25** 88.Other, specify _____ 99.Don't know
4.15	Who is responsible for paying for repairs of the water system at this school? *(Multiple responses possible. Circle all that apply).*	1. Head Teacher 2. Teachers 3. SMC / PTA members 4. Community members 5. NGOs 6. Government 7. Pupils 8. No one 88. Other, specify _____ 99. Don't know

4.25	Who is responsible for the daily management of water treatment at this school? *(Multiple responses possible. Circle all that apply).*	1. Head Teacher 2. Teachers 3. SMC / PTA members 4. Community members 5. NGOs 6. Government 7. Pupils 8. No one 77. Not applicable, no school water treatment at this school 88. Other, specify _____ 99. Don't know
4.30	Who is responsible for ensuring that pupils wash their hands after visiting the latrine or before eating? *(Multiple responses possible. Circle all that apply).*	1. Head Teacher 2. Teachers 3. SMC / PTA members 4. Community members 5. NGOs 6. Government 7. Pupils 8. No one 77. Not applicable, no handwashing stations at schools ► Skip to **4.40** 88. Other, specify _____ 99. Don't know
4.35	Who is responsible for ensuring soap is provided for children for handwashing? *(Multiple responses possible. Circle all that apply).*	1. Head Teacher 2. Teachers 3. SMC / PTA members 4. Community members 5. NGOs 6. Government 7. Pupils 8. No one 88. Other, specify _____ 99. Don't know

4.40	Who is responsible for ensuring latrines are cleaned at this school? *(Multiple responses possible. Circle all that apply).*	1. Head Teacher 2. Teachers 3. SMC / PTA members 4. Community members 5. NGOs 6. Government 7. Pupils 8. Specific caste / tribe_____ 9. No one 88. Other, specify _____ 99. Don't know
4.45	How often are latrines cleaned at this school?	1. Daily 2. A few times per week 3. A few times per month 4. A few times per year 99. Don't know
4.50	What is typically used to clean the latrines? *(Multiple responses possible. Circle all that apply).*	1. Water (rainy season only) 2. Water (year round) 3. Soap / bleach 4. Broom 5. Nothing 88. Other, specify _____ 99. Don't know
4.55	Who is responsible for repairing latrines at this school? *(Multiple responses possible. Circle all that apply).*	1. Head Teacher 2. Teachers 3. SMC / PTA members 4. Community members 5. NGOs 6. Government 7. Pupils 8. No one 88. Other, specify _____ 99. Don't know
4.60	Who monitors latrine conditions at this school? *(Multiple responses possible. Circle all that apply).*	1. Head Teacher 2. Teachers 3. SMC / PTA members 4. Community members 5. NGOs 6. Government 7. Pupils 8. No one 88. Other, specify _____ 99. Don't know

5.00 Technical

I am now going to ask you a few questions about the current WASH facilities at this school.

5.01	Is the rainwater harvesting tank(s) at your school operational?	1. Yes ► Skip to **5.15** 2. No 3. Not applicable ► Skip to **5.30**
5.05	Why is the rainwater harvesting tank(s) not operational at your school? *(Multiple responses possible. Circle all that apply).*	1. Gutters need repair 2. Leaky tank(s) 3. Pipe connecting tank to gutters broken / missing 4. Tap of tank(s) broken 88. Other, specify _____ 99. Don't know
5.10	Why have you been unable to repair the rainwater harvesting tanks(s) at your school? *(Multiple responses possible. Circle all that apply).*	1. Lack of funds 2. Lack of local expertise 3. Lack of supply chain 4. Not a priority 88. Other, specify _____ 99. Don't know
5.15	Are there people at this school or in the community trained on rainwater harvesting operation and maintenance?	1. Yes 2. No ► Skip to **5.30** 99. Don't know ► Skip to **5.30**
5.20	Was this training sufficient?	1. Yes ► Skip to **5.30** 2. No **3.** Interviewee did not attend training ► Skip to **5.30**
5.25	Which aspects of the training were missing?	Specify: _____ _____ _____ _____ _____ *(Enter 99 for "don't know")*
5.30	Is the borehole in your school compound currently operational?	1. Yes ► Skip to **5.45** 2. No 3. Not applicable ► Skip to **5.60**
5.35	Why is the borehole at your school not currently operational? *(Multiple responses possible. Circle all that apply).*	1. Pump has broken 2. Electric pump, sporadic electricity in school 3. Water table dried up 4. Borehole casing broken 5. Broken, but interviewee does not know cause 88. Other, specify _____ 99. Don't know

5.40	Why have you been unable to repair the borehole in your school compound? *(Multiple responses possible. Circle all that apply).*	1. Lack of funds 2. Lack of local expertise 3. Lack of supply chain 4. Not a priority 88. Other, specify _____ 99. Don't know
5.45	Are there people at this school or in the community trained on borehole operation and maintenance?	1. Yes 2. No ► Skip to **5.60** 99. Don't know ► Skip to **5.60**
5.50	Was this training sufficient?	1. Yes ► Skip to **5.60** 2. No 3. Interviewee did not attend training ► Skip to **5.60**
5.55	Which aspects of the training were missing?	Specify: _____ _____ _____ _____ _____ *(Enter 99 for "don't know")*
5.60	Are there any problems with the design of the latrines at this school?	1. Yes 2. No ► Skip to **5.70**
5.65	What are the main problems with the design of the latrines? *(Multiple responses possible. Circle all that apply).*	1. Latrine pits too big for young pupils 2. Latrine pits too small for older pupils 3. Latrines are too dark 4. Latrines smell bad 5. Latrines are hard to clean 6. Poor construction, specify _____ 7. Most pupils do not use the latrines 8. Latrine doors are broken 9. Latrine doors do not close 10. No latrine doors / lack of privacy 88. Other, specify _____
5.70	Do you think the pupils find the latrines easy to use?	1. Yes 2. No
5.75	Are there people at this school or in the community trained on latrine operation and maintenance?	1. Yes 2. No ► Skip to **5.90**
5.80	Was this training sufficient?	1. Yes ► Skip to **5.90** 2. No 3. Interviewee did not attend training ► Skip to **5.90**

5.85	Which aspects of the training were missing?	Specify: _____ _____ _____ _____ _____ *(Enter 99 for "don't know")*
5.90	Are there currently latrines at this school that are in need of repair?	1. Yes 2. No ► **Skip to 6.00**
5.93	What kinds of repairs are needed? *(Multiple responses possible. Circle all that apply).*	1. Doors (broken / missing) 2. Locks (broken / missing) 3. Vent pipe (broken) 4. Slab (cracked / unstable) 5. Superstructure (unstable) 6. Latrine pits (need emptying) 88. Other, specify _____ 99. Don't know
5.97	Why have you been unable to repair the latrines in your school compound? *(Multiple responses possible. Circle all that apply).*	1. Lack of funds 2. Lack of local expertise 3. Lack of supply chain 4. Not a priority 88. Other, specify _____ 99.Don't know

6.00 Supply Chain

I am now going to ask you a few questions about the current supply chain that may be available for WASH hardware like soap, water treatment products, and cleaning materials.

6.01	Is there someone who is trained to make minor repairs to the school's primary water supply system?	1. Yes ► Skip to **6.10** 2. No 3. Not applicable ► Skip to **6.20**
6.05	If no, what do you do if the water system is in need of minor repair?	_____
6.10	Is there someone who is trained to make major repair to the school's primary water supply system?	1. Yes ► Skip to **6.20** 2. No 3. Not applicable ► Skip to **6.20**
6.15	If no, what do you do if the supply is in need of major repair?	_____
6.20	Are replacement parts for WASH facilities (i.e. latrines, rainwater harvesting tanks, boreholes, storage containers) available for purchase **locally**? *Note: If the respondent says "yes", ask them to specify whether all, some, or few parts are available locally and select the appropriate option.*	1. Yes, all replacement parts available 2. Yes, some replacements parts available 3. Yes, few replacements parts available 4. No, no replacement parts available 99. Don't know
6.25	Are water treatment products available for purchase locally?	1. Yes 2. No
6.30	Is soap available for purchase locally?	1. Yes 2. No
6.35	Are cleaning products (i.e. brooms, mops, cleaning rags, etc.) available for purchase locally?	1. Yes 2. No
6.40	Does the school currently have cleaning products available?	1. Yes 2. No
6.45	Are there local services available to empty pit latrines?	1. Yes 2. No ► Skip to **7.00** 99. Don't know ► Skip to **7.00**
6.50	What is the cost of this service?	1. Local currency _____/ per pit 88. Other, specify: _____ 99. Don't know
6.55	Has the school ever used this service?	1. Yes ► Skip to **7.00** 2. No
6.60	Why has the school not used this service?	1. Pits are not yet full 2. Too costly 3. Lack of funds 4. Not a priority 88. Other, specify _____ 99. Don't know

7.00 Community

I am now going to ask you a few questions about how the local community may be involved with WASH activities in this school.

7.01	Does the community (other than SMC / PTA members) do anything regarding water, sanitation, and/or hygiene in this school?	1. Yes 2. No ► Skip to **8.00**
7.05	What does the community do regarding water, sanitation, and/or hygiene in this school? *(Multiple responses possible. Circle all that apply).*	1. Educate other community members on WASH messages 2. Educate pupils on WASH messages 3. Buy soap for the school 4. Buy water treatment product(s) for the school 5. Buy storage containers for the school 6. Dig latrines in the school compound 7. Clean latrines in the school 8. Provide money to the school for WASH 9. Monitor water and/or sanitation facilities in the school 10. Hire repair services for WASH in this school. 11. Pay for WASH improvements in the school 88. Other, specify _____ 99. Don't know

8.00 Pupil Engagement

I am now going to finish up this interview with a few last questions on pupil engagement around WASH activities in this school.

8.01	Does this school currently have pupils involved in any type of school health club?	1. Yes 2. No ► Skip to **8.15**
8.05	Does the school health club include WASH activities in their club activities?	1. Yes 2. No ► Skip to **8.15**
8.10	What type of WASH activities does the school health club engage in?	1. Cleaning latrines 2. Cleaning handwashing / drinking water containers 3. Cleaning rainwater harvesting tank(s) 4. Collecting water 5. Treating water 6. Promoting good hygiene behavior in the school through art, drama, and/or poetry 7. Promoting good hygiene behavior in the community through art, drama, and/or poetry 88. Other, specify _____ 99. Don't know
8.15	Has the school taught or intent to each WASH curriculum to the pupils this school year?	1. Yes 2. No
8.20	Is there any visual promotion of good WASH behavior at this school (i.e. talking walls promoting WASH messages)? *(OBSERVE IF YES RESPONSE)*	3. Yes 4. Yes, but not displayed at time visit 5. No
8.25	How many members of the school health club are there?	_____members *(Enter 99 for "Don't know")*
8.30	How often do school health club members meet?	1. On a weekly basis 2. On a monthly basis 3. A few times each year 88. Other, specify _____ 99. Don't know

Thank you very much for your time. We have reached the end of the interview. Do you have any further questions for me?

Pupil Survey Guide

This tool evaluates the knowledge, attitudes, and practices (KAP) of pupils pertaining to WASH. A health impact assessment is not included in this piece, but can be made available as a separate module if the project partner would like to perform an evaluation of impact. The purpose of this tool is to determine pupil latrine use and maintenance; school health clubs; water availability; water treatment; handwashing; and hygiene messages. Conducting a pupil survey requires a selection (usually a random selection) of children old enough to provide unbiased answers to questions. This can assist in understanding the general experience of pupils at the school with regards to WASH access and use. Here we present a quantitative tool, but in many cases a *qualitative* approach may be more appropriate. Qualitative focus group discussions or in-depth interviews require a different set of data collection skills than quantitative methods but may reveal more depth to the experiences of pupils at the school.

Questionnaire

Section 1.00: General Information: This section provides general information on the demographics of pupils interviewed.

Section 2.00: Health Messages: This section provides information on health club membership and activities, in addition to information on the health messages pupils receive in the classroom and health club curricula. Suggested answers for messages and activities should be altered to reflect specific focus areas of a particular project. This section also provides basic information on pupil knowledge sharing, including the content of the messages and with whom the messages are shared with.

Many questions in this section are designed to have multiple responses in order to get the most complete picture of activities and topics covered. However, if the program would prefer to simplify the questionnaire by allowing for only a single response, questions can be rephrased to encourage only a single response. Examples include:

(Question 2.10) "What is the ***most important*** thing you learned in school?"
(Question 2.30) "What do you do ***most often*** as a member of the health club?

Section 3.00: Water and Water Treatment: This section provides information on where pupils obtain their drinking water during the school day as well as water treatment practices at home and school.

The options used for the type of water treatment done by the school may be modified to reflect the conditions or usual practices in the project area. The safety of the drinking water depends on the water source, the method used to treat it, and the containers used to store drinking water once it has been treated. The goal of the water treatment is to remove or to kill bacterial, viral, and parasitic pathogens. These methods can be physical (boiling, straining, filtration, settling, solar disinfection, flocculation) or chemical (chlorine tablets or solution, flocculation with disinfection). Often, a combination of methods will be used for maximum

disinfection. Internationally recognized effective methods include ceramic filters with colloidal silver (in either pot or candle form), chlorine, solar disinfection, and flocculation combined with disinfection.

Section 4.00: Sanitation Practices: This section addresses pupils' attitudes and reported behavior toward latrine use. Pupils are asked to report their latrine use practices for urination and for defecation when at home and at school. When possible, the survey should be changed to reflect commonly used and acceptable terms for these behaviors. As an example, we have used "*to go for a short call"* to mean urination and "*to go for a long call*" to mean defecation. Other phrases may be substituted.

Programs may also look at pupil responses to how they consider the smell and cleanliness of the latrine and pupils' reported level of comfort to gain a better picture of latrine use practices at a particular school. Pupils may feel more comfortable reporting their own opinions toward school toilets as opposed to whether they actually use the toilets.

Section 5.00: Hygiene Practices: This section addresses pupils' attitudes and reported behavior toward personal hygiene and handwashing. **Question 5.01** is a measure of a pupil's knowledge of the key times during the day that handwashing should take place. Generally, it is considered most important for children to wash their hands before eating and after visiting the toilet. If a child freely names both of these responses to the question, this student is aware of key handwashing times.

Section6.00: Hygiene Spot-Check: This section does not contain questions for the pupil, but contains indicators of hygiene for the enumerator to mark. Each indicator is scored on a scale of 1 to 3, with 1 being the best. In the event several enumerators are assisting with data collection, it is important to conduct trainings and pilot tests to ensure there is agreement among the enumerators' scoring techniques.

Questions 6.01, 6.05, and 6.10 can be used in addition to self-reported and observed hygiene practices to gain a clear picture of pupil hygiene behavior. **Question 6.15** is useful if soil-transmitted helminths (STH) are a problem in an area, as children who do not wear shoes are at higher risk of infection.

Handwashing Protocol

This tool details a process for structured observation of pupil handwashing after latrine use. This assessment provides a school-level indicator of the proportion of students who wash their hands after latrine use, where the numerator is the number of students observed washing their hands with soap after using the latrine during a specified period, and the denominator is the total number of students observed during a specified period.

Handwashing observations can be logistically difficult to carry out, and should be used in conjunction with other methods to assess hygiene behaviors. When conducting observations of pupil handwashing behavior, the following should be considered:

Observer: The person conducting the observations should try to remain as inconspicuous as possible, as the goal of this assessment is to observe students acting as they normally do in the absence of any guests at the school. Most visitors to schools will receive extra attention from students, so it is important to keep this extra attention to a minimum. It is best for observations to be carried out by a local staff member who is dressed in an inconspicuous manner.

Location: The observer should position himself or herself at a minimum of 10 meters from a latrine bank so that his or her presence poses as little disruption as possible. It can be helpful to stand near a tree or another structure so the observer's presence does not distract the students from their normal activities.

Behavior: The observer can engage in another behavior to mask the true intention of the exercise. This may be writing, reading or conducting a conversation with a colleague while observations are being conducted.

Pupil Survey

Survey Number _____ Interviewer Name _____ Date: _____

Read consent to interviewee.

Was Consent Given? Yes No

Section 1.00: General Information

1.01	Name of school	School _____
1.10	Respondent sex	1. Male 2. Female
1.15	How old are you?	Age _____
1.20	What standard / grade level are you?	Standard / grade level _____
1.25	Were you in this school last year?	1. Yes 2. No 99. Don't know
1.30	What village do you live in?	Village _____

Section 2.00: Health Messages in Schools

2.01	Have you received any teachings relating to water treatment, storage, sanitation, and hygiene in from your classes in school?	1. Yes 2. No ► Skip to **2.15** 99. Don't know ► Skip to **2.15**
2.05	Which classes? *(Multiple responses possible)*	1. Health 2. Science 3. Reading 4. Mathematics 5. English 88. Other (specify) _____ 99. Don't know

2.10	What have you learned? *(Multiple responses possible)*	1. At home water treatment 2. Safe water storage 3. Importance of using a latrine 4. Importance of feces disposal for children 5. Desire to build a latrine in the compound 6. How to wash hands 7. When to wash hands 8. The importance of cleanliness 9. How to prevent diarrhea 10. Brushing teeth 11. Wearing shoes 12. Keeping the environment clean 13. First aid 88. Other (specify) _____ 99. Don't know
2.15	Does your school have a School Health Club?	1. Yes 2. No ►Skip to **2.50** 99. Don't know ►Skip to **2.50**
2.20	Are you a member of the School Health Club?	1. Yes 2. No ►Skip to **2.45**
2.25	Why are you a member of the school health club? *(Probe - Multiple responses possible)*	1. learn about water, toilets, personal hygiene 2. learn about other health topics 3. Wanted to teach my parents 4. Wanted to teach others/students 5. Wanted to help 6. Wanted to have fun 7. Wanted to keep school clean 8. My teacher told me to 9. Because my friend joined 10. Enjoy maintaining cleanliness 11. My mother or father told me to 88. Other (specify) _____ 99. Don't know

2.30	What do you specifically do as a member of the school health club? *(Probe: Multiple responses possible)*	1. Collect water 2. Clean water tanks 3. Treat water 4. Clean latrines 5. Have debates 6. Make songs / role playing 7. Educate students about water treatment 8. Educate students about handwashing 9. Educate students about sanitation 10. Educate students about other health issues 11. Educate community members/parents about health issues 12. Clean classrooms / school compound 13. Plant flowers or trees 14. Collect rubbish 88. Other (specify) _____ 99. Don't know
2.35	Have you learned about water, sanitation, hygiene, or health in your health club?	1. Yes 2. No ► Skip to **2.50** 99. Don't know ► Skip to **2.50**
2.40	What have you learned in your health club? *(Multiple responses possible)* **ALL RESPONSES** ► Skip to **2.50**	1. Water treatment methods 2. Safe water storage 3. Importance of using a latrine 4. Importance of feces disposal for children 5. Desire to build a latrine in the compound 6. How to wash hands 7. Wash hands after toilet use or before eating 8. The importance of cleanliness 9. How to prevent diarrhea 10. Brushing teeth 11. Wearing shoes 12. Keeping the environment clean 13. First aid 88. Other (specify) _____ 99. Don't know **ALL RESPONSES** ► Skip to **2.50**

2.45	Why are you not a member of the school health club? *(Multiple responses possible)*	1. Not enough time 2. Must work at home instead 3. It is not fun / interesting / I don't like it 4. My friends are not members 5. There is not enough space in the health club for me / my teacher didn't choose me 6. I did not know we had a health club 7. It is too much work to be a member 88. Other (specify) _____ 99. Don't know
2.50	Have you ever told anyone about what you have learned about health, water, sanitation, or hygiene in school?	1. Yes 2. No ► Skip to **3.01**
2.55	Who in your home or village have you told? *(Multiple responses possible. Circle all that apply.)*	1. Friends 2. Neighbors 3. Parents / Caretaker 4. Siblings / cousins 88. Other (specify) _____ 99. Don't know
2.60	What have you told people? *(Multiple responses possible. Circle all that apply.)*	1. At home water treatment 2. Safe water storage 3. Importance of using a latrine 4. Importance of feces disposal for children 5. Why they should have a latrine in the compound 6. How to wash hands 7. When to wash hands 8. The importance of cleanliness 9. How to prevent diarrhea 10. Brushing teeth 11. Wearing shoes 12. Keeping the environment clean 13. First Aid 88. Other (specify) _____ 99. Don't know

Section 3.00: Water and Water Treatment

3.01	When you're thirsty in school, where will you <u>usually</u> get your drinking water?	1. Bring from home 2. Another place off of the school grounds that is not home 3. From school grounds ► Skip to **3.10** 4. From the teacher's house 5. No water available 88. Other (specify) _____ 99. Don't know
3.05	Have you ever gotten water to drink at the school?	1. Yes 2. No ► Skip to **3.30** 99. Don't know
3.10	Is there enough water at school for you to drink when you are thirsty: always, sometimes or never?	1. Always 2. Sometimes 3. Never
3.15	Is something done to make water at school safe for drinking?	1. Yes 2. No ► Skip to **3.25** 99. Don't know ► Skip to **3.25**
3.20	*(If Yes):* What is done to make the water safe for drinking at school? *(Multiple responses possible)*	1. Boil water 2. Filter water / Sedimentation / Alum (wait for sand to fall down) 3. Chlorine Solution 4. Chlorine tablets 5. PUR 6. Strain through cloth 88. Other (specify) _____ 99. Don't know
3.25	Do you take drinking water to school with you from home: Always, sometimes, or never?	1. Always 2. Sometimes 3. Never
3.30	Do you treat drinking water at home?	1. Yes 2. No ► Skip to **4.01** 99. Don't know ► Skip to **4.01**
3.35	Who usually treats the water at home that you drink? *(Multiple responses possible)*	1. Mother 2. Father 3. Other sibling / cousin 4. Other adult / grandparent 5. Self

3.40	What is done to treat the water at home? *(Multiple responses possible)*	1. Boil water 2. Filter water / Sedimentation / Alum (wait for sand to fall down) 3. Chlorine Solution 4. Chlorine tablets 5. PUR 6. Strain through cloth 88. Other (specify)_____ 99. Don't know

Section 4.00: Sanitation Practices

4.01	How do you consider the usual smell in the latrines at school: no smell, slightly bad smell, very bad smell?	1. No smell 2. Slightly bad smell 3. Very bad smell
4.05	How do you consider the usual cleanliness of the latrines: clean, slightly dirty, or very dirty?	1. Clean 2. Slightly dirty 3. Very dirty
4.10	How comfortable do you feel using the latrine at school: feel comfortable, prefer not to use the latrine, or don't like using the latrine?	1. Feel comfortable using the latrine 2. Prefer not to use 3. Dislike using the latrine
4.15	Are there any reasons that you don't like to use the school latrines? What are they? *(Multiple responses possible)*	1. No reasons at all 2. Not used to using 3. Smells bad / full 4. Fear falling inside 5. Scary / too dark 6. Fear getting sick 7. Dirty / flies 8. Too many people 9. Lack of privacy 10. Far from school 11. No water/toilet paper 88. Other (specify) _____ 99. Don't know
4.20	When you have to go for a short call at school, do you use the school latrine - always, sometimes, never?	1. Always 2. Sometimes 3. Never
4.25	When you have to go for a long call at school do you use the school latrine - always, sometimes, or never?	1. Always 2. Sometimes 3. Never
4.27	Are there queues for the girls' latrines during break time to use the latrines- always, sometimes, or never?	1. Always 2. Sometimes 3. Never
4.29	Are the latrines accessible when you need them – always sometimes, never?	1. Always 2. Sometimes 3. Never

4.30	If students don't use the latrine at school, where will the usually go when they need to go for a short call?	1. Students always use the school latrine 2. Public latrine 3. Latrine at home or at neighbor's house 4. Bush / field 5. On school grounds 88. Other (specify) _____ 99. Don't know
4.35	If students don't use the latrine at school, where will the usually go when they need to go for a long call?	1. Students always use the school latrine 2. Public latrine 3. Latrine at home or at neighbor's house 4. Bush / field 5. On school grounds 88. Other (specify) _____ 99. Don't know
4.40	How many pupils at this school probably have a latrine in their home – None, a few, many, or all?	1. None 2. A few 3. Many 4. All
4.45	Do you have a latrine at your home?	1. Yes 2. No ►Skip to **4.65**
4.50	What kind of latrine do you have at your home?	1. Traditional latrine 2. Improved latrine 88. Other, specify _____ 99. Don't know
4.55	When you have to go to make a short call at home, do you use your home latrine - Always, sometimes, never?	1. Always 2. Sometimes 3. Never
4.60	When you have to go to make a long call at home, do you use your home latrine - Always, sometimes, never?	1. Always 2. Sometimes 3. Never
4.65	If someone doesn't use a latrine at their home, where would a person usually go for a short call?	1. People always use their home latrines 2. Public latrine 3. Latrine at home or at neighbor's house 4. Bush / field 88. Other (specify) _____ 99. Don't know

4.70	If someone doesn't use a latrine at their home, where would a person usually go for a long call?	1. People always use their home latrines 2. Public latrine 3. Latrine at home or at neighbor's house 4. Bush / field 88. Other (specify) _____ 99. Don't know
4..75	Are you ever teased or harassed when you go to use the toilet at school?	1. Always 2. Sometimes 3. Never

Section 5.00: Hygiene Practices

5.01	At what times during the day do you usually wash your hands? *(Multiple responses possible. Circle all that apply.)*	1. Before eating 2. After visiting the latrine 3. After eating 4. After picking up rubbish 5. After handling dirty things 6. After greeting people 7. After playing 88. Other (specify) _____ 99. Don't know
5.05	Is there a designated place at school for you to wash your hands?	1. Yes 2. No ► Skip to **5.35** 99. Don't know ► Skip to **5.35**
5.10	Is there enough water at school for you to wash your hands – Always, sometimes, or never?	1. Always 2. Sometimes 3. Never
5.15	Is there soap available for you at the place to wash your hands at school – Always, sometimes, or never?	1. Always ► Skip to **5.25** 2. Sometimes 3. Never
5.20	What is the most common reason that soap might not be there?	1. Students steal it 2. It has not been purchased 3. Teachers did not make any available 4. Eaten by animals 5. Get's used up quickly 88. Other (specify) _____ 99. Don't know
5.25	Do you ever wash your hands at school – Yes or no?	1. Yes ► Skip to **5.35** 2. No

5.30	What is the most common reason you don't wash your hands at school?	1. No place for handwashing 2. No water at the handwashing place 3. No soap 4. Don't like to 5. Not needed 88. Other (specify) _____ 99. Don't know
5.35	Do you ever wash your hands at home – Yes or no?	1. Yes 2. No ► skip to **6.01**
5.40	Do you use soap when you wash your hands at home – Always, sometimes, or never?	1. Always 2. Sometimes 3. Never ► skip to **6.01**

Section 6.00: Hygiene Spot Check

For enumerators: *Answer the questions based upon your own observations and should not ask the questions of the student.*

6.01	Cleanliness of pupils hands	1. No visible dirt 2. Some dirt 3. Very dirty
6.05	Cleanliness of pupil's face	1. No visible dirt 2. Some dirt 3. Very dirty
6.10	Cleanliness of pupil's clothing	1. No visible dirt 2. Some dirt 3. Very dirty
6.15	Pupil's shoes	1. Wearing shoes in good condition 2. Wearing shoes in poor condition 3. Not wearing shoes

That is the last question. Thank you for answering our questions. Do you have any questions for me?

Pupil Handwashing Observation Protocol

Observer Name _____ Date: _____

This tool is a process for structured observation to assess pupil handwashing practices following latrine use.

Prior to data collection, all latrines at the school will be identified and numbered. Due to the fact that handwashing stations may not be in view of latrines and all latrines may not be visible from one location, field data collection staff will designate a spot where the most latrines are visible. One staff member will identify a spot where the boys' latrines are visible and one staff member will identify a spot where girls' latrines are visible. Field data collection staff will start observing 15 minutes prior to the mid-morning break, continue observations duration of the break period, and end observations 15 minutes after the break has finished. Data collection staff will:

1) Record the gender of the first student seen leaving any of the latrines and which number latrine the pupil used.
2) As inconspicuously as possible, record if the child washed hands with soap and water, washed hands with only water, or if the child did not wash hands at all. A table such as the one below may be useful.

Obs. #	**Gender** 1=Male 2=Female	**Latrine number** ***(describe below: boys or girls, number of stalls, etc)*** 1 = 2 = 3 = 4 =	**Handwashing** 1=Soap and water 2= Water only 3 = No handwashing
1			
2			
3			
4			

3) Return to the same spot and wait for the next student to exit the latrine, and continue to record as before. Do not record any personal identifiers.

Water Committee Survey Guide

This tool evaluates the overall management of water distribution points in a community. It may be used in situations where the school is the key user of the community water system. The purpose of this tool is to evaluate community systems for maintenance and repair; financial accounting; community accessibility and use; and appropriateness of technology. The sections here represent the key aspects of water point management that indicate the likelihood that access to sufficient water can be sustained.

Section 1.00: General Information: The information in this section gives general information on the water committee and the size of the village the committee serves.

Section 2.00: Access: The information in this section addresses the ability of households and schools to access water in the area. Ease of access is often associated with quantity of water a household or school is able to obtain. If a water source is difficult to access, this means that a smaller quantity of water may be obtained, and thus it is only used for necessary activities (such as cooking and drinking) and not for purposes of hygiene or sanitation.

Section 3.00: Use: This section addresses the uses of the water system and other unimproved sources. Unimproved sources are unprotected surface sources, such as lakes, streams, rivers, and dams.

Section 4.00: Management: This section gives information about the size makeup of the water committee and how active the committee is in the community. Ideally, the water committee will be representative of the community population, with no groups excluded.

Section 5.00: Operations: This section includes information about the current operations of the system. Knowledge of how the community copes with system breakdown can contribute to improvements in project sustainability. **Questions 5.01** and **5.30** in this section require observations of the enumerator, and should not be asked of the interviewee.

Section 6.00: Finances: The information in this section pertains to the committee finances. These questions address how much the committee is able to collect from the community, who is responsible for payment, and the record-keeping practices of the community.

Section 7.00: Water Quantity / Section 8.00: Water Quality: These two sections pertain to the quantity of the water that the water system is able to produce and the quality of water that is available to the community. **Question 8.20** provides a space for the enumerator to report on residual chlorine in the water supply if a chlorine test kit is available.

Water Committee Survey

Survey Number _____ Interviewer Name _____ Date: _____

Read consent to interviewee.

Was Consent Given? Yes No

1.0 General Information

1.01 Community Name: _____

1.05 Interviewee Name: _____

1.10 Position in the Water Committee (i.e. chairperson, member, treasurer, secretary, etc):

_____

1.15 Number of years interviewee has served on the Water Committee:

_____

1.20 Number of households in the community: _____

1.25 Average number of people living in each household: _____

(HH defined as number of people sharing one pot)

2.00 Access

I am now going to ask you a few questions about community access to the community water supply.

2.01	Is the entire community served by the system?	1. Yes ▶Skip to **2.04** 2. No
2.05	Approximately how many households are NOT served by the system?	_____ no. of households
2.10	Why are these households NOT served by the system? *(Multiple response. Circle all that apply).*	1. Distance between system and those HHs too far 2. HHs cannot afford 3. HHs use other sources 4. Don't know 5. Other, specify_____ _____
2.15	Approximately how much time does it take for HHs farthest away from the system to reach the system? *(If hours, convert to minutes: 1 hour = 60 minutes, 1.5 hours = 90 minutes, 2 hours = 120 minutes)*	_____ minutes *Enter 99 for "don't know"*
2.20	Approximately how much time does it take for HHs closest to the system to reach the system? *(If hours, convert to minutes: 1 hour = 60 minutes, 1.5 hours = 90 minutes, 2 hours = 120 minutes)*	_____ minutes *Enter 99 for "don't know"*
2.25	Approximately how much time does it take to collect water once a person reaches the system, including waiting time? *(If hours, convert to minutes: 1 hour = 60 minutes, 1.5 hours = 90 minutes, 2 hours = 120 minutes)*	_____ minutes *Enter 99 for "don't know"*

2.30	Who typically collects water for a HH?	1. Female head of HHs 2. Girl-child of HHs 3. Boy-child of HHs 4. Male head of HHs 5. Don't know 6. Other, specify _____
2.35	How many schools are in this community?	_____ schools
2.40	How many schools have access to this system?	_____schools with access to this system ►Skip to **2.50** *(Enter 0 if no schools have access)*
2.45	Why do schools not have access to the system? ► **All responses go to Section 3.0.**	1. Not enough water available for HHs and schools 2. School(s) unable to pay 3. School(s) have their own water 4. Disagreement between WC and school(s) 5. Don't know 6. Other, specify _____
2.50	Do schools have to pay for collecting water from the system?	1. Yes 2. No ►Skip to **3.01**
2.55	How much do schools pay for accessing water from this system?	1. Local currency _____ per jerry can 2. Local currency _____ per month 99. Don't know

3.00 Use

I am now going to ask you a few questions about the current use of the system.

3.01	Is the water collected from the system used for drinking?	1. Yes 2. No
3.05	What other activities do community members use the water collected from the system for?	1. Cooking 2. Cleaning (i.e. washing dishes, washing clothes, cleaning compound) 3. Bathing 4. Watering animals 88. Other, specify _____
3.10	Are there unimproved sources available to the community such as rivers, open wells, streams, etc?	1. Yes 2. No ►Skip to **Section 4.0**
3.15	Do community members use these unimproved sources?	1. Yes 2. No ►Skip to **Section 4.0**

3.20	What activities do community members use the unimproved sources for?	1. Drinking 2. Cooking 3. Cleaning (i.e. washing dishes, washing clothes, cleaning compound) 4. Bathing 5. Watering animals 88. Other, specify _____

4.0 Management

I'm now going to ask you some questions regarding the current management of the system.

4.01	Is all management of the system conducted by the Water Committee?	1. Yes 2. No
4.05	Is anyone else involved in the management of the system?	1. If Yes, specify who _____ _____ 2. No
4.10	How many members does the Water Committee currently have?	_____ members
4.15	How many of those members are female?	_____ female members
4.20	How were members of the Water Committee selected?	1. NGO / Donor selected members 2. Local government selected members 3. Village chief selected members 4. Community members selected members 5. Community members volunteered 88. Other, specify _____ _____ _____
4.25	How often does the Water Committee hold meetings?	1. No meetings held so far ►Skip to **4.35** 2. Weekly 3. Monthly 4. When an issue arises 5. Don't know 88. Other, specify _____
4.30	How many people typically attend a Water Committee meeting?	_____ people
4.35	Does the Water Committee have a designated treasurer?	1. Yes 2. No

4.40	How are decisions about the system made?	1. WC Members vote 2. WC Members consult and reach a decision 3. The WC Chairperson has the final say 4. The WC Treasurer has the final say 5. The Chief has the final say 6. Don't know 88. Other, specify _____
4.45	Does the Water Committee share decisions made to the rest of the community?	1. Yes 2. No ►Skip to **Section 5.00**
4.50	How are decisions shared with the rest of the community? *(Multiple response possible. Circle all that apply).*	1. Through the office of the chief 2. During market days 3. Word of mouth to users at the system 4. Signs displayed near the system 5. Don't know 88. Other, specify _____

5.0 Operations

I am now going to ask you a few questions about the current operation of the system.

5.01	Is the system working on the day of the visit? *DO NOT ASK. OBSERVE WHETHER OR NOT THE SYSTEM IS WORKING.*	OBSERVATION BY INTERVIEWER: 1. Yes, system was observed working 2. No, system was observed NOT working ►Skip to **5.15**
5.05	If system was observed working: Is the system working at its optimal capacity or is it in need of improvements?	1. Yes, optimal capacity ►Skip to **5.20** 2. No, needs improvement
5.10	Why type of improvements does the system currently need? **All responses ► Skip to 5.20.**	1. Specify: _____ _____ _____ _____ _____ 99. Don't know
5.15	If system observed not working: Why is the system currently not working?	1. Broken, in need of repair 2. Currently shut down 3. Runs on electricity, electricity shut off 4. Water is recharging 5. Don't know 88. Other, specify _____

5.20	Does the WC keep a log book of system operations including reasons for break down and repair?	1. Yes 2. No ►Skip to **5.35**
5.25	Is the log book currently available for me to see?	1. Yes 2. No ►Skip to **5.35**
5.30	Look through the log book. *DO NOT ASK. OBSERVE WHETHER OR NOT THE LOG BOOK IS RECORDING OPERATION OF THE SYSTEM IN THE PAST YEAR.*	OBSERVATION BY INTERVIEWER: 1. Yes, log book was observed and records are being kept 2. No, log book observed, but records not being kept
5.35	Approximately many times since the construction of the system has the system needed repair? *(Note: interviewee may not have been a member of the WC since the construction of the system. Emphasize that you want an approximation).*	1. _____ times 2. System has not needed repair since construction ►Skip to **5.99**
5.40	Please tell me what was one of the more recent repairs that the system needed:	Repair issue: _____ _____ _____ _____ _____
5.45	Who fixed it?	1. Specify _____ _____ _____ 2. It has not been fixed ►Skip to **5.70** 3. Don't know, but it was fixed
5.50	How much did the repair cost?	_____ *(amount)* *Enter 99 for "don't know'*
5.55	Where were the repair components for the system purchased?	1. Community has a spare parts bank 2. Local vendor 3. Don't know 88. Other, specify _____
5.60	Approximately how long did it take from when the repair was recognized to when the repair was completed?	1. Within a week 2. More than a week, but less than a month 3. More than a month 4. Don't know
5.65	Was the system still operating during that time?	1. Yes 2. No

5.70	Please tell me of another more recent repair that the system needed:	1. Repair issue: _____ _____ _____ _____ 2. No other repair since system constructed ►Skip to **5.99**
5.75	Who fixed it?	1. Specify _____ _____ _____ 2. It has not been fixed ►Skip to **5.99** 3. Don't know, but it was fixed
5.80	How much did the repair cost?	_____ *(amount)* *Enter 99 for "don't know'*
5.85	Where were the repair components for the system purchased?	1. Community has a spare parts bank 2. Local vendor 3. Don't know 88. Other, specify _____
5.90	Approximately long did it take from when the repair need was recognized to when the repair was completed?	1. Within a week 2. More than a week, but less than a month 3. More than a month 99. Don't know
5.95	Was the system still operating during that time?	1. Yes 2. No
5.99	Does the community have a spare parts bank?	1. Yes 2. No

6.0 Financial Management

I am now going to ask you a few questions about the financial management of the system.

6.01	Is a tariff collected for water use?	1. Yes 2. No ►Skip to **6.50**
6.05	How much is the tariff?	_____ *(amount)* *Enter 99 for "don't know'*
6.10	Who collects the money?	1. WC Treasurer 2. A member of the WC 3. A community member 88. Other, specify _____ 99. Don't know

6.15	Does the WC keep records of income generated by water tariff collection?	1. Yes 2. No ►Skip to **6.30**
6.20	Are the records currently available for me to see?	1. Yes 2. No ►Skip to **6.30**
6.25	Look through the records. *DO NOT ASK. OBSERVE WHETHER OR NOT THE RECORDS TRACK FEES COLLECTED FOR SYSTEM USE.*	OBSERVATION BY INTERVIEWER: 1. Yes, records were observed and record shows fees collected 2. No, records were observed, but records fail to show fees collected
6.30	Where are collected fees kept?	1. In a bank 2. With the WC Treasurer 3. With a member of the WC 4. With the chief 88. Other, specify _____ 99. Don't know
6.35	What happens if someone is too poor to pay (i.e. orphans, single mothers, etc.)?	1. They are not allowed to collect water from the system 2. They are allowed to collect water from the system for free 3. They are allowed to pay a reduced fee 88. Other, specify _____ 99. Don't know
6.40	What happens if someone is able to pay, but refuses to pay?	1. They are not allowed to collect water from the system 2. They are allowed to collect water from the system for free 88. Other, specify _____ 99. Don't know
6.45	How much money is currently available from the fees collected?	_____ *(amount)* *Enter 99 for "don't know'*
6.50	Does the WC typically have sufficient funds to address maintenance and repair needs?	1. Yes 2. No

7.0 Water Quantity

I am now going to ask you a few questions about the water quantity of the system.

7.01	Is the system producing an increased, decreased, or the same quantity of water since the beginning of system operation?	1. Increased 2. Decreased 3. No change 99. Don't know
7.05	Is the current quantity of water able to meet the needs of the community users?	1. Yes 2. No

7.10	Typically, how much water does each community member collect from the system per day?	1. 1 jerry can 2. 2 jerry cans 3. 3 jerry cans 88. Other, specify _____ 99. Don't know

8.0 Water Quality

I am now going to ask you a few questions about the water quality of the system.

8.01	Is there a treatment component of the system?	1. Yes 2. No
8.05	What kind of treatment component takes place?	_____ _____ _____ *(Enter 99 for " Don't know")*
8.10	Do users perform any treatment of the water they collect from the system in their household?	1. Yes 2. No 99. Don't know
8.15	What kind of treatment do households undertake for the water they collect from the system?	1. Boil water 2. Settling and filtration 3. BioSand / sand filter 4. Candle filter: Brand_____ 5. Other filter: Brand_____ 6. Flocculant (such as aluminum sulfate): Brand_____ 7. Sodium hypochlorite (chlorine) Brand:_____ 88. Other _____ Brand:_____ 99. Don't know
8.20	DO NOT ASK. IF SYSTEM HAS A TREATMENT COMPONENT, SYSTEM IS WORKING AT TIME OF VISIT, AND INTERVIEWER HAS A CHLORINE KIT. CHECK FOR PRESENCE OF RESIDUAL CHLORINE IN THE WATER.	OBSERVATION BY INTERVIEWER: 1. System is not working 2. System is working, no chlorine kit 3. Test showed positive for presence of chlorine residual 4. Test did NOT show presence of chlorine residual

Thank you very much for your time. We have reached the end of the interview. Do you have any further questions for me?

Teacher In-Depth Interview Guide

Unlike the other tools included in the toolkit, this interview guide will assist the program in collecting qualitative data on the teachers' attitudes and perceptions of the school WASH program. This guide is used to help a program understand teachers' level of acceptance of the program's WASH messages, barriers to usage in the schools, and the role teachers have in encouraging student usage of latrines and hand-washing facilities.

Using this interview guide: Unlike quantitative questionnaires, the questions on this tool do not have a set list of responses. In-depth interviews can be thought of as guided conversations between an interviewer and a respondent. There are no right or wrong answers during a qualitative interview. This tool is meant as a guide for an interviewer to conduct an in-depth interview on issues pertaining to the school WASH program, and should be used if a program wishes to learn about individuals' opinions toward the program and program messages.

Participant selection: While random sampling is the recommended means of participant selection for quantitative surveys, it is not necessary to create a sample for qualitative assessments. Instead, participants may be chosen in a manner to create the most diverse set of responses. For example, a program may choose to speak with individuals who represent a variety of levels of direct involvement with school WASH project, positions in the school, gender, etc.

Language / Translation: An in-depth interview is a conversation between the interviewer and the respondent. To assist understanding, the interview should be conducted in the native language of the respondent whenever possible. Using a third person as a translator during an interview can lead to loss of information from the respondent, as well as cause the respondent to feel less comfortable during the interview. Instead, interviews conducted in the native language can be translated and transcribed where necessary. While this process best preserves the full content of the interview, it can be time consuming. An alternative to this technique is to employ a bi-lingual note-taker to listen and make notes during the interview, and then to transcribe his or her notes into the second language.

Questions and Probes: The guide consists of a set of direct questions, followed by sets of probes. Unlike in quantitative questionnaires, the interviewer should not merely read the list of questions to the respondent. After the interviewer asks a question, he or she may wish to ask for further information before moving to the next question. While specific probes are suggested in this guide, the interviewer should pursue any line of questioning that will give a more complete picture of the subject being discussed. The probes required will vary from one respondent to another, and the interviewer should remain flexible in the probes and follow-up questions that are used.

Recording and Analyzing the Interview: When possible, the conversation between the interviewer and the respondent should be recorded using a digital recorder or other audio device. The recording of the conversation can then be transcribed into a written form at a later time for review or analysis. If a recording is not possible, a third person should be present to take notes during the interview. These notes can then be officially recorded after the interview is over. It is best if the interviewer is not the person taking notes. Instead, the interviewer should focus his or her energy on the conversation with the respondent. The organization using this tool will likely wish to read through the interview notes or transcripts to gain an understanding of individual accounts, or to look for common themes. These findings can be used to identify weak or strong points in the programming, thus allowing the organization to make necessary improvements. There are software programs available that allow for more sophisticated analysis of qualitative data.

Sections of the Interview Guide

Introduction: The introduction included in the guide is an important component of the interview. During the introduction, the interviewer explains to the respondent the purpose of the interview and allows the respondent to ask any questions about the process before the interview begins. During the introduction, the respondent is encouraged to share freely and expand on any themes that he or she believes to be important. to the subject at hand.

Warm-up Questions: While these questions do not immediately pertain to the teachers' perceptions of the school's WASH program, it is important to include them for several reasons. First, they allow the respondent to become more familiar with the interviewer, and thus more comfortable and willing to share as the interview progresses. Second, the information gained in these warm-up questions provides valuable background information about the teachers' ideas about the project and his or her role.

Key Questions: The questions in this section are divided into three categories: Hygiene, Sanitation, and Handwashing. Organizations are encouraged to add additional questions if there is a particular piece of the program for which they would like specific feedback. Additionally, sections may be removed if they do not reflect the program objectives.

Closing Questions: These questions are used to bring the conversation with the respondent to a close, and offer him or her an opportunity to add any relevant comments that were not addressed during the rest of the conversation.

In-Depth Interview Questions

Interviewer Name _____ Date: _____

Purpose of this guide: *Use this guide to determine what a school community likes and dislikes about the Water, Sanitation, and Hygiene (WASH) program and equipment, and how do these perceptions sustain and influence the usage of latrines and hand-washing stands?*

Participants: In-depth interviews with teachers or students will ascertain perceptions and acceptance of WASH through open-ended questioning. Possible interview subjects may include:

- School pupils (segregated by gender and possibly age)
- Teachers in public and private schools who have been teaching at the school for at least one academic year and that have a role in the WASH school program will be solicited for participation.
- Educators are users and promoters of the WASH program in the school environment.

Introduction: Read the following script to the participant prior to beginning

Good morning, my name is *(name)*, and I am a researcher from *(name of organization)*. We are looking at the WASH program in your school. The research is funded by *(names of funders)*. Part of this evaluation will investigate teacher views on the WASH program. I am here today to talk with you and other teachers at your school about your role in the WASH program because we feel that by speaking with you we can find out what works or doesn't work. Your participation in this interview and your feedback are instrumental to the research on WASH evaluation. Your participation in this interview is completely voluntary, and you should feel free not to answer a question if you do not feel comfortable or to ask to stop the interview at any time.

Our discussion today will take about one hour. Our discussion is completely confidential, meaning that no other person at this school will hear the recording or know what we discussed. Your name will not be mentioned in any documents relating to the research. Your responses to my questions will not be associated with your name. Do you have any questions about the confidentiality of this? *(If a recording is taken)* I would like to record our discussion, if this is ok, so I don't miss any of the issues we discuss. Do I have your permission to record our discussion?

I have a list of items that I would like to discuss with you today about WASH. Please feel free to bring up any other issues that are relevant to WASH. These questions do not have right or wrong answers, but merely try to elicit your personal opinions. Please feel free to be honest about your feelings. Shall we begin?

Warm-Up Questions:

1. Describe the WASH program in your school.

(probe on timeframe, people involved, types of equipment)

2. Describe your training in WASH.

(probe on who provided training, when training was, did they like/dislike it)

3. How are you involved in the WASH project?

(probe on responsibilities like teaching, curriculum, cleaning)

Key Questions:

Hygiene

4. What is your definition of hygiene?

(probe on barriers to hygiene, cultural issues related to hygiene practices)

5. Who is responsible for hygiene in your school?

(probe on teachers' responsibilities)

6. Describe the hygiene messages you teach your students about hygiene.

(probe on specific lessons, daily messages, daily duties)

7. How would you suggest that personal hygiene of students could be improved?

Sanitation

8. Describe the conditions of the latrines.

(probe on cleanliness, privacy)

Do you believe there are enough latrines in your school?

Do you believe there are enough urinals in your school?

9. Which students use the latrines? Why?

10. Why do certain students not use the latrines?

11. When are students allowed to use the latrine?

12. Who cleans the latrines?

(probe on role of health club)

13. How would you improve sanitation in your school?

Hand-washing

14. Could you show me how you demonstrate to students how to wash hands?

15. What is your view on the conditions of hand-washing facilities?

(probe on cleanliness, availability of soap)

16. Are the facilities for hand-washing easy to use for students? Why/Why not?

(probe on number of sinks, height, availability of soap and water)

17. How would you improve/increase students' hand-washing in your school?

Closing Questions:

18. Do you think children in other schools would accept facilities such as yours? Please elaborate on why/why not.

19. If you could make any improvements about WASH in your school not previously mentioned, what would they be?

20. Can you tell me about the 3 main benefits you may have seen as the result of WASH improvements in your school?

(probe on personal hygiene of students, students' health, absenteeism)

21. Are there any other comments you would like to make on the issues we have talked about or other issues that you feel have not be dealt with related to WASH in schools?

School WASH Program Self-Assessment

The questionnaire below is designed as a self assessment tool that program implementers can use to assess the sustainability of their programs. Stakeholders should work on completing the questionnaire together and discuss how the program can be improved to ensure sustainability.

1.0 Describe the project objectives and scope.

2.0 Sustainability

1) How do you define sustainability?
    a. What is your vision for the impact of this project after 5 years, 10 years?
2) Who are the key actors in the project responsible for promoting and ensuring sustainability
    a. How does the project engage the local government actors? What are their roles and responsibilities?
    b. How does the project engage community members? What are their roles and responsibilities?
    c. What should the role of the school management and teachers be in ensuring sustainability? What are their roles and responsibilities?
    d. What is the role of school children in ensuring sustainability?
    e. What is the role of school health clubs?
3) What specifically are the greatest threats to sustainability of the project?
    a. How where these challenges addressed in the project design?
    b. How are these threats documented and addressed in the project on an on-going basis?
4) What assurances (financial or in-kind) has the project received from the schools, communities, and government?
5) What do you understand by the term "demand-driven?"
    a. How did the project targeting process ensure demand?
    b. What aspect of the project implementation ensure demand and from whom?
6) How was the technology for the project chosen?
    a. What are the greatest challenges to sustainability of the technologies chosen by the project?
    b. How long do you expect the technology to last?
    c. Are spare parts available locally?
    d. How have you ensured local knowledge to repair and replace hardware?
    e. What aspects of construction and repair of hardware is not available within the community?
7) What mechanisms has the project put in place to ensure adequate maintenance of project hardware? Community or school level?
    a. Which of these mechanisms have been successful?
    b. Which of these mechanisms haven't been successful?
8) What trainings do you provide for the software components of your project?
    a. Are teaching materials available for teachers and/or community members?
    b. How are children involved in peer education? Are they provided specific materials or resources?
    c. How were behavior change materials developed?

9) How does the project ensure continuity of stakeholder participation and investment?
    a. How does the project address issues of teacher transfer?
    b. Who within the government are key participants?
    c. What community structures have been put in place or supported as part of this project?
    d. How will you ensure ongoing activities of these groups and individuals after the project is over?

3.0 Effectiveness, impact, and diffusion

1) How does the project ensure access and use for vulnerable children?
2) Was (and how was) technology choice for the school driven by the potential for community uptake?
    a. Is the technology able to serve small children, women and girls, and other vulnerable populations?
    b. Is the technology appropriate for community uptake?
    c. What mechanisms are in place for community members to take up technology promoted at the schools?
3) What is the mechanism for increased and improved knowledge, attitude, and behavior change among parents as part of the project?
    a. What specific project activities are designed to engage children as change agents?
    b. Are parents encouraged through specific project activities to learn more about WASH through visiting the school? How?
    c. Are materials available at the school for community members?

4.0 Monitoring, evaluation and learning

1) How does the project monitor and evaluate progress:
    a. Towards outputs (provision or hardware and software)?
    b. Towards impact (direct and indirect benefits)?
    c. For effectiveness (access, utilization, uptake, use)?
    d. Have you engaged stakeholders to participate in program monitoring?
2) How are those data used to improve program activities?
    a. Can you provide specific examples of data utilized for program improvement?
3) Are the mechanisms for program improvement systematized?
    a. How and who leads this effort?
4) Does the project employ a staff member who is primarily responsible for documenting lessons learned?
    a. With whom and how are these documents shared?
5) What indicators are in place in the monitoring and evaluation framework to measure sustainability?
    a. What data have been collected and what is the current condition of the project based on available data?
    b. When are additional data collection moments planned?
6) Has your program evaluated past projects for sustainability?
    a. What aspects of past projects have not been sustained?
    b. How were those aspects of the project modified in the current iteration of your programming?

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