WASH IN SCHOOLS CHECKLIST - iRHIS

GENERAL INFORMATION

COUNTRY: _________________________      CAMP/SETTLMENT NAME: _________________________

SCHOOL NAME: __________________________________   DATE: _______________

STATUS (iRHIS): □ Emergency □ Post-Emergency

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

ENROLMENT: Total _________    Boys___________    Girls_____________

STAFF: Total____        Full-time___________    Part-time_____________

CORE JMP QUESTIONS - WASH IN SCHOOLS

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

Improved
- Piped
- Tube well/Borehole
- Protected dug well
- Protected spring
- Rain water
- Tanker truck
- Other:_______

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

W2. Is drinking water from the main source currently available at the school?
- Yes □ No

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

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>Girls’ only toilets</th>
<th>Boys’ only toilets</th>
<th>Common use toilets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number that are currently usable (available, functional, private)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

H1. Are there handwashing facilities at the school?
- Yes □ No

H2. Are both soap and water currently available at the handwashing facilities?
- Yes, water and soap
- Water only
- Soap only
- Neither water or soap

JMP EXPANDED QUESTIONS - WASH IN SCHOOLS

XW1. In the previous two weeks, was drinking water from the main source available at the school throughout each school day?
- Yes □ No

XW2. Is drinking water from the main source typically available throughout the school year?
- Yes (always) □ Mostly (unavailable ≤ 30 days total) □ No (unavailable > 30 days)

XW3. Is drinking water accessible to those with limited mobility or vision?
- Yes □ No

XW4. Is drinking water accessible to the smallest children at the school?
- Yes □ No
**XW5.** How many drinking water points (e.g. taps) are at the school?  
☐ Insert Number ______________

**XW6a.** Does the school do anything to the water from the main source to make it safe to drink?  
☐ Yes ☐ No

**XW6b.** If yes, what treatment method is used?  
☐ Filtration  
☐ Boiling  
☐ Chlorination  
☐ SODIS  
☐ Ultraviolet  
☐ Other ______________

**XW7.** Is the school’s main water source compliant with national standards for drinking water?  

<table>
<thead>
<tr>
<th>Contaminant</th>
<th>Tested in past 12 months</th>
<th>Compliant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ecoli</td>
<td>☐ Yes ☐ No ☐ Don’t Know</td>
<td>☐ Yes ☐ No ☐ Don’t Know</td>
</tr>
<tr>
<td>Arsenic</td>
<td>☐ Yes ☐ No ☐ Don’t Know</td>
<td>☐ Yes ☐ No ☐ Don’t Know</td>
</tr>
<tr>
<td>Lead</td>
<td>☐ Yes ☐ No ☐ Don’t Know</td>
<td>☐ Yes ☐ No ☐ Don’t Know</td>
</tr>
<tr>
<td>Other ___________</td>
<td>☐ Yes ☐ No ☐ Don’t Know</td>
<td>☐ Yes ☐ No ☐ Don’t Know</td>
</tr>
<tr>
<td>Contaminant unknown</td>
<td>☐ Yes ☐ No ☐ Don’t Know</td>
<td>☐ Yes ☐ No ☐ Don’t Know</td>
</tr>
</tbody>
</table>

**XS1.** Are water and soap available in a private space for girls to manage menstrual hygiene?  
☐ Yes, water and soap ☐ Water, but no soap ☐ No water

**XS2.** Are there covered bins for disposal of menstrual hygiene materials in girls’ toilets?  
☐ Yes ☐ No

**XS3.** Are there disposal mechanisms for menstrual hygiene waste at the school?  
☐ Yes ☐ No

**XS4.** How many times per week are the student toilets cleaned?  
☐ At least once per day  
☐ 2-4 times per week  
☐ Once per week  
☐ Less than once per week

**XS5.** In general, how clean are the student toilets?  
☐ Clean  
☐ Somewhat clean  
☐ Not clean

**XS6.** Is there at least one usable toilet/latrine that is accessible to the smallest children at the school?  
☐ Yes ☐ No

**XS7.** Is there at least one usable toilet/latrine that is accessible to those with limited mobility or vision?  
☐ Yes ☐ No

**XS8.** Where are the student toilets located?  
☐ Within school building  
☐ Outside building, but on premises  
☐ Off premises

**XS9.** When are students permitted to use the school toilets/latrines?  
☐ At all times during the school day  
☐ During specific times during the school day  
☐ There are no toilets available for use at the school

**XS10.** Are culturally appropriate anal cleansing materials currently available to all students?  
☐ Yes ☐ No
### XS11. Is there currently functional lighting in the student toilets?
- All toilets
- Some toilets
- None

### XS12. Are latrines or septic tanks emptied (or latrines safely covered) when they fill up?
- Yes
- No

### XH1. Are there handwashing facilities accessible to those with limited mobility or vision?
- Yes
- No

### XH2. Are there handwashing facilities accessible to the smallest children at the school?
- Yes
- No

### XH3. Where are handwashing facilities with water and soap located at the school? *(mark all that apply)*
- Toilets
- Food preparation area
- Food consumption area
- Classrooms
- School yard
- Other ___________________

### XH4. How many handwashing facilities with water and soap are located at the school? *(insert number of taps)*
- Total number of taps ________
- Number with soap & water ________

### XH5. How many times per week are group handwashing activities conducted for all students?
- At least once per school day
- 2-4 days/week
- Once per week
- Less than once per week

### XH6. Which of the following provisions for menstrual hygiene management (MHM) are available at the school?
- Bathing areas
- MHM materials (e.g. pads)
- MHM education

### XH7. How is solid waste (garbage) from the school disposed of?
- Collected by municipal waste system
- Burned on premises
- Buried and covered on premises
- Openly dumped on premises
## WASH IN SCHOOLS QUESTIONS

### CORE JMP – WASH IN SCHOOLS QUESTIONS

| W1 | □ If there is more than one source, the one used most frequently for drinking water should be selected. If children need to bring water from home because water is not provided by the school, “no water source” should be selected. Response options should be modified to reflect the local context and terminology such that respondents are able to clearly understand each one, and they are able to be categorized as improved, unimproved or no water source. |
| W2 | □ To be considered available, water should be available at the school at the time of the survey or questionnaire, either from the main source directly or stored water originally from the main source. |
| S1 | □ If more than one type is used, the most common type of student toilet/latrine should be selected. Response options should be modified to reflect the local context and terminology such that responses are able to be categorized by improved, unimproved or none. |

### S2 & S3 alt

□ Only count toilets/latrines that are usable at the time of the survey or questionnaire, where “usable” refers to toilets/latrines which are

1. available to students (doors are unlocked or a key is available at all times),
2. functional (the toilet is not broken, the toilet hole is not blocked, and water is available for flush/pour-flush toilets), and
3. private (there are closable doors that lock from the inside and no large gaps in the structure) at the time of the questionnaire or survey. If any of these three criteria are not met, the toilet/latrine should not be counted as usable. However, lockable toilets may not be applicable in pre-primary schools.

□ Single-sex toilets means that separate girls’ and boys’ toilets are available at the school, or it is a single-sex school and has toilets. To be considered separate, facilities should provide privacy from students of the opposite sex, but this definition should be further defined based on local context, as needed. For schools that have separate shifts for girls and boys (i.e. girls attend the school at a separate time from boys), depending on local culture, the response could be “yes” since at the time of use, the toilets are only for girls. This question may not be applicable in pre-primary schools.

□ It should meet the following conditions:

1. can be accessed without stairs or steps,
2. handrails for support are attached either to the floor or sidewalls,
3. the door is at least 80 cm wide, and
4. the door handle and seat are within reach of people using wheelchairs or crutches/sticks. |

### H1

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

### H2

□ To be considered available, water and soap must be available at one or more of the handwashing facilities at the time of the survey or questionnaire. If girls and boys have separate facilities, soap and water should be at both. Soapy water (a prepared solution of detergent suspended in water) can be considered as an alternative for soap, but not for water, as non-soapy water is needed for rinsing. Surveys may choose to add other response categories for ash or alcohol hand rub, but these should be kept as separate categories from soap to support SDG monitoring. |

### EXPANDED JMP – WASH IN SCHOOLS QUESTIONS

| XW1 | □ Only respond “yes” if water was available at all times during the school day for the previous two weeks. Respond “no” if water was not available, at any time during any of the school days in the previous two weeks. |
| XW2 | □ Respond “no” if the total time without water during the school year is more than 30 days. |
| XW3 | □ To be considered accessible, water can be accessed (directly from the source or from a storage container) via a clear path without stairs or steps* that is free of obstructions and has age-appropriate handrails, the tap can be reached from a seated position, and the water source/dispenser can be opened/closed with minimal effort. Yes with one closed fist or hand, or with appropriate handrails. |
| XW4 | □ To be considered accessible, the water tap can be reached and easily opened/closed by the smallest children. May not be applicable in secondary schools. |
| XW5 | □ Count the total number of drinking water points at the school for students. This includes any point where children can get water to drink when needed. These could include, but are not limited to, piped taps, water fountains, jugs, water coolers, and buckets with taps, as well as protected wells or rainwater tanks if children get water directly from those sources. |
| XW6a | □ The water treatment equipment / supplies should be observed, if possible. |
| XW7 | □ The structure can be modified for surveys that don’t accept matrix style questions. If the water was tested, but the contaminants tested are unknown, the “contaminant unknown” row can be used. For surveys that test water as part of data collection, the “tested in past 12 months” column can be changed to “sample taken.” WHO guidelines recommend a standard of zero E. coli (or thermotolerant coliform bacteria) in any 100-ml sample, a maximum arsenic level of 0.01 mg/L, and a maximum lead guideline of 0.01 mg/L. The contaminants in the table can be changed based on the context. If chlorine residual is tested, this may also be recorded; the drinking water guideline is at least 0.2 mg/L. |
| XS1 | □ Check yes if water and soap are available for discrete personal hygiene (hand and body washing), cleaning clothes/uniform, and washing reusable menstrual hygiene products (as applicable). This question is not applicable in pre-primary schools. |
| XS2 | □ This question is not applicable in pre-primary schools. |
| XS3 | □ Disposal mechanisms can include incineration or another safe method on-site, or safe storage and collection via a
| XS4 | Although this question focuses on operation and maintenance processes, and not outputs, it is intended to provide a proxy for toilet cleanliness and may be more appropriate for self-response administration surveys than XS5. |
| XS5 | Visit as many of the student toilets as possible, and then select the appropriate description based on your general impression and the following definitions.  
(i) Clean: all toilets do not have a strong smell or significant numbers of flies or mosquitoes, and there is no visible faeces on the floor, walls, seat (or pan) or around the facility.  
(ii) Somewhat clean: there is some smell and/or some sign of faecal matter in some of the toilets.  
(iii) Not clean: there is a strong smell and/or presence of faecal matter in most toilets.  
This question is only appropriate for surveys that include observation by trained enumerators. |
| XS6 | To be considered accessible, a toilet/latrine should be available that can be used by the smallest children, which has a smaller toilet hole, a lower seat, and a lower door handle. May not be applicable in secondary schools. |
| XS7 | To be considered accessible, the facility can be accessed via a clear path without stairs or steps* that is free of obstructions and has age-appropriate handrails, there is enough space inside for a wheelchair user to enter, turn, close the door and park by the toilet (1.5 m²), the door is wide enough for a wheelchair (at least 80 cm) and opens outward with minimal or no difference in floor height between outside and inside, and the door handle and seat are within reach of children using wheelchairs or crutches/sticks, including a fixed raised pan or movable raised toilet seat to accommodate children who may have difficulty squatting.  
* Maximum ramp slope should follow national standards. In the absence of national standards, the following guidelines are recommended: a maximum ramp slope of 1:20 without handrails or 1:10 with handrails for the first 10 meters (if a longer ramp is needed, there should be an intermediate level landing every 10m). |
| XS8 | If there are multiple locations, respond based on the most frequently used by students. This question may be especially applicable in cold climates, boarding schools, and in regions with prolonged periods of darkness during school hours. |
| XS9 | Where feasible, such as in small program evaluations or sub regional surveys, this question may provide more accurate information if asked of students. |
| XS10 | Response should be based on the time of the questionnaire or survey and should be observed if possible. Anal cleansing materials will likely vary between countries and over time, and should be defined based on local context. In schools that have a multi-cultural student body, respond “yes” only if materials are provided to suit the needs of all students. |
| XS11 | Response should be based on the day of the survey or questionnaire and should be observed if possible. This question may be especially appropriate for boarding schools and in countries or regions with prolonged periods of darkness during the school day, but is relevant in most settings. Where day-time toilet lighting is of interest, electric lighting or construction that allows natural light to enter is acceptable. |
| XS12 | This question does not apply to all sanitation facilities (e.g. sewer connection) but primarily to the management of faecal sludge from onsite systems.  
Respond “no” if there are any latrines at the school that are currently too full to be used and the pit has not been emptied (or a new pit has not been dug and the full pit safely covered).  
Additional questions regarding safely managed sanitation could be added based on household questions for SDG monitoring, but the scope of questions may only be realistic up to the school boundary (e.g. if pits are emptied, the school can likely only provide information up to the point where the sludge left the school premises, not about how the sludge is managed after leaving the school). |
| XH1 | To be considered accessible, handwashing facilities can be accessed via a clear path without stairs or steps* that is free of obstructions and has age-appropriate handrails, the tap and soap are reachable from a seated position and the tap can be operated by feet and/or one closed fist with minimal effort.  
* Maximum ramp slope should follow national standards. In the absence of national standards, the following guidelines are recommended: a maximum ramp slope of 1:20 without handrails or 1:10 with handrails for the first 10 meters (if a longer ramp is needed, there should be an intermediate level landing every 10m). |
| XH2 | To be considered accessible, the smallest children should be able to reach the tap and soap, and be able to operate the tap on their own with minimal effort. May not be applicable in secondary schools. |
| XH3 | Only mark those areas where both water and soap are available at the time of the survey or questionnaire. |
| XH4 | Insert the total number of handwashing points (e.g. taps) that exist at the school and the number that have both water and soap at the time of the survey or questionnaire. |
| XH5 | Applicable in countries that have adopted the Three Star Approach (or similar). |
| XH6 | Bathing areas are separate from latrines and toilets. The design may vary based on local context, but at minimum should have water and soap inside and be private (have closable doors that lock from the inside, and no holes, cracks, windows or low walls that would permit others to see in). MHm Material types may vary based on local context. Availability may be via free distribution or for purchase. MHM education should be institutionalized (i.e. regularly taught in class or through a regular school program) to be considered as a response for this question. |
| XH7 | The first three are considered appropriate forms of solid waste disposal. Openly dumped on-premises is not considered an appropriate form of disposal. |