



**Ministry of Education Services**

**Knowledge, Attitudes, Practices Behavior (KAPB)  
Study on School WASH program**

**Final Report**

Funded by



Assisted by



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## **Acknowledgement**

The purpose of the Knowledge, Attitudes, Practices Behavior (KAPB) Study on School WASH program was to develop a comprehensive understanding and draw evidence related to water, sanitation and hygiene situation, knowledge attitudes practices and behaviours in a representative sample of schools of Sri Lanka. KAPB study receives the assistance and cooperation from various stakeholders and officials, survey participants and other contributors who need to be mentioned here with regard to their valuable contribution towards the success of this study.

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Secretary,

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## **Abbreviations**

<b>FGD</b>	Focus Group Discussions
<b>ISA</b>	In-Service Advisor
<b>KAPB</b>	Knowledge, Attitudes, Practices and Behaviours
<b>MoE</b>	Ministry of Education
<b>MoES</b>	Ministry of Education Services
<b>SHP</b>	School Health Promotion Program
<b>SNHSB</b>	School Nutrition and Health Services Branch
<b>TOR</b>	Terms of Reference
<b>UNICEF</b>	United Nations Children’s Fund
<b>WASH</b>	Water, Sanitation and Hygiene
<b>WHO</b>	World Health Organisation

## 1. Background and Introduction

### 1.1 Overview

Every child around the world deserves an opportunity to learn in a safe and healthy environment. Schools are places where children actively stay for most of the day time. Therefore for a healthy and conducive learning environment, children need safe water for drinking and hand washing, and safe and friendly-to-use sanitation facilities. Improved health and quality learning is not possible without adequate water and sanitation facilities in schools. School children who have no access to safe water and sanitation have more chances to suffer from water and sanitation-related diseases. Lack of safe water and sanitation facilities turn schools into unsafe places where diseases are transmitted with mutually reinforcing negative impacts on the children, their families, communities and overall development. Water, sanitation, and hygiene (WASH) in Schools affects:

- privacy and dignity
- school attendance
- student health
- learning outcomes
- gender equity
- poverty

WASH in Schools in Sri Lanka is embedded in the “School Health Promotion Program (SHPP)”. This has been designed in the structure of the WHO Health Promoting School initiative and Ministry of Education Services is the lead institution. Beginning of school health initiatives has been recorded since as far back as 1918. The current sanitation coverage against the norm has been summarized in the below table.

**Table 1: Sanitation Coverage in Schools Vs. Total Requirement in 2012**

Sanitation Coverage →		0% - 25%	26 - 50%	51 - 75%	76-99%	100+%	Total
Schools	Number	282	1282	340	64	7763	9731
	Proportion	3%	13%	3%	1%	80%	(100%)

Source : MoES/TOR

**Table 2: Drinking Water Coverage in Schools in 2012**

Water Coverage →		With water supply	With no water supply	Total
Schools	Number	8308	1423	9731
	Proportion	85%	15%	(100%)

Source : MoES/TOR

The Government recently introduced the **School Health Promotion Program (SHPP)** and this program directs its total organizational strength towards the promotion of health of the school community comprising students, teachers, other staff and the parents. The **Vision** is “a healthy and active generation of children” and **Mission** is “to Empower school children to develop the competencies required for promoting one’s health as well as that of the family and community in order to obtain optimum from the educational opportunities provided”.

Diagram 1: School Health Promotion Program (SHDP)



*Source: MoE, The School Nutrition and Health Services Branch*

The Ministry of Education conducts an annual evaluation on selected schools as a part of the School Health Promotion Programme as indicated in the School Health Promotion Program publication (page 27 to 32); this covers 22 criteria and each criteria includes indicators and evaluation levels and the source of each indicator is presented in that matrix. These 22 criteria cover 54% of the indicators related to WASH aspects. The 22 criteria mainly focus on the availability and, to some extent, functionality of facilities but lack some of the key areas vital for the child wellbeing such as the quality of the facilities as well as behavioral aspects of the users. In addition, it is conducted as a part of routine system-specific monitoring and/ or evaluation of the schools for accreditation purposes. The proposed KAPB survey which is the first of this nature for Sri Lanka will complement the existing school health promotion evaluation gaps and work hand in hand to contribute in improving the school WASH program.

The School Nutrition and Health Services Branch (SNHSB) of the Ministry of Education Services (MoES) is responsible for the overall management and coordination of the program, while Provincial Education Departments are responsible for implementation of the program under the coordination of Provincial School Health Coordinators and Provincial School Works Engineers. Under the institutional framework of the School Development Society, the respective school communities are involved in the construction, care and maintenance (together with School Health Clubs) of WASH facilities.

At the grassroots level, Zonal Directors of Education manage the program through direct supervision of administrative and financial aspects, while Zonal Technical Officers provide guidance on construction.

UNICEF plays a key role in ensuring that WASH infrastructure are technically, as well as conceptually, sound by promoting designs that are more child friendly, have disability access, are easier to maintain and more environmentally friendly. UNICEF also supports the SNHSB and Provincial School Health Coordinators in overall monitoring to ensure that the provided water and sanitation facilities not only improves access but, complemented with hygiene promotion activities, contributes to students' and teachers' overall well-being and health.

## **1.2 Purpose of the KAPB Survey**

The purpose of the KAPB survey is:

To develop a comprehensive understanding and draw evidence related to water, sanitation and hygiene situation, knowledge attitudes practices and behaviors in (including Australian aid funded WASH) in the study schools of Sri Lanka.

To assemble data for the specified indicators on the monitoring matrix of Australian aid and UNICEF supported WASH in schools program

The objectives of the KAPB survey on WASH in schools are:

- To assess the availability of water, sanitation and menstrual hygiene facilities against the MoES norm.
- To assess the water, sanitation and hygiene knowledge, attitudes, practices and behaviours of female and male students
- To evaluate the role school health clubs and School Development Societies in water, sanitation and hygiene knowledge creation, attitudes and practices
- To assess the role and participation of teachers and principals in promotion of water, sanitation and hygiene attitudes and practices
- To assess the implications of the facilities and knowledge on the school attendance rate/ dropout rate with special reference to female adolescents
- To assess the knowledge, attitudes and practices related to solid and liquid waste management systems

## **1.3 Scope of Assignment**

The scope of the assignment was as follows:

A total of 400 schools were covered, comprising of 200 health promotion programme implemented schools (100 UNICEF and 100 MoES supported with non-UNICEF funds) and another 200 schools selected randomly to represent the rest of the schools in the country. School selection was undertaken in consultation with MoES considering different aspects such as province, school type, gender and medium etc.



The study covered knowledge, attitudes, practices and behaviour in relation to the four key areas: **water, sanitation, hygiene practices** and **operation and maintenance**.

The “knowledge” aspect mainly focused on the Knowledge of protective measures against water borne diseases, hand-washing and its importance, proper toilet use, access to health hygiene education at school and sources of information about hygiene. The “attitude” aspect focused on attitudes towards use of school toilet facilities, drinking water at school and hand-washing at school while the “practices” aspect focused on drinking water, toilet usage, hand-washing and other hygiene practices.

The following table further explains the key areas covered in the study:

**Table 3: Key areas**

<b>Knowledge, Attitudes, Practices and Behaviour</b>			
<b>Water</b>	<b>Sanitation</b>	<b>Hygiene practices</b>	<b>Operation and maintenance</b>
Drinking water facilities	Toilet usage	Hand washing	Availability of soap for hand washing
Waste water disposal	Excreta disposal	Water treatment	Cleaning and repairing of WASH facilities

The data collection for the study covered students, teachers, principals and representatives of School Development Societies. In addition, few key government staff linked to the school WASH was also covered as qualitative interviews.

#### **1.4 Responsibilities between parties**

As per the TOR, the Nielsen team was primarily responsible to:

- Develop / design KAPB study including a detailed methodology, questionnaire for school survey and checklist and tools for group interaction including FGD in consultation with MoES and UNICEF;
- Share study design including process, methods and questionnaires/checklist with MoES and UNICEF, collect feedback and finalize the study design;
- Pre-test questionnaires and other tools in few schools in Colombo district;
- Debrief/discuss with project team about effectiveness of questionnaire, checklists and other tools used in pre-test, collect feedback and finalize them;
- Orient, train and supervise the enumerators;
- Carryout field work together with enumerators;
- Ensure the quality of information collected from fields, cross check with the validity of information collected and verify/revise where needed;
- Update progress of the study bi weekly basis to Ministry of Education Services and UNICEF;
- Analyse data and prepare quality draft report including key recommendations;
- Give presentation of draft report to Ministry of Education Services and UNICEF; and
- Submit final report after incorporating the feedbacks and suggestions from Ministry of Education Services.

**Responsibilities of MoES**

- Prepare ToR and hire consultant in coordination with UNICEF
- Give inputs to finalise the survey instruments design;
- Support the survey team in data collection including data collectors (ISAs)
- Monitor, provide feedback and ensure effectiveness of study;
- Give inputs/feedback to draft and final reports; and
- Recommend payments to be release by UNICEF based on the successful progress of the activities as indicated in the activity plan.

**Responsibilities of UNICEF**

- Facilitate the process of preparation of the ToR and hire consultant in coordination with Ministry of Education Services;
- Give inputs to finalise the survey instruments design;
- Monitor, provide feedback and ensure effectiveness of study;
- Give inputs/feedback to draft and final reports; and
- Release the budget based on MoES recommendations in line with the agreed budget disbursement schedule.

## 2. Methodology

Nielsen proposed and carried out the following methodology for this assignment consisting of three components as follows:

**Component 1:** Quantitative Sample Survey

**Component 2:** Observations

**Component 3:** Qualitative Component

### 2.1 School Selection for the three survey components

Nielsen obtained and used the School Census files, 2013 in Excel with the following variables for the sampling process:

1. Census reference Number
2. School name
3. Address
4. Province
5. District
6. Zone
7. Division
8. Type
9. Language
10. No. of students – Total
11. No. of teachers – Total

Two separate lists were obtained to identify SHPP schools with Unicef support (286) and SHPP schools without Unicef support (330); these were traced by referring to 2013 universe files.

Table 4: Schools Universe distribution by categories

	Health Promoted Schools by the MoES		Other Schools
	With Unicef support	Without Unicef support	
Central	44	25	1444
Eastern	73	91	911
North Central	56	37	694
North Western		28	1201
Nothern	51	33	889
Sabaragamuwa		49	1075
Southern		23	1083
Uva	62	19	783
Western		25	1316
<b>Total</b>	<b>286</b>	<b>330</b>	<b>9396</b>

Source: MoES

Table 5: Schools Universe distribution categorized by School type

	Health Promoted Schools by the MoES # (%)		Other Schools # (%)
	With Unicef Support	Without Unicef support	
1AB	36 (13%)	3 (1%)	829 (9%)
1C	58 (20%)	9 (3%)	1843 (20%)
Type 2	88 (31%)	83 (25%)	3559 (38%)
Type 3	104 (36%)	235 (71%)	3165 (34%)
<b>Grand Total</b>	<b>286 (100%)</b>	<b>330 (100%)</b>	<b>9396 (100%)</b>

Table 6: Schools Universe distribution categorized by Language

	Health Promoted Schools by the MoES # (%)		Other Schools # (%)
	With Unicef Support	Without Unicef support	
Muslim school	38 (13%)	45 (14%)	803 (9%)
Sinhala school	148 (52%)	201 (61%)	6512 (69%)
Tamil school	100 (35%)	84 (25%)	2081 (22%)
<b>Grand Total</b>	<b>286 (100%)</b>	<b>330 (100%)</b>	<b>9396 (100%)</b>

When analyzing the three school categories, it is evident that a majority of SHPP schools without Unicef support are type 3 and 2 schools. Hence SHPP schools with Unicef support, those without Unicef support and Other schools belong to three different profiles. When analyzing and interpreting the findings this difference should be noted.

Nielsen randomly selected the following number of schools with the involvement of the MoES as a sample for the study under three separate groups.

Table 7: Schools sample size distribution by category

	Health Promoted Schools by the MoES # (%)		Other Schools # (%)	Total
	With Unicef Support	Without Unicef Support		
Central	15	8	30	53
Eastern	25	27	19	71
North Central	20	11	15	46
North Western		8	26	34
Northern	18	10	19	47
Sabaragamuwa		15	23	38
Southern		7	23	30
Uva	22	6	17	45
Western		8	28	36
<b>Total</b>	<b>100</b>	<b>100</b>	<b>200</b>	<b>400</b>

The above 400 schools were used to implement the three survey components wherever applicable.

## 2.2 ISA Involvement in data collection

A day of training was organized (19<sup>th</sup> October 2014) by Nielsen for 60 ISA officers and Provincial Health Coordinators from the nine provinces and this was conducted in a venue with modern training facilities and equipment. Before the aforementioned training, a day of training was conducted for Nielsen interviewers and supervisors.

ISA officers are highly educated, experienced and well aware of the respective government school system in their own provinces. This was the first time that a collaboration of this nature materialised and this learning can be used for future assignments. This approach facilitated the timely conduct of the study without compromising on quality, with logistical and administrative advantages. ISA involvement, support and commitment as well as motivation were instrumental in successfully conducting this study; the involvement of ISA greatly facilitated the conduct of the study compared to administering the same by non-MoES members. Although there are various advantages in involving ISA, we faced various challenges. For example, in some cases, there were difficulties in allocating 8-10 days from some officers who had other commitments.

It was the responsibility and duty of the ISA officers to inform the selected school principals and other respondents (via the principal) of the survey dates and times and to make necessary arrangements. Nielsen field enumerators accompanied ISAs on the survey days at the school, participated in the survey and collected the completed questionnaires and arranged for the questionnaires to be sent via courier to the Nielsen head office on the following day. Before collecting the questionnaires for dispatch, a school identification number was marked on all questionnaires.

### Component 1: Quantitative Sample Survey

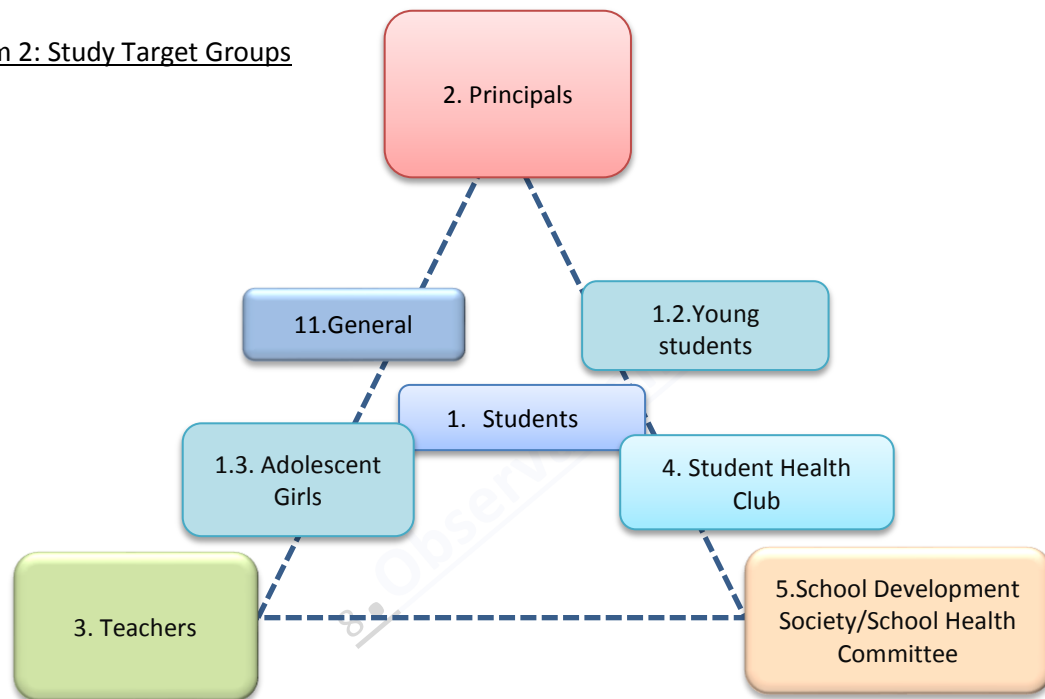
Nielsen conducted a quantitative sample survey using a very simple structured questionnaire with the following target respondents. Fieldwork commenced on the 23rd October 2014 and was completed on the 18th November 2014.

- Students
  - Grade 7-13 (General Students )
  - Grade 5-6 (Young Students )
  - Adolescent Girls (Grade 7 and above)
- School Staff
  - School Principal
  - School Teachers
- School Development Society/ School Health Committee representatives
- Student Health Club representatives

Three different categories were covered among students. The first category - General Students – comprised of students from grades 7-13. All male and female students in each grade were considered for this component. Due to differences in competency levels for answering a self-administered questionnaire, students from grades 5 and 6 were considered as a separate group and a simplified questionnaire was developed.

The other main student category was “adolescent girls” as menstrual hygiene was a focus area for this study. The following diagram 2 presents the study target groups graphically.

Diagram 2: Study Target Groups



When analyzing results, there is an advantage in ascertaining the views of different respondents groups for the same or similar questions in order to identify similarities as well as differences in perceptions, attitudes and satisfaction on WASH aspects.

The indicated average number of respondents for each target respondent per school was as follows. Please note that depending on the type, number of students, and gender, the number of actual interviews may be different.

Table 8: Average Schools sample size distribution by target groups

Ques No	Group	Per school	Final Sample
1	Students (General-Grade 7-13)	25	4214
2	Younger Students ( Grade 5-6)		3293
3	Adolescent Girls	~6	1691
4	School Principal	1	400
5	Teachers	2	778
6	School Development Society/School Health Committee representatives	1	293
7	Student Health Club representatives	1	150

The following tables present the Universe sizes and sample sizes based on the 2012 Census of Schools report.

Table 8: No of students by Grade

	<b>Total Universe</b>	<b>Survey Universe</b>
Primary cycle (Grades 1-5 & Special Edu.)	1,698,510	Only Grade 5-339,702
Junior Secondary cycle (Grades 6-9)	1,245,609	Grade 7- 934,207
Senior Secondary cycle (Grades 10-11)	591,087	All- 591,087
Collegiate cycle (Grades 12-13)	468,880	All- 468,880
	<b>4,004,086</b>	<b>2,645,278</b>

The following tables present the Universe sizes and sample sizes for each student group and statistical error margin levels for this survey.

Table 9: Universe and sample size and margin of error for survey students groups

<b>Sample Categories</b>	<b>Survey Universe</b>	<b>Sample Size</b>	<b>Indicative Margin of error with 95% confidence interval</b>
Young Students (Grades 5 & 6)	651,104	4214	1.50
General Students ( Grades 7-13)	1,994,174	3293	1.71
Adolescent Girls	997,000	1691	2.38

Where the sample size is less than 200 for any student category, due to a higher margin of error, the results will not be discussed and only presented for the purpose of completeness.

Table 10: Universe and sample size and margin of error for other survey groups

	<b>Health Promoted Schools by the MoES # (%)</b>		<b>Other Schools</b>
	<b>With Unicef Support</b>	<b>Without Unicef Support</b>	
Principals, School HC/SDS, Student Health Club – Universe	286	330	9386
Margin of error with 95% confidence interval	7.92	8.19	6.86
Teachers-Universe	6,700	6,387	209,844
Teachers-Sample Size	190	195	393
Margin of error with 95% confidence interval	7.01	7.11	5.35

### **Selection of students for sample survey**

Nielsen selected 25 students from a school where, depending on the grade availability in the school (e.g. 5-12), representativeness (50:50 male: female ratio) was ensured by selecting 12/13 male and female students. Students were selected based on the attendance register of the particular survey date. These students were invited to a common classroom and the general or younger students' questionnaire was distributed to them and collected after it was completed. Among the girls who were randomly selected and who participated for the general questionnaire, those who were in grade 7 and above were again given the adolescent girls' survey form. The self-administered questionnaires took, on average, 15 minutes (ranging from 10-30) to complete. All the survey questionnaires are attached as annexures to this report.

## **Survey limitations**

Students were selected randomly. Hence, there are disparities between students in terms of literacy levels. As a result, there may be differences in interpretations of questions between students which result in coding of responses which are not in line with expected responses.

## **Component 2: Observations**

During different times at which interviews among principals, teachers, students, SDS/SHC representatives were in progress, ISA officers and Nielsen field enumerators visited and observed and marked the hardware facilities' conditions and functionality as well as making notes on other observations by using a check list. Nielsen captured a few digital photographs (with consent) to show the overall status in a few schools.

## **Component 3: Qualitative Component**

The qualitative component has two sub-components namely:

- Focus Group Discussion (FGD) among key stakeholders.
- In-depth Interviews/Key Informant Interviews among decision makers/implementers

FGDs and in-depth interviews were included in this qualitative component to obtain further insights on SHPP schools with Unicef support, SHPP schools without Unicef support and Other schools to identify key lessons learnt and the way forward.

### **➤ Focus Group Discussion among key stakeholders**

After the quantitative survey, Nielsen used the overall rating of the 400 schools and selected 'successful' and 'less successful' schools for the qualitative study by province. Nielsen conducted FGDs among the following key stakeholders:

- Male or Female Student FGDs (grade 7- 8 and 9-13)
- Older Girls Only FGD - Menstrual hygiene (grade 7-13)
- School Development Society/School Health Committee representatives
- Student Health Clubs

13 ISA officers with Sinhala and Tamil language skills were trained for this purpose. In total, 53 schools were covered for this component.

### **➤ In-depth Interviews/Key Informant Interviews**

In-depth interviews/ Key Informant Interviews were conducted covering Ministry of Education, Ministry of Education Services, Provincial Director of Education, Zones, UNICEF staff members.



### 3. Findings

#### Presentation of Findings

The findings are presented as per the six objectives of the KAPB survey on WASH in schools.

#### 3.1 Availability of water, sanitation and menstrual hygiene facilities

*This section describes the availability of water, sanitation and menstrual hygiene facilities. The availability of water, sanitation and hygiene has an impact on health, learning, the teaching environment and on girls' education.*

##### 3.1.1 **Water:**

*Q. Does your school have a water supply system for drinking or hand washing?*

Only Yes	Health Promoted Schools by the MoES (#)		Other Schools (#)	Total no. of students
	With Unicef Support	Without Unicef Support		
General Students	90% (1240)	92% (430)	93% (2544)	<b>4214</b>
Younger Students	88% (671)	90% (1053)	91% (1569)	<b>3293</b>

#### HOW TO READ TABLES:

1. The question which was answered by respondents is indicated as *Q. in (Italic letters)* before each table.
2. The group of respondents who answered is indicated in the first column, e.g. "General Students"/ "Younger Students".
3. The responses for this question were **Yes** or **No** and what are presented here are only the responses coded as **Yes**.
4. Results (% and #) indicated in tables have to be read column-wise unless otherwise specified. For example, in the above table, out of 100 SHPP schools with Unicef support, 90% of General Students and 88% of Younger Students responded that they have a water supply system for drinking or hand washing. The aforementioned 90% is in reference to 1240 general students who responded to this question – this can be interpreted as, out of 1240 students, 1116 general students claimed that they have a water supply scheme.
5. For all tables, these bases (number of students/ principals/ teachers etc.) are provided in brackets where different target groups are presented as rows in the same table. Where only one group is presented or where more than one group is presented as columns in the same table, bases are provided as a row.

*Q. Does your school have a water supply system for drinking, toilets and hand washing?*

Only Yes claimed by Principals	Health Promoted Schools by the MoES (#)		Other Schools (#)
	With Unicef Support	Without Unicef Support	
Drinking	84%	81%	84%
Toilets	87%	88%	90%
Hand Washing	84%	90%	89%
<b>Base (No. of schools)</b>	<b>100</b>	<b>100</b>	<b>200</b>

Note: Although water systems are available in some schools physically, when interviewers ask whether that water is used for drinking etc., some principals had given an answer as no if that water was not available throughout the year, if quality is perceived as not suitable, if there are legal ownership issues etc.

Q. Are there taps provided for different age groups?

Only Yes	Health Promoted Schools by the MoES (#)		Other Schools (#)
	With Unicef Support	Without Unicef Support	
Principals	35% (100)	28% (100)	41% (200)
Teachers	35% (190)	25% (195)	46% (393)

Q. Are you satisfied or not about the number of taps provided at school?

Only Yes	Health Promoted Schools by the MoES (#)		Other Schools (#)
	With Unicef Support	Without Unicef Support	
School Health Committee	49% (71)	52% (75)	52% (147)
Student Health Club	76% (42)	75% (16)	66% (92)

Q. What do you think about the quality of drinking water of the school?

Only Good Quality	Health Promoted Schools by the MoES (#)		Other Schools (#)
	With Unicef Support	Without Unicef Support	
General Students	64% (1240)	61% (430)	65% (2544)

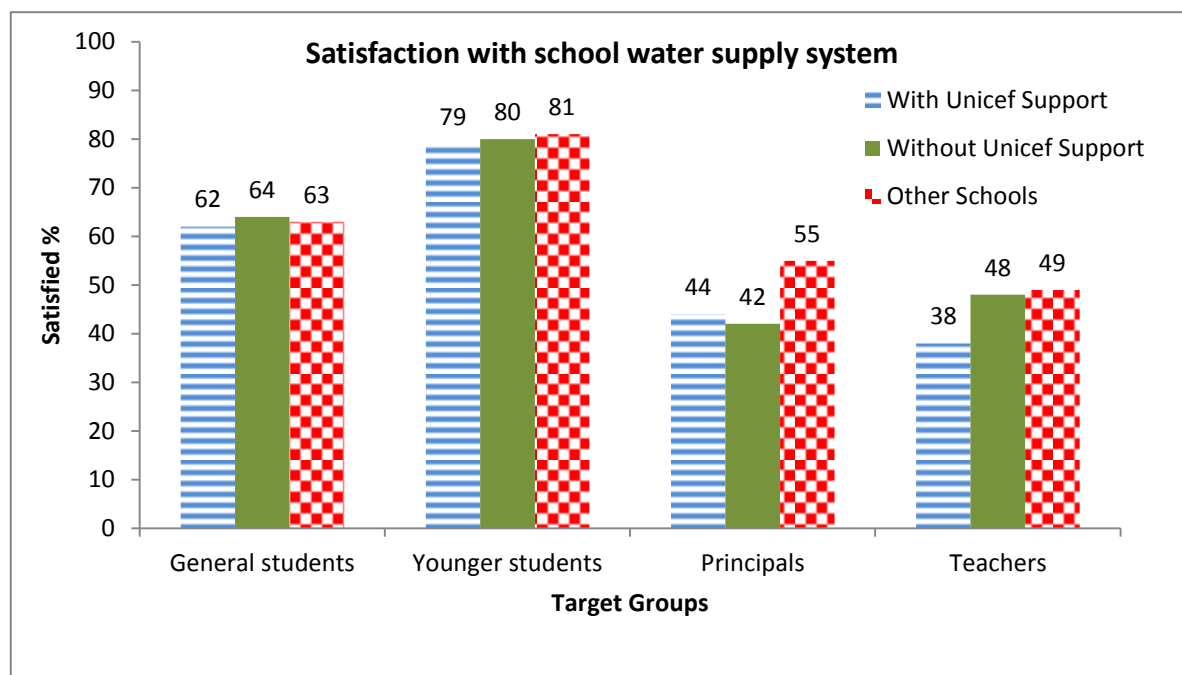
Q. Do you feel safe to drink from this water source?

Only Yes	Health Promoted Schools by the MoES (#)		Other Schools (#)
	With Unicef Support	Without Unicef Support	
Principals	64%(100)	64%(100)	72%(200)
School Health Committee	65% (71)	75% (75)	61% (147)
Student Health Club	79% (42)	69% (16)	67% (92)

Q. Are you satisfied or not with the water supply system at school?

Only Satisfied	Health Promoted Schools by the MoES (#)		Other Schools (#)
	With Unicef Support	Without Unicef Support	
General Students	62% (1240)	64% (430)	63% (2544)
Younger Students	79% (671)	80% (1053)	81% (1569)
Principals	44% (100)	42% (100)	55% (200)
Teachers	38% (190)	48% (195)	49% (393)

Graph 1



**Observation**

ISA officers and Nielsen field enumerators visited and observed and marked the hardware facilities' conditions and functionality as well as making notes on other observations by using a check list. The findings presented below are based on these observations:

Q. Is there water available in the school for.....?

Note: Table has to be read row wise.

Only Yes	Health Promoted Schools by the MoES (#)		Other Schools (#)
	With Unicef Support	Without Unicef Support	
Water facility available	84%	81%	90%
For drinking	72%	68%	79%
For hand washing	79%	82%	89%
For toilets	65%	71%	75%
<b>Base (No. of schools)</b>	<b>100</b>	<b>100</b>	<b>200</b>

Note: the observation results show whether water is available during the survey observation time.

Q. Is the school water supply available during school time?

- Not available
- Always
- Sometimes
- Not usually

The following table presents the students who marked 'always' as a response to this question:

Only always	Health Promoted Schools by the MoES (#)		Other Schools (#)
	With Unicef Support	Without Unicef Support	
General Students	43%( 1136)	48% (400)	49% (2389)

- A majority of students and principals (88% - 93%) claim that their schools have a water supply system for drinking or hand washing; although percentages are lower for non-availability of water for drinking or hand washing, there are 9396 Other schools and this may be an area to be further explored since there are around 630 schools (9396\*6%) in this category, which differs with the background information provided.  
Among 100 sampled SHPP schools with Unicef support and SHPP schools without Unicef support, a few schools do not have a water supply system, as claimed by principals – this is another area to further investigate.
- One third of principals and teachers in SHPP schools with Unicef support (35%) and a quarter of SHPP schools without Unicef support (25% - 28%) and slightly higher than one third of Other schools (41% - 46%) claimed that there are taps provided for different age groups, and this is a key area to be further explored.
- In terms of satisfaction with the number of taps provided, two thirds to three quarters (66% - 76%) of student health clubs but only around half (49% - 52%) of school health committees claimed that they are satisfied.
- Around two thirds of general students (61%-65%) feel that the drinking water at school is of a good quality and principals (64-72%), school health committee (61%-75%) and student health club members (67%-79%) feel that it is safe to drink from the school water source.
- In terms of satisfaction with the water supply system, almost two thirds of the general students (62% - 64%) and more than three quarters of younger students are satisfied (79% - 81%) are satisfied.  
Among principals and teachers, only around half claimed that they are satisfied (38% - 55%), indicating that there is a major difference between satisfaction levels among target groups.
- The observations indicate that water availability during the observation time in schools for drinking, hand washing and toilets is higher among the Other school category compared to the SHPP schools with Unicef support and SHPP schools without Unicef support. This further reflects that less than half of the students claimed that they have water in their water systems always. This may be due to the fact that SHPP schools with Unicef support are located in water scarce provinces and there is a different profile between the two categories of SHPP schools.

### 3.1.2 **Sanitation:**

Q. *Does your school have toilets including urinals?*

Only Yes	Health Promoted Schools by the MoES (#)		Other schools (#)
	With Unicef Support	Without Unicef Support	
General Students	93% (1240)	90% (430)	92% (2544)
Younger Students	79% (671)	81% (1053)	82% (1569)
Principals	99% (100)	94% (100)	96% (200)

Q. *Is there separate toilet facility for girls in your school?*

Only Yes	Health Promoted Schools by the MoES (#)		Other schools (#)
	With Unicef Support	Without Unicef Support	
General Students	92% (1186)	96% (404)	91% (2422)
Younger Students	88% (595)	91% (922)	89% (1429)
Adolescent Girls	95% (487)	96% (174)	97% (1030)

**Target group: Principals**

Q. *What is the common excreta disposal system from toilets in the school?*

	Health Promoted Schools by the MoES		Other schools
	With Unicef Support	Without Unicef Support	
Flush to a water sealed septic tank and then to a soakage pit	49%	50%	46%
Flush directly to soakage pit	39%	44%	47%
Put directly to a dry pit	5%	2%	2%
Directly to the environment	3%	1%	0%
<b>Total no. of principals</b>	<b>100</b>	<b>100</b>	<b>200</b>

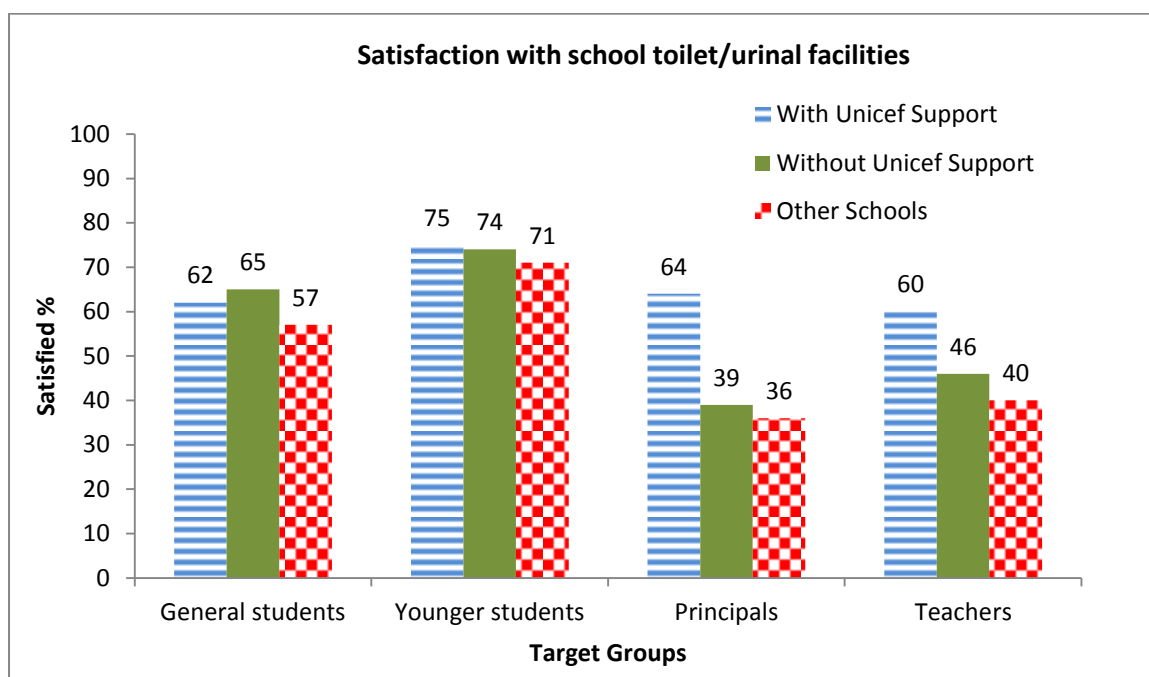
Q. *What is the common urine disposal method from urinals?*

	Health Promoted Schools by the MoES		Other schools
	With Unicef Support	Without Unicef Support	
Flush to a water sealed septic tank and then to a soakage pit	40%	35%	40%
Flush directly to soakage pit	36%	37%	38%
Directly to the environment	3%	4%	2%
<b>Total no. of principals</b>	<b>100</b>	<b>100</b>	<b>200</b>

Q. *Overall are you satisfied or not with the toilets or urinal facilities at school?*

Only Satisfied	Health Promoted Schools by the MoES (#)		Other schools (#)
	With Unicef Support	Without Unicef Support	
General Students	62% (1086)	65% (404)	57% (2422)
Younger Students	75% (595)	74% (922)	71% (1429)
Principals	64% (100)	39% (100)	36% (200)
Teachers	60% (190)	46% (195)	40% (393)

Graph 2



**Observation**

Data is to be read row-wise.

Q. Does this school have:

Only Yes	Health Promoted Schools by the MoES (#)		Other schools (#)
	With Unicef Support	Without Unicef Support	
Toilets	97%	92%	91%
Separate toilets for boys and girls	84%	67%	76%
Separate toilets for teachers and students	74%	69%	80%
Any signs indicating special access for disabled children	6%	3%	7%
<b>Base (No. of schools)</b>	<b>100</b>	<b>100</b>	<b>200</b>

- A majority of general students (90% - 93%) and more than three quarters of younger students (79% - 82%) claimed that their schools have toilets (including urinals). However, principals claim that almost all schools have toilets. The disparity between responses of students and principals may be due to usability. During the qualitative interviews, it was realized that some principals, teacher and parents have not visited and observed the conditions/ usability of student toilets.
- A large majority of students (88% - 97%) claimed that there is a separate toilet facility for girls in their schools.
- A very low percentage of principals claimed that their schools dispose urine directly to the environment.

- In terms of satisfaction with toilet/ urinal facilities, around two thirds of general students and around three quarters of younger students are satisfied, whereas for teachers and principals, satisfaction is relatively lower. Satisfaction is higher among principals in SHPP schools with Unicef support (60% - 64%) than in SHPP schools without Unicef support (39% - 46%) and Other schools (36% - 40%).
- The observations indicate that a large majority of schools (91% - 97%) have toilets. Over three quarters (84%) of SHPP schools with Unicef support have separate toilets for girls and boys. Around three quarters of schools (69% - 80%) have separate toilets for teachers. Less than one tenth of schools (3% - 7%) have toilets with special access for disabled children.

Government Standard Norms for Sanitation Coverage in Schools

<b>Toilets and Urinals for pupils</b>				
<b>No. of students</b>	<b>Minimum requirement of toilets for girls</b>	<b>Minimum requirement no. of toilets and urinals for boys</b>		<b>Minimum requirement no. of toilets or urinals for boys*</b>
	<b>Toilets</b>	<b>Toilets</b>	<b>Urinals</b>	
≤100	2	1	1	2
100 – 200	3	1	2	3
200 – 300	5	2	3	5
300 – 400	6	2	4	6
400 – 500	8	3	5	8
500 – 600	9	3	6	9
600 – 700	11	4	7	11
700 – 800	12	4	8	12
800 – 900	14	5	9	14
900 – 1000	15	5	10	15
1000 – 1200	16	5	11	16
1200 – 1400	17	6	11	17
1400 – 1600	18	6	12	18
1600 – 1800	19	6	13	19

**Teachers toilets minimum requirement**

For less than 10 teachers – two toilets

10 to 40 teachers – four toilets

Above 40 – five toilets

Source: Ministry of Education, 2009

\*This definition used by the MoES for calculating the achievements

	<b>Health Promoted Schools by the MoES (#)</b>		<b>Other Schools</b>
	<b>With Unicef Support</b>	<b>Without Unicef Support</b>	
Male Students – Toilets	88%	72%	76%
Male Students – Urinals	37%	41%	39%
Male Students - Toilets or Urinals	70%	46%	50%
Female Students – Toilets	49%	24%	24%
Teachers	17%	14%	8%
Male students toilets, urinals, female students toilets and teachers toilets available	7%	2%	2%
<b>Base (No. of schools)</b>	<b>100</b>	<b>100</b>	<b>200</b>



An analysis of the availability of toilets/urinals against current MOE norms revealed the following:

- A majority of SHPP schools with Unicef support (88%) and three quarters of SHPP schools without Unicef support (72%) and Other schools (76%) satisfy the minimum standard for Male Student Toilets.
- Around two fifths of schools meet the minimum standard for Male Student Urinals irrespective of school groups.
- More than two thirds of SHPP schools with Unicef support and around half of SHPP schools without Unicef support and Other schools meet the minimum standard for Male students' toilets and urinals irrespective of school groups.
- Around half of the SHPP schools with Unicef support and one quarter of SHPP schools without Unicef support and Other schools satisfy the minimum standard for Female students' toilets.
- Irrespective of school category (SHPP schools with Unicef support, SHPP schools without Unicef support or Other schools), very few schools meet the minimum standard for teachers' toilets
- If we consider MoES norms for all types of toilets, only 2 % of SHPP schools without Unicef support and Other schools and 7% of SHPP schools with Unicef support meet the minimum standard.

Please note that, for this analysis, we considered usable toilets only.

Since this is a key area, extra analysis was undertaken to analyzed findings by ethnicity and school type.

Satisfaction of MOES norms, by ethnicity

	Health Promoted Schools by the MoES (%)			Other Schools (%)	
	With Unicef support		Without Unicef support		
	Sinhala	Tamil	Sinhala	Sinhala	Tamil
Male Students – Toilets	88%	72%	72%	76%	88%
Male Students – Urinals	37%	41%	42%	40%	42%
Male Students - Toilets or Urinals	70%	76%	43%	49%	58%
Female Students – Toilets	49%	24%	20%	30%	39%
Teachers	17%	14%	13%	9%	19%
All conditions*	6%	12%	0%	1%	4%
<b>Base**</b>	<b>54</b>	<b>34</b>	<b>60</b>	<b>135</b>	<b>45</b>

\* Male students' toilets, urinals, female students' toilets and teachers toilets available.

\*\*Only presented where bases (number of schools) are greater than 30 and as a result Muslim schools among the three school categories were not presented in this table. There were also only a few Tamil government schools so these were also not included.

Satisfaction of MOES norms, by school type

	Health Promoted Schools by the MoES (#)			Other Schools (%)		
	With Unicef support		Without Unicef support			
	Type 2	Type 3	Type 3	Type 1C	Type 2	Type 3
Male Students – Toilets	97%	89%	71%)	78%	78%	75%
Male Students – Urinals	27%	51%	40%	33%	43%	44%
Male Students - Toilets and Urinals	77%	71%	41%	47%	51%	58%
Female Students – Toilets	70%	46%	19%	34%	30%	16%
Teachers	17%	26%	12%	3%	0%	16%
All conditions	7%	14%	0%	0%	0%	5%
<b>Base</b>	<b>30</b>	<b>35</b>	<b>73</b>	<b>38</b>	<b>77</b>	<b>64</b>

### 3.1.3 Hygiene

Q. *Is there soap available at school for hand washing?*

Only Yes	Health Promoted Schools by the MoES (#)		Other Schools (#)
	With Unicef support	Without Unicef support	
General Students	41% (1240)	54% (430)	35% (2544)
Younger Students	49% (671)	64% (1053)	52% (1569)
Teachers	67% (190)	82% (195)	63% (393)

Q. *How do you get water for drinking at school?*

	Health Promoted Schools by the MoES (#)		Other Schools (#)
	With Unicef support	Without Unicef support	
From school system	47%	50%	42%
I don't drink water at school	2%	1%	2%
Bring from home	47%	45%	52%
<b>Base (no. of general students)</b>	<b>1240</b>	<b>430</b>	<b>2544</b>

	Health Promoted Schools by the MoES (#)		Other Schools (#)
	With Unicef support	Without Unicef support	
From school system	46%	46%	40%
I don't drink water at school	6%	6%	8%
Bring from home	63%	56%	69%
<b>Base (no. of younger students)</b>	<b>671</b>	<b>1053</b>	<b>1569</b>

Q. *Do girls' toilets have facilities to collect sanitary pads?*

Only Yes	Health Promoted Schools by the MoES (#)		Other Schools (#)
	With Unicef support	Without Unicef support	
Principals	13% (100)	1% (100)	12% (200)
Teachers	9% (190)	6% (195)	8% (393)

Q. *Does your classroom, hall or building have a dedicated bin/ place/s to dispose garbage?*

Only Yes	Health Promoted Schools by the MoES (#)		Other Schools (#)
	With Unicef support	Without Unicef support	
General Students	79% (1240)	80% (430)	82% (2544)
Younger Students	85% (671)	84% (1053)	88% (1569)

Q. Does your school have dedicated places to put garbage (other than classroom/ hall or building)?

Only Yes	Health Promoted Schools by the MoES (#)		Other Schools (#)
	With Unicef support	Without Unicef support	
General Students	88% (1240)	87% (430)	89% (2544)
Younger Students	84% (671)	77% (1053)	86% (1569)

### Observation

Q. Is soap available .....

Data to be read row wise.

Only Yes	Health Promoted Schools by the MoES (#)		Other Schools (#)
	With Unicef support	Without Unicef support	
...in the toilet?	9% (100)	16% (100)	10% (200)
...in the canteen?	6% (100)	4% (100)	10% (200)
...in other places?	15% (100)	28% (100)	20% (200)

- In terms of availability of soap for hand washing, slightly more than one third (35% - 54%) of general students claimed that there is soap available. Among younger students, around half of students from SHPP schools with Unicef support claimed the same, whereas around two thirds of students from SHPP schools without Unicef support claimed the same. This was higher among Teachers, where 63% - 82% claimed that there is soap available.
- Around half of general students (42% - 50%) drink water from the school system. Among younger students, a higher proportion of students bring water from home (65% - 69%).
- In terms of facilities to collect sanitary pads, around one tenth (12% - 13%) of principals and less than 10% of teachers claimed that such facilities were available. This was extremely low among SHPP schools without Unicef support, where only 1% of principals and 6% of teachers claimed that such facilities are available.
- More than three quarters of students claimed that their classrooms, hall or building have a dedicated bin/ place to dispose garbage.
- The observations indicate that around one tenth of SHPP schools with Unicef support (6% - 15%) have soap in toilets, canteens and other places.

### Key findings, suggestions and recommendations

#### ➤ Water

##### Water availability

A majority of students (88% - 93%) claim that their schools have a water supply system for drinking or hand washing for SHPP schools with Unicef support, those without Unicef support and Other schools. Almost all principals claimed that their schools have a water supply. This is a very positive finding.

However, there are some mismatches between responses from students and principals. Further analysis found that, among these 200 schools, more than 10 students had marked in their questionnaires that water is not available in 8 schools. Although this amounts to 4% of the total 9396 schools in the Other Schools category, these percentages indicate that there are around 390 schools which do not have water systems. This may be an area to be further investigated. There are a few students from SHPP schools with Unicef support and SHPP schools without Unicef support who claimed that they do not have water systems but this is negligible and cannot be taken into consideration since this is a self-administered survey conducted among randomly selected students.

### Water Quality

Around two thirds of general students (61%-65%) feel that the drinking water at school is of a good quality and principals (64-72%), school health committee (61%-75%) and student health club members (67%-79%) feel that it is safe to drink from the school water source.

### Overall satisfaction on Water Systems

In terms of satisfaction with the water supply system, almost two thirds of the general students (62% - 64%) and more than three quarters of younger students (79% - 81%) are satisfied. Among principals and teachers, only around half claimed that they are satisfied (38% - 55%), indicating that there is a major difference between satisfaction levels among the different target groups.

### ➤ Sanitation

#### Sanitation facilities -Availability

- A majority of general students (90% - 93%) and more than three quarters of younger students (79% - 82%) claimed that their schools have toilets (including urinals). However, principals claim that almost all schools have toilets. The disparity between responses of students and principals may be due to usability. During the qualitative interviews, it was realized that some principals, teacher and parents have not visited and observed the conditions/ usability of student toilets.

#### Sanitation facilities -Minimum Standard

An analysis of the availability of toilets/urinals against current MoES norms revealed the following:

- A majority of SHPP schools with Unicef support (88%) and three quarters of SHPP schools without Unicef support (72%) and Other schools (76%) satisfy the minimum standard for Male Student Toilets.
- Around two fifths of schools meet the minimum standard for Male Student Urinals irrespective of school groups.
- More than two thirds of SHPP schools with Unicef support and around half of SHPP schools without Unicef support and Other schools meet the minimum standard for Male Students toilets and Urinals irrespective of school group.
- Around half of the SHPP schools with Unicef support and one quarter of SHPP schools without Unicef support and Other schools satisfy the minimum standard for Female Students Toilets.
- Irrespective of school category (SHPP schools with Unicef support, SHPP schools without Unicef support or Other schools), very few schools meet the minimum standard for Teachers' Toilets

- If we consider MoES norms for all types of toilets, only 2 % of SHPP schools without Unicef support and Other schools, and 7% of SHPP schools with Unicef support meet the minimum standard.

The teachers' toilets standard is the lowest among four categories and this is an area which requires immediate action as the student's requirement is likely to be fulfilled only after sufficient facilities are allocated for teachers or principals.

The standard for female student toilets is met by a quarter to half of the schools for which this is applicable, and this is the second most important area of attention.

Although the standard for male student urinals is met only by two fifth of schools for which this is applicable, the standard for male student toilets is met by more than three quarters of schools - this is the highest availability based on minimum standards. One can consider that there is a possibility to reallocate the reconstruction of male student toilets to construction of urinals yet this standard has still not been met fully (100%). Hence, all areas need to be addressed to meet the minimum standard – the order of the areas in which to take action and address gaps is suggested as follows: teachers' toilets, female students' toilets, male students' urinals and male students' toilets.

If we consider MoES norms for all types of toilets, only 2-7% of the schools meet all norms.

#### Sanitation facilities -Satisfaction

- In terms of satisfaction with toilet/ urinal facilities, around two thirds of general students and around three quarters of younger students are satisfied, whereas for teachers and principals, satisfaction is relatively lower. Satisfaction is relatively higher among principals in SHPP schools with Unicef support s (60% - 64%) than in SHPP schools without Unicef support (39% - 46%) and Other schools (36% - 40%). This indicates that the WASH project initiative is making a contribution and these learnings can be shared.

#### ➤ **Hygiene**

- In terms of availability of soap for hand washing, slightly more than one third (35% - 54%) of general students claimed that there is soap available. Among younger students, around half of students from SHPP schools with Unicef support claimed the same, whereas around two thirds of students from SHPP schools without Unicef support claimed the same. This was higher among Teachers, where 63% - 82% claimed that there is soap available.
- Around half of general students (42% - 50%) drink water from the school system. Among younger students, a higher proportion of students bring water from home (65% - 69%).
- In terms of facilities to collect sanitary pads, around one tenth (12- 13%) of principals and less than 10% of teachers claimed that such facilities were available. This was extremely low among SHPP schools without Unicef support, where only 1% of principals and 6% of teachers claimed that such facilities are available. If facilities are not available, it is difficult to expect good behaviors or practices from adolescent girls - this is another area to be focused on in this project for the future.
- The observations indicate that around one tenth of SHPP schools without Unicef support (6% - 15%) have soap in toilets, canteens and other places.

WASH knowledge, attitudes, practices and behaviours of students were identified through statements which were asked from students, teachers and principals.

**NOTE 1**

The following is an example of the structure of statements which were included in self-administered questionnaires. Both positive and negative statements were included. The **correct responses** for each statement were identified and these are presented below. Negative statements are indicated in the following tables with two asterisk(\*\*).

**Example:**

	Agree	Disagree	Don't Know
1. Allowing dirt to remain under the fingernails can lead to worm infections	1	2	3
2. Washing hands with soap before meals will reduce the chances of being affected by diarrhoeal diseases	1	2	3
3. Throwing garbage all over the school is not a problem	1	2	3

In the above example, Agree was considered as the "correct" response for Statements 1 and 2, whereas Disagree was considered as the "correct" response for Statement 3. The findings below present only responses which were considered as "correct".

**3.2.1 Target group: General Students**

**Knowledge:**

The findings below present only responses which were considered as "correct" or "accepted". Negative statements are marked with asterisks.

	Health Promoted Schools by the MoES		Other Schools
	With Unicef support	Without Unicef support	
<b>Water</b>			
Boiling water will improve the quality of the water for drinking	85%	86%	85%
Drinking water from an unprotected source not a problem**	86%	84%	87%
<b>Sanitation</b>			
It is OK to defecate in open areas**	90%	86%	91%
<b>Hygiene</b>			
Washing hands with soap before meals will reduce the chances of being affected by diarrhoeal diseases	90%	90%	90%
Washing hands with soap after using toilets will reduce the chances of being affected by diarrhoeal diseases	83%	86%	83%
Allowing dirt to remain under the fingernails can lead to worm infections	84%	79%	82%
Washing hands after coming into contact with mud or after petting animals will prevent disease	90%	92%	92%
Clothes, and especially underwear, should be changed every day	96%	95%	96%
<b>Total no. of students</b>	<b>1240</b>	<b>430</b>	<b>2544</b>

**Attitudes:**

*The findings below present only responses which were considered as “correct” or “accepted”. Negative statements are marked with asterisks.*

	Health Promoted Schools by the MoES		Other Schools
	With Unicef support	Without Unicef support	
You should wash your hands before touching small children in your family	81%	87%	84%
Fruits and green leaves need not be washed before consumption**	91%	86%	92%
You should always drink water which has been boiled	91%	93%	90%
You should keep nails short and brush teeth every day	97%	96%	97%
<b>Total no. of students</b>	<b>1240</b>	<b>430</b>	<b>2544</b>

**Practices/ Behaviours:**

	Health Promoted Schools by the MoES						Other Schools		
	With Unicef support			Without Unicef support			Yes	Some times	No
	Yes	Some times	No	Yes	Some times	No			
Do you wash your hands before meals during school time?	90%	5%	4%	93%	5%	1%	92%	4%	3%
Do you use soap when wash your hands during school time?	23%	38%	39%	35%	35%	28%	18%	42%	39%
Do you wash hands with soap after defecating in school?	67%	12%	17%	72%	11%	14%	66%	14%	17%
<b>Total no. of students</b>	<b>1240</b>			<b>430</b>			<b>2544</b>		

- In terms of knowledge on WASH aspects, over three quarters (79%) of general students from the three groups of schools responded correctly to these statements.
- Attitudes towards WASH aspects were positive among general students from the three groups of schools—a large majority (over 81%) of general students responded correctly to these statements.
- In terms of practices/ behaviours, a larger proportion of general students from SHPP schools without Unicef support responded positively to the questions asked. However, less than two fifths of students (18% - 35%) claimed that they use soap when washing hands during school time. This was particularly low among students from Other schools (18%). Previous findings on soap availability explain the lower soap usage when hand-washing .



### 3.2.2 Target group: Younger Students

#### Knowledge:

*The findings below present only responses which were considered as "correct" or "accepted". Negative statements are marked with asterisks.*

	Health Promoted Schools by the MoES		Other Schools
	With Unicef support	Without Unicef support	
<b>Water</b>			
Boiling water will improve the quality of the water for drinking	87%	86%	87%
Drinking water from an unprotected source is not a problem**	81%	80%	80%
<b>Sanitation</b>			
It is OK to defecate in open areas**	81%	83%	85%
<b>Hygiene</b>			
Allowing dirt to remain under the fingernails can lead to worm infections	79%	79%	80%
Washing hands after coming into contact with mud or after petting animals will prevent disease	84%	84%	85%
Clothes, and especially underwear, should be changed every day	93%	92%	92%
Throwing garbage all over the school is not a problem	85%	88%	87%
<b>Total no. of students</b>	<b>671</b>	<b>1053</b>	<b>1569</b>

#### Attitudes:

*The findings below present only responses which were considered as "correct" or "accepted". Negative statements are marked with asterisks.*

	Health Promoted Schools by the MoES		Other Schools
	With Unicef support	Without Unicef support	
You should wash your hands before touching small children in your family	87%	87%	85%
Fruits and green leaves need not be washed before consumption	86%	87%	83%
You should always drink water which has been boiled	90%	90%	91%
You should keep nails short and brush teeth every day	92%	93%	94%
<b>Total no. of students</b>	<b>671</b>	<b>1053</b>	<b>1569</b>

#### Practices/ Behaviours:

	Health Promoted Schools by the MoES						Other Schools		
	With Unicef support			Without Unicef support			Yes	Some times	No
	Yes	Some times	No	Yes	Some times	No			
Do you wash your hands before meals during school time?	90%	3%	4%	92%	4%	2%	88%	6%	4%
Do you use soap when you wash your hands during school time?	35%	30%	31%	49%	25%	21%	37%	28%	31%
Do you wash hands with soap after defecating in school?	72%	11%	14%	81%	9%	7%	73%	12%	13%
<b>Total no. of students</b>	<b>671</b>			<b>1053</b>			<b>1569</b>		

- Among Younger students, too, knowledge on WASH aspects was high among younger students from all three groups of schools – over three quarters of students (79% - 93%) responded correctly to these statements.
- Attitudes towards WASH aspects were positive among younger students from all groups of schools - over three quarters of younger students (83% - 94%) of students responded correctly to these statements.
- In terms of practices/ behaviours, a larger proportion of younger students from SHPP schools without Unicef support responded positively to the questions asked. However, less than half of younger students (35% - 49%) claimed that they use soap when washing hands during school time, the lowest (35%) being in SHPP schools with Unicef support.

### 3.2.3 Target group: Adolescent Girls

#### Knowledge:

Q. Why should one take a bath (or body wash) during menstruation (periods)? (Multiple answers possible)

	Health Promoted Schools by the MoES		Other Schools
	With Unicef support	Without Unicef support	
To maintain cleanliness	84%	79%	84%
To keep free of germs	63%	64%	61%
Not necessary to take a bath or body wash during menstrual periods	1%	1%	1%
I am not allowed to take a bath or body wash during menstruation (periods)	1%	1%	2%
<b>Total no. of students</b>	<b>487</b>	<b>174*</b>	<b>1030</b>

	Health Promoted Schools by the MoES		Other Schools
	With Unicef support	Without Unicef support	
It is important to maintain hygiene during menstruation (periods) to prevent infections	88%	85%	89%
Menstrual cloth must be washed with soap and dried before use to kill germs	73%	67%	75%
<b>Total no. of students</b>	<b>487</b>	<b>174*</b>	<b>1030</b>

*NOTE 1 in section 3.2 is applicable for the following tables:*

*NOTE 1 in section 3.2 is applicable for the following tables:*

**Attitudes:**

<i>The findings below present only responses which were considered as "correct" or "accepted". Negative statements are marked with asterisks.</i>			
	Health Promoted Schools by the MoES		Other Schools
	With Unicef support	Without Unicef support	
Menstruating girls should stay at home since they are impure**	66%	56%	68%
A girl should study only till the age she starts menstruating**	77%	76%	81%
It is wrong for girls to have discussions with someone about menstruation (periods)**	48%	37%	46%
<b>Total no. of students</b>	<b>487</b>	<b>174*</b>	<b>1030</b>

**Practices/ Behaviours:**

<i>The findings below present only responses which were considered as "correct" or "accepted". Negative statements are marked with asterisks.</i>			
	Health Promoted Schools by the MoES		Other Schools
	With Unicef support	Without Unicef support	
I can discuss menstruation (periods) openly with a female teacher	67%	59%	63%
I am not/ will not be allowed to go to school during menstruation (periods)**	62%	51%	62%
I am not/ will not be allowed to interact with boys during menstruation**	49%	44%	50%
<b>Total no. of students</b>	<b>487</b>	<b>174*</b>	<b>1030</b>

Q. How many times do you change the cloth / sanitary napkins on average in a day during menstruation (period)?

	Health Promoted Schools by the MoES (#)		Other Schools (#)
	With Unicef support	Without Unicef support	
Once everyday	7%	3%	2%
Twice everyday	15%	11%	18%
Three time a day	33%	34%	31%
Four or more times a day	9%	11%	10%
As frequently as required	35%	36%	36%
<b>Total no. of students</b>	<b>425</b>	<b>155*</b>	<b>934</b>

- Knowledge about menstrual hygiene, in terms of maintaining hygiene during menstruation, was high among adolescent girl students. The key reasons cited for bathing during menstruation were cleanliness, keeping free of germs and prevention of infections.

- Overall, attitudes towards menstrual hygiene were positive among adolescent girl students. However, attitudes towards discussing menstruation were not as positive – more than half felt that this is wrong (52% - 63%).
- In terms of practices/ behaviours, over half of adolescent girl students (51% - 62%) are either not allowed or will not be allowed to go to school during menstruation. Approximately half of adolescent girl students (44% - 50%) are either not or will not be allowed to interact with boys during menstruation.

### 3.2.4 Target group: Principals

#### Practices/ Behaviours

Q. *Is hand washing with soap practiced by students?*

Only Yes	Health Promoted Schools by the MoES (#)		Other Schools (#)
	With Unicef support	Without Unicef support	
Principals	68% (100)	79% (100)	67% (200)

### 3.2.5 Target group: Teachers

#### Practices/ Behaviours

Q. *Do this school's students wash their hands before meals?*

	Health Promoted Schools by the MoES		Other Schools
	With Unicef support	Without Unicef support	
Always	82%	93%	82%
Sometimes	14%	4%	12%
Not Usually	3%	2%	6%
<b>Total no. of teachers</b>	<b>190</b>	<b>195</b>	<b>393</b>

Q. *Do your students use soap in hand washing?*

	Health Promoted Schools by the MoES		Other Schools
	With Unicef support	Without Unicef support	
All	28%	45%	21%
Many	29%	29%	33%
Few	24%	12%	26%
None	18%	12%	18%
<b>Total no. of teachers</b>	<b>190</b>	<b>195</b>	<b>393</b>

- In terms of practices/ behaviours, over two thirds of students (65% - 79%) of students wash hands with soap as claimed by principals. Hand washing behavior among students before meals is, overall, positive as claimed by teachers and over three quarters of teachers claimed that students always wash their hands before meals.

- However, in terms of using soap when washing hands, around half of teachers from government-sponsored schools claimed that students practice this, whereas less than one third of teachers from SHPP schools with Unicef support and Other schools claimed the same.
- Positive hand washing practices are more prevalent among students in SHPP schools without Unicef support.

Key findings, suggestions and recommendations

➤ **Knowledge**

- Among General Students and Younger students, knowledge on WASH aspects was high among all students irrespective of school category.
- Knowledge on hygiene aspects also high among all students irrespective of school category.
- Knowledge about menstrual hygiene was high among adolescent girl students. An extremely low percentage of adolescent girls claimed that they are not allowed to take a bath/ body wash during menstruation

➤ **Attitude**

- Attitudes towards WASH aspects were positive among all students - over 81% of students responded correctly to these statements.
- Overall, attitudes towards menstrual hygiene were positive among adolescent girl students. However, in terms of attitudes towards discussing menstruation were not as positive – more than half felt that this is wrong.

➤ **Practices/ behaviours**

- A larger proportion of students (both General and Younger) from SHPP schools without Unicef support responded positively to the questions asked. However, less than half of younger students claimed that they use soap when washing hands during school time.

➤ **Adolescent Girls- Practices/ behaviours**

- Over half of adolescent girl students are allowed to go to school during menstruation. Approximately half of adolescent girl students are not allowed to interact with boys during menstruation.
- Hand washing behavior among students before meals is, overall, positive as claimed by teachers. Positive hand washing practices are more prevalent among students in SHPP schools without Unicef support.

### 3.3 Role of student health clubs and School Development Societies in water, sanitation and hygiene knowledge creation, attitudes and practices

School Health Committees are composed of teachers, and parents of students, maintenance staff, and alumni students. Student Health Clubs are composed of students from different grades. These clubs and committees can play a key role in communicating knowledge on good WASH practices and promote positive attitudes.

#### 3.3.1 Target groups: School Health Committees and Student Health Clubs

The following was determined based on the availability of school health committee and student health club members.

	Health Promoted Schools by the MoES		Other Schools
	With Unicef support	Without Unicef support	
School Health Committee	71%	75%	74%
Student Health Club	42%	16%	46%
<b>Base (No. of schools)</b>	<b>100</b>	<b>100</b>	<b>200</b>

Q. How often does your committee meet?

	School Health Committee			Student Health Club		
	Health Promoted Schools by the MoES		Other Schools	Health Promoted Schools by the MoES		Other Schools
	With Unicef support	Without Unicef support		With Unicef support	Without Unicef support	
Weekly	1%	5%	3%	14%	25%	12%
Every two weeks	3%	11%	7%	14%	13%	10%
Monthly	70%	60%	56%	57%	38%	62%
<b>Base (No. of committees)</b>	<b>71</b>	<b>75</b>	<b>147</b>	<b>42</b>	<b>16</b>	<b>92</b>

Q. Are you currently engaged in health promotion activities (shramadana campaigns, organising competitions etc.)?

Only Yes	Health Promoted Schools by the MoES (#)		Other Schools (#)
	With Unicef support	Without Unicef support	
School Health Committee	97% (61)	95% (61)	92% (111)
Student Health Club	100% (42)	94% (16)	97% (92)

Q. What are the events that you organized within the last 36 months? (Top 3 events)

	School Health Committee			Student Health Club		
	Health Promoted Schools by the MoES		Other Schools	Health Promoted Schools by the MoES		Other Schools
	With Unicef support	Without Unicef support		With Unicef support	Without Unicef support	
Conducting Shramadana	70%	65%	63%	62%	50%	58%
Dengue awareness programmes	41%	53%	50%	57%	56%	54%
Other Health programmes (Dental and other medical clinic etc)	20%	17%	22%	33%	31%	26%
<b>Total no. of committees/ club</b>	<b>71</b>	<b>75</b>	<b>147</b>	<b>42</b>	<b>16</b>	<b>92</b>

Q. In your opinion, how is the focus group participation in these activities?

Only Good	School Health Committee			Student Health Club		
	Health Promoted Schools by the MoES (#)		Other Schools (#)	Health Promoted Schools by the MoES (#)		Other Schools (#)
	With Unicef support	Without Unicef support		With Unicef support	Without Unicef support	
Grade 1-5 students	46% (62)	52% (73)	41% (138)	58% (36)	67% (15)	46% (68)
Grade 6-9 students	53% (40)	73% (15)	49% (93)	54% (41)	31% (13)	56% (88)
Grade 10-13 students	39% (38)	57% (14)	38% (81)	50% (38)	69% (13)	53% (81)

- Only around three quarters of the schools responded in this segment of the survey. Non-responses are mainly due to non-availability of a committee and due to time limitations to participate for the study by parents/teachers etc. (in some cases).
- Only slightly more than two fifths of SHPP schools with Unicef support and Other schools have student health clubs and this is slightly more than one tenth among SHPP schools without Unicef support.
- A majority of school health committees (56% - 70%) conduct monthly meetings. Over half of student health clubs (57% - 62%) in SHPP schools with Unicef support and Other schools meet monthly.
- A large majority of school health committees and student health clubs (94% - 100%) claimed that they are currently engaged in health promotion activities. The main activities conducted by committees and clubs are *Shramadanas*, dengue awareness programmes and health programmes.
- Participation in school health committee activities is higher among all grades of students in SHPP schools without Unicef support (52% - 73%). For all groups of schools, Grade 6-9 students participate the most in such activities.

### 3.3.2 Target groups: Principals

Q. How is hygiene and health promotion included in the school's education? (Multiple responses possible)

	Health Promoted Schools by the MoES (#)		Other Schools (#)
	With Unicef support	Without Unicef support	
In Curriculum	83%	67%	77%
General assembly	78%	79%	75%
Extracurricular activities	86%	69%	81%
Other (specify)	26%	14%	18%
No hygiene and health promotion included in school's education	2%	2%	2%
<b>Base</b>	<b>100</b>	<b>100</b>	<b>200</b>

- As claimed by principals, hygiene and health promotion is included in the school's health education in SHPP schools with Unicef support and Other schools mainly through extracurricular activities and, for SHPP schools without Unicef support, this is mainly carried out in the general assembly.

### 3.3.3 Target groups: Teachers and Students

Q. Has your school had poster, essay, competitions, walks etc. to increase awareness on health and hygiene?

Only Yes	Health Promoted Schools by the MoES (#)		Other Schools (#)
	With Unicef support	Without Unicef support	
Teachers	54% (190)	50% (195)	56% (393)
General students	68% (1240)	71% (430)	65% (2544)

- Around half of the teachers (50% - 56%) claimed that their schools conducted poster/ essay competitions, walks etc. to increase awareness on health and hygiene. Among students, over two thirds (65% - 71%) claimed that their schools conducted poster/ essay competitions, walks etc. to increase awareness on health and hygiene.



### 3.3.4 Target groups: Adolescent Girls

Q. Did/ Do you have information about menstruation (periods) prior to your first menstruation? (Multiple responses possible)

	Health Promoted Schools by the MoES		Other Schools
	With Unicef support	Without Unicef support	
Yes, it is covered in the school curricula	53%	39%	47%
Yes, the School Health Committee conducted awareness programmes	15%	15%	12%
Yes, I discussed with my teacher	9%	9%	10%
Yes, I learnt about it through my mother/ other family member/ friend	66%	66%	63%
No, I did/ do not know anything about it	7%	12%	11%
<b>Total no. of students</b>	<b>487</b>	<b>174*</b>	<b>1030</b>

- In terms of information about menstruation, over one tenth of adolescent girl students (12% - 15%) claimed that they obtained this information through awareness programmes conducted by the School Health Committee. Around one tenth of adolescent girl students in grades 7 and above (7% - 12%) claimed to not have any information about menstruation prior to their first menstruation and this is an area to be further explored.

#### Key findings, suggestions and recommendations

##### ➤ **School Health Committees**

- School Health Committees do not exist in some schools and this is an area for immediate attention. The qualitative component identified that when such committees are active, there is good monitoring and follow-ups etc.
- A majority of school health committees (56% - 70%) conduct monthly meetings.
- A large majority of student health clubs (92% - 97%) claimed that they are currently engaged in health promotion activities. The main activities conducted by committees are *Shramadanas*, dengue awareness programmes and health programmes.
- Participation in school health committee activities is higher among all grades of students in SHPP schools without Unicef support (52% - 73%). For all groups of schools, Grade 6-9 students participate the most in such activities.

##### ➤ **Student Health Clubs**

- Only slightly more than two fifths of SHPP schools with Unicef support and Other schools have student health clubs and this is slightly more than one tenth among SHPP schools without Unicef support.
- Over half of student health clubs (57% - 62%) in SHPP schools with Unicef support and Other schools meet monthly.
- A large majority of student health clubs (94% - 100%) claimed that they are currently engaged in health promotion activities. The main activities conducted by student health clubs are *Shramadanas*, dengue awareness programmes and health programmes.
- In terms of information about menstruation, over 10% of adolescent girl students claimed that they obtained this information through awareness programmes conducted by the School Health Committee; most information in this regard is learnt through their mothers/ other family members or friends.

➤ **Teachers**

- Around half of the teachers claimed that their schools conducted poster/ essay competitions, walks etc. to increase awareness on health and hygiene. Among students, around two thirds claimed that their schools conducted poster/ essay competitions, walks etc. to increase awareness on health and hygiene.

### 3.4 Role and participation of teachers and principals in promotion of water, sanitation and hygiene attitudes and practices

Similar to other target groups in this study, teachers and principals were key target groups surveyed to understand attitudes and behaviours relating to water, sanitation and hygiene condition of the schools. Attitudes and practices of these target groups were assessed by analyzing their involvement in and promotion of health-related activities across different dimensions.

#### 3.4.1 Target groups: School Health Committees and Student Health Clubs

Q. In your opinion, how is the focus group participation in these activities?

(This question was asked from representatives from School Health Committees and Student Health Clubs who claimed that they had organized events in the last 36 months)

Only Good	School Health Committee			Student Health Club		
	Health Promoted Schools by the MoES (#)		Other Schools (#)	Health Promoted Schools by the MoES (#)		Other Schools (#)
	With Unicef support	Without Unicef support		With Unicef support	Without Unicef support	
Teachers participation	46% (71)	35% (75)	46% (147)	51% (41)	60% (15)	57% (86)

As claimed by representatives from school health committees, around half (46%) of teachers in SHPP schools with Unicef support and Other schools participate in activities organized by school health committees such as *shramadana* campaigns and various competitions regarding health education activities and teachers participation in is slightly higher among SHPP schools with Unicef support and Other schools.

- As claimed by student health club representatives, more than half (51%-60%) of teachers participate in such events organized by school health committees.

#### 3.4.2 Target groups: Teachers

Q. Are you engaged in school health education?

Only Yes	School Health Committee		
	Health Promoted Schools by the MoES (#)		Other Schools (#)
	With Unicef support	Without Unicef support	
Teachers	79% (190)	82% (195)	77% (393)

Q. Have you participated in any health awareness programs representing this school with external resource personnel in the last three years?

Only Yes	School Health Committee		
	Health Promoted Schools by the MoES (#)		Other Schools (#)
	With Unicef support	Without Unicef support	
Teachers	45% (190)	47% (195)	46% (393)

Q. Has your school had a student health club in the last three years?

Only Yes	Health Promoted Schools by the MoES (#)		Other Schools (#)
	With Unicef support	Without Unicef support	
	Teachers	53% (190)	48% (195)

- Around half of teachers in all groups of schools (45% - 47%) have participated in health awareness programs representing their schools with extra resource personnel in the last three years.

As in section 3.3.2 when we asked *how is hygiene and health promotion included in the school's education*, more than two third of the principals claimed that it is from extracurricular activities and general assembly etc. As in section 3.3.4, one tenth of adolescent girls discussed their issues with their teachers. Hence the principals and teachers play an important role in the promotion of water, sanitation and hygiene aspects.

- As claimed by principals, hygiene and health promotion is included in the school's health education in SHPP schools with Unicef support and Other schools mainly through extracurricular activities and, for SHPP schools without Unicef support, this is mainly carried out in the general assembly.

Key findings, suggestions and recommendations

- As claimed by representatives from school health committees, around half (46%) of teachers in SHPP schools with Unicef support and Other schools participate in activities organized by school health committees while student health club representatives claimed that more than half (51%-60%) teacher participation in such events.
- Around half of the Teachers (45%-47%) claimed that they participate in health awareness programmes representing their own school with external personnel – this was more or less the same among all three school categories.
- As claimed by teachers, nearly half (48%-53%) of schools have student health clubs in the respective schools. But this was lower when the survey team attempted to find the office bearers to conduct a separate interview.

### 3.5 Implications of the facilities and knowledge on the school attendance rate/ dropout rate with special reference to female adolescents

*This objective tries to understand whether unavailability of sufficient sanitary facilities can have a significant impact on schoolchildren's attendance rate and can cause school dropouts which can greatly affect female adolescent girls in comparison to other target respondents.*

#### 3.5.1 Target group: General Students

*Q. On average, how many days were you unable to attend school because of health and sanitation-related issues in this year?*

	Health Promoted Schools by the MoES (#)		Other Schools (#)
	With Unicef support	Without Unicef support	
Less than 7 days	35%	43%	37%
Less than 8- 30 days	12%	11%	11%
Less than 31 and above	1%	1%	0%
<b>Base (No. of students)</b>	<b>1240</b>	<b>430</b>	<b>2544</b>

*Only around one tenth of general studies are unable to attend school for more than 7 days because of health and sanitation-related issues in the last year.*

#### 3.5.2 Adolescent girls

*Q. Is there a separate toilet facility for girls at your school?*

Only Yes	Health Promoted Schools by the MoES (#)		Other Schools (#)
	With Unicef support	Without Unicef support	
Adolescent Girls	95% (487)	96% (174)	97% (1030)

*Q. Do you use the toilet facility at school for changing and cleaning absorbents such as cloth sanitary napkins during menstruation (periods)?*

Only Yes	Health Promoted Schools by the MoES (#)		Other Schools (#)
	With Unicef support	Without Unicef support	
Adolescent Girls	34% (425)	24% (155*)	34% (934)

*Q. Why do you not use the toilet facility at school for changing and cleaning during menstruation (periods) (multiple responses possible)?*

	Health Promoted Schools by the MoES		Other Schools
	With Unicef support	Without Unicef support	
No water in the toilet	15%	15%	12%
No place to dispose used cloths/ sanitary napkins	49%	58%	56%
The toilet is locked	0%	1%	0%
It is used by males	3%	1%	1%
There is no privacy	16%	25%	17%
<b>Base (No. of students)</b>	<b>280</b>	<b>118</b>	<b>612</b>

Q. Do you ever miss school because of menstruation (periods)?

Only Yes	Health Promoted Schools by the MoES (#)		Other Schools (#)
	With Unicef support	Without Unicef support	
Adolescent Girls	38% (425)	44% (155)	37% (934)

Q. Why do you miss school during menstruation (periods) (multiple responses possible)?

	Health Promoted Schools by the MoES		Other Schools
	With Unicef support	Without Unicef support	
Pain or physical discomfort	81%	68%	75%
No place to change or dispose	17%	25%	17%
Embarrassment	9%	10%	6%
Sinks are located outside the toilet	1%	3%	2%
I cannot take part in sports activities	5%	6%	6%
Fear of staining clothes	23%	40%	29%
<b>Total no. of students</b>	<b>175*</b>	<b>80*</b>	<b>385</b>

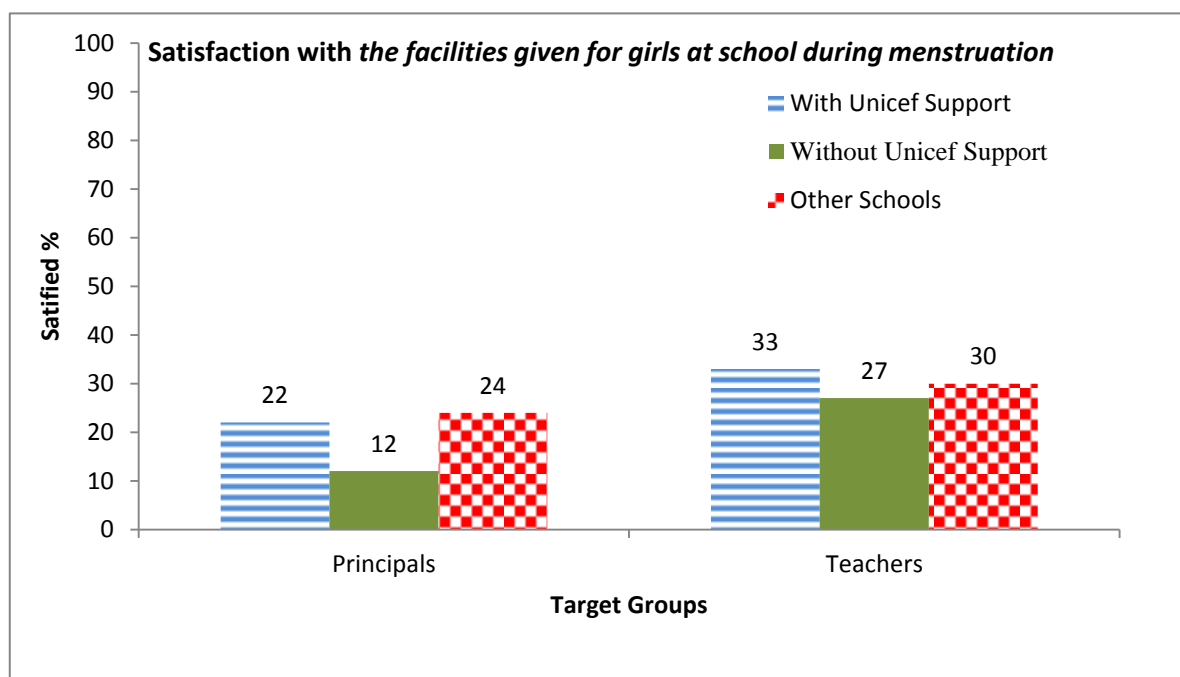
- Only around one tenth of general students are unable to attend school for more than 7 days because of health and sanitation-related issues in the last year.
- A large majority (95%-97%) of adolescent girl students claimed that their schools have a separate toilet facility for girls.
- In terms of usage of school toilet facilities during menstruation, around one third of adolescent girl students (24% - 34%) from all groups of schools claim that they *do* use school toilet facilities during menstruation. The others who do not use the toilet facility during menstruation for changing/ cleaning claimed that a lack of a place to dispose absorbents was the main reason for not using the toilet facility across all categories of schools (49% - 58%). The next most cited reasons were a lack of water facilities in the toilet (12% - 15%), and a lack of privacy (16% - 25%).
- Slightly more than one third of adolescent girls claimed to miss school because of menstruation and more than one third (68% - 81%) from all groups of schools cited pain and physical discomfort, fear of staining clothes and no place to change or dispose as main reasons.

### 3.5.3 Target group: Principals and Teachers

Q. Are you satisfied or dissatisfied about the facilities given for girls at school during menstruation?

Only Satisfied	Health Promoted Schools by the MoES (#)		Other Schools (#)
	With Unicef support	Without Unicef support	
Principals	22% (100)	12% (100)	24% (200)
Teachers	33% (190)	27% (195)	30% (393)

Graph 3



Q. What improvements of the following would make it easier for them to come to school during menstruation? (Multiple responses possible)

	Principals			Teachers		
	Health Promoted Schools by the MoES		Other Schools	Health Promoted Schools by the MoES		Other Schools
	With Unicef support	Without Unicef support		With Unicef support	Without Unicef support	
Provide toilets which are more private	48%	36%	58%	57%	47%	59%
Provide separate locks for toilets	33%	16%	29%	32%	19%	24%
Provide a private place to wash themselves	40%	23%	35%	43%	28%	32%
Provide a place to wash rags	17%	9%	17%	12%	10%	8%
Provide a place to throw away used rags/napkins	47%	27%	35%	57%	40%	47%
Provide a reliable water source in or near the toilet	38%	24%	31%	52%	34%	39%
<b>Total no. of principals/teachers</b>	<b>100</b>	<b>100</b>	<b>200</b>	<b>190</b>	<b>195</b>	<b>393</b>

- Less than one quarter of principals (12% - 24%) and around on third of teachers (27% - 33%) are satisfied with the facilities given for girls at school during menstruation.

**Key findings, suggestions and recommendations**

- Only around one tenth of general students are unable to attend school for more than 7 days because of health and sanitation-related issues in the last year.

- In terms of availability of a separate toilet facility for girls, a large majority (95%-97%) of adolescent girl students claimed that their schools have a separate toilet facility for girls. In terms of usage of school toilet facilities during menstruation, around one third of adolescent girl students (24% - 34%) from all groups of schools claim that they *do* use school toilet facilities during menstruation. The others who do not use the toilet facility during menstruation for changing/ cleaning claimed that a lack of a place to dispose absorbents was the main reason for not using the toilet facility across all categories of schools (49% - 58%). The next most cited reasons were a lack of water facilities in the toilet (12% - 15%), and a lack of privacy (16% - 25%).
- Slightly more than one third of adolescent girl students (37%-44%) reported that they miss school because of menstruation. This is mainly attributable to pain and physical discomfort, fear of staining clothes and a lack of a place to change or dispose cloths/ sanitary napkins.
- Less than one quarter of principals reported that they were satisfied with the facilities provided for girls at school during menstruation whereas, among teachers, this was around one third. It is very clear that this is a very low satisfaction level. There is no significant difference between SHPP schools with Unicef support, SHPP schools without Unicef support and Other schools for this lower satisfaction level.
- Providing toilets with more privacy, providing a place to throw away used rags/ napkins, and providing disposal bins, were key improvements which could potentially reduce absenteeism suggested by both principals and teachers. These are important areas which can be focused on by this project.



### 3.6 Knowledge, attitudes and practices related to solid and liquid waste management systems

Waste management can be considered as one of the key indicators which promote hygiene in schools. This objective focuses on liquid and solid waste management in schools and on the knowledge, attitudes and behaviors relevant to waste management in schools.

#### 3.6.1 Target group: General Students

##### Attitudes:

The findings below present only responses which were considered as "correct" or "accepted". Negative statements are marked with asterisks.

Please refer NOTE 1	Health Promoted Schools by the MoES		Other Schools
	With Unicef support	Without Unicef support	
You should always flush toilets after urination and defecation	97%	98%	98%
It is not my responsibility to clean the toilet after using it*	93%	91%	94%
Throwing garbage all over the school is not a problem*	94%	91%	93%
<b>Total no. of students</b>	<b>1240</b>	<b>430</b>	<b>2544</b>

##### Practices/ Behaviours

Q. Do other children flush/ clean the toilets after passing urine?

	Health Promoted Schools by the MoES		Other Schools
	With Unicef support	Without Unicef support	
Always	33%	32%	27%
Sometimes	43%	48%	46%
Not usually	17%	14%	18%
Never	5%	4%	8%
<b>Total no. of students</b>	<b>1186</b>	<b>404</b>	<b>2422</b>

Q. Do other children flush/ clean the toilets after defecating?

	Health Promoted Schools by the MoES		Other Schools
	With Unicef support	Without Unicef support	
Always	44%	47%	39%
Sometimes	38%	35%	41%
Not usually	11%	12%	12%
Never	5%	5%	6%
<b>Total no. of students</b>	<b>1186</b>	<b>404</b>	<b>2422</b>

Q. Have you experienced your toilets being blocked and cannot be used?

	Health Promoted Schools by the MoES		Other Schools
	With Unicef support	Without Unicef support	
Always	7%	8%	8%
Sometimes	35%	25%	36%
Not usually	23%	26%	26%
Never	34%	40%	29%
<b>Total no. of students</b>	<b>1186</b>	<b>404</b>	<b>2422</b>

Q. Have you seen those bins/ dedicated places get over filled?

Only Yes	Health Promoted Schools by the MoES		Other Schools
	With Unicef support	Without Unicef support	
There is no garbage bin/ dedicated place	2%	3%	3%
Always	11%	14%	11%
Sometimes	61%	55%	65%
Never	24%	26%	19%
<b>Total no. of students</b>	<b>1240</b>	<b>430</b>	<b>2544</b>

- The survey results indicate that the attitudes on waste management of general students are highly positive and a large majority (91% - 98%) agrees upon the fact that they have to maintain cleanliness in toilets as well as in the school premises.
- Around one third of students (27% - 33%) across all three types of schools claim that toilets are always cleaned after urination. Over two fifths of students (39% - 47%) claim that toilets in their schools are always cleaned after defecating.
- Around one third of students (29% - 40%) claimed that they have never experienced their school toilets being blocked and unusable.
- Less than 5% of students in all three categories of schools claim that their schools do not have a dedicated place to put garbage. Around one tenth of students (11% - 14%) claimed that they have seen bins/ dedicated garbage disposal places get over filled.

### 3.6.2 Target groups: General Students, Younger Students, Principals and Teachers

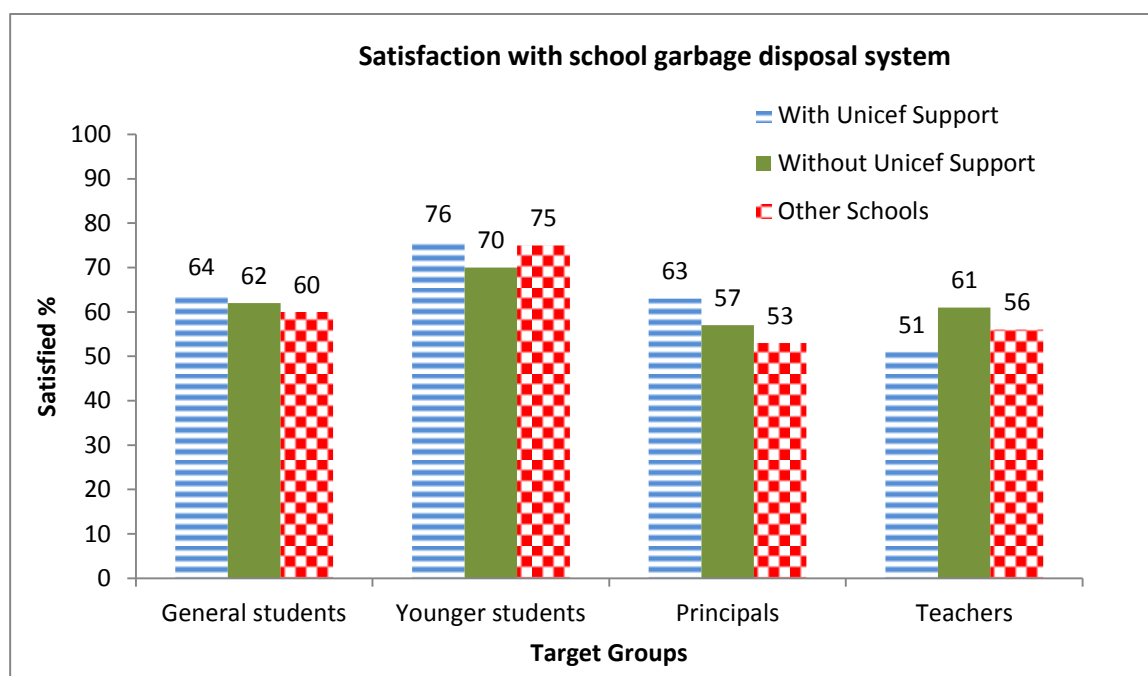
Q. Have you felt a bad smell near the garbage bins/ places?

Only Yes	General Students			Younger Students		
	Health Promoted Schools by the MoES		Other Schools	Health Promoted Schools by the MoES		Other Schools
	With Unicef support	Without Unicef support		With Unicef support	Without Unicef support	
There is no garbage bin/ dedicated place	1%	3%	3%	5%	7%	4%
Always	8%	8%	9%	20%	21%	19%
Sometimes	55%	58%	61%	46%	35%	49%
Never	34%	29%	27%	27%	35%	26%
<b>Total no. of students</b>	<b>1240</b>	<b>430</b>	<b>2544</b>	<b>671</b>	<b>1053</b>	<b>1569</b>

Q. Are you satisfied or not about the garbage disposal system at school?

Only Satisfied	Health Promoted Schools by the MoES		Other Schools (#)
	With Unicef support	Without Unicef support	
General Students	64% (1240)	62% (430)	60% (2544)
Younger Students	76% (671)	70% (1053)	75% (1569)
Principals	63% (100)	57% (100)	53% (200)
Teachers	51% (190)	61% (195)	56% (393)

Graph 4



- Around two thirds of general students (55% - 61%) indicate that they experience a bad smell occasionally near garbage dumping sites or bins in their respective schools. Around one half of younger students (35% - 49%) claimed the same
- A majority of the respondents (students, principals and teachers) (51% - 76%) claim to be satisfied about the garbage disposal systems in their schools. However, satisfaction is higher among Younger students (70% - 76%) than among other target groups.

### 3.6.3 Target group: Adolescent Girls

#### Attitudes

Q. How should the cloth/ sanitary napkin be ultimately disposed during school time?

	Health Promoted Schools by the MoES		Other Schools
	With Unicef support	Without Unicef support	
In the bin in the school toilet	12%	3%	13%
Throw it in the bush/ field	1%	1%	1%
It should be burnt	17%	9%	14%
None of the above	68%	81%	69%
<b>Total no. of students</b>	<b>425</b>	<b>155</b>	<b>934</b>

Q. Why do you think it should be disposed ultimately in this way (as you mentioned previously)?

	Health Promoted Schools by the MoES		Other Schools
	With Unicef support	Without Unicef support	
To maintain cleanliness of surroundings	61%	65%	59%
Convenient	16%	21%	18%
All the other girls follow this method	10%	19%	16%
To avoid it being seen by males	44%	45%	43%
To destroy it completely	29%	37%	31%
<b>Total no. of students</b>	<b>425</b>	<b>155</b>	<b>934</b>

- Around one tenth of adolescent girl students (9% - 17%) believe that the cloth/ sanitary napkin should be disposed by burning.
- Almost two thirds of adolescent girl students (59% - 65%) believe that it is important to maintain cleanliness of the surrounding and therefore, sanitary napkins should be disposed in a proper manner.

### 3.6.4 Target group: Principals

Q. Have you experienced blockages in many toilets?

Only Yes	Health Promoted Schools by the MoES (#)		Other Schools (#)
	With Unicef support	Without Unicef support	
Principals	43% (100)	52% (100)	54% (200)

Q. Reasons for blockage (multiple responses possible)

	Health Promoted Schools by the MoES		Other Schools
	With Unicef support	Without Unicef support	
Pits are overfilled	20%	14%	16%
Students put unnecessary things	69%	63%	67%
Girls put dispose sanitary pads In toilets and flush them	27%	8%	24%
<b>Total no. of principals</b>	<b>55</b>	<b>59</b>	<b>124</b>

Q. How often are toilets cleaned?

	Health Promoted Schools by the MoES		Other Schools
	With Unicef support	Without Unicef support	
Twice a day	19%	14%	20%
Once a day	59%	62%	61%
Every other day	10%	3%	6%
Once a week	9%	14%	9%
Only when necessary	1%	5%	4%
<b>Total no. of principals</b>	<b>100</b>	<b>100</b>	<b>200</b>

Q. What do you do when your septic tank is full?

	Health Promoted Schools by the MoES		Other Schools
	With Unicef support	Without Unicef support	
Empty with a gully bowser and send the sludge out	21%	21%	22%
Empty manually and bury the sludge	8%	8%	7%
Abandon the septic tank and build a new one	3%	5%	12%
Abandon the toilet until a solution is found	5%	3%	3%
Don't know what to do	3%	4%	2%
Not applicable	41%	47%	38%
<b>Total no. of principals</b>	<b>100</b>	<b>100</b>	<b>200</b>

Q. How do you dispose collected garbage?

	Health Promoted Schools by the MoES		Other Schools
	With Unicef support	Without Unicef support	
Hand over all the waste to local waste disposal service	9%	10%	9%
Burn/ bury all the waste within the school premises	53%	45%	47%
Burn/ bury the degradable material within the school premises	8%	9%	5%
Put degradable materials into a compost bin	5%	11%	9%
Hand over the non-degradable materials to waste disposal service	0%	3%	0%
<b>Total no. of principals</b>	<b>100</b>	<b>100</b>	<b>200</b>

Q. How often is garbage disposed?

	Health Promoted Schools by the MoES		Other Schools
	With Unicef support	Without Unicef support	
Once in a week	31%	36%	30%
A few times a week	24%	17%	21%
Once in 2 weeks	3%	4%	3%
Only when required	27%	26%	29%
<b>Total no. of principals</b>	<b>100</b>	<b>100</b>	<b>200</b>

- Around half of the principals (43% - 54%) claimed that toilets in their schools have experienced blockages. Almost two thirds of principals (63% - 69%) believe that the reasons for blockage are students putting unnecessary items in to the toilets; girls' flushing sanitary pads was cited as another key reason by principals in SHPP schools with Unicef support and Other schools; however, this is much lower among SHPP schools without Unicef support (8%).
- More than half of the principals (59% - 62%) claimed that toilets are cleaned once a day in all three types of schools. Around two fifth of the principals claimed that their schools do not experience any issues with the over flowing of septic tanks (38% - 47%).

- Around half of the principals in all three school categories (45% - 53%) claimed that their schools dispose garbage by burning/ burying it within the school premises.
- Around one third of principals (30% - 36%) claimed that garbage is disposed once a week.

### 3.6.5 Target group: Teachers

Q. *Have you seen the septic tank overflow?*

Only Yes	Health Promoted Schools by the MoES (#)		Other Schools (#)
	With Unicef support	Without Unicef support	
Teachers	11% (190)	9% (195)	8% (393)

Q. *Have you experienced your toilets being blocked and cannot be used?*

	Teachers			Student Health Club		
	Health Promoted Schools by the MoES (#)		Other Schools	Health Promoted Schools by the MoES (#)		Other Schools
	With Unicef support	Without Unicef support		With Unicef support	Without Unicef support	
Always	4%	3%	3%	2%	0%	3%
Sometimes	29%	23%	33%	55%	50%	53%
Not Usually	33%	35%	28%	12%	25%	20%
Never	33%	36%	35%	31%	25%	23%
<b>Total no. of students</b>	<b>190</b>	<b>195</b>	<b>393</b>	<b>42</b>	<b>16</b>	<b>92</b>

Q. *Does your school have a dedicated place/s to put garbage?*

Only Yes	Health Promoted Schools by the MoES (#)		Other Schools (#)
	With Unicef support	Without Unicef support	
Principals	77% (100)	81% (100)	84% (200)
Teachers	81% (190)	84% (195)	84% (393)

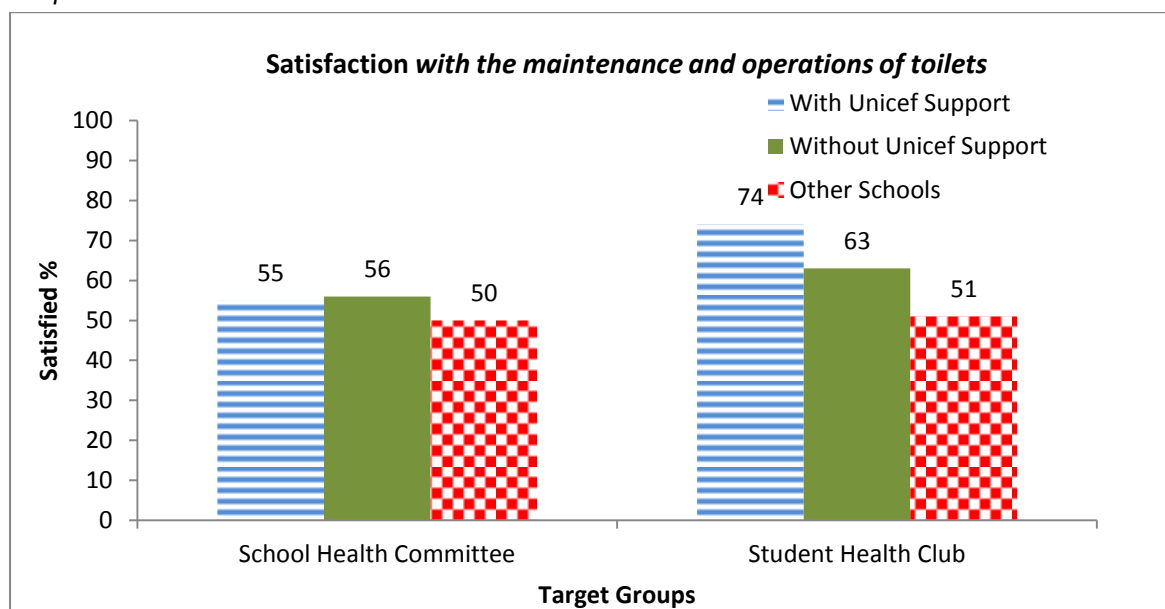
Q. *Are you satisfied about the maintenance and operations of the toilets?*

Only Satisfied	Health Promoted Schools by the MoES (#)		Other Schools (#)
	With Unicef support	Without Unicef support	
School Health Committee	55% (71)	56% (75)	50% (147)
Students Health Club	74% (42)	63% (16)	51% (92)

Q. *Are you satisfied about the maintenance and operations of septic tanks?*

Only Satisfied	Health Promoted Schools by the MoES (#)		Other Schools (#)
	With Unicef support	Without Unicef support	
School Health Committee	61% (71)	52% (75)	51% (147)
Students Health Club	64% (42)	44% (16)	48% (92)

Graph 5



- Around one tenth of teachers (8% - 11%) claimed to have experienced over flowing of septic tanks. Around one third of the teachers and representatives of student health clubs claimed to have never experienced the toilets being blocked and unusable (23% - 31%). An extremely low percentage experiences this problem very frequently.
- A majority of Teachers and Principals (77% - 84%) claimed that their schools have a dedicated place to put garbage in the school premises.
- Around half of the school health committee representatives (50% - 56%) claimed that they were satisfied about the maintenance and operations of the toilets. Around two third of student health club members (51% - 74%) were satisfied about the maintenance and operation of the toilets.
- Around half of school health committee members (51% - 61%) are satisfied about the maintenance and operations of septic tank.

**Key findings, suggestions and recommendations**

- The survey results indicate that attitudes on waste management of general students are highly positive and a large majority agrees upon the fact that they have to maintain cleanliness in toilets as well as in the school premises.
- When it comes to practices and behaviors of maintaining hygiene in the toilets, slightly more than one fifth of students (across all three types of schools) claim that toilets are not usually or never flushed/cleaned after urination. Around one fifth of students claim that toilets in their schools are always cleaned after defecating. Almost one tenth of students have experienced blockages of toilets and hence difficulties in use. Around half of the principals claimed that toilets in their schools have experienced blockages.
- A small percentage of students in all three categories of schools claim that their schools do not have a dedicated place to put garbage. A majority of Teachers and Principals claimed that their schools have a dedicated place to put garbage in the school premises. Around half of the principals in all three school categories claimed that their schools dispose garbage by burning/ burying it within the school premises. Disposal of sanitary napkins in schools is not frequently practiced by adolescent girl students.

#### **4. Summary and Conclusion**

WASH in Schools in Sri Lanka is embedded in the “School Health Promotion Program (SHPP)”. This has been designed in the structure of the WHO Health Promoting School initiative and Ministry of Education Services is the lead institution.

The Knowledge, Attitudes, Practices and Behaviours (KAPB) survey undertaken, which is the first of this nature for Sri Lanka, aims to complement the existing school health promotion evaluation gaps and work hand in hand to contribute in improving the school WASH program. The KAP survey covered a total of 400 schools comprising of 200 schools in which the health promotion programme was implemented (100 schools with Unicef support and 100 schools supported with non-UNICEF funds) and another 200 schools selected randomly to represent rest of the schools in the country. School selection was carried out in consultation with MoES considering different aspects such as province, school type, medium etc.

The KAPB survey was conducted among three types of student groups, namely Grades 7-13 as general students, Grade 5-6 as younger students and adolescent girls (Grades 7-13) for this study. In addition to this, principals, teachers, and representatives from School Health Committees and Student Health Clubs who were recognized as target groups for the purpose of this study during 2014 October 20<sup>th</sup> to November 15<sup>th</sup>. The present status of the Water Supply, Sanitation, and Hygiene was observed and marked. ISA officers conducted the interviews along with the Nielsen team’s logistical assistance.

The findings of the survey reveal the following.

##### ➤ **Knowledge**

- Knowledge among General Students and Younger students was tested by using eight simple statements where students marked their answers as “agree” or “disagree”. Based on analysis of these answers, more than three quarters of the general students as well as younger students marked answers on Water, Sanitation and Hygiene aspects which were deemed to be acceptable or correct. Hence, it can be concluded that knowledge on WASH aspects was high among all students irrespective of school category (SHPP with Unicef support, SHPP without Unicef support and Other schools).

##### ➤ **Attitudes**

- Attitudes among General Students and Younger students were tested by using four simple statements where students marked their answers as “Agree” or “Disagree”. Based on these responses, over three quarters (81%) of students responded correctly, or in the accepted way, to attitude testing statements. Hence, it can be concluded that attitudes on WASH aspects were positive among all students irrespective of school category (SHPP with Unicef support, SHPP without Unicef support and Other schools).



➤ **Practices/ behaviours**

- Practices/ behaviours among General Students and Younger students were tested by using three simple statements where students marked their answers as “yes”, “sometimes” or “no” to these practices. Based on analysis of responses, around one half of general students and one third of younger students do not wash their hands with soap during school time.
- Hand washing behavior among students before meals is, overall, positive as claimed by teachers.

➤ **Adolescent Girls –Knowledge, Attitude and Practices/ behaviours**

- Knowledge about menstrual hygiene was also tested by using different statements where adolescent girls marked their answers as “agree” or “disagree”. Based on analysis of these responses, it was clear that more than three quarters of adolescent girls marked correct or accepted answers on menstrual hygiene aspects. Hence, we can conclude that knowledge on menstrual hygiene is high among all adolescent girls irrespective of school category (SHPP with Unicef support, SHPP without Unicef support and Other schools).
- Overall, attitudes towards menstrual hygiene were positive among adolescent girl students. However, attitudes towards discussing menstruation were not as positive – more than half felt that this is wrong.
- Over half of adolescent girl students are allowed to go to school during menstruation. Approximately half of adolescent girl students are not allowed to interact with boys during menstruation.

Although knowledge and attitudes are highly positive, the findings reveal that there are limitations in relation to practices due to water supply, sanitation and hygiene facility availability irrespective of school category (SHPP with Unicef support, SHPP without Unicef support and Other schools).

- Water availability in schools is high (90%) among all groups of schools as claimed by students. But only around two thirds of general students are satisfied with the water supply while more than three quarters of younger students are satisfied with the water supply system. However, school principals, teachers, and school health committees were less satisfied with the water supply systems.
- A lack of water facilities in toilets remains an important reason for not using toilet facilities for changing and cleaning during menstruation for adolescent girls. Therefore, this has implications for hygiene and sanitation. A large majority of students claimed that there is a separate toilet facility for girls in their schools. However, a lack of disposal facilities for sanitary napkins in toilets is a key reason for absenteeism during menstruation.
- After each of the standards were analysed against the MoES norms for the number of toilets/ urinals according to the number of students and teachers, only 2% of the schools met all norms.

➤ **School Health Committees**

- Three quarters of schools have School Health Committees and this is an area for immediate attention. The qualitative component identified that when such committees are active, there is good monitoring and follow-ups etc.

- A large majority of school health committees (92% - 97%) claimed that they are currently engaged in health promotion activities. The main activities conducted by committees are *Shramadanas*, dengue awareness programmes and health programmes.

➤ **Student Health Clubs**

- Only slightly more than two fifths of SHPP schools with Unicef support, and Other schools have student health clubs and this is slightly more than one tenth among SHPP schools without Unicef support.
- Over half of student health clubs (57% - 62%) in SHPP schools with Unicef support and Other schools meet monthly.
- A large majority of student health clubs (94% - 100%) claimed that they are currently engaged in health promotion activities. The main activities conducted by student health clubs are *Shramadanas*, dengue awareness programmes, dental and other health programmes.
- Around half of the teachers claimed that their schools conducted poster/ essay competitions, walks etc. to increase awareness on health and hygiene. Among students, around two thirds claimed that their schools conducted poster/ essay competitions, walks etc. to increase awareness on health and hygiene.
- Hygiene and health promotion is mainly included in the school's education though the school curriculum, general assemblies and extracurricular activities. Poster/ essay competitions, walks etc. to increase awareness on health and hygiene are conducted in around half of the schools surveyed. Such clubs are an important vehicle for communicating good health practices.

More than one fifth of adolescent girl students miss school because of menstruation. The main reasons for absenteeism cited were pain or physical discomfort, fear of staining clothes and the lack of a place of disposal sanitary materials. Satisfaction about facilities given for girls at school during menstruation, as claimed by teachers and principals, was lowest amongst SHPP schools without Unicef support. In terms of improvements which could make it easier for adolescent girls to come to school during menstruation, providing toilets which are more private, providing a place to throw away used rags/ napkins, and providing a private place to wash themselves were cited as key improvements.

Attitudes towards waste management were, overall, positive among students. However, in terms of practices/ behaviours, only around one third responded favourably. Blockages of toilets are most common among schools in the Other schools category. Around half of the principals claimed that toilets in their schools have experienced blockages. These blockages are mainly attributable to students putting unnecessary things and girls disposing sanitary napkins by flushing them. A small percentage of students in all three categories of schools claim that their schools do not have a dedicated place to put garbage. Similarly, a majority of Teachers and Principals claimed that their schools have a dedicated place to put garbage in the school premises. Garbage is mainly disposed by burning/ burying within the school premises across all three categories of schools.

## 5. Lessons Learnt and Way Forward

The lessons learnt and way forward from the first baseline survey for the KAP study can be concluded as follows.

Study-specific lessons learnt and way forward:

1. Knowledge and attitudes are positive and high among students on Water Supply, Sanitation and Hygiene practices. This study's findings can be used as a baseline for future studies to evaluate improvements.
2. When it comes to availability of toilets based on the MoES standard, teachers are the worst-affected group while female students are the next affected group in the school system. SHPP schools with Unicef support have a positive edge in this instance but even they face challenges to match the minimum standard after considering all users including students, teachers etc.
3. Although knowledge and attitudes are positive, limitations in the availability of facilities create challenges to follow the best practices. Hence hard as well as soft facilities have to be provided for those schools to observe expected behaviours.
4. Around one fourth of the schools don't have functioning School Health Committees and this is an area to attend to.
5. Active Student Health Clubs are also limited and this, too, is an area to attend to.
6. Teachers' participation in programs initiated by School Health Committees and Student Health Clubs has to be promoted
7. As claimed by general students, around one tenth were unable to attend school for more than 7 days because of health and sanitation related issues in the last year.
8. Around one third of adolescent girls claimed that they don't use the toilet facility at school for changing and cleaning absorbents such as cloth sanitary napkins during menstruation. More than half claimed that this was because there is no place to dispose used cloths/sanitary napkins and others claimed that this was due to lack of privacy and no water availability in the toilet. Less than one third of teachers and principals are satisfied with facilities given for girls at school during menstruation. This is a key area for immediate attention.
9. Knowledge, and attitudes related to solid and liquid waste management systems are very positive. However, students, teachers and principals claimed that they experience some toilets being blocked, garbage bins being over filled etc. These are further areas to be addressed.

## 6. Survey Implementation learnings

- The Nielsen Team obtained technical support from the Nielsen India team who have extensively been involved with Unicef and WHO for similar projects in India in aspects related to adolescent girls to develop the survey questionnaires. Nielsen's strong regional expertise links helped to face challenges in study design.
- Nielsen selected 25 students from a school where, depending on the grade availability in the school (e.g. 5-12), representativeness (50:50 male: female ratio) was ensured by selecting 12/13 male and female students. It was understood that competencies vary significantly between students of Grades 5 & 6 and those in higher grades. It was therefore decided to design two separate questionnaires to be administered separately to Younger students (Grade 5 & 6) and General students (Grades 7 – 13).
- Students were selected randomly. Hence, there are disparities between students in terms of literacy levels even within the same grade. As a result, there may be differences in interpretations of questions between students which result in coding of responses which are not in line with expected responses.
- The distribution of ISAs across provinces was based on gender and ethnicity to ensure that there were no barriers in communication between target respondents and ISAs.
- There were practical challenges encountered in identifying suitable ISAs to conduct the adolescent girl FGD in the North, in the Tamil language.
- Considering the experiences of the field team, it would be ideal to conduct a survey of this nature in the first or second school term, due to examinations being held in the third school term. This would minimize the interruption of the school schedule and facilitate survey implementation.
- ISA officers' previous experience on qualitative field surveys was limited so their contribution was limited for this study. If their support for qualitative component is expected in the future, further training has to be included to get the maximum output from their involvement.

## **Annexures**

### Annex 1: TOR

# **Terms of Reference (ToR) for Knowledge, Attitudes, Practices and Behaviour (KAPB) Study on School WASH program**

## **1. Overview**

Every child around the world deserves an opportunity to learn in a safe and healthy environment. Schools are places where children actively stay for most of the day time and therefore for healthy and conducive learning environment, children need safe water for drinking and hand washing, and safe and friendly-to-use sanitation facilities. Improved health and quality learning is not possible without adequate water and sanitation facilities in schools. School children who have no access to safe water and sanitation have more chances to suffer from water and sanitation related diseases. Lack of safe water and sanitation facilities turn schools into unsafe places where diseases are transmitted with mutually reinforcing negative impacts on the children, their families, communities and overall development. Water, sanitation, and hygiene (WASH) in Schools affects:

- privacy and dignity
- school attendance
- environment cleanliness
- student health
- learning outcomes
- implementation of child rights
- gender equity
- poverty

## **2. Background**

WASH in Schools in Sri Lanka is embedded in the "School Health Promotion Program (SHPP)". This has been designed in the structure of the WHO Health Promoting School initiative and Ministry of Education Services is the lead institution. Beginning of school health initiatives has been recorded since as far back as 1918.

UNICEF with the funding support of AusAID has been implementing a program titled WASH in Child Friendly Schools, in partnership with the Ministry of Education Services. The program has been implemented over a three years period starting from May 2011 to December 2014. The program aims to contribute to the overall objective of reducing the number of children not completing primary schooling and reducing disparities in essential learning competencies through creation of child friendly WASH environments in selected schools within the focal Provinces.

The specific project goal is to provide 90,000 children in 360 selected schools within underserved, unserved and conflict affected areas of Uva, Central, Eastern, Northern and North Central provinces with sustainable, child friendly WASH infrastructure supported by appropriate behavior change and management best practices.

The current school water and sanitation coverage against the norm has been summarized in the below table.

Sanitation Coverage in Schools Vs. Total Requirement								
Reporting Year	Sanitation Coverage →		0% - 25%	26 - 50%	51 - 75%	76- 99%	100+%	Total
2012	Schools	Number	282	1282	340	64	7763	9731
		Proportion	3%	13%	3.4%	0.6%	80%	(100%)

Drinking Water Coverage in Schools					
Reporting Year	Water Coverage →		With water supply	With no water supply	Total
2012	Schools	Number	8308	1423	9731
		Proportion	85%	15%	(100%)

The Ministry of Education conducts an annual evaluation on selected schools as part of school health promotion programme of which 54% of the indicators cover WASH aspects. The current system mainly focuses the availability and to some extent functionality of facilities but lack some of the key areas vital for the child wellbeing such as the quality of the facilities as well as behavioral aspects of the users. In addition, it's conducted as part of routine system specific evaluation of the schools for accreditation purposes. The proposed KAPB survey which is the first of this nature for Sri Lanka will complement the existing school health promotion evaluation gaps and work hand in hand to contribute in improving the school WASH program.

### 3. The purpose of the KAPB survey is:

To develop a comprehensive understanding and draw evidences related to water, sanitation and hygiene situation, knowledge attitudes practices and behaviors in (including Australian aid funded WASH) in the study schools of Sri Lanka.

To collect most suitable supportive data for the specified indicators on the monitoring matrix of Australian aid and UNICEF supported WASH in schools program

The objectives of the KAPB survey on WASH in schools are:

1. To assess the availability of water, sanitation and menstrual hygiene facilities against the MOES norm.
2. To assess the water, sanitation and hygiene knowledge, attitudes, practices and behaviours of female and male students
3. To evaluate the role school health clubs and School Development Societies in water, sanitation and hygiene knowledge creation, attitudes and practices
4. To assess the role and participation of teachers and principals in promotion of water, sanitation and hygiene attitudes and practices
5. To assess the implications of the facilities and knowledge on the school attendance rate/ dropout rate with special reference to female adolescents
6. To assess the knowledge, attitudes and practices related to solid and liquid waste management systems

#### **4. Scope of the work and duration**

The KAP survey will cover a total of 400 schools comprising of 200 health promotion programme implemented schools (100 UNICEF and 100 MOES supported with non UNICEF funds) and another 200 schools selected randomly to represent rest of the schools in the country. School selection should be done with consultation of MOES assuring different aspects such as school type, gender and medium.

The study need to cover knowledge, attitudes, practices and behaviour in relation to the four key areas: water, sanitation, hygiene practices and operation and maintenance. The knowledge part mainly need to focus on the Knowledge of protective measures against water born diseases, hand-washing and its importance, proper toilet use, access to health hygiene education at school and sources of information about hygiene. The attitude towards use of school toilet facilities, drinking water at school and hand-washing at school while practices on drinking water, toilet usage, hand-washing and other hygiene practices

The following diagram further explains the key areas need to be focused in the study:

<b>Knowledge, Attitudes, Practices and Behaviour</b>				
Key areas	Water	Sanitation	Hygiene	Operation and maintenance
	Drinking water facilities (water quantity, quality and safety)	Safe use of toilets and urinals including anal cleaning	Hand washing/ Water treatment (link between personal hygiene and disease) and Menstrual hygiene Management	Availability of soap for hand washing
	Waste water disposal	Excreta disposal	Solid waste disposal	Cleaning (availability of material for cleaning) and repairing (systems in place for repairing) of WASH facilities

The data collection for the study need to cover students, teachers, principals and representatives of School Development Society from the sample schools and number of respondents from each schools need to be negotiated in consultation with the MOES and UNICEF. In addition a small sample of government staff linked to the school WASH also need to be covered.

The work is expected to **commence from 23rd of September 2014 completed by 12<sup>th</sup> of December**

### **5. Responsibilities of Consultants**

The composition of the study team is left up to the consultant/ organization based on their internal system, ideas and logic. However, Ministry of Education Services and UNICEF recommends that the comprise one Team Leader to coordinate the overall study and liaise with Ministry of Education Services; at least one to two Team Members with collective expertise in KAPB surveys along with an experienced statistician and/or data analyst. To collect information from the field, adequate number of field enumerators (In Service Advisors (ISA deployed by the Ministry of Education Services and Nielsen researches) need to be supervised by the consultant/ organization. Supervision of the field work and quality (reliability and validity) of the data/information collected from the field is the primary responsibility of the consultant/ organization.



The consultancy / consultant team will be primarily responsible to:

- Develop / design KAPB study including a detailed methodology, questionnaire for school survey and checklist and tools for group interaction including FGD in consultation with MOES and UNICEF;
- Share study design including process, methods and questionnaires/checklist with MOES and UNICEF, collect feedback and finalize the study design;
- Pre-test questionnaires and other tools in few schools;
- Debrief/discuss with MOES and UNICEF about effectiveness of questionnaire, checklists and other tools used in pre-test, collect feedback and finalize them;
- Orient, train and supervise the enumerators;
- Carryout field work together with enumerators;
- Ensure the quality of information collected from fields, cross check with the validity of information collected and verify/revise where needed;
- Update progress of the study on bi weekly basis to Ministry of Education Services and UNICEF/ steering committee;
- Analyse data and prepare quality draft report including key lessons learnt and way forward;
- Give presentation of draft report to Ministry of Education Services and UNICEF for review and comments; and
- Submit final report after incorporating the feedbacks and suggestions from MOES and UNICEF.

## **6. Responsibilities of MOES**

- Prepare ToR and hire consultant in coordination with UNICEF
- Give inputs to finalise the survey instruments design;
- Support the survey team in data collection including provision of ISAs to collect data
- Conduct random field visits to monitor data collection process
- Monitor (including random field visits), provide feedback and ensure effectiveness of study;
- Give inputs/feedback to draft and final reports; and
- Recommend payments to be release by UNICEF based on the successful progress of the activities as indicated in the activity plan.

## **7. Responsibilities of UNICEF**

- Facilitate the process of preparation of the ToR and hire consultant in coordination with MOES;
- Give inputs to finalise the survey instruments design;
- Monitor (including random field visits), provide feedback and ensure effectiveness of study;
- Give inputs/feedback to draft and final reports; and

- Release the budget based on MOES recommendations in line with the approved budget disbursement schedule.

## **8. Deliverables**

The following deliverables are envisioned under this ToR:

- A compiled version of KAPB report including all the aspects indicated in the scope of work with lessons learnt and way forward
- A hard copy of collected information of all study districts
- An e-copy of raw data and final version of both reports

## **9. Eligibility Criteria**

The consultancy / consultant team should have experience on qualitative and quantitative research; clear understanding on research methodology and experiences on using different social research tools and techniques. Team Leader should have advance university degree in public health, social sciences or any other related field with experiences in conducted KAP Studies.

## **10. Budget and Payment Schedule**

The total budget for this consultancy work will be decided based on the budget submitted by the consultant/company, which includes consultants' fee for conducting KAP study (questionnaire preparation, conducting of the survey, cost of travel and enumerators and other logistics, secondary information review, draft and final report writing).

Payment to the consultant/company will be made based on the payment schedule and the approved budget upon recommendation by the MOES on completion of agreed tasks. Payment will be made in three instalments comprising first instalment 30%, second instalment 40% and the final instalment again 30% of the total budget.

## **11. Work Schedule**

Detail will be worked out jointly with consultant team and MOES and UNICEF.

## **12. Conditions:**

According to the timeline and approved budget UNICEF Sri Lanka will pay the consultant/company based on the recommendation of MOES. Data collected and analysed during the assignment should not be used for any other purposes without prior approval from MOES and UNICEF.

## Annex 2: Provincial Coordinators and ISA officers engaged in the Survey

### Provincial Coordinators engaged in the Survey

H.M. Nawarathna	Central
P.Uthayakumara	Eastern
N. Kandathasan	Northern
H.K.M. Rajathilaka	North Western
Renuka Padhikorala	Southern
Hiroshi Gunawardhana	Sabaragamuwa
R.M. Tilakathne	Uva
V.Upali Amarathunga	Western

### ISA officers engaged in the Survey

<b>Name</b>	<b>Province</b>
B.M.M.Nimal Rathnayaka	Central
E.M.Nazeer	Central
G.L.Gunwardane	Central
H.M.Chandrarathna Banda	Central
J.P.Robinsan	Central
K.M.Sandya Kumari Kulathunga	Central
M.W.Sumith Nalanda	Central
P.P.M.Koswatta	Central
R.G.M.W.Rankoth	Central
S.Thangaraj	Central
A.A.Sathar	Eastern
A.H.M.Akmal	Eastern
Dharmapalan	Eastern
H.M.A.Majith	Eastern
K.I.M.Aliyar	Eastern
K.K.S.P.H.De Silva	Eastern
K.Subaschandran	Eastern
K.Yogarajah	Eastern
M.M.Jawad	Eastern
N.Nagaraja	Eastern
P.Uthayakumar	Eastern
R.M.M.Nisham	Eastern
R.M.P.Piyantha	Eastern
R.P.Padhmakulasuriya	Eastern
V.Lawakumar	Eastern
W.G.A.Wanigarathna	Eastern
C.P.Weerathunga	North Central
M.G.P.A.Sirikumara	North Central
R.A.K.Wikramanayake	North Central
T.M.S.Dissanayake	North Central
V.N.K.Gunawardane	North Central
Y.G.Sumanawathi	North Central
H.W.D.R.william	North Western
J.M.G.Wasantha Kumara	North Western
M.P.R.Singhawansa	North Western
N.B.Rathnayake	North Western

<b>Name</b>	<b>Province</b>
N.T.N.Bandara	North Western
P.Munasingha	North Western
K.Baskaran	Nothern
K.Krishnamoorthy	Nothern
N.Kandathasan	Nothern
P.G.K.Dilan	Nothern
R.Rajaseelan	Nothern
S.Uthayakala	Nothern
T.Lojistan	Nothern
D.Nihal	Sabaragamuwa
G. Priyantha	Sabaragamuwa
H.G.Hemarathna	Sabaragamuwa
H.M.P.Bandara	Sabaragamuwa
M.K.Premasiri	Sabaragamuwa
N.G.Piyananda	Sabaragamuwa
B.K. Latha	Southern
B.M.Vithanachchi	Southern
S.M.Hettiarachchi	Southern
S.M.P.P.Thelisingha	Southern
S.Weerasekara	Southern
J.M.Sudubanda	Uva
K.G.P.Amarani	Uva
K.H.Cyrl	Uva
M.B. Kithsiri Rathnayaka	Uva
R.M. Indrawathi	Uva
S.M.Dayawathi	Uva
W.M.Jayantha Gunawardane	Uva
A.R.Mallwaarachchi	Western
A.S.P.I.Chiranthani	Western
K.M.P.Rupasingha	Western
R.K.Dharmakeerthi	Western
Sandya Sandaleka	Western

**Knowledge, Attitudes, Practices and Behaviour (KAPB) Study on Water, Sanitation, Hygiene and Waste Management  
Student Self-Administered Survey**

Introduction: Dear Students, Good Morning/Afternoon

The Ministry of Education Services (MoES) is conducting a study on water, sanitation, hygiene and waste management systems in government schools. This is the first time such a study in Sri Lanka is being conducted and your school has been selected randomly for this. In your school, around 25 students will be randomly selected to represent all students in different grades based on today's attendance register. By participating and giving your answers, you can contribute towards assessing the current situation in this school and to make further improvements in the government school system.

**INSTRUCTIONS:** Please give your answers by circling the appropriate number in each question. There are no right or wrong answers. We need only your individual responses.

**A. Basic Information**

- A.1 Your Grade : 7 8 9 10 11 12 13  
 A.2 Study Medium : Sinhala 1 Tamil 2 English 3  
 A.3 Your Gender : Male 1 Female 2

**B. Personal Hygiene - I**

	Agree	Disagree	Don't Know
B.1 Allowing dirt to remain under the fingernails can lead to worm infections	1	2	3
B.2 Washing hands with soap before meals will reduce the chances of being affected by diarrhoeal diseases	1	2	3
B.3 Washing hands with soap after using toilets will reduce the chances of being affected by diarrhoeal diseases	1	2	3
B.4 Throwing garbage all over the school is not a problem	1	2	3
B.5 Boiling water will improve the quality of the water for drinking	1	2	3
B.6 Drinking water from an unprotected source is not a problem	1	2	3
B.7 Washing hands after coming into contact with mud or after petting animals will prevent disease	1	2	3
B.8 Clothes, and especially underwear, should be changed every day	1	2	3
B.9 It is OK to defecate in open areas	1	2	3

**C. Personal Hygiene - II**

	Agree	Disagree	Don't Know
C.1 You should always flush toilets after urination and defecation	1	2	3
C.2 It is not my responsibility to clean the toilet after using it	1	2	3
C.3 You should wash your hands before touching small children in your family	1	2	3
C.4 Fruits and green leaves need not be washed before consumption	1	2	3
C.5 You should always drink water which has been boiled	1	2	3
C.6 You should keep nails short and brush teeth every day	1	2	3









## Knowledge, Attitudes, and Practices Study Student Self-Administered Survey

Introduction: Dear Students, Good Morning/Afternoon

**INSTRUCTIONS: Please give your answers by circling the appropriate number in each question. There are no right or wrong answers.**

### A. Basic Information

- A.4 Your Grade : 5 6
- A.5 Study Medium : Sinhala 1 Tamil 2 English 3
- A.6 Your Gender : Male 1 Female 2

### B. Personal Hygiene - I

	Agree	Disagree
B.10 Allowing dirt to remain under the fingernails can lead to worm infections	1	2
B.11 Throwing garbage all over the school is not a problem	1	2
B.12 Boiling water will improve the quality of the water for drinking	1	2
B.13 Drinking water from an unprotected source is not a problem	1	2
B.14 Washing hands after coming into contact with mud or after petting animals will prevent disease	1	2
B.15 Clothes, and especially underwear, should be changed every day	1	2
B.16 It is OK to defecate in open areas	1	2

### C. Personal Hygiene - II

	Agree	Disagree
C.7 You should wash your hands before touching small children in your family	1	2
C.8 Fruits and green leaves need not be washed before consumption	1	2
C.9 You should always drink water which has been boiled	1	2
C.10 You should keep nails short and brush teeth every day	1	2

### D. Hygiene and Health Promotion

	Yes	Sometimes	No
D.1 Is there soap available at school for hand washing?	1	2	3
D.2 Do you wash your hands before meals during school time?	1	2	3
D.3 Do you use soap when wash your hands during school time?	1	2	3
D.4 Do you wash hands with soap after defecating in school?	1	2	3



## G. Garbage Disposal

G.8 Does your classroom, hall or building have a dedicated bin/ place/s to dispose garbage?

1. Yes

2. No

G.9 Does your school have dedicated places to put garbage (other than classroom, hall or building)?

1. Yes

2. No

G.10 Have you felt a bad a smell near the garbage bins/ dedicated place?

1. There is no garbage bin/ dedicated place

2. Always

3. Sometimes

4. Never

G.11 Are you happy or not about the garbage disposal system at school?

1. Happy



2. Not happy



3. None of the above

G.12 What is your Ethnicity?

1. Sinhalese

2. Sri Lankan Tamil

3. Indian Tamil

4. Sri Lankan Moor

5. Burgher

6. Malay

7. Sri Lanka Chetty

8. Bharatha

9. Other

**Thank you.**

Office use only

School Ref. Number:				
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V 1.2

**Knowledge, Attitudes, Practices and Behaviour (KAPB) Study on Menstrual Hygiene**  
**Adolescent Girls Self-Administered Survey**

Introduction: Dear Students, Good Morning/Afternoon

We would like to invite you for the Menstruation (period) Hygiene Survey for 15 minutes.

**A. General questions**

- A.1 Your Grade : 7 8 9 10 11 12 13  
A.2 Study Medium : Sinhala 1 Tamil 2 English 3  
A.3 Have you started menstruating? 1. Yes 2. No

**B. Practices and Absenteeism**

- B.1 Did/ Do you have information about menstruation (periods) prior to your first menstruation?  
(Circle all that apply)
- |  |  |
|--|--|
| 1. Yes, it is covered in the school curricula                        | 4. Yes, I learnt about it through my mother/ other family member/ friend |
| 2. Yes, the School Health Association conducted awareness programmes | 5. No, I did/ do not know anything about it                              |
| 3. Yes, I discussed it with my teacher                               | 6. None of the above   |
- B.2 How did you prepare/ have you prepared to handle your first menstruation (periods)?
- |  |   |
|--|---|
| 1. Options available for absorbing blood | 4. How the washed menstrual cloth is to be dried    |
| 2. How to use the cloth/ sanitary napkin | 5. How the cloth/ sanitary napkin is to be disposed |
| 3. How the cloth is to be washed         | 6. None of the above                                |
- B.3 Is there a separate toilet facility for girls at your school?
- |        |       |
|--------|-------|
| 1. Yes | 2. No |
|--------|-------|

**If you have not yet started menstruating, go to Section D.**

- B.4 Do you use the toilet facility at school for changing and cleaning absorbents such as cloth/ sanitary napkin during menstruation (periods)?
- |                             |                  |
|-----------------------------|------------------|
| 1. Yes → Go to Question B.6 | 2. No → Continue |
|-----------------------------|------------------|
- B.5 Why do you not use the toilet facility at school for changing and cleaning during menstruation (periods)? (Circle all that apply)
- |  |                        |
|--|------------------------|
| 1. No water in the toilet                            | 4. It is used by males |
| 2. No place to dispose used cloths/ sanitary napkins | 5. There is no privacy |
| 3. The toilet is locked                              | 6. None of the above   |
- B.6 Do you ever miss school because of menstruation (periods)?
- |                   |                         |
|-------------------|-------------------------|
| 1. Yes → Continue | 2. No → Go to Section C |
|-------------------|-------------------------|

B.7 On average how many days per month/ menstrual cycle are you unable to attend the school because of menstruation (periods)?

..... days

B.8 Why do you miss school during menstruation (periods)? (Circle all that apply)

- |   |  |
|---|--|
| 1. Pain or physical discomfort          | 5. I cannot take part in sports activities |
| 2. No place to change or dispose        | 6. Fear of staining clothes                |
| 3. Embarrassment                        | 7. None of the above                       |
| 4. Sinks are located outside the toilet |  |

### C. Management of Menstruation

C.1 Are you usually aware about the approximate start date of your menstrual cycle?

- |        |       |
|--------|-------|
| 1. Yes | 2. No |
|--------|-------|

C.2 Do you use cloth, during your menstrual period?

1. Yes → Continue
2. No → Go to Question C4
3. Have never heard that a cloth can be used → Go to Question C4

C.3 Do you wash the cloth with soap before using it?

- |                |                    |
|----------------|--------------------|
| 1. Yes, always | 3. Yes, but rarely |
| 2. Yes, mostly | 4. Never           |

C.4 Do you use sanitary napkins, during your menstrual period?

- |                            |                  |
|----------------------------|------------------|
| 1. Yes → Go to Question C6 | 2. No → Continue |
|----------------------------|------------------|

C.5 Why do you not use sanitary napkins? (Circle all that apply)

- |                                      |                                 |
|--------------------------------------|---------------------------------|
| 1. Not easily available in this area | 5. Do not know how to use it    |
| 2. Cannot afford it                  | 6. It cannot be disposed easily |
| 3. It is uncomfortable               | 7. None of the above            |
| 4. Found cloth a better option       |                                 |

C.6 How many times do you change the cloth/ sanitary napkin on average in a day during menstruation (periods)?

- |                      |                              |
|----------------------|------------------------------|
| 1. Once every day    | 4. Four or more times a day  |
| 2. Twice every day   | 5. As frequently as required |
| 3. Three times a day |                              |

C.7 How should the cloth/ sanitary napkin be ultimately disposed during school time?

- |                                    |                       |
|------------------------------------|-----------------------|
| 1. In the bin in the school toilet | 3. It should be burnt |
| 2. Throw it in the bush/ field     | 4. None of the above  |

C.8 Why do you think it should be disposed ultimately in this way (as you mentioned previously)?  
(Circle all the apply)

- |  |                                    |
|--|------------------------------------|
| 1. To maintain cleanliness of surroundings | 4. To avoid it being seen by males |
| 2. Convenient                              | 5. To destroy it completely        |
| 3. All the other girls follow this method  | 6. None of the above               |

**D. Personal Hygiene - I**

**We would like to know your opinion on the following statements in relation to school. There are no right or wrong answers.**

	Agree	Disagree	Don't know
D.1 It is inconvenient to find a place in school to dispose the used cloth or sanitary napkin	1	2	3
D.2 It is important to maintain hygiene during menstruation (periods) to prevent infections	1	2	3
D.3 I can discuss menstruation (periods) openly with a female teacher	1	2	3
D.4 I am not/ will not be allowed to go to school during menstruation (periods)	1	2	3
D.5 Menstruating girls should stay at home since they are impure	1	2	3
D.6 Menstrual cloth must be washed with soap and dried before use to kills germs	1	2	3
D.7 A girl should study only till the age she starts menstruating	1	2	3
D.8 I am not/ will not be allowed to interact with boys during menstruation (periods)	1	2	3
D.9 It is important to change cloths/ sanitary napkins at least three times a day during menstruation (periods)	1	2	3
D.10 It is wrong for girls to have discussions with someone about menstruation (periods)	1	2	3

**E. Personal Hygiene - II**

**We would like to know how you feel about the following.**

E.1 How often should one take a bath (or body wash) during menstruation (periods)?

- |   |                      |
|---|----------------------|
| 1. Daily  | 4. None of the above |
| 2. On the last day only   | 5. Don't know        |
| 3. Should not take a bath or body wash until menstrual period is over |                      |

E.2 Why should one take a bath (or body wash) during menstruation (periods)? (Circle all that apply)

- |  |   |
|--|---|
| 1. To maintain cleanliness                               | 4. I am not allowed to take a bath or body wash during menstruation (periods) |
| 2. To keep free of germs                                 | 5. Not necessary to take a bath or body wash during menstrual periods         |
| 3. To wash off impurities at the end of menstrual period | 6. None of the above  |

**If you use a cloth when you are menstruating, answer the following question; if not, go to question E5:**

- E.3 Do you think it is important to wash the cloth during menstruation?
1. Yes, with water → Go to question E.5
  2. Yes, with soap and water → Continue
  3. No, it is not necessary → Go to question E.5
- E.4 Why should the used menstrual cloth be washed with soap and water? (Circle all that apply)
1. To remove stains
  2. To remove bad smell
  3. To kill germs
  4. None of the above
- E.5 What are signs, if any, which may appear because of not maintaining personal hygiene during menstruation (periods)? (Circle all that apply)
1. Itching
  2. Excessive white discharge
  3. Yellowish discharge
  4. Burning sensation while urinating
  5. Ulcers in the urinal area
  6. Foul smell in discharge
  7. None of the above
  8. Don't know
- E.6 Who should be consulted in case of appearing of the above mentioned problems? (Circle all that apply)
1. Mother
  2. Discuss with any other elder female in the household
  3. Discuss with any male in the household
  4. Talk to a female teacher at school
  5. See a doctor
  6. Wait for signs to disappear on their own
  7. None of the above
- E.7 What is your Ethnicity?
1. Sinhalese
  2. Sri Lankan Tamil
  3. Indian Tamil
  4. Sri Lankan Moor
  5. Burgher
  6. Malay
  7. Sri Lanka Chetty
  8. Bharatha
  9. Other

**Thank you.**

Office use only

School Ref. Number:				<b>V1.2</b>
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**Knowledge, Attitudes, Practices and Behaviour (KAPB) Study on Water, Sanitation,  
Hygiene and Waste Management  
Principal Survey**

Introduction: Dear Principal, Good Morning/Afternoon  
The Ministry of Education Services (MoES) is conducting a study on water, sanitation, hygiene and waste management systems with the help of the School Nutrition and Health Services Branch and respective Zonal officers, school principals and teachers. This is the first time such a comprehensive study in Sri Lanka is being conducted and your school has been selected randomly for this. By participating and giving your honest answers, we believe that you can contribute to assess the level of current facilities and towards assessing the current situation and to make further improvements.

**A. General Information**

- A.1 Your Name :
- A.2 Designation :
- A.3 School Name :
- A.4 Zone :
- A.5 District :
- A.6 Date : ..... / ..... / 2014

- A.7 Your school is:
- 1. National school
  - 2. Provincial school

- A.8 Type of school is:
- 1. 1AB
  - 2. 1C
  - 3. Type 2
  - 4. Type 3

- A.9 Medium of instruction (Circle all that apply)
- 1. Sinhala
  - 2. Tamil
  - 3. English

- A.10 School surrounding
- 1. Rural (Pradeshiya Sabha)
  - 2. Urban (MC/ UC)

- A.11 School is:
- 1. Girls only
  - 2. Boys' only
  - 3. Mixed

A.12 Number of students and teachers

- 1. Grade 1-5 students
- 2. Grade 6 – 9 students
- 3. Grade 10 – 13 students
- 4. **Total number of students**
- 5. Out of the above, students with disabilities
- 6. Teachers
- 7. Out of the above, teachers with disabilities

	(a) Male	(b) Female	(c) Total



A12.a. List of disabilities

.....  
 .....  
 .....

A.13 Number of students whose attendance was less than 80% in 2013

1. Grade 1-5 students
2. Grade 6 – 9 students
3. Grade 10 – 13 students
4. **Total**

(a) Male	(b) Female	(c) Total

A.14 Is your school included in the ongoing Child Friendly Schools (CFS) or Water Sanitation and Hygiene (WASH) Program?

1. Yes
2. No

**B. Hygiene and Health Promotion**

B.1 How is hygiene and health promotion included in the school’s education? (Circle all that apply)

1. In Curriculum
2. General assembly
3. Extracurricular activities
4. Other (specify) \_\_\_\_\_
5. No hygiene and health promotion included in school’s education

B.2 Has your school had poster, essay, competitions, walks etc. to increase awareness on health and hygiene?

1. Yes
2. No

B.3 Number of students and teachers who participated in health awareness programmes organised externally?

1. Grade 1-5 students
2. Grade 6 – 9 students
3. Grade 10 – 13 students
4. **Total number of students**
5. Teachers

(a) Male	(b) Female	(c) Total

B.4 Has your school had a student health club/ association in the last 3 years?

1. Yes
2. No

B.5 In your opinion how is student participation in these activities?

1. Excellent
2. Average
3. Poor

B.6 what are the most commonly identified nutrition problems in your school? (circle all that apply)

1. Dental problems
2. Eyesight
4. Obesity
5. Other nutritional problems (Malnutrition, Iron deficiency,

3. Diabetes Vitamin deficiencies, Iodine deficiency)

B.7 Is student counselling and guidance available at your school?

1. Yes 2. No

B.8 Was a Health Medical clinic held in your school last year?

1. Yes 2. No

B.9 Is hand washing with soap practiced by students?

1. Yes 2. No 3. Don't know

B.10 Is there soap available at school for students for hand washing?

1. Always 2. Sometimes 3. Not usually 4. Never → Go to Section C

B.11 If soap is available, how does your school get the soap?

1. Students bring them → Go to Section C 2. Teachers bring them → Go to Section C 3. Child Friendly Schools (CFS) or WASH program provide 4. Other (specify) \_\_\_\_\_ → Go to Section C

B.12 If the source of funding is CFS or WASH program, how will you continue to provide soap if that program stopped?

**C. Water Supply**

C.1 What are the available water sources?

	(a) Drinking	(b) Toilets	(c) Hand Washing
1. Protected well within school premises	1	2	3
2. Protected well outside school premises	1	2	3
3. Unprotected well	1	2	3
4. Tube well	1	2	3
5. Tap within unit/ Premises (main line)	1	2	3
6. Tap outside premises (main line)	1	2	3
7. Stream water collected & distributed by pipelines	1	2	3
8. River/ Tank/ Stream	1	2	3
9. Other (specify)	1	2	3

C.2 Is the water supply for drinking available all the time (throughout the day and year)?

1. Always 2. Sometimes 3. Not usually 4. Never

C.3 Do you feel safe to drink from this water source (for yourself)?

1. Safe 2. Not safe 3. None of the above

- C.4 Is the water supply for toilets available all the time (throughout the day and year)?
- |              |                |
|--------------|----------------|
| 1. Always    | 3. Not usually |
| 2. Sometimes | 4. Never       |

- C.5 Is the water supply for hand washing available all the time (throughout the day and year)?
- |              |                |
|--------------|----------------|
| 1. Always    | 3. Not usually |
| 2. Sometimes | 4. Never       |

- C.6 If “always” is not the answer to any of questions (2, 4 and 5) give reasons (For both daily and seasonal variations)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

- C.7 How often does the area Public Health Inspector (PHI) visit the school?
- |                       |                          |
|-----------------------|--------------------------|
| 1. Once a month       | 4. Once a year           |
| 2. Once in two months | 5. Don't know            |
| 3. Once in 6 months   | 6. Other (specify) _____ |

- C.8 For what purpose does the area Public Health Inspector (PHI) visit the school? (Circle all that apply)
1. Dengue prevention/ fumigation
  2. To check canteen
  3. To raise awareness
  4. Other (specify) \_\_\_\_\_

- C.9 Details of water points (taps)
1. No. of Stand Posts
  2. No. of Taps fixed to walls
  3. No. of Taps fixed with wash basins
  4. No. of Taps in toilets

(a) In Use	(b) Not in use

- C.10 Do you treat water before drinking during school hours?
1. Always
  2. Sometimes
  3. Never →Go to question C.12

- C.11 What water treatment methods do you practice in school? (Circle all that apply)
- |            |                 |
|------------|-----------------|
| 1. Boiling | 4. Chlorination |
|------------|-----------------|

- 2. Using a water filter (ceramic, composite etc.)
- 3. Straining through a cloth
- 5. Solar disinfection
- 6. Others (specify \_\_\_\_\_)

C.12 Are there taps provided for different age groups, for drinking purposes?

- 1. Yes
- 2. No

C.13 Have you or any students or teachers in your school been sick after drinking water from school?

- 1. Yes
- 2. No

C.14 Are you satisfied with the water supply at school?

- 1. Satisfied
- 2. Not satisfied
- 3. None of the above

C.15 Do you have to pay for your water supply?

- 1. Yes, we have to pay
- 2. No, it is free (government school)
- 3. No cost

C.16 Who bears the cost of water supply?

- 1. Government/ Ministries → Go to Section D
- 2. Parents → Go to Section D
- 3. School Development Society → Go to Section D
- 4. CFS or WASH program
- 5. Other (specify) → Go to Section D

C.17 If CFS or WASH programme is the source of funding how will you bear the cost if the programme is not available?

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**D. Sanitary Facilities**

D.1 Details of usable toilets of your school

	Toilet type			
	(a) Male		(b) Fem ale	(c) Comm on
	a1) Toilet	a2) Urinal		
1. No. of toilets for students				
2. No. of toilets for teachers				
3. No. of toilets for students and children with special needs				

D.2 What is the common excreta disposal system from toilets in this school?

- 1. Flush to a water sealed septic tank and then to soakage pit
- 2. Flush directly to soakage pit
- 3. Put directly to a dry pit (no flush)
- 4. Directly to the environment
- 5. Other (specify) \_\_\_\_\_

D.3 What is the common urine method of disposal from urinals?

- 1. Flush to a water sealed septic tank and then to soakage pit
- 2. Flush directly to soakage pit
- 3. Directly to the environment
- 4. Other (specify) \_\_\_\_\_

- D.4 Are there any urinal facilities for small children?  
 1. Yes                      2. No                      3. There are no students below Grade 6 in this school
- D.5 Are you satisfied or dissatisfied about the toilets or urinals at school?  
 1. Satisfied  
 2. Dissatisfied  
 3. Others
- D.6 Do girls' toilets have facilities to collect sanitary pads?  
 1. Yes                                      2. No                                      3. Not applicable
- D.7 Have you experienced blockages in many toilets?  
 1. Yes → Go to question D8  
 2. No → Go to question D9  
 4. Others → Go to question D9
- D.8 Reasons for blockage (circle all that apply)  
 1. Pits are overfilled                      3. Girls put dispose sanitary pads in toilets and flush them  
 2. Students put unnecessary things      4. Others (specify \_\_\_\_\_)
- D.9 Are you satisfied or dissatisfied about the facilities given for girls at school during menstruating?  
 1. Satisfied  
 2. Dissatisfied  
 3. None of the above
- D.10 What improvements of the following would make it easier for them to come to school during menstruation? (Read out and circle all that apply)
- |   |  |
|---|--|
| 1. Providing toilets are more private       | 5. Providing a place to throw away used rags/napkins       |
| 2. Providing separate locks for toilets     | 6. Providing a reliable water source in or near the toilet |
| 3. Providing a private place to wash myself | 7. Other (specify) _____                                   |
| 4. Providing a place to wash rags           |  |
- D.11 How often are toilets cleaned?  
 1. Twice a day                                      4. Once a week  
 2. Once a day                                      5. Only when necessary  
 3. Every other day                                      6. Not at all → Go to question D13
- D.12 Who cleans the school toilets?  
 1. Students                                      3. Paid labourers  
 2. Parents                                      4. Other (specify) \_\_\_\_\_
- D.13 What do you do when your septic tank is full?  
 1. Empty with a gully bowser and send the sludge out      5. Don't know what to do  
 2. Empty manually and bury the sludge                      6. Others (specify \_\_\_\_\_)  
 3. Abandon the septic tank and build a new one                      7. Not applicable  
 4. Abandon the toilet until a solution is found



**Knowledge, Attitudes, Practices and Behaviour (KAPB) Study on Water, Sanitation, Hygiene and Waste Management  
Teacher Survey**

Introduction: Dear Teacher, Good Morning/Afternoon

The Ministry of Education Services (MoES) is conducting a study on water, sanitation, hygiene and waste management systems. This is the first time such a study in Sri Lanka is being conducted and your school has been selected randomly for this. By participating and giving your honest answers, we believe that you can contribute to assess the level of current facilities and contribute towards assessing the current situation and to make further improvements.

**A. General Information**

- A.1 Your Name :
- A.2 Designation :
- A.3 School Name :
- A.4 Date : ..... / ..... / 2014

**B. Hygiene and Health Promotion**

- B.1 Are you engaged in school health education?
  - 1. Yes
  - 2. No
- B.2 Have you participated in any health awareness programmes representing this school with external resource personnel in the last three years?
  - 1. Yes → Go to question B3
  - 2. No → Go to question B4
- B.3 What are the programs you have participated?

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.....

- B.4 Has your school had poster, essay, competitions, walks etc. to increase awareness on health and hygiene?
  - 1. Yes
  - 2. No
- B.5 Does your school have readily available first aid kits?
  - 1. Yes
  - 2. No
- B.6 How is your competency in giving first aid?
  - 1. I have experience as well as formal training on first aid
  - 2. I have experience on first aids
  - 3. I have under gone a training
  - 4. I know local methods on first aids
  - 5. I know nothing on first aids
  - 6. Others
- B.7 Has your school had a student health club in the last three years?
  - 1. Yes
  - 2. No
- B.8 In your opinion, how is student participation in health-related extracurricular activities?

- 1. Excellent
- 2. Average
- 3. Poor
- 4. No activities organised

B.9 Has any medical examination confirmed the following issues among students in your school? (Circle all that apply)

- 1. Dental problems
- 2. Eyesight
- 3. Diabetes
- 4. Obesity
- 5. Other nutritional problems (Malnutrition, Iron deficiency, Vitamin deficiencies, Iodine deficiency)

B.10 Is counselling and guidance available to children at your school?

- 1. Yes
- 2. No

B.11 On average how many days are you unable to attend the school because of health and sanitation related issues per month?

.....days

B.12 Do this school's students wash their hands after defecating?

- 1. All
- 2. Many
- 3. Few
- 4. None

B.13 Do this school's students wash their hands before meals?

- 1. Always
- 2. Sometimes
- 3. Not usually
- 4. Never

B.14 Is there soap available at school for hand washing?

- 1. Yes
- 2. No

B.15 Do your students use soap in hand washing?

- 1. All
- 2. Many
- 3. Few
- 4. None

### C. Water Supply

C.1 Condition of the water supply system (Circle all that apply)

- 1. It is broken
- 2. Not cleaned regularly
- 3. Too far away from class/toilets
- 4. Too many use it/ long queue
- 5. Other (specify) \_\_\_\_\_

C.2 Are there taps provided for different age groups?

- 1. Yes
- 2. No

C.3 Has any student or teacher in your school been sick after drinking water from school?

- 1. Yes
- 2. No

C.4 Are you satisfied with the water supply at school?

- 1. Satisfied
- 2. Not satisfied
- 3. None of the above

C.5 How do you get water for drinking at school?

- 1. From School
- 2. I don't drink water at school



### 3. Bring from home

#### D. Sanitary Facilities

- D.1 Does your school have separate toilets for teachers?  
1. Yes 2. No
- D.2 In your opinion what is the condition of the toilets at school? (Circle all that apply)  
1. It is broken 5. Too far away from class  
2. Locked most of the time 6. Too many use it/ long queue  
3. Smelly 7. Not private enough  
4. Not cleaned regularly 8. Other (specify) \_\_\_\_\_
- D.3 In your opinion do children clean the toilets after using it?  
1. Always 3. Usually not  
2. Sometimes 4. Never
- D.4 Have you seen the septic tank overflow?  
1. Yes 2. No
- D.5 Have you ever felt a bad smell near the septic tank?  
1. Yes 2. No
- D.6 Are you satisfied about the toilets at school?  
1. Satisfied  
2. Not satisfied  
3. None of the above
- D.7 Are you satisfied about the facilities given for girls/ female teachers at school during menstruation?  
1. Satisfied  
2. Not satisfied  
3. None of the above
- D.8 Do girls' toilets have facilities to collect sanitary pads?  
1. Yes 2. No
- D.9 Have you experience your toilets being blocked and cannot be used?  
1. Always 3. Not usually  
2. Sometimes 4. Never
- D.10 What improvements of the following would make it easier for them to come to school during menstruating? (Circle all that apply)  
1. Provide toilets are more private 5. Provide a place to throw away used rags/napkins  
2. Provide separate locks for toilets 6. Provide a reliable water source in or near the toilet  
3. Provide a private place to wash myself 7. Other (specify) \_\_\_\_\_  
4. Provide a place to wash rags

#### E. Garbage Disposal

- E.1 Does your school have a dedicated place/s to put garbage?  
1. Yes → Go to Question E.2 2. No → Go to question E.3

E.2 Are you satisfied or dissatisfied about the waste disposal system at school?

1. Satisfied
2. Dissatisfied
3. Others

E.3 What is your Ethnicity?

- |                     |                     |
|---------------------|---------------------|
| 1. Sinhalese        | 6. Malay            |
| 2. Sri Lankan Tamil | 7. Sri Lanka Chetty |
| 3. Indian Tamil     | 8. Bharatha         |
| 4. Sri Lankan Moor  | 9. Other            |
| 5. Burgher          |                     |

**Thank you.**

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**Knowledge, Attitudes, Practices and Behaviour (KAPB) Study on Water, Sanitation, Hygiene and Waste Management School Health Committee Survey**

Introduction: Dear Sir/ Madam, Good Morning/Afternoon  
 The Ministry of Education Services (MoES) is conducting a study on water, sanitation, hygiene and waste management systems with the help of the School Nutrition and Health Services Branch and respective Zonal officers, school principals and teachers. This is the first time such a comprehensive study in Sri Lanka is being conducted and your school has been selected randomly for this. In your school, around 25 students will be randomly selected to represent the boys and girls in different grades based on today’s attendance register. In addition to students, this survey covers principals, teachers, school development society, student health clubs etc. By participating and giving your honest answers, we believe that you can contribute to assess the level of current facilities and measure knowledge, attitude and practices in this school and contribute towards assessing the current situation and to make further improvements.

**A. General Information**

- A.1 Your Name :
- A.2 Official name of the committee :
- A.3 Designation :
- A.4 School Name :
- A.5 Date : ..... / ..... / 2014
- A.6 Signature :

**B. Hygiene and Health Promotion**

- B.1 How often do your committee meet?
  - 1. Weekly
  - 3. Monthly
  - 2. Every two weeks
  - 4. Other (specify) \_\_\_\_\_
- B.2 Is your committee currently engaged in health education of the school?
  - 1. Yes
  - 2. No → Go to Question B.4
- B.3 Are you currently engaged in health promotion activities (shramadana campaign for school clearance, organising competitions etc.) of the school?
  - 1. Yes
  - 2. No
- B.4 What are the events that you organised within last 36 months? (Please use a separate sheet if no. of events exceeds 5)

(a) Event	(b) Held on (dd/mm/yyyy) )
1.	
2.	
3.	
4.	
5.	

B.5 In your opinion how is your focus group participation in these activities?

1. Grade 1-5 students
2. Grade 6 – 9 students
3. Grade 10 – 13 students
4. Teachers
5. Parents
6. Neighbours of the school
7. Others (specify)

Good	Satisfactory	Poor
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3

**C. Water Supply**

C.1 Are you satisfied about the number of taps provided at school?

1. Satisfied
2. Not satisfied
3. None of the above

C.2 Are you satisfied about the construction quality of the water supply network?

1. Satisfied
2. Not satisfied
3. None of the above

C.3 Are you satisfied about the maintenance and operation of water outlets?

1. Satisfied
2. Not satisfied
3. None of the above

C.4 Does this school treat water before use for drinking during the school hours?

1. Yes
2. No

C.5 Do you feel safe to drink from this water source?

1. Safe
2. Not safe
3. None of the above

C.6 Are you satisfied or not about the reliability (availability of water throughout the day and year) of water supply network?

1. Satisfied
2. Not satisfied
3. None of the above

C.7 Have you or any student/ teacher of your school been sick after drinking water from school?

1. Yes
2. No

C.8 Comments on the existing water supply system or improvements needed.

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**D. Sanitary Facilities**

- D.1 Are you satisfied about the number of toilets at school?  
1. Satisfied  
2. Not satisfied  
3. None of the above
- D.2 Are you satisfied about the construction quality of the toilets?  
1. Satisfied  
2. Not satisfied  
3. None of the above
- D.3 Are you satisfied about the water supply for the toilets?  
1. Satisfied  
2. Not satisfied  
3. None of the above
- D.4 Are you satisfied about the maintenance and operation of the toilets?  
1. Satisfied  
2. Not satisfied  
3. None of the above
- D.5 Are you satisfied about the maintenance and operation of septic tanks?  
1. Satisfied  
2. Not satisfied  
3. None of the above
- D.6 On average, for a month, how much does your school pay for repairing, removal of blockages, replacing taps etc.?  
Rs. ....
- D.7 What improvements of the following would make it more child-friendly? (Circle all that apply)
- |  |  |
|--|--|
| 1. Toilets are more private                | 4. A reliable water source in or near the toilet |
| 2. Separate locks for toilets              | 5. Other (specify) _____                         |
| 3. Special facilities for adolescent girls |  |

D.8 I will read out some attributes of toilets and water supply and sanitation facilities.  
Tell me if these attributes apply to the facilities in this school.

Attributes	Yes	No	Don't know
a. Easy to access and use	1	2	3
b. All age groups can use	1	2	3
c. Safe to use	1	2	3
d. Pleasant / Hygienic	1	2	3
e. Feeling of privacy	1	2	3
f. Likeness to come again	1	2	3
g. User's Choice	1	2	3
h. Disable people can access	1	2	3
i. Friendly to environment	1	2	3
j. Easy to Maintain / Clean	1	2	3

D.9 Comments on the existing sanitary facilities or improvements needed.

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D.10 What is your Ethnicity?

- |                     |                     |
|---------------------|---------------------|
| 1. Sinhalese        | 6. Malay            |
| 2. Sri Lankan Tamil | 7. Sri Lanka Chetty |
| 3. Indian Tamil     | 8. Bharatha         |
| 4. Sri Lankan Moor  | 9. Other            |
| 5. Burgher          |                     |

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1. Yes

2. No

B.6 What are the events that you organised within the last 36 months? (Please use a separate sheet if no. of events exceeds 7)

(a) Event	(b) Held on (dd/mm/yyyy)
6.	
7.	
8.	
9.	
10.	
11.	
12.	

B.7 In your opinion how is your focus group participation in these activities?

	Good (a)	Satisfactory (b)	Poor (c)
1. Grade 1-5 students	1	2	3
2. Grade 6 – 9 students	1	2	3
3. Grade 10 – 13 students	1	2	3
4. Teachers	1	2	3
5. Parents	1	2	3
6. Neighbours of the school	1	2	3
7. Others (specify) _____	1	2	3

### C. Water Supply

C.1 Are you satisfied or not about the number of taps provided at school?

1. Satisfied
2. Not satisfied
3. None of the above

C.2 Are you satisfied or not about the construction quality of the water supply network?

1. Satisfied
2. Not satisfied
3. None of the above

C.3 Are you satisfied or not about the maintenance and operation of water outlets?

1. Satisfied
2. Not satisfied
3. None of the above

C.4 Do you treat water before drinking during the school hours?

1. Yes
2. No

C.5 Do you feel safe to drink from this water source?

1. Safe
2. Not safe



- 3. None of the above
- C.6 Are you satisfied or not about the reliability (availability of water throughout the day and year) of water supply network?
  - 1. Satisfied
  - 2. Not satisfied
  - 3. None of the above
- C.7 Are there taps provided for different age groups?
  - 1. Yes
  - 2. No
- C.8 Have you or anyone of your school been sick after drinking water from school?
  - 1. Yes
  - 2. No
- C.9 Comments on the existing water supply system or improvements needed.

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**D. Sanitary Facilities**

- D.1 Are you satisfied or not about the number of toilets at school?
  - 1. Satisfied
  - 2. Not satisfied
  - 3. None of the above
- D.2 Are you satisfied or not about the construction quality of the toilets?
  - 1. Satisfied
  - 2. Not satisfied
  - 3. None of the above
- D.3 Are you satisfied or not about the water supply for the toilets?
  - 1. Satisfied
  - 2. Not satisfied
  - 3. None of the above
- D.4 Are you satisfied or not about the maintenance and operation of the toilets?
  - 1. Satisfied
  - 2. Not satisfied
  - 3. None of the above
- D.5 Are you satisfied or not about the maintenance and operation of septic tanks?
  - 1. Satisfied
  - 2. Not satisfied
  - 3. None of the above
- D.6 What improvements of the following would make it more child-friendly? (Circle all that apply)
 

1. Provide toilets that are more private	4. Provide a reliable water source in or near the toilet
2. Provide separate locks for toilets	5. None of the above

3. Provide special facilities for adolescent girls

D.7 Have you experience your toilets being blocked and cannot be used?

- 1. Always
- 2. Sometimes
- 3. Not usually
- 4. Never

D.8 I will read out some attributes of toilets and water supply and sanitation facilities. Tell me if these attributes apply to the facilities in this school.

Attributes	Yes	No	Don't know
a. Easy to access and use	1	2	3
b. All age groups can use	1	2	3
c. Safe to use	1	2	3
d. Pleasant / Hygienic	1	2	3
e. Feeling of privacy	1	2	3
f. Likeness to come again	1	2	3
g. User's Choice	1	2	3
h. Disable people can access	1	2	3
i. Friendly to environment	1	2	3
j. Easy to Maintain / Clean	1	2	3

D.9 Comments on the existing sanitary facilities or improvements needed.

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D.10 What is your Ethnicity?

- 1. Sinhalese
- 2. Sri Lankan Tamil
- 3. Indian Tamil
- 4. Sri Lankan Moor
- 5. Burgher
- 6. Malay
- 7. Sri Lanka Chetty
- 8. Bharatha
- 9. Other

**Thank you.**

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## Observations on Water, Sanitation, Hygiene and Waste Management in Schools

### *Instructions for Completing the Observation Checklist*

1. Observe and mark following statements the best you can. If “Yes”, use 1, if “No” put no 2. If it is “Other”, put no 3
2. Get help from Nielsen field officers and take photographs appropriately and insert the photo reference no. in the third column.

### **Section A - School Information**

- A.1 School name :  
 A.2 Survey Date :  
 A.3 Survey Time :

### **Section B - Observation on WASH**

Items	Yes = 1 , No = 2, Other =3	Photo reference No.
B.1 Are the school yard, compound and classroom clean? <i>(free from visible garbage on grounds and in classroom, classrooms with waste containers, solid waste disposed away from school)</i>	1 2 3	
<b>Water</b>		
B.2 Is water facility available in the school?	1 2 3	
B.3 Is there water available for drinking?	1 2 3	
B.4 Is there water available for hand washing?	1 2 3	
B.5 Is there water available for toilets?	1 2 3	
B.6 Is the drinking water facility reachable for small children?	1 2 3	
B.7 Is there a place for hand washing?		
B.7.i In the toilet	1 2 3	
B.7.ii In the canteen	1 2 3	
B.8 Is soap available there?		
B.8.i In the toilet	1 2 3	
B.8.ii In the canteen	1 2 3	
B.8.iii Other places	1 2 3	
B.9 Are you satisfied about the construction quality of the water supply network?	1 2 3	
B.10 Does the water coming out have sufficient pressure?	1 2 3	
B.11 Have taps been provided at different levels to facilitate used by different age groups?	1 2 3	
<b>Toilets</b>		
B.12 Does the school have toilets?	1 2 3	
B.13 Do boys and girls have separate toilets?	1 2 3	
B.14 Do teachers have separate toilets from children?	1 2 3	

Items	Yes = 1 , No = 2, Other =3	Photo reference No.
B.15 Are the toilets clean? <i>(free from visible garbage, fecal matter on floor, smell not too bad enough to stop use, no puddles, not too many flies)</i>	1 2 3	
B.16 Is there water storage facility and bucket inside or beside the toilets?	1 2 3	
B.17 Are there any signs indicating special access for disabled children	1 2 3	
B.18 Are you satisfied about the construction quality of the toilets? <i>(Are they fully completed or not? Are there any cracks?)</i>	1 2 3	
<b>Behavioral observations</b>		
B.19 Can you see the toilets being used?	1 2 3	
B.20 Can children use toilets during the day?	1 2 3	
B.21 Are they easy to open or unlock?	1 2 3	
<b>Teacher/principal involvement in health promotion</b>		
B.22 Do teachers or the principal show any teaching material, book or learning materials related to water and sanitation and hygiene? ( <i>materials must appear to have been used</i> )	1 2 3	
B.23 Do the teachers and principal seem motivated and interested in the hygiene education programme?	1 2 3	

**Section C - Other observational Comments**

**Overall Assessment:    1. Good    2. Average    3. Poor    4. Very Poor**

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