

UNDERSTANDING THE SCHOOL COMMUNITY:

Tools for Assessing Needs and Collecting Data



THE WASH IN SCHOOLS TARGET CHALLENGE

We invite Rotary members to participate in the WASH in Schools Target Challenge. This program motivates Rotary clubs to develop comprehensive and sustainable water, sanitation, hygiene (WASH), and education projects using the expertise and resources associated with two of Rotary's areas of focus: basic education and literacy, and water and sanitation. This school community tool aims to help your club assess the community's needs in each area of focus.

Read pages 9-21 of [A Guide to WASH in Schools](#) to learn more about conducting a community assessment.

UNDERSTANDING THE SCHOOL COMMUNITY: TOOLS FOR ASSESSING NEEDS AND COLLECTING DATA

In any community-based project, an essential first step is to understand the community's strengths, weaknesses, needs, and assets. This will help clarify the project's design and focus. By learning about the community, you can find the most relevant opportunities for help and maximize your club's ability to empower the community. If initial conversations with the community have revealed a need for a WASH in Schools project, use the following series of survey and focus group questions to assess what needs to be addressed and what actions are appropriate. The survey and focus group questions have been inspired by previous projects, several survey tools, and standard guidelines. Before you begin, we recommend that you review all of the worksheets (including the measurement definitions at the end) with your local partners. You may wish to modify the text to fit the culture and context you're working in.

You'll find twelve assessment tools: two for each of the five key stakeholders ([school administrators](#), [students](#), [parents](#), [teachers](#), and the [school management committee](#)), one to guide your [observation](#) of school grounds, and one to collect the [WASH in Schools Target Challenge measurements](#). Each assessment contains a set of survey questions and focus group questions to guide your discussions with each stakeholder group. This tool is meant just to get you started. You may use all six assessments (the seventh, the WASH in Schools measurements, is required to obtain recognition) or pick and choose the questions that work best for your school assessment. To conduct a **full** assessment of the school, you should include all stakeholders in the conversation. Remember to modify the questions to fit the local context.

Consider administering the surveys orally and recording the responses yourself if you'll be working with a low-literacy population.

Below is a brief description of each assessment and guidelines on using the information you gather. Before beginning any assessment, it is important that you read pages 9-21 of [A Guide to WASH in Schools](#) to learn more about preparing for a community assessment.

ASSESSMENT TOOL	DESCRIPTION	HOW TO USE THE TOOL
Observation checklist	A list of questions to guide observations on the presence and condition of school WASH facilities.	Refer to the questions as you walk the school grounds. Answer them by directly observing the conditions. Use a separate sheet for each school visited.
Survey questions for each stakeholder group (school administrators, students, parents, teachers, school management committee)	A set of multiple-choice questions you can ask in person or remotely; responses offer insight into the educational setting and condition of school WASH facilities.	Ask questions by interviewing group members or having them provide written responses. Consider administering the surveys orally and recording responses if you'll be working with a low-literacy population. Ensure that those being surveyed know they have the option to remain anonymous.
Focus group discussion questions for each stakeholder group (school administrators, students, parents, teachers, school management committee)	A set of open-ended questions to find out the group's preferences and opinions; the questions guide the discussion, and you can use them to determine stakeholders' opinions on how to address education and WASH issues.	Gather six to 12 members from each stakeholder group. Begin a collaborative discussion using the questions to guide you. You might find you need to probe for answers; to do so, explain the question in a different way, ask related questions, or use examples.
WASH in Schools Target Challenge measurements	A defined set of measurements for each Target Challenge milestone; recognition requires that you collect measurements every six months.	Collect all measurements once, before your project starts (or at the beginning). The results will serve as your baseline data. Depending on which Target Challenge Star you are going for, collect corresponding measurements every six months.

AFTER THE ASSESSMENT

1. Organize the information into categories such as strengths, needs, opportunities, and challenges. You may determine the categories ahead of time or develop them from the information. Also note any general impressions you've gotten from what you've observed.
2. Share the key findings with your stakeholders.
3. Together, define priorities based on the key findings. You can define priorities according to the size or severity of the problem, the community's capacity or willingness to act, the resources already available, or whether the issue is a root cause of another problem.
4. Once you've determined the priorities to address, design your project.

BEST PRACTICE:

Obtain written or oral consent from parents and guardians before conducting focus group discussions with students under age 18.

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1. OBSERVATION CHECKLIST

The following questions are designed for you to answer while you walk the school grounds. Print an observation checklist for each school visited. As you read the questions in this section, make an observation of what they refer to, and mark down what you see.

Date: _____

1.1 BASIC SCHOOL INFORMATION

Name of school: _____

Address of school: _____

Name of community: _____

Name of school administrator: _____

School administrator email: _____

Administrator phone: _____

1.2 EXISTING SANITATION FACILITIES AND PRACTICES

- 1) Are the schoolyard/grounds and classrooms free from visible garbage/solid waste? Yes No I don't know
- 2) Are there posters/murals in the school encouraging good hygiene practices? Yes No I don't know
- 3) How many toilets/latrines and urinals does the school have? Fill in the table below.

	TOILETS/LATRINES			URINALS		
Teachers only	Functional:	Non-functional:	Total:	Functional:	Non-functional:	Total:
Boys only	Functional:	Non-functional:	Total:	Functional:	Non-functional:	Total:
Girls only	Functional:	Non-functional:	Total:	Functional:	Non-functional:	Total:
Teachers and students	Functional:	Non-functional:	Total:	Functional:	Non-functional:	Total:

- 4) Are toilets/latrines accessible to people with physical disabilities (ramps available to improve access, railing inside stalls, hand-washing stations at appropriate heights, etc.)? Yes No I don't know
- 5) Is water for personal hygiene available near toilets/latrines? Yes No I don't know
- 6) Is toilet paper, leaves, or other materials available for cleansing? Yes No I don't know

1.3 HAND WASHING

- 7) Does the school have hand-washing facilities (permanent concrete structures, tippy taps, etc.)? Yes No I don't know
- 8) Are hand-washing facilities located near the toilets? Yes No I don't know
- 9) Is soap/ash available at the hand-washing stations? Yes No I don't know

2. SCHOOL ADMINISTRATORS

Those in charge of overseeing the daily operations of schools are the school administrators. For this survey, reach out to the headmaster and have him or her answer the questions in this section. It is OK if not all questions are answered. Modify the survey so it applies to the local setting.

Date: _____

2.1 BASIC SCHOOL INFORMATION

Name of school: _____

Address of school: _____

Name of community: _____

1) Type of school (*check all that apply*) Primary school Secondary school Mixed

2) Are there multiple shifts in the school (e.g., morning, afternoon)? Yes No I don't know

3) What is the school enrollment?

Teachers	Male:	Female:	Total:
Students	Boys:	Girls:	Total:
Staff	Male:	Female:	Total:
Total			

4) Select the school electricity source (*check all that apply*)

Electric power grid Generator Solar panels
 No electricity source I don't know Other: _____

5) What kind of security does the school provide? (*check all that apply*)

Full-time on-site security personnel Part-time on-site security personnel
 Security sounds/alarms/signals/systems Locked gates/doors
 Locked storage No security
 I don't know Other: _____

6) Who does the school currently collaborate with to address water, sanitation, and health education issues? (*check all that apply*)

Ministry of education Ministry of health Local government
 National government NGOs Private companies/organizations
 No collaboration I don't know Other: _____

a. If applicable, specify the relevant departments/positions at the collaborating institutions:

7) Who does the school currently collaborate with to provide quality education? (*check all that apply*)

Ministry of education Ministry of health Local government
 National government NGOs Private companies/organizations
 No collaboration I don't know Other: _____

a. If applicable, specify the relevant departments/positions at the collaborating institutions:

- 8) Does the government request that school information be entered into a national database system?
 Yes No (skip to question 10) I don't know
- 9) Do you contribute school data to the national monitoring system? Yes No I don't know

2.2 BUDGET

- 10) Does the school receive any funding from the local government or ministry of education? Yes No I don't know
- 11) Does the school receive any consistent and reliable funds to ensure that water, sanitation, and hygiene services are provided and maintained? Yes No I don't know

2.3 HYGIENE EDUCATION AND CURRICULUM

- 12) Is there a national curriculum for hygiene education?
 Yes No (skip to question 14) I don't know
- 13) Do you have access to a copy of the curriculum? Yes No I don't know
- 14) Is hygiene taught in this school?
 Yes No (skip to question 19) I don't know
- 15) How are health and hygiene incorporated into the school curriculum? (*check all that apply*)
 As part of the standard curriculum
 As a special section in healthy living/life skills
 As a hygiene-specific lesson
 Through school-sponsored extracurricular programs (e.g., health-education clubs)
 Not part of the curriculum but discussed informally in the classroom
 I don't know Other: _____
- 16) What hygiene topics are taught? (*check all that apply*)
 Hand washing Personal hygiene Menstrual hygiene Food handling
 Safe water storage Disease transmission I don't know Other: _____
- 17) Are students regularly observed practicing the hygiene behaviors taught in school? Yes No I don't know
- 18) How are the student hygiene behaviors taught in school observed? (*check all that apply*)
 By teachers Peer inspection Group hand washing/hygiene practice
 By community members (volunteers) By an NGO
 Hygiene behavior is not observed I don't know Other: _____

2.4 TEACHER TRAINING AND RESOURCES

- 19) Are teachers trained on how to provide hygiene education to students?
 Yes No (skip to question 22) I don't know
- 20) Who is training teachers in hygiene education?
 Ministry of education Ministry of health Local government
 National government NGOs Private companies/organizations
 No formal training I don't know Other: _____
- 21) If teachers are being trained, how frequently does the training take place?
 One time only Every six months Annually
 No training takes place I don't know Other: _____

22) Are teachers willing to learn and use new teaching strategies? Yes No I don't know

23) In the table below, check whether the instructional materials are available at the school and regularly used.

INSTRUCTIONAL MATERIAL	AVAILABLE		REGULARLY USED	
	Yes	No	Yes	No
Textbooks	Yes	No	Yes	No
Other books (technical or picture books, storybooks)	Yes	No	Yes	No
Multimedia (e-learning modules, websites, videos)	Yes	No	Yes	No
Supplemental teaching aides (posters, drawings, models)	Yes	No	Yes	No
Other:	Yes	No	Yes	No

24) How often are these resources used for instruction? (check all that apply)

- Daily Weekly Monthly Annually
 No available resources I don't know Other: _____

25) Are hygiene-education resources available in every classroom?

- Yes No (skip to question 27) I don't know

26) Who helps provide hygiene-education resources?

- Government NGOs Government and external agency
 None I don't know Other: _____

2.5 ATTENDANCE

27) Does the school face consistent health problems? Yes No I don't know

a. If yes, what are they? _____

28) What are the main health problems among students and staff in the school? (check all that apply)

- Diarrhea Worm infections Malaria
 Cholera I don't know Other: _____

29) How often is attendance taken? (check all that apply)

- Daily Weekly Monthly
 Not taken I don't know Other: _____

30) How is attendance taken and recorded? (check all that apply)

- Roll call Sign-in Recorded in book
 Visual check Attendance is not taken Other: _____

31) What happens with the attendance records? (check all that apply)

- Teachers keep own records Teachers pass records on to administration
 Ministry of education receives records Nothing
 I don't know Other: _____

32) Have you noted any discrepancies in absenteeism between boys and girls this year? Yes No I don't know

a. If yes, what are they? _____

33) If a child misses several days of school, are the parents/guardians contacted? Yes No I don't know

34) If absenteeism is a challenge, what are the most common reasons students miss school? (check all that apply)

- Health issues Helping at home Working Menstruation
 Lack of support from parents, family Lack of interest by student Distance from school
 I don't know Other: _____

35) Are teachers often absent from school? Yes No I don't know

a. If yes, why? _____

2.6 EXISTING SANITATION FACILITIES AND PRACTICES

- 36) Do you observe others defecating or urinating openly on school grounds? Yes No I don't know
- 37) What types of toilets/latrines exist on school grounds? (*check all that apply*)
 Pit latrine Flush toilet Pour flush toilet Composting
 Ventilated improved pit latrine I don't know Other: _____
- 38) Are you aware of national guidelines/standards for water, sanitation, and hygiene (WASH) in schools?
 Yes No (skip to question 40) I don't know
- 39) Do you have access to a copy? Yes No I don't know
- 40) Are there separate toilets for male and female students? Yes No I don't know
- 41) Are there separate toilets for male and female teachers/administration/staff? Yes No I don't know
- 42) Do toilets/latrines have sufficient lighting when in use (artificial or natural)? Yes No I don't know

2.7 MENSTRUAL HYGIENE MANAGEMENT

- 43) Are there private facilities for females to wash themselves, any clothing, or soiled cloth napkins (if used)? Yes No I don't know
- 44) Do females have access to a safe disposal method for feminine hygiene products? Yes No I don't know
- 45) Are toilets/latrines locked at any time? Yes No I don't know
- 46) Are teachers trained on menstrual health and hygiene promotion/education? Yes No I don't know
- 47) Are sanitary napkins, underwear, and changes of clothes regularly available for girls? Yes No I don't know

2.8 OPERATION AND MAINTENANCE/WASTE MANAGEMENT PLAN

- 48) Are septic tanks or pits emptied when full? Not applicable Yes No I don't know
- 49) How is solid waste (garbage, rubbish) disposed at the school? (*check all that apply*)
 Thrown on a garbage dump within or near the school grounds Buried within or near the school grounds
 Burned within or near the school grounds Collected and taken away by a waste disposal service
 School does not dispose of solid waste I don't know
 Other: _____
- 50) Are bad odors emanating from the toilets/latrines? Yes No I don't know
- 51) Are the toilets/latrines cleaned daily? Yes No I don't know
- 52) Who cleans the toilets/latrines? (*check all that apply*)
 Maintenance staff Teachers Boy students Girl students
 I don't know Other: _____
- 53) Are you involved in the planning and execution of consistent water, sanitation, hygiene, and education services? Yes No I don't know

2.9 WATER SUPPLY: QUALITY AND QUANTITY

- 54) Is the water source free from bacteria and chemical contamination? Yes No I don't know
- 55) Is enough water present for drinking throughout the year? Yes No I don't know
- 56) Is enough water present for cooking throughout the year? Yes No I don't know
- 57) Is enough water present for cleaning throughout the year? Yes No I don't know

- 58) Is water safely stored on school grounds (openings covered, tap or narrow opening at the outlet, durable container, not transparent, easy to clean, free from animals and insects, etc.)? Yes No I don't know
- 59) Approximately how many liters are provided to each student and teacher per day? _____
- 60) Is the water source protected/covered? Yes No I don't know
- 61) Is the water filtered or purified before use? Yes No I don't know
- 62) Is the water chlorinated? Yes No I don't know

2.10 SCHOOL MANAGEMENT COMMITTEE FUNCTIONALITY

If you cannot interview the school management committee, ask questions 63-68 of the school administrator. If you can interview the committee, skip to the Focus Group section and complete the school management committee assessment on page 27 at a later time.

- 63) Is there a school management committee that includes parents, teachers, and students?
 Yes No (skip to section 2.11) I don't know
- 64) Does the school management committee have equal representation of parents, teachers, and students? Yes No I don't know
- 65) Does the school management committee have a good mix of male and female representation? Yes No I don't know
- 66) Has the school management committee received training in financial management? Yes No I don't know
- 67) Has the school management committee received training in recordkeeping and accounting? Yes No I don't know
- 68) Does the school management committee have a fee collection system? Yes No I don't know

INTERVIEWEE INFORMATION

If you wish to remain anonymous, leave the following blank.

Name of interviewee: _____ Gender: Female Male

Email: _____

Phone: _____

2.11 FOCUS GROUP DISCUSSION

Use the questions below to get a deeper understanding of some of the issues. Write down the school headmaster's thoughts and feelings in the space provided.

FINANCIAL RESOURCES	NOTES
<ul style="list-style-type: none">• What proportion of your budget is allocated to support water, sanitation, and hygiene services?• What proportion of your budget is allocated to support educational goals?	
TEACHER SUPPORT AND TRAINING	NOTES
<ul style="list-style-type: none">• Are teachers open to using new skills learned in training?• What motivates teachers to use new skills? If they aren't motivated, why do you think that is?• What new skills or teaching methods do you think teachers could benefit from?	

3. STUDENTS

In the following section, read the questions to students, and write their responses. Alternately, students may answer the questions on their own. Decide which is more appropriate — though note that some questions may require explaining. Remember to have a good representation of male and female students, as well as varying age levels. Aim to interview at least 20 percent of the student body.

Date: _____

3.1 BASIC SCHOOL INFORMATION

Name of school: _____

Name of community: _____

1) What kind of security does the school provide? (*check all that apply*)

Security guard in the school all the time

Security sounds/alarms/signals/systems

Locked storage

I don't know

Security guard in the school some of the time

Locked gates/doors

No security

Other: _____

3.2 HYGIENE EDUCATION AND CURRICULUM

2) Is hygiene taught in your school?

Yes

No (skip to question 7)

I don't know

3) How are health and hygiene incorporated into the school curriculum? (*check all that apply*)

A hygiene-specific class

As a special section in healthy living/life skills

As a hygiene-specific lesson in other subjects (e.g., science class)

Through school-sponsored extracurricular programs (e.g., health-education clubs)

Not part of the curriculum but discussed informally in the classroom

I don't know

Other: _____

4) What hygiene topics are taught? (*check all that apply*)

Hand washing

Personal hygiene

Menstrual hygiene

Food handling

Safe water storage

Disease transmission

I don't know

Other: _____

5) Are you regularly observed practicing the hygiene behaviors you learn in school?

Yes

No (skip to question 7)

I don't know

6) How are the hygiene behaviors that are taught in school observed? (*check all that apply*)

By teachers

Group hand washing/hygiene practice

By an NGO

By other students

By community members (volunteers)

I don't know

Other: _____

3.3 TEACHER TRAINING AND RESOURCES

- 7) In the table below, check whether the instructional materials are available at the school for you to use and if you regularly use them.

INSTRUCTIONAL MATERIAL	AVAILABLE		REGULARLY USED	
	Yes	No	Yes	No
Textbooks	Yes	No	Yes	No
Other books (technical or picture books, storybooks)	Yes	No	Yes	No
Multimedia (e-learning modules, websites, videos)	Yes	No	Yes	No
Supplemental teaching aides (posters, drawings, models)	Yes	No	Yes	No
Other:	Yes	No	Yes	No

3.4 ATTENDANCE

- 8) Are there consistent health problems in the school? Yes No I don't know
 a. If yes, what are they? _____
- 9) What are the main health problems among students/staff in the school? *(check all that apply)*
 Diarrhea (going to the toilet a lot, and it is watery) Worm infections (weight loss, stomach pain, diarrhea)
 Malaria (fever/sweating, aches and pains all over the body) Cholera (vomiting, diarrhea)
 I don't know Other: _____
- 10) How often is attendance taken? *(check all that apply)*
 Daily Weekly Monthly
 Not taken I don't know Other: _____
- 11) What are the most common reasons students miss school? *(check all that apply)*
 Health issues Helping at home Working Menstruation
 Distance from school Lack of interest by student Lack of support from parents, family
 I don't know Other: _____
- 12) Are teachers often absent from school? Yes No I don't know
 a. If yes, why? _____

3.5 EXISTING SANITATION FACILITIES AND PRACTICES

- 13) Do you observe others defecating or urinating openly on school grounds? Yes No I don't know
- 14) What types of toilets/latrines exist on school grounds? *(check all that apply)*
 Pit latrine Flush toilet Pour flush toilet Composting
 Ventilated improved pit latrine I don't know Other: _____
- 15) Are there separate toilets for male and female students? Yes No I don't know
- 16) Are there separate toilets for male and female teachers/administration/staff? Yes No I don't know
- 17) Do toilets/latrines have sufficient lighting when in use (artificial or natural)? Yes No I don't know

3.6 MENSTRUAL HYGIENE MANAGEMENT

- 18) Are there private facilities for females to wash themselves, any clothing, or soiled cloth napkins (if used)? Yes No I don't know
- 19) Do females have access to a safe disposal method for feminine hygiene products? Yes No I don't know
- 20) Are toilets/latrines locked at any time? Yes No I don't know

For female students only

21) Are sanitary napkins, underwear, and changes of clothes available for females regularly? Yes No I don't know

3.7 OPERATION AND MAINTENANCE/WASTE MANAGEMENT PLAN

22) Are there bad odors coming from the toilets/latrines? Yes No I don't know

23) Are the toilets/latrines cleaned daily? Yes No I don't know

24) Who cleans the toilets/latrines? (*check all that apply*)

Maintenance staff

Teachers

Boy students

Girl students

I don't know

Other: _____

INTERVIEWEE INFORMATION

Fill in your name only if you want to.

Name of interviewee: _____ Gender: Female Male

Grade in school: _____

3.8 FOCUS GROUP DISCUSSION (FOR MALE AND FEMALE STUDENTS)

Use the questions below to get a deeper understanding of what students think about their school. Hold separate discussion groups: one for only boys and one for only girls. Ask each group their thoughts and feelings using the questions as guides. Write the answers in the space provided. It is recommended that only students be present, but make sure to get consent from parents or guardians beforehand.

<p style="text-align: center;">WATER QUALITY AND AVAILABILITY</p>	<p style="text-align: center;">NOTES</p>
<ul style="list-style-type: none"> • Do you bring water from home? Why? • Where do you get your drinking water? Please show me how you get a drink of water (should be aware of safe water sources and should know how to use them and how to handle water safely). 	
<p style="text-align: center;">ACCESS TO AND CONDITION OF SANITATION FACILITIES</p>	<p style="text-align: center;">NOTES</p>
<ul style="list-style-type: none"> • Do you ever use the toilet/latrine at school? If no, why not (broken, too dirty, not private, too few toilets/latrines, etc.)? • Do you ever see your schoolmates not using the toilet/latrine and going outside? Why do you think that is? • Have you ever used the hand-washing station and not had soap? What did you do? 	
<p style="text-align: center;">PRIVACY AND SECURITY</p>	<p style="text-align: center;">NOTES</p>
<ul style="list-style-type: none"> • Do you feel safe using the toilet/latrine? Why or why not? • Tell me about a time you saw or experienced bullying at the toilet/latrine. • What reasons would you have for not coming to school? • What could be done to improve privacy in the toilets/latrines? 	

HYGIENE EDUCATION	NOTES
<ul style="list-style-type: none"> • What healthy habits have you learned in school? • What is your favorite way to learn (lectures, stories, games, songs, daily practice)? Would you like to see your teachers teach in a different way? • Do you ever talk about hygiene/hand washing at home? With whom? 	
MENSTRUAL HYGIENE MANAGEMENT	NOTES
<ul style="list-style-type: none"> • Can you describe how a typical day at school may be different for boys and girls? • Can you describe what comes to your mind when you hear the word "menstruation"? (Note: Use the local word.) • Can you tell me how boys are expected to act around menstruating girls? • Would you like to know more about menstruation? • What do you think menstruating girls need in school? 	
FOR FEMALE STUDENTS ONLY	
<ul style="list-style-type: none"> • Do you come to school when you are menstruating? 	

4. PARENTS

Interview a few male and female parents of students at the school. Aim to interview at least 20 percent of school parents. Parents can answer the questions independently, or you can read the questions to them and write their responses. Remember to be sensitive to their level of literacy.

Date: _____

4.1 BASIC SCHOOL INFORMATION

Name of school: _____

Name of community: _____

4.2 HYGIENE EDUCATION AND CURRICULUM

- 1) Is hygiene taught in this school?
 Yes No (skip to question 6) I don't know
- 2) How are health and hygiene incorporated into the school curriculum? (*check all that apply*)
 As part of the standard curriculum
 As a special section in healthy living/life skills
 As a hygiene-specific lesson
 Through school-sponsored extracurricular programs (e.g., health-education clubs)
 Not part of the curriculum but discussed informally in the classroom
 I don't know Other: _____
- 3) What hygiene topics are taught? (*check all that apply*)
 Hand washing Personal hygiene Menstrual hygiene Food handling
 Safe water storage Disease transmission I don't know Other: _____
- 4) Are students regularly observed practicing the hygiene behaviors taught in school? Yes No I don't know

4.3 ATTENDANCE

- 5) Have you noted any discrepancies in absenteeism between boys and girls this past year? Yes No I don't know
a. If yes, what are they? _____
- 6) If a child misses several days of school, are the parents/guardians contacted? Yes No I don't know
- 7) If absenteeism is a challenge, what are the most common reasons students miss school? (*check all that apply*)
 Health issues Helping at home
 Working Menstruation
 Lack of support from parents, family Lack of interest by student
 Distance from school I don't know Other: _____
- 8) Are teachers often absent from school? Yes No I don't know
a. If yes, why? _____

4.4 EXISTING SANITATION FACILITIES AND PRACTICES

- 9) Do you have access to a sanitation facility at home? Yes No I don't know
- 10) Do you practice good hygiene at home? Yes No I don't know

4.5 WATER SUPPLY: QUALITY AND QUANTITY

- 11) At home, is the water source free from bacteria and chemical contamination? Yes No I don't know
- 12) At home, is water safely stored (openings covered, tap or narrow opening at the outlet, durable container, not transparent, easy to clean, free from animals and insects, etc.)? Yes No I don't know
- 13) Is the water source protected/covered? Yes No I don't know
- 14) Is the water filtered or purified before use? Yes No I don't know
- 15) Is the water chlorinated? Yes No I don't know

INTERVIEWEE INFORMATION

Of the following, only share the information you feel comfortable sharing.

Name of interviewee: _____ Gender: Female Male

Role in school: _____

Age/gender of children: _____

4.6 FOCUS GROUP DISCUSSION

Use the questions below to get a deeper understanding of the answers above. Ask parents their thoughts and feelings using the questions as guides. Write the answers in the space provided.

TRANSFERENCE OF BEHAVIOR	NOTES
<ul style="list-style-type: none"> • Do you contribute to decision-making at your child's school? In what capacity? • What type of hygiene-related school lessons do you hear about, if any? • What improvements would you like to see in your child's education? What about improvements to the school environment? • What challenges or barriers, if any, are preventing children from going to school? • What type of hygiene-related behaviors do you practice at home? 	

5. TEACHERS

The following questions are meant for the teachers of the school who offer a valuable perspective since they are involved directly with students. Get answers to your questions from multiple male and female teachers. Aim to interview at least 20 percent of the teachers at the school.

Date: _____

5.1 BASIC SCHOOL INFORMATION

Name of school: _____

Name of community: _____

1) What kind of security does the school provide? (*check all that apply*)

- | | | |
|---|---|---|
| <input type="checkbox"/> Full-time on-site security personnel | <input type="checkbox"/> Part-time on-site security personnel | <input type="checkbox"/> Security sounds/alarms/signals/systems |
| <input type="checkbox"/> Locked gates/doors | <input type="checkbox"/> Locked storage | <input type="checkbox"/> No security |
| <input type="checkbox"/> I don't know | <input type="checkbox"/> Other: _____ | |

5.2 HYGIENE EDUCATION AND CURRICULUM

2) Is there a national curriculum for hygiene education?

- Yes No (skip to question 4) I don't know

3) Do you have access to a copy?

- Yes No I don't know

4) Is hygiene taught in this school?

- Yes No (skip to question 9) I don't know

5) How are health and hygiene incorporated into the school curriculum? (*check all that apply*)

- As part of the standard curriculum
 As a special section in healthy living/life skills
 As a hygiene-specific lesson
 Through school-sponsored extracurricular programs (e.g., health-education clubs)
 Not part of the curriculum but discussed informally in the classroom
 I don't know Other: _____

6) What hygiene topics are taught? (*check all that apply*)

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> Hand washing | <input type="checkbox"/> Personal hygiene | <input type="checkbox"/> Menstrual hygiene | <input type="checkbox"/> Food handling |
| <input type="checkbox"/> Safe water storage | <input type="checkbox"/> Disease transmission | <input type="checkbox"/> I don't know | <input type="checkbox"/> Other: _____ |

7) Are students regularly observed practicing the hygiene behaviors taught in school?

- Yes No I don't know

8) How are the student hygiene behaviors that are taught in school observed? (*check all that apply*)

- | | |
|--|--|
| <input type="checkbox"/> By teacher | <input type="checkbox"/> Peer inspection |
| <input type="checkbox"/> Group hand washing/hygiene practice | <input type="checkbox"/> By community members (volunteers) |
| <input type="checkbox"/> By an NGO | <input type="checkbox"/> Hygiene behavior is not observed |
| <input type="checkbox"/> I don't know | <input type="checkbox"/> Other: _____ |

5.3 TEACHER TRAINING AND RESOURCES

9) Are teachers trained on how to provide hygiene education to students?

- Yes No (skip to question 12) don't know

- 10) Who is training the school's teachers in hygiene education? *(check all that apply)*
- Ministry of education Ministry of health Local government
 National government NGOs Private companies/organizations
 No formal training I don't know Other: _____
- 11) How frequently does the training take place?
- One time Every six months Annually
 No training takes place I don't know Other: _____
- 12) Are teachers willing to learn and use new teaching strategies? Yes No I don't know
- 13) In the table below, check whether the instructional materials are available at the school and regularly used.

INSTRUCTIONAL MATERIAL	AVAILABLE		REGULARLY USED	
	Yes	No	Yes	No
Textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other books (technical or picture books, storybooks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multimedia (e-learning modules, websites, videos)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental teaching aides (posters, drawings, models)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 14) How often are the available resources used for instruction? *(check all that apply)*
- Daily Weekly Monthly Annually
 No additional resources I don't know Other: _____
- 15) Are hygiene-education resources available in every classroom?
- Yes No (skip to question 17) I don't know
- 16) Who helps provide hygiene-education resources? *(check all that apply)*
- Government NGOs Government and external agency
 None I don't know Other: _____

5.4 ATTENDANCE

- 17) Does the school face consistent health problems? Yes No I don't know
a. If yes, what are they? _____
- 18) What are the main health problems among students/staff? *(check all that apply)*
- Diarrhea Worm infections Malaria
 Cholera I don't know Other: _____
- 19) How often is attendance taken? *(check all that apply)*
- Daily Weekly Monthly
 Not taken I don't know Other: _____
- 20) How is attendance taken and recorded? *(check all that apply)*
- Roll call Sign-in Recorded in book
 Visual check Attendance is not taken Other: _____
- 21) What happens with the attendance records? *(check all that apply)*
- Teachers keep own records Teachers pass records on to administration
 Ministry of education receives records Nothing
 I don't know Other: _____
- 22) Have you noted any discrepancies in absenteeism between boys and girls this year? Yes No I don't know
a. If yes, what are they? _____
- 23) If a child misses several days of school, are the parents/guardians contacted? Yes No I don't know

- 24) If absenteeism is a challenge, what are the most common reasons students miss school? (*check all that apply*)
- | | | | |
|---|--|--|---|
| <input type="checkbox"/> Health issues | <input type="checkbox"/> Helping at home | <input type="checkbox"/> Working | <input type="checkbox"/> Menstruation |
| <input type="checkbox"/> Lack of support from parents, family | | <input type="checkbox"/> Lack of interest by student | <input type="checkbox"/> Distance from school |
| <input type="checkbox"/> I don't know | | <input type="checkbox"/> Other: _____ | |
- 25) Are teachers often absent from school? Yes No I don't know
 a. If yes, why? _____

5.5 EXISTING SANITATION FACILITIES AND PRACTICES

- 26) Do you observe others defecating or urinating openly on school grounds? Yes No I don't know
- 27) What types of toilets/latrines exist on school grounds? (*check all that apply*)
- | | | | |
|--|---------------------------------------|--|---------------------------------------|
| <input type="checkbox"/> Pit latrine | <input type="checkbox"/> Flush toilet | <input type="checkbox"/> Pour flush toilet | <input type="checkbox"/> Composting |
| <input type="checkbox"/> Ventilated improved pit latrine | | <input type="checkbox"/> I don't know | <input type="checkbox"/> Other: _____ |
- 28) Are there separate toilets for male and female students? Yes No I don't know
- 29) Are there separate toilets for male and female teachers/administration/staff? Yes No I don't know
- 30) Do toilets/latrines have sufficient lighting when in use (artificial or natural)? Yes No I don't know

5.6 MENSTRUAL HYGIENE MANAGEMENT

- 31) Are there private facilities for females to wash themselves, any clothing, or soiled cloth napkins (if used)? Yes No I don't know
- 32) Do females have access to a safe disposal method for feminine hygiene products? Yes No I don't know
- 33) Are toilets/latrines locked at any time? Yes No I don't know
- 34) Are teachers trained on menstrual health and hygiene promotion/education? Yes No I don't know
- 35) Are sanitary napkins, underwear, and changes of clothes regularly available for girls? Yes No I don't know

5.7 OPERATION AND MAINTENANCE/WASTE MANAGEMENT PLAN

- 36) Are septic tanks or pits emptied when full? Not applicable Yes No I don't know
- 37) Are there bad odors emanating from the toilets/latrines? Yes No I don't know
- 38) Are the toilets/latrines cleaned daily? Yes No I don't know
- 39) Who cleans the toilets/latrines? (*check all that apply*)
- | | | |
|--|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Maintenance staff | <input type="checkbox"/> Teachers | <input type="checkbox"/> Boy students |
| <input type="checkbox"/> Girl students | <input type="checkbox"/> I don't know | <input type="checkbox"/> Other: _____ |
- 40) Are you involved in the planning and execution of consistent water, sanitation, hygiene, and education services? Yes No I don't know

5.8 WATER SUPPLY: QUALITY AND QUANTITY

- 41) Is enough water present for drinking throughout the year? Yes No I don't know
- 42) Is enough water present for cooking throughout the year? Yes No I don't know
- 43) Is enough water present for cleaning throughout the year? Yes No I don't know
- 44) Is water safely stored on school grounds (openings covered, tap or narrow opening at the outlet, durable container, not transparent, easy to clean, free from animals and insects, etc.)? Yes No I don't know

INTERVIEWEE INFORMATION

Of the following, only share what you feel comfortable sharing. You may remain anonymous.

Name of interviewee: _____ Gender: Female Male

Role in school: _____

Subjects/ages taught: _____

Number of years teaching: _____

5.9 FOCUS GROUP DISCUSSION

Use the questions below to an in-depth understanding of what teachers think and experience. You may want to hold separate discussion groups: one for only males and one for only females, but have an equal representation of both. Ask each group their thoughts and feelings using the questions as guides. Write their answers in the space provided.

WATER QUALITY AND AVAILABILITY	NOTES
<ul style="list-style-type: none">• Please show me how you get a drink of water (should be aware of safe water sources and should know how to use them and how to handle water safely).• Do you drink the water at school? Why or why not?	
ACCESS TO AND CONDITION OF SANITATION FACILITIES	NOTES
<ul style="list-style-type: none">• Do you use the toilet/latrine at school? If not, why not (broken, too dirty, not private, too few toilets/latrines, etc.)?• Are the toilets/latrines ever locked? Why?• Do students use the bush/wall/yard instead of the toilet/latrine/urinal? Why?	

<p>HYGIENE EDUCATION AND CURRICULUM</p>	<p>NOTES</p>
<ul style="list-style-type: none"> • Do you teach hygiene education? Why or why not? • What strategies and materials are used to teach students about staying healthy (lectures, stories, games, songs, daily practice)? • How often are topics related to hand washing reinforced, reviewed, retaught? • How do teachers know if concepts are understood and practiced? • Do you have time to teach students about hygiene? Why or why not? 	
<p>MENSTRUAL HYGIENE MANAGEMENT</p>	<p>NOTES</p>
<ul style="list-style-type: none"> • How is menstruation-related hygiene taught? By whom and how often? • Are teachers trained on menstrual health and hygiene promotion/education? • Are sanitary napkins available for girls regularly? In an emergency/accident situation? 	
<p>TEACHER SUPPORT AND TRAINING</p>	<p>NOTES</p>
<ul style="list-style-type: none"> • Tell me about a time you learned a new teaching skill. What motivated you to use this new skill? • Tell me about a time you did not use a new teaching skill you learned. Why didn't you use it? • What goals do you have for you and your students? What kind of training can help you achieve those goals? 	

6. SCHOOL MANAGEMENT COMMITTEE

Ask the questions below to as many different types of school management committee members as possible (e.g., both men and women; students, teachers, and parents). If no committee exists, get answers from the school administration. Aim to interview at least one person for this section.

Date: _____

6.1 BASIC SCHOOL INFORMATION

Name of school: _____

Name of community: _____

- 1) Does the government request that school information be entered into a national database system? Yes No I don't know
- 2) Do you contribute school data to the national monitoring system? Yes No I don't know

6.2 HYGIENE EDUCATION AND CURRICULUM

- 3) Is there a national curriculum for hygiene education?
 Yes No (skip to question 5) I don't know
- 4) Do you have access to a copy? Yes No I don't know
- 5) Is hygiene taught in this school?
 Yes No (skip to question 8) I don't know
- 6) How are health and hygiene incorporated into the school curriculum? (*check all that apply*)
 As part of the standard curriculum
 As a special section in healthy living/life skills
 As a hygiene-specific lesson
 Through school-sponsored extracurricular programs (e.g., health-education clubs)
 Not part of the curriculum but discussed informally in the classroom
 I don't know Other: _____
- 7) What hygiene topics are taught? (*check all that apply*)
 Hand washing Personal hygiene Menstrual hygiene Food handling
 Safe water storage Disease transmission I don't know Other: _____

6.3 TEACHER TRAINING AND RESOURCES

- 8) Are hygiene-education resources available in every classroom?
 Yes No (skip to question 10) I don't know
- 9) Who helps provide hygiene education resources? (*check all that apply*)
 Government NGOs Government and external agency
 None I don't know Other: _____

6.7 FOCUS GROUP DISCUSSION

Ask the committee the following questions to gain a deeper understanding of the school environment. Make sure to have an appropriate representation of the entire committee. Use the questions as guides to hear the committee's thoughts and feelings. Write the answers in the space provided.

<p style="text-align: center;">COMMITTEE GOVERNANCE</p>	<p style="text-align: center;">NOTES</p>
<ul style="list-style-type: none"> • How often does this committee meet? • What are the roles and responsibilities of the committee? • How have training and resources been provided to help you carry out those roles and responsibilities? 	
<p style="text-align: center;">TRAINING</p>	<p style="text-align: center;">NOTES</p>
<ul style="list-style-type: none"> • What kind of training have you received regarding monitoring? • What additional training would you like to receive? 	
<p style="text-align: center;">FINANCIAL RESOURCES</p>	<p style="text-align: center;">NOTES</p>
<ul style="list-style-type: none"> • Does the committee have a fee collection system? How is this money collected and used? • What portion of the funds is allocated to water, sanitation, and hygiene services? For educational services? • How do the funds support consistent maintenance of water and sanitation facilities? What about educational goals? 	
<p style="text-align: center;">TEACHER TRAINING AND RESOURCES</p>	<p style="text-align: center;">NOTES</p>
<ul style="list-style-type: none"> • What are some strengths of teachers? What about some weaknesses? • What do you think they need to become stronger teachers? 	

7. COLLECTION OF WASH IN SCHOOLS TARGET CHALLENGE MEASUREMENTS

COLLECTION OF WASH IN SCHOOLS TARGET CHALLENGE MEASUREMENTS

As you conduct your interviews, make sure to collect the WASH in Schools Target Challenge measurements as a baseline. Remember, to earn recognition, you will have to collect and submit all Target Challenge measurements to Rotary International every six months. If your project will be continuing work in a school, and if baseline data was not collected from the start, simply gather the information now and note that implementation has already begun. This data will serve as your baseline.

Refer to page 22 in [A Guide to WASH in Schools](#) for details on the monitoring and evaluation cycle.

If your school is large, collect information from 10 percent of the total population. For example, if the student population is 500, collect information from 50 students. If there are 100 teachers, collect information from 10 teachers.

See the example below, and learn about the measurements in the [WASH in Schools Target Challenge Framework: A Three-Star Approach](#).

EXAMPLE		METHOD	FREQUENCY	RESPONSIBLE	As you collect measurements, don't forget to gather validation. You will need to provide Rotary with:
MEASUREMENTS		How was data collected?	How often will data be collected?	Who will measure it?	
Question	Answer				
What is the proportion of teachers reporting daily classroom attendance?	11/20	Attendance records from all teachers, when available	Every six months	Rtn. Paul Fletcher	Copies of attendance records

When collecting measurements, follow these guidelines:

- If you are gathering data for the first time (known as baseline data), collect all measurements in the table below.
- If you are working toward Rotary One Star recognition and six months have passed since you've gathered baseline data, collect all Rotary One Star measurements in the table below.
- If you are striving for Rotary Two Stars, collect all Rotary One Star and Rotary Two Star measurements.
- If you are striving for Rotary Three Stars, collect all Rotary One, Two, and Three Star measurements in the table below.
- Note: Some measurements only have to be collected one additional time after collecting the baseline data. These are pointed out in the frequency column.

Keep in mind that while you are not required to collect the measurements that do not correspond to the star you are working toward, you are highly encouraged to collect *all* measurements since that could save you time and effort in the long-run should you decide to continue toward higher recognition.

MEASUREMENTS		METHOD	FREQUENCY	RESPONSIBLE	As you collect measurements, don't forget to gather validation. You will need to provide Rotary with:
Question	Answer	How was data collected?	How often will data be collected?	Who will measure it?	
ROTARY ONE STAR					
Does the school have a school management committee (SMC) established?	Yes / No	No answer required	Once after baseline		Confirmation that SMC roles and responsibilities are fulfilled
Do SMC meetings have an attendance rate of 50% or more?	Yes / No		Every 6 months		A list of SMC meeting dates and times
Does the school have an operation and maintenance management plan?	Yes / No	No answer required	Once after baseline		A copy of the operation and maintenance plan
Does the school have a maintenance fund for the management of latrines?	Yes / No	No answer required	Once after baseline		
Does the school have a maintenance fund for the waste management system?	Yes / No	No answer required	Once after baseline		
Does the school have a maintenance fund for the management of the water systems?	Yes / No	No answer required	Once after baseline		
Does the school have a written menstrual hygiene management plan?	Yes / No	No answer required	Once after baseline		A copy of the menstrual hygiene management plan
What is the proportion of teachers reporting daily classroom attendance?			Every 6 months		Copies of attendance records
What is the proportion of teachers trained in hand-washing practices?			Once after baseline, more if follow-up training provided		A copy of the Rotary chart for training
What is the proportion of teachers trained in group hand-washing practices?			Once after baseline, more if follow-up training provided		A copy of the Rotary chart for training
Do teachers demonstrate an understanding of hand washing through higher scores on post-training assessments?	Yes / No	No answer required	Every 6 months		Copies of the teacher training pretests and posttests

MEASUREMENTS		METHOD	FREQUENCY	RESPONSIBLE	As you collect measurements, don't forget to gather validation. You will need to provide Rotary with:
Question	Answer	How was data collected?	How often will data be collected?	Who will measure it?	
Does the school have soap/ash and water available at the hand-washing facilities?	Yes / No		Every 6 months		Photos of functional hand-washing facilities with soap or ash available
Does the school have soap/ash and water available, or readily available, at group hand-washing stations?	Yes / No		Every 6 months		Photos of group hand-washing facilities with soap or ash readily available
What is the proportion of classrooms that participate in daily supervised hand washing?			Every 6 months		Photos or a video of supervised group hand-washing sessions
Can 4 out of every 5 children demonstrate proper hand washing?	Yes / No		Every 6 months		
Can 4 out of every 5 children explain the critical times for proper hand washing?	Yes / No		Every 6 months		
Can 4 out of every 5 children explain the reasons for hand washing?	Yes / No		Every 6 months		
Does the school have water from an improved source(s) in that it provides a sufficient quantity (5 liters per student per day)?	Yes / No		Every 6 months		Photos of all water systems
What is the proportion of toilet facilities accessible to children with disabilities?			Every 6 months		Photos of gender-segregated improved sanitation facilities
What is the proportion of improved toilets that are in use at the school?			Every 6 months		Copies of a qualitative assessment conducted with teachers and students, reporting on the condition of sanitation facilities
What is the number of improved urinals that are in use at the school?			Every 6 months		

MEASUREMENTS		METHOD	FREQUENCY	RESPONSIBLE	As you collect measurements, don't forget to gather validation. You will need to provide Rotary with:
Question	Answer	How was data collected?	How often will data be collected?	Who will measure it?	
Are toilets in the school gender-segregated?	Yes / No		Every 6 months		Photos of gender-segregated improved sanitation facilities
Does the school have private toilets for girls?	Yes / No		Every 6 months		
If girls have private toilets, do the toilet facilities have covered bins available inside?	Yes / No		Every 6 months		
If girls have private toilets, do the toilet facilities have water available inside?	Yes / No		Every 6 months		
What is the proportion of latrines available for boys?			Every 6 months		
What is the proportion of latrines available for girls?			Every 6 months		
What is the proportion of functional latrines available for boys?			Every 6 months		
What is the proportion of functional latrines available for girls?			Every 6 months		
How many urinals are available at the school?			Every 6 months		
ROTARY TWO STARS					
What is the proportion of students attending school monthly?			Every 6 months		Copies of attendance records with an explanation of absenteeism
Are students' reasons for missing school documented?	Yes / No		Every 6 months		A documented plan from teachers for dealing with recurring absenteeism
If yes, what are they?	List reasons:				
Does the trained technician demonstrate competence and knowledge in the operations and maintenance of all WASH systems?	Yes / No		Once after baseline		A copy of the technology training plan used to build technical expertise
What is the proportion of latrines that are clean and well maintained?			Every 6 months		Periodic photos of clean and functional infrastructure

MEASUREMENTS		METHOD	FREQUENCY	RESPONSIBLE	As you collect measurements, don't forget to gather validation. You will need to provide Rotary with:
Question	Answer	How was data collected?	How often will data be collected?	Who will measure it?	
Is a system in place for monitoring school sanitation facilities?	Yes / No		Every 6 months		Maintenance logs
Are adequate materials for maintaining schools' sanitation facilities (water, soap, brooms, etc.) available?	Yes / No		Every 6 months		Copies of the qualitative assessment conducted with teachers and students indicating toilets are consistently clean and functional
What is the proportion of teachers who have received training in menstrual hygiene management counseling?			Every 6 months		Copies of the menstrual hygiene management teacher training curriculum
What is the proportion of teachers who have received training on menstrual hygiene management and the link to reproductive health?			Every 6 months		
What is the proportion of teachers who have received menstrual hygiene management training with an emphasis on life skills?			Every 6 months		
Do teachers demonstrate an understanding of menstrual hygiene management through higher scores on post-training assessments?	Yes / No	No answer required	Every 6 months		Copies of menstrual hygiene management training pretest and posttest results
What is the proportion of girls reporting that facilities at the school meet their menstrual hygiene management needs?			Every 6 months		Interviews with girls that assess whether their MHM needs (if required) are met
What is the proportion of female teachers reporting that facilities at the school meet their menstrual hygiene management needs?			Every 6 months		Interviews with female teachers that assess whether their MHM needs (if required) are met

MEASUREMENTS		METHOD	FREQUENCY	RESPONSIBLE	As you collect measurements, don't forget to gather validation. You will need to provide Rotary with:
Question	Answer	How was data collected?	How often will data be collected?	Who will measure it?	
Does the school have private toilets for girls?	Yes / No		Every 6 months		Photos of MHM-friendly infrastructure and materials available for girls
If girls have private toilets, do the toilet facilities have covered bins available inside?	Yes / No		Every 6 months		
If girls have private toilets, do the toilet facilities have water available inside?	Yes / No		Every 6 months		
How many private spaces with covered bins and water inside are available for girls to manage their menstrual hygiene needs?			Every 6 months		
How many private spaces with covered bins and water inside are available for female teachers to manage their menstrual hygiene needs?			Every 6 months		Photos of MHM-friendly infrastructure and materials available for female teachers
Is water from an improved source(s) available on schools premises (from the source directly or stored)?	Yes / No		Every 6 months		A written justification for technology selections
Is the drinking water facility functional?	Yes / No		Every 6 months		Photos of low-cost point-of-use treatment
Is the water used for drinking treated at the school?	Yes / No		Every 6 months		
Do students report that school water sources provide a sufficient quantity (5 liters per student per day) for the needs of the school, such as drinking, cleaning, washing, and food preparation?	Yes / No		Every 6 months		
What is the proportion of students reporting consistent use of the latrines for urination?			Every 6 months		Copies of a qualitative report in which teachers and students indicate that toilets are consistently functional, clean, and accessible
What is the proportion of students reporting consistent use of the latrines for defecation?			Every 6 months		A report observation indicating signs of use from spot checks of latrines, observations of students walking to the toilets, "fresh" toilet paper in hole, water on floor, etc.; no signs of open defecation

MEASUREMENTS		METHOD	FREQUENCY	RESPONSIBLE	As you collect measurements, don't forget to gather validation. You will need to provide Rotary with:
Question	Answer	How was data collected?	How often will data be collected?	Who will measure it?	
ROTARY THREE STARS					
What is the proportion of teachers reporting a curriculum enhanced with WASH lessons?			Once after baseline		Examples of the adapted curriculum
Is WASH promotion part of the school curriculum?	Yes / No		Once after baseline		
How many refresher trainings per year do teachers attend?			Every 6 months		No validation
Do all WASH facilities meet national standards for quality?	Yes / No		Every 6 months		A chart comparing national standards to the total number of functional facilities at the school
Do all WASH facilities meet national standards for cleanliness?	Yes / No		Every 6 months		
Do all WASH facilities meet national standards for functionality?	Yes / No		Every 6 months		
Do all WASH facilities meet national standards for quantity?	Yes / No		Every 6 months		
Does the quality of water in the school meet national standards for E. coli (and chemical contaminants, if that's a major concern)?	Yes / No		Every 6 months		Water quality report showing that standards have been met for at least six months and regular quality testing is planned after the project

APPENDIX

WASH IN SCHOOLS TARGET CHALLENGE REQUIRED MEASUREMENTS

To help you monitor your successes in WASH and education as part of the WASH in Schools Target Challenge, we've provided definitions of several standard objectives and measures. Collect the information for each measurement listed below before you start any project activity, and every six months thereafter (unless otherwise noted). Gather data for all the measurements to earn recognition for your achievements.

Use this list as a reference, alongside the Collection of WASH in Schools Target Challenge Measurements worksheet in the WASH in Schools community assessment tool (Understanding the School Community: Tools for Assessing Needs and Collecting Data, pages 32-37). Following these standards will ensure that your efforts, and those of Rotary members worldwide, will collectively support universal indicators of success. Most important, they will help your team contribute to healthy schools, healthy children, and healthy communities.

Intervention	Required Measurements	Definition	Calculation
ROTARY ONE STAR			
School management committee (SMC) capacity is built	SMC has been constituted	A school management committee is present to act as a governing body over WASH and educational services.	No calculation
	Number of SMC meetings with 50% or more attendance	The total number of SMC meetings is defined by the total amount of meetings that assemble since the collection of baseline data.	Number of SMC meetings with at least half of the members present / Total number of SMC meetings
Operation and maintenance management (O&M) plan is created	Presence of written O&M plan at school	An O&M plan: <ul style="list-style-type: none"> • Includes scheduled maintenance checks for water and sanitation infrastructure • Identifies who is responsible for maintenance checks • Identifies the materials, spare parts, tools, and equipment needed to maintain the functionality of the water and sanitation infrastructure • Anticipates financial costs associated with ongoing operation and maintenance activities and repairs 	No calculation
	Presence of a maintenance fund for latrine management	Includes an established fee collection system or a savings account to provide a revenue stream for operation and maintenance activities.	No calculation
	Presence of a maintenance fund for waste management		No calculation
	Presence of a maintenance fund for water management		No calculation

Intervention	Required Measurements	Definition	Calculation
Menstrual hygiene management (MHM) plan is created	Presence of written MHM plan at school	<p>A written MHM plan includes:</p> <ul style="list-style-type: none"> Planned MHM training for teachers and school administrators School policies and procedures for staff and students to ensure, at minimum: access to soap and water, options for waste disposal, emergency sanitary hygiene products, private spaces that allow for changing, gender-segregated latrines Anticipated financial costs associated with all elements of an MHM-friendly school 	No calculation
Teachers take daily attendance	Proportion of teachers reporting daily classroom attendance	No definition	Number of teachers reporting daily attendance / Total number of teachers in school
All teachers are trained and can teach hand washing	Proportion of teachers trained in hand washing and group hand-washing practices	Teachers are trained in supervising group hand-washing practices, reinforcing proper technique and the importance of hand hygiene.	Number of teachers trained in hand washing and group hand washing / Total number of teachers in school
	Demonstrated understanding of topic as indicated by higher score on posttest	No definition	Average posttest scores – Average pretest scores
Hand-washing facilities with soap or ash and water are available near the toilets	Functioning hand-washing facilities located near the school toilets	<p>A hand-washing facility can be a structure with running water, a temporary solution such as a tippy tap, or any other device that provides about 1/5 liter for each time hands are washed.²</p> <p>A functioning hand-washing facility is one that is not broken and can be used by children at the time of visit.²</p> <p>Hand-washing facilities are near school toilets if they are within 10 meters of toilet facilities.³</p>	No calculation
	Soap or ash and water available at the hand-washing facilities the day of the visit	No definition	No calculation

Intervention	Required Measurements	Definition	Calculation
Daily supervised group hand washing with soap or ash takes place, normally before the school meal	Soap or ash and water available at group hand-washing station, or are readily available	“Readily available” means children are quickly and easily given soap for use after going to the toilet.	No calculation
	Proportion of classrooms participating in daily supervised hand washing	Group hand-washing sessions are conducted once a day and are supervised by teachers, staff, older students, or other knowledgeable adults. ⁴	Number of classrooms participating in daily supervised hand washing / Total number of classrooms in school
	4 out of 5 children can demonstrate proper hand washing	Proper hand washing means a child scrubs all surfaces of the hands, with soap or ash, for at least 20 seconds; rinses with running water; and dries on a clean cloth or by waving in the air. ¹	No calculation
	4 out of 5 children can explain critical times for hand washing	Students can explain that the critical times to wash hands are after using the toilet and before eating. ⁴	No calculation
	4 out of 5 children can explain reasons for hand washing	Students can explain that hand hygiene is important because it helps significantly reduce the spread of diseases. ⁴	No calculation
Access to improved, low-cost water supply is located near the school	School has water from an improved source(s) (i.e., a source that provides a sufficient quantity — 5 liters per student per day)	<p>Improved water supply is a source that, when properly used, protects water from outside contamination.⁵</p> <p>Low-cost water supply is a source that is simple and affordable for the school.⁶</p> <p>The direct water supply is either on school premises, or water from the main source is available in safe storage containers on premises.²</p>	No calculation

Intervention	Required Measurements	Definition	Calculation
Gender-segregated, improved sanitation is functional	Proportion of toilet facilities accessible to children with disabilities	Toilet facilities are accessible if they can be accessed without stairs or steps, and with a clear path leading to the facility. ³	Number of toilet facilities accessible to children with disabilities / Total number of toilets in school
	Proportion of improved toilets in use at the school	An improved toilet facility is one that hygienically separates human feces from human contact. ⁵	Number of improved toilets / Total number of toilets and urinals in school
	Proportion of improved urinals in use at the school	An improved facility is one that hygienically separates human waste from human contact. ⁵	Number of improved urinals / Total number of urinals in school
	Toilets are gender-segregated	The facility is on or near the school grounds and provides a toilet for females and a separate toilet for males. Facilities should include a private space/toilet that locks from the inside. ³	No calculation
	Girls' toilets are private	No definition	No calculation
	Girls' toilets have water available inside	No definition	No calculation
	Girls' toilets have covered bins available inside	No definition	No calculation
	Proportion of latrines available for boys	No definition	Number of latrines available for boys / Total number of latrines in school
	Proportion of latrines available for girls	No definition	Number of latrines available for girls / Total number of latrines in school
	Proportion of latrines that are functional for boys	Latrines are functional if, at the time of visit, they are not broken, the toilet hole is not physically blocked, there is water for flush/pour flush toilets, and they have closable doors (if toilet doors are locked, keys are available at all times). ³	Number of functional latrines for boys / Total number of latrines in school
	Proportion of latrines that are functional for girls	Latrines are functional if, at the time of visit, they are not broken, the toilet hole is not physically blocked, there is water for flush/pour flush toilets, and they have closable doors (if toilet doors are locked, keys are available at all times). ³	Number of functional latrines for girls / Total number of latrines in school
	Number of urinals available	No definition	No calculation

Intervention	Required Measurements	Definition	Calculation
ROTARY TWO STARS			
Students who do not come to school regularly are contacted and a response plan is created	Proportion of students attending school monthly	No definition	Number of students attending school per month / Total number of students enrolled per month
	Documented reasons for students not attending school	No definition	No calculation
Technical training provided to support operations and maintenance activities	Demonstrated competence and knowledge through hands-on demonstration at the end of training	No definition	No calculation
Operation and maintenance management plan is executed	Proportion of latrines that are clean and well maintained	Latrines are clean if they are not smelly, there is no visible feces in or around the facility, there are no flies, and there is no litter. ²	Number of clean and well maintained latrines / Total number of latrines in school
	A system for monitoring school sanitation facilities is in place, and adequate materials (water, soap, brooms, etc.) are available	No definition	No calculation
Teachers are trained in hygiene and menstrual hygiene management (MHM) education	Proportion of teachers who have received MHM training with an emphasis on counseling	No definition	Number of teachers who received MHM counseling training / Total number of teachers
	Proportion of teachers who have received MHM training with an emphasis on links to reproductive health	No definition	Number of teachers who received MHM training on links to reproductive health / Total number of teachers
	Proportion of teachers who have received MHM training with an emphasis on life skills	No definition	Number of teachers who received MHM life skills training / Total number of teachers
	Demonstrated understanding of menstrual hygiene and its management through scores on pretests and posttests	No definition	Average posttest score – Average pretest score

Intervention	Required Measurements	Definition	Calculation
Menstrual hygiene management (MHM) plan is implemented through infrastructure and a supportive environment	Proportion of girls reporting that facilities meet their MHM needs	MHM needs include but are not limited to: <ul style="list-style-type: none"> • Access to soap and water • Options for waste disposal • Emergency sanitary hygiene products • Private spaces that allow for changing • Gender-segregated latrines 	Number of girls reporting that facilities meet MHM needs / Total number of girls in school
	Proportion of female teachers reporting that facilities meet their MHM needs	MHM needs include but are not limited to: <ul style="list-style-type: none"> • Access to soap and water • Options for waste disposal • Emergency sanitary hygiene products • Private spaces that allow for changing • Gender-segregated latrines 	Number of female teachers reporting that facilities meet MHM needs / Total number of female teachers in school
	Girls' toilets are private	No definition	No calculation
	Girls' toilets have water available inside	No definition	No calculation
	Girls' toilets have covered bins available inside	No definition	
	Number of private spaces with water and a covered bin for girls to manage menstrual hygiene needs	A private space/toilet locks from the inside. ³	No calculation
Number of private spaces with water and a covered bin for female teachers to manage menstrual hygiene needs	A private space/toilet locks from the inside. ³	No calculation	

Intervention	Required Measurements	Definition	Calculation
Safe drinking water is available on school premises and, if needed, is treated using a low-cost method	Water from an improved source(s) is available on school premises (from the source directly or stored) on the day of the survey/questionnaire	An improved water supply is defined as a source that, when properly used, protects water from outside contamination. ⁵	No calculation
	Drinking water facility is functional	A functioning water facility is one that is not broken and can be used at the time of visit. ²	No calculation
	Water for drinking is treated at the school	Treating/purifying water in the school in some way such as boiling, chlorination, bleach, ceramic filters, candle filters, or biosand filters. ³	No calculation
	Students report that water source(s) provide a sufficient quantity (5 liters per student per day) for the needs of the school (i.e., drinking, cleaning, washing, food preparation)	No definition	No calculation
Facilities are used by all children	Proportion of students who report consistent use of the latrines for urination	No definition	Number of students reporting consistent use of latrines for urination / Total number of students in school
	Proportion of students who report consistent use of the latrines for defecation	No definition	Number of students reporting consistent use of latrines for defecation / Total number of students in school

Intervention	Required Measurements	Definition	Calculation
ROTARY THREE STARS			
WASH lessons are integrated into classroom curriculum with corresponding teacher training	Proportion of teachers reporting curriculum enhanced with WASH lessons	General curriculum covering standard subjects (e.g., math, science, social studies) that reinforces WASH lessons as part of its implementation. (See page 37 in A Guide to WASH in Schools for more information.)	Number of teachers reporting curriculum enhancement / Total number of teachers in school
	WASH promotion is part of the school curriculum	No definition	No calculation
	Number of refresher trainings on relevant topics attended by teachers per year	Relevant topics can include but are not limited to: <ul style="list-style-type: none"> • Hygiene • Hand washing • MHM • Teaching strategies • Lesson planning • Health classes 	No calculation
WASH facilities meet national standards or suggested guidelines (where national standards do not exist or are not comprehensive, the recommended World Health Organization global standards should be discussed with government partners to identify context-appropriate standards)	All WASH facilities meet national standards for quality	No definition	No calculation
	All WASH facilities meet national standards for cleanliness	No definition	No calculation
	All WASH facilities meet national standards for functionality	No definition	No calculation
	All WASH facilities meet national standards for quantity	No definition	No calculation
	Water quality meets national standards for E. coli (and any chemical contaminants of major concern)	No definition	No calculation

- 1 UNICEF Planner's Guide to Global Handwashing Day October 15 (2008)
- 2 UNICEF WASH in Schools Monitoring Package (April 2011)
- 3 UNICEF Working Group, WASH in Schools Indicators & Questions for SDG Monitoring, DRAFT v. 3 (April 2016)
- 4 UNICEF/GIZ Field Guide: The Three Star Approach for WASH in Schools (August 2013)
- 5 World Health Organization/UNICEF Joint Monitoring for Water Supply and Sanitation: Improved and Unimproved Water Sources and Sanitation Facilities
- 6 UNICEF/WHO Water, Sanitation, and Hygiene Standards for Schools in Low-Cost Settings (2009)