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UNICEF AFGHANISTAN

EVALUATION OF THE WASH IN SCHOOLS (WinS) PROGRAMME (2008-2014)

EVALUATION REPORT

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Society for Sustainable Development of Afghanistan
House No. 2, Street No. 1, Karti Mamorin, Kabul, Afghanistan
+93 9470008400 ssda@gmail.com

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ABBREVIATIONS AND ACRONYMS

BOQ	Bill of Quantities
CBO	Community-based organization
EMIS	Educational Management Information System
FGD	Focus Group Discussion
GoA	Government of Afghanistan
KPI	Key Person Interview
MDG	Millennium Development Goal
MHM	Menstrual Hygiene Management
MoE	Ministry of Education
MoPH	Ministry of Public Health
MRRD	Ministry of Reconstruction and Rural Development
NGO	Non-governmental organization
O&M	Operation and Maintenance
PED	Province Education Department
DED	District Education Department
PRRD	Province Reconstruction and Rural Development (Department)
QPA	Quantified Participatory Assessment
SMC	School Management Committee
SSDA	Society for Sustainable Development (Afghanistan)
TORs	Terms of Reference
TOC	Theory of Change
WASH	Water, Sanitation and Hygiene
WinS	WASH in Schools

EXECUTIVE SUMMARY

BACKGROUND

The school WASH situation mirrors that of Afghanistan in general. MoE data show that although considerable progress had been made by 2011 much more needs to be done. The main problems are an insufficient number of schools, inadequate WASH facilities, lack of O&M, and insufficient behavioural change to promote hand washing and MHM.

The WinS Programme from 2012 aims to *make visible the value and impact of school sanitation* as perceived by the community and thereby raise the level of ownerships; *promote the importance of WASH in schools* at national, state and district levels; *improve hygiene practices* among school children, their families and communities; *develop, test and improve the curriculum, teaching methods, teaching aids and teaching programmes*, with a view to children learning the value of hygiene and health-promoting behaviour; and *promote family and community involvement, and partnership* in the sustainability of school WASH facilities.

UNICEF wished to conduct an evaluation of the WinS programme, whose findings and recommendations are intended to (1) guide UNICEF, the GoA and other stakeholders to improve the WinS programme, and (2) contribute to evidence-based policy making in the field of WASH and maximize the impact of the programme. Primary users of the evaluation analysis, conclusions and recommendations are the UNICEF Afghanistan WASH Team, the WinS implementing partners in the government, and other NGOs and UN agencies working closely with UNICEF.

THE WinS EVALUATION

The purpose of the evaluation is to evaluate the implementation of the hardware component (quality of construction, design appropriateness, cost effectiveness and sustainability of the WASH facilities at schools, etc.) and the software component (hygiene education including MHM, O&M arrangements, etc.). The four sets of Evaluation Questions are: *Relevance* (the extent to which the programme is suited to the needs of the target population and aligned with WASH strategies and national priorities); *Effectiveness* (the extent to which programme interventions attained intended results); *Efficiency* (Qualitative and quantitative measures of programme outputs relative to inputs); *Sustainability* (the extent to which interventions are likely to continue without direct UNICEF support). Impact was not part of the TORs.

The final sample surveyed is 106 schools, comprising 64 WinS and 42 comparison schools.

A mixed methods approach was used, collecting both qualitative and quantitative information, through a *desk review*; *semi-structured interviews* of the staff of MoE and UNICEF Afghanistan; *Key Person Interviews* with province-level and district-level officials from MoE and MRRD, and school Principals; and *Focus Group Discussions* with teachers, SMC/shura, school girls & boys, and differently-abled students. The Quantified Participatory Assessment (QPA) was the method used to collect and analyze the qualitative and quantitative information from the field. A QPA uses standard PRA tools but transforms qualitative information into numbers using different methods including ordinal scoring.

The Evaluation followed the Norms and Standards as well as Ethical Guidelines for Evaluations of the UNEG. Checks to ensure the quality of information collected included intensive training, field supervision, telephone checks to school principals, consistency checks in the custom-built database and internal reviews of all reports by UNICEF.

The main limitations of the Evaluation are *insufficient time* (the school winter break was from mid-November in most areas); *restricted sampling universe* (having to drop certain provinces due to security considerations); *lack of prior information on schools* (e.g., the type of school or their location); and *forced changes in the field of identified schools* (due to incorrect information in the database).

EVALUATION FINDINGS

Relevance

- WinS may be well aligned with UNICEF WASH in school Strategies in theory, but there are problems in practice. UNICEF however had little control over the actual construction and were mainly tasked with raising funds from other donor organizations and passing them on to the MoE, which contracted agencies to construct these facilities either directly or through their provincial units (PEDs). BOQs and standard designs were drawn up and passed on to MoE but actual construction differed from these due to a variety of factors, including lack of understanding and capacity of the contracted agencies of the requirements of school WASH, and a lack of oversight. UNICEF Zonal Officers were only asked to approve construction plans drawn up by contractors and MoE/PEDs, and were relatively powerless to ask for design changes as the contracts were issued by MoE and PEDs. Trainings were conducted under the Child Friendly School program of UNICEF, but no trainings were held in 2015 and even those held were 'old fashioned' and not really designed or carried out to equip teachers to implement MHM and school WASH effectively.
- WinS is not well-aligned with the national school WASH strategy of Afghanistan, as there is little attention paid to school WASH in the National education Strategy Plan III of the Government of Afghanistan – which focuses more on school construction.
- Overall, there is little evidence that implementation was according to UNICEF's Gender, Equity and Rights-based approaches to programming. While the WinS Programme Evaluation TORs state that it is being implemented according to these UNICEF policies, and so did the UNICEF staff interviewed, there is no documentation to support the conclusion and neither was this mentioned by MoE staff interviewed. Also, implementation was almost entirely organized by the MoE either directly or through its PEDs and UNICEF had little role in implementation of the programme, and even budgetary control was in the hands of the MoE. UNICEF officials have described MHM facilities constructed in schools as unusable; toilet facilities for the differently-abled as inadequate and even dangerous; and trainings on MHM and other aspects of WASH as largely ineffective. Most schoolgirls have not found the MHM activities adequate to meet the needs of adolescent girls.
- The software package does not seem to be adequate and sufficient to meet the needs and priorities of the targeted beneficiaries (students) or to achieve the expected

outcome, largely because of inadequate awareness and training of (adequate numbers of female) teachers to transfer and information about MHM to adolescent schoolgirls.

- Although the MoE has standard designs, on the ground the designs tend to be what the staff of the agencies contracted to build these school WASH facilities consider appropriate or what donors prefer.
- Several suggestions were made to improve the design and quality of constructed toilets including, building new toilets with 'modern' and standard designs (e.g., flush toilets), assured water supply, good construction quality and usability, eliminating corruption in construction by handing over funds and responsibilities to schools or the village *shura*, and regular monitoring visits by officials.
- While MHM facilities have not been built in all schools, where they have been built, they have not been built well; and even where they have been built well, they are not always used – with a lack of trained teachers being the main constraint to reaching adolescent schoolgirls with information and guidance on MHM, although such counselling was found to be very useful.

Effectiveness

- WinS schools have more WASH facilities and activities than comparisons schools. But problems in the planning and design, as well as the O&M, of school WASH facilities has reduced their effectiveness, despite innovative features like solar and electric pumps. There also appears to have been little considerations of the local contexts and special needs, e.g., of the differently-abled school children. In general, the lack of consultation with local stakeholders, construction by contractors focusing on speed rather than effective service delivery, and the lack of budget or follow-up support for O&M means that there is not much difference with comparison schools - with the prospect that even these schools could quickly lose their current edge of newness.
- The inadequate training of teachers, insufficient numbers of female teachers, and lack of materials and activities to spread awareness, has similarly affected the sustainability and effectiveness of programme 'software' – reflected in the poor outcome indicators of awareness and behaviour change which, again, are barely above those of comparisons schools.
- The majority of toilets continue to be dry toilets and, despite the construction of new toilet blocks, the lack of water for flushing and washing, and of budgets for (major) repairs, are major reasons for most school toilets continuing to be dirty and smelly. Water availability in toilets is a major concern. Even where flush toilets were provided, principals and teachers felt that children did not know how to use them – and, given with the lack of water, even these could become dirty and smelly soon.
- While 77% of toilet seats were functional in WinS schools, 91% were functional in comparison schools, possibly reflecting the fact that the latter had fewer toilets overall and more dry toilets in particular (but built well) or the fact that the new facilities had more flush toilets and water availability was a problem. Dirty and smelly toilets (because of a lack of water to clean them) tend to fall into disuse, and especially if they are blocked and not repaired in time.

- School girls in less than 20% of WinS schools (and 7% of comparison schools) said that school sanitation facilities were adequate for all school girls, while school boys said this was the case in only 23% of WinS schools (and 12% of comparison schools).
- MHM counselling for adolescent girls in WinS schools seems to have had a good impact on school girls and they also had a better understanding (than boys) of the need for washing hands before eating and after defecation. They have problems accessing toilets and the lack of female teachers possibly results in school principals and teachers not being well aware of the kind of problems faced by school girls. For instance, the lack of separate toilets for girls and boys was mentioned as more of a problem by school girls and boys than by teachers and principals.

Efficiency

- Data on actual costs are not available but UNICEF officials interviewed felt that costs of some components of the School WASH construction programme were too high. Also, Province Officials surveyed were unaware of the actual number of WinS schools in their own provinces and the costs involved, and had little idea about standards to compare time and logistics performance across locations. While all agreed that the WinS programme could be improved, only two concrete suggestions were forthcoming: (1) hand over the budget to the school principal or *shura*; and (2) *increase* the budget, not only to improve construction quality and facilities but also to keep surpluses for future repairs.
- There was little awareness of UNICEF and MoE standards for construction of WASH facilities in schools, especially at school-level. Most were unable to rate construction quality, but of those who did, very few rated them 'Excellent' or 'Good'.
- Very few stakeholders had a Bill of Quantities (BOQs) for different WASH facilities. Average construction costs were estimated to be much higher by district officials and school principals than by province officials Most were unable to compare costs, but almost none of those who could, said costs were lower.

Sustainability

- While there is lack of clarity about an 'O&M protocol' (which is only being developed now), most stakeholders surveyed felt that O&M was the responsibility of the school management, and was being done by the principal and the shura with help from the MoE. Most stakeholders felt that the shura is playing an active role, along with the school principal and teachers, to monitor and maintain school WASH facilities – and wanted them to have a greater role in future.
- A majority of respondents felt that whatever protocol existed is not adequate, since repairs to school WASH facilities were not timely or sufficient. Stakeholders were unclear on whether or not O&M protocols existed, but felt these were needed - though they differed on whether O&M should be done by the construction company, the government, or the school management & shura. MoE officials clarified that such a protocol does not exist at the moment and it is presently working to develop school WASH O&M protocols and guidelines.
- Apart from province officials, most stakeholders rated the sustainability of WinS interventions as 'Medium' or 'Low'. Most School Principals and SMC members felt

that there was no budget or inadequate annual budget for O&M of school WASH – and villagers cannot contribute more for this.

CONCLUSIONS, RECOMMENDATIONS AND LESSONS LEARNT

Conclusions: *Hardware*

Design and construction of WASH facilities: While standardization is a step in the right direction, it is a largely centralized process between the MoE and the construction companies with little involvement of local stakeholders – with the result that it is reduced to a regular construction activity, without consideration of the services that the constructed facilities have to deliver, given the local context and the needs and priorities of users. Innovations like the solar and electric pumps (in place of dug wells and regular hand cranked bore wells), flush toilets (in place of dry toilets) and hand washing stations have been rendered less effective by 'mechanical' construction, resulting in problems such as toilets not having facilities like water and soap for hand-washing close to them. Involving local stakeholders could have helped improve the effectiveness (and perhaps efficiency) and sustainability of these investments, using scarce resources that a country like Afghanistan can ill-afford to waste.

Facilities for MHM and the differently-abled: Little attention seems to have been paid in design and in construction of WASH facilities for menstrual hygiene management and for the differently-abled. Given the critical role of WASH in ensuring that students, especially girls, continue their education, this relative neglect has meant that two especially vulnerable groups of users have lost an opportunity to overcome a basic hurdle in their pursuit of education as a means of personal and social development.

Operation and maintenance of WASH facilities: Giving the responsibility of O&M of constructed facilities to local stakeholders would have more effective and efficient if they had been involved in the design and construction – and thereby reducing the subsequent burden of poor design which naturally falls on those responsible for their operation and maintenance. This has been exacerbated by the lack of budgetary resources at local level and the insufficient support from province and district-level officials, who have also not been fully involved in the design and construction of these facilities.

Conclusions: *Software*

Hygiene education: The relatively low numbers of women teachers, inadequate training of teachers on how best to impart hygiene education to school children in the cultural context of rural Afghanistan, and lack of training materials and resources for effective hygiene education has meant that a large part of the software component of the WinS programme has been ineffective. Given that adequate potable water and well-functioning toilets need not improve health and the incidence of water-borne diseases without good hygiene practices, the role of hygiene practices like hand-washing at critical times cannot be over-emphasized – and schools provide the best opportunities to improve such social behaviour. With poor hygiene training translating into poor hygiene practices among the target group of school children, not only has an opportunity to improve their health and well being been lost but also the opportunity to influence their home environment and future families.

Sanitation education: The mere provision of 'modern facilities' like flush toilets has not always had the desired impact (of providing clean toilets) and school principals, teachers and *shura* have pointed to the need to educate children on how to use them properly – as well as the need to encourage parents and wider society to install and use these facilities.

Lessons Learnt

- Implementation-driven programmes are not as effective as an well-integrated service-delivery oriented programmes
- Separation of the implementation of hardware and software components of the programme reduces the effectiveness of the package
- Adequate decentralization and preparation of school principals and teachers is necessary to maximize impact of the school WASH programme.

Recommendations

- **Provide a more effective and focused objective for school WASH programming,** such as the reduction of water-borne disease incidence or of girl drop-outs due to poor WASH, than merely ensuring that every school has adequate WASH facilities.
- **Have more decentralized school WASH operations** and involve local stakeholders (school principals, *shura* and district and provincial officials) in planning, designing and construction of school WASH facilities – and provide budgetary and technical assistance to strengthen their ability to carry out O&M.
- **Have specialized WASH training for teachers and principals** as part of the curricula of all regular induction training, teacher training programmes and refresher trainings, focusing on the critical importance of WASH practices (in order to break the faecal-oral chain of infection) and the special and innovative techniques necessary (and possible) to make WASH trainings interesting, relevant and therefore useful and effective for school children of different ages. Build a cadre of good-quality professional WASH trainers – to train teachers on how to train children properly.
- **Make greater efforts to recruit and train women teachers** since having more women teachers to impart school WASH trainings - and MHM instructions to girls – is key to effective MHM and school WASH. Look for innovative solutions – such as training local women in MHM and ensuring that every school with girls has a designated set of local women who have been mandated and trained to provide MHM training.
- **Increase MHM interventions** e.g., awareness generating activities like classes and seminars; informative materials like books and pamphlets; and facilities like sanitary napkins, incinerators and dustbins, etc.
- **Involve religions leaders** such as *mullah*s and *imam*s of local mosques to lead the community effort on improving school WASH facilities may be a useful option.
- **Use social and individual incentives** such as devising small competitions within districts and provinces for innovative WASH training, or for schools whose boys and girls have performed well in WASH-related activities, or for the cleanest toilets, or for teachers voted as Sanitation Ambassadors.

1 WASH IN SCHOOLS IN AFGHANISTAN

1.1 WATER, SANITATION AND HYGIENE IN AFGHANISTAN

In Afghanistan many children die due to diseases caused by poor sanitation and hygiene and 22% of mortality among children under 5 is attributed to diarrheal diseases.[1] Between 1990 and 2015, however, Afghanistan had made 'good progress' towards the Millennium Development Goals (MDGs) for water supply according to the Joint Monitoring Programme (JMP) of UNICEF and WHO, but had made 'little or no progress' towards achieving the MDG for sanitation (WHO/UNICEF, 2015). The Report noted that the coverage of improved water facilities had risen to 78% of the population in urban areas and 47% in rural areas, but improved sanitation facilities were available to only 27% of the rural population compared to 45% of the population in urban areas (Table 1.1).[2]

Table 1.1: Coverage of improved water and sanitation facilities, Afghanistan, 1995-2015[3]

Year	Population (million)	Proportion of the population with access to improved			
		Water supply facilities		Sanitation facilities	
		URBAN	RURAL	URBAN	RURAL
1995	17	43%	16%	26%	19%
2000	20	52%	24%	31%	21%
2005	24	61%	32%	36%	23%
2010	28	71%	41%	41%	25%
2015	33	78%	47%	45%	27%

Over this period, open defecation has been eliminated in urban areas of Afghanistan, but continues to be practiced by around 5.5 million people in rural Afghanistan (Table 1.2).

Table 1.2: Open defecation in Afghanistan, 1995 - 2015

Year	Population (million)	Population practicing open defecation			
		Urban areas		Rural areas	
		Proportion	Number (million)	Proportion	Number (million)
1995	17	16%	2.68	38%	6.37
2000	20	11%	2.17	32%	6.30
2005	24	6%	1.46	27%	6.59
2010	28	1%	0.28	21%	5.87
2015	33	0%	0.00	17%	5.53

[1] UNICEF and World Health Organization, 2015. *25 Years of Progress on Sanitation and Drinking Water: 2015 Update and MDG Assessment*. New York and Geneva.

[2] 'An improved drinking water source is one that, by the nature of its construction, adequately protects the source from outside contamination, particularly faecal matter', while an 'improved sanitation facility is one that hygienically separates human excreta from human contact' with the rider that 'sanitation facilities shared with other households are not considered to be improved'. UNICEF and World Health Organization, 2015. *op. cit.,* p. 50. Available at https://www.wssinfo.org/documents/.

[3] Sources for both Table 1.1 and 1.2*:* Population estimates are from World Bank (2017) Afghanistan [online]. Available at http://data.worldbank.org/country/afghanistan; Coverage data are from JMP (2017) *op. cit*.

UNICEF Afghanistan notes that while 'some progress has been made on access to improved sanitation in Afghanistan and in reducing open defecation, particularly in urban areas since 1990 … the country still has a long way to go to achieve the MDGs in sanitation in both rural and urban areas'.[4] In 2015, hand washing facilities at home with soap and water were available for 39% of the country's population of around 33 million, but more for the urban population (66%) than rural (33%).[5] These aggregate figures however mask wide variations across rural areas, across provinces and districts: even before 2013, two provinces theoretically had 100% water supply coverage, seven had more than 70% coverage, while others were much lower.[6] Sustainability of water points is a further concern, with 30% of facilities constructed since the mid 1990s estimated to be non-functional[7] - as is water quality.

In sanitation, the measurement of 'access to sanitation' is a problem, especially when it comes to traditional pit latrines – and the practice of using faeces as fertilizer in fields – given that the lack of proper composting of faeces before carrying them and spreading them in fields by hand without protection violates the fundamental principle of 'hygienically separating human excreta from human contact' that defines 'improved sanitation' and carries the similar risks as open defecation. Two compounding factors in the relatively poor access to rural sanitation and the continued prevalence of open defecation are: poverty - more than 75% of the total country's population (in 2015) lives in rural areas and that more than 80% of the poor population (in 2011-12) are to be found in rural areas;[8] and illiteracy – 75.6% of the poor population aged more than 15 years is illiterate.[9] Further, a major cause of low improved sanitation is the lack of demand for sanitation. Social marketing, hygiene education and links between sanitation and health are limited, resulting in inadequate demand for improved sanitation (HDR, 2011).

The knowledge and practice of hand washing behaviour across the country has been noted to be poor, although different studies have noted that 40-80% of people have self-reported washing hands before eating.[10] However, the baseline study for the USAID project on sustainable water supply and sanitation in its project provinces noted that while 86% of households had a fixed place for washing hands but only 3% had it near the toilet; and, similarly, while 77% had soap at home only 2.8% households had soap placed near their washing place.[11] Therefore, it is likely while not all will be washing their hands after going to the toilet, it is even less likely that soap will be used to wash hands every time. Bathing also tends to be irregular, commonly reported to be once in 1-2 weeks in rural areas.[12]

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[4] UNICEF (2017) Afghanistan: Water and Environmental Sanitation [online] Available at www.unicef.org/afghanistan/wes.html.

[5] JMP, 2017. Afghanistan Country Data. WHO/UNICEF Joint Monitoring Programme (JMP) for Water Supply and Sanitation [online]. Page 80. Available at https://www.wssinfo.org/documents/.

[6] House, Sarah (2013), *Situational Analysis of the WASH Sector in Afghanistan*. Kabul: UNICEF Afghanistan, p 19, quoting from the National Risk and Vulnerability Assessments 2007/8 and 2011/12 and the Afghanistan Multiple Indicator Cluster Survey of 2011/12

[7] House, Sarah (2013), *op. cit.* p. 19

[8] 73% of the country's population was rural in 2015 (JMP, 2017), while 81% of the poor population was in rural areas as per an analysis of the National Risk & Vulnerability Assessments of 2007/8 and 2011/12 (Government of the Afghanistan and the World Bank, 2015, *Poverty Status Update* [pdf] Kabul, p. 15.

[9] Government of the Islamic Republic of Afghanistan and the World Bank, 2015, *op. cit.* p. 18.

[10] House, Sarah (2013), *op. cit.* p. 20

[11] USAID, 2010. Sustainable Water Supply and Sanitation (SWSS) Project, Baseline Report. Kabul: Afghanistan.

[12] House, Sarah (2013) *op cit.*, p. 20.

1.2 SCHOOLS AND WASH IN AFGHANISTAN

School education in Afghanistan: When the Taliban regime fell in 2001, less than a million boys were enrolled in school, while girls and women were completely excluded. There were 3,400 general schools for about 20,700 male teachers. Since then, the Ministry of Education (MoE) of the Government of Afghanistan built more than 16,000 schools and trained more than 150,000 teachers - and by 2016, the net enrolment rates for school-going children were close to 60% with an estimated 9 million children in schools, 40% of them girls.[13] National figures however hide considerable regional disparities: Southern provinces and rural regions are under-served and also have much fewer girls enrolled compared to boys.[14]

In addition to Islamic Schools, the General Education Schooling system in Afghanistan consists of 12 grades, consisting of 6 years (grades 1-6) in Primary school, followed by 3 years (grades 7-9) in Lower Secondary school and 3 years (grades 10-12) in Upper Secondary school (Grades 1-9 is also referred to as Basic Education). Access to education in Afghanistan, however, still suffers from disparities across gender, geographical location and household income, in addition to differences across provinces and the rural-urban divide.

The 2015 Education for All Review report for Afghanistan noted that barriers to access to education currently include 'insecurity, poverty, and child work, lack of schools in remote areas, long walking distance to schools, and harassment of children on the way to school'.[15] The review identified several factors for the poor access and retention in primary schools:[16]

- General insecurity in many parts of the country (including (arson) attacks on schools resulting in closure of schools for long periods of time, or attacks on children and teachers going to school)
- Socio-cultural practices and beliefs that undermine girls' education (e.g., many Afghan families do not allow their adolescent daughters to be taught by male teachers and to learn in the same classes as boys), including child marriage
- The need to contribute to family income (mainly for boys)
- Inadequate number of schools in general (resulting in long walking distances to schools), and for girls in particular (only 16% of schools are girl schools)
- Shortage of qualified teachers, especially female teachers (only 31.7% of total teachers are female – while only 42% of teachers are qualified and the majority are working in urban areas) and reduced teaching hours (since around 30% of schools run multiple shifts)

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[13] USAID, 2016. *Afghanistan: Education Fact Sheet* [pdf] Kabul: Afghanistan, Available at https://scms.usaid.gov/sites/default/files/documents/1871/07%20FINAL%20Sector%20Fact%20Sheet%20OED%20July%202016.pdf

[14] Vinson, J. E., (undated) *Educating Girls and Empowering Women: Gender and Post-Conflict Education Reforms in Afghanistan*. Boston: Harvard University Graduate School of Education. Available at https://inee-assets.s3.amazonaws.com/resources/Vinson_Gender_and_Post_Conflict_Educational_Reform_in_Afghanistan.pdf; World Bank and DfID, (2010). *Afghanistan Public Expenditure Review 2010: Second Generation of Public Expenditure Reforms, Education Sector*. Working Paper 5. Washington DC: World Bank and Department for International Development, Government of the UK.

[15] MoE, 2015. *Education for All 2015 National Review Report: Afghanistan*, Kabul; Ministry of Education, p. 13; citing the National Risk and Vulnerability Assessment 2011/12.

[16] MoE, 2015. *op cit.*, p. 25, citing MoE (2012) Educational Joint Sector Review (EJSR) Sub-Sector Report on Primary and Secondary Education in 2011. Kabul: Ministry of Education, Government of Afghanistan.

- Inadequate facilities in schools, such as toilets, drinking water, boundary walls and learner's desks (70% of schools buildings lack boundary walls; 50% of schools do not have usable buildings; 30% lack drinking water facilities, and 60% lack toilets)

WASH and school education: There is considerable global evidence today that the WASH situation in schools has widespread impacts on the ability of schoolchildren to learn. Inadequate WASH facilities can affect school attendance, encourage absenteeism and reduce cognitive function, among other impacts (Table 1.3).[17]

Table 1.3: Globally recognized impacts of poor WASH facilities on primary school education

Attendance and absenteeism
Inadequate school WASH and attendance**:** Inadequate WASH can inhibit school attendance, especially among girls (truancy, failing classes, absenteeism and drop out), particularly for adolescent girls who are menstruating
Hand washing promotion programmes reducing absenteeism: Hand washing in institutions such as primary schools and day care centres can reduce the incidence of diarrhoea by an average of 30%.
Worm burden and absenteeism**:** The worm burden in children heightens absenteeism. Addressing anaemia (a symptom of worm infection) can have important effects on schooling and health. Children enduring intense infections with whipworm miss twice as many school days as their infection-free peers.
Bringing water closer to households reduces absenteeism: Girls' school attendance increases significantly for every hour reduction in water collection. In several studies, when water was brought closer to home, attendance increased by between 12 to over 30%.
Reduction in cognitive function because of worms and malnutrition
Children with heavy intensity hookworm infections have been shown to suffer growth retardation as well as cognitive impairments. As a result, hookworm has been associated with impaired learning, increased absences from school, and decreased future economic productivity.
Other challenges of poor WASH in schools
Challenges for children and teachers with disabilities: If facilities are not accessible to children with disabilities (with ramps, seats, handrails), they face having to crawl across or sit on the floor in a latrine, which poses issues of both dignity and health from becoming contaminated with faeces from latrines with poor hygienic conditions. Managing menses while in school is particularly difficult for girls with disabilities.
Attracting and retaining teachers in rural schools: can be influenced by the availability of water and sanitation.
Education of children for good WASH behaviours in adulthood: Children who are habituated to adequate water, sanitation and hygiene in schools may later in life increase demand for good water supply, sanitation and hygiene in the community as a whole.

School WASH in Afghanistan Information on the number of schools in Afghanistan and their WASH facilities, however, is not easily available as a comparable series. The total number of schools in Afghanistan was estimated to be 10,998 in 2008, rising to 12,891 in 2011, 14,126 in 2013[18] and to more than 16,000 in 2013.[19] A nation-wide survey in 2007 of 9,398 urban and rural schools by the Ministry of Education (MoE), Government of Afghanistan (GoA), with support from UNICEF, found the following:[20]

- A majority (83%) of schools are in rural areas, catering to 65% of all students.

[17] From House, Sarah (2013), *op. cit.*, pp. 43-44.
[18] MoE. 2016. EMIS. Available at http://emis.af/SD-unit.aspx; another figure is 14,785 from MoE (2015), *op.cit.*
[19] Mohammad Sadir Adina. 2013. Wardak seeks $3bn in aid for school buildings. [online] Pajhwok News. Available at http://www.pajhwok.com/en/2013/05/18/wardak-seeks-3b-aid-school-buildings
[20] Gawade, V., 2010 Assessment of existing school sanitation in Afghanistan, Kabul: UNICEF Afghanistan, p. 7.

- Girls represent about 35% of the total school strength in General Education schools but only 7% of all students in Islamic Schools.
- More than half (54%) of schools do not have water supply facility (an open dug well or hand pump).
- The 22,728 toilets in these schools represent only 2.4 toilets per school, and 15% need rehabilitation
- Another 28,805 toilets need to be built to raise the average to 3 toilets per school.

The Educational Management Information System (EMIS) of the MoE shows that considerable progress had been made by 2011, although much more needs to be done:[21]

- Number of schools in the country: 12,891
- Separate sanitary toilet coverage in schools: 46%
- Availability of safe drinking water in schools: 48%
- Dedicated hand washing facilities: 12%.

However, a Situational Analysis in 2013 showed that there are discrepancies between EMIS data and those from other studies. For instance, a questionnaire-based survey in 2010 of 7,769 schools in 24 provinces of Afghanistan found that only 37% of all surveyed schools had safe drinking water[22] – which is lower than the 48% recorded in EMIS. Other results reported from the survey were:

- Schools with sanitary toilets: 40%
- Co-education schools with separate toilets for boys and girls: 47%
- Schools with separate toilets for the physically challenged: 9%
- Schools where hand-washing facilities are available: 13%
- Schools where soap is available: 7.5%
- Schools where cleanliness instruction is provided by the teacher: 78.5%
- Schools where hygiene promotion materials are provided: 20%

Other studies have found that:[23]

- Most toilets are poorly maintained due to lack of maintenance resources, and therefore are often dirty or non-functional
- The lack of menstrual health facilities in schools is a major cause for absenteeism among adolescent girls' in schools with an estimated 30% of girls staying home during menstruation.
- In addition to cultural restrictions, the shortage of water for hygiene and the lack of disposal facility for sanitary waste create additional challenges.
- The relative lack of separate toilets for girls and boys was considered less of a challenge as there are usually separate schools for girls and boys.[24]

[21] WASH in Schools. 2016. Country Profile: Afghanistan. [online] Available at http://washinschoolsmapping.com/projects/Afghanistan.html

[22] Mansoor, Asim, 2011. *WASH Data in Schools in Afghanistan: Final Report*. Kabul: Organizational Development Consultants International and UNICEF Afghanistan.

[23] Columbia University and UNICEF (2012) *WASH in Schools: Empowering Girls' Education. Proceedings of the Menstrual Hygiene Management in Schools Virtual Conference 2012*. New York, USA; Bekele, A., Zahida, S. and Kato, M., (2011) Addressing the challenge on the use and sustainability of School WASH facilities in Afghanistan. Kabul; UNICEF Afghanistan; and Womanity Foundation & UNICEF, 2014. Facilities for Girl's Hygiene in 16 schools in Jalalabad and Kabul Provinces: Survey Report. Kabul: Womanity Foundation & UNICEF Afghanistan.

- Many rural inhabitants bathe only once a week.[25]

A separate assessment of menstrual health and hygiene in girls' upper secondary schools in Kabul and Parwan districts found that, among the 160 girl students interviewed:[26]

- Only 8% used sanitary pads; Most girls (61%) used old clothes as napkins (as they cannot afford to buy pads), wash these clothes after use and reuse them after drying.
- Only 3% of girls in Grade 12 dispose of clothes/pads properly (i.e., put them in a bag and put the bag in dustbins used for solid waste collection).
- Nearly a third (29%) of girls are absent from school during their menstruation periods, as the schools do not have facilities for changing used napkins/clothes, washing hands and disposing off napkins/clothes.
- There is little knowledge among girls and their mothers on handling menstruation hygienically.

The main problems seem to be an insufficient number of schools and, within these, inadequate numbers of WASH facilities, problems of operation & maintenance (O&M), and behavioural change to promote hand washing and menstrual hygiene management (MHM).

1.3 THE WASH IN SCHOOLS (WinS) PROGRAMME

There is no document that summarizes or describes the WASH in Schools (WinS) programme of UNICEF Afghanistan in its entirety. Although the TORs mentioned that WinS policy and programme documents would be made available for the evaluation, after detailed discussions with UNICEF officials, it emerged that '[f]ormal WinS documents for Afghanistan on policy, strategy and management are not available' and that 'the programme up to 2016 was implemented based on the priorities of the donors and UNICEF by the Zonal Offices, based on their planning and management'.[27]

Given this, the details of the WinS Programme and implementation status had to be put together from various sources: the objectives were drawn from a document titled 'Child Friendly School Integrated Training Package' dated September 2012; a Theory of Change had to be created from this document and the Evaluation TORs; and the scope and status of the programme had to be gleaned from the EXCEL sheets procured from the MoE (by the UNICEF WASH Section), since no information on budgets and expenditures was available from the MoE or UNICEF WASH Section in Kabul; and operational details had to be re-

[24] UNICEF (2012) WASH for School Children, Provisional Draft. State-of-the-art in Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka. Kathmandu, Nepal

[25] House (2013) *op.cit.* cites a 2012 study of hygiene practices in Urozgan Province that found that most school-going children bathed weekly (70%) [SC, 2012. A baseline study of health, nutrition and hygiene survey and physical examination of school-aged children and adolescents in Urozgan province, Afghanistan. Kabul: Save the Children]; and another study in Paktia, Sur-e-pul and Ghor in 2013 that found that 58% of all children and adult males and females surveyed reported bathing once in two weeks and 15% once a month [ACTED and UNICEF, 2013. Knowledge, Attitude and Practice (KAP) study on Hygiene. Kabul: Afghanistan].

[26] Tear Fund, 2010. WASH in Schools Assessment in the Central Region of Afghanistan (Kabul, Kapisa and Parwan Provinces). Kabul: UNICEF Afghanistan

[27] Minnigh, P. E., 2017. Personal communication. Kabul: WASH Section, UNICEF Afghanistan. 23 March 2017.

constructed based on discussions with UNICEF and MoE staff:[28] These details are presented below.

Overview

The WASH in Schools (WinS) programme of UNCIEF Afghanistan may be divided into two phases: a pre-phase from 2008 to 2011 and a second from 2012 to the present.

WatSIP (2008—2011)

Since 2008 and in collaboration with the Ministry of Education (MoE) and Ministry of Rural Reconstruction and Development (MRRD), UNICEF provided funds to the MRRD for a Water and Sanitation Infrastructure Project (WATSIP)[29] to construct a range of water and sanitation infrastructure in rural communities, part of which included building these facilities in schools. For instance, a community piped water supply was built that also provided water supply to schools within the community, or toilets were built in nearby health centres and schools – but there were only few instances when the construction focused exclusively on schools. There is also no indication that these included MHM facilities or hand-washing stations.

There is, however, little information about the pre-phase of the WinS program, as most of the senior officials during that time had left and, since there was little documentation of this work their replacements were not clear about the modalities of this work.[30] From the available information some details of the work done in this phase have been put together. In the 4 years from 2008 to 2011, a total of 460 WASH interventions are listed, but only 117 were exclusively in schools while 7 were for schools and other locations such as clinics or communities (Table 1.3).[31] The maximum construction was in 2010, which is also the only year that interventions were made in combinations involving a school and another location.

Table 1.3: Water and sanitation infrastructure construction supported by UNICEF (2008-2011)

Year	Water and sanitation facilities built in		
	Schools	Schools + other*	Total
2008	9		14
2009	12		27
2010	86	7	318
2011	10		101
	117	**7**	**460**

* These included 1 latrine built for a school + HCF; and 'wells and latrines' built for 2 'schools + HCFs', for 1 school and a community; for 2 'schools + clinics'; and 1 for a 'school, a community and a clinic'.

Source: MoE data provided by UNICEF

[28] Interviews with UNICEF WASH Section officials are summarized in Annex 10.

[29] This is inferred from the fact that the project codes given in the EXCEL sheets are marked WATSIP.

[30] See interviews with the Head and Deputy Head of the WASH section of UNICEF Afghanistan in Annex 10.

[31] The actual number of facilities constructed may be higher since there is no information provided on how many latrines, wells or water supply facilities were constructed. Also, the number of schools may be higher since some entries simply state 'different schools'. For instance, one entry for 'survey and design' covers 5 districts.

The province-wise distribution of the school-level work shows that it started with water and sanitation facilities for 1 school in each of 9 provinces in 2008 and similarly 1 school in each of 12 provinces in 2009 before expanding to 93 facilities in 13 provinces in 2010 – and reducing to 10 schools in 3 provinces in 2011 (Table 1.4).

Table 1.4: Province-wise distribution of school water and sanitation facilities, 2008-2011

Districts		Number of interventions in schools				
		2008	2009	2010	2011	**Total**
1	Badakshan		1	1		**2**
2	Badghis			3		**3**
3	Baghlan	1	1			**2**
4	Balkh		1	14		**15**
5	Bamyan	1	1	13		**15**
6	Daykundi	1	1		5	**7**
7	Farah			4		**4**
8	Faryab		1	5		**6**
9	Ghazni			3		**3**
10	Ghor		1		1	**2**
11	Jawzjan	1	1	6		**8**
12	Kapisa				4	**4**
13	Khost	1				**1**
14	Kunar		1	1		**2**
15	Kunduz	1		7		**8**
16	Laghman	1	1			**2**
17	Logar		1			**1**
18	Nangarhar	1	1			**2**
19	Noristan			3		**3**
20	Panjshir	1		11		**12**
21	Parwan			22		**22**
Total		**9**	**12**	**93**	**10**	**124**

Source: MoE data provided by UNICEF

Around 20 types of interventions were carried out from elevated tanks and green areas, to piped schemes, 'strategic wells', latrines and wells, although those provided in schools are just latrines, wells and (piped) water supply (Table 1.5)

Table 1.5: Type of Water and Sanitation interventions made, 2008-2011

Interventions	**Location of interventions**			**Total**
	Schools	**Schools + others**	**Other**	
Latrine	66	1	27	94
Well and Latrine	22	6	66	90
Well	19	0	173	192
Water Supply	9	0	5	14
Wells, Latrine & Pipe Scheme	1	0	0	1
Totals	**117**	**7**	**267**	**391**

Source: MoE data provided by UNICEF

However, this work was not called WinS at the time and was mainly financial support for the construction of water supply and sanitation facilities by local agencies. In 2010, the GoA launched the 'Call for Action for WASH in Schools', which was signed by the MOE, Ministry of Public Health (MoPH), UNICEF and the World Health Organization (WHO). The National WASH Policy for Afghanistan of 2010 aimed to provide WASH facilities in 100% of schools by 2015.[32] UNICEF and the GoA launched the WASH in Schools (WinS) programme thereafter with the MoE taking stewardship of implementation, the MRRD supporting the MOE by implementing the hardware components, and the MoPH providing technical support to MoE by developing communication materials and messages on behavioural change activities to improve hygiene behaviour in schools.

WinS (2012-2016)

After a UNICEF Mid-Term review of the WinS programme in 2012, a joint decision was taken to shift the construction of sanitation and water supply facilities from MRRD to MoE, and UNICEF Afghanistan worked in partnership with the MoE to implement a programme called the 'Improving Access to WASH in Schools' programme, with the following activities, roles and responsibilities:[33]

- **Hardware activities**: Construction of latrines (separated boys and girls cubicles), hand washing stations and water supply facilities. The Infrastructure Development Department of the MOE is responsible for:
    - Assessing and selecting schools
    - Making the designs and Bill of Quantities (BOQ)
    - Contracting construction companies to build WASH infrastructure in schools
    - Supervising the construction and implementation of the contract
- **Software activities**: Capacity building, behavioural change interventions for improved hygiene in schools, and school sanitation and hygiene education provided to teachers, education administrators, community members, village sanitation committees, non-governmental organizations (NGOs), and community-based organizations (CBOs).The Health Directorate of MOE is responsible for implementing these software activities.

Under the WinS programme from 2012 to 2016, designs for construction of WASH facilities namely school EcoSan latrines, urinals, incinerators and wash rooms were developed.[34]

The rest of section discusses only the WinS programme from 2012 to 2016.

[32] WASH in Schools. 2016. Country Profile: Afghanistan. [online] Available at http://washinschoolsmapping.com/projects/Afghanistan.html. The total number of schools in 2008 was estimated to be 10,998 (Gawade, V. 2010. Assessment of Existing School Sanitation Facilities in Afghanistan. Kabul: Report submitted to UNICEF Afghanistan, p. 5).
[33] Terms of Reference for this evaluation. See Annex 1.
[34] WASH in Schools. 2016. Country Profile: Afghanistan. [online] Available at http://washinschoolsmapping.com/projects/Afghanistan.html

Objectives

Specific objectives of the WinS Programme from 2012 are to:[35]

- *Make visible the value and impact of school sanitation* as perceived by the community and thereby raise the level of ownership
- *Promote the importance of WASH in schools* at national, state and district levels
- *Improve hygiene practices* among school children, their families and communities
- *Develop, test and improve the curriculum, teaching methods, teaching aids and teaching programmes*, with a view to children learning the value of hygiene and health-promoting behaviour
- *Promote family and community involvement, and partnership* in the sustainability of WASH facilities in school

The TORs for this evaluation also states that 'the [WinS] programme is being implemented through equity, human rights and gender-based approaches, ensuring equitable access to water and sanitation for all children at schools' (see Annex 1). There is, however, no document that describes the approach and can substantiate this assertion. Also, the WinS programme did not a Theory of Change (TOC), and hence it was developed as part of this Evaluation, showing the potential outputs, outcomes and impacts of the WinS programme (See Annex 2).

Implementation Status

Between 2012 and 2016, the WinS Programme has been implemented in 932 schools across 26 provinces, with the largest number of schools being in the West Zone (477) followed by the North (174) while it was implemented in only 79 schools in the South Zone (Table 1.6).

Table 1.6: Coverage and Implementation Status, WinS Programme, 2012-2016

Districts	2012	2013	2014	2015		2016		Total
	Completed	Completed	Completed	Completed	*In progress*	Completed	*In progress*	
Central	**18**	**16**	**14**	**6**	**22**	**11**	**20**	**107**
Bamyan			14	6			*3*	23
Daykundi					*14*			14
Khost	7							7
Paktia		16				11	*17*	44
Paktika	11				*8*			19
East	**6**	**0**	**18**	**14**		**39**	***18***	**95**
Kunar			18	5				23
Laghman	6					22	*3*	31
Nangarhar				9		17	*15*	41

[35] UNICEF, 2012. 'WASH in Schools Module' Child Friendly School Integrated Training Package. Kabul: UNICEF Afghanistan.

Districts	2012	2013	2014	2015		2016		Total
	Completed	Completed	Completed	Completed	*In progress*	Completed	*In progress*	
North	**37**	**26**	**0**	**64**	**17**	**1**	**29**	**174**
Badakshan				7		1		8
Balkh		11		21			12	44
Faryab	11							11
Jawzjan		15		17			7	39
Kunduz	6							6
Namangan				14	*17*			31
Saripul	10			5			*10*	25
Takhar	10							10
South	**6**	**41**	**20**	**0**	**8**	**0**	**4**	**79**
Helmand		6	20		4			**30**
Kandahar		16			4		4	**24**
Nimroz	3							**3**
Urozgan	3	10						**13**
Zabul		9						**9**
West	**5**	**51**	**84**	**155**	**87**	**44**	**51**	**477**
Badghis		51	84	36	35	9	9	**224**
Farah				35		10	10	**55**
Ghor	5			49	52	9	9	**124**
Herat				35		16	23	**74**
TOTAL	**72**	**134**	**136**	**239**	**134**	**95**	**122**	**932**

Source: MoE data provided by UNICEF

As the Table shows, out of the total of 932 schools where the programme has been implemented, work has been completed in 676 schools, and the work in 256 schools is still in progress: 134 schools where work started in 2015 and 122 schools where the work started in 2016.

From the same EXCEL sheet provided by MoE through UNICEF, some idea can be obtained of the sources of the funding for the WinS programme (Table 1.7).

Table 1.7: Sources of funding for the WinS programme, 2012-2015

Source of funding	Number of WinS schools covered per year					**Total**
	2012	2013	2014	2015	2016	
Japan	32	42	116	155		**345**
Unspecified					213	**213**
Finland	21	77		60		**158**
WinS	19	15	20	81	1	**136**
RR				46		**46**
Sida				31		**31**
UNICEF					3	**3**
Total	**72**	**134**	**136**	**373**	**217**	**932**

Source: MoE data provided by UNICEF

The sheet shows that Japan has funded 345 out of the 932 schools covered under the WinS program from 2012-2015 (under various names for the funding, e.g., Emergency or Child Friendly Schools (CFS)). A further 213 schools were covered by funds an unspecified source in 2016 although it could just be that the MoE has not disaggregated the sources yet. Finland supported 158 schools from 2012-15 and a category called 'WinS' funded another 136. The latter could also be a 'catch-all' category with funding from multiple donors, channelled through UNICEF. 'RR' funded 46 schools and Sida covered another 31 schools in 2015, while UNICEF is credited with supporting 3 schools in 2016.

Programme Implementation Process

The WinS Programme implementation process after 2012 was the following:[36]

- **Funds**: Funding from bilateral donors from countries such as Sweden, Japan and Finland funds is given to UNICEF which then allocates funds to different Zones for WinS implementation. UNICEF Zonal Officers are responsible for programming, together with their counterparts, PEDs.
- **Targeting:** Schools are selected to receive new WASH facilities largely based on requests from provinces, districts and local stakeholders such as local Members of Parliament.
- **Contracting**: Contracting was done at the central level (Kabul) till 2015, but thereafter, the responsibility for contracting was devolved to PEDs. Only very expensive or complicated construction required permission from national level.
- **Designs**: MoE used a standard set of designs of toilets and other construction. Based on this design, every school must have a separate Bill of Quantities (BOQ).
- **'Hardware' implementation**: The construction of WASH facilities in schools has the following process:
    - MoE/PEDs decide the design, make a BOQ, and draw up the tender documents and send these to UNICEF Zonal Officers for approval.
    - UNICEF Zonal Offices check the BOQs, unit costs, and the tender documents – make small corrections where needed – and then approve the tender documents.
    - The contract is executed by the MoE/PED with a contractor having to construct WASH facilities in 5-15 schools typically.
    - UNICEF Zonal Officers make payments to contractors in (three) instalments as per the milestones for payment specified in the contract.
    - On completion of the work, and at the final payment stage, the WASH facility is handed over by the contractor to the PED.
- **'Software' implementation**: The training for teachers on personal hygiene is carried out by Master Trainers of the MoE for school teachers, with support from UNICEF. UNICEF Education and WASH sections prepared the training material and a training

[36] Based on an interview with Ms. P. E. Minningh, WASH Section, UNICEF Afghanistan, Kabul, who is responsible for the WinS Programme at UNICEF Afghanistan. See Annex 10 for details.

curriculum on school WASH and under the Child Friendly Schools (CFS) programme.

- **Operation and Maintenance:** Schools are meant to contract cleaners and are responsible for providing cleaning materials for the post construction operation and maintenance (O&M) of the toilets.

UNICEF wished to conduct an independent evaluation of the WinS programme and contracted Society for Sustainable Development Afghanistan (SSDA) to carry out this evaluation. The findings and recommendations of this evaluation 'are intended to (1) be used to guide UNICEF, the GoA and other stakeholders to improve the WinS programme, and also (2) contribute to evidence-based policy making in the field of WASH and maximize the impact of the programme, in order to achieve the final goal of providing services in schools to enhance school performance by keeping students and teachers healthy' (from Evaluation TORs; see Annex 1).

Primary users of the evaluation analysis, conclusions and recommendations are the UNICEF WASH Team, the WinS implementing partners of the government (such as MOE, MRRD and MoPH), and others NGOs and UN agencies, which are closely collaborating with UNICEF in Afghanistan.

1.4 STRUCTURE OF THE REPORT

The next section (Section 2) details the purpose, objectives, criteria, questions and scope of the evaluation; the sampling design and final sample selected; evaluation methods, ethical considerations, quality assurance and limitations.

Section 3 presents the key findings and analysis - arranged in four parts: relevance, effectiveness, efficiency and sustainability – as well as problems identified by UNICEF staff and their thinking on future directions.

Section 4 presents Conclusions, Recommendations and Ways Forward.

2 THE WinS EVALUATION

2.1 PURPOSE OF EVALUATION

The purpose of this independent evaluation is to evaluate the implementation of the two key components of the WinS programme (see Evaluation TORs in Annex 1):

- The hardware component: quality of construction, design appropriateness, cost effectiveness and sustainability of the WASH facilities at schools, etc.
- The software component: By asking question such as the following:
    - To what extent have the objectives of the software components been achieved?
    - To what extent have targeted teachers and students improved hygienic behaviour, aided by the availability of WASH facilities on the school premises?
- The relevance, effectiveness, efficiency and sustainability of the WinS programme

The main objectives of this evaluation are to analyze and evaluate:

- the implementation modality of the WinS programme
- the appropriateness of the facilities constructed
- the achievements, strengths and weaknesses of the programme

Specific objectives of the evaluation are to:

- Review (1) the types and frequency of hygiene behavioural change interventions for teachers and students and (2) their general level of knowledge about hygiene and health
- Evaluate (2) the use, cleanliness and suitability of WASH facilities in schools by different groups of students and teachers (girls and boys, teachers, people with disabilities); and (2) their level of satisfaction
- Assess the hardware implementation modality, including but not limited to the quality and appropriateness of designs used for WinS infrastructure
- Appraise the day-to-day management, functionality and maintenance of WinS facilities

Evaluation recommendations will be used to improve the implementation modality of software and hardware components, including appropriate service delivery and access; teacher and student support for behavioural change; technical designs, material use and supervision; and O&M systems for schools to ensure long-term functionality.

2.2 SAMPLING DESIGN

The study TORs (see Annex 1) required that a representative sample to be selected from 316 schools across 13 provinces where the WinS programme was implemented from 2012-2014,

with the support of various donor agencies (including those of Finland, Japan and Sweden) as well as the Regular Resources (RR) of UNICEF. The TORs also list 19 provinces across the 5 zones (North, East, West, South and Central) 'that include WinS projects of 2012-2014 and where new projects are being implemented' and elsewhere state that WinS covered '10 UNICEF focus provinces, four more provinces in the Northern zone and one in the Eastern Zone'

According to data provided by UNICEF and the MoE, however, from 2012 to 2015 the WinS Programme has been implemented across 25 provinces in a total of 622 schools, catering to 4.68 million students (2.54 million boy and 2.14 million girls). However, no information is readily available on the geographical setting of the intervention schools (e.g., urban, peri-urban, rural). Also, 11 of these 19 provinces are currently listed as Unsafe.[37] Therefore, as per the written suggestion of UNICEF in mid-October 2016, the sampling design was expanded to include WinS programme schools from 2008 to 2011.

The evaluation provinces were thus selected on the basis of three criteria:

1. **Listed in UNICEF TORs:** The 19 provinces that were listed in the UNICEF TORs were the primary basis for the selection of provinces
2. **Security:** Of the 19 Provinces listed in the UNICEF TORs, 11 provinces are currently declared Unsafe and hence were not selected for the evaluation.
3. **Geographical representativeness:** Schools were to be selected from provinces representing each of the five zones, North, East, West, South and Central.

Applying these criteria gave a list of 20 provinces for the WinS Evaluation (Table 2.1), with one additional province (Herat) in the Western Zone being added to represent this Zone (since the Western Zone Provinces of Ghor and Badghis in the UNICEF list could not be included due to security concerns).

Table 2.1: Provinces to be covered by the WinS Evaluation

Zone	Province		Listed in ToRs?	Safe?	Number of Schools where WinS was implemented		
					2008-2011	2012-2015	Total
West	1	Ghor	Yes	No	18	67	85
	2	Badghis	Yes	No	17	170	187
	3	Heart	No	Yes	27	35	62
North	4	Balkh	Yes	Yes	23	32	55
	5	Jawzjan	Yes	Yes	16	32	48
	6	Saripul	Yes	No	18	15	33
	7	Faryab	Yes	No	10	11	21
	8	Samangan	Yes	Yes	18	31	49
	9	Kunduz	Yes	No	17	6	23
	10	Takhar	Yes	Yes	42	10	52
Central	11	Paktia	Yes	No	2	16	18
	12	Bamyan	Yes	Yes	30	19	48

[37] The 'Limitations and risks' section of the TORs state: 'Limitations in conducting primary data collection may include inaccessibility of the target population due to security issues, terrain, cultural norms and traditions.'

Zone	Province		Listed in ToRs?	Safe?	Number of Schools where WinS was implemented		
					2008-2011	2012-2015	Total
	13	Khost	Yes	Yes	5	7	12
	14	Paktika	Yes	No	0	14	14
East	15	Laghman	Yes	Yes	46	6	52
South	16	Urozgan	Yes	No	0	13	13
	17	Kandahar	Yes	Yes	0	20	20
	18	Helmand	Yes	No	0	30	30
	19	Nimroz	Yes	No	0	3	3
	20	Zabul	Yes	No	0	9	9
Total					**289**	**546**	**835**

Source: UNICEF and MoE, GOA

The eight provinces selected for the evaluation are thus all 'secure', cover all 5 zones of the country and contain a total of 351 schools where the WinS programme has been implemented (highlighted rows in Table 2.2).

Table 2.2: List of study provinces

Zone	Province		Listed in ToRs?	Safe?	Number of Schools where WinS was implemented		
					2008-2011	2012-2015	Total
West	1	Herat	No	Yes	27	35	62
North	2	Balkh	Yes	Yes	23	32	55
	3	Samangan	Yes	Yes	18	31	49
	4	Takhar	Yes	Yes	42	10	52
Central	5	Bamyan	Yes	Yes	30	19	49
	6	Khost	Yes	Yes	5	7	12
East	7	Laghman	Yes	Yes	46	6	52
South	8	Kandahar	Yes	Yes	0	20	20
Total					**191**	**160**	**351**

Two aspects to be noted in this list of selected Provinces are the following:

- Herat was included in the list of provinces, even though it is not listed in the UNICEF TORs because (a) the WinS programme was implemented in schools in this province in both periods, 2008-11 and 2012-15; and (2) the two provinces from the Western Zone listed in the UNICEF TORs, viz., Ghor and Badghis, are both currently Unsafe.
- Jawzjan was not included in the list of provinces, although it is mentioned in the list in the TORs, as (a) there are already three provinces from the Northern zone and (b) this province has the least number of WinS schools compared to the other three provinces (55, 52 and 49).

The sampling universe is thus 351 schools across 8 provinces where the Wins programme was implemented from 2008-2015. In addition, a sample was to be drawn from comparison schools, where the WinS programme has *not* been implemented.

2.2.1 Stratification

The TORs suggest sampling with 90% confidence and 5% sampling error from the sampling universe of 316 schools completed between 2012 and 2014 but, as explained earlier, the sampling universe adjusted for three criteria (security, zonal coverage and the listing of provinces in the TORs) yields a sampling universe of 351 schools, comprising schools where the WinS programme was implemented in both phases, i.e., 2008-2011 and 2012-2015. The required sample size for these population characteristics and sampling criteria is 77 schools.

Drawing a *simple* random sample of 77 from the universe of 350 schools, however, could miss out on differences between schools and provinces – e.g., the WinS programme was implemented before 2012 in some schools, and some schools have only boys (where questions on menstrual hygiene management cannot be asked). Stratified sampling from the sampling universe will therefore yield a more representative sample – since at least one community from each stratum has to be selected in this sampling process.

In the absence of information on the geographical location of these schools, i.e., whether they are urban or rural, only two strata were considered, in consultation with UNICEF (1) the year in which the WinS programme was implemented, i.e., whether in the period 2008-2011 or 2012-15 (which could affect the sustainability of the facilities constructed); and (2) whether it is a boys only school or whether it is mixed or girls school (which would affect whether or not questions on menstrual health management can be asked). However, no information was available on the second strata for data available on WinS schools constructed in 2008-2011. Further, districts were deliberately left out as a sampling stratum since one province (Kandahar) has more districts (7) than schools to be surveyed (4). The final sample has 78 schools, selected to ensure that there is at least one WinS school in each stratum, and this represents 22% of the sampling universe of 351 WinS school (Table 2.3).

Table 2.3: Stratified Sample of WinS Schools to be surveyed

Province	WinS Programme Period	Sampling Population of WinS Schools			Sample of WinS Schools			
		Total	Boys Only	Girls only + Mixed	Proportion of Schools	Total	Girls only + Mixed	Boys only
Herat	2008-11	27	-	27	22%	6	6	-
	2012-15	35	12	23	23%	8	5	3
Balkh	2008-11	23	-	23	22%	5	5	-
	2012-15	32	3	29	22%	7	6	1
Samangan	2008-11	18	-	18	22%	4	4	-
	2012-15	31	6	25	19%	6	5	1
Takhar	2008-11	42	-	42	21%	9	9	-
	2012-15	10	-	10	20%	2	2	-
Bamyan	2008-11	30	-	30	23%	7	7	-
	2012-15	19	4	15	21%	4	2	2
Khost	2008-11	5	-	5	40%	2	2	-
	2012-15	7	1	6	29%	2	2	-
Laghman	2008-11	46	-	46	17%	8	8	-

Province	WinS Programme Period	Sampling Population of WinS Schools			Sample of WinS Schools			
		Total	Boys Only	Girls only + Mixed	Proportion of Schools	Total	Girls only + Mixed	Boys only
Kandahar	2012-15	6	1	5	50%	3	3	-
	2008-11	-	-	-	-	-	-	-
	2012-15	20	4	16	25%	5	4	1
Total		**351**	**31**	**320**	**22%**	**78**	**70**	**8**

Source: Data from UNICEF and MoE, GoA Sample calculations by SSDA

The WinS schools to be surveyed were selected at random, i.e., using a random number generator on the number of WinS schools in each stratum, and the sample of 70 WinS schools was thus representative of the population of 351 WinS schools in 8 provinces of Afghanistan, given the available background information. In addition to the final sample of WinS schools, 27 'comparison' schools were surveyed (see below).

2.2.2 Comparison Schools

Comparison schools were included in the survey to provide a comparative measure of the quality of school WASH facilities constructed under the WinS programme, and of the supporting software activities carried out, including operation & maintenance of the constructed WASH facilities. Comparison schools therefore were to be as similar as the WinS schools but where the WinS programme was not implemented, so that the performance of the WinS schools could be compared with that of these 'comparison' schools. Ideally, these should have been schools where another agency had implemented a school WASH programme. Despite several efforts, however, this information was not forthcoming from the MoE. One list of schools was finally procured from MoE and UNICEF in Kabul and 27 schools were selected using stratified random sampling (with provinces and districts being the two strata).

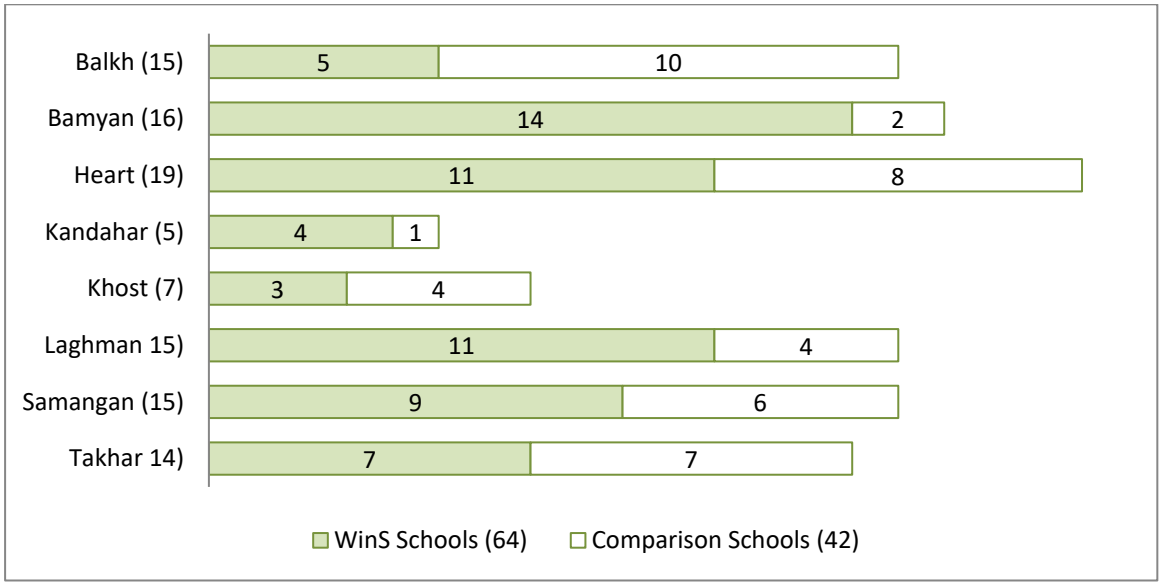
The field teams were given the names of both WinS and comparison schools selected in each district, but the field situation presented fresh challenges. In meetings with province and district-level staff to identify the selected schools and plan the logistics of their visits, the field team found that several schools on their list were not as per ground reality: some WinS schools were not so, some schools they thought were comparison schools were actually WinS schools, some schools listed in the database as 'boys only' were in fact girls' schools or mixed and vice versa. Also, some of the selected schools had already been closed due to the winter break starting mid November 2016.

The field team therefore had to take the help of district and province officials to find comparison schools in the same district that could then be assessed. However, there was no information on whether another funding agency had built WASH facilities in that school or whether it was the MoE that had done so – and indeed, when these facilities were built.

2.2.3 Final Sample

The final sample thus is a total of 106 schools, of which 64 are WinS schools and 42 are comparison schools (Figure 2.1: the full list in Annex 4).

Figure 2.1: WinS and Comparison Schools in the final sample



2.3 EVALUATION CRITERIA AND QUESTIONS

The evaluation seeks to assess the hardware and software components of the WinS programme in terms of their relevance, effectiveness, efficiency and sustainability (see TORs in Annex 1). Note that Impact is not part of the evaluation questions detailed in the TORs, possibly because the WinS programme (post 2012) was still under implementation at the time the Evaluation was commissioned.

The evaluation findings detailed in the next section (Section 3) are presented in terms of the evaluation questions framed under each of these headings, while the indicators, data sources and data collection methods for each of the evaluation questions have been detailed in the Evaluation Matrix given in Annex 3. The evaluation questions given in the TORs are the following (see TORs in Annex 1):

Relevance: The extent to which the WinS programme is suited to the needs of the target population and aligned with WASH strategies and national priorities

- To what extent are the programme activities and objectives aligned with UNICEF WinS strategies?
- To what extent is the programme's intervention related to WASH strategies and policies of the GOA?
- Were the programme interventions implemented according to gender, equity and human rights based approaches of UNICEF?

- Is the software package adequate and sufficient to meet the needs and priorities of the targeted beneficiaries and to achieve the expected outcome? Are some activities unnecessary? Are some missing?
- Are the construction design and standards of built WASH infrastructure appropriate for schools? What are the reasons for variations in their design and quality of construction in target provinces and locations?
- What is the level of acceptability of teachers, students (younger children, disabled, girls), parents and villagers with regard to the design, construction, usage and O&M of the School WASH facilities? What are their suggestions for improvement?
- Did the menstrual hygiene management interventions meet the actual needs of the adolescent schoolgirls?

Effectiveness: The extent to which WinS programme interventions attained their intended results

- To what extent has the programme achieved its intended result at its output and outcome levels?
- How effective was the programme in providing female and male students with access to clean toilets with privacy?
- What is the % of functional toilets for males and females at schools?
- Are the experiences of school girls with respect to the programme different from those of school boys?
- How effective was the implementation of the programme's infrastructural and software components in terms of coordination with stakeholders?

Efficiency: Qualitative and quantitative measures of WinS programme outputs relative to inputs

- How efficient was the programme in spending, time, management and logistical procedures?
- What is the quality of construction of WASH facilities (taking into account the time since the intervention was completed) compared to MOE and UNICEF standards?
- What have been the construction costs of
    - Toilets – per cubicle and per student
    - The MHM
    - Disabled space
    - Per Borehole and per meter depth (per school visited)
- How do these costs compare with market prices and/or comparable projects in Afghanistan and in the region?

Sustainability: The extent to which WinS programme interventions are likely to continue without direct UNICEF support

- What is the protocol for O&M of School WASH facilities after construction?

- In this protocol, what are the roles of the shura/school management, parents/community and child clubs in WASH management at school level?
- Is this protocol adequate or are their issues which are not addressed in the protocol and/or in practical O&M activities?
- How sustainable are programme interventions in terms of the construction, maintenance and utilization of the WASH facilities?

2.4 EVALUATION METHODS

The Evaluation uses a mixed methods approach, collecting both qualitative and quantitative information, through four methods:

1. **Desk review of key documents:** This basically covers documents relating to WASH in Afghanistan, UNICEF work on WASH in Afghanistan and the WinS programme – including the EMIS database of schools maintained by the MoE.
2. **Semi-structured interviews**: These were used to interview national-level officials from the MoE and MRRD, and representatives from UNICEF Afghanistan.
3. **Key Person Interviews:** These were carried out at three levels: (1) province-level and (2) district-level officials from MoE and MRRD and (3) school level, with Principals.
4. **Focus Group Discussions**: These were done in schools, with teachers, the SMC/*shura* and school girls and boys of the senior-most class and differently-abled students from different classes.

The last two types of methods described above, KPIs and FGDs, are strongly participatory and can generate a vast amount of qualitative information. A simple illustration is that if each FGD generates 2 pages of notes, and 5 different FGDs are to be done in each school and if there are 100 schools to be studied, the FGDs alone can generate 1000 pages of notes. This is often difficult to analyze because of the sheer volumes of text involved.

A second and related problem is that, while this qualitative information often contains rich and vital information for the evaluation, it is difficult to compare, rank or aggregate responses from different FGDs or KPIs based on purely qualitative information and varying language and expressions. For instance, even responses on a Likert scale (rating a situation or condition as 'excellent', 'good', 'average', 'poor' and 'very poor') may vary in meaning, as one respondent's 'excellent' may only be another respondent's idea of 'good'. There is hence a need for consistency in interpreting and comparing qualitative information.

A Quantified Participatory Assessment (QPA), on the other hand, collects qualitative and quantitative information using Participatory Rural Appraisal (PRA) tools (e.g., KPIs and FGDs) but transforms as much of this qualitative information as possible into numbers using different methods including ordinal scoring (see Annex 7 for a more detailed description of the method and its applications so far). This method simultaneously addresses both problems mentioned earlier:

> First, by translating information into numbers (e.g., ordinal scores) or just into countable responses (e.g., choices in a multiple-choice format), the amount of pure

qualitative information is reduced enormously. This is especially useful in analyzing significant amounts of qualitative data in large samples.

Second, ordinal scores (with detailed descriptions for each score) overcome the problem of Likert scales and increase the comparability of responses, while increasing the number of 'countable responses' helps compare responses across large numbers of respondents. It also helps in triangulating responses for consistency checks.

Finally, the QPA retains qualitative information, albeit vastly reduced, and uses this in key areas, such as explaining reasons behind scores, description of problems faced and suggestions for improvement.

In this particular survey with school teachers and school children (especially adolescent school girls), the Focus Group method was deemed most appropriate, as it provided a safe peer group where confidential and sensitive issues could be discussed in a relatively safe environment. The QPA only provided a quantification of the information collected in such a focus group discussion.

The main limitation of the method, as in the case of the PRA, is its need for field staff with good facilitation skills. This was addressed by selecting experienced field teams and by putting them through intensive training, with mock interviews and pilot visits, apart from supervision at various stages (see Section 2.7 below).

For these reasons, this Evaluation used tools and questions designed using the QPA for KPIs and FGDs at all levels - although semi-structured interviews were used at the national level, where only a few key persons were interviewed).

Four levels of questioning and analysis were carried out - at national, province, district and school levels – to understand and assess various aspects concerning the water, sanitation and hygiene (including menstrual hygiene) situation in schools where the WinS programme was implemented, compared to 'comparison' schools where it was not done. While semi-structured interviews were held with national-level officials and UNICEF representatives and KPIs were carried out with government officials at province and district levels, the main part of the evaluation will, however, be focused on the schools.

The full school assessment by a trained team of 1 male and 1 female staff member took a full day, including the FGD with the members of the *shura*_or School Management Committee (see Annex 8 for a description of the Evaluation Team and the Field Team).

2.4.1 Data Sources

The evaluation used secondary and primary data to cover (1) the effectiveness, relevance, efficiency and sustainability of the programme, and (2) the implementation and performance of various duty bearers, at district, provincial and national levels.

Primary data were collected from WinS and comparison schools using qualitative and quantitative methods using a range of Tools designed using the QPA methodology. Information was collected from the following target populations:

- Students
- Teachers
- School Management Committees and/or School *Shura* and parent committees

- National, provincial and district-level officials of the MoE (both from the Infrastructure Department and the Health Department) and the Provincial Education Department (PED) responsible for the management and supervision of construction
- UNICEF Afghanistan officials

Secondary data in the form of WinS Programme documents and reports - which provided detailed information on contents and theory, and applied methods in the implementation of the programme's hard and soft components - were reviewed.

2.4.2 Survey Tools

Nine tools were used for the assessment (see Table 2.4: the full set of Tools is in Annex 9).

Table 2.4: Data collection tools used in the Survey

Tool		Sample details
1	Key Person Interviews with Province Officials	Top MoE and MRRD officials in the Province, including the engineer, if possible
2	Key Person Interviews with District Officials	Top MoE and MRRD officials in the district, including the engineer, if possible
3	Key Person Interviews with School Principals	Principals of all WinS schools and 'comparison' schools
4	School Observation	Teams will walk around the school assessing the water supply points, toilet blocks, hand washing stations and menstrual hygiene management (MHM) facilities (if any)
5	Focus Group Discussions with Teachers	Questions on MHM will be asked to female teachers, and teachers will also be requested to help with the Hygiene Observation Exercise (see Tool 8 below)
6	Focus Group Discussions with male and female students (separately)	Male team members will speak to school boys and female team members will speak to school girls (and ask them about MHM facilities and issues). This will also include an exercise to check the understanding of students on why they should wash their hands before eating
7	Hygiene Observation	Teams will arrange with teachers to let students out to eat some snacks, which will be laid out on a table outside the class, while team members stand by hand washing points to note how many students wash hands (with or without soap) before eating the snacks
8	Focus Group Discussions with differently-abled students	Team members will speak to differently-abled students (from all classes) to ask them for their experiences and suggestions regarding access to water, sanitation and hygiene facilities in the school
9	Focus Group Discussions with *shura* or School Management Committees	Teams will hold discussions on WASH facilities provided in the school with members of the *shura* or school management facilities. This will be held after school hours to facilitate maximum attendance by members.

The process followed for the fieldwork, such as meetings with province and district-level officials and school-level activities, such as KPIs with School Principals, School Observation and FGDs with school teachers, male and female students, differently-abled students, and with the school management committee (SMC) are detailed in Annex 5.

2.5 ETHICAL CONSIDERATIONS

The Evaluation followed the Norms and Standards as well as Ethical Guidelines for Evaluations of the United Nations Evaluation Group (UNEG).[38] The evaluation thus ensured that the appropriate strategies to protect the rights and dignity of the evaluation participants were incorporated in the training of field staff and the design of the tools.

The draft versions of the survey tools and the Consent Form were shared with the Evaluation Steering Committee for their scrutiny and approved prior to their use in the field. A presentation on the Approach, Method and Tools was also circulated to national and zonal WASH Officers of UNICEF Afghanistan, and all comments received were addressed. Also, a Note on the Evaluation's approach, methods and tools was also presented to the Internal Review Board (IRB) of the Government of Afghanistan, and approved. As stipulated in the UNEG Ethical Guidelines, the evaluation also ensured that the methodology adopted would bring no harm to the participants, would treat them fairly irrespective of their gender, socio economic status and other characteristics and would respect individuals' rights to act freely and to make their own choices, while protecting the rights of those who may be unable to fully protect themselves. The evaluation took care to minimize any probable risks of disruption to participants' lives, and to protect them from emotional consequences, safety concerns and social harm.

Steps taken to ensure the above included the following, in the context of discussions with children:[39]

- **Safety and convenience**: School boys and girls, including the differently-abled, were interviewed in a safe and familiar environment, i.e., their own schools. All discussions were held within school times, and each FGD took a maximum of 1 hour, and thus sought to minimize the disruption to children's lives even while at school.
- **Informed consent:** The study sought 'informed consent' from all those who take part in the evaluation by reading out a pre-prepared Consent Form and by leaving behind a copy at each data collection event. A copy of the Consent Form is in Annex 6. Every student was thus given the option of not participating in the FGD.
- **Confidentiality**: As mentioned in the Consent Form, all responses of school children were kept confidential and even school teachers and principals were not aware of what the children of their schools had said.

[38] The documents provided by UNICEF Afghanistan and consulted by the Evaluation team are: UNICEF (2015) Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis; UNICEF (2015) Procedure for Quality Assurance in Research; UNEG (2008) Ethical Guidelines for Evaluation; UNEG (2014) Integrating Human Rights and Gender Equality in Evaluations; UNEG (2005) Norms for Evaluation in the UN System; UNEG (2005) Standards for Evaluation in the UN System.

[39] Graham, A., Powell, M., Taylor, N., Anderson, D. & Fitzgerald, R., 2013. Ethical Research Involving Children. Florence: UNICEF Office of Research – Innocenti.

- **Justice:** Separate FGDs were held with school boys and girls to ensure that there was no gender-based discrimination during the FGDs and that all views were heard. Male team members facilitated FGDs with male students and female team members facilitated FGDs with female students. Separate FGDs were held with differently-abled students. Also, no compensation was offered to any respondent for participating in the evaluation.

2.6 QUALITY ASSURANCE

Five checks were put in place to ensure the quality of the information collected.

1. **Two rounds of pilot visits during an intensive training programme** were carried out to ensure that the field teams are well aware about the basic concepts of school WASH and MHM – and also about facilitating the PRA exercises (such as KPIs and FGDs) to collect qualitative information. These trainings were conducted by subject matter specialists from India and Afghanistan. In addition, mock interviews and written tests were carried out, supplemented by pilot visits to schools near Kabul, to ensure that the teams were able to implement the Evaluation Tools correctly in the field.

2. **A Supervisor was appointed for all province-level field teams**, each team having two persons (one male and one female), whose responsibility was to ensure that all the information collected and entered into the database was accurate.

3. **The SSDA team in Kabul telephoned school principals to double-check** the information filled in by the field teams, using the telephone numbers collected by the field team during the KPI with School Principals.

4. **Internal consistency and validity checks were built-into the customized database** set up for entering the information collected from the field, so that for instance, information outside the expected ranges (e.g., 0-100 in ordinal questions) could not be entered by Data Entry Operators.

5. **SSDA organized a workshop for all field staff** on 14 December 2016 to discuss data inconsistencies, gaps or errors. This workshop was also used to collect additional insights and observations from the field that may not have been captured in the formats.

Finally, SSDA offered that UNICEF Afghanistan or the MoE was welcome to visit any of the surveyed schools and double-check the information collected by the survey teams.

The UNICEF Committee for Research, Evaluations and Studies (CRES); Evaluation Management Group; Evaluation Reference Group; Steering Committee; Evaluation Specialist; WASH Specialists. Our M&E and WASH Specialists in Zonal Offices were also expected to have done spot checks during and after data collection by the Evaluation Team.

Apart from these data collection quality checks, the draft and final reports submitted to UNICEF were subjected to internal reviews prior to submission, by UNICEF Regional Evaluation Advisor, the Regional WASH Advisor, and Universalia, as well as by relevant WASH and Evaluation Specialists at UNICEF Headquarters at New York.

2.7 LIMITATIONS

The main limitations of the Evaluation are as follows:

Time: The major limitation was the school winter break from end November although this was not a problem in provinces such as Laghman and Kandahar.

Sampling: Dropping provinces due to security considerations: Security considerations required that several provinces where the WinS Programme had been implemented had to be dropped. This naturally skews the evaluation findings to be representative only of the provinces where the evaluation was carried out. This, however, is a factor beyond the control of the evaluation team.

Lack of prior information on WinS schools: The database provided for the schools where WASH facilities were constructed in 2008-11 did not have information on the type of school (e.g., higher secondary, secondary or primary) or their location (urban, rural or peri-urban). Had this information been available the sample may have been more representative of the sampling universe of WinS schools in surveyed provinces.

Selection of comparison schools in the field: The lack of a complete list of comparison schools meant that an alternative strategy had to be followed uniformly in the field: all teams requested province and district-level officials to help them identify appropriate comparison schools in each province and district. These may not be the same schools that would have been chosen given adequate information about both comparison and WinS schools.

Revision of WinS School sample in the field: The fact that the details of the selected WinS schools given in the MoE database was different from ground reality, required on-the-spot adjustments to the sample of schools. Though roughly the same number of schools were surveyed (106 instead of 105), the number of WinS schools reduced from 78 to 64, and the number of comparison schools increased from 27 to 42.

3 EVALUATION FINDINGS AND ANALYSIS

3.1 INTRODUCTION

This section presents and analyzes the findings of the evaluation, in four sections: relevance, effectiveness, efficiency and sustainability. In each section, the Evaluation (sub) Question (EQ) is stated and the main findings summarized, before the data are presented that support the finding. The indicators used, data collected, data sources and data collection methods are detailed in the Evaluation Matrix in Annex 3, while the Tools used to collect information from the field are given in Annex 9. Prior to the detailed findings, however, the presentation of the data is explained.

3.2 PRESENTING THE FINDINGS

As detailed in Section 2, the findings are from 64 schools where the WinS programme was implemented (called 'WinS schools') and 46 comparable schools where the WinS programme was not implemented (called 'Comparison schools), spread over 8 provinces and 32 districts. Thus, findings are reported from key person interviews (KPIs) with 8 province-level officials and 32 district-level officials

In each school, the field team carried out one KPI with the school principal, one FGD with a group of teachers, one FGD with a group of boys (from the highest class), one FGD with a group of girl students (from the highest class) and one FGD with differently-abled students (a mixed group) and an FGD with school *shura*.

Thus findings are reported across KPIs with 64 WinS school Principals and 46 Comparison school Principals; FGDs with teachers in 64 WinS Schools, and 42 Comparison schools; from FGDs with school boys (and girls) from 64 WinS Schools, and 42 Comparison schools; from FGDs with differently-abled students from 64 WinS Schools, and 42 Comparison schools; and from FGDs with school *shuras in* 64 WinS Schools, and 42 Comparison schools;

Most findings are reported as responses to the *same* question that was asked to different groups of respondents. Thus, if teachers in FGDs carried out in 32 out of 64 schools said that software activities were carried out in their school, the finding is reported as 50% (32/64) of WinS School teachers.

Finally, the findings are presented in four numbered sections, one for each of the main themes of Relevance, Effectiveness, Efficiency and Sustainability. Evaluation questions (EQs) are listed under each of these main themes (or sub-themes within main themes). For each evaluation question (EQ), the main finding is first summarized (in italics and blue coloured text) followed by the detailed finding with tables and graphics where appropriate.

3.3 RELEVANCE

3.3.1 WinS Programme

EQ 1: How well is the WinS Programme aligned with UNICEF WASH in School strategies?

***Main Finding:** The goals and objectives of the second phase of the WinS Programme are well aligned with UNICEF WASH in School Strategies, but the actual implementation is not as well aligned.*

Detailed Findings

The UNICEF Strategic Plan for 2014-2017 aims at increasing sustainable access to safe drinking water, eliminate open defecation and improve access to adequate sanitation.[40] Aligned with this Strategy, the main objectives of WinS are to eliminate open defecation by providing schoolchildren with sanitation facilities and increasing hand-washing and good hygiene practices, through trainings and knowledge-sharing sessions.

In the first phase (2008-2011), the programme basically funded the construction of water and sanitation facilities in schools as part of a larger process of providing water and sanitation facilities to the community. Little attention was paid to O&M and personal hygiene, including MHM – contrary to the overall WASH in schools approach of UNICEF. In the second phase (2012-2016), it was re-oriented to have a hardware component that included MHM facilities and hand-washing stations, and a software component to train teachers on WASH. But although the WinS programme is currently considered to be a flagship intervention of UNICEF WASH in Afghanistan and fits with UNICEF's efforts in increasing access to education for children and improving children's wellbeing (i.e., Child Friendly Schools and the 3-star approach to improve schools), the evaluation found several problems with the implementation modalities of the WinS programme, based on school observations and interviews with the staff members at UNICEF and the MoE.[41]

For one, BOQs and standard designs for school WASH facilities were drawn up by UNICEF and passed on to the MoE, but actual construction of facilities in schools differed from the original designs due to a variety of factors, including geographical locations, insufficient oversight by implementing partners, limited understanding of the contracted agencies in terms of the programme requirements and limited actual capacity to deliver quality services.

For another, the quality of the construction facilities did not entirely meet UNICEF or MoE standards. The cooperation agreement of UNICEF with MoE entailed providing financial and technical support, while the construction of facilities was entirely the responsibility of the MoE – which contracted agencies to construct these facilities either directly or through their provincial units (PEDs).

Further, according to UNICEF staff interviewed during the evaluation, for example, UNICEF Zonal Officers were only asked to approve construction plans drawn up by contractors and MoE/PEDs, and were relatively powerless to ask for design changes as the contracts were issued by MoE and PEDs.

[40] UNICEF Strategic Plan 2014-2017.

[41] The key findings from these interviews are summarized in section 3.7, while the interviews are summarized in Annex 10.

Also, while trainings on enhancing teachers' capacity to implement MHM and WASH related awareness raising activities were conducted under the Child Friendly School program of UNICEF in 2015, these were found to be 'old fashioned' and not able to effectively develop the capacity of teachers to pass on this critical information to schoolchildren.

EQ 2: How well aligned is the WinS Programme with Government of Afghanistan School WASH Strategies?

Main Finding: WinS is not well-aligned with the national school WASH strategy of Afghanistan, as there is little attention paid to school WASH in the National education Strategy Plan III of the Government of Afghanistan – which focuses more on construction of new schools.

Detailed findings

While WINS is guided by UNICEFs Global WASH Strategy (focusing on water supply, sanitation (CATS), research and evaluation, WASH in emergencies, and WASH in health centres), there is no counterpart national strategy for Afghanistan. More specifically, *t*here is a national level WASH policy with the MRRD and MoH, but the MoE is not a part of that. A revised national WASH policy is to be prepared. Also, although inputs were requested from UNICEF and provided to the MoE while drawing up the National Educational Strategic Plan (NESP) III of the MoE, the final NESP has only one line on WASH and this has been deemed 'inadequate' by senior WASH officials in UNICEF.

According to MoE, the MoPH is developing educational materials to be included in school curriculums for classes of 4 – 8 and covering personal and local environmental hygiene issues (such as washing hands, proper disposal of waste and keeping the school environment clean). This is to be a part of what will be taught to students in Afghanistan but is yet to be finalized.

EQ 3: Is the implementation according to Gender, Equity and Human Rights based approaches to programming/ policies of UNICEF?

Main Finding: Overall, there is little evidence that implementation was according to UNICEF's Gender, Equity and Rights-based approaches to programming. While the WinS Programme Evaluation TORs state that it is being implemented according to these UNICEF policies, and so did the UNICEF staff interviewed, there is no documentation to support the conclusion (e.g., contracts specifying that construction has to be according to UNICEF norms and policies) and neither was this mentioned by MoE staff interviewed. Also, implementation was almost entirely organized by the MoE either directly or through its PEDs and UNICEF had little role in implementation of the programme, and even budgetary control was in the hands of the MoE. UNICEF officials have described MHM facilities constructed in schools as unusable; toilet facilities for the differently-abled as inadequate and even dangerous; and trainings on MHM and other aspects of WASH as largely ineffective. Most schoolgirls have not found the MHM activities adequate to meet the needs of adolescent girls.

Detailed Findings

The implementation of the WinS programme *aims* at UNICEF's own equity, human rights and gender perspective, as can be seen through the Child Friendly Schools initiative. The purpose and activities of the WinS aim at providing children with access to water and sanitation, and are thus aligned with UN Resolution 64/292[42] (in which the UN General Assembly fully recognized the human right to water and sanitation). With this Resolution, the UN made it clear that access to water and sanitation is vital to the realization of human rights, as also highlighted in General Comment No. 15 by the Committee on Economic, Social and Cultural Rights: "the human right to water is indispensable for leading a life in human dignity. It is a prerequisite for the realization of other human rights."[43] Also, the notion of human rights, defined within UNICEF's Mandate, lays out a solid foundation for gender equality and equity, two ideals for ensuring that every child has a fair chance in development. By constructing hand-washing stations and MHM facilities the WinS Programme aimed at increasing children's access to water and sanitation.

Never the less, completed constructional projects do not meet quality standards. The MHM facilities constructed in schools were not being found used or useful by UNICEF officials. Discussion with UNICEF WASH staff members revealed that, as the evaluation found, their own surveys and personal visits had found facilities for differently-abled children inadequate and even dangerous. Further, the evaluation found that less than 25% of school girls deemed the MHM facilities and activities in schools adequate to meet the needs of adolescent school girls (see details below under the section 'Effectiveness').

The underlying rationale for implementing programmes such as WinS is to tackle fundamental issues that limit development opportunities for children in Afghanistan, such as ongoing conflicts and the absence of hygiene standards, an enabling environment, and the knowledge necessary to prevent issues adversely affecting their health. Overall, the programme addresses interrelated human rights (right to water, right to education and other rights)[44] not only providing the target groups with sanitation facilities, but increasing their access to education through trainings and counselling sessions on personal hygiene, hand-washing and MHM. School teachers were trained to deliver messages to children and raise their awareness about hand-washing and hygiene practices. Yet it was found that teaching methods were deemed 'old fashioned' and inadequate to bring about the required changes in the WASH behaviour of school children.

3.3.2 WinS Software activities

EQ 4: Is the software package adequate and sufficient to meet the needs and priorities of the targeted beneficiaries and to achieve the expected outcome? Are some activities unnecessary? Are some missing?

***Main Finding:** The software package does not seem to be adequate and sufficient to meet the needs and priorities of the targeted beneficiaries (students) or to achieve the expected outcome, largely because of inadequate awareness and training of (adequate numbers of female) teachers to transfer the knowledge and information about MHM to adolescent schoolgirls.*

[42] UN Resolution A/RES/64/292 (2010)

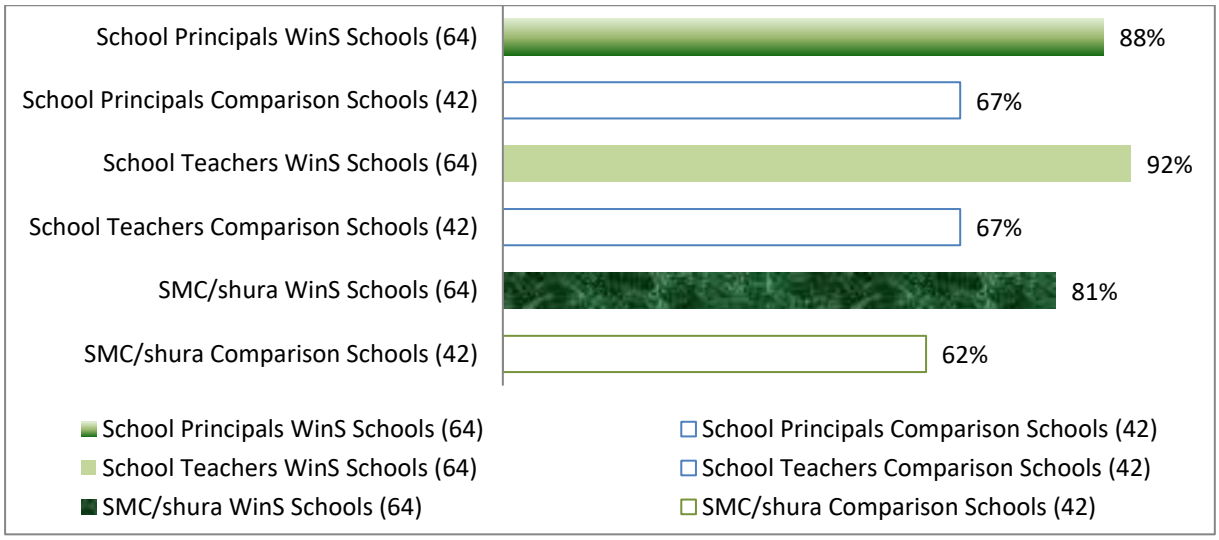
[43] General Comment No. 15: The Right to Water (Arts. 11 and 12 of the Covenant)

[44] Universal Declaration of Human Rights.

Detailed Findings

Software activities have been carried out in nearly all WinS schools, but also done in a majority of comparison schools (which were not part of the WinS programme): Most WinS school principals (88%), teachers (92%) and SMCs (81%) said that, under the WinS programme, activities had been done to improve hygiene behaviour among school students. However, 62-67% of principals, teachers and SMCs of comparison schools also said such activities had been done in their schools (Figure 3.1).

Figure 3.1: Whether software activities have been carried out, WinS and Comparison schools



De-worming was the most reported WASH 'software' activity: Among the software activities carried out, de-worming of students was done in most of the 64 WinS schools surveyed (according to principals of 88% of WinS schools, teachers in 92% of WinS schools, and SMCs of 81% WinS schools). De-worming was also reported by the principals, teachers and SMC members of some but not all of the 46 comparison schools surveyed (Table 3.1). The views of principals and teachers were mostly corroborated by school girls and boys.

Table 3.1: Type of software activities that have been carried out, WinS and Comparison schools

WinS 'Software' Activities	% of schools where stakeholders said 'Yes'							
	School Principals		School Teacher Groups		Groups of Boys & Girls		SMCs/ *shuras*	
	WinS Schools (64)	Comparison Schools (42)	WinS Schools (64)	Comparison Schools (42)	WinS Schools (64)	Comparison Schools (42)	WinS Schools (64)	Comparison Schools (42)
De-worming of students	88%	67%	92%	67%	86%	76%	81%	62%
Using toilets								
Are there messages & posters to use toilets and not defecate outside	64%	33%	61%	26%	55%	31%	52%	24%
Any special classes on using toilets and against open defecation?	17%	2%	22%	2%	20%	7%	11%	0%
Washing hands with soap after using the toilet								
Any special activities (like rallies, competitions etc.) to	28%	7%	25%	7%	16%	2%	19%	5%

WinS 'Software' Activities	% of schools where stakeholders said 'Yes'							
	School Principals		School Teacher Groups		Groups of Boys & Girls		SMCs/ *shura*s	
	WinS Schools (64)	Comparison Schools (42)	WinS Schools (64)	Comparison Schools (42)	WinS Schools (64)	Comparison Schools (42)	WinS Schools (64)	Comparison Schools (42)
promote toilet use?								
Any messages & posters to wash hands with soap after toilet use?	55%	33%	50%	17%	41%	19%	31%	12%
Any special classes to wash hands with soap after toilet use?	22%	2%	41%	12%	13%	10%	20%	10%
Any special activities (e.g., rallies, competitions) to wash hands after toilet use?	28%	14%	20%	2%	27%	12%	31%	12%
Washing hands with soap before eating food								
Any messages & posters to wash hands with soap before eating food?	44%	31%	33%	14%	39%	17%	8%	5%
Any special classes to wash hands with soap before eating food?	20%	5%	17%	2%	8%	0%	13%	10%
Any special activities to promote hand washing with soap before eating food?	30%	10%	19%	7%	14%	7%	20%	12%
Any demonstrations of how to wash hands with soap?	44%	19%	30%	21%	22%	17%	9%	5%
Any special activities for school girls on menstrual hygiene management?*	20%	10%	9%	5%	-	-	6%	1%
Any counselling for school girls on menstrual hygiene management?*	28%	5%	16%	2%	-	-	11%	2%

Other findings from the data in Table 3.1 are the following:

Messages were next most popular, but more about using toilets than washing hands with soap: Messages to use toilets, however was much less prevalent in WinS schools (according to principals of 64% WinS schools, teachers of 66% of WinS schools, students of 55% of WinS schools, and SMCs of 51% WinS schools). Messages to wash hands with soap after defecation was reported in more schools than messages to wash hands at other critical times (e.g., before eating food).

Special classes and activities were less prevalent but more in WinS schools than comparison schools: Special classes and activities, e.g., to promote using toilets, discourage open defection and endorse hand washing with soap, were only in around a third of the schools surveyed – by 28-30% of WinS school Principals (although teachers in 41% of WinS schools reported special classes on washing hands with soap after using the toilet).

Markedly fewer comparison schools had software package activities Although there seemed to be quite a lot of schools reporting messages and posters on toilet use and hand washing, there were far fewer comparison schools reporting special classes and demonstration activities than WinS schools.

SMCs and students are less aware than Principals and Teachers about the software package of activities: Interestingly, in almost all cases – and across both WinS and comparison schools - school principals and teachers in more schools were aware of these software package activities than the students surveyed in these schools – and even fewer SMCs were aware of the package of software activities. This suggests that the messaging had not really succeeded in getting through to the real targets – the school children – and thru them, to their parents (as some social messaging theories suggest).

Discussions with MoE and UNICEF clarified the picture further.

WinS focused more on construction and not on behaviour change and 'software': According to UNICEF WASH section staff, this relative focus made the training for school children and teachers weak, and therefore expecting children to be agents of change without training on hygiene and use of toilets etc. is a challenge with the present way of implementation.

Students do not have adequate knowledge. According to officials at the MoE, there are gaps in the way the software component is presently being implemented: while all teachers may not be trained, even those who are trained do not always pass on complete knowledge to the students; hence the messages tend to be diluted by the time they reach the students and, therefore, students do not get all the information they need to improve their behaviour.

3.3.3 Construction Designs and Standards

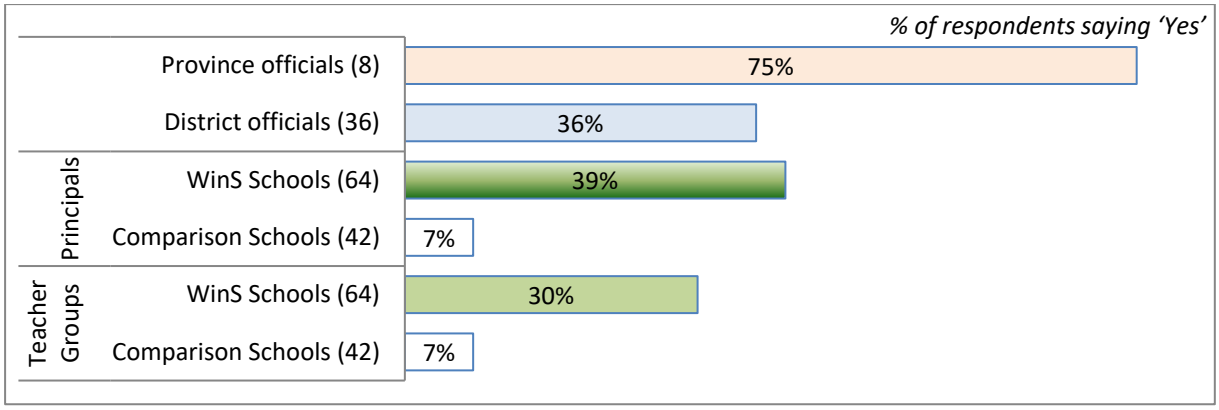
EQ 5: Are the construction design and standards of built WASH infrastructure appropriate for schools? What are the reasons for variations in their design and quality of construction in target provinces and locations?

Main Finding: The MoE has standard designs, provided by UNICEF, but the designs found on the ground tend to be what are considered appropriate by the staff of the agencies contracted to build these school WASH facilities or what donors prefer. While donor-driven differences are in an effort to improve quality, the other cases are not. In most such cases, those responsible for design and construction do not take into account suggestions from the local stakeholders (e.g., shura/SMC and School Principal).

Detailed Findings

There are standard WASH designs but few stakeholders at the sub-Province level are aware of these: Most Province Education Department officials in the surveyed provinces (6 out of 8) said that there were procedures to check the design of the School WASH facilities – referring to the standard designs for school WASH facilities of the MoE, but only a third of the district officials surveyed knew of these, as did school principals school teachers in a third of the 64 WinS schools surveyed and principals and teachers in around 9 out of the 42 comparison schools surveyed (Figure 3.2).

Figure 3.2: Is there a procedure to check the design of the school WASH facilities?



In some places the standard MoE designs were checked locally: While all respondents spoke of the designs being centrally decided (both MoE and UNICEF were mentioned) and that a team of MoE/PED engineers visited schools to check designs of constructed/under construction WASH facilities, a few school principals and teachers in WinS schools mentioned that school principals, teachers or employees had checked the designs (sometimes under the supervision of the engineers).

Most stakeholders felt the designs of school WASH facilities were the same across schools: A small but significant proportion (around a third of Province Officials (3 out of 8), Principals and teachers of 30% of WinS School and of 24-31% of comparison schools) felt that designs were different across schools, either within the districts or Provinces. Only very few (6%) of the district officials surveyed felt that the design varied across schools – possibly because designs were similar within the district. A similar trend was found in relation to differences in the quality of construction – except for teachers in comparison schools, only 2% of whom said that there were variations in design and the quality of construction (Figures 3.3 and 3.4).

Figure 3.3: Is the design of school WASH facilities different from other schools?

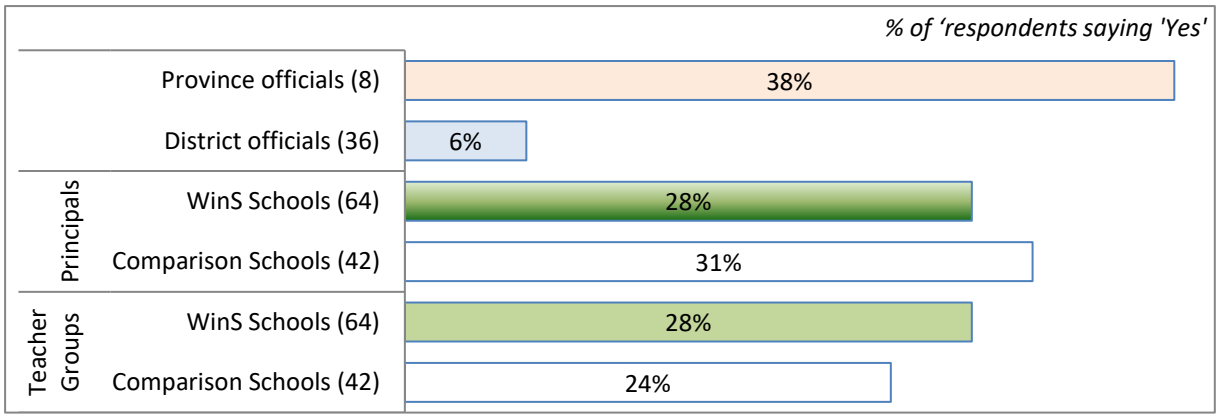
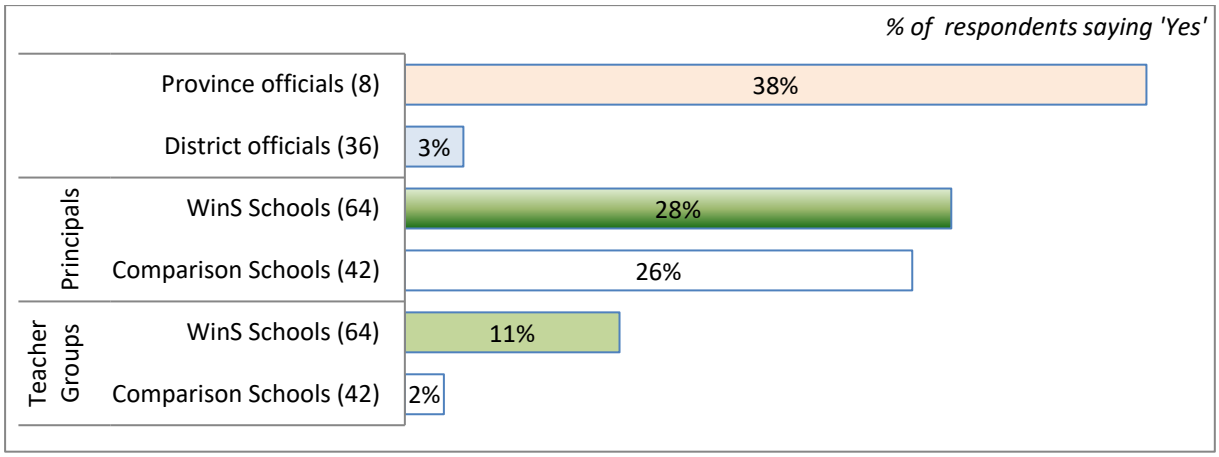


Figure 3.4: Is the construction of school WASH facilities different from other schools?



School WASH designs vary even among WinS schools: While one Provincial official felt that 'the design is made according to the weather and the culture of the provinces', referring to the MoE set of 16 standard designs, according to school principals and teachers both design and functionality varied across WinS schools as well as comparison schools. For instance, some comparison school principals and teachers said that 'toilets in our school are better than the others' – 'because [the school] is near the centre of the district' - while others felt that 'according to other schools, this school's condition is very poor'. Many respondents from WinS schools said that the condition of their schools were 'better' than others although one did mention the lack of facilities for the disabled, and another that 'toilets are too small , not colourful and with less facilities compared to some other schools'. This clearly shows variation in the design of school WASH facilities, not just across WinS and comparison schools, but also within the set of comparison schools and of WinS schools.

The design of most of the school WASH facilities constructed under the WinS programme were rated only as 'Fair' or 'Poor': On a rating scale from 'Excellent' and 'Good' to 'Fair' and 'Poor' for toilets, child-friendly features and facilities for the differently-abled, while 2-3 (out of 8) Province officials rated these as 'Excellent', more than 80% of the 36 district officials surveyed rated these as either 'Fair' or 'Poor'. Similarly, school principals and teachers in 78-88% of WinS schools rated the design as 'Fair' or 'Poor' - only slightly lower than the responses of principals and teachers in (86-91%) of comparison schools (Figures 3.5, 3.6 and 3.7).

Figure 3.5: Rating of school WASH facilities: Toilets

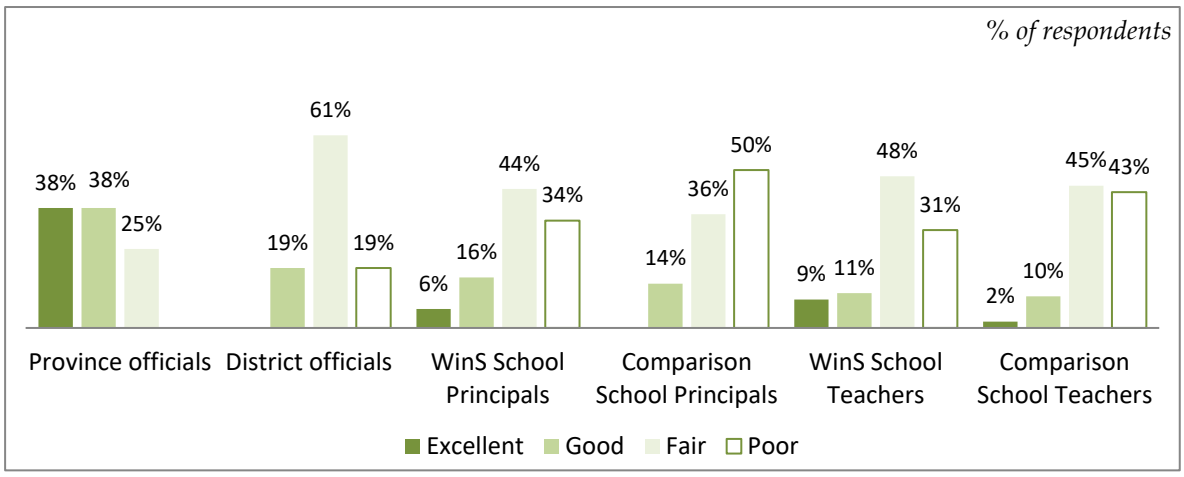


Figure 3.6: Rating of school WASH facilities: Child-friendly features

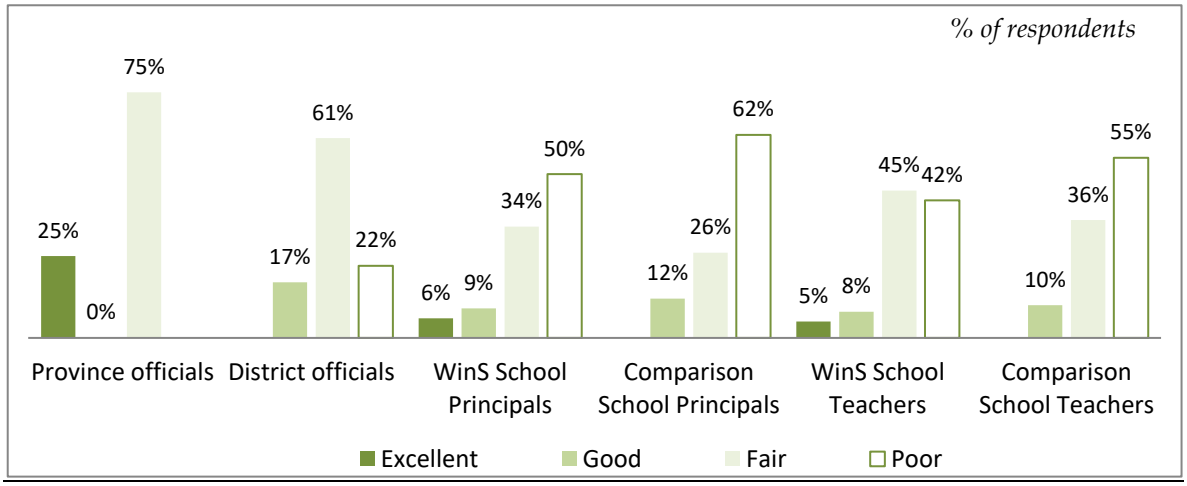
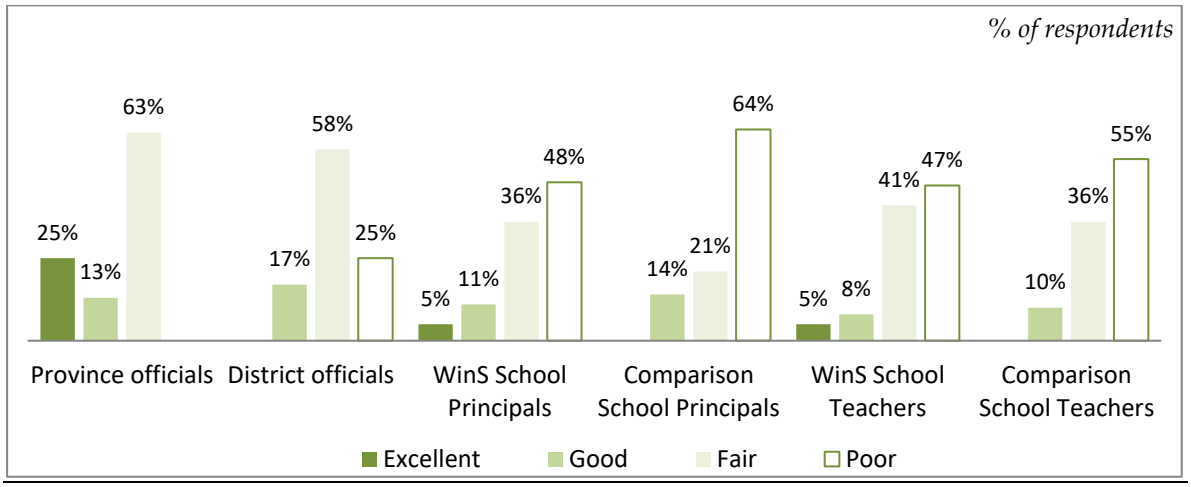


Figure 3.7: Rating of school WASH facilities: Disabled-friendly features



Discussions with MoE officials clarified the issue further.

Construction agency perceptions, competence and understanding are reasons for variation in construction design and quality: MoE officials explained that because previously every construction company, *shura* or NGO involved with the construction of WASH facilities implemented according to their own plans and ideas – causing problems of different and often inappropriate of poorly constructed and unusable WASH facilities - MoE came up with its set of 16 designs, in order to standardize designs, identify what is culturally appropriate and to suggest local materials that could be used in areas where recommended material was not there. But these standard designs are not being used presently, either because these are still to be adopted by construction companies or because NGOs contracted to construct these facilities often have limited capacities and understanding (and therefore tend to use their own designs). This situation, they explained, results in problems such as (1) a lack of consultation with the school authorities prior to building the infrastructure resulting in the infrastructure being far from the building and the school not taking up the responsibility to manage it; and (2) the use of some toilet designs like the eco-san, which was constructed in some cold areas where it does not work and also where there was no awareness created on its use and management – *resulting in the toilets not being used*. An additional challenge mentioned was that most standardized designs and designs used in toilets are adapted from those constructed at community and household-levels – which fail in schools because of the need to cater to a very large number of users. *This is a big challenge and was also part of the*

reason why the infrastructure constructed under WinS did not function as it was supposed to. There is therefore a need to identify more appropriate designs for large number of users. While the MoE is also looking for more such designs, there is a constraint of funds for construction activities, and also the challenge of finding space to construct these toilets. Also, there are a number of remote and insecure areas where officials are often not available or cannot visit – making it difficult or monitor construction in these areas (although the construction companies are supposed to oversee the work and ensure appropriate design and construction). Another reason mentioned by them for differences in design and construction quality is that donors such as World Bank and FINIDA want to use their own criteria and designs for their projects.

3.3.4 Levels of acceptability and suggestions for improvement

EQ 6: What is the level of acceptability of teachers, students (younger children, disabled, girls), parents and villagers with regard to the design, construction, usage and O&M of the School WASH facilities? What are their suggestions for improvement?

***Main finding:** There are several suggestions for improvement in the design and quality of constructed toilets – reflecting dissatisfaction with existing facilities - and a great need for building new toilets with 'modern' and standard designs (e.g., flush toilets), assured water supply, good construction quality and usability. Eliminating corruption in construction by handing over construction funds and responsibilities to schools or the village shura, and having regular monitoring visits by officials were also suggested.*

Detailed Findings

Improvements are possible – and necessary – in the design of school WASH facilities: A majority of stakeholders felt that both the design and construction quality of WASH facilities can be improved, although teachers and SMC members in only 40-50% of comparison schools felt so – largely because their schools did not have such facilities in the first place (Figures 3.8 - 3.9).

Figure 3.8: Can the design of school WASH facilities be improved?

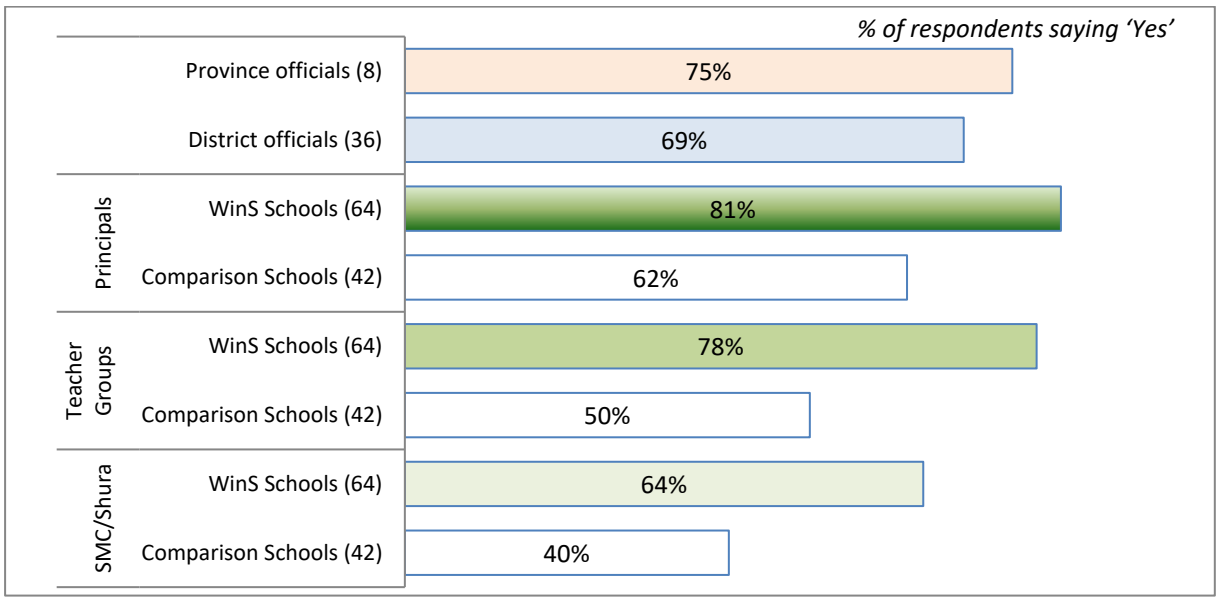
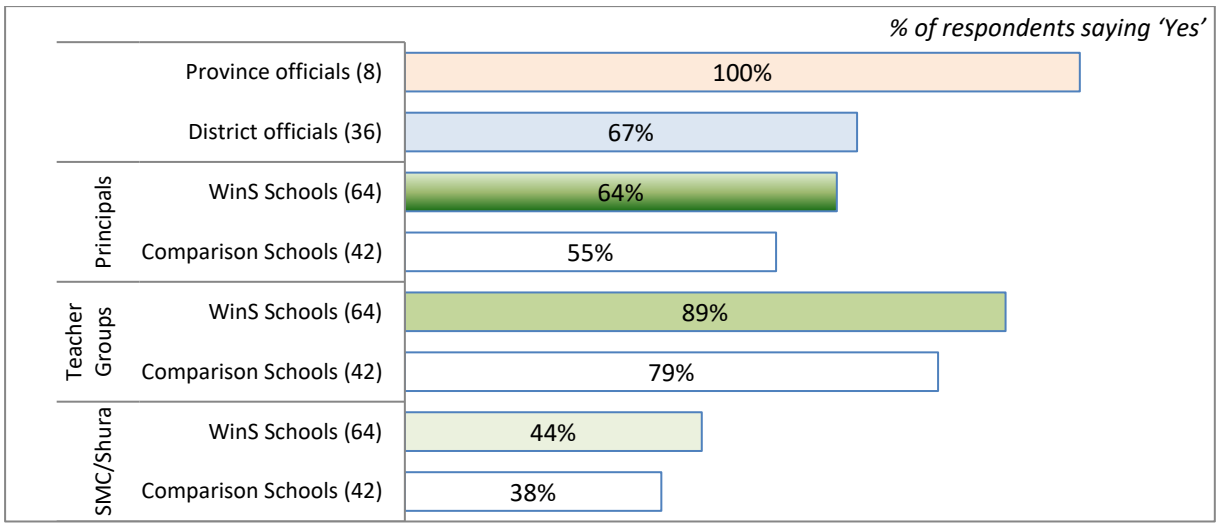


Figure 3.9: Can the construction of school WASH facilities be improved?



School WASH facilities should be modern, have water supply and be of good quality: The top three suggestions across all surveyed stakeholders for improving the design of school WASH facilities were that they should be 'modern' (many mentioned a preference for flush toilets), have adequate water supply, be based on the new standard designs of MoE and take into account the number of users. One interesting stakeholder observation was that 'the construction is highly standard but not modern'. Suggestions for improvement included having septic tanks, being close to the school buildings, using standard building material, having electricity and disabled-friendly features. A few out-of-the-ordinary suggestions were (1) that the construction work should not be done by private companies and instead, quality can be better if the government provides funds to construct WASH facilities directly to the school – or to the *shura* of the village.; (2) that corruption during construction should be eliminated; (3) that MoE and other agencies should regularly monitor and evaluate constructed school WASH facilities; that (4) the Ministry of Public Health should also be a partner in this program, because 'they know which feature should be added for disabled-friendly toilets'.

3.3.5 Menstrual Hygiene Management Activities

EQ 7: Did the program activities related to menstrual hygiene management meet the actual needs of adolescent schoolgirls?

Main Finding: MHM activities under the WinS programme met actual needs of adolescent girls only in a very small way: MHM facilities have not been built in all schools; where they have been built, they have not been built well; and even where they have been built well, they are not always used – with a lack of trained teachers being the main constraint to reaching adolescent schoolgirls with information and guidance on MHM, although such counselling was found to be very useful.

Detailed Findings

Very few schools have MHM facilities and more in WinS than comparison schools: Although most province officials (75%) said that MHM facilities have been built in schools and said when asked specifically whether dustbins and incinerators had been provided, school principals, teachers and SMC members in only a quarter of the WinS schools said that MHM facilities had been built in their schools – and the proportion went down further when asked for specific details (Table 3.2).However, SMC members in a slightly larger proportion of schools felt that MHM facilities had been built. Principals and teachers in a larger proportion of WinS schools (22-28%) reported counselling for adolescent girls although this was reported in only 7-10% of comparison schools.

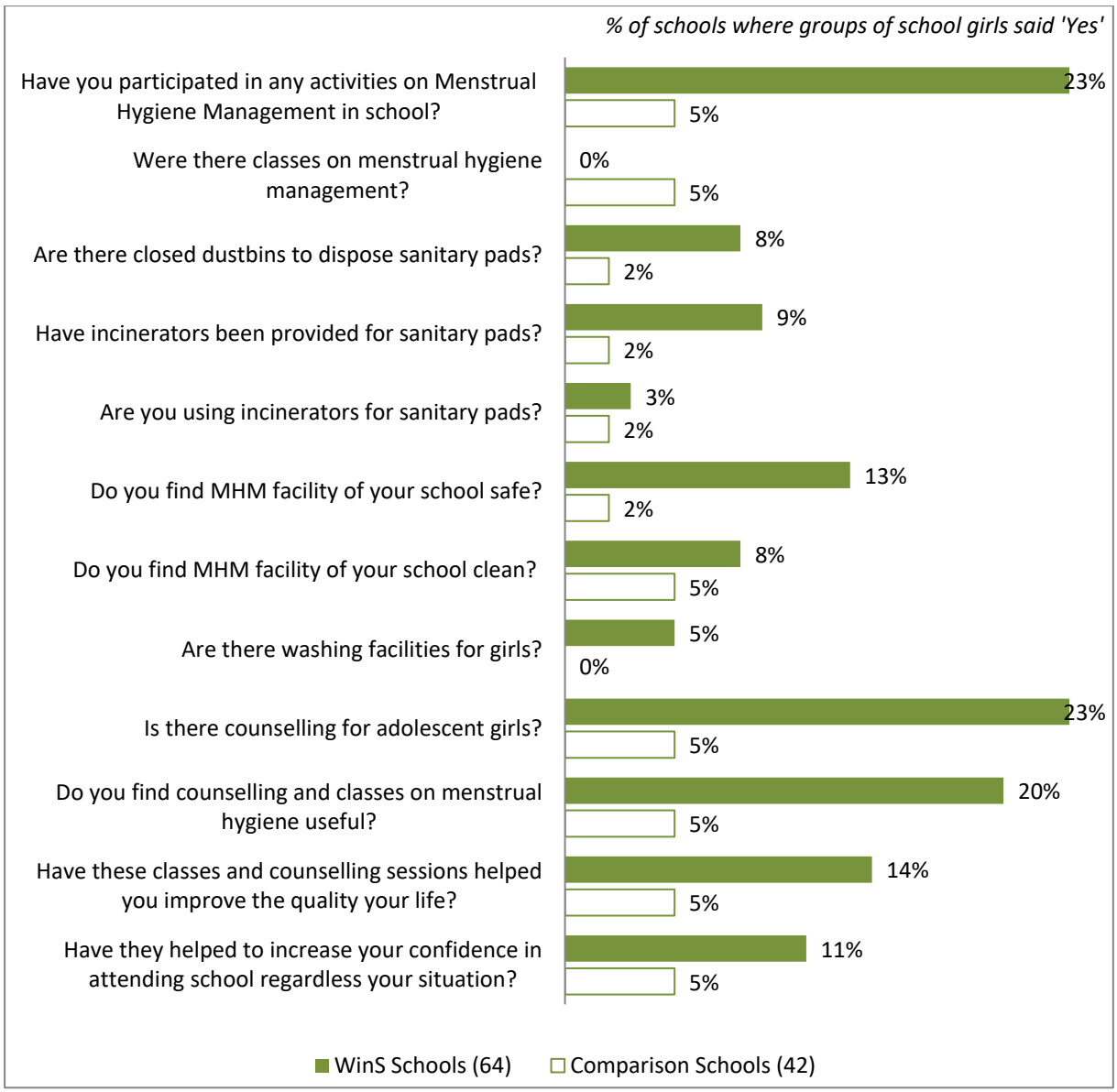
Table 3.2: Stakeholder perceptions of Menstrual Hygiene Management facilities built in schools

Menstrual Health Management Activities in Schools	% of respondents "Yes"							
	Province officials (8)	District Officials (36)	School Principals		School Teachers		SMC/Shura	
			WinS Schools (64)	Comparison Schools (42)	WinS Schools (64)	Comparison Schools (42)	WinS Schools (64)	Comparison Schools (42)
Have facilities for MHM been built?	75%	6%	22%	2%	23%	10%	27%	19%
Have dustbins been provided for sanitary napkins?	75%	17%	14%	2%	14%	5%	-	-
Have incinerators been provided for burning napkins?	75%	17%	16%	2%	11%	5%	-	-
Have any other facilities been provided?		8%	3%	2%	2%			
Classes on menstrual hygiene management?			6%	2%	6%	2%	6%	7%
Counselling for adolescent girls?			28%	10%	22%	7%	17%	7%

Different attitudes of school girls to MHM activities in school: While most girls surveyed in both WinS and comparison schools welcomed the additional information and their new awareness – examples of quotes from school girls include 'it is good to know about those topics that we don't know about'; 'unless we are aware we cannot manage it in a good way'; 'now we take care of MHM, and we are using incinerators and other things'; and 'awareness is very much helping') - there was one typically old-fashioned response: '[menstruation] is bad and not good.

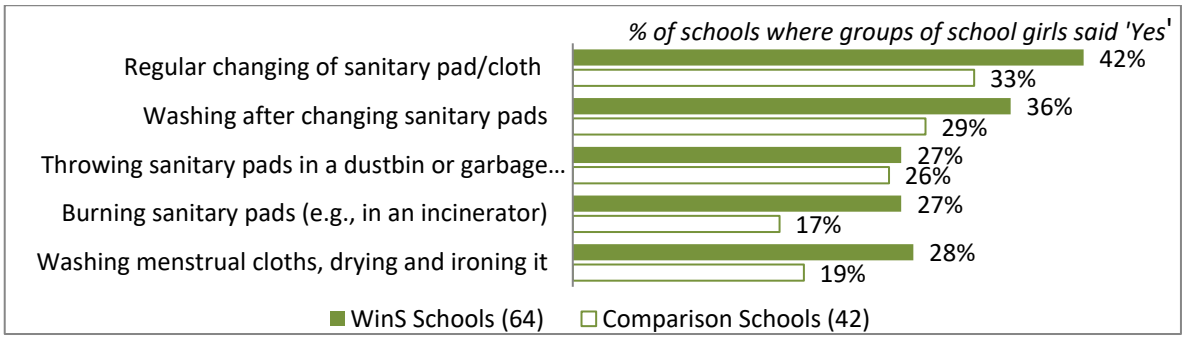
Very few school girls' reported that MHM activities were conducted in school, but counselling was found most useful: Discussions with school girls, however, showed that although girls in only 23% of WinS schools (and 5% of comparison schools) reported participating in school MHM activities, they found counselling most useful in improving their quality of life and increasing confidence to attend school regardless of their situation (Figure 3.10).

Figure 3.10: Schoolgirls perception of MHM activities in school and their utility



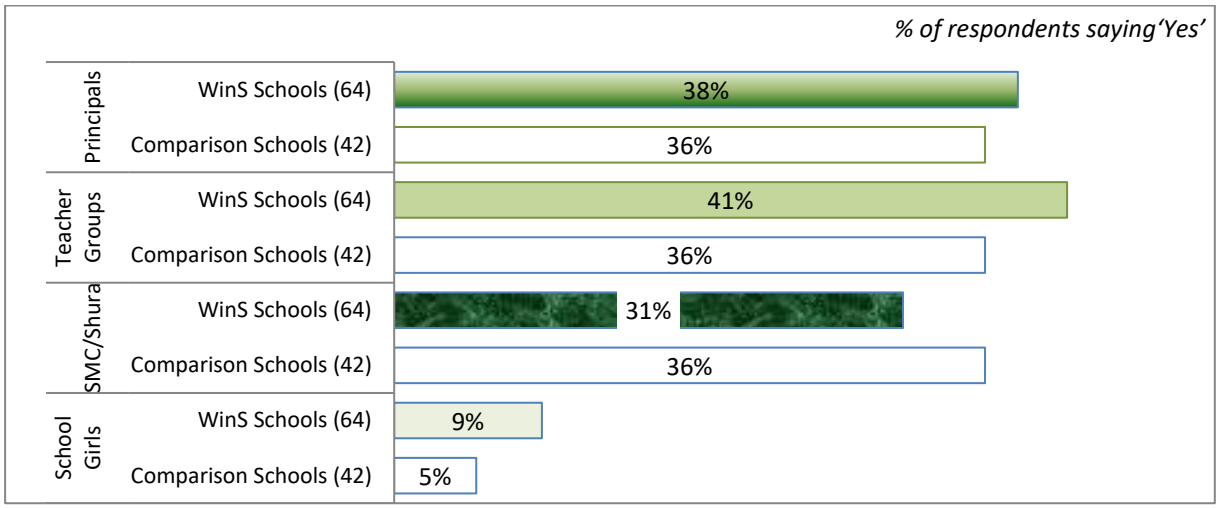
Schoolgirls in less than 50% of schools were clear about MHM activities: While girls in 42% of WinS schools were aware of the need to regular changing of sanitary pad/cloth, this proportion dropped sharply for other MHM activities including throwing used sanitary pads in dustbins or garbage pits and burning them in incinerators – and girls in comparison schools were even less aware (Figure 3.11).

Figure 3.11: Schoolgirls' understanding of MHM activities in school



Very few school girls felt that WinS activities on MHM met actual needs of adolescent schoolgirls: Only school girls in 9% of WinS schools and 5% of comparison schools felt that school MHM activities met their needs – in contrast to much larger numbers of Principals, teachers and SMC members from WinS and comparison schools (Figure 3.12).

Figure 3.12: Did MHM activities meet actual needs of adolescent schoolgirls?



Suggestions from the target group for improvement of MHM facilities included the following: (1) more MHM facilities (with dustbins to dispose sanitary pads); (2) more classes and workshops on MHM; (3) a (professional) female teachers for MHM instruction and counselling; (4) books and information on MHM to be provided – and 'secretly'; (5) availability of sanitary pads in schools; and (6) that parental interventions are necessary.

Discussions with MoE suggest that there are insufficient numbers of women teachers to deliver the information to the girl students. They also said that there may be no women at the PED staff level, which adds to the challenge of ensuring proper implementation of the MHM component of WinS. Furthermore, it is a taboo subject and therefore even being able to discuss it a challenge. However, they said that the MoE is presently planning how to improve implementation of the software part of MHM.

3.4 EFFECTIVENESS

EQ 8: To what extent has the programme achieved its intended result at its output and outcome levels?

Main Finding: Achievements are more at the output level than at the outcome level. Clearly, the WinS schools have more WASH facilities and activities than comparisons schools. But problems in the planning and design, as well as the O&M, of school WASH facilities has reduced their effectiveness, despite innovative features like solar and electric pumps. There also appears to have been little consideration of local contexts and special needs, e.g., of differently-abled school children. In general, lack of consultation with local stakeholders, construction by contractors focusing on speed rather than effective service delivery, and the lack of budget or adequate follow-up support for O&M means that there is not much difference with comparison schools - with the prospect that even these schools could quickly

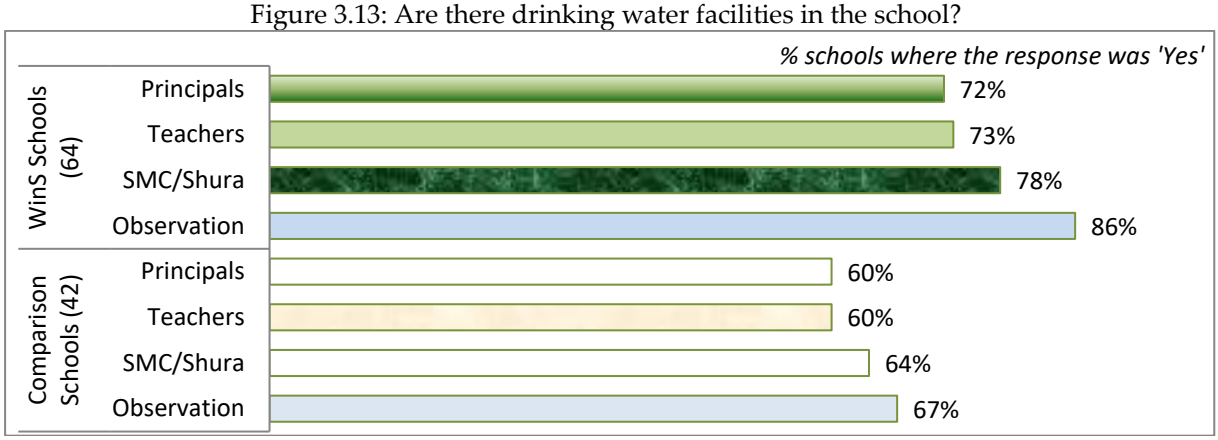
lose their current edge of newness. The lack of training of teachers, insufficient numbers of female teachers, and lack of materials and activities to spread awareness, has similarly affected the sustainability and effectiveness of programme 'software' – reflected in the poor outcomes of awareness and behaviour change which, again, are barely above those of comparisons schools.

Detailed findings

3.4.1 Output level achievements: Drinking Water

Availability of drinking water facilities in schools: While school principals, teachers and SMC members felt that drinking water facilities are in 72-78% of WinS schools (and 60-64% of comparison schools), the field team noted that there were facilities in 86% of WinS schools and 67% of comparison schools (Figure 3.13).

Figure 3.13: Are there drinking water facilities in the school?



Drinking water sources for schools: While there were 106 sources of water supply in the 64 WinS schools surveyed, indicating multiple sources of drinking water supply (which is of course good for water security), the 42 comparison schools had only 27 sources, indicating that (at least) a third of these schools did not have water supply (Table 3.3). Most WinS schools used bore wells (50 out of 64), followed by dug wells (24) and tanks (18), while only 11 had municipal water supply. Comparison schools with water supply (27 out of 42), however, had mostly bore wells (19 out of 27) and a few tanks (6) and dug wells (4). In terms of functionality, however, more sources were functional in comparison schools (67-100%), than in WinS schools (50-67%) with dug wells and tanks being the least functional. Oddly, systems in 4 of the 7 WinS schools using municipal water supply were non-functional.

Table 3.3: Drinking water sources for schools

Drinking water sources	Observed number of schools						
	WinS Schools (64)				Comparison Schools (42)		
	Total	Built under WinS	Functioning	% functional	Total	Functional	% functional
Municipal supply	11	4	7	64%	1	1	100%
Bore wells	50	27	34	68%	19	14	74%
Dug wells	24	5	12	50%	6	4	67%
Tanks	18	8	9	50%	1	1	100%
Karez	3		2	67%			
Total	**106**	**44**	**64**	**60%**	**27**	**20**	**74%**

Drinking water storage facilities in schools: There are more water storage facilities in WinS schools, but more facilities are functional in comparison schools. Thus, while 49 WinS schools (out of 64) had water storage facilities - mostly overhead tanks and around half built by Wins (24 out of 49) - only 34 of these 47 storage structures were functional; while nearly all (9 out of the 10) of the fewer storage facilities (10 for 42 schools) were functional in comparison schools (Table 3.4).

Table 3.4: Drinking water storage facilities in schools

Drinking water storage	Observed drinking water facilities in schools						
	WinS Schools (64)				Comparison Schools (42)		
	Total	Built under WinS	Functioning	% functional	Total	Functional	% functional
Overhead tank (cement)	7	1	3	43%	2	1	50%
Overhead tank (plastic)	10	6	8	80%	2	2	100%
Overhead tank (metal)	25	16	23	92%	5	5	100%
Underground Tank (cement)	5	1	0	0%	0	0	
Underground tank(plastic)	1	0	0	0%	0	0	
Underground tank(metal)	1	0	0	0	1	1	100%
Total	**49**	**24**	**34**	**69%**	**10**	**9**	**90%**

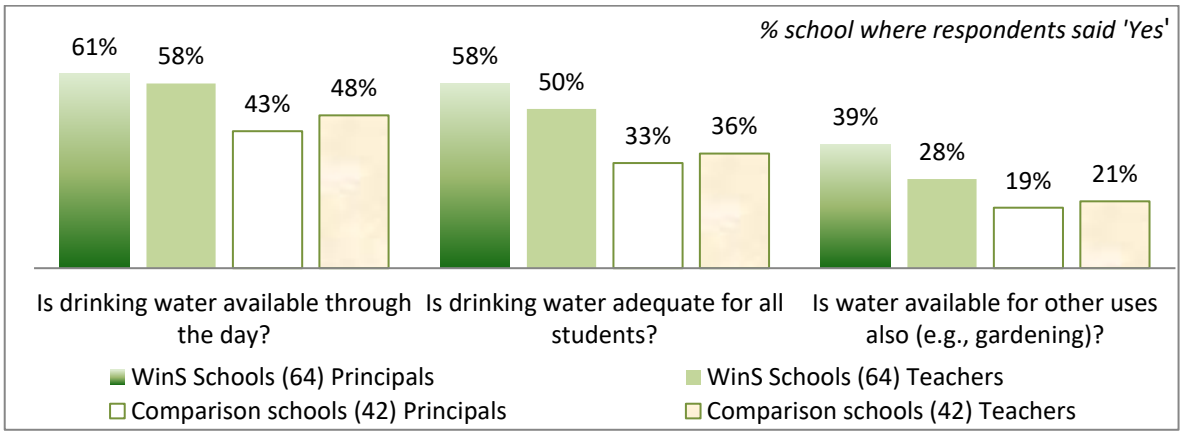
Drinking water distribution systems in schools: The WinS schools surveyed had 123 water distribution systems, including 32 solar pumps on bore wells (out of 56 pumps-on-bore well systems), of which 9 were built under WinS, and 48 piped water systems, of which 23 were built under WinS; but 46% of these systems were non-functional (Table 3.5). Although comparison schools had fewer systems, a much larger proportion (72%) was functional.

Table 3.5: Drinking water distribution systems in schools

Water distribution system	Observed in WinS Schools (64)				Observed in Comparison Schools (42)		
	Total	Built by WinS	Functioning	% functional	Total	Functional	% functional
Tap on pipes from municipal supply	3	1	3	100%	0	0	-
Tap on pipes from storage tank	48	23	10	21%	7	6	86%
Tap on drums	9	0	0	0%	1	0	0%
Hand pump on dug well	5	4	3	60%	2	0	0%
Electrical pump on dug well	1	1	1	100%	0	0	
Solar pump on dug well	1	1	1	100%	0	0	
Hand pump on bore well	14	9	7	50%	6	5	83%
Electrical pump on bore well	10	5	4	40%	2	2	100%
Solar pump on bore well	32	9	28	88%	0	0	
Total	**123**	**53**	**57**	**46%**	**18**	**13**	**72%**

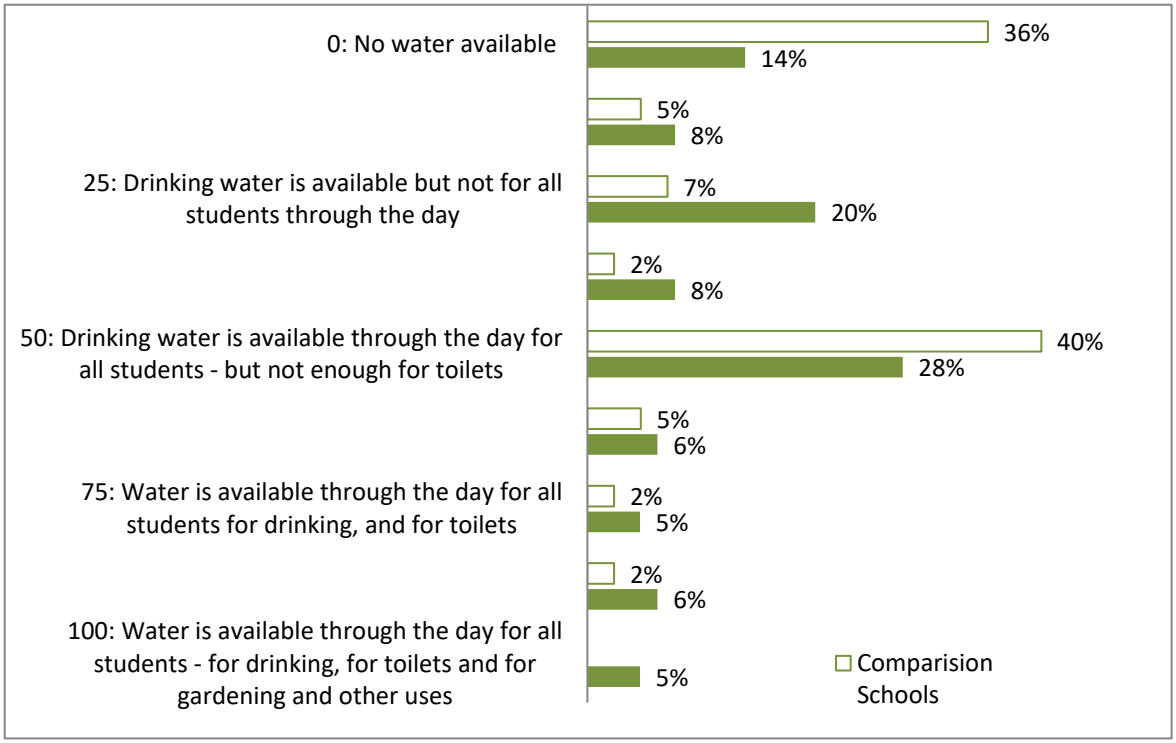
Adequacy of water supply in schools: While principals and teachers in 58-61% of WinS schools reported that drinking water was available through the day, this was reported by principals and teachers in only 43-48% of comparison schools (Figure 3.14). More WinS schools also reported that water was adequate for all students and that water was available for other uses (e.g., gardening) than comparison schools – although principals reported a better picture than teachers.

Figure 3.14: Adequacy of water supply in schools



Water supply on the day of the survey: While 40% of comparison schools did not have drinking water supplies, this was the case with only 22% of WinS schools. Also, though 50% of WinS and comparison schools had *at least* drinking water throughout the day (scores of 50 than above) the critical difference is in water availability for toilets and other uses (scores of 75 and above) in WinS schools (Figure 3.15).

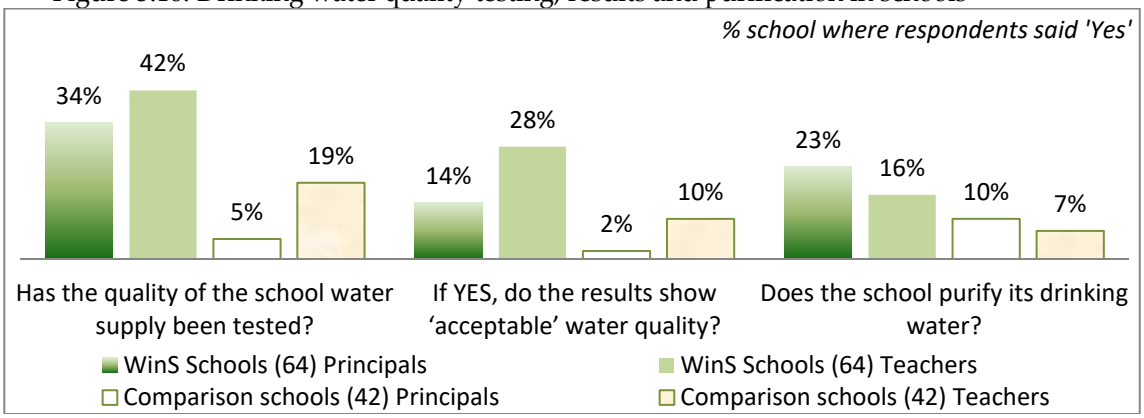
Figure 3.15: Actual water supply on the day of the survey



Facing and coping with drinking water problems in schools: Girls and boys in 36% of WinS schools said they brought water from home, while this was reported in only 26% of comparison schools – possibly indicating the more functional water supply reported in these schools (see above). Boys and girls in 64% of WinS schools said they did not get enough water when they went to drink but this was reported to be the case in 74% of comparison schools - possibly indicating over-crowding.

Drinking water quality testing, results and purification in schools: School principals in fewer (34%) of WinS schools said that drinking water quality had been tested than school teachers (42%), and principals in fewer schools (14%) said they were acceptable, though teachers in 28% of schools said so (Figure 3.16). In contrast, principals in only 5% of comparison schools said water had been tested (teachers said it had been in 19% of schools) and principals in only 2% of such schools said water quality had been found to be acceptable (teachers in 10% of schools said so). Principals and teachers in more WinS schools (16-23%) said that the school purified drinking water, compared to principals and teachers in comparison schools (only 7-10%). Also, while *teachers* in more WinS and comparison schools said that water quality had been tested, fewer *principals* in these schools said so.

Figure 3.16: Drinking water quality testing, results and purification in schools



Water purification methods found in schools: Principals in 20% of WinS schools (but teachers in only 7% of WinS schools) reported chlorination of school drinking water (the most commonly-found water purification method) – the difference perhaps due to relative awareness – while principals and teachers in about the same proportion of comparison schools (10-11%) reported chlorination. Only one WinS school principal reported an advanced water filtration system.

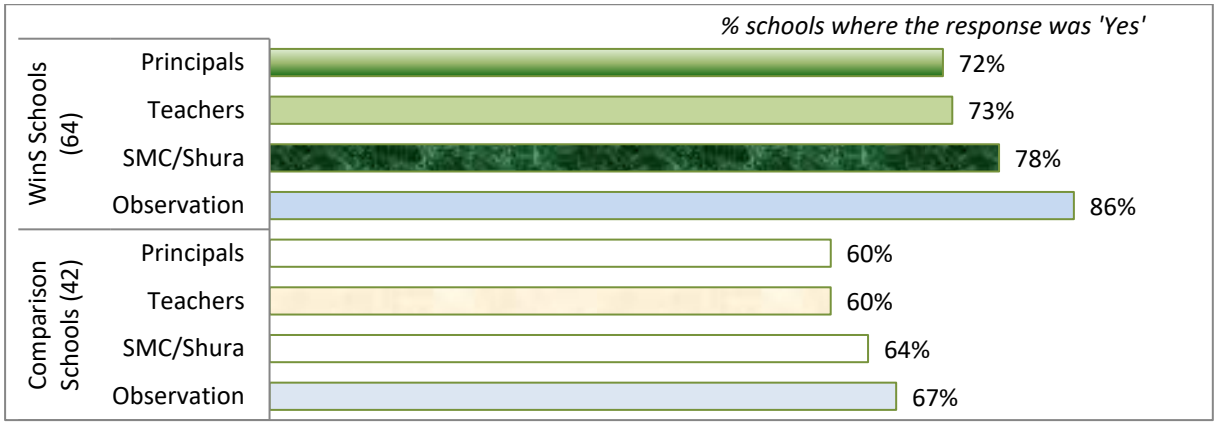
School children falling sick from drinking water supplied in the school: School boys and girls in only 10% of WinS schools and 7% of comparison schools reported instances of schoolchildren falling sick from drinking water supplied in schools, and only in 5% of both types of schools did boys and girls surveyed actually know someone who had fallen sick.

Arrangements for the maintenance of water supply systems: Most schools had hired support staff for this work, while the additional cost of hiring someone is either paid by the school management collectively (i.e., including the *shura*), or by the principal, teachers and students, or by the principal and teachers, or by the principal alone. Only a few schools appeal to the PED for assistance, presumably for major repairs that cannot be done locally.

3.4.2 Output level achievements: Sanitation Facilities

Toilet blocks on school premises: While principals of 92% of WinS schools reported toilet blocks on their school premises, and teachers did so in 89% of WinS schools, school boys and girls confirmed the evaluation team observation that toilet blocks were there in 95% of schools (Figure 3.17). Toilet blocks were observed only in 86% of comparison schools, while principals reported them in 76% of schools, teachers in 79% of schools and boys and girls in 83% of schools. The discrepancy however could be because respondents took into account functionality and not just presence.

Figure 3.17: Is there a toilet block on the school premises?



Number of toilet blocks in school: The evaluation found toilet blocks in 61 WinS schools (out of 64), with 51 schools having one toilet block, 8 schools having two, and 2 schools with 3 blocks. In contrast, only 28 comparison schools had toilet blocks, and one each.

Type and condition of toilets found in schools: While 89% of toilets in WinS schools were not flush toilets, this was the case in 90% of comparison schools; only 8% of WinS schools and 7% of comparison schools had some flush toilets (along with dry toilets); while 3% of WinS schools and 2% of comparison schools had only flush toilets (Table 3.6). Dry toilets in 44% of WinS schools and 48% of comparison schools had single vaults; those in 52% of WinS schools and 48% of comparison schools had urine separation; those in the backs of the dry-toilet vaults were 'mostly open' in 50% of WinS schools and 43% of comparison schools – and 'mostly damaged' in 41% WinS schools and 40% comparison schools.

Table 3.6: Type and condition of toilets found in schools

Details	% of schools where School Observation reported 'Yes'	
	WinS Schools (64)	Comparison Schools (42)
Are none of the school toilets 'flush toilets'?	89%	90%
Are some of the school toilets 'flush toilets'?	8%	7%
Are most of the school toilets 'flush toilets'?	0%	0%
Are all of the school toilets 'flush toilets'?	3%	2%
Do the dry toilets have urine separation?	52%	43%
Do the dry toilets have single vaults?	44%	48%
Are the back of the vaults mostly closed?	9%	17%
Are the back of the vaults mostly open?	50%	43%
Are the backs of vaults mostly damaged?	41%	40%

Total number of toilet seats and functional seats in schools: The evaluation team observed 648 seats in the 61 WinS schools with toilet blocks (or 10.6 seats per school on average), while it found 326 seats in the 28 comparison schools with toilet blocks (average of 11.6 seats per school). However, while only 499 out of 648 (77%) were functional in the WinS schools, 91% of toilet seats were functional in comparison schools (Table 3.7).

Table 3.7: Total number of toilet seats and functional seats observed in WinS and Comparison schools

		WinS Schools with toilet blocks (61)	Comparison Schools with toilet blocks (28)
Overall	Number of seats	**648**	**326**
	Functional seats	**499**	**296**
	% functional	**77%**	**91%**
Average	Number of seats/school	10.6	11.6
	Number of functional seats/school	8.2	10.6

Adequacy of school toilets: While only 20% of teachers in WinS schools felt there were enough toilets for all the school children, teachers in only 17% of comparison schools felt so – although school boys and girls in more WinS and comparison schools felt that toilets were adequate, compared to their teachers (Table 3.8). But when asked specifically about adequacy for schoolboys or for schoolgirls, the students were clear that toilets were inadequate – perhaps because they were more sure about toilets for their own gender group (i.e., girls would know about adequacy of girls' toilets, and boys would know about adequacy of boys toilets) rather than about the other group. While teachers in most (75% of) WinS schools felt that toilets were inadequate for physically-challenged students, teachers in a much larger number of comparison schools (90%) felt the same; surprisingly school boys and girls in the same proportion of comparison schools (10%) felt that the facilities were adequate – while school boys and girls in more (16%) of WinS schools felt they were adequate – much less than the estimate by their teachers (in 25% of WinS schools).

Table 3.8: Adequacy of toilets for school boys & girls and physically-challenged children

	% of schools where the response was 'Yes'			
	WinS Schools (64)		Comparison Schools (42)	
	Teachers	Schoolboys & schoolgirls	Teachers	Schoolboys & schoolgirls
Are there enough school toilets for *all* school children?	20%	36%	17%	26%
Are sanitation facilities adequate for *all* school boys?	25%	23%	24%	12%
Are sanitation facilities adequate for *all* school girls?	13%	19%	12%	7%
Are sanitation facilities adequate for *all* physically-challenged students?	25%	16%	10%	10%

Reasons for school girls and boys not being able to use the toilet: School boys and girls in 52% of both WinS and comparison schools said that there was at least one instance when they wanted to use the toilet but could not – and the reasons are similar: the two main reasons were that toilets were too dirty (mentioned by school boys and girls in 73% of both WinS and comparisons schools); that there was a big crowd at the toilets (in 73% of WinS schools and 64% of comparison schools); there was no water to wash or flush (in around 50%

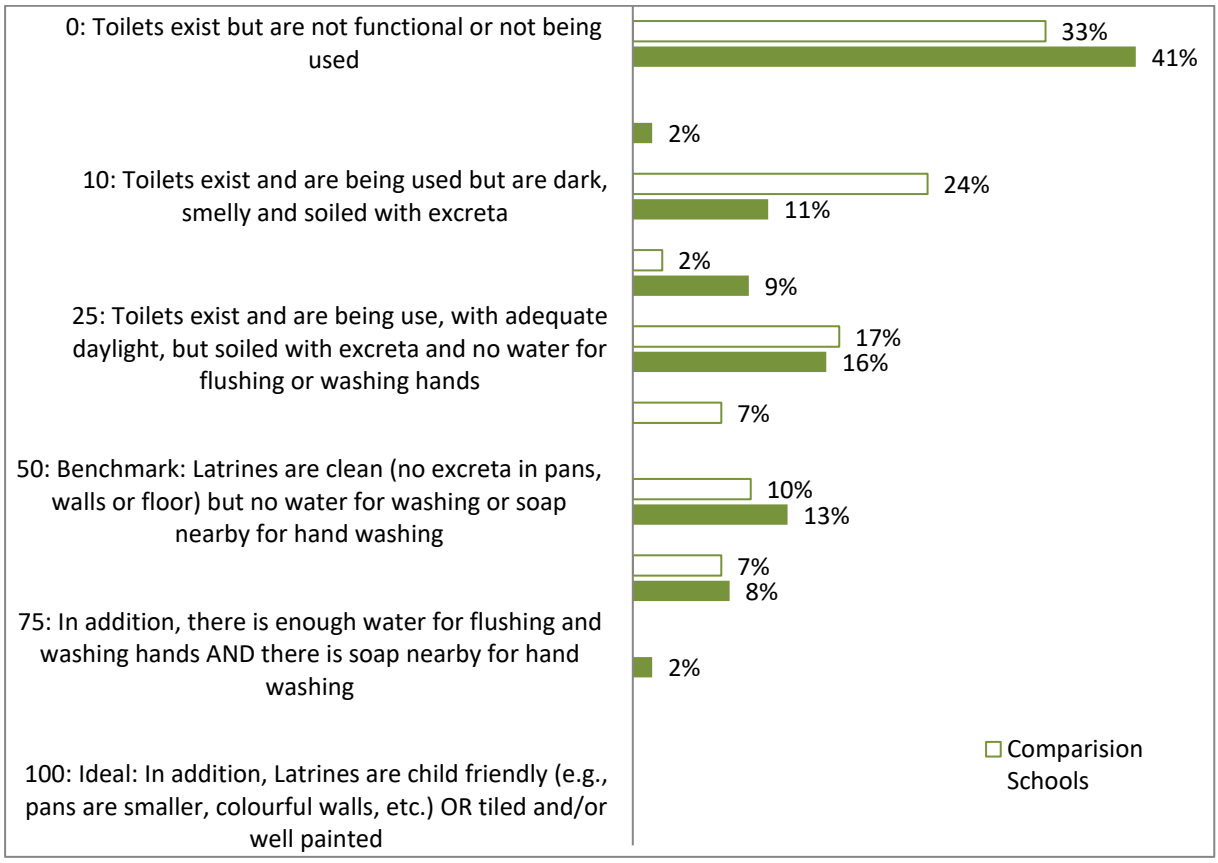
of both type of schools); too much time to wait (in 45% of WinS schools and 50% of comparison schools) – but privacy was mentioned as a reason only by school girls and boys in 6% of WinS schools and 5% of comparison schools (Table 3.9).

Table 3.9: Reasons for school girls and boys not being able to use the toilet when needed

		% of schools where schoolboys & girls said 'Yes'	
		WinS Schools (64)	Comparison Schools (42)
Was there a time you wanted to use the toilet but could not?		52%	52%
Main reasons for not being able to use the toilet	*Toilets were too dirty*	73%	73%
	Big crowd at the toilets	73%	64%
	There was no water to wash	55%	52%
	There was no water to flush	52%	41%
	It took too much time till a seat was free	45%	50%
	There was no privacy (e.g., no doors)	6%	5%

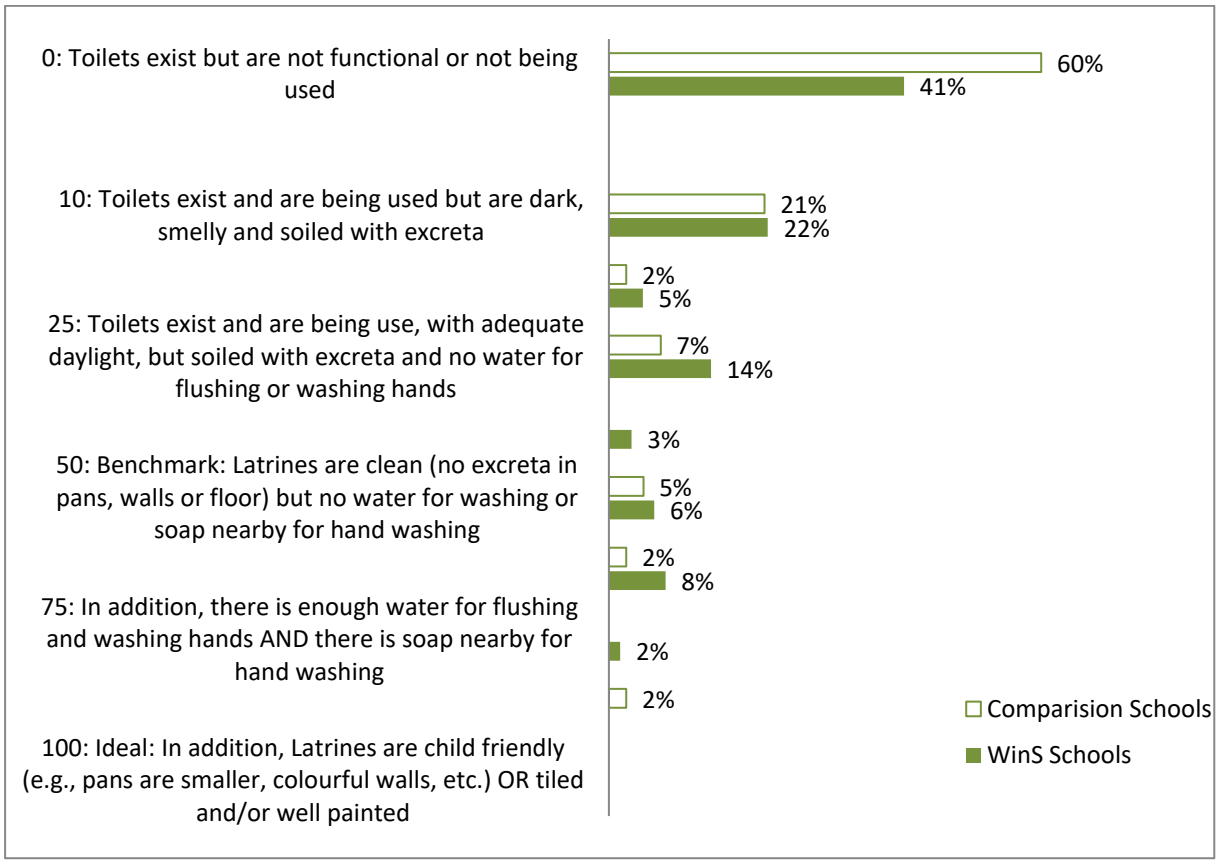
Condition of toilets for school boys: The evaluation team found that boys' toilets in 63% of WinS schools and 83% of comparison schools are not functional or not being used – or being used despite being dark, smelly and soiled with excreta (scores of less than 50); while boys' toilets in 21% of WinS schools were 'clean (no visible excreta) but no water for washing or soap nearby for hand washing' (situation for benchmark score of 50) - while those in only 17% of comparison schools had that situation (Figure 3.18). Boys' toilets in 2% of WinS schools had 'enough water for flushing and washing hands and soap nearby for hand-washing' – a situation not found in comparison schools.

Figure 3.18: Condition of toilets for school boys



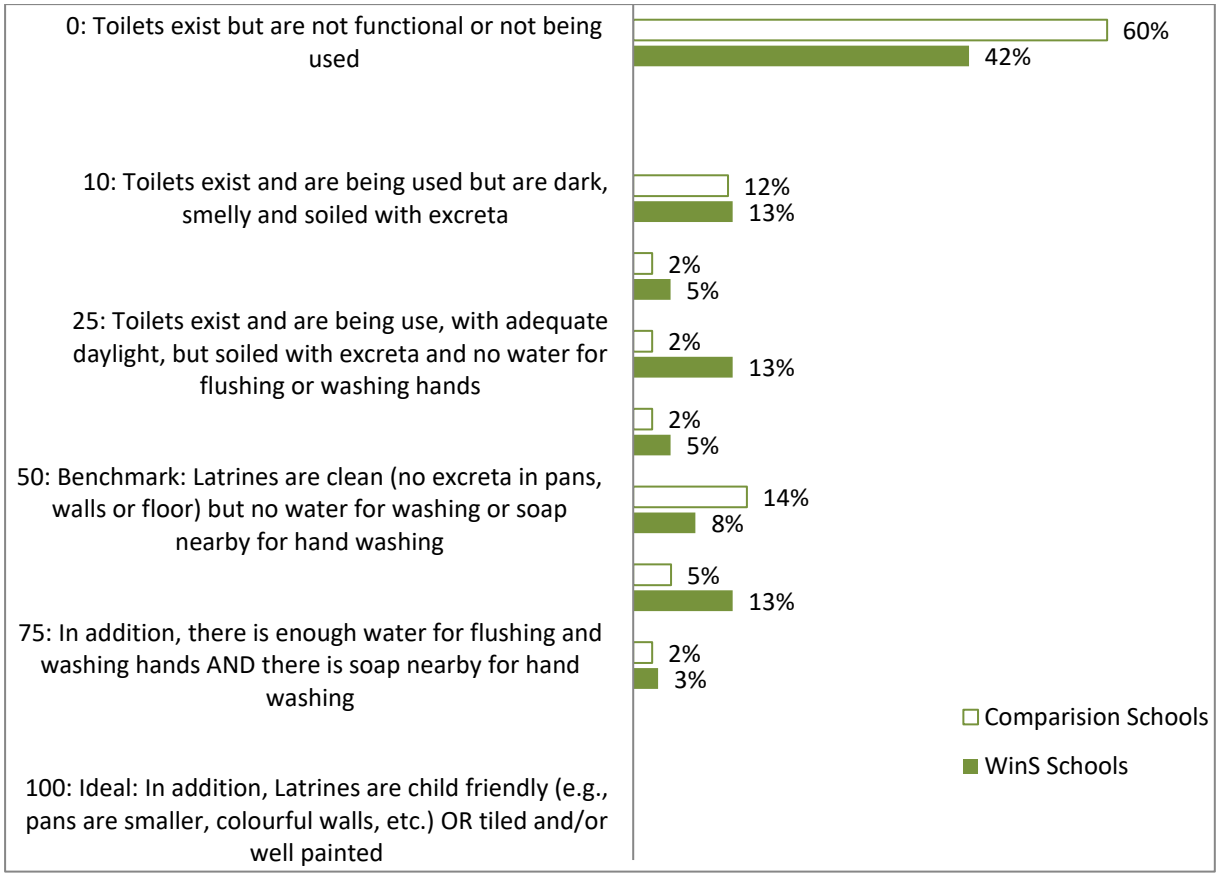
Condition of toilets for school girls: The evaluation found that girls' toilets in 85% of WinS schools and 91% of comparison schools are not functional or not being used or being used despite being dark, smelly and soiled with excreta (scores of less than 50); and girls' toilets in 16% of WinS schools were 'clean (no visible excreta) although there was no water or soap nearby for hand washing (benchmark score of 50) - while those in only 9% of comparison schools had that situation (Figure 3.19). Notably, in 2% of WinS schools *and* 2% of comparisons schools girls' toilets had 'enough water for flushing & washing hands, and soap nearby for washing' (scores of 75).

Figure 3.19: Condition of toilets for school girls



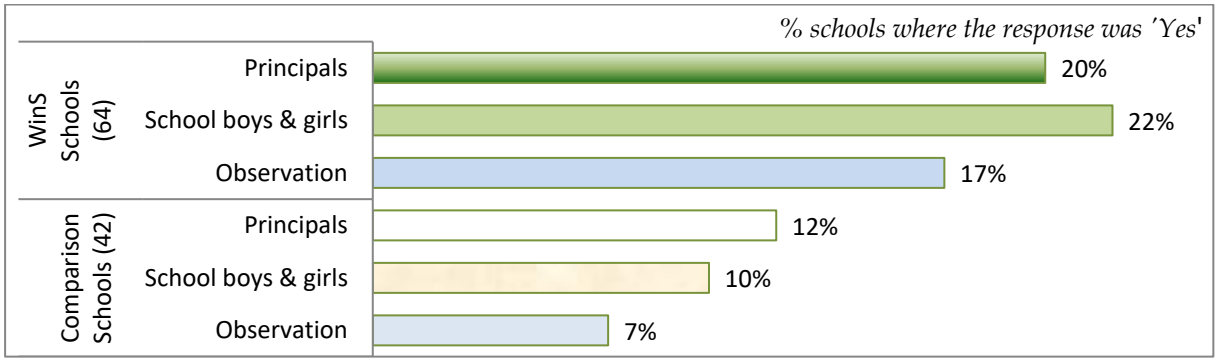
Condition of toilets for school teachers: The evaluation found that teachers' toilets in 77% of WinS schools and 69% of comparison schools are not functional or not being used – or are being used despite being dark, smelly and soiled with excreta (scores of less than 50); and teachers' toilets in 23% of WinS schools and 21% of comparison schools were 'clean (no visible excreta) but no water for washing or soap nearby for hand washing' (situation for benchmark score of 50); while teachers' toilets in 3% of WinS schools *and* 2% of comparisons schools had 'enough water for flushing and washing hands and soap nearby for hand-washing' (Figure 3.20).

Figure 3.20: Condition of toilets for school teachers



Sufficiency of water for toilets: The_evaluation found that there was insufficient water for toilets (on the day of the survey) in 83% of WinS schools and 93% of comparison schools – and these figures were comparable to the assessment by principals and school boys and girls (78-80% for WinS schools and 88-90% for comparisons schools); but 17% of WinS schools (and just 7% of comparison schools) were observed by the team to have sufficient water for toilets - even if it was available away from the toilets, not at a hand washing station and without soap (Figure 3.21).

Figure 3.21: Is there sufficient water for the toilets?



Water for flushing and washing after using school toilets: School boys and girls in 73% of WinS schools (and 62% of comparison schools) said that there was a time when they used the school toilet but did not have water to *flush*. School boys and girls in 55% of WinS schools and 62% of comparison schools said that there was at least one instance when they used the toilet but did not have water to *wash.*

Excreta around the school toilets: The evaluation team found excreta behind or around school toilets in 66% of WinS schools and 48% of comparisons schools, with the majority being fresh turds (in 81% of cases in WinS schools and 91% of cases in comparison schools), while dried turds were visible in 19% of cases in WinS schools and 9% of cases in comparison schools (Figures 3.22 and 3.23).

Figure 3.22: Schools where excreta was visible behind or around the school toilets?

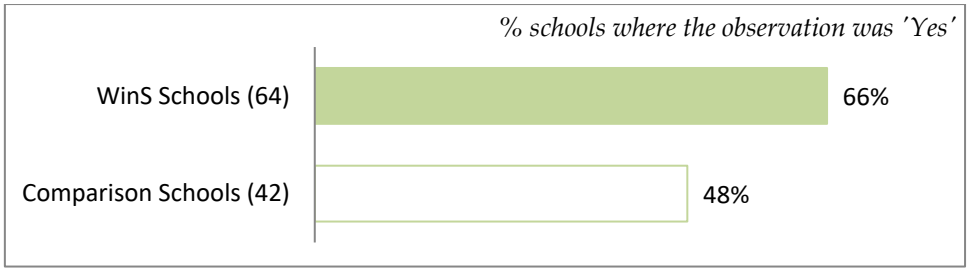
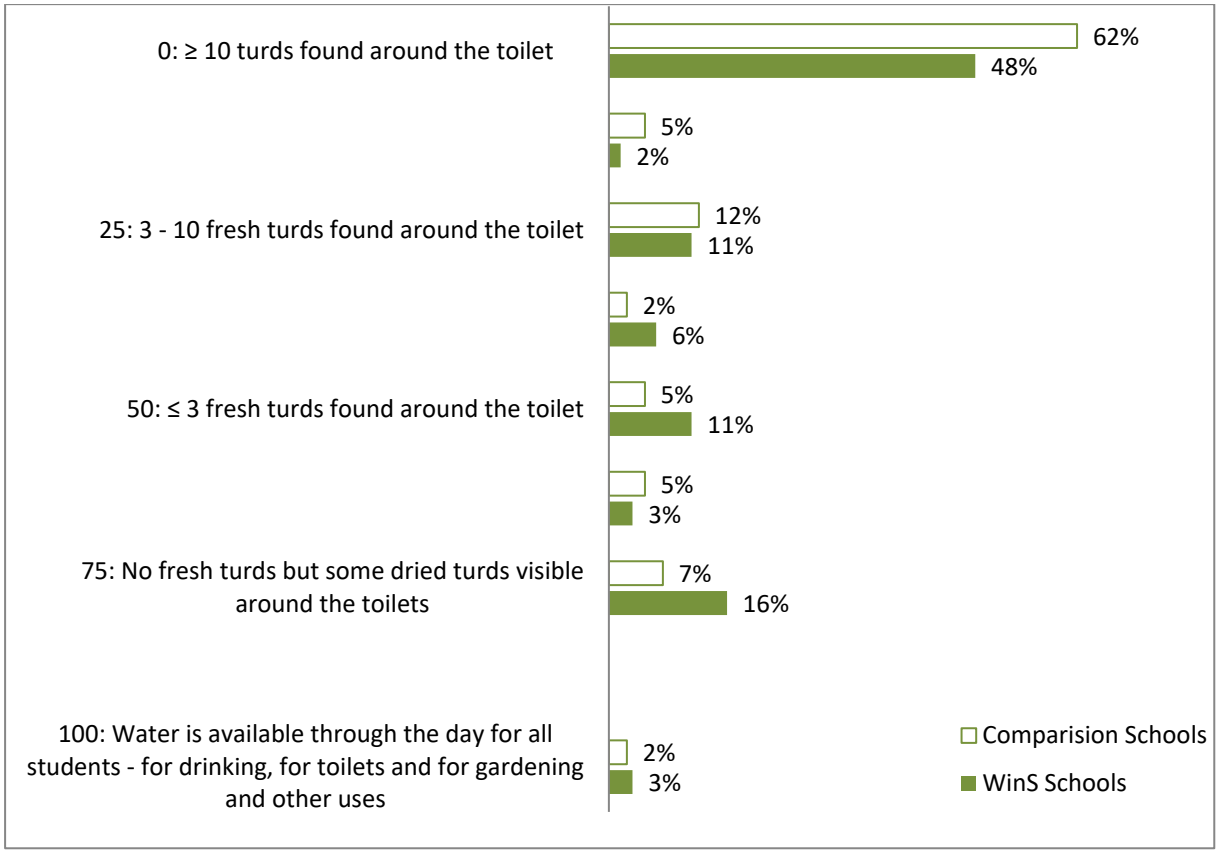
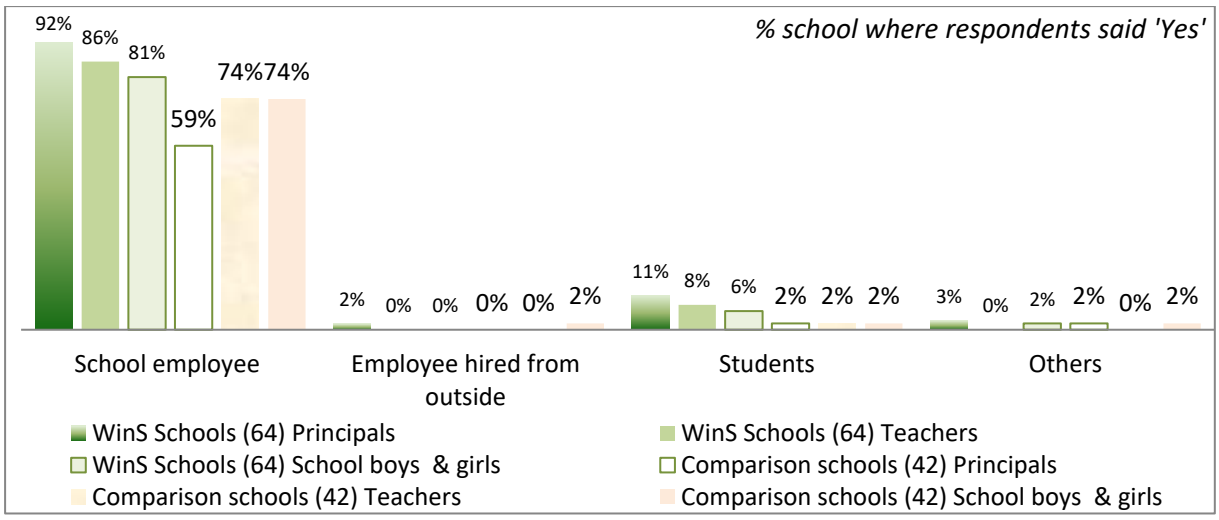


Figure 3.23: Is excreta visible behind or around the school toilets?



Who cleans the toilets: Principals of 92% of WinS schools said that a school employee cleans the toilets, only principals of only 59% of comparison schools said this was the case in their schools (Figure 3.24). Also, principals of 11% of WinS schools said that students clean the toilets – and although school boys and girls in only 6% of the schools said this was the case, it was far more than the comparison schools where principals, teachers and school boys agreed that this was the case in only 2% of schools.

Figure 3.24: Arrangements for cleaning the school toilets



Frequency of cleaning school toilets: According to principals of 66% of WinS schools, their toilets were cleaned 'once a week' or 'occasionally' (38% once a week; 28% occasionally), while principals of 74% comparison schools said the same (31% once a week and 36% occasionally), the major difference being that 30% of WinS school principals said that their toilets were cleaned every day, and 5% 'at least 3 times a week', while the corresponding figures from comparison school principals were only 19% and 7% (Table 3.10).

Table 3.10: Frequency of cleaning of school toilets

Are the toilets cleaned …	% of schools where respondents said 'Yes'					
	WinS Schools (64)			Comparison schools (42)		
	Principals	Teachers	School boys & girls	Principals	Teachers	School boys & girls
Every day?	30%	25%	19%	19%	14%	10%
At least three times a week?	5%	6%	5%	7%	7%	7%
Once a week?	38%	28%	20%	38%	31%	10%
Occasionally?	28%	30%	33%	36%	26%	31%

Problems with toilets, according to the Evaluation Team: The most common problem was the lack of water nearby to flush toilets or wash hands after using the toilets - found in 75% of WinS and 71% of comparison schools – followed by, the lack of separate toilets for students and teachers (in 59% of WinS and 55% comparisons schools), no soap nearby for washing hands (41% of WinS and 71% of comparisons schools); no separate toilets for girls and boys (31% of WinS and 29% of comparison schools), and the toilet being locked when children needed to use them, in ~20% of both WinS and comparisons schools (Table 3.11)

Table 3.11: Problems observed while using toilets

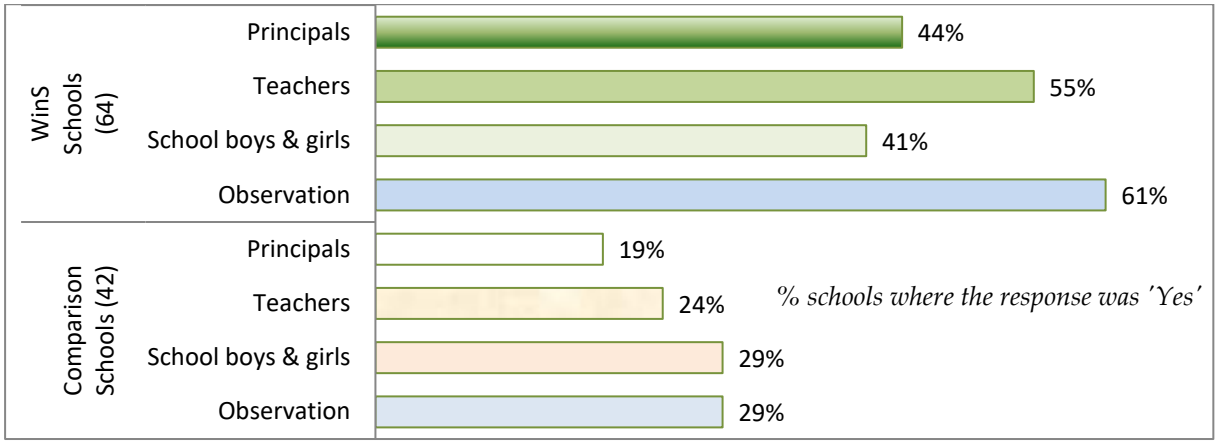
Nature of problems with toilets	% schools where the problem was observed	
	WinS Schools (64)	Comparison Schools (42)
No water available nearby for flushing or hand washing	75%	71%
No separate toilet unit for students; have to share with teachers	59%	55%
No soap available nearby for hand washing	41%	71%
No separate toilet unit for boys and girls; have to share both	31%	29%
Toilet is locked when children need to use it	20%	21%

Problems with school toilets, according to users: Principals and teachers in both WinS and comparison schools noted problems with the *planning and design* (designs are not 'standard'; insufficient number of toilets for the number of students, toilet design is 'old' – without pans, water supply, water tanks, lights or electricity connections; not child friendly, no plumbing system, no sink for washing hands) and *operation and maintenance* (no soap and water near the toilets to wash hands, toilets not cleaned, no water and acid to clean toilets, no repairs done) – but the major problem was that the toilets are dirty and smell terribly, making them very difficult to use. There were a few specific and unusual complaints: 'toilets built by UNICEF' were kept locked'; as were those for disabled students (where built).

3.4.3 Output level achievements: Hygiene

Availability of hand washing stations in schools: Observation by the evaluation teams found washing stations in more WinS schools (61%) than comparison schools (29%), although perceptions among stakeholders varied: While Principals in 44% of WinS schools, teachers in 55% of WinS schools and school boys and girls in 41% of WinS schools said there were hand washing stations in the schools, actual observation found them in 61% of schools; and, similarly, principals in only 19% of comparison schools, teachers in 24% of comparison schools and school boys and girls in 29% of comparison schools reported hand washing stations in their schools – while actual observation found them in 29% of schools (Figure 3.25). This discrepancy could be either because stakeholders were only counting functional hand washing stations or due to strategic bias (i.e., trying to over-state the problem to leverage attention or funds).

Figure 3.25: Does the school have hand washing stations?



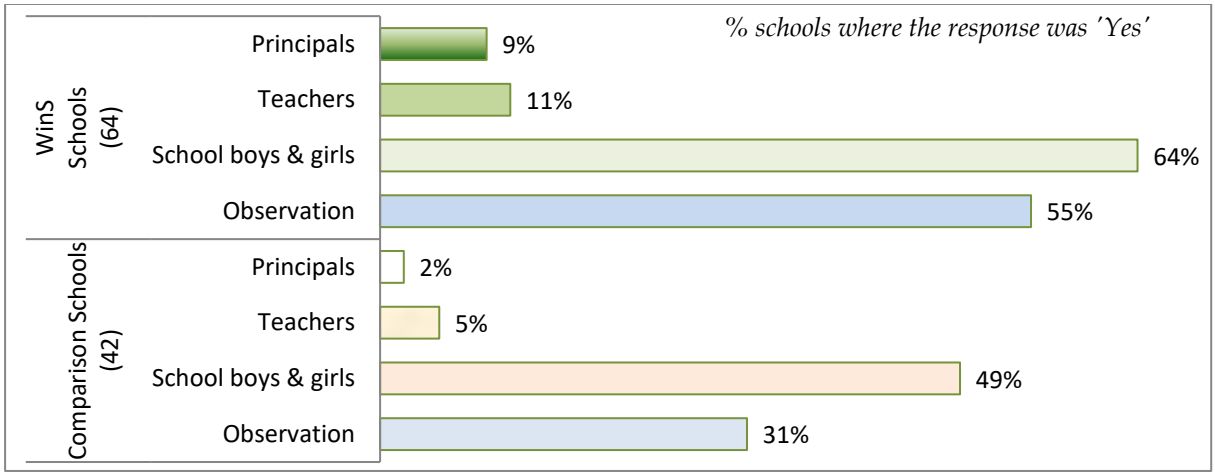
Number of hand washing stations per school: While school observation found 42 out of 66 WinS schools had one hand washing station, and teachers and principals of these schools were almost accurate in their estimates, but school boys and girls in only 25 schools reported hand washing stations – suggesting that they may have only been counting functional hand washing stations (Table 3.12). Only a quarter of WinS schools (17 out of 64 or 27%) had a second hand washing station - or a third hand washing station (only 7 out of 64 or 11%). These numbers were smaller for comparison schools, being 9 out of 42 (21%) for a second hand washing station and 4 out of 42 (10%) for a three stations.

Table 3.12: Number of hand washing stations per school

Does the school have ...	% of schools where the response was 'Yes'							
	WinS Schools (64)				Comparison Schools (42)			
	Principals	Teachers	Boys & Girls	Observation	Principals	Teachers	Boys & Girls	Observation
one hand washing station?	44	42	25	42	21	19	22	23
a second one?	10	10	6	10	6	5	10	5
a third one?	7	7	4	7	2	-	7	4

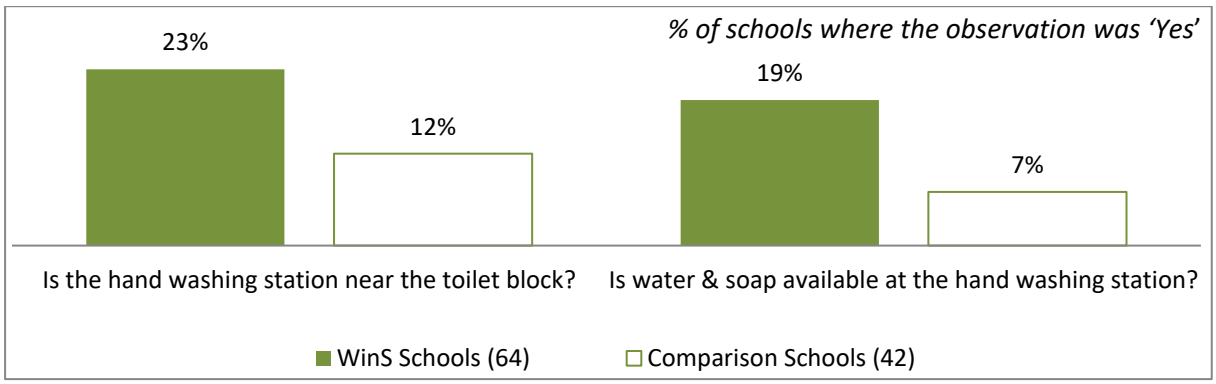
While the team observed that soap and water was available for hand washing after toilet use in 55% of WinS schools, teachers and principals of only 9-11% of WinS schools confirmed the same - the team made this observation in 31% of comparison schools, although only 2-5% of teachers and principals acknowledged the same situation (Figure 3.26).

Figure 3.26: Soap and water for washing hands after using the toilet



This could be because the hand washing stations were not located near the toilet block (found in 23% of WinS schools) or even if they were located near toilet blocks, they did not have soap and water for children to wash their hands (found in 19% of WinS schools). Observations found that only 31% of comparison schools had soap and water for hand washing after toilet use, only 12% had hand washing stations near the toilet block and 7% had soap and water – possibly why teachers and students in 2-5% of comparison schools felt that 'soap and water was available for hand washing after toilet use' (Figure 3.27).

Figure 3.27: Soap and water near toilet and at hand washing stations: Observation



School boys and girls in both types of schools over-estimated this availability of soap and water, perhaps expecting that the evaluation team would like to know that they were washing hands with soap and water after toilet use – as they had possibly been instructed.

Instances when students went to wash hands but found no soap: Groups of school boys and girls in 80% of WinS schools said there was at least one time when they went to wash hands but found no soap, while school boys and girls in only 50% of comparison schools confirmed the same.

Hygiene promotion and classes in schools: While teachers in 58% of WinS schools said that hygiene promotion was done during morning assembly or prayers (scores above 50) – schoolboys and girls in only 48% of WinS schools confirmed the same (Figure 3.28). There was a similar difference even in the case of comparison schools (Figure 3.29). These results suggest that either teachers are overstating the type and frequency of hygiene promotion activities, or, students were absent during the activities and are not aware of them.

Figure 3.28: Frequency of hygiene education classes: WinS Schools

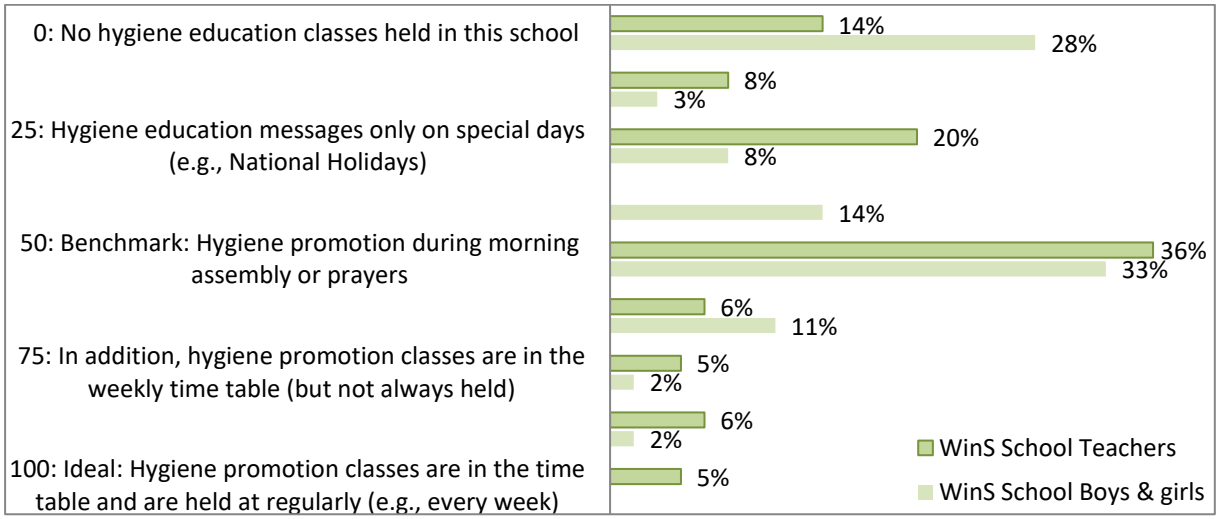
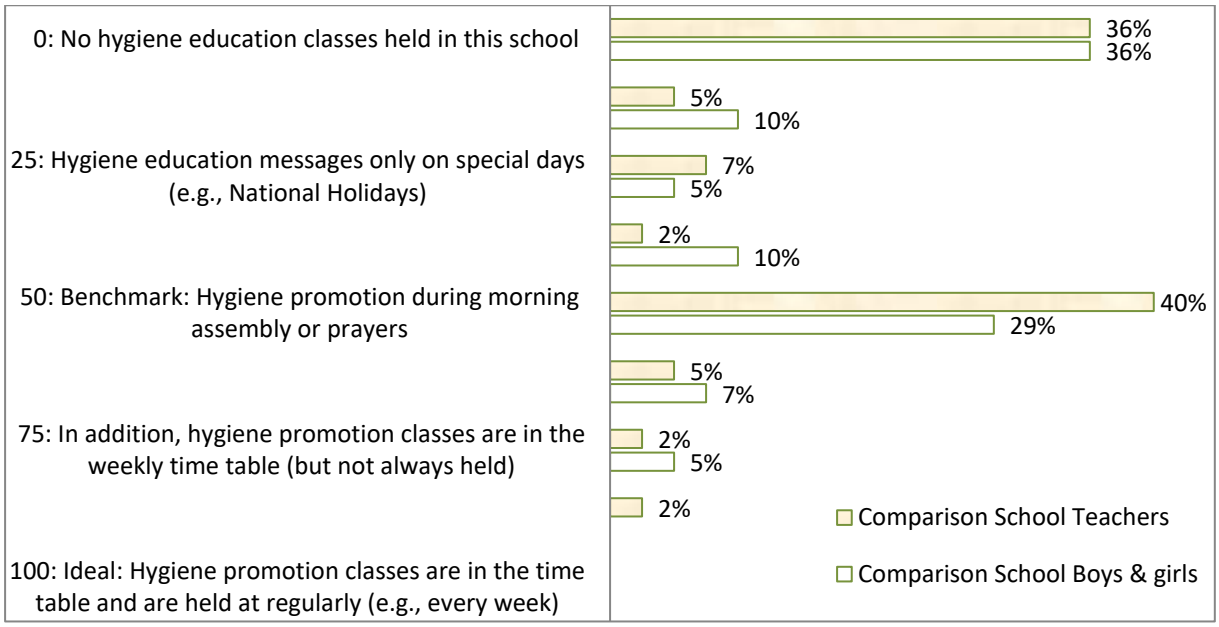


Figure 3.29: Frequency of hygiene education classes: Comparison Schools



The use of hygiene promotion materials and practices: While teachers in 65% of WinS school felt that no special materials for hygiene promotion were available or used in the school or that booklets and other material were available but not used – all scores of less than 50 – teachers in 80% of comparison schools felt this was the case in their schools; however, school boys and girls in larger number of schools – 83% WinS schools and 91% comparison schools – felt that this was the case in their schools (Table 3.13).

Table 3.13: The use of hygiene promotion materials and practices in schools

Scores	Descriptions	Scores from 64 FGDs in WinS Schools With		Scores from 42 FGDs in Comparison Schools with	
		Teachers	Boys & Girls	Teachers	Boys & Girls
0	No special materials for hygiene promotion available or used in the school	42%	64%	39%	74%
25	Booklets and other written material available in school, but not used	23%	19%	41%	17%
50	**Benchmark**: Booklets etc. used in hygiene promotion; Sanitation Clubs formed	20%	12%	17%	5%
75	*In addition*, special material (games, toys) used for hygiene promotion; Sanitation Clubs active	11%	5%	3%	5%
100	**Ideal:** Teachers involve children in regular monitoring of school sanitation facilities and in their regular upkeep and maintenance (e.g., reporting and solving problems)	3%	0%	0%	0%

On the positive side, teachers reported that booklets for hygiene promotion were being used and Sanitation Clubs for students had been formed in nearly a third (34%) of WinS schools – and in only a fifth (20%) of comparison schools. However, students in only half the number of schools - 17% of WinS schools and 10% of comparison schools – said this was the case, suggesting that either they did not participate in the activities or teachers were over-stating the positives.

What students learnt in hygiene promotion classes in schools: School boys and girls reported learning about washing hands with soap before eating food, in 58% of WinS schools (and in 38% of comparison schools); after going to the toilet, in 53% of WinS schools (and 36% of comparisons schools); before cooking food, in 44% of WinS schools (and 38% of comparison schools); and before feeding others, in 36% of WinS schools (and 31% of comparison schools) – the differences not being as wide as perhaps expected (Table 3.14).

Table 3.14: What students learnt in hygiene promotion classes in schools

What students learnt in hygiene promotion classes	% of schools where school boys & girls said 'Yes'	
	WinS Schools (64)	Comparison Schools (42)
We must wash hands with soap before eating food	58%	38%
We must wash hands with soap after going to the toilet	53%	36%
We must wash hands with soap before cooking food	44%	38%
We must wash hands with soap before feeding others	36%	31%

3.4.4 Output level achievements: Child-friendly school WASH facilities and those for differently-abled students

Child-friendly facilities have been built in all evaluated provinces, but not necessarily in all districts or schools within the district – and more in WinS schools than in comparison schools; but many more comparison schools than WinS schools had WASH facilities for differently-abled students. While officials in all the 8 surveyed provinces said that child-friendly school WASH facilities had been constructed in their province, only 25% of district officials said so – indicating that not all districts within each province have such facilities (Table 3.15). However, principals and teachers in more WinS schools (42-45%) said that their schools had child-friendly facilities, than in comparison schools (7-12%) – with principals saying so in more schools than teachers. Officials in only 1 province said the schools had facilities for differently-abled children but half the district-level officials confirmed the presence of such facilities – indicating perhaps that province officials were not aware of these. But, perhaps most surprisingly, principals and teachers in 83-88% of comparisons schools reported that facilities for differently-abled children existed in their schools in only 48-50% of WinS schools did so.

Table 3.15: Child-friendly school WASH facilities and those for differently-abled students

Have the following school WASH facilities been built in your school, district or province?	% of 'Yes' responses		% of schools where the response was 'Yes'			
	Province Officials (8)	District Officials (36)	WinS Schools (64)		Comparison Schools (42)	
			Principals	Teachers	Principals	Teachers
Child-friendly school WASH facilities	100%	25%	45%	42%	12%	7%
School WASH facilities for the differently-abled	12%	53%	50%	48%	83%	88%

Problems accessing drinking water in school: Differently-abled students in roughly the same proportion of both WinS and comparison schools (65-70%) faced problems in accessing drinking water in schools, and said they did not get enough water when they went to drink in slightly more WinS schools (59%) than comparison schools (54%) – and such incidents occurred in around a fifth of both WinS and comparison schools in 2016 (Table 3.16).

Table 3.16: Problems faced by differently-abled students while accessing drinking water

	% schools where a group of differently-abled students said 'Yes'	
	WinS Schools (64)	Comparison Schools (42)
Do you face any problems in accessing drinking water in the school?	65%	70%
Did any of you not get enough water when you went to drink?	59%	54%
If yes, was it this year (2016)?	22%	19%

Water quality problems: While the response in FGDs with differently-abled students in 6% of WinS schools was they felt sick from drinking the water supplied in their schools, this was the response in only 3% of comparison schools; and, in such FGDs, students in 9% of WinS schools said they knew someone who fell sick after drinking water from the school, compared to 3% of comparison schools (Table 3.17).

Table 3.17: Drinking water quality problems faced by differently-abled school children

	% schools where differently-abled students said 'Yes'	
	WinS Schools (64)	Comparison Schools (42)
Did any of you fall sick from drinking water supplied in the school?	6%	3%
Do you know of anyone who fell sick after drinking water from the school?	9%	3%

Bringing water to school from home: The differently-abled students in 45% of WinS schools and 43% of comparison schools said they brought drinking water from home; and while the majority of the reasons are the same, students in WinS and comparison schools ranked these reasons separately: for students in WinS schools, the top 3 reasons were 'taps too high to reach' (42%), 'no water in the school (22%) and 'too much of a crowd at water points' (19%); while for those in comparison schools, they were: 'no water in the school' (32%), 'taps too high to reach' (24%) and 'too much of a crowd at water points' (11%) – and the fact that they did not mention 'water points too far away' as did students in 14% of WinS schools suggests that they do not have water points (Table 3.18).

Table 3.18: Bringing water to school from home

	% schools where differently-abled students said 'Yes'	
	WinS Schools (64)	Comparison Schools (42)
Do you bring drinking water from home?	45%	43%
If Yes, is it because		
There is no water in school?	22%	32%
Water points are too far away?	14%	3%
There is too much of a crowd at the water points?	19%	11%
Taps are too high to reach?	42%	24%
You cannot operate the hand pump?	4%	0%
You have to wait till all the other children have finished drinking?	4%	0%
Other reasons?	12%	3%

Problems faced accessing school toilets: Differently-abled children in 71% WinS schools and 73% comparison schools said they faced problems accessing the toilets in schools, and the top three reasons were the same: toilets are too dirty to enter (41% WinS schools and 30% comparisons schools); 'there is too much of a crowed at the toilets' (36% WinS schools and 27% comparison schools); and 'cannot operate the flush or wash' (17% WinS schools and 16% comparison schools) – suggesting that WinS schools are not that different in this aspect, from comparison schools (Table 3.19).

Table 3.19: Problems faced by differently-abled children in accessing school toilets

	% schools where differently-abled students said 'Yes'	
	WinS Schools (64)	Comparison Schools (42)
Do you face any problems accessing the toilets in school?	71%	73%
If YES, is it because		
The toilet is too far away?	9%	11%
There is too much of a crowd at the toilets?	36%	27%
Toilets doors are too high to reach?	3%	0%
Toilets are too dirty to enter?	41%	30%
Cannot operate the flush or wash?	17%	16%
Have to wait till all other children have finished using?	14%	8%

Problems faced accessing hand-washing stations: Differently-abled students in 72% of WinS schools and 68% of comparison schools said they faced problems accessing school hand washing stations, and the top 3 reasons were the same: 'too much of a crowd at hand washing stations' (28% WinS and 11% comparison schools); 'have to wait till all the other children have finished using them' (19% of WinS and 5% comparison schools); and 'hand washing stations are too far away' (10% of WinS and 3% of comparison schools) – but the problems seem to be more pronounced in WinS schools possibly because there are more hand washing stations as compared to the comparison schools (Table 3.20).

Table 3.20: Problems faced by differently-abled students in accessing hand-washing stations

	% schools where differently abled students said 'Yes'	
	WinS Schools (64)	Comparison Schools (42)
Do you face any problems accessing the hand washing stations in school?	72%	68%
If Yes, is it because		
The hand washing stations are too far away?	10%	3%
There is too much of a crowd at the hand washing stations?	28%	11%
Hand washing stations are too high to reach?	1%	0%
Have to wait till all the other children have finished using them?	19%	5%
Other reasons?	26%	22%

3.4.5 Outcome-level achievements: Awareness of the WinS Program

While 100% of province-level officials knew of the WinS program, only 81% of district officials, principals of 88% of WinS schools and teachers of 77% WinS schools were aware of it (Table 3.21). But only 33% of district officials, principals in 38% WinS schools and teachers in 31% WinS schools were aware about and familiar with the procedures and protocols of the WinS program. *Shura* members of nearly 50% of WinS schools were aware that WASH facilities had been recently improved in their schools.

Table 3.21: Awareness about the WinS Program, its procedures and protocols

Stakeholder awareness about WinS	% officials who said 'Yes'		% of schools where respondents said 'Yes'					
	Province Officials (8)	District Officials (36)	WinS Schools (64)			Comparison Schools (42)		
			Principals	Teachers	*Shura*	Principals	Teachers	*Shura*
Are you aware of the WASH in Schools program of the Ministry of Education that was implemented with the support of UNICEF?	100%	81%	88%	77%		7%	12%	
Are you familiar with procedures & protocols of the WinS Program?	88%	33%	38%	31%		2%	0%	
Do you know that WASH facilities in your school have been improved recently?					48%			10%

3.4.6 Outcome-level achievements: Hygiene Awareness and Behaviour

Change in hygiene behaviour among students in the school: School boys and girls in only 73% of WinS schools said that the WinS program had resulted in changes in the hygiene behaviour of students, although principals of 89% WinS schools and teachers in 91% WinS schools said changes had resulted.

Awareness of the importance of washing hands: In WinS schools, 78% of the school girls who participated in the group exercise gave the correct answer to the question 'why is it important to wash your hands?', while only 50% of boys who participated in WinS schools got the answer correct; however, 69% of school boys in comparisons schools gave the correct answer (e.g., 'germs go into our stomachs and we fall ill'), compared to 64% of girls who participated in the group exercise in these schools.

Hygiene promotion activities in homes and in the community: While teachers in 44% of WinS schools said that no hygiene promotion was being done by children in their homes or in their community (situation with a score of 0) and school children corroborated this in 44% of WinS schools, teachers in 64% of comparison schools said this was the case with their school's children – although school children in more comparison schools (74%) said this was the case (Figures 3.31 and 3.32).

Figure 3.30: Hygiene promotion by school children at homes & in the community: WinS Schools

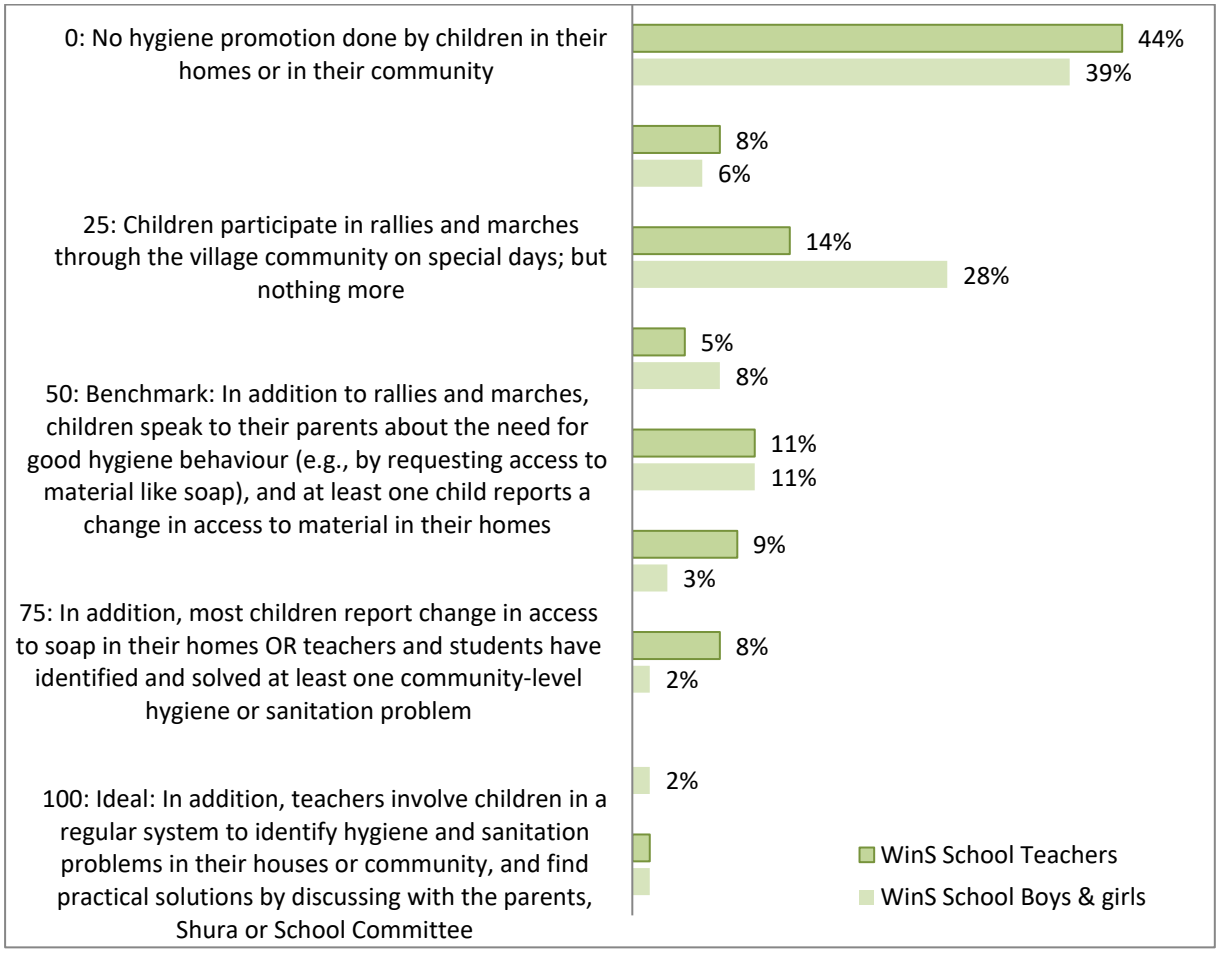
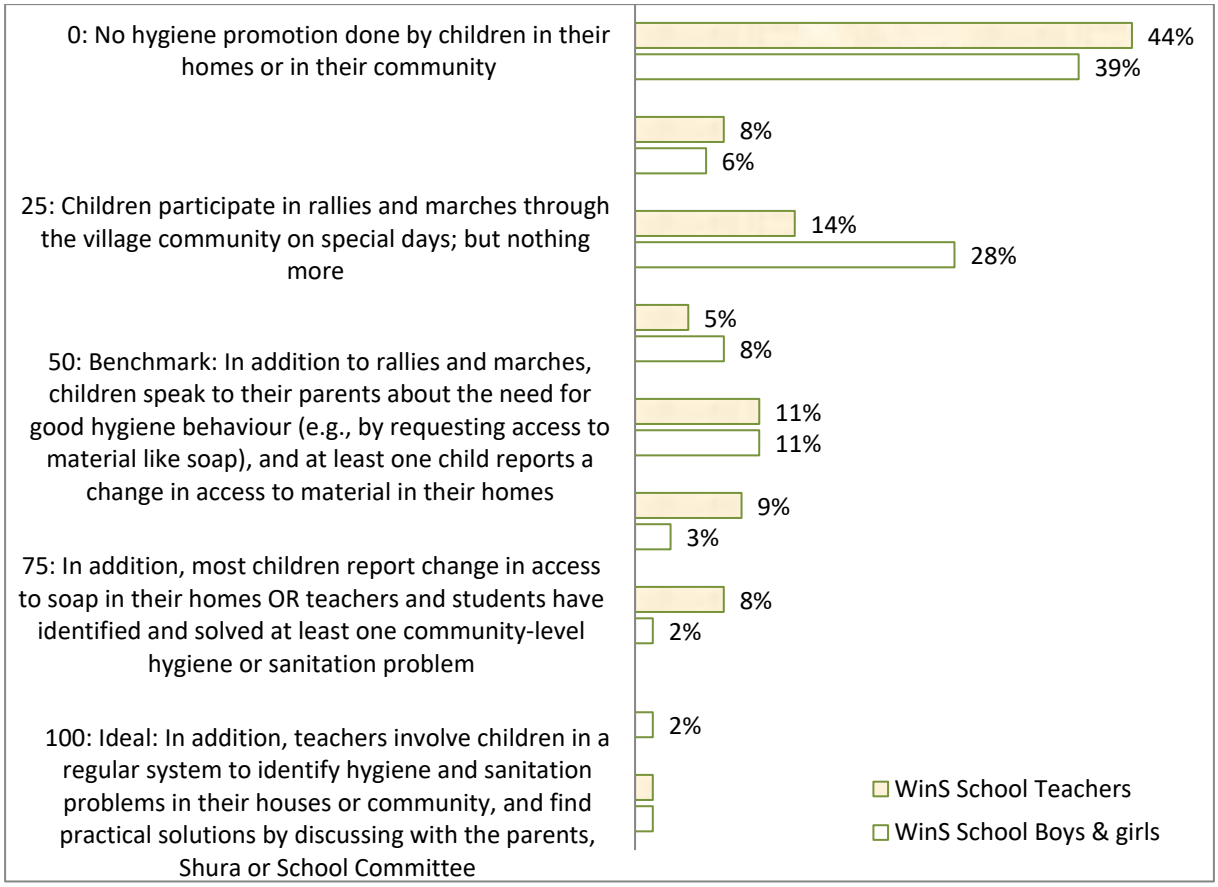


Figure 3.31: Hygiene promotion by school children at home & in the community: Comparison Schools



Additional activities are needed to improve hygiene behaviour among school students: Although awareness generation and WASH facilities were most commonly mentioned, the *shura* of one WinS school noted that 'public must be informed about the usage of toilet' while another noted that 'Small children don't know how to use toilets [and] their awareness should be increased'.

3.4.7 Outcome-level achievements: Effectiveness of Stakeholder Involvement

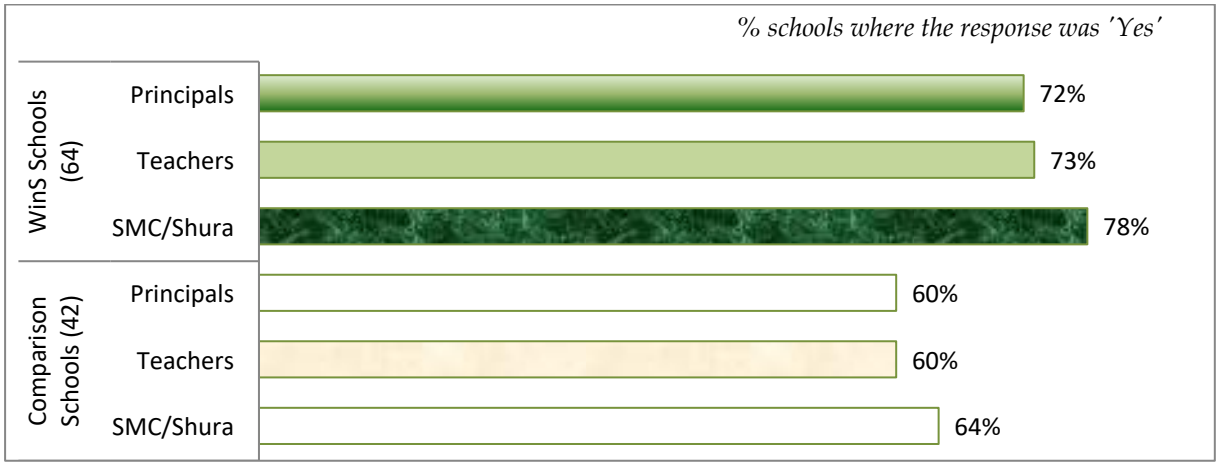
Principals, teachers and *shura* members in most WinS schools (58-66% of 64) and a smaller number of comparisons schools (43-53% of 42) felt that their involvement in school WASH hardware activities – restricted largely to O&M of constructed facilities (water supply systems, toilets and hand washing stations) - was very effective (Table 3.22).

Table 3.22: Effectiveness of stakeholder involvement in WinS hardware activities

How effective was stakeholder involvement in WinS hardware activities?	% of schools where respondents said 'Yes'					
	WinS Schools (64)			Comparison Schools (42)		
	Principals	Teachers	*Shura*	Principals	Teachers	*Shura*
Very Effective	66%	61%	58%	55%	43%	43%
Not Very Effective	11%	27%	30%	7%	31%	14%
Not Effective	17%	13%	11%	21%	26%	33%
Counter-productive	6%	0%	2%	17%	0%	10%

Roughly similar numbers of stakeholders - i.e., principals, teachers and *shura* of 45-61% of WinS schools and 38-50% of comparison schools - felt that stakeholder involvement could have been improved, e.g., by taking local suggestions for design and involving the *shura* and principal in construction (Figure 3.32).

Figure 3.32: Could stakeholder involvement have been improved?



EQ 9: How effective was the program in providing female and male students with access to clean toilets with privacy?

***Main Finding**: As the evaluation findings on appropriateness and cleanliness of toilets illustrate, the construction and maintenance of toilets and MHM facilities are not effectively benefitting female and male students.*

Detailed Findings

The majority of toilets continue to be dry toilets and, despite the construction of new toilet blocks, the lack of water for flushing and washing, and of budgets for (major) repairs, are major reasons for most school toilets continuing to be dirty and smelly. Even where flush toilets were provided, principals and teachers felt that children did not know how to use them – and, along with the lack of water, even these could become dirty and smelly.

EQ 10: What is the % of functional toilets for males and females at schools?

***Main Finding:** While 77% of toilet seats were functional in WinS schools, 91% were functional in comparison schools, either because the latter had fewer toilets overall and more dry toilets in particular (but these were built well) or because the new facilities had more flush toilets and water availability was a problem. Dirty and smelly toilets (because of a lack of water to clean them) tend to fall into disuse, and especially if they are blocked and not repaired in time. School girls in less than 20% of WinS schools (and 7% of comparison schools) said that school sanitation facilities were adequate for all school girls, while school boys said this was the case in only 23% of WinS schools (and 12% of comparison schools).*

EQ 11: Are the experiences of school girls with respect to the program different from those of school boys?

Main Finding: MHM counselling and awareness raising activities for adolescent girls in WinS schools seemed to have had a good impact on school girls and they also had a better understanding (than boys) of the need for washing hands before eating and after defecation. They have problems accessing toilets and MHM facilities, and the shortage of trained and capable female teachers possibly results in school principals and teachers not being well aware of the kind of problems faced by school girls. For instance, the lack of separate toilets for girls and boys was mentioned as a problem more by school girls and boys than by teachers and principals.

EQ 12: How effective was the implementation of the program's infrastructural and software components in terms of coordination with stakeholders?

Main Finding: The WinS programme's coordination with stakeholders was not as effective as intended. As mentioned earlier, there was hardly any consultation with local stakeholders – the principals, teachers and Shura members – in the design and construction of the school WASH facilities, and they were only called upon to carry out the O&M of these constructed facilities – and to address the problems of poor planning and design (e.g., lack of water near the toilets), without a budget.

3.5 EFFICIENCY

3.5.1 Efficiency in spending, time management and logistics

EQ 12: How efficient was the programme in spending, time, management and logistical procedures?

Main Finding: It is difficult to estimate efficiency because there is data on actual costs are not available. But UNICEF officials interviewed felt that costs of some components of the School WASH construction programme were too high. Also, Province Officials surveyed were unaware of the actual number of WinS schools in their own provinces and the costs involved, and had little idea about standards to compare time and logistics performance across locations. While all agreed that the WinS program could be improved, only two concrete suggestions made to reduce construction costs and time while maintaining quality, were (1) to hand over the budget to the village shura or the school principal; and (2) to increase the budget, not only to improve construction quality and facilities but also to keep any surplus for future repairs.

Detailed Findings

It was almost impossible to get data on actual costs: Repeated attempts by the Evaluation Team and UNICEF did not succeed in getting financial information from MoE or Zonal Offices of PEDs and UNICEF, largely because of poor database management: the information is not available even at province level.

UNICEF officials feel that costs of some components of the School WASH construction programme were too high:[45] MHM facilities were constructed but due to poor design and a lack of consideration of local conditions, these are hardly working in most places. Their observations on field visits and discussions with local stakeholders have found evidence of 'over-design' and wrong design of school toilets and other infrastructure (e.g., ramps) has meant high unit costs and wasteful expenditure.

Even officials are not clear about number of schools where WinS has been implemented in their own province or district: Province and district-level officials either over-stated or understated the actual number of schools in their province (or district) where the WinS program had been implemented. While province officials in Herat said there were 200 WinS schools in their province, MoE data shows only a total of 46 WinS schools from 2008-2015 - but where province officials in Takhar said there were only 3 WinS schools in their province, MoE data showed 49 (Table 3.23). Similarly, district officials in Namangan said that there were 40 WinS in their district – while province officials put the figure at only 17.

Table 3.23: Number of WinS schools

Province	Number of schools where WinS has been implemented, according to				
	Province Officials (in their Province)	District Officials (in their District)	MoE data (for the Province)		
			2008-11	2012-15	2008-2015
Balkh	27	17	19	32	51
Bamyan	4	4	14	19	33
Herat	200	61	11	35	46
Kandahar	18	4	0	20	20
Khost	7	5	4	7	11
Laghman	15	18	42	6	48
Samangan	17	40	18	31	49
Takhar	3	6	42	10	52

Province and district officials had conflicting information on how many agencies were involved in WinS construction activities: In Herat, Laghman and Samangan provinces, officials in the surveyed districts gave a higher number of construction agencies used in their districts - than province-level officials gave for the entire province. Thus, for instance, in Herat, district officials said 9 agencies had been used in their district alone, while province officials said only 4 agencies had been used in the entire district (Table 3.24).

Table 3.24: Number of construction agencies hired to build WinS facilities

Province	Number of agencies that constructed WinS facilities in schools, according to	
	Province officials (within their own province)	District officials (within their own district)
Balkh	8	3
Bamyan	5	1
Herat	4	9
Kandahar	2	2
Khost	1	1
Laghman	2	4
Samangan	3	9
Takhar	4	2

[45] See interviews with senior WASH Section officials of UNICEF Afghanistan in Annex 10, and also sub-section 3.7 titled 'Problems with WinS'.

There were widely varying estimates of the average time it took to build WASH facilities in WinS schools: While the time estimates of district officials (for construction within their own district) was around three times that of province-officials (for construction within the entire province), the estimates of WinS school teachers was almost the same as that of school principals in 6 provinces – while in two provinces (Kandahar and Khost), they were significantly higher than the times given by the school principals (Table 3.25).

Table 3.25: Average time taken to build WASH facilities in WinS schools

Provinces	The average time taken to build WASH facilities in WinS schools (months), according to			
	Province officials (in their own province)	District Officials (in their own district)	WinS School Principals (in their own school)	WinS School Teachers (in their own school)
Balkh	4	12	3	4
Bamyan	6	5	4	4
Herat	3	22	4	4.2
Kandahar	3	2	19	36
Khost	6	6	3	11
Laghman	12	32	5	4
Samangan	12	37	6	6
Takhar	36	108	6	6
All Provinces	**10**	**28**	**6**	**9**

Agreement that the WinS program could be done differently and better to reduce costs, save time, improve logistics and improve management – but few specific suggestions: While the majority of stakeholders – 88% of the 8 province officials, 67% of the 36 district officials, 81% of WinS school principals - said improvements could be made to the WinS programme, there were only two specific suggestions on how this could be done: (1) Give the construction budget directly to the school principal or the village *shura* – so that money would be 'consumed with care and not wasted', 'quality will be maintained and costs are reduced' and 'extra expenses' would be reduced; and (2) increase the budgeted cost – not only so that 'quality would be better', but also to use the remaining money for repairs.

3.5.2 Quality of Construction

EQ 13. What is the quality of construction of WASH facilities (taking into account the time since the intervention was completed) compared to MOE and UNICEF standards?

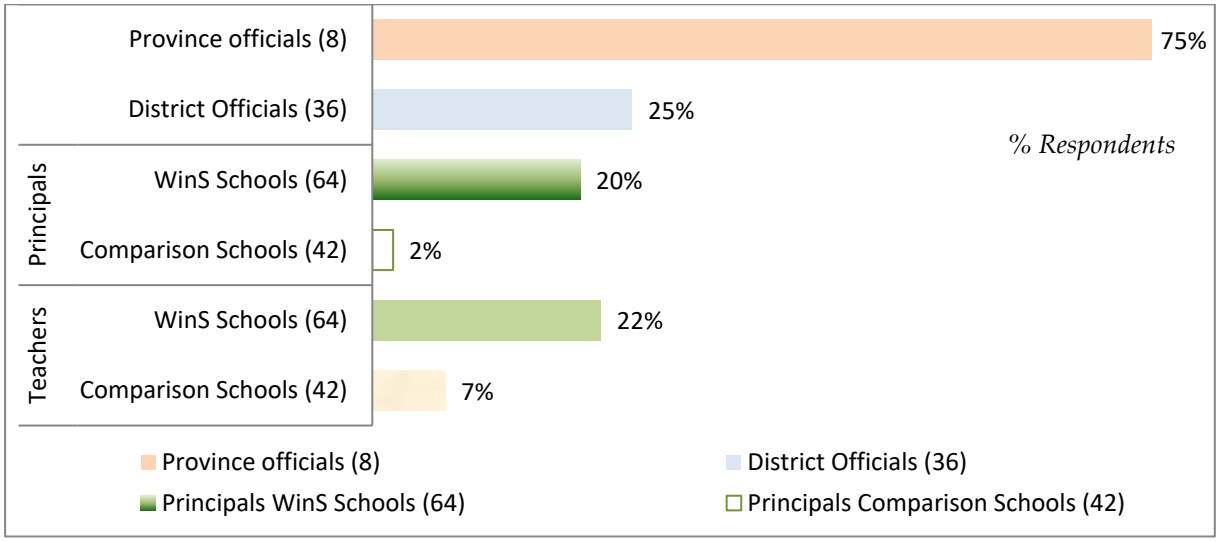
Main finding: There was little awareness of UNICEF and MoE standards for construction of WASH facilities in schools, especially at school-level. Most were unable to rate construction quality, but of those who did, very few rated them 'Excellent' or 'Good'.

Detailed Findings

There was little awareness of UNICEF and MoE standards for construction of WASH facilities in schools, especially at school-level: While 75% of province officials said they were aware of these standards, only 25% of district officials said they were aware – along

with principals and teachers of only 20-22% of WinS schools, and 2-7% of comparison schools (Figure 3.33).

Figure 3.33: Awareness of UNICEF and MoE standards for construction of school WASH facilities



Most respondents were unable to rate construction quality, but of those who did, very few rated them 'Excellent' or 'Good': Province officials, who were the most aware of these standards (only 2 out of 8 said they were unable to rate), gave an 'excellent' rating in only 1 province, and 'good' in only 1 province (13% of 8) – while officials in 50% of the provinces rated quality as 'Fair' (Table 3.26). While most district officials (75% of 36) and principals and teachers in WinS schools (78% of 64) were unable to rate construction quality vis-à-vis MoE/UNICEF standards, most of those who could do so rated them as 'Fair' – followed by 'Good' and 'Poor', almost equally. Compared to local construction in the area, however, the ratings were much clearer: most district officials (61%) said it was either 'Fair' or 'Poor' (with 36% not being able to rate), while most WinS school principals and teachers (52-60%) rating it as 'Fair' or 'Poor' (around a third were unable to rate).

Table 3.26: Rating of construction quality of WASH facilities with UNICEF & MoE standards

Rating of quality of construction of constructed WASH facilities compared to ...	% of respondents who said 'Yes'			
	Province officials (8)	District Officials (36)	WinS Schools (64)	
			Principals	Teachers
UNICEF/MOE standards?				
Excellent	13%		3%	2%
Good	13%	11%	5%	3%
Fair	50%	8%	11%	13%
Poor		6%	3%	5%
Don't Know	25%	75%	78%	78%
Local construction in the area				
Excellent			3%	2%
Good	13%	3%	9%	9%
Fair	13%	50%	39%	50%
Poor		11%	13%	11%
Don't Know	75%	36%	36%	28%

3.5.3 Costs of Construction

EQ 14: What have been the construction costs of toilets (per cubicle (one toilet space) and per student), the MHM facilities, space for the differently-abled, and per borehole (and per meter depth)?

***Main Finding:** Very few stakeholders had a Bill of Quantities (BOQs) for different WASH facilities. Average construction costs for WinS were estimated to be much higher by district officials and school principals than by province officials Most were unable to compare costs, but almost none of those who could, said costs were lower.*

Detailed Findings

Very few stakeholders had a Bill of Quantities (BOQs) for different WASH facilities: Principals of **o**nly 1-2 WinS schools said they had BoQs – and only for toilets and MHM facilities - but could not produce them; and none had BOQs for bore holes (Table 3.27).

Table 3.27: BOQs for WASH facilities

BOQs and costs of construction	% of respondents			
	Province officials (8)	District Officials (36)	School Principals	
			WinS Schools (64)	Comparison Schools (42)
Do you have Bill of Quantities (BOQ) for the following?				
Toilet construction		6%	3%	
Child-friendly toilets			2%	
Disabled-friendly toilets			2%	
MHM facilities?			2%	
Bore hole for water supply				

Average construction costs were estimated to be much higher by district officials and school principals than by province officials: Average costs of toilets according to province officials were much higher than those estimated by district officials and principals of WinS and comparison schools – but lower for all other WASH facilities (Table 3.28).

Table 3.28: Construction costs of school WASH facilities

School WASH facilities	Average construction cost (in Afghanis) according to			
	Province officials (8)	District Officials (36)	School Principals	
			WinS Schools (64)	Comparison Schools (42)
Toilets (per cubicle: one toilet space)	1,15,000	84,833	43,333	37,000
MHM facilities	10,333	88,333	75,000	41,250
Disabled space	10,333	59,250	72,500	52,142
Boreholes	1,26,666	2,25,142	2,16,000	1,46,428

Most were unable to compare costs, but almost none of those who could said costs were lower: While 50-90% of province and district officials were unable to compare costs, none of those who could said that costs were lower – and this was the situation with school principals in both WinS and comparison schools (Table 3.29).

Table 3.29: Costs of WinS WASH facilities relative to market prices in the region

School WASH Facility	Construction costs relative to local costs	% of respondents saying 'Yes'			
		Province officials (8)	District Officials (36)	School Principals	
				WinS Schools (64)	Comparison Schools (42)
Toilet seats	*Higher*	13%	6%	11%	5%
	Same	38%	11%		5%
	Lower			3%	2%
	Don't Know	50%	83%	86%	88%
Child-friendly toilet seats	*Higher*	13%	6%	11%	5%
	Same	25%	11%	3%	2%
	Lower				7%
	Don't Know	63%	83%	86%	86%
Toilet seats for the differently-abled	*Higher*	13%	6%	11%	5%
	Same	25%	6%	3%	2%
	Lower				7%
	Don't Know	63%	89%	86%	86%
MHM facilities	*Higher*	13%	6%	8%	5%
	Same	25%	3%	3%	7%
	Lower			3%	2%
	Don't Know	63%	92%	86%	86%
Bore holes	*Higher*	13%	13%	8%	5%
	Same	25%	25%	5%	7%
	Lower			2%	2%
	Don't Know	63%	63%	86%	86%

3.6 SUSTAINABILITY

3.6.1 Operation and Maintenance

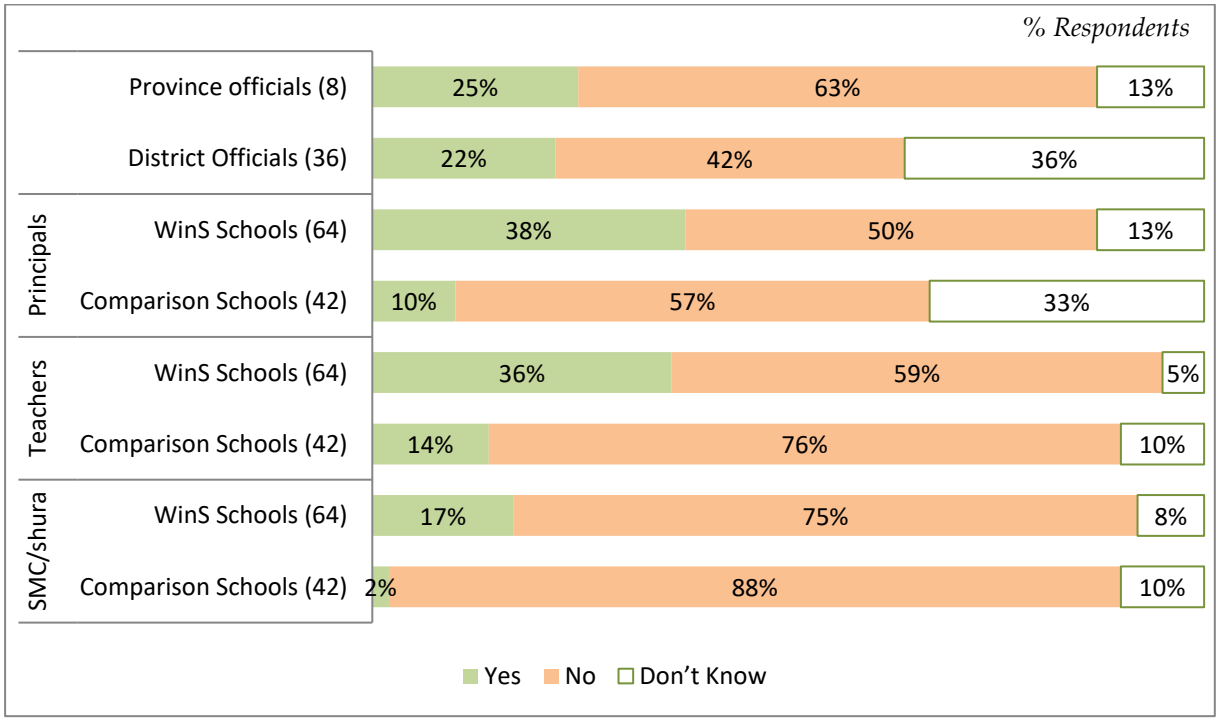
EQ 15: What is the protocol for O&M of School WASH facilities after construction?

Main Finding: *Less than a third of respondents said there was a protocol for Operation and Maintenance (O&M) of WASH facilities after construction. While there is lack of clarity about an 'O&M protocol', most stakeholders surveyed felt that O&M was the responsibility of the school management, and was being done by the principal and the shura with help from the MoE. Most stakeholders felt that the Shura is playing an active role, along with the school principal and teachers, to monitor and maintain school WASH facilities – and wanted them to have a greater role in future.*

Detailed Findings

Protocol for Operation and Maintenance (O&M) of WASH facilities after construction: Only 25% of province officials surveyed (in 2 out of 8 provinces) and 22% of district officials said that there was an O&M protocol, as did principals and teachers in about one third of the WinS schools – while those in less than 15% of comparison schools said so (Figure 3.34).

Figure 3.34: Awareness of a Protocol for O&M of school WASH facilities



Responsibility for O&M: Officials in one province said that after the construction is over the Engineering Department checks, while district-level officials were divided: some said it was the duty of the PED to check and monitor WASH facilities, while others said that it was the duty of school management (noting that every school has to assign a person for cleaning and maintaining these facilities); some also said that sometimes monitoring was done by NGO staff; while others said no one was doing this and it was the responsibility of the MoE. WinS and comparison school principals were similarly divided: some said that the protocol is that the school management requests the PED, which gives the task to the responsible department; others said that the process was autonomous: the PED sends out a team that checks all the facilities and the PED/MoE carries out repairs after 2 years; while one mentioned that the construction company sends staff to carry out repairs. Most maintained that 'after building these facilities, it is the school management's job to maintain and operate these facilities' and they hire people to clean and maintain these – under the supervision of the principal or the *shura* - and also carry out repairs, but with no budget from the MoE. The situation appears to be worse in comparison schools, with teachers in one school saying that 'school management, caretaker and students are working together', while in another they said that teachers carry out necessary repairs as much as possible.

Role of the *shura*, school principal and teachers in O&M of school WASH facilities: Province and district-officials stated that the *shura* were helping 'in every action' and 'playing a role in management' of O&M of school WASH facilities, and school principals in both WinS and comparison schools concurred, stated more clearly that: 'the [school] management gives the task to the *shura*', 'the *shura* has the responsibility of maintenance' and

'when a problem occurs the *shura* and school management take decision'. Most wanted the *shura* to continue to play an active role, stating '*Shura* and school management can play vital role for maintenance and improvement'. Some teachers, however, sought some improvement in the role of the *shura*, saying 'shura must give attention to hygiene.'

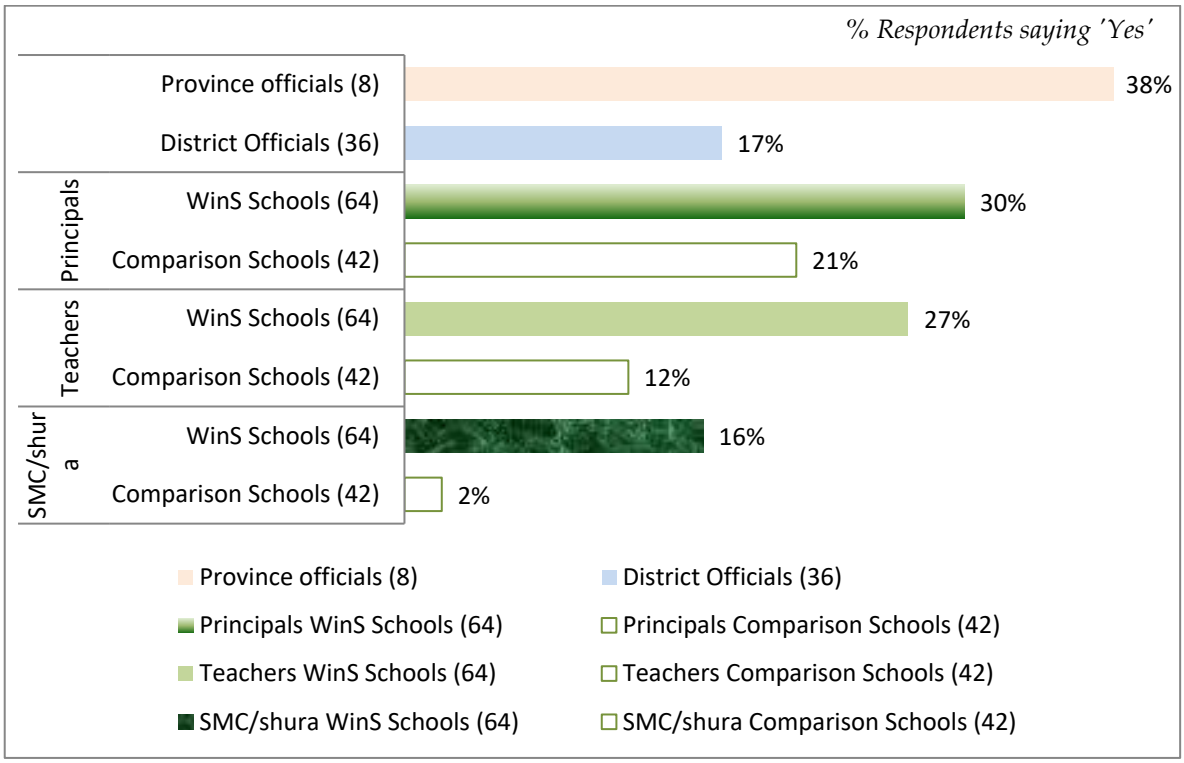
EQ 16: Is this protocol adequate or are their issues which are not addressed in the protocol and/or in practical O&M activities?

***Main Finding:** A majority of respondents felt that the protocol is not adequate, since repairs to school WASH facilities were not timely or sufficient. Stakeholders were unclear on whether or not O&M protocols existed, but felt these were needed - though they differed on whether O&M should be done by the construction company, the government, or the school management & shura. MoE officials clarified that such a protocol does not exist at the moment and it is presently working to develop school WASH O&M protocols and guidelines.*

Detailed Findings

Adequacy of school WASH O&M Protocol: Only officials in 3 out of the 8 provinces, and 17% of district officials surveyed in these 8 provinces felt that the school WASH O&M protocol was adequate – while the principals and teachers in 20-30% of WinS schools and in 12-21% of comparison schools agreed (Figure 3.35). Also, while SMC members in 16% of WinS schools said these were adequate those in only 2% of comparison schools did so.

Figure 3.35: Is the Protocol for O&M of school WASH facilities adequate?



Need for an O&M Protocol: While the Province officials declined to comment, the district officials noted that 'there are lots of problems in hygiene', that 'teachers and parents should teach children to keep the toilets clean', that 'for better WASH management schools should

collect money from students and the *shura*' and that 'the *shura* should be included in O&M'. They also mentioned the larger issues of inadequate buildings, the lack of walls or fences for schools, and that budgets should be given directly to district officials for implementation. Some of the other stakeholders consulted (principals, teachers and SMC members of both WinS and comparison schools), however, observed that there was no protocol, saying for instance, 'in reality, there is no protocol', 'a (particular or special) protocol must be there for this issue' and 'we need a good protocol from UNICEF'. They were divided, however, on what such a protocol should specify and who should be responsible: (1) Many felt that repair and maintenance should be part of the responsibility of the construction company (that built the school WASH facilities), who should then send professional staff to carry out this work; (2) a few felt that it should be the government's responsibility, saying for instance, 'A department should be there to maintain, control and repair toilets and other components', ' a special department is required for maintenance' and 'a department is required for protection and maintenance'; while (3) a few felt that it should be the responsibility of the school management and the *shura*, but given that there is no budget to do this work, that 'School principal should collect monthly fees from the students for the maintenance of WASH facilities'.

Discussions with the MoE revealed that the Ministry is presently working to develop school WASH O&M protocols and guidelines and that there is no such protocol at the moment.

3.6.2 Sustainability of WinS Programme Interventions

EQ 17: How sustainable are program interventions in terms of the construction, maintenance and utilization of the WASH facilities?

***Main Finding:** Apart from province officials, most stakeholders rated the sustainability of WinS interventions as 'Medium' or 'Low'. Most School Principals and SMC members felt that there was no budget or inadequate annual budget for O&M of school WASH – and villagers cannot contribute more for this.*

Detailed Findings

Apart from province-level officials, most stakeholders rated the sustainability of WinS program interventions as 'Medium' or 'Low: While 50% of province-level officials felt that sustainability of construction was 'High', and 38% felt that utilization was 'High', only 25% rated maintenance as being 'High'. Most of the other stakeholders felt that the sustainability of WinS interventions was 'medium' or 'low'. Thus, overall, less than 18% rated the sustainability of *construction* as 'High', less than 15% rated the sustainability of *utilization* as 'High' and less than 15% rated the sustainability of *maintenance* as 'High' – although teachers and principals in more WinS than comparison schools felt that sustainability was 'Medium' rather than 'Low' (Figure 3.36-3.38).

Figure 3.36: Stakeholder perceptions of sustainability of WinS program interventions: **Construction**

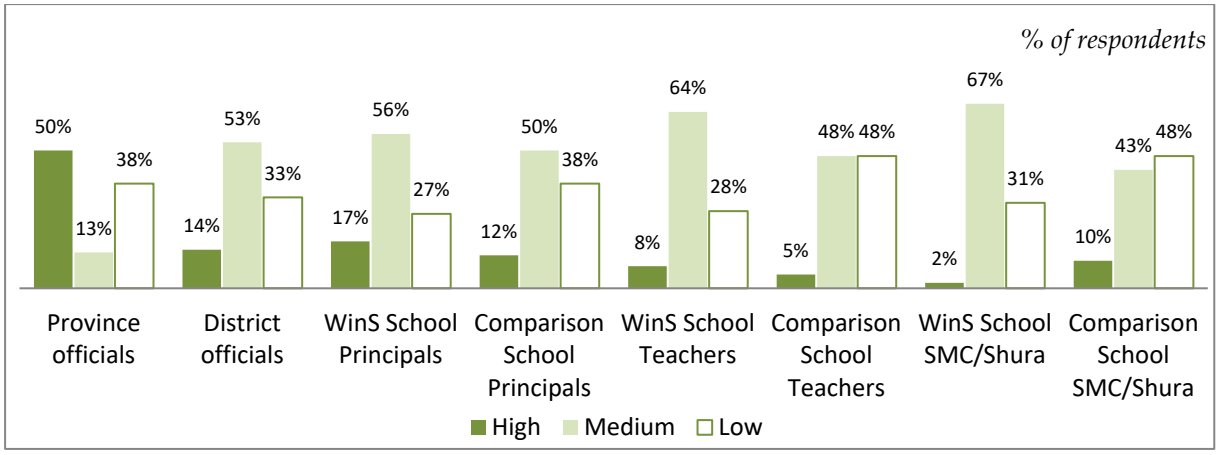


Figure 3.37: Stakeholder perceptions of sustainability of WinS program interventions: **Utilization**

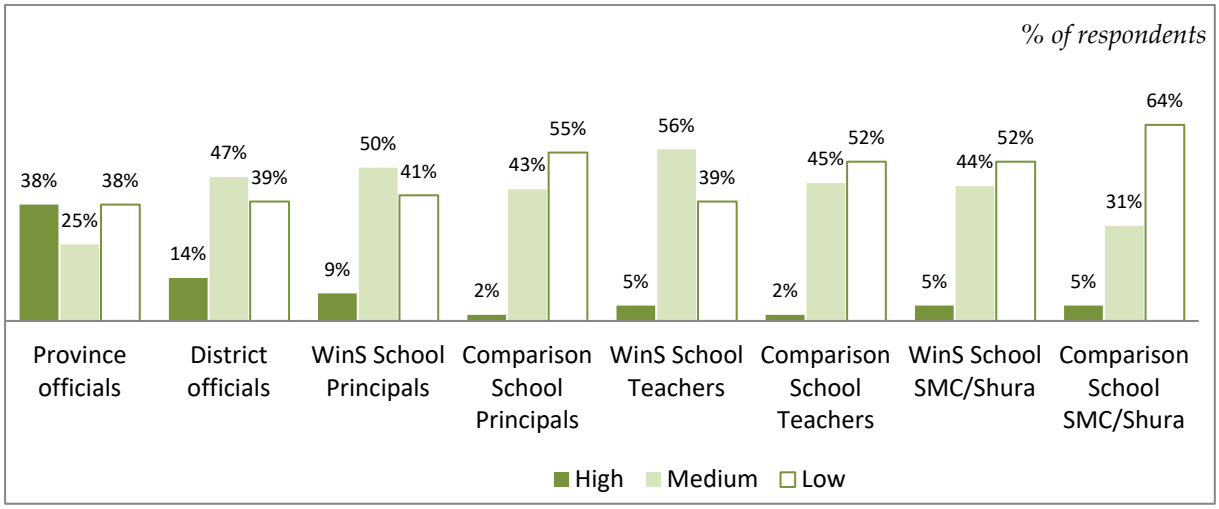
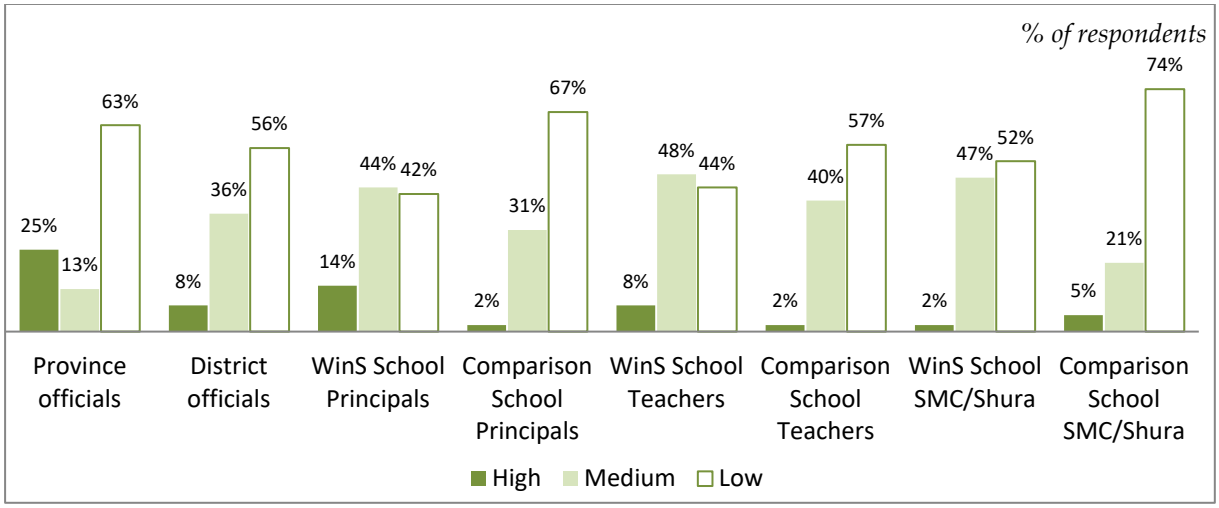


Figure 3.38: Stakeholder perceptions of sustainability of WinS program interventions: **Maintenance**



Most School Principals and SMC members felt that there was no budget or inadequate annual budget for O&M of school WASH – and villagers cannot contribute more for this. School principals in 5% of WinS schools said that there was an annual O&M budget for drinking water supply systems – and 2% said that this was adequate – while principals of 2% of comparison schools said there was a budget for water, but that it was not adequate.

Principals of 1-2% of WinS schools said that there were annual budgets for toilets and hand washing stations, but these were not adequate. Only in 1-2% of schools did either the Principal or SMC members feel that villagers could contribute more for O&M of school WASH systems.

3.7 Problems perceived by UNICEF Staff

Even prior to the evaluation, UNICEF staff had identified several problems with the WinS programme, which are summarized below:[46]

- Lack of uniform contracting procedure**:** Since the MoE took over in 2012, issuing construction contracts for school WASH facilities under the WinS Program has been done in different ways in different provinces:
    - *Directly by the ISD of the MoE in Kabul* for more than 50 schools in the central and southern regions.
    - *By PEDs and school shuras* in the Northern Region, i.e., in the provinces of Badghis, Farah and Ghor.
    - *By PRRDs (under the MRRD) in coordination with PEDs* in Herat.
- Delays in completing construction: None of the toilets to be built through contracts issued directly by the MoE in Kabul in 2012 had been completed till 2015. There were disputes with contractors about payments and quality of construction which dragged-on for months. The PEDs also did not take any responsibility for completing the works or for providing oversight for contracts issued directly by the MoE in Kabul. The last 20-30 schools were only finished in November 2016, by then it had taken about 4 years to complete.
- Duplication: Since there is no clear Situation Analysis, often new toilet blocks were constructed not taking into account the existing ones and new toilets have been built in schools which already had toilet facilities. Since the regulation to remove blocks which are in disrepair, many unsafe and unhealthy latrine blocks are still on the school premises, and new blocks are added.
- Inappropriate designs: Several issues have been observed concerning design of the school WASH facilities:
    - *Not child-friendly facilities:* These facilities not created so that children use them with pleasure, feel safe, etc.
    - *Double vault composting toilets***:** The double vault composting latrine was introduced at the advice of UNICEF back in 2011-12. Although vault toilets are the most common in Afghanistan, they are not used for composting, which requires regular addition of organic materials, earth and/or ashes. Instead these toilets are regularly emptied and the content is often used in agriculture. Composting toilets are difficult enough to manage at the individual household

[46] Based on interviews with UNICEF staff and MoE officials. See Annex 10 for details.

level and are not the right technology for schools, and in the Afghan context, where excess organic material is very scarce.

- *Improper use of toilets*: The idea behind a double vault composting toilet is that one vault is used at a time. When the vault is full, it is closed and left to compost and the other vault is opened and used. In all schools both vaults are used at the same time, defeating the purpose.
- *In rural areas the most often used anal cleansing materials are stones, which are usually thrown in the toilet.* This fills up any vault rapidly which means that they need regular cleaning. The older MRRD designed school toilets had a slanted bottom leading to a vault behind the toilets which is covered with a concrete slab. This greatly facilitates emptying of the toilets. But this was not followed in the MoE designs.
- *Over-design*: It is not uncommon to find walls of toilets of 40 to 60cm thickness, often using local stone masonry. Even walls separating cubicles are often 20 to 30cm thick. ISD cited that school toilets need to be "earthquake-proof" and used that as a reason for the heavy toilet design, which increased costs.
- *Ramps:* in order for the toilet facilities to be accessible for physically disabled children, access ramps are part of the design. But since the vault toilets are constructed on top of the ground, the ramps are often huge and easily make up 30 to 40 per cent of the total construction cost. A more economical solution can and should be found for this.
- *Cubicles with toilet seats for physically disabled children and hand bars.* Whereas the default toilet in Afghanistan is a squatting plate, all school toilets include one cubicle for physically disabled children with toilet seats. Seats for dry toilets (with urine separation) are not commercially available, so contractors usually made these seats from concrete rings or otherwise fabricate their own rectangular toilet seats. The designs are inappropriate and usually very dirty. Also, since all cubicles have two seats the handle bars mounted on the walls for physically disabled children are too far away to hold on to.

- <u>Construction not according to standard designs:</u> Although the MoE has developed 16 standard designs for WASH hardware, these may not all be reflected on the ground or be acceptable socially and appropriate to the local conditions. Toilet construction is inappropriate– either very far from the school building, or girls and boys toilets next to one another or problems with the design of the MHM infrastructure rendering them unusable.
- <u>Insufficient checks on and supervision of plans, designs and construction</u>: Despite the standard designs of toilets and other constructions, what is seen in the field is *not even these* standard designs, for various reasons:
  - *Schools (who are the end users) are not consulted:* The school not really involved in the work process and are not formally asked or consulted about their needs, priorities and suggestions.
  - *Lack of standardization:* MoE works with different types of construction agencies, contractors, *shura*, etc many of who have limited capacities and understanding.

Every construction agency or donor creates infrastructure according to what they want or know. Construction contractors do not have any design engineers on their team to design appropriate WASH infrastructure for the school. So designs on the ground may just be what the contractors consider appropriate – or feel capable to construct. Designs of hand-washing stations, for instance, are different everywhere, often improvised, and sometimes are more like ablution stations near to the ground.

- *Little checking by UNICEF and MoE whether designs are culturally or locally appropriate*. Since the standard designs do not vary according to whether it is warmer or colder climates, areas with high and low water tables, soft and hard soil, etc., a dry toilet may be constructed where people use water to wash – resulting in the toilets quickly becoming disused.
- *Insufficient water supply:* Water supply is insufficient for these large numbers of students – e.g., one hand pump for a whole school or flush toilets that were not designed to be connected with the water supply.
- *UNICEF Zonal Offices unable to supervise effectively:* Although UNICEF Zonal Offices check the assessments, designs and BOQs, and see what kind of documents are there for the monitoring (because they have to make payments in instalments)., even Zonal Managers might not be able to check all these documents for all systems as they are the only staff working on WinS in the zones. So UNICEF officers deal with what comes to their desk in a way which they deem suitable, while the work is done by the PEDs. Apart from the PED, Zonal UNICEF officers were providing input on designs, and also contractors used their own interpretation of the designs. Therefore, in many cases it is the construction contractor, NGOs or the *shura*s who are making the decision although they may not have all the necessary skills to do the job. The role of supervision therefore is questionable.
- *Monitoring construction is a challenge:* Given the challenges of security, there are problems in monitoring the construction work in some areas where UNICEF is presently working**.** UNICEF cannot go to the field for supervision due to security challenges and remoteness of many areas. Also, internal monitoring systems by teachers and school staff and students are not in place.
- *Poor data management for reference:* PEDs and Zonal Offices all lack a good archive system as the database is also not up to date.
- *PED capacities vary:* All through the period of implementation, the quality of PEDs in different provinces varied greatly: some good and some very poor.

- Toilets for the disabled: These are highly inadequate and, in some locations, even dangerous at present: Ramps are too narrow, the iron fence is easily corroded (hollow iron) and iron handles also fall off. There is often no way to get and turn with a wheel chair at the entrance and the doors of the facilities. Facilities are only provided with handles which are usually not suitable. Improvisation with cement and tiles has been done, but almost all are unsuitable. The costs to make all facilities available for disabled are very high and costs are not in line with the number of disabled found in schools. Also, there are no data on how many disabled children there are in schools.

- Inadequate MHM: Two specific problems noted are:
    - *Unusable facilities.* There is a lack of clarity among those responsible for providing MHM facilities, including contractors, of what an MHM facility should be like. As a result, the constructed facilities are quite odd (e.g., 'hole in the wall' incinerators in a number of UNICEF programs) and they were never used because they needed fuel and high temperatures, both of which are difficult to obtain in rural Afghanistan.
    - *Marginalization of MHM.* The concept of MHM has been marginalized instead of becoming normalized - something that is absolutely contradictory to UNICEF objectives for MHM, which aim to ensure that it becomes part of normal life.).
    - *Teachers do not have the right tools to discuss MHM and work on it*. Apart from a chronic shortage of women teachers – which makes it difficult to reach out to adolescent school girls, given the cultural systems, women teachers are expected to be limited to their specific staff room when not teaching, so they cannot easily get space to take up discussions with students on MHM.
- O&M of school WASH facilities:
    - *Plans do not include O&M*: The planning of school WASH facilities are mainly for construction and no maintenance plans are attached
    - *Inadequate support for O&M*: As in school toilets all around the world, O&M is a problem and hence these toilets are often smelly, dirty and not easy to clean. The rough concrete used in most schools is not easy to keep clean. It is difficult to control odour in both flush toilets and dry toilets. In most places however there is no running water for cleansing or flushing a toilet. These need someone cleaning them throughout the day, but whether teachers and principals of individual schools can raise the funds to do so is questionable in the rural Afghan context.
    - *Lack of O&M protocols*. Currently, there is no support from the MoE and hence O&M is arranged by the school only if there is a good principal. The MoE wants rules and regulations, but uniform rules and regulations may not work because schools are different. They are Health Advisors at Provincial and District levels, but they are unprepared for the task, i.e., they have received any training, and so they are not fully aware of what they should and can do.
- Inadequate attention to 'software' by MoE and UNICEF:
    - *Insufficient training:* In 2015, UNICEF did not conduct any training for teachers or officials conducted and in 2016, only some training was done.
    - *'Old fashioned' training:* The Master Trainers of MoE train teachers using methods that UNICEF staff observing the training deemed 'old-fashioned', and which do not challenge or stimulate teachers – and more importantly, do not prepare them to transfer this learning to school children.
    - *Unsustainable approach:* WASH is still outside of the standard curriculum and so external consultants are hired to train teachers - which is not a sustainable way forward.

- Lack of capacity in MoE: The Health Department within the MoE lacks staff for implementing WinS. Since 2012, there has been only one person, an engineer, in the ISD and training has therefore been relatively neglected
- Lack of ownership by MoE: The MoE has not taken full ownership of the program and has, instead, been fully reliant on UNICEF and UNICEF funding even for some staff positions. The third version of the National Education Strategic Plan (NESP III) finalized late 2016, only mentions water supply and sanitation in one line and contains nothing about WASH in Schools.

Noting that inadequate design, insufficient oversight and contract management, a poor relationship between the PEDs and central level, and a lack of responsibility and ownership were key problems with the WinS programme, UNICEF decided to carry out an independent evaluation of the programme – since an evaluation can also provide directions to reformulate the programme for the future.[47]

3.8 FUTURE PLANNING

Discussions with UNICEF officials revealed that several changes had been made to the existing WinS programme since the evaluation started, and new programming is also being planned.[48] These changes are summarized below.

2016: New Approach to WinS

National Technical Advisors: UNICEF proposed a new structure with additional National Technical Advisors (NTAs) in mid-2016, even though there was no request from the MoE. Accordingly, there are now five two-person teams, comprising one software and hardware NTA, in each of the five Zones in the country.

These NTAs will have as their main roles the management of the Rapid Appraisals or Situation Analysis of all schools per district. Assessment done district-by-district – are to see what is there, what is being used and how the WASH facilities are functioning. Based on the analysis of the situation in the district a joint discussion with all stakeholders as chaired by the PED will have to identify the priorities for the WinS programme. However, these NTA teams are at present completely new, and will have to be trained and start from scratch. UNICEF has also added new WASH NOAs in the zones, in support of the senior WASH officer, in particular for the WinS programme. However, these persons are also new and need to be trained and prepared for their job.

A four-day orientation training was completed in early January 2017 for the new MoE NTA and UNICEF staff and now work has started in one district in each zone. Hereafter, support will be provided to analyse the data and make a programme for WinS in the district selected. It is expected that an additional 1-2 districts will also be assessed later this year.

[47] A new approach to the WinS Programme was started in 2016, and there are plans to completely revamp the programme, according to the WASH section of UNICEF Afghanistan. These are briefly summarized at the end of Section 3 and detailed in Annex 10.

[48] This section is based on discussions with the Head and Deputy Head of the WASH Section of UNICEF Afghanistan, summarized in Annex 10.

The new sanitation officers at the MoE are to do a Situational Assessment, to assess what needs to be done, both for new construction and rehabilitation – especially for the extremely badly-installed hand wash stations and toilets. The design and construction of WASH facilities (water supply and sanitation) are expected to be done via the PRDs and CDCs. School Principals and school *shura*s, which are a committee under the CDC, will be fully involved and the Principal will be expected to indicate what the school really needs. Not all schools will be covered by UNICEF but it is expected that the information from the proposed Situational Assessment will be available to all stakeholders in the province so that the PEDs can carry out joint and coordinated planning.

This planning will not only include the construction, but also the software part of the programme including O&M, recurrent budgets for O&M, improved resilience of the schools and implementing the principles of the Citizens Charter. The revamped programme will thus include working with school Principals, teachers and the school s*hura* to bring about appropriate O&M for WASH facilities and to strive to become more of a Child Friendly School (using the 3-Star approach).

Construction responsibility: Based on the Citizen's Charter, there is also a change related to the organization of the construction: this will no longer be managed by ISD, but will be referred to MUDH in urban areas and the CDCs /PRDs in rural areas. With construction being implemented by the CDCs, contacts with CDCs for the construction of WASH facilities in schools will be more regular. School *shura*s will also be involved although the modalities will be worked out in the coming year. However, the PED/DED will be involved in the monitoring of the construction of the CDCs, as they will be part of the monitoring team.

Design, Construction and Handing-over of School WASH facilities: UNICEF is reviewing the designs of the WASH facilities (new and rehabilitation), and a new Menu of Options for WASH facilities is prepared by BORDA Consultants (Germany). From 2017, all new construction and rehabilitation is to be done by the CDCs in cooperation with the School *shura*s, supervised by the PRD. A proposal has been made to hand over WASH facilities to the school during a joint ceremony with the PED/DED/UNICEF/Ministry of Economy (and if possible the Governor of the District and or the Province) but this is still under consideration (since these are assets of the government and a special protocol and procedures are needed to do so).

Removing old unusable facilities: UNICEF also wants to work with MoE to remove all facilities that are not useable anymore, because they are not safe and a danger to the health of the children. There is already a regulation in place but there is a need to make it easier for schools and the PED/DED to apply these rules.

Opportunity to combine health and hygiene with sports: There is a good opportunity within MoE for combined work between the Health and Sports Departments. UNICEF feels that using sports teachers to push health and hygiene may be a good way to give a twist to the regular work – and to involve the schools to work with WinS in a constructive manner.

Principals: UNICEF feels that more direct contact between the schools and the district and provincial level is necessary, and thus will be starting to develop regular phone contact with schools, in order to involve them in follow-up discussions. The Situational Analysis will thus include the contact numbers of the School Principals and other key personnel.

Parents: UNICEF wishes to get parents also involved in WASH in Schools and to look out for their children's WASH behaviour. Discussions on "Rules and Regulations for WASH facilities" which might include parent contributions are part of that discussion. Furthermore, if the school is situated in a district where the CLTS programme is implemented, then the school will also need to be ODF before the village can be declared ODF. Here the parents also have an important part to play, and facilitation of this role will need to come from the side of MOE and or the CLTS teams.

Third-party monitoring: All zones now have basic contracts in place for third party monitoring, so whenever needed, we can activate the contract and ask them to go and look there. But TPM is not a technical monitoring activity, as they can only indicate if the WASH facilities are present, if they are working and if they are used. And so there are limits to how this TPM can be used. On the other hand, there is also another option: the Ministry of Economy is more and more involved in monitoring before payments are done, so there are provincial units who do joint monitoring of the work - and these are overseen by the Office of the President.

Training: Following a general Training of Trainers (OT) on WASH in 2016, UNICEF has planned MHM training for 2017, in collaboration with the MOE and the UNICEF Education Section. UNICEF will see what part of the general WASH training can be integrated in the general hygiene or life skills curriculum but UNICEF cannot take on too much general training by itself. Changes are planned to the manner in which training is conducted, as the Master Trainers in Kabul and the Health Advisors in the provinces have run the same programme for a long time. The training is planned to be more 'hands-on' while new focus areas will be the O&M of WASH facilities, the 3-Star Approach, and aspects on girl's education related to MHM.

Future Directions for WinS

Regular programme

Construction: If and when a large grant is available, new construction should be given to a construction company (e.g., UN OPS) to construct WASH facilities, according to specifications (given by the MoE), with another company providing oversight. Even the private sector or NGOs on contract can be involved, with WinS working with good and willing school principals.

In cities, the WinS programme should be implemented in collaboration with Municipalities, as most already do regular emptying of toilets (for US$25), facilitated by the MoE, which must have a small budget for such activity.

In rural areas, CDCs are best placed to do the contracting of WinS construction works in close collaboration with the PRRD which has the technical expertise. The CDCs have been trained in bidding and contracting procedures, and have appropriate accountability systems in place.

Oversight: The President's Office can provide oversight, with ISD engineers (as an extra layer of oversight) while different Ministries come together and sign off that the construction has been done as per specifications. Anonymous phone lines can also be provided to report problems.

Innovative work

For such work, UNICEF suggests that WinS can work in partnership with a consortium of NGOs, school by school, to experiment with new designs, e.g., pre-fabricated toilets or a couple of containers (each costs around USD 5,000), which we could test through NGOs to see how easy to clean, how resilient to breakage they are, etc.

New policy on WinS

UNICEF Afghanistan will be sending MoE a 4-5 page WinS policy for UNICEF about how the work programme can be revised.

4. CONCLUSIONS, LESSONS LEARNED AND RECOMMENDATIONS

4.1 CONCLUSIONS

The main conclusions of the evaluation concern the hardware and software components of the WinS programme, and it is good that many of these seem to be addressed by the new direction that UNICEF officials are considering.

4.1.1 Hardware

- **Design and construction of WASH facilities**: While standardization is a step in the right direction, it is a largely centralized process between the MoE and the construction companies with little involvement of local stakeholders – with the result that it is reduced to a regular construction activity, without consideration of the services that the constructed facilities have to deliver, given the local context and the needs and priorities of users. Innovations like the solar and electric pumps (in place of dug wells and regular hand cranked bore wells), flush toilets (in place of dry toilets) and hand washing stations have been rendered less effective by 'mechanical' construction, resulting in problems such as toilets not having facilities like water and soap for hand-washing close to them. Involving local stakeholders could have helped improve the effectiveness (and perhaps efficiency) and sustainability of these investments, using scarce resources that a country like Afghanistan can ill-afford to waste.
- **Facilities for MHM and the differently-abled**: Little attention seems to have been paid to the design and construction of WASH facilities for menstrual hygiene management and for the differently-abled. Given the critical role of WASH in ensuring that students, especially girls, continue their education, this relative neglect has meant that two especially vulnerable groups of users have lost an opportunity to overcome a basic hurdle in their pursuit of education as a means of personal and social development.
- **Operation and maintenance of WASH facilities**: Giving the responsibility of O&M of constructed facilities to local stakeholders would have been more effective and efficient if they had been involved in the design and construction – and thereby reducing the subsequent burden of poor design of school WASH facilities, which naturally falls on those responsible for their operation and maintenance. This problem has been exacerbated by the lack of budgetary resources at local-level and the insufficient support from province and district-level officials, who have also not been fully involved in the design and construction of these facilities.

4.1.2 Software

Although the WinS programme interventions are not found to have achieved the intended results fully, when compared to comparison schools, it is evident that the implementation of the programme has made some positive difference in children's lives. For example, the knowledge level of the WinS target groups in terms of hygiene practices and access to water is higher in comparison to schools where WinS was not implemented. Three key conclusions regarding the performance of WinS schools need to be taken into account:

- **Hygiene education**: The relatively low numbers of women teachers, inadequate training of teachers (on how best to impart hygiene education to school children in the cultural context of rural Afghanistan), and a lack of training materials and resources necessary for effective hygiene education, has meant that a large part of the software component of the WinS programme has been ineffective. Given that adequate potable water and well-functioning toilets cannot reduce the incidence of water-borne diseases without good hygiene practices, the role of personal hygiene practices like hand-washing at critical times cannot be over-emphasized. Schools provide the best opportunities to improve such social behaviour. With poor training translating into poor hygiene practices among the target group of school children, not only has an opportunity been lost to improve their health and well being but also an opportunity to influence their home environment and future families.
- **Menstrual health management**: While this important part of school WASH has been acknowledged to have been weak in the WinS programme, even the little that has been done (e.g., counselling and awareness raising) was found to have had a significant impact in the lives of adolescent girls – in their own words. Local stakeholders including *shura* members have repeatedly spoken about the need for more interventions in this area, from awareness generating activities like classes and seminars; informative materials like books and pamphlets; and facilities like sanitary napkins, incinerators and dustbins – signifying that there is a urgent and felt need for these interventions, which the WinS programme has not provided adequately.
- **Sanitation education**: The mere provision of 'modern facilities' like flush toilets has not always had the desired impact (of providing clean toilets), and school principals, teachers, and the school *shura* have pointed to the need to educate children on how to use them properly – as well as the need to encourage parents and wider society to install and use these facilities. Reinforcing school-provided messages (e.g., about using toilets, not defecating in the open and washing hands with soap after using the toilet) in their own homes, and through their parents, is an important supplement to sanitation education and consequent behavioural change among school children.

Looking at the differences between the WinS and comparison schools, it is clear that enhancing the performance of the programme can deliver better results and benefit many more children. If the WinS programme's interventions and strategies are improved, it can contribute to increasing the awareness of hygiene practices among the target groups, and integrating the practices into the daily of children; providing children with clean and sustainability facilities and ultimately leading to other favourable outcomes in the areas of health, nutrition and equity.

4.2 LESSONS LEARNED

Three inter-related lessons from the implementation of the WinS programme are the following:

Implementation-driven programmes are not as effective as integrated service-delivery-oriented programmes: The focus on construction of school WASH facilities has reduced the effectiveness of these interventions in improving *service* delivery. Instead of focusing on constructing a package of school WASH *facilities*, it might have been better to focus instead on delivering a set of *services.* Thus, WinS could have been focused on ensuring the effective delivery of school WASH *services* – i.e., access of all school children, especially girls, to well-functioning toilets (i.e., in sufficient numbers, with adequate water supply and materials for flushing and hand washing after toilet use), MHM facilities (e.g., with privacy, and working and clean dustbins) and drinking water systems (to provide adequate, good quality and uninterrupted supply during school working hours).

Separation of the implementation of hardware and software components of the programme reduces the effectiveness of the package. While implementation can be the responsibility of different agencies, it is vital that the *planning* of the delivery of these interventions is done jointly – with those implementing the hardware well aware of the software components (and their objectives) and vice versa. This is particularly useful if local stakeholders have to work jointly with construction companies.

Adequate decentralization and preparation of school principals and teachers is necessary to maximize impact of the school WASH programme: Teacher training and orientation of principals and the *shura*, and local government officials on the objectives, procedures, protocols and provisions of the programme *prior to its implementation* could have vastly improved its effectiveness.

4.3 RECOMMENDATIONS

These recommendations have been drafted by the Evaluation Team for discussion. The two main targets for the recommendations are UNICEF Afghanistan and the Government of Afghanistan, while they are expected to be of interest to other bilateral and multilateral support agencies working in the WASH sector in Afghanistan.

Focus on integrated service delivery: The ultimate objective of policy-making and programming should go beyond improving the quality of school WASH services to a broader goal such as reducing the incidence of water-borne disease incidence or of girl drop-outs due to poor WASH. This could ensure that programme efforts not just ensure that every school has water supplies, toilets and hand-washing stations, but that these work effectively to impact the health of school students.

More decentralized school WASH operations: Involve local stakeholders such as school principals, the *shura* and district and province officials of the Provincial Education Department (PED) in planning, designing and construction of school WASH facilities – and provide budgetary and technical assistance to strengthen their ability to carry out operation and maintenance.

Special WASH training for teachers and principals: In contrast to the general notion that WASH does not require any special training (since everybody 'knows' how to drink water, use a toilet and to wash hands), specialized WASH training must be part of the curricula of all regular induction training, teacher training programmes and refresher trainings. The focus here must not only be on the critical importance of WASH practices (water hygiene, food hygiene and personal hygiene – and how to practice these correctly – in order to break the faecal-oral chain of infection) but also on the special and innovative techniques necessary (and possible) to make WASH trainings interesting, relevant and therefore useful and effective for school children of different ages. Building a cadre of good-quality professional WASH trainers nation-wide, and province-specific, would be a logical first step in training teachers to train children properly.

Greater effort to recruit and train women teachers: Having more women teachers to impart school WASH trainings - and MHM instructions to girls – is key to effective MHM and school WASH. While increasing the number of teachers, and making special efforts to recruit and train female teachers for rural schools may be a large challenge in Afghanistan, it may pay to look for innovative solutions – such as training local women in MHM and ensuring that every school with girls has a designated set of local women (volunteers?) who have been mandated to provide MHM training for the girls in the school.

Menstrual health management requires a strongly integrated and focussed effort: More broadly, hygiene and within this, MHM, cannot be left to just the WASH sector but ought to be mainstreamed in the education sector – not only so that it is part of regular teacher training, school curricula, activities and classroom learning aids (including text books, learning materials and tests) but also so that it is championed by decision-makers in the education sector. Only such focused attention will ensure that adequate attention is paid to the design, construction and maintenance of MHM facilities, to the monitoring of their usage and the extent to which they meet the needs of adolescent girls. Ultimately, every school must have adequate and effective MHM facilities to ensure that female student do not drop out of school as a result of inadequate facilities.

Sensitizing religions leaders: Involving *mullah*s and *imam*s of local mosques to lead the community effort on improving school WASH facilities may be a useful option to consider. For instance, building their awareness about washing hands at *critical times* and its links to health, education and general development of the boys and girls in the village, could recruit a set of powerful local allies for the struggle to improve school WASH – who could help influence the school WASH not just autonomously (e.g., through their Friday sermons) but also through their support for (and influence over) the school principal and *shura* members.

Using social and individual incentives: Devising small competitions within districts and provinces for innovative WASH training, or for schools whose boys and girls have performed well in WASH-related activities, or for the cleanest toilets, or for teachers voted as Sanitation Ambassadors – are all examples of social and individual incentives to motivate principals, teachers and school children to improve their WASH performance. Such strategies have been used to good effect in other parts (e.g., the Clean Village Campaign in Maharashtra, India, the Sanitation Competitions and Toilet Beauty Contests by SCOPE, and NGO in Tami Nadu), and it may pay to learn from these lessons and to invest in young talent to devise such locally-relevant and effective strategies to increase interest and motivation.

ANNEX 1: Evaluation Terms of Reference

UNICEF AFGHANISTAN

TERMS OF REFERENCE FOR SERVICES – INSTITUTIONS

Output 5: Increased access for gender sensitive and integrated WASH services in schools and health centres

SHORT TITLE OF ASSIGNMENT: Evaluation of the WASH in Schools (WinS)

BACKGROUND

Since 1990s, Afghanistan has made progress in reducing open defecation practices, especially in urban areas, and increasing access to improved sanitation. The country still has a long way to go to achieve the MDGs in WASH, particularly in reducing open defecation in rural areas and increasing accessibility of improved water to the population in urban and rural areas. According to some research findings (UNICEF 2014), 57 % (urban =81% and rural =21%) of the population have access to improved water sources, while only 31 % (urban =61 % and rural =25%) have access to improved sanitation. The household access to improved water and sanitation nationwide makes 21 %. Many children die due to diseases caused by poor sanitation and hygiene. For example, 22 % of child mortality under 5 in Afghanistan attributes to diarrheal diseases.

In 2010, the government of Afghanistan launched the "Call to action for WASH in School" with the aim of providing WASH facilities in 80% of schools in the country by 2015. The Ministry of Education (MoE), Ministry of Rural Rehabilitation and Development (MRRD) and Ministry of Public Health (MoPH), along with UNICEF and the World Health Organization (WHO), committed and signed the key document "Call to Action for Water, Sanitation and Hygiene in all Schools". The WinS interventions contribute to enhancing the wellbeing of children and their families through providing safe drinking water, improving sanitation facilities and promoting lifelong health. The programme is being implemented through equity, human rights and gender based approaches, ensuring equal access to water and sanitation for all children at schools. As part of the main UNICEF's WASH strategies, WinS programme is a combination of technical (hardware) and human development (software) components:

1. The hardware components include drinking water, and hand washing and toilet facilities

in and around the school compound.

2. The software components are the activities that promote conditions within the school and the practices of children that help to prevent water and sanitation related diseases and worm infestation.

By implementing the hardware and software activities, the programme helps to produce a healthy school environment and promote health and hygiene behaviours of children. The capacity building activities of the programme include school sanitation and hygiene education provided to teachers, education administrators, community members, village sanitation committees, Non-Governmental Organizations (NGOs) and Community Based Organizations (CBOs)

The specific WASH in schools objectives are:

To make visible the value and impact of school sanitation as perceived by the community and thereby raise the level of ownership,

To promote importance of WASH in schools at national, state and district levels,

To improve hygiene practices among school children, their families and communities,

To develop, test and improve the curriculum, teaching methods, teaching aids and teaching programmes with a view to children learning the value of hygiene and health-promoting behaviour.

To promote family and community involvement, and partnership in the sustainability of WASH facilities in school.

The Ministry of Education is the lead agency and assumed the stewardship role in the implementation of WASH in Schools (WinS), with support from MRRD, particularly for implementing hardware components of the programme. The MoPH is providing technical support to the MoE that includes developing communication materials and messages on behavioural change activities to improve hygiene behaviour in schools. In 2012, there was a joint decision after the UNICEF mid-term review (MTR) to shift the construction of sanitation and water supply facilities and hand washing stations from MRRD to MOE. This involved implementation of the mentioned programme through the MoE. The MoE is responsible for the implementation of a complete School WASH package that includes hardware activities: construction of latrines (separated boys and girls cubicles), hand washing stations, water supply facilities; and, software activities: behavioural change interventions for improved hygiene in schools.

Under the new arrangement, UNICEF Afghanistan supported the 'Improving Access to Water, Sanitation and Hygiene (WASH) in School' programme through partnership with the MoE between 2012 and 2014. Under this partnership the Infrastructure Development Department (ISD) of MoE was responsible to assess and select schools, make the design and BoQ, and contract construction companies to build WASH infrastructure at schools. The ISD supervised the construction and the implementation of the contract, and the Health Directorate under MoE implemented the software components of the programme. This programme covered 10 UNICEF focus provinces, and additionally four provinces in the North and one in the Eastern region. The WinS programme is funded by various donor agencies including Finland, Japan, SIDA, as well as Regular Resources (RR) of UNICEF.

UNICEF Afghanistan is planning to conduct evaluation of the WinS programme that was implemented between 2012 and 2014. The purpose of the evaluation is to evaluate the hardware implementation modality including but not limited to quality of construction, design appropriateness, cost effectiveness and sustainability of the sanitation and water supply facilities at schools. The evaluation will also measure to what extent the objectives of the software components have been achieved, and to what extent targeted students and teachers have improved hygienic behaviour aided by the availability of water and sanitation facilities on the school premises.

The findings and recommendations of this evaluation are intended to be used to guide UNICEF, the Government of Afghanistan and other stakeholders to improve the WinS programme. The evaluation findings will contribute to evidence-based policymaking in the field of WASH and maximize the impact of the programme, in order to achieve the final goal of providing services in schools to enhance school performance by keeping students and teachers healthy.

Primary users of the evaluation analysis, conclusions and recommendations are the UNICEF WASH Team, the WinS implementing partners of the government such as MOE, MRRD and MoPH and others line NGOs and UN agencies, which are closely collaborating with UNICEF in Afghanistan.

OBJECTIVE

The main objective of the evaluation is to analyze and evaluate the implementation modality of the WinS Programme 2012-2014, the appropriateness of the facilities constructed, and to review its achievements, strengths and weaknesses. This evaluation is also expected to provide recommendations on how to improve the programme with a focus on an appropriate implementation modality for software and hardware programme components in Afghanistan, including appropriate service delivery and access, teacher and student support for behavioural change; and technical designs, material use and supervision, operation & maintenance systems for schools to ensure long term functionality.

Specific objectives of the evaluation include:

To review the types and frequency of the hygiene behavioural change interventions by the WinS programme,

with regard to teachers and students, and their general level of knowledge about hygiene and health

To evaluate the use, cleanliness and suitability of WASH facilities in schools by different groups of students and teachers (girls, boys, teachers, people with disabilities) and their level of satisfaction

To assess the hardware implementation modality, including but not limited to the quality and appropriateness of designs used for WinS infrastructure

To appraise the day to day management, functionality, and maintenance of WASH facilities of schools

SCOPE OF WORK, ACTIVITIES, TASKS, DELIVERABLES AND TIMELINES, PLUS BUDGET PER DELIVERABLE

Evaluation Scope

The WinS programme's activities between 2012 and 2014 were implemented in all 5 UNICEF zones, 13 provinces, 64 districts and in 316 schools. The evaluation will measure effectiveness, relevance, efficiency and sustainability of the programme. The evaluation will be conducted according to the UNEG guidelines and norms. Secondary and primary data will be used in the analysis of the soft and hard components of the WinS Programme.

The evaluation must examine the quality of the programme implementation and performance of duty bearers at district, provincial and national levels; generate lessons learned and recommendations for taking appropriate actions to improve the programme.

Evaluation Criteria and Questions

This evaluation is intended to assess software and hardware components of the programme:

WASH hardware component, concerning quality of the construction, O&M and status of the maintenance, and physical access to the WASH facilities.

The relevance, effectiveness, efficiency, and sustainability of the WinS programme.

Evaluation questions are listed below under each evaluation criterion. Some are normative, while others are more descriptive. Adjustments to the questions can be proposed by bidders. They will be finalized during the inception phase of the evaluation.

Relevance: the extent to which WinS programme is suited to the needs of the target population and aligned with WASH strategies, and national priorities.

To what extent are the programme activities and objectives aligned with UNICEF WASH (in schools) strategies?

To what extent is the programme's intervention related to WASH strategies and policies of the Government of

Afghanistan?

Were the programme intervention activities implemented according to gender, equity and human rights based approaches of UNICEF?

Is the software package of the programme activities adequate and sufficient to meet the needs and priorities of the targeted beneficiaries and to achieve the expected outcomes? Are some activities unnecessary or missing?

Are the construction design and standards of built WASH facilities appropriate for schools? What are the reasons for variations in their design and quality of construction in target provinces and locations?

What is the level of acceptability of teachers, students (younger children, disabled, girls), parents and villagers with regard to the design, construction, usage, and operation and maintenance of the school WASH facilities? What are their suggestions for improvements?

Did the programme activities related to menstrual hygiene management meet the actual needs of the adolescent schoolgirls?

Effectiveness: the extent to which the interventions of the WinS programme have attained its intended results.

To what extent has the programme achieved its intended results at its output and outcome levels?

How effective was the programme in providing female and male students with access to clean toilets with privacy? What is the percentage of functional toilets for males and females

at schools? What are the different experiences that schools girls may have had through the programme implementation than those of boys?

How effective was the implementation of the programme's infrastructural and soft components in terms of coordination with stakeholders?

Efficiency: qualitative and quantitative measures of outputs of the WinS programme in relation to the inputs.

How efficient was the implementation of the programme in spending, time, management and logistical procedures?

What is the quality of the construction of WASH facilities (taking into account the time since the intervention was completed) compared to the MOE and UNICEF standards?

What have been the construction costs per 1) cubicle (one toilet space) and per student, 2) the MHM and 3) disabled space, and the 4) cost per borehole and per meter depth per school (visited)? How do these costs compare with the market prices and or/comparable projects in Afghanistan and in the region?

Sustainability: the extent the benefits of the WinS Programme intervention and activities are likely to continue without direct support by UNICEF.

What is the protocol for Operation and Maintenance for WASH facilities after construction, and what are the roles of the school management/*shura*, teachers, parents/community, and child clubs, in WASH management at school level? Is this protocol adequate or are there issues which are not addressed in the protocol and/or in the practical O&M activities?

How sustainable the programme interventions are in terms of the construction, maintenance and utilisation of the WASH facilities?

The criterion of impact is not included as the WinS programme is still ongoing, and assessing the impact after its completion is most likely to yield results for proper impact measure.

Evaluation Design and Methodology

The evaluation design will be based on primary and secondary data collection, include multi-level mixed methods, and participatory, gender, equity and human rights based approaches. The WinS programme does not have Theory of Change and evaluators are expected to construct it based on the available documents.

Primary data will be collected through qualitative and quantitative methods, and involve surveys, spot check observations, Focus Group Discussions (FGD) and Key Informant Interviews (KPI). Data will be collected from the following target population:

- Students and their families
- Teachers
- School management and/or school Shurahs and parent committees
- Officials of provincial education and central Ministry of Education (MoE), i.e. Infrastructure Department (ISD) and the Health Department, the provincial Education Department (PED) responsible for the management and supervision of the school construction, representatives of the Health Managers

Secondary data will be collected through review of WinS Programme documents and reports, which will provide detailed information on contents and theory, and applied methods in the implementation of the programme's hard and soft components. In addition to rapidly reviewing data in the scoping and inception phase, the lead evaluator will conduct a systematic desk review of documents, data and other inputs. The evaluation

consultant will adopt and use data collection tools to code or organize the information. The following documents for secondary data collection will be provided by UNICEF WASH Team:

- The list WinS beneficiary/target schools and locations
- Monitoring reports
- WinS programme Guidelines
- Reports of meetings (various)
- WinS documents on policy, strategy and management
- WinS assessments
- School designed and training manuals
- Photos

Photographic documentation is required for each visited school. From the inception of the evaluation till t is completed, the Evaluation Team must record description of activities in photos, time and locations. Photographic documentation must contain photos of WASH facilities at schools and their use by children and teachers. Photos must be clear and have high resolution.

Data will also be collected from sampled population in untreated provinces and those who have received similar intervention by other organizations. Sampling methods of comparison groups will be developed by evaluations.

The evaluation team will prioritize field visits to observe the WinS intervention in Afghanistan directly. This will involve observing WASH facilities at schools (latrines, water supply facility, hand washing stations, menstrual hygiene facilities). Design, quality of implementation, operation and maintenance measures, cleanliness, adequacy, and child and disable friendliness will be observed.

In-depth assessment and sound observation of WASH facilities at school level will be key part of the evaluation. A detailed methodology will be developed by the evaluation team in close consultation with UNICEF WASH team and the implementing partner at the inception stage. This will involve developing a more holistic evaluation plan which must contain a work plan, a detailed description of the specific methodological approach, a design for the evaluation methods with a list of questionnaires, and information collection and analysis methods and tools including sampling plans, as necessary. Particular attention will be paid to the mitigation of bias in participants' responses and to data triangulation.

Sampling

Sampling methods for collecting qualitative and quantitative data will be developed by evaluators. The samples of the target population must be derived from the main participants of the programme: students, teachers and stakeholders. To compare the extent to which the interventions have made difference in treated provinces, untreated provinces and their residents will also be sampled. The sample size must be appropriate for gaining information that can be generalized and applicable to larger population.

The WASH Facilities were built in 316 schools of 13 provinces from 2012 to2014. The sample of the schools for the evaluation of the hardware component of the programme should be randomly

selected from 316 schools. The sample size must be determined with at least 90 % confidence level with .5 standard deviation and margin of error.

The following is the list of provinces that include WinS projects of 2012-2014 and where new projects are being implemented:

WR: Ghor, Badghis

NR: Balkh, Jawzjan, Saripul, Faryab, Samangan, Kunduz, Takhar

CR: Paktika, Khost, Bamyan, Paktia

ER: Lagman

SR: Uruzgan, Kandahar, Helmand, Nimroz, Zabul

The above list provides 19 provinces from which evaluators will select a representative sample of implemented schools (13 provinces and 316 schools) for the purposes of this evaluation.

Data Collection Tools

Data collection tools must be culturally appropriate and enable evaluators to examine large sets of information on the use of WASH facilities, overall contribution of the WinS programme to improving cleanliness, access to WASH facilities and continuation of learned practices by students and teachers. Surveys, interviews, and focus group discussions with sampled groups must be anonymous, in the local language and documented with consent. Secondary data will be obtained from the programme documents and monitoring reports, which are available in hard and soft copies in the databases of WASH Programme Section. Additional documents of the programme activities can be obtained from the selected schools, implementing partners and stakeholders. Special consideration ensuring participation of girls and women should be paid throughout the various stages of the evaluation.

Data Analysis and Findings

Data must be disaggregated by gender and age of respondents. Data analysis must measure the extent to which the WinS programme is relevant, effective, efficient and sustainable. The programme's outcomes will be measured according to the evaluation criteria and compared to similar interventions in comparison groups, and groups where no such programme was implemented. The analysis will be used to describe the programme outcomes, and determine factors contributing to positive and negative results caused through the programme intervention. The qualitative analysis must illustrate in-depth reaction of the target population to the programme and its meaning, and provide cases and stories. The analysis must include appropriate service delivery and access, teacher and student support for behavioural change (software); and technical designs, material use and supervision, operation & maintenance systems for schools to ensure long term functionality (hardware).

The findings of the evaluation must be accompanied with illustrations of evidence and comprehensive narrative in a reader-friendly manner. Before finalization of the evaluation report, UNICEF will organize one day workshop, gathering project team, stakeholders, beneficiaries and the evaluation team, to discuss together recommendations and action plan drawn from the evaluation. This workshop would help ensure recommendations are appropriate and owned by the project team and stakeholders, this workshop will be facilitated by UNICEF WASH section, with the international consultant.

Limitations and Risks

Limitations in conducting primary data collection may include inaccessibility of the target population due to security issues, terrain, cultural norms and traditions. Secondary data may be unavailable in some provinces or are kept in hard copies, and obtaining and analysing information may be time consuming. Quality and quantity of obtainable documents of secondary data from the target population may vary, and some provinces may need more thorough assessment in case of absence of valid documents. Available documents and monitoring reports of the programme may not have reliable disaggregated data. Bidders are invited to explain how they intend to address these risks.

Evaluation Resources

The evaluation will be conducted according to UNEG (United Nations Evaluation Group) Code of Conduct for Evaluation in the UN System (). Other documents to review before starting the evaluation are:

United Nations Children's Fund. 2015. *UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis,* (https://unicef.sharepoint.com/teams/OoR/Shared%20Documents/UNICEF%20Procedure%20on%20Ethics%

20in%20Evidence%20Generation%20092015.pdf).

United Nations Children's Fund. 2015. *UNICEF Procedure for Quality Assurance in Research,*

(https://unicef.sharepoint.com/teams/OoR/SiteAssets/SitePages/Procedures/UNICEF%20Procedure%20for%20Quality%20Assurance%20in%20Research.pdf).

Graham, A., Powell, M., Taylor, N., Anderson, D. & Fitzgerald, R. 2013. *Ethical Research Involving Children,*

Florence: UNICEF Office of Research-Innocenti.

Other useful documents:

United Nations Evaluation Group. 2008. *Ethical Guidelines for Evaluation in the UN System,*

(http://www.uneval.org/document/detail/102).

United Nations Evaluation Group. 2014. *Integrating Human Rights and Gender Equality in Evaluations,*

(http://www.uneval.org/document/detail/1616).

United Nations Evaluation Group. 2005. *Standards for Evaluation in the UN System*, (http://www.uneval.org/document/detail/22);

United Nations Evaluation Group. 2005. *Norms for Evaluation in the UN System,* (http://www.uneval.org/document/detail/21).

Evaluation Management and Reference Groups

Evaluation Management Team (EMT) and Committee on Research, Evaluation and Studies (CRES) will provide support for ensuring quality and independence of evaluation process and deliverables as well as ensuring its alignment with the UNEG norms and standards and its ethical guidelines.

UNICEF Evaluation Management Team (EMT): Deputy Representative, Chief of SPPME, Chief of WASH, Chief of Education, Chief of Health and Evaluation Specialist.

UNICEF Evaluation Reference Group (ERG)

Suggested composition: Head of a UNICEF Zone Office, WASH, Education and Health Specialists, UNICEF M&E specialist, representatives from Ministry of Education and Health Department, representatives from implementing partners and stakeholders.

It is mandatory for the evaluation of each UNICEF Programme to be culturally sensitive and present the analysis based on equity, human rights and gender equality.

ACTIVITIES- Deliverables and timeframe

The assigned evaluation institution will provide a detailed timetable in its technical proposal, specifying the distribution of tasks and duration to complete each task. The proposed sequencing in the table below is an indicative proposal which could be improved in the technical offer and revised in the Inception Report. The right column gives the estimated duration for the activities.

TASKS	DELIVERABLES	DAYS
1. Inception Phase		
Payment method: 30 % of the payment will be made upon submission no inception report and presentation.		
1.1 Desk Review of relevant WinS documents, reports, and materials (list with key documents will be prepared by the WASH section)	The relevant documents reviewed and analysed.	5
1.2. Developing detailed evaluation work plans, resource mobilization, methodology, and evaluation tools	Detailed Work Plan Coordination and Field Teams in place Methodology and tools available	5
1.3. Finalizing evaluation questions and the data management tools, and field testing	Questionnaires, and protocols of KPIs, FGDs and observation tools available Data collection methodology and data management system in place	5
1.4. Developing training materials and facilitating trainings for interviewers/ enumerators and data collectors	Training materials available and training conducted.	5

1.5. Inception Report written and presented	Inception report approved by the Steering Committee	5
	Total:	**25**
2. Data Collection Phase		
Payment method: 30 % of the payment will be made after submission of the summary and establishment of database		
2.1. Collecting data and field visits to the treated and treated provinces	Data collected and summary of the field visits is provided.	25
2.2. Setting up a database for storing data	A database developed and shared with UNICEF.	5
2.3. Field visit debrief meeting	Meeting held with UNICEF	1
	Total:	**31**
3. Data Analysis and Reporting		
Payment method: 40 % of the payment will be made after the submission of the report and presentation.		
3.1. Data analysis and findings	Summary of initial findings from the field	15
3.2. Final evaluation report writing and Presentation	Final report submitted to the Steering Committee and approved	10
	Total:	**25**

Required structures of inception and evaluation reports	
1	**Inception Report**
Inception Report will include the following components: The background of WASH and context of the evaluation. Theory of Change Summary of initial findings Evaluation design and methodology; evaluation questions, sampling strategy and evaluation matrix. Limitations of the data collection approach and instruments	
2	**Evaluation Report**

Executive Summary
The background of WASH in Afghanistan and current situation
UNICEF WASH operations in Afghanistan
The purpose of the evaluation, methodology, evaluation questions, evaluation design, results framework and limitations.
Data analysis and findings: impact, relevance, effectiveness, efficiency, sustainability, summary of findings.
Confidential chapters on sensitive issues too sensitive for publication.
Conclusions, recommendations, and lessons Learned

*Copies of the data files and analysis must be submitted with the evaluation report.

ANNEX 2: WinS Theory of Change

The WinS programme inputs that translate into outputs, outcomes and impacts have been created from documents related to the WinS programme, and are summarized below.

Inputs: These extend beyond the construction of WASH school facilities to include the operation and maintenance (O&M) of the systems created, hygiene education, and capacity building and awareness raising.

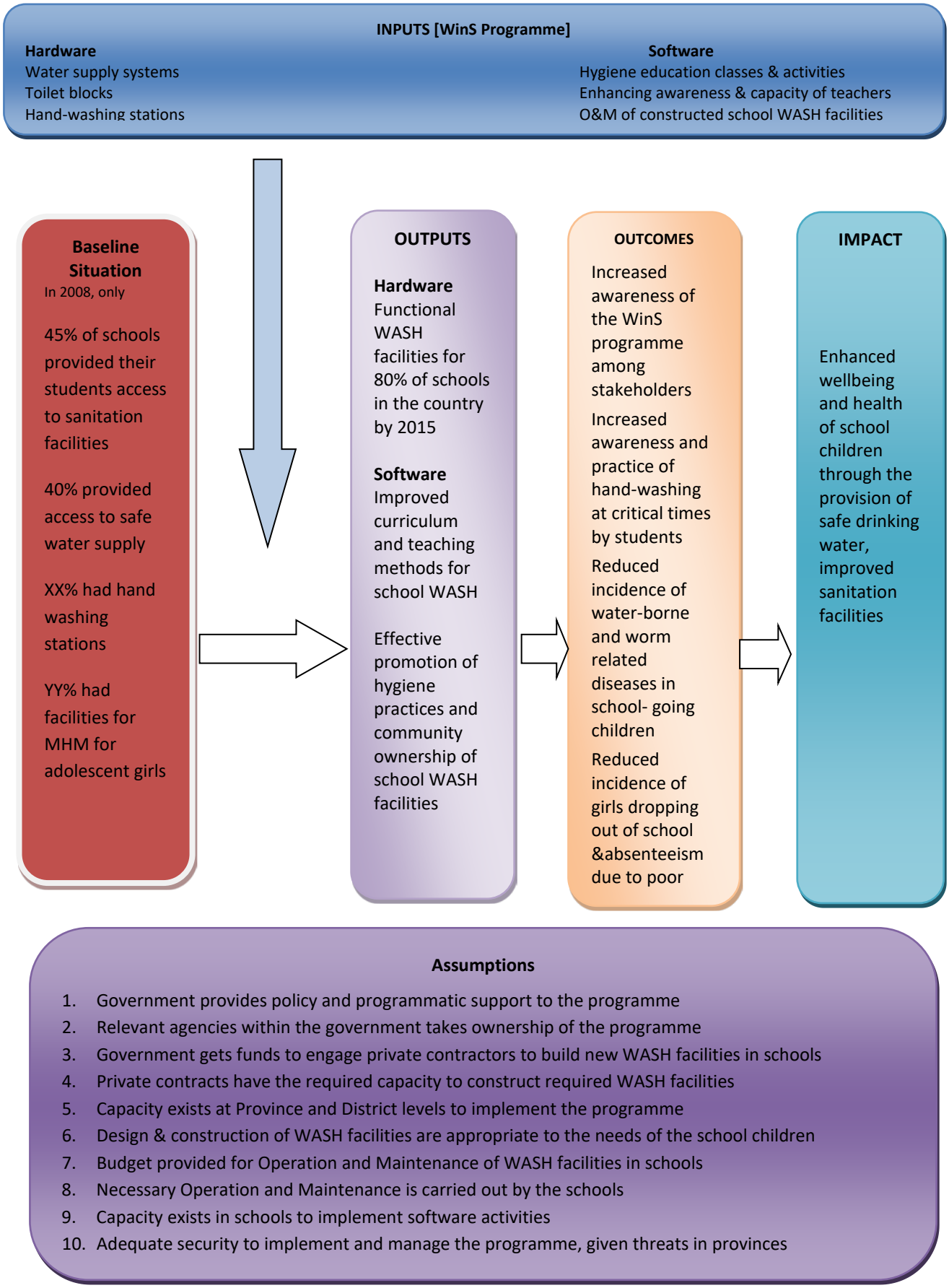
1. Construction of WASH facilities in schools, including
    a. Separate, safe and well-designed toilets for boys and girls,
    b. Well-designed water supply systems to ensure adequate supply for drinking (1-2 litres of safe drinking water daily for each child in school, properly stored and accessible to children); adequate water for flushing and cleaning toilets; and adequate and safe water supply for hand-washing stations.
    c. Adequate menstrual hygiene management infrastructure such as waste bins and incinerators for disposal
2. Operation and maintenance of the systems created to ensure that the new WASH facilities are clean and functioning, with different roles and responsibilities for various stakeholders, including school children, school teachers, principal and the local community.
3. Hygiene education in schools, that seeks to inform children on the need to
    a. *Use toilets* that collect and dispose of excreta safely so as to create barriers against the spread of diarrheal disease and worm infestations – and the problems and risks of open defecation
    b. *Keep toilets clean* to reduce the problem of flies spreading infections, and to encourage the continued use of toilets.
    a. *Keep nails clean and to wash hands with soap at critical times* to ensure good hygiene and reduction in worm infestations.
    b. *Maintain good menstrual hygiene*, address nutritional needs during menstruation, and for cleaning and disposal of menstrual material.
4. Capacity building and awareness-raising among school teachers to ensure they are able to design and implement effective hygiene education classes and courses, and provide sound counselling for adolescent girls and boys.

Outputs: These are the translation of intervention objectives into actions on the ground and include the availability of functional school WASH facilities for 80% of the schools in the country by 2015; and improved curriculum and teaching methods for school WASH; and effective promotion of hygiene practices and community ownership of school WASH facilities

Outcomes: Anticipated long-term outcomes are: (1) Increased awareness of the WinS programme among stakeholders; (2) Increased awareness and practice of hand-washing at critical times by students; (3) Reduced incidence of water-borne and worm related diseases in school- going children; and (4) Reduced incidence of girls dropping out of school &absenteeism due to poor toilet facilities.

Impacts: The key anticipated impact of the WinS Programme is enhanced wellbeing and health of school children through the provision of safe drinking water, improved sanitation facilities.

Figure A2.0.1: Theory of Change of the WinS Programme



ANNEX 3: Evaluation Matrix

Evaluation question	Evaluation sub-questions	Indicators	Data to be collected	Data source(s)	Data collection method
Relevance: the extent to which WinS programme is suited to the needs of the target population and aligned with WASH strategies, and national priorities.					
To what extent are the programme activities and objectives aligned with UNICEF WASH (in schools) strategies?		Consonance of WinS activities and objectives with WinS strategies	Programme activities and objectives UNICEF (WASH in Schools) Strategies	UNICEF WASH Section officials	Document review Email questionnaire Skype discussions
To what extent is the programme's intervention related to WASH strategies and policies of the Government of Afghanistan?		Consonance of WinS activities with GoA strategies & policies	Programme activities GoA WASH (in schools) strategies & policies	UNICEF WASH Section officials MoA and MRRD (GoA) senior officials	Document review Email questionnaire Skype discussions Personal interview (if possible)
Were the programme intervention activities implemented according to gender, equity and human rights based approaches of UNICEF?		Consonance of WinS activities with gender, equity and human rights-based approaches of UNICEF	Programme activities Gender, equity and human rights based approaches of UNICEF	UNICEF WASH Section officials MoA and MRRD (GoA) senior officials	Document review Email questionnaire Skype discussions Personal interview (if possible)
Is the software package of the programme activities adequate and sufficient to meet the needs and priorities of the targeted beneficiaries and to	What software activities are being done in schools?	Whether software activities for behaviour change have been done?	Yes/No responses	Principal Teachers	KPI Principal FGD Teachers
		De-worming of students Messages & posters encouraging students to use toilets and not defecate outside Special classes on using toilets and	Whether or not each type of software activity specified is being done in WinS schools and comparison schools Comments and observation	Principals, Teachers School boys School girls	KPI Principal FGD Teachers FGD Boys FGD Girls

Evaluation question	Evaluation sub-questions	Indicators	Data to be collected	Data source(s)	Data collection method
achieve the expected outcomes? Are some activities unnecessary or missing?		against open defecation Special activities to promote using toilets Messages & posters encouraging students to wash hands with soap after toilet use Special classes to encourage students to wash hands with soap after toilet use Special activities to promote hand washing after toilet use Messages & posters to encourage students to wash hands before eating food Special classes to encourage students to wash hands with soap before eating food Special activities to promote hand washing with soap before eating food Demonstration of how to wash hands with soap Special activities for school girls on menstrual hygiene management Counselling for school girls on menstrual hygiene management Other activities (to be specified)		SMC/*Shura*	FGD SMC/*shura*
	Are any of these activities unnecessary?	Whether key stakeholders feel any of these activities are unnecessary?	YES/NO responses Reasons for responses	Province Officials District Officials Principals Teachers SMC or *Shura*	KPI Province official KPI District official KPI Principal FGD Teachers FGD SMC/*shura*
Are the construction design and standards of built WASH facilities appropriate for schools? What are the reasons for	Are the designs of built WASH facilities appropriate for schools?	Is there a procedure to check the design of the WASH facilities in schools?	Yes/No responses If YES, to be specified	Province Officials District Officials Principals Teachers SMC or *Shura*	KPI Province official KPI District official KPI Principal FGD Teachers FGD SMC/*shura*

Evaluation question	Evaluation sub-questions	Indicators	Data to be collected	Data source(s)	Data collection method
variations in their design and quality of construction in target provinces and locations?		Is the ***design*** of School WASH facilities in your school/district/province different from those in other schools?	YES/No responses If YES, to be specified	Province Officials District Officials Principals Teachers SMC or *Shura*	KPI Province official KPI District official KPI Principal FGD Teachers FGD SMC/*shura*
		Design of WASH facilities constructed under the WinS programme rated as 'Excellent', 'Good', 'Fair' and 'Poor' for: - Toilets - Child-friendly features - Differently abled-friendly features	Ratings for - Toilets - Child-friendly features - Differently abled-friendly features	Province Officials District Officials Principals Teachers SMC or *Shura*	KPI Province official KPI District official KPI Principal FGD Teachers FGD SMC/*shura*
	Are the construction standards of built WASH facilities appropriate for schools?	Are you aware of UNICEF/MoE standards for construction of WASH facilities?	Yes/No responses	Province Officials District Officials Principals Teachers SMC or *Shura*	KPI Province official KPI District official KPI Principal FGD Teachers FGD SMC/*shura*
		Stakeholder perceptions of the quality of construction compared to UNICEF/MoE standards	Rating of perception in terms of 4 levels: Excellent Good Fair Poor *Don't Know*	Province Officials District Officials Principals Teachers SMC or *Shura*	KPI Province official KPI District official KPI Principal FGD Teachers FGD SMC/*shura*
		Stakeholder perceptions of the quality of construction	Rating of perception in terms of 4 levels: Excellent Good Fair Poor *Don't Know*	Province Officials District Officials Principals Teachers SMC or *Shura*	KPI Province official KPI District official KPI Principal FGD Teachers FGD SMC/*shura*
	What are the reasons for variations in their design and quality of construction in target	Perceptions of reasons for variations in design and quality of construction in target provinces and locations?	YES/No/Don't Know responses and details to be given if YES	Province Officials District Officials Principals	KPI Province official KPI District official KPI Principal

Evaluation question	Evaluation sub-questions	Indicators	Data to be collected	Data source(s)	Data collection method
	provinces and locations?			Teachers SMC or *Shura*	FGD Teachers FGD SMC/*shura*
What is the level of acceptability of teachers, students (younger children, disabled, girls), parents and villagers with regard to the design, construction, usage, and operation and maintenance of the school WASH facilities? What are their suggestions for improvements?	Design of WASH facilities	Stakeholder suggestions to improve the design of: - Toilets - Child-friendly features - Differently abled-friendly features	Suggestions to improve the design of specific WASH facilities	Province officials District officials Principals Teachers SMC/*Shura*	KPI Province official KPI District official KPI School FGD Teachers FGD SMC/*shura*
	Construction of WASH facilities	Stakeholder suggestions on how the quality of construction can be improved	Suggestions to improve the construction of WASH facilities	Province Officials District Officials Principals Teachers SMC or *Shura*	KPI Province official KPI District official KPI Principal FGD Teachers FGD SMC/*shura*
	Stakeholder involvement in hardware components of WinS	Stakeholder suggestions to improve stakeholder involvement in hardware components of WinS?	Yes/No responses If Yes, suggestions for improvement	Province Officials District Officials Principals Teachers SMC/*Shura*	KPI Province official KPI District official KPI Principal FGD Teachers FGD SMC/*shura*
	Stakeholder involvement in software components of WinS	Stakeholder suggestions are there to improve stakeholder involvement in software components of WinS?	Yes/No responses If Yes, suggestions for improvement	Principal Teachers SMC/*Shura*	KPI Principal FGD Teachers FGD SMC/*Shura*
Did the programme activities related to menstrual hygiene management meet the actual needs of adolescent schoolgirls?	Have facilities for menstrual hygiene management been built in the school?	Have the following facilities for menstrual hygiene management been built in the school: - Dustbins to dispose sanitary napkins - Incinerators to burn sanitary napkins Any other, to be specified	Yes/No responses	Province officials District officials Principal Teachers SMC/*Shura*	KPI Province officials KPI District officials KPI Principal FGD Teachers FGD SMC/*Shura*
	What activities were carried out for MHM?	Have any activities been undertaken for MHM for female students	Yes/No responses	Teachers	FGD Teachers
		Whether the following activities have been undertaken: - Classes on menstrual hygiene management - Provision of incinerators for sanitary	Yes/No responses	Teachers	FGD Teachers

Evaluation question	Evaluation sub-questions	Indicators	Data to be collected	Data source(s)	Data collection method
		pads - Counselling for adolescent girls - Other (to be specified)			
	Did these MCM activities meet the needs of adolescent school girls?	Do you feel the menstrual hygiene management interventions meet the actual needs of the adolescent schoolgirls?	Yes/No response If No, suggestions for interventions that do so	Teachers	FGD Teachers
	School girls' understanding of MHM	What is MHM, of the following: - Regular changing of sanitary pad/cloth - Washing after changing sanitary pads - Throwing sanitary pads in a dustbin or garbage pit - Burning sanitary pads (e.g., in an incinerator) - Washing menstrual cloths, drying and ironing it - Others (to be specified)	Yes/No responses	School girls	FGD Girls
	School girls' perceptions of MHM activities in school	Have you participated in any activities on MHM in school?	Yes/No responses	School girls	FGD Girls
		If Yes, what activities have been undertaken in school: - Classes on MHM - Provision of incinerators for sanitary pads - Using incinerators for sanitary pads - Counselling for adolescent girls - Other (to be specified)	Yes/No responses	School girls	FGD Girls
		Do you find counselling and classes on menstrual hygiene useful	Yes/No responses	School girls	FGD Girls
		Have these classes and counselling sessions helped you improve the quality your life?	Yes/No responses If Yes, examples	School girls	FGD Girls
		Have they helped to increase your confidence in attending school	Yes/No responses	School girls	FGD Girls

Evaluation question	Evaluation sub-questions	Indicators	Data to be collected	Data source(s)	Data collection method
		regardless your situation?			
		Do you find MHM facility of your school safe?	Yes/No responses	School girls	FGD Girls
		Does your MHM facility have: - Closed dustbins to dispose sanitary pads - Washing facilities for girls - Incinerators for disposal of sanitary pads - Others (to be specified)	Yes/No responses	School girls	FGD Girls
		Do you find MHM facility of your school clean?	Yes/No responses If No, suggestions for improvement	School girls	FGD Girls
		Overall, do you feel the menstrual hygiene activities in the school meet your actual needs as an adolescent schoolgirl?	Yes/No Responses If No, suggestions for improvement	School girls	FGD Girls
Effectiveness: the extent to which the interventions of the WinS programme have attained its intended results					
To what extent has the programme achieved its intended results at its output and outcome levels?	Output-level Drinking water facilities	Are there drinking water facilities in the school?	Yes/No responses	School Principal Team Teachers School boys School girls	KPI Principal School Observation FGD Teachers FGD Boys FGD Girls
		What are the sources of water supply: - Municipal water supply - Bore well - Dug well - Tanks - Karez - Rainwater harvesting tank - Water drums (filled from elsewhere) - Stream/river - Other (to be specified)	Total number Number built under WinS Number functioning	Team	School Observation
		Water storage facilities in the school	Total number	Team	School Observation

Evaluation question	Evaluation sub-questions	Indicators	Data to be collected	Data source(s)	Data collection method
		- Overhead tank (cement) - Overhead tank (plastic) - Overhead tank (metal) - Underground tank (cement) - Underground tank (plastic) - Underground tank (metal) - Other (to be specified)	Number built under WinS Number functioning		
		Water distribution system in the school - Tap on pipes from municipal supply - Tap on pipes from storage tank - Tap on drums - Hand pump on dug well - Electrical pump on dug well - Solar pump on dug well - Hand pump on bore well - Electrical pump on bore well - Solar pump on bore well - Other (to be specified)	Total number Number built under WinS Number functioning	Team	School Observation
		Nature of water supply (at the time of the survey)	Ordinal scores	Team	School observation
		Is drinking water available through the day?	Yes/No responses	Principal Teachers School boys School girls	KPI Principal FGD Teachers FGD Boys FGD Girls
		Is drinking water adequate for all students?	Yes/No responses	Principal Teachers School boys School girls	KPI Principal FGD Teachers FGD Boys FGD Girls
		Do any of you bring water from home?	Yes/No responses	School boys School girls	FGD Boys FGD Girls
		Did any of you *not* get enough water when you went to drink?	Yes/No responses	School boys School girls	FGD Boys FGD Girls

Evaluation question	Evaluation sub-questions	Indicators	Data to be collected	Data source(s)	Data collection method
		If yes, was this: - This year - Last year - Before that	Yes/No responses	School boys School girls	FGD Boys FGD Girls
		Is water available for other uses also (e.g., gardening)?	Yes/No responses	Principal Teachers School boys School girls	KPI Principal FGD Teachers FGD Boys FGD Girls
		Has the quality of the school water supply been tested?	Yes/No responses	Principal Teachers	KPI Principal FGD Teachers
		If YES, what are the results?	Acceptable/Unacceptable	Principal Teachers	KPI Principal FGD Teachers
		Does the school purify drinking water?	Yes/No responses. Any other, to be specified	Principal Teachers School boys School girls	KPI Principal FGD Teachers FGD Boys FGD Girls
		If YES, whether the following methods are used: - Chlorination - Filtering (through a cloth) - Filtering (other means) - Water filters (e.g., Aquaguard) - Advanced water filters (e.g., Reverse Osmosis)	Yes/No responses. Any other, to be specified	Principal Teachers Team	KPI Principal FGD Teachers School Observation
		Did any students fall sick from drinking water supplied in the school?	Yes/No responses	School boys School girls	FGD Boys FGD Girls
		If Yes, was this - This year - Last year - Before that	Yes/No responses	School boys School girls	FGD Boys FGD Girls
		Do you know of anyone who fell sick after drinking water from the school?	Yes/No responses	School boys School girls	FGD Boys FGD Girls

Evaluation question	Evaluation sub-questions	Indicators	Data to be collected	Data source(s)	Data collection method
		If Yes, was this - This year - Last year - Before that	Yes/No responses	School boys School girls	FGD Boys FGD Girls
		Who maintains the water supply systems? - Cleaning the water tank - Cleaning the taps - Cleaning the wash basin - Cleaning the well (if any) - Repairing the taps - Repairing the hand pump (if any) - Repairing the electric pump (if any) - Repairing the solar pump (if any) - Repairing pipes - Other repairs (specify) - Other maintenance tasks (specify)	Who maintains these systems	Principal Teachers	KPI Principal FGD Teachers
	Output-level Sanitation facilities	Is there a sanitation block on the toilet premises?	Yes/No responses	Principal Teachers Team School boys School girls	KPI Principal FGD Teachers School Observation FGD Boys FGD Girls
		How many toilet blocks are there, built by whom and being used?	Number built (and by whom) Number being used Number of seats Number of functioning seats	Principal Teachers Team	KPI Principal FGD Teachers School Observation
		Are there enough toilets in the school for *all* the school children?	Yes/No responses	School boys School girls	FGD Boys FGD Girls
		Was there any time you wanted to use the toilet but could not?	Yes/No responses	School boys School girls	FGD Boys FGD Girls
		If so, was this because of: - Big crowd at the toilets	Yes/No responses Comments and observation	School boys School girls	FGD Boys FGD Girls

Evaluation question	Evaluation sub-questions	Indicators	Data to be collected	Data source(s)	Data collection method
		- It took too much time till a seat was free - Toilets were too dirty - There was no privacy (e.g., no doors) - There was no water to flush - There was no water to wash - Other reasons (to be specified)			
		Assessment of functionality of toilets	QPA Scores for boys toilets QPA Scores for girls toilets QPA Scores for teachers toilets	Team	School Observation
		Water availability in toilets	Availability in all, most, some or none of the cubicles of - flush toilets - pour flush toilets	Team	School Observation
		Is there enough water to flush the toilets?	Yes/No responses	School boys School girls	FGD Boys FGD Girls
		Was there any time when you used the toilet but did not have water to wash?	Yes/No responses	School boys School girls	FGD Boys FGD Girls
		If Yes, was this - This year - Last year - Before that	Yes/No responses	School boys School girls	FGD Boys FGD Girls
		Status of dry toilets	Number with urine separation Number with single vaults Number with double vaults Number where backs of vaults are: - Closed - Open - Damaged	Team	School Observation
		Whether excreta is visible around the toilets	Yes/No responses QPA Scores	Team	School Observation
		Are the sanitation facilities adequate for	Yes/No responses	Principal	KPI Principal

Evaluation question	Evaluation sub-questions	Indicators	Data to be collected	Data source(s)	Data collection method
		all the school boys		Teachers Team	FGD Teachers School Observation
		Are the sanitation facilities adequate for all the school girls	Yes/No responses	Principal Teachers Team	KPI Principal FGD Teachers School Observation
		Are the sanitation facilities adequate for all physically handicapped students	Yes/No responses Comments	Principal Teachers Team	KPI Principal FGD Teachers School Observation
		Who cleans the toilets? - School employee (permanently employed by the school) - Employee hired from outside - Students Others to be specified	Yes/No responses	Principal Teachers School boys School girls	KPI Principal FGD Teachers FGD Boys FGD Girls
		How regularly are the toilets cleaned? - Every day - Three times a week - Once a week - Occasionally Any other, to be specified	Yes/No responses	Principal Teachers School boys School girls	KPI Principal FGD Teachers FGD Boys FGD Girls
		Nature of problems with toilets	Qualitative details for: - Toilet is locked when children need to use it - No separate toilet unit for students; have to share with teachers - No separate toilet unit for boys and girls; have to share both - No water available nearby for flushing or hand washing (e.g., needs to be carried from water point, etc.) - No soap available nearby for hand washing - Other (to be specified)	Team	School Observation

Evaluation question	Evaluation sub-questions	Indicators	Data to be collected	Data source(s)	Data collection method
	Output-level Hygiene	Does the school have hand washing stations?	Yes/No responses	Principal Teachers Team School boys School girls	KPI Principal FGD Teachers School Observation FGD Boys FGD Girls
		How many hand washing stations are there and with how many taps?	Number of hand washing stations Number of taps Number of functioning taps Number with provisions for soap Number with soap Comments and observations	Principal Teachers Team School boys School girls	KPI Principal FGD Teachers School Observation FGD Boys FGD Girls
		Status of hand washing stations for toilets	QPA score	Team Observation	School Observation
		Is soap and water available for hand-washing after toilet use	Yes/No responses	School boys School girls	FGD Boys FGD Girls
		Was there any time you went to wash hands but found no soap	Yes/No responses	School boys School girls	FGD Boys FGD Girls
		If yes, when was this?	Yes/No responses	School boys School girls	FGD Boys FGD Girls
		Frequency of hygiene education classes	QPA scores + Reasons for scores	School boys School girls	FGD Boys FGD Girls
		Use of hygiene promotion material	QPA scores + Reasons for scores	School boys School girls	FGD Boys FGD Girls
		What students learnt in hygiene promotion classes: - We must wash hands with soap before eating food - We must wash hands with soap after going to the toilet - We must wash hands with soap before cooking food - We must wash hands with soap before	Yes/No responses	School boys School girls	FGD Boys FGD Girls

Evaluation question	Evaluation sub-questions	Indicators	Data to be collected	Data source(s)	Data collection method
		feeding others - Others (to be specified)			
	Output-level Child-friendly features	Have the following child-friendly facilities been built in your school/district/province? - Toilets close to school buildings - Separate toilets for girls and boys - Smaller toilet pans - Wash basins at lower height - Mirrors at lower height - Door latches at lower height - Light switches at lower height - Colourful/painted walls and ceilings Any other, to be specified	Yes/No responses	Province officials District officials Principals Teachers	KPI Province officials KPI District officials KPI Principal FGD Teachers
	Output level Disabled-friendly facilities	Have the following disabled-friendly school WASH facilities been built in your school/district/province? - Ramps to climb up to the toilet - Handles to hold while climbing to the toilet - Handles to hold while using the toilet - Wash basins at lower height - Mirrors at lower height - Door latches at lower height - Light switches at lower height - Colourful/painted walls and ceilings Any other, to be specified	Yes/No responses	Province officials District officials Principals Teachers	KPI Province officials KPI District officials KPI Principal FGD Teachers
	Outcome level Awareness of the WinS Programme	Are you aware of the WASH in Schools programme of the Ministry of Education that was implemented between 2012 and 2014 with the support of UNICEF?	Yes/No Responses	Province official District official School Principal School Teachers	KPI Province Official KPI District official KPI School Principal FGD School Teachers
		Are you familiar with procedures &	Yes/No Responses	Province official	KPI Province Official

Evaluation question	Evaluation sub-questions	Indicators	Data to be collected	Data source(s)	Data collection method
		protocols of the WinS Programme?		District official School Principal School Teachers	KPI District official KPI School Principal FGD School Teachers
	<u>Outcome level</u> Perceived changes in hygiene behaviour of school children	Have these activities resulted in any change in hygiene behaviour among students in the school?	YES/NO response	Principals Teachers	KPI Principal FGD Teachers
		What additional activities are needed to improve hygiene behaviour among school students?	Suggestions for additional activities for: - Toilet use - Hand-washing after toilet use - Hand washing before eating food - Other activities (to be specified)	Principals Teachers	KPI Principal FGD Teachers
	Students' understanding of the need to wash hands	Why do you feel it is important to wash your hands?	Group exercise	School boys School girls	FGD Boys FGD Girls
	Students' practice of washing hands at critical times	Assessment of actual hand washing by students: - before eating - after using the toilet	Group exercise	Observation	Hygiene Observation
	Hygiene promotion outside school	Hygiene promotion activities by children in their homes and in the community	QPA scores + Reasons for scores	School boys School girls	FGD Boys FGD Girls
How effective was the programme in providing female and male students with access to clean toilets with privacy? What is the percentage of functional toilets for males and females at schools? What are the different experiences that schools girls may have had through the programme implementation than	How effective was the programme in providing female and male students with access to clean toilets with privacy?	Whether there is sufficient water for toilets	Yes/No responses	School Principal	KPI School Principal
		Is soap and water available for hand washing after toilet use?	Yes/No responses	School Principal	KPI School Principal
	What is the percentage of functional toilets for males and females at schools?	Is there a toilet or sanitary block in the school premises?	Yes/No responses	School Principal	KPI School Principal
		Details of functional toilets	Number of seats and number of functional seats for: - Male students - Female students	School Principal	KPI School Principal

Evaluation question	Evaluation sub-questions	Indicators	Data to be collected	Data source(s)	Data collection method
those of boys?			- Male teachers - Female teachers		
		How many toilet blocks are there, and how many are being used?	Toilet blocks built by whom and whether or not used	School Principal	KPI School Principal
	What are the different experiences that schools girls may have had through the programme implementation than those of boys?	Are there any problems in using toilets	Details of problems faced	School Principal	KPI School Principal
How effective was the implementation of the programme's infrastructural and soft components in terms of coordination with stakeholders?	Whether stakeholders have been involved in <u>hardware</u> components	Whether stakeholders were involved in any of the following ways: - Toilet block design - Toilet construction - Toilet repairs & maintenance - Toilet cleaning - Water supply system design - Water supply system construction - Water supply system operation - Water supply system repair & maintenance - Hand washing stations design - Hand washing stations construction - Hand washing station repair & maintenance - MHM incinerators provision - MHM incinerators repairs & maintenance Any other, to be specified	Yes/No responses. If Yes, - List of local stakeholders - Nature of involvement	Principal Teachers SMC/*Shura*	KPI Principal FGD Teachers FGD SMC/*Shura*
		Degree of effectiveness of stakeholder involvement in programme hardware	Rating of - Very Effective - Not Very Effective - Not Effective	Principal Teachers SMC/*Shura*	KPI Principal FGD Teachers FGD SMC/*Shura*

Evaluation question	Evaluation sub-questions	Indicators	Data to be collected	Data source(s)	Data collection method
			- Counter-productive		
	Whether stakeholders have been involved in <u>software</u> components	Whether stakeholders were involved in any of the following ways: - Creating messages on toilet use - Reinforcing messages on toilet use - Planning activities to encourage toilet use - Doing activities to encourage toilet use - Creating messages to wash hands after toilet use - Reinforcing messages to wash hands after toilet use - Planning activities to encourage washing hands after toilet use - Creating messages to wash hands before eating - Reinforcing messages to wash hands before eating - Planning activities to encourage washing hands before eating - Creating messages to encourage better menstrual hygiene - Reinforcing messages to encourage better menstrual hygiene - Planning activities to encourage better menstrual hygiene Any other, to be specified	Yes/No responses. If Yes, - List of local stakeholders - Nature of involvement	Principal Teachers SMC/*Shura*	KPI Principal FGD Teachers FGD SMC/*Shura*
		Degree of effectiveness of stakeholder involvement in programme software	Rating of - Very Effective - Not Very Effective - Not Effective - Counter-productive	Principal Teachers SMC/*Shura*	KPI Principal FGD Teachers FGD SMC/*Shura*
<u>Efficiency</u>: qualitative and quantitative measures of outputs of the WinS programme in relation to the inputs.					

Evaluation question	Evaluation sub-questions	Indicators	Data to be collected	Data source(s)	Data collection method
How efficient was the implementation of the programme in spending, time, management and logistical procedures?		In how many schools have WASH facilities been built in your province/district?	Number	Province official District official Principal Teachers	KPI Province Official KPI District official FGD Principal FGD Teachers
		How many agencies have built WASH facilities in schools in your province/district?	Number	Province official District official Principal Teachers	KPI Province Official KPI District official FGD Principal FGD Teachers
		What is the average time it took to build WASH facilities in WinS schools?	Time taken	Province official District official Principal Teachers	KPI Province Official KPI District official FGD Principal FGD Teachers
		If the WinS programme is continued, can it be done differently and better to: - reduce costs - save time - improve logistics - improve management	Yes/No responses If Yes, suggestions for improvement	Province official District official Principal Teachers	KPI Province Official KPI District official FGD Principal FGD Teachers
What is the quality of the construction of WASH facilities (taking into account the time since the intervention was completed) compared to MOE and UNICEF standards?		Are you aware of UNICEF/MoE standards for construction of WASH facilities in schools?	Yes/No/Don't know responses	Province official District official Principal Teachers	KPI Province Official KPI District official KPI Principal FGD Teachers
		How would you rate the quality of construction compared to UNICEF/MoE standards?	Rating of perception in terms of 4 levels: Excellent Good Fair Poor *Don't Know*	Province official District official Principal Teachers	KPI Province Official KPI District official KPI Principal FGD Teachers
		How would you rate the quality of construction?	Rating of perception in terms of 4 levels: Excellent Good Fair	Province official District official Principal Teachers	KPI Province Official KPI District official KPI Principal FGD Teachers

Evaluation question	Evaluation sub-questions	Indicators	Data to be collected	Data source(s)	Data collection method
			Poor *Don't Know*		
		Is the construction of School WASH facilities in your province different from other provinces?	Yes/No/Don't know responses	Province official District official Principal Teachers	KPI Province Official KPI District official KPI Principal FGD Teachers
		If YES, how is it different?	Qualitative description	Province official District official Principal Teachers	KPI Province Official KPI District official KPI Principal FGD Teachers
What have been the construction costs per 1) cubicle (one toilet space) and per student 2) the MHM and 3) disabled space, and 4) borehole and per meter depth per school (visited)? How do these costs compare with the market prices and/or comparable projects in Afghanistan and in the region?	What have been the construction costs per 1) cubicle (one toilet space) and per student 2) the MHM and 3) disabled space, and 4) borehole and per meter depth per school (visited)?	Awareness (Yes/No) of the construction costs of the school WASH facilities: - Toilet seat - Child-friendly toilet seat - Disabled-friendly toilet seat - Menstrual hygiene management facilities - Bore hole for water supply	If YES, construction costs and Bill of Quantities (BOQs) for the school WASH facilities constructed (Afghans and USD) Is it higher/same/lower than the costs for other schools	Province officials District officials School Principal	KPI Province officials KPI District officials KPI School Principal
		Are BOQs available for the following: - Toilet construction - Child-friendly toilets - Disabled-friendly toilets - Menstrual hygiene management facilities? - Bore hole for water supply	Yes/No responses If YES, BOQs to be collected If NO, construction cost details to be collected	Province officials District officials School Principal	KPI Province officials KPI District officials KPI School Principal
	How do these costs compare with market prices and/or comparable projects in Afghanistan and in the region?	Whether costs are higher/same/lower than the costs for other schools	Whether costs are higher/same/lower than the costs for other schools	School Principal	KPI School Principal
Sustainability: the extent the benefits of the WinS Programme intervention and activities are likely to continue without direct support by UNICEF					
What is the protocol for Operation and	What is the protocol for Operation and	Is there a protocol for Operation and Maintenance (O&M) of school WASH	Yes/No/Don't know responses If Yes, brief description	Province officials District officials	KPI Province officials KPI District officials

Evaluation question	Evaluation sub-questions	Indicators	Data to be collected	Data source(s)	Data collection method
Maintenance for WASH facilities after construction, and what are the roles of the SMC/*Shura*, teachers, parents/community, and child clubs, in WASH management at school level? Is this protocol adequate or are there issues which are not addressed in the protocol and/or in the practical O&M activities?	Maintenance for WASH facilities after construction?	facilities after construction?		Principal Teachers SMC/*Shura*	KPI Principal FGD Teachers FGD SMC/*Shura*
	What are the roles of the SMC/*Shura*, teachers, parents/ community, and child clubs, in WASH management at school level?	What are the roles of the *shura*/school management, parents/community and child clubs in WASH management at school level in this protocol?	Roles of the following stakeholders in the protocol, as perceived by different stakeholders: - *shura*/SMC - Parents/community - Child Clubs - School Principal	Province officials District officials Principal Teachers SMC/*Shura*	KPI Province officials KPI District officials KPI Principal FGD Teachers FGD SMC/*Shura*
	Is this protocol adequate or are there issues which are not addressed in the protocol and/or in the practical O&M activities?	Whether stakeholders feel this protocol is adequate	Yes/No responses If No, list of issues perceived to be not addressed	Province officials District officials Principal Teachers SMC/*Shura*	KPI Province officials KPI District officials KPI Principal FGD Teachers FGD SMC/*Shura*
How sustainable are the programme interventions in terms of the construction, maintenance and utilization of the WASH facilities?	How do stakeholders view the sustainability of programme interventions in terms of construction, maintenance and utilization of WASH facilities	Degree to which stakeholders feel the programme interventions in terms of the construction, maintenance and utilization of the WASH facilities are sustainable	High/Medium/Low rating of: - sustainability of construction of WASH facilities - sustainability of maintenance of WASH facilities - sustainability of use of WASH facilities And reasons for rating	Province officials District officials Principal Teachers SMC/*shura*	KPI Province officials KPI District officials KPI Principal FGD Teachers FGD SMC/*shura*

Evaluation question	Evaluation sub-questions	Indicators	Data to be collected	Data source(s)	Data collection method
	Budget provisions for maintaining WASH facilities	Is there an annual O&M budget for: - Drinking water supply - Toilets - Hand-washing stations	Yes/No responses If Yes, details	School Principal Teachers SMC/*shura*	KPI Principal FGD Teachers FGD SMC/*shura*
		Is the annual O&M budget adequate for: - Drinking water supply - Toilets - Hand-washing stations	Yes/No responses If Yes, details	School Principal SMC/*shura*	KPI School Principal FGD SMC/*shura*
		Can villagers contribute more for O&M of: - Drinking water supply - Toilets - Hand-washing stations	Yes/No responses If Yes, details	School Principal SMC/*shura*	KPI School Principal FGD SMC/*shura*

ANNEX 4: Sample of WinS Schools Surveyed

Table A4.1: Province-wise and district-wise number of schools

Province	District	Number of Schools		
		WinS School	Comparison School	Total Schools
Balkh	1. Charbulack	2		2
	2. Chemtal		2	2
	3. Dawlat Abad	1		1
	4. Dehdadi		1	1
	5. Kishindi	2		2
	6. Mazar-e-Sharif		2	2
	7. Nahr Shahi		2	2
	8. Sholgara		3	3
	TOTAL	**5**	**10**	**15**
Bamyan	1. Bamyan Center	3		3
	2. Center	1	1	2
	3. Markaz	7	1	8
	4. Sayghan	3		3
	TOTAL	**14**	**2**	**16**
Herat	1. Chesht Sharif	1	1	2
	2. Enjil	2	1	3
	3. Ghorian	2	1	3
	4. Karokh	2	3	5
	5. Zenda jan	4	2	6
	TOTAL	**11**	**8**	**19**
Kandahar	1. Daman	1	1	2
	2. Dand	1		1
	3. KDR City	2		2

Province	District	Number of Schools		
		WinS School	Comparison School	Total Schools
	TOTAL	**4**	**1**	**5**
Khost	1. Khost center	3	3	6
	2. Maton		1	1
	TOTAL	**3**	**4**	**7**
Laghman	1. Markaz	9	3	12
	2. Qaghaye	2	1	3
	TOTAL	**11**	**4**	**15**
Samangan	1. Aybak	1	1	2
	2. Dara soof Payen	1	1	2
	3. Dra suf bala	1		1
	4. Hazrat soltan	2		2
	5. Khuram Wa Sarbagh	1	2	3
	6. Roie Do Ab	3	2	5
	TOTAL	**9**	**6**	**15**
Takhar	1. Baharak		2	2
	2. Chal		1	1
	3. Eshkamish	1		1
	4. Farkhar	2		2
	5. Namak Ab		2	2
	6. Rustaq	2	1	3
	7. Taloqan	1	1	2
	8. Worsaj	1		1
	TOTAL	**7**	**7**	**14**
GRAND TOTAL		**64**	**42**	**106**

Table A4.2: Details of WinS schools surveyed

	Province	District	School	WinS Programme Period	School Type
1	Balkh	Charbulack	Bada-e-Balkhi	2012-15	Girls only/Mixed
2	Balkh	Charkent	Baba Quanchi	2012-15	Girls only/Mixed
3	Balkh	Chemtal	Mir Qasim and Sar Asiab schools	2008-11	Girls only/Mixed
4	Balkh	Dawlat Abad	Lisa Zahirudin Farabi, Taligak Middle School, Khoshal Abad primary school	2008-11	Girls only/Mixed
5	Balkh	Dehdadi	Tookhta	2012-15	Girls only/Mixed
6	Balkh	Kaldar	مکاتب سرچاه و مرکز شهر حیرتان	2008-11	Girls only/Mixed
7	Balkh	Kishindi	Lalmi Secondary School	2012-15	Girls only/Mixed
8	Balkh	Mazar-e-Sharif	Sediq Shaheed	2012-15	Girls only/Mixed
9	Balkh	Nahr Shahi	لیسه شهرک وطنی، ابتدائیه نواقل کمپرک، ابندائیه عمر فاروق، احمد شاه مسعود و بلخ باستان	2008-11	Girls only/Mixed
10	Balkh	Shulgara	Bibi Saaraa SS	2012-15	Girls only/Mixed
11	Balkh	Shulgara	Mutawasetae-e-Shahid Afzal	2012-15	Boys Only
12	Balkh	Shulgara	Taba yoq village	2008-11	Girls only/Mixed
13	Bamyan	Bamyan Center	Villages	2008-11	Girls only/Mixed
14	Bamyan	Center	Shah Foladi	2012-15	Boys Only
15	Bamyan	Center	Bamsari girls	2012-15	Girls only/Mixed
16	Bamyan	Center	Bamyan hospital	2008-11	Girls only/Mixed
17	Bamyan	Markaz	Schools	2008-11	Girls only/Mixed
18	Bamyan	Markaz	Community	2008-11	Girls only/Mixed
19	Bamyan	Markaz	Schools	2008-11	Girls only/Mixed
20	Bamyan	Markaz	Schools	2008-11	Girls only/Mixed
21	Bamyan	Sayghan	Pushta waz	2012-15	Girls only/Mixed
22	Bamyan	Sayghan	Bayani	2012-15	Boys Only
23	Bamyan	Sheebar DDA	Villages	2008-11	Girls only/Mixed
24	Herat	Chesht Sharif	Schools	2008-11	Girls only/Mixed
25	Herat	Enjil	Different Schools	2008-11	Girls only/Mixed
26	Herat	Ghorian	Different villages	2008-11	Girls only/Mixed

	Province	District	School	WinS Programme Period	School Type
27	Herat	Ghorian	Schools	2008-11	Girls only/Mixed
28	Herat	Karokh	Dahan ghqr	2012-15	Boys Only
29	Herat	Karokh	Paian Balok	2012-15	Girls only/Mixed
30	Herat	Karokh	Jandakhan	2012-15	Girls only/Mixed
31	Herat	Karokh	Aslam Abad	2012-15	Boys Only
32	Herat	Zedajan	Foshg Elementary	2012-15	Boys Only
33	Herat	Zedajan	Foshang	2012-15	Girls only/Mixed
34	Herat	Zedajan	Dehmanar School	2012-15	Girls only/Mixed
35	Herat	Zedajan	Chahardra	2012-15	Girls only/Mixed
36	Herat	Zenda jan	Different villages	2008-11	Girls only/Mixed
37	Herat	Zenda jan	Deh Sorkh School	2008-11	Girls only/Mixed
38	Kandahar	Center	Mahmood Tarzai High School	2012-15	Girls only/Mixed
39	Kandahar	Daman	Said Pacha	2012-15	Girls only/Mixed
40	Kandahar	Dand	Abdul Qadir Khan	2012-15	Boys Only
41	Kandahar	KDR City	Zarghona Ana High School #2	2012-15	Girls only/Mixed
42	Kandahar	Panjway	Salihan Primary School	2012-15	Girls only/Mixed
43	Khost	khost center	Bibi khalima	2012-15	Girls only/Mixed
44	Khost	khost center	Kunday	2012-15	Girls only/Mixed
45	Khost	Madozay	Bahram kheel khawaja nor	2008-11	Girls only/Mixed
46	Khost	Maton	Chopri village	2008-11	Girls only/Mixed
47	Laghman	Center	Chahalmati	2012-15	Girls only/Mixed
48	Laghman	Center(Mehtar Lam)	Laghman Central Darullolum	2012-15	Girls only/Mixed
49	Laghman	Center(Mehtar Lam)	Kutbzaiy HS	2012-15	Girls only/Mixed
50	Laghman	Markaz	Community	2008-11	Girls only/Mixed
51	Laghman	Markaz	Lisa Mastora	2008-11	Girls only/Mixed
52	Laghman	Markaz	Ali kheel	2008-11	Girls only/Mixed
53	Laghman	Markaz	Pahlawan baba	2008-11	Girls only/Mixed
54	Laghman	Markaz	Qalai Malik	2008-11	Girls only/Mixed

	Province	District	School	WinS Programme Period	School Type
55	Laghman	Markaz	Qotob Zai Ali Khil	2008-11	Girls only/Mixed
56	Laghman	Qaghaye	Qarghaye	2008-11	Girls only/Mixed
57	Laghman	Qaghaye	Shad Abad	2008-11	Girls only/Mixed
58	Samangan	Aybak	Ebtedaia-e-Rabatak	2012-15	Girls only/Mixed
59	Samangan	Dara soof Payen	Taqchi primary school	2008-11	Girls only/Mixed
60	Samangan	Dra suf bala	Emam Zaman Girls S	2012-15	Girls only/Mixed
61	Samangan	Hazrat soltan	Qadam ali wa ota kiti school	2008-11	Girls only/Mixed
62	Samangan	Khuram Wa Sarbagh	Ebtedaia-e-Oghriqul	2012-15	Girls only/Mixed
63	Samangan	Roie Do Ab	Mutawaseta-e-Zukor-e-Moho	2012-15	Girls only/Mixed
64	Samangan	Roy Doab	Abkhorak Olya Boys	2012-15	Boys Only
65	Samangan	Roy Doab	Qashqa	2012-15	Girls only/Mixed
66	Samangan	Roy Doab	Moderak Middle school	2008-11	Girls only/Mixed
67	Samangan	Roy Doab	Roye girls school	2008-11	Girls only/Mixed
68	Takhar	Baharak	Naswan haji Palawan	2008-11	Girls only/Mixed
69	Takhar	Chal	الحاقیه دارالعلوم ولسوالی چال مدرسه ابوبکر صدیق	2008-11	Girls only/Mixed
70	Takhar	Eshkamish	Hazrat Usman school	2008-11	Girls only/Mixed
71	Takhar	Farkhar	Kashakthan	2012-15	Girls only/Mixed
72	Takhar	Farkhar	Khanqa	2008-11	Girls only/Mixed
73	Takhar	Khwaja Bahaoudeen	Schools	2008-11	Girls only/Mixed
74	Takhar	Namak Ab	Tashbulaq	2008-11	Girls only/Mixed
75	Takhar	Rostaq	Community	2008-11	Girls only/Mixed
76	Takhar	Rustaq	Tabatash Chapdara	2012-15	Girls only/Mixed
77	Takhar	Taloqan	Community	2008-11	Girls only/Mixed
78	Takhar	Worsaj	Por Awaz	2008-11	Girls only/Mixed

ANNEX 5: Fieldwork Process

Province and district level activities

In each of the 8 provinces, the fieldwork by the 2-person team started with Key Person Interviews (KPIs) with province-level officials, from the MRRD and MoE, to explain the context and purpose of the evaluation and to understand their perceptions of the WinS programme. Similar interviews were then held with district-level officials of MRRD and MoE in all the evaluation districts. These initial meetings also served to inform these officials about the evaluation and to seek their permission. Thereafter, the teams moved to the selected schools to carry out the 1-day evaluation in each school. The two Tools used here were:

Tool 1: KPI with Province Officials
Tool 2: KPI with District Officials

School-level activities

The tools used to capture qualitative and quantitative information from schools are the following:

Tool 3: KPI with School Principal
Tool 4: School Observation
Tool 5: FGD with Teachers
Tool 6: FGD with Boys and Girl Students
Tool 7: FGD with Differently-abled Students
Tool 8: Hygiene Observation
Tool 9: FGD with School Management Committee or *shura*

Each of these is briefly outlined below.

KPI with School Principal: At each school, the first exercise was to meet the School Principal, explain the context and purpose of the evaluation, and interview him about the WinS programme and his perceptions about the provision and access of school WASH facilities, including MHM facilities for girl students. This KPI was also used to ask for permission and assistance (if required) to carry out the various activities planned at the school, including the school observation, FGDs with teachers, students, differently abled-students and the *shura* or School Management Committee (SMC) as well as the hygiene observation exercise. This was therefore an important step to establish a rapport besides getting the necessary support to carry out the evaluation.

School observation: The team thereafter went around the school to observe and assess the facilities for water supply, sanitation and hygiene (including menstrual hygiene for girls).

FGDs with teachers: Discussions were also held with all available teachers in the school **at** a time that was convenient for them. This discussion asked similar questions about school WASH (and MHM) facilities to teachers, providing a triangulation cross-check to responses given by the School Principal. The teachers were also asked to help facilitate the Hygiene Observation exercise.

FGDs with school boys and girls: FGDs were conducted separately for all available school boys and school girls from the senior-most class in the school, with male team members speaking to school boys and female team members speaking to school girls. In each of these FGDs, the team asked questions about the adequacy and access of school boys and girls to various school WASH (and MHM) facilities. This exercise also included a classroom exercise to assess the understanding

of school boys and girls on why they should wash hands. Students were asked to write on a piece of paper why they feel it is important to wash hands – the simplest answer being 'germs from dirty hands will go into our stomachs and we will fall ill' – and the number of right answers and wrong answers were represented by 'tally marks' on the black board. At the end of the exercise, the tally marks for the number of right answers and wrong answers were added and the final score recorded.

FGD with differently-abled students: An FGD was also held with all available differently-abled students of various classes to understand their perceptions of the adequacy and accessibility of school WASH (and MHM) facilities. They were also asked their suggestions for improvement.

Hygiene Observation: The classroom exercise to assess the 'theory' of hygiene behaviour was followed by an exercise to assess the actual practice of this lesson. With the cooperation of the teacher, the field team laid out some 'sticky' and finger food items (e.g., *jelabis* or *samosas*) in disposable plates on a table outside the classroom, and asked the teacher to send out the students. The team then positioned itself near the hand washing points to note (using 'tally marks') the number of children who wash their hands (with or without soap) before eating the food. The total number of students who washed their hands with soap, washed without soap and did not wash their hands before eating the food was shared with the class teachers at the end of the exercise.

FGD with shura or SMC: The final exercise in the school evaluation was an FGD with the members of the *shura* or SMC, held after school hours not only because that may be most convenient to the villagers and parents but also because the School Principal is a member of the SMC. All members of the SMC/*shura* were invited to attend. This FGD asked many of the same questions as was asked to the School Principal and schoolteachers, to not only check the consistency of answers, but will also ask for concrete examples of participation of the SMC/*shura* in designing, construction and maintenance of school WASH (and MHM) facilities, and whether they would be willing to contribute to maintenance of these facilities, if needed. These provided material for the Case Studies that are presented later in the report.

ANNEX 6: Consent Form

The Consent Form devised on the basis of the UNEG Guidelines was as follows:

> Greetings, My Name is _____, I am representative of SSDA, i.e., Society of Sustainable Development of Afghanistan, an NGO working in Kabul. I would like to inform you that UNICEF Afghanistan has entrusted SSDA to evaluate **the Water Supply, Sanitation and Hygiene (WASH) in Schools programme in some provinces**. This study requires collection of information.
>
> **Your province/district/school has been selected to participate in this study.** We will be asking you questions about the various aspects of School WASH facilities. This information may be used by UNICEF Afghanistan to plan WASH-related infrastructure and service improvements or for conducting further studies.
>
> **I assure you that neither your name nor the names of any respondents participating in this study will be included in the dataset or in any report.** We request you to participate in this study and help us in collecting the accurate information.
>
> **You may refuse to answer any question or choose to stop the interview at any time.** However we sincerely hope that you will answer all questions which will benefit the improvement of water, sanitation and hygiene services provided to schools by UNICEF and the Government of Afghanistan.
>
> **If there are questions for which you feel someone else is the most appropriate person to provide the information, please let us know** so that we can invite that person to join us.
>
> ***At this point, do you have any questions about the study?***
>
> ***Do I have your agreement to proceed?***
>
> Thank you in advance for your cooperation.

ANNEX 7: Quantified Participatory Assessment

INTRODUCTION

Several methods have been developed in the recent past to address this issue of generating numbers from participatory activities.[49] The Methodology for Participatory Assessment (MPA) [50] was developed in the late 1990s to assess the sustainability of 88 water supply and sanitation projects in 15 countries and used participatory tools to bring out information and then translated this into numbers using a scoring system.[51] The MPA continues to be used as a 'comparative evaluation tool in large domestic water projects and programmes'.[52]

The Quantified Participatory Assessment (QPA) was developed from the MPA and used in India in a variety of development projects since 1999 (James, 2003a).[53] Apart from the expansion from the water and sanitation sector to other sectors, notably watershed development, poverty alleviation, rural livelihoods and water resources, the QPA added several other features to the MPA, including peer review of scores, documentation of reasons for scores, use of an MS ACCESS database to store and analyse information, several rounds of stakeholder meetings and a detailed action planning report.

The QPA was also the basis of the modification of the MPA in Nepal to the NEWAH Participatory Assessment (NPA) by the Gender and Poverty (GAP) Unit of the national NGO, Nepal Water and Health (NEWAH), in Kathmandu, Nepal.[54] The NPA adapted the MPA to suit the geographical, socio-economic and ethnic reality of Nepal, modified the scoring systems to include benchmarks in a flexible 0 – 100 scale, developed additional tools to elicit information on health, hygiene and sanitation issues, and collected additional qualitative information using case studies (James et al., 2003a, 2003b, 2003c).

Qualitative Information Appraisal (QIA) is a generic methodology, developed from the experiences with the MPA, QPA and NPA, which goes beyond the constraints of the term 'Assessment'. The QIA is designed for use in both one-time assessments for baseline, mid-term and overall project impact assessments, as well as for continuous monitoring as part of a project's regular monitoring and evaluation system.

APPLICATIONS

The QPA has been applied in several applications within India and outside (see Table A2.1).

[49] See, for instance, Chambers (2003).

[50] The MPA was developed by Christine van Wijk (van Wijk, 2003) for a Participatory Learning and Action (PLA) project that was a multi-disciplinary and multi-country assessment exercise looking at the factors underlying the sustainability of water supply and sanitation projects (Dayal et al., 1999, Gross et al., 2001).

[51] The scoring system is detailed in James (2000 and 2001) and in Dayal et al. (1999).

[52] Wijk, 2001, p. 2. The revised MPA is described in Mukherjee and van Wijk (2003) while experiences with using the MPA are in van Wijk and Postma (2003), Postma at al., (2003), van Wijk et al., (2002), Paudyal et al. (2002).

[53] This work was done by AJ James who did the statistical analysis of the MPA data for the initial PLA study coordinated by Rekha Dayal of the Water and Sanitation Programme. See also, James (2002, 2003b, 2003c, 2003d), James and Kaushik (2002), James et al., (2002), James and Snehalata (2002a and 2002b).

[54] For an account of the pilot MPA and the problems experienced in the field see Paudyal et al. (2002). See James et al., (2003a and 2003b) for a description of the creation of the NPA, and James et al., (2003c) for the details of one application in Nepal.

Table A6.1: QPA Applications from 2000-2016

Funding source	Location	Project	Focus Area	Sample size	Year
Water & Sanitation Programme (World Bank)	Global	Participatory Learning and Action (PLA) global study of the World Bank's Water & Sanitation Programme	Impact assessment of RWSS projects	88 projects; 15 countries	1997-9
European Community	India	Doon Valley Integrated Watershed Management Project	Social & environmental impact	16 villages	1999-2000
DFID India	India	APRLP	Water Resources	106 habitations	2001-2
DFID India	India	WIRFP	Rural Livelihoods	45 villages	2002-3
World Bank	India	Rajasthan District Poverty Initiatives Project	Project Processes	14 villages, 2 districts	2001-2
World Bank	India	Analytical and Advisory Activity on Urban Public Health in Tamil Nadu	Performance of Essential Public Health Functions	26 ULBs	2002-3
Asian Development Bank	Nepal	Community-based Water Supply and Sanitation project preparation	Water Supply, Sanitation & Hygiene	5 regions	2003
Asian Development Bank	Sri Lanka & Vietnam	Evaluation of ADB-funded national Water Supply and Sanitation projects	Water Supply, Sanitation & Hygiene	Sri Lanka 104 sub-projects Vietnam WSS 20 villages; 350 households	2005
UNICEF	India	Independent Evaluation of the Child's Environment Programme (CEP)	Water Supply, Sanitation & Hygiene	117 villages	2004
Nepal Water for Health (NEWAH)	Nepal	GAP Evaluation	Water Supply, Sanitation & Hygiene	15 villages	2003-4
Tamil Nadu Water and Drainage Board	India	Change Management Pilots Evaluation	Water Supply, Sanitation & Hygiene	200 habitations	2005-6
Uttaranchal Livelihood Project in the Himalayas	India	Baseline survey	Rural Livelihoods	140 villages	2007
PATH	India	SureStart (community -level rural health programme)	Strength of partnerships among NGOs	50 organizations (rural NGOs)	2009-10
Unicef	India	Impact of Quality	Education	18 schools	2007

Funding source	Location	Project	Focus Area	Sample size	Year
		Package on Education Quality			
Uttaranchal Livelihood Project in the Himalayas (ULIPH)	India	Mid Term Evaluation	Rural Livelihoods	140 villages	2008
World Bank	India	Tamil Nadu Integrated Agricultural Modernization and Water bodies Restoration and Modernization (TN IAM WARM) Project	Community-level Assessment of the Impact of Change Management among Rural Development Officials	40 villages	2012
WASTE, the Netherlands	Costa Rica Holland, Benin, Philippines	PSO Learning Trajectory	Organizational Development (of NGOs)	5 international NGOs	2012
UNICEF Afghanistan	Afghanistan	National WASH Vulnerability and Risk Assessment	Rural WASH	33 provinces and districts;66 villages	2012
World Bank, New Delhi	Gwalior & Pune	Gender and Social Exclusion in Urban Water Supply & Sanitation	Urban WASH	100 slums in 2 Indian cities	2012
UNICEF Afghanistan	Afghanistan	Baseline Survey of Child-Friendly Schools	Education	1500 schools in 10 provinces	2013
UNICEF India	India	WASH to reduce Material Mortality	Health	600 rural health centres in 5 states	2016 (on-going)

KEY COMPONENTS OF THE METHOD

From past experience in applying this methodology (in India, Nepal, Sri Lanka and Vietnam), the following arrangements have been found to be optimal:

I. Inception Meeting

A brief meeting (one-day) to clarify the issues to be assessed, the background information available and the logistical arrangements.

II. Methodology and Planning Workshop

This is a vital part of the assessment, where the assessment team discusses and finalises the issues to be assessed, the indicators to be used, the ordinal scales, and thus the QPA field formats. This usually has role plays, mock interviews and field testing to make sure the assessment team practise and develop their PRA and facilitation skills, which is one of the

key determinants of the success of the QPA field assessment. This workshop can take from 10 – 14 days depending on the complexity of the issues to be addressed.

Field testing: Although this is usually carried out at the end of the Methodology and Planning Workshop activity, it deserves a special mention. Two rounds of field testing are needed, the first to identify the problems to be rectified in the field formats, and the second to make sure the revised formats are suitable for the survey. Given the size of the assessment team being trained (36 field staff + 3 field coordinators+ 1 field supervisor+2 Research Associates), usually 2 survey units (e.g., schools, slums, health centres, villages are needed for each round of field testing – making a total of 4 survey units. None of these units would be part of the actual survey.

III. Field Assessment

Informing villages about the assessment: Prior information is usually needed for the meetings and focus group discussions – except where it is apprehended that the survey unit may be 'dressed up' for the assessment. If so, the survey unit (e.g., a school or village) is informed only a day or two in advance.

Assessment schedule: In accordance with 'good practice' in participatory assessments, the assessment usually starts with a meeting with officials in charge (e.g., School Principal, Doctor in charge, Village headman, patwari, VAO, etc.), elders, teachers and key informants – to inform them about the purpose of the assessment, to get basic information about the survey unit, and to plan the various focus group discussions (FGDs). Thereafter, a transect walk and social mapping is carried out (e.g., to check 'unserved households' of school WASH facilities, etc.), also a water system review. Subsequently, either in the afternoon or evening, FGDs can be held with those who have received training from the project/programme. Finally, a meeting is held to inform them about the basic findings of the assessment. Compliance with international 'good practice' is vital for the validity of the participatory assessment.

Assessment time: Assessments take 1 – 4 days per village, depending on the complexity of the field formats. The minimum time is 1 day per survey unit. It is best to have the team debriefing and data entry the very next day, so that field teams remember details of discussions and verify the scores. Entering data in the latter part of the same day will minimize errors and avoid the fatigue (and hence errors) of mass data entry at the end of the assessment. This gives a maximum rate of 3 villages per week (with 1 day off), at which rate, 10 2-person teams can cover 100 villages in 20 days.

Field teams: While field teams have been between 4 – 6 people per survey unit, the ideal combination is a 4-member (gender-balanced) field teams which can split into two 2-member teams in the field. The minimum, however, is 2-persons per team. Gender balanced teams are highly desirable. For example, to complete 100 villages in 2 weeks, at the rate of 3 villages per week per team will require 18 teams, or 36 field staff.

Field coordinators: Field-level coordination is essential for quality control, especially to check the nature of facilitation during FGDs and to ensure validation of information provided in the FGDs. They are also useful for trouble-shooting field-level problems, including logistics. Thus, for example, in addition to the field supervisor, a minimum of 3 Field Coordinators would be necessary for a 100-village assessment.

Focus group discussions: Each FGD takes between 1-2 hours, and more than 2 hours tests participants' patience and could yield biased responses. These have basically to give participants the 'freedom and space' to present their own views, feelings and must adhere to good practice of facilitation (e.g., no leading questions, no prompting, opportunities for all participants to express their views, etc.).

IV. Database, Data Cleaning and Analysis

Database: An ACCESS database is usually created for data entry, so that the computer format matches the paper format exactly and thus minimises data entry errors.

Data cleaning: Even after careful data entry, there is need to 'clean' the data, usually in a joint meeting with the field teams, lasting up to 5 days, depending on the number of units surveyed and the number of issues covered in the field formats. Basically, this involves scanning the scores and reasons for scores entered in the database, identifying data gaps (e.g., Reason for Score not filled out), and doing some basic calculations (e.g., COUNT, MAX, MIN) to check possible data entry errors. Having the field team at this point is useful for quick cross-verification.

Data analysis: This basically involves generating frequency histograms and user-friendly graphs to present the findings as clearly and intelligibly as possible. This should take around 3 days after data cleaning.

V. Report Writing

Pulling together the methodology, presenting the main findings, and mentioning the quality control efforts of the survey are the key aspects of the report writing exercise, which should take around 6 days in total.

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ANNEX 8: Evaluation Team and Field Team

EVALUATION TEAM

SSDA put together the following team to carry out the evaluation:

Team Member	Designation	Responsibilities and Tasks
Mr. Palitha Jayaweera	Team Leader	• Support the Team Leader in coordinating the activities of the Evaluation Team • Communicate and coordinate with UNICEF, including representing the team at UNICEF meetings, when necessary • Support the Team Leader to ensure timely submission of all outputs
Ms. Moho Chaturvedi	Deputy Team Leader	• Coordinate the activities of the Evaluation Team, including training, data analysis and reporting • Represent the team at UNICEF meetings • Ensure timely submission of all outputs
Dr. A J James	Senior Consultant	• Design the sampling • Draft the field formats • Draft the Inception Report • Draft the Evaluation Report • Finalize the Evaluation Report
Dr. Dushyant Badal	Database Developer and Analyst	• Finalize the Field Formats • Support the Training of the Field Teams • Design the database, • Train Data Entry Operators • Carry out Data Cleaning and Data Analysis • Provide Draft Tables and Figures for the Reports
Mr. Emadullah	Monitoring Team Manager	• Coordinate the activities of the Field Team through regular communication and field checks • Organize the logistics of the field work • Coordinate the activities of the Data Entry Operators • Ensure that all the data are entered correctly and completely
Mr. Ibrahim	Monitoring Team Member	• Support the Field Team Manager to ensure • proper communication and coordination with the Field Teams, supervision field teams; management of fieldwork logistics and supervision of data entry
Field team	Province-Specific Field Teams	• Visiting officials and schools and collecting information as per the Evaluation Tools and Field Formats
Data Entry Operators	Four staff	• Entering data from paper data collection formats into the computerized database

FIELD TEAM

Selection: Following the identification of the provinces to be surveyed, and the number of schools to be surveyed in each province, field teams were selected through personal contacts to ensure that each field staff was reliable, committed and capable. Also, since each school was to be surveyed by a 2-person team comprising of one female and one male field staff member, care was taken to ensure gender-balanced teams in each province.

Training: All field team members were brought to Kabul and given a 7-day training on:

- The WinS programme
- The basics of the QPA Methodology
- Each of the 9 Tools to be used in the field
- Mock trials of how to facilitate Focus Group Discussions (FGDs) and Key Person Interviews (KPIs) and collect qualitative information, and then generate ordinal scores
- Data entry and quality control procedures

The trainings also included two rounds of pilot testing of the Formats in schools near Kabul.

ANNEX 9: Tool Set

WASH IN SCHOOLS EVALUATION

Quantified Participatory Assessment (QPA)

TOOL 1: Key Person Interview with Province Official

CONSENT FOR THE STUDY

Greetings, My Name is _____, I am representative of SSDA, i.e., Society of Sustainable Development of Afghanistan, an NGO working in Kabul. I would like to inform you that UNICEF Afghanistan has entrusted SSDA to evaluate **the Water Supply, Sanitation and Hygiene (WASH) in Schools programme in some provinces**. This study requires collection of information.

Your province/district/school has been selected to participate in this study. We will be asking you questions about the various aspects of School WASH facilities. This information may be used by UNICEF Afghanistan to plan WASH-related infrastructure and service improvements or for conducting further studies.

I assure you that neither your name nor the names of any respondents participating in this study will be included in the dataset or in any report. We request you to participate in this study and help us in collecting the accurate information.

You may refuse to answer any question or choose to stop the interview at any time. However we sincerely hope that you will answer all questions which will benefit the improvement of water, sanitation and hygiene services provided to schools by UNICEF and the Government of Afghanistan.

If there are questions for which you feel someone else is the most appropriate person to provide the information, please let us know so that we can invite that person to join us.

At this point, do you have any questions about the study?

Do I have your agreement to proceed?

Thank you in advance for your cooperation.

Name of the researcher:

Name of the Supervisor:

Form ID:	N1	N2	N3	Time:	HH	MM	AM/PM
Name of Official:				Designation:			
Department:				Province:			
Date:	DD	MM	YYYY	Facilitator *Code only*:		N	N

1.1 **WinS PROGRAMME**

1.1.1 Are you aware of the WASH in Schools programme of the Ministry of Education that was implemented between 2012 and 2014 with the support of UNICEF?

0-No *(▸ Go to 1.1.2)*	1-Yes *(▸ Go to 1.1.2)*
☐	☐

1.1.2 Are you familiar with procedures & protocols of the WinS Programme?

0-No *(▸ Go to 1.2)*	1-Yes *(▸ Go to 1.1.3)*
☐	☐

1.1.3 If YES, please describe briefly the procedure followed for building WASH facilities in schools, under the WinS programme (2012-2014)

Details

Contracting of construction agencies:

Checking design of WASH facilities:

Quality control:

Payment:

Any other:

1.2 Under the WinS programme

1.2.1	How many **schools** had WinS WASH facilities built in your province? (*Number of schools*)	
1.2.2	How many **agencies** built WinS school WASH facilities in your province? (*Number of Agencies)*	
1.2.3	What is the average time it took to construct these WASH facilities in WinS schools? (*Enter response only in number of months*)	

1.2.4 If the WinS programme is continued, can it be done differently and better?

0-No *(▸ Go to 1.2.5)*	1-Yes *(▸ Go to 1.2.5)*
☐	☐

1.2.5 Please give your suggestions on how this programme can be improved?

	Suggestions	**Response**
1	To reduce costs:	
2	To save time:	
3	To improve logistics:	
4	To improve management:	
5	Other:	

1.3 DESIGN AND CONSTRUCTON

1.3.1 Is there a procedure to check the design of the WASH facilities in schools?

[Single Response only]

0-No *(▸ Go to 1.3.3)*	1-Yes *(▸ Go to 1.3.2)*	99-Don't know *(▸ Go to 1.3.3)*
☐	☐	☐

1.3.2 If Yes, what is the procedure?

Details of procedure

1.3.3 Is the **design** of School WASH facilities in your province different from other provinces?

[Single Response only]

0-No *(▸ Go to 1.3.5)*	1-Yes *(▸ Go to 1.3.4)*	99-Don't know *(▸ Go to 1.3.5)*
☐	☐	☐

1.3.4 If YES, how is it different?

Details

1.3.5 Please rate the ***design*** of the WASH facilities constructed under the WinS programme

[Single Response only]

	Features	**Rating (Excellent/Good/Fair/Poor)**			
1	Toilets	**1-Excellent** ☐	**2- Good** ☐	**3- Fair** ☐	**4- Poor** ☐
2	Child-friendly Features	**1-Excellent** ☐	**2- Good** ☐	**3- Fair** ☐	**4- Poor** ☐
3	Disabled-friendly Features	**1-Excellent** ☐	**2- Good** ☐	**3- Fair** ☐	**4- Poor** ☐

1.3.6 Do you feel the design of the WASH facilities can be improved?

0-No *(▸ Go to 1.3.8)*	1-Yes *(▸ Go to 1.3.7)*
☐	☐

1.3.7 If YES, please give your suggestions on how the design can be improved

	Suggestions	
1	Toilets	
2	Child-friendly Features	
3	Disabled-friendly features	

1.3.8 Are you aware of UNICEF/MoE standards on the ***quality of construction***?

0-No *(▸ Go to 1.3.10)*	1-Yes *(▸ Go to 1.3.9)*
☐	☐

1.3.9 If YES, what is the quality of construction, in your view, of these WASH facilities compared to UNICEF/MOE standards? **[Single Response only]**

1-Excellent	2-Good	3- Fair	4- Poor	99-Don't know
☐	☐	☐	☐	☐

1.3.10 If NO, what do you think is the quality of construction of these WASH facilities? **[Single Response only]**

1-Excellent	2-Good	3- Fair	4- Poor	99-Don't know
☐	☐	☐	☐	☐

1.3.11 Do you feel the construction can be improved? **[Single Response only]**

0-No *(▸ Go to 1.3.13)*	1-Yes *(▸ Go to 1.3.12)*
☐	☐

1.3.12 If YES, please give your suggestions on how they could be improved:

	Suggestions
1	
2	
3	

1.3.13 Is the ***construction*** of School WASH facilities in your province different from other provinces?

0-No *(▸ Go to 1.4)*	1-Yes *(▸ Go to 1.3.14)*	99-Don't know *(▸ Go to 1.4)*
☐	☐	☐

1.3.14 If YES, how is it different?

1.4 CHILD-FRIENDLY AND DISABLED-FRIENDLY FEATURES

1.4.1 Have child-friendly school **toilet** facilities been built in your province?

0-No *(▸ Go to 1.4.3)*	1-Yes *(▸ Go to 1.4.2)*
☐	☐

1.4.2 If YES, what child friendly features have been built?

	Features	☑ if Yes
1	Toilets close to school buildings	☐
2	Separate toilets for girls and boys	☐
3	Smaller toilet pans	☐
4	Wash basins at lower height	☐
5	Mirrors at lower height	☐
6	Door latches at lower height	☐
7	Light switches at lower height	☐
8	Colourful/painted walls and ceilings	☐
77	Other	☐
Other Specify here:		

1.4.3 Have disabled-friendly school WASH facilities been built?

0-No *(▸ Go to 1.5)*	1-Yes *(▸ Go to 1.4.4)*
☐	☐

1.4.4 If YES, what disabled-friendly features have been built?

	Features	☑ if Yes
1	Ramps to climb up to the toilet	☐
2	Handles to hold while climbing up to the toilet	☐
3	Handles to hold while using the toilet	☐
4	Wash basins at lower height	☐
5	Mirrors at lower height	☐
6	Door latches at lower height	☐
7	Light switches at lower height	☐
8	Colourful/painted walls and ceilings	☐
77	Other	☐
Other Specify here:		

1.5 MENSTRUAL HYGIENE MANAGEMENT

1.5.1 Have facilities for menstrual hygiene management been built in your province?

0-No *(▸ Go to 1.6)*	1-Yes *(▸ Go to 1.5.2)*
☐	☐

1.5.2 If YES, what features have been built?

	Features	☑ if Yes
1	Dustbin for disposing sanitary napkins	☐
2	Incinerators for burning napkins	☐
77	Other	☐
Other Specify here:		

1.6 CONSTRUCTION COSTS

1.6.1 What is the average cost of construction of these WASH facilities?

Unit	Do you know?	If 'Yes' please specify				
		Approximate Cost (amount)	Unit (Afghans/USD)	Compared to other schools in the province?		
Toilet Seat	1- YES-☐ 0- NO-☐			1- Higher ☐	2- Same ☐	3- Lower ☐
Child-friendly toilet seat	1- YES-☐ 0- NO-☐			1- Higher ☐	2- Same ☐	3- Lower ☐
Disabled-friendly toilet seat	1- YES-☐ 0- NO -☐			1- Higher ☐	2- Same ☐	3- Lower ☐
MHM Facilities	1- YES-☐ 0- NO-☐			1- Higher ☐	2- Same ☐	3- Lower ☐
Borehole for water supply	1- YES-☐ 0- NO-☐			1- Higher ☐	2- Same ☐	3- Lower ☐

1.6.2 Do you have Bill of Quantities (BOQ) for the following?

	For	☑ if Yes
1	Toilet construction	☐
2	Child-friendly toilets	☐
3	Disabled-friendly toilets	☐
4	Menstrual hygiene management (MHM) facilities?	☐
5	Bore hole for water supply	☐

Please share all available BOQs

1.6.3 If BOQs are not available, please share details of construction costs for school WASH facilities, for each agency that constructed these. *If not, fill in the Table given at the end, from data given.*

1.7 OPERATION AND MAINTENANCE

1.7.1 Is there a protocol for Operation and Maintenance (O&M) of school WASH facilities after construction?

0-No *(▸ Go to 1.7.3)*	1-Yes *(▸ Go to 1.7.2)*	99-Don't know *(▸ Go to 1.7.3)*
☐	☐	☐

1.7.2 If YES, please describe this protocol briefly

Brief description

1.7.3 In this protocol, what are the roles of the shura/school management, parents/community and child clubs in WASH management at school level?

	Stakeholder	**Role in school WASH management**
1	Shura/School Management	
2	Parents/ Community	
3	Child Clubs	
4	School Principal	

1.7.4 Do you feel this Protocol is adequate?

0-No *(▸ Go to 1.7.5)*	1-Yes *(▸ Go to 1.8)*
☐	☐

1.7.5 If NO, what issues do you feel are not addressed?

	Issues not addressed
1	
2	
3	

1.8 **SUSTAINABILITY OF INTERVENTIONS**

1.8.1 How sustainable, your view, are programme interventions in terms of the construction, maintenance and utilization of the WASH facilities, and why?

*a) Sustainability of **construction** of WASH facilities:*	1- HIGH ☐	2- MEDIUM ☐	3- LOW ☐
Reason (Specify here):			
*b) Sustainability of **maintenance** of WASH facilities:*	1- HIGH ☐	2- MEDIUM ☐	3- LOW ☐
Reason (Specify here):			
*c) Sustainability of **Utilization** of WASH facilities:*	1- HIGH ☐	2- MEDIUM ☐	3- LOW ☐
Reason (Specify here):			

OPEN COMMENTS SECTION

Please write down any observations you may have – or the official may have – which does not fit into the earlier sections

If 1.6.2 is 'No' means BOQs are not available, please share details of construction costs for school WASH facilities, for each construction agency.

Agency	School	Number of male			Number of female			Toilet construction			Disabled-friendly toilet		MHM Facilities		Bore holes	
		Teachers	Students	Support staff	Teachers	Students	Support staff	Total cost	Number of cubicles for boys	Number of cubicles for girls	Cost	Features*	Cost	Features*	Total Cost	Cost Per Meter
1	1															
	2															
	3															
2	1															
	2															
	3															
3	1															
	2															
	3															

* Specify

End Time:	HH	MM	AM/PM

Signature
Facilitator

Signature
Team Leader

WASH IN SCHOOLS EVALUATION
Quantified Participatory Assessment (QPA)
TOOL 2: Key Person Interview with District Official

CONSENT FORM

Greetings, My Name is _____, I am representative of SSDA, i.e., Society of Sustainable Development of Afghanistan, an NGO working in Kabul. I would like to inform you that UNICEF Afghanistan has entrusted SSDA to evaluate **the Water Supply, Sanitation and Hygiene (WASH) in Schools programme in some provinces**. This study requires collection of information.

Your district has been selected to participate in this study. We will be asking you questions about the various aspects of School WASH facilities. This information may be used by UNICEF Afghanistan to plan WASH-related infrastructure and service improvements or for conducting further studies.

I assure you that neither your name nor the names of any respondents participating in this study will be included in the dataset or in any report. We request you to participate in this study and help us in collecting the accurate information.

You may refuse to answer any question or choose to stop the interview at any time. However we sincerely hope that you will answer all questions which will benefit the improvement of water, sanitation and hygiene services provided to schools by UNICEF and the Government of Afghanistan.

If there are questions for which you feel someone else is the most appropriate person to provide the information, please let us know so that we can invite that person to join us.

At this point, do you have any questions about the study?

Do I have your agreement to proceed?

Thank you in advance for your cooperation.

Name of the researcher:

Name of the Supervisor:

Form ID:	N1	N2	N3	Start Time:	HH	MM	AM/PM
Name of Official:				Province:			
Designation:				District:			
Department:				Facilitator- 1 *Code only*:		N	N
Date:	DD	MM	YYYY	Facilitator- 2 *Code only*:		N	N

2.1 WinS PROGRAMME

2.1.1 Are you aware of the WASH in Schools programme of the Ministry of Education that was implemented with the support of UNICEF?

0-No *(▸ Go to 2.1.2)*	1-Yes *(▸ Go to 2.1.2)*
☐	☐

2.1.2 Are you familiar with procedures and protocols of the WinS Programme?

0-No *(▸ Go to 2.2)*	1-Yes *(▸ Go to 2.1.3)*
☐	☐

2.1.3 If YES, please describe briefly the procedure followed for building WASH facilities in schools, under the WinS programme

Details:

Contracting of construction agencies:

Checking design of WASH facilities:

Quality control:

Payment:

Any other:

2.1.4 Under the WinS programme

How many **schools** had WinS WASH facilities built in your District? (*Number of schools*)	
How many **agencies** built WinS school WASH facilities in your District? (*Number of Agencies)*	
What is the average time it took to construct these WASH facilities in WinS schools? (*Enter response only in number of months*)	

2.1.5 If the WinS programme is continued, can it be done differently and better?

0-No *(▸ Go to 2.2.5)*	1-Yes *(▸ Go to 2.2.5)*
☐	☐

2.1.6 Please give your suggestions on how this programme can be improved

	Suggestions	**Response**
1	To reduce costs:	
2	To save time:	
3	To improve logistics:	
4	To improve management:	
5	Other:	

2.2 DESIGN AND CONSTRUCTON

2.2.1 Is there a procedure to check the design of the WASH facilities in schools?

[Single Response only]

0-No *(▸ Go to 2.3.3)*	1-Yes *(▸ Go to 2.3.2)*	99-Don't know *(▸ Go to 2.3.3)*
☐	☐	☐

2.2.2 If Yes, what is the procedure?

Details of procedure

2.2.3 Is the ***design*** of School WASH facilities in your district different from other districts?

[Single Response only]

0-No *(▸ Go to 2.3.5)*	1-Yes *(▸ Go to 2.3.4)*	99-Don't know *(▸ Go to 2.3.5)*
☐	☐	☐

2.2.4 If YES, how is it different?

2.2.5 Please rate the ***design*** of the WASH facilities constructed under the WinS programme

[Single Response only]

	Features	**Rating (Excellent/Good/Fair/Poor)**			
1	Toilets	1-Excellent ☐	2- Good ☐	3- Fair ☐	4- Poor ☐
2	Child-friendly features	1-Excellent ☐	2- Good ☐	3- Fair ☐	4- Poor ☐
3	Disabled-friendly features	1-Excellent ☐	2- Good ☐	3- Fair ☐	4- Poor ☐

2.2.6 Do you feel the design of the WASH facilities can be improved?

0-No *(▸ Go to 2.3.8)*	1-Yes *(▸ Go to 2.3.7)*
☐	☐

2.2.7 If YES, please give your suggestions on how the design can be improved

	Suggestions	
1	Toilets	
2	Child-friendly features	
3	Disabled-friendly features	

2.2.8 Are you aware of UNICEF/MoE standards on the quality of ***construction***?

0-No *(▸ Go to 2.3.10)*	1-Yes *(▸ Go to 2.3.9)*
☐	☐

2.2.9 If YES, what is the quality of construction, in your view, of these school WASH facilities compared to UNICEF/MOE standards?

1-Excellent	2-Good	3- Fair	4- Poor	99-Don't know
☐	☐	☐	☐	☐

2.2.10 If NO, what is the quality of construction, in your view, of these school WASH facilities?

1-Excellent	2-Good	3- Fair	4- Poor	99-Don't know
☐	☐	☐	☐	☐

2.2.11 Do you feel the construction can be improved?

0-No *(▸ Go to 2.3.13)*	1-Yes *(▸ Go to 2.3.12)*
☐	☐

2.2.12 If YES, please give your suggestions on how they could be improved:

	Suggestions
1	
2	
3	

2.2.13 Is the ***construction*** of School WASH facilities in your district different from other districts?

0-No *(▸ Go to 2.4)*	1-Yes *(▸ Go to 2.3.14)*	99-Don't know *(▸ Go to 2.4)*
☐	☐	☐

2.2.14 If YES, how is it different?

2.3 CHILD-FRIENDLY AND DISABLED-FRIENDLY TOILETS

2.3.1 Have child-friendly school WASH toilets facilities been built in your district?

0-No *(▸ Go to 2.4.3)*	1-Yes *(▸ Go to 2.4.2)*
☐	☐

2.3.2 If YES, what child friendly features have been built?

	Features	☑ if Yes
1	Toilets close to school buildings	☐
2	Separate toilets for girls and boys	☐
3	Smaller toilet pans	☐
4	Wash basins at lower height	☐
5	Mirrors at lower height	☐
6	Door latches at lower height	☐
7	Light switches at lower height	☐
8	Colourful/painted walls and ceilings	☐
77	Other	☐
Other Specify here:		

2.3.3 Have disabled-friendly school WASH facilities been built?

0-No *(▸ Go to 2.5)*	1-Yes *(▸ Go to 2.4.4)*
☐	☐

2.3.4 If YES, what disabled-friendly features have been built?

	Features	☑ if Yes
1	Ramps to climb up to the toilet	☐
2	Handles to hold while climbing up to the toilet	☐
3	Handles to hold while using the toilet	☐
4	Wash basins at lower height	☐
5	Mirrors at lower height	☐
6	Door latches at lower height	☐
7	Light switches at lower height	☐
8	Colourful/painted walls and ceilings	☐
77	Other	☐

	Features	☑ if Yes
Other Specify here:		

2.4 MENSTRUAL HYGIENE MANAGEMENT

2.4.1 Have facilities for menstrual hygiene management been built in your district?

0-No *(▸ Go to 2.6)*	1-Yes *(▸ Go to 2.5.2)*
☐	☐

2.4.2 If YES, what features have been built?

	Features	☑ if Yes
1	Dustbin for disposing sanitary napkins	☐
2	Incinerators for burning napkins	☐
77	Other	☐
Other Specify here:		

2.5 CONSTRUCTION COSTS

2.5.1 What is the average cost of construction of these WASH facilities?

Unit	Do you know?	If 'Yes' please specify				
		Approximate Cost (amount)	Unit (Afghans/USD)	Compared to other schools in the province?		
Toilet Seat	1- YES- ☐ 0- NO- ☐			1- Higher ☐	2- Same ☐	3- Lower ☐
Child-friendly toilet seat	1- YES- ☐ 0- NO- ☐			1- Higher ☐	2- Same ☐	3- Lower ☐
Disabled-friendly toilet seat	1- YES- ☐ 0- NO- ☐			1- Higher ☐	2- Same ☐	3- Lower ☐
MHM Facilities	1- YES- ☐ 0- NO- ☐			1- Higher ☐	2- Same ☐	3- Lower ☐
Borehole for water supply	1- YES- ☐ 0- NO- ☐			1- Higher ☐	2- Same ☐	3- Lower ☐

2.5.2 Do you have Bill of Quantities (BOQ) for the following?

	For	☑ if Yes
1	Toilet construction	☐
2	Child-friendly toilets	☐
3	Disabled-friendly toilets	☐
4	Menstrual hygiene management (MHM) facilities?	☐
5	Bore hole for water supply	☐

Please share all available BOQs. If BOQs are not available, please share details of construction costs for school WASH facilities, for each agency that constructed these. *If not available, fill in the Table given at the end, from data given*

2.6 OPERATION AND MAINTENANCE

2.6.1 Is there a protocol for Operation and Maintenance (O&M) of school WASH facilities after construction?

0-No *(▸ Go to 2.7.3)*	1-Yes *(▸ Go to 2.7.2)*	99-Don't know *(▸ Go to 2.7.3)*
☐	☐	☐

2.6.2 If YES, please describe this protocol briefly

Brief description

2.6.3 In this protocol, what are the roles of the shura/school management, parents/community and child clubs in WASH management at school level?

	Stakeholder	**Role in school WASH management**
1	Shura/School Management	
2	Parents/ Community	
3	Child Clubs	
4	School Principal	

2.6.4 Do you feel this Protocol is adequate?

0-No *(▸ Go to 2.7.5)*	1-Yes *(▸ Go to 2.8)*
☐	☐

2.6.5 If NO, what issues do you feel are not addressed?

	Issues not addressed
1	
2	
3	

2.7 SUSTAINABILITY OF INTERVENTIONS

2.7.1 How sustainable, your view, are programme interventions in terms of the construction, maintenance and utilization of the WASH facilities, and why?

*a) Sustainability of **construction** of WASH facilities:*	1- HIGH ☐	2- MEDIUM ☐	3- LOW ☐
a) Reason specify here:			
*b) Sustainability of **Maintenance** of WASH facilities:*	1- HIGH ☐	2- MEDIUM ☐	3- LOW ☐
b) Reason Specify here:			
*c) Sustainability of **Utilization** of WASH facilities:*	1- HIGH ☐	2- MEDIUM ☐	3- LOW ☐
c) Reason Specify here:			

OPEN COMMENTS SECTION

Please write down any observations you may have – or the official may have – which does not fit into the earlier sections

If 2.6.2 is 'No' means BOQs are not available, please share details of construction costs for school WASH facilities, for each agency that constructed these.

Agency	School	Number of male			Number of female			Toilet construction			Disabled-friendly toilet		MHM Facilities		Bore holes	
		Teachers	Students	Support staff	Teachers	Students	Support staff	Total cost	Number of cubicles for boys	Number of cubicles for girls	Cost	Features*	Cost	Features*	Total Cost	Cost Per meter
1	1															
	2															
	3															
2	1															
	2															
	3															
3	1															
	2															
	3															

* Specify

End Time:

HH	MM	AM/PM

Signature
Facilitator

Signature
Team Leader

WASH IN SCHOOLS EVALUATION
Quantified Participatory Assessment (QPA)
TOOL 3: Key Person Interview with School Principal

CONSENT FORM

Greetings, My Name is _____, I am representative of SSDA, i.e., Society of Sustainable Development of Afghanistan, an NGO working in Kabul. I would like to inform you that UNICEF Afghanistan has entrusted SSDA to evaluate **the Water Supply, Sanitation and Hygiene (WASH) in Schools programme in some provinces**. This study requires collection of information.

Your province/district/school has been selected to participate in this study. We will be asking you questions about the various aspects of School WASH facilities. This information may be used by UNICEF Afghanistan to plan WASH-related infrastructure and service improvements or for conducting further studies.

I assure you that neither your name nor the names of any respondents participating in this study will be included in the dataset or in any report. We request you to participate in this study and help us in collecting the accurate information.

You may refuse to answer any question or choose to stop the interview at any time. However we sincerely hope that you will answer all questions which will benefit the improvement of water, sanitation and hygiene services provided to schools by UNICEF and the Government of Afghanistan.

If there are questions for which you feel someone else is the most appropriate person to provide the information, please let us know so that we can invite that person to join us.

At this point, do you have any questions about the study?

Do I have your agreement to proceed?

Thank you in advance for your cooperation.

Name of the researcher:

Name of the Supervisor:

Form ID:	N1	N2	N3	Start Time:	HH	MM	AM/PM
Name of Principal:				Province:			
Name of School:				District:			
Name of Community:				Facilitator- 1 *Code only*:		N	N
Date:	DD	MM	YYYY	Facilitator- 2 *Code only*:		N	N

3.1 **WinS PROGRAMME**

3.1.1 Are you aware of the WASH in Schools programme of the Ministry of Education that was implemented with the support of UNICEF?

0-No *(▸ Go to 3.1.2)*	1-Yes *(▸ Go to 3.1.2)*
☐	☐

3.1.2 Are you familiar with procedures and protocols of the WinS Programme?

0-No *(▸ Go to 3.2)*	1-Yes *(▸ Go to 3.1.3)*
☐	☐

3.1.3 If YES, please describe briefly the procedure followed for building WASH facilities in schools, under the WinS programme

Details:

Contracting of construction agencies:

Checking design of WASH facilities:

Quality control:

Payment:

Any other:

3.2 **Under the WinS programme**

What is the average time it took to construct WinS programme WASH facilities in your schools? (*Number of Months*)	

3.2.1 If the WinS programme is continued, can it be done differently and better?

0-No *(▸ Go to 3.3)*	1-Yes *(▸ Go to 3.2.3)*
☐	☐

3.2.2 Please give your suggestions on how this programme can be improved

	Suggestions	Response
1	To reduce costs:	
2	To save time:	
3	To improve logistics:	
4	To improve management:	
5	Other:	

3.3 DESIGN AND CONSTRUCTON

3.3.1 Is there a procedure to check the design of the WASH facilities in schools?

[Single Response only]

0-No *(▸ Go to 3.3.3)*	1-Yes *(▸ Go to 3.3.2)*	99-Don't know *(▸ Go to 3.3.3)*
☐	☐	☐

3.3.2 If Yes, what is the procedure?

Details of procedure

3.3.3 Is the ***design*** of School WASH facilities in your school different from those in other schools nearby? **[Single Response only]**

0-No *(▸ Go to 3.3.5)*	1-Yes *(▸ Go to 3.3.4)*	99-Don't know *(▸ Go to 3.3.5)*
☐	☐	☐

3.3.4 If YES, how is it different?

Details

3.3.5 Please rate the ***design*** of the WASH facilities constructed under the WinS programme

[Single Response only]

	Features	Rating (Excellent/Good/Fair/Poor)			
1	Toilets	**1-Excellent** ☐	**2- Good** ☐	**3- Fair** ☐	**4- Poor** ☐
2	Child-friendly features	**1-Excellent** ☐	**2- Good** ☐	**3- Fair** ☐	**4- Poor** ☐
3	Disabled-friendly features	**1-Excellent** ☐	**2- Good** ☐	**3- Fair** ☐	**4- Poor** ☐

3.3.6 Do you feel the design of the WASH facilities can be improved?

0-No *(▸ Go to 3.3.8)*	1-Yes *(▸ Go to 3.3.7)*
☐	☐

3.3.7 If YES, please give your suggestions on how the design can be improved

	Suggestions	
1	Toilets	
2	Child-friendly Features	
3	Disabled-friendly features	

3.3.8 Are you aware of UNICEF/MoE standards on the ***quality of construction***?

0-No *(▸ Go to 3.3.10)*	1-Yes *(▸ Go to 3.3.9)*
☐	☐

3.3.9 If YES, what is the quality of construction, in your view, of these WASH facilities compared to UNICEF/MOE standards? **[Single Response only]**

1-Excellent	2-Good	3- Fair	4- Poor	99-Don't know
☐	☐	☐	☐	☐

3.3.10 If NO, what do you think is the quality of construction of these WASH facilities? **[Single Response only]**

1-Excellent	2-Good	3- Fair	4- Poor	99-Don't know
☐	☐	☐	☐	☐

3.3.11 Do you feel the construction can be improved?

0-No *(▸ Go to 3.3.13)*	1-Yes *(▸ Go to 3.3.12)*
☐	☐

3.3.12 If YES, please give your suggestions on how they could be improved:

	Suggestions
1	
2	
3	

3.3.13 Is the ***construction*** of School WASH facilities in your school different from that in nearby schools? **[Single Response only]**

0-No *(▸ Go to 3.4)*	1-Yes *(▸ Go to 3.3.14)*	99-Don't know *(▸ Go to 3.4)*
☐	☐	☐

3.3.14 If YES, how is it different?

3.4 CHILD-FRIENDLY AND DISABLED-FRIENDLY TOILETS

3.4.1 Have child-friendly school WASH toilets facilities been built in your school?

0-No *(▸ Go to 3.4.3)*	1-Yes *(▸ Go to 3.4.2)*
☐	☐

3.4.2 If YES, what child friendly features have been built?

	Features	☑ if Yes
1	Toilets close to school buildings	☐
2	Separate toilets for girls and boys	☐
3	Smaller toilet pans	☐
4	Wash basins at lower height	☐
5	Mirrors at lower height	☐
6	Door latches at lower height	☐
7	Light switches at lower height	☐
8	Colourful/painted walls and ceilings	☐
77	Other	☐
Other Specify here:		

3.4.3 Have disabled-friendly school WASH facilities been built?

0-No *(▸ Go to 3.5)*	1-Yes *(▸ Go to 3.4.4)*
☐	☐

3.4.4 If YES, what disabled-friendly features have been built?

	Features	☑ if Yes
1	Ramps to climb up to the toilet	☐
2	Handles to hold while climbing up to the toilet	☐
3	Handles to hold while using the toilet	☐
4	Wash basins at lower height	☐
5	Mirrors at lower height	☐
6	Door latches at lower height	☐
7	Light switches at lower height	☐
8	Colourful/painted walls and ceilings	☐
77	Other	☐
Other Specify here:		

3.5 MENSTRUAL HYGIENE MANAGEMENT

3.5.1 Have facilities for menstrual hygiene management been built in your school?

0-No *(▸ Go to 3.6)*	1-Yes *(▸ Go to 3.5.2)*
☐	☐

3.5.2 If YES, what features have been built?

	Features	☑ if Yes
1	Dustbin for disposing sanitary napkins	☐
2	Incinerators for burning napkins	☐
77	Other	☐
Other Specify here:		

3.6 CONSTRUCTION COSTS

3.6.1 Do you know the cost of construction of these WASH facilities?

0-No *(▸ Go to 3.6.4)*	1-Yes *(▸ Go to 3.6.2)*
☐	☐

3.6.2 If YES, please give the following information:

Unit	Do you know?	If 'Yes' please specify				
		Approximate Cost (amount)	Unit (Afghans/USD)	Compared to other schools in the province?		
Toilet Seat	1- YES- ☐ 0- NO- ☐			1- Higher ☐	2- Same ☐	3- Lower ☐
Child-friendly toilet seat	1- YES- ☐ 0- NO- ☐			1- Higher ☐	2- Same ☐	3- Lower ☐
Disabled-friendly toilet seat	1- YES- ☐ 0- NO- ☐			1- Higher ☐	2- Same ☐	3- Lower ☐
MHM Facilities	1- YES- ☐ 0- NO- ☐			1- Higher ☐	2- Same ☐	3- Lower ☐
Borehole for water supply	1- YES- ☐ 0- NO- ☐			1- Higher ☐	2- Same ☐	3- Lower ☐

3.6.3 Do you have Bill of Quantities (BOQ) for the following:

	For	☑ if Yes
1	Toilet construction	☐
2	Child-friendly toilets	☐
3	Disabled-friendly toilets	☐
4	Menstrual hygiene management (MHM) facilities?	☐
5	Bore hole for water supply	☐

Please share all available BOQs

3.6.4 If BOQs are not available, please share details of construction costs for school WASH facilities, for each agency that constructed these. *Fill in the Table given at the end, from data given*

3.7 **OPERATION AND MAINTENANCE**

3.7.1 Is there a protocol for Operation and Maintenance (O&M) of school WASH facilities after construction?

0-No *(▸ Go to 3.7.3)*	1-Yes *(▸ Go to 3.7.2)*	99-Don't know *(▸ Go to 3.7.3)*
☐	☐	☐

3.7.2 If YES, please describe this protocol briefly

Brief description

3.7.3 In this protocol, what are the roles of the shura/school management, parents/community and child clubs in WASH management at school level?

	Stakeholder	**Role in school WASH management**
1	Shura/School Management	
2	Parents/ Community	
3	Child Clubs	
4	School Principal	

3.7.4 Do you feel this Protocol is adequate?

0-No *(▸ Go to 3.7.5)*	1-Yes *(▸ Go to 3.8)*
☐	☐

3.7.5 If NO, what issues do you feel are not addressed?

	Issues not addressed
1	
2	
3	

3.8 **SUSTAINABILITY OF INTERVENTIONS**

3.8.1 How sustainable, your view, are programme interventions in terms of the construction, maintenance and utilization of the WASH facilities, and why?

*a) Sustainability of **construction** of WASH facilities:*	1- HIGH ☐	2- MEDIUM ☐	3- LOW ☐
a) Reason specify here:			

*b) Sustainability of **Maintenance** of WASH facilities:*	1- HIGH ☐	2- MEDIUM ☐	3- LOW ☐
b) Reason Specify here:			
*c) Sustainability of **Utilization** of WASH facilities:*	1- HIGH ☐	2- MEDIUM ☐	3- LOW ☐
c) Reason Specify here:			

3.9 **SOFTWARE COMPONENTS: IMPROVEMENTS IN HYGIENE BEHAVIOUR**

3.9.1 Under the WinS programme, have any activities have been done to improve hygiene behaviour among school students?

0-No *(▸ Go to 3.9.3)*	1-Yes *(▸ Go to 3.9.2)*
☐	☐

3.9.2 If YES, please describe these

	Activities	☑ if Yes
1	De-worming of students	☐
2	Messages & posters encouraging students to use toilets and not defecate outside	☐
3	Special classes on using toilets and against open defecation	☐
4	Special activities to promote using toilets	☐
5	Messages & posters encouraging students to wash hands with soap after toilet use	☐
6	Special classes to encourage students to wash hands with soap after toilet use	☐
7	Special activities to promote hand washing after toilet use	☐
8	Messages & posters to encourage students to wash hands before eating food	☐
9	Special classes to encourage students to wash hands with soap before eating food	☐
10	Special activities to promote hand washing with soap before eating food	☐
11	Demonstration of how to wash hands with soap	☐
12	Special activities for school girls on menstrual hygiene management	☐
13	Counselling for school girls on menstrual hygiene management	☐
14	Other (specify)	☐

	Activities	☑ if Yes
Comments and observations		

3.9.3 Do you feel any of these activities are unnecessary? [Single Response Only]

0-No *(▸ Go to 3.9.5)*	1-Yes *(▸ Go to 3.9.4)*
☐	☐

3.9.4 If YES, please specify:

	Activity	**Why is this unnecessary?**
1		
2		
3		

3.9.5 Do you feel these activities have resulted in any change in hygiene behaviour among students in the school? [Single Response Only]

0-No *(▸ Go to 3.9.6)*	1-Yes *(▸ Go to 3.9.7)*
☐	☐

3.9.6 If NO, what additional activities do you feel need to be done to improve hygiene behaviour among school students? [Multiple Response is Possible]

	Hygiene behaviour	**Suggestions**
1	Toilet Use	
2	Hand washing after toilet use	
3	Hand washing before eating food	
4	Other (specify)	

3.9.7 Have any activities been undertaken for Menstrual Hygiene Management for female students? [Single Response Only]

0-No *(▸ Go to 3.9.9)*	1-Yes *(▸ Go to 3.9.8)*
☐	☐

3.9.8 If YES, please describe what activities have been undertaken [*Multiple Response Possible*]

Activities	☑ if Yes	**If 'Yes' then Details here**
Classes on menstrual hygiene management	☐	
Provision of incinerators for sanitary pads	☐	
Counselling for adolescent girls	☐	
Other (specify)	☐	

3.9.9 Do you feel the menstrual hygiene management interventions meet the actual needs of the adolescent schoolgirls? [Single Response Only]

0-No *(▸ Go to 3.9.10)*	1-Yes *(▸ Go to 3.10)*
☐	☐

3.9.10 If NO, what interventions are necessary to meet the actual needs of adolescent schoolgirls?

	Interventions
1	
2	
3	

3.10 STAKEHOLDERS INVOLVEMENT IN SCHOOL WASH PROGRAMMEME

3.10.1 Were any of the hardware components of the School WASH programme undertaken in coordination with local stakeholders?

0-No *(▸ Go to 3.10.3)*	1-Yes *(▸ Go to 3.10.2)*
☐	☐

3.10.2 If YES, who were the local stakeholders involved

	List of the local stakeholders (Full Name)
1	
2	

3	

3.10.3 If YES, how were local stakeholders involved?

	WinS Hardware Activities	Principal	Teachers	Shura/School Management Committee	Parents
		☑ if Yes			
1	Toilet block design	☐	☐	☐	☐
2	Toilet construction	☐	☐	☐	☐
3	Toilet repairs & maintenance	☐	☐	☐	☐
4	Toilet cleaning	☐	☐	☐	☐
5	Water supply system design	☐	☐	☐	☐
6	Water supply system construction	☐	☐	☐	☐
7	Water supply system operation	☐	☐	☐	☐
8	Water supply system repair & maintenance	☐	☐	☐	☐
9	Hand washing stations design	☐	☐	☐	☐
10	Hand washing stations construction	☐	☐	☐	☐
11	Hand washing station repair & maintenance	☐	☐	☐	☐
12	MHM incinerators provision	☐	☐	☐	☐
13	MHM incinerators repairs & maintenance	☐	☐	☐	☐
14	Other (specify)	☐	☐	☐	☐

3.10.4 In your opinion, how effective was the implementation of the programme's hardware activities with the involvement of stakeholders? [Single Response Only]

1-Very Effective	2- Not Very Effective	3- Not Effective	4- Counter Productive
☐	☐	☐	☐

3.10.5 Could the involvement of stakeholders have been improved?

0-No *(▸ Go to 3.10.7)*	1-Yes *(▸ Go to 3.10.6)*
☐	☐

3.10.6 If YES, what suggestions do you have to improve the involvement of stakeholders?

	Suggestions
1	
2	
3	

3.10.7 Were any of the software components of the School WASH programme undertaken in coordination with local stakeholders?

0-No *(▸ Go to 3.10.9)*	1-Yes *(▸ Go to 3.10.8)*
☐	☐

3.10.8 If YES, how were local stakeholders involved? [Multiple Response is Possible]

	WinS Software Activities	Principal	Teachers	Shura/School Management Committee	Parents
		☑ if Yes			
1	Creating messages on toilet use	☐	☐	☐	☐
2	Reinforcing messages on toilet use	☐	☐	☐	☐
3	Planning activities to encourage toilet use	☐	☐	☐	☐
4	Doing activities to encourage toilet use	☐	☐	☐	☐
5	Creating messages to wash hands after toilet use	☐	☐	☐	☐
6	Reinforcing messages to wash hands after toilet use	☐	☐	☐	☐
7	Planning activities to encourage washing hands after toilet use	☐	☐	☐	☐
8	Creating messages to wash hands before eating	☐	☐	☐	☐
9	Reinforcing messages to wash hands before eating	☐	☐	☐	☐
10	Planning activities to encourage washing hands before eating	☐	☐	☐	☐
11	Creating messages to encourage better menstrual hygiene	☐	☐	☐	☐
12	Reinforcing messages to encourage better menstrual hygiene	☐	☐	☐	☐
13	Planning activities to encourage better menstrual hygiene	☐	☐	☐	☐
14	Other (specify)	☐	☐	☐	☐

3.10.9 In your opinion, how effective was the implementation of the programme's software activities with the involvement of stakeholders? [Single Response Only]

1-Ver Effective	2- Not Very Effective	3- Not Effective	4- Counter Productive
☐	☐	☐	☐

3.10.10 Could the involvement of other stakeholders have been improved?

0-No *(▸ Go to 3.11)*	1-Yes *(▸ Go to 3.10.11)*
☐	☐

3.10.11 If YES, what suggestions do you have to improve the involvement of stakeholders?

	Suggestions
1	

2	
3	

3.11 **WATER SUPPLY**

3.11.1 Are there drinking water facilities in the school?

0-No	1-Yes
☐	☐

3.11.2 Is drinking water available through the day?

0-No	1-Yes
☐	☐

3.11.3 Is drinking water adequate for all students?

0-No	1-Yes
☐	☐

3.11.4 Is there sufficient water for the toilets?

0-No	1-Yes
☐	☐

3.11.5 Is soap and water available for hand washing after toilet use?

0-No	1-Yes
☐	☐

3.11.6 Is water available for other uses also (e.g., gardening)?

0-No	1-Yes
☐	☐

3.11.7 Has the quality of the school water supply been tested?

0-No *(▸ Go to 3.11.9)*	1-Yes *(▸ Go to 3.11.8)*
☐	☐

3.11.8 If YES, what are the results?

1- Acceptable Quality *(▸ Go to 3.11.9)*	2- Unacceptable Quality *(▸ Go to 3.11.8)*
☐	☐

3.11.9 Does the school purify drinking water?

0-No *(▸ Go to 3.11.11)*	1-Yes *(▸ Go to 3.11.10)*
☐	☐

3.11.10 If YES, what methods are used to purify water?

	Method	☑ if Yes	Comments
1	Chlorination	☐	
2	Filtering (through a cloth)	☐	
3	Filtering (other means)	☐	
4	Water filters (e.g., Aquaguard)	☐	
5	Advanced water filters (e.g., Reverse Osmosis)	☐	
77	Other (specify)	☐	

3.11.11 Who maintains the water supply system?

	Water Supply System	Who Maintains?
1	Cleaning the water tank	
2	Cleaning the taps	
3	Cleaning the wash basin	
4	Cleaning the well (if any)	
5	Repairing the taps	
6	Repairing the hand pump (if any)	
7	Repairing the electric pump (if any)	
8	Repairing the solar pump (if any)	
9	Repairing pipes	
10	Other repairs (specify)	
11	Other maintenance tasks (specify)	

Comments

3.12 SANITATION

3.12.1 Is there a toilet or sanitary block in the school premises?

0-No *(▸ Go to 3.12.4)*	1-Yes *(▸ Go to 3.12.2 & 3.12.3)*
☐	☐

3.12.2 If YES, how many toilet blocks are there, and how many are being used?

Toilet Block	Built by whom?	Is it being used now? ☑ if Yes
1		☐
2		☐
3		☐

Please give details

	Number of toilet seats for	Functional toilet - Block 1		Functional toilet - Block 2		Functional toilet - Block 3	
		Number of seats	Number of functioning seats	Number of seats	Number of functioning seats	Number of seats	Number of functioning seats
1	Male students						
2	Female students						
3	Male teachers						
4	Female teachers						

3.12.3 Are the sanitation facilities adequate for all the school boys?

0-No *(▸ Go to 3.12.5)*	1-Yes *(▸ Go to 3.12.5)*
☐	☐

3.12.4 Are the sanitation facilities adequate for all the school girls?

0-No *(▸ Go to 3.12.6)*	1-Yes *(▸ Go to 3.12.6)*
☐	☐

3.12.5 Are the sanitation facilities adequate for all physically handicapped students?

0-No *(▸ Go to 3.12.7)*	1-Yes *(▸ Go to 3.12.7)*
☐	☐
Comments and observations	

3.12.6 Who cleans the toilets?

	Who	☑ if Yes
1	School employee (permanently employed by the school)	☐
2	Employee hired from outside (temporarily or on contract)	☐
3	Students	☐
4	Others (specify)	☐

3.12.7 How regularly are the toilets cleaned?

1-Every Day	2- Three times a week at least	3- Once a Week	4- Occasionally
☐	☐	☐	☐

3.12.8 Are there any problems in using toilets?

	Problems
1	
2	

3	

3.13 **HYGIENE**

3.13.1 Does the school have hand washing stations?

0-No *(▸ Go to 3.14)*	1-Yes *(▸ Go to 3.13.2)*
☐	☐

3.13.2 If YES, how many are there and with how many taps?

	Hand washing Station	Number of taps	Number of functioning taps	Is there a provision for keeping soap to wash hands?	Is there soap for washing hands?
				☑ if Yes	☑ if Yes
1				☐	☐
2				☐	☐
3				☐	☐
4				☐	☐
5				☐	☐
Comments and observations					

3.14 **<u>BUDGETS</u>**

3.14.1 Does the school have an annual budget to pay for operation and maintenance of:

	Operation and Maintenance of	Budget available?	Do you feel this is adequate?	Can villagers contribute more?
		☑ if Yes *(▸ Go to 3.14.2)*	☑ if Yes *(▸ Go to 3.14.2)*	☑ if Yes *(▸ Go to 3.14.2)*
1	Drinking water supply	☐	☐	☐
2	Toilets	☐	☐	☐
3	Hand washing stations	☐	☐	☐

3.14.2 If YES to any of the above, please give details

OPEN COMMENTS SECTION

Please write down any observations you may have – or the official may have – which does not fit into the earlier sections

If 3.6.2 is 'No' means BOQs are not available, please share details of construction costs for school WASH facilities, for each agency that constructed these.

Number of male			Number of female			Toilet construction			Disabled-friendly toilet		MHM Facilities		Bore holes	
Teachers	Students	Support staff	Teachers	Students	Support staff	Total cost	Number of cubicles for boys	Number of cubicles for girls	Cost	Features*	Cost	Features*	Total Cost	Cost Per meter

* *Specify*

End Time:

HH	MM	AM/PM

Signature
Facilitator

Signature
Team Leader

WASH IN SCHOOLS EVALUATION
Quantified Participatory Assessment (QPA)
TOOL 4: School Observation of WASH Facilities

Form ID:	N1	N2	N3	Start Time:	HH	MM	AM/PM
Name of Principal:				Province:			
Name of School:				District:			
Name of Community:				Facilitator- 1 *Code only*:		N	N
Date:	DD	MM	YYYY	Facilitator- 2 *Code only*:		N	N

4.1 WATER SUPPLY

4.1.1 Are there drinking water facilities in the school?

0-No *(▸ Go to 4.1.3)*	1-Yes *(▸ Go to 4.1.2)*
☐	☐

4.1.2 If YES, describe the facilities

	Water facilities	Total Number	Number built under WinS Programme	Number Functioning
A	**SOURCE**			
1	*Municipal water supply*			
2	*Bore well*			
3	*Dug well*			
4	*Tanks*			
5	*Karez*			
6	*Rainwater harvesting tank*			
7	*Water drums (filled from elsewhere)*			
8	*Stream/river*			
77	*Other (specify)*			
B	**STORAGE**			
1	*Overhead tank (cement)*			
2	*Overhead tank (plastic)*			
3	*Overhead tank (metal)*			
4	*Underground tank (cement)*			
5	*Underground tank (plastic)*			
6	*Underground tank (metal)*			
77	*Other (specify)*			
C	**DISTRIBUTION**			
1	*Tap on pipes from municipal supply*			
2	*Tap on pipes from storage tank*			
3	*Tap on drums*			
4	*Hand pump on dug well*			
5	*Electrical pump on dug well*			
6	*Solar pump on dug well*			
7	*Hand pump on bore well*			
8	*Electrical pump on bore well*			
9	*Solar pump on bore well*			

77	*Other (specify)*			
Comments				

4.1.3 Nature of water supply (at the time of the survey)

Scores	**Description**	**Score (Response)**
0	No water available	
25	Drinking water is available but not for all students through the day	
50	Drinking water is available through the day for all students - but not enough for toilets	
75	Water is available through the day for all students for drinking, and for toilets	
100	Water is available through the day for all students - for drinking, for toilets and for gardening and other uses	
Reason for score (Compulsory to Fill)		

4.1.4 Has the quality of the school water supply been tested?

0-No *(▸ Go to 4.1.6)*	1-Yes *(▸ Go to 4.1.5)*
☐	☐

4.1.5 If YES, what are the results?

1- Acceptable quality	2- Unacceptable quality
☐	☐

4.1.6 Does the school purify drinking water?

0-No *(▸ Go to 4.2)*	1-Yes *(▸ Go to 4.1.7)*
☐	☐

4.1.7 If YES, what methods are used to purify water? [*Multiple Response Possible*]

	Method	☑ if Yes	Comments
1	Chlorination	☐	
2	Filtering (through a cloth)	☐	
3	Filtering (other means)	☐	
4	Water filters (e.g., Aquaguard)	☐	
5	Advanced water filters (e.g., Reverse Osmosis)	☐	
77	Other (specify)	☐	

4.2 SANITATION

4.2.1 Is there a toilet or sanitary block in the school premises?

0-No *(▸ Go to 4.2.3)*	1-Yes *(▸ Go to 4.2.2)*
☐	☐

4.2.2 If YES, how many toilet blocks are there, and how many are being used?

Toilet Block	Built by whom?	Is it being used now? ☑ if Yes
1		☐
2		☐
3		☐

4.2.3 Give details of the toilet blocks being used currently

	Number of toilet seats for	Functional toilet block 1		Functional toilet block 2		Functional toilet block 3	
		Number of seats	Number of functioning seats	Number of seats	Number of functioning seats	Number of seats	Number of functioning seats
1	Male students						
2	Female students						
3	Male teachers						
4	Female teachers						

4.2.4 **School Boys Toilet Assessment** *Give a separate score for each toilet block being used*

Scores	Options	Score
0	Toilets exist but are not functional or not being used	
10	Toilets exist and are being used but are dark, smelly and soiled with excreta	
25	Toilets exist and are being use, with adequate daylight, but soiled with excreta and no water for flushing or washing hands	
50	**Benchmark:** Latrines are clean (no excreta in pans, walls or floor) but no water for washing or soap nearby for hand washing	
75	***In addition,*** there is enough water for flushing and washing hands AND there is soap nearby for hand washing	
100	**Ideal:** ***In addition,*** Latrines are child friendly (e.g., pans are smaller, colourful walls, etc.) OR tiled and/or well painted	
Reason for Score (Compulsory to fill)		

4.2.5 **School Girls Toilet Assessment** *Give a separate score for each toilet block*

Scores	Options	Score
0	Toilets exist but are not functional or not being used	
10	Toilets exist and are being used but are dark, smelly and soiled with excreta	
25	Toilets exist and are being use, with adequate daylight, but soiled with excreta and no water for flushing or washing hands	
50	**Benchmark:** Latrines are clean (no excreta in pans, walls or floor) but no water for washing or soap nearby for hand washing	
75	***In addition,*** there is enough water for flushing and washing hands AND there is soap nearby for hand washing	
100	**Ideal:** ***In addition,*** Latrines are child friendly (e.g., pans are smaller, colourful walls, etc.) OR tiled and/or well painted	
Reason for Score (Compulsory to fill)		

4.2.6 **School Teachers Toilet Assessment** *Give a separate score for each toilet block*

Scores	Options	Score
0	Toilets exist but are not functional or not being used	
10	Toilets exist and are being used but are dark, smelly and soiled with excreta	
25	Toilets exist and are being use, with adequate daylight, but soiled with excreta and no water for flushing or washing hands	
50	**Benchmark:** Latrines are clean (no excreta in pans, walls or floor) but no water for washing or soap nearby for hand washing	
75	***In addition,*** there is enough water for flushing and washing hands AND there is soap nearby for hand washing	
100	**Ideal:** ***In addition,*** Latrines are child friendly (e.g., pans are smaller, colourful walls, etc.) OR tiled and/or well painted	
Reason for Score (Compulsory to fill)		

4.2.7 Of what type are the toilets that are in use?

	Type of toilet	Water available in cubicles?			
		All (score:100)	Most (score:75)	Some (score:25)	None (Score: 0)
1	Flush toilets	☐	☐	☐	☐
2	Pour flush toilets	☐	☐	☐	☐
3	Dry toilets	With urine separation		YES- ☐	NO -☐
		Single or Double vault (1 or two holes per cubicle)?		SINGLE-☐	DOUBLE-☐
		Back of vaults or receptacles are mostly:		*Score*	
				a) Closed (Score: 100)	☐
				b) Open (Score: 0)	☐
				c) Damaged (Score 25)	☐

4.2.8 Is there any excreta visible behind or around the school toilets?

0-No *(▸ Go to 4.2.9)*	1-Yes *(▸ Go to Score below)*
☐	☐

4.2.9 *Score the question below*

Score	Description	Score
0	≥ 10 turds found around the toilet	
25	3 - 10 fresh turds found around the toilet	
50	≤ 3 fresh turds found around the toilet	
75	No fresh turds but some dried turds visible around the toilets	
100	No fresh or dried turds of excreta found around the toilet	
Reason for Score (Compulsory to fill)		

4.2.10 Is there a hand washing facility within the toilet block or outside the toilet block with water and soap available?

0-No *(▸ Go to 4.2.10)*	1-Yes *(▸ Go to Score below)*
☐	☐

4.2.11 *Score the question below*

Scores	Options	Score
0	No hand washing station inside or directly outside of the toilet block	
10	Hand washing station away from the toilet block but no water	
25	Hand washing station inside or directly outside the block <u>but no water</u>	
50	Hand washing station inside, directly outside or away from the block with water available <u>but no soap</u>	
75	Hand washing station with water and soap <u>but away from the block</u>	
100	**Benchmark:** Hand washing station inside or directly outside the block with water and soap	
Reason for Score (Compulsory to fill)		

4.2.12 Are the sanitation facilities adequate for all the school boys?

0-No *(▸ Go to 4.2.11)*	1-Yes *(▸ Go to 4.2.11)*
☐	☐

4.2.13 Are the sanitation facilities adequate for all the school girls?

0-No *(▸ Go to 4.2.12)*	1-Yes *(▸ Go to 4.2.12)*
☐	☐

4.2.14 Are the sanitation facilities adequate for all the physically-challenged students?

0-No *(▸ Go to 4.2.13)*	1-Yes *(▸ Go to 4.2.13)*
☐	☐
Comments and observations	

4.2.15 Who cleans the toilets?

	Who	☑ if Yes
1	School employee (permanently employed by the school)	☐
2	Employee hired from outside (temporarily or on contract)	☐
3	Students	☐
4	Others (specify)	☐

4.2.16 **Problems in using Toilets** *Circle the correct numbers and write your comments. There can be more than one problem*

	Options	**Code**	**Comments**
1	Toilet is locked when children need to use it	1	
2	No separate toilet unit for students; have to share with teachers	2	
3	No separate toilet unit for boys and girls; have to share both	3	
4	No water available nearby for flushing or hand washing (e.g., needs to be carried from water point, etc.)	4	
5	No soap available nearby for hand washing	5	
77	Other (specify)	6	

	Options	Code	Comments
Observations and comments			

4.3 **HYGIENE**

4.3.1 Does the school have hand washing stations?

0-No *(▸ Close the Observation)*	1-Yes *(▸ Go to 4.3.2)*
☐	☐

4.3.2 If YES, how many are there and with how many taps?

Hand washing station	Number of taps	Number of functioning taps	Is there a provision for keeping soap to wash hands?	Is there soap for washing hands?
			☑ if Yes	☑ if Yes
1			☐	☐
2			☐	☐
3			☐	☐
4			☐	☐
5			☐	☐
Comments and observations				

WASH IN SCHOOLS EVALUATION
Quantified Participatory Assessment (QPA)
TOOL 5: Focus Group Discussion with Teachers

CONSENT FORM

Greetings, My Name is _____, I am representative of SSDA, i.e., Society of Sustainable Development of Afghanistan, an NGO working in Kabul. I would like to inform you that UNICEF Afghanistan has entrusted SSDA to evaluate **the Water Supply, Sanitation and Hygiene (WASH) in Schools programme in some provinces**. This study requires collection of information.

Your province/district/school has been selected to participate in this study. We will be asking you questions about the various aspects of School WASH facilities. This information may be used by UNICEF Afghanistan to plan WASH-related infrastructure and service improvements or for conducting further studies.

I assure you that neither your name nor the names of any respondents participating in this study will be included in the dataset or in any report. We request you to participate in this study and help us in collecting the accurate information.

You may refuse to answer any question or choose to stop the interview at any time. However we sincerely hope that you will answer all questions which will benefit the improvement of water, sanitation and hygiene services provided to schools by UNICEF and the Government of Afghanistan.

If there are questions for which you feel someone else is the most appropriate person to provide the information, please let us know so that we can invite that person to join us.

At this point, do you have any questions about the study?

Do I have your agreement to proceed?

Thank you in advance for your cooperation.

Name of the researcher:

Name of the Supervisor:

Form ID:	N1	N2	N3	Time:	HH	MM	AM/PM
Province Name:				District Name:			
Village Name:				Facilitator-1 *Code only*		N	N
Date:	DD	MM	YYYY	Facilitator-2 *Code only*		N	N
Teacher 1:				Teacher 4:			
Teacher 2:				Teacher 5:			
Teacher 3:				Teacher 6:			

5.1 WinS PROGRAMME

5.1.1 Are you aware of the WASH in Schools programme of the Ministry of Education that was implemented with the support of UNICEF?

0-No *(▸ Go to 5.1.2)*	1-Yes *(▸ Go to 5.1.2)*
☐	☐

5.1.2 Are you familiar with procedures and protocols of the WinS Programme?

0-No *(▸ Go to 5.2)*	1-Yes *(▸ Go to 5.1.3)*
☐	☐

5.1.3 If YES, please describe briefly the procedure followed for building WASH facilities in schools, under the WinS programme

Details:

Contracting of construction agencies:

Checking design of WASH facilities:

Quality control:

Payment:

Any other:

5.2 Under the WinS programme

5.2.1	How many **schools** had WinS WASH facilities built in your province? (*Number of schools*)	
5.2.2	How many **agencies** built WinS school WASH facilities in your province? (*Number of Agencies)*	
5.2.3	What is the average time it took to construct these WASH facilities in WinS schools? (*Enter response only in number of months*)	

5.2.4 If this programme is continued, can it be done differently and better?

0-No *(▸ Go to 5.2.5)*	1-Yes *(▸ Go to 5.2.5)*
☐	☐

5.2.5 Please give your suggestions on how this programme can be improved

	Suggestions	**Response**
1	To reduce costs:	
2	To save time:	
3	To improve logistics:	
4	To improve management:	
5	Other:	

5.3 DESIGN AND CONSTRUCTON

5.3.1 Is there a procedure to check the design of the WASH facilities in schools?

0-No *(▸ Go to 5.3.3)*	1-Yes *(▸ Go to 5.3.2)*	99-Don't know *(▸ Go to 5.3.3)*
☐	☐	☐

5.3.2 If Yes, what is the procedure?

Details of procedure

5.3.3 Is the ***design*** of School WASH facilities in your province different from other provinces?

0-No *(▸ Go to 5.3.5)*	1-Yes *(▸ Go to 5.3.4)*	99-Don't know *(▸ Go to 5.3.5)*
☐	☐	☐

5.3.4 If YES, how is it different?

Details

5.3.5 Please rate the ***design*** of the WASH facilities constructed under the WinS programme

	Features	**Rating (Excellent/Good/Fair/Poor)**			
1	Toilets	**1-Excellent** ☐	**2- Good** ☐	**3- Fair** ☐	**4- Poor** ☐
2	Child-friendly Features	**1-Excellent** ☐	**2- Good** ☐	**3- Fair** ☐	**4- Poor** ☐
3	Disabled-friendly Features	**1-Excellent** ☐	**2- Good** ☐	**3- Fair** ☐	**4- Poor** ☐

5.3.6 Do you feel the design of the WASH facilities can be improved?

0-No *(▸ Go to 5.3.8)*	1-Yes *(▸ Go to 5.3.7)*
☐	☐

5.3.7 If YES, please give your suggestions on how the design can be improved

	Suggestions	
1	Toilets	
2	Child-friendly Features	
3	Disabled-friendly Features	

5.3.8 Are you aware of UNICEF/MoE standards on the ***quality of construction***?

0-No *(▸ Go to 5.3.10)*	1-Yes *(▸ Go to 5.3.9)*
☐	☐

5.3.9 If YES, what is the quality of construction, in your view, of these WASH facilities compared to UNICEF/MOE standards?

1-Excellent	2-Good	3- Fair	4- Poor	99-Don't know
☐	☐	☐	☐	☐

5.3.10 If NO, what do you think is the quality of construction of these WASH facilities?

1-Excellent	2-Good	3- Fair	4- Poor	99-Don't know
☐	☐	☐	☐	☐

5.3.11 Do you feel the construction can be improved?

0-No *(▸ Go to 5.3.13)*	1-Yes *(▸ Go to 5.3.12)*
☐	☐

5.3.12 If YES, please give your suggestions on how they could be improved:

	Suggestions
1	
2	
3	

5.3.13 Is the ***construction*** of School WASH facilities in your province different from other provinces?

0-No *(▸ Go to 5.4)*	1-Yes *(▸ Go to 5.3.14)*	99-Don't know *(▸ Go to 5.4)*
☐	☐	☐

5.3.14 If YES, how is it different?

5.4 CHILD-FRIENDLY AND DISABLED-FRIENDLY TOILETS

5.4.1 Have child-friendly school WASH toilets facilities been built in your province?

0-No *(▸ Go to 5.4.3)*	1-Yes *(▸ Go to 5.4.2)*
☐	☐

5.4.2 If YES, what child friendly features have been built?

	Features	☑ if Yes
1	Toilets close to school buildings	☐
2	Separate toilets for girls and boys	☐
3	Smaller toilet pans	☐
4	Wash basins at lower height	☐
5	Mirrors at lower height	☐
6	Door latches at lower height	☐
7	Light switches at lower height	☐
8	Colourful/painted walls and ceilings	☐
77	Other	☐
Other Specify here:		

5.4.3 Have disabled-friendly school WASH facilities been built?

0-No *(▸ Go to 5.5)*	1-Yes *(▸ Go to 5.4.4)*
☐	☐

5.4.4 If YES, what disabled-friendly features have been built?

	Features	☑ if Yes
1	Ramps to climb up to the toilet	☐
2	Handles to hold while climbing up to the toilet	☐
3	Handles to hold while using the toilet	☐
4	Wash basins at lower height	☐
5	Mirrors at lower height	☐
6	Door latches at lower height	☐
7	Light switches at lower height	☐
8	Colourful/painted walls and ceilings	☐
77	Other	☐
Other Specify here:		

5.5 MENSTRUAL HYGIENE MANAGEMENT

5.5.1 Have facilities for menstrual hygiene management been built in your province?

0-No *(▸ Go to 5.6)*	1-Yes *(▸ Go to 5.5.2)*
☐	☐

5.5.2 If YES, what features have been built?

	Features	☑ if Yes
1	Dustbin for disposing sanitary napkins	☐
2	Incinerators for burning napkins	☐
77	Other	☐

5.6 OPERATION AND MAINTENANCE

5.6.1 Is there a protocol for Operation and Maintenance (O&M) of school WASH facilities after construction?

0-No *(▸ Go to 5.6.3)*	1-Yes *(▸ Go to 5.6.2)*
☐	☐

5.6.2 If YES, please describe this protocol briefly

Brief description

5.6.3 In this protocol, what are the roles of the shura/school management, parents/community and child clubs in WASH management at school level?

	Stakeholder	**Role in school WASH management**
1	Shura/School Management	
2	Parents/ Community	
3	Child Clubs	
4	School Principal	

5.6.4 Do you feel this Protocol is adequate?

0-No *(▸ Go to 5.6.5)*	1-Yes *(▸ Go to 5.7)*
☐	☐

5.6.5 If NO, what issues do you feel are not addressed?

	Issues not addressed
1	

2	
3	

5.7 SUSTAINABILITY OF INTERVENTIONS

5.7.1 How sustainable, your view, are programme interventions in terms of the construction, maintenance and utilization of the WASH facilities, and why?

*a) Sustainability of **construction** of WASH facilities:*	1- HIGH ☐	2- MEDIUM ☐	3- LOW ☐
a) Reason specify here:			
*b) Sustainability of **Maintenance** of WASH facilities:*	1- HIGH ☐	2- MEDIUM ☐	3- LOW ☐
b) Reason Specify here:			
*c) Sustainability of **Utilization** of WASH facilities:*	1- HIGH ☐	2- MEDIUM ☐	3- LOW ☐
c) Reason Specify here:			

5.8 SOFTWARE COMPONENTS: IMPROVEMENTS IN HYGIENE BEHAVIOUR

5.8.1 Under the WinS programme, have any activities have been done to improve hygiene behaviour among school students?

0-No *(▸ Go to 5.8.3)*	1-Yes *(▸ Go to 5.8.2)*
☐	☐

5.8.2 If YES, please describe these

	Please select correct answer	☑ if Yes
1	De-worming of students	☐
2	Messages & posters encouraging students to use toilets and not defecate outside	☐
3	Special classes on using toilets and against open defecation	☐
4	Special activities to promote using toilets	☐
5	Messages & posters to encourage students to wash hands with soap after toilet use	☐
6	Special classes to encourage students to wash hands with soap after toilet use	☐
7	Special activities to promote hand washing after toilet use	☐

8	Messages & posters to encourage students to wash hands before eating food	☐
9	Special classes to encourage students to wash hands with soap before eating food	☐
10	Special activities to promote hand washing with soap before eating food	☐
11	Demonstration of how to wash hands with soap	☐
12	Special activities for school girls on menstrual hygiene management	☐
13	Counselling for school girls on menstrual hygiene management	☐
14	Other (specify)	☐
Comments and observations		

5.8.3 Do you feel any of these activities are unnecessary?

0-No *(▸ Go to 5.8.5)*	1-Yes *(▸ Go to 5.8.4)*
☐	☐

5.8.4 If YES, please specify:

	Activity	**Why is this unnecessary?**
1		
2		
3		

5.8.5 Do you feel these activities have resulted in any change in hygiene behaviour among students in the school?

0-No *(▸ Go to 5.8.6)*	1-Yes *(▸ Go to 5.8.7)*
☐	☐

5.8.6 If NO, what additional activities do you feel need to be done to improve hygiene behaviour among school students?

	Hygiene behaviour	**Suggestions**
1	Toilet Use	
2	Hand washing after toilet use	
3	Hand washing before eating food	
4	Other (specify)	

5.8.7 Have any activities been undertaken for Menstrual Hygiene Management for female students?

0-No *(▸ Go to 5.8.9)*	1-Yes *(▸ Go to 5.8.8)*
☐	☐

5.8.8 If YES, please describe what activities have been undertaken

Activities	☑ if Yes	**Details**
Classes on menstrual hygiene management	☐	
Provision of incinerators for sanitary pads	☐	
Counselling for adolescent girls	☐	
Other (specify)	☐	

5.8.9 Do you feel the menstrual hygiene management interventions meet the actual needs of the adolescent schoolgirls?

0-No *(▸ Go to 5.8.10)*	1-Yes *(▸ Go to 5.9)*
☐	☐

5.8.10 If NO, what interventions are necessary to meet the actual needs of adolescent schoolgirls?

	Interventions
1	
2	
3	

5.9 STAKEHOLDERS INVOLVEMENT IN SCHOOL WASH PROGRAMMEME

5.9.1 Was any of the hardware components of the School WASH programme undertaken in coordination with local stakeholders?

0-No *(▸ Go to 5.9.4)*	1-Yes *(▸ Go to 5.9.2 & 5.9.3)*
☐	☐

5.9.2 If YES, who were the local stakeholders involved

	Name local stakeholders
1	

2	
3	

5.9.3 If YES, how were local stakeholders involved?

	WinS Hardware Activities	☑ if Yes			
		Principal	Teachers	Shura/School Management Committee	Parents
1	Toilet block design	☐	☐	☐	☐
2	Toilet construction	☐	☐	☐	☐
3	Toilet repairs & maintenance	☐	☐	☐	☐
4	Toilet cleaning	☐	☐	☐	☐
5	Water supply system design	☐	☐	☐	☐
6	Water supply system construction	☐	☐	☐	☐
7	Water supply system operation	☐	☐	☐	☐
8	Water supply system repair & maintenance	☐	☐	☐	☐
9	Hand washing stations design	☐	☐	☐	☐
10	Hand washing stations construction	☐	☐	☐	☐
11	Hand washing station repair & maintenance	☐	☐	☐	☐
12	MHM incinerators provision	☐	☐	☐	☐
13	MHM incinerators repairs & maintenance	☐	☐	☐	☐
14	Other (specify)	☐	☐	☐	☐

5.9.4 In your opinion, how effective was the implementation of the programme's hardware activities with the involvement of stakeholders?

1-Ver Effective	2- Not Very Effective	3- Not Effective	4- Counter Productive
☐	☐	☐	☐

5.9.5 Could the involvement of stakeholders have been improved?

0-No *(▸ Go to 5.9.7)*	1-Yes *(▸ Go to 5.9.6)*
☐	☐

5.9.6 If YES, what suggestions do you have to improve the involvement of stakeholders?

	Suggestions
1	
2	
3	

5.9.7 Were any of the software components of the School WASH programme undertaken in coordination with local stakeholders?

0-No *(▸ Go to 5.9.9)*	1-Yes *(▸ Go to 5.9.8)*
☐	☐

5.9.8 If YES, how were local stakeholders involved?

	WinS Software Activities	☑ if Yes			
		Principal	Teachers	Shura/School Management Committee	Parents
1	Creating messages on toilet use	☐	☐	☐	☐
2	Reinforcing messages on toilet use	☐	☐	☐	☐
3	Planning activities to encourage toilet use	☐	☐	☐	☐
4	Doing activities to encourage toilet use	☐	☐	☐	☐
5	Creating messages to wash hands after toilet use	☐	☐	☐	☐
6	Reinforcing messages to wash hands after toilet use	☐	☐	☐	☐
7	Planning activities to encourage washing hands after toilet use	☐	☐	☐	☐
8	Creating messages to wash hands before eating	☐	☐	☐	☐
9	Reinforcing messages to wash hands before eating	☐	☐	☐	☐
10	Planning activities to encourage washing hands before eating	☐	☐	☐	☐
11	Creating messages to encourage better menstrual hygiene	☐	☐	☐	☐
12	Reinforcing messages to encourage better menstrual hygiene	☐	☐	☐	☐
13	Planning activities to encourage better menstrual hygiene	☐	☐	☐	☐
14	Other (specify)	☐	☐	☐	☐

5.9.9 In your opinion, how effective was the implementation of the programme's software activities with the involvement of stakeholders?

1-Ver Effective	2- Not Very Effective	3- Not Effective	4- Counter Productive
☐	☐	☐	☐

5.9.10 Could the involvement of other stakeholders have been improved?

0-No *(▸ Go to 5.10)*	1-Yes *(▸ Go to 5.9.11)*
☐	☐

5.9.11 If YES, what suggestions do you have to improve the involvement of stakeholders?

	Suggestions
1	
2	
3	

5.10 WATER SUPPLY

5.10.1 Are there drinking water facilities in the school?

0-No	1-Yes
☐	☐

5.10.2 Is drinking water available through the day?

0-No	1-Yes
☐	☐

5.10.3 Is drinking water adequate for all students?

0-No	1-Yes
☐	☐

5.10.4 Is there sufficient water for the toilets?

0-No	1-Yes
☐	☐

5.10.5 Is soap and water available for hand washing after toilet use?

0-No	1-Yes
☐	☐

5.10.6 Is water available for other uses also (e.g., gardening)?

0-No	1-Yes
☐	☐

5.10.7 Has the quality of the school water supply been tested?

0-No *(▸ Go to 3.11.9)*	1-Yes *(▸ Go to 3.11.8)*
☐	☐

5.10.8 If YES, what are the results?

1- Acceptable Quality *(▸ Go to 3.11.9)*	2- Unacceptable Quality *(▸ Go to 3.11.8)*
☐	☐

5.10.9 Does the school purify drinking water?

0-No *(▸ Go to 3.11.11)*	1-Yes *(▸ Go to 3.11.10)*
☐	☐

5.10.10 If YES, what methods are used to purify water?

	Method	☑ if Yes	Comments
1	Chlorination	☐	
2	Filtering (through a cloth)	☐	
3	Filtering (other means)	☐	
4	Water filters (e.g., Aquaguard)	☐	
5	Advanced water filters (e.g., Reverse Osmosis)	☐	
77	Other (specify)	☐	

5.11 SANITATION

5.11.1 Is there a toilet or sanitary block in the school premises?

0-No *(▸ Go to 5.11.3)*	1-Yes *(▸ Go to 5.11.2)*
☐	☐

5.11.2 If YES, how many toilet blocks are there, and how many are being used?

Toilet Block	Built by whom?	Is it being used now?
		☑ if Yes
1		☐
2		☐
3		☐

5.11.3 Please give details

	Number of toilet seats for	Functional Toilet Block 1		Functional Toilet Block 2		Functional Toilet Block 3	
		Number of seats	Number of functioning seats	Number of seats	Number of functioning seats	Number of seats	Number of functioning seats
1	Male students						
2	Female students						
3	Male teachers						
4	Female teachers						

5.11.4 Are the sanitation facilities adequate for all the school children?

0-No	1-Yes
☐	☐
Comments and observations	

5.11.5 Who cleans the toilets?

	Who	☑ if Yes
1	School employee (permanently employed by the school)	☐
2	Employee hired from outside (temporarily or on contract)	☐
3	Students	☐
4	Others (specify)	☐

5.11.6 How regularly are the toilets cleaned?

1-Every Day	2- Three times a week at least	3- Once a Week	4- Occasionally
☐	☐	☐	☐

5.11.7 Are there any problems in using toilets?

	Problems
1	
2	
3	

5.12 **HYGIENE**

5.12.1 Does the school have hand washing stations?

0-No *(▸ Go to 5.12.3)*	1-Yes *(▸ Go to 5.12.2)*
☐	☐

5.12.2 If YES, how many are there and with how many taps?

	Hand washing Station	Number of taps	Number of functioning taps	Is there a provision for keeping soap to wash hands?	Is there soap for washing hands?
				☑ if Yes	☑ if Yes
1				☐	☐
2				☐	☐
3				☐	☐
4				☐	☐
5				☐	☐
Comments and observations					

5.12.3 How many times do you have hygiene education classes now?

Description	Scores	Score
No hygiene education classes held in this school	0	
Hygiene education messages only on special days (e.g., National Holidays)	25	
Benchmark: Hygiene promotion during morning assembly or prayers	**50**	
In addition, hygiene promotion classes are in the weekly time table (but not always held)	75	
Ideal: Hygiene promotion classes are in the time table and are held at regularly (e.g., every week)	100	
Reason for score		

5.12.4 The use of hygiene promotion material and methods

Description	Scores	Score
No special materials for hygiene promotion available or used in the school	0	
Booklets and other written material available in school, but not used	25	
Benchmark: Booklets and other written material used in hygiene promotion and School Sanitation Committees or Clubs formed by children	**50**	
In addition, special material (games, toys, etc.) are used for hygiene promotion *and* School Sanitation Committees or Clubs are active	75	
Ideal: Teachers involve children in regular monitoring of school sanitation facilities and in their regular upkeep and maintenance (e.g., reporting and	100	

solving problems)		
Reason for score		

5.12.5 Hygiene promotion activities by children in their homes and in the community

Description	Scores	Score
No hygiene promotion done by children in their homes or in their community	0	
Children participate in rallies and marches through the village community on special days; but nothing more	25	
Benchmark: In addition to rallies and marches, children speak to their parents about the need for good hygiene behaviour (e.g., by requesting access to material like soap), and at least one child reports a change in access to material in their homes	**50**	
In addition, most children report change in access to soap in their homes OR teachers and students have identified and solved at least one community-level hygiene or sanitation problem	75	
Ideal: *In addition,* teachers involve children in a regular system to identify hygiene and sanitation problems in their houses or community, and find practical solutions by discussing with the parents, Shura or SMC	100	
Reason for score		

WASH IN SCHOOLS EVALUATION
Quantified Participatory Assessment (QPA)
TOOL 6: Focus Group Discussion with Male/Female Students

CONSENT FORM

Greetings, My Name is _____, I am representative of SSDA, i.e., Society of Sustainable Development of Afghanistan, an NGO working in Kabul. I would like to inform you that UNICEF Afghanistan has entrusted SSDA to evaluate **the Water Supply, Sanitation and Hygiene (WASH) in Schools programme in some provinces**. This study requires collection of information.

Your province/district/school has been selected to participate in this study. We will be asking you questions about the various aspects of School WASH facilities. This information may be used by UNICEF Afghanistan to plan WASH-related infrastructure and service improvements or for conducting further studies.

I assure you that neither your name nor the names of any respondents participating in this study will be included in the dataset or in any report. We request you to participate in this study and help us in collecting the accurate information.

You may refuse to answer any question or choose to stop the interview at any time. However we sincerely hope that you will answer all questions which will benefit the improvement of water, sanitation and hygiene services provided to schools by UNICEF and the Government of Afghanistan.

If there are questions for which you feel someone else is the most appropriate person to provide the information, please let us know so that we can invite that person to join us.

At this point, do you have any questions about the study?

Do I have your agreement to proceed?

Thank you in advance for your cooperation.

Name of the researcher:

Name of the Supervisor:

Form ID:	N1	N2	N3	Time:	HH	MM	AM/PM
Province:				District:			
Village Name:				Facilitator-1 *Code only*		N	N
Date:	DD	MM	YYYY	Facilitator-2 *Code only*		N	N
Boys:				Girls:			
School:				Class:			

6.1 WATER SUPPLY

6.1.1 Are there drinking water facilities in the school?

0-No	1-Yes
☐	☐

6.1.2 Is drinking water available through the day?

0-No	1-Yes
☐	☐

6.1.3 Do any of you bring drinking water from home?

0-No	1-Yes
☐	☐

6.1.4 Is the amount of drinking water supplied adequate for all students?

0-No	1-Yes	99-Don't Know
☐	☐	☐

6.1.5 Did any of you *not* get enough water when you went to drink?

0-No	1-Yes
☐	☐

6.1.6 If yes, when was this?

1-This Year	2-Last Year	3- Before that
☐	☐	☐

6.1.7 Does the school purify drinking water?

0-No	1-Yes	99-Don't Know
☐	☐	☐

6.1.8 Did any of you fall sick from drinking water supplied in the school?

0-No	1-Yes
☐	☐

6.1.9 Do you know of anyone who fell sick after drinking water from the school?

0-No	1-Yes
☐	☐

6.1.10 If yes, when was this?

1-This Year	2-Last Year	3- Before that
☐	☐	☐

6.1.11 Is there sufficient water for the toilets?

0-No	1-Yes
☐	☐

6.1.12 Was there any time when you used the toilet but did not have *water to flush*?

0-No	1-Yes
☐	☐

6.1.13 If yes, when was this?

1-This Year	2-Last Year	3- Before that
☐	☐	☐

6.1.14 Was there any time when you used the toilet but did not have *water to wash*?

0-No	1-Yes
☐	☐

6.1.15 If yes, when was this?

1-This Year	2-Last Year	3- Before that
☐	☐	☐

6.1.16 Is soap and water available for hand washing after toilet use?

0-No	1-Yes
☐	☐

6.1.17 If YES, was there any time you went to wash hands but found no soap?

0-No	1-Yes
☐	☐

6.1.18 If yes, when was this?

1-This Year	2-Last Year	3- Before that
☐	☐	☐

6.1.19 Is water available for other uses also (e.g., gardening)?

0-No	1-Yes
☐	☐

6.2 SANITATION

6.2.1 Is there a toilet or sanitary block in the school premises?

0-No	1-Yes
☐	☐

6.2.2 Are there enough toilets in the school for ***all*** the school children?

0-No	1-Yes
☐	☐

6.2.3 Was there any time you wanted to use the toilet but could not?

0-No	1-Yes
☐	☐

6.2.4 If YES, why was this?

	Reason	☑ if Yes
1	Big crowd at the toilets	☐
2	It took too much time till a seat was free	☐
3	Toilets were too dirty	☐
4	There was no privacy (e.g., no doors)	☐
5	There was no water to flush	☐
6	There was no water to wash	☐
77	Other (specify)	☐
Comments and observations		

6.2.5 Who cleans the toilets?

	Who	☑ if Yes
1	School employee (permanently employed by the school)	☐
2	Employee hired from outside (temporarily or on contract)	☐
3	Students	☐
4	Others (specify)	☐

6.2.6 How regularly are the toilets cleaned?

1-Every Day	2-Three times a week at least	3-Once a week	4-Occasionally	99-Don't know
☐	☐	☐	☐	☐

6.3 SOFTWARE COMPONENTS: IMPROVEMENTS IN HYGIENE BEHAVIOUR

6.3.1 Do you have any of the following in your school?

	Response carefully	☑ if Yes
1	Did you get de-worming tablets?	☐
Using toilets		
2	Are there messages & posters telling you to use toilets and not defecate outside	☐
3	Have you had special classes on using toilets and against open defecation?	☐
4	Any special activities (like rallies, competitions etc.) to promote toilet use?	☐
Washing hands with soap after using the toilet		
5	Any messages & posters to wash hands with soap after toilet use?	☐
6	Any special classes to wash hands with soap after toilet use?	☐
7	Any special activities (rallies, competitions) to wash hands after toilet use?	☐
Washing hands with soap before eating food		
8	Any messages & posters to wash hands with soap before eating food?	☐
9	Any special classes to wash hands with soap before eating food?	☐
10	Any special activities to promote hand washing with soap before eating food?	☐
11	Any demonstrations of how to wash hands with soap?	☐
12	Other (specify)	

Comments and observations

6.4 **HYGIENE**

6.4.1 Does the school have hand washing stations?

0-No	1-Yes
☐	☐

6.4.2 If YES, how many are there and with how many taps?

Hand washing Station	Number of taps	Number of functioning taps	☑ if Yes	
			Is there a provision for keeping soap to wash hands?	Is there soap for washing hands?
1			☐	☐
2			☐	☐
3			☐	☐
4			☐	☐
5			☐	☐
Comments and observations				

6.4.3 How many times do you have hygiene education classes now?

	Scores	Score
No hygiene education classes held in this school	0	
Hygiene education messages only on special days (e.g., National Holidays)	25	
Benchmark: Hygiene promotion during morning assembly or prayers	**50**	
In addition, hygiene promotion classes are in the weekly time table (but not always held)	75	
Ideal: Hygiene promotion classes are in the time table and are held at regularly (e.g., every week)	100	
Reason for score		

6.4.4 The use of hygiene promotion material and methods

Options	Scores	Score
No special materials for hygiene promotion available or used in the school	0	
Booklets and other written material available in school, but not used	25	
Benchmark: Booklets and other written material used in hygiene promotion and School Sanitation Committees or Clubs formed by children	**50**	
In addition, special material (games, toys, etc.) are used for hygiene promotion *and* School Sanitation Committees or Clubs are active	75	
Ideal: Teachers involve children in regular monitoring of school sanitation facilities and in their regular upkeep and maintenance (e.g., reporting and solving problems)	100	
Reason for score		

6.4.5 Hygiene promotion activities by children in their homes and in the community

Options	Scores	Score
No hygiene promotion done by children in their homes or in their community	0	
Children participate in rallies and marches through the village community on special days; but nothing more	25	
Benchmark: In addition to rallies and marches, children speak to their parents about the need for good hygiene behaviour (e.g., by requesting access to material like soap), and at least one child reports a change in access to material in their homes	**50**	
In addition, most children report change in access to soap in their homes OR teachers and students have identified and solved at least one community-level hygiene or sanitation problem	75	
Ideal: *In addition,* teachers involve children in a regular system to identify hygiene and sanitation problems in their houses or community, and find practical solutions by discussing with the parents, Shura or School Committee	100	
Reason for score		

6.4.6 What did you learn in your hygiene education classes?

	Lessons	☑ if Yes
1	We must wash hands with soap before eating food	☐
2	We must wash hands with soap after going to the toilet	☐
3	We must wash hands with soap before cooking food	☐
4	We must wash hands with soap before feeding others	☐
77	Others (specify)	☐

6.4.7 **W**hy do you feel it is important to wash your hands? *(Group Exercise)*

- *Ask children to write their answers on slips of paper.*
- *Ask one boy to collect from all the boys, and one girl to collect from all the girls.*
- *These children can then read out from the slips, while another child marks tally marks on the board. (You may have to help them do the first 2 or 3 slips.)*
- *When all the slips have been read out and all tally marks have been marked on the board, ask them to total and calculate the percentage of children who gave the 'right' answer – i.e., germs – infection in stomach – diseases.*
- *Copy these results in this School Scoring Sheet (for our data entry), and also make a copy on a fresh piece of paper and hand it to the teacher at the end (because the information on the blackboard will be wiped away after use).*

GIRLS	Tally marks	TOTAL of tally marks	Total number of girls in class	Percentage of answers
'Right' answer				

'Wrong' or No answer				
BOYS	Tally marks	TOTAL of tally marks	Total number of boys in class	Percentage of answers
'Right' answer				
'Wrong' or No answer				
Comments				

ASK ONLY FEMALE STUDENTS

Ask each question directly to a student – maybe starting with the senior-most school girl – and then asking other children to join in one by one, so that they feel that you are asking them for their personal experiences.

6.4.8 **What is Menstrual Hygiene Management?** *Do not suggest, but listen to what they have to say and mark below*

	Details	☑ if Yes
1	Regular changing of sanitary pad/cloth	☐
2	Washing after changing sanitary pads	☐
3	Throwing sanitary pads in a dustbin or garbage pit	☐
4	Burning sanitary pads (e.g., in an incinerator)	☐
5	Washing menstrual cloths, drying and ironing it	☐
77	Others (specify)	

6.4.9 Have you participated in any activities on Menstrual Hygiene Management in school?

0-No	1-Yes
☐	☐

6.4.10 If YES, please describe what activities have been undertaken

	Activities	☑ if Yes	**Details**
1	Classes on menstrual hygiene management	☐	
2	Provision of incinerators for sanitary pads	☐	
3	Using incinerators for sanitary pads	☐	
4	Counselling for adolescent girls	☐	
77	Other (specify)	☐	

6.4.11 Do you find counselling and classes on menstrual hygiene useful?

0-No	1-Yes
☐	☐

6.4.12 Have these classes and counselling sessions helped you improve the quality your life?

0-No	1-Yes *(▸ Go to 6.4.13)*
☐	☐

6.4.13 If YES, How? Give an example?

6.4.14 Have they helped to increase your confidence in attending school regardless your situation?

0-No	1-Yes
☐	☐

6.4.15 Do you find MHM facility of your school safe?

0-No	1-Yes
☐	☐

6.4.16 What does it have?

	Interventions	☑ if Yes
1	Closed dustbins to dispose sanitary pads	☐
2	Washing facilities for girls	☐
3	Incinerators for disposal of sanitary pads	☐
77	Others (specify)	☐

6.4.17 Do you find MHM facility of your school clean?

0-No *(▸ Go to 6.4.18)*	1-Yes
☐	☐

6.4.18 If NO, what further needs to be done?

	Details
1	
2	
3	

6.4.19 Overall, do you feel the menstrual hygiene activities in the school meet your actual needs as an adolescent schoolgirl?

0-No *(▸ Go to 6.4.20)*	1-Yes
☐	☐

6.4.20 If NO, what interventions are missing necessary to meet your actual needs as an adolescent schoolgirl?

	Details
1	
2	
3	

WASH IN SCHOOLS EVALUATION
Quantified Participatory Assessment (QPA)
TOOL 7: Observation of Hygiene Behaviour in Schools

Form ID:	N1	N2	N3	Start Time:	HH	MM	AM/PM
Name of Principal:				Province:			
School:				District:			
Name of Community:				Facilitator- 1 *Code only*:		N	N
Date:	DD	MM	YYYY	Facilitator- 2 *Code only*:		N	N

	Instructions how to proceed for observations for Field Facilitator	*Read and Agreed to proceed*
1	*Buy some sticky foodstuff (e.g., samosas, puris, etc. NOT wrapped sweets)*	☐
2	*Tell schoolteachers that you would like to distribute these during the school, but to send out only the senior-most class of students.*	☐
3	*When they assemble, tell them some snacks are going to be served, and observe their hand washing behaviour.*	☐
4	*Use tally marks to fill in the sheet below and calculate percentages at the end of the exercise.*	☐
5	*At the same time, observe the children's hand washing behaviour when they use the toilets during this break. For example, two team members can observe girls and boys separately in their toilets, and the other team members can observe the hand washing behaviour before eating the food.*	☐
6	*Copy the results on to the attached sheets and give it to a senior class girl and boy to read out to the other children when they have assembled.*	☐
7	*Leave these sheets (given separately below) with the teacher or put it up in the classroom.*	☐

7.1 Hand-washing before eating

	GIRLS	Tally marks	TOTAL of tally marks	Total number of girls in class	Percentage of answers
1	Not washing hands before eating				
2	Washing hands with water only				
3	Washing hands with soap or ash				
	BOYS	Tally marks	TOTAL of tally marks	Total number of boys in class	Percentage of answers
1	Not washing hands before eating				
2	Washing hands with water only				
3	Washing hands with soap or ash				
Comments					

7.2 Hand washing after latrine use

	GIRLS	Tally marks	TOTAL of tally marks	Total number of girls in class	Percentage of answers
1	Not washing hands after latrine use				
2	Washing hands with water only				
3	Washing hands with soap or ash				
	BOYS	Tally marks	TOTAL of tally marks	Total number of boys in class	Percentage of answers
1	Not washing hands after latrine use				
2	Washing hands with water only				
3	Washing hands with soap or ash				
Comments					

WASH IN SCHOOLS EVALUATION
Quantified Participatory Assessment (QPA)
TOOL 8: Focus Group Discussion with Differently-Abled Students

CONSENT FORM

Greetings, My Name is _____, I am representative of SSDA, i.e., Society of Sustainable Development of Afghanistan, an NGO working in Kabul. I would like to inform you that UNICEF Afghanistan has entrusted SSDA to evaluate **the Water Supply, Sanitation and Hygiene (WASH) in Schools programme in some provinces**. This study requires collection of information.

Your province/district/school has been selected to participate in this study. We will be asking you questions about the various aspects of School WASH facilities. This information may be used by UNICEF Afghanistan to plan WASH-related infrastructure and service improvements or for conducting further studies.

I assure you that neither your name nor the names of any respondents participating in this study will be included in the dataset or in any report. We request you to participate in this study and help us in collecting the accurate information.

You may refuse to answer any question or choose to stop the interview at any time. However we sincerely hope that you will answer all questions which will benefit the improvement of water, sanitation and hygiene services provided to schools by UNICEF and the Government of Afghanistan.

If there are questions for which you feel someone else is the most appropriate person to provide the information, please let us know so that we can invite that person to join us.

At this point, do you have any questions about the study?

Do I have your agreement to proceed?

Thank you in advance for your cooperation.

Name of the researcher:

Name of the Supervisor:

Form ID:	N1	N2	N3	Time:	HH	MM	AM/PM
Province:				District:			
Village Name:				Facilitator-1 *Code only*		N	N
Date:	DD	MM	YYYY	Facilitator-2 *Code only*		N	N
Class:				Bays:			
School Name:				Girls:			

Have these discussions separately with groups of male and female students, preferably from a senior class.

8.1 WATER SUPPLY

8.1.1 Do you face any problems in accessing drinking water in the school?

0-No *(▸ Go to 8.1.2)*	1-Yes *(▸ Go to 8.1.2)*
☐	☐

8.1.2 Did any of you *not* get enough water when you went to drink?

0-No *(▸ Go to 8.1.4)*	1-Yes *(▸ Go to 8.1.3)*
☐	☐

8.1.3 If yes, when was this?

1-This Year	2- Lat Year	3-Before that
☐	☐	☐

8.1.4 Did any of you fall sick from drinking water supplied in the school?

0-No *(▸ Go to 8.1.4)*	1-Yes *(▸ Go to 8.1.4)*
☐	☐

8.1.5 Do you know of anyone who fell sick after drinking water from the school?

0-No *(▸ Go to 8.1.7)*	1-Yes *(▸ Go to 8.1.6)*
☐	☐

8.1.6 If yes, when was this?

1-This Year	2- Lat Year	3-Before that
☐	☐	☐

8.1.7 Do you bring drinking water from home?

0-No *(▸ Go to 8.1.10)*	1-Yes *(▸ Go to 8.1.8)*
☐	☐

8.1.8 If YES, why?

	Why?	☑ if Yes
1	No water in school	☐
2	Water points are too far away	☐
3	Too much of a crowd at the water points	☐
4	Taps are too high to reach	☐
5	Cannot operate the hand pump	☐
6	Have to wait till all the other children have finished drinking	☐

	Why?	☑ if Yes
7	Other (specify)	☐

8.1.9 If YES to any of the above, please give details

Details

8.1.10 What do you think should be done for better access to drinking water in school?

	Suggestions
1	
2	
3	

8.2 SANITATION

8.2.1 Do you face any problems accessing the toilets in school?

0-No *(▸ Go to 8.2.4)*	1-Yes *(▸ Go to 8.2.2)*
☐	☐

8.2.2 If YES, give details

	Why?	☑ if Yes
1	Toilet is too far away	☐
2	Too much of a crowd at the toilets	☐
3	Toilets doors are too high to reach	☐
4	Toilets are too dirty to enter	☐
5	Cannot operate the flush or wash	☐
6	Have to wait till all the other children have finished using	☐
7	Other (specify)	☐

8.2.3 If YES to any of the above, please give details

Details

8.2.4 What do you think should be done for better access to toilets in school?

	Suggestions
1	
2	
3	

8.3 **HYGIENE**

8.3.1 Do you face any problems accessing the hand washing stations in school?

0-No *(▸ Go to 8.3.4)*	1-Yes *(▸ Go to 8.3.2)*
☐	☐

8.3.2 If YES, give details

	Why?	☑ if Yes
1	Too far away	☐
2	Too much of a crowd at the hand washing stations	☐
3	Hand washing stations are too high to reach	☐
4	Have to wait till all the other children have finished using	☐
5	Other (specify)	☐

8.3.3 If YES to any of the above, please give details

Details

8.3.4 What do you think should be done for better access to hand washing stations in school?

	Suggestions
1	
2	
3	

Comments and observations

WASH IN SCHOOLS EVALUATION
Quantified Participatory Assessment (QPA)
TOOL 9: Focus Group Discussion with Shura/School Committee

CONSENT FORM

Greetings, My Name is _____, I am representative of SSDA, i.e., Society of Sustainable Development of Afghanistan, an NGO working in Kabul. I would like to inform you that UNICEF Afghanistan has entrusted SSDA to evaluate **the Water Supply, Sanitation and Hygiene (WASH) in Schools programme in some provinces**. This study requires collection of information.

Your province/district/school has been selected to participate in this study. We will be asking you questions about the various aspects of School WASH facilities. This information may be used by UNICEF Afghanistan to plan WASH-related infrastructure and service improvements or for conducting further studies.

I assure you that neither your name nor the names of any respondents participating in this study will be included in the dataset or in any report. We request you to participate in this study and help us in collecting the accurate information.

You may refuse to answer any question or choose to stop the interview at any time. However we sincerely hope that you will answer all questions which will benefit the improvement of water, sanitation and hygiene services provided to schools by UNICEF and the Government of Afghanistan.

If there are questions for which you feel someone else is the most appropriate person to provide the information, please let us know so that we can invite that person to join us.

At this point, do you have any questions about the study?

Do I have your agreement to proceed?

Thank you in advance for your cooperation.

Name of the researcher:

Name of the Supervisor:

School Name:					School Code:				
Shura Member 1	Male	N	Female	N	Shura Member 6	Male	N	Female	N
Shura Member 2	Male	N	Female	N	Shura Member 7	Male	N	Female	N
Shura Member 3	Male	N	Female	N	Shura Member 8	Male	N	Female	N
Shura Member 4	Male	N	Female	N	Shura Member 9	Male	N	Female	N
Shura Member 5	Male	N	Female	N	Shura Member 10	Male	N	Female	N
Community					Village				
District					Province				
Date:					Facilitator Code:	N1		N2	

9.1 **DESIGN AND CONSTRUCTON**

9.1.1 Do you know that WASH facilities in your school have been improved recently?

0-No *(▸ Go to Next)*	1-Yes *(▸ Go to 9.1.3)*
☐	☐

9.1.2 Has this been discussed in the Shura/School committee?

0-No *(▸ Go to Next)*	1-Yes *(▸ Go to 9.1.4)*
☐	☐

9.1.3 If YES, have you visited the school to see these new facilities?

0-No *(▸ Go to Next)*	1-Yes *(▸ Go to 9.1.5)*
☐	☐

If YES, ask the following questions

9.1.4 Do you feel the design of the water supply system can be improved?

0-No *(▸ Go to Next)*	1-Yes *(▸ Go to 9.1.6)*
☐	☐

If YES, please explain

Details

9.1.5 Do you feel the construction of the water supply system can be improved?

0-No *(▸ Go to Next)*	1-Yes *(▸ Go to 9.1.7)*
☐	☐

If YES, please explain

Details

9.1.6 Do you feel the ***design*** of the toilets can be improved?

0-No *(▸ Go to Next)*	1-Yes *(▸ Go to 9.1.8)*
☐	☐

If YES, please explain

Details

9.1.7 Do you feel the ***construction*** of the toilets can be improved?

0-No *(▸ Go to Next)*	1-Yes *(▸ Go to 9.1.9)*
☐	☐

If YES, please explain

Details

9.1.8 Do you feel the design of the hand washing stations can be improved?

0-No *(▸ Go to Next)*	1-Yes *(▸ Go to 9.1.10)*
☐	☐

If YES, please explain

Details

9.1.9 Do you feel the construction of the hand washing stations can be improved?

0-No *(▸ Go to Next)*	1-Yes *(▸ Go to 9.2)*
☐	☐

If YES, please explain

Details

9.2 OPERATION AND MAINTENANCE

9.2.1 Do you know if there a protocol for Operation and Maintenance (O&M) of school WASH facilities after construction?

0-No *(▸ Go to 9.2.3)*	1-Yes *(▸ Go to 9.2.2)*
☐	☐

9.2.2 If YES, what are the roles of the shura/school management, parents/community and child clubs in WASH management at school level in this protocol?

	Stakeholder	**Role in school WASH management**
1	Shura/School Management	
2	Parents/	

	Community	
3	Child Clubs	
4	School Principal	

9.2.3 Do you feel this Protocol is adequate to maintain the facilities?

0-No *(▸ Go to 9.2.4)*	1-Yes *(▸ Go to 9.3)*
☐	☐

9.2.4 If NO, what issues do you feel are not addressed?

	Issues not addressed
1	
2	
3	

9.3 SUSTAINABILITY OF INTERVENTIONS

9.3.1 How sustainable, your view, are WinS programme interventions in terms of the construction, maintenance and utilization of the WASH facilities, and why?

*a) Sustainability of **construction** of WASH facilities:*	1- HIGH ☐	2- MEDIUM ☐	3- LOW ☐
a) Reason specify here:			
*b) Sustainability of **Maintenance** of WASH facilities:*	1- HIGH ☐	2- MEDIUM ☐	3- LOW ☐
b) Reason Specify here:			
*c) Sustainability of **Utilization** of WASH facilities:*	1- HIGH ☐	2- MEDIUM ☐	3- LOW ☐
c) Reason Specify here:			

9.4 SOFTWARE COMPONENTS: IMPROVEMENTS IN HYGIENE BEHAVIOUR

9.4.1 Under the WinS programme, do you know if any activities have been done to improve hygiene behaviour among school students?

0-No *(▸ Go to 9.4.3)*	1-Yes *(▸ Go to 9.4.2)*
☐	☐

9.4.2 If YES, please describe these (*listen to their answers and tick only the ones they mention)*

	Activities	☑ if Yes
1	De-worming of students	☐
2	Messages & posters encouraging students to use toilets and not defecate outside	☐
3	Special classes on using toilets and against open defecation	☐
4	Special activities to promote using toilets	☐
5	Messages & posters to encourage students to wash hands with soap after toilet use	☐
6	Special classes to encourage students to wash hands with soap after toilet use	☐
7	Special activities to promote hand washing after toilet use	☐
8	Messages & posters to encourage students to wash hands before eating food	☐
9	Special classes to encourage students to wash hands with soap before eating food	☐
10	Special activities to promote hand washing with soap before eating food	☐
11	Demonstration of how to wash hands with soap	☐
12	Special activities for school girls on menstrual hygiene management	☐
13	Counselling for school girls on menstrual hygiene management	☐
14	Other (specify)	☐
Comments and observations		

9.4.3 Do you feel these activities have resulted in any change in hygiene behaviour of your school-going child?

0-No *(▸ Go to 9.4.4)*	1-Yes *(▸ Go to 9.4.5)*
☐	☐

9.4.4 If NO, what additional activities do you feel need to be done to improve hygiene behaviour among school students?

	Hygiene behaviour	**Suggestions**
1	Toilet Use	
2	Hand washing after toilet use	
3	Hand washing before eating food	
4	Other (specify)	

9.4.5 Do you know if any activities have been undertaken for Menstrual Hygiene Management for female students?

0-No *(▸ Go to 9.4.7)*	1-Yes *(▸ Go to 9.4.6)*
☐	☐

9.4.6 If YES, please describe what activities have been undertaken (*listen to their answers and tick only the ones they mention)*

	Activities	☑ if Yes	**Details**
1	Classes on menstrual hygiene management	☐	
2	Provision of incinerators for sanitary pads	☐	
3	Counselling for adolescent girls	☐	
77	Other (specify)	☐	

9.4.7 Do you feel the menstrual hygiene management interventions meet the actual needs of the adolescent schoolgirls?

0-No *(▸ Go to 9.4.8)*	1-Yes *(▸ Go to 9.5)*
☐	☐

9.4.8 If NO, what interventions are necessary to meet the actual needs of adolescent schoolgirls?

	Interventions
1	
2	
3	

9.5 STAKEHOLDERS INVOLVEMENT IN SCHOOL WASH PROGRAMMEME

9.5.1 Was any of the hardware components of the School WASH programme undertaken in coordination with local stakeholders?

0-No *(▸ Go to 9.5.3)*	1-Yes *(▸ Go to 9.5.2)*
☐	☐

9.5.2 If YES, how were local stakeholders involved? (*listen to their answers and tick only the ones they mention)*

	WinS Hardware Activities	☑ if Yes			
		Principal	**Teachers**	Shura/School Management Committee	**Parents**
1	Toilet block design	☐	☐	☐	☐
2	Toilet construction	☐	☐	☐	☐
3	Toilet repairs & maintenance	☐	☐	☐	☐
4	Toilet cleaning	☐	☐	☐	☐
5	Water supply system design	☐	☐	☐	☐
6	Water supply system construction	☐	☐	☐	☐
7	Water supply system operation	☐	☐	☐	☐
8	Water supply system repair & maintenance	☐	☐	☐	☐
9	Hand washing stations design	☐	☐	☐	☐
10	Hand washing stations construction	☐	☐	☐	☐
11	Hand washing station repair & maintenance	☐	☐	☐	☐
12	MHM incinerators provision	☐	☐	☐	☐
13	MHM incinerators repairs & maintenance	☐	☐	☐	☐
14	Other (specify)	☐	☐	☐	☐

9.5.3 In your opinion, how effective was the implementation of the programme's hardware activities with the involvement of stakeholders?

1-Ver Effective	2- Not Very Effective	3- Not Effective	4- Counter Productive
☐	☐	☐	☐

9.5.4 Could the involvement of other stakeholders have been improved?

0-No *(▸ Go to 9.5.6)*	1-Yes *(▸ Go to 9.5.5)*
☐	☐

9.5.5 If YES, what suggestions do you have to improve the involvement of stakeholders?

	Suggestions
1	

2	
3	

9.5.6 Were any of the <u>software components</u> of the School WASH programme undertaken in coordination with local stakeholders?

0-No *(▸ Go to 9.5.8)*	1-Yes *(▸ Go to 9.5.7)*
☐	☐

9.5.7 If YES, how were local stakeholders involved? (*listen to their answers and tick only the ones they mention)*

	WinS Software Activities	☑ if Yes			
		Principal	Teachers	Shura/School Management Committee	Parents
1	Creating messages on toilet use	☐	☐	☐	☐
2	Reinforcing messages on toilet use	☐	☐	☐	☐
3	Planning activities to encourage toilet use	☐	☐	☐	☐
4	Doing activities to encourage toilet use	☐	☐	☐	☐
5	Creating messages to wash hands after toilet use	☐	☐	☐	☐
6	Reinforcing messages to wash hands after toilet use	☐	☐	☐	☐
7	Planning activities to encourage washing hands after toilet use	☐	☐	☐	☐
8	Creating messages to wash hands before eating	☐	☐	☐	☐
9	Reinforcing messages to wash hands before eating	☐	☐	☐	☐
10	Planning activities to encourage washing hands before eating	☐	☐	☐	☐
11	Creating messages to encourage better menstrual hygiene	☐	☐	☐	☐
12	Reinforcing messages to encourage better menstrual hygiene	☐	☐	☐	☐
13	Planning activities to encourage better menstrual hygiene	☐	☐	☐	☐
14	Other (specify)	☐	☐	☐	☐

9.5.8 In your opinion, how effective was the implementation of the programme's software activities with the involvement of stakeholders?

1-Very Effective	2- Not Very Effective	3- Not Effective	4- Counter Productive
☐	☐	☐	☐

9.5.9 Could the involvement of other stakeholders have been improved?

0-No *(▸ Go to 9.6)*	1-Yes *(▸ Go to 9.5.10)*
☐	☐

9.5.10 If YES, what suggestions do you have to improve the involvement of stakeholders?

	Suggestions
1	
2	
3	

9.6 BUDGETS

9.6.1 Does the school have an annual budget to pay for operation and maintenance of:

	Operation and Maintenance of	☑ if Yes			
		Budget available?	Do you feel this is adequate?	Can villagers contribute more?	Should government give more funds?
1	Drinking water supply	☐	☐	☐	☐
2	Toilets and MHM facilities	☐	☐	☐	☐
3	Hand washing stations	☐	☐	☐	☐

9.6.2 If YES to any of the above, please give details

OPEN COMMENTS SECTION

Please write down any observations you may have – or the participants may have – which does not fit into the earlier sections

ANNEX 10: Discussions with UNICEF and Ministry of Education staff

1. **Summary Points from the Meeting with UNICEF** WASH Staff on14 December, 2016.

Ms. P.E. Minnigh, Dr. Nasratullah Rasa, Ms. Zahida Stanikzai

WinS

- WinS is a flagship programme of the WASH section
- The concepts of WinS fits with UNICEF's work on education and children's wellbeing. It also connects of concepts of (i) child friendly schools and (ii) WASH facility as a part o school environment including O&M (the 3-star approach to improve schools which includes not just construction of infrastructure but improvement of O&M and management of environment of schools)
- Earlier sanitation was a part of the education work of UNICEF due to the construction nature of the activities. However, as it was realized that it was a more complex a subject, since WASH was not just about construction but sustainability, O&M, MHM, waste management to ensure, water supply etc., and it became a part of the WASH section.
- The present implementation of the WinS programme aims at UNICEF's own equity, human rights and gender perspective – as also the convention of the child, and child rights (as can be seen through the Child Friendly Schools initiative).

UNICEF and MoE

- WinS and Government Policies: While WINS is guided by the UNICEFs Global WASH Strategy, focusing on (i) water supply, sanitation (CATS), (iii) research and evaluation, (iv) WASH in emergencies; and (v) wash in health centres, there is no counterpart national strategy for Afghanistan. More specifically,
    - The MoE has a National Education Strategic Plan (NESP) where WASH is mentioned, and WinS annual targets and indicators but without details.
    - There is a national level WASH policy with the MRRD and MoH. However, MoE is not really a part of that.
- For WinS to be successful MoE needs to work together with UNICEF, schools and local authorities ensure sustainable systems that also consider a healthy environment for children.
- UNICEF is not completely aware of (a) how MoE works with various donors and programmes; (b) how MoE works with the construction contractors; and (c) how technical plans are developed at the national and province level.
- Different donors exist who are working on WASH and give money to the MoE directly, they then expect the MoE to work in specific provinces and with their design and systems and plans. This leads to a lot of diversity in the implementation of WASH related activities in schools.

- Coordination between different activities of different projects is a challenge with MoE working on WASH activities with other donors too, each of who have their own plans, agendas etc. The Department of Health and ISD lack the leadership skill. Although they are owner of the schools but can't stop if a NGO implement the facility not up to the stranded designs and options of MoE.
- MoE's staff and capacities are limited: They have two departments, one in charge of the Training, Health and MHM software activities, and the other for construction.
    - The Health Department lacks staff for implementing WinS.
    - There is only 1 person in the ISD and that too an engineer for construction activities (since 2012). Training is relatively neglected. A new person has joined recently at national-level for improvement of school hygiene and sanitation, behaviour change, awareness raising and capacity development of teachers, and quality construction of the WASH facilities. Also 11 New NTAs have been hired with financial support of UNICEF.
- UNICEF hoped that MoE would take on much more responsibility - to ensure good, clean and acceptable systems under WinS – *but this has not happened.*

Plans and designs

- The MoE has developed 16 standard designs for WASH hardware (toilets) but these may not all be reflected on the ground or be acceptable socially and appropriate to the local conditions. Also, the plans made are mainly for construction and no maintenance plans are attached
- Designs are also what the contractors consider appropriate**,** which results in challenges for MHM, as this may be neglected without sufficient monitoring and supervision.
- Consultation with the school management and students is missing during the project design. They should be involved in the selection of toilet option and side selection. As the students and teachers are the end users.
- Construction contractors do not have any design engineers on their team so to design appropriate WASH infrastructure for the school
- Designs may be according to what the different donors decide**.** Presently, there is no standardization and therefore every construction agency or donor creates infrastructure according to what they want or know.
- There is no checking during construction if these designs are culturally appropriate. So, a dry toilet may be constructed where people use water to wash – resulting in the toilets quickly becoming disused. These things need to be considered during the design.
- Schools are not contacted in advance to know their existing problems and needs Hence, in many cases,
    - There is duplication of efforts
    - Construction of new structures occurs instead of repairs
    - What the contractor decides to be done is carried out instead of what the schools need
    - Toilet construction is inappropriate– either very far from the school building, or girls and boys toilets next to one another or problems with the design of the MHM infrastructure rendering them unusable.

- There is uneven quality of Wins implementation: for several reasons:
    - Due to the lack of sufficient manpower, donors working in provinces - even if not on school WASH activities - are being asked by MoE to help – resulting in non-standard plans, designs and construction.
    - With the recent decentralization of construction contracting involving *shura*s, CDCs and local contractors, implementation is likely to be based on their understanding, even though not all of them have capacities.

Construction

- Construction standards are variable – MoE has recently developed 16 different designs, but in reality, at the ground level what designs are being implemented are mainly the same few standard designs, and not according to the existing conditions of the area.
- MoE works with different types of construction agencies, contractors, *shura*, etc many of who have limited capacities and understanding.
- Variable material used for construction, with prefabricated material not being used, instead cement and local material is used which is very difficult to keep clean.
- A key part of the problem is the lack of staff with MoE to implement such a large project. They do not have the staff to implement and oversee such a large project. Therefore, in many cases it is the construction contractor, NGOs or the *shura*s who are making the decision although they may not have all the necessary skills to do the job.

Supervision

- There also seems to be little effective supervision of contractors by MoE, and therefore adapting designs and construction material to local contexts is a problem.

Monitoring of construction

- Given the challenges of security there are problems with trying to monitor in some areas where UNICEF is presently working**.** Donors often cannot go to the field for supervision due to field challenges of security and remoteness of many areas. Therefore, there are additional problems of monitoring too.
- Internal monitoring system by teachers and school staff and students is not in place.

Operation and Maintenance

- There is little or no money presently for O&M or monitoring, and limited budgets for repairs. The focus is mainly for construction, and therefore most funds are focused there.
- There is little focus on who cleans the toilets. Students and teachers cannot be expected to clean toilets as they have a lot of other work to do. While in some schools it is said that the school cleaner is to do the cleaning of toilets, but there is no clear responsibility or materials in most cases.
- There is an urgent need to do training for O&M for school WASH facilities, which presently is not a part of the training agenda.

Behaviour change

- The focus has been on construction and not on behaviour change and 'software'– so training for school children and teachers is not really much of a focus. For instance, the NESP does not mention personal hygiene and behaviour change and construction is the priority. Hence, this part is still very weak, and expecting children to be agents of change without training on hygiene and use of toilets etc. is a challenge with the present way of implementation.

Menstrual Hygiene Management

- Highly marginalized within the WinS programme. It was taken as a special activity and separate from the rest of the implementation and therefore got marginalized, as it was not really a part of a larger package. The result is it became a part of the discussions but implementation was not so good.
- Lack of knowledge: As currently implemented, there is a lack of knowledge, of what constitutes improvement for girls.
- Neglect of waste management for MHM: The use of incinerators may be difficult as it needs some O&M, which is overall lacking, so difficult to expect somebody would be there to operate and clean MHM systems.
- Teachers do not have the right tools to discuss MHM and work on it. Firstly, there is a shortage of women teachers, and so reaching out to girls is difficult; next, given the cultural systems, women teachers are expected to be limited to their specific staff room when not teaching, so they cannot really get space to take up discussions with students on MHM easily.
- Software part of MHM not being implemented: On-going consultation with MoE on how to implement MHM activities in a culturally sensitive way to carry out this important activity.

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2. Summary Points of Discussions with MoE Officials on 14 December, 2016

Eng. Daud, Ministry of Education, Kabul

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1. **How was the government consulted when the WinS project was designed, and how does it fit into GoA's policy and strategy perspectives? Is it part of a larger government programme?**

Prior to 2015 MoE was involved in some WASH activities, however the National Strategic Plan of MoE includes a number of indicators of WASH, resulting in a greater focus on WASH activities in schools.

GoA looks at providing WASH facilities for all its schools and not just the WinS schools. Therefore, it has a large commitment to the provision of WASH facilities in schools.

The WinS Programme of UNICEF is a major initiative but there are also a number of smaller initiatives in various provinces e.g., GAEN and other donors such as the World Bank, Finland and USAID who provide money for their focus Provinces.

MoPH is developing course material to be included in school curriculums for classes 4-8, covering f personal and local environmental hygiene issues such as washing hands, proper disposal of

waste and keeping the school environment clean. This will soon be finalized and then be a part of what will be taught to students in Afghanistan.

Behaviour change however will take time and therefore, despite these efforts, it will be a while before change will be seen.

2. **Is MoE satisfied with the way WinS has progressed so far, and if not, what would they want to see done differently?**

Although there has been a lot of infrastructure construction in the schools till now, no body was in-charge and overseeing implementation resulting, in some places, in duplication of efforts, more toilets than class rooms, or new structures instead of repairs. Since 2015, therefore, construction activities have been limited.

There is also a need for enhanced capacities at the Province level as implementation is through Province Education Departments (PEDs).

MHM facilities are another area of concern. So far very limited facilities have been built, and are usually not used. These were initially very poorly thought out. The result was that they were far from the other girl's toilets, and therefore if any girl used them it was obvious that she was going for a specific purpose, resulting in them not being used, and girls continued to skip school instead. Therefore, now they are to be attached to the rest of the women's toilet facilities so that it is not embarrassing for the women to use them.

On the software side, the problems have been of students not having adequate knowledge. While all teachers may not be trained, even those who are trained do not always pass on complete knowledge to the students. Therefore, there is an information gap. Students are expected to clean the toilets, but they need to be trained to do so. Therefore, there are gaps in the way the software component is presently being implemented.

Overall, the way the activities of WinS have been implemented so far has not been very satisfactory for MoE. There is now a need for extra funding from the national budget for WINS. In 2015 there were about 500 WinS schools, but MoE has a larger responsibility of more than 17000 schools, all of whom need WASH infrastructure. This needs a large budget.

3. **What are the processes of receiving funds and their disbursement, and are there specific norms attached to from different donors? If yes, then what?**

For the WinS UNICEF project the funds come directly from UNICEF. If they work with other donors then the money will go to them directly and comes to MoE. For MoE's other projects, the funds come directly to them.

All donors have their own procedures, and the MoE needs to align the project according to donor needs along with complying with the MoE requirements.

4. **How is the project technical (hardware design done), are their different designs and how are the right ones selected for each area?**

Previously, every construction company, *shura* or NGO involved with the construction of WASH facilities implemented according to their own plans and ideas. The result was that there were often problems of different and often inappropriate of poorly constructed and unusable WASH facilities.

Therefore, MoE came up with its set of 16 designs, in order to standardize designs, identify what is culturally appropriate and to suggest local materials that could be used in areas where recommended material was not there.

Nonetheless, donors such as World Bank like to have – and want to use - their own criteria and designs for their projects. Recently Finland has also developed its new criteria for the construction of WASH infrastructure, and will be used for the construction of WASH school facilities where they will finance activities.

5. **How do you (or did you) identify where new toilets will be constructed? Are there any criteria and also construction standards?**

Designs

No standard designs being presently used, as NGOs who do the construction at the school level often use their own designs and often have limited capacities and understanding on how to implement the programme at the school level.

This results in problems – such as (1) a lack of consultation with the school authorities prior to building the infrastructure resulting in the infrastructure being far from the building and the school not taking up the responsibility to manage it; and (2) the use of some toilet designs like the eco-san, which was constructed in some cold areas where it does not work and also where there was no awareness created on its use and management – resulting in the toilets not being used.

In 2014 the MoE identified 16 standard designs and took into account field problems and needs, such as the need to use local material and to address local conditions.

However, these are still to be adopted by all construction companies.

MoE is training its officers in the provinces, to ensure that proper designs are being used. A WASH duty training was completed in Helmand recently, to ensure proper supervision of construction activities.

An additional challenge is that most standard designs and designs used in toilets are adapted from those constructed at community and household-levels. But in schools there is a need to cater to a very large number of people, therefore the same designs fail. This is a big challenge and was also part of the reason why the infrastructure constructed under WinS did not function as it was supposed to. There is therefore a need to identify more appropriate designs for large number of users. Therefore, the MoE is also looking for more such designs. However, there is a constraint of funds for construction activities, and also the challenge of finding space to construct these toilets.

Menstrual Hygiene Management

The MHM pilot was not used as there were problems in the design – separating the facilities from the rest of the girls' toilets. Hence, this activity also was not very successful.

6. **What about the supervision of construction? How is it done and how is it decided who might be the most appropriate construction company/NGO to undertake the construction work?**

The supervision and monitoring has been variable. There are a number of remote and insecure areas and therefore officials are often not available there or cannot go there. Therefore, while the project may be implemented there, it is not possible to supervise or monitor it. Nonetheless, there are construction companies who are supposed to oversee what is happening and ensure appropriate design and construction of infrastructure.

Unlike WinS, most donors have staff at the field level which helps with supervision of the project. (For example, there is a WB project that has funded staff for field supervision.) The WinS project does not have any such staff and only staff is at Kabul. While other staff provides some help in the monitoring and supervision, it can only be limited in extent as they have their own projects to manage. This is also a challenge for all monitoring and supervision activities.

The system is now decentralized with the approval of the design at the province level, through the office of the PED – which includes the PED director, an engineer and a representative of UNICEF. The design sketch, location, etc are sent in the form of photographs and sketches for approval. Once the approval happens, the construction takes place.

Monitoring has 3 different models:

- For monitoring and supervision from Kabul, an engineer from Kabul needs to review if the design is implemented according to the plan [But with only 1 engineer at the Kabul office, Eng Daud, supervision from Kabul??]
- Joint monitoring is also done with staff from Kabul (ICD staff) and Zonal staff
- Third-party monitoring activity – such as a construction supervisory agency

A new system of 5 zones and zonal officers has just been put in place for WinS. There is one Engineers and one health advisor in each zone. These zonal officers sit in the zonal offices, but are supported by province-level officers for all activities.

However, there is a problem of lack of coordination among the different actors. This also creates a problem for monitoring and supervision activities.

There is also a lack of commitment at the school implementation level, only some schools monitor implementation and most are not involved with it.

7. **What are the major activities being presently undertaken under the software component?**

Presently, the MoE is undertaking training on WASH Duty training – this is more in the form of training of trainers. 34 provinces have received training. Also, there has been training given on MHM (in November) to all female supervisors. This training is then to be provided to the school teachers to impart it to the students. For MHN, all girls' schools are to be identified and their teachers trained.

8. **What are the challenges in implementing the software component? What are the sort of changes you might desire to improve it?**

The greatest challenges are of students often not getting sufficient training and information on WASH, e.g., how to use toilets and on hygiene. While the training is given to the teachers through the ongoing efforts of MoE, the messages tend to be diluted by the time they reach the students. Therefore, students do not get all the information they need to improve their behaviour.

In case of MHM, there is an additional challenge: there are insufficient women teachers to deliver the information to the girl students. Also, there may be no women at the level of the Provincial Education Department (PED), which adds to the challenge to ensure proper implementation of the MHM component of WinS. Furthermore, it is a taboo subject and therefore even being able to discuss it is a challenge. However, the MoE is presently planning identify how to improve implementation of the software part of MHM.

9. **Is there any monitoring to see how the software component is being implemented?**

At the zonal level there are 5 officers who look after the work of these zones. Under them are staff for each province (both WinS and non-WinS provinces), who are overall in-charge to monitor the implementation of the software component.

10. **Do you have an O&M protocols and guidelines? If so, what are they and could you please share them with us?**

MoE is presently working to develop its O&M protocols and guidelines. However, they do not have any such documents presently.

There is also to be a new WASH policy at the national level, which presently does not exist.

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3. **Interview with Ms. P. E. Minnigh, Deputy Head, WASH Section, UNICEF Afghanistan,** 24 February 2017

CONTEXT AND BACKGROUND ON WINS

I am the Sanitation Specialist at WASH Section at UNICEF Afghanistan and responsible for WinS. I started less than 2 years ago and found it had significant problems when I arrived. As far as I know, WinS really got into shape in 2012 and I don't know how it was organized before, apart from construction done by MRRD. Ms. Zahida Stanikzai was already involved as the WASH Officer here, and in 2014, WinS moved to MoE who arranged for the construction and there was also a component of training under the MOE Health Department– which was part of the Child Friendly School (CFS) initiative. A number of modules on CFS were produced, which was also discussed with the Education Section at UNICEF and they divided modules as part of the CFS package between Education and WASH.

When I came, I started asking 'what are we doing?' and 'where is the list of schools?' From national level, it was very difficult to get this information and I am still not completely clear: I asked Zahida and got one list and asked MoE and apparently it was the same list – formatted in different ways for different years. It appears that Zahida was more or less on her own managing the WinS programme, where it is unclear what was the status of the programme within WASH and who arranged for the oversight, as the programme suffered due to frequent changes of WASH Chiefs and no specialist on Sanitation.

From MoE only Eng. Daud was working on WinS, paid for by UNICEF. But even from MoE I did not get a complete overview. What I now have is the following:

Funds: Donor funds come to UNICEF for its WinS work and then money is allocated also to the work in the Zones. Then Zonal Officers have to see to programming, together with their counterparts, the PEDs, as there are a number of programs being carried out.

Targeting: The process of selecting schools seemed to be rather *ad hoc*. It is partly based on requests from provinces, maybe from districts, maybe from local Members of Parliament, no systematic overview of the situation is available and EMIS is only including 1 indicator on WASH and is not up to date. Also at MRRD, some water supply requests for schools come to the Director. But MoE has taken the process down to the Province level. Some provinces are more organized (provinces in the North are better); others do it based on requests received from various sources.

The Zonal WASH officers check the programming against the donor commitments and the UNICEF office priorities.

Designs: Earlier, MRRD was doing both water and sanitation – but after 2012, MoE took over the responsibility. However, we found out that they did not have the capacity in terms of manpower, as they used engineers of other projects (Equip, Highland project, etc.) to work on WinS. But though they had developed standard designs of toilets and other constructions, what you see in the field is *not even these* standard design. Apart from the PED it seems that Zonal UNICEF officers were providing input on designs, and also contractors used their own interpretation of the designs. The role of supervision therefore is questionable.

Construction: Once MoE got the construction part from MRRD in 2012, they managed it from central level for 1-2 years, but in 2014 responsibility was devolved to PEDs. Only very expensive or complicated constructions required permission from national level.

BOQs: For every school there must be a separate BOQ. During MRRD days, these were with PRRD. Now I think that it is all with PED, but I am not sure as still the national level ISD is providing input. MoE have these BoQs from 2012-2014. I have provided the set of the standard BOQs and standard designs as agreed by MOE to this Evaluation team. PEDs did the tendering during 2014-2016, so they should have the BOQs as of that time.

UNICEF role: Our UNICEF Zonal Offices check the assessments, designs and BOQs, and see what kind of documents are there for the monitoring because they have to make payments in instalments (around three). But even our Zonal Managers might not be able to check all these documents for all systems as they are the only staff working on WinS in the zones. For instance, the Finland program is quite extensive and it is not very clear how it is managed in the other zones which are spread across a number of provinces and not dealing with the fact that not all PEDs cooperating and open in their management. So UNICEF officers deal with what comes to their desk in a way which they deem suitable, while the work is done by the PEDs. However, they all lack a good archive system as also the database is not up to date.

The Health Department of the MoE has Health Master Trainers who were managing and conducting training activities – we paid them top-ups before the CBR systems for NTAs was adopted at present they are not paid for by UNICEF, and only get an DSA support when they train. There are also some Health Advisors in the Provinces who support the WinS programme. However, our UNICEF Zonal Officers arrange for nearly everything, together with Zahida, when a training needs to be conducted including budgeting, presentations and providing the data on training.

Work process: Before the work is starting an Assessment is done. Up to now, assessments mean directly making a BOQ and a design, and drawing up the docs' ready for tendering – however there is no clear situation analyses of what exists and what is needed. Therefore, in former years, after the design and tendering, the contractors get a package of 5-15 of these schools, and the work is implemented. In general the UNICEF Zonal Officers get the assessment, which are the BOQs and the design, and are asked their input before the tendering can start. They look at the unit cost, make some corrections, and then if all is in order they sign off. Then tendering happens and they sign off on the payments based on monitoring reports of the PED. At final payment, handing over is done between contractor and PED – but not with the school. The school not really involved in the work process – maybe if they are there accidentally when team comes – but are not formally asked or consulted. Since 2016, some changes have been made, as there are more contracts with School Shurahs (committees). Furthermore, UNICEF has started with the Third Party Monitoring and recommended rehabilitation as a first priority, since in most schools there are already many

latrine blocks, and the government of Afghanistan is now also involving the Minister of Economy at provincial level in the monitoring and evaluation of the systems, and in particular when conducting the last monitoring activities before Handing-Over.

PEDs: All through the period of implementation, the quality of PEDs in different provinces is very variable, some good and some are not so good to very poor.

PROBLEMS

General: 2015 was a year of limited activities. In mid-April 2015 of that year I started as the Sanitation Specialist, a position that was newly created. The need to get an overview of all ongoing and planned activities proved to be very difficult, and many problems in the field required interventions at all levels to understand what was going-on and to improve the situation. Improved monitoring and the field missions carried out proved that the situation was dire and that the Ministry did not take responsibility for the programme as they deemed it a "Unicef programme". Some construction was done and finalized as per the requirement of the donors, but actually we started to concentrate on rehabilitation.

After many months of going back and forth on what the situation was like the Ministry of MOE, Department of Administration and Finance, including the ISD and the Health Department, accepted that the WinS Programme was indeed in dire need of an overhaul. However at the same time as we were discussing the management and monitoring of the WinS programme, there was also the start of the new CBR (Capacity Building for Results) system for NTAs [National Technical Assistance]. This meant that all personnel would be either on Taskil scale (government salary) or on NTA scale, and no top-ups, or funding outside of the prescribed salary scales were possible. It meant several persons needed to accept significant lower salaries and some positions could not be financed. This also created a lot of discussion and the proposals by UNICEF were actively contested, which influenced the progress of the WinS programme significantly. Furthermore, there was actually hardly any personnel active for WinS, except for one Engineer, and some secretarial support, and as a result there was no follow-up from the side of MOE to work on the overhaul of the WinS programme.

In 2016 another change also took place, and the Moe Health Department merged with the MOE Sports Department, and now the new Department the Physical Education and School Health Department is part of the General Education Department of the Ministry. How this will work out is still unknown, but the new acting Director of PESHD, has started to take stock of the programme.

Training: In 2015, there was no training and in 2016, we had to do extra training to cover all locations, because of the End of Contract of several donors. The earlier Master Trainers were still there, but the training was still according to the old concepts. I have witnessed teacher and MHM training and found them all quite old-fashioned, not participatory or engaging covering a lot of subjects, which should actually be part of the normal curriculum not necessarily WASH . But the teachers are very comfortable with that, as they are not taken outside their comfort zone. Many subjects are discussed – from hygiene to water quality– but nothing that prepares them to deal and stimulate school children on WASH, it is even doubted that they will be able to come up with relevant activities hereafter for their school.

Design: We reviewed a large number of these facilities and nearly always saw the same extensive problems. The facilities built are not facilities for children, i.e., they are not prepared so that

children use them with pleasure, feel safe, etc. As well they are very big and unnecessary expensive, not Operation and Maintenance friendly as many constructions are of raw cement, so not easily cleaned, ventilation and light are a problem as are the ramps and the incinerator. It took us a some time to get Borda (Germany) on board to look into re-design – and to look into toilets for disabled and MHM facilities. These designs will be discussed and finalized in 2017. As for the disabled facilities, no one has even made a calculation of how many disabled children there are in schools, to see what is really required, and the facilities are not suitable for disabled students. Often these facilities are improvised and not hygienic. Designs of hand washing stations are different everywhere, often improvised, and sometimes are more like ablution stations near to the ground. Water supply is insufficient for these large numbers of students – e.g., one hand pump for a whole school or flush toilets that were not designed to be connected with the water supply. These are just a few examples of a large variety of systems made, based on standard designs, which are also not different in warmer or colder climates, areas with high and low water tables, soft and hard soil, etc. Most importantly, since there was no clear Situation Analysis, often new toilet blocks were constructed not taking into account the existing ones. Since the regulation to remove blocks which are in disrepair, many unsafe and unhealthy latrine blocks are still on the school premises, and new blocks are added.

O&M: There are no O&M protocols. It is arranged by the school only if there is a good principal as there are no recurrent funds for WASH from PED/MoE. MoE wants rules and regulations and an O&M management system is necessary, but uniform rules and regulations will also not work because the situations in different schools are different. MOE/PED has a support system, i.e., Health Advisors at Provincial and District levels, but the staff is unprepared as this requires not only training but facilitation on O&M and it is not clear what they have in their job description. Furthermore, it is not clear if, when and how these people should travel to the schools to support them, or if there are other people in other departments who are more suitable for this function.

MHM: The principles and requirements of MHM have become an issue which is now openly discussed at least in Kabul and among the NGOs. To include MHM facilities is a good idea, but in former years no one had a clear idea of what an MHM facility should be like. All the facilities constructed are quite odd and, when we went around, we found 'hole in the wall' incinerators in a number of UNICEF programs but they were never used because they needed fuel and high temperatures, both of which are difficult to obtain. So, while I am glad we can talk about MHM, and advocating for these facilities, the result seems to be that instead of becoming normalized, MHM has been marginalized - e.g., MHM activities need to be done in secret, and MHM waste is dangerous and has to be burned - something that is absolutely contradictory to what we aim for: that is, that it becomes part of normal life, a part of garbage and garbage treatment. Also, the solution for MHM waste is inadequate. MHM activities and MHM waste management are not yet part of the system or procedures conducted by schools. In terms of design they have ticked the box, but never really checked whether it works – which is very sad since these facilities are expensive.

Toilets for the disabled: These are highly inadequate and even dangerous at present: Ramps are too narrow, the iron fence is easily corroded (hollow iron) and we have seen these iron handles falling off, There is often no way to get and turn with a wheel chair at the entrance and the doors of the facilities, facilities are only provided with handles which are usually not suitable. Improvisation with cement and tiles were observed, but all are mostly unsuitable. The costs to make all facilities available for disabled at very high costs is not in line with the number of disabled, therefore we will need to rethink options to improve access for disabled.

SUGGESTIONS

New approach

Working on a way forward, after a year of contention and when the introduction of the NTA scale became unavoidable, UNICEF proposed a new structure with additional NTAs by mid-2016. Although MoE did not ask for this, they understood in the end what it meant. So now, in principle, there are a total of five "two-person teams", one software and hardware NTA, in each Zone. At present there is also the change related to the organization of the construction, as based on the Citizens Charter, this will no longer be managed by ISD, but will be referred to MUDH in urban areas and the CDCs /PRDs in rural areas. Therefore, the role of the ISD department will change, and also the role of the NTAs recruited for WinS.

These NTAs will have as their main roles the management of the Rapid Appraisals or Situation Analysis of all schools per district. Assessment done district-by-district – are to see what is there, what is being used and how the WASH facilities are functioning. Based on the analysis of the situation in the district a joint discussion with all stakeholders as chaired by the PED will have to identify the priorities for the WinS programme. However, these NTA teams are at present completely new, and will have to be trained and start from scratch. UNICEF has also added new WASH NOAs in the zones, in support of the senior WASH officer, in particular for the WinS programme. However these persons are also new and need to be trained and prepared for their job.

A four-day orientation training in early January 2017 , for new MoE NTA and UNICEF staff has been completed and now the work has started in 1 district in each zone. Hereafter, support will be provided to analyse the data and make a programme for WinS in the district selected. It is expected that an additional 1-2 districts will also be assessed this year.

These younger staff and the new sanitation officers at UNICEF are to assess what needs to be done, both for new construction and rehabilitation – especially for the extremely badly-installed hand wash stations and toilets. The design and construction of WASH facilities (water supply and sanitation) are expected to be done via the PRDs and CDCs. The school *shura*s, which are a committee under the CDC, and school Principals will be fully involved and the Principal has to indicate what they really need. Not all schools will be covered by UNICEF but it is expected that the information from the Assessment of "Situation Analysis" as it will be called, will be available to all stakeholders in the province so a joint and coordinated planning by the PED is possible.

The planning will not only include the construction, but at the same time the software part of the programme will also be planned and a start is made to talk about O&M and recurrent budgets for O&M. The resilience of the schools will need to be reinforced, as is also the principal of the Citizens Charter, and thus the programme will include facilitation of the Principals and teachers together with the School Shurah so they will be able to deal with appropriate O&M for WASH and strive for a Child Friendly School using the 3 Star approach.

Opportunity to combine health and hygiene with sports: There is a good opportunity within MoE for combined work between the Health and Sports Departments. Using sports teachers to push health and hygiene may be a good way to give a twist to the regular work – and to involve the schools to work with WinS in a constructive manner. This way of working will still have to be explored.

Design, Construction and Handing over facilities to schools. At present the designs of the WASH facilities (new and rehabilitation), are being reviewed and a new Menu of Options for WASH facilities is prepared by BORDA. It is expected that this will be finalized in May/June 2017. This

year, all new construction and rehabilitation will be done by the CDCs in cooperation with the School *shura*s, supervised by the PRD. I have also instructed our teams that the WASH facilities will need to be handed over to the school during a joint ceremony with the PED/DED/UNICEF/Ministry of Economy and if possible the Governor of the District and or the Province. This is still under consideration since these are assets of the government with special procedures therefore we have to find a protocol for this.

Removing old unusable facilities: We also want to remove all facilities that are not useable anymore, because they are not safe and a danger to the health of the children. There is already a regulation, but we will need to make it easier for schools and the PED/DED to apply these rules.

Principals: More direct contact between the schools and the district and provincial level is necessary. Call back mechanisms are required, and we are starting this by including the contact numbers of the School Principals and other key personnel in the Situation Analysis, and to involve them in follow-up discussions.

CDCs: As construction is now implemented by the CDCs, the contacts with CDCs for the construction of WASH facilities in schools will be more regular. How the School Shurahs are going to be involved will also need to be seen in the coming year. However, the PED/DED will be involved in the monitoring of the construction of the CDCs, as they will be part of the monitoring team.

Parents: We want to do some facilitation so that parents are also involved in WASH in Schools and looking out for their children's WASH behaviour. Discussions on "Rules and Regulations for WASH facilities" which might include parent contributions are part of that discussion. Furthermore, if the school is situated in a district where the CLTS programme is implemented, then the school will also need to be ODF before the village can be declared ODF. Here the parents also have an important part to play, and facilitation of this role will need to come from the side of MOE and or the CLTS teams.

Third-party monitoring: All zones now have basic contracts in place for third party monitoring, so whenever needed, we can activate the contract and ask them to go and look there. But TPM is not a technical monitoring activity, as they can only indicate if the WASH facilities are present, if they are working and if they are used. And so there are limits to how this TPM can be used. On the other hand, there is also another option: the Ministry of Economy is more and more involved in monitoring before payments are done, so there are provincial units who do joint monitoring of the work - and these are overseen by the Office of the President.

Training: In early 2017 MHM training will be done, and the general TOT WASH training was done in 2016. We are planning to use the list of all teachers trained, and call–back a number of them to see what they did and ask what they got out of it – which has never been done before. We plan to discuss with the MOE and the UNICEF Education Section to see what part of the general WASH training can be integrated in the general hygiene or life skills curriculum. We cannot take on too much general training and can only cascade activities to where they can be addressed – i.e.., national level. There will be changes as the Master Trainers in Kabul and the Health Advisors in the provinces have run the same programme for a long time. Since the health and sports components have joined forces, and since we will need to concentrate on Operation and Maintenance of WASH facilities and the 3-Star Approach, as well as aspects on girl's education related to MHM, the emphasis will be different and at least in the coming 5 years we will need a more hands-on approach of the MOE/NTA teams.

Way forward: The question is who will do all this work? It is a lot of work and extra manpower will be needed, including the use of NGOs. It will be good for us to explore this, and for the

government to take ownership of the WinS program – which they have not done so far. For instance, I worked on the NESP and gave comments to both MoE and Deputy Minister of Education, who said they would look at it but there is only one line on WASH facilities in the NESP, which is unacceptable. Now they have asked UNICEF to help them make a policy on WinS that would be linked to the national WASH policy. The Wins Policy is being prepared and will be discussed in May 2017. We need to look at how to make decision-makers realize their responsibility for WinS, and so we should also talk to the World Bank and other agencies and see how we can do that. But there are no WinS Specialists in Bank or the Government of Afghanistan at the moment.

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4. **Interview with Mr. R. Luyendjk, Head, WASH Section, UNICEF Afghanistan,** 24 February 2017

CONTEXT AND BACKGROUND ON WINS

I took over as Head of WASH at UNICEF Afghanistan in November 2014. On my first field visit, I went to some schools and was appalled by what I encountered: poor toilet designs, additional toilet blocks provided to schools which already had enough toilets, human faeces behind the school toilets and on two occasions, the content of the school toilet vaults emptied and left to dry outside in the open directly behind the toilets. Later on, I also saw some good new and rehabilitated toilets constructed with UNICEF support especially in the North and in Herat. I made a PPT with all my findings and showed it to both UNICEF colleagues and the MoE. The last slide ended with the questions: Whose responsibility is this? Whose responsibility is it for allowing this to happen? Whose responsibility is it to address this?

Before 2011, MRRD was responsible for the implementation of the hardware parts of the WinS program. From 2008-2011 more than 10 million USD has been spent, which amounted to 20-30,000 USD per school on average. MRRD and PRRDs with oversight from UNICEF Zonal offices were implementing the programme with strong support from UNICEF Kabul. MoE was not involved in contract management or approval but PEDs played a facilitating role. Among the school toilets constructed through the MRRD, I have not encountered duplication[55] of efforts among the maybe ten schools that I visited. All these facilities were operational when I visited, but maintenance was an issue, as with the other toilets. On multiple occasions I encountered human faeces behind the toilets as well.

In 2012, the Infrastructure Services Department (ISD) of the MoE took over the responsibility for the construction of WASH facilities in schools from the MRRD. On the advice of UNICEF, the MoE adopted the double vault composting latrines with urine separation as one of the standard designs for future school toilet facilities along with flush toilets and septic tanks. The facilities that I visited in Bamyan and Daykundi that were constructed under the MoE were heavily over-designed, with poor urine separation, very poorly designed facilities for physically-disabled students and none of the facilities visited were actually operated as double vault composting toilets. In Kandahar city all the schools I visited (> five) already had multiple toilet blocks, some of which were functioning and some of which weren't. All school principals indicated that they initially had refused to allow the MoE/PEDs to construct a new toilet facility as they were happy with rehabilitation of their drinking water supplies and the installation/rehabilitation of hand-washing stations. Instead of

[55] Multiple toilets built at the same school.

new toilet facilities they asked for the rehabilitation of their existing toilet facilities. None of the pour-flush school toilet facilities I visited in Kandahar were operational, although the construction had been finalized for more than a year. All were missing a connection to the water supply - which had not been part of the original scope of work – and it took MoE/ISD more than a year to connect the toilets to the water system, with some additional funding from UNICEF.

PROBLEMS WITH THE CURRENT WINS PROGRAM

- Contracting**:** Since the MoE took over in 2012, there were various contracting modalities applied: Part of the contracting was done directly by the ISD of the MoE in Kabul for >50 schools in the central and south regions. In the North, in Badghis, Farah and Ghor, PEDs together with school *shura*s issued construction contracts. While in Herat, the PRRDs did most of the construction of WASH facilities in schools in coordination with the PED. The construction program managed by MoE had effectively started in 2013 but none of those toilets had been completed by 2015. There were disputes with contractors about payments and quality of construction which dragged-on for months. The last 20-30 schools were only finished in Nov 2016, by then it had taken about 4 years to complete. Because the MoE had contracted the works directly, most of the PEDs did not take any responsibility for completing the works or for providing oversight.
- Designs:
    - *Double vault composting toilets***:** The double vault composting latrine was introduced at the advice of UNICEF back in 2011-12. Whereas vault toilets are the most common in Afghanistan, they are not used for composting (which requires regular addition of organic materials, earth and/or ashes. Instead these toilets are regularly emptied and the content is often used in agriculture. Composting toilets are difficult enough to manage at the individual household level and are just not the right technology for schools – and certainly not in the Afghan context where excess organic material is very scarce.
    - *Double-vault not used alternating:* The idea behind a double vault composting toilet is that one vault is used at a time. When the vault is full, it is closed and left to compost and the other vault is opened and used. In all schools both vaults are used at the same time.
    - *In rural areas the most often used anal cleansing materials are stones, which are usually thrown in the toilet.* This fills up any vault rapidly which means that they need regular cleaning. The older MRRD designed school toilets had a slanted bottom leading to a vault behind the toilets which is covered with a concrete slab. This greatly facilitates emptying of the toilets.
    - *Over-design*: It is not uncommon to find walls of toilets of 40 to 60cm thickness. The latter often use local stone masonry. Even walls separating cubicles are often 20 to 30cm thick. ISD cited that school toilets need to be "earthquake-proof" and used that as an excuse for the heavy toilet design.
    - *Ramps:* in order for the toilet facilities to be accessible for physically disabled children, access ramps are part of the design. But since the vault toilets are constructed on top of the ground, the ramps are often huge and easily make up 30 to 40 per cent of the total construction cost. A more economical solution should be found for this.

- *Cubicles with toilet seats for physically disabled children and hand bars.* Whereas the default toilet in Afghanistan is a squatting plate, all school toilets include one cubicle for physically disabled children with toilet seats. Seats for dry toilets (with urine separation) are not commercially available, so contractors usually made these seats from concrete rings or otherwise fabricated their own rectangular toilet seats. The designs are inappropriate and usually very dirty. Since all cubicles have two seats the handle bars mounted on the walls for physically disabled children are too far away to hold on to.

- O&M of school toilets: The biggest issue for school toilets all around the world is O&M – they are often smelly, dirty and not easy to clean. So, like in airports, these need someone cleaning them throughout the day. The rough concrete used in most schools is not easy to keep clean. It is difficult to control odour in both flush toilets and dry toilets. In most places however there is no running water for anal cleansing or flushing a toilet. Schools usually contract cleaners and are responsible for providing cleaning materials for the O&M of the toilets.
- Duplication: It is important to mention that in the south, all the schools I visited already had toilets. And for reasons completely unclear and that no one could explain, these schools were selected again and more toilets were put there.
- Software: There is teacher training on personal hygiene and the MoE with support from UNICEF has developed a curriculum on school WASH and hygiene. This, however, is still outside of the standard curriculum – so special people are hired to train teachers. This is not a sustainable way forward and we are working on changing that.
- Lack of capacity in MoE: I have come to the conclusion that the MoE is not really invested in WASH in Schools and has not taken full ownership of the program. It has been fully reliant on UNICEF and UNICEF funding of some staff positions. The third version of the National Education Strategic Plan (NESP III) finalized late 2016, only mentions water supply and sanitation in one line. There is nothing about WASH in Schools in the NESP III.

So poor design, poor oversight and contract management from MoE, a poor relationship between the PEDs and central level were key problems with the WinS programme. We needed an Evaluation, as few people seemed to want to take responsibility. Also, an evaluation can provide us directions to reformulate the programme.

Interim improvements: UNICEF has recently funded 10 people for MoE Zonal offices (each covering 5+ provinces) to help with technical aspects – while working on WinS policy and new modalities.

SUGGESTIONS

For the *regular programme*, I see several ways forward. When a huge grant can be found, new construction in rural areas should be given to a construction company (e.g., UN OPS) to construct, according to certain specs given by MoE, with another company to do oversight. Even in other countries, it is not the MoE that is doing this work. MoE should focus on teaching. We can even get private sector or NGOs on contract, working with good and willing principals (most were), but we must not make it difficult for them if we don't give right designs or O&M.

In cities, we should work with Municipalities (most already do regular emptying of toilets– for US$25). MoE must have a small budget for that – which is not impossible, and is certainly do-able.

In rural areas, CDCs are best placed to do the contracting of WinS construction works in close collaboration with the PRRD which has the technical expertise. The CDCs have been trained in bidding and contracting procedures, and have appropriate accountability systems in place. Recently one of the Deputy Ministers of MoE indicated that MRRD/PRRDs and CDCs are most appropriate to arrange the construction of WinS facilities

So I would suggest, CDCs with oversight (e.g., from the President's Office with ISD engineers as extra layer of oversight) and different Ministries come together and sign off that it has been done as per specs, because it is a huge issue for the donors. We can also have an anonymous phone line to report problems. This may not be fool proof but it is a step in the right direction.

For *innovative work*, we can work with a consortium of NGOs, school by school. We should also experiment with new designs, e.g., pre-fabricated toilets or a couple of containers (each costs around USD 5,000), which we could test through NGOs to see how easy to clean, how resilient to breakage they are, etc.

I have promised MoE that I will write a 4-5 page WinS policy for UNICEF about how we feel the work should be done. I don't want to drag it out as a year-long process as we have already talked for 2 years. The policy may not be the best but if we implement it without looking too much at the fine print – it will be better than the current approach, which is absolutely not working.