

# Assessment of Implementation of the Ministry of Education circular titled ‘Improving the Toilet and Sanitation conditions in Secondary and Higher Secondary Schools, Madrasas and Technical & Vocational institutions’

Submitted to



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## Abbreviations

|      |   |
|------|---|
| AHI  | Assistant Health Inspector                |
| AP   | Action Plan                               |
| BDT  | Bangladeshi Taka                          |
| HA   | Health Assistant                          |
| HI   | Health Inspector                          |
| HC   | Health Complex                            |
| INGO | International Non-Government Organization |
| MHM  | Menstrual Hygiene Management              |
| NGO  | Non-government Organization               |
| SSH  | School Sanitation and Hygiene             |
| SMC  | School Management Committee               |
| WASH | Water, Sanitation, and Hygiene            |

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## Executive Summary

On 23 June 2015, the Ministry of Education published a circular with particular focus on Improving the sanitation conditions in secondary and higher secondary schools, madrasas, and technical and vocational institutions in Bangladesh. WaterAid Bangladesh has been working on WASH in Schools for many years. The WinS programme design incorporates orientation on the circular, and many elements of the circular in implementation. Therefore, schools that have received support from WAB and partners at least partially represent the impact of applying the requirements of the circular, and provide an interesting case of how WASH in schools (WinS) is impacted by incorporation of the circular. Now it is an appropriate time (3 years after publication of the circular) to inspect the extent to which the circular has been implemented. This study mostly deals with exploring the current practices in school on compliance with the government circular (published 23 June 2015), the study covered intervention as well as control schools and urban as well as rural schools and compared the WASH situation.

### Methodology

The study adopted mixed method approach. Data was primarily collected through school observation survey and structured interviews with teachers in intervention as well as control schools. Qualitative techniques included Focus Group Discussions (FGD), In-depth Interviews (IDI) and Key Informant Interviews (KII). FGDs were conducted with students both boys and girls and parents. IDIs and KIIs also include schools headmaster, SMC member, Government officials, and NGO officials including the employer of Health Complex. The survey covered 78 schools (equally distributed between intervention and control schools) selected from Dhaka, Sylhet, Rangpur and Khulna divisions. The school selection was done in consultation with WaterAid Bangladesh. Among surveyed schools, majority is co-education (pupils of both sex available) and the rest are girls' (pupils are girls).

### Knowledge regarding the Government Circular among the School Teachers

The WaterAid and other INGO supported WASH in School projects are largely on track in line with the circular. In this connection, the projects have contributed in increase of knowledge on the government circular among teachers in intervention schools compared to control. 66.6 percent teachers in intervention schools knew about the circular, which is considerably lower in control schools (25.6%). However, teachers did not give importance to the specifics of the action points mentioned in the circular.

### Role of School Managing Committee (SMC) about Sanitation and Hygiene Development

SMC Members of more than three-fourth intervention schools (76.9%) reported that they are performing their role for sanitation and hygiene development; among those 56.4% are conducting regular inspection and 43.6% are for fund management. On the contrary, this performance is observed in only 30.8% SMC members of control schools; of them 17.9% are conducting only regular inspection and 12.8% are concerned about fund collection for school sanitation and hygiene management.

It should be highly mentioned that 84.6% of intervention schools are currently operating a separate sanitation fund (introduced and supported by WaterAid Bangladesh) while none of the control schools have such fund. Most of the control schools are managing the sanitation cost from school fund. However, there is question of adequacy of funds for sanitation cost in control schools.

### **Role of Teachers in keeping toilet clean and involvement of students in WASH committee**

Under the leadership of teachers, WASH committee or groups are formed in 87.2 percent intervention schools of which 42.9% have the direct involvement of scout and girls' guide which is developed as per recommendation of the government circular. All intervention schools WASH committees are performing their duties by providing either motivational activities or physical involvement for toilet cleaning.

Most of the intervention schools (84.6%) have at least one teacher trained in WASH whereas only 33.3 percent control schools have such teacher. Upon receiving WASH training, most of the teachers in intervention schools contributed to WASH development in their schools. Such contribution is minimal among teachers in control schools.

### **Sanitation Status and availability of suitable toilets for otherwise able students**

Most of the intervention schools have separate toilets for boys and girls (97.4% have separate toilets for boys and 94.9% have separate toilets for girls). Such separate latrines are available in control schools but at a lesser extent (29.7% have separate toilets for boys and 61.5% have separate toilets for girls). Only 5 percent intervention school have unisex (for boys and girls both) while 43.6 percent control school have such toilet. All intervention and 85.5 percent control schools have improved latrine facility. 82.4 percent intervention schools have piped water within toilets while 54.8 percent control schools have this. In 28.8 percent control schools water is preserved inside latrine (using bucket, latrine) which is much lower in intervention schools (3.8%) as they use piped water. Most of the intervention schools (92.3%) have toilets suitable for otherwise able students (Ramp and Rail installed) while 2.6 percent control schools have such installation.

### **Menstrual Hygiene Management (MHM) System**

Among intervention schools, 87.2 percent assigned female teachers for MHM discussion with girls while 69.2 percent control schools assigned such female teachers. MHM discussion takes place in all intervention schools and 94.9 percent school arranges this discussion at least once a month. In contrast, 77.5 percent control schools arrange such session for MHM discussion for the girls. In all intervention school, sanitary napkin supply is available. 74.4 percent intervention schools manage cost for such supply. On the contrary, sanitary napkin is not available in 28.2 percent control schools and only 20.5 percent school manage cost of sanitary napkin.

### **Status of School Inspection by Government education Official and Local Health Complex**

School inspection conducted by district education officials for sanitation and hygiene is observed in about three fifth of intervention schools (59%) which is higher in comparison with control schools (48.7%). District officials conducted school inspection at least once in a year in 35.9 percent intervention schools and 38.5 percent control schools. The inspections undertaken by local health complex officials are not consistent (except in Rangpur) and the observations are not reported as there is no reporting mechanism.

### **Role and Responsibilities of NGOs for school sanitation and hygiene development**

NGOs through WASH projects in schools have played vital role in intervention schools by providing either hardware or software assistance for sanitation and hygiene development. In intervention schools, greater number of teachers, head masters, and SMC members are aware of the circular and these schools received greater support from NGOs regarding implementation of the circular. In

addition, Intervention schools have separate sanitation fund as courtesy of conditional grants by WaterAid Bangladesh. So, the difference in implementation status between intervention and control schools possibly can be attributed to activities undertaken in intervention schools focusing on circular specific implementation strategies through NGOs.

### **Conclusion**

This study provides some evidence that knowledge and implementation of the circular is better in intervention schools compared to control schools, which in turn appears to be associated with improved WASH services in these schools. Based on the study findings, it is recommended that emphasis is given to implementing the circular in all secondary education institutions. There is scope for further Improvements in school WASH situations if the full extent of the circular is implemented. The circular is well articulated with opportunities to improve (i.e., specifying definitions, mentioning activities, roles and responsibilities) in future. Since evidence suggests that implementing the action points mentioned the circular associated with community awareness can result improvement in WASH educational institutions actions should be taken to implement it in all educational institutions.

## 1.1 Background

Like many other countries there exists a high prevalence of water and sanitation related diseases, causing many people, children in particular, to fall ill or even die in Bangladesh. Improved hygiene practices are essential if transmission routes of water and sanitation related diseases are to be cut. Whereas appropriate hygiene education can bring about the intention to change hygiene behavior, for most hygiene behaviors appropriate water and sanitation facilities are needed to allow people to transform intention to change into real change<sup>1</sup>.

School sanitation and hygiene (SSH) deals with both hardware and software aspects needed to bring about changes in hygiene behavior of students. The hardware is the total package of sanitary conditions and facilities available in and around the school compound. The software are the activities aiming to promote conditions at school and practices of school staff and children that help to prevent water and sanitation related diseases<sup>2</sup>.

Other than the family, educational institutions are the ideal entity that can foster good characteristics in human beings. However, contagious diseases may spread quite fast here since a huge number of students stay together. This is why it is necessary to keep a hygienic environment in the educational institutions. Considering this, toilets of educational institutions are considered to be of great importance. According to National Baseline Survey published in 2014, there is one toilet per 187 students but 45 percent of the toilets stay closed for many different reasons. There is no supply of water and soap inside or near two-thirds of the toilets. Moreover, windows of the toilets are tiny; there is lack of light and air; even if there is electric connection, the light bulbs either stay out of order or go missing; and bad smell pollutes the environment.

In addition, Poor management of toilets in educational institutions affects the health problems of girls and their attendance. Most of the girl students fail to attend school during their menstruation. When they fail to attend school 80 percent of total classes, they get deprived of getting stipend.

Considering predicaments stated above, On 23 June 2015, the Ministry of Education published a circular specifically focused on Improving the sanitation conditions in secondary and higher secondary schools, madrasas, and technical and vocational institutions in Bangladesh.

### **Role of WaterAid for Effective Use of the Govt. Circular**

WaterAid Bangladesh has been a long-term advocate for menstrual hygiene management for women and girls. As part of this WaterAid Bangladesh has done a number of advocacy and policy influencing events in collaboration with relevant stakeholders. They designed a number of school based interventions, which include orientation on the circular to raise awareness among communities and education institutions (students, teachers, and management committee members). The organisation is interested to explore how the circular is being implemented at field level, and is therefore initiating this study to understand how well the circular is understood and applied in different contexts.

### **Objective of the Study**

- To assess current practices of secondary and higher secondary institutions in regard to compliance with government circular published in June 23rd, 2015
- To what extent intervention and non-intervention secondary and higher secondary schools adopted the circular requirements and if the implementations differs between these schools.

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<sup>1</sup> NICEF (September 1998). A manual on school sanitation and hygiene. New York: UNICEF

<sup>2</sup> Ibid.

- To what extent the implementation of the circular varies between secondary and higher secondary schools in rural and urban context.
- To assess the current scenario of stakeholders (specifically, teachers, students, parents) knowledge and understanding on the circular and ways it has made school environment more comfortable for students

## 1.2 Study Methodology

The key purpose of this study was to assess the progress against the circular specially focusing on 'improving the sanitation conditions in secondary and higher secondary schools', published by ministry of Education on 23 June 2015. Mixed method approach was adopted to assess the progress against the circular's requirements. The assessment took place in intervention as well as control educational institutions<sup>3</sup> (henceforth schools). Structured observations took place in schools. Structured questionnaires was used to interview teachers. Qualitative methods included focus group discussions (FGD), in-depth interviews (IDI), and key informant interviews (KII).

### Study Location

The locations for this survey was limited to selected locations of Dhaka, Sylhet, Rangpur, and Khulna Division where intervention has been in place by WaterAid Bangladesh as well as other International Non-Government Organization (INGO) in selected educational institutions.

This study needed to differentiate between the sanitation situation in educational institutions in urban and rural areas as well as between intervention and non-intervention educational institutions. Keeping this in mind, HDRC in discussion with WaterAid selected intervention and control areas. Control schools were selected from upazila/thana where no school level intervention of WaterAid is in place (to avoid possible spillover effect by different software interventions by WaterAid). The implementing partners of WaterAid in target locations helped to identify appropriate control schools while the intervention schools were selected in consultation with WaterAid. Intervention schools were selected based on going WASH interventions. Following is the locations identified for survey.

Table 1.1: Locations for the survey

| Division | Area type       | Intervention area | Control area              |
|----------|-----------------|-------------------|---------------------------|
| Dhaka    | Urban           | Dhaka city        | Ashulia, Savar, Manikganj |
| Sylhet   | Urban and rural | Maulavibazar      | Sylhet City               |
| Rangpur  | Rural           | Palashbari        | Sadullahpur               |
| Khulna   | Rural           | Dacope            | Kaliganj, Shymnagar       |

### Sample Size

All stakeholders of this study revolves around schools. Hence, the schools were considered to be the key sampling unit for quantitative survey and some qualitative interviewing (teachers, SMC members, parents and students). The remaining stakeholders were government officials (identified through circular).

<sup>3</sup> Educational institutions = Secondary and Higher Secondary Schools, Madrasas and Technical & Vocational institutions.

## Quantitative Survey

**Sample Size for education institute survey:** From each of the target divisions, 10 intervention schools and 10 control schools were selected for inspection, totaling 80 [4×(10+10)] schools for survey. However, finally 78 (intervention 39, control 39) schools were surveyed. Intervention schools were selected using list available from WaterAid Bangladesh. Control schools were selected with support from implementing partners of WaterAid in target locations.

All 78 facilities were inspected (through observation) for sanitation facility and 1 teacher in each school was interviewed using structured questionnaire (on KAP of the circular). A total of 20 SMC members were interviewed.

## Qualitative Survey

Qualitative information was collected through focus group discussions, In-depth interviews, and Key Informant Interviews. Table 1.2 describes the stakeholders included in the qualitative survey.

Table 1.2: Stakeholders for the qualitative survey

| Stakeholders                                | Data Collection method             |
|---|------------------------------------|
| Education Engineering Department officials  | Key Informant Interviews           |
| Education officers                          | Key Informant Interviews           |
| Official from district commissioners office | Key Informant Interviews           |
| Officials of local NGOs                     | Key Informant Interviews           |
| Local health complexes                      | Key Informant Interviews           |
| Web sites of educational institutions       | Secondary data analysis            |
| School management committee members         | Semi-structured In-depth interview |
| School Students                             | Focus Group Discussion             |
| Parents to students                         | Focus Group Discussion             |

### ***Focus Group Discussion (FGDs)***

Focus Group Discussions were conducted with students and parents of intervention schools. FGDs involved about 9-11 participants grouped to discuss issues (i.e., status of latrine, maintenance of latrine, availability of MHM facilities, participation in awareness activities, availability of female teacher for MHM) concerning them. FGDs were conducted in presence of a facilitator and a note taker. The facilitator used a discussion guideline (semi-structured) while note taker jotted down discussion, comments and observations. A total of 16 FGDs (4 with male students, 4 with female students, 4 with male parents and 4 with female parents) were conducted for the survey.

### ***Key Informant Interviews (KII)***

KIIs were conducted with Officials from district commissioners' office, Education Engineering Department officials, Education officials, officials from Ministry of Education. A total of 20 KIIs (Headmasters, female teachers involved in MHM class for girls, Government officials, local NGO officials, and health complex official) were conducted for the survey.

### ***In-depth Interviews (IDIs)***

IDIs were conducted with SMC members. IDIs provided important information and insights about sanitation inspection. Semi-structured and unstructured questionnaires were used to collect necessary information for the capacity Assessment. A total of 30 IDIs were conducted for the survey.

### **Document Reviewing**

Necessary program, project, policy, and strategy documents were reviewed. Documents were collected from WaterAid as well as government and other non-government sources.

### **Implementation of the Study**

#### **Development of study instruments**

A number of draft questionnaires (quantitative and qualitative) was prepared and submitted with the inception report for finalization. The questionnaires were prepared in Bangla and then translated into English. The questionnaires (quantitative and qualitative) were revised in line with feedback received from WaterAid. The questionnaires were finalized before training initiation.

#### **Recruitment and training of field personnel**

The field personnel were selected from a previously prepared panel of field personnel of different categories. In selecting field personnel, preference was given to those having past experience in field data collection in similar topic. The recruited field personnel were trained for 3 days. School survey data collectors and supervisors were imparted training on survey methodology, interview techniques, and team management. Qualitative team members were given training on how to collect qualitative information by using FGD, KII, IDI guidelines.

#### **Data Collection**

A total of 4 interview teams, each comprising of 4 Field Interviewers and 1 Field supervisor, collected data and information from 27 October to 03 November 2018.

#### **Quality Control Checking**

A robust Data Quality Assessment (DQA) protocol was established to ensure the errors in the data collection process is minimized. Primarily DQA ensured process sanctity and data sanctity. Routine process audits were conducted by the Supervisor to ensure data collection processes are followed as per protocol. Regular progress reviews, de-briefing and feedbacks sessions were conducted to ensure field work problems are identified and clarifications provided. Collected Data was also be scrutinized to ensure sanctity of the reported data. The core team members undertook field visits and conducted some interviews as well as group discussions.

#### **Data Processing and Analysis**

##### **Data Editing and Coding**

Field-in questionnaires were sent to HDRC head office at Dhaka. A registration assistant immediately registered the filled in questionnaires and passed it on to coder cum editors for in-house editing. A team of professional coder-editors was responsible for internal consistency checking and any coding and editing under direct supervision from core team members.

##### **Computerization and cleaning of data**

Computerization of data was performed using data entry screen developed using CSPro software. The data was entered by trained data entry personnel. The computerized data was then cleaned in two phases. The first phase of data cleaning took place right after entry. The second phase of data cleaning took place upon identifying inconsistencies found. To minimize inconsistencies in dataset, data set

was checked through computing basic statistics of selected variables. Qualitative information management staff performed transcription, scripting and coding for the qualitative scripts. They also provided support in corroboration and legitimization.

### **1.3 Data Analysis**

The primary unit of analysis of the study is schools. Data was analyzed using SPSS. Summary statistics were presented for Toilet and Sanitation indicators in schools. Bi-variate analysis was performed to present association of some indicators on some background characteristics.

Qualitative information collection included a number of structured information. Such data was compiled into a separate database for analysis. Outline of approaches to qualitative data analysis: (1) Documentation; (2) Organization/categorization; (3) Synthesize information; (4) Corroboration/legitimization; and (5) reporting the findings. Summarized qualitative information was incorporated into the report as and where appropriate.

### **1.4 Limitation of the Study**

This study included purposively selected small sample of schools (not statistically representative) to collect some quantitative evidence. Hence, many statistical analysis (i.e., comparative analysis, regression) as well as disaggregation (i.e., boys-girls, male-female) was not possible.

The survey mostly included co-education (pupils of both sex available) schools and girls' (pupils are girls) schools. So comparative analysis between boys' schools and girls' schools was not possible.

### **1.5 Preparation of the Report**

Based on study objectives chapter-wise dummy tables were prepared before the data analysis. The analysis of quantitative data shows rates and frequencies of stakeholders in terms of Toilet and Sanitation related indicators, while qualitative data/information provides background and underlying factors that influence improvement of toilet and sanitation facilities in schools. It provides in-depth information on individual's knowledge, and practices on specific Toilet and Sanitation conditions in schools and other matters. It also provides opinions and insights of community leaders about the steps need to be taken to improve toilet and sanitation conditions in schools according to Government circular. Therefore, to enrich the quantitative findings obtained through education institute survey, appropriate triangulation of the qualitative findings with quantitative findings was also made.

## CHAPTER 2: STUDY FINDINGS

The study findings are developed based on some quantitative survey in combination with the result of qualitative part. The findings initiate with the knowledge of teachers about the circular and continue in line with the sequence of the issues articulated in the circular. The circular focused on specific topics like situation of sanitation and hygiene facilities in school, single sex based toilet facility, regular toilet cleaning strategies, opportunity of MHM management and discussion, availability of sanitary napkin, role and responsibilities of district and upazila level officials including local health complex and NGOs regarding WASH in schools.

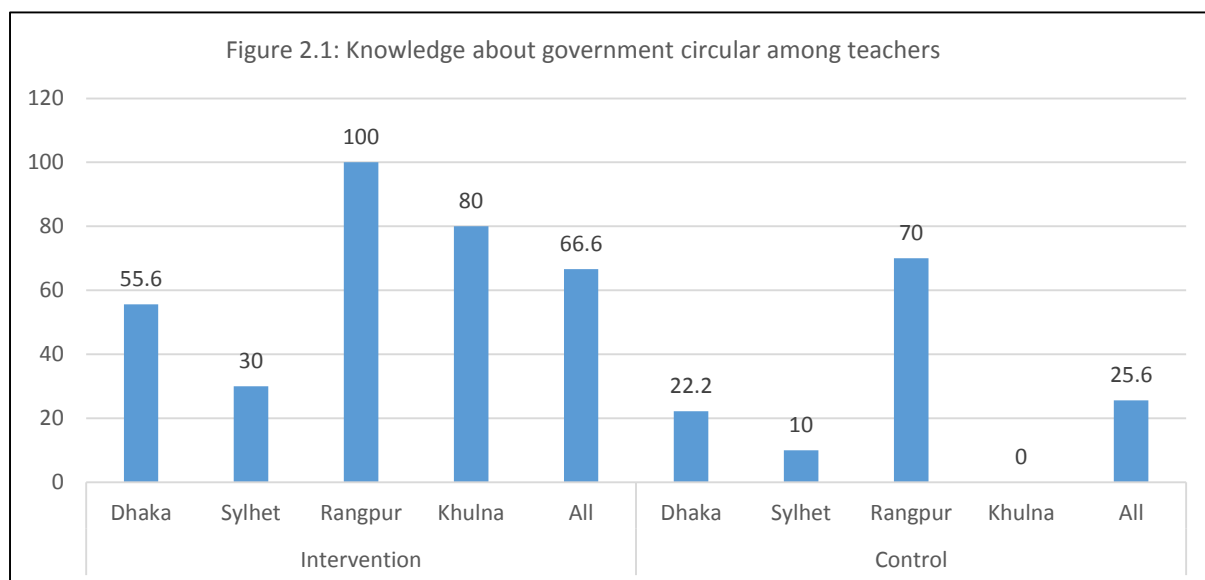
The school survey under this assignment took place in 78 schools located in 4 divisions. The selection of 78 schools from 4 divisions were made in discussion with WaterAid Bangladesh. Further, in order to explore the current practices in school in regard to compliance with the government circular (published 23 June 2015), the study covered intervention as well as control schools and urban as well as rural schools and compared the WASH situation. Among surveyed schools, majority is co-education (pupils of both sex available) and the rest are girls' (pupils are girls).

### 2.1 Knowledge, Management and Practice of Sanitation and Hygiene

Like the issues mentioned in the government circular, it is obvious to get information from the schools on WASH management like the information about the knowledge of government circular, WASH training issues, latrines cleaning, WASH discussion with students including, MHM management, measures taken, inclusion of sanitation and hygiene issue in the action plan etc.

In order to assess the knowledge about the government circular, the teachers of both intervention and control schools were asked to express their knowledge about the contents highlighted in the circular.

66 percent teachers of intervention schools, expectedly higher than the teachers in control school (25.6%), reported that they are aware of the government circular. It is mentionable that all the teachers of intervention schools of Rangpur division have knowledge about the government circular. Further, in most of the cases, the newly appointed teachers are unaware to this circular.



*Most of the headmasters in intervention schools ensured that the circular is available at their schools but they did not read the circular with importance. Most of the headmasters checked its contents after*

*they were approached by some NGO. Very few of them heard it from the officials of upazila and district level. The common instance was to receive it and store it in files. Surprisingly, one respondent from urban area mentioned that he has never heard or seen the circular. [The KII findings from Head Masters]*

In intervention schools, newly appointed teachers were assigned tasks relevant to circular without orientation to the circular suggesting lack of management within school. Meanwhile, in control schools, 71.8 percent teachers were unaware of the circular suggesting control schools are unaware of the circular and do not plan their WASH activities accordingly.

**Table 2.1: Status of knowledge about government circular**

| Reasons                                | Intervention |        |         |        |      | Control |        |         |        |      |
|--|--------------|--------|---------|--------|------|---------|--------|---------|--------|------|
|  | Dhaka        | Sylhet | Rangpur | Khulna | All  | Dhaka   | Sylhet | Rangpur | Khulna | All  |
| Know about the circular                | 55.6         | 30.0   | 100.0   | 80.0   | 66.7 | 22.2    | 10.0   | 70.0    | 0.0    | 25.6 |
| Reason: Do not know about the circular |              |        |         |        |      |         |        |         |        |      |
| No one informed                        | 0.0          | 20.0   | 0.0     | 0.0    | 5.1  | 77.8    | 90.0   | 30.0    | 90.0   | 71.8 |
| Newly employed                         | 44.4         | 50.0   | 0.0     | 20.0   | 28.2 | 0.0     | 0.0    | 0.0     | 10.0   | 2.6  |
| N                                      | 9            | 10     | 10      | 10     | 39   | 9       | 10     | 10      | 10     | 39   |

The government circular contains action points highly associated with development/improvement of the sanitation and hygiene condition of the schools. Therefore, all the school teachers need to gather knowledge on the action points of the circular. The result presented in Table 2.2 portrays that the teachers in intervention schools have better knowledge on contents of the circular compared to control schools. However, there is noticeable difference for only 2 (out of 21) of the contents. This suggests that irrespective of intervention, the teachers do not pay attention to the circular in detail. Please see annex table 5 for more information.

**Table 2.2: Knowledge about the contents of the government circular among the responsible teachers (% Multiple response)**

| Contents  | Intervention | Control |
|---|--------------|---------|
| Separate toilet system for girls students                       | 7.7          | 2.6     |
| Discussion about maintenance of cleanliness during menstruation | 35.9         | 7.7     |
| To provide Sanitary Napkin                                      | 2.6          | 2.6     |
| Ensure gender friendly sanitation system                        | 12.8         | 0.0     |
| Required leadership for keeping clean toilet                    | 5.1          | 2.6     |
| Discussion on maintenance of cleanliness                        | 2.6          | 5.1     |
| Discussion on sanitation system (keeping clean)                 | 10.3         | 10.3    |
| Formation of student cabinet                                    | 2.6          | 2.6     |
| Supervision of management committee on cleanliness of toilet    | 5.1          | 5.1     |
| Arrange separate toilets for girls student                      | 2.6          | 5.1     |
| Facility for girls students to maintain care for menstruation   | 2.6          | 0.0     |
| Health awareness for disable children                           | 5.1          | 0.0     |
| To be increased number of toilets according to boy0girls ratio  | 2.6          | 0.0     |
| Ensure availability of pure drinking water                      | 5.1          | 0.0     |
| MHM   | 2.6          | 2.6     |
| To be brought system of supervision for management committee    | 2.6          | 0.0     |

| Contents   | Intervention | Control |
|--|--------------|---------|
| Take responsibility for female teachers about the maintenance system during menstruation | 2.6          | 0.0     |
| About hand washing   | 5.1          | 0.0     |
| Health practice  | 0.0          | 2.6     |
| There to have clean environment in school  | 2.6          | 0.0     |
| To ensure not to have absence of students due to not having toilet                       | 2.6          | 0.0     |
| N  | 39           | 39      |

*Kills with headmasters in intervention schools reveal that there is greater concern among them regarding management of single sex toilets, MHM management and discussion, toilet cleaning, hand washing facilities as result of intervention activities.*

## 2.2 Status of Implementation of the Circular

During the survey, it had already been more than three years since the circular was published. The following findings will describe the implementation status of the circular by its contents.

**Circular Content 1:** *The task of keeping toilets clean has to be taken under the supervision of the Managing Committee of each educational institution. Managing Committee will ensure a separately preserved allocation for this. The committee will appoint necessary manpower to keep the toilets clean. The expenditure will be met from this preserved allocation.*

The first content of government circular describes about the role and responsibilities of SMC articulately on preserved fund allocation and expenditure including management of necessary manpower for cleaning the toilets.

SMC members of more than three-fourth of intervention schools (76.9%) are more concerned about the role and responsibilities on the basis of the government circular while such concern is less in control schools (30.8%). SMC members are mostly playing their roles on regular inspection and fund management for sanitation and hygiene development both intervention schools. In 56.4 percent intervention schools, SMCs are engaged in regular inspection while this engagement is noticed in 17.9 percent control schools. Engagement for fund management is reported in 43.6 percent intervention schools, which is higher compared to control schools (12.8%).

**Table 2.3: Management support provided by SMC for sanitation and hygiene development**

| Status                                | Intervention |        |         |        |      | Control |        |         |        |      |
|---------------------------------------|--------------|--------|---------|--------|------|---------|--------|---------|--------|------|
|                                       | Dhaka        | Sylhet | Rangpur | Khulna | All  | Dhaka   | Sylhet | Rangpur | Khulna | All  |
| Yes                                   | 100.0        | 60.0   | 90.0    | 60.0   | 76.9 | 44.4    | 40.0   | 20.0    | 20.0   | 30.8 |
| No                                    |              | 40.0   | 10.0    | 40.0   | 23.1 | 55.6    | 60.0   | 80.0    | 80.0   | 69.2 |
| Types of Supports (Multiple Response) |              |        |         |        |      |         |        |         |        |      |
| Regular inspection                    | 66.7         | 40.0   | 70.0    | 50.0   | 56.4 | 33.3    | 10.0   | 20.0    | 10.0   | 17.9 |
| Fund management                       | 55.6         | 40.0   | 50.0    | 30.0   | 43.6 | 11.1    | 30.0   | 0.0     | 10.0   | 12.8 |
| N                                     | 9            | 10     | 10      | 10     | 39   | 9       | 10     | 10      | 10     | 39   |

It is assumed that the increased mobilization in fund management and regular inspection among the intervention schools compared to the control schools is the good result of awareness, promotional activities and assistance provided by development partners through non-government organizations with support from government.

*The headmasters and SMC members in intervention schools are more concerned about fund management and overall inspection to develop the sanitation and hygiene condition of the schools as a result of intervention activities undertaken there. [According to the result of the KIIs with Headmasters and SMC members in intervention schools]*

Almost all the intervention and control schools have someone responsible for toilet cleaning. School staffs (among school staff, some are responsible for cleaning toilets) are most frequently chosen for such activity in intervention as well as control schools. The high rate is attributed to schools in and around the vicinity of Dhaka which is an urban area (Table 2.4). School students in rural areas involve themselves in school toilet cleaning more frequently compared to urban areas. This can partially be contributed to knowledge and awareness activities.

*According to the KII findings, some urban schools (intervention as well as control) have monthly salaried persons to clean the toilets and some have weekly sweepers to clean the toilets. On the other hand, a few head masters of intervention schools in rural areas ensured that the students of their schools have overwhelmingly come forward to clean the toilets under the leadership of a teacher monitored by SMC to oversee WASH activities.*

In summary the intervention schools are more prepared and organized for maintenance of toilets compared to control schools as result of interventions undertaken there.

**Table 2.4: Distribution of available manpower responsible for toilet cleaning in schools**

| Status       | Intervention |        |         |        |      | Control |        |         |        |      |
|--------------|--------------|--------|---------|--------|------|---------|--------|---------|--------|------|
|              | Dhaka        | Sylhet | Rangpur | Khulna | All  | Dhaka   | Sylhet | Rangpur | Khulna | All  |
| School staff | 100          | 20     | 30      | 30     | 43.6 | 77.8    | 40     | 20      | 60     | 48.7 |
| Students     | 0            | 0      | 70      | 50     | 30.8 | 0       | 10     | 30      | 10     | 12.8 |
| Sweeper      | 0            | 80     | 0       | 20     | 25.6 | 22.2    | 50     | 50      | 30     | 38.5 |
| N            | 9            | 10     | 10      | 10     | 39   | 9       | 10     | 10      | 10     | 39   |

As suggested in circular, many of the intervention schools (84.6%) are managing separate (dedicated) sanitation fund (as a result of intervention by WaterAid Bangladesh), while none of the control schools is doing so. Further, a few of the intervention schools (15.4%) are also managing this fund from the students. Since none of the control schools are managing separate sanitation fund, in most cases (76.9%) the fund for sanitation comes from overall school fund. However, the adequacy of sanitation fund from the overall school fund is not easily assessable.

**Table 2.5: Sources of Fund for sanitation and hygiene at schools**

| Status             | Intervention |        |         |        |      | Control |        |         |        |      |
|--------------------|--------------|--------|---------|--------|------|---------|--------|---------|--------|------|
|                    | Dhaka        | Sylhet | Rangpur | Khulna | All  | Dhaka   | Sylhet | Rangpur | Khulna | All  |
| Sanitation Fund    | 88.9         | 80     | 80      | 90     | 84.6 | 0       | 0      | 0       | 0      | 0    |
| From students      | 11.1         | 20     | 20      | 10     | 15.4 | 44.3    | 30     | 10      | 10     | 23.1 |
| From school's Fund | 0            | 0      | 0       | 0      | 0    | 55.6    | 70     | 90      | 90     | 76.9 |
| N                  | 9            | 10     | 10      | 10     | 39   | 9       | 10     | 10      | 10     | 39   |

*According to the findings FGD with parents, most of schools do not take any cost for sanitation and hygiene development from the parents except some schools of rural area. A very few of schools located at rural areas take a small amount of money in a year from the parents.*

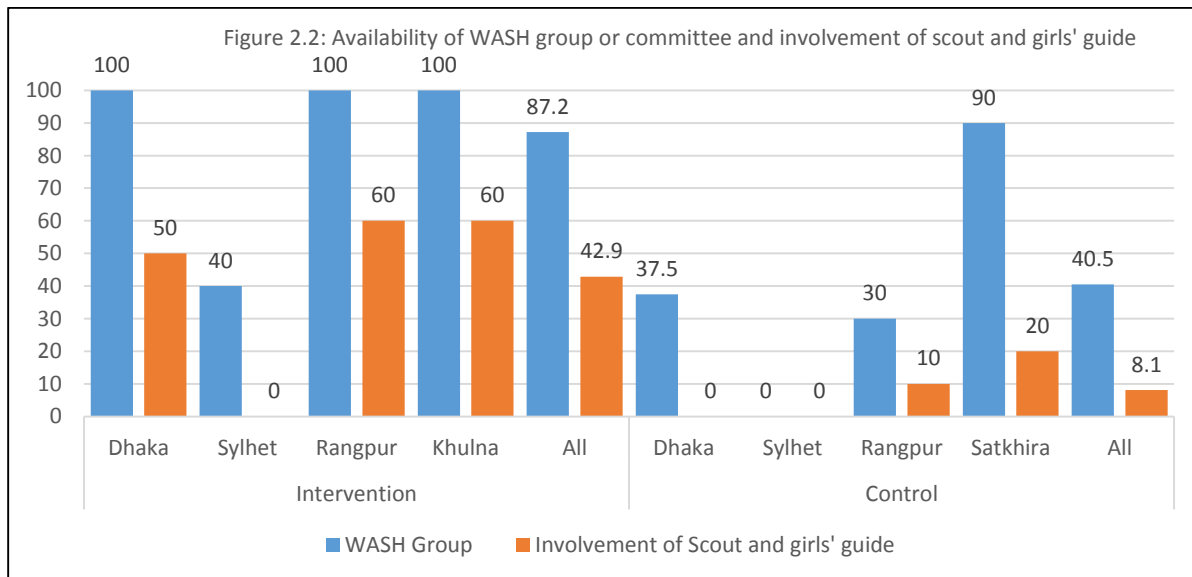
During KIIs, some headmasters in intervention schools mentioned, “we got an opportunity to manage a separate fund for sanitation and hygiene development with the help of non-government organization”.

“We all get together and clean the classroom, courtyards, and latrines being divided into groups at time of our turn. We feel proud because we work for the school and for ourselves.” [Students during FGD]

WaterAid Bangladesh has introduced a model for managing school fund for WASH where WaterAid provides conditional grants. The school has to keep the grant in a bank account and cannot withdraw the money for other purposes or close down the account. Continuing this process for long enough time is foreseen to create a trend or habit or demand for WASH improvement in school which may lead to the sustainability of clean and hygienic environment in schools.

**Circular Content 2:** Teachers have to lead the way in keeping the toilets clean. Committees can be formed with members of scout and girls’ guide in the educational institutions. Head-teachers will appoint students in groups for taking turns through the year to keep the toilets clean.

WASH committee or groups are formed within most of the intervention schools (87.2%) of which 42.9 percent have included the scout group and girls’ guide<sup>4</sup> which is on the process of students’ involvement in sanitation and hygiene development. On the other hand, 40.5 percent control schools have formed a committee for WASH (this WASH committee does not follow the suggested structure of the circular). Only 8.1 percent control school included students (scout and girls’ guide). Group discussions with students suggest that involvement of students in intervention schools in WASH committee or group is higher compared the control schools as expected like circular.



<sup>4</sup> The inclusion of students in WASH committee is not limited to scouts and girls’ guide. However, we only assessed inclusion of scouts and girls’ guide in line with circular.

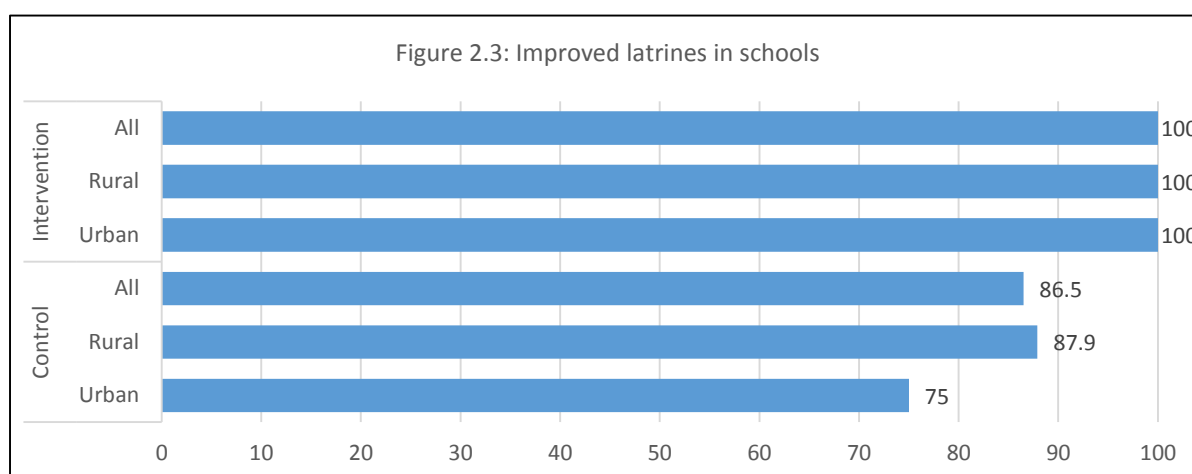
**Table 2.6: Responsibilities of WASH group/committee by divisions**

| Tasks  | Intervention |        |         |        |      | Control |        |         |        |       |
|--|--------------|--------|---------|--------|------|---------|--------|---------|--------|-------|
|  | Dhaka        | Sylhet | Rangpur | Khulna | All  | Dhaka   | Sylhet | Rangpur | Khulna | All   |
| Toilet/latrine cleaning and/or motivation              | 80           | 25     | 100     | 100    | 85.3 | 0       | 0      | 100.0   | 100.0  | 100.0 |
| Class room/school courtyard cleaning and/or motivation | 80           | 50     | 100     | 70     | 79.4 | 0       | 0      | 100.0   | 100.0  | 100.0 |
| Encouragement for school cleaning                      | 100          | 100    | 100     | 100    | 100  | 0       | 0      | 100.0   | 0      | 33.3  |
| Others   | 20           | 25     | 30      | 20     | 23.5 | 0       | 0      | 0       | 0      | 0     |
| N  | 10           | 4      | 10      | 10     | 34   | 0       | 0      | 1       | 2      | 3     |

**Circular Content 3:** Gender friendly sanitation has to be ensured. All educational institutions have to establish separate toilets for the female students. It is compulsory to keep plastic bins with lids in the toilets.

In order to explore the sanitation condition it is important to know some issues mentioned in the circular like the number of functional latrines and separate latrines, availability of hand washing agents, water supply system in the latrines including overall condition of the toilets etc.

Figure 2.3 shows that all intervention schools have improved toilet. 86.5 percent control school have improved toilet. Among control schools, 87.9 percent in rural and 75 percent in urban have improved latrines for the students.



**Qualitative findings on the separate toilets at schools**

Almost all of students during FGDs mentioned that, they have at one separate toilet for boys and girls in their school. Further, Most of the school headmasters are aware of necessity of separate latrines for the boys and girls; though, the number of separate toilets is not adequate compared to the number of students (boys and girls).

97.4 percent intervention schools<sup>5</sup> have separate toilets for the girls which is nearly 36 percentage point higher in comparison with control schools (61.5%). 94.9 percent intervention schools have been successful to manage separate toilets for the boys while only 53.8 percent control schools managed to do so. Only 5 percent intervention school have unisex (for boys and girls both) toilet as most of them already have separate toilets for boys and girls. On the contrary, 43.6 percent control school have unisex toilets.

**Table 2.7: Distribution of Functional Latrines by divisions in terms of users like students and teachers separated by sex**

| Users                        | Intervention |        |         |        |      | Control |        |         |        |      |
|------------------------------|--------------|--------|---------|--------|------|---------|--------|---------|--------|------|
|                              | Dhaka        | Sylhet | Rangpur | Khulna | All  | Dhaka   | Sylhet | Rangpur | Khulna | All  |
| Girls                        | 100          | 100    | 100     | 90     | 97.4 | 66.7    | 40     | 50      | 90     | 61.5 |
| Boys                         | 100          | 90     | 90      | 100    | 94.9 | 33.3    | 100    | 10      | 70     | 53.8 |
| Both Male and Female Teacher | 44.4         | 100    | 30      | 60     | 59.0 | 66.7    | 50     | 40      | 30     | 43.6 |
| Unisex for boys and girls)   | 0            | 10     | 0       | 10     | 5.1  | 33.3    | 60     | 50      | 30     | 43.6 |
| N                            | 9            | 10     | 10      | 10     | 39   | 9       | 10     | 10      | 10     | 39   |

**Qualitative Findings regarding availability of functional toilets in the schools**

According to the findings of FGD with school students, it is assumed that most of the schools have toilets and most of the toilets have been established within the recent years though the conditions were not so satisfactory. In addition, many of the boys and girls also reported that the old latrines have been repaired in order to make it functional on the basis of the concept of the improved latrines. Such activities are more frequent in intervention schools. A possible reason is the receipt of conditional grants for managing school fund for WASH (WaterAid model).

The findings of FGD with parents also inform that most of the parents have heard about the development of latrine and sanitation at schools.

The findings from FGD with students coincide with the KII findings conducted with the school headmaster and SMC members. In the recent years so many steps have been taken to improve the condition of latrines and sanitation at school through setting up new latrines or repairing of the latrines.

At the time of conducting the survey, we explored the overall condition of the latrines focusing the issues like door availability and functionality, visibility of stools including bad smell.

All toilets in intervention schools have intact door, which is higher than control schools (91.9%). Faeces was detected on the latrine pan in 21.6 percent control schools which is higher compared to intervention schools (7.1%). In addition, faeces was also detected on slab in 18.9 percent control schools. Bad smell in latrines was also an issue (48.6% in control schools and 19% in intervention schools).

<sup>5</sup> Among intervention schools there are no boys' (pupils are boys) school. There are 32 co-education (pupils of both sex available) schools and 7 girls' (pupils are girls) school.

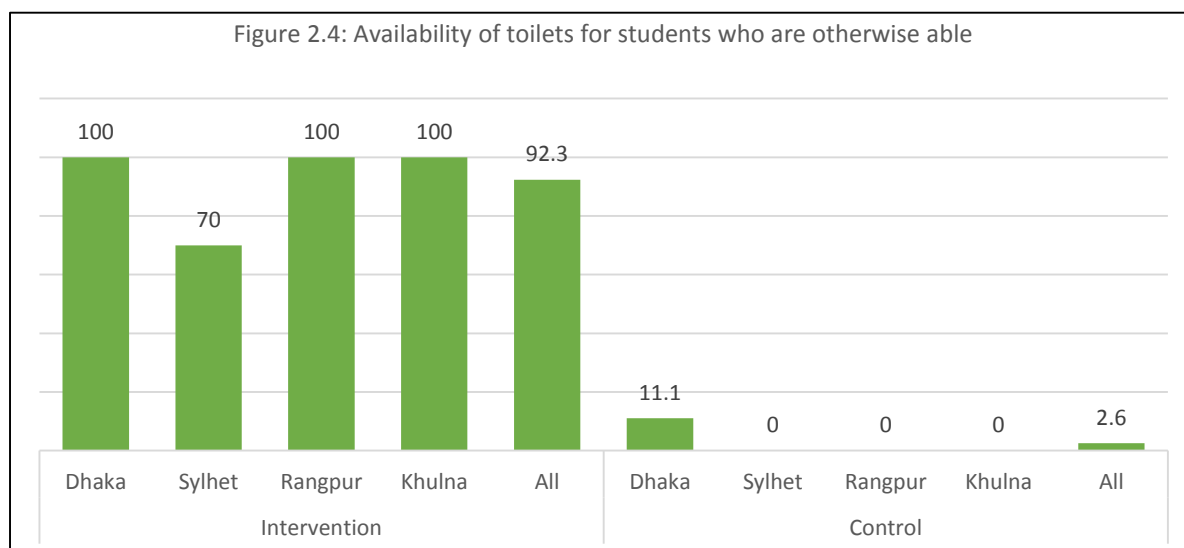
**Table 2.8: Overall Condition of the Latrines**

| Observation Types          | Intervention |        |         |        |      | Control |        |         |        |      |
|----------------------------|--------------|--------|---------|--------|------|---------|--------|---------|--------|------|
|                            | Dhaka        | Sylhet | Rangpur | Khulna | All  | Dhaka   | Sylhet | Rangpur | Khulna | All  |
| Availability of Door       | 100          | 100    | 100     | 100    | 100  | 87.5    | 77.8   | 100     | 100    | 91.9 |
| Appropriate door Fitting   | 100          | 90     | 100     | 100    | 97.6 | 87.5    | 88.9   | 100     | 100    | 94.6 |
| Stool seen on latrine pan  | 0            | 30     | 0       | 0      | 7.1  | 12.5    | 22.2   | 30      | 20     | 21.6 |
| Stool seen on latrine slab | 0            | 0      | 0       | 20     | 4.8  | 25      |        | 10      | 40     | 18.9 |
| Bad smell from latrine     | 25           | 30     | 0       | 20     | 19   | 25      | 33.3   | 80      | 50     | 48.6 |

**Qualitative Findings on overall sanitation condition of the latrines at schools**

The FGD findings (both boys and girls) from intervention schools indicate that most of the toilets are more or less clean with adequate light and air. The situation improved last two to three years. Most of the toilets are cleaned at least once in a week. One third of them mentioned that the toilets are cleaned twice a week. But very few toilets are cleaned daily (hence the existence of bad smell). However, stools and bad smell are hardly observed. Further, a very few toilets have *sandal* to use within the latrines.

**Circular Content 4:** Suitable toilets have to be built for students who are otherwise able. Education Engineering Department will take necessary measures regarding this.



Most of the intervention schools had additional facilities (i.e., Ramp, Rail) for otherwise able students in at least one sanitation facility. This additional service is the courtesy of support from non-government organizations.

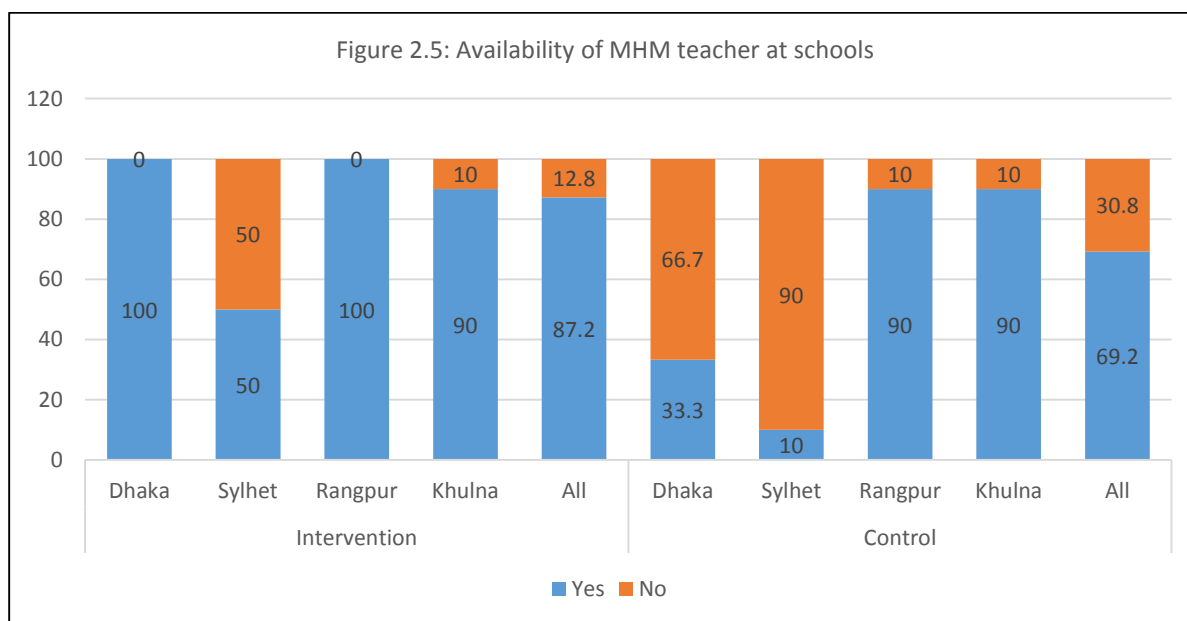
Informants from control schools mentioned that the number of otherwise able students is very small. Hence, the thought of including this facility in school latrines is often overlooked. Lack of knowledge and awareness about such installment equally contributes to the factor. Another key issue is the misconception that there has to be a separate latrine with additional facilities for otherwise able students. This scares the SMC members on financial grounds.

*“It is not very suitable to build a separate latrine for otherwise able student since we rarely have such student. We do not have adequate latrine for our students what good it will be if such a latrine is constructed but remain unused.” – Mentioned a SMC member in Control school*

**Circular Content 5:** *In every institution female teachers have to be assigned the task of discussing the issue of menstruation among the girl students.*

MHM is always an important part for adolescent female students for increasing their attendance at schools as poor menstrual management may affect their regular presence. As a result, it is important to know the MHM system at not only intervention but also control schools through some assessment like availability of MHM teacher, MHM discussion for girls, support of supply of sanitary napkin at schools including the cost management of napkins etc.

As per the Figure 2.5 presented below, 87.2 percent intervention school have teacher assigned for MHM discussion with girls and on the other hand 69.2 percent control schools have assigned teachers for this task.



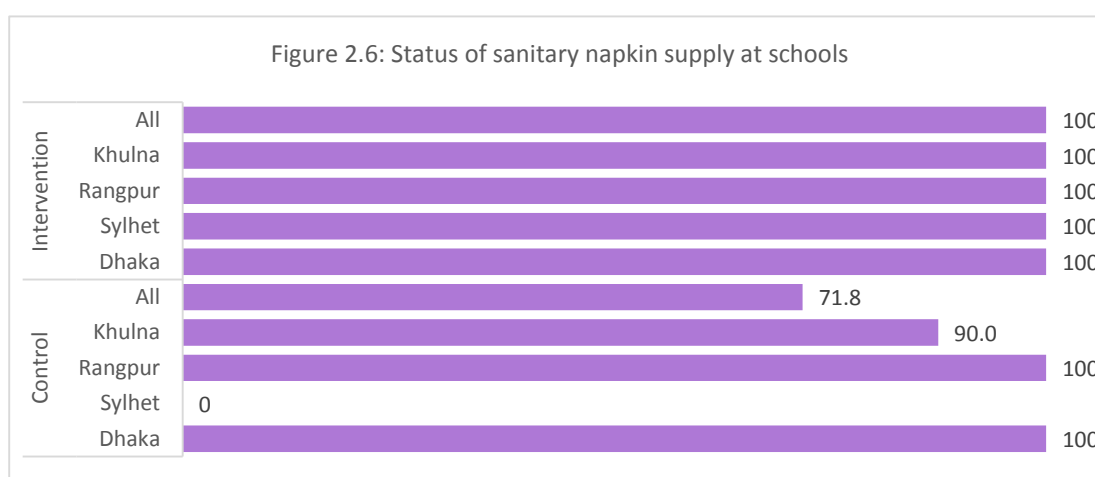
Interviews with teachers reveal that, female teachers in general, do not enjoy being assigned this task. This task takes additional time and in some instances, uncomfortable or unpleasant incidents take place. The opinions from mothers were not conclusive since there were arguments among the focus group members regarding the necessity of such sessions at school.

All intervention schools have reported that they arrange MHM discussion. Commonly the discussion takes place once in a month. The group discussions with girls resulted in mixed reactions. There are examples of good useful discussions as well as discussions to keep the paperwork right. The girls suggested that the situation of the discussion about MHM depends not only on the capacity of the teacher but also willingness. The girls also added that younger teachers are more open to them while discussing MHM issues.

**Table 2.9: Status of MHM Discussion with girl students at Schools**

| Status                      | Intervention |        |         |        |      | Control |        |         |        |      |
|-----------------------------|--------------|--------|---------|--------|------|---------|--------|---------|--------|------|
|                             | Dhaka        | Sylhet | Rangpur | Khulna | All  | Dhaka   | Sylhet | Rangpur | Khulna | All  |
| MHM Discussion              | 100          | 100    | 100     | 100    | 100  | 100     | 100    | 100     | 87.5   | 77.5 |
| N                           | 10           | 5      | 10      | 9      | 34   | 6       | 1      | 9       | 9      | 25   |
| Frequency of MHM Discussion |              |        |         |        |      |         |        |         |        |      |
| Once in 1 month             | 100          | 100    | 100     | 80     | 94.9 | 88.9    | 100    | 70      | 90     | 87.2 |
| Once in 3 months            | 0            | 0      | 0       | 10     | 5.1  | 11.1    | 0      | 30      | 10     | 12.8 |
| N                           | 10           | 5      | 10      | 9      | 35   | 6       | 1      | 9       | 9      | 24   |

**Circular Content 6:** Managing Committee has to take initiative in providing sanitary napkin (on payment, if necessary) to the girl students.



All intervention schools provide opportunity to girl students to collect napkins from school while 28.2 percent of control school does not provide such opportunity. Among intervention schools, only 25.6 percent collect payments for napkins from students while 51 percent control schools does so. Discussion with SMC members and responsible female teacher for MHM management in intervention schools reveal that each school collects sanitary napkin based on their advantage. The most common method is regular delivery by a local supplier. The key advantage is the easy access and on demand availability.

**Table 2.10: Cost management support of Sanitary Napkins**

| Status        | Intervention |        |         |        |      | Control |        |         |        |      |
|---------------|--------------|--------|---------|--------|------|---------|--------|---------|--------|------|
|               | Dhaka        | Sylhet | Rangpur | Khulna | All  | Dhaka   | Sylhet | Rangpur | Khulna | All  |
| Students      | 55.6         | 0      | 40      | 10     | 25.6 | 88.9    | 0      | 100     | 30     | 51.0 |
| Schools       | 44.4         | 100    | 60      | 90     | 74.4 | 11.1    | 0      | 0       | 70     | 20.5 |
| Not available | 0.0          | 0.0    | 0.0     | 0.0    | 0.0  | 0.0     | 100.0  | 0.0     | 10.0   | 28.2 |
| N             | 9            | 10     | 10      | 10     | 39   | 9       | 10     | 10      | 10     | 39   |

**Qualitative Findings about MHM Management at Schools**

All the headmasters of all the interviewed intervention school ensured that MHM teacher is available at school and they are responsible to discuss about MHM with girls and management.

MHM teachers reported that they discuss about MHM with students. Half of them discuss twice in a month and rest of them discuss once in a month. Most of them have informed that the girls of class VII, VIII, IX need this discussion but it is not so easy to discuss with the girls of class VI as they feel ashamed to talk in this regard. Nevertheless, they intend to help any girl who asks help in this regard.

According to group discussion with girls from intervention schools, sanitary napkins are available at schools. In some instances, they do not have to pay sanitary napkin from the schools. However, girls in intervention schools also reported collecting sanitary napkins from school at discounted price.

In addition, most of the girls in intervention schools have informed that bucket with cover are available either within the toilets or near the toilet napkin disposal.

**Circular Content 7:** When district and Upazila level education officials, school inspectors, officials from local administration and higher authorities visit educational institutions, information regarding safe drinking water, toilet system, toilet system for girl students, and necessary arrangement for washing of hands has to be included in the report.

Most of the teachers of intervention (59%) and control (48.7%) schools reported that district official visited their school and observed the sanitation and hygiene condition. Interestingly, 35.9 percent teachers of intervention schools reported that district officials visited their school once in last year where this percentage for control school is 38.5 percent. On the other hand, 23.1 percent teachers from intervention schools informed that district officials visited their schools twice in last year while this for control schools is 7.7 percent.

**Table 2.11: Status and Frequency of visits conducted by District Official one year preceding the survey**

| Status  | Intervention |        |         |        |      | Control |        |         |        |      |
|---|--------------|--------|---------|--------|------|---------|--------|---------|--------|------|
|   | Dhaka        | Sylhet | Rangpur | Khulna | All  | Dhaka   | Sylhet | Rangpur | Khulna | All  |
| Yes   | 44.4         | 90     | 40      | 60     | 59   | 44.4    | 90     | 10      | 50     | 48.7 |
| No  | 55.6         | 10     | 60      | 40     | 41   | 55.6    | 10     | 90      | 50     | 51.3 |
| N   | 9            | 10     | 10      | 10     | 39   | 9       | 10     | 10      | 10     | 39   |
| Frequency of visits made by District Official in a year |              |        |         |        |      |         |        |         |        |      |
| Once  | 0.0          | 60.0   | 40.0    | 40.0   | 35.9 | 33.3    | 60.0   | 10.0    | 50.0   | 38.5 |
| Twice   | 44.4         | 30.0   | 0.0     | 20.0   | 23.1 | 11.1    | 20.0   | 0.0     | 0.0    | 7.7  |
| Don't know  | 0.0          | 0.0    | 0.0     | 0.0    | 0.0  | 0.0     | 10.0   | 0.0     | 0.0    | 2.6  |
| N   | 9            | 10     | 10      | 10     | 39   | 9       | 10     | 10      | 10     | 39   |

It is mentioned that the report of school visit should include information on WASH situations, the existing reporting format does not support such reporting. The reporting format does not have provision for additional data on explaining present status of WASH facilities such as cleanliness, usability which are the key factors of determining the WASH status of that school.

There is different quota for different level of GoB officials to be covered every month and that quota does not allow coverage of all schools. Schools in hard to reach areas are often neglected.

**Circular Content 8:** District administration has to request local NGOs so that they engage in pervasive promotion of school sanitation. NGOs and other non-government organizations will put forward pervasive publicity regarding keeping toilets clean, safe drinking water and washing of hands.

According to the suggestions of the government circular, it has been mentioned that schools teacher along with SMC, government officials should play an active role for sanitation and hygiene development at schools. The study tried to assess their role in this regard at school level through identifying their roles and responsibilities performed in the meantime. The personnel from district administration disclose that there have been promotional activities by NGO and other non-government organizations and they encouraged them to continue the good work. They added that they would provide full support to any WASH activities in their area.

The study tried to find out the incidence of promotional activities on sanitation and hygiene including the supported organizations along with types of promotional activities like campaign, leaflet distribution, day celebration, rally, hardware assistance, workshop, seminar etc.

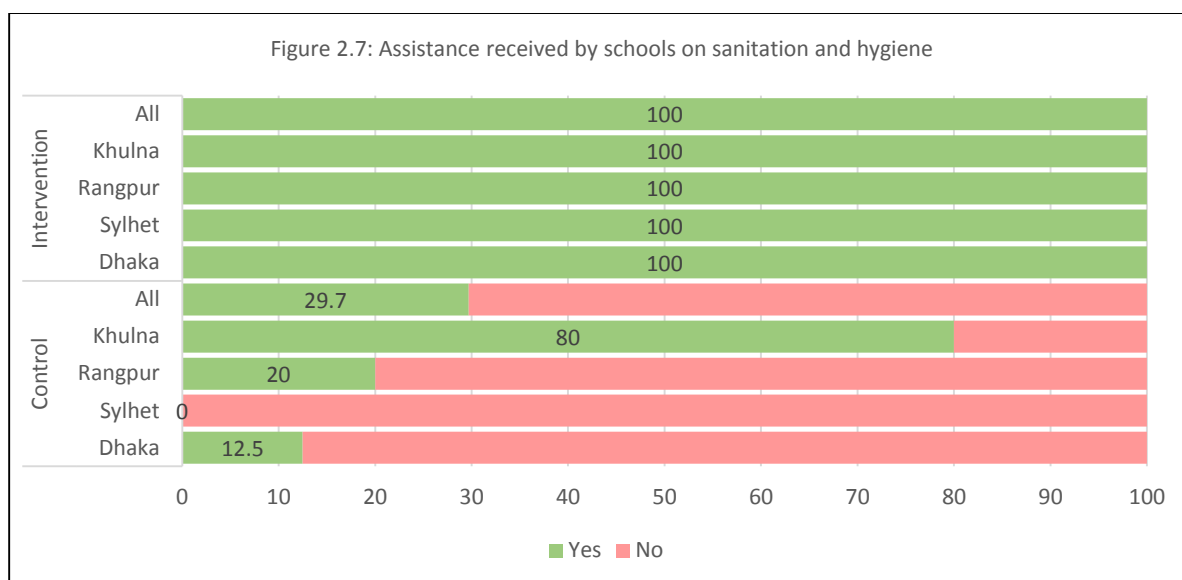
All intervention schools participated in promotional activities while only 53.8 percent control schools did so. In this connection, mostly NGOs have been playing a vital role in arranging/managing such promotional activities. Data suggests that more than four-fifth of the schools (combining treatment and control) participated in promotional events supported by NGOs. Table 2.11 suggests that campaign, rally, and day celebration are the most frequent promotional activities.

**Table 2.12: Initiatives of Promotional Activities at Schools**

| Promotional Activities                                | Intervention | Control |
|---|--------------|---------|
| Yes   | 100          | 53.8    |
| No  | 0            | 46.2    |
| N   | 39           | 39      |
| <b>Supported organizations (Multiple Response)</b>    |              |         |
| NGO   | 87.2         | 76.2    |
| DC/Government   | 5.1          | 14.3    |
| Others  | 7.7          | 9.5     |
| N   | 39           | 21      |
| <b>Types of Supports provided (Multiple Response)</b> |              |         |
| Campaign  | 76.9         | 42.9    |
| Rally   | 53.3         | 19      |
| Day Celebration                                       | 38.5         | 57.1    |
| Hardware  | 23.1         | 9.5     |
| Repair works  | 25.6         | 14.3    |
| Wall print/Leaflet/pamphlet                           | 25.6         | 9.5     |
| Seminar   | 33.3         | 23.8    |
| Meeting   | 23.1         | 9.5     |
| N   | 39           | 21      |

**Qualitative Findings on Promotional Activities**

All the NGO officials have ensured that they have initiated many promotional activities in the respective schools as a part of their responsibilities like latrine establishment, maintenance for latrine, establishment of new water source, WASH discussion and awareness program, rally arrangement, distribution of leaflet, book on sanitation and hygiene including awareness campaign program etc.



All intervention schools received support from NGOs to improve sanitation and hygiene at schools while few (29.7%) of control schools got this opportunity (Figure 2.7). The control schools received some awareness but such awareness was not associated with circular’s implementation.

Most of the intervention schools (82.1%) received assistance for establishing new sanitation facility at schools. In addition, 71.8 percent received aid for installing water sources in the schools. Furthermore, teachers of 56.4 percent intervention schools received training. Compared to the intervention schools, the assistance received by control schools are very few.

**Table 2.13: Types of assistances received by schools for development of sanitation and hygiene situation (Multiple Response)**

| Assistance                                      | Intervention |        |         |        |      | Control |        |         |        |      |
|---|--------------|--------|---------|--------|------|---------|--------|---------|--------|------|
|   | Dhaka        | Sylhet | Rangpur | Khulna | All  | Dhaka   | Sylhet | Rangpur | Khulna | All  |
| Teacher and/or SMC training                     | 22.2         | 60     | 90      | 50     | 56.4 | 0       | 0      | 20.0    | 10.0   | 7.7  |
| Program curriculum and cleanliness related book | 22.2         | 0      | 60      | 20     | 25.6 | 0       | 0      | 0       | 20     | 5.1  |
| New sanitation facility                         | 77.8         | 100    | 80      | 70     | 82.1 | 11.1    | 0      | 0       | 60     | 17.9 |
| New safe water source                           | 77.8         | 50     | 70      | 90     | 71.8 | 11.1    | 0      | 0       | 60     | 17.9 |
| Maintenance of latrine and water source         | 55.6         | 0      | 40      | 40     | 33.3 | 0       | 0      | 0       | 40     | 10.3 |
| Others  | 22.2         | 60     |         | 10     | 23.1 | 0       | 0      | 0       | 10.0   | 2.6  |
| N   | 9            | 10     | 10      | 10     | 39   | 9       | 10     | 10      | 10     | 39   |

Discussion with NGO officials reveal that there is lack of specification in the circular about their involvement. There is no specific instruction available and the suggestions and requests usually are subject to relevant government official’s choice.

**Circular Content 9:** Adequate flow of air and light has to be ensured for the toilets of educational institutions. Modern technology, motion sensor and green technology may be used. There has to be provision of sufficient water and soap in the toilets.

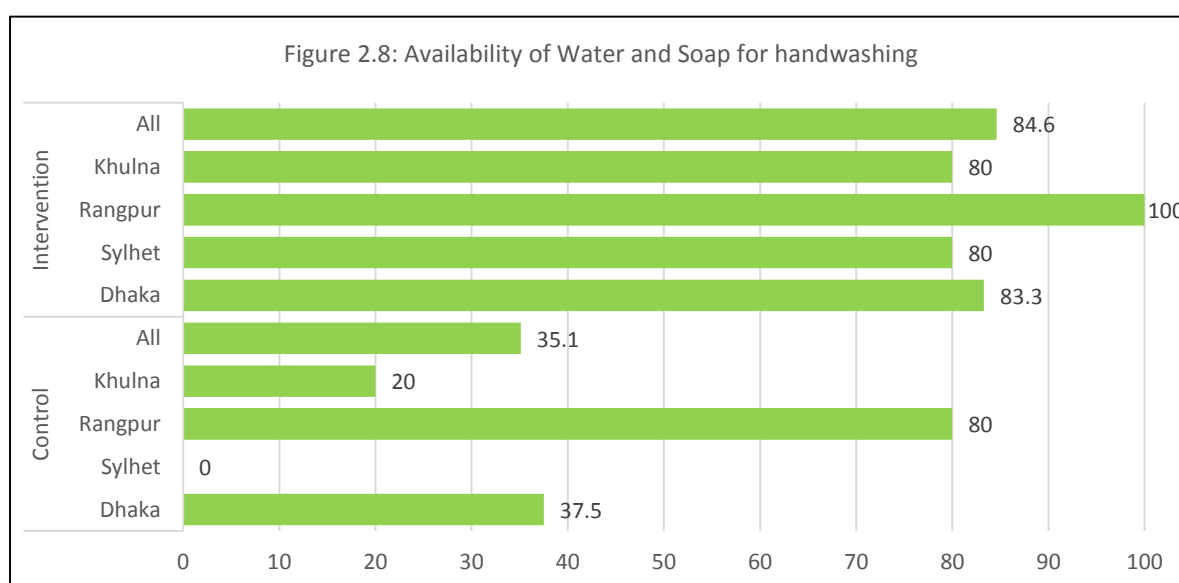
At the time of survey, it was important to assess intervention and control schools for water availability and management in latrines. Among intervention schools, 82.4 percent latrines have tap or piped water supply in their toilets while only 54.8 percent control schools have such capacity. Only 5.6 percent intervention schools preserve water inside toilets for cleaning while 28.8 percent control schools do so. All intervention and control schools located in urban areas have tap or piped water system in latrines (see annex table 2).

**Table 2.14: Status of Water System in the latrines by divisions within intervention and control School Latrines**

| Source of Water   | Intervention |        |         |        |      | Control |        |         |        |      |
|---|--------------|--------|---------|--------|------|---------|--------|---------|--------|------|
|   | Dhaka        | Sylhet | Rangpur | Khulna | All  | Dhaka   | Sylhet | Rangpur | Khulna | All  |
| Tap or piped water inside the latrine                               | 100          | 70.4   | 100     | 57.7   | 82.4 | 100     | 50     | 40      | 40     | 54.8 |
| Water preserved inside latrine (buckets, drums)                     | 0            | 18.5   | 0       | 3.8    | 5.6  | 0       | 50     | 40      | 15     | 28.8 |
| The water source is located next to the latrine                     | 0            | 11.1   | 0       | 11.5   | 5.6  | 0       | 0      | 6.7     | 5      | 2.7  |
| The water source is located more than 30 feet away from the latrine | 0            | 0      | 0       | 15.4   | 3.7  | 0       | 0      | 13.3    | 25     | 9.6  |
| Others  | 0            | 0      | 0       | 11.5   | 2.8  | 0       | 0      | 0       | 15     | 4.1  |

**Qualitative findings on Water Supply System within the school Latrines**

At least half of the students including boys and girls, according to the FGD, reported that water tap is available within the latrines where water is available but this situation is more common in the urban schools. Some of the students reported that water is preserved in a bucket or drum placed inside the latrine for cleaning.



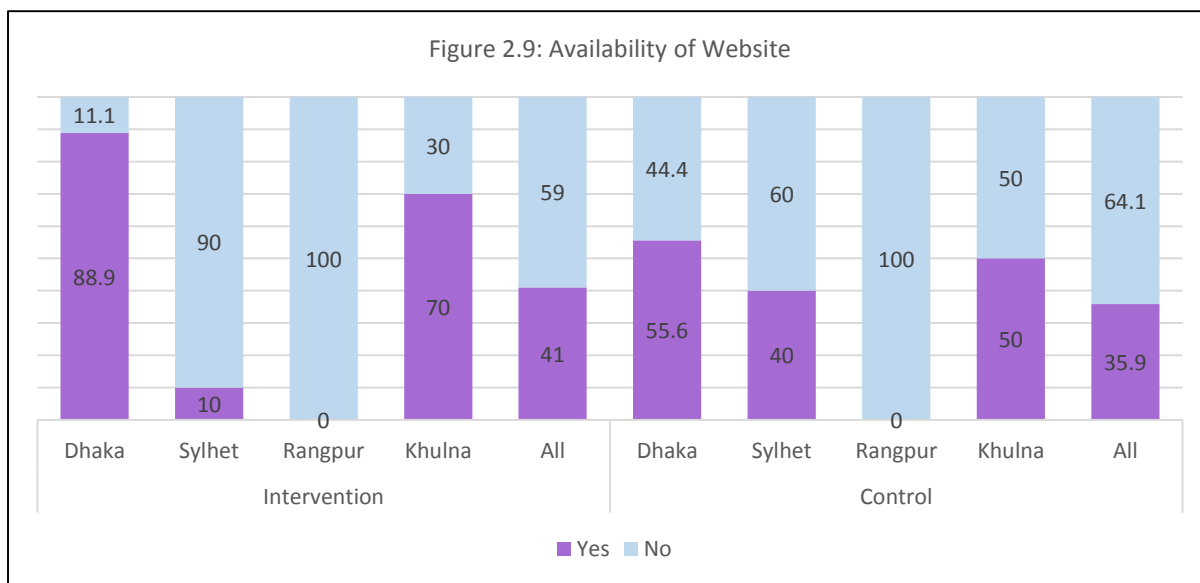
Availability of water and soap is better in intervention schools compared to control schools. 84.6 percent intervention school have water and soap for hand washing while only 35.1 percent control school have both water and soap.

**Qualitative Findings on Hand washing facility and agents at schools**

The FGD with girls in intervention schools indicates that most of the girls' toilet have handwashing facility along with necessary cleaning agents in latrines. However, in some instance the handwashing facility is a little far (nearly 10 feet or so) from the toilet.

**Circular Content 10:** Information regarding cleanliness has to be in the website of the educational institutions.

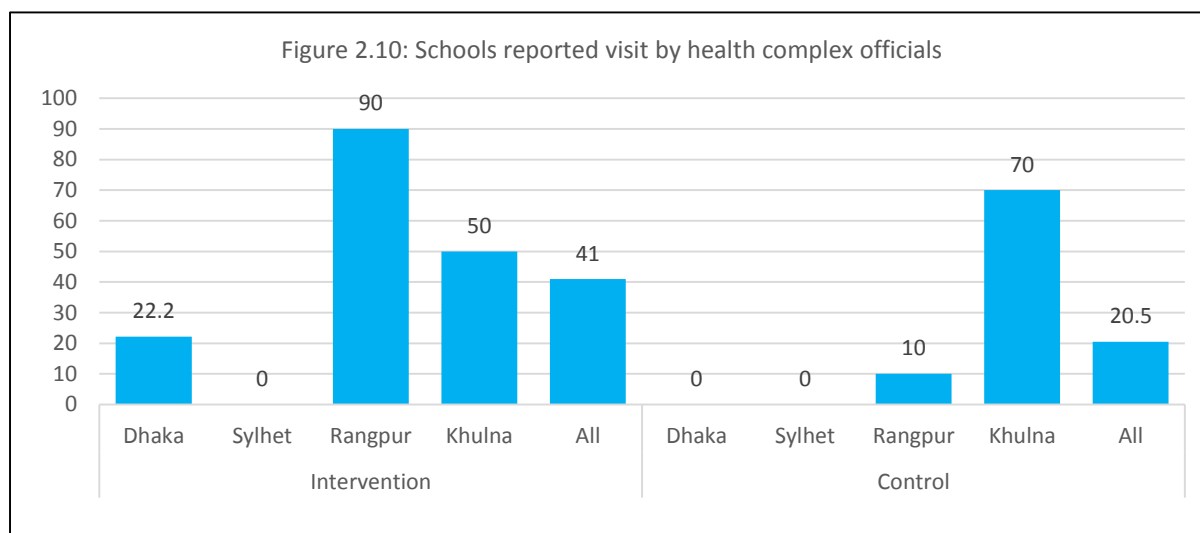
The circular published by government suggested the schools to open their website address with storing information on sanitation and hygiene. Many of the intervention and control schools have done it though this number is not so high.



Surprisingly, 41 percent of intervention schools have already opened their website address while 35.9 percent of control school have done it. But, regarding storing the information on sanitation and hygiene in the website, there has been not much progress. However, SMC members of intervention schools with websites mentioned that they are planning to include sanitation information. Meanwhile, schools without websites are thinking about opening websites.

**Circular Content 11:** District administration will encourage the local health complex (government and/or nongovernment) to inspect educational institutions at least twice a year.

Figure 2.10 presents the status of visit by health complex officials at schools. Among intervention schools, 41 percent had visits from officials from local health complex. Such proportion is half (20.5%) among control schools.



The local health complex official in Rangpur was well aware of the circular. They make field visits in accordance with the circular as they received instructions from DDFP. However, there is no reporting form/format to submit report from school observation. In Khulna, the local health complex official reported that they are not aware of the circular. The official added that health assistants, health inspectors and assistant health inspectors visit schools on monthly basis but the purpose is not inspection of sanitation facilities. In Sylhet, the local health complex official knows of the circular but did not receive any instruction from seniors and hence does not take any action. In Dhaka, the local health complex official neither knows of the circular nor received any instructions from seniors.

### 2.3 WASH Training for Teachers

WASH training for the school teachers can help the schools to encourage for a sound sanitation practice like toilet cleaning, handwashing, MHM management, and safe water management. Most of the intervention schools (84.6%) have at least one teacher who have received WASH training while one-third of the control schools (33.3%) had such teacher.

**Table 2.15: Proportion of Teachers received WASH trainings**

| Teachers             | Intervention |        |         |        |      | Control |        |         |        |      |
|----------------------|--------------|--------|---------|--------|------|---------|--------|---------|--------|------|
|                      | Dhaka        | Sylhet | Rangpur | Khulna | All  | Dhaka   | Sylhet | Rangpur | Khulna | All  |
| All teacher          | 0            | 0      | 50      | 0      | 11.9 | 12.5    | 0      | 0       | 0      | 2.6  |
| Some teachers        | 77.8         | 10     | 40      | 60     | 50   | 12.5    | 0      | 0       | 70     | 20.5 |
| One teacher          | 11.1         | 50     | 10      | 30     | 23.8 | 12.5    | 0      | 20      | 10     | 10.3 |
| Nobody               | 11.1         | 40     | 0       | 10     | 14.3 | 62.5    | 100    | 80      | 20     | 66.7 |
| <b>N</b>             | 9            | 10     | 10      | 10     | 42   | 8       | 9      | 10      | 10     | 39   |
| At least one teacher | 88.9         | 60.0   | 100.0   | 90.0   | 84.6 | 33.3    | 0.0    | 20      | 80     | 33.3 |

All the teachers of intervention and control schools were asked what kind of steps or tasks they had executed for betterment of sanitation and hygiene condition at schools upon receiving training on WASH. In responses are presented in the Table 2.16.

**Table 2.16: Steps initiated at schools after having WASH training**

| Tasks   | Intervention | Control |
|---|--------------|---------|
| Sanitation and Hygiene Issue have been included in Annual Action Plan     | 78.8         | 46.2    |
| WASH Committee has been formed by the Scout and Girl's guide              | 54.5         | 15.4    |
| WASH Committee has been familiar with Sanitation and hygiene              | 72.7         | 30.8    |
| Availability of Soaps in Latrines for handwashing                         | 84.8         | 53.8    |
| Health care Session including sanitation and hygiene arrange for students | 66.7         | 23.1    |
| Books/articles provided to the students (except text book)                | 33.3         | 15.4    |
| <b>N</b>  | 32           | 11      |

Most articulately, a good response in taking actions for betterment of sanitation and hygiene condition has been observed within the intervention schools rather than the control schools. In addition, the response for taking steps among all intervention schools located all study areas are significantly higher than the control schools (see annex table 6).

Normally class sessions are arranged on the topics of sanitation, hygiene, health care and MHM at both the intervention and control schools. Most importantly, within the control schools, the discussion flow on MHM issue is less than the intervention schools.

**2.4 Comparative Index on WASH for Schools**

Using the data collected from the survey, we prepared a simple index containing 10 variables. All variables are given equal weight. The variables selected for the index are a mix of different features articulated in the contents of the circular. Following is the list of variables chosen for the index:

1. School has separate WASH management fund
2. School included Water, Sanitation and Hygiene issues in annual plan
3. School has WASH management committee
4. School was involved in WASH promotional activities
5. School has at least 1 teacher trained on WASH
6. School assigned female teacher for MHM counseling/discussion
7. School arranged lessons on WASH
8. School has facilities for differently able students in at least 1 toilet
9. School has separate toilet facility for girls
10. School has arrangement of sanitary pad for girls

Responses to each of the variables was collected from each of the surveyed schools. The indicators were recorded into '1' for a positive status and '0' for a negative status.

Let, the binary variable,  $S_{ij}$ =  $\begin{cases} 1, & \text{if yes} \\ 0, & \text{if no} \end{cases}$

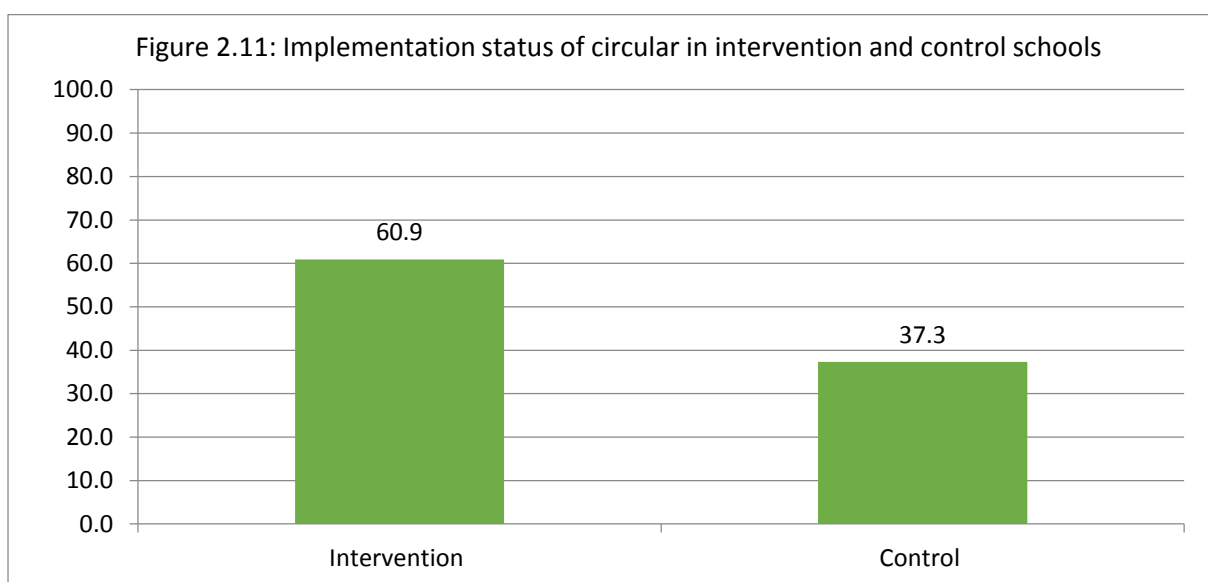
i= type of school = 1, 2  
 j= specific indicator = 1, 2, ... ..,10

Scores from two types of schools were added separately and then divided by maximum possible score by that group of school. The final score is presented as a percentage compared to maximum possible value. The results are summarized in the following table 2.18 describes the results.

Table 2.17: Comparative Score of index by school type

| School type  | No. of sample schools | Number of variables | Maximum possible score | Obtained Score | Index |
|--------------|-----------------------|---------------------|------------------------|----------------|-------|
| Intervention | 39                    | 12                  | 468                    | 285            | 60.9  |
| Control      | 40                    | 12                  | 480                    | 179            | 37.3  |

The index suggests that, with intervention comply with 60.9 percent of WASH quality while control schools only comply with 37.3 percent WASH quality. Considering the fact that the indicators were set in line with the contents of the circular this can be considered as proxy for implementation status of circular in intervention and control schools.



In intervention schools, greater number of teachers, head masters, and SMC members are aware of the circular and these schools received greater support from NGOs regarding implementation of the circular. In addition, Intervention schools have separate sanitation fund as courtesy of conditional grants by WaterAid Bangladesh. So, the difference in implementation status between intervention and control schools can possibly be attributed to activities undertaken in intervention schools focusing on circular specific implementation strategies through NGOs.

## CHAPTER 3:

# DISCUSSION AND CONCLUSIONS WITH RECOMMENDATIONS

### 3.1 Overall Discussion

The WASH supported intervention schools, which have been acquainted with the circular as part of NGO interventions, appear to be more on track in implementing WASH improvements in schools in line with the government circular. As a result of the projects in the intervention schools, knowledge regarding circular among the teachers, SMC members, headmasters has increased than the control schools. In keeping the toilet clean, most of the intervention schools have been successful than the control schools. It should be noted here that many students of intervention schools are overwhelmingly involved in toilets cleaning activities. Management of gender friendly and single sex toilets is highly achieved than that of control schools. In addition, many of the intervention schools have managed the toilet useful for the physically challenged persons by attaching ramp and rail within the toilets. On the other hand, the control schools have mostly failed to manage this facility within the schools. Sanitation and hygiene discussion takes place almost in all intervention schools and in a greater part of control schools. Menstrual hygiene management is also a great success of intervention schools. Provision of sanitary napkin supply is observed in all intervention schools although all control schools do not have this facility. School inspection from district office is not so regular thought his coverage within control schools is observed higher than the coverage of control schools. The project needs to take additional care to increase the monitoring coverage of district office and local health complex for further sanitation and hygiene achievement within the schools.

### 3.2 Key Role Players for Sanitation and Hygiene Development in Schools

Based on the qualitative documents, at the root level, the school managing committee in association with school teachers, parents and local elite persons can play an active role for school sanitation and hygiene development by managing a source of separate sanitation fund and asking any kind technical assistance from NGOs and district education officers. In this connection, SMC can include this WASH into his annual action plan on the basis of the government circular according to their managed fund. District education officer and thana/upazila education officer will contribute them in identifying and management of fund and also in development of annual action plan for sanitation and hygiene. Further, they will conduct evidence based systematic monitoring visit recording all kinds of update in reporting format. At this time, the district education office might include LGED asking necessary supports according to their capability for sanitation and hygiene development within schools. Local health complex might be included here not only by encouragement but also a notice from district office for school sanitation and hygiene inspection.

### 3.3 Conclusions

WaterAid Bangladesh has been working on WASH in Schools for many years. As part of its programmatic work in schools, WAB and its partners also orient schools on the circular and its requirements. Therefore, schools that have received support from WAB and partners at least partially represent the impact of applying the requirements of the circular, and provide an interesting case of how WASH in schools (WinS) is impacted by incorporation of the circular.

The survey provide evidence that the WASH situations in intervention schools is better compared to control schools; however, there appears to be scope for further improvements if all the requirements of the circular are implemented. The circular is well articulated with opportunities to improve (i.e., specifying definitions, mentioning activities, roles and responsibilities) in future. Since evidence suggests that implementing the action points mentioned the circular associated with community awareness can result improvement in WASH educational institutions actions should be taken to implement it in all educational institutions.

**Figure 3.1: Responsible Key Players**

|                                       |  |
|---------------------------------------|--|
| <b>Ministry of Education (MoE)</b>    | <ul style="list-style-type: none"> <li>•Develop monitoring mechanism for the effective implications of the circular in schools.</li> <li>•Develop more specific direction of every contents of the circular</li> <li>•Ensure the inclusion of LGED in sanitation and hygiene development activities</li> </ul>   |
| <b>District Education Office</b>      | <ul style="list-style-type: none"> <li>• Develop monitoring mechanism in combination with upazila/thana education office, local health complex and SMC</li> <li>•Develop a chain of coordination within the upazila/thana education office, LGED, SMC and NGO.</li> <li>•Role for necessary fund management and allocation with identification of fund sources.</li> </ul>                     |
| <b>Upazila/Thana Education Office</b> | <ul style="list-style-type: none"> <li>•They can work directly and more closely with the schools head master, SMC, and other development organizations at schools level.</li> <li>•They can prepare the monthly report on existing situation of every content of the circular identifying the steps need to be taken and this monthly report should be submitted to the DEO office.</li> </ul> |
| <b>Local Health Complex</b>           | <ul style="list-style-type: none"> <li>•Keep continuing monitoring visit and reporting on the hygiene and sanitation condition and the report should be shared with the thana/upazila office and DEO</li> </ul>  |
| <b>LGED</b>                           | <ul style="list-style-type: none"> <li>•Inclusion of LGED for sanitation and hygiene development activities.</li> </ul>  |
| <b>Role of NGOs</b>                   | <ul style="list-style-type: none"> <li>•Help in providing hardware and software assistance to the schools</li> <li>•Promotional activities</li> <li>•Specific Fund for sanitation and hygiene</li> </ul>   |
| <b>School Authority</b>               | <ul style="list-style-type: none"> <li>•SMC in association with school teachers can take lead role for sanitation and hygiene development through fund collection and management</li> <li>•Parents, local elite persons including chairman should be involved.</li> </ul>  |

### 3.4 Recommendations

- The circular should be considered as a comprehensive guide to improving WASH in schools, and should form the basis of WASH planning and services in all secondary education institutions.
- This circular connects different ministries and departments. There is a necessity of coordination among the different ministries and departments.
- The different activities of donor agencies to achieve improved WASH situation should be assessed and most applicable ones should be identified through pilot and then implemented at large scale.
- The Existing EMIS database should be reviewed, strengthened, and applied (like Health Management Information System) to assess the WASH situation in schools. Necessary capacity building should be in place to update, use, and report for the EMIS system.
- Teachers Training Curriculum may include WASH and MHM counseling (for females) in their curriculum
- Awareness campaign on sanitation and hygiene should be arranged at school with presence of district officials, health complex office, parents, students and SMC members on the basis of the circular.

- Advocacy meeting should be arranged with district officials to make provision on action plan for WASH development in schools including the time plan for activities yet to be done and fund management in association with the SMC members.
- Special visit of District Officials on sanitation and hygiene needs to be ensured at least once in three months in order to observe the sanitation and hygiene condition of the schools with proper documentation.
- The headmaster should be encouraged to prepare monthly sanitation report about performed activities and activities yet to be done according to the circular. Further, this report should be placed to the district office and SMC.
- The teacher should discuss about the circular with the parents on the parents day at schools.
- All the health complex nearer to the schools should be provided with the copy of circular so that they visit the schools and write down the sanitation progress at school with proper documentation. Further, an order should be issued by the district office.
- This circular should be hanged on the notice board of the school in order to introduce it with the students and all teachers of the schools.
- The school should manage and maintain a separate budget for development of sanitation and hygiene in consultation with the SMC.

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## **Annex 1**

### **Data Tables**

Annex Table 1: Distribution of improved latrines by Divisions within intervention and control group

| Types of Latrines            | intervention |        |         |        |      | Control |        |         |        |      |
|------------------------------|--------------|--------|---------|--------|------|---------|--------|---------|--------|------|
|                              | Dhaka        | Sylhet | Rangpur | Khulna | All  | Dhaka   | Sylhet | Rangpur | Khulna | All  |
| Only Girls                   | 58.3         | 70.0   | 40.0    | 50.0   | 54.8 | 37.5    | 88.9   | 30.0    | 30.0   | 45.9 |
| Girls and Female Teacher     | 33.3         | 10.0   | 60.0    | 30.0   | 33.3 | 25.0    |        | 10.0    | 40.0   | 18.9 |
| Only Boys                    | 50.0         | 70.0   | 40.0    | 60.0   | 54.8 | 12.5    | 66.7   |         | 40.0   | 29.7 |
| Boys and Male Teacher        | 41.7         |        | 20.0    | 40.0   | 26.2 | 12.5    | 22.2   | 10.0    | 20.0   | 16.2 |
| Both Male and Female Teacher | 33.3         | 90.0   | 30.0    | 50.0   | 50.0 | 62.5    | 44.4   | 40.0    | 30.0   | 43.2 |
| Both Boys and Girls          |              |        |         |        |      |         |        |         |        |      |
| Not Specific/For all         |              |        |         |        |      |         |        | 40.0    | 10.0   | 13.5 |
| For Physically Disable       |              |        | 10.0    | 10.0   | 4.8  |         | 22.2   |         | 20.0   | 10.8 |

Annex Table 2: Status of Water System in the latrines by urban and rural within intervention and control group

| Types of Water Supply   | Intervention |       |      | Control |       |      |
|---|--------------|-------|------|---------|-------|------|
|   | Urban        | Rural | All  | Urban   | Rural | All  |
| Tap or piped water inside the latrine                               | 100.0        | 75.3  | 82.4 | 100.0   | 50.0  | 54.8 |
| Water pots (buckets) inside the latrine                             |              | 7.8   | 5.6  |         | 31.8  | 28.8 |
| The water source is located next to the latrine                     |              | 7.8   | 5.6  |         | 3.0   | 2.7  |
| The water source is located more than 30 feet away from the latrine |              | 5.2   | 3.7  |         | 10.6  | 9.6  |
| Other   |              | 3.9   | 2.8  |         | 4.5   | 4.1  |

Annex Table 3: Availability of Hand washing agents in the latrines by urban and rural within intervention and control group

| Hand Washing Agents          | Intervention |       |      | Control |       |      |
|------------------------------|--------------|-------|------|---------|-------|------|
|                              | Urban        | Rural | All  | Urban   | Rural | All  |
| Have hand-washing agents     | 90.0         | 100.0 | 97.6 | 75.0    | 81.8  | 81.1 |
| Only Girls                   | 70.0         | 43.8  | 50.0 | 50.0    | 18.2  | 21.6 |
| Girls and Female Teacher     | 40.0         | 34.4  | 35.7 |         | 21.2  | 18.9 |
| Only Boys                    | 60.0         | 50.0  | 52.4 |         | 9.1   | 8.1  |
| Boys and Male Teacher        | 40.0         | 28.1  | 31.0 | 25.0    | 15.2  | 16.2 |
| Both Male and Female Teacher | 50.0         | 59.4  | 57.1 | 50.0    | 39.4  | 40.5 |
| Both Boys and Girls          |              |       |      |         | 9.1   | 8.1  |
| Not Specific/For all         |              |       |      |         | 15.2  | 13.5 |
| For Physically Disable       |              | 3.1   | 2.4  |         | 6.1   | 5.4  |

Annex Table 4: WASH related Training at Schools by urban and rural

| WASH Training | Intervention |       |      | Control |       |      |
|---------------|--------------|-------|------|---------|-------|------|
|               | Urban        | Rural | All  | Urban   | Rural | All  |
| Yes           | 60.0         | 81.3  | 76.2 |         | 33.3  | 29.7 |
| No            | 40.0         | 18.8  | 23.8 | 100.0   | 66.7  | 70.3 |
| N             | 10           | 32    | 42   | 4       | 33    | 37   |

Annex Table 5: Knowledge about the contents of the government circular among the responsible teachers

| Contents  | Intervention |        |         |        |      | Control |        |         |        |     |
|---|--------------|--------|---------|--------|------|---------|--------|---------|--------|-----|
|   | Dhaka        | Sylhet | Rangpur | Khulna | All  | Dhaka   | Sylhet | Rangpur | Khulna | All |
| Separate toilet system for girls students                       | 20           | 0      | 20      | 0      | 13   | 0       | 0      | 14.3    | 10     | 10  |
| Discussion about maintenance of cleanliness during menstruation | 60           | 66.7   | 70      | 40     | 60.9 | 50      | 0      | 28.6    | 30     | 30  |
| To provide Sanitary Napkin                                      | 0            | 0      | 10      |        | 4.3  | 0       | 0      | 14.3    | 10     | 10  |
| Ensure gender-friendly sanitation system                        | 0            | 0      | 20      | 60     | 21.7 | 0       | 0      | 0       | 0      | 0   |
| Required leadership for keeping clean toilet                    | 0            | 0      | 10      | 20     | 8.7  | 0       | 0      | 14.3    | 10     | 10  |
| Discussion on maintenance of cleanliness                        | 0            | 0      | 10      |        | 4.3  |         |        | 28.6    | 20     | 20  |
| Discussion on sanitation system (keeping clean)                 | 20           | 33.3   | 10      | 20     | 17.4 | 50      | 100    | 28.6    | 40     | 40  |
| Formation of student cabinet                                    | 0            | 0      | 10      | 0      | 4.3  |         |        | 14.3    | 10     | 10  |
| Supervision of management committee on cleanliness of toilet    | 0            | 0      | 20      | 0      | 8.7  |         |        | 28.6    | 20     | 20  |
| Arrange separate toilets for girls student                      | 0            | 0      | 10      | 0      | 4.3  |         |        | 28.6    | 20     | 20  |
| Facility for girls students to maintain care for menstruation   | 0            | 33.3   | 0       | 0      | 4.3  | 0       | 0      | 0       | 0      | 0   |
| Health awareness for disable children                           | 20           | 33.3   | 0       | 0      | 8.7  | 0       | 0      | 0       | 0      | 0   |
| To be increased number of toilets according to boy-girls ratio  | 0            | 33.3   | 0       | 0      | 4.3  | 0       | 0      | 0       | 0      | 0   |

| Contents   | Intervention |        |         |        |     | Control |        |         |        |     |
|--|--------------|--------|---------|--------|-----|---------|--------|---------|--------|-----|
|  | Dhaka        | Sylhet | Rangpur | Khulna | All | Dhaka   | Sylhet | Rangpur | Khulna | All |
| Ensure availability of pure drinking water   | 0            | 33.3   |         | 20     | 8.7 | 0       | 0      | 0       | 0      | 0   |
| MHM  | 20           | 0      | 0       | 0      | 4.3 | 50      |        |         | 10     | 10  |
| To be brought system of supervision for management committee                             | 0            | 0      | 0       | 20     | 4.3 | 0       | 0      | 0       | 0      | 0   |
| Take responsibility for female teachers about the maintenance system during menstruation | 0            | 0      | 0       | 20     | 4.3 | 0       | 0      | 0       | 0      | 0   |
| About hand washing   | 0            | 0      | 0       | 40     | 8.7 | 0       | 0      | 0       | 0      | 0   |
| Health practice  | 0            | 0      | 0       |        |     | 50      |        |         | 10     | 10  |
| There to have clean environment in school  | 0            | 0      | 10      |        | 4.3 | 0       | 0      | 0       | 0      | 0   |
| To ensure not to have absence of students due to not having toilet                       | 0            | 33.3   | 0       | 0      | 4.3 | 0       | 0      | 0       | 0      | 0   |

Annex Table 6: Steps initiated at schools after having WASH training by divisions

| Steps   | Intervention |        |         |        |      | Control |        |         |        |      |
|---|--------------|--------|---------|--------|------|---------|--------|---------|--------|------|
|   | Dhaka        | Sylhet | Rangpur | Khulna | All  | Dhaka   | Sylhet | Rangpur | Khulna | All  |
| Sanitation and Hygiene Issue have been included in Annual Action Plan | 44.4         | 100    | 100     | 87.5   | 81.3 |         |        | 50      | 71.4   | 54.5 |
| WASH Committee has been formed by the Scout and Girl's guide          | 55.6         |        | 100     | 37.5   | 56.3 |         |        |         | 28.6   | 18.2 |
| WASH Committee has been familiar with Sanitation and hygiene          | 55.6         | 100    | 90      | 62.5   | 75   | 50      |        |         | 42.9   | 36.4 |
| Availability of Soaps in Latrines for handwashing                     | 66.7         | 100    | 90      | 100    | 87.5 | 50      |        | 50      | 71.4   | 63.6 |
| Health care Session including sanitation and                          | 22.2         | 100    | 100     | 62.5   | 68.8 |         |        | 50      | 28.6   | 27.3 |

| Steps   | Intervention |        |         |        |      | Control |        |         |        |      |
|---|--------------|--------|---------|--------|------|---------|--------|---------|--------|------|
|   | Dhaka        | Sylhet | Rangpur | Khulna | All  | Dhaka   | Sylhet | Rangpur | Khulna | All  |
| hygiene arrange for students                              |              |        |         |        |      |         |        |         |        |      |
| Books/articles provided to the students (except textbook) |              |        | 80      | 37.5   | 34.4 | 50      |        | 50      |        | 18.2 |
| <b>N</b>  | 9            | 5      | 10      | 8      | 32   | 2       |        | 2       | 7      | 11   |

Annex Table 7: Frequency of discussion on Sanitation and hygiene with students

| Timeline         | Control/Intervention |        |         |        |      | Control |        |         |        |      |
|------------------|----------------------|--------|---------|--------|------|---------|--------|---------|--------|------|
|                  | Dhaka                | Sylhet | Rangpur | Khulna | All  | Dhaka   | Sylhet | Rangpur | Khulna | All  |
| Once in 1 month  | 100.0                | 90.0   | 90.0    | 80.0   | 89.7 | 88.9    | 90.0   | 50.0    | 70.0   | 74.4 |
| Once in 3 months |                      | 10.0   | 10.0    | 20.0   | 10.3 |         |        | 40.0    | 30.0   | 17.9 |
| Once in 6 months |                      |        |         |        |      |         |        |         |        |      |
| Do not discuss   |                      |        |         |        |      | 11.1    | 10.0   | 10.0    |        | 7.7  |
| <b>N</b>         | 9                    | 10     | 10      | 10     | 39   | 9       | 10     | 10      | 10     | 39   |

Annex Table 8: Availability of WASH Committee and involvement of Students

| Group/Committee                            | Intervention |        |         |        |      | Control |        |         |        |      |
|--|--------------|--------|---------|--------|------|---------|--------|---------|--------|------|
|  | Dhaka        | Sylhet | Rangpur | Khulna | All  | Dhaka   | Sylhet | Rangpur | Khulna | All  |
| Availability of WASH group/committee       |              |        |         |        |      |         |        |         |        |      |
| Yes  | 58.3         | 0      | 100     | 90     | 61.9 | 37.5    | 0      | 30      | 90     | 40.5 |
| No   | 41.7         | 100    | 0       | 10     | 38.1 | 62.5    | 100    | 70      | 10     | 59.5 |
| Students Involvement in the WASH committee |              |        |         |        |      |         |        |         |        |      |
| Yes  | 50           | 0      | 60      | 60     | 42.9 |         |        | 10      | 20     | 8.1  |
| No   | 50           | 100    | 40      | 40     | 57.1 | 100     | 100    | 90      | 80     | 91.9 |
| <b>N</b>                                   | 12           | 10     | 10      | 10     | 42   | 8       | 9      | 10      | 10     | 37   |

Annex Table 9: Initiatives of Promotional Activities at Schools by divisions

| Status                                     | Control/Intervention |        |         |        |      | Control |        |         |        |      |
|--|----------------------|--------|---------|--------|------|---------|--------|---------|--------|------|
|  | Dhaka                | Sylhet | Rangpur | Khulna | All  | Dhaka   | Sylhet | Rangpur | Khulna | All  |
| Yes  | 100                  | 60     | 100     | 100    | 89.7 | 44.4    | 50     | 50      | 70     | 53.8 |
| No   |                      | 40     |         |        | 10.3 | 55.6    | 50     | 50      | 30     | 46.2 |
| <b>N</b>                                   | 9                    | 10     | 10      | 10     | 39   | 9       | 10     | 10      | 10     | 39   |
| Supported organizations (in yes) (27)      |                      |        |         |        |      |         |        |         |        |      |
| NGO  | 88.9                 | 83.3   | 90      | 100    | 91.4 | 50      | 60     | 80      | 100    | 76.2 |
| DC/Government                              |                      |        | 10      |        | 2.9  |         | 40     | 20      |        | 14.3 |
| Others                                     | 11.1                 | 16.7   |         |        | 5.7  | 50      |        |         |        | 9.5  |
| <b>N</b>                                   | 9                    | 6      | 10      | 10     | 35   | 4       | 5      | 5       | 7      | 21   |
| Types of Supports provided (27 if yes, 28) |                      |        |         |        |      |         |        |         |        |      |
| Campaign                                   | 77.8                 | 66.7   | 90      | 60     | 74.3 | 25      | 80     | 20      | 42.9   | 42.9 |
| Rally                                      | 22.2                 | 33.3   | 50      |        | 25.7 |         | 40     |         | 28.6   | 19   |
| Day Celebration                            | 44.4                 | 33.3   | 100     | 60     | 62.9 | 50      |        | 60      | 100    | 57.1 |

Assessment of Implementation of the Ministry of Education circular titled 'Improving the Toilet and Sanitation conditions in Secondary and Higher Secondary Schools, Madrasas and Technical & Vocational institutions'

| Status                      | Control/Intervention |        |         |        |      | Control |        |         |        |      |
|-----------------------------|----------------------|--------|---------|--------|------|---------|--------|---------|--------|------|
|                             | Dhaka                | Sylhet | Rangpur | Khulna | All  | Dhaka   | Sylhet | Rangpur | Khulna | All  |
| Hardware (Toilet)           | 22.2                 |        |         | 30     | 14.3 |         |        |         | 28.6   | 9.5  |
| Repair works                | 11.1                 |        |         | 50     | 17.1 | 25      |        |         | 28.6   | 14.3 |
| Wall print/Leaflet/pamphlet | 22.2                 |        |         | 40     | 17.1 |         |        |         | 28.6   | 9.5  |
| Seminar                     | 22.2                 |        | 20      | 50     | 25.7 | 25      | 20     | 60      |        | 23.8 |
| Meeting                     |                      | 83.3   |         |        | 14.3 | 25      | 20     |         |        | 9.5  |
| N                           | 9                    | 6      | 10      | 10     | 35   | 4       | 5      | 5       | 7      | 21   |

Annex Table 10: Availability of Website of the schools

| Status                                    | Intervention |        |         |        |      | Control |        |         |        |      |
|---|--------------|--------|---------|--------|------|---------|--------|---------|--------|------|
|   | Dhaka        | Sylhet | Rangpur | Khulna | All  | Dhaka   | Sylhet | Rangpur | Khulna | All  |
| Yes                                       | 88.9         | 10     |         | 70     | 41   | 55.6    | 40     |         | 50     | 35.9 |
| No  | 11.1         | 90     | 100     | 30     | 59   | 44.4    | 60     | 100     | 50     | 64.1 |
| N   | 9            | 10     | 10      | 10     | 39   | 9       | 10     | 10      | 10     | 39   |
| Available WASH information in the website |              |        |         |        |      |         |        |         |        |      |
| Yes                                       | 37.5         |        |         | 100    | 62.5 | 80      | 25     |         | 100    | 71.4 |
| No  | 62.5         | 100    |         |        | 37.5 | 20      | 75     |         |        | 28.6 |
| N   | 8            | 1      |         | 7      | 16   | 5       | 4      |         | 5      | 14   |

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**Annex -2****Data Collection Instruments**

# Assessment of Implementation of the Ministry of Education circular titled 'Improving the Toilet and Sanitation conditions in Secondary and Higher Secondary Schools, Madrasas and Technical & Vocational institutions'

## DCI-1: School Physical Survey

Greetings,

My name..... I have come from a research organization named Human Development Research Centre (HDRC). By reviewing toilet mismanagement, health problems of girls, and absence in the educational institutions, the Government of Bangladesh published a circular in 2015, titled: Improving the Toilet and Sanitation conditions in Secondary and Higher Secondary Schools, Madrasas and Technical & Vocational institutions. With the assistance of Water Aid Bangladesh, and in the context of that circular, we are conducting a survey with the officers of government/private agencies and authorities of educational institutions.

Through this survey, on the basis of the circular, the topics of toilet and menstrual period related facilities of the female students would be instantly reviewed and discussed. Your participation in the survey (by supporting the interviewer with relevant data and information) is our utmost wish. It would take maximum 45 minutes to finish the survey. Your participation is completely optional. If you wish, you can avoid answering questions that is embarrassing or could create problems for you. Collected data and information would be used for research purpose only.

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## School component study: Teacher’s survey and spot check

### School Physical Survey

**Instruction:**

- This questionnaire will be filled by Headmaster or any teacher nominated by the Headmaster
- In case of this questionnaire, one researcher will observe and discuss about the facility status of school latrine and the menstruation management of students.
- The researcher should be familiar with the Headmaster and show the circular
- Please tell them that a study is being conducted on field level activities focusing on this circular and you have come here for this purpose.
- Please tell them that you will observe the infrastructure of their school and ask some questions. It will take 30-40 minutes.

**PART I: [QUESTIONNAIRE]**

| SL no. | Questions  |  | Answer |
|--------|--|--|--------|
| 1.1    | Question identification number                         |  |        |
| 1.2    | Starting time of collecting information (Hour: Minute) |  |        |
| 1.4    | Type of the area                                       | Rural.....0<br>Urban..... 1  |        |
| 1.5    | Name of the district and code                          | .....  |        |
| 1.6    | Name of the Upazila and code                           | .....  |        |
| 1.7    | Name of the Union/Ward no.                             | .....  |        |
| 1.8    | Name of the Village/Mohalla                            | .....  |        |
| 1.9    | Name of the School (Write in english capital letter)   | .....  |        |
| 1.10   | Type of the School                                     | Secondary School..... 1<br>Higher Secondary School.....2<br>Madrasah.....3<br>Vocational education center .....4 |        |
| 1.11   | How many shifts are there in this school?              | Number of shift.....   |        |
| 1.12   | Number of students and teachers                        | Students:<br>a. Boys.....<br>b. Girls .....<br>Teacher:<br>a. Male Teacher .....<br>b. Female Teacher.....       |        |
| 1.14   | Date of Interview                                      | Date: .....  |        |

**Section 2: Questions on Sanitation [Sanitation]**

| SL no.  | Questions   | Answer     |
|---|---|------------|
| 2.1   | Is there any latrine in this school?<br>(Ask question and observe)  | No .....0  |
|   |   | Yes .....1 |
| <b><i>Skip note: If the answer of 2.1 no. question is '0', then go to 2.6 no. question.</i></b> |   |            |
| 2.1.a.  | If yes, then please tell the number of latrine in this school? .....  |            |
| 2.2   | Is there any usable/active latrine in this school (If used till the day of the interview)? (Ask question and observe) | No .....0  |
|   |   | Yes .....1 |
| <b><i>Skip note: If the answer of 2.2 no. question is '0', then go to 2.6 no. question.</i></b> |   |            |
| 2.2.a.  | If yes, then please tell number? (Ask question) .....   |            |

**2.3 Information related to the latrine of this School**

| SL no. | Latrine User                 | Type (Code) | How many/ (Number) | How many active? (Number) | Water System (Code) | Ingredients of Hand wash Yes=1, No=0 |
|--------|------------------------------|-------------|--------------------|---------------------------|---------------------|--------------------------------------|
| 01     | 02                           | 03          | 04                 | 05                        | 06                  | 07                                   |
| A      | Only Girls                   |             |                    |                           |                     |                                      |
| B      | Girls and Female Teacher     |             |                    |                           |                     |                                      |
| C      | Only Boys                    |             |                    |                           |                     |                                      |
| D      | Boys and Male Teacher        |             |                    |                           |                     |                                      |
| E      | Both Male and Female Teacher |             |                    |                           |                     |                                      |
| F      | Both Boys and Girls          |             |                    |                           |                     |                                      |
| G      | Not Specific/For all         |             |                    |                           |                     |                                      |
| H      | For Physically Disable       |             |                    |                           |                     |                                      |
|        | Others .....                 |             |                    |                           |                     |                                      |
|        | Others .....                 |             |                    |                           |                     |                                      |
|        | Others .....                 |             |                    |                           |                     |                                      |

| <b><i>Type of Latrine (Colum 3)</i></b>  | <b><i>Water System (Colum 6)</i></b>                                      |
|--|---|
| Latrine that is connected to the Sewerage pipes .....01  | Tap or piped water inside the latrine .....1                              |
| Latrine that is connected to the Septic tanks.....02   | Water pots (buckets) inside the latrine .....2                            |
| There is no Septic tanks, but stool can be removed in the Pit by flashing or pouring water .....03 | The water source is located next to the latrine.....3                     |
| Pit latrine (with slabs and water sealed) .....04  | The water source is located more than 30 feet away from the latrine.....4 |
| Pit latrine with lid (with slabs but no water sealed) .....05                                      | Others (Please specify).....777   |
| Pit latrine with slabs and flash, but no water sealed ...06  | Not applicable .....888   |
| Improved latrine with ventilation .....07  |   |
| Composting latrine (Separate chambers for defecation and urination with water facility) .....08    |   |

|  |  |
|--|--|
| Flash latrine or flash latrine by pouring water that is connected to the canal, drain, river etc. which creates unhygienic environment .....09 |  |
| Pit/hole latrin with no slabs, where mosquitoes/flies can come and go and spread bad odor ..... 10   |  |
| Pit/hole latrine ith slabs, but no water seled or broken water seal and without lid.....11   |  |
| Hanging latrine .....12  |  |
| <b>Open defecation:</b>  |  |
| There is no latrine/Defecation in jungle/bush/open place.....13  |  |
| Others (Please specify).....777  |  |
| Not applicable .....888  |  |

|   |  |   |  |
|---|--|---|--|
| 2.4   | Can be the latrine used during school time thoughtout the year? <u>(Just ask question)</u>   | Can be used thoughtout the year.....1<br>Only in dry season .....2<br>Only in rainy season.....3<br>Others (Please specify)..... 777  |  |
| 2.5   | Who is/are mainly clean the toilet? <u>(Just ask question)</u>   | Only Boys .....1<br>Only Girls .....2<br>Boys-Girls .....3<br>Student Brigred .....4<br>School Staff .....5<br>Hired People.....6<br>Male/Female Teacher .....7<br>Others (Please specify).....777<br>Not applicable .....888 |  |
| 2.6   | If there is no useable/active latrine or students cannot use latrine despite of having useable/active latrine, then where students go for defecation? <u>(Just ask question)</u> | Open Place .....1<br>Any latrine near the school .....2<br>Others (Please specify).....777<br>Not applicable .....888   |  |
| <b>Skip note:</b> If the answer of 2.6 no. question is either '2' or '777' then go to 3.1 no. question. |  |   |  |
| 2.7   | If they defecate in open place, then where is it? <u>(Ask question and observe)</u>  | In the boundary of school.....1<br>Any nearby bush area, but outside the boundaries of school .....2<br>Others (Please specify).....777<br>Not applicable .....888  |  |

**Section 3: School Sanitation and Hygine Education Program Related Questions**

|   |   |  |  |
|---|---|--|--|
| 3.1   | Have you received any training under the School Sanitation and Hygiene Education Program? | No .....0<br>Yes .....1  |  |
| 3.2   | Did the other teachers of the school get Sanitation and Hygiene training?                 | All teacher .....1<br>Some teachers .....2<br>Only one teacher .....3<br>Nobody .....4 |  |
| <b>Skip note:</b> If the answer of 3.1 no. question is '0' and the answer of 3.2 no. question is '4' then go to 3.4 no. question. |   |  |  |

|   |  |  |
|---|--|--|
| 3.3   | After receiving this training, what program / initiatives did you take last year about safe sanitation, cleanliness and to build good habits of cleanliness among the students in your school?<br><i>The things that will be mentioned, write 1 in right side box of them and for other write 0.</i> |  |
| a.  | Annual action plan has been taken, in which sanitation and cleanliness issue has been included   |  |
| b.  | Latrine and Sanitation Committee has been formed by the Scout and Girl's guide   |  |
| c.  | The Latrine and Sanitation Committee has been familiarized with the issues   |  |
| d.  | Soap has been placed in Latrine or hand washing area   |  |
| e.  | Health care related weekly/monthly classess have been organized for the students   |  |
| f.  | Health education related book (except textbook) has been provided to the students to read at home  |  |
| g.  | Others (Please specify)  |  |
| 3.4   | Is there any annual work plan in your school?<br>(Ask question and observe)  | No .....0<br>Yes .....1<br>Don't Know.....999  |
| <b>Skip note: If the answer of 3.4 no. question is either '0' or '999' then go to 3.7 no. question.</b>   |  |  |
| 3.5   | Has the safe sanitation and cleanliness issue been included in annual work plan of your school?<br>(Ask question)  | No .....0<br>Yes .....1<br>Don't Know .....999   |
| <b>Skip note: If the answer of 3.5 no. question is either '0' or '999' then go to 3.7 no. question.</b>   |  |  |
| 3.6   | Can you please show me the annual work plan? [see the annual work plan and be sure that whether sanitation and cleanliness issues have been included]  | Able to show the annual plan, but there is no sanitation and cleanliness issues.....1<br>Able to show the annual plan and sanitation and cleanliness issues have been included .....2<br>Cannot able to show the annual plan.....3 |
| 3.7   | Do you teach your students about the following issues in the class?  | a Sanitation ----- No .....0 Yes.....1<br>b Cleanliness ----- No .....0 Yes.....1<br>c Menstruation related issues-- No.....0 Yes.....1  |
| <b>Skip note: If the each/every answer of 3.7 no. question is '0' then go to 3.9 no. question and if one answer is '1' then go to 3.8 no. question.</b> |  |  |
| 3.8b  | How often sanitation related issues are taught to the students in the class?<br>(Just ask question)  | Daily .....1<br>Weekly .....2<br>After two weeks .....3<br>Once in a month .....4<br>Others (Please specify).....777<br>Not applicable .....888  |
| 3.8c  | How often cleanliness related issues are taught to the students in the class?<br>(Just ask question)   | Daily .....1<br>Weekly .....2<br>After two weeks .....3<br>Once in a month .....4<br>Others (Please specify).....777<br>Not applicable .....888  |

|   |  |   |  |
|---|--|---|--|
| 3.8d  | How often menstruation related issues are taught to the students in the class?<br>(Just ask question)  | Daily .....1<br>Weekly .....2<br>After two weeks .....3<br>Once in a month .....4<br>Others (Please specify).....777<br>Not applicable .....888 |  |
| 3.9   | Has any community hygiene promoter (field worker/NGO staff) visited your school?<br>(Just ask question)  | No .....0<br>Yes .....1<br>Don't know.....999   |  |
| <b>Skip note: If the answer of 3.9 no. question is either '0' or '999' then go to 3.11 no. question.</b>  |  |   |  |
| 3.10  | If the answer of 3.9 no. question is yes, then how many month ago they came here?  | .....month  |  |
| 3.11  | Is any govt. officer/employee visited your school?<br>(Just ask question)  | No .....0<br>Yes .....1<br>Don't know.....999   |  |
| <b>Skip note: If the answer of 3.11 no. question is either '0' or '999' then go to 3.13 no. question.</b> |  |   |  |
| 3.12  | If the answer of 3.11 no. question is yes, then how many month ago came here?  | .....month  |  |
| 3.13  | Do you get any sanitation and cleanliness related book from CHP/other NGO worker for your school?<br>(Just ask question)                       | No .....0<br>Yes .....1<br>Don't know .....999  |  |
| <b>Skip note: If the answer of 3.13 no. question is either '0' or '999' then go to 3.15 no. question.</b> |  |   |  |
| 3.14  | Can you please show me these books?<br>(Ask question and observe)  | There are no books.....0<br>There are books .....1  |  |
| 3.15  | Has any students brigade/ group/ committee been formed for cleanliness program in your school?<br>(Just ask question)                          | No .....0<br>Yes .....1   |  |
| <b>Skip note: If the answer of 3.15 no. question is '0' then go to 3.18 no. question.</b>                 |  |   |  |
| 3.16  | Can you please show me the student's name list of Latrine and Sanitation Committee?<br>(Ask question and observe)                              | Cannot able to show .....0<br>Can able to show .....1   |  |
| 3.17  | What are the responsibilities of Latrine and Sanitation Committee?<br>(Just ask question and answers cannot be read, multiple answer possible) |   |  |
|   | a. Clean the toilet/latrine .....  | 01  |  |
|   | b. Clean the class room/school courtyard .....   | 02  |  |
|   | d. Encourage about school cleanliness .....  | 03  |  |
|   | g. Others (Please specify).....  | 777   |  |

|      |  |   |  |
|------|--|---|--|
| 3.18 | Did you get any program/assistance about the development of school sanitation?   | No .....0<br>Yes .....1<br>Don't know.....999   |  |
|      |  | <b>Skip note: If the answer of 3.18 no. question is either '0' or '999' then go to 3.20 no. question.</b> |  |
| 3.19 | What type of program/assistance did you get?<br><br>The things that will be mentioned, write 1 in right side box of them and for other write 0.  | a. Teacher and SMC training   |  |
|      |  | b. Program curriculum and cleanliness related book  |  |
|      |  | c. New sanitation facility  |  |
|      |  | d. New safe water source  |  |
|      |  | e. Repaire latrine and water source   |  |
|      |  | f. Nothing  |  |
|      |  | g. Others (Please specify)  |  |
| 3.20 | Why students cannot use school's latrine in sometimes despite of having needs to use latrine.<br><br>The things that will be mentioned, write 1 in right side box of them and for other write 0.<br><br>(Multiple answer possible and answer cannot be read) | b. There are few number of latrines compared to the students  |  |
|      |  | c. Useless latrine  |  |
|      |  | d. No water   |  |
|      |  | e. Latrine close  |  |
|      |  | f. Latrine is not cleane  |  |
|      |  | g. Broken latrine door  |  |
|      |  | h. Others (Please specify).....   |  |
|      |  |   |  |

**Part 2: [SPOT CHECK]  
[Sanitation]:**

| SL no. | Question  |   | Answer |
|--------|---|---|--------|
| 4.1    | Who use the latrine/latrines?<br>(Observe the door writing/instruction)               | Latrine for girls.....1<br>Latrine for girls and female teachers .....2<br>Latrine for boys.....3<br>Latrine for boys and male teachers .....4<br>Latrine for teachers.....5<br>Latrine for all students .....6<br>Nothing written .....7<br>Others (Please specify) .....777<br>Not applicable.....888 |        |
| 4.2    | Is there any door in the latrine/latrines?<br>(Just Observe)                          | No .....0<br>Yes .....1<br>Don't know .....999  |        |
| 4.3    | Whether the doors of the latrine / latrines can be fitted properly?<br>(Just Observe) | No .....0<br>Yes .....1<br>Don't know .....999  |        |
| 4.4    | Is/are the latrine/latrines usable/active?<br>(Just Observe)                          | No .....0<br>Yes .....1<br>It is not possible to observe .....2<br>Not applicable.....8   |        |
|        |   | <b>Skip note: If the answer of 4.4 no. question is not '2' then go to 4.6 no. question.</b>   |        |

|      |   |  |  |
|------|---|--|--|
| 4.5  | Why it was not possible to observe?   | The latrine was locked.....1<br>Others (Please specify) .....777<br>Not applicable.....888   |  |
| 4.6  | Have you seen stool on any usable latrine's pan of the school?<br>(Observe every latrine)                 | No .....0<br>Yes .....1<br>It is not possible to observe.....2<br>Not applicable.....8   |  |
| 4.7  | Have you seen stool on latrine's slab or floor of the school?<br>(Observe every latrine)                  | No .....0<br>Yes .....1<br>It is not possible to observe.....2<br>Not applicable.....8   |  |
| 4.8  | Did you find bad odor in any latrine?<br>(Observe every latrine)  | No .....0<br>Yes .....1<br>It is not possible to observe.....2<br>Not applicable.....8   |  |
| 4.9  | Is there any hand washing element inside/near (<30 feet) the latrine?<br>(Multiple answer possible)       | Soap .....1<br>Detergent powder .....2<br>Ash .....3<br>Soil .....4<br>Water .....5<br>Nothing .....6<br>Others (Please specify) .....777<br>Not applicable.....888  |  |
| 4.10 | Is there any element of cleaning the bottom after defecation inside the latrine?<br><u>(Just observe)</u> | Water .....1<br>Toilet tissue .....2<br>Cloth .....3<br>Soil piece.....4<br>Nothing .....5<br>Water and toilet tissue.....6<br>Water and cloth .....7<br>Water and soil piece .....8<br>Others (Please specify) .....777<br>Not applicable.....888<br>It is not possible to observe .....999 |  |

***[Thank you]***

# Assessment of Implementation of the Ministry of Education circular titled 'Improving the Toilet and Sanitation conditions in Secondary and Higher Secondary Schools, Madrasas and Technical & Vocational institutions'

## DCI-2: In-depth Interviews with SMC Members and Head Masters

Greetings,

My name..... I have come from a research organization named Human Development Research Centre (HDRC). By reviewing toilet mismanagement, health problems of girls, and absence in the educational institutions, the Government of Bangladesh published a circular in 2015, titled: Improving the Toilet and Sanitation conditions in Secondary and Higher Secondary Schools, Madrasas and Technical & Vocational institutions. With the assistance of Water Aid Bangladesh, and in the context of that circular, we are conducting a survey with the officers of government/private agencies and authorities of educational institutions.

Through this survey, on the basis of the circular, the topics of toilet and menstrual period related facilities of the female students would be instantly reviewed and discussed. Your participation in the survey (by supporting the interviewer with relevant data and information) is our utmost wish. It would take maximum 45 minutes to finish the survey. Your participation is completely optional. If you wish, you can avoid answering questions that is embarrassing or could create problems for you. Collected data and information would be used for research purpose only.

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### Information related to the Respondent/Interviewee

|   |  |
|---|--|
| Name  |  |
| Designation   |  |
| Institution   |  |
| Address   |  |
| Mobile Number of the Respondent                         |  |
| Email ID of the Respondent                              |  |
| How long the Respondent is working in this institution? |  |

### Information related to the Interviewer/Information Collector

|   |  |
|---|--|
| Date of Interview                             |  |
| Place of Interview                            |  |
| Beginning Time and Ending Time of Interview   |  |
| Name, Signature (with Date) of the Enumerator |  |
| Name, Signature (with Date) of the Note Taker |  |

### Topics for Discussion

| 1.  | <p>Do you know about the Government of Bangladesh circular titled “Improving the Toilet and Sanitation conditions in Secondary and Higher Secondary Schools, Madrasas and Technical &amp; Vocational institutions”?<br/>(Show the copy of the first page of the circular)</p> <p>If yes – When have you known about it?<br/>Through whom have you known about it?<br/>Do you/your institution have a copy of the circular?</p> <ul style="list-style-type: none"> <li>Was the circular properly implemented in the schools?</li> <li>How proper implementation of this circular in the schools could be made possible?</li> <li>How (through which means) the messages of this circular could be spread in the schools and how it could be ensured?</li> </ul>  |    |                    |  |                    |                         |     |    |  |   |  |  |  |  |     |    |  |
|---|---|----|--------------------|--|--------------------|-------------------------|-----|----|--|---|--|--|--|--|-----|----|--|
| 2.  | <p>What is your opinion on the sanitation and toilet system of your school?</p>   |    |                    |  |                    |                         |     |    |  |   |  |  |  |  |     |    |  |
| 3.  | <p>Please tell us which of the under-mentioned mechanisms exist for the sanitation and toilet system of your school and tell us in detail how they work?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 10%;"></th> <th style="width: 10%;"></th> <th style="width: 20%;">Description/If yes</th> </tr> </thead> <tbody> <tr> <td>Distinct Conserved Fund</td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> <td></td> </tr> <tr> <td colspan="4" style="padding: 5px;"> <ul style="list-style-type: none"> <li>Is there any distinct fund for cleanliness or maintenance of your school?</li> <li>If no, why not? And does any kind of plan exist on this regard?</li> <li>How is this fund managed?</li> </ul> </td> </tr> <tr> <td>Necessary workforce for toilet and sanitation management</td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> <td></td> </tr> </tbody> </table> |    |                    |  | Description/If yes | Distinct Conserved Fund | Yes | No |  | <ul style="list-style-type: none"> <li>Is there any distinct fund for cleanliness or maintenance of your school?</li> <li>If no, why not? And does any kind of plan exist on this regard?</li> <li>How is this fund managed?</li> </ul> |  |  |  | Necessary workforce for toilet and sanitation management | Yes | No |  |
|   |   |    | Description/If yes |  |                    |                         |     |    |  |   |  |  |  |  |     |    |  |
| Distinct Conserved Fund   | Yes   | No |                    |  |                    |                         |     |    |  |   |  |  |  |  |     |    |  |
| <ul style="list-style-type: none"> <li>Is there any distinct fund for cleanliness or maintenance of your school?</li> <li>If no, why not? And does any kind of plan exist on this regard?</li> <li>How is this fund managed?</li> </ul> |   |    |                    |  |                    |                         |     |    |  |   |  |  |  |  |     |    |  |
| Necessary workforce for toilet and sanitation management  | Yes   | No |                    |  |                    |                         |     |    |  |   |  |  |  |  |     |    |  |

|    |  |     |    |
|----|--|-----|----|
|    | <ul style="list-style-type: none"> <li>If no, who cleans the toilet and how?</li> </ul>  |     |    |
|    | Scout/ Girls Guide   | Yes | No |
|    | Sanitation Committee   | Yes | No |
|    | <ul style="list-style-type: none"> <li>If yes, are scouts/girl guides its member? If they are not, then who are the members of the Sanitation Committee (currently reads in which class, age, most of the members boy/girl)</li> <li>If no, why not? Is there any plan to form Sanitation Committee?</li> </ul>                            |     |    |
| 4. | Do the under-mentioned facilities exist in your school?  | Yes | No |
|    | <ul style="list-style-type: none"> <li>If yes, please describe those facilities</li> <li>If no, please tell us whether there is any plan to introduce the facilities. If there is, what is that plan?</li> </ul>   |     |    |
|    | Separate toilet for female students  | Yes | No |
|    | Arrangement for making sanitary napkin/pad available to female students  | Yes | No |
|    | <ul style="list-style-type: none"> <li>(If yes, please ask – is any money taken and is the facility always available?</li> <li>(If no, please ask/discuss, what is the reason for unavailability and what kind of plan exists for the future and do the female students stop going to school because of this menstrual problem.</li> </ul> |     |    |
|    | Separate arrangement for physically disabled students  | Yes | No |
|    | Is there any female teacher to talk with about the menstrual (period) issue of the female students?  | Yes | No |
|    | <ul style="list-style-type: none"> <li>If yes, please describe</li> <li>If no, please tell us whether there is any plan to introduce such arrangement. If there is, what is that plan?</li> </ul>  |     |    |
|    | Keeping Plastic cans with caps in the toilet   | Yes | No |
|    | Arranging for sufficient light and air flow in the toilet  | Yes | No |
|    | Arranging for enough water and soap in the toilet  | Yes | No |
|    | If no, please tell us whether there is any plan to introduce the facilities. If there is, what is that plan?   |     |    |
| 5. | When any District/Upazila level officer (not any NGO officer or project officer) visited your institution for inspection last time? <ul style="list-style-type: none"> <li>What did he inspect – related to WASH (related to water, toilet, and hygiene management)</li> </ul>   |     |    |
| 6. | Does your school get any kind of help and support from any project?  |     |    |
|    | If yes, from which project? What kind of help/support?   |     |    |
| 7. | In your opinion, what should be done in accord with the circular on improving the sanitation and toilet system of schools? And, in this respect, who could play the most vital role? How?  |     |    |

**Interviewer: End the interview by conveying heartfelt thanks to the respondent for his invaluable time and support.**

# Assessment of Implementation of the Ministry of Education circular titled 'Improving the Toilet and Sanitation conditions in Secondary and Higher Secondary Schools, Madrasas and Technical & Vocational institutions'

## DCI-3: Key informant Interviews with Teacher Involved in MHM class for Girls

May peace befall on you/Greetings,

My name..... I have come from a research organization named Human Development Research Centre (HDRC). By reviewing toilet mismanagement, health problems of girls, and absence in the educational institutions, the Government of Bangladesh published a circular in 2015, titled: Improving the Toilet and Sanitation conditions in Secondary and Higher Secondary Schools, Madrasas and Technical & Vocational institutions. With the assistance of Water Aid Bangladesh, and in the context of that circular, we are conducting a survey with the officers of government/private agencies and authorities of educational institutions.

Through this survey, on the basis of the circular, the topics of toilet and menstrual period related facilities of the female students would be instantly reviewed and discussed. Your participation in the survey (by supporting the interviewer with relevant data and information) is our utmost wish. It would take maximum 45 minutes to finish the survey. Your participation is completely optional. If you wish, you can avoid answering questions that is embarrassing or could create problems for you. Collected data and information would be used for research purpose only.

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### Information related to the Respondent/Interviewee

|   |  |
|---|--|
| Name  |  |
| Designation   |  |
| Institution   |  |
| Address   |  |
| Mobile Number of the Respondent                         |  |
| Email ID of the Respondent                              |  |
| How long the Respondent is working in this institution? |  |

### Information related to the Interviewer/Information Collector

|   |  |
|---|--|
| Date of Interview                             |  |
| Place of Interview                            |  |
| Beginning Time and Ending Time of Interview   |  |
| Name, Signature (with Date) of the Enumerator |  |
| Name, Signature (with Date) of the Note Taker |  |

### Topics for Discussion

- Do you know about the Government of Bangladesh circular titled “Improving the Toilet and Sanitation conditions in Secondary and Higher Secondary Schools, Madrasas and Technical & Vocational institutions”?  
(Show the copy of the first page of the circular)  
If yes – When have you known about it?  
Through whom have you known about it?  
Do you/your institution have a copy of the circular?
  - Was the circular properly implemented in the schools?
  - How proper implementation of this circular in the schools could be made possible?
  - How (through which means) the messages of this circular could be spread in the schools and how it could be ensured?
- Have you got any training on what should be discussed with the female students on menstrual periods and how the discussion should be hold?  
If yes, where and how many days ago? Did you get any refresher training later? When?

If no, how/using which method do you hold the discussion?  
(by using any chart/plan/book/leaflet, or just by talking)

3. Is it easy to discuss menstrual period related issues with female students? (Do the students inform you about the problems they face, and when you explain something, do they clearly understand it or ask for further explanation?)
- 3A. What is the time interval between two discussions? With female students from what classes this discussion is held?
4. What are the difficulties associated with discussion of issues related to menstrual period with female students?
5. Do you get any extra allowance/facility for discussing issues related to menstrual period with the female students? If yes, what is the amount of it?
6. If you move to another place/another job from this school, how the discussion related to menstrual period would continue?
7. Have you ever taken any initiative/gave any effort to solve the problems faced by female students in toilet use during their menstrual period?

If no, why not?

8. In your opinion, what should be done in accord with the circular on improving the sanitation and toilet system of schools? And, in this respect, who could play the most vital role? How?

**Interviewer: End the interview by conveying heartfelt thanks to the respondent for his invaluable time and support.**

# Assessment of Implementation of the Ministry of Education circular titled 'Improving the Toilet and Sanitation conditions in Secondary and Higher Secondary Schools, Madrasas and Technical & Vocational institutions'

## DCI-4: Key informant Interviews with Government Officials

Greetings,

My name..... I have come from a research organization named Human Development Research Centre (HDRC). By reviewing toilet mismanagement, health problems of girls, and absence in the educational institutions, the Government of Bangladesh published a circular in 2015, titled: Improving the Toilet and Sanitation conditions in Secondary and Higher Secondary Schools, Madrasas and Technical & Vocational institutions. With the assistance of Water Aid Bangladesh, and in the context of that circular, we are conducting a survey with the officers of government/private agencies and authorities of educational institutions.

Through this survey, on the basis of the circular, the topics of toilet and menstrual period related facilities of the female students would be instantly reviewed and discussed. Your participation in the survey (by supporting the interviewer with relevant data and information) is our utmost wish. It would take maximum 45 minutes to finish the survey. Your participation is completely optional. If you wish, you can avoid answering questions that is embarrassing or could create problems for you. Collected data and information would be used for research purpose only.

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### Information related to the Respondent/Interviewee

|   |  |
|---|--|
| Name  |  |
| Designation   |  |
| Institution   |  |
| Address   |  |
| Mobile Number of the Respondent                         |  |
| Email ID of the Respondent                              |  |
| How long the Respondent is working in this institution? |  |

### Information related to the Interviewer/Information Collector

|   |  |
|---|--|
| Date of Interview                             |  |
| Place of Interview                            |  |
| Beginning Time and Ending Time of Interview   |  |
| Name, Signature (with Date) of the Enumerator |  |
| Name, Signature (with Date) of the Note Taker |  |

### Topics for Discussion

- Do you know about the Government of Bangladesh circular titled “Improving the Toilet and Sanitation conditions in Secondary and Higher Secondary Schools, Madrasas and Technical & Vocational institutions”?  
(Show the copy of the first page of the circular)  
If yes – When have you known about it?  
Through whom have you known about it?  
Do you/your institution have a copy of the circular?
  - Was the circular properly implemented in the schools?
  - How proper implementation of this circular in the schools could be made possible?
  - How (through which means) the messages of this circular could be spread in the schools and how it could be ensured?
- In the context of this circular, what are your doable and duties? Have you received any instruction on your doable from the Government/Ministry?
- How many schools have you inspected so far? On the basis of the circular, has any change come to your school inspection activities (How many schools did you inspect per month/year in the past and how many schools are inspected by you at present?)
- Did any change take place in the support you deserve (like budget allocation) with change in your duties in the field of school inspection?

5. What method is followed by you in school inspection? (Any planning method, when and where would you go for inspection, informing the school before inspection, after reaching the school with whom would you talk, what are the things you inspect, how much time is spent by you for inspection, do you discuss about this circular etc.)

6. Do you prepare any report and submit it?

(If yes) On what basis you prepare the report (in case you use checklist, can you show it to us)? To whom you submit the report and where do you submit it? What is the time interval between the submissions of two consecutive reports?

7. In accord with the circular, “the District Administration is told to request NGOs to widely run campaign concerning sanitation”. Were you engaged with any of such activities by the District Administration? If yes, please tell us in detail.

7A. In accord with the circular, “the District Administration would encourage the local health complex for visiting educational institution for inspection 2 times a year.” Were you engaged with any of such activities by the District Administration? If yes, please tell us in detail.

8. Is any project/programme running for improving sanitation in your area? Are the activities of such projects/programmes coming to any avail in the implementation of the circular? Do the officers of such projects/programmes know about this circular?

9. In your opinion, what should be done in accord with the circular on improving the sanitation and toilet system of schools? And, in this respect, who could play the most vital role? How?

**Interviewer: End the interview by conveying heartfelt thanks to the respondent for his invaluable time and support.**

## **Assessment of Implementation of the Ministry of Education circular titled 'Improving the Toilet and Sanitation conditions in Secondary and Higher Secondary Schools, Madrasas and Technical & Vocational institutions'**

### **DCI-5: Key informant Interviews with NGO Officials**

May peace befall on you/Greetings,

My name..... I have come from a research organization named Human Development Research Centre (HDRC). By reviewing toilet mismanagement, health problems of girls, and absence in the educational institutions, the Government of Bangladesh published a circular in 2015, titled: Improving the Toilet and Sanitation conditions in Secondary and Higher Secondary Schools, Madrasas and Technical & Vocational institutions. With the assistance of Water Aid Bangladesh, and in the context of that circular, we are conducting a survey with the officers of government/private agencies and authorities of educational institutions.

Through this survey, on the basis of the circular, the topics of toilet and menstrual period related facilities of the female students would be instantly reviewed and discussed. Your participation in the survey (by supporting the interviewer with relevant data and information) is our utmost wish. It would take maximum 45 minutes to finish the survey. Your participation is completely optional. If you wish, you can avoid answering questions that is embarrassing or could create problems for you. Collected data and information would be used for research purpose only.

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### Information related to the Respondent/Interviewee

|   |  |
|---|--|
| Name  |  |
| Designation   |  |
| Institution   |  |
| Address   |  |
| Mobile Number of the Respondent                         |  |
| Email ID of the Respondent                              |  |
| How long the Respondent is working in this institution? |  |

### Information related to the Interviewer/Information Collector

|   |  |
|---|--|
| Date of Interview                             |  |
| Place of Interview                            |  |
| Beginning Time and Ending Time of Interview   |  |
| Name, Signature (with Date) of the Enumerator |  |
| Name, Signature (with Date) of the Note Taker |  |

### Topics for Discussion

|    |   |
|----|---|
| 1. | <p>Do you know about the Government of Bangladesh circular titled “Improving the Toilet and Sanitation conditions in Secondary and Higher Secondary Schools, Madrasas and Technical &amp; Vocational institutions”?</p> <p>(Show the copy of the first page of the circular)</p> <p>If yes – When have you known about it?</p> <p>Through whom have you known about it?</p> <p>Do you/your institution have a copy of the circular?</p> <ul style="list-style-type: none"> <li>• Was the circular properly implemented in the schools?</li> <li>• How proper implementation of this circular in the schools could be made possible?</li> <li>• How (through which means) the messages of this circular could be spread in the schools and how it could be ensured?</li> </ul> |
| 2. | <p>In the context of this circular, “the local NGOs would be requested by the District Administration to widely run campaign on school sanitation.”</p> <p>Have you received any such instruction/request? If yes, what initiative was take by you on this regard? If you, do you have any plan to take any initiative in future?</p> <p>If there is no such plan, what is the reason for not having one?</p>   |
| 3. | <p>Are you engaged with any project/programme related to toilet and sanitation improvement? If yes, with whom and what is the name of that project/programme? What are the activities of yours under this project/programme?</p> <p>If no, have you done any work for the improvement of toilet and sanitation system in the last 6 months?</p>   |

|    |   |
|----|---|
| 4. | In your opinion, what is the current condition of toilet and sanitation of schools in this are? How the condition could be improved further?  |
| 5. | In your opinion, what should be done in accord with the circular on improving the sanitation and toilet system of schools? And, in this respect, who could play the most vital role? How? |

**Interviewer: End the interview by conveying heartfelt thanks to the respondent for his invaluable time and support.**

## **Assessment of Implementation of the Ministry of Education circular titled 'Improving the Toilet and Sanitation conditions in Secondary and Higher Secondary Schools, Madras as and Technical & Vocational institutions'**

### **DCI-6: Key informant Interviews with Local Health Complex Officials**

May peace befall on you/Greetings,

My name..... I have come from a research organization named Human Development Research Centre (HDRC). By reviewing toilet mismanagement, health problems of girls, and absence in the educational institutions, the Government of Bangladesh published a circular in 2015, titled: Improving the Toilet and Sanitation conditions in Secondary and Higher Secondary Schools, Madras as and Technical & Vocational institutions. With the assistance of Water Aid Bangladesh, and in the context of that circular, we are conducting a survey with the officers of government/private agencies and authorities of educational institutions.

Through this survey, on the basis of the circular, the topics of toilet and menstrual period related facilities of the female students would be instantly reviewed and discussed. Your participation in the survey (by supporting the interviewer with relevant data and information) is our utmost wish. It would take maximum 45 minutes to finish the survey. Your participation is completely optional. If you wish, you can avoid answering questions that is embarrassing or could create problems for you. Collected data and information would be used for research purpose only.

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### Information related to the Respondent/Interviewee

|   |  |
|---|--|
| Name  |  |
| Designation   |  |
| Institution   |  |
| Address   |  |
| Mobile Number of the Respondent                         |  |
| Email ID of the Respondent                              |  |
| How long the Respondent is working in this institution? |  |

### Information related to the Interviewer/Information Collector

|   |  |
|---|--|
| Date of Interview                             |  |
| Place of Interview                            |  |
| Beginning Time and Ending Time of Interview   |  |
| Name, Signature (with Date) of the Enumerator |  |
| Name, Signature (with Date) of the Note Taker |  |

### Topics for Discussion

1. Do you know about the Government of Bangladesh circular titled “Improving the Toilet and Sanitation conditions in Secondary and Higher Secondary Schools, Madrasas and Technical & Vocational institutions”?

(Show the copy of the first page of the circular)

If yes – When have you known about it?

Through whom have you known about it?

Do you/your institution have a copy of the circular?

2. In accord with the circular, “the District Administration would encourage the local health complex for visiting educational institution for inspection 2 times a year.” Have you received any such instruction from the District Administration?

3. Have you taken any initiative in the field of school inspection?

If yes, how did you do that? (Who goes to inspection, what is the time interval between two inspections, whether any report is prepared, where do the report get submitted and to whom, whether any form is used etc.)

4. Do you know about any programme/project related to sanitation in your area? Please give your opinion on that programme/project.

5. In your opinion, what should be done in accord with the circular on improving the sanitation and toilet system of schools? And, in this respect, who could play the most vital role? How?

**Interviewer: End the interview by conveying heartfelt thanks to the respondent for his invaluable time and support.**

## **Assessment of Implementation of the Ministry of Education circular titled 'Improving the Toilet and Sanitation conditions in Secondary and Higher Secondary Schools, Madrasas and Technical & Vocational institutions'**

### **DCI-7: Focus Group Discussion with Parents**

May peace befall on you/Greetings,

My name..... I have come from a research organization named Human Development Research Centre (HDRC). By reviewing toilet mismanagement, health problems of girls, and absence in the educational institutions, the Government of Bangladesh published a circular in 2015, titled: Improving the Toilet and Sanitation conditions in Secondary and Higher Secondary Schools, Madras as and Technical & Vocational institutions. With the assistance of Water Aid Bangladesh, and in the context of that circular, we are conducting a survey with the officers of government/private agencies and authorities of educational institutions.

Through this survey, on the basis of the circular, the topics of toilet and menstrual period related facilities of the female students would be instantly reviewed and discussed. Your participation in the survey (by supporting the interviewer with relevant data and information) is our utmost wish. It would take maximum 45 minutes to finish the survey. Your participation is completely optional. If you wish, you can avoid answering questions that is embarrassing or could create problems for you. Collected data and information would be used for research purpose only.

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**Information about Participants**

| No. | Name | Male/<br>Female | Age | Education | No. of<br>Children | School<br>going<br>(above<br>class 6)<br>boys | School<br>going<br>(above<br>class 6)<br>girls | Mobile No. |
|-----|------|-----------------|-----|-----------|--------------------|---|--|------------|
|     |      |                 |     |           |                    |   |  |            |
|     |      |                 |     |           |                    |   |  |            |
|     |      |                 |     |           |                    |   |  |            |
|     |      |                 |     |           |                    |   |  |            |
|     |      |                 |     |           |                    |   |  |            |
|     |      |                 |     |           |                    |   |  |            |
|     |      |                 |     |           |                    |   |  |            |
|     |      |                 |     |           |                    |   |  |            |

**Information about Interviewer**

|  |  |
|--|--|
| Date of the Interview                      |  |
| Place of the Interview                     |  |
| Start and End Time of the Interview        |  |
| Name of the Interviewer, Sign. (with date) |  |
| Name of the Note Taker, Sign. (with date)  |  |

**Discussion Topics**

1. Do you know about the Govt. Circular on Improvement of toilet and sanitation system of secondary and higher secondary schools, madrasahs and technical educational institutions?  
If yes- when?  
From whom?
2. Does the school take additional money from you for (build/respire) toilet/sanitation development?  
When? How much? Do you have any receipt?
3. Do you ever see the condition of the school toilet?  
If yes, are you satisfied with the condition?  
If yes, do you know how the condition should be?  
If no, what are the reasons?
4. Those who are not satisfied, have you ever tried to improve the condition of the school toilets?  
If yes, how? What was the result?
5. Among the present participants, whose girl goes to school? (raise your hand) (class 6 or above class 6)  
Does your child ever miss her school for the worse condition of the toilet? is there any incident like deprivation of stipend happened because of this reason for your daughter?
6. According to you, what should be done for school toilet and sanitation development following government's circular? And who can play important role for this? How?

## **Assessment of Implementation of the Ministry of Education circular titled 'Improving the Toilet and Sanitation conditions in Secondary and Higher Secondary Schools, Madrasas and Technical & Vocational institutions'**

### **DCI-8: Focus Group Discussion with School Boys (Grade VI-X)**

May peace befall on you/Greetings,

My name..... I have come from a research organization named Human Development Research Centre (HDRC). By reviewing toilet mismanagement, health problems of girls, and absence in the educational institutions, the Government of Bangladesh published a circular in 2015, titled: Improving the Toilet and Sanitation conditions in Secondary and Higher Secondary Schools, Madras as and Technical & Vocational institutions. With the assistance of Water Aid Bangladesh, and in the context of that circular, we are conducting a survey with the officers of government/private agencies and authorities of educational institutions.

Through this survey, on the basis of the circular, the topics of toilet and menstrual period related facilities of the female students would be instantly reviewed and discussed. Your participation in the survey (by supporting the interviewer with relevant data and information) is our utmost wish. It would take maximum 45 minutes to finish the survey. Your participation is completely optional. If you wish, you can avoid answering questions that is embarrassing or could create problems for you. Collected data and information would be used for research purpose only.

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**Information about Participants**

| No. | Name | Class | Age | Name of the School |
|-----|------|-------|-----|--------------------|
|     |      |       |     |                    |
|     |      |       |     |                    |
|     |      |       |     |                    |
|     |      |       |     |                    |
|     |      |       |     |                    |
|     |      |       |     |                    |
|     |      |       |     |                    |
|     |      |       |     |                    |
|     |      |       |     |                    |
|     |      |       |     |                    |

**Information about Interviewer**

|  |  |
|--|--|
| Date of the Interview                      |  |
| Place of the Interview                     |  |
| Start and End Time of the Interview        |  |
| Name of the Interviewer, Sign. (with date) |  |
| Name of the Note Taker, Sign. (with date)  |  |

**Discussion Topics**

1. What is the present condition of your school toilet?
  - How many toilets?
  - Is there any separate toilet for girls?
  - Toilet remains clean or not?
  - Who clean the toilet? How many times (in a week)
  - Is there any bucket with cover outside the toilet?
  - Is there any hand wash facility near (around 30 feet) the toilet?
2. Does the school arrange toilet cleaning by the students? If yes, how? If not, don't you think that students should help in toilet cleaning?
3. Does the school take additional money for toilet/sanitation development? If yes, when, how much?
4. Do you apply/talk for the development of your toilet/sanitation to the teachers/parents? if yes, what was the result?
5. Do you notice any steps for development for the toilet/sanitation (outside of the school, around school area)
6. Do you attend any fair/rally etc regarding toilet/sanitation issue? If yes, what are the learning from that?
7. According to you, who can play important role for the development of the school toilet/sanitation?

## **Assessment of Implementation of the Ministry of Education circular titled 'Improving the Toilet and Sanitation conditions in Secondary and Higher Secondary Schools, Madrasas and Technical & Vocational institutions'**

### **DCI-9: Focus Group Discussion with School Girls (Grade VI-X)**

Greetings,

My name..... I have come from a research organization named Human Development Research Centre (HDRC). By reviewing toilet mismanagement, health problems of girls, and absence in the educational institutions, the Government of Bangladesh published a circular in 2015, titled: Improving the Toilet and Sanitation conditions in Secondary and Higher Secondary Schools, Madras as and Technical & Vocational institutions. With the assistance of Water Aid Bangladesh, and in the context of that circular, we are conducting a survey with the officers of government/private agencies and authorities of educational institutions.

Through this survey, on the basis of the circular, the topics of toilet and menstrual period related facilities of the female students would be instantly reviewed and discussed. Your participation in the survey (by supporting the interviewer with relevant data and information) is our utmost wish. It would take maximum 45 minutes to finish the survey. Your participation is completely optional. If you wish, you can avoid answering questions that is embarrassing or could create problems for you. Collected data and information would be used for research purpose only.

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**Information about Participants**

| No. | Name | Class | Age | Name of the School |
|-----|------|-------|-----|--------------------|
|     |      |       |     |                    |
|     |      |       |     |                    |
|     |      |       |     |                    |
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|     |      |       |     |                    |

**Information about Interviewer**

|  |  |
|--|--|
| Date of the Interview                      |  |
| Place of the Interview                     |  |
| Start and End Time of the Interview        |  |
| Name of the Interviewer, Sign. (with date) |  |
| Name of the Note Taker, Sign. (with date)  |  |

**Discussion Topics**

8. What is the present condition of your school toilet?
  - How many toilets?
  - Is there any separate toilet for girls?
  - Toilet remains clean or not?
  - Who clean the toilet? How many times (in a week)
  - Is there any bucket with cover outside the toilet?
  - Is there any hand wash facility near (around 30 feet) the toilet?
9. During periods are you going to school or not?
  - For them, those who goes to school-
    - Is there any facility to get sanitary napkin in the school? Is there any need of money for sanitary napkin?
    - During this time, are the toilets of your school are usable? if not, why?
  - For them, those who do not go-
    - what are the reasons?

10. Does the school arrange toilet cleaning by the students? If yes, how? If not, don't you think that students should help in toilet cleaning?
11. Who has dropped the school for the worse condition of the toilets? Who is deprived of stipends?
12. Does the school take additional money for toilet/sanitation development? If yes, when, how much?
13. Do you apply/talk for the development of your toilet/sanitation to the teachers/parents? if yes, what was the result?
14. In your school does the teachers discuss about the managements during periods with you? If yes, what was the benefit? If not, do you think discussion should be done regarding this issue?
15. Do you notice any steps for development for the toilet/sanitation (outside of the school, around school area)
16. Do you attend any fair/rally etc regarding toilet/sanitation issue? If yes, what are the learning from that?
17. According to you, who can play important role for the development of the school toilet/sanitation?

## **Assessment of Implementation of the Ministry of Education circular titled 'Improving the Toilet and Sanitation conditions in Secondary and Higher Secondary Schools, Madrasas and Technical & Vocational institutions'**

### **DCI-10: Structured Survey with School Teacher**

Greetings,

My name..... I have come from a research organization named Human Development Research Centre (HDRC). By reviewing toilet mismanagement, health problems of girls, and absence in the educational institutions, the Government of Bangladesh published a circular in 2015, titled: Improving the Toilet and Sanitation conditions in Secondary and Higher Secondary Schools, Madras as and Technical & Vocational institutions. With the assistance of Water Aid Bangladesh, and in the context of that circular, we are conducting a survey with the officers of government/private agencies and authorities of educational institutions.

Through this survey, on the basis of the circular, the topics of toilet and menstrual period related facilities of the female students would be instantly reviewed and discussed. Your participation in the survey (by supporting the interviewer with relevant data and information) is our utmost wish. It would take maximum 45 minutes to finish the survey. Your participation is completely optional. If you wish, you can avoid answering questions that is embarrassing or could create problems for you. Collected data and information would be used for research purpose only.

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**Human Development Research Centre**

humane development through research and action

|                                  |  |
|----------------------------------|--|
| Name of The Teacher:             |  |
| Name of The School:              |  |
| Union/Ward:                      |  |
| Sub- District:                   |  |
| District:                        |  |
| How long have you been teaching: |  |
| Male-1/Female-2                  |  |

| Sl No.   | Question  |  | Answer |
|--|---|--|--------|
| 1.   | Did you performed the WASH duties for this school?  | No .....0<br>Yes .....1  |        |
| <b><i>Skip note: if answer of Qno. 1 is 0 , go to Qno. 6</i></b> |   |  |        |
| 2.   | if 'yes' how long you have been performing this job?  | Lst 3 months.....1<br>Lst 6 months.....2<br>Lst 1 year or more.....3   |        |
| 3.   | Do you have any training on this topic?   | No .....0<br>Yes .....1  |        |
| <b><i>Skip note: if answer of Qno. 3 is 0 , go to Qno. 5</i></b> |   |  |        |
| 4.   | if 'yes' how long ago?  | Between last 3 months.....1<br>Between 1 year or more.....2  |        |
| 5.   | if 'no' why?  | Newly Employed.....1<br>Does not get training yet.....2<br>others.....777  |        |
| 6.   | Have you got any support from other people / organizations about making your school toilet? | No .....0<br>Yes .....1  |        |
| 7.   | if 'yes' who are they?  | NGO.....1<br>Government.....2<br>others.....777  |        |
| 8.   | No. of toilets in your school?  | a. Student's (Men) .....<br>b. Student's (Women) .....<br>c. Common.....<br>d. Teacher's (Men).....<br>e. Teacher's (Women)..... |        |
| 9.   | Who cleans the school toilet?   | Responsible Person.....1<br>Students.....2<br>others.....777   |        |

|  |  |  |  |
|--|--|--|--|
| 10.  | How much the cost of cleaning school toilets?  | .....(every mont)  |  |
| 11.  | What is the source of the cost of cleaning the school toilet?  | From students.....1<br>From school's Fund.....2<br>From NGO.....3<br>others.....77   |  |
| 12.  | Do you know about government approved circular?  | No .....0<br>Yes .....1  |  |
| <b><i>Skip note: if answer of Qno. 12 is 1 , go to Qno. 14</i></b> |  |  |  |
| 13.  | if 'no', why?  | No one inform from school.....1<br>School committee are not .....2<br>Does not get as newly employed.....3<br>others.....77                      |  |
| <b><i>Skip note: for any answer on Qno. 13 go to Qno. 20.</i></b>  |  |  |  |
| 14.  | if 'yes', Do you know when the government published the circular   | ..... year   |  |
| 15.  | When did you know about this?  | ..... month ..... year   |  |
| 16.  | According to your knowledge, what are the contents of this circular?<br>(Interviewer: Do not give the answer ) | .....<br>.....<br>.....<br>.....<br>.....  |  |
| 17.  | According to government circular, do you take any steps from your school?                                      | No .....0<br>Yes .....1<br>Don't know.....999  |  |
| 18.  | When did your school take steps?   | ..... year   |  |
| 19.  | According to government circular, what are the steps taken from your school?<br>(multiple response)            | Look after for toilet management.....1<br>whether it is regularly cleand or not.....2<br>Discuss with students about WASH..... 3<br>others.....4 |  |

|   |   |   |  |
|---|---|---|--|
| 20.   | How many times you talk to students about sanitation?                                       | 1 time in every 1 month.....1<br>1 time in every 3 month.....2<br>1 time in every 6 month.....3<br>Do not discuss .....4  |  |
| 21.   | Did you get any support from the school or school committee about WASH?                     | No .....0<br>Yes.....1  |  |
| <b><i>Skip note: if answer of Qno. 21 is 0, go to Qno. 23</i></b> |   |   |  |
| 22.   | if 'yes', what kind of support?   | Regular Inspection.....1<br>Fund management for toilet cleaning.....2<br>others.....77  |  |
| 23.   | if 'no', why?   | They are not interested.....1<br>Not enough fund.....2<br>Do not no.....3<br>others.....77  |  |
| 24.   | Do you have any websites in your school?  | No.....0<br>Yes.....1   |  |
| <b><i>Skip note: if answer of Qno. 24 is 0, go to Qno. 26</i></b> |   |   |  |
| 25.   | If 'yes' is there any information about cleanliness on your website?                        | No .....0<br>Yes.....1  |  |
| 26.   | Whether there is a promotion for sanitation in your school (in the past 3 years)            | No.....0<br>Yes.....1   |  |
| 27.   | Who give the support for the promotion? (multiple response)                                 | NGO.....1<br>DC/Goverment .....2<br>others.....3  |  |
| 28.   | What types of promotion/support? (multiple response)  | Campaign.....1<br>Rally.....2<br>Day Celebratioj.....3<br>Hardware (Toilet).....4<br>Repair works.....5<br>Wallprint/Liflate/pamphlet.....6<br>Seminar.....7<br>others.....77 |  |
| 29.   | According to your knowledge, does anyone come from the health complex to visit your school? | No. ....0<br>Yes.....1  |  |
| <b><i>Skip note: if answer of Qno. 29 is 0, go to Qno. 31</i></b> |   |   |  |
| 30.   | if 'yes' how many times in a year?  | 1 time..... 1<br>2 time.....2<br>others.....77  |  |

|   |   |  |  |
|---|---|--|--|
| 31.   | According to your knowledge, does anyone come from the Education Office to visit your school? | No .....0<br>Yes.....1   |  |
| <b><i>Skip note: if answer of Qno. 31 is 0, (find female teacher, go to Qno. 33 )</i></b> |   |  |  |
| 32.   | if 'yes' how many times in a year?  | 1 time..... 1<br>2 time.....2<br>others.....77   |  |
| <b>only for female teachers</b>   |   |  |  |
| 33.   | Do you have a responsible teacher in your school? (For talking menstruation topics)           | No .....0<br>Yes.....1   |  |
| 34.   | Do the female students have any kind of menstruation management in your school?               | No.....0<br>Yes.....1  |  |
| 35.   | if 'yes' what types of management?  | Sanitary napkin supply.....1<br>Discuss about menstruation with girls students.....2<br>Both.....3<br>others.....777 |  |
| 36.   | Is there any cost for sanitary napkin?  | No .....0<br>Yes.....1   |  |
| 37.   | How long does the discussion on menstruation with the students?                               | Monthly 1 time.....1<br>1time in 3 months.....2<br>1time in 6 months.....3   |  |

***[Thank you]***

## **Annex 3**

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### **List of Surveyed Schools**

| Type         | Name of School                                | District     |
|--------------|---|--------------|
| Intervention | Faruknagar Ismail Bepary High School          | Dhaka        |
| Intervention | Gomail High School                            | Dhaka        |
| Intervention | Paragram High School                          | Dhaka        |
| Intervention | UCEP Hazi Safiullah School                    | Dhaka        |
| Intervention | T.N.T Adarsho Girls High School               | Dhaka        |
| Intervention | MDC Model Institute                           | Dhaka        |
| Intervention | Mirpur Bangla higher Secondary School         | Dhaka        |
| Intervention | Nakhalpara Hossain Ali School                 | Dhaka        |
| Intervention | Banglabazar Shishu-Kishor Academy             | Gazipur      |
| Intervention | Bahadurpur Model Academy                      | Gazipur      |
| Intervention | Rashkhola secondary school                    | Khulna       |
| Intervention | Chunkuri secondary school                     | Khulna       |
| Intervention | Pankhali rabeya khatun mohila madrasha        | Khulna       |
| Intervention | Rajnagar shundarban adarsho secondary school  | Khulna       |
| Intervention | Ramnagar secondary school                     | Khulna       |
| Intervention | Badamtala secondary school                    | Khulna       |
| Intervention | Nalian secondary school                       | Khulna       |
| Intervention | Yashin secondary school                       | Khulna       |
| Intervention | K C secondary school                          | Khulna       |
| Intervention | Parjoynagar Koumi Madrasha                    | Khulna       |
| Intervention | Burirhat High School                          | Rangpur      |
| Intervention | Dohajari Birabari Islamia Dakhil Madrasha     | Rangpur      |
| Intervention | Taraganj O/A Girls School & College           | Rangpur      |
| Intervention | Fazilpur High School                          | Rangpur      |
| Intervention | Chanderpukur Girls High School                | Rangpur      |
| Intervention | Monohorpur high school                        | Gaibandha    |
| Intervention | Amlagachi Dabiruddin girls school and college | Gaibandha    |
| Intervention | Doulatpur Alim Madrasha                       | Gaibandha    |
| Intervention | Rowsonbag dimukhi dakhil madrasha             | Gaibandha    |
| Intervention | Pachpirer Darga Dakhil Madrasha               | Gaibandha    |
| Intervention | Rayner school & college                       | Moulivibazer |
| Intervention | Police Line Model High School                 | Moulivibazer |
| Intervention | Abdul Wahab High School                       | Moulivibazer |
| Intervention | Bhairabgonj High School                       | Moulivibazer |
| Intervention | Hugli Hazi Mansoob Di-Mukhi High School       | Moulivibazer |
| Intervention | Pal-Harish International School               | Moulivibazer |
| Intervention | Maniullah Adarsha High School                 | Moulivibazer |
| Intervention | Baruna Hazi Jalaluddin High School            | Moulivibazer |
| Intervention | Achid Ullah High School                       | Moulivibazer |
| Intervention | Shtgaon High School                           | Maulvibazar  |

| Type    | Name of School  | District     |
|---------|---|--------------|
| Control | Jatir Janak Bangabandhu Sheikh Mujibur Rahman High School | Moulivibazer |
| Control | Shah-Mostafa-Jamia Islamia High School                    | Moulivibazer |
| Control | Yusuf High School   | Moulivibazer |
| Control | Jalagari Durgapur Dakhil Madrasa                          | Moulivibazer |
| Control | Baruna-Hazipur Mohammadia Latifia Dakhil Madrasa          | Moulivibazer |
| Control | Begum Rashuljan A. Bari High School                       | Moulivibazer |
| Control | Haji Abdul Gafur High School                              | Moulivibazer |
| Control | Niteswar Latifia Dakhil Madrasa                           | Moulivibazer |
| Control | Jamia Islamia Dakhil Madrasa                              | Moulivibazer |
| Control | Clasic Ideal High School                                  | Moulivibazer |
| Control | Rowshanbag Garls High School                              | Gaibandha    |
| Control | Monoharpur Adarsha Dakhil Madrasa                         | Gaibandha    |
| Control | Bilapak Bashiruddin Dakhil Madrasa                        | Rangpur      |
| Control | Hatibandha High School                                    | Gaibandha    |
| Control | Fazilpur Moulvipara Dakhil Madrasa                        | Rangpur      |
| Control | Minanagar Nurul Huda Madrasa                              | Rangpur      |
| Control | Hariar Kuti Demukhi Dakhil Madrasa                        | Gaibandha    |
| Control | Ramnagar Binapani High School                             | Rangpur      |
| Control | Monoharpur Garls School                                   | Gaibandha    |
| Control | Abdeen Garls High School                                  | Rangpur      |
| Control | Kalshi Islamia High School                                | Dhaka        |
| Control | Dosied A. K. School and College                           | Dhaka        |
| Control | Kazi Sirajul Islam Madel School and College               | Dhaka        |
| Control | Hazi Pear Ali Model School                                | Dhaka        |
| Control | Alhaj Madhu Bapari High School                            | Dhaka        |
| Control | Jamila Khatun - Lalbagh High School                       | Dhaka        |
| Control | London International School                               | Gazipur      |
| Control | Mohakhali Model High School                               | Dhaka        |
| Control | Gozariapara Model Academy                                 | Gazipur      |
| Control | Talukder Akhter Faruk High School                         | Khulna       |
| Control | Kailashgonj High School                                   | Khulna       |
| Control | R.D.D. High School  | Khulna       |
| Control | Khona K.B High School                                     | Khulna       |
| Control | Laxmikhola J.T. Palli Mangal High School                  | Khulna       |
| Control | K G D J Shammilani High School                            | Khulna       |
| Control | Muzamnagar High School                                    | Khulna       |
| Control | Kamini Bashia G.L. High School                            | Khulna       |
| Control | Bangabandhu High School                                   | Khulna       |
| Control | Gorkhali Madinatul Ulum Madrasa                           | Khulna       |

## **Annex 4**

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### **Circular: Improvement of toilet and sanitation system of secondary and higher secondary schools, madrasahs and technical educational institutions (23 June 2015)**