

CIDI School WASH



Citizens Report Card

June, 2022

List of Acronyms

CIDI	Community Integrated Development Initiatives
NGO	Non-Governmental Organization
DPA	Danish Peoples Aid
UWASNET	Uganda Water and Sanitation NGO Network
COVID	Corona Virus Disease
WASH	Water Sanitation and Hygiene
SDG	Sustainable Development Goals
P/S	Primary School
COU	Church of Uganda
SS	Secondary School
VIP	Ventilated Improved Pit Latrine
KCCA	Kampala Capital City Authority
OD	Open Defecation
SMC	School Management Committee
PTA	Parents Teachers Association
SRH	Sexual Reproductive Health
MHM	Menstrual Hygiene Management
SHC	School Health Club
NWSC	National Water and Sewerage Corporation
Km	Kilometer
VHT	Village Health Teams
ORS	Oral Rehydration Salts

Introduction and Background

Community Integrated Development Initiatives (CIDI) is a not for profit organization founded in 1996 and registered with the NGO Board under the Ministry of Internal Affairs of Uganda in 1999. CIDI operates under registration certificate No. 2715 and Reference No. S-5914/2868. CIDI currently covers 25 districts in Uganda. The head office is located in Kampala. **CIDI's vision** is to have “Communities enjoying a decent life free of hunger, poverty and disease”. The mission is “promotion of sustainable community livelihoods through; Water and Environmental sanitation, Income and Food security, Good health and promotion of Good Governance”. CIDI's has a strategic goal to contributing to “improved access to clean and safe water, hygiene and sanitation services poor communities in Uganda” as well as to have “increased capacity of the disempowered local communities to be their own advocates in bringing about positive change in their lives”.

CIDI in partnership with Danish People's Aid (DPA) secured funding from the Danmarks Indsamling (DI) for implementing a 3 years' program code named ***Action for Improved School WASH in East and Southern Africa (2021-2023) in Uganda, Tanzania, Kenya and Zambia***. The project that is implemented in partnership, has partners for specific countries while in Uganda its Community Integrated Development Initiatives (CIDI) and Uganda Water and Sanitation Network (UWASNET).

The Project contributes directly to the achievement of SDG 6.1, 6.2, 6a and 6b with SDG 16 and 17 as cross-cutting. The project aims at Improved access to water, sanitation and hygiene (WASH) for poor and vulnerable school children in primary schools in Uganda, Tanzania and Kenya, with particular emphasis on preventing the spread of Covid-19.

CIDI's interventions are focused in Nakawa Division Urban Council, Kampala Capital City Authority in the wards of Naguru 1&2, Mbuya1, Mutungo 1& 2 and Banda 1. The focus is school age going children in and out of school and using the Youth and Youth leaders as an entry point to community linkages. The work is schools if focusing on 7 Schools namely Naguru Katali P/s, Murchison Bay Primary School, Police Children's school Ntinda, St Paul Banda P/s school, St James Biina P/s, Naguru Infants P/s and St Jude Naguru P/s.

This report presents findings from a consumer perception survey conducted from 20 schools, 18 primary schools and 2 secondary schools from Nakawa Division.

Purpose of the study

Overall Objective of the assignment

The consumer perception survey was purposed to; *To establish the consumer perceptions, satisfaction and WASH practices and services in 18 selected primary schools and 2 secondary schools.*

Specific Objectives

- i)* To establish the status of access to safe and affordable water and good sanitation services in the selected wards of Nakawa and targeted schools including a section of out of school girls and boys.
- ii)* To establish the impact of COVID 19 on knowledge and practices on WASH and Menstrual Hygiene Management in the selected schools among learners, teachers, managers and support staff.
- iii)* To establish the impact of COVID 19 on WASH service delivery in the selected schools and establish who is most affected.
- iv)* To establish the functionality of WASH facilities including hand washing facilities in the selected schools.

- v) To establish schools' awareness, perceptions and practices on Climate change, clearly identifying learner focused climate change initiatives therein.
- vi) To establish the existence of WASH plans and financing plans within the schools including MHM.
- vii) To generate recommendations and key asks for improved WASH services in the midst of a pandemic.

Methodology

The study adopted a cross-sectional survey design drawing key data using an extended Knowledge, Attitude and Practice (KAP) survey questionnaire with focus on access, quality, affordability, reliability, responsiveness of service providers and governance. The survey was extended to capture information on local government capacity to deliver social services to the schools. In this survey both qualitative and quantitative methods will be employed in all the 5 wards. We administered the school WASH audit tool to 20 schools, 18 primary schools and 2 secondary schools from Nakawa Division. We further administered the child survey tool to 10 pupils sample from Primary three (3) to Primary six (6) from the 18 primary school. In total, we generated a sample of 180 pupil respondents across the 18 schools. The information pertaining to attitudes, practices and behaviors of learners towards WASH was obtained using KAP survey.

Documentation and literature review – A review of key documents and reports from CIDI, target Division, Uganda Bureau of Statistics (UBOS) to generate background information on the target population including possible crude estimates was undertaken. The key information included estimates on access to water, education, health services and road networks in the Division as well as demographic characteristics and probable data collection tools suitable for the study. Key documents reviewed included CIDI project documents, Division development plans and Sector performance reports and previous survey reports.

Discussion of findings

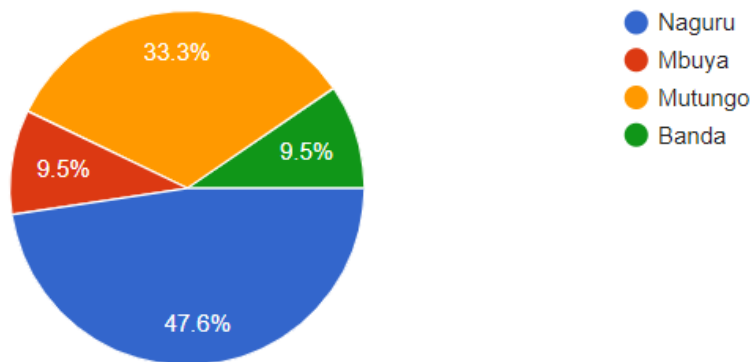
School level audit

Schools

The schools that participated in the survey include; Kalinabiri Primary School, Kiswa Primary School, Naguru Katali Primary School, Murchison Bay Primary School, Police Children's School Ntinda, St Paul Banda Primary School, St James Biina Primary School, St Jude Naguru Primary School, Biina Islamic Primary School, Mbuya Church of Uganda Primary School, Luzira Church of Uganda Primary School, Kyambogo Primary School, St Mbanga Primary School, St Lawrence Primary School, Bukoto Muslim Primary School, Kyanja Primary School, Ntinda School of Deaf, Ntinda Primary School, Kalinabiri Senior Secondary School, Luzira Senior Secondary School. All the selected schools are from Nakawa Division, Kampala District.

Responses according to Parish

Figure 1 Ward/Parish of the school

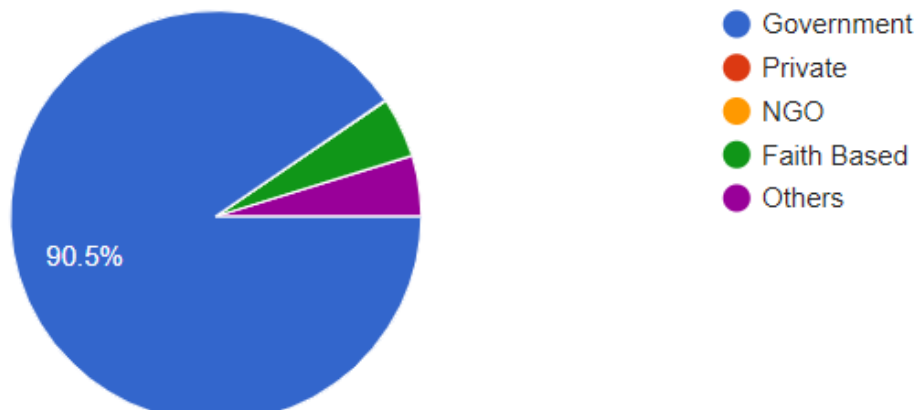


According to the findings, 33% of the schools that participated in the survey were from Mutungo ward, 47% from Naguru, 10% from Mbuya and Banda respectively.

School Ownership

The findings indicate that 91% of the schools interviewed are government Owned. This clearly shows that Government has great input towards WASH provision.

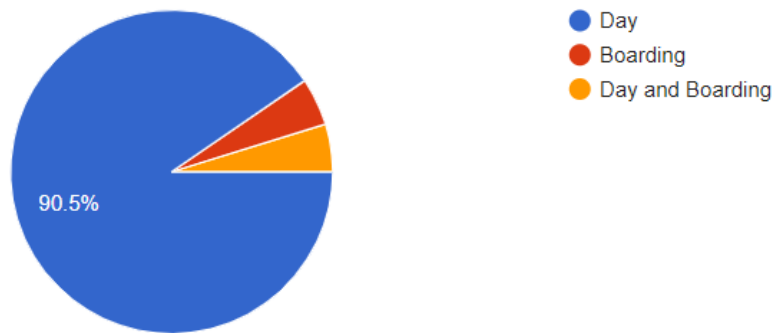
Figure 2 School ownership



Luzira secondary school was reported to be a faith based school.

Whether School is day or boarding

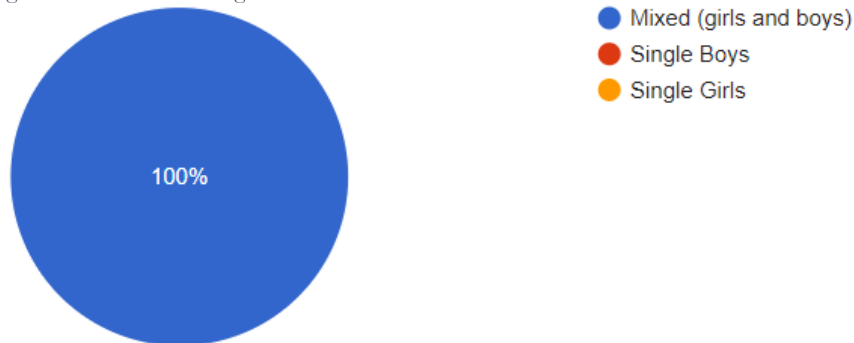
Figure 3 Is school day or boarding



According to the findings, 91% of the schools reached out operate as day learning schools. Kalinabiri Primary School operates as day and boarding. It is only Ntinda School for the Deaf that is purely a boarding school.

School mixed/single sex

Figure 4 Is school mixed or single sex



The findings indicate that all the schools we interviewed are mixed in nature. This simply put, they have both girls and boys. This clearly indicates that provision for inclusive WASH facilities is a must.

Enroll of pupils in 2019

The table below provides a summary of enrollment across the respective schools; the critical observations is that a significant number of the schools did not have data on pupils with disability. This has an implication on possible planning for and accessing this vulnerable section with WASH services within the school;

Table 1 2019 school enrollment

Name of School	#Girls (not disabled)	#Boys (not disabled)	Girls Disabled	Boys Disabled
Biina Islamic Primary School	160	140	0	0 ¹
Bukoto Muslim Primary School	55	61	0	0 ²
Kalinabiri Primary School	459	493	0	0
Kalinabiri Senior Secondary School ³	0	0	0	0
Kiswa Primary School	1078	975	0	0 ⁴
Kyambogo Primary School	176	174	1	1
Kyanja Primary School	167	174	0	0 ⁵
Luzira Church of Uganda Primary School	538	528	7	8
Luzira Senior Secondary School	1,290	1,433	0	3

¹ No data for disabled

² No data for disabled

³ Kalinabiri Secondary School withheld their data

⁴ No data for disabled

⁵ No data for disabled

Mbuya Church of Uganda Primary School	551	454	0	0 ⁶
Murchison Bay Primary School	1,227	1,188	5	4
Naguru Katali Primary School	386	301	0	0 ⁷
Ntinda Primary School	361	277	0	0 ⁸
Ntinda School of Deaf	0	0 ⁹	86	117
Police Children's School Ntinda	167	157	6	5
St James Biina Primary School	938	812	19	12
St Jude Naguru Primary School	464	367	0	0 ¹⁰
St Lawrence Primary School	130	132	2	1
St Mbanga Primary School	270	200	4	6
St Paul Banda Primary School	170	144	0	0 ¹¹

School enrollment in 2022

As indicated in table 3 below, about nine schools did not have any data on pupils with disability. This is an area possibly they can be supported on to take keen interest into;

Table 2 2022 school enrollment

Name of School	#Girls (not disabled)	#Boys (not disabled)	Girls Disabled	Boys Disabled
Biina Islamic Primary School	196	196	0	0 ¹²
Bukoto Muslim Primary School	86	71	0	0 ¹³
Kalinabiri Primary School	467	448	0	0 ¹⁴
Kalinabiri Senior Secondary School ¹⁵	0	0	0	0
Kiswa Primary School ¹⁶	0	0	0	0
Kyambogo Primary School	165	179	0	0 ¹⁷
Kyanja Primary School	181	186	9	14
Luzira Church of Uganda Primary School	622	678	18	15
Luzira Senior Secondary School	1393	1465	6	2
Mbuya Church of Uganda Primary School	474	610	0	0 ¹⁸
Murchison Bay Primary School	1209	1393	32	25
Naguru Katali Primary School	379	493	0	0 ¹⁹
Ntinda Primary School	208	302	0	0 ²⁰
Ntinda School of Deaf ²¹	0	0	97	113
Police Children's School Ntinda	213	244	4	4
St James Biina Primary School	836	1030	17	19

⁶ No data for disabled

⁷ No data for disabled

⁸ No data for disabled

⁹ The school only admits children with disability

¹⁰ No Data for disabled

¹¹ No data for disabled

¹² No data for disabled

¹³ No data for disabled

¹⁴ No data for disabled

¹⁵ School was not willing to divulge information

¹⁶ Data for the school was not provided

¹⁷ No data on disabled

¹⁸ No data for disabled

¹⁹ No data for disabled

²⁰ No data for disabled

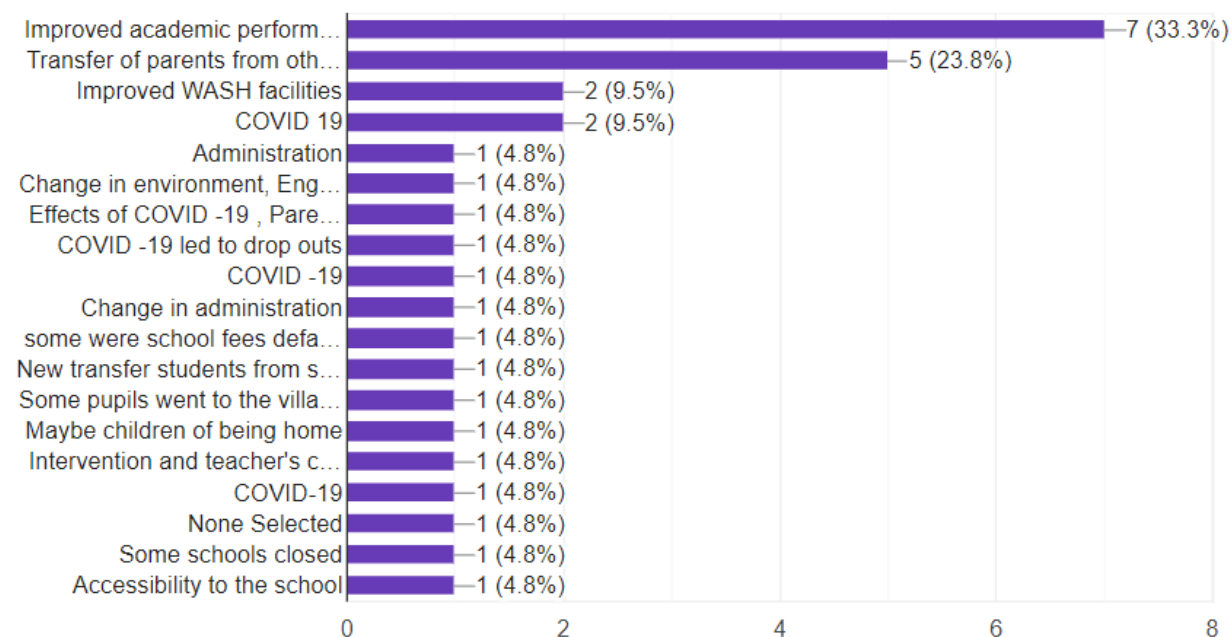
²¹ School only admits children with disability

St Jude Naguru Primary School	377	449	0	0 ²²
St Lawrence Primary School	111	135	3	1
St Mbanga Primary School	213	280	11	9
St Paul Banda Primary School	275	314	0	0 ²³

What caused change in enrollment

According to the findings, 33% of the schools interviewed attributed the change in enrollment to improved academic performance, 24% attributed it to transfer of parents to other locations, 10% to improved WASH facilities and about 29% to COVID – 19 and its effects.

Figure 5 Causes of changes in enrollment



Staffing level

Table 4 below provides a breakdown of teaching and no teaching staff a cross the respective schools;

Table 3 Staffing Level

School	Male Teachers	Female Teachers	Non – Teaching staff
Biina Islamic Primary School	10	5	5
Bukoto Muslim Primary School	4	5	3
Kalinabiri Primary School	5	16	17
Kalinabiri Senior Secondary School	15	16	12
Kiswa Primary School	7	23	15
Kyambogo Primary School	7	5	5
Kyanja Primary School	5	5	4
Luzira COU Primary School	8	13	8
Luzira Senior Secondary School	26	16	1

²² No data on disability

²³ No data on disability

Mbuya COU Primary School	10	15	7
Murchison Bay Primary School	15	26	12
Naguru Katali Primary School	5	11	6
Ntinda Primary School	7	10	5
Ntinda School of Deaf	8	10	15
Police Children's School Ntinda	4	5	5
St James Biina Primary School	13	14	14
St Jude Naguru Primary School	7	12	7
St Lawrence Primary School	3	5	4
St Mbanga Primary School	4	9	5
St Paul Banda Primary School	6	8	4

Number of Pupils per class in 2019

Table 5 below provides a detailed breakdown of pupils according to gender in 2019 from P.7 to P.3;

Table 4 # of pupils in class in 2019

School	P.7		P.6		P.5		P.4		P.3	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Murchison Bay Primary School	119	114	186	189	178	211	185	209	165	188
Police Children's School Ntinda	16	13	22	28	18	25	26	23	29	31
St James Biina Primary School	105	112	140	177	136	157	107	163	95	109
Luzira Church of Uganda Primary School	95	69	87	102	72	98	98	91	68	69
Ntinda Primary School	40	52	35	61	36	58	50	54	51	51
St Mbanga Primary School	44	31	23	32	42	47	36	31	45	45
Ntinda School of Deaf	12	13	04	18	15	15	10	15	08	11
Kyanja Primary School	22	30	27	27	28	25	33	27	23	22
St Lawrence Primary School	17	14	17	17	24	28	23	23	23	22
Bukoto Muslim Primary School	8	7	3	6	13	7	10	10	8	5
Kyambogo Primary School	29	46	21	25	23	30	18	15	25	23
Mbuya Church of Uganda Primary School	47	80	64	80	59	97	68	84	80	98
St Jude Naguru Primary School	38	55	52	85	53	67	62	74	63	83
Naguru Katali Primary School	32	46	42	46	47	42	55	52	51	66
Biina Islamic Primary School	20	22	21	25	29	38	20	23	22	26
St Paul Banda Primary School	22	31	27	22	29	48	30	31	36	38
Luzira Senior Secondary School	152	141	165	145	243	229	234	309	284	261
Kalinabiri Primary School	78	74	82	87	87	85	80	74	68	59
Kalinabiri Senior Secondary School	34	34	40	35	48	82	57	83	52	65
Kiswa Primary School	126	163	127	162	143	172	144	175	126	169

Number of Pupils per class in 2022

During the interview, 19 out of the 20 schools interviewed were able to give us data, it is only Kalinabiri Senior Secondary school that was devoid of 2022 data. Table 6 below provides a detailed breakdown of the respective number of pupils according to gender from P.7 to P.3;

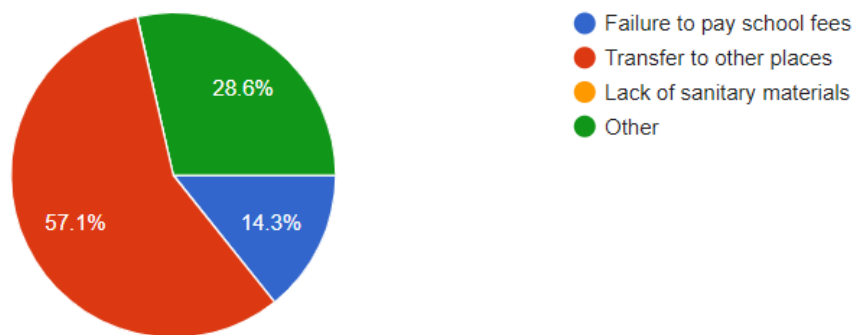
Table 5 # of pupils in class in 2022

School	P.7		P.6		P.5		P.4		P.3	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Murchison Bay Primary School	152	180	164	204	188	245	181	205	185	195
Police Children's School Ntinda	23	24	21	29	27	33	44	34	27	47
St James Biina Primary School	104	152	140	135	124	164	119	152	143	145
Luzira Church of Uganda Primary School	86	117	102	103	91	95	66	75	97	98
Ntinda Primary School	15	38	28	51	37	46	34	52	39	40
St Mbanga Primary School	25	39	31	37	38	38	24	39	34	53
Ntinda School of Deaf	11	15	10	18	8	11	9	11	11	17
Kyanja Primary School	31	36	25	19	21	27	21	37	23	27
St Lawrence Primary School	17	26	19	15	14	24	15	16	12	12
Bukoto Muslim Primary School	10	8	11	9	6	7	5	9	16	11
Kyambogo Primary School	25	48	21	27	24	31	17	14	24	21
Mbuya COU Primary School	57	65	74	94	76	113	49	74	77	84
St Jude Naguru Primary School	48	94	47	53	57	80	49	59	52	66
Naguru Katali Primary School	41	51	45	45	56	61	57	70	41	83
Biina Islamic Primary School	23	26	24	23	30	35	27	26	27	26
St Paul Banda Primary School	27	44	33	26	35	59	45	52	48	44
Luzira Senior Secondary School	158	105	161	146	270	327	222	211	270	275
Kalinabiri Primary School	71	86	70	80	72	71	64	84	60	53
Kalinabiri Senior Secondary School ²⁴	0	0	0	0	0	0	0	0	0	0
Kiswa Primary School	138	170	164	204	171	200	143	135	144	167

²⁴ The school did not provide data for 2022

Major cause of drop out

Figure 6 Major Cause of drop out



From the findings, we note that 57% of the schools attributed drop out to transfer to other places, 14% due to failure to pay school fees and about 29% cited other reasons. Other reasons included; loss of interest, pregnancy, among others.

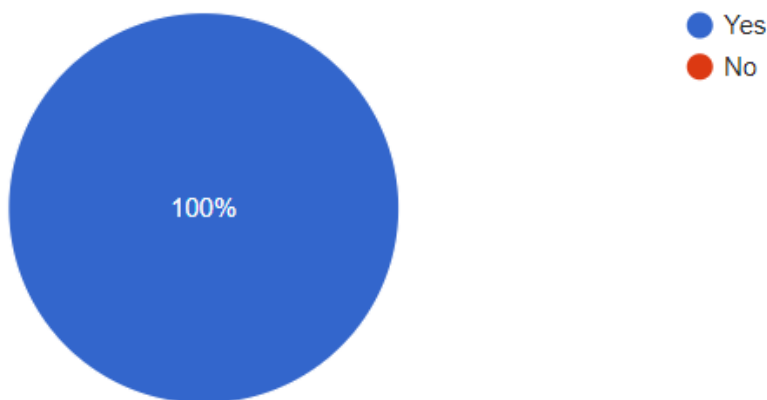
Sanitation infrastructure and its use

Does the school have toilet/latrines?



All the 20 schools we are interviewed during this survey had sanitary facilities. This is a very positive finding.

Figure 7 School having toilet/ latrine



Number of toilet stances per school

As it is indicated in table 6 below, there are three schools that do not have stances for teachers, these include; Police children's school Ntinda, St Mbaga Primary school and Bukoto Muslim Primary school. This clearly indicates that the teachers share the toilets with the pupils. We further established that six (6) schools have no provision for toilet stances to disabled children. The schools include; Ntinda School for deaf²⁵, Bukoto Muslim Primary School, Nagulu Katali Primary School, Biina Islamic Primary School, Kalinabiri Senior Secondary School and Kiswa Primary School.

Table 6 # toilet stances per school

School	Stances boys	Stances girls	Stances disabled	Stances Teachers	Total
Murchison Bay Primary School	12	12	3	1	28

²⁵ In this case we are referring to pupils with physical disability

Police Children's School Ntinda	7	7	2	0	16
St James Biina Primary School	7	7	1	1	16
Luzira Church of Uganda Primary School	16	16	2	8	42
Ntinda Primary School	8	8	2	2	20
St Mbanga Primary School	6	5	3	0	14
Ntinda School of Deaf	9	9	0	3	21
Kyanja Primary School	5	4	1	4	14
St Lawrence Primary School	8	3	1	4	16
Bukoto Muslim Primary School	3	4	0	0	7
Kyambogo Primary School	13	13	2	8	36
Mbuya Church of Uganda Primary School	12	12	2	2	28
St Jude Naguru Primary School	5	5	1	2	13
Naguru Katali Primary School	5	5	0	2	12
Biina Islamic Primary School	13	13	0	1	27
St Paul Banda Primary School	6	6	4	4	20
Luzira Senior Secondary School	10	16	2	4	32
Kalinabiri Primary School	19	22	4	2	47
Kalinabiri Senior Secondary School	9	4	0	2	15
Kiswa Primary School	26	18	0	2	46



Sample toilet facility at St Paul Banda Primary School

The national physical planning standards and guidelines (2011) set the national standards for pupil: stance ratio at 1:40. According to the findings 12 of the 20 schools interviewed meet the national standard. The eight schools fall short of meeting the national standards. Important to highlight the schools that are in a dire state, these include; St. James Biina Primary school at 1:61, Mbuya COU Primary School at 1:42, St. Jude Naguru Primary School at 1:75, Nagulu Katali Primary School at 1:87, Luzira Senior Secondary²⁶ at 1:102 and Kiswa Primary School at 1:47.²⁷ It is equally important to commend Murchison bay, Police children's school ntinda, Ntinda School of Deaf, Kyambogo Primary School, Biina Islamic Primary School and Kalinabiri Primary School for the efforts made in pulling down the ratio to 20 and below. Kalinabiri Secondary School has no ratio because they did not avail data for the two years of consideration.

²⁶ This school is in a direr state, they need immediate remedy

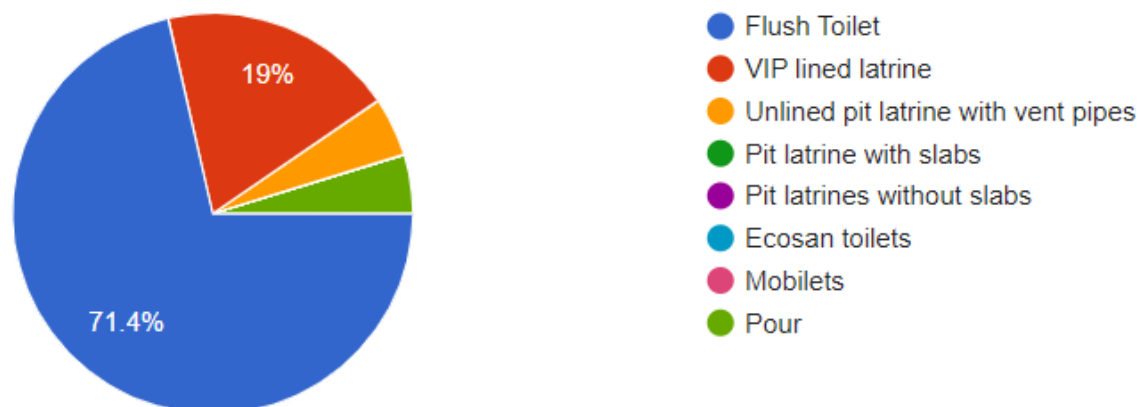
²⁷ We used 2019 data, 2022 data was not availed.

Table 7 Stance to Pupil ratio

School	Stances boys	Stances girls	Stances disabled	Total Stances	Total # Students	Stance to student ratio
Murchison Bay Primary School	12	12	3	27	392	16
Police Children's School Ntinda	7	7	2	16	157	10
St James Biina Primary School	7	7	1	15	915	61
Luzira Church of Uganda Primary School	16	16	2	34	1318	39
Ntinda Primary School	8	8	2	18	510	28
St Mbanga Primary School	6	5	3	14	504	36
Ntinda School of Deaf	9	9	0	18	97	5
Kyanja Primary School	5	4	1	10	376	38
St Lawrence Primary School	8	3	1	12	249	21
Bukoto Muslim Primary School	3	4	0	7	157	22
Kyambogo Primary School	13	13	2	28	344	12
Mbuya Church of Uganda Primary School	12	12	2	26	1084	42
St Jude Naguru Primary School	5	5	1	11	826	75
Naguru Katali Primary School	5	5	0	10	872	87
Biina Islamic Primary School	13	13	0	26	392	15
St Paul Banda Primary School	6	6	4	16	589	37
Luzira Senior Secondary School	10	16	2	28	2858	102
Kalinabiri Primary School	19	22	4	45	915	20
Kalinabiri Senior Secondary School	9	4	0	13	0	0
Kiswa Primary School	26	18	0	44	2053	47

Latrine technologies

According to the findings 71% of the toilets are flush, 19% are VIP lined latrines, 5% are unlined pit latrine with vent pipes and 5% are pour flash. With flush technology dominating, it means the schools should be in position to plan for water to match the technology.

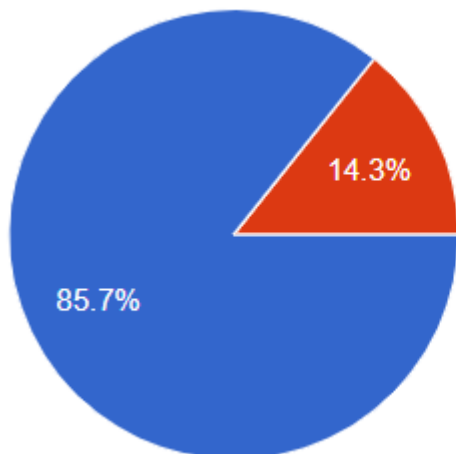




Flush technology adopted by 71% of the schools we reached out to

Does the toilet design provide for disabled in terms of ramp?

Figure 8 Toilet design with a ramp



- Yes
- No

The findings indicate that 86% of the schools interviewed have a toilet facility with a ramp for children with disability. Only 14% reported not having a ramp. The schools with no ramp include; Luzira COU, Bukoto Muslim P/S and Kalinabiri S.S. It is important for these schools to provide for disabled children.

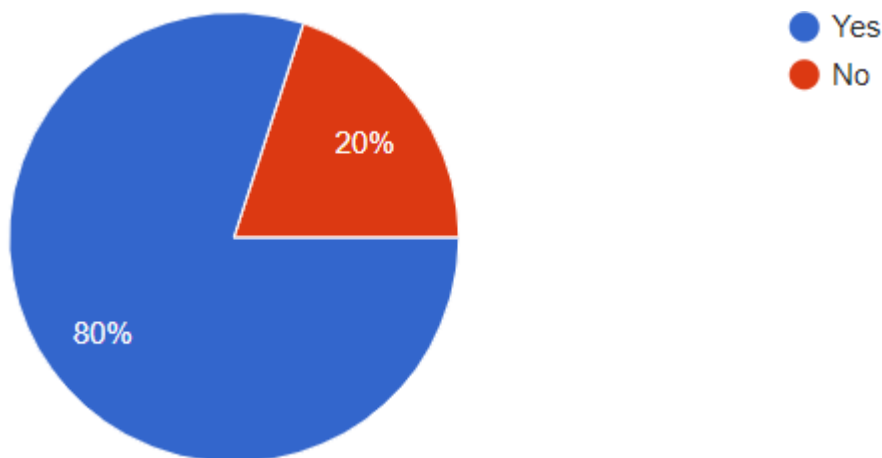


A significant number school facilities have design of a ramp to cater for disabled children

Design provide for disabled in terms of space for wheel chair

The study findings indicate that 80% of the schools reached provided space to cater for disabled children with a wheel chair. It is only 20% of the schools that did not have that provision. The schools without a provision included; Luzira church of Uganda primary school, Bukoto Muslim Primary School, Kalinabiri Senior Secondary School and Kiswa Primary School. It is therefore important for these school to factor in the children with disability as they plan for the school sanitation needs. The KCCA should give technical guidance on the kind of toilet designs that should be constructed in order to address the identified gaps within the respective schools.

Figure 9 provision for space of a wheel chair



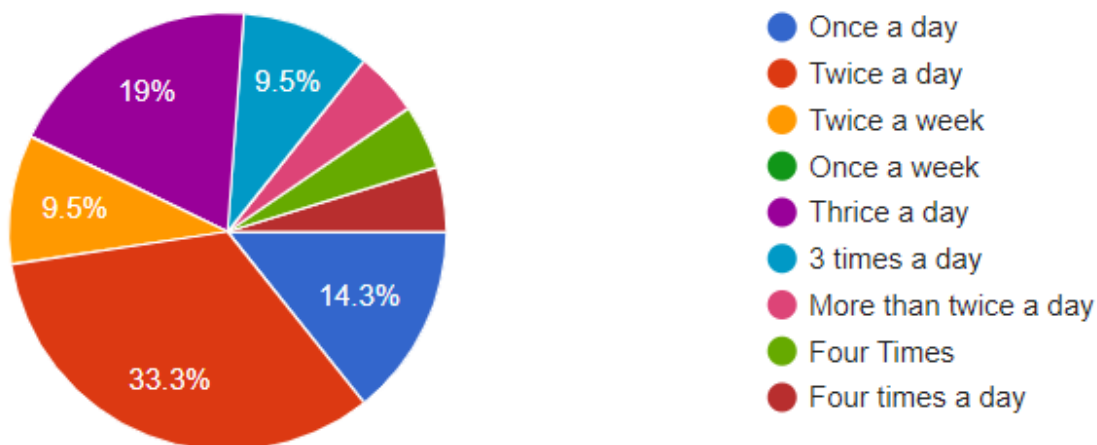
Who cleans the school toilet?

The findings established that 55% of the school toilets are cleaned by cleaners, 29% are cleaned by hired porters, 10% are cleaned by the pupils themselves and the rest are cleaned by other support staff within the schools.

Frequency of cleaning the toilets

In terms of frequency of cleaning the toilets, 33% of the toilets are cleaned twice a day, 19% are cleaned three times a day and 14% are cleaned once a day. We further established that 10% are cleaned twice a week. With the high cleaning frequency, the children are in position to study in a conducive sanitary environment.

Figure 10 Frequency of cleaning the toilets

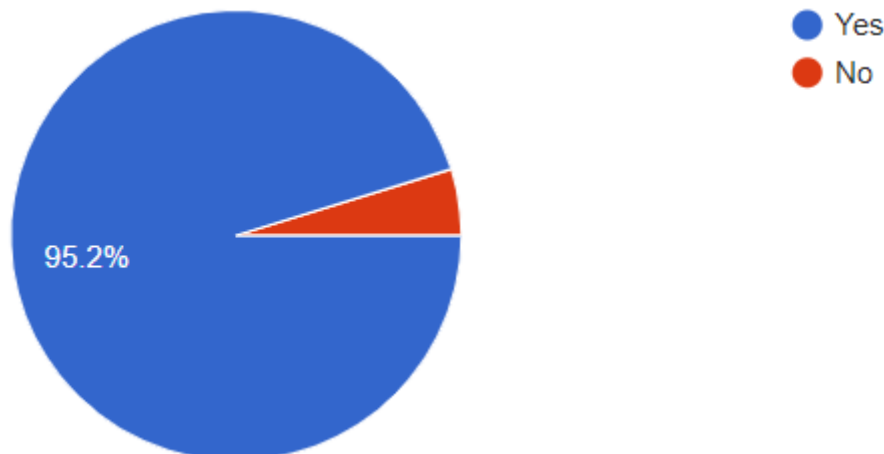


Availability of anal cleansing material

All (100%) the schools we visited had anal cleansing materials. This is very commendable because it ensures proper sanitation and hygiene for the pupils while at school.

Availability of Urinals

Figure 11 Availability of urinals



According to the findings, 95% of the schools we reached out to had urinals. It is only 5% of the schools that did not have the urinals. The only school without a urinal is Nagulu Katali Primary School. It is important for the school to be supported to establish one. This will help reduce OD incidences.

Handwashing facilities

Does the school have hand washing facility (ies) next to the toilets?

The survey findings indicate that all the schools visited had a handwashing facility installed. This is a good indication towards accelerating handwashing practices.

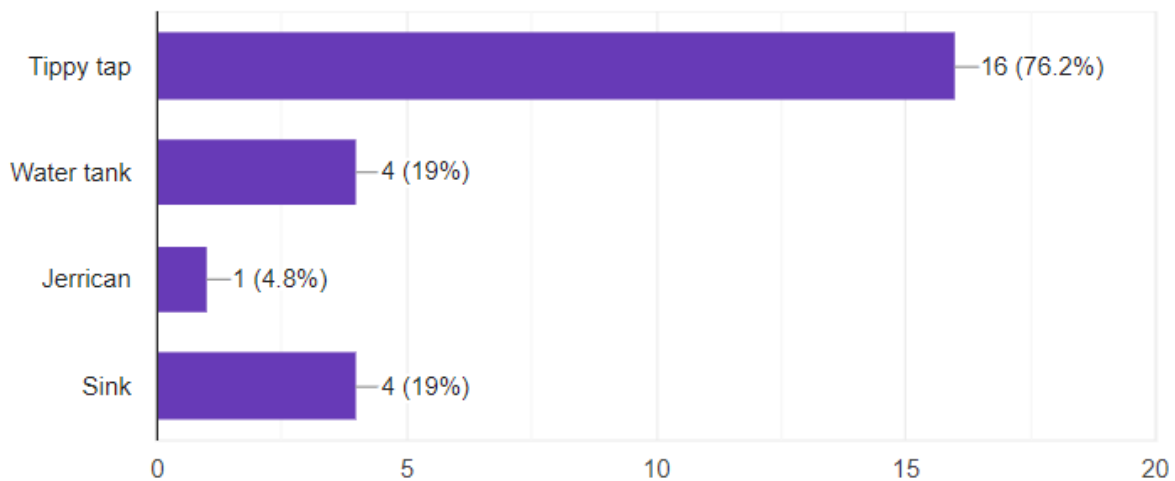


Sample hand washing point at St. Paul Banda Primary School

Type of hand washing facility

In terms of type of hand washing facilities, the findings indicate that 76% of the schools had tippy taps, 19% had a water tank, 5% were using a jerrican and 19% were using a sink.

Figure 12 Type of handwashing facility



Hand washing facility having soap/ash/detergent

On a positive note, we established that all the handwashing facilities and points had soap or some sort of detergent, this is a clear indication that pupils are washing hands with soap and water.



**At the various handwashing points, the pupils had access to soap
Hand washing facility having water and evidence of being used**

At the time the interview was picked, there was evidence of all handwashing facilities having water and it was clearly evident that they were in use.

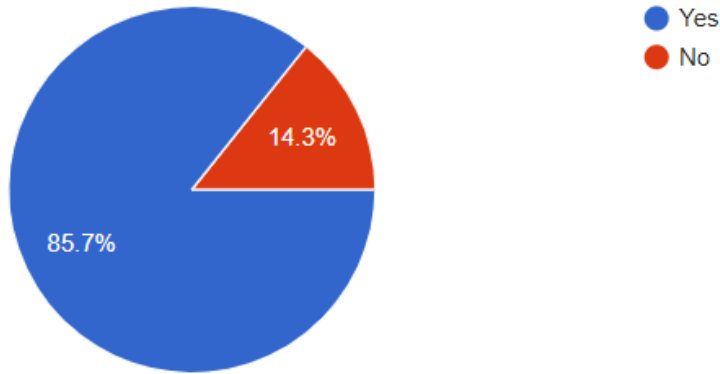


At the schools visited handwashing points had water and were visibly wet

Girls washrooms

Private washrooms for girls next to the toilet

Figure 13 Washrooms for girls



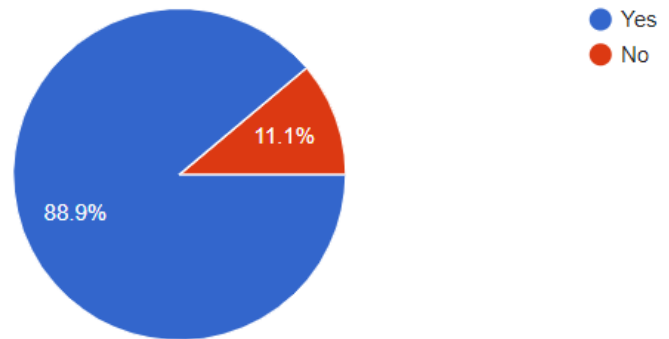
According to the findings, 86% of the schools visited had a private washroom for the girls. Only 14% reported not having a private washroom for the girls. The schools without include; Bukoto Muslim Primary School, St. Jude Naguru Primary School and Kalinabiri Senior Secondary School.

It is therefore important to work with these three schools to ensure that they provide for privacy of the girls by constructing private washrooms. This will contribute to putting in place a conducive learning environment. Hence, enhancing learning of the girl child.



The findings further established that 89% of the schools with washrooms had privacy within the girls washrooms. Privacy was defined by the facility having a door with shutters and walls. It is only 11% of those schools with washrooms whose facilities did not meet the parameters that define privacy. The schools include; St. Mbagga Primary School and Mbuya Church of Uganda Primary School. It is therefore important to work with those schools to meet the requisite privacy standards.

Figure 14 Washrooms with walls and door with shutters

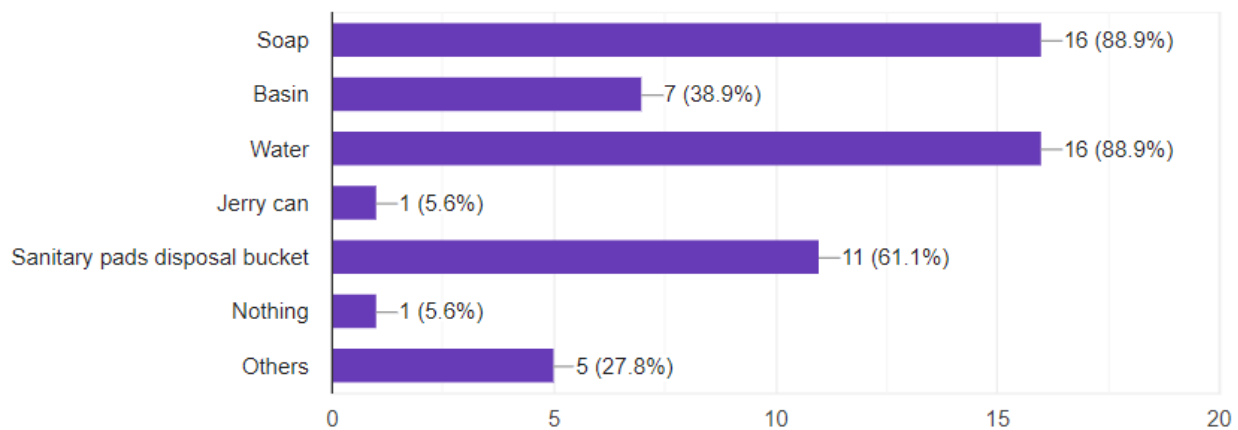


Sampled washroom that meets the requisite privacy standards

What is in the Washroom

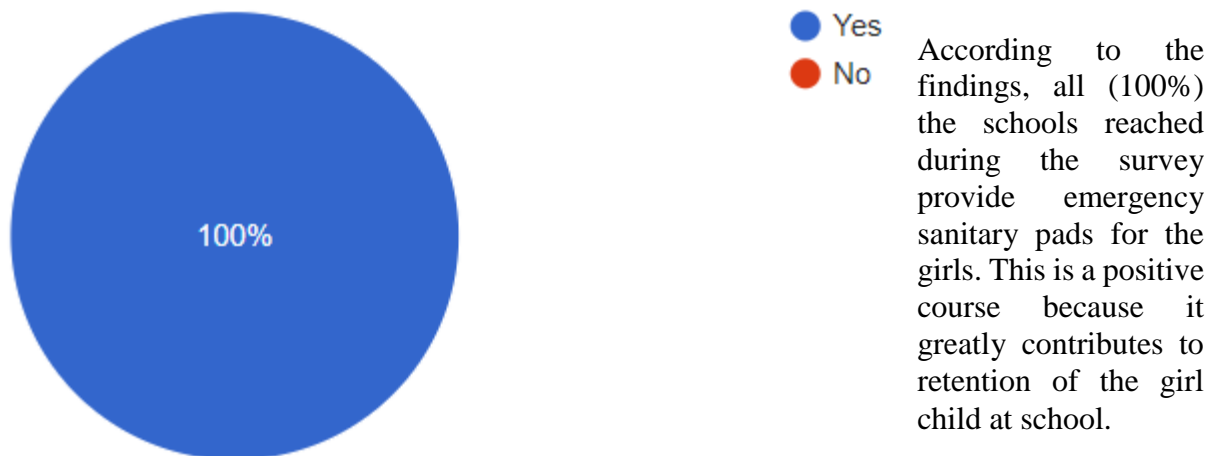
During the survey, we took off time to establish what is in the washrooms specifically for those schools that reported having one. The findings indicate that 89% of the washrooms had soap, implying that 11% of the washrooms did not have soap. It is only 39% that had a basin in the washroom. Furthermore, 89% of the washrooms had water, 6% had a jerry can. In terms of having a sanitary pads disposal bucket, 61% reported to having one, this is a danger to disposing off and clogging the toilets. About 6% of the wash rooms did not have anything in there. The findings show that despite the schools having private wash rooms for the girls, they still lack some basic amenities that enable usage. Critical for the school leadership and other actors to ensure that these wash rooms are well equipped with the necessary items.

Figure 15 Items in the wash rooms



Provision of emergency sanitary pads for the girls

Figure 16 Provision of emergency sanitary pads

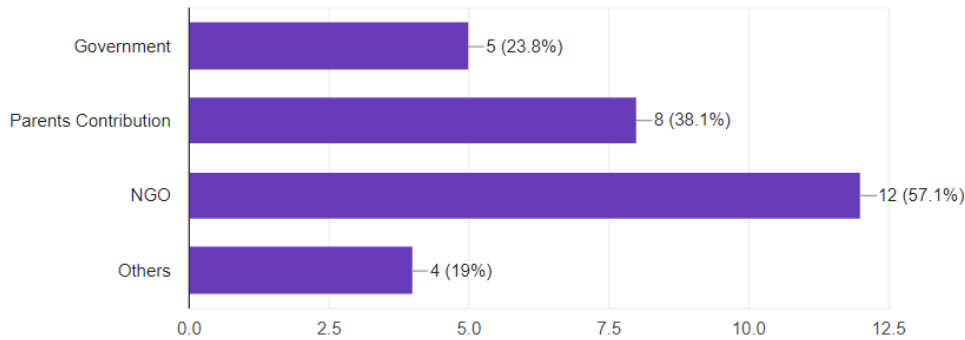


Source of funding for the sanitary pads

We sought to establish the source of funding for the sanitary pads provided to the girls at school. The feedback from the survey indicated that; 24% came from government, 38% from parent's contribution, 57% from NGOs and 19% from other undisclosed sources. It is a good progression that the girls at schools are accessing sanitary pads, it is however important that especially parents and government steps up their

primary responsibility. We see NGOs bearing much of the burden. In terms of sustainability it is important for the primary responsible parties to own and take lead in providing the sanitary pads. Working through the existing school structures (SMC and PTA), to ensure that adequate plans are put in place.

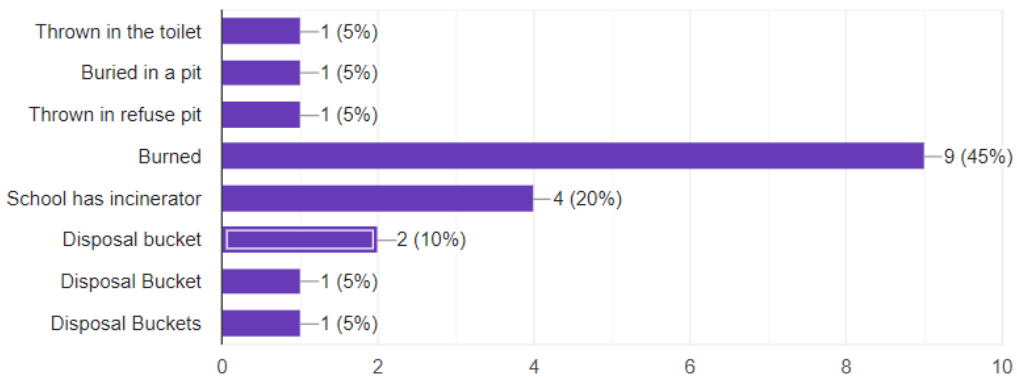
Figure 17 Source of funding for sanitary pads



Disposal of sanitary pads

We sought to establish how the used sanitary pads are disposed of. The findings indicate that 5% are thrown in the toilet, 5% are buried in a pit, 5% thrown in a refuse pit, 45% are burned, 20% are managed by the school incinerator, 20% disposed in a buckets.

Figure 18 Disposal of Sanitary pads

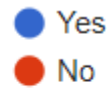
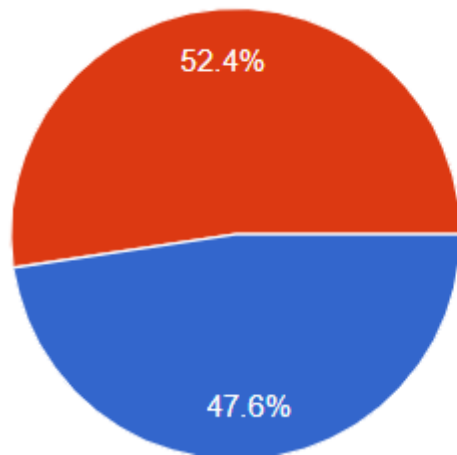


Sample incinerator in one of the schools

SRH, Sanitation and Hygiene Promotion

School having talking compound (WASH, SRH and MHM messages)

Figure 19 Talking compounds



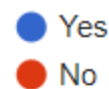
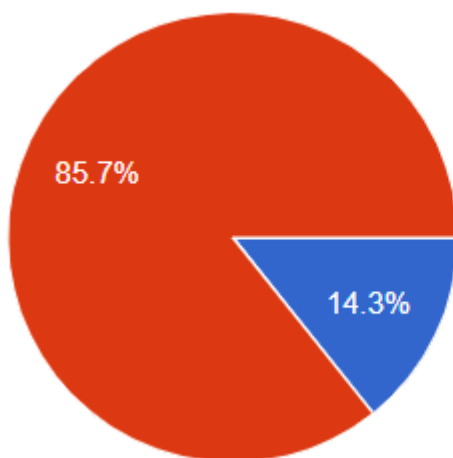
The findings reveal that 48% of the schools interviewed have a talking compound with key messaging on WASH, SRH and MHM. Sadly, 52% of the schools do not have any messaging. This is not good because messaging addresses the behavior and attitude side.

The actors definitely have more work to do to improve on this area of WASH messaging. With improved attitudes and behaviors among pupils good WASH practices can be fostered.

Talking classrooms (WASH, SRH and MHM messages)

On further establishing existence of talking classrooms with messaging on; WASH, SRH and MHM, the findings reveal that; 86% of the schools did not have classrooms with messaging. It is only 14% of the schools that have talking classrooms. This is a very worrying finding. Without the messaging in the schools, it is very hard to change the behavior and attitudinal aspects of the pupils towards WASH, SRH and MHM.

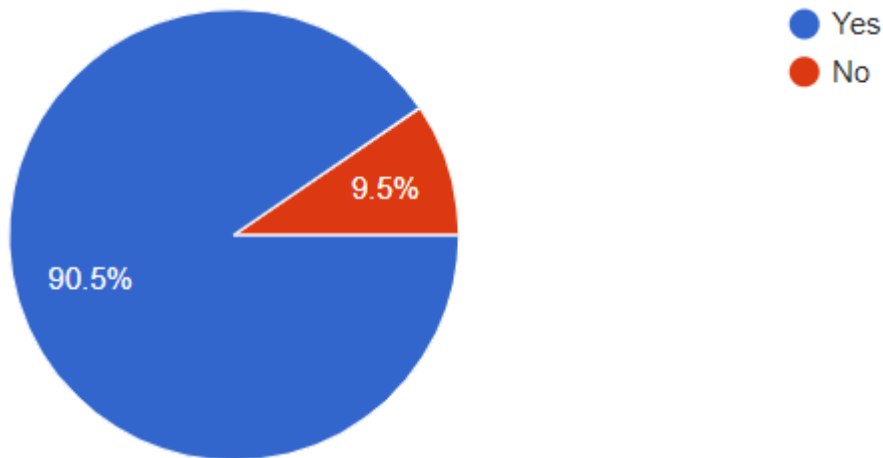
Figure 20 Talking classrooms



School health clubs

A very interesting finding indicates that 90% of the schools interviewed have school health clubs. It is only 10% of the schools without one. These are; Luzira Church of Uganda Primary school and St. Lawrence Primary School. This therefore creates an opportunity to leverage on the clubs to pass on and instill good WASH behaviors among the pupils.

Figure 21 School Health Clubs



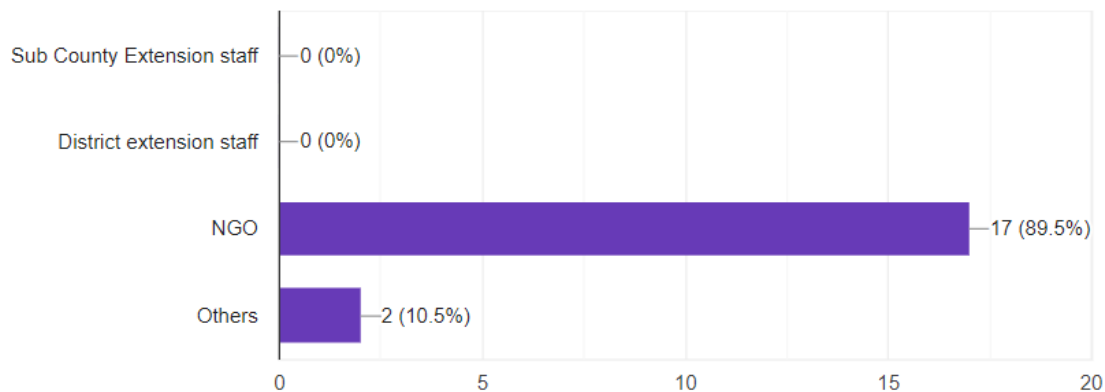
School trained on WASH and SRH

The findings further indicate that all the schools that were interviewed have been trained on WASH and SRH. This therefore offers a good leverage point on which to scale up good practices amongst the pupils.

Who conducted the training

The survey established that 90% of the trainings were conducted by NGOs. There was no report of Division or District extension staff offering any sort of training. This is a very worrying trend. In case the NGOs move out, the WASH and SRH situation is highly likely to deteriorate. It is important therefore for KCCA to work out a mechanism of taking deliberate effort to undertake trainings of that nature.

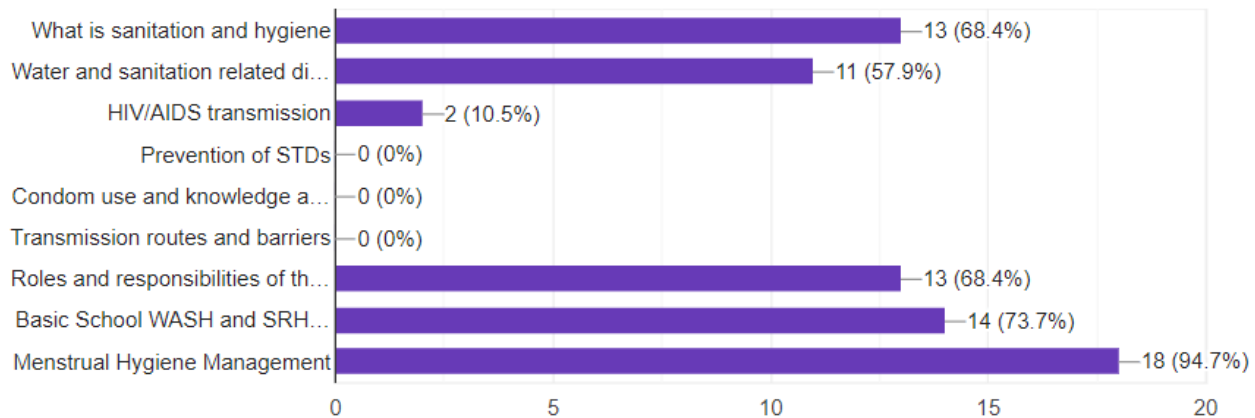
Figure 22 Who conducted the training



Topics covered

The findings reveal that 95% of the schools had received training in MHM, 73% received training in basic school WASH and SRH. A further 68% received training in roles and responsibilities of members of the school health club, 58% received training in water and sanitation related diseases and 68% received training on understanding what sanitation and hygiene is all about. A paltry 11% reported having received training on HIV/AIDS transmission.

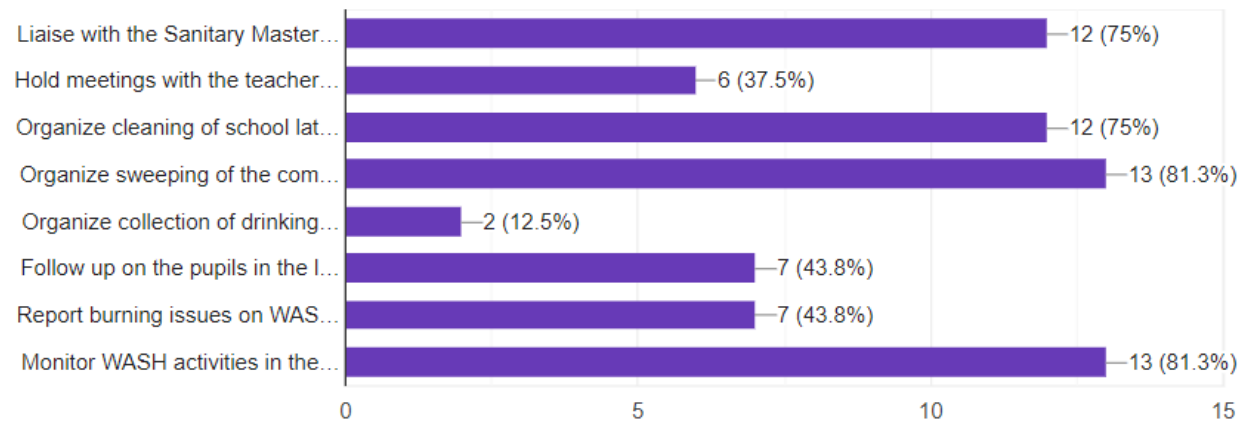
Figure 23 Topics covered during training



Activities health club is implementing

According to the findings 75% of the health clubs are working closely with the sanitary master and mistress to develop roster to implement WASH and SRH activities. We also established that 38% were holding meetings with teachers, a further 75% reported organizing cleaning of school sanitary facilities, 81% were organizing sweeping of the school compounds, 81% were involved in monitoring WASH activities in the schools among other activities. This finding clearly demonstrates that the health clubs are in existence and doing some good work.

Figure 24 Activities of the health clubs

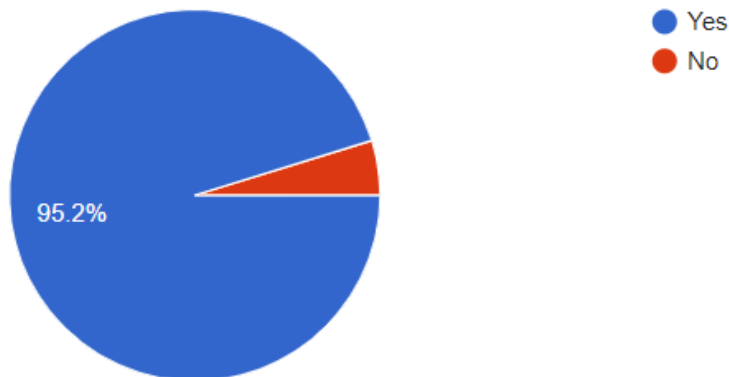


Does school have in charge of WASH and SRH

The findings from the survey indicate that all (100%) of the schools that we interviewed had someone in charge of WASH and SRH. This is a positive indicator which signifies that the related issues are prioritized and taken care of.

Was teacher trained on WASH and SRH

Figure 25 Whether teacher was trained

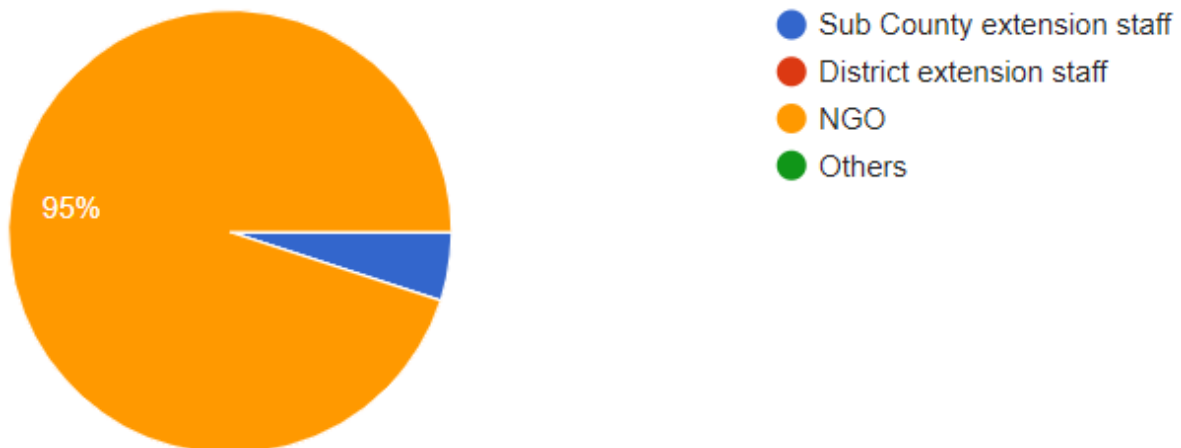


The findings reveal that 95% of the teachers in charge of WASH and SRH have received training in those areas. This is a good indicator, it points to the fact that they are in position to train and support the learners. Luzira and St. Lawrence Primary Schools did not provide feedback on training.

Who trained the teacher

On further establishing who trained the teachers, the findings reveal that 95% of the teachers were trained by NGOs and 5% by Sub County/Division extension staff. This is good because the teachers have been equipped with the requisite knowledge. The only missing link is that, the District and Division leadership has not done as much as they should have done. This threatens sustainability of these good practices.

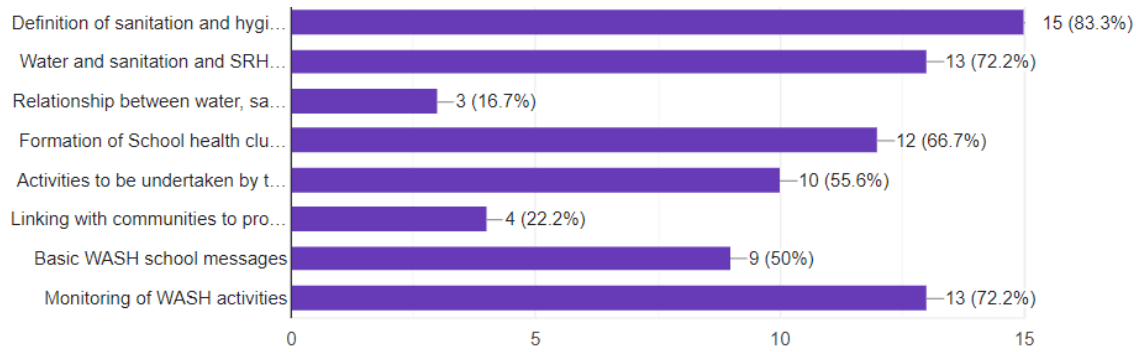
Figure 26 who trained the teachers



Topics covered during training

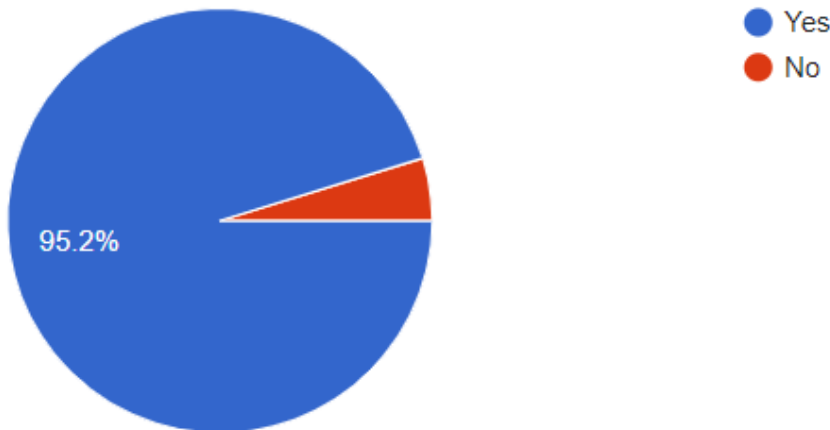
According to the findings from the survey, we established that 83% of the teachers received training in understanding what sanitation and hygiene is all about, 72% reported receiving training in water, sanitation and SRH. At least 17% were trained in understanding the relationship between water, sanitation and hygiene. The findings further established that 67% received training on formation of health clubs, 56% of the respondents noted that they had received training on activities to be undertaken by the clubs, 22% reported receiving training on how to link with communities to promote WASH, 50% of the teachers reported receiving training on basic WASH messages and another 72% on how to monitor WASH activities. This finding clearly demonstrates that the teachers in charge of WASH and SRH are well equipped with the requisite fundamental knowledge that are able to pass on to the respective learners.

Figure 27 Topics trained in



Does school teach personal and menstrual hygiene to girls

Figure 28 Teaching personal and menstrual hygiene to girls



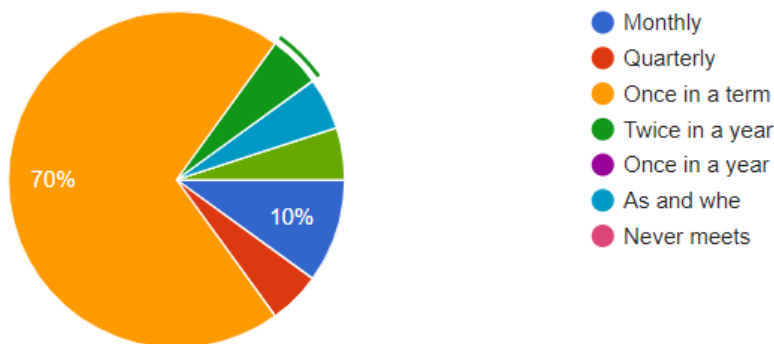
Findings from the surveyed schools reveal that 95% of the schools teach personal and menstrual hygiene to the girls. The only school that was not teaching the girls is Kalinabiri Secondary school. The findings clearly demonstrate that the schools are ably training and preparing the girls to manage MHM.

Does school have school management committee

All the schools that were interviewed reported to having a school management committee. This is a good direction because SMCs are the highest decision making organs in a school. This implies that they are in good position to influence WASH investments in the school.

Frequency of SMC meeting

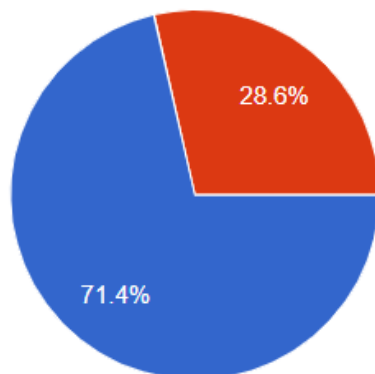
Figure 29 Whether school has SMC



We sought to establish how often does the SMC meet in the respective schools. The findings indicate that, 70% of the SMCs meet once a month and 10% meet on a monthly basis. The rest of the schools meet either quarterly, twice in a year or as and when it is required to meet.

SMC being trained on SRH and WASH

Figure 30 SMCs trained on SRH and WASH

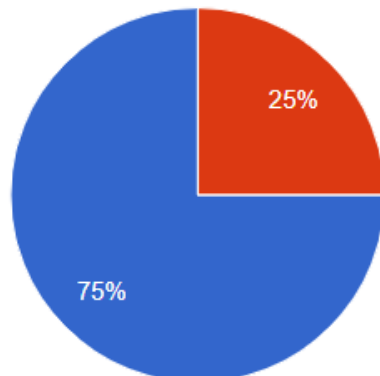


- Yes
- No

An interesting finding from the survey indicates that 71% of the SMCs have been trained on SRH and WASH. The 29% who include; St. Mbagwa, St. Lawrence, Bukoto Muslim, Biina, Luzira primary schools and Kalinabiri Secondary have never been trained. It is important for them to receive the training as well.

Whether SMC has taken any decision to act on WASH issues

Figure 31 Decisions on SRH and WASH issues



- Yes
- No

Having clearly established that the schools have SMCs and have received training in SRH and WASH, we sought to further establish whether they have taken any related decisions. The findings show that 75% have taken decisions to act on WASH and 25% have not taken any decision to act on WASH related issues in the school.

Some of the decisions taken

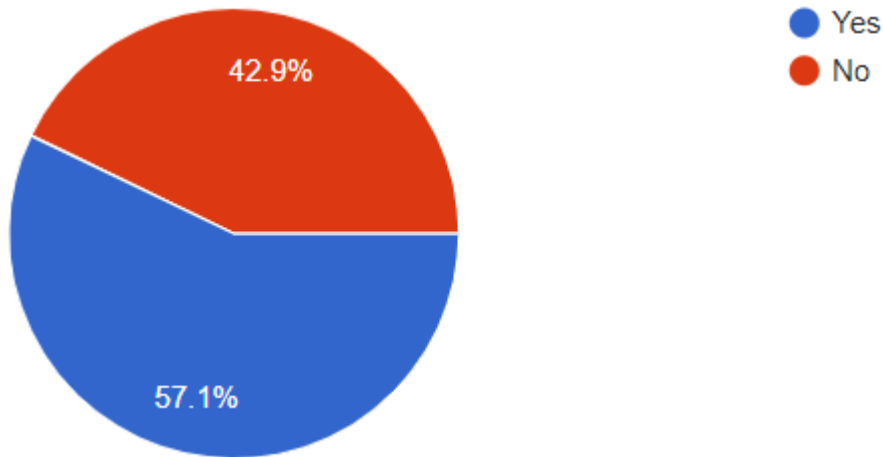
Table 8 below provides for some of the decisions that have so far been taken by the respective SMCs towards addressing and improving the WASH situation in the schools;

Table 8 Decisions taken by SMCs

<ul style="list-style-type: none"> ● To teach hygiene and sanitation in the school ● To provide detergents like liquid soap ● Put in place WASH talking compounds ● Resolved that parents should provide their children with drinking water bottles. ● Decided to put up resident teachers bathrooms and extension of water in there. 	<ul style="list-style-type: none"> ● Invest in rain water harvesting tanks ● Took decision to ask parents to provide toilet papers for the children. ● Approved budget to refurbish the sanitary facilities. ● Increased vote for water and passed school budget for WASH. ● Fully support activities of the SHC's
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Existence of PTA

Figure 32 Existence of PTA



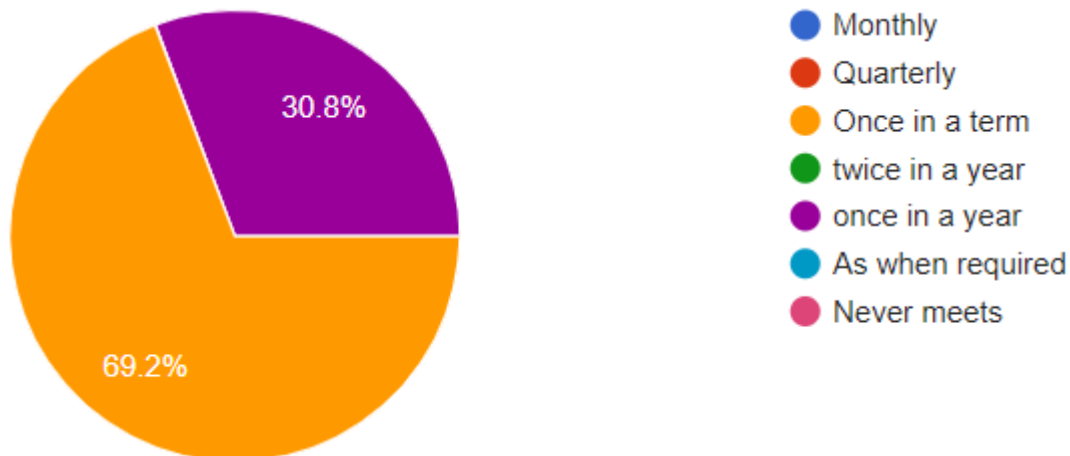
The findings reveal that 57% of the schools have the PTA structure. The 43% do not have the structure. The PTA is an important structure that fosters strong relationship between parents and teachers. This can also be used to initiate conversation on how to address the WASH issues.

The schools without the PTA structure include; Murchison Bay, Police Children's School, St. James Biina, Ntinda Primary, Kyanja Primary, St. Lawrence Primary, Bukoto Muslim, Kalinabiri Primary school. These schools should be supported and encouraged to put in place the PTA structure.

Frequency of PTA meeting

According to the findings, of the 57% schools that have the PTA structure, 69% meet once every term and 31% meet once in a year. It is however important to encourage the 31% who meet once a year to work towards increasing the meeting frequency to at least twice a year. This helps nipping the emerging issues early enough.

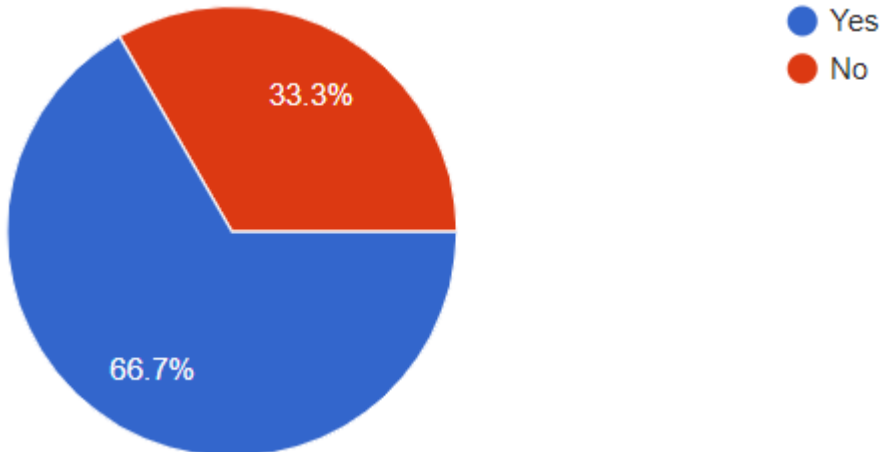
Figure 33 Frequency of PTA meeting



Whether PTA has ever been trained on SRH and WASH issues

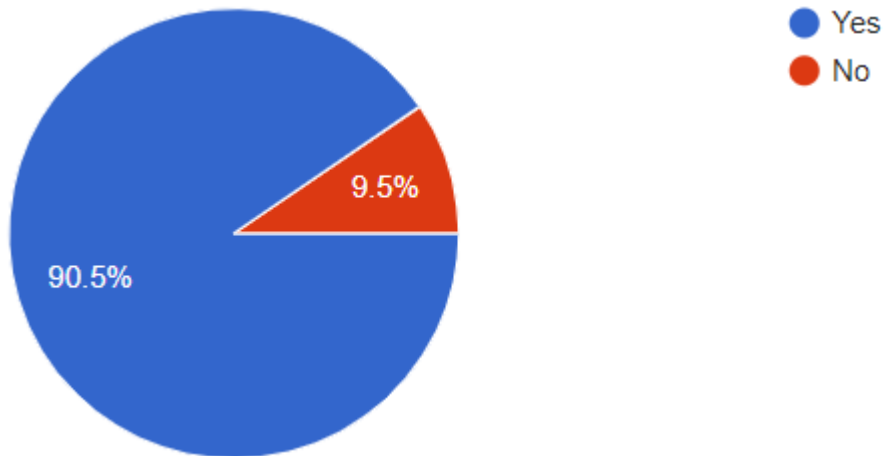
Seeking to establish whether the PTA has ever been trained on SRH and WASH, the findings indicate that 67% of the schools with PTA have been trained. This indicates that those who have been trained can ably discuss and support SRH and WASH related actions. The findings further revealed that 33% of the PTA's have never received any training. The schools that have not had their PTA's trained include; St. Mbagu Primary, Ntinda School of the deaf, Kalinabiri Primary and Kalinabiri Secondary Schools.

Figure 34 PTA's trained on SRH and WASH



School conducting health parades

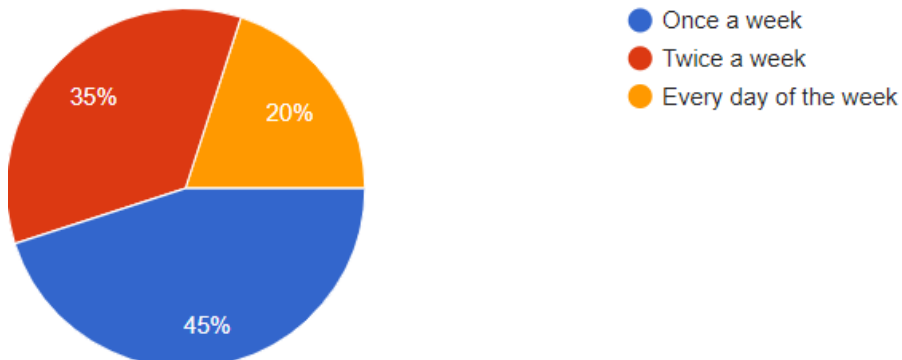
Figure 35 Conducting health parades



The survey findings revealed that 90% of the schools were conducting regular health parades. It is only 10% of the schools interviewed that did not conduct health parades. These include; Luzira S.S and Kalinabiri S.S. All the primary schools were found to be conducting the health parades.

Frequency of conducting the health parades

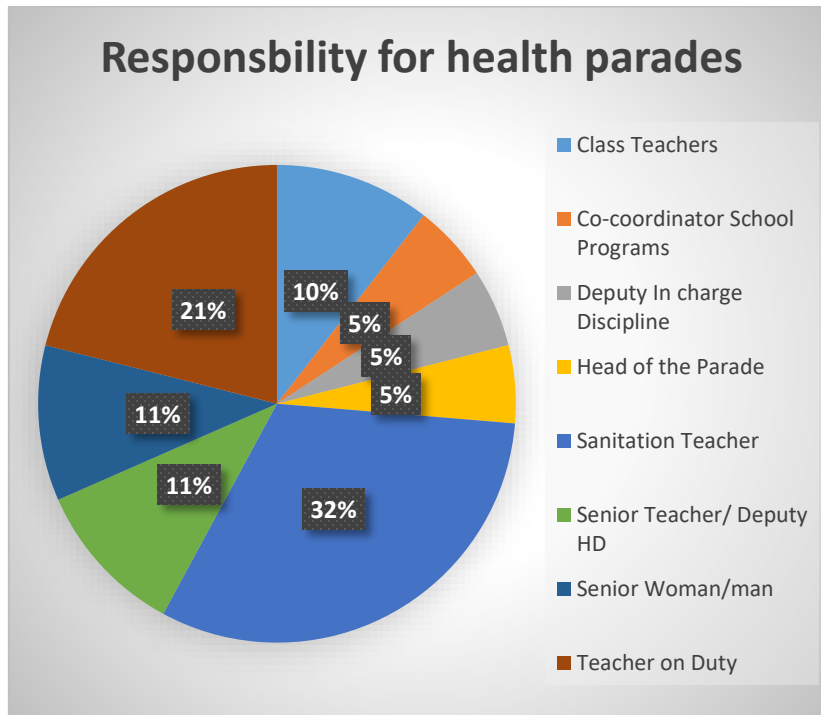
Figure 36 Frequency of conducting health parades



We established that, of the schools that conduct health parades, 45% hold them once a week, 35% twice a week and 20% every day of the week. This is a good finding and contributes to instilling the good practices.

Who is responsible for the health parades?

Figure 37 Responsibility for health parades



In terms of who is responsible for the health parades, the schools that hold such reported that; 32% are sanitation teachers, 21% are teachers on duty. They further noted that 11% of parades are led by senior woman/man, 11% by the senior teacher or Deputy Head Teacher. The feedback also indicated that, 10% of the school health parades are managed by class teachers and 5% each of the health parades are spread across the coordinator school programs, head of the parade and the deputy in charge of discipline. The findings indicate a clear responsibility Centre.

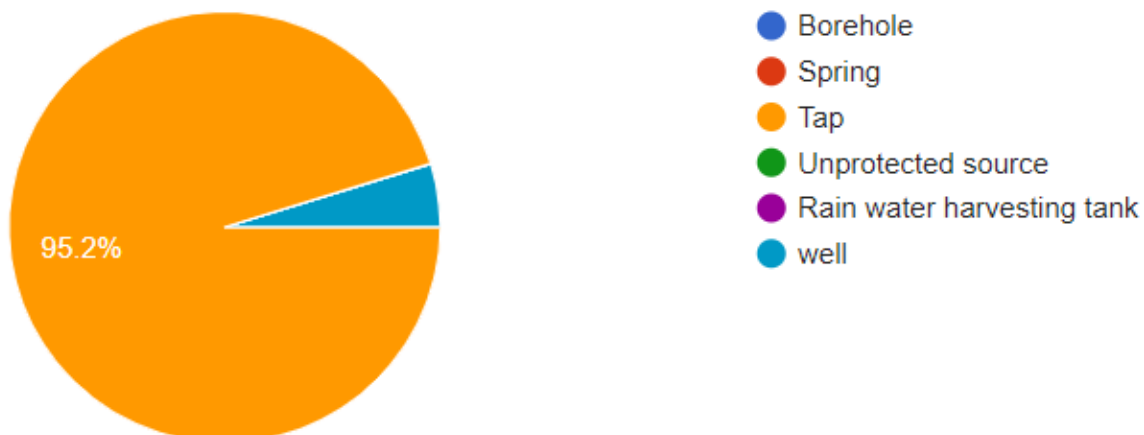
Water Infrastructure

This section looks at the sources, technology used, access to safe clean water, quality of the water, the cost, ownership and distance to the water points.

Type of water source school uses

According to the survey findings, 95% of the schools use tap (piped) water from the NWSC main grid. It is only 5% of the schools that use well water. The school without tap water is Kyanja Primary School.

Figure 38 Type of water source

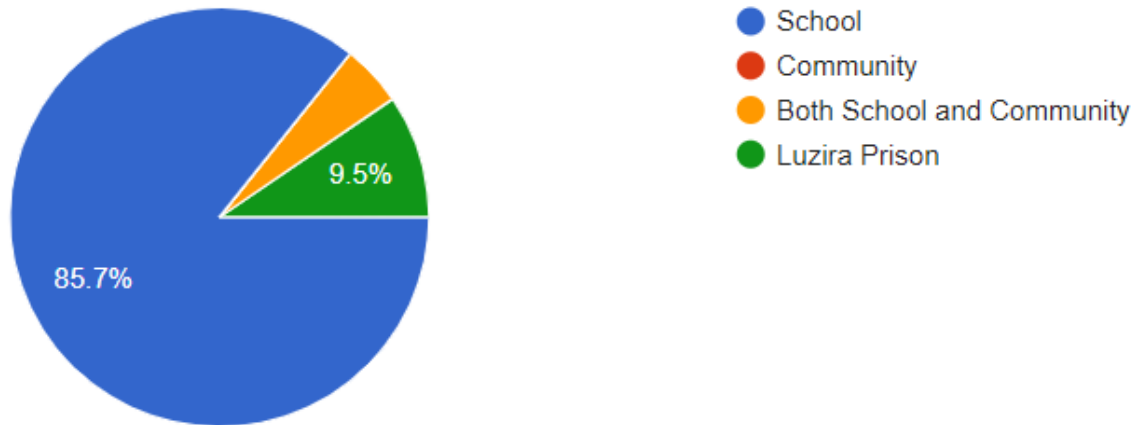


The key area of focus is the fact that a significant number of schools depend on tap water as main source. This has a direct implication on the water bills that accrue.

Ownership of water source

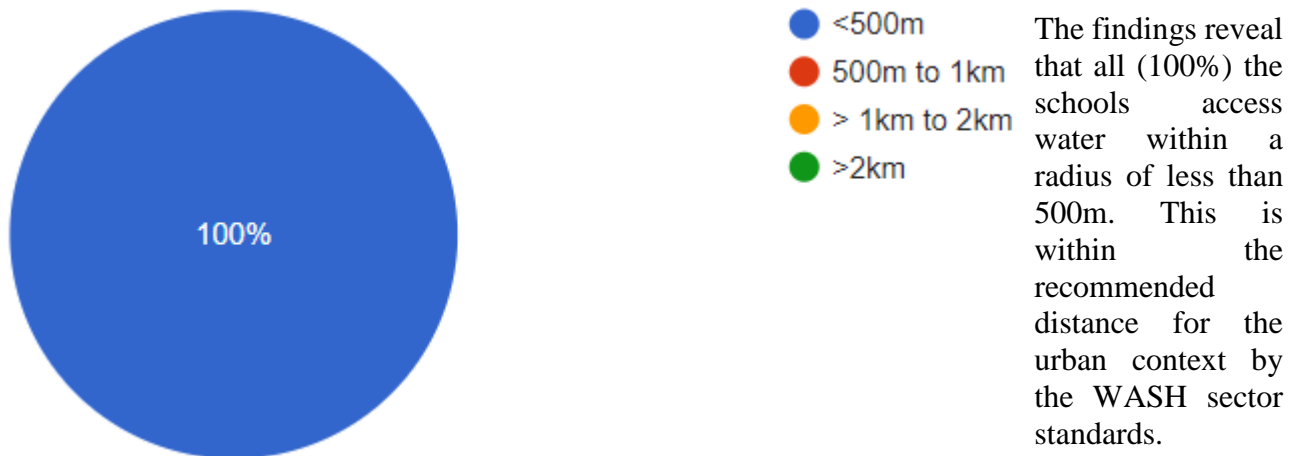
In terms of ownership of the water sources 90% are owned by the community, 5% are owned by Luzira prisons and 5% owned by the school and community. The joint ownership was found at Kyambogo Primary School.

Figure 39 Ownership of water source



Distance to the water source

Figure 40 Distance to water source



Time it takes to collect water from the source

The study sought to establish how long it takes to collect water from the source. The findings revealed that it takes less than 30 minutes to collect the water. This clearly shows that the activity of collecting does not in any way interfere the other school activities because it takes a shorter time to access water.

Quality of water from the source

In assessing the quality of water, no scientific study was undertaken to effect. The feedback captured here is premised solely on people's perceptions and observations. All (100%) the 20 school authorities we interfaced with reported that the water was clear with no smell. It is only Nagulu Katali Primary School that noted that the water was rusty. It is therefore important to check the piping of that school to establish the cause.

How much does the school incur on cost of water per – term

During the survey, the respective schools indicated to us the cost of water they incur per term. Table 9 below provides for the respective figures per school. It is important to note that these figures could not be validated because no supporting documents in form of water bills were shown to us. This feedback is captured as shared by the respective school authorities.

Table 9 Cost of water incurred per term

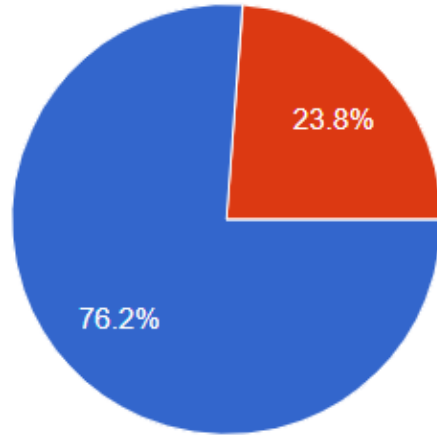
Name of the School	Cost of water incurred per term
Murchison Bay Primary School	1,500,000
Police Children's School Ntinda	400,000
St James Biina Primary School	1,500,000
Luzira Church of Uganda Primary School	1,750,000
Ntinda Primary School	1,083,000
St Mbanga Primary School	1,050,000
Ntinda School of Deaf	396,600
Kyanja Primary School	700,000
St Lawrence Primary School	500,000
Bukoto Muslim Primary School	750,000
Kyambogo Primary School	800,000
Mbuya Church of Uganda Primary School	500,000
St Jude Naguru Primary School	450,000
Naguru Katali Primary School	600,000
Biina Islamic Primary School	600,000
St Paul Banda Primary School	800,000
Luzira Senior Secondary School	4,000,000
Kalinabiri Primary School	3,000,000
Kalinabiri Senior Secondary School	2,000,000
Kiswa Primary School	3,500,000

Safe water chain

This section analyzes aspects pertaining to safe water chain at school. It discusses provision of drinking water for pupils at school, storage and water collection and hygiene of the collection containers. The section below provides a detailed analysis.

Provision of drinking water for pupils

Figure 41 Provision of drinking water



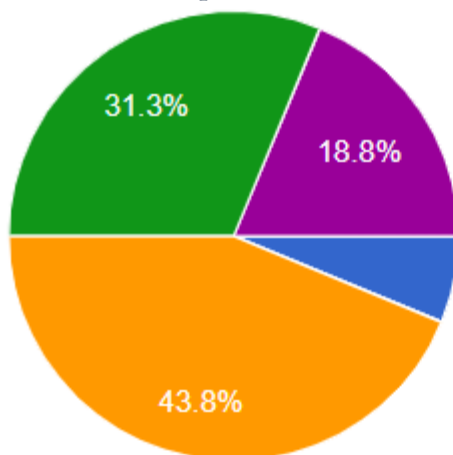
- Yes
- No

According to the findings 76% of the schools interviewed provide drinking water for the pupils. The findings further revealed that 24% of the schools do not provide drinking water for pupils. These schools include; Police Children's school, St. James Biina, Bukoto Muslim, St. Jude Naguru and Kiswa Primary School.

Water storage and collection

The survey findings indicate that 44% of the drinking water is collected and stored using water tanks. Another 31% of the respondents noted that water is collected and stored using Tiva water containers, 19% cited other collection and storage avenues. A further 6% indicated that they collect and store the water in jerry cans.

Figure 42 Water collection and storage

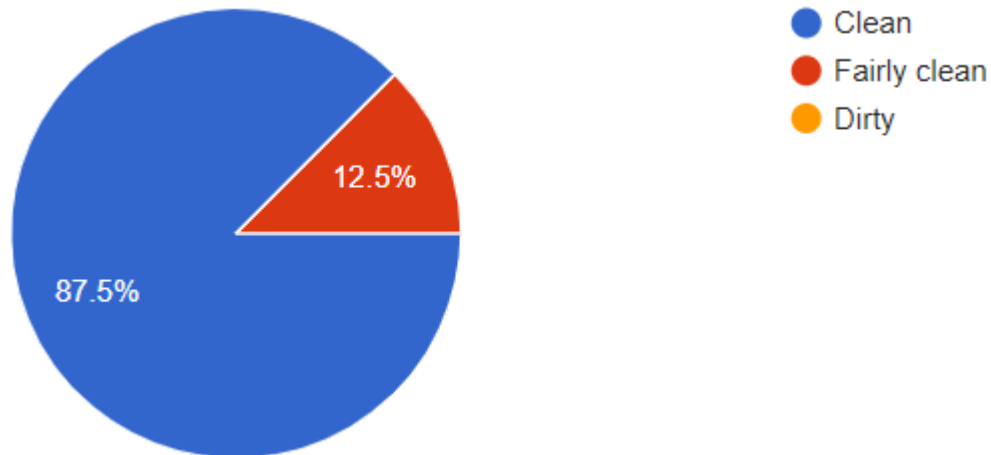


- Using jerry can
- Pots
- Using water tanks
- Using Tiva Water
- Others

Cleanliness of the water collection containers

During the survey, 88% of the water collection containers were found to be clean, this is commendable because it ensures safety of the children. On a not so good note, 12% of the schools had fairly clean water containers. The schools that need to make a shift from fairly clean include; Kyambogo Primary School and St. Paul Banda Primary school. This particular finding is specific on the schools that reported providing drinking for the children.

Figure 43 Cleanliness of water collection containers

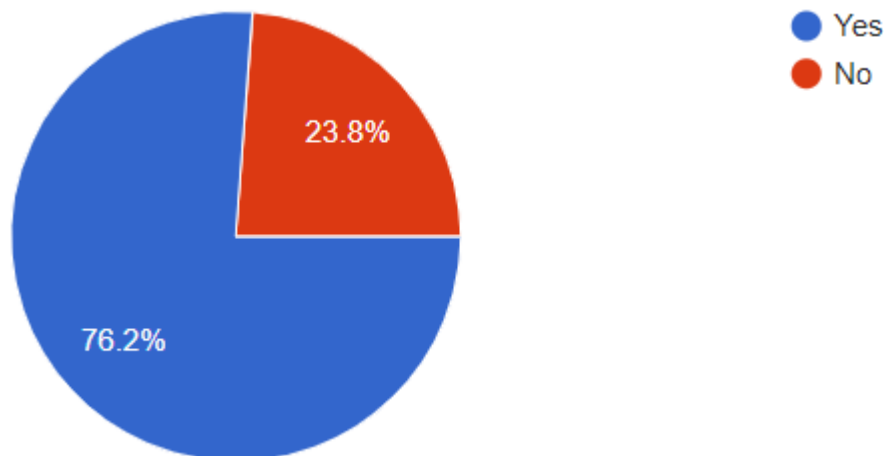


Impact on COVID – 19 on WASH

This particular section examines how COVID – 19 impacted on the WASH situation in the schools. The following sections provide for a detailed analysis of the impact.

Was there an increase in cost of water due to COVID – 19?

Figure 44 Increase of cost of water

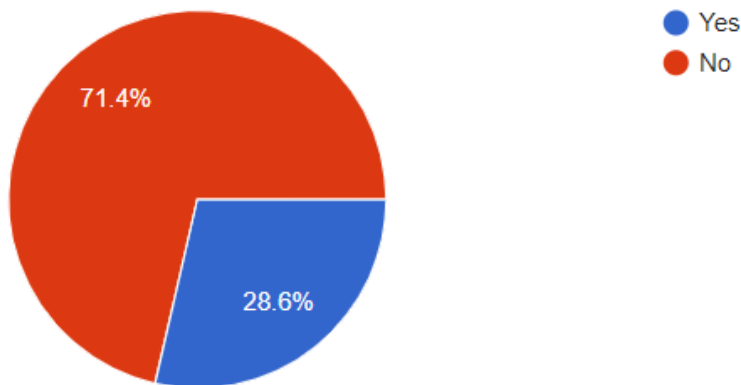


The survey reveals that 76% of the schools interviewed reported an increase in cost of water emanating from COVID – 19. It is only 24% of the schools that did not report increase in cost of water. These schools include; Murchison Bay, Kyambogo Primary, Mbuya Church of Uganda, and St. Paul Banda.

Has cost of emptying toilets gone up due to COVID – 19

The survey further sought to establish how COVID – 19 affected cost of emptying toilets. The findings reveal that, only 29% of the schools interviewed reported an increase in the cost of toilet emptying. The schools that registered the change in pricing include; Police Children's School, St, James Biina, Luzira Church of Uganda, St. Lawrence Primary School, Luzira Senior Secondary School and Kalinabiri Senior Secondary School. It is therefore important for the actors to establish what could have contributed to the increase in cost of emptying toilets within the highlighted schools.

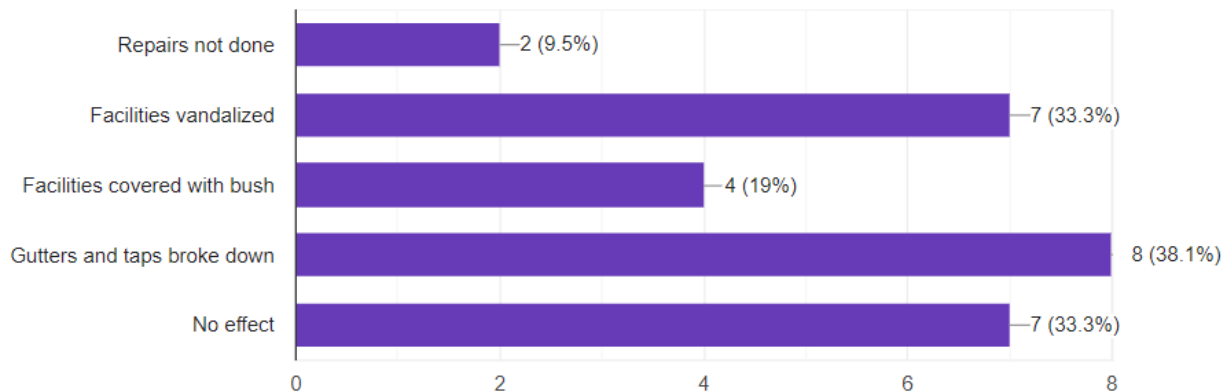
Figure 45 Cost of toilet emptying



Effect of COVID – 19 on WASH facilities

Seeking to further establish the effect of COVID – 19 on school WASH facilities, the findings reveal that; 10% of the facilities had pending repairs yet to be done, 33% were vandalized, 19% of the facilities were covered in bush, 38% had gutters and taps broken down and 33% of the facilities were not affected in any form, they remained intact. The findings clearly show that some schools have O&M issues to attend to and this calls for allocation of resources.

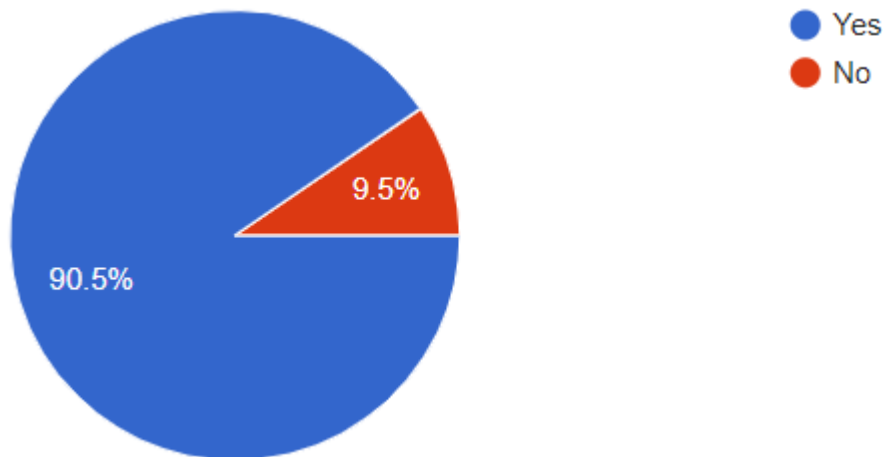
Figure 46 Effect of COVID - 19 on WASH facilities



Ease of access to soap and sanitizer

Soap and sanitizer played a critical role in the prevention and control of COVID – 19. We sought to establish the ease with which it was possible to access these very vital provisions. According to the findings, 91% of the schools we interviewed noted that it was not difficult to access soap and sanitizer. It is only 9% of the schools that registered some difficult in accessing soap and sanitizer. The schools that faced that challenge include; St. James Biina Primary School and St. Lawrence Primary School.

Figure 47 Ease of accessing soap and sanitizer

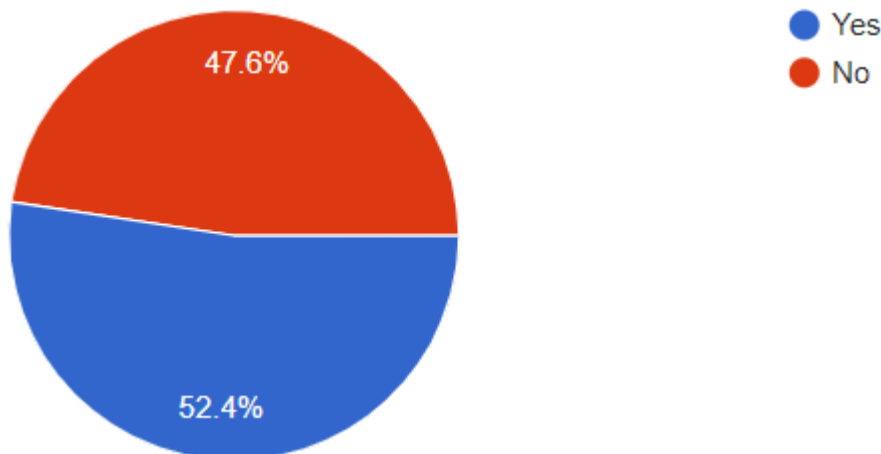


The schools that cited challenges of accessing soap and sanitizer mostly highlighted the issue of these items being very expensive. This was the major limitation despite these products being readily available on the market.

Do all pupils put on mask while at school?

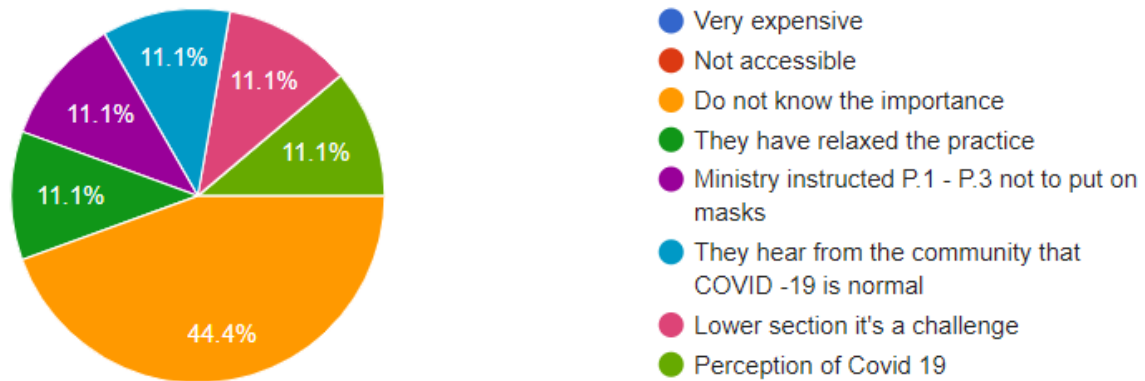
The findings from the survey revealed that in all the schools we interviewed, about 52% put on masks while at school. The rest of the schools noted that at least 48% of their pupils do not put on masks while at school.

Figure 48 Pupils putting on masks at school



The survey further sought to establish why 48% of the pupils were not putting on masks while at school. The reasons cited interestingly include; 44% of people said that they do not know the importance of putting on masks, 11% just relaxed on the practice, 11% hear from the community that COVID – 19 is a normal disease, 11% note that it is challenging to have young children keep the masks on, 11% noted that the ministry instructed lower primary (P.1 - P.3) not to put on the masks and 11% have a relaxed perception about the COVID – 19. Based on the individual and community perception, it is important to continue reminding people to take care about the disease and try to diffuse the negative connotations and misconceptions coming through about the COVID – 19 not being as dangerous and threatening.

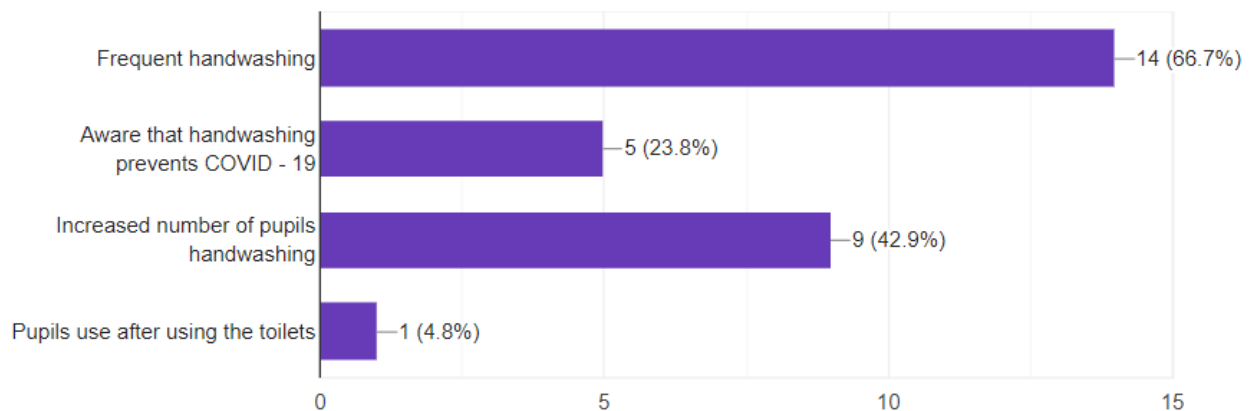
Figure 49 Reasons why pupils do not put on masks



Improvement of practices and behaviors towards hygiene and sanitation among pupils

Since the advent of COVID – 19, all the schools have reported an improvement in practices and behaviors towards sanitation and hygiene among the pupils.

Figure 50 Changes in sanitation and hygiene practices

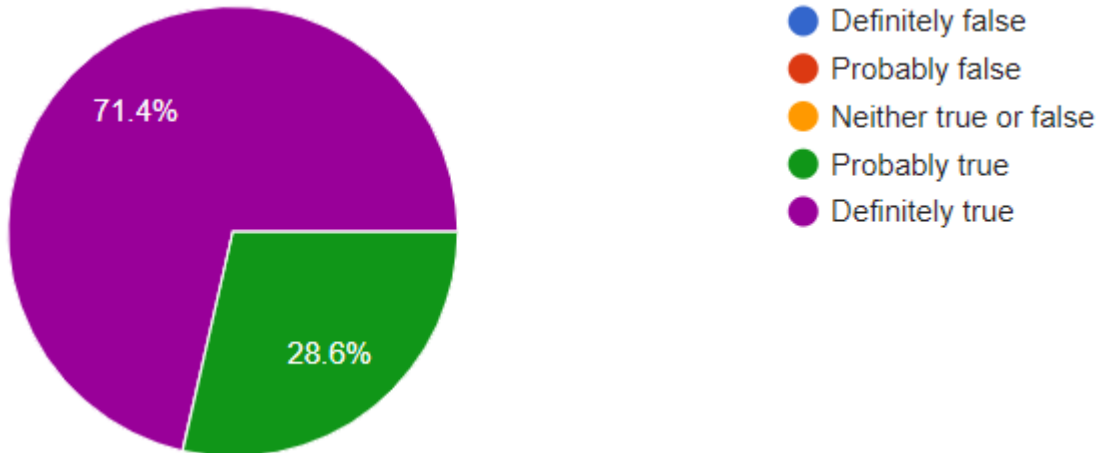


The changes in practices and behaviors have been manifest in various forms; 67% have reported increased frequency of the pupils in handwashing, 24% of the schools highlight that children are more aware about the fact that handwashing prevents COVID – 19, 43% report an increased number of pupils handwashing with water and soap and 5% report changes in pupil’s behaviors after using the toilet.

Whether COVID – 19 can be controlled by handwashing with soap

Seeking to establish perception of the respondents whether COVID – 19 can be controlled by handwashing with soap, 71% affirmed that it is very true and 29% had a bit of reservations. They noted that it is probably true. It is therefore important to work towards changing that mindset. The schools that had that bit of reservation included; Luzira COU, St. Mbanga, Ntinda School of the Deaf, Kyanja Primary, St. Lawrence Primary and Naguru Katali Primary School.

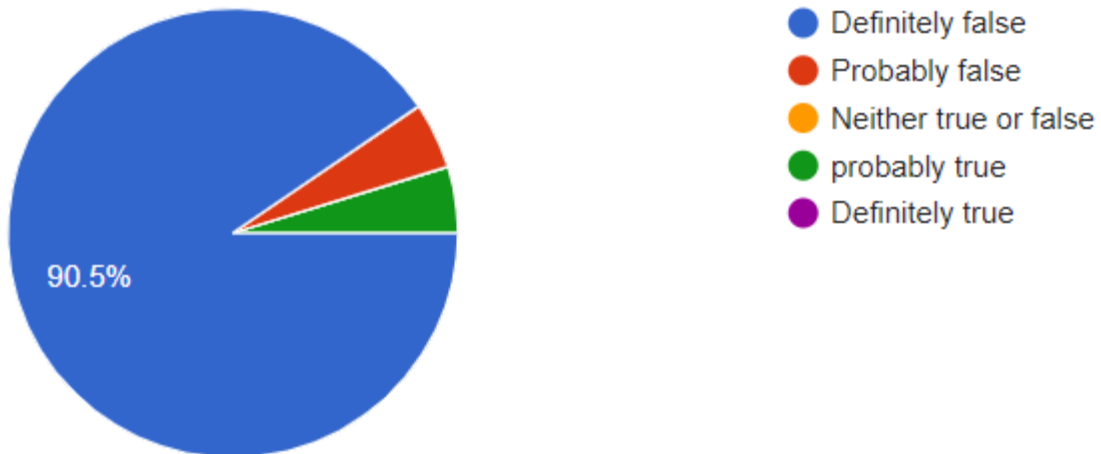
Figure 51 Prevention of COVID -19 through handwashing



Whether wearing a dirty mask is okay

About 90% of the respondents noted that it is not correct to wear a dirty mask. Another 5% noted that it is probably false with a bit of reservation and 5% noted that a dirty mask does not harm. Generally, the bigger section of the respondents believe that it is not acceptable to put on a dirty mask.

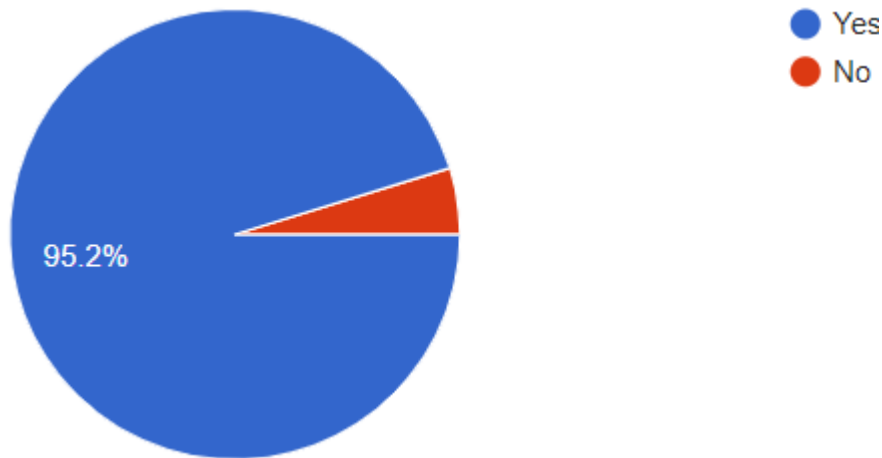
Figure 52 Wearing a dirty mask



Whether MHM products should be part of COVID – 19 relief

The survey as well sought to seek opinion from the schools as to whether MHM products should have been part of the COVID – 19 relief package. From the responses we gathered, 95% of the schools answered in the affirmative that MHM products should have been part of the relief package. It is only 5% of the schools that answered otherwise.

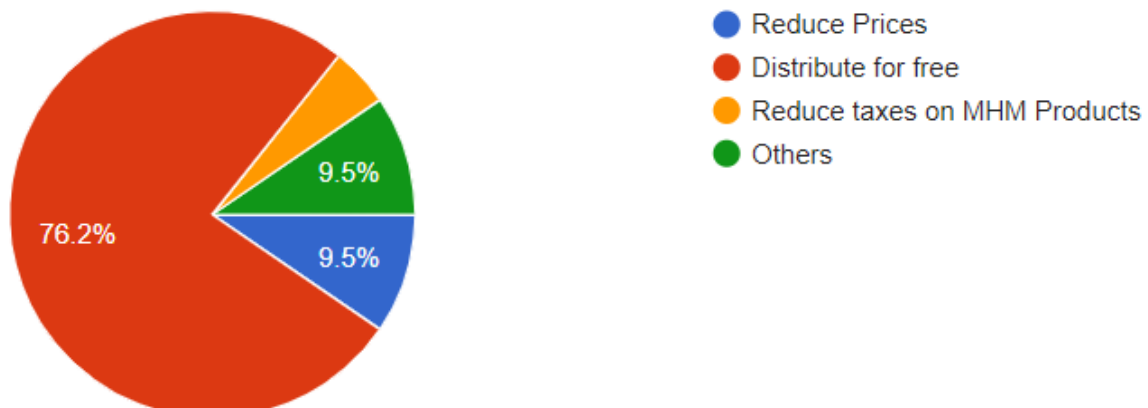
Figure 53 MHM products as part of relief package



If yes, how should it have been administered

Further seeking to establish how these MHM products should have been administered, 76% of the schools noted that these should have been distributed for free. Another 10% noted that this could have been effected through reduced prices, another 10% cited other reasons and 5% called for tax reduction on MHM products. Generally, all respondents agree that some form of subsidy should have been provided around MHM.

Figure 54 Administering MHM products

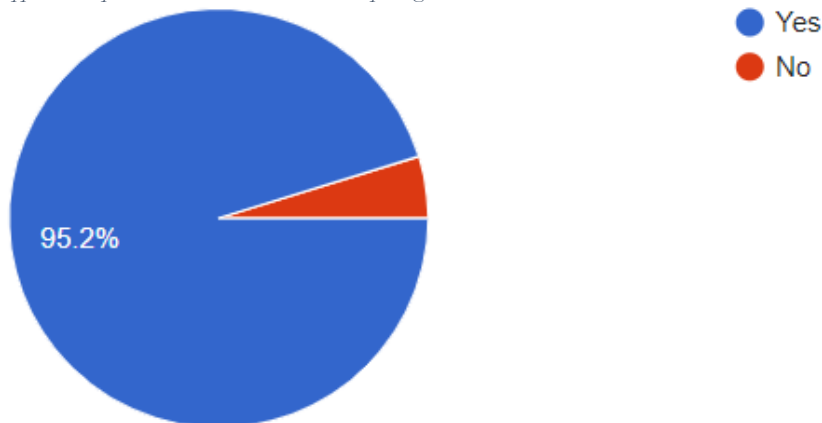


Whether school got any extra support in response to COVID – 19 effects and preparation for school opening

The survey sought to establish whether the schools got any extra support in response to COVID – 19 effects in order to prepare for school re – opening. The findings reveal that 95% of the schools that were interviewed reported to have received the extra support. It is only 5% of the schools that reported to having

not received any kind of support in response to COVID – 19 effects and preparation for re – opening. The cited school is Mbuya Church of Uganda Primary School.

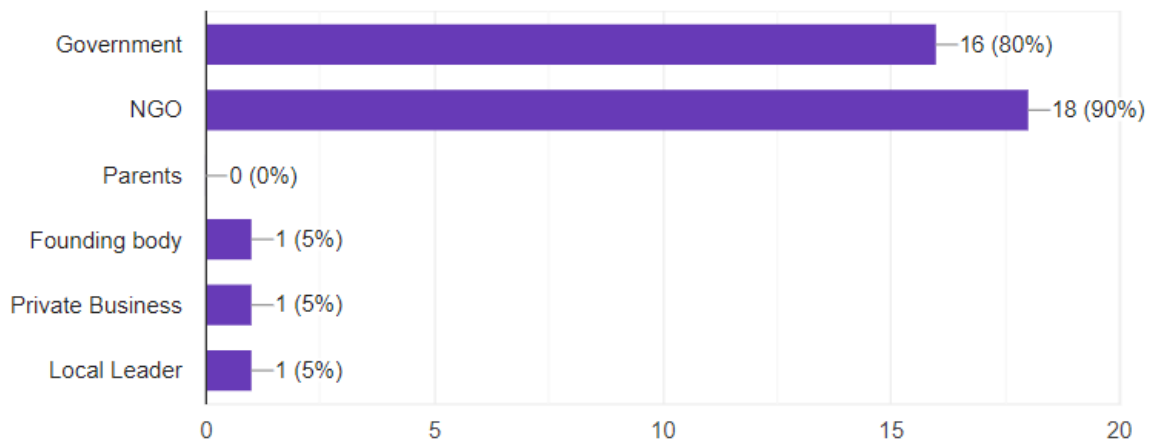
Figure 55 Support in response to COVID - 19 and re - opening



Source of the extra support

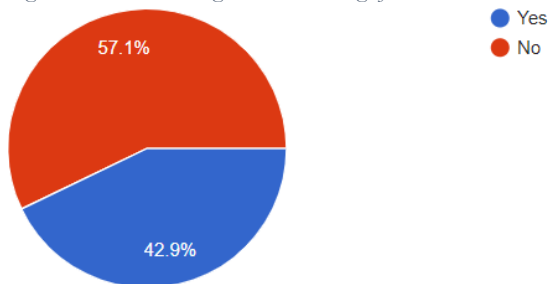
In terms of where the support was sourced, 80% of the schools got support from Government, 90% of the schools were supported by NGOs, 5% received support from founding bodies in this case St. James Biina Primary School, 5% from private business in this case Kiswa Primary School and 5% from local leader and the school is St. James Biina. Important to note that all the schools reported zero support accruing from parents.

Figure 56 Source of extra support from COVID - 19 effects



Whether any teachers left and did not return after COVID – 19

Figure 57 Teachers leaving and not returning after COVID - 19



The study sought to establish whether any teachers left and did not return after COVID – 19. The findings show that 43% of the interviewed schools reported having had teachers leaving and not returning after the pandemic. It is 57% of the schools that did not report any teacher leaving and not returning.

The number of teachers who left and did not return after COVID – 19 according to gender is captured in table 10 below;

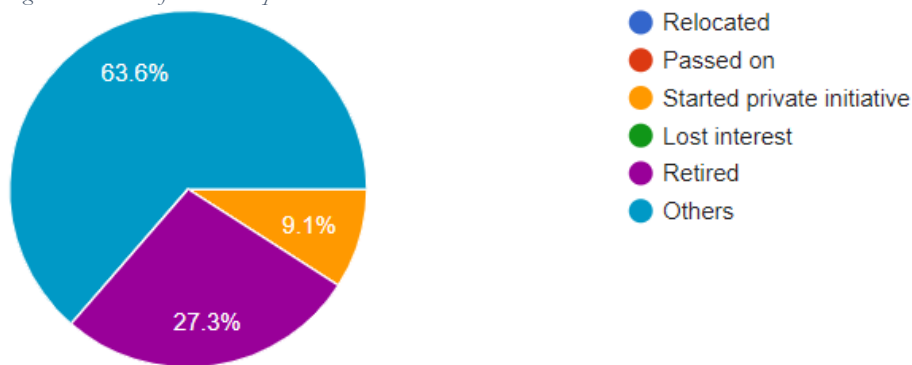
Table 10 # teachers who did not return

School	# Male	# Female	Total
Murchison Bay Primary School	0	0	0
Police Children's School Ntinda	0	2	2
St James Biina Primary School	1	0	1
Luzira Church of Uganda Primary School	0	0	0
Ntinda Primary School	0	2	2
St Mbanga Primary School	1	0	1
Ntinda School of Deaf	1	0	1
Kyanja Primary School	0	1	1
St Lawrence Primary School	0	0	0
Bukoto Muslim Primary School	0	0	0
Kyambogo Primary School	0	0	0
Mbuya Church of Uganda Primary School	0	0	0
St Jude Naguru Primary School	0	0	0
Naguru Katali Primary School	0	0	0
Biina Islamic Primary School	0	2	2
St Paul Banda Primary School	0	0	0
Luzira Senior Secondary School	1	1	2
Kalinabiri Primary School	0	0	0
Kalinabiri Senior Secondary School	0	0	0
Kiswa Primary School	0	0	0

Critically looking at the departure numbers in the table above, the numbers are not significant to have affected the school programs. The low numbers could be attributed to the fact that Government Schools continued paying the teachers during lock down which was not the case for most privately owned schools.

If yes, how many could have led to their departure

Figure 58 Reasons for teacher departure

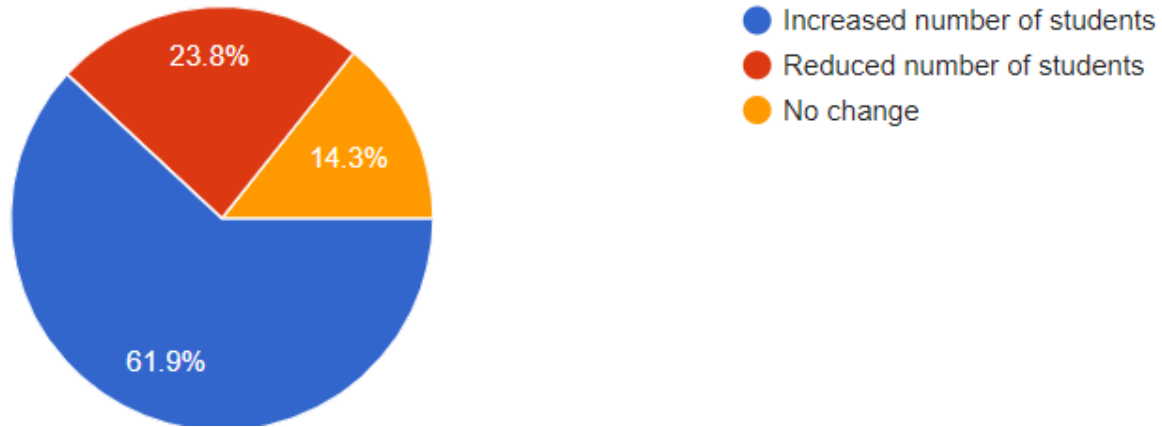


For the few teachers that left, the cited reasons for their departure include; 64% cited personal reasons, 9% started their own initiative and 27% just retired.

How COVID – 19 affected school enrollment

Interestingly, 62% of the schools' point to the fact that they registered an increase in the number of students they enrolled. It is 24% who reported a reduction in the number of students and 14% did not register any change in the number of students.

Figure 59 Effect of COVID - 19 on school enrolment

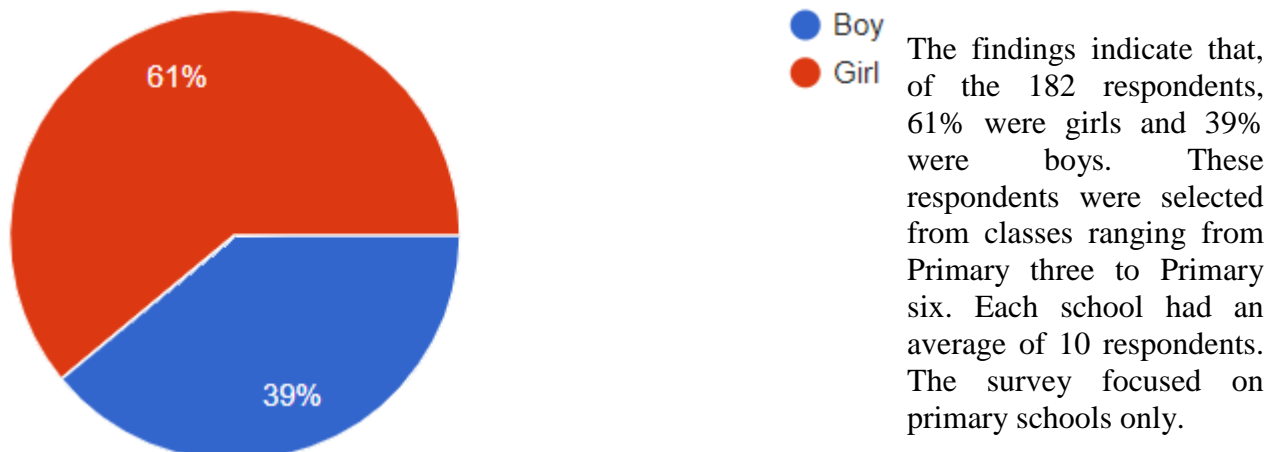


Child Survey

This section discusses the feedback picked from the learners themselves. In total we conducted 182 interviews from boys and girls selected from 18 Primary Schools ranging from P.3 to P.6.

Demographics

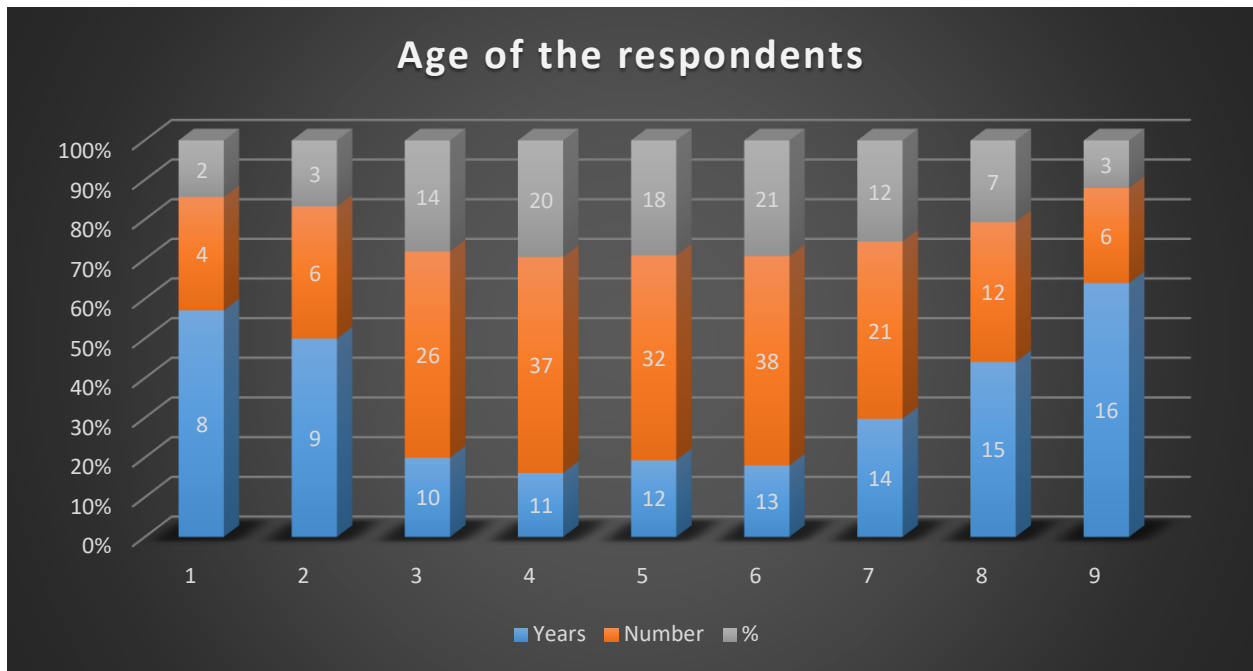
Gender of respondents



Age of respondents

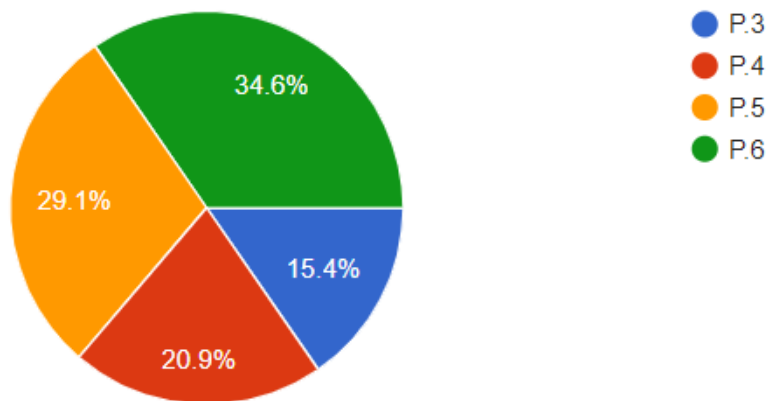
According to figure 60 below, 4 (2%) of the pupils were aged 8 years, 6 (3%) of the pupils interviewed were aged 9 years, 26 (14%) of the pupils were aged 10 years, 37 (20%) of the pupils were aged 11 years, 32 (18%) of the pupils were aged 12 years, 38 (21%) of the learners were aged 13 years, 21 (12%) of the pupils were aged 14 years, 12 (7%) of the learners were aged 15 years and 6 (3%) were aged 16 years. The findings clearly show that 95% of the pupils are in the adolescent stage. This further calls for the schools to respond to the WASH needs in the respective schools in consideration of the various age groups. This is especially to the adolescent girls who need privacy especially for MHM.

Figure 60 Age of respondents



Class of respondents

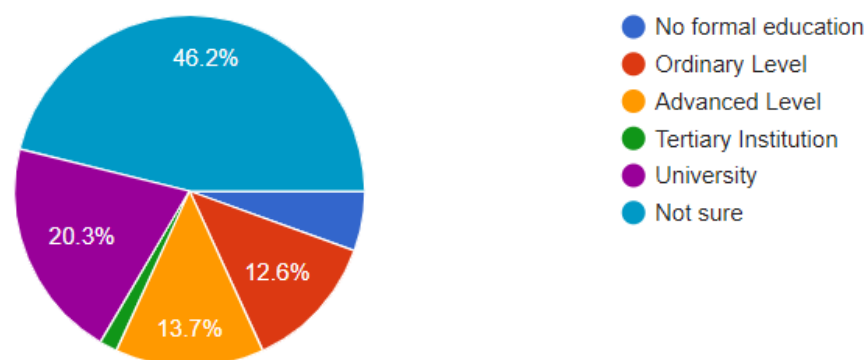
Figure 61 Class of respondents



In terms of class of belonging, 15% of the pupils were from Primary three (3), 21% were from Primary four (4), 29% of the pupils were from Primary five (5) and 35% of the pupils were from Primary six (6).

Highest class or level of education father/guardian completed

Figure 62 Highest education level attained

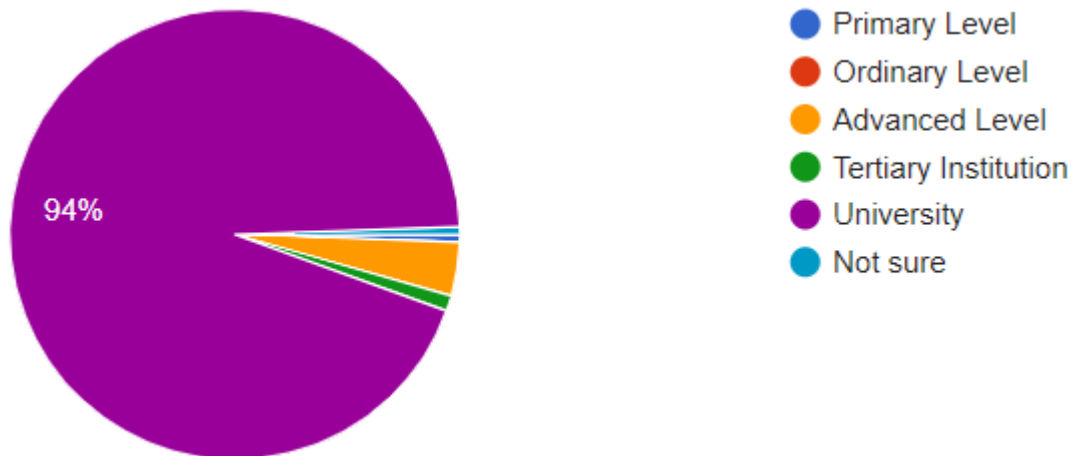


According to the findings, 46% were not sure about the highest education level their guardians had attained, 20% attained University education, 14% advanced level, 13% Ordinary level and the rest no formal education.

Education level pupil wishes to complete/achieve

When pupils were asked the level of education they wished to complete, 94% interest in studying up to University level. About 5% noted that they wanted to study up to advanced level and about 1% wanted to study up to tertiary level.

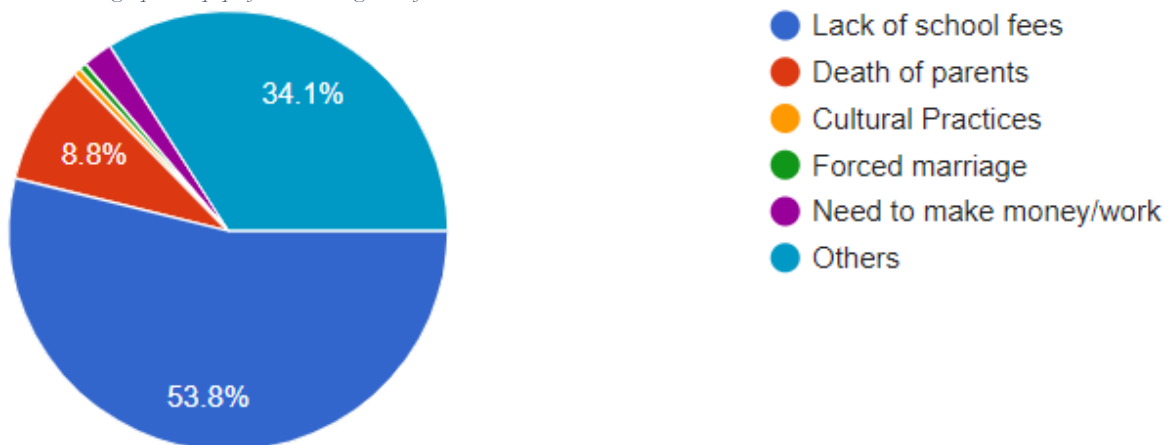
Figure 63 Education level pupil wishes to complete



What might affect your education or prevent you from achieving the level of education you wish to achieve

Further asking the children to point out what factors that might prevent them from achieving the level of education they so wish to achieve. The findings reveal that 54% of the pupils pointed out lack of school fees, 9% highlighted in the event their parents passed on, 34% cited other reasons and a few more cited a need to make money/work and a bit if cultural inhibitions.

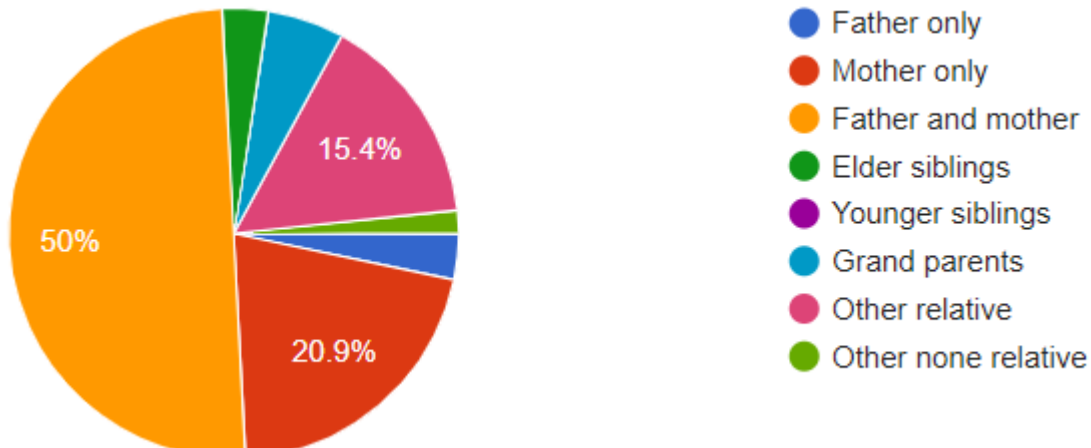
Figure 64 What might prevent pupil from achieving level of education



Who do you live/stay with at home?

Seeking to establish who these children live or stay with at home, 50% of the respondents noted that they stay with both their father and mother. 21% stay with the mother only, 15% stay with another relative, about 5% stay with grandparents. A few more stay with elder siblings and some with people who are not necessarily their relatives.

Figure 65 who they stay with at home

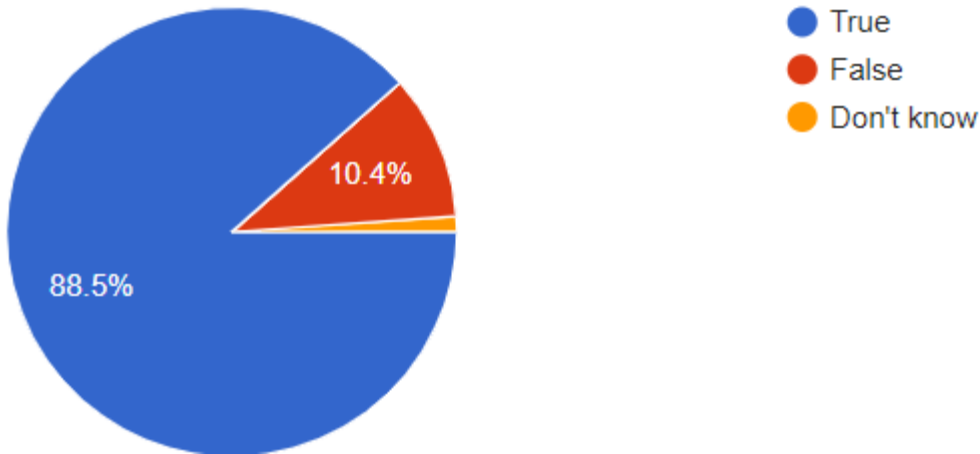


Knowledge and practice of WASH

This section tests the knowledge levels and WASH practices of pupils. The test looks at understanding the link between un-boiled water and disease, safety of water, fecal matter and food safety. The sections below provide a detailed analysis.

Drinking un-boiled water can cause diseases

Figure 66 Drinking un-boiled water causes diseases

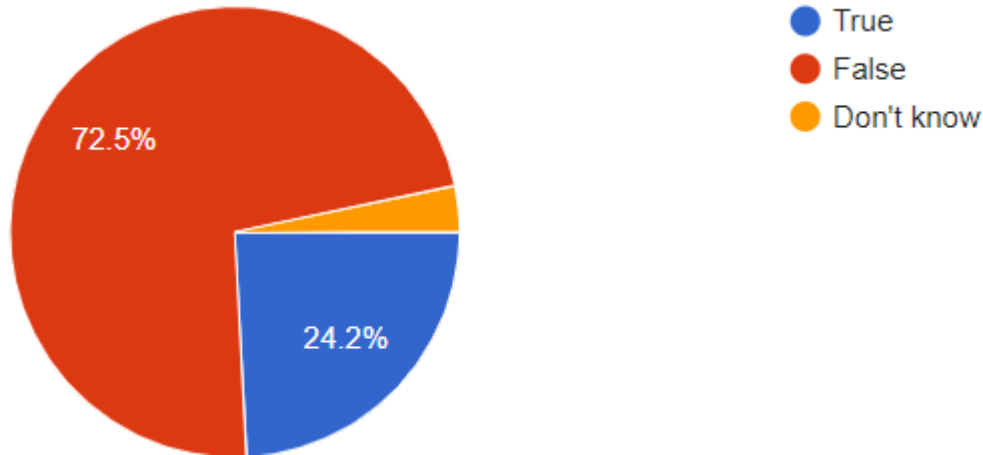


The responses picked from pupils indicate that 89% believe that un-boiled water causes diseases, 10% think that un-boiled water does not cause disease and 1% of the pupils do not know.

Very clean/colorless water is safe for drinking even if not boiled

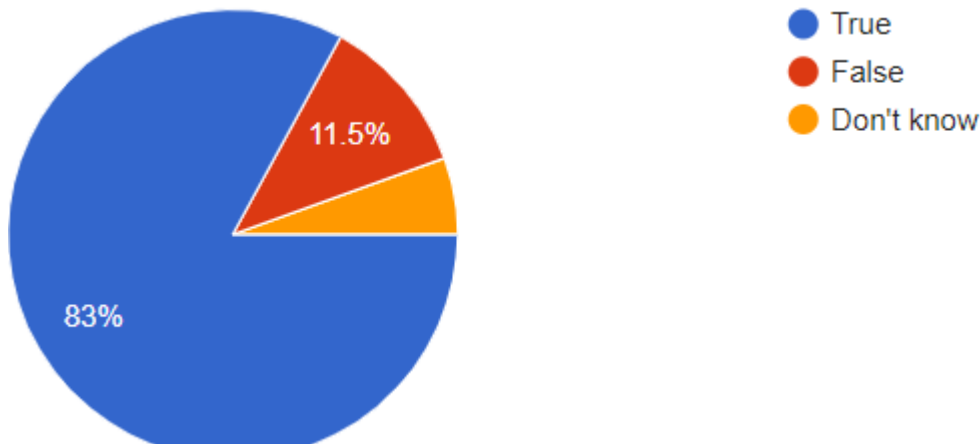
The survey sought to establish the perception of pupils whether drinking clean colorless water is safe even if not boiled. The findings reveal that 73% of the pupils believe that colorless water is not safe if it is not boiled. Worrying is the fact that 24% think that clean water even if not boiled is safe. This means that more work needs to be done to change this notion and belief. Another 3% of the pupils have no idea about safety of clean un-boiled water.

Figure 67 Very clean/colorless water is safe for drinking



All feces must be disposed of in the toilet/latrine

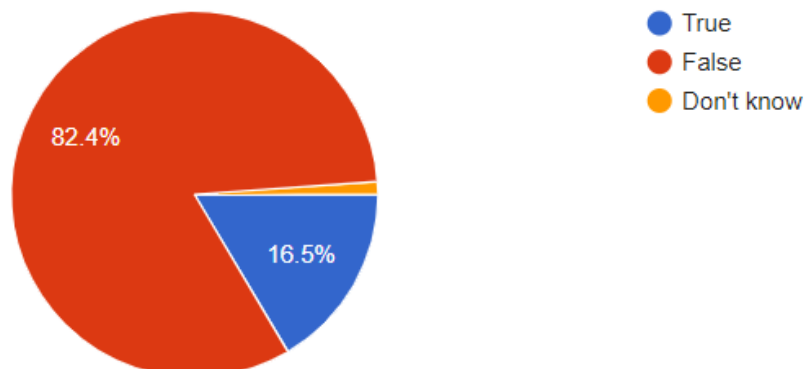
Figure 68 All feces must be disposed in the toilet



The findings from the survey indicate that 83% of the pupils believe that feces must be disposed in the toilet. Only 12% think that it is not true to dispose all feces and 5% have not idea on what should be done.

When one fly falls on your food for a very little time, it does not leave germs on your food

Figure 69 Fly falling on food leaves germs



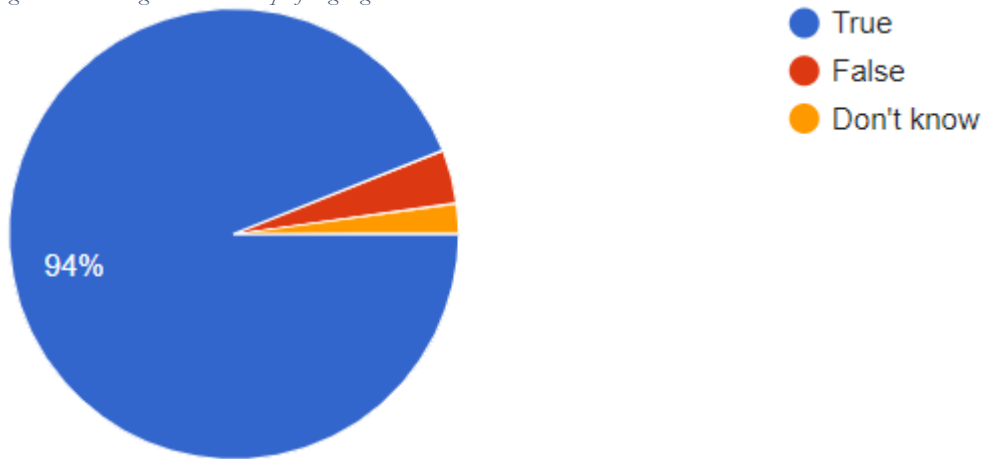
Seeking to establish whether when a fly falls on food for very little time it leaves germs, 82% think that it is not true. This is worrying and this calls for more awareness and sensitization of the pupils. Only 17% believe that a fly falling on food leaves germs. The 1% have no idea.

You should wash hands with soap every time you go to the toilet

Testing the pupil's knowledge and practices about hand washing with soap every time they go to the toilet, 94% responded that it is very important to WASH hands with soap. This is a clear indication that their

perception towards hand washing is good. The 6% were between hand washing with soap after visiting a toilet not significant and not knowing whether it is important.

Figure 70 Washing hands with soap after going to the toilet

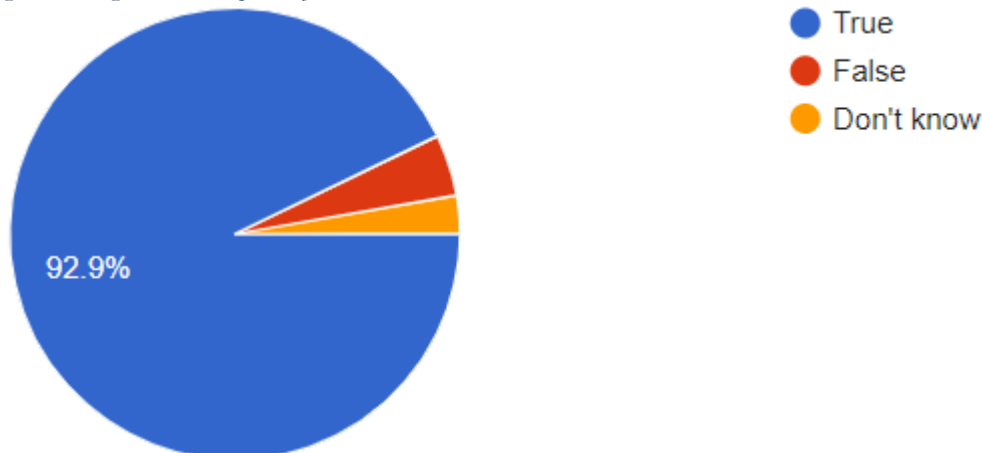


Practice of WASH

I use the toilet to dispose all feces everyday including mine

In terms of practice, we sought to establish how feces are disposed of by the pupils. According to the findings, 93% of the pupils were in the habit and practice of disposing of all feces in the toilet. The 7% were either not practicing and not knowing whether it was that important.

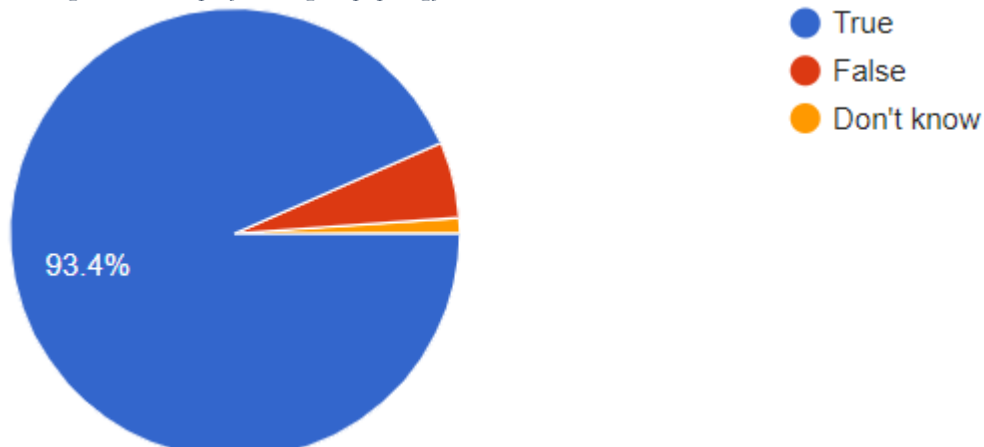
Figure 71 Using the toilet to dispose all feces



I wash my hands with soap before eating and preparing food

Seeking to establish from the pupils whether they wash their hands with soap before eating and preparing food, 93% affirmed that they wash their hands. The 7% noted that they were either not washing their hand or they did not know the importance.

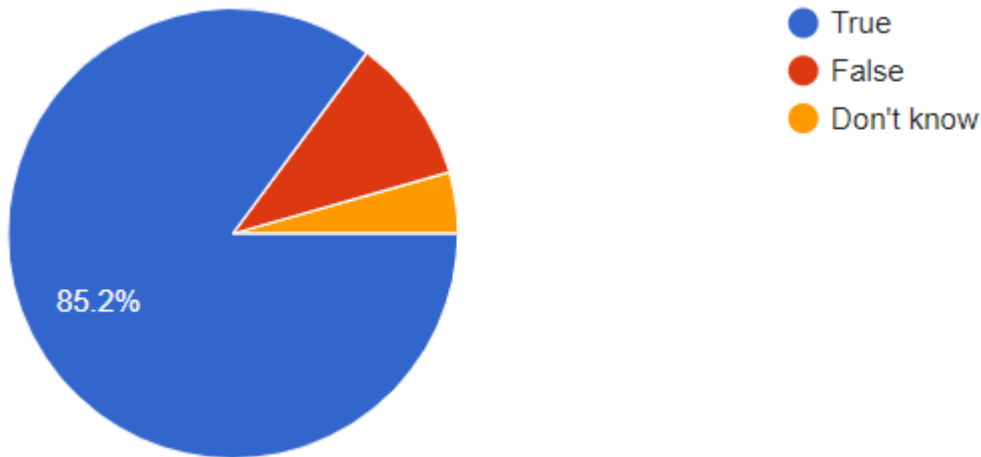
Figure 72 Washing hands with soap before eating and preparing food



I wash my hands with soap after cleaning a baby's feces

According to the responses from the pupils, 85% noted that it is important to wash hands with soap after cleaning the baby's feces. They also indicated that they were actually upholding the practice. It is 10% who said that it is okay even though one does not wash hands with soap after cleaning baby's feces and 5% did not have any idea whether it was wrong or correct. It is therefore important to continue working with the 15% to change their perception and behavior towards the practice of washing hands with soap after interfacing with feces of any nature.

Figure 73 Washing hands before cleaning baby's feces



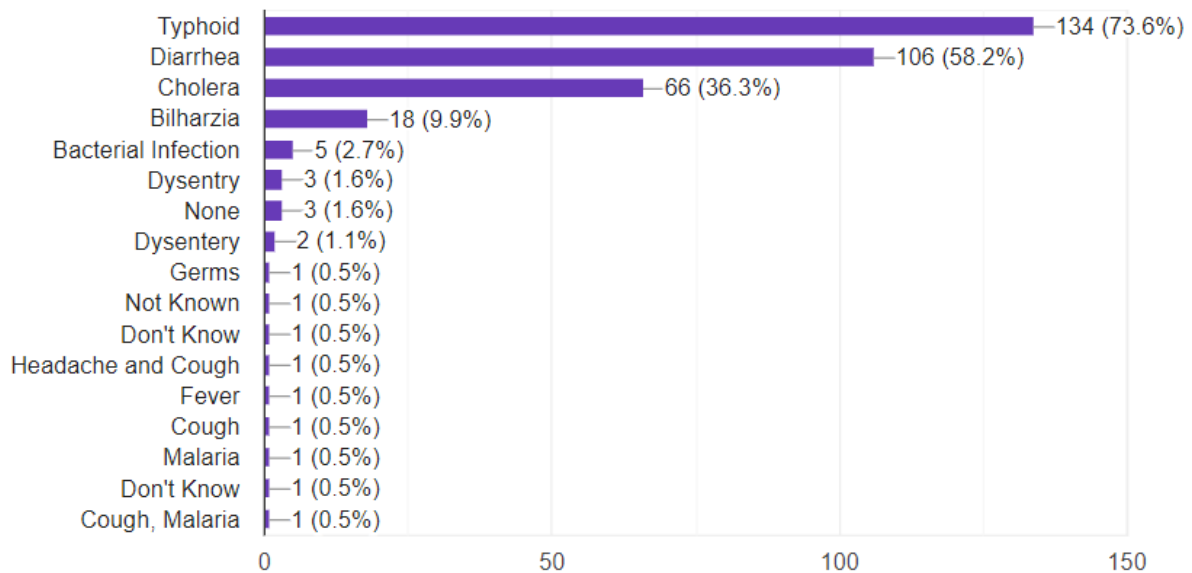
Diarrhea incidences among pupils

Much as the focus was tracking and establishing diarrhea related incidences among pupils, we sought to establish from the pupils all the water borne diseases they knew about and how they have managed to contend with them.

Which water borne diseases do you know

According to the survey findings, 74% of the pupils are aware about typhoid, 58% know about diarrhea, 36% are aware about cholera, 10% know about bilharzia and about 3% are aware about bacterial infections. The detailed breakdown is captured in table 74 below.

Figure 74 Water borne diseases pupils know about

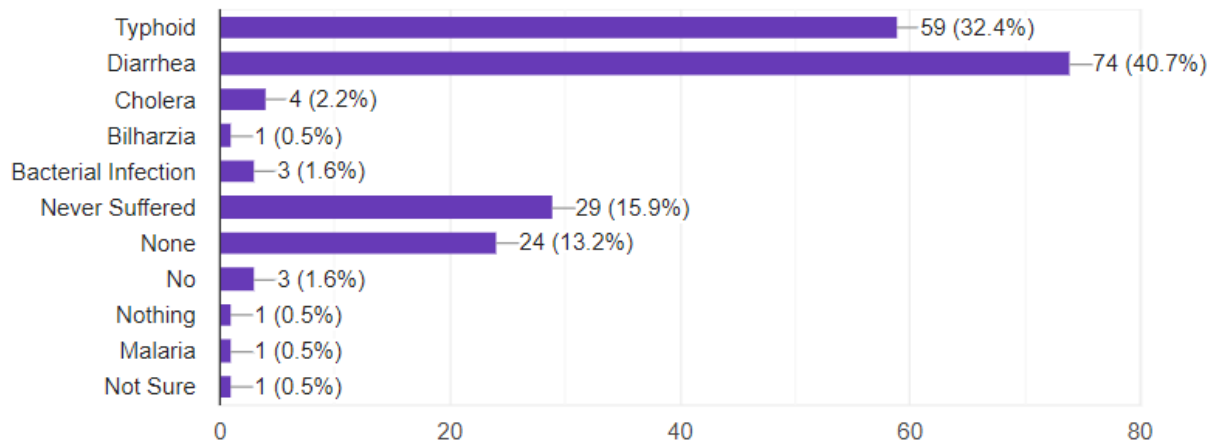


Whether they have suffered from any of the water borne diseases they know in the past one year

The survey further sought to find out whether the pupils had suffered from either of the stated water borne diseases in the past one year. From the responses picked, 32% reported to have suffered from typhoid, 41%

had suffered from diarrhea, 16% have never and 13% have in the past year not suffered from any of the diseases. Figure 75 below provides a detailed breakdown.

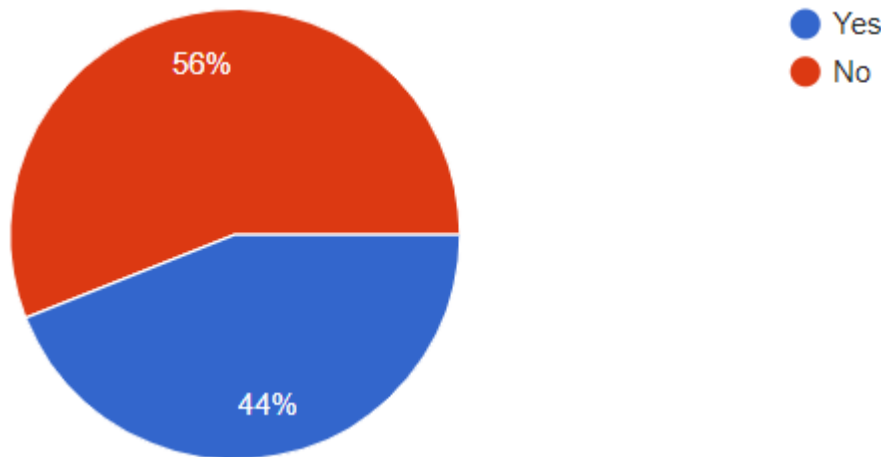
Figure 75. Suffered from any disease in the past one year



Whether they have suffered from any of the above mentioned diseases including diarrhea in the past three months

The study further sought to establish whether the pupils have suffered from any of the mentioned water borne diseases in the past three month including diarrhea. The responses from the pupils indicate that 56% of the pupils had not suffered from any of the diseases. It is 44% who reported to have suffered from the water borne diseases including malaria in the past three months.

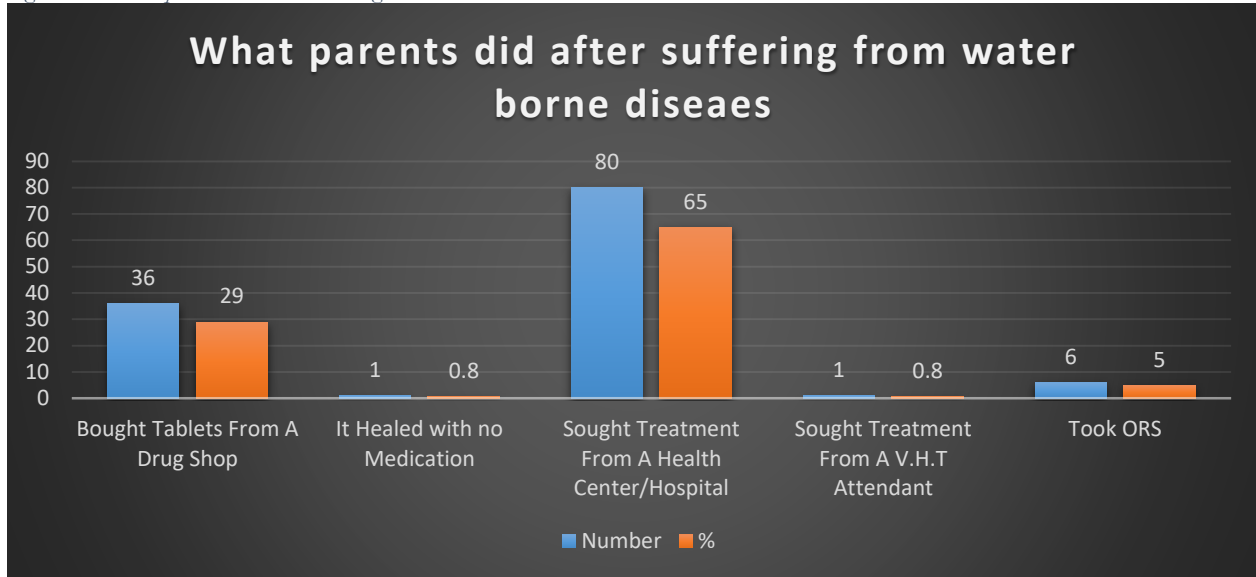
Figure 76. Suffered from water borne diseases in the past three months



In case you suffered from any of the above diseases including diarrhea, what did the parents do

For those pupils who suffered from the water borne ailments, 29% (36) said that the parents bought tablets from a drug shop, 0.8% (1) healed on their own, 65% (80) sought treatment from a health Centre/hospital. Another 0.8% (1) sought treatment from a VHT and 5% (6) just took ORS.

Figure 77 what the parents did when children got sick



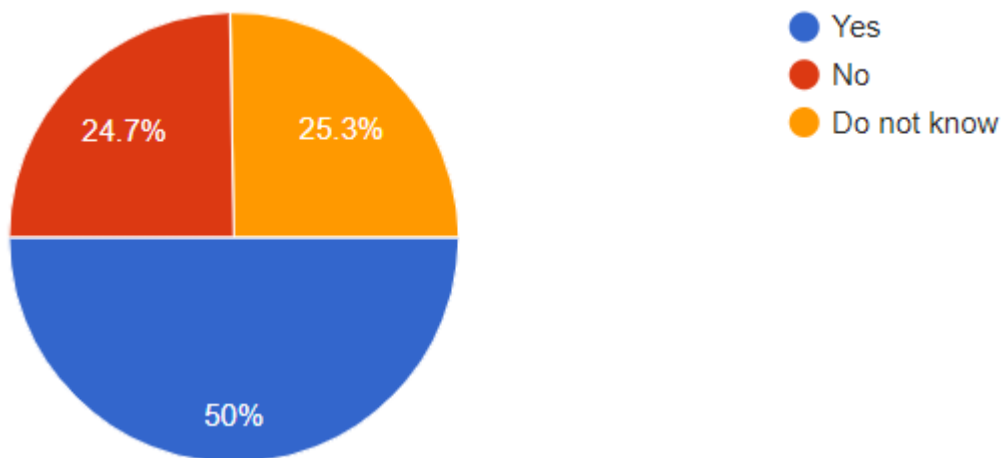
Psychosocial support to learners

This section seeks to explain the various psychosocial support that the respective schools accorded the pupils. The section looks at availability of facilities, awareness of such services by pupils, the extent to which pupils are seeking the services and the kind services that are on offer to the learners.

Does school have private counselling room

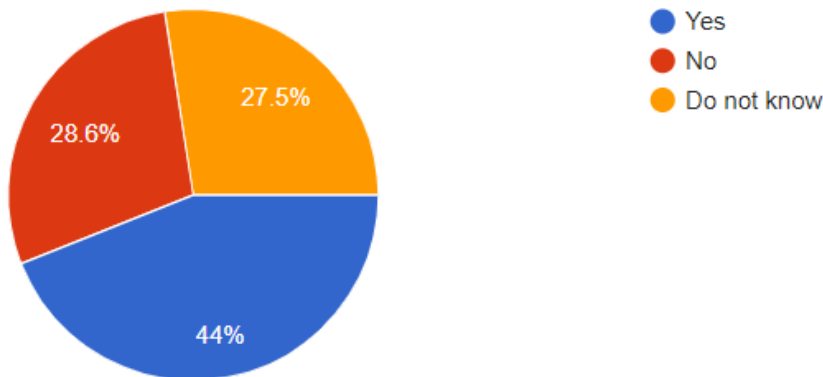
The survey sought to establish whether the respective schools have put in place a private counselling room for the learners. The findings reveal that, 50% of the learners reported that the counselling room is available, 25% said that the room is not available and 25% were not aware of existence of such. It is therefore important to ensure that those schools without one put it in place and the children are made aware of its existence.

Figure 78 Existence of private room for counselling



Awareness of counselling services in the school

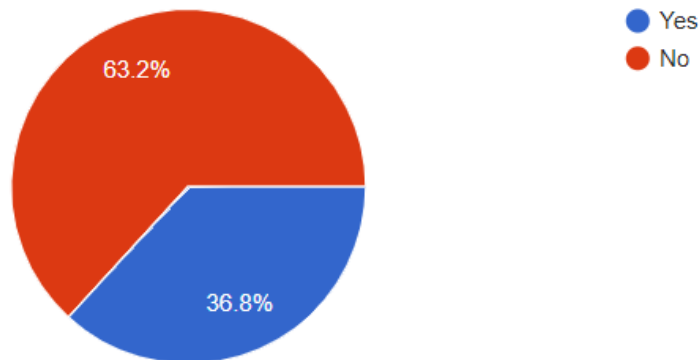
Figure 79 Awareness of counselling services



We asked the pupils if they were aware of counselling services in school. From the responses, 44% were aware, 29% were not aware and 28% did not know whether such services even existed. It is important for the learners to be made aware such that they can utilize the services.

Whether they have ever sought counselling in the school

Figure 80 Whether the pupils have sought counselling services

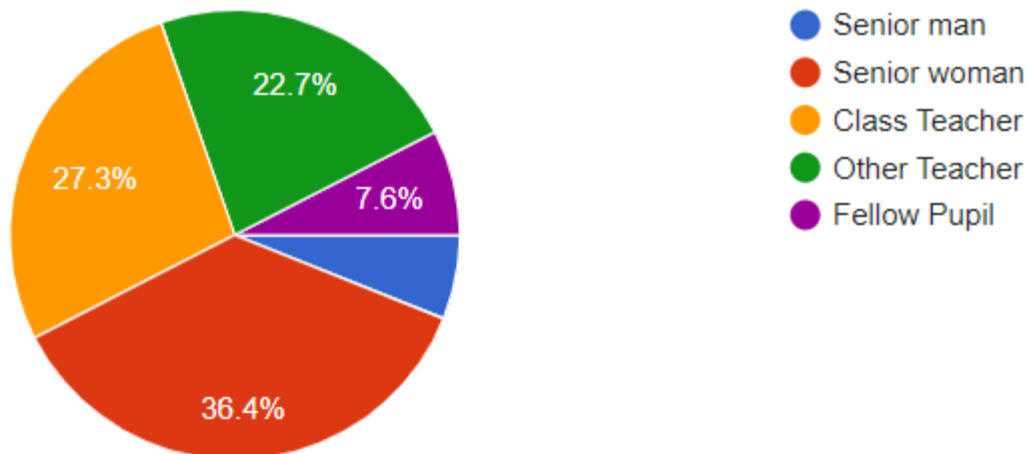


The survey further sought to establish whether the pupils who indicated that counselling services existed had ever sought such. The responses indicated that 37% had sought counselling and 63% had not attempted. It's therefore important for the schools to encourage and create an enabling environment that allows the pupils to seek those kind of services.

If yes, from whom

The findings further show that 36% of the pupils who sought counselling received it from the senior woman, 27% from the class teacher, 23% from another teacher, 8% from a fellow pupil and 6% from the senior man. These findings have pointers that the boys are possibly seeking less counselling services as compared to the girls. It is equally important to encourage the boys to seek support from the senior man.

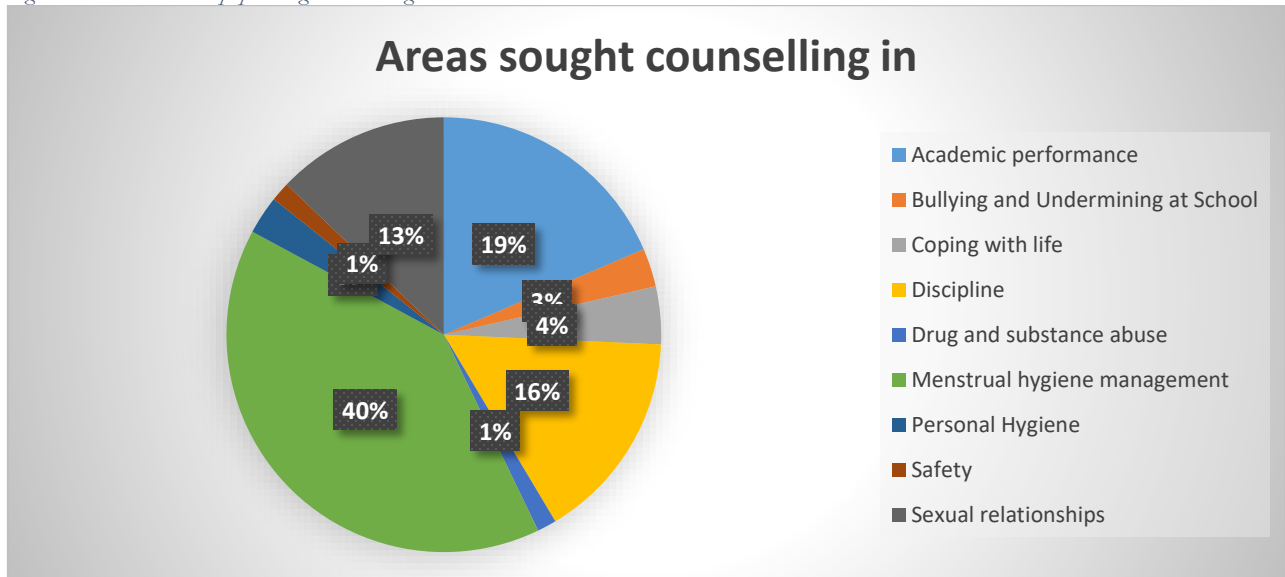
Figure 81 From whom did you seek counselling



Areas they have sought counselling in

According to the findings of the pupils that sought counselling services at school, 19% of the pupils sought counselling in academic performance, 13% in sexual relationships, 16% in discipline, 40% sought counselling in MHM, 4% on how to cope in life, 3% on bullying and undermining at school, 1% on drug and substance abuse and 1% on safety at school and home.

Figure 82 Areas in which pupils sought counselling



Key Recommendations

- It is important for KCCA through the Education department to take central role in addressing the WASH gaps in the respective schools. Very critical is the stance to pupil ratio which in a couple of schools is way above the 1:40 recommended ratio.
- With 71% of schools using the flush technology and 92% using piped water coupled with a reported increase in cost of water during COVID – 19, it is important for actors to work with NWSC to create the necessary subsidy's.
- The school structures including SMC and PTA are still playing a passive role on matters to do with WASH. It is therefore important to hold them accountable to play their mandate. We also acknowledge that the structures have been weak and non – functional, it is therefore important to revamp their functionality.
- We note that there is an overwhelming dependence on NGOs on many facets of providing for WASH services. This is not sustainable; it is therefore important to support the schools develop WASH resilience mechanisms. It is very possible to look inwards and leverage on the parents as well. They can as well tap into the corporate social responsibility of the private sector as was shown by St. Paul Banda Primary School.
- Most of the schools are still struggling in the areas of MHM, SRH and WASH messaging in form of talking compounds and classrooms. If behavior and attitude change is to be fostered, it is important to increase the behavioral change messaging that the children interface with.
- All WASH actors should continue amplifying voice on WASH funding for the schools. Creating a child friendly learning environment calls for serious investment in WASH.

Annex

Survey Tools

School Level Audit Tool (Headmaster/Mistress)

INTRODUCTION AND INFORMED CONSENT

Hello. My name is _____ and I am working with Psalms 20 Limited conducting a Consumer Perception Survey with Schools in 18 selected primary schools and 2 secondary schools. The survey will culminate into compilation of Citizens Report Card for the wards of Naguru, Mbuya, Mutungo and Banda. The ***Action for Improved School WASH in East and Southern Africa (2021-2023) in Uganda, Tanzania, Kenya and Zambia*** Project is funded by Danish Peoples Aid (DPA) and implemented by Community Integrated Development Initiatives (CIDI).

The objective of the evaluation is to; To establish the consumer perceptions, satisfaction and WASH practices and services in 18 selected primary schools and 2 secondary schools.

We would very much appreciate your participation in this interview, whatever information you provide will be kept strictly confidential and only used for purposes of this study. The interview should not take more than 40-60 minutes.

Participation in this interview is voluntary and you can choose not to answer any individual question or all of the questions. However, we hope that you will participate in this survey since your views are important. At this time, do you want to ask me anything about the interview?

May I begin the interview now? Yes No

If the respondent agrees to take part in the survey, GO to Question Number 101. And if not END the survey

SECTION 1: LOCATION AND OTHER ATTRIBUTES OF THE SCHOOLS			
	Question	Response	Skips
101	Name of the School		
102	District	Kampala	
103	Division		
104	Parish		
105	Village (LC1)		
106	Ownership of the school?	1=Government 2=Private 3=NGO 4=Faith based 5=Others specify	
107	Is the school day or boarding?	1=Day 2=Boarding 3=Day and boarding	
108	Is the school mixed or single sex?	1=Mixed (boys and girls) 2=Girls 3=Boys	
109	What was the enrollment in 2019?	=Boys not disabled =Girls not disabled =Disabled boys..... =Disabled girls Total	
110	What is the current Enrolment (2022)? [put numbers]	=Boys not disabled =Girls not disabled =Disabled boys..... =Disabled girls Total	

111	What has caused the change in enrollment?	1. -Improved Academic Performance over the Year 2-Transfer of parents from other areas 3-Improved WASH facilities 4=Other (specify)			
112	What is the level of Staffing? [put numbers]	=Male teachers =Female teachers =None teaching staff.....			
113	Number of pupils per class in 2019	Class	# Girls	#Boys	Total
		P7			
		P6			
		P5			
		P4			
		P3			
114	Number of pupils per class in 2022?	Class	# Girls	#Boys	Total
		P7			
		P6			
		P5			
		P4			
		P3			
115	What was the major cause of drop out?	1.Failure to Pay school dues 2.Transfer to other places 3.Lack of sanitary materials 4. other (specify)			

SECTION 2: SANITATION INFRASTRUCTURE AND ITS USE

No	Question	Response	
	Toilet/ Latrines		
201	Does the school have toilet/ latrines? (Ask to be shown the toilets/ latrines and confirm they are not full)	1 = Yes 2 = No	204
202	If there is no toilet/ latrine, why?		
203	Where do pupils/ teachers go?	1=Bush 2=Neighboring households 3=Others (specify)	217 217 217
204	How many toilet stances does the school have? (Ask and confirm by counting those in use)[put numbers]	=Boys (stances) =Girls (Stances)..... =Disabled (stances)..... =Teachers (stances Total stances in the school	
205	What latrine technologies were used to construct the toilet stances?	1=Flush toilet 2=VIP lined latrine 3=Unlined Pit latrine with vent pipes 4=Pit latrines with slabs 5=Pit latrines without slabs 6=Ecosan toilets 7=Mobilet 8 =Others (specify).....	
206	Does the toilet design provide for the disabled in term of ramp and support in stances? (Observe)	1=yes 2=no	
207	Does the toilet design provide for the disabled in term of space for the wheel chair? (Observe)	1=yes 2=no	
208	Who cleans the school toilets?	1= Pupils 2 = Porter 3 = Teachers	

		4= Toilet not cleaned 5=Others (specify)	
209	How often are the toilets cleaned?	1= Once a day 2= Twice a day 3= Twice a week 4= Once a week 5=Other (specify).....	
210	Do the toilets have anal cleansing materials (toilet paper, used paper, leaves etc.)? Indicate for boys, girls and teachers	1=Yes 2=No	
URINALS			
211	Does the school have urinals? (Ask and confirm by observation) Multiple responses allowed [put numbers]	1=Yes 2=No	
HAND WASHING FACILITIES			
212	Does the school have hand washing facility (ies) next to the toilets?	1=Yes 2=No	217
213	What type of the hand washing facilities is available	1.Tippy tap 2.Water tank 3.Jerrican 4.Sink	
214	Does the hand washing facility (ies) have soap/ash/ detergent? (Observe)	1=Yes 2=No	
215	Does the hand washing facility (ies) have water? (Observe)	1=Yes 2=No	
216	Is there evidence (like wet ground or children washing hands) to show that that the hand washing facility (ies) was being used? (Observe)	1=Yes 2=No	
GIRLS WASH ROOMS			
217	Does the school have private wash room for girls next to the toilets? (Ask and confirm by observing)	1=Yes 2=No	220
218	Does the Washroom provide privacy (has door shutters and walls)?	1=yes 2=no	
219	What is in the Washroom? (tick what you see) MULTIPLE RESPONSE ALLOWED	1 = Soap 2 = Basin 3 = Water 4 = Jerry can 5 = Sanitary pads disposal bucket 6= Other (specify)..... 7= Nothing	
220	Does the school provide emergency sanitary pads for the girls?	1=yes 2=no	
221	What is the source of funding for the sanitary pads? Multiple allowed	1=Government 2=Parents contribution 3=NGO(specify) 4=Others specify	
222	How are the sanitary pads disposed? Multiple response allowed	1=thrown in the toilet 2=buried in a pit 3=thrown in the refuse pit 4=Burned 5 = school has incinerator 6=Others specify	
SRH, SANITATION AND HYGIENE PROMOTION			

223	Does the school have talking compound (water, sanitation & hygiene SRH and MHM messages?) Observe	1=Yes 2=No	
224	Does the school have talking classrooms with water, sanitation & hygiene and SRH messages?) Observe	1=yes 2=no	
225	Does the school have a school health club? (Confirm by asking for minutes book)	1=Yes 2=No	230
226	Was the school club trained on WASH, sexual and reproductive health issues?	1=Yes 2=No	
227	Who trained the school health club on WASH and SRH issues?	1=Sub-county extension staff 2= District extension staff 3= NGO (specify) 4=Others specify	
228	What topics were covered? (Multi response allowed)	1=What is sanitation and hygiene 2=Water and sanitation related diseases 3=HIV/ADS transmissions 4=Prevention of STDs 5=Condom use and knowledge about early pregnancy 6=Transmission routes and barriers (6 F-Diagram) 7=Roles and responsibilities of the club members in the promotion of WASH and SRH in schools. 8=Basic School WASH and SRH massages 9=Menstrual Hygiene Management	
229	What activities is the Health Club implementing? (Multi response allowed)	1=Liaise with the Sanitary Master and Sanitary Mistress and senior woman and man to come up with a rooster for implementation of WASH and SRH activities in the school. 2=Hold meetings with the teachers to follow up on issues from the school health parades 3=Organize cleaning of school latrines and provision of water in the Hand washing facilities 4=Organize sweeping of the compound and ensure that the rubbish is disposed of in a rubbish pit. 5=Organize collection of drinking water and ensure that is safely stored and drown. 6=Follow up on the pupils in the low classes on proper use of toilets and the hand washing facilities 7=Report burning issues on WASH in the school to the Sanitary Master 8=Monitor WASH activities in the school	
230	Does the school have a teacher in charge of water, sanitation and hygiene and SRH issues?	1=Yes 2=No	234
231	Was the teacher trained on WASH and SRH aspects?	1=Yes 2=No	
232	Who trained the teacher?	1=Sub-county extension staff 2= District extension staff 3= NGO (specify) 4=Others specify	
233	What topics were covered in the training? (Multi response allowed)	1=Definition of sanitation and hygiene, SRH 2=Water and sanitation and SRH related diseases, their transmission routes and prevention. 3=Relationship between water, sanitation and disease 4=Formation of School health clubs, membership and role and responsibilities of these clubs.	

		5=Activities to be undertaken by the SHCs and the teachers to promote WASH in the schools and integrating WASH in extra curricula activities. 6=Linking with communities to promote WASH in schools. 7=Basic WASH school messages 8=Monitoring of WASH activities	
234	Does the school teach personal and menstrual hygiene to girls?	1=Yes 2=No	
235	Does the school have a School Management Committee (SMC)?	1=Yes 2=No	
236	If yes, how often does the SMC meet? (confirm by asking the minutes)	1= Monthly 2= Quarterly 3=Once in a term 4=twice in a year 5= Once in a year 6=As when required 7=Never meets	
237	Has the SMC ever been trained on SRH, Water, and Sanitation and Hygiene issues?	1=Yes 2=No	
238	Has SMC taken any decision to act on WASH issues?	1=Yes 2=No	240
239	If yes, what are some of the decisions?		
240	Does the school have a Parent Teachers' Association (PTA)?	1=Yes 2=No	241
241	If yes, how often does the PTA meet? (confirm by asking the minutes)	1= Monthly 2= Quarterly 3=Once in a term 4=twice in a year 5= Once in a year 6=As when required 7=Never meets	
242	Has the PTA ever been trained on SRH, Water, and Sanitation and Hygiene issues?	1=Yes 2=No	
243	Does the school conduct health parades?	1=Yes 2=No	300
244	How often are the health parades conducted?	1=Once a week 2= Twice a week 3=Every day of the week 4=(others specify)	
245	Who is responsible for the health parades	1=Sanitation teacher 2=Senior woman/man 3=School health clubs 4=Others	
	WATER INFRASTRUCTURE	Responses	
300	What type of water source does the School use?	1=borehole 2=spring 3=tap 4=unprotected source 5=rainwater harvesting tank 6=others specify 7= None	
301	Who owns that water source?	1=School 2=Community 3=Both the school and community 4=Others specify	
302	What is the distance to the water source?	1= Less than 500m 2=500m to 1km	

		3=More than 1 to 2km 4=more than 2 km	
303	How long does it take to collect water from the source?	1= Less than 30 minutes 2=30 minutes to 1 hour 3=More than 1 to 2 hours 4=more than 2 hours	
304	For the source where you collect water, what is the quality of water you collect? Multiple allowed	1=Salty 2=Rusty 3=Turbid 4=Greenish 5=Brownish 6=Smelly 7=Clear with no smell	
305	How much does the school incur on cost of water per term?		
SAFE WATER CHAIN			
306	Does the school provide drinking water for pupils?	1=Yes 2=No	400
307	How is drinking water collected and kept?	1 = using jerry cans 2 = Pots 3= using water tanks 4= using Tiva water 5=Others (specify)	
308	Are the containers used to collect drinking water clean? (Observe)	1=Clean 2=Fairly clean 3= Dirty	
IMPACT OF COVID ON WASH			
400	Has the cost of water increased due to COVID – 19?	1 = Yes 2 = No	
401	Has the cost of emptying toilets gone up due to COVID – 19?	1 = Yes 2 = No	
402	How were WASH facilities affected during COVID – 19?	1 = Repairs not done 2 = Facilities vandalized 3 = Facilities covered with bush 4 = Gutters and taps broke down 5 = No effect	
403	Is it easy to access soap and sanitizer?	1 = Yes 2 = No	
404	If no, why?	1 = Very expensive 2 = Not accessible 3 = Do not know importance 4 = Other reasons (specify)	
405	Do all pupils put on mask while school	1 = Yes 2 = No	
406	If no, why?	1 = Very expensive 2 = Not accessible 3 = Do not know importance 4 = Other reasons (specify)	
407	Have practices and behaviors towards hygiene and sanitation improved among pupils?	1 = Yes 2 = No	
408	If yes how?	1 = Frequent handwashing 2 = Aware that handwashing prevents COVID – 19 3 = Increased number of pupils handwashing 4 = Others (specify)	
409	COVID – 19 can be controlled by handwashing with soap	1 = Definitely false 2 = Probably false 3 = Neither true or false	

		4 = Probably true 5 = Definitely true	
410	Wearing a dirty mask is okay	1 = Definitely false 2 = Probably false 3 = Neither true or false 4 = Probably true 5 = Definitely true	
411	Do you think MHM products should have been part of the COVID - 19 relief package?	1 = Yes 2 = No	
412	If yes, how should it have been administered?	1 = Reduce prices 2 = Distribute for free 3 = Reduce taxes on MHM products 4 = Others (specify)	
413	Did your school get any extra support in response to COVID 19 effects and preparation for school opening?	1) Yes 2) No	
414	If Yes from whom? Multiple allowed	1) Government 2) NGO 3) Parents 4) Founding Body 5) Private Business 6) Local Leader	
415	Did any teachers leave and did not return after COVID 19?	1) Yes 2) No	
416	If yes, how many?	Males..... Females..... Total.....	
417	What could have led to their departure?	1 = Relocated 2 = Passed on 3 = started private initiative 4 = lost interest 5 = retired 6 = Others	
417	How did COVID 19 affect your enrollment	1) Increased students 2) Reduced Students	

END OF SURVEY, THANK YOU!

CHILD SURVEY TOOL

A. IDENTIFICATION	
UNIQUE NUMBER	Pupil Identification #: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
DISTRICT	
DIVISION	
WARD	
B. INFORMED CONSENT	
<p>Hello. My name is _____ and I am working with Psalms 20 Limited conducting a Consumer Perception Survey with Schools in <u>18 selected primary schools and 2 secondary schools</u>. The survey will culminate into compilation of Citizens Report Card for the wards of Naguru, Mbuya, Mutungo and Banda. The <i>Action for Improved School WASH in East and Southern Africa (2021-2023) in Uganda, Tanzania, Kenya and Zambia</i> Project is funded by Danish Peoples Aid (DPA) and implemented by Community Integrated Development Initiatives (CIDI).</p> <p>The objective of the evaluation is to; To <u>establish the consumer perceptions, satisfaction and WASH practices and services in 18 selected primary schools.</u></p> <p>We would very much appreciate your participation in this interview, whatever information you provide will be kept strictly confidential and only used for purposes of this study. The interview should not take more than 40-60 minutes.</p> <p>Participation in this interview is voluntary and you can choose not to answer any individual question or all of the questions. However, we hope that you will participate in this survey since your views are important. At this time, do you want to ask me anything about the interview?</p> <p>May I begin the interview now <input type="checkbox"/> <input type="checkbox"/> No</p> <p>If the respondent agrees to take part in the survey, GO to Question Number 101. And if not END the survey</p>	
INTERVIEWER NAME	
INTERVIEWER CODE	
INTERVIEW DATE	

N0	Questions and Filters	Coding Categories	Skips
SECTION 1: SOCIAL DEMOGRAPHIC CHARACTERISTICS			
101	What is the name of your school?		
102	Is your school Government or Private	1) Private School 2) Government School 3) Faith Based School 4) Ngo School 5) Others	
103	Are you a boy or a girl?	a) Boy b) Girl	
104	What is your age in years?	1) 10 Years 2) 11 Years 3) 12 Years 4) 13 Years 5) 14 Years 6) 15 Years 7) 16 Years 8) 17 Years 9) Others	
105	In which class are you?	1) Primary Three (P.3) 2) Primary Four (P.4) 3) Primary Five (P.5) 4) Primary Six (P.6)	
106	From what you know, what is the highest class or level of education your father/Guardian completed?	1) No Formal Education 2) Ordinary Level 3) Advanced Level 4) Tertiary Institution 5) University 6) Not Sure	
107	From what you know, what is the highest class or level of education your mother/guardian completed?	1) No Formal Education 2) Ordinary Level 3) Advanced Level 4) Tertiary Institution 5) University 6) Not Sure	
108	What level of education would you like to complete / achieve	1) Primary Level 2) Ordinary Level 3) Advanced Level 4) Tertiary Institution 5) University 6) Not Sure	
109	Is there anything you think may affect your education or prevent you from achieving that level of education you would like to complete	1) Lack of School Fees 2) Death of Parents 3) Cultural Practices 4) Forced Marriage 5) Need to Make Money/Work 6) Others	
110	Who do you primarily live /stay with at your home?	1) Father Only 2) Mother Only 3) Father and Mother 4) Elder Siblings 5) Younger Siblings 6) Grand Parents 7) Other Relative 8) Other None Relative	

SECTION 2: KNOWLEDGE AND PRACTICE OF WASH		
201	Drinking un boiled water can cause diseases	a) True b) False c) Don't Know
202	Very clean /colorless water is safe for drinking even if not boiled	a) True b) False c) Don't Know
203	Very clean /colorless water is safe for drinking even if not boiled	a) True b) False c) Don't Know
204	All feces must be disposed of in the toilet/latrine	a) True b) False c) Don't Know
205	When one fly falls on your food for a very little time it does not leave germs on your food.	a) True b) False c) Don't Know
206	You should wash hands with soap every time you go to the toilet	a) True b) False c) Don't Know
PRACTICE OF WASH		
207	I use the toilet to dispose all feces everyday including mine.	a) True b) False c) Don't Know
208	I wash my hands with water and soap every time I visit a toilet	a) True b) False c) Don't Know
209	I wash my hands with soap before eating and preparing food	a) True b) False c) Don't Know
210	I wash my hands with soap after cleaning a baby's feces	a) True b) False c) Don't Know
SECTION 3: DIARRHEA INCIDENCES AMONG PUPILS		
301	Which water borne diseases do you know?	a) Typhoid b) Diarrhea c) Cholera d) Bilharzia e) Bacterial Infection f) Others
302	From what you know have you ever suffered from any of the above water borne diseases in the past one year MULTIPLE RESPONSE	a) Typhoid b) Diarrhea c) Cholera d) Bilharzia e) Bacterial Infection f) Others
303	In the past three months have you suffered from any of the above mentioned diseases including diarrhea	1) Yes 2) No 3) Don't Know
304	When you suffered from any of the above diseases including diarrhea, what did your parents do?	1) Sought Treatment from A Health Center/Hospital 2)Sought Treatment from A Private Hospital/ Clinic 3)Bought Tablets from A Drug Shop 4)Sought Treatment from A V.H.T Attendant 5) Used Local Herbs 6)Went to Traditional Healer 7)Others (Specify)
PSYCHO-SOCIAL SUPPORT TO LEARNERS		
305	Does your school have a private counselling room?	1) Yes 2) No 3) Don't know

306	Are you aware of the counselling I services in your school?	1) Yes 2) No 3) Don't Know	
307	Have you ever sought counselling in your school	1) Yes 2) No	
308	If yes /From whom did you get	1) Senior Man 2) Senior Woman 3) Class Teacher 4) Other teacher 5) Fellow Pupil	
309	What areas have you sought counselling in?	1 = Menstrual hygiene management 2 = Sexual relationships 3 = COVID – 19 effects 4 = Academic performance 5 = Drug and substance abuse 6 = Others	

END OF SURVEY, THANK YOU!

