

Research Terms of Reference

WASH in Schools, Zaatari and Azraq Refugee Camps

Jordan

September 2017

(updated November 2017)

Research Cycle: JOR1709

REACH Informing
more effective
humanitarian action

1. Summary

Country of intervention	<i>Jordan</i>				
Type of Emergency	Natural disaster	x	Conflict		Emergency
Type of Crisis	Sudden onset		Slow onset	x	Protracted
Mandating Body/ Agency	<i>UNICEF</i>				
Project Code	<i>13 CVS</i>				
REACH Pillar	Planning in Emergencies	X	Displacement		Building Community Resilience
Research Timeframe	November-December 2017				
General Objective	Inform, through evidence-based recommendations, programming of humanitarian actors involved in educational and WASH activities in both Zaatari and Azraq camps aimed at improving WASH in schools and knowledge, attitudes and practices of school-aged children enrolled towards hygiene and sanitation.				
Specific Objective(s)	<ol style="list-style-type: none"> 1. Assess all WASH infrastructures for children and school staff attending all kindergarten (KG), formal schools and certified Non-Formal Education (NFE) facilities in both Azraq and Zaatari camps against the national standards for WASH in schools in Jordan/SoPs related to WASH applicable in the camps. 2. Identify key gaps in compliance with national standards regarding hygiene, maintenance and access of WASH infrastructures in all kindergarten (KG), formal schools and certified Non-Formal Education (NFE) facilities of both camps. 3. Assess the water, sanitation and hygiene knowledge, attitudes and practices of enrolled school-aged children. 				
Research Questions	<ol style="list-style-type: none"> 1. To what extent do WASH infrastructures (toilets, handwashing facilities) in kindergarten (KG), formal schools and certified Non-Formal Education (NFE) facilities in Azraq and Zaatari camps comply with national standards for WASH in schools in Jordan/ SoPs related to WASH applicable in the camps? 2. To what extent do kindergarten (KG), formal schools and certified Non-Formal Education (NFE) facilities in Azraq and Zaatari camps conform with standards regarding: <ul style="list-style-type: none"> - Accessibility for differently abled children - Drinking water provision - Hygiene behaviour change and group handwashing - Menstrual Hygiene Management - Operation and management 				

	- Environment															
	3. What are the water, sanitation and hygiene knowledge, attitudes and practices of school-aged children enrolled in KG, formal schools and certified NFE facilities?															
Research Type	Quantitative		Qualitative	x Mixed methods												
Geographic Coverage	Zaatari and Azraq camps															
Target Population(s)	- School-aged children enrolled in kindergarten (KG), formal schools and certified Non-Formal Education (NFE) facilities in Azraq and Zaatari camps - Educational staff/head of school in kindergarten (KG), formal schools and certified Non-Formal Education (NFE) facilities in Azraq and Zaatari camps - Actors involved in WASH activities in Azraq and Zaatari camps															
Data Sources	<p>Secondary Data:</p> <p>-WASH focal points and reports (including the “National Standards for Water, Sanitation and Hygiene in Schools in Jordan” and WASH-related SoPs applicable in the camps)</p> <p>-Tools and data from previous REACH assessments, including the WASH Infrastructure and Services assessments in Zaatari camp and the WASH Centre Monitoring in Azraq</p> <p>Primary Data:</p> <p>Primary data will be collected through:</p> <ul style="list-style-type: none"> - WASH infrastructures assessment in all kindergarten (KG), formal schools and certified Non-Formal Education (NFE) facilities in both Azraq and Zaatari camps; supplemented with a short Key Informant Interview (KII) of the head of school, in each school complex. - KAP survey of randomly sampled enrolled school-aged children. - Focus Group Discussion (FGDs) of educational staff and KIIs of actors involved in WASH activities in both camps. 															
Expected Outputs	Final assessment report Presentation of key findings															
Key Resources	<ul style="list-style-type: none"> • REACH technical staff (Assessment Officer, Assessment Manager) • REACH operations staff (Field Manager, Field Officer, Project Assistants) • ACTED finance and administration staff • IMPACT technical backstopping staff and resources 															
Humanitarian milestones	<table border="1"> <thead> <tr> <th>Milestone</th> <th>Timeframe</th> </tr> </thead> <tbody> <tr> <td>Cluster plan/strategy</td> <td></td> </tr> <tr> <td>Inter-cluster plan/strategy</td> <td></td> </tr> <tr> <td>x Donor plan/strategy</td> <td>2017-2018</td> </tr> <tr> <td>NGO plan/strategy</td> <td></td> </tr> <tr> <td>Other</td> <td></td> </tr> </tbody> </table>				Milestone	Timeframe	Cluster plan/strategy		Inter-cluster plan/strategy		x Donor plan/strategy	2017-2018	NGO plan/strategy		Other	
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	x	Operational	Aid workers involved in educational and WASH activities in Zaatari and Azraq camps
	x	Programmatic	NGOs engaged in educational and WASH activities in Zaatari and Azraq camps
	x	Strategic	UNICEF
		Other	
Access	x	Public (available on REACH research centre and other humanitarian platforms)	
		Restricted (bilateral dissemination only upon agreed dissemination list, no publication on REACH or other platforms)	
		Other (please specify)	
Visibility		UNICEF, REACH logos	
Dissemination		N/A	

2. Background & Rationale

Since 2011, a total of 655,056 Syrians has been registered as refugees in Jordan. 79,013 are currently registered in Zaatari camp (Mafraq governorate) and 53,229 in Azraq camp (Zarqa governorate).¹ In Zaatari and Azraq camps, school-aged children (six to 17 years old) constitutes the largest demographic group. In Azraq in 2017, school-aged children made up 35 per cent of the total population, 75% of whom were reportedly attending formal schools.² In Zaatari, 11 schools provide education to 20,771 school-aged children from an eligible population (5-17yrs) of 28,569.³

UNICEF is the lead agency for the WASH sector in Jordan, coordinating all related activities - including hygiene promotion activities and non-food items distributions- within both camps since their openings. It is now widely documented that WASH in Schools (WinS), by reducing the prevalence of hygiene-related preventable disease, affects students' health in a positive manner and as matter of fact attendance rate. Further, healthy children are also more concentrated resulting in better educational attainment of children. Indirectly it also helps reducing the gender educational gap as looking after siblings is commonly a task given to girls and is, as such, a factor of absenteeism. Although a large amount of information (maps, factsheets, reports) on the WASH infrastructure of both Zaatari and Azraq camps has been collected since 2013; data on the water, sanitation and hygiene situation within the schools of both camps remains very limited.⁴ For this reason, REACH has been mandated by UNICEF to address the lack of research on WASH infrastructures in schools as well as the knowledge, attitudes and practices regarding WASH prevalent among the enrolled school-aged children of both camps.

This assessment will be divided into two phases, the first of which aiming to a) evaluate all WASH infrastructures for children and school staff attending KG, formal schools and certified NFE facilities in the light of the national standards for WASH in schools in Jordan/SoPs related to WASH applicable in both camps; b) identify key gaps regarding hygiene, maintenance and access of WASH infrastructures in previously mentioned facilities. To supplement the WinS assessment, phase 2 will a) assess the water, sanitation and hygiene knowledge, attitudes and practices of enrolled school-aged children; and b) contextualise WinS assessment and KAP survey findings on hygiene practices and barriers to accessing facilities through the conduction of KIIs and FGDs. Over the course of this research, special attention will be devoted to WASH infrastructures' accessibility to differently abled children and girls in menstruating age.

¹ UNHCR, [Inter-agency information sharing portal](#), last updated 16 November 2017, accessed 20 November 2017.

² REACH, Comprehensive Child Focused Assessment in Azraq camp, March 2017

³ UNHCR, [Zaatari Refugee Camp factsheet](#), January 2017

⁴ [REACH Resource Centre: Jordan: Water, Sanitation and Hygiene](#)

3. Research Objectives

The overall objective of the project is to inform, through evidence-based recommendations, programming of humanitarian actors involved in educational and WASH activities in both Zaatari and Azraq camps aimed at improving WASH in schools and knowledge, attitudes and practices of school-aged children enrolled towards hygiene and sanitation.

- Assess all WASH infrastructures for children and school staff attending all kindergarten (KG), formal schools and certified Non-Formal Education (NFE) facilities in both Azraq and Zaatari camps against the national standards for WASH in schools in Jordan/SoPs related to WASH applicable in the camps.
- Identify key gaps in compliance with national standards regarding hygiene, maintenance and access of WASH infrastructures in all kindergarten (KG), formal schools and certified Non-Formal Education (NFE) facilities of both camps.
- Assess the water, sanitation and hygiene knowledge, attitudes and practices of enrolled school-aged children.

4. Research Questions

1. To what extent do WASH infrastructures (toilets, handwashing facilities) in kindergarten (KG), formal schools and certified Non-Formal Education (NFE) facilities in Azraq and Zaatari camps comply with national standards for WASH in schools in Jordan/ SoPs related to WASH applicable in the camps?
2. To what extent do kindergarten (KG), formal schools and certified Non-Formal Education (NFE) facilities in Azraq and Zaatari camps conform with standards regarding:
 - Accessibility for differently abled children
 - Drinking water provision
 - Hygiene behaviour change and group handwashing
 - Menstrual Hygiene Management
 - Operation and management
 - Environment
3. What are the water, sanitation and hygiene knowledge, attitudes and practices of school-aged children enrolled in KG, formal schools and certified NFE facilities?

5. Methodology

5.1. Methodology overview

Phase 1

WASH Infrastructure Assessment : A census assessment conducted through direct observation of all WASH infrastructure for children and school staff attending all KG, formal schools and certified NFE facilities in both Azraq and Zaatari camps, with the school as the sample unit. As a census-level assessment, the sample will be the entire population of interest. In order to comprehensively assess sufficiency of WASH infrastructure in schools, the population of formal schools-enrolled children and certified NFE including KG for each facility will also be relevant. This will be complemented by a short KII (mostly closed-ended question route) with the head of school of each school complex so as to gather information on non-visible parts of the WinS.

Phase 2

- **Hygiene and sanitation Knowledge, Attitude, and Practice (KAP):** A structured questionnaire to ask questions to randomly sampled school-aged children (six to 17 years old) attending KG, formal schools and certified NFE in Zaatari and Azraq refugee camps at the time of the assessment.
- **Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs):** Qualitative assessment to contextualise WinS assessment and KAP survey findings on hygiene practices and barriers to accessing facilities. This assessment will rely on purposively sampled 'knowledgeable' individuals, such as students, educational staff and aid workers involved in WASH activities in the camps (including UNOPS staff, contracted by UNICEF to both hire cleaning and maintenance workers and monitor the state of the facilities in schools). An additional few KIIs and/or FGDs may be conducted with either female teachers, or female adolescents aged 15-17, specifically to discuss menstrual hygiene maintenance practices.

5.2. Population of interest

The assessment is intended to cover:

- All WASH infrastructure for children and school staff attending all KG, formal schools and certified NFE facilities in both Azraq and Zaatari camps (phase 1).
- School-aged children (six to 17 years old) attending KG, formal schools and certified NFE in Zaatari and Azraq refugee camps at the time of the assessment (phase 2).

5.3. Secondary data review

- **WASH focal points and reports** (including the "National Standards for Water, Sanitation and Hygiene in Schools in Jordan") to provide technical input into research design, such as establishing criteria for determining the suitability of toilet facilities.
- **Tools** from the WASH Infrastructure and Services assessments in Zaatari camp and the WASH Centre Monitoring in Azraq will be consulted and sections potentially adapted for the specific school infrastructure and WASH practices context.
- **Data** from the above mentioned assessments will also help providing background and context for the data collection and the writing of the final assessment report.

5.4. Assessment Approval

All methodology options and tools (English and Arabic) will require approval from the following groups and agencies:

- WASH and Education Sector Working Groups (ESWG) in each camp.
- Basic Needs and Livelihoods Working Group (BNLWG) in Zaatari, following which the assessment will be reviewed by SRAD.
- Basic Needs and Livelihoods Working Group (BNLWG) in Azraq, following which the assessment will have to be approved by UNHCR camp management and SRAD in Azraq camp.

5.5. Primary Data Collection

Phase 1

- **WASH infrastructures assessment**

Each toilet and hygiene facility in every KG, formal schools and NFE facility in Zaatari and Azraq will be assessed:

- 12 school complexes (29 schools, 34 KG classes) in Zaatari
- 5 school complexes (16 schools, 16 KG classes) in Azraq

This will require a full list of toilets in each school facility from UNICEF, in order to confirm the presence of the expected number of toilets. The structured questionnaire will not only incorporate sections on sanitation (including access to the disabled toilets) but also on hygiene facilities (handwashing facilities, black and grey water disposals).

In order to assess suitability according to demand and use, this will also require a list of every school⁵ using each facility, including the total number of students, broken down by sex, age group, school level, number of physically disabled students, teachers including Syrian Assistant Teachers (SAT), Cash for Workers (CfWs), NGO staff working in schools and time and schedule of school shifts. This will be complemented by a mostly closed-ended question route for head of schools so as to gather information on non-visible parts of the WinS. These unobservable parts include drinking water services, hygiene behaviour change and group handwashing, menstrual hygiene management, operation and maintenance and environmental practices implemented within schools; that also need to be evaluated against the standards set up at the national level/by camps' WASH-related SoPs.

Phase 2

• Quantitative KAP Survey of Hygiene Behaviour and Practices:

Data collection will be conducted with school children through home visits and in the presence of their parents, so as to address concerns related to interviewing school aged children within school premises. REACH staff will visit the household where each randomly selected child lives, outside of their school hours.

To draw a sample and conduct data collection, the following two data sets will be needed:

1. A full data set of all children enrolled in formal schools will be needed, including the following information: name, sex, age, 'school', school facility, and household address.
2. A list of all school facilities, with corresponding 'schools' and school schedules for each.

The KAP survey will be a short, representative survey of all children in each camp, enrolled in KG, formal schools and certified NFE, at the time of the assessment.

Sampling Strategy:

This will partly depend upon the total number of enrolled school-children, and the number of enrolled children per school. All data pertaining to children will be carefully managed on REACH servers. The full data set of all children enrolled in formal schools and their contact details will be removed once samples are no longer needed and data collected. All data will also be anonymised.

The following sample sizes are based on the assumption of 22,000 enrolled school-children in Zaatari and 10,285 in Azraq. To reach an acceptable level of certainty, the minimum confidence level that can be applied (by general statistical practice) is 95%, and a 10% margin of error; this means that results would be accurate to a plus/minus 10% margin. To reach a greater level of accuracy, a confidence level of 95% and 5% margin of error is preferred (plus/minus 5% margin). At the camp level, this would require the following sample sizes:

⁵ Here, school refers to the student body attending classes at the facility. In both Azraq and Zaatari, there are multiple schools using each facility in 'shifts'. These schools may vary according to sex and age group of students, and school level.

Camp	Sample size	
	Minimum Confidence level	Greater Confidence level
	95/10	95/5
Azraq	96	370
Zaatari	96	378

In order to calculate the number of students from each school needed to be randomly selected to reach an evenly weighted total sample size, the number of children per school is needed. This will produce results that are valid for the whole camp.

- **Key informant interviews (KIIs) and Focus Group Discussions:**

This qualitative component will be a supplementary data collection to help contextualise key findings from the quantitative findings from the WinS assessment and KAP survey. It will consist in FGDs with educational staff (separately for male and female) and KI of actors involved in the operation and maintenance of the WASH facilities in school and/or hygiene promotion activities and hygienic products distributions in camps (UNOPS staff and aid workers).

LOCATION	# FGDs WITH EDUCATIONAL STAFF (TEACHERS, TEACHING ASSISTANTS)	
	MALES	FEMALES
	Zaatari camp	12
Azraq camp	5	5

LOCATION	# KIIs ACTORS INVOLVED IN WASH ACTIVITIES
	Zaatari camp
Azraq camp	5

In case gaps of knowledge in menstrual hygiene maintenance practices were identified over the course of the data collection, an additional few KIIs and/or FGDs would be conducted with either female teachers, or female adolescents aged 15-17.

5.6. Data Analysis Plan

Both the WASH infrastructures assessment and the KAP survey will be conducted using the Open Data Kit Collect (ODK) application. A final review of data will be undertaken immediately upon completion of data collection, to identify any errors, re-code and translate entries. This quantitative data will then be analysed by a review of descriptive statistics in addition to more advanced statistical analysis where appropriate, through Excel and SPSS.

Regarding KIIs and FGDs, the data collection team will be debriefed by the REACH's Assessment Officer after each KII/FGD to ensure that data collected is as comprehensive as possible, thus facilitating the subsequent analysis. Then the assessment team will consolidate data from the FGD and/or KII debrief forms in an Excel sheet, so to facilitate the identification of key themes across responses and be able to make comparisons by gender and Villages/Districts.

6. Product Typology

Table 1: Type and number of products required

<i>Type of Product</i>	<i>Number of Product(s)</i>	<i>Additional information</i>
<i>Report</i>	1	Final assessment report to be provided to UNICEF
<i>Presentations of key findings</i>	xx	Presentations may be given to all relevant sectoral working groups (i.e. WASH and education) in Zaatari and Azraq camps
<i>Human Interest Story</i>	2 in Zaatari camp 1 Azraq camp	In the course of the qualitative data collection, REACH will identify and document one striking human-interest story from a school that illustrates the positive impact of sufficient WASH facilities on the lives of children or teachers. This might be an account of improvements to WASH facilities have improved or facilitated school attendance.

7. Management arrangements and work plan

7.1. Roles and Responsibilities, Organogram

Table 2: Description of roles and responsibilities

<i>Task Description</i>	<i>Responsible</i>	<i>Accountable</i>	<i>Consulted</i>	<i>Informed</i>
<i>Development of assessment methodology and tools</i>	Assessment Officer	Assessment Manager	Global Assessment Coordinator Focal point at UNICEF and relevant stakeholders from NGOs engaged in both camps	UNICEF
<i>Training of facilitators and scribes</i>	Field Manager	Field Manager Assessment Officer	Assessment Manager	UNICEF

Implementing data collection (WinS, FGDs and/or KIIs)	Project Assistants	Field Manager Assessment Officer	Assessment Manager Focal point at UNICEF and relevant authorities in Zaatari and Azraq camps (UNHCR, SRAD)	UNICEF
Debriefs	Assessment Officer Field Manager Project Assistants	Field Manager, Assessment Officer	Assessment Manager	UNICEF
Data analysis	Assessment Officer	Assessment Manager	Global Assessment Coordinator Data Unit WASH focal points Global Assessment Coordinator	Global Assessment Coordinator UNICEF
Output production	Assessment Officer	Assessment Manager	Focal point at UNICEF Reporting	UNICEF

Responsible: the person(s) who execute the task

Accountable: the person who validate the completion of the task and is accountable of the final output or milestone

Consulted: the person(s) who must be consulted when the task is implemented

Informed: the person(s) who need to be informed when the task is completed

7.3. Work plan

Activities																				
Months	November				December				January				February				March			
Weeks	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Project kick-off and initiation																				
Secondary data review																				
Tools development																				
Approval to conduct data collection in the camps																				
Data collection in Zaatari camp																				
Data collection in Azraq camp																				
Drafting of the assessment report																				
Initial findings presentation																				
Incorporation of comments into report																				
Submission of the assessment report																				

8. Risks & Assumptions

Table 3: List of risks and mitigating action

<i>Risk</i>	<i>Mitigation Measure</i>
<i>Difficulty interviewing school-aged children on their free time</i>	The data collection schedule will be coordinated to visit households of children only at the times that they are not in school. This will provide a larger window of time than would be possible if interviewing children at school but out of class hours.
<i>Conducting KAP survey in schools with school-aged children raises protection concerns</i>	-KAP survey will be conducted with school children through home visits and in the presence of their parents; so as to address concerns related to interviewing school aged children within school premises -Child protection protocol will be followed, including extensive training of enumerators.

10. Documentation Plan

- ToR
- Data collection tools
- FGD/KIs debriefs
- 2 Cleaned datasets (WASH infrastructures assessment and KAP survey)
- Final Report

11. Annexes

1. Data Management Plan
2. Tools including:
 - WINS (and its associated KI question route)
 - WASH KAP survey
 - FGD/KI question route for educational staff in schools
 - FGD/KI question route for actors involved in WASH activities
3. Tools Annexes
4. Dissemination Matrix
5. Data Analysis Framework
6. Monitoring and Evaluation Matrix

Annex 1: Data Management Plan

Administrative Data	
Project Name	WinS in Zaatari and Azraq camps
Project Code	13 CVS
Donor	UNICEF
Project partners	--
Project Description	Mix-approached assessment examining: - WASH infrastructures for children and school staff attending all kindergarten (KG), formal schools and certified Non-Formal Education (NFE) facilities in Zaatari and Azraq camps. - The knowledge, attitudes and practices regarding WASH prevalent among the school-aged children (six to 17 years old) enrolled in KG, formal schools and certified NFE facilities.
Project Data Contacts	Marie-Amandine Grand (marieamandine.grand@reach-initiative.org)
DMP Version	November 2017
Related Policies	n/a
Data Collection	
What data will you collect or create?	-Quantitative data on all WASH infrastructures (including hygiene, maintenance and accessibility) for children and school staff attending all KG, formal schools and certified NFE facilities in Zaatari and Azraq camps. -Quantitative data on water, sanitation and hygiene knowledge, attitudes and practices of enrolled school-aged children. - Qualitative data to contextualise KAP survey findings on hygiene practices and barriers to accessing facilities.
How will the data be collected or created?	<ul style="list-style-type: none"> • WinS assessment (including one KII/school) • Focus Group Discussions and/or KIIs • KAP survey
Documentation and Metadata	
What documentation and metadata will accompany the data?	<ul style="list-style-type: none"> • Dates and locations of FGDs and/or KIIs • Interviewer/facilitator, scribe, and debriefer names • Kobo form submissions extracted in Excel format
Ethics and Legal Compliance	
How will you manage any ethical issues?	Information collected from participants will be confidential and anonymized: <ul style="list-style-type: none"> • KAP survey will be conducted through home visits with parents; so as to address concerns related to interviewing school aged children within school premises. Participants/parents' participants will be asked for their informed consent prior to the start of the interview or discussion. • No personal identifiers such as surname or registration number will be collected. This assessment will take into consideration the cultural contexts in Jordan refugee camps, especially for adolescents' girls. REACH will further ensure that all questions are appropriately asked, in the appropriate setting, and by the appropriate individuals.
How will you manage	

copyright and Intellectual Property Rights (IPR) issues?	
Storage and Backup	
How will the data be stored and backed up during the research?	<p>All data will be uploaded to the in-house server at the end of each day of data collection.</p> <p>During data collection all scribe notes will be stored securely in REACH offices. Once digitized, these will be destroyed.</p> <p>Debrief forms will be stored in three ways:</p> <ol style="list-style-type: none"> 1. Locally on the debriefer's computer 2. REACH MENA Dropbox 3. REACH Jordan server
How will you manage access and security?	<p>Access to IMPACT's in-house server is restricted to IMPACT staff only.</p> <p>Both the server and Dropbox are password protected, and Dropbox encrypts all files using 256-bit Advanced Encryption Standard (AES). Physical access to offices in which data is stored is secured, and requires pin-code access to enter.</p>
Selection and Preservation	
Which data should be retained, shared, and/or preserved?	
What is the long-term preservation plan for the dataset?	The data will be preserved on the REACH Jordan server.
Data Sharing	
How will you share the data?	The cleaned and consolidated data will not be published, but shared with UNICEF.
Are any restrictions on data sharing required?	
Responsibilities	
Who will be responsible for data management?	REACH Jordan Assessment Officer

Adapted from:

DCC. (2013). Checklist for a Data Management Plan. v.4.0. Edinburgh: Digital Curation Centre. Available online: <http://www.dcc.ac.uk/resources/data-management-plans>

Annex 2 : Questionnaire(s) / Tool(s)

- WINS (and its associated KI question route)
 - WASH KAP survey
 - FGD/KI question route for educational staff in schools
 - FGD/KI question route for actors involved in WASH activities
- Currently under UNICEF review**

Annex 3 : Tools Annexes

Annex 1: Schools core indicators

Core indicator	Definition	Normative definition
1. Proportion of schools with basic drinking water	Proportion of schools (including pre-primary, primary and secondary) with drinking water from an improved water source available at the school	<p><u>Improved:</u> The main drinking water source is of an "improved" type.</p> <p>An "improved" drinking water source is one that, by the nature of its construction, adequately protects the source from outside contamination, particularly faecal matter (JMP definition). "Improved" water sources in a school setting include: piped, protected well/spring (including boreholes/tubewells, protected dug wells and protected springs), rainwater catchment, and packaged bottled water.</p> <p>"Unimproved" sources include: unprotected well/spring, tanker-trucks, and surface water (e.g. lake, river, stream, pond, canals, irrigation ditches) or any other source where water is not protected from the outside environment.</p> <p><u>Available:</u> There is water from the main drinking water source available at the school on the day of the survey or questionnaire.</p>
2. Proportion of schools with single-sex basic sanitation	Proportion of schools (including pre-primary, primary and secondary) with improved sanitation facilities at the school, which are single-sex and usable	<p><u>Improved:</u> The sanitation facilities are of an "improved" type.</p> <p>An "improved" sanitation facility is one that hygienically separates human excreta from human contact (JMP definition). Such as: flush/pour-flush toilets, pit latrines with slab, and composting toilets.</p> <p>"Unimproved" facilities include: pit latrines without slab, hanging latrines, and bucket latrines, or any other facility where human excreta are not separated from human contact.</p> <p><u>Single-sex:</u> There are separate toilet facilities dedicated to female use and male use at the school. Note: may not be applicable in pre-primary schools.</p> <p><u>Usable:</u> Toilets/latrines are accessible to students (doors are unlocked or a key is available at all times), functional (the toilet is not broken, the toilet hole is not blocked, and water is available for flush/pourflush toilets), and private (there are closable doors that lock from the inside and no large gaps in the structure) on the day of the survey or questionnaire. Note: lockable doors may not be applicable in pre-primary schools.</p>
Proportion of schools with basic handwashing	Proportion of schools (including pre-primary, primary and secondary) with handwashing facilities, which have soap and water available	<p><u>Handwashing facilities:</u> A handwashing facility is any device or infrastructure that enables students to wash their hands effectively using running water, such as a sink with tap, water tank with tap, bucket with tap, tippy tap, or other similar device. Note: a shared bucket used for dipping hands is not considered an effective handwashing facility.</p> <p><u>Soap and water:</u> Both water and soap are available at the handwashing facilities for girls and boys on the day of the questionnaire or survey. Soapy water (a prepared solution of detergent suspended in water) can be considered as an alternative for soap, but not for water, as non-soapy water is needed for rinsing.</p>

Annex 2

Child-friendly dimensions of sanitation facilities

Age group	Height of seat	Height basin	Max. reach
3-5 years	26 cm	58 cm	105 cm
5-9 years	30 cm	70 cm	120 cm
9-11 years	34 cm	76 cm	140 cm
11-13 years	38 cm	76 cm	156 cm
13-16 years	42 cm	82 cm	167 cm

Annex 3

Usability concept

Usable		
Accessible	Functional	Private
<ul style="list-style-type: none"> • Accessible at all times • Doors are unlocked or • Key is available 	<ul style="list-style-type: none"> • Not broken • Toilet hole not blocked • Water (for pour-flush toilets) 	<ul style="list-style-type: none"> • Door can be locked from the inside • No large gaps in the structure

An additional set of expanded indicators provides further guidance for more detailed WASH in Schools monitoring by adding a quality and acceptability dimension. This includes aspects of MHM as well as cleanliness of facilities. Cleanliness is defined as:

- Free of urine/faeces on seat/floor/walls
- No standing water
- No smell or flies

Annex 4

Washing facility/toilet ratio meets the MoE Architectural and Engineering Design Guidelines

		Toilets
Kindergarten		1:12 students
Students (1-12 grade)	Male	1:class
	Female	1:class
Teachers/administrative staff		1:10 staff

Annex 5

Toilet design criteria for students with special needs

According to the *MoE Architectural and Engineering Design Guidelines* each school should have at least one toilet accessible for students with special needs.

Additionally the toilet should have:

- Additional space (at least an extra 1m²) with enough space inside for a wheelchair user to enter, turn, close the door and park by the toilet
- A wider door (minimum 80 cm wide)
- Hand rails for support attached either to the floor or side walls
- Door handle and seat should be within reach of wheelchair or crutches/stick users, including a fixed raised pan or movable raised toilet seat
- An access ramp should be available if toilet facilities are elevated with an ideal gradient of 1:20 (maximum 1:12 if space is limited)

Moreover, other aspects of the school environment also need to be suitable for children with special needs. The MoE Architectural & Design Guidelines and other publications proved further details.

Annex 6

Common O&M activities, frequency and responsible person

Activity	Frequency	Responsible
Cleaning of all toilets and urinals	At least daily/twice-daily for double-shift schools	Cleaning staff
Cleaning of walls and floors inside toilet block	At least daily/twice-daily for double-shift schools	Cleaning staff
Cleaning of washing facilities and drains	At least daily/twice-daily for double-shift schools	Cleaning staff
Checking and refilling soap and other supplies	At least daily/twice-daily for double-shift schools	Cleaning staff
Control & monitoring cleanliness of toilet facilities & supplies availability	At least daily/twice-daily for double-shift schools	Designated teacher/principal
Timely procurement of supplies (soap, cleaning material, sanitary pads etc)	Monthly	Cleaning staff to report needs and purchase supplies designated teacher/principal to provide funds for the purchase of supplies

Inspection and minor repair of technical components including flushing reservoirs, cubicle locks, doors, taps/faucets, lighting, leakage of piping, etc	Weekly inspection/repair as required	Cleaning staff
Painting of toilet blocks, other major and general repairs	Yearly inspection/repair as required	designated teacher/principal
Emptying of pits, septic tanks etc. (septic tank must be emptied when it is full i.e. 500mm below the top surface of the tank)	As necessary	special service request

Annex 4 : Dissemination Matrix

Output	Method of dissemination	Audience	Time frame
Assessment report	<ul style="list-style-type: none"> • Shared directly with UNICEF • Sector working group mailing lists • Uploaded to the REACH resource centre • Uploaded to ReliefWeb 	<ul style="list-style-type: none"> • Key stakeholders and relevant actors operating in Zaatari and Azraq camps in Jordan 	<ul style="list-style-type: none"> • To be completed once assessment report approved by UNICEF
Key findings presentation to relevant working groups/ CCM in both camps	<ul style="list-style-type: none"> • Following completion of report, presentations may be given to all relevant sectoral working groups (i.e. WASH and education) in Zaatari and Azraq camps 	<ul style="list-style-type: none"> • Key stakeholders and relevant actors operating in Zaatari and Azraq camps in Jordan 	<ul style="list-style-type: none"> • Final presentation to be given following completion of the report (end of 2017)

Annex 5: Data analysis framework

To be completed once tools have been approved by UNICEF

Annex 6: Monitoring and Evaluation Matrix

IMPACT Objective	External M&E Indicator	Internal M&E Indicator	Methodology	Focal point	Tool	Research-specific information
Humanitarian stakeholders are accessing IMPACT products	Number of humanitarian organisations accessing IMPACT services/products	# of downloads of the report from Resource Center	User monitoring	Country request to HQ	User log	Yes
		# of downloads of the report from Relief Web		Country request to HQ		Yes
		# of downloads of the report from Country level platforms		Country team		No
	Number of individuals accessing IMPACT services/products	# of page clicks on the report from REACH global newsletter		Country request to HQ		Yes
		# of page clicks on the report from country newsletter, sendingBlue, bit.ly		Country team		Yes
		# of visits to webmap/ dashboard		Country request to HQ		No
IMPACT activities contribute to better program implementation and coordination of the humanitarian response	Number of humanitarian organisations utilizing IMPACT services/products	# references in HPC documents (HNO, SRP, Flash appeals, Cluster/sector strategies)	Reference monitoring	Country team	Reference log	Not applicable
		# references in single agency documents				To be filled in after publication
Humanitarian stakeholders are using IMPACT products	Humanitarian actors use IMPACT evidence/products as a basis for decision making,	Perceived relevance of IMPACT country-programs	Usage M&E	Country team	Usage Feedback <i>and</i> Usage Survey template	Data from usage and feedback survey shared with key stakeholders after report publication
		Perceived usefulness and influence of IMPACT outputs				
		Recommendations to strengthen IMPACT programs				

	aid planning and delivery	Perceived capacity of IMPACT staff Perceived quality of outputs/programs				
	Number of humanitarian documents (HNO, HRP, cluster/agency strategic plans, etc.) directly informed by IMPACT products	Recommendations to strengthen IMPACT programs				
Humanitarian stakeholders are engaged in IMPACT programs throughout the research cycle	Number and/or percentage of humanitarian organizations directly contributing to IMPACT programs (<i>providing resources, participating to presentations, etc.</i>)	# of organisations providing resources (i.e. staff, vehicles, meeting space, budget, etc.) for activity implementation	Engagement Monitoring	Country team	Engagement log	Not applicable, single-partner (UNICEF)
		# of organisations/clusters inputting in research design and joint analysis				To be filled in after key findings presentation
		# of organisations/clusters attending briefings on findings				