Meeting Report

Expert Group Meeting on Monitoring WASH in Schools in the Sustainable Development Goals

WHO/UNICEF Joint Monitoring Programme for water supply and sanitation

Contents

World Health Organization

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Meeting report

Background

In recognition of the importance of drinking water, sanitation and hygiene (WASH) in the school-setting, WASH in schools (WinS) is implicitly and explicitly captured in the post-2015 Sustainable Development Goals (SDGs). The aim of "universal" access to drinking water, sanitation and hygiene "for all" in Targets 6.1 and 6.2 implicitly highlight the need for expanding WASH monitoring from the household to non-household settings, such as schools, as we progress from the MDG to the SDG era. Target 6.2 also calls for special attention to the needs of women and girls and those in vulnerable situations (Table 1). Target 4.a includes WinS, explicitly, with an associated indicator of the "proportion of schools with access to:…(e) basic drinking water; (f) single-sex basic sanitation; and (g) basic handwashing facilities" as part of "safe, non-violent, inclusive and effective learning environments".

Table 1. WinS-related SDG goals, targets and indicators

Goals	Targets	Indicators
6: Ensure availability and sustainable management of water and sanitation for all	6.1: By 2030, achieve universal and equitable access to safe and affordable drinking water for all	See 4.a.1 for WASH in schools indicators
	6.2: By 2030 achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations	See 4.a.1 for WASH in schools indicators
4: Ensure inclusive & equitable quality education & promote lifelong learning opportunities for all	4.a: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	4.a.1. Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; **(e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities** (as per the Water, Sanitation and Hygiene for All indicator definitions)[1]

For global SDG monitoring, harmonized core indicators are needed that are applicable in all contexts to define "basic" drinking water, sanitation and handwashing facilities. Beyond indicator definitions, a set of recommended *core* questions, associated with the criteria for "basic" service, can strengthen the quality and cross-country comparability of data, in addition to providing support for national data collection. For national and sub-national monitoring with additional capacities and interests, an *expanded* set of questions can guide monitoring of additional criteria beyond the "basic" service level.

As a starting point, draft service ladders, and core and expanded indicators and questions were proposed by a global task team for monitoring WinS in the SDGs. The task team, comprised of over 40 members from various organizations and regions, worked together via bi-weekly meetings over a three month period to propose indicators and questions that are based on current global norms[2], existing questions in multi-national surveys and national monitoring systems (e.g. Education Management Information Systems, EMIS), the *WASH in schools monitoring package[3]*, and the normative criteria for the human rights to water and sanitation: *availability, acceptability, accessibility* and *quality*.[4]

Purpose

The aim of the expert group meeting, held 20-21 June 2016 in New York, was to bring together a small group of WinS and monitoring experts (see Annex A for participant list) to agree on indicator definitions for "basic" drinking water, sanitation and handwashing facilities to support harmonized monitoring of WASH in schools as part of the SDGs, and to provide recommended core and expanded questions in support of future data collection. The specific objectives were:

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[1] This refers to the definitions initially proposed by WHO/UNICEF JMP and elaborated in this expert group meeting.

[2] WHO (2009) *Water, sanitation and hygiene standards for schools in low-cost settings.* Geneva: World Health Organization.

[3] UNICEF (2011) *WASH in schools monitoring package.* New York: United Nations Children's Fund.

[4] Resolution 18/1 (2011); de Albuquerque, C. (2010) *On the right track*; further descriptions; Affordability is not explicitly monitored via the proposed indicators due to the diverse contexts and complex nature of measuring affordability in the school setting.

- To review and agree on core and expanded indicators and questions for WinS and proposed service ladders for global monitoring of the SDGs
- To review the potential and limitations of different data sources for national and global monitoring and to identify opportunities for piloting new indicators and questions
- To discuss appropriate and feasible disaggregation for national, regional and global reporting

Expected output

- Final agreed upon service ladders, and core and expanded indicators and questions for WinS monitoring, that are ready to be published in support of survey/questionnaire alignment with SDG monitoring for WinS.
- A meeting report summarizing the meeting outcomes and any remaining points of action.

Document Structure

The final agreed upon service ladders, core indicators and core and expanded question sets are presented followed by a brief discussion of agreed modifications to the originally proposed versions and remaining points of action, including opportunities for aligning surveys and EMIS with the core (and expanded) questions.

Meeting Outcomes

Scope of SDG monitoring

Types of indicators: The scope of the WinS indicators for global SDG monitoring was discussed resulting in an agreed focus on "outputs" (i.e. if services are in place to enable and encourage WASH behaviours; Figure 1). "Inputs" (e.g. O&M budget) and "outcomes" (e.g. student handwashing practices) are important for program monitoring and evaluation, but are typically beyond the scope of national and global monitoring. For guidance on monitoring inputs and outcomes, see modules 2 and 3 in the WASH in schools monitoring package[3].

Breadth of topics: The recommended questions are based on current global norms[2], with additional questions added for emerging priority topics, such as menstrual hygiene management (MHM)[5].

Types of schools: It was decided to focus on all types of "schools" based on the wording in the indicator for Target 4.a. This will include pre-primary, primary and secondary schools, where possible. Early Childhood Development (ECD) centres will not be included in global monitoring at this stage, due to the challenges in data collection, since these centres are often not registered with the government. However, this should not preclude national monitoring of WASH in these settings, which could be included in future global monitoring.
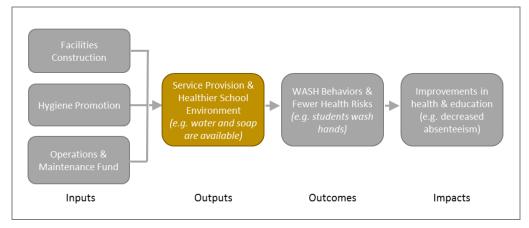

Figure 1. Example of simple results chain for WinS; global monitoring will focus on "outputs"

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[5] Various components are considered essential to MHM. The first is that women and adolescent girls use clean materials to absorb or collect menstrual blood, and are able to change them in privacy as often as necessary for the duration of their menstrual period. It also involves using soap and water for washing the body as required, and having access to safe and convenient facilities to dispose of used menstrual management materials. Further, women and girls need access to basic information about the menstrual cycle and how to manage it with dignity and without discomfort or fear. MHM facilities provide privacy; soap, water and space for washing hands, private parts and clothes; and places for changing and disposing of materials used for managing menstruation.

Recommended service ladders

Similar to JMP monitoring of household WASH, service ladders are proposed for monitoring WinS. The multi-level service ladders allow for progressive realization of the SDG criteria, enabling countries at different stages of development to track and compare progress in reducing inequalities. Separate ladders are proposed for drinking water, sanitation and hygiene. Within each category, the *core* service ladders include three levels: no service, limited service, and basic service, where "basic" service threshold corresponds to the SDG indicator for Target 4.a. For countries where "basic" service is not an aspirational aim, an additional "advanced" service level is suggested. The criteria for the "advanced" service level are to be defined at national level; preliminary definitions are provided in Figure 2 and countries are encouraged to further define and quantify the specific elements as appropriate in terms of national needs and priorities. Where national standards are limited, countries are also encouraged to review and adapt their national WinS standards and monitoring framework in the light of these service ladders and the suggested core and expanded questions.

Data required to monitor the *core* indicators for "basic" service are currently scarce in many regions of the world. The first priority for global monitoring will therefore be to collect information on "basic" drinking water, sanitation and hygiene, as guided by the *core* question set. However, additional information needed to assess "advanced" service is solicited in the *expanded* question set to support enhanced national and sub-national monitoring efforts, and potentially future global monitoring.

Each level is defined in the following graphic, followed by normative definitions of the indicators for "basic" water, sanitation and hygiene.

Figure 2. JMP service ladders for monitoring WASH in schools in the SDGs *(for further description of the criteria, see indicator definitions and the notes in associated recommended questions)*

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Normative definitions of core indicators for "basic" service in schools

The *core* indicators define "basic" drinking water, sanitation and handwashing facilities. Based on Target 4.a, which calls for child, disability and gender sensitive facilities, these aspects are incorporated, where possible, in the core indicators and are further captured in the expanded question set.

1. Percentage of pre-primary, primary and secondary schools with basic drinking water

*Definition: Percentage of pre-primary, primary and secondary schools with drinking water from an **improved** water source **available** at the school*

Element	Normative definition
improved	The main drinking water source is of an "improved" type. 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[6]). "Improved" water sources in a school setting include: piped, protected well/spring (including boreholes/tubewells, protected dug wells and protected springs), rainwater catchment, and bottled water. "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.
available	There is water from the main drinking water source available at the school on the day of the survey or questionnaire.

2. Percentage of pre-primary, primary and secondary schools with single-sex basic sanitation facilities

*Definition: Percentage of pre-primary, primary and secondary schools with **improved** sanitation facilities at the school, which are **sex-separated** and **useable***

Element	Normative definition
improved	The sanitation facilities are considered "improved". An "improved" sanitation facility is one that hygienically separates human excreta from human contact (JMP definition[6]). "Improved" facilities in a school setting include: flush/pour-flush toilets, pit latrines with slab, and composting toilets. "Unimproved" facilities include: pit latrines without slab, hanging latrines, and bucket latrines or any other facility where human excreta is not separated from human contact.
separated	There are separate toilet facilities dedicated to female use and male use at the school. Note: sex-separated toilets may not be applicable in pre-primary schools.
usable	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/pour-flush 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: private and lockable doors may not be applicable in pre-primary schools.

3. Percentage of pre-primary, primary and secondary schools with basic handwashing facilities

*Definition: Percentage of pre-primary, primary and secondary schools with **handwashing facilities** which have **soap and water available***

Element	Normative definition
handwashing facilities	A handwashing facility is any device or infrastructure that enables students to wash their hands effectively (including sink with tap, water tank with tap, bucket with tap, tippy tap, or other similar device).
soap and water	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) is an acceptable alternative for bar or liquid soap, and can be considered as soap. Note: ash or mud may be available for hand cleansing but is not an acceptable alternative to soap for global monitoring.

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[6] See wssinfo.org for more information as well as current definitions and categorizations.

Recommended Core Questions

To support data collection, core questions are recommended that map to the service ladders. These questions are the *minimum* needed to monitor WinS for national and global reporting on the SDGs. They are based on questions that have been tested in international survey programmes[7] and national EMIS questionnaires, as well as recommendations from the *WinS Monitoring Package*[3]. Questions will be promoted for use by enumerators in facility surveys and also for self-response EMIS questionnaires and therefore should be suitable for use in both formats. In some cases, two options are provided: one for facility surveys and another for self-response administrative questionnaires such as the EMIS or other surveys which use matrix style questions.

Drinking Water

W1	What is the <u>main</u> source of drinking water for the school? *(check one - most frequently used)*
Responses	Piped; Protected well/spring; Rainwater; Unprotected well/spring; Purchased bottled water; Tanker-truck or cart; Surface water (lake, river, stream); No water source
Note	If there is more than one source, the one used most frequently for drinking water should be selected. If children need to bring water from home because water is not provided by the school, "no water source" should be selected.
	Response options should be modified to reflect the local context and terminology such that respondents are able to clearly understand each one, and they are able to be categorized as "improved", "unimproved" or none, and photo descriptions may be useful, where feasible.[8] 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[6]). "Improved" water sources in school settings include: piped, protected well/spring (including boreholes/tubewells, protected dug wells and protected springs), rainwater catchment, and bottled water. "Unimproved" sources include: unprotected well/spring, tanker-trucks, and surface water (e.g. lake, river, stream, pond) or any source where water is not protected from the outside environment.
	If interested in monitoring whether or not children bring drinking water from home as an interim step to water provision at schools, an additional option, "children bring water from home" could be added. This will be considered as "no water source" for the purpose of global monitoring.

W2	Is drinking water from the main source <u>currently</u> available at the school?
Responses	Yes; No
Note	To be considered available, water should be available at the school at the time of the survey or questionnaire, either from the main source directly or stored water originally from the main source.

Alternative W1-W2

W1/2	What is the source of water for the school? *(check all that apply)*		
Responses	**Source**	**Currently Available**	**Used for drinking**
	[ ] Piped	[ ] Yes [ ] No	[ ] Yes [ ] No
	[} Protected well/spring	[ ] Yes [ ] No	[ ] Yes [ ] No
	[ ] Unprotected well/spring	[ ] Yes [ ] No	[ ] Yes [ ] No
	[ ] Rainwater	[ ] Yes [ ] No	[ ] Yes [ ] No
	[ ] Bottled water	[ ] Yes [ ] No	[ ] Yes [ ] No
	[ ] Tanker-truck or cart	[ ] Yes [ ] No	[ ] Yes [ ] No
	[ ] Lake/River/Stream	[ ] Yes [ ] No	[ ] Yes [ ] No
	[ ] No water source	[ ] Yes [ ] No	[ ] Yes [ ] No
Note	This question can replace questions W1 and W2 above for surveys with greater analysis capacity and where multiple or back-up water sources are common. If children need to bring water from home because water is not provided by the school, "no water source" should be selected. To be considered available, water from the main source must be available at the school at the time of the survey or questionnaire, either from the source directly or stored. Response options should be modified to reflect the local context and terminology such that respondents are able to clearly understand each one, and they are able to be categorized as "improved", "unimproved" or none, and photo descriptions may be useful, where feasible.[8] An "improved" drinking water source is one that, by nature of its construction, adequately protects the source from outside contamination, particularly faecal matter (JMP definition[6]). "Improved" water sources in school settings include: piped, protected well/spring (including boreholes/tubewells, protected dug wells and protected springs), rainwater catchment, and bottled water. "Unimproved" sources include: unprotected well/spring, tanker-trucks, and surface water (e.g. lake, river, pond).

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[7] Such as LLECE survey in Latin America, World Bank SDI survey in Africa, and WHO European regional survey.
[8] See the following example to base localized photos or drawings on: Shaw, R. (2005) Preparation of pictorial illustrations on access to water supply and sanitation facilities for use in national household surveys. WHO/UNICEF Joint Monitoring Programme.

Sanitation

S1	**What type of student toilets/latrines are at the school?** *(check one - most common)*
Responses	Flush/Pour-flush toilets; Pit latrines with slab; Composting toilets; Pit latrines without slab; Hanging latrines; Bucket latrines; No toilets or latrines
Note	If more than one type is used, the most commonly used type of student toilet/latrine should be selected. Response options should be modified to reflect the local context and terminology such that responses are able to be categorized by "improved", "unimproved" or none, and photo descriptions may be useful where feasible.[8] An "improved" sanitation facility is defined as one that hygienically separates human excreta from human contact (JMP definition[6]). "Improved" facilities in school settings include: flush/pour-flush toilets, pit latrines with slab, and composting toilets. "Unimproved" facilities include: pit latrines without slab, hanging latrines, and bucket latrines.

S2	**How many student toilets/latrines are <u>currently</u> usable (accessible, functional, private)?** *(insert number of holes/seats/stances)*
Responses	{insert number}
Note	Only count toilets/latrines that are usable at the time of the survey or questionnaire, where "usable" refers to toilets/latrines which are (1) accessible to students (doors are unlocked or a key is available at all times), (2) functional (the toilet is not broken, the toilet hole is not blocked, and water is available for flush/pour-flush toilets), and (3) private (there are closable doors that lock from the inside and no large gaps in the structure) at the time of the questionnaire or survey. If *any* of these three criteria are not met, the toilet/latrine should not be counted as usable. However, private lockable toilets may not be applicable in pre-primary schools.

S3	**Are the toilets/latrines separate for girls and boys?**
Responses	Yes; No
Note	A school should be counted as having sex-separated toilets if separate girls and boys toilets are available at the school, or it is a single-sex school and has toilets.[9] To be considered separate, facilities should provide privacy from students of the opposite sex, but this definition should be further defined based on local context, as needed. For schools that have separate shifts for girls and boys (i.e. girls attend the school at a separate time from boys), the response could be "yes" since at the time of use, only girls or only boys would use the toilets. This question may not be applicable in pre-primary schools.

Alternative S2-S3

S2/3	**How many toilets/latrines are at the school?** *(insert number)*			
Responses		Girls' Only Toilets	Boys' Only Toilets	Common Toilets (boys and girls)
	Total number			
	Number that are usable (accessible, functional, private)			
Note	This question can replace questions S2 and S3 above for surveys with greater analysis capacity and interest in toilet quantities and generating pupils per toilet ratios. The "common toilets" column is necessary to determine if the girls and boys toilets are separate, which is not possible with the girls' only and boys' only columns alone.			
	"Usable" toilets/latrines are (1) accessible to students (doors are unlocked or a key is available at all times), (2) functional (the toilet is not broken, the toilet hole is not blocked, and water is available for flush/pour-flush toilets), and (3) private (there are closable doors that lock from the inside and no large gaps in the structure). If *any* of these criteria are not met, the toilet/latrine should not be counted as usable. However, lockable toilets may not be applicable in pre-primary schools.			
	The specific categories should be modified to reflect the local context, as needed. The number of urinals, teacher toilets or other categories could be added pending national interest and capacities. In schools where boys and girls are in separate shifts and use the same facilities but at different times, the total number of toilets could be entered for the number reserved for girls and the number reserved for boys (i.e. the same number for both) since at the time of use they are all reserved for each sex separately. Quantities are not needed for global monitoring, but may be desired by national government.			

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[9] Based on the UNESCO-UIS definition

Hygiene

H1	**Are there handwashing facilities at the school?**
Responses	Yes; No
Note	A handwashing facility is a designated place for washing hands, including but not limited to a tippy tap, or sink with tap, water tank with tap, bucket with tap, or other similar device.

H2	**If yes to H1, are both soap and water currently available at the handwashing facilities?**
Responses	Yes, water and soap; Water only; Soap only; Neither
Note	To be considered available, water and soap must be available at the handwashing facilities for both girls and boys at the time of the survey or questionnaire. Soapy water (a prepared solution of detergent suspended in water) can be considered as an alternative for soap, but not for water; non-soapy water would also be needed for rinsing.

Mapping Core Questions to the Service Ladders

Responses from the core questions can be mapped to the JMP service ladders as shown in the following table. The "Advanced Service" level is to be defined at national level and is excluded from the table.

Service level	W1	W2	S1	S2	S3	H1	H2
Basic Service	Improved drinking water source	Yes, currently available	Improved facilities	≥1	Yes, sex-separated	Yes	Yes, water and soap
Limited Service	Improved drinking water source	No, not currently available	Improved facilities	S2=0 and/or S3=no		Yes	Water only
No service	Unimproved or no drinking water source	N/A	Unimproved or no facilities	N/A	N/A	No	N/A

Potential data sources

National monitoring systems (e.g. EMIS) are likely to be the largest data source. The UNESCO UIS survey (currently used in Africa) solicits EMIS data from national governments. EMIS typically collect data through self-report questionnaires and validation opportunities should continue to be explored, including community surveys, and school accreditation and inspection reports. Additional data sources, which collect data via interview and observation by trained enumerators, include the LLECE (Latin America), World Bank SDI (currently in Africa, but with potential to expand), and the WHO European Region exposure survey.

For all data sources, it was agreed that the global dataset should record if data were observed or reported.

Disaggregation

The potential for disaggregation was discussed, including urban/rural, pre-primary/primary/secondary, and disaggregation by sex, where relevant. More detailed disaggregation such as by language taught, proportion of students by ethnic group or economic status, or by district to identify sub-national disparities, should be explored on a case-by-case basis.

Data multipliers

National aggregation: based on the wording in the indicator for Target 4.a, which focuses on the proportion of "schools," data will not be weighted by the number of students. Thus, small schools will have the same weight as large schools.

Regional / Global aggregation: ideally, national coverage would be weighted by the number of schools in the country, but this information is not always available. Where this is the case it was proposed to weight national data by the population of school-age children.

Recommended Expanded Questions

The following questions provide a menu of questions for countries to expand upon the core question set where "basic" service is not aspirational, there are national or sub-national priorities beyond the criteria for "basic", and/or there is greater capacity for monitoring. Questions are based on current global norms[2] and emerging priorities (e.g. menstrual hygiene management) that are not captured in the core questions. They are categorized based on the normative human rights criteria: *availability, accessibility, acceptability*, and *quality*.[4]

Drinking Water

Availability	
W3	**In the previous two weeks, was drinking water from the main source available at the school throughout each school day?**
Responses	Yes; No (water unavailable on at least one day during the previous two weeks)
Note	Respond "no" if water was not available, at any time during any of the school days in the previous two weeks.

W4	**Is drinking water from the main source typically available throughout the school year?**
Responses	Yes (always); Mostly (unavailable less than 30 days total); No (unavailable more than 30 days total)
Note	Respond "no" if the total time without water during the school year is more than 30 days.

Accessibility	
W5	**Is drinking water accessible to those with limited mobility or vision?**
Responses	Yes; No
Note	To be considered accessible, water can be accessed (directly from the source or from a storage container) via a clear path without stairs or steps* that is free of obstructions and has age-appropriate handrails, the tap can be reached from a seated position, and the water source/dispenser can be opened/closed with minimal effort with one closed fist or feet.
	Maximum ramp slope should follow national standards. In the absence of national standards, the following global guidelines are recommended: a maximum ramp slope of 1:20 without handrails or 1:10 with handrails for the first 10 meters (if a longer ramp is needed, there should be an intermediate level landing every 10m).

W6	**Is drinking water accessible to the smallest children at the school?**
Responses	Yes; No
Note	To be considered accessible, the water tap can be reached and easily opened/closed by the smallest children. Not applicable in secondary schools.

W7	**How many drinking water points (e.g. taps) are at the school?**
Responses	{insert number}
Note	Count the total number of drinking water points at the school for students. This includes any point where children can get water to drink when needed. These could include, but are not limited to, piped taps, water fountains, jugs, water coolers, and buckets with taps, as well as protected wells or rainwater tanks if children get water directly from those sources.

Quality	
W8a	**Does the school do anything to the water from the main source to make it safe to drink?**
Responses	Yes; No
Note	The water treatment equipment / supplies should be observed, if possible.
W8b	**If yes, what treatment method is used?**
Responses	Filtration; Boiling; Chlorination; SODIS; Ultraviolet disinfection; Other
Note	SODIS refers to "solar disinfection" where plastic bottles of water are set in the sun for a number of hours.

| W9 | **Has the school's main water source been tested in the past year for compliance with national drinking water standards?** | | |

Contaminant	Tested in past 12 months	Compliant
E. coli	[ ] yes [ ] no [ ] don't know	[ ] yes [ ] no [ ] don't know
Arsenic	[ ] yes [ ] no [ ] don't know	[ ] yes [ ] no [ ] don't know
Lead	[ ] yes [ ] no [ ] don't know	[ ] yes [ ] no [ ] don't know
Other _____	[ ] yes [ ] no [ ] don't know	[ ] yes [ ] no [ ] don't know
Specific contaminant unknown	[ ] yes [ ] no [ ] don't know	[ ] yes [ ] no [ ] don't know

Note The structure can be modified for surveys that don't accept matrix style questions. If the water was tested, but the specific contaminants tested are unknown, the "specific contaminant unknown" row can be used. For surveys that test water as part of data collection, the "tested in past 12 months" column can be changed to "sample taken." Water should be tested at point-of-use. For countries without national standards, WHO guidelines recommend a standard of zero *E. coli* (or thermotolerant coliform bacteria) in any 100-mL sample, a maximum arsenic level of 0.01 mg/L, and a maximum lead guideline of 0.01 mg/L.[10] The contaminants in the table can be changed based on the context. If chlorine residual is tested this may also be recorded; the drinking water guideline is at least 0.2 mg/L.

Sanitation

Acceptability

S4 **Is there water available in the girls' toilet cubicles for menstrual hygiene management?**
Responses Yes; No
Note Check yes if water is available for discrete personal hygiene (hand and body washing), cleaning clothes/uniform, washing reusable menstrual hygiene products, and ablution (as applicable). This questions is not applicable in pre-primary schools.

S5 **Are there covered bins for disposal of menstrual hygiene materials in the girls' toilets?**
Responses Yes; No
Note This question is not applicable in pre-primary schools.

S6 **Are there mechanisms for managing menstrual hygiene waste at the school?**
Responses Yes; No
Note Disposal mechanisms can include incineration or other safe method on-site, or safe storage and collection via a municipal waste system, as appropriate. Not applicable in pre-primary schools.

S7 **Do the student toilets/latrines provide privacy?**
Responses Yes; No
Note To be considered private, there are closable doors that lock from the inside, there are no holes, cracks or windows or low walls that would permit others to see in. Further details should be defined based on local context. The ability to lock doors from the inside may not applicable in pre-primary schools. While privacy is captured in question S2, this question provides further detail on privacy specifically, if desired.

Accessibility

S8 **Is there at least one usable toilet/latrine that is accessible to those with limited mobility or vision?**
Responses Yes; No
Note To be considered accessible, the facility can be accessed via a clear path without stairs or steps*that is free of obstructions and has age-appropriate handrails, there is enough space inside for a wheelchair user to enter, turn, close the door and park by the toilet (1.5 m^2), the door is wide enough for a wheelchair (at least 80 cm) and opens outward with minimal or no difference in floor height between outside and inside, and the door handle and seat are within reach of children using wheelchairs or crutches/sticks, including a fixed raised pan or movable raised toilet seat to accommodate children who may have difficulty squatting.

*Maximum ramp slope should follow national standards. In the absence of national standards, the following global guidelines are recommended: a maximum ramp slope of 1:20 without handrails or 1:10 with handrails for the first 10 meters (if a longer ramp is needed, there should be an intermediate level landing every 10m).

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[10] WHO (2011) Guidelines for Drinking Water Quality. 4th edition.

S9	**Is there at least one usable toilet/latrine that is accessible to the smallest children at the school?**
Responses	Yes; No
Note	To be considered accessible, a toilet/latrine should be available that can be used by the smallest children, which has a smaller toilet hole, a lower seat, and a lower door handle. Not applicable in secondary schools.

S10	**When are students permitted to use the school toilets?**
Responses	At all times during the school day
	During specific times during the school day
	There are no toilets available for use at the school

Quality	
S11	**How many times per week are the student toilets cleaned?**
Responses	At least once per day; 2-4 days per week; Once per week; Less than once per week
Note	Although, this question focuses on operations and maintenance processes, and not outputs, it may serve as a proxy for toilet cleanliness in self-response administration surveys.

S12	**In general, how clean are the student toilets?**
Responses	Clean; Somewhat clean; Not clean
Note	Visit as many of the student toilets as possible, and then select the appropriate description based on your general impression and the following definitions. Clean: all toilets are not smelly and there is no visible faeces on the floor, walls, and seat or around the facility. Somewhat clean: there is some smell and/or some sign of faecal matter in some of the toilets. Not clean: there is a strong smell and/or presence of faecal matter in most toilets. This question is only appropriate for surveys that include observation by trained enumerators. It is based on a question in module 2 of the WASH in schools monitoring package.[3]

S13	**Are culturally appropriate anal cleansing materials currently available to all students?**
Responses	Yes; No
Note	Response should be based on the time of the questionnaire or survey and should be observed if possible. Anal cleansing materials will likely vary between countries and over time, and should be defined based on local context. In schools that have a multi-cultural student body, respond "yes" only if materials are provided to suit the needs of all students.

S14	**Is there functional lighting in the student toilets?**
Responses	All toilets; Some toilets; None
Note	Response should be based on the day of the survey or questionnaire and should be observed if possible. This question may be most appropriate for boarding schools and in countries or regions with prolonged periods of darkness during the day time, but is relevant in most settings.

S15	**Where are the student toilets located?**
Responses	Within school building; Outside the school but on-premises; Off-premises
Note	If there are multiple locations, respond based on the most frequently used by students. This question may be most appropriate in cold climates, in regions with prolonged periods of darkness during day time, and boarding schools.

S16	**Are latrines or septic tanks emptied (or latrines safely covered) when they fill up?**
Responses	Yes; No
Note	This question does not apply to all sanitation facilities (e.g. sewer connection) but primarily to the management of faecal sludge from on-site systems.
	Respond "no" if there are any latrines at the school that are currently too full to be used and the pit has not been emptied (or a new pit has not been dug and the full pit safely covered).
	Additional questions regarding safely managed sanitation could be added based on household questions for SDG monitoring, but the scope of questions may only be realistic up to the school boundary (e.g. if pits are emptied, the school can likely only provide information up to the point where the sludge left the school premises, not about how the sludge is managed after leaving the school).

Additional "expanded" indicators that can be calculated from the core questions

- Students per toilet ratios can be calculated from S2/3
- Operations and maintenance can be evaluated by calculating the ratio of usable to total toilets in S2/3

Hygiene

Accessibility	
H3	**Are there handwashing facilities accessible to those with limited mobility or vision?**
Responses	Yes; No
Note	To be considered accessible, handwashing facilities can be accessed via a clear path without stairs or steps* that is free of obstructions and has age-appropriate handrails, the tap and soap are reachable from a seated position and the tap can be operated by feet and/or one closed fist with minimal effort.**Error! Bookmark not defined.**
	*Maximum ramp slope should follow national standards. In the absence of national standards, the following global guidelines are recommended: a maximum ramp slope of 1:20 without handrails or 1:10 with handrails for the first 10 meters (if a longer ramp is needed, there should be an intermediate level landing every 10m).

H4	**Are there handwashing facilities accessible to the smallest children at the school?**
Responses	Yes; No
Note	To be considered accessible, the smallest children should be able to reach the tap and soap, and be able to operate the tap on their own with minimal effort. Not applicable in secondary schools.

H5	**Where are handwashing facilities with water and soap located at the school?** *(mark all that apply)*
Responses	Toilets; Food preparation area; Food consumption area; Classrooms; School yard; Other_____
Note	Only mark those areas where both water and soap are available at the time of the survey/questionnaire.

H6	**How many times per week are group handwashing activities conducted?**
Responses	At least once per school day; 2-4 days per week; Once per week; Less than once per week; Group handwashing activities not practiced
Note	Applicable in countries where group handwashing activities are promoted (e.g. countries that have adopted the Three Star Approach).

Availability	
H7	**Which of the following provisions for menstrual hygiene management (MHM) are available at the school?**
Responses	Private bathing/changing areas; Private areas for washing and drying reusable materials; MHM materials (e.g. pads); MHM education
Note	For MHM materials to be considered available, they should be provided free or at an affordable cost to students.

Quality	
H8	**How is solid waste (garbage) from the school disposed of?**
Responses	Collected by municipal waste system; Burned on premises; Buried and covered on premises; Openly dumped on premises
Note	The first three are considered safe forms of solid waste disposal. Openly dumped on premises is not safe.

For boarding schools (or other applicable contexts)

HB1	**How many bathing areas are available?**
Responses	{number}
Note	To be considered available, water should be currently available from the shower.

HB2	**Are there separate facilities or times for girls and boys to bathe?**
Responses	Yes, No

HB3	**Are there separate facilities or times for students and residential staff to bathe?**
Responses	Yes, No

HB4	**Is there at least one bathing area that is accessible for females with limited mobility and a separate one for males with limited mobility?**
Responses	Yes, No
Note	Answer yes only if there are separate disability accessible showers or times for males and females.

HB5	**Is there hot water available in the student bathing areas?**
Responses	Always, Sometimes, Never

Modifications and rationale

The following modifications were made in the expert group meeting to the ladders, indicators core questions and expanded questions proposed by the larger task team.[11]

Service ladders

- A higher level beyond "basic" was added based on group feedback that the "basic" level is not aspirational for a number of countries, particularly higher income countries. This also helps to clarify that the "basic" level is not the highest service level, but in fact, the minimum for meeting SDG criteria. The group also felt a higher level also provided a realistic opportunity to capture details around MHM and disability friendly facilities.
- There was consensus that the service level names were confusing with "basic" higher than "improved". The specific names were not agreed upon and are still to be determined, but an initial proposal is included above ("No service," "Limited service," "Basic service," "Advanced service").
- The descriptions of the middle level criteria were further detailed based on group feedback that "but criteria for Basic not met" should be replaced with a description of what is missing.
- The location of the handwashing facilities required for "basic" service was changed to "at the school" based on debate about exactly where facilities should be located and the importance of handwashing after toilet use as well as before eating. Based on the context specific nature, it was agreed that global monitoring will focus on if there are handwashing facilities at the school and national or sub-national monitoring can track additional criteria, as desired. Questions were added to the expanded set to provide guidance on monitoring the location of handwashing facilities, including at the toilets, food prep area and food consumption area.
- The middle level (currently "Limited service") for the hygiene ladder included all schools with handwashing infrastructure regardless of availability of water or soap. After a long discussion, it was decided that the availability of water should be a requirement for the middle level of service. The ladder has been changed to reflect a progression of "No service: no infrastructure or infrastructure with no water" to "Limited service: infrastructure with water, but no soap" to "Basic service: infrastructure with water and soap."

Core indicators

- The normative definition of "available" water was changed from "the main water point is functioning and water is available at the school" to "water from the main drinking water source is available at the school the day of the survey or questionnaire." The group felt the word "functional" could be confusing and is not necessary, and that it should be clarified that water should be available the day of data collection.
- The specific criteria of "on premises" was removed as this was considered inherent in the definition of "available."
- The definition of "usable" toilets was agreed to include reference to availability, functionality and privacy, and minor changes to the proposed definition were made to clearly reflect these criteria. The addition of "cleanliness" as a criteria was discussed, but considering that "clean" may be a subjective term, it was agreed to include specific questions around cleanliness in the expanded question set.
- The definition of the core hygiene indicator was updated to reflect the change to the required location of handwashing facilities for "basic" service from "available after the toilets" to "at the school."
- Reference to "soapy water" was added to the normative definition of "soap and water" based on previous discussions that soapy water is an alternative to liquid or bar soap. A definition of soapy water (a prepared solution of detergent suspended in water) was also added for clarification.

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[11] See proposed indicators and questions, along with discussions, in the draft document on SDG monitoring of WinS.

Core water questions

- The group discussed changing W1 to ask about the main water source, in general, not only for drinking, based on feedback from national governments that tracking water in general was important and the word "drinking" could be confused with needing to be purchased or treated. It was decided that the word "drinking" would remain but an alternative question would be provided for governments that want to track more than just the "drinking" water source and to allow for a better understanding of the water infrastructure at the school.

- The question was also raised of how bottled water would be categorized if the secondary water source is unknown[12] (for those surveys that don't use the alternative W1/2 question). It was decided that in the school-setting, bottled water provided by the school will be categorized as "improved," regardless of secondary source.

- W2 wording was changed from "…currently available on premises" to "…currently available at the school" based on consensus that the criteria for "on premises" as "either directly or stored" could be confusing and asking if the water is available at the school is sufficient information.

Core sanitation questions

- Question S1 was changed from "What type of toilets/latrines are in use by students at the school?" to "What type of student toilet/latrines are at the school?" as the term "in use" was confusing and usability is captured in S2.

- The option of "pour-flush" was added to the response options for S1.

- The term "in use" was changed to "usable" in S2 and the notes for S2 were updated to reflect the definition of "usable" as noted in the core indicator for "basic" sanitation.

- The S2/3 alternative question that was previously in the expanded set, was moved to the core question set as an alternative. The term "in use" was changed to "usable" and the definition of "usable" was updated based on question S2 and the definition of "usable" for the core indicator.

- S3: the UNESCO-UIS definition of sex-separated was added and the note was updated to reflect discussions that "sex-separated" may have different meanings in different locations based on culture and context. It now reads "To be considered separate, facilities should provide privacy from students of the opposite sex, but this definition should be further defined based on local context, as needed. For schools that have separate shifts for girls and boys (i.e. girls attend the school at a separate time from boys), the response could be "yes" since at the time of use, the toilets are only used by girls." With the inclusion of pre-primary schools, a note was also added that "this question may not be applicable in pre-primary schools."

Core hygiene questions

- S1 was updated to reflect the change in definition of "basic" hygiene service to include handwashing facilities "at the school," instead of "available after using the toilet."

- S2 was updated to reflect the change in service level designations which require knowledge of the proportion of schools with water but no soap to populate the middle service rung. The response options were therefore changed from "Yes; No" to "Yes, water and soap; Water only; Soap only; Neither" to allow for this differentiation.

Expanded water questions

- W3 was changed to ask about the previous two weeks to align with household surveys (i.e. MICS).

- The words "from the main source" was added to all relevant questions for clarification.

- Questions that referred to a number of days, were changed to number of "school days" for clarification.

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[12] At household level, JMP categorizes bottled drinking water as improved or unimproved based on the secondary water source.

- "Regardless of seasonal changes" was removed from the question on availability of water throughout the school year since there are many other reasons why water may not be available.
- The questions on accessibility were separated out with "yes, no" responses. Currently these include a question on accessibility for small children and another on accessibility for those with limited mobility, but an additional question could be added on accessibility for those with limited vision (as suggested at the meeting), pending expert advice on appropriate criteria.
- The specific phrasing of the question on water treatment was updated to reflect the question phrasing for household surveys (i.e. MICS).
- The questions on water testing were combined in a matrix to allow for multiple options of what contaminants were tested, based on local context. "in the past year" was also added based on recommendation from the MICS team. A note was also added for how the question could be adapted for surveys that include water testing as part of data collection.
- A question on the total number of student drinking water collection points was added to capture more detail of water accessibility.
- It was agreed that a higher rung ("advanced") could include ratios of students per tap, availability throughout the day/year, water that is accessible to all, and free of faecal and chemical contaminants, with further definitions based on national context.

Expanded sanitation questions
- The question of "private spaces with water" for girls was changed to ask about water available in the girls' toilets. There was a suggestion to include soap in each cubicle, but the group thought this was too stringent and context specific. A note was also added that water availability inside the cubicles may be context specific depending on culture and the type of menstrual hygiene products used.
- A note was added to the question on covered bins in the girls' toilet, that the question may be context specific depending on culture and the type of menstrual hygiene products used.
- A question was added about disposal of used menstrual hygiene products, allowing for context specific disposal mechanisms, including but not limited to incineration.
- A specific question on privacy was added for national or sub-national surveys with a specific interest in privacy that require more detail than core question S2, which includes private as a condition of usable but does not collect data on privacy, specifically.
- The accessibility questions were separated out into yes/no questions in-line with recommended changes to the expanded water questions. These will be updated pending further criteria definitions from experts.
- The question on toilet cleaning routines was changed from asking "how often are the toilets cleaned?" to "how many times per week…" for clarification.
- An alternative to the toilet cleaning question was added for surveys where data are collected by trained enumerators who can observe facilities. The alternate question asks if the toilets are clean, based on question phrasing and definitions from module two in the WASH in schools monitoring package[3].
- "Culturally appropriate" was added to the question on anal cleansing materials.
- The question on emptying pits was clarified with a note to allow for situations where the pit is covered and a new hole dug. A note was also added that additional questions relating to safely managed sanitation could be borrowed from household surveys that inform the SDG goal of safely managed sanitation, such as the MICS, but that school surveys should only collect information up to the boundary of the school premises, not information about what happens to waste once collected.
- Additional information that could be calculated from the core questions are also added, including ratios of students per toilet and the ratio of usable to total toilets as a proxy for maintenance practices.
- A question on toilet/latrine lighting was added based on safety concerns, with a note that this may be most appropriate for boarding schools, pending the context.

- A question on toilet location was added with response categories of "within the school building; on-premises; off-premises" with a note that this may be most appropriate for schools in cold climates or boarding schools, pending the specific context.
- It was agreed that a higher rung ("advanced") could include ratios of students per toilet, MHM facilities, toilets that are accessible to all, and aspects of safely managed sanitation, with further definitions based on national context.

Expanded hygiene questions

- The accessibility questions were separated out into yes/no questions and will be updated based on final recommendations from WASH accessibility experts.
- The question on where handwashing facilities are located were expanded to include other locations such as near toilets, and near food preparation and food consumption areas.
- A question on MHM supports was added. It was originally proposed to include if water in the toilets, bathing facilities, education, materials and disposal services are available, but the group decided that those related to the toilets should be captured in sanitation, and the question in the expanded hygiene set includes bathing facilities, materials and education. The question on the provision of menstrual hygiene products was then removed since it overlapped with this additional question.
- The question on if hygiene promotion is included in school curriculum was removed since it is vague, difficult to assess, and may be more appropriate to track at the national level under UN-WATER's GLAAS monitoring. The presence of soap also provides a proxy for handwashing practice that should be taught as part of hygiene promotion.
- The question about how often solid waste (garbage) is removed from classrooms was deleted since this is more about classroom management, but the question about how solid waste is disposed of at the school was maintained as there are school level hygiene risks. The question was modified to ask how solid waste is disposed, instead of a yes/no question about whether or not it is safely disposed.
- The question on group handwashing was changed to ask about the frequency instead of "in the previous week, were group handwashing activities conducted every day?"
- The heading for the "boarding school" questions was changed to include "other applicable contexts."
- The word "shower" was changed to "bathing area" to provide greater flexibility based on context.
- A question on hot water was added, particularly for those schools in cold climates.
- The previous question on laundry facilities was removed as it was agreed this is outside the scope.
- A question about areas for washing and drying menstrual hygiene materials was added.
- It was agreed that a higher rung ("advanced") could include the location of handwashing facilities, MHM education and materials, and handwashing facilities that are accessible to all, with further definitions based on national context.

Remaining points

1. Questions about accessible WASH to those with limited vision could be added pending expert advice on appropriate criteria.
2. The specific criteria for accessibility questions are being reviewed by the University at Buffalo and WaterAid, led by Pavani. Once finalized, the notes for relevant questions will be updated accordingly.
3. While there was agreement to not include ash as a viable soap alternative, there remains disagreement on whether or not to include alcohol hand rub as an alternative to soap. This will only be included with adequate evidence based on group members' concerns that alcohol rub doesn't remove dirt or faecal matter from hands. Final agreement is needed to decide if alcohol and ash should be included as potential response options for the core questions. If it is agreed to include them, H2 should be separated into two questions, adding another question to the core set.

Way Forward

Group action items

The following actions should be completed by end of July, unless otherwise noted, to support timely dissemination of recommended indicators and questions.

1. Expert group to recommend names for the ladder rungs (names have been proposed in this document for feedback).
2. Expert group to agree on whether alcohol should be included as an alternative for soap. Note: this will likely require an additional question in the core question set.
3. JMP to update the accessibility questions to reflect the final recommendations of WASH facility accessibility experts from University at Buffalo and WaterAid.
4. Expert group to agree on whether specific questions should be added to capture accessibility for those with limited vision, and if so, identify an expert to recommend specific criteria.
5. JMP to create a final document presenting agreed upon ladders, indicators and questions, including guidance on data analysis and how to incorporate questions in EMIS for review by the expert group members and colleagues and dissemination by end of August.

Individual action items

The following summarizes the actions and opportunities for piloting identified by expert group members in a final roundtable before meeting close.

- The Philippines have adopted new national WinS guidelines based on the Three Star Approach, including a draft monitoring tool, which has been aligned with the proposed SDG indicators over the course of discussions with the larger task team. These will be piloted soon, can be further aligned with the new proposals, and will also be piloted in Indonesia and Lao PDR.
- Working with the MoE in Jordan, there may be opportunities to align questions with national monitoring system. A draft Annex linking the SDG WinS indicators to the Three Star Approach was also provided for inclusion in the final guidance note.
- Working with leaders from Pacific island countries, there are opportunities for EMIS departments to align national questionnaires with the recommended core questions. Examples from other countries would be helpful in this process, including how to utilize results for decision-making.
- UNESCO-UIS might extend data collection to a wider range of questions better reflecting the proposed core indicators from the meeting, as appropriate. Inputs will be needed by end of August.
- There may be opportunities for piloting questions in upcoming surveys through working with the national WASH in schools working group in Honduras, as well as to reach out to government to align the national monitoring system.
- UNICEF Afghanistan will be conducting an evaluation of a WinS program in a couple months and there may be an opportunity to align surveys with the recommended questions.
- There may be opportunities in household surveys that could be explored.
- UNICEF Kenya is interested in piloting the questions in 1-2 counties; UNICEF Pakistan is working with EMIS department to align with core questions.
- The upcoming International Learning Exchange for WinS in Indonesia in November 2016 will provide an opportunity to share the recommended questions with national education colleagues to advocate and provide guidance in aligning national systems, with monitoring as one of the main themes in the learning exchange. Indonesia and other countries in the Asian region are interested in aligning their EMIS with the proposed questions.

- UNC will look for opportunities to align surveys and EMIS in the Pacific region with the recommended questions.

- An assessment of rural primary schools in Serbia has aligned with the previous version of the core and expanded questions and is currently collecting data as an initial pilot. There are also opportunities to share the final draft document with the WinS expert group in the European region for review.

- Results from the WASH in health care facilities task team will be shared with the WinS group.

- There may be future opportunities to collect WinS data through the MICS household surveys, which could provide potential validation for EMIS data, and could include student perspectives and learning outcomes.

- With limited involvement from the education side, it would be good to create a package to support education colleagues to work with EMIS departments to align with the SDG indicators.

- The WinS4Girls program is coming to a close, but regular meetings are still conducted and could be an opportunity to get feedback on the MHM questions.

- The University at Buffalo and WaterAid will propose recommended criteria for facility accessibility. The University at Buffalo will also provide evidence for alcohol as a soap substitute.

- There are opportunities to utilize the Yammer WinS group to get feedback; there may also be an opportunity to align an upcoming impact evaluation by UNICEF China.

- WHO will disseminate the final recommendations to regional level; also interested in cross-learning with health care facilities.

- As part of the multisector convergence dynamic of UNICEF WCARO (West and Central Africa Regional Office) the final recommendation will be disseminated and used to support the process of internally engaging with colleagues in the education section.

- The Save the Children School Health and Nutrition meeting, which overlapped with this meeting, provided a great opportunity to share the preliminary indicators and questions to country office staff and ministry of education partners from a number of countries. Save the Children will be following up with interested countries from the conference to promote and support national monitoring system alignment with the proposed questions.

Annex 1. List of Participants

Invited experts:

- Abram Abanil – GIZ Philippines
- Chander Badloe – UNICEF East Asia and the Pacific Regional Office
- Habib Benzian – Fit For School / NYU
- Diana Betancourt – Independent
- Bethany Caruso – Emory University
- Ryan Cronk – University of North Carolina
- Fabrice Fotso – UNICEF WCARO
- Alison Kennedy – UNESCO UIS
- Scott Pontifex – Secretariat of the Pacific Community (SPC)
- Nasratullah Rasa – UNICEF Afghanistan
- Pavani Ram – University at Buffalo
- Christophe Rockmore – World Bank SDI (presented via Skype)
- Oliver Schmoll – WHO European Centre for Environment and Health
- Yodit Sheido – UNICEF HQ
- Jeremie Toubkiss – UNICEF HQ
- Turgay Unalan – MICS

Apologies:

- Elisabet Gadman – UNICEF Mozambique
- Peter Harvey – UNICEF ESARO
- Therese Mahon – WaterAid
- Atilio Pizzaro – LLECE
- Mohini Venkatesh – Save the Children (provided feedback before, during and after via e-mail)

JMP Participants (WHO/UNICEF):

- Rob Bain – UNICEF/JMP
- Christie Chatterley – UNICEF/JMP
- Arabella Hayter – WHO
- Guy Hutton – UNICEF/JMP
- Rick Johnston – WHO/JMP
- Tom Slaymaker – UNICEF/JMP

Annex 2: Meeting Agenda

Day 1: Monday 20 June 2016

Session	Item	Objective	Responsibility
8:30	Arrivals; morning coffee		
9:00 - 9:30	Introductions (25mins) • Meeting objectives • Brief introductions Background on WinS in the SDGs with the latest indicator definitions (5 min)	Common understanding of context and meeting objectives; formulation of SDG targets 6.1, 6.2 & 4.a and definition of their respective indicators	Chair: Tom Notes – Arabella Presenters: • Tom
9:30 - 10:00	Overview of proposed ladders, indicators & questions from the global task team (10 min) Overview of proposed ladders, indicators & core questions for HCFs (10 min)	Common understanding of what has been proposed by task team to date To support alignment and learning between WinHCFs and WinS	• Christie • Arabella
COFFEE			
10:30 - 12:00	Update on service ladders and remaining points of non-agreement (5 min) Discuss proposed service ladders (80 min)	Final agreement on service ladders	Facilitator: Tom/Christie Notes - Arabella
LUNCH			
1:00 - 2:00	Existing data sources for WinS & potential to align with the SDGs (10 min each) • Chander (EMIS) • Alison (UNESCO UIS) • Christophe Rockmore (SDI) • Oliver (European regional survey) Discuss potential and limitations of existing data sources	Understand key characteristics of existing data sources, scope and formulation of existing WinS indicators and opportunities for revision and/or expansion in future	Facilitator: Oliver Notes - Rob
2:00 - 3:00	Update on core water questions and remaining points of non-agreement (5 min) Group discussion on proposed core questions for water (50 min)	Final agreement on core water questions	Facilitator: Abram Notes -
COFFEE BREAK			
3:30 - 4:30	Update on core sanitation questions and remaining points of non-agreement (5 min) Group discussion on proposed core questions for sanitation (50 min)	Final agreement on core sanitation questions	Facilitator: Guy Notes -
4:30 - 5:30	Update on core hygiene questions and remaining points of non-agreement (5 min) Group discussion on proposed core questions for hygiene (50 min)	Final agreement on core hygiene questions	Facilitator: Pavani Notes -

Day 2: Tuesday 21 June 2016

Session	Item	Objective	Responsibility
8:30	Arrivals; morning coffee		
9:00 - 9:10	Recap of yesterday • Review of initial agreements (10 min)	Common understanding of discussions from day 1	Presenter: Rob/Christie Notes -
9:15 - 10:00	Break into **sub-groups** (water, sanitation, hygiene) to discuss expended questions *In each group, update on expanded questions and remaining points of non-agreement (5 min)*	Initial agreement on expanded questions	Facilitator: Chander Notes -
		COFFEE	
10:30 - 11:15	Sub-group discussions on expanded questions (continued)	Initial agreement on expanded questions	
11:15 - 12:00	Water sub-group presentation (10 min) and large group discussion	Final agreement on expanded water questions	Facilitator: Ryan Notes -
		LUNCH	
1:00 - 1:45	Sanitation sub-group presentation (10 min) and large group discussion	Final agreement on expanded sanitation questions	Facilitator: Oliver Notes -
1:45 - 2:30	Hygiene sub-group presentation (10 min) and large group discussion	Final agreement on expanded hygiene questions	Facilitator: Bethany Notes -
2:30 - 3:00	Present final agreements on ladders, indicators and questions with any final discussion, if needed	Final agreement on ladders, indicators and questions	Facilitator: Tom Notes -
		COFFEE BREAK	
3:30 - 4:00	Presentation of potential disaggregation of WinS data for national, regional and global reporting (5 min) Discussion (25 min)		Presenter: Facilitator: Rob Notes -
4:00 – 4:30	Discussion of potential data sources and piloting opportunities	Identify next steps for piloting and aligning existing monitoring mechanisms	Facilitator: Henk Notes -
4:30 – 5:00	Summary recommendations and follow-up (30 min) Adjournment		Facilitator: Christie Notes -