



State of Palestine
Ministry of Education

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SCHOOL WATER, SANITATION AND HYGIENE KNOWLEDGE, ATTITUDES AND PRACTICES SURVEY



Funded by
the Australian Government



October 2012



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School Water Sanitation and Hygiene Knowledge, Attitudes and Practices Survey, occupied Palestinian territory, 2011

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The School Water Sanitation and Hygiene Knowledge Attitudes and Practices Survey was conducted by the Ministry of Education and UNICEF in the occupied Palestinian territory, in 2011.

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ACRONYMS

EFA	Education for All
KAP	Knowledge, Attitudes and Practices
MoE	Ministry of Education
OECD	Organization for Economic Cooperation and Development
oPt	occupied Palestinian territory
PCBS	Palestinian Central Bureau of Statistics
PWA	Palestinian Water Authority
UNESCO	The United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East
WASH	Water, Sanitation and Hygiene
CFS	Child Friendly Schools

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EXECUTIVE SUMMARY

There are over 1,900 Government run public schools in oPt (in the West Bank over 1,530 and nearly 400 public schools in the Gaza Strip), excluding UNRWA schools in the refugee camps and private schools. With an insufficient number of school buildings in the Gaza Strip, two shifts operate in many schools. Within the education sector, poor infrastructure and inadequacy of WASH facilities in the oPt schools such as insufficient number of toilets (below recommended standards), lack of separate and/or suitable toilets for girls and boys in co-educational schools water shortages in the schools that are not connected to the water network particularly in Area C, poor quality of water in the schools in Gaza strip among other issues. is a key concern and negatively influences the educational environment for students and teachers, while also contributing to water-related health risks.

While there is a general understanding of the hygiene and sanitation situation in oPt schools, comprehensive and concrete data have not been available. The lack of current and complete information is an impediment to identifying priority needs to be addressed. There is also a need to strengthen the Palestinian Authority Ministry of Education capacity to monitor the hygiene and sanitation situation in its schools. Hence the MoE and UNICEF decided to conduct a Knowledge, Attitudes and Practices (KAP) Survey on School Water, Sanitation and Hygiene (WASH).

The 2011 Knowledge, Attitudes and Practices (KAP) Survey on School Water, Sanitation and Hygiene (WASH) identifies the rehabilitation needs for WASH facilities in government schools, as well as gaps in knowledge, attitudes and hygiene practices of school students and staff.

Generally, the survey finds that the numbers of hygiene-related facilities available to students are less than those required by international standards and/or the recommendations by the MoE. Girls in the Gaza region in particular are affected by this disparity.

All schools surveyed were found to be educating students in proper WASH practices. Student knowledge about hygiene-related practices is widespread, if not comprehensive. Student attitudes and practices, however, are affected by the perception that school toilets, in particular, are unclean. Moreover, soap is available in hand-washing facilities only in some of the surveyed schools.

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ABOUT THE SURVEY

This first-of-its-kind survey provides a baseline for developing WASH interventions in schools with effective monitoring over time. A subsequent post-KAP survey is planned for 2013.

The survey was conducted in Government schools in the occupied Palestinian territory. It was based on a statistically-valid sample comprising 411 schools in the Gaza Strip, West Bank (including Area C) and East Jerusalem. Included were primary and secondary schools; girls', boys' and co-educational schools; Child-Friendly Schools^[1]; and grades four, seven and 10 that are located in urban and rural areas, and government-run secondary schools in refugee camps, where UNRWA provides the basic education.

The following findings are based on interviews with 4,135 students, 822 teachers and 411 principals and observations made upon visits to the schools, all conducted throughout May 2011.

CROWDED AND UNDERSTAFFED

School facilities in the oPt cater to a great number of students. Classes are crowded (with an overall average number of students per class in surveyed schools at 29.84), especially in urban areas and in Gaza.

In the West Bank, basic school classes average 27.8 students and secondary school classes average 26.1 students. In Gaza, classes are much more crowded, with an average of 35.8 students per basic education class and 35.7 students per secondary education class. By comparison, the Organization for Economic Cooperation and Development (OECD) countries average for 2005 was 21.7 students per class in primary public schools and 23.8 students per class in lower secondary public schools^[2].

Schools are large (averaging 411 students in surveyed schools), especially in urban areas and in Gaza. Moreover, in Gaza, every directorate has schools where one school building hosts two shifts, although some cases like this also exist in the West Bank. Also in Gaza, the ratio of students per teacher is high (24 students per teacher in basic schools and 21.6 in secondary schools surveyed compared with the West Bank, where there are 19.6 students per teacher in basic schools and 15.7 in secondary schools). For comparison, based on 2005 data average ratio of students to teaching staff in OECD countries is 16.7 in primary education and 13.4 in secondary education.

Every school has at least one cleaning worker—and Gaza schools and girls' schools have more than most—but these workers sometimes cater to a great number of students. According to the principals interviewed in the survey, in the vast majority of surveyed schools, the toilets are cleaned daily. The average cleaning worker in Jericho has to cater to 144 students while in Rafah, the average cleaning worker has to cater to 439 students. This puts a great deal of pressure on school facilities and personnel.

GAPS IN SERVICES, DESPITE ATTENTION

According to principals of surveyed schools, classrooms are cleaned almost daily with some exceptions in rural schools. The same applies to the cleaning of the grounds. As a result, the vast majority of schoolyards and playgrounds were observed as being clean or very clean during the survey.

^[1] These schools received training in CFS approach. UNICEF has developed a *framework for rights-based, child-friendly educational systems and schools* that are characterized as “inclusive, healthy and protective for all children, effective with children, and involved with families and communities - and children” (Shaeffer, 1999).

^[2] OECD, Education at a glance, 2007 report

Every oPt school surveyed has personnel responsible for cleaning the school toilets. In the vast majority of cases, the toilets are cleaned daily (WB: 98.9 per cent, GS: 87.8 per cent). In Gaza, most of the schools whose toilets are not cleaned daily are girls' schools and rural schools.

But the schools' environment in oPt are not always devoid of rubbish. In the West Bank, one-third of schools (32.9 per cent) have rubbish around the school, while slightly more schools in Gaza (41.2 per cent) have rubbish nearby. In Gaza, 14 per cent of urban schools have water stagnating around the grounds of the school.

Although connectivity is high, 87 per cent in West Bank and only eight per cent of surveyed schools in Gaza use the public water network as their main source of drinking water. According to the school principals interviewed in this survey, although the regular water quality monitoring is carried out by MoH, results of water quality test are not always available to schools and so school principals' perception is that schools might not be meeting the WHO standards on water quality.

But schools have found ways to get access to other sources of drinking water and/or appropriate treatment methods. For example, in Gaza, 92 per cent of surveyed schools have water trucked to them, often through the support of international organizations. .

There is a great inequality in availability of WASH school facilities, especially between the West Bank and Gaza. When disaggregated by gender, the analysis reveals in particular that there are not enough toilets for girls a fact that is confirmed by teacher's perceptions. Results of survey show in schools in the West Bank there is an average of one toilet for every 29 boys and 40 girls, while in Gaza there is an average of one toilet for every 59 boys and 76 girls. International standards recommend one female toilet for every 25^[3] or 30^[4] girls and one male toilet plus a urinal for every 50^[5] boys or one toilet for 60^[6] boys.

Although according to the school principals the toilets are cleaned daily, only half of all schools were observed to have all toilets clean at the time of the survey, with no great difference between the West Bank and the Gaza Strip. In the West Bank 15 per cent of schools and 18.3 per cent of schools in Gaza had not even one clean toilet. Only half of teachers surveyed believe students' toilets to be clean. The vast majority of toilets do not have toilet paper.

There are, on average, 38 students per water point in the West Bank and 62 students per water point in Gaza, nearly double the minimum recommended by MoE^[7] of at least one water point for every 30 students. However the school principals generally believe that the supply of water is adequate in their establishments. Almost all schools have hand-washing facilities, although many schools do not have enough hand-washing places to meet MoE recommendations. On average, there are 95.6 students per hand-washing place in the oPt as a whole, ranging in the sample by directorate from 10.6 students to 619 students per place. Regionally, the West Bank averages 81.6 students per hand-washing place while Gaza averages 126 students per hand-washing place. MoE guidelines, however, recommend one washing basin for every 30^[8] students^[9] at a minimum and therefore, most oPt schools fall below official Palestinian recommendations.

The availability of soap varies greatly (between 15-55 per cent) but is never sufficient, according to student reports. Half of the teachers surveyed believe student hand-washing places are not clean.

^[3] Adams, J., Bartram, J., Chartier, Y. and Sims, J., Water, Sanitation and Hygiene Standards for Schools in Low-cost Settings, WHO, Geneva, 2009.

^[4] The Sphere Project, Humanitarian Charter and Minimum Standards in Humanitarian Response, UK, 2011.

^[5] Ibid, p. 19.

^[6] Ibid, p. 20.

^[7] MoE, "Guidebook of school health and environment standards", Palestinian National Committee of School Health and Environment Standards, School Health National Committee, 2003.

^[8] International standards call for one hand-washing place for every 50-100 students. See UNESCO, *FRESH Tools for Effective School Health, Guidelines for the Provision of Safe Water and Sanitation Facilities in Schools*, website available at <http://www.unesco.org/education/fresh>

^[9] MoE, "Guidebook of school health and environment standards", Palestinian National Committee of School Health and Environment Standards, School Health National Committee, 2003

The survey also reviewed sanitation facilities in schools in Area C, where the MoE has little access and Israel controls construction and infrastructure. Although the results are merely illustrative due to the small sample size, few remarkable differences were found between these schools' facilities and those in other areas of the oPt. Area C schools were found to have male toilets in better condition than non-Area C schools but with less water and fewer toilets available overall. In Area C schools, students are more involved in collecting the rubbish at school than in non-Area C schools. There were no significant differences between Area C schools and non-Area C schools in terms of sources of water, physical conditions of buildings, water availability, water testing, and school cleanliness.

HIGH LEVELS OF EDUCATIONAL ENGAGEMENT

The vast majority of schools (98.9 per cent in the West Bank and 100 per cent in Gaza) have at least one school body responsible for water, health, environment, sanitation or hygiene issues. These bodies mostly monitor sanitation and hygiene and support awareness-raising activities. Moreover, 100 per cent of schools surveyed in the oPt offer teaching on hygiene and environmental sanitation at least once a month. Students find this very beneficial.

Almost all teachers in surveyed schools teach students about health and hygiene topics, mostly using posters, brochures leaflets, and school textbooks. The vast majority of teachers in oPt (96.3 per cent in the West Bank and 98.9 per cent in the Gaza Strip) report having taught students important health issues over the past six months prior to the survey. In the majority of cases, teachers believe they bear a great responsibility towards the state of sanitation and hygiene in the schools with 76 per cent considering it their responsibility to ensure the cleanliness of toilets, the schoolyard, classrooms and drinking water points and 78.2 per cent saying teachers could assist in supervising and following-up on maintaining school toilets.

Two-thirds of schools report parents' involvement in school sanitation and hygiene and between a fourth and a third of students participate in related clubs and committee activities.

STUDENTS' KNOWLEDGE ON HYGIENE

Most students surveyed demonstrate partial knowledge on how to protect oneself from diarrhoea with 95 per cent of students in oPt who can identify at least one correct way of preventing diarrhoea.

On the importance of washing one's hands, students' answers are fairly satisfactory, although Gaza students seem to have less knowledge than their West Bank counterparts. Many students do not necessarily connect this practice with the prevention of diarrhoea but they know that hand-washing helps in preventing diseases. Only half of students surveyed, however, are able to correctly identify all the important situations in which one should wash his hands. There is little correlation between these students and those who report being exposed to hygiene information at school in the last six months,

The vast majority of students know cleanliness is important for health and know how to contribute to the cleanliness of their school environment. They also know how to properly use school toilets, although the survey shows this knowledge is not necessarily universal or comprehensive. Overall in the oPt, 86.3 per cent of students know that they should wash their hands after using the toilet; 85.5 per cent know they need to flush the toilet with water after use; 75.6 per cent know they should not throw and leave toilet paper on the floor; 74.2 per cent know they have to turn off the washbasin faucet firmly and not leave it turned on; 68.9 per cent know they should defecate/urinate in the toilet bowl. These data show, however, that there are still some students — in some instances more than 30 per cent—who did not respond correctly on the proper use of school toilets. Most students' primary source of information about cleanliness and hygiene is from their mothers and teachers. The majority of students want to know more about hygiene and health topics, especially personal hygiene (69.9 per cent).

The celebration of Global Handwashing Day in schools appears to slightly increase knowledge of proper hand-washing and toilet use among students, showing the impact of such interventions.

STUDENTS' ATTITUDES TOWARDS HYGIENE PRACTICES

Student attitudes towards school hygiene facilities are rather poor except for hand washing. Almost half of students (44.1 per cent of West Bank students and 42 per cent of Gaza students) refuse to use school toilets and prefer to wait until they go home, especially older students and girls. Dirty toilets and bad smell are the main reasons given for the refusal to use the toilets.

Of the schools where an enumerator observed that toilets were clean and dry, 43.8 per cent of the students surveyed however refuse to use the toilets, 68.8 per cent of them giving the toilets' lack of cleanliness as one reason for their refusal. Further study is required to determine why students refusing to use toilet facilities. Urination and defecation outside the school toilets, as reported by students, are negligible.

Three-quarters of students in oPt drink from school faucets and the 94.6 per cent of students use schools' hand-washing facilities.

STUDENTS' HYGIENE PRACTICES

Survey found that 57.9 per cent of students in the West Bank and 76.6 per cent in Gaza drink water by using their hands. Boys are much more likely to use their hands to drink. Survey also found that 86.7 per cent of students wash their hands with soap before eating, 84.4 per cent wash their hands with soap after going to the toilet and 78.4 per cent wash their hands after playing), but only 67.9 per cent report doing all three, with a marked difference between Gaza (55.3 per cent) and the West Bank (74 per cent). Hand-washing practice is slightly better among students that celebrated Global Handwashing Day at school.

Almost 70 per cent of students surveyed bathe every two or three days. Only 60 per cent of them brush their teeth most of the days although not every day. About three-quarters of students clean their hair or take care of their head daily, clip their fingernails weekly and never spit. A total of 75 % of students change their under wear every one to two days (with 50 % changing their underwear daily and another 25 % every two days). Girls (versus boys) and students exposed to health hygiene lessons at school in the past six months (as compared with the rest) have better oral hygiene habits.

Encouragingly, 96.9 per cent of students discuss hygienic behaviours learned at school with parents and family.

MAIN RECOMMENDATIONS

The following are the main recommendations based on this survey and are further elaborated in the complete report.

- **Increase the number of sanitation facilities:** Build new WASH facilities including toilets for girls in schools, giving priority to Gaza
- **Ensure cleanliness of WASH facilities:** Standardize the number of cleaning workers, provide sufficient cleaning materials and ensure regular monitoring
- **Improve water quality:** The MoE to establish guidelines and procedures and ensure regular water quality monitoring in schools
- **Ensuring availability of supplies for hygiene practices:** Analyze enabling factors such as budget/expenditure and management/coordination, allowing for sustainable provision of toilet paper, soap, cleaning materials etc. in schools
- **Promote knowledge:** There is a need for the MoE to prepare manual on curriculum supplement for basic grades students, standard training materials for field health workers and systematize monitoring of hygiene practices at schools including strengthening of school health committees and environmental clubs, and enhance active participation of the community
- **Promote good hygiene practices:** Increase the efforts for events such as Global Handwashing Day and World Water Day making them more than one-day events and creating the opportunities throughout the year for promoting good hygiene practices
- **Preparation of the standards:** Review the existing MoE recommendations for WASH facilities requirements at schools and endorse as national standards

1.0 INTRODUCTION

This report presents the findings of the 2011 Knowledge, Attitudes and Practices (KAP) Survey on School Water Sanitation and Hygiene conducted in the occupied Palestinian territory (oPt). This chapter will present background information on the educational system in the oPt, the survey coverage and methodology, and the report's content.

1.1 Background on the educational system in the oPt

The Palestinian educational system has realized significant achievements since the establishment of the Ministry of Education (MoE) in 1994^[10]. Now catering to 1.18 million male and female students^[11], education has been made accessible to virtually all throughout the oPt.

The government dedicated 17.5 per cent of its national budget to education in 2008/9^[12]. The MoE is currently on its second five-year plan, the 'Education Development Strategic Plan 2008-2012'

According to national statistics^[13], the rate of enrolment in basic education (grades 1 to 10) increased from 81 per cent in 1994/5 to 92.6 per cent in 2009/10^[14]. The average number of students transitioning from the basic stage to the secondary stage increased from 65 per cent to 91 per cent during 2008/9^[15]. There is no gender imbalance, with both boys and girls attending schools in equal proportions. As such, oPt is on the right track towards realizing the 'Education For All (EFA)' quantitative goals for basic education^[16], and achieving Millennium Development Goal Number 2. However, EFA goals related to pre-school enrolment rates, the quality of education at all levels, and the status of non-formal education need significant further attention, efforts and resources^[17].

MoE records of 2009/10 show that there are a total of 2,577 schools in the oPt. These schools are run by various institutions, although 74.5 per cent are run by the MoE as government schools. Schools run by the United Nations Relief and Works Agency (UNRWA) constitute 12.6 per cent, mainly servicing refugee camps. Finally, the private sector (for-profit and not-for-profit institutions) supervised 12.9 per cent of them^[18].

Schools are either separate for boys or girls, or co-educational. Of the total schools, boys' schools constitute 40 per cent, girls schools 39 per cent and co-educational schools 21 per cent^[19].

School is free and compulsory in the oPt until grade 10^[20]. With students entering the system at age six, basic education is then divided into the preparatory stage (grades one to four) and the empowerment stage (Grades five to 10). Secondary education includes grades 11 and 12, which can be academic or vocational. At the end of 12 years of schooling, students take the secondary school examination called the tawjihi.

^[10] Basri Saleh, 'An Overview of the Educational System in Palestine Achievements and Challenges', This Week In Palestine, <http://www.thisweekinpalestine.com/details.php?id=2992&ed=178&edid=178>, August 2010

^[11] Ibid.

^[12] Ibid.

^[13] Note: The United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute of statistics uses different methodology to calculate the indicators. In accordance to UNESCO UIS a net enrolment rate in primary education is 87 per cent and a gross enrolment rate 92 per cent, . See <http://stats.uis.unesco.org/> <http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/gmr2011-statistical-tables.pdf>

^[14] Source MoE; NET enrolment rates calculated using PCBS 2009 population projections and enrolment figures for 2009/10 (for children with specific official school age)

^[15] Ibid.

^[16] MoE, Education Development Strategic Plan 2008-2012.

^[17] Ibid.

^[18] Basri Saleh, 'An Overview of the Educational System in Palestine Achievements and Challenges', This Week In Palestine, <http://www.thisweekinpalestine.com/details.php?id=2992&ed=178&edid=178>, August 2010

^[19] Ministry of Education (MoE), 'Educational Database of School Census for 2010-2011 Academic Year', 2011.

^[20] Ibid.

Water sanitation and hygiene component is part of curriculum for grades 7 to 10 as separate text book while for other grades it is integrated in other text books. Health, hygiene and environment issues at schools are handled in the MoE by the General Directorate for School Health. It has a representative in each of the 22 directorates of the West Bank (including East Jerusalem) and Gaza.

1.2 The 2011 Knowledge, Attitudes and Practices (KAP) Survey on School Water, Sanitation and Hygiene

The '2011 Knowledge, Attitudes and Practices (KAP) Survey on School Water, Sanitation and Hygiene' (hereafter 'KAP survey on WASH in schools') is the first one of its kind conducted in the oPt.

The purpose of the KAP survey on WASH in schools is:

to develop a comprehensive understanding of the water, sanitation and hygiene situation, knowledge and behaviours in government schools in the country, thereby enabling the development, implementation and assessment of strategically targeted WASH interventions for the benefit of girls and boys and female and male school personnel.

The survey identifies the needs for rehabilitation and building of new WaSH facilities in government schools, as well as gaps in knowledge, attitudes and hygiene practices of school students and staff. It provides quantitative and qualitative data on water, sanitation and hygiene in MoE schools.

The 2011 KAP survey on WASH in schools will provide a baseline for developing WASH through school interventions with effective monitoring over time. A subsequent post-KAP survey is planned for 2013.

The study covers the three areas constituting the occupied Palestinian territory: East Jerusalem, the Gaza Strip and the West Bank (including Area C), while limiting itself to government schools.

It was conducted by the Palestinian MoE and UNICEF in the oPt.

1.2.1 Specific objectives and research questions of the 2011 KAP survey on WaSH in schools

The objectives of the KAP survey on WaSH in schools are:

- to assess the availability and utilisation of water and sanitation facilities in government schools in the oPt;
- to identify the water, sanitation and hygiene knowledge, attitudes and practices of female and male students in government schools in the oPt;
- to identify the role and participation of female and male teachers in water, sanitation and hygiene knowledge creation, attitudes and practices in government schools in the oPt; and
- to identify the needs of female and male teachers in relation to promoting good water, sanitation and hygiene practices.

Accordingly, the key research questions are as follows:

- What are the availability and quality of water and sanitation facilities, and associated practices with respect to provision and maintenance, in Palestinian government schools?
- What is the level of water, sanitation and hygiene knowledge among students attending Palestinian government schools?
- What are the hygiene practices of students in Palestinian government schools, in relation to toilet usage, hand-washing and environmental cleanliness, among other related practices?
- What is the nature and extent of student, school personnel, parent and community participation in water, sanitation and hygiene education and activities?

- What are the needs of teaching personnel in relation to strengthening the water, sanitation and hygiene knowledge and practices of students?

1.2.2 Methodology

The ‘2011 KAP Survey’ was conducted jointly by the Palestinian MoE and UNICEF.

A Steering Committee, comprising the General Directors of the relevant directorates within the MoE (namely School building, School Health, Educational Planning and Projects) and the Chief of the UNICEF WASH Programme provided overall guidance and served as the key decision-making body for the survey, meeting regularly throughout its duration. While Steering Committee’s role was to guide the process, technical team with members from MoE and UNICEF worked independently on planning of the survey, development of instruments, training monitoring and data analysis. Key individuals within the MoE were responsible for data collection, entry, cleaning and validation, while the data analysis was done jointly. Annex 1 gives detailed information about the study methodology.

1.2.3 Sample design

A statistically valid and representative sample of 411 schools was determined by the MoE, according to the methodology of the Palestinian Central Bureau of Statistics (PCBS). Particular variables were taken into consideration, including coverage of:

- (a) The Gaza Strip, the West Bank (including Area C) and East Jerusalem,
- (b) Primary and secondary schools,
- (c) Girls’, boys’ and co-educational schools,
- (d) Child-Friendly Schools, and
- (e) The various grades studied (in this case, grades four, seven and 10).

After identifying the sample of schools, the number of female and male students and teachers to be questioned in each school was determined in order to obtain the perspectives of girl and boy students and female and male school staff. To ensure representativeness, students were selected randomly from the school registry list of the grades included in the survey. Student respondents were between the ages of nine and 17 (most of students in grade four were between nine and 11, students in grade seven were between the ages of 12 and 14 and students in grade 10 were between ages 15 and 17). However, the most common ages represented among grades four, seven and 10 were ages 10, 13 and 16, respectively.

A set of two teachers per school were selected, one of them from the school’s health committee and the other randomly chosen.

1.2.4 Development of instruments

The study involved the administration of three questionnaires: one assessing the water, sanitation and hygiene situation in selected schools, one determining the knowledge and practices of students and one identifying the knowledge and practices of teachers. The MoE and UNICEF jointly determined the exact content of the questionnaires, translated them into Arabic and pre-tested them.

- The **school questionnaire** included basic information about the school: its grades; the number of students, teachers, staff and cleaning personnel; the work of the hygiene committee; condition of infrastructure; water availability and quality; toilet availability, quality, condition and use; cleanliness; hygiene education; and washing facilities.
- The **students’ questionnaire** included questions about their knowledge of hygiene; their sources of information on hygiene; their use of toilets in the schools and their opinions of the toilets’ condition; and their hygiene practices.

- The **teachers' questionnaire** included questions mainly about school hygiene activities; teaching WASH topics in schools and teachers' perceptions of the school's cleanliness and availability of WASH facilities.

The data was collected by administrating the questionnaire through one-on-one interviews. The school questionnaire was administered to the school principal, who was sometimes helped by a teacher responsible for WASH activities in the school. Direct observations on the general state of the school facilities were conducted by the enumerator. Also, the student questionnaire was administered to boy and girl students and the teacher questionnaire to male and female teachers.

1.2.5 Data collection and processing

Personnel from the School Health Department of the MoE were assigned as "field workers". They received training in ensuring reliable and valid data collection that was jointly conducted by the MoE and UNICEF. UNICEF WASH Programme and Education Programme personnel were involved in delivering this training, along with the Gender and Development Specialist.

The field workers were grouped into teams, and given explicit instructions as to the procedures to be followed. The fact that data collectors were from the MoE, the supervisory school authority, had advantages and disadvantages. On the one hand, it allowed them to achieve a high response rate (as seen in Section 1.3 on Survey Coverage) but on the other hand, this relationship might have inhibited the respondents, making them reluctant to share negative opinions about the ministry or their supervisors.

Data collection started on 1 May 2011 and lasted for four weeks. As the data were collected, they were processed and validated by the MoE staff in the West Bank and Gaza Strip for the respective datasets. The data were ultimately merged into one national dataset.

1.2.6 Data analysis

Data analysis formats were prepared by UNICEF in consultation with the MoE. The MoE (Division of Statistics and School health) did compilation, statistical analysis and tabulation of data. The data were further analysed and interpreted by UNICEF. UNICEF was responsible for preparation and finalization of the report; with the inputs from the MoE.

1.2.7 Monitoring

A monitoring system independent of the data collectors was put into place to ensure the quality of the data collection process. Independent 'monitors' were hired to follow up on the data collectors and assess the data collection process. Two monitoring questionnaires (see Annex 2) were developed and used: the first one was used in schools as data collectors were interviewing school principals, teachers, and students. It allowed monitors to identify methodological issues, difficult questions and related attitudes of the enumerators. The second questionnaire was filled in by the data collectors themselves so that they could reflect on and explain any difficulties they faced.

Through this process, it was found that:

- collecting data from enclaves and communities behind the barrier^[21] was a major challenge;
- the concept of 'probing' was not always well-understood by data collectors, who were sometimes reading off the various answers to the respondents;

^[21] Israel began constructing a barrier in the West Bank in 2003. Tens of thousands of Palestinians now reside in enclaves between the barrier and Israel, separated from the rest of the West Bank population but also unable to move in Israel without military permission. Often, access to these enclaves is restricted even to humanitarian staff. In July 2004, the International Court of Justice at The Hague determined that the barrier's route was illegal and it should be dismantled and those affected compensated.

- the questions were often difficult for fourth graders to understand and answer;
- the timing of data collection coincided with preparations for school exams, making it difficult for data collectors to get full participation from respondents;
- in the beginning of survey implementation , interviews and administration of the questionnaires were taking quite long time while the process was smoother after few days when enumerators became more used to the questionnaires
- in some cases respondents were tired and had difficulties to stay focused to respond lengthy questionnaire and sometimes repetitive questions.
- In some instances in Gaza the girls were interviewed by male enumerator due to the lack of qualified female staff. Hence they were shy to answer some of the questions related to personal hygiene and use of toilets.

1.3 Survey coverage

Tables 1-1 to 1-4 below summarize the results of interviews by locations and school types of the fieldwork for the '2011 KAP Survey'. A total of 411 schools were included in the survey sample, covering each school directorate in the West Bank and Gaza Strip. All of the sample schools were surveyed, yielding a response rate of 100 per cent. A total of 822 teachers and 4,135 students were interviewed. The response rates of both teachers and students were also 100 per cent.

The 100 per cent response can be attributed to:

- A methodology designed to limit opportunities for bias;
- Encouragement from the MoE survey team that staff and teachers participate;
- Active participation from school principals in encouraging students to participate in the survey; and
- Enumerators being briefed on adequate interviewing techniques to encourage the respondents.

1.3.1 Survey results by location

A distinction is made in the sample between urban, rural and refugee camp government schools^[22].

Table 1-1: Results of survey interviews by location

Interview results	Number of schools, teachers and students interviewed, according to school location						
	West Bank			Gaza			Total
	Urban	Rural	Camp (Government run schools)	Urban	Rural	Camp (Government run schools)	
Schools interviewed	135	143	2	95	31	5	411
Teachers interviewed	270	286	4	190	62	10	822
Students interviewed	1,369	1395	21	974	325	51	4,135

Gaza's sample includes a large difference in the number of urban schools and the number of rural schools surveyed. This is due to the high level of urbanization of the Gaza Strip, which are only 360 square kilometres and home to a million and a half Palestinians. The situation, and therefore the sample, is more balanced in the West Bank.

The refugee camp sample is very small, mainly due to the fact that there are few governmental schools in the camp areas. In refugee camps, UNRWA is the main service provider for education Basic education in

^[22] For detailed description of this classification refer to Annex1: Detailed methodology

particular is almost exclusively managed by UNRWA. UNRWA schools stop at grade 9 (and exceptionally grade 10), and therefore the MoE runs secondary schools in the camps throughout the oPt In the West Bank, there are no basic government schools in the camps and in Gaza, there are only a few (11), mainly in camp areas that have a mixed refugee and non-refugee population. For the KAP survey on WASH in schools, this means that there are no data for West Bank camp basic schools (not applicable=NA).

1.3.2 Survey Results by Directorate

The number of sampled schools in West Bank by directorate (Table 1-2) ranged from three in Jericho to 32 in Ramallah. The small sample sizes in Jericho and Tubas directorates were due to the fewer number of schools in those directorates: 20 in Jericho and 41 in Tubas.

Only seven schools in East Jerusalem were sampled as there are few schools in Jerusalem that are supervised by the Palestinian MoE. This is because East Jerusalem is under Israeli control; Palestinian children mainly go to Israeli schools supervised by the Jerusalem municipality — or choose to pay for private school.

Table 1-2: Results of survey interviews by directorate

Number of schools, teachers and students interviewed, according to directorates			
Directorates	Schools interviewed	Teachers interviewed	Students interviewed
West Bank	280	560	2,785
Jenin	24	48	233
South Nablus	14	28	146
Nablus	26	52	255
Salfit	12	24	121
Tulkarm	21	42	206
Qalqilya	16	32	161
Ramallah	32	64	330
Jerusalem Sub.	12	24	112
Jerusalem	7	14	72
Bethlehem	21	42	206
Jericho	3	6	28
North Hebron	17	34	163
Hebron	22	44	226
South Hebron	30	60	300
Qabatya	16	32	162
Tubas	7	14	64
Gaza	131	262	1,350
North Gaza	23	46	257
Khan Younis	27	54	248
Rafah	12	24	137
Middle Area	14	28	162
East Gaza	28	56	279
West Gaza	27	54	267

1.3.3 Survey Results by School Type

Stratified sampling of schools was also done to ensure representative sample of boys', girls' and co-ed schools (Table 1-3). A total of 165 boys' schools (104 in the West Bank and 61 in Gaza), 160 girls' school (107 in the West Bank and 53 in Gaza) and 86 co-ed schools (69 in the West Bank and 17 in Gaza) were included in the survey.

Table 1-3: Results of survey interviews by school type

Number of schools, teachers and students interviewed, according to school type						
Interview results	West Bank			Gaza		
	Boys	Girls	Co-educ.	Boys	Girls	Co-educ.
Schools interviewed	104	107	69	61	53	17
Teachers interviewed	208	214	138	122	106	34
Students interviewed	1,047	1,094	644	628	541	181

Table 1-4: Results of survey interviews by school level

Number of schools, teachers and students interviewed, according to school level				
Interview results	West Bank		Gaza	
	Basic	Secondary	Basic	Secondary
Schools interviewed	160	120	104	27
Teachers interviewed	320	240	208	54
Students interviewed	1,552	1,233	1,070	280

1.3.4 Survey results by school level

Both basic and secondary schools were included in the survey (Table 1-4). As described above, basic schools include grades one to 10. Grades 11 and 12 constitute secondary level education. However, very few schools only teach grade 11 and 12; most often, they teach grades one to 12 (or sometimes grades five to 12). In the survey therefore, 'secondary schools' is not used solely to describe secondary level classes but rather the schools that include up to grade 12.

1.4 Report's content

This report describes available school WASH facilities and presents the findings of the survey in terms of knowledge, attitudes and practice relating to water sanitation and hygiene in schools. The report is presented in the following chapters.

Chapter two describes the schools, teachers and students addressed in the survey. Over-population of students and multiple shift operation at schools are discussed. School personnel such as teachers and cleaning workers are also described.

Chapter three discusses the school hygienic environment. This chapter describes the cleanliness at schools, availability of drinking water, the availability of hand-washing places, and the quality and adequacy of sanitation facilities including means of solid waste disposal.

Chapter four relates to school hygiene and health activities. It also presents school health committees and their activities, including parent and teacher involvement.



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Chapter five addresses students' knowledge of proper hygiene habits. It shows the extent to which students know how to prevent diarrhoea and the importance of washing hands and being clean. The chapter also investigates the extent to which health hygiene education is provided in schools.

Chapter six presents students' attitudes towards proper hygiene habits. Looking at their attitudes towards school toilet facilities, school drinking water provision and hand-washing facilities, this chapter examines obstacles to school facility usage.

Chapter seven describes students' hygiene practices. This chapter seeks to illustrate how and how much students drink and wash their hands at school. It also analyses to which extent, outside of school, they bathe, brush their teeth and otherwise practice good hygiene by changing their underwear and clipping their fingernails. Finally it looks into whether students discuss what they have learned in school about hygiene with their families.

The final chapter presents the main findings and makes recommendations for WASH interventions in schools.

Table 1-5: Chapter/Statistical table index^[23]

Report's chapters	Corresponding annex's tables
1. INTRODUCTION	
1.1 Background on the educational system in the occupied Palestinian territory	
1.2 The 2011 School Hygiene and Sanitation Survey	
1.3 Survey Coverage	Tables 1.1, 1.2 and 1.3
1.4 Report's content	

^[23] For detailed list of all statistical tables see table of content in Annex2

Report's chapters	Corresponding annex's tables
2. CHARACTERISTICS OF SCHOOLS, TEACHERS AND STUDENTS	
School characteristics	Tables 2.1, 2.2, 2.2a, 2.3, 2.4, 2.5
2.2 Teachers' characteristics	Tables 2.6
Students' characteristics	Tables 2.7
2.4 Conclusion	
3. School Hygienic Environment	
3.1 General environment conditions	Tables 3.1, 3.2, 3.3
3.2 Sources of drinking water	Tables 3.4 to 3.7
3.3 Sanitation facilities	Tables 3.8 to 3.12, 3.8a,
3.4 Hand-washing places	Tables 3.13
3.5 Waste disposal	Tables 3.14 and 3.15
3.6 Conclusion	
4. School Hygiene and Health Related Activities	
4.1 School sanitation and hygiene education	Tables 4.1, 4.2, 4.2a
4.2 Teachers' involvement with hygiene related activities	Tables 3.16a, 4.1a, 4.3, 4.4, 4.6,
4.3 Parents' and students' involvement with hygiene related activities	Tables 4.5, 4.1b
4.4 Conclusion	
5. Students' knowledge of proper hygiene habits	
5.1 Knowledge of protective measures against diarrhoea	Tables 5.1 and 5.2
5.2 Knowledge of hand-washing and its importance	Tables 5.3 to 5.6
5.3 Knowledge of proper toilet use	Tables A5
5.4 Knowledge of cleanliness' importance	Tables 5.7, 5.8
5.5 Access to health hygiene education at school	Tables 5.10, 5.11 and 5.12
5.6 Source of information about hygiene	Tables 5.95.13a
5.7 Conclusion	
6. Students' attitudes towards proper hygiene habits	
6.1 Attitude towards school toilet facilities	Tables 6.1a, 6.1 to 6.3
6.2 Attitude towards drinking water at school	Tables 6.4 and 6.5
6.3 Attitudes towards hand-washing at school	Tables 6.6
6.4 Conclusion	
7. Students' hygiene practices	
7.1 Drinking water practices	Tables 7.1
7.2 Hand-washing practices	Tables 7.2
7.3 Bathing and brushing teeth practices	Tables 7.3, 7.4, 7.5 and 7.6
7.4 Other hygiene practices	Tables 7.5 and 7.6
7.5 Discussion about hygiene behaviours	Tables 7.7 and 7.8, 7.9a
7.6 Conclusion	
8. Conclusions and recommendations	
8.1 Conclusions	
8.2 Recommendations	



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2.0 CHARACTERISTICS OF SCHOOLS, TEACHERS AND STUDENTS

This chapter presents background information on the schools sampled for the 2011 KAP Survey, as well as the teachers and students who were interviewed for the survey. The purpose of this section is to assess the level of use of available school facilities by students and school staff.

2.1 School characteristics

Schools in the oPt are characterized by differing levels of utilization and resources in relation to WASH.

2.1.1 Utilization of available facilities

Schools in the oPt are often under a lot of pressure, having too many students and too little infrastructure to cater effectively to all. The mean number of classes/students per school and the percentage of schools having more than one shift are all indicators of the population pressure exerted on school infrastructure. The higher the number of students, the more classes there are in the schools and the greater frequency that an afternoon shift is added to the school schedule, the greater the difficult in catering to all students.

In the oPt, the survey found that:

- the mean number of classes per school is 13.18;
- the mean number of students per class is 29.84; and
- the mean number of students per school is 411.

In the West Bank, the mean number of classes per school is 11 for basic schools and 12.8 in secondary schools. In Gaza, it is much higher: 15.6 is the mean number of classes per basic school and 18 is the mean number of classes per secondary schools. In the West Bank and in Gaza, data show that the mean number of classes is higher in urban areas than in rural areas in both basic and secondary schools (Table 2-1). In terms of type of schools, co-ed basic schools in the West Bank have the smaller number of mean classes per school (9.4) and girls' secondary schools in Gaza have the highest mean number of classes (18.7).

The number of students for class size or overcrowding is compared with , the Organization for Economic Cooperation and Development (OECD) for 2004, which has on average 21.5 students per class in primary public schools and 23.8 students per class in lower secondary public schools. The situation in the oPt is presented in Table 2-1.

Table 2-1: Mean number of classes per school, of students per class and of student per school

Background characteristics	Mean number of classes per school					
	oPt		West Bank		Gaza	
Location	Basic	Secondary	Basic	Secondary	Basic	Secondary
Urban	13.7	16.0	11.9	14.7	15.9	19
Rural	11.1	12.3	9.8	11.9	14.8	16.9
Camp (Government run Schools)	13.0	13.7	NA	9.5	13	18
School type						
Boys' school	12.9	13.6	11.6	12.5	14.7	18.3
Girls school	13.4	14.6	11.8	13.4	15.9	18.7
Co-educ. School	11.5	12.2	9.4	12.1	17.6	15.0

Background characteristics	Mean number of students per class					
	oPt		West Bank		Gaza	
Location	Basic	Secondary	Basic	Secondary	Basic	Secondary
Urban	33.1	31.6	30.3	29.3	36.6	37.1
Rural	26.6	24.9	24.3	24.4	33.3	31.4
Camp (Government run Schools)	37.4	30.8	NA	23.2	37.5	38.5
School type						
Boys school	32.2	28.4	29.9	26.7	35.2	35.3
Girls school	32.5	29.8	29.3	27.9	37.2	36.7
Co-ed. School	26.1	21.0	23.1	20.8	34.7	25.3
Background characteristics	Mean number of students per school					
	oPt		West Bank		Gaza	
Location	Basic	Secondary	Basic	Secondary	Basic	Secondary
Urban	468.9	520.0	373.2	437.5	584.5	715.1
Rural	316.8	313.8	247.2	293.9	510.3	530.9
Camp (Government run Schools)	485.0	458.3	NA	220.0	485.0	696.5
School type						
Boys school	433.2	401.6	359.6	341.7	522.7	653.1
Girls school	454.5	453.4	355.8	382.8	596.1	691.8
Co-ed. school	329.6	260.3	224.8	255.3	624.4	380.0

In the West Bank, the mean is 27.8 student per class in basic schools and 26.1 in secondary. There are, however, great variations between locations: in general, classes are more crowded in urban areas than in rural areas.

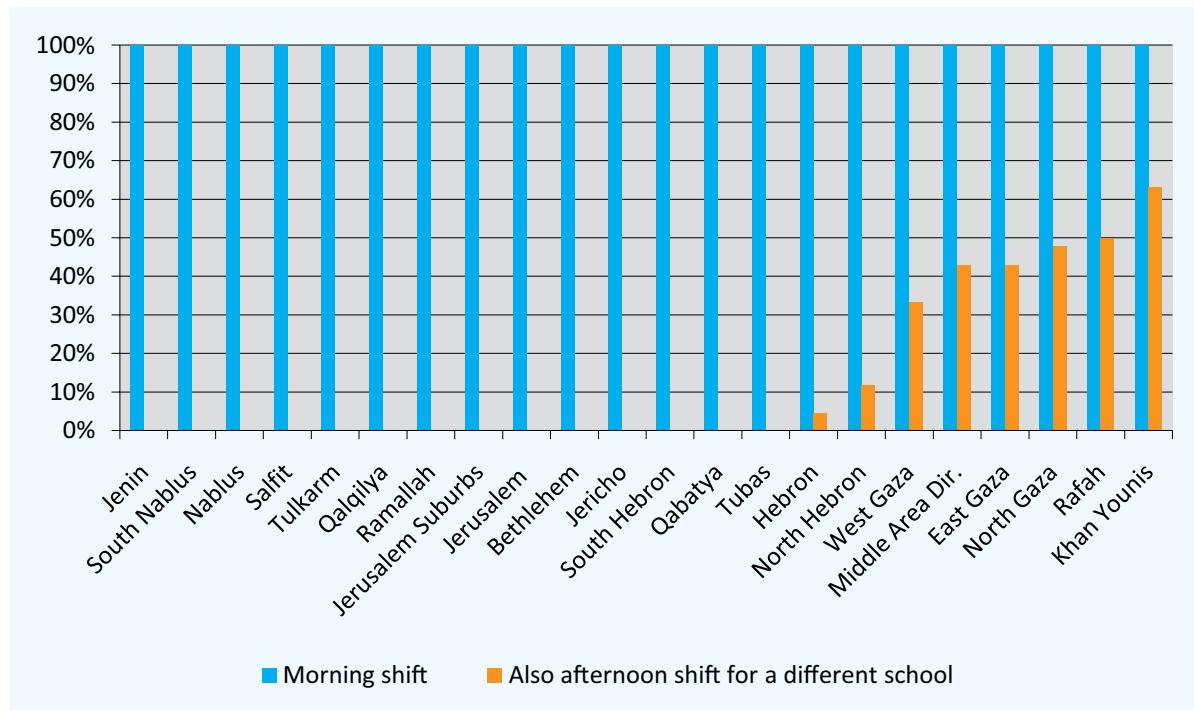
In Gaza, classes are much more crowded than in the West Bank, with an average of 35.8 students per basic education class and 35.7 students per secondary education class. The most crowded classes in Gaza are found in refugee camp secondary schools (Government run) while the least crowded are in co-ed secondary schools. In every directorate in Gaza, classes have more than 32 students on average.

The mean number of students per school is currently 411 in the oPt as a whole, ranging from a low of 53 to a high of 1,029 in the sample. Schools in Gaza are more populated than in the West Bank: they have on average 564.5 students in basic schools and 666 students in secondary schools while in the West Bank, there are 320.4 students in basic schools on average and 342.9 students in secondary schools. Schools have more students in urban areas than in rural areas. Camp secondary schools run by Government are more than three times bigger in Gaza than those in the West Bank. The difference in school size between girls' and boys' schools is minimal: they usually have comparable number of students. There is also a great variation between directorates: the mean number of students per school is consistently higher in all directorates of Gaza than in the West Bank. It ranges between 213.8 students per school in the Jerusalem Suburbs to 663.2 students per school in West Gaza.

School buildings are sometimes catering to two schools, i.e., two bodies of teachers, staff and students that function independently of each other. The normal school day starts at 7:45 a.m. and finishes at 1:45 p.m. or 2:30 p.m., depending on the grades. However, some school buildings are used in the afternoon for a second school. Overall in the oPt, 15.6 per cent of government schools are used both in the morning and in the afternoon. Nowhere in the oPt do schools have morning and afternoon shifts using the same staff. In Gaza, morning and afternoon shifts occur often and in all locations (urban, rural or government run schools in camps) while in the West Bank, this happens

rarely. In the West Bank, only a few urban schools have afternoon shifts and all of these are located in the Hebron and North Hebron districts. In Gaza, between one-third and two-thirds of schools have afternoon shifts.

Figure 2-1: Percentage of schools with morning shift only and with morning and afternoon shifts combined



2.1.2 Human resources

This section deals with the situation of teachers and other personnel responsible for cleaning WASH facilities in the schools.

2.1.2.1 Availability of teachers

The mean number of teachers available in each school sampled in the oPt range from 16 for a rural basic school to 20 for an urban basic school. At secondary level schools, the mean number of teachers is nearly 18 and 27 for rural and urban schools respectively. Although there are some female teachers at boys' schools, male teachers are almost non-existent at girls' schools. There are more female teachers at co-ed basic schools and more male teachers at co-ed secondary schools. Table 2-2 below presents the mean number of teachers at schools in the oPt.

Table 2-2: Mean number of teachers in schools in the oPt

Background characteristics	Mean number of teachers for Basic school			Mean number of teachers for Secondary school		
	Males	Females	Total	Males	Females	Total
Urban	9.1	11.0	20.0	11.7	15.0	26.7
Rural	6.8	9.4	16.2	9.0	11.0	20.0
Government schools in Camp	11.0	7.3	18.3	10.5	13.0	24.0
School type						
Boys	18.0	1.3	19.3	22.3	0.6	22.9
Girls	0.1	19.7	19.8	0.5	23.3	23.8
Co-ed	2.6	13.5	16.0	11.4	7.7	19.1

In the West Bank, there are more teachers per school in secondary schools than in basic schools. The same can be said of the number of teachers per school in urban areas over rural ones. There is, on average, approximately the same number of teachers in boys' as compared with girls' schools. In Gaza, there are more teachers per school than in the West Bank. Directorate data present a great variation, ranging from 14.3 to 26.8 teachers per school on average.

The student-teacher ratio throughout the oPt ranges from 13.3 at secondary co-ed schools to 28 at government run basic schools in the camps.. This helps to reflect the teachers' workloads and their availability to their students. The ministry does not maintain standards for the ideal student-teacher ratio but, for comparison purposes, the average student-teacher ratio in the OECD for 2005 was^[24]: 16.7 in primary, 13.7 in lower secondary and 13 in upper secondary schools^[25].

The data show that the student-teacher ratio is generally higher in Gaza compared to the West Bank, where there are 19.6 students per teacher in basic schools and 15.7 in secondary schools. In Gaza, there are 24 students per teacher in basic schools and 21.6 in secondary schools. In general, all basic schools in Gaza have a higher student-teacher ratio than those in the West Bank. (Similarly, the ratio in the whole of the oPt is higher in urban than in rural areas, which are mostly present in the West Bank.) The student-teacher ratio is particularly high (28) in Gaza's basic schools in camps. Co-ed schools have a lower than average student-teacher ratio in the West Bank but higher than average in Gaza. The data hence show that great inequalities exist in the student-teacher ratio between the West Bank and Gaza.

^[24] OECD database, 2005, www.oecd.org/dataoecd/36/0/39290870.xls

^[25] UNESCO's Education For All Global Monitoring Report mentions a student-to-teacher ratio in oPt of 29 in primary schools and 24 in secondary schools for the year 2007/8, compared to averages for the Arab world of 22 students in primary school and 16 in secondary, hence confirming the survey findings of a high student-teacher ratio in the oPt. UNESCO, Education For All Global Monitoring Report 2011, <http://unesdoc.unesco.org/images/0019/001907/190743e.pdf>

Figure 2-2: Student-teacher ratio by directorate

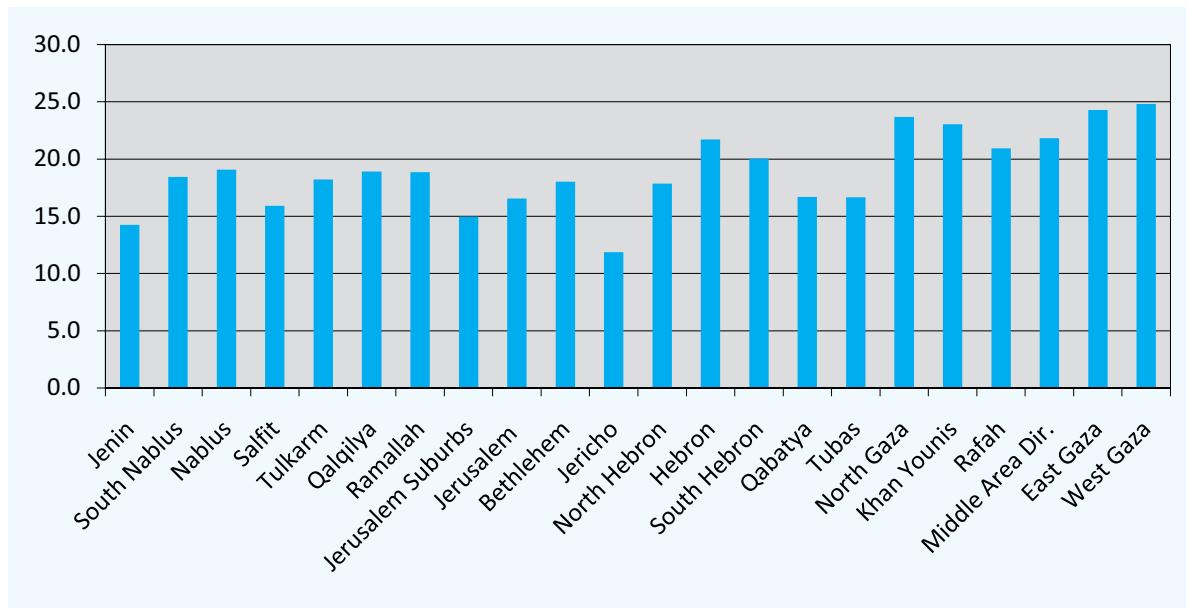
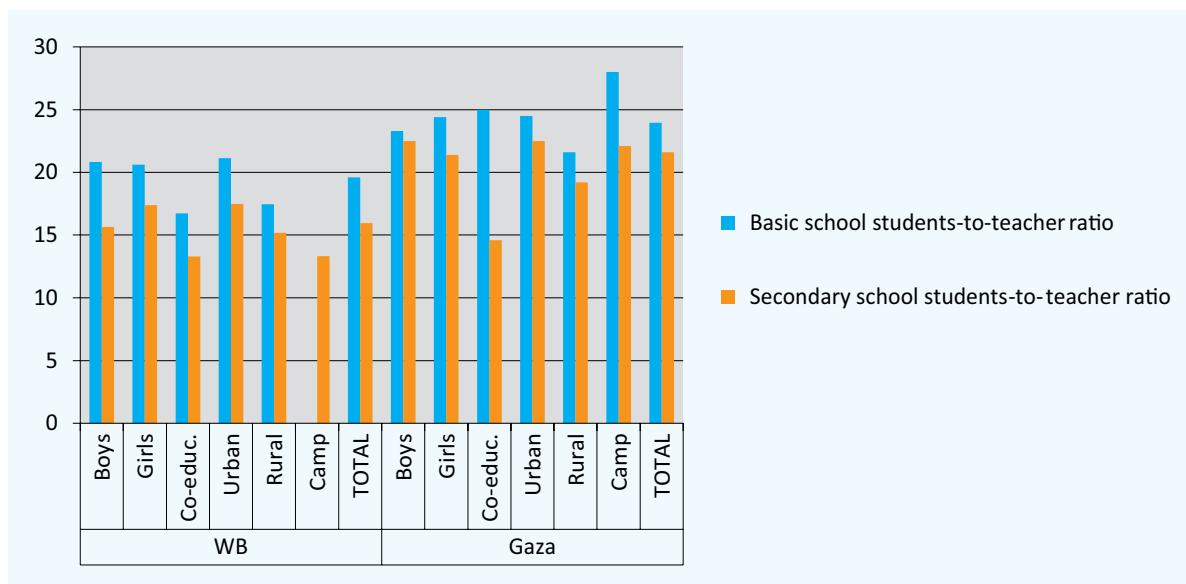


Figure 2-3: Student-teacher ratio by location and type of school



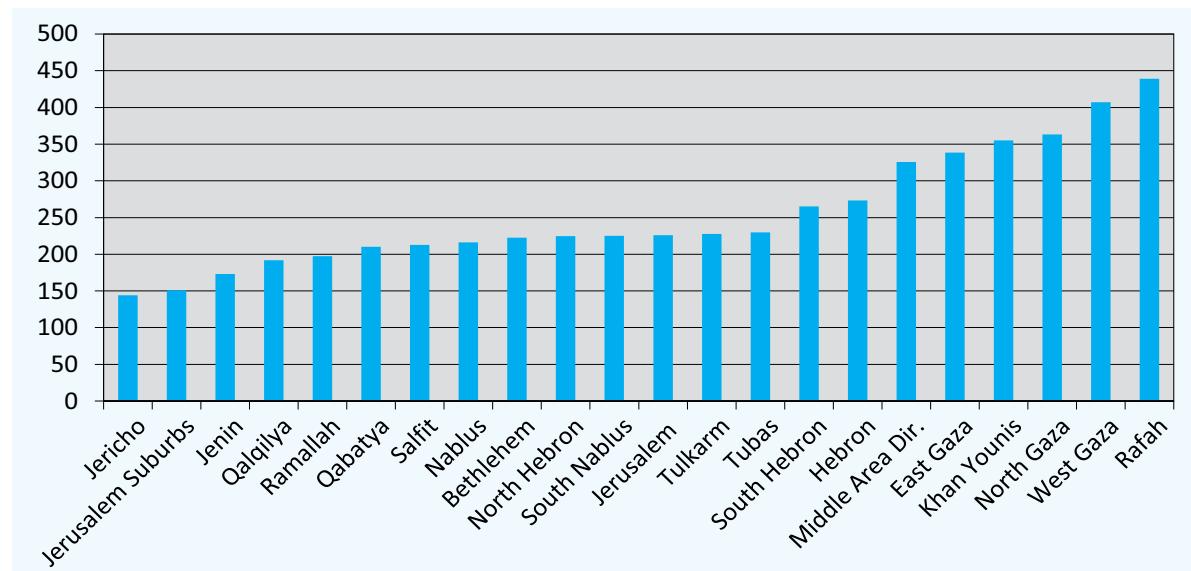
2.1.2.2 Availability of cleaning staff

Another resource at schools' disposal is its workers, in particular its cleaning staff, which is recruited by the MoE. There are on average 1.5 cleaning workers per school in the oPt. In the West Bank, there are more cleaning workers in urban areas than in rural ones, while in Gaza, the difference between urban and rural areas is far less noticeable. In both the West Bank and Gaza, there are more cleaners in girls' schools than in boys' schools. Overall, schools in Gaza have on average more cleaning personnel than in the West Bank.

This was compared to the mean number of students per school, as shown on the graphic below. Data show that in the West Bank, there is on average one cleaning worker for every 232 students in basic schools and every 201.7 students in secondary schools. There are in general more cleaning workers in places where schools have more students, although this is not necessarily a rule. In Gaza, each cleaning worker has to cater to more students: on average 349.4 students in basic schools and 268.4 students in secondary schools. When the data are disaggregated by directorate,

they show great inequalities: the average cleaning worker has to cater to 144 students in the Jericho directorate while in Rafah directorate, the average cleaning worker has to cater to 439 students.

Figure 2-4: Student-to-cleaning worker ratio per directorate



2.2 Teachers' characteristics

Teachers in the oPt are mainly females. The imbalance between male and female teachers is particularly marked in Jerusalem, where 100 per cent of teachers interviewed were females. In both the West Bank and Gaza, there are few male teachers working in girls' schools and, conversely, few female teachers in boys' schools.

Most of the teachers (69.5 per cent) have more than 5 years of experience with 37.5 per cent of all interviewed teachers having more than 10 years of experience. Age of interviewed teachers is mainly between 25 and 40 years (61.7 per cent).

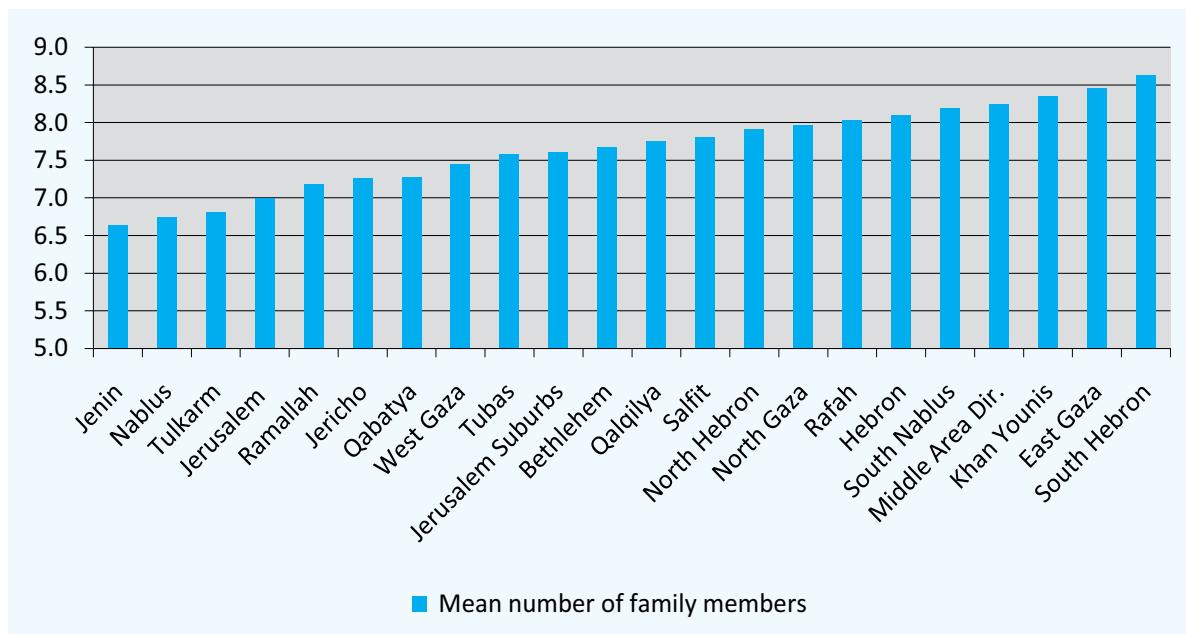
2.3 Students' characteristics

Both male and female students were interviewed in the survey, in approximately equal proportions. In the West Bank, the proportion of rural to urban students interviewed was somewhat equal, albeit with very few students from Government schools in camp areas (see Section 1.3.1). In Gaza, on the other hand, almost three quarters of students surveyed were from urban schools. Regarding school type, a quarter of West Bank students surveyed attend co-ed schools—and the rest were evenly divided between boys and girls' schools. In Gaza however, only 13 per cent of students surveyed go to co-ed schools.

In the West Bank, a tenth of surveyed students' fathers have a university degree, while in Gaza these students were one-third of those surveyed. About half of the fathers in both regions at least attended secondary school. In the West Bank, only a third of surveyed students' mothers had passed grade 10, while in Gaza, at least half of students' mothers had at least attended secondary school.

Students live in houses with an average of 8.1 people in Gaza, compared with 7.5 in the West Bank. Families are particularly large in rural areas.

Figure 2-5: Family size by directorate



CONCLUSION

In conclusion, the survey results show that school facilities cater to a great number of students. Classes are crowded, especially in urban areas and in Gaza. Schools are large (averaging over 400 students), especially in urban areas and in Gaza. School buildings are highly-utilized, catering sometimes to two schools. (This is particularly true in Gaza where every directorate schools where one school building hosts two shifts, although some cases also exist in the West Bank). Also in Gaza, the ratio of students per teacher is high. Every school has at least one cleaning worker—and Gaza schools and girls' schools have more than most—but these workers sometimes cater to a great number of students. This puts a great deal of pressure on school facilities and personnel.



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3.0 SCHOOL HYGIENE ENVIRONMENT

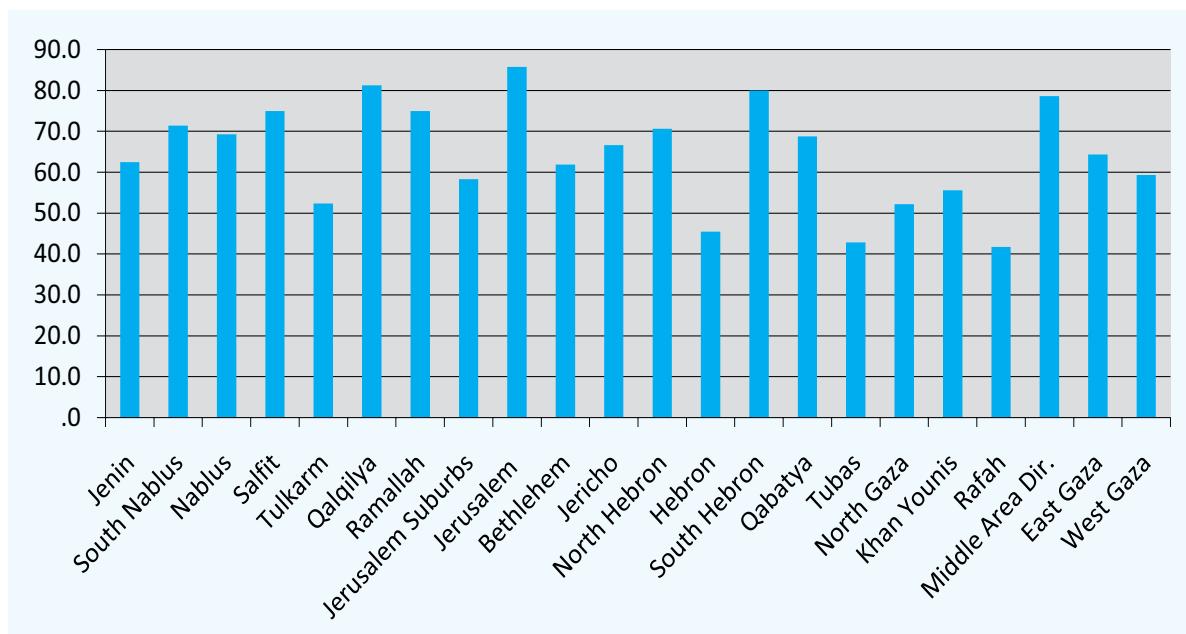
Schools are one of the environments where children and adolescents spend most of their day. It is therefore important that the buildings, grounds and facilities inside the schools be clean, safe and hygienic. This chapter presents the surveyed schools' physical infrastructure, water, sanitation facilities, washing places, and waste management, and assesses their standards of hygiene.

3.1 General environment

The quality of the environment surrounding the surveyed schools in oPt varies greatly when examined by directorate, region and location.

In the West Bank, one-third of schools (32.9 per cent) have rubbish around the school, while in Gaza the situation is even worse where 41.2 per cent of schools have rubbish nearby. Rubbish is more of an issue in urban schools over rural ones in the West Bank—as is the problem of stagnating water in the West Bank. In Gaza, 14 per cent of urban schools have water stagnating around the grounds of the school. The vast majority of schools in oPt have a fence fully surrounding the school (WB: 77.9 per cent, GS: 97.7 per cent) and are in good or very good structural condition (WB: 78.3 per cent, GS: 82.5 per cent). Survey showed that boys' schools in the West Bank seem to be the worst off in terms of structural conditions, with only 65 per cent considered very good or good.

Figure 3-1: Percentage of schools free of rubbish by directorate



According to principals of surveyed schools, classrooms are cleaned almost daily with some exceptions in rural schools. The same applies to the cleaning of the grounds. As a result, the vast majority of schoolyards and playgrounds were observed as being clean or very clean during the survey.

These observations are further substantiated by teachers' opinions about the schools' cleanliness. Almost all teachers surveyed agree that the schoolyard, classrooms and administration rooms are kept clean. Only half, on the other hand, thought that the streets surrounding the schools are clean (52.4 per cent).

3.2 Sources of drinking water

Access to safe drinking water within the school grounds is of paramount importance for students' health and hygiene. In general, water supplied from a safe source such as the water network in West Bank and water tankers in Gaza is considered appropriate for drinking. However, this may not

always be enough to guaranty good drinking water; water can be polluted during the transmission and distribution. This is also perception of school principals interviewed.

3.2.1 Water Source and treatment

The public water network and private vendors providing water are usually considered safe sources of water in oPt. In the West Bank, 87 per cent of schools report that the public water network is their main source of drinking water while only eight per cent of schools in Gaza reported the same, as more than 90 per cent of the water sources in Gaza are unsafe to drink^[26]. Due to the poor water quality supplied through the public network in Gaza^[27], schools there receive water mainly by water-tank trucks (92 per cent), most of which are delivered by humanitarian organizations (88 per cent of the total water available in schools) who take responsibility for the quality of the water provided. Although water vendors are not monitored the quality of water provided through water tankers is expected to be safe as they supply treated water. This enables Gaza schools to access safe. In the West Bank, however up to 10 per cent of schools, mainly in rural areas, do not have safe sources of drinking water. In these schools, rainwater is collected and used for all purposes.

Water is also sometimes treated by schools prior to drinking. In the West Bank 34.6 per cent and in Gaza: 17.6 per cent of surveyed schools treat their water.— Survey showed that 93.8 per cent of schools in West Bank and 86.9 per cent of schools in Gaza treat water using appropriate treatment methods.

3.2.2 Water quality

As mentioned earlier, although water is supplied from safe sources, the quality of the water for end users may not be appropriate for drinking.

Almost all schools (99 per cent) in the survey had water that appeared clean, with neither smell nor colour.

Not all of the schools in oPt have their water tested. When asked about previous water testing, almost three-quarters of schools (73.6 per cent) in the West Bank and almost two-thirds of schools (62.6 per cent) in Gaza have had their water tested for all chemical, biological and physical parameters. In accordance to school principals most of the time, this test was done by the Ministry of Health (WB: 68.4 per cent, GS: 85.4 per cent). Most of the time in oPt schools, the test was done by sampling water from the faucet. In 65 per cent of West Bank schools, water is tested once a year. In Gaza, 70.7 per cent of schools have their water tested more often than this, i.e., once every three months or once every six months.

According to the school principals interviewed in this survey, the perception is that regular water quality monitoring in schools is highly required and result of water quality test is provided to MoE and schools as school principals fear that schools in oPt might not be meeting the WHO standards on water quality. In Gaza this raises questions as to the source of the water sold in water tanks by private vendors as well as the source of the water provided by humanitarian organizations.

3.2.3 Water storage

As water supply in the oPt is intermittent, water storage tanks are important for the provision of adequate water for drinking and other purposes. In the West Bank, 79 per cent of schools surveyed have storage tanks while only 63 per cent of schools in Gaza have such a facility. All of the tanks in the West Bank are closed but in Gaza survey showed that 50 per cent of school water tanks are open to the elements. This has the potential for water contamination at the point of storage. The water tanks in schools in the oPt are usually washed with soap and water once a semester.

3.2.4 Water availability

Survey shows in the oPt as a whole, there are an average of nine drinking water points available per school, although the actual range is from one to 28 drinking water points.

^[26] World bank, report No. 47657-GZ: Assessment of Restriction on Palestinian Water Sector Development, April 2009

^[27] UNICEF & PHG, Water, Sanitation and Hygiene Household Survey Gaza, 2010: "90 to 95 per cent of water in Gaza is not suitable for drinking according to WHO guidelines as it is contaminated with salt and nitrates far exceeding permissible levels"

There are, on average, 8.7 water points per school in the West Bank for an average of 330 students per school. This means there are 38 students per water point. Similarly, there are on average 9.5 water points per school in Gaza with an average of 585 students per school, making one water point available for 62 students, which is almost the double the number of students per water point compared to the West Bank.

MoE guidelines^[28] for WASH in schools recommend at least one water point for every 30 students. The situation is therefore almost satisfactory in the West Bank but very worrisome in Gaza.

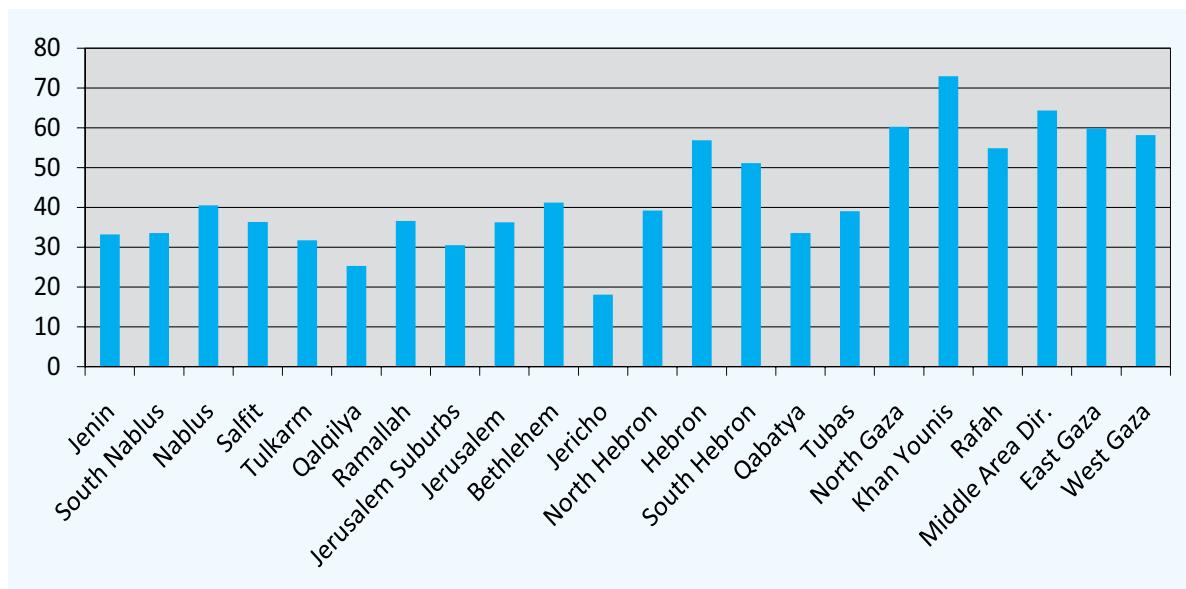
As to the adequacy of water availability in schools, the survey found that in oPt:

- 91.7 per cent of school principals believe the water supply at school is adequate or more than adequate for drinking purposes;
- 88.3 per cent of school principals believe the water supply at school is adequate or more than adequate for sanitation purposes;
- 91.7 per cent of school principals believe the water supply at school is adequate or more than adequate for personal hygiene purposes; and
- 89 per cent of school principals believe the water supply at school is adequate or more than adequate for cleaning purposes.

In the West Bank, all of the above are higher than 90 per cent in both rural and urban schools. In Gaza, however, the percentages are lower, especially in urban areas—but still above 75 per cent.

There is a wide variation in access to water points among directorates: the student to water point ratio ranges from 18 in Jericho to 73 in Khan Younis. The vast majority of water points (above 90 per cent) are observed as being both safe (water wells have covers, water collection/carrying tools are convenient) and child-friendly (drinking water faucets are suitable for children in size, height, faucet type, etc).

Figure 3-2: Student-to-water point ratio by directorate



^[28] MoE, "Guidebook of school health and environment standards", Palestinian National Committee of School Health and Environment Standards, School Health National Committee, 2003.

3.3 Sanitation facilities

This section presents the analysis of sanitation facilities in surveyed schools, both in terms of the availability and cleanliness.

3.3.1 Availability of toilets

Analysis of data collected on school toilet facilities shows that, in the oPt, every school has at least one toilet. On average, there are 9.4 toilets including urinals for boys per school for students or 8.3 if urinals are excluded. With an average of 411 students per school in the oPt, this means that there is one toilet for every 43.7 students including urinals, or one toilet for every 49.5 students if urinals are excluded. When looking at the range of availability, however, the schools sampled had wide disparities: between 8.9 students per toilet to 566 students per toilet. MoE guidelines recommend that there be one toilet for every 25 students in basic schools and one toilet for every 30 students in secondary schools, at a minimum^[29]. Conditions in Palestinian schools therefore do not meet the recommendations of MoE.

International standards are disaggregated by gender: they recommend one female toilet for every 25^[30] or 30^[31] girls and one male toilet plus a urinal for every 50^[32] boys or one toilet for 60^[33] boys. In the oPt, this study shows that there are not enough girls' toilets, both in West Bank and Gaza. The situation is particularly alerting in Gaza where students-to-toilet ratio for girls is more than double international standards. The boy student-to-toilet ratio is acceptable in Gaza and quite advantageous in the West Bank. For girls however, the West Bank ratio of students-to-toilet is higher than international standards and in Gaza, in particular, it is more than double international standards. Table 3-1 shows values and calculations of student-to-toilet ratio for boys and girls in oPt disaggregated by region.

Table 3-1: Student-to-toilet ratios for boys and girls (without urinals)

Background characteristics	West Bank		Gaza	
Mean number of boy students	159.8	Ratio: 28.9	272.5	Ratio: 59.11
Mean number of boy toilets	5.53		4.61	
Mean number of girl students	170.3	Ratio: 40.46	312.9	Ratio: 76.51
Mean number of girl toilets	4.21		4.09	

In oPt the distribution of boys' and girls' toilets is particularly poor in co-ed schools. In Gaza, there is more or less the same number of toilets for boys as for girls in co-ed schools and in the West Bank, the situation is even worse where there are more boys' toilets on average than girls' toilets in co-ed schools, while there should be almost double more toilets for girls in order to meet international standards in oPt co-ed schools. The availability of toilets for students also varies greatly depending on the directorate. There is on average one toilet for 24 students in Jericho whereas one toilet serves 69.7 students in West Gaza.

^[29] MoE, "Guidebook of school health and environment standards", Palestinian National Committee of School Health and Environment Standards, School Health National Committee, 2003

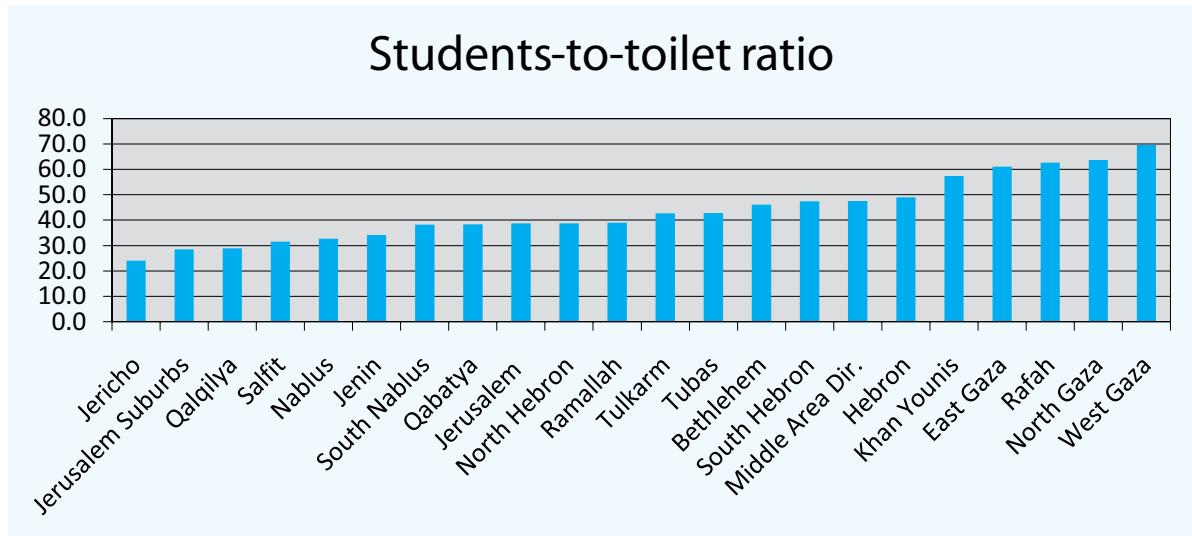
^[30] Adams, J., Bartram, J., Chartier, Y. and Sims, J., Water, Sanitation and Hygiene Standards for Schools in Low-cost Settings, WHO, Geneva, 2009.

^[31] The Sphere Project, Humanitarian Charter and Minimum Standards in Humanitarian Response, UK, 2011.

^[32] Ibid, p. 19.

^[33] Ibid, p. 20.

Figure 3-3: Student-to-toilet facility ratio



In absolute terms, there are more toilets in Gaza schools than in West Bank schools—but the schools are also bigger. In the West Bank, there are more toilets in urban schools than in rural ones. In Gaza, rural schools have more toilets than urban ones.

Around three-quarters of school principals in surveyed schools stated that their schools had enough toilets to serve students. Principals in the West Bank are more likely to consider that the number of toilets in their schools are adequate compared to principals in Gaza. The greatest difference in opinion between the two is found on the issue of female student toilets: only 51.4 per cent of Gaza principals believe they have enough toilets for girls as opposed to 80.1 per cent of principals in West Bank.

In Gaza, half of teachers surveyed think their schools do not have enough toilets for girls. In rural schools, one-third of teachers surveyed think there are not enough boys' toilets. In the West Bank, as many as 80 per cent of teachers believe the number of boys' and girls' toilets is adequate. In addition, 76.6 per cent of teachers in urban schools think there are enough girls' toilets and 82.5 per cent in rural schools think there are enough girls' toilets. Despite teachers' general perception is that sanitation facilities available at schools are sufficient, the situation is far below MoE recommendations as well as international standards.

Almost all schools have toilets for teachers: in West Bank 99.6 per cent and in Gaza 99.2 per cent of surveyed schools are having teachers' toilets. Three-quarters of school principals surveyed believe there are enough toilets for staff.

For boy and girl students, the most commonly-available facility in schools in oPt is the oriental toilet with flush while teachers have more European toilets at their disposal. In the West Bank, rural schools have a higher percentage of oriental toilets, while in Gaza, this difference is not as high. Girls' schools in the oPt have more European toilets than boys' schools, which have more oriental ones (particularly more oriental toilets without flush). The MoE's latest recommendations on WASH in school facilities, however, require that all toilets be flushable. Table 3-2 presents mean number of toilet facilities per school in oPt disaggregated by the type of toilet.

Table 3-2: Mean number of toilet facilities per school, disaggregated by type of facility

	oPt	West Bank	Gaza
European toilet:			
For male students	0.58	0.73	0.26
For female students	0.83	0.90	0.68
For male teachers	0.49	0.38	0.73
For female teachers	0.67	0.68	0.66
Oriental toilet with flush:			
For male students	2.57	2.16	3.45
For female students	2.88	2.76	3.13
For male teachers	0.55	0.53	0.58
For female teachers	0.46	0.51	0.37
Oriental toilet without flush:			
For male students	1.0	1.08	0.83
For female students	0.47	0.55	0.28
For male teachers	0.1	0.12	0.06
For female teachers	0.07	0.08	0.05
Urinals:			
For male students	1.09	1.56	0.07
For female students	0.05	0.07	0.00

The drainage of the toilet facilities is mainly handled by cesspits in the West Bank (72.1 per cent) and by the public sewer system in Gaza (67.9 per cent). Cesspits are much more common than any other methods in rural areas in both West Bank and Gaza.

Toilets are easily accessible for students: in the West Bank, mean distance to toilet from classrooms is about 20 meters and in Gaza about 40 meters. Toilets are further away from classrooms in rural areas than in urban ones in the West Bank (i.e. 24.9 meters vs. 16.9 meters for girls' toilets) and not much difference is seen in this regard between boys', girls' and co-ed schools. In Gaza, the average distance to toilets, as far as 40 meters for female students, is much greater than in the West Bank. It is shorter in rural areas as compared to urban ones while in co-ed schools in Gaza toilets are closer to the classroom than in boys' or girls' schools (32.9 vs. 36.6 meters for boys and 29.4 vs. 43.5 meters for girls)

In the majority of West Bank schools surveyed (69.3 per cent), all toilets have adequate lighting while in Gaza, 41.2 per cent of schools have no light in the bathrooms. In both regions, the door locks are in general suitable for use by children.

3.3.2 Cleanliness

Every oPt school surveyed has personnel responsible for cleaning the school toilets. In the vast majority of cases, the toilets are cleaned daily (WB: 98.9 per cent, GS: 87.8 per cent). In Gaza, most of the schools whose toilets are not cleaned daily are girls' schools and rural schools.

Maintenance is done mainly once a year in Gaza (78.6 per cent) while, in the West Bank, some schools maintain the toilets monthly (22.5 per cent), once every semester (33.9 per cent) or once a year (37.5 per cent).

In terms of the cleanliness of West Bank toilets, observers found no insects (59.6 per cent) or very few (25 per cent). In most cases, the walls of the students' toilets are clean and dry (85

per cent) as well as their floors (74.6 per cent). Staff toilets in the West Bank are even cleaner, according to the survey's observations..

However in oPt schools the toilets themselves are not as clean as their immediate environment: in the West Bank, schools principals in only 47.1 per cent and in Gaza in 48.5 per cent of schools report all toilets clean. Inspecting the cleanliness of toilets is one of the responsibilities of the School Health Committees. The highest percentage of schools reporting all toilets clean are girls' schools.

It is of course difficult to conclude the condition of the toilets from one observation: the observer might have arrived at the school in the morning, just after the cleaning worker had completed his or her job and before students arrived, which would result in a positive review—or he or she could have arrived at the end of the day, after hundreds of students had used the toilets, thus resulting in a negative review. Perceptions are also subjective and one person might consider the toilets clean while someone else would not. However, even with these survey limitations, 15 per cent of surveyed schools in the West Bank and 18.3 per cent in Gaza were observed as having not even one clean toilet.

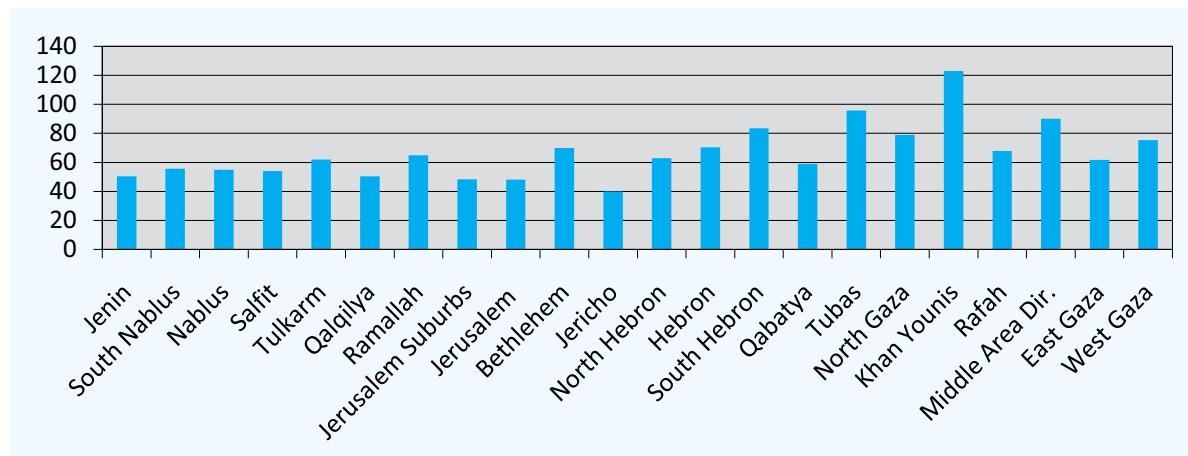
Teachers' perceptions confirm this situation. Only half of teachers surveyed consider the student toilets at their school clean, whether they be boys' or girls' toilets. Even fewer teachers in Gaza consider the student toilets clean.

More problematic is the fact that the overwhelming majority of toilets do not have toilet paper (WB: 82.9 per cent in female toilets, 86.7 per cent in male toilets and GS: 97.4 per cent in male toilets, 89.9 per cent in female toilets). This has dire consequences for the use of toilets by students, as discussed in Chapter 6. The lack of toilet paper might result from schools' limited resources, the MoE's budgetary constraints and/or problems with coordination/management mechanisms.

3.4 Hand-washing facilities

Almost all of schools surveyed in oPt have hand-washing facilities (97.1 per cent). More interestingly, rural schools in the oPt are better equipped in this regard than urban schools (only 1.7 per cent of rural schools surveyed are not having at all hand washing facilities as compared to 3.9 per cent of urban schools). All Government schools surveyed in camps are having hand washing facilities available. The situation is better in girls' and co-ed schools with only 1.3 and 1.2 schools without hand washing facilities in those schools as compared to 5.5 per cent of boys' schools where those facilities are not available at all.

Figure 3-4: Student-to-hand-washing facility ratio by directorate



Most hand-washing places in Gaza are located outside but close by the toilets (between 7 and 18 meters on average) and inside the toilets themselves in the West Bank. There are on average 5.4 hand-washing places in schools in the West Bank and 7.4 hand-washing places in schools in

Gaza. Student-to-hand-washing facility ratio varies greatly by directorate: from one washing facility to every 40 students in Jericho to one washing facility for every 123 students in Khan Younis. On average, there are 95.6 students per hand-washing place in the oPt as a whole, ranging in the schools sampled from 10.6 students to 619 students per place. Regional averages are 81.6 students per hand-washing place in the West Bank and 126 students per hand-washing place in Gaza. MoE guidelines, however, recommend one washing facility for every 30 students at minimum and therefore, most oPt schools fall below official MoE recommendations.

It should be emphasized that soap is available in hand-washing facilities only in some of surveyed schools. In the West Bank, 54.3 per cent of girls' toilets have soap compared with 29.8 per cent of boys' toilets. In Gaza, 30.4 per cent of girls' toilets and only 13.7 per cent of boys' toilets have soap. Co-ed schools are in general better equipped than boys' schools and worse off than girls' schools. A minority of basins and sinks are either unusable or damaged (in about five per cent of surveyed schools) but these problems are more frequent in male hand-washing facilities than in the female ones.

Teachers report that students' hand-washing facilities are not always clean: 57.5 per cent of teachers in the surveyed schools throughout oPt state that male students' hand-washing facilities are clean while 56.2 per cent state those female students' hand-washing facilities are clean.

3.5 Waste disposal

In terms of waste disposal, which is very important for keeping schools clean and preventing the spread of illness among students, the majority of schools in the oPt have their rubbish collected by the municipality (97.7 per cent in Gaza and 89.6 per cent in the West Bank). If the rubbish is not collected, it is burned, despite that this is not an acceptable practice. Rubbish is collected from classrooms and offices on a daily basis (86.3 per cent in Gaza and 98.9 per cent in the West Bank). Solid waste is usually collected by municipalities (89.6 per cent in the West Bank and 93.9 per cent in Gaza). In most of surveyed schools, bins are available in all classrooms but not everywhere on playgrounds.

CONCLUSION

In conclusion, most schools surveyed are cleaned daily and both observers and teachers consider them clean. But the surroundings of the schools are not always devoid of rubbish.

In terms of availability of drinking water, not all schools have as the main source of drinking water the public water network, especially schools in Gaza. But schools have found ways to get access to other safe sources of drinking water and/or apply appropriate treatment methods. This is not enough, however, to guarantee the quality of the water and, even if almost all schools surveyed were observed as having clean water, the perception of the school principals is that regular water quality monitoring is highly required and school principals are concerned over the water quality. Overall, there are not always enough drinking water points in schools. School principals generally believe that the supply of water is adequate in their establishments—although based on the survey results in about one-fourth of Gaza's urban schools, the supply seems inadequate.

Sanitation facilities in the schools surveyed do not always meet MoE recommendations. There is a great inequality in availability of school facilities, especially between the West Bank and Gaza. When disaggregated by gender, the analysis reveals in particular that there are not enough toilets for girls—a fact that is confirmed by teacher's perceptions. The toilets are cleaned daily but only half of schools were observed to have all toilets clean at the time of the survey. Only half of teachers surveyed believed students' toilets to be clean. The vast majority of toilets do not have toilet paper.

Almost all schools have hand-washing facilities, although many schools do not have enough hand-washing places to meet national MoE recommendations. The availability of soap varies greatly (between 15-55 per cent) but is never sufficient. Half of the teachers surveyed believe student hand-washing places are not clean.

Special focus on Area C schools

“Area C” is a territory determined by the 1993 Oslo Accords. Although part of the West Bank, this territory is fully under Israeli control. It represents 60 per cent of the West Bank but is only home to four per cent of the Palestinian population. It is characterized by small communities scattered in the countryside, difficult access to services for its inhabitants, and the threat of interference from the Israeli military or settlers.

From the point of view of WASH in schools, it is important to analyze the specific situation of Area C schools as it is believed that they experience special hardship. Indeed, the MoE has restricted access to these schools; the Israeli administration controls their building/maintenance permit mechanisms and few people willingly agree to work there.

Analysis was carried out to find the difference between Area C schools and non-Area C schools on some selected indicators, mainly linked to infrastructure and access.

In terms of the schools' physical condition, infrastructure and access to appropriate facilities, the survey found that Area C schools have more classes of a large size than non-Area C schools. More Area C schools only have a partial or no fence around the school. There are also fewer schools in Area C with their own water tanks to store water.

Regarding toilet facilities, Area C schools were found to have male toilets in better condition than non-Area C schools but with less water and fewer toilets available overall. Non-Area C schools report fewer toilets available for girls when compared with Area C schools. The percentage of students refusing to use the toilets at school is the same in Area C schools and non-Area C schools but fewer students in Area C schools give as their reason that the toilets are dirty and smell bad.

In Area C schools, students are more involved in collecting the rubbish at school than in non-Area C schools. A smaller proportion of Area C schools have rubbish collected by the municipality.

Other indicators show no significant differences between Area C schools and non-Area C schools in terms of sources of water, physical conditions of buildings, water availability, water testing, and school cleanliness.

In conclusion, the survey found some differences between Area C schools and non-Area C schools but it has to be noted that the observed inequality is not overwhelming: for the vast majority of indicators, there are no marked differences between the two. The similarity in findings between non-Area C and Area C schools could be mainly because randomly sampled schools are all within the area of Master plan with construction permits from Israeli authorities.

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4.0 SCHOOL HYGIENE AND HEALTH-RELATED ACTIVITIES

Schools promote good hygiene behaviour and practices through a number of activities and the involvement of teachers, students, parents and school committees. This chapter presents information about school activities related to sanitation and health hygiene. Parental, student and teacher involvement in sanitation and health hygiene activities in schools is discussed.

4.1 School sanitation and hygiene education

Nearly all of oPt schools have some kind of school body responsible for water, health, environment, sanitation or hygiene issues. This can be a community committee for sanitation and maintenance, a School Health Committee or a student Environmental Club. Overall in the oPt, the vast majority of surveyed schools have at least one such organization (WB: 98.9 per cent, GS: 100 per cent).

Both in the West Bank and Gaza, the most common of these organizations is the School Health Committee (WB: 98.6 per cent, GS: 100 per cent), which is composed of teachers, students, community members, the school health worker and the school social worker. It delegates different groups, each one responsible for key interventions in school: nutrition, cleanliness, health information, environment and safety. School Health Committees have official responsibilities decided by the MoE.

Environmental clubs are less common (WB: 25 per cent, GS: 51.9 per cent). In this case, club members are comprised of students, teachers and people from the community who, on a voluntary basis, seek to raise awareness on the environment and cooperate to improve the school environment. The members then train the students on cooperation and team work, introduce students to environmental concepts, and disseminate information to students on the environment (through magazines and posters).

Most school committees dedicate themselves to monitoring sanitation and hygiene (WB: 85.6 per cent, GS: 78.8 per cent) and supporting awareness-raising activities (WB: 87.1 per cent, GS: 88.4 per cent). Many meet once a month (WB: 59.4 per cent, GS: 40.3 per cent).

More specifically, School Health Committees and Environmental Clubs are engaged in a wide range of activities. According to teachers involved in Committees and Clubs, the most frequent roles for such bodies are: advocacy with local authorities, school cleaning campaigns, taking care of the school garden, education seminars on hygiene at school, hygiene campaigns, preparation of wall posters, activities during the morning assembly, open days, peer education and fundraising (order ranked in Table 4-1).

Table 4-1: Most frequent roles for School Health Committees and Environmental Clubs

Activities carried out by the School Health Committee during the past year	oPt data	Activities carried out by the school Environment Club during the past year	oPt data
School cleaning campaigns	94.4%	School cleaning campaigns	87.7%
Activities during the morning assembly	90.6%	Taking care of the school garden	86.1%
Preparation of wall posters	89.7%	Carrying out hygiene campaigns	82.8%
Education seminars about hygiene at school	88.4%	Education seminars about hygiene at school	82.0%
Carrying out hygiene campaigns	82.4%	Activities during the morning assembly	80.3%
Advocacy with local authorities	80.3%	Preparation of wall posters	77.0%
Peer education	71.5%	Advocacy with local authorities	74.6%
Taking care of the school garden	68.3%	Peer education	64.8%
Open day	58.2%	Open day	51.6%
Fundraising	53.3%	Fundraising	49.2%
Monitoring the water and sanitation conditions	39.4%	Monitoring the water and sanitation conditions	33.6%
Organizing local community meetings	31.5%	Organizing local community meetings	29.5%
Other	3.2%	Other	0.7%

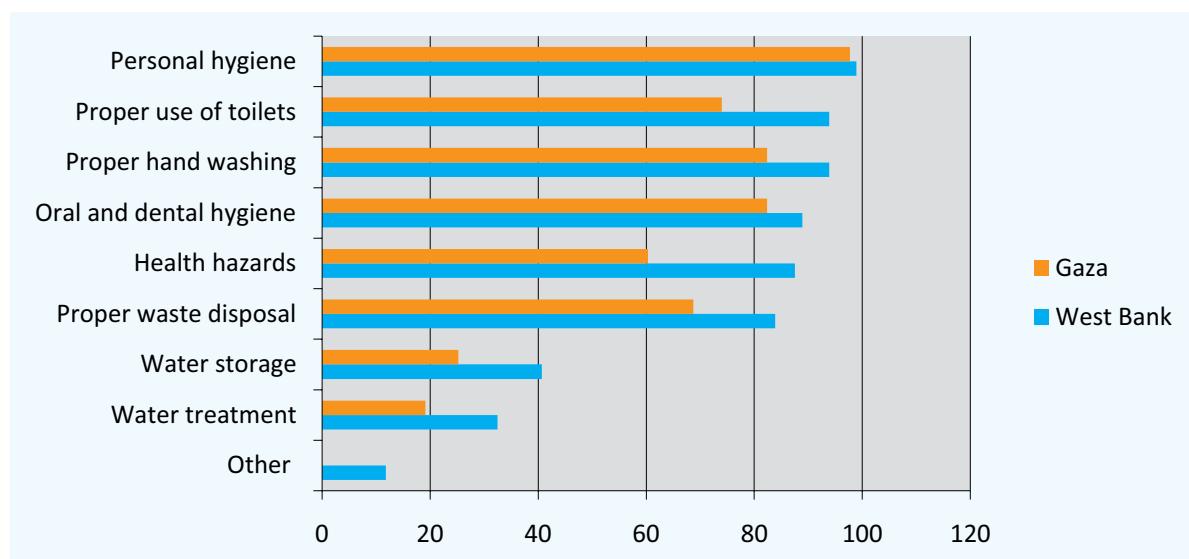
Students interviewed in sampled schools consider the work of both the Committee (79.3 per cent) and Club (73.6 per cent) to be very beneficial. This is truer in Gaza than in the West Bank; about the work of School Health Committee for example, 88.5 per cent of students in Gaza think that it is very beneficial as compared to 76.2 per cent in West Bank

The KAP survey on WASH in schools also collected data on schools offering education in hygiene and environmental sanitation, how often these subjects are taught, which teaching aids are used, who provides the teaching, and what topics are covered. Survey data show that 100 per cent of schools in the oPt offer teaching on such topics. This universal coverage is due to the fact that these topics are included in the national curriculum.

In the West Bank, almost 60 per cent of surveyed schools cover sanitation and hygiene topics once a week. The vast majority (97 per cent) go over these issues at least once a month. Those educational aids most used are: announcements over the microphone (98.6 per cent), teachers' instructions (95.7 per cent) and posters/boards (94.6 per cent). On the other hand, radio programmes are the least used (5 per cent). Video programmes are only used in 30 per cent of schools. Instruction in hygiene and sanitation is mainly provided by the School Health Committee coordinator and teachers but half of schools also report that students provide such instruction. In the vast majority of West Bank schools surveyed (more than 80 per cent), topics covered include: proper hand-washing, proper use of toilets, oral and dental hygiene, personal hygiene, proper waste disposal and health hazards. Water storage and treatment on the other hand is only discussed in less than half of schools in the West Bank, although more in rural schools than in urban ones.

In Gaza, the situation is very similar, with hygiene and sanitation taught at least once a month but more often once a week. The same education aids (announcements over the microphone, posters/boards and teachers' instructions) are used most often. School Health Committee coordinators are leaders in providing instruction. Students play less of a role than in the West Bank, however with one quarter of them reported that they participated in the activities of the School Health Committee compared to 34.5 per cent in West Bank. Personal hygiene is the most taught topic in schools surveyed in Gaza (taught in 97.7 per cent of schools). It is interesting to see that, again, water storage and treatment are the least taught topics, despite that it is a much more serious issue in Gaza than in the West Bank.

Figure 4-1: Topics conveyed by the school to students about hygiene and sanitation



Finally, 76.9 per cent of students in surveyed schools declare that they have benefited from a hygiene awareness campaign at school, with a slightly greater proportion of students stating this in Gaza (82.6 per cent) than in the West Bank (74.1 per cent).

4.2 Teachers' involvement with hygiene-related activities

Teachers are also instrumental in advocating for good sanitation and proper hygiene behaviour. The vast majority of teachers in surveyed schools in oPt (WB: 96.3 per cent, GS: 98.9 per cent) report having taught students important health issues over the past six months prior to the survey.

In oPt, 90.4 per cent of interviewed teachers report having taught within the past six months about health in general, 36.1 per cent about worm infections, 82.6 per cent about healthy eating habits, 94 per cent about the benefits of personal hygiene, 90.9 per cent about proper hand-washing and 76.3 per cent about various environmental issues (safe water, waste disposal, etc.). In the majority of cases, school teachers and school health committees participated in this teaching. Very often, students (WB: 80 per cent; GS: 64.9 per cent) and school counsellors (WB: 52.1 per cent, GS: 69.8 per cent) also participated. Field health educators and school health field workers are more involved in the West Bank than in Gaza in such teaching.

The top three ways oPt teachers say would encourage them to participate in activities that promote correct hygiene practices are through incentives (88.2 per cent), making available sufficient materials at school (78.2 per cent), and through training programs (71.2 per cent). More than half of interviewed teachers also believe they need to be trained on personal hygiene; environmental health; using, storing and preserving water; and health issues.

In terms of related teaching materials, more than 80 per cent of teachers in the oPt report having at their disposal a complement of posters, brochures and leaflets. Those teaching aids least available are videos and games. In general there is no big difference in availability of teaching aids between rural schools and urban ones except that games are used more in rural schools particularly in Gaza. Though radio program is the least used aid in teaching hygiene, it was mentioned by 13 per cent of rural schools in Gaza. In regards to types of schools co-ed schools both in West Bank and Gaza appear as better off than others in having teaching aids at their disposal.

The overwhelming majority of teachers (over 80 per cent) consider posters, educational games, brochures and slides as aids that are needed to teach hygiene and environmental health issues. Posters as required teaching aid are mentioned equally by teachers in West Bank and Gaza (over 86 per cent) as well as slides (between 80 and 85 per cent) while more teachers in West Bank than in Gaza consider educational games, brochures, school text books and instructions for teachers as needed materials for teaching hygiene issues.





Out of all teachers in surveyed schools in oPt 71 per cent of them report having participated in activities or events to promote student's health in school in the past year. In the West Bank, 96.6 per cent of them report participating in school cleaning campaigns, 84 per cent in educational seminars about hygiene at school, and 86.8 per cent in activities during the morning assembly. In Gaza, teachers primarily participated in school cleaning campaigns (86.2 per cent) while about 75 per cent of them take part in educational seminars about hygiene and activities during the morning assembly. Teachers who did not participate in the activities promoting health and hygiene as main reason report that that their supervisor did not instruct them to do so (WB: 49 per cent, GS: 43.2 per cent). As reason for not participating in these activities some of the teachers mention lack of time (WB: 43 per cent, GS: 32.1 per cent) or that promoting health and hygiene activities are responsibility of school health committees (WB: 33.8 per cent, GS: 30.9 per cent).

Almost all schools in oPt have School Health Committees (WB: 98.6 per cent, GS: 100 per cent). Usually they meet once or twice per month. Only few schools surveyed in Tulkarim, Ramallah and Jerusalem directorates reported not having this committee. In West Bank 25 per cent and in Gaza 52 per cent of schools have Environment Club. Out of all teachers interviewed in this survey 12.7 per cent of them in the West Bank and 19.5 per cent in Gaza are members of Environment Club. It has to be noted that in this survey two teachers were selected from each school: school health coordinator or other member of the School Health Committee and one teacher randomly selected.

Teachers are very conscious of their responsibility for maintaining sanitation and hygiene in schools. Almost all of the teachers in surveyed schools (89.5 per cent) agree that the school cleaning staff is not solely responsible for school cleanliness. Three-quarters of them (76 per cent) consider it their responsibility to ensure the cleanliness of toilets, the schoolyard, classrooms and drinking water points. Most of them (83.7 per cent) believe that the government has the responsibility to support water and sanitation facilities in schools. They are more divided when it comes to the role of parents and students: half (53 per cent) agree that parents and students should not be responsible for supporting the cost of keeping the school clean and hygienic and a third disagree (34.9 per cent). Most consider social and school activities an important part of promoting cleanliness and hygiene (94.9 per cent) and that teachers could also assist in supervising and following-up on maintaining school toilets (78.2 per cent).

4.3 Parental and student involvement with hygiene-related activities

Parental involvement in hygiene-related activities is important in helping school administrators improve students' sanitation and hygiene practices. In the oPt, two-thirds of surveyed schools report that parents are involved in the hygiene and sanitation related activities at least sometimes (69.3 per cent state that fathers and 65.9 per cent state that mothers participate at least sometimes). This involvement is greater in the West Bank than in Gaza: 69.6 per cent of schools report fathers' involvement and 70.7 per cent mothers' involvement in improving and supporting awareness of school sanitation and hygiene in the West Bank while these percentages are 68.7 per cent for fathers and 55.7 per cent for mothers' participation in Gaza. While the involvement of fathers and mothers is notably equal in the West Bank, fathers interestingly participate more than mothers in Gaza.

In the West Bank, little variation is found between rural and urban schools in terms of parental participation in hygiene and sanitation related activities. In Gaza, however, fathers in rural areas participate more than fathers in urban areas (75 per cent versus 68 per cent) and fathers from camp areas are the least involved (60 per cent are involved at least sometimes). A similar pattern is found for mothers in Gaza though as already noted, mothers in Gaza a participating less in those activities than fathers. When parental participation is analysed by type of schools i survey shows both in West Bank and Gaza that mothers are involved more in girls' than boys' schools while fathers are involved similarly girls' and boys' schools. In Gaza, co-ed schools benefit notably from a greater involvement of both mothers and fathers.

In majority of schools surveyed in oPt, parents are invited and encouraged to participate in school activities on WASH once a month (58.9 per cent) and the community is invited/encouraged once a semester to do so.

As far as students are concerned, 31.4 per cent of interviewed students participated in activities of the School Health Committee in the year prior to the survey and 26 per cent participated in activities of the Environmental Club. Among surveyed students more of the students in the West Bank participated in these activities than in Gaza. As almost all schools have School Health Committee this student participation percentage seems quite low.

CONCLUSION

In conclusion, the vast majority of schools have at least one school body responsible for water, health, environment, sanitation or hygiene issues. These bodies mostly monitor sanitation and hygiene and support awareness-raising activities. One hundred per cent of schools surveyed in the oPt offer teaching on hygiene and environmental sanitation at least once a month. Students find this very beneficial.

Almost all surveyed teachers teach students about health and hygiene topics, mostly using posters, brochures leaflets, and school textbooks. Almost three-quarters of teachers participate in school activities that promote health and hygiene at schools. In the majority of cases, teachers believe they bear a great responsibility towards the state of sanitation and hygiene in the schools.

Two-thirds of schools in the survey report parents' involvement in school sanitation and hygiene and between a fourth and a third of students participate in clubs and committee activities.



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5.0 STUDENTS' KNOWLEDGE OF PROPER HYGIENE HABITS

Students' knowledge of proper hygiene practices is the cornerstone of any school health programme. This chapter assesses their level of knowledge in i) protective measures against diarrhoea and stomach ache, ii) hand-washing and its importance, iii) other hygienic behaviours, iv) importance of cleanliness, and v) access to health hygiene education at school. This knowledge can help in preventing incidence of waterborne diseases among the student population.

5.1 Knowledge of protective measures against diarrhoea

The majority of students that participated in this survey (95 per cent in oPt) can identify at least one correct way of preventing diarrhoea: 91.3 per cent in Gaza and 96.7 per cent in West Bank. Both in West Bank and Gaza, the most common response for how to protect oneself from these illnesses was to "eat non-contaminated and unspoiled food" (WB: 86 per cent; GS: 85 per cent). The next common responses in West Bank were "drinking clean water" (77 per cent), "eating washed fruits and vegetables (76.4 per cent) and "washing hands before eating" (67.1 per cent). In Gaza the next most mentioned responds included also "eating washed fruits and vegetables" (64.8 per cent) and "washing hands before eating" (61.8 per cent).

Out of all girls interviewed in this survey 92.6 per cent of them showed the knowledge of proper hygiene habits identifying at least one correct way of how to prevent of diarrhoea. In the West Bank the levels of boys' and girls' knowledge are comparable while in Gaza knowledge of girls is lower than that of boys (For example, only 18.6 per cent of girls, compared to 38.2 per cent of boys identified all correct ways to prevent diarrhoea). Otherwise, the difference in knowledge by school grades is minimal, i.e. young oPt students don't necessarily know less than older ones. The education of students' parents also seems to make very little difference in student knowledge, especially in the West Bank. (In Gaza, some differences can be seen, with students with the least knowledge about hygiene and sanitation being those whose mother has no formal education.)

Students in all locations showed general knowledge with more than 90 per cent of those surveyed in urban, rural and camp settings able to identify at least one correct response in how one prevents diarrhoea. Comprehensive knowledge of proper hygiene habits in relation to the prevention of diarrhoea however is lower in urban than rural areas of West Bank. For example, analysis shows that there were 34.9 per cent students from rural compared to 26.4 per cent of those from urban locations in West Bank who identified all correct ways of protecting from diarrhoea. Similar difference can be observed when comparing other answers related to recognizing correct ways for preventing diarrhoea. The situation is rather opposite in Gaza, where students from urban areas showed higher level of knowledge. When data are disaggregated by directorate, responds to the survey question related to protection from diarrhoea, show that the knowledge of students is lowest in Hebron, South Hebron, North Hebron and Jerusalem suburbs directorates in West Bank and North Gaza in Gaza. This can be seen from following examples: only 78.3 per cent of students interviewed in Hebron identified at least one correct answer (compared to minimum 95 per cent in any other directorate); percentage of students who identified "washing hands after using of toilet" as important to protect from diarrhoea is lowest in mentioned directorates (20.4 in Hebron, 22.2 in North Gaza, 54.5 in South Hebron, 55.4 in Jerusalem suburbs); only 11.5 per cent in Hebron and 35.2 per cent of surveyed students in North Hebron stated that "using clean water" can prevent from diarrhoea. On the other hand, students interviewed in Rafah showed very high level of knowledge with all of them identifying at least one and as many as 63.5 per cent identifying all of correct methods on how to protect from diarrhoea.

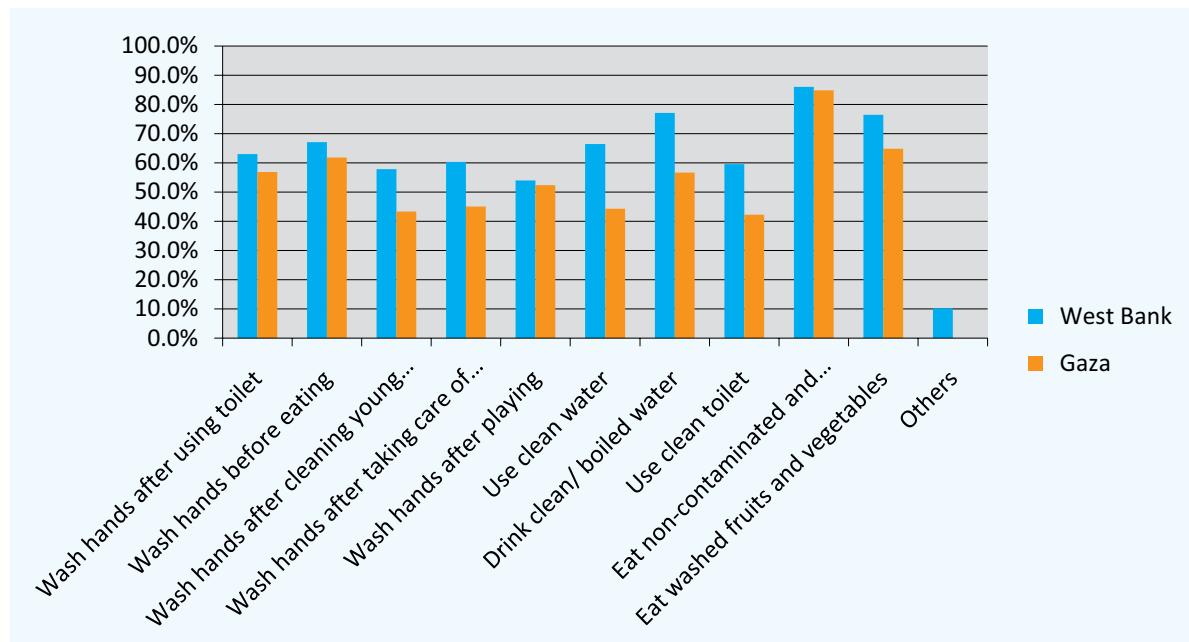
All school types demonstrate a high level of knowledge, although students interviewed in Gaza girls' schools were the least able (at 86.9 per cent) to identify one correct response. .

Even if partial knowledge is high, comprehensive knowledge is low. Although 96.7 per cent of West Bank students and 91.3 per cent of Gaza students can identify at least one way of protecting oneself against diarrhoea, the proportion of students who manage to identify all correct ways of protecting oneself is 30.6 per cent in the West Bank and 27.9 per cent in Gaza. Only approximately

50 per cent of students in Gaza and 60 per cent in West Bank identify hand-washing as a way to prevent diarrhoea, whether after using the toilet, before eating, after cleaning young children, after taking care of pets and farm animals or after playing. The least identified way to prevent diarrhoea is “washing hands after playing” in the West Bank and “using clean toilets” in Gaza. Some lack of knowledge is quite remarkable: only 4.4 per cent of students in schools surveyed in Hebron know that using clean toilets can prevent diarrhoea and only 3.2 per cent of North Gaza students know of the protective role of washing hands after caring for animals.

When analysing students' knowledge of ways of protection from diarrhoea, it has to be taken into consideration, however that in order to assess students' ability to identify correct methods, interviewers probed for the answers asking open ended question. This may mean that some elements of knowledge were forgotten even though known.

Figure 5-1: Level of knowledge of ways of protection from diarrhoea



It seems that whether or not students were exposed to information about cleanliness and health hygiene during the past six months makes little difference in their general knowledge of proper hygiene habits and ability to identify at least one correct way of protecting against diarrhoea (95.5 per cent versus 91.2 per cent). However when data related to students' knowledge of protective measures against diarrhoea are analysed by type of hygiene habit that was given as correct answer, results show that among students who identified specific correct way of protecting against diarrhoea, there is higher percentage of those who had been exposed to information about cleanliness and hygiene in last 6 months compared to students who had not been exposed to those information in specified time frame. For illustration, respond “washing hands after using toilet” was given by 62.5 per cent of students who were exposed to information about cleanliness during 6 months prior to survey as compared to 50.3 per cent of students who had not been exposed to these information 6 months prior to survey. Similar difference appears across other responds.

5.2 Knowledge of hand-washing and its importance

Specific knowledge on the importance of washing one's hands appears fairly widespread, although Gaza students seem to have slightly less knowledge than their West Bank counterparts. While nearly all students surveyed in both regions identified at least one situation where hand-washing is important, 66.5 per cent of West Bank students and 44 per cent of Gaza students surveyed identified all situations (“before eating”, “after eating”, “after using toilet”, “after taking care of pets or farm animals”, “when waking up”, “after coughing and sneezing” and “after playing”) where hand-washing is important.

As shown in Table 5-1, the importance of washing one's hand in key situations is well-known to students. In particular, the majority of students (90.8 per cent of Gaza students and 96.1 per cent of West Bank students) know of the importance of washing one's hands after using the toilet. Even though students know it's important to wash hands, assessment of students' knowledge of protective measures against diarrhoea reveals that they don't connect hygiene habit with the prevention of diarrhoea: only 56.9 per cent of Gaza students and 63.0 per cent of West Bank students mentioned that washing hands after using the toilet can prevent this illness. Again, it is important to note that responses to these questions, were obtained from open-ended questions (probing students for answers) so respondents might have forgotten to mention some of important measures even if they knew about them.

Table 5-1: Hand-washing knowledge of students

Situations	Percentage of students who reported that washing hands with water and soap is important
Before eating	94.3%
After eating	94.3%
After using toilet	94.4%
After taking care of pets or farm animals	71.7%
When waking up from sleep	72.8%
After coughing and sneezing	66.5%
After playing	80.4%
Other situations	3.1%

When the responses to the questions assessing students' knowledge of proper hand washing habits are disaggregated by sex, it shows again that in Gaza, girls have less knowledge than boys. Though all girls participated in the survey in Gaza identified at least one correct situation when hand washing is important, when results are analysed by specific respond/case mentioned, the percentage of girls who stated particular situation as important is lower than percentage of boys. For instance, "washing hands after using toilet" was stated as important by 88.2 per cent of girls versus 93.7 per cent boys. The difference is even bigger among students who reported "washing hands after coughing and sneezing" as important- 61.5 per cent of boys as compared to only 41.1per cent of girls. The opposite is true in the West Bank where although the differences are smaller, survey results show that the girls are more knowledgeable than boys.

Though young students showed good general knowledge about the importance of hand washing, when specific responds are compared, the knowledge of younger students is to some extent lower than of older once. The difference is again more significant in Gaza where, for instance, 86 per cent of students in 4th grade versus 94.9 per cent of those in 7th grade stated "washing hands after using toilet is important" while only 40.7 per cent of students in 4th grade comparing to 60 per cent in 10th grade mentioned that "washing hands after coughing and sneezing" is important.

Again, the education of mothers makes a difference in Gaza with students of mothers who at least attended elementary school demonstrating better knowledge about the importance of hand-washing than those of uneducated mothers. For illustration, 81.8 per cent children of mothers without formal education reported "washing hands after using toilet" is important as compared to 88.4 per cent of those whose mothers at least attended elementary school or 93.3 per cent of students whose mothers completed secondary education; only 33.3 per cent of students of mothers without formal education versus 48.4 per cent of those whose mothers at least attended primary grades, stated that "washing hands after coughing and sneezing" is important. This is not the situation in the West Bank where the education level of fathers seems to be more influential on students' knowledge of appropriate hand washing practices. Thus among students in the West Bank whose fathers at least attended elementary school 71.3 per cent reports "washing hands after coughing and sneezing" as important compared to 60.6 per cent of students whose father did not have any formal education. Similar difference can be seen in stating that "washing hands reduces the chances of diarrhoea" (69.6 per cent versus 60.6 per cent).

Knowledge about the importance of hand-washing is lower in urban areas than in rural areas in the West Bank. For example 66.8 per cent of students in urban compared to 81.0 per cent of those in rural locations in West Bank reported that “washing hands after coughing and sneezing” is important. Although differences are less significant, the opposite is true in Gaza. Analysis of responds at directorates’ level show the biggest gap in knowledge among students interviewed in South and North Hebron and Hebron directorates in West Bank and in North Gaza in Gaza. In Hebron 78.8 per cent of students in surveyed schools stated that “washing hands before eating” as well as “after using toilet” is important (for comparison, in other directorates this has been stated by at least 92 per cent of students). Percentage of students in these directorates who recognised that “washing hands after coughing and sneezing” is important is much lower than average (11.7 in North Hebron, 12.8 in Hebron and 52.7 in South Hebron, 11.7 in North Gaza).

In the West Bank the knowledge is good among students of all three types of schools though it is slightly higher in girls’ school than the oPt average. In Gaza when compared by school type, the knowledge is highest among students of boys’ schools surveyed. One of examples that demonstrate this: 61.1 per cent of student in boys’ school stated that stated that “washing hands after coughing and sneezing” is important comparing to 42.5 and 37 per cent of students in girls’ and co-ed schools respectively. The fact least known by students in both West Bank and Gaza is that hand-washing is important after coughing and sneezing (WB: 74.1 per cent; GS: 50.7 per cent).

As per survey results, comprehensive knowledge of appropriate hand washing practices appears slightly higher among the students who were exposed to information about cleanliness and health hygiene during the past six months. One of the examples that demonstrates this: 67.7 per cent of students who were exposed to information on cleanliness and hygiene less than 6 months prior to survey versus 57.6 per cents of those who were not reported that “washing hands with water and soap is important after coughing and sneezing”.

When asked why it is important to wash one’s hands, students mainly answer logically that it keeps hands clean (87.4 per cent). They are also many who know that it is important in preventing infections and diseases (91.4 per cent). The importance of hand-washing to prevent diarrhoea or stomach ache is less known (66 per cent and 63.5 per cent). Finally, students also state that washing hands is important for religious reasons (63.5 per cent). Analysing at different levels responds to the question - why it is important to wash hands- shows similar situation with students’ knowledge as elaborated above. Student knowledge varies little according to gender in the West Bank, but in Gaza, girls appear to be less knowledgeable than boys. Young students seem less knowledgeable than older ones. Again, urban students in the West Bank and rural students in Gaza are less knowledgeable. Knowledge in girls’ schools is higher in the West Bank and lower in Gaza as compared with boys’ school. Students of less-educated mothers in Gaza demonstrate less knowledge, although the same is not true in the West Bank. What students know about the importance of hand-washing does not correlate with the availability of soap in school hand-washing places, although it does impact attitudes and practices (see chapters 6 and 7).

When correlating the ability of students to identify the importance of hand-washing in key situations with the responses of students whose schools celebrate Global Handwashing Day and those who do not, the survey shows a positive association between this activity and students’ knowledge. Overall, there is a about two percentage point increase in knowledge about the importance of hand-washing among students that have celebrated Global Hand-washing Day at school. It does nominally indicate that activities led by the ministry to sensitize students to hygiene and sanitation do have positive influence. That finding is further supported later in this report.

5.3 Knowledge of proper toilet use

The majority of students interviewed in surveyed schools know the proper way to use toilets, although the level of knowledge seems to be lower in Gaza than in the West Bank. Overall in the oPt, 86.3 per cent of students know that they should wash their hands after using the toilet; 85.5 per cent know they need to flush the toilet with water after use; 75.6 per cent know they should not throw

and leave toilet paper on the floor; 74.2 per cent know they have to turn off the washbowl faucet firmly and not leave it turned on.

These data show, however, that there are still some students—in some instances more than 30 per cent—who did not respond correctly and seem not to know how to properly use their school toilets. Only half (55 per cent) of students surveyed actually have comprehensive knowledge that allows them to correctly identify all the correct ways of properly using the toilets.

The same two percentage point increase in those who correctly identified all correct ways of using the toilets is found among students whose school celebrates Global Handwashing Day.

5.4 Knowledge of cleanliness' importance

Generally among students interviewed in the survey there is very good understanding of importance of cleanliness both for people and spaces. In particular, students state that personal cleanliness is most important to maintain health (93.1 per cent). Their second most important reason for cleanliness is status in their family or community (76.7 per cent), followed plainly by “it's not good not to be clean” (72.6 per cent) and one's smell (72.3 per cent).

When the data are disaggregated, young students give slightly less importance to each of these reasons, as compared to older ones; thus, for example, 89.9 per cent of 4th grade students in oPt report that cleanliness is important for good health as compared 95.7 per cent of students in 10th grade.

When responds are disaggregated by various background characteristics of students, there are no noticeable differences in their reporting why is cleanliness important though students in Gaza give slightly less importance to different reasons for cleanliness then those in West Bank.

For proper waste management of spaces, the majority of students surveyed know that they can help by using a case for sharpening pencils (65.4 per cent), throwing cans, bottles and papers in the rubbish bin (89.4 per cent), not throwing rubbish on the floor (90.1 per cent), giving advice to their friends (76.9 per cent) and helping to empty rubbish bins (71.2 per cent).

5.5 Access to health hygiene education at school

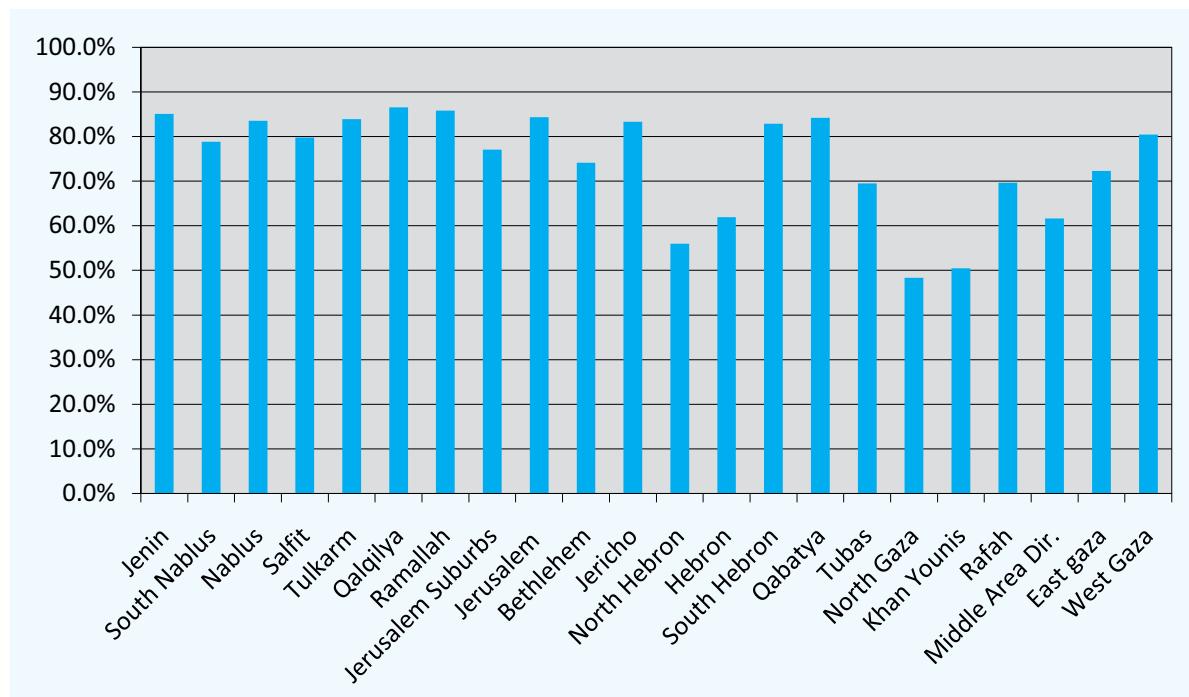
The majority of schools offer health hygiene education (WB: 93.6 per cent, GS: 95.5 per cent). It is usually imparted once or twice a week (WB: 53.2 per cent, GS: 59 per cent). During morning assembly and during classes is the most common time to impart health hygiene education. In addition, in the West Bank, a lot of hygiene education is provided through school activities (70.4 per cent).

No significant differences can be observed per grade, per type of school (girls', boys' or co-ed), per region (West Bank, Gaza), directorates or urban and rural location in schools' provision of health hygiene education to students. In the oPt as a whole, 94.2 per cent of students surveyed report that their school syllabus contains information on health hygiene. Seventh graders in particular were most likely to report hygiene information is available in the syllabus. Female students and students at girls' schools in Gaza were less likely to report this (78.9 and 76.3 per cent). The methods used most often to promote cleanliness and hygiene in schools, according to surveyed students, are verbal instructions (stated by 86.8 per cent of students) and posters (mentioned by 76.7 per cent), followed by competitions, brochures and books (each of these were mentioned by approximately 50 per cent of students). While use of both verbal instructions and posters are equally reported by students in West Bank and Gaza, more students in the West Bank than in Gaza mentioned books (60.6 versus 26.4 per cent) and brochures (57 versus 33.4 per cent), as materials that are used to promote cleanliness and hygiene in their schools. Though in accordance to interviewed students games and videos are not used much in schools to promote hygiene, again these are more mentioned by students in the West Bank than Gaza (18.7 per cent versus 9.5 per cent and 19.9 per cent versus 10.5 per cent).

5.6 Sources of information about hygiene

Most students' source of information about cleanliness and hygiene is school (WB: 99 per cent, GS: 95.9 per cent), followed by family and friends (WB: 95.9 per cent, GS: 92.8 per cent). The other sources of information mentioned are: the public media (WB: 79.1 per cent; GS: 64.2 per cent), the community (WB: 49 per cent; GS: 41 per cent), and activities about health/hygiene (WB: 68.7 per cent; GS: 38.8 per cent).

Figure 5-2: Percentage of students mentioning public media as a source of information on cleanliness and hygiene by directorate



While no difference can be seen between sources of information reaching boys and girls in the West Bank, in Gaza, boys have more sources of information than girls. Some of the examples that show this difference in Gaza are: mentioning health/hygiene activities as source (49.1 per cent of boys as compared to 29 per cent of girls) or public media (68.6 per cent of boys as compared to 60 per cent of girls). Disparity is similar between boys and girls schools in Gaza. In both the West Bank and Gaza, younger students report fewer sources of information than older ones. Again, rural Gaza and urban West Bank are more at a disadvantage in terms of sources of information in their respective regions. Again, parental education makes little difference, except in Gaza where students of uneducated mothers report having fewer sources of information. For example, only 48.1 per cent of students in Gaza whose mothers are not having any form of formal education report public media as their source of information about cleanliness and hygiene compared to 60.8 per cent of students whose mothers at least completed first six grades.

Students rank their mothers as the "best source" of information on hygiene, 41.9 per cent of respondents choosing mothers above other sources. The second best source of information is teachers with 23.7 per cent. All other sources of information are far less prominent when students are asked to choose their sources of information on hygiene. However, more than five per cent of students select school textbooks (6.8 per cent) and television (7.9 per cent) as the best source of information on hygiene.

More than half of students state that they need to know more about different topics related to hygiene, the most prominent of which is personal hygiene (chosen by 76.2 per cent of students interviewed in Gaza and 66.8 per cent in West Bank). They also want to know about health hazards (more in West Bank – 70.5 per cent than in Gaza - 53.2 per cent), oral and dental hygiene (about 63.5 per cent in both

region), proper waste disposal (more in West Bank – 66.5 per cent versus 52.9 per cent in Gaza - 53.2), proper hand-washing (WB: 62.6 per cent; GS: 58.5 per cent). More in West Bank (63 per cent in average) than Gaza (44 per cent in average) students want to know about water related issues: proper handling, treatment and storage while they are similarly interested in both regions to get more information on proper use of toilets (WB:57.7 per cent; GS: 52.4 per cent).

CONCLUSION

In conclusion, students demonstrate partial knowledge on how to protect oneself from diarrhoea but are not comprehensive in their understanding. Students' knowledge on the importance of washing one's hands in specific situations is quite good, although Gaza students seem to have slightly less knowledge than their West Bank counterparts. More than half of students do not necessarily connect this practice with the prevention of diarrhoea but they know that hand-washing helps in preventing diseases. Only half of students surveyed, however, are able to correctly identify all the important situations in which one should wash his hands.

The vast majority of students know cleanliness is important for health and know how to contribute to the cleanliness of their school environment. They also know how to properly use school toilets, although the survey shows this knowledge is not necessarily universal or comprehensive.

Most students' obtain information about cleanliness and hygiene from their mothers and teachers. The majority of students want to know more about hygiene and health topics.

The celebration of Global Handwashing Day in schools appears to slightly increase knowledge of proper hand-washing and toilet use among students, showing a positive association between such interventions and knowledge.



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6.0 STUDENTS' ATTITUDES TOWARDS PROPER HYGIENE HABITS

It is important to provide access to safe drinking water, clean toilets and hand-washing places, and drinking water fountains. However, the attitudes of students utilising the available facilities needs also to be understood. This chapter will therefore analyse students' attitude towards use of school toilet facilities, drinking water at school, and hand-washing at school. The objective is primarily to identify obstacles to the proper usage of the facilities by students.

6.1 Attitude towards use of school toilet facilities

The survey identified the attitudes of students towards use of school toilet facilities in oPt, in particular students' refusal to use the facilities. Survey results show that 44.1 per cent of West Bank students and 42 per cent of Gaza students refuse to use school toilets and prefer to wait until they go home instead. The refusal to use the toilets is higher among students in government camp schools followed by students in urban and rural schools, respectively. The percentage of students refusing to use the school toilets varies a great deal by directorate (see Figure 6-1). The students' parents' educational level does not seem to correlate with whether students use the school toilets or not.



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Refusal to use the existing toilets is higher among secondary school students, compared to primary school students. In fact, the percentage of grade 10 students that refuse to use school toilets is 2.5 times higher than the percentage of grade four students with 24.3 per cent of students of grade 4 surveyed in oPt refusing to use toilet and as many as 61.5 per cent of students of grade 10 refusing to do so. The study also found that refusal to use the facilities is higher among girls than among boys. Ten per cent more girls than boys in the West Bank refuse to use school toilets (49 per cent in total), and 20 per cent more girls than boys in Gaza refuse to use school toilets (52.5 per cent in total) (see Figure 6-2).

Figure 6-1: Percentage of students' refusal to use school toilets by directorate

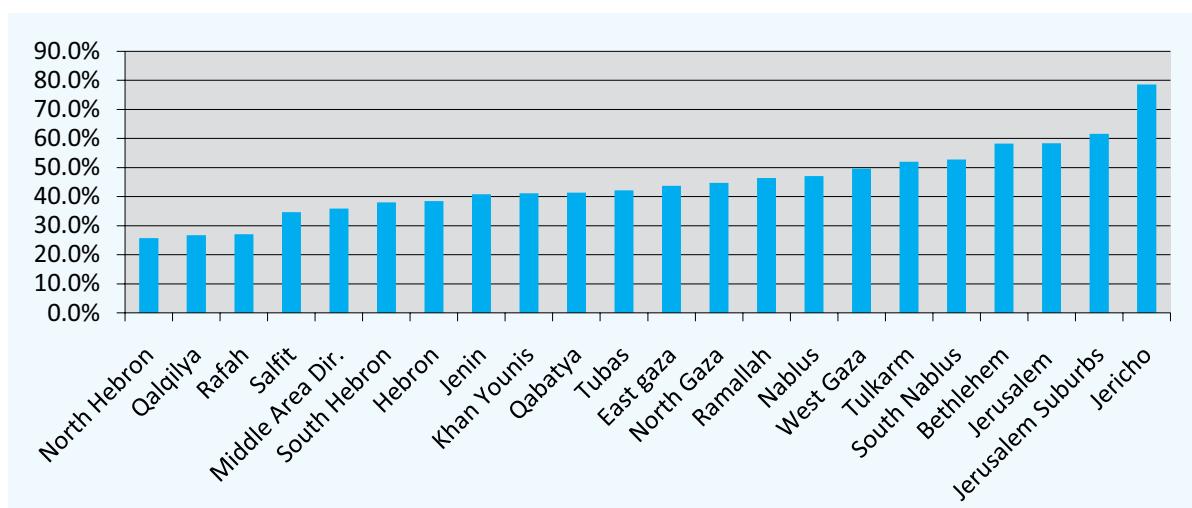
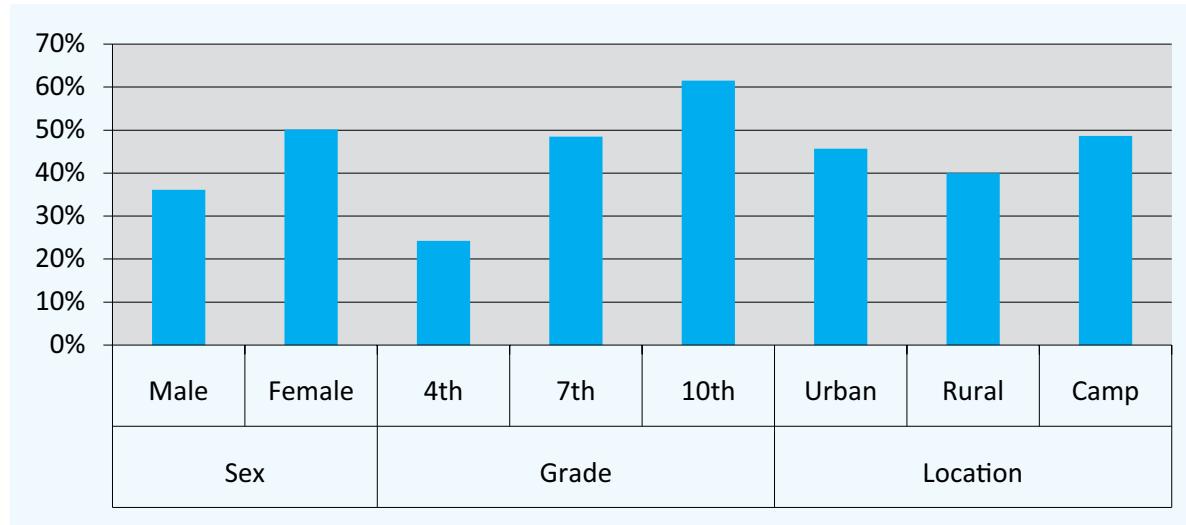


Figure 6-2: Percentage of students' refusal to use school toilets by sex, grade and location



The main reasons reported by students for refusing to use school toilets include:

- The toilets are dirty (WB: 72.4 per cent, GS 70.4 per cent) and smell bad (WB: 74.3 per cent, GS 62.4 per cent).
- There is no soap in the toilets (WB: 40.3 per cent, GS: 26.8 per cent) and no toilet paper (WB: 47 per cent, GS: 21.3 per cent).
- Other reasons (“Out of order”, “No privacy”, “No privacy from male students”, “No privacy from female students”, “Inadequate toilets for male students”, “Inadequate toilets for female students”, “No water in the toilet”, “Others”) were less commonly reported.

The finding that many students refuse to use school toilets because the toilets are unclean is not consistent with the status of the cleanliness of school toilets as observed by enumerators as in the schools where enumerators observed that toilets were clean and dry, 43.8 per cent of the students surveyed also refuse to use the toilets, 68.8 per cent of them giving the toilets' lack of cleanliness as one reason for their refusal. This contradiction can be interpreted in two ways: i) the students' perception is that the toilets are dirty and therefore refuse to use them ii) the toilets eventually become too dirty for use as the day progresses even though they are cleaned daily, usually in the morning. This latter explanation may indicate that either students' poor hygiene practices or excessive pressure on the facilities from too many users make the toilets too dirty to use. When it comes to general findings on cleanliness of the toilets need to be mentioned that half of teachers interviewed in oPt think students' toilets are dirty and observers in half of the schools found that students' toilets were not all clean.

Although more than 40 per cent of students in oPt refuse to use the toilets, they don't urinate or defecate outside. Only 1.8 per cent report ever urinating/defecating outside of school toilets and majority of them are boys (88 per cent).

6.2 Attitudes towards drinking water at school

The survey of students' attitudes towards drinking water at school in oPt show:

- 75 per cent of students drink from school faucets,
- 19.6 per cent of students bring water from home,
- 6.6 per cent of students purchase bottled water, and
- 2.5 per cent never get drinking water at school.

More students in Gaza drink water from school faucets than in the West Bank (WB: 72.9 per cent, GS: 84.0 per cent). In both the West Bank and Gaza, male students report drinking more from school faucets than girls (there is an 18 percentage point difference between the two groups in Gaza and a 26 percentage point difference in the West Bank). Similarly in boys schools in oPt faucets are more used than in girls or co-ed schools where more students bring water from home (30.2 per cent in girls' and 23.4 per cent in co-ed schools).

While in the West Bank, young students use school faucets more than older ones, the opposite is true in Gaza. In the West Bank, there is little difference between urban, rural and camp areas when it comes to students drinking from school faucets. But in Gaza, camp students report drinking more from school faucets than do urban ones, who bring water from home over seven times more frequently.

In some cases (30 schools) survey enumerator observed bad water taste, colour and smell. Despite that in those schools the more than two-thirds of students surveyed (66.7 per cent) still drink from the school water faucets. Though it is not possible to draw conclusion based on statistically insignificant number of schools (these 30 schools are only 7.3 per cent of all surveyed schools), the finding in those schools may indicate that the water quality seems to make little difference to students.

6.3 Attitudes towards hand-washing at school

The vast majority of students use schools' hand-washing facilities (94.6 per cent). Older students are less likely to use the facilities: 8.2 per cent of students interviewed in oPt in grade 10 reported not using hand-washing facilities as compared to 2.9 per cent of those in grade 4. There is little difference between the hand-washing practices of urban versus rural students or of male versus female students.

The most reported reason for 5.4 per cent of students not using the schools' hand-washing basins is that they are dirty. Also students who are not using hand washing facilities report that quite often soap is missing.

CONCLUSION

In conclusion, student attitudes towards school hygiene facilities are rather poor except for hand-washing. Almost half of students refuse to use school toilets and prefer to wait until they go home, especially older students and girls. Dirty toilets and bad smell are the main reasons for the refusal to use the toilets.

Urination and defecation outside the school toilets, as reported by students, are negligible.

Three-quarters of students drink from school faucets and the majority of students use schools' hand-washing facilities.



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7.0 STUDENTS' HYGIENE PRACTICES

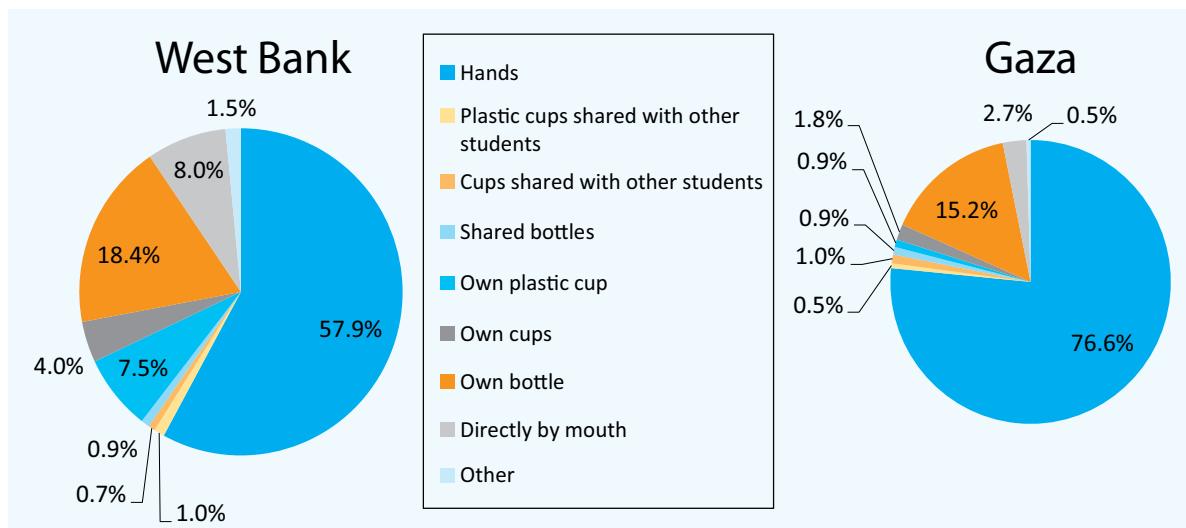
This last chapter will assess students' practice in matters of hygiene: after having ascertained access to school WASH facilities, students' knowledge of their importance and their attitudes towards using them, the final question is to which extent they indeed use them. It is important to know whether and how students drink water, wash hands, bathe and brush teeth. This will complete the survey picture of students' WASH-related behaviours.

7.1 Drinking water practices

The study found that the majority of students in oPt (57.9 per cent in the West Bank and 76.6 per cent in Gaza) drink water by using their hands. This raises hygiene questions since this practice is safe only if hands are clean. However, the available alternatives are: using plastic cups shared with other students, using cups shared with other students, using shared bottles, using their own plastic cups, using their own cups, using their own bottles, or drinking directly by mouth. The different alternatives therefore are either logically complicated, requiring also some cleaning in order to be safe or necessitating bringing personal effects from home. Figure 7-1 below illustrates to what extend students are applying different drinking water practices at school.

According to the survey, boys are much more likely to use their hands to drink, particularly in Gaza (WB: 73.4 per cent; GS: 89.9 per cent). Even if many girls in oPt use their hands to drink water (WB: 43.2 per cent; GS: 64.8 per cent), a great proportion of them also use their own bottle (30.6 per cent of girls surveyed in West Bank and 23.8 per cent in Gaza). Likewise use of hands for drinking is more prevalent among students in boys' schools than among those in girls' or co-ed schools. Interestingly, younger students report being less likely to use their hands for drinking than older ones: 58.3 per cent of students surveyed in grade 4 versus 70.8 per cent in grade 10. Young students surveyed in oPt use their own bottle (17.8 per cent), own plastic cups (7.8 per cent) or drink directly by mouth (eight per cent). The difference in behaviour between rural and urban students is small, but students in government camp schools appear to use their hands for drinking more than the other two locations: 83.3 per cent of students interviewed in government schools located in camps reported using hands for drinking while 65.4 per cent and 61.4 per cent of them stated so in urban and rural locations respectively. Among students who drink directly from the faucet using their mouths, boys in the West Bank are more likely to do this than girls there (12.8 per cent versus 3.4 per cent), although the same does not appear to be true in Gaza. The situation varies across directorates. Highest number of students reported using their hands for drinking water in Jericho (78.6 per cent) and Khan Younis (85.5 per cent). In Qabatia, Jerusalem and West Gaza high number of students as compared to other directorates use their own bottle for drinking (37.2 per cent, 36.9 per cent and 23.7 per cent in that order).

Figure 7-1: Distribution of students by drinking water practices at school



7.2 Hand-washing practices

When it comes to applying outside of school what they have learned about hygiene and cleanliness, most students report that

- they wash their hands with soap before eating (86.7 per cent),
- wash their hands with soap after going to the toilet (84.4 per cent) and
- wash their hands after playing (78.4 per cent).

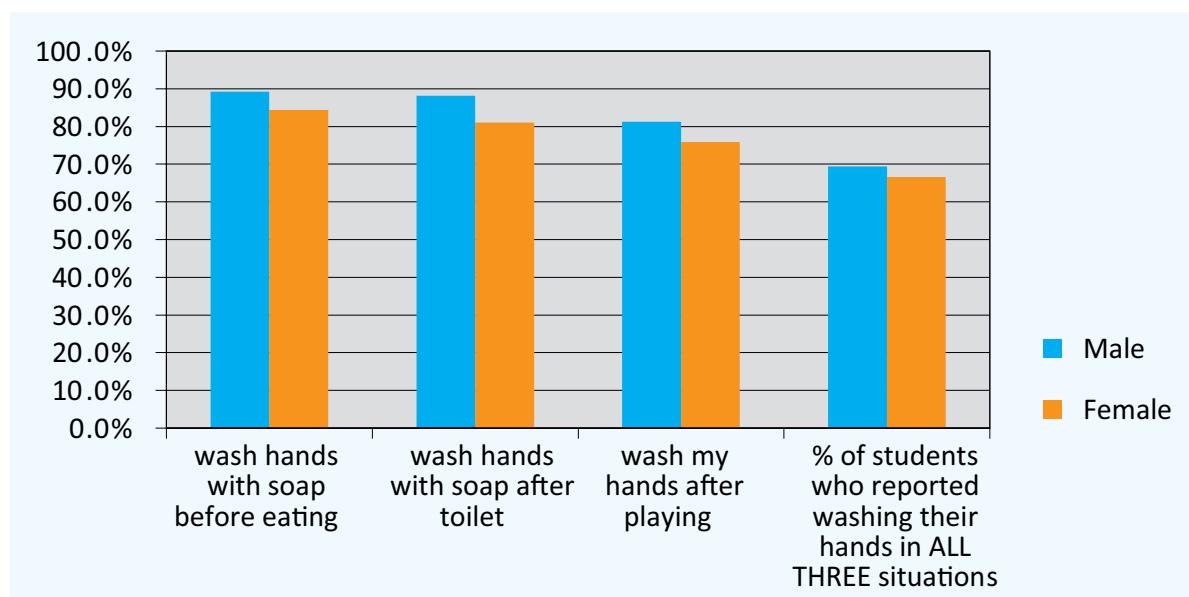
When data are analysed at national level very little difference is apparent in the home hand-washing practices of urban versus rural students, or younger versus older students.

More students in the West Bank report washing their hands outside school than they do in Gaza: 90.2 per cent versus 79.6 per cent before eating, 89.5 per cent versus 74.0 per cent after using the toilet, and 84.3 per cent versus 66.4 per cent after playing.

There is some difference in hand-washing practices between boys and girls surveyed in oPt as illustrated by Figure 7-2 below. However the difference is more significant between boys and girls in Gaza where 86.7 per cent of boys versus 73 per cent of girls state washing their hands with soap before eating; 84.9 per cent of boys as compared to only 64 per cent of girls wash hands with soap after using toilet and 76.5 per cent of boys reports washing their hands after playing as compared to 57.1 per cent of girls; only 44.3 per cent of girls in Gaza reported washing their hands in all three situations as compared to 67.6 per cent of boys.

If levels of hand-washing practice seem high in particular situations, systematic good hand-washing practice is not overwhelmingly high in the oPt: 67.9 per cent of students report washing their hands in all three of the above-mentioned situations, with a marked difference between Gaza and the West Bank (WB: 74.0 per cent, GS: 55.3 per cent). The situation varies in different directorates. Students in some of directorates show systematic application of good hand-washing practices. Examples for this are West Gaza and majority of West Bank directorates where over 80 per cent of students reported washing their hands with soap in all three situations (before eating, after using toilet and after playing). However poor hand-washing practices among students in certain directorates are quite significant: only 41.6 per cent of students in Hebron and 34.1 per cent in North Gaza report wash their hands after using toilet. In their respective region, these two directorates also present the lowest level of systematic good hand-washing practices only 5.8 per cent of students interviewed in North Gaza and 15.5 per cent in Hebron stated they are washing their hands in all three situations.

Figure 7-2: Hand-washing practices in oPt by sex



The mean number of times students reported washing their hands daily is 7.71. This number, however, has to be taken with caution. Many students found it difficult to answer this question and answers vary from 0 to 50. The most common answer was, however, five times a day. Older students wash their hands more often than younger ones. Urban students in the West Bank seem to wash their hands more often than rural ones but in Gaza, rural students seem to wash their hands more often than urban ones.

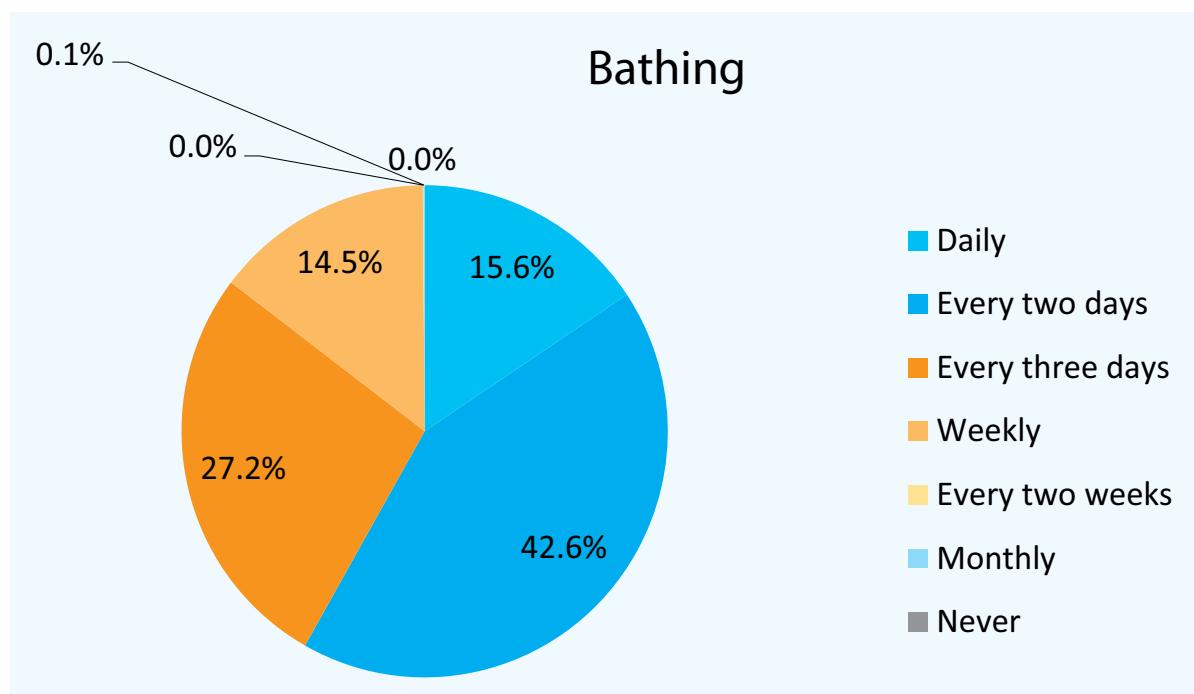
When comparing practice in hand-washing, students who celebrated Global Handwashing Day in school reported better practices than those who did not. These students reported washing their hands more times daily than other students and are nearly two per cent more likely to wash their hands in the three instances detailed above.

7.3 Bathing and brushing teeth practices

The percentage of students surveyed in oPt that report taking a daily bath is low: 14.8 per cent in the West Bank and 17.3 per cent in Gaza. The greatest proportion of students surveyed bathe every two days (WB: 39.9 per cent, GS 48 per cent). More than a quarter of all students surveyed bathe every three days. Overall, Gaza students bathe more often than those in the West Bank. Among students interviewed in all directorates those in Jericho and Middle Area are taking bath most often. In Jericho 78.6 per cent and 70.4 per cent of students in Middle Area bath at least once in two days. On the other hand, in North Hebron and Hebron directorate students report having bath least frequently; 38 per cent in North Hebron and 26.5 per cent in Hebron reported to have bath only once per week.

More boys than girls in the oPt bathe only once a week. Older students bathe more often than younger ones. Very little difference is seen in behaviour between urban and rural students, even though camp students seem to bathe more often than the other two groups.

Figure 7-3: Frequency of bathing among students in the oPt



In oPt 60 per cent of students brush their teeth most days (this combines the percentage of students that brush their teeth “every day” – 41.5 per cent and those who do it “most of the days” – 18.5 per cent). A situation is bit better in Gaza where 63.8 per cent of students wash their teeth most days as compared in West Bank where 58.1 per cent report doing so. Moreover, 6.5 per cent of West Bank students reported never brushing their teeth (compared with zero in Gaza). Almost all students use a toothbrush and toothpaste (WB: 97.2 per cent, GS: 96.4 per cent). Most students brush their teeth when they wake up (WB: 75.4 per cent, GS: 77.2 per cent) and before going to sleep (WB: 74.1 per cent, GS: 66.3 per cent)—even half of them do so after eating (WB: 56.4 per cent, GS: 45.7 per cent).

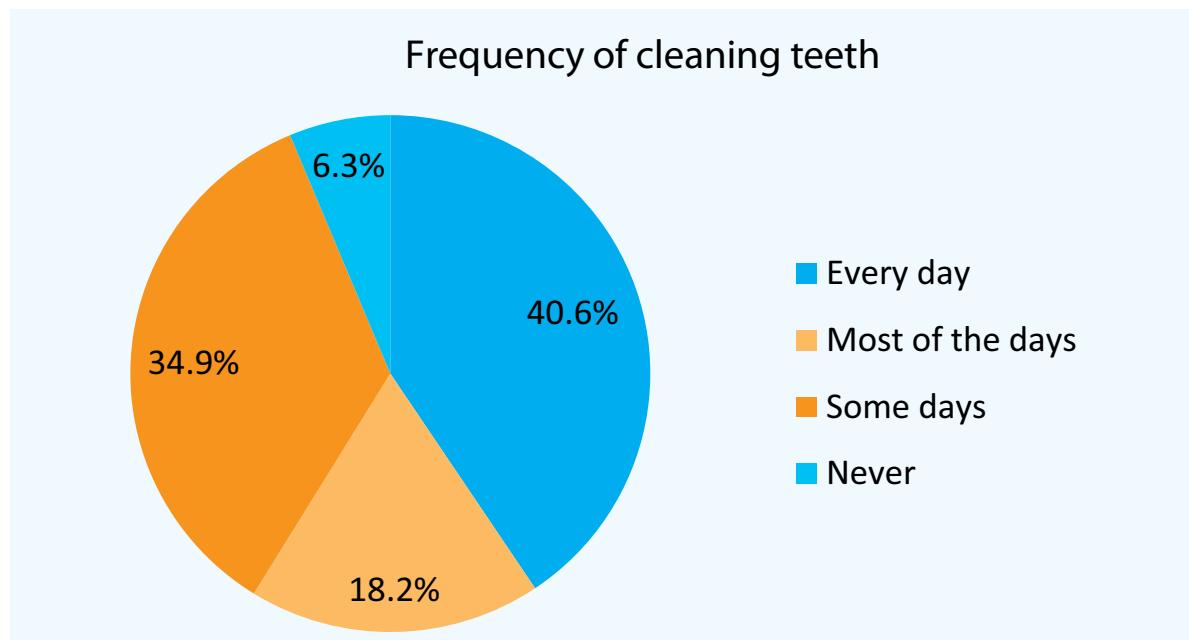
Comparing of students’ tooth cleaning practices by location shows that students in government camp schools in West Bank clean their teeth least frequently where 14.3 per cent of them report not to clean teeth at all. In Gaza however student from urban, rural and camp locations are having similar tooth cleaning practices. At least 50 per cent of interviewed students in all directorates except North Hebron (42.9 per cent) and Middle Area in Gaza (44.4 per cent) stated that they brush teeth most of the days. In North Hebron as well as Qabatia directorates’ significant number of students reported never cleaning their teeth (11 per cent in North Hebron and 15.4 per cent in Qabatia). Students in Khan Younis are cleaning their teeth most frequently where 84.7 per cent of them clean teeth most of the days.

Girls in general report better oral hygiene habits than boys in brushing their teeth every day, using toothpaste and a toothbrush, and brushing in the morning, evening and after eating. As an example, 44.8 per cent of girls interviewed in West Bank and 56.3 of them in Gaza reported cleaning their teeth every day as compared to 30.8 per cent of boys in West Bank and 40 per cent in Gaza.

The difference in behaviour between younger and older students is not great, nor is the difference between urban and rural students.

Proper oral hygiene seems to be more prevalent when students have been exposed to information about cleanliness and health hygiene during the past six months (41 per cent of surveyed students exposed to this information report brushing their teeth every day compared to 33.4 per cent of student who have not been exposed to information about cleanliness and health hygiene 6 months prior to the survey.). This illustrates the importance of such programmes.

Figure 7-4: Frequency of cleaning teeth among students in the oPt



7.4 Other hygiene practices

Other hygiene practices studied in the survey are the cleaning of hair and taking care of the head, clipping of finger nails, (not) spitting on the ground, covering the mouth and nose when coughing, and changing of underwear.

The results found that 70.3 per cent of students in the oPt clean their hair or take care of their head daily. Interestingly, males more than females take care of their hair on a daily basis. It is also noticeable that students wash their hair more than they bathe. Older students do so more often than younger ones and no marked differences can be seen between urban and rural students in this regard. A greater proportion of students in the West Bank clean their head daily than in Gaza. There is, however, no difference between the West Bank and Gaza in the proportion of students that report taking care of their hair every one or two days.

Most of the students surveyed in oPt (77 per cent) clip their fingernails weekly. Female students do so more often than male students (79.4 per cent vs. 74.4 per cent); and students in government camp schools and rural students more often than urban ones (88.9 per cent and 79.8 per cent vs. 74.6 per cent). No major difference is seen between West Bank and Gaza in this regard.

Spitting on the ground is not very frequent; 72.8 per cent of students report never doing so. It is much more of a habit among boys than girls however, with 20.3 per cent of boys doing it daily and about half of them reporting spitting sometimes – more often in Gaza then in the West Bank (WB: 39.2 per cent, GS: 56.3 per cent). The greatest proportion of students that report spitting is found among seventh graders, among the various grades surveyed, and rural students spit more than urban ones.

The majority of students (82.3 per cent) report covering their mouth and nose when coughing and sneezing. Girls report doing so more than boys and older students report doing so more than younger ones. Urban students in Gaza do so more than rural ones, while in the West Bank, there are no marked differences between students by location in this regard. Overall, the

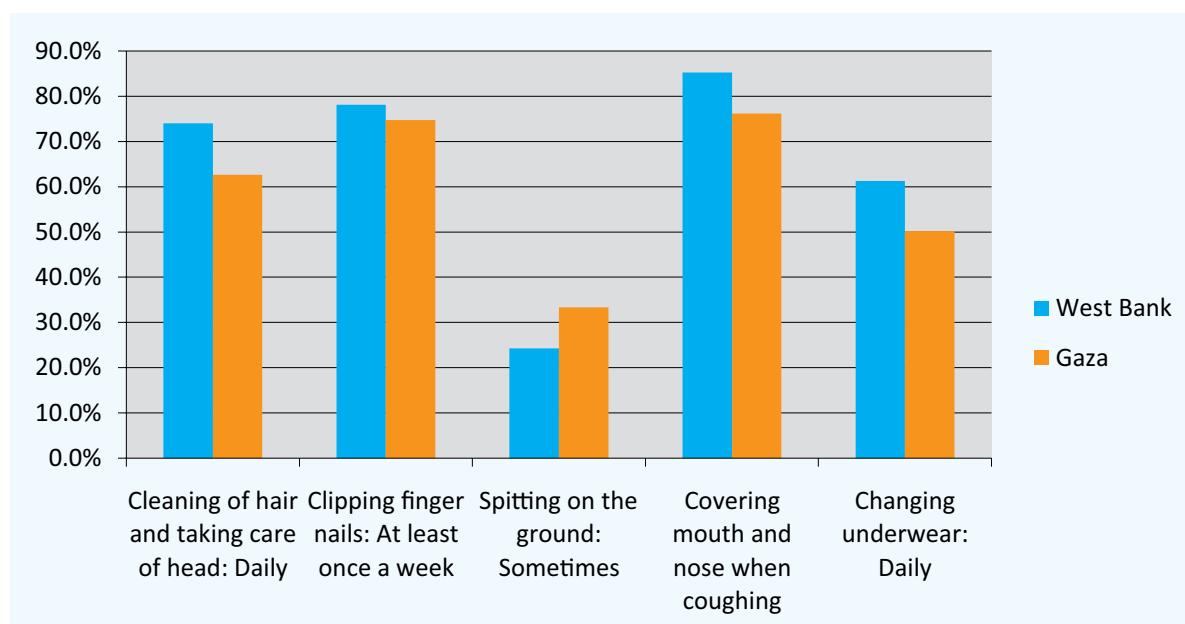


covering of the mouth and nose when coughing and sneezing appears to be a hygiene practice better followed by West Bank students than by Gaza students.

In the oPt just over half of all students surveyed (57.6 per cent) report changing their underwear every day. Another quarter of them change their underwear every two days (25.4 per cent). Girls change their underwear more frequently than boys: 74.5 per cent of girls as compared to 39.5 per cent of boys are doing that daily. Older students do it more often than younger ones: about 55 per cent of students in 4th and 7th grade as compared to 62 per cent of those in 10th grade are changing their underwear daily. More students in government camp schools compared to urban or rural ones change their underwear daily (66.7 per cent versus 57 per cent). Overall, West Bank students change their underwear daily in a greater proportion than Gaza students (WB: 61.3 per cent; GS: 50.1 per cent)

Having been exposed to information about cleanliness and health hygiene during the past six months only has a positive correlation with those students that report covering their mouth and nose when coughing or sneezing (83.3 per cent versus 75.0 per cent), and not with other practices.

Figure 7-5: Frequency of hygiene habits among students: key differences



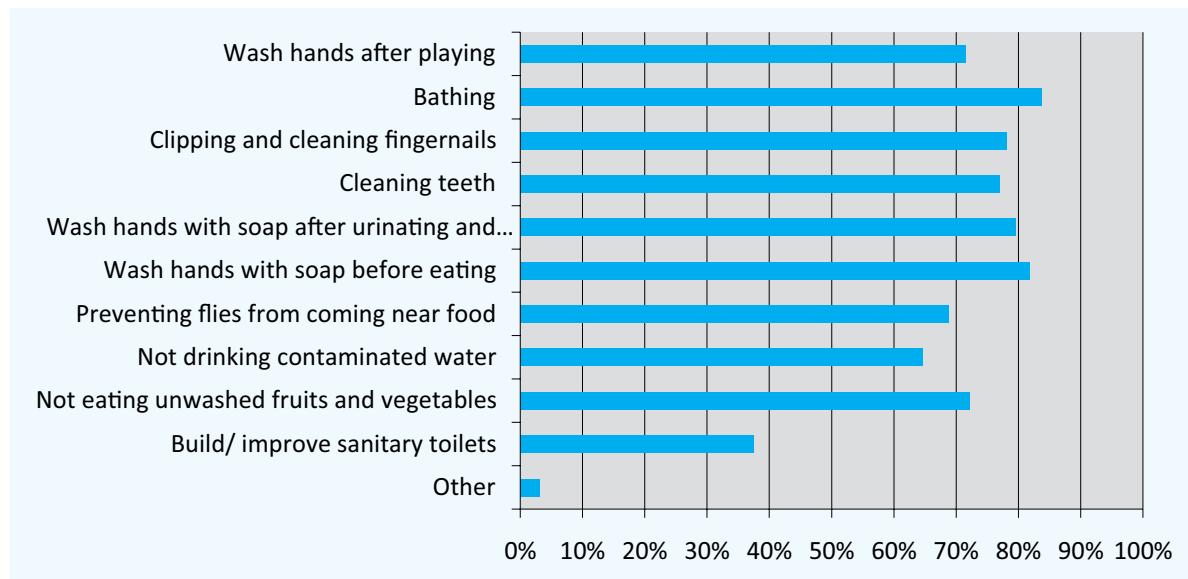
7.5 Discussion about hygiene behaviours

The vast majority of students (96.9 per cent) report discussing hygienic behaviours learned at school with parents and family. Slightly more girls than boys discuss these behaviours. Otherwise, the finding is uniform when disaggregated by student grade, age, location (urban/rural) and region (West Bank/Gaza).

Bathing is the most discussed topic (WB: 85.6 per cent, GS: 79.8 per cent), followed by washing hands with soap before eating, washing hands with soap after urinating and defecating, cleaning teeth, and clipping and cleaning fingernails.

It is very encouraging to know that students share with family members what they learn at school concerning water, sanitation and hygiene as this has the potential to spread knowledge from students to influence the whole community.

Figure 7-6: Percentage of students discussing various hygienic behaviours with family



Teachers, on the other hand, report that the best ways of improving hygiene practices among students are first peer education, then the involvement of families, competitions, certificates of acknowledgement, practical presentations, and training, plays, audio-visual tools and group discussions. Teachers in Gaza are less inclined to consider these ways of improving students' practices.

CONCLUSION

In conclusion, the majority of students drink water by using their hands. The level of hand washing practices in particular situations is high: most students report that they wash their hands with soap before eating, wash their hands with soap after going to the toilet and wash their hands after playing, but only two third of them are washing their hands in all three situation. Hand-washing practice is better among students that celebrated Global Handwashing Day at school and among those who reported that they have been exposed to information on hygiene.

Most students surveyed bathe every two or three days. The brushing teeth practice among students is not particularly high and only 60 per cent brush their teeth most of the days but not every day. About three-quarters of students clean their hair or take care of their head daily, clip their fingernails weekly and never spit. Only half change their underwear daily.

The vast majority of students discuss hygienic behaviours learned at school with parents and family.



8.0 CONCLUSIONS AND RECOMMENDATIONS

8.1 Conclusions

This first Knowledge Attitudes and Practices (KAP) Survey on School Water, Sanitation and Hygiene in the oPt has generated significant findings on the situation of students, teachers and school facilities.

The objectives of the KAP survey on WASH in schools were to:

- assess the availability and utilisation of water and sanitation facilities in government schools in the oPt, with consideration given to health-related issues;
- identify the water, sanitation and hygiene knowledge, attitudes and practices of female and male students in government schools in the oPt;
- identify the role and participation of female and male teachers in water, sanitation and hygiene knowledge creation, attitudes and practices in government schools in the oPt as well as role of parents and society;
- identify the needs of female and male teachers in relation to promoting good water, sanitation and hygiene practices and
- identify the needs for WASH interventions in schools in oPt.

Main findings

1. Availability and utilisation of water and sanitation facilities in schools

The water situation is complicated. On the one hand, the survey found that almost all schools throughout the oPt are supplied with safe sources of water. These sources are mainly the public water network (in the West Bank) and water tanks (in Gaza). On the other hand, school principals raised their concerns over water quality and are of the perception that regular water monitoring is highly required. The quantity of water available is deemed suitable for all school needs by most school principals. However, in Gaza, the vast majority of schools depend on water tankering provided by humanitarian organizations, raising serious sustainability issues about water availability. In addition, there are not always enough water points for students. Moreover, around 50 per cent of schools have open water storage in Gaza.

School sanitation facilities are on average not sufficient. The greatest problem in terms of access is that girls do not have enough toilets, especially in co-ed schools. The ratio of two girls' toilets for each boys' toilet (when the student population is equally shared between boys and girls) is not met. In the oPt, there are about 33 per cent more toilets for boys than for girls while international standards require 100 per cent more toilets for girls than for boys.

Hand-washing facilities are similarly found in insufficient numbers. In West Bank the situation is almost satisfactory where there are 38 students per water point but in Gaza one water point is available for 62 students while student-to-water point ratio recommended by the Ministry of education is 30. Overall, water faucets, sanitation facilities and hand-washing facilities are not available in sufficient numbers to meet national recommendation and international standards (see Table 8-1). When the data are disaggregated, Gaza and girls appear to be at a greater disadvantage (see Table 8-2).

Table 8-1: Summary of MoE recommendations on WASH facilities versus findings

	Ratio of students per one facility		
	International standards	MoE recommendations	KAP survey on WASH in schools findings for oPt
1 water faucet for	n/a	30 students	55 students
1 sanitation facility for	45 students ^[34]	25-30 students	44 students (incl. urinal) or 50 students (excl. urinal)
1 hand-washing facility for	50-100 students	30 students	96 students

Table 8-2: Summary of MoE recommendations on WASH facilities versus findings—disaggregated

	Ratio of students per one facility			
	International standards	MoE recommendations	KAP survey on WASH in schools findings for oPt	
1 water faucet for	n/a	30 students	38 students in WB	62 students in GS
1 sanitation facility for	25 or 30 girls	25-30 students	40 girls in WB	77 girls in GS
	60 or 50 ^[35] boys		29 boys in WB	59 boys in GS
1 hand-washing facility for	50-100 students	30 students	82 students in WB	126 students in Gaza

2. Water, sanitation and hygiene knowledge, attitudes and practices of students

Almost half of students refuse to use school toilets. The main reason given by students surveyed is that the toilets are dirty and smelly. This fact is indeed confirmed by observations and teacher's perceptions: half of teachers think students' toilets are dirty and observers in half of the schools found that students' toilets were not all clean.

Toilets are, however, cleaned every day in over 90 per cent of schools surveyed and all schools employ cleaners. There are not a lot of cleaning workers employed in the schools (serving between 144 and 440 students) but as reported by school principals, they do manage to clean the grounds, facilities and toilets on a daily basis. This leaves the question as to why toilets are still too dirty to be used as perceived by students but also by teachers: is it an infrastructure issue as there are just too many students using one toilet (the ratio of students per toilet ranges from 8.9 students per toilet to 566 students per toilet)? Or is it a problem related to hygiene practice, where students do not keep the toilets clean?

Another important explanation why half of students surveyed say they refuse to use school toilets is that there is usually neither toilet paper available nor soap to wash their hands. Almost all toilets are without paper and 45-85 per cent of hand-washing places do not have soap.

Although about 50 per cent of interviewed students report using school toilets, it has to be noted that there is lack of soap and toilet paper which discourages students from practicing good hygiene behaviours. Overall, students' knowledge of proper hygiene is quite good, albeit lacking in comprehensiveness. Most students know different ways to protect themselves from diarrhoea and stomach ache. Almost all students know that they should wash their hands and a few situations in which to do so. They know of the importance of cleanliness and most students know elements of proper toilet use. Their comprehensive knowledge of these issues, however, is much lower. Only a third to half of students are able to identify all correct answers in survey questions on diarrhoea, hand-washing and proper toilet use. In addition, more than half of students state the need to know

^[34] Calculated using Sphere standards, assuming parity of female and male students in school

^[35] with an additional urinal according to Adams, J., Bartram, J., Chartier, Y. and Sims, J., Water, Sanitation and Hygiene Standards for Schools in Low-cost Settings, WHO, Geneva. 2009.

more about many topics, the most prominent of which is personal hygiene, which 69.9 per cent of respondents want to know more about.

Students' knowledge about hand-washing leads them to good practice. Most students report washing their hands with soap before eating, after going to the toilet and after playing when they are not in school. At school, however, the lack of soap is an impediment to good hand-washing practice.

Students' reasonably good knowledge is taught mainly through verbal instructions and use of posters. These methodologies do not provide enough opportunities for engaging students. WASH promotion is mostly imparted during morning assembly and during classes. The survey did not find significant differences in hygiene knowledge among the various student ages surveyed. Students in 7th or 10th grades do not show higher knowledge as compared to those in 4th grade. However, in some instances children acquire unhealthy practices over time (e.g. older children tend to spit on ground more, care less for their fingernails, etc.).

3. Role/participation of teachers in WASH knowledge, attitudes and practices and needs in promoting good WASH practices

Teachers are widely involved in water, sanitation and hygiene teaching and awareness activities. Ninety per cent of them report teaching about WASH, 70-73 per cent of them participate in school WASH activities. They are widely conscious of their responsibility for maintaining good sanitation and hygiene at school. Teachers therefore seem to have the right attitude towards teaching. Still, only a quarter of students surveyed consider teachers their best source of information on WASH matters.

One hundred per cent of schools offer hygiene and sanitation education; almost all have a committee or club responsible for hygiene and sanitation activities; and posters and leaflets on hygiene and sanitation are reported to be everywhere at the disposal of teachers (90 per cent). Yet, comprehensive knowledge on WASH issues is not found in even half of students, as described above. In order to improve comprehensive knowledge of students teaching methods should be reassessed.

Teachers can be encouraged to participate in activities that promote correct hygiene practices through the provision of incentives, the availability of sufficient materials at school, and training programs. More than half of teachers surveyed also say they need to be trained on personal hygiene; environmental health; using, storing and preserving water and health issues.

In addition to teachers, school health committees and environmental clubs have an important role to play in developing WASH knowledge, attitudes and practices in schools. Almost all schools have one committee or a club—or both—whose responsibility and main activity is to monitor the sanitation situation at school. Three-quarters of students consider the work of these groups beneficial. School toilets, however, are still too dirty to be used by students. The investment of the MoE appears to have generated positive results. Ministry-led activities such as Global Handwashing Day appear to have positive association with students' knowledge about the importance of hand-washing and proper toilet use—and to some extent students' practice of hand-washing outside of schools.

Yet it is not school that students trust most on WASH issues. Mothers are considered the best source of information on hygiene and health by students. They are, however, lacking in formal education, with a third of them in the West Bank and half of them in Gaza having reached secondary education or higher. Although this fact does not preclude mothers from being knowledgeable on hygiene and health issues, students' knowledge in some situations seems to be lowest where mother's education is lowest, especially in Gaza.

As such, mothers' level of participation in school WASH activities is not commensurate with their level of influence over students. Only a fourth of mothers in Gaza and a third of mothers in the West Bank participate often in improving and supporting awareness of school sanitation and hygiene.

The vast majority of students discuss hygienic behaviours learned at school with parents and family, providing an opportunity for schools to have an influence on the whole community. However participation of parents/mothers in hygiene and sanitation related activities in school has to be strengthened.

8.2 Recommendations

The above-mentioned findings lead to important recommendations concerning water, sanitation and hygiene in Palestinian schools. Any WASH intervention requires both a “hard component” like building infrastructure and procuring supplies and a “soft component” covering teaching good habits, behavioural change and advocacy. The survey recommendations are therefore catalogued accordingly.

1. WaSH in school: infrastructure & supplies

a. Toilets and other sanitation facilities construction

- Build new and rehabilitate existing toilets for girls, giving priority to Gaza;
- As an emergency measure, re-allocate boys’ toilets for girls’ use in co-ed schools;
- Ensure twice the number of toilets are in place for girls as there are for boys in oPt, in order to meet international standards in this regard;
- Provide additional water points particularly in Gaza and hand washing basins throughout oPt to ensure recommendations of MoE on minimum water points and hand washing places in schools are met.

b. Water provision and water quality

- Establish guidelines (procedures, frequency, responsibilities, follow-up requirements, etc.) and ensure regular water quality monitoring in schools. Ensure the results of water quality monitoring are provided to MoE and schools;
- Identify vendors providing water that does not meet PWA standards, build their capacity to provide safe water and/or sanction them for non-compliance;
- Encourage all schools particularly in West Bank to maintain two different tanks to provide water, i) one for drinking and ii) one for other usages, especially in schools where the water quality is poor;
- Pilot a Solar Distillation Process for places with high levels of chloride and nitrates (e.g. Gaza, Jordan Valley) to provide safe drinking water in a sustainable way, eventually replacing water tankering.

c. WASH supplies provision

- Analyze enabling factors such as budget/expenditure and management/coordination, allowing for sustainable provision of toilet paper and soap in schools;
- Make toilet paper available in schools in a way that prevents waste (e.g. with toilet paper dispensers in classrooms);
- Make soap available in schools in a way that prevents waste (e.g. using soap dispensers);
- Provide schools with hygienic kits for students, cleaning materials and tools;
- Supply toilet brushes to schools and sensitize students about importance of keeping toilets clean.

2. WASH in school: promotional activities

These “soft component” recommendations for WASH interventions are actor-specific: special recommendations are made for teachers, students, the school itself and the community in terms of activities promoting good hygiene and sanitation.

a. Teachers, field health workers and cleaners

- Strengthen teachers’ and field health workers participation in activities that promote correct hygiene practices and provide adequate training programmes on WASH issues, particularly on health and environmental health;

- Enhance and encourage innovative, proactive and child-friendly educational approaches in the teaching of hygiene and sanitation topics. Monitor the impact of these teaching methods;
- Include cleaners in health and hygiene trainings in schools.

b. Students

- Expand and activate clubs and committees and provide more significant role and opportunities for students to be engaged in promoting/monitoring school cleanliness (through environmental clubs and school health committees);
- Provide more opportunities/time for peer education and extracurricular activities including competitions, and initiatives initiated by students themselves;
- Put in place mechanisms for students to convey messages about WaSH deficiencies in school (e.g. through clubs) such as the lack of soap or broken toilets;
- Install brushes in toilets and sensitize students on how to keep toilets clean after the use;
- Launch a “My school is my home” campaign, raising awareness on the need for students to keep their environment clean.

c. Schools

- Identify mechanisms/opportunities to encourage teachers' commitment to promoting hygiene (e.g. teacher of the month, teacher competitions, engagement in training programmes, etc.);
- Strengthen coordination and cooperation with the municipality, Health centres, and other stakeholders within the community;
- Strengthen the role of School Health Committee coordinators within the schools (probably by reducing their educational lessons to have more time for follow-up)
- Monitor and ensure cleanliness of toilets;
- Direct more attention towards hygienic activities through sports and art lessons, school competitions, open days and by engaging more students or classes in the morning assembly on a daily bases (e.g. classes take turns leading the hygiene activity for that day's assembly).

Recommendations for extra-curricular activities:

1. Clubs & Committees: sensitize school health committees and environmental clubs to the importance of good hygiene practices, making them more pro-active and participatory, including families in hygiene activities at school;
2. Global Handwashing Day and World Water Day: increase efforts for these one-day events to spin off throughout the year, creating momentum in the process of promoting good hygiene practices.

Recommendations for intra-curricular activities:

1. Update and standardize the curriculum on water and hygiene including different teaching methods, putting more emphasis on early grades because it is at an early age that one develops good habits.

i. At MoE / Directorate level:

- Incorporate a hygiene promotion checklist in supervisory notes and registrations;
- Review the content, adequacy and locations of the available posters, leaflets and other educational materials; produce new, different and motivating educational materials and provide schools with sufficient supply of those materials;

- Do more analysis of social and other factors related to children's refusal to use the toilets;
- Arrange for ministry level or directory level competitions or opportunities;
- Encourage principals to utilize miscellaneous budgets to promote hygiene within their schools;
- Review existing MoE recommendations on WASH facilities to reflect the greater needs for toilets for girls than for boys, aligning them with international standards;
- Review and endorse MoE recommendations on WASH facilities in schools and establish them as national standards.

d. Community

- Strengthen the role of communities and families by enhancing their engagement and active participation in school health committees and environmental clubs;
- Use the forum of parent-teacher associations to support and advise parents to educate their children on how to keep the school and school facilities clean;
- Increase the frequency of meetings with the community to discuss WASH issues and plan hygiene related activities;
- Promote community-led initiatives to maintain school infrastructure and monitor hygiene-related activities within schools.

Finally, even if this KAP survey on WASH in schools highlights many important findings, it does not answer all questions on WaSH in schools in the oPt. As a final recommendation, three additional elements should be further investigated:

- The comparative cost of water tankering versus on-site water treatment methods (e.g. reverse osmosis filtration, solar distillation process, etc.);
- The funding gap in addressing the shortfall in girls' toilets and a corresponding investment plan;
- The causality analysis of student's refusal to use school toilets and the reason for their perceived dirtiness.



ANNEX 1: DETAILED METHODOLOGY

This annex presents the scientific methodology and quality control measures employed in the planning and implementation of the 'Knowledge, Attitudes and Practices (KAP) Survey on School Water, Sanitation and Hygiene Survey'. Issues covered here include the design of main research instruments; methods of data collection, processing and analysis; in addition to data accuracy checks and quality control measures.

Survey questionnaires

The survey questionnaires were the main instruments used in data collection. Therefore, proper technical specifications had to be observed throughout the survey, particularly during fieldwork and data processing and analysis.

The design of the questionnaires was based on a review of relevant globally-used questionnaires, as well as the MoE's needs in terms of relevant indicators. Due consideration was given to the specific context of Palestinian society and government schools.

The survey instruments consisted of three questionnaires:

- **School questionnaire:** It addressed the following subjects: general information; physical status of the school, classrooms, toilet and hand-washing facilities; water; toilet facilities; cleaning; and hygiene education. This questionnaire was completed through a personal interview with the school principal, in addition to the personal observations of the field researcher.
- **Teacher questionnaire:** It covered the following issues: general information on the school where the teacher is teaching; background information on the teacher; knowledge of proper hygiene practices in the school; and school hygiene activities and education.
- **Student questionnaire:** It addressed the following issues: general information on the school that student is attending.; background information on the student; students' sources of information on hygiene and sanitation, activities related to school hygiene; knowledge of proper hygiene habits; school environment and attitudes related to proper hygiene habits; and hygiene practices.

Sample and sampling frame

Study population

The study population for this research consisted of all government schools and students and teachers in these schools in the oPt during the school year 2010/11.

Sampling frame

The sampling frame was designed by Statistical Division in General Directorate of Planning, MoE. It was based on a list of government basic and secondary schools in the West Bank and Gaza Strip that have at least one grade among the following: grades four, seven and 10. The total number of these schools was 1,824 schools: 1,496 in the West Bank and 328 in Gaza Strip.

Sample size

The survey sample consisted of 411 schools representing every Education District Office of the West Bank and Gaza: 280 schools in the West Bank and 131 schools in Gaza. The total number of students in the sample was 4,135 students, including 2,785 students in the West Bank and 1,350 in Gaza. The total number of teachers in the sample was 822 teachers: 566 in the West Bank and 262 in Gaza Strip.

Sample design

The survey sample is a random stratified sample consisting of three phases:

First phase: School selection. Schools in the survey sample were classified into the following strata:

- First: education district (16 districts)
- Second: type of community (urban, rural, camp)
- Third: school level (basic, secondary)
- Fourth: school sex (male, female, co-ed)

Education districts: There are 16 education districts in oPt: Jenin, South Nablus, Nablus, Salfit, Tulkarm, Qalqilya, Rammallah, Jerusalem Suburbs, Jerusalem, Bethlehem, Jericho, North Hebron, Hebron, South Hebron, Qabatya and Tubas in the West Bank and North Gaza, Khan Younis, Rafah, Middle area, East Gaza and West Gaza

Type of community (urban, rural, and camp): This classification is used by the Palestinian Central Bureau of Statistics^[36]. Localities belonging to the 'urban' category are:

- any locality whose population amounts to 10,000 people or more;
- every governorates/districts' centre, regardless of size; any locality that has between 4,000 and 9,999 people, provided that it also has at least four of the following elements: a public electricity network, public water network, post office, health centre with a full-time physician and/or a school offering a general secondary education certificate.

Localities belonging to the 'rural' category are any locality whose population is less than 4,000 people or whose population is between 4,000 and 9,999 people but does not have four of the aforementioned elements.

Localities belonging to the 'camp' category are any locality referred to as a 'refugee camp' and administered by UNRWA. The classification of Palestinian localities according to this criterion dates back to the 2007 Census and will stay valid until the 2017 Census.

School level: Basic level includes grades from one to 10 and secondary level includes grades 11 and 12. School is classified to belong to secondary level if there are secondary classes

School sex: Schools in oPt are either separate for boys or girls or co-ed with both boys and girls attending those schools.

Second phase: Selection of students in the sample. On average, 10 students were selected from each school. Students in the sample were classified by sex (male, female) and grade (grade four, grade seven, grade 10). For the selection of students in the sample, school attendance sheets were used, which contain students' names and registration numbers. The selection of students was carried out according to a list of random numbers provided by the ministry to the field researchers.

Third phase: Selection of teachers in the sample. Two teachers were selected from each school, including the coordinator or a member of the School Health Committee. The second teacher was selected randomly from the school's administrative records.

Data collection

Data collection is the crucial stage in survey implementation. Therefore, detailed work was carried out to meet the requirements for successful implementation at this stage. This included the provision of all technical and administrative requirements, including division of work and training.

[36]

Selecting and training the interviewers

Field school health staff members at the Education Districts level were selected to carry out the field research, taking into regard their competence and experience in the issues being surveyed. Prior to implementation, the field researchers were offered training on the different field processes. The training covered data collection processes; the ethics of statistical fieldwork including how to ask the questions and record the answers; the ethics of interviewing; in addition to the particularities of the school hygiene and sanitation survey in terms of questionnaires, questions and concepts employed.

Field supervisors and auditors were also selected from staff in the school health, planning and statistics sections in the Education District Offices in view of their experience and administrative and technical competence in conducting and supervising field surveys. These field school health staff members were offered training on the tasks and fundamentals of field supervision and auditing, while staff from the planning and statistics section were trained in the mechanisms of desk auditing of questionnaires.

Two training workshops were held for the field team at MoEHE offices in the West Bank, with the participation of 68 field researchers, 18 field auditors and supervisors and 18 desk auditors. A similar training workshop was held at MoEHE offices in Gaza Strip.

The field team received training on:

- Introduction to the survey, goals and methodology,
- Clarifications of questions in the questionnaires and definition of terminology,
- Interviewing techniques and administration of the questionnaires,
- Field auditors and supervisors' tasks and duties and field supervision mechanisms,
- Desk auditors' tasks and duties and desk auditing procedures.

Data collection

The questionnaires were completed through personal interviews with school principals, students and teachers, in addition to observations that were used to complete a special section in the school questionnaire. The data collection was conducted in the period between 2-29 May 2011. Members of the field team were allocated to Education Districts according to the sample size of each District. They were provided with all tools and supplies required for carrying out the field work.

Data processing

The data processing stage consisted of a number of activities and processes for preparing the questionnaires for the analysis stage. The following processes were involved:

1. Auditing of data prior to their entry: at this stage, all questionnaires were audited in the field and office according to the instructions for field and desk audits.
2. Data entry: the data entry process was conducted using Excel software, which was also used in questionnaire programming. For this purpose, a program was developed with the following features:
 - Has the ability to perform all possible logical tests and probabilities and data sequence in the questionnaires.
 - Minimizes field work errors and digital data entry errors through data validation rules.
 - Ensures user-friendly management of the program and data.
 - Provides the possibility to transfer data to other formats that can be used for analysis by other statistical packages and databases, such as Access and SPSS.

Data quality

Data accuracy

The checking of data accuracy involved several aspects of the survey, mainly statistical errors due to the use of a sample, as well as non-statistical errors related to the survey team and instruments. This section includes:

1. Statistical errors:

Survey data are subject to statistical errors due to the use of a sample rather than comprehensively covering all units in the study population. Inevitably, the obtained values will differ from real values gathered in a census. When variance assessment was performed, the findings showed that there was no problem in generalizing the data at the level of the main strata in the sample. However, it was not possible to generalize some indicators where the variance coefficient was especially high due to the small sample size or small number of cases related to the given indicator.

2. Non-statistical errors:

Collection of data on school hygiene and sanitation has a specific character related to the nature of this topic. There is a larger risk of error when interviewing the respondents, as many questions are subjective and rely on the person's own assessment and perception. Therefore, the collected data are affected by the interviewees, their level of awareness at the time of the interview, as well as other situational influences. This is particularly true with regard to questions addressed to students.

Sources of some non-statistical errors that may have occurred during implementation of the survey include the following:

- In some case, the interviewer and interviewee may resort to quantitative and/or qualitative judgments.
- Some interviewees may believe that the survey could be associated with personal appraisal (of the school, the student or the teacher), which makes him or her inclined to give a positive picture of hygiene and sanitation practices.
- Errors may result from how the field researcher asks the question (example are multiply choice questions where probing is used as interviewing method).
- Accuracy will depend on how the respondent understands the question and how he/she answers it on the basis of such understanding.

Quality control measures

Several measures have been taken to ensure quality control in the survey in order to minimize the impact of non-statistical errors to the possible extent. Qualified field researchers were selected with competence in the implementation of such surveys; they received training on methods of field work and mechanisms of completing the questionnaires. With regard to field supervision and office work, the field supervision and desk auditing team was selected to ensure experience and competence in this area. They were trained in mechanisms of field supervision and desk auditing and provided with instructions for this purpose. Regarding the errors that can occur during data entry, a very accurate data validation rules and procedures were developed to prevent any coordination errors that may occur during this process. For the purpose of data entry also, the selection of data enterers was based on their experience and competence in data entry. They also received training on the software and data entry form, as well as on data entry process quality control during this process. Furthermore, the data entry was verified for five per cent of the questionnaires that were entered in order to assure quality of entry and absence of errors.

ANNEX 2: MONITORING FORMS

WaSH in Schools Survey FIELD MONITORING FORM 1

(For visits to the schools during the interviews or after they are completed)

Date of visit: Field Monitor (name):

School:

Location/area:

Name(s) of data collector(s)

Responsible for the school:

General questions regarding sampling		
Are the correct schools (those from the sample) being visited by the field workers?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Are the sample-identified school principals, teachers and students being surveyed?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If answer on any question above is "no", please document and provide more explanation below:		
.....
.....
.....
.....
.....
.....

Activity conducted during the visit of the field monitor: (Please indicate activity that applies)

- | |
|---|
| <input type="checkbox"/> observation of the interview In this case, go to Section 1 |
| <input type="checkbox"/> interview/talk to school principal, teacher or student In this case, go to Section 2 |

(This is case monitor has visited the school after data collection was completed)

Section 1 (Questions to be answered during observation of the interview)

Section 2 (This in case monitor has visited the school after interviews were completed)

Who did you talk during this visit?	<input type="checkbox"/> school principal	<input type="checkbox"/> teacher	<input type="checkbox"/> teacher responsible for health
	<input type="checkbox"/> student	<input type="checkbox"/> somebody else:	

Please indicate any relevant comment/observation by the school principal, teachers or students about the KAP study, interviews conducted in the school (communication with data collectors, how the questions were asked, relevance of the study etc.)

.....
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.....

MONITOR'S OBSERVATION OF THE SCHOOL HYGIENE FACILITIES: Sources of drinking water, toilets, hand washing facilities, presence of posters etc.

This part is used to cross-check / triangulate the information. As a guideline use the School questionnaire, SECTION 3: School observation

Sources of drinking water:

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Toilets:

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Hand washing facilities:

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Hygiene and sanitation related posters and other materials:

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WaSH in Schools Survey
FIELD MONITORING FORM2

(For discussion with data collectors and recommendation of the monitors)

This form will be used by monitor for some of the general issues related to the data collection. For each field worker, monitor will have one form. At the end of the form there is section where the monitor, based on observation of the study and discussions with data collectors etc. shall provide recommendation for the future

Date: Field Monitor (name):

Name of the field worker/ data collector:

Questions for field workers /data collectors		
Have you received some incorrect/ incomplete questionnaires (i.e. missing pages, repeated pages etc.)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If the answer is yes, how many questionnaires were with problems?	
How many days do you need (in average) to finalize the interviews in one school?	
Are there questions in the questionnaires that respondents find difficult to answer?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If the answer is "yes", in the table below indicate for each type of the questionnaire those questions that are most difficult to answer:		
Type of questionnaire	Questions (indicate the number of the question)	
School quest.		
Teacher quest.		
Student quest.		
Please explain here, why the questions above were difficult to answer?		

Has anybody of respondents refused to be interviewed?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, what was the reason?			
What did data collector do in this case?			
Are data collectors experiencing any difficulties and challenges during the work?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, describe the problems and how the data collectors addressing/ solving them:			
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>			
Are data collectors reporting problems to the MoEHE central office?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Recommendation by the monitors			

ACTION REQUIRED/ RECOMMENDATION

In this section provide your recommendation on what action is required, in addition to what is already being done, in order to ensure KAP study is conducted successfully and data are collected in qualitative manner (also include your observation and recommendation regarding the data collection for future KAP or similar study):

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ANNEX 3: STATISTICAL TABLES



Table 1.1 Survey sample characteristics by school location
Number of schools, teachers and students, interviews, and response rates, according to urban-rural location and region in West Bank [oPt, 2011]

Interview results	Location		Directorate									Total								
	Urban	Rural	Camp	Jenin	Nablus	South Nablus	Salfit	Tulkarm	Qalqilya	Ramallah	Bethlehem	Jericho	North Hebron	Hebron	South Hebron	Qabatya	Tubas			
School interviews																				
Schools target sample	135	143	2	24	14	26	12	21	16	32	12	7	21	3	17	22	30	16	7	280
Schools interviews completed	135	143	2	24	14	26	12	21	16	32	12	7	21	3	17	22	30	16	7	280
School interviews response rate	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Teacher interviews																				
Teachers target sample	270	286	4	48	28	52	24	42	32	64	24	14	42	6	34	44	60	32	14	560
Teacher interviews completed	270	286	4	48	28	52	24	42	32	64	24	14	42	6	34	44	60	32	14	560
Teacher interviews response rate	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Student interviews																				
Students target sample	1369	1395	21	233	146	255	121	206	161	330	112	72	206	28	163	226	300	162	64	2785
Students interviews completed	1369	1395	21	233	146	255	121	206	161	330	112	72	206	28	163	226	300	162	64	2785
Students interviews response rate	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table 1.1 Survey sample characteristics by school location
 Number of schools, teachers and students, interviews, and response rates, according to urban-rural location and region in Gaza [oPt, 2011]

Interview results	Location				Directorate			Total
	Urban	Rural	Camp	North Gaza	Khan Younis	Rafah	Middle Area Dir.	
School interviews								
Schools target sample	95	31	5	23	27	12	14	28
Schools interviews completed	95	31	5	23	27	12	14	28
School interviews response rate	100%	100%	100%	100%	100%	100%	100%	100%
Teacher interviews								
Teachers target sample	190	62	10	46	54	24	28	56
Teacher interviews completed	190	62	10	46	54	24	28	56
Teacher interviews response rate	100%	100%	100%	100%	100%	100%	100%	100%
Student interviews								
Students target sample	974	325	51	257	248	137	162	279
Students interviews completed	974	325	51	257	248	137	162	279
Students interviews response rate	100%	100%	100%	100%	100%	100%	100%	100%
Interviews conducted								
			Total WB			Total Gaza		Total oFt
			131	280	411			
			262	560	822			
			1350	2785	4135			

Table 1.2 Survey sample characteristics by school type
Number of schools, teachers and students, interviews, and response rates, according to school type [oPt, 2011]

Interview results	West Bank			Gaza			Total
	Boys	Girls	Co-educ.	Boys	Girls	Co-educ.	
School interviews							
Schools target sample	104	107	69	61	53	17	411
Schools interviews completed	104	107	69	61	53	17	411
School interviews response rate	100%	100%	100%	100%	100%	100%	100%
Teacher interviews							
Teachers target sample	208	214	138	122	106	34	822
Teacher interviews completed	208	214	138	122	106	34	822
Teacher interviews response rate	100%	100%	100%	100%	100%	100%	100%
Student interviews							
Students target sample	1047	1094	644	628	541	181	4135
Students interviews completed	1047	1094	644	628	541	181	4135
Students interviews response rate	100%	100%	100%	100%	100%	100%	100%

Table 1.3 Survey sample characteristics by school level

Number of schools, teachers and students interviewed, according to school level [oPt, 2011]

Interview results	West Bank		Gaza	
	Basic	Secondary	Basic	Secondary
School interviews				
Schools interviewed	160	120	104	27
Schools interviews completed	160	120	104	27
School interviews response rate	160	120	104	27
Teacher interviews				
Teachers interviewed	320	240	208	54
Teacher interviews completed	320	240	208	54
Teacher interviews response rate	320	240	208	54
Student interviews				
Students interviewed	1552	1233	1070	280
Students interviews completed	1552	1233	1070	280
Students interviews response rate	1552	1233	1070	280

School Characteristics

Table 2.1 Mean number of classes and number of shifts

Mean number of basic and secondary school classes, and percent distribution of schools by the number of shifts, according to background characteristics [oPt, 2011]

Background characteristics	Mean number of classes		Number of shifts			Total number of school
	Basic	Secondary	Morning	Afternoon	Morning and afternoon	
Location	mean	mean	%	%	%	N
Urban	13.6982	16.0000	80.0	20.0	NA	230
Rural	11.1319	12.3253	92.0	8.0	NA	174
Camp	13.0000	13.7500	42.9	57.1	NA	7
School type	mean	mean	%	%		N
Boys	12.9643	13.6346	82.4	17.6	NA	165
Girls	13.4667	14.6143	82.5	17.5	NA	160
Co-educ.	11.5246	12.2400	91.9	8.1	NA	86
TOTAL	12.8023	13.8639	84.4	15.6	NA	411

Table 2.1 Mean number of classes and number of shifts

Mean number of basic and secondary school classes, and percent distribution of schools by the number of shifts, according to background characteristics, West Bank[oPt, 2011]

Background characteristics	Mean number of classes		Percentage of schools according to number of shifts		
	Basic	Secondary	Morning only	Morning and afternoon for 2 different schools staff	Morning and afternoon with same staff
Location					
Urban	11.9	14.7	97.80%	2.20%	0
Rural	9.8	11.9	100%	0	0
Camp	NA	9.5	100%	0	0
Directorate					
Jenin	10.9	11.25	100%	0	0
South Nablus	12.8	13	100%	0	0
Nablus	10.4	12.1	100%	0	0
Salfit	10.8	10.1	100%	0	0
Tulkarm	9.9	13.1	100%	0	0
Qalqilya	10.6	13.5	100%	0	0
Ramallah	10.8	13.7	100%	0	0
Jerusalem Suburbs	7.3	12	100%	0	0
Jerusalem	9.5	16	100%	0	0
Bethlehem	9.2	12.9	100%	0	0
Jericho	10	11	100%	0	0
North Hebron	10.2	12.25	88.20%	11.80%	0
Hebron	13.9	19.3	95.50%	4.50%	0
South Hebron	12.8	13.8	100%	0	0
Qabatya	10.6	12.1	100%	0	0
Tubas	11	12.8	100%	0	0
School type					
Boys	11.6	12.5	98%	2.00%	0
Girls	11.8	13.4	99%	1.00%	0
Co-educ.	9.4	12.1	100%	0	0
Total	11	12.8	98.90%	1.10%	0

Table 2.1 Mean number of classes and number of shifts

Mean number of basic and secondary school classes, and percent distribution of schools by the number of shifts, according to background characteristics, Gaza[oPt, 2011]

Background characteristics	Mean number of classes		Percentage of schools according to number of shifts		
	Basic	Secondary	Morning only	Morning and afternoon for 2 different schools staff	Morning and afternoon with same staff
Location					
Urban	15.9	19	54.70%	45.30%	0
Rural	14.8	16.9	54.80%	45.20%	0
Camp	13	18	20%	80%	0
Directorate					
North Gaza	15.1	18.5	52.20%	47.80%	0
Khan Younis	15.7	20.7	37%	63%	0
Rafah	14.8	17.7	50%	50%	0
Middle Area Dir.	14.2	15.2	57.10%	42.90%	0
East Gaza	15.2	18.3	57.10%	42.90%	0
West Gaza	17.2	19.4	66.70%	33.30%	0
School type					
Boys	14.7	18.3	55.70%	44.30%	0
Girls	15.9	18.7	49.10%	50.90%	0
Co-educ.	17.6	15	58.80%	41.20%	0
Total	15.6	18	53.40%	46.60%	0

Table 2.2a: Mean number of students, by sex and location, oPt
Mean number of students disaggregated per sex

Background characteristics	West Bank			Background characteristics			Gaza			Background characteristics			oPt		
	male student	female student	total	male student	female student	total	male student	female student	total	male student	female student	total	male student	female student	total
Location														Location	
Urban	195.7	197.6	393.2	Urban	279.3	329.9	609.2	Urban	230.2	252.2	482.4				
Rural	126.4	145.6	272.0	Rural	254.5	260.4	514.9	Rural	149.2	166.1	315.3				
Camp	127.5	92.5	220.0	Camp	254.0	315.6	569.6	Camp	217.9	251.9	469.7				
Directorate														School type	
Jenin	121.7	130.5	252.1	North Gaza	284.0	300.2	584.3	Boys	423.3	NA	423.3				
South Nablus	181.3	188.4	369.6	Khan Younis	268.3	336.9	605.3	Girls	NA	454.1	454.1				
Nablus	141.6	182.7	324.2	Rafah	244.3	304.5	548.8	Co-educ.	123.2	186.3	309.5				
Salfit	121.1	162.3	283.4	Middle Area Dir.	249.9	238.8	488.7	Total	195.7	215.7	411.4				
Tulkarm	182.8	153.4	336.1	East Gaza	247.1	309.0	556.1								
Qalqilya	141.3	182.7	324.0	West Gaza	317.3	346.0	663.2								
Ramallah	156.3	194.9	351.3	School type											
Jerusalem Suburbs	122.2	91.6	213.8	Boys	544.1	NA	544.1								
Jerusalem	132.7	190.0	322.7	Girls	NA	625.0	625.0								
Bethlehem	142.9	153.9	296.7	Co-educ.	147.3	462.7	610.0								
Jericho	34.0	206.0	240.0	Total	272.5	312.9	585.4								
North Hebron	153.4	137.1	290.5												
Hebron	246.9	225.0	471.9												
South Hebron	199.0	189.6	388.6												
Qabatya	150.0	151.8	301.8												
Tubas	163.1	164.9	328.0												
School type															
Boys	352.4	NA	352.4												
Girls	NA	369.4	369.4												
Co-educ.	117.3	118.1	235.4												
Total	159.8	170.3	330.1												

Table 2.2 Mean number of students
Mean number of students/Class by grade, according to background characteristics, West Bank[IoPT, 2011]

Background characteristics	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Academic (Science) 12	Academic (Literature) 11	Vocational 11	Vocational 12
Location															
Urban	26.7	27.8	27.9	29.5	31.2	32.1	32.6	32.7	30.9	31.4	23.3	20.7	28.1	28.4	19.4
Rural	24.3	23.8	23.7	24.8	25.7	25.3	24.4	24.5	23.5	19.0	15.2	21.1	21.9	17.0	10.0
Camp	NA	NA	NA	NA	NA	NA									
Directorate															
Jenin	21.7	22.2	21.8	18.7	23.0	22.9	20.9	22.6	20.0	20.9	14.0	13.8	18.0	18.6	23.0
South Nablus	24.1	29.6	26.9	33.1	33.4	35.9	29.7	32.0	31.5	28.3	19.6	18.4	21.2	23.1	16.0
Nablus	24.5	25.6	27.0	27.6	30.1	30.1	32.9	30.5	28.7	27.1	13.0	11.5	23.6	26.6	NA
Salfit	29.9	25.0	28.2	32.7	31.0	29.3	28.5	30.5	28.8	28.0	17.4	12.6	22.4	19.9	NA
Tulkarm	28.1	26.7	24.3	26.6	30.9	29.4	33.2	30.4	29.9	30.5	27.4	24.4	22.1	24.0	19.5
Qalqilya	28.2	26.1	26.1	28.3	28.2	27.8	29.3	28.4	26.1	25.8	16.0	14.3	21.4	19.8	NA
Ramallah	26.2	26.3	26.2	28.0	29.0	29.6	26.7	28.3	29.8	27.2	22.0	19.2	23.9	27.1	NA
Jerusalem Suburbs	22.5	22.9	21.1	22.4	22.6	25.9	25.1	22.4	22.8	22.3	12.0	11.0	21.1	22.0	NA
Jerusalem	19.7	21.0	19.5	25.1	24.5	19.8	28.3	27.3	24.6	34.5	27.3	23.8	27.4	26.9	NA
Bethlehem	25.9	29.9	29.1	26.7	27.2	26.3	25.4	25.2	24.9	25.6	26.4	19.5	24.2	25.6	13.5
Jericho	10.0	7.0	8.0	3.0	7.0	7.0	9.0	21.0	19.3	23.5	15.0	15.5	32.3	27.8	NA
North Hebron	24.6	25.3	23.6	26.6	26.2	23.9	24.1	23.8	24.9	28.0	24.0	20.0	24.5	27.0	13.0
Hebron	26.4	26.4	30.6	32.0	31.8	33.5	33.3	33.3	30.8	29.5	42.0	18.5	36.5	32.3	18.5
South Hebron	26.5	26.1	26.0	27.9	29.3	29.9	26.5	27.2	26.3	26.4	18.1	18.1	29.5	27.1	NA
Qabatya	24.7	24.0	22.0	26.1	23.5	25.7	27.0	25.9	23.9	22.3	23.0	22.7	19.9	19.0	10.0
Tubas	32.8	23.8	23.8	24.5	24.9	28.5	30.5	27.6	26.0	27.4	17.4	22.2	25.7	23.6	29.0
School type															
Boys	27.1	27.3	27.0	28.8	30.5	31.4	30.0	30.1	29.0	28.5	22.1	16.8	23.8	24.7	16.8
Girls	25.7	27.0	26.8	28.4	29.7	29.5	29.7	29.9	29.2	29.0	20.7	20.2	26.0	25.2	21.1
Co-educ.	23.8	23.0	23.1	23.5	23.8	23.0	21.8	21.7	20.8	19.5	18.3	17.3	17.4	18.8	NA
Total	25.4	25.6	25.5	26.8	28.1	28.1	27.6	27.7	26.9	26.5	21.0	18.0	23.5	23.9	18.9
															16.0

Table 2.2 Mean number of students
Mean number of students/Class by grade, according to background characteristics, Gaza/oPt, 2011]

Background characteristics	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Academic (Science)	Academic (Literature)	Academic (Literature)	Vocational 11	Vocational 12
Location															NA	NA
Urban	34.2	32.0	35.4	36.7	36.1	36.6	36.7	36.8	37.7	39.3	27.4	24.3	34.2	36.2	NA	NA
Rural	28.8	31.4	32.6	32.9	31.2	31.9	29.8	32.3	34.4	17.0	18.0	34.5	26.4	NA	NA	NA
Camp	36.0	38.0	30.5	36.0	39.0	45.0	39.5	38.0	39.5	29.3	27.5	39.5	40.3	NA	NA	NA
Directorate															NA	NA
North Gaza	31.8	33.4	34.9	34.7	34.7	34.0	35.7	34.7	35.5	39.4	33.0	32.0	35.5	33.5	NA	NA
Khan Younis	33.4	33.2	35.2	35.5	36.3	36.1	36.7	34.9	35.0	38.0	22.0	18.0	35.6	29.8	NA	NA
Rafah	29.4	27.5	30.3	29.9	30.5	32.5	30.8	29.1	33.4	43.3	23.0	23.5	39.3	30.0	NA	NA
Middle Area Dir.	30.3	33.3	31.1	32.3	29.2	24.6	26.3	27.2	27.3	34.9	NA	NA	31.5	22.0	NA	NA
East gaza	34.1	31.5	35.1	39.1	35.5	39.1	37.6	35.0	37.9	37.3	9.0	6.0	29.4	30.1	NA	NA
West Gaza	33.7	31.8	37.3	38.0	37.3	38.4	38.1	38.9	40.9	39.2	32.3	31.3	37.3	39.8	NA	NA
School type															NA	NA
Boys	30.1	30.2	33.9	34.4	34.1	34.3	35.0	34.2	35.3	37.9	26.8	22.8	33.0	34.3	NA	NA
Girls	34.1	31.6	35.2	37.6	35.0	37.0	35.4	35.1	37.3	39.1	26.3	24.6	36.5	32.7	NA	NA
Co-educ.	34.2	34.4	34.6	35.4	34.9	33.7	33.7	29.5	31.8	30.2	NA	NA	21.0	22.0	NA	NA
Total	32.7	31.9	34.5	35.6	34.6	35.1	35.0	34.1	35.8	38.1	26.5	23.9	34.6	32.5	NA	NA

Table 2.3 Class Crowdness*Mean number of school students per class, according to background characteristics, [oPt, 2011]*

Background characteristics	Mean number of students/ class	
	Basic	Secondary
Location	mean	mean
Urban	33.1308	31.6349
Rural	26.6523	24.9585
Camp	37.4463	30.8150
School type	mean	mean
Boys	32.2879	28.3936
Girls	32.5163	29.8773
Co-educ.	26.1466	21.0012
Total	30.9467	27.8429

Table 2.3 Class CrowdnessMean number of school students per class, according to background characteristics, West Bank[*oPt*, 2011]

Background characteristics	Mean number of students/ class	
	Basic	Secondary
Location		
Urban	30.28	29.27
Rural	24.27	24.37
Camp	NA	23.15
Directorate		
Jenin	24.9	19.41
South Nablus	29.6	27.61
Nablus	29.19	26.4
Salfit	29.66	24.44
Tulkarm	29.45	28.79
Qalqilya	26.35	26.66
Ramallah	30.48	26.04
Jerusalem Suburbs	22.34	23.57
Jerusalem	22.79	28.31
Bethlehem	27.67	27
Jericho	7.2	26.71
North Hebron	25.5	28.34
Hebron	31.4	30.38
South Hebron	28	29.43
Qabatya	26	26.11
Tubas	28.93	24.22
School type		
Boys	29.88	26.74
Girls	29.26	27.87
Co-educ.	23.11	20.82
Total	27.77	26.1

Table 2.3 Class Crowdness*Mean number of school students per class, according to background characteristics, Gaza[oPt, 2011]*

Background characteristics	Mean number of students/ class	
	Basic	Secondary
Location		
Urban	36.57	37.14
Rural	33.28	31.36
Camp	37.45	38.48
Directorate		
North Gaza	36.82	36.24
Khan Younis	36.21	34.76
Rafah	32.64	37.83
Middle Area Dir.	32.38	34.73
East Gaza	35.91	33.26
West Gaza	37.26	38.27
School type		
Boys	35.21	35.32
Girls	37.19	36.66
Co-educ.	34.7	25.33
Total	35.83	35.74

Table 2.4 Teachers headcount
 Mean number of basic and secondary teachers by sex and the primary student to teacher ratio (number of student per teacher for the primary level), according to background characteristics, [oPt, 2011]

Background characteristics	Basic			Secondary			Basic school student teacher ratio	Secondary school student teacher ratio
	Males	Females	Total teachers	Males	Females	Total		
Location	mean	mean	mean	mean	mean	mean	mean	mean
Urban	9.10	10.98	20.0765	11.65	15.07	26.7167	22.6720	18.9657
Rural	6.79	9.43	16.2198	8.96	10.82	19.7831	18.5660	15.5182
Camp	11.00	7.33	18.3333	10.50	13.50	24.0000	28.0433	17.7331
School type	mean	mean	mean	mean	mean	mean	mean	mean
Boys	17.96	1.35	19.3186	22.38	.56	22.9423	21.9255	16.9667
Girls	.11	19.68	19.7889	.53	23.33	23.8571	22.1888	18.2957
Co-educ.	2.59	13.48	16.0656	11.36	7.76	19.1200	18.9066	13.3566
Total	8.33	10.40	18.7273	10.10	12.63	22.7279	21.3177	16.9856

Table 2.4 Teachers headcount
Mean number of basic and secondary teachers by sex and the primary student to teacher ratio (number of student per teacher for the primary level), according to background characteristics, West Bank[IoPt, 2011]

Background characteristics	Basic		Secondary		Total mean number	Basic school student teacher ratio	Secondary school student teacher ratio	Total ratio
	Males	Females	Males	Females				
Location								
Urban	7.6	9.6	10.6	13.9	19.5	21.1	17.5	20.0
Rural	4.7	9.1	9.0	10.0	16.6	17.5	15.2	16.3
Camp	NA	NA	9.5	7.0	16.5	0.0	13.3	13.3
Directorate								
Jenin	7.2	9.0	9.4	9.3	17.4	17.1	11.4	14.2
South Nablus	6.4	11.0	10.6	11.2	20.2	21.9	16.5	18.4
Nablus	7.1	7.9	7.9	10.6	16.5	20.6	17.1	19.1
Salfit	7.0	10.0	8.9	9.0	17.5	18.8	13.8	15.9
Tulkarm	8.0	7.0	11.7	11.0	18.3	19.6	16.4	18.2
Qalqilya	4.1	10.4	9.1	11.6	17.6	20.3	17.5	18.9
Ramallah	4.4	10.7	9.1	12.0	18.8	22.1	16.9	18.8
Jerusalem Suburbs	1.4	9.1	11.6	8.0	14.3	15.4	14.4	15.0
Jerusalem	0.3	13.0	1.3	25.7	19.1	16.5	16.7	16.6
Bethlehem	4.0	9.7	10.6	10.0	16.4	18.7	16.9	18.0
Jericho	2.0	12.0	3.0	16.0	17.3	5.1	15.2	11.9
North Hebron	6.5	7.9	11.0	10.0	15.9	18.3	16.5	17.9
Hebron	8.9	11.0	10.3	21.3	21.5	22.2	18.6	21.7
South Hebron	7.7	9.7	13.4	9.1	18.7	20.7	18.1	20.0
Qabatya	8.0	7.7	8.6	11.7	17.7	17.7	15.4	16.7
Tubas	6.7	9.3	10.3	11.0	19.0	19.9	14.3	16.7
School type								
Boys	14.7	2.2	20.8	0.7	18.8	20.8	15.6	18.7
Girls	0.1	16.7	0.1	21.3	19.1	20.6	17.4	19.0
Co-educ.	2.4	10.6	11.5	7.4	15.1	16.7	13.3	15.5
Total					18.0	19.6	16.0	18.0

Table 2.4 Teachers headcount
 Mean number of basic and secondary teachers by sex and the primary student to teacher ratio (number of student per teacher for the primary level), according to background characteristics, Gaza[jo]Pt, 2011]

Background characteristics	Basic		Secondary		Total mean number	Basic school student teacher ratio	Secondary school student teacher ratio	Total ratio
	Males	Females	Males	Females				
Location								
Urban	10.9	12.6	14.0	17.8	25.2	24.5	22.5	24.1
Rural	12.6	10.8	8.0	19.9	24.0	21.6	19.2	21.1
Camp	11.0	7.3	11.5	20.0	23.6	28.0	22.1	25.7
Directorate								
North Gaza	11.7	11.6	14.3	14.8	24.3	23.8	23.1	23.7
Khan Younis	12.2	11.9	11.8	21.7	26.2	23.3	22.1	23.0
Rafah	9.4	13.2	16.7	16.0	25.2	21.1	20.3	20.9
Middle Area Dir.	8.7	12.6	12.4	13.6	22.9	22.7	20.3	21.8
East Gaza	10.9	11.1	7.0	21.5	22.9	24.7	21.9	24.3
West Gaza	12.5	12.5	12.8	21.8	26.8	25.6	21.5	24.8
School type								
Boys	22.0	0.3	29.0	0.0	23.4	23.3	22.5	23.1
Girls	0.2	24.0	2.1	30.2	26.6	24.4	21.4	23.5
Co-educ.	3.1	21.4	9.0	17.0	24.6	25.0	14.6	24.4
Total		12.0	12.3	18.5	24.8	24.0	21.6	23.5

Table 2.5 Workers headcount
Mean number of basic and secondary cleaning workers who are responsible for cleaning sanitary facilities, according to background characteristics. [oPt, 2011]

Background characteristics	mean number of Cleaning workers			mean number of students		
	Basic	Secondary	mean number of cleaner	Basic	Secondary	mean number of students
Location	mean	mean	mean	mean	mean	mean
Urban	1.9353	2.0833	1.9739	468.9000	520.7333	482.4217
Rural	1.4396	1.6506	1.5402	316.5604	313.8554	315.2701
Camp	2.3333	2.0000	2.1429	485.0000	458.2500	469.7143
School type	mean	mean	mean	mean	mean	mean
Boys	1.7699	1.7885	1.7758	433.2389	401.5769	423.2606
Girls	1.9444	2.0286	1.9813	454.5667	453.4000	454.0563
Co-educ.	1.5082	1.4000	1.4767	329.6393	260.2800	309.4767
Total	1.7689	1.8367	1.7932	416.5720	402.2245	411.4404

Table 2.5 Workers headcount
Mean number of basic and secondary workers other than teachers and cleaning workers who are responsible for cleaning sanitary facilities, according to background characteristics, West Bank [oPt, 2011]

Background characteristics	Workers						Cleaning workers						Mean number of students		
	Basic		Secondary		Basic		Secondary		Basic		Secondary		Basic	Secondary	total
	Male	Female	Male	Female	Male	Female	total	Male	Female	total	Male	Female			
Location															
Urban	1.1	1.3	1.3	1.7	0.8	0.8	1.5	0.9	1.0	2.0			373.2	437.5	
Rural	0.9	1.4	1.3	1.3	0.5	0.7	1.2	0.8	0.8	1.6			247.2	293.9	
Camp	NA	NA	1.5	1.0	NA	NA	0.0	1.0	0.5	1.5			0.0	220.0	
Directorate															
Jenin	1.08	1.2	1.4	1.1	0.8	0.8	1.5	0.8	0.6	1.4	1.4583	286.6	217.7	252.1	
South Nablus	1.2	2.0	1.7	1.1	0.6	1.0	1.6	0.9	0.8	1.7	1.6429	378.4	364.8	369.6	
Nablus	1.3	1.1	1.4	1.5	0.9	0.7	1.4	0.7	0.8	1.6	1.5000	319.9	330.1	324.2	
Salfit	0.8	1.4	1.6	0.9	0.6	0.8	1.4	0.6	0.7	1.3	1.3333	335.0	246.6	283.4	
Tulkarm	1.0	1.2	1.4	1.4	0.7	0.6	1.2	1.0	0.8	1.9	1.4762	305.6	376.9	336.1	
Qalqilya	0.9	1.4	1.3	1.8	0.6	0.8	1.5	0.9	0.9	1.9	1.6875	289.6	358.4	324.0	
Ramallah	0.9	1.5	1.3	1.5	0.6	1.1	1.8	0.7	1.2	1.8	1.7813	330.9	363.5	351.3	
Jerusalem Suburbs	0.9	1.4	1.8	1.0	0.3	0.9	1.0	1.2	0.8	2.0	1.4167	164.1	283.2	213.8	
Jerusalem	0.3	2.0	1.0	3.0	0.8	1.0	1.3	1.3	1.3	1.7	1.4286	218.5	461.7	322.7	
Bethlehem	0.9	1.1	1.6	0.8	0.4	0.8	1.1	0.9	0.9	1.8	1.3333	260.5	355.6	296.7	
Jericho	0.0	2.0	1.0	2.5	1.0	0.0	1.0	0.5	1.0	2.0	1.6667	72.0	324.0	240.0	
North Hebron	0.9	1.1	1.0	1.5	0.6	0.5	1.2	0.8	0.8	1.8	1.2941	271.9	350.8	290.5	
Hebron	1.1	1.4	0.7	2.7	0.9	0.8	1.7	0.7	1.3	2.0	1.7273	452.8	592.7	471.9	
South Hebron	1.1	1.7	1.4	1.5	0.6	0.7	1.4	0.8	0.9	1.6	1.4667	379.7	413.1	388.6	
Qabatya	1.7	1.1	0.4	1.9	0.7	0.7	1.2	0.7	1.0	1.7	1.4375	280.1	329.7	301.8	
Tubas	1.0	1.3	1.8	1.8	0.3	1.0	1.3	0.8	0.8	1.5	1.4286	339.0	319.8	328.0	
School type															
Boys	2.2	0.2	2.6	0.0	1.4	0.1	1.4	1.7	0.0	1.7			359.6	341.7	
Girls	0.1	2.5	0.0	2.9	0.0	1.5	1.5	0.0	1.8	1.8			355.8	382.8	
Co-educ.	0.6	1.6	2.0	0.7	0.3	0.8	1.2	1.0	0.4	1.4			224.8	255.3	
Total	1.0	1.3	1.3	1.4	0.7	0.8	1.4	0.8	0.9	1.7			320.4	342.9	330.0
in basic, one cleaner for this many students:											232.0				
in secondary, one cleaner for this many students:											201.7				

Table 2.5 Workers headcount
Mean number of basic and secondary workers other than teachers and cleaning workers who are responsible for cleaning sanitary facilities, according to background characteristics, Gaza [oPt, 2011]

Background characteristics	Workers						Cleaning workers						Number of students		
	Basic		Secondary		Basic		Secondary		total		Basic		Secondary		total
	Male	Female	Male	Female	Male	Female	total	Male	Female	total	Male	Female	total	Male	Female
Location															
Urban	1.8	2.0	1.9	2.3	1.7	0.7	1.6	1.8	0.7	2.5			584.5	715.1	
Rural	2.3	1.6	0.9	2.4	1.7	0.5	1.6	1.4	1.0	2.4			510.3	530.9	
Camp	2.3	1.0	2.0	2.0	0.3	2.0	2.0	0.5	2.5		485.0	696.5			
Directorate															
North Gaza	1.9	1.7	1.8	2.0	1.5	0.7	1.5	1.3	1.0	2.3	1.6087	565.5	673.5	584.3	
Khan Younis	2.1	2.0	2.0	2.7	1.7	0.5	1.8	1.8	0.8	2.7	1.7037	570.3	727.5	605.3	
Rafah	1.6	1.9	1.7	2.0	1.9	0.8	1.3	2.0	0.3	2.3	1.2500	501.1	692.0	548.8	
Middle Area Dir.	2.0	1.6	1.8	2.2	1.6	0.7	1.4	1.6	0.8	2.4	1.5000	463.4	534.2	488.7	
East Gaza	2.0	1.9	1.3	2.3	1.8	0.5	1.7	1.8	0.8	2.5	1.6429	545.9	617.3	556.1	
West Gaza	1.7	2.0	1.4	2.4	1.8	0.6	1.6	1.8	0.8	2.6	1.6296	645.5	741.0	663.2	
School type															
Boys	3.6	0.0	4.2	0.0	1.9	0.1	2.0	2.0	0.0	2.0			522.7	653.1	
Girls	0.2	3.7	0.2	3.7	1.4	1.1	1.1	1.6	1.3	2.8			596.1	691.8	
Co-educ.	0.4	3.4	0.0	3.0	1.6	0.9	1.5	1.0	1.0	2.0			624.4	380.0	
Total	1.9	1.9	1.7	2.3	1.7	0.6	1.6	1.7	0.8	2.5	564.5	665.9	585.0		
											in basic, one cleaner for this many students:			349.4	
											in secondary, one cleaner for this many students:			268.4	

Table 2.6 Teachers characteristics
Percent distribution of school teachers by specific characteristics, according to urban-rural /location, region, and type of school , [oPt, 2011]

Characteristics	Urban	Rural	Camp	School level				Type of school		Total
				Basic	Secondary	Boys	Girls	Co - educ.		
Age	%	%	%	%	%	%	%	%	%	%
20-24	2.8	3.4	7.1	2.7	4.1	2.4	4.4	2.3	3.2	
25-29	21.3	23.9	42.9	24.8	19.0	24.5	19.4	25.6	22.7	
30-34	21.3	24.7	7.1	21.6	24.1	18.5	25.0	25.6	22.5	
35-39	16.7	16.7	7.1	15.2	19.0	14.8	17.5	18.0	16.5	
40-44	13.7	13.5	7.1	13.4	13.6	13.6	13.8	12.8	13.5	
45-49	14.6	9.8	28.6	13.8	10.9	13.6	14.4	8.1	12.8	
50-54	6.5	4.3	0	5.9	4.8	7.3	4.7	3.5	5.5	
55-59	2.4	3.7	0	2.3	4.1	4.5	.6	4.1	2.9	
60-64	.7	0	0	.4	.3	.6	.3	0	.4	
65+	0	0	0	0	0	0	0	0	0	
Sex	%	%	%	%	%	%	%	%	%	%
Male	43.7	42.8	57.1	43.2	44.2	91.8	3.1	26.2	43.6	
Female	56.3	57.2	42.9	56.8	55.8	8.2	96.9	73.8	56.4	
Years of experience	%	%	%	%	%	%	%	%	%	%
<2	9.8	13.5	7.1	11.7	10.5	10.9	10.0	14.5	11.3	
2-4	18.5	19.5	35.7	21.6	15.0	20.0	19.1	18.0	19.2	
5-7	17.4	16.4	7.1	16.3	17.7	16.4	15.9	19.2	16.8	
8-10	15.9	14.7	7.1	14.8	16.0	13.9	15.9	16.3	15.2	
10 +	38.5	35.9	42.9	35.6	40.8	38.8	39.1	32.0	37.5	

Table 2.6 Teachers characteristics
Percent distribution of school teachers by specific characteristics, according to urban-rural location, region, and type of school, West Bank[6Pt, 2011]

Characteristics	Urban	Rural	Camp	School level		Directorate					Type of school			Total											
				Basic	Secondary	Bethlehem		Jerusalem Suburbs	Jerusalem	Hebron	North Hebron	South Hebron	Qabatya	Tubas											
						Ramallah	Qalqilya																		
Age																									
20-24	2.61	3.5	0	2.5	3.8	2.1	3.6	1.9	12.5	4.8	3.1	0	0	4.8	0	8.8	2.3	0	0	2.4	4.7	1.4	3		
25-29	17	22.4	25	21.6	17.5	20.8	35.7	7.7	8.3	16.7	12.5	17.2	29.2	21.4	50	23.5	22.7	25	21.9	7.1	19.2	17.8	23.9	19.8	
30-34	20.4	25.2	25	21.9	24.2	22.9	21.4	23.1	20.8	16.7	34.4	28.1	29.2	28.6	19	16.7	14.7	18.2	30	6.3	33.7	17.8	24.8	27.5	22.9
35-39	18.9	17.8	25	18.1	18.8	20.8	3.6	23.1	20.8	14.3	15.6	17.2	16.7	14.3	23.8	16.7	11.8	15.9	18.3	34.4	21.4	16.3	18.2	21.7	18.4
40-44	15.9	14	0	14.4	15.4	18.8	14.3	13.5	12.5	9.5	9.4	14.1	16.7	14.3	19	16.7	14.7	13.6	16.7	25	0	16.8	15.9	10.1	14.8
45-49	15.9	8.7	25	13.4	10.8	8.3	14.3	19.2	8.3	19	12.5	9.4	8.3	21.4	4.8	0	14.7	20.5	6.7	9.4	21.4	15.9	12.6	6.5	12.3
50-54	6.3	4.5	0	5.3	5.4	4.2	3.6	7.7	12.5	9.5	6.3	7.8	0	0	2.4	0	11.8	4.5	1.7	0	7.1	6.3	5.1	4.3	5.4
55-59	1.9	3.8	0	2.2	3.8	0	3.6	1.9	4.2	9.5	6.3	3.1	0	0	4.8	0	0	0	1.7	3.1	7.1	4.3	0.5	4.3	2.9
60-64	1.1	0	0	0.6	0.4	2.1	0	1.9	0	0	0	0	0	0	0	0	0	2.3	0	0	0	1	0.5	0	0.5
65+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Sex																									
Male	42	40.6	50	38.3	45	47.9	46.4	53.8	50	50	31.3	32.8	37.5	0	35.7	33.3	41.2	40.9	40	47	43	87	3.7	30.4	41.3
Female	58	59.4	50	61.6	55	52.1	53.6	46.2	50	50	68.8	67.2	62.5	100	64.3	66.7	58.8	59.1	60	53	57	13	96.3	69.6	58.8
Years of experience																									
<2	11.5	15	0	15	10.8	12.5	10.7	3.8	16.7	23.8	9.4	12.5	16.7	0	19	0	14.7	25	13.3	3.1	7.1	12.5	12.1	15.9	13.2
2-4	7.8	15.4	0	11.9	11.3	14.6	32.1	9.6	4.2	2.4	12.5	9.4	8.3	14.3	11.9	50	8.8	9.1	15	12.5	0	9.6	11.7	14.5	11.6
5-7	17.4	15	25	15.9	16.7	20.8	21.4	17.3	12.5	19	21.9	9.4	16.7	28.6	9.5	0	14.7	9.1	18.3	21.9	21.4	15.4	15.9	18.1	16.3
8-10	17.4	16	25	16.6	17.1	22.9	7.1	11.5	12.5	4.8	21.9	37.5	21.4	16.7	16.7	8.8	15.9	21.7	12.5	14.3	14.9	17.3	18.8	16.8	
10 +	45.9	38.5	50	40.6	44.2	29.6	57.7	54.2	50	34.4	46.9	20.8	35.7	42.9	33.3	52.9	40.9	31.7	50	57.1	47.6	43	32.6	42.1	
Total																									

Table 2.6 Teachers characteristics
 Percent distribution of school teachers by specific characteristics, according to urban-rural /location, region, and type of school , Gaza/oPt, 2011]

Characteristics	Urban	Rural	Camp	School level			Directorate				Type of school			Total	
				Basic	Secondary	North Gaza	Khan Younis	Rafah	Middle Area Dir.	East Gaza	West Gaza	Boys	Girls		
Age															
20-24	3.2	3.2	10	2.9	5.6	2.2	1.9	0	7.1	3.6	5.6	2.5	3.8	5.9	
25-29	27.4	30.6	50	29.8	25.9	30.4	18.5	29.2	39.3	32.1	29.6	33.6	22.6	32.4	
30-34	22.6	22.6	0	21.2	24.1	28.3	35.2	8.3	17.9	16.1	16.7	19.7	25.5	17.6	
35-39	13.7	11.3	10	10.6	20.4	13	22.2	12.5	7.1	7.1	11.1	12.3	16	2.9	
40-44	10.5	11.3	30	12	5.6	4.3	9.3	12.5	10.7	7.1	20.4	8.2	9.4	23.5	
45-49	12.6	14.5	0	14.4	11.1	19.6	11.1	12.5	10.7	16.1	11.1	9.8	17.9	14.7	
50-54	6.8	3.2	0	6.7	1.9	0	1.9	16.7	0	14.3	3.7	9	3.8	0	
55-59	3.2	3.2	0	2.4	5.6	2.2	0	8.3	7.1	3.6	1.9	4.9	0.9	2.9	
60-64	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
65+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Sex															
Male	46.3	53.2	60	50.5	40.7	56.5	46.3	45.8	53.6	46.4	44.4	100	1.9	8.8	
Female	53.7	46.8	40	49.5	59.3	43.5	53.7	54.2	46.4	53.6	55.6	0	98.1	91.2	
Years of experience															
<2	7.4	6.5	10	6.7	9.3	6.5	5.6	12.5	7.1	7.1	7.4	8.2	5.7	8.8	
2-4	33.7	38.7	50	36.5	31.5	43.5	25.9	20.8	57.1	37.5	31.5	37.7	34	32.4	
5-7	17.4	22.6	0	16.8	22.2	15.2	27.8	12.5	3.6	8.9	29.6	18	16	23.5	
8-10	13.7	8.1	0	12	11.1	15.2	20.4	16.7	7.1	5.6	12.3	13.2	5.9	11.8	
10 +	27.9	24.2	40	27.9	25.9	19.6	20.4	37.5	25	39.3	25.9	23.8	31.1	29.4	
Total														27.5	

Table 2.7 Students characteristics
Percent distribution of school students by specific characteristics, according to urban-rural location, region, and type of school, [oPt, 2011]

Characteristics	Urban	Rural	Camp	Type of school			Total
				Boys	Girls	Co - educ.	
Age	%	%	%	%	%	%	%
9-11	41.1	36.5	6.9	34.0	34.6	56.0	38.6
12-14	26.5	33.7	6.9	30.2	29.9	25.7	29.2
15-17	32.3	29.8	86.1	35.8	35.5	18.3	32.2
Sex	%	%	%	%	%	%	%
Male	48.7	47.1	58.3	100	0	38.4	48.2
Female	51.3	52.9	41.7	0	100	61.6	51.8
mean of family size	7.62	7.79	7.85	7.49	7.94	7.62	7.70
Female guardian education	%	%	%	%	%	%	%
No formal education	1.8	4.1	0	2.5	2.4	4.0	2.7
Elementary (grades 1-6)	9.6	14.7	6.9	10.1	13.2	11.6	11.7
Preparatory (grades 7-10)	22.5	26.6	27.8	21.9	27.5	22.8	24.3
Secondary but without passing exam (Tawjih)	9.2	9.3	15.3	9.5	9.3	9.3	9.4
Secondary but passing exam (Tawjih)	16.9	13.6	27.8	16.7	16.5	12.1	15.7
College or university(higher)	17.8	12.5	19.4	17.4	14.3	14.9	15.7
Don't know	22.1	19.1	2.8	21.8	16.7	25.4	20.5
Male guardian education	%	%	%	%	%	%	%
No formal education	1.1	1.9	0	1.8	.8	1.9	1.4
Elementary (grades 1-6)	7.7	10.1	13.0	8.7	9.7	7.3	8.8
Preparatory (grades 7-10)	17.8	17.8	20.3	18.8	18.0	15.5	17.8
Secondary but without passing exam (Tawjih)	7.7	10.9	17.4	9.6	8.7	9.3	9.2
Secondary but passing exam (Tawjih)	15.2	14.2	21.7	14.2	16.6	12.9	14.9
College or university(higher)	25.0	23.3	24.6	24.6	24.4	23.5	24.3
Don't know	25.5	21.8	2.9	22.3	21.9	29.6	23.6
total number of students	2343	1720	72	1675	1635	825	4135

Table 2.7 Students characteristics
Percent distribution of school/ students by specific characteristics, according to urban-rural location, region, and type of school, West Bank [oPt, 2011]

Characteristics	Urban	Rural	Camp	Jenin	South Nablus	Nablus	Salfit	Tulkarm	Qalqilya	Ramallah	Jerusalem Suburbs	Jerusalem	Bethlehem	Jericho	North Hebron	Hebron	South Hebron	Qabatya	Tubas	Boys	Girls	Type of school		Total	
																						Co - educ.	Type of school		
Sex																									
Male	50.2	47.0	52.4	48.1	53.4	51.4	52.1	48.5	44.1	44.2	52.7	48.6	51.0	35.7	55.2	46.9	45.0	49.4	50.0	100.0	0.0	47.5	48.6		
Female	49.8	53.0	47.6	51.9	46.6	48.6	47.9	51.5	55.9	55.8	47.3	51.4	49.0	64.3	44.8	53.1	55.0	50.6	50.0	0.0	100.0	52.5	51.4		
Grade																									
4th grade	41.9	37.6	0.0	35.6	34.9	31.4	33.1	33.0	39.1	40.6	49.1	47.2	34.0	10.7	61.3	47.8	47.3	34.0	18.8	35.2	37.5	49.5	39.4		
7th grade	29.9	32.5	0.0	35.6	37.0	32.5	23.1	35.4	39.1	27.3	22.3	23.6	38.3	10.7	31.9	30.0	34.6	31.3	32.2	31.4	28.4	31.0			
10th grade	28.1	29.9	100.0	28.8	28.1	36.1	43.8	31.6	21.7	32.1	28.6	29.2	27.7	78.6	21.5	20.4	22.7	31.5	50.0	32.6	31.1	22.0	29.6		
mean of family size																									
	7.4	7.7	7.6	6.6	8.2	6.7	7.8	6.8	7.8	7.2	7.6	7.0	7.7	7.3	7.9	8.1	8.6	7.3	7.6	7.2	7.7	7.6	7.5		
Female guardian education																									
No formal education	1.8	4.0	0.0	2.2	0.0	0.8	0.0	1.0	0.6	1.2	2.7	0.0	5.3	10.7	1.9	2.2	12.7	1.2	1.6	2.5	2.3	4.5	2.9		
Elementary (grades 1-6)	11.6	16.1	9.5	12.6	21.2	12.3	11.8	2.9	19.4	16.2	17.1	1.4	14.1	14.3	11.1	13.3	21.7	8.7	14.1	12.8	15.6	12.7	13.9		
Preparatory (grades 7-10)	25.0	28.1	52.4	35.2	34.9	22.1	21.8	23.8	30.0	26.2	28.8	19.4	26.7	28.6	25.3	27.9	22.1	29.8	26.6	25.5	28.9	25.0	26.7		
Secondary but without passing exam (Tawjih)	9.4	9.4	4.8	3.9	8.9	14.6	12.6	11.7	7.5	8.8	8.1	8.3	7.8	0.0	14.8	8.4	7.4	8.1	17.2	9.1	9.3	9.9	9.3		
Secondary but passing exam (Tawjih)	13.1	11.8	19.0	16.1	3.4	14.6	15.1	17.5	14.4	12.2	9.9	15.3	13.6	21.4	4.3	14.6	9.7	11.8	10.9	13.2	13.0	10.5	12.5		
College or university(higher)	17.0	11.0	9.5	10.0	11.0	16.6	12.6	17.5	15.0	13.7	9.0	25.0	15.5	17.9	16.7	17.3	9.0	11.2	14.1	16.3	11.8	13.6	13.9		
Don't know	22.1	19.6	4.8	20.0	20.5	19.0	26.1	25.7	13.1	21.6	24.3	30.6	17.0	7.1	25.9	16.4	17.4	29.2	15.6	20.6	19.0	23.8	20.7		
Male guardian education																									
No formal education	0.7	1.7	0.0	0.9	0.0	0.8	0.0	0.0	1.3	0.3	0.0	0.0	3.1	0.0	0.6	2.7	3.4	1.9	0.0	1.2	0.7	2.2	1.2		
Elementary (grades 1-6)	7.9	9.4	15.0	7.0	9.4	10.2	6.8	4.5	7.0	9.1	11.4	2.8	10.7	11.5	6.3	9.3	12.5	8.8	9.5	9.0	9.4	7.2	8.7		
Preparatory (grades 7-10)	21.1	18.9	25.0	21.3	19.4	15.0	16.2	20.0	21.5	18.8	19.0	16.9	19.9	34.6	15.6	27.1	18.9	23.3	27.0	21.3	20.2	17.4	20.0		
Secondary but without passing exam (Tawjih)	8.9	11.8	20.0	7.0	16.5	9.8	6.0	7.0	11.4	8.5	18.1	7.0	13.3	7.7	13.1	7.6	10.1	16.4	12.7	11.3	9.7	10.4	10.4		
Secondary but passing exam (Tawjih)	15.4	14.4	15.0	17.8	15.1	15.9	18.8	11.0	17.1	14.1	11.4	22.5	17.9	11.5	10.0	14.7	12.8	17.0	11.1	15.6	15.5	12.8	14.9		
College or university(higher)	20.7	21.5	25.0	23.5	19.4	25.2	26.5	27.0	24.7	15.7	14.3	19.7	15.3	34.6	20.6	18.7	19.9	23.9	25.4	20.7	20.8	22.3	21.1		
Don't know	25.2	22.3	0.0	22.6	20.1	23.2	25.6	30.5	17.1	33.5	25.7	31.0	19.9	0.0	33.8	20.0	22.6	8.8	14.3	20.9	23.6	27.8	23.6		
Total	49.2	50.1	0.8	8.4	5.2	9.2	4.3	7.4	5.8	11.8	4.0	2.6	7.4	1.0	5.9	8.1	10.8	5.8	2.3	37.6	39.3	23.1	100.0		

Table 2.7 Students characteristics
Percent distribution of school students by specific characteristics, according to urban-rural location, region, and type of school, Gaza [oPt, 2011]

Characteristics	Urban	Rural	Camp	Directorate				Type of school			Total
				North Gaza	Khan Younis	Rafah	Middle Area Dir.	West Gaza	Boys	Girls	
Sex											
Male	46.5	47.7	60.8	54.9	44.0	43.8	50.0	46.2	44.6	100.0	0.0
Female	53.5	52.3	39.2	45.1	56.0	56.2	50.0	53.8	55.4	0.0	100.0
Grade											
4th grade	39.6	31.1	9.8	36.2	32.3	32.1	29.0	45.2	38.2	31.4	28.5
7th grade	22.7	38.2	9.8	28.4	31.5	40.1	14.8	17.9	26.2	27.9	27.2
10th grade	37.7	30.8	80.4	35.4	36.3	27.7	56.2	36.9	35.6	40.8	44.4
mean of family size											37.6
	8.0	8.4	8.0	8.0	8.4	8.0	8.2	8.5	7.5	7.9	8.1
Female guardian education											
No formal education	1.9	4.7	0.0	4.4	1.6	3.7	3.8	1.8	0.7	2.4	2.6
Elementary (grades 1-6)	6.6	8.7	5.9	9.2	4.4	8.1	8.1	8.3	5.2	5.8	8.4
Preparatory (grades 7-10)	19.0	20.2	17.6	21.9	13.7	16.9	18.8	21.3	21.3	15.9	24.7
Secondary but without passing exam (Tawjih)	9.0	9.0	19.6	10.0	8.9	13.2	11.9	5.4	10.1	10.1	9.3
Secondary but passing exam (Tawjih)	22.2	21.2	31.4	20.3	29.4	19.9	23.1	18.8	22.1	22.6	23.6
College or university(higher)	19.0	19.3	23.5	15.9	27.8	16.9	21.3	13.4	20.6	19.3	19.3
Don't know	22.2	16.8	2.0	18.3	14.1	21.3	13.1	31.0	19.9	23.9	12.1
Male guardian education											
No formal education	1.6	2.5	0.0	2.4	1.3	1.5	1.3	3.3	0.4	2.8	1.0
Elementary (grades 1-6)	7.4	13.0	12.2	11.3	5.4	4.5	14.0	10.7	7.3	8.1	10.3
Preparatory (grades 7-10)	13.1	13.3	18.4	14.2	9.2	22.6	16.6	8.9	14.6	14.7	13.4
Secondary but without passing exam (Tawjih)	5.9	7.3	16.3	6.5	6.3	9.0	9.6	4.8	6.1	6.9	6.7
Secondary but passing exam (Tawjih)	14.9	13.3	24.5	14.6	16.7	13.5	16.6	12.5	15.7	12.0	18.7
College or university (higher)	31.1	30.8	24.5	26.7	46.3	28.6	27.4	19.9	34.9	31.0	31.7
Don't know	25.9	19.7	4.1	24.3	15.0	20.3	14.6	39.9	21.1	24.5	18.3
Total	72.1	24.1	3.8	19.0	18.4	10.1	12.0	20.7	9.8	46.5	40.1
											13.4

School Questionnaire 301, 302, 303

Table 3.1 General school environment

Percent distribution of schools by the condition of neighborhood area around school and the physical condition of the school building, according to urban-rural location, region, and type of school, [oPt, 2011]

Characteristics	Urban	Rural	Camp	Type of school			Total
				Boys	Girls	Co - educ.	
Area outside school:							
Free of rubbish	62.2	68.4	71.4	66.1	64.4	64	65
Rubbish outside the school	39.1	30.5	42.9	33.9	39.4	31.4	35.5
Stagnation of water in the surrounding area	7.4	1.7	14.3	5.5	3.8	7	5.1
Surrounding roads are paved	80	77	71.4	77	81.3	76.7	78.6
Existence of fence around the school:							
Fully present	84.3	83.3	100	83.6	85	83.7	84.2
Partially present	13.5	15.5	0	13.9	13.1	16.3	14.1
No fences at all	2.2	1.1	0	2.4	1.9	0	1.7
Structural condition of the school:							
Very good	43.9	44.8	85.7	39.4	51.3	44.2	45
Good	31.7	39.7	0	32.1	33.1	41.9	34.5
Moderate	18.3	12.6	0	21.8	11.3	11.6	15.6
bad	3.9	2.9	14.3	4.2	3.8	2.3	3.6
Very Bad	2.2	0	0	2.4	0.6	0	1.2
Number of schools	230	174	7	165	160	86	411

Table 3.1 General school environment

Percent distribution of schools by the condition of neighborhood area around school and the physical condition of the school/building, according to urban-rural location, region, and type of school, West Bank [oPt, 2011]

Characteristics	Urban	Rural	Camp	Directorate							Type of school			Total										
				Jerusalem			Bethlehem		Qabatya		Tubas		Boys											
				Jerusalem Suburbs	Ramallah	Qalqilya	Tulkarm	Salfit	Nablus	South Nablus	Jenin	Hebron	North Hebron	Jericho										
Area outside school:															%									
Rubbish outside the school	37.8	28	50	37.5	28.6	30.8	25.0	47.6	18.8	25.0	41.7	14.3	38.1	33.3	29.4	54.5	20.0	31.3	57.1	31.7	35.5	30.4	32.9	
Stagnation of water in the surrounding area	3	1.4	0	.0	7.1	.0	0	4.8	0	6.3	0	.0	4.8	.0	0	.0	3.3	.0	0	2.9	0.9	2.9	2.1	
Surrounding roads are paved	84.4	83.9	100.0	75.0	92.9	80.8	83.3	90.5	100	96.9	75	100.0	76.2	100.0	70.6	72.7	83.3	87.5	85.7	85.6	86.9	78.3	84.3	
Existence of fence around the school:															%									
Fully present	74.8	80.4	100	87.5	100	76.9	91.7	85.7	87.5	78.1	83.3	57.1	66.7	66.7	58.8	68.2	60.0	93.8	100	76.9	77.6	79.7	77.9	
Partially present	21.5	18.2	0	12.5	0	23.1	8.3	14.3	12.5	18.8	16.7	28.6	33.3	33.3	23.5	27.3	36.7	6.3	0	192	19.6	20.3	19.6	
No fences at all	3.7	1.4	0	0	0	0	0	0	0	0	0	3.1	0	14.3	0	0	17.6	4.5	3.3	0	0	3.8	2.8	0
Structural condition of the school:															%									
Very good	41.5	38.5	100	45.8	21.4	23.1	33.3	42.9	34.4	33.3	57.1	47.6	66.7	52.9	50.0	43.3	37.5	42.9	30.8	49.5	40.6	40.4		
Good	31.1	44.8	0	33.3	50.0	42.3	41.7	33.3	37.5	46.9	41.7	.0	42.9	33.3	29.4	18.2	46.7	31.3	57.1	34.6	36.4	44.9	37.9	
Moderate	20.0	14.7	0	16.7	21.4	26.9	25.0	19.0	18.8	15.6	16.7	28.6	9.5	0	11.8	31.8	3.3	18.8	0	27.9	10.3	11.6	17.1	
Bad	3.7	2.1	0	4.2	.0	7.7	0	0	0	.0	8.3	0	0	0	0	0	6.7	12.5	0	2.9	2.8	2.9	2.9	
Very Bad	3.7	0	0	7.1	0	0	4.8	0	3.1	0	14.3	0	0	5.9	0	0	0	0	0	3.8	.9	0	1.8	

School Questionnaire 301, 302, 303

Table 3.1 General school environment

Percent distribution of schools by the condition of neighborhood area around school and the physical condition of the school building, according to urban-rural location, region, and type of school, Gaza [oPt, 2011]

Characteristics	Urban	Rural	Camp	Directorate				Type of school			Total
				North Gaza	Khan Younis	Rafah	Middle Area Dir.	East Gaza	West Gaza	Boys	
Area outside school:											
Rubbish outside the school	41.1	41.9	40	47.8	44.4	58.3	21.4	35.7	40.7	37.7	47.2
Stagnation of water in the surrounding area	13.7	3.2	20	4.3	11.1	0	21.4	10.7	18.5	9.8	9.4
Surrounding roads are paved	73.7	45.2	60	47.8	55.6	75	50	78.6	85.2	62.3	69.8
Existence of fence around the school:											
Fully present	97.9	96.8	100.0	95.7	100	91.7	100	100	96.3	95.1	100
Partially present	2.1	3.2	0	4.3	0	8.3	0	0	3.7	4.9	0
No fences at all	0	0	0	0	0	0	0	0	0	0	0
Structural condition of the school:											
Very good	47.4	74.2	80.0	65.2	51.9	50.0	71.4	46.4	51.9	54.1	54.7
Good	32.6	16.1	.0	21.7	25.9	25.0	14.3	35.7	33.3	27.9	26.4
Moderate	15.8	3.2	0	13.0	11.1	8.3	7.1	14.3	14.8	11.5	13.2
Bad	4.2	6.5	20	0	11.1	16.7	7.1	3.6	0	6.6	5.7
Very Bad	0	0	0	0	0	0	0	0	0	0	0

School Questionnaire 230,231

Table 3.2 Cleaning classrooms and yard
 Percent distribution of schools by the frequency of cleaning classrooms and school/yard, according to urban-rural /location, region, and type of school, [oPt, 2011]

Characteristics	Urban	Rural	Camp	Type of school			Total
				Boys	Girls	Co-educ.	
Frequency of cleaning classrooms:							
Daily	93.5	88.5	100.0	87.9	93.1	95.3	91.5
Once a week	5.7	10.3	0.0	10.9	6.3	3.5	7.5
Once a month	0.9	0.6	0.0	1.2	0.0	1.2	0.7
Once a semester	0.0	0.6	0.0	0.0	0.6	0.0	0.2
Once a year	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Frequency of cleaning school grounds:							
Daily	92.6	90.8	100.0	94.5	86.9	96.5	92.0
Once a week	5.7	8.6	0.0	4.2	11.9	2.3	6.8
Once a month	1.3	0.6	0.0	1.2	0.6	1.2	1.0
Once a semester	0.4	0.0	0.0	0.0	0.6	0.0	0.2
Once a year	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Number of schools	230.0	174.0	7.0	165.0	160.0	86.0	411.0

School Questionnaire 230, 231

Table 3.2 Cleaning classrooms and yard

Percent distribution of schools by the frequency of cleaning classrooms and school/yard, according to urban-rural location, region, and type of school, West Bank [oPt, 2011]

Characteristics	Urban	Rural	Camp	Nablus	Jenin	South Nablus	Salfit	Tulkarm	Qalqilya	Ramallah	Jerusalem Suburbs	Bethlehem	Jericho	North Hebron	Hebron	South Hebron	Qabatya	Tubas	Boys	Girls	Type of school		Co-educ.	Total		
																					Type of school					
Frequency of cleaning classrooms:																										
Daily	91.1	87.4	100	87.5	64.3	96.2	91.7	90.5	93.8	96.9	91.7	100	100	94.1	86.4	80.0	68.8	100	81.7	93.5	94.2	89.3				
Once a week	7.4	11.2	0	12.5	14.3	3.8	8.3	4.8	6.3	3.1	8.3	0	0	0	5.9	13.6	20.0	31.3	0	16.3	5.6	4.3	9.3			
Once a month	1.5	.7	0	0	14.3	0	0	4.8	0	0	0	0	0	0	0	0	0	0	0	0	1.9	.0	1.4	1.1		
Once a semester	0	.7	0	0	7.1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	.9	0	.4			
Once a year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Frequency of cleaning school grounds:																										
Daily	96.3	95.1	100	95.8	64.3	100	91.7	90.5	100	100	91.7	100	100	94.1	95.5	100	100	100	96.2	94.4	97.1	95.7				
Once a week	3.0	4.2	0	4.2	21.4	0	8.3	9.5	0	0	8.3	0	0	0	5.9	4.5	0	0	0	2.9	5.6	1.4	3.6			
Once a month	.7	.7	0	.0	14.3	0	.0	.0	0	0	.0	0	0	.0	.0	.0	.0	.0	1.0	0	1.4	.7				
Once a semester	0	0	0	.0	.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
Once a year	0	0	0	.0	.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		

School Questionnaire 230,231

Table 3.2 Cleaning classrooms and yard

Percent distribution of schools by the frequency of cleaning classrooms and school/yard, according to urban-rural /location, region, and type of school, Gaza [oPt, 2011]

Characteristics	Urban	Rural	Camp	Directorate				Type of school			Total
				North Gaza	Khan Younis	Rafah	Middle Area Dir.	East Gaza	West Gaza	Boys	
Frequency of cleaning classrooms:											
Daily	96.8	93.5	100	100.0	92.6	83.3	100	96.4	100	98.4	92.5
Once a week	3.2	6.5	0	0	7.4	16.7	0	3.6	0	1.6	7.5
Once a month	0	0	0	0	0	0	0	0	0	.0	0
Once a semester	0	0	0	0	0	0	0	0	0	0	0
Once a year	0	0	0	0	0	0	0	0	0	0	0
Frequency of cleaning school grounds:											
Daily	87.4	71.0	100	95.7	63.0	75.0	100.0	75.0	100	91.8	71.7
Once a week	9.5	29.0	0	4.3	29.6	25.0	0	21.4	0	6.6	24.5
Once a month	2.1	0	0	0	7.4	0	0	.0	0	1.6	1.9
Once a semester	1.1	0	0	0	0	0	0	3.6	0	0	0
Once a year	0	0	0	0	0	0	0	0	0	1.9	.8

School Questionnaire 337

Table 3.3 Observed cleanliness of yard

Percent distribution of schools by the observed cleanliness of the school yard and mean score of yard cleanliness, according to urban-rural location, region, and type of school , [oPt, 2011]

Characteristics	Urban	Rural	Camp	Type of school			Total
				Boys	Girls	Co-educ.	
School yard cleanliness assessment:							
Very clean	33	21.8	71.4	24.2	35	26.7	29
Clean	64.3	75.3	28.6	72.7	63.1	69.8	68.4
Dirty	2.6	2.9	0	3	1.9	3.5	2.7
Very dirty	0	0	0	0	0	0	0
Mean score	1.7	1.81	1.29	1.79	1.67	1.77	1.74
Number of schools	230	174	7	165	160	86	411

School Questionnaire 337

Table 3.3 Observed cleanliness of yard

Percent distribution of schools by the observed cleanliness of the school yard and mean score of yard cleanliness, according to urban-rural location, region, and type of school, West Bank [oPt, 2011]

Characteristics	Urban	Rural	Camp	Jenin	South Nablus	Nablus	Salfit	Tulkarm	Qalqilya	Ramallah	Jerusalem Suburbs	Bethlehem	Jericho	Hebron	South Hebron	Qabatya	Tubas	Type of school			Total			
																		Boys	Girls	Co-educ.				
School yard cleanliness assessment:																								
Very clean	17.0	21.0	0	4.2	14.3	23.1	33.3	9.5	37.5	28.1	0	14.3	42.9	0	23.5	4.5	13.3	18.8	14.3	14.4	21.5	21.7	18.9	
Clean	80.0	76.9	100	95.8	71.4	73.1	66.7	85.7	62.5	68.8	100	85.7	57.1	100	76.5	95.5	83.3	75.0	85.7	83.7	76.6	73.9	78.6	
Dirty	3.0	2.1	0	0	14.3	3.8	0	4.8	0	3.1	0	0	0	0	0	0	3.3	6.3	0	1.9	1.9	4.3	2.5	
Very dirty	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Mean score	1.86	1.81	2	1.96	2	1.81	1.67	1.95	1.62	1.75	2	2	2	2	2	2	3	3	3	2	1.87	1.8	1.83	
																								1.84

School Questionnaire 337

Table 3.3 Observed cleanliness of yard

Percent distribution of schools by the observed cleanliness of the school yard and mean score of yard cleanliness, according to urban-rural location, region, and type of school, Gaza [oPt, 2011]

Characteristics	Urban	Rural	Camp	Directorate				Type of school			Total
				North Gaza	Khan Younis	Rafah	Middle Area Dir.	East Gaza	West Gaza	Boys	
School yard cleanliness assessment:											
Very clean	55.8	25.8	100	52.2	51.9	16.7	64.3	35.7	70.4	41.0	62.3
Clean	42.1	67.7	0	30.4	48.1	83.3	35.7	64.3	29.6	54.1	35.8
Dirty	2.1	6.5	0	17.4	0	0	0	0	0	4.9	1.9
Very dirty	0	0	0	0	0	0	0	0	0	0	0
Mean score	1.46	1.81	1	1.65	1.48	1.83	1.36	1.64	1.3	1.64	1.4
										1.53	1.53

School Questionnaire 201, 202, 203

Table 3.4 Sources of drinking water at school

Percent distribution of schools by source of drinking water, and treatment of drinking water, according to urban-rural location, region, and type of school [oPt, 2011]

	Drinking water	Type of school			Co-educ.	Total
		Urban	Rural	Camp		
Main source of drinking water at school:						
Public water network	59.6	66.7	28.6	58.8	61.3	69.8
Rainwater collection	0.4	7.5	0	3.6	1.9	5.8
Water hauled by tank trucks from a private vendor	3	6.9	14.3	3	5.6	7
Water hauled by tank trucks from a humanitarian aid organisation	35.7	17.8	57.1	33.3	30	16.3
Surface water	0.4	0	0	0	0.6	0
Other (specify)	0.9	1.1	0	1.2	0.6	1.2
Water treatment prior to drinking	%	%	%	%	%	%
Boiling	0	0	0	0	0	0
Adding bleach/ chlorine	72	88.4	100	74.5	89.1	81.5
Using a water filter	10	11.6	0	14.9	6.5	11.1
Letting water sit and settle	12	13	0	19.1	4.3	14.8
Other (specify)	1.3	0.6	0	0.6	0.6	2.3
Percentage using an appropriate treatment method	21.7	39.7	14.3	28.5	28.8	31.4
Number of schools	230	174	7	165	160	86
						411

School Questionnaire 201, 202, 203

Table 3.4 Sources of drinking water at school

Percent distribution of schools by source of drinking water, and treatment of drinking water, according to urban-rural location, region, and type of school, West Bank[oPt, 2011]

	Drinking water	Urban	Rural	Camp	Jenin	Nablus	South Nablus	Salfit	Tulkarm	Qalqilya	Ramallah	Jerusalem Suburbs	Jerusalem	Bethlehem	Jericho	North Hebron	Hebron	South Hebron	Qabatya	Tubas	Boys	Girls	Type of school		Total			
																									Co-educ.			
Main source of drinking water at school																												
Public water network	94.1	80.4	100	91.7	35.7	92.3	83.3	95.2	93.8	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	87.9	
Rainwater collection	.7	9.1	0	4.2	50.0	7.7	16.7	0	6.3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	82.6
Water hauled by tank trucks from a private vendor	3.0	7.7	0	4.2	7.1	0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	7.2
Water hauled by tank trucks from a humanitarian aid organisation	0	1.4	0	0	0	0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
Surface water	.7	.0	0	0	0	0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.4
Other (specify)	1.5	1.4	0	0	7.1	0	.0	4.8	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	1.4
Percentage using any safe source of drinking water (from network, or water tanks)	97.0	89.5	100.0	95.8	42.9	92.3	83.3	95.2	93.8	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	93.2	
Water treatment prior to drinking																												
Percentage using some kind of water treatment	24.4	44.1	50	25	71.4	7.7	58.3	19	12.5	46.9	16.7	0	23.8	33.3	35.3	27.3	63.3	43.8	71.4	34.6	34.6	34.6	34.6	34.6	34.6	34.6	34.6	
Out of those using treatment: Boiling	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Out of those using treatment: Adding bleach/ chlorine	72.7	88.9	100	83.3	100	50	100	50	60	50	0	40	100	100	100	100	100	84.2	100	100	100	100	100	100	100	100	83.5	
Out of those using treatment: Using a water filter	9.1	11.1	0	16.7	0	0	0	50	46.7	50	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10.3	
Out of those using treatment: Letting water sit and settle	12.1	14.3	0	0	10	50	14.3	25	50	0	0	0	40	0	16.7	0	15.8	28.6	0	25	5.4	8.3	13.4	0	0	0	0	
Out of those using treatment: Other (specify)	2.2	0.7	0	0	0	3.8	0	0	0	0	8.3	0	4.8	0	0	0	0	3.3	0	0	1	0.9	2.8	1.4	0	0	0	
Out of those using treatment: Percentage using an appropriate treatment method (boiling, chlorine, or filter)	82.0	96.8	100.0	100.0	49.4	100.0	100.0	100.0	100.0	49.7	0.0	39.9	100.0	100.0	100.0	100.0	100.0	84.2	100.0	100.0	89.0	94.5	91.7	91.9	91.7	91.9	91.7	
Percentage of school having safe drinking water, either because the source is safe or because water is appropriately treated	97	98.6	100	95.8	100	96.2	91.7	100	100	100	100	100	100	100	100	100	100	95.5	93.3	100	100	100	100	100	100	100	97.9	

School Questionnaire 201, 202, 203

Table 3.4 Sources of drinking water at school

Percent distribution of schools by source of drinking water, and treatment of drinking water, according to urban-rural location, region, and type of school, Gaza[*cPt*, 2011]

Drinking water	Urban	Rural	Camp	Directorate				Type of school			Total
				North Gaza	Khan Younis	Rafah	Middle Area Dir.	West Gaza	Boys	Girls	
Main source of drinking water at school:											
Public water network	10.5	3.2	0	13.0	0	8.3	0	3.6	22.2	6.6	7.5
Rainwater collection	0	0	0	0	0	0	0	0	0	0	0
Water hauled by tank trucks from a private vendor	3.2	3.2	20.0	0	11.1	8.3	0	3.6	0	3.3	5.7
Water hauled by tank trucks from a humanitarian aid organisation	86.3	93.5	80.0	87.0	88.9	83.3	100	92.9	77.8	90.2	86.8
Surface water	0	0	0	0	0	0	0	0	0	0	0
Other (specify)	0	0	0	0	0	0	0	0	0	0	0
Percentage using any safe source of drinking water	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Water treatment prior to drinking											
Percentage using some kind of water treatment	17.9	19.4	0	52.2	3.7	0	7.1	3.6	29.6	18	17
Out of those using treatment: Boiling	0	0	0	0	0	0	0	0	0	0	0
Out of those using treatment: Adding bleach/chlorine	70.6	83.3	0	91.7	0	0	100	100	50	72.7	88.9
Out of those using treatment: Using a water filter	11.8	16.7	0	8.3	100	0	0	0	12.5	18.2	11.1
Out of those using treatment: Letting water sit and settle	11.8	0	0	0	0	0	0	25	0	0	66.7
Out of those using treatment: Other (specify)	0	0	0	0	0	0	0	0	0	0	0
Out of those using treatment: Percentage using an appropriate treatment method	82.12	100.00	0.00	100.00	0.00	100.00	100.00	62.50	91.11	100.00	33.52
Percentage of school having safe drinking water, either because the source is safe or because water is appropriately treated	100	100	100	100	100	100	100	100	100	100	100

School Questionnaire 207, 208, 209, 210, 211, 212, 213, 214, 215

Table 3.5 Drinking water storage at schools

Percent distribution of schools by storage of drinking water, and among schools in which water is stored, percent distribution by presence of covers on the containers in which water is stored, type of container in which water is stored, and manner of cleaning containers, according to urban-rural location, region, and type of school, [oPt, 2011]

Drinking water	Urban	Rural	Camp	Type of school			Total
				Boys	Girls	Co-educ.	
Storage of drinking water:							
Yes	69.1	79.9	57.1	72.7	72.5	76.5	73.5
No	30.9	20.1	42.9	27.3	27.5	23.3	26.5
Storage containers closed:							
All closed	78.6	89.2	75	75	87.1	92.4	83.4
Some closed	3.1	2.9	0	4.2	2.6	1.5	3
None closed	18.2	7.9	25	20.8	10.3	6.1	13.6
Not able to observe	0	0	0	0	0	0	0
Type of storage containers:							
Metallic	27	24.5	0	17.5	32.8	27.3	25.5
Plastic	44.7	56.1	100	51.7	47.4	54.5	50.7
Metal and plastic	28.3	19.4	0	30.8	19.8	18.2	23.8
containers mouth							
Narrow mouth	39.6	41.7	75	46.7	40.5	31.8	41.1
Wide mouth	50.3	48.9	25	42.5	50.9	59.1	49.3
Both narrow and wide mouth	10.1	9.4	0	10.8	8.6	9.1	9.6
Water tanks washing from inside method:							
Washed thoroughly with water	17	16.8	0	24.8	6.5	19.4	16.7
Washed with soap and water	81.6	80.2	100	74.3	90.7	77.4	81.2
Other (Specify)	1.4	3.1	0	0.9	2.8	3.2	2.1
Washing frequency:							
Every day	1.4	0	0	0.9	0	1.6	0.7
Twice a week	0	0	0	0	0	0	0
Once week	2.7	0	0	0.9	1.9	1.6	1.4
Once every two weeks	2.7	0.8	0	1.8	2.8	0	1.8
Once a month	12.2	3.8	25	11.5	6.5	6.5	8.5
Once every three months	10.2	11.5	25	11.5	7.5	16.1	11
Once a semester	53.1	67.2	50	58.4	63.6	54.8	59.6
Once a year	17.7	16.8	0	0	17.8	19.4	17
I donot know	0	0	0	0	0	0	0
Total number of schools storing water							

School Questionnaire 207, 208, 209, 210, 211, 212, 213, 214, 215

Table 3.5 Drinking water storage at schools

Percent distribution of schools by storage of drinking water, and among schools in which water is stored, percent distribution by presence of covers on the containers in which water is stored, type of container in which water is stored, and manner of cleaning containers, according to urban-rural location, region, and type of school, West Bank [oPt, 2011]

	Drinking water	Urban	Rural	Camp	Directorate						Type of school			Total									
					Jenin	South Nablus	Nablus	Tulkarm	Qalqilya	Ramallah	Jerusalem Suburbs	Jerusalem	North Hebron	Hebron	Qabatya	South Hebron	Boys	Girls	Co-educ.				
Storage of drinking water:																							
Yes	71.9	84.6	100	79.2	78.6	80.8	50.0	66.7	75.0	71.9	75.0	0	90.5	66.7	82.4	90.9	93.3	93.8	100	73.1	79.4	85.5	78.6
No	28.1	15.4	0	20.8	21.4	19.2	50.0	33.3	25.0	28.1	25.0	100	9.5	33.3	17.6	9.1	6.7	6.3	0	26.9	20.6	14.5	21.4
Storage containers closed:																							
All closed	100	100	100	100	100	100	100	100	100	100	100	0	100	100	100	100	100	100	100	100	100	100	100
Some closed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
None closed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Not able to observe	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Type of storage containers:																							
Metallic	27.8	26.4	0	0	36.4	33.3	33.3	0	0	13.0	0	0	57.9	50.0	35.7	25.0	71.4	0	14.3	19.7	30.6	30.5	26.8
Plastic	48.5	58.7	100	89.5	54.5	23.8	50.0	78.6	83.3	73.9	77.8	0	26.3	0	35.7	50.0	10.7	100	85.7	53.9	54.1	55.9	54.5
Metal and plastic	23.7	14.9	0	10.5	9.1	42.9	16.7	21.4	16.7	13.0	22.2	0	15.8	50.0	28.6	25.0	17.9	0	26.3	15.3	13.6	18.6	
Mouth of containers																							
Narrow mouth	39.2	45.5	50.0	68.4	36.4	52.4	50.0	28.6	0	21.7	44.4	0	73.7	50.0	28.6	40.0	35.7	66.7	42.9	48.7	44.7	32.2	42.7
Wide mouth	48.5	50.4	50.0	26.3	54.5	42.9	50.0	64.3	100	69.6	33.3	0	26.3	.0	35.7	50.0	60.7	33.3	57.1	40.8	48.2	62.7	49.5
Both narrow and wide mouth	12.4	4.1	0	5.3	9.1	4.8	0	7.1	0	8.7	22.2	0	0	50.0	35.7	10.0	3.6	0	10.5	7.1	5.1	7.7	





Drinking water		Directorate										Type of school			Total													
		Camp		Rural		Urban		Jenin		Nablus		Co-educ.		Boys	Tubas	Qabatya	South Hebron	Hebron	North Hebron	Jericho	Bethlehem	Jerusalem Suburbs	Jerusalem	Ramallah	Tulkarm	Qalqilya	Nablus	Salfit
Washed thoroughly with water	South Nablus	North Hebron	Jericho	Bethlehem	Jerusalem Suburbs	Jerusalem	Ramallah	Tulkarm	Qalqilya	Nablus	Jenin	Co-educ.	Boys	Tubas	Qabatya	South Hebron	Hebron	North Hebron	Jericho	Bethlehem	Jerusalem Suburbs	Jerusalem	Ramallah	Tulkarm	Qalqilya	Nablus	Salfit	
	25.6	18.4	0	31.6	30.0	21.1	0	28.6	41.7	0	22.2	0	13.3	0	36.4	21.1	28.6	7.7	14.3	37.0	6.4	21.8	21.4					
	Washed with soap and water	72.2	78.1	100	68.4	70.0	73.7	100	71.4	50.0	100	66.7	0	86.7	100	54.5	78.9	71.4	76.9	85.7	61.6	89.7	74.5	75.7				
	Other (Specify)	2.2	3.5	0	0	0	5.3	0	0	8.3	0	11.1	0	0	9.1	0	0	15.4	0	1.4	3.8	3.6	2.9					
	Washing frequency:																											
	Every day	2.2	0	0	0	0	0	0	7.1	0	4.5	0	0	0	0	0	0	0	0	0	0	0	1.4	0	1.8	1.0		
	Twice a week	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	Once week	1.1	0	0	0	0	0	0	0	0	0	0	0	0	6.7	0	0	0	0	0	0	0	0	1.8	.5			
	Once every two weeks	2.2	.9	0	0	0	0	0	0	0	0	4.5	0	0	6.7	0	0	5.3	0	0	0	1.4	2.6	0	1.5			
	Once a month	11.1	3.5	0	5.3	0	0	16.7	0	0	0	11.1	0	13.3	0	0	0	32.1	0	0	12.3	2.6	5.5	6.8				
	Once every three months	7.8	11.4	50.0	10.5	20.0	0	0	0	22.7	11.1	0	6.7	50.0	9.1	15.8	17.9	0	0	12.3	5.1	14.5	10.2					
	Once a semester	52.2	67.5	50.0	57.9	60.0	84.2	50.0	78.6	58.3	50.0	77.8	0	46.7	50.0	45.5	52.6	42.9	92.3	85.7	56.2	67.9	56.4	60.7				
	Once a year	23.3	16.7	0	26.3	20.0	15.8	33.3	14.3	41.7	18.2	0	0	20.0	0	45.5	26.3	7.1	7.7	14.3	16.4	21.8	20.0	19.4				
	I do not know	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		

School Questionnaire 207, 208, 209, 210, 211, 212, 213, 214, 215

Table 3.5 Drinking water storage at schools

Percent distribution of schools by storage of drinking water, and among schools in which water is stored, percent distribution by presence of covers on the containers in which water is stored, type of container in which water is stored, and manner of cleaning containers, according to urban-rural location, region, and type of school, Gaza [oPt, 2011]

	Drinking water	Urban	Rural	Camp	Directorate				Type of school			Total
					North Gaza	Khan Younis	Rafah	Middle Area Dir.	East Gaza	West Gaza	Boys	Girls
Storage of drinking water:												
Yes	65.3	58.1	40.0	78.3	11.1	0	100	100	70.4	72.1	58.5	41.2
No	34.7	41.9	60.0	21.7	88.9	100	0	0	29.6	27.9	41.5	58.8
Storage containers closed:												
All closed	45.2	16.7	50.0	50.0	66.7	0	7.1	39.3	47.4	31.8	51.6	28.6
Some closed	8.1	22.2	.0	5.6	.0	0	21.4	14.3	5.3	11.4	9.7	14.3
None closed	46.8	61.1	50.0	44.4	33.3	0	71.4	46.4	47.4	56.8	38.7	57.1
Not able to observe	0	0	0	0	0	0	0	0	0	0	0	0
Type of storage containers:												
Metallic	25.8	11.1	0	11.1	33.3	0	0	21.4	47.4	13.6	38.7	0
Plastic	38.7	38.9	100	38.9	33.3	0	71.4	28.6	36.8	47.7	29.0	42.9
Metal and plastic	35.5	50.0	0	50.0	33.3	0	28.6	50.0	15.8	38.6	32.3	57.1
Mouth of containers												
Narrow mouth	40.3	16.7	100	27.8	0	0	50.0	35.7	42.1	43.2	29.0	28.6
Wide mouth	53.2	38.9	0	33.3	66.7	0	28.6	60.7	57.9	45.5	58.1	28.6
Both narrow and wide mouth	6.5	44.4	0	38.9	33.3	0	21.4	3.6	0	11.4	12.9	42.9
Water tanks washing from inside method:												
Washed thoroughly with water	3.5	5.9	0	6.3	0	0	0	8.0	0	2.5	6.9	0
Washed with soap and water	96.5	94.1	100	93.8	100	0	100	92.0	100	97.5	93.1	100
Other (Specify)	0	0	0	0	0	0	0	0	0	0	0	0





	Drinking water	Urban	Rural	Camp	Directorate					Type of school			Total	
					North Gaza	Khan Younis	Rafah	Middle Area Dir.	East Gaza	West Gaza	Boys	Girls	Co-educ.	
Every day	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Twice a week	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Once week	5.3	0	0	0	0	0	0	0	4.0	10.5	2.5	6.9	0	3.9
Once every two weeks	3.5	0	0	0	0	0	0	0	0	10.5	2.5	3.4	0	2.6
Once a month	14.0	5.9	50.0	18.8	0	0	15.4	8.0	15.8	10.0	17.2	14.3	13.2	
Once every three months	14.0	11.8	.0	0	33.3	0	23.1	16.0	10.5	10.0	13.8	28.6	13.2	
Once a semester	54.4	64.7	50.0	75.0	66.7	0	53.8	56.0	42.1	62.5	51.7	42.9	56.6	
Once a year	8.8	17.6	0	6.3	0	0	7.7	16.0	10.5	12.5	6.9	14.3	10.5	
I do not know		0	0	0	0	0	0	0	0	0	0	0	0	

School Questionnaire 304, 305, 306, 307, 308

Table 3.6 Assessment of sources of drinking water

Percent distribution of school by the observed cleanliness of drinking water, whether drinking water sources are covered, mean number of water points, and percentage of schools with child safe and child friendly water points, according to urban-rural location, region, and type of school, [oPt, 2011]

Characteristics	Urban	Rural	Camp	Type of school			Total
				Boys	Girls	Co-educ	
Cleanliness of drinking water:	%	%	%	%	%	%	%
Available and has no smell or color	98.7	100	85.7	98.2	99.4	100	99
Available but has bad smell and/or color	0.9	0	14.3	1.2	0.6	0	0.7
No Source of drinking water	0.4	0	0	0.6	0	0	0.2
Sources of drinking water covered:	%	%	%	%	%	%	%
All	83.8	83.9	57.1	78.7	86.9	86	83.4
Some	4.4	4.6	14.3	4.3	5	4.7	4.6
None	11.8	11.5	28.6	17.1	8.1	9.3	12
Mean number of water points	9.5	8.4	5.4	8.7	9.4	8.6	9
Water points are child- safe	%	%	%	%	%	%	%
yes all	90.8	92.5	85.7	89.6	93.1	91.9	91.5
yes some	5.7	4.6	14.3	7.9	3.8	3.5	5.4
No	3.5	2.9	0	2.4	3.1	4.7	3.2
Water points are child friendly	%	%	%	%	%	%	%
yes all	88.2	83.3	71.4	86.6	87.5	81.4	85.9
yes some	9.2	9.2	14.3	9.1	10	8.1	9.3
No	2.6	7.5	14.3	4.3	2.5	10.5	4.9
Number of schools	230	174	7	165	160	86	411

School Questionnaire 304, 305, 306, 307, 308

Table 3.6 Assessment of sources of drinking water

Percent distribution of school by the observed cleanliness of drinking water, whether drinking water sources are covered, mean number of water points, and percentage of schools with child safe and child friendly water points, according to urban-rural location, region, and type of school, West Bank[IoPt, 2011]

Characteristics	Urban	Rural	Camp	Type of school									Total									
				Tubas	Qabatya	South Hebron	Hebron	North Hebron	Jericho	Bethlehem	Jerusalem Suburbs	Ramallah	Qalqilya	Tulkarm	Jenin	South Nablus	Nablus	Salfit				
Cleanliness of drinking water:																						
Available and has no smell or color	97.8	100	100	100	100	100	100	100	100	90.5	100	100	96.7	100	100	98.1	99.1	100	98.9			
Available but has bad smell and/or color	1.5	0	0	0	0	0	0	0	0	4.8	0	0	3.3	0	0	1.0	.9	0	.7			
No Source of drinking water	.7	0	0	0	0	0	0	0	0	4.8	0	0	0	0	0	0	1.0	0	0	.4		
Sources of drinking water covered:																						
All	88.1	90.2	100	100	85.7	96.2	100	90.5	81.3	100	100	70.0	100	88.2	90.9	90.0	81.3	100	91.3	89.7	85.5	89.2
Some	4.5	4.2	0	0	14.3	.0	0	.0	12.5	3.1	0	0	11.8	4.5	3.3	18.8	0	1.9	5.6	5.8	4.3	
None	7.5	5.6	0	0	3.8	0	9.5	6.3	15.6	0	0	30.0	0	0	4.5	6.7	0	0	6.8	4.7	8.7	
Mean number of water points	9	8.5	5.5	7.6	11	8	7.8	10.6	12.8	9.6	7	8.9	7.2	13.3	7.4	8.3	7.6	9	8.4	8.8	8.9	8.5
Water points are child-safe	97	97.2	100	100	100	100	100	95.2	93.8	87.5	91.7	100	95	100	100	100	100	100	98.1	97.2	95.7	97.1
Water points are child friendly	96.3	91.6	100	91.7	100	96.2	100	95.2	93.8	87.5	83.3	100	100	94.1	95.5	90	93.8	100	96.1	96.3	87	93.9

School Questionnaire 304, 305, 306, 307, 308

Table 3.6 Assessment of sources of drinking water

Percent distribution of school by the observed cleanliness of drinking water, whether drinking water sources are covered, mean number of water points, and percentage of schools with child safe and child friendly water points, according to urban-rural location, region, and type of school, Gaza[oPt, 2011]

Characteristics	Urban	Rural	Camp	Directorate				Type of school			Total
				North Gaza	Khan Younis	Rafah	Middle Area Dir.	East Gaza	West Gaza	Boys	
Cleanliness of drinking water:											
Available and has no smell or color	100	100	80.0	100	96.3	100	100	100	98.4	100	99.2
Available but has bad smell and/or color	0	0	20.0	0	3.7	0	0	0	0	1.6	0
No Source of drinking water	0	0	0	0	0	0	0	0	0	0	0
Sources of drinking water covered:											
All	77.9	54.8	40.0	60.9	55.6	100	64.3	85.7	70.4	57.4	81.1
Some	4.2	6.5	20.0	.0	18.5	0	7.1	.0	3.7	8.2	3.8
None	17.9	38.7	40.0	39.1	25.9	0	28.6	14.3	25.9	34.4	15.1
Mean number of water points	10.1	8.2	4.4	9.7	8.3	10	7.6	9.3	11.4	8.7	10.5
Water points are child-safe	95.8	96.8	100	87	100	100	96.4	96.3	96.7	96.2	94.1
Water points are child friendly	98.9	96.8	80	100	92.6	100	92.9	100	100	95.1	100
											97.7

School Questionnaire 217-224

Table 3.7 Quality of drinking water

Percentage of schools who reported that water has ever been tested, and among those who reported that water was tested percentage by who undertook the test, and the test results according to urban-rural location, region, and type of school, [oPt, 2011]

Characteristics	Urban	Rural	Camp	Type of school			Total
				Boys	Girls	Co-educ	
Water tested number of schools	70.4	69	85.7	63.6	75.6	72.1	70.1
Water samples taken by:	%	%	%	%	%	%	%
Ministry of health	72.2	74.2	83.3	82.9	71.1	61.3	73.3
Municipality/ local authority	18.5	13.3	0	12.4	19	16.1	16
Ministry of Education	24.7	25.8	16.7	19	26.4	32.3	25
Civic institutions	2.5	2.5	16.7	1.9	3.3	3.2	2.8
foreign organisations	0	0	0	0	0	0	0
Other (specify)	0.4	1.7	0	0.6	1.2	1.2	1
Test results are compatible with Water Authority Standardads	%	%	%	%	%	%	%
yes	53.1	53.3	66.7	52.4	50.4	61.3	53.5
No	8	12.5	33.3	10.5	11.6	8.1	10.4
don't know	38.9	34.2	0	37.1	38	30.6	36.1
Water sampled from:	%	%	%	%	%	%	%
Directly from the tank	17.3	13.3	16.7	16.2	14.9	16.1	15.6
From the faucet	74.1	71.7	83.3	91.4	74.4	67.7	73.3
Spring or well	3.1	5.8	0	1.9	5	6.5	4.2
More than one source (of the sources)	5.6	9.2	0	6.7	5.8	9.7	6.9
Test undertaken by:	%	%	%	%	%	%	%
Ministry of health	82.1	90.8	100	89.5	85.1	82.3	86.1
Municipality/ local authority	18.5	10	0	11.4	18.2	12.9	14.6
Ministry of Education	8.6	5.8	0	5.7	8.3	8.1	7.3
Civic institutions	2.5	3.3	16.7	1.9	4.1	3.2	3.1
foreign organisations	0	1.7	0	0	1.7	0	0.7
Other (specify)	0	1.8	0	0	0.6	1.2	0.5
Frequency of test:	%	%	%	%	%	%	%
Once a week	2.5	2.5	0	3.8	2.5	3.2	2.4
Twice a month	0.6	0	0	1	0	0	0.3
Once a month	0.6	2.5	16.7	1	1.7	0	1.7
Once every three months	14.2	20	16.7	15.2	14	24.2	16.7
Once every six months	30.2	13.3	33.3	28.6	21.5	17.7	23.3
once a year	49.4	60	33.3	46.7	59.5	53.2	53.5
don't know	2.5	1.7	0	3.8	0.8	1.6	2.1
Test included:All chemical , biological and physical parameters	the test for any school include these 3 parameters						

School Questionnaire 217-224

Table 3.7 Quality of drinking water

Percentage of schools who reported that water has ever been tested, and among those who reported that water was tested percentage by who undertook the test, and the test results according to urban-rural location, region, and type of school, West Bank [oPt, 2011]

Characteristics	Urban	Rural	Camp	Jenin	South Nablus	Nablus	Salfit	Tulkarm	Qalqilya	Ramallah	Jerusalem Suburbs	Jerusalem	Bethlehem	Jericho	North Hebron	Hebron	South Hebron	Qabatya	Tubas	Boys	Gils	Type of school		Total		
																						Co-educ	Boys			
Water tested number of schools %	75.6	71.3	100	66.7	78.6	50.0	91.7	66.7	43.8	96.9	66.7	71.4	38.1	66.7	88.2	86.4	100	56.3	100.0	62.5	81.3	78.3	73.6			
Water samples taken by:																										
Ministry of health	66.7	70.6	50.0	31.3	100.0	69.2	81.8	71.4	100.0	45.2	100.0	100.0	87.5	100	53.3	78.9	76.7	66.7	100	78.5	65.5	61.1	68.4			
Municipality/ local authority	21.6	12.7	0	18.8	.0	38.5	9.1	42.9	57.1	6.5	0	0	25.0	0	13.3	0	30	0	14.3	10.8	23.0	14.8	17.0			
Ministry of Education	33.3	29.4	50	56.3	9.1	.0	9.1	0	0	77.4	0	0	0	60.0	26.3	20.0	55.6	0	29.2	31.0	35.2	31.6				
Civic organisations/ institutions	2.0	2.9	50	6.3	.0	0	0	7.1	0	0	0	0	25.0	0	0	0	3.3	0	14.3	1.5	3.4	3.7	2.9			
Foreign organisations/ institutions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
Other (specify)	0.7	2	0	0	0	0	0	0	0	3.1	0	0	0	0	5.9	0	0	12.5	0	1	2	1.4	1.4			
Test results are compatible with Water Authority Standards																										
Yes	61.8	52.9	50	56.3	45.5	61.5	63.6	35.7	14.3	38.7	37.5	20.0	62.5	100	93.3	73.7	63.3	66.7	100	58.5	52.9	63.0	57.3			
No	8.8	12.7	50	25.0	54.5	7.7	0	0	14.3	.0	.0	.0	25.0	0	.0	10.5	20.0	11.1	0	12.3	11.5	9.3	11.2			
I don't know the result	29.4	34.3	0	18.8	0	30.8	36.4	64.3	71.4	61.3	62.5	80.0	12.5	0	6.7	15.8	16.7	22.2	0	29.2	35.6	27.8	31.6			
Water sampled from:																										
Directly from the tank	15.7	13.7	0	.0	0	23.1	18.2	7.1	0	16.1	12.5	0	25.0	50.0	26.7	15.8	16.7	11.1	28.6	15.4	13.8	14.8	14.6			
From the faucet	71.6	68.6	100	93.8	81.8	69.2	81.8	78.6	85.7	80.6	75.0	100	50.0	50.0	60.0	68.4	43.3	55.6	71.4	72.3	71.3	66.7	70.4			
Spring or well	4.9	6.9	0	0	9.1	.0	0	0	0	0	0	0	0	0	6.7	10.5	26.7	0	0	3.1	6.9	7.4	5.8			
More than one source (of the sources)	7.8	10.8	0	6.3	9.1	7.7	0	14.3	14.3	3.2	12.5	0	25.0	0	6.7	5.3	13.3	33.3	0	9.2	8.0	11.1	9.2			





Characteristics	Urban	Rural	Camp	Jenin	South Nablus	Nablus	Salfit	Tulkarm	Qalqilya	Ramallah	Jerusalem Suburbs	Jerusalem	Bethlehem	Jericho	North Hebron	Hebron	South Hebron	Qabatya	Tubas	Boys	Gils	Type of school		Total	
Ministry of health	83.3	90.2	100	87.5	100.0	69.2	81.8	71.4	100.0	87.1	100	60.0	87.5	100	93.3	100.0	76.7	100	100	90.8	85.1	85.2	86.9		
Municipality/ local authority	21.6	8.8	0	12.5	0	38.5	9.1	42.9	57.1	0	0	0	12.5	0	13.3	0	30.0	0	14.3	9.2	21.8	11.1	15		
Ministry of Education	7.8	5.9	0	6.3	9.1	0	18.2	0	0	12.9	0	40.0	0	0	13.3	0	6.7	0	0	7.7	5.7	7.4	6.8		
Civic organisations/ institutions	2	3.9	50	6.3	0	0	9.1	7.1	0	0	0	0	25	0	0	0	3.3	0	14.3	1.5	4.6	3.7	3.4		
Foreign organisations/ institutions	0	2	0	0	0	0	9.1	0	0	0	0	0	12.5	0	0	0	0	0	0	0	0	0	1		
Other (specify)	0	1.4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3.3	6.3	0	0	0.9	1.4	0.7		
Frequency of test:																									
Once a week	2.9	2.9	0	6.3	9.1	0	0	0	0	0	0	0	0	0	0	0	6.7	15.8	0	0	0	6.2	2.3	0	2.9
Once a month	1.0	2.0	50	0	0	0	0	7.1	14.3	0	0	0	0	0	0	0	0	0	0	28.6	0	2.3	3.7	1.9	
Twice a month	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Once every three months	11.8	13.7	0	12.5	0	0	9.1	21.4	71.4	3.2	0	0	50.0	6.7	5.3	36.7	0	0	7.7	10.3	22.2	12.6			
Once every six months	18.6	11.8	0	6.3	0	0	9.1	28.6	0	16.1	0	0	12.5	50.0	20.0	10.5	30.0	0	57.1	21.5	11.5	13.0	15.0		
Once a year	62.7	67.6	50	75.0	81.8	92.3	81.8	35.7	14.3	77.4	100	80.0	87.5	0	66.7	68.4	33.3	100	14.3	60.0	72.4	59.3	65.0		
I do not know	2.9	2.0	0	0	9.1	7.7	0	7.1	0	3.2	0	20.0	0	0	0	0	0	0	0	0	4.6	1.1	1.9	2.4	

School Questionnaire 217-224

Table 3.7 Quality of drinking water

Percentage of schools who reported that water has ever been tested, and among those who reported that water was tested percentage by who undertook the test, and the test results according to urban-rural location, region, and type of school, Gaza [oPt, 2011]

Characteristics	Urban	Rural	Camp	Directorate				Type of school			Total
				North Gaza	Khan Younis	Rafah	Middle Area Dir.	East Gaza	Boys	Girls	
Water tested number of schools %	63.2	58.1	80.0	39.1	63.0	58.3	71.4	64.3	77.8	65.6	64.2
Water samples taken by:											47.1
Ministry of health											
Municipality/ local authority	81.7	94.4	100.0	88.9	82.4	85.7	80.0	94.4	81.0	90.0	85.3
Ministry of Education	13.3	16.7	0	11.1	17.6	14.3	30.0	11.1	4.8	15.0	8.8
Civic organisations/ institutions	10.0	5.6	0	0	17.6	0	10.0	5.6	9.5	2.5	14.7
Foreign organisations/ institutions	3.3	0	0	11.1	0	0	0	0	4.8	2.5	2.9
Other (specify)	0	0	0	0	0	0	0	0	0	0	0
Test results are compatible with Water Authority Standards											
Yes	38.3	55.6	75.0	22.2	64.7	42.9	70.0	27.8	38.1	42.5	44.1
No	6.7	11.1	25.0	.0	5.9	14.3	20.0	5.6	9.5	7.5	11.8
I donot know	55.0	33.3	0	77.8	29.4	42.9	10.0	66.7	52.4	50.0	44.1
Water sampled from:											50.0
Directly from the tank	20.0	11.1	25.0	11.1	17.6	14.3	30.0	5.6	28.6	17.5	17.6
From the faucet	78.3	88.9	75.0	88.9	82.4	85.7	70.0	94.4	66.7	80.0	82.4
Spring or well	.0	0	0	0	0	0	0	0	.0	0	0
More than one source (of the sources)	1.7	0	0	0	0	0	0	4.8	2.5	0	0





Characteristics	Urban	Rural	Camp	Directorate				Type of school			Total
				North Gaza	Khan Younis	Rafah	Middle Area Dir.	East Gaza	West Gaza	Boys	
Ministry of health	80.0	94.4	100	88.9	82.4	85.7	70.0	94.4	81	87.5	85.3
Municipality/ local authority	13.3	16.7	0	11.1	17.6	14.3	30	11.1	4.8	15.0	8.8
Ministry of Education	10.0	5.6	0	0	17.6	0	10	5.6	9.5	2.5	14.7
Civic organisations/ institutions	3.3	0	0	11.1	0	0	0	0	4.8	2.5	2.9
Foreign organisations/ institutions	0	0	0	0	0	0	0	0	0	0	0
Other (specify)	0	0	0	0	0	0	0	0	0	0	0
Frequency of test:											
Once a week	1.7	0	0	11.1	0	0	0	0	0	0	2.9
Once a month	0	5.6	0	0	0	0	10.0	0	0	2.5	0
Twice a month	1.7	0	0	0	0	0	5.6	0	2.5	0	1.2
Once every three months	18.3	55.6	25.0	77.8	29.4	28.6	30.0	11.1	14.3	27.5	23.5
Once every six months	50.0	22.2	50.0	11.1	52.9	57.1	30.0	50.0	47.6	40.0	47.1
Once a year	26.7	16.7	25.0	0	17.6	14.3	30.0	33.3	33.3	25.0	26.5
I do not know	1.7	0	0	0	0	0	0	0	4.8	2.5	0
										0	1.2

School Questionnaire 310, 311

Table 3.8 Number of sanitation facilities

Mean number of toilet facilities available at school for students and teachers, and the percentage of school with no latrines available for students or teachers, according to urban-rural location, region, and type of school, [oPt, 2011]

Mean number	Urban	Rural	Camp	Type of school			Total
				Boys	Girls	Co-educ.	
European toilet:	mean	mean	mean	mean	mean	mean	mean
Male student	0.55	0.65	0	1.03	NA	0.8	0.58
Female student	0.98	0.67	0	NA	1.71	0.8	0.83
Male teacher	0.46	0.49	1.14	0.92	0.11	0.37	0.49
Female teacher	0.73	0.61	0.57	0.11	1.19	0.79	0.67
Oriental toilet with flush:	mean	mean	mean	mean	mean	mean	mean
Male student	2.69	2.45	1.57	5.2	NA	2.31	2.57
Female student	2.84	2.9	3.29	NA	6.29	2	2.88
Male teacher	0.59	0.48	0.86	1.08	0.09	0.35	0.55
Female teacher	0.48	0.45	0.29	0.07	0.88	0.45	0.46
Oriental toilet without flush:	mean	mean	mean	mean	mean	mean	mean
Male student	1.07	0.84	2.57	2.14	NA	0.67	1
Female student	0.36	0.63	0	NA	0.87	0.6	0.47
Male teacher	0.11	0.09	0	0.2	0.01	0.09	0.1
Female teacher	0.05	0.1	0	0.01	0.13	0.08	0.07
Urinals:	mean	mean	mean	mean	mean	mean	mean
Male students	1.01	1.23	0	2.06	NA	1.23	1.09
Male teachers	0.04	0.06	0	0.1	NA	0.03	0.05
mean toilets of students	mean	mean	mean	mean	mean	mean	mean
Male student with urinals	5.3	5.2	4	10.4	NA	5	5.2
Male student without urinals	4.3	3.9	4	8.4	NA	3.8	4.2
Female student	4.2	4.2	3.3	NA	8.9	3.4	4.2
students toilets with urinals	9.5	9.4	7.4	10.4	8.9	8.4	9.4
students toilets without urinals	8.5	8	7.4	8.4	8.9	7.2	8.3
Number of schools	230	174	7	165	160	86	411

School Questionnaire 310, 311

Table 3.8 Number of sanitation facilities

Mean number of toilet facilities available at school for students and teachers, and the percentage of school with no latrines available for students or teachers, according to urban-rural location, region, and type of school, West Bank[*oPt*, 2011]

Mean number	Urban	Rural	Camp	Directorate						Type of school			Total										
				Jerusalem Suburbs			Bethlehem	Hebron	South Hebron	Qabatya	Boys	Girls											
				Nablus	Tulkarm	Qalqilya	Ramallah	Jerusalem Suburbs	Jericho	North Hebron	Hebron	South Hebron	Qabatya										
Male student	.74	.73	.00	.88	.93	1.23	1.00	.86	.44	1.72	.83	1.29	.00	.33	.41	.36	.17	.25	.43	1.32	NA	.99	.73
Female student	1.21	.63	.00	.54	1.14	1.38	.58	.95	1.06	1.94	.92	4.14	.10	4.33	.06	.50	.03	.25	1.43	NA	1.82	.84	.90
Male teacher	.31	.41	2.00	.67	.36	.62	.67	.52	.31	.47	.17	.43	.19	1.00	.18	.23	.07	.44	.00	.74	.01	.39	.38
Female teacher	.73	.63	1.00	.63	.79	.65	.58	.81	.75	1.16	.58	2.14	.52	1.67	.29	.59	.33	.31	.57	.15	1.16	.74	.68
Oriental toilet with flush:																							
Male student	2.20	2.11	3.00	1.63	1.50	1.15	1.08	2.43	3.06	2.59	2.17	1.00	3.10	2.00	2.94	3.23	1.87	1.75	1.43	4.15	NA	2.51	2.16
Female student	2.70	2.83	1.50	1.92	3.43	3.23	3.92	2.52	3.50	2.91	2.00	.57	2.52	2.67	2.65	3.95	2.90	1.44	2.00	NA	5.93	1.96	2.76
Male teacher	.64	.43	.00	.17	.50	.23	.00	.62	.44	.53	1.08	.00	.67	.67	.94	.55	.67	.56	1.14	1.14	.03	.38	.53
Female teacher	.50	.52	.00	.25	.21	.38	.58	.38	.50	.63	.25	.43	.38	.00	.76	.82	.80	.38	.71	.11	.93	.45	.51
Oriental toilet without flush:																							
Male student	1.26	.92	.00	1.38	1.79	2.08	.33	.76	.50	.34	.83	.43	.00	.00	.47	1.23	2.13	1.88	1.29	2.45	NA	.68	1.08
Female student	.42	.69	.00	1.00	.64	.27	.00	.14	.44	.25	.33	.00	.00	.00	.124	.77	.93	1.63	.14	NA	.96	.75	.55
14	.15	.10	.00	.17	.00	.27	.00	.00	.25	.22	.00	.00	.00	.00	.00	.23	.17	.00	.29	.25	.00	.12	.12
Female teacher	.07	.09	.00	.13	.14	.04	.00	.10	.06	.00	.17	.00	.05	.00	.00	.09	.13	.25	.14	.02	.14	.09	.08
Urinals:																							
Male students	1.69	1.46	.00	.54	2.14	1.12	1.58	2.10	2.38	1.81	1.33	.71	.57	1.67	1.94	3.05	1.53	.56	1.86	3.18	NA	1.54	1.56
Male teachers	.07	.07	.00	.00	.00	.04	.00	.00	.44	.09	.42	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.04	.07



Mean number	Urban	Rural	Camp	Jenin	South Nablus	Nablus	Salfit	Tulkarm	Qalqilya	Ramallah	Jerusalem Suburbs	Jerusalem	Bethlehem	Jericho	North Hebron	Hebron	South Hebron	Qabatya	Tubas	Type of school				
																				Boys	Girls	Total		
% of schools with toilets:																								
for students	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
for teachers	100%	99.3%	100%	100%	100%	91.7%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	98.6%	99.6%
any kind of toilet	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Mean number of toilets per school:																								
for male students	5.9	5.2	3.0	4.4	6.4	5.6	4.0	6.1	6.4	6.5	5.2	3.4	3.7	4.0	5.8	7.9	5.7	4.4	5.0	11.1	NA	5.7	5.5	
for female students	4.3	4.0	1.5	3.5	5.2	4.9	4.5	3.6	5.0	5.1	3.3	4.7	2.6	7.0	3.9	5.2	3.9	3.3	3.6	NA	8.7	3.6	4.2	
total mean number of toilets for students (with male Urinals)	10.2	9.4	4.5	7.9	11.6	10.5	8.5	9.8	11.4	11.6	8.4	8.1	6.3	11.0	9.7	13.1	9.6	7.8	8.6	11.1	8.7	9.3	9.7	
total mean number of toilets for students (without male Urinals)	8.5	7.9	4.5	7.3	9.4	9.3	6.9	7.7	9.0	9.8	7.1	7.4	5.7	9.3	7.8	10.0	8.0	7.2	6.7	8.0	8.7	7.7	8.2	

School Questionnaire 310, 311

Table 3.8 Number of sanitation facilities

Mean number of toilet facilities available at school for students and teachers, and the percentage of school with no latrines available for students or teachers, according to urban-rural location, region, and type of school, Gaza[oPt, 2011]

Mean number	Urban	Rural	Camp	Directorate				Type of school			Total
				North Gaza	Khan Younis	Rafah	Middle Area Dir.	West Gaza	Boys	Girls	
European toilet:											
Male student	.27	.26	.00	.43	.04	.17	.07	.61	.11	.54	.00
Female student	.66	.84	.00	.43	1.19	1.08	.07	.50	.70	.00	1.47
Male teacher	.67	.87	.80	.87	.63	.83	.50	.71	.78	1.21	.30
Female teacher	.72	.52	.40	.78	.56	.50	.36	.71	.81	.03	1.26
Oriental toilet with flush:											
Male student	3.39	4.03	1.00	4.96	2.56	3.00	2.21	3.57	3.78	6.98	.00
Female student	3.04	3.26	4.00	4.52	3.15	2.92	1.86	3.11	2.70	.00	7.04
Male teacher	.51	.71	1.20	.96	.48	.50	.57	.32	.67	.98	.23
Female teacher	.44	.16	.40	.35	.37	.33	.29	.46	.37	.00	.77
Oriental toilet without flush:											
Male student	.80	.48	3.60	.00	1.81	.75	2.14	.25	.52	1.61	.00
Female student	.27	.35	.00	.43	.52	.33	.00	.32	.00	.00	.70
Male teacher	.06	.06	.00	.00	.07	.50	.00	.00	.00	.11	.02
Female teacher	.01	.16	.00	.00	.07	.25	.00	.00	.04	.00	.09
Urinals:											
Male students	.04	.16	.00	.00	.07	.00	.36	.07	.00	.15	.00
Male teachers	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00





Mean number	Urban	Rural	Camp	Directorate				Type of school			Total
				North Gaza	Khan Younis	Rafah	Middle Area Dir.	West Gaza	Boys	Girls	
% of schools with toilets:											
for students	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
for teachers	100.0%	96.8%	100.0%	95.7%	100.0%	100.0%	100.0%	100.0%	98.4%	100.0%	100.0%
any kind of toilet	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mean number of toilets per school:											
for male students	4.51	4.94	4.60	5.39	4.48	3.92	4.79	4.50	4.41	9.28	NA
for female students	3.98	4.45	4.00	5.39	4.85	4.33	1.93	3.93	3.41	NA	9.21
total mean number of toilets for students (with male Urinals)	8.48	9.39	8.60	10.78	9.33	8.25	6.71	8.43	7.81	9.28	9.21
total mean number of toilets for students (without male Urinals)	8.44	9.23	8.60	10.78	9.26	8.25	6.36	8.36	7.81	9.13	9.21
										5.06	8.70
										5.06	8.63

School Questionnaire: 128, 216

Tables 3.8a: School's opinion on number of toilets

Percentage of schools considering there are enough toilets and that water available is adequate or more than adequate

Characteristics	West Bank						Gaza						oPt		
	Type of school			Total	Urban	Rural	Camp	Type of school			Boys	Girls	Co-educ		
	Urban	Rural	Camp	Boys	Girls	Co-educ									
School's opinion on number of toilets															
Enough male students toilets	81.0%	78.5%	100.0%	77.9%	NA	82.6%	79.8%	71.4%	66.7%	75.0%	73.8%	NA	70.6%	72.2%	76.7%
Enough female students toilets	76.6%	82.5%	100.0%	NA	85.0%	78.3%	80.1%	49.1%	56.3%	66.7%	NA	49.1%	62.5%	51.4%	71.8%
Enough male employees toilets	74.6%	85.0%	100.0%	82.4%	50.0%	79.5%	80.3%	75.7%	71.4%	50.0%	78.3%	68.8%	64.3%	73.6%	77.5%
Enough female employees toilets	75.6%	79.8%	100.0%	72.7%	78.1%	79.7%	78.0%	64.2%	75.0%	66.7%	0.0%	67.9%	75.0%	66.7%	74.9%
School's opinion on availability of water															
Adequate/more than adequate for drinking	96.3%	97.2%	100.0%	96.2%	96.3%	98.6%	96.8%	78.9%	87.1%	80.0%	80.3%	83.0%	76.5%	80.9%	91.7%
Adequate/more than adequate for sanitation	91.1%	91.6%	100.0%	92.3%	89.7%	92.8%	91.4%	79.8%	83.9%	100.0%	88.3%	75.5%	76.5%	81.5%	88.3%
Adequate/more than adequate for personal hygiene	94.8%	97.2%	100.0%	95.2%	95.3%	98.6%	96.1%	78.7%	90.3%	100.0%	86.7%	77.4%	82.4%	82.3%	91.7%
Adequate/more than adequate for cleaning	90.4%	93.0%	100.0%	94.2%	88.8%	92.8%	91.8%	78.7%	93.5%	100.0%	91.7%	75.5%	76.5%	83.1%	89.0%

School Questionnaire 224

Table 3.9 Drainage of sanitation facilities

Percent distribution of school by type of drainage system of sanitation facilities, according to urban-rural location, region, and type of school, [oPt, 2011]

Drainage system	Urban	Rural	Camp	Type of school			Total
				Boys	Girls	Co-educ.	
Wastewater from school toilet discharged to:	%	%	%	%	%	%	%
Sewer pipe network (public network)	59.6	12.1	57.1	40.6	46.3	24.4	39.4
Cesspits	38.7	84.5	28.6	57	50.6	73.3	57.9
Directly into nature	0	0	0	0	0	0	0
System of public network cesspits	1.7	3.4	14.3	2.4	3.1	2.3	2.7
Other (specify)	0	0	0	0	0	0	0
Number of schools	230	174	7	165	160	86	411

School Questionnaire 224

Table 3.9 Drainage of sanitation facilities

Percent distribution of school by type of drainage system of sanitation facilities, according to urban-rural location, region, and type of school, West Bank [oPt, 2011]

Drainage system	Urban	Rural	Camp	Jenin	South Nablus	Nablus	Salfit	Tulkarm	Qalqilya	Ramallah	Jerusalem Suburbs	Jerusalem	Bethlehem	Jericho	Hebron	South Hebron	Qabatya	Tubas	Type of school			Total		
																			Boys	Girls	Co-educ.			
Wastewater from school toilet discharged to:																								
Sewer pipe network (public network)	45.2	7.7	50.0	12.5	7.1	53.8	8.3	47.6	18.8	15.6	16.7	100.0	28.6	0	11.8	68.2	0	18.8	14.3	24.0	35.5	14.5	26.1	
Cesspits	53.3	90.2	50.0	87.5	92.9	46.2	83.3	42.9	81.3	81.3	83.3	.0	71.4	100	88.2	31.8	100	75.0	85.7	74.0	61.7	85.5	72.1	
Directly into nature	.0	.0	0	0	0	0	.0	.0	.0	.0	.0	0	0	0	0	0	0	0	0	.0	.0	.0	0	0
System of public network cesspits	1.5	2.1	0	0	0	0	8.3	9.5	0	3.1	0	0	0	0	0	0	0	6.3	0	1.9	2.8	0	1.8	
Other (specify)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

School Questionnaire 224

Table 3.9 Drainage of sanitation facilities

Percent distribution of school by type of drainage system of sanitation facilities, according to urban-rural location, region, and type of school, Gaza [oPt, 2011]

Drainage system	Urban	Rural	Camp	Directorate				Type of school			Total
				North Gaza	Khan Younis	Rafah	Middle Area Dir.	East Gaza	West Gaza	Boys	
Wastewater from school toilet discharged to:											
Sewer pipe network (public network)	80.0	32.3	60.0	95.7	0	75.0	50.0	89.3	96.3	68.9	67.9
Cesspits	17.9	58.1	20.0	4.3	77.8	25.0	50.0	10.7	3.7	27.9	28.3
Directly into nature	0	0	0	0	0	0	0	0	0	0	0
System of public network cesspits	2.1	9.7	20.0	0	22.2	0	0	0	0	3.3	3.8
Other (specify)	0	0	0	0	0	0	0	0	0	0	0

School Questionnaire 238, 239, 240

Table 3.10 Cleaning and maintaining sanitation facilities

Percent distribution of schools by the reported frequency of carrying out maintenance of school toilets, percentage of schools who have personnel responsible for cleaning and maintaining sanitation facilities, and among those schools who have personnel responsible for cleaning and maintaining sanitation facilities percent distribution by the reported frequency of cleaning toilets, according to urban-rural location, region, and type of school, [oPt, 2011]

	Urban	Rural	Camp	Type of school			Total
				Boys	Girls	Co-educ.	
Frequency of toilets maintenance:	%	%	%	%	%	%	%
Daily	0	0	0	0	0	0	0
Weekly	4.8	5.2	0	7.3	2.5	4.7	4.9
Once a month	15.7	17.2	0	17.6	12.5	19.8	16.1
Once every semester	26.1	31.6	28.6	25.5	28.1	34.9	28.5
Once in a school year	53.5	46	71.4	49.7	56.9	40.7	50.6
Frequency of cleaning toilets:	%	%	%	%	%	%	%
Daily	96.1	94.8	85.7	95.2	93.8	98.8	95.4
Once a week	3.9	5.2	14.3	4.8	6.3	1.2	4.6
Once a month	0	0	0	0	0	0	0
Once a semester	0	0	0	0	0	0	0
once a year	0	0	0	0	0	0	0
mean number of personnel for cleaning:	mean	mean	mean	mean	mean	mean	mean
Male	0.9	0.7	1.3	1.7	NA	0.6	0.8
Female	0.8	0.7	0.4	NA	1.5	0.8	0.7
mean number of cleaner	1.7	1.4	1.7	1.7	1.5	1.3	1.5

School Questionnaire 238, 239, 240

Table 3.10 Cleaning and maintaining sanitation facilities

Percent distribution of schools by the reported frequency of carrying out maintenance of school toilets, percentage of schools who have personnel responsible for cleaning and maintaining sanitation facilities, and among those schools who have personnel responsible for cleaning and maintaining sanitation facilities percent distribution by the reported frequency of cleaning toilets, according to urban-rural location, region, and type of school, West Bank [oPt, 2011]

	Urban	Rural	Camp	Directorate							Type of school			Total						
				Jenin	South Nablus	Nablus	Tulkarm	Qalqilya	Ramallah	Jerusalem Suburbs	Jerusalem	Hebron	North Hebron	South Hebron	Qabatya	Boys	Girls	Co-educ.	Total	
Frequency of toilets maintenance:																				
Daily	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Weekly	6.7	5.6	0	4.2	0	3.8	0	9.5	12.5	0	0	9.5	0	11.8	0	3.3	12.5	0		
Monthly	24.4	21.0	0	25.0	28.6	30.8	25.0	33.3	31.3	37.5	25.0	28.6	4.8	0	11.8	9.1	20.0	6.3	14.3	
Once every semester	33.3	34.3	50.0	25.0	28.6	46.2	33.3	23.8	37.5	15.6	33.3	57.1	42.9	33.3	29.4	45.5	40.0	25.0	57.1	
Once in a school year	35.6	39.2	50.0	45.8	42.9	19.2	41.7	33.3	18.8	34.4	41.7	14.3	42.9	66.7	47.1	45.5	36.7	56.3	28.6	
Frequency of cleaning toilets:																				
Daily	98.5	99.3	100	95.8	100	100	91.7	100	100	100	100	100	100	100	95.5	100	100	97.1	100	
Once a week	1.5	.7	0	4.2	0	0	8.3	0	0	0	0	0	0	0	4.5	0	0	2.9	0	
Once a month	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Once a semester	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Once a year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Percentage of schools who have personnel responsible for cleaning toilets	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Number of personnel for cleaning:																				
Male	.79	.62	1.00	.79	.79	.73	.58	.86	.75	.66	.67	.57	.52	.67	.71	.82	.70	.63	.57	1.50
Female	.87	.77	.50	.67	.86	.77	.75	.62	.94	1.13	.75	.86	.81	1.00	.59	.91	.77	.81	.86	.04
																			.71	
																			.81	

School Questionnaire 238, 239, 240

Table 3.10 Cleaning and maintaining sanitation facilities

Percent distribution of schools by the reported frequency of carrying out maintenance of school toilets, percentage of schools who have personnel responsible for cleaning and maintaining sanitation facilities, and among those schools who have personnel responsible for cleaning and maintaining sanitation facilities percent distribution by the reported frequency of cleaning toilets, according to urban-rural location, region, and type of school, Gaza [oPt, 2011]

	Urban	Rural	Camp	Directorate				Type of school			Total
				North Gaza	Khan Younis	Rafah	Middle Area Dir.	West Gaza	Boys	Girls	
Frequency of toilets maintenance:											
Daily	0	0	0	0	0	0	0	0	0	0	0
Weekly	2.1	3.2	0	4.3	0	0	0	7.4	4.9	0	0
Monthly	3.2	0	0	4.3	0	0	7.1	0	3.7	1.6	3.8
Once every semester	15.8	19.4	20.0	34.8	11.1	16.7	28.6	0	18.5	19.7	11.3
Once in a school year	78.9	77.4	80.0	56.5	88.9	83.3	64.3	100	70.4	73.8	84.9
Frequency of cleaning toilets:											
Daily	92.6	74.2	80.0	100	55.6	75.0	100	96.4	100	91.8	81.1
Once a week	7.4	25.8	20.0	0	44.4	25.0	0	3.6	0	8.2	18.9
Once a month	0	0	0	0	0	0	0	0	0	0	0
Once a semester	0	0	0	0	0	0	0	0	0	0	0
Once a year	0	0	0	0	0	0	0	0	0	0	0
Percentage of schools who have personnel responsible for cleaning toilets	100	100	100	100	100	100	100	100	100	100	100
Number of personnel for cleaning:											
Male	1.02	.94	1.40	.91	1.15	.67	1.00	1.11	1.04	2.02	.00
Female	.59	.58	.40	.70	.56	.58	.50	.54	.59	.02	1.11
											.94
											.58

School Questionnaire 313, 314, 316-326

Table 3.11 Student friendly toilets

Mean distance in meters from the classrooms to toilet facilities, percentage of schools with toilets that are near enough to classes, have suitable bowl size, have adequate light, have anal cleansing materials and mean number of toilets within school that have doors and children friendly bolts or non-child friendly ones and those with no bolts or doors, according to urban-rural location, region, and type of school, [oPt, 2011]

	Urban	Rural	Camp	Type of school			Total
				Boys	Girls	Co-educ.	
Mean distance to toilet facilities from classrooms in meters							
For Male students	26.6	24.7	25.4	27.2	NA	23.3	26.0
for female students	28.6	25.4	13.3	NA	29.3	22.3	27.6
Toilets have adequate light:							
All	52.1%	60.4%	43.4%	45.9%	61.9%	61.9%	55.4%
Most	16.5%	20.9%	14.2%	20.0%	14.4%	22.4%	18.3%
Some	8.3%	6.2%	0.0%	10.3%	4.4%	7.1%	7.3%
None	23.1%	12.5%	42.5%	23.8%	19.4%	8.5%	19.0%
Availability of toilet paper in female student toilet:							
All	8.9%	3.2%	0.0%	NA	5.6%	6.9%	6.0%
Some	7.3%	11.9%	0.0%	NA	11.9%	3.4%	8.8%
None	83.8%	84.9%	100.0%	NA	82.5%	89.7%	85.1%
Availability of toilet paper in male student toilet:							
All	4.4%	4.4%	0.0%	3.6%	NA	5.7%	4.3%
Some	6.7%	3.5%	29.2%	6.6%	NA	3.4%	5.5%
None	88.9%	92.1%	70.8%	89.8%	NA	90.9%	90.2%
Suitability of female toilet door locks:							
Suitable for children	83.8%	86.3%	100.0%	NA	87.6%	77.0%	85.1%
Not suitable for children	4.1%	3.3%	0.0%	NA	3.2%	5.3%	3.7%
Doors have no locks	12.0%	9.8%	0.0%	NA	9.0%	17.1%	10.9%
No doors	0.1%	0.6%	0.0%	NA	0.2%	0.6%	0.3%
Suitability of male toilet door locks:							
Suitable for children	73.5%	75.9%	54.8%	74.3%	NA	72.6%	73.9%
Not suitable for children	2.5%	4.0%	0.0%	2.3%	NA	5.3%	3.1%
Doors have no locks	19.3%	19.7%	40.7%	20.1%	NA	20.4%	20.1%
No doors	4.6%	0.4%	4.5%	3.4%	NA	1.7%	2.9%
schools with toilet facilities	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

School Questionnaire 313, 314, 316-326

Table 3.11 Student friendly toilets

Mean distance in meters from the classrooms to toilet facilities, percentage of schools with toilets that are near enough to classes, have suitable bowl size, have adequate light, have anal cleansing materials and mean number of toilets within school that have doors and children friendly bolts or non-child friendly ones and those with no bolts or doors, according to urban-rural location, region, and type of school, West Bank [oPt, 2011]

	Urban	Rural	Camp	Directorate								Type of school			Total								
				South Nablus	Jenin	Nablus	Tulkarm	Qalqilya	Ramallah	Bethlehem	Jerusalem Suburbs	Jerusalem	Hebron	North Hebron	Qabatya	Boys	Girls						
Mean distance to toilet facilities from classrooms in meters																							
For Male students	18.4	23.5	5.0	18.8	26.0	27.2	10.6	16.1	48.2	24.9	11.0	23.8	8.9	17.5	15.4	19.2	12.9	30.2	32.8	21.6	NA	20.6	21.2
for female students	16.9	24.9	3.0	16.1	25.8	17.2	24.0	14.7	30.1	27.7	37.3	8.3	14.6	32.5	9.3	29.5	16.7	35.4	13.2	NA	22.3	20.3	21.5
Toilets have adequate light:																							
All	68.1%	69.9%	100.0%	83.3%	92.9%	76.9%	58.3%	85.7%	81.3%	46.9%	41.7%	85.7%	71.4%	66.7%	58.8%	59.1%	70.0%	62.5%	85.7%	58.7%	78.5%	71.0%	69.3%
Most	14.8%	17.5%	0.0%	12.5%	0.0%	15.4%	25.0%	9.5%	18.8%	28.1%	16.7%	0.0%	9.5%	33.3%	35.3%	9.1%	16.7%	12.5%	14.3%	19.2%	11.2%	18.8%	16.1%
Some	5.2%	7.7%	0.0%	0.0%	0.0%	7.7%	8.3%	4.8%	0.0%	15.6%	8.3%	14.3%	0.0%	0.0%	18.2%	0.0%	0.0%	0.0%	0.0%	10.6%	2.8%	5.8%	6.4%
None	11.9%	4.9%	0.0%	4.2%	7.1%	0.0%	8.3%	0.0%	0.0%	9.4%	33.3%	0.0%	4.8%	0.0%	5.9%	13.6%	13.3%	25.0%	0.0%	11.5%	7.5%	4.3%	8.2%
Availability of toilet paper in female student toilet:																							
All	11.1%	3.9%	0.0%	0.0%	0.0%	12.5%	8.3%	0.0%	4.3%	42.9%	50.0%	0.0%	0.0%	33.3%	0.0%	4.8%	0.0%	0.0%	NA	5.6%	8.8%	6.9%	
Some	12.5%	8.8%	0.0%	0.0%	0.0%	6.3%	12.5%	8.3%	0.0%	13.0%	28.6%	25.0%	0.0%	0.0%	33.3%	0.0%	28.6%	0.0%	0.0%	NA	14.0%	4.4%	10.3%
None	76.4%	87.3%	100.0%	100.0%	100.0%	93.8%	75.0%	83.3%	100.0%	82.6%	28.6%	25.0%	100.0%	100.0%	33.3%	100.0%	66.7%	100.0%	100.0%	NA	80.4%	86.8%	82.9%
Availability of toilet paper in male student toilet:																							
All	7.6%	4.3%	0.0%	12.5%	0.0%	6.7%	0.0%	0.0%	0.0%	25.0%	25.0%	0.0%	36.4%	0.0%	0.0%	0.0%	0.0%	0.0%	4.8%	0.0%	7.2%	5.8%	
Some	10.1%	4.3%	100.0%	6.3%	12.5%	6.7%	0.0%	7.7%	0.0%	0.0%	12.5%	25.0%	0.0%	50.0%	27.3%	0.0%	10.0%	11.1%	0.0%	9.6%	NA	4.3%	7.5%
None	82.3%	91.4%	0.0%	81.3%	87.5%	86.7%	100.0%	92.3%	100.0%	100.0%	62.5%	50.0%	100.0%	36.4%	100.0%	90.0%	88.9%	100.0%	85.6%	NA	88.4%	86.7%	





	Urban	Rural	Camp	Jenin	South Nablus	Nablus	Salfit	Tulkarm	Qalqilya	Ramallah	Jerusalem Suburbs	Jerusalem	Bethlehem	Jericho	Hebron	South Hebron	Qabatya	Tubas	Type of school			Total		
																			Boys	Girls	Co-educ.			
Suitability of female toilet door locks:																								
Suitable for children	89.7%	85.2%	100.0%	52.4%	87.5%	93.8%	100.0%	97.4%	71.8%	78.6%	89.7%	75.8%	96.4%	100.0%	100.0%	93.8%	92.8%	92.9%	100.0%	NA	90.6%	77.3%	87.4%	
Not suitable for children	3.1%	3.8%	0.0%	17.1%	0.0%	2.3%	0.0%	1.3%	14.1%	1.2%	10.3%	0.0%	0.0%	0.0%	0.0%	0.0%	2.9%	3.6%	0.0%	NA	3.0%	4.8%	3.5%	
Doors have no locks	7.0%	10.5%	0.0%	29.3%	12.5%	3.8%	0.0%	1.3%	11.8%	20.2%	0.0%	24.2%	3.6%	0.0%	0.0%	6.2%	3.6%	3.6%	0.0%	NA	6.1%	17.5%	8.8%	
No doors	0.2%	0.5%	0.0%	1.2%	0.0%	0.0%	0.0%	2.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%	0.0%	0.0%	NA	0.3%	0.3%	0.3%	
Suitability of male toilet door locks:																								
Suitable for children	73.2%	75.1%	100.0%	83.0%	74.6%	67.0%	58.3%	70.0%	74.2%	76.0%	60.9%	48.3%	82.1%	71.4%	85.5%	55.7%	86.1%	98.4%	60.0%	75.4%	NA	72.0%	74.4%	
Not suitable for children	4.2%	4.6%	0.0%	0.0%	9.0%	1.7%	4.2%	11.3%	8.1%	7.2%	0.0%	0.0%	0.0%	0.0%	0.0%	13.2%	0.0%	4.2%	0.0%	0.0%	3.6%	NA	6.2%	4.4%
Doors have no locks	17.8%	20.3%	0.0%	17.0%	16.4%	22.6%	27.1%	17.5%	17.7%	13.2%	39.1%	34.5%	17.9%	28.6%	1.3%	44.3%	9.0%	1.6%	40.0%	18.4%	NA	20.1%	18.9%	
No doors	4.7%	0.0%	0.0%	0.0%	0.0%	0.0%	8.7%	10.4%	1.3%	0.0%	3.6%	0.0%	17.2%	0.0%	0.0%	0.0%	0.0%	0.7%	0.0%	0.0%	2.6%	NA	1.8%	2.3%
Percentage of schools with toilet facilities	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	

School Questionnaire 313, 314, 316-326

Table 3.11 Student friendly toilets

Mean distance in meters from the classrooms to toilet facilities, percentage of schools with toilets that are near enough to classes, have suitable bowl size, have adequate light, have anal cleansing materials and mean number of toilets within school that have doors and children friendly bolts or non-child friendly ones and those with no bolts or doors, according to urban-rural location, region, and type of school, Gaza [oPt, 2011]

	Urban	Rural	Camp	Directorate				Type of school			Total
				North Gaza	Khan Younis	Rafah	Middle Area Dir.	East Gaza	West Gaza	Boys	
Mean distance to toilet facilities from classrooms in meters											
For Male students	38.2	29.8	33.8	40.2	24.6	22.7	45.5	27.9	46.4	36.6	NA
for female students	45.1	27.5	17.5	46.8	15.3	19.3	51.4	41.5	63.7	NA	43.5
Toilets have adequate light:											
All	29.5%	19.4%	20.0%	17.4%	3.7%	25.0%	28.6%	21.4%	63.0%	24.6%	28.3%
Most	18.9%	35.5%	20.0%	8.7%	37.0%	16.7%	42.9%	17.9%	18.5%	21.3%	20.8%
Some	12.6%	0.0%	0.0%	13.0%	7.4%	8.3%	0.0%	10.7%	11.1%	9.8%	7.5%
None	38.9%	45.2%	60.0%	60.9%	51.9%	50.0%	28.6%	50.0%	7.4%	44.3%	43.4%
Availability of toilet paper in female student toilet:											
All	5.9%	0.0%	0.0%	0.0%	6.7%	0.0%	14.3%	0.0%	6.7%	NA	5.7%
Some	0.0%	25.0%	0.0%	18.2%	0.0%	14.3%	0.0%	7.1%	0.0%	NA	7.5%
None	94.1%	75.0%	100.0%	81.8%	93.3%	85.7%	85.7%	92.9%	93.3%	NA	86.8%
Availability of toilet paper in male student toilet:											
All	0.0%	4.8%	0.0%	0.0%	6.7%	0.0%	0.0%	0.0%	0.0%	1.6%	NA
Some	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	5.6%	1.6%	NA
None	98.1%	95.2%	100.0%	100.0%	93.3%	100.0%	100.0%	100.0%	94.4%	96.7%	NA





	Urban	Rural	Camp	Directorate				Type of school			Total
				North Gaza	Khan Younis	Rafah	Middle Area Dir.	East Gaza	West Gaza	Boys	
Suitability of female toilet door locks:											
Suitable for children	75.5%	90.9%	100.0%	86.6%	87.5%	80.6%	69.5%	75.6%	75.9%	NA	81.6%
Not suitable for children	5.5%	1.2%	0.0%	0.0%	3.3%	0.0%	3.4%	2.4%	12.8%	NA	3.4%
Doors have no locks	19.0%	6.7%	0.0%	13.4%	9.2%	19.4%	23.7%	22.0%	11.3%	NA	14.9%
No doors	0.0%	1.2%	0.0%	0.0%	0.0%	0.0%	3.4%	0.0%	0.0%	NA	0.0%
Suitability of male toilet door locks:											
Suitable for children	74.0%	79.5%	36.2%	91.1%	69.4%	100.0%	39.3%	77.6%	71.2%	72.4%	NA
Not suitable for children	0.2%	1.2%	0.0%	0.0%	0.0%	0.0%	1.9%	0.0%	0.6%	0.0%	NA
Doors have no locks	21.3%	17.0%	57.4%	8.9%	20.4%	0.0%	47.7%	21.6%	27.1%	22.8%	NA
No doors	4.5%	2.3%	6.4%	0.0%	10.2%	0.0%	11.2%	0.8%	1.1%	4.8%	NA
Percentage of schools with toilet facilities	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

School Questionnaire 312, 315, 336-341

Table 3.12 Cleanliness of toilets

Percentage of schools in which insects were observed inside toilets, percentage with clean toilets, clean toilet floors and walls, and the mean number of toilets that have poor drainage, according to urban-rural location, region, and type of school, [oPt, 2011]

	Urban	Rural	Camp	Type of school			Total
				Boys	Girls	Co-educ.	
Presence of insects in latrines:							
None	58.7%	51.9%	71.7%	53.9%	59.4%	54.3%	56.1%
Very few	23.0%	30.7%	14.2%	26.7%	25.0%	26.3%	26.1%
Some	16.1%	13.9%	14.2%	15.2%	14.4%	16.9%	15.1%
Many	2.2%	3.5%	0.0%	4.2%	1.2%	2.4%	2.7%
Toilets clean without too much smell:							
All	45.2%	50.0%	14.6%	39.4%	58.1%	39.4%	46.7%
Some	40.0%	32.0%	71.2%	39.4%	35.0%	37.0%	37.2%
None	14.8%	18.0%	14.2%	21.2%	6.9%	23.6%	16.1%
Cleanliness of student toilet floor:							
Clean and dry	70.8%	73.5%	57.5%	65.4%	81.9%	64.6%	71.7%
Dirty (rubbish, urine, feces, stagnation of water)	23.5%	20.6%	28.3%	24.8%	16.9%	28.3%	22.4%
Very dirty (rubbish, urine, feces, stagnation of water)	5.7%	5.9%	14.2%	9.7%	1.2%	7.1%	5.9%
Not applicable	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Cleanliness of staff toilet floor:							
Clean and dry	93.9%	91.4%	85.8%	89.7%	97.5%	89.3%	92.7%
Dirty (rubbish, urine, feces, stagnation of water)	5.7%	8.0%	14.2%	10.3%	1.9%	9.5%	6.8%
Very dirty (rubbish, urine, feces, stagnation of water)	0.4%	0.6%	0.0%	0.0%	0.6%	1.1%	0.5%
Not applicable	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Cleanliness of student toilet Walls:							
Clean and dry	80.0%	86.0%	85.8%	73.3%	92.5%	82.1%	82.7%
Dirty (rubbish, urine, feces, stagnation of water)	17.4%	11.0%	14.2%	21.8%	6.9%	15.7%	14.6%
Very dirty (rubbish, urine, feces, stagnation of water)	2.6%	2.9%	0.0%	4.8%	0.6%	2.3%	2.7%
Not applicable	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Cleanliness of staff toilet Walls:							
Clean and dry	97.8%	95.3%	100.0%	97.6%	97.5%	94.2%	96.8%
Dirty (rubbish, urine, feces, stagnation of water)	2.2%	3.5%	0.0%	2.4%	2.5%	3.6%	2.7%
Very dirty (rubbish, urine, feces, stagnation of water)	0.0%	0.6%	0.0%	0.0%	0.0%	1.1%	0.2%
Not applicable	0.0%	0.6%	0.0%	0.0%	0.0%	1.1%	0.2%
toilets with poor drainage	7.8%	5.1%	18.5%	9.5%	6.3%	4.0%	6.9%
schools with toilet facilities	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

School Questionnaire 312, 315, 336-341

Table 3.12 Cleanliness of toilets

Percentage of schools in which insects were observed inside toilets, percentage with clean floors, clean toilet floors and walls, and the mean number of toilets that have poor drainage, according to urban-rural location, region, and type of school, West Bank [oPt, 2011]

	Urban	Rural	Camp	Jenin	South Nablus	Nablus	Salfit	Tulkarm	Qalqilya	Ramallah	Jerusalem Suburbs	Jerusalem	Bethlehem	Jericho	North Hebron	Hebron	South Hebron	Qabatya	Tubas	Type of school			Total	
																				Boys	Girls	Co-educ.		
Presence of insects in latrines:																								
None	60.7%	58.0%	100.0%	70.8%	64.3%	65.4%	75.0%	76.2%	50.0%	43.8%	25.0%	85.7%	57.1%	66.7%	47.1%	45.5%	66.7%	81.3%	42.9%	58.7%	61.7%	58.0%	59.6%	
Very few	23.7%	26.6%	0.0%	29.2%	21.4%	26.9%	0.0%	14.3%	37.5%	34.4%	50.0%	0.0%	38.1%	33.3%	29.4%	9.1%	23.3%	6.3%	42.9%	22.1%	24.3%	30.4%	25.0%	
Some	12.6%	12.6%	0.0%	0.0%	14.3%	7.7%	25.0%	9.5%	6.3%	15.6%	16.7%	14.3%	0.0%	0.0%	23.5%	31.8%	10.0%	12.5%	14.3%	13.5%	13.1%	10.1%	12.5%	
Many	3.0%	2.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	6.3%	6.3%	8.3%	0.0%	4.8%	0.0%	0.0%	13.6%	0.0%	0.0%	0.0%	0.0%	5.8%	0.9%	1.4%	2.9%
Toilets clean without too much smell:																								
All	44.4%	49.7%	50.0%	70.8%	64.3%	65.4%	33.3%	38.1%	62.5%	34.4%	50.0%	57.1%	38.1%	100.0%	52.9%	31.8%	33.3%	50.0%	14.3%	38.5%	38.5%	59.8%	40.6%	47.1%
Some	40.7%	35.0%	50.0%	29.2%	35.7%	26.9%	50.0%	38.1%	25.0%	50.0%	50.0%	28.6%	28.6%	0.0%	41.2%	40.9%	43.3%	25.0%	85.7%	41.3%	33.6%	33.6%	39.1%	37.9%
None	14.8%	15.4%	0.0%	0.0%	0.0%	0.0%	7.7%	16.7%	23.8%	12.5%	15.6%	0.0%	14.3%	33.3%	0.0%	5.9%	27.3%	23.3%	25.0%	0.0%	20.2%	6.5%	20.3%	15.0%
Cleanliness of student toilet floor:																								
Clean and dry	74.1%	74.8%	100.0%	79.2%	85.7%	76.9%	58.3%	81.0%	81.3%	68.8%	83.3%	100.0%	66.7%	100.0%	82.4%	59.1%	60.0%	87.5%	85.7%	66.3%	86.0%	69.6%	74.6%	
Dirty (rubbish, urine, feces, stagnation of water)	20.7%	22.4%	0.0%	20.8%	14.3%	23.1%	41.7%	9.5%	18.8%	28.1%	16.7%	0.0%	23.8%	0.0%	11.8%	31.8%	30.0%	12.5%	14.3%	26.9%	14.0%	24.6%	21.4%	
Very dirty (rubbish, urine, feces, stagnation of water)	5.2%	2.8%	0.0%	0.0%	0.0%	0.0%	0.0%	9.5%	0.0%	3.1%	0.0%	0.0%	9.5%	0.0%	5.9%	9.1%	10.0%	0.0%	0.0%	6.7%	0.0%	5.8%	3.9%	
Not applicable	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	



	Urban	Rural	Camp	Jenin	South Nablus	Nablus	Salfit	Tulkarm	Ramallah	Jerusalem Suburbs	Jerusalem	Bethlehem	Jericho	North Hebron	Hebron	South Hebron	Qabatya	Tubas	Boys	Girls	Type of school		Total				
																					Co-educ.						
Cleanliness of staff toilet floor:																											
Clean and dry	94.8%	90.9%	100.0%	100.0%	92.9%	92.3%	83.3%	95.2%	93.8%	84.4%	100.0%	100.0%	94.1%	90.9%	93.3%	93.8%	100.0%	88.5%	98.1%	98.1%	91.3%	92.9%	92.9%	92.9%	92.9%		
Dirty (rubbish, urine, feces, stagnation of water)	5.2%	8.4%	0.0%	0.0%	7.1%	7.7%	8.3%	4.8%	6.3%	15.6%	0.0%	0.0%	9.5%	0.0%	5.9%	9.1%	6.7%	6.3%	0.0%	11.5%	1.9%	7.2%	6.8%	6.8%	6.8%	6.8%	
Very dirty (rubbish, urine, feces, stagnation of water)	0.0%	0.7%	0.0%	0.0%	0.0%	0.0%	8.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.4%	0.4%	0.4%	0.4%	
Not applicable	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Cleanliness of student toilet Walls:																											
Clean and dry	80.7%	88.8%	100.0%	91.7%	100.0%	88.5%	83.3%	85.7%	100.0%	87.5%	91.7%	85.7%	66.7%	100.0%	88.2%	68.2%	73.3%	93.8%	85.7%	75.0%	93.5%	87.0%	85.0%	85.0%	85.0%	85.0%	
Dirty (rubbish, urine, feces, stagnation of water)	16.3%	9.1%	0.0%	8.3%	0.0%	11.5%	16.7%	9.5%	0.0%	6.3%	8.3%	14.3%	23.8%	0.0%	11.8%	31.8%	20.0%	6.3%	14.3%	20.2%	6.5%	10.1%	12.5%	12.5%	12.5%	12.5%	
Very dirty (rubbish, urine, feces, stagnation of water)	3.0%	2.1%	0.0%	0.0%	0.0%	0.0%	4.8%	0.0%	0.0%	6.3%	0.0%	9.5%	0.0%	0.0%	0.0%	0.0%	6.7%	0.0%	0.0%	4.8%	0.0%	2.9%	2.5%	2.5%	2.5%	2.5%	
Not applicable	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Cleanliness of staff toilet Walls:																											
Clean and dry	97.8%	96.5%	100.0%	100.0%	96.2%	91.7%	100.0%	100.0%	96.9%	91.7%	85.7%	100.0%	100.0%	94.1%	95.5%	100.0%	100.0%	85.7%	98.1%	98.1%	98.1%	94.2%	97.1%	97.1%	97.1%	97.1%	
Dirty (rubbish, urine, feces, stagnation of water)	2.2%	2.1%	0.0%	0.0%	0.0%	3.8%	0.0%	0.0%	3.1%	8.3%	14.3%	0.0%	0.0%	5.9%	4.5%	0.0%	0.0%	0.0%	1.9%	1.9%	1.9%	2.9%	2.1%	2.1%	2.1%	2.1%	2.1%
Very dirty (rubbish, urine, feces, stagnation of water)	0.0%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	14.3%	0.0%	0.0%	1.4%	0.4%	0.4%	0.4%	0.4%	0.4%
Not applicable	0.0%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	8.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Toilets with poor drainage	5.4%	4.2%	0.0%	6.8%	3.2%	2.7%	16.7%	5.7%	2.7%	5.0%	2.5%	0.0%	5.6%	0.0%	0.6%	11.7%	3.4%	1.3%	0.0%	5.5%	4.8%	3.5%	4.8%	4.8%	4.8%	4.8%	4.8%

School Questionnaire 312, 315, 336-341

Table 3.12 Cleanliness of toilets

Percentage of schools in which insects were observed inside toilets, percentage with clean floors, clean toilet floors and walls, and the mean number of toilets that have poor drainage, according to urban-rural location, region, and type of school, Gaza [oPt, 2011]

	Urban	Rural	Camp	North Gaza	Khan Younis	Rafah	Middle Area Dir.	East Gaza	West Gaza	Type of school			Total
										Directorate	Boys	Girls	
Presence of insects in latrines:													
None	55.8%	25.8%	60.0%	52.2%	22.2%	50.0%	64.3%	32.1%	81.5%	45.9%	54.7%	41.2%	48.9%
Very few	22.1%	48.4%	20.0%	21.7%	51.9%	25.0%	21.4%	35.7%	7.4%	34.4%	26.4%	11.8%	28.2%
Some	21.1%	19.4%	20.0%	21.7%	25.9%	16.7%	7.1%	32.1%	11.1%	18.0%	17.0%	41.2%	20.6%
Many	1.1%	6.5%	0.0%	4.3%	0.0%	8.3%	7.1%	0.0%	0.0%	1.6%	1.9%	5.9%	2.3%
Toilets clean without too much smell:													
All	46.3%	51.6%	0.0%	34.8%	51.9%	66.7%	28.6%	35.7%	59.3%	41.0%	54.7%	35.3%	45.8%
Some	38.9%	19.4%	80.0%	34.8%	40.7%	16.7%	42.9%	50.0%	22.2%	36.1%	37.7%	29.4%	35.9%
None	14.7%	29.0%	20.0%	30.4%	7.4%	16.7%	28.6%	14.3%	18.5%	23.0%	7.5%	35.3%	18.3%
Cleanliness of student toilet floor:													
Clean and dry	66.3%	67.7%	40.0%	47.8%	85.2%	83.3%	50.0%	53.6%	74.1%	63.9%	73.6%	47.1%	65.6%
Dirty (rubbish, urine, feces, stagnation of water)	27.4%	12.9%	40.0%	26.1%	11.1%	16.7%	28.6%	35.7%	25.9%	21.3%	22.6%	41.2%	24.4%
Very dirty (rubbish, urine, feces, stagnation of water)	6.3%	19.4%	20.0%	26.1%	3.7%	0.0%	21.4%	10.7%	0.0%	14.8%	3.8%	11.8%	9.9%
Not applicable	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Cleanliness of staff toilet floor:													
Clean and dry	92.6%	93.5%	80.0%	91.3%	92.6%	83.3%	92.9%	100.0%	88.9%	91.8%	96.2%	82.4%	92.4%
Dirty (rubbish, urine, feces, stagnation of water)	6.3%	6.5%	20.0%	4.3%	7.4%	16.7%	7.1%	0.0%	11.1%	8.2%	1.9%	17.6%	6.9%
Very dirty (rubbish, urine, feces, stagnation of water)	1.1%	0.0%	0.0%	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.9%	0.0%	0.8%
Not applicable	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%





	Urban	Rural	Camp	Directorate				Type of school			Total
				North Gaza	Khan Younis	Rafah	Middle Area Dir.	East Gaza	West Gaza	Boys	
Cleanliness of student toilet Walls											
Clean and dry	78.9%	74.2%	80.0%	65.2%	85.2%	83.3%	71.4%	82.1%	77.8%	70.5%	90.6%
Dirty (rubbish, urine, feces, stagnation of water)	18.9%	19.4%	20.0%	17.4%	14.8%	16.7%	28.6%	17.9%	22.2%	24.6%	7.5%
Very dirty (rubbish, urine, feces, stagnation of water)	2.1%	6.5%	0.0%	17.4%	0.0%	0.0%	0.0%	0.0%	0.0%	4.9%	1.9%
Not applicable	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Cleanliness of staff toilet Walls											
Clean and dry	97.9%	90.3%	100.0%	91.3%	96.3%	91.7%	100.0%	100.0%	96.3%	96.7%	96.2%
Dirty (rubbish, urine, feces, stagnation of water)	2.1%	9.7%	0.0%	8.7%	3.7%	8.3%	0.0%	0.0%	3.7%	3.3%	3.8%
Very dirty (rubbish, urine, feces, stagnation of water)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not applicable	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Toilets with poor drainage	11.2%	8.8%	26.1%	14.7%	16.7%	8.2%	4.0%	12.9%	6.8%	16.0%	9.2%
											5.8%
											11.4%

School Questionnaire 325, 327, 331, 328, 332, 329, 334

Table 3.13 Availability and properly equipped hand washing facilities

Percent distribution of schools by location of hand washing facility, and among schools with hand washing facilities mean number of facilities, mean distance to facilities, and availability of equipments and soap within facilities, according to urban-rural location, region, and type of school, [oPt, 2011]

	Urban	Rural	Camp	Type of school			Total
				Boys	Girls	Co-educ.	
Location of hand washing facility:	%	%	%	%	%	%	%
Inside toilet	52.6	64.9	57.1	55.8	55.6	66.3	57.9
Outside toilet located close	41.7	30.5	42.9	38.2	39.4	30.2	37
Outside toilet located far away	1.7	2.9	0	0.6	3.8	2.3	2.2
No hand washing facilities	3.9	1.7	0	5.5	1.3	1.2	2.9
Number of schools	230	174	7	165	160	86	411
Mean number of hand washing facilities:	mean	mean	mean	mean	mean	mean	mean
Boys	2.9	2.47	2	5.5	NA	2.6	2.7
Girls	3.2	2.78	2.71	NA	6.3	2.3	3
Mixed	0.31	0.13	0.43	NA	NA	1.1	0.24
Total students	6.5	5.4	5.1	5.6	6.4	6	6
Female teachers	1.13	0.95	1.14	0.23	1.73	1.3	1.1
Male Teachers	0.94	0.88	1.29	1.7	0.23	0.75	0.92
Mean distance to hand washing facilities from toilets:	mean	mean	mean	mean	mean	mean	mean
Boys	4	3.3	22	3.7	0.17	5.4	4.1
Girls	3.8	4.5	35	16	3.6	5.2	4.6
Mixed	5.8	0.53	1	14.6	0	0.86	2.59
Water available at hand washing facilities:	%	%	%	%	%	%	%
All	84.7	88.9	85.7	80.1	91.8	88.2	86.5
Some	10.8	9.4	14.3	12.8	6.9	11.8	10.3
None	4.5	1.8	0	7.1	1.3	0	3.3
Source of water for hand washing:	%	%	%	%	%	%	%
Public water network	95.9	81.3	100	91	90.6	85.9	89.8
Tanker water brought by truck	3.2	7.6	0	1.9	5.7	9.4	5
Rainwater	0.9	7.6	0	4.5	2.5	4.7	3.8
Other (specify)	0	3.5	0	2.6	1.3	0	1.5
Hand washing facilities for students have a functioning:							
Basin with several faucets	51.5%	30.0%	57.1%	49.7%	41.3%	31.1%	42.5%
Sink with faucet	79.7%	89.9%	42.9%	78.7%	83.1%	92.7%	83.4%
Other (specify)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%





	Urban	Rural	Camp	Type of school			Total
				Boys	Girls	Co-educ.	
Condition of Basin with several faucets as hand washing facilities for male students							
Usable and undamaged	36.4%	19.8%	35.7%	34.2%	NA	18.0%	28.9%
Usable but leaks water	11.4%	11.6%	0.0%	10.3%	NA	13.2%	11.5%
Unusable	4.1%	0.9%	17.9%	4.5%	NA	0.0%	3.0%
Not present	48.1%	67.7%	46.4%	51.0%	NA	68.9%	56.6%
Condition of Sink with faucet as hand washing facilities for male students							
Usable and undamaged	50.7%	69.5%	28.6%	51.2%	NA	72.5%	58.3%
Usable but leaks water	17.6%	14.4%	17.9%	17.3%	NA	14.4%	16.2%
Unusable	10.2%	5.4%	0.0%	9.6%	NA	4.7%	7.8%
Not present	21.5%	10.7%	53.6%	22.0%	NA	8.4%	17.6%
Condition of Basin with several faucets as hand washing facilities for female students							
Usable and undamaged	36.5%	19.6%	0.0%	NA	31.9%	18.0%	28.6%
Usable but leaks water	9.7%	3.3%	35.7%	NA	5.6%	8.4%	7.1%
Unusable	4.0%	0.0%	0.0%	NA	3.1%	0.0%	2.3%
Not present	49.7%	77.1%	64.3%	NA	59.4%	73.6%	62.0%
Condition of Sink with faucet as hand washing facilities for female students							
Usable and undamaged	46.9%	57.5%	50.0%	1.3%	73.1%	73.7%	51.5%
Usable but leaks water	6.3%	8.0%	0.0%	0.0%	6.9%	11.9%	6.9%
Unusable	5.0%	2.3%	0.0%	1.9%	3.1%	3.6%	3.8%
Not present	41.8%	32.2%	50.0%	96.8%	16.9%	10.8%	37.8%
Hand washing facilities for Male students have:							
Bar soap/Liquid soap	16.5%	34.3%	17.9%	14.7%	NA	43.3%	24.6%
Educational materials	7.1%	8.1%	0.0%	7.7%	NA	7.0%	7.5%
Hand washing facilities for Female students have:							
Bar soap/Liquid soap	39.5%	54.7%	100.0%	NA	49.7%	43.3%	46.7%
Educational materials	12.3%	11.3%	0.0%	NA	13.8%	7.0%	11.5%
Percentage of schools with hand washing facilities	96.1%	98.3%	100.0%	94.6%	98.7%	98.8%	97.1%

School Questionnaire 325, 327, 331, 328, 332, 329, 334

Table 3.13 Availability and properly equipped hand washing facilities

Percent distribution of schools by location of hand washing facility, and among schools with hand washing facilities mean number of facilities, mean distance to facilities, and availability of equipments and soap within facilities, according to urban-rural location, region, and type of school, West Bank [oPt, 2011]

	Urban	Rural	Camp	Jenin	Nablus	South Nablus	Salfit	Tulkarm	Ramallah	Jerusalem Suburbs	Jerusalem	Bethlehem	Hebron	North Hebron	Jericho	South Hebron	Qabatya	Tubas	Type of school		Total			
																			Boys	Girls				
Location of hand washing facility:																								
Inside toilet	71.9	71.3	100	100	78.6	46.2	66.7	100	81.3	62.5	41.7	28.6	76.2	66.7	76.5	68.2	80.0	56.3	85.7	72.1	69.2	75.4	71.8	
Outside toilet located close by	23.0	24.5	0	0	21.4	42.3	25.0	0	18.8	34.4	50.0	57.1	19.0	33.3	11.8	27.3	13.3	43.8	14.3	22.1	26.2	21.7	23.6	
Outside toilet located far away	1.5	2.8	0	0	.0	8.3	0	.0	3.1	8.3	14.3	.0	.0	5.9	.0	3.3	.0	0	0	1.0	2.8	2.9	2.1	
No hand washing facilities	3.7	1.4	0	0	0	11.5	0	0	0	0	0	0	4.8	0	5.9	4.5	3.3	0	0	4.8	1.9	0	2.5	
Mean number of hand washing facilities:																								
Boys	2.32	2.35	2.00	2.54	2.64	2.43	2.08	2.14	2.31	2.47	2.58	2.43	1.80	1.33	2.81	2.90	1.76	2.63	1.43	4.37	.00	2.96	2.33	
Girls	3.18	2.79	2.00	2.46	4.00	3.48	3.17	3.29	4.13	2.91	1.83	4.29	2.20	4.33	1.81	3.81	2.72	2.50	2.00	.07	5.93	2.64	2.97	
Mixed	.01	.08	.00	.00	.00	.00	.00	.00	.00	.03	.00	.00	.00	.25	.33	.00	.00	.17	.00	.00	.00	.04	.12	.04
Total	5.51	5.23	4.00	5.00	6.64	5.91	5.25	5.43	6.44	5.41	4.42	6.71	4.25	6.00	4.63	6.71	4.66	5.13	3.43	4.44	5.97	5.71	5.35	
Females Teachers	1.21	1.00	1	.83	1.07	.87	.92	1.38	1.19	1.50	.83	2.43	.95	1.67	1.06	1.33	.79	.75	1.14	.34	1.72	1.25	1.10	
Males teachers	.81	.79	1	.83	1.14	.96	.92	.81	.63	.88	.75	.29	.60	.67	.94	.67	.72	.88	.71	.64	.02	.78	.80	
Mean distance to hand washing facilities from toilets in meters:																								
Boys	2.07	.98	.00	.13	.38	1.79	.43	.00	1.71	1.00	1.13	1.50	1.73	1.00	.00	.25	6.72	1.82	.50	1.87	.10	1.14	1.49	
Girls	.52	1.71	6.00	.00	.44	2.18	.00	.00	.67	3.68	1.17	.75	.50	.67	.00	.00	2.05	.80	1.60	.00	1.62	.80	1.24	
Mixed	.80	.44	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.54	



	Urban	Rural	Camp	Jenin	South Nablus	Nablus	Salfit	Tulkarm	Qalqilya	Ramallah	Jerusalem Suburbs	Jerusalem	Bethlehem	Jericho	North Hebron	Hebron	South Hebron	Qabatya	Tubas	Type of school		Total				
																				Boys	Girls	Co-educ.				
Water available at hand washing facilities:																										
All	81.7	90.8	100	87.5	85.7	91.3	83.3	85.7	81.3	81.3	100	100	70.0	100	82.4	90.5	86.2	93.8	100	76.8	93.4	89.9	86.5			
Some	12.2	7.8	0	8.3	7.1	4.3	16.7	14.3	18.8	18.8	0	0	15.0	0	17.6	9.5	6.9	6.3	0	13.1	6.6	10.1	9.9			
None	6.1	1.4	0	4.2	7.1	4.3	0	0	.0	0	0	0	15.0	0	0	0	0	6.9	0	0	10.1	0	0	3.6		
Source of water for hand washing:																										
Public water network	94.7	80.1	100	87.5	35.7	91.3	83.3	95.2	93.8	100	100	100	100	100	100	95.2	69.0	68.8	71.4	88.9	88.7	82.6	87.2			
Tanker water brought by truck	3.8	9.2	0	4.2	7.1	.0	.0	.0	.0	.0	0	0	0	0	0	0	.0	31.0	31.3	28.6	3.0	6.6	11.6	6.6		
Rainwater	1.5	9.2	0	8.3	50.0	8.7	16.7	.0	6.3	0	0	0	0	0	0	0	4.8	0	.0	0	7.1	3.8	5.8	5.5		
Other (specify)	0	1.4	0	.0	7.1	0	0	4.8	0	0	0	0	0	0	0	0	0	0	0	0	1.0	.9	0	.7		
Hand washing facilities for students have a functioning:																										
Basin with several faucets	22.0%	18.4%	NA	8.3%	7.1%	16.7%	25.0%	9.5%	6.3%	21.9%	41.7%	14.3%	25.0%	33.3%	35.3%	19.0%	27.6%	25.0%	14.3%	23.2%	16.8%	20.3%	20.0%			
Sink with faucet	92.4%	97.9%	100.0%	100.0%	85.7%	91.7%	100.0%	100.0%	93.8%	100.0%	100.0%	100.0%	95.0%	100.0%	94.1%	85.7%	93.1%	100.0%	100.0%	94.9%	94.4%	97.1%	95.3%			
Other (specify)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Condition of Basin with several faucets as hand washing facilities for male students																										
Usable and undamaged	13.2%	15.4%	0.0%	6.3%	12.5%	15.4%	28.6%	0.0%	9.1%	5.0%	12.5%	25.0%	15.4%	50.0%	27.3%	20.0%	10.5%	44.4%	0.0%	16.2%	NA	11.6%	14.3%			
Usable but leaks water	6.6%	5.5%	0.0%	6.3%	0.0%	7.7%	0.0%	0.0%	0.0%	10.0%	25.0%	0.0%	7.7%	0.0%	9.1%	0.0%	10.5%	0.0%	0.0%	4.0%	NA	8.7%	6.0%			
Unusable	2.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	15.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.0%	NA	0.0%	1.2%		
Not present	77.6%	79.1%	100.0%	87.5%	87.5%	76.9%	71.4%	100.0%	90.9%	85.0%	62.5%	75.0%	61.5%	50.0%	63.6%	80.0%	78.9%	55.8%	100.0%	77.8%	NA	79.7%	78.6%			

																					Total	Type of school		
Condition of Sink with faucet as hand washing facilities for male students																								
Usable and undamaged	60.5%	78.0%	100.0%	87.5%	50.0%	84.6%	42.9%	61.5%	100.0%	75.0%	87.5%	100.0%	53.8%	100.0%	45.5%	80.0%	47.4%	88.9%	50.0%	62.6%	NA	81.2%	70.2%	
Usable but leaks water	17.1%	14.3%	0.0%	12.5%	25.0%	0.0%	57.1%	30.8%	0.0%	20.0%	0.0%	0.0%	7.7%	0.0%	45.5%	0.0%	15.8%	0.0%	25.0%	20.2%	NA	8.7%	15.5%	
Unusable	14.5%	4.4%	0.0%	0.0%	0.0%	7.7%	0.0%	5.0%	12.5%	0.0%	23.1%	0.0%	9.1%	0.0%	26.3%	11.1%	25.0%	11.1%	NA	5.8%	8.9%			
Not present	7.9%	3.3%	0.0%	0.0%	25.0%	7.7%	0.0%	0.0%	0.0%	0.0%	15.4%	0.0%	0.0%	20.0%	10.5%	0.0%	0.0%	6.1%	0.0%	NA	4.3%	5.4%		
Condition of Basin with several faucets as hand washing facilities for female students																								
Usable and undamaged	18.1%	11.7%	0.0%	0.0%	11.1%	6.3%	25.0%	8.3%	0.0%	21.7%	14.3%	25.0%	15.4%	0.0%	33.3%	16.7%	23.8%	0.0%	20.0%	NA	15.9%	11.6%	14.2%	
Usable but leaks water	5.6%	0.0%	0.0%	7.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.3%	14.3%	0.0%	0.0%	0.0%	0.0%	0.0%	4.8%	0.0%	0.0%	NA	0.9%	4.3%	2.3%
Unusable	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Not present	76.4%	88.3%	100.0%	92.9%	88.9%	93.8%	75.0%	91.7%	100.0%	73.9%	71.4%	75.0%	84.6%	100.0%	66.7%	100.0%	71.4%	100.0%	80.0%	NA	83.2%	84.1%	83.5%	
Condition of Sink with faucet as hand washing facilities for female students																								
Usable and undamaged	45.5%	64.5%	50.0%	50.0%	57.1%	58.3%	66.7%	52.4%	68.8%	59.4%	58.3%	42.9%	55.0%	66.7%	35.3%	42.9%	62.1%	56.3%	57.1%	2.0%	86.9%	82.6%	55.3%	
Usable but leaks water	3.8%	5.7%	0.0%	8.3%	0.0%	4.2%	0.0%	6.3%	0.0%	0.0%	14.3%	10.0%	0.0%	0.0%	11.8%	9.5%	3.4%	0.0%	14.3%	0.0%	6.5%	8.7%	4.7%	
Unusable	3.0%	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	9.5%	0.0%	3.1%	8.3%	0.0%	5.0%	0.0%	5.9%	0.0%	0.0%	0.0%	0.0%	3.0%	0.9%	2.9%	2.2%	
Not present	47.7%	28.4%	50.0%	41.7%	42.9%	37.5%	33.3%	38.1%	25.0%	37.5%	33.3%	42.9%	30.0%	33.3%	47.1%	47.6%	34.5%	43.8%	28.6%	94.9%	5.6%	5.8%	37.8%	
Hand washing facilities for Female students have:																								
Bar soap/Liquid soap	22.4%	36.3%	0.0%	31.3%	37.5%	30.8%	57.1%	46.2%	54.5%	20.0%	37.3%	75.0%	7.7%	0.0%	36.4%	10.0%	26.3%	0.0%	25.0%	17.2%	NA	47.8%	28.8%	
Educational materials	9.2%	6.6%	0.0%	6.3%	12.5%	0.0%	14.3%	7.7%	9.1%	5.0%	25.0%	0.0%	0.0%	18.2%	10.0%	5.3%	0.0%	0.0%	7.1%	NA	8.7%	7.7%		
Hand washing facilities for Male students have:																								
Bar soap/Liquid soap	53.5%	54.4%	100.0%	57.1%	55.6%	66.7%	87.5%	58.3%	72.7%	52.2%	85.7%	75.0%	15.4%	33.3%	77.8%	16.7%	52.4%	33.3%	60.0%	NA	58.5%	47.8%	54.3%	
Educational materials	14.1%	9.7%	0.0%	22.2%	13.3%	25.0%	8.3%	9.1%	8.7%	42.9%	50.0%	7.7%	0.0%	0.0%	16.7%	4.8%	0.0%	20.0%	NA	14.2%	7.2%	11.4%		
Percentage of schools with hand washing facilities	96.3%	98.6%	100.0%	100.0%	100.0%	88.5%	100.0%	100.0%	100.0%	100.0%	100.0%	95.2%	100.0%	94.1%	95.5%	96.7%	100.0%	100.0%	95.2%	98.1%	100.0%	97.5%		

School Questionnaire 325, 327, 331, 328, 332, 329, 334

Table 3.13 Availability and properly equipped hand washing facilities

Percent distribution of schools by location of hand washing facility, and among schools with hand washing facilities mean number of facilities, mean distance to facilities, and availability of equipments and soap within facilities, according to urban-rural location, region, and type of school, Gaza [oPt, 2011]

	Urban	Rural	Camp	Directorate				Type of school			Total
				North Gaza	Khan Younis	Rafah	Middle Area Dir.	West Gaza	Boys	Girls	
<i>Location of hand washing facility:</i>											
Inside toilet	25.3	35.5	40.0	17.4	40.7	41.7	21.4	0	51.9	27.9	28.3
Outside toilet located close by	68.4	58.1	60.0	78.3	55.6	50.0	71.4	92.9	40.7	65.6	66.0
Outside toilet located far away	2.1	3.2	0	4.3	.0	.0	7.1	.0	3.7	.0	5.7
No hand washing facilities	4.2	3.2	0	0	3.7	8.3	0	7.1	3.7	6.6	0
<i>Mean number of hand washing facilities:</i>											
Boys	3.76	3.00	2.00	4.00	2.00	4.73	2.57	4.38	3.69	7.32	.15
Girls	3.34	2.70	3.00	3.04	2.73	3.18	2.14	4.62	2.85	.16	7.15
Mixed	.76	.40	.60	.35	.19	.18	.71	.00	2.27	.00	.00
Total	7.86	6.10	5.60	7.39	4.92	8.09	5.43	9.00	8.81	7.47	7.30
Females Teachers	1.00	.70	1.20	1.09	.81	.91	.71	.77	1.23	.04	1.75
Males Teachers	1.13	1.30	1.40	1.26	1.12	1.73	.93	.96	1.31	1.84	.64
<i>Mean distance to hand washing facilities from toilets in meters:</i>											
Boys	8.70	20.83	27.75	25.18	34.44	1.71	3.57	1.73	1.25	8.02	.50
Girls	11.42	35.44	49.50	34.89	34.56	2.00	3.33	16.00	1.67	72.00	8.92
Mixed	10.70	1.00	1.00	25.50	1.50	3.00	.00	.00	.83	51.00	.00
<i>Water available at hand washing facilities:</i>											
All	89.0	80.0	80.0	82.6	84.6	81.8	85.7	88.5	92.3	86.0	88.7
Some	8.8	16.7	20.0	17.4	11.5	9.1	14.3	7.7	7.7	12.3	7.5
None	2.2	3.3	0	0	3.8	9.1	0	3.8	0	1.8	3.8
										0	2.4





	Urban	Rural	Camp	Directorate				Type of school			Total
				North Gaza	Khan Younis	Rafah	Middle Area Dir.	West Gaza	Boys	Girls	
Source of water for hand washing:											
Public water network	97.8	86.7	100	100	96.2	100	92.9	84.6	100	94.7	94.3
Tanker water brought by truck	2.2	0	0	0	0	0	0	7.7	0	0	3.8
Rainwater	0	0	0	0	0	0	0	.0	0	0	0
Other (specify)	0	13.3	0	0	3.8	0	7.1	7.7	0	5.3	1.9
Hand washing facilities for students have a functioning:											
Basin with several faucets	93.4%	83.3%	80.0%	100.0%	84.6%	72.7%	100.0%	96.2%	84.6%	94.7%	90.6%
Sink with faucet	61.5%	53.3%	20.0%	56.5%	34.6%	63.6%	35.7%	73.1%	76.9%	50.9%	60.4%
Other (specify)											75.0% 57.9%
Condition of Basin with several faucets as hand washing facilities for male students											
Usable and undamaged	69.4%	40.0%	50.0%	53.8%	42.9%	66.7%	45.5%	83.3%	70.6%	64.9%	NA
Usable but leaks water	18.4%	40.0%	0.0%	30.8%	21.4%	0.0%	54.5%	8.3%	17.6%	21.1%	NA
Unusable	6.1%	5.0%	25.0%	15.4%	21.4%	0.0%	0.0%	0.0%	0.0%	8.8%	NA
Not present	6.1%	15.0%	25.0%	0.0%	14.3%	33.3%	0.0%	8.3%	11.8%	5.3%	NA
Condition of Sink with faucet as hand washing facilities for male students											
Usable and undamaged	36.7%	30.0%	0.0%	23.1%	7.1%	50.0%	27.3%	50.0%	47.1%	31.6%	NA
Usable but leaks water	18.4%	15.0%	25.0%	23.1%	28.6%	0.0%	0.0%	8.3%	29.4%	12.3%	NA
Unusable	4.1%	10.0%	0.0%	7.7%	7.1%	16.7%	0.0%	8.3%	0.0%	7.0%	NA
Not present	40.8%	45.0%	75.0%	46.2%	57.1%	33.3%	72.7%	33.3%	23.5%	49.1%	NA



	Urban	Rural	Camp	North Gaza	Khan Younis	Rafah	Middle Area Dir.	East Gaza	West Gaza	Boys	Girls	Type of school	Total
Condition of Basin with several faucets as hand washing facilities for female students													
Usable and undamaged	62.7%	56.3%	0.0%	45.5%	53.3%	66.7%	57.1%	80.0%	53.3%	NA	64.2%	43.8%	59.4%
Usable but leaks water	15.7%	18.8%	50.0%	36.4%	6.7%	0.0%	42.9%	13.3%	13.3%	NA	15.1%	25.0%	17.4%
Unusable	9.8%	0.0%	0.0%	18.2%	13.3%	0.0%	0.0%	0.0%	6.7%	NA	9.4%	0.0%	7.2%
Not present	11.8%	25.0%	50.0%	0.0%	26.7%	33.3%	0.0%	6.7%	26.7%	NA	11.3%	31.3%	15.9%
Condition of Sink with faucet as hand washing facilities for female students													
Usable and undamaged	49.0%	25.0%	50.0%	45.5%	13.3%	50.0%	42.9%	60.0%	53.3%	NA	45.3%	37.5%	43.5%
Usable but leaks water	9.8%	18.8%	0.0%	0.0%	20.0%	16.7%	0.0%	6.7%	20.0%	NA	7.5%	25.0%	11.6%
Unusable	7.8%	6.3%	0.0%	9.1%	6.7%	0.0%	0.0%	6.7%	13.3%	NA	7.5%	6.3%	7.2%
Not present	33.3%	50.0%	50.0%	45.5%	60.0%	33.3%	57.1%	26.7%	13.3%	NA	39.6%	31.3%	37.7%
Hand washing facilities for Male students have:													
Bar soap/Liquid soap	8.2%	25.0%	25.0%	7.7%	35.7%	0.0%	18.2%	0.0%	11.8%	10.5%	NA	25.0%	13.7%
Educational materials	4.1%	15.0%	0.0%	7.7%	21.4%	0.0%	0.0%	0.0%	5.9%	8.8%	NA	0.0%	6.8%
Hand washing facilities for Female students have:													
Bar soap/Liquid soap	19.6%	56.3%	100.0%	18.2%	53.3%	16.7%	42.9%	13.3%	33.3%	NA	32.1%	25.0%	30.4%
Educational materials	9.8%	18.8%	0.0%	9.1%	26.7%	0.0%	0.0%	6.7%	13.3%	NA	13.2%	6.3%	11.6%
Percentage of schools with hand washing facilities	95.8%	96.8%	100.0%	100.0%	96.3%	91.7%	100.0%	92.9%	96.3%	93.4%	100.0%	94.1%	96.2%

School Questionnaire 232, 233

Table 3.14 Collection and disposal of wastes

Percent distribution of schools by the frequency of collecting solid waste from classrooms and offices and percentage of schools by the reported way of disposal of waste products, according to urban-rural location, region, and type of school, [opt, 2011]

	Urban	Rural	Camp	Type of school			Total
				Boys	Girls	Co-educ.	
Frequency of collecting rubbish from classrooms and offices:	%	%	%	%	%	%	%
Daily	95.2	94.3	100.0	97.0	91.3	97.7	94.9
Once a week	4.8	5.7	0.0	3.0	8.8	2.3	5.1
Once a month	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Once a semester	0.0	0.0	0.0	0.0	0.0	0.0	0.0
once a year	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Ways of disposal of rubbish:	%	%	%	%	%	%	%
Burried	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Burned	7.0	23.0	0.0	9.7	10.0	27.9	13.6
Dumped into the street	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Thrown into nature	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Collected by municipality/ local authority	96.5	86.2	100.0	94.5	95.6	81.4	92.2
Other (specify)	0.8	0.0	0.0	0.6	0.6	0.0	0.4
Number of schools	230.0	174.0	7.0	165.0	160.0	86.0	411.0

School Questionnaire 232, 233

Table 3.14 Collection and disposal of wastes

Table 3.17 Collection and disposal of wastes
Percent distribution of schools by the frequency of collecting solid waste from classrooms and offices and percentage of schools by the reported way of disposal of waste products, according to urban-rural location, region, and type of school, West Bank (opt., 2011)

School Questionnaire 232, 233

Table 3.14 Collection and disposal of wastes

Percent distribution of schools by the frequency of collecting solid waste from classrooms and offices and percentage of schools by the reported way of disposal of waste products, according to urban-rural location, region, and type of school, Gaza [opt, 2011]

	Urban	Rural	Camp	North Gaza	Khan Younis	Rafah	Middle Area Dir.	East Gaza	West Gaza	Boys	Girls	Co-educ.	Total
Frequency of collecting rubbish from classrooms and offices:													
Daily	88.4	77.4	100	100	59.3	75	100	85.7	100	95.1	73.6	94.1	86.3
Once a week	11.6	22.6	0	0	40.7	25	0	14.3	0	4.9	26.4	5.9	13.7
Once a month	0	0	0	0	0	0	0	0	0	0	0	0	0
Once a semester	0	0	0	0	0	0	0	0	0	0	0	0	0
Once a year	0	0	0	0	0	0	0	0	0	0	0	0	0
Ways of disposal of rubbish:													
Buried	0	0	0	0	0	0	0	0	0	0	0	0	0
Burned	3.2	12.9	0	8.7	3.7	0	14.3	7.1	0	3.3	9.4	0	5.3
Dumped into the street	0	0	0	0	0	0	0	0	0	0	0	0	0
Thrown into nature	0	0	0	0	0	0	0	0	0	0	0	0	0
Collected by municipality/ local authority	100	90.3	100	95.7	96.3	100	100	96.4	100	98.4	96.2	100	97.7
Other (specify)	0	0	0	0	0	0	0	0	0	0	0	0	0

School Questionnaire 336, 338

Table 3.15 Observation of wastes disposal management

Percent distribution of schools by method of solid wastes disposal and the availability of waste bins in classrooms, according to urban-rural location, region, and type of school, [oPt, 2011]

	Urban	Rural	Camp	Type of school			Total
				Boys	Girls	Co-educ	
Disposal of solid wastes:	%	%	%	%	%	%	%
Buried	0.0	0.6	0.0	0.0	0.0	1.2	0.2
Burned	5.7	23.0	0.0	9.1	8.8	27.9	12.9
Dumped into the street	0.9	0.0	0.0	0.6	0.6	0.0	0.5
Thrown into nature	1.3	0.6	0.0	1.2	0.6	1.2	1.0
Collected by municipality/ local authority	96.1	85.1	71.4	94.5	93.1	80.2	91.0
Other (Specify)	0.8	0.6	0.0	0.6	0.6	1.2	0.6
Waste bins available in classrooms:	%	%	%	%	%	%	%
In all classrooms	85.7	81.0	71.4	77.0	88.8	86.0	83.5
In some classrooms	13.0	18.4	28.6	20.0	11.3	12.8	15.1
	1.3	0.6	0.0	3.0	0.0	1.2	1.5
Waste bins available in the playground:	%	%	%	%	%	%	%
In all places	45.2	45.4	57.1	38.2	58.1	36.0	45.5
In some places	49.6	50.0	14.3	52.7	40.0	59.3	49.1
None	5.2	4.6	28.6	9.1	1.9	4.7	5.4
Number of schools	230.0	174.0	7.0	165.0	160.0	86.0	411.0

School Questionnaire 336, 338

Table 3.15 Observation of wastes disposal management
 Percent distribution of schools by method of solid wastes disposal and the availability of waste bins in classrooms, according to urban-rural location, region, and type of school, West Bank [oPt, 2011]

	Urban	Rural	Camp	Jenin	South Nablus	Nablus	Salfit	Tulkarm	Qalqilya	Tulkarm	Qabatya	South Hebron	Hebron	North Hebron	Bethlehem	Jericho	North Hebron	South Hebron	Hebron	Qabatya	Type of school			Total				
																					Boys	Girls	Co-educ					
Disposal of solid wastes:																												
Buried	0	0.7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1.4	0.4
Burned	8.1	25.9	0	8.3	35.7	3.8	0	4.8	25.0	12.5	25.0	0	38.1	66.7	23.5	4.5	30.0	18.8	14.3	11.5	11.2	34.8	17.1					
Dumped into the street	0.7	0	0	0	0	0	0	0	0	3.1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	1	0	0	0	0	0	0.4	
Thrown into nature	1.5	0	0	0	0	0	0	0	0	3.1	8.3	.0	.0	.0	.0	.0	.0	.0	.0	.0	1	0	1	0	1.4	0.7		
Collected by municipality/ local authority	94.8	84.6	100	91.7	85.7	96.2	100.0	90.5	100.0	96.9	83.3	100.0	76.2	33.3	82.4	100.0	76.7	93.8	85.7	93.3	95.3	75.4	89.6					
Other (Specify)	1.5	0.7	0	0	0	0	0	4.8	0	3.1	0	0	0	0	5.9	0	0	0	0	0	1	0.9	1.4	1				
Waste bins available in classrooms:																												
In all classrooms	91.1	87.4	100	83.3	78.6	100	75.0	100	100	93.8	83.3	85.7	90.5	66.7	88.2	95.5	73.3	93.8	100	87.5	89.7	91.3	89.3					
In some classrooms	8.9	12.6	0	16.7	21.4	0	25.0	0	0	6.3	16.7	14.3	9.5	33.3	11.8	4.5	26.7	6.3	0	12.5	10.3	8.7	10.7					
None	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Waste bins available in the playground:																												
In all places	42.2	44.8	50.0	66.7	35.7	57.7	33.3	57.1	75.0	59.4	50.0	85.7	23.8	33.3	41.2	9.1	6.7	37.5	57.1	37.5	52.3	39.1	43.6					
In some places	50.4	51.0	50.0	33.3	57.1	38.5	66.7	42.9	25.0	40.6	41.7	14.3	76.2	66.7	35.3	68.2	80.0	62.5	42.9	53.8	44.9	55.1	50.7					
None	7.4	4.2	0	.0	7.1	3.8	0	.0	.0	8.3	.0	.0	.0	23.5	22.7	13.3	.0	0	0	8.7	2.8	5.8	5.7					

School Questionnaire 336, 338

Table 3.15 Observation of wastes disposal management

Percent distribution of schools by method of solid wastes disposal and the availability of waste bins in classrooms, according to urban-rural location, region, and type of school, Gaza [oPt, 2011]

	Urban	Rural	Camp	Directorate				Type of school			Total
				North Gaza	Khan Younis	Rafah	Middle Area Dir.	West Gaza	Boys	Girls	
Disposal of solid wastes:											
Buried	0	0	0	0	0	0	0	0	0	0	0
Burned	2.1	9.7	0	4.3	3.7	0	7.1	0	4.9	3.8	0
Dumped into the street	1.1	0	0	0	0	0	0	3.6	0	0	0.8
Thrown into nature	1.1	3.2	0	0	0	16.7	.0	0	0	1.6	1.9
Collected by municipality/ local authority	97.9	87.1	60	95.7	92.6	83.3	100	92.9	96.3	96.7	88.7
Other (Specify)	0	0	0	0	0	0	0	0	0	0	0
Waste bins available in classrooms:											
In all classrooms	77.9	51.6	60.0	73.9	77.8	66.7	28.6	67.9	88.9	59.0	86.8
In some classrooms	18.9	45.2	40.0	26.1	22.2	33.3	42.9	25.0	11.1	32.8	13.2
None	3.2	3.2	0	.0	0	.0	28.6	7.1	0	8.2	0
Waste bins available in the playground:											
In all places	49.5	48.4	60.0	65.2	74.1	8.3	14.3	46.4	51.9	39.3	69.8
In some places	48.4	45.2	0	30.4	25.9	83.3	64.3	50.0	48.1	50.8	30.2
None	2.1	6.5	40.0	4.3	0	8.3	21.4	3.6	0	9.8	0
										0	4.6

Table 3.16: Teacher's perception of cleanliness of schools and perception of responsibilities for school cleanliness
Percentage of teachers who agree on cleanliness statements and on responsibility statements

Characteristics	West Bank		Gaza		oPt
	Strongly agree or Agree	Disagree or Strongly disagree	Strongly agree or Agree	Disagree or Strongly disagree	
Percentage of teachers agreeing on cleanliness statements					
Female student toilets are clean	52.1%	3.6%	47.7%	3.4%	50.7%
Male student toilets are clean	50.2%	5.0%	48.1%	6.9%	49.5%
Female employee toilets are clean	52.5%	2.0%	68.7%	1.5%	57.7%
Male employee toilets are clean	63.6%	1.4%	55.7%	2.7%	61.1%
Male student hand washing facilities are clean	57.7%	3.8%	57.3%	5.3%	57.5%
Male student hand washing facilities are clean	57.1%	3.9%	54.2%	2.7%	56.2%
Schoolyard is clean	94.5%	1.8%	98.1%	0.4%	95.6%
Classrooms are clean	88.8%	3.0%	94.7%	1.9%	90.6%
School administration rooms are clean	97.9%	0.7%	97.7%	1.1%	97.8%
The streets surrounding the school are clean	53.6%	25.5%	50.0%	30.5%	52.4%
School garden is clean	73.2%	2.9%	86.3%	0.8%	77.4%
Percentage of teachers agreeing on responsibility statements					
It is not the teacher's responsibility to ensure the cleanliness of toilets, the schoolyard, classrooms and drinking water points.	19.3%	75.9%	22.1%	76.3%	20.2%
It is the full responsibility of the government to support the water and sanitation facilities in schools	82.1%	12.0%	87.0%	10.7%	83.7%
Teachers could assist in supervising and following up on school toilets	82.5%	8.6%	69.1%	25.2%	78.2%
Parents and students should not be responsible for supporting the cost of keeping the school clean and hygienic	51.6%	34.6%	56.1%	35.5%	53.0%
Social and school activities are not important in promoting cleanliness hygiene	4.3%	94.6%	3.4%	95.4%	4.0%
The school cleaning staff (janitors) are the only ones responsible for school cleanliness	9.3%	88.2%	7.3%	92.4%	8.6%
					89.5%

School Questionnaire 111, 114, 115

Table 4.1 School sanitation and hygiene education committees/associations

Percentage of schools that have any committees or associations responsible for school sanitation, hygiene education and environment, and among those who have committees/associations percentage by committee/association activities and percent distribution by frequency of committees meetings, according to urban-rural location, region, and type of school, West Bank [oPt, 2011]

Characteristics	Urban	Rural	Camp	Directorate							Type of school			Total										
				Jerusalem			North Hebron		South Hebron		Tubas		Boys											
				Bethlehem	Jericho	Qabatya	Hebron	North Hebron	South Hebron	Tubas	Boys	Boys	Boys	Girls										
Percentage of schools that have any committees or association responsible for school sanitation, hygiene education and environment	28.9	25.2	50	16.7	21.4	7.7	16.7	28.6	18.8	40.6	58.3	42.9	23.8	100	17.6	22.7	30	31.3	42.9	27.9	29.9	21.7	27.1	
% of schools that have environmental clubs	25.9	24.5	0	45.8	21.4	0	41.7	19	18.8	25	25	28.6	23.8	66.7	5.9	22.7	33.3	43.8	14.3	19.2	29.9	26.1	25	
% of schools that have school health committee	99.3	97.9	100	100	100	100	100	95.2	100	96.9	100	85.7	95.2	100	100	100	100	100	100	100	98.1	97.1	98.6	
% of schools that have at least one of three committees above	99.3	98.6	100	100	100	100	100	95.2	100	96.9	100	85.7	100	100	100	100	100	100	100	100	99.1	97.1	98.9	
Committee/association activities:																								
Local level advocacy	61.6	63.9	100.0	25.1	66.8	100.0	49.7	100.0	66.5	77.1	57.1	66.7	60.1	66.7	67.0	0.0	55.7	79.9	66.7	62.0	68.9	53.5	63.1	
Monitoring the sanitation and hygiene situation	84.4	86.1	100.0	49.7	66.8	100.0	100.0	100.0	33.5	84.7	85.8	66.7	100.0	100.0	67.0	80.2	100.0	100.0	100.0	100.0	82.8	84.3	93.5	85.6
Supporting awareness-raising activities	84.4	88.9	100.0	100.0	100.0	100.0	49.7	100.0	100.0	100.0	71.5	100.0	100.0	100.0	67.0	0.0	89.0	100.0	100.0	76.0	93.6	93.5	87.1	
Building new facilities	12.8	27.8	100.0	25.1	100.0	49.4	0.0	50.0	0.0	38.4	14.2	100.0	0.0	0.0	0.0	22.3	39.9	0.0	10.4	18.7	40.1	19.9		
Collecting donations and financial support	10.4	27.8	100.0	0.0	0.0	49.4	0.0	16.8	100.0	23.2	42.9	33.3	0.0	0.0	0.0	11.0	20.1	0.0	10.4	21.7	26.7	18.5		
Others	5.2	3.5	50.0	0.0	7.1	0.0	0.0	4.8	6.3	3.1	8.3	0.0	0.0	5.9	9.2	6.7	0.0	14.3	6.7	4.7	1.4	4.6		
Frequency of committee meetings:																								
Once a week	15.2%	11.1%	0.0%	0.0%	33.2%	0.0%	0.0%	0.0%	0.0%	7.6%	0.0%	33.3%	20.2%	33.3%	0.0%	40.1%	11.0%	39.9%	0.0%	10.4%	18.7%	6.5%	13.3%	
Twice a month	33.2%	16.7%	0.0%	49.7%	33.2%	0.0%	0.0%	66.4%	33.5%	30.8%	0.0%	0.0%	20.2%	33.3%	0.0%	19.8%	22.3%	0.0%	66.7%	10.4%	28.1%	46.5%	25.1%	
Once a month	48.8%	69.4%	100.0%	25.1%	33.2%	100.0%	100.0%	33.2%	33.5%	61.6%	100.0%	66.7%	60.1%	33.3%	100.0%	40.1%	66.7%	60.1%	33.3%	76.0%	50.2%	46.5%	59.4%	
Once a semester	2.4%	2.8%	0.0%	25.1%	0.0%	0.0%	0.0%	33.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.6%	3.0%	0.0%	2.6%		

School Questionnaire 111, 114, 115

Table 4.1 School sanitation and hygiene education committees/associations

Percentage of schools that have any committees or associations responsible for school sanitation, hygiene education and environment, and among those who have committees/associations percentage by committees/association activities and percent distribution by frequency of committees meetings, according to urban-rural location, region, and type of school, Gaza [oPt, 2011]

Characteristics	Urban	Rural	Camp	North Gaza	Khan Younis	Rafah	Directorate			Type of school			Total
							Middle Area Dir.	East Gaza	West Gaza	Boys	Girls	Co-educ.	
School have any committees or association responsible for school sanitation, hygiene education and environment:	48.4	12.9	40	43.5	14.8	8.3	0	60.7	74.1	36.1	47.2	29.4	39.7
% of schools that have environmental clubs	48.4	64.5	40	69.6	77.8	66.7	50	21.4	37	42.6	60.4	58.8	51.9
% of schools that have school health committee	100	100	100	100	100	100	100	100	100	100	100	100	100
% of schools that have at least one of three committees above	100	100	100	100	100	100	100	100	100	100	100	100	100
Committee/association activities													
Local level advocacy	43.6	24.8	100.0	9.9	100.0	0.0	0.0	17.6	75.0	45.4	40.0	59.9	44.3
Monitoring the sanitation and hygiene situation	82.6	50.4	50.0	49.9	75.0	100.0	0.0	76.4	95.0	81.7	72.0	100.0	78.8
Supporting awareness-raising activities	89.3	75.2	100.0	60.0	100.0	0.0	94.1	95.0	86.1	91.9	79.9	88.4	
Building new facilities	11.0	0.0	0.0	9.9	0.0	0.0	0.0	0.0	20.0	9.1	8.1	20.1	9.6
Collecting donations and financial support	11.0	24.8	0.0	9.9	25.0	0.0	0.0	0.0	20.0	18.3	4.0	20.1	11.6
Others	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Frequency of committee meetings:													
Once a week	28.3	24.8	0.0	40.0	25.0	0.0	0.0	29.5	20.0	9.1	44.1	20.1	27.0
Twice a month	32.6	0.0	0.0	29.9	0.0	100.0	0.0	5.9	49.9	27.1	23.9	59.9	29.0
One a month	39.0	50.4	50.0	20.0	50.0	0.0	0.0	64.7	30.0	59.0	28.0	20.1	40.3
Once a semester	0.0	24.8	50.0	9.9	25.0	0.0	0.0	0.0	0.0	4.4	4.0	0.0	3.8

Teacher Questionnaire 110, 111, 112, 113

Table 4.1a: Teachers involvement in committees and clubs

Percentage of teachers who are members of school health committees and environmental clubs, and their activities

Characteristics	West Bank	Gaza	oPt
Percentage of teachers who are member of the school health committee	57.7%	55.0%	56.8%
Activities carried out by the school health committee during the past year			
School cleaning campaigns	98.1%	86.1%	94.4%
Taking care of the school garden	71.8%	60.4%	68.3%
Education seminars about hygiene at school	91.0%	82.6%	88.4%
Carrying out hygiene campaigns	87.0%	72.2%	82.4%
Preparation of wall posters	94.1%	79.9%	89.7%
Activities during the morning assembly	93.2%	84.7%	90.6%
Open day	67.2%	38.2%	58.2%
Peer education	74.3%	65.3%	71.5%
Fundraising	56.3%	46.5%	53.3%
Organizing local community meetings	34.1%	25.7%	31.5%
Advocacy with local authorities	87.3%	64.6%	80.3%
Monitoring the water and sanitation conditions	38.7%	41.0%	39.4%
Other	4.6%	0.0%	3.2%
Percentage of teachers who are member of the school environment club	12.7%	19.5%	14.8%
Activities carried out by the school environment club during the past year			
School cleaning campaigns	91.5%	82.4%	87.7%
Taking care of the school garden	87.3%	84.3%	86.1%
Education seminars about hygiene at school	87.3%	74.5%	82.0%
Carrying out hygiene campaigns	84.5%	80.4%	82.8%
Preparation of wall posters	87.3%	62.7%	77.0%
Activities during the morning assembly	84.5%	74.5%	80.3%
Open day	59.2%	41.2%	51.6%
Peer education	69.0%	58.8%	64.8%
Fundraising	56.3%	39.2%	49.2%
Organizing local community meetings	36.6%	19.6%	29.5%
Advocacy with local authorities	87.3%	56.9%	74.6%
Monitoring the water and sanitation conditions	40.8%	23.5%	33.6%
Other	1.1%	0.0%	0.7%

Student Questionnaire 206, 208, 211, 213, 214

Table 4.1b: Students participation in school health committee and environmental clubs and their opinion on the school health committee and environmental club

Percentage of students who participated in activities of the school health committee

Characteristics	West Bank	Gaza	oPt
Percentage of students who participated in activities of the school health committee in the year	34.5%	24.9%	31.4%
Opinion on the school health committee			
Very beneficial	76.2%	88.5%	79.3%
Somewhat beneficial	22.4%	10.8%	19.5%
Neutral	0.3%	0.7%	0.4%
Not beneficial	0.1%	0.0%	0.1%
I don't know	1.0%	0.0%	0.8%
Percentage of students who participated in activities of the environmental club in the year	31.1%	20.2%	26.0%
Opinion on the environmental club			
Very beneficial	71.1%	78.1%	73.6%
Somewhat beneficial	26.3%	21.9%	24.7%
Neutral	0.9%	0.0%	0.6%
Not beneficial	0.0%	0.0%	0.0%
I don't know	1.8%	0.0%	1.1%
Percentage of students who have had a hygiene awareness campaign at school	74.1%	82.6%	76.9%

School Questionnaire 246, 247, 248, 249, 250, 251

Table 4.2 School hygiene education

Percentage of schools that offer education on hygiene and environmental sanitation, and among schools that offer such education percent distribution by frequency of offering hygiene education and environmental sanitation, teaching aids used to promote for personal hygiene activities, who provide the teaching about sanitation and health hygiene, and topics covered according to urban-rural location, region, and type of school, West Bank[OPt, 2011]

Characteristics	Urban	Rural	Camp	Directorate								Type of school			Total	
				Jerusalem Suburbs				Bethlehem		Jericho		South Hebron		Hebron		
				Qalqilya	Tulkarm	Salfit	Nablus	Jerusalem	Suburbs	Ramallah	Jerusalem	Suburbs	North Hebron	South Hebron	Hebron	
School offering education on hygiene and health	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Frequency of offering such education																
Daily	25.2	18.2	0.0	25.0	14.3	30.8	0.0	9.5	12.5	21.9	16.7	57.1	23.8	0.0	47.1	18.2
Once a week	62.2	57.3	50.0	58.3	42.9	61.5	83.3	66.7	75.0	62.5	75.0	14.3	52.4	100.0	47.1	59.1
Once a month	10.4	21.0	50.0	16.7	21.4	7.7	16.7	23.8	12.5	12.5	8.3	14.3	19.0	0.0	5.9	13.6
Once a semester	1.5	2.1	0.0	0.0	21.4	0.0	0.0	0.0	0.0	0.0	3.1	0.0	14.3	4.8	0.0	0.0
Once a year	0.7	1.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Educational aids used:																
Books	61.5	63.6	100.0	66.7	64.3	65.4	66.7	76.2	75.0	81.3	50.0	57.1	47.6	100.0	70.6	31.8
Announcement over the microphone	98.5	98.6	100.0	100.0	100.0	100.0	100.0	95.2	100.0	100.0	100.0	100.0	100.0	100.0	94.1	90.9
Posters/ boards	94.8	94.4	100.0	100.0	100.0	96.2	100.0	95.2	100.0	93.8	83.3	100.0	95.2	100.0	94.1	90.9
Video programs	29.6	30.8	0.0	25.0	28.6	23.1	41.7	38.1	43.8	59.4	16.7	28.6	38.1	100.0	11.8	27.3
Radio programs	5.2	4.9	0.0	4.2	14.3	3.8	0.0	0.0	6.3	15.6	0.0	0.0	0.0	0.0	5.9	0.0
Teacher instruction	95.6	95.8	100.0	100.0	100.0	100.0	90.5	100.0	93.8	100.0	100.0	100.0	100.0	100.0	81.8	90.0
Contest	75.6	81.1	100.0	70.8	85.7	88.5	75.0	90.5	81.3	87.5	75.0	71.4	76.2	100.0	82.4	59.1
Games	30.4	35.7	0.0	29.2	35.7	46.2	25.0	52.4	25.0	53.1	50.0	14.3	33.3	33.3	5.9	13.6
Other	15.6	12.0	0.0	0.0	7.1	11.5	0.0	38.0	43.7	6.2	16.7	0.0	9.5	33.3	11.8	27.3



Characteristics	Urban	Rural	Camp	Directorate								Type of school			Total								
				Nablus	Jenin	South Nablus	Tulkarm	Qalqilya	Ramallah	Bethlehem	Jerusalem Suburbs	Jerusalem	Hebron	North Hebron	Qabatya	Tubas	Boys	Girls	Co-educ.				
Who provide instruction in hygiene and sanitation																							
Male teachers	45.9	48.3	50.0	50.0	53.8	50.0	52.4	43.8	43.8	33.3	28.6	47.6	66.7	58.8	40.9	46.7	43.8	42.9	91.3	0.9	52.2	47.1	
Female teachers	63.7	72.7	50.0	58.3	78.6	57.7	58.3	52.4	81.3	84.4	66.7	100.0	66.7	100.0	70.6	72.7	63.3	56.3	71.4	20.2	100.0	91.3	68.2
Field health educator	45.9	39.2	50.0	41.7	50.0	38.5	91.7	52.4	37.5	34.4	50.0	42.9	38.1	33.3	41.2	31.8	46.7	18.8	57.1	46.2	43.9	34.8	42.4
School health committee coordinator	98.5	97.2	100.0	100.0	100.0	100.0	91.7	100.0	100.0	100.0	100.0	100.0	94.1	95.5	93.3	100.0	100.0	99.0	97.2	97.1	97.1	97.9	
Male students	45.9	52.4	50.0	50.0	53.8	58.3	33.3	62.5	53.1	33.3	42.9	61.9	33.3	41.2	50.0	50.0	43.8	42.9	88.5	NA	66.7	49.3	
Female students	43.7	56.6	50.0	45.8	50.0	53.8	58.3	38.1	68.8	68.8	41.7	57.1	47.6	66.7	47.1	36.4	40.0	50.0	57.1	NA	84.1	73.9	50.4
Others	20.3	19.0	0.0	21.8	7.1	23.0	0.0	43.0	50.0	9.4	16.7	14.3	33.3	11.8	32.0	6.7	25.0	14.3	17.3	26.2	13.0	19.6	
Topics of messages conveyed by the school to the students about hygiene and sanitation																							
Proper hand washing	93.3	94.4	100.0	87.5	100.0	100.0	95.2	100.0	91.7	100.0	95.2	100.0	94.1	72.7	93.3	87.5	100.0	88.5	96.3	98.6	93.9		
Proper use of toilets	94.1	93.7	100.0	79.2	92.9	100.0	100.0	95.2	100.0	100.0	100.0	100.0	100.0	100.0	77.3	90.0	93.8	85.7	92.3	95.3	94.2	93.9	
Oral and dental hygiene	86.7	90.9	100.0	79.2	92.9	96.2	91.7	90.5	100.0	100.0	75.0	100.0	85.7	100.0	100.0	59.1	83.3	93.8	100.0	86.5	87.9	94.2	88.9
Personal hygiene	98.5	99.3	100.0	100.0	100.0	100.0	95.2	100.0	100.0	100.0	100.0	100.0	90.5	100.0	100.0	95.5	96.7	100.0	100.0	98.1	99.1	100.0	98.9
Proper waste disposal	81.5	86.0	100.0	75.0	100.0	96.2	91.7	85.7	93.8	96.9	58.3	71.4	90.5	100.0	70.6	59.1	83.3	87.5	71.4	80.8	85.0	87.0	83.9
Water storage	40.0	42.0	0.0	25.0	57.1	65.4	50.0	57.1	25.0	50.0	16.7	42.9	47.6	33.3	23.5	9.1	53.3	25.0	42.9	43.3	36.4	43.5	40.7
Water treatment	28.9	36.4	0.0	12.5	50.0	61.5	25.0	38.1	25.0	46.9	8.3	14.3	42.9	0.0	17.6	4.5	40.0	31.3	42.9	35.6	26.2	37.7	32.5
Health hazards	83.7	90.9	100.0	83.3	100.0	96.2	91.7	90.5	100.0	93.8	75.0	100.0	95.2	100.0	58.8	59.1	86.7	100.0	85.7	86.5	88.8	87.0	87.5
Other	13.3	11.5	0.0	4.2	0.0	15.4	0.0	28.6	66.0	0.0	8.3	0.0	14.3	0.0	0.0	41.0	0.0	0.0	14.4	11.2	8.7	11.8	

School Questionnaire 246, 247, 248, 249, 250, 251

Table 4.2 School hygiene education

Percentage of schools that offer education on hygiene and environmental sanitation, and among schools that offer such education percent distribution by frequency of offering hygiene education and environmental sanitation, teaching aids used to promote for personal hygiene activities, who provide the teaching about sanitation and health hygiene, nd topics covered according to urban-rural location, region, and type of school, Gaza [IoP, 2011]

Characteristics	Urban	Rural	Camp	Directorate				Type of school			Total
				North Gaza	Khan Younis	Rafah	Middle Area Dir.	Boys	Girls	Co- educ.	
School offer education on hygiene and health	100	100	100	100	100	100	100	100	100	100	100
Frequency of offering such education											
Daily	17.9	29.0	40.0	0	29.6	25.0	7.1	25.0	33.3	13.1	26.4
Once a week	64.2	48.4	60.0	82.6	48.1	50.0	85.7	64.3	40.7	62.3	58.5
Once a month	17.9	22.6	0	17.4	22.2	25.0	7.1	10.7	25.9	24.6	15.1
Once a semester	0	0	0	0	0	0	0	0	0	0	0
Once a year	0	0	0	0	0	0	0	0	0	0	0
Educational aids used:											
Books	34.7	41.9	0	91.3	37.0	8.3	50.0	35.7	51.9	32.8	35.8
Announcement over the microphone	97.9	93.5	100	8.7	96.3	100	100	96.4	100	100.0	94.3
Posters/boards	88.4	80.6	100	65.2	92.6	100.0	92.9	82.1	96.3	82.0	92.5
Video programs	16.8	19.4	40	0	18.5	0	28.6	21.4	33.3	18	15.1
Radio programs	2.1	12.9	0	0	14.8	0	0	3.6	3.7	6.6	1.9
Teacher instruction	83.2	77.4	80	39.1	92.6	100	71.4	89.3	96.3	82	77.4
Contest	71.6	74.2	60	39.1	92.6	83.3	57.1	57.1	96.3	67.2	71.7
Games	13.7	41.9	0	4.3	40.7	8.3	35.7	21.4	7.4	14.8	18.9
Other	0	0	0	0	0	0	0	0	0	0	0





Characteristics	Urban	Rural	Camp	Directorate			Type of school			Total
				Middle Area Dir.	East Gaza	West Gaza	Boys	Girls	Co-educ.	
Who provide instruction in hygiene and sanitation										
Male teachers	37.9	51.6	60	39.1	48.1	50	35.7	44.4	78.7	5.7
Female teachers	47.4	48.4	40	39.1	48.1	50	57.1	46.4	48.1	1.6
Field health educator	18.9	29	20	82.6	44.4	25	64.3	17.9	29.6	24.6
School health committee coordinator	98.9	90.3	100	91.3	96.3	91.7	100.0	100.0	100.0	96.7
Male students	34.7	45.2	40	30.4	37.0	33.3	42.9	42.9	37	73.8
Female students	44.2	29	20	21.7	37.0	41.7	42.9	39.3	55.6	0
Other	0	0	0	0	0	0	0	0	0	0
Topics of messages conveyed by the school to the students about hygiene and sanitation										
Proper hand washing	85.3	77.4	60	60.9	92.6	91.7	57.1	85.7	96.3	82
Proper use of toilets	72.6	77.4	80	39.1	96.3	75.0	78.6	57.1	96.3	75.4
Oral and dental hygiene	84.2	77.4	80	56.5	88.9	100.0	64.3	82.1	100	77
Personal hygiene	96.8	100	100	95.7	96.3	100	100	96.3	96.7	98.1
Proper waste disposal	69.5	64.5	80	21.7	81.5	83.3	57.1	71.4	92.6	70.5
Water storage	27.4	16.1	40	13.0	22.2	16.7	14.3	21.4	51.9	26.2
Water treatment	20	9.7	60	.0	18.5	16.7	21.4	14.3	40.7	14.8
Health hazards	60	61.3	60	17.4	74.1	83.3	42.9	53.6	88.9	57.4
Other	0	0	0	0	0	0	0	0	0	0

Student Questionnaire 206, 226

Table 4.2a: Students opinion on best source of information about hygiene

Percentage of students ranking first their best source of information about hygiene and percentage of student needing to know more about selected hygiene topics

Characteristics	West Bank	Gaza	oPt
Best source of information about hygiene			
Public Media			
Television	7.7%	8.1%	7.9%
Radio	0.3%	0.6%	0.4%
Newspapers and magazines	1.4%	1.3%	1.4%
Social media	1.7%	0.7%	1.3%
Community			
Festivals, plays	0.5%	0.7%	0.6%
Meetings, events	0.2%	0.1%	0.1%
Grassroots community organizations	0.2%	0.2%	0.2%
Civic organizations	0.1%	0.1%	0.1%
Youth centres	0.3%	0.2%	0.3%
Religious centres	0.5%	2.8%	1.3%
Schools:			
School textbooks	9.0%	2.4%	6.8%
School activities	3.3%	2.7%	3.1%
School health committee	3.4%	3.9%	3.6%
School environmental club	0.2%	0.2%	0.2%
Materials displayed at school	0.4%	0.3%	0.4%
Meetings and lectures	0.3%	0.2%	0.3%
Teachers	23.4%	24.2%	23.7%
Activities about health/hygiene			
Health workers (staff)	1.0%	1.0%	1.0%
Programs and activities inside health facilities	0.2%	0.1%	0.2%
Posters and brochures	0.5%	1.2%	0.7%
Family and Friends:			
Mother/female carer	41.4%	43.0%	41.9%
Father /male carer	2.0%	4.6%	2.9%
Relatives	0.9%	0.8%	0.9%
Friends	1.0%	0.2%	0.7%
Other	0.0%	0.5%	0.2%





Characteristics	West Bank	Gaza	oPt
Information needed to know more about hygiene and cleanliness			
Personal hygiene	66.8%	76.2%	69.9%
Health hazards	70.5%	53.2%	64.9%
Oral and dental hygiene	63.9%	63.0%	63.7%
Proper waste disposal	66.5%	52.9%	62.0%
Proper hand washing	62.6%	58.5%	61.3%
Water handling	63.8%	45.6%	57.8%
Water treatment	64.7%	43.7%	57.8%
Proper use of toilets	57.7%	52.4%	56.0%
Water storage	61.8%	42.5%	55.5%
Food preparation	58.6%	43.9%	53.8%
Other	2.5%	0.0%	1.7%

Teacher Questionnaire 304, 305, 306

Table 4.3 Teaching students specific health hygiene issues

Percentage of teachers who reported that students were taught the prompted health issues during the last school year and tutor of those health issues, and among those who reported that none of the health issues were taught, percentage by reason for not teaching those health issues, according to urban-rural location, region, and type of school, West Bank [oPt, 2011]

Characteristics	Urban	Rural	Camp	Jenin	South Nablus	Nablus	Salfit	Tulkarm	Qalqilya	Ramallah	Jerusalem Suburbs	Jerusalem	Bethlehem	Hebron	North Hebron	Jericho	Qabatya	Type of school			Total		
																		Boys	Tubas	Girls	Co-educ.		
Students taught during the past 6 months:																							
Health in general	91.5	87.8	75	87.5	92.9	96.2	91.7	97.6	93.8	93.8	83.3	100	92.9	100	85.3	79.5	85	78.1	78.6	88.5	86.4	95.7	89.5
Worm infections	33.3	35.7	0	37.5	28.6	38.5	37.5	38.1	21.9	37.5	29.2	42.9	38.1	0	26.5	29.5	46.7	28.1	14.3	37.5	27.6	39.9	34.4
Healthy eating habits	85.2	86	75	79.2	82.1	90.4	95.8	85.7	87.5	96.9	83.3	100	92.9	83.3	79.4	77.3	81.7	78.1	64.3	82.7	85	90.6	85.5
Benefits of personal hygiene	94.4	92	100	91.7	100	96.2	91.7	97.6	93.8	96.9	87.5	100	95.2	83.3	97.1	86.4	88.3	90.6	85.7	94.2	91.1	94.9	93.2
Proper hand washing	91.9	89.2	100	89.6	92.9	94.2	95.8	95.2	93.8	96.9	83.3	100	90.5	83.3	88.2	81.8	85	90.6	78.6	88.9	91.1	92	90.5
Environmental issues (safe water, waste disposal)	81.1	77.3	50	83.3	75	86.5	83.3	76.2	84.4	87.5	79.2	92.9	83.3	66.7	70.6	68.2	70	84.4	50	76.9	80.4	79.7	78.9
Any of the above	97.4	95.1	100	93.8	100	98.1	95.8	97.6	100	100	95.8	100	97.6	100	97.1	90.9	93.3	93.8	85.7	98.6	93.9	96.4	96.3
Tutor participating in teaching the issues:																							
School teacher	92.6	88.8	100	91.7	82.1	92.3	91.7	92.9	75	92.2	83.3	100	97.6	100	94.1	81.8	93.3	100	85.7	89.4	91.6	91.3	90.7
Fathers	10	12.9	0	14.6	7.1	9.6	16.7	9.5	9.4	7.8	20.8	21.4	4.8	0	8.8	4.5	20	18.8	7.1	16.3	6.1	12.3	11.4
Mothers	24.4	26.9	0	29.2	21.4	23.1	12.5	33.3	40.6	23.4	37.5	57.1	14.3	33.3	23.5	2.3	35	31.3	7.1	12	34.1	32.6	25.5
Students	80.7	79	100	87.5	89.3	94.2	91.7	88.1	87.5	81.3	66.7	92.9	76.2	66.7	52.9	56.8	75	93.8	71.4	78.8	83.6	76.1	80
School counsellor	55.9	48.6	50	41.7	50	30.8	75	45.2	65.6	60.9	62.5	85.7	57.1	83.3	20.6	43.2	45	78.1	78.6	49.5	61.7	41.3	52.1
Field health educator	43	45.5	75	35.4	39.3	48.1	91.7	57.1	46.9	53.1	37.5	71.4	47.6	66.7	23.5	20.5	33.3	53.1	28.6	40.9	50.5	40.6	44.5
School health field worker	43.3	37.1	50	39.6	46.4	48.1	91.7	47.6	18.8	34.4	33.3	64.3	40.5	50	38.2	31.8	38.3	18.8	75.7	40.4	43.9	34.1	40.2
School environment club	30.4	33.2	0	50	32.1	23.1	16.7	38.1	21.9	39.1	29.2	42.9	31	50	14.7	15.9	35	53.1	7.1	28.4	34.6	31.9	31.6
School health committee	90.4	90.2	100	89.6	85.7	94.2	95.8	88.1	81.3	95.3	83.3	100	100	83.3	91.2	75	91.7	100	78.6	90.9	91.1	88.4	90.4
Other	6.4	5.9	0	2.1	0	3.8	0	0	18.7	9.4	16.7	7.1	0	3.1	2.9	18.2	1.7	9.4	0	3	9.3	6.5	6.2



Characteristics	Camp	Rural	Urban	Directorate	Tubas	Type of school		Co-educ.	Total
						Boys	Girls		
Reasons for not teaching health issues:					Qabatya				
School is not interested with the personal hygiene of students	0	7.1	0	0	0	4.2	0	0	0
School curriculum does not contain such topics	2.2	2.4	0	4.2	0	0	2.4	0	4.2
I do not believe in such activities	0	0.3	0	0	0	4.2	0	0	0
Teachers are not trained in these topics	1.5	1	0	2.1	0	1.9	4.2	2.4	0
School facilities are not suitable for teaching such topics	0	0.3	0	0	0	4.2	0	0	0
There is not enough teaching time	2.2	1	0	4.2	0	0	4.2	2.4	0
Other (specify)	0	1	0	0	0	0	0	0	1.4
				South Hebron				0.6	
				Hebron					
				North Hebron					
				Jericho					
				Bethlehem					
				Jerusalem					
				Jerusalem Suburbs					
				Ramallah					
				Qalqilya					
				Tulkarm					
				Nablus					
				South Nablus					
				Jenin					

Teacher Questionnaire 304, 305, 306

Table 4.3 Teaching students specific health hygiene issues

Percentage of teachers who reported that students were taught the prompted health issues during the last school year and tutor of those health issues, and among those who reported that none of the health issues were taught, percentage for not teaching those health issues, according to urban-rural location, region, and type of school, Gaza [oPt, 2011]

Characteristics	Urban	Rural	Camp	Directorate				Type of school			Total
				North Gaza	Khan Younis	Rafah	Middle Area Dir.	West Gaza	Boys	Girls	
Students taught during the past 6 months:											
Health in general	92.1	91.9	100	84.8	94.4	91.7	96.4	91.1	96.3	92.6	91.5
Worm infections	42.6	38.7	0	47.8	31.5	50	35.7	30.4	50	38.5	38.7
Healthy eating habits	77.4	71	90	67.4	63	95.8	71.4	76.8	90.7	72.1	79.2
Benefits of personal hygiene	95.8	96.8	90	93.5	98.1	100	92.9	94.6	96.3	91.8	100
Proper hand washing	92.6	88.7	90	80.4	87	95.8	92.9	96.4	98.1	91.8	89.6
Environmental issues (safe water, waste disposal)	73.7	59.7	80	58.7	59.3	70.8	82.1	76.8	79.6	73.8	65.1
Any of the above	98.9	98.4	100	100	100	100	96.4	98.2	98.1	98.4	100
Tutor participating in teaching the issues:											
School teacher	84.2	79	70	82.6	83.3	66.7	67.9	85.7	92.6	84.4	81.1
Fathers	20.5	16.1	20	8.7	16.7	20.8	14.3	19.6	33.3	13.9	22.6
Mothers	21.1	11.3	20	19.6	11.1	16.7	3.6	25	27.8	4.1	34
Students	66.8	56.5	80	37	66.7	79.2	71.4	58.9	83.3	63.9	63.2
School counsellor	68.9	75.8	50	52.2	83.3	75	60.7	58.9	85.2	66.4	72.6
Field health educator	22.1	17.7	30	8.7	31.5	33.3	7.1	10.7	35.2	13.9	29.2
School health field worker	23.7	17.7	20	10.9	31.5	25	14.3	8.9	38.9	23	20.8
School environment club	29.5	27.4	50	19.6	61.1	33.3	14.3	7.1	37	26.2	35.8
School health committee	81.6	85.5	80	67.4	98.1	62.5	60.7	91.1	90.7	77.9	86.8
Other	0	0	0	0	0	0	0	0	0	0	0





Characteristics	Urban	Rural	Camp	Directorate				Type of school			Total
				North Gaza	Khan Younis	Rafah	Middle Area Dir.	West Gaza	Boys	Girls	
Reasons for not teaching health issues:											
School is not interested with the personal hygiene of students	0	0	0	0	0	0	0	0	0	0	0
School curriculum does not contain such topics	1.1	0	0	0	0	0	0	1.8	1.9	1.6	0.8
I do not believe in such activities	0	0	0	0	0	0	0	0	0	0	0
Teachers are not trained in these topics	0	0	0	0	0	0	0	0	0	0	0
School facilities are not suitable for teaching such topics	0	0	0	0	0	0	0	0	0	0	0
There is not enough teaching time	0	0	0	0	0	0	0	0	0	0	0
Other (specify)	0	0	0	0	0	0	0	0	0	0	0

Teacher Questionnaire 307

Table 4.4 Availability of materials to teach health issues

Percentage of teachers who reported the availability of different educational materials at school to teach health issues, according to urban-rural location, region, and type of school, West Bank [oPt, 2011]

Characteristics	Urban	Rural	Camp	Directorate						Type of school			Total										
				Jenin	South Nablus	Nablus	Tulkarm	Qalqilya	Ramallah	Bethlehem	Jerusalem Suburbs	Jerusalem	Hebron	South Hebron	Qabatya	Boys	Girls	Co-educ.					
Available educational materials for teaching cleanliness and hygiene issues:																							
Instructions for teachers	66.3	64.0	25.0	56.3	67.9	67.3	91.7	71.4	68.8	71.9	54.2	57.1	69	33.3	58.8	61.4	65	65.6	21.4	67.3	65.0	60.9	64.8
School textbooks	85.6	85.0	75.0	81.3	85.7	98.1	83.3	88.1	96.9	82.8	79.2	71.4	88.1	83.3	91.2	65.9	81.7	87.5	100	86.5	83.2	86.2	85.2
Flip charts	70.0	77.3	75.0	75	89.3	67.3	87.5	73.8	87.5	75	70.8	78.6	50	61.8	52.3	71.7	81.3	85.7	73.6	68.7	81.9	73.8	
Posters	85.6	86.0	50.0	83.3	100	86.5	95.8	100	84.4	90.6	79.2	85.7	78.6	66.7	70.6	81.8	83.3	81.3	85.7	81.3	88.8	87.0	85.5
Brochures	80.7	80.8	25.0	79.2	100	82.7	91.7	97.6	87.5	85.9	75	64.3	50	67.6	75	76.7	81.3	71.4	79.3	81.3	80.4	80.4	
Leaflet	84.1	86.0	50.0	89.6	100	84.6	95.8	97.6	96.9	97.7	83.3	85.7	88.1	50	67.6	77.3	83.3	81.3	64.3	83.2	87.4	83.3	84.8
Slides	26.3	22.0	25.0	20.8	25	17.3	20.8	38.1	25	37.5	20.8	50	31	33.3	8.8	27.3	20	9.4	7.1	24.0	25.7	21.7	24.1
Videos	25.2	27.3	25.0	18.8	21.4	19.2	50	38.1	34.4	46.9	25	21.4	33.3	50	8.8	15.9	23.3	15.6	7.1	23.6	25.2	31.9	26.3
Educational games	24.4	26.2	50.0	35.4	25	19.2	25	23.8	40.6	40.6	29.2	21.4	23.8	33.3	8.8	13.6	18.3	31.3	71.4	23.1	25.7	27.5	25.2
Educational materials	57.8	57.0	75.0	62.5	50	59.6	79.2	66.7	62.5	70.3	62.5	71.4	61.9	33.3	32.4	20.5	53.3	68.8	57.1	54.3	61.7	55.8	57.5
Knowledge of educational materials	49.3	40.9	100.0	43.8	46.4	50	66.7	66.7	53.1	54.7	41.7	50	59.5	33.3	11.8	9.1	46.7	31.3	57.1	49.5	44.9	39.9	45.4
Others (specify)	1.9	1.7	0	0	0	0	0	0	0	3	4.2	7.1	2.4	0	0	0	3.3	0	0	1.0	2	3	1.8

Teacher Questionnaire 307

Table 4.4 Availability of materials to teach health issues

Percentage of teachers who reported the availability of different educational materials at school to teach health issues, according to urban-rural location, region, and type of school, Gaza [oPt, 2011]

Characteristics	Urban	Rural	Camp	Directorate				Type of school			Total
				North Gaza	Khan Younis	Rafah	Middle Area Dir.	East Gaza	West Gaza	Boys	
Available educational materials for teaching cleanliness and hygiene issues:											
Instructions for teachers	47.9	43.5	50.0	37	44.4	41.7	46.4	42.9	64.8	50.8	42.5
School textbooks	60.5	46.8	50.0	52.2	37	50	71.4	60.7	72.2	61.5	49.1
Flip charts	64.7	54.8	90.0	63	55.6	41.7	71.4	64.3	75.9	67.2	62.3
Posters	86.3	85.5	70.0	87	79.6	79.2	85.7	87.5	90.7	85.2	88.7
Brochures	86.8	79.0	80.0	65.2	90.7	87.5	82.1	85.7	94.4	81.1	86.8
Leaflet	81.1	80.6	70.0	78.3	79.6	70.8	71.4	78.6	94.4	78.7	82.1
Slides	36.8	27.4	30.0	15.2	22.2	16.7	57.1	46.4	46.3	33.6	32.1
Videos	17.9	22.6	80.0	10.9	22.2	12.5	14.3	17.9	25.9	17.2	17
Educational games	16.8	27.4	10.0	19.6	24.1	8.3	39.3	8.9	18.5	19.7	14.2
Educational materials	42.1	54.8	40.0	37	42.6	25	71.4	41.1	53.7	48.4	43.4
Knowledge of educational materials	36.3	35.5	30.0	30.4	27.8	16.7	60.7	26.8	53.7	44.3	33
Others (specify)	0	0	0	0	0	0	0	0	0	0	0

School Questionnaire 116, 117, 118, 119

Table 4.5 Parent's involvement with improving school sanitation and hygiene education
 Percent distribution of schools by the reported extent of parent's involvement on improving school sanitation and hygiene education, and frequency of their involvement,
 according to urban-rural location, region, and type of school, West Bank [oPt, 2011]

Characteristics	Urban	Rural	Camp	Directorate									Type of school			Total							
				Jenin	South Nablus	Nablus	Salfit	Tulkarm	Qalqilya	Ramallah	Jerusalem Suburbs	Jerusalem	Bethlehem	Hebron	North Hebron	Jericho	Tubas	Qabatya	South Hebron	Boys	Girls		
Extend of father's participation in improving and supporting awareness of school sanitation and hygiene:																							
Always participate	7.4	3.5	0	8.3	7.1	3.8	0	9.5	0	6.3	0	0	4.8	0	11.8	9.1	6.7	0	0	4.8	5.6	5.8	5.4
Participate most of the time	14.1	7.7	50.0	4.2	0	0	0	4.8	18.8	21.9	0	28.6	23.8	0	11.8	18.2	13.3	6.3	14.3	9.6	10.3	14.5	11.1
Participate sometimes	48.1	58.0	50.0	58.3	57.1	65.4	58.3	52.4	43.8	43.8	66.7	28.6	52.4	100.0	47.1	50.0	46.7	56.3	71.4	57.7	52.3	47.8	53.2
Never participate	30.4	30.8	0	29.2	35.7	30.8	41.7	33.3	37.5	28.1	33.3	42.9	19.0	0	29.4	22.7	33.3	37.5	14.3	27.9	31.8	31.9	30.4
Extend of mother's participation in improving and supporting awareness of school sanitation and hygiene:																							
Always participate	8.9	9.8	0	4.2	7.1	7.7	0	14.3	25.0	6.3	0	0	9.5	0	5.9	13.6	13.3	12.5	14.3	4.8	15.0	7.2	9.3
Participate most of the time	25.2	15.4	50.0	33.3	7.1	11.5	0	14.3	37.5	15.6	16.7	42.9	33.3	0	23.5	22.7	26.7	6.3	14.3	11.5	24.3	27.5	20.4
Participate sometimes	37.0	45.5	.0	29.2	35.7	57.7	50.0	33.3	18.8	59.4	41.7	42.9	52.4	33.3	52.9	40.9	26.7	43.8	0	31.7	50.5	40.6	41.1
Never participate	28.9	29.4	50	33.3	50.0	23.1	50.0	38.1	18.8	18.8	41.7	14.3	4.8	66.7	17.6	22.7	33.3	37.5	71.4	51.9	10.3	24.6	29.3
Frequency of parents' invitation to participate in awareness enhancement:																							
Once every two weeks	7.4	8.4	0	4.2	28.6	0	16.7	9.5	6.3	0	0	19.0	0	11.8	0	10.0	6.3	0	8.7	3.7	13.0	7.9	
Once a month	61.5	51.0	50.0	45.8	42.9	57.7	16.7	47.6	50.0	62.5	58.3	42.9	71.4	66.7	47.1	81.8	60.0	50.0	85.7	47.1	65.4	55.1	56.1
Once a semester	23.0	32.2	50.0	33.3	21.4	26.9	41.7	33.3	43.8	25.0	41.7	57.1	9.5	0	29.4	13.6	26.7	31.3	14.3	30.8	25.2	27.5	27.9
Once a year	4.4	4.2	0	8.3	7.1	11.5	25.0	4.8	0	.0	0	0	0	0	.0	3.3	6.3	0	6.7	3.7	1.4	4.3	
Never	3.7	4.2	0	8.3	0	3.8	0	4.8	0	6.3	0	0	0	33.3	11.8	4.5	0	6.3	0	6.7	1.9	2.9	3.9



Characteristics	Urban	Rural	Camp	Jenin	South Nablus	Nablus	Salfit	Tulkarm	Qalqilya	Ramallah	Jerusalem Suburbs	Jerusalem	Bethlehem	Hebron	North Hebron	Jericho	Bethlehem	Jerusalem	South Hebron	Qabatya	Tubas	Boys	Girls	Co-educ.	Type of school		Total	
Frequency of community participation in awareness enhancement:																												
Once every two weeks	9.6	7.7	0	8.3	0	3.8		19.0	0	15.6	16.7	0	9.5	33.3	5.9	9.1	6.7	12.5	0	9.6	7.5	8.7	8.6					
Once a month	39.3	39.2	50.0	37.5	57.1	46.2	50.0	33.3	25.0	40.6	33.3	0	47.6	33.3	58.8	31.8	40.0	25.0	42.9	40.4	36.4	42.0	39.3					
Once a semester	40.0	40.6	50.0	41.7	35.7	34.6	33.3	42.9	56.3	34.4	50.0	57.1	42.9	33.3	23.5	45.5	40.0	37.5	57.1	40.4	41.1	39.1	40.4					
Once a year	5.9	4.2	0	4.2	.0	11.5	8.3	.0	18.8	3.1	0	28.6	0	0	.0	4.5	3.3	6.3	0	6.7	4.7	2.9	5.0					
Never	5.2	8.4	0	8.3	7.1	3.8	8.3	4.8	0	6.3	0	14.3	0	0	11.8	9.1	10.0	18.8	0	2.9	10.3	7.2	6.8					

School Questionnaire 116, 117, 118, 119
Table 4.5 Parent's involvement with improving school sanitation and hygiene education

Percent distribution of schools by the reported extent of parent's involvement on improving school sanitation and hygiene education, and frequency of their involvement, according to urban-rural location, region, and type of school, Gaza [oPt, 2011]

Characteristics	Urban	Rural	Camp	Directorate				Type of school			Total
				North Gaza	Khan Younis	Rafah	Middle Area Dir.	East Gaza	West Gaza	Boys	
Extend of father's participation in improving and supporting awareness of school sanitation and hygiene:											
Always participate	4.2	3.2	0	4.3	0	0	7.1	3.6	7.4	1.6	5.7
Participate most of the time	12.6	12.9	20.0	0	14.8	16.7	7.1	14.3	22.2	8.2	15.1
Participate sometimes	50.5	58.1	40.0	34.8	70.4	66.7	42.9	42.9	55.6	52.5	50.9
Never participate	32.6	25.8	40.0	60.9	14.8	16.7	42.9	39.3	14.8	37.7	28.3
Extend of mother's participation in improving and supporting awareness of school sanitation and hygiene:											
Always participate	9.5	12.9	0	4.3	3.7	33.3	7.1	7.1	14.8	1.6	11.3
Participate most of the time	13.7	12.9	20.0	13.0	18.5	0	14.3	10.7	18.5	6.6	15.1
Participate sometimes	30.5	38.7	20.0	39.1	51.9	33.3	14.3	28.6	18.5	23.0	49.1
Never participate	46.3	35.5	60.0	43.5	25.9	33.3	64.3	53.6	48.1	68.9	24.5
Frequency of parents' invitation to participate in awareness enhancement:											
Once every two weeks	9.5	3.2	0	0	18.5	8.3	0	7.1	7.4	6.6	9.4
Once a month	61.1	77.4	60.0	52.2	66.7	66.7	78.6	60.7	70.4	63.9	62.3
Once a semester	27.4	16.1	40.0	47.8	11.1	25.0	21.4	28.6	18.5	26.2	26.4
Once a year	2.1	3.2	0	0	3.7	0	0	3.6	3.7	3.3	1.9
Never	0	0	0	0	0	0	0	0	0	0	0
Frequency of community participation in awareness enhancement:											
Once every two weeks	6.3	9.7	0	8.7	11.1	0	7.1	3.6	7.4	3.3	7.5
Once a month	36.8	38.7	20.0	26.1	66.7	50.0	14.3	17.9	40.7	44.3	34.0
Once a semester	44.2	32.3	80.0	52.2	18.5	33.3	57.1	60.7	37.0	36.1	50.9
Once a year	4.2	6.5	0	4.3	3.7	0	7.1	3.6	7.4	4.9	3.8
Never	8.4	12.9	0	8.7	0	16.7	14.3	14.3	7.4	11.5	3.8

Teacher Questionnaire 301, 302, 303
Table 4.6 Teachers involvement with improving school sanitation and hygiene education

Percentage of teachers who participated in activities/events to promote student's health, and among those percentage by reported activities/events they participated in, and among teachers who didn't participate in such activities/events percentage by the reported reasons for not participating in such activities/events, according to urban-rural location, region, and type of school, West Bank [oPt, 2011]

Characteristics	Urban	Rural	Camp	Jenin	Nablus	South Nablus	Salfit	Tulkarm	Qalqilya	Ramallah	Jerusalem Suburbs	Jerusalem	Bethlehem	Jericho	North Hebron	Hebron	South Hebron	Qabatya	Type of school		Total		
																			Boys	Girls			
Percentage of teachers having participated in any activities or events to promote students's health	74.4	72.4	25	64.6	67.9	80.8	58.3	66.7	70.8	85.7	71.4	66.7	64.7	81.8	80	87.5	64.3	65.4	79	75.4	73		
Activities or events participated to promote cleanliness and hygiene amongst students.																							
School cleaning campaigns	97	96.1	100	90.3	100	97.6	92.9	92.9	92.3	97.7	94.1	100	100	100	100	100	96.4	100	95.6	100	96.2	96.6	
Taking care of school garden	57.2	42.8	100	71	89.5	64.3	57.1	75	76.9	86	76.5	63.3	76.7	50	27.3	27.8	72.9	60.7	66.7	59.6	71.6	69.2	67
Education seminars about hygiene at school	81.1	87	0	83.9	89.5	90.5	78.6	92.9	92.3	95.3	76.5	91.7	90	100	68.2	47.2	87.5	89.3	66.7	86.8	78.7	88.5	83.9
Carrying out hygiene campaigns	44.8	50.2	100	29	31.6	59.5	42.9	46.4	61.5	55.8	47.1	41.7	40	25	31.8	38.9	70.8	39.3	44.4	59.6	34.9	52.9	47.7
Preparation of wall posters	78.1	78.3	0	71	84.2	83.3	78.6	85.7	80.8	86	58.8	91.7	86.7	100	81.8	63.9	68.8	75	77.8	79.4	76.9	77.9	78
Activities during the morning assembly	85.6	87.9	100	90.3	74.7	92.9	92.9	92.3	95.3	70.6	100	90	100	95.5	52.8	77.1	89.3	100	88.2	82.8	91.3	86.8	
Open day	67.2	61.4	100	87.1	89.5	92.9	21.4	64.3	76.9	46.5	64.7	83.3	46.7	100	77.3	38.9	47.9	75	55.6	61.8	66.9	63.5	64.3
Peer education activities	67.2	68.6	0	61.3	78.9	78.6	85.7	67.9	73.1	83.7	52.9	83.3	76.7	100	59.1	22.2	70.8	67.9	44.4	64	67.5	73.1	67.7
Other (specify)	5.6	4.5	0	2.1	0	7.7	0	9.5	6.2	4.7	20	0	2.4	0	2.9	0	6.7	6.2	7.1	3.4	6	5.8	5
Percentage of teachers who didn't participate in activities to promote cleanliness and hygiene amongst students	25.6	27.6	75	35.4	32.1	19.2	41.7	33.3	18.8	32.8	29.2	14.3	28.6	33.3	35.3	18.2	20	12.5	35.7	34.6	21	24.6	27





Characteristics	Camp	Rural	Urban	Directorate									Type of school			Total								
				Nablus	South Nablus	Jenin	Tulkarm	Qalqilya	Ramallah	Jerusalem Suburbs	Jerusalem	Bethlehem	Hebron	North Hebron	Jericho	Hebron	South Hebron	Qabatya	Tubas	Boys	Girls	Co-educ		
Reason for not participating in activities or events:																								
No such activities were carried out in school	15.9	20.3	33.3	29.4	22.2	10	30	42.9	0	23.8	42.9	0	8.3	0	8.3	0	8.3	0	0	25	13.3	11.8	18.5	
I have no time to participate	37.7	49.4	0	41.2	66.7	40	80	64.3	66.7	42.9	28.6	50	41.7	50	41.7	0	16.7	25	20	38.9	46.7	47.1	43	
I don't believe in these activities	0	2.5	0	0	0	10	0	0	4.8	0	0	0	0	0	0	0	0	0	0	0	1.4	2.2	0	1.3
This is the responsibility of school health committee	39.1	30.4	0	17.6	33.3	50	60	42.9	0	38.1	28.6	50	8.3	50	41.7	50	25	50	20	38.9	37.8	17.6	33.8	
This is the responsibility of environmental club	34.8	29.1	0	17.6	33.3	40	50	28.6	0	38.1	28.6	50	8.3	50	33.3	37.5	41.7	50	20	34.7	35.6	17.6	31.1	
Not enough resources are available	26.1	20.3	0	11.8	22.2	40	50	28.6	0	23.8	28.6	50	25	50	33.3	0	8.3	0	0	27.8	15.6	20.6	22.5	
I was not instructed by my supervisor	53.6	44.3	66.7	47.1	55.6	40	40	76.6	0	57.1	42.9	50	50	100	58.3	37.5	41.7	50	20	45.8	53.3	50	49	
Other (specify)	5.6	5.6	50	2.1	0	3.8	4.2	7.1	3.1	7.8	4.2	7.1	7.1	0	5.9	11.4	5	6.2	21.3	6.2	5.1	6.5	5.9	

Teacher Questionnaire 301, 302, 303

Table 4.6 Teachers involvement with improving school sanitation and hygiene education

Percentage of teachers who participated in activities/events to promote student's health, and among those percentage by reported activities/events they participated in, and among teachers who didn't participate in such activities/events percentage by the reported reasons for not participating in such activities/events, according to urban-rural location, region, and type of school, Gaza [oPt, 2011]

Characteristics	Urban	Rural	Camp	Directorate				Type of school			Total	
				North Gaza	Khan Younis	Rafah	Middle Area Dir.	East Gaza	West Gaza	Boys		
Percentage of teachers having participated in any activities or events to promote students' health	70.5	66.1	60	63	75.9	66.7	67.9	64.3	74.1	70.5	67	70.6
Activities or events participated to promote cleanliness and hygiene amongst students:												69.1
School cleaning campaigns	85.1	87.8	100	65.5	92.7	100	73.7	80.6	100	83.7	85.9	86.2
Taking care of school garden	54.5	58.5	66.7	10.3	75.6	43.8	63.2	44.4	80	48.8	45.9	55.8
Education seminars about hygiene at school	76.1	75.6	66.7	65.5	73.2	87.5	68.4	61.1	97.5	79.1	69	83.3
Carrying out hygiene campaigns	35.1	51.2	50	10.3	51.2	37.5	31.6	19.4	70	41.9	32.4	50
Preparation of wall posters	60.4	68.3	83.3	41.4	70.7	68.8	52.6	61.1	75	58.1	66.2	70.8
Activities during the morning assembly	76.1	80.5	83.3	51.7	80.5	87.5	84.2	72.2	90	76.7	73.2	91.7
Open day	38.8	41.5	50	13.8	46.3	25	36.8	41.7	57.5	37.2	39.4	50
Peer education activities	58.2	68.3	50	44.8	58.5	75	63.2	47.2	77.5	54.7	60.6	79.2
Other (specify)	0	0	0	0	0	0	0	0	0	0	0	0
Percentage of teachers who didn't participate in activities to promote cleanliness and hygiene amongst students	29.5	33.9	40	37	24.1	33.3	32.1	35.7	25.9	29.5	33	29.4
Reason for not participating in activities or events:												
No such activities were carried out in school	8.9	9.5	25	11.8	7.7	12.5	22.2	0	14.3	13.9	8.6	0
I have no time to participate	33.9	33.3	0	5.9	30.8	37.5	44.4	50	28.6	33.3	31.4	32.1
I don't believe in these activities	0	4.8	0	0	0	12.5	0	0	0	0	2.9	1.2
This is the responsibility of school health committee	33.9	23.8	25	41.2	15.4	12.5	22.2	45	28.6	38.9	25.7	20
This is the responsibility of environmental club	21.4	9.5	50	11.8	15.4	12.5	33.3	25	21.4	16.7	25.7	10
Not enough resources are available	12.5	14.3	0	0	15.4	37.5	0	10	21.4	8.3	17.1	10
I was not instructed by my supervisor	42.9	38.1	75	29.4	46.2	75	44.4	40	42.9	41.7	37.1	70
Other (specify)	0	0	0	0	0	0	0	0	0	0	0	0

Student Questionnaire 301

Table 5.1 Knowledge of ways of protection from stomachache and diarrhea by background characteristics
 Percentage of school students by knowledge about ways of protection against diarrhea, according to background characteristics, [oPt, 2011]

Background characteristics		% who identified all correct way		% who identified at least one correct way		Others
		Eat washed fruits and vegetables	Eat non-contaminated and unspoiled food	Use clean toilet	Drink clean/boiled water	
Sex						
Male	64.8%	68.8%	56.2%	58.8%	55.6%	64.1%
Female	57.5%	62.2%	50.1%	52.1%	51.5%	54.7%
Grade						
4th	61.2%	66.4%	50.2%	52.7%	54.9%	64.9%
7th	58.7%	63.6%	53.2%	56.9%	51.1%	61.4%
10th	63.0%	65.9%	56.4%	57.0%	54.0%	61.4%
Father/ Male guardian education:						
No formal education	54.6%	69.2%	51.0%	54.5%	54.8%	56.5%
Elementary (grades 1-6)	59.4%	59.0%	52.4%	53.1%	52.1%	55.0%
Preparatory (grades 7-10)	59.9%	65.8%	52.8%	55.9%	53.8%	61.6%
Secondary but without passing exam (Tawjih)	64.0%	69.8%	55.8%	57.3%	51.8%	64.4%
Secondary with passing exam (Tawjih)	61.5%	65.1%	54.0%	55.6%	53.5%	58.7%
College or university	61.9%	64.8%	52.6%	54.4%	52.7%	60.2%
Don't know	59.9%	66.1%	51.3%	54.9%	55.0%	56.2%





Background characteristics	% who identified all correct way		% who identified at least one correct way		Others
	Eat washed fruits and vegetables	Eat non-contaminated and unspoiled food	Use clean toilet	Drink clean/boiled water	
Mother/ Female guardian education:					
No formal education	52.2%	60.2%	46.0%	48.7%	47.8%
Elementary (grades 1-6)	60.6%	62.4%	57.1%	56.5%	51.7%
Preparatory (grades 7-10)	59.5%	64.2%	51.2%	52.9%	51.0%
Secondary but without passing exam (Tawjih)	64.2%	67.9%	53.3%	58.2%	55.5%
Secondary with passing exam (Tawjih)	61.0%	67.0%	52.7%	54.7%	60.1%
College or university	63.8%	65.3%	52.1%	56.6%	53.4%
Don't know	61.0%	66.9%	54.6%	56.4%	56.6%
Location:					
Urban	58.6%	63.1%	47.7%	51.6%	50.9%
Rural	63.9%	68.1%	59.8%	60.2%	56.8%
Camp	72.2%	77.8%	68.1%	59.7%	58.3%
Type of school					
Boys	63.6%	68.3%	54.8%	57.7%	54.8%
Girls	55.0%	59.3%	48.1%	49.4%	49.3%
Co-Educ.	67.7%	71.6%	59.4%	62.2%	59.1%
Total	61.0%	65.4%	53.1%	55.3%	53.5%

Student Questionnaire 301

Table 5.1 Knowledge of ways of protection from stomachache and diarrhea by background characteristics
Percentage of school students by knowledge about ways of protection against diarrhea, according to background characteristics, West Bank [oPt, 2011]

Background characteristics		% who identified all correct ways							
		% who identified at least one correct way			Others				
		Eat washed fruits and vegetables		Eat non-contaminated and unspoiled food		Use clean toilet			
		Drink clean/boiled water			Use clean water				
		Wash hands after playing			Wash hands after taking care of pets and farm animals				
		Wash hands after cleaning young children			Wash hands before eating				
		Wash hands after using toilet			Wash hands after				
Sex									
Male		63.0%	67.2%	55.6%	58.7%	52.3%	65.9%		
Female		63.1%	67.1%	59.9%	61.8%	55.7%	67.2%		
Grade									
4th		63.3%	69.0%	54.8%	56.8%	55.7%	61.3%		
7th		60.1%	64.3%	57.5%	61.4%	52.2%	67.9%		
10th		65.7%	67.6%	62.1%	63.7%	53.7%	72.1%		
Father/ Male guardian education:									
No formal education		51.5%	63.6%	48.5%	54.5%	45.5%	51.5%		
Elementary (grades 1-6)		64.0%	64.3%	59.1%	60.2%	53.6%	63.0%		
Preparatory (grades 7-10)		61.0%	66.9%	56.7%	60.1%	54.7%	68.3%		
Secondary but without passing exam (Tawjih)		63.5%	69.8%	58.5%	59.4%	49.6%	69.5%		
Secondary with passing exam (Tawjih)		64.1%	66.6%	60.8%	61.8%	53.5%	66.7%		
College or university		65.3%	67.5%	59.1%	61.0%	53.8%	70.4%		
Don't know		61.0%	67.3%	53.7%	58.4%	56.3%	61.3%		





Background characteristics	% who identified all correct ways		% who identified at least one correct way		Others
	Eat washed fruits and vegetables	Eat non-contaminated and unspoiled food	Use clean toilet	Drink clean/boiled water	
Mother/ Female guardian education:					
No formal education	56.3%	65.0%	53.8%	57.5%	53.8%
Elementary (grades 1-6)	62.4%	65.4%	61.0%	61.3%	53.7%
Preparatory (grades 7-10)	61.3%	66.3%	55.6%	57.2%	51.0%
Secondary but without passing exam (Tawjihī)	65.5%	69.0%	56.6%	62.4%	54.9%
Secondary with passing exam (Tawjihī)	63.9%	68.8%	60.6%	63.8%	55.9%
College or university	68.4%	67.4%	58.0%	62.9%	52.2%
Don't know	61.4%	67.1%	57.3%	58.6%	57.2%
Location:					
Urban	59.1%	63.8%	49.3%	53.9%	48.8%
Rural	66.8%	70.5%	66.0%	66.7%	59.4%
Camp	71.4%	66.7%	66.7%	52.4%	42.9%
Directorate					
Jenin	59.2%	66.1%	57.9%	57.5%	49.8%
South Nablus	76.7%	78.8%	72.6%	73.3%	69.9%
Nablus	69.0%	69.7%	68.0%	77.1%	63.9%
Salfit	70.2%	77.7%	76.9%	76.9%	71.1%
Tulkarm	76.1%	81.0%	81.5%	79.5%	75.6%
Qalqilyā	63.1%	70.0%	69.4%	67.5%	56.9%
Ramallah	74.8%	74.5%	76.7%	79.7%	71.8%



Background characteristics		% who identified all correct ways		% who identified at least one correct way		Others	
		Eat washed fruits and vegetables		Eat non-contaminated and unspoiled food		Use clean toilet	
		Use clean water		Drink clean/boiled water		Wash hands after playing	
		Wash hands after taking care of pets and farm animals		Wash hands after cleaning young children		Wash hands before eating	
Wash hands after using toilet		Jerusalem Suburbs	55.4%	58.9%	45.0%	43.2%	45.0%
Wash hands after using toilet		Jerusalem	68.1%	76.4%	62.5%	75.0%	63.9%
		Bethlehem	61.2%	71.4%	62.1%	69.9%	55.8%
		Jericho	82.1%	96.4%	78.6%	85.7%	100.0%
		North Hebron	66.0%	61.3%	12.3%	14.2%	26.5%
		Hebron	20.4%	31.8%	6.2%	8.4%	10.2%
		South Hebron	54.5%	57.9%	43.2%	43.8%	42.5%
		Qabatya	69.4%	74.7%	76.7%	79.4%	55.6%
		Tubas	76.6%	64.1%	56.3%	60.9%	51.6%
Type of school		Boys	60.2%	65.7%	53.1%	56.8%	49.8%
		Girls	61.3%	65.3%	57.6%	59.8%	54.9%
		Co-Educ.	70.5%	72.5%	65.9%	66.8%	59.4%
		Total	63.0%	67.1%	57.8%	60.3%	54.0%



Student Questionnaire 301

Table 5.1 Knowledge of ways of protection from stomachache and diarrhea by background characteristics

Percentage of school students by knowledge about ways of protection against diarrhea, according to background characteristics, Gaza [oPt, 2011]

Background characteristics		% who identified all correct ways					
		% who identified at least one correct way			Others		
Sex		Eat washed fruits and vegetables			Eat non-contaminated and unspoiled food		
		Drink clean/boiled water	Use clean toilet	Use clean water	Wash hands after playing	Wash hands after taking care of pets and farm animals	Wash hands after cleaning young children
Wash hands before eating		Wash hands after using toilet	Wash hands after	Wash hands after	Wash hands after	Wash hands after	Wash hands before
Male	68.8%	72.3%	57.6%	59.0%	62.7%	60.5%	70.0%
Female	46.1%	52.4%	30.4%	32.6%	43.1%	29.7%	44.8%
Grade							
4th	56.3%	60.6%	39.9%	43.5%	53.1%	43.5%	52.8%
7th	55.1%	61.7%	42.6%	46.0%	48.6%	45.4%	56.6%
10th	58.6%	63.1%	47.1%	46.1%	54.3%	44.2%	60.6%
Father/ Male guardian education:							
No formal education	59.1%	77.3%	54.5%	54.5%	68.2%	63.6%	72.7%
Elementary (grades 1-6)	50.0%	48.3%	38.8%	38.8%	49.1%	38.8%	52.6%
Preparatory (grades 7-10)	56.3%	62.6%	40.8%	43.1%	51.1%	40.8%	59.8%
Secondary but without passing exam (Tawjiji)	65.5%	70.1%	47.1%	50.6%	58.6%	47.7%	57.5%
Secondary with passing exam (Tawjiji)	56.0%	62.0%	40.0%	42.7%	53.4%	42.1%	57.1%
College or university	57.2%	61.0%	43.3%	45.0%	51.1%	45.8%	56.6%
Don't know	57.6%	63.6%	46.4%	47.7%	52.3%	45.7%	55.1%
Mother/ Female guardian education:							
No formal education	42.4%	48.5%	27.3%	27.3%	33.3%	30.3%	42.4%
Elementary (grades 1-6)	53.2%	50.0%	41.5%	37.2%	43.6%	35.1%	50.0%



Background characteristics		% who identified all correct ways					
		% who identified at least one correct way			Others		
		Use clean toilet	Eat non-contaminated and unspoiled food	Eat washed fruits and vegetables			
		Drink clean/boiled water	Use clean water	Use clean toilet			
	Wash hands before eating	58.4%	38.7%	51.0%	39.0%	56.3%	44.1%
Preparatory (grades 7-10)	54.5%	58.4%	40.6%	51.0%	39.0%	44.4%	62.6%
Secondary but without passing exam (Tawjih)	61.6%	65.6%	46.4%	49.6%	44.4%	63.2%	45.6%
Secondary with passing exam (Tawjih)	57.6%	65.0%	43.5%	44.2%	52.7%	45.4%	58.2%
College or university	57.0%	62.1%	43.3%	47.2%	55.2%	47.6%	53.0%
Don't know	60.4%	66.5%	48.9%	51.7%	55.1%	50.8%	60.8%
Location:							
Urban	57.9%	62.2%	45.3%	48.5%	54.0%	47.1%	60.9%
Rural	51.5%	57.6%	33.2%	32.3%	45.7%	33.9%	42.1%
Camp	72.5%	82.4%	68.6%	62.7%	64.7%	58.8%	70.6%
Directorate:							
North Gaza	22.2%	26.7%	6.0%	3.2%	23.0%	6.5%	13.3%
Khan Younis	57.4%	62.9%	33.5%	33.5%	42.2%	35.7%	34.2%
Rafah	96.4%	97.8%	81.8%	81.0%	84.7%	83.2%	97.1%
Middle Area Dir.	58.6%	66.7%	50.3%	51.9%	58.6%	52.5%	59.9%
East Gaza	55.8%	60.8%	49.8%	52.5%	54.0%	53.3%	62.2%
West Gaza	68.5%	73.0%	55.8%	64.0%	66.7%	52.8%	88.8%
Type of school							
Boys	69.3%	72.7%	57.8%	59.2%	63.0%	60.8%	70.3%
Girls	42.2%	47.1%	28.8%	28.5%	38.1%	25.6%	42.5%
Co-Educ.	57.8%	68.2%	36.1%	45.6%	57.8%	42.8%	52.2%
Total	56.9%	61.8%	43.3%	45.1%	52.4%	44.3%	56.7%

Student Questionnaire 301

Table 5.2 Knowledge of ways of protection from stomachache and diarrhea by selected characteristics
 Percentage of school students by knowledge about ways of protection against stomachache and diarrhea, according to selected characteristics, [oPt, 2011]

Selected characteristics	% who identified at least one correct way											
	Others			Eat washed fruits and vegetables								
Wash hands after using toilet		Wash hands before eating		Wash hands after cleaning young children		Wash hands after taking care of pets and farm animals						
School offers education on hygiene and environmental health												
Yes	61.0%	65.4%	53.1%	55.4%	53.5%	59.3%	70.5%	54.0%	85.6%	72.6%	6.9%	95.0%
No	no school is not offering education on hygiene and environmental health											
Male and female students participate actively in maintaining hygiene												
Yes	61.0%	65.4%	53.1%	55.4%	53.5%	59.3%	70.5%	54.0%	85.6%	72.6%	6.9%	95.3%
No	no school is not having active participation of students in maintaining hygiene											
Exposed to information about cleanliness and health hygiene during the past 6 months												
Yes	62.5%	66.7%	54.6%	56.9%	54.7%	60.8%	71.9%	55.3%	86.8%	73.9%	6.8%	95.5%
No	50.3%	56.3%	42.0%	44.5%	45.0%	49.0%	60.4%	44.5%	76.9%	63.3%	7.3%	91.2%
Total	61.0%	65.4%	53.1%	55.4%	53.5%	59.3%	70.5%	54.0%	85.6%	72.6%	6.9%	95.0%

Student Questionnaire 304

Table 5.3 Knowledge of appropriate hand washing practices by background characteristics

Percentage of students who reported that washing hands with water and soap is important in prompted situations, according to background characteristics.[oPt, 2011]

Background characteristics		Before eating		After eating		After using toilet		After taking care of pets or farm animals		When wake up from sleep		After coughing and sneezing		After playing		Other		% who identified at least one correct way		% who identified all correct way	
Sex																					
Male		93.8%	93.2%	94.7%	74.7%	72.7%	66.3%	81.5%	3.4%	99.9%	58.3%										
Female		94.8%	95.3%	94.1%	68.9%	72.9%	66.7%	79.4%	2.8%	99.9%	60.0%										
Grade																					
4th		92.6%	93.4%	91.9%	65.9%	69.8%	61.3%	78.2%	2.6%	99.9%	55.0%										
7th		95.1%	95.9%	96.1%	73.5%	72.8%	68.5%	82.2%	3.2%	99.8%	61.3%										
10th		95.6%	94.0%	95.7%	77.1%	76.4%	70.9%	81.4%	3.6%	99.9%	62.3%										
Father/ Male guardian education:																					
No formal education		94.6%	92.9%	87.5%	60.7%	62.5%	57.1%	73.2%	3.6%	100.0%	51.8%										
Elementary (grades 1-6)		93.5%	94.9%	92.7%	70.6%	74.3%	64.7%	77.4%	3.7%	99.7%	58.2%										
Preparatory (grades 7-10)		94.0%	94.3%	94.6%	73.4%	74.6%	67.1%	81.6%	3.2%	100.0%	59.3%										
Secondary but without passing exam (Tawjih)		95.7%	96.5%	78.1%	80.0%	69.2%	80.5%	4.3%	100.0%	62.2%											
Secondary with passing exam (Tawjih)		94.8%	94.7%	94.8%	73.4%	73.6%	68.1%	81.5%	3.0%	99.7%	60.3%										
College or university		94.8%	94.7%	94.6%	69.1%	70.5%	65.2%	80.0%	3.4%	100.0%	58.1%										
Don't know		93.2%	93.0%	93.6%	70.1%	70.5%	65.7%	80.9%	2.3%	99.9%	58.6%										



Background characteristics		% who identified all correct way	
Before eating		% who identified at least one correct way	
		After playing	Other
Mother/ Female guardian education:			
No formal education	96.5%	92.9%	90.3%
Elementary (grades 1-6)	93.9%	92.7%	94.6%
Preparatory (grades 7-10)	94.8%	94.9%	94.1%
Secondary but without passing exam (Tawjiji)	94.5%	94.8%	95.1%
Secondary with passing exam (Tawjiji)	94.9%	95.5%	95.7%
College or university	93.5%	94.6%	94.4%
Don't know	93.8%	93.7%	93.6%
Location:			
Urban	93.4%	93.3%	92.8%
Rural	95.3%	95.6%	96.2%
Camp	100.0%	98.6%	100.0%
Type of school			
Boys	93.4%	93.1%	94.7%
Girls	95.0%	95.3%	93.9%
Co-Educ.	94.8%	94.8%	94.5%
Total	94.3%	94.3%	94.4%



Student Questionnaire 304

Table 5.3 Knowledge of appropriate hand washing practices by background characteristics

Percentage of students who reported that washing hands with water and soap is important in prompted situations, according to background characteristics, West Bank[*oPt*, 2011]

Background characteristics		Before eating	After eating	After using toilet	After taking care of pets or farm animals	When wake up from sleep	After coughing and sneezing	After playing	Other	% who identified at least one correct way	% who identified all correct ways
Sex											
Male		93.8%	92.7%	95.1%	78.3%	74.1%	68.5%	82.9%	5.0%	99.9%	59.9%
Female		96.1%	97.4%	97.0%	82.1%	84.3%	79.4%	87.7%	4.3%	99.9%	72.8%
Grade											
4th		93.4%	94.4%	94.3%	74.5%	77.9%	70.5%	81.5%	3.8%	99.9%	64.0%
7th		95.1%	96.2%	96.6%	80.9%	77.8%	75.3%	86.1%	4.5%	99.9%	67.1%
10th		96.8%	95.0%	97.9%	87.2%	82.9%	77.6%	89.7%	5.8%	99.9%	69.3%
Father/ Male guardian education:											
No formal education		90.9%	87.9%	90.9%	63.6%	69.7%	60.6%	72.7%	6.1%	100.0%	57.6%
Elementary (grades 1-6)		93.7%	95.8%	95.8%	80.2%	81.0%	71.3%	83.5%	5.5%	100.0%	65.0%
Preparatory (grades 7-10)		94.8%	94.1%	95.9%	79.7%	78.0%	73.6%	85.6%	4.2%	100.0%	64.8%
Secondary but without passing exam (Tawjih)		95.4%	95.1%	97.5%	82.0%	82.7%	72.1%	84.8%	5.7%	100.0%	64.7%
Secondary with passing exam (Tawjih)		95.8%	95.0%	96.8%	83.2%	78.0%	76.5%	87.4%	4.5%	99.5%	67.3%
College or university		95.6%	97.4%	96.2%	80.5%	80.8%	74.7%	86.2%	5.8%	100.0%	68.2%
Don't know		94.2%	94.4%	95.1%	77.8%	78.1%	73.9%	84.4%	3.4%	99.8%	67.3%
Mother/ Female guardian education:											
No formal education		95.0%	92.5%	93.8%	80.0%	80.0%	71.3%	85.0%	5.0%	100.0%	65.0%
Elementary (grades 1-6)		94.8%	93.5%	96.1%	80.5%	80.2%	72.7%	81.5%	4.7%	99.7%	65.1%





Background characteristics	Before eating	After eating	After using toilet	After taking care of pets or farm animals	When wake up from sleep	After coughing and sneezing	After playing	Other	% who identified at least one correct way	% who identified all correct ways
Preparatory (grades 7-10)	94.6%	95.5%	95.8%	81.0%	79.8%	75.2%	84.5%	5.3%	99.9%	66.7%
Secondary but without passing exam (Tawjih)	96.5%	94.6%	97.3%	79.5%	80.7%	74.1%	88.8%	5.4%	100.0%	67.6%
Secondary with passing exam (Tawjih)	96.8%	96.8%	97.7%	83.3%	78.1%	78.1%	88.2%	3.7%	100.0%	67.1%
College or university	94.6%	96.1%	96.1%	76.9%	77.5%	71.2%	84.5%	5.4%	100.0%	64.0%
Don't know	93.9%	94.4%	95.1%	79.6%	79.4%	73.5%	86.4%	3.5%	99.8%	68.1%
Location:										
Urban	93.6%	93.4%	94.5%	72.8%	73.6%	66.8%	82.5%	4.7%	99.9%	58.7%
Rural	96.2%	96.8%	97.6%	87.4%	84.7%	81.0%	87.9%	4.4%	99.9%	74.0%
Camp	100.0%	95.2%	100.0%	95.2%	90.5%	95.2%	100.0%	14.3%	100.0%	81.0%
Directorate										
Jenin	99.1%	99.1%	93.6%	86.7%	82.0%	80.7%	86.3%	2.1%	100.0%	75.1%
South Nablus	99.3%	99.3%	100.0%	98.6%	96.6%	93.8%	97.3%		100.0%	88.4%
Nablus	98.8%	97.6%	99.6%	99.2%	92.5%	94.9%	98.0%	6.7%	100.0%	86.7%
Salfit	98.3%	99.2%	100.0%	98.3%	98.3%	95.0%	99.2%	1.7%	100.0%	90.1%
Tulkarm	99.5%	99.0%	100.0%	97.6%	89.8%	94.7%	98.1%	5.8%	100.0%	84.5%
Qalqilya	95.0%	96.9%	100.0%	96.9%	84.5%	86.3%	91.3%	15.5%	100.0%	70.8%
Ramallah	99.1%	98.8%	99.7%	98.2%	94.2%	93.3%	97.3%	1.5%	100.0%	87.0%
Jerusalem Suburbs	92.0%	95.5%	95.5%	66.1%	67.0%	65.2%	82.1%	14.3%	100.0%	58.0%
Jerusalem	98.6%	98.6%	95.8%	86.1%	87.5%	83.3%	95.8%	2.8%	100.0%	75.0%
Bethlehem	98.1%	98.1%	100.0%	99.0%	93.7%	92.7%	95.6%	4.4%	100.0%	85.0%



Background characteristics	Before eating	After eating	After using toilet	After taking care of pets or farm animals	When wake up from sleep	After coughing and sneezing	Other	% who identified at least one correct way	% who identified all correct ways
Jericho	92.9%	85.7%	96.4%	100.0%	78.6%	75.0%	85.7%	100.0%	67.9%
North Hebron	95.1%	81.6%	92.6%	16.0%	41.7%	11.7%	51.5%	1.2%	100.0%
Hebron	78.8%	86.7%	78.8%	16.4%	18.1%	12.8%	50.0%	5.8%	99.6%
South Hebron	85.7%	88.7%	93.0%	64.7%	70.0%	52.7%	66.7%	4.0%	99.3%
Qabatya	98.1%	98.8%	100.0%	100.0%	97.5%	91.4%	96.9%	5.6%	100.0%
Tubas	96.9%	92.2%	96.9%	76.6%	93.8%	64.1%	90.6%	100.0%	57.8%
Type of school									
Boys	93.0%	92.3%	95.2%	77.0%	72.6%	67.3%	82.3%	5.1%	100.0%
Girls	96.4%	97.3%	96.5%	81.7%	84.7%	79.6%	88.6%	3.7%	99.8%
Co-Educ.	95.7%	96.1%	96.7%	83.1%	81.1%	75.8%	84.8%	5.4%	99.8%
Total	95.0%	95.1%	96.1%	80.3%	79.3%	74.1%	85.4%	4.6%	99.9%
									66.5%

Student Questionnaire 304

Table 5.3 Knowledge of appropriate hand washing practices by background characteristics
 Percentage of students who reported that washing hands with water and soap is important in prompted situations, according to background characteristics, Gaza[OpPt, 2011]

Background characteristics		Before eating	After eating	After using toilet	After taking care of pets or farm animals	When wake up from sleep	After coughing and sneezing	After playing	Other	% who identified at least one correct way	% who identified all correct ways
Sex											
Male		93.9%	94.4%	93.7%	67.3%	70.0%	61.5%	78.6%	0.0%	99.8%	54.8%
Female		92.1%	91.1%	88.2%	42.2%	49.9%	41.1%	62.7%	0.0%	100.0%	34.3%
Grade											
4th		90.9%	91.3%	86.6%	46.5%	51.8%	40.7%	70.9%	0.0%	100.0%	34.8%
7th		95.1%	95.1%	94.9%	55.1%	60.6%	51.4%	72.6%	0.0%	99.7%	46.9%
10th		93.5%	92.3%	92.1%	60.6%	65.9%	60.0%	67.9%	0.0%	100.0%	51.0%
Father/ Male guardian education:											
No formal education		100.0%	100.0%	82.6%	56.5%	52.2%	52.2%	73.9%	0.0%	100.0%	43.5%
Elementary (grades 1-6)		93.2%	93.2%	86.3%	51.3%	60.7%	51.3%	65.0%	0.0%	99.1%	44.4%
Preparatory (grades 7-10)		91.4%	94.9%	90.3%	53.7%	64.0%	46.9%	69.1%	0.0%	100.0%	42.3%
Secondary but without passing exam (Tawjiji)		96.6%	97.7%	93.1%	65.5%	71.3%	59.8%	66.7%	0.0%	100.0%	54.0%
Secondary with passing exam (Tawjiji)		92.8%	93.8%	90.8%	53.3%	64.6%	50.8%	69.2%	0.0%	100.0%	45.6%
College or university		93.5%	90.8%	92.3%	52.9%	55.8%	51.6%	71.2%	0.0%	100.0%	43.7%
Don't know		91.3%	90.3%	90.3%	54.4%	54.7%	48.9%	73.8%	0.0%	100.0%	40.8%
Mother/ Female guardian education:											
No formal education		100.0%	93.9%	81.8%	36.4%	51.5%	33.3%	60.6%	0.0%	100.0%	27.3%
Elementary (grades 1-6)		90.5%	89.5%	88.4%	47.4%	55.8%	48.4%	69.5%	0.0%	100.0%	42.1%
Preparatory (grades 7-10)		95.3%	93.0%	89.1%	53.5%	63.6%	50.0%	65.5%	0.0%	100.0%	44.6%



Background characteristics	Before eating	After eating	After using toilet	After taking care of pets or farm animals	When wake up from sleep	After coughing and sneezing	Other	% who identified at least one correct way	% who identified all correct ways
Secondary but without passing exam (Tawjiji)	90.5%	95.2%	90.5%	57.9%	65.9%	53.2%	71.4%	0.0%	99.2%
Secondary with passing exam (Tawjiji)	92.6%	94.0%	93.3%	57.2%	61.2%	53.8%	72.2%	0.0%	100.0%
College or university	91.9%	92.2%	91.9%	52.3%	53.9%	50.8%	69.4%	0.0%	100.0%
Don't know	93.7%	92.2%	90.4%	56.3%	58.5%	50.4%	74.4%	0.0%	100.0%
Location:									
Urban	93.0%	93.1%	90.5%	56.9%	61.8%	54.0%	72.1%	0.0%	100.0%
Rural	91.7%	90.2%	90.5%	41.2%	48.6%	36.6%	60.9%	0.0%	99.7%
Camp	100.0%	100.0%	100.0%	82.4%	82.4%	78.4%	94.1%	0.0%	100.0%
Directorate:									
North Gaza	80.2%	86.4%	82.1%	18.3%	26.8%	11.7%	37.4%	0.0%	99.6%
Khan Younis	94.4%	90.3%	96.8%	35.1%	41.1%	38.3%	66.1%	0.0%	100.0%
Rafah	100.0%	98.5%	97.1%	81.8%	91.2%	74.5%	78.1%	0.0%	100.0%
Middle Area Dir.	95.7%	90.1%	87.7%	55.6%	58.6%	51.2%	68.5%	0.0%	100.0%
East gaza	94.6%	94.6%	86.4%	63.8%	66.3%	61.6%	76.3%	0.0%	100.0%
West Gaza	97.0%	97.4%	97.0%	80.9%	84.6%	76.0%	96.3%	0.0%	100.0%
Type of school									
Boys	93.9%	94.6%	93.9%	67.7%	70.2%	61.8%	79.1%	0.0%	99.8%
Girls	92.2%	91.3%	88.5%	43.1%	50.6%	42.5%	59.1%	0.0%	100.0%
Co-Educ.	91.7%	90.1%	86.7%	39.8%	48.1%	37.0%	72.4%	0.0%	100.0%
Total	93.0%	92.7%	90.8%	54.1%	59.4%	50.7%	70.2%	0.0%	99.9%
									44.0%

Student Questionnaire 304

Table 5.4 Knowledge of appropriate hand washing practices by selected characteristics

Percentage of students who reported that washing hands with water and soap is important in prompted situations, according to selected characteristics, [oPt, 2011]

Background characteristics	Before eating	After eating	After using toilet	After taking care of pets or farm animals	When wake up from sleep	After coughing and sneezing	After playing	Other
School offers education on hygiene and environment sanitation								
Yes	94.3%	94.3%	94.4%	71.7%	72.8%	66.5%	80.4%	3.1%
No	no school is not offering education on hygiene and environmental health							
School students participate actively in maintaining hygiene								
Yes	94.3%	94.3%	94.4%	71.7%	72.8%	66.5%	80.4%	3.1%
No	no school is not having active participation of students in maintaining hygiene							
Exposed to information about cleanliness and health hygiene during the past 6 months								
Yes	94.6%	94.9%	94.9%	72.8%	74.8%	67.7%	81.8%	3.2%
No	91.9%	90.2%	90.4%	63.9%	58.9%	57.6%	70.5%	2.4%
Total	94.3%	94.3%	94.4%	71.7%	72.8%	66.5%	80.4%	3.1%

	Percentage of students who reported that washing hands with water and soap is important in prompted situations,
Before eating	94.3%
After eating	94.3%
After using toilet	94.4%
After taking care of pets or farm animals	71.7%
When wake up from sleep	72.8%
After coughing and sneezing	66.5%
After playing	80.4%
Other	3.1%

Student Questionnaire 303

Table 5.5 Knowledge of the importance of hand washing with water and soap by background characteristics

Percentage of students by their reported importance of washing hands with water and soap, according to background characteristics,[oPt, 2011]

Background characteristics	Reduces the chances of getting diarrhea	Reduces the chances of getting other diseases/ infections	Keep hands clean	Reduces stomach-ache	Religious beliefs	Other
Sex						
Male	69.5%	89.4%	88.3%	59.8%	64.0%	1.5%
Female	64.0%	93.2%	86.5%	55.6%	63.0%	1.4%
Grade						
4th	62.5%	87.4%	83.7%	55.0%	57.9%	1.3%
7th	69.0%	92.9%	88.5%	58.6%	66.4%	1.6%
10th	69.6%	94.8%	90.7%	60.0%	67.4%	1.6%
Father/ Male guardian education:						
No formal education	62.5%	85.7%	91.1%	51.8%	57.1%	0.0%
Elementary (grades 1-6)	64.1%	94.6%	82.8%	55.4%	61.9%	2.0%
Preparatory (grades 7-10)	69.2%	92.7%	88.1%	57.9%	64.9%	2.1%
Secondary but without passing exam (Tawjihi)	67.8%	91.6%	89.2%	61.4%	69.2%	1.9%
Secondary with passing exam (Tawjihi)	68.4%	92.0%	88.3%	58.9%	65.8%	1.5%
College or university	68.0%	92.2%	88.2%	57.4%	63.7%	1.1%
Don't know	62.9%	87.9%	86.0%	56.0%	59.3%	0.7%
Mother/ Female guardian education:						
No formal education	64.6%	88.5%	85.0%	52.2%	61.1%	4.4%
Elementary (grades 1-6)	65.4%	90.6%	87.3%	58.0%	64.5%	1.7%
Preparatory (grades 7-10)	67.0%	92.2%	87.5%	59.7%	66.4%	1.9%
Secondary but without passing exam (Tawjihi)	69.1%	91.4%	88.6%	58.2%	65.2%	1.3%
Secondary with passing exam (Tawjihi)	67.3%	92.9%	89.8%	57.4%	64.9%	1.1%
College or university	66.1%	93.8%	84.9%	55.6%	60.4%	1.2%
Don't know	66.2%	88.2%	87.0%	57.5%	60.7%	0.9%
Location:						
Urban	62.9%	90.8%	85.3%	53.6%	59.5%	1.0%
Rural	71.3%	92.0%	89.7%	62.7%	68.2%	2.0%
Camp	80.6%	94.4%	98.6%	69.4%	79.2%	2.8%
Type of school						
Boys	68.5%	89.0%	88.1%	58.9%	63.3%	1.3%
Girls	63.5%	93.3%	86.2%	55.3%	62.9%	1.3%
Co-Educ.	69.1%	92.4%	88.0%	59.8%	64.7%	1.9%
Total	66.7%	91.4%	87.4%	57.7%	63.4%	1.5%

Student Questionnaire 303

Table 5.5 Knowledge of the importance of hand washing with water and soap by background characteristics

Percentage of students by their reported importance of washing hands with water and soap, according to background characteristics, West Bank[oPt, 2011]

Background characteristics	Reduces the chances of getting diarrhea	Reduces the chances of getting other diseases/ infections	Keep hands clean	Reduces stomach-ache	Religious beliefs	Other
Sex						
Male	70.6%	88.8%	91.9%	60.9%	65.7%	2.2%
Female	72.3%	93.6%	90.7%	65.4%	73.9%	2.1%
Grade						
4th	67.5%	87.6%	87.9%	61.7%	65.8%	1.8%
7th	73.1%	92.6%	92.1%	62.7%	71.9%	2.2%
10th	75.1%	94.8%	95.0%	65.7%	73.3%	2.6%
Father/ Male guardian education:						
No formal education	60.6%	84.8%	97.0%	48.5%	57.6%	
Elementary (grades 1-6)	69.6%	94.1%	88.2%	59.9%	67.9%	3.0%
Preparatory (grades 7-10)	72.3%	92.6%	90.4%	61.3%	69.9%	2.8%
Secondary but without passing exam (Tawjih)	68.2%	91.5%	91.9%	62.9%	71.7%	2.5%
Secondary with passing exam (Tawjih)	76.0%	92.8%	90.8%	65.8%	72.8%	2.2%
College or university	74.2%	92.5%	92.8%	65.4%	73.6%	1.9%
Don't know	68.1%	87.0%	91.2%	62.3%	65.4%	1.1%
Mother/ Female guardian education:						
No formal education	70.0%	90.0%	91.3%	60.0%	71.3%	6.3%
Elementary (grades 1-6)	70.1%	90.9%	89.8%	61.5%	68.8%	2.1%
Preparatory (grades 7-10)	69.9%	92.2%	91.5%	63.8%	71.9%	2.6%
Secondary but without passing exam (Tawjih)	71.8%	92.3%	90.7%	61.0%	70.3%	1.9%
Secondary with passing exam (Tawjih)	76.7%	93.7%	93.7%	67.1%	74.6%	2.0%
College or university	73.1%	92.7%	89.9%	62.7%	69.9%	2.1%
Don't know	70.2%	87.6%	91.6%	62.9%	65.0%	1.4%
Location:						
Urban	66.2%	89.8%	89.6%	56.7%	63.7%	1.7%
Rural	76.4%	92.5%	92.8%	69.5%	76.0%	2.5%
Camp	90.5%	100.0%	100.0%	66.7%	71.4%	9.5%
Directorate						
Jenin	82.0%	96.1%	97.0%	72.1%	76.4%	0.9%
South Nablus	89.7%	93.8%	99.3%	84.9%	84.2%	
Nablus	80.4%	95.7%	99.2%	72.9%	91.4%	0.4%





Background characteristics	Reduces the chances of getting diarrhea	Reduces the chances of getting other diseases/ infections	Keep hands clean	Reduces stomach-ache	Religious beliefs	Other
Salfit	84.3%	89.3%	99.2%	82.6%	83.5%	0.8%
Tulkarm	90.8%	96.1%	100.0%	85.0%	79.1%	1.9%
Qalqilya	78.3%	93.2%	100.0%	78.3%	95.0%	2.5%
Ramallah	90.0%	96.4%	98.8%	87.6%	75.5%	0.6%
Jerusalem Suburbs	59.8%	84.8%	75.0%	49.1%	57.1%	8.9%
Jerusalem	83.3%	87.5%	93.1%	61.1%	73.6%	1.4%
Bethlehem	82.0%	94.7%	98.1%	72.3%	86.9%	3.4%
Jericho	96.4%	96.4%	96.4%	85.7%	85.7%	
North Hebron	27.0%	71.8%	81.0%	18.4%	11.0%	0.6%
Hebron	16.8%	86.7%	54.9%	6.2%	23.5%	1.8%
South Hebron	56.7%	85.0%	82.0%	43.3%	51.0%	6.7%
Qabatya	85.8%	93.8%	99.4%	69.8%	94.4%	1.2%
Tubas	59.4%	98.4%	98.4%	51.6%	78.1%	1.6%
Type of school						
Boys	69.1%	87.8%	92.6%	59.6%	65.0%	2.1%
Girls	71.8%	93.6%	90.1%	64.7%	73.4%	2.0%
Co-Educ.	74.7%	93.0%	91.3%	66.5%	71.9%	2.5%
Total	71.5%	91.3%	91.3%	63.2%	69.9%	2.2%

Student Questionnaire 303

Table 5.5 Knowledge of the importance of hand washing with water and soap by background characteristics

Percentage of students by their reported importance of washing hands with water and soap, according to background characteristics, Gaza[OpT, 2011]

Background characteristics	Reduces the chances of getting diarrhea	Reduces the chances of getting other diseases/ infections	Keep hands clean	Reduces stomach-ache	Religious beliefs	Other
Sex						
Male	67.3%	90.8%	80.4%	57.6%	60.3%	0.0%
Female	47.3%	92.4%	78.1%	36.0%	41.1%	0.0%
Grade						
4th	51.2%	86.8%	74.4%	40.0%	40.2%	0.0%
7th	58.6%	93.7%	79.4%	48.3%	52.9%	0.0%
10th	60.8%	94.9%	83.7%	50.8%	57.9%	0.0%
Father/ Male guardian education:						
No formal education	65.2%	87.0%	82.6%	56.5%	56.5%	0.0%
Elementary (grades 1-6)	53.0%	95.7%	71.8%	46.2%	49.6%	0.0%
Preparatory (grades 7-10)	59.4%	93.1%	81.1%	47.4%	49.1%	0.0%
Secondary but without passing exam (Tawjih)	66.7%	92.0%	80.5%	56.3%	60.9%	0.0%
Secondary with passing exam (Tawjih)	52.8%	90.3%	83.1%	44.6%	51.3%	0.0%
College or university	59.3%	91.8%	81.6%	45.9%	49.6%	0.0%
Don't know	52.1%	89.6%	75.1%	43.0%	46.6%	0.0%
Mother/ Female guardian education:						
No formal education	51.5%	84.8%	69.7%	33.3%	36.4%	0.0%
Elementary (grades 1-6)	46.3%	89.5%	76.8%	44.2%	47.4%	0.0%
Preparatory (grades 7-10)	58.5%	92.2%	76.0%	47.7%	50.4%	0.0%
Secondary but without passing exam (Tawjih)	63.5%	89.7%	84.1%	52.4%	54.8%	0.0%
Secondary with passing exam (Tawjih)	56.5%	92.0%	85.3%	46.2%	53.5%	0.0%
College or university	55.8%	95.3%	77.5%	45.0%	46.1%	0.0%
Don't know	57.8%	89.3%	77.0%	45.9%	51.5%	0.0%
Location:						
Urban	58.2%	92.2%	79.3%	49.2%	53.6%	0.0%
Rural	49.2%	89.8%	76.0%	33.5%	34.8%	0.0%
Camp	76.5%	92.2%	98.0%	70.6%	82.4%	0.0%
Directorate						
North Gaza	20.6%	80.2%	47.1%	6.2%	16.7%	0.0%
Khan Younis	52.8%	88.7%	87.9%	34.7%	35.1%	0.0%
Rafah	98.5%	100.0%	94.9%	75.2%	76.6%	0.0%





Background characteristics	Reduces the chances of getting diarrhea	Reduces the chances of getting other diseases/ infections	Keep hands clean	Reduces stomach-ache	Religious beliefs	Other
Middle Area Dir.	53.7%	92.6%	76.5%	49.4%	50.6%	0.0%
East gaza	52.0%	94.3%	80.6%	55.2%	59.1%	0.0%
West Gaza	80.5%	97.8%	94.0%	69.3%	73.0%	0.0%
Type of school						
Boys	67.5%	91.1%	80.7%	57.6%	60.5%	0.0%
Girls	46.8%	92.8%	78.4%	36.4%	41.8%	0.0%
Co-Educ.	49.2%	90.1%	76.2%	35.9%	39.2%	0.0%
Total	56.7%	91.6%	79.2%	46.2%	50.1%	0.0%

Student Questionnaire 303

Table 5.6 Knowledge of the importance of hand washing with water and soap by selected characteristics

Percentage of students by their reported importance of washing hands with water and soap, according to selected characteristics, [oPt, 2011]

Selected characteristics	Reduces the possibility of getting diarrhea	Reduces the possibility of contracting other illness	Keep hands clean	Reduces abdominal pains	Religious beliefs	Other
School offers education on hygiene and environment sanitation						
Yes	66.0%	91.4%	87.4%	57.7%	63.5%	1.5%
No	no school is not offering education on hygiene and environmental health					
School students participate actively in maintaining hygiene						
Yes	66.0%	91.4%	87.4%	57.7%	63.5%	1.5%
No	no school is not having active participation of students in maintaining hygiene					
Exposed to information about cleanliness and health hygiene during the past 6 months						
Yes	68.6%	91.8%	88.1%	59.0%	65.6%	1.5%
No	52.8%	88.2%	81.7%	48.1%	48.5%	0.8%
Availability of soap and educational materials at school hand washing facilities for male students						
Bar soap/Liquid soap						
Yes	75.9%	88.7%	91.3%	66.4%	67.7%	2.1%
No	67.6%	89.4%	87.1%	57.7%	62.5%	1.4%
Educational material						
Yes	67.1%	82.9%	90.7%	54.3%	58.6%	2.1%
No	69.4%	89.7%	87.7%	59.8%	64.0%	1.5%
Availability of soap and educational material at school hand washing facilities for female students						
Bar soap/Liquid soap						
Yes	69.7%	93.2%	91.9%	60.7%	66.3%	1.4%
No	58.8%	93.2%	81.7%	51.3%	60.0%	1.4%
Educational material						
Yes	66.9%	91.7%	89.5%	58.3%	63.9%	1.5%
No	63.5%	93.4%	86.0%	55.3%	62.8%	1.4%
Total	66.0%	91.4%	87.4%	57.7%	63.5%	1.5%

Student Questionnaire 310

Table 5.7 Importance of cleanliness by background characteristics

Percentage of students by the reported importance of being clean, according to background characteristics, West Bank [oPt, 2011]

Background characteristic	Health	Smell	Status in family/ community	It is not good to be not clean	Other
Sex					
Male	93.7%	76.3%	77.3%	80.7%	5.0%
Female	95.8%	82.8%	81.8%	78.8%	2.8%
Grade					
4th	92.3%	72.8%	71.9%	73.6%	3.0%
7th	95.1%	83.1%	83.1%	81.6%	3.5%
10th	97.7%	85.3%	86.3%	86.0%	5.5%
Father/ Male guardian education:					
No formal education	90.9%	72.7%	75.8%	81.8%	6.1%
Elementary (grades 1-6)	94.9%	80.2%	81.4%	76.4%	3.8%
Preparatory (grades 7-10)	94.8%	76.8%	80.3%	77.9%	4.2%
Secondary but without passing exam (Tawjihi)	93.3%	81.6%	80.6%	82.0%	4.6%
Secondary with passing exam (Tawjihi)	94.3%	83.7%	80.2%	79.2%	5.2%
College or university	97.2%	79.8%	82.5%	83.9%	4.0%
Don't know	93.4%	77.9%	75.1%	77.2%	2.2%
Mother/ Female guardian education:					
No formal education	91.3%	75.0%	80.0%	80.0%	5.0%
Elementary (grades 1-6)	93.0%	78.6%	79.9%	78.6%	3.9%
Preparatory (grades 7-10)	95.7%	81.5%	80.6%	78.4%	4.9%
Secondary but without passing exam (Tawjihi)	93.8%	81.1%	78.0%	81.9%	5.4%
Secondary with passing exam (Tawjihi)	96.3%	81.8%	81.3%	86.2%	2.6%
College or university	95.1%	78.5%	81.9%	79.8%	4.1%
Don't know	94.6%	77.2%	76.1%	77.0%	2.4%
Location:					
Urban	92.6%	73.6%	74.0%	73.9%	3.5%
Rural	96.8%	85.3%	85.0%	85.2%	4.2%
Camp	100.0%	100.0%	90.5%	100.0%	9.5%
Direktorate					
Jenin	97.9%	83.7%	82.0%	84.1%	1.7%
South Nablus	98.6%	92.5%	89.0%	91.1%	
Nablus	98.8%	90.6%	92.2%	89.8%	0.8%
Salfit	100.0%	97.5%	85.1%	84.3%	1.7%
Tulkarm	100.0%	95.1%	98.1%	90.3%	2.9%
Qalqilya	100.0%	100.0%	93.8%	98.1%	11.2%





Background characteristic	Health	Smell	Status in family/ community	It is not good to be not clean	Other
Ramallah	100.0%	96.1%	95.2%	95.5%	0.0%
Jerusalem Suburbs	92.9%	63.4%	71.4%	60.7%	4.5%
Jerusalem	95.8%	77.8%	65.3%	76.4%	8.3%
Bethlehem	99.0%	93.2%	87.9%	91.7%	1.9%
Jericho	100.0%	100.0%	100.0%	100.0%	3.6%
North Hebron	74.2%	52.8%	35.6%	48.5%	3.7%
Hebron	80.5%	20.4%	37.2%	27.4%	3.1%
South Hebron	88.0%	62.3%	68.3%	70.7%	11.7%
Qabatya	100.0%	96.3%	90.1%	99.4%	7.4%
Tubas	100.0%	68.8%	98.4%	75.0%	0.0%
Type of school					
Boys	92.8%	75.8%	75.5%	80.4%	5.3%
Girls	95.3%	82.9%	81.4%	78.8%	2.6%
Co-Educ.	97.0%	80.4%	83.2%	80.3%	3.9%
Total	95%	80%	80%	80%	4%

Student Questionnaire 310

Table 5.7 Importance of cleanliness by background characteristics

Percentage of students by the reported importance of being clean, according to background characteristics, Gaza [oPt, 2011]

Background characteristic	Health	Smell	Status in family/ community	It is not good to be not clean	Other
Sex					
Male	91.4%	64.5%	73.2%	64.6%	0.0%
Female	87.8%	50.4%	68.4%	52.0%	0.0%
Grade					
4th	84.3%	48.2%	63.8%	53.0%	0.0%
7th	92.3%	64.9%	68.9%	56.9%	0.0%
10th	92.5%	60.2%	78.5%	63.6%	0.0%
Father/ Male guardian education:					
No formal education	91.3%	69.6%	69.6%	69.6%	0.0%
Elementary (grades 1-6)	87.2%	58.1%	72.6%	57.3%	0.0%
Preparatory (grades 7-10)	89.1%	58.9%	70.9%	54.3%	0.0%
Secondary but without passing exam (Tawjihi)	93.1%	58.6%	71.3%	66.7%	0.0%
Secondary with passing exam (Tawjihi)	90.8%	56.4%	72.3%	59.0%	0.0%
College or university	90.8%	58.3%	70.2%	62.8%	0.0%
Don't know	86.7%	53.1%	68.6%	51.5%	0.0%
Mother/ Female guardian education:					
No formal education	81.8%	51.5%	66.7%	48.5%	0.0%
Elementary (grades 1-6)	86.3%	53.7%	63.2%	48.4%	0.0%
Preparatory (grades 7-10)	89.1%	61.2%	67.8%	54.7%	0.0%
Secondary but without passing exam (Tawjihi)	94.4%	59.5%	79.4%	65.1%	0.0%
Secondary with passing exam (Tawjihi)	92.6%	56.9%	73.2%	61.5%	0.0%
College or university	88.8%	55.0%	70.5%	59.7%	0.0%
Don't know	87.0%	55.6%	69.3%	57.0%	0.0%
Location:					
Urban	88.5%	59.4%	72.5%	58.8%	0.0%
Rural	90.8%	46.5%	61.8%	49.8%	0.0%
Camp	100.0%	78.4%	92.2%	94.1%	0.0%
District					
North Gaza	74.3%	23.3%	49.4%	18.7%	0.0%
Khan Younis	90.7%	41.5%	57.3%	69.0%	0.0%
Rafah	100.0%	95.6%	76.6%	79.6%	0.0%
Middle Area Dir.	90.7%	61.1%	79.6%	69.1%	0.0%
East gaza	90.0%	60.6%	76.7%	43.0%	0.0%
West Gaza	96.3%	77.9%	88.8%	83.5%	0.0%





Background characteristic	Health	Smell	Status in family/ community	It is not good to be not clean	Other
Type of school					
Boys	91.6%	64.5%	73.7%	64.8%	0.0%
Girls	87.2%	52.1%	69.3%	50.8%	0.0%
Co-Educ.	89.0%	45.9%	64.1%	55.8%	0.0%
Total	89.5%	57.0%	70.7%	58.0%	0.0%

Student Questionnaire 310

Table 5.8 Importance of cleanliness by selected characteristics

Percentage of students by the reported importance of being clean, according to selected characteristics, [oPt, 2011]

Selected characteristic	Health	Smell	Status in family/ community	It is not good to be not clean	Other
School offers education on hygiene and environmental sanitation					
Yes	93.1%	72.3%	76.7%	72.6%	2.6%
No	no school is not offering education on hygiene and environmental health				
School students participate actively in maintaining hygiene					
Yes	93.1%	72.3%	76.7%	72.6%	2.6%
No	no school is not having active participation of students in maintaining hygiene				
Exposed to information about cleanliness and health hygiene during the past 6 months					
Yes	93.8%	73.8%	78.4%	73.5%	2.5%
No	87.4%	61.5%	64.8%	66.8%	3.5%
Total	93.1%	72.3%	76.7%	72.6%	2.6%

Student Questionnaire 310

Table 5.9 Importance of cleanliness by background characteristics

Percentage of students by the reported importance of being clean, according to background characteristics, [oPt, 2011]

Background characteristic	Health	Smell	Status in family/ community	It is not good to be not clean	Other
Sex					
Male	93.0%	72.5%	76.0%	75.5%	3.4%
Female	93.1%	72.0%	77.4%	69.9%	1.9%
Grade					
4th	89.9%	65.2%	69.4%	67.2%	2.1%
7th	94.3%	77.8%	79.0%	74.5%	2.5%
10th	95.7%	75.7%	83.3%	77.5%	3.4%
Father/ Male guardian education:					
No formal education	91.1%	71.4%	73.2%	76.8%	3.6%
Elementary (grades 1-6)	92.4%	72.9%	78.5%	70.0%	2.5%
Preparatory (grades 7-10)	93.4%	72.4%	78.0%	72.1%	3.2%
Secondary but without passing exam (Tawjihi)	93.2%	76.2%	78.4%	78.4%	3.5%
Secondary with passing exam (Tawjihi)	93.2%	74.8%	77.6%	72.6%	3.5%
College or university	94.6%	70.9%	77.5%	75.2%	2.4%
Don't know	91.2%	69.8%	73.0%	68.8%	1.5%
Mother/ Female guardian education:					
No formal education	88.5%	68.1%	76.1%	70.8%	3.5%
Elementary (grades 1-6)	91.7%	73.7%	76.6%	72.7%	3.1%
Preparatory (grades 7-10)	94.0%	76.3%	77.3%	72.3%	3.6%
Secondary but without passing exam (Tawjihi)	94.0%	74.0%	78.4%	76.4%	3.6%
Secondary with passing exam (Tawjihi)	94.6%	70.3%	77.6%	74.8%	1.4%
College or university	92.5%	69.1%	77.3%	71.7%	2.5%
Don't know	92.2%	70.3%	73.9%	70.6%	1.7%
Location:					
Urban	90.9%	67.7%	73.4%	67.6%	2.0%
Rural	95.7%	78.0%	80.6%	78.5%	3.4%
Camp	100.0%	84.7%	91.7%	95.8%	2.8%
Type of school					
Boys	92.4%	71.6%	74.9%	74.6%	3.3%
Girls	92.7%	72.7%	77.4%	69.5%	1.7%
Co-Educ.	95.3%	72.9%	79.0%	74.9%	3.0%
Total	93.1%	72.3%	76.7%	72.6%	2.6%

Student Questionnaire 202

Table 5.9 Sources of knowledge about general cleanliness and personal hygiene

Percentage of students by source of knowledge about general cleanliness and hygiene, according to background characteristics, West Bank [oPt, 2011]

Background characteristic	Public Media	Community	School	Through activities about health/hygiene	Family and friends
Sex					
Male	76.0%	52.2%	99.0%	68.8%	95.5%
Female	81.8%	46.2%	98.9%	68.6%	96.2%
Grade					
4th	77.1%	43.4%	99.1%	60.6%	95.8%
7th	79.8%	50.8%	99.3%	71.5%	96.7%
10th	81.1%	54.2%	98.3%	76.0%	95.0%
Father/ Male guardian education:					
No formal education	96.7%	46.7%	100.0%	63.3%	90.0%
Elementary (grades 1-6)	79.0%	48.8%	98.0%	65.4%	93.7%
Preparatory (grades 7-10)	76.3%	47.2%	98.3%	68.4%	96.4%
Secondary but without passing exam (Tawjihi)	78.3%	44.6%	99.2%	68.7%	96.0%
Secondary with passing exam (Tawjihi)	83.1%	55.8%	99.7%	73.6%	97.2%
College or university	83.5%	54.3%	99.2%	72.3%	96.9%
Don't know	73.5%	42.5%	99.1%	63.3%	94.7%
Mother/ Female guardian education:					
No formal education	86.6%	53.7%	100.0%	65.7%	94.0%
Elementary (grades 1-6)	79.5%	45.6%	98.2%	63.0%	96.0%
Preparatory (grades 7-10)	77.4%	45.4%	99.1%	67.5%	95.5%
Secondary but without passing exam (Tawjihi)	79.7%	47.6%	98.7%	72.7%	96.5%
Secondary with passing exam (Tawjihi)	84.7%	59.7%	98.7%	76.0%	97.7%
College or university	79.6%	54.6%	99.7%	68.4%	97.4%
Don't know	76.0%	45.1%	99.0%	67.5%	94.0%
Location:					
Urban	75.0%	45.1%	98.8%	62.9%	95.6%
Rural	83.2%	52.5%	99.1%	73.7%	96.0%
Camp	66.7%	52.4%	100.0%	90.5%	100.0%
District					
Jenin	85.1%	68.8%	100.0%	76.9%	94.6%
South Nablus	78.8%	39.8%	100.0%	76.3%	94.1%
Nablus	83.6%	60.4%	100.0%	77.3%	94.7%
Salfit	79.8%	61.6%	99.0%	88.9%	91.9%
Tulkarm	83.9%	76.2%	98.2%	85.7%	97.0%





Background characteristic	Public Media	Community	School	Through activities about health/hygiene	Family and friends
Qalqilya	86.5%	60.9%	100.0%	78.8%	100.0%
Ramallah	85.8%	58.4%	99.7%	83.8%	98.6%
Jerusalem Suburbs	77.1%	25.0%	95.8%	55.2%	91.7%
Jerusalem	84.4%	51.6%	98.4%	79.7%	98.4%
Bethlehem	74.1%	47.6%	99.4%	67.6%	97.6%
Jericho	83.3%	45.8%	100.0%	95.8%	100.0%
North Hebron	56.0%	6.0%	99.3%	18.7%	94.0%
Hebron	61.9%	24.9%	96.8%	49.2%	93.7%
South Hebron	82.9%	45.0%	98.4%	53.0%	94.4%
Qabatya	84.2%	52.6%	99.3%	77.6%	98.7%
Tubas	69.5%	10.2%	96.6%	42.4%	94.9%
Type of school					
Boys	74.9%	52.8%	98.7%	68.7%	95.8%
Girls	80.6%	45.7%	99.0%	68.0%	96.6%
Co-Educ.	83.0%	48.9%	99.3%	69.8%	94.7%
Total	79.1%	49.0%	99.0%	68.7%	95.9%

Student Questionnaire 202

Table 5.9 Sources of knowledge about general cleanliness and personal hygiene

Percentage of students by source of knowledge about general cleanliness and hygiene, according to background characteristics, Gaza [oPt, 2011]

Background characteristic	Public Media	Community	School	Through activities about health/hygiene	Family and friends
Sex					
Male	68.6%	59.0%	96.8%	49.1%	91.8%
Female	60.0%	23.9%	95.2%	29.0%	93.7%
Grade					
4th	53.1%	26.0%	91.9%	29.5%	89.1%
7th	63.2%	45.7%	98.7%	41.3%	93.7%
10th	75.2%	51.7%	97.8%	45.9%	95.7%
Father/ Male guardian education:					
No formal education	66.7%	61.9%	100.0%	52.4%	90.5%
Elementary (grades 1-6)	63.6%	42.4%	98.0%	41.4%	90.9%
Preparatory (grades 7-10)	70.3%	44.5%	97.4%	32.9%	94.2%
Secondary but without passing exam (Tawjihi)	60.5%	59.2%	100.0%	46.1%	93.4%
Secondary with passing exam (Tawjihi)	67.0%	44.1%	96.6%	41.9%	92.7%
College or university	63.1%	39.4%	94.2%	39.9%	93.9%
Don't know	60.5%	31.2%	95.3%	33.3%	90.6%
Mother/ Female guardian education:					
No formal education	48.1%	33.3%	100.0%	29.6%	92.6%
Elementary (grades 1-6)	60.8%	34.2%	96.2%	32.9%	89.9%
Preparatory (grades 7-10)	70.9%	41.9%	94.9%	41.5%	94.0%
Secondary but without passing exam (Tawjihi)	67.5%	50.4%	99.1%	44.4%	90.6%
Secondary with passing exam (Tawjihi)	62.9%	47.8%	97.1%	40.1%	95.2%
College or university	65.9%	40.8%	93.3%	38.6%	95.5%
Don't know	58.8%	31.3%	95.9%	36.2%	88.9%
Location:					
Urban	67.1%	42.6%	95.9%	40.6%	93.2%
Rural	53.1%	32.1%	95.2%	26.6%	90.4%
Camp	72.9%	60.4%	100.0%	75.0%	97.9%
District					
North Gaza	48.3%	40.8%	91.6%	7.1%	87.0%
Khan Younis	50.5%	34.3%	95.1%	36.3%	95.6%
Rafah	69.7%	19.7%	98.4%	8.2%	96.7%
Middle Area Dir.	61.7%	46.6%	100.0%	62.4%	91.0%





Background characteristic	Public Media	Community	School	Through activities about health/hygiene	Family and friends
East gaza	72.3%	40.3%	95.3%	51.4%	94.1%
West Gaza	80.5%	54.3%	98.0%	60.2%	93.8%
Type of school					
Boys	68.8%	60.1%	96.9%	49.8%	92.2%
Girls	62.5%	25.6%	95.2%	27.3%	95.4%
Co-Educ.	52.3%	17.0%	94.8%	33.3%	86.9%
Total	64.2%	41.0%	95.9%	38.8%	92.8%

Student Questionnaire 311, 312

Table 5.10 Access to health hygiene education at school by background characteristics

Percentage of students who reported that their schools provide health hygiene activities/education, and among those percent distribution by the frequency of offering health hygiene activities and percentage by when are those activities provided, according to background characteristics, West Bank [oPt, 2011]

Background Characteristic	Percentage whose school provide health hygiene activities	Frequency					Timing of receive health hygiene education						
		Every - day		Once or twice per week		Once or twice per month		Once or twice per semester		Once per year		Don't know	
		During classes		During recess		Through school activities		Through sports activities		Morning assembly		Other	
Sex													
Male	91.6%	24.1%	55.4%	13.2%	1.9%	0.9%	4.5%	81.7%	53.4%	63.0%	41.0%	87.8%	1.5%
Female	95.6%	22.0%	51.2%	18.0%	2.6%	0.4%	5.8%	82.5%	49.9%	77.0%	37.2%	88.8%	1.6%
Grade													
4th	93.4%	30.0%	52.5%	10.3%	0.7%	0.5%	5.9%	79.9%	56.6%	67.5%	38.3%	89.7%	1.3%
7th	94.6%	19.8%	56.0%	17.0%	2.6%	0.1%	4.5%	85.7%	50.7%	72.6%	41.2%	87.9%	2.3%
10th	93.1%	16.9%	51.2%	21.6%	3.9%	1.4%	5.0%	81.3%	45.7%	71.7%	37.6%	87.0%	1.2%
Father/ Male guardian education:													
No formal education	84.8%	17.9%	50.0%	32.1%	0.0%	0.0%	0.0%	78.6%	57.1%	64.3%	42.9%	82.1%	0.0%
Elementary (grades 1-6)	94.5%	21.9%	52.7%	17.9%	0.9%	0.4%	6.3%	82.6%	50.4%	69.6%	38.4%	83.5%	1.3%
Preparatory (grades 7-10)	93.9%	23.6%	53.0%	15.7%	2.9%	0.6%	4.1%	81.1%	50.1%	71.3%	38.9%	87.6%	1.4%
Secondary but without passing exam (Tawjih)	94.0%	19.5%	58.3%	14.7%	4.1%	0.8%	2.6%	78.6%	54.5%	66.2%	36.8%	89.5%	1.5%
Secondary with passing exam (Tawjih)	94.1%	24.5%	51.1%	16.3%	2.6%	1.1%	4.5%	84.7%	49.5%	71.6%	39.7%	91.6%	2.1%
College or university	93.2%	21.5%	55.4%	15.9%	2.2%	0.7%	4.1%	84.6%	52.8%	74.3%	40.1%	88.8%	2.1%
Don't know	93.6%	25.8%	50.5%	13.9%	1.0%	0.5%	8.4%	80.8%	51.8%	67.1%	37.8%	88.5%	1.2%



Background Characteristic	Percentage whose school provide health hygiene activities	Frequency				Timing of receive health hygiene education				Other	
		Every - day		Once or twice per week		Once or twice per month		Once or twice per semester			
		Don't know	Once per year	During classes	During recess	Through school activities	Through sports activities	Morning assembly	Other		
Mother/ Female guardian education:											
No formal education	91.3%	26.0%	41.1%	20.5%	2.7%	1.4%	8.2%	87.7%	58.9%	80.8%	
Elementary (grades 1-6)	93.5%	23.7%	52.9%	17.3%	1.9%	0.6%	3.6%	83.6%	51.5%	72.1%	
Preparatory (grades 7-10)	93.3%	22.0%	53.0%	16.1%	3.0%	0.3%	5.6%	80.9%	49.8%	69.5%	
Secondary but without passing exam (Tawjiji)	93.4%	21.9%	57.0%	14.5%	1.7%	1.7%	3.3%	83.9%	47.1%	66.5%	
Secondary with passing exam (Tawjiji)	94.5%	21.0%	53.0%	19.8%	2.4%	0.6%	3.0%	83.8%	47.6%	75.6%	
College or university	92.7%	25.7%	53.9%	14.0%	2.8%	0.8%	2.8%	84.4%	53.6%	68.7%	
Don't know	94.8%	23.3%	52.8%	13.1%	1.1%	0.6%	9.2%	78.9%	55.7%	68.2%	
Location:											
Urban	93.0%	26.5%	51.8%	13.9%	2.5%	0.7%	4.6%	80.1%	49.9%	64.1%	
Rural	94.4%	19.7%	54.4%	17.5%	2.0%	0.5%	5.9%	84.1%	53.5%	76.3%	
Camp	85.7%	11.1%	66.7%	16.7%	0.0%	5.6%	0.0%	83.3%	27.8%	77.8%	
Directorate:											
Jenin	96.6%	14.2%	65.8%	14.2%	0.4%	0.4%	4.9%	92.9%	37.8%	76.0%	
South Nablus	91.1%	20.3%	52.6%	21.1%	3.0%	0.8%	2.3%	82.7%	59.4%	85.0%	
Nablus	91.8%	20.1%	56.0%	15.8%	1.3%	0.4%	6.4%	88.0%	51.3%	82.9%	
Salfit	92.6%	6.3%	40.2%	35.7%	8.0%	0.0%	9.8%	78.6%	55.4%	87.5%	
Tulkarm	96.1%	19.7%	54.0%	14.6%	3.5%	1.0%	7.1%	77.8%	63.6%	88.4%	
Qalqilya	98.8%	30.2%	54.7%	10.7%	1.9%	0.0%	2.5%	88.1%	61.0%	83.6%	



Background Characteristic	Percentage whose school provide health hygiene activities	Frequency						Timing of receive health hygiene education			
		Don't know			During recess		Morning assembly		Through sports activities		Other
		Once per year	Once or twice per semester	Once or twice per month	During classes	Through school activities	During recess	Through sports activities	During classes	Morning assembly	Other
Ramallah	94.8%	16.0%	58.5%	20.1%	1.0%	3.5%	85.3%	51.4%	81.2%	54.3%	92.0%
Jerusalem Suburbs	93.8%	28.6%	41.0%	19.0%	2.9%	0.0%	8.6%	69.5%	55.2%	48.6%	26.7%
Jerusalem	86.1%	16.1%	50.0%	22.6%	1.6%	4.8%	71.0%	54.8%	69.4%	37.1%	93.5%
Bethlehem	93.2%	29.7%	49.5%	10.9%	3.6%	1.0%	5.2%	83.3%	66.1%	69.3%	45.3%
Jericho	96.4%	18.5%	44.4%	29.6%	0.0%	3.7%	96.3%	44.4%	96.3%	11.1%	96.3%
North Hebron	98.8%	41.0%	48.4%	6.2%	1.2%	0.6%	2.5%	82.6%	34.2%	37.9%	26.7%
Hebron	94.7%	26.2%	44.9%	18.7%	3.3%	0.5%	6.5%	57.9%	35.0%	18.7%	4.2%
South Hebron	86.0%	32.9%	51.2%	10.5%	1.6%	0.4%	3.5%	84.9%	53.1%	74.4%	37.2%
Qabatya	96.3%	18.6%	60.9%	9.0%	0.6%	0.0%	10.9%	87.2%	66.0%	78.8%	46.2%
Tubas	92.2%	18.6%	59.3%	16.9%	5.1%	0.0%	0.0%	89.8%	23.7%	47.5%	32.2%
Type of school											
Boys	91.1%	24.9%	55.5%	12.4%	2.0%	0.8%	4.4%	82.6%	53.5%	61.6%	39.2%
Girls	96.8%	22.5%	51.2%	17.7%	2.5%	0.3%	5.9%	82.1%	50.6%	77.3%	37.0%
Co-Educ.	92.4%	20.7%	53.3%	17.6%	2.0%	1.0%	5.4%	81.5%	50.3%	71.9%	42.2%
Total	93.6%	23.0%	53.2%	15.7%	2.2%	0.7%	5.2%	82.1%	51.6%	70.4%	39.0%

Student Questionnaire 311, 312

Table 5.10 Access to health hygiene education at school by background characteristics

Percentage of students who reported that their schools provide health hygiene activities/education, and among those percent distribution by the frequency of offering health hygiene activities and percentage by when are those activities provided, according to background characteristics, Gaza [oPt, 2011]

Background Characteristic	Percentage whose school provide health hygiene activities	Frequency						Timing of receive health hygiene education					
		Every - day		Once or twice per week		Once or twice per month		Once or twice per semester		Once per year		Don't know	
		During classes		During recess		Morning assembly		Through school activities		Through sports activities		Other	
Sex													
Male	94.7%	15.2%	67.4%	13.7%	0.5%	0.3%	2.8%	74.9%	37.9%	38.7%	87.1%	0.0%	
Female	96.2%	23.4%	51.5%	19.0%	1.6%	1.2%	3.4%	84.2%	24.3%	30.0%	12.6%	75.7%	0.0%
Grade													
4th	94.7%	27.8%	59.7%	8.3%	0.0%	0.4%	3.8%	75.2%	28.6%	25.6%	26.7%	79.7%	0.0%
7th	98.0%	15.5%	65.7%	14.9%	0.9%	0.3%	2.7%	81.5%	31.0%	37.3%	23.0%	82.1%	0.0%
10th	94.5%	14.3%	53.5%	25.7%	2.3%	1.5%	2.7%	83.2%	32.4%	40.0%	24.3%	81.7%	0.0%
Father/ Male guardian education:													
No formal education	82.6%	31.6%	63.2%	5.3%	0.0%	0.0%	0.0%	84.2%	47.4%	47.4%	47.4%	73.7%	0.0%
Elementary (grades 1-6)	96.6%	22.1%	50.4%	15.0%	4.4%	2.7%	5.3%	85.0%	27.4%	32.7%	17.7%	78.8%	0.0%
Preparatory (grades 7-10)	93.1%	16.6%	57.1%	22.1%	1.8%	0.6%	1.8%	78.5%	28.2%	31.3%	17.8%	85.3%	0.0%
Secondary but without passing exam (Tawjiji)	94.3%	19.5%	50.0%	25.6%	1.2%	0.0%	3.7%	81.7%	37.8%	41.5%	25.6%	79.3%	0.0%
Secondary with passing exam (Tawjiji)	95.9%	19.8%	56.7%	17.6%	1.1%	1.1%	3.7%	81.8%	29.4%	36.4%	19.8%	78.1%	0.0%
College or university	96.8%	16.9%	62.8%	17.2%	0.8%	0.8%	1.5%	79.5%	29.0%	36.7%	28.2%	83.1%	0.0%
Don't know	96.1%	22.9%	62.0%	9.8%	0.0%	0.3%	5.1%	77.1%	32.0%	27.3%	28.3%	78.8%	0.0%
Mother/ Female guardian education:													
No formal education	87.9%	17.2%	58.6%	20.7%	0.0%	0.0%	3.4%	82.8%	24.1%	27.6%	17.2%	65.5%	0.0%



Background Characteristic	Percentage whose school provide health hygiene activities	Frequency						Timing of receive health hygiene education			
		Every - day	Once or twice per week	Once or twice per month	Once or twice per semester	Once per year	Don't know	During classes	During recess	Through school activities	Morning assembly
Elementary (grades 1-6)	91.6%	24.1%	52.9%	12.6%	3.4%	3.4%	87.4%	32.2%	24.1%	13.8%	81.6%
Preparatory (grades 7-10)	96.1%	23.8%	53.6%	17.7%	2.4%	0.4%	2.0%	78.2%	29.4%	36.3%	79.8%
Secondary but without passing exam (Tawjiji)	92.1%	19.8%	55.2%	22.4%	0.0%	0.0%	2.6%	79.3%	31.9%	41.4%	23.3%
Secondary with passing exam (Tawjiji)	97.7%	16.1%	59.9%	19.5%	1.0%	1.4%	2.1%	84.6%	32.5%	35.3%	24.7%
College or university	96.5%	16.1%	63.1%	16.9%	0.4%	0.4%	3.2%	77.5%	27.7%	36.5%	30.5%
Don't know	95.6%	22.1%	62.8%	9.7%	0.4%	0.4%	4.7%	75.6%	32.2%	28.7%	27.1%
Location:											
Urban	95.8%	21.1%	60.8%	14.0%	1.0%	0.3%	2.8%	80.2%	31.8%	36.0%	28.0%
Rural	95.1%	14.6%	53.1%	24.6%	1.6%	1.6%	4.5%	76.7%	25.9%	23.6%	15.2%
Camp	92.2%	21.3%	61.7%	12.8%	0.0%	4.3%	0.0%	93.6%	38.3%	63.8%	25.5%
Directorate:											
North Gaza	94.6%	30.0%	53.1%	11.5%	0.4%	0.8%	4.1%	60.9%	11.9%	3.3%	5.3%
Khan Younis	96.8%	9.2%	65.8%	24.2%	0.0%	0.0%	0.8%	87.5%	34.6%	48.3%	29.6%
Rafah	92.0%	2.4%	69.0%	27.0%	0.8%	0.0%	0.8%	75.4%	11.1%	34.1%	0.0%
Middle Area Dir.	88.9%	12.5%	45.1%	20.8%	5.6%	3.5%	12.5%	84.0%	42.4%	26.4%	9.0%
East gaza	97.8%	20.1%	65.9%	11.7%	0.4%	0.4%	1.5%	87.9%	42.1%	39.6%	31.0%
West Gaza	98.5%	30.8%	53.6%	11.8%	1.1%	0.8%	1.9%	81.7%	35.4%	47.9%	43.7%
Type of school											
Boys	94.7%	15.3%	67.4%	13.9%	0.5%	0.3%	2.5%	75.0%	38.3%	39.3%	87.4%
Girls	96.5%	22.0%	52.7%	21.3%	1.1%	0.8%	2.1%	84.3%	22.8%	30.8%	10.5%
Co-Educ.	95.0%	26.7%	48.8%	11.0%	2.9%	2.3%	8.1%	83.1%	27.9%	25.6%	18.0%
Total	95.5%	19.6%	59.0%	16.5%	1.1%	0.8%	3.1%	79.8%	30.6%	34.1%	24.8%
											81.1%
											0.0%

Student Questionnaire 311, 312

Table 5.11 Access to health hygiene education at school by background characteristics

Percentage of students who reported that their schools provide health hygiene activities/education, and among those percent distribution by the frequency of offering health hygiene activities and percentage by when are those activities provided, according to background characteristics, [oPt, 2011]

Background Characteristic	Percentage whose school provide health hygiene activities	Frequency						Timing of receive health hygiene education				
		Every - day	Once or twice per week	Once or twice per month	Once or twice per semester	Once per year	Don't know	Morning assembly		Through sports activities		Other
								During classes	During recess	Through school activities	During	
Sex												
Male	92.6%	21.2%	59.3%	13.4%	1.4%	0.7%	4.0%	79.5%	48.4%	55.2%	40.3%	87.6%
Female	95.8%	22.5%	51.3%	18.3%	2.2%	0.7%	5.0%	83.1%	41.4%	61.4%	29.0%	84.5%
Grade												
4th	93.8%	29.3%	54.8%	9.7%	0.5%	0.5%	5.3%	78.5%	48.0%	54.6%	34.7%	86.6%
7th	95.6%	18.6%	58.8%	16.4%	2.1%	0.2%	4.0%	84.5%	45.1%	62.4%	36.0%	86.2%
10th	93.6%	15.9%	52.1%	23.2%	3.3%	1.4%	4.1%	82.0%	40.6%	59.6%	32.5%	85.0%
Father/ Male guardian education:												
No formal education	83.9%	23.5%	55.4%	21.1%	0.0%	0.0%	0.0%	80.9%	53.1%	57.3%	44.7%	78.7%
Elementary (grades 1-6)	95.2%	22.0%	51.9%	16.9%	2.1%	1.2%	5.9%	83.4%	42.8%	57.4%	31.5%	81.9%
Preparatory (grades 7-10)	93.7%	21.9%	54.0%	17.3%	2.7%	0.6%	3.6%	80.5%	44.8%	61.5%	33.7%	87.1%
Secondary but without passing exam (Tawjiji)	94.1%	19.5%	56.3%	17.2%	3.5%	0.6%	2.9%	79.3%	50.6%	60.4%	34.2%	87.1%
Secondary with passing exam (Tawjiji)	94.7%	22.9%	52.9%	16.7%	2.1%	1.1%	4.2%	83.8%	42.9%	60.1%	33.2%	87.2%
College or university	94.7%	19.6%	58.5%	16.4%	1.6%	0.8%	3.1%	82.5%	43.0%	58.8%	35.2%	86.4%
Don't know	94.4%	24.8%	54.2%	12.5%	0.7%	0.4%	7.3%	79.6%	45.4%	54.1%	34.7%	85.3%
												0.8%



Background Characteristic	Percentage whose school provide health hygiene activities	Frequency						Timing of receive health hygiene education					
		Every - day		Once or twice per week		Once or twice per month		Once or twice per semester		Once per year		Don't know	
		During classes	During recess	Through school activities	Through sports activities	Morning assembly	Other	During classes	During recess	Through school activities	Through sports activities	Morning assembly	Other
Mother/ Female guardian education:													
No formal education	90.3%	23.5%	46.2%	20.6%	1.9%	1.0%	6.8%	86.2%	48.8%	65.3%	47.7%	81.2%	0.0%
Elementary (grades 1-6)	93.1%	23.8%	52.9%	16.4%	2.2%	1.1%	3.6%	84.3%	47.7%	62.6%	35.8%	86.1%	1.3%
Preparatory (grades 7-10)	94.0%	22.5%	53.1%	16.5%	2.9%	0.3%	4.7%	80.2%	44.5%	60.9%	33.7%	85.8%	1.5%
Secondary but without passing exam (Tawjihi)	93.0%	21.2%	56.4%	17.1%	1.1%	1.1%	3.1%	82.4%	42.1%	58.3%	32.6%	88.2%	1.4%
Secondary with passing exam (Tawjihi)	96.0%	18.7%	56.2%	19.7%	1.8%	1.0%	2.6%	84.2%	40.6%	56.9%	33.0%	85.9%	0.8%
College or university	94.3%	21.8%	57.6%	15.1%	1.8%	0.7%	3.0%	81.6%	43.2%	55.8%	34.8%	86.4%	0.8%
Don't know	95.0%	22.9%	56.0%	12.0%	0.9%	0.5%	7.7%	77.8%	48.2%	55.6%	33.9%	85.4%	0.8%
Location:													
Urban	94.2%	24.2%	55.6%	14.0%	1.9%	0.5%	3.8%	80.1%	42.4%	52.4%	31.4%	85.5%	0.8%
Rural	94.5%	18.8%	54.1%	18.8%	1.9%	0.7%	5.7%	82.7%	48.3%	66.4%	38.3%	86.2%	1.4%
Camp	90.3%	18.3%	63.2%	13.9%	0.0%	4.6%	0.0%	90.6%	35.2%	67.9%	35.9%	95.4%	0.0%
Type of school													
Boys	92.5%	21.3%	59.9%	13.0%	1.4%	0.7%	3.7%	79.7%	47.8%	53.3%	39.2%	87.4%	0.9%
Girls	96.7%	22.3%	51.7%	18.9%	2.1%	0.4%	4.6%	82.8%	41.4%	61.9%	28.3%	84.7%	1.1%
Co-Educ.	93.0%	22.0%	52.3%	16.2%	2.2%	1.3%	6.0%	81.9%	45.4%	61.8%	36.9%	85.5%	1.2%
Total	94.2%	21.9%	55.1%	16.0%	1.9%	0.7%	4.5%	81.4%	44.7%	58.5%	34.4%	86.0%	1.1%

Student Questionnaire 306, 307

Table 5.11 Access to health hygiene education at school by selected characteristics

Percentage of students who reported that their schools provide health hygiene activities/education, and among those, percent distribution by the frequency of offering health hygiene activities and percentage by when are those activities provided, according to selected characteristics, West Bank[IoPt, 2011]

Background Characteristic	Percentage whose school provide health hygiene activities	Frequency						Timing of receive health hygiene education			
		Every - day	Once or twice per week	Once or twice per month	Once or twice per semester	Once per year	Don't know	During classes		During recess	
								Morning assembly	Through sports activities	Through school activities	During recess
School has committee/ association responsible for school sanitation and hygiene education											
Yes	93.9%	22.9%	53.2%	15.8%	2.2%	0.6%	5.2%	82.1%	51.6%	70.1%	38.6%
No	71.0%	27.3%	50.0%	9.1%	0.0%	4.5%	9.1%	81.8%	50.0%	100.0%	81.8%
School has students health committee											
Yes	93.9%	22.9%	53.2%	15.8%	2.2%	0.6%	5.2%	82.1%	51.5%	70.0%	38.5%
No	77.5%	25.8%	51.6%	6.5%	3.2%	3.2%	9.7%	83.9%	61.3%	100.0%	77.4%
School has students environment club											
Yes	95.0%	21.1%	51.8%	17.6%	2.1%	0.6%	6.8%	84.4%	48.2%	75.5%	40.1%
No	93.2%	23.6%	53.7%	15.0%	2.3%	0.7%	4.7%	81.3%	52.8%	68.6%	38.6%
School has a health field supervisor											
Yes	93.0%	21.3%	54.0%	15.4%	2.5%	0.7%	6.1%	82.8%	53.6%	72.6%	40.9%
No	94.1%	24.2%	52.7%	15.9%	2.1%	0.6%	4.6%	81.7%	50.1%	68.8%	37.6%
Total	93.6%	23.0%	53.2%	15.7%	2.2%	0.7%	5.2%	82.1%	51.6%	70.4%	39.0%
											1.6%

Student Questionnaire 306, 307

Table 5.11 Access to health hygiene education at school by selected characteristics

Percentage of students who reported that their schools provide health hygiene activities/education, and among those percent distribution by the frequency of offering health hygiene activities and percentage by when are those activities provided, according to selected characteristics, Gaza[OpT, 2017]

Background Characteristic	Frequency						Timing of receive health hygiene education					
	Every - day		Once or twice per week		Once or twice per month		Once or twice per semester		Once per year		Don't know	
	Percentage whose school provide health hygiene activities	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency
School has committee/ association responsible for school sanitation and hygiene education												
Yes	95.48%	19.55%	58.96%	16.52%	1.09%	0.78%	3.10%	79.8%	30.6%	34.1%	24.8%	81.1%
No		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
School has students health committee												
Yes	95.5%	19.6%	59.0%	16.5%	1.1%	0.8%	3.1%	79.8%	30.6%	34.1%	24.8%	81.1%
No	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
School has students environment club												
Yes	95.0%	20.5%	56.0%	17.8%	1.3%	0.7%	3.6%	81.4%	26.8%	33.4%	21.0%	78.4%
No	96.0%	18.5%	62.2%	15.1%	0.8%	0.8%	2.6%	78.1%	34.8%	34.8%	29.0%	83.9%
School has a health field supervisor												
Yes	96.9%	27.0%	57.3%	12.7%	NA	0.5%	2.4%	76.8%	27.3%	38.6%	33.8%	79.5%
No	94.9%	16.5%	59.6%	18.1%	1.5%	0.9%	3.4%	81.1%	32.0%	32.2%	21.2%	81.7%
Total	95.5%	19.6%	59.0%	16.5%	1.1%	0.8%	3.1%	79.8%	30.6%	34.1%	24.8%	81.1%

Student Questionnaire 312, 314

Table 5.12 School syllabus and health hygiene

Percentage of students who reported that school syllabus contain information about health hygiene and the type of materials used at school for promoting health hygiene, according to background characteristics, [nPt, 2011]

Background characteristic	Percentage who reported that school syllabus contains information on health hygiene	Materials used to promote cleanliness and hygiene								
		Brochures/ bulletin	Games	Videos	Books	Posters/ wall magazines	Verbal directions	Competition	Other	Nothing/Don't know
Sex										
Male	90.7%	47.1%	15.1%	18.3%	53.1%	72.9%	86.1%	48.1%	2.1%	4.5%
Female	86.5%	51.1%	16.2%	15.5%	46.0%	80.1%	87.4%	54.0%	1.7%	1.9%
Grade										
4th	87.7%	43.6%	17.9%	16.0%	47.7%	73.0%	85.6%	53.4%	2.1%	4.2%
7th	94.8%	52.0%	17.0%	15.8%	51.7%	79.6%	85.6%	54.4%	1.9%	2.6%
10th	83.7%	53.6%	11.9%	18.7%	49.4%	78.5%	89.4%	45.6%	1.7%	2.4%
Father/ Male guardian education:										
No formal education	85.7%	63.6%	17.0%	16.9%	63.7%	85.0%	85.1%	80.9%	0.0%	0.0%
Elementary (grades 1-6)	88.7%	54.1%	16.1%	18.4%	52.4%	75.7%	86.4%	57.6%	2.3%	2.7%
Preparatory (grades 7-10)	89.1%	51.6%	16.5%	17.8%	50.5%	76.8%	87.3%	46.7%	1.4%	2.7%
Secondary but without passing exam (Tawjih)	91.1%	50.6%	18.7%	15.8%	51.7%	77.0%	88.5%	47.1%	3.0%	2.6%
Secondary with passing exam (Tawjih)	90.6%	50.3%	15.2%	21.4%	50.2%	79.2%	88.6%	50.2%	2.2%	2.8%
College or university	88.5%	47.3%	14.3%	15.6%	46.9%	79.0%	85.5%	53.1%	2.0%	3.3%
Don't know	86.0%	44.8%	15.5%	14.1%	47.9%	72.9%	85.8%	50.9%	1.5%	4.0%
Mother/ Female guardian education:										
No formal education	89.4%	50.7%	19.5%	16.6%	58.5%	76.3%	84.2%	57.8%	2.7%	0.0%
Elementary (grades 1-6)	89.8%	50.6%	15.9%	17.5%	53.7%	74.4%	84.7%	49.8%	2.5%	2.7%





Background characteristic	Percentage who reported that school syllabus contains information on health hygiene	Materials used to promote cleanliness and hygiene								
		Brochures/bulletin	Games	Videos	Books	Posters/wall magazines	Verbal directions	Competition	Other	Nothing/Don't know
Preparatory (grades 7-10)	88.9%	53.5%	13.7%	16.4%	50.8%	78.1%	88.8%	49.7%	1.7%	2.4%
Secondary but without passing exam ('Tawjiji')	90.4%	51.4%	17.9%	16.5%	47.4%	76.0%	87.1%	48.6%	2.9%	3.1%
Secondary with passing exam ('Tawjiji')	88.1%	48.2%	14.4%	17.2%	48.2%	80.2%	87.6%	54.9%	1.7%	3.7%
College or university	88.4%	46.0%	15.2%	19.6%	45.6%	78.3%	84.4%	48.6%	1.7%	3.0%
Don't know	86.8%	45.7%	17.5%	14.5%	49.2%	73.0%	86.9%	53.0%	1.7%	4.4%
Location:										
Urban	86.6%	44.2%	13.8%	14.6%	44.6%	74.5%	86.0%	51.3%	2.0%	2.9%
Rural	90.9%	56.2%	17.8%	18.8%	55.6%	79.0%	87.5%	50.4%	1.9%	3.3%
Camp	94.4%	45.8%	28.9%	42.6%	58.9%	90.5%	95.4%	68.4%	1.4%	6.5%
Type of school										
Boys	90.2%	45.9%	13.8%	18.3%	52.2%	72.3%	86.8%	48.4%	2.1%	4.9%
Girls	85.0%	51.9%	16.2%	15.9%	44.8%	79.2%	87.1%	53.8%	1.8%	2.0%
Co-Educ.	91.9%	50.5%	18.3%	15.9%	53.3%	80.4%	86.3%	51.3%	1.8%	1.8%
Total	88.5%	49.3%	15.7%	16.8%	49.5%	76.7%	86.8%	51.2%	1.9%	3.1%

Student Questionnaire 312, 314

Table 5.12 School syllabus and health hygiene

Percentage of students who reported that school syllabus contain information about health hygiene and the type of materials used at school for promoting health hygiene, according to background characteristics, West Bank [oPt, 2011]

Background characteristic	Percentage who reported that school syllabus contains information on health hygiene	Materials used to promote cleanliness and hygiene								
		Brochures/bulletin	Games	Videos	Books	Posters/wall magazines	Verbal directions	Competition	Other	Nothing/Don't know
Sex										
Male	91.1%	51.1%	15.8%	19.9%	60.1%	74.1%	87.8%	42.8%	3.1%	4.9%
Female	90.2%	62.3%	21.3%	19.9%	61.1%	83.4%	87.9%	52.1%	2.6%	2.3%
Grade										
4th	89.4%	54.2%	22.0%	20.4%	58.1%	75.2%	86.4%	52.0%	3.0%	4.2%
7th	95.3%	57.3%	20.1%	18.5%	62.2%	82.1%	87.0%	50.9%	2.7%	2.4%
10th	87.5%	60.3%	12.8%	20.8%	62.3%	80.7%	90.6%	38.4%	2.8%	3.8%
Father/ Male guardian education:										
No formal education	84.8%	75.0%	17.9%	21.4%	71.4%	92.9%	85.7%	75.0%		
Elementary (grades 1-6)	90.3%	62.1%	18.3%	20.1%	65.6%	78.1%	87.1%	57.6%	3.4%	4.0%
Preparatory (grades 7-10)	90.2%	57.0%	19.1%	19.8%	59.7%	79.0%	88.4%	46.2%	1.8%	3.1%
Secondary but without passing exam (Tawjiji)	92.6%	53.8%	19.5%	16.5%	58.3%	79.3%	89.8%	43.6%	3.9%	1.9%
Secondary with passing exam (Tawjiji)	93.8%	57.4%	17.1%	23.7%	63.4%	80.5%	89.7%	45.3%	3.2%	3.4%
College or university	91.6%	56.4%	17.6%	20.8%	61.4%	83.1%	87.1%	46.8%	3.5%	3.7%
Don't know	87.5%	54.8%	20.1%	18.1%	57.5%	74.1%	85.6%	47.8%	2.2%	4.3%
Mother/ Female guardian education:										
No formal education	90.0%	63.0%	24.7%	20.5%	71.2%	83.6%	89.0%	58.9%	3.8%	
Elementary (grades 1-6)	91.7%	56.3%	17.0%	18.7%	61.3%	78.0%	85.5%	49.0%	3.1%	1.9%



Background characteristic	Percentage who reported that school syllabus contains information on health hygiene	Materials used to promote cleanliness and hygiene								
		Brochures/bulletin	Games	Videos	Books	Posters/wall magazines	Verbal directions	Competition	Other	Nothing/Don't know
Preparatory (grades 7-10)	90.8%	60.5%	16.2%	18.5%	60.9%	79.6%	90.0%	46.2%	2.3%	2.7%
Secondary but without passing exam (Tawjih)	91.5%	55.0%	19.4%	17.8%	57.4%	78.1%	91.3%	47.1%	4.2%	3.3%
Secondary with passing exam (Tawjih)	91.4%	56.4%	18.0%	21.3%	64.9%	82.6%	87.5%	46.6%	3.2%	5.8%
College or university	90.9%	55.0%	19.0%	26.5%	58.1%	81.6%	84.6%	41.9%	2.8%	3.9%
Don't know	89.0%	54.6%	21.7%	18.0%	58.8%	75.0%	87.1%	51.8%	2.4%	4.4%
Location:										
Urban	88.8%	51.6%	17.5%	18.5%	56.6%	74.9%	85.9%	46.0%	3.4%	3.5%
Rural	92.4%	62.6%	19.9%	21.3%	64.2%	83.0%	89.7%	49.5%	2.3%	3.3%
Camp	100.0%	27.8%	11.1%	22.2%	77.8%	77.8%	94.4%	27.8%	4.8%	22.2%
Directorate:										
Jenin	99.1%	56.4%	8.4%	11.6%	73.3%	84.4%	88.0%	41.8%	15.6%	
South Nablus	95.2%	75.2%	26.3%	20.3%	74.4%	85.7%	93.2%	59.4%	0.7%	1.5%
Nablus	88.2%	61.1%	21.8%	26.1%	73.9%	91.9%	97.4%	50.0%	2.0%	0.4%
Salfit	93.4%	75.0%	28.6%	29.5%	86.6%	92.0%	96.4%	57.1%	2.7%	
Tulkarm	93.7%	74.2%	25.3%	27.8%	80.3%	86.4%	94.4%	62.1%	2.4%	2.0%
Qalqilya	93.2%	56.6%	16.4%	32.1%	59.7%	91.2%	96.9%	51.6%	3.1%	
Ramallah	91.2%	69.3%	22.4%	23.3%	63.6%	82.4%	94.6%	45.0%	0.9%	0.6%
Jerusalem Suburbs	92.9%	65.7%	18.1%	14.3%	41.9%	64.8%	81.0%	49.5%	7.1%	1.9%
Jerusalem	91.7%	69.4%	45.2%	62.9%	67.7%	88.7%	91.9%	64.5%	4.2%	1.6%
Bethlehem	92.7%	49.0%	28.1%	21.4%	62.0%	82.8%	93.2%	45.3%	0.5%	4.2%





Background characteristic	Percentage who reported that school syllabus contains information on health hygiene	Materials used to promote cleanliness and hygiene								
		Brochures/bulletin	Games	Videos	Books	Posters/wall magazines	Verbal directions	Competition	Other	Nothing/Don't know
Jericho	100.0%	59.3%	3.7%	51.9%	96.3%	85.2%	40.7%			3.7%
North Hebron	84.0%	27.3%	10.6%	7.5%	33.5%	47.2%	93.2%	25.5%	3.7%	0.6%
Hebron	76.1%	30.8%	7.0%	13.1%	22.9%	50.9%	53.3%	39.7%	7.1%	9.3%
South Hebron	88.0%	46.5%	17.1%	7.8%	50.8%	71.7%	74.8%	46.9%	6.3%	4.3%
Qabatiya	94.4%	59.0%	13.5%	17.3%	70.5%	87.2%	94.9%	44.9%	3.7%	0.6%
Tubas	90.6%	57.6%	8.5%	16.9%	52.5%	84.7%	79.7%	61.0%	1.6%	
Type of school										
Boys	90.6%	50.1%	13.9%	20.2%	60.3%	73.2%	89.0%	41.4%	3.3%	5.8%
Girls	89.3%	62.4%	21.3%	20.0%	60.5%	83.3%	87.3%	52.6%	2.7%	2.5%
Co-Educ.	93.0%	58.3%	21.5%	19.2%	61.3%	80.7%	87.1%	48.9%	2.3%	1.8%
Total	90.7%	57.0%	18.7%	19.9%	60.6%	79.0%	87.8%	47.7%	2.8%	3.5%

Student Questionnaire 312, 314

Table 5.12 School syllabus and health hygiene

Percentage of students who reported that school syllabus contain information about health hygiene and the type of materials used at school for promoting health hygiene, according to background characteristics, Gaza [oPt, 2011]

Background characteristic	Percentage who reported that school syllabus contains information on health hygiene	Materials used to promote cleanliness and hygiene								
		Brochures/bulletin	Games	Videos	Books	Posters/wall magazines	Verbal directions	Competition	Other	Nothing/Don't know
Sex										
Male	89.7%	38.7%	13.6%	15.0%	38.3%	70.4%	82.5%	59.5%	0.0%	3.6%
Female	78.9%	28.7%	6.0%	6.4%	15.8%	73.4%	86.5%	57.7%	0.0%	1.2%
Grade										
4th	83.7%	19.7%	8.8%	6.2%	24.5%	68.0%	83.7%	56.7%	0.0%	4.1%
7th	93.7%	38.8%	9.3%	9.3%	25.9%	73.2%	81.9%	63.0%	0.0%	2.9%
10th	77.6%	42.7%	10.4%	15.4%	28.5%	75.0%	87.5%	57.3%	0.0%	0.2%
Father/ Male guardian education:										
No formal education	87.0%	47.4%	15.8%	10.5%	52.6%	73.7%	84.2%	89.5%	0.0%	
Elementary (grades 1-6)	85.5%	38.1%	11.5%	15.0%	25.7%	70.8%	85.0%	57.5%	0.0%	
Preparatory (grades 7-10)	85.7%	35.0%	8.6%	11.7%	22.1%	69.9%	84.0%	48.5%	0.0%	1.2%
Secondary but without passing exam (Tawjih)	86.2%	40.2%	15.9%	13.4%	30.5%	69.5%	84.1%	58.5%	0.0%	4.9%
Secondary with passing exam (Tawjih)	84.1%	35.8%	11.2%	16.6%	23.0%	76.5%	86.1%	60.4%	0.0%	1.6%
College or university	84.1%	34.4%	9.5%	8.2%	26.2%	73.1%	83.3%	62.1%	0.0%	2.6%
Don't know	82.8%	23.9%	6.1%	6.1%	27.9%	70.4%	86.2%	57.2%	0.0%	3.4%
Mother/ Female guardian education:										
No formal education	87.9%	20.7%	6.9%	6.9%	27.6%	58.6%	72.4%	55.2%	0.0%	
Elementary (grades 1-6)	82.1%	27.6%	11.5%	12.6%	23.0%	59.8%	81.6%	52.9%	0.0%	5.7%





Background characteristic	Percentage who reported that school syllabus contains information on health hygiene	Materials used to promote cleanliness and hygiene								
		Brochures/bulletin	Games	Videos	Books	Posters/wall magazines	Verbal directions	Competition	Other	Nothing/Don't know
Preparatory (grades 7-10)	83.3%	33.5%	6.5%	10.5%	21.8%	73.8%	85.5%	59.7%	0.0%	1.2%
Secondary but without passing exam (Tawjih)	88.1%	44.0%	14.7%	13.8%	26.7%	71.6%	78.4%	51.7%	0.0%	2.6%
Secondary with passing exam (Tawjih)	84.3%	38.7%	10.3%	12.3%	28.8%	77.4%	87.7%	64.4%	0.0%	1.4%
College or university	84.5%	32.5%	9.6%	9.2%	26.9%	73.5%	83.9%	58.6%	0.0%	1.6%
Don't know	82.2%	26.7%	8.5%	7.0%	28.7%	68.6%	86.4%	55.4%	0.0%	4.3%
Location:										
Urban	83.5%	33.8%	8.5%	9.2%	27.8%	74.1%	86.2%	58.6%	0.0%	2.1%
Rural	84.3%	29.1%	8.7%	8.1%	18.4%	62.1%	78.3%	54.4%	0.0%	3.2%
Camp	92.2%	53.2%	36.2%	51.1%	51.1%	95.7%	95.7%	85.1%	0.0%	
Directorate:										
North Gaza	82.1%	7.0%	3.7%	2.1%	1.2%	28.4%	61.7%	32.9%	0.0%	9.1%
Khan Younis	85.1%	30.4%	3.3%	2.9%	24.2%	74.2%	88.3%	77.5%	0.0%	
Rafah	86.9%	28.6%	7.9%	2.4%	8.7%	81.0%	83.3%	25.4%	0.0%	0.8%
Middle Area Dir.	87.7%	66.0%	36.8%	44.4%	45.1%	89.6%	88.9%	63.2%	0.0%	1.4%
East Gaza	81.4%	35.5%	9.9%	11.0%	43.2%	76.9%	93.0%	57.1%	0.0%	1.1%
West Gaza	83.9%	42.6%	6.1%	9.9%	32.3%	91.3%	92.0%	79.8%	0.0%	0.8%
Type of school										
Boys	89.5%	38.8%	13.4%	15.0%	38.7%	70.8%	83.0%	60.2%	0.0%	3.5%
Girls	76.3%	30.7%	5.9%	7.5%	13.0%	70.9%	86.8%	56.3%	0.0%	1.1%
Co-Educ.	87.8%	22.7%	7.0%	4.1%	24.4%	79.7%	83.7%	59.9%	0.0%	1.7%
Total	84.0%	33.4%	9.5%	10.5%	26.4%	72.0%	84.6%	58.6%	0.0%	2.3%

Student Questionnaire 202

Table 5.13 Sources of knowledge about general cleanliness and personal hygiene

Percentage of students by source of knowledge about general cleanliness and hygiene, according to background characteristics, [oPt, 2011]

Background characteristic	Public Media	Community	School	Through activities about health/hygiene	Family and friends
Sex					
Male	73.6%	54.4%	98.3%	62.5%	94.3%
Female	74.6%	38.8%	97.7%	55.4%	95.4%
Grade					
4th	69.7%	38.0%	96.9%	51.0%	93.7%
7th	75.0%	49.3%	99.2%	62.8%	95.8%
10th	78.9%	53.3%	98.1%	64.5%	95.3%
Father/ Male guardian education:					
No formal education	84.3%	52.9%	100.0%	58.8%	90.2%
Elementary (grades 1-6)	73.9%	46.7%	98.0%	57.4%	92.7%
Preparatory (grades 7-10)	74.8%	46.6%	98.1%	59.7%	95.8%
Secondary but without passing exam (Tawjihi)	74.1%	48.0%	99.4%	63.4%	95.4%
Secondary with passing exam (Tawjihi)	77.8%	52.0%	98.7%	63.3%	95.8%
College or university	75.1%	48.1%	97.2%	58.9%	95.7%
Don't know	69.3%	38.8%	97.8%	53.5%	93.4%
Mother/ Female guardian education:					
No formal education	75.3%	47.8%	100.0%	55.1%	93.6%
Elementary (grades 1-6)	75.8%	43.3%	97.8%	57.0%	94.8%
Preparatory (grades 7-10)	75.8%	44.5%	98.0%	60.8%	95.1%
Secondary but without passing exam (Tawjihi)	75.7%	48.5%	98.8%	63.5%	94.6%
Secondary with passing exam (Tawjihi)	74.6%	54.2%	97.9%	59.4%	96.6%
College or university	74.1%	49.1%	97.1%	56.4%	96.7%
Don't know	70.5%	40.7%	98.0%	57.5%	92.4%
Location:					
Urban	71.7%	44.1%	97.6%	53.6%	94.6%
Rural	77.5%	48.7%	98.4%	64.8%	95.0%
Camp	71.1%	58.1%	100.0%	79.5%	98.5%
Type of school					
Boys	72.6%	55.5%	98.0%	61.6%	94.4%
Girls	74.6%	39.1%	97.7%	54.5%	96.2%
Co-Educ.	76.3%	41.9%	98.3%	61.8%	93.0%
Total	74.2%	46.4%	98.0%	59.0%	94.9%

Student Questionnaire 303, 308

Table 6.1a: Students perception of proper toilet use and of their contribution to waste management

Percentage of students considering the selected statements as proper use of toilets and percentage of students considering the selected statements as their contribution to waste management

Characteristics	West Bank	Gaza	oPt
Students perception of proper toilet use			
Washing hands after using the toilet	89.1%	80.4%	86.3%
Flushing the toilet with water after use	87.5%	81.3%	85.5%
Not throwing and leaving toilet paper on the floor	80.7%	65.0%	75.6%
Turning off the faucet firmly and not leaving it turned on	79.4%	63.5%	74.2%
Defecating/urinating in the toilet bowl	72.5%	61.6%	68.9%
Not throwing solid objects into the toilet	74.8%	54.1%	68.1%
Avoiding spilling water on the floor	73.9%	52.6%	66.9%
Other	2.9%	0.0%	2.0%
All of the above	61.1%	43.9%	55.5%
Students perception of their contribution to waste management			
Using a case for sharpening pencils	71.9%	52.1%	65.4%
Throwing cans, bottles and papers in the rubbish bin	91.1%	85.9%	89.4%
Not throwing rubbish on the floor	91.2%	87.6%	90.1%
Giving advice to my friends	81.3%	67.9%	76.9%
Helping to empty rubbish bins	77.6%	58.0%	71.2%
Other	2.1%	0.0%	1.4%
All of the above	59.10%	42.70%	53.80%

Student Questionnaire 401, 402

Table 6.1 Attitude towards using school toilets by school toilet characteristics

Percentage of students who reported that they refuse to use school toilet, and among those percentage reporting reasons for refusing to use school toilet, according to school toilet characteristics. [oPt, 2011]

School toilet characteristics	Number of students whose schools have toilet	Percentage who refuse to use school toilet	Reasons for not using school toilet						Other	Number of students who refuse to use school toilet	
			Dirty		Out of order		No privacy				
			Smells bad	No privacy from male students	No privacy from female students	Inadequate toilets for male students	Inadequate toilets for female students	No water in the toilet	No soap in the toilet		
Observed cleanliness of toilet floor:											
Clean and dry	43.8%	2957	68.8%	69.0%	9.9%	13.2%	18.6%	5.4%	16.6%	10.9%	
Dirty (rubbish, urine, feces, stagnation of water)	42.6%	924	78.9%	76.4%	11.9%	13.2%	18.9%	5.5%	14.4%	8.1%	
Very dirty (rubbish, urine, feces, stagnation of water)	41.3%	254	81.0%	67.6%	21.0%	21.9%	17.6%	0.0%	25.0%	15.2%	
Toilet clean without too much smell:											
All	44.7%	1923	68.1%	68.8%	7.7%	9.2%	12.7%	4.2%	15.5%	8.7%	
Some	43.7%	1537	72.6%	70.8%	12.6%	17.1%	22.0%	7.3%	15.1%	13.7%	
None	38.8%	675	81.3%	75.6%	17.6%	19.8%	22.0%	3.3%	22.4%	9.4%	
Presence of insects in latrines:											
None	45.6%	2333	72.0%	70.8%	10.9%	14.6%	19.7%	4.5%	20.6%	10.4%	
Very few	42.7%	1067	66.9%	68.4%	10.7%	13.8%	17.7%	7.7%	10.2%	11.8%	
Some	36.4%	621	77.9%	72.1%	8.0%	6.2%	10.7%	3.9%	3.5%	7.1%	
Many	41.2%	114	83.0%	78.7%	29.8%	29.8%	28.6%	0.0%	37.1%	25.0%	
Male Students Toilets have doors:											
All	35.0%	1898	76.8%	76.7%	18.9%	19.7%	20.5%	0.5%	15.9%	4.8%	
Most	52.9%	51	100.0%	100.0%	44.4%	29.6%	37.0%	0.0%	33.3%	0.0%	





School toilet characteristics		Reasons for not using school toilet								
		Number of students who refuse to use school toilet								
		Out of order	Smells bad	Dirty	No privacy	No privacy from male students	Inadequate toilets for male students	No water in the toilet	No soap in the toilet	No toilet paper
										Other
										Number of students who refuse to use school toilet
Female Students Toilets have doors:										
All	50.6%	2074	67.7%	65.9%	4.4%	8.3%	1.2%	5.1%	2.3%	9.7%
Most	55.3%	47	57.7%	57.7%	3.8%	19.2%	0.0%	23.1%	3.2%	0.0%
Some	45.5%	22	90.0%	70.0%	20.0%	0.0%	0.0%	0.0%	0.0%	30.8%
None	0.0%	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	43.4%	4135	71.7%	70.6%	11.0%	13.7%	24.1%	5.8%	18.5%	11.1%
										36.0% 38.9% 38.9% 38.9% 38.9% 38.9% 38.9% 38.9% 38.9% 38.9% 1794

Student Questionnaire 401, 402

Table 6.2 Attitude towards using school toilets by background characteristics

Percentage of students who reported that they refuse to use school toilet, and among those percentage reporting reasons for refusing to use school toilet, according to background characteristics, [oPt, 2011]

Background characteristics	Number of students whose schools have toilet	Percentage who refuse to use school toilet	Reasons for not using school toilet						Other	
			No privacy			Reasons for not using school toilet				
			Smells bad	Out of order	Dirty	No water in the toilet	No soap in the toilet	No toilet paper		
Sex										
Male	36.1%	1992	78.1%	77.9%	20.0%	21.0%	1.9%	16.3%	0.0%	
Female	50.2%	2143	67.8%	66.1%	4.6%	8.6%	5.0%	5.6%	3.1%	
Grade										
4th	24.3%	1590	74.0%	67.1%	8.4%	11.4%	13.9%	4.8%	16.1%	
7th	48.5%	1214	73.7%	73.6%	9.1%	13.6%	16.3%	4.3%	20.2%	
10th	61.5%	1331	69.2%	69.5%	13.2%	14.4%	22.6%	5.9%	13.7%	
Father/ Male guardian education:										
No formal education	37.5%	56	88.2%	74.5%	14.7%	11.8%	16.1%	5.4%	11.8%	
Elementary (grades 1-6)	41.2%	354	78.7%	66.7%	16.3%	17.7%	21.7%	8.3%	16.4%	
Preparatory (grades 7-10)	46.2%	717	73.2%	68.4%	12.2%	14.3%	21.3%	5.1%	21.7%	
Secondary but without passing exam (Tawjihi)	49.7%	370	73.9%	76.1%	8.7%	15.2%	18.2%	4.5%	14.1%	
Secondary with passing exam (Tawjihi)	54.4%	599	70.6%	76.2%	11.2%	12.4%	18.6%	3.9%	14.1%	
College or university	43.4%	976	67.9%	67.1%	10.0%	12.4%	15.0%	5.8%	13.0%	
Don't know	32.1%	948	73.0%	69.6%	9.0%	13.1%	16.0%	5.1%	19.5%	





Background characteristics	Number of students whose schools have toilet	Reasons for not using school toilet						Number of students who refuse to use school toilet	
		Smells bad		Out of order		No privacy			
		Dirty		No privacy from male students		Inadequate toilets for male students			
		No privacy from male students		Inadequate toilets for female students		Inadequate toilets for male students			
		No privacy from female students		No water in the toilet		No soap in the toilet			
		No privacy		No water in the toilet		No soap in the toilet			
Mother/ Female guardian education:								45	
No formal education		39.8%	113	77.1%	81.0%	13.7%	11.8%		
Elementary (grades 1-6)		43.4%	479	69.6%	69.8%	10.1%	16.5%		
Preparatory (grades 7-10)		49.4%	999	71.0%	70.2%	10.2%	12.9%		
Secondary but without passing exam (Tawjiji)		49.6%	385	82.7%	75.9%	12.5%	14.1%		
Secondary with passing exam (Tawjiji)		46.0%	646	67.8%	69.1%	8.3%	13.5%		
College or university		43.6%	644	70.1%	68.2%	11.7%	12.0%	19.0%	
Don't know		31.6%	844	71.7%	69.7%	12.4%	14.5%	16.3%	
Location:								208	
Urban		45.7%	2343	72.8%	70.2%	11.6%	13.7%		
Rural		40.0%	1720	70.8%	70.6%	9.1%	12.8%		
Camp		48.6%	72	54.3%	68.7%	19.8%	19.9%		
Type of school								493	
Boys		36.4%	1675	78.7%	78.6%	21.2%	21.3%		
Girls		52.7%	1635	67.4%	65.1%	4.3%	8.2%		
Co-Educ.		39.2%	825	71.2%	71.9%	8.3%	13.0%		
Total		43.4%	4135	71.7%	70.4%	10.9%	13.6%		

Student Questionnaire 401, 402

Table 6.2 Attitude towards using school toilets by background characteristics
 Percentage of students who reported that they refuse to use school toilet, and among those percentage reporting reasons for refusing to use school toilet, according to background characteristics, West Bank[ofP, 2011]

Background characteristics	Number of students whose schools have toilet	Percentage who refuse to use school toilet	Reasons for not using school toilet					
			Smells bad		Out of order		No privacy	
			Dirty	No privacy from male students	Inadequate toilets for female students	Inadequate toilets for male students	No soap in the toilet	No water in the toilet
Sex								
Male	38.8%	1353	75.8%	77.0%	23.6%	25.0%	24.6%	2.8%
Female	49.0%	1432	69.8%	72.4%	5.7%	12.1%	7.3%	0.0%
Grade								
4th	25.0%	1098	74.8%	70.8%	10.2%	15.3%	16.7%	6.9%
7th	49.3%	864	73.7%	76.1%	10.3%	18.1%	21.3%	5.6%
10th	64.0%	823	70.0%	74.8%	17.5%	18.4%	22.0%	7.4%
Father/ Male guardian education:								
No formal education	45.5%	33	80.0%	80.0%	13.3%	20.0%	27.3%	9.1%
Elementary (grades 1-6)	42.2%	237	80.0%	75.0%	20.0%	20.0%	17.9%	10.9%
Preparatory (grades 7-10)	47.2%	542	71.9%	70.7%	14.8%	17.2%	23.6%	6.0%
Secondary but without passing exam (Tawjiji)	49.8%	283	74.5%	76.6%	9.9%	14.9%	14.8%	4.7%
Secondary with passing exam (Tawjiji)	52.0%	404	71.4%	81.4%	13.3%	16.7%	23.9%	4.7%
College or university	44.2%	573	70.0%	73.1%	13.0%	18.6%	19.3%	8.7%
Don't know	33.2%	639	74.1%	71.7%	11.3%	18.4%	20.0%	6.7%





Background characteristics	Mother/ Female guardian education:	Reasons for not using school toilet												
		Smells bad			Out of order			No privacy			Other			
		No privacy from male students	Inadequate toilets for male students	Inadequate toilets for female students	No water in the toilet	No soap in the toilet	No toilet paper							
Number of students whose schools have toilet	Percentage who refuse to use school toilet	80	72.2%	77.8%	19.4%	16.7%	38.1%	22.2%	21.4%	31.8%	52.8%	58.3%	5.6%	
No formal education	45.0%	384	66.7%	72.1%	10.9%	18.8%	16.3%	5.0%	19.0%	15.0%	16.4%	38.2%	41.8%	8.5%
Elementary (grades 1-6)	43.0%	741	72.0%	74.7%	12.1%	15.9%	21.1%	5.7%	21.6%	12.8%	11.6%	40.7%	43.4%	11.3%
Preparatory (grades 7-10)	50.1%	259	83.8%	76.9%	13.8%	16.9%	15.4%	8.7%	18.0%	13.8%	16.2%	39.2%	45.4%	14.6%
Secondary but without passing exam (Tawjiji)	50.2%	347	69.3%	77.8%	11.8%	20.3%	23.8%	7.5%	23.1%	15.9%	11.1%	40.5%	57.5%	13.7%
Secondary with passing exam (Tawjiji)	44.1%	386	71.8%	72.9%	14.1%	17.1%	21.5%	2.0%	14.1%	12.8%	10.6%	39.4%	48.8%	13.5%
College or university	34.1%	574	73.0%	71.4%	16.3%	19.4%	19.8%	8.5%	20.9%	16.2%	18.9%	39.3%	46.4%	12.2%
Location:														
Urban	47.4%	1369	74.4%	75.2%	16.3%	20.2%	25.3%	9.7%	25.7%	15.3%	16.3%	41.3%	47.0%	12.9%
Rural	40.7%	1395	70.2%	73.2%	10.2%	14.8%	16.2%	4.1%	11.8%	14.4%	11.6%	39.3%	47.4%	10.7%
Camp	47.6%	21	60.0%	80.0%	0.0%	10.0%	0.0%	0.0%	11.1%	0.0%	0.0%	30.0%	30.0%	10.0%
Directorate														
Jenin	40.8%	233	69.5%	74.7%	6.3%	13.7%	11.8%	0.0%	16.0%	8.9%	8.4%	27.4%	29.5%	14.7%
South Nablus	52.7%	146	84.4%	84.4%	22.1%	23.4%	42.9%	3.6%	18.8%	2.2%	7.8%	55.8%	61.0%	2.6%
Nablus	47.1%	255	69.2%	75.0%	15.0%	25.8%	27.4%	3.8%	20.4%	13.6%	8.3%	34.2%	44.2%	9.2%
Salfit	34.7%	121	73.8%	88.1%	9.5%	16.7%	20.7%	8.3%	26.9%	25.0%	16.7%	52.4%	64.3%	7.1%
Tulkarm	51.9%	206	61.7%	67.3%	21.5%	35.5%	29.8%	2.4%	23.9%	14.8%	13.1%	33.6%	51.4%	17.8%



Background characteristics	Reasons for not using school toilet																
	Number of students whose schools have toilet					Percentage who refuse to use school toilet											
	Dirty		Smells bad		Out of order	No privacy from male students		Inadequate toilets for female students		No water in the toilet		No soap in the toilet		No toilet paper		Other	
	Qalqilya	26.7%	161	88.4%	90.7%	7.0%	14.0%	12.5%	9.4%	6.7%	14.3%	14.0%	41.9%	55.8%	55.8%	14.0%	
	Ramallah	46.4%	330	75.2%	81.0%	18.3%	19.6%	17.4%	7.5%	22.2%	17.2%	17.6%	54.9%	63.4%	63.4%	9.2%	
	Jerusalem Suburbs	61.6%	112	68.1%	71.0%	14.5%	5.8%	5.0%	8.1%	8.6%	5.9%	23.2%	37.7%	49.3%	49.3%	24.6%	
Jerusalem	Jerusalem	58.3%	72	73.8%	73.8%	11.9%	19.0%	31.6%	7.1%	22.2%	29.2%	11.9%	40.5%	57.1%	57.1%	9.5%	
	Bethlehem	58.3%	206	71.7%	79.2%	22.5%	30.0%	29.6%	1.4%	34.0%	29.9%	27.5%	56.7%	56.7%	56.7%	6.7%	
	Jericho	78.6%	28	45.5%	63.6%	4.5%	0.0%	7.7%	4.5%	12.5%	35.7%	4.5%	63.6%	68.2%	68.2%	13.6%	
	North Hebron	25.8%	163	78.6%	69.0%	23.8%	0.0%	0.0%	0.0%	45.0%	4.5%	31.0%	35.7%	33.3%	33.3%	19.0%	
	Hebron	38.5%	226	85.1%	62.1%	1.1%	1.1%	15.8%	0.0%	0.0%	3.7%	3.7%	3.4%	18.4%	18.4%	18.4%	9.2%
	South Hebron	38.0%	300	65.8%	63.2%	5.3%	5.3%	13.1%	3.4%	22.2%	15.4%	13.2%	32.5%	31.6%	31.6%	31.6%	10.5%
	Qabatya	41.4%	162	68.7%	71.6%	4.5%	20.9%	26.5%	0.0%	12.5%	17.1%	3.0%	38.8%	50.7%	50.7%	20.9%	
	Tubas	42.2%	64	81.5%	81.5%	7.4%	14.8%	38.5%	0.0%	0.0%	7.1%	22.2%	18.5%	18.5%	18.5%	11.1%	
	Type of school																
	Boys	39.7%	1047	76.2%	77.9%	26.4%	26.7%	25.2%	NA	20.9%	NA	21.2%	52.9%	55.8%	55.8%	91.1%	
Co-Educ.	Girls	49.5%	1094	69.3%	71.7%	5.7%	11.6%	NA	7.8%	NA	12.8%	10.0%	28.8%	39.6%	39.6%	84.7%	
	Total	41.9%	644	72.6%	74.1%	8.5%	15.6%	13.3%	4.4%	14.7%	21.7%	11.1%	43.7%	48.5%	48.5%	90.4%	
		44.1%	2785	72.4%	74.3%	13.4%	17.6%	20.6%	6.7%	19.6%	14.8%	14.0%	40.3%	47.0%	47.0%	11.9%	
						70.4%	62.4%	5.8%	5.3%	13.0%	2.1%	9.3%	2.4%	12.3%	26.8%	21.3%	0.0%
						71.4	68.35	9.6	11.45	16.8	4.4	14.45	8.6	13.15	33.55	34.15	5.95

Student Questionnaire 401, 402

Table 6.2 Attitude towards using school toilets by background characteristics

Percentage of students who reported that they refuse to use school toilet, and among those percentage reporting reasons for refusing to use school toilet, according to background characteristics, Gaza [oPt, 2011]

Background characteristics	Percentage who refuse to use school toilet	Number of students whose schools have toilet	Reasons for not using school toilet						Number of students who refuse to use school toilet
			Smells bad	Out of order	No privacy	Inadequate toilets for male students	No water in the toilet	No soap in the toilet	
Sex									
Male	30.4%	639	83.0%	79.9%	12.4%	12.4%	16.5%	0.0%	9.3%
Female	52.5%	711	63.8%	53.4%	2.4%	1.6%	0.0%	2.1%	9.3%
Grade									
4th	22.8%	492	72.3%	58.9%	4.5%	2.7%	7.8%	0.0%	5.1%
7th	46.6%	350	73.6%	67.5%	6.1%	2.5%	3.8%	1.0%	11.9%
10th	57.5%	508	67.8%	61.0%	6.2%	7.9%	23.5%	3.6%	9.4%
Father/ Male guardian education:									
No formal education	26.1%	23	100.0%	66.7%	16.7%	0.0%	0.0%	0.0%	16.7%
Elementary (grades 1-6)	39.3%	117	76.1%	50.0%	8.7%	13.0%	29.4%	3.1%	14.3%
Preparatory (grades 7-10)	42.9%	175	77.3%	61.3%	4.0%	5.3%	14.3%	2.2%	16.7%
Secondary but without passing exam (Tawjiji)	49.4%	87	72.1%	74.4%	4.7%	16.3%	29.2%	4.0%	5.6%
Secondary with passing exam (Tawjiji)	59.5%	195	69.0%	65.5%	6.9%	3.4%	7.7%	2.3%	10.7%
College or university	42.4%	403	64.9%	58.5%	5.8%	3.5%	9.0%	1.7%	1.8%
Don't know	29.8%	309	70.7%	65.2%	4.3%	2.2%	7.8%	1.8%	11.1%



Background characteristics		Reasons for not using school toilet										
		Number of students who refuse to use school toilet			Other							
		No privacy		No privacy from male students	No privacy from female students	Inadequate toilets for female students		No water in the toilet	No soap in the toilet	No toilet paper		
		Smells bad	Out of order	Inadequate toilets for male students	Inadequate toilets for female students							
		Dirty										
		Number of students whose schools have toilet										
		Percentage who refuse to use school toilet										
Mother/ Female guardian education:												
No formal education	27.3%	33	88.9%	88.9%	0.0%	0.0%	0.0%	50.0%	0.0%	11.1%	11.1%	0.0%
Elementary (grades 1-6)	45.3%	95	81.4%	60.5%	7.0%	4.5%	0.0%	3.7%	4.7%	30.2%	20.9%	0.0%
Preparatory (grades 7-10)	47.3%	258	68.0%	57.4%	4.9%	4.1%	14.6%	1.1%	21.2%	3.4%	9.0%	22.1%
Secondary but without passing exam (Tawjih)	48.4%	126	80.3%	73.8%	9.8%	8.2%	15.4%	7.7%	8.7%	0.0%	24.6%	32.8%
Secondary with passing exam (Tawjih)	48.2%	299	66.0%	59.0%	4.2%	5.6%	14.8%	3.0%	9.3%	3.0%	15.3%	24.3%
College or university	43.0%	258	67.6%	61.3%	8.1%	4.5%	15.2%	0.0%	5.3%	2.7%	11.7%	25.2%
Don't know	26.3%	270	69.0%	66.2%	4.2%	4.2%	8.9%	0.0%	5.4%	0.0%	9.9%	28.2%
Location:												
Urban	43.3%	974	70.6%	63.3%	5.0%	4.5%	14.5%	1.1%	9.7%	1.4%	12.1%	27.5%
Rural	36.9%	325	73.3%	59.2%	4.2%	4.2%	6.2%	6.2%	7.7%	4.9%	11.7%	18.3%
Camp	49.0%	51	52.0%	64.0%	28.0%	24.0%	31.3%	0.0%	9.1%	7.1%	20.0%	56.0%
Directorate:												
North Gaza	44.7%	257	82.6%	71.3%	3.5%	1.7%	10.0%	9.3%	10.0%	0.0%	13.9%	8.7%
Khan Younis	41.1%	248	37.3%	52.9%	7.8%	2.0%	2.7%	0.0%	0.0%	4.9%	31.4%	24.5%
Rafah	27.0%	137	78.4%	78.4%	0.0%	5.4%	0.0%	4.3%	0.0%	4.5%	37.8%	54.1%
Middle Area Dir.	35.8%	159	73.7%	68.4%	14.0%	21.1%	23.8%	0.0%	20.8%	12.1%	10.5%	40.4%



		Reasons for not using school toilet									
		Number of students who refuse to use school toilet					Other				
Background characteristics	Number of students whose schools have toilet	Smells bad		Out of order		No privacy		No soap in the toilet		No toilet paper	
		No privacy from male students	No privacy from female students	Inadequate toilets for male students	Inadequate toilets for female students	No water in the toilet	No soap in the toilet	No toilet paper	Other		
		43.7%	279	75.4%	44.3%	1.6%	2.5%	13.9%	0.0%	5.9%	2.3%
		49.6%	270	76.9%	71.6%	8.2%	6.7%	16.9%	0.0%	12.3%	2.6%
		30.7%	628	82.9%	79.8%	12.4%	12.4%	16.6%	NA	9.3%	17.5%
		59.3%	541	63.6%	51.7%	1.6%	1.2%	NA	0.0%	NA	1.6%
		29.3%	181	66.0%	64.2%	7.5%	3.8%	0.0%	0.0%	7.7%	11.3%
		42.0%	1350	70.4%	62.4%	5.8%	5.3%	13.0%	2.1%	9.3%	2.4%
										26.8%	12.3%
										21.3%	0.0%
										567	567

Student Questionnaire 403, 404, 405

Table 6.3 Usage of school toilet facilities by background characteristics

Number of students who urinate/defecate outside school toilets, and among those percentage reporting reasons by not using school toilet and location where they go to urinate/defecate, according to background characteristics, oPt [oPt, 2011]

		Reasons for not using school toilet								Go to urinate/ defecate at:															
		School toilet characteristics				Reasons for not using school toilet				Home		Grounds/ street		Mosque/ church		Toilet nearby school		Other (Specify)							
Sex		Male		Female		Out of order		Smells bad		Dirty		No privacy from male students		No privacy from female students		Inadequate toilets for male students		Inadequate toilets for female students		No water in the toilet		No soap in the toilet		No toilet paper	
Male	65	44	40	17	12	3	14	4	12	33	30	9	33	16	5	11	0	0	0	0	0	0	0	0	0
Female	9	6	6	2	1	0	0	1	2	3	3	3	0	9	0	0	0	0	0	0	0	0	0	0	0
Grade																									
4th	20	15	13	2	1	1	0	1	2	3	4	4	4	5	13	6	0	1	0						
7th	26	19	17	9	8	9	1	7	1	5	16	15	1	11	7	1	7	0							
10th	28	16	16	8	4	2	2	7	3	7	16	14	3	18	3	4	3	0							
Location																									
Urban	45	32	27	13	7	2	10	4	10	16	16	6	23	11	4	7	0								
Rural	29	18	19	6	6	5	1	5	2	5	20	17	3	19	5	1	4	0							
Camp	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0							
Total	74	50	46	19	13	12	3	15	6	15	36	33	9	42	16	5	11	0							

Student Questionnaire 406, 407

Table 6.4 Source of drinking water at school by school water sources characteristics

Percent distribution of students by their source of drinking water at school, according to school water sources characteristics, [oPt, 2011]

School water sources characteristics	From school water faucets	Bring water from home	Purchase bottled water	Never get drinking water at school	Other (specify)	Total
Observed cleanliness of source of water						
Clean (No odor, color or taste)	76.7%	19.7%	6.0%	2.5%	0.5%	4016
Tastes bad/ colored/bad odor	66.7%	26.7%	0.0%	6.7%	0.0%	30
No source of drinking water	11.1%	88.9%	0.0%	0.0%	0.0%	9
NA/missing						80
Water sources are child friendly						
All	77.1%	19.1%	6.0%	2.6%	0.5%	3472
Some	79.1%	19.3%	0.0%	1.6%	0.0%	383
None	61.8%	33.5%	1.0%	3.1%	5.0%	191
NA/missing						89
Water sources are child safe						
All	77.1%	19.3%	6.0%	2.5%	0.5%	3705
Some	78.4%	20.7%	0.0%	0.9%	0.0%	222
None	58.0%	34.5%	1.7%	5.9%	0.0%	119
NA/missing						89
Total	75.0%	19.6%	6.6%	2.5%	0.5%	4055

Student Questionnaire 406, 407

Table 6.5 Source of drinking water at school by background characteristics

Percent distribution of students by their source of drinking water at school, according to background characteristics, [oPt, 2011]

Background characteristics	From school water faucets	Bring water from home	Purchase bottled water	Never get drinking water at school	Other (specify)	Total
Sex						
Male	88.7%	8.2%	0.3%	2.0%	0.7%	
Female	65.3%	30.7%	0.8%	3.0%	0.3%	
Grade						
4th	77.5%	20.7%	0.3%	1.2%	0.3%	
7th	74.2%	23.0%	0.6%	1.7%	0.5%	
10th	77.4%	16.2%	0.9%	4.8%	0.7%	
Location						
Urban	76.0%	20.4%	0.8%	2.6%	0.2%	
Rural	76.7%	19.9%	0.3%	2.3%	0.9%	
Camp	86.3%	8.1%	0.2%	5.2%	0.0%	
Type of school						
Boys	88.5%	8.1%	0.4%	2.1%	0.9%	
Girls	65.4%	30.2%	0.9%	3.2%	0.3%	
Co-educ.	74.3%	23.4%	0.4%	1.8%	0.1%	
Total	76.5%	19.9%	0.6%	2.5%	0.5%	

Student Questionnaire 406, 407

Table 6.5 Source of drinking water at school by background characteristics

Percent distribution of students by their source of drinking water at school, according to background characteristics, West Bank [oPt, 2011]

Background characteristics	From school water faucets	Bring water from home	Purchase bottled water	Never get drinking water at school	Other (specify)	Total
Sex						
Male	86.3%	9.7%	0.5%	2.5%	1.0%	1335
Female	60.2%	35.3%	1.1%	3.3%	0.2%	1414
Grade						
4th	75.7%	21.8%	0.5%	1.7%	0.5%	1085
7th	70.5%	26.2%	0.7%	1.9%	0.7%	854
10th	71.6%	20.7%	1.4%	5.7%	0.6%	810
Location						
Urban	71.8%	23.7%	1.3%	3.1%	0.1%	1349
Rural	73.8%	22.1%	0.4%	2.7%	1.0%	1379
Camp	72.9%	22.8%	0.8%	2.9%	0.0%	21
Diractorate						
Jenin	62.2%	32.2%	0.0%	5.6%	0.0%	233
South Nablus	76.7%	22.6%	0.7%	0.0%	0.0%	146
Nablus	75.8%	21.0%	1.2%	1.6%	0.4%	252
Salfit	82.8%	14.7%	0.0%	2.6%	0.0%	116
Tulkarm	73.5%	25.0%	0.0%	1.5%	0.0%	204
Qalqilya	88.1%	9.4%	0.0%	2.5%	0.0%	159
Ramallah	67.3%	27.5%	1.5%	3.1%	0.6%	327
Jerusalem Suburbs	68.2%	26.4%	2.7%	2.7%	0.0%	110
Jerusalem	54.3%	31.4%	7.1%	7.1%	0.0%	70
Bethlehem	61.5%	34.0%	1.0%	3.5%	0.0%	200
Jericho	82.1%	17.9%	0.0%	0.0%	0.0%	28
North Hebron	85.4%	12.0%	0.0%	1.3%	1.3%	158
Hebron	78.3%	18.6%	0.9%	2.2%	0.0%	226
South Hebron	79.3%	15.3%	0.3%	4.7%	0.3%	295
Qabatya	60.9%	29.8%	0.0%	3.1%	6.2%	161
Tubas	71.9%	25.0%	0.0%	3.1%	0.0%	64
Type of school						
Boys	85.5%	9.8%	0.7%	2.8%	1.3%	1032
Girls	59.1%	36.2%	1.1%	3.3%	0.3%	1077
Co-educ.	75.8%	21.4%	0.5%	2.3%	0.0%	640
Total	72.9%	22.8%	0.8%	2.9%	0.6%	2749

Student Questionnaire 406, 407

Table 6.5 Source of drinking water at school by background characteristics

Percent distribution of students by their source of drinking water at school, according to background characteristics, Gaza [oPt, 2011]

Background characteristics	From school water faucets	Bring water from home	Purchase bottled water	Never get drinking water at school	Other (specify)	Total
Sex						
Male	93.8%	5.1%	0.0%	1.0%	0.2%	608
Female	75.5%	21.5%	0.3%	2.3%	0.4%	698
Grade						
4th	81.6%	18.2%	0.0%	0.2%	0.0%	467
7th	83.4%	15.1%	0.3%	1.2%	0.0%	337
10th	86.7%	9.0%	0.2%	3.4%	0.8%	502
Location						
Urban	82.0%	15.7%	0.2%	1.8%	0.3%	942
Rural	88.9%	10.2%	0.0%	0.6%	0.3%	315
Camp	91.8%	2.0%	0.0%	6.1%	0.0%	49
Directorate						
North Gaza	88.2%	10.5%	0.0%	0.9%	0.4%	229
Khan Younis	95.5%	3.7%	0.0%	0.8%	0.0%	244
Rafah	77.0%	21.5%	0.0%	1.5%	0.0%	135
Middle Area Dir.	84.8%	13.3%	0.6%	0.6%	0.6%	158
East gaza	84.6%	12.5%	0.4%	2.2%	0.4%	279
West Gaza	72.0%	24.1%	0.0%	3.4%	0.4%	261
Type of school						
Boys	93.6%	5.2%	0.0%	1.0%	0.2%	597
Girls	78.2%	18.0%	0.4%	3.0%	0.4%	532
Co-educ.	68.9%	30.5%	0.0%	0.0%	0.6%	177
Total	84.0%	13.9%	0.2%	1.7%	0.3%	1306

Student Questionnaire 410, 411

Table 6.6 Attitudes towards hand washing places at school by background characteristics

Percentage of students who use hand washing places at school, and among those who don't use hand washing places percentage by the reported reasons for non use, according to background characteristics, [OPIoPt, 2011]

Background characteristics	Number of students whose schools have hand washing facilities	Percentage who do not use hand washing places at school	Reasons for not using hand washing facilities (in numbers)						Other	
			Number of students who do not use hand washing places at school			Wash basins not clean	Soap not available			
			Crowded	Out of order	Mixed with male students					
Sex										
Male	1948	6.0%	18	31	24	27	12	3	57	
Female	2126	4.8%	17	10	15	7	2	4	37	
Grade										
4th	1568	2.9%	5	8	9	2	2	3	17	
7th	1192	5.5%	8	8	11	10	6	1	30	
10th	1314	8.2%	22	25	19	22	6	3	47	
Location										
Urban	2298	5.4%	18	30	28	19	9	5	55	
Rural	1704	5.4%	15	9	9	14	5	2	37	
Camp	72	5.6%	2	2	2	1	0	0	2	
Total	4074	5.4%	41	39	34	14	7	94	82	
			16%	19%	18%	16%	6%	3%	37%	
									30%	
									100%	

Student Questionnaire 408

Table 7.1 Drinking water habits at school

Percent distribution of students by drinking water practices at school, according to background characteristics,[oPt, 2011]

Background characteristic	Drink water at school using				
	Hands	Plastic cups shared with other students	Cups shared with other students	Own plastic cup	Own cups
Sex					
Male	78.7%	0.6%	0.2%	0.7%	2.7%
Female	50.4%	1.2%	1.3%	1.0%	7.8%
Grade					
4th	58.3%	0.8%	0.5%	1.2%	7.8%
7th	64.1%	1.1%	1.0%	0.8%	4.3%
10th	70.8%	0.8%	0.9%	0.6%	3.2%
Father/ Male guardian education:					
No formal education	58.6%	3.6%	1.8%	0.0%	8.9%
Elementary (grades 1-6)	68.6%	0.9%	0.9%	0.6%	7.0%
Preparatory (grades 7-10)	65.4%	1.0%	0.9%	1.3%	3.6%
Secondary but without passing exam (Tawjih)	63.9%	0.9%	0.6%	1.2%	6.6%
Secondary with passing exam (Tawjih)	62.3%	0.7%	0.3%	0.7%	6.1%
College or university	63.3%	0.4%	0.9%	0.3%	4.8%
Don't know	63.5%	1.0%	0.6%	1.3%	5.3%
Mother/ Female guardian education:					
No formal education	54.7%	2.7%	0.9%	0.0%	9.3%
Elementary (grades 1-6)	61.5%	1.3%	0.7%	0.4%	7.7%





Drink water at school using

Background characteristic	Drink water at school using								
	Hands	Plastic cups shared with other students	Cups shared with other students	Shared bottles	Own plastic cup	Own cups	Own bottle	Directly by mouth	Other
Preparatory (grades 7-10)	63.5%	0.6%	1.0%	0.9%	5.2%	3.2%	19.1%	5.3%	0.9%
Secondary but without passing exam (Tawjīhi)	63.9%	1.1%	0.8%	0.8%	4.3%	5.2%	16.8%	5.7%	1.4%
Secondary with passing exam (Tawjīhi)	67.4%	0.2%	0.5%	0.8%	5.5%	2.9%	16.5%	5.6%	0.6%
College or university	62.6%	1.5%	1.5%	0.7%	4.3%	2.6%	18.7%	6.2%	2.0%
Don't know	65.5%	0.7%	0.2%	1.4%	4.9%	3.6%	16.7%	5.9%	1.1%
Location:									
Urban	65.4%	0.7%	0.7%	0.9%	3.8%	2.9%	17.9%	6.8%	0.9%
Rural	61.4%	1.1%	0.9%	0.8%	7.6%	3.9%	17.1%	5.7%	1.5%
Camp	83.3%	1.5%	0.0%	1.5%	0.0%	4.6%	5.9%	0.0%	3.1%
Type of school									
Boys	80.3%	0.6%	0.2%	0.6%	2.1%	0.6%	5.2%	9.4%	1.1%
Girls	51.6%	0.9%	1.2%	0.8%	7.3%	5.7%	29.4%	2.4%	0.8%
Co-Educ.	55.6%	1.5%	1.2%	1.6%	8.0%	4.2%	18.2%	7.5%	2.1%
Total	64.0%	0.9%	0.8%	0.9%	5.3%	3.3%	17.4%	6.3%	1.2%

Student Questionnaire 408

Table 7.1 Drinking water habits at school
Percent distribution of students by drinking water practices at school, according to background characteristics, West Bank[^aPt, 2011]

Background characteristic	Drink water at school using						Other
	Hands	Plastic cups shared with other students	Cups shared with other students	Shared bottles	Own plastic cup	Own cups	
Sex							
Male	73.4%	0.7%	0.2%	1.0%	3.6%	1.2%	5.6%
Female	43.2%	1.4%	1.1%	0.7%	11.2%	6.8%	30.6%
Grade							
4th	53.2%	0.9%	0.7%	1.0%	10.9%	5.7%	17.3%
7th	59.9%	1.1%	0.6%	1.0%	5.4%	3.6%	19.2%
10th	62.3%	1.2%	0.8%	0.5%	5.1%	2.2%	19.1%
Father/ Male guardian education:							
No formal education	42.4%	6.1%	3.0%	0.0%	15.2%	0.0%	15.2%
Elementary (grades 1-6)	60.5%	0.9%	0.9%	0.4%	10.5%	4.4%	13.6%
Preparatory (grades 7-10)	58.7%	1.2%	1.0%	1.7%	4.8%	3.7%	19.4%
Secondary but without passing exam (Tawjih)	58.6%	1.1%	0.0%	1.5%	8.3%	4.5%	17.7%
Secondary with passing exam (Tawjih)	57.8%	0.8%	0.5%	0.5%	8.2%	4.6%	18.0%
College or university	55.6%	0.6%	0.7%	0.2%	8.3%	2.9%	23.9%
Don't know	59.0%	1.1%	0.5%	1.0%	6.8%	4.7%	15.4%
Mother/ Female guardian education:							
No formal education	44.7%	2.6%	1.3%	0.0%	13.2%	0.0%	13.2%
Elementary (grades 1-6)	57.4%	1.4%	0.8%	0.3%	9.6%	4.1%	16.9%





Background characteristic	Drink water at school using								
	Hands	Plastic cups shared with other students	Cups shared with other students	Shared bottles	Own plastic cup	Own cups	Own bottle	Directly by mouth	Other
Preparatory (grades 7-10)	58.1%	0.7%	1.1%	1.3%	6.8%	3.5%	20.9%	6.6%	1.0%
Secondary but without passing exam (Tawjih)	58.1%	1.6%	0.4%	0.8%	6.5%	7.3%	18.1%	5.6%	1.6%
Secondary with passing exam (Tawjih)	57.5%	0.0%	0.3%	0.9%	9.6%	4.2%	17.4%	9.3%	0.9%
College or university	55.7%	1.6%	0.8%	0.5%	7.1%	2.7%	19.1%	9.3%	3.0%
Don't know	61.8%	1.1%	0.2%	1.1%	5.9%	4.5%	16.9%	7.0%	1.6%
Location:									
Urban	58.1%	1.1%	0.8%	0.8%	6.0%	3.4%	18.7%	9.6%	1.4%
Rural	57.4%	1.0%	0.5%	0.9%	9.0%	4.7%	18.3%	6.6%	1.7%
Camp	85.0%	0.0%	0.0%	0.0%	0.0%	0.0%	15.0%	0.0%	0.0%
Directorate:									
Jenin	50.5%	0.5%	0.0%	0.9%	4.5%	6.8%	31.4%	5.5%	0.0%
South Nablus	63.7%	2.7%	0.0%	0.7%	5.5%	0.7%	22.6%	4.1%	0.0%
Nablus	64.5%	0.8%	0.0%	0.0%	9.7%	2.4%	21.0%	1.6%	0.0%
Salfit	56.6%	0.0%	0.0%	2.7%	15.0%	3.5%	16.8%	5.3%	0.0%
Tulkarm	68.7%	1.0%	0.0%	0.0%	4.5%	5.0%	11.9%	8.0%	1.0%
Qalqilya	71.0%	0.0%	3.9%	1.3%	5.2%	1.9%	7.7%	9.0%	0.0%
Ramallah	63.1%	0.0%	0.0%	0.3%	6.0%	8.2%	18.3%	1.6%	2.5%
Jerusalem Suburbs	60.7%	0.9%	0.0%	0.9%	6.5%	4.7%	21.5%	4.7%	0.0%
Jerusalem	53.8%	0.0%	0.0%	0.0%	0.0%	0.0%	36.9%	9.2%	0.0%



Background characteristic	Drink water at school using								
	Hands	Plastic cups shared with other students	Cups shared with other students	Shared bottles	Own plastic cup	Own cups	Own bottle	Directly by mouth	Other
Bethlehem	52.8%	1.6%	0.5%	0.5%	6.7%	2.6%	19.2%	13.5%	2.6%
Jericho	78.6%	0.0%	0.0%	0.0%	3.6%	0.0%	14.3%	3.6%	0.0%
North Hebron	66.7%	1.9%	0.0%	1.9%	2.6%	3.8%	10.3%	12.8%	0.0%
Hebron	58.8%	0.5%	2.7%	0.9%	10.0%	5.9%	7.7%	13.6%	0.0%
South Hebron	43.4%	2.8%	1.1%	0.4%	13.9%	1.1%	10.7%	18.9%	7.8%
Qabatya	44.2%	0.0%	0.0%	1.9%	9.6%	1.9%	37.2%	3.8%	1.3%
Tubas	33.9%	4.8%	3.2%	4.8%	6.5%	12.9%	25.8%	4.8%	3.2%
Type of school									
Boys	74.5%	0.7%	0.2%	0.9%	2.9%	0.7%	5.0%	13.7%	1.5%
Girls	44.0%	1.2%	0.8%	0.9%	10.6%	6.8%	32.6%	2.3%	1.0%
Co-Educ.	54.6%	1.4%	1.3%	0.8%	9.8%	4.8%	16.5%	8.3%	2.6%
Total	57.9%	1.0%	0.7%	0.9%	7.5%	4.0%	18.4%	8.0%	1.5%

Student Questionnaire 408

Table 7.1 Drinking water habits at school

Percent distribution of students by drinking water practices at school, according to background characteristics, Gaza[oPt, 2011]

Background characteristic	Drink water at school using				
	Hands	Plastic cups shared with other students	Cups shared with other students	Own plastic cup	Own cups
Sex					
Male	89.9%	0.3%	0.2%	0.0%	0.7%
Female	64.8%	0.7%	1.8%	1.6%	1.0%
Grade					
4th	69.7%	0.4%	0.2%	1.5%	1.1%
7th	74.5%	1.2%	2.1%	0.3%	1.5%
10th	84.5%	0.2%	1.0%	0.6%	0.2%
Father/ Male guardian education:					
No formal education	81.8%	0.0%	0.0%	0.0%	0.0%
Elementary (grades 1-6)	84.9%	0.9%	0.9%	0.0%	0.9%
Preparatory (grades 7-10)	86.5%	0.6%	0.6%	0.0%	0.0%
Secondary but without passing exam (Tawjiji)	81.2%	0.0%	2.4%	0.0%	1.2%
Secondary with passing exam (Tawjiji)	71.7%	0.5%	0.0%	1.1%	1.6%
College or university	74.4%	0.3%	1.0%	0.5%	2.3%
Don't know	72.7%	0.7%	0.7%	2.1%	2.1%
Mother/ Female guardian education:					
No formal education	78.8%	3.0%	0.0%	0.0%	3.0%
Elementary (grades 1-6)	78.2%	1.1%	0.0%	1.1%	0.0%





Background characteristic	Drink water at school using								
	Hands	Plastic cups shared with other students	Cups shared with other students	Shared bottles	Own plastic cup	Own cups	Own bottle	Directly by mouth	Other
Preparatory (grades 7-10)	79.1%	0.4%	0.8%	0.0%	0.8%	2.4%	14.1%	1.6%	0.8%
Secondary but without passing exam (Tawjiji)	75.8%	0.0%	1.7%	0.8%	0.0%	0.8%	14.2%	5.8%	0.8%
Secondary with passing exam (Tawjiji)	79.0%	0.3%	0.7%	0.7%	0.7%	1.4%	15.5%	1.4%	0.3%
College or university	73.0%	1.2%	2.5%	0.8%	0.0%	2.5%	18.0%	1.6%	0.4%
Don't know	73.3%	0.0%	0.4%	2.0%	2.8%	1.6%	16.3%	3.6%	
Location:									
Urban	75.6%	0.1%	0.5%	0.9%	0.8%	2.1%	16.9%	3.0%	0.2%
Rural	78.6%	1.6%	2.6%	0.6%	1.3%	0.3%	12.1%	2.2%	0.6%
Camp	82.6%	2.2%	0.0%	2.2%	0.0%	6.5%	2.2%	0.0%	4.3%
Directorate									
North Gaza	79.7%	0.0%	0.4%	0.4%	0.4%	1.8%	11.0%	5.3%	0.9%
Khan Younis	85.5%	1.2%	2.9%	0.0%	1.2%	1.7%	6.2%	0.8%	0.4%
Rafah	73.7%	0.8%	0.0%	0.0%	0.0%	0.8%	19.5%	4.5%	0.8%
Middle Area Dir.	76.3%	1.3%	1.9%	1.3%	1.3%	1.3%	13.8%	1.9%	1.3%
East gaza	75.1%	0.0%	0.0%	0.4%	0.4%	3.7%	17.6%	2.9%	0.0%
West Gaza	68.3%	0.4%	0.8%	2.8%	1.6%	0.8%	23.7%	1.6%	0.0%
Type of school									
Boys	90.0%	0.3%	0.2%	0.0%	0.7%	0.3%	5.6%	2.4%	0.5%
Girls	67.1%	0.4%	1.9%	0.6%	0.8%	3.3%	23.1%	2.5%	0.4%
Co-Educ.	59.3%	1.7%	1.1%	4.5%	1.7%	2.3%	24.3%	4.5%	0.6%
Total	76.6%	0.5%	1.0%	0.9%	0.9%	1.8%	15.2%	2.7%	0.5%

Student Questionnaire 412

Table 7.2 Washing hands at school by background characteristics

Percentage of student who report applying the things they learn at school about cleanliness and hygiene outside school I wash hands with soap before eating and I wash hands with soap after urinating and I wash my hands after playing, oPt [oPt, 2011]

Background characteristics	wash hands with soap before eating	wash hands with soap after toilet	wash my hands after playing	% of students who reported washing their hands in ALL THREE situations	Number of times students report washing their hands				
					mean number of time	median number of times	mode number of times	Min value	Max value
Sex									
Male	89.2%	88.1%	81.3%	69.4%	7.40	6	5	0	50
Female	84.4%	81.1%	75.9%	66.6%	8.01	7	5	0	50
Grade									
4th	86.2%	81.9%	78.6%	65.7%	6.57	5	5	0	40
7th	87.0%	85.4%	79.7%	70.2%	7.98	7	5	0	50
10th	87.0%	86.3%	77.1%	68.6%	8.81	7	10	0	50
Location:									
Urban	85.6%	81.4%	74.4%	63.6%	7.63	6	5	0	50
Rural	87.9%	88.0%	83.4%	73.1%	7.75	6	5	0	50
Camp	91.7%	95.8%	88.9%	86.1%	9.68	8	10	1	30
Type of school									
Boys	88.6%	87.6%	80.3%	67.8%	7.44	6	5	0	50
Girls	83.2%	79.3%	74.5%	65.1%	8.14	7	5	0	50
Co-Educ.	90.1%	88.4%	82.7%	73.8%	7.43	6	5	0	50
Total	86.7%	84.4%	78.4%	67.9%	7.71	6	5	0	50

Student Questionnaire 412

Table 7.2 Washing hands at school by background characteristics

Percentage of student who report applying the things they learn at school about cleanliness and hygiene outside school / wash hands with soap before eating and / wash hands with soap after urinating and / wash my hands after playing, West Bank [oPt, 2011]

Background characteristics	Number of times students report washing their hands				
	wash hands with soap before eating	wash hands with soap after toilet	% of students who reported washing their hands in ALL THREE situations	mean number of time	median number of times
Sex					
Male	90.5%	89.7%	83.7%	70.2%	7.30
Female	89.9%	89.2%	84.9%	77.7%	8.56
Grade					
4th	88.4%	85.8%	83.2%	70.1%	7.04
7th	90.7%	90.0%	83.6%	75.1%	8.25
10th	91.8%	93.6%	86.5%	78.1%	8.81
Location:					
Urban	87.7%	85.4%	79.4%	67.1%	8.07
Rural	92.4%	93.1%	88.8%	80.6%	7.82
Camp	95.2%	100.0%	90.5%	90.5%	7.62
Directorate					
Jenin	90.4%	90.8%	85.1%	79.0%	7.06
South Nablus	99.3%	100.0%	96.4%	91.1%	8.34
Nablus	99.2%	99.6%	97.2%	93.3%	8.00
Salfit	98.3%	100.0%	96.5%	90.1%	6.96





		Number of times students report washing their hands								
Background characteristics		wash hands with soap before eating	wash hands with soap after toilet	wash my hands after playing	% of students who reported washing their hands in ALL THREE situations	mean number of time	median number of times	mode number of times	Min value	Max value
Tulkarm	95.9%	99.0%	95.9%	88.3%	8.66	6	5	5	0	50
Qalqilya	93.7%	97.5%	96.2%	90.7%	7.94	7	5	5	0	30
Ramallah	97.0%	99.3%	99.0%	89.1%	8.98	8	10	10	0	35
Jerusalem	86.9%	84.8%	71.7%	58.0%	6.69	5	5	5	1	24
Suburbs	100.0%	100.0%	100.0%	91.7%	9.30	7	10	10	1	50
Jerusalem	100.0%	100.0%	100.0%	81.6%	8.72	7	10	10	0	40
Bethlehem	98.9%	98.3%	95.0%	89.3%	5.82	6	5	5	3	10
Jericho	100.0%	100.0%	100.0%	89.3%	8.28	6	10	10	0	30
North Hebron	72.3%	68.6%	54.7%	32.5%	8.28	6	6	10	0	30
Hebron	54.8%	41.6%	26.4%	15.5%	7.30	6	5	5	1	50
South Hebron	81.7%	77.3%	71.4%	55.3%	6.52	6	5	5	1	35
Qabatya	96.8%	100.0%	94.9%	90.1%	8.88	8	10	10	0	30
Tubas	95.3%	93.8%	87.5%	81.3%	8.73	8	10	10	3	20
Type of school										
Boys	89.3%	89.0%	82.6%	67.6%	7.32	6	5	5	0	50
Girls	89.2%	88.3%	84.5%	77.4%	8.57	7	10	10	1	50
Co-Educ.	93.1%	92.3%	86.7%	78.7%	7.93	6	5	5	0	50
Total	90.2%	89.5%	84.3%	74.0%	7.95	6	5	5	0	50

Student Questionnaire 412

Table 7.2 Washing hands at school by background characteristics

Percentage of student who report applying the things they learn at school about cleanliness and hygiene outside school / wash hands with soap before urinating and / wash my hands after playing, Gaza [oPt, 2011]

Background characteristics	wash hands with soap before eating	wash hands with soap after toilet	wash my hands after playing	% of students who reported washing their hands in ALL THREE situations	Number of times students report washing their hands				
					mean number of time	median number of times	mode number of times	Min value	Max value
Sex									
Male	86.7%	84.9%	76.5%	67.6%	7.62	6	5	1	40
Female	73.0%	64.0%	57.1%	44.3%	6.89	6	5	0	40
Grade									
4th	81.4%	73.5%	68.7%	55.7%	5.54	5	5	1	25
7th	77.8%	74.3%	70.4%	58.0%	7.33	6	5	1	30
10th	79.0%	74.4%	61.4%	53.1%	8.81	7	10	0	40
Location:									
Urban	82.8%	75.9%	67.7%	58.7%	6.99	6	5	0	40
Rural	67.5%	64.4%	58.5%	40.6%	7.45	6	5	1	40
Camp	90.2%	94.1%	88.2%	84.3%	10.58	10	10	1	30
Directorate									
North Gaza	49.3%	34.1%	25.1%	5.8%	6.38	5	5	1	40
Khan Younis	67.3%	70.6%	58.8%	46.0%	8.29	6	5a	1	30
Rafah	97.5%	96.7%	86.7%	74.5%	7.74	6	5	1	25
Middle Area Dir.	79.3%	75.2%	64.8%	57.4%	8.66	7	5	1	40





		Number of times students report washing their hands							
Background characteristics	wash hands with soap before eating	wash hands with soap after toilet	wash my hands after playing	% of students who reported washing their hands in ALL THREE situations	mean number of time	median number of times	mode number of times	Min value	Max value
East Gaza	89.8%	77.0%	73.7%	67.4%	6.37	5	5	0	20
West Gaza	98.4%	97.7%	93.4%	88.0%	6.89	6	5	1	30
Type of school									
Boys	87.4%	85.4%	76.9%	68.0%	7.63	6	5	1	40
Girls	70.3%	60.3%	53.3%	40.3%	7.29	6	5	0	40
Co-Educ.	79.0%	74.3%	68.3%	56.4%	5.67	5	5	1	25
Total	79.6%	74.0%	66.4%	55.3%	7.23	6	5	0	40

Student Questionnaire 505, 506, 507

Table 7.3 Cleaning teeth practice by background characteristics

Percent distribution of students by frequency of cleaning their teeth, and among those who clean their teeth percent distribution by method of cleaning and percentage by when they clean their teeth, according to background characteristics. [oPt, 2011]

Background characteristic	Frequency of cleaning teeth			Clean teeth with:			Timing of cleaning teeth					
	Every day	Most of the days	Some days	Never	Toothpaste and brush	Water and brush/ sewak	Water only	Other	When I wake up	Before going to sleep	After I eat	Other
Sex												
Male	33.8%	17.3%	43.7%	5.3%	95.7%	2.8%	1.4%	0.2%	70.2%	67.0%	50.4%	2.3%
Female	48.6%	19.6%	28.2%	3.6%	98.1%	1.4%	0.3%	0.1%	81.2%	75.7%	55.1%	1.5%
Grade												
4th	41.9%	16.0%	36.5%	5.5%	98.1%	0.9%	1.0%	0.1%	73.5%	73.0%	59.6%	2.0%
7th	36.2%	21.1%	38.8%	3.9%	97.1%	1.8%	0.8%	0.3%	76.1%	73.0%	52.8%	1.7%
10th	45.8%	19.0%	31.7%	3.5%	95.5%	3.6%	0.7%	0.2%	78.7%	68.5%	45.1%	1.9%
Father/ Male guardian education:												
No formal education	49.4%	15.4%	31.6%	3.6%	97.8%	2.2%	0.0%	0.0%	77.8%	69.9%	61.8%	1.9%
Elementary (grades 1-6)	40.9%	17.1%	38.9%	3.1%	96.4%	2.7%	0.9%	0.0%	76.6%	69.1%	49.6%	0.9%
Preparatory (grades 7-10)	37.2%	17.5%	39.3%	6.0%	96.8%	2.1%	0.8%	0.3%	74.5%	69.0%	52.8%	2.1%
Secondary but without passing exam (Tawjih)	37.0%	22.3%	36.1%	4.6%	96.3%	2.6%	0.9%	0.3%	78.2%	72.2%	49.6%	0.9%
Secondary with passing exam (Tawjih)	45.7%	21.2%	28.8%	4.3%	96.5%	2.5%	0.9%	0.2%	78.3%	73.3%	52.7%	2.5%
College or university	49.6%	17.6%	29.5%	3.3%	97.0%	2.2%	0.5%	0.3%	77.2%	73.4%	52.6%	1.8%
Don't know	34.2%	17.5%	43.3%	5.0%	97.7%	1.1%	0.0%	0.0%	73.4%	71.0%	55.9%	2.2%
Mother/ Female guardian education:												
No formal education	40.5%	9.9%	45.2%	4.4%	98.0%	0.0%	0.9%	1.0%	70.8%	75.5%	48.9%	0.0%





Background characteristic	Frequency of cleaning teeth			Clean teeth with:						Timing of cleaning teeth		
	Every day	Most of the days	Some days	Never	Toothpaste and brush	Water and brush/ sewak	Water only	Other	When I wake up	Before going to sleep	After I eat	Other
Elementary (grades 1-6)	36.2%	21.0%	37.6%	5.2%	95.7%	2.2%	2.0%	0.0%	73.8%	68.1%	50.6%	2.9%
Preparatory (grades 7-10)	40.3%	18.1%	37.0%	4.6%	97.3%	2.3%	0.3%	0.0%	78.5%	70.7%	53.9%	1.8%
Secondary but without passing exam (Tawjih)	44.0%	21.3%	29.8%	4.9%	96.9%	2.8%	0.0%	0.3%	75.7%	70.2%	51.1%	1.7%
Secondary with passing exam (Tawjih)	44.9%	20.3%	32.3%	2.5%	96.6%	2.4%	0.5%	0.5%	78.2%	73.3%	52.1%	2.3%
College or university	51.0%	16.6%	29.0%	3.4%	96.7%	2.0%	1.0%	0.3%	75.5%	73.5%	52.8%	1.8%
Don't know	34.7%	17.7%	41.7%	5.8%	97.4%	1.3%	1.3%	0.0%	73.7%	71.5%	55.1%	1.4%
Location:												
Urban	42.7%	18.4%	36.0%	3.0%	96.6%	2.0%	1.1%	0.3%	76.9%	71.0%	63.2%	30.9%
Rural	39.9%	18.8%	34.9%	6.3%	97.7%	1.9%	0.4%	0.0%	74.8%	74.8%	68.0%	48.6%
Camp	41.0%	13.0%	41.8%	4.2%	92.3%	6.2%	0.0%	1.5%	72.3%	61.9%	41.4%	13.0%
Type of school												
Boys	34.4%	16.3%	44.2%	5.0%	95.9%	2.5%	1.4%	0.3%	69.8%	66.0%	49.6%	2.3%
Girls	49.4%	20.0%	27.4%	3.1%	98.0%	1.5%	0.3%	0.2%	82.2%	74.6%	53.7%	1.9%
Co-Educ.	40.0%	19.8%	34.5%	5.7%	97.0%	2.2%	0.8%	0.0%	75.7%	76.6%	57.8%	1.0%
Total	41.5%	18.5%	35.6%	4.4%	97.0%	2.0%	0.8%	0.2%	76.0%	71.6%	52.9%	1.9%

Student Questionnaire 505, 506, 507

Table 7.3 Cleaning teeth practice by background characteristics

Percent distribution of students by frequency of cleaning their teeth, and among those who clean their teeth percent distribution by method of cleaning and percentage by when they clean their teeth, according to background characteristics. West Bank [oPT, 2011]

Background characteristic	Frequency of cleaning teeth			Clean teeth with:			Timing of cleaning teeth					
	Every day	Most of the days	Some days	Never	Toothpaste and brush	Water & brush/ sewak	Water only	Other	When I wake up	Before going to sleep	After I eat	Other
Sex												
Male	30.8%	18.3%	43.1%	7.8%	95.5%	3.0%	1.4%	0.1%	67.7%	68.3%	53.9%	3.4%
Female	44.8%	21.8%	28.0%	5.4%	98.8%	1.0%	0.1%	0.1%	82.4%	79.5%	58.6%	2.2%
Grade												
4th	38.7%	16.7%	36.6%	8.0%	98.2%	1.0%	0.8%	0.0%	73.7%	77.0%	60.8%	2.9%
7th	33.0%	23.7%	37.8%	5.4%	97.4%	1.6%	0.9%	0.1%	76.0%	75.3%	57.3%	2.3%
10th	42.4%	20.9%	31.0%	5.7%	95.7%	3.6%	0.5%	0.1%	76.9%	69.1%	49.6%	3.1%
Father/ Male guardian education:												
No formal education	54.5%	15.2%	24.2%	6.1%	100.0%	0.0%	0.0%	0.0%	80.6%	71.0%	64.5%	3.2%
Elementary (grades 1-6)	40.1%	17.7%	37.6%	4.6%	97.3%	1.8%	0.9%	0.0%	77.0%	71.2%	52.7%	1.3%
Preparatory (grades 7-10)	35.2%	19.6%	37.3%	7.9%	96.8%	2.4%	0.6%	0.2%	74.3%	71.1%	56.7%	2.8%
Secondary but without passing exam (Tawjih)	34.3%	24.7%	35.0%	6.0%	96.2%	2.6%	1.1%	0.0%	76.7%	74.8%	53.0%	1.1%
Secondary with passing exam (Tawjih)	42.6%	21.3%	29.7%	6.4%	96.3%	2.4%	1.1%	0.3%	77.8%	77.5%	56.3%	3.7%
College or university	43.6%	19.9%	30.9%	5.6%	97.6%	2.2%	0.2%	0.0%	77.3%	74.7%	56.6%	3.1%
Don't know	31.9%	19.1%	41.6%	7.4%	98.0%	1.0%	1.0%	0.0%	72.1%	74.7%	58.3%	3.2%
Mother/ Female guardian education:												
No formal education	42.5%	12.5%	38.8%	6.3%	98.7%	0.0%	1.3%	0.0%	72.0%	78.7%	57.3%	0.0%





Background characteristic	Frequency of cleaning teeth				Clean teeth with:					Timing of cleaning teeth		
	Every day	Most of the days	Some days	Never	Toothpaste and brush	Water & brush/ sewak	Water only	Other	When I wake up	Before going to sleep	After I eat	Other
Elementary (grades 1-6)	35.2%	21.4%	37.0%	6.5%	95.5%	2.5%	1.9%	0.0%	74.7%	70.8%	53.5%	3.6%
Preparatory (grades 7-10)	37.5%	19.3%	37.0%	6.2%	97.4%	2.3%	0.3%	0.0%	76.5%	73.1%	57.6%	2.4%
Secondary but without passing exam (Tawjih)	39.8%	23.9%	29.0%	7.3%	97.1%	2.5%	0.0%	0.4%	75.8%	76.7%	55.4%	2.5%
Secondary with passing exam (Tawjih)	41.8%	20.7%	32.9%	4.6%	97.3%	1.8%	0.6%	0.3%	77.9%	75.2%	56.5%	4.2%
College or university	44.3%	19.9%	30.1%	5.7%	98.4%	1.4%	0.3%	0.0%	75.3%	73.4%	54.9%	3.0%
Don't know	32.4%	19.5%	39.5%	8.5%	97.1%	1.7%	1.1%	0.0%	73.1%	75.4%	57.5%	2.1%
Location:												
Urban	38.0%	20.6%	36.3%	5.1%	97.0%	1.8%	1.0%	0.2%	74.5%	74.5%	74.3%	53.0%
Rural	38.4%	19.7%	34.1%	7.8%	97.6%	1.9%	0.5%	0.0%	76.5%	76.5%	74.1%	60.0%
Camp	19.0%	14.3%	52.4%	14.3%	88.9%	11.1%	0.0%	0.0%	55.6%	55.6%	61.1%	44.4%
Directorate:												
Jenin	33.0%	27.5%	35.2%	4.3%	98.2%	1.3%	0.4%	0.0%	80.3%	75.8%	69.5%	1.3%
South Nablus	42.5%	21.9%	32.2%	3.4%	96.5%	2.8%	0.7%	0.0%	73.0%	66.7%	65.2%	0.0%
Nablus	42.7%	23.1%	31.0%	3.1%	95.1%	4.5%	0.4%	0.0%	79.4%	81.0%	72.1%	3.6%
Salfit	37.2%	15.7%	36.4%	10.7%	96.3%	2.8%	0.9%	0.0%	80.6%	68.5%	69.4%	2.8%
Tulkarm	42.2%	26.7%	22.8%	8.3%	98.4%	1.6%	0.0%	0.0%	77.8%	76.2%	69.8%	5.8%
Qalqilya	32.9%	25.5%	33.5%	8.1%	100.0%	0.0%	0.0%	0.0%	82.4%	75.7%	50.0%	0.0%
Ramallah	42.1%	18.2%	35.5%	4.2%	99.4%	0.3%	0.3%	0.0%	85.1%	79.1%	55.1%	1.3%
Jerusalem Suburbs	34.8%	22.3%	38.4%	4.5%	96.3%	2.8%	0.9%	0.0%	80.4%	69.2%	54.2%	4.7%
Jerusalem	51.4%	13.9%	29.2%	5.6%	97.1%	1.5%	0.0%	1.5%	79.4%	72.1%	35.3%	5.9%



Background characteristic	Frequency of cleaning teeth			Clean teeth with:				Timing of cleaning teeth				
	Every day	Most of the days	Some days	Never	Toothpaste and brush	Water & brush/sewak	Water only	Other	When I wake up	Before going to sleep	After I eat	Other
Bethlehem	35.9%	17.5%	38.8%	7.8%	97.9%	2.1%	0.0%	0.0%	73.7%	71.1%	55.8%	6.3%
Jericho	32.1%	17.9%	46.4%	3.6%	96.3%	0.0%	3.7%	0.0%	70.4%	59.3%	44.4%	0.0%
North Hebron	35.0%	8.0%	46.0%	11.0%	96.6%	1.4%	2.1%	0.0%	53.8%	65.5%	35.9%	3.4%
Hebron	36.3%	18.1%	42.5%	3.1%	97.3%	2.3%	0.5%	0.0%	67.6%	71.7%	41.6%	1.8%
South Hebron	38.0%	18.0%	36.3%	7.7%	94.9%	1.8%	2.9%	0.4%	70.0%	79.8%	53.8%	3.2%
Qabatya	32.7%	20.4%	31.5%	15.4%	97.1%	2.9%	0.0%	0.0%	73.7%	74.5%	45.3%	2.2%
Tubas	34.4%	20.3%	40.6%	4.7%	96.7%	3.3%	0.0%	0.0%	63.9%	60.7%	54.1%	0.0%
Type of school												
Boys	30.9%	16.9%	44.2%	8.0%	95.8%	2.5%	1.6%	0.1%	66.6%	66.9%	53.4%	3.6%
Girls	45.7%	21.8%	27.9%	4.7%	98.6%	1.3%	0.0%	0.1%	82.8%	77.5%	57.9%	2.8%
Co-Educ.	36.6%	22.5%	33.5%	7.3%	97.2%	2.2%	0.7%	0.0%	76.5%	79.9%	58.5%	1.3%
Total	38.0%	20.1%	35.3%	6.5%	97.2%	2.0%	0.7%	0.1%	75.4%	74.1%	56.4%	2.8%

Student Questionnaire 505, 506, 507

Table 7.3 Cleaning teeth practice by background characteristics

Percent distribution of students by frequency of cleaning their teeth, and among those who clean their teeth percent distribution by method of cleaning and percentage by when they clean their teeth, according to background characteristics, Gaza [oPt, 2011]

Background characteristic	Frequency of cleaning teeth			Clean teeth with:			Timing of cleaning teeth					
	Every day	Most of the days	Some days	Never	Toothpaste and brush	Water and brush/sewak	Water only	Other	When I wake up	Before going to sleep	After I eat	Other
Sex												
Male	40.0%	15.1%	44.9%	0.0%	96.0%	2.4%	1.2%	0.5%	75.5%	64.2%	43.0%	0.0%
Female	56.3%	15.1%	28.6%	0.0%	96.7%	2.1%	0.9%	0.3%	78.7%	68.1%	48.1%	0.0%
Grade												
4th	49.1%	14.6%	36.3%	0.0%	97.8%	0.7%	1.3%	0.2%	73.3%	64.1%	57.0%	0.0%
7th	44.0%	14.8%	41.2%	0.0%	96.3%	2.5%	0.6%	0.6%	76.3%	67.4%	41.8%	0.0%
10th	51.3%	15.9%	32.8%	0.0%	95.1%	3.5%	1.0%	0.4%	81.4%	67.6%	37.7%	0.0%
Father/ Male guardian education:												
No formal education	42.1%	15.8%	42.1%	0.0%	94.7%	5.3%	0.0%	0.0%	73.7%	68.4%	57.9%	0.0%
Elementary (grades 1-6)	42.6%	15.7%	41.7%	0.0%	94.4%	4.6%	0.9%	0.0%	75.9%	64.8%	43.5%	0.0%
Preparatory (grades 7-10)	43.1%	11.3%	45.6%	0.0%	96.9%	1.3%	1.3%	0.6%	75.0%	62.5%	40.6%	0.0%
Secondary but without passing exam (Tawjih)	45.8%	14.5%	39.8%	0.0%	96.4%	2.4%	0.0%	1.2%	83.1%	63.9%	38.6%	0.0%
Secondary with passing exam (Tawjih)	52.1%	21.1%	26.8%	0.0%	96.8%	2.6%	0.5%	0.0%	79.5%	64.7%	45.3%	0.0%
College or university	58.1%	14.3%	27.6%	0.0%	96.1%	2.1%	1.0%	0.8%	77.1%	71.6%	46.9%	0.0%
Don't know	39.0%	14.3%	46.7%	0.0%	97.2%	1.4%	1.4%	0.0%	76.0%	63.4%	50.9%	0.0%
Mother/ Female guardian education:												
No formal education	35.7%	3.6%	60.7%	0.0%	96.4%	0.0%	0.0%	3.6%	67.9%	67.9%	28.6%	0.0%
Elementary (grades 1-6)	40.2%	19.5%	40.2%	0.0%	96.6%	1.1%	2.3%	0.0%	70.1%	57.5%	39.1%	0.0%





Background characteristic	Frequency of cleaning teeth			Clean teeth with:			Timing of cleaning teeth					
	Every day	Most of the days	Some days	Never	Toothpaste and brush	Water and brush/sewak	Water only	Other	When I wake up	Before going to sleep	After I eat	Other
Preparatory (grades 7-10)	48.2%	14.6%	37.2%	0.0%	97.2%	2.4%	0.4%	0.0%	84.2%	64.0%	43.3%	0.0%
Secondary but without passing exam (Tawjih)	52.6%	15.8%	31.6%	0.0%	96.5%	3.5%	0.0%	0.0%	75.4%	57.0%	42.1%	0.0%
Secondary with passing exam (Tawjih)	48.4%	19.9%	31.7%	0.0%	95.8%	3.1%	0.3%	0.7%	78.4%	71.1%	47.0%	0.0%
College or university	61.1%	11.5%	27.5%	0.0%	94.3%	2.9%	2.0%	0.8%	75.8%	73.8%	49.6%	0.0%
Don't know	39.7%	13.9%	46.4%	0.0%	98.0%	0.4%	1.6%	0.0%	75.0%	63.1%	50.0%	0.0%
Location:												
Urban	49.2%	15.3%	35.5%	0.0%	96.0%	2.3%	1.3%	0.4%	80.3%	66.0%	47.7%	0.0%
Rural	46.7%	15.0%	38.2%	0.0%	98.0%	1.6%	0.3%	0.0%	67.3%	67.3%	41.8%	0.0%
Camp	50.0%	12.5%	37.5%	0.0%	93.8%	4.2%	0.0%	2.1%	79.2%	64.6%	33.3%	0.0%
Directorate												
North Gaza	40.5%	10.1%	49.4%	0.0%	97.5%	2.5%			70.0%	59.5%	35.0%	0.0%
Khan Younis	67.4%	17.4%	15.3%	0.0%	97.1%	2.5%	0.0%	0.4%	79.8%	74.4%	41.3%	0.0%
Rafah	43.9%	13.0%	43.1%	0.0%	95.1%	1.6%	3.3%	0.0%	82.9%	65.0%	47.2%	0.0%
Middle Area Dir.	31.9%	12.5%	55.6%	0.0%	93.8%	1.4%	2.8%	2.1%	63.2%	67.4%	38.2%	0.0%
East Gaza	43.2%	22.2%	34.6%	0.0%	95.9%	1.9%	1.9%	0.4%	78.6%	66.5%	57.5%	0.0%
West Gaza	55.8%	12.8%	31.4%	0.0%	97.3%	2.7%	0.0%	0.0%	84.9%	64.7%	51.2%	0.0%
Type of school												
Boys	40.3%	15.4%	44.3%	0.0%	95.9%	2.4%	1.2%	0.5%	75.2%	64.6%	43.4%	0.0%
Girls	57.0%	16.5%	26.5%	0.0%	96.9%	1.9%	0.8%	0.4%	80.9%	68.7%	45.1%	0.0%
Co-Educ.	52.0%	9.9%	38.0%	0.0%	96.5%	2.3%	1.2%	0.0%	72.5%	64.9%	55.6%	0.0%
Total	48.7%	15.1%	36.2%	0.0%	96.4%	2.2%	1.0%	0.4%	77.2%	66.3%	45.7%	0.0%

Student Questionnaire 505, 506, 507

Table 7.4 Cleaning teeth practice by other selected characteristics

Percent distribution of students by frequency of cleaning their teeth, and among those who clean their teeth percent distribution by method of cleaning and percentage by when they clean their teeth, according to other selected characteristics, [oPt, 2011]

Other selected characteristics	Frequency of cleaning teeth			Clean teeth with:			Timing of cleaning teeth						
	Every day	Most of the days	Some days	Never	Toothpaste and brush	Water and brush/sewak	Water only	Other	When I wake up	Before going to sleep	After I eat	Other	
School offers education on hygiene and environmental sanitation													
Yes	40.6%	18.2%	34.9%	6.3%	96.9%	21.0%	0.8%	0.2%	76.0%	71.0%	52.9%	1.7%	
No					no school is not offering education on hygiene and environmental health								
School students participate actively in maintaining hygiene													
Yes	40.6%	18.2%	34.9%	6.3%	96.9%	21.0%	0.8%	0.2%	76.0%	71.0%	52.9%	1.7%	
No					no school is not having active participation of students in maintaining hygiene								
Exposed to information about cleanliness and health hygiene during the past 6 months													
Yes	41.6%	18.5%	34.0%	6.0%	97.1%	1.9%	0.8%	0.2%	76.3%	72.2%	53.1%	1.6%	
No	33.4%	16.3%	41.7%	8.6%	95.5%	3.0%	1.3%	0.2%	73.1%	66.5%	51.4%	2.6%	
Total	40.6%	18.2%	34.9%	6.3%	96.9%	21.0%	0.8%	0.2%	76.0%	71.0%	52.9%	1.7%	

Student Questionnaire 510

Table 7.5 General hygiene habits by background characteristics
 Percent distribution of students by frequency of cleaning their hair and taking
 characteristics, [oPt, 2011]

Background characteristics		Cleaning of hair and taking care of head		Bathing		Clipping finger nails		Spitting on the ground		Covering mouth and nose when coughing		Changing underwear daily	
		Never	Monthly	Every two weeks	Weekly	Every three days	Every two days	Daily	Never	Monthly	Every two weeks	Weekly	Every three days
Sex													
Male	76.9% 11.1%	5.8% 0.2%	5.6% 0.5%	0.5% 0.1%	0.5% 17.2%	0.5% 37.5%	0.1% 27.2%	0.1% 17.9%	0.0% 0.1%	0.0% 0.1%	3.3% 2.3%	6.4% 4.3%	74.4% 4.6%
Female	64.2% 20.4%	10.0%	4.9%	0.2%	0.3%	0.0%	14.1%	47.3%	27.2%	11.4%	0.0%	0.0%	4.3%
Grade													
4th	67.4% 15.8%	9.0%	9.1%	0.3%	0.4%	0.1%	12.6%	52.2%	28.0%	26.9%	0.1%	0.2%	0.0%
7th	69.4% 18.3%	8.6%	3.4%	0.0%	0.3%	0.0%	11.9%	47.3%	30.0%	10.9%	0.0%	0.0%	0.0%
10th	74.6% 16.3%	6.2%	2.3%	0.4%	0.3%	0.0%	22.6%	50.6%	23.6%	3.2%	0.0%	0.0%	0.0%
Father/Male guardian education:													
Elementary (grades 1-6)	80.4% 72.6%	10.7%	5.4%	0.0%	0.0%	0.0%	25.0%	41.1%	23.2%	10.7%	0.0%	0.0%	0.0%
Preparatory (grades 7-10)	72.6% 73.8%	9.0%	2.5%	0.6%	0.3%	0.0%	18.1%	46.3%	24.3%	11.3%	0.0%	0.0%	0.0%
Secondary but without passing exam (Secondary 1-Tertiary)	72.4% 72.3%	6.2%	3.8%	0.5%	0.5%	0.0%	18.1%	49.2%	22.7%	10.0%	0.0%	0.0%	0.0%
College or university	70.5% 63.5%	16.5%	4.3%	8.7%	4.0%	0.2%	0.8%	0.8%	0.8%	0.8%	0.1%	0.1%	0.1%
Mother/Female guardian education:													
No formal education	80.4% 68.1%	10.7%	5.4%	0.0%	0.0%	0.0%	25.0%	41.1%	23.2%	10.7%	0.0%	0.0%	0.0%
Elementary	72.6% 72.3%	9.0%	2.5%	0.6%	0.3%	0.0%	18.1%	46.3%	24.3%	11.3%	0.0%	0.0%	0.0%
Secondary with passing exam (Secondary 1-Tertiary)	70.5% 63.5%	16.5%	4.3%	8.7%	4.0%	0.2%	0.8%	0.8%	0.8%	0.8%	0.1%	0.1%	0.1%
Don't know	63.5% 68.1%	9.4%	9.6%	0.2%	0.4%	0.0%	11.7%	35.3%	29.2%	23.4%	0.1%	0.2%	0.2%





Background characteristics	Cleaning of hair and taking care of head		Bathing		Clipping figure nails		Splitting on the ground		Covering mouth and nose when coughing		Changing underwear daily	
	Never	Monthly	Never	Monthly	Never	Monthly	Never	Monthly	Never	Monthly	Never	Monthly
Elementary (grades 1-6)	78.4% 11.1%	7.3% 4.4%	0.6% 0.2%	0.0% 0.0%	16.3% 14.2%	43.4% 26.1%	26.1% 14.2%	14.2% 0.0%	0.0% 0.0%	0.0% 0.0%	0.0% 0.0%	0.0% 0.0%
Preparatory (grades 7-10)	70.9% 17.3%	7.6% 3.7%	0.1% 0.4%	0.0% 0.0%	17.4% 19.2%	6.7% 43.9%	25.1% 25.2%	10.7% 11.7%	0.0% 0.0%	0.0% 0.0%	0.0% 0.0%	0.0% 0.0%
Secondary but without passing exam (Tawjih)	72.0% 16.9%	6.8% 3.4%	0.3% 0.8%	0.0% 0.0%	19.2% 6.5%	43.9% 74.3%	25.2% 23%	11.7% 8.3%	7.3% 3.4%	1.9% 1.9%	1.3% 1.4%	0.9% 0.9%
Secondary with passing exam (Tawjih)	68.1% 18.0%	9.1% 4.6%	0.0% 0.0%	0.2% 0.2%	15.2% 19.2%	46.1% 79.6%	27.1% 8.0%	11.6% 11.3%	0.0% 0.0%	0.0% 0.0%	0.6% 0.6%	1.1% 1.1%
Collège or university	70.0% 16.2%	7.0% 5.9%	0.5% 0.3%	0.2% 0.0%	14.6% 39.0%	39.0% 78.4%	30.1% 7.5%	16.3% 1.7%	0.0% 0.0%	0.0% 0.0%	0.0% 0.0%	0.0% 0.0%
Don't know	67.9% 14.6%	8.8% 8.3%	0.2% 0.2%	0.0% 0.0%	12.6% 12.6%	36.4% 77.0%	21.8% 9.5%	28.7% 1.7%	9.5% 0.8%	0.0% 0.0%	13.2% 1.1%	4.9% 3.0%
Location:												
Urban	69.5% 16.3%	8.4% 5.3%	0.3% 0.2%	0.0% 0.0%	15.3% 42.5%	42.5% 26.8%	15.3% 14.0%	0.1% 0.0%	0.0% 0.1%	4.4% 2.2%	2.4% 0.6%	11.4% 11.4%
Rural	71.2% 15.2%	7.5% 5.2%	0.2% 0.1%	0.0% 0.0%	15.2% 43.2%	43.2% 27.6%	14.0% 14.0%	0.0% 0.0%	0.1% 0.0%	2.2% 0.0%	1.7% 0.6%	11.4% 11.4%
Camp	73.6% 20.8%	5.6% 0.0%	0.0% 0.0%	0.0% 0.0%	37.5% 30.6%	60.6% 27.8%	42% 4.2%	27.8% 4.2%	0.0% 0.0%	14% 12.5%	0.0% 0.0%	11.5% 11.5%
Type of school												
Boys	76.7% 11.5%	6.2% 5.0%	0.2% 0.4%	0.1% 0.1%	17.0% 3.8%	3.8% 74.4%	17.3% 11.5%	0.1% 2.4%	0.0% 0.4%	21.2% 23%	5.0% 1.1%	9.3% 2.3%
Girls	63.1% 22.0%	10.0% 4.6%	0.2% 0.1%	0.0% 0.0%	13.7% 47.5%	47.5% 79.9%	28.3% 4.9%	10.5% 1.6%	0.1% 1.4%	0.6% 0.7%	0.7% 1.1%	9.5% 1.5%
Co-Educ.	71.5% 13.0%	7.6% 6.9%	0.2% 0.2%	0.7% 0.7%	16.7% 40.7%	40.7% 25.5%	16.7% 7.8%	14.5% 1.5%	0.1% 0.1%	9.7% 9.7%	2.1% 2.1%	11.3% 3.8%
Total	70.3% 15.9%	8.0% 5.2%	0.2% 0.4%	0.0% 0.0%	15.6% 42.8%	42.8% 77.0%	14.5% 8.1%	14.5% 8.1%	0.1% 0.9%	11.4% 1.9%	3.0% 1.8%	11.6% 4.4%
											2.3% 4.3%	0.4% 0.2%
											3.5% 2.3%	0.4% 0.2%
											2.3% 2.3%	0.4% 0.2%
											5.0% 5.0%	0.4% 0.2%
											5.0% 5.0%	0.4% 0.2%

Student Questionnaire 510

Table 7.5 General hygiene habits by background characteristics
 Percent distribution of students by frequency of cleaning their hair and taking
 characteristics. West BankLoP, 2011





Student Questionnaire 510

Table 7.5 General hygiene habits by background characteristics
 Percent distribution of students by frequency of cleaning their hair and taking characteristics. *Gazal et al., 2011*

Background characteristics	Cleaning of hair and taking care of head		Bathing		Clipping finger nails		Splitting on the ground		Covering mouth and nose when coughing		Changing underwear	
	Every two days		Daily		Every two weeks		Weekly		Every two weeks		Monthly	
	Every three days		Never		Every three days		Never		Every two weeks		Never	
	Every two days		Monthly		Every two weeks		Weekly		Every two weeks		Never	
	Daily		Every two weeks		Weekly		Never		Every two weeks		Monthly	
	Never		Every two days		Every three days		Every two days		Every three days		Never	
	Monthly		Every two days		Every two weeks		Weekly		Every two weeks		Never	
	Every three days		Daily		Every two weeks		Never		Every two weeks		Monthly	
	Never		Every two days		Every three days		Every two days		Every two weeks		Never	
	Monthly		Every two days		Every three days		Never		Every two weeks		Never	
Sex	Male	75.9%	11.9%	7.5%	4.1%	0.2%	0.3%	0.2%	17.5%	40.7%	29.3%	12.2%
	Female	50.8%	31.8%	11.5%	4.9%	0.4%	0.7%	0.0%	17.2%	54.6%	20.5%	7.7%
Grade	4th	61.4%	17.3%	11.2%	9.1%	0.2%	0.6%	0.2%	19.3%	20.5%	54.6%	20.5%
	7th	59.7%	21.3%	10.6%	0.9%	0.0%	0.6%	0.0%	11.7%	54.0%	26.3%	8.0%
	10th	65.9%	23.0%	7.5%	2.6%	0.6%	0.4%	0.0%	25.6%	52.4%	20.1%	2.0%
Father's Male guardian:	education:	No formal education	78.3%	8.7%	13.0%	0.0%	0.0%	0.0%	17.4%	56.5%	17.4%	0.0%
	Elementary (grades -6)	63.2%	21.9%	11.1%	1.7%	0.0%	0.0%	0.0%	20.5%	52.1%	18.8%	0.0%
	Preparatory (grades -10)	65.7%	22.9%	9.1%	1.7%	0.0%	0.6%	0.0%	19.4%	47.4%	25.1%	8.0%
	Sacrament but without passing exam (Tawih)	69.0%	19.5%	9.2%	2.3%	0.0%	0.0%	0.0%	18.4%	62.1%	16.1%	3.4%
	Secondary with passing exam (Tawih)	62.6%	26.7%	6.2%	2.6%	0.0%	2.1%	0.0%	19.0%	49.7%	25.1%	5.6%
	College or University	63.8%	20.3%	10.4%	4.7%	0.5%	0.0%	0.2%	17.6%	48.6%	24.3%	9.4%
	Don't know	57.0%	22.3%	10.4%	9.4%	0.3%	0.6%	0.0%	12.3%	41.1%	28.8%	17.5%
Mother's Female guardian:	education:	No formal education	48.5%	30.3%	15.2%	3.0%	0.0%	3.0%	0.0%	18.2%	42.4%	27.3%
	Elementary (grades -6)	58.9%	24.2%	11.6%	5.3%	0.0%	0.0%	0.0%	16.8%	49.5%	22.1%	11.6%
	Preparatory (grades -10)	64.0%	22.1%	11.2%	1.6%	0.4%	0.8%	0.0%	19.8%	50.8%	24.0%	5.4%
	Secondary without passing exam (Tawih)	64.3%	26.6%	4.0%	1.6%	0.8%	0.8%	0.0%	21.4%	54.0%	19.0%	5.6%
	Secondary with passing exam (Tawih)	64.2%	21.7%	10.0%	4.0%	0.0%	0.0%	0.0%	18.4%	52.2%	23.4%	6.0%





Background characteristics	Cleaning of hair and taking care of head		Bathing		Clipping finger nails		Splitting on the ground		Covering mouth and nose when coughing		Changing underwear	
	Never		Monthly		Every two weeks		Weekly		Every three days		Every two days	
	Every two weeks		Every three days		Every two days		Daily		Every two days		Daily	
	Never	Monthly	Every two weeks	Every three days	Every two weeks	Weekly	Every two days	Daily	Never	Monthly	Every two weeks	Daily
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Location:												
Urban	65.3% (20.2%)	9.1% (4.7%)	0.4% (0.4%)	0.4% (0.4%)	0.2% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	0.1% (0.1%)	0.0% (0.0%)	4.8% (2.6%)	2.6% (1.6%)
Rural	53.8% (25.0%)	11.7% (4.6%)	0.5% (0.0%)	0.5% (0.0%)	0.3% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	16.4% (9.5%)	14.8% (10.4%)
Camp	68.6% (25.5%)	5.9% (2.5%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	16.9% (11.5%)	14.8% (11.5%)
College or University	64.7% (21.3%)	6.6% (2.3%)	0.4% (0.4%)	0.4% (0.4%)	0.4% (0.4%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	17.1% (11.5%)	14.8% (11.5%)
Don't know	60.4% (19.3%)	8.1% (3.0%)	0.4% (0.4%)	0.4% (0.4%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	11.5% (4.8%)	12.9% (5.3%)
Directorate												
North Gaza	61.1% (24.9%)	8.6% (3.7%)	0.4% (0.4%)	0.8% (0.8%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	18.3% (7.5%)	14.7% (6.2%)
Khan Younis	45.6% (16.1%)	5.2% (2.0%)	0.8% (0.8%)	0.4% (0.4%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	11.7% (4.6%)	14.6% (7.7%)
Rafah	60.6% (27.7%)	10.2% (4.1%)	1.5% (0.6%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	16.0% (6.0%)	14.6% (6.0%)
Middle Area Dir.	74.7% (14.2%)	5.6% (2.1%)	3.7% (1.3%)	0.0% (0.0%)	1.9% (0.7%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	15.5% (5.6%)	20.4% (7.3%)
East Gaza	57.3% (21.1%)	8.6% (3.1%)	0.4% (0.4%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	19.0% (7.0%)	19.5% (7.2%)
West Gaza	79.4% (15.0%)	3.7% (1.3%)	1.9% (0.6%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	19.5% (7.4%)	19.4% (7.1%)
Type of school												
Boys	76.3% (11.8%)	7.3% (1.0%)	4.0% (0.4%)	0.2% (0.0%)	0.3% (0.0%)	0.2% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	17.8% (11.9%)	4.0% (2.0%)	40.9% (29.0%)	21.0% (11.9%)
Girls	47.1% (34.9%)	12.0% (8.7%)	5.0% (3.4%)	0.6% (0.4%)	0.4% (0.4%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	18.7% (15.7%)	5.3% (3.1%)	50.8% (31.7%)	24.8% (17.7%)
Co-Educ.	61.9% (21.0%)	10.5% (7.7%)	5.0% (3.4%)	0.0% (0.0%)	1.7% (1.0%)	0.0% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	11.6% (7.3%)	21.5% (13.9%)	16.0% (10.9%)	24.4% (17.7%)
Total	62.7% (22.3%)	9.6% (3.4%)	4.5% (1.7%)	0.3% (0.1%)	0.5% (0.1%)	0.1% (0.0%)	0.0% (0.0%)	0.0% (0.0%)	17.3% (9.9%)	48.0% (24.7%)	22.2% (10.4%)	28.2% (11.0%)

Student Questionnaire 510

Table 7.6 General hygiene habits by other selected characteristics

Percent distribution of students by frequency of cleaning their hair and taking care of head, washing legs, cutting nails and spitting on the ground, according to other selected characteristics, [oPt, 2011]

Other selected characteristics	Cleaning of hair and taking care of head		Bathing		Clipping finger nails		Splitting on the ground		Covering mouth and nose when coughing		Changing underwear	
	Never	Monthly	Never	Monthly	Never	Monthly	Never	Monthly	Never	Monthly	Never	Monthly
School offers education on hygiene and environmental sanitation												
Yes	70.3%	15.9%	8.0%	5.2%	0.2%	0.4%	0.0%	15.6%	42.6%	27.2%	14.5%	0.0%
No	70.3%	15.9%	8.0%	5.2%	0.2%	0.4%	0.0%	15.6%	42.6%	27.2%	14.5%	0.0%
School students participate actively in maintaining hygiene												
Yes	70.3%	15.9%	8.0%	5.2%	0.2%	0.4%	0.0%	15.6%	42.6%	27.2%	14.5%	0.0%
No	70.3%	15.9%	8.0%	5.2%	0.2%	0.4%	0.0%	15.6%	42.6%	27.2%	14.5%	0.0%
Exposed to information about cleanliness and health hygiene during the past 6 months												
Yes	70.2%	16.1%	8.3%	4.8%	0.2%	0.4%	0.0%	15.4%	43.4%	27.5%	13.5%	0.0%
No	70.9%	14.5%	5.9%	8.1%	0.0%	0.4%	0.2%	17.1%	36.3%	24.8%	21.8%	0.2%
Total	70.3%	15.9%	8.0%	5.2%	0.2%	0.4%	0.0%	15.6%	42.6%	27.2%	14.5%	0.0%

Student Questionnaire 502, 503, 504

Table 7.7 Discussions about hygienic behaviors learned at school by background characteristics

Percentage of students who reported that they discuss the hygienic behaviors that they learned at school with parents/family, and among those percentage by the hygienic behaviors discussed, according to background characteristics, [oPt, 2011]

		Hygienic behaviors discussed:									
		Wash hands after playing					Other				
		Bathing					Clipping and cleaning fingernails				
Background characteristic											
Percentage who discuss hygienic behavoir learned at school with parents/ family	Build/ improve sanitary toilets	Nott eating unwashed fruits and vegetables	Not drinking contaminated water	Preventing flies from coming near food	Wash hands with soap before eating	Wash hands with soap after urinating and defecating	Cleaning teeth	Clipping and cleaning fingernails	Bathing	Wash hands after playing	Other
Sex											
Male	95.5%	39.6%	73.4%	65.5%	69.5%	82.5%	80.7%	75.7%	77.2%	82.3%	72.2%
Female	98.3%	35.5%	71.2%	64.0%	68.0%	81.1%	78.3%	78.2%	78.9%	85.0%	70.9%
Grade											
4th	97.1%	31.5%	68.1%	59.8%	65.0%	81.8%	77.6%	75.6%	75.5%	80.7%	70.8%
7th	97.5%	39.2%	75.3%	68.5%	72.4%	83.1%	82.2%	80.2%	81.4%	86.9%	73.9%
10th	96.2%	43.0%	74.5%	67.2%	69.9%	80.5%	79.3%	75.6%	78.1%	84.4%	70.3%
Father/ Male guardian education:											
No formal education	100.0%	39.3%	69.6%	62.5%	67.9%	76.8%	76.8%	78.6%	80.4%	91.1%	71.4%
Elementary (grades 1-6)	96.9%	39.3%	68.9%	65.0%	67.2%	79.7%	77.7%	74.6%	75.1%	81.9%	72.0%
Preparatory (grades 7-10)	97.4%	41.1%	76.0%	67.4%	69.9%	81.0%	81.2%	75.0%	79.2%	84.0%	72.5%
Secondary but without passing exam (Tawjiji)	97.0%	41.1%	76.8%	68.9%	71.1%	82.4%	81.4%	79.7%	77.3%	83.2%	72.4%
Secondary with passing exam (Tawjiji)	97.3%	36.6%	73.1%	65.3%	67.9%	81.0%	79.5%	76.6%	78.0%	85.3%	69.6%
College or university	97.3%	38.0%	70.9%	62.4%	67.6%	82.0%	79.6%	77.9%	78.4%	84.1%	70.6%
Don't know	95.9%	31.4%	69.8%	62.8%	68.7%	83.1%	78.0%	77.3%	78.3%	82.4%	72.6%



Background characteristic	Hygienic behaviors discussed:									
	Not drinking contaminated water	Build/ improve sanitary toilets	Not eating unwashed fruits and vegetables	Preventing flies from coming near food	Wash hands with soap before eating	Cleaning teeth	Clipping and cleaning fingernails	Bathing	Wash hands after playing	Other
Mother/ Female guardian education:										
No formal education	96.5%	45.1%	65.5%	62.8%	63.7%	80.5%	77.9%	76.1%	75.2%	84.1%
Elementary (grades 1-6)	96.5%	42.0%	73.7%	66.8%	73.1%	81.6%	80.6%	77.5%	77.3%	84.1%
Preparatory (grades 7-10)	97.8%	40.5%	73.1%	66.7%	70.8%	81.3%	80.1%	77.9%	79.3%	85.5%
Secondary but without passing exam (Tawjihi)	97.4%	37.7%	73.5%	64.9%	69.1%	81.8%	79.5%	74.3%	77.7%	81.0%
Secondary with passing exam (Tawjihi)	97.8%	38.5%	73.5%	65.6%	68.3%	82.8%	81.6%	76.6%	79.4%	85.4%
College or university	96.7%	35.1%	68.5%	58.8%	62.9%	80.7%	77.3%	76.7%	75.0%	82.6%
Don't know	95.6%	30.7%	72.6%	65.2%	69.2%	82.5%	78.7%	77.4%	79.1%	82.2%
Location:										
Urban	96.7%	31.5%	69.0%	58.7%	63.4%	80.2%	76.2%	73.8%	74.4%	81.3%
Rural	97.3%	44.9%	76.5%	72.4%	75.5%	83.4%	83.4%	80.8%	82.4%	86.5%
Camp	97.2%	54.2%	77.8%	75.0%	80.6%	91.7%	94.4%	87.5%	93.1%	95.8%
Type of school										
Boys	95.3%	38.9%	72.3%	64.2%	68.4%	81.8%	79.9%	74.5%	76.0%	81.7%
Girls	98.5%	35.0%	70.5%	63.3%	67.0%	80.1%	76.4%	77.8%	78.3%	84.4%
Co-Educ.	97.1%	39.5%	75.6%	68.6%	73.0%	84.9%	84.7%	80.2%	81.8%	86.4%
Total	96.9%	37.5%	72.3%	64.7%	68.7%	81.7%	79.5%	77.0%	78.1%	83.7%
										71.6%
										3.1%

Student Questionnaire 502, 503, 504

Table 7.7 Discussions about hygienic behaviors learned at school by background characteristics
 Percentage of students who reported that they discuss the hygienic behaviors that they learned at school with parents/family, and among those percentage by the hygienic behaviors discussed, according to background characteristics, West Bank [oPt, 2011]

Background characteristic	Percentage who discuss hygienic behaviours learned at school with parents/ family	Hygienic behaviors discussed:										
		Build/ improve sanitary toilets	Not eating unwashed fruits and vegetables	Not drinking contaminated water	Preventing flies from coming near food	Wash hands with soap before eating	Wash hands with soap after urinating and defecating	Cleaning teeth	Clipping and cleaning fingernails	Bathing	Wash hands after playing	Other
Sex												
Male	95.3%	39.1%	76.1%	68.7%	73.6%	83.4%	81.6%	77.4%	79.7%	83.2%	73.9%	4.7%
Female	98.4%	45.7%	82.8%	77.1%	80.7%	86.5%	86.3%	85.2%	84.6%	87.9%	78.6%	4.5%
Grade												
4th	97.4%	37.2%	75.9%	67.9%	72.6%	83.8%	81.7%	79.6%	79.1%	83.0%	75.1%	5.6%
7th	97.2%	45.1%	81.7%	75.6%	79.9%	85.6%	85.2%	83.4%	84.7%	88.3%	77.3%	4.3%
10th	95.9%	46.8%	82.1%	77.3%	80.8%	85.9%	85.9%	81.7%	83.6%	86.4%	76.9%	3.6%
Father/ Male guardian education:												
No formal education	100.0%	39.4%	72.7%	63.6%	75.8%	78.8%	75.8%	78.8%	81.8%	93.9%	78.8%	3.0%
Elementary (grades 1-6)	97.0%	45.1%	76.8%	74.3%	76.8%	84.8%	81.9%	80.2%	80.2%	86.1%	78.1%	6.3%
Preparatory (grades 7-10)	97.4%	46.5%	80.8%	72.9%	76.2%	82.5%	85.1%	80.1%	82.5%	85.4%	76.8%	5.4%
Secondary but without passing exam (Tawjihi)	96.5%	44.2%	79.9%	72.8%	74.2%	84.1%	83.4%	80.9%	79.9%	84.1%	74.2%	3.5%
Secondary with passing exam (Tawjihi)	96.8%	40.8%	81.4%	74.8%	77.0%	85.4%	84.9%	82.2%	82.2%	86.4%	73.8%	5.4%
College or university	97.4%	43.5%	79.9%	73.8%	78.7%	87.1%	85.7%	82.4%	83.4%	86.6%	76.6%	3.8%
Don't know	96.2%	36.2%	77.5%	70.7%	77.8%	85.4%	82.2%	81.4%	82.2%	84.4%	76.8%	4.5%



Background characteristic	Hygienic behaviors discussed:								
	Build/ improve sanitary toilets	Not eating unwashed fruits and vegetables	Not drinking contaminated water	Preventing flies from coming near food	Wash hands with soap before eating	Cleaning teeth	Clipping and cleaning fingernails	Wash hands after playing	Other
Mother/ Female guardian education:									
No formal education	97.5%	55.0%	78.8%	73.8%	77.5%	86.3%	85.0%	81.3%	86.3%
Elementary (grades 1-6)	96.6%	47.7%	78.9%	72.1%	78.9%	85.4%	84.4%	81.8%	80.7%
Preparatory (grades 7-10)	98.0%	45.7%	80.0%	73.3%	78.1%	84.1%	85.0%	81.5%	83.0%
Secondary but without passing exam (Tawjiji)	96.5%	39.8%	79.2%	72.2%	74.9%	85.3%	83.4%	78.8%	79.5%
Secondary with passing exam (Tawjiji)	98.0%	45.2%	84.1%	79.8%	82.7%	87.9%	88.8%	83.6%	85.0%
College or university	96.1%	38.6%	76.2%	69.7%	72.3%	84.2%	81.6%	81.6%	80.1%
Don't know	95.8%	34.7%	78.7%	71.3%	75.8%	84.1%	81.2%	80.7%	82.9%
Location:									
Urban	96.6%	34.6%	74.6%	64.4%	69.9%	81.7%	78.8%	78.1%	77.8%
Rural	97.3%	50.3%	84.2%	81.3%	84.2%	88.1%	88.9%	84.7%	86.2%
Camp	90.5%	38.1%	95.2%	90.5%	100.0%	90.5%	100.0%	100.0%	100.0%
Directorate:									
Jenin	96.1%	35.2%	82.4%	80.7%	82.0%	88.0%	87.1%	83.7%	84.5%
South Nablus	93.2%	61.0%	90.4%	80.8%	87.0%	92.5%	93.2%	90.4%	92.5%
Nablus	97.3%	52.2%	92.9%	92.5%	94.9%	96.9%	97.6%	94.1%	94.5%
Salfit	98.3%	60.3%	89.3%	94.2%	95.9%	95.9%	97.5%	94.2%	96.7%



Background characteristic	Hygienic behaviors discussed:													
	Not eating unwashed fruits and vegetables		Preventing flies from coming near food		Wash hands with soap before eating		Wash hands with soap after urinating and defecating							
Percentage who discuss hygienic behaviours learned at school with parents/ family	Other													
	Wash hands after playing													
	Bathing				Clipping and cleaning fingernails									
	Cleaning teeth													
	Tulkarm	94.2%	55.8%	90.3%	86.9%	88.8%	90.3%	91.7%						
	Qalqilya	96.3%	64.0%	95.7%	95.0%	95.7%	91.3%	95.0%						
	Ramallah	98.8%	46.7%	94.8%	90.0%	96.1%	95.0%	90.1%						
	Jerusalem Suburbs	97.3%	25.9%	65.2%	47.3%	55.4%	68.8%	67.0%						
	Jerusalem	98.6%	19.4%	86.1%	79.2%	81.9%	94.4%	95.8%						
	Bethlehem	96.1%	64.1%	88.3%	89.8%	88.3%	91.3%	91.7%						
Type of school	Jericho	96.4%	57.1%	85.7%	92.9%	92.9%	89.3%	78.6%						
Boys	North Hebron	96.9%	8.6%	48.5%	23.3%	37.4%	69.3%	63.2%						
Girls	Hebron	97.8%	7.5%	31.9%	11.9%	17.3%	42.9%	34.5%						
Co-Educ.	South Hebron	97.3%	40.3%	67.3%	58.7%	65.7%	78.0%	76.0%						
Total	Qabatya	96.9%	52.5%	93.8%	93.2%	95.1%	95.7%	97.5%						
	Tubas	100.0%	9.4%	73.4%	56.3%	65.6%	93.8%	81.3%						
							79.7%	90.6%						
								93.8%						
								87.5%						
								1.6%						

Student Questionnaire 502, 503, 504

Table 7.7 Discussions about hygienic behaviors learned at school by background characteristics

Percentage of students who reported that they discuss the hygienic behaviors that they learned at school with parents/family, and among those percentage by the hygienic behaviors discussed, according to background characteristics, Gaza [oPt, 2011]

Background characteristic	Percentage who discuss hygienic behaviours learned at school with parents/ family	Hygienic behaviors discussed:										
		Not eating unwashed fruits and vegetables	Build/ improve sanitary toilets	Not drinking contaminated water	Preventing flies from coming near food	Wash hands with soap before eating	Wash hands with soap after urinating and defecating	Cleaning teeth	Clipping and cleaning fingernails	Bathing	Wash hands after playing	Other
Sex												
Male	95.8%	40.7%	67.8%	58.5%	60.9%	80.6%	78.9%	72.0%	72.0%	80.4%	68.7%	0.0%
Female	98.0%	14.9%	47.8%	37.7%	42.3%	70.0%	62.3%	64.0%	67.4%	79.2%	55.4%	0.0%
Grade												
4th	96.3%	18.9%	50.6%	41.7%	48.0%	77.2%	68.5%	66.7%	67.5%	75.6%	61.2%	0.0%
7th	98.3%	24.6%	59.4%	51.1%	54.0%	76.9%	74.9%	72.3%	73.1%	83.4%	65.4%	0.0%
10th	96.7%	36.8%	62.2%	50.8%	52.2%	71.7%	68.5%	65.7%	69.1%	81.3%	59.6%	0.0%
Father/ Male guardian education:												
No formal education	100.0%	39.1%	65.2%	60.9%	56.5%	73.9%	78.3%	78.3%	78.3%	87.0%	60.9%	0.0%
Elementary (grades 1-6)	96.6%	27.4%	53.0%	46.2%	47.9%	69.2%	69.2%	63.2%	65.0%	73.5%	59.8%	0.0%
Preparatory (grades 7-10)	97.1%	24.6%	61.1%	50.3%	50.3%	76.6%	69.1%	59.4%	69.1%	79.4%	59.4%	0.0%
Secondary but without passing exam (Tawjiji)	98.9%	31.0%	66.7%	56.3%	60.9%	77.0%	74.7%	75.9%	69.0%	80.5%	66.7%	0.0%
Secondary with passing exam (Tawjiji)	98.5%	27.7%	55.9%	45.6%	49.2%	71.8%	68.2%	65.1%	69.2%	83.1%	61.0%	0.0%
College or university	97.3%	30.3%	58.1%	46.2%	51.9%	74.7%	71.0%	71.5%	71.2%	80.6%	62.0%	0.0%
Don't know	95.1%	21.7%	54.0%	46.3%	49.8%	78.3%	69.3%	68.9%	70.2%	78.3%	63.8%	0.0%
Mother/ Female guardian education:												
No formal education	93.9%	21.2%	33.3%	36.4%	30.3%	66.7%	60.6%	63.6%	60.6%	78.8%	36.4%	0.0%
Elementary (grades 1-6)	95.8%	18.9%	52.6%	45.3%	49.5%	66.3%	65.3%	60.0%	63.2%	76.8%	54.7%	0.0%
Preparatory (grades 7-10)	97.3%	25.6%	53.1%	47.7%	49.6%	73.3%	65.9%	67.4%	68.6%	81.0%	59.7%	0.0%





Background characteristic	Hygienic behaviors discussed:									
	Build/ improve sanitary toilets	Not eating unwashed fruits and vegetables	Not drinking contaminated water	Preventing flies from coming near food	Wash hands with soap before eating	Cleaning teeth	Clipping and cleaning fingernails	Wash hands after playing	Bathing	Other
Percentage who discuss hygienic behaviours learned at school with parents/ family	99.2%	33.3%	61.9%	50.0%	57.1%	74.6%	71.4%	65.1%	73.8%	76.2%
Secondary but without passing exam (Tawjiji)	97.7%	30.8%	61.2%	49.2%	51.5%	76.9%	73.2%	68.6%	72.9%	82.9%
Secondary with passing exam (Tawjiji)	97.7%	29.8%	57.0%	42.6%	48.8%	75.6%	70.9%	69.4%	67.4%	80.2%
College or university	97.7%	22.2%	59.6%	52.2%	55.2%	78.9%	73.3%	70.4%	71.1%	78.1%
Don't know	95.2%									
Location:										
Urban	96.7%	27.1%	61.2%	50.8%	54.3%	78.1%	72.5%	67.9%	69.7%	79.6%
Rural	97.2%	21.8%	43.4%	34.5%	38.2%	63.1%	59.7%	64.0%	65.8%	78.2%
Camp	100.0%	60.8%	70.6%	68.6%	72.5%	92.2%	92.2%	90.2%	90.2%	94.1%
District:										
North Gaza	97.7%	4.7%	13.6%	4.3%	7.8%	40.1%	33.1%	31.9%	33.5%	38.4%
Khan Younis	98.4%	27.8%	39.5%	30.2%	33.1%	71.4%	69.4%	72.6%	74.2%	81.9%
Rafah	100.0%	10.2%	88.3%	86.1%	88.3%	94.2%	89.1%	93.4%	94.2%	91.2%
Middle Area Dir.	99.4%	58.0%	74.7%	56.2%	61.7%	80.9%	77.2%	76.5%	77.8%	85.8%
East gaza	91.4%	36.9%	58.8%	55.9%	59.1%	77.8%	68.1%	61.3%	66.7%	77.1%
West Gaza	97.8%	27.7%	87.6%	71.5%	75.7%	95.9%	94.8%	86.1%	85.4%	91.8%
Type of school										
Boys	95.7%	40.8%	67.8%	58.8%	61.1%	81.2%	79.3%	72.0%	72.1%	80.9%
Girls	98.0%	16.5%	46.8%	35.9%	41.0%	66.9%	57.3%	61.4%	65.1%	77.8%
Co-Educ.	98.3%	11.6%	51.9%	43.6%	46.4%	77.9%	76.8%	72.4%	74.0%	81.8%
Total	97.0%	27.1%	57.3%	47.6%	51.1%	75.0%	70.1%	67.8%	69.6%	79.8%
										61.7%

Student Questionnaire 502, 503, 504

Table 7.8 Discussions about hygienic behaviors learned at school by other selected characteristics

Percentage of students who reported that they discuss the hygienic behaviors that they learned at school with parents/ family, and among those percentage by the hygienic behaviors discussed, according to other selected characteristics. [oPt, 2011]

Background characteristic	Percentage who discuss hygienic behaviours learned at school with parents/ family	Hygienic behaviors discussed:										
		Wash hands after playing			Bathing			Other				
		Clipping and cleaning fingernails			Cleaning teeth							
		Wash hands with soap after urinating and defecating	Wash hands with soap before eating			Preventing flies from coming near food			Not drinking contaminated water			
		Build/ improve sanitary toilets	Not eating unwashed fruits and vegetables			Preventing flies from coming near food			Not drinking contaminated water			
School offers education on hygiene and environmental sanitation												
Yes	96.9%	37.5%	72.3%	64.7%	68.7%	81.7%	79.5%	77.0%	78.1%	83.7%	71.6%	
No												
School students participate actively in maintaining hygiene												
Yes	96.9%	37.5%	72.3%	64.7%	68.7%	81.7%	79.5%	77.0%	78.1%	83.7%	71.6%	
No												
Exposed to information about cleanliness and health hygiene during the past 6 months												
Yes	97.3%	38.8%	73.9%	66.4%	70.3%	82.7%	81.0%	78.5%	79.3%	84.6%	72.7%	
No	94.1%	27.9%	60.3%	53.0%	57.4%	74.7%	68.6%	66.0%	69.0%	77.4%	63.3%	
School has committee/ association responsible for school sanitation and hygiene education												
Yes	97.1%	37.5%	72.1%	64.6%	68.6%	81.7%	79.4%	76.9%	78.0%	83.6%	71.4%	
No	96.8%	38.7%	87.1%	80.6%	87.1%	93.5%	93.5%	90.3%	90.3%	96.8%	93.5%	
Total	96.9%	37.5%	72.3%	64.7%	68.7%	81.7%	79.5%	77.0%	78.1%	83.7%	71.6%	

Teacher Questionnaire 309, 310, 311, 312

Table 7.9: Teachers opinion on ways to improve hygiene practices amongst students

Percentage of teachers considering best ways of improving hygiene practices amongst students, best ways of encouraging teachers to participate in activities that promote correct hygiene practice, which topics teachers need to be trained in to teach hygiene and environmental health issues and which aids needed to teach hygiene and environmental health issues

Characteristics	West Bank	Gaza	oPt
Best ways of improving hygiene practices amongst students:			
Peer education	94.5%	76.3%	88.7%
Audio-visual tools	87.9%	62.6%	79.8%
Practical presentations	90.4%	67.9%	83.2%
Plays	86.6%	69.8%	81.3%
Competitions	92.0%	74.0%	86.3%
Group discussion	86.3%	58.8%	77.5%
Involving families	91.4%	76.0%	86.5%
Training	89.1%	67.6%	82.2%
Certificate of acknowledgement	90.4%	71.8%	84.4%
Other	12.0%	0.0%	8.2%
Best ways of encouraging teachers to participate in activities that promote correct hygiene practices:			
Training program	73.6%	66.0%	71.2%
Promotions	69.1%	45.8%	61.7%
Incentives	89.6%	85.1%	88.2%
Availability of sufficient materials at school	86.3%	62.2%	78.6%
Other	11.8%	0.0%	8.0%
Topics teachers need to be trained in to teach hygiene and environmental health issues:			
Personal hygiene	58.0%	65.6%	60.5%
Environmental health	80.7%	68.7%	76.9%
Using, storing and preserving water	80.7%	63.0%	75.1%
Health issues	90.9%	82.1%	88.1%
Other	7.3%	0.0%	5.0%
Aids needed to teach hygiene and environmental health issues:			
Instructions for teachers	76.4%	63.0%	72.1%
School textbooks	76.6%	56.9%	70.3%
Flip charts	71.1%	56.5%	66.4%
Posters	86.8%	86.3%	86.6%
Brochures	86.4%	77.1%	83.5%
Slides	85.2%	80.9%	83.8%
Videos	77.5%	64.9%	73.5%
Educational games	90.4%	74.8%	85.4%
Educational materials.	85.4%	59.9%	77.3%
Other	76.4%	51.1%	68.4%

ANNEX 4: SPECIFIC CHAPTER RECOMMENDATIONS

Chapter 2:

1. Resolve the issue of double shifts and crowded schools;
2. Standardize number of cleaning workers and ensure sufficient number of cleaning workers in crowded schools;
3. Increase number of teachers in overcrowded schools and also the number of classes to meet national recommendations (1 to 1.5 square meters for each student in the class, and each classroom of 6.3 meter width and 8.1 meter length suitable for 36 students in the largest case).

Chapter 3:

1. Increase the participation of local authorities in water provision, quality control and maintenance of school infrastructure;
2. Provide school staff with toilets in schools that lack staff toilets;
3. Provide adequate number of toilets with flush and ensure flush functioning in existing toilets in order to help keep toilets clean;
4. Insure adequate cleaning of toilets by cleaners and standardize the number of cleaning workers;
5. Increase the number of washing basins in schools;
6. Hold more awareness activities for the community and local authorities to keep school surrounding clean;
7. Connect all schools to the public water network;
8. Increase water supply in schools suffering from inadequate water supply and make sure that all schools meet the national standards for water supply and consumption;
9. Increase the number of girls' toilets so they are sufficient, especially in co-education schools;
10. Provide toilet paper and soap to schools and hygienic kits for students;
11. Provide sufficient cleaning materials and tools in schools.

Chapter 4:

1. Increase participation of public media in awareness activities, especially targeted at the community and mothers;
2. Increase hygiene activities programming to get more benefit for students and to develop better student attitudes and knowledge;
3. Increase the participation of teachers in hygiene training and activities;
4. Increase number of schools and students participating in hygiene activities.

Chapter 5:

1. Increase the size of the Global Handwashing Day program to cover a larger number of schools and students, also increasing the time throughout the year allocated to activities so as to achieve a greater impact;

2. Design and apply special programs about the correct ways of using school hygiene facilities emphasizing role of teachers and students in keeping these facilities clean after use;
3. Include mothers in school health and hygiene programs (especially about students' personal hygiene practices), as mothers are the most important source of WaSH information for their children;
4. Develop more innovative and motivating programs and materials related to promotion of good hygiene practices in schools.

Chapter 6:

1. Increase activities that support student knowledge on water contamination;
2. Ensure school principals monitor water sources, intervene when they feel there is any problem so as to prevent students from using them, and take actions to treat the problems directly;
3. Ensure water tanks are closed proper to prevent contamination of water.

Chapter 7:

1. Extend the events such as Global hand washing day and plan f awareness campaigns on hand washing and other good hygiene practices such as brushing teeth etc.;
2. Strengthen participation of parents/mothers in hygiene awareness and other WaSH related activities in schools.

In conclusion:

1. Make sure that all schools meet national recommendations especially for: water points, hand-washing basins, toilets, classroom areas and water consumption and storage capacity;
2. Make sure that there is satisfactory access for girls to school hygiene facilities, especially in co-education schools;
3. All schools shall be provided with sufficient amounts of soap, toilet paper and cleaning materials;
4. Include mothers in health water, sanitation and hygiene activities in schools.