## Malawi School Survey 3 - Accessibility survey

ield	Question	Answer
ne_chk (required)	The clock on your phone is incorrect: 2023-Feb-21	
	Please exit the form without saving changes and have your supervisor correct the clock.	
to intro	Question relevant when: today() <date('2019-09-27')< td=""><td></td></date('2019-09-27')<>	
te_intro		
	Malawi School Survey 3 -	
	Accessibility module	
ficer (required)	Interviewer name:	officer_id officer_name
one (required)	Zone:	zone zone
chool_id (required)	School:	school_id school
each_consent (required)	Did head teacher give permission to enter [school_name] school to conduct the survey?	1 Yes
		0 No
ırvey		2 Cannot complete after 3 vis
Group relevant when: \${teach_consen	t} =1	
note_section1	SECTION 1: TEACHER ATTITUDES	
teacher_count (required)	How many teachers are eligible for this survey?	
ourney > individual and /4)	Response constrained to: .>=0 and .<=10	(Poppedad averus)
survey > individual_rpt (1) survey > individual_rpt (1) > individu	al orn	(Repeated group)
teacher_name (required)	Enter the name of the selected teacher:	
	Response constrained to: not(regex(.,'\n'(.*)[\p{Punct}](.*\\$'))	
individual_note	SAY:"I would like to ask you some questions about schooling."	
survey > individual_rpt (1) > individual_	dual_grp > TEACHER ATTITUDES: [teacher_name]	
teacher_sex (required)	Sex:	1 Male
		2 Female
teacher_age (required)	Age category:	1 <=20 years
		2 21-30 years
		3 31-40 years
		4 41-50 years
		5 51-60 years
		6 >=60 years
teacher_type (required)	Role:	1 Headteacher
		2 Teacher (Std. 3)
		3 Teacher (Std. 5)
		4 Teacher (Std. 7)
		999 Other
teacher_type_oth (required)	Describe the role:  Question relevant when: \${teacher_type} =999	
	Response constrained to: not(regex(.,'^(.*)[\p{Punct}](.*)\$'))	
survey > individual rpt (1) > individual	dual grp > TEACHER ATTITUDES: [teacher_name]	
at1_label1	Under which of the following conditions do you think it is acceptable for a child to <b>not attend school?</b>	
at1_1 (required)	1. The child may be physically harmed or teased at school or on the way to/from school.	1 Yes
		0 No
at1_2 (required)	2. The child may physically harm or tease other children at school.	1 Yes
		0 No
at1_3 (required)	3. The child needs to work or help at home.	1 Yes
		0 No
at1_4 (required)	4. The child is married or is getting married.	1 Yes
survey > individual rot (1) > individual	dual_grp > TEACHER ATTITUDES: [teacher_name]	0 No
at1_label2	Under which of the following conditions do you think it is acceptable for a child to <b>not attend school?</b>	
at1_5 (required)	The child would be older than other children in their class.	1 Yes
/ - <del>- / /</del>	·	0 No
at1_6 (required)	The child has physical or learning needs that the school cannot meet.	1 Yes
		0 No
at1_7 (required)	7. The child is unable to learn.	1 Yes
		0 No
at1_8 (required)	8. Education is too costly.	1 Yes
		0 No
		0 110

	Question	Answer			
at2 (required)	1. Physical disability (e.g. difficulty walking)?		1	Regular school	
			2	Special school for child	
				with disabilities	
			777	Not sure	
at3 (required)	2. Blind or difficulty seeing?	$\vdash$	1	Regular school	
ato (requireu)	Z. Diffid of difficulty seeing?	$\vdash$	-	-	
			2		
				with disabilities	
			777	Not sure	
at4 (required)	3. Deaf or difficulty seeing?		1	Regular school	
			2	Special school for child	
				with disabilities	
			777	Not sure	
at5 (required)	4. Difficultly learning or understanding?		1	Regular school	
ato (roganou)	4. Dimodity loaning of andorotanding.	$\vdash$	-	-	
			2		
		L		with disabilities	
			777	Not sure	
at6 (required)	5. Behavioural challenges (e.g. difficultly paying attention, making friends or aggressive behaviour?		1	Regular school	
		Г	2	Special school for child	
				with disabilities	
			777	Not sure	
curvoy > individual == 4 (4) > i= 45-	idual arm > TEACHER ATTITURES: (toochar nama)		1		
	idual_grp > TEACHER ATTITUDES: [teacher_name]				
Group relevant when: \${at2} =2					
at2_label	We would like to understand why you think a school for children with disabilities would be most suitable for a child with	h			
	a physical disablity (e.g. difficulty walking). Do you agree or disagree with the following statements?				
at2_1 (required)	1. These schools are better prepared to meet the child's needs.		1 Y	'es	
			0 N	lo	
at2_2 (required)	2. The child would feel most comfortable in these schools.		1 Y	/es	
ate_e (roquirou)	2. The office would lost most commontable in those sortions.	$\vdash$	-		
		-	0 N		
at2_3 (required)	3. The child is most safe in these schools.	L	1 Y	′es	
			0 N	lo	
at2_4 (required)	4. It is better for this child to be seperated from children without disabilities.	Т	1 Y	'es	
att_: (roganou)	·		0 N	Jo	
numary simulational mat (4) simulation	idual arm > TEACHED ATTITUDES (teacher more)		0 1.		
,	idual_grp > TEACHER ATTITUDES: [teacher_name]				
Group relevant when: \${at3} =2					
at3_label	We would like to understand why you think a school for children with disabilities would be most suitable for a child				
	who is <b>blind or has difficulty seeing</b> . Do you agree or disagree with the following statements?				
at3_1 (required)	1. These schools are better prepared to meet the child's needs.		1 Y	'es	
at3_1 (requirea)			0 N	lo	
			1 Y	'es	
at3 2 (required)	The child would feel most comfortable in these schools.		1 1		
at3_2 (required)	The child would feel most comfortable in these schools.	Н	0 0	10	
			0 N		
at3_2 (required) at3_3 (required)	The child would feel most comfortable in these schools.      The child is most safe in these schools.		0 N	'es	
			-		
			1 Y	lo .	
at3_3 (required)	The child is most safe in these schools.		1 Y 0 N 1 Y	vo Ves	
at3_3 (required) at3_4 (required)	The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.		1 Y	vo Ves	
at3_3 (required)  at3_4 (required)  survey > individual_rpt (1) > indiv	3. The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.  idual_grp > TEACHER ATTITUDES: [teacher_name]		1 Y 0 N 1 Y	vo Ves	
at3_3 (required)  at3_4 (required)  survey > individual_rpt (1) > indiv  Group relevant when: \${at4} = 2	3. The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.  idual_grp > TEACHER ATTITUDES: [teacher_name]  or \${at4} = 3		1 Y 0 N 1 Y	vo Ves	
at3_3 (required)  at3_4 (required)  survey > individual_rpt (1) > indiv	3. The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.  idual_grp > TEACHER ATTITUDES: [teacher_name]		1 Y 0 N 1 Y	vo Ves	
at3_3 (required)  at3_4 (required)  survey > individual_rpt (1) > indiv  Group relevant when: \${at4} = 2	3. The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.  idual_grp > TEACHER ATTITUDES: [teacher_name]  or \${at4} = 3		1 Y 0 N 1 Y	vo Ves	
at3_3 (required)  at3_4 (required)  survey > individual_rpt (1) > indiv  Group relevant when: \${at4} = 2	3. The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.  idual_grp > TEACHER ATTITUDES: [teacher_name] ? or \${at4} = 3  We would like to understand why you think a school for children with disabilities would be most suitable for a child		1 Y 0 N 1 Y	lo 'es lo	
at3_3 (required)  at3_4 (required)  survey > individual_rpt (1) > indiv  Group relevant when: \${at4} = 2  at4_label	3. The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.  idual_grp > TEACHER ATTITUDES: [teacher_name]  2 or \${at4} = 3  We would like to understand why you think a school for children with disabilities would be most suitable for a child who is deaf or has difficulty hearing. Do you agree or disagree with the following statements?		1 Y 0 N 1 Y 0 N	lo 'es lo 'es	
at3_3 (required)  at3_4 (required)  survey > individual_rpt (1) > indiv  Group relevant when: \${at4} = 2  at4_label  at4_1 (required)	3. The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.  idual_grp > TEACHER ATTITUDES: [teacher_name]  2 or \${at4} = 3  We would like to understand why you think a school for children with disabilities would be most suitable for a child who is deaf or has difficulty hearing. Do you agree or disagree with the following statements?  1. These schools are better prepared to meet the child's needs.		1 Y 0 N 1 Y 0 N 1 Y 0 N	lo 'res lo 'res	
at3_3 (required)  at3_4 (required)  survey > individual_rpt (1) > indiv  Group relevant when: \${at4} = 2  at4_label	3. The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.  idual_grp > TEACHER ATTITUDES: [teacher_name]  2 or \${at4} = 3  We would like to understand why you think a school for children with disabilities would be most suitable for a child who is deaf or has difficulty hearing. Do you agree or disagree with the following statements?		1 Y 0 N 1 Y 0 N 1 Y 1 Y 1 Y 1 Y 1 Y 1 Y 1 Y 1 Y 1 Y 1	lo 'res 'es lo 'res	
at3_3 (required)  at3_4 (required)  survey > individual_rpt (1) > indiv  Group relevant when: \${at4} = 2  at4_label  at4_1 (required)	3. The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.  idual_grp > TEACHER ATTITUDES: [teacher_name]  or \${at4} = 3  We would like to understand why you think a school for children with disabilities would be most suitable for a child who is deaf or has difficulty hearing. Do you agree or disagree with the following statements?  1. These schools are better prepared to meet the child's needs.  2. The child would feel most comfortable in these schools.		1 Y 0 N 1 Y 0 N 1 Y 0 N	lo 'res 'ces lo 'res	
at3_3 (required)  at3_4 (required)  survey > individual_rpt (1) > indiv  Group relevant when: \${at4} = 2  at4_label  at4_1 (required)	3. The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.  idual_grp > TEACHER ATTITUDES: [teacher_name]  2 or \${at4} = 3  We would like to understand why you think a school for children with disabilities would be most suitable for a child who is deaf or has difficulty hearing. Do you agree or disagree with the following statements?  1. These schools are better prepared to meet the child's needs.		1 Y 0 N 1 Y 0 N 1 Y 1 Y 1 Y 1 Y 1 Y 1 Y 1 Y 1 Y 1 Y 1	Ves Ves Ves Ves Ves Ves	
at3_3 (required)  at3_4 (required)  survey > individual_rpt (1) > indiv  Group relevant when: \${at4} = 2  at4_label  at4_1 (required)  at4_2 (required)	3. The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.  idual_grp > TEACHER ATTITUDES: [teacher_name]  or \${at4} = 3  We would like to understand why you think a school for children with disabilities would be most suitable for a child who is deaf or has difficulty hearing. Do you agree or disagree with the following statements?  1. These schools are better prepared to meet the child's needs.  2. The child would feel most comfortable in these schools.		1 Y 0 N 1 Y 0 N 1 Y 0 N 1 Y 0 N	Ves Ves Ves Ves Ves Ves Ves Ves	
at3_3 (required)  at3_4 (required)  survey > individual_rpt (1) > indiv Group relevant when: \${at4} = 2  at4_label  at4_1 (required)  at4_2 (required)  at4_3 (required)	3. The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.  idual_grp > TEACHER ATTITUDES: [teacher_name] 2 or \${at4} = 3  We would like to understand why you think a school for children with disabilities would be most suitable for a child who is deaf or has difficulty hearing. Do you agree or disagree with the following statements?  1. These schools are better prepared to meet the child's needs.  2. The child would feel most comfortable in these schools.		1 Y O N O N O N	Ves	
at3_3 (required)  at3_4 (required)  survey > individual_rpt (1) > indiv  Group relevant when: \${at4} = 2  at4_label  at4_1 (required)  at4_2 (required)	3. The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.  idual_grp > TEACHER ATTITUDES: [teacher_name]  or \${at4} = 3  We would like to understand why you think a school for children with disabilities would be most suitable for a child who is deaf or has difficulty hearing. Do you agree or disagree with the following statements?  1. These schools are better prepared to meet the child's needs.  2. The child would feel most comfortable in these schools.		1 Y O N O N O N O N O N O N O N O N O N O	Ves	
at3_3 (required)  at3_4 (required)  survey > individual_rpt (1) > indiv Group relevant when: \${at4} = 2  at4_label  at4_1 (required)  at4_2 (required)  at4_3 (required)  at4_4 (required)	3. The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.  idual_grp > TEACHER ATTITUDES: [teacher_name] 2 or \${at4} = 3  We would like to understand why you think a school for children with disabilities would be most suitable for a child who is deaf or has difficulty hearing. Do you agree or disagree with the following statements?  1. These schools are better prepared to meet the child's needs.  2. The child would feel most comfortable in these schools.  3. The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.		1 Y O N O N O N	Ves	
at3_3 (required)  at3_4 (required)  survey > individual_rpt (1) > indiv  Group relevant when: \${at4} = 2  at4_label  at4_1 (required)  at4_2 (required)  at4_3 (required)  at4_4 (required)  survey > individual_rpt (1) > indiv	3. The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.  idual_grp > TEACHER ATTITUDES: [teacher_name]  2 or \$(at4) = 3  We would like to understand why you think a school for children with disabilities would be most suitable for a child who is deaf or has difficulty hearing. Do you agree or disagree with the following statements?  1. These schools are better prepared to meet the child's needs.  2. The child would feel most comfortable in these schools.  3. The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.		1 Y O N O N O N O N O N O N O N O N O N O	Ves	
at3_3 (required)  at3_4 (required)  survey > individual_rpt (1) > indiv Group relevant when: \${at4} = 2  at4_label  at4_1 (required)  at4_2 (required)  at4_3 (required)  at4_4 (required)	3. The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.  idual_grp > TEACHER ATTITUDES: [teacher_name]  2 or \$(at4) = 3  We would like to understand why you think a school for children with disabilities would be most suitable for a child who is deaf or has difficulty hearing. Do you agree or disagree with the following statements?  1. These schools are better prepared to meet the child's needs.  2. The child would feel most comfortable in these schools.  3. The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.		1 Y O N O N O N O N O N O N O N O N O N O	lo 'res lo 'res lo 'res lo 'res lo 'res	
at3_3 (required)  at3_4 (required)  survey > individual_rpt (1) > indiv  Group relevant when: \${at4} = 2  at4_label  at4_1 (required)  at4_2 (required)  at4_3 (required)  at4_4 (required)  survey > individual_rpt (1) > indiv	3. The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.  idual_grp > TEACHER ATTITUDES: [teacher_name]  2 or \$(at4) = 3  We would like to understand why you think a school for children with disabilities would be most suitable for a child who is deaf or has difficulty hearing. Do you agree or disagree with the following statements?  1. These schools are better prepared to meet the child's needs.  2. The child would feel most comfortable in these schools.  3. The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.		1 Y O N O N O N O N O N O N O N O N O N O	lo 'res lo 'res lo 'res lo 'res lo 'res	
at3_3 (required)  at3_4 (required)  survey > individual_rpt (1) > indiv  Group relevant when: \${at4} = 2  at4_label  at4_1 (required)  at4_2 (required)  at4_3 (required)  at4_4 (required)  survey > individual_rpt (1) > indiv  Group relevant when: \${at5} = 2	3. The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.  idual_grp > TEACHER ATTITUDES: [teacher_name]  or \$(at4) = 3  We would like to understand why you think a school for children with disabilities would be most suitable for a child who is deaf or has difficulty hearing. Do you agree or disagree with the following statements?  1. These schools are better prepared to meet the child's needs.  2. The child would feel most comfortable in these schools.  3. The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.  idual_grp > TEACHER ATTITUDES: [teacher_name]  or \$(at5) = 3		1 Y O N O N O N O N O N O N O N O N O N O	Ves	
at3_3 (required)  at3_4 (required)  survey > individual_rpt (1) > indiv  Group relevant when: \${at4} = 2  at4_label  at4_1 (required)  at4_2 (required)  at4_3 (required)  at4_4 (required)  survey > individual_rpt (1) > indiv  Group relevant when: \${at5} = 2  at5_label	3. The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.  idual_grp > TEACHER ATTITUDES: [teacher_name]  2 or \${at4} = 3  We would like to understand why you think a school for children with disabilities would be most suitable for a child who is deaf or has difficulty hearing. Do you agree or disagree with the following statements?  1. These schools are better prepared to meet the child's needs.  2. The child would feel most comfortable in these schools.  3. The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.  idual_grp > TEACHER ATTITUDES: [teacher_name] 2 or \${at5} = 3  We would like to understand why you think a school for children with disabilities would be most suitable for a child who has difficult learning or understanding. Do you agree or disagree with the following statements?		1 Y Y O N 1 Y	res lo res lo res lo res lo res lo res lo	
at3_3 (required)  at3_4 (required)  survey > individual_rpt (1) > indiv  Group relevant when: \${at4} = 2  at4_label  at4_1 (required)  at4_2 (required)  at4_3 (required)  at4_4 (required)  survey > individual_rpt (1) > indiv  Group relevant when: \${at5} = 2	3. The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.  idual_grp > TEACHER ATTITUDES: [teacher_name]  or \$(at4) = 3  We would like to understand why you think a school for children with disabilities would be most suitable for a child who is deaf or has difficulty hearing. Do you agree or disagree with the following statements?  1. These schools are better prepared to meet the child's needs.  2. The child would feel most comfortable in these schools.  3. The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.  idual_grp > TEACHER ATTITUDES: [teacher_name]  or \$(at5) = 3  We would like to understand why you think a school for children with disabilities would be most suitable for a child		1 Y Y O N O N O N O N O N O N O N O N O N	lo 'res lo 'res lo 'res lo 'res lo 'res lo 'res	
at3_3 (required)  at3_4 (required)  survey > individual_rpt (1) > indiv  Group relevant when: \${at4} = 2  at4_label  at4_1 (required)  at4_2 (required)  at4_3 (required)  at4_4 (required)  survey > individual_rpt (1) > indiv  Group relevant when: \${at5} = 2  at5_label  at5_1 (required)	3. The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.  2. or \$(at4) = 3  We would like to understand why you think a school for children with disabilities would be most suitable for a child who is deaf or has difficulty hearing. Do you agree or disagree with the following statements?  1. These schools are better prepared to meet the child's needs.  2. The child would feel most comfortable in these schools.  3. The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.  idual_grp > TEACHER ATTITUDES: [teacher_name] 2. or \$(at5) = 3  We would like to understand why you think a school for children with disabilities would be most suitable for a child who has difficult learning or understanding. Do you agree or disagree with the following statements?  1. These schools are better prepared to meet the child's needs.		1 Y Y O N 1 Y	rées lo	
at3_3 (required)  at3_4 (required)  survey > individual_rpt (1) > indiv  Group relevant when: \${at4} = 2  at4_label  at4_1 (required)  at4_2 (required)  at4_3 (required)  at4_4 (required)  survey > individual_rpt (1) > indiv  Group relevant when: \${at5} = 2  at5_label	3. The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.  idual_grp > TEACHER ATTITUDES: [teacher_name]  2 or \${at4} = 3  We would like to understand why you think a school for children with disabilities would be most suitable for a child who is deaf or has difficulty hearing. Do you agree or disagree with the following statements?  1. These schools are better prepared to meet the child's needs.  2. The child would feel most comfortable in these schools.  3. The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.  idual_grp > TEACHER ATTITUDES: [teacher_name] 2 or \${at5} = 3  We would like to understand why you think a school for children with disabilities would be most suitable for a child who has difficult learning or understanding. Do you agree or disagree with the following statements?		1 Y Y O N O N O N O N O N O N O N O N O N	rées lo	
at3_3 (required)  at3_4 (required)  survey > individual_rpt (1) > indiv  Group relevant when: \${at4} = 2  at4_label  at4_1 (required)  at4_2 (required)  at4_3 (required)  at4_4 (required)  survey > individual_rpt (1) > indiv  Group relevant when: \${at5} = 2  at5_label  at5_1 (required)	3. The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.  2. or \$(at4) = 3  We would like to understand why you think a school for children with disabilities would be most suitable for a child who is deaf or has difficulty hearing. Do you agree or disagree with the following statements?  1. These schools are better prepared to meet the child's needs.  2. The child would feel most comfortable in these schools.  3. The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.  idual_grp > TEACHER ATTITUDES: [teacher_name] 2. or \$(at5) = 3  We would like to understand why you think a school for children with disabilities would be most suitable for a child who has difficult learning or understanding. Do you agree or disagree with the following statements?  1. These schools are better prepared to meet the child's needs.		1 Y Y O N 1 Y	Ves	
at3_3 (required)  at3_4 (required)  survey > individual_rpt (1) > indiv  Group relevant when: \${at4} = 2  at4_label  at4_1 (required)  at4_2 (required)  at4_3 (required)  at4_4 (required)  survey > individual_rpt (1) > indiv  Group relevant when: \${at5} = 2  at5_label  at5_1 (required)	3. The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.  2. or \$(at4) = 3  We would like to understand why you think a school for children with disabilities would be most suitable for a child who is deaf or has difficulty hearing. Do you agree or disagree with the following statements?  1. These schools are better prepared to meet the child's needs.  2. The child would feel most comfortable in these schools.  3. The child is most safe in these schools.  4. It is better for this child to be seperated from children without disabilities.  idual_grp > TEACHER ATTITUDES: [teacher_name] 2. or \$(at5) = 3  We would like to understand why you think a school for children with disabilities would be most suitable for a child who has difficult learning or understanding. Do you agree or disagree with the following statements?  1. These schools are better prepared to meet the child's needs.		1 Y Y O N O N O N O N O N O N O N O N O N	Ves	

ield	Question	Answer			
at5_4 (required)	4. It is better for this child to be seperated from children without disabilities.		1 Y		
	Advisor ATTENDED ATTITUDES (No. 1) and a second	0 No		0	
Group relevant when: \${at6} =:	vidual_grp > TEACHER ATTITUDES: [teacher_name] 2 or \$(at6) =3				
at6_label	We would like to understand why you think a school for children with disabilities would be most suitable for a child				
	who has <b>behavioural challenges</b> (e.g. difficulty paying attention, making friends or aggressive behaviour). Do you				
	agree or disagree with the following statements?				
at6_1 (required)	These schools are better prepared to meet the child's needs.		1 Y		
			0 N		
at6_2 (required)	The child would feel most comfortable in these schools.		1 Y		
at6_3 (required)	3. The child is most safe in these schools.		0 N		
ato_3 (required)	3. The dilid is most sale in diese schools.		1 Y		
at6_4 (required)	4. It is better for this child to be seperated from children without disabilities.		1 Y		
_ (, 0 4 0			0 N		
note_section2	SECTION 2: SCHOOL RESOURCES				
survey > SCHOOL RESOURCES					
resource_label	Does this school <b>currently</b> have any of the following resources:				
resource1 (required)	Books and other learning materials printed in braille?		1	Yes	
	Braille is a writing system used for children who are blind or have severe difficulty seeing.			No	
0 / "				Unknown	
resource2 (required)	Handheld magnifiers or books and other teaching materials in large print?			Yes	
				No	
resource3 (required)	Audio recordings of books and other teaching materials?			Unknown	
resources (requireu)	3. Addition econdings of books and other leading materials:			No	
				Unknown	
resource4 (required)	A. A teacher trained to provide sign language instruction?		1	Yes	
	Sign language is a form of communication for people who are deaf or have severe difficulties hearing.		0	No	
			777	Unknown	
resource5 (required)	Materials or services that can be used by children who have difficulty communicating?     e.g. symbol or picture boards, special teaching support		1	Yes	
			0	No	
			777	Unknown	
resource6 (required)	Strategies or materials for teaching children with difficulties understanding or learning?     e.g. teachers with specialised training, simplified texts/learning materials, audio-visual tools			Yes	
				No	
survev > SCHOOL RESOURCES			111	Unknown	
resource label b	Can these materials be provided by the education system if requested?				
resource1b (required)	Books and other learning materials printed in braille?		1	Yes	
	Question relevant when: \${resource1} =0		0	No	
			777	Unknown	
resource2b (required)	2. Handheld magnifiers or books and other teaching materials in large print?		1	Yes	
	Question relevant when: \${resource2} =0		0	No	
			777	Unknown	
resource3b (required)	Audio recordings of books and other teaching materials?  Out of the wide and the configuration of the configu			Yes	
	Question relevant when: \${resource3} =0			No	
resourced h (required)	4. A teacher trained to provide cian language instruction?			Unknown	
resource4b (required)	4. A teacher trained to provide sign language instruction?  Question relevant when: \$\{\text{resource4}\} = 0			Yes	
	4			Unknown	
resource5b (required)	Materials or services that can be used by children who have difficulty communicating?			Yes	
	Question relevant when: \${resource5} =0			No	
			777	Unknown	
resource6b (required)	6. Strategies or materials for teaching children with difficulties understanding or learning?		1	Yes	
	Question relevant when: \${resource6} =0		0	No	
			777	Unknown	
resource13 (required)	You said it is possible for the education system to provide some of the previously mentioned services or materials if			Yes	
	requested. <b>Do you know how to request these services or materials?</b> Question relevant when: \${resource1b} = 1 or \${resource2b} = 1 or \${resource3b} = 1 or \${resource4b} = 1 or	_		No	
	Question relevant when: \${resource1b} = 1 or \${resource2b} = 1 or \${resource3b} = 1 or \${resource4b} = 1 or \${resource4b} = 1 or \${resource6b} = 1 or \${reso		117	Unknown	
note_section3a	SECTION 3A: SCHOOL OBSERVATIONS - ENTRANCES				
entrance_count (required)	How many entrances are you recording?				
	Record the total number of entrances (doorway, passages, or gates) to the school. Include any buildings or structures used by these groups including classrooms, offices and main (e.g. gate) entrance.				
	Response constrained to: .>=1 and .<=10				
survey > entrance_grp (1)		(Re	peate	ed group)	

- 1725, 11.25 AW	malawi_ori_accesibility_printable.num			
Field	Question	An	swer	
	Response constrained to: not(regex(.,'\n'.\*)[\p{Punct}](.\*)\$'))			
survey > entrance_grp (1) > ENTERING				
ob1 (required)	Does this entrance ([entrance name]) have a ramp?		1	Yes
( - 4 7	\(\(\begin{array}{cccccccccccccccccccccccccccccccccccc			No
				Unknown
ob2 (required)	Does this entrance ([entrance_name]) have steps?			Yes
(	Question relevant when: \${ob1} =0			No
				Unknown
survey > entrance grp (1) > ENTERIN	IG THE SCHOOL: [entrance name] > ob set1 ramp			
Group relevant when: \${ob1} =1				
ob3 (required)	Are there <b>safety barriers</b> to stop a wheelchair from falling off the side?		1	Yes
			0	No
			777	Unknown
survey > entrance_grp (1) > ENTER	ING THE SCHOOL: [entrance_name] > ob_set1_ramp > Ramp dimensions			
ob4 (required)				
	What is the height of the ramp (in cm)?			
	Response constrained to: .>=10 and .<=199			
ob5 (required)	What is the length of the base of the ramp (in cm)?			
	Response constrained to: .>=29 and .<=999			
survey > entrance_grp (1) > ENTER	ING THE SCHOOL: [entrance_name] > ob_set1_ramp > Ramp condition			
ob6 (required)	Is the ramp <b>surface</b> even, unbroken and free of obstacles to using it?		1	Yes
			0	No
			777	Unknown
ob7 (required)	Is the area <b>around</b> the ramp even, well-maintained and free of obstacles?		1	Yes
			0	No
			777	Unknown
ob8 (required)	Where does the ramp lead to?		1	Open entrance (no door or
				steps/lips)
			2	Entrance with door or
				steps/lip
			3	Flat landing before entrance
			999	Other
ob8_oth (required)	Describe where the ramp leads to:			
	Question relevant when: \${ob8} =999			
	Response constrained to: not(regex(.,'^(.*)[\p{Punct}](.*)\$'))			
ob9 (required)	Once inside the entrance ([entrance_name]), are there any steps to enter the classroom/structure?			Yes
				No
				Unknown
ob10 (required)	How many steps are there?		1 0	
	Question relevant when: \${ob9} =1		2 M	ore than one
ramp_audit	Photograph the ramp you are recording.  Random audit of 10% of ramp observations.			
	Question relevant when: \${ramp_auditselect} =1			
ob11 (required)	Are there any areas of the school that a child in a wheelchair cannot enter because all available entrances have		1 Ye	es
	steps?		0 N	0
note_section3b	SECTION 3B: SCHOOL OBSERVATIONS - MOVING THROUGH THE SCHOOL			
survey > MOVING THROUGH THE SCHO	OOL			
ob12 (required)	Does the school have multiple storeys (i.e. storeys above ground floor?)		1	Yes
			0	No
			777	Unknown
ob13 (required)	How many classrooms are not on the ground floor?			
	Question relevant when: \${ob12} =1			
	Response constrained to: .>=0 and .<=10			
ob14 (required)	Do all the stairs between storeys have handrails?		1	Yes
	Question relevant when: \${ob12} =1		0	No
			777	Unknown
ob15 (required)	What is the main material of the floor inside the school?		1	Earth/Sand/Dung
	Record observation. If school occupies multiple buildings, use the main or largest building to answer.			Wood planks
				Polished wood
			4	Cement
				Carpet
			6	Tiles
				Other
ob16 (required)	Are the floors free from rocks, sand or mud?  Record observation. If school occuries multiple buildings use the main or largest building to answer.		1	Yes
ob16 (required)	Are the floors free from rocks, sand or mud?  Record observation. If school occupies multiple buildings, use the main or largest building to answer.		1	Yes No
ob16 (required) note section3c			1	Yes

ield	Question	An	swer	r
survey > CLASSROOMS				
classroom_count (required)	How many classrooms are you recording?  Record the total number of permanent and temporary stuctures used for teaching.  Response constrained to: .>=0 and .<=20			
survey > CLASSROOMS > classroom_	grp (1)	(Repeated group)		
classroom_name (required)	Describe which class this clasroom is allocated to or its location:  Response constrained to: not(regex(.,'^(.*)[p{Punct}](.*)\$'))			
survey > CLASSROOMS > classroom	n_grp (1) > CLASSROOM: [classroom_name]			
ob17 (required)	Are the doors to this classrooms wide enough for a student using a wheelchair to pass through?		1	Yes
			0	No
				Not applicable
			777	Unknown
ob18 (required)	Do some classroom desks and tables have knee-space clearance for children who use wheelchairs?	H	1	Yes
				No Not applicable
				Not applicable Unknown
ob19 (required)	Are black/whiteboards mounted and located at a height low enough to be reached by smaller children and children		1	Yes
ob 19 (required)	who use wheelchairs?		-	No
				Not applicable
				Unknown
ob20 (required)	Does this room have a room name or number in Braille?			Yes
•			-	No
			777	Unknown
note_section3e	SECTION 3D: SCHOOL OBSERVATIONS - WASH			
survey > WASH				
water_source (required)	What is the main source of drinking water provided by the school?		1	Piped water supply
	Check one - most frequently used br/>-f there is more than one source, the one used most frequently for drinking water should be selected. If children need to bring water from home because water is not provided by the school, "no water source" should be selected.		2	Tube well or borehole
			9	Public tap/standpipe
			3	Protected well/spring
			4	Rainwater
		H	5	Unprotected well/spring
		$\vdash$	6	Packaged bottled water
			7	Tanker-truck or cart
			0	Confess makes (leter since
			8	
				Surface water (lake, rive stream)  No water source
			777	stream)
survey > WASH > Accessibility of water			777	stream)  No water source
Group relevant when: \${water_source	a} !=777		777	stream) No water source Other
			777	stream) No water source Other
Group relevant when: \${water_source	e) !=777  Observe if the source of drinking water is accessible to those with limited mobility or vision:		777 999	stream) No water source Other
Group relevant when: \${water_source} water_acc_limit_mobvis2	e) !=777  Observe if the source of drinking water is accessible to those with limited mobility or vision:		777 999 1 Ye 0 N	stream) No water source Other
Group relevant when: \${water_source} water_acc_limit_mobvis2 water_acc_limit_mobvis2_1 (required)	e) !=777  Observe if the source of drinking water is accessible to those with limited mobility or vision:		777 999 1 Ye 0 N 1 Ye	stream) No water source Other  es lo lo
Group relevant when: \${water_source} water_acc_limit_mobvis2 water_acc_limit_mobvis2_1 (requirect)	Observe if the source of drinking water is accessible to those with limited mobility or vision:  Path to water source is clear		777 999 1 Ye 0 N 1 Ye 0 N	stream)  No water source  Other  es lo lo les
Water_acc_limit_mobvis2_1 (required water_acc_limit_mobvis2_1) (required water_acc_limit_mobvis2_2) (required water_acc_limit_mobvis2_2) (required water_acc_limit_mobvis2_2) (required water_acc_limit_mobvis2_2)	Observe if the source of drinking water is accessible to those with limited mobility or vision:  Path to water source is clear		777 999 1 Ye 0 N 1 Ye 0 N 1 Ye	stream) No water source Other  es lo lo les lo
Water_acc_limit_mobvis2_1 (required water_acc_limit_mobvis2_1) (required water_acc_limit_mobvis2_2) (required water_acc_limit_mobvis2_2) (required water_acc_limit_mobvis2_2) (required water_acc_limit_mobvis2_2)	Observe if the source of drinking water is accessible to those with limited mobility or vision:  Path to water source is clear  Path to water source does not have stairs or steps and is free from obstructions		7777 9999 1 Y Y O N N 1 Y Y O N N 1 Y Y O N N	stream) No water source Other  es lo es lo es
Water_acc_limit_mobvis2_1 (required water_acc_limit_mobvis2_1) water_acc_limit_mobvis2_2 (required water_acc_limit_mobvis2_2) (required water_acc_limit_mobvis2_3) (required water_acc_limit_mobvis2_3) (required water_acc_limit_mobvis2_3)	Observe if the source of drinking water is accessible to those with limited mobility or vision:  Path to water source is clear  Path to water source does not have stairs or steps and is free from obstructions		7777 9999  1 Y0 N	stream) No water source Other  es lo es lo es lo es
Water_acc_limit_mobvis2_1 (required water_acc_limit_mobvis2_1) water_acc_limit_mobvis2_2 (required water_acc_limit_mobvis2_2) (required water_acc_limit_mobvis2_3) (required water_acc_limit_mobvis2_3) (required water_acc_limit_mobvis2_3)	Observe if the source of drinking water is accessible to those with limited mobility or vision:  Path to water source is clear  Path to water source does not have stairs or steps and is free from obstructions  Path to water source is marked with posts or stones		7777 9999 1 YO N 1 YO N 1 YO N 1 YO N	stream) No water source Other  Other  es lo lo les
Water_acc_limit_mobvis2_1 (required water_acc_limit_mobvis2_2 (required water_acc_limit_mobvis2_3 (required water_acc_limit_mobvis2_3 (required water_acc_limit_mobvis2_4 (required	Observe if the source of drinking water is accessible to those with limited mobility or vision:  Path to water source is clear  Path to water source does not have stairs or steps and is free from obstructions  Path to water source is marked with posts or stones		7777 9999 1 Y Y O N 1 Y O N	stream) No water source Other  Other  es lo lo les
water_acc_limit_mobvis2_1 (required water_acc_limit_mobvis2_2 (required water_acc_limit_mobvis2_3 (required water_acc_limit_mobvis2_3 (required water_acc_limit_mobvis2_4 (required water_acc_limit_mobvis2_5 (required	Observe if the source of drinking water is accessible to those with limited mobility or vision:  Path to water source is clear  Path to water source does not have stairs or steps and is free from obstructions  Path to water source is marked with posts or stones  Path to water source has age-appropriate handrails  Water source has a tap can be reached from a seated position		1 Y/0 N 1 Y/0	stream) No water source Other  Other  es lo es
water_acc_limit_mobvis2_1 (required water_acc_limit_mobvis2_2 (required water_acc_limit_mobvis2_3 (required water_acc_limit_mobvis2_3 (required water_acc_limit_mobvis2_4 (required water_acc_limit_mobvis2_5 (required	Observe if the source of drinking water is accessible to those with limited mobility or vision:  Path to water source is clear  Path to water source does not have stairs or steps and is free from obstructions  Path to water source is marked with posts or stones  Path to water source has age-appropriate handrails		7777 999  1 You N 1 Y Y 1 Y 1 Y 1 Y 1 Y 1 Y 1 Y 1 Y 1 Y 1	stream) No water source Other  es lo les
water_acc_limit_mobvis2_1 (required water_acc_limit_mobvis2_1 (required water_acc_limit_mobvis2_2 (required water_acc_limit_mobvis2_3 (required water_acc_limit_mobvis2_4 (required water_acc_limit_mobvis2_5 (required water_acc_limit_mobvis2_6 (required water_acc_limit_mobvis2_6 (required	Observe if the source of drinking water is accessible to those with limited mobility or vision:  Path to water source is clear  Path to water source does not have stairs or steps and is free from obstructions  Path to water source is marked with posts or stones  Path to water source has age-appropriate handralls  Water source has a tap can be reached from a seated position  Water source has a tap that can be opened/closed with minimal effort with one closed fist or with feet		1 Y 999  1 Y 0 N 1 Y 0 N 1 Y 0 N 1 Y 0 N 1 Y 0 N 1 Y 0 N 1 Y 0 N 1 Y 0 N 1 Y 0 N 1 Y 0 N 1 Y 0 N 1 Y 0 N	stream) No water source Other  es lo lo les lo
water_acc_limit_mobvis2_1 (required water_acc_limit_mobvis2_2 (required water_acc_limit_mobvis2_3 (required water_acc_limit_mobvis2_3 (required water_acc_limit_mobvis2_4 (required water_acc_limit_mobvis2_5 (required	Observe if the source of drinking water is accessible to those with limited mobility or vision:  Path to water source is clear  Path to water source does not have stairs or steps and is free from obstructions  Path to water source is marked with posts or stones  Path to water source has age-appropriate handrails  Water source has a tap can be reached from a seated position  Water source has a tap that can be opened/closed with minimal effort with one closed fist or with feet  Ask to see the toilet facilities for learners not teachers. Have someone from the school accompany you to answer		1 Y 999  1 Y 0 N 1 Y 0 N 1 Y 0 N 1 Y 0 N 1 Y 0 N 1 Y 0 N 1 Y 0 N 1 Y 0 N 1 Y 0 N 1 Y 0 N 1 Y 1 Y 1 Y 1 Y 1 Y 1 Y 1 Y 1 Y 1 Y 1 Y	stream) No water source Other  es lo es
water_acc_limit_mobvis2_1 (required water_acc_limit_mobvis2_1 (required water_acc_limit_mobvis2_2 (required water_acc_limit_mobvis2_3 (required water_acc_limit_mobvis2_4 (required water_acc_limit_mobvis2_5 (required water_acc_limit_mobvis2_6 (required water_acc_limit_mobvis2_6 (required	Observe if the source of drinking water is accessible to those with limited mobility or vision:  Path to water source is clear  Path to water source does not have stairs or steps and is free from obstructions  Path to water source is marked with posts or stones  Path to water source has age-appropriate handralls  Water source has a tap can be reached from a seated position  Water source has a tap that can be opened/closed with minimal effort with one closed fist or with feet		1 Yo N 1	stream) No water source Other  es lo lo les lo
water_acc_limit_mobvis2_1 (required water_acc_limit_mobvis2_1 (required water_acc_limit_mobvis2_2 (required water_acc_limit_mobvis2_3 (required water_acc_limit_mobvis2_4 (required water_acc_limit_mobvis2_5 (required water_acc_limit_mobvis2_6 (required water_acc_limit_mobvis2_6 (required	Observe if the source of drinking water is accessible to those with limited mobility or vision:  Path to water source is clear  Path to water source does not have stairs or steps and is free from obstructions  Path to water source is marked with posts or stones  Path to water source has age-appropriate handrails  Water source has a tap can be reached from a seated position  Water source has a tap that can be opened/closed with minimal effort with one closed fist or with feet  Ask to see the toilet facilities for learners not teachers. Have someone from the school accompany you to answer		1 YY 0 N 1 YY 1 YY	stream) No water source Other  Other  es lo lo les les lo les les lo les
water_acc_limit_mobvis2_1 (required)  water_acc_limit_mobvis2_1 (required)  water_acc_limit_mobvis2_2 (required)  water_acc_limit_mobvis2_3 (required)  water_acc_limit_mobvis2_4 (required)  water_acc_limit_mobvis2_5 (required)  toilet_obs (required)	Observe if the source of drinking water is accessible to those with limited mobility or vision:  Path to water source is clear  Path to water source does not have stairs or steps and is free from obstructions  Path to water source is marked with posts or stones  Path to water source has age-appropriate handrails  Water source has a tap can be reached from a seated position  Water source has a tap that can be opened/closed with minimal effort with one closed fist or with feet  Ask to see the toilet facilities for learners not teachers. Have someone from the school accompany you to answer questions and record your observations as indicated. Are you able to view the toilet facilities?		1 YY 0 N 1 YY 1 YY	stream)  No water source  Other  Other  es lo lo les lo les lo les lo les
water_acc_limit_mobvis2_1 (required)  water_acc_limit_mobvis2_1 (required)  water_acc_limit_mobvis2_2 (required)  water_acc_limit_mobvis2_3 (required)  water_acc_limit_mobvis2_4 (required)  water_acc_limit_mobvis2_5 (required)  water_acc_limit_mobvis2_6 (required)  toilet_obs (required)	Observe if the source of drinking water is accessible to those with limited mobility or vision:  Path to water source is clear  Path to water source does not have stairs or steps and is free from obstructions  Path to water source is marked with posts or stones  Path to water source has age-appropriate handrails  Water source has a tap can be reached from a seated position  Water source has a tap that can be opened/closed with minimal effort with one closed fist or with feet  Ask to see the toilet facilities for learners not teachers. Have someone from the school accompany you to answer questions and record your observations as indicated. Are you able to view the toilet facilities?		1 Y Y O N 1 Y	stream)  No water source  Other  Othe
water_acc_limit_mobvis2_1 (required)  water_acc_limit_mobvis2_1 (required)  water_acc_limit_mobvis2_2 (required)  water_acc_limit_mobvis2_3 (required)  water_acc_limit_mobvis2_4 (required)  water_acc_limit_mobvis2_5 (required)  toilet_obs (required)	Observe if the source of drinking water is accessible to those with limited mobility or vision:  Path to water source is clear  Path to water source does not have stairs or steps and is free from obstructions  Path to water source is marked with posts or stones  Path to water source has age-appropriate handrails  Water source has a tap can be reached from a seated position  Water source has a tap that can be opened/closed with minimal effort with one closed fist or with feet  Ask to see the toilet facilities for learners not teachers. Have someone from the school accompany you to answer questions and record your observations as indicated. Are you able to view the toilet facilities?		1 YY 0 N 1 YY 1 YY	stream) No water source Other
water_acc_limit_mobvis2_1 (required)  water_acc_limit_mobvis2_2 (required)  water_acc_limit_mobvis2_3 (required)  water_acc_limit_mobvis2_4 (required)  water_acc_limit_mobvis2_5 (required)  water_acc_limit_mobvis2_6 (required)  toilet_obs (required)  survey > WASH > Accessibility of toilets  Group relevant when: \$\footnote{s}\text{toilet_obs} = 0.0000000000000000000000000000000000	Observe if the source of drinking water is accessible to those with limited mobility or vision:  Path to water source is clear  Path to water source does not have stairs or steps and is free from obstructions  Path to water source is marked with posts or stones  Path to water source has age-appropriate handrails  Water source has a tap can be reached from a seated position  Water source has a tap that can be opened/closed with minimal effort with one closed fist or with feet  Ask to see the toilet facilities for learners not teachers. Have someone from the school accompany you to answer questions and record your observations as indicated. Are you able to view the toilet facilities?		1 Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y	stream)  No water source  Other  es lo lo les lo
water_acc_limit_mobvis2_1 (required)  water_acc_limit_mobvis2_1 (required)  water_acc_limit_mobvis2_2 (required)  water_acc_limit_mobvis2_3 (required)  water_acc_limit_mobvis2_4 (required)  water_acc_limit_mobvis2_5 (required)  water_acc_limit_mobvis2_6 (required)  toilet_obs (required)	Observe if the source of drinking water is accessible to those with limited mobility or vision:  Path to water source is clear  Path to water source does not have stairs or steps and is free from obstructions  Path to water source is marked with posts or stones  Path to water source has age-appropriate handrails  Water source has a tap can be reached from a seated position  Water source has a tap that can be opened/closed with minimal effort with one closed fist or with feet  Ask to see the toilet facilities for learners not teachers. Have someone from the school accompany you to answer questions and record your observations as indicated. Are you able to view the toilet facilities?  Observe if there at least one accessible, functional, and private toilet for those with limited mobility or vision:		1 Y 999  1 Y 999  1 Y 999  1 Y 90 N 1 Y	stream)  No water source  Other  es lo lo les lo
water_acc_limit_mobvis2_1 (required)  water_acc_limit_mobvis2_2 (required)  water_acc_limit_mobvis2_3 (required)  water_acc_limit_mobvis2_4 (required)  water_acc_limit_mobvis2_5 (required)  water_acc_limit_mobvis2_6 (required)  toilet_obs (required)  survey > WASH > Accessibility of toilets  Group relevant when: \$\footnote{s}(toilet_obs) = 100000000000000000000000000000000000	Observe if the source of drinking water is accessible to those with limited mobility or vision:  Path to water source is clear  Path to water source does not have stairs or steps and is free from obstructions  Path to water source is marked with posts or stones  Path to water source has age-appropriate handrails  Water source has a tap can be reached from a seated position  Water source has a tap that can be opened/closed with minimal effort with one closed fist or with feet  Ask to see the toilet facilities for learners not teachers. Have someone from the school accompany you to answer questions and record your observations as indicated. Are you able to view the toilet facilities?  Observe if there at least one accessible, functional, and private toilet for those with limited mobility or vision:		1 Y 999  1 Y 0 N	stream)  No water source  Other  es lo lo les lo
water_acc_limit_mobvis2_1 (required)  water_acc_limit_mobvis2_1 (required)  water_acc_limit_mobvis2_2 (required)  water_acc_limit_mobvis2_3 (required)  water_acc_limit_mobvis2_4 (required)  water_acc_limit_mobvis2_5 (required)  water_acc_limit_mobvis2_6 (required)  survey > WASH > Accessibility of toilet:     Group relevant when: \${toilet_obs} = toilet_limit_mobvis2_1 (required)	Observe if the source of drinking water is accessible to those with limited mobility or vision:  Death to water source is clear  Path to water source does not have stairs or steps and is free from obstructions  Path to water source is marked with posts or stones  Path to water source has age-appropriate handrails  Water source has a tap can be reached from a seated position  Water source has a tap that can be opened/closed with minimal effort with one closed fist or with feet  Ask to see the toilet facilities for learners not teachers. Have someone from the school accompany you to answer questions and record your observations as indicated. Are you able to view the toilet facilities?  Observe if there at least one accessible, functional, and private toilet for those with limited mobility or vision:  Path to toilet is clear		1 Y Y O N O N O N O N O N O N O N O N O N	No water source Other  es lo lo les

eld	Question	An	swe	er
			0	No
toilet_limit_mobvis2_4 (required)	Door to toilet is wide enough for wheelchair user to enter		1	Yes
			0	No
toilet_limit_mobvis2_5 (required)	Door to toilet has a handrail to close it		1	Yes
			0	No
toilet_limit_mobvis2_6 (required)	Door to toilet can be locked		1	Yes
			0	No
toilet_limit_mobvis2_7 (required)	Space inside toilet is wide enough for wheelchair user to turn freely		1	Yes
			0	No
toilet_limit_mobvis2_8 (required)	Space inside toilet has a handrail		1	Yes
			0	No
toilet_limit_mobvis2_9 (required)	Toilet has seat that is static or removable		1	Yes
			0	No
hwfac (required)	Are there handwashing facilities at the school?		1	Yes
( ) ( )	A handwashing facility is any device or infrastructure that enables students to wash their hands effectively using running water, such as a sink with tap, water tank with tap, bucket with tap, tippy tap, or other similar device. Note: a shared bucket used for		0	
	dipping hands is not considered an effective handwashing facility.			
survey > WASH > Accessibility of hand	lwashing facility:			
Group relevant when: \${hwfac} =1	Ta			
hwfac_limit_mobvis2_1	Observe if handwashing facilities are accessible to those with limited mobility or vision:			Yes
			0	
hwfac_limit_mobvis2_2 (required)	Path to handwashing facility is clear		1	Yes
			0	No
hwfac_limit_mobvis2_3 (required)	Path to handwashing facility does not have stairs or steps and is free from obstructions		1	Yes
			0	No
hwfac_limit_mobvis2_4 (required)	Path to handwashing facility is marked with posts or stones		1	Yes
			0	No
hwfac_limit_mobvis2_5 (required)	Path to handwashing facility has age-appropriate handrails		1	Yes
			0	
hwfac_limit_mobvis2_6 (required)	Handwashing facility has a tap that can be reached from a seated position			Yes
as (	Trailed and the course of the course of the course position		0	
hwfac_limit_mobvis2_7 (required)	Handwashing facility has a tap that can be opened/closed with minimal effort with one closed fist or with feet	$\vdash$		Yes
nwiac_iiiii_nobvisz_/ (required)		H	0	
underen una visi anno (un queixa al)	Military of the fellowing was interesting by management by given a second and a second	Н		
mhm_provisions (required)	Which of the following provisions for menstrual hygiene management are available at the school? Select multiple.	H	0	
		H	1	
			5	
			_	
			2	, , ,
			6	Disposal mechanism for
			6	Disposal mechanism for MHM materials
			6	Disposal mechanism for MHM materials MHM education
			6 3 999	Disposal mechanism for MHM materials MHM education 9 Other
			6 3 999	Disposal mechanism for MHM materials MHM education 9 Other 7 Don't know
			6 3 999	Disposal mechanism for MHM materials MHM education 9 Other
survey > WASH > Accessibility of wate			6 3 999	Disposal mechanism fo MHM materials MHM education 9 Other 7 Don't know
Group relevant when: selected( \${mi	hm_provisions} , '5')		6 3 999 777 4	Disposal mechanism for MHM materials MHM education 9 Other 7 Don't know Not applicable
			3 999 777 4	Disposal mechanism fo MHM materials MHM education 9 Other 7 Don't know Not applicable
Group relevant when: selected( \${m.mhm_provisions_5}	Observe if the water and soap for menstrual hygiene is accessible:		3 999 777 4	Disposal mechanism fo MHM materials MHM education 9 Other 7 Don't know Not applicable  Yes
Group relevant when: selected( \${mi	hm_provisions} , '5')		3 999 777 4	Disposal mechanism for MHM materials MHM education 9 Other 7 Don't know Not applicable
Group relevant when: selected( \${m.mhm_provisions_5}	Observe if the water and soap for menstrual hygiene is accessible:		3 999 777 4	Disposal mechanism fo MHM materials MHM education 9 Other 7 Don't know Not applicable
Group relevant when: selected( \${m. mhm_provisions_5}	Observe if the water and soap for menstrual hygiene is accessible:		3 999 777 4	Disposal mechanism fo MHM materials MHM education 9 Other 7 Don't know Not applicable
Group relevant when: selected( \${m, mhm_provisions_5}  mhm_provisions_5_1 (required)	hm_provisions} , '5')  Observe if the water and soap for menstrual hygiene is accessible:  Path to water and soap for menstrual hygiene is clear		3 999 777 4	Disposal mechanism fo MHM materials MHM education 9 Other 7 Don't know Not applicable Yes No Yes
Group relevant when: selected( \${m, mhm_provisions_5}  mhm_provisions_5_1 (required)	hm_provisions} , '5')  Observe if the water and soap for menstrual hygiene is accessible:  Path to water and soap for menstrual hygiene is clear		1 1 0 1 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0	Disposal mechanism fo MHM materials MHM education 9 Other 7 Don't know Not applicable Yes No Yes
mhm_provisions_5_1 (required)  mhm_provisions_5_2 (required)	Observe if the water and soap for menstrual hygiene is accessible:  Path to water and soap for menstrual hygiene is clear  Path to water and soap for menstrual hygiene does not have stairs or steps and is free from obstructions		1 1 0 1 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0	Disposal mechanism fo MHM materials MHM education Other Don't know Not applicable  Yes No Yes No Yes
mhm_provisions_5_1 (required)  mhm_provisions_5_2 (required)	Observe if the water and soap for menstrual hygiene is accessible:  Path to water and soap for menstrual hygiene is clear  Path to water and soap for menstrual hygiene does not have stairs or steps and is free from obstructions		3 999 777 4 1 1 0 1 1 0 1 0 1 0 0 0 1 0	Disposal mechanism fo MHM materials MHM education Other Don't know Not applicable  Yes No Yes No Yes
mhm_provisions_5_1 (required)  mhm_provisions_5_2 (required)  mhm_provisions_5_3 (required)	Observe if the water and soap for menstrual hygiene is accessible:  Path to water and soap for menstrual hygiene is clear  Path to water and soap for menstrual hygiene does not have stairs or steps and is free from obstructions  Path to water and soap for menstrual hygiene is marked with posts or stones		3 999 777 4 1 1 0 1 1 0 1 0 1 0 0 0 1 0	Disposal mechanism fo MHM materials MHM education 9 Other 7 Don't know Not applicable  Yes No Yes No Yes No Yes
mhm_provisions_5_1 (required)  mhm_provisions_5_2 (required)  mhm_provisions_5_3 (required)	Observe if the water and soap for menstrual hygiene is accessible:  Path to water and soap for menstrual hygiene is clear  Path to water and soap for menstrual hygiene does not have stairs or steps and is free from obstructions  Path to water and soap for menstrual hygiene is marked with posts or stones		6 3 999 777 4 1 1 0 1 1 0 1 0 1 0	Disposal mechanism fo MHM materials MHM education 9 Other 7 Don't know Not applicable  Yes No Yes No Yes No Yes
mhm_provisions_5_1 (required)  mhm_provisions_5_1 (required)  mhm_provisions_5_2 (required)  mhm_provisions_5_3 (required)  mhm_provisions_5_4 (required)	Observe if the water and soap for menstrual hygiene is accessible:  Path to water and soap for menstrual hygiene is clear  Path to water and soap for menstrual hygiene does not have stairs or steps and is free from obstructions  Path to water and soap for menstrual hygiene is marked with posts or stones  Path to water and soap for menstrual hygiene has age-appropriate handrails		6 3 999 777 4 1 1 0 1 1 0 1 0 1 0	Disposal mechanism fo MHM materials MHM education 9 Other 7 Don't know Not applicable Yes No
mhm_provisions_5_1 (required)  mhm_provisions_5_2 (required)  mhm_provisions_5_3 (required)  mhm_provisions_5_3 (required)  mhm_provisions_5_4 (required)	Observe if the water and soap for menstrual hygiene is accessible:  Path to water and soap for menstrual hygiene is clear  Path to water and soap for menstrual hygiene does not have stairs or steps and is free from obstructions  Path to water and soap for menstrual hygiene is marked with posts or stones  Path to water and soap for menstrual hygiene has age-appropriate handrails		6 3 999 777 4 1 0 1 0 1 0 1 0 1 0	Disposal mechanism fo MHM materials MHM education 9 Other 7 Don't know Not applicable Yes No
mhm_provisions_5_1 (required)  mhm_provisions_5_1 (required)  mhm_provisions_5_2 (required)  mhm_provisions_5_3 (required)  mhm_provisions_5_4 (required)  mhm_provisions_5_5 (required)	Observe if the water and soap for menstrual hygiene is accessible:  Path to water and soap for menstrual hygiene is clear  Path to water and soap for menstrual hygiene does not have stairs or steps and is free from obstructions  Path to water and soap for menstrual hygiene is marked with posts or stones  Path to water and soap for menstrual hygiene has age-appropriate handrails  Water and soap for menstrual hygiene can be reached from a seated position		6 3 999 777 4 1 0 1 0 1 0 1 0 1 0	Disposal mechanism fo MHM materials MHM education 9 Other 7 Don't know Not applicable  Yes No
mhm_provisions_5_1 (required)  mhm_provisions_5_1 (required)  mhm_provisions_5_2 (required)  mhm_provisions_5_3 (required)  mhm_provisions_5_4 (required)  mhm_provisions_5_5 (required)  mhm_provisions_5_6 (required)	Observe if the water and soap for menstrual hygiene is accessible:  Path to water and soap for menstrual hygiene does not have stairs or steps and is free from obstructions  Path to water and soap for menstrual hygiene does not have stairs or steps and is free from obstructions  Path to water and soap for menstrual hygiene is marked with posts or stones  Path to water and soap for menstrual hygiene has age-appropriate handrails  Water and soap for menstrual hygiene can be reached from a seated position  Water for menstrual hygiene has a tap that can be opened/closed with minimal effort with one closed fist or with feet		6 3 999 777 4 1 0 1 0 1 0 1 0 1 0 1 0 1 0 0 1	Disposal mechanism fo MHM materials MHM education 9 Other 7 Don't know Not applicable Yes No
mhm_provisions_5_1 (required)  mhm_provisions_5_1 (required)  mhm_provisions_5_2 (required)  mhm_provisions_5_3 (required)  mhm_provisions_5_4 (required)  mhm_provisions_5_5 (required)	Observe if the water and soap for menstrual hygiene is accessible:  Path to water and soap for menstrual hygiene is clear  Path to water and soap for menstrual hygiene does not have stairs or steps and is free from obstructions  Path to water and soap for menstrual hygiene is marked with posts or stones  Path to water and soap for menstrual hygiene has age-appropriate handrails  Water and soap for menstrual hygiene can be reached from a seated position		6 3 999 777 4 1 0 1 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1	Disposal mechanism fo MHM materials MHM education Other Don't know Not applicable  Yes No Yes
mhm_provisions_5_1 (required)  mhm_provisions_5_1 (required)  mhm_provisions_5_2 (required)  mhm_provisions_5_3 (required)  mhm_provisions_5_4 (required)  mhm_provisions_5_5 (required)  mhm_provisions_5_6 (required)  mhm_provisions_5_6 (required)	Observe if the water and soap for menstrual hygiene is accessible:  Path to water and soap for menstrual hygiene does not have stairs or steps and is free from obstructions  Path to water and soap for menstrual hygiene is marked with posts or stones  Path to water and soap for menstrual hygiene is marked with posts or stones  Path to water and soap for menstrual hygiene has age-appropriate handrails  Water and soap for menstrual hygiene can be reached from a seated position  Water for menstrual hygiene has a tap that can be opened/closed with minimal effort with one closed fist or with feet  Water and soap for menstrual hygiene are within a latrine superstructure		6 3 999 777 4 1 0 1 0 1 0 1 0 1 0 1 0 1 0 0 1	Disposal mechanism for MHM materials MHM education Other Don't know Not applicable  Yes No Yes
mhm_provisions_5_1 (required)  mhm_provisions_5_1 (required)  mhm_provisions_5_2 (required)  mhm_provisions_5_3 (required)  mhm_provisions_5_4 (required)  mhm_provisions_5_5 (required)  mhm_provisions_5_6 (required)  mhm_provisions_5_6 (required)  survey > WASH > Accessibility of disposed	Observe if the water and soap for menstrual hygiene is accessible:  Path to water and soap for menstrual hygiene does not have stairs or steps and is free from obstructions  Path to water and soap for menstrual hygiene is marked with posts or stones  Path to water and soap for menstrual hygiene is marked with posts or stones  Path to water and soap for menstrual hygiene has age-appropriate handrails  Water and soap for menstrual hygiene can be reached from a seated position  Water for menstrual hygiene has a tap that can be opened/closed with minimal effort with one closed fist or with feet  Water and soap for menstrual hygiene are within a latrine superstructure		6 3 999 777 4 1 0 1 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1	Disposal mechanism fo MHM materials MHM education Other Don't know Not applicable  Yes No Yes
mhm_provisions_5_1 (required)  mhm_provisions_5_1 (required)  mhm_provisions_5_2 (required)  mhm_provisions_5_3 (required)  mhm_provisions_5_4 (required)  mhm_provisions_5_5 (required)  mhm_provisions_5_6 (required)  mhm_provisions_5_6 (required)  survey > WASH > Accessibility of disp.  Group relevant when: selected (\${m}\$)	Observe if the water and soap for menstrual hygiene is accessible:  Path to water and soap for menstrual hygiene does not have stairs or steps and is free from obstructions  Path to water and soap for menstrual hygiene is marked with posts or stones  Path to water and soap for menstrual hygiene is marked with posts or stones  Path to water and soap for menstrual hygiene has age-appropriate handrails  Water and soap for menstrual hygiene can be reached from a seated position  Water for menstrual hygiene has a tap that can be opened/closed with minimal effort with one closed fist or with feet  Water and soap for menstrual hygiene are within a latrine superstructure		6 3 999 777 4 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0	Disposal mechanism for MHM materials MHM education 9 Other 7 Don't know Not applicable  Yes No
mhm_provisions_5_1 (required)  mhm_provisions_5_1 (required)  mhm_provisions_5_2 (required)  mhm_provisions_5_3 (required)  mhm_provisions_5_4 (required)  mhm_provisions_5_5 (required)  mhm_provisions_5_6 (required)  mhm_provisions_5_7 (required)  survey > WASH > Accessibility of disposed	Observe if the water and soap for menstrual hygiene is accessible:  Path to water and soap for menstrual hygiene does not have stairs or steps and is free from obstructions  Path to water and soap for menstrual hygiene is marked with posts or stones  Path to water and soap for menstrual hygiene is marked with posts or stones  Path to water and soap for menstrual hygiene has age-appropriate handrails  Water and soap for menstrual hygiene can be reached from a seated position  Water for menstrual hygiene has a tap that can be opened/closed with minimal effort with one closed fist or with feet  Water and soap for menstrual hygiene are within a latrine superstructure		6 3 999 777 4 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1	Disposal mechanism fo MHM materials MHM education 9 Other 7 Don't know Not applicable   Yes No
mhm_provisions_5   (required)  mhm_provisions_5_1 (required)  mhm_provisions_5_2 (required)  mhm_provisions_5_3 (required)  mhm_provisions_5_4 (required)  mhm_provisions_5_5 (required)  mhm_provisions_5_6 (required)  mhm_provisions_5_6 (required)  survey > WASH > Accessibility of dispressions provisions pro	Observe if the water and soap for menstrual hygiene is accessible:  Path to water and soap for menstrual hygiene does not have stairs or steps and is free from obstructions  Path to water and soap for menstrual hygiene is marked with posts or stones  Path to water and soap for menstrual hygiene is marked with posts or stones  Path to water and soap for menstrual hygiene has age-appropriate handrails  Water and soap for menstrual hygiene can be reached from a seated position  Water for menstrual hygiene has a tap that can be opened/closed with minimal effort with one closed fist or with feet  Water and soap for menstrual hygiene are within a latrine superstructure		6 3 999 777 4 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1	Disposal mechanism for MHM materials MHM education  Other Don't know Not applicable  Yes No Yes

Field	Question	An	Answer	
mhm_provisions_6_2 (required)	Are accessible from a seated position		1 Yes	
			0 No	
mhm_provisions_6_3 (required)	Have markers for people who experience difficulties seeing		1 Yes	
			0 No	
note_final	You have now completed the school survey. Please save and finalise the form.			
	Thank the head teacher and any teachers that helped you for participating.			
	Question relevant when: \${teach_consent} =1			
note_consent	The head teacher has not given you permission to conduct the survey at this school. Thank the teacher for their time.			
	Please save and finalise the form. Alert the office and leave the school.			
	Question relevant when: \${teach_consent} =0			
note_unable	You have made three visits to the school and have not been able to complete the survey.			
	Please save and finalise the form. Alert the office and leave the school.			
	Question relevant when: \${teach_consent} =2			
notes_school	Please record any notes or observations about this school:			
	Response constrained to: not(regex(.,'^(.*)\p{Punct}](.*)\$'))			