
WASH in Schools in Emergencies-Tropical Cyclone Winston Fiji Response

EH 590R DESIGN, DELIVERY AND ASSESSMENT OF WASH IN
SCHOOLS PROGRAMS (2016)

**Group V;Virisila Naisele, Joeli Duri, Josephine Wainiqolo, Akanisi
Wati, Rodney Lui, Jackson Mar & Igenasio Nasila**

FINAL PROJECT FOR EMORY UNIVERSITY COURSE |

Contents

Overview	3
Emergency response and cluster systems	4
WASH in Schools in Emergencies- (WinSiE)	5
Objective	5
Conceptual framework for WinSiE; TC Winston	6
Planning elements.....	7
Policy review and key national documents	7
Stakeholders; Roles and lead agencies	9
Theory of change	12
Problem tree; TC Winston WinSiE	13
Targeting criteria for WASH in Schools in emergencies	13
Assessment data and available information	14
WinS Emergency response planning; Budget	16
Monitoring and evaluation for WinS in Emergencies	17
Key recommendations	18
Appendix	19
Theory of Change- table.....	20
WASH ASSESSMENT BASELINE (DRAFT FOR CONSIDERATION)	22

Overview

Tropical Cyclone Winston 19 to 20 February, began its second passage through Fiji, this time as a Category 5 system with winds of 220 kmph, gusting up to 325 kmph, and this time through much more populated islands. Winston not only was the first Category 5 tropical cyclone of record to hit Fiji, but by the 20 February, became the strongest tropical cyclone of record in the Southern Hemisphere by maximum winds, peaking with 185 mph winds. At that time, Winston's eye was over Fiji's Koro Island, making it second only to Super Typhoon Haiyan as the strongest tropical cyclone to make landfall on record.

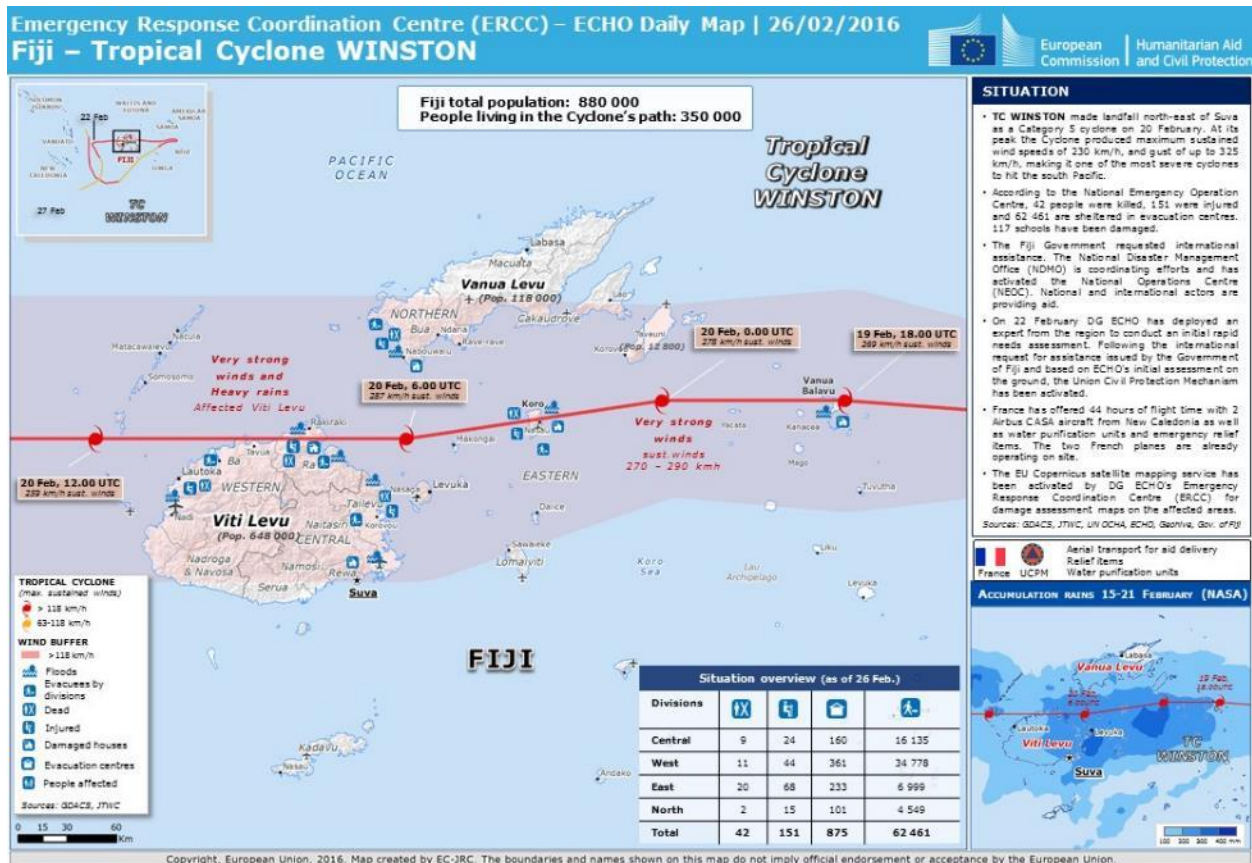


FIGURE 1: TC WINSTON PATH (26/02/16) SOURCE: EUROPEAN UNION

The devastation associated with TC Winston has impacted up to 26,000 children living in the direct path of the cyclone with more than 400,000 (165,000 children) who may potentially be affected by damages and other risks from winds, rain, flooding. Thousands of homes were damaged and in some places, entire villages were flattened; many hospitals and clinics have reported damages; schools have been seriously damaged and will be closed for at least a week. Over 750 evacuation centres were operationalized and used, many of which were schools. Often in many cases the burden of housing evacuees would place additional burdens on school infrastructure not to mention WASH needs of thousands of evacuees in these centers.

In Fiji the WASH in Schools (WinS) initiative comprises of a wide stakeholder base comprising of key line ministries; Ministry of Health and Medical Services (MoHMS), Ministry of Education (MoE), WASH Civil Society sector partners, development agencies, and faith based organisations.

Emergency response and cluster systems

In¹ international responses to humanitarian crises, some sectors have in the past benefited from having clearly mandated lead agencies. Accordingly, the lack of a lead agency has repeatedly led to ad hoc, unpredictable humanitarian responses, with inevitable capacity and response gaps in some areas. In response to this, the UN has introduced nine thematic clusters for coordination at both the field and global levels, with each field-level cluster led by a UN agency functioning as “provider of last resort” and which is accountable to the UN Humanitarian Coordinator. The nine clusters, together with their lead agencies, are:

1. Nutrition (UNICEF)
2. Health (WHO)
3. Water/Sanitation (UNICEF)
4. Emergency Shelter (UNHCR/IFRC)
5. Camp Coordination/Management (UNHCR/IOM)
6. Protection (UNHCR/OHCHR/UNICEF)
7. Early Recovery (UNDP)
8. Logistics (WFP)
9. Emergency Telecommunications (OCHA/UNICEF/WFP).

Clusters can be activated in response to both sudden emergencies as well as ongoing emergencies.

In the Pacific this situation is somewhat different where the national agencies responsible take the lead and coordinate the cluster systems with the UN lead agency taking a co-lead role. Therefore, the WASH cluster for Fiji during any emergency response mode will be the Ministry of Health & Medical Services, all partners and agencies national and divisional level also take their lead from the related cluster secretariat.

¹ <https://business.un.org/en/documents/249>

WASH in Schools in Emergencies- (WinSiE)

During the TC Winston response to ease the load of coordination for WASH in Schools, an intercluster mechanism was activated to coordinate all response and later recovery actions for WASH in Schools, this intercluster working group was formed between 2 key leads from the Education cluster (Ministry of Education) and the WASH cluster (Ministry of Health & Medical Services).

This mechanism was activated purely by the need to coordinate the WASH in Schools emergency response under the TC Winston national activities, and was put together with an endorsed strategy, a draft workplan and associated standards for WASH in Schools during an emergency situation.

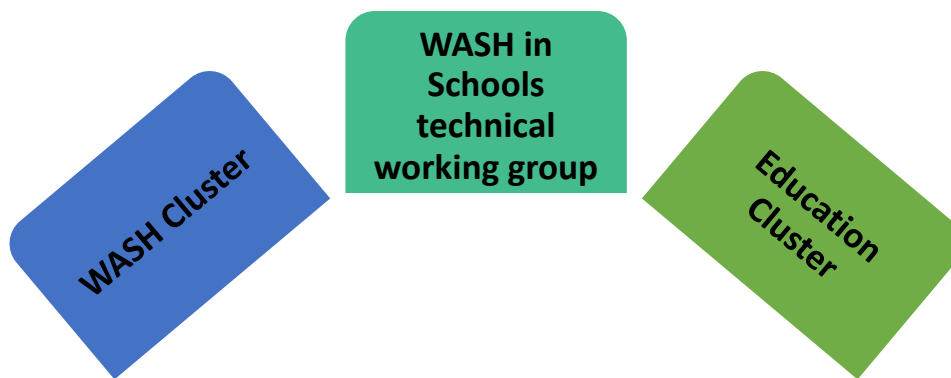


FIGURE 2: INTERCLUSTER WORKING GROUP FOR WINS

Objective

The central objective of this assignment will be to outline the basics of an emergency response for WASH in Schools for Fiji to assist response efforts to schools to achieve sustainable WASH services in schools affected by the Cyclone with an interim plan of action phased over 6-9 months and into early recovery.

Conceptual framework for WinSiE; TC Winston

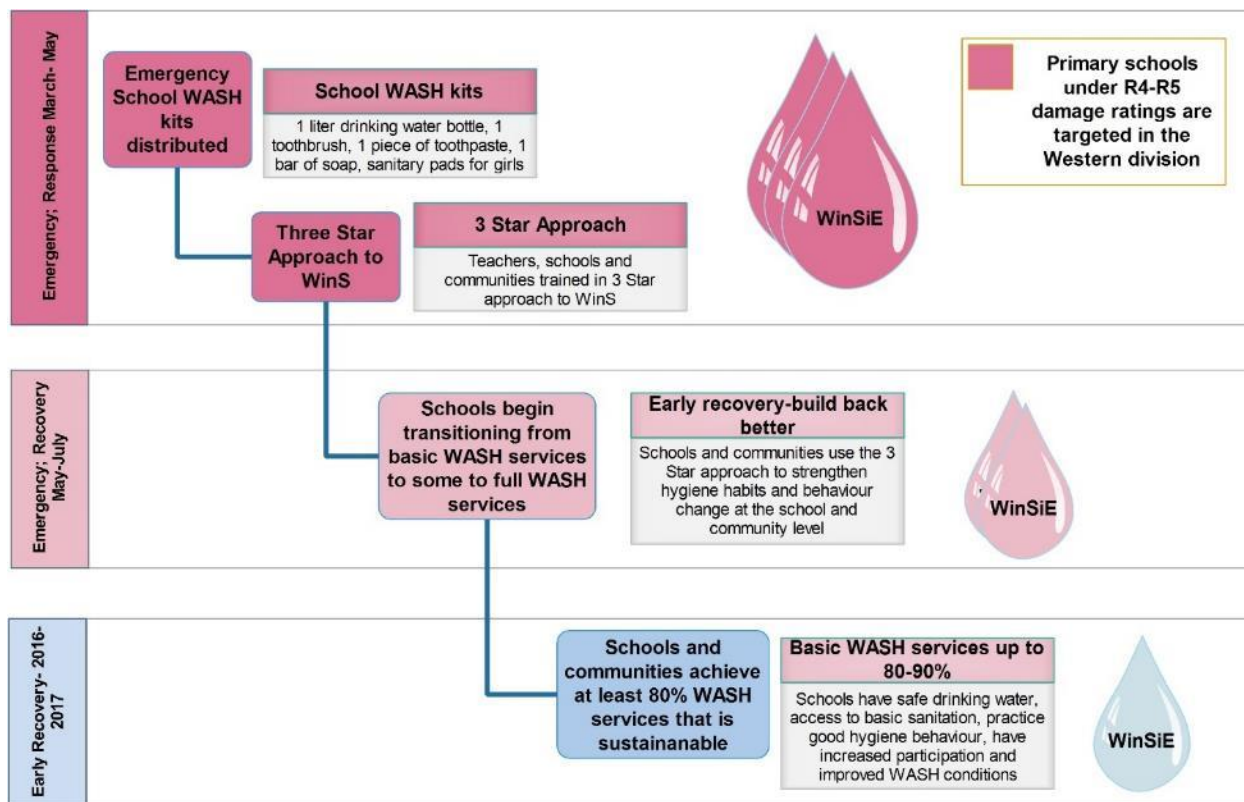


FIGURE 3: CONCEPTUAL FRAMEWORK FOR WINSIE

A principal part of the framework for WinSiE will be the use of the Three Star methodology as a vehicle to transition very basic to non-existent WASH services in schools from 0-10% WASH services to 80-90% WASH services. The three-star methodology and associated criteria for the WinSiE situational context can be as follows:

No Star	One Star	Two Star	Three Star
<ul style="list-style-type: none"> Limited/intermittent water supply Nonfunctional to no WASH infrastructure 	<ul style="list-style-type: none"> Some handwashing with soap in schools Toilets are cleaned and no open defecation Schools have drinking water bottles 	<ul style="list-style-type: none"> GHW² facilities built and hygiene promotion active MHM is inclusive in hygiene promotion activities Low cost water treatment methods available in schools 	<ul style="list-style-type: none"> School meets national standards for WASH infrastructure Communities support activities in WinS Budget for WASH consumables

² Group Handwashing Facilities

Planning elements

Policy review and key national documents

In Fiji at the national level during an emergency the Ministry of Education since 2012 formulated the Education in Emergencies policy which is built on the International Network for Education in Emergencies (INEE). This network consists of a network of more than 12,000 individual members and 130 partner organizations in 170 countries. INEE members are practitioners working for national and international NGOs and UN agencies, ministry of education and other government personnel, donors, students, teachers, and researchers who voluntarily join in the work related to education in emergencies.³

TABLE 1: KEY NATIONAL POLICY AND GUIDANCE DOCUMENTS IN WASH FOR FIJI

Key policy document	Key national agency	Key reference to WASH
Education in Emergencies policy (2012)	Ministry of Education *Ministry of Health*	<ul style="list-style-type: none"> MoE- Immediate response, restoration of essential services and WinS infrastructure to enable opening of schools- 7; rehabilitation of WASH infrastructure and facilities
Education Act (1978)	Ministry of Education *Ministry of Health*	<ul style="list-style-type: none"> Part VI- Control of schools; Health and Safety- school closures when school 'conditions are detrimental to the physical, mental or moral welfare of the pupils'
Early Childhood Education (2013)	Ministry of Education	<ul style="list-style-type: none"> Annex B- Minimum infrastructure requirements (Playroom and indoor area- 8, Standing taps and or a shower with proper drainage/wash basins should be provided for washing hands. Soap should be available at all times for washing hands. Clean hand towels should also be provided and hung within children"s reach.' Annex C- Necessary equipment for a kindergarten- '15. Washing soap, toilet soap and toilet paper.'
Minimum standards on WASH in Schools Infrastructure (2012)	Ministry of Education	<ul style="list-style-type: none"> This document is a comprehensive assessment of the basic minimum standards for WASH which are required for all schools; 'encompasses compliance with national policy/legislation. Assessments for current situations in schools, ensure construction of new schools is of an acceptable quality, and is used while preparing and implementing comprehensive and realistic action plans so that acceptable WASH conditions are maintained.' The standards document also references the following: <ul style="list-style-type: none"> Education Act

³ <http://www.ineesite.org/en/who-we-are>

		<ul style="list-style-type: none"> ▪ Public Health Act ▪ Environmental Management Act ▪ Water Supply Act ▪ National Building code ▪ Fiji National Drinking Water Quality Standards ▪ Education regulation (establishment/registration of a school) ▪ Policy in Occupational Health and Safety in Schools
WASH in Schools in Emergencies-strategy (Fiji, 2016)	Ministry of Education/Ministry of Health Medical Services- WASH in Schools Technical Working Group	<ul style="list-style-type: none"> • The WinSiE strategy outlines the key strategic direction of all partners, the priorities for WASH and the immediate needs for the response.
WASH in Schools in Emergencies-standards (Fiji, 2016)	Ministry of Education/Ministry of Health Medical Services- WASH in Schools Technical Working Group	<ul style="list-style-type: none"> • The WinSiE strategy outlines the key standards associated to; water supply, sanitation, and hygiene promotion. Standards have been adapted from the Core commitments to children in humanitarian responses, and the SPHERE standards.

A key recommendation from the review of these national documents underscores the need for a consolidated policy document which encompasses the overall governance and implementation aspects of WASH in Schools in both peace time and also in emergency times, a policy document or policy statement on WinS. A heavy emphasis on infrastructure standards without a clear implementing role or accountability in practice is a significant bottleneck for WinS.

Stakeholders; Roles and lead agencies

The following stakeholder list and graphic underscores the broad spectrum of partners involved in WASH in Schools programming and broadly identifies the relative influence each stakeholder has with respect to WinS.

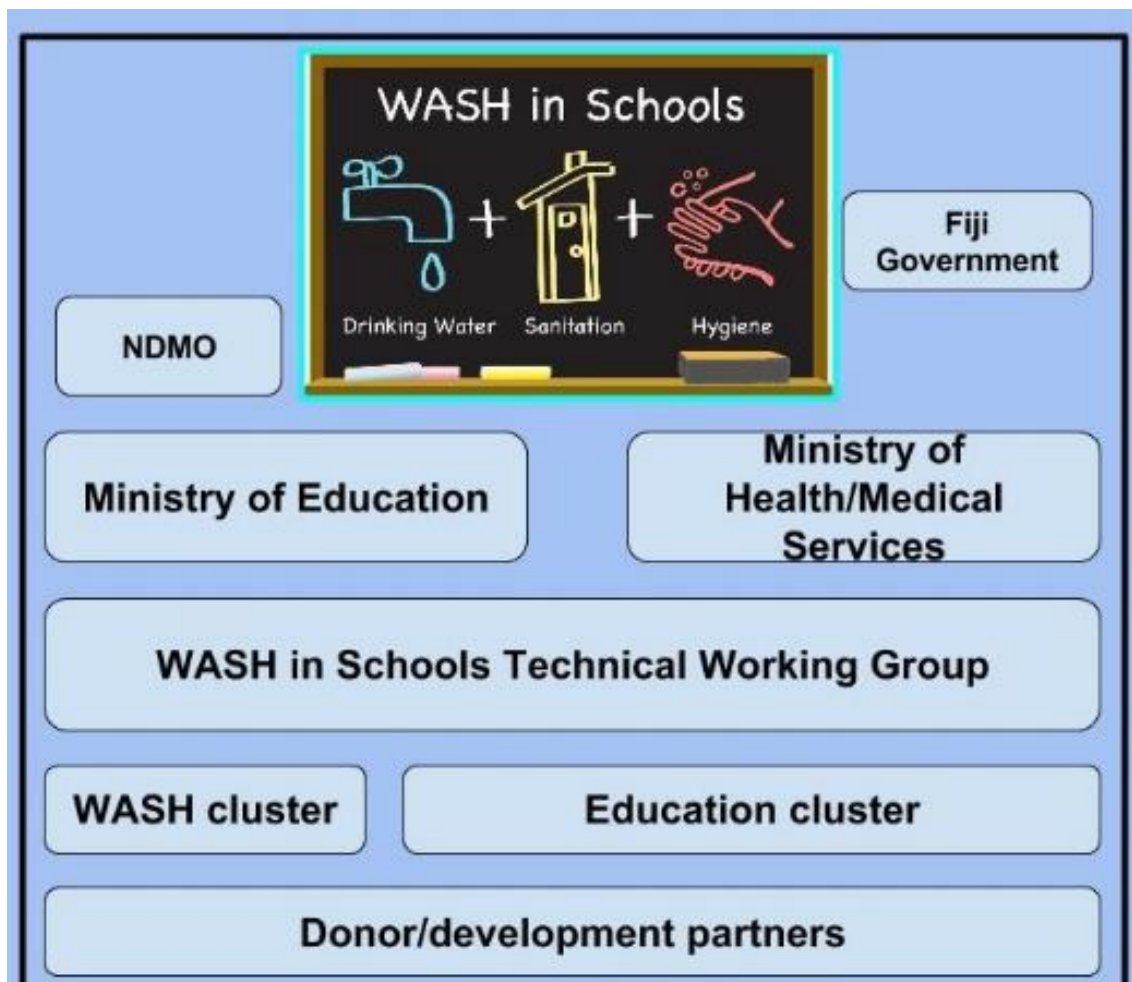


FIGURE 4; KEY PARTNERS/LEAD AGENCIES WINS

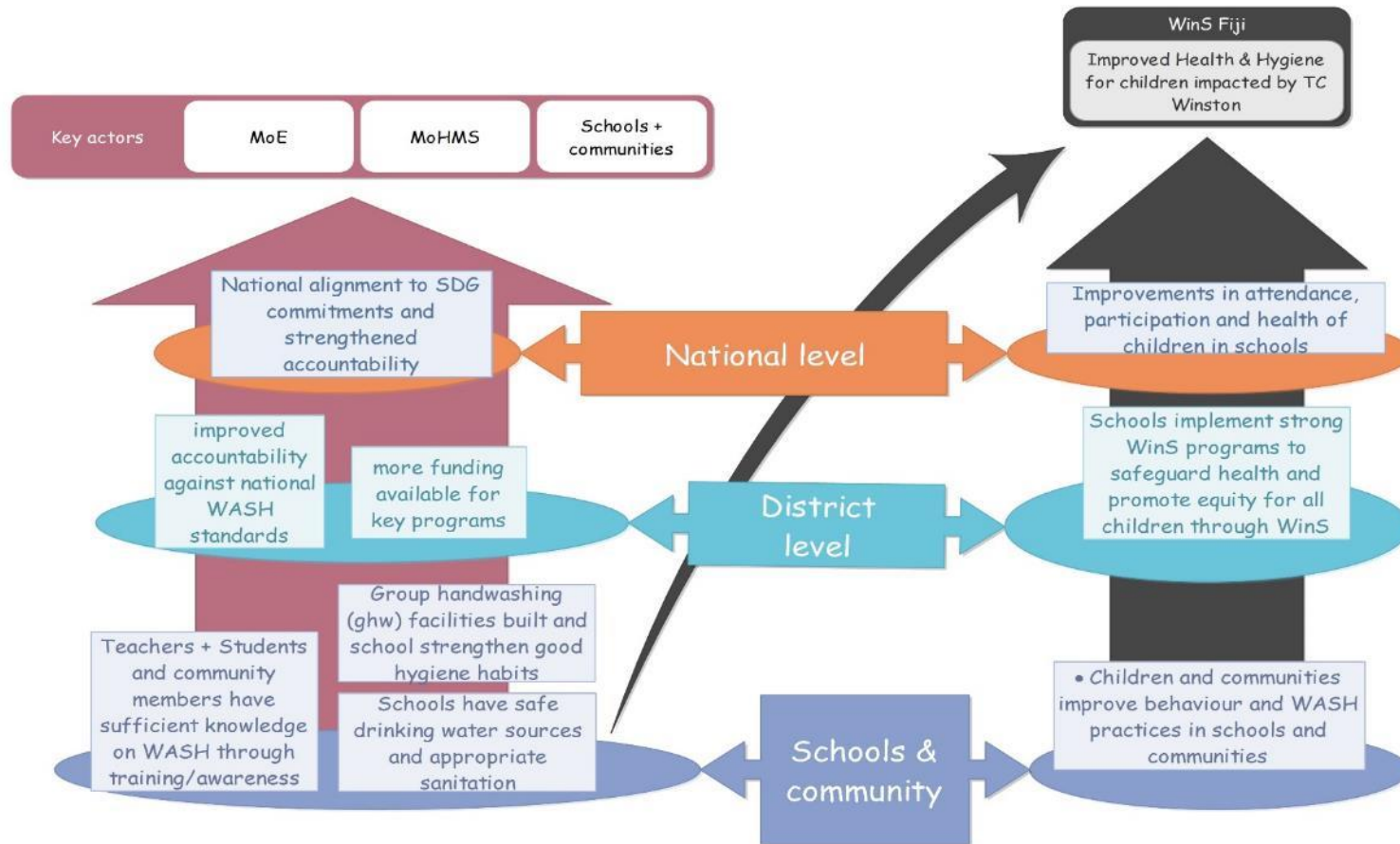
TABLE 2: STAKEHOLDER MAP AND ENGAGEMENT STRATEGY

Stakeholder name	Key role/responsibility	Engagement strategy
Ministry of Education	Oversee all education sectors and underscore the importance of WASH in Schools programs in schools, oversee the implementation and compliance of the WASH minimum standards as well as other related policy documents.	MoE is a key player with high influence in the area of WinS and has the mandate to carry forward coordination roles and the management of all partners in WinS. This mandate however is shifted between MoHMS and MoE as needs arise. Strongly advise on a lead role for WinS.
Ministry of Health and Medical Services	MoHMS has relative influence for schools with respect to the WASH conditions and safety and health in schools.	The WASH cluster secretariat is managed and coordinated by MoHMS and have a broad network of technical and financial resources to mobilize for WinS. Strongly advise on a lead role for WinS. Advise on a strong role for MoHMS in planning/coordination/implementation of WinS.
Government of Fiji-National Disaster Management Office	The NDMO is the national entity in charge of the full response to the emergency and are principally involved in the identification/use of schools as evacuation centers.	Working in close collaboration with the NDMO will assist with: <ul style="list-style-type: none"> ▪ Information sharing ▪ Designation/closure and opening of evacuation centers- Schools Advise on an information sharing/coordinating role for the emergency response.
Division Education Office; Central, Eastern, Western, Northern	Division Education officers in all divisions are responsible for all activities coordinated at the district level, crucially important in planning WinS activities would be a representation of the divisional level Education teams to better oversee district activities.	On the ground activities such as WinS activities in schools, delivery of relief supplies are two main components of the divisional officers. Advise on a strong information and assessment role for WinS information at the school level. Advise on a district level planning program be established with district and division level guidance. This can also be extended to the Environmental Health officers in Fiji who also operate on a similar arrangement with divisional and district level environmental health reps in the field.
Schools/communities	A large percentage of schools in Fiji are not state owned and therefore the onus of communities/churches and private organisations.	Overall school based management is an important aspect of WinS and therefore is a key role for schools and communities in managing WinS activities as well as buy in for sustainable WASH activities. District level

		activities are planned and coordinated with reps from schools such as Head Teachers, School Managers and Parent/Teacher Association reps.
Communities	WinS in Fiji is largely impacted by the way schools are administered in Fiji with a large proportion of schools owned by communities, faith based organisations and communities.	Given the strong participation of communities as most rural schools are closely associated to communities. Garnering community support is an important aspect to support WinS programs and also ensure sustainability of interventions and lasting impacts in WASH. Advise on stronger participation of communities in school WASH programs to ensure health habits and practices are also strengthened at home.
Faith based organisations	Many schools in Fiji are owned and administered by many faith based organisations/groups and as such WinS is approached and managed differently.	At a division level or perhaps at district level based on geographical coverage, it is good practice to encourage participation and also allowing a coordination role for school WASH with various faith based organisations in Fiji. Advise on proactive participation but also better outreach and advocacy from national level partners (MoE/MoHMS) through interfaith networks etc.
Civil Society Organisations	WASH is a growing area of interest in Fiji and many organisations dealing and working in the area of community WASH are often overlapping into school based WASH programs in principal largely as part of bigger development programs, initiatives and projects.	CSO participation in the WinS has been strongly through community/school and large development projects. School WASH programs, initiatives and health promoting school programs have been enabled through CSO/MoE collaboration. Advise on a skills bank/technical expertise be made available to all WinS stakeholders by consolidating all local resources in WinS into a single knowledge repository or platform to enable knowledge and technical skills transfer for all partners in WinS. Tools, resources, toolkits, assessment resources

Theory of change

Theory of Change- WASH in Schools



Theory of Change- WinS

FIGURE 5: THEORY OF CHANGE FOR WINS

Problem tree; TC Winston WinSiE

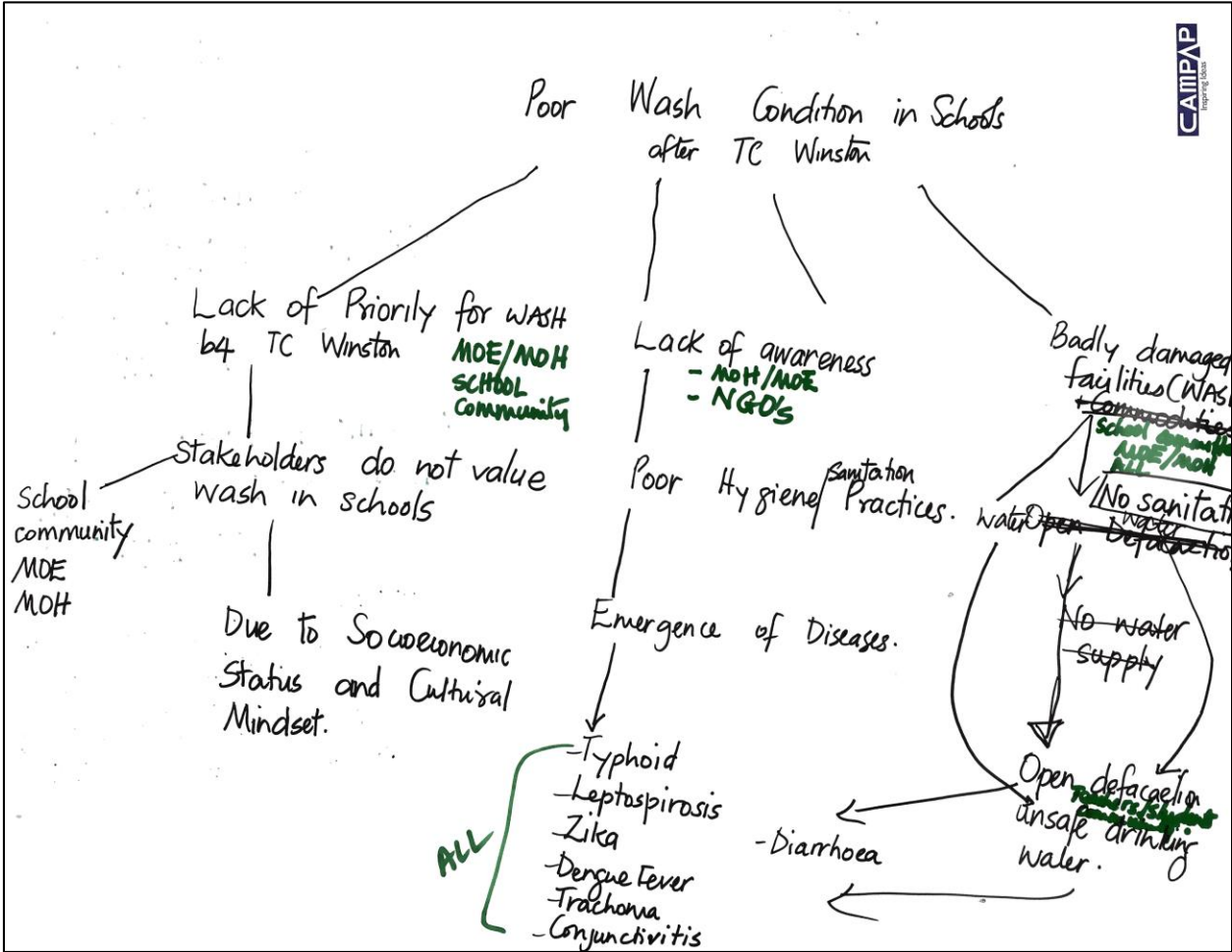


FIGURE 6; PROBLEM TREE OF THE SITUATION FOR WASH IN SCHOOLS AFTER TC WINSTON

The problem tree identified some of the key causes of WASH issues after the cyclone event but also highlights some of the underlying factors which may lead to a deeper problem. Some of which are:

- Poor socioeconomic background of existing populations which further weakens recovery and resilience to WASH related diseases and impacts
- Preexisting weakened and vulnerable conditions for WASH in affected schools. Weak infrastructure and coping mechanisms for alternative sources for drinking water and also sanitation only hamper how schools and communities respond.
- Poor hygiene habits and basic knowledge on safe hygiene further threatens immediate response in the aftermath of an emergency.

Targeting criteria for WASH in Schools in emergencies

The MoE through the asset monitoring unit establish the guidelines for damage incurred in schools. A damage rating system was established to rank the range, magnitude and impact of the cyclone. This damage rating will form the basis for a targeting criteria.

Damage rankings are as follows:

TABLE 3; DAMAGE RANKINGS AS PER (MOE)

Damage ranking	Level and associated costs of overall damage including WASH infrastructure (FJD)
R1	Damage (0-15K)
R2	Medium (15-75K)
R3	Severe (75-150K)
R4	High (150-375K)
R5	Complete (375++)

The targeting criteria should be based on the damage ratings as indicated by the initial damage assessments and also linked to the assessment data for WinS collected via the ministry of education AMU team. Existing information gathered through the MoE and the Asset Monitoring Unit contain information on water sources and do not clearly articulate information on sanitation. This information gap will need to be prioritized in order to ascertain a better targeting criteria for which schools have access to:

1. Safe drinking water sources (functional- Yes/No)- indication for rehab and quick fixes
2. Appropriate sanitation for schools (existing- Yes/No)- indication for rehab and quick fixes
3. Appropriate handwashing facilities with soap and hygiene promotion programs (Yes/No)- indication for rehab and quick fixes.
4. Damage rankings from R4 and R5 schools.
5. School rolls (impacts and level of risks based on number of boys and girls, teachers, and boarders etc.
6. Schools which are currently rebuilding/against schools which have weak support systems.

Assessment data and available information

Existing information on WASH for the affected schools indicate the following at a minimum. As information and timing is critical, it is imperative that the MoE be placed in overall responsibility for the information coming in for WASH and also regularly update partners on the situation for WASH and school assessments being conducted.

TABLE 4; DAMAGE RANKINGS AS PER (MOE)

Number of schools affected	Information
112 schools	R4- R5
61 schools	Do not have running water
19 schools	Identify toilets as an immediate need

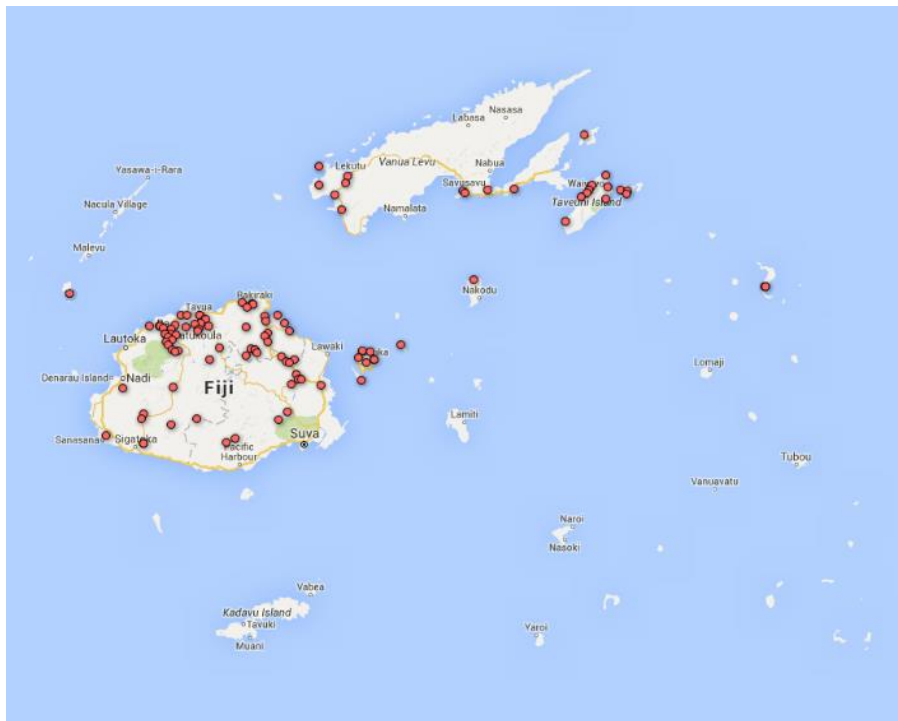


FIGURE 7: ASSESSMENT DATA FROM INITIAL DAMAGE ASSESSMENTS INDICATING 112 SCHOOLS UNDER THE R4-R5 DAMAGE RATING (SOURCE: MOE- AMU INITIAL DAMAGE ASSESSMENT DATA)

What form of water source is available for the school?: Piped Water
 Supply village or community reservoir
 Is the water source still functioning?: The water source is still functioning
 Is the water safe or not safe for drinking?: Not safe
 If you tick not safe please indicate why?: Untreated
 Take a photo of the primary water source:



What is the overall damage to this water source?: 10 - 25%
 Does the water source needs repair or replacement: Repair
 What is the estimate cost of repair or replacement of water source?:
 3000
 Number of water tanks in the school?: 3
 Are there some water tanks that are not functional: No
 How many of these water tanks are functional?: 3
 How many of these water tanks are connected to fully operational rain

Display Name: Adi Maopa Secondary - 14469 - Eastern - Eastern - Isikeli
 Tuivuna - 7139533 - 7139533 - adimaopasecondary@gmail.com - 560000 -
 30400

Name of School: Adi Maopa Secondary
Registration Number: 14469
Type of School: Secondary
Education District: Eastern|Eastern
Total Students: 161
Damage Rating: 5
Latitude: -17.439080004538546
Longitude: 177.76117223106803
Elevation: 41.1
Geo Code: 66jej0yiz

What form of water source is available for the school?: Bore hole
 Is the water source still functioning?: The water source is still functioning
 Is the water safe or not safe for drinking?: Safe
 If you tick not safe please indicate why?:
 Take a photo of the primary water source:



FIGURE 8: A SNAPSHOT OF EXISTING INFORMATION AVAILABLE VIA MOBILE PHONE DATA COLLECTION USING INITIAL DAMAGE ASSESSMENTS HAVE INFORMATION FROM 332 SCHOOLS IMPACTED BY THE CYCLONE. (SOURCE: MOE- AMU INITIAL DAMAGE ASSESSMENT DATA)

WinS Emergency response planning; Budget

This section will only outline some of the key concerns with respect to a budget that will need input from a number of key stakeholders. The MoE and MoHMS are the two main There are a few immediate concerns as part of the response plan for WASH in Schools in the immediate aftermath of the cyclone.

1. Hardware costs; What are the financial costs involved with repair/rehabilitation/replacement of WASH infrastructure- If these are built back they must adhere to national policy minimum standards. (*THIS COST is indicative in the damage ratings as these are costed with a civil engineer*)
2. Software costs; What are the financial costs involved with reinforcing the level of hygiene awareness and promotion in schools impacted- how are these costs going to be rolled out as part of the response- early recovery plans.
3. Human resources involved; what technical and staffing costs are going to be considered in order to formulate a plan of action and also begin implementation of a WinS program.
4. What are the indirect costs of community participation and support through labor which can be considered as part of the process of a structured WASH in Schools program.
5. Cost recovery programs such as cash for work programs can be developed to help alleviate the costs involved and also ease labor costs in communities.
6. Recurring costs for WASH consumables, as the emergency progresses from response to recovery a recurring cost will be that of WASH consumables such as soap etc. Budgetary considerations will need to be given to this as schools' progress between phases.

Monitoring and evaluation for WinS in Emergencies

MoE (Fiji) through the asset monitoring unit have a database that is linked to a mobile phone based data collection service. This same service was also the main information and data collection feedback loop which was used to collect the initial damage assessment work.

WinSiE- Monitoring Evaluation concept- TC Winston Response- Fiji

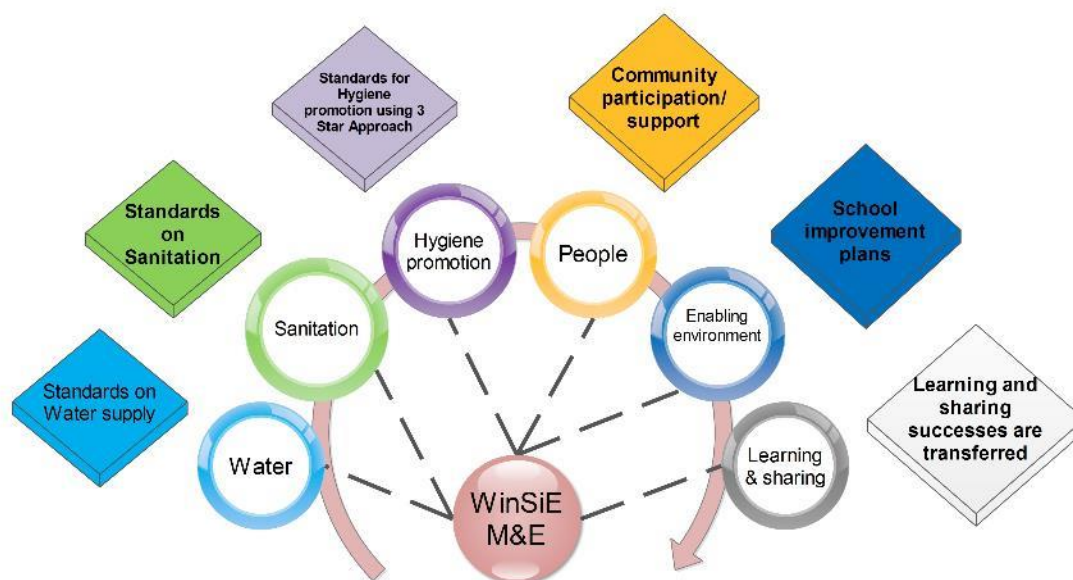


FIGURE 9: WINSiE M&E FRAMEWORK CONCEPT

A principal focus of the monitoring and evaluation framework for the WinSiE emergency response will be to strengthen the existing capacity of the teams at the ministry of education to collect and refine data collection for WASH in Schools information.

Some of the important aspects of the WinS M&E framework should be the following:

- Involve all stakeholders in the data collection and stories of impact collection at all stages
- Information collection and the importance of data is shared with stakeholders as much as possible to improve buy in and also strengthen the quality of information and data.
- Some strong evaluation criteria should be developed as part of the program to ensure some proper evaluation can be gained at the end of implementation.
- Strong consultation with key stakeholders on the key indicators for the program can be shared even down to school and district level so stakeholders have a participatory role in managing accountability for WASH services.
- Baseline mapping is also the cornerstone to mapping change and also agreement on key indicators for the WinSiE implementation.

Key recommendations

- The plan for WinSiE be closely consulted at the National level, and then at the district level through the appropriate protocols and processes through the MoE in collaboration with MoHMS.
- WinSiE is consulted as widely as possible amongst all stakeholders identified through Table 2 and linked to the suggested stakeholder engagement strategies.
- The overall plan is reviewed at the end of the 3 months' phase and also into month 6 of the plan so as to ensure all components are on track but also that changing stakeholder interests are captured.
- The national level plan is endorsed at the highest level and all stakeholders have a clear picture of the implementation of the WinSiE key actions from response to recovery.
- Results and objectives are clearly communicated and all key stakeholders are responsible for updating information and data associated with the program.
- Lessons sharing and experiences are prioritized as a key outcome of the program with the expectation that these are duplicated for other experiences under emergency conditions.
- Forward planning and honest reflection on the key outcomes are owned by various agencies and partners as part of the WinSiE program.

Appendix

Theory of Change- table

Input	Activities	Output	Outcome	Impact
1. Training for teachers & PH Staff	1.0 Construction of group hand washing facilities	1.1 Improve number of teachers support and monitor group hand washing	1.0 Improve group hand washing facilities	Behavior change; Children perform hand washing as part of their daily activities
2. Community WASH Awareness Training	1.01 Provision of safe and standard sanitation facilities	1.2 Improve number of children responsible for cleaning and maintaining of sanitation facilities	1.01 Improve number of children responsible for cleaning and maintaining of sanitation facilities	
	1.02 School based WASH awareness training	1.3 Increase number of teachers teach and supervise children to adopt appropriate behaviors at school and at home through hygiene education	1.02 improve children knowledge and maintain school base WASH practices	
	1.03 Baseline assessment of existing WASH situation using bottleneck analysis for 3 star approach to WASH in Schools criteria	1.4 Improve teachers & PH staff knowledge and relevant assessment in the 3-star approach to WASH in Schools	1.03 Improve number of schools with minimum standard of WASH facilities	
2.0 Community based WASH awareness training		2.2 Improve number of community's Demographical characteristics) skills and knowledge in WASH	2.01 Increase number of community to have knowledge and skills on WASH practices	Increase in number of sanitation repaired supported and funded by other

				stakeholders (PTA and mothers club)
			2.02 Improve and maintain safe sanitation facilities	Improve number of water points and storage funded by PTA, womens club etc
				lesser the call for school fundraising on maintenance and renovation of WASH facilities

WASH ASSESSMENT BASELINE (DRAFT FOR CONSIDERATION)

School information

School name:

School roll:

Location:

Basic contact information (School registration number, location, contact numbers etc)

WASH in Schools basic information	Yes/No answers
Does the school have a functional drinking water source?	Choose an item.
Does the school have functional sanitation?	Choose an item.
Is sanitation sufficient to cater for student's needs? (according to standards for boys and girls)	Choose an item.
Have there been any instances of water borne illnesses in the school?	Choose an item.
Do students have drinking water bottles for school?	Choose an item.
Is the drinking water treated?	Choose an item.
Does the community and the school share a common drinking water source?	Choose an item.
Are water points designed for disability access?	Choose an item.
Sanitation;	Yes/No answers
What type of sanitation is available for students at the school?	Choose an item.
Are there separate toilets for boys and girls?	Choose an item.
Are toilets designed for disability access?	Choose an item.
Do teachers have separate facilities for sanitation	Choose an item.
Are toilets lockable?	Choose an item.
How far away are toilets from school buildings?	Choose an item.
Is there an area for handwashing available in the immediate vicinity of the school toilets?	Choose an item.
Who cleans the toilets?	Choose an item.
Are toilets cleaned regularly? If so is there a schedule	Yes/No answers
Is there a supervised duty for cleaning if cleaning is conducted?	Choose an item.
Are girl's bathrooms equipped with enough sanitary bins for necessary hygiene items to be disposed of?	Choose an item.

Sanitation;	Yes/No answers
What operation and maintenance issues are common with regard to toilets?	Choose an item.
Please add any further comments/and or observations	Choose an item.

Hygiene promotion	Yes/No answers
Is there an active hygiene promotion in schools? If so how is this taught? As subjects or through practical demonstrations of hygiene habits/practices	Choose an item.
Is group handwashing an activity practiced in schools?	Choose an item.
Is there signage/posters available in classrooms on HP?	Choose an item.
Is there basic instruction available on handwashing for students near taps?	Choose an item.
Do teachers prioritize HP?	Choose an item.
Is soap available for all classrooms?	Choose an item.
Are sanitary products available for female student's hygiene needs?	Choose an item.
Please add any further comments/and or observations	Choose an item.

Community/school participation & support	Multiple choice
How does the community support activities in the school? (through a PTA/board etc?)	Choose an item.
Is there a mother's club in the school?	Choose an item.
How active are the community in the schools? (level of participation is important but also subjective)- some further explanation may be necessary as well as common examples)	<input type="checkbox"/> Active in this community <input type="checkbox"/> concerned with fundraising/building projects only <input type="checkbox"/> other
Is there a budget available for WASH consumables?	Choose an item.
Does the school have a School improvement plan?	Choose an item.
Are available school policy/plans containing information on WASH?	
Is WASH an identified priority by the school head teacher /administrator?	Choose an item.

Community/school participation & support

Multiple choice

Have the community been involved in getting the school back to normal? (repairs/shelter etc)

Choose an item.

Some pictures of the team hard at work during the weekends!

