

School Visit – Team Green



Good practices

- Hygiene and environment club members are engaged.
- Excellent collaboration between the community and the school.
- Nothing was staged, and you have seen the routine. Kids are authentic —
- Sensitization prior to infrastructure project.
- Roles and responsibilities are clear. Involvement equally of both boys and kids
- Hygiene is a part of the curriculum.





Lessons learnt

- No engagement between community and the schools, the WASH implementation will fail.
- No clarification of responsibility and no budget will fail the WASH implementation.
- Vandalism is an issue especially in the urban.
- Differences in approach between urban and rural
- Water system is connected to the community water system
- If you wish to sustain WinS implementation, we need to involve the community.

Remaining Challenges

- No support structure/ collaboration from the community or police
- MHH is a major challenge– they are teaching MHM CM-1 (5th Grade) – far too late
- Still have taboos on MHH both the urban and rural schools.



Recommendations

- Integrated approach that takes into account social/ child protection (ie. open defecation, vandalism, smoking)
- MoE officials should see beyond the projects.
- No silo approach (integrative approach between school and community)
- Need to involve the chief of the village
- Different approach for rural and urban schools.
- Strategy for MHH – early integration of MH into the curriculum and WASH programming



Merci!





WASH IN SCHOOL VISIT TO EPP KASSI BROUKRO AND EPP N'GOAKRO D'ASSINI

Summary notes -
White Group

START OF THE WORK

- ❑ Warm welcome by the village chief and his notables in the presence of the school directors and the teaching staff
- ❑ Thanks by the team for their availability
- ❑ Setting up of teams by sub-groups - start of the work
- ❑ School population: KASSI BROUKRO (128 students including 60 girls and 68 boys) and EPP N'GOAKRO (110 students including 40 girls and 70 boys)

I. Group of students					
	Good practices	Lessons learned	Innovations	Challenges	Recommendations
SCHOOL 1 : EPP KASSI BROUKRO School					
	Presence of health club	Appropriation of good practices by children	Transfer of competence to the community level	Expand the WinS program throughout the educational sector	Respect the WinS norms and standards
	Transfer of competence to the community level	Acquisition of educational and practical skills in WinS by the Club Hygiène Santé		Conduct in-service teacher training and health club on WinS	Strengthen the technical capacities of the actors
				Progress from 2 stars to 3 stars	Put in place accompanying measures to reinforce good practices (renewal of WASH equipment, consumables...)
SCHOOL 2 : EPP N'GOAKRO School					
	Presence of health club	Lack of adequate WinS program affects quality of learning and student health	To be developed	No access to adequate WASH facilities (difficulty in accessing drinking water,	Ensure WASH access - Comply with WinS norms and standards
	water cans brought to school by children	Lack of water makes hygiene and sanitation practices difficult at school		Go from an inadequate WinS starting situation to 1, 2 then 3 stars	Strengthen the implementation of the school action plan

II. Teachers' Group					
	Good practices	Lessons learned	Innovations	Challenges	Recommendations
SCHOOL 1 : EPP KASSI BROUKRO School					
	Support for the development and implementation of school action plans	Teacher engagement supports successful implementation of WinS	Development of IGAs - Existence of vegetable gardens	Problems with the acquisition and renewal of materials (buckets, soap, hand washers)	Make the material management mechanism permanent and sustainable
	Development of income generating activities (vegetable gardens)	Involvement - village chief and notables engage and motivate actors	Liquid soap making by teachers for WinS management	Low specificity of WASH modules for early childhood	Consideration of early childhood
	Teachers make their own liquid soap - teacher fees	Creation of a culture of habit - Systematic handwashing session and the students themselves do the vigil	Environment Club for environmental education	Failure to take into account new approaches - WinS innovations in the training modules	Update of training modules - In-service teacher training
	Manufacture of hand-washing equipment and garbage cans based on drums or other reusable products				
	Integration of WASH into the school curriculum and pre-service teacher training curricula				
	Leadership Engagement Strategy - People of Goodwill for WinS				
SCHOOL 2 : EPP N'GOAKRO School					
	Teacher training	Positive attitude and commitment of teachers	To be developed	Item that the school 1	Same as School 1
	Integration of WASH in the school curriculum and in the pre-service teacher training curriculum	Multitasking and simultaneous teaching of different classes is commendable			
	Clear cleaning schedule				

III. WinS Infrastructure Group					
	Best practices	Lessons learned	Innovations	Challenges	Recommendations
SCHOOL 1 : EPP KASSI BROUKRO School					
	Good access to WASH facilities (drinking water - sanitation, hygiene)	Access to WinS program ensures safe hygiene in schools	Waste segregation and recycling of plastic water bottles	Toilets locked from the inside No special area for MHM	Compliance with norms and standards for WASH facilities
		The involvement of all actors is essential for the success of WinS programs		No soap available near the toilet	Perfect management mechanisms for the material
				WASH facilities not suitable for early childhood	Ensure that washrooms are age-appropriate and accessible to young children
SCHOOL 2 : EPP N'GOAKRO School					
	Payment of water bills by the State	The lack of respect for standards does not encourage the use of latrines by students, especially girls - school dropout		Problem of standardization of latrines (not separated, no GHM cabin, no cabin for disabled students, no door for intimidation)	Standardization of WASH facilities
	Donation of materials to the school by the hospital			Water cuts	Strengthen access to drinking water through adequate storage systems
				No closing of the school	Closing of the schools

IV. School Management Committee Group					
	Good practices	Lessons learned	Innovations	Challenges	Recommendations
SCHOOL 1 and 2: EPP KASSI BROUKRO and EPP N'GOAKRO					
	SMCs at the national and local level	Parents, SMCs are involved in the maintenance of WASH facilities by schools	The WASH competition that is organized in the district to encourage schools to improve their WASH situation	School 1 is no longer involved in competitions	Involve the school as WASH champions in the school's WASH competitions because they can no longer after winning it for 5 consecutive years
	Village dues			Problems with the acquisition and renewal of materials (buckets, soap, hand washers)	Strengthen the management mechanism for sustainability of achievements

V. Meeting with the Education District					
	Good practices	Lessons learned	Innovations	Challenges	Recommendations
SCHOOL 1 and 2: EPP KASSI BROUKRO and EPP N'GOAKRO					
	<p>Existence of community and school management structures</p> <p>Integration of WASH into the school curriculum and pre-service teacher training curricula</p> <p>Implementation of school action plans</p> <p>SMCs' weaknesses</p> <p>Stakeholder contribution</p>	<p>-Existence of WinS program</p> <p>-Involvement of the actors</p>	<ul style="list-style-type: none"> - Environmental clubs - Transfer of students to the community level - AGR - Soap making by teachers - Waste segregation and recycling of plastic water bottles - WinS Contest 	<ul style="list-style-type: none"> - Access to WASH standards - Weak consideration of inclusion - Capacity building of actors - Early childhood specificities - Sustainable adoption of good hygiene practices 	<p>✓Need for standardization of WASH facilities</p> <p>✓Need to reinforce the capacities of the actors at all levels with the consideration of the adaptation of the modules</p> <p>✓Promotion of a great intersectoral synergy Education -WASH- health and involvement of all actors (teachers, students, COGES, APE, people of good will,...)</p> <p>✓Strengthening the management of WASH facilities to ensure sustainability of the facilities but also the sustainable adoption of good hygiene and sanitation practices</p> <p>✓Consideration of early childhood in the works as well as in the approaches developed and the modules</p>





Summary of field visits



Blue Group

Presentation plan

Visit to the schools

- Meeting with the management
- Exchanges with students, teachers, SMCs
- Visits to the infrastructure
- Debriefing with management

Meeting with the education
inspectorate of Port-Boué

Visit of the schools - Municipality of Port-Boué

- **Primary School Municipality II**

and

- **Gonzagueville School Complex**

School	Municipality II <ul style="list-style-type: none"> 6 classes Lack of a structured WinS program 			
Workforce	G: 357	F: 352	Total: 714	
Activities Wins				Constraints/Challenges
Water	There is a borehole (PMH) but the water is of poor quality. Used only for hand washing, toilets and cleaning Drinking water brought by children			No connection to the local water supply system
Latrines	A block of latrines with 6 cabins for girls and boys No latrines adapted for children with disabilities			Girls attacked by boys; No privacy Maintenance of ESHs
Hand washing	Some non-functional devices Soaps/detergents made by the school			Lack of a guard to expose the devices
GHM	No structured GHM activities; Lack of appropriate booths			Lack of tools and training on GHM; Lack of girls' clubs No World Menstrual Hygiene Day celebrated
Hygiene Club	Existence of a functional hygiene/health club (yard and latrine maintenance; water taming, awareness raising)			Lack of training
Training	No training received in WinS themes			
Budget	Existence of an action plan with a state grant			Irregularity and insufficiency of the grant
Latrine and Yard Maintenance	Maintenance of the latrines carried out by the students with the support of the teachers Maintenance provided by the municipality Garbage stored in the school burned every weekend			Children's exposure to fecal-oral disease risks Lack of a person dedicated to latrine maintenance Delay in the provision of maintenance services Difficulties for the removal of garbage by the municipality

School	Gonzagueville School Group: <ul style="list-style-type: none"> 5 elementary school with 6 classes and a kindergarten Existence of a WinS program (Unicef support) 		
Workforce	G:	F:	Total: 3000 ESH: motor, auditory
Activities Wins Situation:			Constraints/Challenges
Water	Existence of a drinking water source; Connection with the network (Polytank); Water bills paid by the State		Frequent water breaks/under pressure
Latrines	Rehabilitated in 2022 13 separate F/G booths for elementary schools No toilet for the kindergarten (open defecation) No latrines for disabled children		Unmet needs of motorized HSEs
Hand washing	Present and functional devices and very practical		Difficulty maintaining good handwashing practices due to water shortages
GHM	GHM cabins available but closed for lack of water Trained GHM teachers support girls (one GHM mother per school)		Lack of tools and training on GHM Lack of girls' clubs
Hygiene Club	Existence of a functional hygiene/health club involving the children in the cleaning of the yard Lack of garbage bins		Lack of training
Training	No training received in WinS themes		training of teachers in WinS
Budget	State subsidy		Irregularity and insufficiency of the grant
Latrine and Yard Maintenance	Management Committee supports latrine maintenance Maintenance provided by the municipality Garbage stored in the school in an identified corner		Delay in the provision of maintenance services

Meeting with the inspection of Port-Boué

- The inspection covers 51 public schools and 58 private schools
- School construction entrusted to municipalities since 1995 and to regional councils
- School life department in charge of WinS in both public and private schools
- WinS services driven by rapid population growth: rapidly outgrowing infrastructures
- Water and electricity costs provided by the State and supplied directly to the schools/Coges -costs to the SMC-.
- Staff are recruited for maintenance but resources
- Collaboration with the municipal administration for maintenance but difficult
- Hygiene clubs created
- Wash orientations are given by the Ministry of Education
- Collaboration with the Ministry of Health and the Ministry of the Environment, which provide specific support
- Significant need for training for all educational actors in WinS (teachers, supervisors, administration, SMCs)

Conclusions



WinS practices in the field but very insufficient

Strong student involvement through clubs/students highly motivated for WinS

Community participation through SMCs

State's contribution to financing not insufficient

Important need for training of actors

Failure to take into account children with disabilities

Appreciable contribution from UNICEF but needs to be strengthened in terms of taking disability into account

Marginal activities for the GHM

**Overall status: No service (Municipality II)
Limited service (Gonzagueville School Complex)**





THANK YOU FOR YOUR ATTENTION

**WASH in School International Learning
Exchange (WinS 2023)
ORANGE GROUP**

SCHOOL VISIT: EPP Eplemlan and GS Roa

3 SUMMARY PRESENTATION OF THE SCHOOLS

- ❖ **REGION : SOUTH COMOE**
- ❖ **DRENA : ABOUASSO**
- ❖ **SUB-PREFECTURE : ADIAKE**
- ❖ **EPP Eplemlan:** opened in 1977, one elementary school, one kindergarten, enrolment: 196; ranked 2nd in the best school competition.
- ❖ **GS Roa :** created in 1975, 2 elementary school, one nursery school, enrolment : 540, very good results with 100% at the entry in 6th grade



2. OBSERVATION OF EPLEMLAN EPP'S WASH ACTIVITIES, FACILITIES AND MANAGEMENT SYSTEM

INFRASTRUCTURES	ACQUIRED	CHALLENGES	OUTLOOK
Watering hole: installed in 2018, serves students, teachers and residents	<ul style="list-style-type: none"> - Existence of a functional and well-maintained human power pump <p>The village will take care of the repair of the well</p>	Insufficient SMC resources to deal with repairs	<ul style="list-style-type: none"> - Mobilization of resources by SMC to support repairs



HAND WASHING DEVICES

INFRASTRUCTURES	ACQUIRED	CHALLENGES	OUTLOOK
Hand washing devices	<ul style="list-style-type: none"> - Installation of a device in front of each classroom and at the latrine exit - Students' mastery of handwashing techniques - Good organization for the daily cleaning by the students - Provision of hygiene products by the school's cooperative 	Availability of sanitary products	Resource mobilization by SMC



1 device per class



LATRINES

Latrines

Separate latrines: one block for boys, one block for girls and one block for teachers

Increase in the number of cabins



Garbage bin



SCHOOL GARDEN

School
garden

- Existence of a school garden
- Existence of a school store
- Existence of a school market
- Sale and consumption of garden products

Swampy area



DISCUSSION WITH THE SCHOOL COMMUNITY (SMC, notability) OF EPLEMLAN

ACQUIRED

- **Good relationship between the community and the teachers: "the school belongs to the village**
- **Existence of a fund for the village fed by the community fishing and the contributions;**
- **Coverage of the school's expenses by the village fund (repair of the well in case of breakdown, provision of hygiene products)**
- **Good involvement of the SMC in the management of WASH through its fund which is most often supplied by the village**
- **Existence of a borehole in the village apart from the one at the school**
- **Good commitment of the teaching team to the WinS**

CHALLENGES

- **non-intervention of the town hall in the WASH at the school**
- **Procedure for requesting support from the town hall is very long and does not allow problems such as repairing a well to be resolved in time**
- **Resources not available in time to deal with the problem of pump repair, which often amounts to 400,000 CFA francs**

OUTLOOK

Working to make SMC self-sufficient



4. DISCUSSION WITH THE SCHOOL COMMUNITY (STUDENTS AND PARENTS) OF GS ROA

ACQUIRED

- Good involvement of students in WinS activities (sweeping, cleaning, washing)
- Good organization of activities with the empowerment of students in teams
- Mastery of hand washing technique
- Good motivation of the students and encouragement of the parents

DIFFICULTIES

- Insufficient materials and hygiene products
- Unfenced schools
- Vandalism and Animal Mischief
- Insufficient taps and latrine cabins

OUTLOOK

- Provision of WASH materials and infrastructure
- School fence
- OMO soap contribution
- Participation in the green belt competition



Exchange with Roa students



5. DISCUSSION WITH OFFICIALS: ADIAKE INSPECTION TEAM



ACQUIRED

- Support for WASH activities through coaching
- Integration of WASH activities into the school curriculum

CHALLENGES

Combating vandalism of WASH infrastructure

Sensitize SMCs to get involved in WASH in schools

OUTLOOK

- Participation in the "one student, one brick" project for the school fence
- Complaint to the city hall for hygiene products and fence

THANK YOU FOR YOUR ATTENTION

