



IRC LODWAR PROGRAM 2024

RAPID WASH NEEDS ASSESSMENT REPORT

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TABLE OF CONTENT	
ACKNOWLEDGEMENT	1
LIST OF FIGURES	2
LIST OF TABLES	2
LIST OF ABBREVIATIONS/ACRONYMS	3
EXECUTIVE SUMMARY	4
BACKGROUND	4
Rationale for the Schools WASH Assessment.....	4
Objectives of the School WASH Assessment.....	5
Main Results.	5
School Water Services.	5
School Sanitation Services.....	6
School Hygiene Services.	7
Operation and Maintenance.....	7
Pupils Engagement.	7
1.0: INTRODUCTION	8
1.1: Background Information.....	8
1.2: Global Overview of WASH in Schools.....	8
1.3: Overview of WASH in Schools in Kenya.	9
2.0 SCHOOL WASH ASSESSMENT METHODOLOGY	10
2.1 METHODOLOGY OVERVIEW.....	10
2.2 Population of Interest	10
2.3 Sampling	10
2.4 Data Collection.....	10
2.5 Data Analysis	10
3.0 KEY FINDINGS	11
3.1 Demographic Information	11
3.2 School Demography	11
3.2.1. Type of school.....	11
3.2.3 School composition.....	12
3.2.4 School category.....	12
3.2.5 School Population.....	12
3.2.6 Disability Status.....	13

3.2.7 School Management	13
4.0 FINDINGS ON WATER ACCESS	14
4.1 Ongoing / Planned water sanitation	14
4.2 ACCESS TO WATER.....	15
4.3 Distance to water source.....	17
4.4 Time taken at the water source.	17
4.5 Water treatment.....	18
4.6 Management of water systems.....	18
4.7 Further the respondents gave suggestions on priority areas to improve water access in schools. Suggestions from the refugee schools include:	18
5.0 SANITATION.....	18
5.1 Availability of toilets in schools.	18
5.2 Handwashing	19
5.3 Waste Management	20
5.4 Wash Clubs	20
6.0 CONCLUSION AND RECOMMENDATIONS.....	21
APPENDIX: SCHOOLS SELECTION CRITERIA.....	22
Appendix 1: Water access	22
Appendix 2: Sanitation.....	23

LIST OF FIGURES

Figure 1: Showing Type of school.	11
Figure 2: Showing DISABILITY STATUS	13
Figure 3: Showing Ongoing / Planned water sanitation	14
Figure 4: Showing Distance to water source.....	17
Figure 5: Showing Time taken at the water source	18
Figure 6: Showing Availability of toilets in schools	19
Figure 7: Showing availability of WASH CLUBS	21

LIST OF TABLES

Table 1: Below is a distribution of the schools assessed per ward.....	11
Table 2: Showing School composition	12
Table 3: Showing School categories	12
Table 4: Showing School Population	13
Table 5: Showing list of agencies in the host community	14

Table 6: The table below indicates schools without access to water from a reliable source 16

LIST OF ABBREVIATIONS/ACRONYMS

- SEL – SOCIAL AND ECONOMIC LEARNING
- LTP- Learning Through Play
- MHPSS-Mental Health and Psychosocial Support
- WASH- Water sanitation Hygiene.
- MEAL- Monitoring Evaluation Accountability and Learning
- MHH- Menstrual Health Hygiene
- LWF- Lutheran World Federation
- WFP- World Food Program
- UNHCR- United Nations High Commission for Refugees
- SAPCONE – Sustainable Approaches for Community Empowerment
- NRC – Norwegian Refugee Council
- ISRAAID – Israel Aid Agency
- PWJ – Peace Winds Japan
- LOKADO – Lotus Kenya Action for Development Organization
- KDRDIP – Kenya Development Response to Displacement Impact Project
- ADRA – The Adventist Development and Relief Agency
- KENHA – Kenya National Highway Authority
- AAR JAPAN – Association for Aid and Relief
- IP – Implementing Partner

EXECUTIVE SUMMARY

BACKGROUND

Sufficient availability of water, sanitation, and hygiene (WASH) amenities is an essential human entitlement. It is required to achieve improved health, education, nutrition, and other indicators of human development, as well as to realize all human rights. WASH also helps achieve other development objectives, especially those concerning gender equality, resilience, urban services, poverty and economic growth, and climate change. Water and sanitation access affects children's lives and their capacity to grow and develop, and it is linked to many other important issues.

The SDGs have included WASH in schools and have specified indicators for global monitoring of SDG 6 targets 6.1 and 6.2: universal access to WASH – and SDG 4 target 4.a: inclusive and effective learning environments for all. These targets and indicators for WASH in schools focus on achieving a basic minimum level of service by 2030. To effectively monitor this, the WHO/UNICEF Joint Monitoring Programme for Water Supply, Sanitation and Hygiene (JMP) has introduced new service ladders that identify availability of WASH services at three levels of basic, limited and no service.

For Kenya, the SDGs Agenda is significant given the pivotal role it played during the Open Working Group that guided the transition from Millennium Development Goals (MDGs) to the adopted 2030 Agenda for Sustainable Development. Notably, there is synergy between the SDGs and Kenya's own Vision 2030 – with similar deadlines and development aspirations. The SDGs Kenya Forum, since its adoption in 2016 March, has continued to mobilize and convene all Governments Organs, Civil Society Organizations (CSOs) and partners for joint action towards sustainable development leaving no one behind. The Interagency Technical Working Committee (chaired by the State Department of Planning) continues to ensure that CSOs voices and perspectives shape the SDGs agenda in Kenya.

Rationale for the Schools WASH Assessment.

International Rescue Committee with funding from LEGO and Grundfos Foundations plans to implement a five-year TeachWell Program. At the heart of this program, is to unlock playful learning by ensuring teachers have the skills to transform classrooms into joyful, meaningful, actively engaging, iterative, and socially interactive spaces to meet the holistic needs of children as individual learners within classrooms and in broader communities.

In partnership with the LEGO Foundation and Grundfos Foundation, the project will train 100% of the teachers in refugee camps and host counties. Our approach will prioritize equity and equip teachers to meet the comprehensive needs of all children. Central to this will be the infusion of contextualized approaches to social and emotional learning (SEL) and learning through play. When children play, they try new things, explore their surroundings, and overcome emotional hurdles. Play is an essential part of learning.¹ When teachers introduce play into classrooms, children are encouraged to leverage their natural curiosity for learning. This project seeks to encourage play in the classroom through teacher training and by removing natural barriers to play and learning in refugee-hosting counties. This means investing in teachers' knowledge, skills, and motivation; advocating for improved policies; and healthy and safe environments.

Our consortium pairs the expertise of the International Rescue Committee in refugee education, professional development, and Learning through Play (LtP) for teachers in crisis-affected contexts with

RTI International's deep experience in improving learning outcomes and supporting teachers in Kenya through collaboration with national and local governments. Lutheran World Federation and FilmAid Kenya will offer critical connections to the current realities of refugee camps and host communities – in areas where high-quality, holistic approaches to TPD are unavailable. APHRC will fill critical evidence gaps in what works for teachers in refugee hosting communities, spanning our program interventions to deliver quality, comprehensive TPD in-person and through innovation virtual platforms developed by M- Shule.

The International Rescue Committee will complement education interventions to ensure an enabling, supportive environment, leveraging our role as a leading emergency response organization in Kenya and beyond to empower the host community in Turkana west and refugees with water, sanitation, and hygiene (WASH).

Recognizing insufficiencies in the quantity and quality of data available on school WASH in Turkana, the International Rescue Committee in collaboration with the Ministry of Education; Ministry of Health and Sanitation; Lutheran World Federation; Peace Winds Japan; Plan International and Local administration conducted School WASH Assessment survey in Turkana West Sub County. This WASH Assessment is the first comprehensive representative survey of primary schools that was designed to provide information about the availability of safe drinking water, adequate sanitation and hygiene services versus desired service levels at the targeted schools to ascertain and determine areas to be prioritized during the program implementation. The Ministry of Education approved and authorized IRC access to schools and engagement of school management. Peace Winds Japan and Lutheran World Federation are implementing partners for WASH and Education respectively in Kakuma Refugee Camp. IRC in collaboration with the two IP's undertook assessments in the camp targeting schools with glaring WASH gaps as guided by the partners. Plan International being an IP for WASH in the host community, shared a list of schools they're currently supporting for onward complementarity of interventions.

Objectives of the School WASH Assessment

- To establish the status of water access, sanitation infrastructure and hygiene in both host and refugee schools.
- To establish priority schools for support with WASH interventions.
- Identify appropriate interventions to address the WASH gaps identified.

Main Results.

The assessment has established the situation of WASH services in schools in the areas of drinking water, sanitation and hygiene. Other important areas, that the survey covered, included operations and maintenance arrangements and children engagement in planning, implementation and monitoring of WASH services. The key results under these components are outlined below.

School Water Services.

The results from the survey indicate in the host community schools, only 42.19% have access to a reliable water source while 57.81% have no access to a functional water source. Whereas in the refugee camp 42.11% of the schools do not have access to a reliable water source while 57.89% of the schools have access to a reliable water source. Amongst the host community schools, 38 (59.38%) had no ongoing or planned interventions while 26 (40.63%) had ongoing or planned interventions. In the camp, however 19 (95%) of

the schools had ongoing or planned interventions while 1 (5%) had no ongoing or planned interventions. This means that some schools had ongoing or planned interventions supported by other non-governmental organizations, private entities and government sponsored initiatives. Schools in urban areas seem to have better access to an improved source of drinking water than schools in rural areas (74.6 per cent against 53.4 respectively). The most common improved sources of drinking water in schools are water piped into school premises (34.5 per cent), boreholes (15.6 per cent) and protected wells (9.8 per cent). A third of the primary Schools with drinking water sources have made it possible for pupils with limited mobility or vision to access drinking water at school. Classified with respect to the WHO/UNICEF Joint Monitoring Programme (JMP) ladders for WASH in Schools, less than half of schools in Turkana West (42 per cent) had basic drinking water services (had improved sources of drinking water with water available during the assessment). High disparities exist in the host and Refugee communities' access to portable water, according to the assessment, 18 (28.13%) of the host schools lack a reliable water source on their periphery. Nevertheless, learners accessed water from a communal water point that is overseen by the water committees. Moreover, 2 (3.13%) of the host schools (Morung'ole and Tulabalany) lacked access to any reliable water source within and outside the school periphery therefore learners sourced water from unimproved options such as unprotected dug wells, unprotected springs/surface water, or had no water services at all. Additionally, 44 (68.75%) of the host community schools have piped water available to them sourced from a borehole that is drilled either within or outside the school. According to the MoE /UNICEF Standards & Guidelines for WASH infrastructure in Primary Schools, every school must have a reliable water supply that meets the minimum requirements of quality, quantity and accessibility regardless of the prevailing conditions within the community. The survey further established that none of the schools in the host community treated their water prior to drinking. Furthermore, since the water sources are located outside school compounds, sufficient water for drinking, personal hygiene, food preparation, cleaning and laundry is always not available. This affects learning as pupils take much of their time in search for water instead of learning.

School Sanitation Services

The survey found that 97.62% of the schools had improved toilet facilities, regardless of quality. However, only 2.38% of schools did not have functional toilets with learners and teachers either relying on unimproved facilities, such as pit latrines without a slab, or had no sanitation facility at all. The average number of toilets in the refugee schools is 10 for boys and 9 for girls. While the host community recorded a relatively lower number of toilets per school as the average number of boys per toilet was 4 while the girls have an average of 5 per school. The three most common types of toilet facilities in Turkana West schools were pit latrine with washable slabs (47.2 per cent), flush to pit latrines (9.8 per cent) and ventilated improved pit latrines (43.0 per cent). More than a half of schools in urban areas (61.0 per cent) had basic sanitation services compared to 37.3 per cent of schools in rural areas. In addition, 46.3 per cent of schools were providing limited sanitation services (had improved facilities that were either not single sex or not usable). Only 11.5 per cent of schools had at least one usable toilet that was accessible to pupils with physical disability or limited vision. Thirty-six per cent of schools in Turkana West met the minimum standard for pupil's toilet ratio (1 toilet door should be used by 25 girls and 1 toilet door and a urinal should be used by 30 boys) set by the Government/UNICEF.

School Hygiene Services.

Nine out of ten schools (92.9 per cent) in Turkana West had handwashing facilities whether improvised or constructed to standard. The average number of handwashing stations per school was 3 with an average of at most 2 being functional. Only 6 (7.14 per cent) schools have no handwashing stations at all. The average ratio of handwashing stations to pupils is 295 per handwashing station against MoE/UNICEF standard of 1 handwashing station per class and toilet. On the availability of soap, only 9 out of 84 schools had soaps available in their handwashing stations. Urban schools (85.3 per cent) were more likely to have handwashing facilities than rural schools (64.6 per cent). The coverage of basic hygiene services in Turkana West was low (23.2 per cent) as only approximately two out of ten schools had handwashing facilities with soap and water available at the time of the survey. Host schools had a smaller percentage of schools with basic hygiene services (15.8 per cent), compared to camp schools owned (42.0 per cent). Thirty-six per cent of schools in Turkana West had limited hygiene services (water was available but no soap available at the time of the assessment). Three out of ten schools that had handwashing facilities also had facilities accessible to the youngest children. Forty-one per cent of the schools with handwashing facilities had facilities that are accessible to pupils with physical disability or limited vision. While the girls account for nearly half of the population in the assessed schools, the assessment found that Menstrual Health Hygiene has clearly been overlooked, only 7 (8.3 per cent) schools have toilets with water, 2 (2.4 per cent) schools have cubicle bins while only 3 (3.6 per cent) schools have sanitary towels in the toilets. This underscores the awareness of the school management on the importance of incorporating various Mental Health Hygiene components in their sanitation as this has a direct impact on enrolment of girls and maintaining them in schools during their menstrual period time. The survey also indicates that 63% (53) of the schools have Mental Health Hygiene awareness sessions for students while 39% (31) of the schools have Mental Health Hygiene awareness sessions for students. Twenty per cent of schools in Turkana West that had disposal mechanisms used sanitary disposal pits (62.5 per cent) and burning chambers (37.5 per cent).

Operation and Maintenance.

None of the assessed schools in Turkana West had funds to cover the maintenance and repair of school WASH facilities at the time of the survey. Host community schools depended on external support from NGOs and National Government Constituency Development Funds to maintain and repair school WASH facilities at the time of the survey. Refugee camp schools heavily depended on UNHCR, PWJ, LWF amongst other organizations to support in maintenance of the WASH facilities. Overall, pupils were responsible for cleaning toilets facilities in almost all the 84 schools.

Pupils Engagement.

Findings from the survey indicate that 69 of the schools have a WASH club while 15 do not have one. In most schools the WASH clubs also consist of Environmental health clubs. Out of the 69 only 24 of the clubs are active. As part of implementing activities of the clubs, 21 schools were conducting WASH meetings weekly monthly (30.43 per cent). Among schools with WASH clubs, only 15 (21.7 per cent) had their visual materials for promotion of good WASH behaviors displayed on the school premises.

1.0: INTRODUCTION

1.1: Background Information

The UN General Assembly declared in 2010 that having access to clean water and sanitary facilities is a fundamental human right and is necessary for the fulfillment of all other rights. Similarly, the right to water and sanitation has been expressly recognized as a fundamental right in two human rights treaties: the Convention on the Rights of the Child (CRC) and the Conventions on the Elimination of All Forms of Discrimination Against Women (CEDAW). This acknowledgment demonstrates how essential these foundational elements are to each person's existence. To fulfill the rights to water and sanitation, these necessities must be sufficient, widely available, safe, acceptable, and reasonably priced for everyone, without exception. The SDG 6 and its corresponding targets, which promote water availability and sustainable management, highlight a call that requires "leaving no one behind". Inadequate and unequal access to water and sanitation services, combined with unsuitable hygiene habits in homes and institutions, significantly hinder attempts to fulfill every child's right especially the most vulnerable to a clean and safe environment. Kenya's youth, who make up more than 60% of the population, are disproportionately impacted by inadequate sanitation, unsafe water, and hygiene standards. Providing children with school WASH services that are safe, respectable, inclusive, and dependable enhances academic achievement, supports gender equity, and creates a pleasant and healthy learning environment plays a significant role in helping students from underprivileged backgrounds, especially girls, overcome discrimination and exclusion from school. Conversely, providing children with a high-quality education in hygiene sets the stage for a healthy and productive life and generates demand for clean water and sanitation services in the future. Children can become change agents for the entire community when engaged in community program. However, most schools in underdeveloped nations are devoid of even the most basic amenities for water and sanitation, and their hygiene instruction programs frequently fall short. Adolescent girls face significant challenges throughout puberty due to the terrible state of WASH services in schools. Lack of appropriate sanitation facilities causes adolescent females to lose their privacy and dignity, which has a particularly detrimental effect on their health and safety, self-esteem, education, and general well-being. Confusion, worry, tension, and embarrassment could result from the circumstance. There are several reasons why girls may face difficulties, including a lack of information about menstruation, limited access to menstrual hygiene products, and inadequate school WASH facilities that would allow them to change in a secluded area and covertly discard menstrual hygiene products. There is mounting proof that poor WASH facilities have an impact on student performance and graduation rates, as well as enrollment and attendance rates and early dropout rates.

1.2: Global Overview of WASH in Schools

Access to WASH services in schools is still a major global challenge that needs immediate attention and coordinated actions. The 2018 WHO/UNICEF Joint Monitoring Programme (JMP) for Water Supply, Sanitation and Hygiene report on WASH in schools found that, in 2018, roughly 31% of schools lacked basic drinking water services, implying that nearly 570 million children worldwide lacked basic drinking water services at their schools. This report presents the first global estimates for the new SDG indicators. The study also noted differences in the percentage of elementary schools (25%) and secondary schools (17%) that lack access to basic potable water services. The situation is especially bad in sub-Saharan Africa, where 47% of schools have no drinking water service. The presence of private, well-maintained restrooms at schools can have a favorable effect on students' learning and health, especially female students.

According to the JMP research, 34% of the global population, or over 620 million children, did not have access to basic sanitary facilities at their schools in 2018. Of them, more than 410 million (23%) didn't have any kind of sanitary facilities at their educational institutions. The percentage of students receiving basic sanitation services was lower in primary schools (63%) than secondary schools (72%), and in rural schools (57% against 66% of all schools). According to the research, 53% of schools had access to basic hygiene services, which are defined as handwashing stations with soap and water available during the survey. Almost 900 million students globally did not have access to basic school hygiene services. In sub-Saharan Africa and Oceania, the coverage of sanitary services was less than 50%.

1.3: Overview of WASH in Schools in Kenya.

In Kenya today, more children are attending schools as parents heed to the national call for education of their children. This is the result of several successful policy initiatives, most notably the abolition of school fees and improvement on the quality of education through various programmes. The fee-free education policy, introduced in 2003, has had positive effects in increasing the number of pupils enrolled in schools across the country. However, the increased number of pupils enrolled in schools means that the infrastructure in existing schools is overloaded and is supporting numbers of pupils that far exceed the initial design loads. This means that even where WASH facilities had been provided, they are now insufficient to meet the needs of all pupils enrolled. Overloaded WASH facilities can remain functional only up to a certain point, even assuming the presence of good operations and maintenance regime. Added to this is the fact that most investments in schools under the education sector have focused on educational infrastructures, often overlooking WASH facilities. According to the data published by the Ministry of Education in 2019, Kenya has 32594 primary educational institutions, and 10482 secondary education institutions including private and public schools. These schools accommodate more than 14 million school children of which 93 per cent are enrolled in government schools. Low access to WASH services in schools has been a persistent problem over decades and contributes to a poor and unhealthy learning environment. The school WASH mapping that was conducted in 2010 by UNICEF, established a dire situation indicating that 34 per cent of government primary schools had no water supply on the school premises and only 41 per cent had access to improved toilets. Existing facilities seldom benefitted children with mobility disabilities as only 4 per cent of schools had suitable sanitation facilities for them. The mapping further revealed that, in schools with functional latrines, 52 per cent of facilities for girls had no doors to offer privacy.

2.0 SCHOOL WASH ASSESSMENT METHODOLOGY

2.1 METHODOLOGY OVERVIEW

To ensure comprehensiveness and accuracy of the needs assessment, a mixed methodology was employed. This approach combines quantitative and qualitative data collection techniques, enabling us to capture both the statistical dimensions and the narratives from the targeted groups. Observation was incorporated to ensure that the team could ascertain the extent of the need in the schools.

2.2 Population of Interest

The survey was conducted in 84 schools covering the 9 wards in Turkana West including the Kakuma Refugee Camp. Headteachers or Deputy Headteachers were our major respondents.

2.3 Sampling

All the schools in Turkana West were assessed. Thus, no sampling was conducted.

2.4 Data Collection

Quantitative data collection was conducted through commcare, a mobile data collection platform while the qualitative data which was majorly observational data and the results uploaded on commcare. Data collection was conducted by IRC WASH Staff.

2.5 Data Analysis

Following completion of data collection and all inquiries responded to, the MEAL together with the WASH Team designed a criteria analysis to ascertain the neediest schools. This informed the schools to be prioritized during intervention phase. The analysis criteria assessed access to safe drinking water and access to sanitation services. The indicators for each area were derived from the SPHERE handbook. Using MS EXCEL, we were able to rigorously analyze the data which then provided insights, patterns and trends that feed into the final report. Schools that were below the recommended thresholds in both access to safe drinking water and access to sanitation services were classified as tier 1 schools. This would then be high priority schools for support.

3.0 KEY FINDINGS.

3.1 Demographic Information

The assessment was conducted in 84 primary schools in Turkana West Sub County focusing on both the host community and the refugees. In the host community 64 schools were assessed in the 9 wards of Turkana West subcounty while 20 schools were assessed in the Kakuma Refugee camp and Kalobeyei settlement scheme.

Ward	Number of Schools
Kakuma ward	15
Kalobeyei Ward	5
Letea Ward	6
Lobur ward	1
Lokichoggio ward	4
Lopur ward	9
Nakalale ward	10
Nanam ward	6
Songot Ward	8
Total	64

Table 1: Below is a distribution of the schools assessed per ward.

3.2 School Demography

3.2.1. Type of school.

In the host community 50 schools were Primary day schools while 14 schools had both Day and boarding sections. In the refugee community, out of 20 schools 18 schools were Day schools while 2 schools had both day and boarding sections.

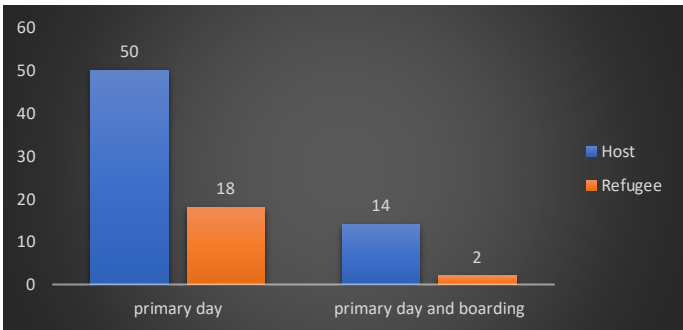


Figure 1: Showing Type of school.

3.2.3 School composition.

This section aggregates school by gender composition only 1 school in the refugee set up was purely a boys' school while 3 schools (2 in the host and 1 in the refugee camp) were only composed of girls. The other 80 schools (62 in the host and 18 in the camp) had both boys and girls.

School composition	Host	Refugee	Grand Total
Boys only	0	1	1
Girls only	2	1	3
Mixed boys and girls	62	18	80
Grand Total	64	20	84

Table 2: Showing School composition

3.2.4 School category

Further aggregation of the schools indicates that 47 schools in the host and 2 school in the refugee had complete preschool, primary and junior secondary school, 16 schools in the host have partial preschool and primary school, while 1 school in the host and 18 schools in the Refugee camp had partial primary and junior secondary schools.

School composition	Host	Refugee	Grand Total
complete pre-school primary and junior sec school	47	2	49
partial preschool primary	16	0	16
partial_primary_and_junior_sec_school	1	18	19
Grand Total	64	20	84

Table 3: Showing School categories

3.2.5 School Population

Schools in the host community recorded an average population of 614 pupils, consequently the most populous school had 2278 pupils while the least populous school had 113 pupils. On further aggregation by gender, the highest male population in schools was 1393 while average male population was 320 pupils. For female students the maximum number of female pupils in a school was 1200 and minimum number of 63 with an average population of 291. The total population for the 64 host schools is 92544 (49974 M; 42570 F)

In the refugee schools, the average total population was 1955 pupils, with the most populous school having 4351 pupils. The schools registered a male pupil average of 1161 pupils with the 2452 male pupils being the highest number in schools. On average the schools registered an average of 794 female pupils while the 1899 being the maximum number of female pupils in a school. The total population for the 20 refugee camps is 41055 (22991 M; 18064 F)

		Total pupils' population	Male pupils' population	Female pupils' population
Refugee	Average	1955	1161	794
	Max	4351	2452	1899
	Min	0	0	0
Host	Average	614	320	291
	Max	2278	1393	1200
	Min	113	0	63

Table 4: Showing School Population

3.2.6 Disability Status

To make WASH interventions disability friendly, it was wise to ascertain the overall number of learners with disabilities. The design of WASH infrastructures will be informed by this information, making them inclusive and user-friendly. PWDs make up 5% of all learners enrolled in the 84 schools. Following the introduction of questions about disabilities in the questionnaire, this data was gathered from the school management. The breakdown is shown below:

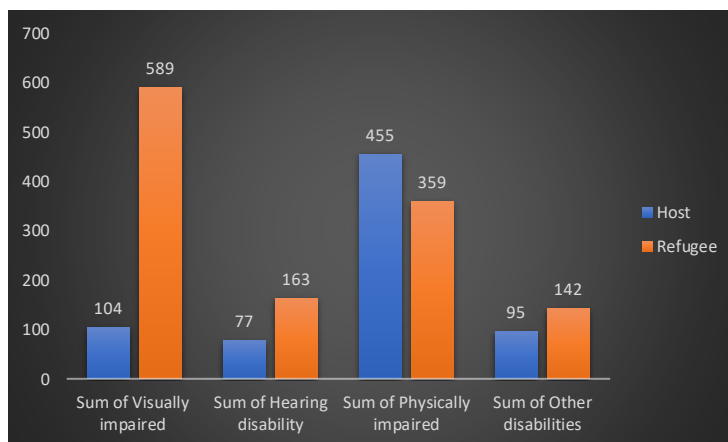


Figure 2: Showing DISABILITY STATUS

3.2.7 School Management.

Overall, all the schools are managed by a Board of Management. However, for the host community schools, they are overseen by the ministry of education while the camp schools are overseen by the UNHCR and other agencies like LWF and WFP.

Commented [KM1]: What is the total school population?

Commented [VL2R1]: Captured for both host and refugee schools.

4.0 FINDINGS ON WATER ACCESS

4.1 Ongoing / Planned water sanitation

Amongst the schools in the host community, 38 (59.38%) had no ongoing or planned interventions while 26 (40.63%) had ongoing or planned interventions. In the camp however 19 (95%) of the schools had ongoing or planned interventions while 1 (5%) had no ongoing or planned interventions. This means that some schools had ongoing or planned interventions supported by other non-governmental organizations, private entities and government sponsored initiatives. There are agencies providing different and interlinked services with regards to WASH in the schools. In the host community the agencies include:

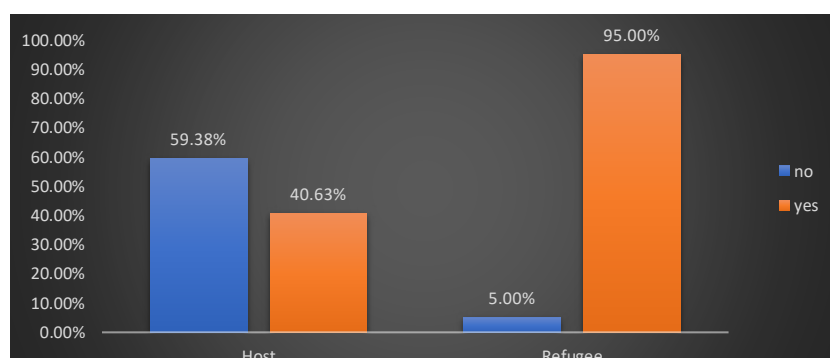


Figure 3: Showing Ongoing / Planned water sanitation

There are agencies providing different and interlinked services with regards to WASH in the schools.

In the host community the agencies include: SAPCONE, IRC, NRC, ISRAAID, MARY'S MEALS, WELT HUNGER HIFE, PWJ, LOKADO, KDRDIP, WORLD VISION.

Agency	Services provided
Team and Team	- Latrine construction, - Construction of a burning chamber - Drilling borehole - Distribution of sanitary towels
World Vision	- Distribution of water tanks - Construction of latrines - Distribution of handwashing stations.
KDRDIP	Construction of classrooms and latrines
I choose Life	Distribution of soaps and water tanks
LOKADO	Latrine construction
ADRA	Support Menstrual Health Hygiene
KENHA	Construction of latrines

Table 5: Showing list of agencies in the host community

Agencies Supporting WASH interventions in the camp include:

Agency	Services Provided
PWJ	• Water trucking • Distribution of water storage tanks • Rehabilitation of water systems
UNHCR	• Support Menstrual Health and Hygiene
IRC	• Support Menstrual Health Hygiene
LWF	• Support Menstrual Health and Hygiene
Windle Trust	• Latrines construction
RAI	• Menstrual Health Hygiene awareness
AAR Japan	• Construction of latrines
SAPCONE	• Distribution of water filters

Table: *Showing Agencies Supporting WASH interventions in the camp*

4.2 ACCESS TO WATER

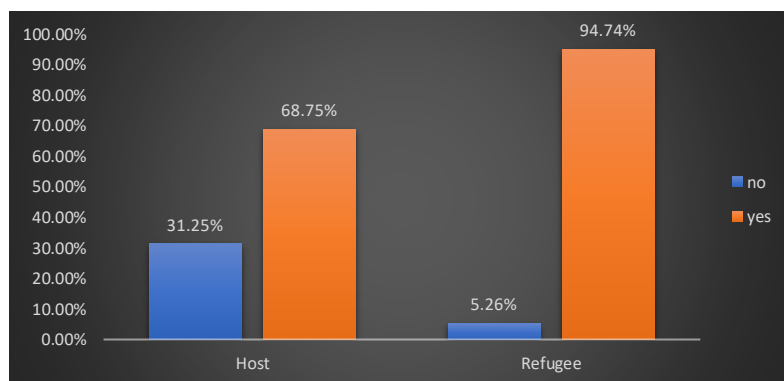
High disparities exist in the host and Refugee communities' access to portable water, according to the assessment. 18 (28.13%) of the host schools according to the assessment lack a reliable water source on their periphery. Nevertheless, learners accessed water from a communal water point that is overseen by the water committees. Moreover, 2 (3.13%) of the host schools (Morung'ole and Tulabalany) lacked access to any reliable water source within and outside the school periphery therefore learners sourced water from other options such as hand dug wells. Additionally, 44 (68.75%) of the host community schools have piped water available to them sourced from a borehole that is drilled either within or outside the school. According to the MoE /UNICEF Standards & Guidelines for WASH infrastructure in Primary Schools, every school must have a reliable water supply that meets the minimum requirements of quality, quantity and accessibility regardless of the prevailing conditions within the community. From the assessment, all schools in the host community do not have routine water quality monitoring plan therefore they do not meet drinking water quality standards. Furthermore, since the water sources are located outside school compounds, sufficient water for drinking, personal hygiene, food preparation, cleaning and laundry is always not available. This affects learning as pupils take much of their time in search for water instead of learning. In the Refugee camp, 1 (5.26%) of the schools had no water access to piped water while 18 (94.74%) of the schools have access to water.

The table below indicates schools without access to water from a reliable source within the school compound.

No.	Location status	Name of the school	Type of school
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1	Host	Kabokorit Primary School	primary day
2	Host	Nang'olemaret comprehensive school	primary day
3	Host	LOTAKA PRIMARY	primary day
4	Host	TULABALANY PRIMARY	primary day
5	Host	MORUNGOLE PRIMARY	primary day and boarding
6	Host	LOKANGAE PRIMARY	primary day
7	Host	LODAKACH PRIMARY	primary day
8	Host	MUSUG PRIMARY	primary day
9	Host	ESIKIRIAIT PRIMARY	primary day
10	Host	NATIIRA PRIMARY	primary day
11	Host	ATAERIKA PRIMARY	primary day
12	Host	ST. PETERS NAREMIETO PRIMARY	primary day
13	Host	LOSAJAIT PRI SCH PRIMARY	primary day
14	Host	MAKUTANO PRIMARY	primary day
15	Host	ST PAUL NALAMACHA PRIMARY	primary day
16	Host	KASELEM PRY PRIMARY	primary day
17	Host	KAENYANGALUK PRIMARY	primary day
18	Host	NADUAT PRIMARY	primary day and boarding
19	Host	ST. PAUL LOKICHAR PRIMARY	primary day
20	Refugee	LOKITAUNG PRIMARY	primary day
21	Host	ST. TERESA PELEKECH PRIMARY	primary day

Table 6: The table below indicates schools without access to water from a reliable source



These findings are further explained by the data on functionality and reliability of the water sources surrounding the schools. In the host community schools only 42.19% have access to a reliable water source while 57.81% have no access to a functional water source. Whereas in the Refugee camp 42.11% of the schools do not have access to a reliable water source while 57.89% of the schools have access to a reliable water source.

4.3 Distance to water source.

The data reveals that in the Refugee camp 4 schools have water within 500 meters from the school, 8 schools between 500m-1km and 8 schools with water sources over 1 km from the school. In the host schools, 40 schools have water sources within 500 meters from the school, 1 school has a water source between 500m-1 km and 23 schools have water sources over 1km from the school.

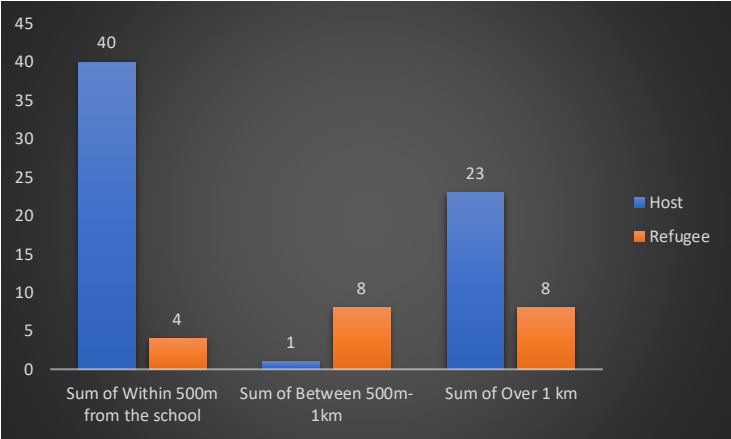


Figure 4: Showing Distance to water source

4.4 Time taken at the water source.

The assessment indicates that school going children spend a relatively long period of time at the water source. This against the MoE/UNICEF acceptable queuing time of less than 30 minutes at the water sources. Aspects like high student population, longer distance to accessing water points and hand pumped water source could contribute to this.

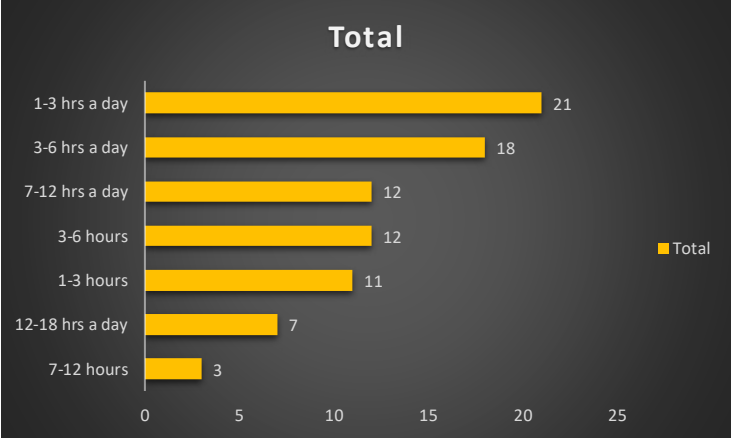


Figure 5: Showing Time taken at the water source

4.5 Water treatment

The assessment reports predominantly low use of water treatment in water purification. For instance, none of the schools in the camp practice any form of water treatment while only 15 of the 84 schools in the host community have a water treatment system. Chemical treatment and filtration are the only water treatment methods that the schools have incorporated.

4.6 Management of water systems

In view of the findings, water systems have existing water management committees who are responsible for the daily operation and maintenance of the water systems; 9% of the schools manage their own water systems while 49% of the water systems are managed by water user committees and 6% of the water sources by various water service providers. However, 36% of the schools do not have structured water management. This could explain the unreliability and lack of functionality of various water systems. as the water management committees are responsible for general repair and maintenance of the water system.

4.7 Further the respondents gave suggestions on priority areas to improve water access in schools. Suggestions from the refugee schools include:

- Rehabilitation of existing water systems, especially pipeline repairs.
- Increase taps and handwashing stations in the schools.
- Cleaning of the steel tanks
- Construction of more storage facilities

In the host community schools these were their priority areas:

- Supply new water storage facilities and repair leaking tanks.
- Establish new water systems i.e. drilling and equipping of boreholes for the schools.
- Equipping of existing handpumps to solar pumps
- Developing of new and rehabilitation of existing water pipeline systems to serve the schools.
- Construct additional taps and handwashing station.
- Repair existing boreholes.
- Supply schools with water treatment chemicals.

5.0 SANITATION

5.1 Availability of toilets in schools.

The survey recorded a high percentage of schools with toilets. The survey found that 97.62% of the schools had functional toilets while 2.38% did not have functional toilets. Letea and Musug primary schools in Turkana West have no latrines. The schools host both boys and girls thus posing a huge sanitation risk. Notably, Musug primary also has limited Water access. The Average number of toilets in the refugee schools are 10 for boys and 9 for girls. While the host community recorded relatively lower number of toilets per school as the average number of boys per toilet was 4 while the girls have an average of 5 per school.

All the schools have pit latrines with concrete floors apart from 2 latrines that are tiled.

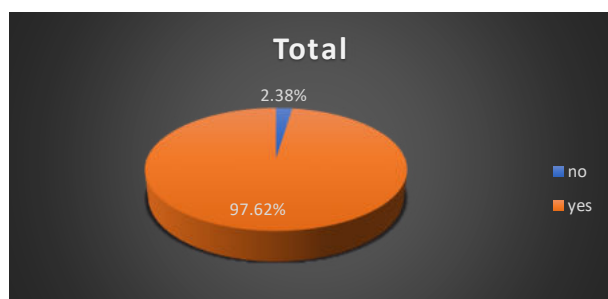


Figure 6: Showing Availability of toilets in schools

While the schools have recorded high populations of pupils this has directly resulted in high ratios of students per toilet. For instance, the average ratio of girl to a functional toilet is 96 girls per toilet in the Refugee schools and 76 girls per toilet in the host community schools. While the ratio for boys per toilet in the refugee schools is 74 per toilet and 92 boys per functional toilet in the host community.

Regarding disability friendly toilets, only 36% for the girls' and 29% for the boys 'toilets. However, the toilet design is only limited to either having ramps or being built with adequate space.

While the girls account for nearly half of the population in the assessed schools, the assessment found that Menstrual Health Hygiene have clearly been overlooked, only 7 schools have toilets with water, 2 schools have cubicle bins while only 3 schools have sanitary towels in the toilets. This underscores the awareness of the school management on the importance of incorporating various MHH components in their sanitation as this has a direct impact on enrolment of girls and maintaining them in schools during their menstrual period time.

The survey also indicates that 63% (53) of the schools have MHH awareness sessions for students while 39% (31) of the schools have MHH awareness sessions for students.

5.2 Handwashing

Handwashing in the assessed schools seems to be unsatisfactory. 78 of the schools exhibited presence of a handwashing station whether improvised or constructed to standard. The average number of handwashing stations per school was 3. Only 6 schools have no handwashing stations at all. Out of the total handwashing stations available in the schools an average of 2 handwashing stations are functional. The average ratio of handwashing stations to pupils is 295 per handwashing station against MoE/UNICEF standard of 1 handwashing station per class and toilet. On the availability of soap, only 9 schools had soaps available in their handwashing stations.

Table showing a summary of handwashing stations per school

a) Host communities

Average number of handwashing stations per school	3
Average number of functional handwashing stations/ school	2
Average ratio of functional handwashing stations/students	1 tap/240 students

b) Refugee schools

Average number of handwashing stations per school	5
Average number of functional handwashing stations/ school	3
Average ratio of handwashing stations/students	1 tap/480 students

Only 44% of the schools have trained teachers on hygiene promotion with an average of 2 teachers trained per school.

Whereas 56% of the schools have sensitized pupils on hygiene while the other 44% of schools have no hygiene awareness sessions for pupils.

These findings compliment the dissatisfaction in handwashing behavior as illustrated above.

5.3 Waste Management

According to the data, the school waste includes plastic waste i.e. water bottles, paper waste, dried leaves, feces, and sanitary towels. The schools manage their waste majorly by burning. Only 1; Horseed Primary school based in the refugee camp school an incinerator. Sanitary towels which is mostly biodegradable is disposed by throwing in the pit latrines.

With regards to waste management, only 4 schools located in the host community practice recycling of waste materials. AIC Lokichogio primary schools recycle wastepaper for briquette making and use of plastics for seedling planting, Kaenyangaluk primary reuses bottles while Kaemongor primary school recycles milk boxes for seedling planting and Naduat primary school uses bottles in landscaping and paper waste reused as tissue.

5.4 Wash Clubs

69 of the schools have a WASH club while 15 do not have one. In most schools the WASH clubs also consist of Environmental health clubs. Out of the 69 only 24 of the clubs are active.

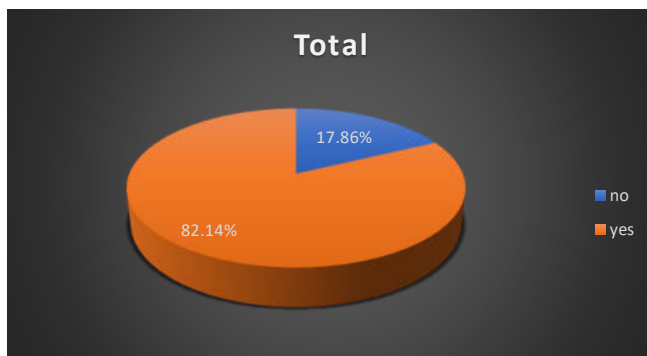


Figure 7: Showing availability of WASH CLUBS

Further, 17(20.24 %) of the schools have an existing environmental health and safety committee while 67(79.76%) do not have. Only 6 schools have the committee sensitized on WASH while only 2 of the schools have the committees trained on MHM.

To promote more specific WASH related programs and activities, schools were asked whether they have IEC materials. Only 25 (30%) schools had WASH IEC materials as opposed to the other 69 (70%) schools.

6.0 CONCLUSION AND RECOMMENDATIONS

These recommendations aim to create a comprehensive and integrated approach to address the identified gaps in this assessment. . Implementing these measures collectively would contribute to a more robust and effective WASH system that meets the diverse needs of our schools.

- Construct additional toilets for both teachers and pupils with an emphasis on designing MHH and disability friendly toilets.
- Improve water access. This includes developing new and rehabilitation of existing pipeline systems; distribution of storage tanks, drilling and equipping of boreholes in schools with no water source or with highly saline water and solarization of handpumps.
- Enhancing Hygiene promotion and awareness by leveraging on existing WASH clubs and environmental clubs and creation of new clubs to act as platforms that promote hygiene.
- Training of teachers and pupils on WASH components with a focus on MHH and environmental conservation.
- Supply soaps and other detergents.
- Construct incinerators and other waste management systems.

APPENDIX: SCHOOLS SELECTION CRITERIA

The needs assessment aimed at systematically identifying gaps between current WASH conditions in the sampled schools helping us understand the specific school's requirements thus tailoring interventions to meet these needs.

Together with the WASH Team we developed a selection criterion that would help us settle on the most deserving schools focusing on current needs and existing low-lying fruits.

Below are the criteria used:

Appendix 1: Water access

- Availability of a water source
- Distance from the school to the water source.
- Functionality of the water source
- Connectivity of the water source to the school and a functional water system.
- Availability of functional water storage facilities and abstraction points.
- Ratio of pupils to available taps
- Ratio of pupils to storage capacities

WATER SUPPLY	SCORES
Availability of improved water source	
Yes	10
No	0
Distance of water source from the school	
≥ 2000	2.5
1000 – 1999	5
500 – 999	7.5
Below 499	10
Functionality of water source	
Fully operational	10
Partial	5
None	0
Availability of storage facilities	
Yes	10
No	0
Ratio of pupils to storage capacity (DAY SCHOOLS)	0
1 pupil to ≥ 5 liters/day	10
1 pupil to 3-4 liters/day	5
1 pupil to 1 to 2 liters/day	2.5

1 pupil to $\leq$ 1 liters/day	0
OR	
Ratio of pupils to storage capacity (BOARDING SCHOOLS)	
1 pupil to $\geq$ 25 liters/day	10
1 pupil to 16-24.9 liters/day	5
1 pupil to 6.1 to 15.9 liters/day	2.5
1 pupil to $\leq$ 6 liters/day	0
WATER access points	
1 tap to $\leq$ 25 pupils	10
1 tap to 26 to 75 pupils	5
1 tap to 76 to 100 pupils	2.5
1 tap to > 100 pupils	0
TOTAL FOR WATER SUPPLY	

Appendix 2: Sanitation

- Type of available sanitation facility
- Functionality of the sanitation facility
- Ratio of girls to latrines
- Ratio of boys to latrines
- Availability of inclusive toilets
- MHM Sensitive latrine

SANITATION	SCORES
Availability of sanitation facilities	
Improved sanitation facility	10
unimproved sanitation facility	5
No sanitation facility	0
Functionality of the sanitation facility	
Fully Operational	10
Partially operational	6.7
Filled up latrine	0
Ratio of Girls to latrines	
1 latrine to $\leq$ 25 girls	10
1 latrine to 26 to 100 girls	6.7
1 latrine to $\geq$ 101 girls	3.3

Ratio of Boys to latrines	
1 latrine to $\leq$ 30 boys	10
1 latrine to 31 to 100 boys	6.7
1 latrine to $\geq$ 101 boys	3.3
	0
Availability of inclusive Latrines	
MHM supportive Latrine	0
Yes	10
No	0
Accessible by people with limited mobility	
Yes	10
No	0
TOTAL FOR SANITATION	

The above criteria points were graded and schools that scored the least were prioritized for either Water access or Sanitation interventions. Grand total of 60 points under the water access section indicates the school has improved and safe access to water. The cutline for schools to be supported with water access interventions was 30 points. Being the midpoint, school with points equals or less than 30 indicates the severity in water access and therefore prioritized for water access interventions.

Number	Location status	Name of the host schools	type of school	school composition	Scores
1	Host	Kabokorit Primary School	primary day	mixed boys and girls	5
2	Host	TULABALANY PRIMARY	primary day	mixed boys and girls	5
3	Host	MUSUG PRIMARY	primary day	mixed boys and girls	5
4	Host	ESIKIRIAIT PRIMARY	primary day	mixed boys and girls	5
5	Host	ATAERIKA PRIMARY	primary day	mixed boys and girls	5
6	Host	ST. PETERS NAREMIETO PRIMARY	primary day	mixed boys and girls	5
7	Host	ST PAUL NALAMACHA PRIMARY	primary day	mixed boys and girls	5
8	Host	Nang'olemaret comprehensive school	primary day	mixed boys and girls	10
9	Host	NATHIRA PRIMARY	primary day	mixed boys and girls	10
10	Host	LOSAJAIT PRI SCH PRIMARY	primary day	mixed boys and girls	10
11	Host	MAKUTANO PRIMARY	primary day	mixed boys and girls	10
12	Host	KAENYANGALUK PRIMARY	primary day	mixed boys and girls	10

13	Host	ST. PAUL LOKICHAR PRIMARY	primary day	mixed boys and girls	10
14	Host	ST. TERESA PELEKECH PRIMARY	primary day	mixed_boys_and_girls	10
15	Host	Kamudei Primary School	primary day	mixed boys and girls	15
16	Host	Towokayeni Primary Junior School	primary day	mixed boys and girls	15
17	Host	LOTAKA PRIMARY	primary day	mixed boys and girls	15
18	Host	LOKIPOTO PRIMARY	primary day	mixed boys and girls	15
19	Host	NAMON PRIMARY	primary day	mixed boys and girls	15
20	Host	OROPOI PRIMARY	primary day	mixed boys and girls	15
21	Host	ST. PATRICK'S LOMIDAT PRIMARY	primary day	mixed boys and girls	15
22	Host	Lopwarin Comprehensive school	primary day	mixed boys and girls	20
23	Host	Loreng primary school	primary day	mixed boys and girls	20
24	Host	EMILAIT MIXED PRIMARY	primary day	mixed boys and girls	20
25	Host	LOKANGAE PRIMARY	primary day	mixed boys and girls	20
26	Host	LODAKACH PRIMARY	primary day	mixed boys and girls	20
27	Host	KAWARNAPARAN PRIMARY	primary day	mixed boys and girls	20
28	Host	LOKWANYIA PRIMARY	primary day	mixed boys and girls	20
29	Host	ST.ANN'S LOKUDULE PRIMARY	primary day	mixed boys and girls	20
30	Host	KASELEM PRY PRIMARY	primary day	mixed boys and girls	20
31	Host	LOPIDING PRY PRIMARY	primary day	mixed boys and girls	20
32	Host	ST. MATHEW'S NADOME PRIMARY	primary day	mixed boys and girls	20
33	Host	AIC NANAM PRIMARY	primary day	mixed boys and girls	25
34	Host	KAEMONGOR PRIMARY	primary day	mixed boys and girls	25
35	Host	NAKALALE PRIMARY	primary day	mixed boys and girls	25
36	Host	NATIONOKAR PRIMARY	primary day	mixed_boys_and_girls	27.5
37	Host	Kalemchuch comprehensive school	primary day	mixed boys and girls	30

38	Host	ABUR PRIMARY	primary day	mixed boys and girls	30
39	Host	LORENZO PRIMARY	primary day	mixed boys and girls	30
40	Host	LORITIT PRIMARY	primary day	Mixed boys and girls	30
41	Host	LOBANGA PRIMARY	primary day	Mixed boys and girls	30
42	Host	NAKOYO PRIMARY	primary day	mixed boys and girls	30
43	Host	NAWOUNTOS PRIMARY	primary day	Mixed boys and girls	30
44	Host	TEREMKUS PRIMARY	primary day	Mixed boys and girls	30
45	Host	KALOPETASE PRIMARY	primary day	Mixed boys and girls	30
46	Host	ST. COSMAS NAPOPONGOIT PRIMARY	primary day	Mixed boys and girls	30
47	Host	ST. JOHN'S LOKICHOGGIO PRIMARY	primary day	Mixed boys and girls	30
48	Host	NGIJAWOI PRIMARY	primary day	Mixed boys and girls	30
49	Host	LOCHOR-EDOME PRIMARY	primary day	Mixed boys and girls	30
50	Host	KANGITESIROI PRIMARY	primary day	Mixed boys and girls	30

Number	Location status	Name of the refugee school	Type of school	School composition	Scores
1	Refugee	FASHODA PRIMARY	Primary day & boarding	Mixed boys and girls	0
1	Refugee	LOKITAUNG PRIMARY	primary day	Mixed boys and girls	7.5
2	Refugee	CUSH PRIMARY	primary day	Mixed boys and girls	15
3	Refugee	PEACE PRIMARY	primary day	Mixed boys and girls	15
4	Refugee	GAMBELLA PRIMARY	primary day	Mixed boys and girls	15
5	Refugee	ELLIYES PRIMARY	primary day	Mixed boys and girls	15
6	Refugee	HORSEED PRIMARY	primary day	Mixed boys and girls	15
7	Refugee	MALAKAL PRIMARY	primary day	Mixed boys and girls	17.5
8	Refugee	UNITY PRIMARY	primary day	Mixed boys and girls	25

9	Refugee	ALNUUR PRIMARY	primary day	Mixed_boys_and_girls	25
10	Refugee	SHAMBE PRIMARY	primary day	Mixed_boys_and_girls	25
11	Refugee	KADUGLI PRIMARY	primary day	Mixed_boys_and_girls	27.5
12	Refugee	NEWLIGHT PRIMARY	primary day	Mixed_boys_and_girls	27.5
13	Refugee	HOPE PRIMARY	primary day	Mixed_boys_and_girls	27.5
14	Refugee	FUJI PRIMARY	primary day	Mixed_boys_and_girls	27.5
15	Refugee	PALOTA PRIMARY	primary day	Mixed_boys_and_girls	27.5
	Refugee	MOGADISHU PRIMARY	primary day	Mixed_boys_and_girls	30
17	Refugee	JABEL MARA PRIMARY	primary day	Boys only	30
18	Refugee	SHAMBE PRIMARY	primary day	Mixed_boys_and_girls	30

On sanitation access a gender lens was also incorporated to ensure some schools are not disadvantaged by GENDER SPECIFIC SCORES such as those of ratio of sanitation facilities and MHM. A grand total of 60 and 50 points for mixed and boys/girls' schools respectively indicated the school had adequate improved sanitation facilities that are fully functional meeting all the MoE/UNICEF guidelines and standards specifically on ratios for latrines to girls/boys, inclusivity of MHM component and accessibility by people with disabilities. The cutline for schools to be supported with sanitation interventions is 30 and 25 points for mixed and boys/girls' schools respectively. Being the midpoint, school with points equals or less than 30 indicates the severity in sanitation conditions and therefore prioritized for support.

Number	Location status	Name of the host school	Type of school	school composition	Scores
1	Host	KAWARNAPARAN PRIMARY	primary day	mixed boys and girls	23.4
2	Host	ESIKIRIAIT PRIMARY	primary day	mixed boys and girls	23.4
3	Host	ST. PATRICK'S LOMIDAT PRIMARY	primary day	mixed boys and girls	23.4
4	Host	ST. MATHEW'S NADOME PRIMARY	primary day	mixed boys and girls	23.4
5	Host	NAKALALE PRIMARY	primary day	mixed boys and girls	23.4
6	Host	NAMON PRIMARY	primary day	mixed boys and girls	26.6
7	Host	ST. COSMAS NAPOPONGOIT PRIMARY	primary day	mixed boys and girls	26.7

8	Host	LOCHOR-EDOME PRIMARY	primary day	mixed_boys_and_girls	26.7
9	Host	Kakuma Girls Primary / JSS School	primary day and boarding	girls only	20
10	Host	KALOBYEI PRIMARY	primary day and boarding	mixed boys and girls	23.4
11	Host	ST. TERESA NAKWAMOR PRIMARY	primary day and boarding	mixed boys and girls	23.4
12	Host	AIC LOKICHOGGIO MIXED PRIMARY	primary day and boarding	mixed boys and girls	23.4
13	Host	ST. MARK SONGOT PRIMARY	primary day and boarding	mixed boys and girls	30
14	Host	AIC LOKICHOGGIO GIRLS PRIMARY	primary day and boarding	girls only	30
15	Host	LOPUR PRY PRIMARY	primary day and boarding	mixed_boys_and_girls	30

Number	Location status	Name of the Refugee school	Type of school	School composition	Scores
1	Refugee	MOGADISHU PRIMARY	primary day	mixed_boys_and_girls	23.3
2	Refugee	UNITY PRIMARY	primary day	mixed_boys_and_girls	26.7
3	Refugee	ALNUUR PRIMARY	primary day	mixed_boys_and_girls	26.7
4	Refugee	PALOTA PRIMARY	primary day	mixed_boys_and_girls	26.7
5	Refugee	SHAMBE PRIMARY	primary day	mixed_boys_and_girls	30
6	Refugee	FUJI PRIMARY	primary day	mixed_boys_and_girls	33.3
7	Refugee	KADUGLI PRIMARY	primary day	mixed_boys_and_girls	36.7
8	Refugee	NEWLIGHT PRIMARY	primary day	mixed_boys_and_girls	36.7
9	Refugee	PEACE PRIMARY	primary day	mixed_boys_and_girls	40
10	Refugee	MALAKAL PRIMARY	primary day	mixed_boys_and_girls	43.3
11	Refugee	HORSEED PRIMARY	primary day	mixed_boys_and_girls	43.3

12	Refugee	CUSH PRIMARY	primary day	mixed_boys_and_girls	46.7
13	Refugee	HOPE PRIMARY	primary day	mixed_boys_and_girls	46.7
14	Refugee	GAMBELLA PRIMARY	primary day	mixed_boys_and_girls	46.7
15	Refugee	ELLIYES PRIMARY	primary day	mixed_boys_and_girls	46.7
16	Refugee	SHAMBE PRIMARY	primary day	mixed_boys_and_girls	46.7
17	Refugee	LOKITAUNG PRIMARY	primary day	mixed_boys_and_girls	56.7
18	Refugee	JABEL MARA PRIMARY	primary day	boys_only	60

Notably there is a group of tiers one schools; these are schools that had limited access to both safe drinking water and sanitation services. In the host community these schools are 6 and only 1 school in the camp.

TIER ONE SCHOOLS - HOST	TIER ONE - CAMP
ESIKIRIAIT PRIMARY	PEACE PRIMARY
Towokayeni Primary Junior School	
LOSAJAIT PRI SCH PRIMARY	
MAKUTANO PRIMARY	
ST.MARK SONGOT PRIMARY	
AIC LOKICHOGGIO GIRLS PRIMARY	

Attached is a link folder showing the workbook and the schools selected for various interventions.

<https://rescue.box.com/s/6m5asuiikduq8oy1tl6sxf53ojfkiiz2>



SCHOOL ANALYSIS GRUNDFOS - WASH
CRITERIA - GRUNDFOS NEEDS ASSESSMENT



GRUNDFOS WASH
NEEDS ASSESSMENT

