SCHOOL WASH MAPPING

Ministry of Education

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List of Abbreviations

AWD	Acute Watery Diarrhea
CSO	Civil Society Organization
CWA	Consolidated WASH Account
EMIS	Education Management Information System
ESDP	Education Sector Development Program
MoE	Ministry of Education
MoFEC	Ministry of Finance and Economic Corporation
MoH	Ministry of Health
MoU	Memorandum of Understanding
NGO	Non-Governmental Organization
OWNP	One WaSH National Program
PMU	Program Management Unit
SNNP	Southern Nation, Nationalities and People
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation & Hygiene
WIF	WASH Implementation Framework
WinS	WASH in Schools

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1. WASH IN SCHOOLSITUATIONAL ANALYSIS

1.1. School WASH Situation (Policy and Institutional Structure)

Ethiopia follows a federal system of governance. The decentralization system that has been formulated in 1995 constitution[1] defines the powers and functions of the federal government and those of nine regional states. Regional governments promulgated regional constitutions in the same year and revised them in 2001. The second wave of decentralization to woredas was initiated in 2001/2[2]. There are elected councils at each level and each tier of government has assigned revenue and expenditure obligations. Even if it is not reflected in the constitution, there are functional zone structures between the region and woredas (as delegated by the region to support woredas).

Following the federal structure water, health and education institutions were established with proclamations[3] (Negarit Gazeta, 2010) that define the roles and responsibilities of each sector; which had undergone a series of revisions to accommodate changes. In accordance with the proclamation, the Ministry of Health (MoH) have the power to formulate the country's health sector development program, follow up its implementation (this includes health services in institutions such as school sanitation and hygiene). Similarly, the Ministry of Water, Irrigation and Electricity (MoWIE) has the power to support the expansion of potable water supply coverage, follow up and coordinate the implementation of water projects as well as prescribe quality standards for waters to be used for various purposes. The Ministry of Education has the power to set education and training standards and ensure the implementation of same. But it does not state the role of Ministry of Education (MoE) in the provision of WASH in Schools. This means that education sector has no legal background to lead WASH in Schools.

Even if it is not supported by proclamation, the Ministry of Education has received leadership on the development of WASH in Schools in accordance with the Memorandum of Understanding signed among the key line ministries (MoWIE, MoH, MoE, MoFEC) and donor representatives in 2012. Similar Memorandum of Understanding was signed at regional level which authorizes the Bureau of Education to play the leadership role in the development of WASH in Schools within their respective regions. Even though, this working modality was sufficiently cascaded down to regions and clarity over the roles and responsibilities of WASH in Schools (WinS) is gradually coming to the front, there is still some elusiveness at lower levels.

1.2. Coordination Mechanisms

Ethiopian school WASH has been a sector agenda since recent years, and the country has moved forward in terms of creating understanding among key stakeholders on the health risks associated

[1]Federal Democratic Republic of Ethiopia, Federal Constitution, 1995

[2] Decentralization of Power and Local Autonomy in Ethiopian Federal System: A Look at Two Decades Experiment; Kena Deme Jebessa:

[3]**Proclamation No. 916/2015**, Definition of Powers and Duties of the Executive Organs of the Federal Democratic Republic of Ethiopia Proclamation, Federal Negarit Gazette No. 12 9th December, 2015

with lack of access to WASH and influencing sector actors to walk the talk. The 2012 National WASH Inventory was the eye opener as it has put light on the level of schools' access to improved water supply and sanitation. Results of the inventory showed that only 32% of the schools have access to improved water supply, which means that 68% of the schools in the country suffer from lack of access to water. In schools without water supply both teachers and students are not washing their hands during critical times, and cleaning toilet facilities is rarely practiced signifying the level of the health risks especially for children. The same report indicated that only 34% of the schools have access to improved toilet facilities whereas the majority of the schools have traditional pit latrine (which does not meet the minimum latrine standard). This also adds up to the challenges that schools are facing in this regard.

In 2012, consensus was reached among key stakeholders on the importance of giving more attention to school WASH, where education sector has taken up the leadership role. This has been made part of the Memorandum of Understanding (MoU) signed among the key ministries, donors and CSO representatives. Similarly, the WASH Implementation Framework (WIF) has reflected on the school WASH.

In 2013, Institutional WASH (school WASH; health facility WASH) was addressed as one component of the One WASH National Program Document (POM, 2013). This has other guiding documents like the Consolidated WASH Account (CWA)[4] which narrates the financing mechanism for the implementation of One WASH National Program. School WASH plans financed under the CWA modality are planned every year and approved by the national steering committee. In this situation, CWA program, the Ministry of Education is leading the school WASH program by its own structure down to woreda and school level. This is a positive progress made by the country with the support from development partners including donors and CSOs.

Since recent years the MoE has taken the leadership roles in school WASH where considerable efforts have been made to institutionalize WASH in Schools. Program management units have been established within the Ministry at federal level and its line bureaus at regional levels. Nevertheless, specific mechanism for coordinating WASH in Schools with other sectors has not yet been materialized at all levels down to the woreda level because of lack of full time staffsboth at zonal and woreda levels.

The Ministry of Education has been undertaking school improvement program since 1999 in which water supply, sanitation and hygiene are one of the basic components. Considering the challenges schools are facing, the Ministry of Education has upgraded the School Improvement program to the Directorate level in 2015. Recently the federal WASH program management unit project staffs were transferred from Planning and Resource Mobilization Directorate to School Improvement Directorate though the regional project staffs remained under planning core process that shows different structural modality.

[4]Is a five year project funded by World Bank, UNICEF, DFID and AfDB and managed by the Ministry of Finance and Economic Cooperation

2. OBJECTIVE OF THE SCHOOL WASH MAPPING

2.1. General Objective

The general objective of this school WASH mapping is to reveal the existing situation of WASH in schools and forward directions for future programming and implementation of school WASH program at the country level.

2.2. Specific Objective

The Specific Objective of this School WASH Mapping is;

- To provide adequate information on the status of school WASH program for higher level decision makers and WASH actors
- To understand the existing situation of WASH in schools
- To identify the opportunity, challenges and gaps of the school WASH and
- To forward recommendations for decisions, programming; implementation and better WASH provisions in schools.

3. METHODOLOGY

3.1. Type and Source of Data

Secondary data were used for this school WASH mapping report. The EMIS 2016 education statistics annual abstract is used as a main source of quantitative data. Moreover, the qualitative findings of the situational analysis which has been recently carried out by Ministry of Education were also used as reference. In addition to these, information from Meher Assessment report on school WASH, policy and program documents and available periodical reports were served as resource in developing this mapping exercise.

4. LIMITATION OF THE STUDY

This school WASH mapping report is prepared based on the MoE's 2015/2016 education statistics annual abstract. As this data is collected by educational experts, there might be some limitation on understanding the key technical issues.

5. OVERVIEW OF WASH IN SCHOOLS

5.1. Demand for WASH

Schools are the first place where students get life skills-based education and learn abilities to adapt and positive WASH behaviour that enable them to deal effectively with the demands and challenges encountered in everyday life. In accordance with the 2014-15 education statistics annual abstract, there are 40,320 schools, which is a 3.5% increase over the previous year (38,941 schools during 2014) and 11.7% increase over the previous two years (that means 36,095 schools in 2013). Similar trend has been observed for pre-primary, primary and secondary schools.

Primary schools grew from 30,495 during 2013 to 33,373 in 2015 (a 9.4% increase over the last three years), whereas secondary schools grew from 1912 in 2013 to 2830 in 2015 (a 48% increase over the last three years). Pre-primary schools grew from 3,688 in 2013 to 4,117 in 2015.

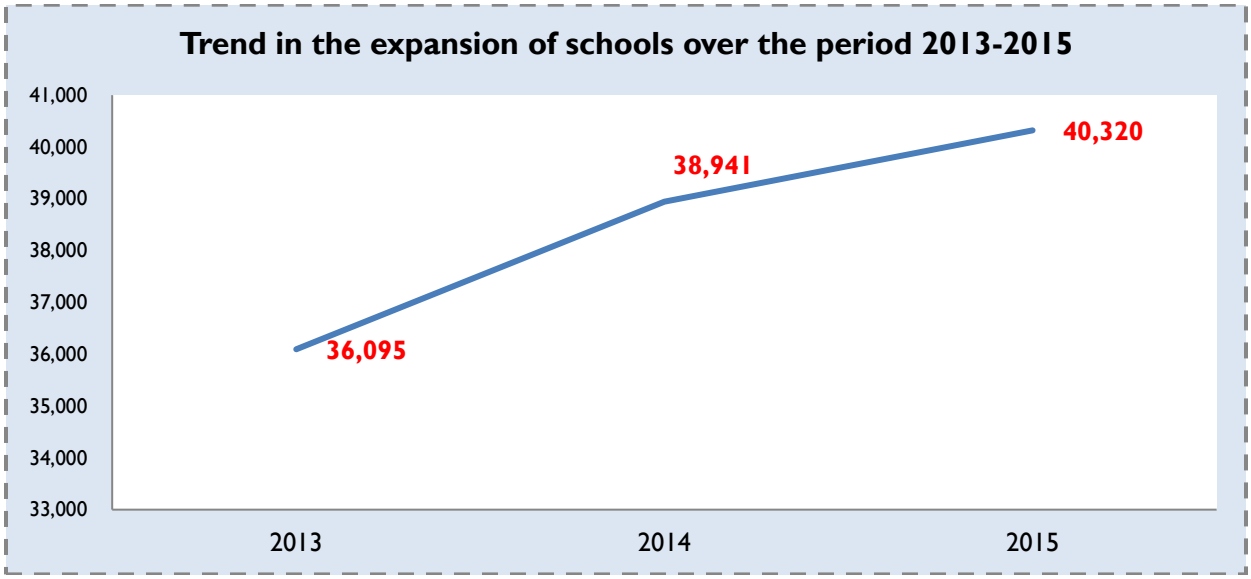

Fig 1. Trend of expansion of schools 2013-2015

School communities constitute significant percentage of the country's population; 21.3 out of 33.8 million school age population enrolled into schools in 2013 (Aboma, et al., 2015:11); and as reported in the 2014/15 education statistics annual abstract, this figure has grown to 23.8 million. In the same year, the number of teachers in all schools has reached 497,737 creating high demand for WASH in Schools. This demand for WASH in Schools is expected to increase over years as shown below in line graphs.

Teachers and students spend much of their day time in schools to attend classes; and lack of access to WASH greatly affect their health and thereby their effectiveness in their activities. Schools are the most densely populated institutions and this can speed up transmission of communicable diseases associated with poor WASH facilities. In schools where there are no menstrual hygiene management friendly latrine facilities and well taught of hygiene, girls are the most affected in relation to their menses which also adversely affect their education performance. If the problem of WASH in Schools is not well addressed, the country will likely lose significant number of change agents.

Therefore, it is indispensable and the most critical needs of school age children having a wash Facility in school. On the other without having adequate WASH facility it will be difficult to provide and scale up the national school meal programme.

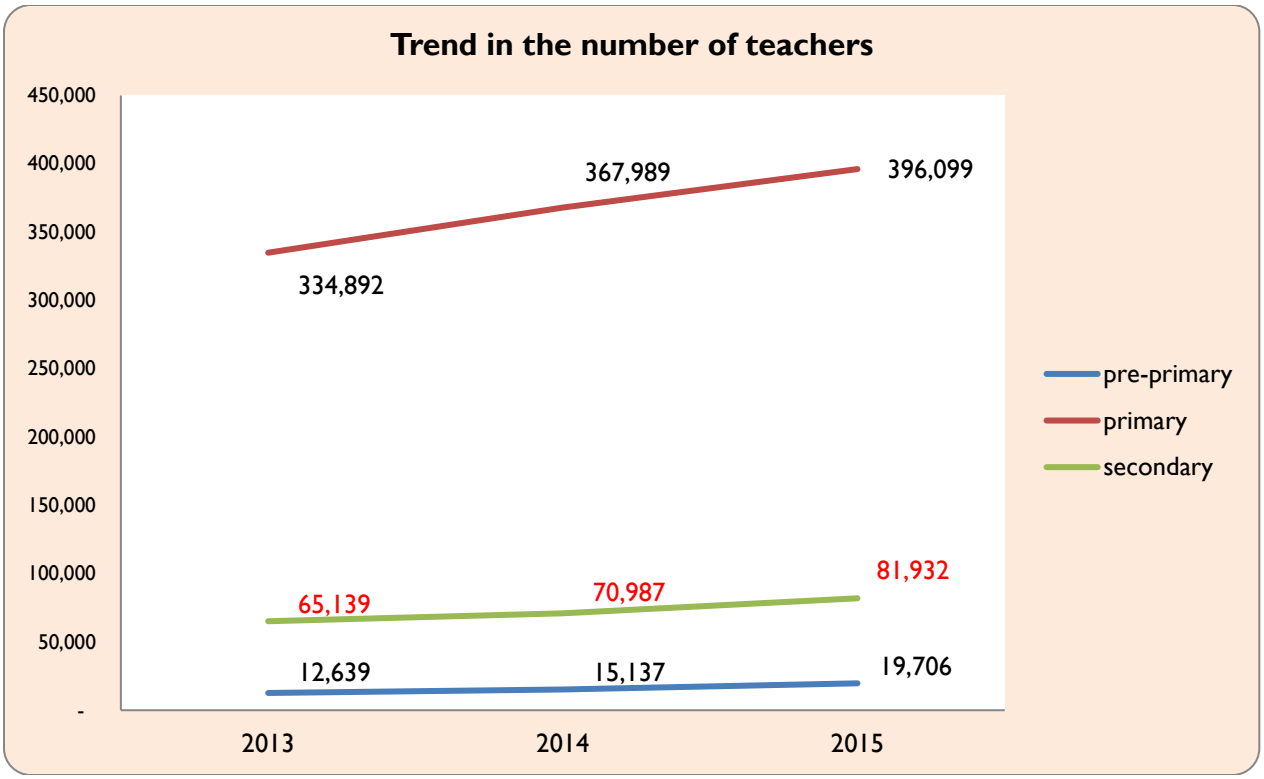

Fig 2. Trend in number of teachers

5.2. Supply Side: A Status Overview

5.2.1. WASH Access at Primary Schools

A draft report from MoE (2015/16 education statistics annual abstract) indicated that nearly 38.4% of primary schools have access to water supply; with low access reported from Tigray, Ethiopia Somalie, Afar, Amhara, Oromia and SNNP regions. With regard to their functionality status, the majority 79.9% of school water facilities are functional whereas the remaining 20.1% of the facilities are non-functional implying that there is a need for scrutiny and maintenance cost.

The 2015/16 education statistics annual abstract) revealed that for 80.4% of schools the main sources of drinking water was from improved/protected sources; whereas the remaining 19.6% was from unimproved/unprotected sources. About 69%, 19.7% and 13.4% of primary schools reported that water is available in the school for 5-7 days, 2-4 days and less than 2 days per week respectively.

The annual abstract showed that only 59.6% of the water facilities were accessible to children with physical disability and 68.5% of the water facilities were accessible to younger children. Similarly the report also showed that only 3.2% of the schools have access to full package of WASH facilities (implies to number of schools that have functional improved water source plus schools with improved toilets and hand washing facilities) with zero percent report from

Gambella, Benshangul Gumuz and Somalie regions. Please see the detail information regarding primary schools access to water supply facilities in annex 1.

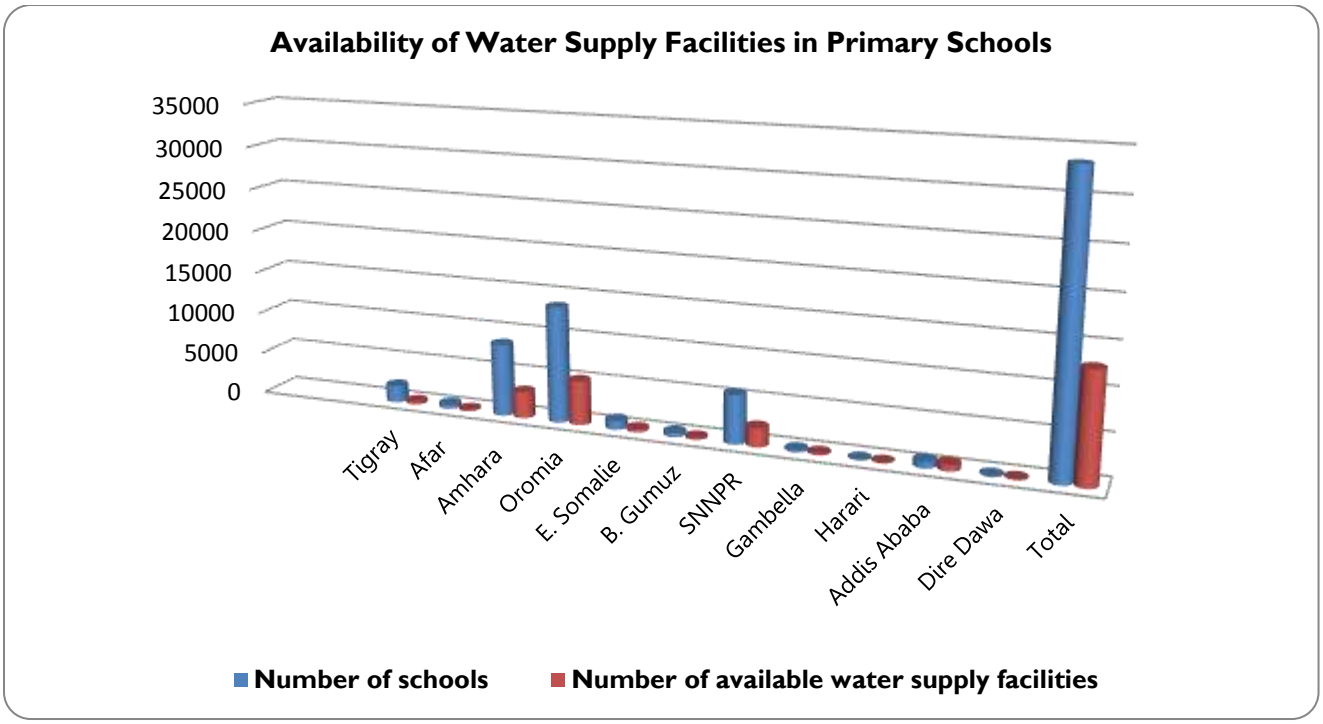

Fig 3. Availability of water facilities in primary schools, 2017

The same report with regard to sanitation facilities showed that, 86% of primary schools have access to latrine facilities. Out of this, 54.9% of them were traditional pit latrines that fail to meet the national standard; whereas only 45.1% of the schools have access to improved latrines. In relation to inclusiveness to WASH facilities, the report revealed that 35.9% of the school latrines were accessible to children with different physical disabilities as well 53% of the school latrines were accessible to younger children.

The existing latrine blocks are not adequate in relation to student population. According to WHO[5], the recommended student - toilet stance ratio is 25:1 for girls and 50:1 for boys (with urinals); whereas in accordance with the MoE, the standard student – latrine stance ratio is 75:1 for boys and 40:1 for girls. According to the 2005 sanitation protocol (MoH), student-latrine ratio is 150:1 for boys and 100:1 for girls with physical separation for girls and boys[6]. The upcoming national WASH in schools implementation guideline will bring all these standards together so that the education sector will have one standard for WASH in schools. The annual abstract report by MoE (2016) indicated that latrine stance to student ratio for primary schools at a national level is 1 stance to 217 students as there is a discrepancy in relation to stance to student ratio across

[55] WHO, recommended standards of toilets for schools.
[6]Federal Ministry of Health, Sanitation protocol 2005.

the regions; with 1 stance to 57 students from Addis Ababa and 1 stance to 491 students from Afar region is reported. The annual abstract findings showed that the Ministry of Education has to work with full commitment and energy for the coming years to attain the standards stated above.

As it is articulated above, there are different figures with regard to the standards (stance to student ratio) of WASH in Schools. The upcoming National WASH in Schools guideline and design and construction manual will put more light on the standards that the country would like to set for WASH in Schools. This will help to implement the plans specified in the fifth round education sector development program; ESDP V that focuses on ensuring that all schools have adequate water supply and gender specific sanitation facilities(ESDP V:69). The detail primary schools access to sanitation facilities is depicted in Annex 2 & 3 of this report.

The 2015/16 education statistical abstract showed that 20.8% of the schools have access to hand washing facilities. Of this, 88.9% of them have functional and 11.1% of the schools remained to have non-functional facilities. About 29% of the handwashing facilities was accompanied with soap or other substituent (ash) at the time of the data collection.

This year annual abstract revealed that 49.2% of the hand washing facilities were accessible to children with different physical disabilities as well 43.4% of the hand washing facilities was accessible to younger children. Please refer annex 4 for detail information.

5.2.2. WASH Access at Secondary Schools

According to 2015/16 education statistics annual abstract nearly 62.6% of secondary schools have access to water supply facilities, with low access reported from Ethiopia Somalie, Afar and SNNP regions. The majority 90.3% of the water facilities were functional whereas the remaining 9.7% of the school water facilities were non-functional demanding simple maintenance.

For 95.2% of secondary schools, the main sources of drinking water were improved/protected sources; whereas the remaining 4.8% of the schools obtained water from unimproved/unprotected sources. About 58%, 18.6% and 9.8% of primary schools reported that water is available in the school for 5-7 days, 2-4 days and less than 2 days per week respectively. The data also showed that 77.4% of the water facilities were accessible to students with physical disability (access to water supply facilities is depicted in annex V). Similarly the report also showed that only 9.6% of the schools have access to full package of WASH facilities with low full WASH access report from Afar, Harari, Benshangul Gumuz and Gambella regions.

The same report on sanitation facilities showed that, 87.4% of the schools have access to latrine facilities where 37.9% of them were traditional pit latrines that fail to meet the national standard; only 62.1% of the schools have access to improved latrines (detail regional data is mentioned in Annex VI).

Likewise, the annual educational abstract indicated that latrine stance to student ratio for high school students at a national level is estimated as 1 stance to 109 students. There is a discrepancy across the regions in this matter, with 1 stance to 53 students in Addis Ababa and 1stance to 533 students in Afar region. Generally, taking into consideration the standard set by WHO and MoH; the stance student ratio at secondary school level is by far better in comparison to the stance to student ratio for primary schools.

The data on hand washing facilities showed that 40% of the schools have access to hand washing facilities. Of this, 84% of them were functional and the remaining 16% were non-functional. About 17.5% of the hand washing facilities was accompanied with soap or other substituent (ash) at the time of the data collection.

In relation to inclusiveness of WASH facilities, the annual abstract also revealed that 17.5% of the hand washing facilities was accessible to children with different physical disabilities (disaggregated regional data is depicted in Annex VII).

5.2.3. Emergency WASH

According Meher Assessment report, about 76% of schools in emergency affected areas are without water. In this regard, carrying out schooling in drought situation without water is very difficult as children get thirsty, become tired and lose attentiveness. Apparently, this would force them to miss classes and gradually dropout.

Considering the available data, at an average, 47% of schools in the Meher Assessment Woredas are without latrines. One can imagine how difficult for a child to stay in a school the whole day in the absence of latrine. The magnitude of the problem may be more sever for girl children particularly during menstrual period. Absence of latrine, obviously, leads to open defecation and the resultant effect may be AWD and other diseases. A child who forms habit of open defecation at young age due to absence of latrines in schools may consider open defecation as normal practice, contrary to theoretical learning from teachers and textbooks.

Table 1. Non-availability of water and latrines in schools by emergency affected regions

Region	# of school	Schools without water		Schools without latrine	
		#	%	#	%
Tigray	1,095	725	66	794	73
Afar	665	502	75	325	49
Amhara	3,567	2337	66	1575	44
Oromia	3,723	3,017	81	2711	73
SNNPR	390	322	83	ND	ND
Ethiopia Somali	1,960	1,766	90	ND	ND
Harari	ND	ND	ND	ND	ND
Dire - Dawa	ND	ND	ND	ND	ND
Benishangul Gumuz	ND	ND	ND	ND	ND
Gambella	ND	ND	ND	ND	ND
	11,400	**8,669**	**76**	**5,405**	**47**

6. FINDINGS ON WASH IN SCHOOLS IMPLEMENTATION MODALITIES

6.1. Financing Mechanisms of School WASH

Ethiopian WASH sector is financed through three channels: channel 1 (1a from government treasury; 1b from donor pooled account that is Consolidated WASH Account), channel 2 (direct donor support to sector ministries or bureaus at regional level; but not on budget document) and channel 3 (off budget in its nature and are directly implemented by the financer like NGO funds).

WASH in Schools are however not financed from government treasury but only supported through channel 1b, channel 2 and channel 3.This seems to make difficult to track investments of WASH in Schools implying lacks public budget line for WASH in Schools.

Government has currently started to allocate matching fund for the CWA financed WASH in School program, which is expected to cover only 20% of the overall country program; but not yet started to assign public budget line and not allocating budget for WASH in Schools through regular program.

6.2. Planning, Monitoring/Evaluation and Reporting

One WASH National Program, WASH Implementation Framework, ESDP-V and associated working guidelines and manuals are used especially in planning, budgeting, implementing, monitoring and reporting on WASH in Schools financed through Consolidated WASH Account. Regular program planning processes are, however, following regional directions; not recognizing WASH in Schools (WinS).

Evidence from consultative meetings and situational analysis showed that there is no specific plan, monitoring and reporting for WASH in Schools at all levels (at federal, regional and woreda)except consolidated WASH account plan. Recently in 2015/16 Ministry of Education has framed School WASH minimum indicators and developed a data base to measure the performance of these indicators on yearly basis using EMIS Directorate. This is also cascaded well to regional level.

6.3. WASH in Schools Implementation Capacity

School WASH didn't have any government institutional structure at all levels except the availability of WASH specialists (only at federal and regional level) who are project staffs recruited to manage only CWA projects. The recruitment of such staffs is remained at regional level and didn't include zones and woredas. Any school WASH programs that are implemented at zonal and woreda level are implemented in consultation with health and water offices as there is no any staff in the education sectors at this level (neither project nor government WASH staffs). This means that WASH in Schools has no specific department or section under the regular education programs in the government structure at all levels.

In addition to this, the critical challenge is the slow pace of cascading and assimilating regional expertise and guiding documents down to zones and woredas which is always creating gaps in the implementation of policies and procedures. The result of the monitoring also showed that regional policy documents are not sufficiently cascaded down to sub-regional levels (such as zones, woredas and kebeles) as there are no full time government WASH staffs at these levels. One thing that shouldn't be denied is that there are WASH focal persons who are education expertsat all levels though they aren't in position to run the school WASH program as they are occupied with their regular commitment that are given as their job description.

As part of the capacity building, Ministry of Education is currently working on development of different school WASH documents which facilitates and accelerates the implementation of school WASH program in more strengthened and comprehensive way. These documents are:

- National School WASH Strategy and Strategic Action Plan,
- National School WASH Guideline,
- National School WASH Design and Construction Manual,
- School WASH Operation and Maintenance Manual,
- School WASH Monitoring and Evaluation,
- National School WASH Training Manuals, like;

    - School WASH for Teachers and PTA's
    - School WASH for Primary School Students
    - School WASH for Secondary school Students

Currently, the consulting firm has submitted the final draft of all documents to MoE and we are working on the documents to finalize within short period of time. Up on the completion of these documents, Education Sector will have standard documents which enable the execution of school WASH program in consistent and standardized way. This would be great achievement not only for education sector but also as country which moves the program one step ahead.

7. CONCLUSION AND RECOMMENDATIONS

7.1. Conclusions

Efforts to improve school environment as a step forward to improve education quality is getting better over the recent years. Much progress have been made since 2012 where the second version of the Memorandum of Understanding was signed by the four WASH ministries (MoWIE, MoH, MoE, MoFEC); and the first WASH actions plans which include WASH in Schools have been prepared and implemented under the Consolidated WASH Account. The Ministry of Education has received the leadership role and established WASH Program Management Unit (PMU) at federal level and in regional Education Bureaus. This shows a huge progress over the last years even though much is expected in the future. The following paragraphs provide summarizes of the findings from the situation analysis and different consultative meetings conducted on WASH in Schools.

Policy: even though significant progress has been made there are still long ways to go to provide WASH services in all Schools. There is better clarity over the roles and responsibilities at national level and much is expected to bring sufficient understanding on WASH in Schools at lower levels.

Planning, Monitoring/Evaluation and Reporting: WASH in School is lacking system for one planning, monitoring, evaluation and reporting including all WASH actors which is adversely affecting the quality of the implementation of the program

Budgeting: WASH in Schools lack public budget line, and hence there is no means to track investments made into the sector; government is not allocating budget from the treasury and the program is dependent on external financing.

Access: Findings from the 2016 education annual abstract indicated that 38.4% of the primary schools and 62.6% of secondary schools have access to water supply regardless of adequacy and reliability parameters; and 86% of primary schools and 87.4% of secondary schools are reported to have some kind of latrines, the largest percentage being traditional pits that do not meet the national standard.

Capacity: there are serious capacity challenges at all levels to plan, budget, implement, monitor and report on WASH in Schools. The capacities refer to absence of directives, institutional structure, financing, implementation, monitoring and evaluation and reporting on WASH in Schools.

Operation and Maintenance: O&M of WASH facilities in schools include absence of spare part supply chain, lack of reliable funding for O&M, lack of water technicians closer to schools, and lack of sustainability guideline.

Use: low level of awareness, inadequacy of the facilities, absence of sanctions to the misuse of facilities in schools, and untidiness of the facilities are among the factors affecting the use of WASH facilities in schools. Where there are no separate facilities, female students are not using in fear of harassment coming from their boys counterpart.

Emergency WASH: About 76% and 47% of schools in emergency affected areas are without water and latrine respectively.Students in these areas are enforced to dropout schooling because of lack of access WASH in schools.

7.2. Recommendations

On the basis of the findings from this analysis and different consultative meetings with regional, zonal and woreda educations heads and experts, the following recommendations have been made.

Policy

- ✓ It is very important to have a policy that consists of School WASH in education and training policy of MoE to bring accountability mechanisms into picture; the current working modality might not be sustainable and binding.

Capacity Building

- ✓ Establishing institutional structure at all level (from federal to grass root level) for WASH in Schools will be beneficial to address issues associated with implementation capacity.
- ✓ It is very worthy to provide trainings to school WASH focal persons on school WASH.

Budgeting

- ✓ WASH in Schools should have assigned government budget line that enables to track investments made into the sector; and the government should start allocating budget to WASH in Schools other than the matching fund from the treasury.
- ✓ There should be a shift from dependence on external financing for WASH in Schools to government allocated budget for the programme to ensure sustainability.
- ✓ Schools should be advised to have sustainability plans and start allocation of budget from its internal revenue and grants provided to implement school improvement plans
- ✓ School management should plan to use community as a source of finance and other forms of resources for the operation and maintenance of WASH facilities.

Planning, Monitoring and Evaluation

- ✓ Planning WASH in Schools should not be limited to external financing; it should be planned on regular basis with specific budget assigned to it. And also the MoE should have one WASH plan instead of project specific plan (CWA)
- ✓ WASH in Schools should have specific system for monitoring and evaluation; and should have clear and agreed indicators at all levels. It should be reported on regular basis by all WASH actors at all levels.
- ✓ The annual data collection that is conducted by EMIS should be carried out correctly and reported appropriately.

Coordination the school WASH within the sector and other sectors

- ✓ Sector actors should find ways to strengthen coordination mechanisms at all levels – federal, regional, zonal and woreda/town levels

- ✓ Sector actors should engage private sectors in WASH product marketing – supply of spare parts as well as sanitation products to schools.
- ✓ There should be strong programmatic coordination with other department such as School Feeding, school health and Nutrition, WIFAS School gardening etc.

Emergency WASH

Ethiopia is facing the impacts of the *El Niño*-induced drought in some part of the lowland areas of the country in the past two years. In this context, the regular activities and functions of schools are hampered by the prevailed drought. Therefore, government should take appropriate response measures in creating access WASH in schools by mobilizing resources for emergency cases.

8. ANNEXES

Annex I: Primary schools access to water supply facilities, 2008 E.C (2015/2016

S.n	Region	Number of schools [7]	Have water supply facilities		Functionality of water facilities		Main source of water				Availability of water per week			Accessible to children with Physical disability		Accessible to young children		Access to full WASH facilities supporting Indicator at schools[8]	
							Improved[9]		Unimproved [10]		5-7 days	2-4 days	< 2 days						
			n	%	n	%	N	%	n	%	%	%	%	n	%	n	%	n	%
1	Tigray	2044	373	18.2	373	100	358	96.0	15	4.0	71.9	15.6	11.8	362	72.3	369	73.7	46	2.3
2	Afar	534	187	35.0	117	62.6	144	77.0	43	19.3	71.8	39.3	30.8	34	29.1	39	33.3	8	1.5
3	Amhara	8621	3142	36.4	2736	87.1	2792	88.9	350	11.1	83.4	11.2	8.0	1208	44.2	1580	57.7	192	2.2
4	Oromia	13733	5249	38.2	3928	74.8	4074	77.6	1175	22.4	68.7	21.5	18.7	2151	54.8	2514	64.0	481	3.5
5	E. Somalie	1051	357	34.0	341	95.5	17	4.8	340	95.2	3.2	2.1	1.2	353	103	338	99.1	0	0.0
6	B. Gumuz	513	211	41.1	139	65.9	163	77.3	48	22.7	45.3	47.5	6.5	67	48.2	92	66.2	0	0.0
7	SNNPR	5775	2260	39.1	1631	72.2	1764	78.1	496	21.9	54.9	30.8	12.9	1095	67.1	1182	72.5	103	1.8
8	Gambella	284	185	65.1	134	72.4	155	83.8	30	16.2	33.6	23.9	37.3	132	98.5	134	100	0	0.0
9	Harari	83	63	75.9	56	88.9	57	90.5	6	9.5	48.2	32.1	21.4	28	50.0	44	78.6	4	4.8
10	Addis Ababa	785	773	98.5	759	98.2	758	98.1	15	1.9	79.2	14.0	4.6	672	88.5	711	93.7	220	28.0
11	Dire Dawa	102	82	80.4	77	93.9	77	93.9	5	6.1	49.4	36.4	16.9	31	40.3	47	61.0	3	2.9
	Total	**33,525**	**12,882**	**38.4**	**10,291**	**79.9**	**10,359**	**80.4**	**2,523**	**19.6**	**69.0**	**19.7**	**13.4**	**6,133**	**59.6**	**7,050**	**68.5**	**1,057**	**3.2**

[7] Shows only schools that are involved in the data collection (there are few schools who were not included in the study)

[8] *in this context, the indicator **full WASH facilities** at Schools implies to number of schools that have functional improved water source that meets demand of students, plus schools with improved toilets and hand washing facilities*

[9] According to JMP definition improved sources of drinking water includes sources from piped water in school building, yard/plot, public tab/standpipe, Tube well/borehole, protected dug well, protected spring, rainwater collection, bottled water

[10] Unimproved sources of drinking water includes sources from unprotected dug well, unprotected spring, cart with small tank/drum, tanker truck, surface water (river, dam, lake, pond, stream, canal and irrigation channels)

Annex II: Access to primary school latrine facilities, 2008 E.C (2015/2016)

S.n	Region	Number of schools	Have latrine facilities		Type of latrine facilities				Accessible to children with Physical disability		Accessible to young children	
					Traditional pit latrine		Improved[11]					
			n	%	n	%	n	%	n	%	n	%
1	Tigray	2023	1565	77.4	78	5.0	1487	95.0	364	23.3	439	28.1
2	Afar	457	50	10.9	11	22.0	39	78.0	28	56.0	36	72.0
3	Amhara	8621	7072	82.0	3744	52.9	3328	47.1	1669	23.6	2539	35.9
4	Oromia	13802	12809	92.8	8417	65.7	4392	34.3	5070	39.6	8228	64.2
5	Somalie	984	507	51.5	5	1.0	502	99.0	12	2.4	16	3.2
6	B. Gumuz	460	274	59.6	95	34.7	179	65.3	144	52.6	170	62.0
7	SNNPR	5677	5148	90.7	3103	60.3	2045	39.7	2086	40.5	2692	52.3
8	Gambella	276	155	56.2	93	60.0	62	40.0	155	100	155	100
9	Harari	83	76	91.6	34	44.7	42	55.3	23	30.3	47	61.8
10	Addis Ababa	749	738	98.5	51	6.9	687	93.1	619	83.9	705	95.5
11	Dire Dawa	100	92	92.0	21	22.8	71	77.2	52	56.5	70	76.1
	Total	**33,232**	**28,486**	**85.7**	**15,652**	**54.9**	**12834**	**45.1**	**10,222**	**35.9**	**15,097**	**53.0**

[11]*Improved latrine includesan improved pit latrine, a flush toilet, a pour-flush toilet, or a composting toilet*

Annex III: latrine stance per student ratio in primary schools, 2008 E.C (2015/2016)

S.n	Region	Number of students in the surveyed regions			Total number of students compartments/stance existed	Stance per student ratio	
		Boys	Girls	Total		Stance	Student
1	Tigray	562,295	522,446	1,084,741	5098	1	213
2	Afar	65,622	51,723	117,345	239	1	491
3	Amhara	2,229,086	2,114,360	4,343,446	24169	1	180
4	Oromia	4,167,818	3,596,378	7,764,196	25514	1	304
5	E. Somalie[12]	0	0	0	0	0	0
6	B. Gumuz	101,872	82,730	184,602	613	1	301
7	SNNPR	2,163,333	1,912,303	4,075,636	18354	1	222
8	Gambella	61,353	51,547	112,899	536	1	211
9	Harari	23,173	19,106	42,279	496	1	85
10	Addis Ababa	216,713	267,594	484,307	8435	1	57
11	Dire Dawa	33,604	29,744	63,349	643	1	99
	Total	**9,624,869**	**8,647,932**	**18,272,800**	**84,097**	**1**	**217**

Annex IV: Hand washing facilities in primary schools, 2008 E.C (2015/2016)

S.n	Region	Number of schools	Have hand washing facilities		Functionality of hand washing facilities		Always soap or ash available		Accessible to children with Physical disability		Accessible to young children	
			n	%	n	%	n	%	n	%	n	%
1	Tigray	1312	253	19.3	193	76.3	63	32.6	211	83.4	192	75.9
2	Afar	481	25	5.2	25	100.0	6	24.0	17	68.0	21	84.0
3	Amhara	7588	1037	13.7	827	79.7	131	15.8	338	32.6	165	15.9
4	Oromia	13299	2194	16.5	1968	89.7	579	29.4	1106	50.4	1103	50.3
5	E. Somalie	876	51	0.9	51	100.0	27	52.9	37	72.5	32	62.7
6	Benshangul Gumuz	440	148	33.6	111	75.0	28	25.2	44	29.7	36	24.3
7	SNNPR	5385	1812	33.6	1695	93.5	362	21.4	765	42.2	694	38.3
8	Gambella	279	13	4.7	13	100.0	1	7.7	1	7.7	1	7.7
9	Harari	78	40	51.3	34	85.0	14	41.2	15	37.5	26	65.0
10	Addis Ababa	749	726	96.9	685	94.4	414	60.4	567	78.1	467	64.3
11	Dire Dawa	92	54	58.7	46	85.2	11	23.9	26	48.1	20	37.0
	Total	30,579	6,353	20.8	5,648	88.9	1636	29.0	3,127	49.2	2,757	43.4

[12] Incomplete data received from the region

Annex V: Access to water supply facilities in secondary schools, 2008 E.C (2015/2016)

S.n	Region	Number of respondents	Have water supply facilities		Functionality of water facilities		Main source of water				Availability of water per week			Accessible to children with Physical disability		Accessible to young children	
							Improved[13]		Unimproved[14]		5-7 days	2-4 days	< 2 days				
			n	%	n	%	n	%	n	%	%	%	%	n	%	n	%
1	Tigray	186	130	69.9	86	66.2	53	100	0	0.0	39.2	6.9	7.7	53	61.6	69	80.2
2	Afar	24	19	79.2	13	68.4	14	87.5	2	12.5	21.1	15.8	10.5	5	38.5	9	69.2
3	Amhara	433	313	72.3	277	88.5	311	98.1	6	1.9	62.0	18.5	8.0	201	72.6	188	67.9
4	Oromia	1261	726	57.6	673	92.7	763	94.5	44	5.5	60.9	21.1	12.5	511	75.9	432	64.2
5	E. Somalie	119	41	34.5	36	87.8	0	0	0	0	0.0	0.0	0.0	21	58.3	32	88.9
6	B. Gumuz	65	39	60.0	34	87.2	40	95.2	2	4.8	41.0	35.9	2.6	16	47.1	14	41.2
7	SNNPR	613	325	53.0	303	93.2	351	91.4	33	8.6	58.5	20.9	7.4	303	100	234	77.2
8	Gambella	53	46	86.8	39	84.8	43	100.0	0	0.0	23.9	21.7	26.1	35	89.7	37	94.9
9	Harari	13	12	92.3	12	100	13	92.9	1	7.1	33.3	33.3	41.7	3	23.1	13	100
10	Addis Ababa	206	201	97.6	198	98.5	203	99.0	2	1.0	81.1	11.4	5.5	154	77.8	178	89.9
11	Dire Dawa	21	21	100.0	20	95.2	22	95.7	1	4.3	57.1	28.6	9.5	7	35.0	5	25.0
	Total	2994	1873	62.6	1,691	90.3	1813	95.2	91	4.8	58.0	18.6	9.8	1309	77.4	1,211	71.6

[13] According to JMP definition improved sources of drinking water includes sources from piped water in school building, yard/plot, public tab/standpipe, Tubewell/borehole, protected dug well, protected spring, rainwater collection, bottled water

[14]Unimproved sources of drinking water includes sources from unprotected dug well, unprotected spring, cart with small tank/drum, tanker truck, surface water (river, dam, lake, pond, stream, canal and irrigation channels)

Annex VI: Access to latrine facilities in Secondary Schools, 2008 E.C (2015/2016)

S.n	Region	Number of schools	Have latrine facilities		Type of latrine facilities			
					Traditional pit latrine		Improved[15]	
			n	%	n	%	n	%
1	Tigray	172	146	84.9	5	3.4	141	96.6
2	Afar	21	16	76.2	4	25.0	12	75.0
3	Amhara	433	416	96.1	123	29.6	293	70.4
4	Oromia	1270	1116	87.9	545	48.8	571	51.2
5	E. Somalie	117	38	32.5	0	0.0	38	100.0
6	B. Gumuz	61	37	60.7	25	67.6	12	32.4
7	SNNPR	592	544	91.9	237	43.6	307	56.4
8	Gambella	50	37	74.0	12	32.4	25	67.6
9	Harari	14	13	92.9	3	23.1	10	76.9
10	Addis Ababa	199	194	97.5	13	6.7	181	93.3
11	Dire Dawa	21	21	100	9	42.9	12	57.1
	Total	2950	2578	87.4	976	37.9	1602	62.1

Annex VII: Access to hand washing facilitiesin secondary schools, 2008 E.C (2015/2016)

S.n	Region	Number of respondents	Have hand washing facilities		Functionality of hand washing facilities		Always soap or ash available		Accessible to children with Physical disability	
			n	%	n	%	n	%	n	%
1	Tigray	172	51	29.7	40	78.4	2	5.0	2	5.0
2	Afar	21	7	33.3	3	42.9	1	33.3	1	33.3
3	Amhara	433	142	32.8	115	81.0	11	9.6	11	9.6
4	Oromia	1270	487	38.3	380	78.0	44	11.6	44	11.6
5	E. Somalie	117	10	8.5	10	100.0	0	0.0	0	0.0
6	Benshangul Gumuz	61	20	32.8	19	95.0	3	15.8	3	15.8
7	SNNPR	592	238	40.2	216	90.8	38	17.6	38	17.6
8	Gambella	50	8	16.0	10	125.0	0	0.0	0	0.0
9	Harari	14	10	71.4	9	90.0	3	33.3	3	33.3
10	Addis Ababa	199	190	95.5	178	93.7	72	40.4	72	40.4
11	Dire Dawa	21	19	90.5	14	73.7	0	0.0	0	0.0

[15]*Improved latrine includes an improved pit latrine, a flush toilet, a pour-flush toilet, or a composting toilet*

	Total	**2,950**	**1,182**	**40.1**	**994**	**84.1**	**174**	**17.5**	**174**	**17.5**

Annex VIII: Secondary Schools access to latrine facilities, 2008 E.C (2015/2016)

S.n	Region	Number of respondents	Access to full WASH facilities supporting Indicator at schools[16]	
			n	%
1	Tigray	112	8	7.1
2	Afar	17	0	0.0
3	Amhara	392	35	8.9
4	Oromia	1217	108	8.9
5	E. Somalie[17]	110	0	0.0
6	Benshangul Gumuz	56	0	0.0
7	SNNPR	553	52	9.4
8	Gambella	45	1	2.2
9	Harari	12	0	0.0
10	Addis Ababa	189	54	28.6
11	Dire Dawa	21	3	14.3
	Total	**2,724**	**261**	**9.6**

[16]In this context, the indicator **full WASH facilities** at Schools is implies to number of schools that have functional improved water source plus schools with improved toilets and hand washing facilities
[17]Incomplete data received from region.