

[INSERT NAME OF SCHOOL] School WASH Bottleneck Analysis report

[INSERT DATE BNA Report completed]

PLACE PHOTOGRAPH OF SCHOOL BUILDINGS

This report is to provide summary of WASH Bottleneck Analysis baseline findings for [INSERT NAME OF SCHOOL] Primary School

Data and information summarised in this report was collected on [INSERT DATE OF BNA DATA COLLECTION] by:
[INSERT NAME/S OF PROJECT STAFF WHO DID THE BNA]

The key target audience for this report is the leadership of [INSERT NAME OF SCHOOL] Primary School, [INSERT NAME OF PROVINCE] Provincial Education Authority, and for Live & Learn reporting purposes. A copy of the report is to be shared with the leadership of [INSERT NAME OF SCHOOL] Primary School.

This report was produced through the Resilient WASH in the Islands Region and ARoB project - supported by the Australian Government and implemented by Plan International Australia and Live & Learn Environmental Education



School profile

PLACE MAP OF SCHOOL LOCATION FROM M-WATER

Name: [INSERT SCHOOL NAME] Primary School

Type: Primary School

Location (take from M-Water)

Example Only

- GPS Coordinates: -9.348950, 159.822999 Location Altitude: 115.838
- mWater ID: 27037456

Enrolment as at [INSERT DATE OF BNA SURVEY DATA COLLECTION]




- Female Students: ??
- Male Students: ??




Teaching Staff as at [INSERT DATE OF BNA SURVEY DATA COLLECTION]




- Head Teacher: [INSERT FULL NAME OF HEAD TEACHER]
- Female Teachers: ??
- Male Teachers: ??


Briefly describe any key factors for the school – location, surrounding community, etc (anything important not covered in the BNA survey questions). Suggestions – presence of logging camp, new leadership at the school, etc


Bottleneck Analysis

	Indicators		Colour Rating & Analysis from Survey Data
WATER	No Star - Red <ul style="list-style-type: none"> No drinking water for children 	○	<i>Note – only write notes for the school’s current level. Leave other sections empty</i>
	1 STAR - Orange <ul style="list-style-type: none"> Children bring water bottle from home 	○	
	2 STARS - Green <ul style="list-style-type: none"> School promotes low cost point of use water treatment options, such as boiling, filtration, solar disinfection 	○	
	3 STARS - Blue <ul style="list-style-type: none"> School has an improved water source (piped, gravity-fed, protected spring or well or borehole, rainwater). School meets national standards: <ul style="list-style-type: none"> Minimum 5 litres per day per student Drinking water 100% e-coli free Meet tap ratio of 1:100 urban schools and 1:50 rural schools Waste water safely drained away 	○	

	Indicators		Colour Rating & Analysis from Survey Data
SANITATION	No Star - Red <ul style="list-style-type: none"> School has no toilets 	○	<i>Note – only write notes for the school’s current level. Leave other sections empty</i>
	1 STAR - Orange <ul style="list-style-type: none"> Minimum of 2 VIP toilets each, separate for boys and girls, and 1 VIP toilet for teachers 	○	
	2 STARS - Green <ul style="list-style-type: none"> Improved toilet (VIP/Pour Flush/Septic) functioning and available. Toilet:Student Ratio for girls – 1:40 Toilet:Student Ratio for boys – 1:50, with urinals Changing room for girls provisioned with sanitary napkins, re-usable cloth pads, soap/ash and water 	○	
	3 STARS - Blue <ul style="list-style-type: none"> Toilet:Student Ratio for girls – 1:25 Toilet:Student Ratio for boys – 1:40, with urinals School meets national standards: <ul style="list-style-type: none"> Toilets are light, bright, ventilated and in appropriate location, with enough toilets and suitable design to prevent long waiting times Toilet accessible to children with disabilities 	○	

	Indicators		Colour Rating & Analysis from Survey Data
HYGIENE	No Star - Red <ul style="list-style-type: none"> No hygiene promotion No student WASH Club 	○	<i>Note – only write notes for the school’s current level. Leave other sections empty</i>
	1 STAR - Orange  <ul style="list-style-type: none"> No open defecation Presence of a hand-washing facility with water and soap/ash outside toilet Student WASH Club in place but inactive 	○	
	2 STARS - Green  <ul style="list-style-type: none"> Daily supervised cleaning of toilets Daily supervised group hand washing with soap The school has and supports one or more active student WASH Clubs, with Terms of Reference (<i>report on female and male membership of WASH Clubs and activities</i>) Boys and girls receive discreet menstrual hygiene management education Regular WASH hygiene promotion activities are conducted Evidence of IEC materials at strategic location Deworming and iron folic acid supplementation provided by health official 	○	
	3 STARS - Blue  <ul style="list-style-type: none"> Institutionalised hygiene education in schools WASH hygiene promotion is integral part of school curriculum and teaching education School meets national standards: <ul style="list-style-type: none"> Hand washing facility ratio of 1:50, separated by gender and special needs. Minimum of 1 hand washing facility inside/outside toilet and near school dining area or market place 	○	

	Indicators		Colour Rating & Analysis from Survey Data
School WASH Management	No Star - Red <ul style="list-style-type: none"> No WASH Committee / School Water Management Group No WASH Improvement Plan or budget allocation No cleaning rosters for school WASH facilities, and no involvement of staff and students 	○	<i>Note – only write notes for the school’s current level. Leave other sections empty</i>
	1 STAR - Orange  <ul style="list-style-type: none"> WASH Committee appointed but inactive, WASH Improvement Plan in place, but not integrated into SLIP School WASH Plan budget is drafted but no funds allocated in SLIP 	○	

	Indicators		Colour Rating & Analysis from Survey Data
	<ul style="list-style-type: none"> Cleaning roster in place, but not implemented consistently 		
	<p>2 STARS - Green</p> <ul style="list-style-type: none"> Active WASH Committee has a budgeted School WASH Improvement Plan (inclusive of a routine operation and maintenance plan and an improvement plan), integrated into the SLIP Maintenance management role is defined for WASH activities. School keeps records to demonstrate that the WASH plan is being implemented. School has daily cleaning rosters for school WASH facilities documented and followed 		○

Source: Independent State of PNG Department of Education, Policy and Standards for Water, Sanitation & Hygiene (WaSH) in Schools 2018-2023

Additional Information

ENABLING ENVIRONMENT

School governance

Brief comments on school board structure and school management (cohesive? Supportive? Active?)

Enabling WASH actors

*If there is no WASH Committee established state this fact and proceed to **describe** key local stakeholders and related roles and responsibilities that could be useful for improved WASH. Consider the role of the following stakeholders*

School management, Teachers, PTA, local government, local church, students, other...

Current prioritised Challenges for WinS

Challenges and priorities as described in Principal/Head Teacher Survey and Teacher/Parent Survey

Budget available for WASH in Schools

Any relevant comments on the school financial situation (debts, acquittals for government grants, etc)

Access to water

Insert data from mWater Infrastructure Spot Check survey (export data from M-Water into Excel)

EXAMPLE ONLY

	Type of water source available	Number of this source available at school	Number of outlets/taps	Availability of source
1	Piped Water (school supply only)	1	1	Always available
2				

Summary of School Toilets

Insert data from mWater Infrastructure Spot Check survey (export data from M-Water into Excel). Include ALL toilets in the school that were surveyed

EXAMPLE ONLY

	Type of toilet	Designated user	Toilet paper?	Water for flushing (if water based toilet)	Is it private?	Can the door be locked from inside?	Is there a bin for waste?	Cleanliness of toilet bowl	Location of nearest handwashing facility	Condition of structure
1	Pour flush	anyone / not specified	No	No	No	No	No	Visible faeces	outside toilet block (within 10m)	Good
2	Button flush	female student	No	No	Yes	No	No	Clean	Inside cubicle	Good

Summary of Hand Washing Facilities

Insert data from mWater Infrastructure Spot Check survey (export data from M-Water into Excel). Include ALL Hand Washing Facilities in the school that were surveyed

EXAMPLE ONLY

	Type of handwashing point	Number of taps/outlets	Location of handwashing facility	Is water currently available at handwashing facility?	Is soap available?	Is handwashing facility clean?	Is water drained away safely?
1	Tapstand	1	Outside toilet block (less than 10m)	Yes	No	No	No
2	Tapstand	1	Outside toilet block (less than 10m)	No	No	Yes	Yes

Environmental Sanitation

Provide short comments on: School drainage systems and waste management from Infrastructure Spot Check

ON THIS PAGE PLACE PHOTOS OF WATER SUPPLY,
TOILETS AND HAND WASHING FACILITIES FROM
mWATER SPOT CHECK SURVEY

STUDENT Knowledge, Attitude & Practice Survey Responses

Total Students Interviewed: XX

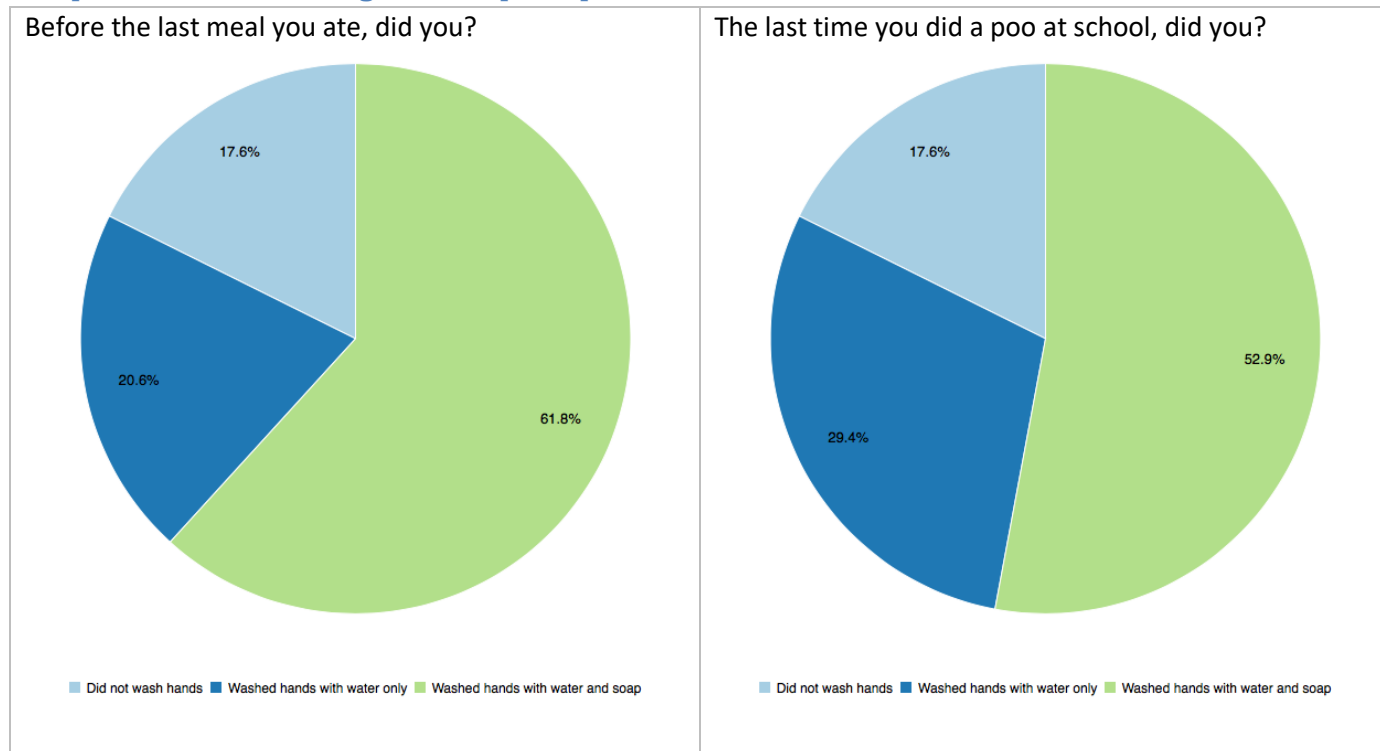
Girls: XX (%)

Boys: XX (%)

Student demand for Access to WASH Facilities

Insert graphs from mWater Student KAP Survey Report/Dashboard into each table cell – below are examples to show which graphics to place in each cell. Leave the headings, just insert the graphics

Independent Handwashing With Soap – Reported



Structured Observation Results

EXAMPLE ONLY

School hygiene observational survey results

	male teacher	female teacher	male student	female student	None
did not wash hands					
washed hands with water only			6	16	
washed hands with soap and water					
None					

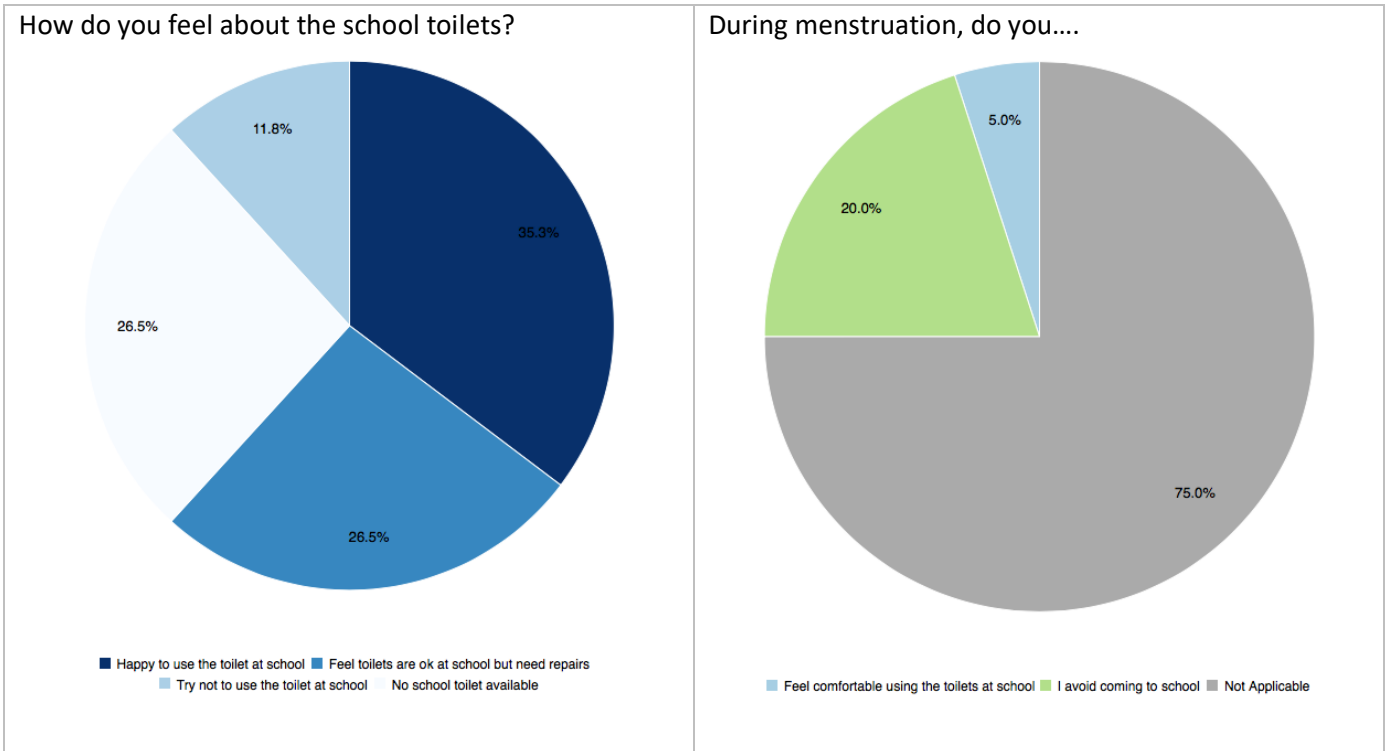
School hygiene Survey results by practice



Observed handwashing practice of staff and teachers in schools

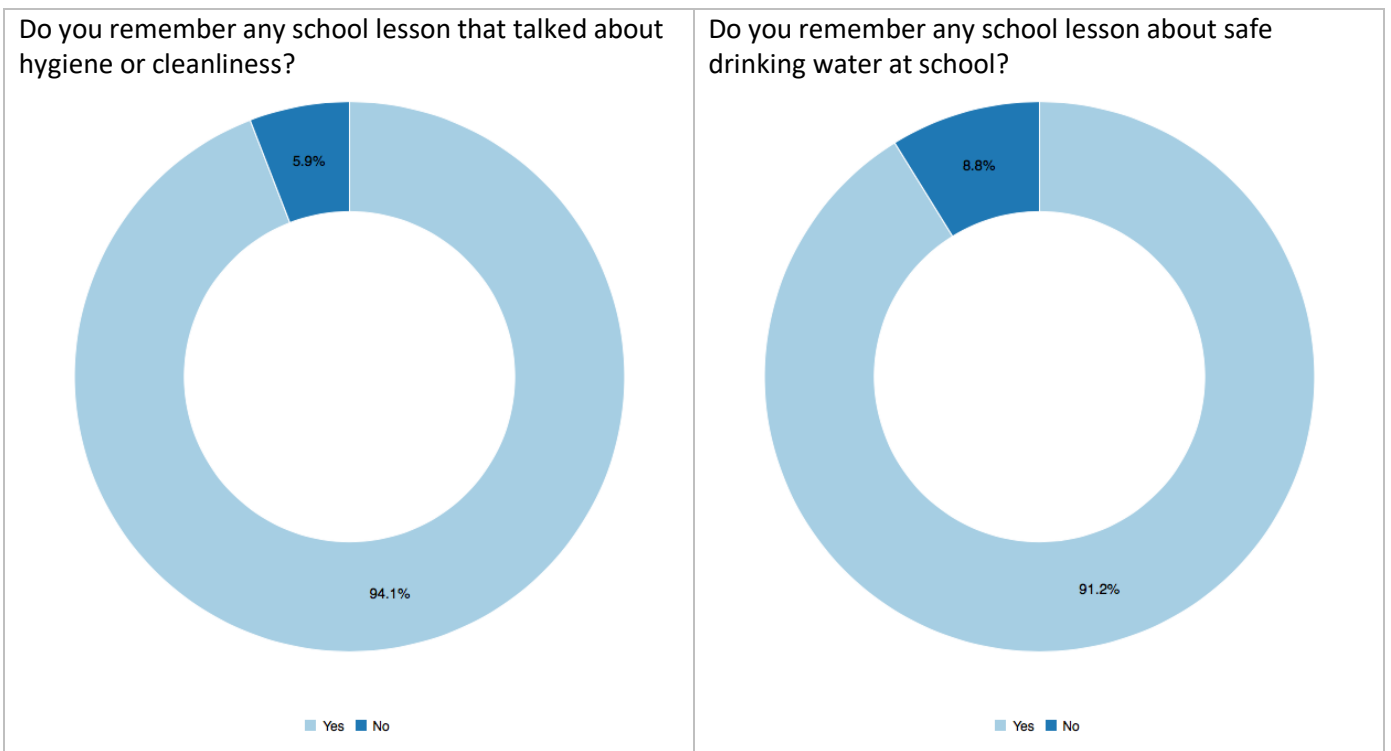
Toilet use

EXAMPLE ONLY

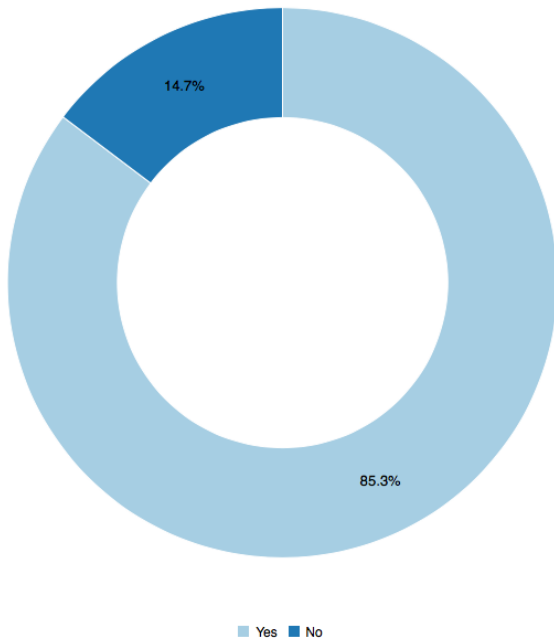


Class Education At School – WASH & Inclusion

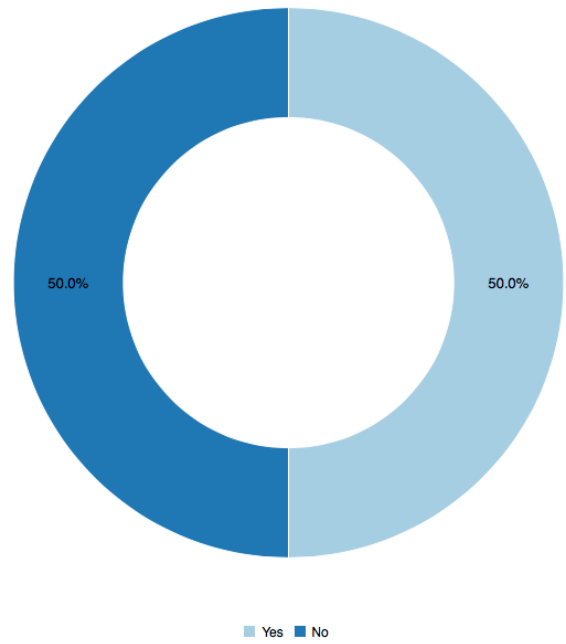
EXAMPLE ONLY



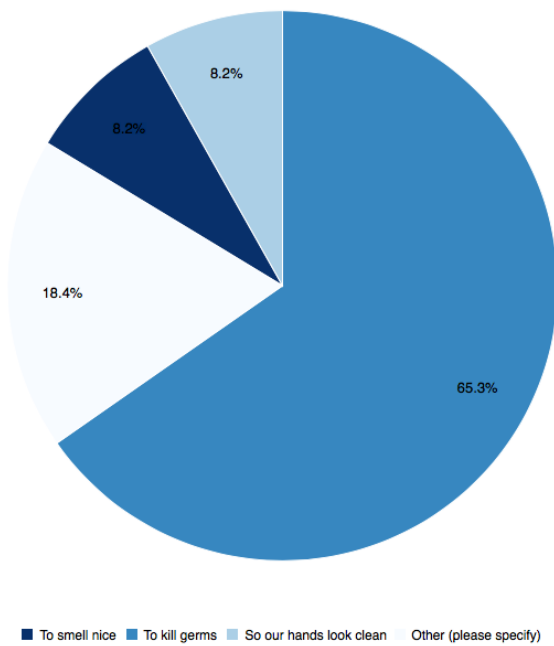
Do you remember any school lesson that talked about menstruation or girl's periods?



Do you remember any school lesson that talked about child rights or human rights?



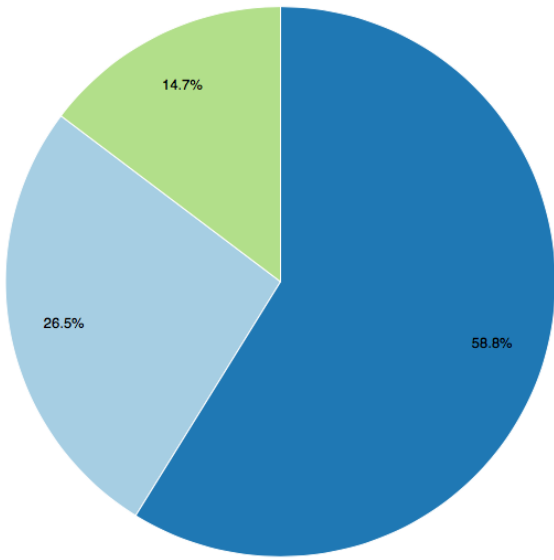
What is the most important reason to wash hands with soap?



Student Perspectives on Inclusion

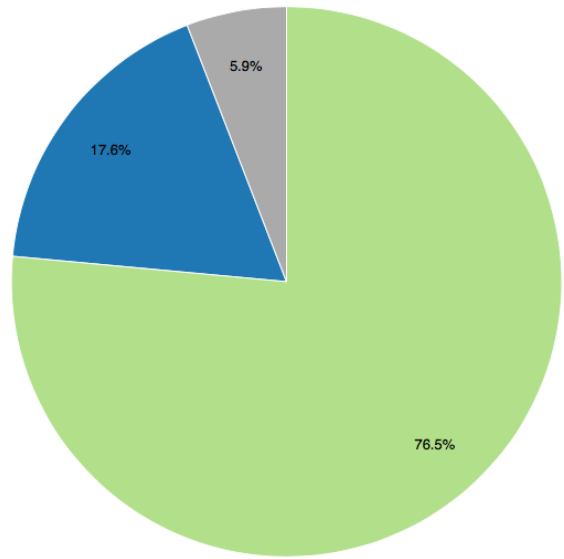
EXAMPLE ONLY

How much of a problem do you think there is in your community with people being harassed or discriminated against?



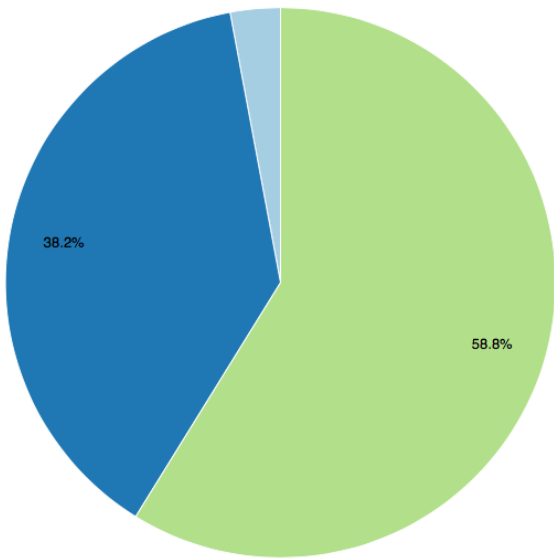
■ A major problem ■ Somewhat a problem ■ Not a problem at all

How do you feel that your school meets the needs of people with disabilities?



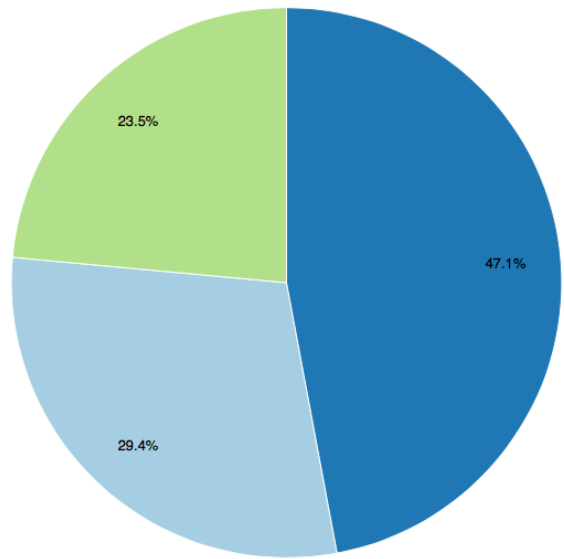
■ Just the right amount ■ We don't do enough ■ Not answered

How do you feel that your school meets the needs of women and girls?



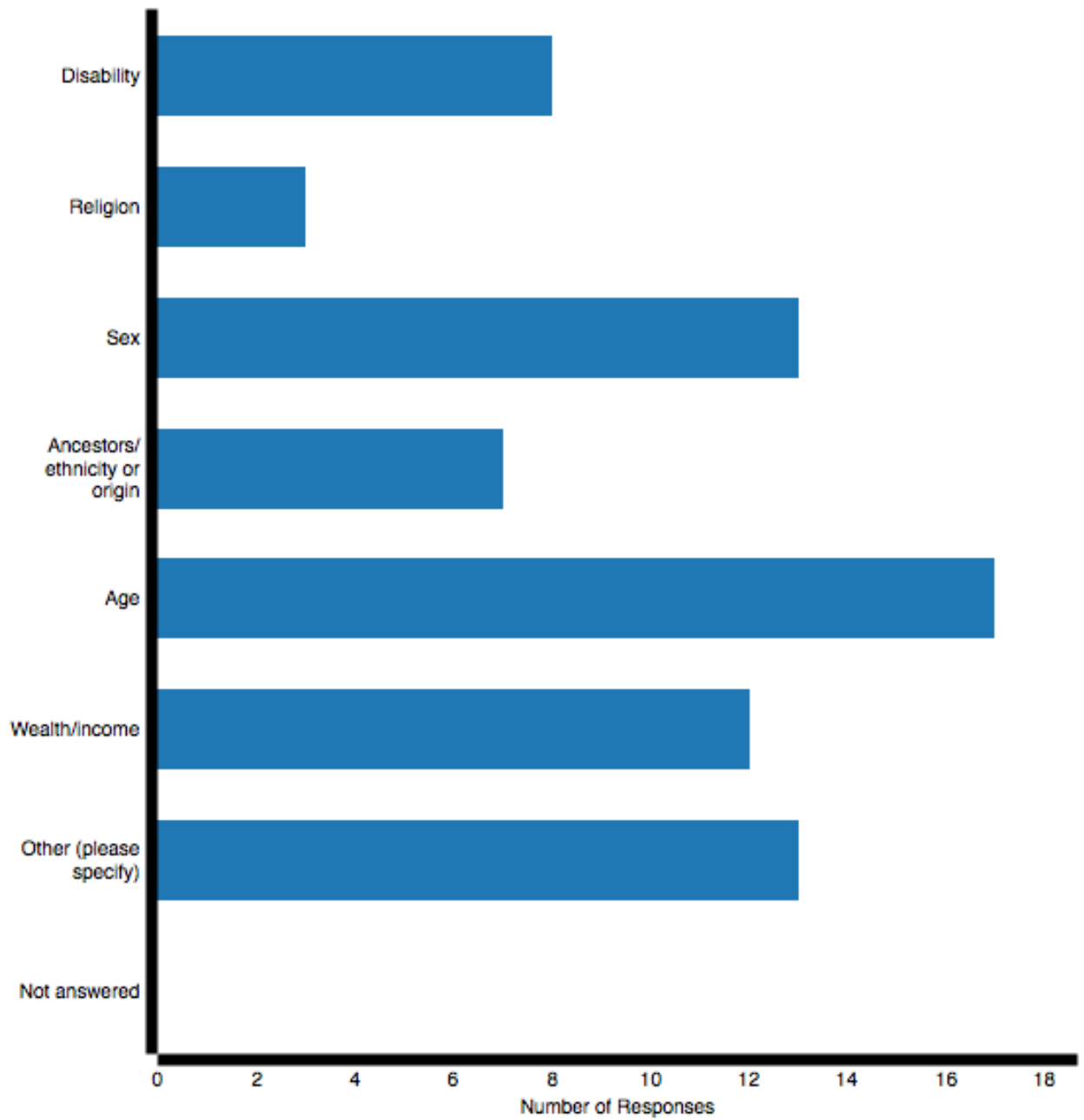
■ We do too much ■ Just the right amount ■ We don't do enough

Do you personally have any contact with people with physical or learning disabilities?

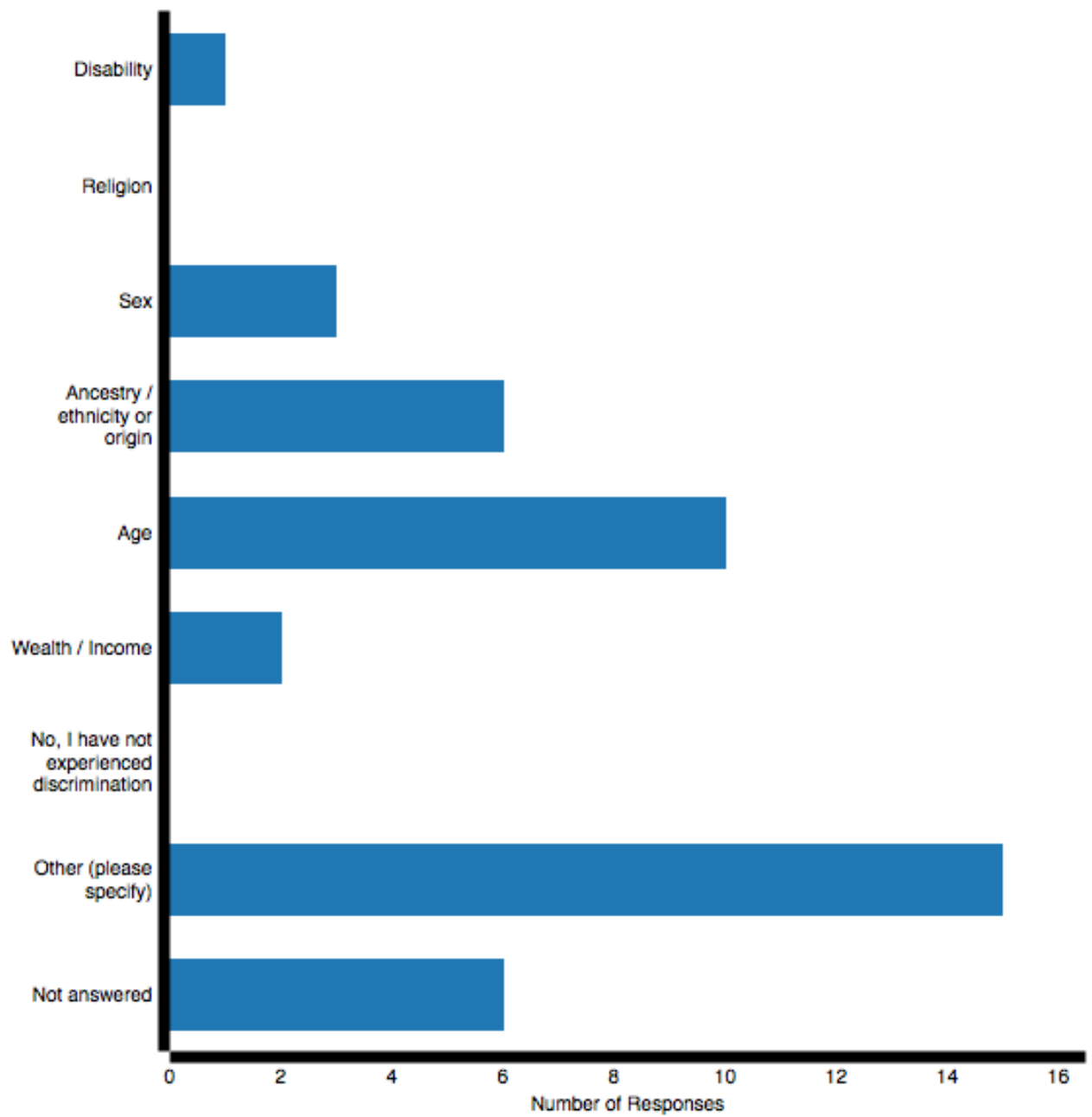


■ Frequently ■ Sometimes ■ Never

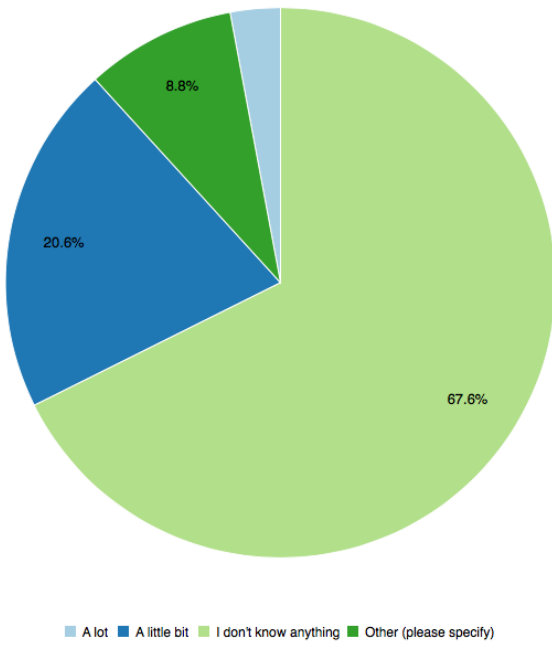
In your school what do you think are the three most common reasons why people experience discrimination and/or harrassment?



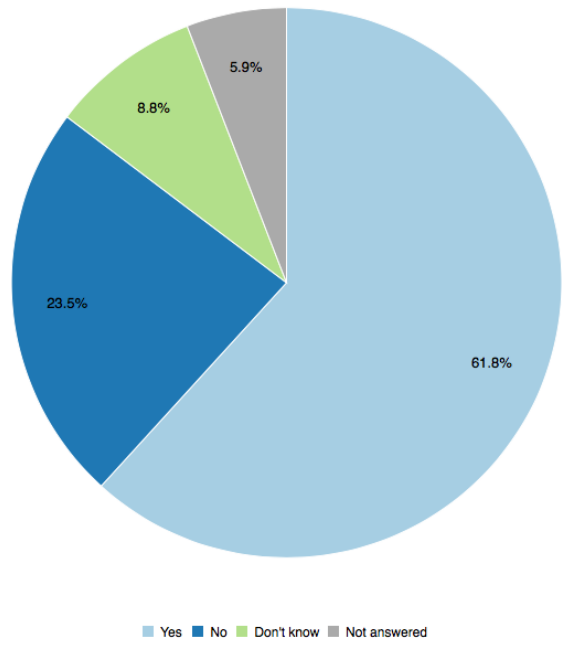
Have you personally experienced discrimination or been treated unfairly by others because of your....?



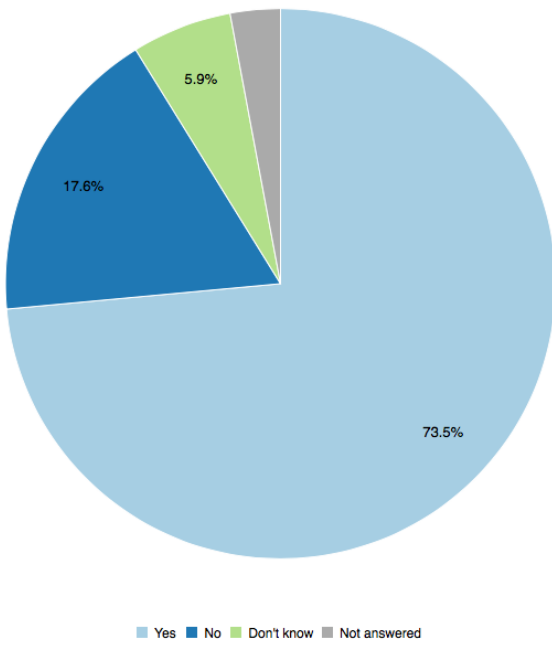
What do you know about childrens rights?



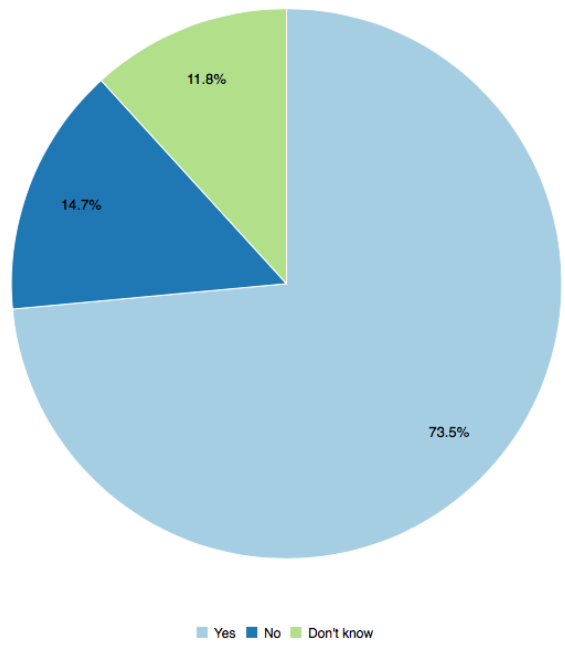
Is everyone in your school treated equally?



Do you think girls should get the same opportunities as boys?



Do you think young people should be consulted in important decisions?



A PNGAus partnership initiative implemented by Plan International Australia with Live & Learn Environmental Education on behalf of the Australian Government