THE LUTHERAN WORLD FEDERATION (LWF/WS)
KENYA-DJIBOUTI PROGRAM

WASH Assessment in schools
Kismayo, South Central Somalia
May 2017

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### List of abbreviations and acronyms

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<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>ADRA</td>
<td>Adventist Development and Relief Agency</td>
</tr>
<tr>
<td>AMISON</td>
<td>African Union Mission to Somalia</td>
</tr>
<tr>
<td>ARC</td>
<td>American Refugee Committee</td>
</tr>
<tr>
<td>AS</td>
<td>Al-Shabaab</td>
</tr>
<tr>
<td>DTM</td>
<td>Displacement Tracking Matrix</td>
</tr>
<tr>
<td>FGS</td>
<td>Federal Government of Somalia</td>
</tr>
<tr>
<td>CAAFI</td>
<td>Private Water Service Provider</td>
</tr>
<tr>
<td>IDP</td>
<td>Internally Displaced Persons</td>
</tr>
<tr>
<td>INGO</td>
<td>International Non-Governmental Organization</td>
</tr>
<tr>
<td>IOM</td>
<td>International Organization for Migration</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Governmental Organization</td>
</tr>
<tr>
<td>NRC</td>
<td>Norwegian Refugee Council</td>
</tr>
<tr>
<td>PRNM</td>
<td>Periodical Protection Return and Migration Network</td>
</tr>
<tr>
<td>UNHCR</td>
<td>United Nations High Commissioner for Refugees</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
</tr>
<tr>
<td>UNOCHA</td>
<td>United Nations Office for Coordination of Humanitarian Affairs</td>
</tr>
<tr>
<td>USIP</td>
<td>United States Institute of Peace</td>
</tr>
<tr>
<td>WASH</td>
<td>Water Sanitation and Hygiene</td>
</tr>
<tr>
<td>Wins</td>
<td>WASH in schools</td>
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<td>WHO</td>
<td>World Health Organization</td>
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Executive Summary

Education is a basic right, one that is vital in restoring hope and dignity to refugees who have been driven from their homes due to conflict, drought and environmental degradation. It helps them to get back on their feet and build a better future. LWF Kenya-Djibouti Program has started supporting education programme for IDPs, vulnerable host community and returnees in Kismayo Jubaland State, South Central Somalia. From past experience, integration of Education with other clusters has been crucial in leveraging the impact of its interventions. It is on this basis that LWF carried out the assessment to come up with an informed baseline data that will be used to inform future interventions to improve education.

WASH programmes in schools enhance child friendliness, gender sensitivity and the overall quality of learning environment and health to learners. By focusing on school aged children, by giving them tools and knowledge, life skills based health to change behavior today, future generation will be best placed to take care of their families and community. The central role of schools in the community also presents an opportunity to promote hygiene education and wider community action accelerated WASH action.

Children are disproportionately affected by unsafe water, which contributes to Somalia’s 18% under-five child mortality rate, the second highest in the world. Overcrowding, large internally displaced persons (IDP) camps and the recent trend of Somalis returning from Kenya’s Dadaab camps, along with limited access to safe water and sanitation facilities, has led to a high prevalence of waterborne disease.

The government has policies which guide access to waters, sanitation and clean environment. The main challenge is that there is no specific focus on WASH in schools. Most intervention supporting WASH in schools follow a project approach rather than that of a programme. This means that the interventions lack supporting structures required realizing the overall objective. WASH is one of the critical lifesaving sectors which have received less than 7% of the total required funding.

Somalia is known to be a country where incidences of water and environmental hygiene related diseases are high. 72% of the population has no access to safe drinking water. 48% of the population have access to and use sanitary means excreta disposal in their premises. 49% of schools indicate that they have no adequate latrine and the latrine-per-student ration is well above 1:150. 59% of school children have no safe water in their compound¹.

1. **Background**

Indiscriminate attacks by Alshabab continues, with utter disregard for the safety and wellbeing of the civilian population. With nearly half of the population dependent on humanitarian aid, Somalia is one of the world’s worst protracted crises. More than 1.4 million people are internally displaced in Somalia and over 600,000 Somalis live as refugees in the neighbouring countries. After Afghanistan and Iraq, Somalia is the third largest refugee-producing country in the world.\(^2\) It is important to note that currently, Syria heads the countries producing the highest number of refugees in the world.

Kismayo town was supplied by the water treatment station located in Yontow, drawing water from the Juba River brought to the coastal city by gravity. The treatment plant has been out of operation since the civil war and the pipes have been looted. People had to depend entirely on shallow wells dug within the town. Several attempts have been made to rehabilitate the station but finally the cost of replacing the damaged or missing parts of the pipeline was considered too high, bearing in mind the volatility of the security situation in this part of the country. According to UNICEF, most of the dug wells were not protected at all, which means no head walls/parapets, no drainage platform or hand-pump, and were therefore subject to contamination.\(^3\)

However, after decades of civil war and the collapse of the central government in 1991, Somalis and international supporters have made progress in re-establishing state structures, such as a provisional 2012 constitution and the country’s first elections for a government since 1969. The African Union and the United Nations, with U.S. assistance, support the Federal Government of Somalia in restoring institutions.\(^4\)

1.1 **Purpose of the assessment**

Education is a basic right, one that is vital in restoring hope and dignity to refugees who have been driven from their homes due to conflict and environmental degradation. It helps them to get back on their feet and build a better future. From past experience, integration of Education with other clusters has been crucial in leveraging the impact of its interventions such as the development of cross cluster response matrices for Health/Nutrition/WASH and Education/WASH. It is on this basis that LWF carried out the assessment to come up with an informed baseline data that will be used to inform future interventions to improve education.

The main objective of this needs assessment is to establish the current gaps in WASH in schools in Kismayo. The scope of the assessment:

- Establish gaps in water provision, access to sanitation facilities and improved hygiene practices in schools
- Find out factors that affect WASH in schools
- Provide recommendations on how to improve WASH situation in schools.
- Provide baseline that will to gauge progress in future interventions.

\(^2\) UNHCR/E. Hochstein Index: AFR 32/015/2010


\(^4\) United States institute of peace, Jan 2017.
1.2 Assessment rationale
A large number of both IDPs and returnees have settled in Kismayo district, which hosts a total of 79 IDP sites, among the largest number in Somalia. Some of the IDP settlements in Kismayo East/West were established immediately after the fall of the Somali Central Government in 1992. IDPs have also started arriving in the area more recently as a result of prolonged drought and pressure from Al-Shabab in their area of origin. Dalxiska is the largest IDP area in Kismayo District, hosting more than 30 settlements. In Kismayo East/West, a majority of the water points (73%) are reported to have non-drinkable water. In addition, 87% of the shelters in both assessed areas were within 50m of a latrine, which is below the Sphere standard for households distance to latrines. This is a large number that needs to be addressed in order to prevent diseases and ensure provision of clean water to all households.

The most affected in these settlements are children who are the most vulnerable to the harsh living conditions in the IDP camps. Children’s health and nutritional well-being are strongly linked to their access to safe water and proper sanitation and hygiene. Despite the increased attention and commitment to improve WASH in schools (WinS), access to quality WASH services in schools remains a challenge: globally, it is estimated that 49% of schools lack access to adequate water source and 55% lack adequate sanitation facilities. The situation is worse in Somalia though there are no accurate data.

1.3 Approach and methodology
Primary data was gathered through participatory methods in various institutions and locations in Kismayo town. Key informant interviews were carried out with INGOs (ADRA, ARC and UNOCHA), officials from the line ministries (Ministry of Education and Ministry of Water, Energy and Mineral resources) and CAAFI which is the private water service provider. Direct observation and discussions were carried out in ten both primary and secondary levels.

Secondary data collection was done through desk review of literature on previous assessment reports, periodical Protection Return and Migration Network (PRMN) reports and the Displacement Tracking Matrix (DTM).

1.4 Assessment limitations
The assessment was carried out at a time when end term exams were on going in the schools. This made it difficult to have adequate time with the children. It was also not possible to access the areas outside the town where the main water source used to be before the conflict started. The water sources were damaged when the war started and the area is still unsafe to date.


WASH Assessment in schools 2017
2. Context Analysis

2.1 Geography and demography

Situated 528 km Southwest of Mogadishu near the mouth of the Jubba River, Kismayo is the third largest city in Somalia and the capital city of Lower Jubba region. The port city is the commercial hub of Jubbaland regions and has a strategic significance, being halfway between Mogadishu and the Kenyan border. It acts as a commercial center for products from the pastoral, fishery and agriculturally rich hinterland.

The city has an estimated local population of 183,300 people, of which 53.5% is urban, 11.3% is nomadic, 8.1% is rural and 27.1% is internally displaced. The main pull factors to urbanization being; the relative security due to the high presence of AMISOM forces and a relatively stable administration, availability of protection and assistance provided by the international and local NGOs and availability of livelihood opportunities that the town presents.

There are two rainy seasons in a year - the main gu rains of April-June, and the less reliable deyr rains in October and November. Annual rainfall reaches 600mm in the southern coastal area where Kismayo is located and only the inter-riverine areas receive enough to sustain rain-fed farming. The Lower Juba Region receives higher rainfall, enough to sustain rain-fed agriculture in some areas. The heaviest concentration of underdevelopment is in the riverine zones, where marginal farming livelihoods, low social status and political weakness contribute to much higher levels of poverty.

Map showing Kismayo and the various schools supported by LWF.

**Key**

Green- Schools currently supported by LWF.
2.2 Access to WASH services
Beyond the conflict, the Somali population is facing numerous challenges, including severe drought, malnutrition, high rates of preventable disease, and few economic opportunities. In particular, Somalia faces a shortage of water resources, sanitation facilities, and hygiene education. According to WHO, over 70% of its population does not have access to improved sources of water, the highest percentage in the world.\(^7\)

In rural regions of the country, only 7% of the population has access to improved water sources. Children are disproportionately affected by unsafe water, which contributes to Somalia's 18% under-five child mortality rate, the second highest in the world.\(^8\)

Overcrowding, large internally displaced persons (IDP) camps and the recent trend of Somalis returning from Kenya, along with limited access to safe water and sanitation facilities, has led to a high prevalence of waterborne disease. Years of drought have drastically reduced the number of functional water points. It is clear that the people of south Somalia are in desperate need of access to safe water.\(^9\)

2.3 Current humanitarian response in WASH
Poor basic social services continue to undermine the resilience and coping mechanisms of the vulnerable people. About 1.1 million IDPs in scattered settlements need support to meet basic minimum standards including education, health, shelter and water, sanitation and hygiene (WASH) services. Millions of Somalis remain vulnerable to disease outbreaks due to the absence or weak state of health and WASH services. In some areas one in three children suffers from diarrheal diseases.\(^10\)

Since the establishment of a post-transition Federal Government of Somalia (FGS) in 2012 and related political gains, the political narrative about Somalia has been positive. Indeed, Somalia continues to move forward politically, security-wise and economically. However, the political and security improvements witnessed have not translated into an improvement of the humanitarian situation. Attention on the political and development support to the FGS through the implementation of the “Somalia New Deal Compact” has inadvertently diluted the focus on the humanitarian situation. The effect of this has been waning donor attention and appetite to sustain the levels of humanitarian funding required addressing the most critical humanitarian needs. Critical lifesaving clusters such as Health, WASH, Shelter and NFIs have received less than 7 per cent of their requirements.

Only 3 out of the 10 international NGOs present in Kismayo support WASH activities. They include ADRA, ARC and NRC. However, most of the WASH activities are for IDP camps and only a small portion goes to the permanent schools.

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\(^10\) Demographic, Social and Health Indicators for Countries of the Eastern Mediterranean, World Health Organization 2013.
2.4 National Policy and regarding WASH service provision
The 2012 constitution of the FGS remains the principal instrument that guides all policies and legislations on environment and other social issues. Chapter 2, Title two, Article 25(1) gives every citizen the right to an environment that is not harmful to their health and well-being, and protects citizen from pollution and harmful materials. Article 27 (1) gives citizen the right to clean water. The two articles are emphatic that access to portable water and healthy environment is part of fundamental human rights and must be safeguarded at all times while pursuing economic development. Any development activity, which may be injurious to the bio-chemical and social environment and the access to portable water, is violation of one’s human rights. While pursuing development activities such as water and sanitation, and rehabilitation of infrastructure, care must be taken not to violate these basic fundamental human rights.

2.5 Security situation
It was explained that South Central Somalia has been a highly insecure context for many years. The current security situation is characterized by armed conflict between AMISOM/SNA and allied forces, and al-Shabaab. This includes airstrikes in rural areas targeting al-Shabaab, but also causing displacement; and a considerable number of terror attacks in urban areas with AMISOM/SNA presence. However, the humanitarian actors’ ability to reach people affected by crisis, as well as affected people’s ability to access humanitarian assistance and services is severely constrained. Most of the operations are concentrated in Kismayo town.

3. Assessments and findings
The findings are categorized into general findings and those that are specific to water sanitation and hygiene. Additional information are in table 1 and table 2 below.

3.1 General findings
There is a huge gap in WASH needs in the schools. The findings are categorized into general findings and the rest are specific to water, sanitation and hygiene components.

I. Only one school out of the ten schools which were assessed is getting support for WASH activities from an NGO. The support is only for water tracking to the school. This shows low partner support for WASH in spite of the huge gaps.

II. Most intervention supporting WASH in schools follow a project approach rather that of a programme. This means that the interventions lack supporting structures required realizing the overall objective. Most of the activities are components of WASH activities meant for other areas without focus on schools.

III. Inadequate government capacity
The line government ministries do not have adequate staffs and facilitation to carry out monitoring and supervisory roles. Most staffs work on voluntary basis, they lack transport facilities and office space.

IV. Insecurity
There are 7 out of the 15 districts in Juba Land which are still controlled by Al-Shabaab. The prevailing insecurity has created an environment of constant fear
leading to most NGO staff staying away from the area. Insecurity has also made it impossible to access areas outside the town where there are better water sources to serve the city. This has affected rehabilitation of a major water supply project whose source along River Juba.

3.2 Access to safe water

I. Six out of the ten schools entirely depend on water from a private water service provider. Out of the six, only one has the water piped into the school, the remaining five depend on water tracking. The private water service provider (CAAFI) has drilled boreholes 3 to 4 km away from the city from where the water is treated then distributed. Apart from this source, the other four schools depend on shallow wells which are constructed in the schools.

II. High cost of water
Water from the private water company is sold at 5USD per 1,000 litres. This explains why there is no regular water supply to the schools because they cannot afford. The proprietors of the company say that the cost is high because there is a lot of expenses incurred in treating the water to reduce the salinity to a level which is recommended for human use.

III. Poor water quality
Water from shallow wells has very high levels of salinity. This has rendered most of them not fit for drinking. There is also a large proportion of shallow wells which are polluted by wastes from latrines and soak pits which are constructed very close to them. This domestic pollution is then aggravated by the poor design of the wells, by their location in overcrowded areas in close proximity to latrines, leading to infiltration by inadequate drainage, by poorly designed head walls and by a general lack of maintenance.

IV. Four schools have shallow wells in the school.
Boreholes are not a viable source of water for the schools and the whole city due to its close proximity to the sea. Boreholes drilled in the past have had high salinity beyond the allowable limits. However, even the ones which have low salinity level are affected by sea water intrusion which renders them unfit for use.

3.3 Access to Improved Sanitation facilities and hygiene Situation

I. The average pupil to latrine ratio is 1:220 for boys and 1:201 for girls. This is far much higher the required ratio of 1:60 and 1:30 for boys and girls respectively\(^{12}\). This means that student queue for a long time during break time for them to get opportunity to use the latrines. This can also force some students especially older girls not to use the latrines.

II. Pour-flush latrine is the main type of latrine found in all the schools. It is culturally appropriate because water be used for anal cleansing. However, it is better where there is sufficient water supply.

III. Teachers share latrines with students in five out of the ten schools assessed. They share because there are inadequate latrines in the schools.

IV. Older girls are forced to look for latrines outside the school because the available ones do not have adequate privacy.

V. Inadequate water coupled with irregular water supply affects hygiene conditions of the latrines. It was noted that floors were not adequately cleaned

VI. Inadequate space. Most of the schools lack adequate space for construction of additional WASH facilities especially latrines. The space available may not be adequate in order to achieve the required pupil latrine ratios per school.

VII. Rubbish pits are not properly managed. Litters are seen all over the compound of most schools.

![Table showing pupil latrine ration in the schools](image)

**Table showing pupil latrine ration in the schools**

3.4 Access to improved hygiene practices

I. School health clubs were only present and active in two schools, inactive in three schools while five schools had none.
II. Only one school out of the ten schools had a hand washing facility. Soap was not provided. The students are exposed to diseases which are spread due to feacal contamination.

III. Poor hygiene practice at the water points especially shallow wells. A lot of litter was seen and waste stagnating around the water points.

IV. Low priority for sanitation and hygiene. Despite being a major contributor to improved health and academic performance, sanitation and hygiene are not yet prioritized in the schools. They take the least considerations in planning and budgetary allocations and classrooms and other scholastic materials get more attention and funds allocation.
## Sanitation situation in schools

<table>
<thead>
<tr>
<th>Name of school</th>
<th>Student Enrolment</th>
<th>Existing no of latrines</th>
<th>Pupil latrine ratio</th>
<th>Deficit Latrines</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td>Returnees</td>
<td>Tchers</td>
</tr>
<tr>
<td>Dow Dhanan primary school</td>
<td>190</td>
<td>220</td>
<td>410</td>
<td>200</td>
<td>0</td>
</tr>
<tr>
<td>Horyaal primary school</td>
<td>107</td>
<td>104</td>
<td>212</td>
<td>565</td>
<td>2</td>
</tr>
<tr>
<td>Ex-Marine primary school</td>
<td>680</td>
<td>512</td>
<td>1192</td>
<td>893</td>
<td>0</td>
</tr>
<tr>
<td>New Wamo primary school</td>
<td>388</td>
<td>394</td>
<td>782</td>
<td>476</td>
<td>0</td>
</tr>
<tr>
<td>Wamo Stadium primary school</td>
<td>250</td>
<td>275</td>
<td>525</td>
<td>419</td>
<td>0</td>
</tr>
<tr>
<td>Ruugta primary school</td>
<td>528</td>
<td>554</td>
<td>1082</td>
<td>612</td>
<td>0</td>
</tr>
<tr>
<td>Khaalid Binu Walid</td>
<td>510</td>
<td>450</td>
<td>960</td>
<td>560</td>
<td>1</td>
</tr>
<tr>
<td>Ahmed Bin Hambal</td>
<td>686</td>
<td>487</td>
<td>1173</td>
<td>80</td>
<td>2</td>
</tr>
<tr>
<td>Juba Pri and Sec school</td>
<td>543</td>
<td>421</td>
<td>964</td>
<td>184</td>
<td>1</td>
</tr>
<tr>
<td>Farjano Pri and Sec school</td>
<td>360</td>
<td>252</td>
<td>612</td>
<td>293</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5270</strong></td>
<td><strong>4614</strong></td>
<td><strong>9821</strong></td>
<td><strong>4282</strong></td>
<td><strong>220</strong></td>
</tr>
</tbody>
</table>
## Water supply situation in schools

<table>
<thead>
<tr>
<th>Name of school</th>
<th>Existing water sources</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Dow Dhanan           | 1. Water tracking at 100USD per 12,000 litres twice a month.  
2. Concrete tank for both RWH and tracking water  
3. Roof surface is adequate surface area for RWH.                                                                                                                                                                                                                                                   | 1. Lack of maintenance for gutters and water taps  
2. Not able to afford money for buying water.  
3. In adequate space for expansion                                                                                                                                                                                                       |
| Horyaal              | 1. Water tracking at 150USD per 60 drums, three time a month.  
2. Roof surface adequate for rain water harvesting  
3. There is an elevated tank but not yet in use                                                                                                                                                                                                                                                      | 1. Funds for buying water are not adequate leading to irregular water supply to school. This affects attendance for girls                                                                                                                                 |
| Ex-Marine            | 1. Buys water from private provider at 150USD per 60 drums, three times a month.  
2. Roof surface adequate for rain water harvesting                                                                                                                                                                                                                                                | 1. Existing hand washing station not operational due to inadequate water supply  
2. Frequent water shortage due to lack of funds for water tracking                                                                                                                                                                           |
| New Wamo             | 1. ADRA supports water tracking at 150USD per two times a month  
2. Rain water harvesting tank.                                                                                                                                                                                                                                                                                                                        | 1. Gutters are broken and needs replacement.                                                                                                                                                                                        |
| Wamo Stadium         | 1. Water tracking at 100USD per 60 drums, two times a month.                                                                                                                                                                                                                                                                                            | 1. The water purchase is not adequate needs in the schools                                                                                                                                                                          |
| Ruugta               | 1. One shallow well in school  
2. One concrete tank.                                                                                                                                                                                                                                                                                                                                                                                         | 1. Water not adequate, well need rehabilitation  
2. Tank not functioning because it cannot hold water                                                                                                                                                                                                                                              |
| Khaalid Binu Walid   | 1. Piped water in school  
2. One shallow well equipped with hand pump                                                                                                                                                                                                                                                                                                         | 1. Shallow well does not produce adequate water and is only used for hand washing                                                                                                                                                   |
| Ahmed Bin Hambal     | 1. Piped water in school  
2. One shallow well equipped with hand pump                                                                                                                                                                                                                                                                                                         | 1. Piped water serving only two point, the rest disconnected due to huge bill                                                                                                                                                         |
| Juba Pri and Sec school | 1. Two shallow wells equipped with hand pumps  
2. Purchase drinking water for teachers only.                                                                                                                                                                                                                                                                                                         | 1. One hand pump is not working and needs rehabilitation.  
2. Water too salty but students drink it because no alternative                                                                                                                                                                          |
| Farjano Pri and sec school | 1. Shallow well with hand pump and another with electric pump and header tank.                                                                                                                                                                                                                                                                            | 1. Well with submersible pump need rehabilitation ( cover, desludging to remove trash)                                                                                                                                                |
4. **Recommendations**

I. Rehabilitation of shallow wells in the schools. Construction of drainage aprons to improve drainage around the well to prevent infiltration of contaminated surface water on the. Concrete cover for the wells is also necessary to prevent foreign material from dropping into the wells.

II. Construction of new shallow wells in schools which don’t have.

III. Installation of hand washing facilities in the schools and training on importance of hand washing in disease prevention.

IV. Improve siting of shallow wells. It was noted that most latrines are located too close to shallow wells. This makes easy for waste to contaminate the wells. Some wells are also located in flat areas where water stagnates. The siting is affected by inadequate space in the school compounds.

V. Capacity building of teachers and school management committees of proper maintenance of wash facilities in schools. This will ensure less breakdown and safer environment for learning.

VI. Formation and or reactivation of schools health/environmental clubs to support hygiene promotion in schools and enhance involvement of children as change agents.

VII. Advocate for national policies, standards and monitoring, and budget allocation for WASH activities in schools.

VIII. There is need for detailed assessment to identify water sources outside Kismayo City. They have better quality and are more reliable in terms of quantity.

IX. There is an urgent need for INGOs to increase funding for WASH sector not only in schools but also for the general community.

X. WASH in schools should be expanded to include menstrual hygiene.

XI. The capacity of the Ministry of water, energy and mineral should be enhanced to facilitate monitoring and supervision roles.

5. **Conclusions**

WASH situations in the schools pose a real health risk to not only the children but also to the general community. The high number of returnees has made the situation worse. Apart from impacts on educational performance, access to WASH in schools improves health, dignity and respect for the child in enabling a safe and healthy learning environment. One of the key areas which need immediate action is improved hygiene behaviour. Access to safe water and improved sanitation facilities does not automatically lead to better health. The correct use of the facilities is what leads to disease reduction and healthier children in schools. The essential factor is personal hygiene with adequate access to safe water and improved sanitation facilities as supporting components. Being a package of three combined effect of three components is far greater than having.

Importance should therefore be given to awareness creation because students and the community can protect themselves from water borne disease and other infections only if they are given access to appropriate information.
6. **Reference**


III. IOM, 2016. Environmental and Social Impact Assessment Study: Improved Water access

IV. United States institute of peace, USIP’s Work-Jan 2017

V. Demographic, Social and Health Indicators for Countries of the Eastern Mediterranean, World Health Organization 2013.

VI. Snapshot of WASH in Schools in Eastern & Southern Africa: A review of data, evidence and inequities in the region April 2013


VIII. Somalia humanitarian narrative- May 2014

IX. Lloyd B. J. and Boonyakarnkul T. Combined assessment of sanitary hazards and faecal coliforms intensity for rural supply improvements in Thailand, 1992

1. **Annexes**

Annex 1: Assessment tool

Annex 2: Photos