



BUDGET ADVOCACY NETWORK (BAN)

PARTICIPATORY VULNERABILITY CAPACITY ASSESSMENT REPORT (PVCA)



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1.0 SUMMARY

1.1 BACKGROUND

Budget Advocacy Network (BAN) concluded four days engagement on Participatory, Vulnerability, Capacity Assessment (PVCA) processes from the 3rd to 6th November, 2021 in Port Loko District. The PVCA forms critical component of the project, “Driving Audit Accountability in Sierra Leone” implemented by BAN in partnership with Audit Service Sierra Leone, Education for All Coalition, WASHNet and the Ministry of Basic and Senior Secondary Education (MBSSE). It also includes the community participation and resilience framework as a key approach in the context of the project. The process targeted **eight schools, primary and junior secondary schools in three/four chiefdoms** in Port Loko District. A total of thirty five (35) community members were targeted from each community, drawn from various categories – stakeholders (School Management Committee/Board of Governors, Community Teachers Association, Religious Leaders, school pupils, youths, women’s groups, teachers and disables.

The objective of the PVCA was to; build on community’s capacities so they are able to independently identified their potential risks/hazards and opportunities for resilient on WASH issues in education 2) to support communities in developing an agreed action plan as road map to address identified issues through demanding an accountable and improved WASH service delivery in schools.




1.2 PRE-ACTIVITIES

BAN staff and partners were engaged in 2 days’ capacity training workshop prior to the Participatory Vulnerability and Capacity Assessment (PVCA) processes.

BAN and MBSSE Port Loko District identified the pilot schools for the PVCA process in the district (**Movement of Faith Secondary School Port Loko, Roman Catholic Primary School Port Loko, Sanaya Memorial Junior Secondary School Lungi, Bishop George Junior Secondary Masiaka, Baptist Primary School Lungi, SLC Gberry Junction, FAWE Primary School Port Loko, Shelenker Junior Secondary School Port Loko**)

Community preparation activities were carried out at school level through the support of the MBSSE office in Port Loko. These include identification and selection of schools and participants, mobilization of participants, conducting PVCA process.

1.3 PVCA METHODOLOGIES

-  Presentation
-  Discussion
-  Used of 5 different tools (community map, body map, seasonal calendar, historical timeline, focus groups, community action plan)

1.4 PVCA PROCESSES

- Orientation on the PVCA process
- Group work community/school mapping
- Identification of challenging issues
- Presentation of community mapping and challenges
- Classification of challenges
- Voting of priorities
- Body mapping
- Action plan
- Setting up of management committee

1.5 KEY ISSUES

Key ISSUES	SPECIFIC AREAS
Leadership challenges	<ul style="list-style-type: none"> ▪ From the PVCA exercise conducted in the eight selected schools in Port Loko District, It came out from most of the schools that leadership is a challenge in responding to WASH issues. The leadership in these schools have subsequently failed to plan, budget and prioritise WASH issues during school management and board meetings. There were concerns raised by community members that information sharing on the amount paid and use of school fee subsidies. ▪ It was also noted during the PVCA exercise that some of the SMC leadership is very weak and lack the capacity to effectively manage the utilization of government support to schools. Some of the schools don't have the right SMC structures and the other members are not functional neither effective, hence they don't even know their responsibilities ▪ There is weak oversight role by SMC/Board of governors to the school more so in the area of WASH
Accountability & transparency	<ul style="list-style-type: none"> • It came out from the process that the leaders are not sharing relevant information with other stakeholders in the host communities and that citizens do not understand how to hold the school leaders and their representatives accountable. • We noted that most of the schools are not conducting the required SMC/Board and CTA meetings to discuss the annual school plan and budget.
	WASH ISSUES
Poor water facility	<ul style="list-style-type: none"> ▪ All of the eight schools visited have got water well system that does not provide enough water for the school population. Some of the schools visited have wells that dry up during the dry season, while others are been suppressed by community inhabitants. The schools visited hardly treat the water facilities or chlorinate the water wells
Maintenance of water facilities	<ul style="list-style-type: none"> ▪ The PVCA process revealed that the school authorities hardly do maintenance on the water facilities in their respective schools. There are no maintenance plans developed and approved by the SMC/Board of Governors for the sustainability of the facilities. Also, we noted that in some school, the use of the water facilities have been changed from hand pump to normal local well, hence exposing the children to risk. ▪ Weak management on the supervision of water facilities in schools

WASH Staff	<ul style="list-style-type: none"> It was observed that all of the schools don't have a designated WASH staff/volunteer with direct responsibility of overseeing the WASH facilities of the respective schools. This has led to the poor management of the WASH facilities with school pupils left with the burden of cleaning water facilities all over the place.
Poor toilet facilities	<ul style="list-style-type: none"> No enough toilet facilities & over use by community members Single toilet structure for boys, girls and teachers No enough drop holes Toilet not disable friendly Toilet facilities not cleaned and properly kept No designated cleaners for the cleaning of school toilet facilities Inadequate water facility to support the cleaning of toilet facilities Significant practice of indiscriminate open defecation in the bush and streams around communities we visited leading to diarrhoea
Poor waste management in schools	<ul style="list-style-type: none"> No standard waste management site Indiscriminate disposal of waste around the school facility Unaccepted waste disposal methods
Common school/community Risks and threats	<ul style="list-style-type: none"> Flooding - usually affect the schools, hence the classrooms become flooded and make the schools insecure for the pupils. The teachers too during such period find it difficult to teach in leaking and flooded classrooms. Wind /storm – during the rainy season – affects school buildings and in some cases unroofed the entire school building. Outbreak of specific diseases (COVID 19) – During the outbreak of COVID 19, schools were closed in order to prevent it spread to school children.
Schools – infrastructure, teaching and learning challenges	<ul style="list-style-type: none"> Poor and damage infrastructures (broken floors, leaking roof, unfinished building, and classrooms, no doors & windows, no permanent school fence, broken furniture. Inadequate space to accommodate pupils and teachers for primary and Junior Secondary Schools Inadequate teaching & learning materials Teachers not on payroll – Some of the teachers are not on payroll, untrained and unqualified, volunteers, unapproved.
Dependency syndrome – the hand-outs mindset	<ul style="list-style-type: none"> Schools and host communities have limited knowledge on their capacities and the actions needed to address issues affecting them. Schools and host communities have limited knowledge on the roles and responsibilities of their key duty bearers and how they can hold them to account for service delivery. There is a general perception by the schools and host communities that NGOs & INGOs are mainly responsible to provide basic services. They most times look forward to their support rather than themselves and government entities.

1.6 KEY LEARNING POINTS

- The entire process serves as an eye opener for school administrators, education stakeholders and school pupils in terms of the fact that schools and host communities understand their issues better but lack the intentionality and technical know-how to carefully identify and analyse them. The process of identification and analysis using the PVCA tools helped them to identify and analyse their risks/hazards as well as capacities to address them. The process brought together a representation of the school community into one place – and the voices from the diversity of the pilot schools was very insightful – all aspects of the school, from all angles were covered. Schools could hardly imagine that they have resources and abilities

to respond to their risks and hazards with little or no external inputs – and the team had to patiently get them to focus on this through the action planning process – a new way of working with schools in Port Loko District.

2. The PVCA process is a good entry strategy and working approach. It gets schools to first understand their own vulnerabilities and capacities and to come out with a plan of action based largely on their own capacities. This could be useful way to go for other projects that are starting or new ones that may come or initiated by the school authorities. It could lay the basis for building strong community involvement, participation and ownership of the schools and education at district and community level.
3. The PVCA reveals issues across a broader spectrum of the education and governance of schools and helps staff and stakeholders see the key opportunities and challenges in working with them. It was amazing to see how leadership issues can affect many other aspects of the school functionality and performance – and how without investments to address these issues, attempts to address other issues may not succeed in the long term.
4. The findings from the PVCA that relate to WASH in schools do not vary significantly from the major barriers or challenges that were identified in **the “performance audit report, 2018”**. However, the process provided an opportunity to validate and to drill the issues a bit more deeply and from the perspectives of the schools and the stakeholders.
5. PVCA process requires adequate resources – human, time, financial and logistics (vehicles, materials). We learnt that the involvement of the MBSSE and both the Port Loko District and City Council was instrumental towards the process and strengthens the monitoring of MBSSE of WASH facilities.

1.7 KEY CHALLENGES

1. **Community Action Plan** – The action planning was the most difficult part of the engagement process – stakeholders/schools had to think deeply about how they could deploy their capacities to respond to risks/threat or vulnerabilities – and this was strange for them. NGOs are used to just showing up and explaining to schools what packages they have and what schools are expected to do – but this was different and apparently strange for them. The teams therefore spent more time on the action plan – sometimes late into the evening.
2. **Community/school expectation** – The participants and stakeholders/schools that took part at the PVCA had high expectations in terms of transportation and other allowances which was never provided by the project.

1.8 RECOMMENDATIONS

1. PVCA to be adopted by the MBSSE Port Loko in order to address WASH challenges faced by schools in the District.
2. BAN and partners to support the piloted schools on the implementation of their School WASH Action plans through regular monitoring and guidance as this is seems of new way of working for the education sector in Port Loko District.
3. BAN and partners to enhance the advocacy to integrate some key issues and learning from the process in to the MBSSE education operations to inform the design of monitoring tools for QAO/supervisors of schools.

4. Though BAN and partners work is focussed on WASH, it would be good to link the pilot schools with other development partners in the district who could support them on other aspects of their action plan.
5. BAN, MBSSE, PLDC and PLCC to work with school authorities to incorporate the School WASH Action Plan into their annual school plan and budget.
6. BAN and partners to further engage the MBSSE, PLDC and PLCC to replicate the development of the School WASH Action Plan for all schools in the district.

1.9 Next steps

- I. Continue with the follow up on WASH audit accountability issues in schools in Port Loko District, North West Region of Sierra Leone. The need for this is that only eight (8) schools out of five hundred and ninety schools in the district have benefited from the PVCA initiative.
- II. Provide support to the eight (8) pilot schools to implement the School WASH Action Plans and demand accountability on the use of school fees subsidies on WASH
- III. Provide capacity building (train) for Quality Assurance Officers (QAOs) to effectively monitor and report on WASH issues for decision making which will guide policy implementation.
- IV. Research on the bottle necks related to the implementation of audit recommendations
- V. Conduct audit accountability forum with policy/law makers, administrators, media, CSOs and local authorities

2.0 INDIVIDUAL SCHOOL PLANS

2.1 RC Primary School, Port Loko

NO	Problem Identified	Means of Resolution (Actions/Activities to address the problem)		Timeline – Nov 2021-Sept.2022				Available Resources	Support Required	Out/Outcome indicators	Responsible Person
				Q1	Q2	Q3	Q4				
1.	Inadequate toilet facility ✓ One drop hole per 1000 pupils ✓ OD is rampant ✓ Toilet always dirty	By communities / Schools	Management Meeting with local council NGO Engagement local authorities		Yes			Stones sand labour	Cement Iron road Zinc Mobilize youth	Additional toilet facility constructed	Victoria Turay Rev father
		MBSS/SMC	Monitoring Supervision	Yes	Yes	Yes	Yes	SQAO/SM C	Mobility	Additional toilet construction	Martha James
		Local council	Wash Sector plan Monitoring and supervision		Yes			Councilors Ward development committee	Mobility	Activity factored in council budget	Councilors Ward 233
		By other service providers	Plan International		Yes			NGOs working within community	Information and communication	Meeting with NGO	Head Teacher
2.	Inadequate water supply ✓ One tap ✓ Pupils walk far distance to fetch water	By communities / Schools	Management meeting Meeting with the school mission Contribution from community		Yes			Stones Sand labour	Iron rod Zinc Nails	Additional water well constructed Rehabilitate existing well	Head Teacher

		MBSS/SMC	Supervision and monitoring	Yes	Yes	Yes	Yes	SQAO	Mobility	New functional toilet	CMC Chair
		Local council	Engage school for more water provision		Yes			Provide oversight	Factored in Local council development plan	Additional water well constructed	Head Teacher
		By other service providers	Present issues in sectoral meeting		Yes	Yes	Yes	NGO	Plan International	Mobilize funding	Deputy Head Teacher
3.	Poor Sanitation And Waste Management ✓ Water borne diseases ✓ School compound liter ✓ 2 cleaners for very big compound	By communities / Schools	Hold management meeting Contribution from community Employ more cleaners		Yes			Land for garbage disposal	Fumigation Local tools for cleaning	Clean compound	Head Teacher
		Traditional authorities	Provision of local materials		Yes			Head man	Provide oversight	Tidy compound	Teacher
		By MBSS/SMC	Monitoring and supervision	Yes	Yes	Yes	Yes	SQAO	Report to council	EW	DD
		By Local council	Environmental Officer and council WASH Sector intervention			Yes		City council District council	Letter	Provision of sanitary materials	Councilor
		By other service providers	Inter-aid Plan WASH Management team		Yes			SCM/CTA	NGO Budget	Present letter asking for support	Victoria Turay-Head Teacher

Implementation committee

1. Mrs. Victoria Turay
2. Father Simeon Kamara - Manager RC School
3. Alpha Kamara
4. Martha James-SMC
5. Mamusu Sesay
6. Ibrahim Kanu- Head man
7. Beatrice Koroma – student

2.2 Schelenker Secondary School-Port Loko

NO	Problem Identified	Means of Resolution (Actions/Activities to address the problem)		Timeline – Nov 2021-Sept.2022				Available Resources	Support Required	Out/Outcome indicators	Responsible Person
				Q1	Q2	Q3	Q4				
1.	Poor Water Well ✓ Two functional water well for 2,500 pupils ✓ Three dysfunctional well ✓ Water constraints in school	By communities / Schools	CTA Meeting Visitation to council Community contribution Sensitization School fees subsidy		Yes			Old Students body SMC, Board member School fee subsidy	Mobilization	Minutes of meeting Functional water wells	Principal–AR Mansaray CTA chair
		MBSS/SMC	Monitoring and supervision Support letter to WASH sector	Yes	Yes	Yes	Yes	SQAO	Mobility	Functional water well Report to council DED	Mr. Marah
		Local council	Monitoring and supervision WASH Sector plan	Yes	Yes	Yes	Yes	Councilors Ward development committee	Mobility	Activity factored in council budget	Councilors Ward 233

		By other service providers	Plan International CFID DIP CARE Inter-aid Concern worldwide		Yes			Teachers/mi ssion	Information and communicatio n	Written letter of support	Vice Principal
2.	Inadequate Toilet Facility	By communities / Schools	Provide land for additional toilet construction Community labour	Yes				Stones Sand Sticks	labour	New constructed toilets	Principal/CT A
		MBSS/SMC	Supervision	Yes	Yes	Yes	Yes	SQAO	Mobility	New functional toilet	Mr. Marah
		Local council	WASH sector plan		Yes			Local council budget	Information and communicatio n	Meeting with council	David Sesay
		By other service providers	Plan international CFID DIP CARE Inter-Aid Concern worldwide		Yes			Information sharing	Communicati on	Pictorial evidence Visitation to NGOs	Principal
3.	Poor Waste Management ✓ No dust bin ✓ Disposal of rubbish	By communities / Schools	Provide land for waste disposal Mobilize Community labour	Yes				Cleaners Pupils teachers	Broom Shovel ect	Clean school environment	Daniel Munu
		Traditional authorities	Provide oversight	Yes	Yes	Yes	Yes	School visitation		Clean school compound	Community chief

	indiscriminately	By MBSS/SMC	Supervision	Yes	Yes	Yes	Yes	SQAO	Report to council	Minutes of meeting	Mr. Marah
		By Local council	Provision of sanitary tools, disinfectants, shovel, wheel barrow, gloves					City council District council	Letter to council	Council meeting provision of sanitary materials	District council Chairman
		By other service providers									

Implementation committee

1. Mr. AR Mansaray - Principal JSS
2. Unisa Kamara - School pupil
3. Fatmata Kanu - School pupil
4. Abu Kamara - Youth Leader
5. Abdul Karim Koroma - Principal SSS
6. Mabinty Kamara – Parent
7. Abdul Karim Dumbuya - CTA Chairman

2.3 Baptist Primary School Rotifunk, Lungi

NO	Problem Identified	Means of Resolution (Actions/Activities to address the problem)		Timeline – Nov 2021-Sept.2022				Available Resources	Support Required	Out/Outcome indicators	Responsible Person
				Q1	Q2	Q3	Q4				
1.	❖ SCHOOL STRUCTURE -Inadequate school building -Leakages -Improper floor coverage -No ceiling -No permanent fence for the school -lack of market structure	By communities / Schools	-CTA meeting -Board meeting -Community sensitization and contribution	✓				-Land -Human resource/Labour -Subsidies	<ul style="list-style-type: none">▪ Cement▪ Iron rods▪ Sand▪ Timber▪ Zinc▪ Steeldoors and window▪ Tiles▪ Paints▪ Bush poles▪ Electricity		➤ Head Teacher ➤ SMC chairman ➤ CTA chairman
		MBSSE/SMC	-Monitoring and Supervision -Approval of plan and budget.	✓			✓				
		Traditional leaders	Mobilization of resource and manpower	✓			✓				
		Local council	Approval, support and implementation of action plan	✓				➤ Land ➤ Subsides ➤ Human resource			
		By other service providers	Provide technical and financial support	✓			✓				
2.	▪ TOILET FACILITY	By communities /	➤ SMC meeting ➤ CTA meeting					➤ Land ➤ Subsides	/Labour	➤ Available function	-Head Teacher

		Schools	➤ Community sensitization and contribution					➤ Human resource		al toilet structure	- Teacher(Elizabeth L.Lakkoh) -SMC chairman
		MBSSE/SMC	➤ Monitoring and sensitization ➤ Approval of plan and budget								
		Traditional authorities	➤ Mobilization of resources and man power								
		Local council	➤ Approval, support and implementation of action plan								
		By other service providers	➤ Provide technical and financial support								
3.		By communities / Schools									
		Traditional authorities									
		By MBSS/SMC									

		By Local council									
		By other service providers									
3.		By communities / Schools									
		Traditional authorities									
		By MBSSE/SM C									
		By Local council									
		By other service providers									

Management committee

1. Foday.I.Kargbo - SMC chairman
2. Mohamed.A. Kamara - Head Teacher
- 3.Idrissa. S. Sankoh - CTA chairman
- 4.Mrs Isha Fofana - SMC representative(Female)
- 5.Mohamed Bangura - SMC member
- 6.Princess E.Obey - Pupil
- 7.Alhassan.K.Kamara - Pupil

2.4 Bishop George Catholic Secondary School Masiaka

NO	Problem Identified	Means of Resolution (Actions/Activities to address the problem)		Timeline – Nov 2021- Aug.2022				Available Resources	Support Required	Out/Outcome indicators	Responsible Person
				Q1	Q2	Q3	Q4				
1.	Poor Toilet Facility Bad odour Limited number of drop holes Weak foundation Poor latrine Design Increased Enrollment	By communities / Schools	CTA meeting Board meeting	x				Land Stones Man power Sticks Water Techniques parents	Contractors Cement Nails Zinc Money	No bad odor Provision of toilet building Increase in Drop holes Disable friendly	Principal Board chairman
		MBSS/SMC	Monitoring and supervision		x						
		Local council	Facilitate support in building of latrines	x							
		By other service providers	support								
2.	Poor Water Facility Seasonal Water supply. No water facility in the school compound	By communities / Schools	CTA meeting Board meeting					Land Man power parent pupils	Contractors Imported materials Sand Cements	Adequate water facility	Principal Board chairman
		MBSS/SMC	Monitoring and supervision								

	Ack of hand washing stations Increased enrollment		Approved plan budget								
		Local council	Provision of funds from own source Revenue								
		By other service providers									
3.	Waste management Absence of trash can Composed Fence Knowledge of waste management	By communities / Schools	CTA meeting Board Meeting					Land Sticks Sand Water skill	Contractor Resources Cement	Improvement Environmental hygiene	Principal Board chair
		Traditional authorities	Facilitate the digging of composed fence								
		By MBSS/SMC	Monitor and supervision								
		By Local council	Resource mobilization								
		By other service providers	Support provision of Waste management materials								

Implementation committee

1. Fatmata Sesay - (Mamie Queen)
2. John A Kamara - (principal)
3. Sheka Fullah - (head boy)
4. Isatu T. Turay - (Head girl)
5. Edwin B Turay - (father)

6. Daniel Bangura - (CTA Chairman)

7. Kadiatu Mansaray - (Parent)

2.5 Movement of Faith Secondary School, Port Loko

NO	Problem Identified	Means of Resolution (Actions/Activities to address the problem)		Timeline – Nov 2021-Aug.2022				Available Resources	Support Required	Out/Outcome indicators	Responsible Person
				Q1	Q2	Q3	Q4				
A. 1. 2.	❖ Poor Toilet facility ❖ Bad odour ❖ Insufficient dropholes(Three=1000population } ❖ No inclusive toilet(disables toilet)	By communities / Schools	-CTA meeting -Board meeting -Community sensitization and contribution				✓	-School leaders -Man power -Stones -School Pupil	-Cement -Money -Land -Transportation -Sand -Imported material	-No boarding home -Increased drop holes -Additional toilet -Disable friendly	-Board chairman -CTA chairman -Principal
		MBSSE/SMC	-Monitoring and Supervision -Approval of plan and budget.	✓			✓				
		Traditional leaders	Support to provide local material and acquisition of land	✓			✓				
		Local council	Provision of funds from own source revenue -Approved plan and budget	✓							
		By other service providers	Support	✓			✓				

B.	▪ Poor Water Facility ❖ Seasonal Supply during the raining season	By communities / Schools	-CTA meeting -Board meeting -Community sensitization and contribution	✓			✓		-Contractor -Cement -Money -Land -Transportation -Sand -Imported material	-Two functional pupils -Milla tank	
	2.Inpure Water	MBSSE/SM C	➤ Monitoring and sensitization ➤ Approval of plans and budget								
	3.One water facility(Pump)not functioning	Traditional authorities	-Support to provide local materials and acquisition of land								
		Local council	-Provision of funds from own source revenue -Approved plan and budget								
	4.Increase Enrollment	By other service providers	-Support	✓							
3.		By communities / Schools									

		Traditional authorities									
		By MBSS/SMC									
		By Local council									
		By other service providers									
3.		By communities / Schools									
		Traditional authorities									
		By MBSSE/SM C									
		By Local council									
		By other service providers									

Implementation committee

- | | |
|---------------------------|----------------|
| 1. Marie Kanu | Principal |
| 2. Alie Watfa | CTA chairman |
| 3. Fatmata K. Sillah | Board member |
| 4. AbuBakarr Bangura | Vice Principal |
| 5. Mariatu Koroma | Pupil |
| 6. Ibrahim Alusine Kamara | Pupil |

2.6 FAWE Primary School, Kambia Road I - Port Loko

NO	Problem Identified	Means of Resolution (Actions/Activities to address the problem)		Timeline – Nov 2021-Sept.2022				Available Resources	Support Required	Out/Outcome indicators	Responsible Person
				Q1	Q2	Q3	Q4				
1.	Dysfunctional Toilet ✓ Toilet in bad shape ✓ dangerous for children ✓ community pressure	By communities / Schools	Holds Management Meeting Meet with local council	Yes		Yes		CTA SMC Council Old Pupils association	Finance to rehabilitate	Functional Toilet	Head Teacher CTA Chair
		MBSS/SMC	Monitoring and supervision	Yes	Yes	Yes	Yes	SQAO	Mobility	Rehabilitated toilet	Mr. Marah
		Local council	Provide oversight	Yes	Yes	Yes	Yes	Councilors Ward development committee members	Finance	Activity factored in council budget	WARD Councilors
		By other service providers	Plan International Concern worldwide		Yes			Teachers/mi ssion	Information and communication	Write letter soliciting support	Head Teacher Mrs. Farmer
2.	Lack of waste Management facilities	By communities /	Digging of pit		Yes	Yes		Teachers Pupils Brooms	Supervision	A clean compound Garbage disposal site provided	Teachers

	<div>✓ Poor garbage disposal site</div> <div>✓ No dust bin</div> <div>✓ Disease outbreak</div>	Schools	Daily cleaning through duty roaster					Trash can			
		MBSS/SMC	Monitoring and Supervision	Yes	Yes	Yes	Yes	SQAO	Mobility	New functional toilet	Teachers
		Local council	Provision of dust bin		Yes			Council trash can provided Temporal dump site	Submission of letters	Visible trash cans	Teachers
		By other service providers			Yes			Information sharing	Communication	Pictorial evidence of meeting Visitation	Head Teacher
3.	<div>Poor Water well facility</div> <div>✓ Broken water well</div> <div>✓ Community pressure</div> <div>✓ Unsecure water well</div>	By communities / Schools	Regular maintenance of water well Voluntary monitoring by community		Yes			Human Resource within community	Community consultation	Functional water well	CMS/CTA Members
		Traditional authorities	Provide oversight	Yes	Yes	Yes	Yes	Community chief	Community security	Rehabilitated water well	Head Teacher
		By MBSS/SMC	Monitoring and supervision	Yes	Yes	Yes	Yes	SQAO	Report to council	EW	DD
		By Local council	Environmental Officer and council WASH Sector		Yes			City council District council	Letter to council support	Provide chlorine	Head Teacher

		By other service providers	Inter-aid Plan WASH Management team		Yes			SCM/CTA	Financial support	Meeting with NGOs	
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Implementation committee

1. Mrs. Patricia Farmer- Head Teacher
2. Mr. RM Kamara - CTA Chairman
3. Fatmata Kanu - School pupil
4. Pa Alhaji Ibrahim Sesay -
5. Makalay Bangura -
6. Mr. Hassan Sesay -
7. Isatu Koroma -

2.7 Sanaya Secondary School, Robis, Lungi

NO	Problem Identified	Means of Resolution (Actions/Activities to address the problem)		Timeline – Nov 2021- Aug.2022				Available Resources	Support Required	Out/Outcome indicators	Responsible Person
				Q1	Q2	Q3	Q4				
1.	Poor water facility ❖ Inadequate water facility ❖ No hand wash station ❖ No stand by generator/solar panel ❖ No soap	By communities / Schools	Board meeting, CTA meeting, Community sensitization				*	Land, Man power, school fees subsidies	Sand, stones, cement, iron rod, bush poles, CI sheet, contractor, engineers, standby generator, solar panel, money, volley ball kits, transport,	▪ Available water facility pumps ▪ Available wash hand station ▪ Stand by generator	Principal CTA chairman Board chairman
		MBSSE/SM C	Monitor and supervision, approve plan and budget	*	*	*	*				
		Traditional leaders	Mobilisation of resources and man power	*	*	*	*				
		Local council	Approval and support implementation of action plan through own source revenue	*							
		By other service providers	Provide technical and financial support	*	*	*	*				
2.	Inadequate school structure ▪ No school library	By communities / Schools	Board meeting, CTA meeting, Community sensitization		*			Land, Man power, school subsidies,	Sand, stones, cement, iron rod, bush poles, CI	Completed structures such as library, laboratory, permanent school	Principal CTA chairman

	<ul style="list-style-type: none"> No science lab Two unfinished building Incomplete staff room No permanent school fence No market facility/stall 							school pupils	sheet, contractor, engineers, standby generator, solar panel, money, volley ball kits, transport, timber	fence, school building, market	Board chairman
		MBSSE/SM C	Monitor and supervision, approve plan and budget, provision of library materials	*	*	*	*				
		Traditional authorities	Mobilisation of resources and man power	*	*	*	*				
		Local council	Approval and support implementation of action plan through own source revenue	*							
		By other service providers	Provide technical and financial support	*	*	*	*				
3.	No paid up cleaner	By communities / Schools	Appoint a volunteer and approve stipend	*				Man power	Money	Cleaner available Clean toilets	Principal Mary Kai Bangura
		Traditional authorities									
		By MBSS/SMC									
		By Local council									

		By other service providers									
3.	Waste management	By communities / Schools	CTA/Board meeting	*				Land, leadership,	Money, cement, trash can	Trash can available in clases Dust bin available	Mary angoraa, Sallieu Bangura, Margret B. Koroma
		Traditional authorities									
		By MBSSE/SM C									
		By Local council	Collection of waste materials	*	*	*	*	Land	Wheelbarrow, rake, shovel, money, rake, trucks, cement, sand,	Clean school environment	Mary angoraa, Sallieu Bangura, Margret B. Koroma, principal
		By other service providers									

Implementation committee

1. Pa Komrabai Maylie Kamara – Board chairman
2. Fatmata Bintu Jalloh - Pupil
3. Ibrahim M. Sesay – Class prefect
4. Mohamed M. Kamara – Youth Leader
5. Mrs. Fanny B. Kamara - Parent
6. Mr. Sulaiman Jalloh - Principal

7. Mary Kai Bangura - Teacher

2.8 Name of the community/school: SLC Primary School

NO	Problem Identified	Means of Resolution (Actions/Activities to address the problem)		Timeline – Nov 2021- Aug.2022				Available Resources	Support Required	Out/Outcome indicators	Responsible Person
				Q1	Q2	Q3	Q4				
1.	Poor Toilet Facility Bad odour Insufficient drop holes Increased Enrollment	By communities / Schools	CTA meeting Board meeting				X	Stones Man power Land Sticks Water Skills	Cement Nails Zinc Metal Door Tiles Paints	No bad odor Increase drop holes Additional Toilet Disable friendly	Principal Board chairman Chief
				X			X				
		MBSS/SMC	Monitoring and supervision Approval of plans and budget		x						
		Local council	Provide of fund from own source revenue Approved Plans and budget	x							
		By other service providers	support								

2.	Lack of Access to water	By communities / Schools	CTA meeting Board meeting	X			X	Stone Sand Land Stick Skills	Iron Rod Nails Cement Zinc Paints Tiles	Adequate water facility	Principal Board chairman
		MBSS/SMC	Monitoring and supervision Approved plan budget	X			X				
		Local council	Provision of funds								
		By other service providers	Support								
3.	Waste management Absence of trash can Composed Fence Knowledge of waste management	By communities / Schools	CTA meeting Board Meeting	X			X	Land Sticks Sand Water skill	Contractor Resources Cement	Improvement Environmental hygiene	Principal Board chair
		Traditional authorities	Facilitate the digging of composed fence								
		By MBSS/SMC	Monitor and supervision								
		By Local council	Resource mobilization								
		By other service providers	Support provision of Waste management materials								

Implementation committee

1. Susan B. Dumbuya (Head Teacher)
2. Bai O. Kargbo SMC Chair
3. Bundu Fofanah
4. Joseph A. Tarawallie
5. Sullay Kondeh (Head Boy)
6. Siaratu Kabba
7. Abibatu Sesay (Senior Teacher)

3.0 PHOTO GALLERY

Training of CSOs, Quality Assurance Officers (QAOs) and BAN members on PVCA



PVCA exercise in 8 pilot schools





PVCA review and reflection workshop



PVCA report launch



Links

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