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THE WASH COMPONENT OF
UNICEF'S "EDUCATION FOR
CHILDREN AFFECTED BY ARMED
CONFLICT – MINDANAO



This manual was produced by A Single Drop for Safe Water inc. based on experiences on the ground during the pilot implementation with Bangsamoro Development Agency Staff as well as staff of UNICEF.

ASDSW Team:

Executive Director: Kevin Lee
 Program Manager: Mary Jun Decafe – Nicolasora
 Operations Manager: Genevieve E. Bajala
 Project Manager: Zuhaira U. Ebrahim, RN
 Facilitators: Asnaira M. Pagayao, RN
 Zahara M. Umbag
 Acob U. Kabalu, Jr.
 Norhaima K. Laguialam
 Asrobin S. Limba
 Engineers: Abdulrauf Macapages
 Yasser Baraguir
 Consultant: Crisanto Cayon

UNICEF Team:

Chief of WaSH: Timothy Grieve
 WaSH Officers: Jon Michael Villasenor
 Hanalyn Montañer

BDA Special Inputs:

Executive Director: Ustadz Mohammad S. Yacob
 Project Coordinator: Ustadz Mokamad Alon
 WaSH Focal Person: Norhannie Ugalingan

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Cover Photo: The photo was taken last December 2013 in Markadz Shuhadah Al-Islamie, Barangay Biniruan, Cotabato City during the integration of WaSH activities through group hand washing with soap. (Photo Credits: BDA-RMO Central Mindanao)

**Project Implementation Manual for
the WASH Component of UNICEF's "Education for Children Affected by Armed
Conflict – Mindanao, Philippines (Phase 2)" Program as Implemented by ASDSW**

I. Introduction

Why WaSH in Tahderiyyah's

WaSH in Tahderiyyah is designed primarily to support the curriculum reform component of the overall program. Improving the WaSH behavior of children in this phase of their life, not only lifts their health status, but ingrains good behaviors that they will follow throughout their lives and pass onto others.

Toothbrushing, hand washing and deworming significantly reduces chronic illness and absenteeism. In addition to this, it impacts the ability for the body to absorb nutrition. Good health at this developmental age impacts learning ability, increases attention span and minimizes distractions for children, parents and teachers.

The WaSH in Tahderiyyah program emphasizes behavior change through enforced daily group hand washing at critical times, group tooth brushing daily and participation in regular deworming programs. This group hand washing and tooth brushing automatically ensures that this is done by all pupils, and more importantly reinforces the teachings of the Tahderriyah resulting in spontaneous hand washing at critical times and regular tooth brushing by the pupils outside of the group activities.

In support of this behavior change, the other aspect of this program leverages the community at large; to support the behavior change, while also supplying support for supplies and improvement of their facilities at the school to encourage this behavior change. This support not only resources the current project, but also prioritizes WaSH as a major health issue for their children, creating a new community norm to support the efforts past the "current project".

Pilot implementation and this manual

'A Single Drop for Safe Water (ASDSW), Inc.' entered into a Partnership Contract Agreement (PCA) March 2013 to pilot implement the WaSH Component in a few sites (40 out of a total 813 sites) of the UNICEF-funded Education for Children Affected by Armed Conflict – Mindanao, Philippines (Phase 2) otherwise known as the Tahderiyyah Curriculum Program (TCP).

The first batch of pilot implementation was conducted for 10 sites and covered the period of March to October 2013. From these initial 10 sites the implementation was reviewed with all partners and the additional 30 sites were then selected and the refined methodology was used. This concentrated on working on the issues that presented in the initial sites and looked at how to scale up efforts. Implementation was completed in February 2014 and this manual is the result of the total pilot program.

Piloting the program was done to understand the unique operating context of the project. Such factors as -- (a) working in stronghold communities of the non-state armed group, the Moro Islamic Liberation Front (MILF), (b) working with a new partner in the Bangsamoro Development Agency (BDA), (c) the WaSH component as a later addition to a larger program that has been in implementation for one year – add to the unique context of the project. In addition to this ASDSW realized early on that institutionalization would be key to this program and concentrated on developing the manual so that other organizations can roll out the program.

Working on a few sites, a sample group, provides an opportunity for the implementing partners and the participating Tahderiyyah and their communities to explore factors that hinder and facilitate WaSH implementation and experiment on alternative modalities and adjustments to overcome implementation challenges.

This manual proceeds from this rationale of a pilot implementation. Its attempt is to draw from the experience of implementing in WaSH in Tahderiyyah in 40 sites. By appreciating (1) what works, (2) what does not work very well, and (3) the innovations and adjustments employed to overcome the challenges, the manual can be seen as a step-by-step guide for program managers, implementers and coordinators in the full roll out phase of WaSH in Tahderiyyahs.

Purpose of the Manual

This manual aims to provide a guide on how to implement WaSH in Tahderiyyahs, mainly for WaSH facilitators. It is an attempt to succinctly document the processes used by the implementers to most effectively implement WaSH as a component of the larger Tahderiyyah Curriculum Program. It serves as a reference for the key proponent organizations, the BDA and UNICEF, on the aspect of implementing WaSH in Tahderiyyahs.

Target users of the manual

This manual is for implementers: facilitators and engineers/technical staff who will be working on the full roll out phase of WaSH in Tahderiyyahs. It is also useful for UNICEF and the BDA as the organizations responsible for providing funding, oversight management and coordination with other relevant stakeholders within or outside their organizations. In particular, this manual provides implementers – whether with previous experiences implementing this project, or as new entrants to the field of WaSH – with a how-to guide in the full-scale implementation of WaSH in Tahderiyyahs.

Limitations of the Manual

This manual is primarily designed for implementation purposes and is not in any way an attempt to assess the pilot implementation. While it references ASDSW's implementation of WaSH in Tahderiyyahs in the pilot phase – and clearly utilizes the community-driven approaches from its other engagements – it is really designed as a neutral document for any implementer to guide the full scale implementation of WaSH in Tahderiyyahs.

Implementation philosophy for the WaSH intervention: education reform in the Bangsamoro, and community as driver of sustainability

The entry point of the WaSH project is the Tahderiyyah program and targets the initiation of developmentally-appropriate education curriculum for 3-5 year old children in 813 sites in Bangsamoro communities. Its central component is the Tahderiyyah curriculum and complemented by the other two components, *child protection* and *WaSH*. Each community is the operating environment that creates and provides the conditions to sustain the continued implementation of the Tahderiyyah. The Tahderiyyah Curriculum Program (of which WaSH is a support component) hopes to address a critical gap in developing the Bangsamoro: **education**.

From this implementation philosophy, the main instrument for WaSH integration in the Tahderiyyah Curriculum Program is the Modarris or the teacher (and by extension, the community). Thus, as far as this manual is concerned, the implementer's main goal is to increase the capacity of the modarris to integrate WaSH in the Tahderiyyah learning goals for Bangsamoro 3-5 year olds. The sustainability of Tahderiyyahs will rely heavily upon the support of the entire community and all its possible stakeholders: the religious leaders (Imam, Ustadz, etc.), the political committee (of the MILF), barangay (barangay chairman or the kagawads) or even municipal and provincial leaders, Madraasah, and the parents (through the PTCAs or the Tahderiyyah Advisory Groups). Thus, while simultaneously responding to the need to educate the Modarris on integrating WaSH in Tahderiyyah, the manual gives equal if not heavier emphasis on community empowerment by fully involving Bangsamoro communities in the planning, resource mobilization and management of any effort and system that seeks to sustain WaSH integration in the Tahderiyyahs. In this manual, such activities as the construction of, or improvement in existing WaSH facilities for and in support of the Tahderiyyah will be community-driven.

The manual suggests approaches and processes that enable community leaders and other local stakeholders to actively participate in the (a) assessment of their WaSH situation, (b) planning for solutions, (c) resource-generation to actualize the solutions preferred by the community, and (d) implementation of WaSH activities to strengthen the ability of Tahderiyyahs to integrate WaSH in the learning of 3-5 year olds.

Organization of the Manual

This manual is divided into 10 parts with parts II to VIII reflecting the stages that detail the actual steps of implementation. The parts are outlined accordingly as:

Part I	Introduction
Part II	Preparatory activities
Part III	Assessment and site selection
Part IV	Community Feed backing
Part V	WaSH Integration Activities
Part V-A.	<u>Enabling Tahderiyyah Teachers in WaSH Integration for the learning sessions of T-Pupils</u>
Part V-B.	<u>Enabling the Community to Support Tahderiyyahs's WaSH Integration</u>
Part VI	Distribution of Essential Health Care Package (EHCP) Kits to the Tahderiyyah pupils
Part VII	Monitoring of Installed or Improved WaSH Facility and Integration of Group HW/TB Practices
Part VIII	Cross-cutting themes
Part IX	Factors in Tahderiyyahs and Communities that Facilitate WaSH Integration in Tahderiyyahs
Part X	Annex

Themes used in the manualization of the steps of implementation (parts II to VIII):

Key themes	
Objectives/Rationale	Why we do what we do?
Progress Indicators	When do we say we have done enough?
Processes	How did we do it? What are the steps we undertook to do what we have to do?
Resources	What inputs did we use to implement?
Secondary themes	
<i>Convergence</i>	How do we work with others (particularly the other 2 components)?
<i>Points to be aware of</i>	What do we need to be absolutely aware of (possible hindering and facilitating factors observed in the pilot)?

The key themes used to manualize each stage of implementation steps are Objectives/Rationale, Progress Indicators, Processes and Resources. Of these, the Processes would be the more detailed aspect that recommends specific steps in implementation. The secondary themes, *Convergence* and *Points to be aware of*, must be seen as merely additional guide posts in undertaking the implementation of WaSH in Tahderiyyahs. These two themes will be *italicized* to differentiate them from the main themes in each stage of implementation. Where useful, visuals such as flow charts and diagrams are utilized to provide more clarity and to simplify processes that may appear complicated if expressed merely in narratives. Some ideas are boxed for purposes of emphasis and are found all over the document.

PMI: Overarching analytical framework

The framework of analysis utilized in manualizing the implementation of ASDSW's UNICEF-funded WaSH component of the larger Tahderiyyah Curriculum Project (TCP) is based on Edward De Bono's¹ PMI² framework. PMI stands for Plus/Minus/Interesting framework, a useful improvement to the usual 'weighing the pros and cons' technique. In the actual implementation of WaSH in tahderiyyahs, the implementation team has practiced PMI: **Plus** (for *what works: the best practices*), **Minus** (for *what does not work well: the challenges*), and then the **Interesting** (the *innovations* and the *adjustments* undertaken to move beyond a particular challenging situation). The *Interesting* aspect is most critical in this framework because this is what facilitates other perspectives, and it can help in reaching balanced, informed decision beyond the usual what works and what does not work situations.

De Bono's PMI	Plus	Minus	Interesting
PMI in WaSH in Tahderiyyahs	What works	What does not work; Or not work well	Innovations or adjustments

This manual intends to be a summary and a succinct presentation of steps but the actual implementation was itself a process that is informed by PMI. An actual workshop held by a small group of implementers between UNICEF and ASDSW did go through a process of PMI in looking at each step in implementation. The main clusters of implementation and the corresponding steps have been a result of PMIs from the experience of implementers in the pilot implementation.

¹ <http://edwdebono.com/>. Dr. Edward De Bono is a proponent of teaching critical thinking in schools. Dr. de Bono is credited with inventing the term *lateral thinking*, an approach to problem solving that encourages thinking about the problem in a creative, non-traditional manner.

² <http://www.slideshare.net/shehryarkhan3745/plus-minus-interesting> PMI as a thinking tool enables its users to resolve deadlocks, and explore 'alternative' ways of appreciating ideas beyond what is already known (good or bad) in order to come up with a better decision (course of action).

II. Preparatory Activities

This is the critical first 3 weeks to one and a half months when new staff are recruited, existing staff are realigned to the new assignment, the project teams are formed and are subsequently initiated into the project. More importantly, this is also the time when the entire implementation structure of the implementing agency or organization is set up.

Objectives

1. To provide comprehensive project orientation for all the involved staff. The primary interest for the 'preparatory activities' is to level off understanding and expectations across implementing staff, and establish common understanding on the approach and strategies in implementing the project. There is a need to conduct a theoretical dry-run of the entire flow of implementation.
2. To initiate coordination with relevant stakeholders or stakeholder groups in anticipation of simultaneous implementation in the 7 regions.
3. Fine tuning of materials that will be used for the implementation and approval of these materials by major stakeholders.

Progress Indicators

1. Recruitment of relevant staff, formation of teams, setting up of internal implementation systems (e.g. financial/administrative, oversight management, monitoring, evaluation and learning systems etc.). A proposed organizational setup is suggested and is attached for quick reference on how to organize the implementation team.
2. All project staff are equipped with knowledge on WaSH in general, and WaSH in Tahderiyyah in particular, and must have reviewed the following:
 - A detailed roles and responsibilities of each staff in the implementation
 - Sample work plan
 - Implementation program flow
 - Standard briefing and IEC materials on WaSH in Tahderiyyah. The main purpose of these materials is to contextualize where WaSH is in the entire Tahderiyyah curriculum program.
 - Final version of assessment tools
 - Minimum requirements for project staff/scope of work.
3. Approved IEC materials

Processes

Activity/Topics	Time Frame	Methodology	Resources Needed
Project Team Formation			
Workshop Orientation for Project Team (tahderiyyah Curriculum Project, ECCD, Child Protection, etc.)	1.5 days	<ul style="list-style-type: none"> - lecture with Q & A - stations cafe - demo/return demo - FGD, etc 	
Pre – deployment meeting/s	.5 day		
Coordination with EXAL Industries (suppliers of soap and tooth brushing materials)			
Leveling off meeting with UNICEF Mindanao team and service providers			
Setting up of an office-based field monitoring chart of implementing teams to provide details on whereabouts, progress of work, pending reports, and finance/admin concerns		Use of monitoring and whereabouts chart/s	
Pre-assessment community visits			
Planning for the Assessment stage			

The section that follows provides a description of each stage of the processes (above):

1. Project Team Formation
2. Project orientation
 - The one and a half day project orientation is a key activity in the preparation and should be conducted after all the teams are formed, and each member of the team have been given access to the full set of materials related to their implementation of the WaSH in Tahderiyyahs.
 - The first day can cover all the aspects of the project and the overall context of the implementation including but not limited to.

Suggested sessions	Prospective resource speakers
a. Tahderiyyah Curriculum Project <ul style="list-style-type: none"> ○ ECCD/Education (T-curriculum) ○ Child Protection 	UNICEF WaSH in Mindanao, ASDSW UNICEF TCP, Ustadz Mokamad Alon BDA and UNICEF
b. WaSH in Tahderiyyah (opportunity to allow presentation of highlights of the proposal to implementing staff: what are allowed, what are not allowed, etc. <ul style="list-style-type: none"> ○ Mapping stakeholders in implementing the WaSH in Tahderiyyahs project ○ Fit for Schools and the EHCP model in the Philippines' Department of Education ○ WaSH Technical options ○ Complete dry-run presentation on the entire flow of implementation of the WaSH in Tahderiyyahs ○ Community-driven project development and resource generation ○ review of site selection criteria for purposes of prioritization (with the participation of Tarbiyyah) ○ workplan review ○ session on roles and responsibilities of an area team, and specifically of WaSH facilitators, technical persons and the team leader 	BDA UNICEF WaSH in Mindanao, ASDSW
b. Operations <ul style="list-style-type: none"> ○ Finance and Admin and Logistics ○ Safety and Security 	BDA and UNICEF
c. Monitoring, Evaluation and Learning	UNICEF, BDA, ASDSW

3. Pre – deployment meeting/s
 - Pre-deployment meetings should be made regularly (at least once a week) in the preparatory stage, most of them internal. These meetings are meant to increase the knowledge of each member of the implementing team, level off understanding of the project and share questions and points needing clarification across the teams.
 - These meetings are part of the setting up process and initiation for the implementing teams. However, it is suggested that before teams finally immerse in community engagements (assessment proper), that there is a final day of pre-deployment meeting for all the implementing teams. This session can be devoted to a thorough discussion of internal implementation matters such as the workplan, reporting arrangements, reports that need to be accomplished when and using what forms, messaging to other stakeholders, among other concerns
4. Leveling off meeting with UNICEF Mindanao team and service provider (for capacity-building needs), and the implementing team (management side and the initial implementers particularly prospective area team members)
5. Coordination with EXAL Industries: supplier of EHCP kits.
6. Conduct of simultaneous WaSH Engineer/technical person-led visits to explore local suppliers in each of the 7 BDA region or clusters of Tahderiyyah communities.
7. Pre-assessment visits need to be conducted separately in the ZamBaSuLTa areas which were not included in the pilot implementation.
8. Setting up of an office-based field monitoring chart of implementing teams to provide details on whereabouts, progress of work, pending reports, and finance/admin concerns
9. Pre-assessment community visits
10. Planning for the Assessment stage

Resources

- Capable staff in place
- 2 Health Facilitators and 1 Technical person/per region
- Criteria for selection
- Fit for Schools basic orientation
- Executive summary of project proposal
- Checklist of approved IEC materials
- List of Tahderiyyah sites from UNICEF/BDA provided to implementers.
- The pertinent for this section are attached in a folder titled 'Preparatory Activities.'

Points of Convergence

- Briefing material on the Tahderiyyah Program that specifically contextualizes WaSH integration
- Snapshot of stakeholders and their roles and responsibilities with respect to the implementation of the WaSH component (this is one session in the workshop)
- List of Tahderiyyah sites from UNICEF provided to implementers. For WaSH implementers to have this list is to ensure that its efforts and activities are somehow calibrated with the rest of the other two components. For example, WaSH implementers can better contextualize WaSH deliverables in the Tahderiyyah if they are also familiar with status of implementation of education/curriculum and child protection components (e.g. phase 1 and phase 2). For WaSH component purposes, the list is a good quick reference for the contiguity of the sites. It can also help WaSH implementers design time-efficient workplans on community engagements, and even possibly schedule joint trips with implementers from the other components.
- IEC and "assessment for pupils" materials submitted and approved by UNICEF Education and BDA as being age and culturally appropriate. For further information on materials refer to later sections that detail types of materials that this is required for.

To be aware of (chokepoints, hindering)

- Selection process for Facilitators and Technical Personnel, as well as the designation of area team leader will be very crucial in this project. This is the reason why the scope of work should be comprehensive during the recruitment process, and a substantive discussion of roles and responsibilities of formed teams is required.
- All IEC materials used in this project/component must be cleared with the Tahderiyyah curriculum team at UNICEF and BDA. As of the writing of this manual the materials developed are still in the approval stage and hence the IEC supplied must be checked that it is on the approved IEC list.

III. Assessment

Assessment is the first major and most substantive immersion of the implementing teams in the communities. For many communities and Tahderiyyah this may be their first time to be oriented on WaSH in Tahderiyyah (and sometimes WaSH in general as a major development issue). Therefore, careful planning and organization (as early as in the preparatory activities stage) need to be made by the implementing team. This stage of implementation is also heavily centered on the development of a WaSH situationer for the community, with the Tahderiyyah as the center of possible interventions through the project.

In the Assessment stage, it is important for the implementing team to know the following:

- Water situation and associated issues (access to water, WaSH facilities, etc.)
- Location of the Tahderiyyah in relation to Madrassah, Mosques, etc.
- History of and presence (of potential) support mechanisms (e.g. PTCAs, BLGUs, political committee, etc.)
- Possible WaSH champions in the community
- Phase/status of implementation of T-curriculum, and Child Protection (if applicable)

Assessment teams also need to know which key community leader/s influence decision-making particularly on matters that may need community-wide support. Where a dominant power source is unclear, implementing teams will benefit from knowing which community leader/s compete in decision-making. In such cases, finding a level-headed, neutral personality in the community is recommended.

Objectives

1. To come up with an analysis of the initial WaSH status for purposes of prioritizing implementation based on “needs:” Tahderiyyahs that have not received any Tahderiyyah intervention (whether curriculum or child protection);
2. To develop the baseline information on the WaSH situation (including the possible support that can be generated within the community to implement and sustain WaSH in the Tahderiyyah).
3. To introduce the WaSH in Tahderiyyah component to the rest of the 813 Tahderiyyahs and their respective communities
4. Identify community dynamic issues that need to be considered for site specific implementation. This can be positive and negative.

Progress Indicators

- List of Tahderiyyah priority sites
- Number of Tahderiyyah sites assessed
- Summary of assessment results
- Site report generated
- Photos should be taken of the following:
 - Tahderiyyah façade hopefully with perspective that includes WaSH facilities
 - Facilities subjected to ocular inspection (water sources, toilets, etc).

Processes

- Pre-deployment to the communities
 - a. organization of regional project teams and outlining of the objectives of the assessment and what it will be used for.
 - b. familiarization with and group brainstorming on the use of the assessment tools, can include trial run of assessment
 - c. Coordinating the assessment visit with the Tahderiyyahs and the communities
 - Inform key leaders of the community with the schedule of visit
 - Recommend a list of preferred community stakeholders that should be present during the assessment
 - Advise the Modarris/Modeer of the need to have all the pupils of the Tahderiyyah present during the assessment
- A document titled Assessment Guidelines was used extensively in the pilot implementation and should be used as a guide for assessment activities:
A snapshot of the activities in the Assessment is shown in the matrix that follows:

Activity	Description/remarks
Courtesy call to community leaders and the modarris/modeer	Team leader introduces his/her team to the key leaders and then gives a run-down of activities for the day including initial expectations on what needs to be done at the end of the day.
Teams break out	Team members disperse themselves accordingly to run the assessment activities
Simultaneous activities	
FGD with PTCA officers	30 minutes to 1 hour refer to mechanics
FGD with Modeer, political committee members, and BLGU officials	30 minutes to 1 hour refer to mechanics
Ocular inspection	30 minutes refer to mechanics
FGD with Tahderiyyah pupils	30 minutes to 1 hour refer to mechanics
Site report generation	Could be onsite at the end of the FGDs and the ocular inspection, or upon return to office or field base

For purposes of calculating the time allotment, this whole process should take an average of half a day per Tahderiyyah and community, or 2 sites per day for a total of 10 sites in 5 days. If the Tahderiyyahs are contiguous to one another, there is high probability that 3 sites can be assessed in one day.

FGD with PTCA officers and Modarris. This FGD is designed to gather baseline information on the potential support of the parents and modarris for the project and integration of WaSH in the Tahderiyah curriculum. This also assesses initiated activities and practices of the school structure in relation to WaSH in Tahderiyyah. Involving the parents is also needed to sustain the initiative past the direct support stage. The participants are deliberately limited to PTCA officers and/or parents who have 3-5 year old children, and modarris, as part of the Parents-Teachers-Community Association.



Focus Group Discussion with PTCA Officers during assessment activity in Madrasatul Muslimin al- Guiadid al-Islamiyyah, Barangay Bugawas, Datu Odin Sinsuat, Maguindanao



Focus Group Discussion with PTCA Officers and Modarris during assessment activity in Tahderiyyah Sabang Center, Sabang Lucatan, Tarragona, Davao Oriental

FGD with Modeer, political committee members, and BLGU officials. This FGD is designed to assess the extent of support of the entire community for integration of WaSH in Tahderiyyah. The assessment questionnaire for this group primarily seeks to generate information on the level of support of the community, as well as other local mechanisms of support (e.g. BLGUs, POs, parents, etc) that can be tapped to support the supply of soap and toothpaste/brushes and should there be a need to enhance existing or develop new WaSH facilities Tahderiyyah.

FGD with Tahderiyyah pupils. Led by the WaSH facilitators; The purpose of this FGD is to provide a baseline understanding for the implementers as to the understanding of the pupils on the need for WaSH and their current WaSH related behaviors. For this FGD, the principal stakeholder are the modarris/modeer as they have an established relationship with the pupils. It is also a way of building capacity and support within the Modarris/modeer as they will be the actual implementer.

*Deworming is an integral component of WaSH programming. WaSH facilitators need to ensure that the data gathering questionnaires ask about deworming interventions for the Tahderiyyah kids: *who administers them?, *how many times in a year?, *do children go to the barangay health center or do barangay health workers go to the community and conduct deworming house to house or at a community gathering?. The goal is to determine if there is a gap in deworming, and if there is, that the project (WaSH in Tahderiyyahs) is able to link deworming resources towards the Tahderiyyah pupils.*

Ocular inspection. This is an activity led by the technical staff (a WaSH engineer) and necessarily follows after the FGD with Modeer, political committee members, and the BLGU officials. Among the data that will be generated from the ocular inspection are: presence or absence or functionality of WaSH facilities such as toilet, washing areas, and water sources. In conjunction with data generated from the FGD with community leaders, the team should be able to make its own findings on the quality, reliability, affordability, and accessibility of WaSH services and facilities.



Existing ablution area assessed during ocular inspection in Madrasatul Darrul Arabiyah Al-Islamiyah, San Roque, Palimbang



Existing ablution area assessed during ocular inspection in Madrasatul Muallafa Al-Islamiya, Poblacion, Maguing, Lanao del Sur



Engr. Abdulrauf Macapeges collecting water sample as part of assessment of the existing hand pump in Madrasatul Muallafa Al-Islamiya, Poblacion, Maguing, Lanao del Sur

Resources

- Assessment tools
- 2 Facilitators, 1 technical staff
- Criteria for site selection
- Reporting formats
- Tahderiyyah Assessment Report_Executive Summary
- Tahderiyyah_data_Phase 1

Points of Convergence

- Coordination with UNICEF M&E to provide WaSH information to populate the Tahderiyyah dashboard: cross-referencing with data from the Data Gathering tools
- Implementing team to secure a copy of the baseline data set generated by UNICEF M&E for the Tahderiyyah program
- Ensuring 'Developmentally-appropriate tools' for children:
 - Referral of assessment tools e.g. FGD formats for learners and teachers with UNICEF Education as part of the preparation stage (or making sure that they are already approved)

To be aware of (chokepoints, hindering)

- The actual assessment data should be the only basis for choosing which sites to prioritize for implementation and is largely determined in terms of which communities have not received any intervention through the Tahderiyyah program

IV. Community Feed backing

Feed backing the results of the assessment to the community is the implementers' responsibility and fulfils the communities right to validate and acknowledge this assessment on themselves. This would be done in a Focal Group Discussion forum with Community feedbacking in the context of WaSH in Tahderiyyahs which further galvanizes a relationship between the implementers on the one hand, and the Tahderiyyahs and their respective communities on the other.

Community feedbacking is a crucial stage in the implementation because this is an opportunity for the community to understand its WaSH situation, express their commitment to support the project, and a forum for initial discussion on next steps. A pledge of commitment may be signed by the community leaders at this stage which could then be used as reference later on by the implementing teams.

Objectives

1. To gauge stakeholders' level of commitment.
2. To feedback processed data generated from the responses of the community
3. For communities to validate the data generated

Progress Indicators

- A WaSH Assessment Results presentation given to the community's right audience (attachment: suggested format for WaSH Assessment result)
The WaSH Assessment Results should be able to highlight findings accordingly to the three categories of water, sanitation and hygiene (including deworming).
- Pledge of Commitment duly signed by the community. A **Pledge of Commitment** is duly signed by the key leader/s from the community. Witness signatories may be affixed as well from BDA representatives, UNICEF or other relevant members of the community e.g. PTCA president, Modeer, etc. It briefly outlines roles and responsibilities of the community actors (and the implementers) which they committed to fulfill.
- Schedule of next visit (for WaSH integration activities) is discussed and initially agreed by implementers and stakeholders before the team closes the community feedbacking session.

Processes

1. Area teams gather the key leaders of the community, and officials including that of the Tahderiyyah (modarris and modeer) in a Focus Group Discussion. The document, Feed backing Guidelines, is used to conduct the day's activity.
2. Project team leader/members make a presentation on the assessment results categorizing the findings in three areas: Profile of the Madrasah, Support System within the Madrasah, and Existing WaSH practices and Facilities. Further, the findings are biased towards how existing WaSH facilities can be improved or complemented through local efforts so that Tahderiyyahs can **immediately** begin to integrate WaSH activities in the their classes.
3. Validation of result on existing support system within the Madrassah with the community using, among others, Venn diagram (attachments: various sample forms used in the validation session).



Validation of existing support system through venn-diagramming led by BDA Ranaw M&E, Naimah Bent Habib Balindong during feedbacking in Madrasag Tarbiyyah Al-Islamiyyah, Patidon, Salvador, Lanao del Norte



Asnaira Pagayao, ASDSW Facilitator leading the validation of assessment result through venn-diagramming in Markadz Shuhadah Al-Islamie, Biniruan, Cotabato City

4. Identification of roles and responsibilities in the community.
5. Planning on next steps.
6. Gauging the level of commitment of the community including identification of possible support counterpart sources within and in the immediate locality.

Deepening community's commitment to WaSH in Tahderiyyahs	
Activity	Remarks (purpose, approaches)
Validation of WaSH Assessment result	<ul style="list-style-type: none"> ○ Use of Venn diagram ○ Facilitating a Q&A in the community gathering with the purpose of clarifying assessment results ○ Presentation of alternative technical options given the WaSH situationer: identification of First and second options
Identification of roles and responsibilities in the community	<ul style="list-style-type: none"> ○ Facilitators engage the community leaders in a discussion that will lead them to commit to the simplest facility that will already facilitate the Tahderiyyah's integration of group hand washing and group tooth brushing ○ Initial discussion on what the community might provide e.g. labor, materials, etc. ○ Also, a statement from the implementers on what services it can commit to help the community realize the technical options it wishes to implement
Gauging the level of commitment of the community	<ul style="list-style-type: none"> ○ Implementers facilitate the signing of the Pledge of Commitment (See Pledge of Commitment) only if the Tahderiyyah sites committed to partnership with implementers' agency

Resources

2 facilitators and 1 technical staff
 Assessment results
 Presentation of project orientation
 Copy of pledge of commitment

Points of Convergence

Community feedbacking sessions are an opportunity for convergence with implementers from the other components (CP and education) and UNICEF personnel to join in a few site visits allowing them an insight into the community/Tahderriyah WaSH situation and the community dynamic at large.

To be aware of (chokepoints, hindering)

Ensuring the right audience during the community feedbacking.

- The goal is to secure the presence and participation of targeted manageable-sized audience/community participants with decision-making capability. For instance, PTCA officers of Tahderiyyahs are convened instead of the larger group of parents who may not have a child studying in the Tahderiyyah
- The rationale for this highly targeted audience is to manage expectations that the project directly benefits the Tahderiyyah, and indirectly the larger community. Experiences from the pilot implementation reveal that convening large groups may (a) unnecessarily take peoples' time, (b) the process for ensuring commitment can take longer than is necessary, and (c) the expectations are unnecessarily raised (e.g.in some areas, project is seen as improving water access up to the household level).
- Target participants for this session are community leaders who can make the decisions, and are in the position to cascade the information effectively and clearly to the rest of the community. Aside from the PTCA officers, BLGU representatives, the modarris and modeers, and political committee members should be in these feedbacking sessions.

Part V. WaSH Integration Activities

WaSH Integration Activities is the stage in the implementation that transfers the necessary skills on integrating WaSH in Tahderiyyahs from the WaSH facilitators to the Modarris, and then down to the pupils through such activities as group hand washing and group tooth brushing. This stage marks the point in the implementation when actual material inputs such as soap, toothbrushes, pollypaste (recommended type of toothpaste) (EHCP kits), and IEC materials that will comprise the health corners in the classroom are turned over to the Tahderiyyah.

Another integral aspect of this stage is the 'Technical Planning and Reorientation' activity for the construction of new or rehabilitation of existing WaSH facilities designed to support the sustainability of implementing WaSH in Tahderiyyah regularly.

Part V-A. Enabling Tahderiyyah Teachers in WaSH Integration for the learning sessions of T-Pupils

The focus here is on enabling modarris to become good facilitators themselves of integrating WaSH activities in the Tahderiyyah. In this stage, there is a need to increase the confidence of the Tahderiyyah modarris to teach proper group hand washing and proper group tooth brushing to her/his own pupils (as against the facilitators being seen as the models). The value of return demo by modarris is most crucial. The key personnel from the implementers' team for this activity is/are the facilitators working closely with the Tahderiyyah modarris to empower her/him to impart WaSH knowledge to pupils.



One ustadza in Madrasatul Muslimin al-Guiadid al-Islamiyyah, Bugawas, DOS, Maguindanao demonstrating proper hand washing steps to the pupils during integration of WaSH activities in the madrasah

Objectives

1. Introduction of why WaSH is important for the development of children and its supporting role in the program.
2. Provide inputs on WaSH to Tahderiyyah and modarris for WaSH Integration
3. Enhancing the Tahderiyyah modarris' capacity to integrate WaSH on day-to-day learning sessions.

Progress Indicators

- One demonstration of proper group hand washing and proper group tooth brushing from the WaSH facilitator to the modarris. This first demonstration can be co-led by both the WaSH facilitator and the modarris.
- One demonstration of proper group hand washing and proper group tooth brushing by the modarris to their pupils. This second demonstration, is a return demo – to be led *solely* by the modarris for their pupils. This is to make sure that the WaSH facilitators have transferred the capacity to the modarris to teach clearly and correctly. *WaSH facilitator can still help the modarris improve his/her demonstration to the pupils while on-site.*
- Introduction of EHCP kits for demonstration
- # of EHCP kits distributed for demonstration
- Integration of daily WaSH activities as recorded in the monitoring instrument
Linkage with Deworming through local health centers.

Processes

1. Conduct of WaSH Orientation to pupils and teachers (WaSH in Health and Education, WaSH in Islam, etc.)
2. Conduct of hygiene promotion activities
 - A. Demonstration and return demonstration of proper Hand Washing and Tooth Brushing
 - A1. Demonstration of group hand washing and tooth brushing among T-pupils: *initialize demo by WaSH facilitators but emphasis on modarris co-demonstrating, and then, solely demonstrating*
 - A2. Facilitate return demo for the pupils to the implementer
 - B. WaSH Games (Motivation Strategy to improve WaSH practices of pupils)
 - B1. Act What I Say Game
 - B2. WaSH Memory Game
 - B3. WaSH Puzzle Game
 - B4. Identification of Good and Bad WaSH Practices Game*See mechanics of games*



3. Facilitate return demo by teachers (*emphasizing the rationale that for the modarris/teachers are central to the integration of WaSH in Tahderiyyah. The Modarris must eventually be seen as the credible sources of WaSH integration in T-classes, and not the WaSH facilitators*)
4. Endorse IEC materials with clear instructions and guidelines for teachers
5. Endorsement by staff of suggested Tahderiyyah recording and monitoring form; further suggested: a wall-size recording chart to be posted in the T-Health corner
6. Turn-over of sample EHCP Kits for demonstration by the modarris



Resources

- 2 facilitators and 1 technical staff
- Mechanics of WaSH games (steps and materials) – attachment
- (various attachments on suggested pupils/teachers orientation materials – approved by T curriculum component)
- Demo kits (e.g. basin, dipper, etc.)
- Camera for documentation (from the Tahderiyyah team at BDA)

Points of Convergence

- Ensure that WaSH orientation materials, games and IEC materials to have been reviewed and approved as part of the preparation stage
- Reproduction of WaSH IEC materials as part of the overall Tahderiyyah Curriculum set of materials

To be aware of (chokepoints, hindering)

- Emphasis made on establishing a system of WaSH integration in the Tahderiyyah despite community limitations on water adequacy and access, lack of, or limited functionality of WaSH facilities. WaSH facilitators need to constantly emphasize alternative ways to encourage modarris to integrate group hand washing and group tooth brushing such as during the power breaks learning block (previously known as recess). Note that this needs to be actively linked to proper times for hand washing, ie. before eating.
- **WaSH integration in the Tahderiyyahs ‘despite’ and ‘in-spite’.** The demonstration of the WaSH facilitator, for instance, includes bringing dippers and basins to demonstrate the need to integrate WaSH activities in the Tahderiyyahs. WaSH Facilitators need to stress that such difficulties as the distance of clean water from from/to the Tahderiyyah can be addressed by, for example, assigning a team of parents to regularly fetch water for the hand washing and tooth brushing. In some sites during the pilot implementation, communities support WaSH in Tahderiyyahs by constructing hand washing facilities using improvised bamboo tubes and PVC pipes with several holes on them as water dispensing stations for the pupils



Hand washing station initiated through the resources and efforts of the PTCA Officers in Madrasah An-Nahda Al-Islamie, Pantao Ranao, Pantar, Lanao del Norte

Part V-B. Enabling the Community to Support Tahderiyyahs's WaSH Integration



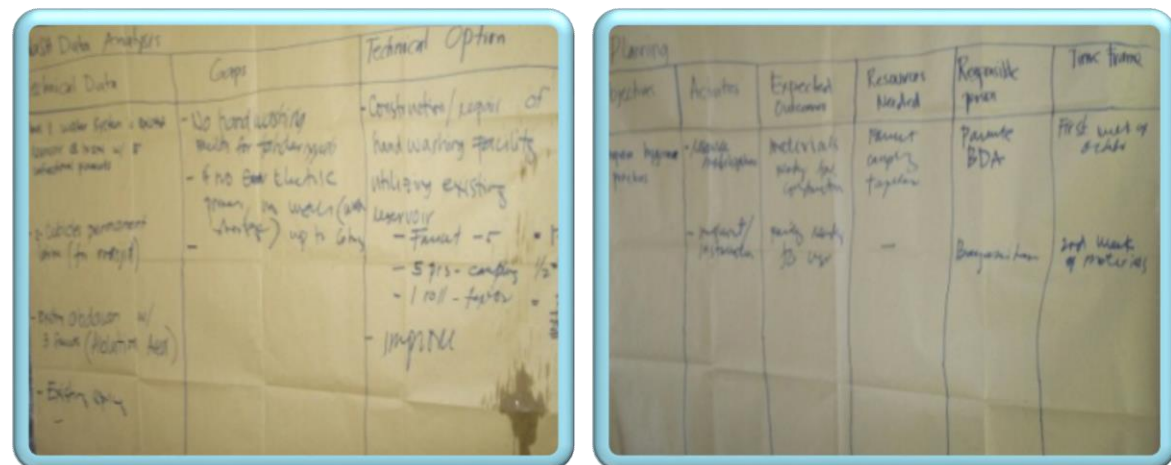
This is the intervention that fully utilizes the WaSH situationer that was developed during the assessment stage and returned to the community for validation during the community feedbacking stage. From those two stages, the community is being prepared to undertake a community-driven project development process that is primarily focused on supporting the continuing integration of WaSH in the Tahderiyyahs. This is essentially the planning proper (Technical Planning and Re-orientation) for the most suitable WaSH project that the community undertakes in support of WaSH in Tahderiyyahs, if this support is needed.

Objectives

To gauge community stakeholders' final commitment to WaSH Integration in the Tahderiyyahs by facilitating a comprehensive General WaSH planning for infra development and the installation of sustainability systems in place for each Tahderiyyah sites

Progress Indicators

- WaSH Facilitators to finish the day with the community bringing with them the Tahderiyyah WaSH Plan (definite next steps)



Sample WaSH implementation and operation plans for integration of WaSH activities and initiation of hand washing station for the Tahderiyyah pupils

Processes

1. Conduct of WaSH Integration activities: Technical Planning and Project Re-orientation
2. Revisiting the pledge of commitment made in the community feedbacking
3. Revisit WaSH data analysis on the community
4. Presentation by WaSH technical staff of the technical options of WaSH facilities that can support WaSH in Tahderiyyah program
5. Facilitate general planning for the purpose of generating the community's Tahderiyyah WaSH Plan that includes:
 - a. General planning
 - b. Technical options indicating designs and corresponding materials
 - c. community's 1st choice and 2nd choice of technical options (staff to facilitate process for the community to reach a decision agreement)
 - d. operational and maintenance plan
 - e. sustainability plan
 - f. Project proposal that includes budget costing for a particular technical option preferred by the community



Engineer Saiden Akmad leading the planning session and discussion with PTCA Officers and Tahderiyyah parents in Markadz Shuhadah Al-Islamie, Biniruan, Cotabato City

6. Resource Generation
*Necessarily, the WaSH technical personnel should be able to facilitate a resource generation session for the purposes of developing a project proposal for a particular technical option. **Resource generation/project proposal session** is essentially facilitating a proposal-making exercise with the community. It involves exploration of possible support for WaSH plan generated, especially if the plan requires additional funding because community resources will not suffice. The proposal making exercise is facilitated by the implementer with the community and can generate the following:*
 - Sample proposal
 - The sources of resource options coming from BLGUs, parents, modeer or ustadz whether in monetary form (cash) or in-kind (labor, spare materials from somewhere, etc.
 - cost of the project
 - Final technical design (attachment)
 - List of materials
 - Program of works
 - Timetable of implementation
7. Revisit actual records by modarris of group HW/TB integration in the Tahderiyyah and input that into the WaSH Planning session
8. ***Facilitation of linkage to deworming programs. Supply linkages and contacts while setting up deworming plan with community, tahderriyah and parents as well as the deworming agency ie. health clinic.***

Resources

- 2 facilitators and 1 technical staff/site
- Guidelines on Facilitating the General planning (attachment)
- Format of the General Plan (attachment)
- Project re-orientation guidelines (attachment)
- Technical options with Bill of Materials
- Proposal format

Points of Convergence

The modeer or, in his absence, the modarris should be the voice that will bring the Tahderiyyah perspective into the WaSH planning by the community.

To be aware of (chokepoints, hindering)

Emphasis made that the facilities to be developed, improved and maintained supports and enhances the system of WaSH integration in the Tahderiyyah, first and foremost, while indirectly raising the community-wide awareness for WaSH standards and practices in the community.

VI. Distribution of Essential Health Care Package (EHCP) Kits to the Tahderiyyah pupils

Objectives

1. To distribute hand washing and tooth brushing supplies for initial program support
2. To monitor the integration of WaSH on day-to-day learning session of Tahderiyyah
3. Validate support systems for supply of materials in the future

Progress Indicators

1. # of EHCP Kits distributed



Modarris in Madrasah Darul-Ulom Al-Islamiyyah, Baliango, Palimbang gratefully received the EHCP Kits for their madrasah



Distribution of EHCP Kits in Madrasatul Huda al-Islamie, Binasing, Pigcawayan, North Cotabato

2. # of IEC Materials distributed

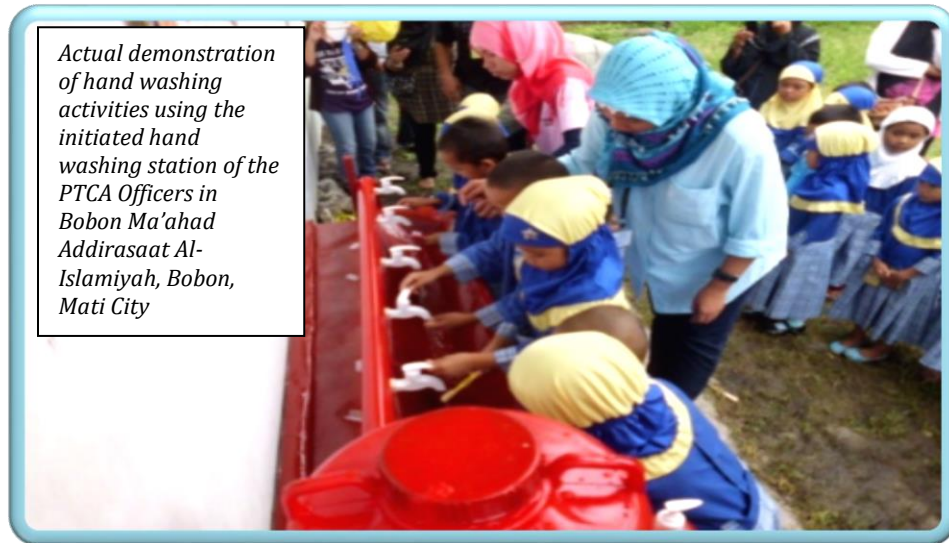


Sample of IEC Materials provided to all madaris

3. Validation of supply plan

Processes

1. Review on hygiene promotion such as steps on proper hand washing & tooth brushing
2. Review on the uses of the EHCP Kits
3. Actual demonstration of hygiene activities using the installed/ improvised hand washing area



4. Distribution of EHCP Kits and IEC Materials

Resources

- EHCP Kits
- IEC Materials

VII. Monitoring of Integration of Group HW/TB Practices, and the Sustainability of Installed or Improved WaSH Facilities

Objectives

1. To provide record of actual accomplishment in terms the integration of WaSH activities in the Tahderiyyah
2. To provide record of actual WaSH facilities developed or improved as a result of and in support to the WaSH in Tahderiyyah project

Progress Indicators

1. Installation of a chart version of the Tahderiyyah monitoring instrument in the health/EHCP corner (each pupil's participation in group hand washing and group tooth brushing is marked with either a star or a stamp depending on the creativity of the teacher)
2. Conduct of satisfaction and sustainability questionnaire with Modarris and parents
3. Spot checking visits from major stakeholders such as BDA, UNICEF and others
4. Photos of installed WaSH facilities:



Bayanihan system during construction of hand washing facility in Madrasatul Huda Al-Islamie, Barangay Binasing, Pigcawayan, North Cotabato



Bayanihan system during construction of hand washing facility in Laak Madrasato Rashidah, Prk. 6-A Muslim Village, Poblacion Laak, Compostela Valley



Sample of hand washing facility constructed in Mahad Lanao Al-Islamie Integrated Department, Malabang, Lanao del Sur



Sample of hand washing facility constructed in Laak Madrasato Rashidah, Prk. 6-A Muslim Village, Poblacion Laak, Compostela Valley

Processes

1. Facilitating the use of the Tahderiyyah monitoring instrument by the modarris to record pupils practices of group hand washing and group tooth brushing
2. Provide evidence through pictures and through interaction with the community (e.g. using the satisfaction and sustainability questionnaire) of the continued practice of WaSH integration in the Tahderiyyah and the actual construction/improvement of WaSH facilities

Resources

- Satisfaction and Sustainability Questionnaire
- Tahderiyyah WaSH integration monitoring instrument

Points of Convergence

The Tahderiyyah WaSH integration monitoring instrument which the modarris oversees can be used to cross reference WaSH activities with attendance to determine positive and negative relationships

To be aware of (chokepoints, hindering)

WaSH program monitoring needs to be integrated with the Tahderiyyah-wide M & E initiatives (e.g. through the auspices of BDA-UNICEF Monitoring and evaluation) to monitor progress of WaSH integration and the sustainable use of the WaSH facilities constructed as a result of the project.

VIII. Cross-cutting Themes

This section on cross-cutting themes does not constitute the implementation steps which is essentially covered by Parts II-VII. These, however, provide some useful references that will be helpful as guide-notes in the implementation of the WaSH component of the Tahderiyyah. They are reflected here to provide quick reference for issues that may recur or may be found throughout the implementation stages.

Coordination

Refer to the Proposed Organogram on WaSH Implementation in Tahderiyyah

Program Design

- a. *Framing of the WaSH component.* The pilot implementation of the WaSH component has been strengthened by a WaSH orientation that includes key Islamic tenets on washing, ablution, and cleanliness.
- b. *BDA's integrative role.* BDA's lead role as UNICEF's partner is essential in establishing WaSH as a key component of the Tahderiyyah Curriculum Project. It is an institution with a structure that spans from the community up to all levels of government and the development community, and is placed to provide an institutional mechanism that can be leveraged to provide a consistent approach, which can be handed over to other government structures within the future Bangsamoro government or the existing Philippine government system.
- c. *Clarifying support counterpart arrangements in WaSH facilities' development/rehabilitation.* Without necessarily advancing any possible support for WaSH construction in the early stages of the project, WaSH implementers can still convey their commitment to assist the community to generate possible resources to match their local efforts (refer to resource generation process). **Messaging on this point must be clear.**
- d. Development of key annexes or support modules in the curriculum that are specifically dedicated to WaSH.
 - This can begin by convening key actors from the 40 WaSH pilot sites in a learning convention on WaSH in Tahderiyyah to solicit and document their experiences in WaSH implementation. This can also be done at the teachers level e.g. curriculum development seminar on WaSH in Tahderiyyah for Modarris (with the Modeers and Asaatidz) and facilitated by the Tahderiyyah Curriculum developers team. The idea is to develop minimum start-up documentation that can be an appendix to the existing Tahderiyyah curriculum. The advantage of this approach is its being informed by initial practice. Whatever the materials developed from this process should be forwarded for vetting, review and approval of the Tahderiyyah curriculum team at UNICEF-BDA.
- e. Joint program implementation activities. To enhance the messaging for WaSH as a component of the Tahderiyyah Curriculum Program, it would be beneficial to have joint activities undertaken between the curriculum component and WaSH.
- f. For BDA and UNICEF) to jointly develop a standard description of the total package of WaSH in Tahderiyyah. This information must become an integral component from the very first project orientation, must be part of the project briefing materials, and leveled off among the project implementers and the accompanying BDA personnel.

IX. Factors in Tahderiyyahs and Communities that Facilitate WaSH Integration in Tahdeeriyahs

Parts II-VII refers to implementation aspects of the WaSH in Tahderiyyahs and is mainly for use of implementers and project/program personnel. In the course of the pilot implementation in the 40 sites, there have been factors inherent in or mechanisms adopted by either or both the Tahderiyyahs and the respective communities that complement efforts of the implementing teams. This section attempts to highlight some of these factors and mechanisms to recognize community-level initiative and positive responses. In many instances, the faster the implementation reaches and engages the communities, the easier it has become for implementation. These are among the positive factors and facilitating mechanisms at the community-level:

Committed Modarris/Tahderiyyah teachers. Even if they are designated to teach on a volunteer arrangement, most if not all of the Tahderiyyah teachers have shown dedication and unwavering interest to integrate WaSH in the day-to-day learning sessions. WaSH integration activities are a good fit to sessions for 3-5 year olds because they appeal to the play/game atmosphere that prevails in a Tahderiyyah while providing the health and hence learning benefits which are the reason for this program component.

Active Parents in PTCAs. Efforts of the Modarris (and by extension, the modeer) will not be sustainable without parents taking an active part in the education of their children in the Tahderiyyah. With respect to WaSH, parents are a key contributor to maintaining the WaSH facilities, and partnering with the teacher to ensure that the T-classrooms remain sanitized. Active parents observed in many communities in the pilot sites are also responsible for bringing WaSH integration practices in their homes. They have in fact become WaSH champions and this leads to the home support for children's spontaneous behavior change.

Willingness to start small and quickly. While there are some leaders and stakeholders from some communities that expect more material benefit from the project, overall there is a high degree of initiative to commence construction of very simple group hand washing and group tooth brushing facilities that the pupils of the Tahderiyyah can immediately use. Moreover, with guidance from the technical WaSH staff, many of the communities have tapped the use of indigenous and readily-accessible and cheap materials e.g. bamboo, PVC pipes as hand washing/ tooth brushing stations.

Direct relationship and coordination with community leaders. Once preliminaries at program (Tahderiyyah) and project (WaSH) coordination are satisfied at the BDA upper management level, communities are keen to establish their own direct relationships with WaSH implementers themselves. This direct relationship should be encouraged and sustained by WaSH implementers because they serve as effective sustainability and monitoring mechanisms while also leading into other community led WaSH initiatives.

Ability to generate community counterpart for good projects. Communities have a keen ability to generate counterpart resources even in the most difficult situations. Projects such as WaSH in Tahderiyyahs – especially that aspect of a visible WaSH facilities that have tangible impact (and utility) are a source of pride for the community. They serve as a testament of their community's solidarity and *bayanihan* (working together) and generating their counterpart funds is their way of showing their own commitment to ensuring that the project must succeed.

Communities with minimal previous opportunities of projects from external proponents are more receptive and cooperative partners. The pilot implementation highlighted the experience of more challenges in working with communities that have a substantive history of being recipient of projects from the outside, or those that are near or within progressive urban centers. Meanwhile, those that are quite inaccessible or which do not have previous experience with external projects are seen to more actively participate, cooperate and support with the project and its activities.

X. Annexes

PA. Preparatory Activities

- PA1.** Project Orientation and Program Overview
- PA2.** Proposed Organogram
- PA3.** Roles and Responsibilities of WaSH Implementing Team
- PA4.** Sample Work Plan
- PA5.** Guide notes, Project Orientation Workshop

A. Assessment

- A1.** Assessment Guidelines
- A2.** Assessment Tools - Data Gathering Tool for PTCA and Leaders
- A3.** FGD for Children
- A4.** Ocular Inspection Guide

- A5.** Processing Assessment Results – Data Gathering Result (Sample)
- A6.** Tahderiyyah Assessment Executive Summary (Sample)

CF. Community Feed backing

- CF1.** Feed backing Guidelines
- CF2.** Sample Result of Feed backing
- CF3.** Pledge of Commitment

WIA. WaSH Integration Activities

Enabling Tahderiyyah Teachers in WaSH Integration for the learning session of T-pupils

- WIA1.** Teachers and Students guidelines
- WIA2.** WaSH in Tahderiyyah (Health, Education, & Islam)
- WIA3.** Games
 - Game Mechanics
 - “Good and Bad” photos/illustrations
 - Open defecation
 - Group hand washing
 - Lack of sanitation maintenance
 - Boy and girl hand washing (OXFAM)
 - BHW community education (OXFAM)
 - Boy comes out from the toilet (OXFAM)
 - Community segregating waste (OXFAM)
 - Open defecation (OXFAM)
 - Maging malinis sa kapaligiran (OXFAM)

- “Memory” photos/illustrations
 - Hand washing
 - Boy comes out from toilet (OXFAM)
 - Soap
 - Toothbrush
 - Toothpaste
 - Tooth brushing

WIA4. Sample Hygiene Monitoring Chart

Enabling the Community to Support Tahderiyyah’s WaSH Integration

WIA5. Technical Planning and Project Re-Orientation guidelines

WIA6. General Planning Format

WIA7. Sample Program of Works

WIA8. Technical Options

- Hand washing photos/illustrations
 - HW OPTION 1
 - HW OPTION 2
 - HW OPTION 3
 - HW OPTION 4
 - RAIN WATER WITH FAUCENTS
 - Tippy Tap
- Sanitation
 - Latrine
 - SANITATION FACILITY
- Water Sources
 - Ferro cement
 - Hand Pump

WIA9. Sample BOM & Designs

- SABANG TARRAGONA
- LIBUAK

M. Monitoring & Evaluation Component

M1. Sustainability and Satisfaction Questionnaire