A BASELINE SURVEY REPORT FOR A WATER SANITATION AND HYGIENE PROJECT IN SCHOOLS IMPLEMENTED IN CHIREDZI, MWENEZI AND ZAKA DISTRICTS

Final Baseline Survey Report

26 June 2020

Acknowledgements

Firstly, CARE offers its sincere thanks to the Wash in Schools (WINS) team who were actively involved in the whole process of the Baseline survey which was conducted in Chiredzi, Mwenezi and Zaka districts.

The WINS Monitoring and Evaluation Technical Working Group coordinated through UNICEF for designing the survey methodology and data collection tools.

CARE also extends its appreciation to the 52 schools and District Water and Sanitation Sub-Committee (DWSSCs) stakeholders in the 3 districts for their support and participation throughout the data collection process..

Finally, the survey team offers its deep appreciation to the enumeratos for working hard in ensuring that the baseline survey data was collected as planned..

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Acronyms

DWSSC:	District Water and Sanitation Sub-Committee
ECD:	Early Childhood Daycare
EMIS:	Education Management Information System
FGD:	Focus Group Discussion
HWF:	Hand Washing Facility
IEC:	Information Education and Communication
KII:	Key Informant Interview
MHM:	Menstrual Hygiene Management
MOPSE:	Ministry of Primary and Secondary Education
O and M:	Operation and Maintanance
PMT	Project Management Team
PWSSC	Provincial Water Supply and sanitation Committee
RWIMS:	Rural Water and Sanitation Information Management System
SDC:	School Development Committee
SHC:	School Health Coordinator
SHC:	School Health Club
UNICEF:	United Nations International Children's Emergency Fund
VPM:	Village Pump Minder
WASH:	Water Sanitation and Hygiene
WinS:	Wash in Schools
WPC:	Water Point Committee

Executive Summary

Project description

In response to the prevailing situation, UNICEF is supporting the National Action Committee for WASH in implementing WASH in Schools Project. The project is being implemented in 3 districts namely Chiredzi, Mwenezi and Zaka in Zimbabwe by CARE International. Lack of access to sanitation and water facilities are major contributing factors for WASH related diseases like diarrhoea and school dropouts among children with special needs (disability, girls who have reached the age of menstruation). WASH in school programmes have been identified as one way which results in health benefits as well as improved educational outcomes. Therefore, WASH in schools helps fulfil children's rights to health, education and participation. Increased school attendance and equitable access and retention of disadvantaged children will be attained through improving access to water, sanitation and hygiene in schools.

Baseline objectives

The objectives of the baseline survey were to:

- understand the WASH situation in the selected schools
- gather information on coordination and monitoring systems currently in use in the districts
- understand the district challenges in school WASH, the extent of partnerships in school wash, the coordination at district level
- verify the causal chain links between wash and school attendance.
- gather information on common WASH challenges at the school.
- determine availability of teaching resources to support hygiene promotion at school.
- ascertain condition of available WASH infrastructure, the level of infrastructure maintenance being applied.
- ascertain functionality of water point committees, presence of village pump mechanics and level of infrastructure maintenance.

Methodology

Methods:

The baseline survey used a mixed method approach that in-cooperated both qualitative and quantitative data collection methods. Multiple data sources were used to inform baseline survey for triangulation purposes. Data was collected at 3 levels that is at district, school and community level.

***Sample size*:**

The total number of schools is 52 across all the three districts and they were all covered for baseline survey. Infrastrucure observations were conducted on all the 52 schools and 52 School principles were interviewed. Purposive sampling was done for Key Informant

Interviews and Focus Group Discussions with District stakeholders, Village Pump Minders, Environmental Health Technicians, School Development Committees, Water Point Committees, Villag Heads and Councillors.

Table 1: Basline survey sample size

	Tool	Interviewee	Chiredzi	Zaka	Mwenezi
School	Observation (Infrastructure)	Infrastructure	12	16	24
School	School Head survey	School Principle	12	16	24
School	KII with School Health Teacher	School Health Teacher	2	3	4
School	FGD with SDC	Members of SDC	2	3	3
District	KII with district stakeholders	Rural District Council (RDC), MoPSE, DDF	1	1	1
Community	FGD with water point committee (if available)	Water point management committee	2	3	3
Community	KII with village pump mechanic (if available)	Local artisans	2	3	3
Community	KII with environmental health technician	Environmental health technician	2	3	4
Community	KII with community leader	Traditional or elected leaders (councilors)	2	2	2

Data collection and analysis:

A team of 6 enumerators was engaged, 2 for each district. The enumerators were first trained on the data collection tools. The team was deployed into schools to administer the survey questionnaires using the tablets.

All quantitative data was cleaned and exported to a statistical analysis software, EXCEL, for an in-depth analysis. A data analysis plan was developed and used in the data analysis phase. The analyzed data was presented in the form of frequent tables, descriptive statistics, graphs and charts which will be used in the presentation of findings.

All qualitative data was analyzed manually.

Ethical considerations:

In order to protect clients from harm the enumerators were trained on ethical issues that were to be observed during the research. The topics included, the principle of do no harm, beneficence, voluntary informed consent and anonymity. As such, during the data collection exercise consent was sought from the participants and confidentiality, respect for privacy and anonymity were observed. During data analysis and reporting no specific names were mentioned.

Limitations:

The following were limitations of the survey:

- Schools failed to reopen during the baseline survey due to COVID 19 restrictions and there was lack of the voice of school children in the survey. However, the challenge

was overcame through conducting the first round of the survey whereby tools were administered to School Principals and Infrastracture observations were conducted and there is need to conduct a second round of the baseline survey when schools reopen.

- In some parts of Chiredzi District, language was a challenge as respondents spoke Chikalanga. However, the translations had to be involved at certain points of the study.

Findings

Improved Acess to Basic Water Supply

70% of the surveyed 52 schools rely on borehole water which is shared between the school and communities and 55% of them are more than 500m away from the school premises. When fetching water from the boreholes, community members are given the first preference to access water and learners have to wait for more than 30minutes to access water, hence affecting their hours of attending school lessons. 20% of the schools rely on surface water mainly dams, canals and rivers. Learners directly drink raw water from these sources and there are reports of diarrheal prevelance in such schools. 8% of the surveyed schools rely on unprotected wells, whilst 2% rely on standpipes

Capacity for Operation and Maintanance of Water Supply

Findings from the Focus Group Discussions and Key Informant Interviews conducted with WPCs, VPMs and SDCs shows that VPMs and WPCs structures are not effectively functional. 70% of the boreholes do not have WPCs. WPCs are not aware of their roles and responsibilities and trainings are needed. SDCs are very vibrant in schools even though they do not have adequate resources for operations and maintenance.

Improved access to basic sanitation and handwashing

67% of the latrines within the 52 schools are Ventilated Improved Pit Latrines. However, the latrines are in bad state. 30% of the pits are almost filled up and have cracks which are a threat to the safety of school children. 32% of the schools have Pit latrines with slabs and 2% of the schools do not have latrines as the current ones are in an unusable state hence the schools are resorting to open defecation . The findings of the survey are that the 52 schools do not have adequate squatholes which corresponds with their enrolments.

The finds of the survey were that 67% of the schools have handwashing facilities near toilets and only 33% do not handwashing facilities near the toilets. The sad thing note was that the handwashing facilities are just white elephants. Some do not have pipes, other tanks are leeking and some schools do not have water sources for them to fill up the tanks they are rather filled up with cobs, empty plastics and comtainers.

Capacity for O and M for Sanitation Infrustructure

The survey findings are that in all schools cleaning of latrines is done by students 100%. Due to unavailability of funds schools cannot hire caretakers for the cleaning of latrines and grounds work.

63% of the schools use water only for cleaning of latrines, 29% use water and chemical disinfectant, 4% use water and chemical disinfectant and water only, 2% use water and chemical disinfectant and water and soap. Schools are failing to procure detergents and chemical disinfectants for cleaning of toilets. Using water only is health hazadours since most students use the toilets bare footed.

Improved hygiene behaviour among students

Findings from the survey are that 67% of the schools do not practice open defeacation with only 33% practicing open defeacation. Those who practice open defecation it is beacause of inadequacy of latrines and long distances of more that 500m to access the latrines. However, during the survey observations were conducted and no open defeacation was noticed because schools are closed.

The survey findings were that all the 52 schools are having some challenges when it comes to health and hygiene education teaching resources. They only rely on new curriculum textbooks which are also not adequate and they are also guided by School Health Hygiene Policies.

Menstrual Hygiene Management

96% of the schools do not have girl friendly latrines which lock from inside, girls on menstrual periods just use ordinary latrines. 2% do not have even ordinary latrines and only 2% of the schools have girl friendly latrines.

Survey findings are that menstrual materials are disposed in Pits in the latrines, 10% in pits in the latrines and pits outside the latrines, 6% pit outside the latrine, 2% bin outside the latrine and 4% of the schools do not even know how the used menstrual materials are being disposed since they do not have school latrines. None of the 52 schools even have an incinerator and girls are having quite a hard time when they are on their menstrual cycles, their privacy is not being obtained.

Solid Waste Management

92% of the schools dispose of their waste through burning in an open pit. 8% they burry i.e composting .

Improved capacity for operation and maintenance of WASH infrastructure in target schools

Th study revealed that schools have inadquate latrines and handwashing facilities. They are also failing to repair broken down boreholes because of unavailability of funds within schools. SDCs together with local communities moblilise local resources for construction of latrines and handwashing facilities in schools. However, it is not sustainable because moulded bricks are available in schools but they do not have cement for construction of latrines.

Strengthened Coordination for WinS

The study revealed that the role of the DWSSC is to keep a database of schools that are in dire need of water within their districts. They are also there to seek assistance from donors so that their schools will get aid. The DWSSC also receives information from schools and channel resources were they are needed most.
The main challenges faced by ministries in executing their WASH activities are inadequate vehicles within their districts and inconsistence of stakeholders when it comes to attending of meetings.

Conclusions

The baseline survey results presented in this report should be seen as a basis to plan and design interventions to accelerate progress in water, sanitation and hygiene in schools. This can be done by capacitating district stakeholders, schools and structures at community levels through trainings and support.
Water

- Most schools do not have boreholes and 22 boreholes have to be drilled in schools.
- Across the 3 districts boreholes are shared between schools and communities and it is causing conflicts
- Schoosl do not have acces to basic water since most boreholes are broken down and 24 boreholes are going to be rehabilitated
- WPCs are not trained and VPMs do not have adequate tool kits

Sanitation

- Schools do not have disability friendly, ECD friendly and girl friendly latrines hence 104, 82 and 104 latrines have to be constructed respectively .
- There are inadequate latrines in schools.

Hygiene

- There are no functional handwashing facilities in schools thus,41 ECD and 52 group handwashing facilities have to be put in place.
- Schools do not have MHM and WASH IEC

Main recommendations

Based on the findings of this baseline survey, the following recommendations are made for the programme

a. Boreholes have to be drilled in schools without boreholes and non-functional borehores have to be rehabilitated so as to increase availability of basic water in schools.
b. For those schools fetching water from unprotected sources like canals, rivers and unprotected springs they have to use water guards in the interim.
c. VPMs have to be trained at ward level so as to avoid scarcity and they have to be supplied with complete tool kits so as to limit borehole down time which is reported to be more than two months in most schools.

d. WPCs have to be trained and all water points must have committees and for community shared boreholes, schools must have representatives in these WPCs through the SDCs
e. All schools must have girl friendly, disability friendly and ecd friendly latrines, incenerators and handwashing facilities constructed and appropriate systems must be put in place for continued functionality of the facilities.
f. Schools must have affordable WASH levies which could be used for the procurement of chemical disinfectants.
g. There is need to supply schools with MHM and WASH IEC materials and to resuscitate their SHCs.
h. Stakeholders have to be consistant when attending DWSSC meetings as this affects the effectiveness of the meetings

1 Background

Lack of access to sanitation and water facilities are major contributing factors for WASH related diseases like diarrhoea and school dropouts among children with special needs (disability and girls who have reached the age of menstruation). WASH in school programmes have been identified as one way which results in health benefits as well as improved educational outcomes as they help to fulfil children's rights to better health, education and participation. Increased school attendance and equitable access and retention of disadvantaged children will be attained through improving access to water, dignified sanitation and hygiene.

1.1 Project Context

Districts with the most number of schools without access to WASH infrastructure were selected from the Education Management Information System (EMIS). According to the EMIS database for 2018, Chiredzi, Mwenezi and Zaka are among the 15 worst affected districts that were selected for interventions in schools. According to the data available on the Zimbabwean Rural Water and Sanitation Information Management System (RWIMS), from August 2019, 15% of the schools in Masvingo Province have no safe sanitation, whilst 50% do not have handwashing facilities (HWFs). In Zaka district, of the 230 schools enumerated, 20% do not have improved sanitation facilities whilst 48% have no HWFs. Schools with no safe sanitation facilities in Zaka varies from 9% to 60% with wards 1 and 11 being the worst affected at 45% and 60% respectively. For Mwenezi, of the 284 enumerated schools, 20% have no access to improved sanitation facilities whilst 49% do not have HWFs. Schools with no safe sanitation in the district range from 9-61% with wards 15,17 and 10 being the worst affected at 61%, 38% and 31 respectively. The range for schools with no HWFs varies from 10% to 83% with the worst wards being 15,17,12 and 4 on 83%, 73%, 71% and 63% respectively. Out of the 239 schools enumerated for Chiredzi, 26% do not have improved sanitation facilities, with only 38% of the schools having HWFs. Schools with no HWFs in Chiredzi varies from 20% to 100% with the worst wards being 25,14 and 3 with all the schools having no HWFs. Range of schools with no safe sanitation varies from 6% to 54% across the wards with the worst affected wards being 20,14 and 16 on 53%, 54% and 50% respectively.

From the above information, access to safe sanitation is still a challenge across the three districts with about 50% of the schools not having access to HWFs. This has detrimental effects on adolescent girls' equitable access to education. A survey conducted by Ministry of Primary and Secondary Education (MOPSE) in Masvingo 2015, 41% of the 83 schools reported cases of girls' absenteeism linked to menstrual hygiene management (MHM). Consistent handwashing at all critical times is one behaviour indicator that will be monitored during the implementation of the project.

In order to meet the Ministry of Health and Child Care standard of 1 squat per 20 learners, an additional 160 squats for boys, 166 for girls, 46 squats for ECD boys and 45 squats for girls are needed across the three districts (CARE Rapid WASH Assessment, September, 2019) Also from the Rapid Assessment, all the 52 schools across the three districts lack appropriate hand washing facilities. All the 52 schools do not have girl friendly and disability latrines.

Scientific research has established that risks of diarrhoeal diseases are reduced by 47% in communities that use appropriate handwashing facilities, access to safe sanitation reduces the risks of diarrhoeal diseases by up to 36% and operations aiming to reduce the quantity and quality of water can reduce the risk of diarrhoea by 20% and 16% respectively. Given the above challenges, the objectives of the Education Development Fund which aims to improve access to water, basic sanitation, improved hygiene and enhanced capacity for O&M of WASH infrastructure is very appropriate in addressing the challenges being faced by the schools in the three districts.

1.2 Project Description

In response to the prevailing situation, UNICEF is supporting the National Action Committee for WASH in implementing WASH in Schools Project. The project is being implemented in 3 districts namely Chiredzi, Mwenezi and Zaka in Zimbabwe by CARE International with Chiredzi targeting 12 schools, Zaka 16 schools and Mwenezi 24 schools.

1.2.1 Project theory of change

A number of activities are set to be done so as to achieve a certain goal. The activities include drilling and rehabilitation of boreholes, trainining and equipping VPMs and WPCs, establishing SHC, construction of sanitation and hygiene facilities and incinerators. The project indicators will be increased availability of portable water sources , reduced water point down time and increased availability of hygiene enabling materials includinh MHM commodities. These will result to the following outputs: increased use of portable water in schools, strengthened environments for WASH in schools and the outcome will be reduced morbidity to WASH related diseases and the goal to be achieved is strengthened school environment that enhances equitable access.

1.3 Purpose of the baseline survey

The objectives of the baseline survey were to:

- understand the WASH situation in the selected schools
- gather information on coordination and monitoring systems currently in use in the districts
- understand the district challenges in school WASH, the extent of partnerships in school wash, the coordination at district level
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- determine availability of teaching resources to support hygiene promotion at school.
- ascertain condition of available WASH infrastructure, the level of infrastructure maintenance being applied.
- ascertain functionality of water point committees, presence of village pump mechanics and level of infrastructure maintenance.

2 Methodology

2.1 Methods for Data collection

The baseline survey used a mixed method approach that in-cooperated both qualitative and quantitative data collection methods. Multiple data sources were used to inform baseline survey for triangulation purposes. Data was collected at 2 levels that is at district and community level.

2.2 Sampling

Quantitative Survey

Sampling Frame: All target schools

Sample Size calculation:

$$\text{Sample size} = \frac{\frac{z^2 \times p(1-p)}{e^2}}{1 + \left(\frac{z^2 \times p(1-p)}{e^2 N}\right)}$$

N= population size; E=margin of error; Z= z - score

Sampling methodology : Multistage random sampling. Schools selected using the probability proportional to size (PPS)

Qualitative Survey

Purposeful sampling was used to collect qualitative data. Specifically, criterion sampling was employed. This technique is widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources. Criterion sampling involved identifying and selecting individuals or groups of individuals that are especially knowledgeable about and involved with WASH in School issues at the different levels. The individuals selected for participation in the baseline survey are also to be involved in the project thus, they will be consistent information sources for tracking project progress as well as identifying changes as a result of the project.

2.3 Data quality control

- The enumerators were robustly trained on methodology and tools
- During the data collection process the enumerators were supervised and spot checks were done by the Monitoring and Evaluation team
- Piloting of tools was done
- Data quality checks were done daily after each round of data collection
- Comprehensive data processing/cleaning with use of statistical software for quantitative data was done
- Checking all transcriptions against the recorded material was conducted

2.4 Data analysis

2.4.1 *Quantitative data:.*

All quantitative data was cleaned and exported to a statistical analysis software, EXCEL, for an in-depth analysis. A data analysis plan was developed and used in the data analysis phase. The analyzed data was presented in the form of frequent tables, descriptive statistics, graphs and charts which will be used in the presentation of findings.

2.4.2 *Qualitative data:*

All qualitative data was analyzed manually.

2.4.3 *Triangulation of data:*

Different methods of disseminating the results will be employed taking into consideration the different needs of data users .The findings and recommendations from this survey, are going to be shared with the PMT,PWSSC AND DWSSC members. They will use the data to monitor project progress and address challenges, provide evidence for decision making by the DWSSC, PWSSC and PMT and identify project gaps and lobby for additional resources. The same will be used by CARE for evidence based planning in addressing the identified gaps.

2.5 Ethical considerations

In order to protect clients from harm, the enumerators were trained on ethical issues that must be observed during research. The topics included, the principle of do no harm, beneficence, voluntary informed consent and anonymity. As such, during the data collection exercise consent was sought from the participants and confidentiality, respect for privacy and anonymity were observed. During data analysis and reporting no specific names were mentioned.

2.6 Limitations of the survey

The following were limitations of the survey:

- Schools failed to reopen during the baseline survey due to COVID 19 restrictions and there was lack of the voice of school children in the survey. However, the challenge was overcame through conducting the first round of the survey whereby tools were administered to School Principals and Infrastracture observations were conducted and there is need to conduct a second round of the baseline survey when schools reopen.
- .
- In some parts of Chiredzi District, language was a challenge as respondents spoke Chikalanga. However, the translations had to be involved at certain points of the study.

3 Findings

The findings obtained through different methods and tools used in the study have been organized and presented in this section.

a. Improved Access to Basic Water Supply

Main Source of Drinking water

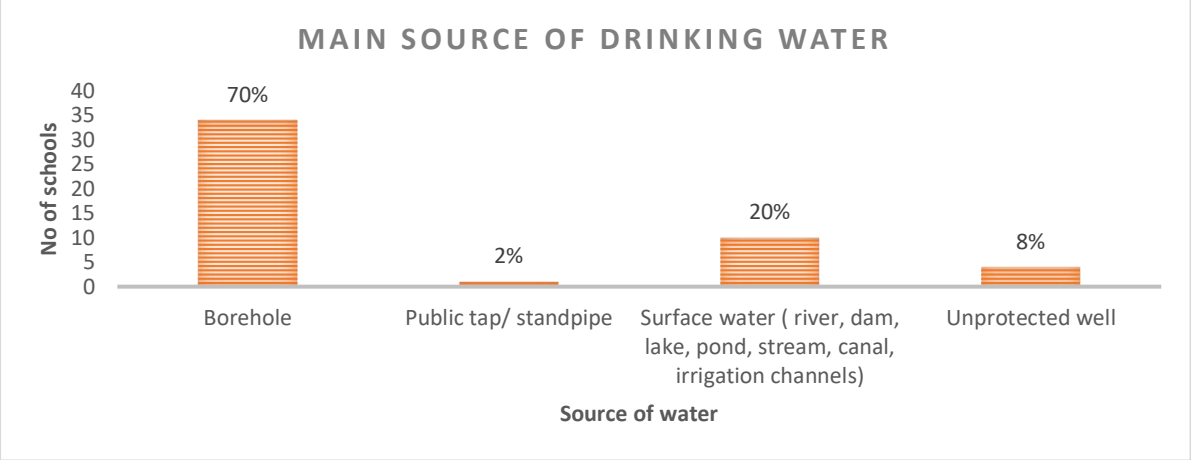


Figure 1: Main source of drinking water

70% of the surveyed 52 schools rely on borehole water which is shared between the school and communities and 55% of them are more than 500m away from the school premises. When fetching water from the boreholes, community members are given the first preference to access water and learners have to wait for more than 30minutes to access water, hence affecting their hours of attending school lessons. 20% of the schools rely on surface water mainly dams, canals and rivers. Learners directly drink raw water from these sources and there are reports of diarrheal prevelance in such schools. 8% of the surveyed schools rely on unprotected wells, whilst 2% rely on standpipes.

Functionality of water sources

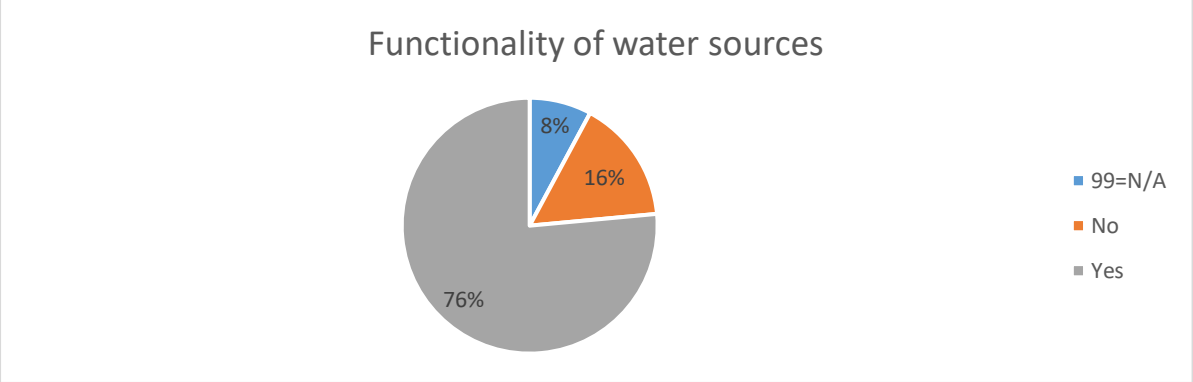


Figure 2: Functionality of water sources

As depicted in the piechart above, 76% boreholes of the 52 surveyed schools are functional, 16% of the boreholes are not functional and they do not have spare parts and Village Pump Minders to repair the boreholes and some boreholes have dried up due to low water table levels. 8% of the schools completetly do not have water sources and they make school children to bring filled up 2 litre bottles of water each from their homesteads.

Availability of drinking water on day of survey

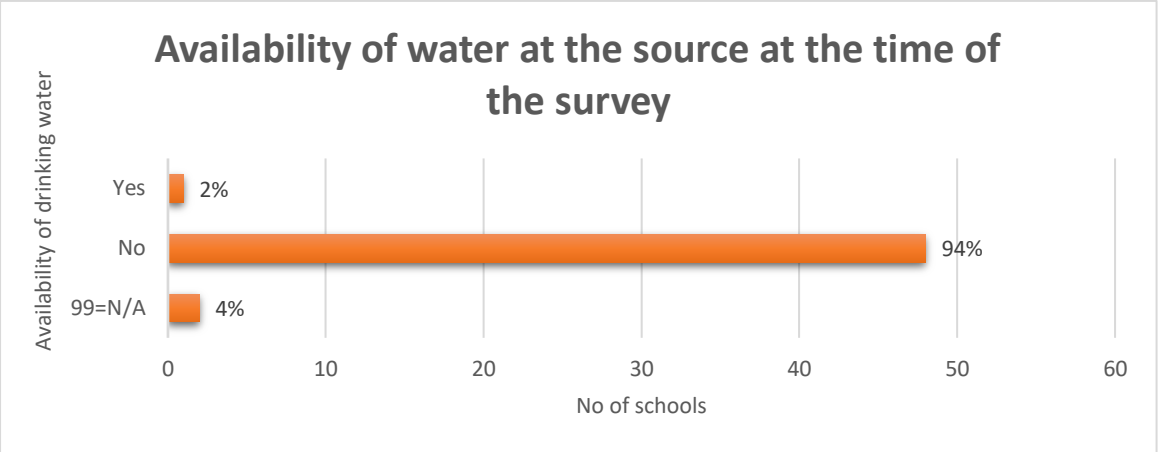


Figure 3: Availability of drinking water on the day of survey

The figure above is a further illustration on the availability of drinking water on the day of survey. 94% of the sources did not have available drinking water on the day of survey, since they rely on storing water in buckets and only 2% had drinking water available at their sources and 4% of the schools do not have any water source to rely on.

Quality of Water

As illustrated in the figures below the quality of water is categorized into three sections that is appearance, taste and smell. The figure displayed below indicates that amongst the 52 surveyed schools water sources, 60% of the water is colourless and it is mostly water from the boreholes, 4% is rusty and the water sources are boreholes with rusty old pipes, 3% muddy and 2% cloudy is water from uprotected deep wells and springs.

58% of the water sources have tasteless water, 33% are salty and 9% of the water sources have different other tastes which are sour.

78% of the water sorces have odourless water and 22% water sources have water with an odour. The main sources of water with odours are dams, irrigation canals and rivers. These sources of water are unprotected and members within the communities are doing laundry and fishing in these sources hence contaminating the water sources.

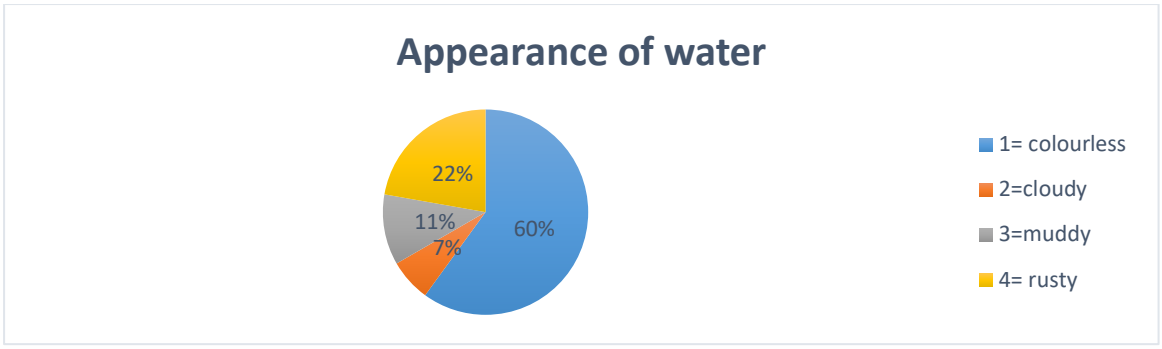


Figure 4: Appearance of water

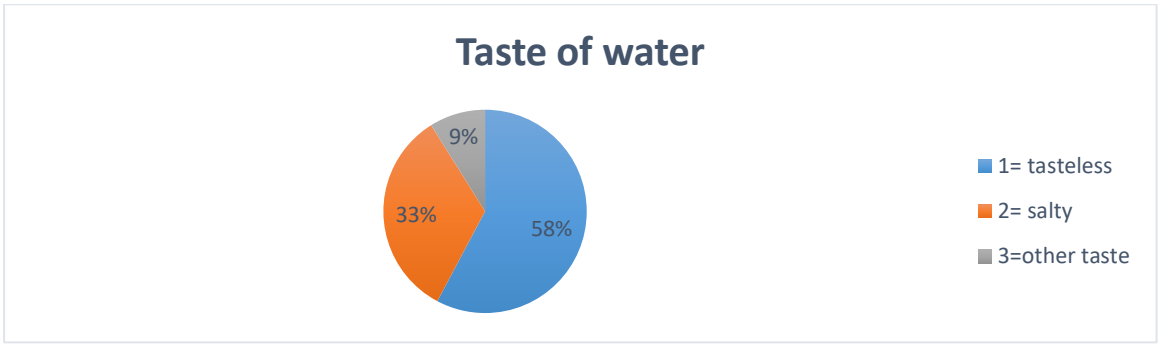


Figure 5: Taste of water

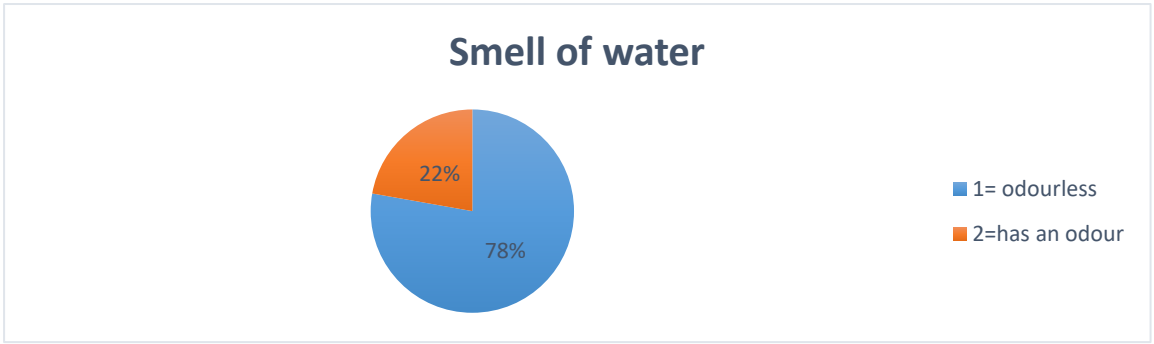


Figure 6: Smell of water

Accessibility of water points by Children with Disabilities and Young children

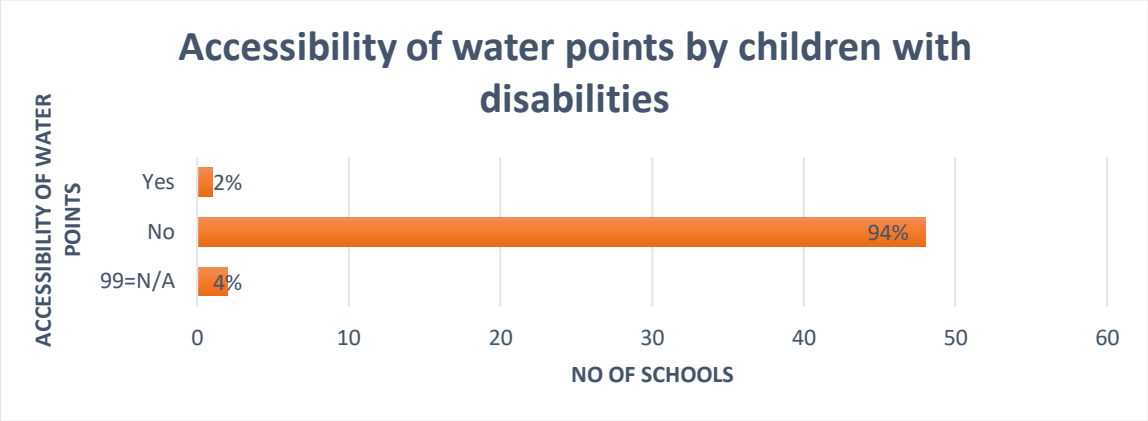


Figure 7: Accessibility of water points by children with disabilities and young children

The graph displays that 94% of the water points are not accessible by children with disabilities and young children. 55% of the water points are more than 500m off school premises and some of them are dams, irrigation canals and rivers which are deadly dangerous for young children to fetch water from. Only 2% of the water points are accessible since they 500m within school premises, however, they are not disability friendly. 4% of the schools do not have water points at all.

Storage of drinking water in schools

The figure below clearly shows that only 57% of the 52 schools have storages for drinking water. 43% of the schools do not have storages for drinking water and school children bring their own drinking bottles filled with water from their homes. For the schools which had the storage containers only 20% of the containers were clean and 80% of the storage containers were not clean. However, the school principal's justifications of dirty storage containers were that, the containers have accumulated dust because they are not being used since schools are closed due to COVID 19 pandemic.

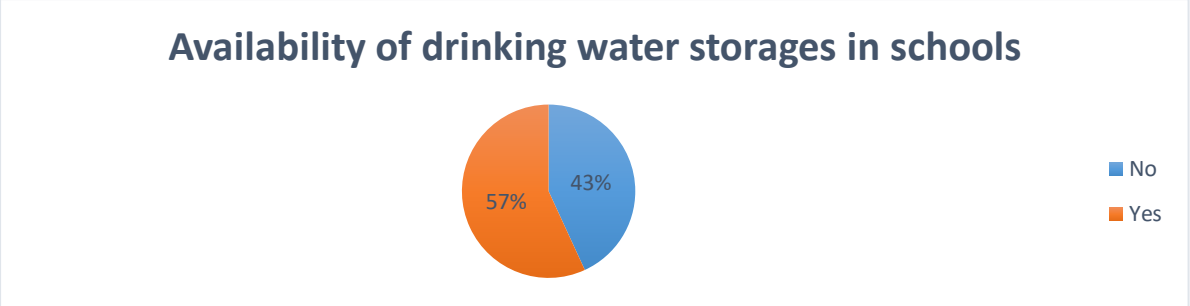


Figure 8: Availability of drinking water storages in schools

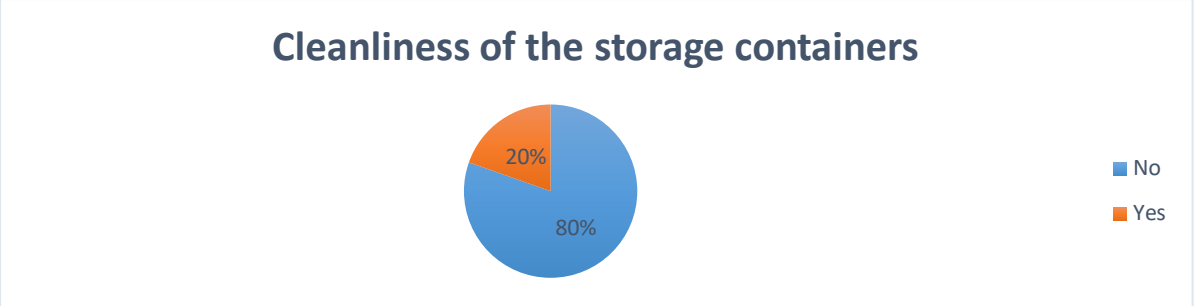


Figure 9: Cleanliness of storage containers

Challenges faced with water supply and impact on education

Chiredzi, Zaka and Mwenezi are dry districts and 94% of the schools do not have enough water and 20% of the schools rely on unsafe water and diarrhea outbreaks are rampant. Most water sources are shared between schools and communities and in most cases conflicts arises. Communities tend to have a lion's share when it comes to the use of water. More so, the shared boreholes frequently breaks down and schools are the ones always pumping out money for the repairs to be done, hence straining the little budgets schools have. Further more, since the schools do not have boreholes within the school premises, learners are assigned to bring filled up 2 litre bottles of water each for school consumption. This is very straneous to learners, with some of them having to walk more than 5km to school. Upper grades are send by teachers to fetch water 3km away from school premises and it takes more than 1 hour 30 minutes , hence affecting their learning hours.

b. Capacity for Operation and Maintanance for Water Infrustructure

Structures available to support O and M and their roles (WPC,VPM, SDC etc)

According to the baseline survey findings, SDC structures areactive and are willing to support O and M structures within their schools, however inadequacy of resources and funds are their stumbling blocks. SDCs make sure that local resources for construction of latrines and handwashing facilities are available through assigning community members to mould bricks. WPCs are only capable of making sure that the water points are cleaned on daily basis and collecting money from households for repairing boreholes when they break down. VPMs repair broken down boreholes.

Functionality of structures

Findings from the Focus Group Discussions and Key Informant Interviews conducted with WPCs, VPMs and SDCs shows that VPMs and WPCs structures are not effectively functional. 70% of the boreholes do not have WPCs. WPCs are not aware of their roles and responsibilities and trainings are needed. SDCs are very vibrant in schools even though they do not have adequate resources for operations and maintenance.

Challenges faced

- The study proved that SDCs are finding it difficult to support their Operations and Maintanance due to inadequate funds. They are failing to construct latrines and handwashing facilities in schools due to lack of construction materials like cement and weld mesh wire as these require money, they are only capable of mobilising local resources like river sand and moulding bricks with the support of community members.
- Some wards do not have VPMs and when boreholes break down WPCs hires VPMs from other wards, hence the down time of boreholes is more than 2 months.
- VPMs do not have adequate tool kits for borehole repairs thus failing to repair broken down boreholes well on time.
- New WPCs are selected annually and current WPCs are not trained and they are not aware of their exact roles an

Management of waterpoints shared with communities

The study discovered that 94% of the schools do not own any water sources, they rely on community water sources and schools do not have representatives in these Water Point Committees. However, when the boreholes break down schools pump out 80% of the money needed for borehole repairs since they cannot operate a school without water being available. Schools also assign their students to go and clean the water points.

c. Improved access to basic sanitation and handwashing

Type of toilets available

Figure 10 below depicts that 67% of the latrines within the 52 schools are Ventilated Improved Pit Latrines. However, the latrines are in bad state. Some of the pits are almost filled up and have cracks which are a threat to the safety of school children. 32% of the schools have Pit latrines with slabs and 2% of the schools do not have latrines as the current ones are in an unusable state hence the schools are resorting to open defecation. The findings of the survey are that the 52 schools do not have adequate squatholes which corresponds with their enrolments.

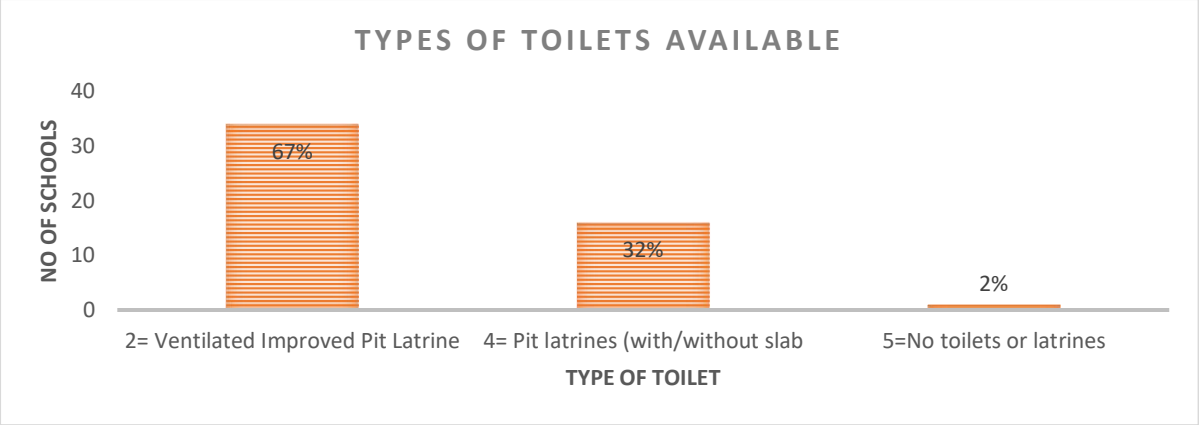


Figure 10: Types of toilets available

Student to Toilet Ratio

Table 2: Student to toilet ratio

Name of school	Number of girls	Squat holes	Ratio per squathole	Number of boys	Squat holes	Ratio per squathole
Zaka-Panganai Primary	409	6	1:68	422	4	1:105
Zaka-Machiva Primary	423	8	1:53	376	4	1:94
Zaka-Zibwowa Primary	351	6	1:59	354	6	1:59
Mwenezi-Shayamabvudzi Primary	398	23	1:17	388	10	1:39
Chiredzi-Mbengwa Primary	252	4	1:63	331	2	1:166

From the sample taken from schools, the table above shows that schools latrines are inadequate. Schools do not have expected standard of 1 squat hole to 20 pupils (1:20). The highest ratio is 1:166 an the lowest being 1:17. This clearly shows that latrines are needed in schools.

Details of functional and useable toilet facility available for boys, girls, children with special needs, ecd and schools staff

The survey data indicates that toilets which are usable for boys an girls are only 37% with the rest having cracks and almost filled up and others have collapsed. School staff have an average of 2 squat holes inclusive of males and females amongst the 52 schools. 49% of the schools have disability friendly latrines and 35% of the schools have separate latrines for ECD. However both the disability friendly and ECD latrines were not constructed in conformity with the national requirements.

Cleanliness of toilet facilities observed in schools

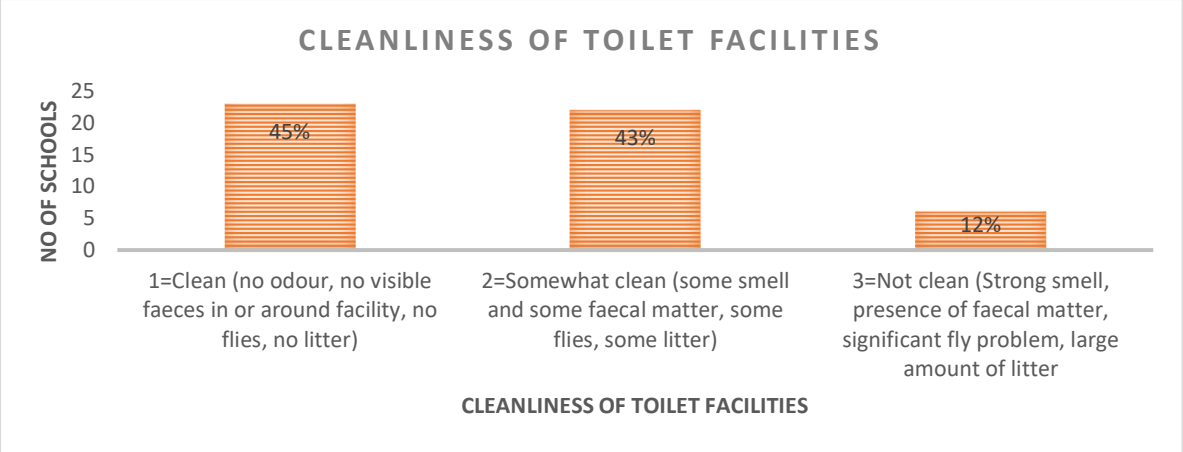


Figure 11: Cleanlines of toilet facilities

45% of the school latrines were clean with no odour or visibility of feaces in or around the facility during the time of the survey. 43% of the latrines where somewhat clean, there was visible litter, flies and some smell in and around the latrines. 12% of the latrines were very dirty with strong smells and presence of feacal matter. However, for those which were found not clean the main reason was that school yards are not fenced and community people easily access these latrines for their own use when passing by the school premises. Latrines with strong smell are almost full and nolonger suitable for use.

Anal Cleansing Material

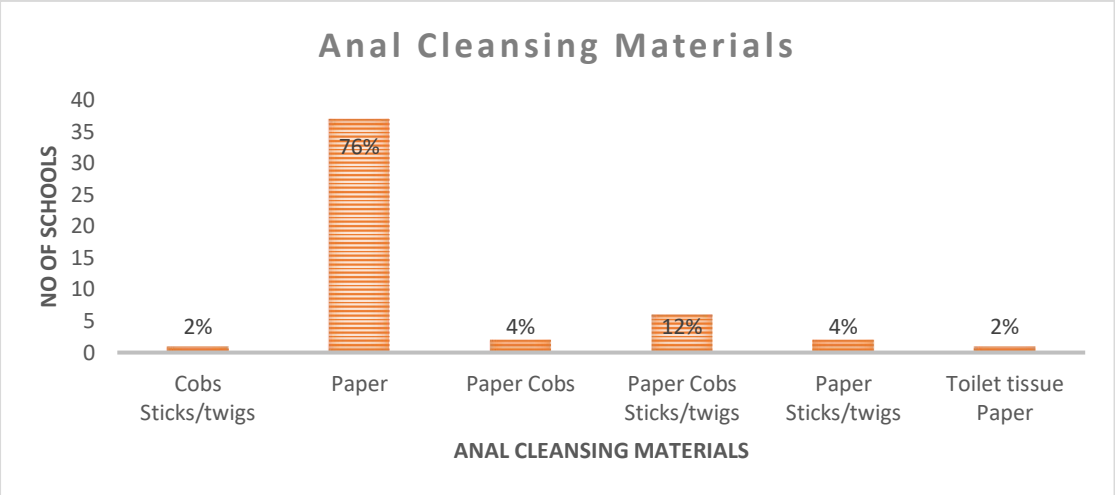


Figure 12: Anal cleansing materials

76% of the students use paper for anal cleansing and they access them from their old exercise books. 12% use paper, cobs, sticks and twigs. 4% use paper and cobs, 4% use paper, sticks and twigs, 2% use cobs, sticks and twigs and 2% toilet tissue. This evidenced that students are having a hard time when it comes to anal cleansing and the anal cleansing materials they are using are not user friendly and hygienic. To worsen the conditions, hand washing facilities are not functional and they cannot wash hands after visiting the toilet.

Availability of Handwashing facility near toilets in schools

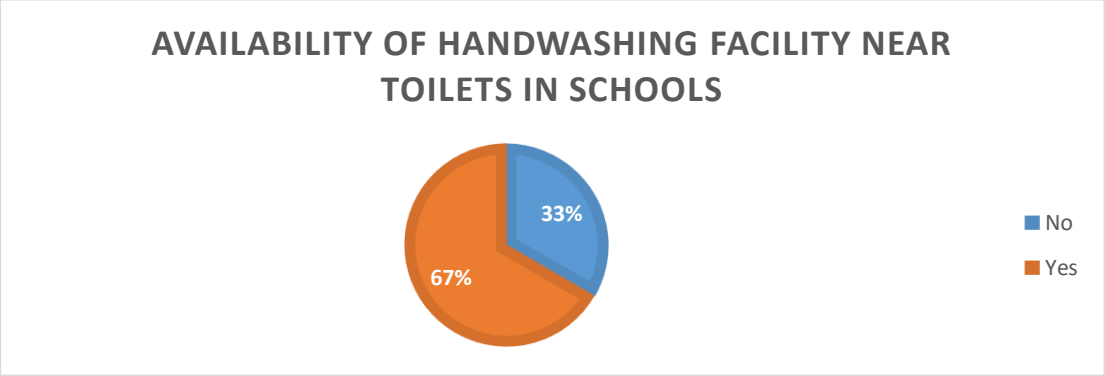
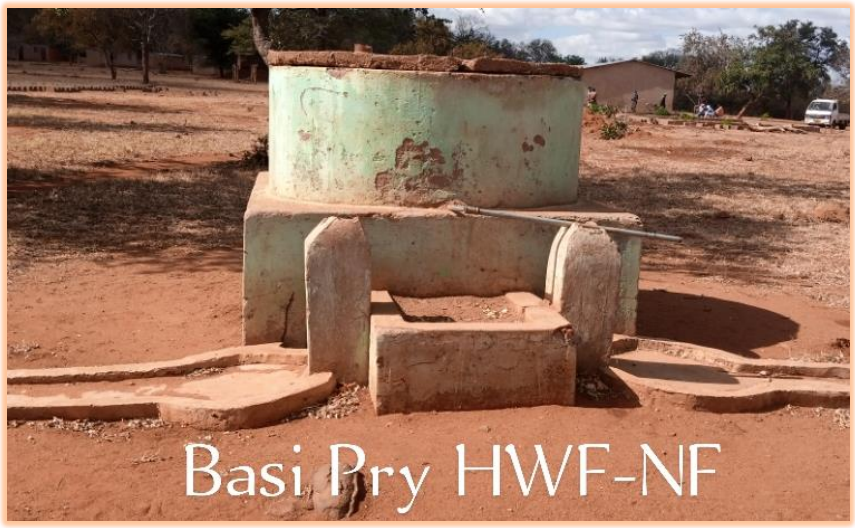


Figure 13: Availability of handwashing facility near toilets in schools

The findings of the survey were that 67% of the school have handwashing facilities near toilets and only 33% do not handwashing facilities near the toilets. The sad thing note was that the handwashing facilities are just white elephants. Some do not have pipes, other tanks are leaking and some schools do not have water sources for them to fill up the tanks they are rather filled up with cobs, empty plastics and containers.



State of many Handwashing facilities in schools. Non functional with broken tapes and no water

Figure 14: Chiredzi-Basi Primary School Non Functional Handwashing Facility

Availability of Handwashing facility elsewhere in the school

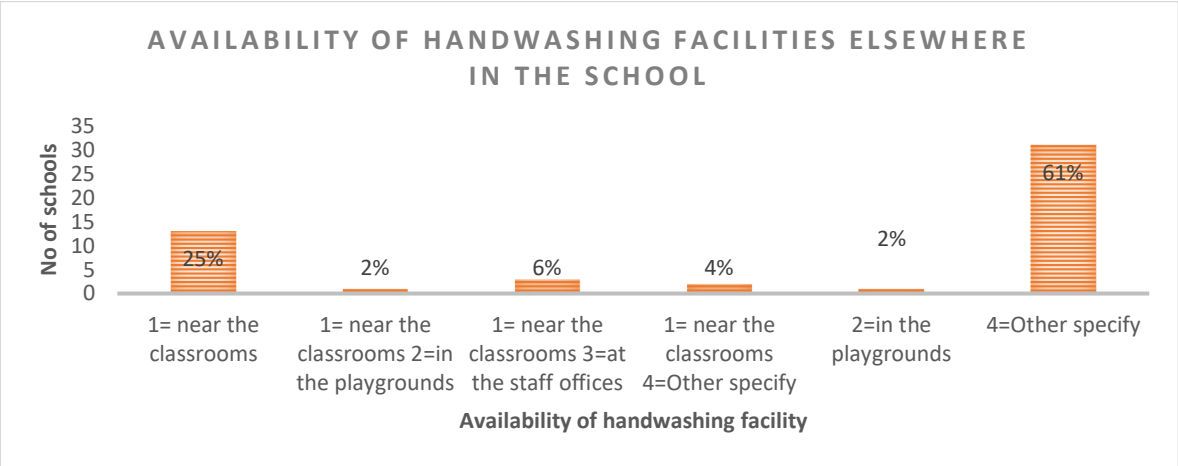


Figure 15: Availability of handwashing facility elsewhere in the school

Figure above depicts that 61% of the schools do not have any other handwashing facilities within the school. 25% have handwashing facilities near classrooms , 6% near classrooms and staff offices, 2% near classrooms and in the playing grounds and 2% in the play grounds. For those with handwashing facilities near classrooms they use buckets with taps.

Types of handwashing facilities available

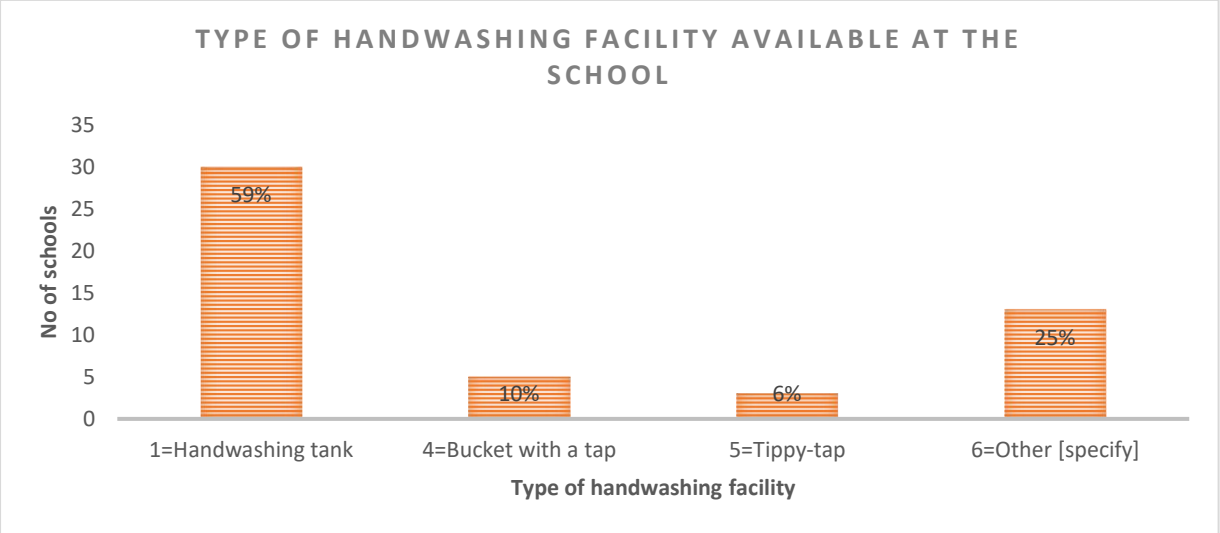


Figure 16: Type of handwashing facility available at the school

Figure 16 above illustrates that 59% of the handwashing facilities are Handwashing tanks, 10% bucket with a tap, 6% tippy tap and 25% other is for those schools without handwashing facilities at all. At the time of the survey only 2 handwashing tanks were functional with water filled up in the tanks. All the other handwashing facilities were not functional because schools are on lockdown and others have been vandalised.

Availability of water and soap/cleansing agent at handwashing facilities

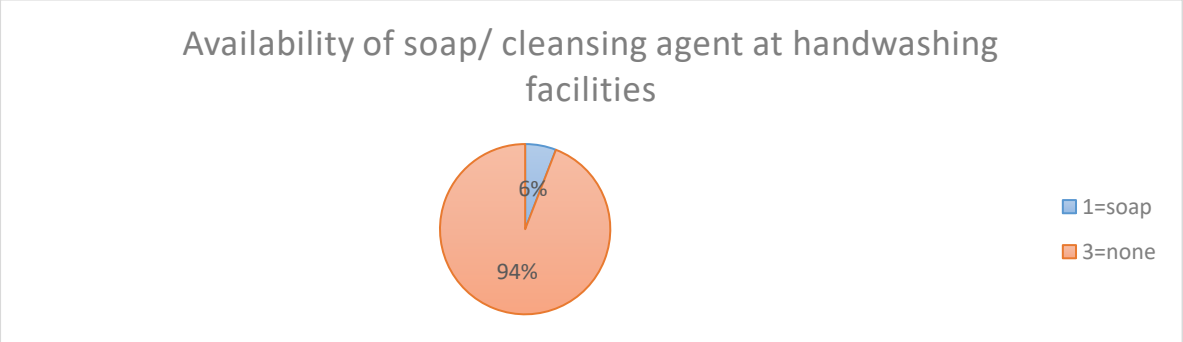


Figure 17: Availability of water and soap/cleansing agent at handwashing facilities

As depicted in the figure above, 94% of the schools did not have either water and soap or any cleansing agent at their handwashing facilities at the time of the survey. Even though schools were closed the school principals highlighted that even if schools are open they do not afford to supply soap at handwashing facilities due to strained school budgets and they do not have separate budgets for water and sanitation. Only 6% of the schools had soap and water available at handwashing facilities.

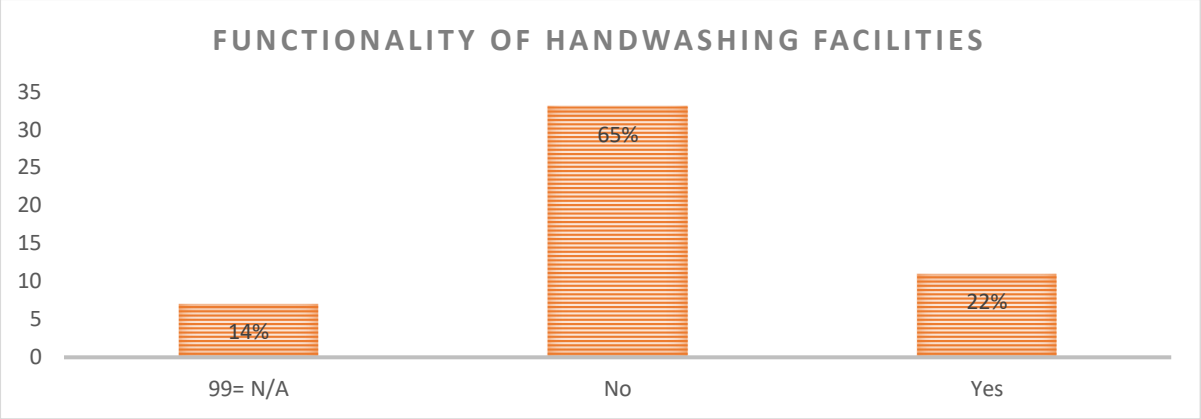


Figure 18: Functionality of handwashing facilities

Figure 18 above shows that 65% of the handwashing facilities are not functional with most of them having cracks and unavailability of tapes. 14% of the schools totally do not have handwashing facilities and only 22% handwashing facilities are functional.

d. Capacity for O and M for Sanitation Infrustructure

Cleaning of toilets

Figure 19: People responsible for cleaning of toilets

The findings are that in all schools cleaning of latrines is done by students 100%. Due to unavailability of funds schools cannot hire caretakers for the cleaning of latrines and grounds work.

Availability of cleaning material

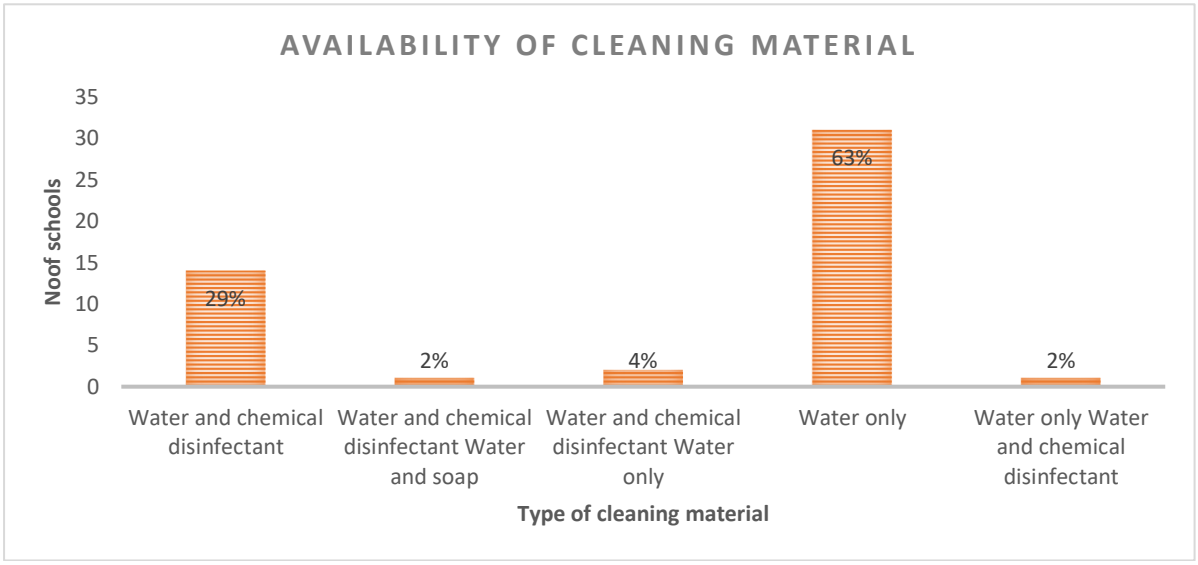


Figure 20: Availability and type of cleaning material

63% of the schools use water only for cleaning of latrines, 29% use water and chemical disinfectant, 4% use water and chemical disinfectant and water only, 2% use water and chemical disinfectant and water and soap. Schools are failing to procure detergents and chemical disinfectants for cleaning of toilets. Using water only is health hazard since most students use the toilets barefooted.

Persons responsible for cleanliness of sanitation facilities

Figure 21: People responsible for cleanliness of sanitation facilities

Figure 21 above illustrates that 51% are School Health Coordinators who monitor the cleanliness of sanitation facilities, 27% are school health teachers and all teachers, 18% all teachers and 4% school health teachers and others namely prefects. It shows that in most schools, School Health Teachers are the ones given the responsibility of cleanlinesss of sanitation facilities.

Availability of skills in community for construction of latrines

The findings of the survey after conducting KIIs with Village heads and Village Pump minders show that all villages have builders but only 2 out of 20 builders were trained in each village. Therefore there is need to train latrine builders before commencing the construction of latrines

e. Improved hygiene behavior among students

Use of toilets in schools (self report and observed)

Nothing was observed on the use of toilets during the time of the survey since schools are closed due to COVID 19 Pandemic.

Evidence of Open defeacation in schools (self report and observed)

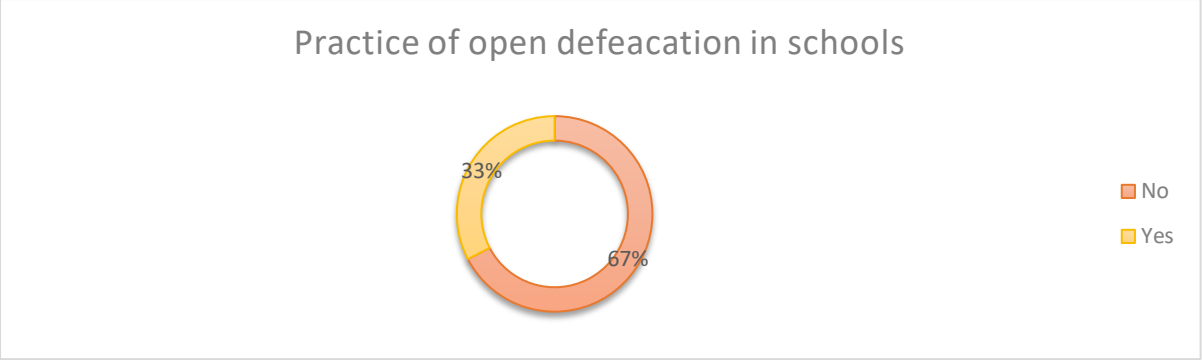


Figure 22: Practice of open defecation in schools

Findings from the survey show that 67% of the schools do not practice open defecation and 33% practicing open defecation. is beacause of inadequacy of latrines and long distances of more that 500m to access the latrines. However, during the survey, observations were conducted and no open defecation was observed because schools are closed and the situation cannot remain the same when schools open.

Sources of health and hygiene education

The survey findings were that all the 52 schools are having some challenges when it comes to health and hygiene education teaching resources. They only rely on new curriculum textbooks which are also not adequate. They are also guided by School Health Hygiene Policies.

Availability of IEC material on WASH

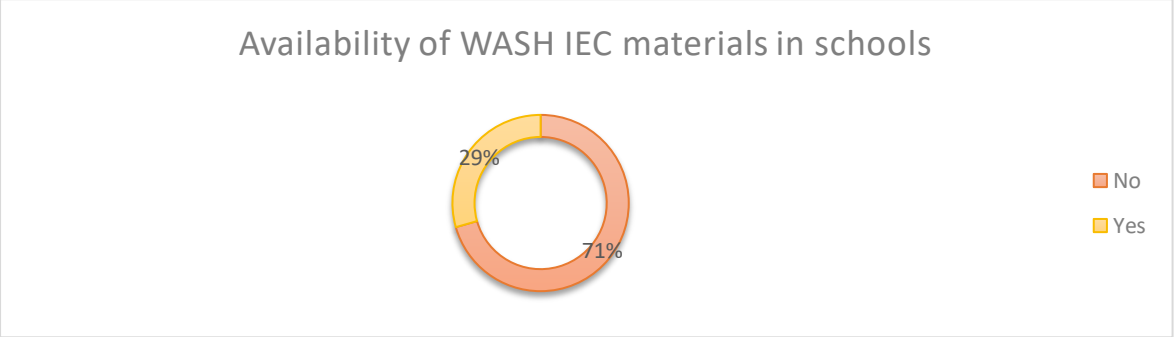


Figure 23: Availability of WASH IEC materials in schools

71% of the schools do not have IEC materials and only 29% have IEC materials. For the schools with IEC materials only small posters were observed and the information they have is only about handwashing and environmental cleanliness.

Handwashing practices (observed) (incl group handwashing)

No information was obtained on handwashing practices since school were closed on the time of survey.

Presence of schools health clubs

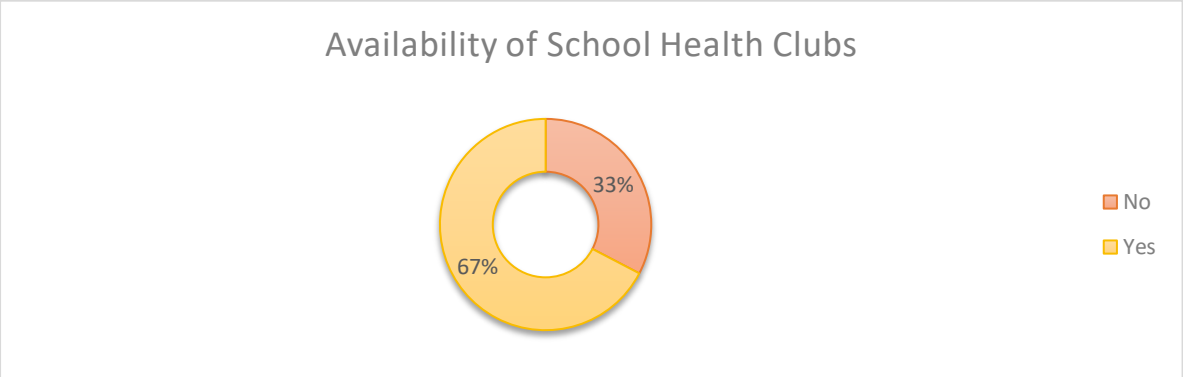


Figure 24: Availability of School Health Clubs

As illustrated by figure above, 67% of schools have school health clubs and 33% do not have health clubs.

Activities conducted by health clubs

According to the baseline survey findings, most schools expressed that they are willing to have School health clubs with vibrant income generating projects like production of reusable sanitary pads but resources and funds are not permitting them to do such activities.. However, they are only conducting activities which do not require much resources e.g cleaning the school yards, emphasizing on handwashing practices and they also do dramas to other students mostly encouraging thematic issues like personal hygiene . Four schools mentioned that they used to produce reusable sanitary pads, however because of no funding the projects have been left idlet

Usefulness of the SHC

The usefulness of the SHCs are that they promote participation of students on different hygiene practices and it teaches even students who are not members of the clubs through dramas. They also keep their school environments clean at all times

Availability of trained School Health Coordinators

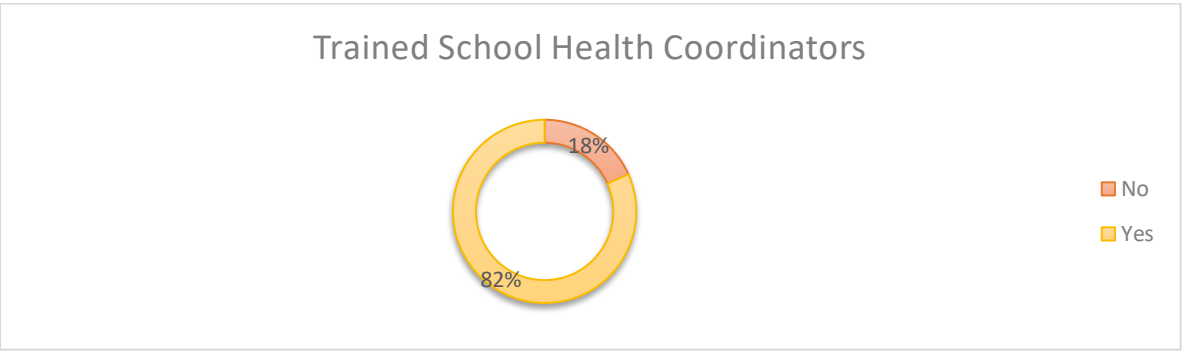


Figure 25: Trained school health Coordinators

The figure above shows that 82% of the SHC are trained and only 18% are not trained. However, they were last trained in 2018 by the Zimbabwe Handwashing Team and refresher cources are needed since they are now using the new curriculum.

f. Menstrual Hygiene Management

Appropriateness of available facilities to manage menstrual hygiene

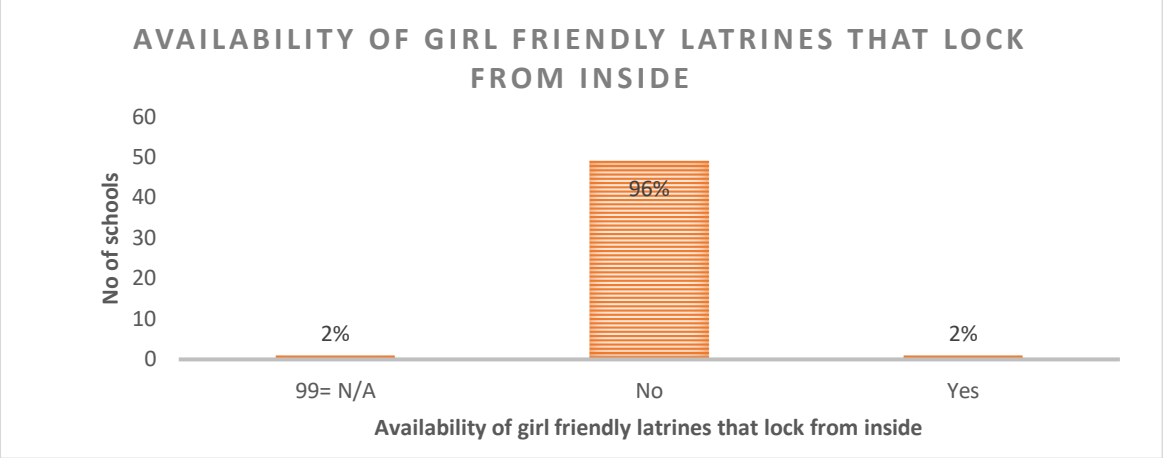


Figure 26: Availability of girl friendly latrines in schools

96% of the schools do not have appropriate girl friendly latrines in line with national standards, girls on menstrual periods just use ordinary latrines. 2% do not have even ordinary latrines and only 2% of the schools have girl friendly latrines but they do not conform with the national standards.

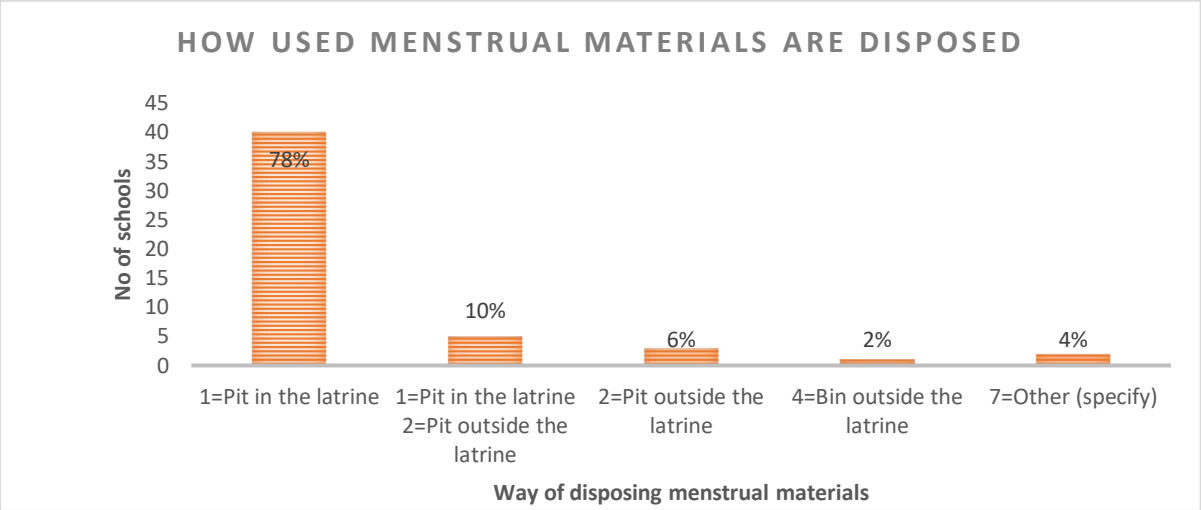


Figure 27: Way of disposing used menstrual materials

The graph illustrates that used menstrual materials are disposed in Pits in the latrines, 10% in pits in the latrines and pits outside the latrines, 6% pit outside the latrine, 2% bin outside the latrine and 4% of the schools do not even know how the used menstrual materials are being disposed since they do not have school latrines. None of the 52 schools even have an

incinerator and girls are having quite a hard time when they are on their menstrual cycles, their privacy is greatly compromised .

Attitude of teachers (males and females) towards teaching on MHM

The findings of the survey clearly shows that both male and female teachers have a positive attitude towards teaching MHM. They got proper trainings and they know what to teach. Male teachers do not feel any indifference, they encourage learners to feel comfortable during lessons and when male teachers suspect any problem on girls they quickly inform female teachers so that they attend to the girls.

Attitude of boys and girls on MHM

Findings obtained after conducting KIIs with School Health Coordinators are that boys have a tendency of pulling girl's legs on MHM issues, they always laugh especially when girls spoils themselves. Girls are also shy to disclose their menstrual status. However, both boys and girls are receiving lessons on MHM in schools.

Availability of IEC material and teaching resources on MHM

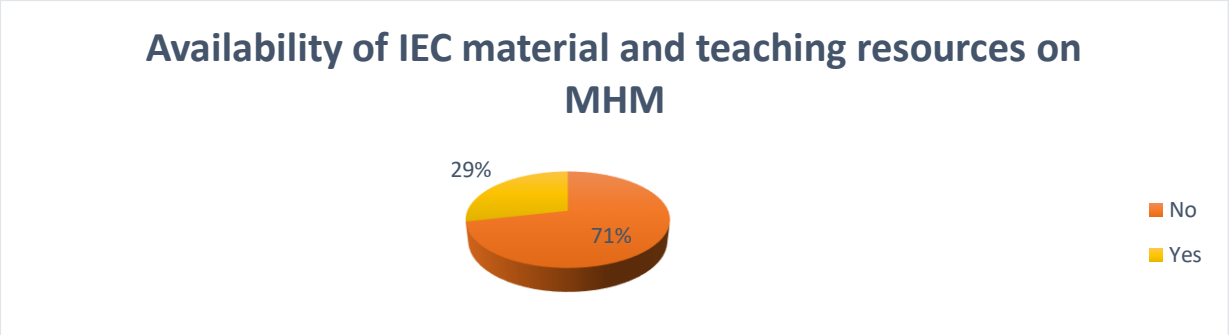


Figure 28: Availability of IEC material and teaching resources on MHM

The piechart illustrates that 71% of the schools do not have IEC material and teaching resources on MHM and only 29% of the schools have the MHM teaching resources. Teachers only rely on information they obtained from the trainings done and those with teaching resources were referring to science textbooks.

Schools providing support for MHM and type of support provided

The survey findings were that out of the 52 schools 21 of them do not provide anything to support MHM. 28 schools only provide menstrual hygiene sessions for girls and only 3 schools provide emergency sanitary materials.

Availability of human resources to deal with MHM issues in the school

53% of the MHM issues are dealt with by the School health Coordinators . 14% is done by guiding and counselling teachers, 10% all teachers and 4% of the schools do not have School Health Coordinators.

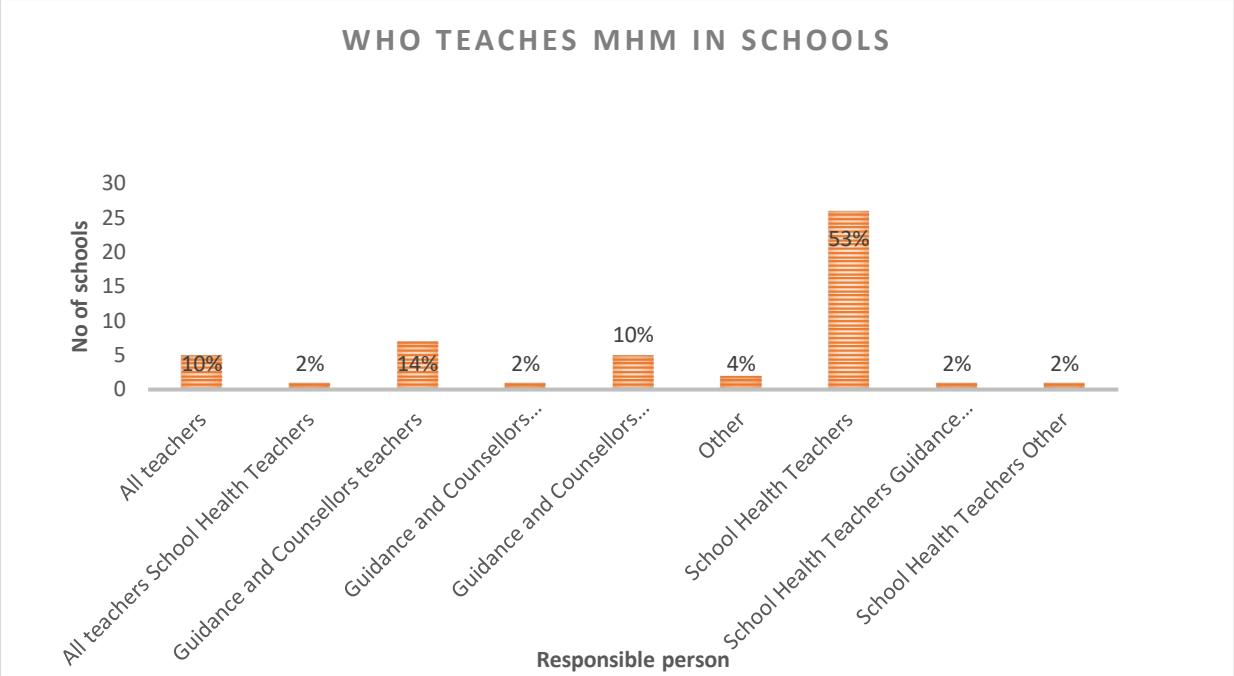


Figure 29: People who teaches MHM in schools

Experiences of boys and girls at school on MHM issues

No information was collected pertaining to this aspect since schools were closed at the time of the survey

g. Solid Waste Management

Cleanliness of the school environment

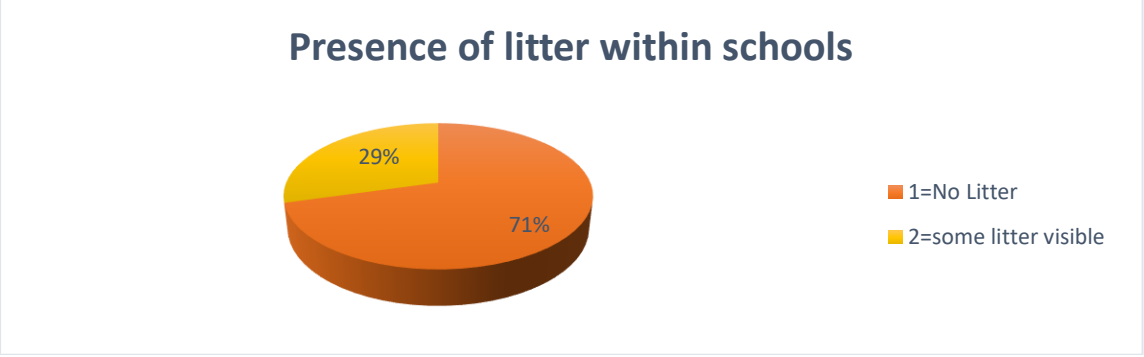


Figure 30: Presence of litter within schools

During the survey, observations were done around the school and it was observed that 71% of the schools did not have litter with only 29% having some litter visible. However, the information may not be accurate since schools were closed during the time of the survey and no litter was being generated in schools and the result can be different when students are present in schools.

Methods of Disposal of solid waste at the school

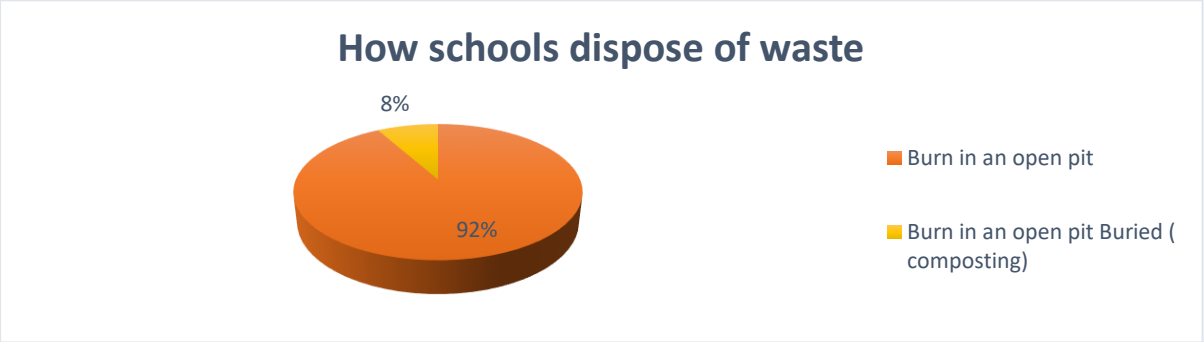


Figure 31: Ways schools are disposing waste

As depictated in figure 31 above, 92% of the schools dispose of their waste through burning in open pits. 8% bury i.e composting.

Responsible for school environment

The study revealed that within the schools everyone has the responsibility of monitoring the school environment. Students make sure that no student litters around the school. Prefects and all teachers also make students pick up litter within the school premises during break and lunch time.

Role of SHC

KIIs were conducted with school health coordinators and they stated that their roles are to supervise the replenishment of water into the water storage containers by students., monitoring cleaning of toilets twice a day , supervising cleaning of water sources, providing handwashing facilities and encouraging handwashing practices. Making sure that students adhere to cleanliness and live in a friendly environment and facilitating School Health Clubs.

h. Improved capacity for operation and maintenance of WASH infrastructure in target school

Sustainability strategies employed by school and surrounding communities

SDCs have been trying to do income generating projects like gardening but the projects are not lasting longer because of water shortages. However, if boreholes are drilled in schools their projects can be revitalised hence making funds for operations and maintenance

Funding streams for O and M

All the 52 schools do not have separate budgets for operations and maintenance. They rely on the school budget for all activities and to make matters worse , some parents are not paying fees, hence no adequate funds for operations and maintenance

Adequacy of funding

The 52 schools are suffering from inadequacy of funds and resources.

Challenges

Schools have inadquate latrines and handwashing facilities. They are also failing to repair broken down boreholes because of unavailability of funds within schools.

i. Strengthened Coordination for WinS

Role of DWSSC / WWSSC in coordinating WinS

The study revealed that the role of the DWSSC is to keep a database of schools that are in dire need of water within their districts. They are also there to seek assistance from donors so that their schools will get aid. The DWSSC also receives information from schools and channel resources were they are needed most.

Ministries that are active in WinS at various levels and their roles

Table 3: Ministries and their roles in WinS

Ministry	Role
RDC	• Providing transport • Maintaining infrastructure in schools e.g repairing of boreholes • Providing spare parts for broken down boreholes
DDF	• Chairing DWSSC meetings • Providing spare parts for broken down boreholes • Facilitating the training of VPMs
MOPSE	• Consolidating schools information and monitoring WASH activities in schools

Districts with separate budget for WinS

According to the survey findings, Zaka is the only district with a separate budget for WinS . Mwenezi and Chiredzi mentioned that the budgets are at school levels, however, none of the two districts have schools with separate WinS budgets.

Challenges

The main challenges faced by ministries in executing their WASH activities are the shortage of vehicles within their districts and inconsistence of stakeholders when it comes to attending of meetings as this affects the effectiveness of the meetings.

Outcome 1: Reduced morbidity to WASH related diseases

Prevalence of diarrheal diseases amongst school children within 2 weeks of the survey

No information since schools were closed at the time of the survey. However, EHTs reported that every week they record diarrheal cases within their communities and it is caused by drinking of raw water from unprotected sources.

Outcome 2: Strengthen WASH environment in Schools

% of schools with basic access to water supply

70% of the schools have basic access to water supply with most of the boreholes being community shared

% of schools with basic sanitation facilities

37% of the schools have basic sanitation facilities

% of schools with basic hygiene facilities (Handwashing facilities)

22% of the schools only have basic hygiene facilities i.e handwashing facilities.

Goal: Increased school attendance and equitable access to education as well as retention of pupils in disadvantaged communities

Gender Parity Index for Primary gross enrolment

Reasons for the index (does the presence/lack of WASH facilities affect enrolment by boys and girls)

The study proved that only 4 schools t have children with disabilities. This shows that parents are skeptical in enrolling their disabled children since schools do not have disability friendly infrastructure.

Challenges faced in ensuring equitable enrolment

Unavailability of disability friendly infrastructure.

Net attendance Ratio

Reasons for the ratio (does the presence/lack of WASH facilities affect attendance by boys and girls)

Lack of WASH facilities affect attendance by girls only since most girls do not attent school during their menstrual cycles with the reasons being unavailability of MHM infrastructure and resources in schools and they fear spoiling themselves.. Schools also turn away students who spoil themselves back home since schools do not have available emergency sanitary pads.

Challenges in ensuring equitable attendance

Lack of resources by schools to supply girls on menstrual cycles.

Equity and Participation

What platforms are available for child participation in the school?

100% of the schools do not have platforms available for child participation in the schools.

Do girls and boys have equal voice?

Schools do not have platforms for child participation hence boys and girl's voices are not being heard in schools.

How can the project utilise these platforms to ensure child participation in the project?

The project has to establish platforms for child participation.

What factors affect participation by girls? By children with disabilities? Young children?

The unavailability of platforms affect participation of all students and platforms have to be established first.

Gender and Disability

What challenges are faced by girls and children with disabilities in school?

According to the survey, schools do not have disability friendly latrines. Children with disabilities are sharing ordinary latrines with other students. More so, water sources are not accessible by children with disabilities since 55% of them are more than 500m off premises.However, accorging to the survey findings only 4 schools have children with disabilities.

How do these challenges affect attendance and enrolment?

As it has been noted that 48 schools do not have children with disabilities, it clearly shows that parents with children with disabilities are not enrolling their children into schools due to unavailability of infrastructure which are disability friendly in schools.

What opportunities exist for improvements on gender and disability at the school?

Disability and Girlfriendly friendly latrines have to constructed in schools.

4 Conclusion and Recommendations

3.1 Conclusion

The baseline survey results presented in this report should be seen as a basis to plan and design interventions to accelerate progress in water, sanitation and hygiene in schools. This can be done by capacitating district stakeholders, schools and structures at community level through trainings and support.

Water

- Most schools do not have boreholes and 22 boreholes have to be drilled in schools.
- Across the 3 districts boreholes are shared between schools and communities and it is causing conflicts
- Schoosl do not have acces to basic water since most boreholes are broken down and 24 boreholes are going to be rehabilitated
- WPCs are not trained and VPMs do not have adequate tool kits

Sanitation

- Schools do not have disability friendly, ECD friendly and girl friendly latrines hence 104, 82 and 104 latrines have to be constructed respectively .
- There are inadequate latrines in schools.

Hygiene

- There are no functional handwashing facilities in schools thus,41 ECD and 52 group handwashing facilities have to be put in place.
- Schools do not have MHM and WASH IEC

3.2 Recommendations

Based on the findings of this baseline survey, the following recommendations are made for the programme

- Boreholes have to be drilled in schools without boreholes and non-functional borehores have to be rehabilitated so as to increase availability of basic water in schools.
- For those schools fetching water from unprotected sources like canals, rivers and unprotected springs they have to use water guards in the interim.
- VPMs have to be trained at ward level so as to avoid scarcity and they have to be supplied with complete tool kits so as to limit borehole down time which is reported to be more than two months in most schools.
- WPCs have to be trained and all water points must have committees and for community shared boreholes, schools must have representatives in these WPCs through the SDCs
- All schools must have girl friendly, disability friendly and ecd friendly latrines, incenerators and handwashing facilities constructed and appropriate systems must be put in place for continued functionality of the facilities.
- Schools must have affordable WASH levies which could be used for the procurement of chemical disinfectants.

- There is need to supply schools with MHM and WASH IEC materials and to resuscitate their SHCs.
- Stakeholders have to be consistant when attending DWSSC meetings as this affects the effectiveness of the meetings

Annex 1: Results Framework of the Project

Table 4: Project Indicators

Key indicator	Target	Baseline Status	Comment
Gender Parity Index for Primary gross enrolment	Chiredzi >0.95-1.05 Mwenezi >0.95-1.05 Zaka >0.95-1.05	xx	
Net attendance Ratio	TBA	xx	
Prevalence of diarrheal diseases amongst school children within 2 weeks of the survey	TBA	xx	
% of schools with basic access to water supply	90%	70%	
% of schools with basic sanitation facilities	70%	37%	
% of schools with basic hygiene facilities	60%	22%	
Number of districts funding WASH in Schools activities	3 districts	1	
Number of additional people receiving safe water supplies (disaggregated by children (boys/girls); men, women, disability)	24 555 people (disaggregated by sex, age and disability	xx	
Number of schools with new water points drilled	24	0	
Number of schools with repaired/ rehabilitated water points	24	0	
Number of schools with new/rehabilitated solar powered piped water schemes	6	0	
Number of people using safe sanitation facilities at school (disaggregated by children (boys/girls); men, women, disability)	TBA	xx	
Number of schools with special needs and girl friendly latrines constructed	52	0	
Number of schools with group hand washing facilities constructed	52	0	
Number of schools with health clubs comprising at least 30% boy's membership	52	33	
Number of School Health Coordinators trained (disaggregated men, women, disability)	104	40	
Number of people reached with hygiene promotion (disaggregated by children (boys/girls); men, women, disability)	TBA	xx	
Number of schools that practice daily group handwashing	52	0	
Number of new/rehabilitated water sources with trained water point committees	52	0	
Number of Village Pump Mechanics trained	16	0	
Number of latrine builders trained	15	0	
Number of headwork builders trained	TBA	xx	
Number of Coordination Meetings Held on WASH in Schools	TBA	xx	

Number of fund-raising strategies to support WASH in Schools	TBA	xx	

Annex 2: Map showing Districts of Operation

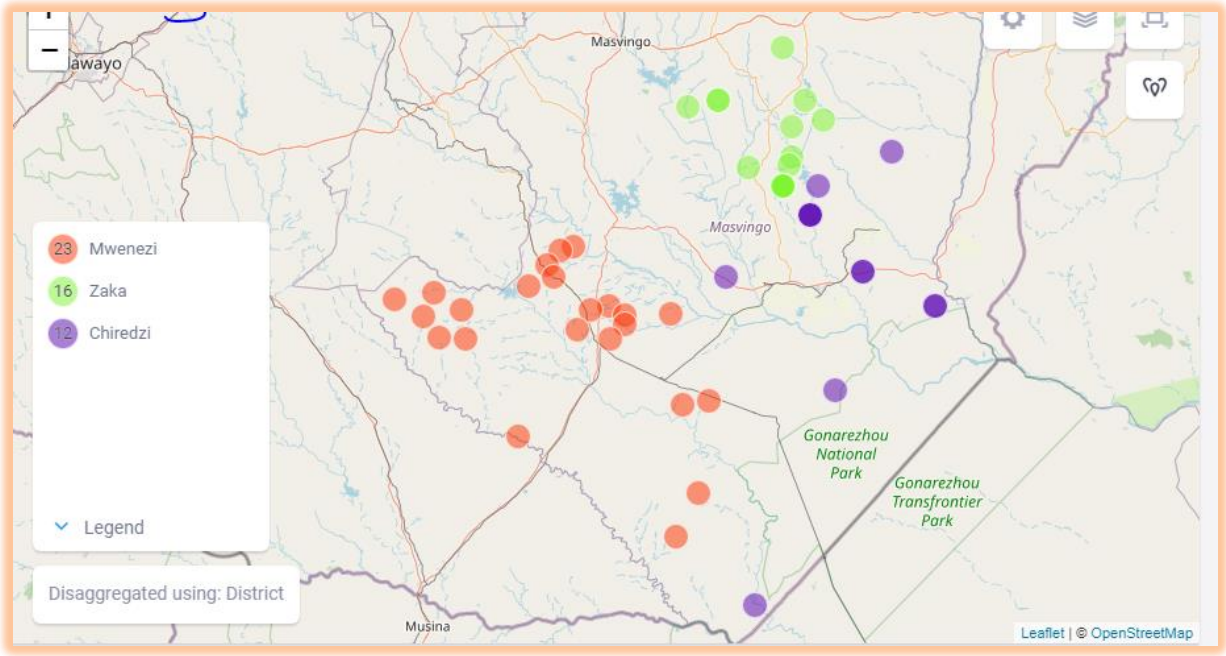
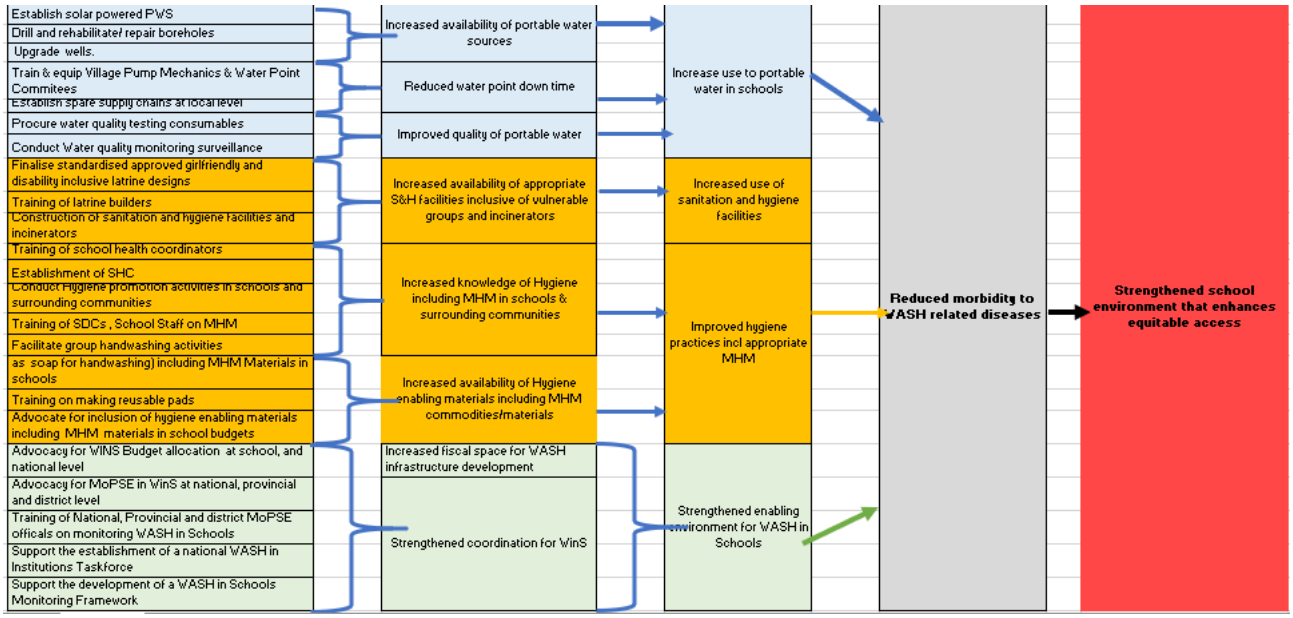


Figure 32: Map showing the 3 districts of operation and their schools

Annex 3: WinS Project Theory of Change



Annex 3: Infrastructure pictures

Figure 33: Chiredzi- Nyavasikana Primary Latrines

Figure 34: The only latrines at Chilotlela Primary in Chiredzi

Figure 35: Mwenezi- Vezvi Primary Non Functional Handwashing Facility

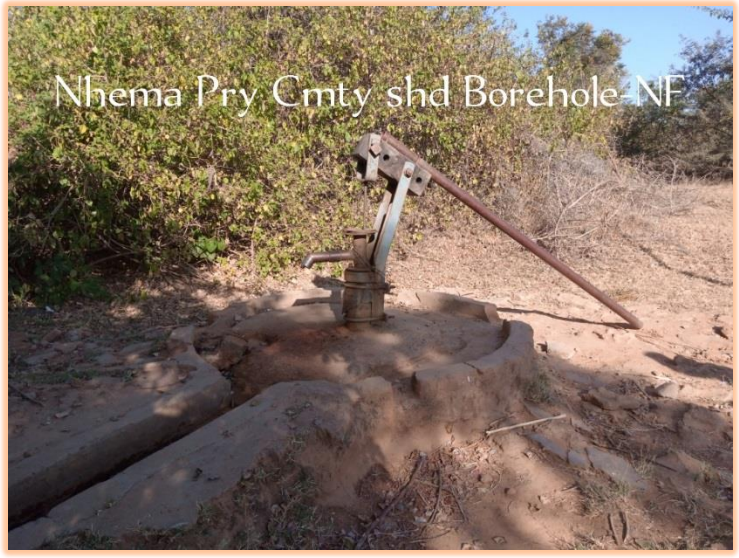


Figure 36: Zaka- Nhema Primary Non Functional Community Shared Borehole

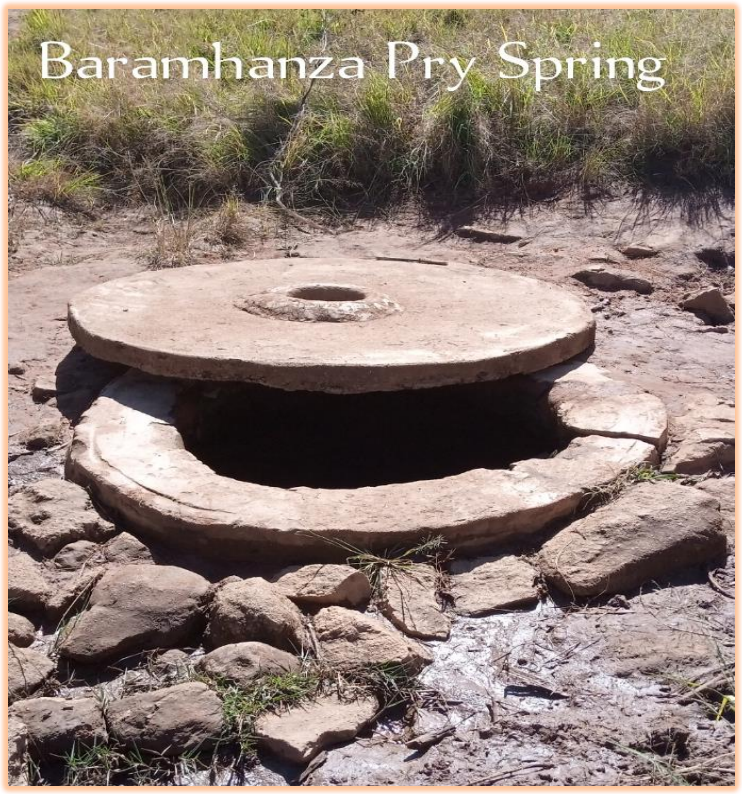


Figure 37: Zaka- Baramanza Primary Unprotected Spring

Annex 1: List of Persons Interviewed

Table 5: List of people interviewed

Name	Position	Organisation	District
Mavesere Rasmos	Headmaster	MoPSE	Zaka
Chavizha Felix	Headmaster	MoPSE	Zaka
Chinyungurwa S	School Head	MoPSE	Zaka
Gwenzi Stewart	School head	MoPSE	Zaka
Mazhetese A	School Head	MoPSE	Zaka
Mushauri Jojina	School Head	MoPSE	Zaka
Chirombedze lovemore	School Head	MoPSE	Zaka
Mangezi Sylivia	School Head	MoPSE	Zaka
Chimunhu Innocent	School Head	MoPSE	Zaka
Chibhabha Cainos	School Head	MoPSE	Zaka
Gulekule Kelphas	School Head	MoPSE	Zaka
Mukwauri Patrick	School Head	MoPSE	Zaka
Mashawi Joice	School Head	MoPSE	Zaka
Zvanyanya Stephen	School Head	MoPSE	Zaka
Jegedeshe Philip	School Head	MoPSE	Zaka
Munangwa David	School Head	MoPSE	Zaka
Mike Tandavarai	Headmaster	MoPSE	Chiredzi
Clever Chibharo	Headmaster	MoPSE	Chiredzi
Norman Zangairai	Headmaster	MoPSE	Chiredzi
Walter Mubika	Headmaster	MoPSE	Chiredzi
Runesu Zengeya	Headmaster	MoPSE	Chiredzi
Pedzisai Mutote	Headmaster	MoPSE	Chiredzi
Chigevenga Aleta	Headmaster	MoPSE	Chiredzi
Shadreck Dimba	Headmaster	MoPSE	Chiredzi
Morgan Kunguva	Headmaster	MoPSE	Chiredzi
Jaison Marenga	Headmaster	MoPSE	Chiredzi
Gadzirai Matshumba	Headmaster	MoPSE	Chiredzi
Ncube Morgan	Headmaster	MoPSE	Chiredzi
Faith Harry	Acting Deputy Head	MoPSE	Chiredzi
Munashe Matutu	Deputy Head	MoPSE	Chiredzi
Wilson Makota	HOD	MoPSE	Chiredzi
Sikangezile Mavamba	Senior Lady	MoPSE	Chiredzi
John Moyo	Deputy Head	MoPSE	Chiredzi
Manyenya	Deputy Head	MoPSE	Chiredzi
Mbulawa	Deputy Head	MoPSE	Chiredzi
Matutu C	Head	MoPSE	Chiredzi
Pride Z Nkomo	Headmaster	MoPSE	Chiredzi
Criss Shumba	Teacher	MoPSE	Chiredzi
Million Hlogwani	Headmaster	MoPSE	Chiredzi
Sheunesu Moyo	Teacher In Charge	MoPSE	Chiredzi
Enock Abiet Teta	Headmaster	MoPSE	Chiredzi
Simbarashe Siziba	Headmaster	MoPSE	Chiredzi
Tapiwa Shoko	Teacher in Charge	MoPSE	Chiredzi
Hlongwani H	TIC	MoPSE	Chiredzi
Kombi Chirove	Teacher In Charge	MoPSE	Chiredzi
Benjamin Sithole	Teacher In Charge	MoPSE	Chiredzi

Runatsa Onwards	Teacher In Charge	MoPSE	Chiredzi
Alex Chireshe	Headmaster	MoPSE	Chiredzi
Mahobele Millian	Headmistress	MoPSE	Chiredzi
Pesiyasi Chitingwiza	District Remedial Tutor	MoPSE	Zaka
Tawanda Hungwe	Schools Inspector	MoPSE	Chiredzi
Edmont Dzikamai	EHT	MOHCC	Chiredzi
Rusere Chisakarambwa	EHT	MOHCC	Chiredzi
Samson Mvereche	EHT	MOHCC	Zaka
Munedzimwe Simbarashe	EHT	MOHCC	Zaka
Takaidza Mavuka	EHT	MOHCC	Mwenezi
Charles Chikamhi	EHT	MOHCC	Mwenezi
Vurombe Darlington	EHT	MOHCC	Mwenezi
Aaron Chengeta	VPM		Zaka
John Hwanya	VPM		Zaka
Prince Mushoperi	VPM		Chiredzi
Lavani Pepeto	VPM		Chiredzi
Sarah Chikulele	VPM		Mwenezi
Robert Gudo	VPM		Mwenezi
Freddy Rucheche	VPM		Mwenezi
Rice Walter	SHT	MoPSE	Zaka
Chiteke Blessing	SHT	MoPSE	Zaka
Masunda Itai	SHT	MoPSE	Chiredzi
Tafadzwa Mutema	SHT	MoPSE	Chiredzi
Baloyi Patience	SHT	MoPSE	Mwenezi
Tendayi Moyo	SHT	MoPSE	Mwenezi
Zindoga Tawanda	SHT	MoPSE	Mwenezi