FORMATIVE RESEARCH ON BARRIERS TO WASH HABIT FORMATION & INCLUSIVE WASH IN SCHOOLS IN VANUATU

APRIL 2019

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Goal of this report is to provide summary of the formative research conducted by Live & Learn Vanuatu on barriers to WASH habit formation and inclusive WASH in Schools in Vanuatu. The research was commissioned by the Ministry of Education and Training in Vanuatu WASH in Schools Program, supported by UNICEF in Vanuatu. This research was funded by New Zealand Ministry of Foreign Affairs & Trade (MFAT) through UNICEF New Zealand and implemented by the Ministry of Education and Training Vanuatu. The research was carried out in Pentecost, where about 20 schools were part of the survey. The research was initially intended to be carried out in at least 2 islands in Penama Province, but due to the Ambae volcanic response activities in Maewo and Ambae it was only carried out in Pentecost.
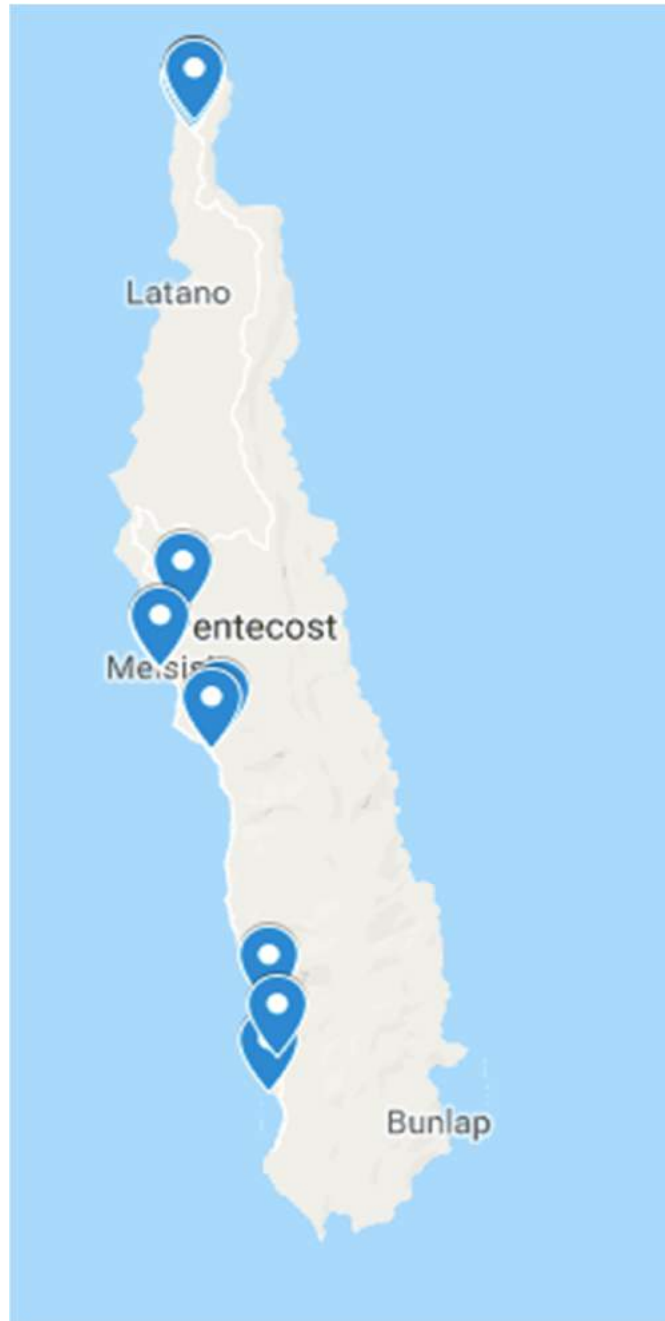
A map showing the island of Pentecost and the locations of the schools where the research was carried out

METHODOLOGY

The methodology used for data collection was presented to and approved by the Ministry of Education & Training (MoET) WASH in Schools (WinS) Technical Working Group and UNICEF. The WinS Technical Group include MoET Research Officer, Project Manager, Child Protection Officer, WinS Focal Point, Basic Education Officer, CDU representative and WinS Specialist from UNICEF.

Part of this research aimed to find out what bottlenecks existed in access to water and sanitation infrastructure and hygiene behaviours in schools, and how these bottlenecks can be overcome in order to improve health outcomes. Presented here below are the Bottleneck Analysis data collection tools that were presented and approved by the WinS Technical working group:

- Key informant interview with school head teachers or principals;
- WASH infrastructure observation;
- Students structured observation;
- Student KAP survey;
- Students barrier analysis survey;
- Parents and teachers focus group discussion.

Overall, Live & Learn collected data in four (4) districts in Pentecost: North Pentecost, Central Pentecost North (CP1), Central Pentecost South (CP2) and South Pentecost. The Bottleneck Analysis is an adapted UNICEF tool that measures school WASH services and practices against specific standards. The Vanuatu government does not have formal WASH in Schools standards yet, so standards used in the Bottleneck Analysis were informed by draft Vanuatu government policies for water and sanitation for schools, and primary quality standards for health. The assessment standards should be amended when the MoET formalises the WASH in Schools policy and standards for Vanuatu schools.

SCHOOL INFORMATION

Find below detailed information about the schools that were surveyed.

North Pentecost

School	Type of School	Name of Principal	# Female teachers	# Male teachers	# Female students	# Male students
Heren Hala Primary School	Primary	Alfred Mahuri	5	1	105	114
Gamalmaua Primary School	Primary	Fredson Lini	3	1	61	86
Abuabanga Primary School	Primary	Marie-Alexis Mabonko Sumpto	2	0	40	55
Lini Primary School	Primary	Clifford Siro	2	3	78	122
Atavtabanga School	Primary	Deborah Gigina	3	2	96	131
Lini Memorial School	Kindergarten	Clifford Siro	4	3	No data	No data
Total			**19**	**11**	**380**	**508**

Central Pentecost North (CP1)

School	Type of School	Name of Principal	# Female teachers	# Male teachers	# Female students	# Male students
Bwatnapni Secondary	Secondary	Jim Tabi Bazil	4	3	85	94
Naruah School	Primary	Marie-Antide Mabonvi Tombia	2	0	41	48
Torlie School	Primary	Sharon Tabi	3	2	76	87
Tosi School	Kindergarten	Alfred Mahuri	No data		No data	No data
Bwatnapni Primary	Primary	Fredson Lini	2	1	62	64
Bwatnapni Kindergarten	Kindergarten	Marie-Alexis Mabonko Sumpto	1	0	10	13
Total			**12**	**4**	**274**	**306**

Central Pentecost South (CP2)

School	Type of School	Name of Principal	Phone Contact	# Female teachers	# Male teachers	# Female students	# Male students
Lalzadeth Primary School	Primary	Barang Helena	5331080	3	1	45	32
Ubiku Primary School	Primary	Bubumuuel Prisca	5440825	4	2	102	87
Melsisi Primary School	Primary	Tadu Evelyne	5940417	5	4	99	132
Melsisi College	Secondary	Robert Woling	7779413	5	9	128	101
Ranwadi College	Secondary	Manly Viro	5934035	9	9	133	110
Total				**26**	**25**	**507**	**462**

South Pentecost

School	Type of School	Name of Principal	Phone contact	# Female teachers	# Male teachers	# Female students	# Male students
Rangusuksuk Primary School	Primary	Seguy Mwessipy	733 1438	2	2	68	60
Pangi Primary School	Primary	Gwenneth Bebe		4	2	46	85
Talwa Kindergarten	Kindergarten	Donette Bule		2	0	16	9
Wali Kindergarten	Kindergarten	Elsie Bila		1	0	9	13
Total				**9**	**4**	**139**	**167**

RESEARCH OBJECTIVE: Identify barriers vulnerable groups, girls and children with a disability face in accessing and using WASH facilities at school and how to overcome them

When it comes to gender and social inclusion in schools in South Pentecost, barriers to access WASH facilities by vulnerable groups such as girls who have reached menstruation, students in lower class (Classes 1-3) and children with disability remain a big challenge. Findings from this research prove that accessing WASH facilities by these vulnerable groups remains a challenge because universal accessibility was not considered by the school management in the construction and design of WASH facilities. Having an improved toilet is important, but having an improved toilet that takes into consideration safety and security of the toilet users is also paramount. The Student KAP surveys found that almost all menstruating girls avoid using the toilets at their school, or avoid coming to school due to the lack of privacy, safety and security of school toilets, which prevents them from managing their menstruation in school. The result from the survey showed that 30.3% of surveyed girls prefer to stay home when they menstruate, and 16.2% of them chose not to use the school toilet while 4% of girls avoid using the school toilet altogether. This is a dismal finding that urgently needs to be addressed, as the disadvantages in education experienced by girls worsen over time.

During the WASH facilities observation the following barriers to inclusion were found:

- Toilets are too far from the classroom. In one school, students have to walk up the hill to access the toilet and some of the parents during the focus group discussion expressed concerns about the welfare and the health of their children when accessing toilets during rainy season;
- All seat raisers are too high for small children in lower classes, who find it difficult to use them;
- Lack of lockable doors from inside and poor lighting inside the toilet;
- Only 1 primary school has a shower available for girls, but does not have a proper, lockable door;
- Lack of handrails or wider door for accessibility, even though all the four schools mentioned that they do not have any students with physical disability. Nonetheless, having handrails inside the toilet is still vital;
- Location of handwashing stations is too far from the toilets and classrooms;
- Soap is not always provided for washing hands. Students cannot be expected to go to the office or to a teacher to get soap.

Practical recommendations to improve inclusive WASH in the surveyed schools include:

- Ensure that schools have at least one bathroom with shower, doors that can be locked from inside, and good lighting. This will help girls and female teachers feeling safe and confident to attend school knowing to be able to manage their menstruation in schools;
- While hygiene and menstrual hygiene are taught in the classroom, there is still a need to have "girl talks" so female teachers can discuss more about what happens to girls when they have their menses, and the best way to manage that in school, including disposal of sanitary pads. If girls are not being taught about menstrual hygiene management (MHM) at home due it cultural sensitivity, female teachers are able to fill this knowledge gap in schools. For the schools that have been doing "girl talks", the school principal mentioned finding it useful, and girls learned more about changes in their body and what they can do when they have "accidents" in schools, including getting their menses for the first time in school;
- More awareness and sensitisation should be done with male teachers, so they feel confident in talking about MHM in the classroom with their students and are able to understand female students if they have their menstruation in school, or are menstruating for the first time in school;

- Provision of sanitary pads in school in case girls get their period in school, so they do not have to be sent home and miss their classes;
- Have handrails and wider door in toilets to cater for student living with physical disability, and ensure that at least one toilet is built with an accessible design.

Other practical recommendations to improve overall inclusive WASH in Schools are:

- Inclusion of students in the design phase of any WASH in School improvement, as they will be the ones using the infrastructure. Students might have better ideas of where to locate the toilet or the handwashing facility;
- This research has found that most schools have only one water source or handwashing station present in the school compound. At least 2 handwashing stations should be placed outside the toilet, one for female and another for male. At least 1 handwashing stations (with multiple taps) should also be installed in front of or close to classrooms for handwashing before eating;
- Increase the number of school toilets to prevent open defecation and use simple technologies that students are familiar with and find easier and comfortable to use;
- If the school wants to promote washing hands with soap before eating, then either supervised group handwashing needs to be done or hand washing stations need to be located closer to the classrooms. Students can also be encouraged to bring water bottles from home that can be used for group handwashing, in case handwashing stations are not enough to cater for the school population;
- Use role playing, dramas or visual aid in the school hygiene promotion especially with small children, who are more attentive to drawings, songs etc. Key messages in these activities should not be limited to how and when to wash hands, but also promote the idea that germs cannot be seen, hence restating the importance of handwashing;
- Celebrate global days such as World Water Day, Global Handwashing Day and World Toilet Day to advocate for safe hygiene and sanitation;
- Linking knowledge to change from school into the community. Children are important change agents who can best influence their families at home to wash hands with soap and use safe and improved toilet;
- Schools also need practical technical advice and support on how to affordably retrofit existing WASH infrastructure, and on how technical designs for WASH infrastructure can meet the national user-ratios for toilets and handwashing stations can be inclusive from the outset (as it is more affordable to build with inclusion integrated than to retrofit older facilities).

Generally, students are open and positive about issues related to inclusion, and want to see their schools become more supportive and more inclusive of those with difficulties - such as girls and children with disabilities. There are positive perceptions on inclusion, but without an understanding of child rights and inclusion principles unintended discrimination could still happen. On the whole, attitudes expressed by the students towards gender and disability inclusion are positive, and are a good foundation for behaviour change campaigns on knowledge and attitudes in schools in order to improve understanding on and integration of stronger practical gender and social inclusion actions.

RESEARCH OBJECTIVE: Identify social norms, beliefs, barriers and factors influencing water, sanitation and hygiene practices, behaviours, accessibility and inclusivity among school students and teachers

RESEARCH OBJECTIVE: To identify the most effective individual and social behaviour change channels/approaches through which school students (ECCE, primary and secondary), teachers and school

communities can be triggered into adopting appropriate and inclusive water, sanitation and hygiene habits/practices.

The formative research on washing hands with soap did not identify any specific cultural belief concerning washing hands with soap (even the perception of the influence of God was not as significant as it could be assumed). Social norms include washing hands with soap when the facilities are adequate and there is time allowed for the practice. Because handwashing facilities are not attached to toilets, students tend to or intentionally choose not to wash their hands with soap before going back into their classroom. Students said they sometimes rushed back to their classroom or forgot to wash their hands, *but the primary barrier to handwashing habit formation was an inability to access reliable (functioning, well designed) handwashing facilities with soap always available.* This is the biggest factor in poor hand washing habit formation at school. Teachers are highly influential, but if the handwashing access is not available this influence cannot be used effectively. Secondary to this is the reinforcement of some mistaken assumptions about germs being visible like dirt. Further specific details are in the Barrier Analysis report. From our survey, only 2 schools out of the 21 surveyed have soap present at the handwashing station. 42.6% of all students reported not washing their hands before eating, while 30.8% reported washing hands with water only. In terms of handwashing with soap after using the toilet, 35.4% of students reported handwashing with soap and 46.7% of students wash hands with water only.

The absence of soap at handwashing stations is another barrier to handwashing with soap in schools. Most schools reported that they use administration funds in their school budget to purchase soap, but there is a "fear" of wasting soap and of always being in need to replace soap at the handwashing stations. This fear of "waste" is sometimes given higher priority than the critical need for soap to prevent disease transmission at school. If schools have a dedicated WASH budget, they can plan for how much soap provision should cost annually and engage student WASH clubs and teachers to supervise appropriate use of the soap. Overall, only Melsisi Primary and Lalzadeth Primary School have soap present at the hand washing station.

Currently students and teachers are largely responsible for cleaning the toilets. This work is often done weekly, when it needs to be rostered daily. Students and teachers are not skilled to maintain and operate WASH facilities; this needs to be done by school management through a WASH committee or school grounds maintenance staff.

MHM still remains a culturally sensitive topic to discuss in the classrooms, especially with male teachers. Sometimes MHM is neglected or not even considered during WASH improvements in schools. Ensuring that menstruating girls and female teachers are able to manage their period more effectively at school still represents a barrier. In the 2 primary schools surveyed, MHM is not considered as a priority.

Live & Learn recommends the following individual and school behaviour channels/activities that will contribute to eliminate barriers, or reinforcing the enablers, for school students, teachers and school communities to adopt appropriate and inclusive WASH hygiene habit practices:

1. *Recommended Activity 1:* Schools supported by government, management and community to improve access to water and soap close to toilets and classroom. Schools must make it a priority to ensure that there is enough water supply for drinking, handwashing and cleaning toilets;

2. *Recommended Activity 2:* Support teachers with in-service activities and resources such as "Hands Up for Hygiene" to help them maintaining and strengthening their influence on student behaviour;

3. *Recommended Activity 3:* Support parents and teachers to work together to share positive messages and approval on washing hands with soap and water at school;

4. *Recommended Activity 4:* Support schools to set up appropriate WASH "nudges" to remind students to wash their hands with soap. Some example of WASH "nudges" includes hygiene footprints outside the toilet leading to the handwashing station, steps on how to wash hands painted on the walls near or at the handwashing station;

5. *Recommended Activity 5:* Use classroom and whole-of-school activities (e.g. international days), and student WASH clubs to mentor younger students to reinforce student knowledge that washing their hands with soap at the two critical times (after defecation and before eating) can prevent them from getting sick;

6. *Recommended Activity 6:* Include washing hands with soap in the school policies and rules, and display the relevant rules about washing hands with soap in classrooms, toilets and at handwashing stations.

RESEARCH OBJECTIVE: Build government institutional and staff capacity to design and perform formative research.

During this research, Live & Learn presented all the tools that were going to be used in carrying out this research to the WinS Technical Working group and was able to also train some teachers on the ground in the four districts, so they now have first-hand experience on how to collect quantitative and qualitative data. Live & Learn has also trained them on how to collect data using mWater, a non-profit tech start-up that uses technology and data to address gaps in infrastructure.

RESEARCH OBJECTIVE: To develop improved tools for monitoring WinS-related habit practices and the adoption of inclusive WinS interventions at school level.

Monitoring can be done at two levels, in school and also at national level. At school level, monitoring should be done by the school council to ensure that the school has well-maintained WASH facilities and that WASH has a specific budget in the school budget. The adapted Bottleneck Analysis based on Vanuatu's contextualised 3-Star School criteria or on Vanuatu's WASH in Schools standards can be easily used by school administration – as shown by Live & Learn Vanuatu and partner schools in the recently completed DFAT-funded project 'Western Pacific Sanitation Marketing & Innovation'. At school level, student WASH Clubs and WASH Committees also help monitor WASH actions and activities in the school. Live & Learn developed a manual called ***"Arts for Advocacy for Teachers"*** (https://livelearn.org/assets/media/docs/resources/Arts_for_Advocacy_TeacherGuide.pdf), which provides guidelines on how to set up WASH Clubs and monitor WASH Clubs activities. There are other tools used by Live & Learn to monitor its WinS activities, including key informant interviews with major school stakeholders, WASH facility spot checks, student surveys and interviews, and student structured handwashing observation. Live & Learn has also developed a school road map (attached as Annex 1) to help guide schools in raising awareness and advocate for WASH in schools and monitoring WASH in schools activities.

Live & Learn has provided Schools Check Lists to assess WinS during school inspections to School Improvement Officers (SIO) operating in Port Vila. At national level, hygiene training (including MHM) should be incorporated in the teaching programs at the Vanuatu Institute of Teachers Education. The Ministry of Education should also require school grants to have specific budget lines for inclusive WASH improvement, operations, awareness and advocacy in schools.

Vanuatu has National Sanitation & Hygiene Policy Priorities identified in the following areas:

- Chronic Health Impacts
- Acute Health Impacts
- Hand Hygiene Impacts
- Gender Equity Impacts
- Sanitation & Hygiene Markets
- Provincial Council By-Laws
- Sanitation & Hygiene Policy Implementation

The Government of Vanuatu also has minimum primary quality standards for schools:

- **Standard 8:** All teachers and students practice good personal hygiene and can access and receive medical attention when needed.
- **Standard 9:** All school buildings are safe, secure and well maintained.
- **Standard 10:** Teachers and students have access to clean drinking water every day.
- **Standard 12:** Girls and boys alike are encouraged by teachers to participate on equal terms in any school activity.

On an annual basis, the Government of Vanuatu provides around 1.9 billion vatu to the Education Sector. In relative terms this is around 23% of total Government of Vanuatu expenditure and around 5.6% of GDP. Whilst this is generous comparative to other Pacific Island Countries, almost 90% of these funds are expended on salaries and associated costs. There are insufficient funds for core services such as books, clean water and sanitation in schools, training of pre-school teachers, school maintenance. As stated in the Vanuatu Education Sector Strategy 2007-2016, some 67% of schools have only a fair to very poor water supply. 81% of schools have toilets in fair to very poor condition. Few have flush toilets. In some schools boys and girls share the same facilities.

Child Health

Hughes et al. (2004) found four significant environmental influences on helminthiasis: (1) an inadequate water supply; (2); lack of availability of a school canteen; (3) poor regular water/sanitation maintenance regimes; and (4) overcrowded classrooms. Helminthiasis was found to be strongly associated with anaemia, stunting and underweight. Mass anti-helminthic drug administrations are being done, but reinfection is common due to inadequate water supply, sanitation and hygiene facilities, and poor hygiene practice, food preparation and overcrowding in classrooms.

Chard and Freeman (2018) found in a cluster-randomised trial in Laos that WASH in Schools activities produce positive changes in pupils' school WASH behaviours, specifically increasing toilet use and daily group handwashing. Daily group hygiene activities are effective strategies to improve school WASH behaviours, but a complementary strategy needs to be promoted for effective and sustained individual handwashing practice at critical times.

Trinies et al. (2016) conducted a matched control trial in Mali on the impact of WASH in Schools on absenteeism, diarrhoea and respiratory infection and found that the incidence of pupils reporting being absent due to diarrhoea or having had diarrhoea or respiratory infection symptoms in the past week were lower in schools who participated in the WASH in Schools program, compared with schools who had not participated.

That said, Willmott et al. (2015) undertook a systematic review and meta-analysis to establish the effectiveness of handwashing in reducing absence and/or the spread of respiratory tract and/or gastrointestinal infection among school-aged children and/or staff in educational settings. They found that studies are generally not well executed or reported. Despite updating existing systematic reviews and identifying new studies, evidence of the effect of hand hygiene interventions on infection incidence in educational settings is mostly equivocal, but they may decrease respiratory tract infection among children. More robust, well reported, cluster random controlled trials that learn from existing studies are required.

In 2017, Erismann et al. found in a nutritional study following a 12-month combined school garden, nutrition and WASH intervention that the combination of agricultural, nutritional, and WASH-related interventions embedded in the social-ecological systems and delivered through the school platform improved several child health outcomes, including reducing intestinal parasitic infections and some WASH-related behaviours. Sustained interventions with stronger household and community-based components are needed to improve school children's health in the long-term.

Gender, Disability and Social Inclusion
CBM (2012) provides participation checklists for inclusion of children with disabilities in school. Disability has a stronger impact on school attendance than gender, with one-third of all children not enrolled in school having a disability. Children with a disability are less likely to attend school than children without disabilities. Children with an intellectual or sensory disability are the least likely group to attend school. An increasing number of siblings and children of people with a disability, especially girls, are removed from school to fulfil caregiving responsibilities. People with a disability who do not attend school as a child are more likely to live in poverty as an adult.
Inclusive design means a user-friendly, child-friendly design, which benefits all users, including adolescent girls, small children, and children who are sick. However well designed the latrine, other factors such as location, distance and approach path affect accessibility and need to be part of planning and design. WEDC (2011) research shows that the additional cost of making a school latrine accessible is less than 3% of the overall costs of the latrine. The most cost-effective way to improve access for children with disabilities is to incorporate accessibility into the design from the outset (inclusive design) rather than making expensive retrospective changes. In the WEDC study school directors said inclusive latrines benefitted all schoolchildren from grade 1 to 8, including disabled children, as they were safer and more secure than the old latrines. They also reduced soiling of the latrine and, since they were popular with the children, reduced open defecation.

In Kenya, Garn et al. (2013) found that increased school enrolment and improved gender parity may be influenced by a comprehensive WASH program that includes an improved water source and improved menstrual hygiene management facilities. Schools with poor water access during the dry season benefit most from these interventions.

A joint WaterAid, CBM Australia and Di Kilsby Consulting study in 2017 found for Timor Leste and Papua New Guinea what is working well in practice to improve gender and social inclusion in WASH is:

- Creating a strong conceptual foundation to underpin disability inclusion and gender equality in WASH
- Partnerships for gender and disability – working with DPOs and women's organisations.
- Taking a whole of organisation or institution approach to gender and disability inclusion
- Integrating gender and disability advisory support to programs

A 2014, a UNICEF study in Solomon Islands showed that girls face multiple challenges from menstruation in a school setting, including lack of water and adequate ablution facilities; barriers to accessing absorbent materials; inaccurate information on menstruation and menstrual hygiene; and cultural barriers. The impacts of these challenges were absenteeism, feelings of shame or embarrassment, and lack of concentration and reduced participation in class.
The determinants of these menstruation-related challenges in schools that were identified by girls and their teachers were (i) quality of school WASH facilities; (ii) availability of hygiene materials; (iii) access to accurate information about menstruation; and (iv) support from school managers and teachers.

Based on biggest barriers identified during the study, the key recommendations were:

1. Improve school policies, facilities, and resources available for girls to manage menstruation at schools.
2. Give girls knowledge and skills to maintain their menstrual hygiene safely and effectively at school.
3. Improve national policies and monitoring of MHM in schools.

Behaviour Change Communication

Human brains have three distinct mechanisms for controlling behaviour. These are the **reactive, motivated** and **executive** behaviour control systems (Gareth et al. 2016). Behaviour change research has largely concentrated on executive (or cognitive) control of behaviour. Executive control is important in some types of behaviour change. However, psychologists now acknowledge that there is a second type of control, 'non-conscious decision-making processes.'

Behaviour change communication campaigns therefore need to include activities that target the three types of behaviour control systems.

All behaviour is thought to stem from nine categories of conscious and unconscious motivators (see diagram on the right, sourced from Aunger & Curtis 2016)
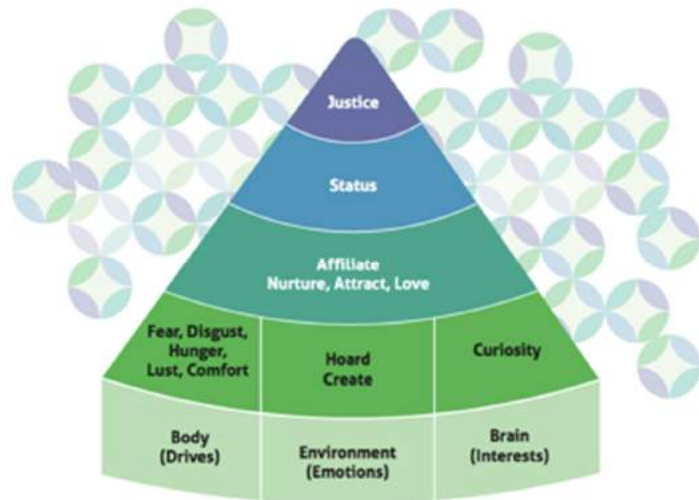
Lessons from commercial marketing can also be integrated into behaviour change designs – most commonly priming and availability. Decisions on how to act are constantly influenced by subconscious factors, such as images, sounds, words, smells and tastes. Priming can be used in the following ways:

- **Activate people's 'desired identities'**: By using words such as "us" and "we" a collective sense of identity can spur the target group into action.
- **Subconscious cues can drive behaviour changes:** Colours and 'emotional hints' can prime consumers to act in search of certain emotions. For example, pride in pristine environment, or a health body.
- **Provide options to guide decision-making and action:** Providing consumers with frequent suggestions and targeted options on a desired behaviour ensures that they have a point of reference for their decisions.
- **Build brand/message recognition via social sharing:** When content is shared by someone from your social circle, it is more likely that you will extend your trust to the same message or product. People share content if they see value in it and if it doesn't take too much effort. Helping people express and share opinions about behaviour actions online can legitimise and increase the popularity of an action.

Music is popular with students, and creative use of music can contribute to behaviour change communication campaigns. Research suggests that three aspects of music—its emotional resonance, its lyrical content, and its unique way of synchronizing groups of people—may have the power to invoke good deeds. Music cannot solely create habit formation (such as washing hands with soap), but it has been shown to influence pro-social subconscious perceptions and action about inclusion, respect and collaboration (Allen 2017).

The literature review highlights the importance of behaviour change campaigns addressing conscious and sub-conscious decision-making processes. Behaviour change campaigns designed in response to the recommended message channels should:

- Be multi-faceted, using various creative and structured methods – traditional WASH combined with innovations from other sectors or fields;
- Be developed in collaboration with creative professionals such as artists, musicians, graphic designers;
- Be developed using the students themselves as sources of creative messaging ideas;
- Be pilot tested before larger investment in IEC materials;
- Have simple adaptive monitoring to allow response or scale up to what is more effective and identify what is less effective – such as student survey responses concerning key messages of social inclusion, and SIO and internal school checklists and structured observations of improved hygiene practice.

References reviewed are given in Annex 2.

This report presents the Inclusive WASH Bottleneck Analysis baseline findings for the schools surveyed. A full infrastructure spot check was conducted as part of the assessment of inclusive WASH facilities. The summary of water supply, toilets and handwashing facilities for each school surveyed is given in Annex 1. Beside complying with Live & Learn's reporting purposes, this report addresses the WASH in School Technical Working Group within the Ministry of Education & Training as key target audience. A copy of the report will also be shared with the leadership of the schools surveyed.

BOTTLENECK ANALYSIS

STANDARD 1: SCHOOL WASH MANAGEMENT – THE SCHOOL WILL HAVE A SYSTEM FOR MANAGING WASH DEVELOPMENT AND MAINTENANCE

	Indicators		Colour Rating & Analysis from Survey Data
School WASH Management	**School WASH Committee** 🔴 Red - No WASH Committee 🟡 Orange - WASH Committee appointed but inactive 🟢 Green - The school has an active School WASH Committee with a TOR	🔴 🔴	*South & Central South Schools:* None of the 9 schools surveyed have a WASH Committee in place. There are other Committees, such as Health and Environment Committee, but nothing specific to WASH. Activities for both Health and Environment Committees are very broad and include activities as picking up rubbish, grooming, and school beautification. *North & Central North Schools:* No school has specific WASH Committees. However, Heren Hala and Ganal Mawa have Health Committees in place.
	WASH Action Plan 🔴 Red - No Action Plan 🟡 Orange - Action Plan in place, no implementation 🟢 Green - School has a current action plan for improving WASH (developed and approved within last 12 months) and the school keeps records to demonstrate that the WASH plan is being implemented.	🔴 🔴	*South & Central South Schools:* None of the 9 schools have a WASH Action Plan in place. There is no definite plan for maintaining the WASH facilities, and tools for cleaning and maintaining the facilities are not available. *North & Central North Schools:* None of the 10 schools have a WASH Action Plan in place. There is no specific plan for maintaining the WASH facilities, and tools needed for cleaning and maintaining the facilities are not available.
	Budget/ expenditure 🔴 Red - No budget for WASH in the school 🟡 Orange - School WASH Plan budget is drafted but no funds allocated 🟢 Green - WASH Committee has a budgeted School WASH Plan (inclusive of a routine operation and maintenance plan and an	🔴 🔴	*South & Central South Schools:* There is no specific WASH budget in the schools. School management mostly uses the school administration budget to purchase soap, toilet paper, etc. *North & Central North Schools:*

Indicators	Colour Rating & Analysis from Survey Data
improvement plan). Maintenance Master role is defined for WASH activities.	There is no specific WASH budget in the schools. School management mostly uses the school administration budget to purchase soap, toilet paper, etc.

STANDARD 2: SANITATION – SUFFICIENT, ACCESSIBLE, PRIVATE, CLEAN, SECURE AND CULTURALLY APPROPRIATE TOILETS ARE PROVIDED FOR ALL STUDENTS AND STAFF

	Indicators		Colour Rating & Analysis from Survey Data
Sanitation – Toilets	**User-to-Toilet Ratios (Day Schools)** 🔴 Red - No toilets for students 🟠 Orange - Unisex toilets between 1:50 to 1:100 🟢 Green - Students: **Female** 1:25 **Male** 1:35	🟠	*South & Central South Schools:* 8 of the 9 schools surveyed have access to toilets and have toilets for female and male students. One kindergarten does not have a toilet at the moment, but this is part of their plan for 2019. None of the schools meet the national user-to-toilet ratios
		🟠	*North & Central North Schools:* There is a mixture of sex-segregated toilets and unisex toilets. At least 5 schools have 2 toilets for boys and 2 toilets for girls (also used by teachers. Some of the toilets observed are unisex especially with the primary schools. None of the schools meet the national user-to-toilet ratios or meet the needs of the school.
	Toilets meet National Standards* 🔴 Red - No toilets for students 🟠 Orange - Unisex VIP latrines available, no separate staff toilets 🟢 Green - Separated male/female VIP latrines, including ECE, that are private, secure, hygienic and clean. Separate staff toilets	🟠	*South & Central South Schools:* Lalzadeth Primary and Ubiku Primary are now in the process of building improved toilets; currently students and teachers are using an open pit toilet. Rangusuksuk Primary School has 1 Unisex VIP toilet and 2 button flush toilet (one for boys and one for girls) and teachers use these toilets too. Pangi Primary School has 4 VIP toilets (2 for boys and 2 for female) and teachers use the same facilities. Ranwadi College, Melsisi Primary and Melsisi College are rated green 🟢 because the schools have separate button flush toilet for boys, girls, female teachers and male teachers.
		🟠	*North & Central North Schools:* Most of the toilets surveyed are unisex VIP toilets. Some are built properly with good structure, while others have a simple structure and design. All schools have basic VIP toilet or

Indicators		Colour Rating & Analysis from Survey Data
		the normal bush toilet (drop down pit). Since there are no national guidelines at the moment, schools have their own designs. Staffs and students share the same toilet. Currently there is no standard inclusive design for WASH infrastructure in schools.
Inclusive design meets National Standards* 🔴 Red - No inclusive toilets 🟠 Orange - Unisex partially inclusive toilet with hand-rails and/or ramp 🟢 Green - Adequate for age and size (including ECE). Each toilet block includes at least 1 toilet suitable for people living with disabilities	🔴 🔴	*South & Central South Schools:* All toilets examined in the 9 schools do not have an inclusive or disability friendly design. *North & Central North Schools:* All toilets examined in the schools do not have an inclusive or disability friendly design.

*National standards are yet to be formalised in Vanuatu

	Indicators		Colour Rating & Analysis from Survey Data
Sanitation – MHM	**Girls can access a toilet during menstruation that meets National Standards*** 🔴 Red - No suitable toilets for girls during menstruation 🟠 Orange - Access to appropriately-sized cubicle (inclusive toilet?) but no water available 🟢 Green - An appropriately sized toilet cubicle is available for girls to change their clothing (inclusive toilets can be used for this). Water is available from inside the toilet cubicles, either from a tap or bucket that can be filled nearby.	🟠 🟠	*South & Central South Schools:* Most female toilets do not have either a lockable doors or enough lighting in the room. Pangi Primary School has showers available for girls. Ubiku Primary and Lalzadeth girls can use the teacher quarter's bathroom if needed when they are menstruating. Melsisi Primary has toilet cubicles that the girls can use, and Ranwadi and Melsisi College have toilets and showers that girls can access during menstruation (since it is a boarding school). *North & Central North Schools:* A few toilets surveyed have good-sized cubicles, but some do not have lockable doors and have very poor lighting. Because rainwater is the main source of water, the schools need sanitation options for MHM that are water-efficient. None of the schools have showers available for girls.
	Provision of menstrual hygiene products 🔴 Red - School does not provide MHM products 🟠 Orange - School sometimes provides MHM products in emergency 🟢 Green - The school provides hygiene products required for MHM and staff are empowered to provide guidance to students on proper hygiene management as appropriate	🟠 🔴	*South & Central South Schools:* Lalzadeth Primary School is the only school that provides menstrual or sanitary pads to girls when needed. The other primary schools do not provide MHM products. Melsisi College and Ranwadi College are boarding schools, so girls have their supply in the school dorm. *North & Central North Schools:*

Indicators		Colour Rating & Analysis from Survey Data
		9 of 10 schools surveyed do not provide menstrual hygiene products. Only Ganal Mawa Primary School provides some.
There is a waste management system for MHM in place 🔴 Red - No waste management system in place 🟠 Orange - Bin is available and waste is burned in a hole 🟢 Green - Hygienic rubbish bins are available inside each girl's toilet cubicle or ablution block and are emptied daily. MHM waste is burned in an incinerator/drum	🔴 🔴	*South & Central South Schools:* There is no waste management system in place for sanitary waste disposal at any of the 5 schools; the used pads are burned. Mostly girls prefer to stay home when they menstruate. *North & Central North Schools:* There is no waste management system in place for sanitary waste disposal at any of the 10 schools; the used pads are burned. Mostly girls prefer to stay home when they menstruate.

*National standards are yet to be formalised in Vanuatu

	Indicators		Colour Rating & Analysis from Survey Data
Sanitation – Waste Management	**Toilet blocks meet National Standards* for drainage** 🔴 Red - No drainage and standing water in the school 🟠 Orange - Some drainage, but inadequate especially during heavy rain 🟢 Green - Toilet blocks have adequate and appropriate drainage for hand washing and shower facilities to avoid standing water and to allow for easy cleaning. Water is drained away to a safe location	🟠 🟠	*South & Central South Schools:* Rangusuksuk Primary School has 2 button flush toilets with septic tank, but the septic is not working well and a tap outside the toilet showed poor drainage system. Pangi Primary School uses VIP toilets so it does not require water for flushing, but the toilet is located in an area characterised by water puddles during heavy rain. Drainage is not much of an issue. Ranwadi College, Melsisi Primary School and College have some drainage but reported that it can be badly affected during heavy rain. *North & Central North Schools:* Some of the toilets observed have a good drainage, but most of the toilets were poorly designed because of the lack of sanitation guidelines in place and difficulties in getting skilled labour to construct toilets.
	Toilets are no risk to the school water supply 🔴 Red - Toilets closer than 30 metres from water source and reaching water table 🟠 Orange - Toilets are 1.5 metres above water table, but closer than 30 metres from water source 🟢 Green - All toilets and infiltration systems are at least 30 metres away from any water source, and at least 1.5 metres above the groundwater table	🟢 🟢	*South & Central South Schools:* Toilets in all the 9 schools surveyed have no problem with toilets posing a risk to the water supply. *North & Central North Schools:* Toilets in all the 10 schools surveyed have no problem with toilets posing a risk to the water supply.

Indicators		Colour Rating & Analysis from Survey Data
Handling of toilet waste meets National Standards* ⭕ Red - Septic tanks unemptied. VIP toilets full. Students forced to ODF ⭕ Orange - VIP toilet waste contained, but not stored securely or identified clearly ⭕ Green - Septic tanks are regularly emptied of solids. Dry/compost toilet waste is stored securely for sufficient composting time before disposal. Decommissioned pit latrines are clearly identified.	🔴 🔴	*South & Central South Schools:* Due to the lack of services in emptying septic tanks in Pentecost, most of the VIP or bush toilets are usually closed when they are full, and a new pit is dug. Emptying the button flush septics in some schools is a challenge. *North & Central North Schools:* Due to the lack of services in emptying septic tanks in Pentecost, most of the VIP or bush toilets are usually closed when they are full, and a new pit is dug.

*National standards are yet to be formalised in Vanuatu

STANDARD 3: WATER SUPPLY – SUFFICIENT WATER IS AVAILABLE AT ALL TIMES FOR DRINKING, FOOD PREPARATION, PERSONAL HYGIENE, CLEANING AND LAUNDRY, AND IS SAFE FOR THE PURPOSE INTENDED.

Indicators		Colour Rating & Analysis from Survey Data
Water supply meets National Standards* (day schools) ⭕ Red - No school water supply, students not bringing water to school ⭕ Orange - Students bringing water to school, some stored rainwater or other sources but below minimum ⭕ Green - 5 L/p/d minimum availability from stored rainwater and other sources. Students bring a full drinking water bottle to school each day. If school has pour flush toilets an additional 20 L/p/d. If the school has button flush toilets an additional 30 L/p/d	🟢 🟡	*South & Central South Schools:* 7 out of 9 schools have good water supply that meets the demands of all students and teachers for drinking. The main water sources in South Pentecost are spring water coming from the mountain. Wali Kindergarten is the only school surveyed in South Pentecost that does not have a good water supply and relies heavily on rainwater or carting water from the river to the school. Pangi Primary and Talwa Kindy both have VIP toilets that do not require water for flushing, whereas Rangusuksuk has 2 button flush toilets, but do not have good water supply to flush the toilet so therefore uses buckets to pour flush. Because of the location of Ubiku Primary in the higher mountains, the school relies on rainwater as their source of drinking water. The school only has 2 tanks, which is not enough for the whole school. *North & Central North Schools:* The schools reported to have sufficient supply of water, however few schools reported that water is not available all the time. Rainwater is the main water supply in the North of Pentecost. Most schools have at least more

Water Supply

Indicators		Colour Rating & Analysis from Survey Data
		than 2 rainwater tanks, but it is not enough for the whole school population.
Water quality meets international standards 🔴 Red - No information or history of testing school water quality 🟠 Orange - Water has been tested, but no plan for risk management 🟢 Green - A sanitary survey of the water supply has been carried out in the past 12 months. The school WASH plan addresses risks to contamination of water supply and includes regular water quality testing	🔴 🔴	*South & Central South Schools:* Water quality testing is not common, but people are aware that water is not treated. They have assumed that the water is safe to drink. *North & Central North Schools:* Water quality testing is not common, but people are aware that water is not treated. They have assumed that the water is safe to drink.

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STANDARD 4: WATER FACILITIES & ACCESS – SUFFICIENT WATER COLLECTION POINTS AND WATER USE FACILITIES ARE AVAILABLE IN THE SCHOOL TO ALLOW CONVENIENT ACCESS TO, AND USE OF WATER FOR DRINKING, FOOD PREPARATION, PERSONAL HYGIENE, CLEANING AND LAUNDRY.

	Indicators		Colour Rating & Analysis from Survey Data
Water Facilities Access	**Water Access point ratios meet National Standards* (day schools)** 🔴 Red - No water access points or hand washing facilities 🟠 Orange - Water access points or hand washing facilities in place but below national minimum standard ratios 🟢 Green - 1:50 tap stands for drinking water. 1:100 hand washing facilities, separated by sex, minimum 1 per toilet cluster, inside or right outside toilet, and just outside any kitchen area. Water should be running water.	🟠 🟠	*South & Central South Schools:* All of the school surveyed mostly have 1 or 2 water points in the school. Most schools access water via water pipes from a reservoir before it is distributed to the water points, which cannot cater for the school population. Water points are usually single tap stands with no inclusive design factors, and unsuitable for supervised group handwashing. *North & Central North Schools:* All of the school surveyed have 1 or 2 water points. The main water supply in Northern Pentecost is rainwater. Water is mainly stored in rainwater tanks and some schools reported not having enough tanks to cater for the whole school population.
	Provision of soap at hand washing facilities 🔴 Red - No soap provided 🟠 Orange - Soap provided sometimes 🟢 Green - Hand washing facilities have a proper place for soap, and there is always soap available	🟠 🔴	*South & Central South Schools:* Soap is sometimes provided, but is absent at the handwashing station/tap-stands. If needed, students collect soap from the teacher or from the school office. *North & Central North Schools:*

Indicators		Colour Rating & Analysis from Survey Data
		Only 1 of the 5 schools in North Pentecost District has soap at the handwashing station. In Central North, soap is sometimes provided but is absent at the handwashing station/tap-stands. If needed, students collect soap from the teacher or from the school office.
Drinking water facilities and hand washing facilities are convenient and hygienic 🔴 Red - No separate water points for drinking or hand washing 🟠 Orange - Can access water for drinking but not convenient or hygienic 🟢 Green - Water points for drinking are clearly marked and separate from those for hand washing and filling buckets for toilet flushing. At all water points drainage is adequate for spilled water, height is adequate for users, and location is convenient to classrooms.	🟠 🟠	*South & Central South Schools:* The water points for drinking and handwashing are usually tap-stands. The water points are far from the classroom and from the toilets. There are only 1 or 2 water access points in Ubiku and Lalzadeth, whereas Melsisi Primary and College have sufficient water access points located either inside the toilet or outside the classroom. *North & Central North Schools:* Some schools use tippy tap and handwashing basins as handwashing station. These are mostly located closer to the classrooms. The actual water points are far from the classroom and the toilets. The water points for drinking and handwashing are usually tap stands.

*National standards are yet to be formalised in Vanuatu

STANDARD 5: CORRECT USE AND MAINTENANCE OF WATER SUPPLY AND SANITATION FACILITIES IS ENSURED THROUGH SUSTAINED HYGIENE PROMOTION. WASH FACILITIES ARE USED AS RESOURCES FOR IMPROVED HYGIENE BEHAVIOURS

Indicators		Colour Rating & Analysis from Survey Data
HYGIENE **Formal Hygiene Education** 🔴 Red - No hygiene education in classes or group hand washing 🟠 Orange - Some hygiene education in classes only 🟢 Green - Hygiene education is included in school classroom lessons, and group hand washing with soap before eating and after using the toilet is practiced to reinforce positive behaviour. Teachers provide positive role model to students	🟢 🟢	*South & Central South Schools:* Hygiene education is taught in the classroom. Even though of the surveyed schools celebrates global WASH events, they have set aside some time to do handwashing demonstrations. The only thing that is missing is an emphasis on washing hands at the two critical times (i.e. before eating and after using the toilet). *North & Central North Schools:* Hygiene education is taught in the classroom. Even though none of the surveyed schools celebrate global WASH events, they have set aside some time to do handwashing demonstrations. The only thing that is missing is an emphasis on washing hands at the two critical times (i.e. before eating and after using the toilet).

Indicators		Colour Rating & Analysis from Survey Data
Positive Hygiene Behaviour Systems 🔴 Red - No cleaning rosters for school WASH facilities, and no involvement of staff and students 🟠 Orange - Cleaning roster in place for button flush toilets, but pour flush or VIP not cleaned OR Cleaning roster in place but not followed 🟢 Green - Positive hygiene behaviour, including correct use and maintenance of the facilities are systematically promoted among staff and students. School has daily cleaning rosters for school WASH facilities documented and followed.	🟠 🟠	*South & Central South Schools:* Toilet cleaning and rubbish disposal and burning are usually done every Friday by students and teachers, but most of the toilets observed showed no sign of cleaning during the survey. It is currently the responsibility of teachers and students to ensure that toilets are clean. More frequent cleaning rosters need to be put in place with adequate monitoring. *North & Central North Schools:* Toilet cleaning and rubbish disposal and burning are usually done every Friday by students and teachers, but most of the toilets observed showed no sign of cleaning during the survey. It is currently the responsibility of teachers and students to ensure that toilets are clean. More frequent cleaning rosters need to be put in place with adequate monitoring.
Hand Washing with Soap Practice (Structured Behaviour Observation monitoring) 🔴 Red - Students/teachers observed rinsing hands with water only, or not washing hands at all 🟠 Orange - 20-50% students/teachers observed washing hands with water and soap after using the toilet and before eating 🟢 Green - 80-100% of students/teachers observed washing their hands with soap after using the toilet and before eating.	🔴 🔴	*South & Central South Schools:* Wali Kindie does not have a handwashing station due to the water situation, but in the other 3 schools a lot of students reported not having washed their hands before eating and after using the toilet, or having washed their hands only using water. Lalzadeth Primary and Melsisi Primary both have soap available for handwashing and students do wash hands with soap after visiting the toilet, but not before eating. In Ranwadi College there was no handwashing observation carried out because all students were sent home due a power failure in school. In Ubiku Primary and Melsisi College, students either wash hands with water only or do not wash their hands at all. *North & Central North Schools:* During the structured observation, it was observed that most teachers and students either wash hands with water only or do not wash their hands at all. It was also observed that schools that used tippy taps were not keeping them topped up with water, so no water was available for handwashing. In some schools, students and teachers reported that

Indicators		Colour Rating & Analysis from Survey Data
		they rinse hands only with water, or that they do not washing hands at all.
Student Happy to Use School Toilets 🔴 No student toilets available, OR students try not to use the school toilets 🟡 Majority of students think toilet are ok but need repairs 🟢 80-100% of students happy to use school toilets	🟡 🟡	*South & Central South Schools:* The majority of the students are happy to use school toilets, but most of them feel that toilets need repairs. Most of the toilets observed are either VIP toilers or bush toilet (drop down pit toilet). Ubiku Primary and Lalzadeth Primary are still using drop down open pit latrine, while Ranwadi College, Melsisi Primary and Melsisi College all have button flush toilets. *North & Central North Schools:* In North Pentecost, the majority of the student is happy to use the school toilets, but most feel that toilets need repairs. In Central North, less than one third prefers not to use the school toilets, and almost half said that the school toilets need repairs.
Engagement of Students 🔴 Red - No student WASH Club 🟡 Orange - Student WASH Club in place but inactive 🟢 Green - The school has and supports one or more active student WASH Clubs, with Terms of Reference *(report on female and male membership of WASH Clubs and activities)*	🔴 🔴	*South & Central South Schools:* No student-led WASH activities are in place in any of the schools surveyed. *North & Central North Schools:* Only 2 of 10 schools have Health Clubs in place that involve students.
Attitudes to Social Inclusion 🔴 Red - Zero change reported in attitude and behaviour in respect of marginalised people 🟡 Orange - Less than 50% of women, men, boys and girls in target communities report positive changes in attitude and behaviour in respect of marginalised people (W4W project target) 🟢 Green - Over 50% of women, men, boys and girls in target communities report positive changes in attitude and behaviour in respect of marginalised people	🟢 🟢	Attitudes to social inclusion are positive. The interviews with school staff and students reported that there is not much discrimination inside communities and schools, but they feel that more can be done for women, girls and children with disabilities. *North & Central North Schools:* Attitudes to social inclusion are positive. The interviews with school staff and students reported that there is not much discrimination inside communities and schools, but they feel that more can be done for women and girls and children with disabilities.

ENABLING ENVIRONMENT

SCHOOL GOVERNANCE

In terms of school governance, schools are mostly managed by the school council or the school management committee. A school manager works closely with the school principal to look after the operation and maintenance of the school facilities. With regard to decision-making, all decisions are made by the school council or the school management committee. Almost all schools in Pentecost have a School Community Council (SCA), formerly known as Parents Teachers Association. However, this Committee is not always active in the surveyed schools. School principals must work well with the school managers or the management committee to be able to improve school facilities. When observing the facilities, especially the school WASH facilities like toilets and handwashing stations, it was quite evident that this was not happening in some schools. Most of the principals interviewed spoke about the lack of support from school management, parents and the communities.

ENABLING WASH ACTORS

In all the school surveyed there is no WASH Committee to look after WASH activities. There are different existing groups and committees, and WASH is sometimes integrated into these committees or groups.

School Council – It is chaired by the school councillor and is the main decision-making body in schools. The council decides on the types of development in the schools, fundraising and managing of the school finances, ensuring that all school facilities are working well and are responsible for the maintenance of these school facilities. The council must ensure that there are enough water points, toilets, bathrooms, handwashing stations and soap to cater for the number of students and teachers in the school.

School Community Council – It comprehends the parents and teachers' group and the whole community group. It mainly provides support to the School Council, and the parents are responsible for paying their children's school fees - which also make up the school funds. These funds could support the improvement of the school WASH facilities. School Community Councils could also be responsible for fundraising activities to assist the construction of improved toilets and handwashing stations.

Teachers & Students – The teachers and students are mostly responsible for the maintenance of the toilets and waste management in the schools. Teachers are also best influencer for handwashing as students have a lot of respect for their teachers.

Community – Since most of the students come from a community and schools such as Rangusuksuku and Pangi are close to the community, there should be more collaboration between the school management team and the community, as these could provide labour support for any WASH improvement.

Ministry of Education – Each of the districts has School Improvement Officers (SIOs) present on site. SIOs need to receive some WASH training and be provided with checklists so WASH is considered when conducting school monitoring. Schools also receive grants from the Ministry, and these funds can be used for WASH infrastructure improvement and maintenance. At the moment, schools usually use the administration budget from the school grant budget to pay for soap, toilet paper, etc.

NGO partners – There were instances where local NGOs helped build toilets for schools. For example, ADRA built 4 VIP toilets for the primary schools in Pangi and Heren Hala. UNICEF has assisted in some school awareness and advocacy campaigns.

In all the schools surveyed, open defecation is still an issue - especially with younger children. There are a number of possible reasons for this:

1. Not enough toilets to cater for all students. Students sometimes have to wait in line to use the toilet, and as an alternative they use the bush;
2. Seat raiser is too high. Younger students find it difficult to climb and sit on the toilet;
3. Lack of knowledge on how to use the toilet properly (e.g. squatting on the ceramic seat of a button flush toilet or on the seat raiser). Some students are just too scared to use the button flush toilet, as they are not used to it.

In terms of waste management, most schools burn or bury their rubbish. This is usually done by students and teachers. For used sanitary pads disposal, none of the schools surveyed have any strategy or a place for disposal in school.

Drainage at tap stands is a problem if the water collects or puddles under the tap instead of flowing out. The main water supply for schools in Northern Pentecost is rainwater.

Figure 5: Common drainage problem and how schools dispose of its solid waste.

CURRENT PRIORITISED CHALLENGES FOR WINS

Some common challenges for WinS that were raised by the school principals, head teacher and parents include:

- Increase the number of toilets for both boys and girls to cater for the school population;
- Access to a safer and improved toilets that students can use in schools;
- More awareness and training on getting students to know how to properly use VIP toilet or button flush toilet;
- Have bathrooms or shower facilities available for menstruating girls;
- Have more water points or tap stands present in the school compound;
- Have water supply in the school kindergarten (specifically for Wali Kindergarten);
- Location of the toilet. Some parents felt that current toilet location is very far from the classroom (e.g. in Pangi the toilets are located behind a small hill);

- Have child friendly designs for toilets that are suitable for Year 1 – 4 students. Sometimes the seat raiser is too high for young students to climb, and most of the times they get dirty or prefer using the bush;
- Soap should always be available at handwashing stations.

BUDGET AVAILABLE FOR WASH IN SCHOOLS

Schools usually receive its funding from parents' contribution (i.e. schools fees), fundraising and school grants coming from the Ministry of Education. Most schools use the school grant funds to build toilets and pay for soap. None of the schools have a specific budget for WASH, so administration budget from the school grant are often used for this purpose.

■ Male ■ Female
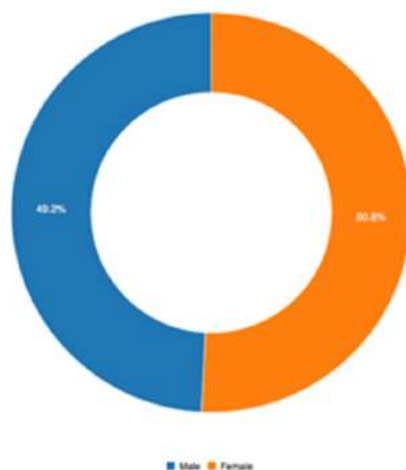
Total Students Interviewed: 195   Girls: 100   Boys: 95

TOILET USE SUMMARY

How do you feel about the school toilets?	During menstruation, do you….
■ Happy to use the toilet at school ■ Feel toilets are ok at school but need repairs ■ Try not to use the toilet at school	■ Feel comfortable using the toilets at school ■ Try not to use the toilet at school ■ I avoid coming to school ■ Not answered
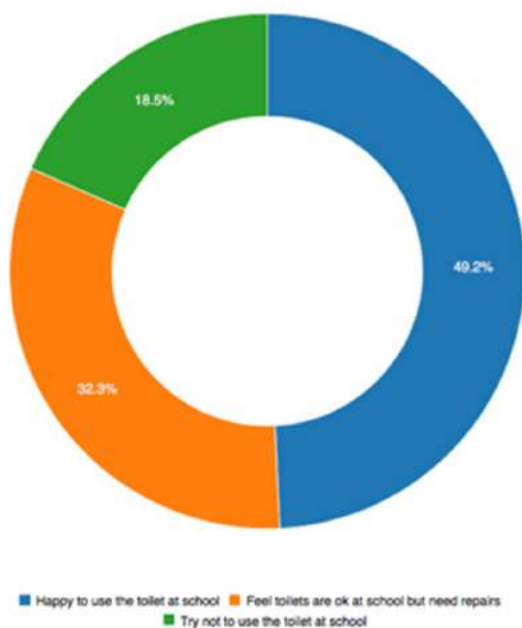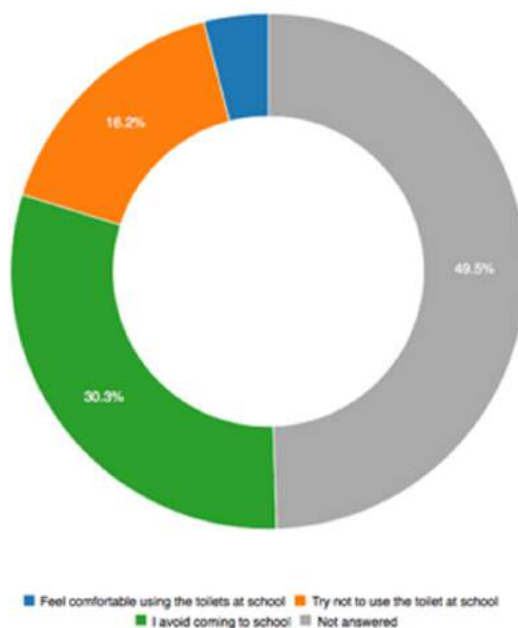
Just fewer than 50% of students interviewed said they are happy to use the school toilets. Some 32 of the students felt that the school toilet is OK but need repairs, and 18% avoid the school toilets. So, 50% of students are not happy with the provision or condition of toilets in their schools. One of the main issues is the number of toilets that is available for use by teachers and students. None of the schools have enough toilets to meet the user-toilet ratio, so toilets get dirty from overuse and infrequent cleaning (weekly is insufficient in these crowded conditions). For young students (Year 1 – 4) if they have to wait too long they will use the bushes, hence some evidence of open defecation seen during the WASH facility spot check. Another issue is the lack of knowledge and understanding in the operation and maintenance of toilets. It is mostly students and teachers who are responsible for cleaning the toilets.

Not all girl students interviewed have started to menstruate, so almost 50% of girls did not answer this question. Of those who are menstruating, almost all of them avoid using the toilets at their school, or avoid coming to school. This is a dismal finding and urgently needs addressing, as the disadvantage in education that the girls experience worsens each month.

INDEPENDENT HANDWASHING WITH SOAP (IHWWS) – REPORTED

| Before your last meal did you wash your hands? | Where did you last do a poo at school? |
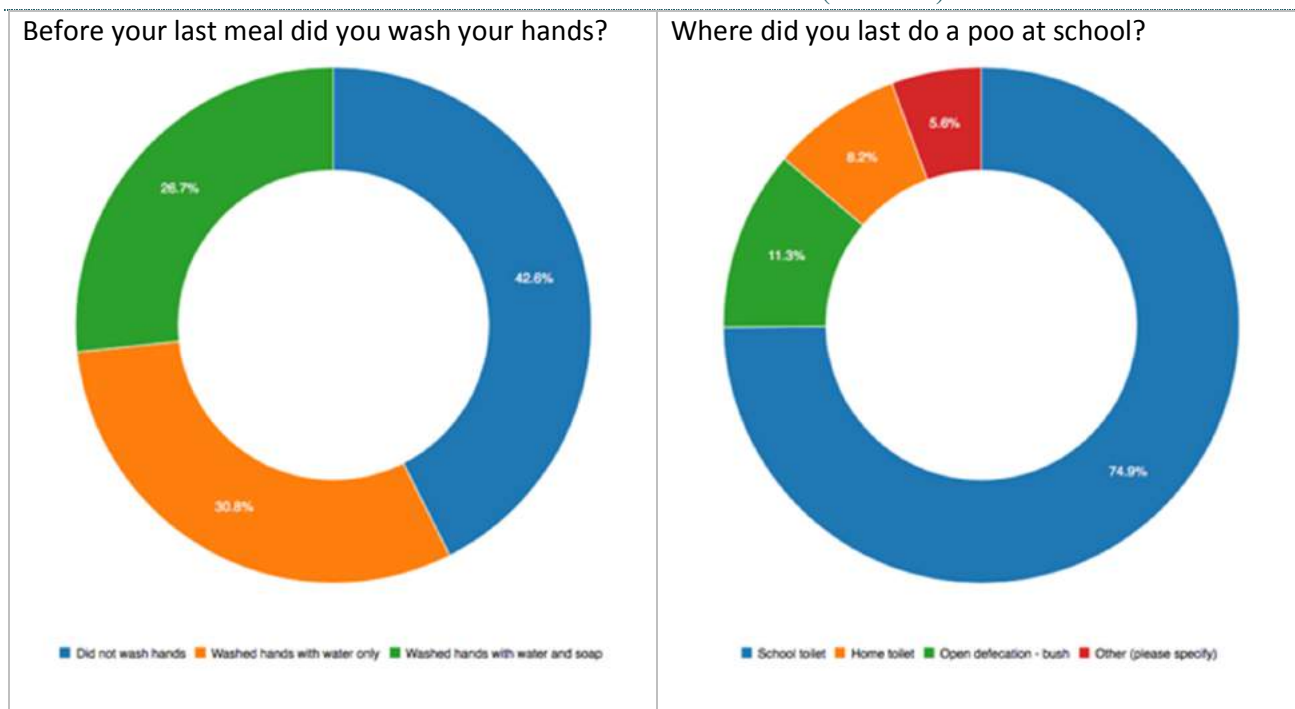
The students reported a low rate of washing hands with soap (26%), with almost half (42%) admitting that they had not washed their hands at all before their most recent meal. Some 74% of students said they used the school toilets when they needed to defecate, but 11% admitted to open defecation.

STRUCTURED HANDWASHING OBSERVATION RESULTS

For the structured observation, student handwashing behaviours were observed either during the lunch and morning break. Structured observations were done in schools that actually had water in handwashing stations (or tippy taps set up) and were not done in schools and ECE without handwashing facilities. Handwashing facilities are mostly a single tap stand or the tap on a rainwater tank. Soap is almost always absent at the handwashing station, and the schools reported that soap is either available in the classrooms or in the school office. During the observation, a lot of students observed do wash their hands after using toilet but not so much before eating. And where soap is available at the handwashing station students do use it, but in the absence of soap students use water only (not going to the office to ask for soap). The location of the handwashing station plays a key factor in practice, with practice falling or non-existent when handwashing facilities are more than 10m away from the toilet. There is no regular monitored group handwashing in many schools. However, teachers reported that every now and then, especially at the beginning of the year, they do handwashing demonstrations.

HANDWASHING OBSERVATION SURVEY RESULTS – SOUTH & SOUTH CENTRAL

Pangi Primary – Lunch Break	Used only water	Used water and soap	Didn't wash hands
Male Student	20	0	0

Female Student	26	0	0
Female Teacher	1	0	0
Rangusuksu – Morning Break	**Used only water**	**Used water and soap**	**Didn't wash hands**
Male Student	0	0	8
Female Student	3	2	0
Rangusuksu – Lunch Break	**Used only water**	**Used water and soap**	**Didn't wash hands**
Male Student	4	37	0
Female Student	0	30	0
Male Teacher	0	3	0
Female Teacher	0	2	0
Lalzadeth Primary – First Break	**Used only water**	**Used water and soap**	**Didn't wash hands**
Male Student	3	0	0
Female Student	4	0	0
Male Teacher	0	0	0
Female Teacher	0	0	0
Ubiku Primary – Lunch Break	**Used only water**	**Used water and soap**	**Didn't wash hands**
Male Student	1	0	0
Female Student	8	0	0
Male Teacher	0	0	0
Female Teacher	0	0	0
Melissi Primary – First Break	**Used only water**	**Used water and soap**	**Didn't wash hands**
Male Student	0	4	1
Female Student	0	9	0
Male Teacher	0	0	0
Female Teacher	0	2	0
Melissi College – Lunch Break	**Used only water**	**Used water and soap**	**Didn't wash hands**
Male Student	0	0	5
Female Student	0	0	8
Male Teacher	0	0	0
Female Teacher	0	0	0
181 observations	70 (38%)	89 (49%)	22 (12%)

Melsisi Primary and Rangusuku Schools are the only schools that recorded the highest number of students washing hands with soap, especially after using the toilet. This is because the handwashing station is located inside the toilet block and it is located right beside the door, so students can not miss the handwashing station as they come out of the toilet. As mentioned by one of the teachers during the focus group discussion, the school also placed a mirror under the handwashing sink, as students like to see themselves in the mirror before they leave the toilet and they have to walk to the handwashing station to see themselves.

HANDWASHING OBSERVATION SURVEY RESULTS – NORTH & NORTH CENTRAL

Helen Hara – Before First Class	**Used only water**	**Used water and soap**	**Didn't wash hands**
Male Student	3	1	5
Female Student	1	3	6
Male Teacher	0	0	0
Female Teacher	2	0	0
Helen Hara – Lunch Break	**Used only water**	**Used water and soap**	**Didn't wash hands**
Male Student	0	0	0

	Used only water	Used water and soap	Didn't wash hands
Female Student	0	0	2
Male Teacher	0	0	0
Female Teacher	1	0	0
Atavtabanga – Lunch Break	**Used only water**	**Used water and soap**	**Didn't wash hands**
Male Student	3	0	3
Female Student	4	0	3
Male Teacher	0	0	1
Female Teacher	0	0	0
Bwatnapni– Before First Class	**Used only water**	**Used water and soap**	**Didn't wash hands**
Male Student	0	0	6
Female Student	0	0	5
Male Teacher	0	0	0
Female Teacher	0	0	0
49 observations	14 (28%)	4 (8%)	31 (63%)

Structured handwashing observation was only carried out in three schools in Northern Pentecost. The observation of not washing hands before eating matches the self-reporting results, with most students observed not washing their hands at all.

Do you remember any school lesson that talked about hygiene or cleanliness?

98.5%

■ Yes ■ No
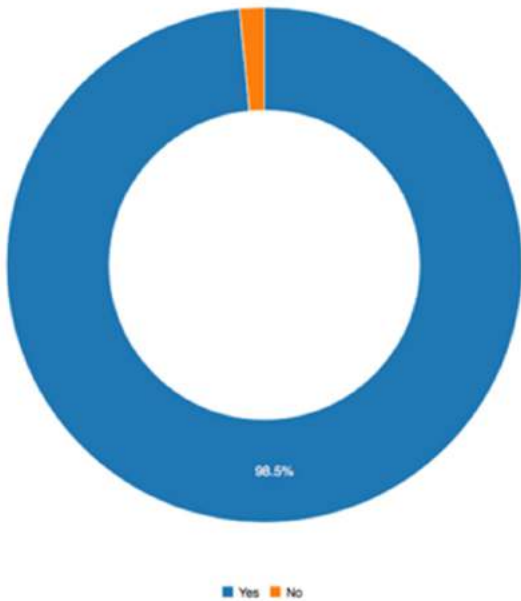
Do you remember any school lesson about safe drinking water at school?

25.1%

74.9%

■ Yes ■ No
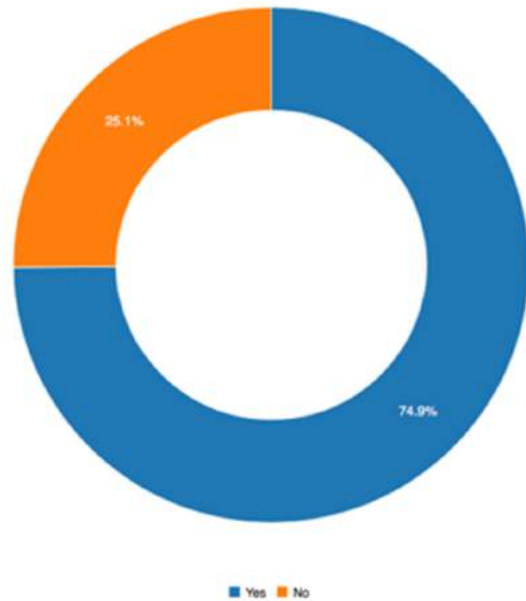
Do you remember any school lesson that talked about menstruation or girl's periods?

26.7%

43.6%

29.7%

■ Yes ■ No ■ Not applicable (student too young)
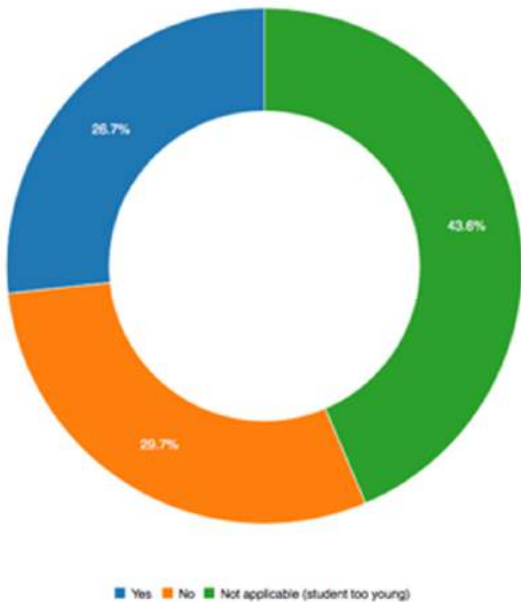
Do you remember any school lesson that talked about child rights or human rights?

49.7%

50.3%

■ Yes ■ No
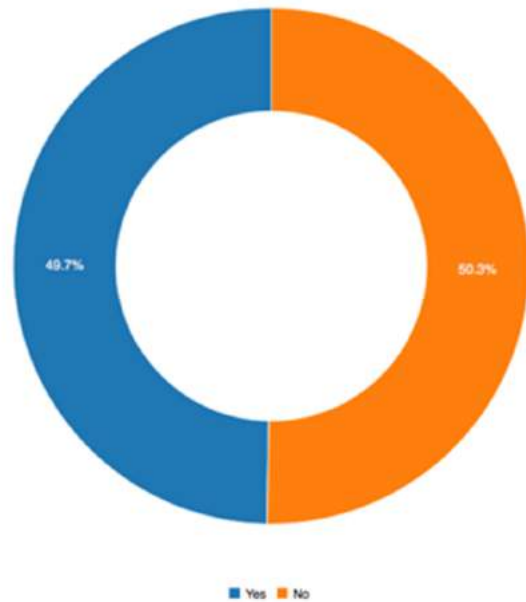
What is the most important reason to wash hands with soap?

10.8%

84.1%

■ To smell nice ■ To kill germs ■ So our hands look clean ■ Other (please specify)
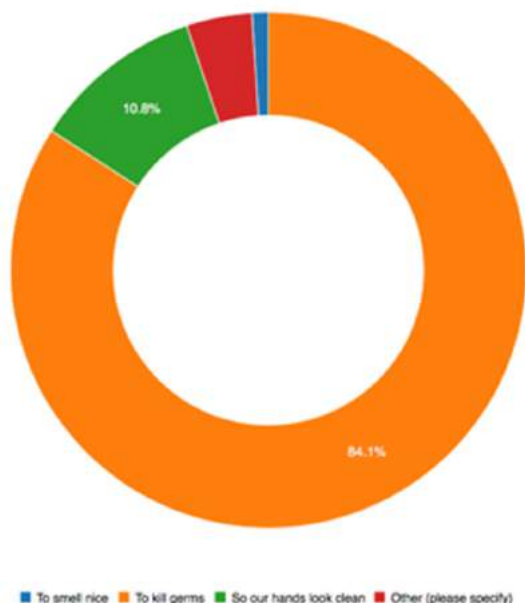
General knowledge on hygiene has already been embedded into the school curriculum, shown by the 98% recall of lessons on hygiene (and this is also supported by the good health knowledge shown in the barrier analysis). It is also shown in the response of 84% of student that washing hands with soap kills germs. However, the lessons are being taught broadly and not giving practical details on when are the most critical times to wash their hands, or how to properly wash hands with soap and water, or what else can they use in the absence of soap.

MHM is apparently being taught in the higher primary school classes' curriculum (i.e. classes 5 and 6), but half of the students did not recall any lessons on it. When looking at specific schools, we can identify which are teaching MHM in classes and which are not, but the broad lesson is that teaching of MHM is inconsistent and teachers need to be supported further to ensure it is being included for both boys and girls to improve perceptions and attitudes toward girls who reach puberty. This needs to be done while infrastructure that meets the needs of menstruating girls is put in place.

The same observation concerns the teaching of child rights – with the students divided into half who remember classes about it and half that do not. MHM is part of overall gender and social inclusion knowledge, and attitudes towards girls and children with disabilities are strongly connected to knowledge of child rights.

How much of a problem do you think there is in your community with people being harassed or discriminated against?
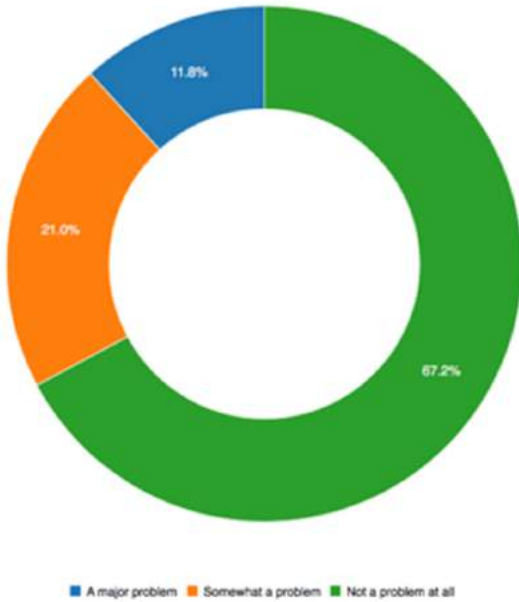
How do you feel that your school meets the needs of people with disabilities?
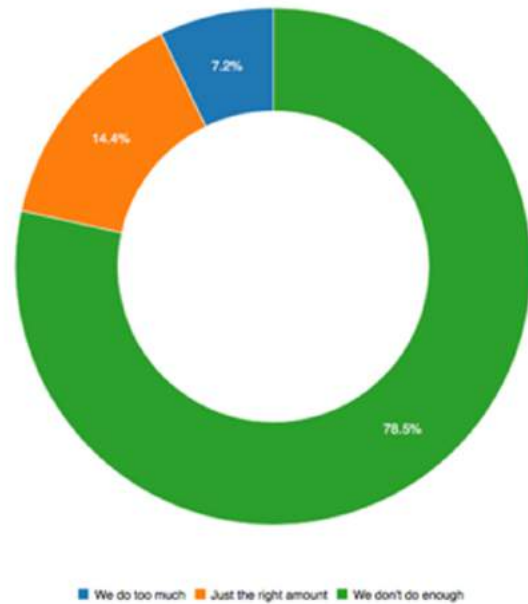
How do you feel that your school meets the needs of women and girls?
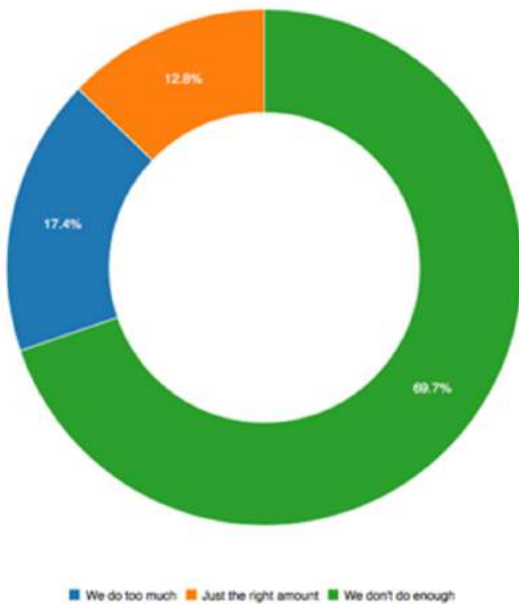
Do you personally have any contact with people with physical or learning disabilities?
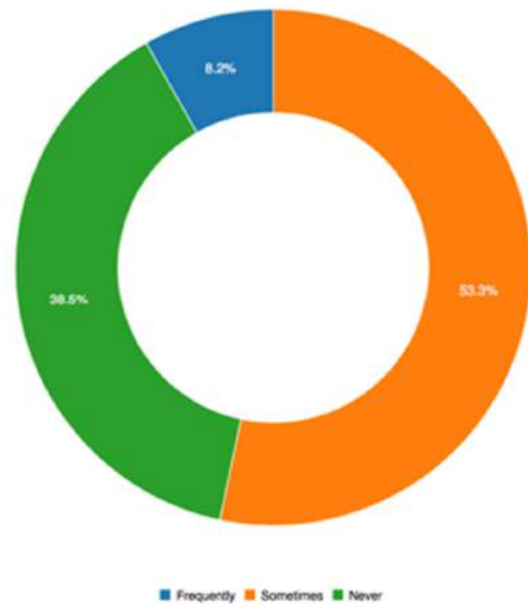
67% of the students surveyed mentioned that discrimination is not so much of a problem in the community, however, around 32% of students felt that it is somewhat or a major problem. The reasons differ from one respondent to the other. Some reasons given is that sometime people who have moved into another island, while others responded that they felt discriminated because of their religion or faith, and other reasons include sexual orientation, e.g. gays and tom-boys. At school level, when it comes to meeting the needs of different people 78% of students felt their schools were not doing enough for people with disabilities. Some 69% of students felt their schools not do enough to help support women and girls manage their menstruation in schools. Only 8% frequently have contact with people with disabilities, 53%

sometimes do, and 38% never have contact with a person with a disability. There is a willingness to be more inclusive and supportive of children with disabilities and women and girls MHM issues in schools, which needs to be supported by relevant and practical activities to improve student and teacher knowledge of what inclusion looks like, and how to change any subconscious biases they may have in their thinking.

In your school what do you think are the three most common reasons why people experience discrimintation and/or harrassment?
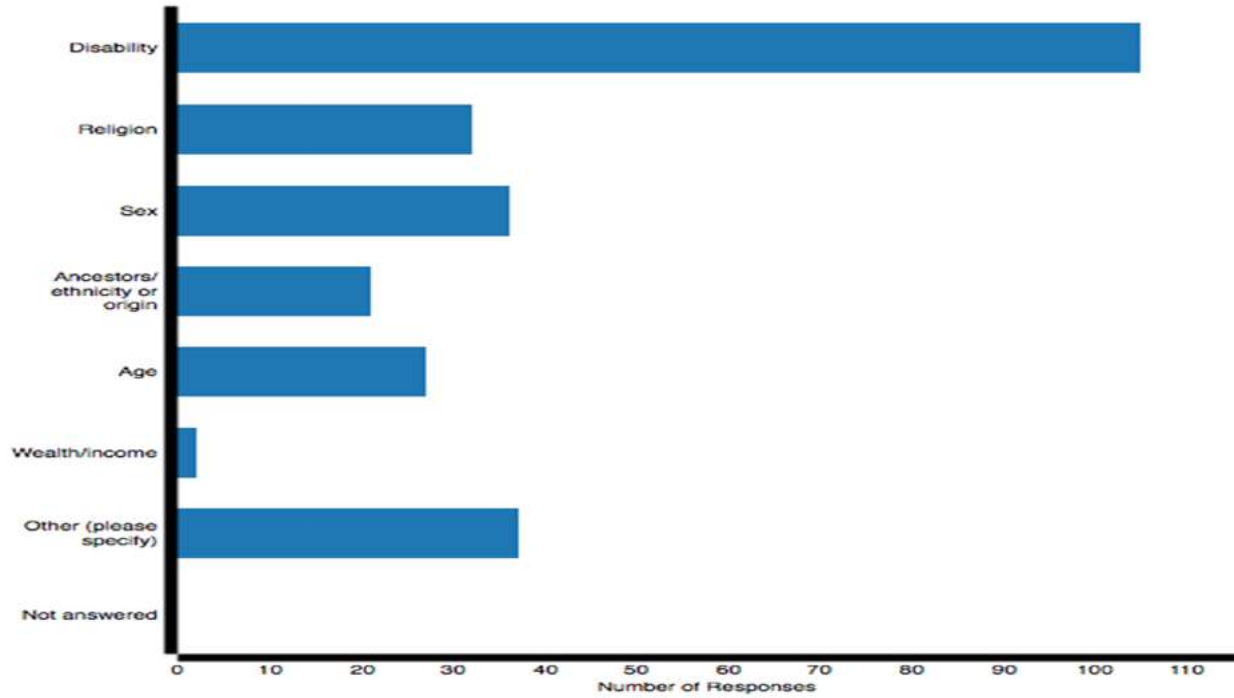
Have you personally experienced discrimination or been treated unfairly by others because of your….?
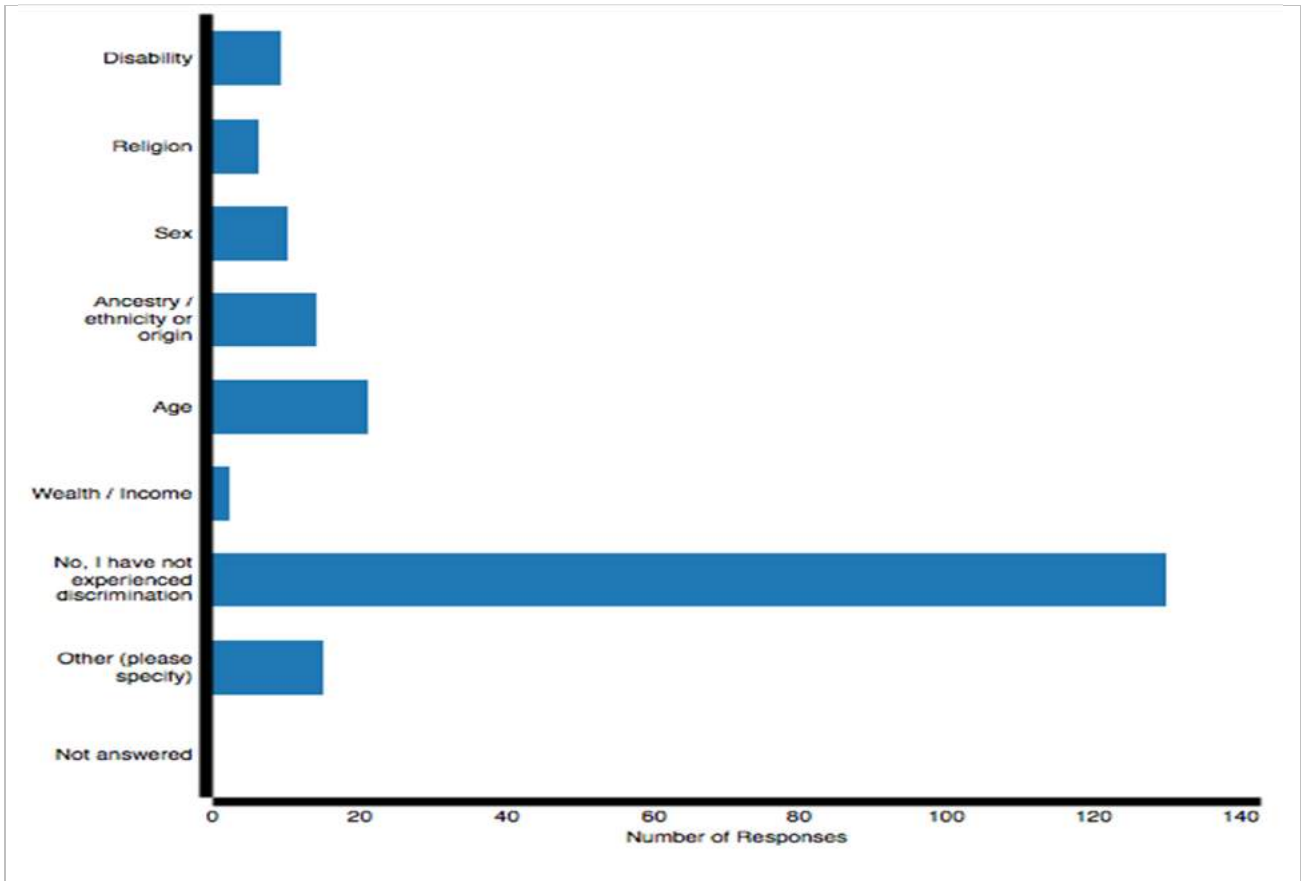
What do you know about childrens rights?

42.1%

56.9%

A lot   A little bit   I don't know anything
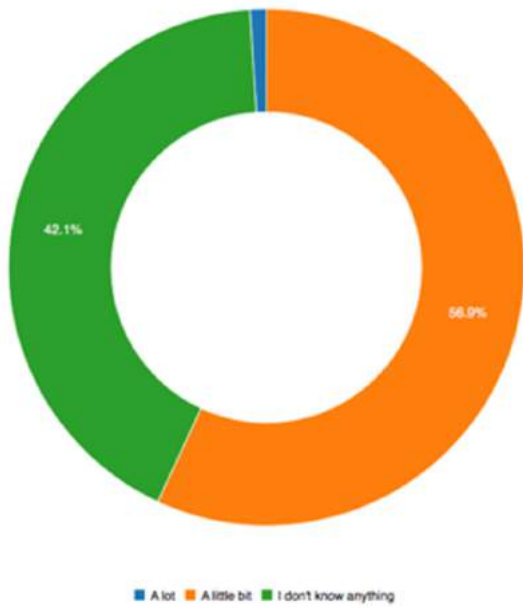
Is everyone in your school treated equally?

9.2%

86.7%

Yes   No   Don't know

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

Do you think young people should be consulted in important decisions?
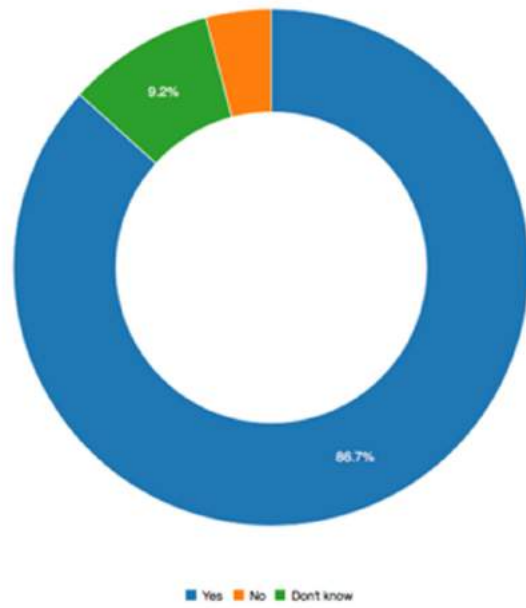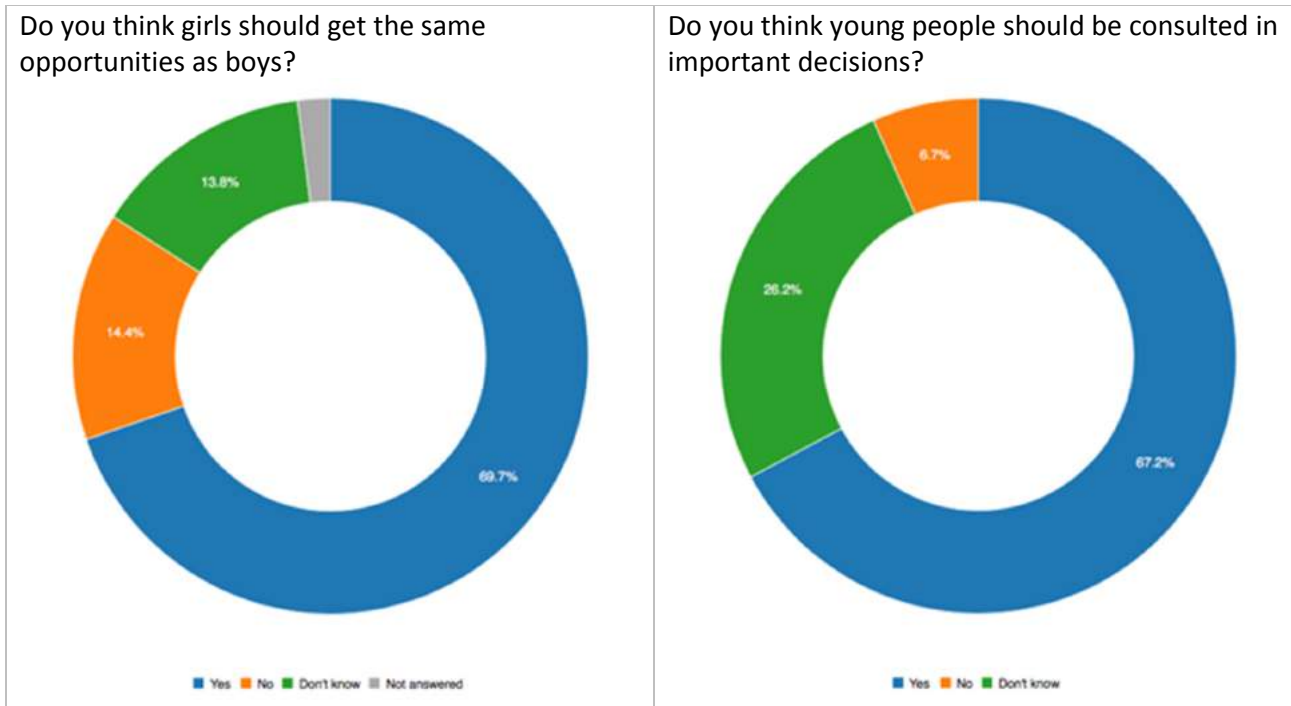
There is an established program in schools to address bullying and harassment, under the control of the school principal. The formative research did not assess the effectiveness of this program. 56% of students felt they knew a little bit about child rights, with 42% not knowing anything – but 86% believed that everyone in their school was treated equally. Almost 70% of students felt that girls should get the same opportunities as boys – but there is still a need for campaigns with the almost 15% who disagree. Some 67% of students wanted to be consulted in important decisions. There are positive perceptions on inclusion, but without an understanding of child rights and inclusion principles unintended discrimination could still happen. Overall the attitudes expressed by the students towards gender and disability inclusion are positive, and are a good foundation for campaigns in the schools to improve understanding and integration of stronger practical gender and social inclusion actions.

HANDWASHING BARRIER ANALYSIS RESULTS

The Live & Learn research team used an adapted Designing for Behaviour Change approach[1] to conduct formative research to identify the most significant reasons why students are or are not washing their hands with soap at two critical times (before eating and after going to the toilet), and also to identify possible enablers to facilitate adoption of the behaviour. Live & Learn developed a Barrier Analysis survey for use by field enumerators with tablets operating M-Water. Analysis of the data uploaded to M-Water was done by Live & Learn Vanuatu and Live & Learn Australia.

OVERVIEW

The "Designing for Behaviour Change" theory of change or approach is illustrated in the picture below.

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[1] Kittle, Bonnie. 2017. *A Practical Guide to Conducting a Barrier Analysis* (2nd ed.). New York, NY: Helen Keller International.

Behavior^A	Priority Group or Influencing Groups^A	Determinants^C	Bridges to Activities^D	Activities^E
To promote this behavior...	...among this audience... (circle one) Priority Group: Influencing groups:	...we will research these determinants... * These can only be determined by conducting research studies.	...and promote these Bridges to Activities (priority benefits and priority barriers)...	...by implementing these activities.

Source: A Practical Guide to Conducting a Barrier Analysis

Live & Learn used the following **Behaviour Statement** for the formative Barrier Analysis research – *"Children at school wash their hands with soap at two critical times each day (after defecation and before eating)."* The survey initially asks a series of screening questions to identify if the student is a "DOER" or "NON-DOER" of the Behaviour Statement. There is no stigma attached to being in one category or another, as this is automatically determined by the survey in M-Water. The survey respondent is not aware of the categorisation, as the appropriate questions are revealed automatically in the survey tool after the screening questions are answered. The point of difference is to determine for comparison the enabling factors and barriers for DOERS, and the same for NON-DOERS.

The **Priority Group** identified for the formative research was students at the schools surveyed in the four target districts. Live & Learn interviewed 92 students for the Barrier Analysis:

- Total of 51 girls and 41 boys interviewed;
- Only 19% (17 students) were DOERS - 12 girls and 5 boys;
- Some 81% (75 students) were NON-DOERS - 41 girls and 34 boys.

From the sample surveyed, girls were slightly more likely to be DOERS of the behaviour statement, but as 81% of those sampled are NON-DOERS this observation is not greatly significant. Due to restrictions in time for data collection Live & Learn has analysed the responses as a whole, and not by district or individual school (sample sizes are too small for individual school). Individual school data is available, but will more reliable if the Barrier Analysis was done again in the future by Education Officers with a greater percentage of students at individual schools.

DETERMINANTS OF BEHAVIOUR CHANGE & INFLUENCING GROUPS

The **determinants of behaviour change** are categories of reasons used in the Designing for Behaviour Change approach to investigate why the Priority Group may or may not practice the target behaviour of washing their hands with soap at two critical times each day. The formative research Barrier Analysis survey questions assessed twelve determinants:

1. Self-Efficacy
2. Positive Consequences
3. Negative Consequences
4. Social Norms
5. Access
6. Cue for Action
7. Susceptibility
8. Severity
9. Action Efficacy
10. Divine will
11. Policy
12. Culture

Significant responses were given (but not limited to) the areas of Self-Efficacy, Positive Consequences, Access, Cue for Action and Action Efficacy. These are explored in the recommendations.

Influencing Groups are identified by the Priority Group through their answers to the questions in the formative research on the above 12 behaviour determinants. The responses by the 92 students surveyed identified three key broad influencing groups – presented below in order of influence:

1. Teachers
2. Parents
3. Friends

BRIDGES TO ACTIVITIES

The next step in the Designing for Behaviour Change process is to recommend "Bridges to Activities" – these are based on the responses given by the students during the formative research that were found to be 'significant'. Based on the Barrier Change survey analysis responses Live & Learn recommends the following "bridges to activities" be considered in the design of interventions and communication campaigns:

- Increase perception of students on availability of water and soap to wash hands by ensuring water and soap is available (currently not having water and soap available is a major barrier to the practice for at least half the respondents);
- Reinforce the positive perceptions of health benefits of washing hands with soap and water (kills germs, I will not get sick, etc.);
- Decrease perception that germs are always visible (a high proportion of NON-DOERS stated they only wash their hands when they actually look dirty);
- Improve perception by students on their ability to remember to wash their hands with soap at the critical times through appropriate reminders or "nudges" in the classroom and in toilet blocks;
- Reinforce perception of teachers and school leadership as major role models and influences on positive hygiene behaviour. Teachers and/or school principals were identified as the most influential group on the students in helping them remember to wash their hands with soap;
- Reinforce perception of family as major role models and influences on positive hygiene behaviour. Parents and/or elder siblings were identified as the second most influential group on the students in helping them remember to wash their hands with soap;
- Increase perception that school rules about hygiene are important and enforced.

RECOMMENDED ACTIVITIES

Based on the above "bridges to activities" and the results of the formative research with students, Live & Learn recommends the following individual and school behaviour channels/activities that will contribute to eliminating the barriers, or reinforcing the enablers, for school students, teachers and school communities to adopt appropriate and inclusive WASH hygiene habit practices:

7. *Recommended Activity 1:* Schools supported by government, management and community to Improve access to water and soap close to toilets and classroom;
8. *Recommended Activity 2:* Support teachers with in-service activities and resources such as "Hands Up for Hygiene" to help them maintaining and strengthening their influence on student hygiene behaviour;
9. *Recommended Activity 3:* Support parents and teachers to work together to present similar positive messages and approval about washing hands with soap and water at school;
10. *Recommended Activity 4:* Support schools to set up appropriate WASH "nudges" to remind students to wash their hands with soap;

11. *Recommended Activity 5:* Use classroom and whole-of-school activities (e.g. international days) and student WASH clubs to mentor younger students to reinforce student knowledge that washing their hands with soap at the two critical times can prevent them getting sick;
12. *Recommended Activity 6:* Include washing hands with soap in the school policies and rules, and display the relevant rules about washing hands with soap in classrooms, toilets and at handwashing stations.

RECOMMENDED ACTIVITY 1: SCHOOLS SUPPORTED BY GOVERNMENT, MANAGEMENT AND COMMUNITY TO IMPROVE ACCESS TO WATER AND SOAP CLOSE TO TOILETS AND CLASSROOM

The highest priority for both DOERS and NON-DOERS is to have water and soap available for washing hands, in facilities that are clean and well maintained. Some 71% of DOERS said it is easy to wash their hands when there is water available close to toilets and classroom, and 65% it is easy to wash their hands when soap is available. 76% of NON-DOERS mention access to water and soap in order for them to be able to wash their hands. Providing good quality hand soap is important, as several students said that they did not like to wash their hands as the soap provided makes the skin on their hands sore and peel.

Q1: Doers: What makes it easy for you to wash your hands with soap at school at the two critical times?		
Water available close to toilet and classroom	*Soap available close to toilet and classroom*	*Other*
71%	65%	24%

Q2: Doers: What makes it difficult for you to wash your hands with soap at school at the two critical times?			
No water and/or soap available	*Poor O&M (dirty, damaged, crowded)*	*Forget about it, or lazy*	*Other*
53%	18%	24%	18%

Q1 Non-Doers: What would make it easy for you to wash your hands with soap at school at the two critical times?						
Water available close to toilet and classroom	*Soap available close to toilet and classroom*	*See friends doing it*	*Reminded by teacher*	*When hands look dirty*	*Forget about doing it*	*Other*
44%	32%	7%	16%	12%	7%	11%

Q2 Non-Doers: What would make it difficult for you to wash your hands with soap at school at the two critical times?					
No water and/or soap available	*Poor O&M of toilets and HWF (dirty, damaged, crowded)*	*Forget about doing it, or lazy, or in a hurry*	*Hands look clean*	*Too hungry when break time comes*	*Other*
56%	11%	19%	12%	7%	8%

RECOMMENDED ACTIVITY 2: SUPPORT TEACHERS WITH IN-SERVICE ACTIVITIES AND RESOURCES SUCH AS "HANDS UP FOR HYGIENE" TO HELP THEM MAINTAIN AND STRENGTHEN THEIR INFLUENCE ON STUDENT HYGIENE BEHAVIOUR

RECOMMENDED ACTIVITY 3: SUPPORT PARENTS AND TEACHERS TO WORK TOGETHER TO PRESENT SIMILAR POSITIVE MESSAGES AND APPROVAL ABOUT WASHING HANDS WITH SOAP AND WATER AT SCHOOL

Some 94% of DOERS and 73% of NON-DOERS said that their teacher was the main person who approved of them washing their hands with soap. Teachers are mostly considered positive role models with high influence, but there were some comments that teachers can be concerned about the cost of soap so students sometimes feel that they cannot use as much soap or water as they want to wash their hands at the two critical times.

The respondents also said that their parents/elder siblings have strong influence on their handwashing behaviour, so schools should make sure parents are informed about any handwashing with soap campaign messages so they can reinforce the messages at home. Parents can also get involved where appropriate with school emphasis days such as World Toilet Day or World Water Day. Parents can also support student WASH Clubs where appropriate. Friends are not currently a significant positive influence, and 20% of DOERS said that they could get criticized from their friends for washing their hands (the response was less for NON-DOERS). But overall friends seem not as important for approval as teachers and parents.

Q5 Doers: Who are all the people that approve of you washing your hands with soap at school at the two critical times?			
My Teacher	*The Principal*	*My parents and siblings*	*My friends*
94%	**29%**	**41%**	**6%**

Q6 Doers: Who are all the people that disapprove of you washing your hands with soap at school at the two critical times?		
No one	*Myself*	*My friends or other students*
65%	**12%**	**29%**

Q5 Non-Doers: Who are all the people that would approve of you washing your hands with soap at school at the two critical times?					
My Teacher and/or the Principal	*Just me*	*My parents and siblings*	*My friends*	*Doctor or Nurse*	*Other*
73%	**9%**	**15%**	**5%**	**8%**	**1%**

Q6 Non-Doers: Who are all the people that would disapprove of you washing your hands with soap at school at the two critical times?				
No-one	*Just me*	*My parents and siblings*	*My friends or other students*	*Other*
60%	**15%**	**3%**	**17%**	**7%**

RECOMMENDED ACTIVITY 4: SUPPORT SCHOOLS TO SET UP APPROPRIATE WASH "NUDGES" TO REMIND STUDENTS TO WASH THEIR HANDS WITH SOAP

Some 70% of DOERS said it is not difficult to remember to wash their hands with soap. In contrast, about 70% of NON-DOERS expressed some difficulty in remembering. "Nudges" such as posters, handwashing stickers, signs, footsteps painted on the ground from the toilet block door to the handwashing station, and daily group handwashing activities conducted with their teacher are all actions that have been used in WASH in Schools programs to help students embed handwashing practice as a habit.

Q8 Doers: How difficult is it to remember to wash your hands with soap and water every time you need to do it?

29.4%

70.6%

■ Somewhat Difficult ■ Not Difficult at all

Q8 Non-Doers: How difficult do you think it would be to remember to wash your hands with soap at school every time you need to do it?

28.0%

42.7%

29.3%

■ Very Difficult ■ Somewhat Difficult ■ Not Difficult at all
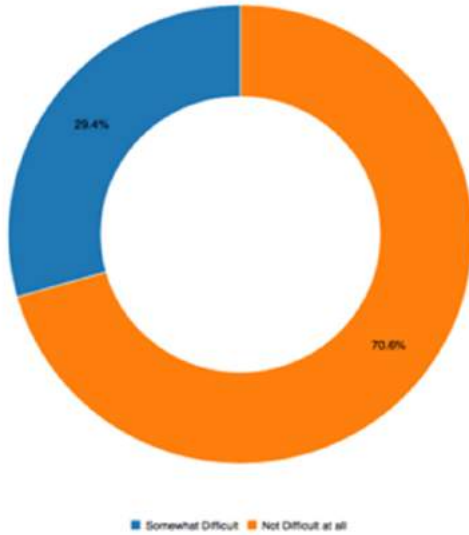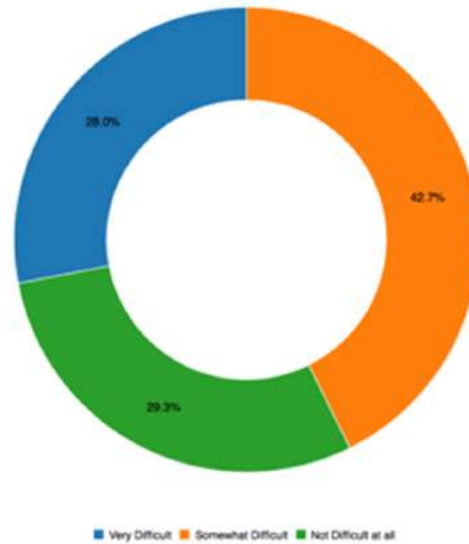
RECOMMENDED ACTIVITY 5: USE CLASSROOM AND WHOLE-OF-SCHOOL ACTIVITIES AND STUDENT WASH CLUBS TO MENTOR YOUNGER STUDENTS TO REINFORCE STUDENT KNOWLEDGE THAT WASHING THEIR HANDS WITH SOAP AT THE TWO CRITICAL TIMES CAN PREVENT THEM GETTING SICK

Both DOERS (88%) and NON-DOERS (60%) stated that if they washed their hands with soap and water at the two critical times they were not likely to get sick with diarrhoea.

Q11 Doers: How likely is it that you would get diarrhoea or feel sick if you washed your hands with soap at school at the two critical times?

11.8%

88.2%

■ Somewhat Likely ■ Not likely at all

Q11 Non-Doers: How likely is it that you would get diarrhoea or feel sick if you washed your hands with soap at school at the two critical times?

5.3%

34.7%

60.0%

■ Very Likely ■ Somewhat Likely ■ Not likely at all
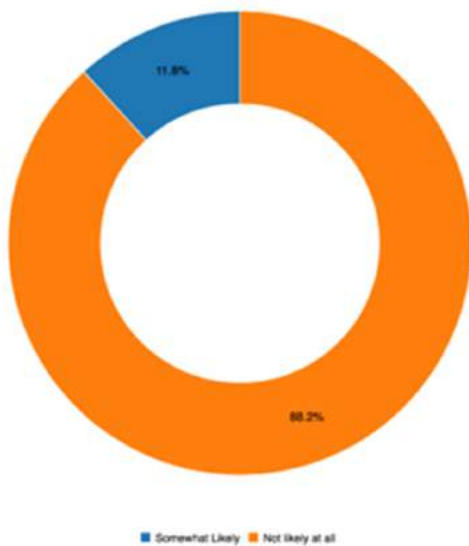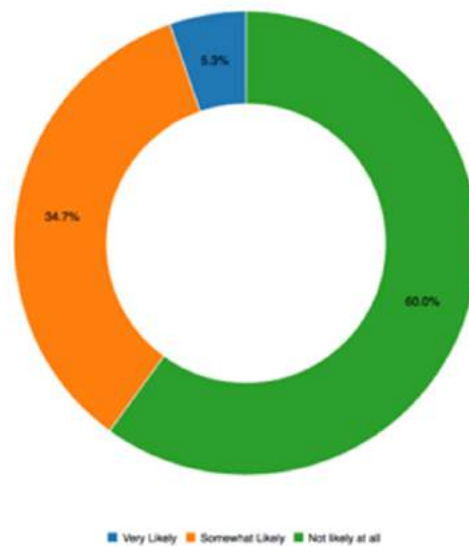
Both DOERS (76%) and NON-DOERS (60%) stated that their schools had rules about washing hands with soap at critical times during the day. Interestingly, 70% of DOERS said that God approves of them washing their hands with soap, compared to 48% of NON-DOERS (though the group of DOERS is much smaller). Over 75% of both groups said that there were no cultural rules or taboos about washing hands with soap.

Q13 Doers: Are there any school rules in place that made it more likely that you wash your hands with soap at school at the two critical times?	Q13 Non-Doers: Are there any school rules in place that make it more likely that you will wash your hands with soap at school at the two critical times?
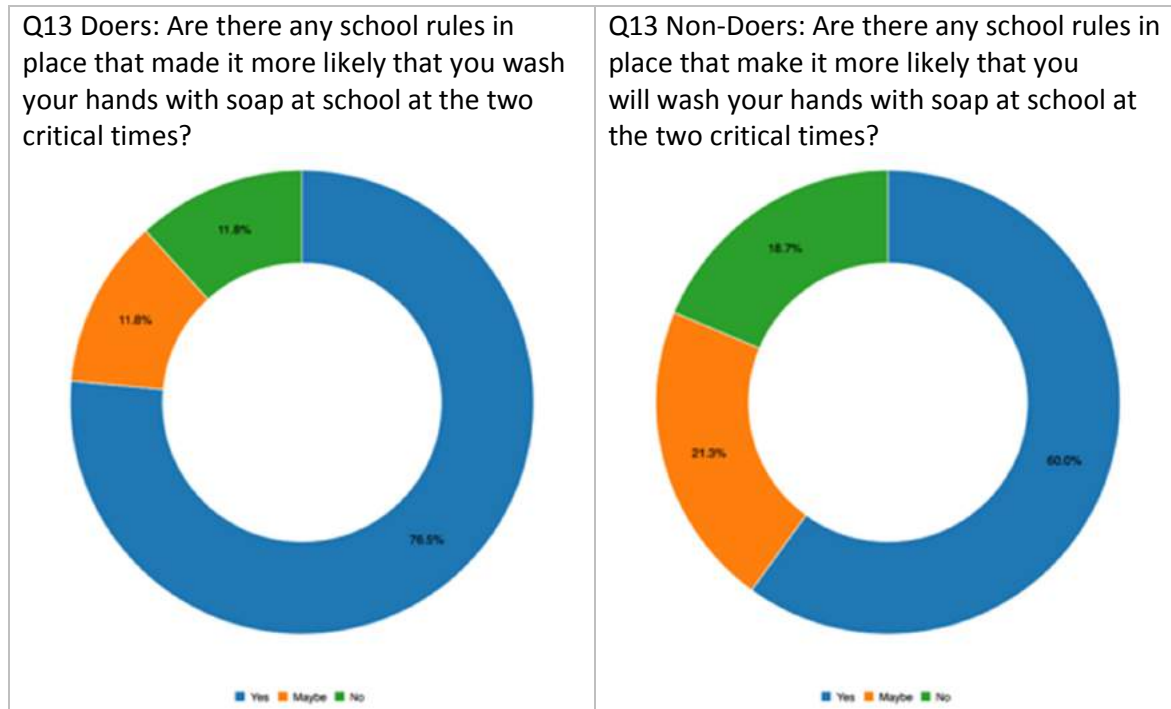
See Annex 3 for the full Data Summary of the Barrier Analysis Survey with the students.

Rangusuksuk Primary School			
	Type of water source available	**Number of this source available at school**	**Number of outlets/taps**	**Availability of source**
1	Piped Water (school supply only)	1	2	Always available
2	Rainwater	1	1	Always available
Pangi Primary School				
1	Piped water (school supply only)	1	3	Always available
2	Rainwater	2	2	Always available
Talwa Kindergarten				
1	Piped water (school supply only)	1	1	Always available
2	Rainwater	1	1	Always available
Wali Kindergarten				
	No water supply supplied	0	0	Rely on water carted in buckets from a river
Lalzadeth Primary School				
1	Piped Water (school supply only)	1	3	Always available
Ubiku Primary/Kindergarten School				
1	Rainwater	1	2	Rarely available it gets worse during prolong rain
Melsisi Primary School				
1	Piped water (school supply only)	1	7	Rarely available due to poor water pressure
2	Rainwater	1	1	Always available
Melsisi College				
1	Piped water (shared with the community)	4	16	Rarely available due to poor water pressure and demand for water use
Ranwadi College				
1	Piped water (school supply only)	2	8	Sometimes available due to the demand use
Haren Hala Primary School				
1	Rainwater	2	2	Always available
Ganal Mawa Primary School				
1	Rainwater	1	2	Not recorded
Abuabanga Primary School				
1	Rainwater	4	4	Always available
Lini Primary School				
1	Rainwater	4	4	Not recorded
Avartabanga School				
1	Rainwater	2	8	Sometimes available due to the demand use
Lini Memorial School				
1	Rainwater	5	9	Always available
Torlie Primary School				
1	Rainwater	3	3	Always available
Naruah Primary School				
1	Rainwater	3	3	Always available
Tosi Primary School				
1	Rainwater	2	2	Always available
Bwatnapni Primary School				
1	Rainwater	2	2	Rarely available

SOUTH & CENTRAL SOUTH DISTRICTS

	Type of toilet	Design ated user	Toilet paper?	Water for flushing (if water based toilet)	Is it private?	Can the door be locked from inside?	Is there a bin for waste?	Clean-liness of toilet bowl	Location of nearest handwashing facility	Condition of structure
Rangusuksuk Primary School										
1	Open Pit	Male	No	No	Yes	No	No	Visible faeces	Outside toilet block (within 10m)	Good
2	Open Pit	Female	No	No	Yes	No	No	Visible faeces	Inside cubicle	Good
3	Button flush	Female teacher	No	No	Yes	Yes	No	Visible faeces	Outside toilet block	Good
4	Button Flush	Male teacher	Not in use	Not in use	Not in use	Not in use	Not in use	Not in use	Outside the block	Good
Lalzadeth Primary School										
1	Open Pit	Anyone	No	N/A	No	No	No	Somewh at clean	Near the classroom	Needs major maintenance
2	Open Pit	Anyone	No	N/A	No	No	No	Somewh at clean	Near the classroom	Need major maintenance
3	Open Pit	Anyone	No	N/A	No	No	No	Somewh at clean	Near the classroom	Need major maintenance
4	Open pit	Anyone	No	N/A	No	No	No	Somewh at clean	Near the classroom	Need major maintenance
5	Open pit	Anyone	No	N/A	No	No	No	Somewh at clean	Near the classroom	Need major maintenance

Toilets at Lalzadeth Primary School, the school are now in the process of getting some new improved toilets for its students.

Pangi Primary School (these toilets were recently constructed by ADRA in September)

	Type of toilet	Designated user	Toilet paper?	Water for flushing (if water based toilet)	Is it private?	Can the door be locked from inside?	Is there a bin for waste?	Clean-liness of toilet bowl	Location of nearest handwashing facility	Condition of structure
1	VIP Toilet	Male	No	No	Yes	No	No	Visible faeces	Near the classroom	Good
2	VIP Toilet	Female	Yes	No	Yes	Yes	Yes	Visible faeces	Near the Classroom	Good

Female and male VIP toilet at Pangi Primary School

Talwa Kindergarten

	Type of toilet	Designated user	Toilet paper?	Water for flushing (if water based toilet)	Is it private?	Can the door be locked from inside?	Is there a bin for waste?	Clean-liness of toilet bowl	Location of nearest handwashing facility	Condition of structure
1	Open pit	Male	No	No	No	No	No	Visible faeces	Outside the toilet block	Good
2	VIP Toilet	Female	No	No	No	No	No	Visible faeces	Outside the toilet block	Good
Ubiku Primary/Kindergarten School										
1	Pit with slab	Male	No	N/A	No	No	No	Somewhat clean	Near the classroom	Need major maintenance
2	Pit with slab	Female	No	N/A	No	No	No	Somewhat clean	Near the Classroom	Need major maintenance
Melsisi Primary School										
1	Button Flush	Male	Yes	Yes	Yes	Yes	No	Clean	Inside the toilet block	Good
2	Button Flush	Female	Yes	Yes	Yes	Yes	No	Clean	Inside the toilet block	Good
3	Button Flush	Male teacher	Yes	Yes	Yes	Yes	No	Clean	Inside the toilet block	Good
4	Button Flush	Female teacher	Yes	Yes	Yes	Yes	No	Clean	Inside the toilet block	Good

Button flush toilet at Melsisi Primary School

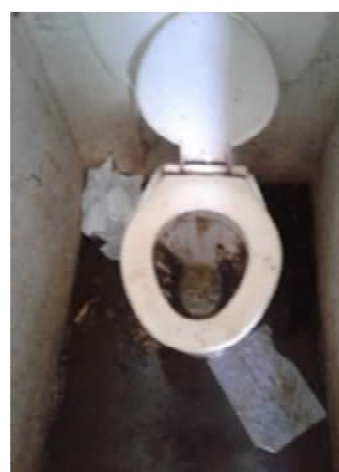| Melsisi College										
	Type of toilet	Designated user	Toilet paper?	Water for flushing (if water based toilet)	Is it private?	Can the door be locked from inside?	Is there a bin for waste?	Cleanliness of toilet bowl	Location of nearest handwashing facility	Condition of structure
1	Button Flush	Male	No	No	No	No	No	Somewhat Clean	Inside toilet block	Need major maintenance
2	Button Flush	Male	No	No	No	No	No	Somewhat Clean	Inside toilet block	Need major maintenance
3	Button Flush	Male	No	No	No	No	No	Somewhat Clean	Inside the toilet block	Need major maintenance
4	Button Flush	Male	No	No	No	No	No	Somewhat Clean	Inside the toilet block	Need major maintenance
5	Button Flush	Male	No	No	No	No	No	Somewhat Clean	Inside the toilet block	Need major maintenance
6	Button Flush	Male	No	No	No	No	No	Somewhat clean	Inside the toilet block	Need major maintenance
7	Button Flush	Male	No	No	No	No	No	Somewhat clean	Inside the toilet block	Need major maintenance
8	Button Flush	Male	No	No	No	No	No	Somewhat clean	Inside the toilet block	Need major maintenance
9	Button Flush	Female	No	No	No	No	No	Clean	Inside the toilet block	Need major maintenance
10	Button Flush	Female	No	No	No	No	No	Clean	Inside the toilet block	Need major maintenance
11	Button Flush	Female	No	Yes	No	No	No	Somewhat Clean	Inside the toilet block	Need major maintenance
12	Button Flush	Female	No	Yes	Yes	No	No	Clean	Inside the toilet block	Need major maintenance
13	Button Flush	Female	No	Yes	No	No	No	Clean	Inside the toilet block	Need major maintenance
14	Button Flush	Female	No	Yes	No	No	No	Somewhat clean	Inside the toilet block	Need major maintenance

	Type of toilet	Designated user	Toilet paper?	Water for flushing (if water based toilet)	Is it private?	Can the door be locked from inside?	Is there a bin for waste?	Cleanliness of toilet bowl	Location of nearest handwashing facility	Condition of structure
15	Button Flush Toilet	Female	No	Yes	No	No	No	Clean	Inside the toilet block	Need major maintenance

Ranwadi College

	Type of toilet	Designated user	Toilet paper?	Water for flushing (if water based toilet)	Is it private?	Can the door be locked from inside?	Is there a bin for waste?	Cleanliness of toilet bowl	Location of nearest handwashing facility	Condition of structure
1	Button Flush	Male	Substitute available	No	Yes	No	No	Somewhat Clean	Inside the toilet block	Need major maintenance
2	Button Flush	Male	Substitute available	No	Yes	No	No	Somewhat Clean	Inside the toilet block	Need major maintenance
3	Button Flush	Male	No	No	Yes	No	No	Visible faeces	Inside the toilet block	Need major maintenance
4	Button Flush	Female	No	No	Yes	No	No	Visible faeces	Inside the toilet block	Need major maintenance
5	Button Flush	Female	No	No	Yes	No	No	Visible faeces	Inside the toilet block	Need major maintenance
6	Button Flush	Female	No	No	Yes	No	No	Visible faeces	Inside the toilet block	Need major maintenance

Boy's and Girl's toilet at Ranwadi College

Haren Hala Primary School										
	Type of toilet	Designated user	Toilet paper?	Water for flushing (if water based toilet)	Is it private?	Can the door be locked from inside?	Is there a bin for waste?	Cleanliness of toilet bowl	Location of nearest handwashing facility	Condition of structure
1	VIP toilet	Anyone	No	N/A	Yes	No	No	Somewhat clean	Outside the toilet block	Needs minor maintenance
2	VIP Toilet	Anyone	No	N/A	Yes	No	No	Somewhat clean	Outside the toilet block	Needs minor maintenance
3	VIP Toilet	Anyone	No	N/A	Yes	No	No	Somewhat clean	Outside the toilet block	Needs minor maintenance

	Type of toilet	Designated user	Toilet paper?	Water for flushing	Is it private?	Can the door be locked from inside?	Is there a bin for waste?	Cleanliness of toilet bowl	Location of nearest handwashing facility	Condition of structure
Ganal Mawa Primary School										
1	VIP toilet	Anyone	Yes	N/A	No	Yes	No	Somewhat clean	Other	Need major maintenance
Lini Primary School * only one toilet was observed										
1	Pit with slab	Male	No	No	No	No	No	Clean	Near the classroom	Need minor maintenance
Avartabanga School										
1	VIP Toilet	Anyone	Yes	No	No	Yes	Yes	Visible faeces	Near the classroom	Need minor maintenance
Lini Memorial School										
1	VIP with slab	Male	Yes	No	No	No	No	Somewhat Clean	Other	Need major maintenance
2	VIP slab	Female	Yes	No	Yes	Yes	No	Somewhat Clean	Other	Need major maintenance

VIP toilet at Haren Hala School

	Type of toilet	Designated user	Toilet paper?	Water for flushing (if water based toilet)	Is it private?	Can the door be locked from inside?	Is there a bin for waste?	Cleanliness of toilet bowl	Location of nearest handwashing facility	Condition of structure
Naruah Primary School *only 1 out of the 2 toilets were observed										
1	Pit with slab	Anyone/ not specified	Yes	No	Yes	No	No	Some-what clean	Near the class-room	Need major mainten-ance
Tosi Primary School *only 1 toilet was observed										
1	Open pit	Anyone	Yes	No	No	No	No	Visible faeces	Near the class-room	Need major mainten-ance
Bwatnapni Primary School										
1	Open pit	Anyone	No	No	Yes	Yes	No	Some-what clean	Near the class-room	Dangerous

PIT TOILET AT NARUAH PRIMARY SCHOOL

INFRASTRUCTURE - HAND WASHING FACILIITES

	Type of handwashing point	Number of taps/outlets	Location of handwashing facility	Is water currently available at handwashing facility?	Is soap available?	Is handwashing facility clean?	Is water drained away safely?
Rangusuksuk Primary School * soap is not available at the handwashing station but at the office							
1	Tapstand	1	Outside toilet block (less than 10m)	Yes	No	No	No
2	Tapstand	1	Near the classroom (less than 10m)	Yes	No	Yes	Yes
3	Rainwater	1	Near the classroom (less than 10m)	Yes	Yes	Yes	No
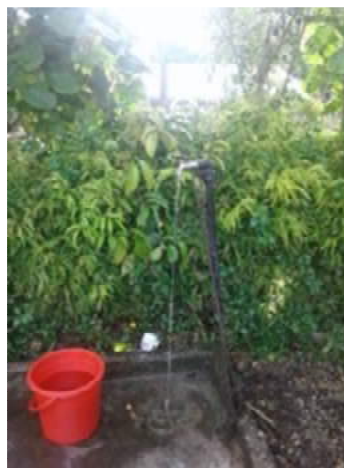
Handwashing Facility at Rangusuksuk Primary School

	Lalzadeth Primary School						
	Type of handwashing point	Number of taps/outlets	Location of handwashing facility	Is water currently available at handwashing facility?	Is soap available?	Is handwashing facility clean?	Is water drained away safely?
1	Tap stand	1	Near classroom (less than 10m)	Yes	Yes	Yes	yes
2	Tap stand	1	Near the classroom (less than 10m)	Yes	Yes	Yes	Yes
3	Tap stand	1	Near the classroom (less than 10m)	Yes	Yes	Yes	Yes

Handwashing Facility at Lalzadeth Primary School

	Pangi Primary School * soap is available inside the classroom but not at the handwashing station						
	Type of handwashing point	Number of taps/outlets	Location of handwashing facility	Is water currently available at handwashing facility?	Is soap available?	Is handwashing facility clean?	Is water drained away safely?
1	Tap stand	1	Near the classroom (less than 10m)	Yes	No	Yes	No
2	Tap stand	1	Near the classroom (less than 10m)	Yes	No	Yes	No
	Talwa Kindergarten * Soap is available inside the classroom and students ask for it if they want to use it.						
1	Tap stand	1	Outside the toilet block (less than 10m)	Yes	No	Yes	No
2	Rainwater tank and tap	1	Outside the toilet block (less than 10m)	Yes	No	Yes	Yes
	Ubiku Primary/Kindergarten School						
1	Tap stand	1	Near the classroom (less than 10m)	No	No	Yes	Yes
2	Bucket	1	Near the classroom (less than 10m)	Yes	No	No	No
	Melsisi Primary School						
1	Single tap with sink	1	Inside toilet block	Yes	Yes	Yes	Yes
2	Single tap with sink	1	Inside the toilet block	Yes	Yes	Yes	Yes
3	Single tap with sink	1	Inside the toilet block	Yes	Yes	Yes	Yes
4	Single tap with sink	1	Inside the toilet block	Yes	Yes	Yes	Yes
	.Melsisi College						
1	Multiple tap with sink	4	Outside toilet block	No	No	No	Yes
2	Single tap with sink	1	Inside the toilet block	Yes	Yes	Yes	Yes
3	Single tap with sink	1	Inside the toilet block	Yes	Yes	Yes	Yes
4	Single tap with sink	1	Inside the toilet block	Yes	Yes	Yes	Yes

Handwashing basin at Melsisi Primary School

Melsisi College - Showers				
	Shower is used by?	Is water available?	Is it private	Is water drained away safely?
1	Girls	Yes	No	Yes
2	Girls	Yes	Yes	No
3	Boys	Yes	No	No

Ranwadi College							
	Type of handwashing point	Number of taps/outlets	Location of handwashing facility	Is water currently available at handwashing facility?	Is soap available?	Is handwashing facility clean?	Is water drained away safely?
1	Single tap with sink	1	Outside toilet block	Yes	No	Yes	No
2	Single tap with sink	1	Inside the toilet block	Yes	No	Yes	No
3	Single tap with sink	1	Inside the toilet block	Yes	No	No	No
4	Single tap with sink	1	Inside the toilet block	Yes	No	No	No
5	Single tap with sink	1	Inside the toilet block	Yes	No	No	No
6	Single tap with sink	1	Inside the toilet block	Yes	No	No	No
Haren Hala Primary School							
1	Tippy tap	5	Outside the toilet block	No	No	Yes	yes
Ganal Mawa Primary School							
1	Bucket with tap	1	Near the classroom (less than 10m)	Yes	Yes	Yes	Yes
Lini Primary School							
1	Tippy Tap	5	Near the classroom	Yes	Yes	Yes	Yes
Avartabanga School							
1	Tippy tap	6	Near the classroom	Yes	Yes	Yes	Yes
Abuanga School							
1	Basin	4	Near the classroom	Yes	Yes	Yes	No

- Lini Memorial School, **Torlie Primary School and Bwatnapni Primary do not have a handwashing facilities**

Tippy tap at Lini Primary School

	Type of handwashing point	Number of taps/outlets	Location of handwashing facility	Is water currently available at handwashing facility?	Is soap available?	Is handwashing facility clean?	Is water drained away safely?
Naruah Primary School							
1	Tippy tap	2	Near the classroom (less than 10m)	Yes	Yes	Yes	Yes
Tosi Primary School							
1	Tippy tap	3	Near the classroom (less than 10m)	Yes	No	No	No

Tippy taps at Naruah and Tosi schools

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School Children's Intestinal Parasite and Nutritional Status One Year after Complementary School Garden, Nutrition, Water, Sanitation, and Hygiene Interventions in Burkina Faso
Erismann, S. Diagbouga, S. Schindler, C. Odermatt, P. Knoblauch, A. Gerold, J. Leuenberger, A. Shrestha, A. Tarnagda, G. Utzinger, J. and Cisse, G.   2017
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Long, J. Caruso, B. A. Andes, K. L. and Freeman, M. C.2013
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Jasper, C. Le, T. and Bartram, J. 2012

The raw survey data is available on request. Below is the full summary analysis of all the open-ended qualitative responses (organised by theme) and pie charts for the answers to the structured questions.

DOERS DATA

17 "DOERS" identified through screening questions

Q1: Doers: What makes it easy for you to wash your hands with soap at school at the two critical times?

Water available close to toilet and classroom	Soap available close to toilet and classroom	Other
71%	65%	24%

Q2: Doers: What makes it difficult for you to wash your hands with soap at school at the two critical times?

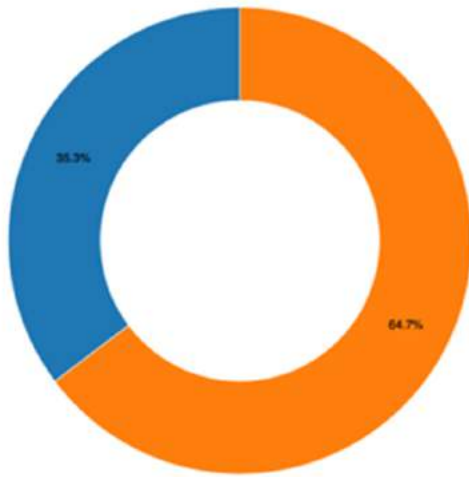| No water and/or soap available	Poor O&M of toilets and HWF (dirty, damaged, crowded)	Forget about doing it, or lazy	Other
53%	18%	24%	18%

Q3 Doers: What positive things happen when you wash your hands with soap at school at the two critical times?

Clean hands means no germs	Don't get sick	Don't miss class	No dirt goes into food
41%	**53%**	**18%**	**18%**

Q4 Doers: What are the negative things that happen when you wash your hands with soap at school at the two critical times?

Nothing	I don't know	Money for Soap	Use too much soap, water too far
53%	**24%**	**6%**	**18%**

Q5 Doers: Who are all the people that approve of you washing your hands with soap at school at the two critical times?

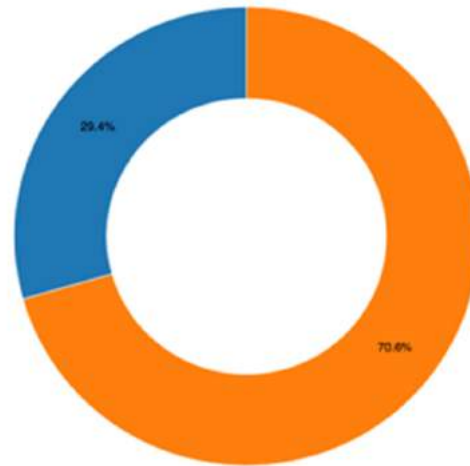| My Teacher	The Principal	My parents and siblings	My friends
94%	**29%**	**41%**	**6%**

Q6 Doers: Who are all the people that disapprove of you washing your hands with soap at school at the two critical times?

No one	Myself	My friends or other students
65%	**12%**	**29%**

Q7 Doers: How difficult is it to get soap and water to wash your hands with soap at school at the two critical times?
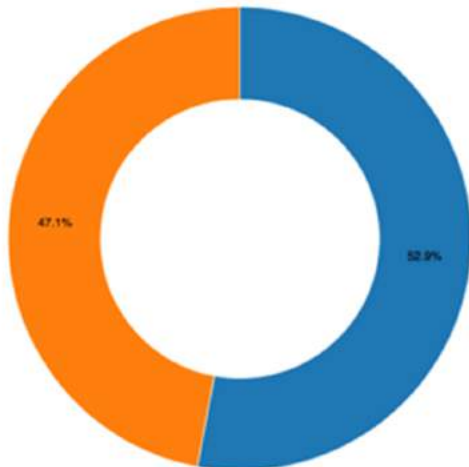

Legend: Somewhat Difficult, Not Difficult at all

35.3%
64.7%

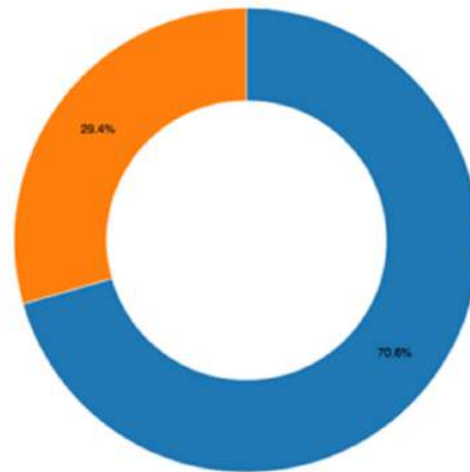**Q8 Doers:** How difficult is it to remember to wash your hands with soap and water every time you need to?

Legend: Somewhat Difficult, Not Difficult at all

29.4%
70.6%

Q9 Doers: How likely is it that you would get diarrhoea or feel sick in the next month?
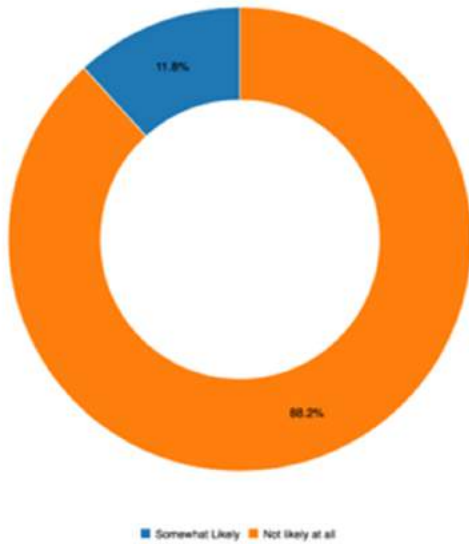

Legend: Somewhat Likely, Not Likely at all

47.1%
52.9%

Q10 Doers: How serious would it be if you would get diarrhoea or feel sick?
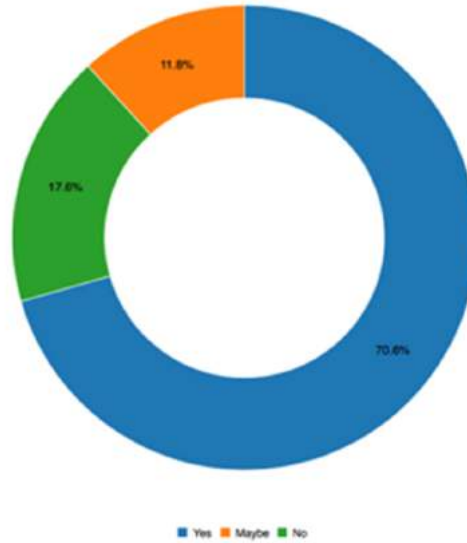

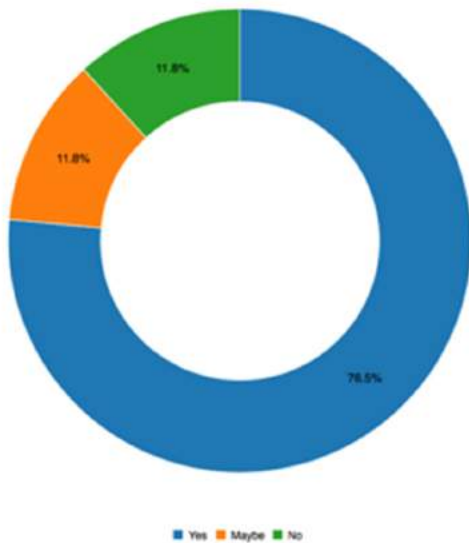Legend: Somewhat Serious, Not serious at all

29.4%
70.6%

Q11 Doers: How likely is it that you would get diarrhoea or feel sick if you washed your hands with soap at school at the two critical times?

11.8%

88.2%

■ Somewhat Likely ■ Not likely at all

Q12 Doers: Do you think that God approves of you washing your hands with soap at school at the two critical times?

11.8%

17.6%

70.6%

■ Yes ■ Maybe ■ No

Q13 Doers: Are there any school rules in place that made it more likely that you wash your hands with soap at school at the two critical times?

11.8%

11.8%

76.5%

■ Yes ■ Maybe ■ No

Q14 Doers: Are there any cultural rules or taboos against washing your hands with soap at school at the two critical times?

11.8%

88.2%

■ Yes ■ No

75 "NON-DOERS" identified through screening questions

Q1 Non-Doers: What would make it easy for you to wash your hands with soap at school at the two critical times?

Water available close to toilet and classroom	Soap available close to toilet and classroom	See friends doing it	Reminded by teacher	When hands look dirty	Forget about doing it	Other
44%	32%	7%	16%	12%	7%	11%

Q2 Non-Doers: What would make it difficult for you to wash your hands with soap at school at the two critical times?

No water and/or soap available	Poor O&M of toilets and HWF (dirty, damaged, crowded)	Forget about doing it, ir lazy, or in a hurry	Hands look clean	Too hungry when break time comes	Other
56%	11%	19%	12%	7%	8%

Q3 Non-Doers: What would be the positive things that could happen if you wash your hands with soap at school at the two critical times?

Remove/kill germs	Don't get sick - Will be healthy	Don't miss class	Body feels good, nice smell	Will have clean hands
16%	**64%**	**5%**	**5%**	**29%**

Q4 Non-Doers: What would be the negative things that happen if you wash your hands with soap at school at the two critical times?

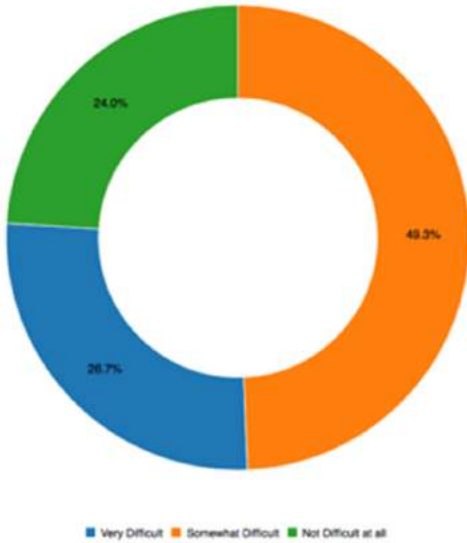| Nothing	I don't know	Soap will run out too fast	Soap affects skin	Other
31%	**23%**	**11%**	**17%**	**8%**

Q5 Non-Doers: Who are all the people that would approve of you washing your hands with soap at school at the two critical times?

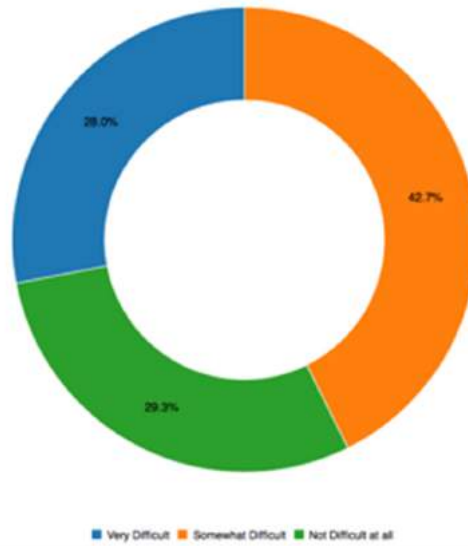| My Teacher and/or the Principal	Just me	My parents and siblings	My friends	Doctor or Nurse	Other
73%	**9%**	**15%**	**5%**	**8%**	**1%**

Q6 Non-Doers: Who are all the people that would disapprove of you washing your hands with soap at school at the two critical times?

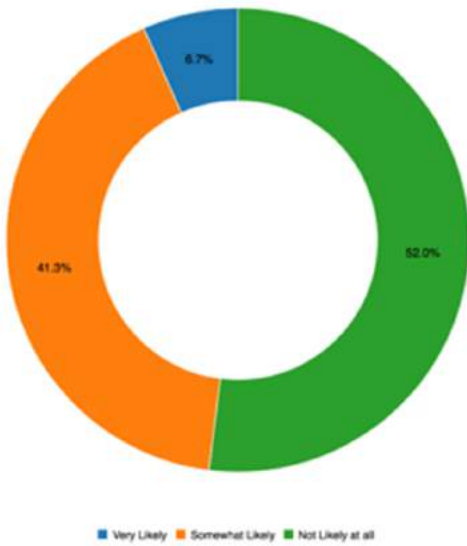| No-one	Just me	My parents and siblings	My friends or other students	Other
60%	**15%**	**3%**	**17%**	**7%**

Q7 Non-Doers: How difficult would it be to get soap and water to wash your hands with soap at school at the two critical times?

49.3%
26.7%
24.0%

■ Very Difficult ■ Somewhat Difficult ■ Not Difficult at all

Q8 Non-Doers: How difficult do you think it would be to remember to wash your hands with soap at school every time you need to do it?

42.7%
28.0%
29.3%

■ Very Difficult ■ Somewhat Difficult ■ Not Difficult at all

Q9 Non-Doers: How likely is it that you could get diarrhoea or feel sick in the next month?

6.7%
41.3%
52.0%

■ Very Likely ■ Somewhat Likely ■ Not Likely at all

Q10 Non-Doers: How serious would it be if you would get diarrhoea or feel sick?
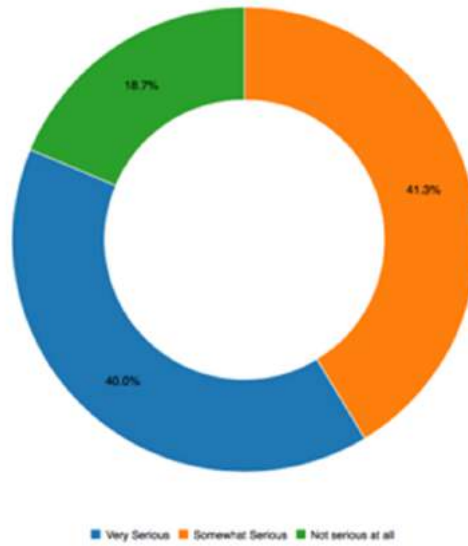
41.3%
40.0%
18.7%

■ Very Serious ■ Somewhat Serious ■ Not serious at all

Q11 Non-Doers: How likely is it that you would get diarrhoea or feel sick if you washed your hands with soap at school at the two critical times?

Very Likely: 5.3%
Somewhat Likely: 34.7%
Not likely at all: 60.0%

Legend: ■ Very Likely ■ Somewhat Likely ■ Not likely at all
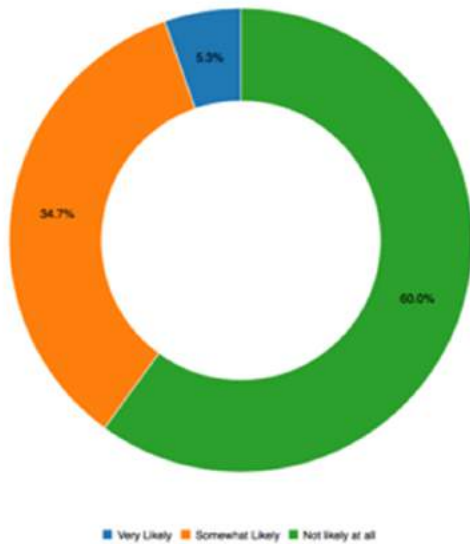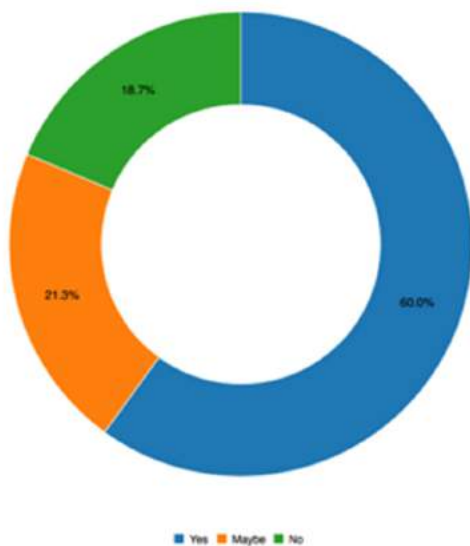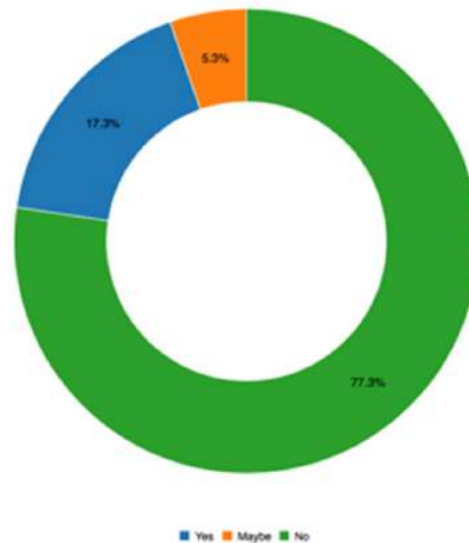
Q12 Non-Doers: Do you think that God would approve of you washing your hands with soap at school at the two critical times?

Maybe: 14.7%
Yes: 48.0%
No: 37.3%

Legend: ■ Yes ■ Maybe ■ No

Q13 Non-Doers: Are there any school rules in place that make it more likely that you will wash your hands with soap at school at the two critical times?

No: 18.7%
Maybe: 21.3%
Yes: 60.0%

Legend: ■ Yes ■ Maybe ■ No

Q14 Non-Doers: Are there any cultural rules or taboos against washing your hands with soap at school at the two critical times?

Maybe: 5.3%
Yes: 17.3%
No: 77.3%

Legend: ■ Yes ■ Maybe ■ No
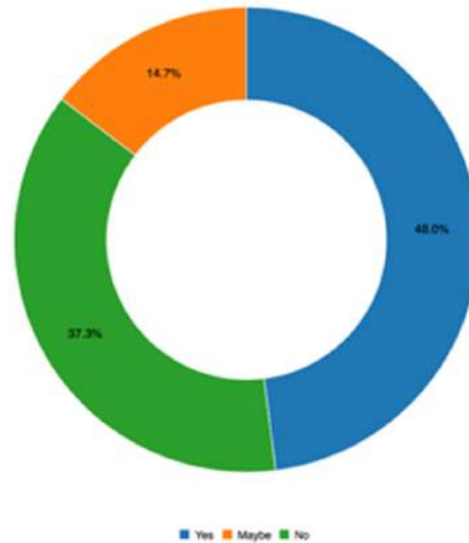
QUESTIONS FOR BEHAVIOUR DETERMINANTS

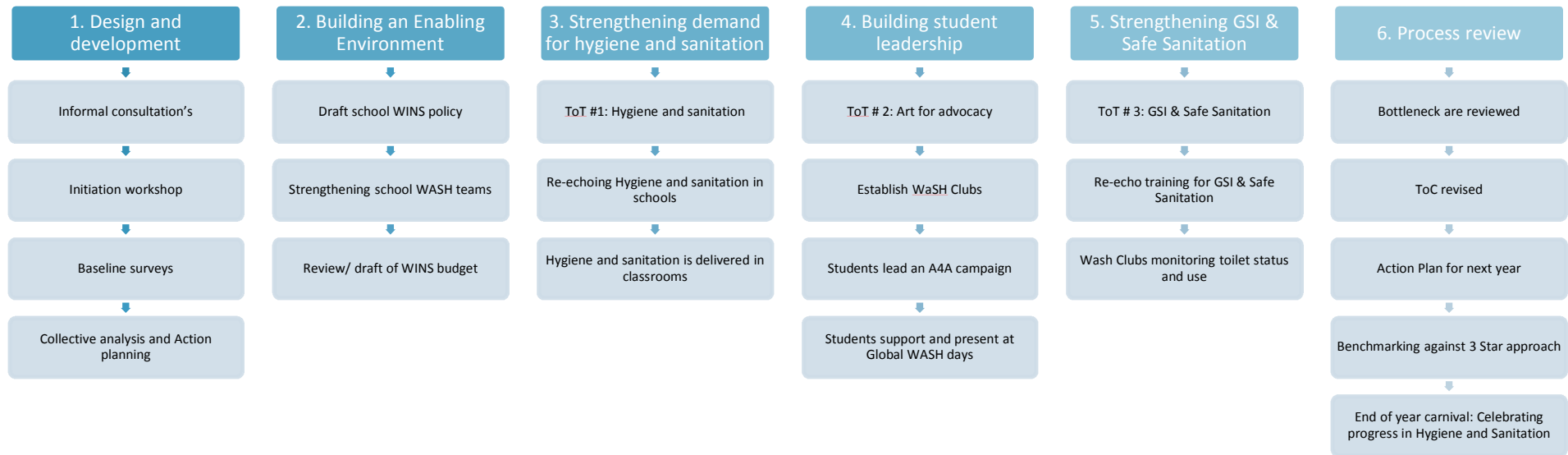| DOERS: Survey Questions	NON-DOERS: Survey Questions
1. What makes it easy for you to wash your hands with soap at school at the two critical times? 2. What makes it difficult for you to wash your hands with soap at school at the two critical times?	1. What would make it easy for you to wash your hands with soap at school at the two critical times? 2. What would make it difficult for you to wash your hands with soap at school at the two critical times?

3. What positive things happen when you wash your hands with soap at school at the two critical times?
4. What are the negative things that happen when you wash your hands with soap at school at the two critical times?
5. Who are all the people that approve of you washing your hands with soap at school at the two critical times?
6. Who are all the people that disapprove of you washing your hands with soap at school at the two critical times?
7. How difficult is it to get soap and water to wash your hands with soap at school at the two critical times?
8. How difficult is it to remember to wash your hands with soap and water every time you need to do it?
9. How likely is it that you would get diarrhoea or feel sick in the next month?
10. How serious would it be if you would get diarrhoea or feel sick?
11. How likely is it that you would get diarrhoea or feel sick if you washed your hands with soap at school at the two critical times?
12. Do you think that God approves of you washing your hands with soap at school at the two critical times?
13. Are there any school rules in place that made it more likely that you wash your hands with soap at school at the two critical times?
14. Are there any cultural rules or taboos against washing your hands with soap at school at the two critical times?

3. What would be the positive things that could happen if you wash your hands with soap at school at the two critical times?
4. What would be the negative things that happen if you wash your hands with soap at school at the two critical times?
5. Who are all the people that would approve of you washing your hands with soap at school at the two critical times?
6. Who are all the people that would disapprove of you washing your hands with soap at school at the two critical times?
7. How difficult would it be to get soap and water to wash your hands with soap at school at the two critical times?
8. How difficult do you think it would be to remember to wash your hands with soap at school every time you need to do it?
9. How likely is it that you could get diarrhoea or feel sick in the next month?
10. How serious would it be if you would get diarrhoea or feel sick?
11. How likely is it that you would get diarrhoea or feel sick if you washed your hands with soap at school at the two critical times?
12. Do you think that God would approve of you washing your hands with soap at school at the two critical times?
13. Are there any school rules in place that make it more likely that you will wash your hands with soap at school at the two critical times?
14. Are there any cultural rules or taboos against washing your hands with soap at school at the two critical times?

SUMMARY OVERVIEW OF ROAD MAP

1. Design and development	2. Building an Enabling Environment	3. Strengthening demand for hygiene and sanitation	4. Building student leadership	5. Strengthening GSI & Safe Sanitation	6. Process review
Informal consultation's	Draft school WINS policy	ToT #1: Hygiene and sanitation	ToT # 2: Art for advocacy	ToT # 3: GSI & Safe Sanitation	Bottleneck are reviewed
Initiation workshop	Strengthening school WASH teams	Re-echoing Hygiene and sanitation in schools	Establish WaSH Clubs	Re-echo training for GSI & Safe Sanitation	ToC revised
Baseline surveys	Review/ draft of WINS budget	Hygiene and sanitation is delivered in classrooms	Students lead an A4A campaign	Wash Clubs monitoring toilet status and use	Action Plan for next year
Collective analysis and Action planning			Students support and present at Global WASH days		Benchmarking against 3 Star approach
					End of year carnival: Celebrating progress in Hygiene and Sanitation

DETAIL OVERVIEW OF ROAD MAP

Process step	What success looks like	Key roles
1. **Design and development**		
Informal consultation's		
Initiation workshop	- Understanding of importance of WINS - Orientation from department or ministry	

	- Agreeing provisional school wash team	
Baseline surveys	- BNA, ToC, PA	
Collective analysis and Action planning		
2. Building an Enabling Environment		
Draft school WINS policy	- Is aligned to national policy (where national policy exists) - Considers the four key categories of BNA (EE, Supply, Demand and Quality) - Clarifies roles of key school based actors (school leaders, committee, teachers, students) and institutional structures (School Council, School WASH Committee, WASH clubs) - Roles have been communicated and agreed on - Monitoring process and road map checklist agreed.	School Led. LNL provide template, school submits to LNL for comments
Strengthening school WASH teams	- School leaders have been orientated on good leadership behaviours - School committee have had orientation with MOET - Action plans are reviewed and formally adopted by school	School Led. School visit from CSO and MOET
Review/ draft of WINS budget	- WINS budget has been created/ review and is aligned with school budgeting process	School Led.
Establish WASH Clubs	- Wash clubs (or similar) provides opportunities for student to be engaged - WASH clubs take active role in promoting/ policing hygiene and sanitation behaviours - Annual plan agreed	School Led.
3. Strengthening demand for hygiene and sanitation		
ToT #1: Hygiene and sanitation	- Teachers understand difference between health knowledge and behaviour change communication. - Key hygiene messages and channels for communicating in classrooms agreed. - Steps to improve 'opportunity' to HW explored (HW facilities, soap and water supplies) - Role of student in keeping toilet clean and functional explored. - WASH clubs established to enable student take a proactive role in Hygiene and Sanitation (including identification of coordinating teacher(s) - Hygiene and sanitation activities are mapped against school calendar and integrated with key school subjects.	
Re-echoing Hygiene and sanitation in schools	- All teachers have been oriented on Hygiene and sanitation modules and have the tools to deliver messages in classrooms.	School Led.
Hygiene and sanitation is delivered in classrooms	- Hygiene messages are delivered in every classroom Sanitation messages are delivered in every classroom	School Led.
4. Building student leadership		
ToT # 2: Art for advocacy	-	
Students lead an A4A campaign	- Wash Clubs plan and delivery A4A campaign in schools - Student have support from school management and teachers	
Students support and present at Global WASH days	- Calendar of Global WASH days is shared with school - WASH clubs have an active role in preparing and presenting at Global WASH days - Fund raising activities, where appropriate, are integrated with Global days	
5. Strengthening GSI & Safe Sanitation		
ToT # 3: GSI & Safe Sanitation	- GSI (Module required) - MHM (Module required) - O&M (Module required)	
Re-echo training for GSI & Safe Sanitation	- One day school wide orientation on GSI - MHM FGDs held with boys and girls ages (11-13) - O&M adoption at classroom level - Roles of WASH club to track and report toilets use and status	
WASH Clubs monitoring toilet status and use		
6. Process review		
Bottleneck are reviewed	- BNA is reviewed and changes/ progress is mapped -	
ToC revised	- ToC is reviewed and used to guide AP for next school year.	•
Action Plan for next year	- Action planning for next school year is complete	•

	- Budget includes WINS items	
Benchmarking against 3 Star approach	- Benched marked against the Three Star approach where it has been adapted nationally	•
End of year carnival	- Progress in Hygiene and Sanitation is celebrated	•