

# WASH in Schools Distance Learning Course-Emory University

A BOTTLENECK ANALYSIS ON FACTORS THAT IMPEDE HAND  
WASHING WITH SOAP IN 8 RURAL PRIMARY SCHOOLS IN THE  
BA/TAVUA EDUCATION DISTRICT OF FIJI

GROUP V2- MEREONI VOLAU, SULIASI BATIKAWAI, DEEPIKA LATCHMAN,  
VILIAME KUBOUTAWA, & ARUN CHAND

UNICEF | 360 Victoria Parade, Suva, Fiji



Image 1: An enthusiastic primary scholar excitedly washing her hands in one of the schools at the Western Division - Fiji

---

*We should spend 15 to 20 seconds washing our hands with soap and warm water to kill germs.*

*Source: University of London; London school of Hygiene and Tropical Medicine, Global Handwashing Day.*

---

## Contents

<b>Abstract</b> .....	2
<b>Country Profile</b> .....	3
<b>Methodology</b> .....	4
<b>Analysis of Results</b> .....	8
<b>Enabling environment bottlenecks</b> .....	8
<b>Social Norms</b> .....	8
<b>Legal and Policy framework</b> .....	8
<b>Budget and expenditure</b> .....	9
<b>Supply bottlenecks</b> .....	9
<b>Availability of commodity and facilities</b> .....	10
<b>Human Resources</b> .....	10
<b>Demand bottleneck</b> .....	10
<b>Quality Bottlenecks</b> .....	11
<b>Conclusion</b> .....	12
<b>Lessons Learnt</b> .....	13
<b>Success stories</b> .....	13
<b>Key Challenges</b> .....	13
<b>Recommendations</b> .....	14
<b>Next Steps</b> .....	15
<b>Annex</b> .....	16
<b>Reference</b> .....	18

## Abstract

This project predominantly focuses on 8 primary school within the Western of Fiji with the Ba/Tavua Education sector. The delivery of improved WASH services within the western schools potentially serve as a good archetypal in today's westernized world. A recent assessment in 8 primary schools in Ba and Tavua region suggest that schools have varying degree of functionality, utilization and management for using soap when washing hands. Service demand and quality is slightly on track within constraints of institutional environment and service supply. Opportunities do arise to scale up WASH in Schools program through advocacy for best practices and equity based service delivery. The success of WASH in school program relies on integrated planning while balancing the integrity of children's understanding, teacher qualification and the hardware and software inputs. WASH creates opportunities for investment in primary education; however its sustainability remains at severe risk. Reaching out to policy makers should start now in order to gain full engagement of public, private and civil society players already active in the education, environmental health, and water and also from educating the families, and children and the teachers.

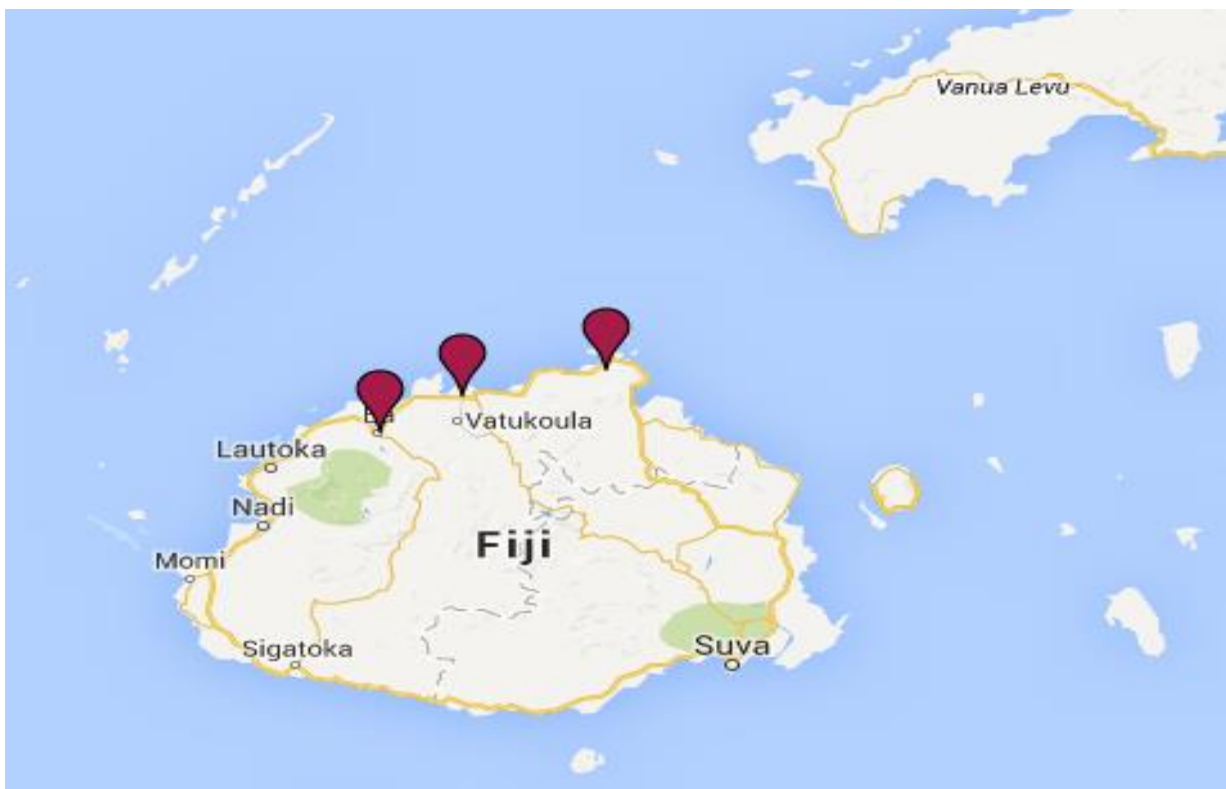


Image 2: Geographical map showing the landscape of Western region within Fiji.

## Country Profile

Fiji is a fast growing country in social and economic region. From the last census in 2007, Fiji has a population of 875,000 people with an average growth rate of 0.7% and urban growth rate of 1.6%. Fiji's school enrolment includes 35,000 pre- schoolers, 135,000 primary scholars (70,000 boys and 65,000 girls) and 68,000 secondary scholars.

There are 903 schools (724 primary and 170 secondary);

2% of these schools are private owned (latest statistics from the Fiji Government, 2015). Government data also indicated that over 90% of the schools are community owned while the rest are owned and managed by faith based organisations.

According to the water and sanitation report<sup>1</sup> by UNICEF 2015, the coverage for sanitation and water for schools in Fiji is 95% and 100% respectively. This implies that WASH infrastructure and coverage is good. However, recent studies by implementing partners such as the FTA WASH Unit and line ministries such as the Ministry of Health and Medical Services and Ministry of Education have shown that children are still lacking the knowledge, behaviour and skills in utilising these infrastructures properly.

The introduction of the tuition free fees grant by the Government of Fiji and the transport assistance for school children has resulted in increased enrolment and attendance, putting considerable pressure on the existing infrastructure. Similarly, there is also a great demand for promotion of good hygiene practice especially in hand washing with soap at the critical times.

Handwashing program in schools in Fiji is not made compulsory or mandated yet. However, majority of the schools in particular primary schools have implemented the program along with the toothbrush (oral hygiene) program. Scaling up of this activity are due to continuous hygiene promotion and awareness conducted in schools by NGO's, CSO and school health teams which is coordinated by and also the inclusion of handwashing in the national curriculum by MoE.

There is no baseline data available to show the number of schools that have implemented school handwashing program and those have not to determine the gap. The Ministry of Health and Ministry of Education will be launching the School Health Policy soon which incorporate the need to implement hand washing program in all schools.

This case study will identify bottlenecks that hinder the effective implementation of hand washing with soap practices in Fiji schools, and prioritize actions for stakeholders for more effective WinS programming.

---

<sup>1</sup> A Snapshot of Water and Sanitation in the Pacific - 2015 Update

## Methodology:

For many years the Government of Fiji has been trying to enhance WASH in school through the Ministry of Education and Ministry of Health, and has provided a significant annual budget allocation for school operations and maintenance to the Ministry of Education and school health programmes to Ministry of Health and Medical Services (MoHMS)

The Fijian Teachers Association WASH Unit (FTAWU) in partnership with the Access to Quality Education Programme (AQEP) and the Ministry of Education (MoE) conducted a baseline survey of 8 primary schools in the Ba/Tavua education district. Head teachers of the schools and students were interviewed with field observations carried out as well.

Group V2 Fiji, in consultation with FTAWU, MoE Ba/Tavua Education district and MoHMS carried out a bottleneck analysis to find out the barriers currently preventing students from practicing hand washing with soap. The team also conducted an in-depth interview with the 8 primary schools, a desk review on relevant government policies on WASH in Schools, and the Fijian Teacher Association's school hygiene baseline report for 8 primary schools within the Western of Fiji (randomly selected 4 schools from Ba and 4 schools from Tavua).

The expanded Tanahashi model<sup>2</sup> was used to analyse the bottlenecks related to the hand washing with soap. The determinants and indicators of each of the four categories; enabling environment, supply, demand and quality were selected according to their relevance to the hygiene practice of hand washing and other factors that may hinder the implementation of WinS program.

Table 1 below presents the analysis of the four categories with eight determinants and their corresponding indicators.

---

<sup>2</sup> WASH in Schools Distance-Learning Course: Learnings from the Field 2012

**Table 1: Baseline Survey Bottleneck Analysis**

Category	Determinant	Indicator	Existing Situation (%)
<b>Enabling Environment</b>	Social Norm	1. Proportion of schools that implement daily supervised hand washing with soap	25
	Legal and Policy Framework	2. Proportion of schools with appropriate WASH policies or guidelines in place and annual plan	12
	Budget & Expenditure	3. School budget allocation to enable WASH program to function	37
<b>Supply</b>	Facilities	4. Proportion of schools with adequate supply of water for hand washing	88
		5. Proportion of adequate coverage of water points in The girls and boys toilets and immediately outside the toilet blocks with soap	0
		6. Proportion of schools that always supply soap for hand washing	25
		7. Proportion of schools with adequate coverage toilet ratio for girls and boys	75
	Human Resources	8. Proportion of schools with teachers trained in WASH program	12
<b>Demand</b>	Socio-cultural Barriers	9. Proportion of schools with separate toilets for girls and boys	100
	Financial Barriers	10. Proportion of schools with a budget for maintenance of WASH facilities	25
<b>Quality</b>	Hygiene Practices	11. Percentage of children in schools where WASH facilities are operational and practicing hand washing with soap after use of toilet and before eating food	25

**KEY**

	Off track 0-24%
	Progress with constraints 25- 49%
	Good progress 50-74%
	On track 75-100%

From the four categories, it has been identified that enabling environment and quality are the biggest bottlenecks at 25% followed by supply at 26%. Demand

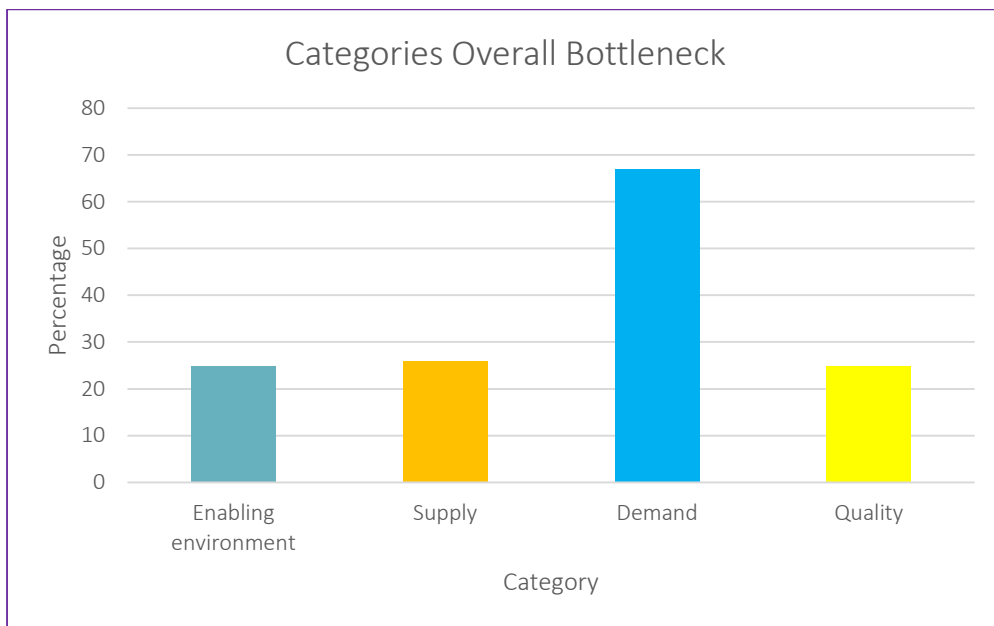


Image 3: A typical hand washing station without soap in a Ba school

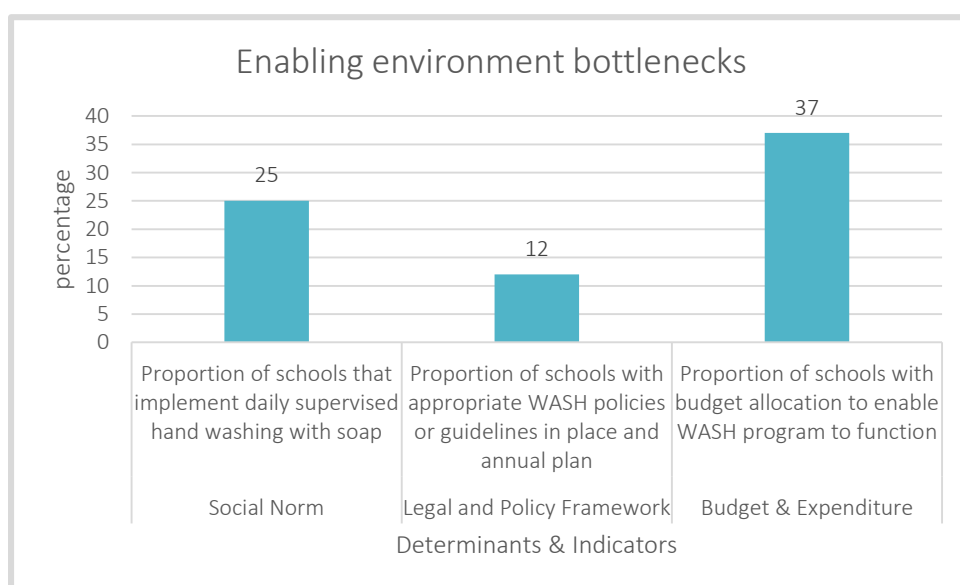


## Analysis of Results

### Enabling environment bottlenecks

Three indicators: social norm, policy/legal framework, and budget allocation at the national were used to analyse the enabling environment for WASH in Fiji's schools. Availability of government policy, funding, and curriculum on WASH would foster a good enabling environment for the school to implement their WASH in school program.

**Figure 1: Enabling environment bottlenecks: Social Norms, Legal and Policy Framework and Budget/Expenditure**



### Social Norms

In regards to social norms, only two of the eight schools (25%) are implementing daily supervised hand washing with soap indicating that it is progressing with constraints. School Head Teachers (HTs) admitted that children were washing their hands at their own leisure times and also at the critical times without soap. Daily supervised hand washing sessions with soap is generally not practiced by schools.

### Legal and Policy framework

The absence of any policy or guidelines for WASH in seven out of the eight schools indicates that it is off track and is a severe bottleneck.

In 2012, MOE developed a Minimum Standards for WASH in Schools Infrastructure, a document which not only specifies the standards but also gives directions on the quality, monitoring and the maintenance of the WASH facilities. Unfortunately, this document is not readily available to schools.

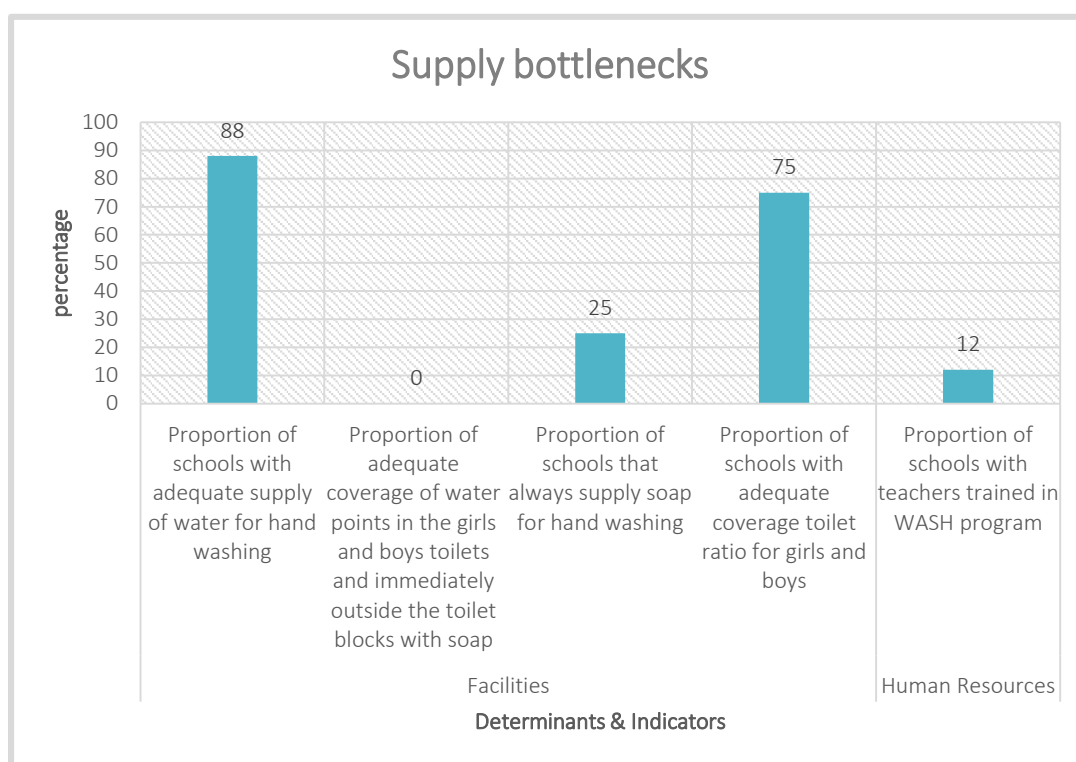
The MoE should take actions in the enforcement of legal and policy framework of the Minimum Standards on WASH in Schools Infrastructure from the national level to the school level to ensure the requirements for hand washing with soap at critical times is disseminated and absorbed.

## Budget and expenditure

Dedicated budget for WASH program is quite limited as 37% of the 8 schools have indicated that they have allocation for their hygiene programs. This is a concern since MoE is providing free tuition fee grant to every school. The school management and HTs should formulate an annual school budget to reflect the allocation for the WASH program and its consumables which comes under the school operation budget. This implies that the budget set for the cost of hardware such as facilities and provisions of these supplies is on need basis or inconsistent and that school management and HTs are unclear with the school grant allocation provided by the MoE.

## Supply bottlenecks

**Figure 2: Supply bottlenecks- Facilities & Human Resources**



Availability of essential commodities and human resources at the school level for WASH were used to analyse the supply factors that influence the WASH in school program. School capacity to implement WASH in school program depends on the availability of WASH infrastructure and qualified human resources.

### Availability of commodity and facilities

The analysis shows that generally the schools have adequate supply of water for hand washing since the source of water for these schools are piped water connections from the Water Authority of Fiji (WAF). However, the same cannot be said for availability of soap in hand washing stations. The availability of soap seems to be off track and is considered as a major barrier to proper hand washing practice in the schools.

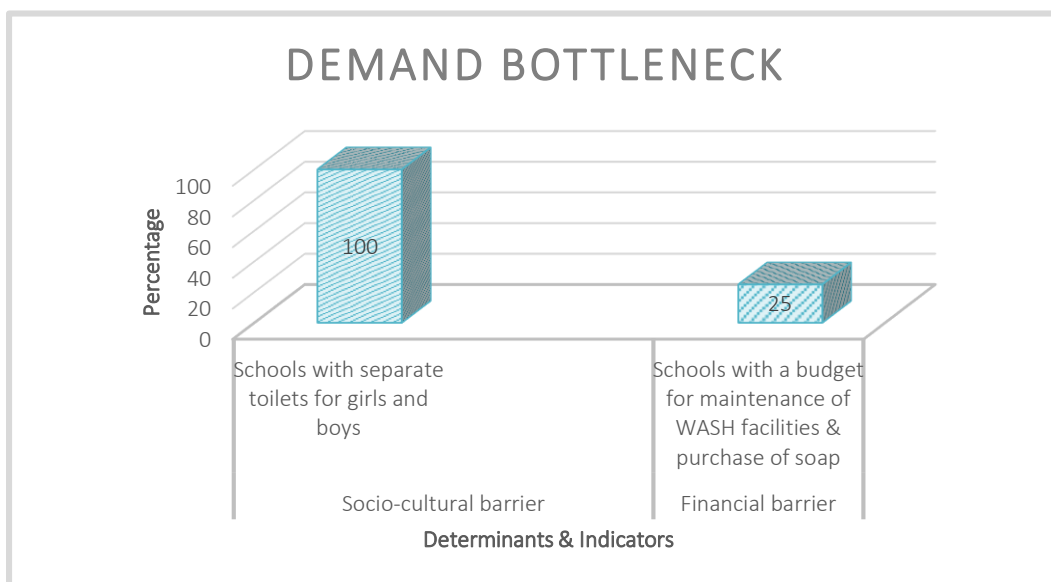
### Human Resources

The analysis shows that only 1 school (12%) has a teacher trained in WASH program and rated as off track. Having teacher trainings on hygiene promotion is critical to the development of the WASH programs in schools particularly in rural areas where the least services are provided. It is imperative that all schools have coordinators promoting key hygiene behaviours for children and must have the support and supervision from their HTs.

### Demand bottleneck

Financial access and social-cultural barriers on WASH were used to analyse the demand of WASH program at the school level. The budget availability and access to toilet for both genders are crucial for the implementation of WASH in school program

**Figure 3: Demand bottlenecks -Socio-cultural and financial barriers**

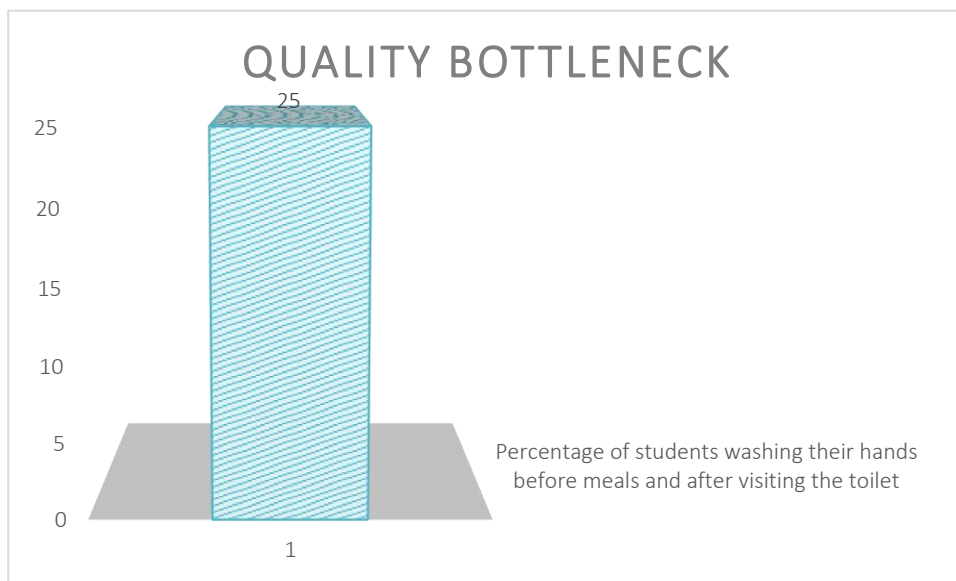


While all the 8 schools have separate gender toilets, the provision of a budget for the operation and maintenance of WASH facilities and purchase of soap in most of the schools is a major concern.

The proportion of schools with a budget for maintenance of WASH facilities is at 25% which is the main bottleneck. While schools were purchasing cleaning supplies and toilet papers, the procurement process is often a lengthy one as most schools only buy when the supplies run out. Consequently, the toilets are often left dirty and unhygienic. In addition, many schools do not supply soap for hand washing because it is not captured in the school budget. Therefore there is still a great need to put in place strategies to address the financial barriers determinant bottleneck.

### Quality Bottlenecks

Quality of WASH program at the school level looks at the hygiene practice of children washing their hands at critical times. The analysis shows that only 25 % of the children in the 8 schools indicated that they wash their hands with soap at these two critical times and is considered as severe bottleneck.



Although there is adequate supply of water in most schools, the analysis shows that without a proper budget dedicated for WASH in schools, the school budget will only lead to lack of hand washing facilities and consumables such as soap for the children to use in the schools.

## Conclusion

The bottleneck analysis presented from Table 1 shows that out of the 11 indicators assessed, the following three were identified (1 from enabling environment, 2 from Supply category) to be off track and considered as major bottlenecks.

1. The absence of appropriate WASH policies or guidelines in place and annual plan in seven out of eight schools
2. Inadequate coverage of water points with soap in the girls and boys toilets and immediately outside the toilet blocks.
3. Low percentage of teachers trained in WASH program

Five out of the remaining eight indicators show that they are progressing with constraints and considered also as significant bottlenecks. These include implementing daily supervised hand washing with soap, setting a budget allocation to enable WASH program to function, providing a consistent supply of soap for hand washing at all times, budgeting for operation and maintenance of WASH facilities and practicing of hand washing with soap at critical times by the students.

## **Lessons Learnt**

Although there is adequate supply of quality water in almost all the schools and with practical infrastructure, often the group felt small details could have more effects and enable a greater number of children washing hands at critical times. For example, almost all school had piped water supply but absence of soap becomes a shortcoming in access to proper hand washing. The team also noted of the success of the Global Handwashing Day campaign's messages circulated to schools by Ministry of Health and its impact on proper hand washing embracing by school children.

Furthermore, there is visible reassurance by teachers and school heads for rigid Wash in School Projects and their continued support was a key element in enabling a successful survey trip.

The hygiene practice of hand washing with soap can only be effective and sustainable if the MoE considers it as a priority area. WASH policies and guidelines will have to be incorporated into MoE Strategic and Corporate Plans.

## **Success stories**

Good effective planning through partnership and collaboration that was carried out amongst the key stakeholders (district education office, health department, school management) which led to the successful implementation of this survey.

## **Key Challenges**

The remoteness and geographical locations of the schools was a challenge for the group as a four hour drive to the schools took its toll on the group.

## Recommendations

Children need to be trained how to use drinking water facilities and latrines. More trained teachers can easily reduce this bottleneck. There is an urgent need for in-service and pre-service trainings for teachers for WinS.

School prefects are also key players in good monitoring of WASH practices and they can be trained in proper supervision of younger children. Often older children are able to help and monitor and remind the younger children in schools of good hygiene practice.

The allocation for the utilization of school grant on WASH activities, maintenance and consumables are to be specified and captured in the every school's annual budget. This clarification would enable the school prioritise WASH in Schools and include it in the School Annual Plan and Budget.

The continuing effort of the Fijian Teachers Association and the Ministry of Education in advocating for more firm WASH practices in schools should be commended and further expanded to maximize efforts. Budget is also a critical issue and often a big burden on small schools. The private sector is also an important player in society development and asking district based private sector for support may well ease the burden on budget constraints. Fiji also has an efficient local government which can be contacted in reporting school water and sanitation coverage data each year.

## Next Steps

Fiji already has a road map developed with the School Health Policy. What Fiji needs now is a proper stakeholder engagement and a rigid frame work to implement the School Health Policy. A team can be commissioned to review the implementation and progress of the Health Policies long and medium term development goals. A good point to note also is that the Health sector and the Education sector have agreements that establish compact foundation to enhance WASH in Schools Projects in Fiji.



Annex

**Handwashing Station in a Three-Star School in Fiji**



*Image 4: School children washing hands with soap during their lunch break.*



*Image 5: Handwashing infrastructure – impact of three star project*

## Reference

Fiji Government, Ministry of Education, National Heritage, Culture and Arts, 2015 Annual Report. Viewed on [http://www.education.gov.fj/images/AnnualReports/Annual%20Report\\_2013-14.pdf](http://www.education.gov.fj/images/AnnualReports/Annual%20Report_2013-14.pdf) (26 April 2016).

UNICEF & GIZ, Field Guide: The Three Star Approach for WASH in Schools, 2016.

Fiji Bureau of Statistics (2007). 2007 Census of Population and Housing. Available online at <http://www.statsfiji.gov.fj/index.php/2007-census-of-population>

Fijian Teachers' Association / Access to Quality Education Programme (2015). WASH Project Baseline Survey Report. FTA: Suva.

Ministry of Education, National Heritage, Culture & Arts (2015). Minimum Standards on Water, Sanitation and Hygiene (WASH) in Schools Infrastructure. Government of Fiji: Suva.

Ministry of Education (2014). 2014 Annual Report. MoE: Suva.

Ministry of Education (2015). Memo from the Permanent Secretary of Education to School Managers, Head Teachers and Principals titled "Free education – directive on use of government grants"

A Snapshot of Water and Sanitation in the Pacific - 2015 Update

Pacific Islands Forum Secretariat (2013). 2013 Pacific Regional MDG Tracking Report. Available online [http://www.forumsec.org/resources/uploads/attachments/documents/2013\\_Pac\\_Regional\\_MDGs\\_Tracking\\_Report\\_FINAL.pdf](http://www.forumsec.org/resources/uploads/attachments/documents/2013_Pac_Regional_MDGs_Tracking_Report_FINAL.pdf)

UN Statistical Division (2014). Fiji MDG Country Progress Snapshot. Available online at <http://mdgs.un.org/unsd/mdg/Resources/Static/Products/Progress2014/Snapshots/FJI.pdf>