



WASH in Schools in Emergencies- Fiji

WinS training report for Lautoka/Yasawa, Ba/Tavua and Rakiraki education districts

Fijian Teachers Association- WASH Unit/ Project HEAVEN

May 2016



Contents

Introduction	2
Training outcomes	2
WASH in Schools divisional training outputs	3
Ministry of Education collaboration divisional level.....	4
School based WASH Action Plans	4
Key roles and responsibilities (stakeholder mapping)	5
Next steps	6
Workshop evaluation	6
Annex	9
Schedule of activities and support under WinSiE	10
WASH in Schools workshop/ annotated agenda	11
WinS workshop session outline- overview and focus.....	0
Workshop report summaries:	6
Ba workshop summary	6
Lautoka workshop summary.....	11
Rakiraki workshop summary.....	14

Introduction

Tropical Cyclone Winston hit Fiji from 19 to 20 February as a Category 5 system with winds of 220 kmph, gusting up to 325 kmph, and this time through much more populated islands. TC Winston not only was the first Category 5 tropical cyclone of record to hit Fiji, but the strongest tropical cyclone of record in the Southern Hemisphere.

Assessments conducted by the Ministry of Education after TC Winston indicated that 240 primary and secondary schools (27 per cent of all schools in Fiji) were damaged, with Western Division having the greatest proportion of damaged schools (39 per cent). Approximately 60,240 primary and secondary students (29,113 girls and 31,126 boys) were affected of which 49 per cent are in the Western Division. Assessments showed that 251 early childhood care and education centres were damaged or destroyed, affecting 4,138 young children (2,027 girls)

The Ministry of Education Fiji with support from UNICEF through emergency funding mobilized with the Australian Governments Department of Foreign Affairs and Trade program (DFAT) and the United States Government have been able to provide resources to better enhance WASH for children in 67 of the most affected schools in the Western Division. Implementing partners on the ground who are supporting schools develop the 'software interventions' are two local organisations; the Fijian Teachers Association- WASH Unit and Project HEAVEN.

The Ministry of Education Fiji and the Western Division Education Office have led the initiative to identify the most impacted schools in the western division. Through a thorough consultative process 67 schools (64 Primary and 3 Secondary schools) were highlighted as the most severely damaged and in need of urgent attention for the WASH in Schools program of support through UNICEF to the Government of Fiji.



Figure 2: L- Student from Navolau District school, and R- Teacher and students from Barotu Primary School, Rakiraki Education district using drinking and handwashing facilities in school.

Training outcomes

The training objective is primarily to support the Government of Fiji through the Ministry of Education to support the restoration of basic WASH services in schools and also build the local capacity of teacher and education networks to successfully implement school based WASH planning through the Three Star Approach to WASH in Schools.

This objective is facilitated through the delivery of a five key components:

1. Deliver a divisional level training for; Head administrators, School managers and a teaching member of staff from these 67 schools on the overall approach to WinS and the Three Star Approach and key line actions/activities over the next six-month period.
2. School visits and follow up assessments; Schools self-assess needs in WASH and prioritize actions through school based action planning with the Ministry of Education sub district Education Officers.

3. School based mentoring and follow up with local implementing partners in all 67 schools with lead by MoE partners.
4. Set up of group handwashing facilities, school WASH clubs and support from the community and parents of schools involved in the program.
5. Foster positive learning environments through inter school based learning and lessons sharing and local knowledge transfer.

Through this training a total of 127 School head teachers, School managers and teachers or WASH coordinators were trained on the following key WASH issues;

School WASH supplies

School based action planning- School WASH Action Plans

Group Handwashing facilities

Menstrual Hygiene Management (MHM)

Three Star Approach (WinS)

152 Head administrators, School Managers, and Teachers trained in WinS

WASH in Schools divisional training outputs

The training program was an outcome of key lessons and experiences from implementing partners based on a pilot study for the Three Star Approach completed by the Fijian Teachers Association WASH Unit in 2015. The pilot was a collaborative effort by UNICEF Pacific WASH section to field test the implementation and learning challenges associated with using the UNICEF standard Three Star Approach methodology in a pacific context.

WinS MoE collaboration for WASH planning with 67 schools ++ monitoring capacity

School based WASH Action Plans completed

Three Star approach with Fiji criteria self assessments for 67 schools

Ministry of Education collaboration divisional level

The Ministry of Education divisional level administration is administered through the divisional education officer western and then down to the sub-district level through work MoE district education officers. One of the aims of the workshop is to strengthen the joint planning and monitoring for district education officers in the 3 key sub districts for the western division;

1. Nadi-Lautoka-Yasawa
2. Ba-Tavua
3. Rakiraki

School based WASH action plans were completed for all 67 schools present at the workshop, these school WASH action plans were endorsed and signed by each of the respective district education officers. Original plans are kept by all school administrators and a copy is shared with the Ministry of Education representatives for information and also respective monitoring practices.

School based WASH Action Plans

All Schools present at the workshop were able to work through various planning exercises to map, and prioritize key WASH actions and activities which can be supported in schools that will affect the delivery of essential WASH services in schools. The use of key supplies such as the school WASH kits will be used to action and resolve key WASH issues in schools such as supplies of WASH supplies for schools in remote areas where access to WASH supplies may be an issue.



Figure 1: School teams in Ba/Tavua workshop completing a school WASH action plan

Management and follow up of all key actions/activities outlined in the school WASH action plans will be coordinated by the local implementing partners, and the Ministry of Education.

Key roles and responsibilities (stakeholder mapping)

The following is an outline of the relative stakeholders involved in the WASH in Schools program and some of the roles and responsibilities associated with key actions and activities.

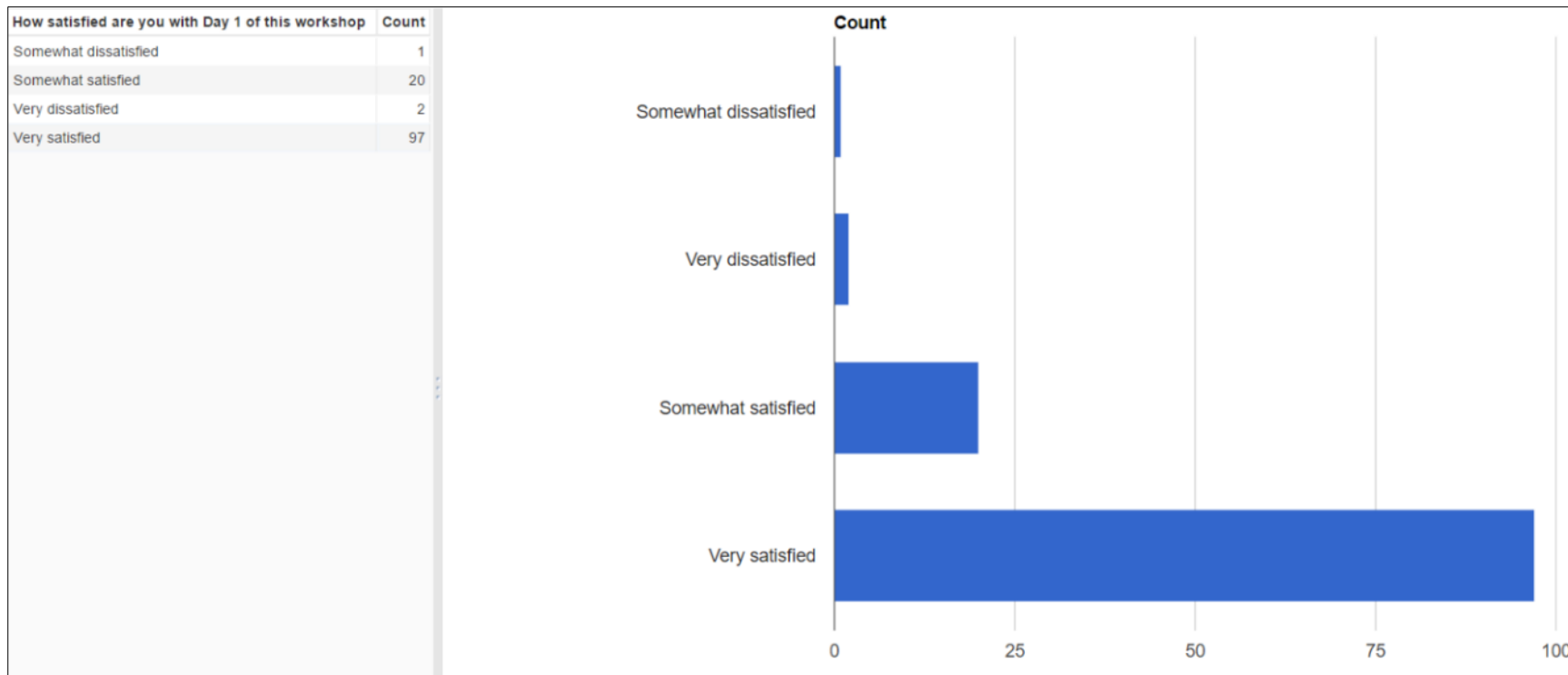
Stakeholder	Roles and lead	Timeframe	Status
Ministry of Education: Asset Monitoring Unit	<ul style="list-style-type: none"> Key stakeholder to lead various endorsement/support of the WinS program activities 	May 2016- Jan 2017	Ongoing
Division Education office- Western	<ul style="list-style-type: none"> Monitoring and support to Implementing partners on the ground in the western division through school visit coordination Monitoring and regular reference to school WASH action plans Use of school wash action plan templates for regular monitoring of all schools in the western division 		
Ministry of Health and Medical Services	<ul style="list-style-type: none"> Appropriate alignment with all key MoHMS services and community programs in schools (School based outreach) Information sharing with IPs and MoHMS staff in districts 	May- Jan 2016	Ongoing
Implementing partners: • Fijian Teachers Association- WASH unit/Project HEAVEN	<ul style="list-style-type: none"> Implementation of key activities: <ul style="list-style-type: none"> Teacher and stakeholder training- WinS workshops 	May	Completed
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> School based visits/mentoring/follow up on School WASH Action plans 	August	Planned
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Final 3 Star status and awards Lessons sharing; Twinning- model school's/ Fiji compendium on group handwashing 	October- November	Planned
Faith based organisations	<ul style="list-style-type: none"> Support to key WASH in Schools activities through active participation and engagement (more engagement with this stakeholder has been identified) 		Ongoing
Communities/ Stakeholders	<ul style="list-style-type: none"> School communities and partners such as: Alumni associations, Mothers Clubs, Interest groups (prefect's groups, girl scouts, school based interest groups) play an important role in advocating for various WASH issues such as MHM, Group Handwashing and WASH 	Based on school activities/ on a term basis	Ongoing
Agency partners: UNICEF Pacific/ WASH in Schools partners- advocates	<ul style="list-style-type: none"> Provide technical support and assistance as required from partners on WinS issues, challenges, various technical specialist expertise, monitoring and reporting assistance, coordination and knowledge exchange between partners; national, regional and global from various agencies and partners. 	May- Jan	Ongoing *It should be noted this support is planned to be a rolling support program for WinS- Fiji to MoE*TBC

Next steps

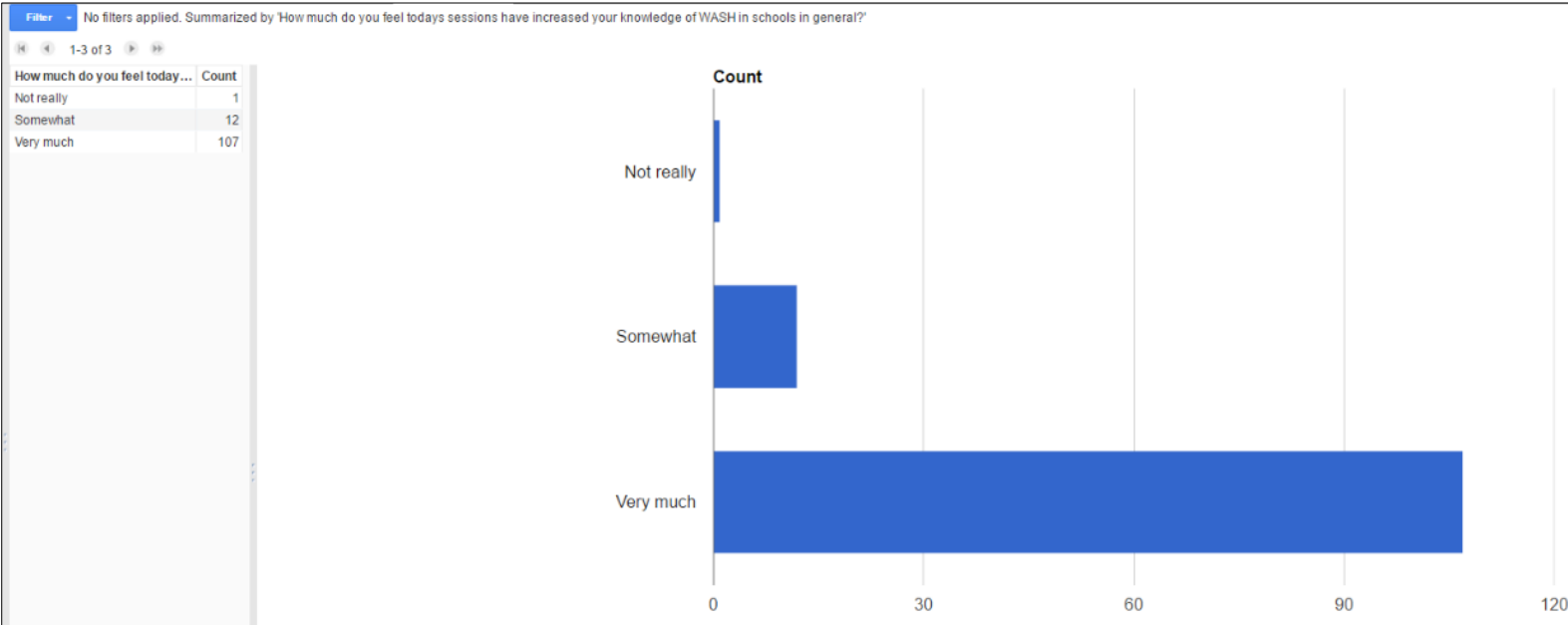
The WASH in Schools training is the precursor to key activities supported through DFAT and US AID funding to restore basic services for WASH in schools most impacted by the TC Winston event of February, 2016. Finally trained 127 key professionals in schools, at the Ministry of Education district level will be the first wave of support to build strengthen planning and coordination under the Three Star Approach framework. Activities in 67 schools will begin in June- November with Implementing partners with the support of the Ministry of Education.

Workshop evaluation

1. Participant satisfaction with day one of the WinS workshop for all workshop locations: Lautoka-Nadi-Yasawa, Ba-Tavua, and Rakiraki



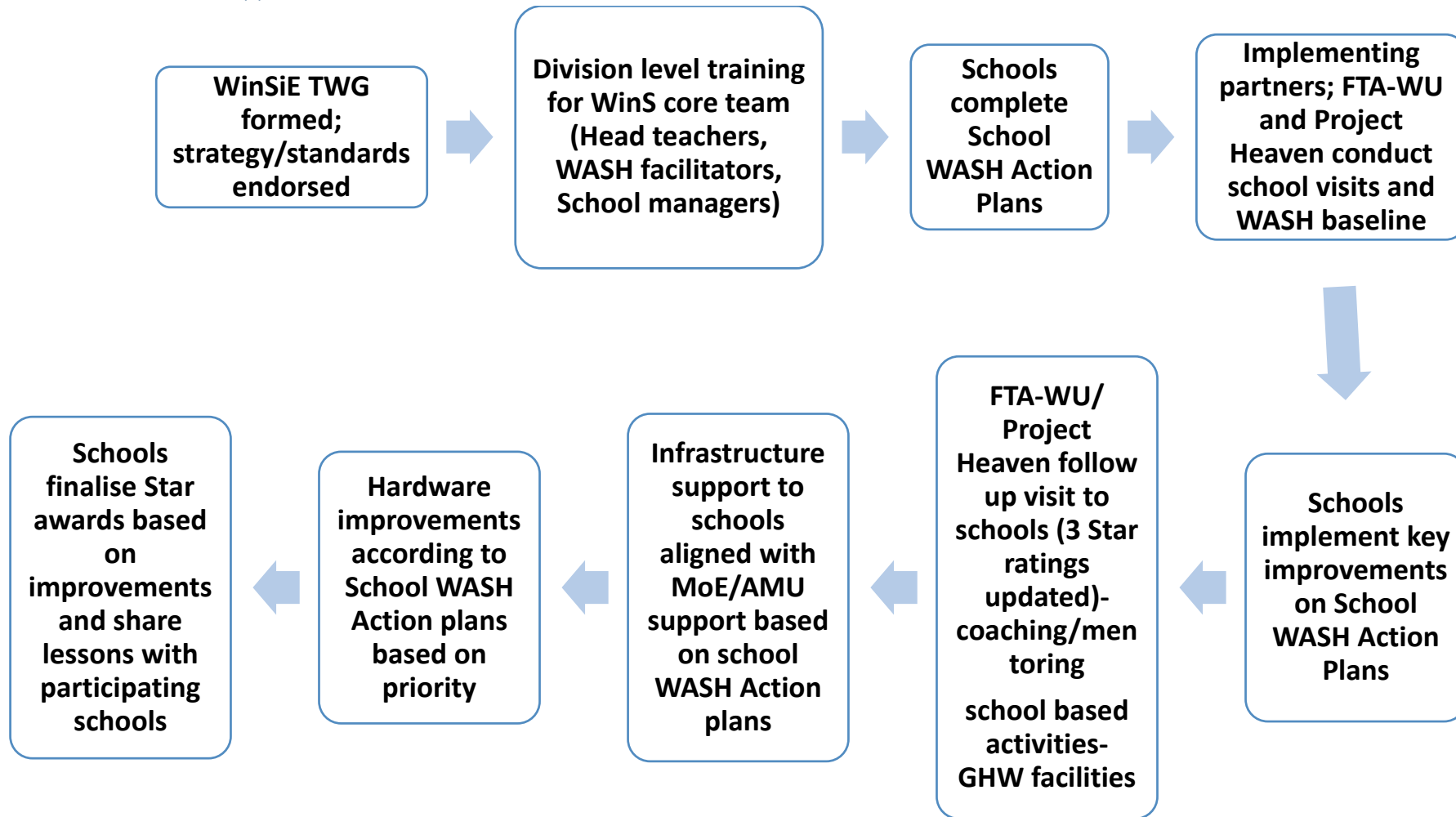
2. Participant feedback on increased knowledge of participants on WASH in Emergency settings for all workshop locations: Lautoka-Nadi-Yasawa, Ba-Tavua, and Rakiraki



Annexes

1. *Schedule of activities and support under WinSiE*
2. *WASH in Schools Annotated workshop agenda*
3. *Workshop report summaries*
4. [List of schools supported for WASH in Schools program](#) (Hyperlink)
5. [Copy of all power-points and slide presentations](#) (Hyperlink)

Schedule of activities and support under WinSiE



WASH in Schools workshop/ annotated agenda

Sessions		Topics	Lautoka	Ba/Tavua	Rakiraki
Day One: Thursday, 26 May 2016					
8-8.30am		Registration (Team)			
8.30am		Opening remarks			
8:45 AM		WASH in Schools Quiz by the school participants			
9.00am	1	Introduction and Rationale	Mr Duri	Mrs. Volau	Mrs. Waqaniburotu
9.30am	2	Three Star Approach to WASH in Schools	Mr. Marika	Mrs. Draunibaka	Mr. Tomasi
10-10.30	3	School mapping	Mr. Duri	Mrs. Volau	Mr. Tomasi
10.30		<i>Morning Tea</i>			
11-11.30	3.1	School mapping- continued	Mr. Duri	Mrs. Volau	Mr. Tomasi
11.30-12	4	Group Handwashing with Soap	Mr. Duri	Mrs. Draunibaka	Mrs. Waqaniburotu
12-12.30	5	Menstrual Hygiene Management	Mr. Rodney	Ms. Amber	Dr. Kitione
12.30		<i>Lunch</i>			
1.30	6	Emergency Response: School WASH Kits	Mr. Rodney	Mrs. Volau	Mr. Tomasi
2-3	7	WASH in Schools Action Plan Part 1: Improving Habits, Management, and Facilities	Mr. Duri	Mrs. Draunibaka	Mr. Tomasi
3-4	8	WASH in Schools Action Plan Part 2: Operation & Maintenance	Mr. Rodney	Mrs. Volau	Mr. Tomasi
3.45-4	9	Wrap up and Evaluation	Team	Team	Team
Day Two: Friday, 27 May 2016					
8.30am	10	Recap session	Project Heaven	Project Heaven	Project Heaven
9-10.30	11	School presentations of WASH in Schools Action Plans	Participants and team		
		<i>Morning Tea</i>			
11-11:30	12	Next steps and key actions	Ministry of Education, FTA, Project Heaven and participants		
11:30-12	13	Q&A evaluation & program end	Team	Team	Team
12-12:30		Closing remarks- <u>Education office</u>	MoE	MoE	MoE
<i>Lunch and Workshop end</i>					

WinS workshop session outline- overview and focus

1. **Thursday: Session 1: Introduction and Rationale** (powerpoint presentation and discussion)

Session Outline	Inputs and Outputs
<p>8:45 AM Pre-test! Baseline information from teachers</p> <p>9:00 AM FTA will begin with a powerpoint presentation outlining the rollout of activities under the support of the MoE in response to TC Winston:</p> <ul style="list-style-type: none"> - Key area of work for the western division - Support to the Education sector - WASH as a child right <p>9:15 AM Small group discussions:</p> <ul style="list-style-type: none"> - What support have their schools already received in the past? - Reflect on the importance of basic WASH services - What are some of the practical advantages of WASH in schools? <p>Participants are encouraged to note down the key reference documents available and notes the situation for WASH in their schools and communities.</p>	<p>Inputs by FTA / UNICEF:</p> <ul style="list-style-type: none"> - Baseline evaluation quiz - Powerpoint presentation #1 - Key reference materials: WinSiE standards, strategy, and Raising Even More Clean Hands. <p>Outputs by Participants:</p> <ul style="list-style-type: none"> - None

2. **Thursday: Session 2: The Three Star Approach to WASH in Schools** (powerpoint presentation and discussion)

Session Outline	Inputs and Outputs
<p>9:30 AM FTA powerpoint presentation:</p> <ul style="list-style-type: none"> - What is WASH in Schools? - WHY WASH in Schools? - Three Star Approach: The key nuts and bolts of the approach- what is ONE, TWO and THREE Star - How the TSA will change the way schools, administrators, and children participate and benefit from incremental improvements in WASH. - WinS not as a project activity but instead a different way of doing business <p>9:50 AM Discussion</p>	<p>Inputs by FTA / UNICEF:</p> <ul style="list-style-type: none"> - Powerpoint presentation #2 - Key reference materials: Bottleneck analysis for Fiji (WinS Emory University course- Fiji Samples), Three Star Approach to WinS. <p>Outputs by Participants:</p> <ul style="list-style-type: none"> - None

3. **Thursday: Session 3: School Mapping** (Breakout session and discussion group focus)

Session Outline	Inputs and Outputs
<p>10:00 AM FTA powerpoint presentation on Fiji TSA criteria</p> <p>10:30 AM GROUP WORK Purpose: understand the typical situation schools- what is the norm?</p> <p>Each group to map out the situation on butcher paper using words and drawings with information on the schools (name/registration numbers- brainstorm session):</p> <ul style="list-style-type: none"> - What are the current management processes that support WASH (or do not) – e.g. school improvement plan, school budget, school rules, cleaning schedules? - What are the current WASH practices of students? Do they use facilities properly? Do they wash their hands with soap at critical times? - How is WASH integrated into your curriculum? Are there special programmes that could be used to support WASH in the future? - What are the current WASH facilities at your school? Are they maintained and repaired regularly? <p>Each group to assess their school against the TSA Criteria</p> <p>Participants are asked to look at their current situation and the situation and describe the changes since TC Winston.</p>	<p>Inputs by FTA / UNICEF:</p> <ul style="list-style-type: none"> - Powerpoint presentation #3 - Handout with key questions for the schools to consider during their group work - Key reference materials: Fiji Three Star Approach to WinS <p>Outputs by Participants:</p> <ul style="list-style-type: none"> - Diagrams with pictures and words showing the WASH situation at their schools, including changes since TC Winston - School-self assessment against the three star criteria

4. **Thursday: Session 4: Group Handwashing facilities** (powerpoint presentation/group discussion work)

Session Outline	Inputs and Outputs
<p>11.30am FTA presentation of group handwashing facilities:</p> <ul style="list-style-type: none"> - Why group handwashing with soap? How can these facilities form important habits for kids? Make it fun! - Examples from around the world - Examples from Fiji - 15 school pilot program from the Nausori education district (2015). <p>Key criteria in group handwashing Minimum; 15-20 students- handwashing at a given time per handwashing facility. Description: include soap, soap holders, and allow students to practice face to face learning of handwashing steps, include creative songs, steps by schools. Grant assistance: cash grants provided to schools to construct and operate GHW facilities in schools</p>	<p>Inputs by FTA / UNICEF:</p> <ul style="list-style-type: none"> - Powerpoint presentation #4 - Key reference materials: Compendium of group handwashing facilities <p><i><u>NOTE: All schools participating in the program will feature in a Fiji Compendium on Group Handwashing Facilities, templates will be shared and collected.</u></i></p>

5. **Thursday: Session 5: Menstrual Hygiene Management** (powerpoint presentation/group discussion work)

Session Outline	Inputs and Outputs
<p>12:00 PM FTA / UNICEF presentation:</p> <ul style="list-style-type: none"> - What is MHM? Why is it critical? - Integrating MHM into your Three Star Program - Study on MHM in Fiji 	<p>Inputs by UNICEF:</p> <ul style="list-style-type: none"> - Powerpoint presentation #5 - Key reference materials: Proceedings of the Virtual Conference on MHM, four country study resources <p><i><u>NOTE: All schools participating in the program will be encouraged to have pictures taken during morning tea to highlight school's commitment to MHM in schools</u></i></p>

6. **Session 6: Emergency School WASH kits** (powerpoint presentation/group discussion work)

Session Outline	Inputs and Outputs
<p>1:30 PM FTA / UNICEF presentation of school WASH kits:</p> <ul style="list-style-type: none"> - Overview of the key items provided to all schools via the School WASH kits - Overview of WinSiE standards <p>Discussion: What are the importance of the various items provided in the school WASH kits and how to use them?</p> <ul style="list-style-type: none"> - Drinking water- 2L liter drinking water per student per day (Empty 1 Liter drinking water bottle) - Sanitation- Schools discuss - Hygiene- Sanitary items for girls and antibacterial soaps, Toothbrushes, Toothpaste items as packed. - IEC materials- WASH for School Children in Emergencies, Three Star Booklets, Handwashing Posters, Emergency Hands, and emergency booklets 	<p>Inputs by UNICEF:</p> <ul style="list-style-type: none"> - Sample School WASH Kit - Resource materials: WinSiE Standards <p>Outputs by participants:</p> <ul style="list-style-type: none"> - None

7. **Thursday: Session 7: WASH in Schools Action Plan (Part 1)** (Facilitated discussion/breakout group activity)

Session Outline	Inputs and Outputs
<p>2 PM Introduction of the WinS Improvement Plan template by FTA</p> <p>Each school will:</p> <ul style="list-style-type: none"> - Identify key action points by working through a template of school improvements to address the key challenges from the previous sessions. - Focus on low- or no-cost changes that schools can make. <p>MoE officials to participate in this session to answer questions and thoughts from participants, but importantly provide input into the WinS IP and how schools can integrate into day to day planning?</p>	<p>Inputs by FTA / UNICEF:</p> <ul style="list-style-type: none"> - School Improvement Plan template - Key reference materials: Fiji minimum standards for WinS <p>Outputs by Participants:</p> <ul style="list-style-type: none"> - School Improvement Plans (<i>schools keep this copy</i>) <p><i>Facilitators: take a photo of the WinS Improvement Plan for each school, THIS IS CRITICAL FOR SUCCESS to follow-up and monitoring purposes during school visits.</i></p>

8. **Session 8: WASH in Schools Action Plan (Part 2)** (powerpoint presentation/group discussion work)

Session Outline	Inputs and Outputs
<p>3:00 PM FTA / UNICEF presentation:</p> <ul style="list-style-type: none"> - O&M plan explanation: template for ongoing considerations to keep WinS functioning at the school. - All this work is wrapped into one with all Part 1 and Part 2 combined as one. 	<p>Inputs by UNICEF:</p> <ul style="list-style-type: none"> - Powerpoint presentation #6 - O&M Plan template <p>Outputs by participants:</p> <ul style="list-style-type: none"> - Combined WASH in Schools Improvement Plan (Part 1 and Part 2)

9. **Thursday: Session 9: Wrap up and Evaluation**

Session Outline	Inputs and Outputs
<p>3:00 PM Closing remarks from FTA, MoE, and schools including question and answer</p>	

10. **Friday: Session 10: Recap of the previous day**

Session Outline	Inputs and Outputs
8:30 AM Fun recap of the previous day – tossing a ball to each participant with key learnings.	Input: <ul style="list-style-type: none"> - Ball or something that can be thrown.

11. **Friday: Session 11: Group presentations on WinS IP** (Facilitated discussion/breakout group activity)

Session Outline	Inputs and Outputs
9:00 am School presentations on WinS IPs: <ul style="list-style-type: none"> - Each school presents ONE KEY ACTIVITY from the WinS IP - Critical that the facilitators keep good time to let everyone speak! Wrap up comments / observations from MoE sub district officers present on follow up action items.	<i>Reminder for facilitators: take a photo of the WinS Improvement Plan for each school, THIS IS CRITICAL FOR SUCCESS to follow-up and monitoring purposes during school visits.</i>

12. **Session 12: Next steps and the way forward** (group discussion work)

Session Outline	Inputs and Outputs
The session will be facilitated to bring together all the elements of the workshop, to affirm individual school's commitment to WinS. 11:00 am FTA facilitates a discussion with MoE. Key discussion points are: <ul style="list-style-type: none"> - Clear next steps for implementing WASH action plans - MoE Endorsement of WASH action plans? - Collaboration with MoHMS? - Use of school grants to support WinS O&M NOTE: THIS IS AN IMPORTANT ASPECT OF THE WORKSHOP and bringing all the pieces of WinS Three Star together- schools have an actionable plan and use	Inputs: <ul style="list-style-type: none"> - Reference materials; Three Star Booklets, The Fiji 3 Star Criteria, Templates- (WinS- IP, WinS O&M), next steps.

13. **Friday: Session 13: Questions & Answers; Evaluation, closing remarks**

Session Outline	Inputs and Outputs
<p>11.30 FTA, MoE, and schools including question and answer</p> <p>12:00 Closing Remarks by Ministry of Education</p>	<p>Inputs:</p> <ul style="list-style-type: none"> - Evaluation forms and post test

<p>Lautoka/Nadi/Yasawa (19 schools) Venue: FSC conference</p>	<p>Ba-Tavua (29 schools) Venue: TBC</p>	<p>Rakiraki (22 schools) Venue: George Shiu Raj Hall</p>
<p>Fijian Teachers Association:</p> <ol style="list-style-type: none"> 1. Mr. Joeli Duri 2. Mr. Marika <p>Project Heaven:</p> <ol style="list-style-type: none"> 3. Sekaia Waqaniburotu 4. Akanisi Wati 5. Luisa 6. Rodney Lui 	<p>Fijian Teachers Association:</p> <ol style="list-style-type: none"> 1. Lavenia Draunibaka 2. Mrs. Mereoni Volau <p>Project Heaven:</p> <ol style="list-style-type: none"> 3. Isimeli Waqa 4. Seru B 5. Dev Kumar 6. Amber Lauff 	<p>Fijian Teachers Association:</p> <ol style="list-style-type: none"> 1. Tomasi Cama 2. Ateca <p>Project Heaven:</p> <ol style="list-style-type: none"> 3. Vasemaca 4. Vuniani 5. Sekove 6. Dr. Kitione Rawalai

Workshop report summaries:

Ba workshop summary

Workshop details/particulars	
Logistical details	<u>District:</u> Western
	<u>Sub district:</u> (Ba/Tavua)
	<u>Workshop venue:</u> (address if possible) St. Theresa Primary School Hall, Ba
	<u>Number of participants:</u> <ul style="list-style-type: none"> • Day 1 = 78 [42 Females 36 Males] • Day 2 = 77 [35 Females 42 males] • School Managers =14 • Head Teachers=27 • Assistant Teachers= 30 [Shastri-all were A/teachers]
	<u>Workshop style and mode of delivery:</u> (how was the workshop conducted in vernacular and what the main learning tools were; discussions and presentations, etc.) <ol style="list-style-type: none"> 1. Power point presentations 2. Question answer sessions 3. Group activities/discussion then presented 4. Whole group discussion
	<u>Key outputs from the workshop</u> (These are some of the outputs we targeted to achieve by conducting these workshops) <ul style="list-style-type: none"> • Key school stakeholders trained in WASH in Schools approach (Teachers, Schools administrators and school managers are trained in WinS) • Technical guidance provided for school level implementation of the Three Star Approach to WinS for Fiji schools (Technical guidance through the Three Star Approach) • School mapping and self-assessment of existing school WASH conditions prioritized low cost actions. (Allowing participants to use the Three Star Criteria to assess where their individual schools are with respect to the TSA criteria) • School WASH Action Plans (This is the key element of the workshop and will be the basis for moving forward with all future plans for the WinS programs in the western division)
Key reporting for workshop sessions	Please identify one or two key message that your group or training session identified for each of the following sessions:
	<i>Session 1- Introduction/Rationale</i> The importance of training students, teachers, the community on the objectives of the Three Star Approach to WASH in schools Establish the current status of every school's WASH facilities and programme
	<i>Session 2- Three Star Approach to WASH in Schools</i> Providing accessible safe drinking water Provision of well segregated functioning toilets for girls and boys Providing Group Handwashing facilities with soap
	<i>Session 3- School mapping</i> School policies-finding a space in the school policies to insert the WASH policy allocating a specific WASH budget from the MOE administration funding

Majority of schools self-rated their schools to be a 1-star school																																																			
<p><i>Session 4- Group Handwashing with Soap</i> Ensuring the continuity and consistency of using soap for Handwashing at all critical times. All schools must provide a GHW facility where ten or more children can do Handwashing at any one time. Empowering all school prefects to act as WASH prefects</p>																																																			
<p><i>Session 5- Menstrual Hygiene Management</i> The importance of providing facilities for MHM to encourage girls to come to school. Provision of sanitary disposal bins, shower rooms for girls to be able to take a shower during school hours. More awareness on forming a confidence base for MHM and WASH in schools.</p>																																																			
<p><i>Session 6- Emergency response: School WASH kits</i> Identifying high risk areas after TC Winston Areas where safe clean drinking water, availability of clean functioning toilets Group Handwashing with soap</p>																																																			
<p><i>Session 7&8- WASH in Schools Action Plan presentations</i> WASH to be inserted into the School Strategic Plan Demonstration of proper use of toilets</p>																																																			
<p><i>Session 9- Wrap & Evaluation</i></p> <p>EVALUATION</p> <p>QUESTION 1-How satisfied are you with Day 1/Day 2 of this workshop?</p> <table border="1"> <tr> <td colspan="2">Very satisfied</td> <td colspan="2">Somewhat satisfied</td> <td colspan="2">Somewhat dissatisfied</td> <td colspan="2">Very dissatisfied</td> </tr> <tr> <td>Day 1</td> <td>Day 2</td> <td>Day 1</td> <td>Day 2</td> <td>Day 1</td> <td>Day 2</td> <td>Day 1</td> <td>Day 2</td> </tr> <tr> <td>50[85%]</td> <td>58 [95%]</td> <td>8[14%]</td> <td>2[3%]</td> <td>0</td> <td>1 [2%]</td> <td>2[1%]</td> <td>0</td> </tr> </table> <p>Analysis</p> <p>QUESTION 2 –How much do you feel today’s session have increased your knowledge of WASH in schools in general?</p> <table border="1"> <tr> <td>Very much</td> <td>Somewhat</td> <td>Not really</td> <td>Not at all</td> </tr> <tr> <td>54 [92%]</td> <td>4 [7%]</td> <td>1[1%]</td> <td>-----</td> </tr> </table> <p>QUESTION 3- In emergencies?</p> <table border="1"> <tr> <td>Very much</td> <td>Somewhat</td> <td>Not really</td> <td>Not at all</td> </tr> <tr> <td>55 [93%]</td> <td>4 [7%]</td> <td>-----</td> <td>-----</td> </tr> </table> <p>QUESTION 4- After listening to today’s session, how prepared do you feel you are to implement a WASH in school’s action plan in your school?</p> <table border="1"> <tr> <td>Very prepared</td> <td>Somewhat prepared</td> <td>Somewhat unprepared</td> <td>Not at all prepared</td> </tr> </table>								Very satisfied		Somewhat satisfied		Somewhat dissatisfied		Very dissatisfied		Day 1	Day 2	Day 1	Day 2	Day 1	Day 2	Day 1	Day 2	50[85%]	58 [95%]	8[14%]	2[3%]	0	1 [2%]	2[1%]	0	Very much	Somewhat	Not really	Not at all	54 [92%]	4 [7%]	1[1%]	-----	Very much	Somewhat	Not really	Not at all	55 [93%]	4 [7%]	-----	-----	Very prepared	Somewhat prepared	Somewhat unprepared	Not at all prepared
Very satisfied		Somewhat satisfied		Somewhat dissatisfied		Very dissatisfied																																													
Day 1	Day 2	Day 1	Day 2	Day 1	Day 2	Day 1	Day 2																																												
50[85%]	58 [95%]	8[14%]	2[3%]	0	1 [2%]	2[1%]	0																																												
Very much	Somewhat	Not really	Not at all																																																
54 [92%]	4 [7%]	1[1%]	-----																																																
Very much	Somewhat	Not really	Not at all																																																
55 [93%]	4 [7%]	-----	-----																																																
Very prepared	Somewhat prepared	Somewhat unprepared	Not at all prepared																																																

50 [85%]	9 [15%]	-----	-----
			-

QUESTION 5-Which of today's session did you find most useful?

Introduction and Rationale	3-Star Approach to WASH in schools	School Mapping	GHW with soap	MHM	Emergency response: School Wash Kits	WASH in schools Action Plan: Part1	WASH in schools Action Plan: Part2
2	36	8	14	15	8	13	9

ALL USEFUL--10

WHY?

- All were very interesting an eye opener-equally important /educational
- These were the areas not emphasised before/neglected area
- More work needed in these areas—3-star approach & MHM
- GHW & MHM-areas usually have been overlooked/because it concerns females so not given importance
- To prevent spread of diseases/promotes healthy lifestyle
- Very interesting to note criteria for star ratings so we can rate our own schools
- Learnt a lot of things
- Now well informed to implement program/how to prioritize
- Helps us see what we doing and will help us improve thus action plan was very useful
- Able to learn more from what I have acquired
- Helps us to benchmark the current facilities/able to rate our school
- As a male I did not realize the importance of this topic. [assuming menstruation]
- That was what was missing in our school
- For the betterment of the students healthy lifestyle
- Helps us gauge how well we are implementing WASH
- Come to realize that most things were taught in schools but not enforced

QUESTION 6-Which of today's session did you find least useful?

Introduction and Rationale	3-Star Approach to WASH in schools	School Mapping	GHW with soap	MHM	Emergency response: School Wash Kits	WASH in schools Action Plan: Part1	WASH in schools Action Plan: Part2
13	1	3	2	6	1	1	13

None –was least useful- All useful 19

No response = 14

- WHY?
- Pace of delivery was too fast[MHM]-no handout available

- Not clear sometimes/voice not clear/could not understand what she was talking about
- Everything is educational
- Gave a clear idea of who should be responsible for doing what
- Less time allocated for discussion
- All were useful-very informative
- Actual content was more informative
- Female teachers should deal with this issue
- Was already aware of the emergency school WASH kits
- GHW-individual washing better/did not get to know what we should do
- School mapping best done back in schools with all teacher's present

QUESTION 7 – What if anything would you have liked more information on during this workshop?

DAY 1

- The role of school management to be highlighted
- More discussion on the categories of 1-3 stars
- More material/presentation
- It should be added ESRI list
- Show some videos so we can see the germs found in washrooms
- More on finding wash materials
- Satisfied with information provided
- More on MHM and improving habits
- Needs for funding
- 3 star approach to WASH in schools
- Implementation-taking back to the school community
- Special funding for WASH programme on a termly basis Funding for rural schools
- More hands on activities

DAY 2

No response=27 for Question 7

- More discussions on what is carried out in schools/GHW/proper procedures of HW
- ESRI visit[MOE]to see it implemented during school visit
- How will schools be selected for the FTA WASH programme
- MOE separate current allocation
- Time management
- Teachers/adults must walk the talk-it was noted before morning tea that a good number of participants did not wash their hands
- Demo/practical and washing session by coordinators, teachers in regards to some of the washing skills/techniques of GHW
- Standard plans for WASH facilities
- Examples of activities, songs, games to help implement WASH in schools to increase interest in schools
- Random and checking of facilities by MOE officers, checklist
- SODIs-knowing that sun kills germs but didn't know how long to put water in the sun and how

- Budget planning on Handwashing programme
- More video sessions
- More about menstrual hygiene
- Project heaven to also have a presentation

ADDITIONAL COMMENTS

- Understand the 3-star approach thoroughly
- A very worthwhile learning experience/very useful/very inspirational/enjoyable/ Very informative ad broadens knowledge on small things that matter especially hygiene for girls in school/A good informative workshop especially Day 1
- As a secondary school teacher some of the things discussed are issues that have always been taken for granted
- Well presented with materials
- Thanks for bringing WASH to our attention/thank you for choosing my school to be part of the WASH
- Group practical's would have been more interesting
- Lunch & tea nice/Lunch was late but good allowance
- Workshop very fast-not enough time given to schools for presentation/late lunch
- Sound system echoes
- Day 2 evaluation not very interesting
- SODIs very interesting
- No ice breaker sessions
- WASH will uplift the schools' standards
- More time for workshop
- Provide DVDs/CDs demonstrating HW
- More funding to help set up WASH facilities

DAY 2

QUESTION 2 –How prepared do you feel you are to implement the next steps for improving WASH in your school?

Very prepared	Somewhat Prepared	Somewhat Unprepared	Not at all prepared
55 [90%]	6 [10%]	-----	----- ---

QUESTION 3 –How valuable did you feel the group discussions and presentations were today?

Very valuable	Somewhat valuable	Somewhat invaluable	Not at all valuable
53 [87%]	8 [13%]	-----	-----

Final comments

Please provide in the space below any key comments on the workshop for future workshops, you may wish to comment on:

- Content (the presentations used and resources referenced)
- Satisfactory

	<ul style="list-style-type: none"> • The overall design of the workshop- did we set the right targets and did we achieve them? • Too much delivered within the one and half days – Day 1 was quite intensive • The standard of workshop participants and the appropriateness in selecting three key participants. • Excellent-it created an opportunity for the school stakeholders to work hand in hand to effectively implement WASH and also improve on the existing facilities • Any other matters. • Cost of WASH materials too high-water bottle • Soft toothbrushes usually not available • Teachers not tightening up on implementing WASH programmes
Officer name and details	Lavenia Draunibaka-Team Leader Mereoni Volau-Team member Elena Seninawanawa-Team member

Lautoka workshop summary

Workshop details/particulars	
Logistical details	District: Western
	Sub district: • (Lautoka- Nadi- Yasawa)
	Workshop venue: The workshop was conducted at the Tilak High School compound in Lautoka from 8:30am- 4pm.
	Number of participants: The key stakeholders that were present at the workshop were the representatives from 14 schools. It should be noted here that the schools present at the workshop are also including schools from maritime areas who had logistical issues coming out to the workshops and therefore were noted
	Workshop style and mode of delivery: The workshop was conducted in a classroom type setup and the sessions were delivered by way of powerpoint and group breakout sessions. Feedback and discussion sessions were part of the workshop. The style of delivery was powerpoint with more time for group work and discussion for individual schools, followed by feedback and sharing with all workshop participants through sharing and presentations. An evaluation form and quiz were circulated after day one and also at the end of day two. This was conducted for individual evaluation purposes against workshop facilitation teams.
	Key outputs from the workshop <ol style="list-style-type: none"> 1. Key school stakeholders trained in WASH in Schools approach (Teachers, Schools administrators and school managers are trained in WinS) 2. Technical guidance provided for school level implementation of the Three Star Approach to WinS for Fiji schools (Technical guidance through the Three Star Approach) 3. School mapping and self-assessment of existing school WASH conditions prioritized low cost actions. (Allowing participants to use the Three Star

	<p>Criteria to assess where their individual schools are with respect to the TSA criteria)</p> <p>4. School WASH Action Plans (This is the key element of the workshop and will be the basis for moving forward with all future plans for the WinS programs in the western division)</p>
<p>Key reporting for workshop sessions</p>	<p>Please identify one or two key message that your group or training session identified for each of the following sessions:</p> <p><i>Session 1- Introduction/Rationale</i></p> <p>1. The session participants were introduced to the support and the work for WASH in Schools as part of the response to the devastation in schools from TC Winston. Participants queried details from the Ministry of support from Adopt a school program and also what some of the activities being rolled out in schools.</p> <p>Comments:</p> <ul style="list-style-type: none"> • Is WASH in Schools related to the OHS? • Will there be any financial assistance given to schools under this program? • Who are the main donors behind this program? • Some participants felt this session was not clear and asked for specific clarification. <p><i>Session 2- Three Star Approach to WASH in Schools</i></p> <p>1. The rationale to the Three Star Approach for Fiji was shared in detail with the participants at the workshop. The criteria for Fiji was shared with all the participants including the WASH in Schools; Minimum standards for Fiji from the Ministry of Education.</p> <p>Comments:</p> <ul style="list-style-type: none"> • The three-star approach is important as it allows schools to better understand what some of the practical actions are for each individual criteria. • The three-star approach is great as it allows schools to compete on a healthy achievable action. <p><i>Session 3- School mapping</i></p> <p>1. School mapping was conducted through group activities and a powerpoint with all school reps and teams looked through their own issues in WASH, went through listing but also prioritizing various actions which are do-able in the near and medium to long term.</p> <p>Comments:</p> <ul style="list-style-type: none"> • School mapping is important in order to visually see where different facilities are in a school compound and better plan. <p><i>Session 4- Group Handwashing with Soap</i></p> <p>1. The group handwashing powerpoint was shared with participants as a means to stimulate some thought around the 'idea' for GHW facilities but also to outline the importance of handwashing.</p> <p>Comments:</p> <ul style="list-style-type: none"> • Handwashing and group handwashing is important but can prove to be a challenge in schools where water is a managed sparingly due to climate and drought impacts in drier areas of Fiji. <p><i>Session 5- Menstrual Hygiene Management</i></p>

	<p>1. The menstrual hygiene management session was the most stimulating discussion as this allowed participants and the senior education officers present to dialogue on the importance of these issues for girls.</p> <p>Comments:</p> <ul style="list-style-type: none"> • The session was facilitated by the MoE Div. Education Officer Western- Mr. Albert Wise as he described many of the personal challenges he was aware of from his time as a teacher. • Teachers and students both need equal awareness on the importance of MHM in today’s schools but also a broader awareness will definitely need to be planned with schools and communities together. Teachers and parents together with communities potentially have a significant impact on the way issues for girls are handled and as such are an important aspect of MHM in schools. • It was noted that pain management for girls in schools as part of MHM may need additional consent from parents on giving medication to children in school. It is encouraged that clear consent and advice is sought as this would potentially be an Occupational Health Safety issue. <p>Session 6- Emergency response: School WASH kits</p> <p>1. A powerpoint presentation sharing the pack list and contents of the School WASH kits which were distributed as part of the TC Winston response.</p> <p>Comments:</p> <ul style="list-style-type: none"> • This session was facilitated by Rodney (UNICEF Pacific- WASH) and was a session covering the importance of the contents of school WASH kits. Individual items were discussed at length and also referenced to the standards as well as the key components of support under the program: restoration of drinking water and sanitation in schools and improved hygiene education and awareness. <p>Session 7&8- WASH in Schools Action Plan presentations</p> <p>1. Presentations on individual school WASH Action Plans were shared with the facilitation team- copies of school WASH action plans which were endorsed and signed by the district education officer present.</p> <p>Session 9- Wrap & Evaluation</p> <p>1. The evaluation was facilitated by Fijian Teachers Association reps present as well as the Ministry of Education rep. Mr. Albert Wise who was also available to contribute to the final comments and also evaluation of the workshop.</p>
Final comments	<p>Please provide in the space below any key comments on the workshop for future workshops, you may wish to comment on:</p> <ul style="list-style-type: none"> • The workshop sessions were facilitated well and the team at Tilak High School Lautoka were very helpful in basic logistical and venue support such as: photocopying, sound system and catering and venue assistance to the team. • The logistics between the MoE and the team liaising with the organising of the workshop from the Ministry of Education was unclear and it appears that schools from maritime zones were notified late and thus were unable to make the first day of the workshop. Future organisation and logistics will need some other arrangements for follow ups with the schools.
Officer name and details	<ul style="list-style-type: none"> • Joeli Duri (FTA-WU) and Mr. Sekaia Waqaniburotu (Project Heaven)

Rakiraki workshop summary

Workshop details/particulars	
Logistical details	District: Western
	Sub district: (Rakiraki)
	Workshop venue: George Shiu Raj's Hall, Rakiraki
	Number of participants: On the first day of the Workshop [26/05/16] participants consisted of 18 Head teachers, 8 School Managers and 13 teachers. On the second day [27/05/16] there was a slight increase in the number of participants from schools; 20 Head teachers, 10 School Managers and 13 teachers. The main factor that affected the number of attendance from schools was the late notification of the Workshop to the schools by the District Education Office. Schools were only notified on the morning of the first day of the Workshop. All the selected 22 schools in the Ra Education District were represented at the Workshop, despite the fact that they were notified on the eleventh hour. The other participants were the facilitators. The Education Officer [Primary] for Ra Education officially opened the Workshop and came in again on the second day to sign the Action Plan of the respective schools [he could not stay for the whole duration of the Workshop because he was the only Education Officer in the office. The SEO was on pre-retirement leave and the Education Officer [Secondary] was also on leave.]. There were 4 personnel from Project HEAVEN, 3 from Save the Children's Fund, 2 from the Rural Health in Ra and 2 FTA WASH Officers. On the second day some personnel from the SPC, the WASH Coordinator at UNICEF, the FTAWU Project Manager and the FTA Industrial Officer joined the team.
	Workshop style and mode of delivery: English was the main medium of instruction and communication, and occasionally Fijian, during the Workshop. The main learning tools during the workshop were Power Point Presentations, Group Discussions and Group Reports.
	Key outputs from the workshop
	<ol style="list-style-type: none"> 5. Key school stakeholders trained in WASH in Schools approach (Teachers, Schools administrators and school managers are trained in WinS) 6. Technical guidance provided for school level implementation of the Three Star Approach to WinS for Fiji schools (Technical guidance through the Three Star Approach) 7. School mapping and self-assessment of existing school WASH conditions prioritized low cost actions. (Allowing participants to use the Three Star Criteria to assess where their individual schools are with respect to the TSA criteria) 8. School WASH Action Plans (This is the key element of the workshop and will be the basis for moving forward with all future plans for the WinS programs in the western division)
Please identify one or two key message that your group or training session identified for each of the following sessions:	

	<p>Session 1- Introduction/Rationale</p> <ol style="list-style-type: none"> 1. Teachers trained in WASH in Schools; 3 Star Approach 2. Water supply is restored for students affected by TC Winston 3. Safe Sanitation facilities available for students at schools affected by TC Winston 4. Hygiene materials, facilities, and activities provided for student at schools affected by TC Winston.
	<p>Session 2- Three Star Approach to WASH in Schools</p> <ol style="list-style-type: none"> 1. A methodology of effectively implementing the WASH in Schools by rating schools with a One Star, Two Stars or a Three Stars according to the schools WASH conditions and practices aligned to the Three Star Criteria. 2. Keeping schools free of dirt, infections and diseases through daily supervised group hand washing with soap at critical times, daily supervised toilet cleaning and children having access to adequate safe drinking water. 3. Ingrain good hygiene behavioural habits in children which they will practice as life-long skills through daily supervised hygiene group activities in school. 4. Children encouraged to bring boiled water from home for drinking. 5. Major activities in 3 Star Concept [i] Daily supervised hand washing with soap once a day at critical times [ii] Daily toilet cleaning [iii] Children have access to safe drinking water in schools. 6. The Three Star Approach does not need expensive Water, Sanitation and Hygiene infrastructure.
	<p>Session 3- School mapping</p> <ol style="list-style-type: none"> 1. Participants self-assess the WASH conditions in their respective schools, identify their Star ratings and prioritize areas to be improved on.
	<p>Session 4- Group Handwashing with Soap</p> <ol style="list-style-type: none"> 2. School to construct a group hand washing facility that can cater for 15 to 20 students 3. School will receive cash grant assistance of \$750.00 to construct the GHW facilities 4. Schools to design their own type of GHW facility 5. Face to face hand washing [peer learning habits are fostered] 6. Creative songs, hand washing drills and steps can be shared 7. Innovative local materials to construct GWH 8. Common mistakes; poor design,
	<p>Session 5- Menstrual Hygiene Management</p> <ol style="list-style-type: none"> 1. Health is defined not only as the absence of disease, but as a state of complete physical, mental and social well-being.... 2. MHM in schools empowers girl’s education 3. Menstruation is a forgotten area in health and hygiene sessions and few resources. 4. MHM is directly linked to 3 Star Approach to WASH in Schools- addresses having functional, clean and gender segregated toilets in schools

	<ul style="list-style-type: none"> a) encourages and supports girls during menstruation so they do not miss school. b) Improves sanitation facilities and education for MHM. <p>5. Challenges related to MHM in schools</p> <ul style="list-style-type: none"> a) Inadequate WASH facilities that lack privacy b) Poor waste disposal c) Inadequate cleaning supplies d) Lack of sanitary materials or underwear. e) Embarrassment and harassment by male students. f) Teachers not trained. <p style="text-align: center;">SCHOOLS CAN ADDRESS MHM BY:</p> <ul style="list-style-type: none"> a) Provide access to clean, safe, gender – specific toilets. b) Provide privacy to changing materials and for washing the body with soap and water. c) Provide access to water and soap d) Provide access to disposal facilities e) Include MHM education in school curriculum
	<p><i>Session 6- Emergency response: School WASH kits</i></p> <ul style="list-style-type: none"> 2. Participants were shown items in the hygiene kit and how to use them.
	<p><i>Session 7&8- WASH in Schools Action Plan presentations</i></p> <ul style="list-style-type: none"> 2. Participants work in school groups planning and formulating their Action Plan. 3. A few schools presented their Action Plan to all the participants. 4. All the participating schools Action Plan were signed by the Education Officer[Primary] from the District Education office, Rakiraki. 5. Action Plan taken by Head teachers to implement in their respective schools and will be monitored by the Project HEAVEN team and the District Education Officers.
	<p><i>Session 9- Wrap & Evaluation</i></p> <ul style="list-style-type: none"> 2. A very informative workshop that gives teachers better understanding of the WASH programme which will enable them to implement it successfully 3. Presentations were clear and to the point which enables the teachers to know and understand all that had been presented 4. It was good to involve the school managers because they are the ones who manages the running of the school 5. During the workshop, teachers were able to see and rate their schools according to the standard of facilities that they have 6. The workshop was well designed and well planned to meet the current situations that they face in school 7. A very important workshop as it would help to improve the quality of life of our students and ultimately improve the students’ academic performance 8. Most of the sicknesses could have been avoided had this workshop been conducted earlier 9. This workshop should have been conducted just a few weeks after TC Winston as there had been outbreaks of many diseases after the cyclone

	<p>10. The messages shared during the workshop were relevant to relay to our students and also to our family</p> <p>11. The facilitators were active and lively in their presentations</p> <p>12. Various important issues were addressed during the workshop which were relevant to our teaching career</p> <p>13. Very interesting workshop</p>
Final comments	<p>Please provide in the space below any key comments on the workshop for future workshops, you may wish to comment on:</p> <ul style="list-style-type: none"> • Content (the presentations used and resources referenced) • The overall design of the workshop- did we set the right targets and did we achieve them? • The standard of workshop participants and the appropriateness in selecting three key participants. • Any other matters. <p>1. The contents were simple and to the point.</p> <p>2. The workshop was intensive for one and a half day. Strongly feel that the targets were right and achieved.</p> <p>3. Bringing together the three key stakeholders in a school to be trained on the WASH in school is a huge intervention.</p> <p>OTHER MATTERS</p> <p>1. Last minute changes in the Presentations to be avoided in future workshop.</p> <p>2. Presenters need ample time to familiarise himself/herself with the contents of the presentations.</p> <p>3. Direct communication to District Education Officers.</p> <p>4. Venue of Workshop to be well considered that it has proper electrical facilities and sound system.</p> <p>5. Since the WASH team is promoting accessing safe water to the school community, we hope that in future workshops the participants will be provided with safe drinking water.</p>
Officer name and details	<p>Mr.Tomasi Cama Team Leader for Rakiraki Team</p>

Tentative schedule and activities of school visits for Project Heaven and the Fijian Teachers Association WASH Unit

Implementing partner	Timeframe	Activities	Description-activity details *Notes
Fijian Teachers Association-WASH Unit	Round 1: June 06-16	<ul style="list-style-type: none"> • Initial school visit and awareness with teachers and students • Community awareness sessions with school communities • Baseline data collection • Collect information on school WASH action plans 	
Project Heaven	Round 1: June 06-30	<ul style="list-style-type: none"> • Initial school visit and awareness with teachers and students • Community awareness sessions with school communities • Baseline data collection • Eyes/Ears screening 	The team with Project Heaven are trained in conducting eyes screening and are conducting this as a part of the study alongside aggressive WASH HP
Fijian Teachers Association-WASH Unit	Round 2; August 1-11	<ul style="list-style-type: none"> • Monitoring of School WASH Action Plans and WASH in Schools-mentoring with schools • Group Handwashing facilities construction/plans. • Community and stakeholder meetings with Schools and communities 	UNICEF Pacific Program monitoring visits to be planned accordingly.
Project Heaven	Round 2; August 1-15	<ul style="list-style-type: none"> • Monitoring of School WASH Action Plans and WASH in Schools-mentoring with schools • Group Handwashing facilities construction/plans • Community and stakeholder meetings with Schools and communities • Data collection/information on everting of students originally identified with Trachoma 	

Implementing partner	Timeframe	Activities	Description-activity details *Notes
Fijian Teachers Association-WASH Unit	Round 3; October 11-20	<ul style="list-style-type: none"> • Endline data collection for WASH in Schools • Awarding final star ratings with schools (Star Rating) • Lessons learned information from: <ul style="list-style-type: none"> ○ Students. ○ Teachers ○ Stakeholder groups: Communities, Women’s groups, Faith based groups, Interest groups. 	
Project Heaven	Round 3; November 1-15	<ul style="list-style-type: none"> • Endline data collection for WASH in Schools • Lessons learned information from: <ul style="list-style-type: none"> ○ Students. ○ Teachers. ○ Stakeholder groups: Communities, Women’s groups, Faith based groups, Interest groups. • Data collection on trachoma incidence and follow up on reported cases from Rounds 1 and 2. 	