

# WASH in Schools (WinS) at scale

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## Country Summary

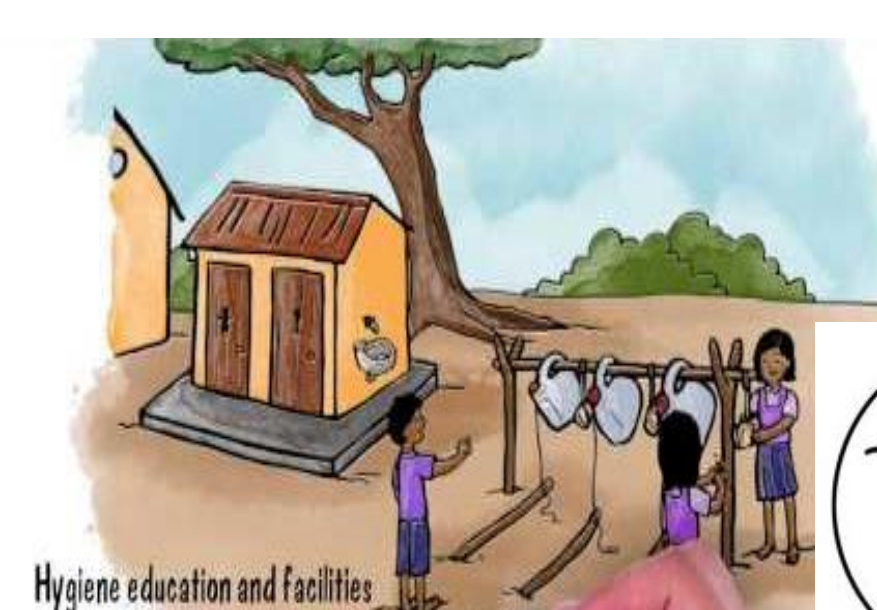


Fiji, located South of the Pacific region, with these characteristics:

- **small island developing state** comprised of 330 islands.
- **relatively young population**
- two main **ethnic groups** (i-Taukei, or indigenous Fijian, and Indo-Fijian)
- Net enrolment of 98.7 with **equal enrolment rate among boys and girls**.
- **96% of primary and secondary schools are community-owned**.
- Schools are subsidized through **education grant scheme** based on enrolment rate.

## WASH Programmes

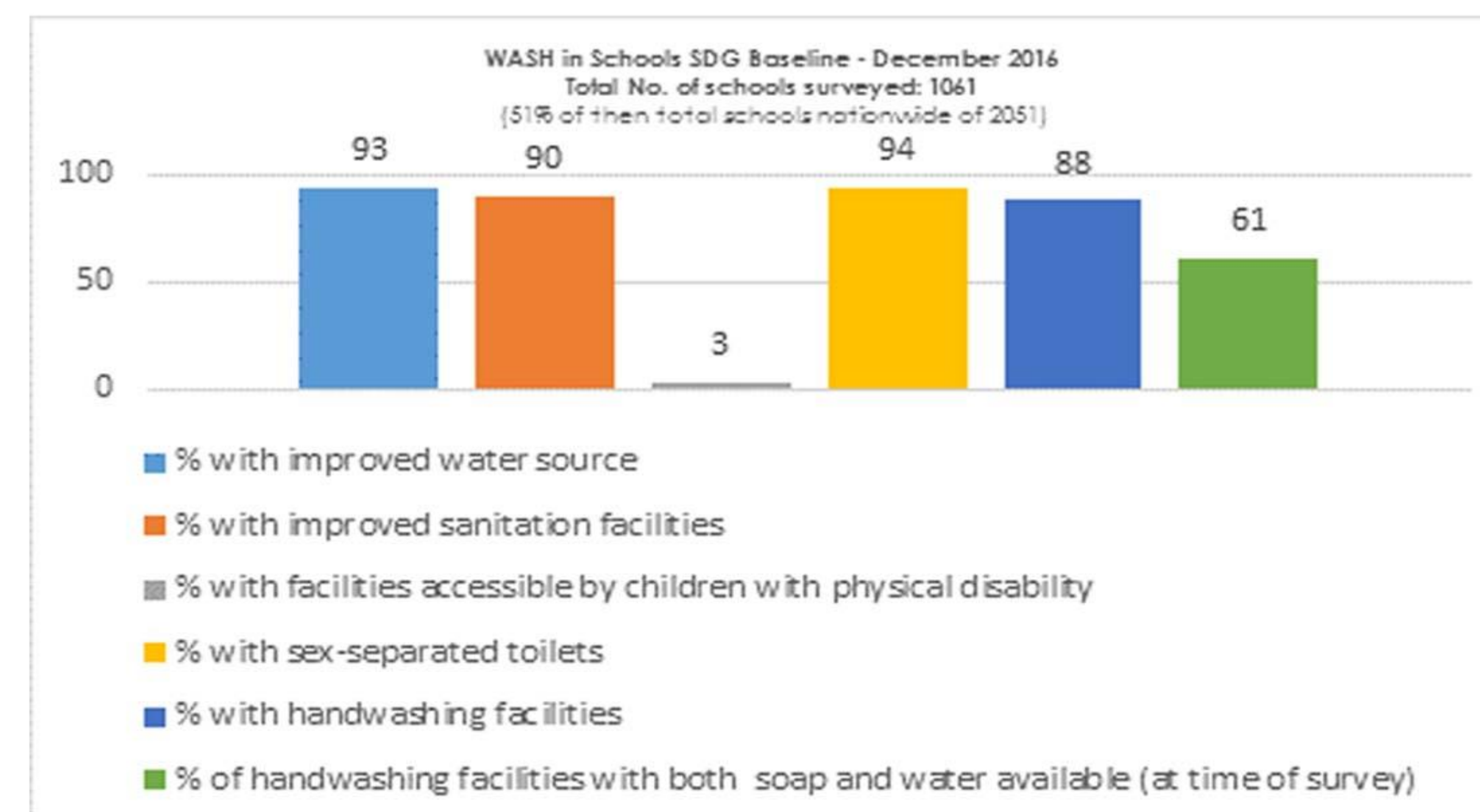
UNICEF Fiji WinS programme is adapted to incorporate disaster risk reduction and emergencies given the vulnerability of Fiji to regular cyclones, floods and rain. How is it implemented? Advocacy, infrastructure, policy, school based management, gender based research, WASH safety planning such as drinking water safety and security planning.



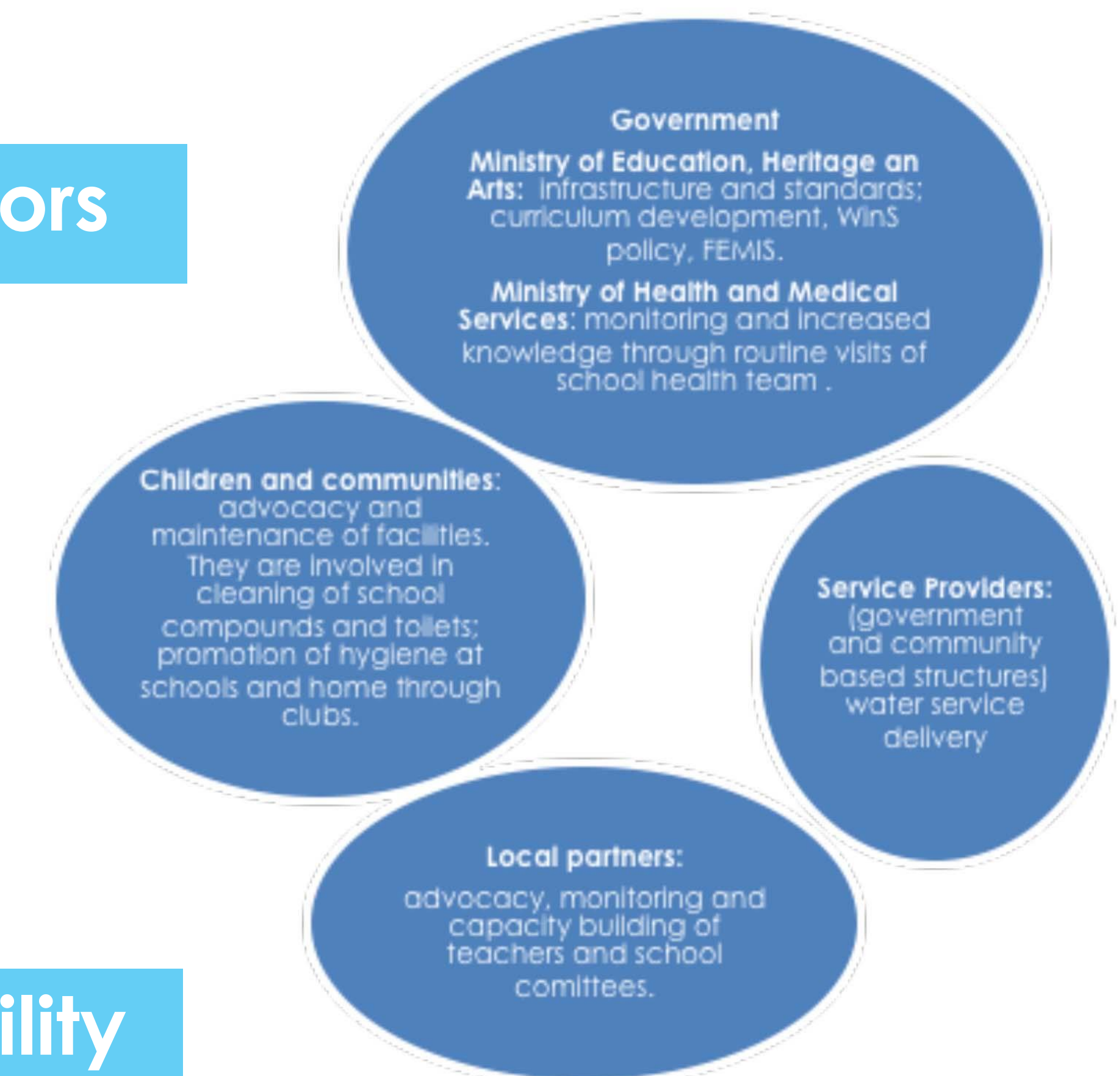
## WinS at scale success factors

Advocacy	Partnerships	Capacity Building	Monitoring
<ul style="list-style-type: none"> <li>• <b>Demonstration of WASH contribution</b> to health, nutrition, environmental security and other outcomes like <b>gender and disability</b> as well as demonstration of <b>affordability of WinS</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Leveraging partnerships across sector</b>. UNICEF bridges local and international partners, <b>donors and research and academic</b> institutes closer to Ministry of Education, Heritage and Arts (MoEHA) and Ministry of Health and Medical Services (MoHMS).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Training to increase knowledge and capacity to promote behavior change</b>.</li> <li>• with teachers and school committees to carry out <b>daily group activities</b> (handwashing with soap and regular cleaning of toilets and making soap available) as well as <b>engaging students</b></li> <li>• with government staff on <b>assessing WASH improvements</b> in their routine work especially staff linked to school health and education.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Strengthening monitoring and reporting mechanisms</b>. Support to MoEHA to develop <b>WinS policy</b> and include <b>SDG aligned WASH questions in existing national mechanism</b> (Education Management Information Systems).</li> </ul>

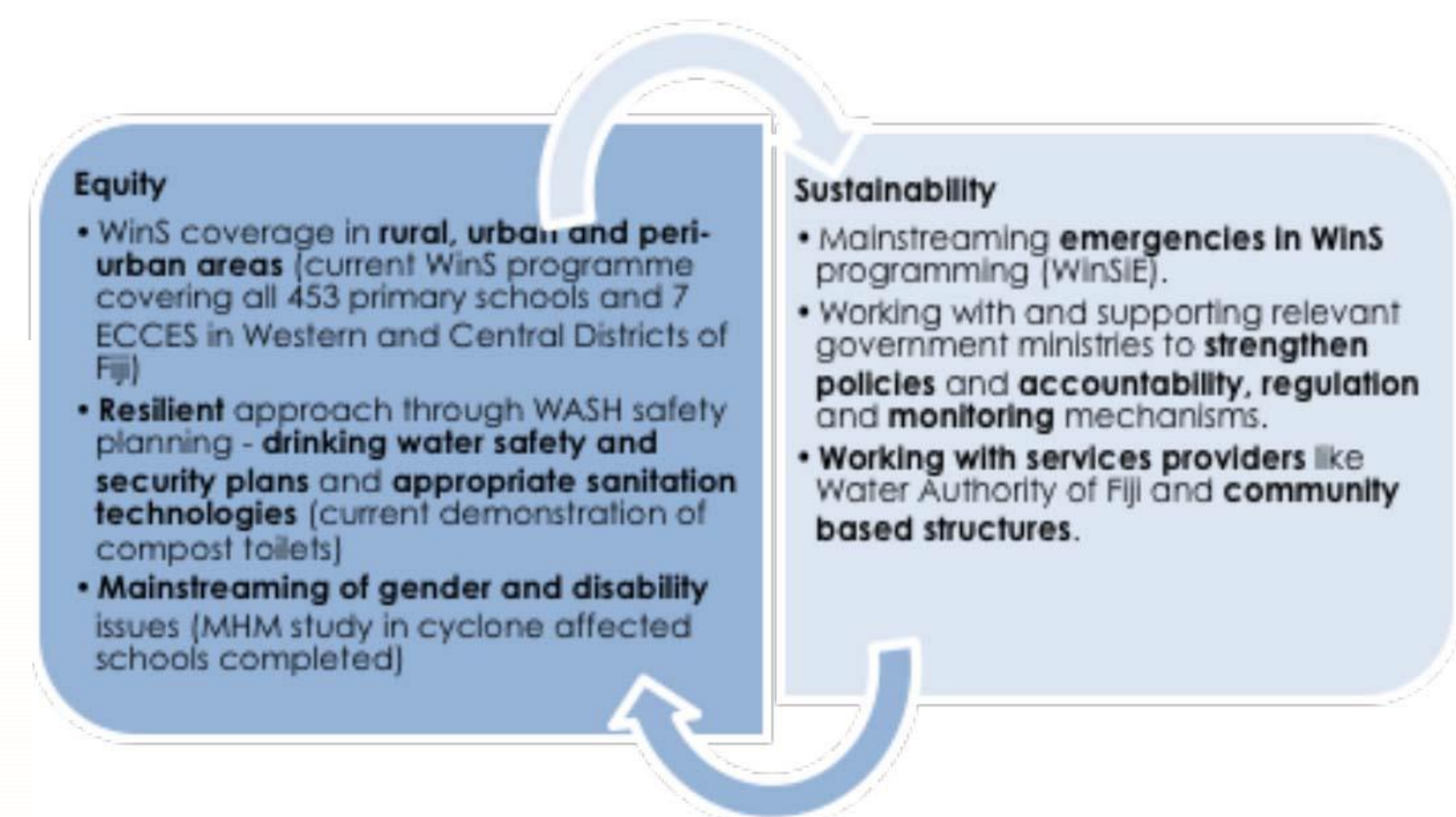
No of schools surveyed (out of 2051 total schools)	1061	52
% with <b>improved water source</b>	992	93
% with <b>improved sanitation facilities</b>	956	90
% with facilities accessible by children with physical <b>disability</b>	34	3
% with <b>sex-separated toilets</b>	994	94
% with <b>handwashing facilities</b>	934	88
% of handwashing facilities with both <b>soap and water available</b> (at time of survey)	646	61



## Roles of different actors



## Equity and sustainability



## Institutionalization of WASH within the education sector

- Ministry of Education, Heritage and Arts leads the implementation of WinS. The WASH in Schools Policy is developed by the Ministry and the Ministry chairs the Technical Working Group on WASH and Education.
- Ministry of Health and Medical Services is engaged primarily with Curriculum Development Unit in ensuring alignment with health messaging in the curriculum and through hygiene promotion activities.

## Learning and implications

Learning	Implication	Action
Fiji's geographic location makes it vulnerable to frequent cyclones, floods and rain	Severely impact schools ability to maintain functional WASH facilities and resources	<ul style="list-style-type: none"> <li>• WinS must include at the onset elements of emergency and disaster risk reduction to make schools resilient.</li> <li>• WinS Three Star stresses engagement of school based management including children and parents/communities.</li> <li>• This provides platform for sustainability and ownership</li> <li>• The WinS Policy and adaption of SDG aligned WASH questions in FEMIS provides a sustainable platform to reinforce lasting behavior change.</li> </ul>