



WASH in schools in Vanuatu

moving from pilot to national scale

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and UNICEF

Vanuatu



Ministry of Education & Training
Government of Vanuatu



WATER
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Achieving SDG6 in a Changing Climate



#WaWF23

The background image shows a rural setting with a structure made of corrugated metal sheets, possibly a latrine or a small shed, situated in a lush, green environment with many trees and dense vegetation. The structure is partially obscured by a large, semi-transparent circular overlay on the left side of the page.

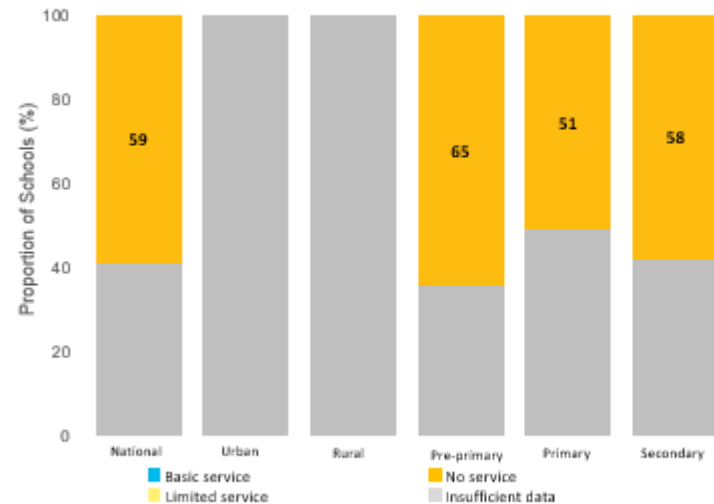
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Background

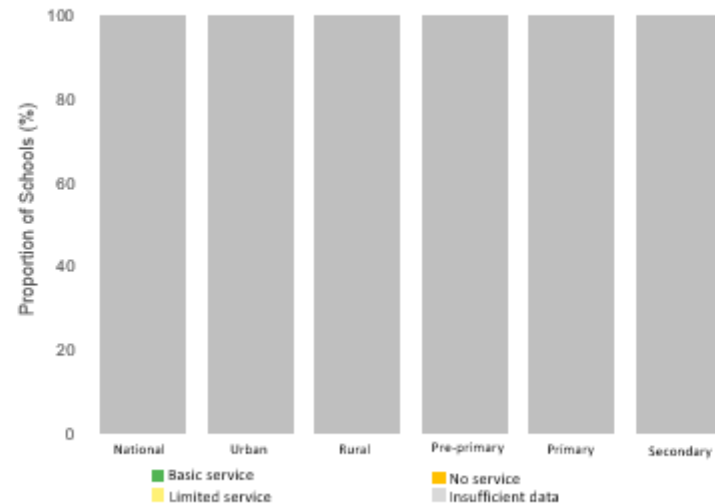
- Vanuatu has **682 pre-schools, 436 primary and 98 secondary schools** in the country.
- There is **no WASH in Schools estimate** available by the JMP for Vanuatu; WASH is not included into routine monitoring mechanism (VEMIS) and depends on the asset survey, last done in 2016.
- **25% of students** report that toilets are so bad they avoid using them, and **21% of girls** don't come to school when they have their period (2021 World Bank Study)
- In 2016, MoET with support of UNICEF and Live and Learn launched a **call to action** to improve WASH conditions in schools.
- In 2017 **UNICEF secured funding for a pilot** and demonstrate a scalable approach to improve WinS in Vanuatu

Drinking Water



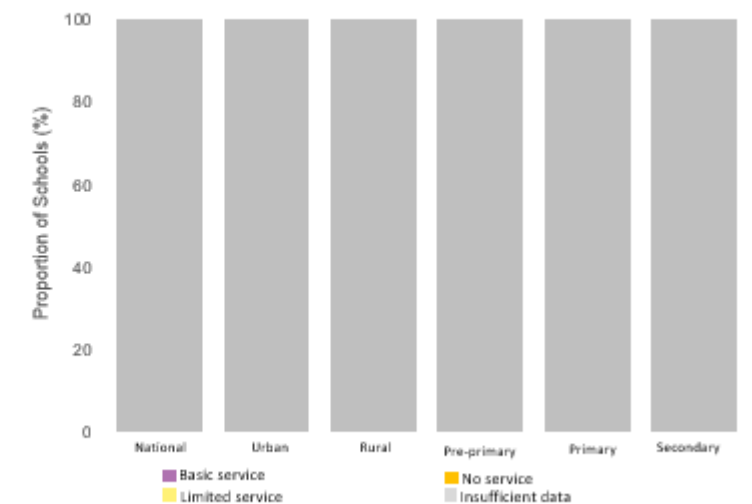
*No basic service estimate available

Sanitation



*No basic service estimate available

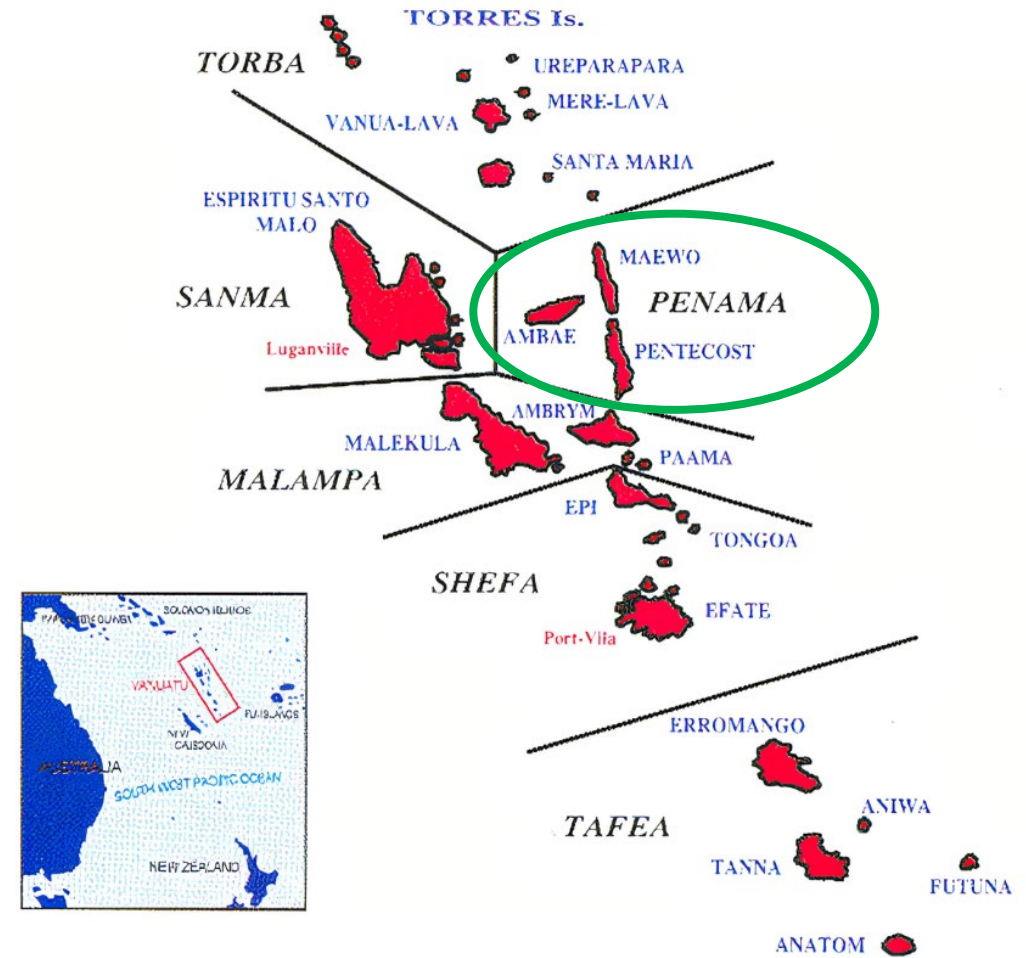
Hygiene



*No basic service estimate available

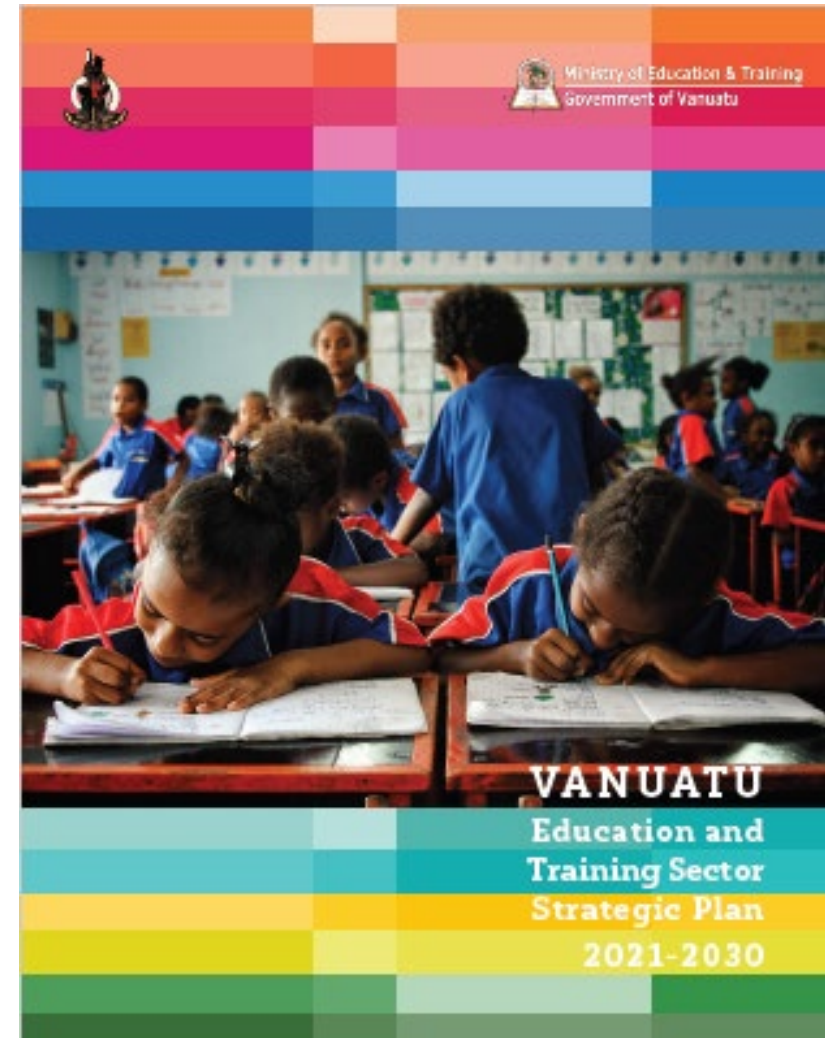
Outline of the Pilot

- Improve WASH services at all 62 primary and 12 secondary schools in the targeted province of **PENAMA**;
 - Sanitation conditions for all students
 - Water safety
 - Hygiene services
 - Hygiene Education
 - Ensure sustainability by strengthening WASH services into management functions
- **Demonstrate a bottom-up approach** that can be replicated and sustained across all schools types across all provinces.
- **Strengthen the enabling environment** of WASH in schools at the national level



WASH in schools enabling environment activities

- **Human resources:** Recruitment of a 2x WASH in schools officers at the MoET
- **Availing tools for schools;**
 - Contextualization of the drinking water safety and security plan (DWSSP) tool: **WASH improvement planning (WIP)** tool for schools.
 - Finalization of the **Education Toolkit** to support hygiene education.
 - Development of a **WASH facilities guide**, to support schools to construct their own hardware.
- **Advocacy:** advocacy to include WASH into sector strategies and planning documents, minimum standards etc.
- **Monitoring;** contextualization of 3 star monitoring tool and survey app.
- **Coordination:** establishment of WASH in schools steering committee
- Establishment of a WASH in schools **FACEBOOK** page



WASH in schools pilot activities undertaken in PENAMA

1. **Training of all principals** on 3-star indicators and the WASH Improvements planning (WIP) – plans included into the school planning cycle to access the **school grant**.
2. **Cascaded training on the education toolkit.**
3. **Schools to implement the low to no cost improvements and adopt improved hygiene education and practices.**
4. **Training of school handymen on WASH construction.**
5. **UNICEF procured materials** for all schools and shipped to the islands, schools facilitated local transport.
6. **Schools construct facilities** with materials by handmen using school grant. Technical assistance is provided to schools by province/ MoET/ UNICEF





WASH construction training



Forming WASH clubs

WASH CLUB Grup 1151 (studen) 2022

Groupes	Prénoms
1	Djamella - Gedeon Doroline - Jemy Alice
2	Meril - Joël - Feven Willy. Oziane
3	Erineth - Eugenie Malkias - Eric Janeline
4	Martino - Jeffline Rubina - Maya Ginette
5	Anarien - Aletricia Jay aen - Ginette

Studen WASH CLUB. Routine (Roster) 2022

Semaines (Trimestre)	Toi (Toilette)	EB (Eau à boire)	ELM. (Eau à laver les mains)
2	G1	G2	G3
3	G4	G5	G1
4	G2	G3	G4
5	G5	G1	G2
6	G3	G4	G5
7	G1	G2	G3
8	G4	G5	G1
9	G2	G3	G4
10	G5	G1	G2
11	G3	G4	G5
12	G1	G2	G3
13	G4	G5	G1
14	G2	G3	G4
Tr1	Tr2	Tr3	



Shipment of materials and local transport



Construction of toilets



Improving water supply



Handwashing stations



Monitoring

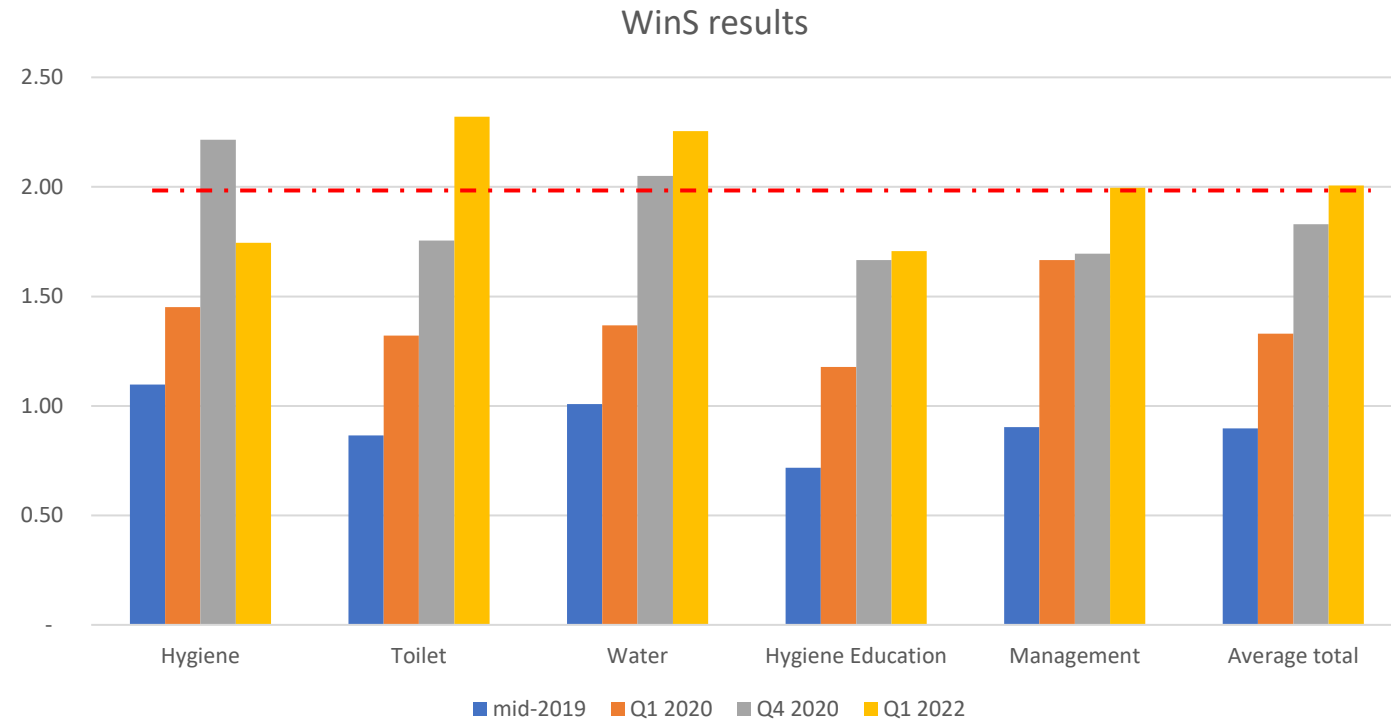


- Program adopted the 3 star monitoring 5 dimension measured with 21 indicators:
 - Sanitation
 - Hygiene
 - Water
 - Hygiene education
 - Management
- A total of 4 survey rounds from 2019 to 2022
- Last data collection **Q1 2022** by MoET and PENAMA education staff using mobile phone survey tool



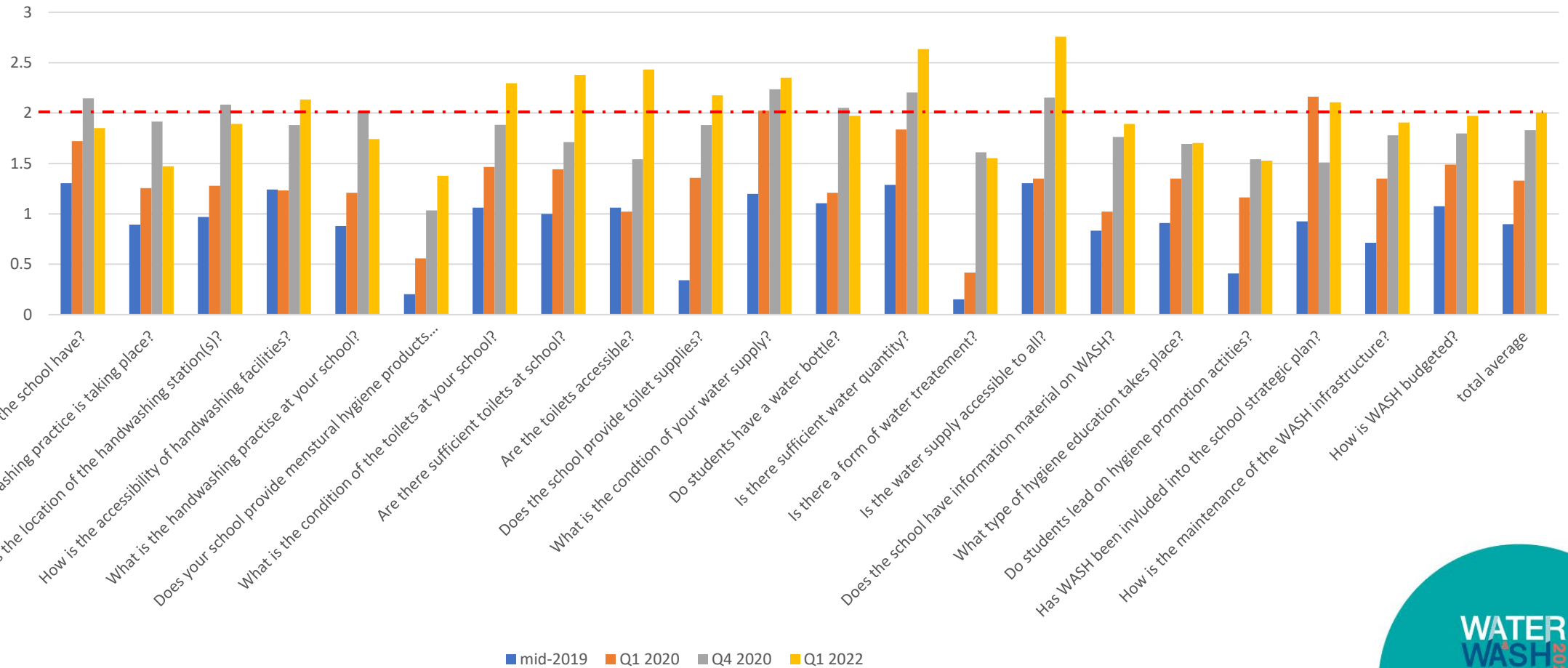
Results of monitoring

- **Significant improvements** across all five dimensions since 2019- *from an average of 0.9 stars, to 2 stars.*
- Water and sanitation services had the best improvements
- Hygiene and hygiene education made the least improvements.
- Best improvements were made before supplies were offered
- Variation observed between schools; majority achieved 2 stars, but some are still below 2 stars.



Results: How does this relate to all 21 indicators?

Progress across indicators



Review meeting with the province

- **Leadership at all levels** is crucial to lead improvements and ensure sustainability.
- **Community engagement** is very important and should be strengthened.
- **Province can lead this program and should involve all provincial stakeholders** as Department of Water, Ministry of Health and the Department of Local Authorities.
- Importance of **monitoring and support** to schools by province is an important success factor.
- **WASH champions schools** within respective zones, can support the other schools to achieve the same progress.



Conclusions

- **Proof of concept**; as the majority of schools were able to make significant improvements in WASH services; the bottom-up approach works!
- **Use of the school grant** was instrumental to drive to improvements led by schools.
- **Infrastructure improved the most**, while sustainable behavioral change requires more follow up.
- **3-star monitoring** allowed objective tracking of progress by schools and province.
- **WASH in schools is a cross sectoral program** and needs to work closely with the government departments and units within the MoET such as: *curriculum development unit, School based management unit, asset unit, policy and planning department, ICT unit etc*
- The WASH in schools program was highly instrumental in the **COVID-19 preparations and response**.

Way forward

- **Development of a WASH in schools policy** to better define the minimum requirements, institutional arrangements and implementation framework.
- **National scale-up** across the other 5 provinces with the development of provincial plans for WinS, followed by trainings and baseline collection
- Strengthen the **sustainability of hygiene behaviors** with the development of a WASH club resource packages and support on cascaded trainings.
- Strengthen the **M&E framework** for WASH services in schools by concluding the WASH module in VEMIS and provide user trainings
- Conduct WASH in schools **gap analysis** and development of a **capital investment plan**
- Conduct **analysis on academic performance** vs WASH in schools.
- **Advocacy on resource mobilization** to meet the investment requirements.

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“You don’t need money to make a change”

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