

WASH IN SCHOOLS ★ ★ ★ STAR APPROACH GUIDE BOOK.



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SCHOOL / ORGANISATION

Lautoka Delana Primary School
Vitogo District School
Masimasi Primary School
Mount St, Mary's Primary School
Nadele Public School
Lautoka SDA Primary School
Lautoka Methodist Primary School
Wairabetia Muslim Primary School
Gurukul Primary School
Qalitu Primary School
Raviravi Sangam Primary
Drasa Avenue Primary
Ba Sangam Primary School
FSC Rarawai Primary, Ba
AKP Primary Ba
Nabaka Primary School
Nadroga Sangam Primary
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Lautoka Education Office
WASH officer
John Wesley Primary School
Hilton Special School
Early intervention Center
Fiji Vocational Training-Brown Street
Vugalei District School
Draiba Primary School
Chauhan Memorial Primary School
Samabula Primary School
Burebasaga District School
Suva Special School
Hilton Special School
St Peter Channel Primary School
Bhawani Dayal Primary School
Veiuto Primary School
Veiuto Primary School
St John Primary School
Kalabu Primary School
Annesley Infant School
Naqali District School
MoEHA-SEO Suva
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ACRONYMS AND ABBREVIATIONS

AWP:	Annual Work Plan
CAPS:	Community and Parental Support
FTAWU:	Fijian Teachers Association WASH Unit
HT:	Head Teacher
MHM:	Menstrual Hygiene Management
MoEHA:	Ministry of Education Heritage and Arts
OHS:	Occupational Health and Safety
PD:	Professional Development
PTA:	Parents and Teachers Association
PTFA:	Parents Teachers Friends Association
Q&A:	Questions and Answers
SAP:	School Annual Plan
SMC:	School Management Committee
SODIS:	Solar Disinfection
TOD:	Teacher on Duty
UNICEF:	United Nations Children's Fund
WAF:	Water Authority of Fiji
WASH:	Water, Sanitation and Hygiene
WC:	WASH Coordinator
WinS:	WASH in Schools

OVERVIEW

All children have the right to water, sanitation and health. This right needs to be fulfilled in schools where children spend much of their day. Adequate water and sanitation significantly improve a child's prospect to develop and thrive. The Three Star Approach for WASH in Schools helps schools focus on meeting children's needs through key interventions and at the same time provides a clear pathway for all schools throughout a country to meet national standards.

SUMMARY

The Three Star Approach for WASH in Schools is designed to:

- Improve the effectiveness of hygiene behaviour change programs.
- Ensure that health habits are taught, practised and integrated into daily routines
- Help schools meet the essential criteria for a healthy and safe learning environment for children.

WASH IN SCHOOLS THREE STAR APPROACH

In the Three Star Approach, schools are encouraged to take simple and inexpensive steps to improve water, sanitation and hygiene facilities, attitudes and behaviours. These steps are designed to ensure that all students wash their hands with soap, have access to safe drinking water and are provided with clean, gender-segregated toilets at school every day.

OBJECTIVE

This guide book is to be used to:

- Guide teachers, students and the school community on the concepts of the Three Star Approach with activities involved and what is to be achieved.
- Empower teachers as central persons for change.
- Provide practical examples on how to overcome the WASH in schools bottlenecks.
- Measure the progress of the school WASH programmes using the Three Star indicators.



A HUMAN INTEREST STORY:

"SOAP WILL WASH AWAY, BUT WASH KNOWLEDGE WILL STAY"

Ana Cili was a teacher in a small rural village school when the UNICEF WASH in Schools program was launched in 2014. She was determined to vigorously implement the WASH Program and raise the hygiene standard in her class by providing the soap herself.

"Sometimes my class had to use basins of water for hand washing as water was sometimes scarce, but that was not a deterrent. I made sure soap was always available and that my students followed the 8 steps of hand washing. That experience was taken to newer heights in 2016 when Ana was transferred to a large multiracial urban school in Suva. When soap was scarce or in short supply she turned to her parents for help. My students are continuously doing hand washing with soap at all critical times of the day within my full supervision."

"The parents of my class are now my stronghold. They are providing soap at home and also donating towards our class supply at school for their children's hand washing. Other teachers are either coming to me for liquid soap detergent or are following my initiative in accessing their parents to assist."

So, for Ana Hand Washing with Soap is now a compulsory and essential component of healthy living. As the saying goes, "SOAP will wash away, but WASH KNOWLEDGE will stay."

KEY CHARACTERISTICS OF THE THREE STAR PROGRAMME

NO STAR SCHOOL

- Limited or no hygiene promotion.
- May or may not have WASH infrastructure (Toilets, hand washing facilities and safe solid waste disposal for various hygiene needs.)

A ONE STAR SCHOOL

- Daily hand washing with minimal or no supervision.
- Children carry water bottles and bring their own safe drinking water from home.
- 1 functional toilet for girls and 1 for boys and open defecation is not practiced.
- Soap and toilet paper are available. in wash facilities
- Daily cleaning of toilet (ablution block) with minimal supervision.

A TWO STAR SCHOOL

- Incremental improvements are practices from a one-star school towards a two-star school program.
- Daily supervised group hand washing with soap before the school meal.
- Hygiene education that promote hand washing is implemented.
- Daily supervised use of drinking water bottles by all children.
- Safe drinking water is available for students to refill their water bottles.
- Daily supervised cleaning of toilets with detergents and cleaning supplies.
- Have improved Sanitation facilities.
- Hygiene education & supplies that support menstrual hygiene management.

A THREE STAR SCHOOL

The three STAR school is ideally a self-sustaining hygiene and WASH program within Schools. Typically, the Three STAR school should meet the national standards or beyond.

- Hand washing facility is available in the school (**1:50 ratio**).
- Meet student toilet ratio standards (**1:20 girls, 1:33 boys**).
- Toilet facilities should have functional doors, cloth hangers behind doors & sanitary bins.
- Every toilet facility should not be more than 20 m away from the classrooms.
- Toilets should be accessible to all children.
- Each toilet block should have at least one shower room for girls and one for boys to take a shower with all necessities.
- Schools should have at least a 5,000 liter water tank.

STARTING A WASH IN SCHOOLS PROGRAMME

Wash in Schools programmes should start with self reflection to find out ‘where they are’ in terms of their WASH facilities and activities and what their current STAR rating is in FEMIS. Then they should discuss ‘where they want to be’. These sessions would allow the Head Teacher and School Management Committee to establish short term goals (within 6 months) and long term goals (1 – 2 years). The shared target by all stakeholders is improving their WASH facilities and practices and reaching a three star rating for their school with good hygiene practices as an integral part of the school programme and students’ daily lives.



Implementing WASH in Schools programmes should be simple and affordable and have the following characteristics:

- 1 - WASH IN SCHOOLS ANNUAL PLAN**
- 2 - SCHOOL HAND WASHING PROGRAMME**
- 3 - TOILET CLEANING**
- 4 - ACCESS TO SAFE DRINKING WATER**
- 5 - MENSTRUAL HYGIENE MANAGEMENT IN THE SCHOOL**
- 6 - SPECIAL AND INCLUSIVE WASH**

1 - WASH IN SCHOOLS ANNUAL PLAN

The School Annual Plan is an official school document prescribed by the Ministry of Education Heritage and Arts (MoEHA) for all registered schools in Fiji to have. It is derived from the school's five-year strategic plan and aligned to the MoEHA Strategic and costed operational plans.

The School Annual Plan is designed and compiled with the cooperation of all the stakeholders. One of the important steps involved is school mapping, where they look at the current status quo and plan on strategies to improve facilities, academic results and programmes. The document contains the agreed course of actions and programs including WASH with the estimated costs if any, for the next year that would be implemented for the betterment of the whole school. The signing of the final document by representatives of the stakeholders ensures shared responsibility for a common goal. Apart from the first few pages where the school's profile, vision and mission are highlighted, the main components are:

A - STUDENTS & LEARNING:

The 3 components are Curriculum and Instruction, Students Achievements and Good Citizenship.

B - LEADERSHIP & MANAGEMENT:

With Policy and Planning, Staff Management, Finance Management and School Administration as the components.

C - COMMUNITY & PARTNERSHIP:

Community Involvement and Communication are the two components.

D - LEARNING ENVIRONMENT:

The components are Physical Environment, Classroom Management and School Safety Programmes.

The School Annual Plan should have the following components (see Annex 3):

- Objective
- Performance Indicator
- Annual Targets
- Strategies & Timeline
- Estimated Cost
- Evaluation Tools
- Task Manager

The inclusion of school WASH activities into the annual plan will ensure that WASH programmes are budgeted and implemented. The monitoring and the sustainability of the WASH activities would be ensured if they are part of the School Annual Plan.

All WASH projects and activities should be included in the SAP, for example:

- WASH awareness programmes (including printing)
- WASH facility construction/maintenance
- WASH supplies provision
- WASH Professional Development for teachers
- WASH monitoring
- WASH awards

E. COMMON Q&A ON WASH IN THE SCHOOL ANNUAL PLAN (SAP):

Q - Where in the SAP are the following WASH items recorded?

- New toilets or hand washing facility

A: The most likely Focus Area would be Learning Environment under Component 4.1 Physical Environment.

- Purchase of toilet paper, soap and MHM materials.

A: These items can be highlighted in Focus Area 4, Learning Environment under Component 4.3 School Safety Programmes or if the parents are willing to help with the provision of these items, under Focus Area 3, Community & Partnership in Component 3.1, Community Involvement.

- Implementing new hand washing program for students

A: It can be included in Focus Area 4 under School Safety Programmes or Focus Area 1 either at Good Citizenship or Curriculum & Instruction.

- Printing of WASH materials.

A: It can be included in Focus Area 4 under School Safety Programmes or Focus Area 1 either at Good Citizenship or Curriculum & Instruction.

Q - How can schools finance their WASH initiatives?

A: The MoEHA had instructed that schools can utilize their Free Education Grant (FEG) under Administration and Office operation for WASH initiatives.(Please refer to the MoEHA School Management Handbook 2017, page 30, Item B5.7:Criteria for Usage of Grants.)

2 - SCHOOL HAND WASHING PROGRAMME

Below is an example of a Healthy Living subject lesson plan that includes both theory and practical hand washing activities.

SUBJECT: HEALTHY LIVING YEARS 1 - 8
TOPIC: HAND WASHING WITH SOAP
SUB-TOPIC: PROPER STEPS OF HAND WASHING

TEACHING AND RESOURCES:

soap, hand towel/tissue, basin of water, container/jug ,Hand Washing Steps chart (annex: 6) and Hand Washing Song chart (annex: 5).

REFERENCES:

Healthy Living Syllabi Years 1-6; Basic Science Syllabi for Years 7&8 :
Healthy Living Teachers' Guide and Pupils' Workbook Years 1-6;
Basic Science Teachers' Guide and Students' Activity Book for Years 7&8.

OBJECTIVES:

By the end of these lessons, the children are able to have the:

1. Knowledge:

- to name at least 3 vital components of proper hand washing
- to list 5 critical times that hand washing should be done in school and at home.

2. Attitudes:

- to understand that the use of soap and not water only in hand washing will prevent germ infection and diseases.
- to follow the proper hand washing steps at all critical times with or without supervision.
- to value the availability of soap as not only important but expensive to maintain in any hand washing station.
- to develop a sense of consideration on the school WASH supplies.
- to become agents of change of proper hand washing in any situation in their school, family and communities.

3. Skills:

- to use the water and soap wisely at all times.
- to practise at least 5 or 6 basic steps of proper hand washing
- to follow the proper hand washing steps at all critical times with or without supervision.
- to report the absence of soap from washing facilities to class prefect / class teacher / HT / TOD / WC
- to invent ways of holding the soap in place to prevent unnecessary loss and wastage.
- to find out other simple and inexpensive alternatives to soap for hand washing.

LESSON DEVELOPMENT:

1. Introduction: (5 minutes)

The teacher will involve pupils in any participatory activity or discussion that will lead up to the subject of proper hand washing with soap at all critical times. The following guiding questions could be used to boost the class discussion:

- What do you do before you have your food/ fruit/meal?
- What do you use to wash your hands?
- Where / How do you wash your hands?
- Why is it important to wash your hands?
- How many children wash hands at home?
- From where did you learn to do hand washing?

2. Sharing Experiences: (5 minutes)

Children can be asked to verbally share their hand washing stories/ demonstrate how they normally wash their hands/ draw their stories on paper or board.

3. Class Discussion: (5 minutes)

The teacher to initiate a discussion after a few students have presented their story/ demonstration and drawings using the following guiding questions:

- What do you think of A's demonstration?
- How could B's picture be improved?
- Do you have a similar story like C's?
- What is missing in D's drawing?
- What else is needed to complete E's demonstration?

4. Demonstrative Lesson: (10 minutes)

- The Hand Washing Song chart and the Hand Washing Steps chart are put up on the board for children to study and read quietly. Teacher and children to read the lyrics of the song together a few times, before practising the tune.
- The teacher will demonstrate all the steps on the chart while the children slowly sing the song to accompany it. To be repeated a few times with the students.
- Then the children will be taken outside to the Group Hand Washing facility to do real hand washing in groups of 10 while the remaining children sing along with them until everyone has had a turn at the taps.

5. Conclusion: (5 minutes)

A closing discussion can be done after the hand washing proper is completed to assess the children's interests and understanding of the concept. The teacher can allow time for personal observations of each other's actions to be highlighted by the children themselves and be corrected by the teacher.

6. Monitoring and Evaluation: (5 minutes)

For further activities, the children:

- are to continue practising the hand washing steps in school and at home every day throughout the week and keep a written record of every critical time they did proper hand washing with soap.
- will delegate 3 or 4 WASH monitors to keep a look out for the them (when they are out and about the school premises) for a period of one school week and take note of any discrepancy in the way children conduct their hand washing activities during any critical time.
- Can share success stories every morning of how they have become agents of change for proper hand washing with soap in their homes and communities.



Teacher leading class singing the WASH song that teaches children the correct way to wash their hands.

3 - TOILET CLEANING

The success of school WASH programme is reflected on the cleanliness of the school toilet facility. The toilet is a high-risk area where diseases can easily be transmitted from one child to another. A clean toilet will not only protect the children from diseases but will also encourage them to use the facility when they need it at all times. A clean school toilet means no more “holding on” when children need to use the toilet facility

Below are some tips on how to keep school toilets clean:

OBJECTIVE	STRATEGIES	ACTIVITIES
Daily Inspection of Toilets	Duty teachers and students / handyman must inspect toilets and bathrooms every morning before class begins and end of recess/lunch break	Rubbish in or near toilet facilities to be picked up and disposed of properly. Wet Floors and dirty surfaces to be mopped dry and wiped clean. Dirty toilet bowls to be flushed out. Air-freshener, toilet paper and soap put in place. Urinals must be flushed and brushed regularly. Record and report any damage or leakages to the TOD/HT Replenish supplies if necessary.
Thorough cleaning of toilet using toilet brush, cleaning agent and disinfectants	TOD/handyman and toilet monitors are to be trained on how to clean the toilet thoroughly	Remove everything from around the toilet and dispose of any rubbish properly including rubbish in the sanitary bins. Flush the toilet with the lid closed. After flushing, open the lid and apply toilet cleaner in the toilet bowl right under the rim. With the toilet brush scrub away all stains. After scrubbing, flush the toilet with the toilet seat lid closed and rinse the toilet brush. Replace the toilet brush in its holder. Clean the toilet seat and inside lid with disinfectant and wipe with a cloth or tissue paper.
TOD/toilet monitors/handyman needs to be trained on how to clean a toilet thoroughly.		
TOD must inspect school toilets at the start and end of each school day. Head Teacher shall conduct random inspection throughout the week.		

OBJECTIVE	STRATEGIES	ACTIVITIES
Daily Inspection of Toilets	Duty teachers and students / handyman must inspect toilets and bathrooms every morning before class begins and end of recess/lunch break	Rubbish in or near toilet facilities to be picked up and disposed of properly. Wet Floors and dirty surfaces to be mopped dry and wiped clean. Dirty toilet bowls to be flushed out. Air-freshener, toilet paper and soap put in place. Urinals must be flushed and brushed regularly. Record and report any damage or leakages to the TOD/HT Replenish supplies if necessary.
Educate the children on the proper use of school toilet.	Teachers to elaborate with their respective classes on the importance of proper use of toilet during daily class morning briefs. During afternoon assemblies, TOD speaks to the school on water conservation and proper use of WASH resources and facilities. Parents are to be made aware of the challenges and appeals for their support and cooperation on the school WASH programme.	Training for proper toilet usage must be conducted at the beginning of every year. Footwear must be worn when entering the toilet. (Some schools provide proper toilet footwear) Toilet door to be locked once inside. Toilet seat must be clean and dry before and after sitting on it. Use only toilet paper in the toilet. Use toilet paper wisely. Toilet must be flushed once used. Close the toilet door gently after use. Boys must lift toilet seat and urinate into the bowl. Wash hands with soap and water after using toilet. Proper garments and equipment must be used when cleaning the toilet. Rubbish and sanitary bins must be available in the toilets. To save water, press the half-tank flush button if less waste or only urine is passed. WASH included in PTA/CAPS meetings. WASH included in the parents interview. WASH reminders are included in the school newsletter.

4 - ACCESS TO SAFE DRINKING WATER

Water is essential in people's lives because it is one of the basic needs for human life. Water in Fiji can be collected from many sources i.e. water supplied from Water Authority of Fiji (WAF), wells, springs, rain water, open source such as river, streams and oceans. Its availability in quantity and quality should be of high priority for any schools either existing or new.

The 2030 Agenda established ambitious SDG targets, which aim among other things, for universal access to WASH for all (SDG6, which covers both household and institutional settings) and safe, inclusive and effective learning environments for all (SDG4, which includes WASH in schools).

In 2016, 88% of schools in Fiji had an improved source of drinking water with water available. 12% of the schools are relied on unimproved sources, such as an unprotected dug well, unprotected spring or surface water or had no facility at all.¹

Water, sanitation, and hygiene related diseases are a huge burden all over the world. In Fiji it is estimated that 88%² of diarrhoeal disease is caused by unsafe water supply. School with poor water, sanitation, and hygiene services are high risk environment for children.

Schools shall ensure a safe supply of drinking water for students at school. Generally, students should bring water bottles from home, but a safe water source at school will allow them to refill their bottles during the school day. It will also provide a safe source for students who do not have one at home.

In most cases, schools will use existing water sources at or near the schools but will treat the water through the use of low-cost on-site technologies such as ceramic filters, slow sand filters, solar disinfection (SODIS) or chlorination. (Refer to Annex 7).

Schools could also choose to raise funds locally or advocate for the upgrade of an existing school water source.



Water dispenser in the classroom of a rural school. Without access to a safe clean water source, the mothers club boils water daily, which is left to cool and then filled into the filtered water dispenser for the children to drink.

5 - MENSTRUAL HYGIENE MANAGEMENT IN THE SCHOOL

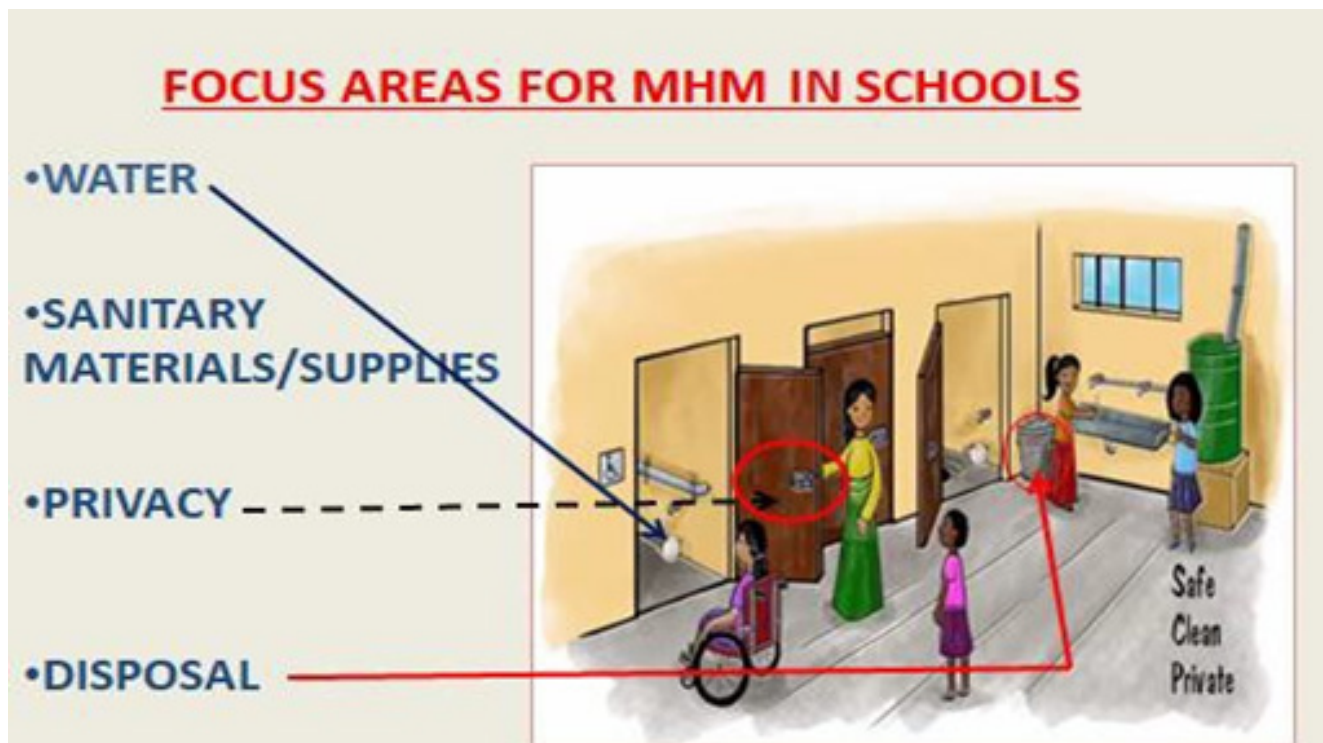
Menstrual Hygiene Management (MHM) has been defined as “women and adolescent girls using a clean menstrual management material to absorb and collect blood, that can be changed in privacy as often as necessary for the duration of the period, using soap and water for washing the body as required and having access to facilities to dispose of used menstrual materials.

KEY WORDS:

- Privacy
- MHM
- Material
- Soap
- Water
- Disposal

WHY MHM IN SCHOOLS

- Girls have ADDITIONAL WASH NEEDS and challenges especially when reaching menses.



HOW CAN SCHOOLS SUPPORT MHM?

- Provide access to clean, safe, gender-specific toilets.
- Provide privacy for changing materials and for washing the body with soap and water.
- Provide access to water and soap in a place that provides an adequate level of privacy for washing stains from clothes and reusable menstrual materials.
- Provide cloth hanger behind the toilet doors.
- Ensure the provision and availability of sanitary materials and spare uniforms at schools. Provide sanitary materials/supplies for emergency needs to allow girls to stay at school for the day.
- Provide access to disposal facilities for used menstrual materials (from collection point to final disposal).
- Organise gender /counseling sessions.

GENDER/COUNSELLING SESSIONS

Teachers are responsible for ensuring all young Fijians are equipped with the skills, knowledge and capabilities that provide a foundation for successful and lifelong learning and participation in the Fijian community. This especially calls teachers to contribute to education of adolescent girls in preparing them with knowledge that will equip them with competencies to manage their specific health and hygiene needs.

WHAT CAN TEACHERS DO?

- Teachers (male and female) can learn more about menstruation to increase their confidence and willingness to teach the subject in their regular lesson plans.
- In order to be more supportive to girls who are managing their menstruation in schools, teachers (male and female) could allow girls to visit the toilet during class, be available to talk to girls about the emotional and practical aspects of MHM, encourage boys to be supportive, make contingency supplies available.
- Consider how to integrate topics relevant to MHM into classes in a fun, child friendly way
- Provide facts to counter the myths, taboos, norms and traditional beliefs and practices around menstruation.
- Ensure the provision and availability of sanitary materials and spare uniforms at schools.
- School Health Club Integrate MHM and puberty health lessons into school health club lessons where girls can exchange experiences and teach each other how to keep track of their cycle, plan for menstruation, and understand appropriate MHM including use and disposal of sanitary materials.

WHAT CAN MALE TEACHERS DO?

- Male teachers can be sympathetic to girls' experience, how they cope, and what more the school can do to support girls.
- Male teachers can consider their own attitudes and behavior and how this affects girls' ability to cope: for instance, excusing girls from class if they need to visit the toilet.
- Male teachers can be role models for male students in supporting girls and discouraging teasing or bullying.
- MHM needs of girls with disabilities should be addressed by the school and made more accessible and safer.



The excellent girls MHM room at Natawa Primary School that caters to the WASH and Menstrual Hygiene Management needs of the schools adolescent girls. Having access to such a safe and inviting space gives girls the confidence to come to school even during their menses.

6 - SPECIAL AND INCLUSIVE WASH

The Special and Inclusive Education policy aims to provide a framework that will ensure and strengthen access to quality education for all persons with disabilities in all schools throughout Fiji. Quality education reflects the spirit of equity, inclusion, access, progress and achievement of educational outcomes that will guide and direct the journey of one's lifelong learning and the opportunity to enjoy one's quality of life. While all children should be given the opportunity to learn together wherever possible in mainstream schools close to their homes regardless of difficulties, disabilities or differences, it is recognised that for some students, Special Schools are an important option.

Inclusive teaching / learning resources and infrastructure are crucial to ensure that all students in the school have access to the best WASH practices for lifelong learning skills on good hygiene behaviour/skills. All schools should provide the facilities to allow all students to practise and ensure a way to keep themselves clean, have easy access to safe drinking water and basic toilet facilities that allow for better health. For children with disability, this provides the opportunity to better participate in school and the basic dignity that every human being is entitled to.

SPECIAL AND INCLUSIVE RESOURCES

WASH learning resources/ equipment should be made available and inclusive learning educational resources shall be provided to schools to assist learning and teaching. Resources such as hand washing songs and the basic steps of Hand washing posters, mobility induction for the visually impaired, sign language for those with hearing impairment are strategies used to ensure WASH knowledge is imparted to all children.

SPECIAL AND INCLUSIVE INFRASTRUCTURE

School infrastructure, including classrooms, walkways, water and sanitation facilities should be made accessible to persons with disabilities, including wheelchair users. [Refer to Annex 8]



Some examples of suitable WASH infrastructure from schools in Fiji.

SUSTAINING WASH IN SCHOOL PROGRAMME

Sustaining WASH in schools requires strong leadership, continuous monitoring, and a supportive community. This is important for HT's and SCM's to understand and implement these concepts in their respective schools.

1. SCHOOL WASH LEADERSHIP

All school stakeholders should have defined roles for a successful WASH in Schools programme which are outlined below:

HEAD TEACHER

As leaders all Head Teachers should have these five qualities:

1. INSPIRES A SHARED WASH VISION

- The understanding of what WASH is all about.
- The ability to develop a Vision for WASH standards in the school and able to articulate it and include it in the school annual and strategic plan.

2. A GOOD COMMUNICATOR

- They should have the ability to communicate what WASH is all about.
- They should effectively communicate about:
 - WASH goals
 - WASH responsibilities
 - WASH performances
 - WASH expectations
 - Monitoring and feedback

Through effective communication, the Head Teacher will continue to support school achievements by providing clear guidelines for accomplishing desired outcomes.

3. INTEGRITY

- Effective school leadership is all about actions and not just words. In other words, the leader “walks the talk” and in the process earns trust.
- Good leadership demands commitment to and demonstration of ethical practices.
- Leadership based on integrity represents nothing less than a set of values others share, behavior consistent with values and dedication to honesty with self and team members.

4. ENTHUSIASM

- We want leaders with enthusiasm, with a bounce in their step, with a can-do attitude.
- We want to feel alive.
- Head Teachers can influence leadership at school level and make teachers enthusiastic leaders, committed to their goals and express this commitment through optimism.
- Enthusiasm is contagious and effective leaders know it.

5. COMPETENCE

- Expertise in leadership skills is another dimension in competence.
- To be seen as capable and competent, we need to challenge, inspire, enable, model
- WASH and encourage what must be demonstrated.

WASH COORDINATOR

The WASH coordinator (WC) could be included in the school administration team to assist the Head Teacher to plan, implement, monitor and report on WASH related activities and projects in the school community. He or she should have been trained by WASH officers and must have the five qualities mentioned above.

The WC with the permission of the HT can form a school WASH committee which could include other teachers, students and parents. The WASH committee can prepare a WASH policy to be used in the school and community.

SCHOOL MANAGEMENT

The School Management Committee (SCM) should include the WASH activity budget in their Annual and Strategic Plans and they should be aware of the importance of having adequate and proper water and sanitation facilities in the school. Funds should be set aside to repair WASH facilities when the need arises. They should expect a written report on WASH facilities from the Head Teacher or WASH coordinator at their monthly meetings. They are responsible for the upkeep of all WASH facilities.

TEACHER ON DUTY

To be responsible for the daily supervision, monitoring and recording of all WASH activities in the school. He/she is to report any misuse, abuse, breakages or problems concerning WASH facilities and activities to the proper authorities. He/she is to submit a written report to the WASH coordinator at the end of the week.

CLASS TEACHERS

He/she should ensure that the students are aware of the importance of the WASH programme in their lives and to put it into practice. To teach children the proper way of washing their hands, tooth brushing and cleanliness at school in and outside their classes. To ensure that soap and toilet paper are available throughout the day for the children in his/her class. Class teachers are to record all the WASH activities in their workbooks.

WASH PREFECTS/MONITORS

They could be appointed from each class along with other school and class prefects at the beginning of each year and formally inducted as WASH prefects or monitors during their induction ceremony. They should each receive a special WASH prefect badge and the WASH coordinator should prepare them to undertake their special duties.



WASH Coordinator with WASH prefects from the WASH Club at Samabula Primary School.

2. WASH MONITORING

For effectiveness and sustainability of the school's WASH Program, one of the main contributing factors is the routine monitoring and supervision of all the WASH activities under the WASH Program.

The appointment of WASH Personnel and/or WASH Clubs would be the first step for a school to establish its routine WASH monitoring system. This will require the full cooperation and support of all the staff and other stakeholders for consistency and continuity to the children's health and hygiene.

The Table below would be a guide to the various WASH responsibilities in school and who to manage them:

GROUP/INDIVIDUAL	STRUCTURE	ROLES	SUPERVISOR
WASH CLUB/ Mothers Club	Selected from the school community to consist of 6 members including the school's WC.	To be in charge of the overall cleanliness of the school WASH facilities.	WASH Coordinator
	OR	To report any damages of WASH facilities to the WC.	↓
	1 per school appointed from the school and consisting of 1 teacher & 8 students. (4 boys & 4 girls).	To conduct WASH awareness to parents and the school community.	Teacher On Duty
		To organize fundraising drives for purchase of WASH facilities and resources.	↓ Head Teacher
WASH Club WASH Prefects / Monitors WASH CLUB	To be appointed from each class along with the other school and class prefects at the beginning of each year.	To place soap and toilet paper in their respective stations every morning.	WASH Prefects
			↓
	To be badged during the school's prefects induction ceremony with special WASH badges.	To ensure that soap and toilet paper are always available throughout the day at their respective stations.	Class Teachers
			↓
		To assist in the supervising of tooth brushing, handwashing and other WASH activities in their classes.	WASH Coordinator
			↓
		To report any misuse, abuse and damage of facilities and commodities to the WC.	Head Teacher
			↓
		To put up WASH charts and WASH messages at relevant sites around the school.	School Management Committee

GROUP/INDIVIDUAL	STRUCTURE	ROLES	SUPERVISOR
WASH Coordinator	WASH PREFECT To be appointed by the Head Teacher at the beginning of the year from the current staff and be given the recognition like all the post holders in school.	To be the overall coordinator and supervisor of the school's WASH Program: of recording daily supervised WASH activities in school for every teacher to fill in daily. To ensure that all classes are consistent in conducting their daily hygiene activities (hand washing, face-washing, tooth brushing, toilet cleaning etc.) To draw up a school WASH policy and ensure all teachers have a copy each. To monitor the supervisory work of the WASH prefects. To assess reports of abuse or damage of WASH facilities and report them to the HT. To organise WASH awareness for the school community and PTA.	WASH Coordinator / Teacher on Duty ↓ Head Teacher ↓ School Management Committee

3. COMMUNITY ENGAGEMENT

It can be difficult to stretch the school budget to meet all the costs associated with running a school. Therefore it is important to consider the resources that exist within the school community and use what is already available. Specifically for school WASH programme, the school management could develop a community resource map to identify and utilise the resources that are within the community.

For example:

- Do we need to buy a wheelbarrow or can we borrow one when we need it from someone in the community?
- Do you have student at your school who has a parent who is a plumber – would he donate his time for small plumbing repair?

In the formulation of a resource map, the school should consider the following:

INDIVIDUALS

Every person in our community is valuable and has something to offer. The types of skills we may find are: tailoring, gardeners, painters, plumbers, electricians, engineers, carpenters and many more.

ASSOCIATIONS

These are local level associations that operate in your community include religious organisations, sporting organisations, youth groups, business associations.

MATERIALS

schools contain a wealth of materials such as gardening and cleaning equipment. Broader resources that are available in your community may include things such as brush cutter, tractor, and left over building materials.

ECONOMIC POWER

where funding is currently generated and provide potential sources of funding such as local business, free education grant, fundraising, and school income generation activities.

Example of a school resource map:

PERSON/ ASSOCIATION	WHAT DO THEY DO WHAT DO THEY HAVE	WHAT DAYS ARE THEY AVAILABLE	BEST WAY TO REACH THEM
Penisoni Waqa	Penisoni is a plumber and electrician who has his own business.	Peni has said that he can devote 2 days a month to basic repairs and services. However he needs at least three days notice.	Call him directly on his office line.
Rajeshwar Nair	Rajeshwar is a farmer	He is available to help with school food gardens for the borders	Call him directly on his mobile

WASH IN SCHOOL PROGRAMME RESILIENCE

Fiji schools are exposed to a number of natural disasters each year. In addition, climate change will bring other hazards that threaten the continuity of WASH services in schools. However this can be overcome by using the concepts of WASH resilience. Resilient WASH services are those that are able to function well and provide adequate water, sanitation and hygiene at all times in a changing climate, and whether before, during or after a natural disaster.

In order to plan for the risks we need to know what the risks are.

HAZARD	IMPACT
Increasing temperatures	Increasing temperatures can lead to faster outbreaks of disease, including water-borne diseases.
Droughts	Droughts and/or increasing temperatures can lead to water shortages.
Floods	Floods can cause contamination to drinking water supplies, making the water unsafe to use; or they can cause damage to WASH infrastructure making it non-functional.
Sea level rise	Sea level rise, like flooding, has the potential to contaminate fresh water sources or damage coastal infrastructure.
Cyclones and storms	Cyclones and storms can bring heavy rain, which like flooding can wash dirt and contamination into fresh water sources. The strong winds from storms and cyclones can damage critical WASH Call him directly on his mobile

Different schools will be exposed to different hazards and risks depending on their location, and the types of facilities they have. There is no one-size-fits-all solution to making your schools resilient. Instead you need to identify the specific risks you face and come up with solutions to minimize these risks. As a starting place, schools need to be able to answer the following five questions in relation to their drinking water, sanitation and hand-washing facilities:

HAZARD	IMPACT
ENOUGH	Can we guarantee that there will be enough water for all our needs?
PREDICTABLE	Can we guarantee that the water supply will be predictable all year round (throughout the wet and dry seasons)?
PROTECTED	Can we guarantee that the drinking water will be safe for human consumption, even after disasters that could cause contamination?
DURABLE	Can we guarantee that the facilities are able to withstand strong winds, high temperatures etc?
WELL-LOCATED	Are the facilities located in places that are protected from flooding, sea level rise, etc?

Once we have thought about these questions we can identify possible management solutions. Below is a table providing some resilience measures, but it is not comprehensive. The important thing is to think about what would work best for your school, and how can you say “yes” to all five questions above.

PROBLEM	POSSIBLE SOLUTION
Not enough water to drink	Investigate alternative supplementary water sources e.g. boreholes to access ground water, or rainwater harvesting on school roofs¹. Ask children to bring drinking water from home in clean water bottles. Introduce water conservation techniques: • Look for and fix leaks in the water storage tanks and distribution pipes. • Students should be reminded regularly to practice wise use of water at all times.
Not enough water to flush toilets	Water conservation messages should be displayed in visible areas around the school. Install non-flush toilet designs such as composting toilets. Use non-potable water (such as sea water) to flush toilets.
Not enough water to wash hands	Tippy taps can be constructed by the school to minimize the use of water for hand- washing. They can be made out of recycled water bottles or bamboo. Use hand sanitizer instead of soap and water²
Water supply is not predictable	Increase the school water storage capacity, so that water can be saved from the wet season into the dry season³. During times of water scarcity, schools can ask children to bring water from home in clean water bottles. Monitor the water that is in storage, so that the school can employ water conservation techniques when the supply is running low. Request water carting from WAF when water supplies fall too low.
Water supply can become contaminated	Consider water treatment options that can be used by the school e.g. SODIS, boiling, ceramic water filter or chlorination. Consider options to protect the water source from contamination e.g. spring protection or fixing the seals on water storage. Regularly monitor the water quality so you know when to start treatment. If drinking water safety cannot be guaranteed schools can ask children to bring water from home in clean water bottles.

PROBLEM	POSSIBLE SOLUTION
WASH facilities are not durable	Check to make sure that all facilities meet the national safebuilding codes (e.g. the roofs are securely fastened, walls have bracing, etc.). Regularly check the facilities for signs of damage e.g. cracking due to heat, erosion or damage from wind, etc. Renovate or repair facilities as soon as they become damaged.
WASH facilities are not well- located	Consider having back-up facilities available if the regular facilities are rendered non-functional after a disaster. Consider moving water tanks, toilets or hand-washing stations away from areas that are prone to flooding, close to sea level, or exposed to strong winds.

1. Schools that rely on rain water must make sure that roofs and gutters are clean and functional before the rainy season and make sure that both sides of the roofs are utilised to capture rain water.
2. This should not be a long-term solution – only for short-term periods of water shortage
3. School should have at least one 5,000 litre water tank for water storage. However, for schools that solely depend on rainwater should have more than 5,000 litre water storage capacities.

8 STEPS OF HAND WASHING



PALM TO PALM



BETWEEN FINGERS



BACK OF HANDS



BASE OF THUMBS



BACK OF FINGERS



FINGER NAILS



WRIST



RINSE AND WIPE DRY

REMEMBER: Wash your hands with soap before meals. Wash your hands with soap after using the toilet. Wash your hands with soap after **PLAYING GAMES WITH YOUR FRIENDS**. Wash your hands with soap after picking up rubbish or cleaning the classroom or garden.



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Australian Aid 

ANNEX 2: HAND WASHING SONGS

Children are more open to hand washing if you make it fun. Get your children to wash their hands to this jingle!

WASHY WASHY CLEAN

(sing to the tune of "If you happy and you know it....")

"We start with washing palm to palm"
"Between each finger let us rub"
"Now the back of the hands, it's such a simple plan.
We washy washy clean, scrub scrub."

"Clean the base of the thumbs one by one"
"Then the back of the fingers, this is fun!"
"Don't forget your fingernails, it's about details.
We washy washy clean, scrub scrub."

"Now move on to the wrists, let us rub.
I think we're nearly done, so now what?"
"Just rinse the soap away, dry our hands and we're ok.
We washy washy clean, scrub scrub."

Chorus:

"So we washy washy clean, scrub scrub"
"We washy washy clean, scrub scrub"
"It's fun to wash your hands and I know you'll understand"
"We washy washy clean, scrub scrub!"

(Link:<http://youtu.be/zxlqn7kacnu>)

ANNEX 2: HAND WASHING SONGS

THIS IS THE WAY WE WASH OUR HANDS

(Lyrics composed by Mrs Lavenia Draunibaka-FTAWU)

This is the way we wash our hands.
We wash our hands, we wash our hands.
This is the way we wash our hands,
Wash with soap and water.

Between the fingers, rub both palms,
Rub both palms, rub both palms.
Between the fingers, rub both palms,
Rub with soap and water.

Back of the hands, around both thumbs,
Around both thumbs, around both thumbs
Back of the hands, around both palms
Wash with soap and water.

Ten finger nails to wash and scrub,
Wash and scrub, wash and scrub
Ten finger nails to wash and scrub,
Scrub with soap and water.

Around both wrists, they need to be clean,
They need to be clean, they need to be clean
Around both wrists they need to be clean,
Clean with soap and water.

Open the tap to rinse your hands,
To rinse your hands, to rinse your hands
Open the tap to rinse your hands,
Before you dry them well.

ANNEX 3: EXAMPLE OF SCHOOL ANNUAL PLAN

FOCUS AREA 4: LEARNING ENVIRONMENT. COMPONENT 4.1: PHYSICAL ENVIRONMENT

Aligned to MOE- Annual Corporate Plan 3.2
Priority: OHS Compliance, Students Hygiene

OUTCOME STATEMENT: SAFETY AND CARE OF STUDENTS AND STAFF IN SCHOOL IMPROVED

Aligned to MOE- Annual Corporate Plan 3.2, 3.6
Priority: OHS Compliant, Students Hygiene & Safety Programmes

MOE OUTPUT: 3.2, 3.6	ANNUAL TARGETS		STRATEGIES & TIMELINE	ESTIMATED COST	EVALUATION TOOLS	TASK MANAGER
Objective	Performance Indicator	2017	2018			
Allow easier access to water points for students	Completed Wash Station within the timeline	Construction of a new 5 x5 hand washing station.	Maintain the upkeep of the HW station	Plan Approved February. Contractor secured February. Work begin March. Work completed end of March	\$1000.00	Approved Plan Scope of Work Completion Certificate
						WASH coordinator Year 7 & 8 Year Level teachers.

ANNEX 3: EXAMPLE OF SCHOOL ANNUAL PLAN

COMPONENT 4.3: SCHOOL SAFETY PROGRAMMES

OUTCOME STATEMENT: SAFETY AND CARE OF STUDENTS AND STAFF IN SCHOOL IMPROVED

Aligned to MOE- Annual Corporate Plan 3.2, 3.6

Priority: OHS Compliant, Students Hygiene & Safety Programmes

MOE OUTPUT: 3.2, 3.6		ANNUAL TARGETS		STRATEGIES & TIMELINE	ESTIMATED COST	EVALUATION TOOLS	TASK MANAGER
Objective	Performance Indicator	2018	2019				
Girls have easier access to MHM materials in school	A set of MHM materials are available in the school office	Purchasing of MHM materials and storage box for the school	Maintaining the supply for MHM materials	Purchasing and collecting of MHM materials End of Sept, 2018	\$100.00	List of materials bought. Receipt from the shopping Weekly report from WASH coordinator	List of materials bought. Receipt from the shopping Weekly report from WASH coordinator

ANNEX 4: HOW TO USE SCHOOL TOILET PROPERLY

USE OF MALE TOILETS



USE OF FEMALE TOILETS



ANNEX 5: TOILET SELF ASSESSMENT CHECKLIST

Name of school: _____

Date: _____

Done by: _____

TOD/WASH Coordinator/HT/AHT
- Circle appropriate -

Please tick the boxes accordingly.

Yes

No

ENTRANCE

☐
☐

Q1 There are prominent signages and the entrance looks clean.

HAND WASH AREA

☐
☐

Q2 All the taps at the basin are in good condition.

☐
☐

Q3 Soap is available at the washing area.

☐
☐

Q4 Overall, the hand wash area is clean and tidy, with no litter

WATER CLOSET (WC)

☐
☐

Q5 The cubicle door is clean and free of graffiti.

☐
☐

Q6 The door lock and coat hook are intact and functional.

☐
☐

Q7 The toilet bowl seat and cover is intact and stain free.

☐
☐

Q8 The Water closet flush is functional and free of dust and stain.

☐
☐

Q9 The toilet paper holder/ dispenser is intact and functional with toilet paper.

☐
☐

Q10 Sanitary bin (for girls only) is clean, intact and lined with plastic bag.

URINALS (FOR BOYS ONLY)

☐
☐

Q11 The urinals are intact and functional without blockage.

☐
☐

Q12 The urinal flush is functional and free of dust and stain.
General Areas

☐
☐

Q13 The floor, walls, wall tiles and ceiling are free from dust, stains and litter.

☐
☐

Q14 The lightings are intact and functional, and of appropriate brightness.

☐
☐

Q15 The toilet is odour free, the floor is dry and no water leakages.

☐
☐

Q16 Are there any other areas to improve on?

☐
☐

Q17 Any other comments?

☐
☐

ANNEX 6: SUGGESTED ACTIVITIES FOR GENDER SESSION

ACTIVITY 1 - MHM QUESTION & ANSWER BOX

Prepare a Question & Answer box for boys and girls to freely ask anonymous questions.

A cardboard box covered in coloured paper with a slit hole on top. During the next gender sessions with the girls/boys read each question to the group and discuss each in turn.

ACTIVITY 2 - MYTH BUSTING ACTIVITIES

To start the session, explain to the group the difference between a myth and a taboo.

MYTH - A traditional story which embodies a belief regarding some fact or phenomenon of experience, and in which often the forces of nature and of the soul are personified;. A commonly-held but false belief, a common misconception; a fictitious or imaginary person or thing; a popular conception about a real person or event which exaggerates or idealizes reality.

TABOO - Culturally forbidden. An inhibition or ban that results from social custom or emotional aversion. Excluded or forbidden from use, approach or mention.

Ask the boys and girls to discuss in pairs any menstruation taboos and myths they have heard of or know. The pairs then write each of the myths or taboos separately on different pieces of paper

Set up two [2] stations under the headings 1.MYTHS and 2.TABOOS

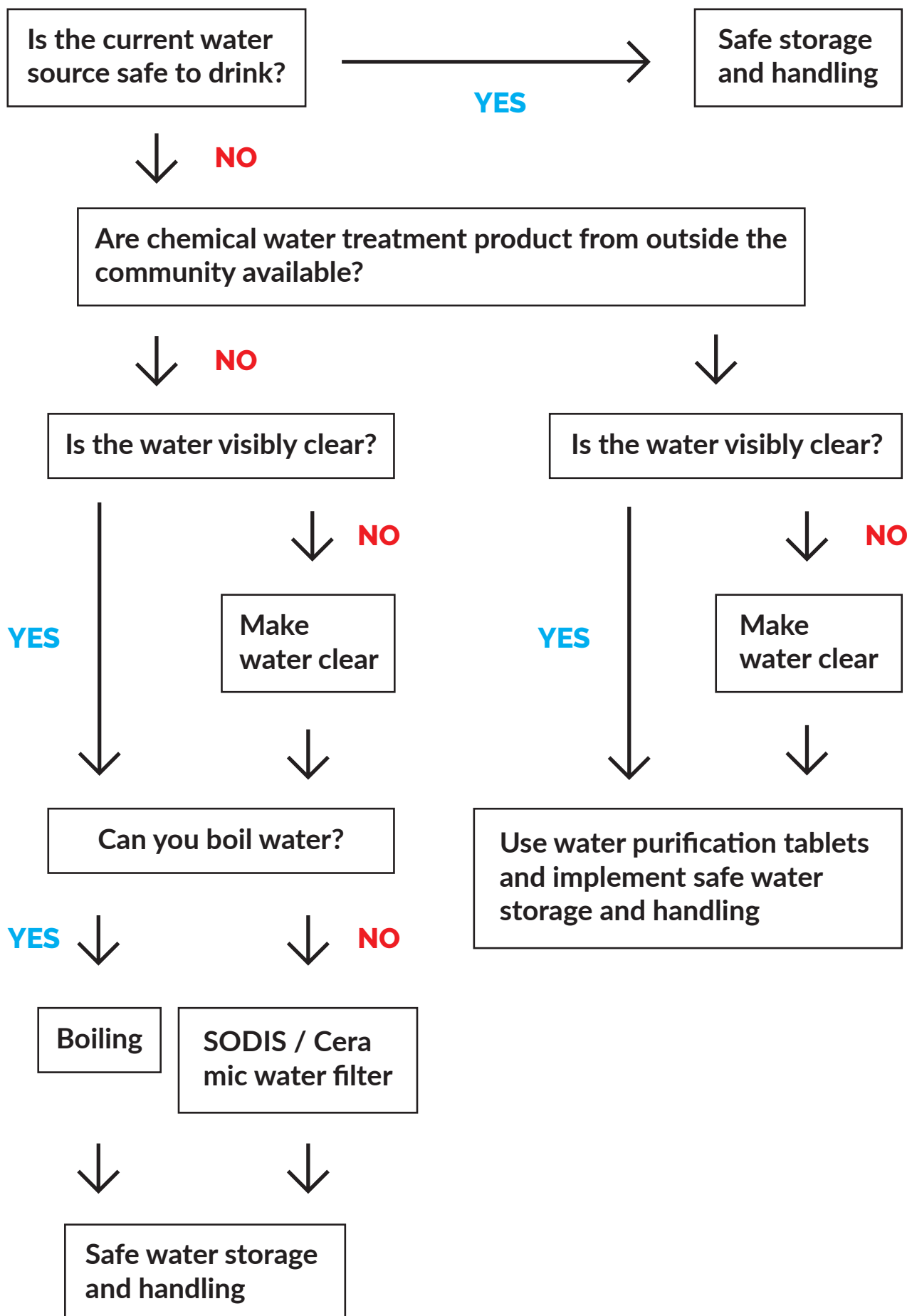
Ask the pairs to pin up their myths and taboos under the appropriate station.

Ask them to visit and read the pin ups at the 2 stations and they will stand at the station where they did not know most about. Students may then share more about the myths and taboos such as how they learnt about the taboo etc.

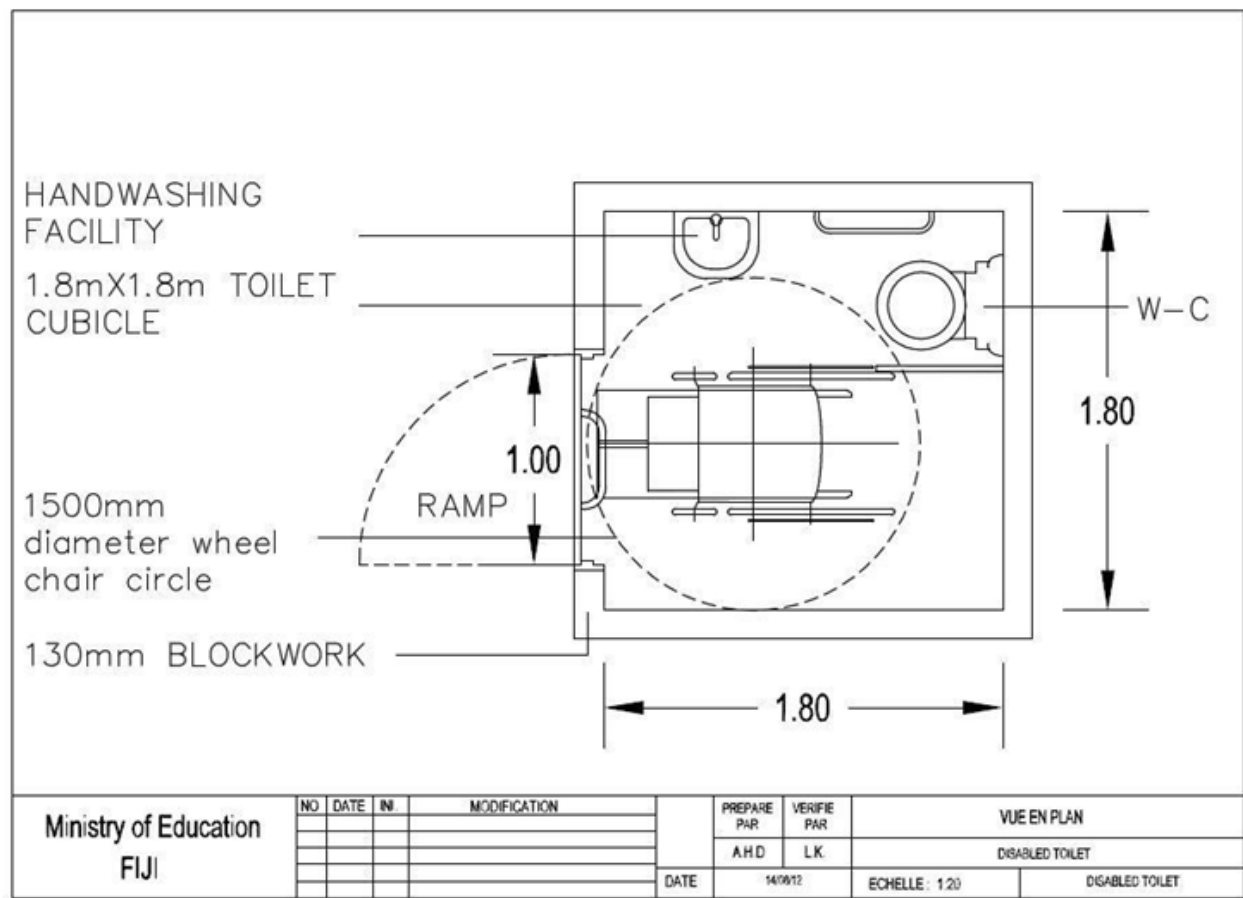


Girls sewing sanitary pads as part of their MHM program at a rural school on Viti Levu. The pads are used by the girls themselves as well as by women in the village, breaking down taboos surrounding menstruation and empowering and helping the girls to understand their own bodies.

ANNEX 7: LOW COST WATER TREATMENT



ANNEX 8: ACCESSIBLE TOILET CUBICLE FOR CHILDREN WITH SPECIAL NEEDS (IN WHEELCHAIRS)



GLOSSARY

Adolescent: a young person who is developing into an adult.

Ablution block: a building which contains facilities to wash yourself (Toilet, shower facilities)

Bottlenecks: situations that cause delay in a process or system.

Chlorination: the process of adding chlorine as in water treatment for disinfection.

Contamination: a condition of being soiled, stained, touched or otherwise exposed to harmful agents such as pathogens.

Competence: the ability to do something successfully or efficiently.

Contingency: A provision for an unforeseen event or circumstance. .E.g. water tanks

Child-friendly: Welcoming towards or suitable for children; designed with the needs, interests, or safety of children in mind.

Composting Toilet: A type of dry toilet that uses a predominantly aerobic processing system to treat human excreta, by composting or managed aerobic decomposition. These toilets generally use little to no water and may be used as an alternative to flush toilets.

Conservation: a careful preservation and protection of something; especially planned management of a natural resource to prevent exploitation, destruction, or neglect.

Carting: carrying (a heavy or cumbersome object) somewhere with difficulty.

Ceramic filters: a specific type of filter that use media with a small pore size to filter out everything from sediment, to bacteria, to lead out of your drinking water.

Disability: The United Nations Convention on the rights with Disabilities (2006) defines people with disability as “Those who have long term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.”

Diarrhoeal Diseases: a collection of diseases caused by multiple viral, bacterial, and parasitic organisms that share the common symptom of diarrhea, defined as the passage of three or more loose or liquid stools per day.

Discrepancy: a conflict or variation, as between facts, figures, or claims.
Integrity -the quality of being honest and having strong moral principles; moral uprightness.

Enthusiasm: a feeling of energetic interest in a particular subject or activity and a desire to be involved in it.

Functional toilet: a well-functioning toilet

Gender: segregated - the physical separation of people according to their biological sex.

Hygienic: related diseases - diseases related to poor hygiene practices.

Menstruation: also known as period or menses, this is the regular discharge of blood and mucosal tissue from the inner lining of the uterus through the vagina.

Menses: the time of menstruation.

Myth: a widely held but false belief or idea.

MHM Kit: A kit intended for girls and women in emergency situation to meet their needs of menstrual hygiene during their menstrual cycle.

Open defecation: the human practice of defecating outside (in the open environment) rather than into a toilet. People may choose fields, bushes, forests, ditches, streets, canals or other open space for defecation.

Privacy: the state of being free from public attention.

Phenomenon: anything that is or can be experienced or felt, especially something that is noticed because it is unusual or new.

Purification: the removal of contaminants from something. come of a project and has an interest in the success of the project,

Resilience: the capacity to recover quickly from difficulties, such as droughts, floods, cyclones.

SODIS: [Solar Disinfection] is a type of portable water purification that uses solar energy to make biologically - contaminated (e.g. bacteria, viruses, protozoa and worms) water safe to drink.

Stakeholders: A stakeholder is an individual, group or organisation, who is impacted by the out

Sanitation: the process of keeping places free from dirt, infection, disease, etc., by removing waste, trash and garbage, by cleaning streets, etc. Diseases can spread from poor sanitation.

Sustainability: the ability to be maintained at a certain rate or level.

Sanitary bins: Bins placed in ablution blocks to cater for the disposal of used disposable sanitary materials.

Susceptibility: likely or liable to be influenced or harmed by a particular thing.

Self-sustaining: able to continue in a healthy state without outside assistance.

Sanitizer: a substance used make clean and hygienic/ disinfect.

Scarcity: the state of being scarce or in short supply; shortage.

School Management Committee: a group of people who are elected or appointed by the trustees as per the school constitution who are responsible for registering the school, ensuring the school is following government regulations and have the responsibility for the running of the school.

Toilet cubicles: small partitioned-off area of an ablution block such as a small room containing a toilet.

Tippy taps: a hands free way to wash hands that is especially appropriate for rural areas where there is no running water. A bottle/container with 1-2 liter with a small hole near the cap is filled with water and tipped with a stick and rope tied through a hole in the cap. It is operated by a foot lever.

Urinal: a flushable wall fixture used by men for urinating.

WASH coordinator: a teacher appointed to lead and oversee the WASH programme.

WASH friendly: any WASH activity facility that is accessible, available, and fully functional.

WASH resilience: the ability to recover quickly from difficulties, such as disasters to enable the WASH programme to effectively continue.

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HOW TO REACH FOR THE STAR?

THREE STAR SCHOOLS

Meets national standard or beyond.

- Handwashing facility is available in the school (1:50 ratio)
- Meet student toilet ratio standards (1:20 girls, 1:33 boys)
- Toilet facilities should have functional door, cloth hanger behind doors & sanitary bins
- Every toilet facilities must be easily supervised/observed from the classrooms
- Toilet should be accessible by all children
- Each toilet block should have a separate shower room for girls & boys
- At minimum school should have a water tank with 5,000 Lt capacity

TWO STAR SCHOOLS

- Daily supervised group handwashing with soap before the school meal and after using the toilet
- Hygiene education that promote handwashing is implemented by the school
- Daily supervised use of drinking water bottles by all children
- Safe drinking water is available in the school for students to refill their water bottle
- Daily supervised cleaning of toilets with detergents and cleaning supplies
- Have improved Sanitation facilities
- Hygiene education and % of supplies that promote menstrual hygiene management

ONE STAR SCHOOLS

- Daily handwashing with minimal or no supervision
- Children carry water bottles and bring their own water from home
- At the minimum, 1 functional toilet for girls and 1 for boys
- Soap and toilet paper are available in the school
- Daily cleaning of toilet with minimal supervision

