

VISALE SCHOOL: WASH BOTTLENECK ANALYSIS REPORT

NOVEMBER 2018



This report is to provide summary of WASH Bottleneck Analysis baseline findings for Visale Primary School

Data and information summarised in this report was collected on 9 November 2018 by:

Gregory Hulanga and Kylie Tovosia

The key target audience for this report is the leadership of Visale Primary School, Guadalcanal Provincial Education Authority, and for Live & Learn reporting purposes. A copy of the report is to be shared with the leadership of Visale Primary School.

This report was produced by through “The New Times, New Targets Project” - which aims to improve sustainable and inclusive access to water, sanitation and hygiene (WASH) services and facilities with schools, clinics and communities in rural Solomon Islands. The project is an Australian aid initiative implemented by Plan International Australia in partnership with Live & Learn Environmental Education on behalf of the Australian Government.



SCHOOL PROFILE



Name: Visale Primary School, Guadalcanal Province, Solomon Islands

Type: Primary School

Location (from M-Water)

- GPS Coordinates: -9.252611, 159.694346
- Location Altitude: 79.6946
- mWater ID: 27037401

Enrolment as at Tuesday 9th October, 2018

- Female Students: 134
- Male Students: 153

Teaching Staff as at Tuesday 9th October, 2018

- Head Teacher: Willie Matia
- Female Teachers: 6
- Male Teachers: 4

Visale Primary School is conveniently located near the main road, by the beach right next to the Visale Catholic Parish. Situated some 40 Kilometers west of Honiara, Visale Primary School has a catchment area of over 5 kilometers where children normally walk every day to school. It averages a total enrolment of about 350 students each year, but the numbers gradually fall as the academic year heads to a close. The FGD and the KII indicate that children tend to show less interest as the school year develops and that parents show very little interest in their children's education. A lot of the parents are illiterate and rely on farming and cash crops like betel nut for income.

The Head Teacher is Mr Willie Matia. Together with 10 other teachers, they make up the teaching staff of Visale Primary School. Although Mr Matia is the new Head Teacher for the school, he comes from the Visale area himself and believes that the school can only move forward if the community works together with the school administration and the teachers. They have revived the PTA and are looking forward for more opportunities to involve parents in moving forward with school development.

There are public buses that run the route past the school to Honiara and it takes approximately 2 hours because of road conditions. The closest reliable mobile phone reception area requires a 10-minute drive from the school. Basic health services are available from the nearby Visale clinic (also situated in the Catholic Parish area) but deliveries, emergencies and major health cases are referred to the National Referral Hospital in Honiara.

STANDARD 1: SCHOOL WASH MANAGEMENT – THE SCHOOL WILL HAVE A SYSTEM FOR MANAGING WASH DEVELOPMENT AND MAINTENANCE

	Indicators		Colour Rating & Analysis from Survey Data
School WASH Management	School WASH Committee  Red - No WASH Committee  Orange - WASH Committee appointed but inactive  Green - The school has an active School WASH Committee with a TOR	 	The School has a Health Department where a teacher is in charge of looking out for the health and welfare of the students in school.
	WASH Action Plan  Red - No Action Plan  Orange - Action Plan in place, no implementation  Green - School has a current action plan for improving WASH (developed and approved within last 12 months) and the school keeps records to demonstrate that the WASH plan is being implemented.	 	The school does not have an Action Plan for WASH
	Budget/ expenditure  Red - No budget for WASH in the school  Orange - School WASH Plan budget is drafted but no funds allocated  Green - WASH Committee has a budgeted School WASH Plan (inclusive of a routine operation and maintenance plan and an improvement plan). Maintenance Master role is defined for WASH activities.	 	The school does not have a budget for WASH in School.

STANDARD 2: SANITATION – SUFFICIENT, ACCESSIBLE, PRIVATE, CLEAN, SECURE AND CULTURALLY APPROPRIATE TOILETS ARE PROVIDED FOR ALL STUDENTS AND STAFF

	Indicators		Colour Rating & Analysis from Survey Data
Sanitation - Toilets	User-to-Toilet Ratios (Day Schools)  Red - No toilets for students  Orange - Unisex toilets between 1:50 to 1:100  Green - Students: Female 1:30 Male 1:40	 	The current toilet ratio is 1:44 for girls and 1:51 for boys.
	Toilets meet National Standards*  Red - No toilets for students  Orange - Unisex VIP latrines available, no separate staff toilets  Green - Separated male/female VIP latrines, including ECE, that are private, secure, hygienic and clean. Separate staff toilets	 	Although there are separate toilet blocks for boys and girls and also for teachers, they also share with the High School students. No separate toilets for ECE.
	Inclusive design meets National Standards*  Red - No inclusive toilets  Orange - Unisex partially inclusive toilet with hand-rails and/or ramp  Green - Adequate for age and size (including ECE). Each toilet block includes at least 1 toilet suitable for people living with disabilities	 	There are no inclusive toilets that are available for people living with disabilities.

	Indicators		Colour Rating & Analysis from Survey Data
Sanitation - MHM	Girls can access a toilet during menstruation that meets National Standards*  Red - No suitable toilets for girls during menstruation  Orange - Access to appropriately-sized cubicle (inclusive toilet?) but no water available  Green - An appropriately-sized toilet cubicle is available for girls to change their clothing (inclusive toilets can be used for this). Water is available from inside the toilet cubicles, either from a tap or bucket that can be filled nearby.	 	Girls can access to one shower cubicle that has reliable running water but there is no cubicle that is big enough for menstruating girls to be able to change privately.
	Provision of menstrual hygiene products  Red - School does not provide MHM products  Orange - School sometimes provides MHM products in emergency  Green - The school provides hygiene products required for MHM and staff are empowered to provide guidance to students on proper hygiene management as appropriate	 	School does not Provide MHM products.
	There is a waste management system for MHM in place  Red - No waste management system in place  Orange - Bin is available and waste is burned in a hole  Green - Hygienic rubbish bins are available inside each girl's toilet cubicle or ablution block and are emptied daily. MHM waste is burned in an incinerator/drum	 	There is no waste management systems in place.

	Indicators		Colour Rating & Analysis from Survey Data
Sanitation – Waste Management	Toilet blocks meet National Standards* for drainage  Red - No drainage and standing water in the school  Orange - Some drainage, but inadequate especially during heavy rain  Green - Toilet blocks have adequate and appropriate drainage for hand washing and shower facilities to avoid standing water and to allow for easy cleaning. Water is drained away to a safe location	 	Toilet blocks have pools of water on the floor and is just washed out the door. Needs proper management.
	Toilets are no risk to the school water supply  Red - Toilets closer than 30 metres from water source and reaching water table  Orange - Toilets are 1.5 metres above water table, but closer than 30 metres from water source  Green - All toilets and infiltration systems are at least 30 metres away from any water source, and at least 1.5 metres above the groundwater table	 	The school water supply dam is well over a kilometre away from the school.
	Handling of toilet waste meets National Standards*  Red - Septic tanks unemptied. VIP toilets full. Students forced to ODF  Orange - VIP toilet waste contained, but not stored securely or identified clearly  Green - Septic tanks are regularly emptied of solids. Dry/compost toilet waste is stored securely for sufficient composting time before disposal. Decommissioned pit latrines are clearly identified.	 	There is no clear mark on what has been done for previous toilets that were full.

STANDARD 3: WATER SUPPLY – SUFFICIENT WATER IS AVAILABLE AT ALL TIMES FOR DRINKING, FOOD PREPARATION, PERSONAL HYGIENE, CLEANING AND LAUNDRY, AND IS SAFE FOR THE PURPOSE INTENDED.

	Indicators		Colour Rating & Analysis from Survey Data
Water Supply	Water supply meets National Standards* (day schools)  Red - No school water supply, students not bringing water to school  Orange - Students bringing water to school, some stored rainwater or other sources but below minimum  Green - 5 L/p/d minimum availability from stored rainwater and other sources. Students bring a full drinking water bottle to school each day. If school has pour flush toilets an additional 20 L/p/d. If the school has button flush toilets an additional 30 L/p/d	 	The pressure for the facility is sufficient but can be improved. The school does not have safe drinking water or stored rainwater.
	Water quality meets international standards  Red - No information or history of testing school water quality  Orange - Water has been tested, but no plan for risk management  Green - A sanitary survey of the water supply has been carried out in the past 12 months. The school WASH plan addresses risks to contamination of water supply and includes regular water quality testing	 	There has never been testing done for water quality.

STANDARD 4: WATER FACILITIES & ACCESS – SUFFICIENT WATER COLLECTION POINTS AND WATER USE FACILITIES ARE AVAILABLE IN THE SCHOOL TO ALLOW CONVENIENT ACCESS TO, AND USE OF WATER FOR DRINKING, FOOD PREPARATION, PERSONAL HYGIENE, CLEANING AND LAUNDRY.

	Indicators		Colour Rating & Analysis from Survey Data
Water Facilities Access	Water Access point ratios meet National Standards* (day schools)  Red - No water access points or hand washing facilities  Orange - Water access points or hand washing facilities in place but below national minimum standard ratios  Green - 1:50 tap stands for drinking water. 1:100 hand washing facilities, separated by sex, minimum 1 per toilet cluster, inside or right outside toilet, and just outside any kitchen area. Water should be running water.	 	Water access points are below minimum standards and there are no hand washing facilities. According to the FSC, accessible water points stand at 1:72 for boys and 1:67 for girls and these ratios are well below the standard ratio for water point access. There are also no inclusive water points for people with disability.
	Provision of soap at hand washing facilities  Red - No soap provided  Orange - Soap provided sometimes  Green - Hand washing facilities have a proper place for soap, and there is always soap available	 	No provision of soap at the hand washing facilities.

	Indicators		Colour Rating & Analysis from Survey Data
	Engagement of Students  Red - No student WASH Club  Orange - Student WASH Club in place but inactive  Green - The school has and supports one or more active student WASH Clubs, with Terms of Reference (report on female and male membership of WASH Clubs and activities)	  	No WASH Club
	Attitudes to Social Inclusion  Red - Zero change reported in attitude and behaviour in respect of marginalised people  Orange - Less than 50% of women, men, boys and girls in target communities report positive changes in attitude and behaviour in respect of marginalised people (W4W project target)  Green - Over 50% of women, men, boys and girls in target communities report positive changes in attitude and behaviour in respect of marginalised people (W4W project target)	  	52% of students in the KAP Survey feel that the school is not doing enough in terms of inclusiveness for people with disability. 94 % agree that harassment and discrimination is a problem. At least 68 % of students participating in the KAPS survey have some sort of contact with people living with disability in the community.

***For National Standards see “Water Supply, Sanitation & Hygiene for Education Facilities in the Solomon Islands”**

ADDITIONAL INFORMATION

ENABLING ENVIRONMENT

SCHOOL GOVERNANCE

Visale Primary School is a one of the many primary schools across Guadalcanal that is governed by the Guadalcanal Education Authority. It was first established by the Catholic Church and but later in the 1980's shared management responsibilities with the Provincial government. Although this was the case, the Catholic Church maintains its influence in the governance and the programs of the school and involves the school in major events hosted for the communities in the Visale area. Teachers of Visale are paid by the government and the school receives an annual grant from the government as a subsidy for assisting schools in their management and development. The Guadalcanal Education Authority is the body that ensures Visale Primary School is equipped to provide education for the children in the area. They ensure that the school has adequate materials to teach the national curriculum and ensure that teachers are building their capacity and are properly trained to provide the best learning experiences for these children.

The school board, which is the most powerful decision making body in the governance structure of the school, is made up of members of the local community, representatives from the Catholic Mission, the Head Teacher and the Guadalcanal Province Education Authority. The governance of the school is strictly monitored by the school board in ensuring the school is running efficiently. The board convenes at least twice a year and there can be an emergency board meeting when there is a state of emergency in the school for disasters or any unforeseen event which may affect the academic program.

The Head Teacher of the Primary School is assisted by the Deputy Head Teacher in the administration of the school. These two are in charge where the ideas and concepts hit the ground running. Their responsibilities also include managing the funds and spending according to a budget and in line with the Visale School Development Plan (SDP). The successes of their school depends mainly on the head teacher's ability to manage the school, and how well they cooperate with the teaching staff and the Community.

Before this year, Visale's Parents Teachers Association has been inactive. This year the PTA was revived to help in the completion of the office building construction. They are a potential group who can be motivated to drive change and development in the school.

ENABLING WASH ACTORS

The school management, along with teachers, are the most involved in school activities and in the best position to influence the improvement in WASH behaviours. The School PTA was only revived this year but according to the Head Teacher, they can only be actively involved if they are fully aware of the importance of WASH in School. This would need a lot of training and awareness for not only parents but the community as a whole.

The Church is particularly a strong influencer and if there is also a way in which the program can collaborate with the church in bringing about awareness of the importance of WASH and good WASH practices, it would work well with people in the community.

Most of all there are students that can take the lead and the initiative to bring about change in their own schools. With the right direction and motivation, these students themselves can bring about the changes that we wish to see in the school and eventually the community.

CURRENT PRIORITISED CHALLENGES FOR WINS

Administration Priorities and challenges

The priorities for the school in terms of development firstly is the completion of the incomplete office building. It has been dormant for a while. Mr Matia has been seeking assistance from the outside, namely, the current Parliament member, to assist in the construction. Bags of cement were provided and bricks were constructed. The PTA was revived to spearhead this program for the school, but it has been somewhat slow. The second priority is for individual toilets for staff houses. About 5 households all use the two designated male and female staff toilets that is also within the same toilet building as the students'. The staff have no individual toilets and this is a priority in their development plan.

The biggest challenge for both the head teacher and the teachers was community contribution. There is very little support from the parents and the community in terms of financial contribution or contribution when school needs assistance with maintenance or handy work. Parents are seen as reluctant and show little interest in the learning of their children, also resulting in high rates of children absenteeism and eventual dropouts.

WINS Challenges

WASH SYSTEMS: The KII and the FGD show that there is currently no **WASH system** in place. There are no WASH committees or clubs but there is a health department that has only one teacher looking after it. There is no WASH budget or any form of financial assistance set aside for WASH operation and maintenance.

Water Pressure: The water pressure is very low in the school because of leakages in the pipes and broken taps as shown in the Facility Spot Check. This results in the lack of water availability for the button flush systems.

Facility Maintenance: The Facility Spot Check shows there is an immediate need for tap and pipe maintenance to repair leakages in the school water supply to improve the water pressure and improve water management. There is also need for maintenance of the button flush systems for the students' cubicles to enable proper use.

Handwashing Facility: There is no hand washing facility in the school grounds. There is need for proper handwashing stations to be installed for students to practice handwashing.

Drinking Water point: There is no drinking water point that is separate from the main tap stands so each tap stand has multi use. The water available for drinking is the water supply and there have been no tests to see water quality and if it is safe for student consumption. If there is heavy rain, the water is not safe for consumption and students are asked to bring bottled water from home.

Toilet Standards: The school has toilets that is 1:44 for girls and 1:51 for boys. This is still below the minimum standard ratio of 1: 24 for girls and 1:30 for boys. The primary school is also currently sharing toilets with the High School. According to the FGD

this makes it harder for cleaning to be managed and for younger children to use when older students leave a mess behind. The Secondary school needs to be approached to seriously consider building toilet blocks for their students.

Inclusive Toilet: The school does not have inclusive toilets or unisex toilets accessible for people with disability. The toilet cubicles are also small and there is no menstrual hygiene friendly space. There is also a need for separate toilet blocks for the ECE where younger children can be taught at an early age how to use toilets and where toilets are built at the appropriate height.

Staff Toilets: Although the staff have good housing, there are no toilets for the staff houses and about five families all use the main staff toilet blocks. There needs to be toilets constructed for each of the staff houses.

Students Knowledge: The KAPS shows that almost 77% of students have a basic knowledge of good handwashing behaviour indicating that they understand that hand washing kills germs of their hands. Despite this, the Structural observation and spot check shows otherwise. The structural observation shows that there was no hand washing. The Facility Spot Check also shows students do not have the knowledge of using the facilities correctly resulting in unhygienic mess and visible faeces. The KII and FGD also points out a high percentage of open defecation practice among students in the communities because most homes do not have latrines.

Menstrual Hygiene Management: According to the KII and FGD, there are no provisions for menstrual hygiene management in the school. The school does not provide pads, or sanitary bins. There is also no designated area for disposal of sanitary waste.

Waste Management: The school does not have a waste management system. The FSC indicates that the designated area for rubbish disposal is not properly managed. There is mixture of biodegradable and non-biodegradable waste matter which needs to be separated, a proper pit dug for non-biodegradable waste disposal.

Attitudes to Gender and Social Inclusion: An alarming 94% of students believe that harassment and discrimination is a problem in the communities. Reasons for harassment and discrimination vary between each student, but the factor that was mentioned most was because of sex and gender based harassment and discrimination.

BUDGET AVAILABLE FOR WASH IN SCHOOLS

The school currently makes adjustments on its administration budget and other budget lines to cater for paying for washing detergents and toilet papers. There is no WASH budget and the school basically survives of the school grant which is disbursed by the government each semester. The grants are distributed proportionate to the school enrolment. The school needs outside financial assistance if it is to embark on big projects like completion of building projects and building new toilet systems. Budgeting needs to be a priority for head teachers in knowing what to spend on and understanding and solving the schools' biggest needs.

ACCESS TO WATER

	Type of water source available	Number of this source available at school	Number of outlets/taps	Availability of source
1	Piped Water	1	6	Always available

Comment: Running water access available most times except for during heavy rains. Taps need maintenance and waste water management.

SUMMARY OF SCHOOL TOILETS

	Type of toilet	Designated user	Toilet paper?	Water for flushing (if water based toilet)	Is it private?	Can the door be locked from inside?	Is there a bin for waste?	Cleanliness of toilet bowl	Location of nearest handwashing facility	Condition of structure
1	Button flush	female teacher	No	Yes	Yes	Yes	No	Somewhat clean	Inside toilet block	Good
2	Button flush	male teacher	Yes	Yes	Yes	Yes	No	Somewhat clean	Inside toilet block	Good
3	Button flush	female student	No	No	Yes	Yes	No	Visible faeces	Inside toilet block	Needs minor maintenance
4	Button flush	female student	No	No	Yes	Yes	No	Visible faeces	Inside toilet block	Needs minor maintenance
5	Button flush	female student	No	No	Yes	Yes	No	Visible faeces	Inside toilet block	Needs minor maintenance
6	Button flush	male student	No	No	Yes	Yes	No	Somewhat clean	Inside toilet block	Needs minor maintenance
7	Button flush	male student	No	No	Yes	Yes	No	Visible faeces	Inside toilet block	Needs minor maintenance
8	Button flush	male student	No	No	Yes	Yes	No	Visible faeces	Inside toilet block	Needs minor maintenance

Comment: 6 cubicles available, 3 for female and male students respectively. No running water in the cisterns. No drainage for excess water. Teacher's cubicles are in better condition.

SUMMARY OF HAND WASHING FACILITIES

Comment: No hand washing facilities at the school

SUMMARY OF SHOWER FACILITIES

Shower	Shower is used by	Is water available?	Is the shower private?	Is water drained away safely?
1	Girls	Yes	Yes	Yes
2	Boys	Yes	Yes	Yes
3	Teachers only	Yes	Yes	Yes
4	Teachers only	Yes	Yes	Yes

ENVIRONMENTAL SANITATION

Visale is blessed in terms of water availability. Despite this, waste water management is lacking and pipes are just drained openly on the ground or on the beach into the sea. 4 out of the 6 taps are leaking and need urgent repair so that pressure can be built. Inside the toilet blocks, there is no drainage system so there is evidence of pooling water on the floor. It does not dry easily after washing. Water from washing inside the shower blocks is swept out the door as there is no proper outlet apart from that inside the shower block.

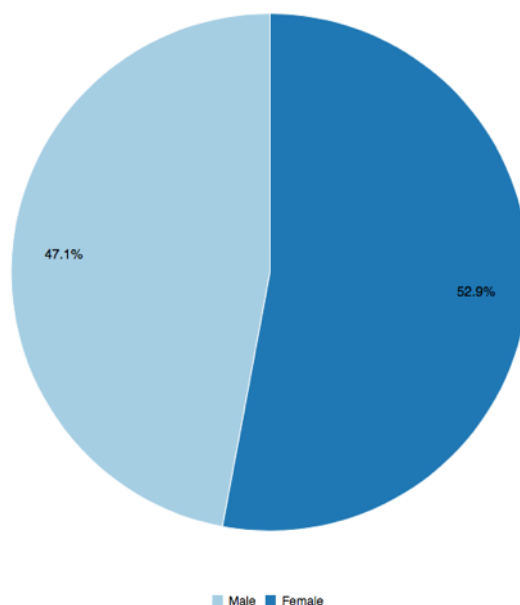
There is no waste management system and this is evident in the ladies' toilet blocks. Sanitary pads do not have proper disposal bins or sites. The rubbish dumping area is only a couple of meters from the toilet block. It is seen to be a mixture of biodegradable and non-biodegradable waste matter. Waste is disposed openly and there is no evidence of burning of rubbish.





STUDENT KNOWLEDGE, ATTITUDE & PRACTICE SURVEY RESPONSES

Gender of students interviewed



Total Students Interviewed: 34

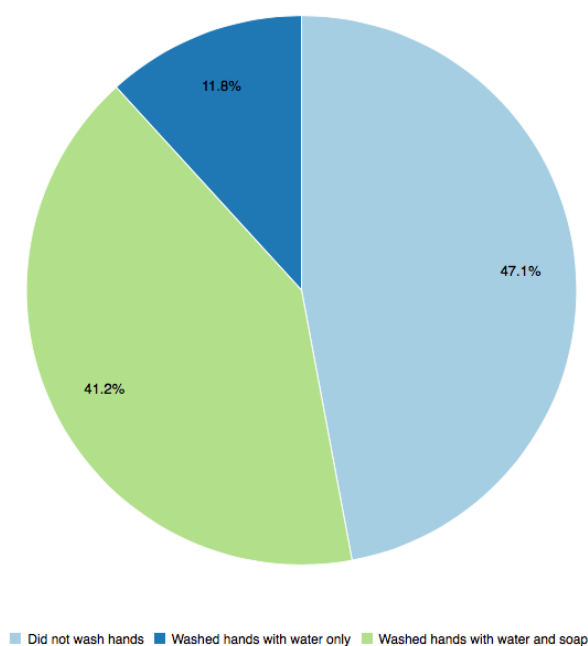
Girls: 18

Boys: 16

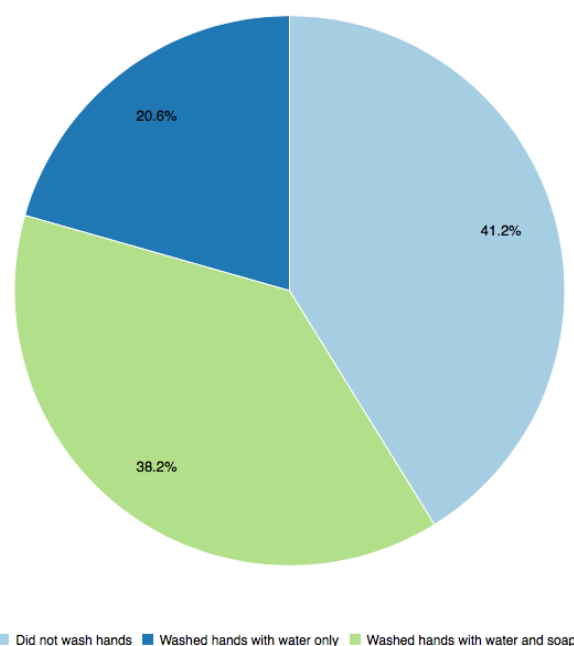
STUDENT DEMAND FOR ACCESS TO WASH FACILITIES

INDEPENDENT HANDWASHING WITH SOAP (IHWWS) – REPORTED

Before the last meal you ate, did you?



The last time you did a poo at school, did you?

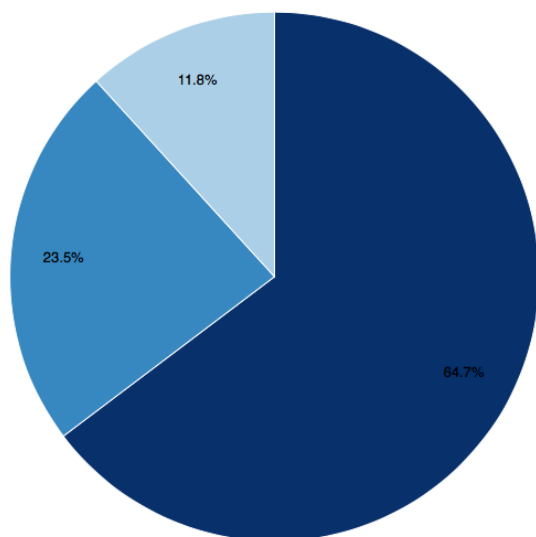


STRUCTURED OBSERVATION RESULTS

Comment: During the 45 minutes structured observation no teachers or students washed their hands. Survey to be repeated in future Bottleneck Analysis at different times during the day (if possible).

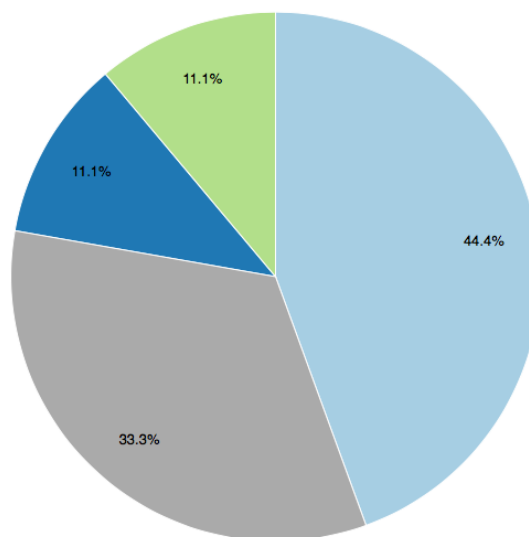
TOILET USE

How do you feel about the school toilets?



■ Happy to use the toilet at school ■ Feel toilets are ok at school but need repairs
■ Try not to use the toilet at school

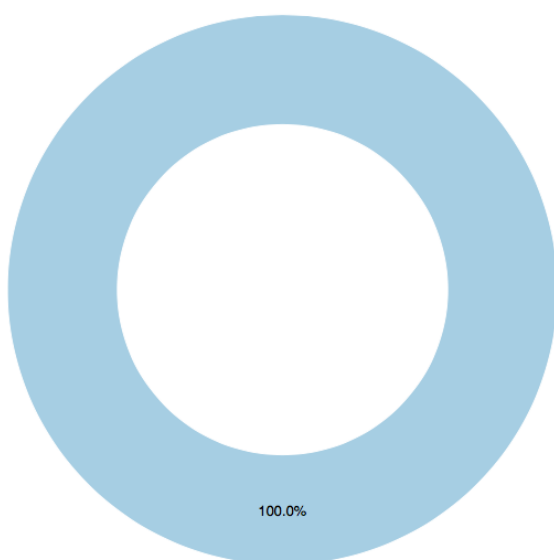
During menstruation, do you....



■ Feel comfortable using the toilets at school ■ Try not to use the toilet at school
■ I avoid coming to school ■ Not Applicable

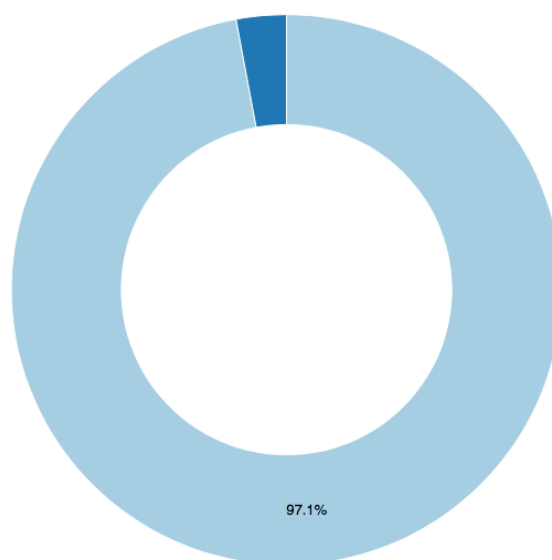
CLASS EDUCATION AT SCHOOL – WASH & INCLUSION

Do you remember any school lesson that talked about hygiene or cleanliness?



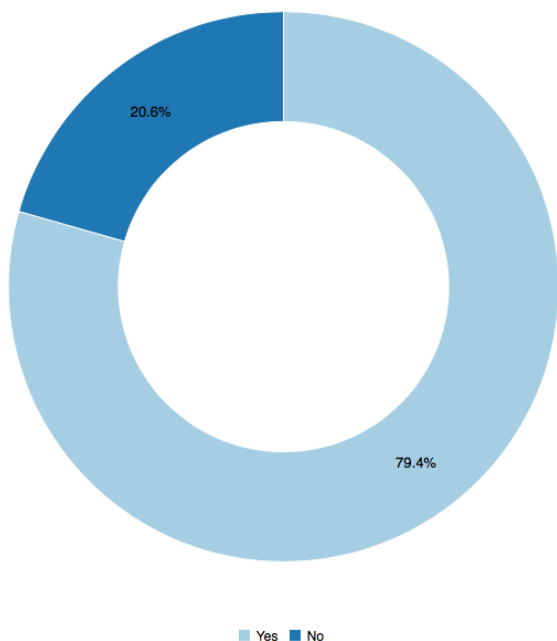
■ Yes

Do you remember any school lesson about safe drinking water at school?

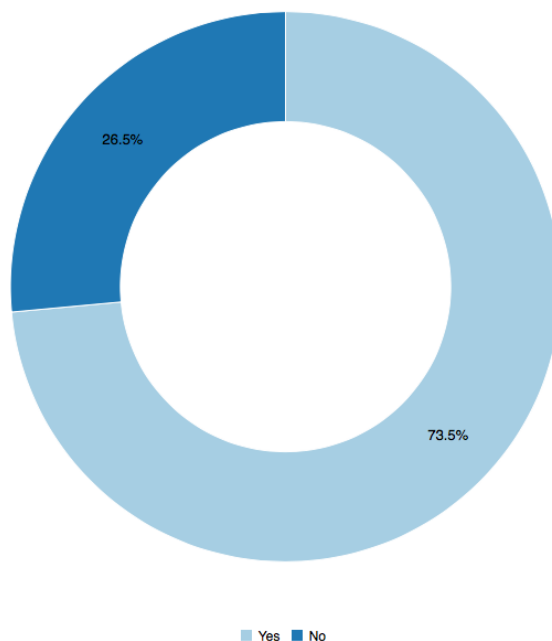


■ Yes ■ No

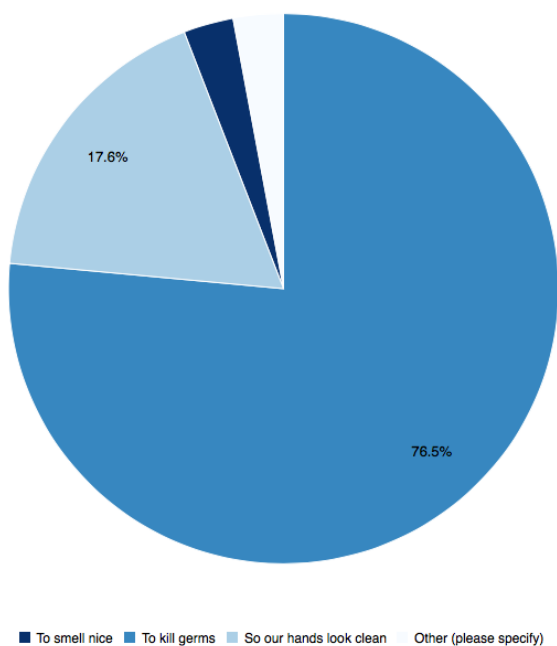
Do you remember any school lesson that talked about menstruation or girl's periods?



Do you remember any school lesson that talked about child rights or human rights?

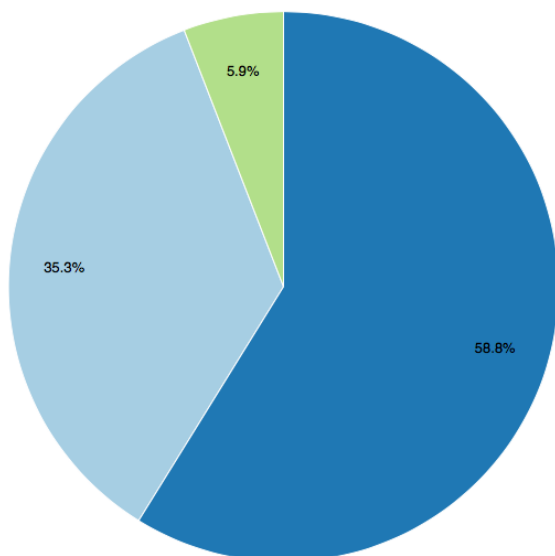


What is the most important reason to wash hands with soap?



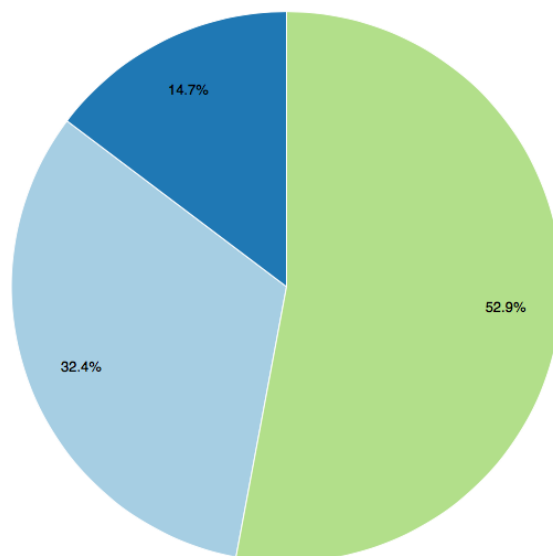
PERSPECTIVES ON INCLUSION

How much of a problem do you think there is in your community with people being harassed or discriminated against?



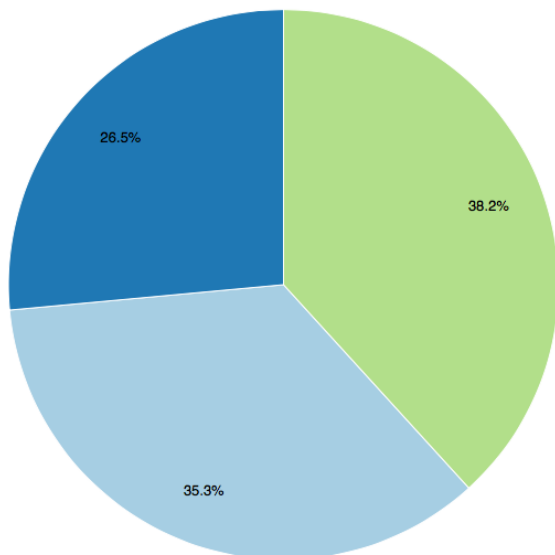
■ A major problem ■ Somewhat a problem ■ Not a problem at all

How do you feel that your school meets the needs of people with disabilities?



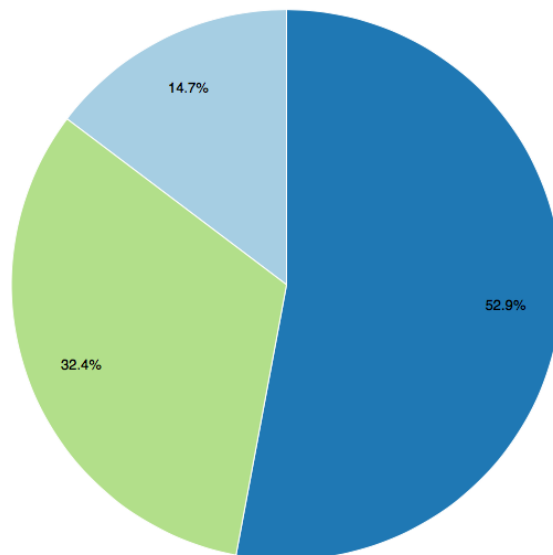
■ We do too much ■ Just the right amount ■ We don't do enough

How do you feel that your school meets the needs of women and girls?



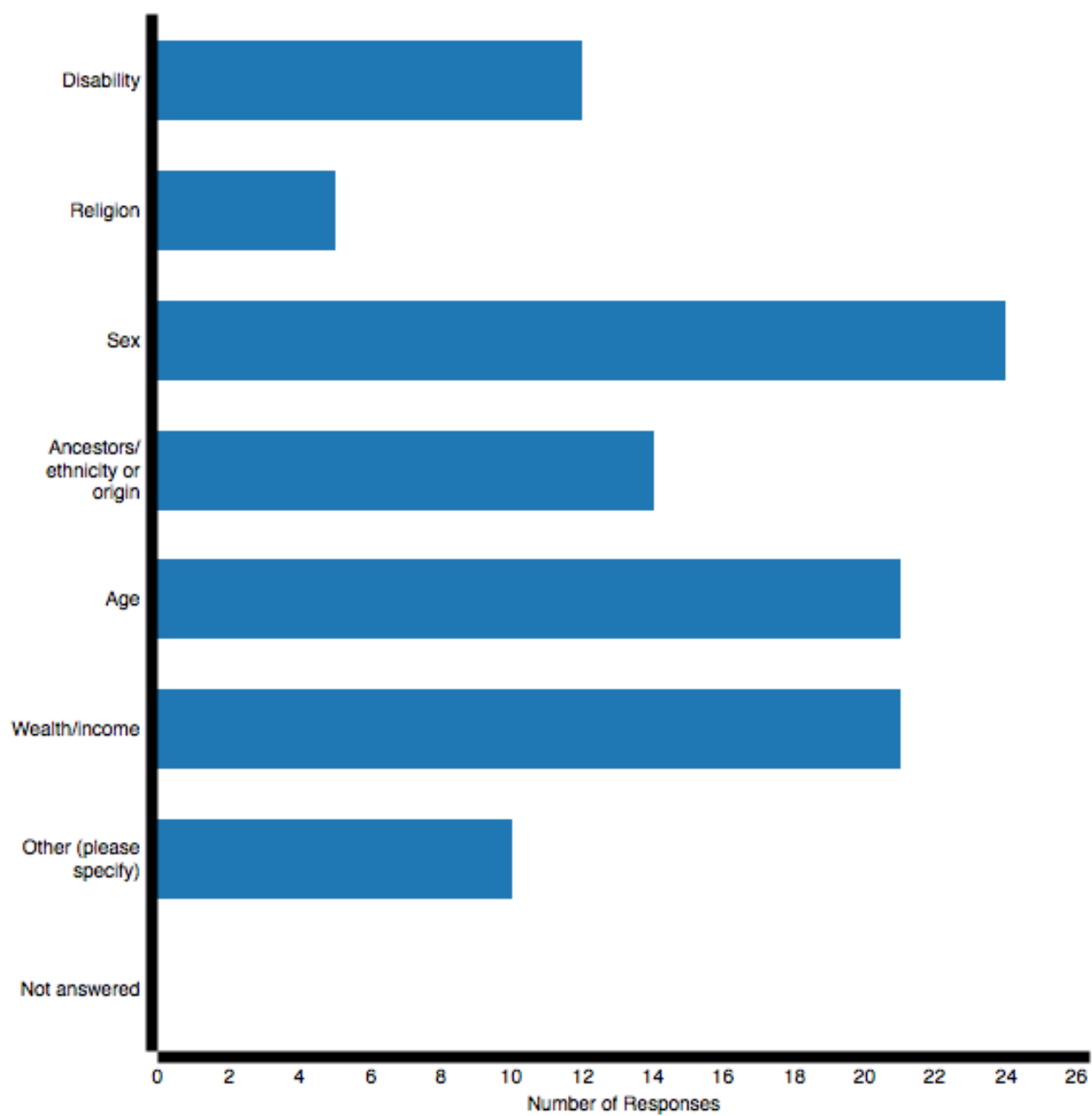
■ We do too much ■ Just the right amount ■ We don't do enough

Do you personally have any contact with people with physical or learning disabilities?

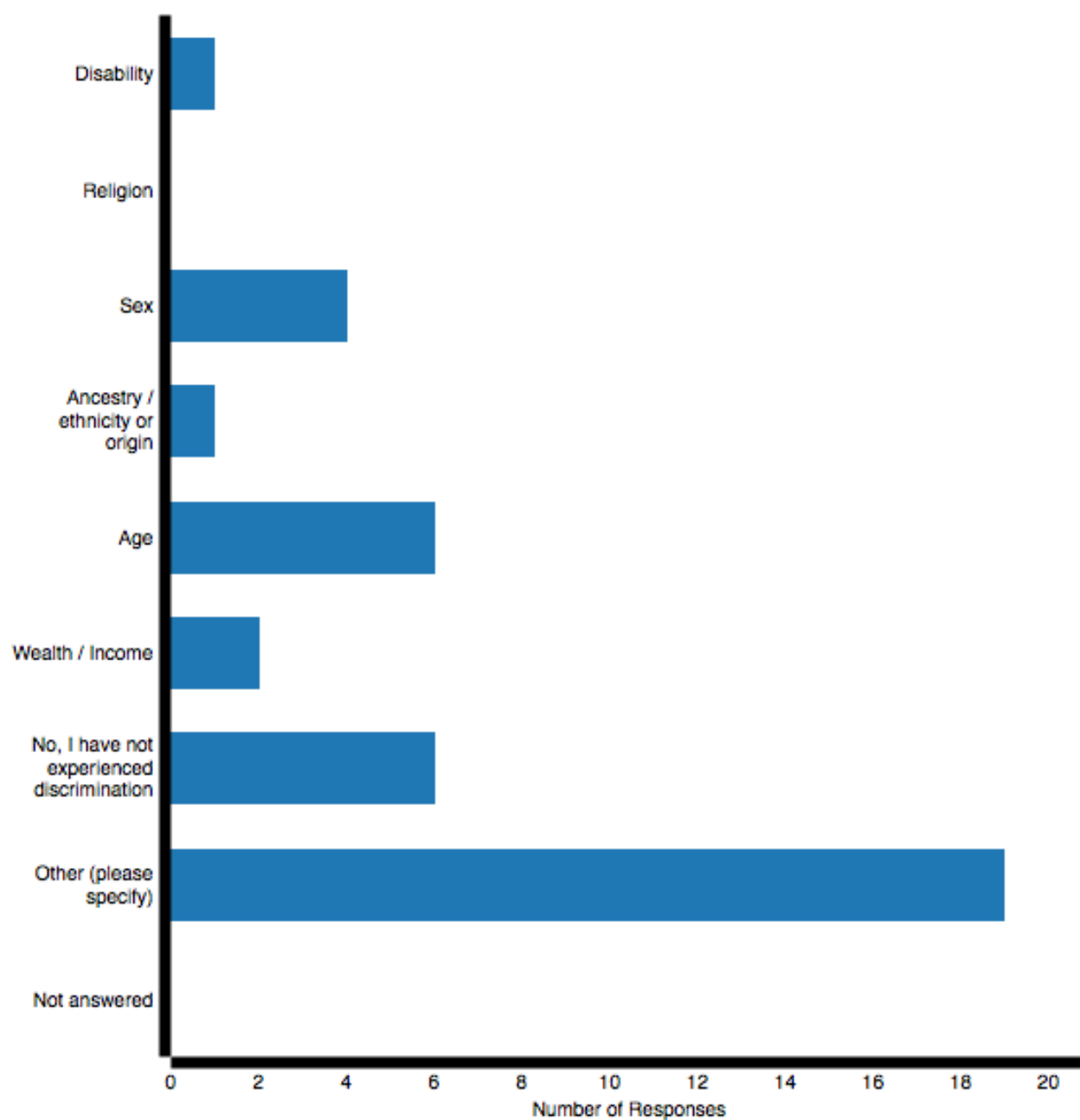


■ Frequently ■ Sometimes ■ Never

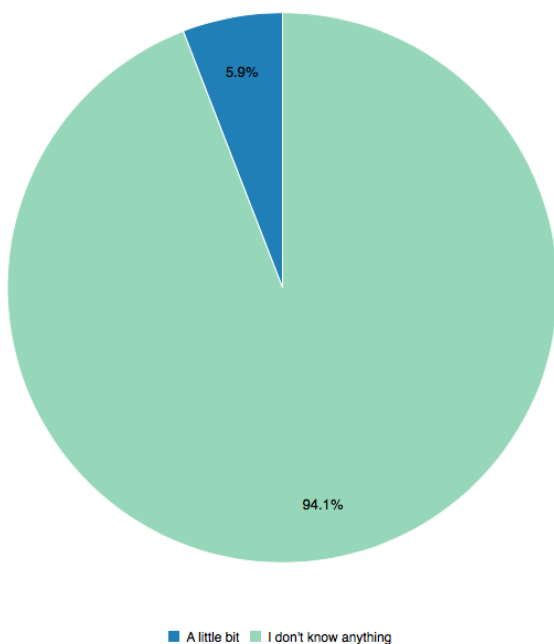
In your school what do you think are the three most common reasons why people experience discrimination and/or harrassment?



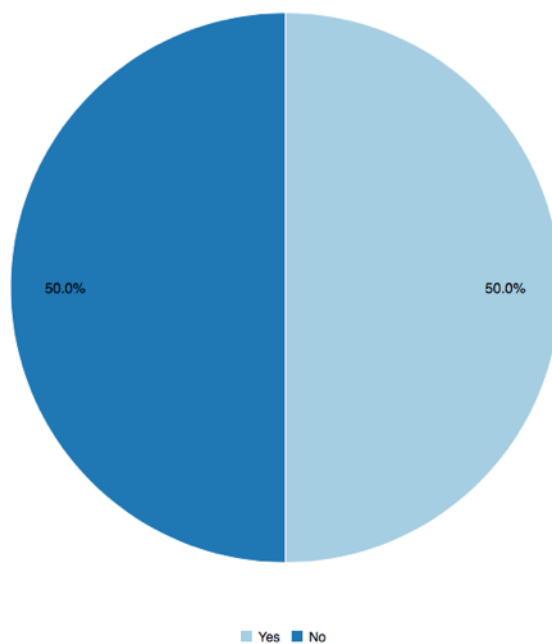
Have you personally experienced discrimination or been treated unfairly by others because of your....?



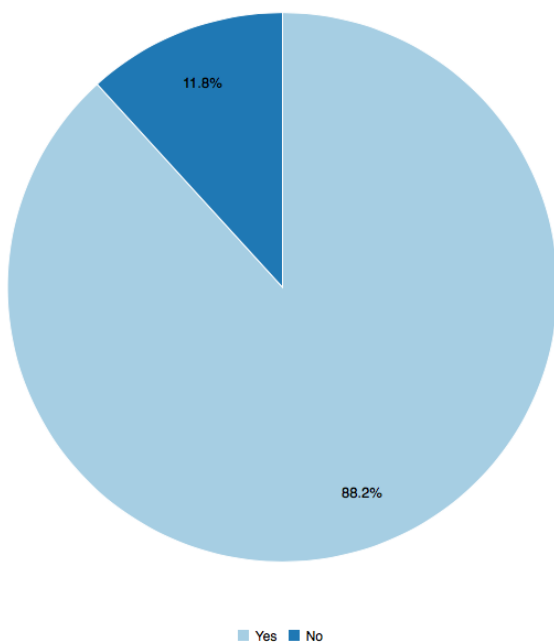
What do you know about childrens rights?



Is everyone in your school treated equally?



Do you think girls should get the same opportunities as boys?



Do you think young people should be consulted in important decisions?

