

WASH in Schools: Bottleneck Analysis as a tool for WASH improvements in Schools

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Live & Learn's approach to WASH in Schools

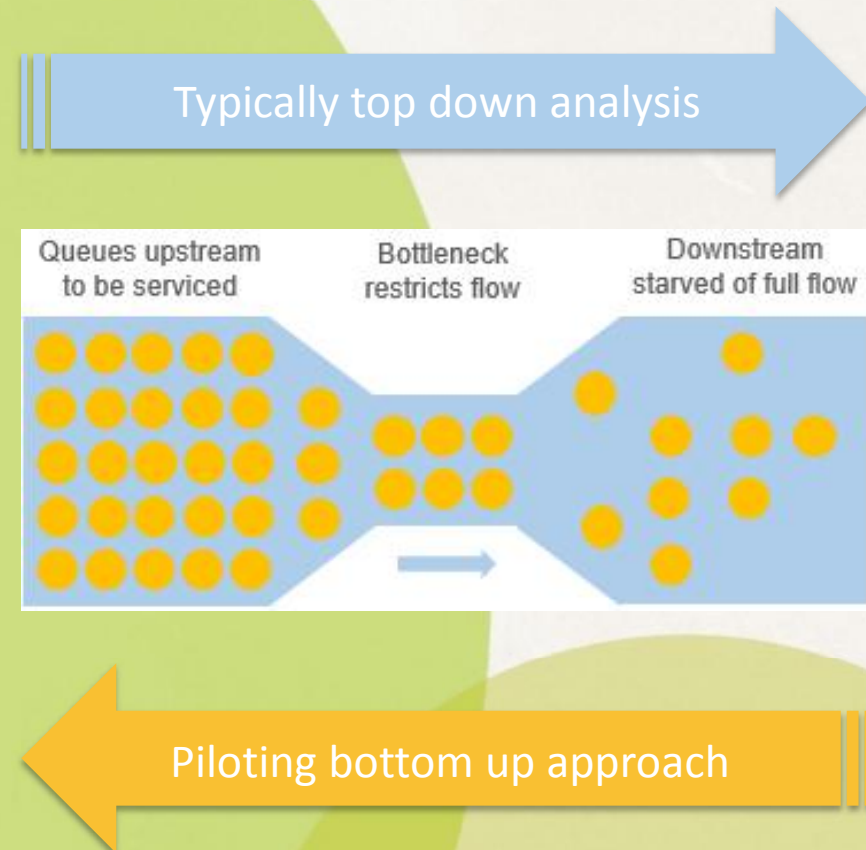
Live & Learn Environmental Education, in partnership with International Water Centre, have adapted and piloted a three-phased approach to monitor, analyse and plan for delivery of sanitation and hygiene services at the school level.

The approach adapted the UNICEF bottleneck analysis approach, and is complementary with the UNICEF Three-Star Schools approach.



Adapted bottleneck approach

- Adapted from the Unicef bottleneck approach
- To create bottom up demand and capacity for improved school WASH services



The Bottleneck Analysis assess WASH in Schools through the following four areas:



Results of Pilot

The bottom-up approach triggered different school-based responses for supporting WaSH improvements:

Responses were:

- Improved institutional capacity to plan and deliver WASH in schools
- Improved teacher-led hygiene promotion in classes
- Improved peer-to-peer advocacy amongst students
- Improved engagement with enabling environment actors



Positive outcomes from BNA in the Fiji pilot schools included:

- Focus on Menstrual Hygiene Management (MHM) – the school has installed bins in cubicles for MHM, this would still not have happened if the BNA process had not flagged these concerns.
- Improvement to hand washing facilities. In the school the Hand Washing station existed before the project but they were not the focus of the Head Teachers or the teachers. The station was covered in algae, with only one or two taps. The stations are now a centre focus of the school and have been renovated with clean tiles and additional taps. Soap holders are also established next to the hand washing stations.
- Hand washing basins in cubicles have been removed – as management of these was too difficult with taps often be left running overnight. The focus is now on the multi-tap stand HW stations. The HW station are very visible and easier to manage.
- Focus on operation and maintenance plans – before there was only a focus on classroom and school grounds, but now the focus also includes WASH facilities and drainage.

Changes in Behaviour

- Schools are investing in WASH supplies
- Schools utilised LLEE grants to upgrade WASH related facilities.
- Schools support the integration of the WASH activities into term calendar
- Teachers have identified opportunities to integrate hygiene promotion into classroom activities.
- Student changes
- Students were much more likely to wash their hands after using toilets and that the students were more likely to flush after use of toilets.
- Teachers reported that younger students (Class 3) were now reporting on their peers when they had not washed hands after toilet use.
- Parents reflected that children (kindergarten) had come home reporting the correct times and how to wash hands (awareness of the main steps).
- Teachers reported that Student WASH clubs had played a significant role in improving hygiene and sanitation behaviours.

Evidence of Change?

Extract from the Bottleneck Analysis from Bainivalu Primary School demonstrates positive changes.

Area	Indicator	Baseline	2016 Report
Demand	Children demonstrating hand-washing with soap after toilet use	60% of students that were observed did not wash hands. Location of the hand washing facilities is an issue.	85% washing hands with soap and water after toilet use
Enabling Environment	School has an up-to-date WASH policy	No WASH policy in place in school	School WASH policy has been drafted
Supply	Access to hand-washing facilities	Hand washing facilities need maintenance	4 Hand Washing stations set up, with 8 taps each.

Tips or Lessons Learned

- Importance of close consultation with the Ministry of Education
- Develop standard WASH in Schools messages that help teachers focus on key messages and integrate them into the school calendar
- Develop a simple school-based monitoring tools to allow schools to track progress against the Bottleneck Analysis themselves
- Identify and map key opportunities for interaction with the broader school community and school parents
- Need to provide a simple but clear process for describing the purpose for WASH clubs.



Further Resources

Live & Learn and International Water Centre are working on the development of a WASH in Schools Toolkit that will be published at the end of the Western Pacific Sanitation Marketing & Innovation Program.

The toolkit will complement the three-star framework (which promotes incremental improvements overtime) by providing practical tools for schools and WaSH practitioners.



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