

UNICEF Kiribati WASH in Schools Review

Findings Report
1st February 2018

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WATERCENTRE

The logo features the word 'WATERCENTRE' in a large, bold, white serif font. Above it, the word 'INTERNATIONAL' is written in a smaller, all-caps, white sans-serif font. Below the main text, there are three stylized, wavy lines in a light blue color that resemble water ripples.

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Acronyms

ADD	Activity Design Document
DAC	Development Assistance Committee
ESR	Environmental Science and Research
FGD	Focus group discussion
FMU	[Ministry of Education] Facilities Management Unit
HWWS	Handwashing with soap
IEC	Island Education Coordinator
IWC	International WaterCentre
JSS	Junior secondary school
KAP	Knowledge, attitudes and practices
KFO	[UNICEF] Kiribati Field Office
KII	Key informant interview
KWIS	Kiribati WASH in Schools
LLEE	Live & Learn Environmental Education
MFAT	Ministry of Foreign Affairs and Trade
MHM	Menstrual hygiene management
MoE	Ministry of Education
MoHMS	Ministry of Health and Medical Services
MPWU	Ministry of Public Works and Utilities
OD	Open defecation
OECD	Organisation for Economic Cooperation and Development
PS	Primary school
PTA	Parent-Teacher Association
SIP	School improvement plan
SSS	Senior secondary school
TOR	Terms of reference
WASH	Water, sanitation and hygiene
WAP	WASH action plan
WinS	WASH in schools



Introduction

Background and context

Kiribati faces several water, sanitation and hygiene (WASH) challenges, primarily due to the vulnerable shallow fresh water lens that communities rely on for their domestic water supply, and other factors including generally scarce water resources, a challenging environment, high population density in some areas, difficult accessibility and high costs of installing and maintaining WASH facilities. Lack of appropriate sanitation in Kiribati generally has been described as being at “crisis levels” in terms of the risk it poses to public health and the quality of water resources.

In schools in most of the Outer islands adequate sanitation facilities are largely non-existent, and often built in environmentally risky locations, such as next to water wells, on which they rely on for drinking water. As reported in government statistics, only three percent of schools in Kiribati have access to improved sanitation and only two percent to improved water supplies. Additionally, the state of permanent school buildings which would be suitable for rainwater harvesting is often poor because of insufficient maintenance budgets. In terms of hygiene, teachers are frequently responsible for supplying soap for hand washing and cleaning their own classrooms.

Students who attend schools that do not have toilets use the beach, nearby bushes or if available, a teacher’s toilet. Although the ambitions expressed in the government’s School Improvement Plans are to be commended, the modest rates of current access suggest that additional and a more focused WASH approach is required in order to achieve change. Communities and teachers have a high level of awareness regarding the need to boil well water before drinking and are concerned with regard to protecting the water lens. Nonetheless, wells are often within a few metres of pit latrines because of space issues, without doubt contaminating the water. Without safe sanitation options, communities are knowingly or unknowingly contaminating their source of underground water.

The Kiribati WASH in Schools (KWIS) program (the Activity) is an initiative by UNICEF, undertaken with funding from New Zealand’s Ministry of Foreign Affairs and Trade (MFAT), and implemented from 2015-2017 in 32 schools across four Kiribati Outer islands from the Gilbert group: Abaiang, Maiana, Marakei and North Tarawa. The program’s activities and outcomes are aimed at supporting the target of “Open Defecation Free Kiribati”, and the overarching goal of this program is that improved WASH practices lead to sustainable economic development and improved public health, human development and environmental management for people in Kiribati.

Purpose and scope of the review

As outlined in the terms of reference (TOR) for this review, the overall purpose of the review, undertaken by the International WaterCentre (IWC), is to assess the extent to which the Activity has achieved what it set out to do as per the Activity Design Document (ADD) and to provide understanding on what worked well to inform scale up and replication of successful elements of the program.

This review will document the positive and negative outcomes of UNICEF’s Kiribati WASH in Schools program in line with the program’s Result Measurement Table, as well as any unplanned outcomes. The findings from this review are intended to inform the design, management and implementation of the current and any future activities that contribute to improving UNICEF’s WASH in schools programming in the Pacific.

The scope of the review is extended from what was set out in the TOR (initially intended to consider the timeframe from Q4 of 2015 to Q1 of 2017), now covering the period until start of Q4 of 2017, which is the whole duration of the program to date. The review will assess progress in all schools of the four targeted islands but will provide a more detailed assessment through field visits of six selected schools in two islands, namely: Abaiang and Marakei.



Review questions and criteria

Specific review questions

As outlined in the TOR, the specific questions to be explored through this review are:

1. To what extent were the output targets achieved as a result of the Activity?
2. To what extent has the Activity achieved the intended outcomes?
3. What are the major factors that influenced the achievement or non-achievement of the Activity outputs and outcomes?
4. Are there any unexpected results of the Activity either positive or negative that had not been planned for?
5. What investments have been made by Ministry of Education during the course of the Activity and to what extent has there been complementarity, coordination or duplication?
6. To what extent have Activity outputs been embedded in health and education systems? What factors have been critical in influencing this?
7. Assess progress to date against OECD DAC criteria.
8. To what extent have gender, disability, human rights and environmental (including climate change) concerns been taken into consideration during the program? How can these be better addressed in future?

Review criteria

The primary approach of this review was an outcome-based assessment, which aims to measure the program's effects in the target population, and the progress made towards achieving the planned outcomes and outputs. However, the review also assessed process-related issues of risk management, monitoring and evaluation, governance and management issues, and drew on lessons learnt for completion of the program, for replication and scale-up of this program and for future programming activities.

As requested in the TOR, this review used the evaluation criteria developed by the OECD Development Assistance Committee (DAC), as well as addressing key questions of interest to UNICEF. Together these have been integrated to provide an overarching review framework.



Methodology

Review framework

The review team has elaborated a KWIS review framework, which combines all the review criteria (i.e. the five DAC evaluation criteria: relevance, effectiveness, efficiency, impact and sustainability; cross-cutting issues, replicability, scale-up and lessons learnt), and UNICEF’s specific questions of interest, to guide the review process. Table 1 below summarises the framework, with each criterion (items A to H) matched to the specific review questions (and if applicable, question number), data collection methods to answer each component of the questions, and data sources for each method.

Table 1 - KWIS review framework

Criteria	Specific question (Q no.)	Components	Data collection method	Data source	
A) EFFICIENCY <i>Broader definition of efficiency: all program processes</i>	Progress against DAC criteria (Q7) <i>Assess progress to date against OECD DAC criteria</i>	Risk management	KII*	UNICEF	
			KII	MFAT	
		Governance and management issues	Desktop review	Documentation of processes	
			Desktop review	Plans	
			KII	UNICEF	
		Monitoring and evaluation issues	KII	UNICEF	
			KII	MFAT	
		Value for money	Financial investment scheme	Desktop review	Activity design, expenditure reports
				KII	UNICEF
	Cost per student		Desktop review	List of schools with installed toilets, and expenditure reports	
	Uptake of tools developed		KII	UNICEF	
		KII	Government stakeholders***		
	Cross-cutting issues considered (Q8) <i>To what extent have cross-cutting issues been taken into consideration during the program?</i>	Human rights	Desktop review	Activity documentation	
		Environment and climate change	Desktop review	Activity documentation	
			Desktop review	Activity documentation	
Gender		FGD**	School staff		
		Structured obs. (quant)	Field observations		

B) EFFECTIVENESS	Planned outputs (Q1)	Development of teaching materials	Desktop review	Toolkit developed	
	<i>To what extent were the output targets achieved as a result of the Activity?</i>	Train how to use teaching materials	KII	School principal	
			FGD	School staff	
			Desktop review	Activity monitoring data	
		WASH Facilities	Desktop review	Activity monitoring data	
			Structured obs. (quant)	Field observations	
		Replication and scale-up documents	Desktop review	Activity documentation	
		Demonstration of 3 Star	Desktop review	Documentation by school	
			Desktop review	Activity monitoring data	
		Medium term outcomes (Q2.1)	Improved WASH practices	Desktop review	Activity monitoring data
		<i>To what extent has the Activity achieved the intended outcomes?</i>		Survey	Students
				Survey	Adults (Parents and teachers)
				Behavioural obs.	School
	Behavioural obs.			Parents/community	
	Behavioural obs.			Partners	
	National WASH policy, planning and budgeting (Q5) <i>What investments have been made by MoE?</i>			Desktop review	Activity monitoring data
				Desktop review	Documentation
				KII	Government stakeholders
				KII	UNICEF
	Short term outcomes (Q2.2.)		Improved WASH knowledge and skills for WASH practices and maintenance of facilities	Desktop review	Activity monitoring data
	<i>To what extent has the Activity achieved the intended outcomes?</i>			Survey	Students
				Survey	Parents/community
		KII		School principal	
Govt. knowledge to inform planning and budget		Survey		Government stakeholders	
		KII		Government stakeholders	
Influencing factors (Q3)		<i>What are the major factors that influenced the achievement or</i>	KII	LLEE (group KII)	
KII			Government stakeholders		
KII			School principal		

	<i>non-achievement of the Activity outputs and outcomes?</i>		FGD	School staff
			FGD	Parent teacher association
	Unplanned outcomes (Q4)		KII	UNICEF
	<i>Are there unplanned, unexpected results of the Activity, either positive or negative?</i>		KII	Government stakeholders
			KII	School principal
			FGD	School staff
	Health & education systems embed Activity outputs (Q6)		Desktop review	Documentation
			KII	Government stakeholders
			KII	UNICEF
C) IMPACT	Long term outcomes (Q2) Positive and negative impacts Planned and unplanned impacts	Improved health and education (Q2) & National WASH policies, evidence-based planning and budget	KII	School principal
			KII	Government stakeholders
			Desktop review	National health data
			Desktop review	School attendance rates
			FGD	School staff
			FGD	Parent teacher association
			FGD	LLEE
D) RELEVANCE	Needs and priorities of target groups recognised & alignment of activity	National priorities (GoK)	Desktop review	Documents
			KII	Government stakeholders
		School priorities	KII	School principal
			FGD	Parent teacher association
			FGD	School staff
E) SUSTAINABILITY	Exit plan		Desktop review	Activity documentation
			KII	School principal
			KII	LLEE
			KII	Government stakeholders
	Maintenance of outputs	Education resources	Desktop review	School plans and documentation
			KII	School principal
			FGD	School staff

		Facilities	Structured obs. (quant)	Field observations
F) REPLICABILITY	Nature of outputs	Ease of use and support received	FGD	School staff
		Cost savings	KII	LLEE
			KII	UNICEF
		Activities and reproducing toolkit	Cost analysis	Documents and expenditures breakdown
G) SCALIBILITY	Nature of outputs (Cost of resources, support)	Support	FGD	School staff
		Cost to reproduce them	Cost analysis	Documents and expenditures breakdown
H) LESSONS AND JUDGEMENTS	Lessons from stakeholders	Delivery team	KII	UNICEF
			KII	Government stakeholders
		Donors	KII	UNICEF
			KII	MFAT
		Recipients	KII	School principal
			FGD	School staff

*Key informant interview

**Focus group discussion

***Government stakeholders include: MoE, MoHMS, MPWU and IEC (refer to acronyms list for full organisation names)

Data collection methods

As part of the review activities, data was collected through different methods:

1. Desktop review of program documentation, including monitoring data, program outputs and other WASH in schools (WinS) reviews and evaluations.
2. Key informant interviews (KII) with relevant stakeholders, including donors, implementing partners and program beneficiaries. A total of 24 KII were conducted, both in-country and remotely, with different groups of stakeholders (see *Appendix 1 – Data collection activities* for a full list of KII participants).
3. Focus group discussions (FGD) with teachers and parents in each of the schools assessed, and an additional FGD with the KWIS steering committee. Table 2 below provides a summary of the 13 FGDs that were conducted, which added to a total of 113 participants, of which 61 were female (54%) and 52 were male (46%).

Table 2 - Summary of FGDs conducted

School	School level	No. of participating teachers			No. of participating parents			Total FGDs
		Total	Female	Male	Total	Female	Male	
Naibunaki	Primary	2	1	1	18	7	11	2
Sunrise	Primary	5	4	1	11	7	4	2
Taiwan	Primary	2	2	0	6	3	3	2
Nikierere	Primary	9	5	4	9	3	6	2
Ueen Abaiang	Junior Secondary	16	8	8	7	5	2	2
Aontena	Junior Secondary	9	7	2	10	2	8	2
TOTAL		43	27	16	61	27	34	12

KWIS Steering Committee (1 FGD)	No. of participants		
	Total	Female	Male
	9	7	2

4. Knowledge, attitudes and practices (KAP) surveys with students and parents in each of the schools assessed. Table 3 below provides a summary of the 396 KAP surveys that were conducted in all the schools, of which:
 - 356 were student surveys, with 52.5% female respondents and 45.5% male respondents (2% of respondents did not mark their gender).
 - 40 were surveys with parents, of which 50% were female respondents.

And Table 4 provides a summary of the percentage of the school population that was sampled (of the total students enrolled, as reported by the school principals).



Table 3 - Summary of KAP surveys conducted

School	School level	No. of participating students				No. of participating parents			
		Total	Female	Male	Blank	Total	Female	Male	Blank
Naibunaki	Primary	61	36	24	1	6	3	3	0
Sunrise	Primary	56	27	29	0	6	4	2	0
Taiwan	Primary	40	25	15	0	6	4	2	0
Nikierere	Primary	80	40	34	6	7	5	2	0
Ueen Abaiang	Junior Secondary	59	29	30	0	7	2	5	0
Aontena	Junior Secondary	60	30	30	0	8	2	4	2
TOTAL		356	187	162	7	40	20	18	2

Table 4 - Proportion of school population sampled

School	Percentage of school population sampled (% students)
Naibunaki Primary School	73%
Sunrise Primary School	33%
Taiwan Primary School	49%
Nikierere Primary School	38%
Ueen Abaiang JSS	17%
Aontena JSS	27%

5. Structured observations of all the WASH facilities in all the schools. A total of 24 toilets and 39 handwashing facilities were assessed.
6. Opportunistic unstructured behavioural observations of handwashing with soap at critical times, as practiced by students, school staff, parents and stakeholders.

Sampling

An important component of this review was the assessment of the program through an in-country assessment, which took place during the 11th – 26th of October 2017. The assessment was limited to visits to six schools in two islands only, in order to maximise time and resources available.

Given the small sample size of the assessment (six schools out of 32), sampling techniques were not statistically relevant, and did not follow any particular sampling method. For the selection of the schools, the UNICEF Kiribati Field Office (KFO) (in consultation with the relevant stakeholders) guided the selection of the schools that were visited and assessed. The selection criteria for schools were: representation of at least two different school types the program has engaged (i.e. PS and JSS), with a stronger focus on PS, and diversity of geographic location.

The selection of participants (parents, students and teachers), on the other hand, was largely guided by the school head teachers, depending on availability of parents and students (due to the visits to schools

happening at the same time as the national exams: STAKI), number of participants needed, and keeping a gender balance. In all the schools all the school teachers joined the FGDs.

Limitations of the review

1. The main limitation of this review is the limited number of schools assessed. Ideally a larger number of schools in the four islands would have been assessed, ensuring greater representation of different school settings and local situational factors, but due to budget and time constraints, this was not possible. Instead, the review was based on selected case studies of six schools distributed in two of the four Activity locations. UNICEF's program included 25 primary schools (PS), four junior secondary schools (JSS) and three senior secondary schools (SSS). UNICEF's primary interest was reviewing the PS with some interest also in the JSS; consequently, the review assessed four PS and two JSS in two islands.
2. While it is important to assess progress towards the program's end goal and validate whether there has been an impact in health and education in communities living in targeted Gilbert Islands, it was neither practical nor appropriate to undertake an analysis of health and education in Kiribati. Additionally, the time between implementation and this review was likely too short to provide evidence of sustained long-term outcomes and impacts. Instead the review has focused upon assessing progress towards the anticipated short and medium-term outcomes.
3. This is not intended to be a comparative review of the chosen approach against other WinS interventions, but rather assess to what extent the planned outcomes were achieved, identify what have been the positive and negative outcomes of this program and identify strengths and weaknesses of the program to inform its completion as well as future activities.
4. Other limitations of this review are intrinsic to data collection and analysis methods, as well as researcher bias, which could have been exacerbated by language barriers. Additionally, the fact that it was not possible to engage an independent translator to assist during the FGDs with parents, and that translation roles were performed by members of the KWIS team, might have contributed to obtaining biased answers by some of the parents during the FGDs and during translation of KAP surveys (all other activities, including all FGDs and interviews were conducted in English).



Review findings

Activity Overview

The objective of this review was to assess the extent to which the Activity has achieved what it set out to do as per the ADD and identify strengths and weakness that can be either built-upon or mitigated as needed. However, informal conversations with UNICEF early during the review indicated there had been changes to the program implementation from what was designed in the ADD. Since it appears that these changes were not documented in the form of a revised design document, updated or revised Results Measurement Table or other document guiding the implementation of the program, these have been the changes that the review team has identified during the course of the review activities:

- Changes in roles and responsibilities of key implementation partners: The roles of Live & Learn Environmental Education (LLEE) and the Ministry of Education (MoE) were reviewed and renegotiated. It has been reported that the role renegotiation emerged as a necessity given that the MoE did not have a prominent role in the program implementation principally because they had limited engagement during the design and early phases of the program. Additionally, some, but not all stakeholders indicated the renegotiation was also driven by LLEE's perceived limited capacity to perform activities in the program timeframes. All stakeholders consulted agreed that it was important to involve and engage the MoE to build the government's capacity and for ensuring the sustainability of the program. These changes were communicated and agreed to by the donor, MFAT, and other relevant stakeholders. The revision of LLEE's role was captured in a Project Cooperation Agreement signed on March 2015.
- Output 1: WASH Education Toolkit delayed distribution and implementation in schools: As outlined in the ADD, the WASH Education Toolkit was to be distributed in all the participating schools to be used by teachers (along with training for teachers) as a prerequisite for Outputs 2 and 3 to be delivered. However, it was found that the Outputs 2 and 3 were progressed before the toolkit was delivered to any of the schools. Distribution of the toolkit has not happened yet due to delays in its production and approval, explained through an underestimation of the time invested needed for this activity and roles and budget renegotiations. UNICEF staff have advised that the WASH Education Toolkit has recently been approved by the Ministry of Education and will be distributed to schools as agreed with the MoE, and teachers will be trained on how to use the toolkit in the first quarter of 2018.
- Output 2: WASH Technical Toolkit not distributed or implemented by communities yet: The WASH Technical Toolkit (comprised of WASH Safety Planning Framework, Sanitary Survey Checklist, and WASH Menu of Options) was developed early on in the program, with the documented intention of at least the Menu of Options to be used by communities. However, the schools and community members consulted during this review reported not receiving and hence not using the Toolkit (or Menu of Options) before installing or upgrading the WASH facilities in the schools. It is not clear to the reviewers who had responsibility to engage with communities on the use of the Menu of Options, or Toolkit components.
- Output 2: Financial incentive scheme replaced with self-financing by schools: The ADD had outlined a financial incentive scheme plan to aid funding the installation and upgrade of WASH facilities in the schools (water, toilets and handwashing facilities). However, this was not implemented (none of the schools received funding or materials for construction of toilets or handwashing facilities but did receive materials for installing water tanks). This appears to have been due, at least in part, to the rapid interest by school communities to progress construction of WASH facilities, such that they progressed construction with their own resources. It is unclear whether they were aware of impending technical support (in the form of technical guidance



documents) or potential funding support. This strong community interest and ownership in improving school WASH facilities and their management, was appropriately leveraged by the Activity.

- Budget underspent and budget reallocations between activities: It was reported that the budget is currently underspent (and has been since early on in the program), and that there have been necessary reallocations of budget between different program activities, meaning changes in costs per activity. UNICEF have reported some co-financing from their own resources, thus contributing to reduced expenditure.

Table 5 below provides a detailed assessment of the activities and inputs delivered by the KWIS Activity, as planned in the ADD.



Table 5 - Assessment of Outputs and Inputs as planned in the ADD

Planned activities to deliver outputs	Status as determined by this review	Planned inputs to resource activities	Status as determined by this review
Output 1: WASH materials prepared and taught in schools			
Assessment of current WASH related curriculum and materials.	Completed	Assessment, preparation, development and production of WASH materials to support the curriculum (UNICEF will develop PCA with LLEE to adapt and trial WASH materials that are already being used in Fiji and Solomons). Involve MoE and the KEIP and STSISP projects.	Completed with input and approval from MoE
Preparation of WASH education and awareness raising materials and activities for schools (for both teachers and students) and school committees. This is the WASH Education Toolkit.	Completed <i>WASH Education toolkit has been developed, however pending distribution to schools</i>		
Provision of teacher training and on-going support to use/teach WASH materials (in participating schools).	Delayed <i>All of the teachers consulted reported not having participated in teacher training to use/teach WASH materials (or WASH in general). Trainings planned for first quarter of 2018.</i>	Provision of teacher-training (LLEE with support from MoE).	Delayed <i>As reported by UNICEF, the teacher training will be conducted by MoE in the first quarter of 2018.</i>
Provision of school committee training and on-going support to use WASH materials (in participating schools) e.g. WASH in general and WASH facility operations and maintenance. (Using WASH Technical Toolkit produced in output 2).	Delayed <i>All school committee members consulted reported not having participated in training to use WASH materials. The review team assumes this will be delivered at the same time as teacher trainings by MoE in Q1 2018.</i>	Provision of school committee training (AMAK* with support from LLEE and MoE and MPWU).	Delayed <i>All school committee members consulted reported not having participated in training as part of the KWIS Activity. The review team assumes this will be delivered at the same time as teacher trainings by MoE in Q1 2018.</i>
Support for community-led monitoring and implementing of improved WASH practices.	Not determinable <i>None of the people consulted by reviewers reported neither participation nor support in</i>	Monitoring (to ensure continual progress) to be undertaken by students and school committees supported by UNICEF, LLEE, MoE, MPWU, and MHMS.	Not determinable <i>None of the students (or teachers) or school committees consulted by reviewers reported</i>

	<i>community-led monitoring of improved WASH practices</i>		<i>participation in monitoring of improved WASH practices</i>
Output 2: WASH options assessed, selected and installed in target schools			
Desktop assessment of outer island school settings and situations, current WASH practices, risks and needs, the regulatory environment, recommended building code, and WASH options performance in similar situations/projects.	Completed	ESR time to review information sourced from GoK, LLEE and UNICEF WASH cluster material.	
Development of WASH Technical Toolkit including guidance on how to carry out school-specific mapping and assessment of WASH risks and needs, and guidance on selecting appropriate WASH options. (Drinking water and sanitation safety planning). Including agreed WASH infrastructure options and technical designs. Including development of finance incentive scheme.	Partially completed <i>The WASH Technical Toolkit was developed by ESR. However, it was reported that school communities did not receive guidance on selecting appropriate WASH options to be built in schools.</i> <i>Finance incentive scheme was not developed or implemented.</i>	ESR time for development of content and LLEE for production. (To include testing, translation and printing). Engineer time for technical designs, and Post, MoE and MWPU for appraisal of designs.	
Provision of training in use of WASH Technical Toolkit to UNICEF, LLEE and GoK.	Completed <i>As reported by ESR, the relevant parties were trained in using the WASH Technical Toolkit.</i>	ESR, LLEE UNICEF and GoK time, plus travel expenses to bring parties together.	
Using the WASH Technical Toolkit develop an approved WASH action plan for each school, consistent with the project incentive scheme – i.e. the UNICEF/GIZ 3-star approach for WASH in schools and financing incentive approach.	Partially completed <i>WASH Action Plans were developed for each school following the 3-star approach, however, not the financing incentive approach.</i>	UNICEF, schools and GoK time and travel. Plans reviewed/approved by School Committee & MoE as part of SIP.	Completed <i>WASH action plans were reviewed and approved by school committee and KWIS team.</i>
Implement agreed WASH action plan for each school.	Ongoing <i>Approved WASH action plans are still being implemented in schools (at the time of this review).</i>	UNICEF, GOK, schools time and travel.	
		Procurement and delivery of infrastructure supplies, by KWIS team, in conjunction	Partially completed <i>Only rainwater tank materials have been procurement and</i>

		with MoE's FMU, MPWU and Island Councils.	<i>delivered to schools in conjunction by MoE's FMU in conjunction with Island Councils. Other building materials for school WASH infrastructure (i.e. toilets and handwashing facilities) have been independently procured and funded by the school communities.</i>
		Training and provision of spare parts (UNICEF, MPWU, MoE and Island Council).	Not determinable <i>As reported by</i>
Output 3: Scalable WASH options demonstrated			
Beginning and end of project Bottleneck analysis for the four islands.	Partially completed <i>As Activity is still ongoing, end of program bottleneck analysis has not been completed yet.</i>	KWIS project team.	
Analysis of community engagement, infrastructure improvements and behaviour changes that lead to improved WASH practices.	Ongoing <i>as part of Activity assessment.</i>	KWIS project team in conjunction with school involved, communities and GoK. Workshops and monitoring site visits and reports.	
Advocacy of school-led total sanitation at government level.	Ongoing	KWIS team to prepare guidelines on SLTS to use in national level advocacy for planning, implementing and financing WASH in schools.	
Upscaling and replication strategies developed (including developing incentive scheme models for improvements).	Ongoing <i>Upscaling and replication strategies are being developed jointly by UNICEF and ESR. The 3-star approach incentive scheme is included on the draft strategy shared with review team. However, financial incentive scheme not included (as it was not applied in current "pilot" phase).</i>	KWIS team and GoK.	

The review team found that there were additional activities and inputs to those outlined in the ADD, which contributed to achieving different outcomes and/or outputs (outlined in Table 6 below)

Table 6 - Additional activities and inputs delivered

Additional activities / inputs delivered	Contributing to output / outcome
Promotion of a program-wide school WASH competition in all targeted locations. The competition was promoted by the MoE through the Island Education Coordinators (IEC), and awarded an additional rainwater tank to schools which showcased remarkable WASH program implementation and improvements (e.g. installation or upgrade of WASH facilities)	<p>Output 2: WASH options assessed, selected and installed in target schools</p> <p>Output 3: Scalable WASH options demonstrated</p>
Establishment of School Improvement Planning Committees in all schools	<p>Output 2: WASH options assessed, selected and installed in target schools</p> <p>Short term outcome: Students, teachers and wider community have increased knowledge and skills to improve WASH practices</p>
Distribution of WASH kits to all the schools. Kits include: soap, toothbrushes, toothpaste, menstrual pads, mirrors, nail clippers and jerrycans	
Establishment of WASH Clubs in all schools	<p>Short term outcome: Students, teachers and wider community have increased knowledge and skills to improve WASH practices</p>
Development of a Communications for Development Strategy for WASH behaviour change, and delivery of associated communication products (like a soap opera, radio spots and videos)	
Facilitation of some training and capacity building activities with MoE and IEC, including a national learning exchange event with all IECs and sponsorship of MoE's Director of Policy, Planning & Development Unit to attend an international learning event in Sri Lanka.	<p>Short term outcome: Policy and decision makers have knowledge to inform planning and budget decisions</p>
Rapid menstrual hygiene management (MHM) in schools qualitative assessment and an ongoing comprehensive qualitative study of knowledge and practices around MHM in schools conducted jointly by UNICEF and MoE.	<p>Short term outcome: Policy and decision makers have knowledge to inform planning and budget decisions</p>
Endorsement of WASH in Schools Policy in December 2015, with the support of UNICEF	<p>Medium term outcome: Policy and decision-makers review and update national level WASH policy, planning and budgeting allocations</p>
Development of a WASH education module by the MoE in conjunction with the MoHMS, targeted at teachers who are undertaking teacher training at the Kiribati Teachers College.	<p>Medium term outcome: students, teachers and wider community have improved WASH practices</p>



1. Relevance

To assess the program’s relevance, the review looked at whether and to what extent the program has addressed the needs and priorities of the target groups and is aligned with relevant partner and country policies and priorities.

Results

Needs and priorities of target groups

High relevance and alignment of program with national priorities

It was reported by different government stakeholders that the program is aligned with Kiribati’s national policies, as well as with local government Island Strategic Plans, in the case of Abaiang island.

It was also reported that engaging some officers of the MoE required negotiation and convincing, since they were reluctant in investing time and resources to improve WASH facilities and education in the schools (instead of prioritising improving exam results and performance). However, this was achieved, and the MoE has now developed a WASH in Schools Policy, showing alignment with national priorities.

Additionally, official Kiribati government documentation indicated that in 2012 only 41% of primary schools had appropriate¹ toilets², further indicating the relevance of the Activity.

Reported high relevance of program for the schools and communities

As reported by the school staff and parents in all the schools, the program has been aligned with the schools’ and the communities’ priorities. It is considered a priority because it contributes to the good health of the students, helping them attend school more regularly and contributing to their education.

When asked if there would have been any other issues that were more important to address, all the respondents agreed that WASH is very important. Some respondents identified other issues that they consider to be a priority (other than WASH), and these include getting access to IT for the students, building libraries and promoting traditional mat-weaving to preserve the custom.

Country policies and priorities

As assessed through desktop review of official GoK documentation and confirmed by the key informants consulted during this review, the Activity is deemed to be aligned with country policies and priorities, like the Kiribati Education Improvement Plan (KEIP), divisional operational plans and goal number 4 of the Education Sector Strategic Plan, of which WASH is a component. Additionally, the KWIS Activity is reported to also be aligned to the Island Council Strategic Plans, and Kiribati Development Plan.

Recommendations

For the remainder of this program

1. Continue engagement with communities, both directly and through the IEC, to ensure the program responds, if appropriate, to planned and unplanned changes in local priorities or situation.

¹ Toilet facilities compliant with (i) required toilet:student ratios and (ii) definitions of appropriate facilities as described by MoE.

² Government of Kiribati Ministry of Education, 2012, Digest of Education Statistics. Accessible at: <https://drive.google.com/file/d/0B3FyQc2VXhGTSXdmQ0hjcHpiSGM/view>



For future programs

1. Build upon existing strategies to engage with local stakeholders during proposal phases, as these appear to have been effective in designing a program with relevance to local stakeholders and needs.
2. Ensure design as set out in ADD is followed, and any deviation is documented.



2. Effectiveness

To assess the program’s effectiveness, the review assessed whether and to what extent the program has achieved or progressed towards achieving the intended outcomes. This also includes a report of actual performance against the Results Framework.

Results

Table 7 provides a summary of progress against the Results Measurement Table, as observed through this review.

Table 7 - Summary of progress against Results Measurement Table

Outcomes and outputs	Indicator	Reported status by KWIS team (as of 18 th Aug 2017, and updated in December 2017)	Confirmation of status as observed through the review (October 2017)
Long term outcome			
Kiribati implements relevant policies and evidence-based planning to improve health and education in communities	50% decrease in diarrhoea and dysentery cases (at end of 1 year of activity intervention)	UNICEF contributes to but is not accountable for this indicator. Analysis of trend by year 2015, 2016 and 2017 and by sex is provided in summary and excel.	Not determinable: Quantitative data available (for 2014 - 2016) shows decrease in incidences of diarrhoea amongst children aged 5-14, from 2015 to 2016 (first year of program) in all four islands. However, the temporal trends mean it is difficult to attribute this decrease to the Activity. 2015 was a peak year for cases of diarrhoea, and 2016 data, although lower than in 2015, in 2 of the islands is actually higher than in 2014 (before the peak). 50% decrease in cases of dysentery was not achieved throughout the 4 islands. A decrease is observed only in Marakei and North Tarawa. Anecdotal qualitative data was obtained, which indicated perceived improvement in the decrease of diarrhoea and other illnesses in the 6 schools assessed.
	50% reduction in absenteeism (at end of 1 year of activity intervention)	UNICEF contributes to but is not accountable for this indicator. Analysis of trend by year 2015, 2016 and 2017 and by sex is provided in summary and excel.	Not determinable: Quantitative school attendance data (2015 – 2017) does not show 50% reduction in absenteeism. The data does show a slight increase in school attendance in all islands, over yearly periods, during the 3-year period. However, school attendance (which could simply mean more enrolments) should not be considered the equivalent of absenteeism.

Outcomes and outputs	Indicator	Reported status by KWIS team (as of 18 th Aug 2017, and updated in December 2017)	Confirmation of status as observed through the review (October 2017)
			Anecdotal qualitative data was obtained, which indicated perceived improvement in school attendance and students' increased motivation to attend school.
	GOK education annual budgets (provision of WASH in schools, with attention to needs of girls)	UNICEF contributes to but is not accountable for this indicator.	Not determinable: It was not possible to access MoE annual budgets.
	School improvement plans developed	Fully met: 32/32 schools have SIPs	Not determinable: Could not access all school improvement plans. Of those observed, some had SIPs
Medium term outcomes			
Students, teachers and wider community have improved WASH practices	100% schools implement WASH Action Plans	Fully met: 32/32 schools have WAP	Not determinable: Could not access all schools' WASH Action Plans. Of those observed, some had WASH action plans displayed in the school office.
	100% ODF in school communities (after Y2)	Partially met: 31/32 schools (97%) have functioning toilets	Not met: Previous ODF assessments shared with review team had only partially assessed 4 schools in North Tarawa (using qualitative data with small school representation). Data collected through this review indicated some students still practiced OD at school and at home. Toilet:student ratios in some schools is still low. The measure that schools have functional toilet is not likely a good proxy indicator for ODF in schools. A Student KAP survey can identify reported practices (as demonstrated by the review) and although not as rigorous as behavioural observations, combined with the ratio of toilets:students, is likely to better represent ODF at the school level.
Policy and decision makers review and update national level WASH policy, planning and budgeting allocations	WASH Education Toolkit approved by the Education Advisory Committee and being used to deliver the national curriculum for years 1-6	Met	Partially met: WASH Education Toolkit approved by MoE, however not being used in schools yet. Strong interest from teachers to receive teaching resources, indicating a willingness to adopt them. Additionally, National WASH in Schools policy endorsed in December 2015 with support from UNICEF.

Outcomes and outputs	Indicator	Reported status by KWIS team (as of 18 th Aug 2017, and updated in December 2017)	Confirmation of status as observed through the review (October 2017)
Short term outcomes			
Students, teachers and wider community have increased knowledge and skills to improve WASH practices	100% school committees are actively engaging in WASH activities (Baseline = 0)	Fully met: 32 schools (100%) have active school committee	Met: As reported, all school WASH facilities have been built by the WASH Committees in all schools reviewed (6).
	100% ODF declaration in participating school communities after 1 year. (Baseline = 0)	Partially met: 31/32 schools (97%) have functioning toilets	Not met: same as above under medium-term outcomes.
Policy and decision makers have knowledge to inform planning and budget decisions	10 WASH demonstration activities per year to non-participating schools, disaggregated by cross-agency events and separate government departments	Fully met for 2015 and 2016. Partially met for 2017	Not determinable: It was not possible to assess delivery of demonstration activities to non-participating schools (located in islands not targeted by program). As reported by UNICEF, schools in South Tarawa and Betio (non-participating schools) have demonstrated WinS activities during school and local events and WASH global events. However, this could not be assessed by the review team.
	WASH Technical Toolkit components approved and available for use by policy and decision makers. 4 WASH components: water, sanitation, hygiene and MHM. Toolkit made available to all participating schools	Fully met	Partially met: WASH Technical Toolkit approved and available for use by policy and decision-makers, however has not been made available to participating schools yet. As reported by UNICEF, the WASH Technical Toolkit will be disseminated, and trainings will be conducted in the 32 participating schools during the first quarter of 2018.
Outputs			
Output 1: WASH materials prepared and taught in schools	1 WASH Education Toolkit and teaching and learning materials assessed, adapted and produced.	Fully met	Fully met: Toolkit and materials developed, produced and approved.
	Minimum 2 teacher training workshops per school	Partially met: 1	Not determinable: Teachers in the schools reviewed reported not receiving training.

Outcomes and outputs	Indicator	Reported status by KWIS team (as of 18 th Aug 2017, and updated in December 2017)	Confirmation of status as observed through the review (October 2017)
			<p>Reports shared by LLEE show there were consultation processes carried out with school staff in some schools, for the development of the WASH Education Toolkit.</p> <p>As reported by UNICEF, some orientation workshops on the WASH concept and training on the construction of tippy taps were conducted by the KWIS Steering Committee, LLEE and UNICEF in 2015/2016. However, it was not possible to confirm delivery of teacher training workshops in all schools.</p>
	Minimum 2 school committee workshops per school	Partially met: 1	Not determinable: As reported by parents (school committee) of the 6 schools reviewed, most have not participated in workshops – in some schools it was reported only one representative from each school was selected to attend a workshop. It was not possible to assess delivery of workshops in all schools and to all committee members.
	Minimum 3 WASH student learning sessions per school per year	KWIS steering committee to discuss distribution plan and roll out of materials in schools	Not met: WASH Education Toolkit not distributed to schools and teachers not trained.
Output 2: WASH options assessed, selected and installed in target schools	Number of schools with handwashing facilities installed (Baseline = 0)	Fully met	Met: Review confirmed the 6 schools visited have handwashing facilities installed, although some not functional, and/or located far from toilets and in both the JSS not enough for all students. Additionally, baseline data not available for comparison or attribution to the program.
	Number of schools with functioning toilets installed – disaggregated by gender (Baseline = 0)	Partially met: 29/32 schools	Partially met: The 6 schools reviewed have functioning toilets installed. However, baseline data not made available to reviewers to be able attribute to this Activity, and toilet:student ratios are low in some cases.
	Number of schools with functioning rain water tanks installed (Baseline = 0)	Partially met: 24/32 schools	Partially met: Most of the 6 schools have functioning rainwater tanks installed. However, baseline data not available to attribute improvement to this program, and it was observed that some schools have received

Outcomes and outputs	Indicator	Reported status by KWIS team (as of 18 th Aug 2017, and updated in December 2017)	Confirmation of status as observed through the review (October 2017)
			rainwater tanks, but they have not been installed (due to parts missing).
Output 3: Scalable WASH options demonstrated	% change in score for demand and supply determinants of the BNA	ESR	Not determinable: Project is still ongoing (with a no-cost extension approval by donor), therefore end-line BNA not conducted yet, so this review could not compare the changes. However, from what was observed during the review, both demand and supply determinants have demonstrated improvement (e.g. WASH Clubs established, and WASH infrastructure installed). Other determinants need improvement, such as provision of O&M school budgets, toilet and handwashing facilities ratios, teacher trainings, toolkits distributed.
	95% of schools have clean WASH facilities	Fully met: - 10/32 schools are 3-Star schools - 20 schools are 2-Star - 1 school is 1-Star - 1 school is 0-Star	Not determinable: All facilities were clean at all 6 schools at the time of inspection and most schools had a cleaning roster displayed. However, there was no evidence of monitoring or observations of cleanliness of WASH facilities, and the star rating does not necessarily equate to cleanliness of facilities.
	Minimum 2 workshops on WASH guidelines and its upscaling and replication strategy	ESR	Partially met: ESR has reported conducting 1 meeting with MoE and UNICEF to develop replication strategy in September 2017.
	1 strategy developed per type of target group (PS, JSS, SSS) for up-scaling and replication	ESR	Not determinable: Replication strategy is currently being developed jointly by ESR and UNICEF, although not specific for target group (PS, JSS and SSS).

The following sections describe the effectiveness of the actual activities of the program, regardless of whether they were implemented as described in the ADD.

Outputs

Output 1: WASH materials developed and taught

- The WASH Education Toolkit targeted at years 1-6 (primary school level) has been developed in close consultation with KWIS stakeholders, especially the Curriculum Development Unit of the MoE.
- The toolkit is of good quality and contains age- and gender-appropriate messages and lessons. Note that the toolkit targets primary school children, not JSS and SSS, for whom no education materials were developed.
- Key informants reported that the WASH Education Toolkit has not been delivered to any of the schools yet. Consequently, teachers have not been trained on how to use the toolkit, nor have they used it in any of the schools.
- However, the schools have already started hygiene and sanitation promotion activities with students, although teachers reported not receiving training on the WASH Education Toolkit. Teachers may have interpreted training to mean a formal training session run by an external trainer/facilitator; some teachers reported that their Head Teachers had participated in some workshops and shared that information with them, though this related to sanitation and hygiene promotion more broadly rather than the WASH Education Toolkit specifically. Teachers reported they had limited materials (for example, health posters from the clinic) to support promotional activities. They report developing their own lessons using the curriculum and story and song writing.
- Once the WASH Education Toolkit is distributed to schools, teachers must undergo training, which is planned to be delivered by the MoE with the support of a MoHMS staff, during the first quarter of 2018.
- Key informants consulted during this review (including several MoE staff and other external stakeholders) expressed concerns about MoE's capacity to undertake training in all of the schools (and other activities), due to high volume of work at the Ministry and/or a lack of capacity. There should be some mitigation considerations if this risk eventuates.
- There were considerable delays in achieving the delivery and completion of this output, which were explained by the stakeholders consulted. It was reported that LLEE's and MoE's role and budget renegotiation process slowed down the ability for LLEE to progress the toolkit and MoE to review and approve it.

Output 2: WASH facilities assessed, selected and installed

- WASH Technical Toolkit documents have been developed to guide the selection and construction of appropriate WASH infrastructure. However, it was not clear if the development process happened in consultation with the MPWU and the FMU.
- The early version of the toolkit (Risk-based Framework and Sanitary Survey) was developed as a knowledge resource for use by UNICEF and MoE and other Activity implementers/facilitators, rather than directly with communities. Later in the program a Menu of Options document was developed for use by school communities. One key informant suggested that if the initial Toolkit had been developed later, with opportunity to seek feedback from users, there would have been greater clarity on the specific need including for a product useable by communities, improving the efficiency of the toolkit development.
- Key informants reported limited/no use of The Risk Framework or Sanitary Survey at the time of interviews, reportedly because they are too technical, potentially indicating insufficient baseline technical knowledge to be able to use technically-oriented tools. Additionally, some government key informants indicated insufficient time to properly engage with the documents, to be able to use them.



- The delivery of the WASH Technical Toolkit to school communities was delayed and had not occurred at the time of this review, and additionally, the school communities reported not receiving technical guidance or training – neither the toolkit nor any other technical information was used or referred to during the WASH facilities selection process in any of the schools assessed.
- WASH facilities (rainwater tanks, gender segregated toilets, and handwashing facilities) have been installed or upgraded in all the schools visited, to varying levels of quality and quantity, with worse results for the JSS (See *Appendices 3.5, 3.6 and 3.7* for more detailed information of facilities):
 - Using the number of enrolled students, as reported by the school principal of each school at the time of the review, only 2 out of 6 schools complied with the national toilet ratio standards of 1:40 schoolgirls, and 4 out of 6 schools complied with standards of 1:60 schoolboys. Ueen Abaiang JSS had the highest ratios for both girls and boys (See Table 8 below and *Appendix 3.6 - Structured toilet observations* for more details):

Table 8 - Ratio of toilet to students by gender

	Naibunaki PS	Sunrise PS	Taiwan PS	Nikierere PS	Ueen Abaiang JSS	Aontena JSS
Girls	1:23	1:42	1:55	1:54	1:78	1:24
Boys	1:38	1:42	1:43	1:103	1:173	1:34

- Most toilets observed have been built through the KWIS Activity, and pre-existing toilets have been upgraded.
- Most toilets are built from local materials, and almost all of the latrines are either flush or pour-flush.
- None of the toilets in both of the JSS provided privacy for girls: doors not present, or if present, no locks on doors.
- Toilets in both of the JSS are built close to unprotected water wells, putting water quality at risk of contamination. The school principals in the schools where this was observed seemed aware of the potential risk this could pose to water quality and assured the reviewer that this water is only used for flushing toilets and not for drinking, hence the convenient location near the toilets (see Figure 1 below). However, as these wells are not signalled as unsafe water, it is not clear if students or other school staff are aware they should not use the water for anything other than flushing toilets. The school principal at Ueen Abaiang JSS confirmed she had chosen the location of the toilets.



Figure 1 - Toilets built close to unprotected water wells in Aontena JSS (left) and Ueen Abaiang JSS (right)

- All handwashing facilities observed have been installed as part of the KWIS Activity.
- Some handwashing facilities use running water from a piped system or tank, but most facilities use hand-poured water systems and handmade (tippy tap or pipe-based system for group handwashing).
- The quality and usability of the facilities varied, with worse results for the JSS (see Figure 2 below for examples and *Appendix 3.7 – Structured handwashing facilities observations per school* for more information):



Figure 2 - Handwashing facilities installed in Ueen Abaiang JSS (top) and Sunrise PS (bottom)

- The JSS had the lowest number of handwashing facilities, although they have the highest number of students. In Aontena JSS, there was only one handwashing facility installed (which was not functional) to cater for 221 students.
- All handwashing facilities had soap present at the time of inspection.
- All schools have rainwater tanks, and report having enough water all year round, however mostly reliant on wells.
- The installation of all sanitation and hygiene facilities in all the schools were self-funded and self-constructed, showing high engagement and commitment from the schools and

communities, which in turn demonstrates great community mobilisation and advocacy from the KWIS team.

Output 3: Scalable WASH options demonstrated

- The school principals consulted as part of this review reported liking the reward system of the 3-star approach implemented in the schools. They reported liking being awarded stars and being recognised for their efforts to improve WASH in the schools. However, some of the respondents did not agree with the number of stars awarded to them (perceiving they deserved more stars than they had), possibly due to improvements being done after assessment of the schools. The respondents did not seem to have a more in-depth understanding of the approach in order to give further or substantial feedback on the implementation of the 3-star approach in all schools.
- A school competition was held to further engage and motivate community members, speed up improvement works done in the schools and showcase best improvements in the schools. Feedback received from implementing this approach was mixed, with some respondents saying it worked very well in terms of motivating schools and school communities, and some others reporting that it caused negative tensions amongst community members due to competitive nature of interactions during the school competition.
- This type of incentive-based approach (i.e. using reward and recognition) seems to have worked well in the consulted communities, especially in PS, where community support and engagement are stronger.
- Program draft replication strategy is currently being developed. At this stage it does not include separate strategies for each target group (PS, JSS, SSS).

Short term outcomes

Improved WASH knowledge and skills within schools and community

As there is no baseline of knowledge and skills within schools or community, improvement cannot be measured. However, this review did undertake a KAP survey of school students and parents, to assess current knowledge and attitudes (and practices, reported below under medium term outcomes).

The schools have not yet implemented the educational toolkit, so knowledge and attitudes at this time are potentially reflective of a baseline, as they are determined by current information-sharing. After implementation of the toolkit, a repeat of this KAP survey could measure improvements for those areas of knowledge not already high, and desired changes to attitudes.

Appendices 3.3 – *Student KAP survey responses* and 3.4 – *Parent KAP Survey responses* provide a full summary of the KAP survey results; only relevant results are discussed below:

Students' knowledge about hygiene was generally high:

- Most gave health reasons for why handwashing should be done
- 95% recalled receiving WASH lessons (there are possibly some differences between schools, refer to graphs in Appendix 3.3)
- Of the hygiene messages recalled by students, the most common related to the importance of toothbrushing, washing hands with soap and using a toilet. The first two are regularly re-enforced through group activities.

Students' attitudes about sanitation were generally positive and appropriate:

- 92% reported the best place to defecate was in a toilet (8% open preferred defecation in the bush or at the beach).



- Table 9 summarises attitudes about using the toilets at school: most are positive though still 1 in 10 try not to use the toilets at school (apart from menstruating girls).

Table 9 - Student's attitudes about using the toilet at school

	Urination (n=348)	Defecation (n=342)	During menstruation (n=59 JSS girls)
I'm happy to use the toilet at school	90%	90%	97%
I try not to use the toilet at school	10%	10%	3%

There is evidence of positive social norms relating to handwashing with soap, though these could be improved. Only ~70% of students believe almost all of their class mates wash their hands with soap before eating or after defecating; 30% believe only some of their class mates do. Local school settings have the potential to influence the presence and strength of social norms, however there were no notable differences between schools (refer to Appendix 3.3 for graphs demonstrating school results).

For behaviours to be sustained, strong social norms are important; students need to believe their class mates always wash their hands at critical times, and that their friends expect they also do this.

Knowledge and attitudes of parents (only small numbers of parents were surveyed for each school, so school-specific results are not reliable):

- Attitude towards sanitation: 97% reported the best place to defecate was in a toilet
- There was high knowledge of why handwashing with soap is important (related to germs and health-protection); though knowledge about critical times to wash hands with soap and ways of avoiding diarrhoea could be improved
- >90% recall receiving hygiene messages, with the most common messages relating to handwashing with soap, toilet use and general cleanliness.

Medium term outcomes

Sanitation and hygiene practices of students:

- >90% report washing hands with soap before eating, and after defecating at school and at home (no notable differences between schools, age or gender)
- However, during visits to schools, unstructured behavioural observations of students resulted in very few students practicing independent handwashing with soap after coming out of the toilet cubicles.
- 80% report that soap always is available at school, though there appear to be some school differences
- Sanitation: 11% reported they practiced open defecation the last time they needed to defecate at school; 87% used a toilet at school. There appear to be some differences between schools and gender.

Table 10 summarises menstrual hygiene practices as reported by students; these are likely determined by the availability of facilities at school. There were some differences between the two JSS assessed, as indicated below:



Table 10 - Student reported menstrual hygiene practices

	Ueen Abaiang (n=29)	Aontena (n=30)
Dispose of used menstruation materials discreetly at school	21%	0%
Wash my body and hands with water and soap at school	34%	50%
Have privacy in the girls' toilet at school	21%	23%
Ask for help or assistance to a trusted friend or teacher	69%	67%

Qualitative data collected through FGDs and KIs about student sanitation and hygiene practices indicate that students do use the toilets (all or at least most, depending on the school), and all or at least most of the students know how to wash their hands and when to do it, which concurs with the reported practices of students.

Given the high rates of reported practise, it may be necessary to undertake structured observations of handwashing behaviours to determine how reported practices correlate with actual practices, in order to measure improvement due to the program.

Sanitation and hygiene practices of parents

90% of parents reported having a toilet at home, which indicates that at least 10% either share a toilet or practice open defecation.

89-93% reported washing their hands with soap and 3-11% with water only at critical times (before eating, and after defecation respectively).

As observed through the unstructured behavioural observations of students, parents, school staff and partners, conducted opportunistically in all of the schools, it was observed that in only one of the schools did the parents and teachers actually wash their hands with water and soap before eating, which differs from what was reported by parents.

Unplanned outcomes

As outlined in Table 6, the review team identified unplanned outcomes from the Activity.

In addition, few other unplanned outcomes, positive or negative were identified by stakeholders consulted, either because the review process did not elicit them, or there have been few apart from those outlined in Table 6 (which is possible given the short timeframe since implementation).

Positive unplanned outcomes included:

- Transformation of school environments beyond provision of WASH facilities e.g. beautifying schools through, fencing of school grounds, building of shaded areas (i.e. kiosks or round houses), gardens and flowers, recycling and regular rubbish collection and general school cleanliness, linked to the SIP and as encouraged by the MoE and IECs.
- Willingness of community to build latrines. However, lower ownership and engagement by communities was detected at the JSS level, indicating the change to the program to remove the financial incentives component due to a lack of demand for it by the community may not be appropriate for the higher-level schools. The lower ownership and engagement by communities was explained by the respondents as being a consequence of there being only one JSS in the whole island (while for PS, each village has their own PS, strengthening ownership)



Few negative unplanned outcomes were identified by stakeholders, but some outcomes observed during the review process could be negative (if not mitigated before the end of the program):

- One observation of a negative outcome was increase in use of makeup in primary schools (e.g. eye liner and nail polish), encouraged in classrooms' 'health corner', as reported by a parent.
- Potential contamination of local groundwater due to location of latrines near to unprotected water wells.
- Installation of mostly water-intensive toilets: flush and pour-flush toilets in all the schools observed (which are identified in the Menu of Options of the WASH Technical Toolkit as not recommendable due to the negative impact on the groundwater and high maintenance costs). School toilets observed during this review used groundwater for flushing (taps, overhead tanks or water wells).

Influencing factors

Positive:

- Community support was very strong; and
- program flexibility to leverage on community support - but could be improved by providing appropriate technical support so full benefits of an active community are realised

Negative: none reported (because no negative outcomes reported). We have identified some potentially negative outcomes above, which we surmise have been influenced as follows:

- Lack of technical capacity of communities due to non-use of technical guidance and no training
- slow engagement of MoE caused delays to educational toolkit production

Uptake by health and education

- Government budget plans and reports not accessible
- Some evidence of positive influence on education system: started to develop teacher training module on WASH
- Teachers indicated a willingness to use resources and are keen for training, which evidences prospects for greater uptake
- Uptake by health system: Synergies detected between program activities and health system, through representation of MoHMS in the KWIS Steering Committee, input in developing the WASH teacher training modules and joining visits to the target schools, during which health information posters were distributed and tippy tap construction and handwashing demonstrations were conducted. No other uptake detected through interview with Health sector representative. Either activities and outputs have not yet been institutionalised by the Health sector, which may occur with more time, or the review process was too limited to detect uptake.

Recommendations

For the remainder of this program

1. Better leverage community interest with technical support, training and more frequent visits
2. Invest in JSS (and possibly SSS) school WASH infrastructure, given that they are less likely to have equal community support and engagement as the primary schools do.
3. Consider ensuring the WASH Education Toolkit has strategies to improve the social norms amongst children, relating to handwashing at critical times (social norms are the behaviours children expect others to do, and the behaviours they think others expect of them. These can be promoted using social marketing strategies and emotional triggers).



4. Ensure there are specific replication strategies for each target group (for PS, JSS and SSS), given that the program approach is somewhat different in all of them.
5. Discuss with MoE and MoHMS their realistic capacity to offer training to schools in the WASH Education Toolkit, and if relevant the Technical Toolkit. And if necessary, consider recruiting additional staff to ensure adequate capacity to properly deliver training.
6. Strengthen end-of-program monitoring– improve recording and storage of monitoring data (avoiding storing data in hard files), including methodologies used. Explore with MFAT whether any improvements to specific measures within the Results Framework can be accommodated, and if yes, ensure measures adequately represent the linked target (e.g. improve the measures of ODF in schools; measures of handwashing behaviours of students and community members). When assessing health and education long-term outcomes, ensure review of temporal and spatial trends, rather than assessing single year data points.

For future programs

1. Improve usability of toolkits with better engagement of end-users in initial design of toolkit structure and communication format.
2. Consider complementing the Educational Toolkit, and the Technical Toolkit, with Training-of-trainers manuals. Providing specific guidance in how to train others in the use of these toolkits can significantly improve the effectiveness of subsequent trainings.
3. Consider fewer training-of-trainer steps before teachers receive training in the Education toolkit, and before communities receive training in the Menu of Options. More direct training by qualified trainers will improve the capacity outcomes, supporting sustained WASH outcomes.
4. Need to consider how to deliver sufficient training/support for additional further island school communities.
5. Develop detailed monitoring plan and tools that align well with program implementation, outcomes and impacts. Carefully select measures that adequately represent the targets. For example, for the medium and short-term outcomes of ODF in school communities, and handwashing behaviours of students and community members, use measures that directly quantify these behaviours (e.g. structured observations) or accepted proxies (e.g. combining facilities function and availability with reported practices). For long-term outcomes, such as health and education impacts, current best practice at the time of program development should be reviewed regarding the most useful indicators, particularly given the changing knowledge-based relating to causal links between WASH and health and education outcomes, such as stunting, cognitive capabilities etc. In addition, indicators need to be verified as Level 4 indicators in UNICEF MORES language, and temporal trends should be analysed rather than annual data points. Finally, improve recording and storage of monitoring data, including methodologies used, and conduct appropriate baseline assessment of all indicators.
6. If there is need to adapt monitoring plans or any of the ADD components, communicate and renegotiate with the donor as appropriate and early on in the implementation phase.



3. Efficiency

The review assessed the program's efficiency by considering all the program processes and management. Additionally, the review considered whether the program provided value for money.

Results

Governance and management

Engagement of local stakeholders

The program has been implemented with the commitment and participation of several partners, including different Ministries, local NGOs and external partner organisations. This has required good coordination of efforts, clarity of roles and responsibilities and good leadership skills. This seems to be working well for the program, through the coordination of the KWIS Steering Committee and local governments, and through the engagement of the IECs.

The changes made to the design of the program included modifying the roles of local partners, in particular, to better engage MoE. Engagement by MoE was not successfully achieved during the design phase (for reasons not discernible during this review). MoE engagement appears to have been achieved at the same time as stronger local program management (in the form of arrival of new UNICEF staff).

Whilst this engagement has benefited the program, and the reasons for initial lack of engagement are not known, the process of renegotiating the roles of partners in the program to allow for MoE participation appears to have been unduly long. During this time period, the progress of existing partners was slowed due to lack of certainty about budget and roles. In-country partners were confident about their revised roles at the time of this review indicating sufficient communication and coordination.

Program documentation

The design document does not appear to have been updated to reflect changes made to roles and activities, including performance indicators of the Results Framework. MFAT indicated it is possible to renegotiate the performance indicators to ensure they remain relevant to the Activity, however this opportunity was not taken by the program management.

Risk management

Risk identification was adequate, but risk management could be improved

The risks identified in the ADD did reflect the external risks that eventuated, indicating sufficient familiarity with the local situation.

Two risks that arose but that were not identified in the ADD were:

- Toilets constructed by schools do not meet the technical guidelines and present potential environmental health risks – they reported not receiving technical information (WASH Technical Toolkit not distributed yet) to guide their construction decisions and subsequently in some school some toilets are constructed close to shallow groundwater wells. Additionally, almost all toilets observed (all either constructed or upgraded through the program) are flush/pour-flush toilets, which is regarded as not recommendable in the WASH Technical Toolkit documents.
- Teachers promote WASH without sufficient training and/or resources – they reported not receiving training, and the WASH Education Toolkit has not been distributed to schools yet. This means that the identified gaps in the curriculum, which were to be addressed through the WASH Education Toolkit, have not been necessarily addressed yet.



Unexpected risks are likely in any program; however, it does not appear these risks have been sufficiently identified and responded to by the program management.

The mitigation measures ('Proposed risk management') identified in the ADD for the risks that were identified and that arose, were variably effective. For example, there were delays in efficiencies in the delivery of construction materials for rainwater tanks to the schools, caused by weak management of logistical arrangements, occasional unavailability of materials and insufficient procurement capacity at the FMU; the risk measure proposed was to ensure good advance planning and flexible roll-out, however this did not consider the capacity of FMU (MoE) to plan and manage the logistical arrangements, as they report to being understaffed and unable to allocate dedicated procurement staff.

Monitoring and Evaluation

Monitoring is infrequent and incomplete and doesn't reflect redesigned program implementation

The design of the M&E (Results Framework) was not adjusted after redesign of the program activities and stakeholders' roles, so that it cannot usefully reflect current program ambitions. This review has identified many positive outcomes from the program but without an updated Results Measurement Table these are not captured in regular monitoring. Communicating both positive outcomes and challenges of the program with stakeholders is an important part of efficient program management.

It was found that there has not been documentation of a monitoring plan, describing responsibilities, methods and schedules of monitoring and reporting activities.

Baseline activities, as planned in the ADD, were not completed at the commencement of the program and those completed (later) were still incomplete. For example:

- Monitoring activities are currently undertaken by UNICEF Kiribati representatives, and MoE officers. Monitoring visits to schools were infrequent and rarely involved formal data collection to document progress and challenges. MoE reported having insufficient capacity to undertake program activities, and there was no evidence of structured monitoring by MoE. Monitoring within schools is a critical strategy of the 3-star approach; this was completed in August 2017 (not at the baseline making improvement difficult to assess).
- The Results Measurement Table report (produced in August 2017) refers to baseline rates of handwashing by children and presence of latrines, handwashing facilities and rainwater tanks as all being zero, however these monitoring methods and results are not documented (and in some cases, do not match feedback from the schools during this review). The report also refers to 2014 health data and 2015 school attendance data however these values are not reported in the Results Measurement Table and data reports were not shared for this review, perhaps indicating limited analysis and use of baseline information by program officers and partners.
- Baseline KAP activities were undertaken with 16 schools in North and South Tarawa islands. However, these are better described as a situation analysis rather than analysis of knowledge, attitudes and practices (no KAP survey was undertaken). This analysis was undertaken at baseline (date unclear), producing useful information to guide the program design and delivery, however the data is limited to only one of the target islands (Marakei, Maiana and Abaiang not included in the study). The KAP report made recommendations for additional activities the program should consider, to improve program outcomes (e.g. training of teachers in water governance and management, water collection options); these appear not to have been taken up.
- Quantitative data about WASH facilities in schools was first collected in January 2017, and only some schools were assessed (Akvo dataset), after program implementation had commenced.



Value for money

Value for money has potential to be high but currently compromised by quality of some activities

The main investments under the program were comprised of:

- provision of construction materials for water tanks
- production of the Technical Manual (“Menu of options” and “Sanitation framework” by ESR),
- production of the WASH Education Toolkit (by Live and Learn),
- visits by UNICEF and MoE to schools to raise awareness and provide training and support
- WASH kits comprising consumable items
- Jerry cans for storing and transporting drinking water, which were also used to construct makeshift handwashing facilities.
- Learning exchange events for MoE Island coordinators.

The program had planned to make financial investments in construction of sanitation and hygiene hardware in the form of “financial investment scheme”. However, this was not implemented, therefore there was no financial investment in construction materials for sanitation or hygiene. This led to an underspend of the budget.

The value for money of the program could be significantly increased by the removal of the investment in sanitation and hygiene hardware, due to willingness, interest and commitment by the communities to construct latrines. That is, a reduction in overall investment for a similar outcome. However, that benefit to value for money requires investment of saved funds into other beneficial activities, and construction of latrines as planned (i.e. to meet standards).

As shown in Table 11 below, the actual cost per student to date for outputs 1 and 3 are similar than planned.

Table 11 - Cost of access to water, sanitation and hygiene per student

	Planned expenditure (end of year 2)	Planned cost per student	Expenditure (to date)	Cost per student (to date)
Output 1: WASH education toolkit	\$88,800	\$19	\$54,374	\$11
Output 2: WASH infrastructure (toolkit, training, materials for construction)	\$506,250	\$105	\$255,320	\$53
Output 3: Replication strategy	\$32,880	\$7	\$29,312	\$6
Total program	\$1,064,850	\$222	\$727,927	\$152

Notes: Figures taken from Financial Report provided by UNICEF New Zealand (October 2017). No. of students reached: actual number of students at participating schools is incomplete (4 schools missing from January 2017 ‘baseline’ data that reports student numbers). Projected students from ADD: 4,800.

Output 2: ADD identified predicted cost per student for Output 2 was \$95/student, the table above indicates \$105. The actual cost of \$53 per student is significantly lower due to the lack of expenditure on sanitation and hygiene hardware. However:

- The toolkit developed under output 2 has not yet been used, therefore presenting very low value for money. Future adaptation may increase its use and value for money.
- The evaluated school latrines constructed by communities typically did not meet the technical standards and some of the ratios of toilets:students are below standards. Therefore, even though minimal finances were invested, the value gained is lowered by the lack of functional and sufficient latrines.



Uptake of tools

High uptake of the Educational toolkit and the WASH technical toolkit would increase the value-for-money results of the program (the development of the toolkits are one-off investments, with only minimal additional investment in the form of training and outreach to increase the scale of their impact). At present uptake is minimal, including in the existing schools of the program.

Recommendations

For the remainder of this program

1. Strengthen in-country program management. This is more beneficial at the country level (rather than outside country) because of the high need for regular communication between multiple partners and visits to program activities/locations/partners. Specific recommendations include:
 - Maintain current and accurate documents describing activities and roles, including renegotiating performance indicators, given the importance of having documentation that describes current roles and plans for all stakeholders.
 - Improve risk management through monitoring of expected and unexpected risks – such as through regular visits to target communities/schools
2. Redesign (and renegotiate) the Results Framework to support efficient monitoring of the programs activities and outcomes, specifically (i) align performance indicators with expected program outcomes (ii) design monitoring tools and schedules that align with performance indicators and that are suited to local capacity to collect and analyse data.
3. Improve value for money by:
 - improving the quality of latrines constructed including reducing the environmental health risks, specifically by improving the technical capacity of communities
 - improving the uptake of the technical toolkit in existing and new schools by complete adaptations to technical guidance documents to ensure they can be used by school communities and providing sufficient training on use of the technical information
 - improving uptake of the WASH Education Toolkit by distributing this resource to schools and providing sufficient training to teachers and school staff, in all the schools.

For future programs

1. Ensure strong in-country program management and stakeholder engagement from early in the program, preferably starting during the design phase. This should ensure both strong processes and sufficient capacity to properly implement engagement processes.
2. Ensure current documentation of program, and renegotiate changes to activities and associated monitoring with donors and partners as needed
3. Strengthen monitoring capabilities of UNICEF and partner staff, with a detailed monitoring plan, tools and training
4. Focus some monitoring (key performance indicators, tools and activities) on quality of outcomes of the program, assessing whether activities as delivered are likely to lead to the anticipated outcomes



4. Impact

The ability for this rapid review, undertaken before completion of the Activity is limited due to the time lag in long-term outcomes and impacts eventuating. To the degree possible, this review assessed the likely impact (positive and negative, planned and unplanned) of the program, including available evidence on changes in the status of beneficiaries (specifically health and education).

Results

- The program has not been implemented sufficiently long enough to detect impacts, and education and health data available, do not clearly represent impact achieved.
- Anecdotal reports by teachers, school principals and parents consulted, indicate that there might be positive trends towards improved health and education outcomes for the students, which include decrease in incidences of diarrhoea, flu, conjunctivitis and stomach pain; and observed increase in motivation to attend school, and remain in the school for the duration of the whole school day.

Recommendations

1. Review Results Framework (including Results Measurement Table and monitoring and evaluation plan) to ensure:
 - a. measures of impact (long term outcomes) are attributable, or partially attributable to the activities; this typically means the causal relationship between the indicator and the activity is well-established and the time lag to see change is not so long that other factors or activities confound the attribution.
 - b. measures of impact are appropriate to the duration of the Activity, that is, select indicators that are likely to respond/change within the duration of the program
 - c. for programs less than 5 years, consider not measuring end impacts but rather the key determinants such as changed practices (i.e. behaviours), knowledge and attitudes.



5. Sustainability

Sustainability of the benefits of the program were assessed based on an analysis of relevant institutional, environmental and contextual factors. Cross-cutting issues of gender, disability and environment and climate change were of particular importance in making this assessment. Reference is made to the Activity's transition or exit planning.

Results

Government ownership

- The MoE and other relevant ministries (MoHMS) have demonstrated full commitment to progressing and continuing the WASH program in Kiribati beyond the KWIS Activity and have ambitions to roll out the program to cover all islands in Kiribati.
- As reported by key informants, IECs from non-participating islands have demonstrated interest and commitment to applying the KWIS Activity to schools in other Outer islands, showing exemplary leadership and uptake of WASH activities. However, since the activities in non-participating islands are not directly supported by UNICEF and other KWIS partners, it is important to consider whether the WASH approach and activities are being implemented correctly so as to avoid unintended consequences, and whether the government has sufficient capacity to scale-up the approach to these islands (given concerns raised about insufficient capacity to meet existing Activity expectations, and the need for quality training of the additional IECs).

WASH Infrastructure installed:

- Communities report high ownership of facilities built by them in all the schools, which will contribute to the maintenance of the infrastructure after the Activity, and these reports were substantiated by unstructured observations of the facilities (with regard to their functionality and cleanliness).
- All the materials and labour to build the facilities were locally-sourced overcoming the common barrier to maintaining infrastructure of poor access to supply chains, and any required repairs can be done within the community.

WASH Practices:

- The KAP survey undertaken as part of this review revealed that students have sufficient knowledge about the importance of WASH practices, and how and when to do WASH practices. This knowledge is essential to supporting sustained improved WASH practices.
- The practicing of independent handwashing with soap at critical times was only observed in a small proportion of students (noting the Education Toolkit had not been used in schools at the time of this review, which once implemented might improve this behaviour).
- Insufficient number of handwashing and latrine facilities (e.g. low toilet:student ratios) in some schools might affect the sustained use of the current facilities and might influence some students into reverting to OD.
- The planned implementation of training for teachers, and provision of the WASH Education Toolkit will increase the likelihood of improved practices being sustained. However, the materials are targeted at years 1 to 6 (primary school only); so, the influence on changing and sustaining the WASH practices of the JSS and SSS students will be low. That will be exacerbated if the numbers of facilities potentially limit their use.
- Teachers report believing that the students will continue to use toilets after the program, because they are now used to having toilets and understand why they should use them instead of practicing open defecation at the beach or bush.



Environment and climate change:

- The review indicated a lack of attention given to the environmental impacts of toilet technologies selected by school communities. For example:
 - Some latrines were selected/constructed by communities without sufficient consideration of local groundwater protection, potentially posing risks to water quality.
 - The preference for water-intensive toilets (flush/pour flush) may compromise local water security for those communities experiencing water scarcity at some times of the year. Some MoE actions (not planned as part of this Activity), involve a preference for water-based toilets, for example the school competition to build permanent flushing toilets in the schools.

Gender and disability:

- MHM facilities were insufficient, from the perspective of students and based on the observations of facilities, which may impact upon the ability of girls to maintain MHM practices.
- The FGDs with school SIP committees were dominated by men; very few women were present. This may be due to other commitments at the time of the FGD but may also indicate low participation by women in the schools' SIP committees. Best practice indicates participation of women assists with sustainability of WASH outcomes.
- Almost none of the facilities observed were designed for users with physical disabilities. Without technical standards, there is high risk of exclusion with regards to sanitation and hygiene facilities design.

Transition and exit plan

- The review team was not provided with a transition or exit plan for this Activity. Discussions with the local teams about exit plans, were focussed on completion of tasks in the current Activity plan, rather than broader exit strategies.
- Regarding the transition of implementation from the KWIS team to a government team, government indicated a willingness and interest to sustain the activities, although voiced some concerns about capacity and resourcing.
- During school visits and interactions with different school stakeholders, several questions emerged about what will happen once the KWIS ends, indicating that the school communities, principals and teachers might not have clarity about their roles and responsibilities once the Activity ends, but have a keen interest to see the outcomes endure.

Recommendations

For the remainder of this program

1. As recommended elsewhere in this report, reassess government capacity to implement their remaining tasks in this Activity, and to prepare for either the transition to a subsequent KWIS Activity (phase 2), or the exit of KWIS, and develop appropriate plans in response.
2. Review ratios of toilets and handwashing facilities to students, to support changed WASH behaviours becoming sustained practices.
3. Need to remedy toilets that pose environmental risk or ensure adequate signage of water wells that contain water which is potentially dangerous for human consumption without appropriate treatment.
4. Distribute Menu of Options and train school communities in how to use it to select appropriate latrines. Monitor whether adequate consideration of environmental impacts (especially contamination of local groundwater and use of scarce water resources) is being made, and if



not, consider adding dedicate capacity building focused on understanding environmental impacts.

5. Assess women's roles and participation in SIP Committees. Consider whether this could be encouraged by inclusion of men in the KWIS implementation team (during visits to schools), which is currently dominated by women, because men may have greater impact in influencing the men on SIP committees to include women more.
6. Make improvements to the WASH facilities to ensure improved behaviours can be sustained. In particular, ensure privacy for children, safe disposal of used sanitary material, and availability of water and soap for handwashing and menstrual hygiene management. Consider whether offering financial assistance might improve these outcomes.
7. Make improvements to WASH facilities to ensure they are disability-inclusive, for example, assess the need for ramps, handrails and space around latrines (inside latrine cubicles).
8. Once the post-KWIS plans are known, hold a workshop with all school stakeholders (school communities, SIP committees, principals, teachers) to explain what happens after the Activity ends, what is expected and to understand and manage their expectations.

For future programs:

In addition to the recommendations above, to improve the sustainability of the existing Activity:

1. Seek to leverage government's current interest and commitment to the Activity, to begin planning for future programs.
2. Consider offering formal training to government officials about water risk management, sanitation and hygiene promotion, project management and leadership, to build the foundational knowledge and capacity of government; this may further improve government commitment to sustaining program outcomes.
3. Consider whether similar, but appropriately-targeted, training can be offered to school teachers and community members, further supporting ownership and sustained program outcomes.
4. In alignment with UNICEF's C4D strategy, consider developing behaviour change strategies to improve the uptake of water-wise latrines (to complement the educational strategies currently in the Menu of Options).



6. Lessons learnt

This section describes the lessons learnt as reported and reflected on by the key informants consulted during the review (See *Appendix 2 – Key informant interviews* for the list of key informants that participated in this review). Lessons learnt mostly comprise suggestions from the informants about what could have been done differently, and therefore could be considered as lessons for futures Activities.

Results

Activity design

Partners

- As reported by several key informants, the Activity would have benefitted from engaging with the MoE from early in the Activity design phase, which they believed would have led to: clearer roles and responsibilities for all partners from the outset of the Activity in completing the planned activities and tasks and increased government ownership and sustainability of the Activity.
- Some informants suggested that more engagement from the MoHMS, in particular a greater number of Ministry staff, would also benefit the Activity impact and sustainability.
- A key informant reported that the Activity relied on numerous partners (too many), which required strong project management systems and coordination, though which were not strong, and might have contributed to activities being delayed.

Design

- Informants suggested that a targeted situation analysis and formative research at the start of the Activity implementation might have improved the efficacy and efficiency of strategies relating to promoting sanitation and hygiene.
- Several informants suggested that timeframes allocated to the activities should be increased, allowing for more time to complete tasks and considering buffer time in case of logistical delays, and for reflection time to review outputs developed.

Monitoring and evaluation

Informants suggested:

- Strengthening the Activity's monitoring and evaluation plan would contribute to the Activity's ability to take an evidence-based approach
- Monitoring plans should be sufficiently detailed to describe who should be responsible for undertaking monitoring activities, when and where, and appropriate documentation of data and activities.
- The process to select indicators, should result in indicators that align with the UNICEF systems, UNICEF's WASH program, as well as with the field office's capabilities.
- That partners who produced outputs (i.e. Toolkits) should be more involved in the implementation and monitoring of the output that they have produced.

Capacity

Informants indicated:

- There is limited human resources capacity in-country, in particular, insufficient numbers of appropriately skilled and knowledgeable people, which has created challenges for the implementation of the Activity.
- difficulties in staff recruitment and forming the KWIS team, due to a lack of local skilled human resources (which contributed to delays in the Activity implementation).



- that the MoE is currently understaffed and overcapacity, with too many projects and programs to tend to. Government capacity was a recurring topic in the conversations with the key informants. An example given, was that the MoE's Facilities Management Unit (FMU), in charge of all school infrastructure and school equipment of all the schools in Kiribati, has only three staff members.
- that MoHMS, MPWU and FMU staff had significant gaps in technical knowledge of WASH infrastructure and approaches to improving WASH in schools.
- that training in a range of more general topics, not only those focused on specific tasks of the Activity, would have helped them better implement the Activity (e.g. construction and O&M of toilets, leadership, conflict resolution, etc).

Activity Implementation

Working in Kiribati

- Respondents often referred to working in Kiribati as very challenging. Kiribati was referred to as an unpredictable and challenging environment (climate, remoteness, infrastructure, etc), in which more time was needed to complete planned tasks, given that logistical efforts are often affected by external factors.
- It was often reported that there had been an underestimation of the time required to complete tasks, as logistics in Kiribati can be very complicated.

WASH in Schools

- The school community members reflected on the factors that they believe have made the KWIS Activity a successful one. The main factors being the community engagement and mobilisation of school communities and the teachers' and school principals' dedication to the program. Several stakeholders highlighted that sharing of information and facts beyond health information (e.g. Kiribati ranking on WASH coverage compared to other countries) motivated communities to "do something about it".
- Other key informants reported that although the community engagement has been key, it had not been at all easy to engage and motivate community members in some situations, especially to work on the facilities in the JSS.
- Several informants reflected that targeting children as agents-of-change in the communities has proven to be successful, reporting that children have transmitted WASH knowledge and behaviours to the household and wider community.
- School champions (MoE staff) were reported as being key in the success of the Activity, and the KWIS team should continue their engagement with them.
- The support of the IECs in the islands was also highlighted as a great success factor for the Activity, since they have direct communication with the MoE, have good leadership and mobilisation skills, are located on the islands and are usually part of the school communities.
- Informants indicated that procurement and delivery of construction materials to schools (for the installation of WASH infrastructure, including water tanks) need more time than previously allowed, as on occasion materials were out of stock, delivery from Tarawa was delayed, and sometimes materials were not delivered directly to the school.

Lessons relevant to scaling-up

Informants suggested:

- mechanisms to engage with remote outer islands need strengthening. Visiting more frequently might not be feasible, and since logistics of delivery of construction and education materials might be more complicated, alternative or better ways to support those communities need to be identified.



- technical support given to school communities should be experiential and practical, instead of through workshops or seminars which might be complicated/too technical or less engaging than hands-on training.

Recommendations

Based upon the above suggestions, and in consideration of other findings of this review, the following recommendations are made (this section focuses only on recommendations not already made in sections above)

For the remainder of this program

1. Improve coordination amongst the multiple partners
2. Review timetables for remaining activities, and where possible, allow for greater time for key tasks to ensure they can be achieved.
3. Continue to leverage the commitment and ownership of principals, teachers and communities, supplementing this additional training, not only in the use of the toolkits, but other general skills relevant to WASH and project management as identified by these groups.
4. Ensure regular KWIS team meetings which include an agenda item to reflect on progress and challenges and identify lessons and recommendations for improvements

For future programs

1. Conduct a targeted situation analysis and/or formative research to ensure that the situation, context and risks are well understood before detailed design of tasks within the Activity.
2. As necessary, and if appropriate, hire external personnel to complement MoE team working on KWIS.
3. Strengthen or find additional mechanisms to communicate with and support remote outer islands
4. Hold knowledge exchange activities and events for:
 - a. KWIS team members, especially FMU, MoE and MoHMS staff to learn about different technologies available and about the current approaches to WASH in other parts of the Pacific.
 - b. Schools: Hold learning exchange events, school-to-school twinning or mentoring from pilot to scale-up schools, to share the lessons learnt from the perspective of different actors: IECs, school principals, teachers, SIP committees, and WASH Clubs/students.



Conclusions

Table 12 below summarises the recommendations regarding the remainder of the existing Activity. Table 13 summarises the recommendations for future programs, however it is assumed future programs will also consider the recommendations regarding the existing program (these are not repeated in the table of recommendations for future programs).

The KWIS program is highly relevant to the Government of Kiribati and to the target schools and communities. The overall strategies of the program are appropriate and effective – work with schools to improve WASH outcomes within schools and potentially with flow-on improvements in school communities.

The strategy to involve communities in constructing school WASH facilities has proven very successful in terms of garnering interest and effort from communities, and future programs should continue this strategy. The number of latrines and handwashing facilities in schools has reportedly increased, creating greater opportunities for students to practice safe WASH behaviours. However, the technical support to school communities needs to be addressed as a priority, such as through finalisation and training in the use of the Technical Menu of Options. If improvements to, or greater numbers of, facilities are required, financial assistance may prove beneficial. Without technical support and improvement, the quality of facilities installed may fall short of inclusiveness standards and may create additional public and environmental health risks (such as from contaminated groundwater wells).

The WASH Education Toolkit is currently being delivered to teachers, with complementary training, across the 32 schools. The toolkit is keenly anticipated by teachers, who expressed need for materials to support WASH promotion. The content appears to be appropriate for the target audience (primary school students); monitoring WASH behaviours at the end of the program will provide valuable feedback on the effectiveness of the toolkit (currently few children practice safe hygiene behaviours independently). Future improvements could consider greater attention to influencing social norms, and additional modules for older children (e.g. JSS and SSS). As for all behaviour change campaigns and programs, the implementation with teachers will encounter unplanned challenges, and so careful training, monitoring and support will be critical in teachers' and schools' abilities to overcome these.

The management of the program, including stakeholder engagement processes, could be strengthened with greater in-country communication, documentation, coordination and monitoring. Improving the capacity for end-line monitoring will be critical to ensuring the outcomes of the Activity are captured, and successful strategies documented so they can be carried forward to future programs. Future programs could consider the suitability of long-term impact indicators to programs less than 5 years in duration, and instead consider monitoring alternatives such as critical determinants that lead to the desired impacts.

Overall the Activity has demonstrated great success in building interest and commitment amongst the Government of Kiribati, schools and school communities, in improving the WASH situation of school communities. Minor improvements to the implementation of toolkits and training will further improve the effectiveness and value for money of the program. Some improvements to project management and monitoring will improve the efficiency of the program, and ensure the successes are captured to inform future programs.



Table 12 - Recommendations relating to completion of the existing Activity, organised by aspect of the Activity

Aspect of Activity	Recommendations for remainder of the Activity	Report section supporting recommendation
Project Management	1. Strengthen in-country program management. This is more beneficial at the country level (rather than outside country) because of the high need for regular communication between multiple partners and visits to program activities/locations/partners. Specific recommendations include:	3. Efficiency
	<ul style="list-style-type: none"> · Maintain current and accurate documents describing activities and roles, including renegotiating performance indicators, given the importance of having documentation that describes current roles and plans for all stakeholders. 	
	<ul style="list-style-type: none"> · Improve risk management through monitoring of expected and unexpected risks – such as through regular visits to target communities/schools 	
	1. Improve coordination amongst the multiple partners	6. Lessons learnt
	2. Review timetables for remaining activities, and where possible, allow for greater time for key tasks to ensure they can be achieved.	6. Lessons learnt
Stakeholder Engagement	4. Ensure regular KWIS team meetings which include an agenda item to reflect on progress and challenges and identify lessons and recommendations for improvements	6. Lessons learnt
Stakeholder Engagement	8. Once the post-KWIS plans are known, hold a workshop with all school stakeholders (school communities, SIP committees, principals, teachers) to explain what happens after the Activity ends, what is expected and to understand and manage their expectations.	5. Sustainability
Capacity of Partners	5. Discuss with MoE and MoHMS their realistic capacity to offer training to schools in the WASH Education Toolkit, and if relevant the Technical Toolkit. If necessary, consider recruiting additional staff to ensure adequate capacity to properly deliver training.	2. Effectiveness
	1. Reassess government capacity to implement their remaining tasks in this Activity, as well as to prepare for either the transition to a subsequent KWIS Activity, or the exit of KWIS, and develop appropriate plans in response.	5. Sustainability

Aspect of Activity	Recommendations for remainder of the Activity	Report section supporting recommendation
	3. Continue to leverage the commitment and ownership of principals, teachers and communities, supplementing this additional training, not only in the use of the toolkits, but other general skills relevant to WASH and project management as identified by these groups.	6. Lessons learnt
Community Engagement & Capacity	1. Better leverage community interest with technical support, training and more frequent visits	2. Effectiveness
	5. Assess women's roles and participation in School WASH Committees. Consider whether this could be encouraged by inclusion of men in the implementation team, which is currently dominated by women, because may have greater impact in influencing the men on WASH committees to include women more.	5. Sustainability
	1. Continue engagement with communities, both directly and through the IEC, to ensure the program responds, if appropriate, to planned and unplanned changes in local priorities or situation.	1. Relevance
Education Toolkit	3. Consider ensuring the WASH Education Toolkit has strategies to improve the social norms amongst children, relating to handwashing at critical times (social norms are the behaviours children expect others to do, and the behaviours they think others expect of them. These can be promoted using social marketing strategies and emotional triggers).	2. Effectiveness
	3. Improve value for money by improving uptake of the WASH Education Toolkit by distributing this resource to schools and providing sufficient training to teachers and school staff, in all the schools.	3. Efficiency
Technical Toolkit	3. Improve value for money improving the uptake of the technical toolkit in existing and new schools by completing adaptations to technical guidance documents to ensure they can be used by school communities and providing sufficient training on use of the technical information	3. Efficiency
	4. Distribute Menu of Options and train school communities in how to use it to select appropriate latrines. Monitor whether adequate consideration of environmental impacts (especially contamination of local groundwater and use of scarce water resources) is being made, and if not, consider adding dedicate capacity building focused on understanding environmental impacts.	5. Sustainability
Infrastructure	2. Invest in JSS (and possibly SSS) school WASH infrastructure, given that they are less likely to have equal community support and engagement as the primary schools do.	2. Effectiveness

Aspect of Activity	Recommendations for remainder of the Activity	Report section supporting recommendation
	3. Improve value for money by improving the quality of latrines constructed including reducing the environmental health risks, specifically by improving the technical capacity of communities	3. Efficiency
	2. Review ratios of toilets and handwashing facilities to students, to support changed WASH behaviours becoming sustained practices.	5. Sustainability
	3. Remedy toilets that pose environmental risk or ensure adequate signage of water wells that contain water which is potentially dangerous for human consumption without appropriate treatment.	5. Sustainability
	6. Make improvements to the WASH facilities to ensure improved behaviours can be sustained, in particular, ensure privacy for children, safe disposal of used sanitary material, and availability of water and soap for handwashing and menstrual hygiene management. Consider whether offering financial assistance might improve these outcomes. .	5. Sustainability
	7. Make improvements to WASH facilities to ensure they are disability-inclusive, for example, assess the need for ramps, space around latrines (inside latrine cubicles).	5. Sustainability
Monitoring	6. Strengthen end-of-program monitoring– improve recording and storage of monitoring data, including methodologies used. Explore with MFAT whether any improvements to specific measures within the Results Framework can be accommodated, and if yes, ensure measures adequately represent the linked target (e.g. improve the measures of ODF in schools; measures of handwashing behaviours of students and community members). When assessing health and education long-term outcomes, ensure review of temporal and spatial trends, rather than assessing single year data points.	2. Effectiveness 3. Efficiency
Replication & Scale-Up	4. Ensure there are specific replication strategies for each target group (for PS, JSS and SSS), given that the program approach is somewhat different in all of them.	2. Effectiveness

Table 13 - Recommendations relating to future programs

Aspect of Activity	Recommendation for future programs	Report section supporting recommendation
Project Management	2. Ensure design as set out in ADD is followed, and any deviation is documented.	1. Relevance
	6. If there is need to adapt monitoring plans or any of the ADD components, communicate and renegotiate with the donor as appropriate and early on in the implementation phase.	2. Effectiveness
	2. Ensure current documentation of program, and renegotiate changes to activities and associated monitoring with donors and partners as needed	3. Efficiency
Stakeholder Engagement	1. Ensure strong in-country program management and stakeholder engagement from early in the program, preferably starting during the design phase. This should ensure both strong processes and sufficient capacity to properly implement engagement processes.	3. Efficiency
	1. Build upon existing strategies to engage with local stakeholders during proposal phases, as these appear to have been effective in designing a program with relevance to local stakeholders and needs.	1. Relevance
Capacity of Partners	3. As necessary, and if appropriate, hire external personnel to complement MoE team working on KWIS.	6. Lessons learnt
	6. Strengthen or find additional mechanisms to communicate with and support remote outer islands	6. Lessons learnt
	2. Consider offering formal training to government officials about water risk management, sanitation and hygiene promotion, project management and leadership, to build the foundational knowledge and capacity of government; this may further improve government commitment to sustaining program outcomes.	5. Sustainability
	4a. Hold knowledge exchange activities and events for KWIS team members, especially FMU, MoE and MoHMS staff to learn about different technologies available and about the current approaches to WASH in other parts of the Pacific.	6. Lessons learnt
Community Engagement & Capacity	3. Consider whether similar, but appropriately-targeted, training can be offered to school teachers and community members, further supporting ownership and sustained program outcomes.	5. Sustainability
	4b. Hold learning exchange events, school-to-school twining or mentoring from pilot to scale-up schools, to share the lessons learnt from the perspective of different actors: IECs, school principals, teachers, SIP committees, and WASH Clubs/students.	6. Lessons learnt
Design	1. Conduct a targeted situation analysis and/or formative research to ensure that the situation, context and risks are well understood before detailed design of tasks within the Activity.	6. Lessons learnt

	4. In alignment with UNICEF's C4D strategy, consider developing behaviour change strategies to improve the uptake of water-wise latrines (to complement the educational strategies currently in the Menu of Options).	5. Sustainability
Toolkits and other resources	1. Improve usability of toolkits with better engagement of end-users in initial design of toolkit structure and communication format.	2. Effectiveness
	2. Consider complementing the Educational Toolkit, and the Technical Toolkit, with Training-of-trainers manuals. Providing specific guidance in how to train others in the use of these toolkits can significantly improve the effectiveness of subsequent trainings.	2. Effectiveness
	3. Consider fewer training-of-trainer steps before teachers receive training in the Education toolkit, and before communities receive training in the Menu of Options. More direct training by qualified trainers will improve the capacity outcomes, supporting sustained WASH outcomes	2. Effectiveness
Monitoring	5. Develop detailed monitoring plan and tools that align well with program implementation, outcomes and impacts. Carefully select measures that adequately represent the targets. For example, for the medium and short-term outcomes of ODF in school communities, and handwashing behaviours of students and community members, use measures that directly quantify these behaviours (e.g. structured observations) or accepted proxies (e.g. combining facilities function and availability with reported practices). For long-term outcomes, such as health and education impacts, current best practice at the time of program development should be reviewed regarding the most useful indicators, particularly given the changing knowledge-based relating to causal links between WASH and health and education outcomes, such as stunting, cognitive capabilities etc. In addition, indicators need to be verified as Level 4 indicators in UNICEF MORES language, and temporal trends should be analysed rather than annual data points. Finally, improve recording and storage of monitoring data, including methodologies used, and conduct appropriate baseline assessment of all indicators.	2. Effectiveness
	3. Strengthen monitoring capabilities of UNICEF and partner staff, with a detailed monitoring plan, tools and training.	3. Efficiency
	4. Focus some monitoring (key performance indicators, tools and activities) on quality of outcomes of the program, assessing whether activities as delivered are likely to lead to the anticipated outcomes	3. Efficiency
	1. Review Results Framework (including Results Measurement Table and monitoring and evaluation plan) to ensure:	4. Impact
	a. measures of impact (long term outcomes) are attributable, or partially-attributable to the activities; this typically means the causal relationship between the indicator and the activity is well-established and the time lag to see change is not so long that other factors or activities confound the attribution.	
b. measures of impact are appropriate to the duration of the Activity, that is, select indicators that are likely to respond/change within the duration of the program		

	c. for programs less than 5 years, consider not measuring end impacts but rather the key determinants such as changed practices (i.e. behaviours), knowledge and attitudes.	
Replication & Scale-Up	4. Need to consider how to deliver sufficient training/support for additional further island school communities.	2. Effectiveness
	1. Seek to leverage government's current interest and commitment to the Activity, to begin planning for future programs.	5. Sustainability

Appendices

1. List of Activity documents reviewed

Category	No	Document title	Document date	Shared with IWC by	Received on
Background information	1	Field Guide: The Three Star Approach for WASH in Schools	Aug 2013	UNICEF Pacific	9 Aug 2017
	2	3-Star Concept Training Workshop Report	Aug 2014	UNICEF Pacific	9 Aug 2017
	3	Annex Xb Case Study Kiribati: 2nd Review of CLTS in East Asia and the Pacific Region	Sept 2016	UNICEF Pacific	9 Aug 2017
	4	Gender Action Plan for UNICEF WASH Programme in Kiribati	Jul 2014	UNICEF Pacific	9 Aug 2017
	5	Gender and WASH Checklist for Kiribati	Jun 2014	UNICEF Pacific	9 Aug 2017
	6	Guidelines on Gender Sensitivity Training for Community WASH Stakeholders in Kiribati	Jul 2014	UNICEF Pacific	9 Aug 2017
	7	Kiribati Water and Sanitation Sector Situational Analysis and Needs Assessment	Jul 2015	UNICEF Pacific	9 Aug 2017
	8	KIRIWATSAN Phase I Final Report	Oct 2016	UNICEF Pacific	9 Aug 2017
	9	Rainwater Harvesting Management Training Manual (Draft)	Mar 2016	UNICEF Pacific	9 Aug 2017
Enabling Environment	10	Kiribati Summary of Policies and Opportunities	Nov 2016	UNICEF Pacific	9 Aug 2017
	11	Kiribati WASH Policy Framework Review	Nov 2016	UNICEF Pacific	9 Aug 2017
	12	National Sanitation Policy Kiribati	Mar 2010	UNICEF Pacific	9 Aug 2017
	13	WASH in Schools Policy Draft	Nov 2015	UNICEF KFO	23 Aug 2017
Monitoring data and documentation	14	Annex 1 KAP Schedule and Plans	Jul 2015	UNICEF Pacific	9 Aug 2017
	15	Annex 2 FGD Reports Ueen Nooto	Jul 2015	UNICEF Pacific	9 Aug 2017
	16	Annex 3 FGD Reports War Memorial	July 2015	UNICEF Pacific	9 Aug 2017
	17	Annex 5 Curriculum Inventory	July 2015	UNICEF Pacific	9 Aug 2017
	18	Annex 6 Spot Check Report Bwaan ni Kana	July 2015	UNICEF Pacific	9 Aug 2017
	19	Annex 7 Spot Check Report Bikenibeu West	July 2015	UNICEF Pacific	9 Aug 2017
	20	Attendance by year and gender (2015-2017)	Aug 2017	UNICEF Pacific	23 Aug 2017
	21	Documentation of Improved WASH Practices in Selected Schools in North Tarawa	Aug 2017	UNICEF Pacific	13 Nov 2017
	22	Incidences of Diarrhoea and Dysentery by year and gender (2014-2016)	Aug 2017	UNICEF Pacific	23 Aug 2017
	23	Kiribati WASH January 2017	Jan 2017	UNICEF Pacific	31 Aug 2017

	24	KWIS 3 Star Dashboard Sep 17	Sept 2017	UNICEF KFO	26 Oct 2017
	25	KWIS Baseline Data for Maiana, North Tarawa, Abaiang and Marakei	Jan 2017	UNICEF Pacific	31 Aug 2017
	26	KWIS Result Dashboard and slide (M&E)	Aug 2017	UNICEF Pacific	9 Aug 2017
	27	KWIS Results Framework	Aug 2017	UNICEF Pacific	23 Aug 2017
	28	List of Schools with Star Rating and Functioning Facility Status	Aug 2017	UNICEF Pacific	31 Aug 2017
	29	MHM Assessment Report	Jul 2017	UNICEF Pacific	9 Aug 2017
	30	ODF North Tarawa Report: From Beach to Toilet	Aug 2017	UNICEF KFO	12 Oct 2017
	31	ODF Questionnaire Abaiang Sunrise PS	Aug 2017	UNICEF KFO	12 Oct 2017
	32	ODF Questionnaire NT - Nangintokato PS, Nun Teweia PS, Raweaitina PS	Aug 2017	UNICEF KFO	12 Oct 2017
	33	Status of WASH Facilities	Aug 2017	UNICEF NZ	13 Nov 2017
Outputs	34	Health Promotion Public Service Announcement via BPA radio Oct 2017	Sept 2017	UNICEF KFO	12 Oct 2017
	35	KWINS National Scale-up Strategy Draft	Sept 2017	UNICEF Pacific	13 Nov 2017
	36	KWIS Initial Bottleneck Analysis 2015	Mar 2015	UNICEF KFO	12 Oct 2017
	37	KWIS Knowledge, Attitude & Practices (KAP) Survey Report	Oct 2015	UNICEF Pacific	9 Aug 2017
	38	KWIS Orientation Presentation	Mar 2017	UNICEF KFO	23 Aug 2017
	39	Study Proposal: Menstrual Hygiene Management in Kiribati	Sept 2017	UNICEF KFO	12 Oct 2017
	40	WASH Behaviour Change Approach Through Soap Opera	Aug 2017	UNICEF KFO	12 Oct 2017
	41	WASH Communication for Development Strategy 2017-2022	Oct 2017	UNICEF KFO	12 Oct 2017
	42	WASH Education Toolkit: teacher's notes - year 1-2	Jul 2017	UNICEF Pacific	9 Aug 2017
	43	WASH Education Toolkit: teacher's notes - year 3-4	Jul 2017	UNICEF Pacific	9 Aug 2017
	44	WASH Education Toolkit: teacher's notes - year 5-6	Jul 2017	UNICEF Pacific	9 Aug 2017
	45	WASH Education Toolkit: Germs Factsheet	Jul 2017	UNICEF Pacific	9 Aug 2017
	46	WASH Education Toolkit: Personal Hygiene Practices Factsheet	Jul 2017	UNICEF Pacific	9 Aug 2017
	47	WASH Education Toolkit: Water Factsheet	Jul 2017	UNICEF Pacific	9 Aug 2017
	48	WASH in Schools Module 1 Facilitator Guide (Kiribati Teachers College)	Oct 2016	UNICEF KFO	15 Nov 2017
	49	WASH Technical Toolkit for Kiribati Schools: Menu of Options Guide	Aug 2016	UNICEF Pacific	9 Aug 2017
	50	WASH Technical Toolkit for Kiribati Schools: Sanitary Survey Checklist	Aug 2016	UNICEF Pacific	9 Aug 2017
	51	WASH Technical Toolkit for Kiribati Schools: WASH Safety Planning Framework	Nov 2015	UNICEF Pacific	9 Aug 2017
	52	KWIS Activity Design Document	Sept 2014	UNICEF KFO	8 May 2017
	53	KWIS Costed Budget for Extension	Oct 2017	UNICEF Pacific	13 Nov 2017

Program management documentation	54	KWIS Financial Report 2017	Mar 2017	UNICEF NZ	13 Nov 2017
	55	KWIS Partnerships Fund - Activity Progress Report (1)	Mar 2016	UNICEF NZ	13 Nov 2017
	56	KWIS Partnerships Fund - Activity Progress Report (2)	Mar 2017	UNICEF Pacific	7 Aug 2017
	57	KWIS Signed Funding Arrangement	Dec 2014	UNICEF Pacific	7 Aug 2017
	58	KWIS Trip Report September 2017 (ESR)	Sept 2017	UNICEF NZ	13 Nov 2017
	59	KWIS Year 3 Activity Report (ESR)	Oct 2017	UNICEF Pacific	13 Nov 2017
	60	LLEE Kiribati PCA Amendment 1	<i>Not dated</i>	UNICEF KFO	23 Oct 2017
	61	LLEE Kiribati PCA Program doc	Nov 2016	UNICEF KFO	23 Oct 2017
	62	LLEE KWIS Annual Report 2016	Sept 2016	LLEE Kiribati	14 Nov 2017
	63	LLEE Meetings and workshops - Participants Lists	Jun 2016 - Mar 2017	LLEE Kiribati	19 Nov 2017
	64	LLEE Water, Sanitation and Hygiene Report 2017	Nov 2017	LLEE Kiribati	13 Nov 2017
	65	MoE KWIS Workplan 2017	Apr 2017	UNICEF KFO	23 Aug 2017
	66	MoE-UNICEF 2016-2017 Workplan	Feb 2016	UNICEF KFO	12 Oct 2017
	67	Signed PCA LLEE Kiribati	Mar 2015	UNICEF KFO	23 Oct 2017

2. Key informant interviews – list of participants

	Interviewee name	Organisation	Role
1	Cromwell Bacareza	UNICEF Kiribati Field Office	Chief of Kiribati Field Office
2	Brucetta Toatu	UNICEF Kiribati Field Office	WASH in Schools Consultant
3	Maria Carmelita Francois	UNICEF Pacific	WASH Specialist
4	Rosemary Fenton	UNICEF NZ	International Development Manager
5	Hamish Lindsay	UNICEF NZ	Programme Coordinator
6	Bibiana Bureimoa	LLEE Kiribati	WASH in Schools Officer
7	Christian Nielsen	LLEE International	Executive Director
8	Jan Gregor	ESR	Science Leader
9	Bronwyn Humphries	ESR	Groundwater Scientist
10	Kirsty Burnett	Solomon Leonard	Associate
11	Cooper Schumann	New Zealand Ministry of Foreign Affairs & Trade	Development Officer, Partnerships and Funds
12	Rachel McCarthy	New Zealand Ministry of Foreign Affairs & Trade	Development Officer-Pacific and Development Group
13	Felicity Kaiuea	Kiribati Ministry of Education	Acting Secretary of Education
14	Ruta Tekeraoi	Kiribati Ministry of Education	Director of Education
15	Reetina Katokita	Kiribati Ministry of Education	Director - Policy, Planning & Development Unit
16	Birate Taati	Kiribati Ministry of Education	Abaiang Island Education Coordinator
17	Teitibwebwe Rotitaake	Kiribati Ministry of Education	Facilities Management Unit
18	Aboro Henry	Kiribati Ministry of Health and Medical Services	Health Promotion Officer
19	Temanrube Raurenti	Naibunaki Primary School	Head Teacher
20	Bwenatetaake Taatake	Sunrise Primary School	Head Teacher
21	Tarietaake Reebo	Taiwan Primary School	Head Teacher
22	Ueneti Bakineti	Nikierere Primary School	Head Teacher
23	Raatita Tekabu	Ueen Abaiang JSS	Principal
24	Rereintaake Moa	Aontena JSS	Principal

3. Data summaries

3.1 Parents' FGDs answers

Question	Common answers	Different answers
1. What are your roles within the school committee? What sort of activities do you do?	All participants report to have built all the WASH facilities in the schools, from toilets, to handwashing stations, digging of wells and installation of rainwater tanks, including the plumbing systems. They have provided free labour and sourced the necessary construction materials by themselves, with the support of the community.	Some participants also donated soap, toilet paper and bottles for drinking water. Other participants report building other infrastructures apart from the WASH facilities, such as the school's maneaba, library, walkways, round houses and fencing of the school compound.
2. What motivates you to do all this?	Parents report doing these activities for their children, to provide them with a learning-conducive environment, so they attend school feeling comfortable in a tidy and clean place, and for their good health.	N/A
3. Would you say this is an active committee?	All participants reported that their committees are very active.	N/A
4. What changes, relating to WASH have you noticed since the WASH program started in this school, in relation to:		
4a. WASH knowledge & skills?	a). WASH knowledge and skills: Children now know how to use the toilet, and wash their hands, and why it is important to do so. When they go home, they are sharing this information with parents.	a). N/A
4b. WASH practices?	b). WASH practices: Parents from all the schools report seeing improvements in the children's WASH behaviours, highlighting handwashing. Parents agreed that practice OD has decreased (although to different degrees of toilet usage adoption).	b). WASH practices: In some cases, parents report that the children only use the toilet, and do not practice OD, but in some other cases they report that children still use the beach and bushes, although they have observed this practice has decreased.
4c. Health and education?	c). Health and education: Changes referring to education and health had to be prompted in almost all cases. All parents report improved school attendance, stating the children are now keener to go to school, and with parents in both of the JSS saying that the students stay until the end of the school day and don't leave school early.	c). N/A

Question	Common answers	Different answers
	<p>Health improvements were also reported in all the schools, with parents saying they have noticed decrease in diarrhoea, flu, conjunctivitis and stomach ache. They also reported children are less vulnerable to catching diseases and to outbreaks due to good hygiene practices and boiling water.</p>	
<p>4d. Unexpected or unplanned changes?</p>	<p>d). <u>Unplanned changes:</u> Most parents could not identify unplanned outcomes.</p>	<p>d). <u>Unplanned changes:</u> In one of the schools, parents reported not liking their children putting makeup on (which is promoted in schools as part of personal hygiene and looking after their appearance, with eyeliner pencils, eye shadows and nail polish kept in the "WASH/health corner" in some classrooms.</p> <p>In another school, parents reported not expecting to see such a big transformation in the school through the WASH program - the school now looks nice and tidy - it has been beautified beyond having toilets and taps.</p>
<p>4e. Negative changes?</p>	<p>e). <u>Negative changes:</u> Participants report there have not been any negative changes.</p>	<p>e). N/A</p>
<p>5. What do you think has led to achieving these positive changes in the school?</p>	<p>All respondents agree that the community support is what made all these changes possible, since the community members supported the schools with free labour, cash contributions and materials, without expecting anything in exchange.</p>	<p>Additional external support (from outside of the community) was mentioned in 3 of the schools, which included reference to UNICEF's initiative to start the program and donation of WASH kits (soap and menstrual pads) and the support from the IEC.</p> <p>The school competition (promoted by the IEC) was mentioned in one of the schools as a contributing factor for achieving these changes.</p>

Question	Common answers	Different answers
<p>6. Have you been to any training about water, hygiene and sanitation? Who led those meetings? What was covered/discussed?</p>	<p>All of the parents reported not having participated or received training in construction or O&M of WASH facilities.</p> <p>At least one parent in each of the PS, all of which were male except for one female, has attended a meeting/workshop about WASH (although some of them were not through the KWIS program, but through KIRIWATSAN, Ministry of Construction and Sustainable Energy, and Kiribati Family Health). From both JSS, only 1 parent recalled attending a meeting about WASH, ran by UNICEF.</p> <p>All parents expressed a strong desire to be trained in construction and O&M of WASH facilities, the importance of WASH, and parents' roles and responsibilities.</p>	<p>Answers to this question varied greatly depending on the school, and the type of school (PS vs JSS). Parents from PS had higher involvement and participation in workshops/trainings/ meetings, while almost none of the parents from the JSS had attended one.</p> <p>In two PS it was reported that the SIP Committees are new, or have new members, so members either have not received training or knowledge was not transferred onto new members.</p> <p>In Ueen Abaiang JSS, participants expressed need to train parents directly (instead of through teachers, as they report it has been promoted). In Aontena JSS, participants expressed that more parents need to be invited to meetings, as it was reported that only three parents were selected to participate in an island-level meeting about WASH.</p>
<p>7. Where did you get the knowledge and skills to build the facilities?</p>	<p>The community already had the necessary knowledge and skills to build the facilities. They just collaborated amongst themselves. They acquired this knowledge prior to the KWIS program.</p>	<p>N/A</p>
<p>8. Why hadn't the toilets and facilities been built before the program, if they already had the skills and knowledge?</p>	<p>The KWIS program acted as a catalyser and a trigger to motivate the community members to do this work in the schools. They needed to be encouraged and to learn about the importance of having WASH facilities in the schools.</p>	<p>N/A</p>
<p>9. Have you had the opportunity to share your expertise with your community? How?</p>	<p>Almost all respondents who reported attending a meeting or participating in training about WASH reported they had also shared their knowledge with the community.</p>	<p>Only one respondent (Taiwan PS) reported not sharing her knowledge with the community. Incidentally, she had been the only female respondent to have reported being involved in any meeting about WASH.</p>

Question	Common answers	Different answers
<p>10. Were you involved in selecting the WASH facilities that were installed in this school? In what way(s)?</p>	<p>All parents reported being involved in selecting the WASH facilities installed, since they built them themselves.</p>	<p>Respondents in one school (Taiwan PS) reported that the facilities were built in line with guidelines and codes from the MoE and the Ministry of Infrastructure.</p>
<p>11. Do you think the school WASH facilities will be properly looked after, after the KWIS program ends? Why?</p>	<p>All parents reported that they themselves will look after the WASH facilities, since it was their work and they feel committed and responsible to maintain and repair them as needed, for the health of the children, by providing funding and labour (as they have already done).</p>	<p>Additionally, some respondents mentioned that they are planning on continuing raising funds, and asking the government for financial assistance to build more infrastructure in the school and for O&M.</p>
<p>12. What is the status of the facilities in the community? Do most households have toilets and HW facilities? And water and soap? Do you think this has been influenced by this program?</p>	<p>Parents in all the schools reported that most households have built toilets, and some have also built handwashing facilities (although most still haven't).</p> <p>Reported presence of soap varies, as does the reported practice of handwashing at the household level, however all respondents agree that HWWS at home has improved compared to what it was like before the start of the KWIS program.</p> <p>All respondents believe that the KWIS program has influenced the status of WASH facilities in the communities.</p>	<p>Presence of toilets and handwashing facilities varies depending on the village/community and islands: In all the schools in Abaiang, parents reported that most households have toilets because it has been enforced by the island council, through the establishment of a bylaw and penalty of \$150 AUD for practicing OD and households without toilets or construction materials for building toilets. In both schools in Marakei, parents did not report there being a similar bylaw, but that households without toilets would either use a relative's toilet or practice OD.</p> <p>Parents at Naibunaki PS reported that shortage of soap is a challenge.</p>
<p>13. Do you think this program was aligned with the school's and the community's priorities? Why or why not?</p>	<p>All respondents agree that this program was aligned with their respective communities' priorities of health and wellbeing.</p>	<p>Parents at Ueen Abaiang JSS reported that access to water should be even more of a priority because sometimes children leave school early because of a shortage of water. They have received several water tanks, but parents reported that they haven't been installed yet.</p>

Question	Common answers	Different answers
14. Are there any other issues that would have been more important to address instead?	Generally, there was consensus that WASH is a priority and no other issues would have been more important to address instead.	Naibunaki PS parents mentioned two other issues that would be important to address, which are: - The preservation of traditional customs, such as mat-weaving, should also be important because they feel the practice is disappearing. - Access to IT for the schools
15. If you were running a program like this in a school that hasn't heard about the WASH program, what would be the most important activities and things to think about?	<p>Parents in all the schools agreed that the most important and first step to running a successful WASH program is to inform the community about the program approach and what are the program's benefits, as this will lead to better community support and engagement.</p> <p>Fundraising for construction materials was also an important factor, highlighted by all respondents. Potential identified donors were: government, community members and UNICEF.</p> <p>Parents in all the schools suggested that they would like to share their experiences with any new schools that join the program.</p>	<p>Some parents referred to the type of materials selected for the construction of WASH facilities (and classrooms), reporting that permanent materials are preferred and desired, especially for rainwater harvesting.</p> <p>Holding regular meetings with different stakeholders to discuss roles and responsibilities in the program.</p> <p>Frequent trainings with teachers, all parents (not a selected few) and students was mentioned in two schools.</p> <p>Maintenance of WASH facilities installed was mentioned in two schools.</p>
16. Were there any barriers or challenges?	Most parents reported that funds and availability of materials were the main challenge. They had to wait a long time to have the materials ready to continue construction, and this was overcome by organising fundraising activities in the community.	
17. Is there anything else you think we should know?	<p>The parents' perception of the WASH program is very positive, and they want it to continue running in the schools.</p> <p>There seems to be a lack of clarity about what will happen once the program ends.</p>	<p>Parents in Ueen Abaiang JSS mentioned that motivation and encouragement should be ongoing, and that they want to be involved in the trainings with the teachers so that they can work as a team.</p> <p>Parents in Aontena JSS want to know if there is assistance available to build permanent toilets in the schools.</p>

3.2 Teachers' FGD answers

Question	Common answers	Different answers
1. What changes have you noticed since the WASH program started in your school?	<p>The most common answer (and every respondents' first answer) is that the students now know how to wash their hands. Second to that, is that most students now use the toilets at school instead of using the beach for defecation. Changes at the household level have also been observed, with children teaching their parents about improved hygiene practices. At the community level, there have been changes in attitudes, more support and collaboration to improving WASH in the school and supporting the children's learning environment for better health outcomes.</p>	<p>A change that has happened in all the schools and has had a great impact on the schools' WASH improvements, but that very few teachers mentioned, was the establishment of the school WASH Clubs, School Improvement Planning Committees and development of School WASH Improvement Plans.</p> <p>A change observed in Aontena JSS is that since having toilets in the school, students now remain in school longer, since teachers reported that before toilets, students would spend up to an hour out in the bush going to the toilet, missing class time.</p>
2. Do you think that through this WASH program you, the students and the wider community have more knowledge and skills to improve WASH practices and maintain WASH facilities? Can you give some examples?	<p>All teachers reported improved knowledge and skills of students, teachers and wider community. Teachers also report that although students had a good knowledge base, through the Healthy Living curriculum, they were not practising handwashing and other hygiene behaviours (like toothbrushing) regularly. The KWIS program has helped to reinforce the importance of behaviour change through group activities for regular handwashing and toothbrushing, and through the construction of WASH facilities in the schools.</p>	<p>A teacher reported that she has improved WASH practices too, highlighting the impact the KWIS program has had on her: <i>"Before [the KWIS program] we were not keen on washing hands before eating, washing hands after using the toilet - we didn't do that. But now, as the program goes on, we are practicing at home and teaching it in school [...] I don't know why we didn't do it before - I think we were just lazy and we needed to be reminded. But now we are keen to do it and used to it."</i></p>
3. Do you think that through this WASH program your school's and the community's health has improved?	<p>All teachers concurred in having observed an increase in the students' health. Anecdotal references were made to decrease in diarrhoea, vomiting and skin sores, and in general children looking much healthier, cleaner and hygienic.</p>	<p>N/A</p>
3a. How do you think the program influenced this?	<p>Most teachers agreed that the health improvements observed have been influenced by the KWIS program.</p>	<p>Teachers at Nikierere PS reported to not be sure of the direct impact of the Activity on the children's health but reported being sure that it will help improve the children's health in the long term.</p>
3b. Do you think that these health improvements have led to education improvements?	<p>Teachers also believe that there have also been improvements to education, reporting that there has been a reduction in absenteeism, that they also go to school early, and are always eager to use the WASH kits and in some cases, the showers at school. Teachers reported that</p>	<p>N/A</p>

Question	Common answers	Different answers
	students are also more active and less sleepy in class, making for better class participation and attention	
4. During this program have you noticed other changes (good or bad) that you weren't expecting, or that weren't planned	N/A	Several unexpected changes were identified by teachers, like students now using water bottles instead of drinking water from their cupped hands, students using make-up and the rapid construction of some of the school infrastructure (like roundhouses and health corner cupboards) by the SIP committee.
5. Think about all the positive changes that you have mentioned, what do you think was important to achieve them in your school?	Common answers include health promotion lessons, regular practice of hygiene behaviours with students, teachers' commitment and motivation to raise funds and awareness in the community, and ultimately the communities' support in providing construction materials and free labour to build the facilities.	In Taiwan PS, teachers reported that the community support has decreased, and that the construction of the WASH facilities has posed a burden because they need to motivate and convince community members to engage with the school. Some teachers also mentioned the external support received from the IECs and UNICEF.
6. Now think about the negative changes, what caused them?	No negative changes identified.	N/A
7. What do you do to improve awareness about good sanitation and hygiene practices among the schoolchildren? How is hygiene promotion integrated within classrooms?	All teachers reported the using the curriculum, which includes lessons on personal hygiene, for both PS and JSS. Additionally, teachers reported developing their own activities like poem- and song-writing, story-telling and performance of dramas. Group activities were also mentioned, which are practiced in all the PS without exception. Teachers also referred to the health corners in the classrooms, which are implemented in all the schools assessed.	There are differences between the PS and the JSS, with the latter not having regularly established group activities like handwashing and toothbrushing, nor enough facilities to practice them.
8. As part of this WASH program, have you received any tools or teaching materials for teaching WASH in the classroom?	All the teachers reported not receiving teaching materials for teaching WASH to students. All teachers in both PS and JSS expressed a strong desire for books and materials to help them better develop WASH lessons and complement the lessons taught.	Some teachers reported receiving posters from UNICEF or KIRIWATSAN and others from the MoHMS, about boiling water before drinking. Other teachers reported receiving no posters or materials, in which case students have made their own posters for display in the school.
9. Do you have any suggestions to make the	Suggestions to make the WASH education materials easy to use and attractive include, having colourful pictures (for	Teachers in one school suggested that the materials include case studies or lessons learnt from other

Question	Common answers	Different answers
WASH education materials easy for you to use?	example, pictures of the steps for HWWS) and activities like dramas about health and personal hygiene.	places (for example Samoa), so they can learn how they have overcome WASH challenges, and how they use water and toilets.
10. Did you receive special training to teach the subjects and use the teaching materials?	All teachers reported not receiving training on how to teach WASH but expressing a strong desire to be trained in topics like hygiene and health promotion, water safety, sanitation and waste management and healthy living.	Some teachers reported attending an orientation workshop about WASH and how to build tippy taps (although they didn't consider that training). Other teachers reported that the school principal had attended some training and had relayed the information back to the teachers, but they would like to receive training directly.
11. Where do students go when they have to defecate?	<p>All teachers in all the schools reported that most students use the school toilets.</p> <p>Several teachers reported there was initial resistance and the challenge of behaviour change. One teacher said: <i>"At first the students didn't want to use the toilet, they only wanted to use the beach because that is what they were used to, but now they use the toilet"</i></p>	<p>Teachers at both JSS reported that although some students use the toilets, many still use the beach or occasionally, the teachers' toilets because there are not enough school toilets for all students.</p> <p>In Ueen Abaiang JSS teachers reported that some students don't use the toilet properly - they go in the toilet but defecate on the ground instead of in the toilet bowl/hole.</p>
12. Do students practice handwashing after using the toilet and before eating?	Teachers reported that most students wash their hands, however they emphasised that independent handwashing is uncommon, as they need to be frequently reminded to wash their hands. This coincided with the unstructured observations conducted as part of this review.	N/A
13. Have you noticed improved WASH practices in the school since the program started? And in the community?	The teachers reported having observed improved WASH practices both in the schools and the school communities. However, they report that in the communities the changes have been very slow, and there are still several households without toilets, and reported that most community members do not practice HWWS at home.	N/A
14. Who is responsible for maintaining the WASH facilities?	In all the schools the teachers reported that both teachers and students (generally the WASH Club) are responsible for maintaining the toilets clean, while the SIP committees are responsible for any repairs and further maintenance needed.	N/A

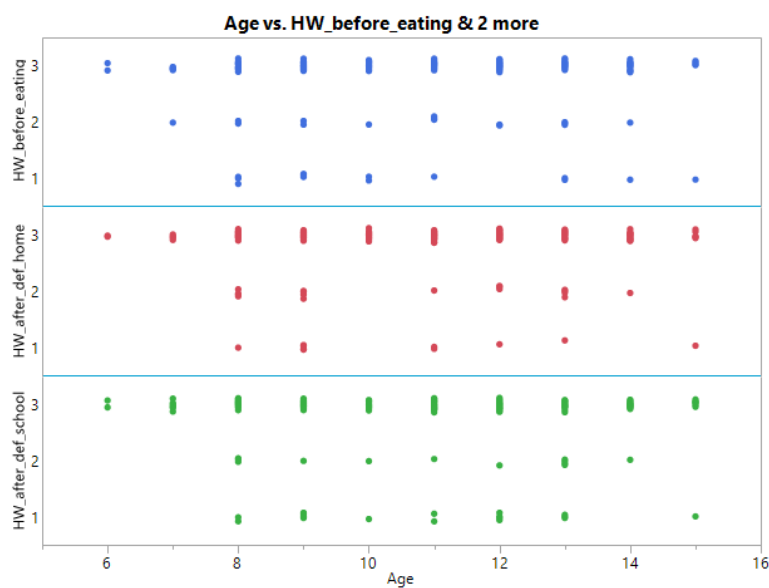
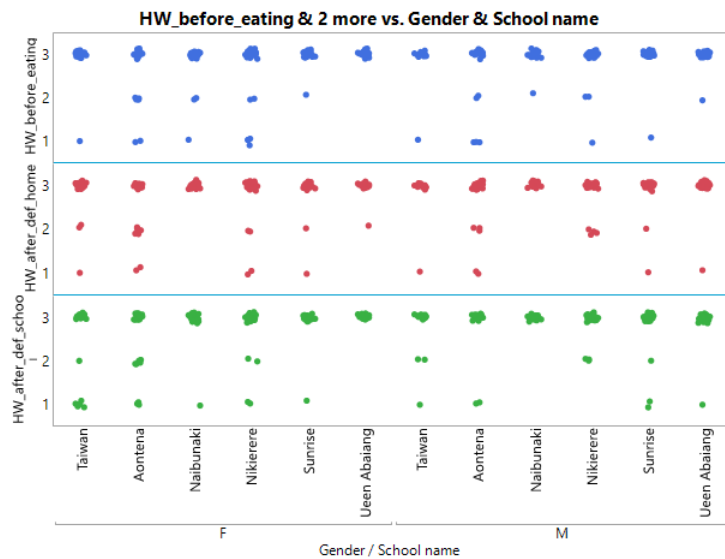
Question	Common answers	Different answers
15. Did you receive O&M training to help you maintain the facilities?	All the teachers consulted reported not receiving O&M training to maintain the facilities installed.	
16. If you were running a program to improve WASH in your school, what would be the most important activities and things to think about?	<p>Teachers highlighted the following as key activities for success:</p> <ul style="list-style-type: none"> - establishment of WASH Clubs (with regular reinforcing of roles and responsibilities) - group activities with students (i.e. group handwashing) - raising awareness with community members and ensuring that they understand the importance of having toilets and the health benefits for the children. This helps with community mobilisation and support for fundraising and construction of facilities - provide teaching materials for teachers so that they know what they should be teaching and to give them ideas of activities to do with the students 	Other teachers also added that seeking IEC and MoE financial support for the construction of WASH facilities should be done by schools.
17. Have you faced any barriers in implementing the KWIS program in your school?	<p>Teachers identified the following barriers:</p> <ul style="list-style-type: none"> - Finding skilled people in the community who were willing to do free labour in the installation of WASH facilities (including construction of toilets, installation of overhead water tanks and piping for handwashing stations). This was overcome by convincing them of the benefits for the children and the impact on their health. - financial constraints was a major barrier, and one that posed a burden for some teachers (having to complete additional work like fundraising or construction labour) 	In one of the schools the teachers expressed the need for more materials like gloves, posters, enough toothbrushes and toothpaste (which they reported was too expensive).
17. Is there anything else you think we should know, or that you would like to tell us about the program and WASH in this school?	<p>Teachers highlighted the need for guidebooks and training to teach WASH</p> <p>Finally, teachers took the opportunity to thank UNICEF for selecting their school to be part of the KWIS Activity, and highlighted they liked being part of the Activity and working towards improving WASH in their school.</p>	N/A

3.3 Student KAP survey responses

- Reported handwashing practices

Handwashing practice	HW before eating (n=350)	HW after defecating, at school (n=350)	HW after defecating, at home (n=346)
wash your hands with soap and water [3]	92%	91%	91%
wash your hands with water only [2]	4%	4%	6%
not wash your hands [1]	4%	5%	3%

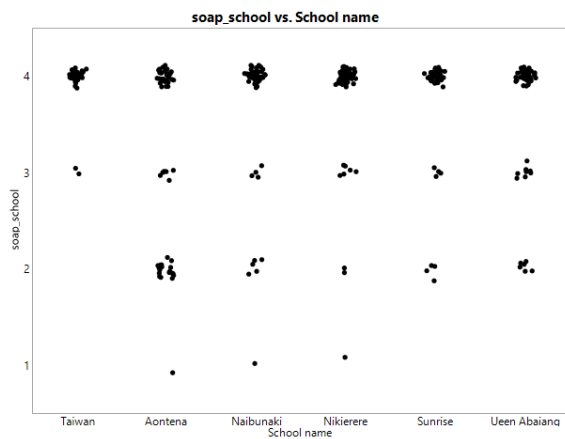
Importance of gender, school or age in reported handwashing practices (refer to answer codes in table above)



- **Reported soap availability**

% students reporting soap is available (n=344)

Always [4]	80%
most times [3]	9%
Sometimes [2]	10%
almost never [1]	1%



- **Reported reasons for washing hands with soap**

% students (Two answers allowed; n= 349 students)

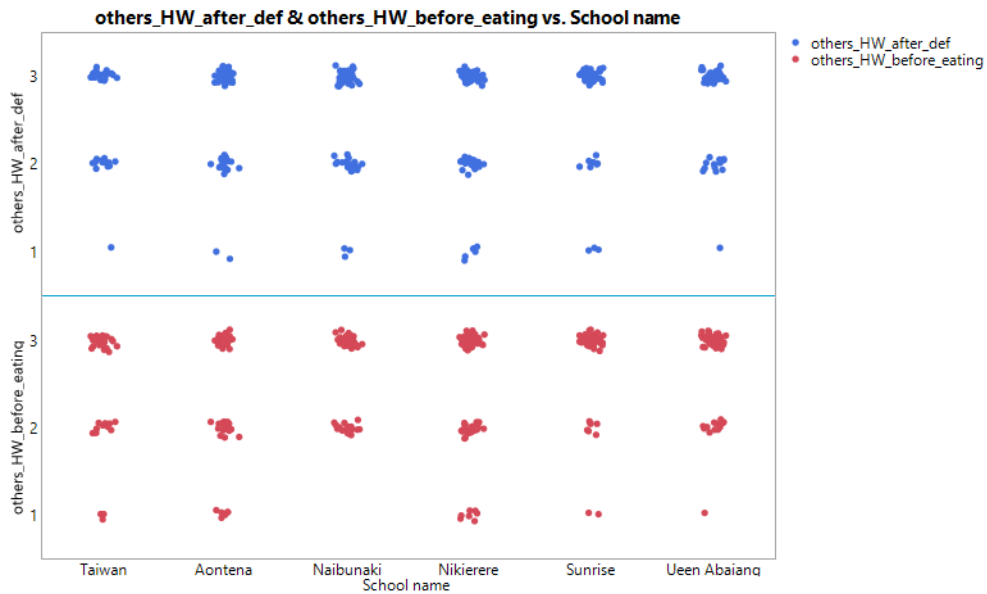
To feel comfortable	0%
Avoid/stop the spread of diseases	3%
Question answered, but not relevant	16%
Get rid of germs and dirt	47%
Being healthy and avoiding being sick	75%
To stay clean	9%
Preventing vomiting	1%
Preventing diarrhoea	9%



- Social norms relating to handwashing**

How many children in your class would wash their hands with soap [at critical times]	HWWS before eating (n=348)	HWWS after defecating (n=347)
almost all of them [3]	69%	68%
some of them [2]	26%	27%
almost none of them [1]	5%	5%

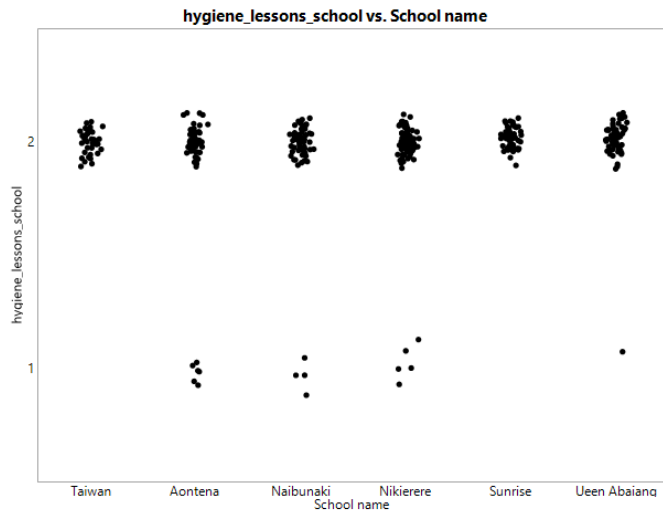
Split by schools (social norms could be location-specific)



- Hygiene lessons**

Students recalling hygiene lessons (n=351)	
Yes	95%
No	5%





- Hygiene messages recalled**

(n=338 students)	
Keep distance between water well and toilet	0%
Keep drinking water safe from dirt and germs	1%
Clean eating utensils	0%
To keep hygiene practices at home (including cleaning home)	1%
Take care of soap (use soap well)	0%
Take care of my appearance (clear hair and uniform)	2%
Clean classroom and school (including toilets)	2%
So I don't die	0%
To eat a balanced diet	1%
To practice hygiene so we are healthy and strong	5%
To avoid germs and dirt	3%
About how diseases spread	0%
To be clean to avoid diseases (including diarrhoea, vomiting and worms)	2%
Wash my hands and body with clean water and soap (and when to do it)	14%
Brush my teeth (and when to do it)	16%
Drink boiled water	3%
To use the toilet (and how to use it), and don't defecate on the beach/bush	9%
Cut fingernails short to avoid germs	1%
Question answered, but not relevant	3%

- Reported menstrual hygiene management options available at school**

% students (n=59 Junior school girls)	% students
Dispose of used menstruation materials discreetly at school	5%
Wash my body and hands with water and soap at school	25%
Have privacy in the girls' toilet at school	12%
Ask for help or assistance to a trusted friend or teacher	31%



But large school differences for some MHM tasks

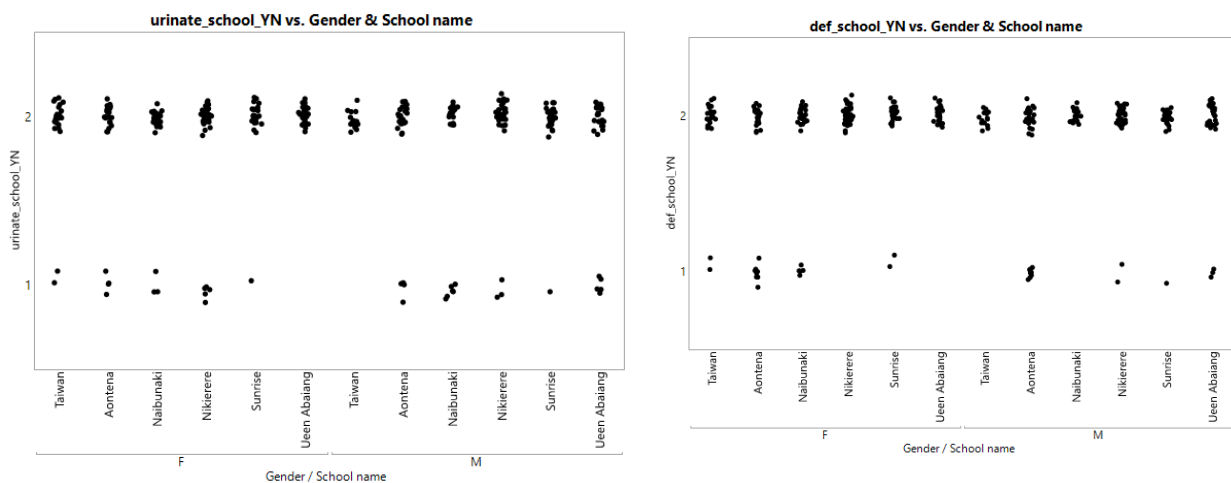
	Ueen Abaiang (n=29)	Aontena (n=30)
Dispose of used menstruation materials discreetly at school	21%	0%
Wash my body and hands with water and soap at school	34%	50%
Have privacy in the girls' toilet at school	21%	23%
Ask for help or assistance to a trusted friend or teacher	69%	67%

- Sanitation**

Reported use of school toilets

	Urination (n=348)	Defecation (n=342)	During menstruation (n=59 Junior school girls)
I'm happy to use the toilet at school	90%	90%	97%
I try not to use the toilet at school	10%	10%	3%

Split by gender and school (2-3 schools with zero no responses)

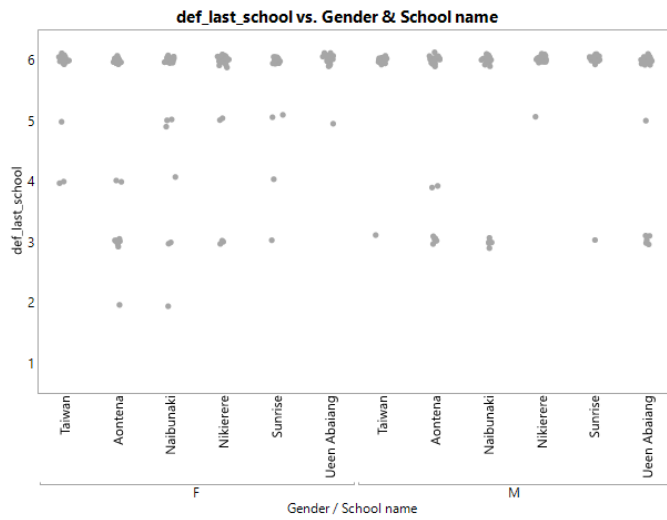


Last time needed to defecate at school (n=310)

go in the school toilet (6)	83%
go in the teacher's toilet (5)	4%
hold it until you got home (4)	3%
go outside in the beach, field or bushes at school (3)	10%
go outside in the beach or bushes at home (2)	1%
go in a plastic bag (1)	0%



Split by school and gender



Sanitation attitudes

Best place to defecate (n=348)

school toilet / home toilet	92%
bushes	3%
ocean/beach	5%

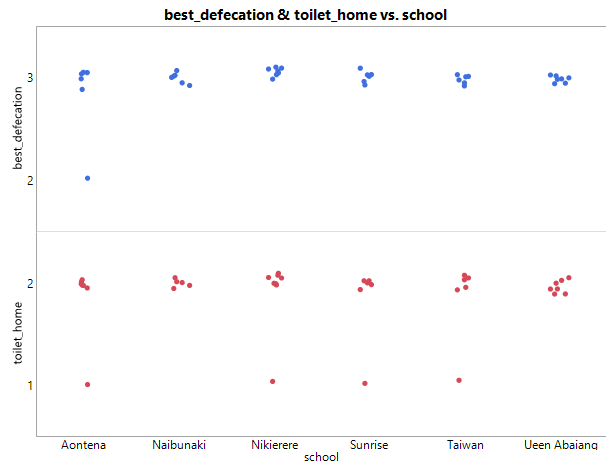


3.4 Parent KAP survey responses

- Sanitation

Best place to defecate: home toilet: 97% 1 response bush

90% have a toilet at home

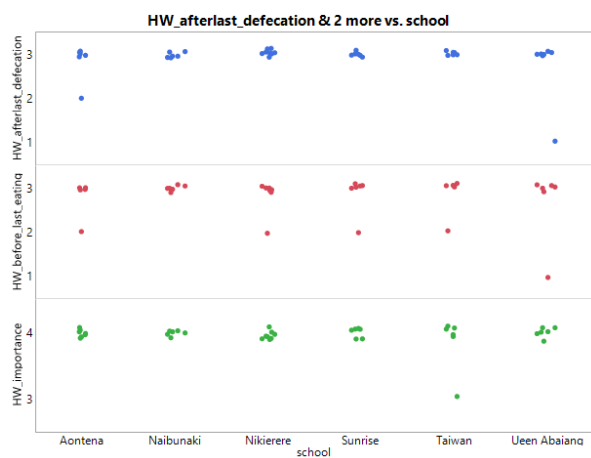


- Reported HW practice

Last wash hands	after defecating?	before eating?
Wash your hands with soap and water [3]	95%	86%
Wash your hands with water only [2]	3%	11%
Not wash your hands [1]	3%	3%

Reported HW practice, and importance of HWWS (4: very important, 3: important)

Soap availability, HW importance and recall hygiene information sessions (soap availability: 4: always available; 3: most times)



- **Reported times for washing hands with water and soap**

8	After defecating	75%
7	Before handling food: cooking / eating	68%
6	After handling food: cooking / eating	20%
5	Before feeding children	55%
4	After helping someone with defecation	38%
3	After being in the garden	48%
2	Don't know / unsure	0%
1	Other	3%

- **Reasons for handwashing (open question)**

Maintain cleanliness (hygiene)	15%
Get rid of bacteria, germs and dirt	28%
Reduce/avoid diarrhoea, vomiting and other diseases	83%
Maintain good health and healthy lifestyle	53%
Stop the spread of disease	13%
Question is answered, but not relevant	3%

- **Recall WASH/hygiene**

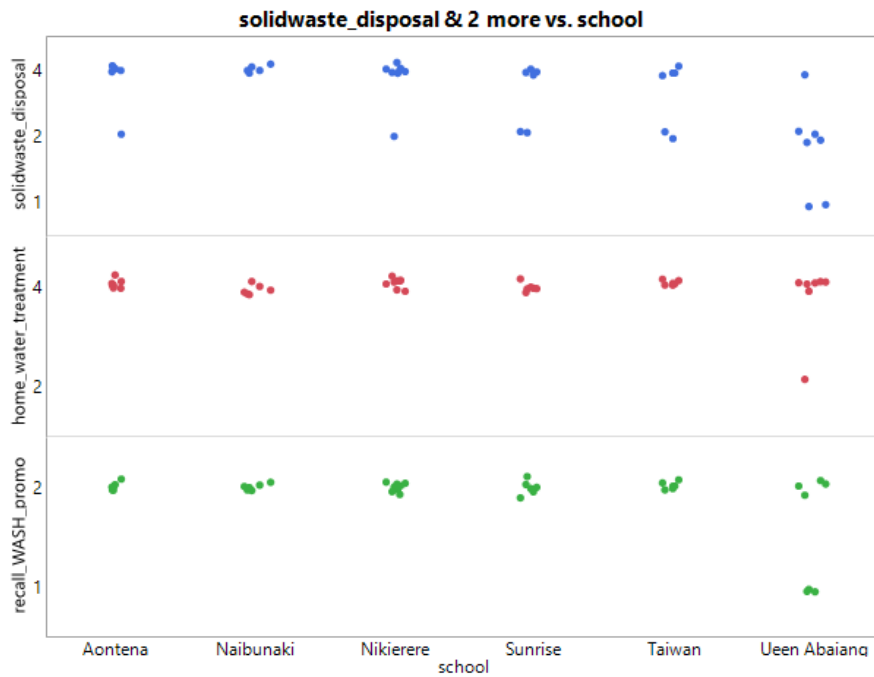
Yes 93%. All (3) “No” were from Ueen Abaiang

Messages recalled (open question)

Wash hands after using the toilet	5%
Provide/build rubbish disposal for students to use	5%
Practice hygienic lifestyle always	3%
Gardening	3%
Support children to know about hygiene and practice HWWS	8%
Penalty to those who don't maintain cleanliness at home, by welfare village group	3%
Boil water and keep water clean	18%
Support building WASH facilities and keep cleanliness in the school	10%
Build toilet at home	10%
Cleaning toilet	3%
Cleanliness (hygiene) leads to good health	15%
Handwashing with water and soap	49%
Not defecate in the bush/beach (use toilet)	28%
Cleanliness in the home	18%
Question is answered, but not relevant	5%



- WASH practices at home (solid waste disposal, water treatment) and recall WASH information sessions



Solid waste 4: Dug pit; 3: Beach; 2: Burn; 1: Ocean

Water treatment practice at home 4: Boiling; 3: Filtration; 2: Chlorination; 1: None

- **Messages shared with others in community**

Yes: 90%. All nos were from Ueen Abaiang



3.5 WASH facilities questionnaire summary

No.	Question	Naibunaki	Sunrise	Taiwan	Nikierere	Ueen Abaiang	Aontena
PART 1: SCHOOL INFORMATION							
1	School type	Primary	Primary	Primary	Primary	JSS	JSS
2	Do students wear uniform?	Yes	Yes	Yes	Yes	Yes	Yes
3	Number of girls	46	84	55	107	156	118
3a	Number of boys	38	84	23	103	173	103
3b	Total number of students	84	168	78	210	329	221
PART 2: WATER							
4	What is the schools main water source?	Rainwater collection	Protected dug well	Protected dug well	Protected dug well	Protected dug well	Protected dug well
5	Facilities installed or upgraded through KWIS program	4 rainwater tanks	Overhead tanks and 1 rainwater tank from UNICEF	2 rainwater tanks (1 not installed)	Community repaired 1 overhead tank and received 1 rainwater tank from UNICEF. The school already had enough water tanks (6), so UNICEF tank was installed in teachers' compound because of lack of space in school.	1 rainwater tank	1 new rainwater tank from UNICEF
6	Does it provide enough water for the needs of the school (including drinking and handwashing)?	Yes, enough water all year	Yes, enough water all year	Yes, enough water all year	Yes, enough water all year	Yes, enough water all year	Yes, enough water all year
7	Is the main water source functional now?	Yes (operates as designed)	Yes (operates as designed)	Yes (operates as designed)	Yes (operates as designed)	Yes (operates as designed)	Yes (operates as designed)
8	What is the main water source used for?	Drinking, handwashing, flushing/pour flush, cleaning latrines, bathing	Drinking, handwashing, flush/pour flush, cleaning latrines, bathing	Drinking, handwashing, pour flush, cleaning latrines, bathing	Drinking, handwashing, flush, cleaning latrines, bathing	Handwashing, pour flush, cleaning latrines	Drinking, handwashing, pour flush, cleaning latrines
9	Is there an alternative school water supply available when the main supply is non-functional?	Yes, directly from the well, but not enough	Yes, rainwater tank, but doesn't provide enough water	Yes, rainwater tank, but only	Yes, rainwater	Yes, rainwater tanks, but they don't provide enough water	Yes, rainwater tanks, but they don't provide enough water

No.	Question	Naibunaki	Sunrise	Taiwan	Nikierere	Ueen Abaiang	Aontena
		quantity and poor quality		enough for children			
PART 3: SANITATION AND MHM FACILITIES							
10	Does the school have toilets?	Yes	Yes	Yes	Yes	Yes	Yes
10a	How many toilet blocks?	2	2	3	2	2	2
11	Toilet stalls in the girls' block?	2	2	1	2	2	5
11a	Toilet stalls in the boys' block?	1	2	1	1	1	3
12	How many of these are new toilets built through the KWIS program?	All	All	All	All have been upgraded, none newly built	All	All
14	Does the school have any specific times when students are allowed to use the toilet facilities?	No, they can go as needed	No, they can go as needed	No, they can go as needed	No, they can go as needed	No, they can go as needed	No, they can go as needed
15	Are female toilet facilities separate from male toilet facilities?	Yes, all	Yes, all	Yes, all	Yes, all	Yes, all	Yes, all
16	In general, is the path to the toilet level firm, no-slip and clear of any obstacles (like tree branches)?	Yes, all of the facilities	Yes, all of the facilities	Yes, all of the facilities	Yes, all of the facilities	None of the facilities	Yes, all of the facilities
17	Is the entrance to the toilet accessible?	Some of the facilities (steps in boys' toilet)	Yes, all of the facilities (no steps, no ramp)	Yes, all of the facilities (no steps, no ramp)	Yes, all of the facilities (ramps)	None of the facilities (no steps, but not easily accessible path)	Yes, all of the facilities (no steps, no ramp)
18	Does the layout of the toilet allow space for a wheelchair / crutch user, or a user and a helper (including whether there are handrails or other structures to hold)?		Some of the facilities (but no handrails)	Yes, all of the facilities (but no handrails)		None of the facilities	Some of the facilities (but no handrails)
19	Is there a container for disposal of menstrual hygiene materials?	Yes	Yes	Yes	No	Yes	No
20	What type of container for disposal of menstrual hygiene materials is present?	Plastic bag with handle	Bucket, with lid, handle and easily washable	Bucket, with lid, handle	N/A	Bucket, with lid and easily washable	N/A

No.	Question	Naibunaki	Sunrise	Taiwan	Nikierere	Ueen Abaiang	Aontena
				and easily washable			
21	Do female individual toilet compartments contain anal cleansing materials (water, toilet tissue)?	Yes, all	Yes, all	Yes, all	Some of them. Toilet roll kept in classroom for year 1-4 girls' toilet	Yes, all	None have toilet paper. Some have water (for flushing)
22	How is solid waste, including used menstrual hygiene materials disposed of?	Recycling and burning rubbish in old oil drums	Pit for burying within or near school grounds	Pit for burning within school grounds	Drum for burning within school ground	Recycling and pit for burying within or near school grounds	Pit for burning within school grounds. They throw some rubbish in the bush
23	Is there evidence of open defecation in or near school grounds?	No	No	No	No	No	No
24	Is there unmanaged rubbish in the school grounds?	No	No	No	No	No	No
25	How often is solid waste disposed of or collected?	At least once a day	At least once daily	At least once daily	At least once daily	At least once daily	At least once daily
26	Is there an incinerator for burning solid waste, including used menstrual hygiene materials?	No	No	No	No	No	No
PART 4: HANDWASHING							
28	Does the school have handwashing facilities?	Yes	Yes	Yes	Yes	Yes	Yes
29	How many in total?	9	14	8	4	3	1
30	How many of these were built through the KWIS program?	All	All	All	All	All	All
31	What kind of handwashing facilities does the school have?	Running water from piped system of tank (5) and hand-poured system (4)	Running water from piped system of tank (faucet/stand post)	Running water from piped system of tank (faucet/stand post)	Running water from piped system of tank (faucet/stand post)	Running water from piped system of tank (faucet/stand post) and hand-poured system	Hand-poured system (bucket or ladle)

3.6 Structured toilet observations

- Primary schools

Toilet no.	Naibunaki Primary School			Sunrise Primary School				Taiwan Primary School			Nikierere Primary School		
	1	2	3	1	2	3	4	1	2	3	1	2	3
Type of toilet	Pour flush	Flush	Pour flush	Flush	Flush	Flush	Flush	Pour flush	Pour flush	Flush	Flush	Flush	Flush
Built or upgraded under KWIS?	Built	Built	Built	Built	Built	Built	Built	Built	Built	Built	Upgraded	Upgraded	Upgraded
User	Girls and female teachers	Girls and female teachers	Boys and male teacher	Boys only	Boys only	Girls only	Girls only	Boys only	Girls only	Teachers (all female) and guests	Girls only (Years 5 & 6)	Girls only (Years 1 - 4)	Boys only
Location of nearest HW facility?	Inside toilet block	Inside toilet block	Inside toilet cubicle	Inside toilet cubicle	Inside toilet cubicle	Inside toilet cubicle	Inside toilet cubicle	Inside toilet cubicle	Inside toilet cubicle	Inside toilet cubicle	Outside but near toilet	Outside but near toilet	Outside but near toilet
How close is the nearest HW facility?	< 1 m	< 1 m	< 1 m	< 1 m	< 1 m	< 1 m	< 1 m	< 1 m	< 1 m	< 1 m	10 m	10 m	10 m
Is there privacy from peeping?	Yes	Yes	Yes	No	No	Yes	Yes	No	No	Yes	Yes	Yes	Yes
Is the toilet lockable from the inside?	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Functional latrine hardware	Functional	Functional	Functional	Functional	Functional	Functional	Functional	Functional	Functional	Partially functional	Functional	Functional	Functional
Cleanliness	Clean	Clean	Clean	Clean	Clean	Clean	Clean	Clean	Clean	Clean	Clean	Clean	Clean
Light	Light	Light	Light	Light	Light	Light	Light	Light	Light	Light	Light	Light	Light
Ratio of toilet stalls to students by gender	Girls - 1:23 Boys - 1:38			Girls - 1:42 Boys - 1:42				Girls - 1:55 Boys - 1:23			Girls - 1:54 Boys - 1:103		
Other observations				1 shower for girls, in girls' toilet block.				1 shower in each toilet block.			1 shower for girls and 1 for boys.		
Comments				Privacy: Boys' toilets are built using local materials, and there are some gaps in the walls and doors that allow for peeping. Girls' toilets are newest and made of permanent materials (bricks and cement).				Privacy: Gaps in toilet doors don't allow privacy from peeping Functionality: The cistern in the flush toilet is broken, so needs repairing. At the moment it works, but as pour flush.			All toilet blocks were pre-existing. 3 of the 5 stalls were upgraded from compost toilets to flush toilets, and the other 2 compost toilet stalls were converted to showers.		

- Junior Secondary Schools

Toilet no.	Ueen Abaiang JSS			Aontena JSS								
	1	2	3	1	2	3	4	5	6	7	8	
Type of toilet	Pit latrine with slab	Pit latrine with slab	Pit latrine with slab	Pour flush	Pit latrine with slab	Pour flush	Pour flush	Pour flush	Pour flush	Pour flush	Pour flush	Pour flush
Built or upgraded under KWIS?	Built	Built	Built	Built	Built	Built	Built	Built	Built	Built	Built	Built
User	Girls only	Girls only	Boys only	Girls only	Girls only	Girls only	Girls only	Girls only	Girls only	Boys only	Boys only	Boys only
Location of nearest HW facility?	Outside away from toilet	Outside away from toilet	Outside away from toilet	Outside away from toilet	Outside away from toilet	Outside away from toilet	Outside away from toilet	Outside away from toilet	Outside away from toilet	Outside away from toilet	Outside away from toilet	Outside away from toilet
How close is the nearest HW facility? (metres)	15 m	15 m	15 m	15 m	15 m	15 m	15 m	15 m	15 m	25 m	25 m	25 m
Is there privacy from peeping?	Yes	Yes	Yes	No	No	No	No	No	No	No	No	No
Is the toilet lockable from the inside?	No	No	No	No	No	No	No	No	No	No	No	No
Functional latrine hardware	Functional	Functional	Functional	Functional	Functional	Functional	Functional	Functional	Functional	Functional	Functional	Functional
Cleanliness	Clean	Clean	Clean	Clean	Clean	Clean	Clean	Clean	Clean	Somewhat clean	Clean	Clean
Light	Light	Light	Light	Light	Light	Light	Light	Light	Light	Light	Light	Light
Ratio of toilet stalls to students by gender	Girls - 1:78			Girls - 1:24								
	Boys - 1:173			Boys - 1:34								
Other observations	Toilets have been built next to water well.			Toilets have been built next to water wells. There is a changing room for girls (but no door), which will be connected to water and turned into shower								
Comments				<u>Privacy:</u> None of the toilets provide privacy from peeping, nor could be locked. Most toilets don't have doors at all, and only 2 of the toilets had a cloth to cover the door. School principal says bucket system (pour flush) is too time consuming, and they would prefer flush toilets.								

3.7 Structured handwashing facilities observations per school

	Naibunaki								
HW Facility no.	1	2	3	4	5	6	7	8	9
Type of facility?	Sink	Sink	Tap stand (no sink)	Tap stand (no sink)	Tap stand (no sink)	Bucket	Tippy tap	Tippy tap	Tippy tap
Is water currently available?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is soap or ash currently present?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it accessible for students with disabilities?	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
Is the water draining or pooling near HW facility?	Draining	Draining	Draining	Draining	Draining	N/A	Draining	Draining	Draining
Other observations and comments	<u>Capacity:</u> Each tippy tap allows for max. 5 students to wash hands at the same time. <u>Water availability:</u> Water control has to be turned on every time for the water to run. <u>Drainage:</u> No drainage systems, but the water drains into coral ground.								

	Sunrise Primary School													
HW Facility no.	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of facility?	Tap stand (no sink)	Tap stand (no sink)	Sink	Sink	Sink	Tap stand (no sink)	Tap stand (no sink)	Tap stand (no sink)	Sink	Sink	Tap stand (no sink)	Tap stand (no sink)	Sink	Sink
Is water currently available?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is soap or ash currently present?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it accessible for students with disabilities?	Yes	Yes	No. Small step	No. Small step	No. Small step	No. Small step	No. Small step	No. Small step	Yes	Yes	Yes	Yes	Yes	Yes
Is the water draining or pooling near HW facility?	Draining	Draining	Draining	Draining	Draining	Draining	Draining	Draining	Draining	Draining	Water collected in basin	Water collected in basin	Water collected in basin	Water collected in basin
Other observations and comments	<u>Drainage:</u> Water doesn't pool in any of the stations. Tap stands have pipes draining water into plants/garden, or water drains straight into coral ground.													

	Taiwan Primary School								Nikierere			
HW Facility no.	1	2	3	4	5	6	7	8	1	2	3	4
Type of facility?	Tap stand (no sink)	Tap stand (no sink)	Tap stand (no sink)	Tap stand (no sink)	Tap stand (no sink)	Tap stand (no sink)	Tap stand (no sink)	Handmade device	Handmade device	Tap stand (no sink)	Tap stand (no sink)	Handmade device
Is water currently available?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is soap or ash currently present?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it accessible for students with disabilities?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	No
Is the water draining or pooling near HW facility?	Draining	Draining	Draining	Draining	Collected in bucket	Collected in bucket	Collected in bucket	Draining	Draining	Draining	Draining	Draining
Other observations and comments	<u>Handmade device</u> (no. 8): is a group handwashing station, consisting of 2 pipes connected to water, which allow for 26 students to wash hands at the same time <u>Drainage</u> : water drains into coral ground. Not pooling at any station								<u>Handmade devices</u> : no. 1 allows for max 9 students to wash hands at the same time. No. 4 allows for 15. <u>Drainage</u> : water drains into coral ground.			

	Ueen Abaiang JSS			Aontena JSS
HW Facility no.	1	2	3	1
Type of facility?	Tap stand (no sink)	Tippy tap	Tippy tap	Handmade device
Is water currently available?	Yes	Yes	Yes	Yes
Is soap or ash currently present?	No	Yes	Yes	Yes
Is it accessible for students with disabilities?	Yes	Yes	Yes	No
Is the water draining or pooling near HW facility?	Draining	Draining	Draining	Draining
Other observations and comments	<u>Tippy taps</u> : located outside of 2 classrooms, away from toilets. <u>Soap</u> : is kept in each classroom. <u>Drainage</u> : into coral ground			<u>Handmade device</u> : for group handwashing. Not functioning properly. Max 5 users.