

A photograph of four young children in light blue school uniforms at an outdoor water tap. One child in the foreground is looking down at the water flowing from the tap. Another child to the right is smiling broadly. Two other children are visible in the background. A blue plastic container is attached to the tap structure.

FORMATIVE EVALUATION OF UNICEF THREE STAR APPROACH FOR WASH IN SCHOOLS IN THE PACIFIC

FINAL REPORT

PACIFIC MULTI COUNTRY OFFICE
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Formative Evaluation of UNICEF Three Star Approach for WASH in Schools in the Pacific

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CONTENTS

LIST OF TABLES	4
LIST OF FIGURES	4
ACKNOWLEDGEMENTS	5
ABBREVIATIONS AND ACRONYMS	6
EXECUTIVE SUMMARY	7
1. INTRODUCTION	10
1.1 Context	10
1.1.1 Global and Regional Context	11
1.1.2 WASH Bottlenecks in Evaluation Countries	11
1.1.3 Country Contexts	12
1.2 Object of the Evaluation	16
1.3 Implementation in the Pacific	17
2. PURPOSE, OBJECTIVE AND SCOPE OF EVALUATION	21
2.1 Purpose of the Evaluation	21
2.2 Objective of the Evaluation	21
2.3 Scope of the Evaluation	22
3. METHODOLOGY	23
3.1 Evaluation Approach	23
3.2 Sampling Criteria	25
3.3 Data Analysis	27
3.4 Ethical Considerations and Safeguards	27
3.5 Limitations and Mitigation Strategies of the Evaluation	28
3.6 Quality Assurance	28
4. FINDINGS	29
4.1 Relevance	29
4.2 Coherence	41
4.3 Efficiency	43
4.4 Effectiveness	47
4.5 Sustainability	50
5. CONCLUSIONS	54
6. RECOMMENDATIONS	56
REFERENCES	60

Annex I: Terms of Reference	63
Annex II: Theories of Change	70
Annex III: Draft Integrated Programme Logic	73
Annex IV: Evaluation Matrix	74
Annex V: Original and Revised Evaluation Questions	86
Annex VI: Data Collection Tools (including consent scripts)	101
Annex VII: Maps of Implementation Areas	119
Annex VIII: Scripts for Institutional Clearance/Authorization	122
Annex IX: Ethics Review Feedback	127
Annex X: Documents Consulted	138
Annex XI: List of Interviewees	142
Annex XII: Extended Stakeholder List	143

List of Tables

Table 1: Country Context - Fiji	13
Table 2: Country Context - Kiribati	14
Table 3: Country Context - Solomon Islands	14
Table 4: Country Context - Federated States of Micronesia	15
Table 5: Country Context - Vanuatu	15
Table 6: Overview of Kiribati Three Star Approach for WASH in Schools	17
Table 7: Overview of the Solomon Islands Three Star Approach for WASH in Schools	18
Table 8: Overview of the Vanuatu Three Star Approach for WASH in Schools	18
Table 9: Overview of the Fiji Three Star Approach for WASH in Schools	19
Table 10: Overview of the FSM Three Star Approach for WASH in Schools	20
Table 11: Evaluation Objectives	21
Table 12: Overview of Evaluation Questions	24
Table 13: OECD DAC Definitions and Working Definitions	24
Table 14: Sampling Criteria	25
Table 15: Number of key informant interviews (KIIs) and school visits carried out	26
Table 16: Best Practice and Challenges within the Three Star Approach Theories of Change	34
Table 17: Design of Three Star Approach and Relevance to Dimensions of WASH	36

List of Figures

Figure 1: Oceania WASH in School Data	11
Figure 2: Service Levels for WASH in Schools in Evaluation Countries	13
Figure 3: Overview of the Three Star Approach for WASH in Schools	16
Figure 4: Periods of Implementation of the Three Star Approach	17
Figure 5: Data Collection, Analysis and Triangulation Process	27
Figure 6: Sustainable Development Goals 6 and 4	30
Figure 7: Alignment of UNICEF Pacific Programme with UNICEF Strategic Plan	32
Figure 8: Illustration of the 'logic' of the logical framework	33
Figure 9: Inclusive Access to WASH	40
Figure 10: Recommendations from formative evaluation	56

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It is hoped that the outputs of this evaluation contributes to the country, regional and global knowledge base around WASH in Schools and it is hoped they will provide additional motivation for the continued learning and progress on WASH in Schools across the Pacific region.

ABBREVIATIONS AND ACRONYMS

AUD	Australian Dollar
CLTS	Community-led total sanitation
DFAT	Australian Department of Foreign Affairs and Trade
DFID	United Kingdom Department for International Development
EAPRO	East Asia Pacific Regional Office
EMIS	Education management information system
EMT	Evaluation management team
ESR	Environmental Science and Research Limited
FEMIS	Fiji Education Management Information System
FGDs	Focus group discussions
FSM	Federated States of Micronesia
GDP	Gross domestic product
GIZ	German Corporation for International Development
ICT	Information, communication and technology
INGO	International non-government organization
KIIs	Key informant interviews
KIRIWATSAN	Kiribati Water and Sanitation in Outer Islands
KWAS	Kiribati WASH from the Start
KWIS	Kiribati WASH in Schools
LLEE	Live and Learn Environmental Education
MCPD	Multi-country programme document
MFAT	New Zealand Ministry of Foreign Affairs and Trade
MHM	Menstrual Hygiene Management
NGO	Non-government organization
NZD	New Zealand Dollar
O&M	Operations & maintenance
OECD DAC	Organisation for Economic Co-operation and Development Assistance Committee
SDGs	Sustainable Development Goals
SIBLE	Solomon Islands Better Learning Environment
SIEMIS	Solomon Islands Education Management Information System
TC	Tropical Cyclone
ToR	Terms of Reference
UN	United Nations
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
Van-WASH in Schools	Vanuatu Water, Sanitation and Hygiene in Schools
VEMIS	Vanuatu Education Management Information System
WASH	Water, sanitation and hygiene
WASHBAT	Water, sanitation and hygiene bottleneck analysis tool
WHO	World Health Organisation
WinS	Water, Sanitation and Hygiene in schools

EXECUTIVE SUMMARY

Water, sanitation, and hygiene (WASH) are critical dimensions of the health and safety of people in the Pacific, made even more so by the impact of the COVID-19 pandemic and climate change. 43% of the Pacific population lacks access to basic water services (World Health Organisation and UNICEF, 2021b) and pressing threats such as increasing numbers of natural disasters are exacerbating pre-existing vulnerabilities (McLeod & Bruton-Adams, 2019). Access to WASH services is far from equitable, with women, people with disabilities and rural communities suffering worse outcomes, particularly when these categories intersect (WaterAid, 2016). Schools across the region face a lack of suitable WASH infrastructure and awareness, resulting in continuing practice of open defecation, spread of disease and student absenteeism during menstruation, amongst other public health risks.

THE THREE STAR APPROACH

The Three Star Approach was designed to be a “simple, scalable and sustainable” method to address WASH issues in schools, with a particular focus on hygiene and behaviour change. Schools are rated from a scale of zero to three stars based on the WASH infrastructure and behaviours exhibited by students (UNICEF & GIZ, 2013). It is an incremental approach, centred on strengthening the capacity of schools to identify their own needs and empower children to become agents of change in their communities through their improved WASH knowledge. It looks to address the bottlenecks that block the effectiveness and expansion of current WASH in Schools programmes. Additionally, the Three Star Approach works to encourage governments to create an enabling environment through the commitment of policy, legislation and financing for effective WASH in schools.

PURPOSE

The purpose of this evaluation is to generate evidence to inform replicability and scalability of the Three Star Approach for WASH in Schools. It is designed to foster learning and improvement of the approach, and identify priority focus areas for government partners, donors and UNICEF. The intended audience is UNICEF Pacific, education and health ministries in host governments (along with other relevant ministries), WASH programme implementing partners and donors. Based on the evaluation’s formative purpose, the objectives were centred on assessing progress to date and identifying lessons from the way in which the Three

Star Approach has been implemented in the five target countries. These lessons are intended to inform UNICEF Pacific’s WASH agenda, as well as the UNICEF Pacific Multi-Country Programme.

SCOPE

This evaluation is concentrated on the Three Star Approach across its countries of implementation in the region, which are currently Fiji, Solomon Islands, Vanuatu, Kiribati, and Federated States of Micronesia (FSM). Fiji was the first country to implement the Three Star Approach for WASH in Schools in 2014. Kiribati was the second country of implementation in the Pacific in 2015. This was followed by the Solomon Islands in 2016, then larger Fiji and Vanuatu implementation in 2017. Advocacy work and baseline surveys began in FSM in 2018. This evaluation focuses on the years between 2015 – 2018, however research stretched from 2011 to the present day (2021).

METHODOLOGY

This evaluation was centred on the principles of utility and realism, ensuring that the products are of use to UNICEF, national governments and WASH partners. The evaluation matrix is built around relevance, coherence, efficiency, effectiveness and sustainability. The evaluation methods included extensive secondary document review from global to local resources; primary data collection through key informant interviews with UNICEF, government, non-government organisations and other stakeholders in all five countries; and fieldwork in schools and communities of implementation, with interviews and transect walks with students, parents, teachers and school leadership in four countries (FSM was excluded by UNICEF due to status of implementation).

The evaluation underwent some modifications due to the onset and ongoing nature of the COVID-19 pandemic, however this in no way compromised the integrity or quality of the evaluation. As a result of travel restrictions, the evaluation was initially delayed, and a revised inception report and methodology proposed in November 2020. In the revision, the team partnered with Pacific-based Talanoa Consulting. Talanoa and evaluation team recruited and trained highly experienced data collectors to conduct the fieldwork in their local communities. The data collectors went on to contribute to the analysis and development of the findings.

KEY FINDINGS

RELEVANCE

The objectives of the Three Star Approach for WASH in Schools are aligned with and respond to most of the changing policies and priorities at a global level, specifically in relation to the Sustainable Development Goals and UNICEF's Global WASH Strategy. A critical weakness is the lack of detail on resilience. Strong government buy-in to the approach, as evidenced in evaluation countries, is testament to the importance and relevance of taking a demand-driven approach. Whilst the rights-based element is present and progress is being made, a strong inclusion focus regarding disability is not clear.

The primary challenge with programme relevance is to ensure that alignment is sufficiently detailed. The prime indicators of this lack of detail are seen in the regional- and country-level Theories of Change and their accompanying programme plans and results frameworks. A gap exists within these documents between the intermediate outcomes and the assumptions, risks and mitigating strategies. Additionally, they lack localised nuance which limits their capacity to act as a foundation for plans that promote and support effective, inclusive and sustainable change.

COHERENCE

There are important examples of governments institutionalising WASH in schools in line with the Three Star Approach which is a significant achievement. Generally, this is tied into strong buy-in from different ministries. This includes some governments requesting roll-out nationwide, a key opportunity to improve WASH for thousands of children. Communities and schools broadly do not have name recognition of the Three Star Approach, and whilst they are eager to improve WASH standards, they do not have the financial capacity to do so.

Development partners and other actors in the WASH sector have a general understanding of the Three Star Approach and mostly work in line with it. Strategic, capacity-informed partnerships have not been witnessed, with international non-government organisations and other stakeholders in the region used more as implementing bodies. Questions around 'why', 'who', and 'how' seem to be rarely considered when working with partners.

EFFICIENCY

Whilst resources for the WASH in Schools programme have been adequate for the initial phase of the programme, there are serious challenges to the quantity, level, quality and timeliness of resourcing, implementation, and management of activities to ensure that gains can be sustained and built on.

Systemic weaknesses due to limited capacities and supply and resource chains seriously impact the programme and both weaken and damage the areas of strength in approach and buy-in from government, schools and communities. Addressing these weaknesses starts with the theoretical underpinning of the programme at regional and country levels. There is a clear challenge of budgeting for operations and maintenance (O&M), with a need to embed financing of school facilities and infrastructure into the cost of improvements for schools. Systemic and structural challenges need to be considered in programme planning with due attention paid to threats and challenges to efficiency.

EFFECTIVENESS

There is clear evidence that pilot schools have experienced improvements in their star ratings, reflecting an improvement in WASH behaviours, and this has also been seen within gender-related WASH outcomes. Additionally, there has been significant policy reform and improvements in the enabling environment that bolster WASH in schools. The lack of WASH infrastructure at both school and community level however is a major constraint to further improvement.

There has been little progress responding to the unique needs of children with disability, due to many stakeholders holding a simplistic view of disability - guidance notes on the Three Star Approach reflect this (e.g., exclusively referring to people in wheelchairs). Monitoring and reporting across the Three Star Approach are not adequate, which hinders data-informed decision making and building intra-regional learning on what works in the Pacific context.

SUSTAINABILITY

The Three Star Approach for WASH in Schools in the Pacific contains sustainable elements, however a more targeted strategy is required in order to ensure that gains do not revert back, particularly considering the pace of roll-out. Components that do reflect sustainability are the development of 'change makers' in host governments, progress within advocacy for improved menstrual hygiene management (MHM) and the simplicity inherent in the design itself. One concern for sustainability is around the lack of detailed strategy for wider roll-out, particularly in Vanuatu and Kiribati, as vast amounts of finances, technical capacity and human resources will be needed to make the implementation a success.

Challenges are caused primarily by supply-side constraints, as communities, students and schools are seen as largely incapable of self-advocating effectively to improve WASH infrastructure. There are some good examples of U Report, UNICEF's social messaging and data collection tool, being

used to mobilise community 'voice', and this could be strengthened further along with other community reporting mechanisms. Vulnerable children, parents and their communities with limited resources often prioritise other needs. Whilst the approach is robust and well-situated, further thinking is required to build sustainability to ensure its ongoing impact.

RECOMMENDATIONS

Construct practical and robust Theories of Change in which assumptions, context and partnerships are well-grounded.

This evaluation recommends that new Theories of Change should be developed that reflect best practice and are based on WASH Bottleneck Analyses conducted at both regional and country levels. Specific focus should be paid to programme risks and assumptions that are then tested in an iterative manner and updated as necessary.

Develop sufficiently detailed and relevant programme indicators and ensure timely monitoring and reporting against them.

These should be derived from and explicitly linked to the Theories of Change. Increasing the requirements for formal internal monitoring and reporting in a consistent manner across the Pacific will improve data-informed programming and build a greater evidence body on the Three Star Approach for implementing Pacific Island countries and other stakeholders.

Build research base and develop a UNICEF-specific approach to the 'scale up' process of the Three Star Approach.

This recommendation is critical for all programming but is particularly pertinent for Vanuatu and Kiribati (as they aim for national roll-out). This evaluation recommends that UNICEF robust outcome harvesting approaches to build an understanding of what works in scale up the Three Star Approach in the Pacific and where possible advocate for larger pilots and more rigorous testing for further refinement of tools and strategies.

Centre the importance of disability as a key priority and continue progress being made on gender-related WASH.

Develop training for Three Star Approach stakeholders on the diversity of disability and accommodations and adjustments that can (and should) be made to further support inclusion. Continue advocacy efforts for improvements to gender-related standards and MHM education and infrastructure. Consider further research into options for the provision of MHM supplies, including school budgetary requirements and culturally appropriate sustainable alternatives.

Share good practice on O&M and consider mandatory requirements for them to be embedded in school management.

Continue to amalgamate contextualised examples of strong O&M in practice and support the development of alternative approaches to O&M during the design phase, including consideration for more expensive facilities that may have lower O&M costs in the longer term. Continue to advocate to government partners for either i) the provision of budgetary support for O&M or ii) if not possible then provide increased trainings for school management committees on how to budget for O&M.

Build local ownership and sustainability through maximising the voice of rights holders.

Build recognition and usage of UNICEF's social messaging and data collection tool U-Report and develop analogue ways of collecting and responding to feedback from children and young people. Utilise teachers, parent teacher associations and other school community-based groups to push initiatives and collect and respond to their feedback on the implementation of the Three Star Approach.

1. INTRODUCTION

This is the final evaluation report for the formative, theory-based evaluation of the Three Star Approach for Water, Sanitation and Hygiene (WASH) in Schools in the Pacific region. The Three Star Approach was launched in 2013 with the publication of a Field Guide to its application (UNICEF & GIZ, 2013). The approach aims to address bottlenecks that obstruct the effectiveness and expansion of WASH in Schools programmes in particular countries, so that all schools can meet the applicable national WASH standards. In the Pacific, UNICEF, with its implementing partners, has rolled out the approach in Fiji, Solomon Islands, Vanuatu, Kiribati and Federated States of Micronesia (FSM). It is designed to be “simple, scalable and sustainable” and can be tailored for implementation in different contexts to advance the effectiveness of hygiene behaviour change programmes (UNICEF & GIZ, 2013).

This final evaluation report sets out the evaluation context, purpose, scope, methodology, findings, conclusions and recommendations.

1.1 Context

1.1.1 Global and Regional Context

Five years into the Sustainable Development Goals (SDGs) and the world is not on track to achieve WASH-related targets 6.1 (drinking water) and 6.2 (sanitation and hygiene) (WHO, 2021). This situation is reflected in the Pacific, as the current rate of progress will be too slow to achieve the targets by 2030 (World Health Organisation and UNICEF, 2021c). 43% of the Pacific population lack access to basic water services and large disparities exist within the region (World Health Organisation and UNICEF, 2021b). For example, 90% of Tonga’s population has access to basic or safe water services in comparison to only 45% of Papua New Guinea’s population (World Health Organisation and UNICEF, 2021a). Inequalities within countries are also present, with significant distinctions between remote, rural and urban areas and across ethnic and social-economic divides (World Health Organisation and UNICEF, 2021c). Women, people with disabilities and indigenous groups are all more likely to face barriers to adequate WASH, presenting significant intersectional equity issues (WaterAid, 2016).

Pressing threats such as natural disasters and increasing impacts of climate change are exacerbating pre-existing vulnerabilities in the region. Freshwater resources are becoming

rarer across the Pacific (McLeod & Bruton-Adams, 2019), and the spread of disease such as the COVID-19 has demonstrated the vital importance of robust hygiene practices (Centers for Disease Control and Prevention, 2020). The impact on the health and education of children costs Pacific Island countries dearly in foregone Gross Domestic Product (GDP) and restricts their ability to achieve the Sustainable Development Goals (SDGs) (World Health Organisation, 2015). A range of challenges are present in Pacific Island countries in relation to improving WASH in schools, including geography, restricted government capacity and insufficient infrastructure as is further explored in Section 1.1.2 (Love et al., 2020).

UNICEF supports governments in accordance with its mandate to advocate for the protection of children’s rights. To strengthen WASH for children, schools are a logical entry point. WASH in Schools is directly linked to the SDGs, specifically Targets 4.a, 6.1 and 6.2. Children spend a significant portion of their day at school, where WASH services can impact student health, learning and dignity. Therefore, UNICEF’s support has a strong focus on strengthening WASH in schools. The Three Star Approach for WASH in Schools has been developed to address context-specific challenges and bottlenecks to strengthening WASH in schools, and also empower children to be agents of change in their homes and communities. The report further details the framework of the approach Section 1.2.

The COVID-19 pandemic has severely impacted the Pacific, as with the rest of the world. On the 11th of March 2020, the World Health Organisation (WHO) declared a global pandemic due to the SARS-CoV-2 respiratory illness (COVID-19). At the time of writing, 4.5 million people have died globally as a result. Throughout 2020, thanks to its relative geographic isolation, the Pacific Islands remained relatively unscathed through a series of strict national lockdowns and major travel restrictions (Pryke, 2021). This has come at significant economic cost to Pacific Island countries, with tourism and exports suffering greatly.

The COVID-19 context in the Pacific is changing rapidly at the time of this report (August 2021). Towards the end of 2020, Vanuatu declared its first case which resulted in the main island going into lockdown (The Pacific Community, 2021). In March 2021, Papua New Guinea reported a significant surge in cases. In May 2021, a growing cluster of cases on the island of Viti Levu, Fiji (where capital Suva is located) pushed the Fijian Government to declare a lockdown (Movono, 2021). Solomon

Islands, Kiribati and FSM have been impacted by regional lockdowns through the loss of tourism and export trade but are yet to report a death from COVID-19 (The Pacific Community, 2021). Economists predict the pandemic-related economic recession will last several years and will invariably place a squeeze on bilateral and multilateral aid to the region (Brown, 2021). Public health specialists predict that herd immunity through vaccination could take several years to cover the diverse and dispersed Pacific population (Natalegawa & Bismonte, 2021). As the vaccination roll-out continues in the Pacific, it remains critical to bolster hygiene practices to prevent the spread COVID-19 (Centers for Disease Control and Prevention, 2020).

1.1.2 WASH Bottlenecks in Evaluation Countries

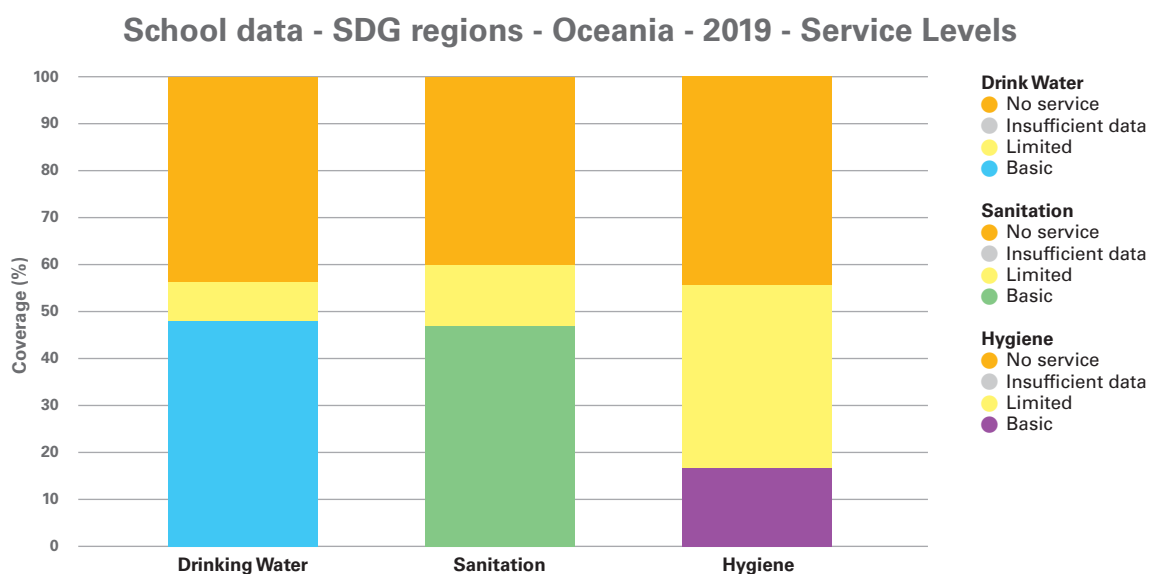
Efforts to improve WASH in the Pacific face a range of challenges, including the geography of the region. The region is made up of multiple groups of islands and/or atolls spread across vast stretches of ocean. Typically, the population is concentrated on one or more “core” islands, which usually contain the national capital and are the most urbanized areas, with the highest concentration of employment and educational opportunities (Levine, n.d.). This creates distinct difference between urban and rural populations with children growing up in highly contrasted environments. Land area tends to be very limited and space for school infrastructure is often limited. Many Pacific Island territories exceed 1,000,000 square kilometres, bringing considerable transport hurdles. The widely dispersed nature of many Pacific Island countries makes the delivery of core government services challenging, including WASH.

As evidenced in Figure 1, basic / sufficient WASH in Schools is far from widespread, with 43.84% of students in Oceania¹ having no access to hygiene at school. Access to basic levels of drinking water and sanitation at school are relatively equal, with 48.34% and 47.07% respectively. Hygiene in schools is comparatively behind, with 16.97% of the population having basic access at school. Some bottlenecks / challenges to universal WASH in schools are listed below, however the list is not exhaustive.

Lack of access to drinking water at schools is common in the Pacific region. 43.48% of schools report no water service (as seen in Figure 1) (UNICEF & WHO, 2021). Access to improved drinking water is higher at the household-level (57.35%), however the irregularity / inequity of access impacts children’s health due to increased likelihood of drinking contaminated water, which is linked to illness and death (UNICEF Pacific, 2017c). Children at schools without improved water sources are more likely to get their water from surface water, rivers, lakes, unprotected dug wells and ponds. This is a significant issue, as evidenced by diarrheal diseases being the sixth most common cause of death in Solomon Islands (Asian Development Bank, 2019). Water scarcity at school has been identified by World Vision as a key cause for student absenteeism (due to illness) as well as student dropout rates (World Vision, 2021).

Weather events and the increasing impacts of climate change is negatively impacting WASH outcomes, including in schools. Maintaining progress in WASH in schools is negatively impacted through extreme weather events resulting in damaged and destroyed facilities (toilets and

Figure 1: Oceania WASH in School Data (UNICEF & WHO, 2021)



¹ SDG regions = Oceania is the Pacific without Australia and New Zealand, which are reported on separately.

rainwater catchment facilities). Communities have limited resources to repair damage, which has significant impacts in countries like Solomon Islands where the majority of schools are community-built and maintained. The effects of climate disasters on fragile freshwater resources are especially critical. Kiribati's capital Tarawa has limited freshwater resources and combining with increased climate variability has resulted in increased threat of water scarcity, putting pressure on schools' ability to provide water for both drinking and handwashing (World Bank, 2019). Most of Vanuatu's islands have little permanent freshwater, and lower-lying islands are dependent on groundwater, harvested rainwater or freshwater lenses, all likely to be disrupted by changing rain patterns (Future Directions, 2019).

Access to adequate sanitation is limited due to insufficient infrastructure. Open defecation is still reported to be practiced amongst 44.79% of households in Solomon Islands (UNICEF & WHO, 2021). A recent outbreak of cholera in 2020 on Pohnpei Island in FSM affected approximately 3,500 people and was the result of poor wastewater management (Pacific Water, 2020). Significant disparities exist between rural and urban populations (Anderson et al., 2019). Handwashing stations with soap for regular handwashing are available in only 26% of schools in Solomon Islands (UNICEF & WHO, 2021). WHO has linked poor sanitation in schools with reduced well-being, social and economic development and lost educational opportunities for students (WHO, 2019).

Girls face significant challenges to manage menstruation effectively with dignity at school, which contributes to absenteeism. A study conducted by the Burnet Institute identified pervasive taboo surrounding menstruation across the Pacific, including ongoing beliefs of it being 'dirty' which creates ongoing stigma resulting in poor hygienic management and feelings of humiliation from girls (Mohamed et al., 2017). Schools in the region can be inadequate to meet menstruating girls' needs, including lack of toilets, safe disposal options, soap and water (Mohamed et al., 2017). In Fiji, girls report a lack of understanding of menstruation, and report that menstruation reduces their participation in class and attendance at school (Francois et al., 2017). This absenteeism, amongst other negative impacts of stigma around menstruation, poses a threat to girls' educational attainment (Benshaul-Tolonen et al., 2020).

Supply, transport and topography are key elements to improving WASH in schools in the Pacific. Countries such as Fiji and Kiribati are made up of a large number of small islands and navigating the logistic and financial constraints to delivering improved WASH infrastructure cannot be ignored. Modes of transport, including inadequate road

connections and the need for boats, make logistics difficult for critical water infrastructure across the region, as transporting items such as water tanks needed for schools can be extremely challenging. Access to markets and supply chains in the Pacific region is costly due to the geographic disparity of the countries and this impacts schools' access and affordability of WASH infrastructure and maintenance (Anderson et al., 2019).

Regional economic and governmental factors are linked with lack of universal safe WASH in schools. The Pacific region has small economies, as evidenced by low GDPs throughout the region (Worldometer, 2020). This negatively impacts on available finances to improve WASH infrastructure and embed operations & maintenance practices. Adequate WASH in schools relies heavily on government funding, policies and guidance. Funding allocations for WASH from central governments across the region have largely been inadequate (Asian Development Bank, 2020). The Pacific region has a frequent lack of (i) sector policies and regulations for schools to provide WASH infrastructure and (ii) clearly defined roles and responsibilities of government agencies to address WASH, including WASH in schools (WASH Reference Group, 2020).

Knowledge and information around WASH acts as a limiting factor on quality WASH in schools. WASH practices and menstruation have been included in many Pacific Island school curriculums, yet teachers report feeling ill-equipped or uncomfortable around teaching these topics (Anderson et al., 2019). Widespread knowledge around the importance of handwashing and sanitation relating to the spread diseases is an ongoing gap across Pacific Island populations (MacDonald et al., 2017). Capacity constraints across all levels of governance have been identified by the WASH Reference Group as a critical challenge to overcome to improve WASH in the Pacific (WASH Reference Group, 2020) and this is further exacerbated by high staff turnover (Secretariat of the Pacific Regional Environment Programme, 2021).

1.1.3 Country Contexts

The Three Star Approach has been implemented by UNICEF in Fiji, Kiribati, Solomon Islands, Vanuatu and the FSM. These are the five focus countries for this evaluation. The most up-to-date information regarding the country WASH contexts are included in Tables 1, 2, 3, 4 and 5 (World Health Organisation and UNICEF, 2021c) and their Human Development Indexes (United Nations Development Programme, 2020). WASH in Schools data from each target country is included in Figure 2.

Figure 2: Service Levels for WASH in Schools in Evaluation Countries (UNICEF & WHO, 2021)

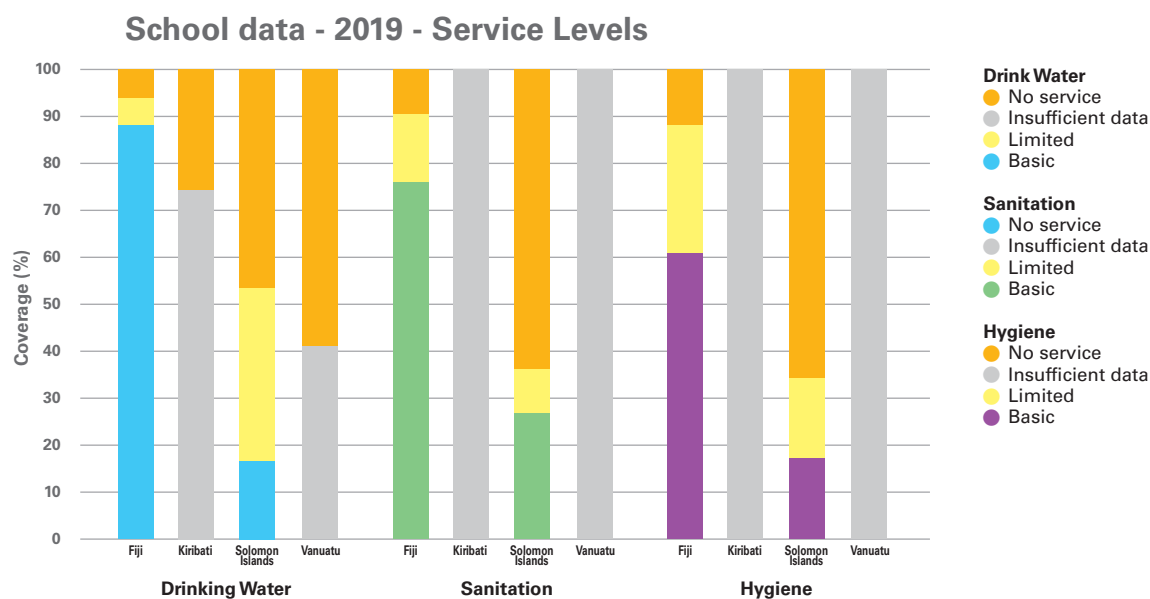


Table 1: Country Context - Fiji

Country	Fiji
Human Development Index	0.743 – 93 out of 189 countries
Most recent household WASH data	Surface drinking water: 2% Unimproved drinking water: 3% Basic drinking water: 94% At least Basic sanitation: 99%
Brief context	Fiji is one of the richest Pacific Island countries, although the economy is currently experiencing a sharp decline as a result of the COVID-19 restrictions limiting the tourism sector (Australian Department of Foreign Affairs and Trade, 2021a). Natural disasters often affect or reverse WASH gains made. Significant tropical cyclones such as Cyclone Winston in 2016 and Cyclone Harold in 2020 reflected the vulnerabilities of Fiji’s physical infrastructure and need to prepare for a changing climate.
Policy Context	The Fijian government has a robust approach to WASH, with targets for 100% access to safe drinking water by 2030 included in the National Development Plan (UNICEF, 2018a). A new Clean Environment Policy was released in February 2019. Fiji has also established National Drinking Water Quality Standards with the assistance of UNICEF and WHO. Fiji also has a WASH in Schools Policy and a National Water and Sanitation Policy, both of which provide a framework to ensure water and sanitation for all.

Table 2: Country Context - Kiribati

Country	Kiribati	
Human Development Index	0.630 – 134 out of 189 countries	
Basic household WASH statistics	Surface drinking water: 2% Unimproved drinking water: 3% Basic drinking water: 94% At least Basic sanitation: 99%	Basic sanitation: 19% Safe managed sanitation: 26% Limited sanitation: 16% Basic hygiene: 56%
Brief context	Half of the total population of almost 120,000 people live in the main urban area of the main island of South Tarawa. Spread over a vast area of ocean, many of the islands and atolls that make up Kiribati are extremely remote and difficult to access (Australian Department of Foreign Affairs and Trade, 2021b). Increasing migration from the outer islands to the main island is resulting in high population densities, overcrowding and strained infrastructure, particularly in Betio (Australian Department of Foreign Affairs and Trade, 2021b). This is placing major demands on existing freshwater sources and sanitation.	
Policy Context	The Government of Kiribati developed a National Sanitation Policy in 2010, coordinated by the Ministry of Public Works and Utilities. The Kiribati Development Plan 2020-2023 has identified WASH as critical for the country's development. Kiribati adopted a WASH in Schools Policy in 2015 and has School Improvement Plan Standards and National Infrastructure Standards for Primary Schools (2011).	

Table 3: Country Context - Solomon Islands

Country	Solomon Islands	
Human Development Index	0.567 – 151 out of 189 countries	
Basic household WASH statistics	Limited service water: 6% At least basic water: 67%	Limited service sanitation: 6% At least basic sanitation: 35%
Brief context	Solomon Islands is one of the poorest countries in the Pacific with a small and geographically diverse population (Australian Department of Foreign Affairs and Trade, 2021c). The country experienced severe economic contraction between 1998 and 2003 due to ethnic conflict (Australian Department of Foreign Affairs and Trade, 2021c). Populations in rural and remote areas have significantly different WASH experiences in comparison to the growing informal settlements around capital Honiara, but overall, 44% of the population practice open defecation (World Health Organisation and UNICEF, 2021a). With agriculture, forestry and fisheries providing livelihoods for the majority of the population, the impact of climate change is a major concern (UNDP Climate Change Adaptation, n.d.).	
Policy Context	WASH targets in line with the SDGs have been established by the Solomon Islands Government's National Development Strategy 2016-35. There are several relevant policy documents, including the Rural WASH Policy (2015), Rural WASH Strategic Plan (2015-2020) and the Solomon Water Development Plan (2013-2015). The Ministry of Health and Medical Services leads coordination for rural water development (Water Aid, 2016). The Ministry of Education and Human Resources Development has also produced a policy for Water Supply, Sanitation and Hygiene for Education Facilities in the Solomon Islands (2018).	

Table 4: Country Context - Federated States of Micronesia

Country	Federated States of Micronesia
Human Development Index	0.620 – 136 out of 189 countries
Basic household WASH statistics	At least basic drinking water: 88% At least basic basic sanitation: 88%
Brief context	FSM is a decentralised country, with main government functions vested at the level of its four states (Chuuk, Kosrae, Pohnpei and Yap). The economy is almost entirely dependent on government services and external grants, with a highly limited private sector (Australian Department of Foreign Affairs and Trade, 2019). Poverty is concentrated in the states of Pohnpei and Chuuk (World Bank, 2015) and the small islands in all states are fully reliant on rainwater and shallow wells due to the low elevation (Pacific Water, 2007). These are highly vulnerable to pollution and contamination which, together with inadequate wastewater control, result in frequent cholera outbreaks. Rising sea levels are anticipated to increase challenges for healthy and sustainable WASH practices.
Policy Context	WASH-related policies for urban sanitation, urban drinking water, hygiene promotion in schools and WASH in Schools have been approved but are yet to be implemented.

Table 5: Country Context - Vanuatu

Country	Vanuatu
Human Development Index	0.609 – 140 out of 189 countries
Basic household WASH statistics	Basic drinking water: 91% Basic sanitation: 53% Limited sanitation: 15% Unimproved sanitation: 31%
Brief context	With a predominately rural population of almost 300,000 spread across several islands, Vanuatu has challenges in delivering equitable WASH infrastructure and capacity training across the country (Worldmeters, 2019). Gender inequality is still a hurdle to be addressed as 72% of women in Vanuatu have experienced some form of physical sexual violence in their lives (Pacific Women, 2017). The Government of Vanuatu has been proactively monitoring the impact of climate change on the country, particularly after Cyclone Pam destroyed 92 % of crops in 2015 (Permanent Mission of the Republic of Vanuatu to the UN, 2019). Cyclone Harold also caused enormous devastation to local communities in Vanuatu (particularly in Ambae) in April 2020. Increasing salination and costal erosion continue to pose major threats to Vanuatu's overall health, economy, and development.
Policy Context	Water Resources Administration in Vanuatu is governed by the Water Supply Amendment Act 2016, the Water Resources Management Amendment Act 2016 and the Public Health Amendment Act 2018. Led by the Ministry of Lands and Natural Resources, the current Vanuatu National Water Strategy (2018-2030) follows on the previous ten-year strategy (2008 – 2018). Water sanitation and supply constitutes a key part of the Vanuatu Infrastructure Strategic Investment Plan (2015-2024). The National Sustainable Development Plan (2016-2030) is built on a pillar of protecting the environment to ensure Vanuatu's adaptive capacity to climate change and natural disasters (Green Growth Knowledge Platform, 2016).

1.2 Object of the Evaluation

The Three Star Approach for WASH in Schools is an intervention model aimed at supporting the institutionalisation of WASH in schools and the community more broadly. It aims to address bottlenecks that obstruct the effectiveness and expansion of WASH in Schools programmes so that all schools can meet national WASH standards applicable in a particular country. Bottlenecks to WASH in Schools improvement often relate to the responsibilities of governments, as duty bearers to develop and implement effective policy, legislation and financing, and adequate human and physical resources for effective and sustainable WASH in Schools, amongst others.

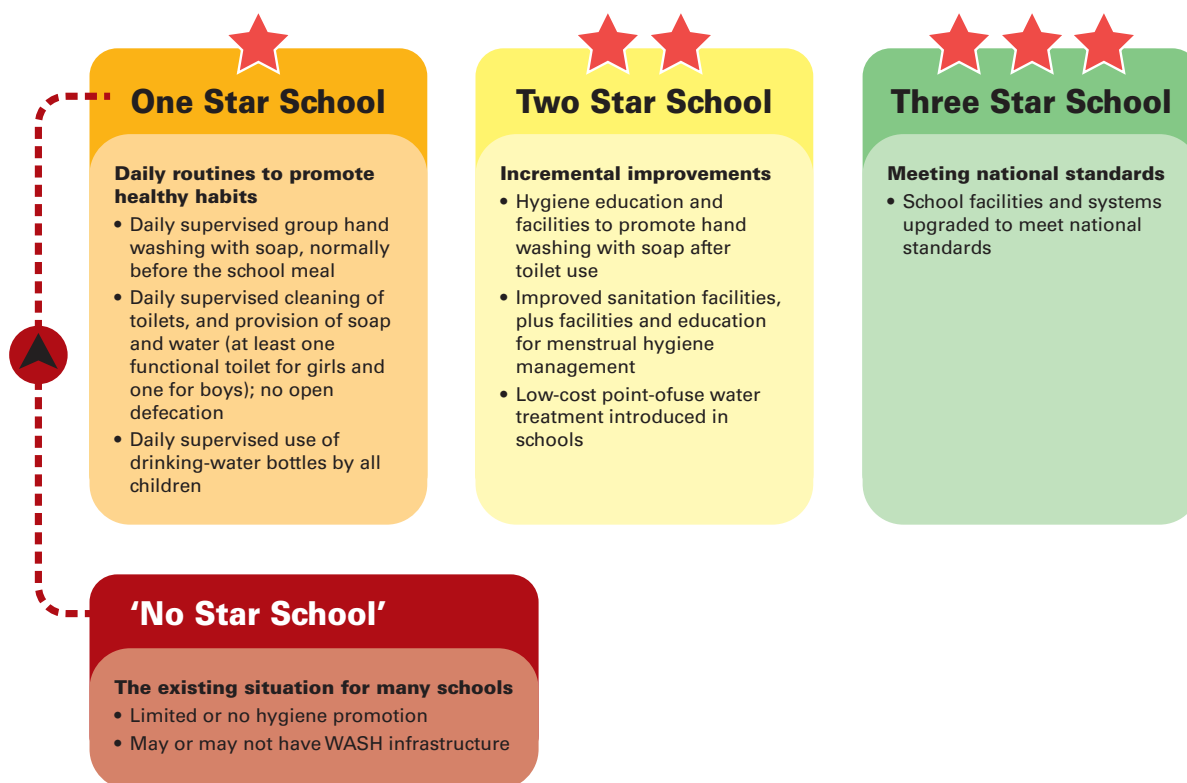
The Three Star Approach for WASH in Schools is demand-driven and rights-based. It aims to strengthen the capacity of schools to identify their own needs; to effectively introduce, manage and sustain appropriate WASH facilities and practices; and to enhance stakeholder involvement to strengthen and sustain their initiatives. It supports and empowers rights-holders, in this case all children in participating countries, to realise their right to adequate WASH in schools, and more widely in their homes and communities. Based on the principles of simplicity, scalability and sustainability, it encourages

schools to take simple, inexpensive steps to ensure that all students wash their hands with soap, have access to drinking water, and are provided with clean, gender-segregated toilets at school.

The Three Star Approach is designed to be easily scalable. It is an incremental approach aiming first at achieving minimum standards, and then moving from one to three stars by expanding hygiene-promotion activities and improving infrastructure, ultimately achieving the national standards for WASH in Schools. The Three Star classification (illustrated in Figure 3) incentivises and encourages schools to improve WASH facilities and practices. As schools move along the continuum from none to three stars, the WASH curriculum, WASH facilities and sanitation and hygiene practices improve.

Stars are designed to be calculated by inputting basic WASH information. Schools input data around the numbers of students (gender-disaggregated), of toilets, of taps etc. and the chosen data management system calculates what 'star' the school is at. In the participating countries, Three Star Approach stakeholders also visit schools to verify information. This input and verification process is carried out in different ways across participating countries. An extended stakeholder list involved in the Three Star Approach is included in Annex XII.

Figure 3: Overview of the Three Star Approach for WASH in Schools (UNICEF & GIZ, 2013)



1.3 Implementation in the Pacific

The Three Star Approach for WASH in Schools has been progressively rolled out to five Pacific countries. Fiji was the first country to implement the Three Star Approach for WASH in Schools in 2014 (UNICEF Pacific, 2015). Kiribati was the second country of implementation in the Pacific in 2015.

This was followed by Solomon Islands in 2016, then a larger Fiji and Vanuatu implementation in 2017, as outlined in Figure 4. Advocacy work and baseline surveys began in FSM in 2018. As evidenced by Tables 6, 7, 8, 9 and 10, roll-out, focus, timeframe, scope and funding vary across the countries.

Figure 4: Periods of Implementation of the Three Star Approach

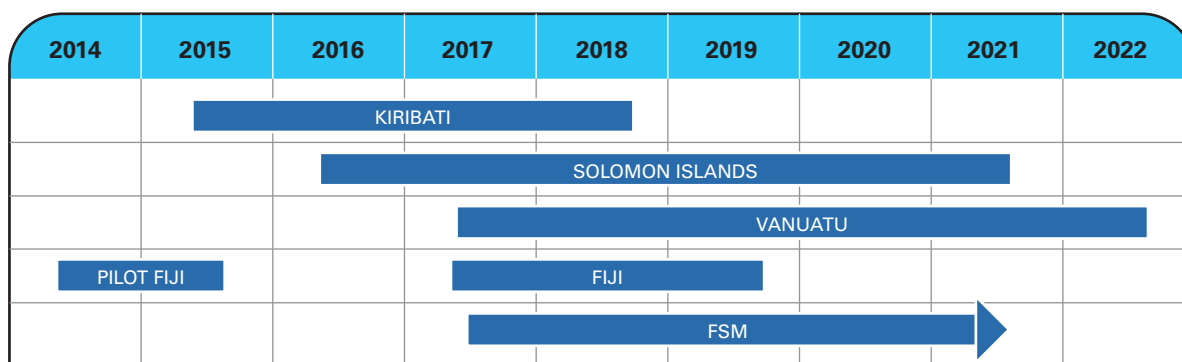


Table 6: Overview of Kiribati Three Star Approach for WASH in Schools

Kiribati – Three Star Approach	
Focus	Mainly demand – Training on WASH Technical Toolkit and management provided to school committees by Regional NGO Live and Learn Environmental Education (LLEE), with support from UNICEF.
Timeframe	2015 – 2018
Scope	36 Schools (26 primary, 7 junior secondary and 3 senior secondary) 4,800 students (40% of the outer island student population) and 219 teachers The Three Star Approach is embedded within the Kiribati WASH from the Start (KWAS) initiative. The KWAS initiative builds on the previous Kiribati WASH in Schools (KWIS) programme which ran from 2015-2019. The Three Star Approach was initially piloted in four schools in 2015 but has since been extended to 32 schools on four outer islands. There are now plans to roll out the Three Star Approach to all schools in Kiribati (through the KWAS initiative) by 2023.
Location	Four of the outer islands of the Gilbert group (North Tarawa, Abaiang, Maiana, Marakei)
Funding	MFAT: NZD 1,480,350 of which NZD1,184,070 is being provided by the New Zealand Partnership for Development Fund UNICEF: NZD 296,070 in matched funding and \$360,000 in kind (Human Resources) ESR: NZD 26,000 in kind (Human Resources)
Partnerships	Regional NGO LLEE: production of WASH Education Toolkit KIRIWATSAN project: assistance in building relationships with school committees, village water committees and women’s groups.

Table 7: Overview of the Solomon Islands Three Star Approach for WASH in Schools

Solomon Islands – Three Star Approach	
Focus	System strengthening and supply – Aim to get all schools to ‘Two Stars’
Timeframe	October 2016 – October 2021
Scope	42 schools affected by the April 2014 flash floods, approximately 6,500 students and 280 teachers. 7 schools are faith-based.
Location	5 wards in north and East Guadalcanal
Funding	MFAT: NZD 3.8 million over 5 years
Partnerships	Environmental Science and Research Limited: technical and scientific support. Engaged in delivering the project outputs are World Vision Solomon Islands, Live & Learn Environmental Education and Ministry of Education and Human Resources

Table 8: Overview of the Vanuatu Three Star Approach for WASH in Schools

Vanuatu WASH in Schools	
Focus	Comprehensive. Aiming to get all schools in Penama province to ‘Two Stars’, whilst building capacity of government and partners to effectively and sustainably scale up WASH in Schools nation-wide. UNICEF will also advocate for Ministry of Education and Training policies to be relevant to WASH in Schools issues; develop education resources; develop WASH in Schools training for school managers, principals etc.
Timeframe	July 2017 – June 2022
Scope	67 primary and 14 secondary schools 8,300 students and 404 teachers
Location	Penama province (Pentecoste, Ambae, and Maewo islands)
Funding	MFAT: NZD 3,719,346 UNICEF: matched funding
Partnerships	The project is implemented through the Ministry of Education and Training, in collaboration with the Ministry of Health and Department of Water Resources. ESR will adapt the Department of Water Resources template to be relevant to schools and support development of technical standards and guidelines around WASH, particularly in climate, gender and disaster resilience.

Table 9: Overview of the Fiji Three Star Approach for WASH in Schools

Fiji – Reach for the Stars	
Focus	Mainly enabling environment – WASH in Schools policy development, advocacy for WASH in Schools budget allocation, WASH in Schools monitoring systems (inclusion of WASH in Schools data in Fiji Education Management Information System) and training of Head Teachers, teachers, Parent Teacher Association, District officials.
Timeframe	Small pilot in 2014 January 2017 – December 2019: ‘Reach for the Stars’ implemented
Scope	Direct: 100 primary schools (from 6 of the 9 education districts in Fiji) and 7 early childhood education centres, approximately 10,000 children. Indirect rights holders: 112,468 children in 453 Primary schools. 353 primary schools indirectly benefitting from the country wide Three Star mapping activity with guidance tools.
Location	Suva, Nausori, Ra, Ba/Tavua, Nadroga/Navosa, and Lautoka/Yasawa/Nadi
Funding	MFAT: NZD 1,732,000 (through UNICEF New Zealand National committee) for whole time period. DFAT: AUD 1.3 million to support school infrastructure development.
Partnerships	CBM Nossal: completed a case study on WASH in School programme for children with disability. UNC: completed a menstrual hygiene management study, with Project Heaven as a partner. LLEE. Fiji Teachers’ Association: implement activities around education ad training on the Three Star Approach and enter WASH data into FEMIS.

Table 10: Overview of the FSM Three Star Approach for WASH in Schools

Federated States of Micronesia – Three Star Approach	
Focus	Baseline survey completed June 2018 between Chuuk State Department of Education and UNICEF
Timeframe	Three Star Approach introduced in the state of Chuuk in October 2017. A baseline study of 24 schools in all 5 regions of Chuuk was conducted in 2018. This represents 30% of schools in Chuuk State.
Scope	Since 2018, UNICEF has assisted the Government of FSM via a single technical adviser based in Chuuk State. The adviser has had a sole focus on building the enabling environment for WASH in Schools and building relationships and strengthening collaboration between the Department of Education, Department of Health, the Environmental Protection Agency and NGO's and other stakeholders working in the sector. The technical support provided follows a baseline assessment of 24 schools in Chuuk State completed in 2018, the most comprehensive assessment of WASH in Schools in FSM ever undertaken. Five schools from Chuuk State are currently participating in a pilot of the Three Star Approach (i.e, Three Star Approach at the school level). In 2020, UNICEF's technical adviser worked closely with the Department of Education on the response to the COVID-19 emergency and helped to draft the Standard Operating Procedures for WASH in Schools in support of the re-opening of schools in FSM in mid-2020.
Location	All 5 regions of Chuuk State
Funding	UNICEF regular budget
Partnerships	German Corporation for International Cooperation (GIZ) Government of FSM FSM Department of Education Chuuk Environmental Protection Agency Chuuk Public Utility Cooperation Federated States of Micronesia College

Maps of implementation areas are included in Annex IV.

2. PURPOSE, OBJECTIVE AND SCOPE OF EVALUATION

2.1 Purpose of the Evaluation

The main purpose of this formative evaluation is to generate evidence to inform the replicability and scalability of the Three Star Approach for WASH in Schools in Fiji, Kiribati, Solomon Islands, Vanuatu and FSM. The purposes of the evaluation are (i) to foster learning and improvement of the Three Star Approach for WASH in Schools, (ii) identify priority focus areas for government partners and donors and (iii) increase accountability by assessing the effectiveness of the Three Star Approach for WASH in Schools in building sustainable and resilient schools and communities and in changing children’s behaviour as agents of change.

An extended list of WASH in Schools stakeholders are contained in Annex XII and the primary audience includes:

- UNICEF Pacific who will use the information to contribute to the mid-term review of the Multi-Country Programme Document;
- Education and health ministries along with other relevant ministries or government departments at national and provincial/island level;
- Universities and research institutes in the region and abroad;
- WASH programme implementing partners and other development partners working in WASH in Schools to learn and increase accountability by improving WASH in Schools implementation; and
- Donors to inform their investments.

The findings and recommendations of this evaluation are intended to be used to adjust WASH in Schools strategies and implementation modalities when necessary. Additionally, they identify what changes are required for future replication and/or scaling, as well as strengthen the implementation of the Three Star Approach in Pacific countries.

The timing of the evaluation centred on activities between 2011 and 2018, but post-2018 actions have also been considered. The UNICEF country programme cycle is pertinent to this evaluation as the activities span multiple cycles. The majority of activities considered were in the previous UNICEF country programme cycle of 2013 – 2017, and the evaluation took place during the current programme cycle of 2018 – 2022. This evaluation contains findings and recommendations that will be relevant for the next programme cycle of 2023 – 2027.

2.2 Objective of the Evaluation

The objectives of the evaluation, as outlined in the Terms of Reference (Annex I), were refined to reflect the evaluation’s formative purpose and to emphasise the focus on the Three Star Approach for WASH in Schools as the evaluation subject. Table 11 differentiates the original and revised evaluation objectives.

Table 11: Evaluation Objectives

Original Objectives as per the Terms of Reference	Revised Objectives
Over-arching evaluation objective	
<p>To establish the extent to which the WASH in Schools Three Star Approach achieved its desired results as it is implemented in Fiji, Kiribati, Solomon Islands and Vanuatu and inform the way forward to advancing the WASH agenda under Goal 4 (“Every child lives in a safe and clean environment”) of UNICEF’s 2018-2021 Strategic Plan the Global WASH Strategy and UNICEF Pacific Multi-Country Programme Document (MCPD).</p>	<p>To assess results to date, and to identify lessons from the way in which the Three Star Approach for WASH in Schools is being implemented in FSM, Fiji, Kiribati, Solomon Islands and Vanuatu that can inform the way forward for the WASH agenda under Goal 4 of UNICEF’s 2018-2021 Strategic Plan: “every child lives in a safe and clear environment;” as well as the Global WASH Strategy and UNICEF Pacific MCPD.</p>

Table continued on page 22

Table continued from page 21

Specific evaluation objectives		
1	Assess relevance, effectiveness, efficiency of the WASH in Schools Three-Star Approach, and whether it is contributing to sustainable and resilient (a) schools and (b) communities	Assess the relevance, coherence, effectiveness, efficiency and sustainability of the Three Star Approach for WASH in Schools towards institutionalising WASH in Schools
2	Validation of the WASH in Schools Three-Star Theory of Change	Validate Programme Logics for the country-specific and integrated Three Star Approach for WASH in Schools, including its contribution to WASH outcomes in the MCPD
3	Identification of the pre-conditions from pilot to scale up and replication, to other countries in the Pacific region	Identify the pre-conditions and requirements for replicating and scaling up pilots of the Three Star Approach for WASH in Schools in Pacific Island Countries
4	Determine the extent to which children's learned WASH behaviours in schools contribute to behaviour change at homes (among their parents)	Determine the extent to which students' WASH knowledge and behaviour contribute to WASH behaviour change at home (with families) and in communities, and the conditions and requirements to optimise this

2.3 Scope of the Evaluation

The evaluation focused on activities carried out between 2015 and 2018, whilst also recognising that the foundational work carried out in the development of the approach commenced in 2013 in Fiji. The evaluation was guided by the evaluation criteria and their associated evaluation questions that were agreed during the original inception phase and updated prior to the implementation of phases 2 and 3 commenced (see section 3.1 and Annex V). To maintain the utility focus of the evaluation, the evaluation team took into consideration activities after 2018, including the impact of COVID-19 starting in 2020.

Not all key result areas of the Three Star Approach for WASH in Schools were targeted in all countries. Guided by country implementing plans for the Three Star Approach for WASH in Schools, as well as the integrated Program Logic (Annex III), the evaluation

focused on the key result areas targeted in each country (see section 1.3). Investigating coherence between the Three Star Approach for WASH in Schools and other interventions to institutionalise WASH in Schools is also important to understand how different stakeholders work together, or could work together, to achieve this.

The unique opportunities and challenges in different evaluation countries provide opportunities to draw lessons and good practice from the way in which the Three Star Approach for WASH in Schools is being implemented, as well as conditions and opportunities for replication and scale-up, in a wider range of contexts. In accordance with the Terms of Reference (Annex I), the evaluation involved in-country data collection in four countries (excluding FSM). Data collection began in Fiji to serve as a pilot for the evaluation methodology and tools, further explored in Section 3.

3. METHODOLOGY

3.1 Evaluation Approach

The evaluation is centered on the principles of utility and realism, ensuring that the products are of use to UNICEF, national governments and WASH partners. The evaluation also builds on the principles outlined in the United Nations Evaluation Group Norms and Standards for Evaluation (2016) and UNICEF's Revised Evaluation Policy (2018b). Based on an extensive review of the Theories of Change for the Three Star Approach (contained in Annex II), the evaluation team devised a theory-based mixed methods approach to capture learnings in line with the evaluation questions (overview in Table 12, detailed in Annex IV). Primary and secondary data were used to inform the findings contained within this report. COVID-19 and its subsequent lockdowns across the Pacific region prompted a revision of the data collection approach, and the evaluation team and the UNICEF Evaluation Management Team (EMT) has ensured that the information gathering remained robust and relevant.

The evaluation aimed to learn how, and under which conditions, the Three Star Approach for WASH in Schools positively influences WASH behaviour among girls and boys (and men and women). Since the evaluation did not involve the manipulation of an independent variable or random assignment of participations to study conditions, it was based on a non-experimental design. The evaluation was implemented in three phases: inception; investigation and validation; and reporting. During each phase, different methods were used to collect, analyse and interpret data in accordance with the participatory, utilisation-focused approach.

The evaluation adapted significantly and effectively to the COVID-19 context through partnering with Talanoa Consulting. As a Pacific-based multi-disciplinary consulting company, Talanoa provided an 'on the ground' perspective in each data collection country. Highly experienced data collectors were recruited in Fiji, Solomon Islands, Kiribati and Vanuatu from education, aid and community service backgrounds. Gender and age were taken into consideration to ensure students and teachers felt comfortable discussing WASH concerns. They carried out the fieldwork and contributed extensively to the development of findings, providing additional information around socio-cultural perceptions of WASH. They contributed to the 'ground truthing' recommendations, maintaining the utility-focused dimension of the evaluation. Utilising data collectors from the implementing communities and able to speak in community languages added additional relevance to the methodology. These changes in

data collection methodology did not compromise the integrity / quality of the evaluation, a prime consideration in the adaptation of the methodology, along with feasibility.

The methods employed in this evaluation include:

- I. review of secondary documents and data relevant to the design and implementation of the Three Star Approach for WASH in Schools in FSM, Fiji, Kiribati, Solomon Islands and Vanuatu, including quantitative data from reporting. A list of documents consulted can be found in Annex X.
- II. primary data collection through online interviews with UNICEF WASH staff in the Multi-country Office and participating countries, including implementing partners, teachers, community leaders, development partners and government stakeholders. A full list of interviewees can be found in Annex XI.
- III. school visits with teachers, parents and students in participating schools by Talanoa Consulting data collectors. This included community transect walks, focus group discussions (FGDs) with students and community members, key informant interviews (KIIs) with teachers and WASH coordinators and direct observation of WASH practices. Samples of these methods are included in Annex VI.

The evaluation matrix (Annex IV) illustrates which data collection methods were used to address each of the evaluation questions and an overview is included in Table 12. Working definitions as relevant to the Three Star Approach are included in Table 13. A specific non-probability, multistage sampling approach was used to select the islands, provinces, schools and communities visited further detailed in Table 14. Further detail on the methodological approach of this evaluation is contained in the Inception Report (IOD Parc, 2020).

The evaluation used the integrated Program Logic in Annex III, as well as the Pacific Multi Country Programme WASH and country-specific WASH in Schools Theories of Change (Annex II) as a starting point. The preliminary, integrated Programme Logic in Annex III incorporates both the theory of action and theory of change for the Three Star Approach for WASH in Schools. The activities and outputs represent the theory of action, around which UNICEF's implementing capacity, and associated enablers and limitations were investigated. The evaluation team then devised the overarching evaluation questions contained in Table 12 and used the OECD DAC working definitions defined in Table 13.

Table 12: Overview of Evaluation Questions

#	OECD DAC Criteria	Evaluation Question
1	Relevance	Do the objectives and design of the Three Star Approach for WASH in Schools address and respond to changing global, country and schools' WASH needs, policies and priorities, as well as those of girls and boys (and men and women), including those at risk of being left behind?
2	Coherence	Is the Three Star Approach for WASH in Schools compatible with other WASH in Schools interventions (government, schools and other actors, including those supported by other development partners) in the participating countries, education sector, schools and communities?
3	Efficiency	Is the Three Star Approach for WASH in Schools implemented in an economic and timely manner?
4	Effectiveness	Is the Three Star Approach for WASH in Schools contributing to the enabling environment, demand, supply and quality for WASH in Schools in each country, for the benefit of girls and boys (and women and men) of different ages and abilities, including those at risk of being left behind?
5	Sustainability	Do governments, schools, students and communities have the requisite capacity to sustain and scale up the Three Star Approach for WASH in Schools?

Table 13: OECD DAC Definitions and Working Definitions

Criteria	Standard OECD DAC Definitions (2019)	Working Definitions for this Evaluation
Relevance	The extent to which the intervention objectives and design respond to participants', global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change. ²	The extent to which the objectives and design of the Three Star Approach for WASH in Schools address and respond to changing global, country and schools' WASH needs, policies and priorities, as well as those of girls and boys (and men and women), including those at risk of being left behind.
Coherence	Compatibility of the intervention with other interventions in a country, sector or institution.	Compatibility of the Three Star Approach for WASH in Schools with other WASH in Schools interventions (government, schools and other actors, including other development partners) in the participating countries, provinces, districts, schools and communities.
Efficiency	The extent to which the intervention delivers, or is likely to deliver, results in an economic ³ and timely way.	The extent to which the Three Star Approach for WASH in Schools contributes to institutionalising WASH in Schools in an economic and timely manner for the benefit of girls and boys (and men and women), including those at risk of being left behind.

Table continued on page 25

² "Respond to" means that the objectives, design and adaptation of the intervention are sensitive to the economic, environmental, equity, social, political economy, and capacity conditions in which it takes place.

³ "Economic" is the conversion of inputs (funds, expertise, natural resources, time, etc.) into outputs, outcomes and impacts in the most cost-effective way possible, as compared to feasible alternatives in the context. "Timely" delivery is delivery within the intended timeframe, or a timeframe reasonably adjusted to the demands of the evolving context. This may include assessing operational efficiency (how well the intervention was managed).

Table continued from page 24

Effectiveness	The extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups.	The extent to which the Three Star Approach for WASH in Schools contributes to strengthening the enabling environment, demand, supply and quality for WASH in Schools in Pacific Island Countries, for the benefit of girls and boys (and men and women) of different ages and abilities, including those at risk of being left behind.
Sustainability	The extent to which the net benefits of the intervention continue or are likely to continue.	The extent to which governments, schools, students and communities demonstrate the financial, behavioural and institutional capacities to sustain the net benefits of the Three Star Approach for WASH in Schools over time.

As implementation of the Three Star Approach for WASH in Schools in FSM started in 2018 it was opportune to evaluate the relevance, efficiency, effectiveness and sustainability of the Three Star Approach for WASH in Schools programme with a view to strengthening implementation, and to get an indication of conditions and requirements for replication and scale-up. In this sense, FSM could benefit from the experience and lessons in the other four countries. While no in-country data collection was undertaken in FSM, documents were reviewed and remote interviews were conducted with the UNICEF WASH focal point, implementing partners, government partners, development partners and community service organisations.

3.2 Sampling Criteria

In Fiji, Kiribati, Solomon Islands and Vanuatu, non-probability, multistage sampling was used to select the islands, divisions / provinces / districts, schools and communities to be visited. The main selection considerations were purpose and convenience. The selection, which took place in consultation with UNICEF WASH focal points in each country, was based on criteria that are summarised in Table 14. The selection ensured that balanced representation of sites according to criteria was achieved and allowed for flexibility to account for logistical and accessibility challenges.

Table 14: Sampling Criteria

	Fiji	Kiribati	Solomon Islands	Vanuatu
Islands / Provinces	Viti Levu (main island)	Gilbert Island Group	Guadalcanal (main island)	Penama province
Province / Official Subdivision	Six of nine education districts in Viti Levu, three each in Western Division and in Central Division, based on greatest learning potential for the evaluation purpose, population size, socio-economic status, distance from the capital (Suva), number of participating schools, WASH infrastructure and service delivery, as well as vulnerability due to disasters/emergencies and climate change	Two of the four islands in the Gilbert Island Group where the Three-Star Approach is implemented, based on greatest learning potential for the evaluation purpose, population size, socio-economic status, number of participating schools, WASH infrastructure and service delivery, vulnerability due to disasters/emergencies and climate change, as well as accessibility	Four of the five wards where the Three-Star Approach is implemented (two each in north and east Guadalcanal), based on greatest learning potential for the evaluation purpose, population size, socio-economic status, distance from capital (Honiara), number of participating schools, population size, WASH infrastructure and service delivery, vulnerability due to disasters/emergencies and climate change, as well as accessibility	Two of the three islands (Pentecost, Ambae, and Maewo) of Penama province, based on greatest learning potential for the evaluation purpose, number of participating schools, language (French, English), population size, level of urbanization, socio-economic status, WASH infrastructure and service delivery, as well as vulnerability due to disasters/emergencies and climate change, as well as accessibility

Table continued on page 26

Table continued from page 25

Schools	Three of the 6 education districts, and 3 schools in each of these districts, will be selected, based on greatest learning potential for the purpose of the evaluation, size of school; socio-economic status of catchment community, Star Rating (none, 1, 2 and 3-star), population profile of schools (proportion iTaukei to Indo-Fijian)	Three participating schools on each of the selected islands, based on greatest learning potential for the evaluation purpose, size of school and Star Rating (none, 1, 2 and 3-star)	Three participating schools in each of the selected wards, based on greatest learning potential for the evaluation purpose, size of school and Star Rating (none, 1, 2 and 3-star),	Three participating schools on each of the selected islands, based on greatest learning potential for the evaluation purpose, size of school and Star Rating (none, 1, 2 and 3-star)
Communities	If a selected school serves more than one community/village, at least two communities/villages will be selected, based on greatest learning potential for the evaluation purpose, WASH infrastructure and service delivery, community awareness and mobilisation around WASH			

The school selection was arranged with UNICEF country offices, Talanoa Consulting and the evaluation team. The sample arrangement was able to be filled but one school in Kiribati which was

unable to be reached due to concerns around safety and ongoing tropical cyclones. This school was substituted for a school that remained within the sampling parameters.

Table 15: Number of key informant interviews (KIIs) and school visits carried out

Country	KIIs	Planned Schools	Schools Visited
Fiji	6	15	15
Solomon Islands	7	12	12
Vanuatu	4	6	6
Kiribati	6	6	5 ⁴
FSM	7	n/a	n/a
TOTAL	30	39	38

⁴ One school in Kiribati was removed due to unsafe weather and transport at the time of fieldwork.

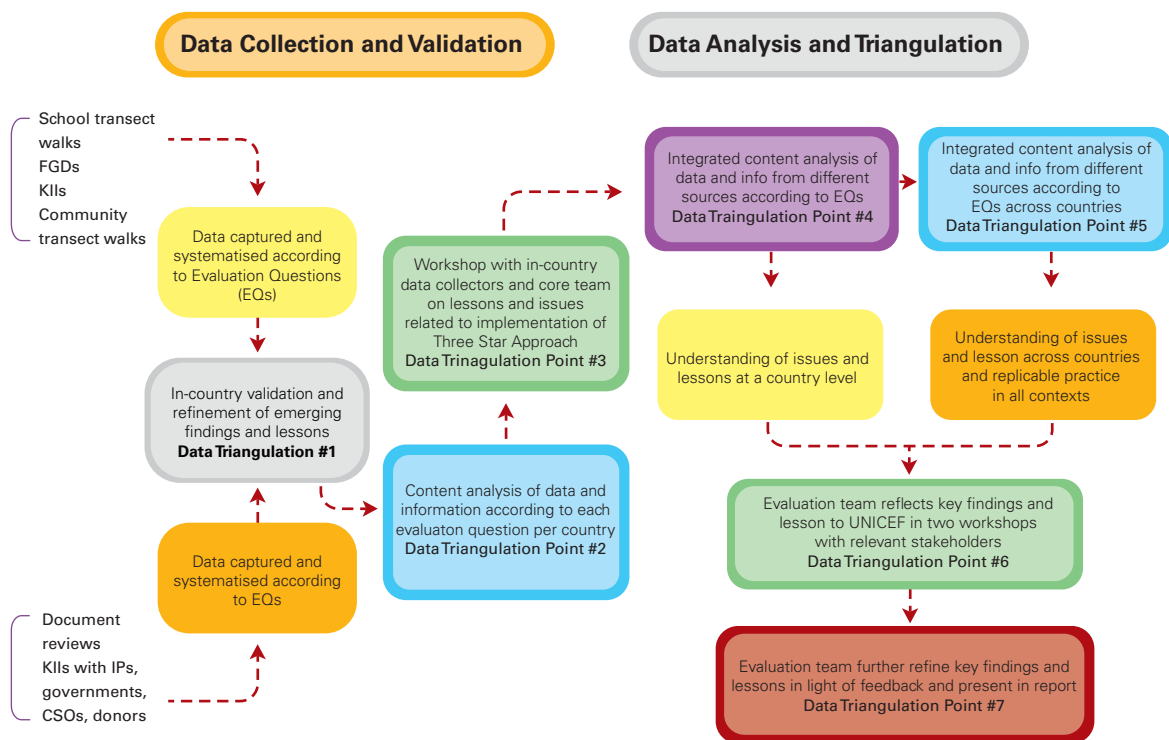
3.3 Data Analysis

Information and evidence from document reviews, KIIs, FDGs, transect walks and direct observation for each country was captured separately in an analysis framework devised from the evaluation questions. The evaluation draws primarily on secondary data (mainly qualitative, some quantitative) and qualitative primary data. The information was then compiled with information from different stakeholders and gathered through different methods as a means of triangulation and consolidation to evaluation questions, as evidenced by Figure 5. Country-specific answers to the evaluation questions were generated from the analysis of issues and themes. These responses were then analysed as a synthesized whole to identify common issues and themes that informed answers to the questions

at an integrated, programmatic level. This went on to form the basis of the evaluative judgements against the criteria. The analysis of the information was conducted jointly by the core evaluation team who collected data remotely, as well as with the in-country data collectors.

The evaluation team reflected the emerging findings, lessons and recommendations through two workshops with the UNICEF evaluation team and UNICEF evaluation countries to serve as additional triangulation points. This also enabled the evaluation team to further refine and enrich emerging findings and recommendations prior to the drafting of this evaluation report. The data collection, analysis and triangulation process are further elaborated on in Figure 5.

Figure 5: Data Collection, Analysis and Triangulation Process



3.4 Ethical Considerations and Safeguards

Members of the evaluation team were bound by ethical research principles of impartiality, independence, credibility, conflicts of interest and accountability. Evaluators remained as impartial and objective as possible and allowed participants to express their own views and opinions without interruptions. Evaluators were responsible for safeguarding the credibility of the evaluation by

acting fair and credible towards research subjects, providing an accurate and transparent description of the potential risks or discomforts and the anticipated benefits derived from the evaluation. Evaluators also accounted for conflict of interest arising from the concern for individual rights and potential harm to research objects and the benefits of knowledge and learnings generated.

The evaluation team undertook all necessary ethical clearance steps required for research with participants under the age of 18, based on the

International Charter for Ethical Research Involving Children (Ethical Research Involving Children, 2015) and UNICEF's Procedure on Ethical Standards in Research, Evaluation, Data Collection and Analysis (2021b). The team obtained permission in writing from the Ministries of Education (institutional clearance/ authorization forms are contained in Annex VIII). Additionally, the evaluation team provided a detailed overview and received approval from an independent Ethics Review Board during the inception period (September 2020) (found in Annex XI). Talanoa Consulting data collectors were also cleared through a strict vetting system and were required to agree to an ethical code of conduct. The evaluation was based on the principle of informed respect and child-friendly approaches. Detailed scripts to ensure participants' understanding of their rights are detailed in Annex VI.

Gender equality and social inclusion were recognised as critical dimensions to this evaluation. Data collection methods were designed to capture different voices, including separating FGDs based on gender, and having data collectors of the same gender work with groups. This was particularly important when looking at topics such as menstrual hygiene management. Diverse methods of engagement were employed to bring in people with disabilities however as explored in Section 3.5, this is often challenging in the Pacific context.

3.5 Limitations and Mitigation Strategies of the Evaluation

Access to countries, schools and communities impacted by COVID-19: this was addressed by using local consultants to conduct the fieldwork and including further data validation points to ensure validity of the findings. Additionally, a wide range of online tools were used to maintain communication (e.g. Teams, Zoom, Whats App).

Difficulties elevating voices of children with disabilities and out-of-school youth: significant equity gaps exist across the Pacific region with access to education, particularly in remote areas (Monash University, 2016). Children with disabilities are also significantly more likely to be out of school. The extent of this issue is not well monitored however the Pacific Indicators for Disability Inclusive Education Guidelines estimates that 90% of children with disabilities in the Pacific are out of school (Monash University, 2016). The primary focal point for the fieldwork for this evaluation was centered around schools, and so it is likely that a significant number of disabled children in the sampled communities were not engaged. To address this, the evaluation used

best practice such as the Sphere Standards (2021) and significant inclusion-focused research, but more investigation is required to address specific disability-related barriers to Three Star Approach for WASH in Schools.

Substantial evidence base across rural, remote, urban populations: As outlined in the context section of this report, the Pacific's population is highly dispersed and significant differences exist between urban, rural, remote and very remote communities. Servicing remote and very remote communities often have exponential cost implications as transport and access are often extremely expensive and time consuming. Whilst this evaluation examine schools across urban and rural populations, the sampling was limited to the geographic structure of the pilots being implemented in the countries which were not remote schools due to reasons of practicality. Diversity and inclusion across this report will refer to the differences between rural and urban schools, as well as other dimensions such as disability and gender. The evaluation does not however examine the specific challenges related to remote populations, which is an area for future exploration.

3.6 Quality Assurance

All necessary checks were in place to ensure the evaluation and its deliverables were useful and of appropriate quality. The UNICEF EMT is responsible for quality assurance with oversight from UNICEF East Asia Pacific Regional Office (EAPRO) Evaluation Section. The team comprised of the Multi-country Evaluation Specialist and the Chief of WASH Programme. Two workshops were held with the UNICEF EMT and other UNICEF stakeholders to assess the validity of emerging findings and recommendations. The deliverables were reviewed by the Evaluation Reference Group comprising of UNICEF Pacific Research and Evaluation, Study and Ethics Committee and relevant UNICEF EAPRO staff members.

4. FINDINGS

4.1 Relevance

Overall Evaluation Question 1: Do the objectives and design of the Three Star Approach for WASH in Schools address and respond to changing global, country and schools' WASH needs, policies and priorities, as well as those of girls and boys (and men and women), including those at risk of being left behind?

Summary of Evaluation Question 1 – Relevance:

The objectives of the Three Star Approach for WASH in Schools are aligned with and respond to most of the changing policies and priorities at a global level, specifically in relation to the SDGs and UNICEF's Global WASH Strategy. A critical weakness is the lack of detail on resilience. Strong government buy-in to the approach, as evidenced in evaluation countries, is testament to the importance and relevance of taking a demand-driven approach. Whilst the rights-based element is present and progress is being made, a clear disability inclusion focus is not strongly evident.

The primary challenge with programme relevance is to ensure that alignment is sufficiently detailed. The prime indicators of this lack of detail are seen in the regional- and country-level Theories of Change and their accompanying programme plans and results frameworks. A gap exists within these documents between the intermediate outcomes and the assumptions, risks and mitigating strategies. Additionally, it lacks localised nuance which limits its capacity to act as a foundation for plans that promote and support effective, inclusive and sustainable change.

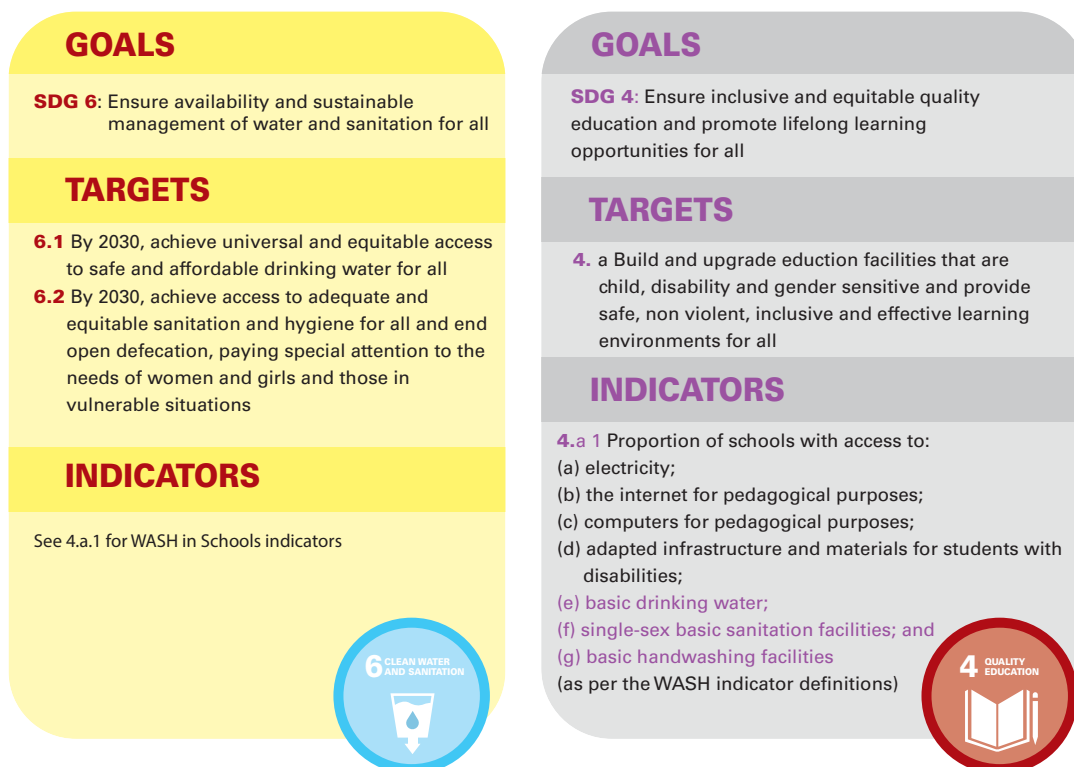
4.1.1. To what extent are the objectives and design of the Three Star Approach for WASH in Schools aligned with changing global priorities, including those related to gender equality, inclusion, the environment and climate change (including preparing schools to identify, assess, manage and absorb risks and shocks from natural disasters and pandemics)?

Recognising that the intervention model of the Three Star Approach was developed prior to the SDGs, its application in the selected Pacific countries is aligned to its priorities, particularly SDG 6 (WASH). It also aligned to other closely linked SDGs 3 (Health) and 4 (Education) through helping schools meet essential criteria for a healthy learning environment for children. The Three Star Approach is also aligned with SDG 10 (Equality). This is clearly articulated in the demand driven and rights-based approach that aims support and empower rights-holders to realise their right to adequate WASH in schools, and more widely in their homes and communities through addressing WASH bottlenecks. In particular, the Three Star Approach for WASH in Schools is aligned with the statement from World Leaders on the 'Decade of Action' to achieve the SDG targets, particularly with regards to catalysing 'local' and 'people' action. (Sustainable Development Goals Hub, n.d.)

For the application of the Three Star Approach in the Pacific region, there are important and clearly evident links to Goal 17 (partnership) which emphasise support to developing countries, including small island developing states. This is in particular regard to significantly increasing the availability of high quality and reliable data (with appropriate levels of disaggregation) which is embedded in the Three Star Approach (United Nations Department of Economic and Social Affairs, n.d.).

The Three Star Approach also links in with broader global research and action on climate change. In 2013, UNICEF EAPRO released a report highlighting the gap between the Pacific and the East Asia region in comparison to the world in the provision of basic water and sanitation (UNICEF EAPRO, 2013). The report underscores the need for Pacific Island nations and leaders to prioritize efforts to improve water resources and their sustainable management (Pacific RISA, 2015). There is a linkage to SDG 13 Climate Change through 13.2 on integration of climate change measures into policy and planning and to some extent 13.3 building knowledge and capacity on climate shocks such as tropical cyclones. A major gap has been the lack of a strong and explicit

Figure 6: Sustainable Development Goals 6 and 4 (United Nations Department of Economic and Social Affairs, 2021)



linkage to SDG13.1 Resilience Building as this is one of the most critical challenges facing the Pacific Island countries (Pacific RISA, 2015).

The focus of the Three Star Approach on children, particularly girls and those who are excluded or marginalised (people with disabilities) resonates with the clear SDG emphasis on ‘Leave No One Behind’. Specifically, the focus on those most disadvantaged and excluded, articulated in the statement: ‘we will endeavour to reach the farthest behind first’ (United Nations, 2015). The Three Star Approach for WASH in Schools strongly emphasises the fundamental importance of having gender segregated toilets (1 Star) and strong emphasis on menstrual hygiene management (MHM) education and infrastructure, particularly in 2 Star ratings.

The application of the Three Star Approach for WASH in Schools highlights the importance and challenges of inclusion of people with disabilities. Ensuring access and inclusion for all is unsurprisingly more challenging to implement when faced with major limitations (primarily on budgets) but also with regard to attitudes on disability where there is limited understanding of differing needs. For example, there is evidence within Three Star Approach guiding documentation of addressing issues of access only through provision of ramps without considering the needs of young people with other disabilities such as blindness. The design

of disability-related infrastructure is largely left the Three Star rated schools, often identified as the hardest and most expensive one to reach. This means that with its incremental approach, 1 Star and 2 Star schools often have made no progress in disability inclusion. This undermines the approach’s relevance to disabled children and young people.

The Three Star Approach highlights the importance of children being actively engaged. Through school WASH clubs, students are encouraged to have a ‘voice’. Students’ involvement is recognised as being very important both in supporting activities in schools as well as forming links between the school and the community (UNICEF & GIZ, 2013). The Theories of Change from both regional and country-specific contexts directly point to the role that children play as change agents. The message is one that has been strongly articulated by UNICEF for many years. The following statements from UNICEF make this point clearly:

“UNICEF recognizes the potential of children as agents of handwashing behaviour change by coupling water and sanitation improvements in schools with hygiene education. The use of environmental health clubs, drama groups and student focus groups creates the conditions for children themselves to be agents of change in their schools, families and communities. UNICEF’s experience in promoting handwashing with soap

in schools as part of a larger water, sanitation and hygiene effort shows how important it is to involve children themselves as active participants with real project responsibilities rather than as passive targets of health messages.” (Global Handwashing Day, n.d.).

Other examples include the 2010 WASH in Schools Call for Action (UNICEF, 2010).

The clear focus of the Three Star Approach for WASH in Schools through ‘simple and inexpensive steps’ to improving WASH in Schools is highly relevant to schools, communities and decision makers in government and support agencies.

This is strengthened by changing the way ‘WASH in Schools programming is perceived by Schools, communities and decision makers in government and support agencies’ (UNICEF & GIZ, 2013) thus contradicting a misconception that investment in WASH in Schools is expensive (infrastructure) and difficult (behaviour change). The focus on simple and inexpensive steps is highly relevant to the context where there are limited resources within communities as well as governments of the five participating countries (UNICEF & GIZ, 2013).

4.1.2. To what extent are the objectives and design of the Three Star Approach for WASH in Schools aligned with Governments’ (changing) policies/plans, needs and goals in Fiji, Kiribati, Solomon Islands, Vanuatu and FSM?

There is strong evidence across all five countries of strong support by governments for the Three Star Approach for WASH in Schools with evidence of ownership across key ministries and departments. Additionally, appreciation of the Three Star Approach as relevant to their contexts and situation was demonstrated. The following evidence from each country illustrates this. Key challenges to progress relate to coherence of policies and standards and the impact of changes in personnel across key departments and ministries.

Fiji: The Three Star Approach for WASH in Schools is strongly linked with the work of the Government of Fiji. It aligns with the government’s commitment to providing quality WASH, reflected in the National Development Plan 2017, targeting 100% access to safe drinking water by 2030 and 70% improved sanitation systems by 2021. Additionally, the Three Star Approach flows on from the policies previously released by the Ministry of Education, Heritage and Arts. These include the Education in Emergencies policy (2012), Minimum Standards on WASH in Schools Infrastructure (2012) and WASH in Schools in Emergencies – Standards (2016). More recently, implementation has faced several disruptions due to changes in personnel across Ministry of Education, Heritage and Arts, as well as a reshuffle after the

2018 national elections. Whilst this has made implementation challenging, the relevance of the Three Star Approach has remained consistent.

FSM: WASH (including WASH in Schools) appears to be a growing priority for FSM Government at both state and national level in FSM. This is evidenced by the FSM Association of Chief School Officers passing a resolution that WASH in Schools must be an indicator for school accreditation in early 2021. Despite this, there are no overarching WASH policies at state or national level (including for WASH in Schools), and requirements and standards for WASH in Schools are often inconsistent between government agencies and/or are not adequately defined.

Kiribati: The Three Star Approach for WASH in Schools is strongly supported by the Government of Kiribati and there is evidence of ownership amongst key ministries including the Ministry of Education, Ministry of Health and Medical Services and the Ministry of Infrastructure and Sustainable Energy. This includes participation and strong engagement in the recently established National Committee for WASH in Schools, which is chaired by a Director of the Ministry of Education. The Three Star Approach is aligned with key current and previous national policies including the Kiribati 20 Year Vision 2016-2036, National Sanitation Policy and the National Water Resources Implementation plan. The National Sanitation Policy was recently updated to ensure the Three Star Approach is mainstreamed across the country.

Vanuatu: The Government of Vanuatu is strongly supportive of the Three Star Approach for WASH in Schools and has indicated it wants the approach (currently piloted in Penama) to be rolled out nationwide. Strengthening WASH, and particularly WASH in Schools, has been a key national government priority for many years and has become even more important since both the onset of the COVID-19 pandemic and Tropical Cyclone Harold (April 2020). The importance placed by the Government of Vanuatu on improving WASH in Schools is evidenced by the recent creation of a new National WASH in Schools Coordinator position within the Ministry of Education and Training.

Solomon Islands: The Three Star approach aligns with the existing policies of the Solomon Islands including the Rural National Water Policy (2012), National Water Policy (draft available) and the National Water and Sanitation Implementation Plan from 2017 to 2033. There have been significant changes in personnel across particularly the Ministry of Education and Human Development, recently appointing its third minister since the April 2019 elections however throughout this, the Three Star Approach has remained relevant.

The COVID-19 pandemic has provided additional impetus to improve WASH in Schools particularly in terms of hygiene, particularly handwashing.

In Kiribati there is a strong push from the Government of Kiribati to roll out the Three Star Approach to all schools in Kiribati (i.e., beyond the four outer islands where the approach has been piloted) by 2023 as part of the KVAS initiative as part of the WASH in Schools replication policy (New Zealand Ministry of Foreign Affairs and Trade Aid Programme, 2018). In Solomon Islands, the WASH indicators included in Solomon Islands Education Management Information System (SIEMIS) were used to assess COVID-19 related hygiene risk across the nine provinces of the country which enabled the National Disaster Operational Council to develop rapid assessments of where key outbreaks could occur. At the time of writing, Fiji was enduring a significant outbreak and a lockdown was imposed on the main island of Viti Levu. A full investigation into the implications of lockdown on WASH in schools is out-of-scope of this evaluation.

4.1.3. To what extent is the Three Star Approach for WASH in Schools aligned to UNICEF's Strategic Plan Goals for WASH?

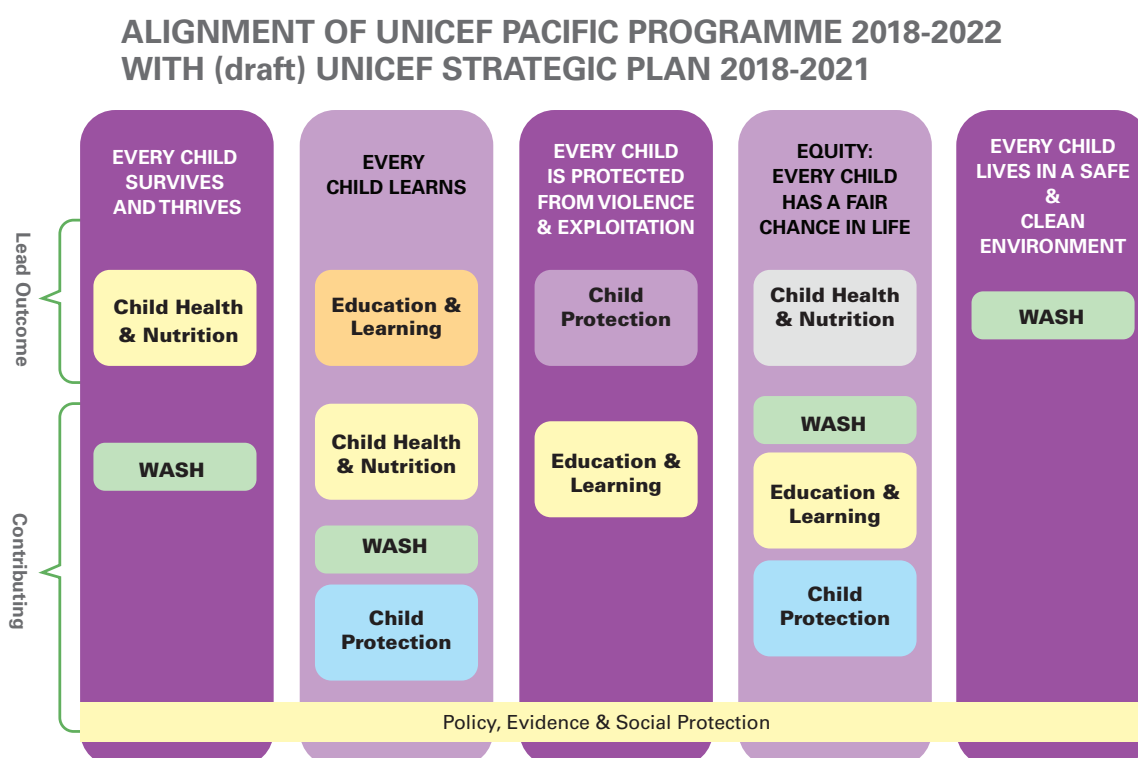
The Three Star Approach for WASH in Schools is consistent with the priorities of UNICEF's 2016-2030 Global WASH Strategy that highlights the importance and challenge of universal coverage. Its clear stress on the needs of women, girls and those in vulnerable situations and the necessity to address wastewater management both link to long-term

security of water sources and the development of Water Safety Plans (UNICEF, 2016). The approach of helping schools to meet essential criteria for a healthy and protective environment for children and improve the effectiveness of hygiene behaviour change programmes through a set of inexpensive, simple and sustainable steps clearly reflects UNICEF's Global Strategy for WASH (2016). The focus on the building of an enabling environment and supporting improved accountability, transparency, monitoring and people's participation for WASH in Schools is evidence of UNICEF focusing on areas where it 'needs to do better' (from the Preface of UNICEF's Global Strategy). This is also clearly articulated in the 2018-2022 Pacific Islands MCPD (UNICEF Pacific, 2017c).

The Three Star Approach for WASH in Schools is linked to UNICEF's Strategic Plan 2018-2021.

As with the Global WASH Strategy, the UNICEF Pacific application of the Three Star Approach for WASH in Schools is consistent with the Goals of the 2018-2021 Strategic Plan. This can be seen from the diagram in Figure 7. There is alignment with Goal Area 2 (Every Child Learns), Goal Area 3 (Every Child is protected from Violence and Exploitation) and Goal Area 4 (Every Child Lives in a Safe and Clean Environment). There is however less clarity on how the Three Star Approach for WASH in Schools can support the strengthening of 'coherence and complementarity between humanitarian action and development programming' (Cross-cutting Priority 1) (UNICEF, 2018c).

Figure 7: Alignment of UNICEF Pacific Programme with UNICEF Strategic Plan (UNICEF, 2017)



Whilst UNICEF’s Field Guide to the Three Star Approach is not explicit on disaster risk reduction and climate change, global and regional thinking on disaster risk reduction and the impact of climate change has been highlighted in key documents on WASH in Schools for a number of years. This focus is seen in the current MCPD (UNICEF Pacific, 2017c) which aims to implement a drinking water safety and security planning approach to make communities resilient to climate change and natural hazards (UNICEF (Internal), n.d.). The UNICEF Pacific WASH Strategy aims to prioritise increased resilience in ordinary times and emergencies (UNICEF Pacific, 2017c). This message is further developed in the UNICEF Pacific WASH Resilient Guidelines Handbook which state:

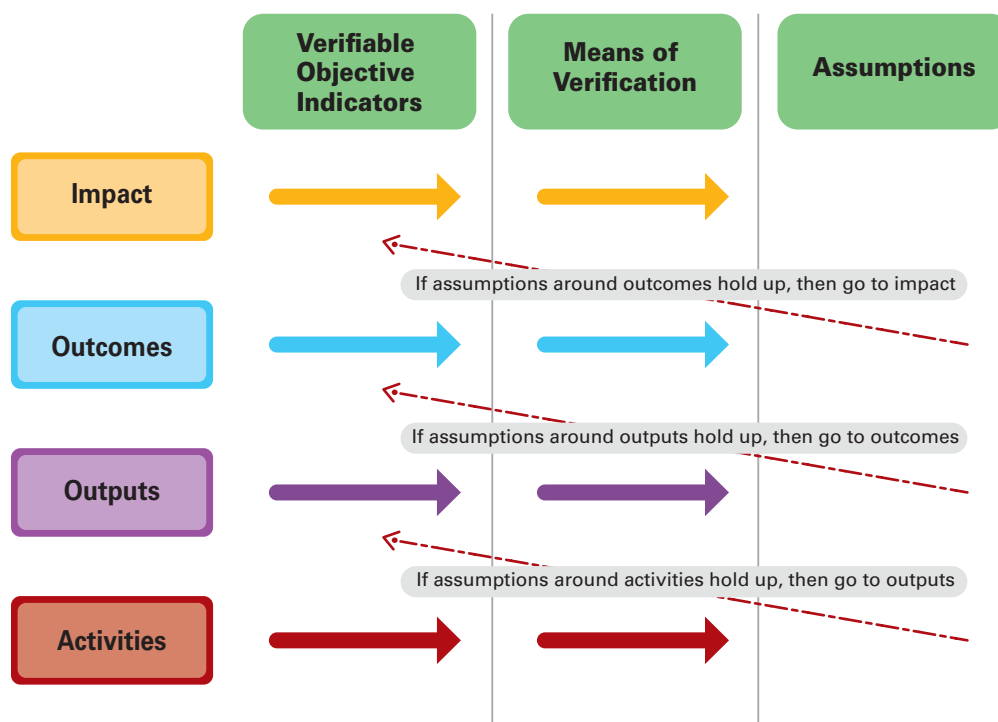
“Pacific Island countries must incorporate disaster and climate risk, and new forms of financing into WASH programmes and service delivery and integrate WASH into disaster risk reduction and climate change adaptation programmes in line with the Framework for Resilient Development adopted by Pacific Island countries governments.” (UNICEF Pacific, 2018).

An all-encompassing challenge is how the application of the Three Star Approach is relevant to the specific needs and small island developing states that make up the countries and territories of the Pacific (UNICEF Pacific, 2017c). Having a robust Theory of Change that is linked to this context

is critically important. The relevance of the WASH in Schools Three Star Approach and linkage between the SDGs, UNICEF’s Global WASH Strategy, UNICEF Strategic Plan 2018-2021, UNICEF Pacific WASH Strategy and UNICEF Country Programme WASH Strategies were reviewed alongside their relevant Theories of Change. Whilst the relevance of the Three Star Approach for WASH in Schools to the SDGs and UNICEF’s Global Strategy is very clear, an emerging gap (‘missing middle’) is increasingly visible.

There is an emerging gap between how the intermediate programme results influence change at other levels, including longer-term outcomes and impact. This is particularly apparent in reviewing the Theories of Change (multi-country as well as for each specific country) together with their accompanying logframes and results frameworks for the WASH in Schools programmes (annexes II and III contain the current Theories of Change). The UNICEF Pacific Multi Country Programme Theory of Change has a box on risks (unstable political environments, changed government priorities, economic constraints, natural disasters hindering progress, increases in costs and diversion of resources) (UNICEF, 2017). These significant risks are not addressed either in the proposed assumptions boxes (what mitigating activities/strategies need to be applied to and by whom) or in the main proposed activity boxes. These gaps are significant in addressing the challenge of progressing from short-term to longer term outcomes. Similarly, in the country programme logic

Figure 8: Illustration of the ‘logic’ of the logical framework (DFID, 2011)



models, the links between the contributing outputs are weak. Figure 8 demonstrates the 'logic flow' of the logical framework.

This is seen in terms of gaps in the vertical logic (from outputs to outcomes at both Country Programme and Multi-Country Programme Theory of Change levels). There is also a challenge to horizontal logic in the contribution of project outputs and outcomes in a programme where the outputs achieved in one column are insufficient to contribute to and support the outputs, outcomes and higher-

level changes in a corresponding column. The Kiribati and Vanuatu logframes are examples of this issue where critical assumptions of finance and support for development of WASH infrastructure (essential for support for 2 and 3 Star status) and operations and maintenance (O&M) are assumed rather than being specifically addressed.

Revisiting best practice in developing a Theory of Change reveals a clear pattern of challenges to be addressed, as outlined in Table 17.

Table 16: Best Practice and Challenges within the Three Star Approach Theories of Change

Best Practice in Theory of Change framework	Challenges within the Three Star Approach for WASH in Schools Theories of Change
<p>Context Critical to ensure that key contextual factors (especially barriers and challenges) are highlighted and addressed in Theory of Change</p>	Lack of adequate context in the Theories of Change from regional level downwards. Specifically with regard to the impact of climate change and climate-related emergencies and the impact of context on programming (though this is mentioned in the introduction to the UNICEF Pacific Strategy Note (2018-2022).
<p>Rights holders Clarity on rights holders and especially groups with special focus supports the development of activities and of appropriate indicators</p>	Clarity of focus on marginalised and excluded groups that are mentioned in SDGs and Global WASH Strategies. Largely absent in regional and country level Theories of Change.
<p>Desired Change Essential to detail and therefore ensure that logic is robust (no 'missing middle')</p>	Desired changes good in overview but not robust on 'pathways of change'.
<p>Actors in the Context Highlight skills and actors UNICEF brings and complemented with actors from other organisations</p>	Lack of detail in strategies and Theories of Change on key actors – specifically beyond UNICEF and core partnerships. Highlighting different actors and their contributions helps to draw out UNICEF skills and strengths.
<p>Assumptions Need to be clearly highlighted to ensure that efficiency can be maintained</p>	Inadequately defined due to lack of adequate contextual analysis. Full WASH Bottleneck Analysis (WASHBAT) have only been carried out two countries.
<p>Sphere of influence Direct / indirect, leveraged</p>	Recognise UNICEF role and position. Need to address the challenge of UNICEF's ability to reach and influence change, directly through its interventions or indirectly through collaboration and interaction with other partners ⁵
<p>Strategic Choices</p>	Challenged by the context and geography of the Pacific region (analysis from UNICEF Pacific Strategy Note 2018-2022). Need to look beyond what UNICEF can do 'directly' to how can it influence/support activity and change 'indirectly'

Table continued on page 35

⁵ This is recognised as a major challenge in the UNICEF Pacific Strategy Note 2018-2022

Table continued from page 34

<p>Timeline Timelines need to be robust. Test using results matrix outputs, outcomes and risk columns</p>	<p>Achievement of objectives (outputs and outcomes) frequently delayed. Key drivers of delays include responding to humanitarian crises, supply and skilled labour challenges.</p>
<p>Indicators Need to be driven by local level need and contribute to/inform higher level programme progress, not other way around.</p>	<p>Indicators relate primarily to outputs and are often a re-statement of activities. Indicators on inclusion and access at local level lack adequate specificity.</p>

An important tool for use in strengthening the enabling environment is the WASH Bottleneck Analysis Tool (WASHBAT). Despite its value in supporting governments and sector partners to understand and develop plans to understand the sector ‘building blocks’, WASHBAT analyses are not regularly carried out. Only two full WASHBAT analyses have been carried out in two countries to date as registered on the WASHBAT site (Solomon Islands, 2013, though excluding schools; Vanuatu, 2016, full analysis including schools). A partial bottleneck analysis for Kiribati’s Kiribati WASH from the Start programme was carried out in 2019 (not reported to washbat.org).

Despite the focus on inexpensive, simple and sustainable steps to improve WASH infrastructure, financing (both national and local) is not adequately addressed in strategy. Financing is a major hurdle in the context of the Pacific where communities have few resources, governments and administrations have limited capacity and funds and the impact of disasters and climate change act as major hindrances to sustainable progress. Whilst this is recognised in programme documentation and highlighted in the Pacific Strategy Note (specifically the WASH section- 4), there is no evidence (from the Theories of Change, programme documents/ plans etc) of how these major limitations can be addressed.

4.1.4. To what extent is the design of the Three Star Approach for WASH in Schools likely to strengthen the enabling environment, demand, supply and quality of WASH in Schools in each country (i.e. policy, legislation and finance; human and physical resources in schools, including facilities and training for teachers; demonstrated motivation of the school community to finance and manage WASH in Schools resources; and effectiveness of inputs for changing hygiene behaviour)?

Information gained from the evaluation (review of secondary data, interviews with key informants and country level visits and interviews) provides good evidence that the design of the Three Star Approach for WASH in Schools is likely to support strengthening of the enabling environment and quality. The strong emphasis on the role of ‘Group Handwashing’ to stimulate and support behaviour change (and therefore stimulate/ support demand) is a key aspect of the Three Star Approach that demonstrates the active building of an enabling environment. The emphasis on supporting and stimulating demand and simplicity (clear and accessible messages) has been adapted to the operating environment in each country.

However, the challenges with limited finance and building an effective ‘supply side’ strategy also have an impact on longer term sustainability. Together with climate change and climate related disasters, this poses a constant threat to the erosion of capital and resources at community and government levels. Table 17 illustrates and evidences these points (evidence is from narrative reports, secondary data and key informant interviews).

Table 17: Design of Three Star Approach and Relevance to Dimensions of WASH

Dimension	Indicators of dimension	Evidence from implementing countries	Likelihood of improvement due to design
Enabling Environment	Relevant policies and strategies	Adoption of Three Star Approach as part of National Strategies for WASH in Schools (Fiji – Reach for the Stars, Kiribati, Vanuatu Solomon Islands, FSM-Four Star Approach)	Highly likely
		Policies developed in Fiji (currently awaiting revised policy to be finalised), Vanuatu – WASH in Schools Policies (and 10 Year WASH in Schools Strategy). Kiribati: aligned with key current and previous national policies including the Kiribati Vision 20, National Water Resources Implementation plan. Solomon Islands - aligns with the existing policies FSM- no overarching WASH policies at state , or national level (including for WASH in Schools) – new programme	Highly likely Positive evidence of ownership and action.
	Policies developed are applied.	Policies actioned: Vanuatu National WASH in Schools Coordinator position within the Ministry of Education and Training. Kiribati: National Committee for WASH in Schools, chaired by Ministry of Education. FSM - clarifying national standards for WASH in Schools. Solomon Islands: willingness to rollout at a national level	Highly likely
	Awareness of standards	Strong awareness of standards from School leadership	Likely
	Budgets	Most schools have basic infrastructure supplied by communities with no O&M provision Major challenge as schools have limited budgets and supported by communities. Becomes more of an issue as schools aim to move from 1-2 and then from 2-3 Stars	Not likely unless specific challenges addressed

Table continued on page 37

Table continued from page 36

Supply	Accessible toilets	National standards. Demand for schools to improve WASH for boys and girls. Progress on accessible WASH (mainly ramps).	Likely but essential work needed to progress from 2-3 Star
	Functioning handwashing	Good progress though challenge where no handwashing in home environment. Use of COVID-19 response to further embed behaviour change	Likely but essential work needed
	Mechanisms for functioning O&M – including financing	Fiji: funding for upkeep/O&M is a barrier FSM: Funding provided by the government (through Department of Education) for schools does not currently include funds for implementing WASH in Schools activities and infrastructure. Kiribati: resources adequate for piloting but challenges to the financing of infrastructure), needs to be a considerable scale-up in resources to effectively support a nationwide rollout of the approach, including for technical and management support and for facilities and infrastructure. Vanuatu: Plan to roll out Three Star Approach across whole country but challenge of the level of financing available for new WASH infrastructure is considerably less than what is required for all schools in Vanuatu to achieve the minimum two-star rating	Not likely Critical challenge that must be addressed to support sustainability and progress
Quality	Embedded in national information management systems.	Three Star Approach indicators included in national monitoring systems of Fiji (FEMIS), Solomon Islands (SIEMIS), Vanuatu (VEMIS), FSM - strengthening national data collection system, however there are still data gaps.	Highly likely Recognise need to work on data gaps and use of information
	Menstrual Hygiene Management	Strong progress on provision of facilities and support for MHM	Highly likely
	Toilet facilities clean	Recognition from students (especially girls) of benefit having clean toilets.	Highly likely
Demand	Evidence of demand and support from communities	Demand is strong. There is however a challenge to manage demand for services with supporting and developing strong local ownership. Impact of disasters impacts on capacity of local communities to continue support. Challenge of lack of facilities in communities.	Likely But need to manage challenges to ensure demand stays strong
	Evidence of good toilet use	Evidence of good toilet use. Linked to cleanliness of toilets.	Highly likely
	Importance of handwashing with soap	Recognised as important and built on using opportunity of COVID-19 to stimulate hygiene behaviour has been positive	Highly likely

4.1.5. To what extent is the Three Star Approach for WASH in Schools integrating appropriate strategies to advance WASH benefits for boys and girls (and women and men) of different ages and abilities, including those at risk of being left behind (e.g. minority and marginalised groups) in Fiji, Kiribati, Solomon Island, Vanuatu and FSM?

Gender:

There are a number of ways in which the Three Star Approach is being integrated with appropriate strategies to advance WASH benefits for girls. Firstly, there have been several research publications commissioned and conducted by UNICEF to increase understanding of MHM in the countries of implementation, building greater evidence as to what barriers exist to girls during menstruation and what changes could be made. Reports include:

- Breaking Down Barriers: Coming of Age, Becoming the Change – Case Study on knowledge, attitudes, and practices of MHM in Kiribati Schools 2018
- WASH in Schools Empowers Girls' Education in Fiji 2017
- Disability-inclusive WASH and MHM for students with disabilities in Fijian Schools, 2019
- Incorporating MHM into national WASH in Schools policies and guidelines in the Solomon Islands, 2015

A critical component of the Three Star Approach's contribution is in its active stance towards gender equality. The design of the Three Star Approach is gender sensitive as per the UNICEF Gender Continuum (UNICEF, 2019), as indicated by the embedded gender-related outcomes within 1 star (gender-segregated toilets) and 2 star (provision of facilities and education for MHM). This is an important distinction that gender dimensions are present early in the scale of hygiene promotion as opposed to be left until last or sidelined into separate strategies. It is also included in the Pacific Multi-country Theory of Change (Annex II). This has led to improvements of hygiene for girls (including older girls) across participating countries as identified by this evaluation in the school visits, KIs and study of country policies. National standards and technical requirements manuals in Solomon Islands are gender-mainstreamed and have requirements that toilet blocks much include facilities that address MHM such as gender-segregated changing areas and showers. There are examples of at least two schools having renovated their ablution blocks, improved the girls' shower block and installed MHM disposal bins to comply with these standards. The baseline survey conducted in FSM in 2018 carried out with the Ministry of Education focused on advancing hygiene

promotion campaigns which included MHM due to UNICEF FSM technical WASH in schools guidance as reported by government stakeholders.

Document reviews and fieldwork demonstrate diverse strategies being employed at the school level to advance WASH benefits for girls. LLEE's research found evidence of all schools included in their study made some effort to make MHM easier at school, including MHM-specific bathrooms in Fiji or waste disposal bins in toilets in Solomon Islands (Live & Learn Environmental Education for UNICEF, 2019b). Other LLEE research shows that older girls in Fijian schools have been given the responsibility of managing MHM supplies at school, so that younger girls do not have to ask the teachers, which can be a source of embarrassment (Live & Learn Environmental Education for UNICEF, 2019a). Interviews conducted in this research that Fiji in particular has improved significantly in increased understanding and awareness around MHM. There is also evidence of creative ways to engage girls around MHM, such as educational dances and songs in Kiribati (Ministry of Education Kiribati, 2018).

Access to necessary MHM supplies is difficult for girls and impacts their education. Girls interviewed as part of this fieldwork said they still tended to miss school when they had their period. The aforementioned study conducted in Kiribati points to the cultural taboos around period blood, and the difficulties around disposal as a result (Ministry of Education Kiribati, 2018). Burial in specific locations and burning are the most common ways that girls dispose of their MHM products, and so key consideration is required to adapt this to a school-based context. There is evidence of UNICEF and Government of Kiribati working together to develop further training on MHM and increase awareness about its inclusion in the curriculum, as many teachers in the study were unaware that it was their responsibility to teach it.

This evaluation has found that UNICEF has remained true to the 'demand-led' nature of the Three Star Approach, which has helped develop conversations and awareness around gender-related WASH. UNICEF was found to be taking a supportive role to allowing communities and country decision-makers to adopt a context-specific approach. Continued advocacy on UNICEF's part through the publication of research and the encouragement of basic gender-related standards (as is currently underway in FSM) will contribute to greater equity within the Three Star Approach's implementation. Inclusion of gender-related indicators in the EMIS of Fiji and Solomon Islands are also strong signs of building appropriate strategies to support diverse student populations. This chimes with the pillars of the Three Star Approach.

An approach that could strengthen the implementation of the Three Star Approach is further specificity around MHM supply provision from a school perspective. Free access to sanitary products at a school-level has been identified by girls and parents as a key driver to encouraging school attendance during menstruation (Ministry of Education Kiribati, 2018). This may not be financially or environmentally sustainable, as issues with disposal of MHM products are an environmental concern in some school communities in Vanuatu and Solomon Islands.⁶ Research into small-scale pilots of context-specific low-cost alternatives as suggested by the Breaking Down Barriers report could build this component.

Children of different ages:

Younger children are clearly targeted as the majority of the Three Star Approach implementation schools are primary schools. The Three Star Approach field guides and technical toolkits have been identified as high quality for younger learners by the International Water Centre (2018). The implementation in Solomon Islands was designed to fit around the routine and schedule of primary schools, with age-appropriate instruction in mind. The messages / routines on hygiene and sanitation are designed to be delivered daily, weekly, quarterly and yearly, increasing likelihood of retention.

Older children have benefitted from the Three Star Approach, however it is not targeted at them as yet. The Three Star Approach has been employed in some junior secondary schools and senior secondary schools (e.g. in Solomon Islands and Kiribati) however the majority of the implementation to date has been focused on primary schools. Programme documentation from Vanuatu states an acknowledgement that junior secondary schools will need a different approach and will require curriculum mapping to link it into the broader educational outcomes. Older children are more difficult to target with behaviour change models, so this will require significant consideration when the time comes (National WASH in Schools Steering Committee, 2020).

There is also good practice coming from Kiribati in linking with young children and babies. WASH from the Start is being implemented with a range of Government of Kiribati ministries and focuses on the first 1,000 days of a child's life. The Three Star Approach has been incorporated into this programme, which now targets all schools nation-wide. This is likely made easier as the range of approaches are funded by MFAT, promoting coherence across the WASH stages.

Rural / remote / urban differences:

Differences across rural, remote and urban WASH in Schools outcomes in the Pacific are pronounced and the challenges are very different. As noted in Section 1, urbanisation is rising rapidly in the Pacific context, with growing informal settlements particularly in Honiara and Suva. The WASH obstacles in informal settlements are linked with insecure land rights, lack of adequate space for WASH facilities (Anderson et al., 2019). Research around schools based in informal settlements in the Pacific is lacking. Fieldwork conducted as part of this evaluation pointed to the difficulties around parent / guardian engagement in the urbanised communities. Interviewees stated that rural primary schools were more likely to have high engagement with the surrounding community, and therefore greater likelihood of success of community fundraising initiatives for WASH facilities. Three Star Approach implementation partners stated that urban schools required more targeted approaches to building community engagement and were less likely to fund WASH infrastructure / maintenance. An example of this is from Fiji where the strategy with urban schools is to employ the Three Star Approach training in conjunction with other school events to increase the likelihood of parent attendance.

Children with disabilities:

Clarity around the relevance and appropriate strategies around disability inclusion has not been strongly evidenced in the Three Star Approach. People with disabilities have highly variable needs, a point noted in the Study on Disability Inclusive WASH by CBM (Sprunt et al., 2019). Too often access is seen as provision of a ramp to enable wheelchair access. This issue is not helped by the Three Star Field Guide where the only illustrations of inclusive WASH show a young person in a wheelchair in a meeting and using a ramp (pages 10 and 15) (UNICEF & GIZ, 2013). There are notable exceptions such as the special school in Fiji constructing a foot pump to run water out of a tap, but this discourse is largely absent. UNICEF's partner in the region LLEE has conducted research on the topic of the four obstacles (Figure 9) that are not addressed within the Three Star Approach's design (Live & Learn Environmental Education for UNICEF, 2019c).

⁶ MHM products ending up in water sources or being thrown on the ground. Many commercially available MHM products are non-biodegradable and made of various plastics that can impact waterways if not disposed of correctly. Very few communities in the Solomon Islands have rubbish collection, so consideration of disposal within communities is central to this issue. (Mohamed et al., 2017)

Figure 9: Inclusive Access to WASH (World Vision and CBM, 2019)

4.1.6. How can the ongoing relevance of the Three Star Approach for WASH in Schools be assured amidst a rapidly changing implementing context in participating countries (economic, political, social, natural, aid-related, needs, priorities)?

The engagement of government is critically important in supporting the development and application of the Three Star Approach for WASH in Schools. This is seen specifically through linking the Three Star Approach to the work of governments in their policies and plans which has been evidenced in Fiji, Vanuatu, Kiribati and Solomon Islands, Chuuk State FSM. Additionally, incorporating key indicators on WASH in Schools into national monitoring systems as seen in Fiji, Solomon Islands greatly increases the Three Star Approach's relevance.

The Three Star Approach role in countries' responses to the COVID-19 pandemic is demonstrating the approach's ongoing relevance.

As outlined in Section 1.1.1, some Pacific Island nations have been less impacted by COVID-19 having no reported deaths from COVID-19 (e.g. Solomon Islands, FSM) whereas others in this evaluation (namely Fiji) have experienced long-term restrictions and lockdowns, particularly due to the spread of the Delta variant. The fieldwork conducted in Fiji took place between the first and the second wave of the COVID-19 pandemic on Viti Levu and the data suggested that rights-holders (students, teachers, head teachers) combined the messaging from COVID-19 prevention with the Three Star Approach, stating that handwashing is important to stop the spread of the virus. Whilst this was obviously not the intention of the approach having been designed several years earlier, it is an unintended positive to the relevance of the approach to the health of

rights holders. As already stated, usage of WASH in School indicators in national education management systems to identify high risk schools has been seen in Solomon Islands, greatly improving the government's ability to navigate outbreak risk. This represents significant relevance of UNICEF's efforts in building the WASH infrastructure for the country and increasing resilience despite changing contexts.

The collection of disaggregated data that includes disability which is then put into use is still a challenge. The issue of data disaggregation has been brought up regularly in plans and evaluations for a number of years. The following point from the 2017 Situation Analysis of Children in Pacific Countries highlights this:

'This analysis has revealed several data gaps in the Pacific Island countries. The absence of this data is in itself a key finding, but it also makes a full analysis of the situation for children and women impossible.

- *There are numerous data gaps in health and nutrition, WASH, education, child protection juvenile justice and social protection, and, where quantitative data do exist in all sectors, they are rarely broken down by rural-urban differences, gender, wealth disparities or for vulnerable groups such as refugee and asylum-seeking children or children with disabilities.*
- *Existing data collection mechanisms are under-utilised or do not have the necessary resources to perform properly.' (UNICEF Pacific, 2017a)*

Addressing data disaggregation requires a clear understanding of its purpose and use (linked to supporting the voice of excluded groups) and appropriate measures to collect and manage it.

Maintaining and developing effective linkages with different stakeholders is critical. A strength of the Three Star Approach for WASH in Schools is that it emphasizes the inclusion of multiple stakeholders and groups and alignment with other organisations/donors. For example, The Three Star Approach is fully embedded within MFAT's Kiribati WASH from the Start programme, with MFAT a critical partner for the Government of Kiribati to improve WASH in Schools, including through the financing of infrastructure. In the FSM, there is strengthened collaboration between government agencies on WASH issues, particularly around hygiene and the importance of handwashing. Importantly, with support from UNICEF, the Department of Education and the Environmental Protection Agency, have also strengthened collaboration, with the Environmental Protection Agency increasingly involved in testing the quality of drinking water in school rainwater tanks.

UNICEF's collaboration with NGOs provides opportunities to bring essential skills, resources and expertise. For example, LLEE who bring their expertise on working with excluded groups (especially people with disabilities) have produced some helpful publications, including on inclusive access (Live & Learn Environmental Education for UNICEF 2019). On behalf of UNICEF, LLEE also assessed WASH in Schools programs in Fiji, Solomon Islands, Vanuatu and Kiribati during 2019. Two publications were produced from those assessments (Live & Learn Environmental Education for UNICEF, 2019a, 2019b). Recognising the limitations UNICEF faces in directly supporting work across the Pacific ensuring the ongoing relevance of the Three Star Approach requires a breadth of partnerships with local and international NGOs that are developed and nurtured.

Whilst there is evidence of a number of partnerships with multilateral, government, INGO and NGO agencies there is little evidence of partnerships with private sector organisations in the region. One notable exception is the data management company Akvo who supported the UNICEF Fiji and Solomon Islands team in the early stages of the piloting of the Three Star Approach (Akvo, n.d.). Whilst this gap reflects the challenges around restricted private sector space which is seen in high costs due to limited choice/competition, it is a critical area currently unaddressed, specifically with regard to supporting the development of financing and marketing hardware and appropriate technologies.

4.2 Coherence

Overall Evaluation Question 2: Is the Three Star Approach for WASH in Schools compatible with other WASH in Schools interventions (government, schools and other actors, including those supported by other development partners) in the participating countries, education sector, schools and communities?

Summary of Evaluation Question 2 – Coherence

There are important examples of governments institutionalising WASH in schools in line with the Three Star Approach which is a significant achievement. Generally, this is tied into strong buy-in from different ministries. This includes some governments requesting roll-out nationwide, a key opportunity to improve WASH for thousands of children. Communities and schools broadly do not have name recognition of the Three Star Approach, and whilst they are eager to improve WASH standards, they do not have the financial capacity to do so.

Development partners and other actors in the WASH sector have a general understanding of the Three Star Approach and mostly work in line with it. Strategic, capacity-informed partnerships have not been witnessed, with INGOs and other stakeholders in the region used more as implementing bodies. Questions around 'why', 'who', and 'how' seem to be rarely considered when working with partners.

4.2.1 What initiatives are governments in the participating countries undertaking to institutionalise WASH in Schools and is the Three Star Approach for WASH in Schools compatible with this?

For most Pacific Countries where the Three Star Approach is being implemented, strengthening WASH, and particularly WASH in Schools, is a key government priority. The onset of the COVID-19 pandemic has provided extra impetus to government efforts to strengthen WASH in Schools but it has clearly been a key area of focus for these countries since before early 2020.

In recent years, national committees and/or technical working groups have been established in several countries with support from UNICEF and, generally, have strong levels of buy-in from across the different parts of government. These are critical groups which help to facilitate

collaboration and promote coherence between national government agencies. This is certainly the case in Kiribati where the Ministry of Education is the chair of the National Committee for WASH in Schools, but which also has representation from the Ministry of Health and Medical Services, the Ministry of Infrastructure and Sustainable Energy and several local NGOs. This forum has led to clear examples of collaboration between government agencies such as that observed between the ministries to improve the design of WASH facilities and infrastructure (such as toilets) in i-Kiribati schools, with technical assistance provided by UNICEF. Similarly, in FSM, the national Technical Working Group for WASH includes representatives from several government agencies including the Department of Education and the Department of Health and has supported collaboration on a range of issues relating to WASH in Schools including on hygiene and handwashing. In the Solomon Islands, however, feedback from stakeholders indicated that while a WASH in Schools Technical Working Group had been established it had not been meeting frequently, in part due to the absence of quality ICT infrastructure to support virtual meetings which have been required since the onset of the COVID-19 pandemic.

Importantly, participating countries are strongly supportive of the Three Star Approach and some governments have requested UNICEF to scale up the approach nationwide. The support for the approach is most clearly seen by the fact that several countries have embedded the approach within their national policy and strategy documents. For example, in Vanuatu, the Government has embedded the Three Star Approach within its 10-year National WASH in Schools Strategy, which includes a target that 80% of schools achieve a minimum two-star performance rating by 2029. This has not come about by chance; UNICEF has been intentional in building trusted relationships with key government stakeholders in Vanuatu (particularly within Ministry of Education and Training) and have empowered them to lead efforts to strengthen WASH in Schools in Vanuatu, including through the implementation of the Three Star Approach. Similarly, in Kiribati, the Government recently updated its National Sanitation Policy to ensure the Three Star Approach is mainstreamed across the country.

UNICEF has also had success in adapting the Three Star Approach so that it aligns with existing government systems and processes relating to the education sector, and this approach has been strongly supported by partner governments. This is most clearly evident in FSM, where UNICEF has implemented a 'Four-Star' Approach so that it aligns with the Department of Education's existing school accreditation system, which measures school performance across a range of standards on a four-point scale. Schools in FSM that do not

achieve at least Level 2 for each standard and that do not address their shortcomings may ultimately lose accreditation status and be forced to close. Similarly, in Vanuatu, all schools are now required to submit a WASH Improvement Plan alongside their annual School Strategic Plan, which outlines where improvements are required to WASH infrastructure and WASH practices and how the school intends to address this.

4.2.2 What initiatives are schools and communities undertaking to institutionalise WASH in Schools and is the Three Star Approach for WASH in Schools compatible with this?

The importance of improving WASH in Schools is keenly recognised at the community level and the Three Star Approach appears to be a good way to harness school/community-level efforts in this regard. This is based on feedback from school principals, parents, and other community groups, although it should be noted that several stakeholders interviewed in countries such as Fiji and Kiribati were unfamiliar with the Three Star Approach itself (i.e., interviews suggest that the Three Star Approach 'label' is not widely recognised at the community level).

During stakeholder interviews there were several reports of community-level efforts to fundraise for improved WASH infrastructure, however the level of finance raised is generally insufficient to procure what is required (see section 3.3 below for further discussion on this) and, in fact, can lead to another set of challenges if the materials used do not meet national quality standards. In Fiji, for example, it was noted that while annual funding provided to schools should be sufficient to cover the costs of the WASH infrastructure required to achieve two stars, other competing interests (such as sporting equipment) can sometimes take precedence.

The assessment process and associated rating scale of the Three Star Approach seems to promote considerable interest at the community level and drives competition between schools (and their local communities), who strive to achieve the highest possible rating and 'beat' their neighbours. The other side of this, however, is that many schools struggle to maintain standards in the intervening period between assessments due to a lack of resources. This was noted during school visits in Kiribati and also in Fiji, where it was acknowledged that maintaining the momentum and energy observed in the lead-up to an assessment process is challenging.

4.2.3 What are other development partners in the participating countries doing to institutionalise WASH in Schools in the participating countries and is the Three Star Approach for WASH in Schools compatible with this?

The Three Star Approach for WASH in Schools appears to be well understood by other development partners and has broad support. In particular, the MFAT provides a critical role in funding WASH initiatives in participating Pacific Island Countries and the Three Star Approach is embedded within several of these projects (for example, Solomon Islands Better Learning Environment (SIBLE), the Kiribati WASH from the Start (initiative and the Vanuatu WASH in Schools (Van-WASH in Schools) programme). There is also clear alignment between the Three Star Approach for WASH in Schools and WASH programs implemented by other major donor and development partners such as the World Bank's Urban Water Supply and Sanitation sector project in the Solomon Islands, and the European Union's KIRIWATSAN project, which has now closed but which was working to improve water supply and sanitation systems in 8 outer islands of Kiribati.

UNICEF has developed close relationships with NGOs and other development partners working in the WASH sector in participating Pacific Island Countries through implementation of the Three Star Approach. These organisations often also participate in the national steering committees and/or technical working groups which are often facilitated and/or supported by UNICEF. In Vanuatu, UNICEF has worked closely with Engineers Without Borders (for the delivery of sanitation and hygiene portions of training workshops) and paid IsraAID (an Israel-based non-government organisation) to support facilitation during construction training workshops and follow-up in Penama, while in FSM, Red Cross Micronesia recently adapted its community resilience project to focus on the same five schools involved in the pilot of the Three Star Approach. During interviews, stakeholders made several references to UNICEF acting as a bridge at the national level between the technical and the policy and acknowledged that UNICEF plays a key role in facilitating coordination and coherence between government ministries, NGO's and other key stakeholders, which reduces the risk of duplication of effort.

However, there are few examples where collaboration between UNICEF and other development partners (beyond donors such as MFAT) has been formalised or has led to joint strategic planning, and there would appear to be opportunities to strengthen this. For example, feedback from development partners in Fiji suggest there are opportunities for UNICEF to think more strategically about who it could partner with to

achieve its strategic ambition, and influence policy reform. This evaluation would note that UNICEF seems to work well with development partners who happen to be working in the WASH sector within a particular country, but questions of 'why' and 'who' and how this relates to the ambition of the Three Star Approach for WASH in Schools do not appear to be systematically considered and do not appear to be formalised.

4.3 Efficiency

Overall Evaluation Question 3: Is the Three Star Approach for WASH in Schools implemented in an economic and timely manner?

Summary of Evaluation Question 3 – Efficiency

Whilst resources for the WASH in Schools programme have been adequate for the initial phase of the programme, there are serious challenges to the quantity, level, quality and timeliness of resourcing, implementation and management of activities to ensure that gains can be sustained and built on.

Systemic weaknesses due to limited capacities and supply and resource chains seriously impact the programme and both weaken and damage the areas of strength in approach and buy in from government, schools and communities. There is a clear challenge of budgeting for operations and maintenance (O&M), with a need to embed financing of school facilities and infrastructure into the cost of improvements for schools. Addressing these weaknesses starts with the theoretical underpinning of the programme at regional and country levels. Systemic and structural challenges need to be considered in programme planning with due attention paid to threats and challenges to efficiency.

4.3.1 To what extent is resourcing for the implementation of the approach adequate (Finances, Human Resources, Technical Capacity)?

Feedback from stakeholders across the participating country programmes shows that resources have been adequate to date to pilot the approach and support improvements in WASH in selected schools. The Three Star Approach for WASH in Schools is based on starting with 'simple and inexpensive steps' that can then be built on (UNICEF & GIZ, 2013). In rolling out the Three Star Approach to participating countries, the pilot phase has focused on

working across a small number of schools, targeted at certain islands or areas. Achievement of '1 Star' requires minimal infrastructural costs from the school which are largely met by local communities providing inputs to construct basic latrines. Moving from 1-2 Stars requires more improvements to latrines as well as a stronger emphasis on hygiene education and availability of a clean water supply:

Schools achieve two star status by making incremental changes in their hygiene education programmes and modest upgrades to WASH facilities. These changes are designed to facilitate the practice of hand washing with soap after toilet use, in addition to before meals, and to improve a school's ability to meet girls' needs by increasing the number of toilets and/or improving privacy and usability. (UNICEF & GIZ, 2013)

An important element of the Three Star Approach for WASH in Schools is the way it aims to change WASH programming as perceived by schools, communities, and decision makers in government. As schools move from 1-2 Stars (and then to 3 Stars) the commitment from schools and decision makers becomes more critical. Whilst the changes can be modest, they still require funding, technical support and resources, which can be challenging. For example, the initial focus in Kiribati has been to pilot the Three Star Approach in four outer islands, working closely with key partners including the Ministry of Education and LLEE. Feedback from stakeholders suggests that while resources have been adequate to date to pilot the approach and support improvements in WASH in selected schools, there needs to be a considerable scale-up in resources to effectively support a nationwide rollout of the approach, including for technical and management support and for facilities and infrastructure. Whilst this can be considered a question of effectiveness the timeliness and availability of resources (physical and financial) relates to the efficient use of resources in support of effectiveness and sustainability.

Leveraging institutional changes whilst also supporting active community involvement is very challenging, especially within the context of the Pacific. In Vanuatu, the Three Star Approach has been successfully piloted at the school level in Penama since 2017. Feedback from stakeholder consultations indicates that this has been seen as an effective strategy to balance resources given the complexity of the operating environment. Stakeholders also reflected that the pace of implementation of the approach has been "about right" and, importantly, in step with the capacity of the Government of Vanuatu which ensures it is the government that continues to lead. In FSM and Kiribati there is a recognition of the challenges of replicating the project. Evidence from stakeholder consultations illustrates this point:

"While UNICEF has made an important difference in FSM with limited resources in several key areas, the scale of the challenge in FSM suggests that much more needs to be done and more resources need to be made available. At the school level, the approach has only been piloted in 5 out of the 75 schools in Chuuk State, itself one of four states in FSM. Stakeholders also noted that funding provided by the Government of FSM (through Department of Education) for schools does not currently include funds for implementing WASH in Schools activities and infrastructure." (Stakeholder consultations, FSM)

There is a clear challenge to budgeting for operations and maintenance (O&M) costs.

There is a recognition that O&M were usually excluded from budgets and plans. There is a need to embed financing for O&M of school facilities and infrastructure into the cost of improvements for WASH in Schools. For example, in Kiribati there is a recognition of the need to embed financing for O&M of school facilities and infrastructure into the cost of improvements for WASH in schools, noting there are several examples of schools in Kiribati going backwards in their star ratings from their initial assessments because facilities and infrastructure are not regularly maintained (including during school holidays). Stakeholders suggested there should be at least one salaried janitor or maintenance person on each outer island whose responsibility it is to oversee facilities and maintenance and respond to any maintenance concerns. Ideally these roles would be funded by the Government of Kiribati through the Ministry of Education. Interviews with community stakeholders revealed that some local communities have contributed their own funds to procure and/or support the maintenance of facilities and infrastructure in schools, but the extent of this financing is limited. In addition, there are also risks to using local materials and building techniques which do not meet national quality standards.

Lack of attention to O&M costs impacts on resilience.

An additional challenge related to adequate resourcing is the negative impact of climate change and natural disasters, such as tropical cyclones. From a finance and efficiency perspective, the impact of financing re-construction whether by communities, government or a mix of both acts as a negative pressure on the availability of adequate financing and makes it more challenging to move forwards and improve.

Data from the Vanuatu Annual Reports for the Van-WASH in Schools programme (in which the Three Star Approach is embedded) submitted by UNICEF to MFAT indicate considerable budget underspends. For example, in the 2019-20 fiscal year, total expenditure was equal to just 42 % of planned expenditure, with UNICEF

identifying delays to procurement of supplies due to COVID-19 and Tropical Cyclone Harold (which damaged infrastructure in up to 45 % of all schools) as some of the key drivers for the underspend. In total across the first three years of the Van-WASH in Schools programme, total expenditure was just 32 % of planned expenditure. This information is further discussed in Section 4.3 Efficiency.

There have been challenges with national staff turnover which have impacted efficiency. UNICEF's approach to having WASH officers and WASH consultants embedded in ministries and departments across the five Pacific countries supports upstream influencing and system strengthening as well as downstream action and are clearly valued. The limitations of such an approach relate to challenges when dealing with staff changeovers and replacements.

Staff turnover in schools can be both positive and negative. A challenge with turnover of senior staff and teachers in schools has been noted in Fiji, Kiribati and Solomon Islands. Interviews with key informants highlighted that in Kiribati, school principals were strong advocates of the approach with a challenge noted of achieving and maintaining Three Star Approach momentum when they moved to a different school, which many do. Some key informants stated that having standard requirements for facilities and infrastructure (through government policies) then it wouldn't matter if a school principal moved on because they would be able to apply the same framework in their new setting and would know immediately where improvements were required. This highlights the importance of having standard requirements for facilities and infrastructure as well as motivated and engaged local communities.

There are structural challenges with technical capacity. Despite the positive assessment above, adequate technical capacity across the five countries especially with regard to support for outlying areas and islands is a very real challenge. Discussions with key stakeholders in Kiribati and Vanuatu highlighted the challenges with this point: the initial focus in Kiribati has been to pilot the Three Star Approach in four outer islands, working closely with key partners including the Ministry of Education and LLEE. The following quote from Vanuatu further evidences this point:

'The Government of Vanuatu has indicated it would like the Three Star Approach rolled out across all provinces of the country. However, even with additional resources provided by MFAT to support the roll out, stakeholders indicated it could take up to 5 years for school infrastructure needs across the country to be met.' (Stakeholder consultations, Vanuatu)

There is a real need to look at creative ways of building and support to building technical capacity especially at local levels. This point is clearly linked to supporting a more appropriate and efficient approach to O&M.

4.3.2: To what extent is implementation of the Three Star Approach for WASH in Schools in each country based on a clear understanding and strategy for achieving results in that context?

The implementation of the Three Star Approach for WASH in Schools across the five countries has been adapted and to various degrees 'tailored' to specific country contexts, with FSM and Vanuatu as particular examples of this. In most countries, the application of the Three Star Approach is embedded in broader WASH programs funded by MFAT (Kiribati, Vanuatu, FSM). It is also important to highlight UNICEF's intentional approach to build trust and relationships with government stakeholders and let them lead. This approach does have a downside however, where sometimes other stakeholders can feel that progress is too slow given the need to improve WASH. Clearly it is hard to hard to balance these elements.

An important example of impacting country level strategies is seen in the creation of the National WASH in Schools Coordinator position in Vanuatu, funded by UNICEF but now formally part of the Ministry of Education and Training structure. Additionally, the WASH Coordinator in the Solomon Islands was a key part of the National Disaster Committee. The creation and localised funding/support for key posts that can help drive forwards improved WASH in Schools in terms of building the enabling environment – policy, programme design and institutionalisation (UNICEF & GIZ, 2013).

The above examples of supporting strategy, capacity, and institutionalisation of WASH in Schools through provision of funding for key positions as well as initially providing the skilled people to fill such posts, demonstrates an approach that could be adopted in other Pacific Island countries. This idea was raised in Kiribati with a comment from a key informant that it would be better to employ a cadre of additional island coordinators who could strengthen the link between Ministry of Education and outer island communities and advocate for the approach rather than employ another UNICEF technical adviser.

The Three Star Approach has the capacity to be highly effective in that it is so adaptable and can be applied in widely differing contexts. Each country has started from very different places (e.g. Vanuatu has higher average WASH standards than Solomons Islands, as per section 1.1.2) but the same approach can be adapted to the specific

WASH context of individual countries and regions within countries. However, also as mentioned earlier (in section 4.1 Relevance) gaps and weaknesses in developing appropriate Theories of Change feed into the development of appropriately detailed plans and results frameworks that then contribute to making appropriate and efficient decisions most commonly because there is not enough country/cultural context in them.

An example of the lack of contextualised approach can be evidenced in the Solomon Islands.

UNICEF's own Situation Analysis of the Status of Children in the Solomon Islands (UNICEF Pacific, 2017b) points to how families broadly in the country do not value investing in WASH infrastructure and are starting from a much lower baseline than other implementation countries. The Solomon Islands can be a difficult environment in which to conduct system strengthening and behaviour change due to cultural practices of 'wantok' and 'kastom' which can influence attitudes towards expectations of financial or infrastructure support (Iyabora, 2016). Key informants reported that there were target schools that have turned away the Three Star Approach because it did not come with guaranteed 'top of the range' WASH infrastructure. Despite this awareness of context, this evaluation found no evidence of a systematised approach to bolster the Three Star Approach in such settings.

4.3.3: To what extent are outputs achieved on time and within budget?

The timeliness of achieving outputs has been a challenge across the different country programmes. For example in Kiribati there was a 60% underspend with the MFAT Kiribati WASH in Schools programme in 2020 (in which the Three Star Approach is embedded). The primary reasons given for this underspend relate to the challenge of procuring goods and services in Kiribati (exacerbated further in the context of the COVID-19 pandemic). Similar examples are also recorded in Vanuatu, with the Annual Reports for the Van-WASH in Schools programme (in which the Three Star Approach is embedded) submitted by UNICEF to MFAT indicate considerable budget underspends. In the 2019-20 fiscal year, total expenditure was equal to just 42 % of planned expenditure, with UNICEF identifying delays to procurement of supplies due to COVID-19 and Tropical Cyclone Harold (which damaged infrastructure in up to 45 % of all schools) as some of the key drivers for the underspend. In total across the first 3 years of the Van-WASH in Schools programme, total expenditure was just 32 % of planned expenditure.

In some situations, unrealistic timeframes and cumbersome processes regarding infrastructure construction have had a negative impact on timeliness. For example in Solomon Islands, there

are instances where work was planned for the final quarter of the year when schools and communities often close, which inevitably pushed out completion dates. Additionally, implementing partners reported lengthy financial processes in Solomon Islands. They stated a knock-on effect of delays to making payments can result in delays to activities.

The COVID-19 pandemic has had an inevitable impact on programming and costs.

As in many contexts, COVID-19 has impacted efficiency of a number of programmes and whose effects are ongoing in the region at the time of writing. For example, in Solomon Islands it was expected that the National WASH Coordinator position was to be absorbed by the Solomon Islands Government however due to budgetary constraints, the position will continue to be funded by UNICEF. In Fiji, the programme required a six month no-cost extension, primarily as a result of the challenges of implementation with Ministry of Education, Heritage and Arts and difficulties commencing the infrastructure component. Delays were further exacerbated through a shift to remote working. Undoubtedly, children being out of school will have reversed some of the progress made over the last few years and a significant financial investment will be required to re-ignite and retrain WASH stakeholders.

4.3.4: To what extent are coherence and harmonisation of initiatives and approaches used to leverage efficiencies?

There is encouraging evidence of how UNICEF's working with and supporting key government departments supports collaboration. For example, in FSM stakeholders identified examples of strengthened collaboration between the departments of Education and Health on WASH issues, such as the implementation of preventative measures in schools of relevance to WASH, particularly around hygiene and the importance of handwashing. Also in FSM, the Department of Education with support from UNICEF collaborated with the Environmental Protection Agency who are increasingly involved in testing the quality of drinking water in school rainwater tanks. Whilst in Vanuatu UNICEF has developed good working relationships with NGOs and other development partners working in the WASH sector in Vanuatu and several are members of the National WASH in Schools Steering Committee. This includes Engineers Without Borders, World Vision and the Red Cross.

UNICEF is well known for the critical role it plays in facilitating national steering committees/technical working groups, which are important forums where coherence and harmonisation can be promoted. In Fiji, there is a degree of coherence emanating from the National WASH Cluster, along with the other seven national clusters hosted by the

Ministry of Health and Medical Services. This provides an open space for government, stakeholders and development partners to share different approaches. Other actors in Fiji are also working in line with the Three Star Approach. Some key informant interviews have stated that the clusters have been less robust during the COVID-19 pandemic, as seen in the lack of regular meetings held in the transition to online. This has been challenging for UNICEF and has undermined the coherence and harmonisation of ongoing WASH in Schools work.

The challenge here relates to the points made in the coherence evaluation question (section 3.2) on the critical importance of UNICEF being strategic about who it partners with and why in each country. This is a vital issue for UNICEF as application of the Three Star Approach for WASH in Schools by UNICEF alone is not sufficient to achieve sustained change. It is clear that there are opportunities to leverage efficiencies and work in conjunction with other WASH approaches rather than against.

4.4 Effectiveness

Overall Evaluation Question 4: Is the Three Star Approach for WASH in Schools contributing to the enabling environment, demand, supply and quality for WASH in Schools in each country, for the benefit of girls and boys (and women and men) of different ages and abilities, including those at risk of being left behind?

Summary of Evaluation Question 4 - Effectiveness

There is clear evidence that pilot schools have experienced improvements in their star ratings, reflecting an improvement in WASH behaviours, and this has also been seen amongst girls to some extent. Additionally, there has been significant policy reform and improvements in the enabling environment that bolster WASH in schools. The lack of WASH infrastructure at both school and community level however is a major constraint to further improvement.

There has been little progress responding to the unique needs of children with disability, partly due to many stakeholders holding a simplistic view of disability and guidance notes on the Three Star Approach reflect this (i.e. exclusively referring to people in wheelchairs). The strategies for monitoring and reporting across the Three Star Approach stand to be improved, as well as learning and information exchanges at a regional level.

4.4.1 To what extent does the Three Star Approach for WASH in Schools contribute to strengthening the enabling environment, demand, supply and quality of WASH in Schools in each country (i.e. policy, legislation and finance; human and physical resources in schools, including facilities and training for teachers; demonstrated motivation of the school community to mainstream WASH into day to day school activities, planning, programming and budgeting; and effectiveness of inputs for changing WASH behaviour)?

At the school level, the Three Star Approach has been implemented initially as a 'pilot' in participating Pacific Island Countries, with a view to broader scale-out. In Vanuatu, for example, the Three Star Approach has been implemented in 64 schools in Penama province (only), while in Kiribati the Three Star Approach has, to date, been piloted in 32 schools on four outer islands. Similar pilot projects have been implemented in FSM, Fiji, and Solomon Islands.

UNICEF performance reports indicate that, overall, there have been improvements in WASH for many of the schools that have participated in the pilot schemes when assessed against the Three-Star rating scale. For example:

- In Vanuatu, a higher number of pilot schools were assessed as reaching 1 star or even 2 stars in Q1 2020 compared to assessments completed in mid-2019
- In Kiribati, most pilot schools on outer islands (including Maiana and South Tarawa) were reportedly between 1–2 stars during baseline assessments (although there is some evidence these schools have gone backwards in subsequent assessments)
- In FSM, the five pilot schools are all meeting national minimum benchmarks for WASH in Schools (2 stars of a 4-star scale)
- In Solomon Islands, 9 of 15 schools have achieved 2 stars (although the ambition is to have 42 schools achieve 2 stars by the end of 2021)
- In Fiji, the original target of moving 100 schools from 0 to 1 star within three years was easily exceeded (212 schools achieved this)

Progress strengthening the enabling environment for WASH in Schools through implementation of the Three Star Approach is apparent across most participating Pacific Island countries. The response to COVID-19 has provided additional impetus to the critical emphasis of the Three Star Approach on handwashing and hygiene. There is strong government buy-in to the approach, and governments in Kiribati, Vanuatu and FSM have all committed to rolling out the approach nationwide. **The Three Star Approach for WASH in Schools has been the driver of several key reforms to government policy, systems and processes,** such as the inclusion of WASH in Schools in the national

school accreditation framework in FSM, and the requirement in Vanuatu for all schools to submit a WASH Improvement Plan along with their annual School Strategic Plan.

The Three Star Approach has been an important contributor to reforms to national standards relating to WASH in Schools (for example this was noted in stakeholder interviews with government representatives in Kiribati), although implementation and enforcement of the standards is inconsistent in many cases and further development and streamlining of the standards is still required. Some participating Pacific Island Countries now have national standards that require schools to have gender-segregated toilets (for example, in Kiribati), while there has also been progress developing standards relating to MHM in some countries (for example, in Kiribati and Vanuatu). **Further work is required to continue standardising national WASH in Schools requirements so there is consistency within each country and to ensure greater specificity.** For example, in FSM, schools are currently required to have access to fresh water, but there are no agreed standards relating to the volume of clean water required per student. Similarly, standards relating to the maximum number of students per toilet currently differ between the Department of Education and the Department of Health in FSM.

The Three Star Approach for WASH in Schools has led to improvements in WASH infrastructure in participating pilot schools (for example, new and separate toilets for girls and boys, installation of handwashing stations and new rainwater tanks), such as in Kiribati. There were also reports of improvements in WASH supplies in pilot schools in FSM and Vanuatu, such as through the provision of soap and hygiene kits. Despite these improvements, **the lack of WASH infrastructure at both the school-level and the community-level more broadly is considered to be a major constraint to further improvement of WASH practices and behaviours.** Key donors such as MFAT are planning and/or implementing major investments in WASH infrastructure in many Pacific Island countries but, even so, demand is expected to greatly exceed the available supply of WASH infrastructure over the short to medium term.

The lack of budget for ongoing maintenance of WASH facilities and infrastructure at schools is a major challenge and was identified as a key risk during stakeholder interviews in all participating Pacific Island Countries. For example, in Kiribati, pilot schools were observed making a big effort at the assessment stage to maximise their rating against the Three Star scale, but then were reportedly unable to maintain the same standards in the intervening period. Without sufficient resources,

damage to infrastructure and other O&M issues are not rectified. This situation has recently led to some schools in Kiribati going backwards in their assessments against the Three Star scale. Similar reports were received regarding schools in Fiji, including one school visited for this evaluation that was rated at 2 stars but which did not have working toilets.

An important part of the ambition behind the Three Star Approach for WASH in Schools is that it should benefit girls and boys of different ages and abilities. This evaluation finds some evidence that this is occurring in participating Pacific Island Countries but would contend that more needs to be done. As previously noted, **the Three Star Approach for WASH in Schools has led to some clear examples of improvements for girls** in terms of national standards for WASH in Schools (such as the requirement for gender-disaggregated toilets in FSM and Kiribati), although adherence to these standards is inconsistent. Participating countries are, however, at **different stages in terms of national standards relating to MHM for older girls.** In FSM, for example, the school accreditation framework does not yet address the needs of older girls (including for MHM), while in Kiribati the provision of sanitary pads and rubbish bins with lids is a requirement for schools. In Vanuatu, while there is a results indicator for MHM in the Three-Star Approach results framework, it refers only to the provision of supplies and does not relate to facilities/infrastructure.

This evaluation would note there appears to have been little progress responding to the unique the needs of children with disability. During interviews, stakeholders in multiple participating Pacific Island Countries largely considered 'disability' in terms of physical disability (i.e., children in a wheelchair), and discussions centred around whether schools had ramps that would provide children in a wheelchair to toilets. However, there does not, as yet, appear to have been sufficient consideration within the Three Star Approach for WASH in Schools of the needs of children with other types of disability (for example, vision impairment or cognitive or psycho-social) and, in several cases, there was a view that the needs of children with disabilities should be met within special schools (rather than in mainstream schools). This emerged during interviews with government and non-government stakeholders in Fiji and Kiribati. While the Three Star Approach provides a useful mechanism for these issues to be promoted, there appears to have been limited traction to date. In Vanuatu, feedback from stakeholder interviews also indicated that more needs to be done for children with disability, both in terms of access to infrastructure but also in terms of improving awareness around the challenges faced by these children. One important and recent development in Vanuatu is that Ministry of Education and Training contracted Wan Smolberg's

Rainbow Disability Theatre Group to perform WASH-related plays and deliver interactive workshops for selected schools in Pentecost, with a focus on accessible infrastructure and practices.

4.4.2 To what extent does the Three Star Approach encourage WASH behaviour change in students' families and communities (e.g. eliminating open defecation, handwashing after using the toilet and before eating, MHM, etc.)?

There was consistent feedback during stakeholder interviews that the Three Star Approach for WASH in Schools encourages behaviour change amongst school students, including increased use of toilets for defecation, handwashing using soap, and other improvements to hygiene practices. These practices have been supported by training programs and communication materials provided by UNICEF as part of the Three Star Approach (for example, this came through strongly during interviews with both government and non-government stakeholders in FSM).

There were also several reports of students promoting improved WASH behaviours in their communities although the extent to which this is possible is often limited by the available WASH infrastructure within households. This was highlighted during interviews with stakeholders in Fiji and Kiribati. The behaviour changes appear to be strongly supported by parents and there were anecdotal reports in Fiji of some parents purchasing soap as a result of students' increased understanding of good hygiene practices. In Vanuatu, UNICEF data reported to MFAT in 2019-20 before and after Tropical Cyclone Harold for 18 affected schools in Pentecost showed that performance on 'sanitation' and 'water' had stalled (largely due to infrastructure damage) but there were improvements in the scores for hygiene, education and management, indicative of good WASH behaviours and practices within these schools.

There were some important differences observed in the experience of students in rural/outer island communities (pilot schools in Kiribati, Vanuatu and FSM) versus communities from urban centres (Fiji and Solomon Islands). Stakeholders reflected that a key driver for this was that parents of students in urban centres were more likely to be engaged in paid work away from their local community, and therefore have less capacity to be reinforcing key behaviour changes in WASH practices.

The strong community-level support for improved WASH practices, supported by the Three Star Approach for WASH in Schools, is apparent in multiple participating Pacific Island Countries. In Vanuatu, for example, local communities played a critical role in rebuilding WASH facilities and

infrastructure in schools that were damaged by Tropical Cyclone Harold in April 2020, providing a strong indication of the value the community places on WASH in Schools.

4.4.3 Are any unplanned / unanticipated changes (positive or negative) happening in schools and communities as a result of the Three Star Approach for WASH in Schools (for girls and boys, as well as men and women of different ages and abilities, including those at risk of being left behind)?

This evaluation did not uncover an extensive number of 'unplanned' or 'unanticipated' changes as a result of the Three Star Approach. One stakeholder from the NGO sector interviewed in FSM noted that **absenteeism in a participating pilot school had been considerably reduced** since the introduction of the Three Star Approach, but this could reasonably be expected given children in many schools piloting the Three Star Approach have greater access to clean and fresh drinking water and soap for handwashing and are therefore likely to have improved health outcomes. Stakeholders interviewed in Kiribati reported that some students from pilot schools had been observed bringing water bottles with them to fill with clean drinking water and taking them home at the end of each day.

4.4.4 What methods/measures are in place to monitor the implementation and results of the Three Star Approach for WASH in Schools in each country, and to share lessons and good practice between schools, communities, development partners and countries (including on achieving benefits for girls and boys of different ages and abilities, and those at risk of being left behind)?

The Three Star Approach has been the catalyst for some significant reforms at the national level in several participating Pacific Island Countries in terms of data collection and monitoring for WASH, including WASH in Schools. There has also been some good progress embedding WASH in Schools indicators and data into national management information systems. For example, in Fiji, with support from UNICEF, SDG indicators have been integrated into the Fiji Education Management Information System (FEMIS) and reporting against these indicators is now a requirement for schools in Fiji to receive their education grants. Similarly, in Vanuatu, UNICEF played a critical role in supporting Ministry of Education and Training to design and embed 21 WASH in Schools indicators (including for gender, disability and MHM) and data collection processes into the Vanuatu Education Management Information System (VEMIS), which is owned by the Government of Vanuatu and used to inform decision-making. Important progress has also been made in FSM, with UNICEF working closely with the

government to strengthen national data collection and management processes, including through introduction of the data collection tool Akvo in Chuuk State.

This evaluation acknowledges the complexity associated with data collection and monitoring relating to the Three Star Approach in the Pacific and notes that this has been further exacerbated by challenges associated with COVID-19, which has led to restrictions on travel over the past 15 months or so. Data collection can also be expensive given the time and costs involved (for example, high transport costs were identified as a key barrier in the Solomon Islands). In FSM, for example, only 13 of the 75 schools in Chuuk State are on the mainland, and data collection for schools located in the outer islands requires travelling long distances by boat. There are also challenges accessing schools and gathering data in other participating Pacific Island countries but in FSM, the lack of available data means the government is unable to determine the approximate rating of schools (other than the five pilot schools) as per the Three Star (Four Star in FSM) rating scale.

However, while the challenges are appreciated, there is an urgent need for UNICEF's monitoring practices and reporting relating to the Three Star Approach to be strengthened, as they currently vary considerably in both form and quality between offices of participating Pacific Island Countries. For example, some UNICEF country offices (Vanuatu) provide detailed monitoring and analysis of progress against intended outcomes, but others (Kiribati) provide only incidental mention of the Three Star Approach within a much broader annual report that is prepared for a different programme, and which does not appear to include outcome level indicators and targets that are tied to/identified as being relevant to the Three Star Approach. In FSM, while regular monitoring does seem to be completed (monthly), the reports sighted by this evaluation were largely activity-based and not written in terms of progress towards a longer-term goal or set of strategic objectives. The lack of consistency in the approach across the different UNICEF offices makes it very difficult to assess overall progress within and between participating countries as they do not seem to report on progress towards the same goal and set of strategic objectives.

This evaluation identified some good examples of learning and information exchange within participating Pacific Island Countries relating to the Three Star Approach for WASH in Schools. For example, in Kiribati, UNICEF has facilitated annual inter-island learning exchanges on the main island of South Tarawa, providing a forum for Island Education Coordinators to share information and lessons learned on strengthening WASH in schools on their particular island, with the coordinators then

taking these lessons and ideas for good practice back to their home islands. Similar learning events have reportedly been held in Fiji and have provided important forums for stakeholders to share lessons and discuss challenges.

There is little evidence, however, of formal opportunities to share information and discuss lessons learned at the intra-country/regional level within the Pacific (i.e. to share experiences with UNICEF staff and partners from other participating Pacific Island countries). The similarities in the context suggest there would be considerable value in establishing more formal mechanisms at the Pacific intra-country/regional level to allow UNICEF staff to share information, lessons learned and examples of good practice.

4.5 Sustainability

Overall Evaluation Question 5: Do governments, schools, students and communities have the requisite capacity to sustain and scale up the Three Star Approach for WASH in Schools?

Summary of Evaluation Question 5 - Sustainability

The Three Star Approach for WASH in Schools in the Pacific contains sustainable elements, however a more targeted strategy is required in order to ensure that gains do not revert back, particularly considering the pace of roll-out. Components that do reflect sustainability are the development of 'change makers' in host governments, progress within advocacy for improved MHM and the simplicity inherent in the design itself. One concern for sustainability is around the lack of detailed strategy for wider roll-out, particularly in Vanuatu and FSM, as vast amounts of finances, technical capacity and human resources will be needed to make the implementation a success.

Challenges are caused primarily by supply-side constraints, as communities, students and schools are seen as largely incapable of self-advocating effectively to improve WASH infrastructure. There are some good examples of U Report being used to mobilise community 'voice', this could be strengthened further. Vulnerable children, parents and their communities with limited resources often prioritise other needs. Whilst the approach is robust and well-situated, further thinking is required to build sustainability to ensure its ongoing impact.

4.5.1 What are the sustainable aspects of the Three Star Approach for WASH in Schools that can be scaled up to institutionalise WASH in Schools in the participating and other Pacific Island countries, with due consideration of boys and girls (and women and men) of all ages and abilities, and those that are at risk of being left behind?

There are clear elements from the side of host governments that indicate the sustainability of the Three Star Approach. Key examples of this include the commitment from the Governments of Vanuatu and Solomon Islands that the WASH Coordinator position, currently funded by UNICEF, have been included in the ministerial organograms, with the hope that they will take over financial responsibility. Additionally, the insertion of a number of SDG-related WASH indicators into the national EMIS of several countries, including Solomon Islands, Vanuatu, Fiji and FSM, greatly bolsters the ability to monitor the status of WASH in schools. Fiji, for example, has included the toilet to student ratio in their EMIS. This illustrates the benefit of having relevant disaggregated data that supports effective programme management whilst also providing data that links to the relevant SDG Indicators. In this case 6.2.1: “Proportion of population using (a) safely managed sanitation services and (b) a hand-washing facility with soap and water.” (SDG Tracker, 2021) Some countries, notably Fiji and FSM, have linked the input of data to obtaining education grants, ensuring that all schools provide WASH information on which their star rating is calculated.

Efforts to build ‘change makers’ within governments have broadly been successful, however a greater number and breadth of these would further bolster sustainability. Research in scale up of WASH approaches highlight the importance of having ‘passionate owners’ to sustain interventions (McClure & Gray, 2015). An example that highlights this dynamic is the first Permanent Secretary of Education for Fiji involved with Three Star Approach – key informant interviews with UNICEF staff and implementing partners stated that the Permanent Secretary became motivated incredibly quickly and used their social capital to build strong support for the Three Star Approach which led to broader government engagement. Additionally in Vanuatu, the Ministry of Education is highly appreciative of the approach, and eager to roll out nationally, as evidenced in key informant interviews conducted for this evaluation and the creation of the National WASH in Schools Coordinator position funded by UNICEF but now formally part of the Ministry of Education and Training structure.

UNICEF’s brand recognition as a technical expert in WASH and education, alongside its high-level broad, regional learning exchanges across the Asia / South Asia region, result in developing government stakeholders to be keenly engaged in WASH after taking part. Often these individuals come from one focal ministry and can fall prey to changeable government politics, as has been witnessed in Fiji. Reaching out across the ministerial organogram and including other relevant stakeholders from other ministries such as health, sanitation and education, would build further in support of the Three Star Approach.

Approaches employed in improving gender-related WASH, specifically MHM, indicate strong likelihood for sustainability. As outlined in Relevance 4.1.5, a number of country-context specific research pieces have been commissioned on MHM in the implementing Three Star Approach countries, building a greater understanding of the diversity of cultural, economic and social barriers to healthy WASH for girls. Advocacy from UNICEF at a country-level and regional level has resulted in gender being included in national WASH standards, particularly relating to gender disaggregated toilets and design standards for MHM rooms. There remains further research to be done regarding the economic and sustainability considerations of provisions of MHM supplies in schools.

In the implementation of the Three Star Approach, there has been a lack of recognition of the diversity of disability. The roll-out of the approach remains restrictive with regards to the experience and engagement with people with physical psychosocial disabilities. Schools report that reaching 3 stars (the highest rating in most countries) is the most difficult and often stick at 2 stars (as was the objective in Solomon Islands). As outlined in other sections of this report, the biggest benefits for children with disabilities are concentrated in the three-star rating, and the primary requirements are focused on ramps for wheelchair access, only one component of the disabled community.

The national level roll-out of the approach presents a simultaneous opportunity and threat for the Three Star Approach’s success. Vanuatu has committed to rolling out the Three Star Approach nationally; Chuuk State in FSM intends to use it in every school and Solomon Islands has suggested it plans to take it to a larger scale. Whilst on the surface this indicates good prospects for sustaining the changes made to date, this also presents a key risk of the maxim ‘pilots never fail, and rarely scale’. O&M resourcing (both financial and human) will be critical to maintain behaviour change and continue improving WASH outcomes, as outlined in Relevance and Efficiency sections. Appropriate investment, human resourcing and building coalitions amongst partners will be critical to face this next stage.

4.5.2 To what extent does the Three Star Approach for WASH in Schools involve and mobilise multiple stakeholders (including students, their families, communities, school staff, national, local and regional government, NGOs, other development partners etc.) to support WASH in Schools programmes?

The design of the Three Star Approach lends itself well to meaningful mobilisation of diverse stakeholders. The central tenet of the simplicity of the approach results in individuals quickly understanding the approach and being capable of communicating it to their peers. This was evidenced in all evaluation countries from key informants at government, implementing partner and WASH coordinator level. Trainings organized by UNICEF at regional and sub-national level are found to be useful and motivating as reported in key informant interviews with implementing partners.

UNICEF is seen as a trusted technical partner by national governments and the broader development arena. Interviews with national government counterparts often stated that UNICEF was well-recognised for the technical expertise and willingness to adapt to the country context without pushing their own agenda. It was also seen as an organization that contributed to the wider WASH infrastructure with other development partners, providing important infrastructure such as WASH cluster coordination. This plays a key role in elevating the status of WASH in the country's political / cultural landscape, which is critical considering the trend of annual rate of change of basic sanitation coverage and drinking water in the Pacific was too slow between 2000 and 2020 to meet 2030 targets (UNICEF, 2021a).

At the national level, UNICEF can be seen to play a coordinating role, as opposed to providing strategic leadership. Within the Three Star Approach, there is a tension between responding to the need of better WASH (and therefore quickly moving to scale) in comparison to letting the national governments drive the reform process. On the whole, UNICEF has chosen the latter, which provides for greater country ownership, but can weaken UNICEF's influence in instances where the Three Star Approach is no longer prioritized. This was noted in Fiji, as a result of staff disruption in the relevant government ministry.

The principles outlined in the Three Star Approach mostly align with the activities of other NGOs and INGOs in the region. However, promoting greater connection with other approaches to improving WASH is challenging. In Solomon Islands, community-led total sanitation (CLTS) is a WASH approach employed in Northern Malaita, a different island from the Three Star Approach. There

is harmonization between the two approaches in that where CLTS is implemented, catchment schools in the target communities are mobilized to develop their own WASH improvement plans including building demand for good hygiene practices and behaviours at school level. Although institutional competition between the approaches is not evidenced, there was perceived competition with both government stakeholder and implementing partner interviews making comparisons between CLTS and Three Star Approach, at times unfavorably towards the Three Star Approach. Overall, however there is evidence that the approaches are working alongside one another to support WASH in schools.

The Three Star Approach can result in schools being motivated to improve WASH practices within the right conditions. The Three Star Approach was designed in response in part to the lack of progress in hygiene behaviours, and hygiene remains central to its rollout. Greater knowledge about hygiene specifically was noted through the fieldwork. There was limited recognition of the name of the approach (e.g. 'Reach for the Stars' in Fiji, SIBLE / Three Star Approach in Solomon Islands) however this does not signify a lack of effectiveness. In Kiribati, the competition around achieving a higher star rating was well received and prompted high engagement in improving hygiene standards during the activity.

4.5.3 To what extent are the experiences and evidence from the implementation of the Three Star Approach for WASH in Schools used by schools, students, their families and communities to advocate to governments to prioritise WASH in Schools in policy-making and resource allocation – with due consideration of boys and girls of all ages and abilities, and reaching those that are at risk of being left behind?

There is evidence that communities want to improve WASH practices, increasing pressure from the demand-side. Interviews with headmasters and teachers highlight the role of the training in improving their understanding of WASH. At times however, this can undermine their interest in the Three Star Approach as some community and school leaders look for infrastructure investments prior to engaging in behaviour change. This was reported in Solomon Islands, which notably has lower rates of WASH infrastructure than other Pacific Island countries (UNICEF Pacific, 2017b).

Students can articulate the importance of WASH to an extent, however they have limited capacity to influence their parents, families and communities. Whilst there are positive examples such as students encouraging parents and caregivers to buy soap, on the whole their impact remains constrained by financial pressures faced by families.

Students reported that practicing their healthy WASH behaviours at home due to lack of facilities: *“We taught our families [about WASH] they are happy but practising it is challenging because we don’t have WASH facilities at home and people often forget. If communities have same facilities like at school then it would be easier to practice our knowledge”* (Students, transect walk, Solomon Islands). This point is corroborated with research conducted by LLEE (Live & Learn Environmental Education for UNICEF, 2019b).

The lack of student voice is a concerning dynamic in an approach designed for young people. Having a voice is a key pillar of self-advocacy (New South Wales Department of Education, 2020) and increasing student participation and autonomy are linked with increased engagement, achievement and well-being (Gonski et al., 2018). Children and young people by and large are unable to self-advocate for improved WASH practices in a meaningful way. WASH clubs, once established in schools as part of the Three Star Approach, rarely remain functioning. This was evidenced by fieldwork in Fiji in which only two of the 15 schools visited had functioning WASH clubs, with similar reports coming from the Solomon Islands. Students in FGDs state: *“We tried telling them after hearing teachers told us in class. But some listen and follow most of them just ignored us.”* This issue of children being unable to influence the adults around them is also identified an obstacle in LLEE research, notably in Solomon Islands and Vanuatu (Live & Learn Environmental Education for UNICEF, 2019b).

There is evidence of U Report, UNICEF’s social messaging and data collection tool, being used in Kiribati to improve WASH behaviour.

U Report is currently being used in the COVID-19 prevention response, through building data around understanding and perception of COVID-19 risk (Humanitarian Response Info, 2020). There are also examples of U Report being used in FSM on getting opinion pools of what young people want the government to focus on (e.g. education, health) and Solomon Islands looking at online media safety (UReport, 2021). The platform offers a quick way to engage a broad range of stakeholders and build a sense of contribution to the decision-making when used effectively.

The strategy of how to influence parents and communities and monitor improvements was unclear from the outset, so progress is not easily captured. The Theories of Change for the countries did not outline the approach nor indicators for success for this dimension, however anecdotal evidence suggests that communities have little capacity to self-advocate. Additionally, the dynamic between urban, rural and remote communities is often overlooked. Engagement with parents and

communities is often described as more challenging in urban contexts, with the heterogenous populations and increased likelihood of being engaged in formal / paid employment. This is further exacerbated in informal settlements, increasingly found across the Pacific within its rapid urbanization rates, characterized by their poor access to WASH facilities and decreased incentive for long-term investment in facilities (Keen & Barbara, 2015).

The Three Star Approach has not as yet overcome the ongoing behavioural, cultural and financial barriers preventing communities from investing in WASH infrastructure.

The cultural values of healthy WASH practices are highly divergent in the countries studied. In the Solomon Islands for example, research and interviews noted that community and family investment in sanitation facilities are frequently not prioritized. Families with budgetary constraints – further exacerbated invariably by COVID-19 – are more likely to spend on consumer products, food and mobile phones and do not see WASH as essential (UNICEF Pacific, 2017b). Fieldwork revealed that families and communities do not utilise the Three Star Approach implementation experience as a means to advocate to governments to prioritize WASH in Schools. This is in part due to their lack of awareness of the approach, as seen in focus group discussions with parents and communities in Fiji found that none of the parents knew what the Three Star Approach / Reach for the Stars was. Some interviewees suggested a ‘triggering’ method as utilized in the CLTS approach may be required to further educate the community around WASH health and livelihood impacts.

4.5.4 To what extent does the Three Star Approach for WASH in Schools contribute to increased government, community and school capacity to mitigate the impact of natural disasters and climate change on WASH in Schools and WASH in communities – including for girls and boys (and men and women) of different ages and abilities, including those at risk of being left behind?

The evaluation found little linkage between the Three Star Approach and increased government, community and school capacity to mitigate the impacts of natural disasters and climate change by nature of its design.

Mitigation, meaning the ability to make the impacts of climate change less severe, is out-of-reach for schools and communities and to a large extent Pacific Island government, as the entire Pacific region contributes less than 0.03% of total greenhouse gas emissions (Salem, 2020). Adaptation to the impacts of climate change, meaning the capacity to reduce the negative effects, are similarly limited as schools, communities and governments do not have the financial capacity to combat rising sea levels and build cyclone-proof infrastructure, and both events are increasingly likely

(IBERDROLA, 2021). This inability however is not attributable to a fault in design or deficiency of the Three Star Approach – it is simply not designed to address these threats.

The components however that can be linked to the Three Star Approach relate to its intended outcomes around improved hygiene. There was evidence of hygiene behaviours in Three Star Approach schools and communities remaining

robust in response to shocks, such as tropical cyclones. This was particularly noted in Vanuatu after Tropical Cyclone Harold in April 2020, where local communities rebuilt damaged facilities and infrastructure in schools. Secondary field monitoring reports that some hygiene behaviours were re-established quickly after the impact of the disaster, reflecting the value that the local community places on healthy WASH.

5. CONCLUSIONS

The principles of this formative evaluation on the Three Star Approach for WASH in Schools in the Pacific are based in utility and realism. As a result, the conclusions and recommendations have been designed to be strategic and logical as well as practical, and applicable to a broad range of audiences. Evidence from evaluation questions outlined in Section 4 have been synthesised into common themes.

Strengths of the Approach and its implementation:

The Three Star Approach as a ‘demand driven’ approach is highly effective at distilling complex information into accessible steps. The transformation of complex hygiene messaging into easily digestible pieces of information and the star concept was found to be effective across a broad range of evidence in elevating hygiene promotion. This is instrumental in building ownership and support for both the pilot phases of the Three Star Approach but additionally strengthening WASH in schools more broadly. This evaluation found evidence of individuals who were previously unengaged in hygiene promotion being incentivised and invigorated by the Three Star Approach.

The flexibility inherent in the Three Star Approach is a strong selling point, as well as the way in which UNICEF has implemented it. The design of the Three Star Approach is found to be simple and easily adaptable in different contexts. Communities can support improvements to toilet construction in schools using local resources. Governments can also refine the steps (stars) to their context and situation as evidenced by FSM refining the Three Star Approach to the Four Star Approach. Additionally, the method of implementation taken by UNICEF is well appreciated by host governments, who have high respect for UNICEF’s technical expertise. Moreover, host governments have responded strongly to the

relationship building approach employed by UNICEF, a dimension of critical importance in the Pacific where personal relationships are a foundational aspect in building trust across stakeholders.

When the encouragement of daily routines to promote healthy habits (handwashing, provision of soap, access to clean water and clean toilets) is implemented, meaningful increases in hygiene behaviour are observed. Noticeable improvements are made quickly once initial training has been rolled out, with schools often going from 0 stars to 1 or 2 stars in relatively short amounts of time. This signifies a real improvement in hygiene information and understanding and will directly result in reduced illness and disease whilst healthy practices are conducted. Targeting teachers with basic hygiene knowledge is an efficient way to target thousands of children.

Limitations of the Approach and its Implementation:

The Theories of Change developed at regional and country-specific levels do not meet best practice and therefore impact on implementation and most importantly scale up and sustainability. Whilst the Theories of Change at regional and country level are helpful, they do not adequately address the key issues of context, the role of other actors, spheres of influence (direct, indirect and leveraged). The impact of weak Theories of Change is seen in critical ‘logic gaps’ in programme plans and results frameworks where critical assumptions, for example on the challenge of financing and capacity, that are likely to cause a programme to fail are not addressed. Developing robust Theories of Change supports the development of strong programmes by UNICEF as well as providing a framework for conversations with other development partners on linkages, complementarities, and potential gaps with their programming.

Poor monitoring, evaluation and reporting practices of the Three Star Approach restrict quality decision-making and learning opportunities.

Lack of meaningful monitoring, oversight and accountability mechanisms impeded the impact of the Three Star Approach in all five countries. Inability to draw out local, national and regional insights has undermined UNICEF's capacity to lead strategically, as well as hindered the growth of resources around the implementation of Three Star Approach for other Pacific countries. Key opportunities are pending for this approach to have significant impact, namely Vanuatu and FSM and the lack of quality monitoring and evaluation will hamper wider roll-outs. This will cost the regional programme significant adaptability and the benefit of course correction. It is imperative that UNICEF address this shortfall to embed positive changes to date.

The lack of funding for the O&M dimension of the Three Star Approach undermines effectiveness and sustainability.

Broadly, community-based / rural schools are more likely to be able to fundraise and to make changes in their WASH infrastructure, however this is challenged in urban schools. Similarly, slippage has occurred in the schools visited in this fieldwork due to facilities breaking or not being maintained appropriately (e.g. cleanliness, blockages, lack of minor upkeep). A key impediment to sustainability of the approach is schools' inability to maintain infrastructure due to a lack of funding, skills and access to supplies. Guidance on addressing this strategic hurdle is lacking and stakeholders quickly lose momentum after the initial push, losing hard-won gains.

Disability inclusion is not sufficiently addressed by the design and implementation of the Three Star Approach.

Disability inclusion is extremely restrictive from the outset of the approach, with the majority of guiding documents having limited references to the diversity of experience within the disability community. Provisions are made within the Three Star Approach for requests for ramps, but this still actively excludes a number of physical, social/emotional, cognitive and sensory disabilities. The majority of disability-related improvements do not occur until the Three Star rating, which is often out-of-reach for schools due to the financial investment required for the infrastructure within the final star.

Opportunities for expansion / strengthening

Recognising the strength of UNICEF's role in WASH and specifically WASH in Schools and also taking account of the limitations on direct support, it is critical that greater emphasis is placed by UNICEF on working with partners in the Pacific to develop a strategic approach to

WASH. UNICEF has partnered with a number of INGOs, NGOs and other UN bodies across the Pacific for decades, however issues of limited institutional capacity and short-sighted relationship building are present across the host countries. Building robust WASH coordination bodies that meet regularly and are centred on trust is a critical element of this.

Whilst UNICEF has played an important role in supporting the establishment of WASH in Schools through the Three Star Approach, it is now critical for UNICEF Pacific to focus and build its 'thought leadership' to strengthen and transform WASH in Schools.

The application of the WASH in Schools Three Star Approach in the Pacific is a good example of UNICEF engaging in an area of critical importance where it has the legitimacy, track record and standing to make a significant contribution to affecting change and progress towards the SDGs for children and young people and through them for future generations in the Pacific.

Application of the Three Star Approach has been successful in engaging with governments and communities on embedding and improving WASH in Schools.

However, to achieve sustainable and transformational change and make the progress needed to bring the progress on SDG 6 on track with regard to WASH in Schools will require significant effort and resources that are beyond any single agency or organisation. This will require developing new ways of working, development of new and different forms of collaboration and partnerships. UNICEF is strongly positioned to contribute to this through further development of its 'thought leadership' (Jolly, 2015).

Evidence to guide the scale up of the Three Star Approach is lacking (linked to lack of quality M&E) and this will be critical for next steps.

As Vanuatu aims for national roll-out and Solomon Island is not far behind, there will be an enormous step in building the technical knowledge, human resourcing, and management capacity for this approach to be successful. The pilots to date have been small in comparison to whole island or whole country roll-outs, and techniques of the approach have not been sufficiently tested (nor sufficient evidence generated) to inform management of the implementation. Whilst evidence could be drawn from India and other regions where the Three Star Approach has been implemented, the Three Star Approach in the Pacific has not been robustly examined to the extent necessary for implementation in thousands of schools simultaneously.

Design and implementation of the Three Star Approach has a clear emphasis on local ownership and children's voice. This could be strengthened through increased feedback mechanisms.

Design documents reflect age-appropriate strategies for

including children and young people in support of WASH in schools, which is linked to higher rates of sustainability of behaviour change. Participating countries also reflected good practice examples around older students mentoring younger students on MHM, and competitions within local districts to fundraise and improve WASH infrastructure. WASH clubs are not active in all schools and there are limited mechanisms for children to self-advocate for improved WASH outcomes.

Gender-related WASH practices have resulted in improvements for girl students across all

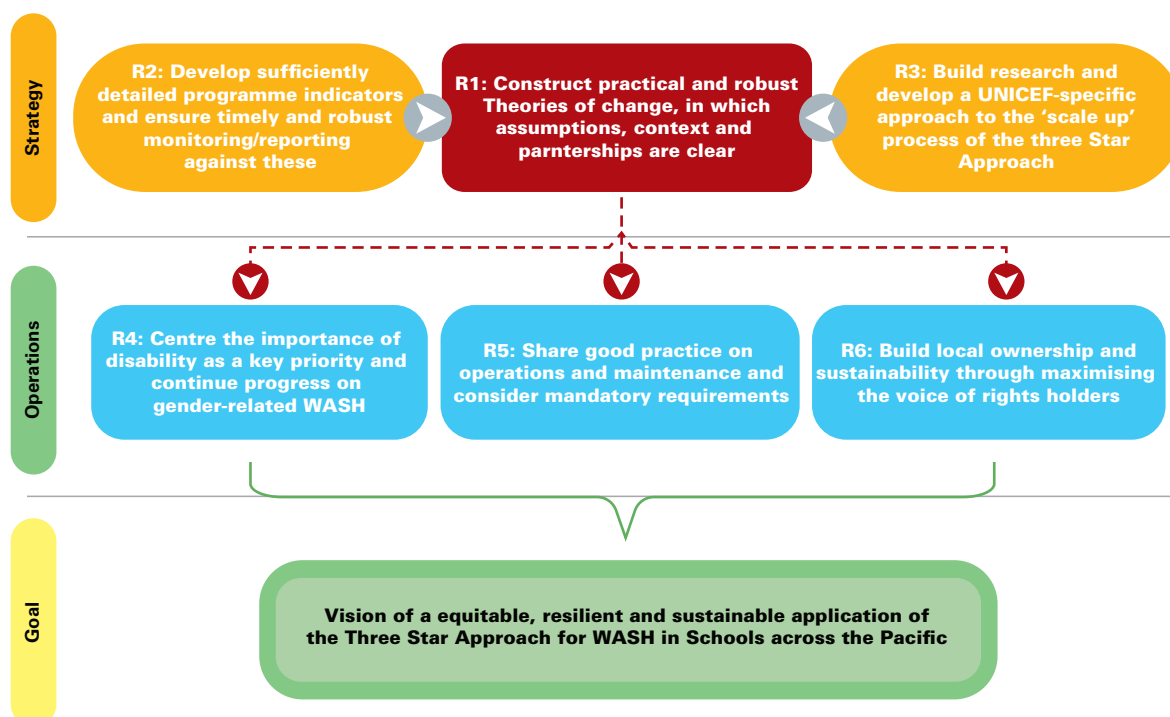
countries and progress. Changes to national standards and design requirements have gender-related dimensions, including MHM, which is a considerable success for the Three Star Approach. Context-specific research has been conducted across the participating countries, filling a pre-existing gap in understanding localised bottlenecks and taboos. Further standardization of government requirements, advocacy and exploration of locally appropriate MHM products are needed to continue breaking down barriers for girls' healthy WASH practices.

6. RECOMMENDATIONS

The recommendations outlined below build on the analysis in the findings section (Section 4) and the conclusions drawn (Section 5). A key finding and conclusion of this formative evaluation is the need for a strong logical underpinning of the WASH in Schools programme that is then developed and built out across the different programme locations. With this core concept in mind, the recommendations are

presented in a logical fashion and build on each other. The first three recommendations focus on building a strong theoretical underpinning for the Three Star Approach for WASH in Schools in its application in the Pacific Islands and Territories. Recommendations 4-6 build on the first three recommendations and are focused specifically on major areas of challenge.

Figure 10: Recommendations from formative evaluation



Recommendation 1:

Construct practical and robust Theories of Change, in which assumptions, context and strong partnerships are well-grounded with clear interlinkages between different levels.

The WASH in Schools programme needs to develop strong Theories of Change at both regional and country levels. Well-constructed and sufficiently detailed Theories of Change are an essential tool to address the key contextual challenges that affect the Pacific Island nations. Additionally, it will require significant prominence and analysis given to resilience as a key element of programme activities, outputs and indicators. An important tool to use with a Theory of Change process are WASH Bottleneck Analyses.

In addition, the Theories of Change need to provide an understanding of how UNICEF will address the relevance and sustainability of its approach as well as maximising efficiency to WASH in Schools through developing meaningful, strategic, and agile partnerships. These are supported through a nuanced approach to utilising UNICEF staff, consultants, and national staff to support a more sustained, effective, and efficient approach to system strengthening.

A significant challenge to developing the Theories of Change is how to be comprehensive without becoming overly detailed and impractical. Within this process:

- a) It is recommended that prior to carrying out the development of the Theories of Change that WASH Bottleneck Analyses (at regional and country levels) are carried out together with key partners and stakeholders. This should provide the foundation for regular Bottleneck analyses at country level that will support the ongoing development of the programme;
- b) it is recommended that developing robust Theories of Change are carried out at the same time as developing programme plans, applying an iterative approach whereby assumptions that are highlighted and worked out in the Theories of Change are then applied and tested against draft versions of programme plans (specifically results frameworks);
- c) a specific area of focus should be on identifying programme risks in results frameworks that will need to be addressed by changes to the programme logic (sometimes termed 'killer assumptions'). For example, the issue of finance (from both government and communities) cannot just be left as an assumption but needs to be addressed.
- d) Consideration should be given to critical programmatic decisions including what success looks like for the parent and community aspect of the Three Star Approach (if any) and how this will be measured.

Suggested actors:

UNICEF Pacific, with relevant UNICEF country staff for country-level conceptualisation.

Timeframe:

This first recommendation should be completed, in conjunction with the development of the next Regional Strategic Plan, following the context analysis.

Recommendation 2:

Develop sufficiently detailed and relevant programme indicators and ensure timely monitoring/reporting against these. These should be derived from and explicitly linked to the regional and country-specific Theories of Change.

Programme indicators need to be relevant to the context and be sufficiently detailed to provide adequate information on achievement including reach, inclusion and quality. Where indicators link to higher-level SDG indicators, it is important to consider whether more detailed programme level indicators (for example on inclusion and types of access) need to be developed that will then feed into higher-level (SDG-focused) more generic 'framing indicators' (INTRAC, 2017; Pratt et al., 2003).

- a) develop detailed country-specific (and where possible localised) indicators to take into consideration the relevant WASH context. This will support improved use of information collected to monitor and improve services and programming;
- b) require formal internal monitoring and reporting in a consistent style across the Pacific, including developing tool and processes to monitor progress in meaningful ways;
- c) use reporting to increase data-informed programming
- d) host regular informal and formal sharing sessions around the Three Star Approach with relevant external stakeholders to build a greater breadth of institutional knowledge
- e) develop a consistent and accessible knowledge management strategy around the Three Star Approach to build an evidence body for other Pacific Island countries and other WASH strategies.

Suggested actors:

UNICEF Pacific, with relevant UNICEF country staff for country-level conceptualisation.

Timeframe: This is suggested to occur around the same time as Recommendation 1, in the latter part of the Strategy development process.

Recommendation 3:**Build research base and develop a UNICEF-specific approach to the 'scale up' process of the Three Star Approach for WASH in Schools.**

Whilst this recommendation is critical for all programming it is most immediately relevant for the Vanuatu WASH in Schools Programme as it aims for the national roll out and Kiribati as it starts to broaden its scope. UNICEF should:

- a) develop robust outcome harvesting approaches to measuring progress and build local and regional M&E capacity (linked to Recommendation 1 and 2) build a greater understanding of what works for the Three Star Approach for WASH in Schools in the Pacific;
- b) invest in key personnel to encourage ownership of the Three Star Approach within UNICEF and in government and non-government implementing partners.
- c) design a system strengthening approach to capacity gaps (as identified in the new Theories of Change);
- d) where possible, advocate for larger pilots and more rigorous testing of the Three Star Approach's implementation, rather than immediate national roll-out. This will allow for a greater diversity of testing contexts and further refinement of tools required to implement effectively. Utilise this to trial differing approaches to O&M (further detailed in Recommendation 5) and gender / disability inclusion (further detailed Recommendation 4).

Suggest actors:

UNICEF Pacific should commission the research which could be conducted by implementing partner (e.g. LLEE) or other research specialist. Relevant UNICEF country offices to advocate for larger pilots.

Timeframe:

This is suggested to occur after completion of Recommendation 1 + 2.

Recommendation 4:**Centre the importance of disability as a key priority and continue progress being made on gender-related WASH.**

Ensure that the principles of Leave No One Behind and 'focus first on those furthest behind' in the 2030 Agenda are centralised. Conceptualisation of disability as a diverse group is needed/. UNICEF should:

- a) elevate the messaging around the diversity of disability in the Pacific, as well as the experience of marginalisation faced by school-aged children with disability.
- b) develop training for implementing partners, WASH coordinators and relevant Three Star

Approach stakeholders around the diversity of disability and accommodations and adjustments that can (and should) be made to further support inclusion;

- c) find community champions and elevate voices of children and young people with disability (linked to Recommendation 7)
- d) continue strong progress made on mainstreaming gender-related WASH, and explore options into provision of MHM supplies, including low cost, handmade sustainable solutions or mandatory requirements for school budgeting to provide sanitary products.

Suggested actor:

messaging to come from UNICEF Pacific, however expectation that shift will be visible across implementing partners and UNICEF country offices.

Timeframe:

This is suggested to occur after completion of Recommendation 1 + 2.

Recommendation 5:**Share good practice on O&M and consider mandatory requirements for them to be embedded in school management.**

Providing guidance, and where possible mandatory requirements, around the importance of O&M will build sustainability of the approach and its potential to transition from pilot to national scale as intended in Vanuatu and in Chuuk State, FSM.

- a) continue to amalgamate contextualised examples of strong O&M in practice, and share good examples in Three Star Approach meetings, linked to Recommendation 2.
- b) advocate to government partners around the either i) the provision of budgetary support for O&M or ii) if not possible then provide increased training for school management committees and headteachers to budget for WASH O&M. If possible, include a mandatory budgetary line to be submitted with school grants.
- c) Develop human resource 'pipelines' of skillsets around the WASH infrastructure, taking into consideration socio-cultural dimensions of gender and disability. Leadership positions in the Pacific are often held by men, whereas studies show women in community can play vital roles in increase the consistency and quality of water management (Thompson et al., 2017).
- d) Utilise opportunities for community engagement in WASH in Schools to promote and support O&M costs and activities. Utilise learning on O&M from other UNICEF WASH programmes, specifically CLTS evaluations.
- e) Support the development of alternative approaches to O&M during the design phase,

including consideration for facilities with high capital outlay and low O&M costs, as these have the potential to be cheaper in 5–10-year timeframes.

Suggested actor:

ideally examples of strong O&M to come from participating schools themselves. WASH coordinators in participating countries to amalgamate suggestions. UNICEF Pacific to work in conjunction with host governments to develop human resource pipelines.

Timeframe:

This is suggested to occur after completion of Recommendation 1 + 2.

Suggested actor:

messaging to come from UNICEF Pacific, however suggestions for feedback mechanisms to come from schools themselves, including Parent Teacher Associations. Cultural context and appropriateness of feedback mechanism is critical here, so best advised to devise localised strategies.

Timeframe:

This is suggested to occur after completion of Recommendation 1 + 2.

Recommendation 6:**Build local ownership and sustainability through maximising the voice of rights holders.**

The voice of children and young people is critical to enacting UNICEF's vision, creating child-friendly schools and ensuring the sustainability and safety of the Three Star Approach. This is particularly vital with regards to girls and people with disabilities, and ties into Recommendation 4. To elevate the voice of rights holders, UNICEF should:

- a) build recognition and usage of tools to support voice of young people, for example through UNICEF tool U-Report, and also develop 'analogue' ways of collecting and responding to feedback from children and young people on their experiences of WASH in schools. This is of particular importance to marginalised groups.
- b) re-invigorate the WASH committee structure at school level by providing clear templates of what committees are responsible for in a meaningful way. Develop local and regional clusters of WASH committees to elevate their sense of responsibility and engagement. Provide awards and recognition to students who participate in the WASH committee. Use committees as a way to collate feedback from students regarding their WASH needs.
- c) Utilise teachers and Parent Teacher Associations as vehicles for change within their schools and to push initiatives through. Focus on mainstreaming the Three Star Approach through existing school management system, which will help bolster sustainability and allows for access to regular school funding for WASH activities.

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ANNEX I: TERMS OF REFERENCE

TERMS OF REFERENCE INSTITUTIONAL CONSULTANCY

Evaluation of WASH in Schools Three Star Approach application in the Pacific

Requesting Section(s): WASH and Planning, Monitoring and Evaluation

Date: 18 May 2019

Programme Area and Specific Project Involved: 2.2 Communities have improved access to basic drinking water and sanitation, including in schools and health facilities, particularly in target countries.

UNICEF Pacific is looking for a qualified **international individual consultant or teams of consultant with lead member** to conduct evaluation of WASH in Schools Three Star Approach programme strategy in the Pacific.

1. Background

Every child, no matter who they are or where they live, has a right to live in a protected and clean environment allowing them to reach their full development potential (UNICEF Strategic Goal 4). Advancing the commitments of Pacific Islands Countries and Territories to achieve the Sustainable Development Goals, UNICEF Pacific has adopted the WASH in Schools Three Star Approach since 2015 to improve access to basic drinking water and sanitation in schools for children, especially girls and those with a disability. A core strategy of the WinS is to build the capacity of children, teachers and communities in becoming agents of change for improved hygiene behaviour such as handwashing with water and soap at critical times, increased knowledge on menstrual hygiene management and increased demand for safe drinking water and the use of toilet instead of open defecation.

Pacific Island Countries are exposed to a wide range of natural hazards, including earthquakes, tsunamis, volcanoes, landslides, floods, drought, and cyclones, and are threatened by the impacts of climate change, including sea level rise, increased saltwater intrusion and coastal erosion and reduced freshwater availability. Environmental sustainability challenges put the entire countries in the region at risk of having to be abandoned if not urgently addressed. These mounting pressures are placed on top of daily challenges that also must be addressed for sustainable development to be possible, such as rapid and unplanned urbanisation, lack of access to education, as well as inadequate infrastructure and services, such as a lack of access to improved water supply and sanitation.

In terms of socio-economic context, communities are dispersed across small islands with a divide in many countries in the Pacific in urban and rural areas.

JMP data often shows disparities in terms of WASH access in rural and in urban areas. In terms of schools which is relevant for this evaluation focus, the context varies from islands to islands as many schools are community owned and some communities invest more than in others. But overall, there is ownership from communities to improve WASH in schools.

At the national level across the Pacific, governments are champions of WASH in Schools and they have so demonstrated through WASH in Schools policies in Fiji and in Kiribati, standards and guidelines that incorporate WASH and/or WASH in Schools in Solomon Islands and in Vanuatu. There is also coordination between various ministries for example in Kiribati, between Ministry of Education and Ministry of Infrastructure and Sustainable Energy, and in Vanuatu, Department of Water and Ministry of Education and/or Health.

The geographical location of the islands call for continued support for meeting the needs of hard to reach schools and communities, addressing equity (gender and children with a disability, or small children) in terms of the supply; and having model designs for infrastructure.

UNICEF as a lead agency in WASH in Schools in the Pacific has made considerable progress with a 30 per cent increase in schools with improved water and sanitation conditions through WinS implementation on 4 atoll islands in Kiribati, 2015-2018, the mainstreaming of WASH in Schools SDG core questions⁷ and the Three Star rating in Fiji national Education Management Information Systems, a National Technical Standards for WinS implementation in Solomon Islands and integration of WASH module in annual teacher's in service training in Vanuatu.

The UNICEF Pacific multi-country programme (MCP) 2018-2022 is now entering its second year of implementation. This provides a unique opportunity to strengthen accountability to children by conducting a formative evaluation of the WASH in Schools Three Star Approach as it is adopted in the four Pacific

⁷ https://www.who.int/water_sanitation_health/monitoring/coverage/wins-core-indicators-and-questions-4-pager.pdf

Islands Countries and Territories. The WASH in Schools Three Star Approach has been adopted in Fiji (from a pilot in 2015 but now is at scale), Kiribati (atoll island first implementation from 2015 to 2018), Solomon Islands (since 2016), in Vanuatu (since 2017) and 2018 introduction in Federated States of Micronesia.⁸

The WinS “provides safe drinking water, improves sanitation facilities and promotes good health outcomes⁹”. By doing so, it aims to reduce hygiene related disease, increase student attendance and contributes to dignity and gender equality of school children and contribute to fulfil Child Rights to WASH in the Pacific¹⁰. To fully achieve these goals, the initiative aims to institutionalise WinS in the education sector by replicating simple intervention models such as “3-star Approach¹¹”.

An independent evaluation is needed to understand whether WinS is achieving the desired results and how can the WinS pilot be brought to scale and replicated in Fiji, Kiribati, Solomon Islands, Vanuatu and potentially FSM. The findings and recommendations of the evaluation will inform on success and challenges around implementation of WinS and the way forward for addressing remaining gaps in fostering children’s rights through WASH. The evaluation also aims to improve the Pacific WASH Strategy and to inform the mid-term review of the current Multi-Country Programme in 2020. These tools will be useful for WinS programme design, monitoring and evaluation by UNICEF and development partners, provide a focus area for investment by both governments and donors.

2. Purpose of the assignment

The main purpose of this formative evaluation is to generate evidence that will inform the replicability and/or scalability of the WinS Three Star approach in Fiji, Kiribati, Solomon Islands, Vanuatu and FSM. The purpose of evaluation is therefore to foster learning and improvement of the WinS Three Star approach, identify priority focus for government partners and donors in the four determinant areas of the WinS Enabling Environment framework (institutional arrangements, demand, supply and quality), and increase accountability by assessing the effectiveness of the WinS Three Star approach in building sustainable and resilient schools and communities and in changing children’s behaviour as agents of change.

To this end the primary audience includes:

- UNICEF Pacific who will use the information to improve the WASH Strategy during the mid-term review of the Multi-Country Programme Document in 2020.

- Education and Health Ministries are core but also other ministries or government departments including women and youth focused ministries (at national and provincial/ island level). The information will be useful to determine gap and priority focus in the four determinant areas of the Enabling Environment framework (institutional arrangements, demand, supply and quality) in planning, budgeting and monitoring SDGs
- Universities and research institutes, in the region and abroad.
- WASH programme implementing partners and other development partners working in WinS to learn and increase accountability by improving WinS implementation
- Donors to inform their investment.

The findings and recommendations of this evaluation will be used to adjust WinS strategies and implementation modalities when necessary, and to identify what changes are required for future replication and/or scaling, as well as help strengthen the WinS Three Star approach in Pacific countries. UNICEF will be engaged in planning and managing of the Evaluation while partners will be engaged in reference groups to review key outputs, and should be engaged in the planning, and findings and recommendations must be validated and prioritized with partners.

3. Objective(s):

The objectives are to establish the extent to which the WinS Three Star Approach achieved its desired results as it is implemented in Fiji, Kiribati, Solomon Islands and Vanuatu and inform the way forward to advancing the WASH agenda under Goal 4: “every child lives in a safe and clean environment” of UNICEF’s 2018-2021 Strategic Plan, the Global WASH Strategy and UNICEF Pacific MCPD.

Specifically, the evaluation aims to:

- Assess relevance, effectiveness, efficiency of the WinS Three Star Approach, and whether is contributing to sustainable and resilient (a) schools and (b) communities.
- Validation of the WASH in Schools Three Star Theory of Change
- Identification of the pre-conditions from pilot to scale up and replication, to other countries in the Pacific region
- Determine the extent to which children’s learned WASH behaviours in schools contribute to behaviour change at homes (among their parents).

⁸ Results Framework and ToC will be provided to recommended candidates.

⁹ WASH in Schools Mapping (<http://washinschoolsmapping.com/about.html>)

¹⁰ UNICEF Field Guide: The Three Star Approach for WinS 2013, p.3

¹¹ Stepped approach focusing on group handwashing with soap and to improve conditions in schools. It aims to help schools meeting the essential criteria for a healthy and protective learning environment for children. (UNICEF Field Guide 2013, p.2)

4. Scope

The evaluation will cover WinS programme implementation from 2015 to 2018 but must also look as far back to 2011 when WinS began to mature through development of a number of tools, guidelines, standards and capacity building trainings were specifically developed. The evaluation is not project focused and therefore, the build-up work which began in 2011 needs to be factored in.

The geographical¹² scope covers four countries with the possibility of a fifth country (FSM, in Chuuk). The evaluation team is invited to consider field visits to all four countries including areas where UNICEF has not implemented WinS.

- **Fiji.** WinS was implemented in primary schools in Viti Levu
- **Kiribati.** WinS was implemented on 4 islands (Abaiang, Maina, Marakaei and North Tarawa).
- **Solomon Islands** in Guadalcanal province.
- **Vanuatu** in Penama Province.

The WinS interventions include both upstream work with government (improving monitoring via Education Management Information Systems, developing WinS Policy with specific focus on gender and attaching WASH to budget lines for schools) and downstream work with schools (capacity building training to WASH committees and clubs, executing daily group handwashing programs and cleaning schedule). The interventions also involve partnerships internally within UNICEF (WASH, Education, Health, M&E and C4D sections) and externally (children, especially girls, men and women, WASH implementing partners¹³ and donors.

5. Methodology

The evaluation will be formative, non-experimental, with a theory-based and utilization focused approach, to assess the relevance and effectiveness of the intervention on it WinS Outcomes. Given that a key objective of the intervention is to assess the replicability and sustainability of the programme, this systematic use of qualitative (e.g, structured interviews and focus groups) and quantitative (e.g. recent survey results, existing routine data) methods must be explored. The overall methodology will involve extensive / comprehensive desk review of case studies, documents and data already available in UNICEF, complemented by interviews/ surveys of key stakeholders particularly with those often marginalized such as girls and women, children with a disability and elderly. UNICEF recommends the use mobile technologies for rapid data collection and consider innovative approaches in the evaluation design, analysis and dissemination

An initial proposal for a more detailed methodology is to be submitted at the time of submission of the technical proposal which will be used as a basis for

proposal assessment by UNICEF.

Below is a general requirement for the technical proposal;

- i) Desk review and refinement of methodology. The list of references and documentations will be shared with the selected Evaluation team.
- ii) Data collection, field work (site visit/interviews) The systematic use of qualitative (e.g, structured interviews and focus groups) and quantitative (e.g. recent survey results, existing routine data) methods are required to collect the additional evidence during the country visit. The meeting with key stakeholders will be accompanied by UNICEF national staff during the field work in Fiji, Solomon Is and Kiribati.

Due to the nature of this “formative evaluation” with time and budget limitation, it is highly recommended to identify key areas for site visit and data collection, focus group discussion in the field based on the desk review analysis. The respondents and methods/tools (interview, questionnaires, and focus group) need to be strategically selected based on the evaluation questions.

iii) Analysis and Reporting

The final stage of analysis and reporting will be conducted remotely (Please see section 6 below for more detail). The results of analysis need to systematically respond to the evaluation questions, and the report will be written in a reader-friendly manner. Before finalization of the evaluation report, UNICEF will organize one day workshop, gathering project team, stakeholders, beneficiaries and the evaluation team, to discuss together recommendations and action plan drawn from the evaluation. This workshop would help ensure recommendations are appropriate and owned by the project team and stakeholders, this workshop will be facilitated by UNICEF WASH section.

As much as possible, a contextualized perspective is to be factored into the evaluation for each evaluation criteria, identifying potential variations/differences between WASH programme components, across WASH country programmes, and between UNICEF and other development partners. The evaluation needs to follow the UNEG Norms and Standards for Evaluations (2016) as well as UNEG and UNICEF ethical guidelines. It also needs to respect UNEG Guidance on integrating Human Rights and Gender Equality in Evaluation and the UN-SWAP Evaluation Performance Indicators. Further, the evaluation methodology must include specific questions and approaches (for example, consideration for time and location of interviews) to ensure the evidence includes women and girls. The technical proposal should also clearly refer to triangulation, sampling plan and methodological limitations and mitigation measures.

¹² These are the locations where WinS was implemented but may not all be visited by the evaluator(s).

¹³ Fiji example of WASH in Schools in Emergencies (WinSIE) by UNICEF, government and development partners as part of WinS e-course by Emory University submission paper.

The evaluation will occur in three phases: 1) inception phase, 2) data collection and analysis phase, and 3) reporting and communication phase. Alternative approaches can also be proposed. The methodology will be further specified and finalized by the selected evaluation team in collaboration with UNICEF during the inception phase.

6. Evaluation Criteria and Questions:

The evaluation criteria will align with the ones recommended by the OECD DAC for evaluating

development assistance. Value for money and impact will be not included in the evaluation because of the lack of baseline data for comparison. Nevertheless, the evaluation should consider informing what level of data is needed to determine value for money and impact. A set of preliminary questions, though not limited, are listed below for consideration against each of the criteria to be tested during the evaluation. The evaluator is recommended to elaborate the list of questions during the submission of their technical proposals, which will be used for the selection process by UNICEF.

The evaluation will focus on the following criteria;	
1. Relevance	<ol style="list-style-type: none"> To what extent are the objective of WinS still valid for PICT (given their context)? To what extent is it aligned to the Government Goals and the Sustainable Goals as well as to UNICEF Strategic Plan Goals? Is the ToC of the WinS Three Star Approach consistent with intended impact? How can the new Country Program's objectives, approaches and modalities be more relevant and adapted to the fast-changing overall environment (economic, social, aid-related) and WASH-specific context in programming countries
2. Effectiveness	<ol style="list-style-type: none"> To what extent does WinS Three Star approach contributed to building sustainable and resilient schools and communities and in changing children's behaviour as agents of change? When and under what conditions water and sanitation behaviours change at community level? When and to what extent is WinS reducing open defecation (OD), To what extent are children effective at changing their parents' behaviour? When and to what extent is WinS: <ul style="list-style-type: none"> - reducing open defecation (OD), - improving household water treatment, - improving hygiene practices (handwashing and menstrual hygiene management), - driving institutional change in governments (national and local)¹⁴[1]? - contributing to achieving equity ¹⁵[2] – leaving no one behind? What kind of monitoring framework should be established to ensure validity and comparability of data in all countries where WinS is being replicated in (consider which ones function well and which ones need to be improved and how these be better aligned)?
3. Efficiency	<ol style="list-style-type: none"> Is WinS implemented in the most cost-effective and efficient manner (deliverables achieved on time and on budget adequate and well-spent resources)?
4. Equity	<ol style="list-style-type: none"> Is WinS project integrating appropriate strategies to advance gender equality, and promote the inclusion and participation of minority and marginalized groups? (men, women, boys, girls and differently abled people)? To what extent WinS prepare schools to identify, assess, manage and absorb risks and shocks from <i>emergency</i> situations¹⁶? Did the project contribute to equitable participation and benefits to various groups (men, women, boys, girls and differently abled people)?
5. Sustainability	<ol style="list-style-type: none"> To what extent will WinS continue after UNICEF funding ceases? "What were the major factors enabling or constraining scale-up of the WinS Three Star approach? with specific consideration for country's specific capacity context. What are the simple, sustainable and scalable aspects of WinS that can be <i>integrated into education (especially ECD) and Health¹⁷ interventions</i>? How is WinS addressing emerging climate and disaster challenges (e.g. extreme weather events, resource degradation, pollution, disasters and climate change related impacts) or opportunities (e.g. for disaster risk reduction or adaptation) to promote resilience in target schools and communities?

¹⁴ [1] See Annex 1 for a visual outline for this question.

¹⁵ [2] See as an example – Equity of Access to WASH in Schools, but also consider Gender – Fiji MHM report.

¹⁶ Fiji example of WASH in Schools in Emergencies (WinSiE) by UNICEF, government and development partners as part of WinS e-course by Emory University submission paper.

¹⁷ See Annex 1 B for a visual outline for this question.

7. Work Schedule/Work Plan

The duration of the contract is for a total of 78 days across a period of 6 months inclusive of 14 days of travel and 10 weeks of work. A week is 5 days. The anticipated period is from 1 July 2019 to 15 January 2020 and may change based on when the selection

process is completed. There will be flexibility in extending at no cost as may be required to ensure necessary field visits are completed and offset any emergency situations with prior approval.

Activity	In country support	Remote support	Duration (working days)
Phase 1: Inception (Total number of days: 13)			
1. Participate in a briefing session on the assignment with technical committee (through skype call)		X	1
2. Review and analyze the relevant documents, reports, materials		X	5
3. Construct the WinS Three Star Theory of Change for the Pacific		X	1
4. Draft and final submission of inception report		X	3
5. Finalization of the questions and sub-questions of the evaluation		X	3
Phase 2 : Data collection and analysis(Total number of days: 40)			
1. Identification of the evaluation methodology, information/data collection method for each evaluation question, sampling for interviews and field visits, and development of data collection, and data analysis plan (in Fiji)	X		3
2. Development of detailed planning for the evaluation with support of WASH section for logistical arrangement (field visit) (in Fiji)	X		2
3. Data collection in Fiji, Kiribati, Solomon Islands and Vanuatu: interviews with stakeholders and beneficiaries, field observations, measurements / tests 2 weeks in each country (6 weeks total)	X		35
Phase 3 : -Reporting Phase (Total number of days: 25)			
1. Processing and analysis of the collected data, and drafting of the interim report		X	10
2. Data preliminary findings validation workshop with partners (3 days in every country)	x		9
3. Completing the interim report by incorporating feedback from the technical committee and an action plan proposal prioritized for UNICEF and other stakeholders.		X	3
4. Submission of the Final report, a PowerPoint presentation and Brief incorporating feedback		X	3
Total duration = 78 days			

The payment will be made upon the successful submission of following deliverables:

Deliverables	Due Dates	Payment Terms
Revised/agreed on updated Inception Report (after incorporation of feedback from reference group) accepted by UNICEF	End July 2019	20%
Comprehensive list of relevant references (desk review) Field Visits and summary of interviews Interim Evaluation Report	Mid-October 2019	50%
Advanced Draft Evaluation Report Final Evaluation Report	End November 2019	
Final versions of PowerPoint presentation, Evaluation Brief and Final Evaluation Report	22 December 2019	30%

NB. The evaluation reports must be compliant with;

The final evaluation report should not exceed more than 60 pages (without the annexes) and will include at least the following:

- Executive Summary
- Brief description of the program, its context, financial arrangements, areas of intervention, timing, implementation modalities and actors
- Evaluation Purpose, Objectives and Scope (including timing of evaluation)
- Methodology, including challenges / limitations
- Findings including analysis in terms of relevance, efficiency, effectiveness, sustainability, gender equality, equity and human rights
- Conclusions and lessons learned
- Recommendations
- Annexes – The following elements are expected to be in the Annex:
 - ToRs
 - List of persons interviewed, and sites visited
 - List of documents consulted
 - More details on methodology, such as data collection instruments, including details of their reliability and validity
 - Evaluators biodata and/or justification of team composition
 - Evaluation matrix
 - Results framework
 - List of the data with maximum disaggregation

8. Payment Schedule:

As per UNICEF DFAM policy, payment is made against approved deliverables. No advance payment is allowed unless in exceptional circumstances against bank guarantee, subject to a maximum of 30 per cent of the total contract value in cases where advance purchases, for example for supplies or travel, may be necessary

9. Internal Information

Reasons why this assignment cannot be done by a UNICEF staff member: The assignment cannot be done by UNICEF staff because it is supposed to be an independent evaluation.

10. Management and quality assurance:

The evaluation team will operate under the guidance and supervision of UNICEF evaluation management team comprised of the Planning, Monitoring and Evaluation (PME) Specialist and the Chief of WASH Programme. The PME specialist will provide the technical oversight throughout the implementation of the evaluation, and the Chief of WASH programme will provide day-to-day management (and contractual) of the evaluation process, including logistical support of the evaluation team and evaluation budget. The management team will check whether the findings and conclusions from the evaluation are relevant and propose improvements to the recommendations if required. In addition, the team will follow-up on the evaluation recommendations with a management response.

A Reference Group will be established by UNICEF to ensure quality assurance. The Group will include the UNICEF Pacific Research and Evaluation Committee (RESEC), UNICEF East Asia and the Pacific (EAPRO) Regional Adviser WASH and Evaluation advisor, and technical staff from UNICEF as necessary. The Reference Group will assess the quality of key evaluation products, including methodology and evaluation instruments, inception and final reports with technical assistance from RESEC. The UNICEF East Asia and the Pacific Regional Office (EAPRO), particularly the EAPRO Regional Adviser WASH and the EAPRO Evaluation Advisor, will provide oversight and technical support.

11. Official Travel

- The Consultant will arrange his/her own travel from place of residence to countries where work is carried out. Air tickets will be purchased in Economy Class for the most direct and most economical itinerary, provided it is not longer than the lowest fare by more than 4 hours.
- UNICEF will approve quotes prior to purchase of air ticket and reimburse travel costs and subsistence allowances upon submission of receipts.
- Where applicable living allowance will be paid for field work to cover subsistence and accommodation. Consultant must put this as part of the financial proposal.
- The consultant should not travel without a signed contract and authorization to travel prior to the commencement of the journey to the duty station.
- Unless authorized, UNICEF will buy the ticket of the consultant where applicable. In some cases, the consultant may be authorized to buy their travel tickets and shall be reimbursed at the most economical and direct route but this must be agreed beforehand. Consultant must put this as part of the financial proposal.
- The candidate selected will be governed by and subject to UNICEF's General Terms and Conditions for individual contracts.

12. Work Place

The institution (with the team of maximum 3 consultants) will not be based in UNICEF and must use their own laptop/other resources to be budgeted in their quotation.

13. Qualifications and Specialized Knowledge/ Experience Required:

A multidisciplinary, gender balanced, and culturally diverse team (**maximum of 3**) has added advantage. The team leader for a team of consultants should meet the following specific qualifications at the minimum:

- Training and experience in the field related to water, sanitation and hygiene with academic qualifications (at least a master's degree) in civil engineering, mechanical engineering, sanitary engineering, social sciences or combination of it.
- Credible international expert with at least 8 years of professional experience in planning, implementation, management, monitoring and evaluation of integrated water, sanitation and hygiene programmes in developing countries

- Proven experience with similar programme evaluations in the WASH sector in developing countries using UNEG Norms and Standards, preferably for the fields of WASH in school, hygiene behaviour changes approaches including CLTS (Community-Led Total Sanitation), and community interventions.
- Outstanding knowledge of and experience with field research and both quantitative and qualitative data collection principles, methods and analysis.
- Previous experience in carrying out similar assignments for UNICEF and/or other UN agencies and/or other development organisations.
- Knowledge of challenges and issues on development including gender equality and human rights, and vulnerability in the Pacific Island Countries and/or Small Island Developing States will be an asset.
- Languages: excellent command of the English language

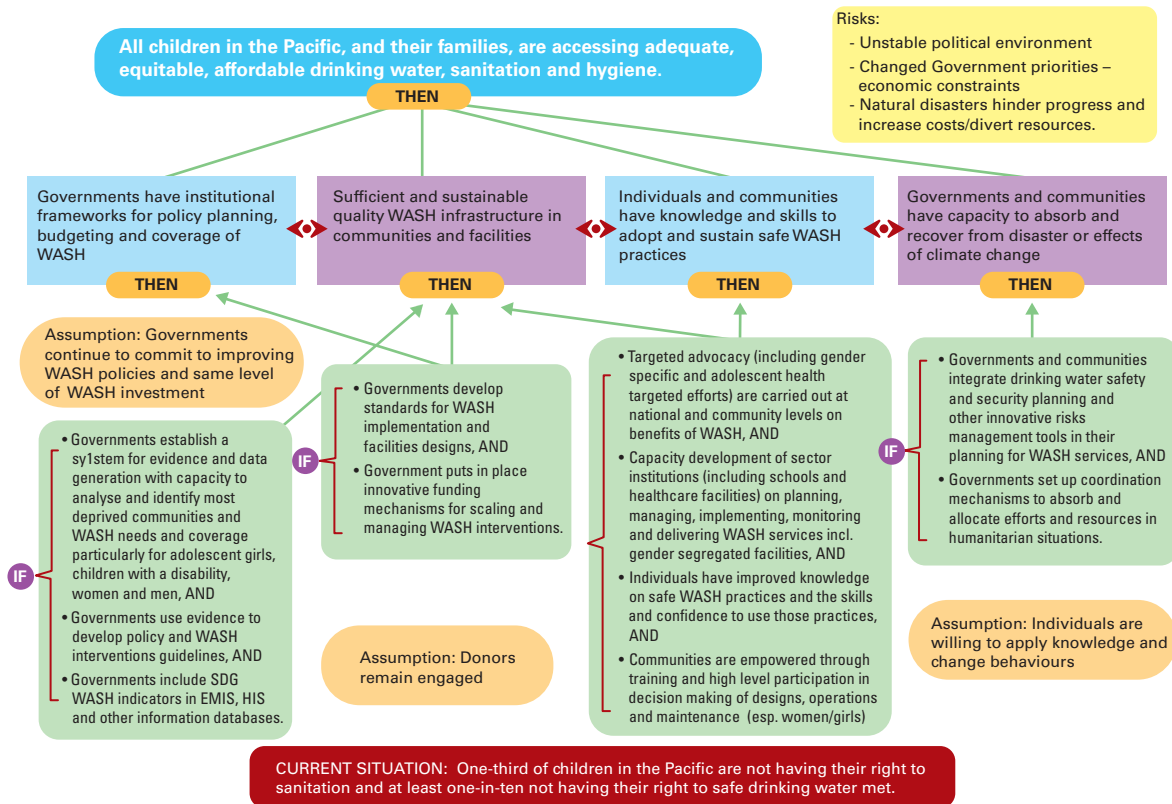
Above all, the qualified applicant(s) must demonstrate commitment to deliver the final products in line with the set TOR within the agreed timeline.

APPLICATIONS

Applicants must submit: (i) a cover letter including: a narrative explaining why they are qualified for this consultancy and dates of availability; (ii) financial offer (professional fees and living allowance); (iii) scan of highest degree. (iv) examples of previous work relevant to the consultancy; (v) technical proposal

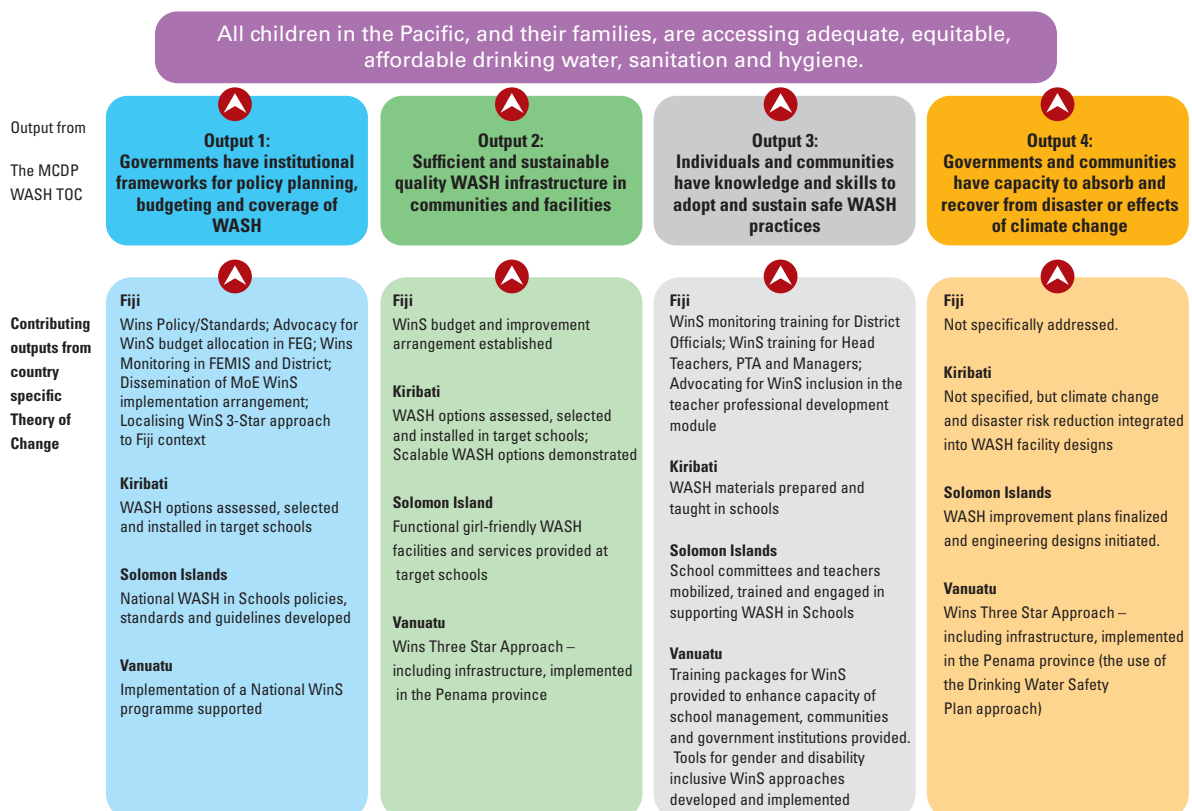
ANNEX II: THEORIES OF CHANGE

Pacific Multi Country Programme WASH Theory of Change



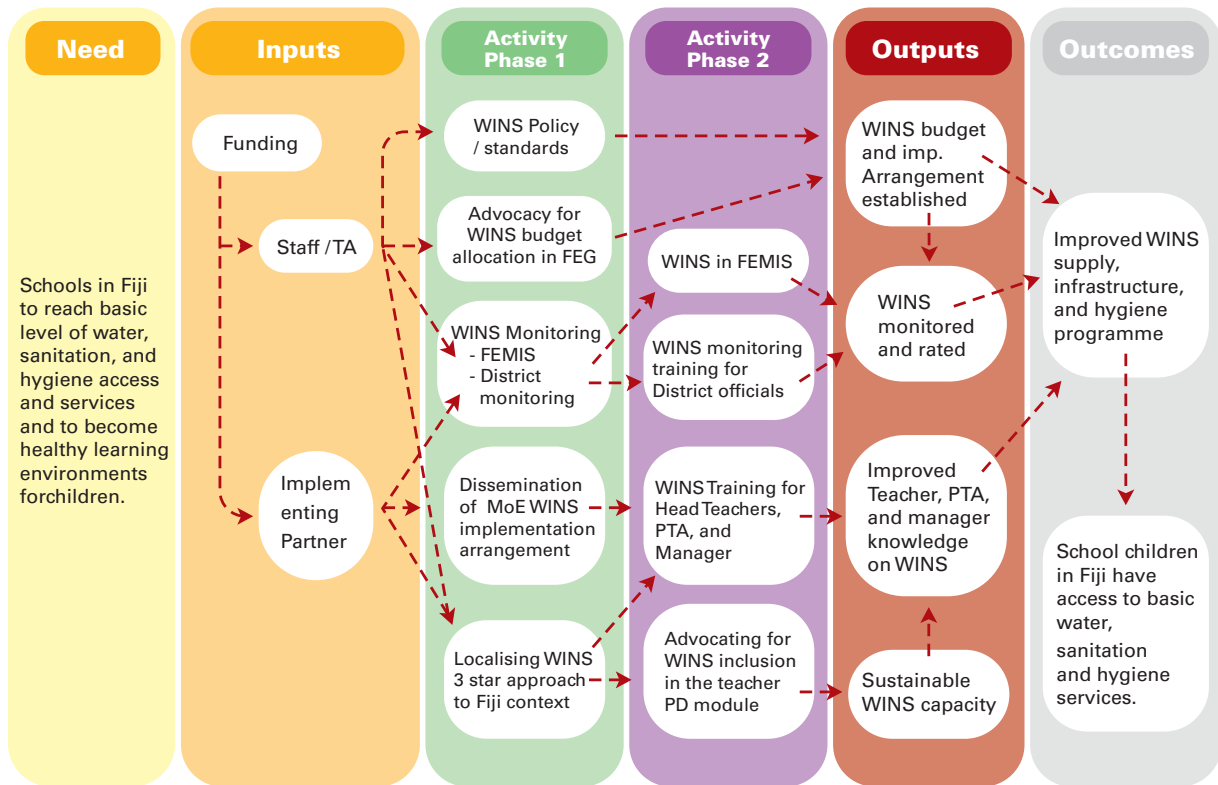
Source: WASH Strategy Note: Pacific Multi

Integrated, four-country WASH in Schools Programme Logic



Source: WASH Strategy Note: Pacific Multi Country Programme (2018-2022). April 2017. UNICEF Pacific office.

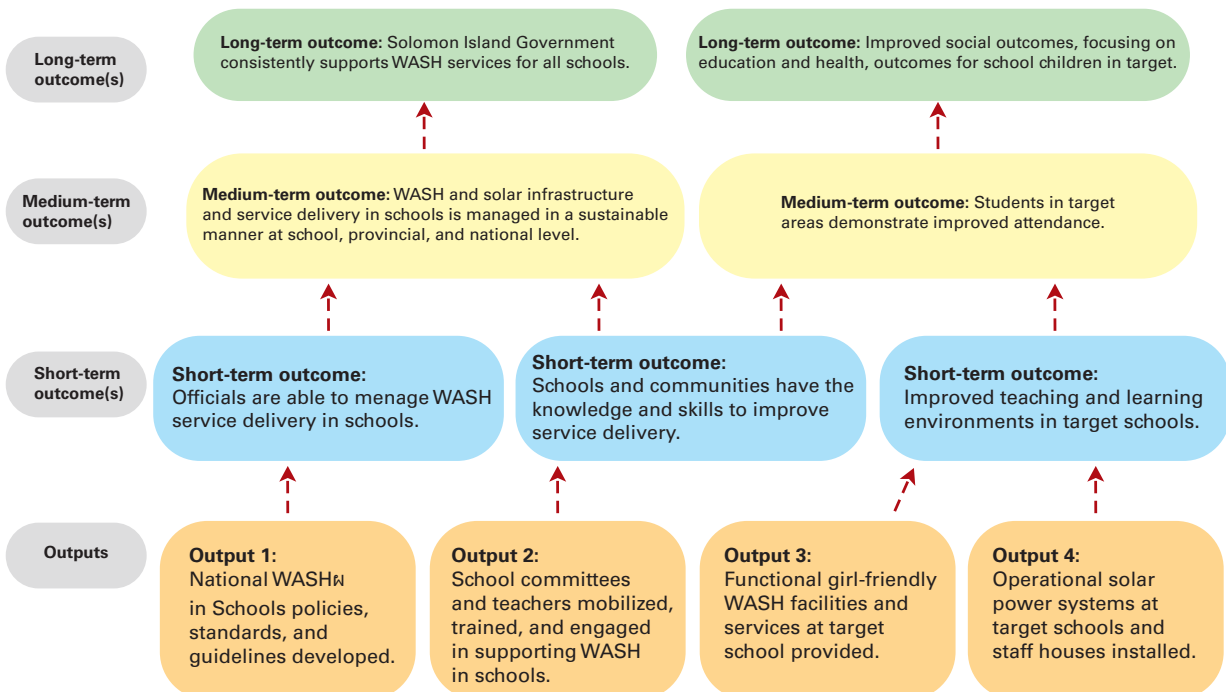
Fiji WASH in Schools Programme Logic



Source: Live & Learn Environmental Education. November 2019. WASH in Schools Programs in Pacific Island Countries: Achievements, Challenges, Design Frameworks and Regional Approaches.

Solomon Islands WASH in Schools Programme Logic

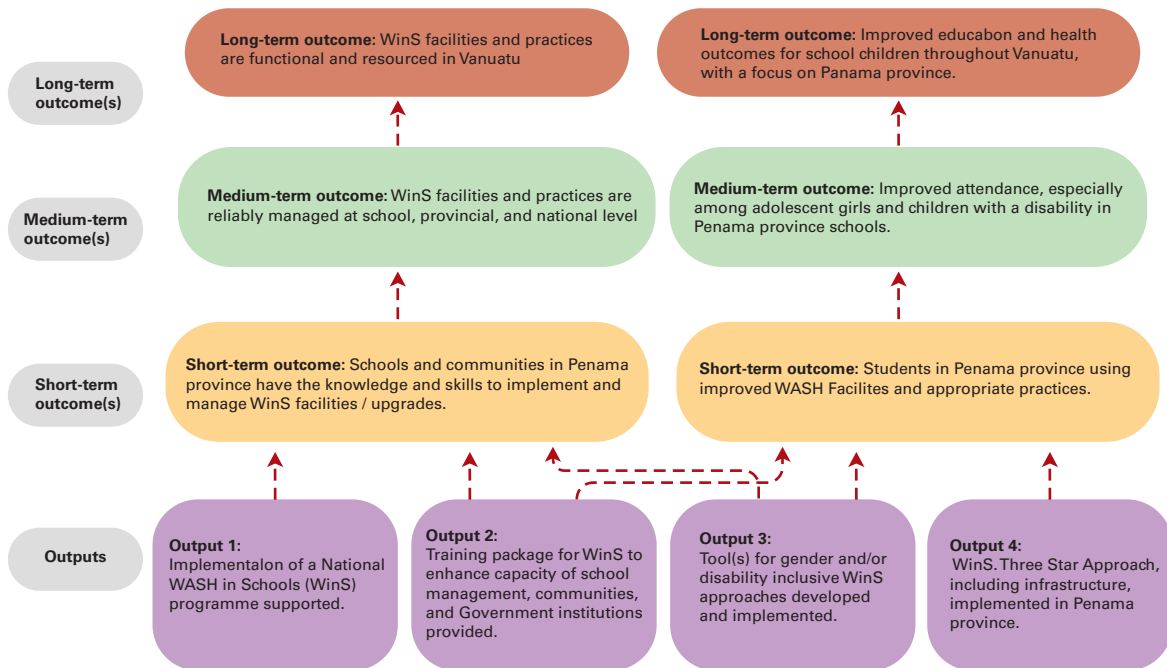
Goal of the Activity: School leavers and communities in the Solomon Islands contribute constructively to Social and economic development.



Source: Live & Learn Environmental Education. November 2019. WASH in Schools Programs in Pacific Island Countries: Achievements, Challenges, Design Frameworks and Regional Approaches.

Vanuatu WASH in Schools Programme Logic

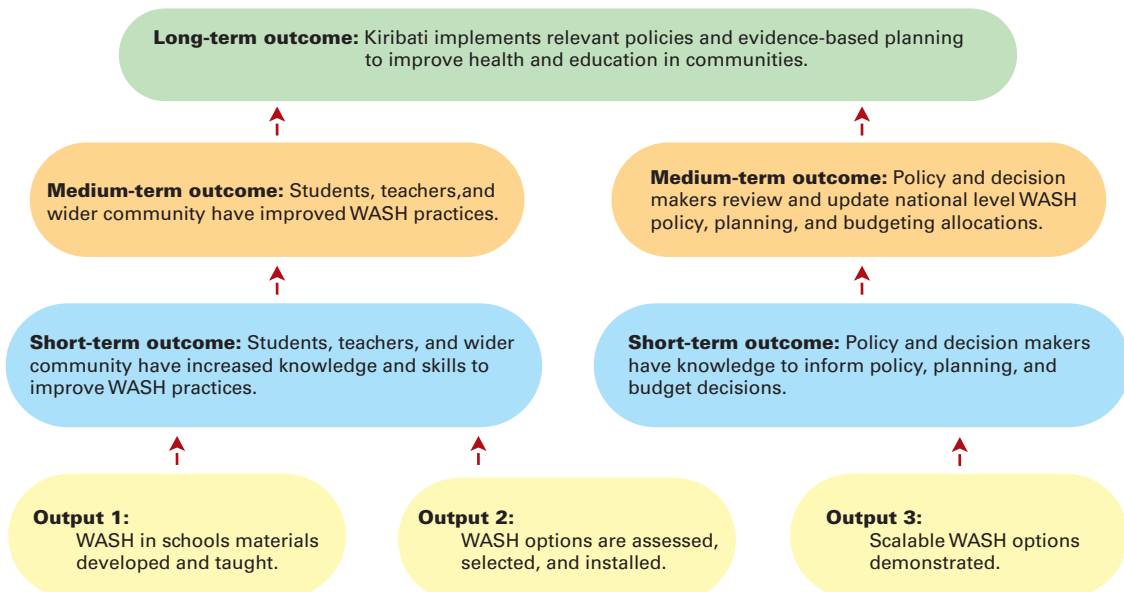
Goal of the Activity: School leavers and communities on Vanuatu contribute constructively to social and economic development.



Source: Live & Learn Environmental Education. November 2019. WASH in Schools Programs in Pacific Island Countries: A

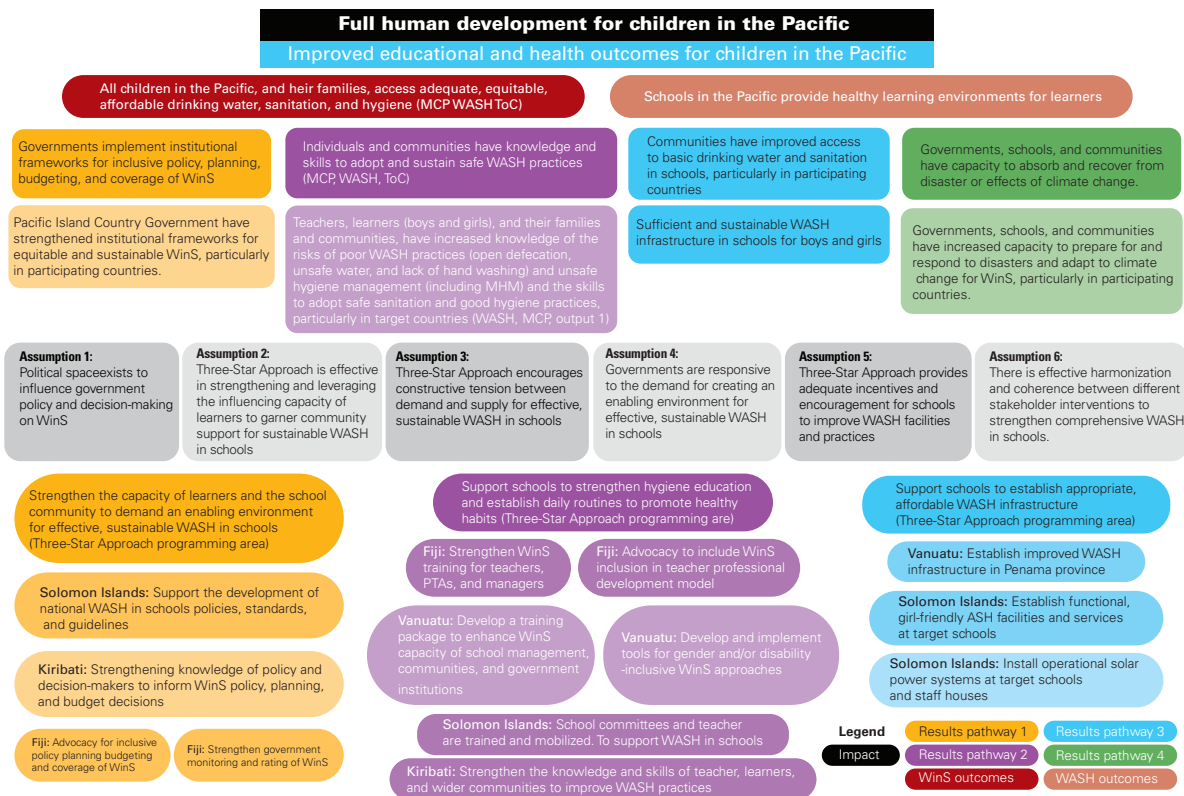
Kiribati WASH in Schools Programme Logic

Goal: Improved WASH practices leads to sustainable economic development? and improved public health, human development, and environmental management for people in Kiribati



Source: Live & Learn Environmental Education. November 2019. WASH in Schools Programs in Pacific Island Countries: A

ANNEX III: DRAFT INTEGRATED PROGRAMME LOGIC



ANNEX IV: EVALUATION MATRIX

EVALUATION MATRIX: Evaluation of the Three Star Approach in Fiji, Kiribati, Solomon Islands, Vanuatu and FSM

Over-arching evaluation question: What are the simple, scalable and sustainable aspects of the Three Star Approach for WASH in Schools that can strengthen WASH in Schools in the Pacific? What are the requirements and conditions for simple, scalable and sustainable aspects of the Three Star Approach for WASH in Schools to strengthen WASH in Schools in Pacific countries, with due consideration of girls and boys of different ages and abilities, including those at risk of being left behind?)

Evaluation criterion: Relevance

Evaluation Question 1: Do the objectives and design of the Three Star Approach for WASH in Schools address and respond to changing global, country and schools' WASH needs, policies and priorities, as well as those of girls and boys (and men and women), including those at risk of being left behind?

Nr	Sub-evaluation question	Measure / indicator	Data sources and data collection methods	Data analysis methods	Data Availability
1.1	To what extent are the objectives and design of the Three Star Approach for WASH in Schools aligned with changing global priorities, including those related to gender equality, inclusion, the environment and climate change (including preparing schools to identify, assess, manage and absorb risks and shocks from natural disasters and pandemics)? How can this be strengthened?	Extent to which the objectives and design of the Three Star Approach for WASH in Schools align with relevant SDGs	1. Review of the 2030 Agenda for Sustainable Development, especially SDGs 6 (clean water and sanitation); 3 (good health and well-being); 5 (gender equality); and 10 (reduced inequalities) 2. Review of Three Star Approach Field Guide 3. KIIs (UNICEF; Implementing partners, Government - national and sub-national, community leaders, implementing partners)	1. Content analysis of information extracted from relevant documents. 2. Content analysis of data from KIIs. 3. Triangulation of information from document analyses and KIIs.	
1.2	To what extent are the objectives and design of the Three Star Approach for WASH in Schools aligned with Governments' (changing) policies/plans, needs and goals in Fiji, Kiribati, Solomon Islands, Vanuatu and FSM? How can this be strengthened?	Coherence between the focus of Three Star Approach for WASH in Schools country strategies and government-identified WASH in Schools needs and goals	1. Review of Three Star Approach for WASH in Schools Field Guide 2. Review of Three Star Approach implementation strategies/plans in Fiji, Kiribati, Solomon Islands, Vanuatu and FSM. 3. Review of relevant Government documents (WASH and WASH in Schools policies, strategies, etc.) – including the extent to which they address inclusiveness and resilience. 4. KII's (UNICEF staff, government - national and sub-national, Implementing partners, CSOs)	1. Comparative analysis of information extracted from relevant documents. 2. Content analysis of data from KIIs. 3. Triangulation of information from document analyses and KIIs.	

<p>1.3</p>	<p>To what extent is the Three Star Approach for WASH in Schools aligned to UNICEF’s Strategic Plan Goals for WASH?</p>	<p>Coherence between the focus of 3-Star country strategies and relevant UNICEF Strategic Plans (Global, Pacific and country - Fiji, Kiribati, Solomon Islands, Vanuatu and FSM)</p>	<ol style="list-style-type: none"> 1. Review of the Three Star Approach for WASH in Schools Field Guide 2. Review of the Three Star Approach implementation strategies/plans in Fiji, Kiribati, Solomon Islands, Vanuatu and FSM. 3. Review of relevant UNICEF strategies (Global, Pacific and Country- Fiji, Kiribati, Solomon Islands, Vanuatu and FSM) 	<ol style="list-style-type: none"> 1. Comparative analysis of data extracted from relevant documents. 	
<p>1.4</p>	<p>To what extent is the design of the Three Star Approach for WASH in Schools likely to strengthen the enabling environment, demand, supply and quality of WASH in Schools in each country (i.e. policy, legislation and finance; human and physical resources in schools, including facilities and training for teachers; demonstrated motivation of the school community to finance and manage WASH in Schools resources; and effectiveness of inputs for changing hygiene behaviour)?</p> <p>What are the enablers/ conditions for change?</p> <p>How can this be strengthened?</p>	<p>Coherence between WASHBAT analyses and Three Star Approach design in each country</p> <p>Coherence between WASH in Schools/ WASH advocacy strategy(ies) and entry points to strengthen the enabling environment, demand, supply and quality of WASH in Schools.</p> <p>Coherence between WASH in Schools/WASH mainstreaming strategies / plans and anticipated gender equality outcomes of Three Star Approach interventions</p> <p>Coherence between advocacy strategies and anticipated behaviour change outcomes Three Star Approach interventions</p> <p>Coherence between Three Star Approach implementing strategies and absorptive capacity of students, schools, government and communities in each country.</p>	<ol style="list-style-type: none"> 1. Review of WASHBAT analyses in each country, including the extent to which they address inclusiveness and resilience. 2. Review of Three Star Approach implementation strategies/plans and Theory of Changes for Fiji, Kiribati, Solomon Islands, Vanuatu and FSM. 3. Review of independent evaluations of the Three Star Approach for WASH in Schools and WASH in Schools programmes in Fiji, Kiribati, Solomon Islands, Vanuatu and FSM (where available). 4. Review of UNICEF WASH in Schools/WASH mainstreaming, inclusion and advocacy strategies in the Pacific/each country 5. KIIs (UNICEF; Implementing partners, Government - national and sub-national, community leaders, implementing partners, CSOs) 6. FGDs with teachers 7. Transect walks and direct observation (schools and communities) 	<ol style="list-style-type: none"> 1. Comparative analysis of information extracted from relevant documents. 2. Content analysis of information from KIIs, FGDs, transect walks and direct observation. 3. Triangulation of information from document review, KII, FGDs, transect walks and direct observation. 	

1.5	<p>To what extent is the Three Star Approach for WASH in Schools integrating appropriate strategies to advance WASH benefits for boys and girls (and women and men) of different ages and abilities, including those at risk of being left behind (e.g. minority and marginalised groups) in Fiji, Kiribati, Solomon Island, Vanuatu and FSM?</p> <p>What are the enablers/ conditions for change?</p> <p>How can this be strengthened?</p>	<p>Quality of gender and inclusiveness analyses in WASHBAT for each country</p> <p>Extent to which strategies to address gender equality and inclusiveness in the Three Star Approach align with gender and inclusiveness elements of WASHBAT in each country</p>	<ol style="list-style-type: none"> 1. Review of UNICEF strategies to strengthen gender equality and inclusiveness in WASH in Schools in the Pacific/ each country 2. Review of WASHBAT in each country, especially the extent to which they address inclusiveness and resilience. 3. Review of Three Star Approach design/ implementation strategies and Theory of Changes for Fiji, Kiribati, Solomon Islands, Vanuatu and FSM, specifically the extent to which they address inclusiveness and resilience. 4. Review of independent evaluations of the Three Star Approach for WASH in Schools and WASH in Schools programmes, especially findings pertaining to gender equality and inclusiveness. 5. KIIs (UNICEF; Implementing partners, Government - national and sub-national, community leaders, implementing partners, CSOs) 6. FGDs with teachers 7. Transect walks and direct observation (schools and communities) 	<ol style="list-style-type: none"> 1. Comparative analysis of information extracted from relevant documents. 2. Content analysis of information from KIIs, FGDs and transect walks. 3. Triangulation of information from document review, KII, FGDs, transect walks and direct observation. 	
1.6	<p>How can the on-going relevance of the Three Star Approach for WASH in Schools be assured amidst a rapidly changing implementing context in participating countries (economic, political, social, natural, aid-related, needs, priorities)?</p>	<p>Adjustments made to the design and implementation of the Three Star Approach in response to changes in the implementing context, and the effects of those changes.</p> <p>Extent to which progress reporting reflect on achievement of results, and associated challenges and improvements.</p> <p>Uptake of recommendations from independent evaluations of WASH and WASH in Schools programmes</p>	<ol style="list-style-type: none"> 1. Review of Three Star Approach implementation strategies/plans and budgets in Fiji, Kiribati, Solomon Islands, Vanuatu and FSM, including amendments over time. 2. Review of programme progress reports and independent evaluation reports, where available. 3. Review of programme risk matrices. 4. KIIs (UNICEF; Implementing partners, Government - national and sub-national, development partners) 	<ol style="list-style-type: none"> 1. Content analysis of information extracted from relevant documents. 2. Content analysis of information from KIIs. 3. Triangulation of information from document review and KIIs 	<p>Quality and comprehensiveness of progress report and risk matrices</p>

Evaluation criterion: Coherence					
Evaluation Question 2: Is the Three Star Approach for WASH in Schools compatible with other WASH in Schools interventions (government, schools and other actors, including other development partners) in the participating countries, education sector, schools and communities?					
Nr	Sub-evaluation question	Measure / indicator	Data sources and data collection methods	Data analysis methods	Data Availability
2.1	<p>What initiatives are Governments in the participating countries undertaking to institutionalise WASH in Schools and is the Three Star Approach for WASH in Schools compatible with this?</p> <p>What can be done to strengthen this?</p>	Extent to which Three Star Approach aligns with and supports Government initiatives to strengthen WASH in Schools	<p>Review of Three Star Approach implementation strategies/plans in Fiji, Kiribati, Solomon Islands, Vanuatu and FSM, including amendments over time.</p> <p>Government policies and strategies to strengthen WASH in Schools in Fiji, Kiribati, Solomon Islands, Vanuatu and FSM</p> <p>KIIs (UNICEF; Implementing partners, Government - national and sub-national, development partners)</p>	<p>Content analysis of information extracted from relevant documents.</p> <p>Content analysis of information from KIIs.</p> <p>Triangulation of information from document review and KIIs</p>	
2.2	<p>What initiatives are schools and communities undertaking to institutionalise WASH in Schools and is the Three Star Approach for WASH in Schools compatible with this?</p> <p>What can be done to strengthen this?</p>	Extent to which Three Star Approach aligns with and supports schools' and communities' own initiatives to strengthen WASH in Schools	<p>Review of Three Star Approach implementation strategies/plans in Fiji, Kiribati, Solomon Islands, Vanuatu and FSM, including amendments over time.</p> <p>Review of school strategies/plans to strengthen WASH in Schools</p> <p>KIIs (implementing partners, development partners, community leaders, CSOs)</p> <p>FGDs with teachers</p>	<ol style="list-style-type: none"> 1. Content analysis of information extracted from relevant documents. 2. Content analysis of information from KIIs. 3. Triangulation of information from document review and KIIs 	
2.3	<p>What are other development partners in the participating countries doing to institutionalise WASH in Schools in the participating countries and is the Three Star Approach for WASH in Schools compatible with this?</p> <p>What can be done to strengthen this?</p>	Extent to which Three Star Approach aligns with and complements initiatives supported by other development partners to strengthen WASH in Schools	<p>Review of Three Star Approach implementation strategies/plans in Fiji, Kiribati, Solomon Islands, Vanuatu and FSM, including amendments over time.</p> <p>Review of information held by Government (national and sub-national) and development partners on WASH in Schools interventions</p> <p>KIIs (UNICEF; Implementing partners, Government - national and sub-national, development partners)</p>	<ol style="list-style-type: none"> 1. Content analysis of information extracted from relevant documents. 2. Content analysis of information from KIIs. 3. Triangulation of information from document review and KIIs 	

Evaluation criterion: Efficiency					
Evaluation Question 3: Is the Three Star Approach for WASH in Schools implemented in an economic and timely manner?					
Nr	Sub-evaluation question	Measure / indicator	Data sources and data collection methods	Data analysis methods	Data Availability
3.1	<p>To what extent is resourcing for the implementation of the approach adequate (Finances, Human Resources, Technical Capacity)?</p> <p>Where are the gaps and what are the implications for institutionalising WASH in Schools?</p> <p>Are there any trade-offs in terms of quality, effectiveness, scalability, equity and inclusiveness?</p> <p>How can this be addressed?</p>	<p>Rationale for initial selection of participating schools.</p> <p>Planning and resourcing (Finances, Human Resources, Equipment and Materials, Technical Support) for implementation and scale-up, including meeting needs of girls and boys (and men and women) of different ages and abilities, including those at risk of being left behind.</p> <p>Breakdown of available budget for programme management and activities - including activities to meet the needs of girls and boys (and men and women) of different ages and abilities, including those at risk of being left behind.</p> <p>Capacity and reach of implementing partners.</p> <p>Availability of technical support from implementing partners and country teams.</p>	<ol style="list-style-type: none"> 1. Review of UNICEF Three-Star design document and budget allocations for management and implementation at regional, country and school/ community levels. 2. Review of Three-Star country monitoring/ progress reports and independent evaluation reports (where available). 3. KIIs (UNICEF, government - national and sub-national, community leaders, implementing partners, CSOs, programme development partners) 4. FGDs with teachers 5. FGDs with parents 6. Review of School Development Plans 	<ol style="list-style-type: none"> 1. Content analysis of information extracted from relevant documents. 2. Content analysis of information from KIIs. 3. Triangulation of information from document review, KIIs and FGDs. 	Detailed information on resourcing (finances, human resources, equipment and materials, technical support)

<p>3.2</p>	<p>To what extent is implementation of the Three Star Approach for WASH in Schools in each country based on a clear understanding and strategy for achieving results in that context? How can this be strengthened?</p>	<p>Coherence between WASHBAT analyses and implementing strategies for the Three Star Approach in different contexts. Coherence between Three Star Approach implementing strategies, Theory of Changes and M&E Frameworks. Extent to which progress reporting reflects on achievement of results, associated challenges (including resourcing) and how to overcome them.</p>	<p>1. Review of 3-Star approach programme design documents, implementing strategies, M&E Frameworks, budgets, monitoring and progress reports – including the extent to which they address inclusiveness and resilience. 2. KIIs (UNICEF, Government, teachers, community leaders, implementing partners, CSOs, development partners) 3. FGDs with teachers</p>		<p>Detailed information on resourcing (finances, human resources, equipment and materials, technical support)</p>
<p>3.3</p>	<p>To what extent are outputs achieved on time and within budget? What are the main factors influencing this? How can this be strengthened?</p>	<p>Extent to which outputs are delivered according to work plans and budget allocations.</p>	<p>1. Review of UNICEF Three Star Approach, WASH in Schools and WASH programme documents and monitoring/ progress reports at regional and country level – including the extent to which they address gender equality, inclusiveness and resilience 2. KIIs (UNICEF, implementing partners, programme development partners, government - national and sub-national) 3. FGDs with teachers</p>		<p>Detailed budgets and financial records</p>
<p>3.4</p>	<p>To what extent coherence and harmonisation of programmes and approaches used to leverage efficiencies? What are the main factors influencing this? How can this be strengthened?</p>	<p>Coherence between the ThreeStar Approach and other UNICEF programmes to strengthen WASH in Schools/WASH. Coherence between the 3-Star approach and other development partner programmes to strengthen WASH in Schools/WASH.</p>	<p>1. Review of UNICEF 3-Star, WASH in Schools and WASH programme documents and reports – including the extent to which they address inclusiveness and resilience. 2. KIIs (UNICEF, Government, community leaders, implementing partners, CSOs, development partners) 3. FGDs with teachers</p>		

Evaluation criterion: Effectiveness

Evaluation Question 4: Is the Three Star Approach for WASH in Schools contributing to an enabling environment, demand, supply and quality to strengthen the WASH in Schools in each country, for the benefit of girls and boys (and women and men) of different ages and abilities, including those at risk of being left behind?

Nr	Sub-evaluation question	Measure / indicator	Data sources and data collection methods	Data analysis methods	Data Availability
4.1	<p>To what extent does the Three Star Approach for WASH in Schools contribute to strengthening the enabling environment, demand, supply and quality of WASH in Schools in each country (i.e. policy, legislation and finance; human and physical resources in schools, including facilities and training for teachers; demonstrated motivation of the school community to mainstream WASH into day to day school activities, planning, programming and budgeting; and effectiveness of inputs for changing WASH behaviour)?</p> <p>Does it benefit girls and boys of different ages and abilities, including those at risk of being left behind?</p> <p>What are the enablers/ conditions for change (including affordable WASH infrastructure, the star-rating of schools and the capacity of children as agents of change)?</p> <p>How can this be strengthened?</p>	<p>Rate of schools' progression from none to one, two and/or three-star ratings</p> <p>Enabling factors and challenges in progressing from none to one, two and/or three-star ratings</p> <p>Enabling factors and challenges in maintaining one, two- or three-star ratings</p>	<ol style="list-style-type: none"> 1. Review of Three-Star implementation strategy, Theory of Change, M&E Framework, as well as monitoring and reporting arrangements in each country. 2. Review of programme strategies and plans to mainstream gender, inclusiveness and resilience. 3. Review of WASHBATs 4. Review of advocacy strategies to influence the enabling environment for safe, accessible WASH facilities for boys and girls of all abilities, including those at risk of being left behind 5. KIIs (Government, community leaders, implementing partners, CSOs, other development partners) 6. FGDs with teachers 	<ol style="list-style-type: none"> 1. Content analysis of information extracted from relevant documents. 2. Content analysis of information from KIIs. 3. Triangulation of information from document review, KIIs and FGDs. 	

<p>4.2</p>	<p>To what extent does the Three Star Approach encourage WASH behaviour change in children's families and communities (e.g. eliminating open defecation, handwashing after using the toilet and before eating, MHM, etc.)?</p> <p>What are the enablers/ conditions for change?</p> <p>How can this be strengthened?</p>	<p>Appropriateness of strategies and initiatives to strengthen boys' and girls' capacity and agency to influence WASH behaviour at home and in the community.</p> <p>Parents' and caregivers' knowledge/ understanding of risks of poor WASH practices unsafe hygiene management.</p> <p>Evidence of parents' and caregivers' steps to adopt safe WASH practices at home.</p> <p>Communities' WASH behaviour (men and women) - Evidence of steps to adopt safe sanitation and good hygiene practices in the community (signs of open defecation, conditions of standpipes, taps, wells, toilets, wash facilities and surroundings, etc.)</p> <p>Communities' knowledge and options to maintain safe WASH practices during disasters and emergencies.</p>	<ol style="list-style-type: none"> 1. Review of monitoring/ progress reports and independent evaluation reports (where available) – with special attention to gender equality, inclusiveness and resilience. 2. FGDs with teachers 3. FGDs with parents 4. Observation during school and community visits 5. KIIs (community leaders, implementing partners, CSOs) 6. Community Transect walks, guided by community leaders 7.FGDs with students (girls and boys of different ages and abilities) 	<ol style="list-style-type: none"> 1. Content analysis of information extracted from relevant documents. 2. Comparative content analysis of information from KIIs, FGDs, community transect walks and observation. 3. Triangulation of information from document review, KIIs, FGDs, community transect walks and observation 	
<p>4.3</p>	<p>Are any unplanned / unanticipated changes (positive or negative) happening in schools and communities as a result of the Three Star Approach for WASH in Schools (for girls and boys, as well as men and women of different ages and abilities, including those at risk of being left behind)?</p> <p>What are the implications of this?</p> <p>How can it be addressed?</p>	<p>Evidence of changes in the WASH in Schools enabling environment, demand, supply and quality that are not articulated in programme designs, plans/strategies and Theories or Change.</p> <p>Movement of output and outcome indicators in an opposite direction of what was anticipated.</p>	<ol style="list-style-type: none"> 1. Review of Three Star Approach for WASH in Schools design documents, implementing strategies/ plans, monitoring/ progress reports and independent evaluation reports (where available) – with special attention changes experienced by girls and boys) and men and women) of different ages and abilities, including those at risk of being left behind. inclusiveness and resilience. 2. FGDs with teachers 3. FGDs with parents 4. Observation during school and community visits 5. KIIs (community leaders, implementing partners, CSOs) 6. Community Transect walks, guided by community leaders 7. FGDs with students (girls and boys of different ages and abilities) 	<ol style="list-style-type: none"> 1. Content analysis of information extracted from relevant documents. 2. Comparative content analysis of information from KIIs, FGDs, transect walks and observation. 3. Triangulation of information from document review, KIIs and FGDs. 	

4.4	<p>What methods/measures are in place to monitor the implementation and results of the Three Star Approach for WASH in Schools in each country, and to share lessons and good practice between schools, communities, development partners and countries (including on achieving benefits for girls and boys of different ages and abilities, and those at risk of being left behind)?</p> <p>Are methods/measures methodologically sound and consistent with the results framework, i.e. will it generate the data required to monitor implementation and results? Do they allow aggregation to monitor progress and results against the overall, MCP results framework of which WASH in Schools forms part?</p> <p>How can it be strengthened?</p>	<p>Appropriate Monitoring, Evaluation and Learning strategy(ies) in place to ensure validity and comparability of data in all countries where the Three Star Approach for WASH in Schools is being implemented, and consolidation of good practice (with special attention to inclusiveness and resilience).</p> <p>Appropriate knowledge management and information dissemination strategies/plans in place to enable replication of good practice and strengthening framework.</p> <p>Uptake of recommendations from independent evaluations of WASH and WASH in Schools programmes in Three-Star implementation strategies.</p>	<ol style="list-style-type: none"> 1. Review and assessment of programme M&E, knowledge management and learning strategies / plans at country and regional levels 2. Review of monitoring/ progress reports and independent evaluation reports (where available) – with special attention to gender equality, inclusiveness and resilience. 3. Review of reports from information sharing workshops, events, etc. 4. KIIs (UNICEF, government partners, implementing partners, CSOs, development partners, community leaders) 5. FGDs with teachers (boys and girls of different ages and abilities) 	<ol style="list-style-type: none"> 1. Analysis of information extracted from relevant documents. 2. Comparative content analysis of information from KIIs. 3. Triangulation of information from document review, KIIs and FGDs. 	<p>Availability of up-to-date, tailored knowledge management and learning strategies/ plans for Three Star Approach for WASH in Schools in the Pacific</p>
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Evaluation criterion: Sustainability

Evaluation Question 5: Do governments, schools, students and communities have the requisite capacity to sustain and scale up the Three Star Approach for WASH in schools?

Nr	Sub-evaluation question	Measure / indicator	Data sources and data collection methods	Data analysis methods	Data Availability
5.1	<p>What are the sustainable aspects of the Three Star Approach that can be scaled up and adapted to strengthen the WASH in Schools enabling environment, demand, supply and quality, with due consideration of boys and girls (and women and men) of all ages and abilities, and those that are at risk of being left behind?</p> <p>What are the enablers/ conditions for change?</p> <p>How can this be strengthened?</p>	<p>Rate of schools' progress from none to three star-ratings</p> <p>Contributing factors and challenges to progressing from none to one, two or three-star rating</p> <p>Contributing factors and challenges in maintaining a one, two or three-star rating</p>	<ol style="list-style-type: none"> 1. Review of Three Star Approach monitoring/ progress reports and independent evaluations (where available). 2. KIIs (UNICEF, Government, community leaders, implementing partners, CSOs, other development partners) 3. Workshop with UNICEF on key findings of the evaluation 4. Observation during school visits 5. Community Transect walks 6. FGDs with teachers 7. FGDs with students (boys and girls of different ages and abilities) 	<ol style="list-style-type: none"> 1. Content analysis of information extracted from relevant documents 2. Comparative content analysis of information from KIIs, FGDs, transect walks and observation 3. Triangulation of information from document reviews, KIIs, FGDs, transect walks and observation 	Availability of relevant information from monitoring/ progress reports and independent evaluations
5.2	<p>To what extent does the Three Star Approach for WASH in Schools involve and mobilise multiple stakeholders (including, students, their families, communities, school staff, national, local and regional government, NGOs, media, FBOs, PPPs, other development partners) to support WASH in Schools programmes?</p> <p>What are the enablers/ conditions for change?</p> <p>How can this be strengthened?</p>	<p>School ownership and commitment to the Three Star Approach</p> <p>Government commitment and support for WASH in Schools, including a focus on equity, inclusiveness and reaching those who are at risk of being left behind</p> <p>Community involvement and support towards realising safe and sustainable WASH practices in schools.</p> <p>CSO involvement and support towards realising safe and sustainable WASH practices in schools.</p> <p>Harmonisation of the Three Star Approach with other development partner WASH in Schools/ WASH programmes.</p>	<ol style="list-style-type: none"> 1. Review of Three Star Approach monitoring/ progress reports and independent evaluations (where available). 2. KIIs (UNICEF, Government, community leaders, implementing partners, CSOs, other development partners) 3. FGDs with teachers 4. FGDs with parents 	<ol style="list-style-type: none"> 1. Content analysis of information extracted from document reviews 2. Comparative content analysis of information from KIIs and FGDs. 3. Triangulation of content analyses from document review, KIIs and FGDs. 	

5.3	<p>To what extent are the experiences and evidence from the implementation of the Three Star Approach for WASH in Schools used by schools, students, their families and communities to advocate to governments to prioritise WASH in Schools in policy-making and resource allocation - with due consideration of boys and girls of all ages and abilities, and reaching those that are at risk of being left behind?</p> <p>What are the enablers/ conditions for change (including influencing capacity, political space, and government responsiveness)?</p> <p>How can this be strengthened?</p>	<p>Schools' advocacy capacity, including the use of WASH monitoring data to advocate for change</p> <p>Students' agency to advocate for change, based on their experience and evidence.</p> <p>The role and involvement of Civil Society in drawing on Three-Star data/experiences to advocate for change in schools and communities, including those at risk of being left behind, and holding government and communities accountable to support and enable change</p> <p>Government commitment to conduct robust monitoring of Three-Star participating schools' progress and to act upon it.</p> <p>Government and schools' resourcing for WASH in Schools.</p>	<ol style="list-style-type: none"> 1. Review of Three Star Approach monitoring/ progress reports (schools and government) and independent evaluations (where available). 2. Review of government and school WASH policies and strategies/ plans (including the extent to which it addresses advocacy for gender equality, inclusiveness and resilience) 3. Review of government and school WASH budgets (including provision for gender-sensitive activities/items, students with disabilities and provisions for those at risk of being left behind). 4. KIIs (Government, UNICEF, community leaders, implementing partners, CSOs, other development partners) 5. FGDs with teachers 6. FGDs with students 	<ol style="list-style-type: none"> 1. Content analysis of information extracted from document reviews 2. Comparative content analysis of information from KIIs and FGDs. 3. Triangulation of content analyses from document review, KIIs and FGDs. <p>The analysis framework will be based on the rights-based approach, i.e. juxtaposing the roles and capacity of rights-holders and duty-bearers, and considering the role of civil society in representing the voice of rights-holders and holding duty-bearers accountable.</p>	<p>Availability of information and analysis of the advocacy element of the Three Star Approach for WASH in Schools</p>
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<p>5.4</p>	<p>To what extent does the Three Star Approach for WASH in Schools contribute to increased government, community and school capacity to mitigate the impact of natural disasters and climate change on WASH in Schools and WASH - including for girls and boys (and men and women) of different ages and abilities, including those at risk of being left behind?</p> <p>What are the enablers/ conditions for change (including influencing capacity, political space, and government responsiveness)?</p> <p>How can this be strengthened</p>	<p>Extent to which resilience against natural disasters and climate change are incorporated in Three Star Approach design, strategies/plans, implementation, M&E and learning</p> <p>Stakeholders' awareness of the risk of natural disasters and climate change and how to mitigate its impact on WASH in Schools</p>	<ol style="list-style-type: none"> 1. Review of Three Star Approach monitoring/ progress reports (schools and government) and independent evaluations (especially the extent to which it addresses resilience) 2. Review of government and school WASH policies and strategies/ plans (especially the extent to which it addresses resilience) 3. Review of government and school WASH budgets (including provision for resilience) 4. KIIs (Government, UNICEF, community leaders, implementing partners, CSOs, other development partners) 5. FGDs with teachers, especially in schools impacted by natural disasters and climate change 6. FGDs with students, especially in schools impacted by natural disasters and climate change 7. Transect walks (schools and communities), especially in schools and communities impacted by natural disasters and climate change 8. Observation during schools and community visits, especially in schools and communities impacted by natural disasters and climate change. 	<ol style="list-style-type: none"> 1. Content analysis of information extracted from document reviews 2. Comparative content analysis of information from KIIs, FGDs, transect walks and observation 3. Triangulation of content analyses from document reviews, KIIs, FGDs, transect walks and observation 	<p>Availability of information on the mainstreaming of resilience in the Three Star Approach for WASH in Schools (design, planning, and implementation)</p>
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ANNEX V: ORIGINAL AND REVISED EVALUATION QUESTIONS¹⁸

Original Evaluation Questions		Revised Evaluation Questions		Justification for change
Key Evaluation Questions		Key Evaluation Questions		
Nr	Question/s	Nr	Question/s	
OR 1	To what extent are the objectives of WASH in Schools still valid for PICTs (given their context)	RR 1	Do the objectives and design of the Three Star Approach for WASH in Schools address and respond to changing global, country and schools' WASH needs, policies and priorities, as well as those of girls and boys (and men and women), including those at risk of being left behind?	<p>The revised question emphasises the evaluation's focus on the Three Star Approach for WASH in Schools, rather than WASH in Schools in general. The question is re-phrased to emphasises the conceptualisation and design of the Three Star Approach, rather than its implementation (which is dealt with under Effectiveness).</p> <p>Dimensions of relevance are specified and include gender equality, inclusion and resilience (in the sense that those vulnerable to natural disasters and climate change are at risk of being left behind).</p>
OR 2	To what extent is it aligned to the government's goals, the Sustainable Development Goals and UNICEF's Strategic Plan Goals?			Different aspects of the original question have been separated out and are addressed under Relevance and Coherence, respectively. See RR 1.1, 1.2 and 1.3; also RC 1 and ReC 2.1.
OR 3	Is the Theory of Change of the Three Star Approach for WASH in Schools consistent with the intended impact?			See REffi 1.2 and REffe 1.4. Coherence between the Three Star Approach Theory of Change and longer-term WASH in Schools outcomes is one of the indicators for these questions.
OR 4	How can the new country programme's objectives, approaches and modalities be more relevant and adapted to the fast-changing overall environment (economic, social, aid-related)?			See RR 1.6

¹⁸ The following abbreviations are used in this table:

OR – Original Relevance question; RR – Revised Relevance question

RC – Revised Coherence key evaluation question; ReC – Revised Coherence sub-evaluation question

OEffi – Original Efficiency question; REffi – Revised Efficiency question

OEffe – Original Effectiveness question; REffe – Revised Effectiveness question

OS – Original Sustainability question; RS – Revised Sustainability question

OEq – Original Equity question

	Sub-evaluation questions		Sub-evaluation questions		Justification for change
	Nr	Question/s	Nr	Question/s	
Coherence	OR 1.1	What evidence is there to demonstrate that the WASH in Schools approach is relevant to the SDGs, specifically to the aim of leaving no one behind?	RR1.1	To what extent are the objectives and design of the Three Star Approach for WASH in Schools aligned with changing global priorities, including those related to gender equality, inclusion, the environment and climate change (including preparing schools to identify, assess, manage and absorb risks and shocks from natural disasters)? How can this be strengthened?	The question deals with one of the elements of OR 2. Dimensions of vulnerability in the context of relevant global priorities are specified.
	OR 1.2	To what extent is the WASH in Schools model having similar impact across the programme sites?			The question is about impact, which is outside the scope of the evaluation.
			RR1.2	To what extent are the objectives and design of the Three Star Approach for WASH in Schools to institutionalise WASH in Schools aligned with Governments' (changing) policies/plans, needs and goals in Fiji, Kiribati, Solomon Islands, Vanuatu and FSM? How can this be strengthened?	The question focuses specifically on alignment with government policies/plans, needs and goals (see OR 2), while alignment with the SDGs have been incorporated into other evaluation questions.
	OR 1.3	Is WASH in Schools having any unintended effects/ impacts on participants' families and/or communities?			This question relates to the impact of the Three Star Approach, which is outside the scope of the evaluation. Nevertheless, the evaluation will seek to identify any unplanned / unanticipated changes (positive and negative) that may be happening in schools, families and communities as a result of the Three Star Approach (for girls and boys, as well as men and women of different ages and abilities, including those at risk of being left behind) - see REffe 4.3.
			RR1.3	To what extent is the Three Star Approach for WASH in Schools aligned to UNICEF's Strategic Plan Goals for WASH?	The question deals with one of the elements of OR 2.

Coherence	OR 1.4	What evidence is there that the Theory of Change and its application is proactive in engaging with excluded, vulnerable and marginalised groups at the outset of programming (rather than seeing them as a follow on – taking a ‘low hanging fruit/ easy to achieve approach to objectives.		See RR 1.5. Gender equality, inclusiveness and leaving no-one behind have also been mainstreamed in all relevant revised evaluation questions.	
			RR1.4	To what extent is the design of the Three Star Approach for WASH in Schools likely to strengthen the enabling environment, demand, supply and quality of WASH in Schools in each country (i.e. policy, legislation and finance; human and physical resources in schools, including facilities and training for teachers; demonstrated motivation of the school community to finance and manage WASH in Schools resources; and effectiveness of inputs for changing hygiene behaviour)? What are the enablers/ conditions for change? How can this be strengthened?	In line with the emphasis on relevance, the question focuses on the conceptualisation and design of the Three Star Approach for WASH in Schools, rather than its implementation (which is dealt with under effectiveness). Elements of the Three Star Approach for WASH in Schools are specified to highlight the dimensions according to which relevance will be assessed.
	OR 1.5	What evidence is there that the WASH in Schools is relevant in assessing, confronting and engaging with the challenges of climate change and vulnerability in supporting improved and inclusive WASH practices?			Inclusiveness and resilience have been incorporated in the revised Key Evaluation Question (RR 1). This will also be investigated as part of RR 1.5; REffe 4 and REffe 4.1.
			RR1.5	To what extent is the Three Star Approach for WASH in Schools integrating appropriate strategies to advance WASH benefits for boys and girls (and women and men) of different ages and abilities, including those at risk of being left behind (e.g. vulnerable, minority and marginalised groups) in Fiji, Kiribati, Solomon Island, Vanuatu and FSM? What are the enablers/ conditions for change? How can this be strengthened?	See OR 1.4
			RR 1.6	How can the on-going relevance of the Three Star Approach be assured amidst a rapidly changing implementing context in participating countries (economic, political, social, natural, aid-related)?	See OR 4

Original Evaluation Questions		Revised Evaluation Questions		Justification for change
Key Evaluation Questions		Key Evaluation Questions		
Nr	Question/s	Nr	Question/s	
None.		RC1	Is the Three Star Approach for WASH in Schools compatible with other WASH in Schools interventions (government, schools and other actors, including other development partners) in the participating countries, education sector, schools and communities?	Criterion was added. Questions pertaining to Relevance and Coherence were separated out. See OR 2. Coherence questions focus on compatibility, while relevance focus more on on-going alignment and harmonisation.
Sub-evaluation questions		Sub-evaluation questions		Justification for change
Nr	Question/s	Nr	Question/s	
None		ReC 2.1	What initiatives are governments in the participating countries undertaking to institutionalise WASH in Schools and is the Three Star Approach for WASH in Schools compatible with this? What can be done to strengthen this?	Criterion was added, together with key evaluation question and sub- questions.
None		ReC 2.2	What initiatives are schools and communities undertaking to institutionalise WASH in Schools and is the Three Star Approach for WASH in Schools compatible with this? What can be done to strengthen this?	
None		ReC 2.3	What are other development partners in the participating countries doing to institutionalise WASH in Schools in the participating countries and is the Three Star Approach for WASH in Schools compatible with this? What can be done to strengthen this?	

Coherence

Original Evaluation Questions		Revised Evaluation Questions		Justification for change
Key Evaluation Questions		Key Evaluation Questions		
Nr	Question/s	Nr	Question/s	
OEffi 1	Is WASH in Schools implemented in the most cost effective and efficient manner (deliverables achieved on time and on budget, adequate and well spent resources)?	REffi 3	Is the Three Star Approach for WASH in Schools implemented in an economic and timely manner?	Dimensions of efficiency revised in accordance OECD DAC definition. The revised question emphasises the evaluation's focus on the Three Star Approach, rather than WASH in Schools in general.
Sub-evaluation questions		Sub-evaluation questions		Justification for change
Nr	Question/s	Nr	Question/s	
OEffi 1.1	Are budgets available that are adequate/appropriate in terms of amount, available and delivered in timely, effective and cost efficient?	REffi 3.1	To what extent is resourcing for the implementation of the Three Star Approach for WASH in Schools adequate (Finances, Human Resources, Equipment and Materials, Technical Capacity) to achieve and sustain its intended results, including benefits for girls and boys (and men and women), and those at risk of being left behind? Where are the gaps and what are their implications for institutionalising WASH in Schools? Are there any trade-offs in terms of quality, effectiveness, scalability, equity and inclusiveness? How can this be addressed?	The revised question incorporates different aspects of programme resourcing to enable a more coherent assessment of the extent to which resourcing matches the needs and requirements for implementing the Three Star Approach for WASH in Schools at regional, country and school / community levels.
OEffi 1.2	Is there a clear linkage between budget spend and quality/effectiveness/sustainability?	REffi 3.2	To what extent is implementation of the Three Star Approach for WASH in Schools in each country based on a clear understanding and strategy for achieving results in that context, including benefits for girls and boys (and men and women), and those at risk of being left behind? How can this be strengthened?	The revised question articulates a clearer focus on the Three Star Approach for WASH in Schools, rather than WASH IN SCHOOLS generally. It also enables a more coherent assessment of the extent to which programme resources are allocated and utilised for the timely delivery of outputs that would enable the achievement of outcomes.
OEffi 1.3	Are programme staff adequately resourced?			See REffi 3.1

Efficiency	OEffi 1.4	At what rate schools progress towards 2 star and 3-star level? What are the barriers to them achieving those levels if they remain a 1-star school?		In accordance with the OECD DAC definition, the assessment of efficiency will focus on the extent to which programme inputs are converted into outputs and outcomes. The progression of schools from none to 3 stars will be assessed as an indicator of effectiveness (see REffe 4.1) and efficiency (see REffi 3.3).	
	OEffi 1.5	Is there the relevant technical capacity at the WASH in Schools programme sites?		See REffi 3.1	
	OEffi 1.6	Does the WASH in Schools programme have the institutional capacity to achieve its programme aims?		See REffi 3.1.	
			REffi 3.3	To what extent are outputs achieved on time and within budget? What are the main factors influencing this? How can this be strengthened?	The essence of a programme's efficiency lies in the conversion of inputs to output and outcomes. The sub-question is included to assess this
			REffi 3.4	To what extent is harmonisation of programmes and approaches used to leverage efficiencies? How can this be strengthened?	Harmonisation is a key measure to enhance efficiency. The sub-question is included to assess this.

Original Evaluation Questions		Revised Evaluation Questions		Justification for change
Key Evaluation Questions		Key Evaluation Questions		
Nr	Question/s	Nr	Question/s	
OEffe 1	To what extent does the Three Star Approach contribute to building sustainable and resilient schools and communities and in changing children's behaviour as agents of change?	REffe 4	Is the Three Star Approach for WASH in Schools contributing to the enabling environment, demand, supply and quality for WASH in Schools in each country, for the benefit of girls and boys (and women and men) of different ages and abilities, including those at risk of being left behind?	The evaluation question has been re-phrased to focus on the four key result areas targeted by the Three- tar Approach for WASH in Schools, with due consideration of gender equality and inclusiveness.
OEffe 2	When, and under what conditions, do water and sanitation behaviours change at community level?			See REffe 4.2
OEffe 3	When and to what extent is WASH in Schools reducing open defecation (OD)?			Open defecation is an indicator of the effectiveness of the Three Star Approach. See REffe 4.2 and Evaluation Matrix 4.2. As such, it is included in relevant data collection tools, e.g. the observation sheet that will be used during school and community visits and transect walks.
OEffe 4	To what extent are children effective at changing their parents' behaviour?			See REffe 4.2. Children's influence on behaviour change at home and in communities is one of the key results areas targeted by the Three Star Approach for WASH in Schools (quality) and has been incorporated into the two over-arching questions on the approach's effectiveness. It will also be investigated as a contributing factor to WASH behaviour change in communities.

Effectiveness

Effectiveness	OEffe 5	<p>When and to what extent is WASH in Schools:</p> <ul style="list-style-type: none"> - Reducing open defecation (OD)? - Improving household water treatment? - Improving hygiene practices (handwashing and MHM) - Driving institutional change in government (national/ local)? - Contributing to achieving equity (Leaving no-one behind)? 	<p>Open defecation, improved household water treatment and improved hygiene practices are indicators of the effectiveness of the Three Star Approach for WASH in Schools. See REffe 4.2 and Evaluation Matrix 4.2. As such, they are included in relevant data collection tools, e.g. the observation sheet that will be used during school and community visits and transect walks.</p> <p>See REffe 4 and REffe 4.1. Institutional change in government is one of the key results areas targeted by the Three Star Approach for WASH in Schools (enabling environment) and has been incorporated into the over-arching question on the Approach's effectiveness., as well as sub-question 4.1 under effectiveness.</p> <p>Gender equality and inclusion have been mainstreamed across all relevant evaluation questions and sub-questions.</p>
	OEffe 6	<p>What kind of monitoring framework should be established to ensure validity and comparability of data in all countries where WASH in Schools is being replicated in (consider which function well and which need to be improved and how these are better aligned)?</p>	<p>See REffe 4.5</p>

	Sub-evaluation questions		Sub-evaluation questions		Justification for change
	Nr	Question/s	Nr	Question/s	
Effectiveness			REffe 4.1	<p>To what extent does the Three Star Approach for WASH in Schools contribute to strengthening the enabling environment, demand, supply and quality of WASH in Schools in each country (i.e. policy, legislation and finance; human and physical resources in schools, including facilities and training for teachers; demonstrated motivation of the school community to mainstream WASH into day to day school activities, planning, programming and budgeting; and effectiveness of inputs for changing WASH behaviour)?</p> <p>Does it benefit girls and boys of different ages and abilities, including those at risk of being left behind?</p> <p>What are the enablers/ conditions for change (including affordable WASH infrastructure, the star-rating of schools and the capacity of children as agents of change)?</p> <p>How can this be strengthened?</p>	The evaluation question has been re-phrased to focus on the four key result areas targeted by the Three Star Approach for WASH in Schools, with due consideration of gender equality, inclusion and resilience, as well as the learning purpose of the evaluation. The question focuses on the effect that the implementation of the Approach has on the achievement of results.
			REffe 4.2	<p>To what extent does the Three Star Approach encourage WASH behaviour change in students' families and communities (e.g. eliminating open defecation, handwashing after using the toilet and before eating, MHM, etc.)?</p> <p>What are the enablers/ conditions for change (including capacity of children as agents of change)?</p> <p>How can this be strengthened?</p>	The question has been added to separate out the effectiveness of the quality dimension of the Three Star Approach for WASH in Schools and to investigate the role of children as agents of change to strengthen demand for WASH in Schools in more detail.

Effectiveness		REffe 4.3	<p>Are any unplanned / unanticipated changes (positive or negative) happening in schools and communities as a result of the Three Star Approach for WASH in Schools (for girls and boys, as well as men and women of different ages and abilities, including those at risk of being left behind)?</p> <p>What are the implications of this?</p> <p>How can it be addressed?</p>	<p>See OR 1.3. The original question on unintended impact (under relevance) has been rephrased to focus on unplanned and unanticipated changes as part of evaluating the Approach's effectiveness.</p>
		REffe 4.4	<p>What methods/measures are in place to monitor the implementation and results of the Three Star Approach for WASH in Schools in each country, and to share lessons and good practice between schools, communities, development partners and countries (including on achieving benefits for girls and boys of different ages and abilities, and those at risk of being left behind)?</p> <p>Are methods/measures methodologically sound and consistent with the results framework, i.e. will it generate the data required to monitor implementation and results? Do they allow aggregation to monitor progress and results against the overall, MCP results framework of which WASH in Schools forms part?</p> <p>How can it be strengthened?</p>	<p>See OEff 6. Validity and comparability of data are amongst the aspects that will be investigated as part of the M&E arrangements for the Three Star Approach in each country. The assessment will make the linkage between M&E, learning and improvement of the Three Star Approach for WASH in Schools, and how it can be strengthened.</p>

Original Evaluation Questions		Revised Evaluation Questions		Justification for change
Key Evaluation Questions		Key Evaluation Questions		
Nr	Question/s	Nr	Question/s	
OS 1	How inclusive is the WASH in Schools programme?			The extent to which inclusion is addressed in the design and implementation of the Three Star Approach for WASH in Schools is assessed under Efficiency and Effectiveness.
OS2	What evidence is there of building sustainability – budgets for maintenance, evidence of improvement, upgrading?	RS5	Do governments, schools, students and communities have the requisite capacity to sustain and scale up the Three Star Approach for WASH in schools?	<p>The two original questions have been merged and re-phrased into a single Key Evaluation Question about sustainability. (see RS 5). The integrated question incorporates the key aspects underlying the sustainability of the Three Star Approach for WASH in Schools.</p> <p>The availability of budgets for maintenance and evidence of improvements and upgrading of WASH infrastructure will be assessed under the efficiency of the Three Star Approach. See REffi 3.1.</p> <p>Also see RS 5.3. Advocacy by communities will be assessed alongside advocacy by schools and students.</p>
OS3	What evidence is there of communities effectively advocating for appropriate WASH services and appropriate and effective service provision/support?			
OS4	What evidence is there of sustainable changes in handwashing, improved household water treatment?			Improved household water treatment and improved WASH practices are indicators of the effectiveness of the Three Star Approach. See REffe 4.2 and Evaluation Matrix 4.2. As such, they are included in relevant data collection tools, e.g. the observation sheet that will be used during school and community visits and transect walks, KIIs with community leaders, FGDs with parents, teachers and students.
OS5	What evidence is there of the resilience of facilities and also of communities?			See RS 5.4. Resilience of facilities and communities will be evaluated as part of government, community and school capacity to mitigate the impact of disasters, emergencies and climate change on WASH in Schools and WASH in communities

Sustainability	OS6	Have there been occasions where facilities were damaged by a natural disaster? What happened? Were they repaired?		The effect of natural disasters and the response from government, communities and schools will be investigated as part of RS 5.4. As such, it will be included in relevant data collection tools, e.g. the observation sheet that will be used during school and community visits and transect walks, KIs with community leaders, FGDs with parents, teachers and students.
	OS7	How long was the gap between damage and repair?		
	OS8	Did the repair take into account any vulnerabilities due to the disaster? – Build Back Better		
	OS9	How effective are government and local institutions in supporting and encouraging sustainable and resilient WASH behaviours?		See RS 5.2.
	OS10	What monitoring systems are there from service providers/duty bearers?		Monitoring systems of service providers/duty bearers will be assessed as one of the indicators of sustainability. See Evaluation Matrix 5.3 and RS 5.3.
	OS11	What monitoring systems exist that support citizens voice?		See Evaluation Matrix 5.3 and RS 5.3.
	OS12	At what rate schools progress towards 2 star and 3-star level?		The rate of schools' progression from none to 1; 1 to 2; and 2 to 3 stars has been incorporated as in indicator of the effectiveness and sustainability of the Three Star Approach (see Evaluation Matrix 4.1 and 5.1.)
	OS13	What are the barriers to them achieving those levels if they remain a 1-star school?		

	Sub-evaluation questions		Sub-evaluation questions		Justification for change
	Nr	Question/s	Nr	Question/s	
Sustainability			RS5.1	<p>What are the sustainable aspects of the Three Star Approach for WASH in Schools that can be scaled up and replicated to strengthen the WASH in Schools enabling environment, demand, supply and quality, with due consideration of boys and girls (and women and men) of all ages and abilities, and those that are at risk of being left behind?</p> <p>What are the enablers/ conditions for change?</p> <p>How can this be strengthened?</p>	The question has been incorporated to address the overarching evaluation question more directly. A sub-question has been added to emphasise the learning purpose of the evaluation.
			RS5.2	<p>To what extent does the Three Star Approach for WASH in Schools involve and mobilise multiple stakeholders (including, students, their families, communities, school staff, national, local and regional government, NGOs, media, FBOs, PPPs, other development partners) to support WASH in Schools programmes?</p> <p>What are the enablers/ conditions for change?</p> <p>How can this be strengthened?</p>	The question focuses on key stakeholders that can be influenced by the Three Star Approach to support sustainability of WASH in Schools. A sub-question has been added to emphasise the learning purpose of the evaluation.
			RS5.3	<p>To what extent are the experiences and evidence from the implementation of the Three Star Approach for WASH in Schools used by schools, students, their families and communities to advocate to governments to prioritise WASH in Schools in policy-making and resource allocation - with due consideration of boys and girls of all ages and abilities, and reaching those that are at risk of being left behind? What are the enablers/conditions for change (including influencing capacity, political space, and government responsiveness)?</p> <p>How can this be strengthened?</p>	<p>See OS 3 and OS 10. The question has been phrased to focus on the monitoring of schools' progression from non to three stars and how this enables advocacy to strengthen the enabling environment for WASH in Schools. This will be investigated from a rights-based perspective, i.e. from the perspective of rights-holders and duty-bearers, and the role of civil society in representing the voice of rights-holders and holding duty-bearers accountable.</p> <p>A sub-question has been added to emphasise the learning purpose of the evaluation.</p>

Sustainability		RS5.4	<p>To what extent does the Three Star Approach for WASH in Schools contribute to increased government, community and school capacity to mitigate the impact of natural disasters and climate change on WASH in Schools and WASH in communities - including for girls and boys (and men and women) of different ages and abilities, including those at risk of being left behind?</p> <p>What are the enablers/ conditions for change (including influencing capacity, political space, and government responsiveness)?</p> <p>How can this be strengthened?</p>	<p>See OS 5, 6, 7 and 8. The question has been phrased to enable comprehensive assessment of the extent to which the Three Star Approach contributes to resilience in schools and communities, with due consideration of equity and inclusion.</p> <p>A sub-question has been added to emphasise the learning purpose of the evaluation.</p>
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Original Evaluation Questions		Revised Evaluation Questions		Justification for change
Key Evaluation Questions		Key Evaluation Questions		
Nr	Question/s	Nr	Question/s	
Equity	OEq 1	Is WASH in Schools project integrating appropriate strategies to advance gender equality, and promote the inclusion and participation of minority and marginalised groups (men, women, boys, girls and differently abled people)?		Gender equality and inclusiveness have been mainstreamed across all evaluation criteria and relevant questions.
	OEq2	To what extent does WASH in Schools prepare schools to identify, assess, manage and absorb risks and shocks from emergency situations?		
	OEq3	Did the project contribute to equitable participation and benefits to various groups (men, women, boys, girls and differently abled people)?		

Original Evaluation Questions		Revised Evaluation Questions		Justification for change
Key Evaluation Questions		Key Evaluation Questions		
Nr	Question/s	Nr	Question/s	
Equity	OEq 1.1	What evidence is there of the inclusion of people with disabilities/special needs in promoting WASH in Schools for all?		Gender equality and inclusiveness have been mainstreamed across all evaluation criteria and relevant questions.
	OEq 1.2	What evidence is there of citizens voice – specifically for women/girls and groups and individuals who traditionally are excluded or overlooked.		
	OEq 1.3	Are standards of service provision, sustainability and resilience inclusive of people with special needs?		
	OEq 1.4	Are women girls specifically included in developing appropriate strategies and approaches to effective WASH provision?		

ANNEX VI: DATA COLLECTION TOOLS (INCLUDING CONSENT SCRIPTS)

School Observation Checklist

Script for ethical clearance and informed consent: Data collection at schools (Schools Principal)

Good morning / afternoon

The UNICEF Pacific Multi-Country Offices' Water, Sanitation and Hygiene (WASH) team has commissioned an independent evaluation of its support to strengthen WASH in schools in the region. The evaluation focuses on the Three Star Approach, which aims to incentivise and support schools to provide a healthy and safe environment for students. By conducting the evaluation, education authorities in your country and UNICEF wish to improve the Three Star Approach, and to determine whether, and how, current pilots should be scaled up. The evaluation includes five countries: Fiji, Federated States of Micronesia, Kiribati, Solomon Islands and Vanuatu.

The Ministry of Education has authorised the evaluation team to involve selected schools in the evaluation, and your school has been selected to participate. We are hereby seeking your permission for an evaluation team comprising no more than two people, to visit your school to collect information as part of this evaluation. To prevent it affecting teaching time, we proposed that data collection activities take place during break times, under supervision of yourself or a delegated senior staff member.

Data collection methods include confidential, individual interviews with teachers, and/or Focus Group Discussions with selected teachers. Focus Group Discussions will also be held with selected students aged 12 years and older. Boys and girls will be in separate discussions and these discussions will not involve any sensitive or taboo subjects. In addition, boys and girls will take the evaluation team on a guided 'tour' of their school to point out facilities or achievements that they are proud of, and those that require improvement. With your permission – and with additional consent of participants, we would also like to take photos and short video clips of some of the facilities and/or behaviours we observe. This will be done strictly in accordance with UNICEF's guidance. We will not use any photographs or videos where anybody can be recognised, except with their written consent. For students, we will obtain consent from a parent or guardian.

Data collection will be done with the highest level of consideration for ethical standards and safeguards, in accordance with the UNICEF Procedure for

Ethical Standards in Research, Evaluation and Data Collection and Analysis, and the Ethical Guidelines of the United Nations Evaluation Group (UNEG). The evaluation methodology, including data collection tools and processes, have been designed with special consideration given to the confidentiality and safety of respondents, especially students.

Only teachers and students aged 12 years and older will participate in data collection, as well as selected parents of students – mainly members of the Parent-Teacher Association. No individual will be involved in the evaluation without his or her informed consent, and without a clear understanding of his/her rights with regards to participation.

All engagement with participants younger than 18 years of age will be based on the principles outlined in the International Charter for Ethical Research Involving Children (ERIC), which are endorsed by UNICEF. Teachers, as responsible adults, will also be required to provide additional informed consent after students have provided their consent. Should teachers refuse to consent the participation of the students, this will be respected. The evaluation team have also signed a Code of Conduct and Child Protection policies. In addition, the evaluation methodology and data collection tools were subject to an independent ethics review, and was adjusted to accommodate its recommendations.

We would like to point out that, should we witness or become aware of child abuse in the course of the evaluation, we have to report it to UNICEF. However, we will in no way encourage or invite anybody to disclose child abuse to us.

We have also introduced the following safety measures to minimise the risk of exposure to Covid-19 for participants:

- All researchers are from Fiji / Kiribati / Solomon Islands / Vanuatu (*select as appropriate*). **No international researchers or consultants will form part of the evaluation team**, thereby preventing participants' potential exposure to the virus from outside.
- Researchers will follow your country's and/or the World Health Organisation's Covid-19 proTheory of Changeols in terms of frequent hand-washing or disinfection with an alcohol based hand sanitizer, respiratory hygiene such as covering coughs, physical distancing of at least 1 meter or more (according to the national recommendations), wearing of masks where distancing is not possible,

as well as regular cleaning and disinfection of vehicles. We will be working with local transport operators that are familiar with the requisite proTheory of Changeols.

- Covid-19 prevention measures and proTheory of Changeols will be included in researchers' training before evaluation activities commence.

The evidence generated from this research will be used for this evaluation only. Individual responses will remain confidential and anonymous, unless an individual has given permission for information to attributed to them – even so, it will be handled with utmost discretion. Participation in the evaluation will not incur any cost to your school, teachers or students.

If you have any questions or concerns about the evaluation, you can contact the UNICEF Chief of WASH in Fiji:

Chander Badloe cbadloe@unicef.org

Do you have any questions for me now?

Do you authorise the team's permission to discuss UNICEF's programme with teachers and students?

Signed by Principal: _____

If the principal **DOES NOT AUTHORISE THE VISIT**, thank him/her for his time and excuse yourself politely.

School background information and observation checklist

The checklist will be used to capture background information of schools visited. It will also be used to capture information about WASH facilities, activities and behavior at schools, based on observation and/or information provided by students and staff. It will supplement FGD and KII guides for teachers, community leaders and students.

BACKGROUND INFORMATION	
Date:	
Name of school / community:	
School /community location:	Urban Peri-urban Rural RemoteMaritime
School GPS Coordinates:	
School level:	Primary Middle Secondary Mixed Other (specify).....
School enrolment: Boys Girls
Students with disabilities:BoysGirls Total
Teachers:MaleFemaleTotal
Does the school have an active PTA?	Yes No
Does the school have any other formal institutional link with the community, or other parent/ community engagement bodies?	Yes Describe No
Does the school have Students' Clubs? Do they play any role in supporting WASH at the school?	Yes Describe role No
For how long has the school participated in the Three Star Approach programme?	
What is the schools' current star rating?	None One Two Three

CHECKLIST

PART ONE: WATER

<p>1. What is the school's main water source? (If there is more than one source, check the source that is most commonly used.)</p>	<p>Piped water into school building..... Piped water to schoolyard/plot..... Public/standpipe Tube well/borehole..... Protected dug well..... Unprotected dug well Protected spring..... Unprotected spring..... Rainwater collection..... Bottled water..... Cart with small tank/drum..... Surface water (river, dam, lake, pond, stream, canal, irrigation, channels) No water available at or near school (SKIP TO QUESTION 5) Other (specify)</p>
<p>2. What is this water source used for (tick all that apply)?</p>	<p>Drinking..... Hand washing..... Anal cleansing after defecation..... Flushing or pour-flushing toilets..... Cooking..... Any other purpose (specify).....</p>
<p>3. How often is the water source functional?</p>	<p>5 to 7 days per week..... 2 to 4 days per week..... Fewer than 2 days per week.....</p>
<p>4. When the water source is functional, does it provide enough water for the needs of the school, including water for drinking, hand washing and food preparation?</p>	<p>Yes No Water source is not functional.....</p>
<p>5. Is the water source functional at the time of the visit?</p>	<p>Yes (Skip to Question 5) No Partially</p>
<p>6. If the main water source is either not or partially functional now, how long has it been non-functional/partially functional?</p>	<p>Less than one day..... More than one day and less than one week..... More than one week and less than one month..... More than one month.....</p>
<p>7. When the water source is functional, does it provide enough water for the needs of the school, including water for drinking and hand washing?</p>	<p>Yes No Don't know..... (If possible, make a rough estimate if the school meets WHO/UNICEF guideline standards of 5 liters per person per day for all students and staff in the school. If this is not possible, check "don't know".)</p>
<p>8. Is there an acceptable alternative school water supply available when the mains supply is a non-functional?</p>	<p>Yes No</p>
<p>9. Is water from the source used at school treated in any way to make it safer to drink?</p>	<p>Always..... (Skip to Question 9) Sometimes..... Never.....</p>
<p>10. If water is not always treated, why not? (Tick all that apply)</p>	<p>Water source is considered safe..... School does not have filters or sufficient purification chemicals..... Nobody at the school knows how to treat water..... The school principal does not know if it is necessary or not..... School staff do not have the time to do it..... Most students drink bottled water purchased and/or brought from home..... Other (specify)</p>

<p>11. If water is always or sometimes treated, how is water from the school water source usually treated before drinking? (Tick only one. If more than one method is used, choose the one used by most students.)</p>	<p>Boiling..... Chlorination (any kind, including the use of bleach)..... Straining it through a cloth..... Using a water filter (ceramic, sand, composite, etc.) Solar disinfection..... Letting it stand and settle..... Other (specify)</p>
<p>12. Are drinking water storage containers properly covered?</p>	<p>Yes No There are no storage containers.....</p>
<p>13. What vessel (cup, glass, etc.) do children normally used to drink water? (check one)</p>	<p>Their own reusable drinking vessel..... Are disposable drinking vessel (used one time only, e.g. a paper cup)..... A shared drinking vessel (e.g. a shared cup or ladle)..... Directly from the faucet or hand pump spout..... Other (specify)</p>
<p>14. Are drinking water facilities accessible to children with physical disabilities?</p>	<p>All facilities are accessible..... Some are accessible..... None are accessible.....</p>
<p>15. Can the youngest children in the school there drinking water by themselves?</p>	<p>Yes No</p>
<p>16. Do children bring their own drinking water from home</p>	<p>Most children bring water from home..... Some children bring water from home..... No children bring water from home.....</p>
<p>PART TWO: SANITATION</p>	
<p>1. Does the school have any pit latrine/ toilet facilities? (Tick 1; the toilet can be a pit latrine, an improved pit latrine, a flush toilet, pour-flush toilet, or a composting toilet.)</p>	<p>Yes No (If no, skip to Part 4)</p>
<p>2. What type of toilet facilities are there in the school? (Tick all that apply)</p>	<p>Flash / pour flush..... Pit latrine..... Ventilated improved Pit Latrine (VIP)..... Pit latrine with slab..... Pit latrine without slab/open pit..... Composting toilet..... Bucket..... Hanging toilet/hanging latrine..... No facility (open defecation)..... Other (specify)</p>

<p>3. How many functional pit latrine stances/toilets are there in the school?</p> <p>Functional: The latrine facilities are not physically broken and can be used.</p> <p>Partially functional: The latrines can be used, but there are at least some problems with the physical infrastructure (e.g. some deterioration in concrete, doors/locks coming loose, roof deteriorating, etc.) and some repair is necessary</p> <p>Non-functional: The toilets exist, but they are so badly damaged or deteriorated it is no longer reasonably possible to use them (e.g. squatting plate broken, door missing, roof has holes, etc.)</p>	<p>..... Exclusively for girls (insert number), of which are functional; are partially functional; and are non-functional</p> <p>..... Exclusively for boys (insert number), of which are functional; are partially functional; and are non-functional</p> <p>..... For boys or girls (communal) (insert number), of which are functional; are partially functional; and are non-functional</p> <p>..... Exclusively for female teachers and female staff (insert number), of which are functional; are partially functional; and are non-functional</p> <p>..... Exclusively for male teachers and male staff (insert number), of which are functional; are partially functional; and are non-functional</p> <p>..... For male or female teachers/staff (communal) (insert number), of which are functional; are partially functional; and are non-functional</p> <p>..... Total pit latrines that are for the use of anyone in the school - students or teachers, male or female (insert number), of which are functional; are partially functional; and are non-functional</p>
<p>4. In general, how clean are the pit latrine/toilet facilities?</p> <p>Clean: The toilet facilities are not smelly, there is no visible faeces in or around the facility, there are no flies and there is no litter</p> <p>Somewhat clean: There is some smell and/or some sign of faecal matter and/or some flies and/or some litter</p> <p>Not clean: There is a strong smell and/or presence of faecal matter and/or a significant fly problem and/or large amount of litter</p>	<p>Students' latrines: Clean..... Somewhat clean..... Not clean.....</p> <p>Teachers' latrines: Clean..... Somewhat clean..... Not clean.....</p> <p>Latrines that are for the use of anyone in the school: Clean..... Somewhat clean..... Not clean.....</p>
<p>5. Are girls' latrine facilities separate from boys' latrine facilities? (Separate means that the girls' and boys' toilets are in different blocks or designated areas are separated from each other by distance and/or physical barrier like a wall.)</p>	<p>Yes No Partially.....</p>
<p>6. Are girls' individual latrine stances lockable from the inside? (Lockable means with a hasp, bolt or similar arrangement.)</p>	<p>Yes No Some.....</p>
<p>7. Does the school also have urinals?</p>	<p>Yes No</p>
<p>8. If there are individual urinal units, how many are there? (Insert number)</p>	<p>Boys.....</p> <p>Male teachers and staff.....</p>
<p>9. If there are continuous urinal walls/gutters, what is the total length? (Enter total length of all continuous urinals in the school, in meters)</p>	<p>Boys:meters</p> <p>Male teachers and staff:meters</p> <p>No continuous urinals.....</p>

10. What facilities and programs are there in the school for promoting safe and private menstrual hygiene for older girls (tick all that apply)	Menstrual hygiene education sessions for girls..... Private washing facilities for cloth napkins (such as a tap and basin inside lockable toilet stall)..... Private disposal/incineration facilities for disposable napkins..... Any kind of napkin distribution programme..... Other (specify) None..... Don't know.....
Are pit latrines/toilets accessible to children with disabilities?	Yes No Some.....
Are some pit latrines/toilets available in the school designed for younger children?	Yes No
Was there a de-worming programme for children in the school sometime during the current school year or the previous school year? (Tick 1: De-worming programs are sometimes referred to as anti-helminth infection, or anti-STH programs)	Yes No (If no, skip to Part 3)
What was the frequency of the de-worming programme? (Tick one)	Children received de-worming medicine 2 or more times during the year..... Children received de-worming medicine once during the year..... Other (specify) Don't know.....
PART THREE: HYGIENE	
1. Is hygiene taught at the school?	Yes No (If no, skip to Question 6)
2. How is hygiene taught at the school? (check all that apply)	As a component of the core curriculum (e.g. in science classes)..... As an integral part of a special module on healthy living / life skills..... As a stand-alone special module on hygiene exclusively..... Through school-sponsored extracurricular programmes (e.g. Sanitation Clubs)..... Only sporadically/informally/occasionally..... Other (specify)
3. Is hand washing with soap (or ash) a prominent part of hygiene lessons? (Check one)	Yes No Partially..... Don't know.....
4. It is the importance of the use of soap (or ash) when washing hands stressed in the hygiene education material?	Yes No Partially..... Don't know.....
5. Is there a designated time period allotted for students to wash their hands before eating?	Yes No Don't know.....

<p>6. Are students encouraged to transmit hygiene knowledge to their families and communities? (Tick all that apply)</p>	<p>Yes, through the hygiene lessons and/or education material that encourages students to talk about or demonstrate good hygiene practices at home..... Yes, through regular school-sponsored outreach events (e.g. plays/songs on hygiene by students for parents visiting the school, community sanitation surveys conducted by students, etc.) Yes, but only sporadically/informally/occasionally..... No..... Don't know..... Other (specify)</p>
<p>7. Does the school have hand washing facilities?</p>	<p>Yes No (If no, skip to Part 5)</p>
<p>8. What kind of hand washing facilities does the school have? (Tick one only; choose the system normally used by most of the students)</p>	<p>Running water from a pipe system or tank (such as a sink)..... Hand-poured water system (such as from a bucket or ladle)..... Basin/bucket (hand washing is done in the water, i.e. water is not running or poured) Other (specify)</p>
<p>9. How many hand washing facilities are there? (Enter number of facilities)</p>	<p>..... Inside toilet blocks or very close to toilets In classrooms Within the school grounds, but not close to toilets Other (specify)</p>
<p>10. Are there separate hand washing facilities for older and younger students?</p>	<p>Yes No There is no handwashing facilities at the school</p>
<p>11. Does the location of hand washing facilities at the school make it difficult for any particular students to access easily and safely?</p>	<p>No, the hand washing facilities are located in a place that can easily and safely be accessed by male and female students of all ages, including those with disabilities..... Yes, the location of hand washing facilities makes it difficult for some students to access it easily and safely If yes, who cannot access the hand washing facilities easily and safely? </p>
<p>12. At the time of the visit, was water available at the hand washing facilities?</p>	<p>Yes, in all facilities visited..... Yes, in more than 50% of the facilities visited..... Yes, but only in 50% or fewer of the facilities visited..... No water was available.....</p>
<p>13. At the time of the visit, was soap or ash available at the hand washing facilities?</p>	<p>Yes, in all facilities visited..... Yes, in more than 50% of the facilities visited..... Yes, but only in 50% or fewer of the facilities visited..... No soap or ash was available.....</p>
<p>14. Are the hand washing facilities accessible to children with physical disabilities?</p>	<p>All facilities are accessible..... Some are accessible..... None are accessible.....</p>
<p>15. Are the hand washing facilities accessible to younger children? (Can they access them, and can they reach both the soap or ash and water?)</p>	<p>All facilities are accessible..... Some are accessible..... None are accessible.....</p>

PART FOUR: WASTE DISPOSAL	
1. How is solid waste (garbage, rubbish) disposed at the school? (Tick one)	<p>Thrown on a garbage dump within or near the school grounds.....</p> <p>Buried within or near the school grounds.....</p> <p>Burned within or near the school grounds.....</p> <p>Collected and taken away by a waste disposal service.....</p> <p>Other (specify)</p> <p>Don't know.....</p>
2. How often is solid waste disposed of all collected? (Tick one)	<p>At least once a day.....</p> <p>Between once every 2 days and once a week.....</p> <p>Less frequently than once a week.....</p> <p>Other (specify)</p> <p>Don't know.....</p>
3. If the school has an on-site sanitation system (pit latrine, composting toilet, septic tank), is there a schedule for emptying and disposing of the sludge?	<p>Yes No Don't know.....</p>
4. It is the sludge disposed of safely? (Where is it dumped? If it is simply dumped in an open garbage pit, in a vacant lot, in a stream, etc., select No.)	<p>Yes No Partially..... Don't know.....</p>
5. At the time of the visit, are the pits/composting chambers/septic tanks obviously too full or over-flowing?	<p>Yes, in all facilities visited.....</p> <p>Yes, in more than 50% of the facilities visited.....</p> <p>Yes, but only in 50% or fewer of the facilities visited.....</p> <p>No, in none of the facilities visited.....</p> <p>Unable to observe.....</p>
6. Does the school have a drainage system for removing waste water from the school grounds? (Draining should include provision for removing stormwater, grey water from hand washing stations, waste drinking water, etc.)	<p>Yes No</p> <p>Yes, but only a partial or incomplete system</p>
7. If yes, is the drainage system functional at the time of the visit	<p>Yes No Partially.....</p>
PART FIVE: OPERATION AND MAINTENANCE	
1. To the best knowledge of the head teacher, what entity has the primary responsibility for operation and maintenance/repair of the school's water system? (Tick one)	<p>Ministry of Water (or equivalent).....</p> <p>Ministry of Education.....</p> <p>District government.....</p> <p>Local government.....</p> <p>The school itself..... If so, who exactly at the school is responsible for this?</p> <p>Another body (specify)</p> <p>Head teacher does not know who is responsible.....</p>
2. In the opinion of the Head Teacher, are the school water facilities successfully operated and maintained/repared? (Tick one)	<p>Yes No Partially..... Don't know.....</p>

<p>3. If the water supply system is not functional or partially functional at the time of the visit, what are the main reasons? (Tick all that apply)</p>	<p>Unclear responsibilities for operation and/or maintenance..... For operation and/or maintenance practices..... Lack of spare parts..... Lack of operation consumables (fuel, electricity, etc.)..... Poor initial design of the system..... Age of the system..... Other (specify) Don't know.....</p>
<p>4. To the best knowledge of the head teacher, what entity has the primary responsibility for maintenance and repair of the school's sanitation facilities? (Tick one)</p>	<p>Ministry of Water (or equivalent)..... Ministry of Education..... District government..... Local government..... The school itself..... Another body (specify) Head teacher does not know who is responsible.....</p>
<p>5. In the opinion of the Head Teacher, are the school sanitation facilities successfully operated and maintained/repared? (Tick one)</p>	<p>Yes No Partially..... Don't know.....</p>
<p>6. Within the school, who is responsible for cleaning the toilet facilities? (Tick all that apply)</p>	<p>Custodial/cleaning staff..... Teachers..... Students..... Someone else (specify) Don't know.....</p>
<p>7. If students have some toilet cleaning responsibilities, what are the respective responsibilities of girls and boys? Tick all that apply)</p>	<p>Girls usually clean their own toilets..... Boys usually clean their own toilets..... Girls usually clean their own and boys' toilets..... Boys usually clean their own and girls' toilets..... Girls usually clean teachers' toilets..... Boys usually clean teachers' toilets..... Goals and boys usually clean teachers' toilets..... Other specify)</p>
<p>8. Are toilet cleaning duties assigned to students as punishment for misbehaviour or poor school performance?</p>	<p>Yes No Sometimes..... Don't know.....</p>

Schedule for semi-structured KIIs and FGDs with adults**Informed Consent: Focus Group Discussions**

Good morning / afternoon

My name is, and I am working for Talanoa Consulting, Fiji. We have been commissioned by UNICEF to conduct an evaluation of an initiative they are implementing – the Three Star Approach. This approach aims to help schools become healthier and safer through handwashing and improved hygiene.

We would like to hear your views and thoughts about the way in which the Three Star Approach has been implemented in your school and what difference, if any, it is making to hygiene practices and behaviour. This will help us to understand what is working well and what is not working well, which will help UNICEF to improve their programme. This evaluation will not benefit you directly. It is designed to learn about the Three Star Approach so that more schools can become a healthier and safer learning environment.

Your participation in this interview / discussion is voluntary. It will be much appreciated if you agree to participate, but should you not want to participate, there will be no negative consequences for you. It will not affect your position at the school, or your current or future dealings with UNICEF or the organisations it works with to implement the Three Star Approach. We would like to point out that, should we witness or become aware of child abuse in the course of the evaluation, we have to report it to UNICEF.

For FGDs

Signed by participants:

1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

OR

The interview / discussion is expected to last for no more than one hour.

If you agree to participate in the evaluation, I can assure you that:

- There are no right or wrong answers to the questions. You can answer each question in a way that you believe is appropriate.
- Nobody will know that it was you who answered these questions. Your names will not be written down next to your answers, and nobody will be able to identify that you were the person who provided these answers.
- The information you provide will be kept confidential. We will not share it with anybody in a way that they would be able to identify you.
- Your answers will be mixed with those of all the other people participating in the evaluation and a computer will help us to summarise this.
- You can end your participation in the interview / discussion at any time, and you can ask to skip any questions that you do not want to answer.

If you have any questions or concerns about the evaluation, you can contact the UNICEF Chief of WASH in Fiji:

Chander Badloe: cbadloe@unicef.org

Do you have any questions before we start the interview/discussion?

Do you agree to take part in this interview / discussion?

For KIIs

Signed by informant: _____

If any person **DOES NOT AGREE** TO BE INTERVIEWED, thank him/her for his time and allow him/her to be excused from the discussion (or excuse yourself politely).

Administrative Information (FGDs)

Date: _____

Name of School / Community: _____

Participant Gender (mark one):

MALE	FEMALE
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Participant details:

Nr	Position at school	Period employed at school	DISABILITY(IES) - Describe
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

For KIIs: Informant title / position: _____

Schedule for FGDs with Students

Criteria	Key Evaluation Questions	Interview questions
RELEVANCE	Do the objectives and design of the Three Star Approach for WASH in Schools address and respond to changing global, country and schools' WASH needs, policies and priorities, as well as those of girls and boys (and men and women), including those with disabilities?	<ul style="list-style-type: none"> • How would you describe the Three Star Approach for WASH in Schools? • Do you believe the Three Star Approach is in line with what the government / organisation / community / school want to achieve with regard to WASH in Schools (in the region / country / school)? <ul style="list-style-type: none"> - Why, or why not? How can this be improved? • Were you involved in decision making about which priorities implementation of the Three Star Approach should focus on in your country / school (enabling environment, demand, supply, quality equity, inclusiveness)? <ul style="list-style-type: none"> - Do you think the right priorities are being addressed? Why or why not? - What can be done to ensure that the right priorities are addressed? • What are the new challenges and future priorities for your government/ organisation / community / school with regard to WASH in Schools? <ul style="list-style-type: none"> - What needs to be done differently to ensure that the Three Star Approach help you to address those challenges and priorities? • Boys and girls of different ages have different needs and requirements when it comes to WASH. Is the Three Star Approach encouraging you to think about how to meet the needs and requirements of younger and older boys, as well as younger and older girls? FOR FEMALE INFORMANTS AND FGDs WITH WOMEN – PROBE SPECIFICALLY AROUND MENSTRUAL HYGIENE MANAGEMENT. <ul style="list-style-type: none"> - How? • Students with disabilities have specific challenges to accessing WASH facilities and their needs would be different from those of most other students. Is the Three Star Approach encouraging you to focus on the challenges and needs of such students? <ul style="list-style-type: none"> - How? • Is the Three-Star Approach helping to strengthen WASH in Schools in ways that easy to implement? Are the requirements set out in the Three Star Approach achievable? FOR FEMALE INFORMANTS AND FGDs WITH WOMEN – PROBE SPECIFICALLY AROUND MENSTRUAL HYGIENE MANAGEMENT. <ul style="list-style-type: none"> - Why, or why not? - Can you provide examples of ways that are easy to implement, and those the Approach propose that are difficult or impossible to implement?
COHERENCE	Is the Three Star Approach for WASH in Schools compatible with other WASH in Schools interventions (government, schools and other actors, including those supported by other development partners) in the participating countries, education sector, schools and communities?	<ul style="list-style-type: none"> • What initiatives are the Government of Fiji/FSM/Kiribati/Solomon Islands/Vanuatu undertaking to strengthen and institutionalise WASH in Schools? Is the Three Star Approach for WASH in Schools compatible with this? • What are other development partners in the participating countries doing to strengthen and institutionalise WASH in Schools in the participating countries? Is the Three Star Approach for WASH in Schools compatible with this? • What initiatives are schools and communities undertaking to strengthen and institutionalise WASH in Schools? Is the Three Star Approach for WASH in Schools compatible with this? • Can you provide examples where the Three Star Approach for WASH in Schools supported and reinforced what Government / other development partners / schools / communities were doing to strengthen WASH in Schools? • Can you provide examples where the Three Star Approach for WASH in Schools contradicted or disrupted what Government / other development partners / schools / communities were doing to strengthen WASH in Schools?

<p style="text-align: center;">EFFICIENCY</p>	<p>Is the Three Star Approach for WASH in Schools implemented in an economic and timely manner?</p>	<ul style="list-style-type: none"> • Do you think the way in which the Three Star Approach is being implemented is the best for this country / organisation / community / school? <ul style="list-style-type: none"> - Why or why not? (In what sense is it good and in what sense is it not good?) - How is this affecting implementation of the Approach? - Are there any negative implications for girls or boys, or for students with disabilities? - How can this be improved? • Do you believe enough funding is being allocated to implement the Three Star Approach successfully? <ul style="list-style-type: none"> - Why, or why not? - How is this affecting implementation of the Approach? - Are there any negative implications for girls or boys, or for students with disabilities? • How could existing funding for the implementation of the Three Star Approach be used more efficiently? • Is the UNICEF team supporting implementation of the Three Star Approach big enough? <ul style="list-style-type: none"> - Why, or why not? - How is this affecting implementation of the Approach? - Are there any negative implications for girls or boys, or for students with disabilities? • Do you believe UNICEF staff who are supporting implementation of the Three Star Approach have the requisite knowledge and expertise? <ul style="list-style-type: none"> - Why or why not? (In which areas is this adequate and in which areas is it lacking?) - How is this affecting implementation of the Approach? - Are there any negative implications for girls or boys, or for students with disabilities? • Do you believe government / your organization, communities and schools have the requisite equipment and material to implement the Three Star Approach successfully? <ul style="list-style-type: none"> - Why, or why not? (In which areas is this adequate and in which areas is it lacking?) - - How is this affecting implementation of the Approach? - Are there any negative implications for girls or boys, or for students with disabilities? • FOR FEMALE INFORMANTS AND FGDs WITH WOMEN – PROBE SPECIFICALLY AROUND MENSTRUAL HYGIENE MANAGEMENT. <ul style="list-style-type: none"> - Why, or why not? (In which areas is this adequate and in which areas is it lacking?) - - How is this affecting implementation of the Approach? - Are there any negative implications for girls or boys, or for students with disabilities? • Is WASH infrastructure in schools built quickly and is it of good quality? <ul style="list-style-type: none"> - Why or why not? - What are the factors that influence this? - How can it be improved? • Is the Three Star Approach well aligned with what other development partners are doing around WASH in Schools? <ul style="list-style-type: none"> - Why or why not? (In which areas/aspects is it aligned and in which areas/aspects not?) - How is this affecting implementation of the Approach? - Who is responsible for making sure that development programmes in WASH in Schools are coordinated? - How can this be strengthened? • Do you believe the resources being committed to the implementation of the Three Star Approach is money and time well spent? <ul style="list-style-type: none"> - Why or why not? - How should resources be used differently?
<p style="text-align: center;">EFFECTIVENESS</p>	<p>Is the Three Star Approach for WASH in Schools contributing to the enabling environment, demand, supply and quality for WASH in Schools in each country, for the benefit of girls and boys (and women and men) of different ages and abilities?</p>	<ul style="list-style-type: none"> • What are the key developments and changes in WASH and WASH in Schools policies, strategies and plans in your country/school/community since implementation of the Three Star Approach for WASH in Schools started? FOR FEMALE INFORMANTS AND FGDs WITH WOMEN – PROBE SPECIFICALLY AROUND MENSTRUAL HYGIENE MANAGEMENT. <ul style="list-style-type: none"> - Do you believe UNICEF’s support for WASH and WASH in Schools has influenced this? How and why, or why not? - Could you provide examples where UNICEF’s support has influenced WASH and WASH in Schools policies, strategies, and plans in your country? - Do these WASH and WASH in Schools policies, strategies, and plans make provision for the needs and requirements of girls and boys, as well as children with disabilities? Could you provide examples of this? To what extent has this been influenced by UNICEF? - Do these WASH and WASH in Schools policies, strategies and plans make provision for schools and students in remote and hard-to-reach areas of the country? Could you provide examples of this? To what extent has this been influenced by UNICEF? - Do these WASH and WASH in Schools policies, strategies and plans deal with the impact of disasters, climate change and pandemics? Could you provide examples of this? To what extent has this been influenced by UNICEF? - What are the main challenges that prevent UNICEF’s support for WASH and WASH in Schools from influencing WASH and WASH in Schools policies, strategies and plans in your country/school/community, and how can they be overcome?

EFFECTIVENESS		<ul style="list-style-type: none"> - What are the main enablers that help UNICEF's support for WASH and WASH in Schools to influence WASH and WASH in Schools policies, strategies and plans in your country/school/community, and how can they be strengthened? • How has government funding for WASH in Schools in this country changed since implementation of the Three Star Approach started? How has the Covid-19 pandemic affected this, if at all? <ul style="list-style-type: none"> - Do you believe UNICEF has influenced this? - Why or why not? (It will be important to explore potential fungibility, i.e. where government funding for WASH in Schools decreases as support from development partners increases.) • What has been the change in your school's funding for WASH facilities and consumables since implementation of the Three Star Approach started? How has the Covid-19 pandemic affected this, if at all? <ul style="list-style-type: none"> - Do you believe implementation of the Three Star Approach has influenced this? - Why or why not? • Have you received any training on the Three Star Approach? <ul style="list-style-type: none"> - Who provided this training? - Did the training meet your expectations? Why, or why not? - What are they key things that you learned from this training? - How have you applied this in your work and everyday life? Could you provide examples of this (e.g. teachers could explain how they use it to teach students about hygiene)? - How can the training be improved? - Have you changed your WASH practices as a result of this training? Could you provide examples of this? • How have WASH facilities in schools / your school changed since implementation of the Three Star Approach started? How has the Covid-19 pandemic affected this, if at all? <ul style="list-style-type: none"> - How are the needs of boys and girls of different ages addressed? - How are the needs for students with disabilities addressed? - How has the Three Star Approach contributed to this (if anything)? - What can be done to strengthen this? • How have students' hygiene practices changed since implementation of the Three Star Approach started? How has the Covid-19 pandemic affected this, if at all? <ul style="list-style-type: none"> - Could you provide examples of this? - How has the Three Star Approach contributed to this (if anything)? - What can be done to strengthen this? • What are the current star ratings of participating schools in your country/region/district/ island/community? /What is the current star rating of your school? <ul style="list-style-type: none"> - How has this changed since implementation of the Three Star Approach started? - What are the challenges that prevent schools / your school from increasing its star rating? <ul style="list-style-type: none"> - What can the government do to help address these challenges? - What can CSOs do to help address these challenges? - What can communities do to help address these challenges? - What can UNICEF do to help address these challenges? - What can other development partners do to address these challenges? • Have students been able to influence WASH practices in their homes? How has the Covid-19 pandemic affected this, if at all? <ul style="list-style-type: none"> - Has the Three Star Approach contributed to this? - Why and how, or why not? - What are the main challenges that prevent students from influencing WASH practices in their homes and communities? - What can the Three Star Approach do to address these challenges? • What about children who do not attend school, including children with disabilities? <ul style="list-style-type: none"> - Has the Three Star Approach enabled or encouraged schools to reach out to these children? - Could you provide any examples of this? - What can be done to strengthen this?
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">EFFECTIVENESS</p>		<ul style="list-style-type: none"> • Access to WASH facilities is a big challenge during disasters. <ul style="list-style-type: none"> - Has the Three Star Approach helped to improve communities' access to WASH facilities during disasters? - Could you provide examples where participating schools have provided communities access to WASH facilities during a disaster? - Are these facilities adequate to address the needs and requirements for boys and girls, and women and men? - Are they adequate to address the needs and requirements of people with disabilities? - What can be done to strengthen this? - Are there examples where schools that participate in the Three Star Approach have improved, or could improve, access to WASH facilities for hard-to-reach communities during disasters? - What can be done to strengthen this? • Has anything changed in the school or surrounding community since implementation of the Three Star approach started that you were not expecting (both good and bad changes)? <ul style="list-style-type: none"> - How is this affecting girls and boys (and women and men) of different ages, as well as people with disabilities? - How can good changes be encouraged further? - How can bad changes be prevented and addressed? • How are you keeping track of changes that are happening in schools / your school and communities as a result of the Three Star Approach? <ul style="list-style-type: none"> - Have some schools found ways of doing that others could benefit from? How can UNICEF facilitate this? - How can UNICEF support you to strengthen your monitoring of the Three Star Approach? - Are you sharing your knowledge and experience of the Three Star Approach with other schools / communities? - What are the biggest lessons and changes that you would like to share with others? - What can be done to strengthen this? • What, in your view, are the most important things that need to be in place (a) in government and (b) in schools for the Three Star Approach to be implemented successfully? • What, in your view, are the most important challenges and obstacles (a) in government and (b) in schools that prevent successful implementation of the Three Star Approach?
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SUSTAINABILITY</p>	<p>Do governments, schools, students and communities have the requisite capacity to sustain and scale up the Three Star Approach for WASH in schools?</p>	<ul style="list-style-type: none"> • Do you believe that you will continue to implement the Three Star Approach when it is no longer supported by UNICEF or other development partners? <ul style="list-style-type: none"> - Do you think it will be rolled out to other schools and areas, and nationally? - Why and how, or why not? - What are the components or aspects of the Three Star Approach that would be easy to continue implementing or sustaining without external support? • Do you believe the Three Star Approach is encouraging government, schools, community leaders, communities, CSOs and development partners to continue prioritising and supporting WASH in Schools? <ul style="list-style-type: none"> - To what extent are they committed to making a difference for girls and boys of different ages, as well as for students with disabilities? - And for schools and students in hard-to-reach areas? - What can be done to strengthen this? • Is the Three Star Approach helping to mobilise CSOs (for example NGOs, the media or churches) to represent the voice of students (boys and girls or different ages and abilities) and communities (including those in remote, hard-to-reach areas) to advocate for improved WASH in Schools, and holding school governing bodies and government accountable to meet the WASH needs of students and communities? <ul style="list-style-type: none"> - Could you provide examples where this is happening successfully? - How can it be strengthened? • Is the Three Star Approach encouraging governments, schools and communities to do more to mitigate the impact of disasters and climate change on WASH in Schools and WASH in communities? <ul style="list-style-type: none"> - Is special consideration given to the needs and requirements for girls and boys (and women and men), people with disabilities, and remote, hard-to-reach communities in such circumstances? - If not, what is preventing this from happening? - What can be done to strengthen it?

Stakeholder	Interest in the WASH in Schools Evaluation	Involvement in the Evaluation and likely use	Who (specifically for the evaluation)
Internal UNICEF stakeholders			
UNICEF Multi-country Office (MCO) (Suva)	Responsible for the overall planning and coordination of WASH in Schools at a regional and Fiji level. The MCO has a direct stake in the evaluation and an interest in learning from experience to inform decision-making. It is also called upon to account internally as well as to its programme participants and partners for performance and results of its programmes. The MCO is interested in the lessons learnt, good practice and areas for improvement which will inform the planning, design and programming of future interventions. This evaluation will also enhance the UNICEF's accountability towards governments, regional bodies and development partners.	Development of the ToR and selection of the evaluation team. The MCO WASH Programme Specialist will be the evaluation manager (EM) and the primary form of contact. Relevant MCO staff take part in briefing, provision of documents and overview of the WASH in Schools programme in the Pacific. EM will also be link with UNICEF EAPRO office and relevant MEL connections.	Chander Badloe (lead), Ali Safarnejad (co-lead), Isefo Volau (Education)
UNICEF Country Offices) (COs) - (Solomon Islands, Kiribati, Federated States of Micronesia, Vanuatu)	As the managers of country-based WASH in Schools programmes, the COs have a strong interest in understanding the strengths and room for improvement in the WASH in Schools at a country level, and to learn from other countries some potential improvements or risks.	WASH Focal Points will be the primary contact in each country. WASH Focal Points will provide suitable dates for the fieldwork, apply for the relevant ethical clearances with the respective government bodies. They will also provide logistical support with regards to the selection of schools/communities and arrange travel. The relevant CO staff will be interviewed as key informants as part of the fieldwork. Relevant will participate in debriefings, provide feedback on preliminary findings, be involved in the sense-making session and also provide written comments on draft inception and evaluation reports.	Fiji: Chander Badloe Kiribati: Waqairapoa Tikoisuva (lead) Beia Tim Solomon Islands: Abigal Tavera (lead) Frederick Saeni FSM: Cromwell Bacareza (CFO) or Jeffrey Ing Quennie Go (WASH in Schools Consultant) Helen Piana (WASH in Schools Consultant) Vanuatu: James Ward Emily Rand

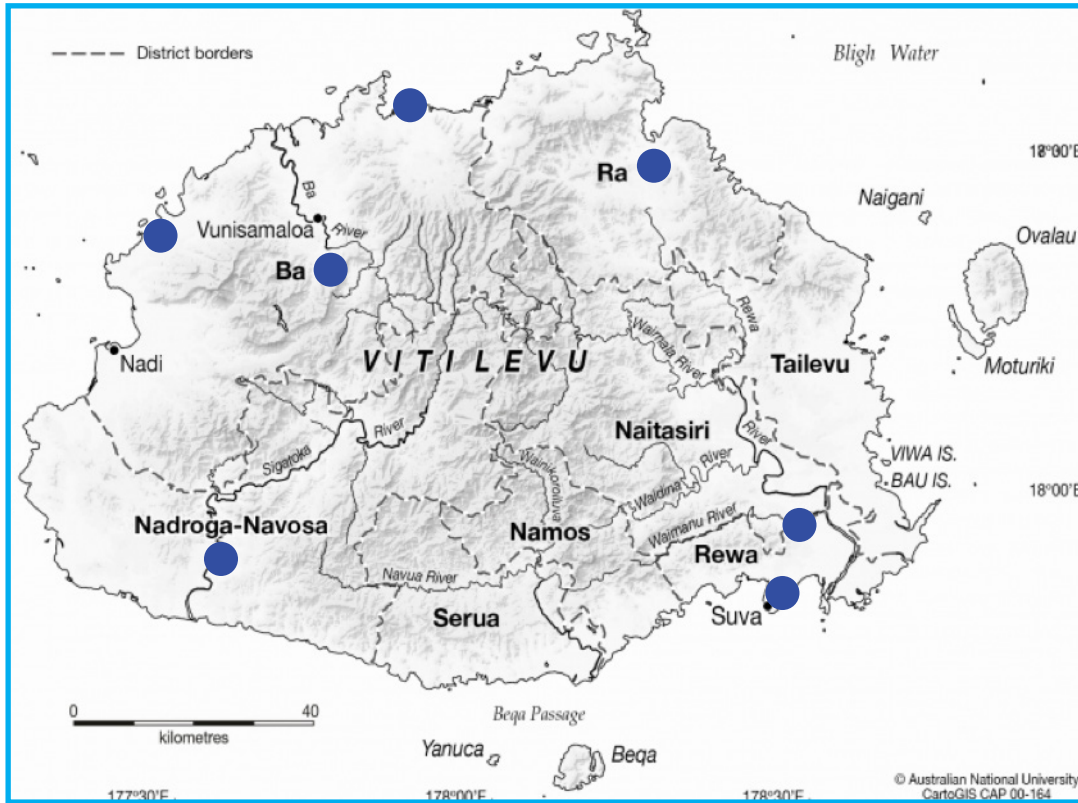
<p>UNICEF EAPRO Office (Bangkok)</p>	<p>Relevant HQ units (e.g. WASH, education) will be consulted during the evaluation process, as they have an interest in knowing how well the programme was designed and achieving results, and what lessons may be applied globally for organisation-wide learning.</p>	<p>Development of the ToR and selection of the evaluation team.</p> <p>Participate in the findings session. Relevant units will provide comments.</p> <p>Will be responsible for reviewing both the inception and final evaluation reports and provide written comments.</p> <p>Liaise with the evaluation manager as required and will be available to the evaluation team to discuss the activities, their performance and results.</p>	<p>TBC</p>
<p>UNICEF Australia and UNICEF New Zealand</p>	<p>As contributors to the WASH in Schools programme, UNICEF Australia and UNICEF New Zealand have a keen interest in the results of the programme and the improvements made to the communities. They will be interested in the human interested stories that can be elicited from the evaluation, in order to bolster their marketing. They will also be interested if the resources provided were utilized as planned, whether the results in the planned document have been achieved and what lessons are emerging.</p>	<p>Source of planning documents, financial plans and results management information.</p>	<p>Australia: Aaron Moore, Alice Hall MFAT: TBC</p>
<p>External UNICEF stakeholders</p>			
<p>Programme participants</p>	<p>As the ultimate recipients of the various forms of assistance provided by the UNICEF WASH in Schools programme, participants have a stake in UNICEF determining whether the programme is efficient and effective. As such, the participation of different groups – women/men, disabled/non-disabled, rural/urban – will be critical to ensure all perspectives are heard.</p>	<p>Principal source of information on the relevance, effectiveness, impact and sustainability of the programme.</p> <p>Through key informant interviews (KII) and focus group discussions (FDGs) which will be planned in a way that is most sensitive to the group (e.g. interview young women about MHM by a woman).</p> <p>Involvement will provide programme participants with an independent platform to give suggestions and recommendations for country, regional and worldwide learning.</p>	<p>Female, male, disabled/ non-disabled, rural/ urban students, teachers, school leaders, parents and community members.</p>

<p>NGO Cooperating/ implementing Partners</p>	<p>NGOs are partners in implementation and have additional interventions in the country/region related to WASH and education. They will be interested in this evaluation as the results may affect future implementation, strategic focus and partnership arrangements.</p>	<p>Key informants in evaluation interviews and data sharing: interviews will either be KIIs, either with individual or multiple staff, as appropriate.</p> <p>Feedback on operational effectiveness and appropriateness of activities, use of assistance provided showing level of usefulness and quality of training.</p> <p>Participate in debriefings and provide feedback on preliminary findings and conclusions.</p>	<p>Fiji: Elan (Fijian Teachers' Association)</p> <p>Vanuatu: Mamma's Laef, Live and Learn Vanuatu, Wan Smolbag</p> <p>Solomon Islands: World Vision International, Live and Learn Environmental Education</p> <p>Kiribati: NZ Institute for Environmental Science and Research (ESR) Live and Learn Environmental Education Kiribati Women's Federation (AMAK) KIRIWATSAN FSM: German Cooperation for International Cooperation (GIZ)</p>
<p>Technical partners</p>	<p>Technical partners have an interest in the evaluation because the results of the evaluation might affect technical design, future implementation, strategic focus and partnership agreements. CBM Nossall lead on a study on MHM for girls with a disability in Fiji.</p>	<p>Key informants in evaluation interviews and data sharing. KIIs to provide insight into UNICEF's processes, capacity building and</p> <p>Participate in debriefings and provide feedback on preliminary findings and conclusions.</p>	<p>Fiji: Beth Sprunt (CBM Nossall)</p>
<p>Government ministries and departments involved in implementation (national and district levels)</p>	<p>The government ministries in all countries have an interest learning whether UNICEF's priorities are aligned, harmonized with the other partners and meet expected results. Areas of sustainability, particularly post-programme intervention, will be of particular interest.</p>	<p>Key informants on programme performance and coordination. Information collected through KIIs and documents.</p> <p>Provide permission to speak to children and monitor evaluation team whilst in schools and communities to ensure highest level of child protection and ethical behavior.</p> <p>Feedback on how UNICEF's work has impacted national strategies, capacity building, appropriateness of activities and targeting.</p> <p>Participate in debriefings.</p>	<p>Fiji: Udre Serupepeli (Direct Asset Monitoring Unit), Suliasi Batikawai (Environmental Health officer), Relenshni Karan (Ministry of Education, Heritage and Arts)</p> <p>Kiribati: Reetina Katokita (Ministry of Education)</p>
<p>Development partners (Government of Australia, Government of New Zealand)</p>	<p>Development partners will also be interested if the resources provided were utilized as planned, whether the results in the planned document have been achieved and what lessons are emerging.</p>	<p>Source of information on planning, finance and reporting</p>	<p>DFAT: Patrick Harm</p>

ANNEX VI: DATA COLLECTION TOOLS (INCLUDING CONSENT SCRIPTS)

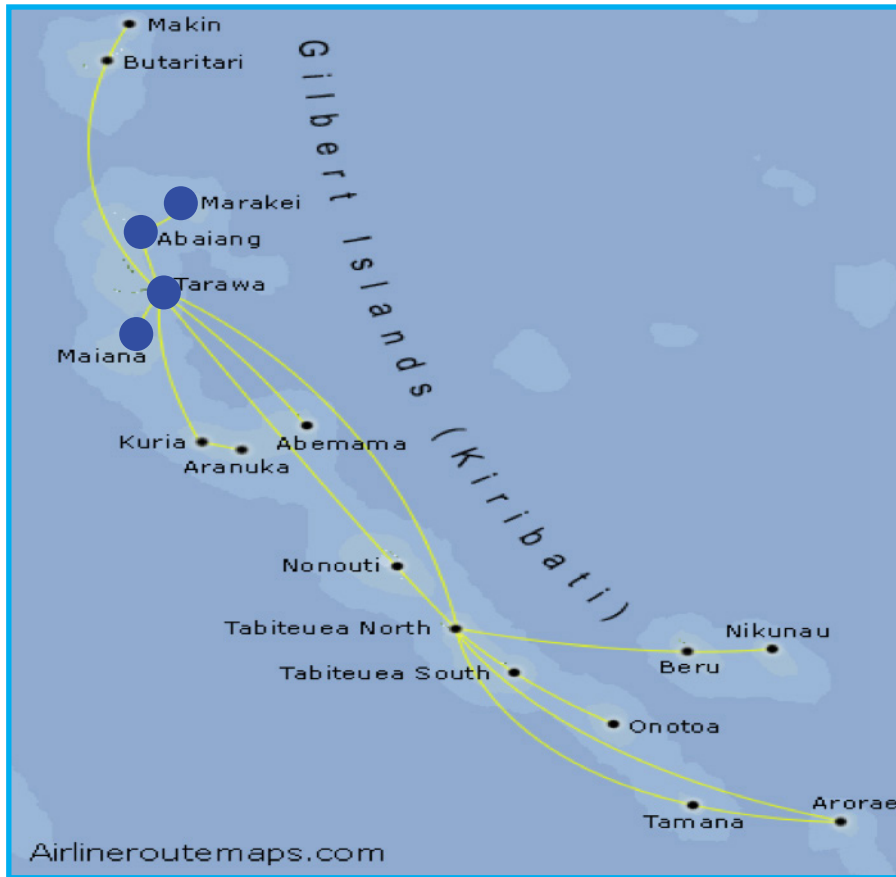
Map 1: Fiji – Viti Levu island

(implementation areas indicated with ●)



Map 2: Kiribati - Gilbert Island group

(implementation areas indicated with ●)

**Map 3: Solomon Islands – Guadalcanal**

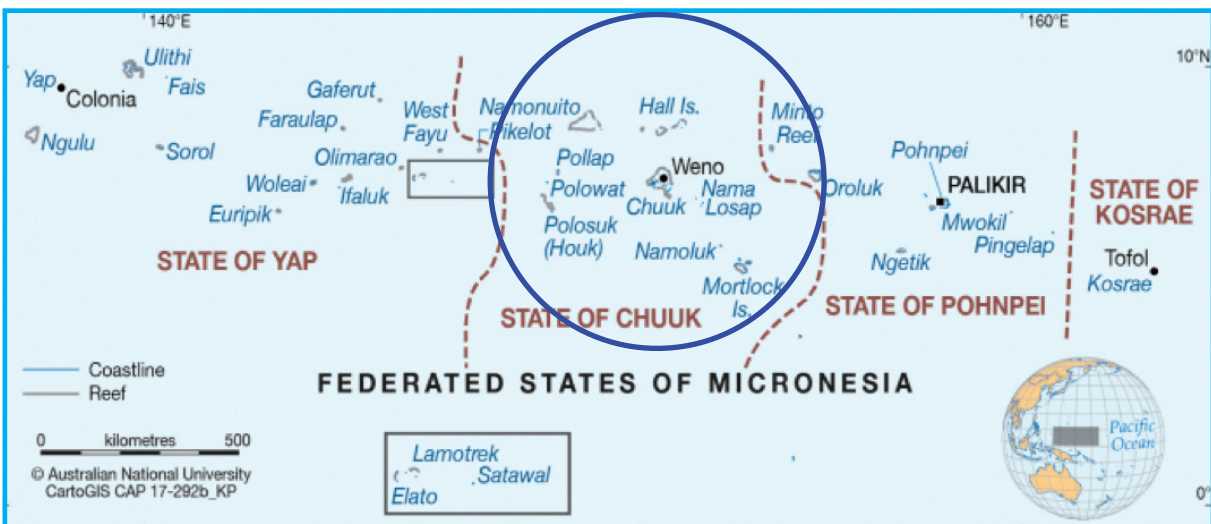
Map 4: Vanuatu – Penama province

(implementation areas indicated with ○)



Map 4: Vanuatu – Penama province

(implementation areas indicated with ○)



ANNEX VIII: SCRIPTS FOR INSTITUTIONAL CLEARANCE/AUTHORIZATION

At the highest level, Ministries of Education in each of the countries would need to authorise, writing, the evaluation team to visit schools and to interview teachers, students and officials. This will be facilitated by the UNICEF Evaluation Management Team.

UNICEF initially sent letters requesting authorisation for the evaluation to education authorities in Fiji, Kiribati and Vanuatu, in anticipation of data collection commencing in March/April 2020. It was accompanied by a description of the data collection proTheory of Changeol and ethical safeguards, as

well as relevant data collection tools. At the time, letters were not sent to authorities and Solomon Islands and FSM, since data collection there was to be scheduled for a later time.

The outbreak of the Covid-19 pandemic necessitated the postponement of data collection, and a revision of the data collection methodology and proTheory of Changeols. Based on a revised timeline for data collection, letters requesting authorisation for the evaluation will be sent out anew. The revised letters are below.

Letter to Education Authorities: Fiji, Kiribati and Vanuatu

The (draft) letter to request authorisation for evaluation activities to be undertaken in-country will be addressed, on UNICEF letterhead, to the **Principal Secretary of Education (or equivalent) in Fiji, Kiribati, and Vanuatu**. These are the countries where education authorities were informed of the evaluation before it was deferred. Therefore, the letter is aimed at informing them of the **resumption of evaluation activities**.

Date: XXX

RE: Resumption of the evaluation of UNICEF's Three Star Approach for WASH in Schools

Dear Sir/Madam

Earlier this year, UNICEF Pacific Multi-Country Office's Water, Sanitation and Hygiene (WASH) manager kindly requested permission for a small team (two to three researchers, including a UNICEF representative) to conduct an evaluation of the above-mentioned programme in selected schools in Fiji / Kiribati / Vanuatu (*select as appropriate*). Travel restrictions introduced because of the Covid-19 pandemic prevented us from completing the evaluation as originally planned. We have since revised the evaluation methodology, with due consideration of measures required to conduct the evaluation in a safe manner for everybody involved, and we are now ready to resume evaluation activities. We hereby kindly request your permission to conduct data collection in your country between (*select as appropriate*): 16th October and 13th November 2020 (Fiji); 18th January and 5th February 2021 (Kiribati & Vanuatu).

You have been leading, with UNICEF's support, a significant pilot of the Three Star Approach to incentivise schools to provide a healthy and safe environment for students. It is now a good time to come together to see how this has worked, and whether and how these pilots should be scaled up. While the Covid-19 pandemic is distressing, it is also a timely reminder of the importance of WASH in schools. Therefore, the scope of the evaluation now includes an assessment of schools' readiness and resilience in the face of pandemics such as this.

Permission is hereby sought for the evaluating team to interview selected staff members of your Ministry at the national and sub-national levels, and to visit up to eight schools where further information will be collected from teachers and students to understand how the Approach has been implemented, and to what effect. The timing of data collection activities will be coordinated with school principals so that it does not affect teaching time. It is anticipated that data collection will mainly take place during break times or after school, under supervision of the principal or a senior staff member.

Data collection will be done with the highest level of consideration for ethical practices and safeguards, in accordance with the UNICEF Procedure for Ethical Standards in Research, Evaluation and Data Collection and Analysis and the Ethical Guidelines of the United Nations Evaluation Group (UNEG). All engagement with participants younger than 18 years of age will be based on the principles outlined in the International Charter for Ethical Research Involving Children (ERIC), which are endorsed by UNICEF.

The evaluation methodology, including data collection tools and processes, have been designed with special consideration of respondents' confidentiality and safety. Data collection methods include confidential, individual interviews with teachers, and/or Focus Group Discussions with selected teachers. Focus Group Discussions will also be held with selected students. Boys and girls will be in separate discussions and these discussions will not involve any sensitive or taboo subjects. In addition, boys and girls will also take the evaluation team on a guided 'tour' of their school to point out facilities or achievements that they are proud of, and those that may require improvement. No individual will be involved in the evaluation without his or her informed consent, and without a clear understanding of his/her rights with regards to participation. Teachers, as responsible adults, will also be required to provide additional informed consent after students have provided their consent. Should teachers refuse to consent the participation of the students all, this will be respected.

In addition, we have introduced the following safety measures to minimise risk for participants: All researchers are from Fiji / Kiribati / Vanuatu (select as appropriate). **No international researchers or consultants will form part of the evaluation team in your country**, thereby preventing participants' potential exposure to the virus from outside.

Researchers will follow your country's and/or the World Health Organisation's Covid-19 protocol in terms of frequent hand-washing or disinfection with an alcohol based hand sanitizer, respiratory hygiene such as covering coughs, physical distancing of at least 1 meter or more (according to the national recommendations), wearing of masks where distancing is not possible, as well as regular cleaning and disinfection of vehicles. We will be working with local transport operators that are familiar with the requisite protocol of Changeols.

Covid-19 prevention measures and protocol of Changeols will be included in researchers' training before evaluation activities commence.

Preliminary findings and lessons from the evaluation will be shared with your Ministry once the collected data have been analysed, and you will be provided with an opportunity to discuss this with the evaluation team and help them to further refine it.

The evidence generated from the research will be used for this evaluation only. Individual responses will remain confidential and anonymous, unless an individual has given permission for information to be attributed to him or her – even so, it will be done with utmost discretion. Participation in the evaluation will not incur any cost to your Ministry, schools or individuals. It would be much appreciated if a signed letter of permission on your institution's letterhead could be provided should you find this agreeable. Please do not hesitate to contact me should any further information be required.

Sincerely,

Chander Badloe
Ali Safarnejad

Letter to Education Authorities: Solomon Islands

The proposed letter to request authorisation for evaluation activities in-country will be addressed, on UNICEF letterhead, to the **Principal Secretary of Education** (or equivalent) in **Solomon Islands**. Education authorities in Solomon Islands have not been informed of the evaluation at all. It is therefore the first notification that they will receive.

Date: XXX

RE: Permission to conduct evaluation of the Three Star Approach for WASH in Schools

Dear Sir/Madam

The UNICEF Pacific Multi-Country Office's Water, Sanitation and Hygiene (WASH) team has commissioned an independent evaluation of its support to strengthen WASH in schools in the region. The evaluation includes five countries: Fiji, Federated States of Micronesia, Kiribati, Solomon Islands and Vanuatu. We are hereby seeking your permission to conduct the evaluation in your country between 16th November and 11th December 2020. Copies of the data collection tools that will be used in schools are enclosed for your review and approval.

You have been leading, with UNICEF's support, a significant pilot of the Three Star Approach to incentivise schools to provide a healthy and safe environment for students. It is now a good time to come together to see how this has worked, and whether and how these pilots should be scaled up. While the Covid-19 pandemic is distressing, it is also a timely reminder of the importance of WASH in schools. Therefore, the scope of the evaluation now includes an assessment of schools' readiness and resilience in the face of pandemics such as this.

Permission is hereby sought for the evaluating team to interview selected staff members of your Ministry at the national and sub-national levels, and to visit three selected schools in each of two wards in North and East Guadalcanal, where further information will be collected from teachers and students to understand how the Approach has been implemented, and to what effect. The timing of data collection activities will be coordinated with school principals so that it does not affect teaching time. It is anticipated that data collection will mainly take place during break times or after school, under supervision of the principal or a senior staff member.

Data collection will be done with the highest level of consideration for ethical practices and safeguards, in accordance with the UNICEF Procedure for Ethical Standards in Research, Evaluation and Data Collection and Analysis, and the Ethical Guidelines of the United Nations Evaluation Group (UNEG). All engagement with participants younger than 18 years of age will be based on the principles outlined in the International Charter for Ethical Research Involving Children (ERIC), which are endorsed by UNICEF.

The evaluation methodology, including data collection tools and processes, have been designed with special consideration of respondents' confidentiality and safety. Data collection methods include confidential, individual interviews with teachers, and/or Focus Group Discussions with selected teachers. Focus Group Discussions will also be held with selected students. Boys and girls will be in separate discussions and these discussions will not involve any sensitive or taboo subjects. In addition, boys and girls will also take the evaluation team on a guided 'tour' of their school to point out facilities or achievements that they are proud of, and those that may require improvement. No individual will be involved in the evaluation without his or her informed consent, and without a clear understanding of his/her rights with regards to participation. Teachers, as responsible adults, will also be required to provide additional informed consent after all students have provided their consent. Should teachers refuse to consent the participation of the students, this will be respected.

In addition, we have introduced the following safety measures to minimise risk for participants: All researchers are from Solomon Islands. **No international researchers or consultants will form part of the evaluation team in your country**, thereby preventing participants' potential exposure to the virus from outside.

Researchers will follow your country's and/or the World Health Organisation's Covid-19 proTheory of Change in terms of frequent hand-washing or disinfection with an alcohol based hand sanitizer, respiratory hygiene such as covering coughs, physical distancing of at least 1 meter or

more (according to the national recommendations), wearing of masks where distancing is not possible, as well as regular cleaning and disinfection of vehicles. We will be working with local transport operators that are familiar with the requisite proTheory of Changeols.

Covid-19 prevention measures and proTheory of Changeols will be included in researchers' training before evaluation activities commence.

Preliminary findings and lessons from the evaluation will be shared with your Ministry once the collected data have been analysed, and you will be provided with an opportunity to discuss this with the evaluation team and help them to further refine it.

The evidence generated from the research will be used for this evaluation only. Individual responses will remain confidential and anonymous, unless an individual has given permission for information to be attributed to him or her – even so, it will be done with utmost discretion. Participation in the evaluation will not incur any cost to your Ministry, schools or individuals.

It would be much appreciated if a signed letter of permission on your institution's letterhead could be provided should you find this agreeable. Please do not hesitate to contact me should any further information be required.

Sincerely,

Chander Badloe
Ali Safarnejad

Letter to Education Authorities: FSM

The proposed letter to request authorisation for evaluation activities in-country will be addressed, on UNICEF letterhead, to the **Principal Secretary of Education** (or equivalent) in **FSM**. They have not been informed of the evaluation at all. It is therefore the first notification that they will receive.

Date: XXX

RE: Permission to conduct evaluation of the Three Star Approach for WASH in Schools

Dear Sir/Madam

The UNICEF Pacific Multi-Country office's Water, Sanitation and Hygiene (WASH) team has commissioned an independent evaluation of its support to strengthen WASH in schools in the region. The evaluation includes five countries: Fiji, Federated States of Micronesia, Kiribati, Solomon Islands and Vanuatu. We are hereby seeking your permission to conduct the evaluation in your country between 9th November and 20th November 2020.

You have been leading, with UNICEF's support, a pilot of the Three Star Approach to incentivise schools to provide a healthy and safe environment for students. It is now a good time to come together to see how this has worked, and whether and how these pilots should be scaled up. While the Covid-19 pandemic is distressing, it is also a timely reminder of the importance of WASH in schools. Therefore, the evaluation will aim to also gain a better understanding of schools' readiness and resilience in the face of pandemics such as this.

Permission is hereby sought for the evaluating team to interview selected staff members of your Ministry at the national and sub-national levels to understand how the Approach has been implemented, and to what effect. Given that implementation of the Three Star Approach in FSM started relatively recently, schools (teachers and students) will not be involved in data collection. Due to travel restrictions introduced because of the Covid-19 pandemic, **all data collection will be done remotely** by telephone, Skype, Zoom, etc.

Data collection will be done with the highest level of consideration for ethical practices and safeguards, in accordance with the UNICEF Procedure for Ethical Standards in Research, Evaluation and Data Collection and Analysis, and the Ethical Guidelines of the United Nations Evaluation Group (UNEG). The evaluation methodology, including data collection tools and processes, have been designed with special consideration of respondents' confidentiality and safety. No individual will be involved in the evaluation without their informed consent, and without a clear understanding of their rights with regards to participation. Should consent be refused, this will be respected.

Preliminary findings and lessons from the evaluation will be shared with your Ministry once the collected data have been analysed, and you will be provided with an opportunity to discuss this with the evaluation team and help them to further refine it.

The evidence generated from the research will be used for this evaluation only. Individual responses will remain confidential and anonymous, unless an individual has given permission for information to be attributed to him or her – even so, it will be done with utmost discretion. Participation in the evaluation will not incur any cost to your Ministry, or to any of the participating individuals.

It would be much appreciated if a signed letter of permission on your institution's letterhead could be provided should you find this agreeable. Please do not hesitate to contact me should any further information be required.

Sincerely,

Chander Badloe
Ali Safarnejad

ANNEX IX: ETHICS REVIEW FEEDBACK

HML Ethics Review Board

Research Ethics Review Feedback Template

Review of UNICEF Research Project Materials for the Protection of Human Subjects

This template serves to meet UNICEF ethical standards for research, evaluation, data collection and analysis, and is the record of an ethics review. It is designed to ensure effective processes and accountability for ethical oversight and to ensure the protection of, and respect for, adult and child rights within all research, evaluation, and data collection processes undertaken or commissioned by UNICEF. It conforms with the UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis; Document Number: CF/PD/DRP/2015-001; Effective Date: 01 April 2015 Issued by: Director, Division of Data, Research and Policy. **This template serves as the official record of the ethics review for the project named below.**

The Purpose of Research Ethics Review

The purpose of an Ethics Review Board (ERB) or Institutional Review Board (IRB) is the protection of human research subjects' rights. These rights include Respect for individuals to make free decisions,

Justice or equity regarding distribution of the burdens and benefits of research, and Beneficence or the obligation to do good and avoid harm.

ERBs review research protocols that involve the collection and analysis of data from human subjects to ensure that ethical standards are upheld. This is to protect the rights and welfare of subjects and to ensure that:

- subjects know the purpose of the study and are not placed at undue risk;
- participation is voluntary and confidential;
- subjects are provided and agree to informed consent prior to their participation;
- relevant protection protocols are in place to assure subjects' protection and safety, and;
- data collection and analysis does not result in the violation of privacy or discrimination.

Before issuing approval, the ERB must determine that the following requirements are satisfied:

- informed consent is sought from each subject or the subject's legally authorized representative;
- the proposed research design is scientifically sound and that risks to subjects are minimized;
- any risks to subjects are reasonable in relation to anticipated benefits;
- subject selection is equitable;
- safeguards are included for subjects likely to be vulnerable to undue influence or coercion;
- subjects' safety, privacy, and confidentiality are maximized.

Materials Requested for Review:

1. Research Protocol / Inception Report, containing, e.g.,: specific aims or objectives, research questions, study design, analysis & dissemination plan.
2. Copies of all Informed Consent documents.
3. Copies of all data collection instruments.

Also, please include:

4. Written protocols to ensure subjects' safety.*
5. Written protocols for the protection of human subjects' identities.*
6. Written protocols for the protection of data.*
7. Other relevant documents.

**These may be statements incorporated into research plans and/or embedded in a single protection protocol.*

HML IRB is an autonomous committee, authorized by the US Office for Human Research Protections within the US Department of Health and Human Services (IRB 00001211) to review and approve research involving human subjects before the start of research, and to conduct annual reviews of that research independent of affiliation with the research organization submitting materials for review.

Please submit your materials for review to:
D. Michael Anderson, PhD, MPH, Chair & Human Subjects Protections Director
unicef@hmlirb.com

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Suite 450
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UNICEF Human Research Subjects' Protections Ethics Review

INVESTIGATORS: Please confirm your project information and any additional information requested below.

Project Title:	<i>Formative Evaluation of the UNICEF WASH in Schools Three Star Approach in the Pacific (Federated States of Micronesia, Fiji, Kiribati, Solomon Islands, and Vanuatu) 2015-2018</i>
HML IRB Research Ethics Review ID#:	291EPAC20
Initiating UNICEF Official, CO, & RO	Chander Badloe, Chief of WASH, UNICEF Pacific Multi Country Office
Principal Investigator/Project Manager name, degree(s), organization, & address:	Annalize Struwig, M.Soc.Sc., Principal Consultant IOD PARC, Wellington, New Zealand
Other key personnel:	Stuart Kinsella David Parker Ali Safarnejad, UNICEF Multi-country Evaluation Specialist, Fiji MCO and PNG, EAPRO
Contracting Firm	IOD PARC Omega Court, 362 Cemetery Road Sheffield, S11 8FT UK
Primary study site(s):	Fiji, Vanuatu, Kiribati, Solomon Islands, Federated States of Micronesia
Project duration (dates from – to):	September 2020 – June 2021 (The Inception Phase of the evaluation was completed at the beginning of 2020. It was then decided to defer the subsequent two phases until 2021, due to international travel restrictions relating to Covid-19. The methodology and data collection protocols have since been revised to allow the evaluation to re-commence at the end of September 2020.)
Duration of human subjects' participation (dates from – to):	End October 2020 to End February 2021
Thematic Area/Areas:	Health Education <i>Choose an item.</i>
Target population:	Early childhood, elementary, primary school students and teachers, education authorities.
Date of ERB Request	22 September 2020
Date(s) ERB Comments Returned	28 September 2020
Date Final Documents Received	
DATE OF ERB APPROVAL	

PROCESS: HML Ethics Review Board will conduct a research ethics review of submitted materials and make comments in red below under Additional Information Needed. We will then return this template for responses from investigators.

Please respond reply to our comments on this form, in another colour, directly under each comment. Please provide any revised documents and please note where any revisions to your documents may be found by page or paragraph number.

Once we have agreed on the safety of your research subjects, we will issue a letter of approval. This document and approval letter will be retained by UNICEF and HML ERB as a record of this review.

	Ethics Review Board Criteria of Interest	Additional Information Needed → Investigators: Please respond to ERB info requests in another color below the request in the same box as the request	X or NA equal PASS (for IRB use)
Section 1	ERB Submission: Are all requested project information, materials, and final documents provided separately or incorporated in text? This includes:		
1.1	Research Protocol or Inception Report, containing, e.g.,: specific aims or objectives, research questions, study design, analysis & dissemination plan	Please keep us informed of any subject protection protocol or research design changes that need to occur in adaptation to the COVID-19 pandemic. Noted.	
1.2	Informed Consent documents	Please provide the IC for KIIs and the Observation Checklist. See Section 6, below. Agreed – done.	
1.3	Surveys and data collection instruments		
1.4	Written protocols to ensure subjects' safety		
1.5	Written protocols for protection of subjects' identities		
1.6	Written protocols for protection of data		
1.7	Other relevant documents		
1.8	Have informed consent and data collection instruments been pre-tested?	Please respond Informed Consent scripts and data collection instruments will be tested during a session with the Pacific Adviser prior to the commencement of data collection in Fiji. As noted in the Inception Report, data collection (process, tools) will be piloted in Fiji, followed by a collaborative reflection session. It will be revised/refined before being rolled out in other countries.	
1.9	Are all submitted documents final versions?	Please respond No. IC scripts, data collection tools and data collection plans will be revised and refined in consultation with education authorities, and to reflect feedback from piloting. Revised IC scripts, data collection tools and a detailed data collection plan is a formal deliverable that will be signed off by UNICEF before data collection commences.	
1.10	Additional comments or suggestions		

Section 2	Research Design: Do submitted materials describe the proposed research? This includes:		
2.1	Background and rationale		
2.2	Description of methodology		
2.3	Does study involve an intervention or treatment group?		
2.4	Does study involve a comparison or control group?		
2.5	Type of data collection: a. survey questionnaire b. subject interview X c. key informant interview (KII) X d. focus group discussion (FGD) X e. document (desk) review X f. on-site observation X g. case study h. physical measurements i. biological specimen j. other participatory methods–walks/storytelling..... X	Correct.	
2.6	Number of Data Collections: one-time (no follow-up) two or more (follow-up)	No follow up, correct? Correct.	
2.7	Sample size: Total n or approximate n =	Please estimate total sample size. Across four countries (Fiji, Kiribati, Solomon Islands and Vanuatu), a total of 40 schools will be visited; around 950 students will participate in data collection (School Transect Walks and FGDs); around 400 teachers will participate in FGDs; around 400 parents will participate in FGDs; and 40 teachers will be interviewed individually. Across five countries (FSM, Fiji, Kiribati, Solomon Islands and Vanuatu) approximately 50 KIIs will be conducted (mostly remotely) with UNICEF staff, Three Star Approach implementing partners, government officials, staff of other UN agencies, and other donor agencies supporting WASH and WinS.	
2.8	Are any subjects children (<18 years old)?	Please provide ages of child subjects. Only children aged 12 years and older will participate in data collection. This has been included in the report, and data collectors will select participants accordingly.	
2.9	Additional comments or suggestions		
Section 3	Subject Risks: Are risks reasonable in relation to any benefits to subjects and to the importance of knowledge that may be expected to result from the research?		
3.1	Is the project Minimal Risk Only?: This means the probability and magnitude of anticipated harm or discomfort is not greater than ordinarily encountered in daily life or during performance of routine physical or psychological exams or tests.		

<p>3.2</p>	<p>By their participation, are subjects vulnerable to any of the following?:</p> <ul style="list-style-type: none"> a. physical risk b. psychological risk c. social risk d. economic risk e. legal risk f. political risk g. employment risk h. academic risk i. religious risk j. other 	<p>Do you foresee any of these risks?</p> <p>The only risk that could apply is employment risk, where key informants or FGD participants could get into trouble with employers for participating in the evaluation. This is dealt with sufficiently through various informed consent processes and voluntary participation. Confidentiality is ensured, so no employer will be able to sanction participants based on their responses.</p>	
<p>3.3</p>	<p>Does the study request information or opinions where public disclosure may result in danger, limitations to future freedoms and access to services?</p>		
<p>3.4</p>	<p>In event of any of the above risks, do protocols describe and outline clear strategies to mitigate risks?</p>	<p>Please describe COVID-19 protection protocols for both subjects and staff involved in in-person data collection.</p> <p>These are described in Section 6.1 of the Inception Report, and in relevant IC scripts.</p>	
<p>3.5</p>	<p>Do study objectives show that risk is reasonable in relationship to expected gains? Are benefits clearly articulated?</p>		
<p>3.6</p>	<p>Do gender, ethnicity, or other pertinent demographic characteristics – or grouping of subjects by any of these characteristics – increase subject risk?</p>	<p>Please clarify the composition of participants leading transect walks at schools. It is not clear if walks will be divided by gender or engage students and teachers together.</p> <p>FDGs are divided by gender – will any different questions be used in male versus female groups, perhaps on menstrual hygiene. Will the FDG facilitator be the same gender as the participants?</p> <p>Transect walks at schools will be gender-divided, and led by the head girl and head boy, respectively. Teachers will not be involved. A female data collector will accompany girls’ transect walks, and the girls’ Transect Walk guide includes questions around Menstrual Hygiene Management (MHM).</p> <p>FDGs for women will be facilitated by a woman. Except for Fiji, FDGs for men will be facilitated by men. In Fiji, FDGs for men will be facilitated by a senior, trained data collector. The guide for FDGs involving male participants has been amended to remove discussion points around MHM.</p> <p>The revised data collection protocols and tools have been included in a Detailed Data Collection Plan, which has been signed off by UNICEF.</p>	

3.7	If a subject discloses or is suspected to be at risk outside of the study, are procedures in place to address or report risk and appropriately refer subject for relevant support?	<p>On p.49 you state, "If a disclosure of harm or harassment were to be made to the evaluation team, then the learner would be required to share this information with the appropriate authorities in accordance with our safeguarding policy and procedures." Please describe those procedures. Data collectors will under no circumstances invite or encourage any informant or participant to disclose or discuss child abuse.</p> <p>Should a data collector witness child abuse, or become aware that a child may be abused, details of the incident will be reported immediately to the Chief - Water, Sanitation & Hygiene (WASH), UNICEF Pacific Multi Country Office, who will submit a Significant Incident Report (SIR). The template of the SIR has been shared with the evaluation team so that they know what the information requirements are.</p> <p>Informed consent forms and the training of data collectors have been aligned with the above.</p>	
3.8	Is reporting abuse of minors mandatory? If yes, has consideration been given to the impacts and consequences of mandatory reporting?	<p>Please describe</p> <p>See response to 3.7 above.</p>	
3.9	If future contact with subjects is planned, does it provide for confidentiality and data security through the research period and beyond?		
3.10	Additional comments or suggestions		
Section 4	High Risk: When subjects are vulnerable to heightened risk have additional safeguards been included to protect their rights and welfare?		
4.1	Can subjects be perceived as vulnerable, including: children, especially unaccompanied or separated (UASC); lacking WASH, food, shelter, or medical care; refugees in conflict or post conflict; those in natural, ecological, or disaster settings; mothers & pregnant women; forced migrants and illegal or undocumented immigrants; prisoners or persons in institutions including orphanages or juvenile justice systems; gang members; those with mental or physical illness or disability; those with HIV/AIDS; those at economic or educational disadvantage; persecuted minority groups, or under high familial, peer, or social pressure? If yes, are study-specific protection protocols provided?		
4.2	Does the sampling strategy target people at risk for issues such as: violence, torture, or abuse; sexual exploitation, harassment, violence or abuse; prostitution or pornography, female genital mutilation, reproductive or sexual issues; sexual orientation; child, early or forced marriage; suicide? If yes, are study-specific protection protocols provided?		
4.3	Are subjects involved in any of the following: slavery, including the sale and trafficking of children; forced labour, forced recruitment to armed groups; war or armed conflict; illegal activities, production or trafficking of drugs; economic exploitation; work that could damage health or safety? If yes, are study-specific protection protocols provided?		

4.4	Does the study request information relating to illegal activities? If yes, is an MOU in place with government to ensure that no participant is prosecuted? Have participants been notified of this agreement?		
4.5	Additional comments or suggestions		
Section 5	Recruitment: Do submitted materials describe subjects and the recruitment process?		
5.1	Are subject recruitment procedures & sampling strategy adequately described?	<p>How will parents and students be selected and recruited? Will it be through the local consultant or by the school?</p> <p>Students will be selected in consultation with the teacher responsible for WASH at selected schools, or the school principal/ head teacher.</p> <p>The principals of selected schools will be requested to assist with the selection of parents, mainly members of the Teacher Parent Association. Principals will be assisted by teacher responsible for WASH at their schools.</p> <p>This has been described in the Detailed Data Collection Plan.</p>	
5.2	Do recruitment procedures clearly describe ways and means to ensure privacy of potential subjects throughout the recruitment process?		
5.3	If subjects are children, do materials adequately describe ages and why these ages are appropriate?	<p>Please describe.</p> <p>The Inception Report and Detailed Data Collection Plan now specify that only children aged 12 years and older, and who have been attending a selected school for a period of at least 3 years, will be included in data collection. Data collectors are trained accordingly.</p>	
5.4	If subjects are children, are materials (e.g.: survey instruments, focus group topics, etc.) age appropriate?	<p>Please briefly discuss.</p> <p>Special consideration has been given from the outset to the wording of informed consent scripts and data collection tools where children are involved. These scripts and tools have been included in a Detailed Data Collection Plan, which has been signed off by UNICEF.</p>	
5.5	If children or other vulnerable groups are subjects, or if subject matter is sensitive, is recruitment done in a manner sensitive to subjects' potential vulnerabilities or weaknesses (real or perceived) and does it ensure privacy throughout recruitment?	<p>On p.42 you state "Special attention will be given to children with disabilities and children who are not in school!" How will that be done?</p> <p>When teachers/principals are requested to assist with the selection of students to participate in data collection, they will be requested to include students with disabilities, provided these students can participate safely in the data collection activities.</p> <p>Children who are not in school will not be involved directly in data collection. The perspectives of teachers, community leaders, government officials and NGOs will serve as a proxy.</p>	

5.6	To what degree are subjects identified: a. subjects' names are recorded with their responses b. names recorded on separate informed consent only c. no names are recorded X d. other personally identifiable information (PII) is recorded e. no PII is recorded X f. subjects are given a unique identifier g. other	Subjects' names will not be recorded. Informed consent scripts have been revised to ensure additional consent is requested where KIIs or FGDs will be recorded. The revised informed consent scripts have been included in a Detailed Data Collection Plan, which has been signed off by UNICEF.	
5.7	If subject name or any other PII is recorded, are procedures included for how this info will be kept separate from responses?		
5.8	Do recruitment procedures show any indication of bribery, coercion, intimidation, compulsion, pressure, or force?		
5.9	Is recruitment of some members of the population and not others likely to result in resentment for either inclusion or exclusion? Have strategies to address this been adequately described?	Could this be an issue for children in schools or community members? Should there be any issues or queries in this regard, the data collectors, teachers/principals and community leaders will be able to explain the selection criteria.	
5.10	Are potential subjects likely to conflate evidence generation with potential or actual goods or service provision? Have strategies to address this been adequately described?		
5.11	If subjects are paid, compensated, provided a gift for participation, or provided other benefits or services, is the incentive described and justified as being non-coercive?	Any compensation planned? The Pacific Adviser advised that compensation or gifts for participation is not culturally required. Where FGDs with teachers take place during the lunch hour, refreshments will be provided.	
5.12	Additional comments or suggestions		
Section 6	Informed Consent: IC is a negotiation whereby subjects are informed about the study and their rights, and they agree to participate voluntarily. IC must be sought from each subject or the subject's authorized representative confirming this process.		
6.1	Type of Informed Consent: a. written & signed b. written not signed c. written & signed by authorized representative..... d. verbal & signed or recorded..... e. verbal & signed by authorized representative..... f. verbal not signed or recorded..... g. other	Please provide the IC for KIIs and the Observation Checklist Agreed - Done On p.152 you provide an IC for FGDs with teachers. Will you use the same IC for the FGDs with stakeholders and parents mentioned on pgs.35-36? If so, it will need to be customized for those groups. Consent appears to be verbal only – please confirm. Written consent will be obtained from informants and participants. The Consent Forms have been revised accordingly.	
6.2	Are the processes for obtaining IC adequately described?		
6.3	For child subjects, is IC being obtained from parent, guardian, caregiver, or authorized representative? If not, is an explanation provided as to why this is unnecessary?	Please provide the IC to be used with schools to obtain consent to interview children. Done.	

6.4	For child subjects, is their role in the study described adequately and in an age and culturally appropriate manner for them to provide written or verbal assent?		
6.5	Does the IC include a clear and simple invitation to participate, an explanation of what the subject will be expected to do, and why they are being recruited?		
6.6	Does IC state that participation is voluntary, and subject may choose to not respond to any or all questions, or may withdraw without consequences?		
6.7	Does IC include the expected duration of the subject's participation (hours/minutes)?	Please include on IC for Community leaders, Students, and School transect walks Done	
6.8	Does IC include the purpose of the research presented in simple, age, education, and culturally appropriate local language?		
6.9	Are subjects given a clear indication of who will have access to their responses and in what form?		
6.10	Does IC include a description of any risks or benefits to subjects?		
6.11	Does IC include a statement describing how confidentiality (or anonymity) will be maintained, and if there are any limitations to confidentiality?	Please include duty to report suspected abuse on ICs for children. Done. This has been done in language that is suitable for students.	
6.12	Does IC provide identity and contact info of investigators? Is the form of contact useful and appropriate given power dynamics and access to resources like phones and/ or transport?	Please include contact information on each IC. Done – the informed consent scripts have been revised to include this.	
6.13	Do IC materials advise subjects to keep focus group discussions (FGD) confidential from anyone outside the group?	Please include in ICs for FGDs. Done.	
6.14	Where subjects differ by type (e.g.: age, sex, risk, status, etc.), are IC documents specific for each type?		
6.15	Where data collection differs by method (e.g.: survey, FGD, interview), do ICs cover each method?		
6.16	If IC is written, is a copy left with subjects or there is explanation for not doing so?	Will you provide a copy to each subject or parent? If not, why not? Key informants will read and sign hard copies of the IC scripts. Participants in adult FGDs will all sign a hard copy of the IC script after they have read it, or it has been read to them. Participant in student FGDs will all sign a hard copy of the IC script after they have read it, or it has been read to them. It will then be signed by a teacher, as well. Data collectors are being trained to follow this protocol, and arrangements have been made to ensure they have enough hard copies of the relevant IC scripts with them.	
6.17	Additional comments or suggestions		

Section 7	Subject Protections: Do submitted materials clearly identify protection against risk?		
7.1	Are all data collected necessary for the purposes of evidence generation?		
7.2	Do data analysis and reporting procedures ensure subject confidentiality (or anonymity) and security?		
7.3	If children or other vulnerable groups are subjects, do materials clearly describe special considerations or accommodations for their safety or protection throughout the evidence generation including the dissemination and communication processes?		
7.4	If children or other vulnerable groups are subjects, have personnel had experience working with these groups? If not, what specialized instruction will they receive?	<p>Please describe the training that local consultants will receive and their experience working with children.</p> <p>Mature data collectors have been selected based on their knowledge and experience of WASH in schools in their respective countries. One is a former UNICEF staff member; one is a former teacher; two are former senior government officials with extensive research experience (one of them also have previous work experience with WHO, while the other previously worked for the International Finance Corporation).</p>	
7.5	Have personnel collecting data from subjects had ethical training specific to the target group?	<p>Please describe</p> <p>Data collectors' training includes ethical safeguards pertaining to children. They are also required to familiarise themselves in detail with the Code of Conduct they signed.</p>	
7.6	Are personnel collecting data aware of ethical issues that may arise and provided mitigation strategies?		
7.7	Additional comments or suggestions		
Section 8	Data Protection: Do data collection and storage protocols adequately ensure subject & data safety?		
8.1	Are data collection tools appropriate and constructed to assure subject confidentiality or anonymity?		
8.2	Do data collection procedures and environment ensure subject safety and data security?	<p>Where will in-person KIIs and FGDs take place? If they are at the school, how will you make sure they are conducted in private?</p> <p>Data collectors have been trained to ask key informants to select a place where they will feel safe and private to conduct an interview.</p> <p>FGDs will take place at schools, where teachers will assist data collectors to identify safe, quiet rooms (e.g. unused classroom or staff room) or areas (e.g. a safe, quiet spot on the school premises) where discussions can take place in private.</p>	

8.3	Do procedures cover all data types (e.g., written, audio, video, observation), & are protections described for each type?	<p>Will interviews and FGDs be recorded by audio or video?</p> <p>Where possible, KIIs and FGDs will be audio-recorded. IC scripts have been amended to obtain specific consent where audio-recording will be used. The revised IC scripts have been included in a Detailed Data Collection Plan, which has been signed off by UNICEF.</p>	
8.4	Do protocols describe chain of custody of data and protections for data transfer or transmission, storage, de-identification, and destruction?	<p>Please describe data destruction (we recommend three years or less).</p> <p>The Inception Report (section on safe-keeping of documents and data security) has been amended as follows: Data related to this evaluation will be kept on IOD PARC's central electronic server for a period of three years, whereafter it will be destroyed.</p>	
8.5	Additional comments or suggestions		

ANNEX X: DOCUMENTS CONSULTED

- Akvo. (n.d.). *Tracking WASH infrastructure in the schools of Solomon Islands with UNICEF*. <https://akvo.org/stories/south-east-asia-pacific/tracking-water-sanitation-and-hygiene-wash-infrastructure-in-solomon-islands-schools-with-unicef/>
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ANNEX XI: LIST OF INTERVIEWEES

List of Fiji Interviewees

Maria Carmelita Francois – WASH Advisor, USAID
 Kitione Radrodro – Fijian Teachers Association, WASH Unit
 Serupepeli Udre – Ministry of Education
 Jeffery Ing – WASH Specialist, UNICEF
 Selina Matumoka – Live & Learn
 John Bryan Mausio – Save the Children

List of Solomon Islands Interviewees

Elmah Panisi Sese – Country Director, Live & Learn
 Mamita Bora Thakkar – WASH Specialist, previously Solomon Islands
 Paul Amao – National WASH Coordinator, Ministry of Education
 Franco Rodie – Permanent Secretary, Ministry of Health and R
 Piter Visser – Team Leader at Rural WASH Programme, Ministry of Health and Medical Services
 Zelalem Taffesse – Chief of Field Office, UNICEF Solomon Islands

List of Vanuatu Interviewees

Jake Ward – UNICEF WASH Specialist
 Christine-Anne Garoleo – Provincial SIO Coordinator, Ministry of Education and Training Penama Province
 Esther Jens – Second Secretary, Development MFAT
 Stephanie Hamel – Vanuatu Country Manager, Engineers without Borders

List of Kiribati Interviewees

Waqairapoa Tikoisuva – UNICEF WASH lead for Kiribati
 Ross Craven – MFAT Tarawa
 Reetina Katokita - Director, Policy, Planning and Development Unit, Ministry of Education
 Arboro Henry - Senior Health Promotion Officer, Ministry of Health and Medical Services
 George Quifada - Sector Coordination TA, UNICEF
 Brucetta Toatu - WASH in Schools TA, UNICEF Kiribati

List of FSM Interviewees

Quennie Amor – UNICEF Rep for FSM
 Deanne Aizawa – Chief, Planning and Development Division, Dept of Education
 MJ Martin – Mental Health Specialist, Department of Health
 Francly Haregaichig – Micronesia Red Cross
 Julie Simina – Lab Technician, Environmental Protection Agency
 Kuliano Raymond – Bridging Gap Specialist, Department of Education
 Jeffery Ing and Cromwell (21/10/2020) – UNICEF

ANNEX XII: EXTENDED STAKEHOLDER LIST

This information was developed at the inception stage.

Stakeholder	Interest in the WinS Evaluation	Involvement in the Evaluation and likely use	Who (specifically for the evaluation)
Internal UNICEF stakeholders			
UNICEF Multi-country Office (MCO) (Suva)	Responsible for the overall planning and coordination of WinS at a regional and Fiji level. The MCO has a direct stake in the evaluation and an interest in learning from experience to inform decision-making. It is also called upon to account internally as well as to its programme participants and partners for performance and results of its programmes. The MCO is interested in the lessons learnt, good practice and areas for improvement which will inform the planning, design and programming of future interventions. This evaluation will also enhance the UNICEF's accountability towards governments, regional bodies and development partners.	<p>Development of the ToR and selection of the evaluation team.</p> <p>The MCO WASH Programme Specialist will be the evaluation manager (EM) and the primary form of contact. Relevant MCO staff take part in briefing, provision of documents and overview of the WinS programme in the Pacific. EM will also be link with UNICEF EAPRO office and relevant MEL connections.</p>	Chander Badloe (lead), Ali Safarnejad (co-lead), Isefo Volau (Education)
UNICEF Country Offices) (COs) - (Solomon Islands, Kiribati, Federated States of Micronesia, Vanuatu)	As the managers of country-based WinS programmes, the COs have a strong interest in understanding the strengths and room for improvement in the WinS at a country level, and to learn from other countries some potential improvements or risks.	<p>WASH Focal Points will be the primary contact in each country. WASH Focal Points will provide suitable dates for the fieldwork, apply for the relevant ethical clearances with the respective government bodies. They will also provide logistical support with regards to the selection of schools/communities and arrange travel.</p> <p>The relevant CO staff will be interviewed as key informants as part of the fieldwork.</p> <p>Relevant will participate in debriefings, provide feedback on preliminary findings, be involved in the sense-making session and also provide written comments on draft inception and evaluation reports.</p>	<p>Fiji: Chander Badloe</p> <p>Kiribati: Waqairapoa Tikoisuva (lead) Beia Tim Solomon Islands: Abigal Tavera (lead) Frederick Saeni</p> <p>FSM: Cromwell Bacareza (CFO) or Jeffrey Ing Quennie Go (WinS Consultant) Helen Piana (WinS Consultant)</p> <p>Vanuatu: James Ward Emily Rand</p>

UNICEF EAPRO Office (Bangkok)	Relevant HQ units (e.g. WASH, education) will be consulted during the evaluation process, as they have an interest in knowing how well the programme was designed and achieving results, and what lessons may be applied globally for organisation-wide learning.	Development of the ToR and selection of the evaluation team. Participate in the findings session. Relevant units will provide comments. Will be responsible for reviewing both the inception and final evaluation reports and provide written comments. Liaise with the evaluation manager as required and will be available to the evaluation team to discuss the activities, their performance and results.	TBC
UNICEF Australia and UNICEF New Zealand	As contributors to the WinS programme, UNICEF Australia and UNICEF New Zealand have a keen interest in the results of the programme and the improvements made to the communities. They will be interested in the human interested stories that can be elicited from the evaluation, in order to bolster their marketing. They will also be interested if the resources provided were utilized as planned, whether the results in the planned document have been achieved and what lessons are emerging.	Source of planning documents, financial plans and results management information.	Australia: Aaron Moore, Alice Hall MFAT: TBC
External UNICEF stakeholders			
Programme participants	As the ultimate recipients of the various forms of assistance provided by the UNICEF WinS programme, participants have a stake in UNICEF determining whether the programme is efficient and effective. As such, the participation of different groups – women/ men, disabled/non-disabled, rural/urban – will be critical to ensure all perspectives are heard.	Principal source of information on the relevance, effectiveness, impact and sustainability of the programme. Through key informant interviews (KII) and focus group discussions (FDGs) which will be planned in a way that is most sensitive to the group (e.g. interview young women about MHM by a woman). Involvement will provide programme participants with an independent platform to give suggestions and recommendations for country, regional and worldwide learning.	

<p>NGO Cooperating/ implementing Partners</p>	<p>NGOs are partners in implementation and have additional interventions in the country/region related to WASH and education. They will be interested in this evaluation as the results may affect future implementation, strategic focus and partnership arrangements.</p>	<p>Key informants in evaluation interviews and data sharing: interviews will either be KIIs, either with individual or multiple staff, as appropriate. Feedback on operational effectiveness and appropriateness of activities, use of assistance provided showing level of usefulness and quality of training. Participate in debriefings and provide feedback on preliminary findings and conclusions.</p>	
<p>Technical partners</p>	<p>Technical partners have an interest in the evaluation because the results of the evaluation might affect technical design, future implementation, strategic focus and partnership agreements. CBM Nossall lead on a study on MHM for girls with a disability in Fiji.</p>	<p>Key informants in evaluation interviews and data sharing. KIIs to provide insight into UNICEF's processes, capacity building and Participate in debriefings and provide feedback on preliminary findings and conclusions.</p>	
<p>Government ministries and departments involved in implementation (national and district levels)</p>	<p>The government ministries in all countries have an interest learning whether UNICEF's priorities are aligned, harmonized with the other partners and meet expected results. Areas of sustainability, particularly post- programme intervention, will be of particular interest.</p>	<p>Key informants on programme performance and coordination. Information collected through KIIs and documents. Provide permission to speak to children and monitor evaluation team whilst in schools and communities to ensure highest level of child protection and ethical behavior. Feedback on how UNICEF's work has impacted national strategies, capacity building, appropriateness of activities and targeting. Participate in debriefings.</p>	
<p>Development partners (Government of Australia, Government of New Zealand)</p>	<p>Development partners will also be interested if the resources provided were utilized as planned, whether the results in the planned document have been achieved and what lessons are emerging.</p>	<p>Source of information on planning, finance and reporting</p>	

For further information, please contact:

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