

WASH IN SCHOOL TARGET CHALLENGE

COMPETITIVE GRANT PHASE II

Final Evaluation Report



Rotary International District 3211

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Conducted by



Centre for Advanced Research in Health and Human Behaviour

TC 9/1922, Kochar Road, Sasthamangalam

Trivandrum, Kerala – 695010

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Centre for Advanced Research in Health and Human Behaviour (CARB), Kerala, India considers the opportunity to associate in WinS Target challenge program of Rotary International district 3211 a productive professional exercise. Inputs provided by Rotarians during project implementation have been impressive which added quality to this program.

WinS Target Challenge Grant Chair PDG R. Reghunath, Committee members Rtn. PAG Mathew Varghese, Rtn. Raju Kollavellil, District Chair Rtn. Col. K.G. Pillai, and Coordinator Rtn. Krishnan Nair have supported in structuring and implementing the evaluation exercise. Their continuous inputs and guidance in the different phases in evaluation have been of tremendous help in completing the task. It has been evident that vision and passion of the key Rotary club members were bricks and cement for building the pillars on which the sustainable outcomes of WinS Target challenge project stands. I appreciate the support of each one of them in making the evaluation process yielding desired result. I put on record my appreciations for the concept clarity, commitment and hard work extended from their side to ensure quality and focus of the evaluation process.

Coordinators from 5 Rotary revenue districts have contributed critically in facilitating the participatory processes in evaluation in their respective districts. I acknowledge with gratitude the support received from Rtn. PAG Lalji Sahadevan (Trivandrum), Rtn Ajith kumar (Kollam), Rtn. Vidyadharan (Alappuzha), Rtn. Jagan Mohan (Pathanamthitta) and Rtn. Jinny Sebastain (Kottayam).

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The authorities and nodal teachers from 40 participating schools spent time providing inputs based on evaluation tool and expressed their views and suggestions. I acknowledge their valuable time and contributions provided which enabled us to complete the task entrusted upon us.

Dr. S.K. Harikumar
Chief Consultant, CARB, Technical Team

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Introduction and background

Kerala is the Indian state located at south west corner having 38,863 km² land area, 14 districts, and highest population density. The state has 1% of the country's land area where 2.76 % population of the country live with a population density of 859 persons per km². Kerala has unique developmental scenario of global development significance in achieving impressive developmental indices in the context of relatively low per capita income. High literacy rate and good gender balancing for many areas is example. The following are critical data regarding Kerala as per 2011 census.

Description	Data
Actual Population	33,387,677
Male	16,021,290
Female	17,366,387
Sex Ratio	1084
Child Sex Ratio	959
Total Child Population (0-6 Age)	3,322,247
Male Population (0-6 Age)	1,695,935
Female Population (0-6 Age)	1,626,312
Literacy	93.91 %
Male Literacy	96.02 %
Female Literacy	91.98 %



Education is yet another area, where the state has impressive performance. The civil society considers education very important for children in the families and invests substantially on this. Large number of private educational institutions at school, secondary, higher and professional education levels in the state illustrates the importance given by Kerala civil society to education. School dropout rates since 15 years are practically nil in Kerala population. School education system is functioning well but the resources availability for the infrastructure management has constraints which lead to problems in some situations especially in rural areas. The 3 tier local self-government system operating very well in the state has been making critical contributions in development, health and education. Kerala has government and government aided schools which provide free education to students up to 10th standard.

WASH in Schools (WinS) target challenge is a project of Rotary International launched to ensure safe drinking water and toilet facilities in schools for achieving general and menstrual health among the students. The project has been implemented in two phases namely Phase I and Phase II. This evaluation study is conducted after completing phase II of the project.

WinS Target Challenge Phase II

WinS Target challenge phase II program focussed on complementing and completing the activities initiated in Phase I. Strategies for sustainability of the activities completed and building systems and protocols in Rotary district 3211 has been the focus for 2 year WinS Target challenge program in 5 Revenue districts in Kerala covering 40 Schools. The 40 schools covered in phase II have been those selected through need assessment study conducted among 80 short listed schools recommended by different Rotary clubs. 40 schools were recommended for intervention based on the need assessment study (*Annexure – 01 – Page No.45*). The critical issues to be intervened and long term goals to be set for sustainable changes in WASH in schools were identified in that study which have been used to design the WinS program. The interventions were completed in 2 year period. After year 1 activities a **monitoring report** (*Annexure – 04 -Page No.55*) has been prepared which was used as reference to finalize year 2 activities to complete the set objectives. The following key activities have been agreed to be implemented for year 2 which were continuation of year 1 activities.

1. ***Follow up advocacy in selected 40 schools:*** - Local Rotary club officials have undertaken advocacy with the school authorities and local self-government authorities in the school location. Advocacy was aimed and mobilising resources to sustain the WASH initiative undertaken in the project. A long term plan for sustainability has been planned during this.
2. ***Construction of toilets and hand washing stations:*** -The project made new constructions and renovation works of toilets in schools where such facilities are required with the technical assistance of construction consultant. All the constructions and infrastructure support including installing incinerators as proposed have been completed.
3. ***Installation of water purifiers and incinerators:*** - This was yet another activity to ensure provision for safe drinking water and safe disposal of used sanitary napkins as required are ensured in schools. The list of schools was approved by the committee based on the needs assessment study.

4. *School level follow up trainings in 40 schools:-* Trainings were provided to students, teachers and SMC members and the topics covered were based on the modules developed by the partnering consultant and implemented with the support of professional doctors and nodal teachers trained in phase I
5. *Monitoring of year 1 activities:-* This was undertaken by the co-operating agency with the help of objective tools and focussed on identifying the progress and recommending the follow up activities in Phase II.

WinS Project evaluation

The co-operating agency has conducted technical evaluation using tool kit that has been developed for this purpose. The tool kit was vetted and approved by RI. Analytical report has been prepared based on the findings. The evaluation process and findings are discussed in detail below.

WinS Project evaluation has been designed as an important activity in this program to document critical learning and chart out the sustainability process. This has been scheduled at the end of different activities envisioned. The purpose was to document the new learning and make recommendations for the sustainability of the initiatives which were already undertaken. Centre for Advanced Research in Health and Human Behavior (CARB), the Cooperating agency in WinS has drafted evaluation tools and submitted for vetting and approval from the RI. The tools which were approved by RI have been used for evaluation.

Methodology

Project evaluation has been through a participatory activity. The tool was administered at school level by the field investigators. Data were collected from partnering schools and analysed to arrive at conclusions and recommendations. The report with appropriate recommendations have been prepared through a participatory process which has specific action points for school level and district level sustainability of the initiatives undertaken. The school level authorities were respondents on whom both these tools were administered. Observations and opinions of the investigator were also made.

Tools

Technical tools were developed through consultative process to conduct the end of project evaluation of WinS Target challenge project. The following two tools developed were used after getting vetted from RI representatives.

1. **Tool A** – Objective tool with 30 questions to be responded accordingly. This is in alignment with the baseline and monitoring tools. Few questions in monitoring tool were excluded as they were not relevant in the end line.
2. **Tool B** – Descriptive tool having nine separate areas each of which will expect 5 points to be taken as per the opinion of the respondent shall be given.

Apart from these two tools, the comments and feedback from the school authorities and findings during school visits were also used as contents to complete the evaluation report.

Findings & Analysis

Tool A was used to explore the current status of the schools in comparison to its status after monitoring assessment was carried out after year 1. The assessment was carried out in the following 6 areas of performance as stated below,

- Administration and Management Status (1 – 9)
- Hand Washing Status (10- 16)
- Safe Drinking Water Status (17 & 18)
- Toilet use & maintenance status (19 -24)
- Sanitation Status (25 & 26)
- Menstrual Health Management Status (27 – 30)

A snap shot of major activities undertaken / support provided

No	Activities undertaken	Phase 1	Phase 2	Total
1.	Training to nodal teachers	40	40	80
2.	Training to teachers (Schools)	77	77	154
3.	Training to students (Schools)	3721	3720	7441
4.	Training to cleaning staff (Schools)	20	35	55
5.	Construction of new toilet units	0	15	15
6.	Maintenance work of toilets	13	12	25
7.	Installation of water tanks	10	6	16
8.	Maintenance work of water tanks	12	22	34
9.	Installation of water pumps*	0	0	0
10.	Installation of incinerators	10	15**	25
11.	Supplying toilet consumables (school set)	40	40	80

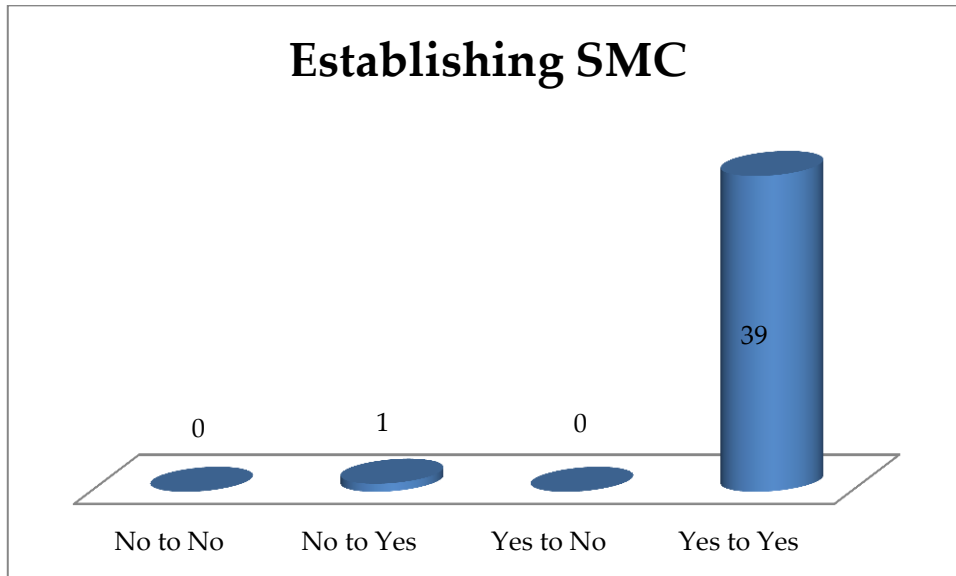
* Even though 5 out of 40 schools expressed their requirement for water pumps, due to delay in receiving funds that could not be provided by the project. By the time funds were available they could get it with funds from other sources.

** - 15 schools were in need at the time of completion of the work which were provided.

A. Administration and Management Status

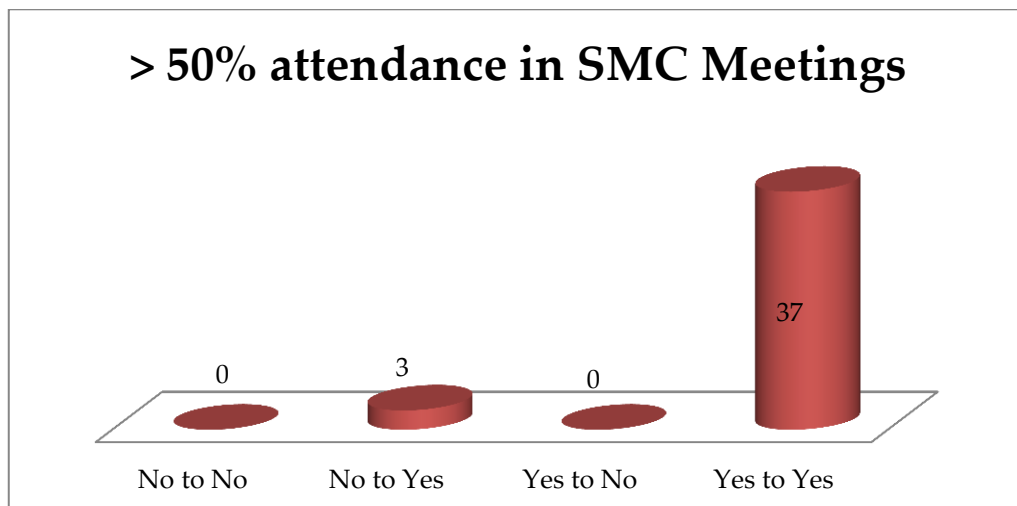
Administration and management areas which were included as part of the project were focused through the indicators 1 to 9 of Tool A

1. Establishing School Management Committee (SMC) in schools



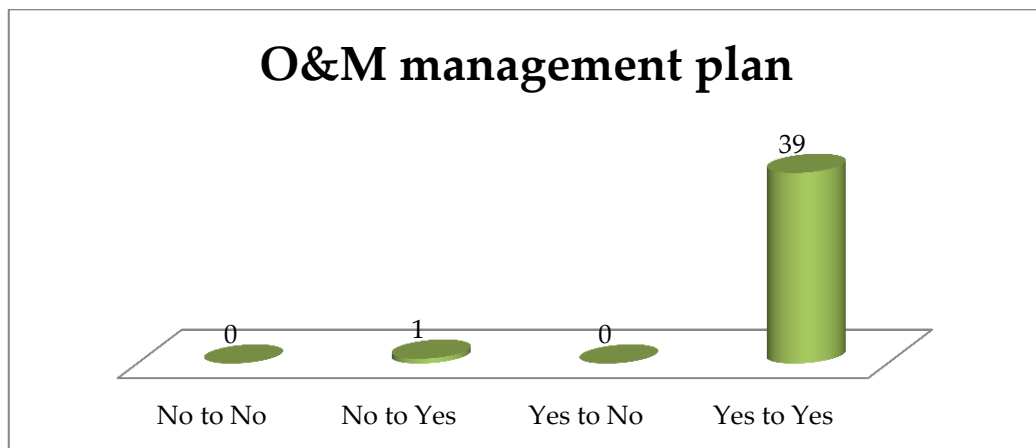
Parent Teachers Associations (PTAs) which are very vibrant are undertaking the functions of School management committees in Kerala context. Hence the interventions were focussed on this mechanism. As it is seen we found that PTAs are active and functional in 100% of schools which we covered. During the phase of monitoring PTA was not functional in 1 out of 40 schools intervened which could also be completed in year 2. This clearly indicates that PTAs could be considered the backbone to ensure sustainability of the initiatives undertaken in the schools during the implementation of the project.

2. Assuring > 50% attendance in SMC meetings within last 6 months



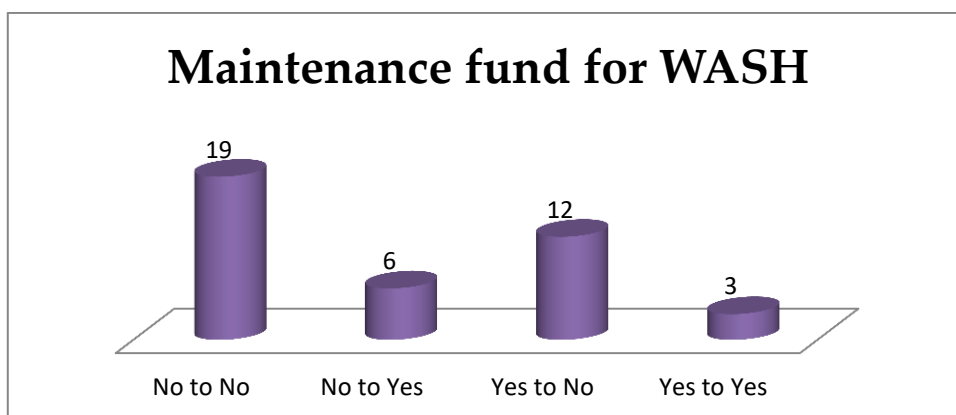
The indicator, “Active participation in the SMC meetings” was measured by observing if more than 50% of the members attended SMC meeting in 6 months prior to the assessment process. This indicator has given 100% of achievement during the assessment. Out of the 40 schools assessed 3 schools which could not achieve this indicator during the monitoring assessment were also found performing adequate. This indicator shows that if we could properly utilize the PTAs, we can build locally viable systems for ensuring sustainability of the development initiatives launched under the program.

3. Following operation and maintenance management plan by schools



As the intervention is completed, it has been found that 100% of the schools have developed an operation and maintenance plan for the sanitation and safe drinking water system in the schools. The project consultants and key officials of RI 3211 have supported the participating schools to develop the plan. As of now they have a plan available and have been well oriented to follow it regularly.

4. Availability of maintenance fund for WASH related needs

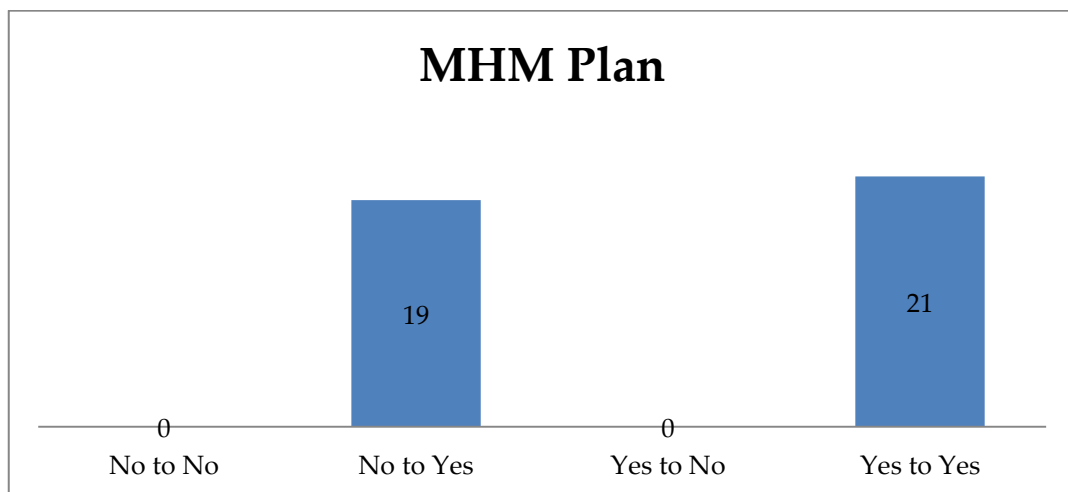


This indicator has been found fluctuating and different factors influencing this could be identified while undertaking the evaluation study. While 9 out of 40 schools have a maintenance fund 31 are not having readily available funds. It has been found that 12 schools

which had such funds during monitoring assessment also now turned in the category of funds not available. The following critical observations have been made in this regard.

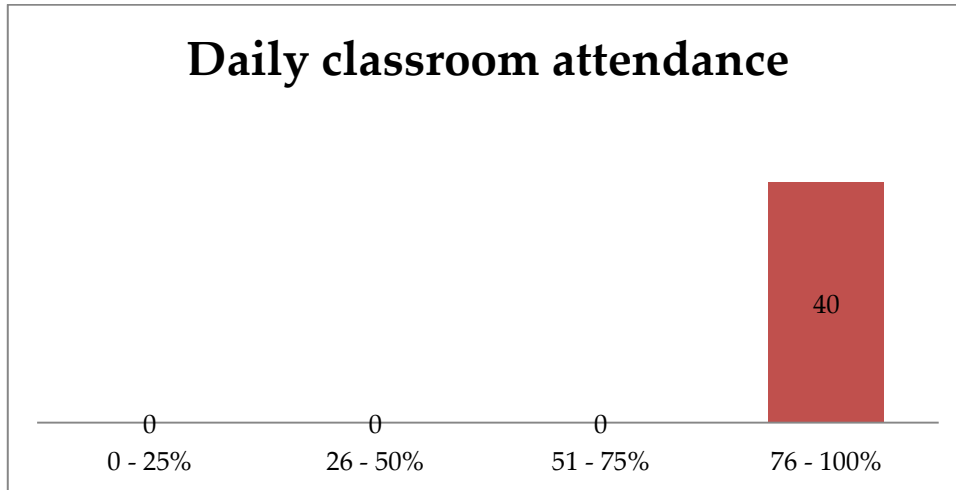
1. Most schools will be having annual grants / collected funds which will be exhausted when spent. But new funds will be available in next academic year
2. Schools are getting donations as CSR from corporate institutions and its availability will be as per need and availability which many schools are getting
3. Government schools are getting financial aids on annual basis against emerging needs as approved through the Local Self Government (LSG) budget. This will not be known in advance.
4. Advocacy strategies taught to the nodal teachers have helped them to motivate local organisations to provide support to schools in times of need.

5. Availability of written menstrual hygiene management (MHM) plan



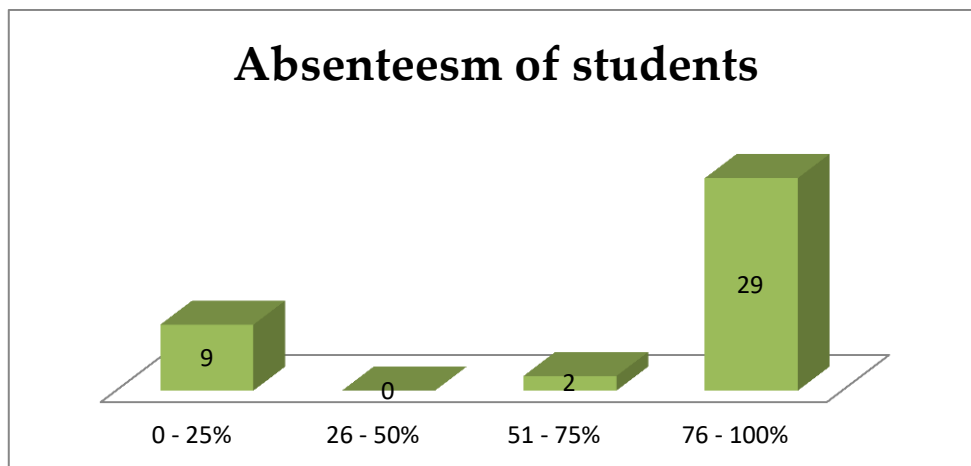
Menstrual hygiene management (MHM) plan is one in which the project could make an impressive achievement. As the project is completed, 100% of the schools have developed a MHM with the help of the project through participatory process. While 21 out of 40 projects made this achievement by the end of year 1, the remaining 19 schools made this achievement in year 2 and now they are skilled and motivated to follow it. Even though all the schools included in intervention do not have adolescent girls, all trained teachers were capacitated in this and hence MHM has been developed for all.

6. Proportion of teachers reporting daily classroom attendance



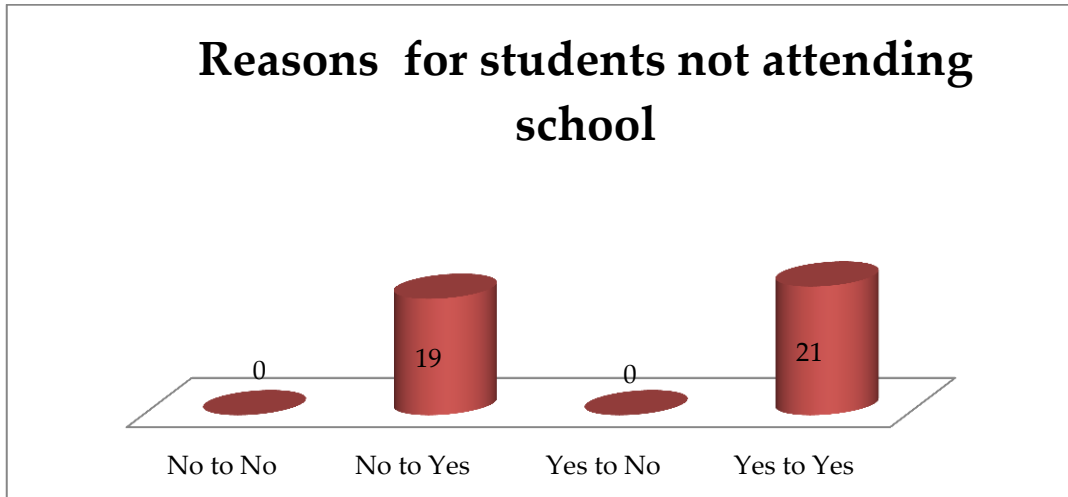
The School education system is very efficient in Kerala and hence class room attendance is a routine practice. In this context it has been observed that the attendance has been taken regularly in all the schools covered and it has been consolidated and submitted to authorities. This indicator also reflects the efficiency of the school education and the accountability the school authorities have in this regard. A document in this regard has been prepared based on the findings and it has been used as (*Annexure – II Page No. 46*).

7. Reporting regular absenteeism of students every month



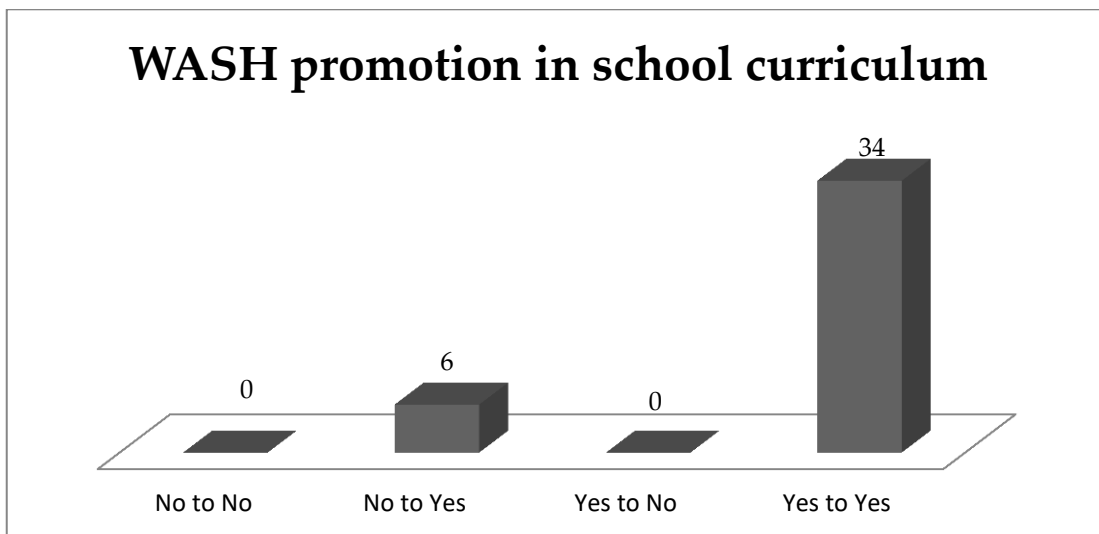
This is closely linked to indicator 6 and hence the same response came here as well. All schools covered are reporting absenteeism of students to school authorities. It has also been found that regular and recurrent absenteeism, if any are noticed, the same is explored and discussed with the parents during monthly parent – teacher meetings and supportive measures like guidance to refer to hospitals etc. are provided by class teachers.

8. Documenting reasons for why students are not attending school



It has been found that regular documentation of the reasons for absenteeism is practiced in all schools, It has been found that 19 out of 40 schools where such practice was not there during monitoring review, the practice has been initiated after that. This is through the motivation and skill building provided as part of the program and hence recorded as the beneficial outcome of the WinS program.

9. Making WASH promotion part of the school curriculum

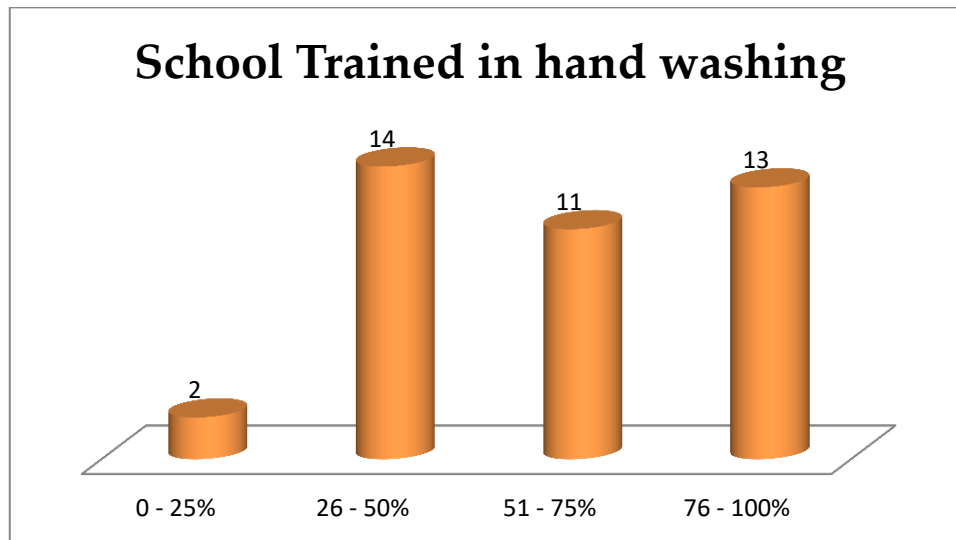


Making WASH program as part of school curriculum is yet another critical indicator in which 100% of schools were found to have done it as desired. 6 schools in which this could not be achieved in year 1 could do it in year 2. This clearly indicated that the project could generate interest and concept clarity on the need for WASH in schools and hence follow up initiatives in partnership with schools and the government will ensure sustainability of the initiatives completed.

B. Hand Washing Status

Indicators 10 to 16 were focussed on exploring hand washing status in schools covered under the project. The findings are detailed below.

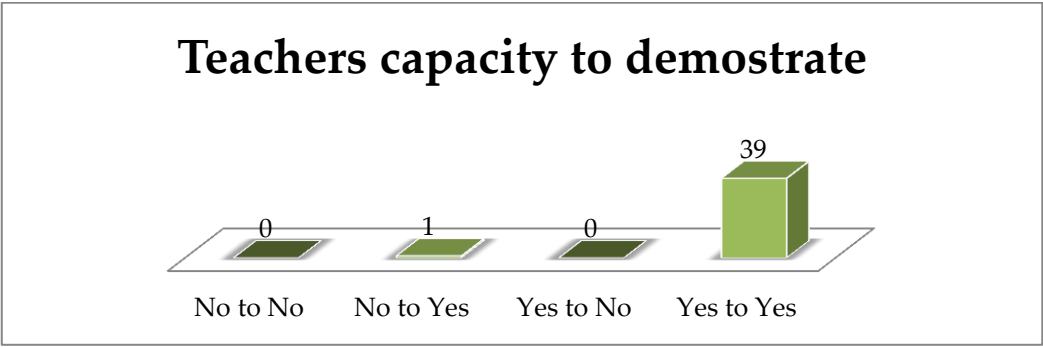
10. Proportion of teachers in the school trained in hand washing practices



These indicators are pertaining to the skill building provided to teachers in schools. In 24 out of 40 schools more than 50% of teachers could be trained, while in 2 out of 40 schools this could be provided to less than 25% of teachers only. This indicates the requirement for continuing follow up training among teachers. The following follow up initiatives may be done in this regard

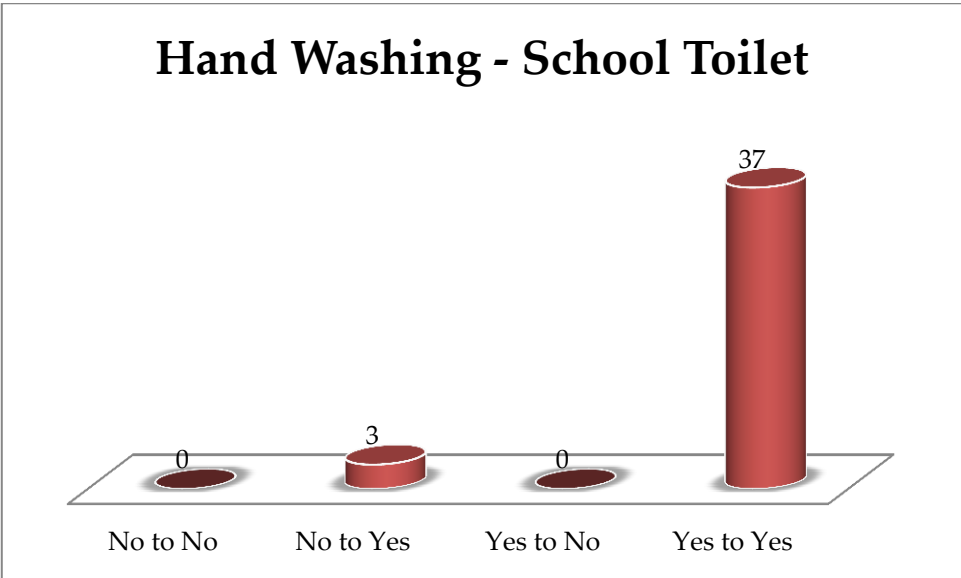
1. Submitting recommendation to education department for providing skill building for teachers in WASH. Module for training may be developed and submitted to education department if needed.
2. The group of nodal teachers trained may be maintained as a resource pool in WASH. They may be supported with providing handbook of modules used in the training. Schools and the education department may be advised to use them as resource persons for follow up training of teachers.
3. Recommendation for online training program may be submitted to education department by Rotary. Modules may be developed for this purpose and provided to education department.

11. Teachers capacity to demonstrate hand washing technique.



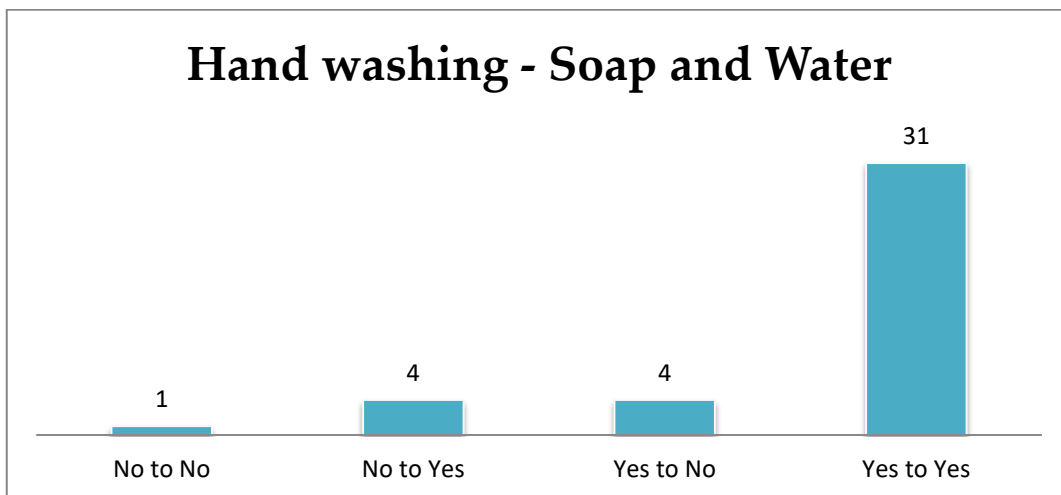
This indicator was explored by assessing if teachers could demonstrate understanding of hand washing through higher scores on post training assessments. It has been found that the skills of teachers who have attended the training session have been adequate and all of them could demonstrate the hand washing technique. This indicates efficiency of training and capacity of the trained teachers to support this initiative to be sustainable.

12. Existence of functioning hand washing facilities near the school toilets



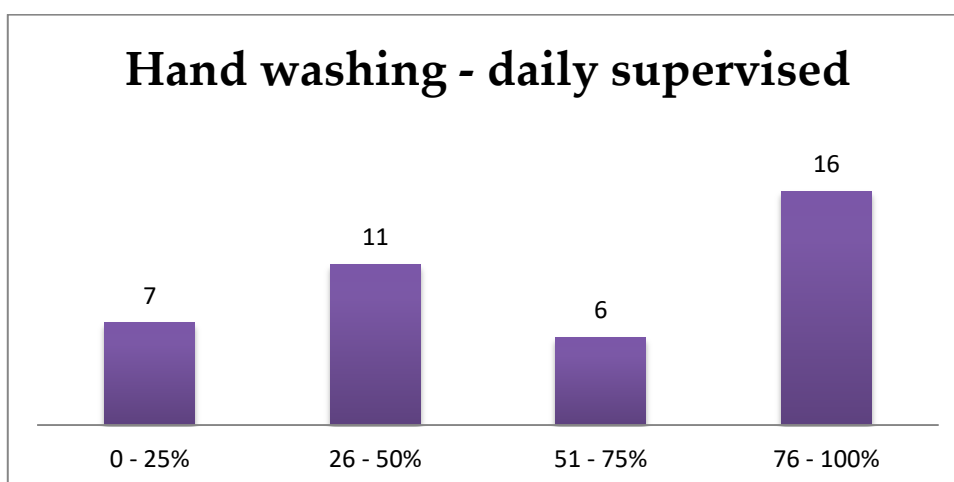
This has been verified during evaluation through observation. All the schools covered through the projects have functioning hand washing facilities including running water near the school toilets. 3 out of 40 schools in which this facility was not available could achieve it during year 2 in which the support from the project helped. Kerala, being a state with good availability of water during all seasons, this could be considered a critical factor in favour of sustainability.

13. Availability of soap and water at the hand washing facilities in schools.



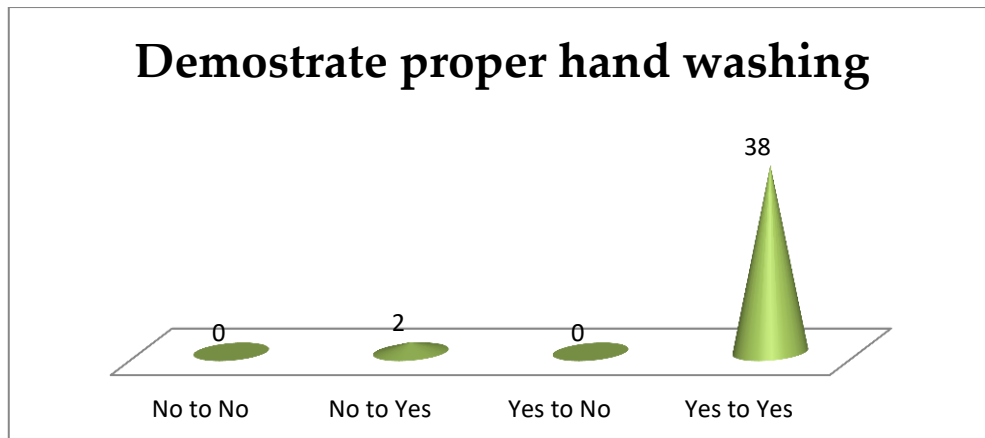
This is yet another critical factor that ensures the utilisation of the skills and knowledge imparted through the program and the infrastructure support provided. It was found that 35 out of 40 schools covered has the provision which is good. However the fact that 5 schools require it and 4 among them which previously had it was not having it during assessment is a matter of concern. It was learnt that the deficit was due to lack of resources. Advocacy with school authorities and local self-government are recommended as remedial measures in this regard.

14. Proportion of classrooms doing daily supervised hand washing



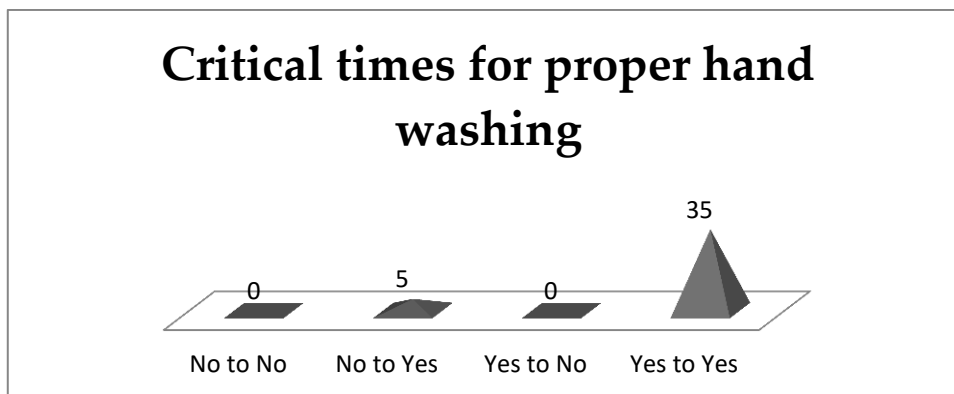
This indicator reflects the sustainability of Behavior Change Communication component. It has been found that 21 out of 40 schools have more than 50 % of the class rooms practicing daily hand washing. Even though, 7 out of 40 schools have only 25% of class rooms participating in daily supervised hand washing, the teachers have told that the hand washing practices of students in all classes during critical occasions like after toilet use, before and after food etc. are regular and as we taught. Considering this situation other hand wash monitoring methods like peer monitoring, periodic demonstration sessions etc. may be recommended as follow up techniques.

15. Skills for 4 out of every 5 children demonstrate proper hand washing



This is a critical indicator that measures if the skills imparted on hand washing sustain in students. The findings show that it is 100% and 4 out of every 5 children in all the schools covered under the project could demonstrate proper hand washing. This reflects the efficiency of the program as well as the proper methods in which teachers imparted the skills to students. Annual peer demonstration techniques could be used to sustain this among new students joining in subsequent years.

16. Competence for 4 out of every 5 children explain the critical times for proper hand washing

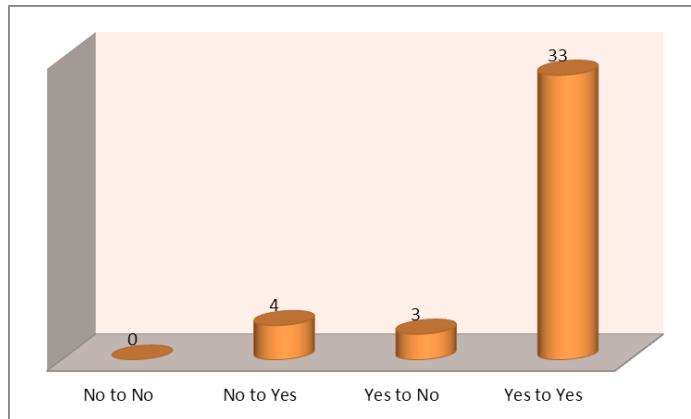


This critical indicator shows the knowledge gathering related to hand washing as well as its sustenance. The findings show that students in all schools have adequate knowledge on this. 5 schools in which this indicator was insufficient during the monitoring phase could also improve. Indicators 14 and 15 show that a system for peer lead learning could be designed and implemented as an innovative BCC strategy in these schools for hand washing skills to be transferred to students who join the school in subsequent years.

C. Safe Drinking Water Status

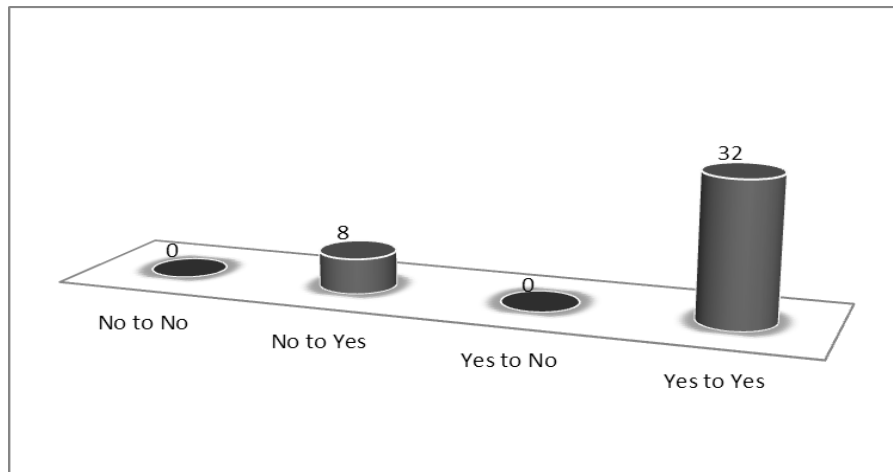
Indicators 17 and 18 explored safe drinking water status and the findings were as given below

17. Provision in schools for safe drinking water in sufficient quantity



It has been found that 37 out of 40 schools have availability of drinking water in sufficient quantity. In three schools, the water supply system that have been working well is temporarily non-functional due to the damages happened during the flood that affected the state. It has been reported that the supply could be restored without much delay.

18. Quality of water in school meets national standards for E. coli



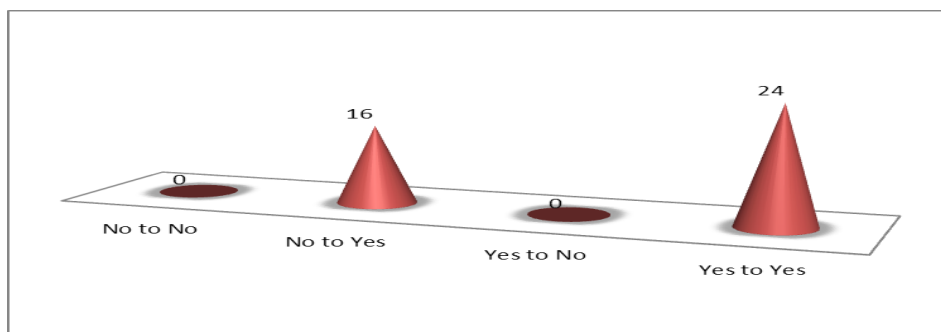
This indicator focussed on the quality assurance of the drinking water being made available to students in the schools including if chemical contaminant is a major concern in drinking water available in schools. It was found that out of 40 schools included in the program, 32 have been meeting the national standards being certified by accredited laboratories even on completing the 1st year of the project. The remaining 8 schools could also achieve this indicator now making 100% of schools reaching this standard. Based on the Eureka Forbes water test results, appropriate models of water filters were given to schools where the need

was identified. The list of schools where two models of water filters were given in (*Annexure III Page No.53*)

D. Toilet use & maintenance status

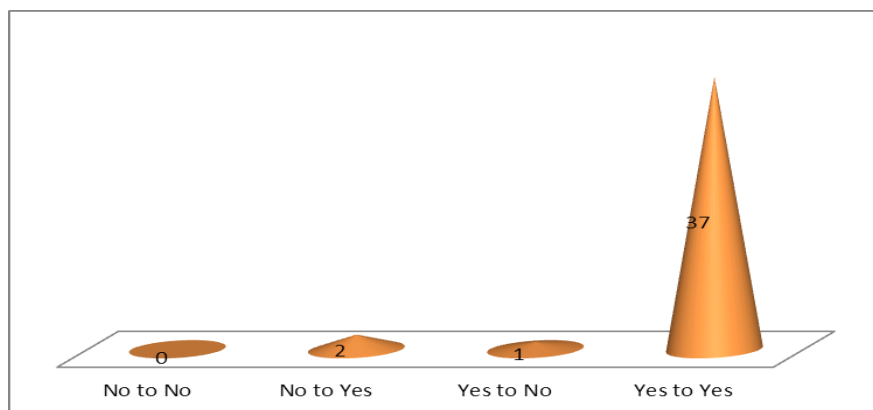
Indicators 19 to 24 focussed on toilet use and maintenance status. The findings are consolidated below.

19. Accessibility to toilet facilities for children with disabilities in schools



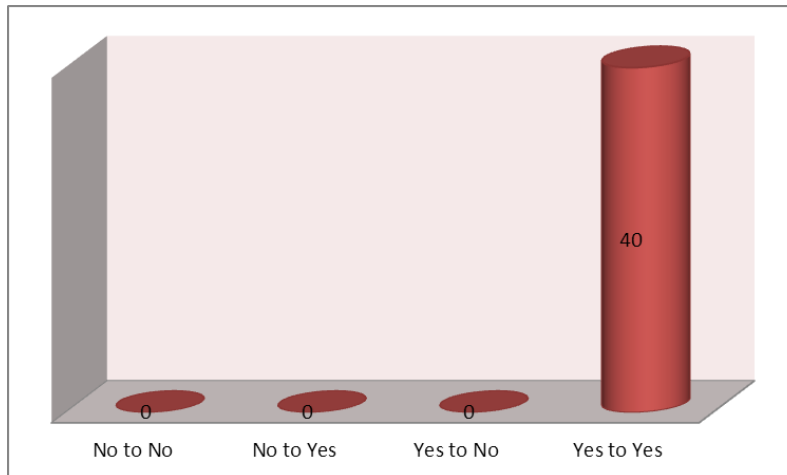
The accessibility for children with disabilities to toilet is an important indicator in the context of social justice. It is found that all the schools covered in this project have such facilities (100%). 16 out of 40 schools in which such facilities were lacking were supported as part of infrastructure development component of this project.

20. Availability of Gender-segregation of toilets in the school



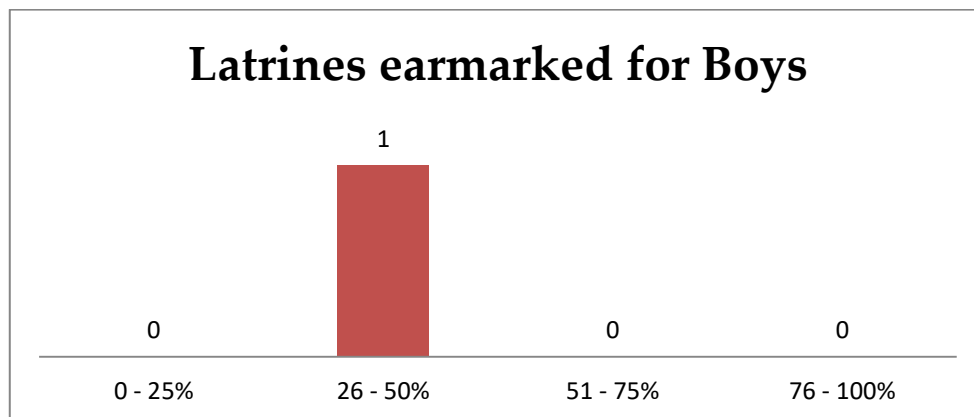
Gender segregation of toilets is done in all the schools. In 39 schools these have been already available and in one school where it was not available, the project has supported to achieve that. The available toilets in the schools have been kept segregated for males and females. In places where the project led construction works were undertaken gender segregation has been brought in the designs as well to suit the genders.

21. Privacy for toilets for girls in school



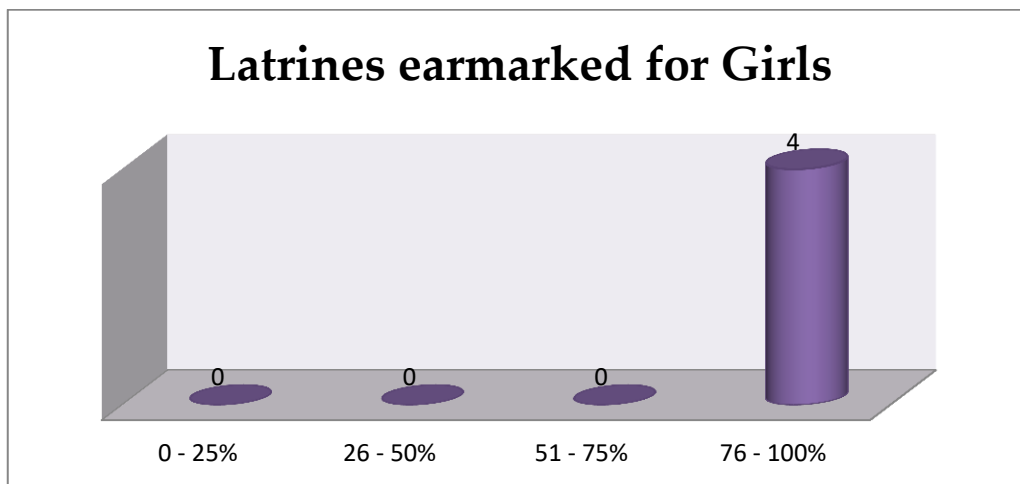
Privacy in toilets being used by girls has been found well addressed even in the initial phase when the project launching was happening. Some minor issues like damaged doors, light and air circulation facilities etc. were rectified by the school authorities themselves. The new constructions done under this program also addressed this issue well. As of now, all the schools covered have adequate privacy in toilets of girl students.

22. Proportion of functional latrines earmarked for boys



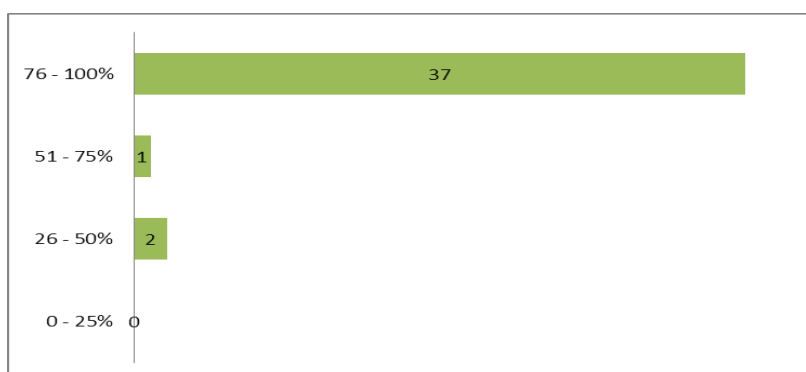
There is 1 school among the 40 covered in the project which are girls only schools where toilets to be earmarked for boys is irrelevant. Even in those schools separate toilets for males and females are earmarked for the use of school staff. Apart from those 1 school, all other schools have separate toilets earmarked for boys which are in functional conditions and have running water access.

23. Proportion of functional latrines earmarked for girls



There are 4 schools among the 40 covered in the project which are boys only schools where toilets to be earmarked for girls is irrelevant. Such schools do have toilets meant for males used by staff. Apart from those 4 schools all schools have separate toilets earmarked for boys which are in functional conditions and have running water access.

24. Proportion of latrines that are clean and well maintained

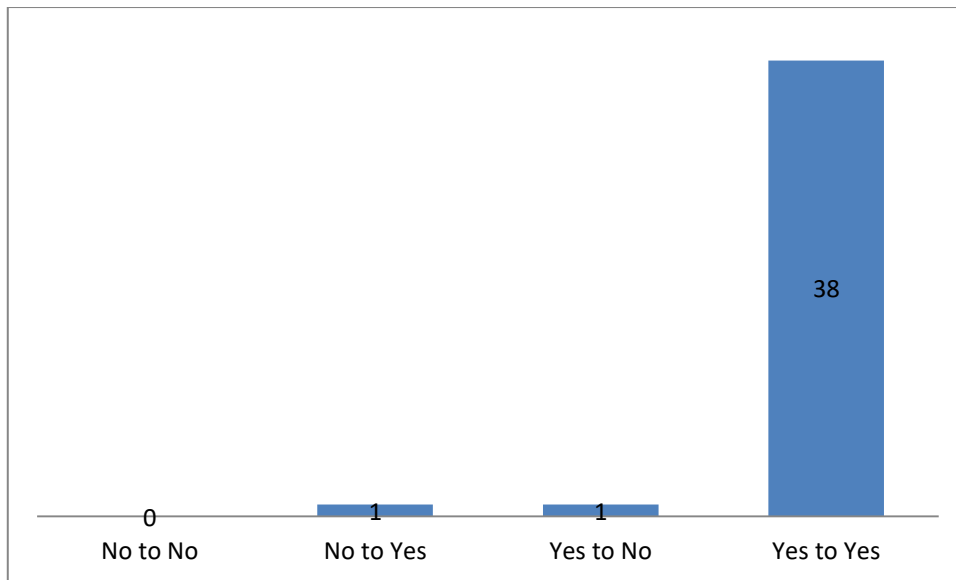


This indicator explored percentage of latrines among all those available in the schools which are kept clean and maintained well. The finding was 37 out of 40 schools intervened have more than 75% of latrines in the schools which are well maintained and clean. In many schools all the available latrines fall under this category. It has been good to observe that in all the schools more than 50% of the latrines fall under the well maintained category.

E. Sanitation Status

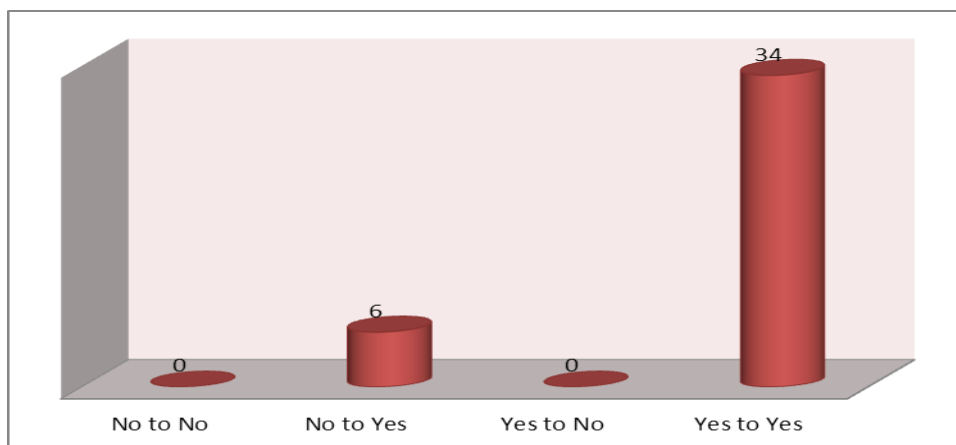
Indicators 25 and 26 were used to explore sanitation status in the schools covered in the projects. The findings are given below,

25. Operational system for monitoring school sanitation facilities



A system for monitoring school sanitation facilities is found to be adequate in the assessment. Even during the beginning of 2nd year 38 out of 40 schools have been having a system for monitoring school sanitation facilities, which still continues. During the year 2 period, one school which didn't have a system could develop it and started practicing it, while in one proper adherence to this monitoring was found missing. Instructions to improve the situation has been given to them.

26. Availability of consumables used for maintaining schools sanitation

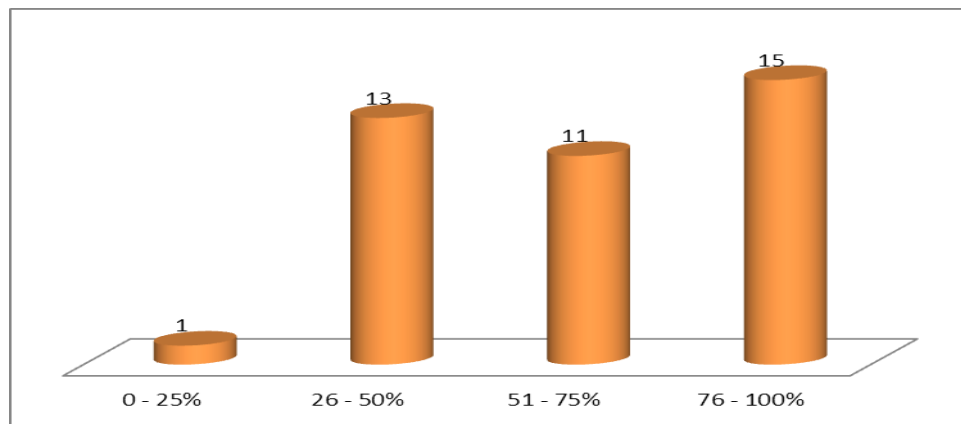


Availability of water, soap, brooms, etc. without interruption for ensuring school sanitation was explored under this indicator. It has been observed that all schools covered in the program (100%) have been getting uninterrupted supply of consumables used for ensuring school sanitation. 6 schools which were found having deficits in this indicator have also rectified it with the support of Rotary International 3211 and from their own resources.

F. Menstrual Health Management Status

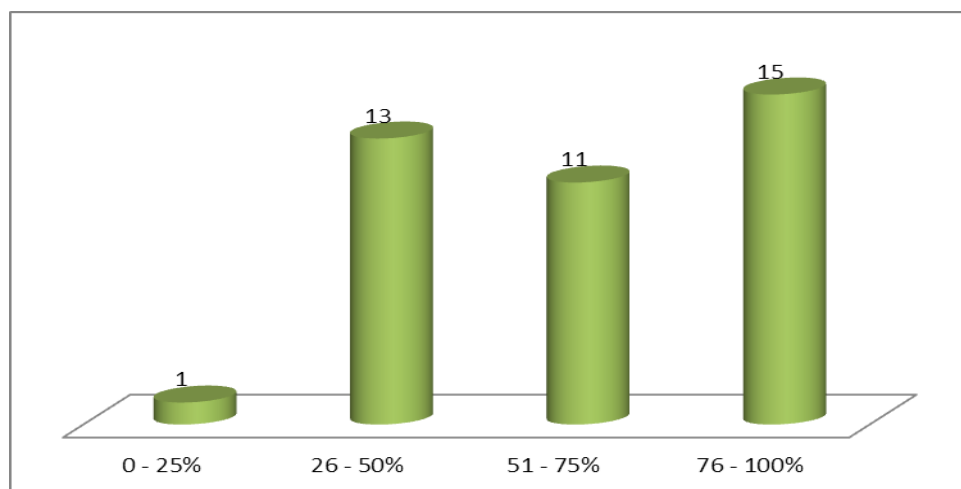
Indicators 27 to 30 were used to explore menstrual health management status and critical findings in these are detailed below,

27. Proportion of teachers who received menstrual hygiene management training linked with reproductive health



This is an important indicator that reflects long term impact of the program in skill building teachers and motivating them to ensure menstrual health and hygiene among girls. This was explored through direct interactions with the head of the institutions as well as through participatory process. The finding was that in 26 out of 40 schools more than 50% of the teachers have received menstrual hygiene management training and linked the concept with reproductive health to be made beneficial to the girl students of the schools. Only 1 out of 40 schools covered has less than 25% of teachers who could achieve this indicator.

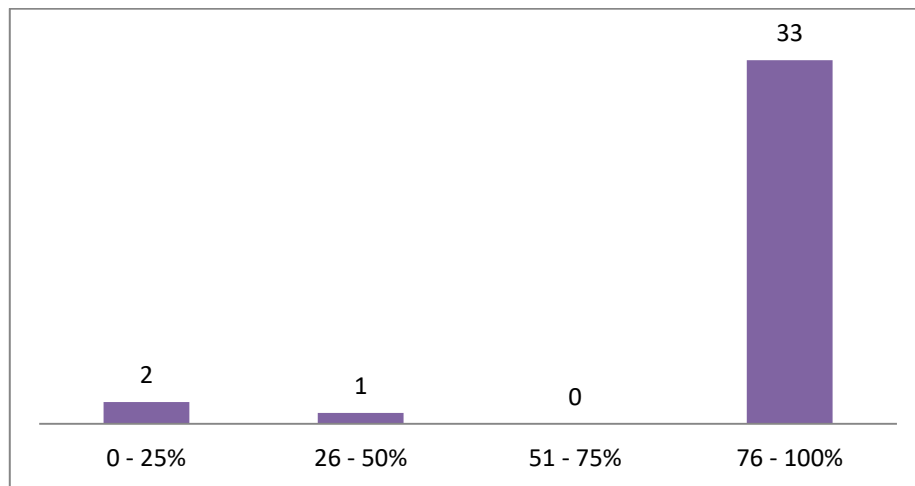
28. Proportion of teachers who have received menstrual hygiene management training with an emphasis on life skills



This is also very similar to the previous indicator that explores if the teachers trained in MHM could integrate its contents to the life skills so that it could be provided to the girl

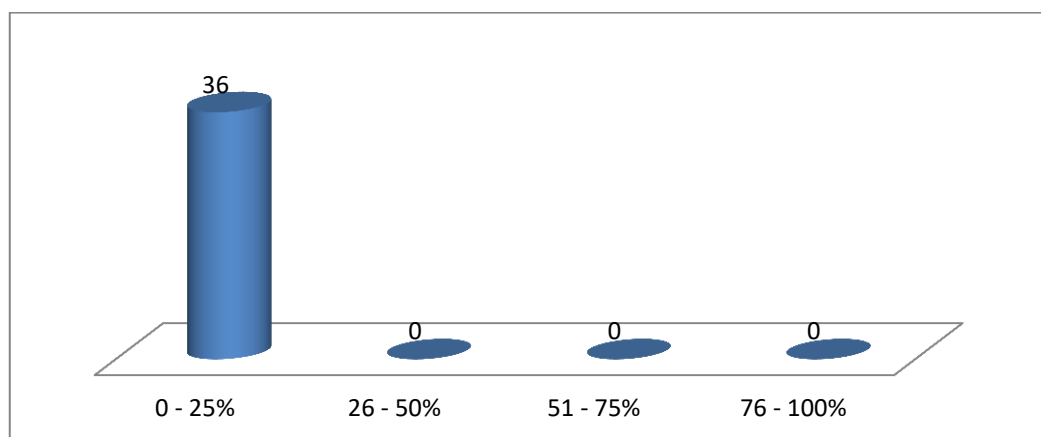
students as a comprehensive self-development package. The findings were exactly the same as before showing 26 out of 40 schools having more than 50% of the teachers who received MHM training could link the concept with life skills that benefits the girl students of the schools in their holistic development. Only 1 out of 40 schools covered have less than 25% of teachers who could achieve this indicator.

29. Proportion of girls who report that facilities at school meet their menstrual hygiene management needs



It has been found that in 34 schools more than 75% the girls are getting their MHM needs addressed to their satisfaction. The remaining 3 schools out of 36 where girl students are studying, only less than 25% in 2 and between 26 – 50% in the other 1 school get their need fulfilled. WinS project has developed an MHM operational guideline for the use in schools and provided the same for reference and use in all participating schools. This would benefit those schools where deficits were identified.

30. Private spaces with covered bins and water inside available for girls to manage their menstrual hygiene needs



This is one critical indicator that shows that the requirement of girl students remain greatly unaddressed and further intervention would be required. This issue has to be brought to the notice of the school authorities and easy to implement methods like converting one of the existing toilet cabins as “*menstrual hygiene room*” could be considered. Follow up advocacy with school authorities shall be required to ensure that importance is given to explore and address the menstrual health needs of the students on a sustainable way.

Finding and Analysis on Tool B

Tool B was used to explore qualitative information from school authorities. This was mainly to update the achievements and consolidate the opinions of different stakeholders in making the achievements made through the intervention sustainable among the beneficiary segments. Responses collected on seven thematic areas are consolidated below indicating frequency of schools those made the opinion.

1. Major changes in Hand-Washing practices noticed among students after the implementation of WinS Target Challenge Project

No	Responses received	Frequency
1	Hand wash after toilet use	40
2	Group hand washing	40
3	School place soap or hand washing at washing station	32
4	Class leader or class teacher monitoring the activity	28
5	Students developed the habit hand washing before food	15
6	Learned that hand hygiene should be performed at the appropriate time and using the correct technique.	10
7	Understood that hand washing can be done with soap and water or by rubbing with an alcohol-based hand rub formulation.	10
8	Learned that hand washing is needed after touching an animal, animal feed or animal waste	15
9	Before and after caring for any sick person	15

2. Major changes in Menstrual Health Management practices noticed among students after the implementation of WinS Target Challenge Project

No	Responses received	Frequency
1	Regular use of pads	40
2	Many students use sanitary napkins and avoid using clothes	40
3	Remember to wash the genital area after each toilet use and also after urination	40
4	Used pads are disposed in particular space provided and periodically burn them.	40

No	Responses received	Frequency
5	Students get napkins issued from school	40

3. Major changes observed in MHM related support to students from teachers after the implementation of WinS Target Challenge Project

No	Responses received	Frequency
1	Teachers provides emotional support to the students	40
2	Explaining the various steps of practice of proper hygiene during the menstrual period with the help of charts.	40
3	Using charts and discussions they get a well knowledge about the use and disposal of sanitary pads	40
4	Awareness on importance of replacing sanitary pads after four hours to reduce risk of urinary injection was given.	40
5	Students get aware of the use of high quality napkins	40

4. Resource mobilizations those School Management Committee could make to sustain the WASH activities in school after implementation of WinS Target Challenge Project

No	Responses received	Frequency
1	School manage committee regularly watch and maintain the hygiene situation in this campus, supplying clean and washing lotion in each and every classes.	13
2	Water taps are provided at various points collectively and well drainage system is established but still more needed	12
3	Funds from government, local business groups	40
4	Providing cleaning materials	15
5	Toilet facilities managed	12
6	Proper cleaning of Toilets	15
7	Proper replacement of waste	40
8	Aware about school & classroom cleaning	13
9	Proper guidelines are provided	40

5. Changes in Toilet Cleaning Practices noticed among students, Teachers and cleaning staff after the implementation of WinS Target Challenge Project?

No	Responses received	Frequency
	Students	
1	Children used toilet and keep premises clean.	40
2	Students wash hands properly and use water in toilets carefully	40
3	They take care to clean the toilet after use.	40
4	NCC, Red-Cross students are satisfied with the new facilities	40
5	Student groups take responsibility of monitoring toilet cleaning	40

No	Responses received	Frequency
Teachers		
1	Group of teachers visit toilets and help the cleaning staff daily.	40
2	Monitor the regular water availability in toilets	40
3	Proper training given to children about hand washing, personal health and menstrual health.	40
4	Students are getting support and they help cleaning staff	40
5	Awareness on personal hygiene provided to students	40
Cleaning staff		
1	For daily cleaning, cleaning staffs use cleaning materials	40
2	Proper cleaning done using the available resources.	40
3	Cleaning every interval and also according to the water availability	40
4	Cleans the toilet and always keeps it neat and tidy.	40
5	They need to take less effort than earlier as students cooperate	40

6. Follow up training needs requested by Students, Teachers and cleaning staff as part of 2nd year implementation of WinS Target Challenge Project

No	Responses received	Frequency
Students		
1	Student found training class	35
2	Training to use public property properly.	33
3	Students requested to conduct an awareness class of hygiene.	26
4	Girls need more friendly toilets with advanced technology	37
5	Provide health and hygiene class from doctors	35
6	Girls' students need more awareness classes	34
Teachers		
1	Orientation to Teachers	40
2	Expect systematic sanitation methods and programmes	40
3	Training to trained teachers on proper use of toilets and hygiene.	40
4	Need for Soap, Dettol, Sanitary napkins exist	40
5	School level training for all teachers	40
Cleaning staff		
1	Resource support needed to post a person in toilet area.	40
2	Modern toilets are to be created for a health management.	40
3	They have to continue the proper maintenance of Toilets	40
4	Need cleaning instruments and lotions	40
5	Follow up training needed to cleaning staff	40

6. Recommendations of school authorities / local Rotary club on enhancing the efficiency of WinS Target Challenge Project?

No	Responses received	Frequency
1	Need to provide materials according to the school requirements	34
2	Awareness programme for new students every year	35
3	Requirement for more hand washing materials for improving hygiene atmosphere in the school	33
4	Cleanliness requires cooperation from all range of people. So students and Teachers have to be oriented on this	36
5	Need more training to teachers and non-teaching staffs	27
6	Requested to conduct such a useful project to schools	35

Critical findings and Recommendations

WinS Target Challenge project implemented in 40 schools by RI 3211 has been a good development innovation as well as a learning experience. Based on the findings consolidated those are received through evaluation study, the cooperating partner that conducted evaluation present the following critical findings and recommendations

Critical findings

1. Effective partnership system: - The intervention has given opportunity to develop a meaningful partnership between Rotary International 3211 through its local Rotary clubs and Management System of the schools with which the program partnerships have been built. The RI 3211 core team supported by revenue district level team members worked in coherence to initiate advocacy. Local Rotary clubs also identified efficient members to work with the schools in their districts. This strategy worked well to yield optimum results in the schools which partnered in the project.

2. Well motivated pool of teachers for WASH and MHM: - The nodal teachers identified by the Rotary district officials were dedicated and interested persons. They took part in the trainings actively and took lead roles in the school level activities. They would be a critical segment based on whom the follow up actions could be taken forward. RI 3211 could use them as a critical segment who could be primary contacts for any forthcoming development initiatives in the schools. WASH and MHM are thematic areas based on which more development work would be needed in future. This segment may be used in this regard and making them into an online interactive group would be beneficial.

3. Opportunity for peer learning system: - The findings of the evaluation have shown that extensive peer learning process leading to BCC initiatives have happened in schools. This process is critical in school based development initiatives as the segment will be dynamic and will be moving forward annually. Senior students will leave the school as well as junior ones will newly enter. Hence peer learning entrusting motivated student leaders to lead the

learning process will be most appropriate. This model could be documented and be shared with schools as a knowledge outcome of the program for them to replicate in other development initiatives in future.

5. Local resource mobilisation: - Kerala is a state in which a very active 3 tier Local Self Government System is functioning. The administration and resource requirement for the government institutions are being provided by them. Educational segment is a priority segment for which Corporate Social Responsibility (CSR) support from the private institutions are easy to access. Hence there is a need to develop and follow up an efficient local resource mobilisation system. The project has included *Advocacy and Networking* as an important theme in capacity building. Based on the skills imparted in these areas, mechanism for local resource mobilisation could be set up in all schools. This could be addressed in follow up plan.

6. Gender & Sexuality education to be merged to MHM: - The contents of questions and directions of discussion have indicated that, menstrual health and gender education are two closely linked thematic areas which require to be made available to the adolescent school students. The process of gender transition and concept of gender dysphoria are to be made familiar to adolescent students. Basics of sexuality and sexual health also required to be imparted to adolescents. These needs which have emerged during the trainings given to students are to be converted to educational blocks so that it could be shared with students.

7. Need for innovative BCC models: - BCC has been an area where need for innovations and strategies for sustainability have been found necessary during the training process. Apart from the conventional communication models it has been suggested in the interactions that those activities which will attract the student folk would be appropriate in this regard. Communication events, competitions in schools, awards to good performing students by LSG etc. could be good models in this regard.

8. Operation & Maintenances (O&M) Plan & protocols: - The project could develop a good O&M plan for toilets and hand washing stations in the schools. This document was prepared through participatory process. The contents of the plan have been made familiar to the teachers and SMC members in schools. This could be a base document which will help the schools to follow a good management plan for WASH and ensure timely maintenance and repair of the infrastructure facilities.

9. Menstrual Health Management (MHM) Plan and protocols: - MHM is another area where a girl student friendly plan focusing on emotional and physical health dimensions related to menstruation is required. A comprehensive management plan in this regard has been developed integrating the inputs collected from students and teachers. This has also made

available to the schools included in the project. This could be a broad guideline based on which adolescent issues and needs related to menstrual health are addressed.

10. Financial Management Plan: - WinS target challenge program has identified critical requirements for the school management in properly following a finance management plan related to water safety and toilet hygiene practices in schools. It includes resource planning, resource mobilisation and resource management depending on available sources. The project has developed one such plan as part of the program and handed over to the partnering schools. This could be used by them in ensuring the sustainability of the program.

11. Knowledge management system: - It has been observed that the entire project that extended for two academic years have made tremendous progress in implementing knowledge. These were mainly in the areas of teacher motivation, student motivation, local resource mobilisation, innovations in teaching – learning methods, adolescent issues in behavior, sexuality and gender, inter gender nurturing initiatives and issues related to nutrition & adolescent development. Potential opportunities for knowledge synthesis and knowledge dissemination have been explored and documented. RI 3211 could make a good frame for knowledge management based on this experience which could be used in development programs forthcoming phase.

Recommendations

1. Developing a Rotary district task force: - It would be good for Rotary International District 3211 to constitute a District WinS task force. It could have members representing the Rotary District in general and representatives from each Revenue District covered. Representation of Lady Rotarians has to be ensured. This task force can focus on documenting and consolidating major experiences and learning from different ongoing projects of RI 3211 and facilitate cross learning process for knowledge and strategic replications to different institutions and locations. Even out of Rotary district dissemination could be thought of in this regard. In the event required technical advisory members could be integrated from outside Rotary on consultancy basis for specific technical areas.

2. Periodic advocacy visits to supported schools: - Abrupt cessation of the activities and interactions on WASH and MH in the schools included in the program is not advisable. Follow up activities without incurring specific budgetary provisions to ensure a gradual and tapering exit process would be the best model. In order to facilitate this, periodic advocacy visits may be planned to supported schools. It could 3 times (every 3 months interval) during a 10 month academic year (June September and February). It could be done by the members of District task force along with the local Rotary club which has supported the project. During the visits progress and sustainability of the program initiatives could be tracked and

suggestions for improvement could be suggested by the team. The same could be documented and consolidated with Rotary club for any potential support if possible.

3. Annual school level advocacy initiatives & follow up: - Local Rotary club may facilitate an annual advocacy event in the schools with the support of SMC, LSG officials, Education department officials at district level and local private institution representatives in the area. It could be done during the month of February so that the consolidated findings of the periodic advisory visits made may be shared and alternate resource mobilisation opportunities could be explored.

4. Integrating with state school health program: - The end of project status, learning and gaps from the project may be documented and submitted to district government officials engaged in school health program. A strategic planning in this regard in partnership with school health program could be done so that the activities needed could be made part of the school health program and support extended from therein. Nodal officials from the Rotary club which supported the program could take the lead with the support of Rotary District Task force members. We can plan a separate strategic work shop in partnership with the district health authorities as a follow up plan for sustainability.

5. Online interaction forums of trained nodal teachers: - It has been found that nodal teachers selected and trained in this program are all well motivated. They could be networked to ensure coordination and shared support to take forward more development work among the schools. The coordination could happen at their level and peer leaders from among them could be selected for that purpose. The Rotary team could give an initial facilitation only in this regard so that follow up will happen after that. This mechanism could be used by Rotary and other such support systems for similar development initiatives as well.

6. Consolidation and publication of good practices: - The project implemented has brought a number of new learning and good practices related to WASH and MH in school settings. Documentation, consolidation and dissemination of such good practices and new learning would be a good initiative that would indicate professionalism and efficiency of the programs. Hence this could be taken up by the forum of nodal teachers proposed or the school itself as their initiative for exploring further opportunities for growth and development. Rotary officials may motivate the SMCs in this regard. National and international dissemination of such knowledge could be integrated through the ongoing knowledge sharing of the innovative initiatives of Rotary district 3211.

7. Merging with gender studies: - Kerala has an effective adolescent health program operational in the state. Dropout rate among school students is relatively negligible in the

state as well. Hence it would be important to merge the contents of WASH and MHM issues addressed through WinS program. This could be facilitated through advocacy with state education and health departments by Rotary. There need to be an effective follow up also in this regard.

8. Peer leader building on gender support: - Gender related issues including gender violence, intended sex related abuses towards girl children and issues related to gender transition are common among the school going students. School parliament and peer leader systems are functioning effectively in the state. The issues related to gender and sexuality are discussed commonly in informal settings among peers. Hence peer leader building and facilitating their ongoing interactions will be good to address such issues on a sustainable basis.

9. Periodic BCC tracking events: - Concept of BCC and need for implementing ongoing BCC events have been perceived and appreciated well by school authorities, teachers and students with the help of this program. They understood that apart from conventional communication materials we need to initiate innovative activities those will help in the behavior change process. They initiated activities to develop such skills as well. The need for a mechanism in which the efficiency of such initiatives are tracked with the help of objective indicators has also emerged. This could be structured with the help of professional agencies or government health services department for follow up and sustainability.

10. Periodic infrastructure monitoring and reporting: - WinS project has helped to build infrastructure aimed at safe drinking water, toilet use and menstrual hygiene. The functionality of these facilities have to be monitored regularly including availability of water. In the event any issues are identified, timely rectifications have to be done. A system in this regard may be put in place.

Way forward

WinS Target challenge has been a fruitful program that provided need based assistance to the schools participated, information on technical areas to teachers and students, skill building to the SMC members and new knowledge to Rotary. Taking this knowledge and experience forward to benefit different stakeholders involved is critical in the view of beneficiary support and knowledge sharing. The following matrix will give a snapshot of activities those could be done

Stakeholder	Activity	Outcome
Rotary International 3211	* Consolidating learning and disseminating in national and international forum. * Structuring more development and	Programmatic growth and broad basing of the services of RI

	welfare programs based on the priority needs of the needy civil groups.	
Revenue District officials	<ul style="list-style-type: none"> * Developing follow up mechanism in partnership with WinS stakeholders. * Partnership building with local public service outlets and needy population to formulate more support schemes. 	Emerging and functioning as a service organization addressing priority needs of civil society.
Education and LSG departments	<ul style="list-style-type: none"> * Continuing partnership initiatives and engaging RI for other support requirements of the department. * Replication of the learning made in the program to formulate interventions in other districts. * Developing resource sharing partnerships with other NGOs and resource support organizations to overcome the challenges faced in different service outlets. 	More support programs will emerge through partnerships. Resource constraints faced in public service outlets will be intervened effectively. Good learning models for replication will emerge.
Schools participated	<ul style="list-style-type: none"> * Ensuring sustainability through enhanced partnership of students and teachers. * Integrating a user friendly WASH and MHM protocol in the schools * Developing an ongoing system to improve and maintain WASH and MHM in schools through monitoring 	Non-academic priorities of students and teachers will be addressed. New learning will emerge for knowledge dissemination and replication.



Rotary International



Water, Sanitation & Hygiene in schools (WinS)

REPORT ON ATTENDANCE

Kerala is a 100% literate state in India. Hence parents generally take extra care to see that their children attend school without interruption. This is the reason why schools reported that students in general achieve more than 90% attendance in every academic year.

From the data we have collected through teachers from all the 40 schools, it was found that the absenteeism among a small percentage of students are due to the following reasons.

1. Illness

This is a major reason cited by everybody.

Healthcare facilities both in the private and Govt sector are available within easy reach everywhere. When children fall ill, parents take them to doctors/ hospital. This leads to few days of absenteeism.

2. Religious functions

Religious functions are considered very important by all religious groups. Parents insist their children also to take part in these festivals/rituals at one or more places and to visit their relatives. In such cases, absenteeism happens for two or three days in an year.

3. Family issues

Financial problems and parental attitude were found as minor reasons for absenteeism. In one school in tribal/ coastal area, parents take their elderly children to assist them in earning a livelihood. This also happens very rarely which leads to absenteeism for few days in an year.

4. Strained Interpersonal relationship

This was identified in very few places where students leave classes for few days due to some interpersonal issues with classmates or teachers.

5. Natural calamities

This is also a very rare issue. Climatic factors and natural calamities like floods damage infrastructure facilities which disrupt the classes.

Note: Menstruation related issues or lack of toilet facilities were not identified as a reason for absenteeism among girls.

Steps taken to prevent absenteeism

The following are the steps taken by Government as well as schools to prevent absenteeism.

1. State government provides uniform, text books and mid-day meals to all BPL students up to 8th standard to ensure that they complete school education. Government of India's "Sarva Shiksha Abhiyan (SSA) programme for Universal Elementary Education also support students in many ways. This programme provides an opportunity to improve human capabilities of all children through provision of community owned quality education.
2. As part of school health care programme, State Government provides medicines to students for worm control, anemia etc periodically.
3. Schools have Counsellors appointed by Social justice department of Govt. of Kerala. These Counsellors try to solve many educational issues as well as problems related to parents, teachers, other students etc .
4. In addition to resources from Govt, majority of schools mobilize funds for developmental activities/ creation of infrastructure facilities from organisations like Rotary/ Lions/ local business community. Because of this reason there will be basic amenities in all schools which also contribute a lot in preventing absenteeism.

Evaluation Tools

ROTARY WASH IN SCHOOLS (WinS) TARGET CHALLENGE ROTARY INTERNATIONAL 3211 / CARB, Trivandrum

ENDLINE STATUS (Tool – A)

Name and Address of School _____

Name of Respondent _____

Designation of Respondent _____

1. Project related benefits received

Personnel trained	TOT	S L - 1	SL - 2
Teachers			
Students			
SMC Members			
Cleaning staff			

2. Infrastructure development received

Details	Number
Toilet units (Boys) - New Construction	
Toilet units (Girls) - New Construction	
Toilet units (Boys) - Up gradation	
Toilet units (Girls) - Up gradation	
Hand washing station	
Water purifier	
Incinerator	

No	Questions	Monitoring	Current
<i>Administration and Management Status</i>			
1.	Does the school have school management committee (SMC) established?	Yes / No	Yes / No
2.	Do SMC meetings have 50% or more attendees in its meeting within last 6 months?	Yes / No	Yes / No
3.	Does the school have an operation and maintenance management plan?	Yes / No	Yes / No
4.	Does the school have a maintenance fund for WASH related needs?	Yes / No	Yes / No

5.	Does the school have a written menstrual hygiene management (MHM) plan?	Yes / No	Yes / No
6.	What is the proportion of teachers reporting daily classroom attendance?	/	/
7.	Does the school report regular absenteeism of students every month?	/	/
8.	Are reasons for why students are not attending school documented?	Yes / No	Yes / No
9.	Is WASH promotion part of the school curriculum?	Yes / No	Yes / No
<i>Hand Washing Status</i>			
10.	What is the proportion of teachers in the school trained in hand washing practices?	/	/
11.	Do teachers demonstrate understanding of hand washing through higher scores on post training assessments	Yes / No	Yes / No
12.	Does the school have functioning hand washing facilities located near the school toilets?	Yes / No	Yes / No
13.	Does the school have soap and water available at the hand washing facilities?	Yes / No	Yes / No
14.	What is the proportion of classrooms that participate in daily supervised hand washing?	/	/
15.	Can 4 out of every 5 children demonstrate proper hand washing?	Yes / No	Yes / No
16.	Can 4 out of every 5 children explain the critical times for proper hand washing?	Yes / No	Yes / No
<i>Safe Drinking Water Status</i>			
17.	Does the school have provision for safe drinking water in sufficient quantity?	Yes / No	Yes / No
18.	Does the quality of water in school meet national standards for E. coli (and chemical contaminant if major concern)?	Yes / No	Yes / No
<i>Toilet use & maintenance status</i>			
19.	Does the school has accessibility of toilet facilities to children with disabilities?	Yes / No	Yes / No
20.	Are toilets in the school gender-segregated?	Yes / No	Yes / No
21.	Do the toilets for girls in school have privacy?	Yes / No	Yes / No
22.	What is the proportion of functional latrines available for boys?	/	/
23.	What is the proportion of functional latrines available for girls?	/	/
24.	What is the proportion of latrines that are clean and well maintained?	/	/
<i>Sanitation Status</i>			

25.	Is there a system in place for monitoring school sanitation facilities?	Yes / No	Yes / No
26.	Are there adequate materials for monitoring schools sanitation facilities (water, soap, brooms, etc.) available?	Yes / No	Yes / No
<i>Menstrual Health Management Status</i>			
27.	What is the proportion of teachers who have received menstrual hygiene management training and the links with reproductive health?	/	/
28.	What is the proportion of teachers who have received menstrual hygiene management training with an emphasis on life skills?	/	/
29.	Of the girls requiring menstrual hygiene management, what is the proportion reporting that facilities at school meet their menstrual hygiene management needs?	/	/
30.	How many private spaces with covered bins and water inside are available for girls to manage their menstrual hygiene needs?		

Place

Date

Signature of Respondent

TOOL B
ROTARY WASH IN SCHOOLS (WinS) TARGET CHALLENGE
ROTARY INTERNATIONAL / CARB, Trivandrum

END OF PROJECT EVALUATION

Name and Address of School _____

Name of Respondent _____

Designation of Respondent _____

1. What are 5 major changes in Hand-Washing practices were noticed among students after the implementation of WinS Target Challenge Project?

2. What are 5 major changes in Menstrual Health Management practices were noticed among students after the implementation of WinS Target Challenge Project?

3. What are 5 major changes observed in Menstrual Health Management related support to students from teachers after the implementation of WinS Target Challenge Project?

4. What all resource mobilization could the School Management Committee make to sustain the WASH activities in school after the implementation of WinS Target Challenge Project?

5. What all changes in Toilet Cleaning Practices were noticed among students, Teachers and cleaning staff after the implementation of WinS Target Challenge Project?

6. What all follow up training needs were requested by Students, Teachers and cleaning staff as part of 2nd year implementation of WinS Target Challenge Project?

7. Any other recommendations of the school authorities / local Rotary club on enhancing the efficiency of WinS Target Challenge Project?

Date

Signature of Respondent

PHOTOGRAPHY













District Wise Teachers Training		
Sl No	District	Trained Teachers
1.	Thiruvananthapuram	23
2.	Kollam	25
3.	Pathanamthitta	05
4.	Kottayam	10
5.	Alappuzha	14
Total Teachers are training -		77

List of Schools

<u>KOTTAYAM (5)</u>
ST. Mary's GHS, Kuravilamgadu
St. Mary's HSS, Padinjarekkara
St. Little Teresa's GHS, Vaikom
Govt. DVHSS, VECHOOOR
St. Mary's HSS Theekoy
<u>ALLEPPEY (4)</u>
GSMM GHSS, SL Pura,Kanjikuzy
St. Thomas HSS, Karthikapally
Govt.Girls HS, Alleppey
SNMGB HSS, Cherthala
<u>PATHANAMTHITTA (5)</u>
Govt.UPS, Poozhikkadu
SV HS, Pandanadu, Chenganur
Govt .HSS, Omallur
Govt. VHS, Thrikkodithanam
St. Johns MS UPS, Pallikal
<u>KOLLAM (13)</u>
Vocational HSS, Achancoil
LPS, Kolloorvila, Eravipuram
Govt.HSS, Vellamanal, Mayyanad
M UPS THAZHUTHALA, Kottiyam
GHSS, Koickal Kilikollur,
Govt HSS,West Kollam
Town UPS, Kollam
MSM HSS Chandanathope
Govt.VHSS, Eravipuram
Govt.UPS, Kureepuzha
VVHSS, Ayathil
HSS, Mayyanad
MVGHS, Peroor - LP
<u>TRIVANDRUM (13)</u>
Govt. HSS, Kamaleswaram
UPS Ramapuram, Venkavila
Govt. GHS, Dhanavachapuram.
Govt. UPS Nemom
Laksmivilasam HSS, Arayoor
NSS HS Puliyaakonam
Sainic LPS, Kazhakkootam
St.Mathew's HS, Pozhiyoor
TTI, Manacaud
Vimalahridaya HS, Viraly
UPS Ambalathara, Poonthura
Govt UPS Maranalloor
Cotton Hill GHS

TEACHERS TRAINING









PARENTS AND STUDENTS TRAINING









Conclusion

The study revealed that WinS Target challenge implemented by RI 3211 has effectively made reach out in terms of infrastructure development and capacity building among 40 schools. It was impressive to note that the project has been implemented in most cost effective manner and with the available resources in 40 schools, the nodal teachers therein and the total student population therein have been provided direct benefits. The role played by Rotary district 3211 project management team, revenue district team and the local Rotary club representatives have been impressive. Coordination between participating schools and local Rotary clubs remain the back bone of effectiveness of the program and the management skills of Rotary District teams have given quality addition to that. It has also been found that the major gap in the program in the completed phase has been significantly lesser coverage of teachers and students in the school level trainings. It has also been reported that time constraints have made the trainings difficult to conduct. There was generally good appreciation on the civil works done in the schools as part of the program. Regarding toilet facilities it has been found that even though girl students have been getting adequate infrastructure facilities, the same for boy students need more improvement. Regular and uninterrupted supply of soap, disinfectants and napkins for WASH and MHM are also need to be improved through proper resource planning and advocacy.

As part of ensuring sustainability to the project outcomes of WinS, follow up trainings could be integrated in partnership with the school health programs of Kerala State Government Health services. The nodal teachers developed could conduct more school level trainings to teachers and students as follow up. Potential of peer learning process has been one major potential for larger coverage and sustainability. Behaviour Change Communication (BCC) initiatives have great relevance in this regard as well. It would be possible to develop local support and development groups to the schools with the support of the local Rotary club also. Local advocacy groups with the involvement of political leaders could also be developed in partnership with local self-government organisations which are well functional in Kerala.

In brief, WinS Target Challenge Project of RI District 3211 has made an imprint in the school health practice trends in 5 revenue districts in Kerala. Sustainability in terms of Behavior Change Communication, local resource mobilisation and peer learning practices have good replication potentials. This project emerged a successful model for global replication having many knowledge dissemination potentials on WASH in other states and countries with RI taking lead knowledge management role.

WASH IN SCHOOL TARGET CHALLENGE

COMPETITIVE GRANT PHASE II

Monitoring Report



Rotary International District 3211

Grant Number: 1636796

Conducted by



CARB

**Centre for Advanced Research in Health and Human Behaviour
TC 9/1922, Kochar Road, Sasthamangalam
Trivandrum, Kerala – 695010**

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Background of WinS Project

WASH in Schools (WinS) Target challenge is a flagship program of Rotary International to ensure safe drinking water, convenient hand washing facility and clean toilets to schools to improve health and scholastic performance of school going students. The program has well-structured management framework to ensure water and toilet safety in schools through needed civil works in schools and effective Behavior change communication initiatives. Rotary International District 3211 (RID 3211 having operational coverage in 5 southern revenue districts in Kerala, India has identified WINS – Target challenge an opportunity to support government and government aided schools in these 5 revenue districts. The beneficiaries would be marginalized segments of civil society who opt to study in such schools.

Kerala, the southern state in India has a number of interesting developmental features. Near total literacy rates including female literacy rate, lowest infant mortality rate and high couple protection rates indicate the potential of Kerala to follow effective Behaviour Change Communication interventions in health and development. RID 3211, from its experience working with different development issues in Kerala is confident that revenue districts covered by them will be ideal in implementing this flagship project. In this context, RID 3211 has undertaken a rapid situational assessment of 80 schools spread across the 5 revenue districts. An intervention proposal in line with WinS – Target Challenge protocols of Rotary International is developed integrating the major findings of the rapid survey to be submitted before Rotary International to be implemented in 40 schools selected based on the findings of the rapid assessment.

Technical Profile of WinS – Target challenge

Rotary International has developed a technical frame work on WASH in Schools Target Challenge project which was followed by Rotary District 3211 with appropriate modifications for region based on rapid situational assessment. Ensuring comprehensive and sustainable water, sanitation, hygiene (WASH), and education related activities using the expertise and resources linked with basic education and literacy were the focus of the program. Star Approach Intervention as envisioned in frame work developed by Rotary international has been followed in the project. In this framework, Rotary One

Star and Rotary Two Stars mainly focus on water and sanitation facility upgrades, hygiene education, and teacher training, along with key behavior-change components. Rotary Three Stars schools envision to incorporate WASH concepts into government initiatives and enrichment to the curriculum in addition to the criteria. RID 3211 has professionally managed this intervention to develop the 40 selected schools into star categories through support and monitoring.

Two thematic areas were focused in the WinS target challenge project. WASH that focus on water and sanitation covers, hand washing, use and maintenance of clean and hygienic toilets and ensuring safe drinking water. Menstrual Hygiene Management (MHM) covers educating girl students on the importance and need of menstrual hygiene , ensuring supply of sanitary napkins to girls who are in need and providing safe and hygienic options for disposal of used napkins. Project provided training to teachers and students and building infrastructure for toilets, provisions for water safety (water filters) and provisions for disposal of napkins (incinerators) wherever needed.

Monitoring of WinS

Monitoring in perfect technical sense is a professional exercise of visualising the project in wider perspective seeing its past, present and future. Links, potential gaps and ways and means by which it could be bridged have been explored and enlisted. It is also important to use objective and sharp tools to elicit findings if monitoring is to be effective and useful. Careful tracking of benefits and quality additions gained from project activities should emerge out of a professional monitoring exercise and hence such professionalism was added during monitoring. Tools for monitoring were developed through a participatory process with constant consultation with client representatives and beneficiary segments. This was undertaken with specific objectives to track and locate the current profile of the project. Another focus to the monitoring was to ascertain the status of different schools with respect to different indicators. This monitoring report could be used to find critical information on how the project could be taken forward to yield optimum desirable results. Monitoring was done through scientific methods that involved the participation of stakeholders who have critically contributed to this project.

Data collection: - Data collection was done through participatory exercise. Two tools were used in the monitoring process. Using these tools, data was collected by visiting each school. Teachers, SMC members and students were consulted to collect the data. Direct observation was also done to make assessment. Participatory methods were also used in collecting the qualitative data. Apart from applying the tools observations made during the process were also integrated in the report. The following were the tools used.

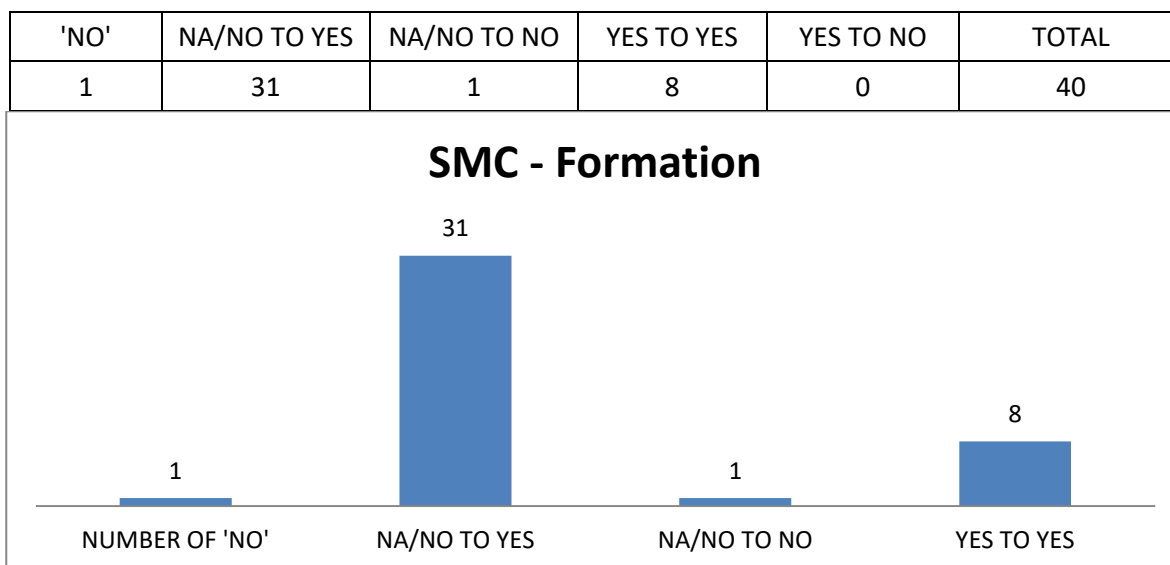
Tool A: - This quantitative tool has 35 questions pertaining to different indicators. Present status and baseline status were obtained and compared using this tool. This helped in understanding the present status of in different schools.

Tool B: - This qualitative tool was used to elicit opinion and suggestions from the school authorities on WASH and MHM. Open ended questions on seven thematic areas were administered among different respondent groups to collect the data.

Data Management: Data cleaning, compilation and analysis were done centrally by the technical agency. Interpretation and report preparations were done through consultative process. The findings were further discussed in depth with selected key stakeholders of the project. Rotary Members, school teachers and opinion leaders in the areas where studies were conducted were consulted. Extensive desk review was done to validate the findings and upcoming initiatives. Views expressed by the school authorities were integrated in the recommendations

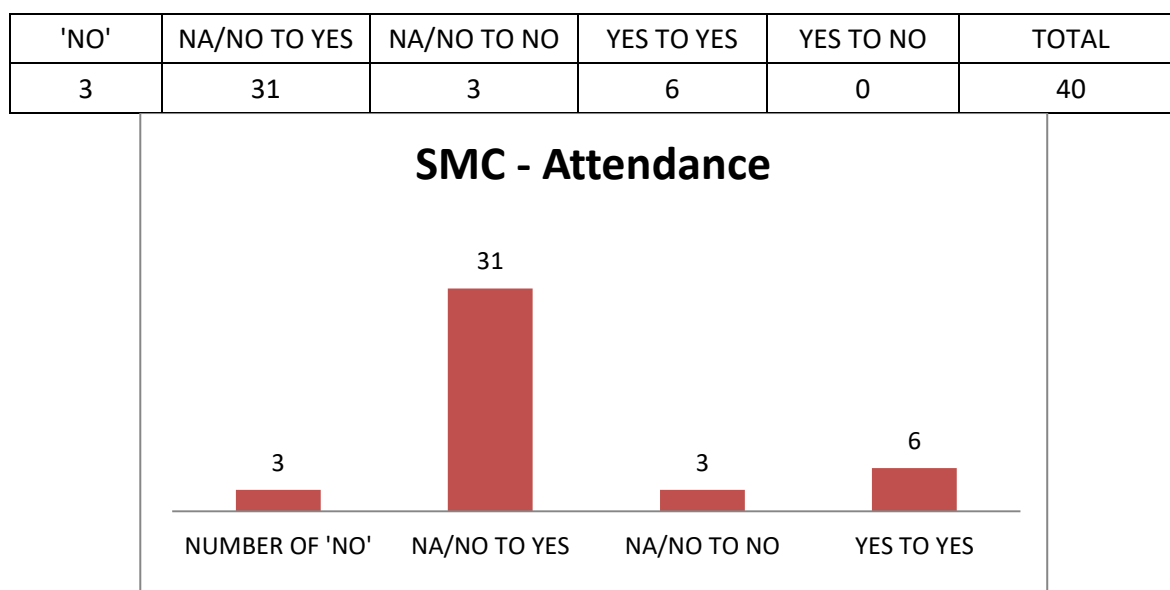
Observations based on Tool A

1. Establishing School Management Committees



It was found that currently School Management Committees are functioning in 39 out of 40 Schools. This includes 31 schools in which active SMCs were not functional prior to the project launching while there were only 8 well-functioning SMCs. The advocacy initiative from the Rotary officials and capacity building given to the nodal teachers by the project helped in developing a functional SMC that focuses on WASH and MH following the advocacy initiatives of WinS target challenge project. It has been found that in 1 school among the 40 intervened SMC is yet to be established. SMC in that school shall be accomplished with the joint efforts of the Teachers and school management in the current year.

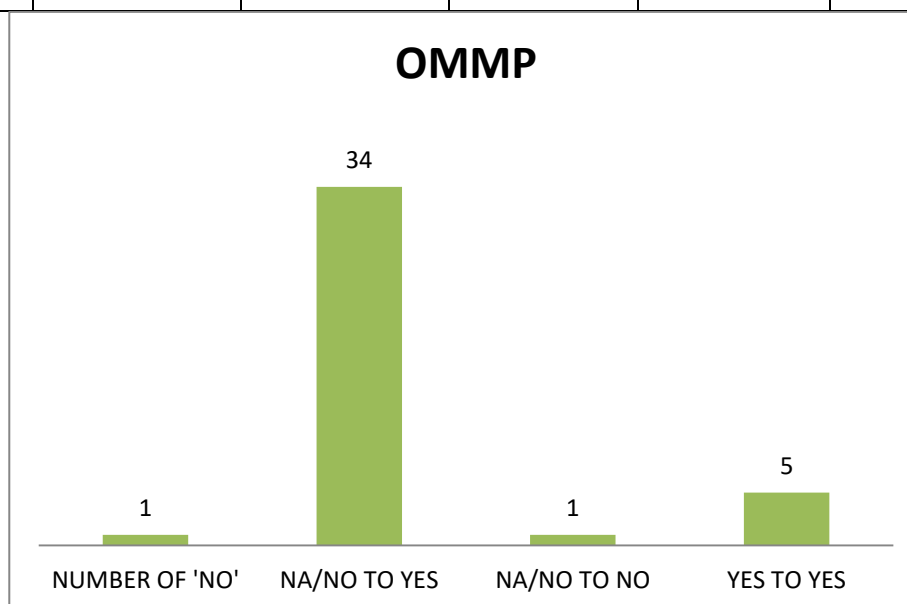
2. 50% or more attendees in SMC meeting within last 6 months



The response to this indicator shows that a total of 37 schools presently have achieved this functional excellence. The status of 50% attendance in SMCs was there only in 6 / 40 schools during baseline assessment which has improved impressively. Poor attendance in SMCs shall interfere with the chance of local mobilisation of resources, establishing competent operations and maintenance mechanism and program sustainability. The sustainability of the program shall also be interfered. Hence equipping the management committees with the responsibility of facilitating the WASH and MH related activities in the schools shall be focussed to sustain the infrastructural and behavioural changes gained by the project. In the follow up phase strategies to sustain this achievement and making standard operating protocols for functioning of SMCs could also be developed in this scenario.

3. Schools having an operation and maintenance management plan

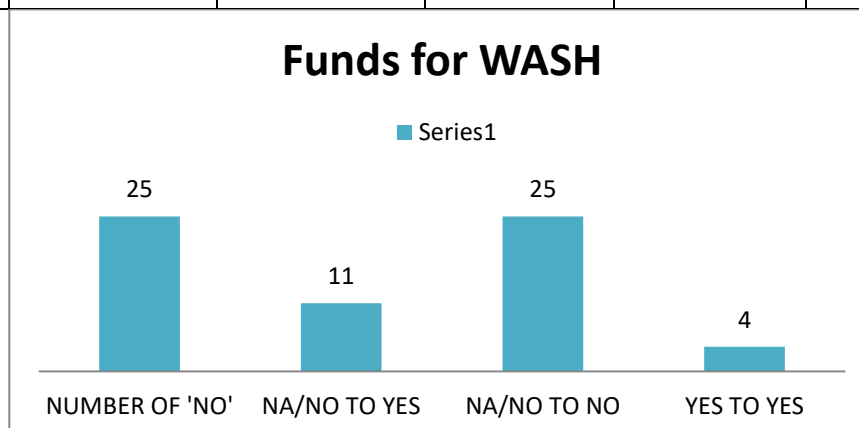
'NO'	NA/NO TO YES	NA/NO TO NO	YES TO YES	YES TO NO	TOTAL
1	34	1	5	0	40



It was found that 39 schools have an operational and maintenance management plan (OMMP) to be used for the follow up action plan. The schools which have already developed an operational and maintenance management plan shall be provided support to implement that under the activities of the school management committee. 1 school which presently has no OMMP and still continuing in that status shall be supported to develop one in consultation with the nearby WinS partner school which has developed and follows one presently. It shall also be focussed that all the 40 schools will identify and engage nodal teacher and student leaders to lead the OMMP in the respective schools and the protocol for forming new committees annually. A resource management plan shall also be integrated to this plan to ensure sustainability.

4. Availability of maintenance fund for WASH related needs

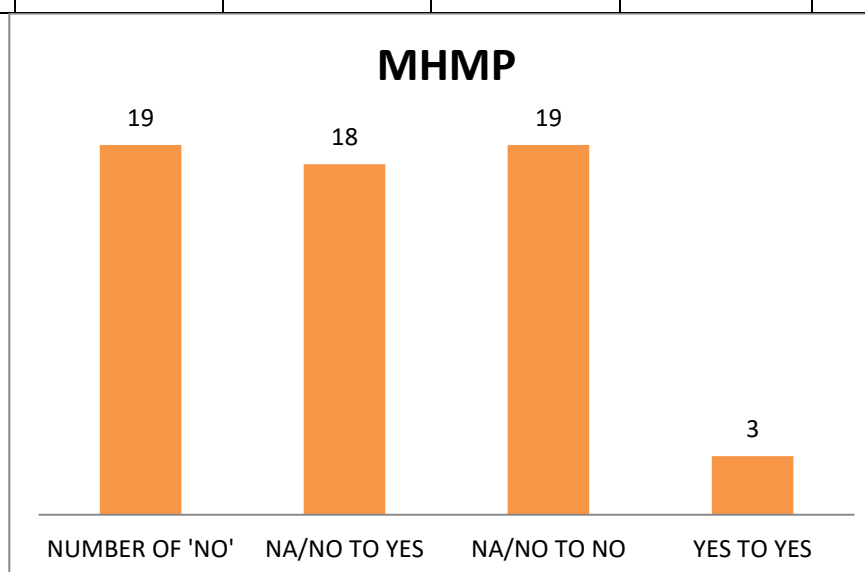
'NO'	NA/NO TO YES	NA/NO TO NO	YES TO YES	YES TO NO	TOTAL
25	11	25	04	0	40



Availability of funds is an area where large gap was identified during monitoring. There were only 15 schools which have funds available for WASH related needs. 25 schools do not have provisions for funds to undertake WASH related needs. The follow up trainings shall focus on the advocacy plan of these schools and motivate the school management committees to explore possibilities to identify resources. Efforts have to be taken from the side of Rotary International District 3211 to provide guidance to these 25 school son potential sources that will be of support to them in providing support. The SMCs in the 25 schools with financial constraints may meet and develop plans for local mobilisation of resources. This may be further considered by local Rotary clubs which identified these schools and provide guidance for mobilisation of resources

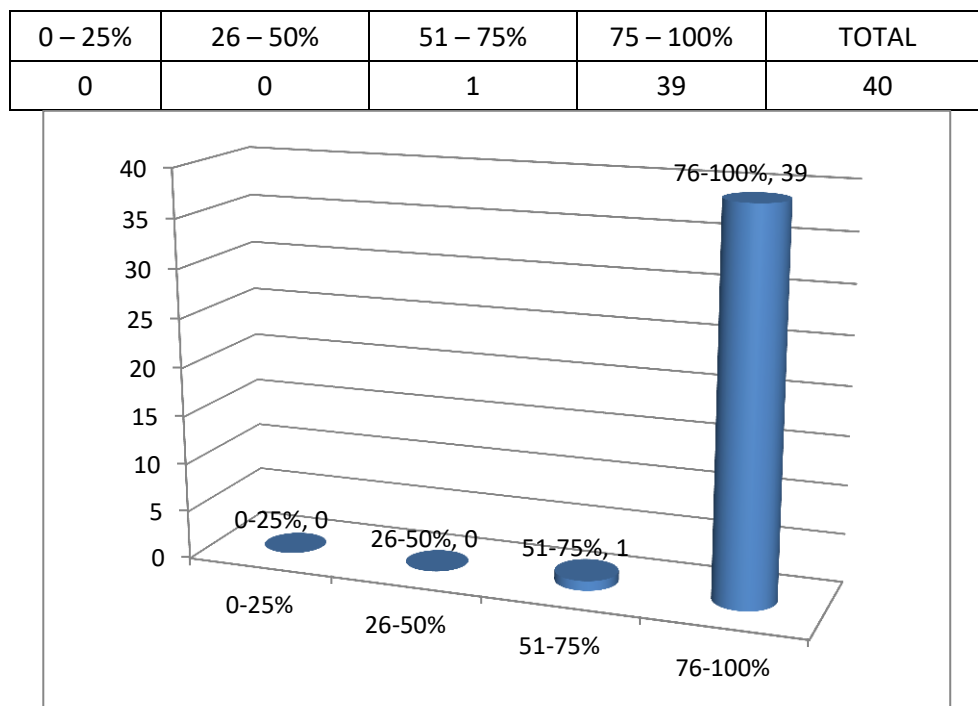
5. Availability of a written menstrual hygiene management (MHM) plan

'NO'	NA/NO TO YES	NA/NO TO NO	YES TO YES	YES TO NO	TOTAL
19	18	19	03	0	40



Written menstrual hygiene management plan (MHMP) is available only with 21 schools. In order to ensure sustainability of the program a definite plan on menstrual health is essential. RI 3211 could develop a plan through participatory process. The plans which are developed by the 21 schools could be taken as the base document and further improvement may be made. Professionals in Rotary and selected teacher representatives could be included in the working group. Inputs could be taken from School health division of the state health services department as well. The plan developed should be provided to all the WinS partner schools for display and follow up. There should be a provision for submitting this plan before students and teachers for regular review and periodic updating so that this base document shall be beneficial on long term basis. The plan should envision a component of peer teaching and learning as many students have demonstrated that they could emerge effective health education animators. This segment could be built with strategic clarity and periodic updating integrating the opinion of elected political leaders shall be the ultimate destination for sustainable development.

6. Proportion of teachers reporting daily classroom attendance

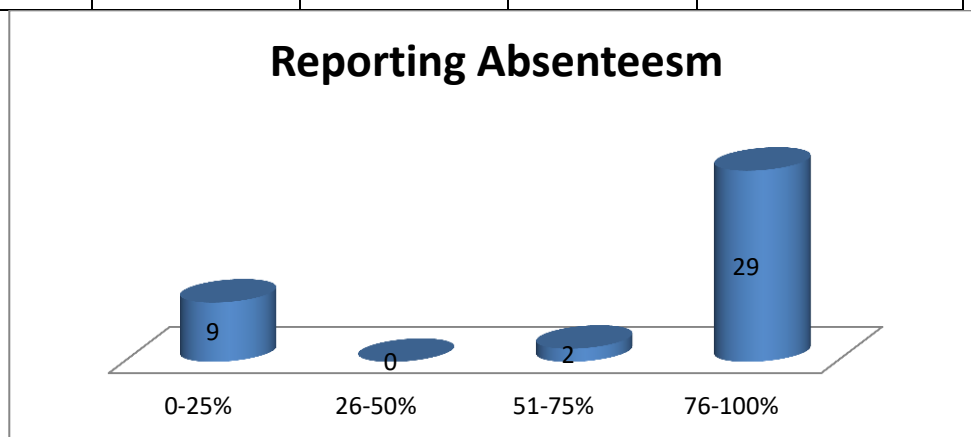


This indicator was assessed by asking the percentage of teachers who make daily reporting of attendance in the schools. Kerala is a state in India where education is given much importance and hence the practice of attendance taking and tracking of absenteeism is of prime importance in the school education. It has been found that in 39 out of 40 schools more than 75% of teachers do daily reporting of attendance. This includes schools where all the teachers make daily reporting of attendance (100%). In one school it has been found that the daily reporting is between 51 to 75%. Since attendance reporting system in schools are found to be effective, chance for exploring

and rectifying intermittent absenteeism and its reasons is better in these schools. Follow up training shall focus on identifying gaps, if any and rectifying them.

7. Schools reporting regular absenteeism of students every month

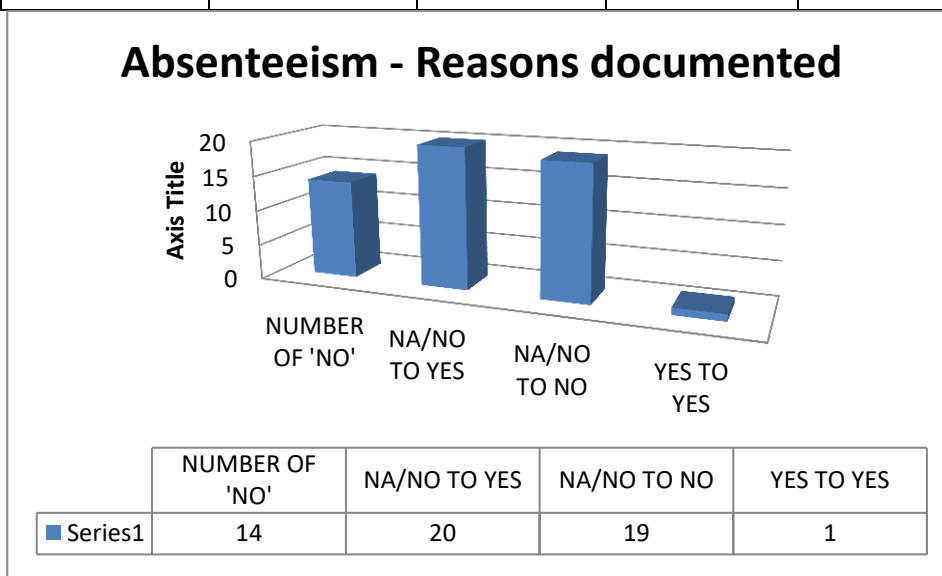
0 – 25%	26 – 50%	51 – 75%	75 – 100%	TOTAL
9	0	2	29	40



It has been found that in 29 schools teachers make regular reporting of absenteeism on monthly basis. Supportive assistance shall be provided during the follow up trainings to capacitate the school teachers to explore and ascertain if the absenteeism in related to any issues connected to WASH or MH issues. The topic shall be presented for discussion among teachers and students in the schools. Since absenteeism in many situations are due to health related issues, it is important to track and make corrective measures whenever possible.

8. Reasons for why students are not attending school documented

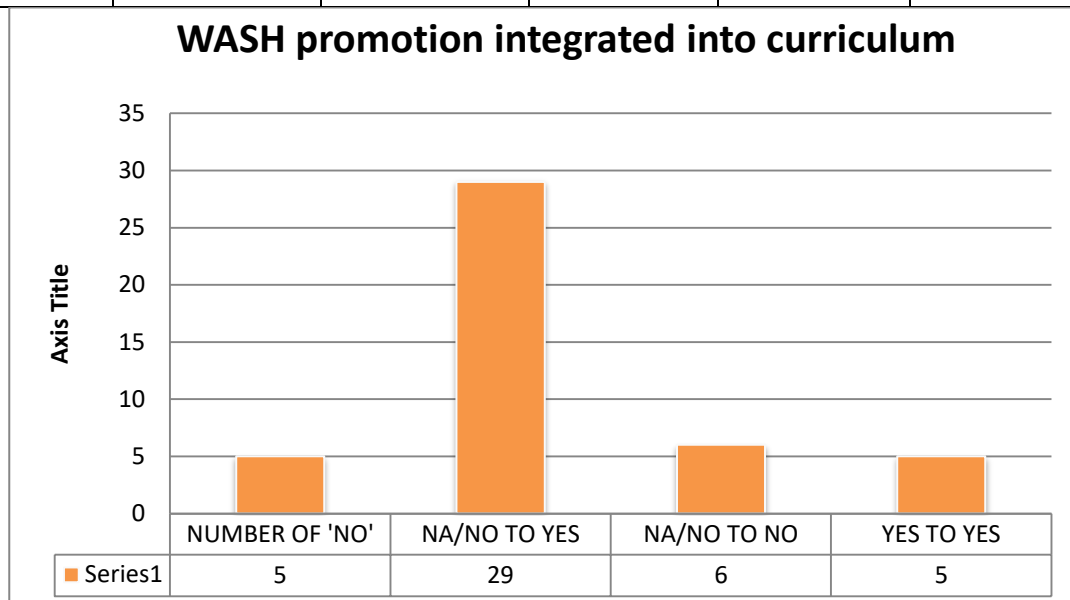
'NO'	NA/NO TO YES	NA/NO TO NO	YES TO YES	YES TO NO	TOTAL
14	20	19	1	0	40



Reasons for absenteeism is explored and documented in 21 schools out of 40. 14 reported that the system is not in place and 5 have not reported. It indicates that in these 19 schools presently the system to provide support to students based on specific reason for absenteeism is not in place. If exploration is made, the issues if any related to WASH and MH shall be identified and intervened. Teachers shall be oriented on these issues as well. The issue could be flagged and guidance letters shall be sent from the RID 3211 project executive on protocols to be commonly followed in all schools to explore the reasons for absenteeism and provide support. Schools which are presently not having a system for exploring and intervening reasons for absenteeism shall be motivated and guided to develop and practice that.

9. WASH promotion being made part of the school curriculum

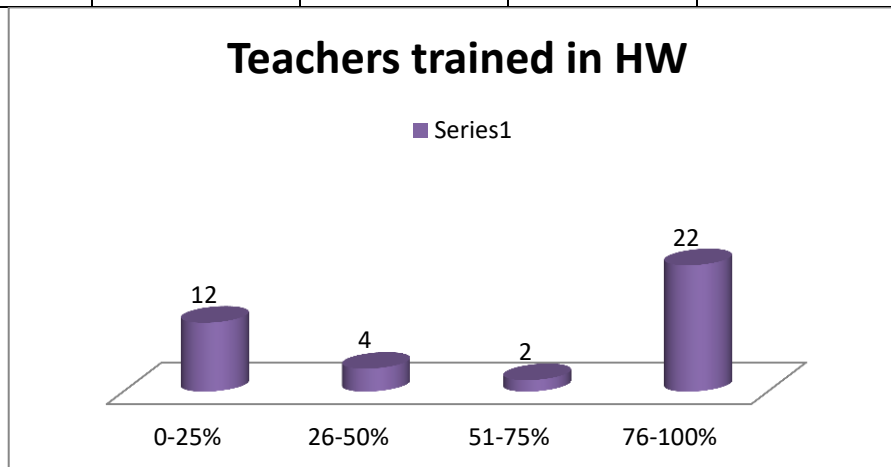
'NO'	NA/NO TO YES	NA/NO TO NO	YES TO YES	YES TO NO	TOTAL
05	29	6	5	0	40



During the beginning of the project only 5 out of 40 schools had made WASH promotion as part of curriculum. One year after the project was launched, it has been observed that in 34 schools, WASH promotion has been made part of school curriculum. There are 6 schools which require guidance and support for curriculum integration of WASH & MH. Plan strategic support in this regard shall be developed by RID 3211 and provided during the follow up training program. Review on the current practice and activities related to the 34 schools which have already achieved the same shall be done as part of WinS project. Good practices from the same shall be shared with the other schools during follow up training so that they will follow it for curriculum integration in the schools. This could be addressed during the evaluation process as well and recommendations for sustained actions be made. However it is important that this has to be further explored and integrated as common health requirement of the region. A definite plan which will emerge as an international consultation strategy should be explored and presented before the MARPs and their HCPs.

10. Proportion of teachers in schools trained in hand washing practices

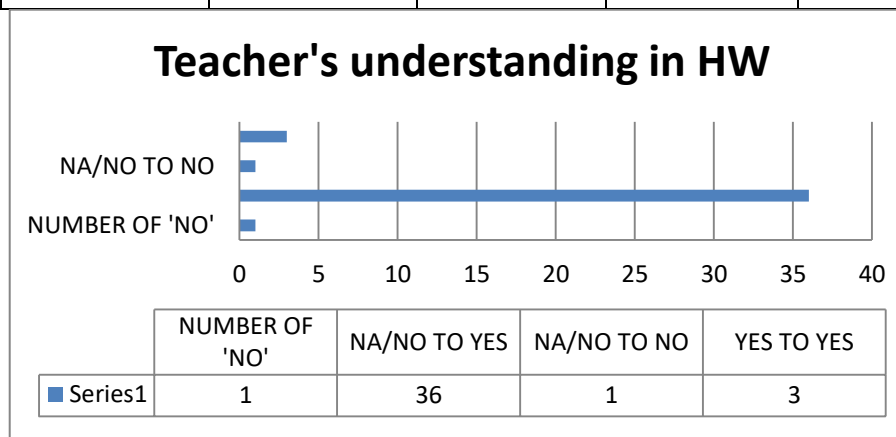
0 – 25%	26 – 50%	51 – 75%	75 – 100%	TOTAL
12	04	02	22	40



Training in hand washing is an important indicator since this would enable the teachers to give inputs to students in this regard. It has been found that in 22 out of 40 schools more than 75% of teachers are trained. But in 12 schools only less than 25 % of teachers are trained. Follow up training shall address this issue and more trainings to teachers shall be organised with the help of the trained nodal teachers. SMCs shall be entrusted with this responsibility and monitoring could be done by the local Rotary club.

11. Teachers demonstrate understanding of hand washing

'NO'	NA/NO TO YES	NA/NO TO NO	YES TO YES	YES TO NO	TOTAL
01	36	01	03	0	40

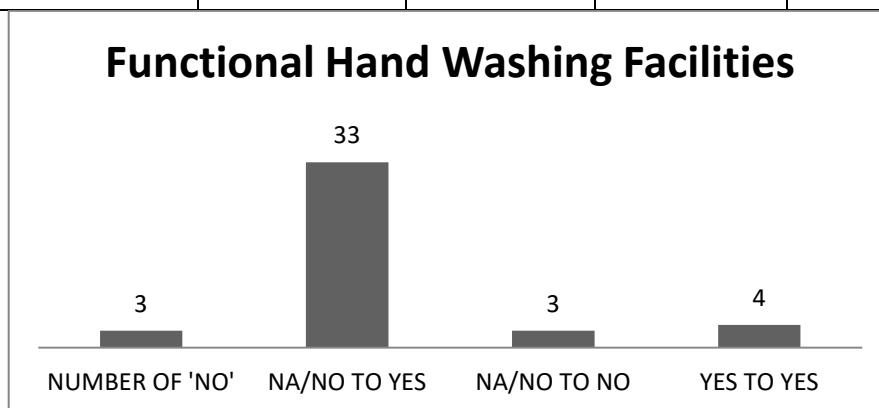


It was found that in 39 out of 40 schools, teachers shown good clarity on hand washing demonstrated through higher scores on post training assessments. This indicates that majority of the teachers have good interest in training to learn and use those skills to provide support to the school. It is also observed that, even though

trainings were not received many teachers have sufficient knowledge in hand washing techniques. During follow up trainings, emphasis shall be given for providing hand holding support to those teachers who are not adequately skilled in this task. The reasons for not getting skilled through trainings shall also be explored and made part of the report during evaluation.

12. School having functioning hand washing facilities located near to school toilets

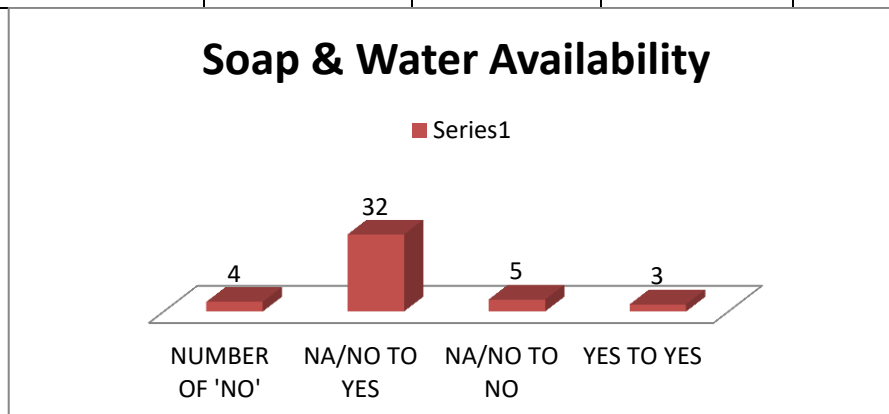
'NO'	NA/NO TO YES	NA/NO TO NO	YES TO YES	YES TO NO	TOTAL
03	33	03	04	0	40



Functional hand washing facilities are located near school toilets in 37 out of 40 schools included as partners in WinS target challenge project. This indicates that the infrastructure facilities are adequate and hence the efficiency of BCC activities which are provided would help in sustained practices in WASH and MH. It could also be inferred that the school authorities and the project partners have conceived the concept correctly and supportive measures have been taken.

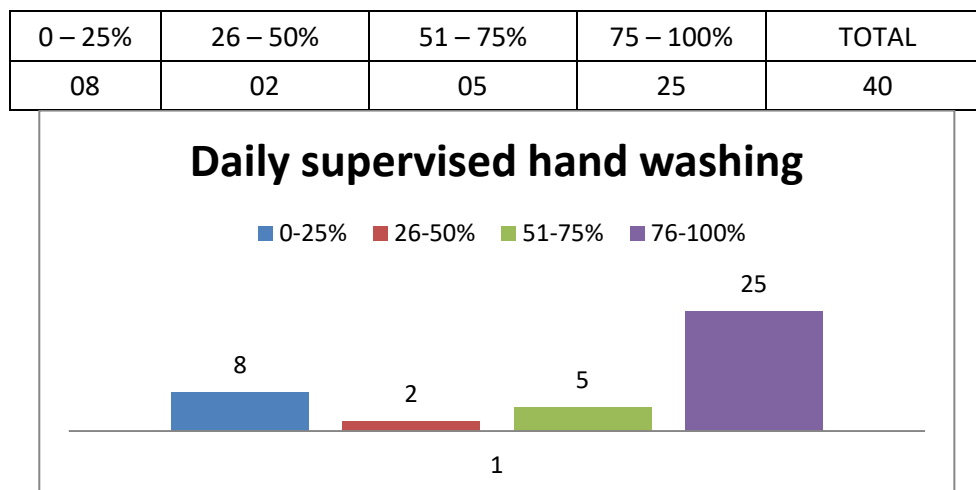
13. Availability of soap and water at hand washing stations in school

'NO'	NA/NO TO YES	NA/NO TO NO	YES TO YES	YES TO NO	TOTAL
04	32	05	03	0	40



Soap and uninterrupted water supply are available in 35 out of 40 schools monitored. The 5 schools where this facility is NOT found is a matter of concern as this will interfere with all the efforts taken in the project for ensuring correct hand washing practices in the sustained way. Strategic actions and advocacy initiatives will be taken to provide support and guidance to the 5 schools to ensure that soap and water are made available near to hand washing stations. Local resource mobilisation shall be one method that will help in this process.

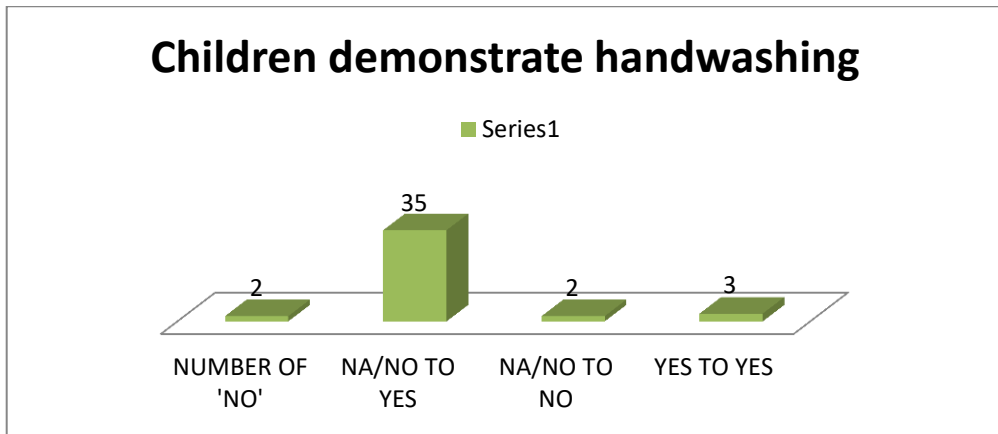
14. Proportion of classrooms that participate in daily supervised hand washing



It has been found that 25 out of 40 schools visited have more than 75 % of class rooms participate in daily supervised hand washing. This could be considered as a positive outcome of WinS project. However, there are 8 schools among the 40 participating schools that have more than 75% of schools NOT participating in supervised had washing. Hence the follow up training has to focus on the BCC component in which teachers and students have to be motivated to strengthen the component of supervised hand washing. The reasons and limitations that make supervised hand washing not being done should be identified and intervened in the second year of the intervention.

15. Schools where 4 out of every 5 children demonstrate proper hand washing

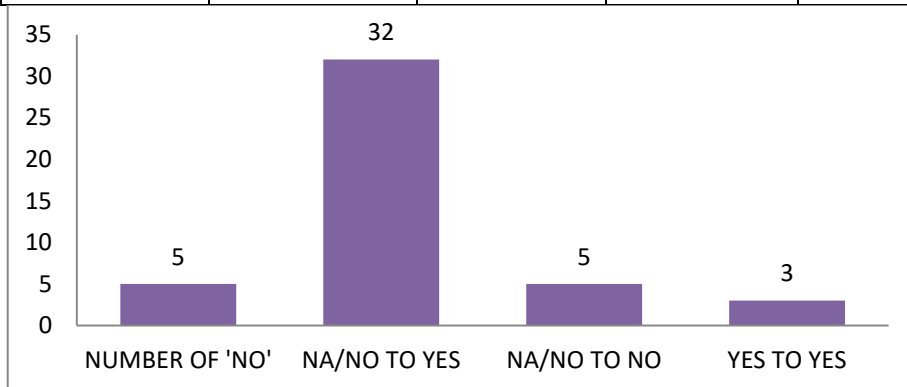
'NO'	NA/NO TO YES	NA/NO TO NO	YES TO YES	YES TO NO	TOTAL
02	35	02	03	0	40



The monitoring survey revealed that in 38 out of 40 schools included in the study every 4 out of 5 students could demonstrate hand washing correctly. This reflects the efficiency of the program as well as the fast learning skills among the students in the school. This also indicates that we have sufficient number of students in most of the schools who could be used as peer leaders who can facilitate group hand washing and peer led WASH initiatives in the schools. Hence peer facilitated teaching – learning on life skills and healthy habits could be a major strategy in schools to attain the goal of healthy student community in every school. The follow up training shall also give focus to this strategy to be used in BCC related to WASH and MH. This will help in ensuring long term sustainability to the initiatives and behavioural practices built as part of the program.

16. Schools where 4 out of every 5 children explain the critical times for proper hand washing

'NO'	NA/NO TO YES	NA/NO TO NO	YES TO YES	YES TO NO	TOTAL
05	32	05	03	0	40

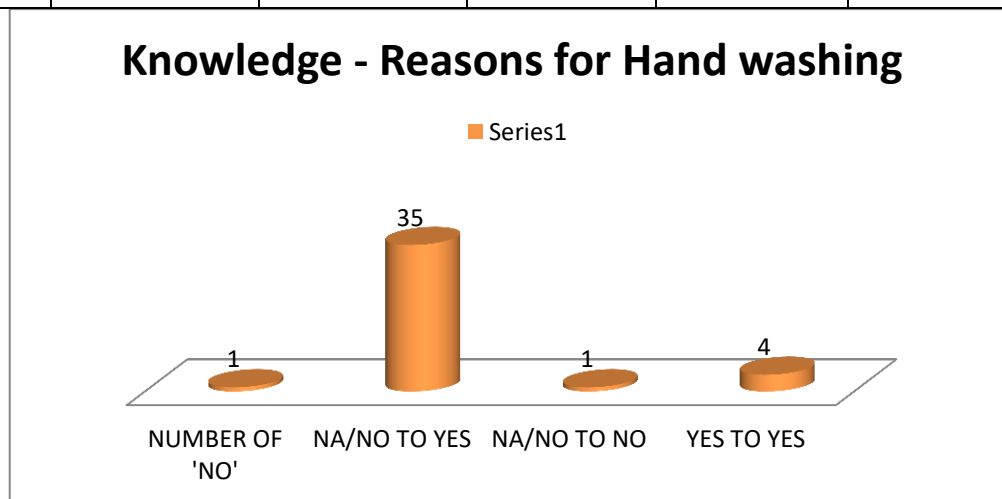


4 out of 5 students could explain the critical times for proper hand washing in 35 out of 40 schools included in the intervention. This is a good finding that shows that the educational process has been effective and attaining sustainability in the project in terms of WASH shall be easy. This finding also justifies that peer learning process could be used as a technique in follow up initiatives. Peer initiated communication material development could be developed as a BCC method among the schools. Participatory

communication material development process shall be recommended as an effective strategy in communication material development.

17. Schools where 4 out of every 5 children explain the reasons for hand washing

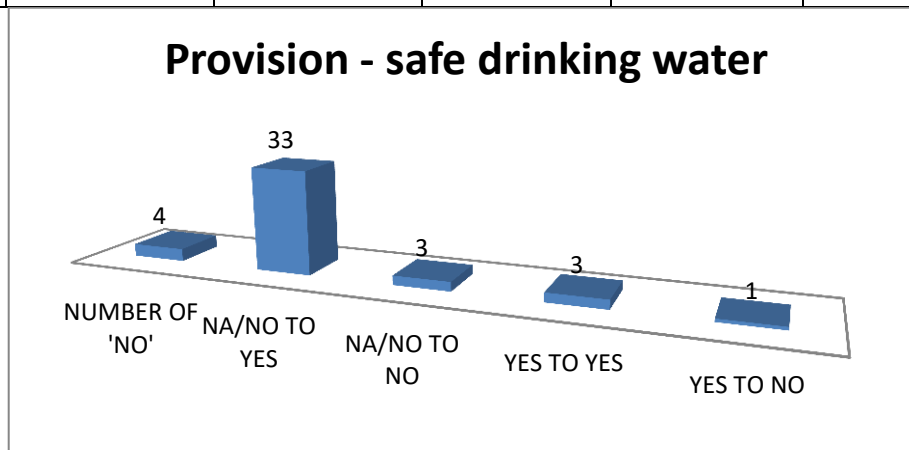
'NO'	NA/NO TO YES	NA/NO TO NO	YES TO YES	YES TO NO	TOTAL
01	35	01	04	0	40



Reasons for hand washing were also clearly perceived correctively by most of the students who study in the schools covered in the program. 39 schools reported that 4 out of 5 students could clearly explain the reasons for hand washing. This shall be integrated as peer learning and BCC strategy in the follow up phase. Schools shall be encouraged to develop student learning packages using those with skills in communication planning. The school in which this was found lacking shall be provided supportive assistance to improve the same.

18. Schools having provision for safe drinking water in sufficient quantity

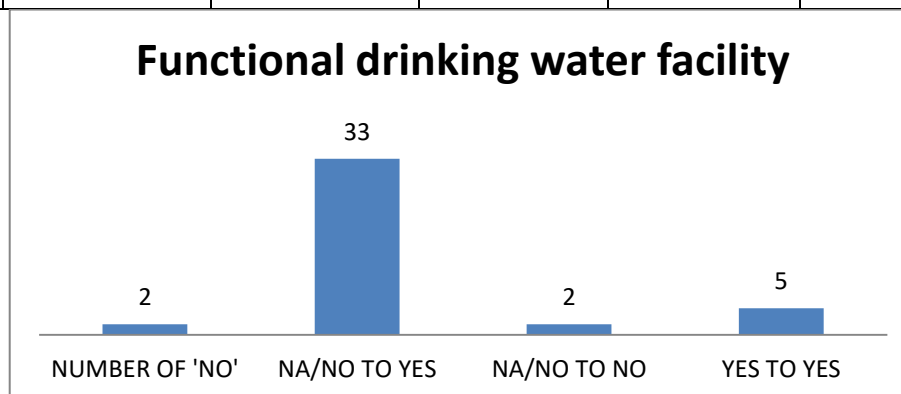
'NO'	NA/NO TO YES	NA/NO TO NO	YES TO YES	YES TO NO	TOTAL
04	33	03	03	1	40



It has been reported that 36 out of 40 schools has provision for safe drinking water. This indicates that if WASH behaviour is adequately built among the students; we can achieve effective control of the Water borne diseases. It has been found that one school in which safe drinking water was initially available has now face scarcity. This is to be considered matter of concern and skill building of SMCs has to be consistently provided to prevent such issues. Since provisions for safe drinking water is linked with resource availability, that should also be considered while working to ensure this indicator.

19. Drinking water facility in the school functional or not

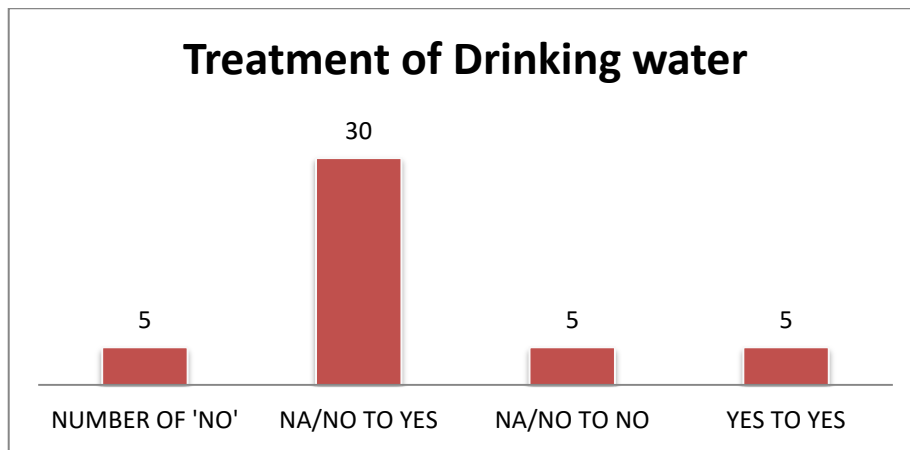
'NO'	NA/NO TO YES	NA/NO TO NO	YES TO YES	YES TO NO	TOTAL
02	33	02	05	0	40



When explored during monitoring, it was found that the drinking water facility available in the schools is adequately functional in 38 out of 40 schools. Even though it is a good finding that majority of the schools have well-functioning well, it is a matter of concern that in 2 schools effective intervention is needed to ensure that the drinking water facility is established and it works well. Advocacy with school authorities, support to identify resources where needed and installing effective Annual Maintenance Contracts (AMCs) are major actions to be considered in this context.

20. Water used for drinking at the school is treated or not

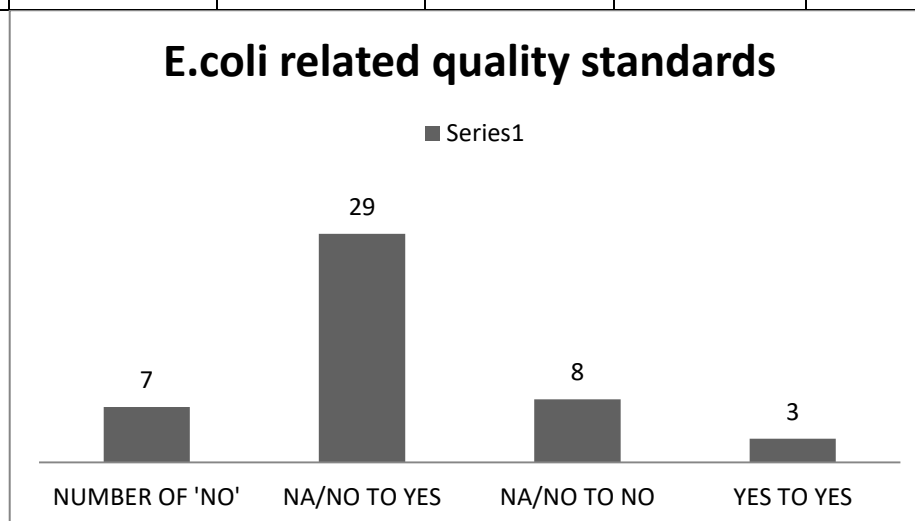
'NO'	NA/NO TO YES	NA/NO TO NO	YES TO YES	YES TO NO	TOTAL
05	30	05	05	0	40



In this critical indicator in which it was explored if the drinking water is treated for safety, the finding was that 35 out of 40 schools included in the study an effective system for treating water before drinking. The 5 schools in which it was found that the water used for drinking is not treated for safety have chances of water diseases and other problems related to unsafe drinking water. These schools shall be provided sensitisation and guidance on water treatment methods during the phase of 2nd year when follow up is focussed. Cost effective and easy to implement water treatment methods shall be informed to the 5 schools to ensure that students who consume water do not face problems. Untreated water issues shall be explored and chlorination etc shall be integrated

21. Quality of water in school meets National standards for E. coli

'NO'	NA/NO TO YES	NA/NO TO NO	YES TO YES	YES TO NO	TOTAL
07	29	08	03	0	40

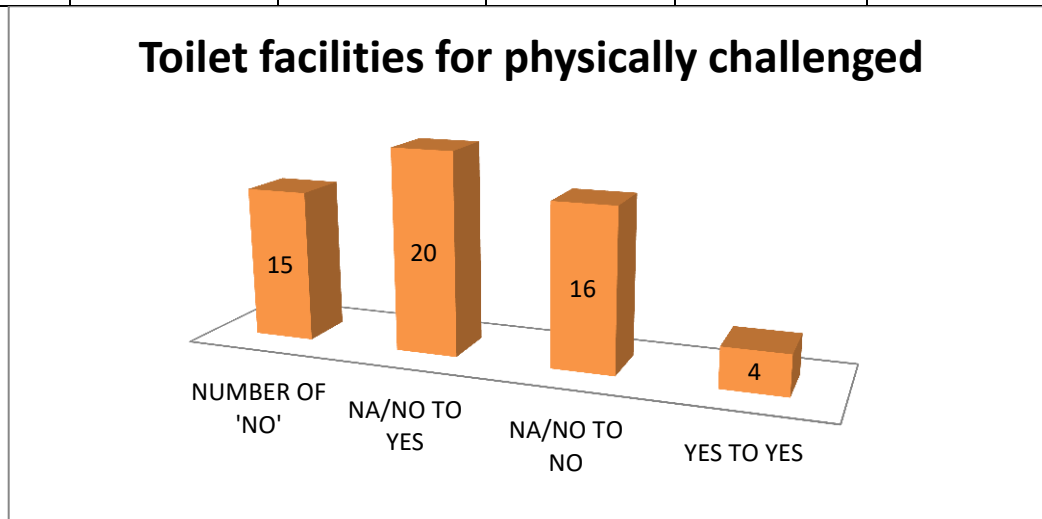


This was another critical indicator related to presence of microorganisms in drinking water. The quality of water in 7 out of 40 schools was NOT as per the national standards related to E.Coli. This finding is considered serious that require immediate and effective intervention. This also shows that even in schools in which

methods of water treatment is followed; it has been found that the drinking water cannot be considered safe as per standard norms. Contamination at source, ineffectiveness of the existing water treatment mechanisms etc. are to be further explored and intervened. (Water supply in 20 schools where filters only testing done. Rationale for 7. It was not tested as it is government water supply.

22. The school has accessibility of toilet facilities to children with disabilities

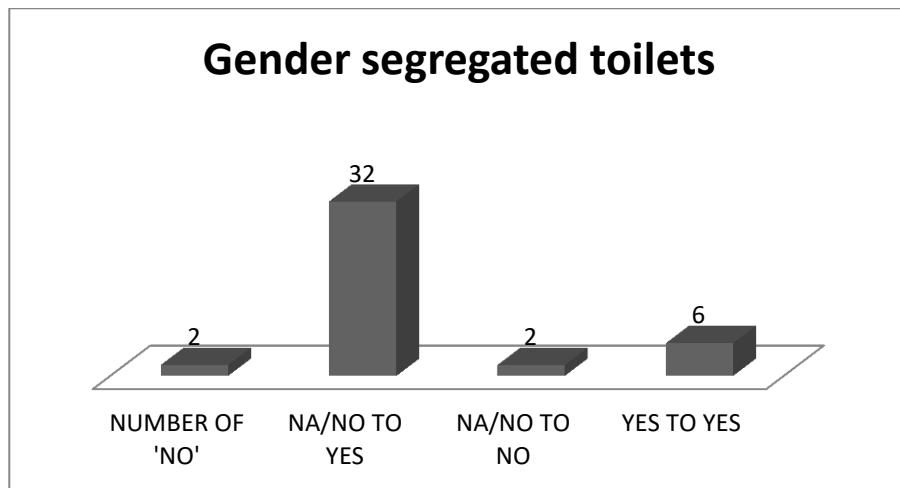
'NO'	NA/NO TO YES	NA/NO TO NO	YES TO YES	YES TO NO	TOTAL
15	20	16	04	0	40



This was yet another critical indicator that found to be far below than the requirement. In 16 out of 40 schools included in the intervention, it was found that the toilets are not accessible to the differently abled segment of students. These have been addressed in the new constructions those will happen in future. But still there are more which have to be provided support in the follow up phase. The matter may be considered by the local Rotary clubs and the same could be addressed through slight modifications in partnership with local resource support agencies. Detailed and individual reports along with intervention plan could be prepared as part of evaluation and submitted to local health and education authorities for addressing it without delay.

23. The toilets in the school gender-segregated

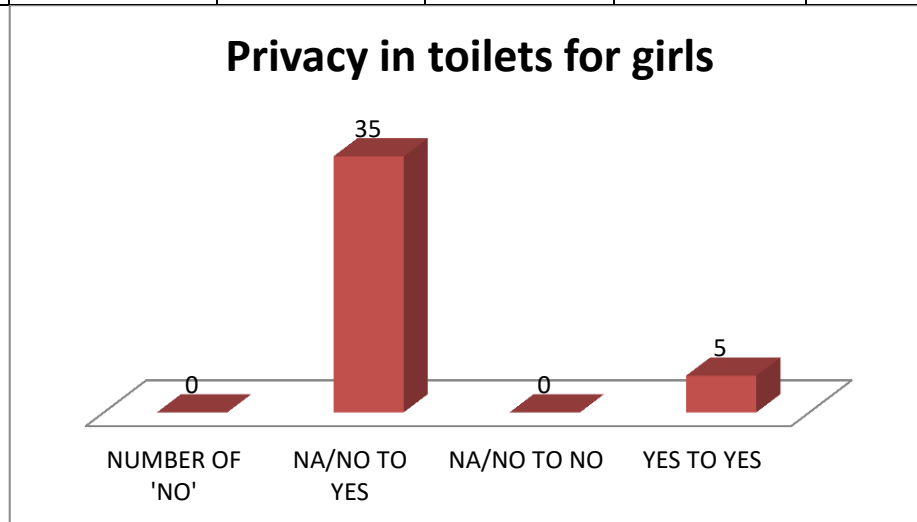
'NO'	NA/NO TO YES	NA/NO TO NO	YES TO YES	YES TO NO	TOTAL
02	32	02	06	0	40



Regarding the availability of gender – segregated toilets, 38 out of 40 schools have reported to have the facility. The situation of the other 2 shall be explored and reasons for the same identified and intervened in the follow up phase. However, it was reported that all high schools included in the study are having separate toilets for girls and boys. The need for gender segregated toilets and its relevance in WASH in schools shall be focussed during follow up trainings as well.

24. Toilets for girls in school having adequate privacy

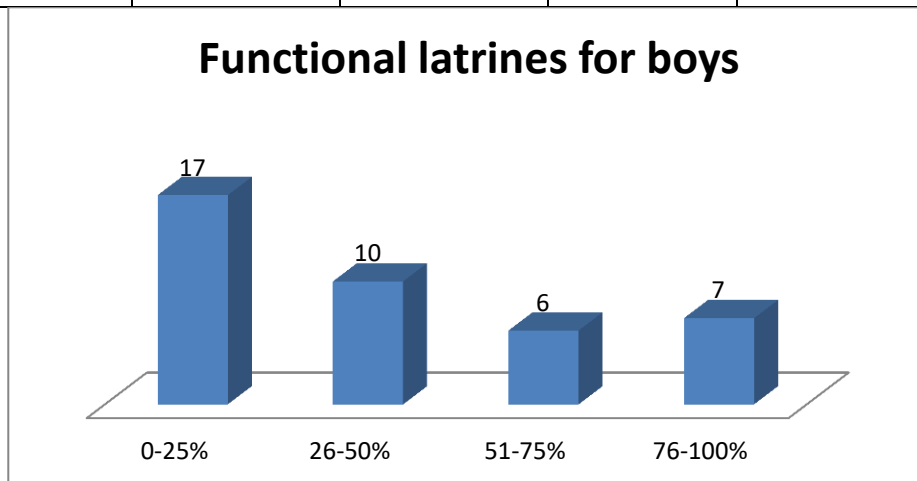
'NO'	NA/NO TO YES	NA/NO TO NO	YES TO YES	YES TO NO	TOTAL
0	35	0	5	0	40



Regarding adequate privacy in toilets for girls it was found that 40 out of total 40 schools monitored, in which there is adequate privacy. This is a positive finding which shows that it would be possible to now focus on Menstrual Health Management (MHM) to ensure total support to the girl students. Further focus would be needed to ensure availability of water, installation of napkin vending and disposal systems etc.

25. The proportion of functional latrines available for boys

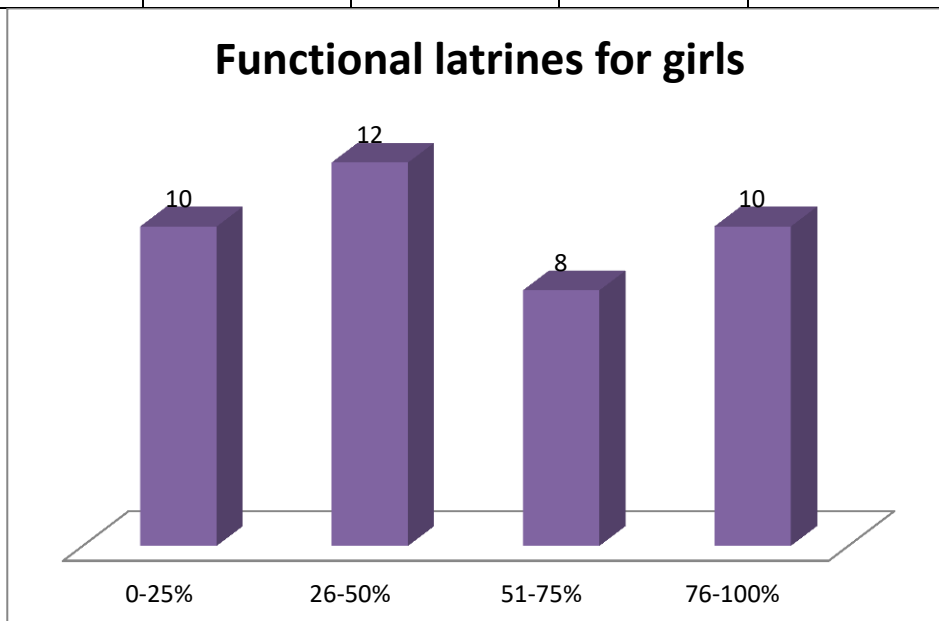
0 – 25%	26 – 50%	51 – 75%	75 – 100%	TOTAL
17	10	06	07	40



This is an indicator that clearly reflects the nature of attention to be given in WASH & MHM related work in schools. While it was observed that toilets for girls maintain satisfactory functional dimensions, those for boys need more attention and maintenance. In general need for privacy in toilets for boys is not given adequate importance in the regional culture and the same is reflected in this finding as well. This aspect need to be addressed in the phase of follow up training. This would be used as an illustrative example before SMC and teachers to have a guard on unexpected gender related disparities existing in civil society.

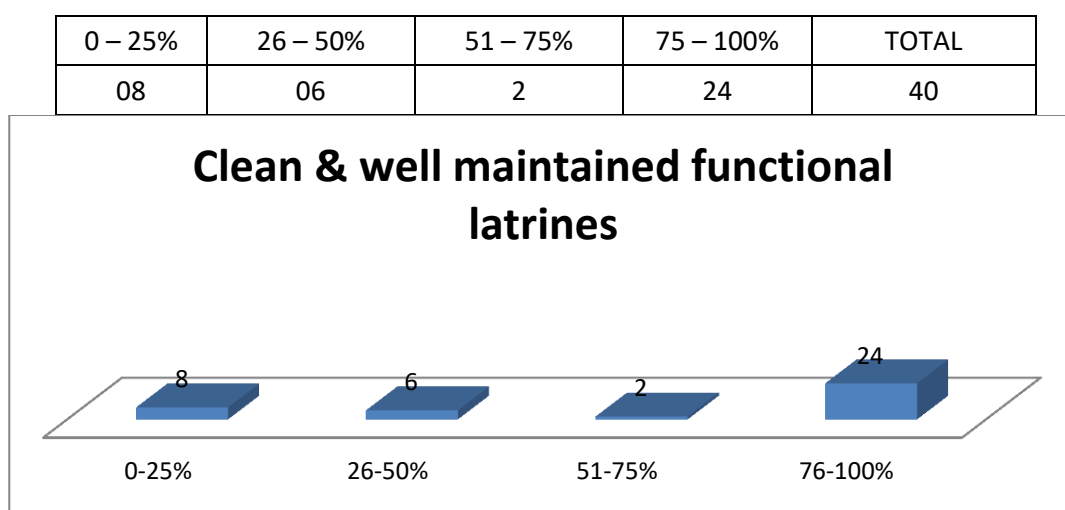
26. The proportion of functional latrines available for girls

0 – 25%	26 – 50%	51 – 75%	75 – 100%	TOTAL
10	12	08	10	40



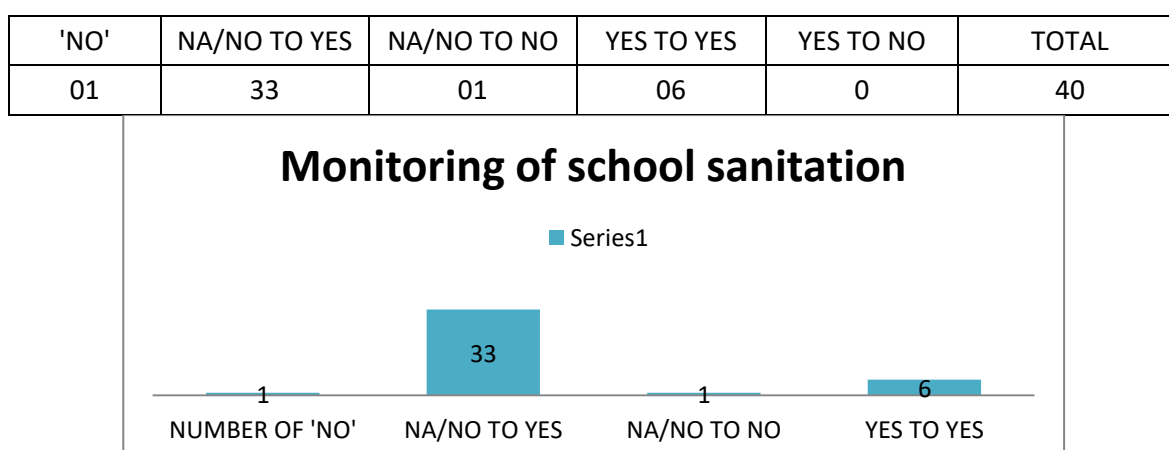
It is observed that there is gap here also. The situation is better compared to that of boys. In 18 out of 40 schools availability of functional toilets is more than 50 %. But it is a matter of concern that in 10 out of 40 schools availability of functional toilet is less 25%. The matter needs serious attention in 2nd year of project. This should be brought to the notice of school management in aided schools and local self-government in government schools. The issue of MHM issues not getting adequate resources for collecting and consolidating the elicited data to be considered empathetically. It is important that issues faced by affected in this context should also be considered through a holistic perspective.

27. The proportion of latrines those are clean and well maintained



Cleanliness of toilets and latrines is an important factor that determines WASH practices. It is found that 24 out of 40 schools have more than 75% of available toilets being well maintained and functional. The focus during follow up phase should to explore reasons in the 8 schools where more than 75% of existing toilets are NOT clean and functional. Those schools where more than 50% of available toilets needs improvement which is 6 in number will also be supported to improve during the follow up phase.

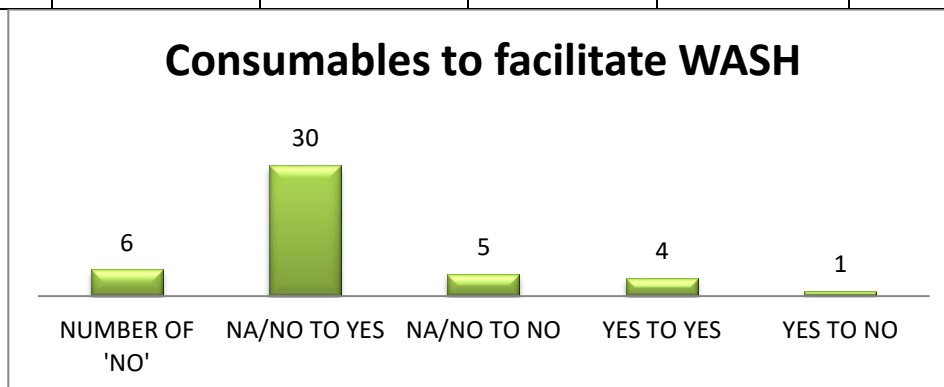
28. System in place for monitoring school sanitation facilities



It is found that in 39 out of 40 schools there is a system in place to monitor school sanitation facilities. It has been impressive to observe that 33 schools in which previously there was no system to monitor the same have developed it following advocacy of project. There is one school that has to develop a system for sanitation monitoring which need to be addressed during follow up phase. Standardising system and tools in monitoring of WASH could be attempted as part of WinS and it could be submitted to Dept. of Health and Family Welfare and Department of Education, Government of Kerala for wider dissemination.

29. Availability of adequate materials for sanitation (water, soap, brooms, etc.)

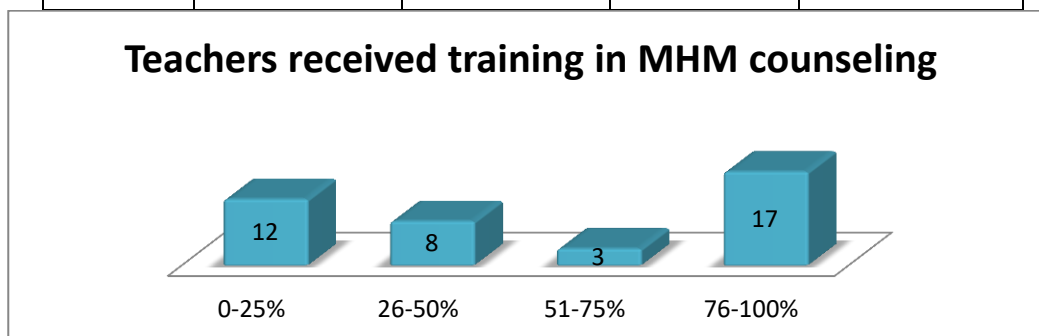
'NO'	NA/NO TO YES	NA/NO TO NO	YES TO YES	YES TO NO	TOTAL
06	30	05	04	01	40



Availability of consumables is an essential prerequisite for ensuring WASH in schools. It has been found that in 34 out of 40 schools it is available adequately. Matter of concern is that there are 6 schools where availability of consumables is inadequate and it will interfere with the practice of WASH. It was also found that in 1 school where it was earlier available was found at this phase that the facility is lacking. It is important to ensure that resource and resource mobilisation skills are sufficient with schools to ensure uninterrupted supply of resources.

30. The proportion of teachers who have received training in menstrual hygiene management counselling

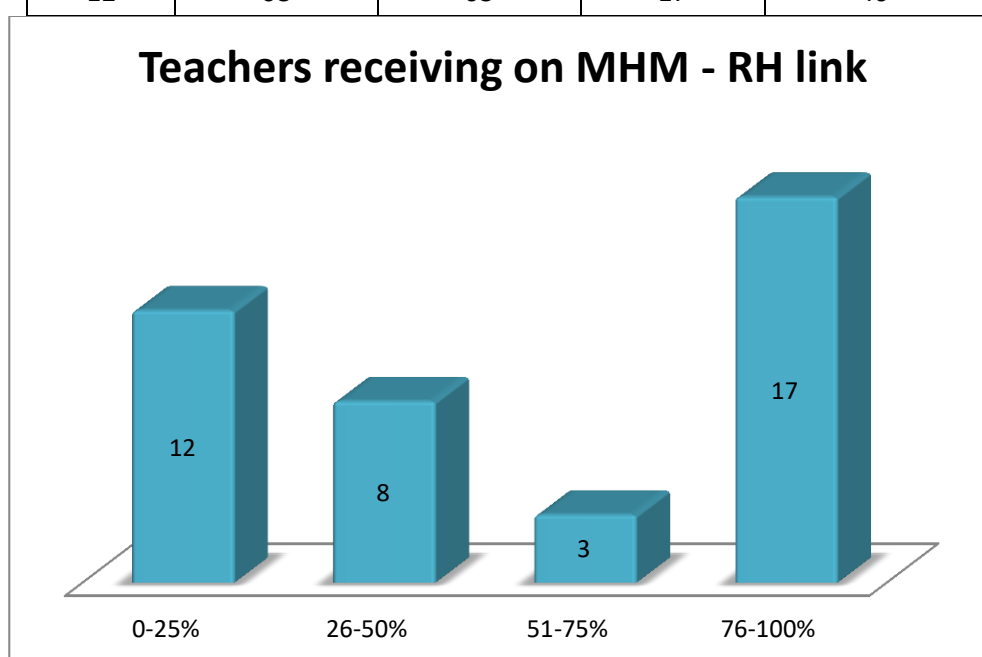
0 – 25%	26 – 50%	51 – 75%	75 – 100%	TOTAL
12	08	03	17	40



This is a critical funding in monitoring that only 17 out of 40 schools covered in the project has more than 75% of teachers in the schools who received training in MHM counselling. 12 / 40 schools have more than 75% of teachers and 8 / 40 schools have more than 50 % of teachers untrained. This also indicates that teachers in general require more skill building in counselling which is important in providing support and guidance to students. It indicates that the importance given to MHM related themes at present need to be improved to accommodate counselling as an important support measure to students to address their development and emotional issues.

31. Proportion of teachers trained in MHM & its links with reproductive health

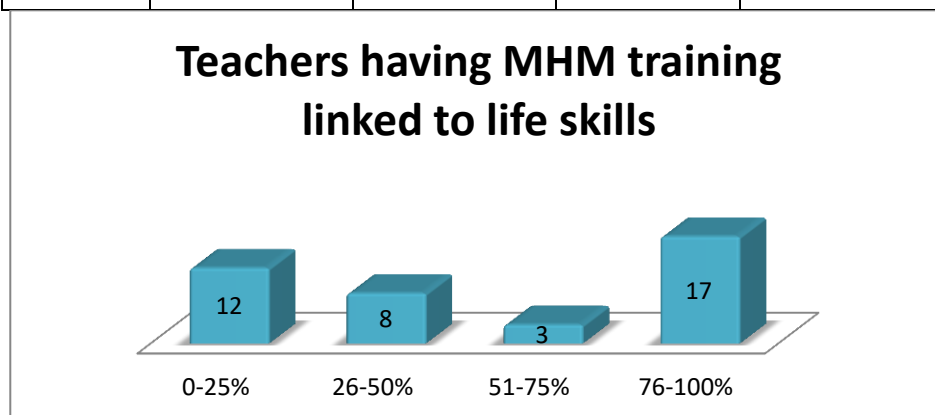
0 – 25%	26 – 50%	51 – 75%	75 – 100%	TOTAL
12	08	03	17	40



Link between MHM and Reproductive Health (RH) needs to be emphasised in providing menstrual health education. It is found that in 17 / 40 schools covered in project, more than 75 % of teachers received adequate training in this area. In 12 out of 40 schools more than 75% of teachers and in another 8 out of 40 schools more than 50 % of teachers did not receive adequate training in this area. The follow up training should address this issue and subsequently in-house peer training of teachers by training nodal teachers have to be considered. This information may also be shared with the state health services department which could address this issue through the state’s school health program. It is to be emphasised that link between MHM and RH is an important women’s health issue and hence it is to be covered as per the norms and protocols of health services department’s programs.

32. Teachers who received MHM training with an emphasis on life skills

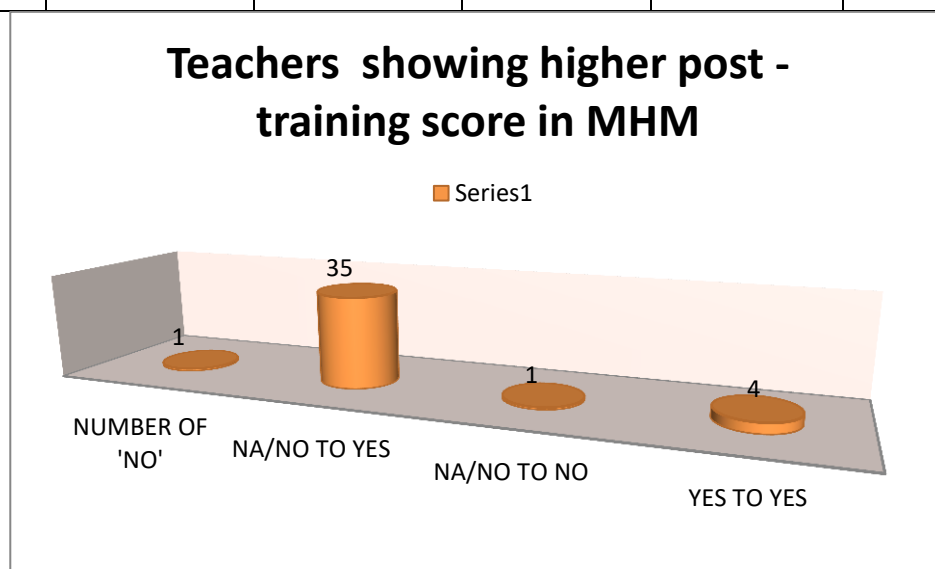
0 – 25%	26 – 50%	51 – 75%	75 – 100%	TOTAL
12	08	03	17	40



Menstrual Management Training with emphasis on life skill is important to ensure its sustainability. During monitoring, it was found that only 17 out of 40 have more than 75 % of the teachers therein having received training with this focus. 12 out of 40 schools have more than 75% of teachers not receiving training with this focus. In another 8 schools more than 50% of teachers didn't receive training with this focus. This issue should be addressed during the phase of follow up trainings and school level teacher's training have to be organised with the help of nodal trained in WinS Target Challenge.

33. Teachers demonstrate an understanding of menstrual hygiene management through higher scores on post-training assessments

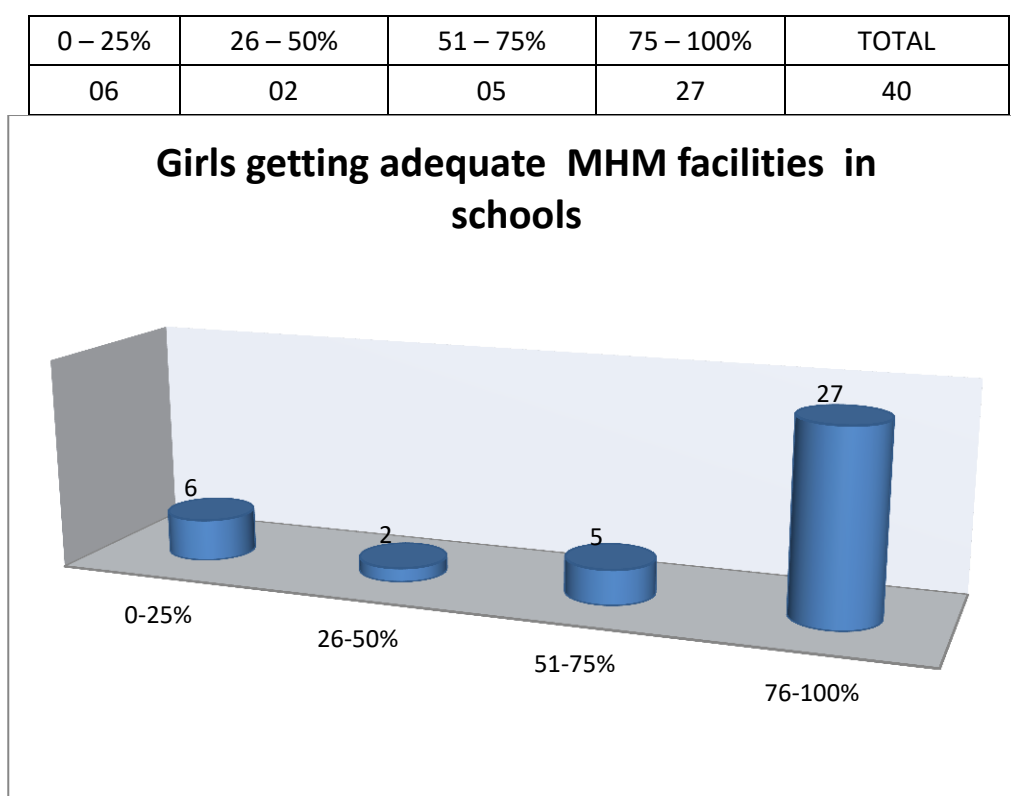
'NO'	NA/NO TO YES	NA/NO TO NO	YES TO YES	YES TO NO	TOTAL
01	35	01	04	0	40



Knowledge and skills among teachers in menstrual hygiene management was assessed to ascertain their efficiency to demonstrate it before the students. In this

regard it was found that in 39 out of 40 schools, teachers demonstrate an understanding of menstrual hygiene management through higher scores on post-training assessments. This indicates that building sustainable MHM system in schools will be possible through effective advocacy and follow up trainings. Since teachers are showing their interest get more trained this could be addressed in follow up training. Further inputs could be provided through online interactive learning program. Based on the interest of teachers this could be initiated in partnering institutions. There is one school in which this needs to be attained and that should also be addressed during follow up training period.

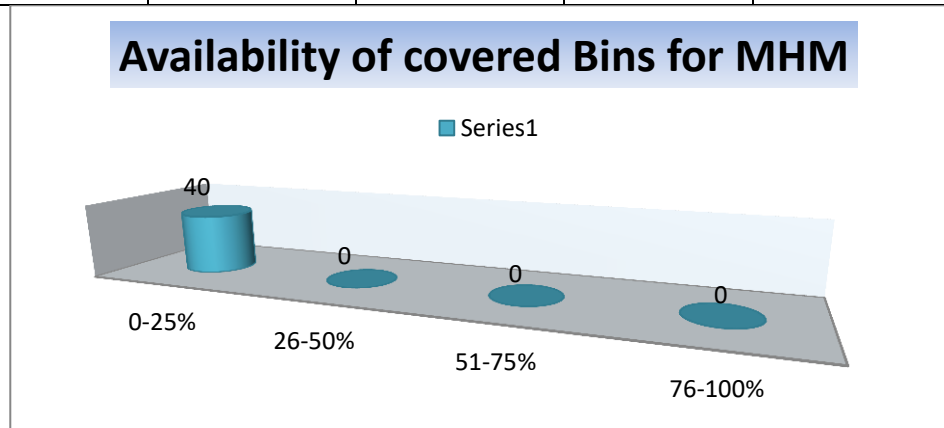
34. Proportion girls whom menstrual hygiene management needs are met.



This indicator was used to ascertain if schools are providing supportive environment for girl students to address their menstrual hygiene needs. It was found that in 27 out of 40 schools more than 75% of girl students observed that the support they get is adequate in this regard. In 6 schools more than 75% of girl students observed that the same is inadequate. There are another 7 schools also where 26 to 75 % girls reported inadequacy of conducive environment and provisions for MHM needs. In the follow up phase this should be explored and inadequacies if any should be rectified. Good practices and protocols in this regard should be documented and widely disseminated.

35. Private spaces with covered bins and water inside are available for girls to manage their menstrual hygiene needs

0 – 25	26 – 50	51 – 75	75 – 100	TOTAL
40	0	0	0	40



Availability of Bins with lid inside the toilets for easy and safe disposal of used napkins is also explored as part of monitoring. The inadequacy of this provision was evident in this area. The students in all the schools (40 out of 40) observed that more than 75% of their requirements in this area remain unmet. This aspect should be addressed through advocacy and sensitisation of the school management and local self-government bodies. This should be addressed during the follow up phase with active involvement of Rotary officials also.

Observations based on Tool B

Tool B was used to elicit qualitative information from different respondent segments in the school. Information on 7 major thematic areas were collected and consolidated. The following are major findings.

1. Major changes in Hand-Washing practices among students

The following changes were reported in hand washing among students after the implementation of WinS target challenge project

- Hand washing among students before and after food has improved.
- Students can explain to others and promote the methods of hand washing.
- Washing hands with soap & water after toilet use among students improved.
- Majority of the students followed the steps of proper hand washing
- All students are aware the relevance of personal & environmental sanitation.

2. Major changes in Menstrual Hygiene Management (MHM) practices

The following changes were noticed among students in MHM after the implementation of WinS Target Challenge Project

- Students give proper importance to their health, cleaning, using pads and proper disposal of pads during the menstrual period
- Students started demanding the need for newer and advanced menstrual hygiene management practices to be implemented.
- Habit of changing napkins between proper intervals during menstrual periods increased among girls.
- Students and parents shown interest for attending awareness class on menstrual hygiene.
- Girl students acquired adequate knowledge on menstrual health management and started using them.

3. Major changes in MHM related support from teachers

The following are major changes observed on support provided by teachers to students on MHM related matters after WinS project was implemented.

- Teachers started providing emotional support to the students during periods.
- In classes charts were displayed and various steps of implementing proper hygiene during the menstrual period were explained to students.
- Importance of changing sanitary pads after four hours and the reduced risk of urinary infection through that were given to students. .
- Teachers collected available napkins and provide it the needed students
- Teachers show more care and concern to girl students during days of menstrual period
- Teachers are frequently visiting the toilets and providing supervision and guidance to ensure that MHM is practiced. .

4. Resource mobilization by School Management Committee (SMC)

The following were major outcomes related to resource mobilisation by SMC to sustain the WASH activities in school after the implementation of WinS Target Challenge Project

- Some of the School Management Committee provided sufficient hand washing materials and cleaning materials
- School management in some schools made available the resource to improve the facilities in WASH.
- School management committee regularly watch and maintain the hygiene situation in this campus, supplying clean and washing lotion in each and every classes.
- The soap, hand wash and towels were provided by the SMCs in some schools.

5. Changes in Toilet Cleaning Practices noticed different segments

The following are the important changes in toilet cleaning practices those were observed in students, teachers and cleaning staff

A. Changes in Toilet Cleaning Practices noticed among students

- Children using toilets regularly and keep clean and dispose used napkins properly
- Many students started cleaning toilets after every use.
- All students use sufficient water, thereby reduce the few smell
- NCC, Red-Cross students started doing voluntary work on toilet being kept clean.
- Both hand washing and toilet cleaning is done by everyone.

B. Changes in Toilet Cleaning Practices noticed among Teachers

- Keep the toilets clean after every use, they are happy
- Every day a group of teachers visit toilets and help the cleaning staff.
- Teachers continuously make the children aware and supervise the cleanliness in toilets.
- Teachers are supervising students' activities in toilets being kept clean.
- Proper training to children about hand washing, personal health and menstrual health given by teachers.

C. Changes in Toilet Cleaning Practices among Cleaning Staff

- The cleaning staff cleans the toilet and wash counter daily.
- Proper cleaning using the available resources and cleaning materials.
- Properly cleaned the toilet twice a day done by cleaning staff.
- Cleaning staff are giving special attention to hygiene situation in toilets.
- Cleaning staff are more aware about personal and public health

6. Follow up training requested by different segments

Students, Teachers and cleaning staff requested that as part of the follow up training they require the following thematic areas to be included.

A. Students

- Student found training class useful and wants participatory method.

- Training to use public property properly.
- Awareness class of personal and environmental hygiene.
- Provide health and hygiene class from doctors
- Motivational training for proper toilet management and disposal of waste.
- Awareness classes on cleaning materials and their proper use
- Demonstration classes on WASH and MHM themes from experts
- Need more awareness programmes in school on new MHM methods, eco-friendly napkins etc.

B. Teachers

- Orientation to all Teachers on WASH and MHM
- Trainings on systematic sanitation methods and programmes
- Training to train students on proper use of toilets and hygiene.
- Training and resource class needed once in a year
- Inclinators need for students and teachers
- Demonstration classes from experts
- Need to know about pros and cons of using materials like napkins.

C. Cleaning Staffs

- Modern toilets are to be constructed for a health management.
- Training on hygiene and cleaning to be imparted to cleaning staff.
- They have to continue the proper maintenance of bath rooms
- Training classes by medical doctors resource persons
- Demonstration classes from experts on WASH & MHM

7. Recommendations of school authorities / local Rotary club on enhancing efficiency of WinS Target Challenge Project

- Need more training to teachers and non-teaching staffs from doctors.
- Requested to conduct such a useful project to schools on regular basis.
- Proper waste management system is to be followed in the school.
- Enough training and sufficient cleaning materials received for one year, but follow up is needed.
- Well-equipped toilet to be constructed for girls proportionate for the strength of students.
- Provide hand wash/soap sufficiently to meet the needs of all students. Please napkin vending machine.
- It may be good, if one more class is provided directly from doctors, to children.
- Awareness programs and demonstration classes for new students
- More facilities for Supply of cleaning materials, providing sanitary napkins and incinerators

Key findings in monitoring

The monitoring revealed that first year of WinS Target Challenge project could make good performance and the information imparted are disseminated well. Findings on individual indicators and their relevancies are discussed in detail with each of the findings. The following were key findings,

1. The participation and active support from the side of Rotary International (RI 3211) and the local Rotary clubs have been impressive. Time and energy spent by them on continuous basis made the program yields results.
2. The construction and renovation work planned in all schools are completed. Students and teachers have expressed their satisfaction on the quality and design of the toilets. The construction & renovation work could give a positive image on WASH practices and its relevance.
3. It was observed that in all the schools the required student: toilet proportion could not be achieved at the end of the project. However the civil work completed has improved the situation. More advocacy is needed to have further development work in this regard.
4. Nodal teachers from all 40 participating schools have received training and they have initiated the work at school level. Due to loss of many school days in the last academic year due to flood lengthy work could not be done.
5. The training given has not reached all the teachers in the participating schools. This need to be addressed through advocacy with school authorities based on a detailed work plan.
6. It was observed that basic understanding in WASH and Menstrual Hygiene Management (MHM) could be built among the students. Teachers are also interested in opening discussions on MHM with students.
7. SMCs are actively involved in WASH and MHM related work and local resource mobilisation is happening well.
8. Local Rotary clubs are taking active interest in motivating schools to ensure sustainability of the program. This is properly complemented by the SMC/PTA team as well.
9. The provision for disposal of sanitary napkins initiated as part of this project was appreciated by the parents and teachers along with girl student.

10. Activities in advocacy are not adequate. This is an area where much work could further be done with involvement of Rotary. Persuading authorities in schools and government settings have to be addressed urgently.
11. Providing plans and guidelines in making WASH and MHM a sustainable component in the school functioning will be possible if planned well. Rotary make take steps in this direction with the involvement of SMCs.
12. An important area where improvement is required is the area of WASH and MH facilities for physically challenged student and teachers. In many of the schools such provisions are minimal or nil.
13. There is opportunity for building partnership with local self-government institutions to support the initiatives in WASH and MHM. This will help in sustainability by alternative resource mobilisation also.
14. Including the cleaning staff as one of the segments in the training was much appreciated. Need for demonstration classes for them and orientation in modern cleaning materials and techniques were highlighted.
15. Need for training of the non-teaching staff on WASH was expressed by the school authorities.
16. MHM related topics discussed as part of the school level trainings was found to be relevant and appreciated by many. Getting an opportunity for boys to know about this was also rated good.
17. Decision of some of the SMCs to supervise the health and hygiene activities of students is observed as one of the positive outcomes of the project.
18. It was reported from many of the schools that reediness of students to clean toilets after use has improved following the trainings. This helps in keeping the toilets clean.
19. Need for uninterrupted supply of soap, disinfectants and sanitary napkins was raised by students and school authorities to ensure that the knowledge and skills imparted are put into practice.

Recommendations for follow up training

The monitoring findings gave an overall impression about the status in the schools related to WASH and MHM activities. The key findings and their relevance in project outcome and sustainability have been explained in the specific observations. There are some specific recommendations related to training in the follow up phase which are listed below.

1. Follow up trainings have to be considered important and the attendance of maximum number of teachers is to be ensured. This is in the context that a number of knowledge requirement for teachers and presence of significant percentage of teachers is identified.
2. Menstrual Hygiene Management (MHM) is to be given significant importance in the phase of follow up. In schools where the number of teachers attending follow up training is less, learning materials could be distributed.
3. More nodal teachers (those who are interested and self-motivated) could be developed as part of this program. This could include a pool of resources from interested Rotary members as well. They could be capacitated to develop into a pillar of support to sustain the program.
4. Opportunity for good peer led learning was observed in the schools. This could be developed into a structure through which behaviour change communication on this could be conducted. This will ensure that the teaching – learning process continues and it gives multiplier effect to the total student population.
5. Due importance has to be given to the areas of operation and maintenance of the toilets and student led monitoring of the toilets. Guidance and protocols need to be developed and training need to address those issues.
6. Maintenance of newly constructed and renovated toilets is to be given importance during trainings as accepting ownership of the WASH related activities by students will make it more sustainable.
7. Kerala has a good and effective school health program facilitated by the state health services department. Sustainable collaborations could be made to the initiatives in WinS by making partnership with state government school health.
8. There are health and science clubs functional in most of the schools. It will be possible to integrate the monitoring of maintenance of clean and functional

toilets and hand washing stations with such clubs. This will provide an additional support mechanism for cleanliness and continuous water supply.

9. It has been observed that there are counsellors appointed by state government in high schools. They may be provided information and guidelines on Menstrual Hygiene Management (MHM) plan so that the same could be imparted to needed girls during group and individual interaction by the counsellor.

Conclusion

The study revealed that WinS Target challenge implemented by RI 3211 has effectively made reach out in terms of infrastructure development and capacity building among 40 schools. It was impressive to note that the project has been implemented in most cost effective manner and with the available resources 40 schools, the nodal teachers therein and the total student population therein have been provided direct benefits. The role played by Rotary district 3211 project management team, revenue district team and the local Rotary club representatives have been impressive. Coordination between participating schools and local Rotary clubs remain the back bone of effectiveness of the program and the management skills of Rotary District teams have given quality addition to that. It is found that the major gap in the program in the completed phase has been significantly lesser coverage of teachers and students in the school level trainings. It has also been reported that time constraints have made the trainings difficult to conduct. There was generally good appreciation on the civil works done in the schools as part of the program. Regarding toilet facilities it has been found that even though girl students are getting adequate infrastructure facilities, the same for boy students need much improvement. Regular and uninterrupted supply of soap, disinfectants and napkins for WASH and MHM is to be improved through proper resource planning and advocacy.

In the forthcoming phase of the project, follow up trainings have to emphasise on motivating the nodal teachers to conduct more school level trainings to teachers and students. Potential of peer learning process has been one major potential for larger coverage and sustainability. Behaviour Change Communication (BCC) initiatives have great relevance in this regard as well. It would be possible to develop local support and development groups to the schools with the support of the local Rotary club also. Local advocacy groups with the involvement of political leaders also need to be developed.

Tool –A

ROTARY WASH IN SCHOOLS (WinS) TARGET CHALLENGE
ROTARY INTERNATIONAL / CARB, Trivandrum

PROJECT PROGRESS TRACKING (Tool – A)

Name and Address of School _____

Name of Respondent _____

Designation of Respondent _____

No	Questions	Baseline	Current
Administration and Management			
31.	Does the school have a school management committee (SMC) established?	Yes / No	Yes / No
32.	Do SMC meetings have 50% or more attendees in its meeting within last 6 months?	Yes / No	Yes / No
33.	Does the school have an operation and maintenance management plan?	Yes / No	Yes / No
34.	Does the school have a maintenance fund for WASH related needs?	Yes / No	Yes / No
35.	Does the school have a written menstrual hygiene management (MHM) plan?	Yes / No	Yes / No
36.	What is the proportion of teachers reporting daily classroom attendance?	/	/
37.	Does the school report regular absenteeism of students every month?	/	/
38.	Are reasons for why students are not attending school documented?	Yes / No	Yes / No
39.	Is WASH promotion part of the school curriculum?	Yes / No	Yes / No
Hand Washing			
40.	What is the proportion of teachers in the school trained in hand washing practices?	/	/
41.	Do teachers demonstrate understanding of hand washing through higher scores on post training assessments	Yes / No	Yes / No
42.	Does the school have functioning hand washing facilities located near the school toilets?	Yes / No	Yes / No
43.	Does the school have soap and water available at the hand washing facilities?	Yes / No	Yes / No
44.	What is the proportion of classrooms that participate in daily supervised hand washing?	/	/
45.	Can 4 out of every 5 children demonstrate proper hand washing?	Yes / No	Yes / No
46.	Can 4 out of every 5 children explain the critical times for proper hand washing?	Yes / No	Yes / No

47.	Can 4 out of every 5 children explain the reasons for hand washing?	Yes / No	Yes / No
Safe Drinking Water			
48.	Does the school have provision for safe drinking water in sufficient quantity?	Yes / No	Yes / No
49.	Is the drinking water facility in the school functional?	Yes / No	Yes / No
50.	Is the water used for drinking treated at the school?	Yes / No	Yes / No
51.	Does the quality of water in school meet national standards for E. coli (and chemical contaminant if major concern)?	Yes / No	Yes / No
Toilet use & maintenance			
52.	Does the school has accessibility of toilet facilities to children with disabilities?	Yes / No	Yes / No
53.	Are toilets in the school gender-segregated?	Yes / No	Yes / No
54.	Do the toilets for girls in school have privacy?	Yes / No	Yes / No
55.	What is the proportion of functional latrines available for boys?	/	/
56.	What is the proportion of functional latrines available for girls?	/	/
57.	What is the proportion of latrines that are clean and well maintained?	/	/
WASH Monitoring			
58.	Is there a system in place for monitoring school sanitation facilities?	Yes / No	Yes / No
59.	Are there adequate materials for monitoring schools sanitation facilities (water, soap, brooms, etc.) available?	Yes / No	Yes / No
Menstrual Health Management			
60.	What is the proportion of teachers who have received training in menstrual hygiene management counseling?	/	/
61.	What is the proportion of teachers who have received menstrual hygiene management training and the links with reproductive health?	/	/
62.	What is the proportion of teachers who have received menstrual hygiene management training with an emphasis on life skills?	/	/
63.	Do teachers demonstrate an understanding of menstrual hygiene management through higher scores on post-training assessments?	Yes / No	Yes / No
64.	Of the girls requiring menstrual hygiene management, what is the proportion reporting that facilities at the school meet their menstrual hygiene management needs?	/	/
65.	How many private spaces with covered bins and water inside are available for girls to manage their menstrual hygiene needs?		

Place

Date

Signature of Respondent

Tool – B

**ROTARY WASH IN SCHOOLS (WinS) TARGET CHALLENGE
ROTARY INTERNATIONAL / CARB, Trivandrum**

PROJECT PROGRESS TRACKING (Tool – B)

Name and Address of School _____

Name of Respondent _____

Designation of Respondent _____

What are 5 major changes in Hand-Washing practices were noticed among students after the implementation of WinS Target Challenge Project?

What are 5 major changes in Menstrual Health Management practices were noticed among students after the implementation of WinS Target Challenge Project?

What are 5 major changes observed in Menstrual Health Management related support to students from teachers after the implementation of WinS Target Challenge Project?

What all resource mobilization could the School Management Committee make to sustain the WASH activities in school after the implementation of WinS Target Challenge Project?

What all changes in Toilet Cleaning Practices were noticed among students, Teachers and cleaning staff after the implementation of WinS Target Challenge Project?

Students	Teachers	Cleaning staff

What all follow up training needs were requested by Students, Teachers and cleaning staff as part of 2nd year implementation of WinS Target Challenge Project?

Students	Teachers	Cleaning staff

Any other recommendations of the school authorities / local Rotary club on enhancing the efficiency o f WinS Target Challenge Project?

Place

Date

Signature of Respondent