

Enhancing Educational Opportunities for Vulnerable People

Exploring UNICEF/SWASTHH for Support

A Rapid Assessment



BEPS

Basic Education and Policy Support (BEPS) Activity

CREATIVE ASSOCIATES INTERNATIONAL[®]

In collaboration with

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Report to USAID/India On Enhancing Opportunities
of Vulnerable People

**Creative Associates International
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Prepared By

Haddy Jatou Sey

Sourav Banerjee

Sudesh Mukhopadhyay

Evelyne Laurin

CONTENTS

	Page No.
Acronyms	1
Executive Summary	3
I Introduction	12
II Methodology	12
III Analysis	14
A. Project Overview	14
B. Rationale and Support of the Project	21
C. Management and Implementation Capacity and Procedures	22
D. Cost and Sustainability	28
E. Relationship with Other Partners	33
F. Education, Health and Hygiene Outcomes	34
G. USAID Project Design	41
IV. References	43
V. Annexures	
1. Karnataka	47
2. Jharkhand	68
3. Assessment Matrix	93

Annexure 3

MATRIX FOR OBSERVATION AND ANALYSIS

Component	Sub component (scope of work)	Indicators (what to see)	Sub indicators (questions to be answered)	Tools/ techniques (how to see)
Hardware	Toilet	Adequacy of toilets	Number of toilets provided vis-à-vis number of students in school	Observe local systems of sanitation (transect walk)
			No. of urinals and latrines	
			Whether there is a separate toilet for the teacher?	
			Whether there is adequate water for the toilets round the year?	
		Appropriateness of toilets	What is the toilet system used by the community?	FGD with the community on awareness to sanitation facility
			What is the toilet system used in the school?	Group discussion with teachers and students on usage of toilets
			Does the toilet design take into account the availability of water and the local sanitation practices?	Review of secondary data or analysis to establish a relation between provision of toilets and educational outcomes
			Are the toilets easily maintainable?	
		Usage of toilets	What is the average usage of toilets in the community?	Group discussion with students to find out their perception about usage of toilets
			Do the children use the toilet provided in the school?	
			Usage of urinals vis-à-vis usage of latrines	

		Are the toilets flushed every time they are used?	
Hand washing	Provision of facilities	Is there a provision for hand washing?	Find the local system of hand washing (transect walk and interview)
		Is there adequate water for washing hands with soap throughout the year?	Causal diagram with students and teachers
	Practice	What is the practice of ablation?	
		Is soap or any other disinfectant being used?	
		Do the children wash their hands before meals?	
Water	Availability of water	Is drinking water available in the school? If not, why? Does the village have access to drinking water?	Structured interviews
		What is the source of drinking water?	Group discussions with community on availability and usage of water
		How far is the water source if not within the school?	Key informant interviews with govt. officials on their plan of action for providing water
	Quality of water	Is there data available on the quality of water in the area.	Focus group discussion with the local community on incidences of water borne diseases
		Any specific water related problems like excess fluoride, salt etc. - how is it taken care of?	Disease Diagram with community- types/causes of disease
		Incidences of any water related diseases in the area.	
		On visual inspection does the water look to be potable?	
Boundary wall	Availability	Is a boundary available in the school?	FGD with the community on the need for a boundary wall

			If yes, when was it provided? Has it made a difference to the enrolment and retention pattern	Semi structured discussion on options available to create a boundary apart from a brick wall
		Requirement	If no, is there a requirement expressed by the community/ teacher. Is there land available	Note location of the school and whether it warrants provision of a boundary (transect walk)
			How do local people provide boundaries to their houses?	Check on the availability of adequate land (transect walk).
	Repair and Maintenance	Implementation	Are the toilets maintained and cleaned? Who cleans them?	
How are repairs done to the toilets and to the drinking water facilities?				
Funds		Where do funds for repair and maintenance come from? Is there some form of community contribution?		
Software	Public awareness and mobilization	process	What was the strategy for community mobilisation?	
			Was there a focus on gender and social equity in the mobilisation campaigns?	
			What forms of communication were used? - Technological / traditional	
		outcome	Whether the community has changed their habits to accommodate for improved sanitation?	
			Does the community realise the importance of sanitation in health and education?	
			What activities the community has undertaken to put the SWASTHH into practice?	
			Is there a demand for better sanitation facilities?	
		Training	People trained	Who were the people trained - educational administrators, heads of schools, teachers, students, parents etc

	Process of training	How are the teachers trained in health and hygiene related issues? Who trains them? How was the parents trained/ informed? radio, meeting, other means?
	Impact	What is the level of competency in teaching SWASTHH
		What do parents, community understand about SWASTHH?
		What changes have been observed since the implementation of SWASTHH in the schools? The community?
		How is the SWASTHH training translated into reality (question to those who have received the training)
Curriculum	Curricular revision	Has there been a change in the curriculum to incorporate aspects of hygiene education? Ask to see a lesson plan?
		How do the teachers present the SWASTHH messages to the students - integrated into the existing subjects or presented as a separate topic.
	Impact	Is the State govt.(Education Dept.) willing to look at curricular revisions on similar lines?
		How often the teachers have a class session during which they talk about SWASTHH
		How are the students applying the SWASTHH messages at school? Home? With Friends? Siblings? Parents?
		What activities are undertaken by the students in the school and in the community to concretize the messages received through SWASTHH
School based monitoring		Is there a system of school based monitoring? Who does it? Teacher/ community?
		Has there been an improvement in the health condition of the students since the time the programme was launched?
		Has is affected the academic performance of students?

		Does the school have a clean environment? Has this resulted in increased enrolment and reduced drop outs.	
		How do the student “ministries” monitor the handwashing?	
		How do the student “ministries” keep tract of information they share with families, friends, communities, etc. and how do they use these data?	
	School management	Describe how and by who the daily organization of activities such as cleaning of toilets, provision of soap or ashes, filing of water bottles for washing hands, etc is done?	
		How do the directors, teachers use the data gathered by the student ministries to highlight the achievement or absence of progress of SWASTTH related activities?	
		What is the role division between teachers and students on sanitation related activities?	
		What song and messages are used daily to promote an hygiene behavior?	
	Community participation	Who in the community participates	
		What is the level of community contribution - in decision making, in resource mobilisation	
		What is the role of the community in implementing SWASTHH	
		What role do women play in the process?	
Policy Issues	Upscaling	What are the plans of upscaling the programme	
		What are the areas which needs upscaling	
		What is the critical mass required for upscalation to make an impact on the sanitation scene	
		What would be the costs for upscalation	

Sustainability	Sustainability of process	Is the programme seen to be an effective one by the Govt.	
		Does the community see the programme to have made a difference in their context	
		Has there been adequate capacity built up at the local level to sustain the processes.	
	Financial sustainability	How does the community propose to sustain the financial costs of maintenance. Is there a contingency plan at the village level	
		What are the various resources available at the State / district level to sustain such an initiative.	
		What are the areas that can be sustained through state resources.	
Legal Framework	Health policy for public places	Do the school system follow any state, national or local codes, norms on water and sanitation? What are these codes, norms, etcf.	
Decentralisation	Decentralisation of the programme	What has been the level of community involvement in planning, implementation and monitoring	Interviews
		Was there adequate state involvement in the planning of the programme?	
	Decentralisation in system	Does the state have an effective Panchayat system?	
		Has it been effective in initiating the programme	
		What mechanisms were used to deliver service - State, NGOs, Pvt. Sector, Community, Contractors etc	
Cost	Hardware cost		
	Software cost		
	Administrative/ Management costs		
	Cost per school		
Convrgeance	Who and how coordination is done to avoid duplication in the SWASHTT activities		

	Relationship With Partners		Who are the partners with SWASHTT?		
			What are the roles of these partners?		
			Do the partners coordinate their input?		
Project Management	Initiation	National	How was the project visualised? Was it an UNICEF effort or was there a request from the govt.		
			How were the areas of intervention decided?		
		State	Was there a dialog with the state administration?		
			What was the support received from the UNICEF National office?		
		District	Was a dialog initiated with the district administration?		
			Were possibilities of convergence looked into?		
	Was the local community involved in initiation of the programme? Was there a demand from them?				
	Baseline & benchmark	Was there a baseline data available on the status of toilet facilities and water			
		Was there data available on water quality, water availability etc.			
		Was there any data available on behavioural patterns?			
		How was it decided on which schools/ villages to intervene?			
		Was there a prioritisation done?			
	Planning	How were the numbers decided?			
Who developed the designs?					
How was the time frame decided?					

