



SaciWATERS

Child Cabinets, WASH, and the Right to Education in Hyderabad, India

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Executive Summary

Introduction

Only about half of the population living in the slum areas of Hyderabad, India, have access to clean drinking water. Often overlooked and under prioritized by their government, slum dwellers have to unite for their rights, making the need for civic education more important now than ever.

SaciWATERS (South Asia Consortium for Interdisciplinary Water Resources Studies) created the Citizen's First Campaign to address this crucial need. The Carey GMBA Consulting Team partnered with SaciWATERS to create an educator toolkit to be implemented in high-poverty schools to further SaciWATERS' mission of improving water, sanitation, and hygiene (WASH) practice adoption and advocacy through Child Cabinets (government-mandated student governments) in these areas.

Project Objectives

- Create a toolkit for educators to implement and improve Child Cabinets
- Strengthen existing educational resources in slums, teaching students their right as students to education, access to clean water, and the importance of self-advocacy.
- Incorporate WASH activities that also teach participants leadership, collaboration, and communication skills.

Research Methodology

A literature review of behavior change models guided the formation of questions used in focus groups of students and teachers. A combination of primary and secondary research developed several effective strategies for immediate implementation in the local schools.

Deliverable

The team developed an educator toolkit that includes interdisciplinary activities and lesson plans, built off of existing educational trainings and novel activities for students and teachers, incorporating WASH practices with various leadership themes woven throughout each activity.

Recommendations

- Translate educator toolkit to local languages as English is not widely spoken in slum areas.
- Educate SaciWATERS' Community Mobilizers who then lead teacher trainings and Child Cabinet seminars.
- Implement assessment matrix to analyze toolkit effectiveness and make needed adjustments before expanding toolkit nationwide.



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Project Background

Based on information provided by the Greater Hyderabad Municipal Corporation, “there are 1,448 slums” in the region of Hyderabad, 280 of which do not receive municipal services (“About,” n.d.). In fact, only 60% of the population in the slums of Hyderabad have piped drinking water available and only 55% of the population have sanitation coverage (“About,” n.d.). In order to address the water sanitation concerns in Hyderabad, SaciWATERs partnered with WaterAid to create the “Citizen’s First Campaign on Drinking Water and Sanitation Accountability” (“About,” n.d.). The aim of the campaign is two-fold: “to educate the marginalized slum dwellers [about] their right to safe drinking water, sanitation and hygiene facilities and the empower them [to] articulate their rights and entitlements [to] the [proper] authorities” (“About,” n.d.). In order to accomplish these goals, Citizen’s First successfully established numerous “Basti Vikas Manch” (BVMs), or “Slum Development Platforms,” in order to give local slum communities a voice for sustainable sanitary water infrastructure (“About,” n.d.).

According to Aditya Bastola, PhD, (2017) the project contact at SaciWATERs, the greatest challenge SaciWATERs faces when advocating for safe drinking water and sanitation in slums comes from the lack of education about rights and the necessity of safe water practice adoption by slum dwellers. This challenge is especially evident in schools near urban slums where many schools lack the proper sanitation facilities or maintenance to ensure safe water and hygiene for children. This issue is even more keenly felt by female students who generally do not have access to clean facilities needed for feminine hygiene (SWASTHH, 2008). As a result, many female students are taken out of school once they hit puberty. In order to combat the lack of safe, hygienic facilities in schools and promote increased gender equality, in addition to the Citizen’s First Campaign, SaciWATERs also advocates for the education and implementation of “Water, Sanitation, and Hygiene (WASH) in Schools” program (Mooijman, 2012). The WASH in Schools program is an international initiative that provides “schools with safe drinking water, improved sanitation facilities and hygiene education that encourages the development of healthy behaviours for life” (Mooijman, 2012). One way SaciWATERs has been able to increase the adoption of WASH in Schools is through the advocacy and implementation of “Bal Sansad” or “Child Cabinets” in local schools. Child Cabinets are student-led governance organizations implemented in schools to promote “whole child” development with a special focus on accountability for WASH practices (Pattanayak, 2017).

Project Objectives

The purpose of this Innovation for Humanity (I4H) project, as seen in Exhibit 1, is for the Carey GMBA Consulting Team (further referred to as “the team”) to create an “Educator Toolkit.” This toolkit combines the most successful implementation practices to create fully functioning Child Cabinets and WASH practices in schools (see Appendix A for complete Toolkit). Currently there is a lack of sanitation and hygiene practices in underdeveloped areas of Hyderabad. These consist of a lack of sanitary water storage, sanitation facilities and resources, and education about the importance of water safety. Urban slums near Hyderabad lack access to these resources and education and, as a result, SaciWATERs entered several of these slums to promote self-advocacy for the rights of slum dwellers to attain these resources.

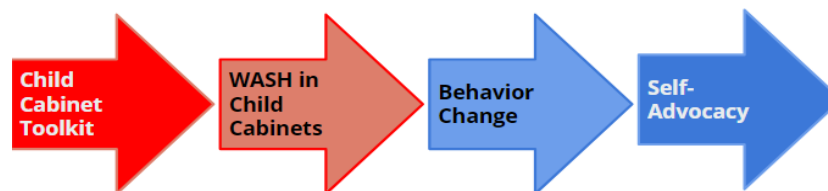


Exhibit 1. Project Objective

However, SaciWATERs encountered difficulty due to a lack of education and entrenched cultural norms found in many urban slums (Bastola, 2017). This is especially true for schools in Hyderabad. The Andhra Pradesh Government enacted the Right to Education Act, making the establishment of Child Cabinets mandatory in 2016 (Llosur, 2016). The purpose of Child Cabinets is to create buy-in amongst the student population for the implementation of proper water, sanitation, and hygiene (WASH) practices (Pattanayak, 2017). However, these Child Cabinets, and subsequent WASH practices, are not adopted with fidelity in all schools due to the disparate access to sanitation facilities and resources coupled with isolation of best practices among schools (Bastola, 2017). An educator toolkit would provide low-income schools with pre-made resources that would include best practices to easily and effectively promote WASH practice adoption through Child Cabinets.

Relationship to UN Sustainable Development Goals

Part of the I4H mission is using business skills such as data collection and analytics to identify and recommend innovative approaches to benefit bottom-of-the-pyramid organizations

working towards achieving the United Nations 17 Sustainable Development Goals (SDGs). The educator toolkit created for SaciWATERs addresses five SDGs (as seen in Exhibit 2): Good Health and Well-Being, Quality Education, Gender Equality, Clean Water and Sanitation, and Reduced Inequalities. By including WASH practices in the toolkit, the students will educate one another on water-borne and other communicable diseases, including disease transmission and prevention, as well as how to properly handle water and food resources to prevent contamination; thus, achieving the UN goal of Clean Water and Sanitation. Activities will also encourage dialogue on India’s Right to Education and educate students on their rights as students, which will achieve the UN’s goal of quality education. This “[ensures] that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others [...] education for sustainable development and sustainable lifestyles, human rights, [and] gender equality” (Goal 4: Ensure inclusive and quality education for all and promote lifelong learning. 2017).



Exhibit 2. Selected UN Development Goals

The toolkit will also emphasize the importance of educating both boys and girls about proper feminine hygiene and the importance of students advocating for sanitary facilities for girls during menstruation. With this key focus, the toolkit will aim to decrease the occurrence of girls leaving school due to the lack of resources for their needs after puberty, addressing the goal of gender equality in schools. Ultimately, the inclusion of health education and the promotion of self-advocacy for students in underfunded schools within the toolkit provides more resources to those in poverty areas with the goal of reducing inequalities, per UN Sustainable Goal 10.

Research Plan

The research plan consisted of two phases. The team conducted the first phase while in Baltimore using secondary research via a literature review and conversations with the sponsor. The second phase was conducted in-country utilizing primary research via focus groups and additional conversations with the sponsor. The progression of these two phases allowed the team to create a comprehensive product that focused on filling key gaps in current resources available. As seen in Exhibit 3, the team had more time to conduct secondary research prior to the trip than actual primary fieldwork.

State-Side			In-Country	
October	November	December	Jan. 8-11	Jan. 12-18
Problem Definition	Secondary Research	Toolkit Draft	Focus Group Feedback	Peer, FSD, & Sponsor Feedback
Weekly sponsor calls & background research	Current WASH curriculum research	Adapted activities & implementation process	Tested theories & activities	Tailored final toolkit

Exhibit 3. Project Timeline

Secondary Research

The purpose of the literature review was to conduct research revolving around several facets of creating positive behavior change through an educator toolkit. The team sought to determine what resources were currently available in terms of WASH curricula, what models existed for changing behaviors in a population, and to determine the efficacy of behavior change initiatives. By conducting this research, the team would not be “reinventing the wheel” and be efficient with the time provided before the in-country visit.

First, the team reviewed the WASH curricula already in existence. These toolkits and training manuals were created by international organizations such as UNICEF and by national organizations such as the Ministry of Human Resources Development and the Educational Development Center. The Swachh Bharat Swachh Vidyalaya “Clean India: Clean Schools” initiative has a digital handbook. This book describes the purpose of the WASH program and goes into some detail of best hygiene practices for schools and how the administration can implement them (Swachh Bharat Swachh Vidyalaya, 2014, p. 41). UNICEF and the Educational Development

Center created a training manual for implementing sanitation and hygiene practices in primary schools. This manual describes techniques for educators to use such as storytelling, and engaging activities (Training manual, 2008). UNICEF and Swachh Vidyalaya also created a training manual for primary school stakeholders which included an evaluation system for hygiene behaviors and practices (Child Friendly Schools Manual, 2008). These resources provide a framework for the implementation of hygiene practices but they do not include resources for creating Child Cabinets or leveraging Child Cabinets Ministers to promote WASH education.

Second, the team researched techniques and models for changing human behavior. One article by Marteau, Hollands, and Fletcher suggests that behaviors fall into one of two categories: goal-oriented and automatic (2012). The research further suggests that goal-oriented behaviors often succumb to automatic ones, and that to successfully execute goal-oriented behaviors one must alter the environment to make behaviors easier to adopt and target automatic processes (Marteau, Hollands, Fletcher, 2012). This is important because administrators seek to make hygiene accessible to students and these administrators and teachers wish to use activities and games to create new automatic hygiene practices via associations. An additional model for behavioral change that the team found is the Integrated Theory of Behavioral Health Change. This is a tool for implementing behavioral health changes in a population by instilling new values resulting in overall health improvements (Ryan, 2010). The team adapted this model to the on-the-ground situation in the slums of Hyderabad with each of the key stakeholders (as seen in Exhibit 4). The most successful health behavior changes are the result of new knowledge and social facilitation, which proximally leads to self-regulation and distally leads to positive health benefits (Ryan, 2010). This is important because this toolkit can both increase knowledge and instruct faculty and Child Cabinet members to aid in social facilitation.

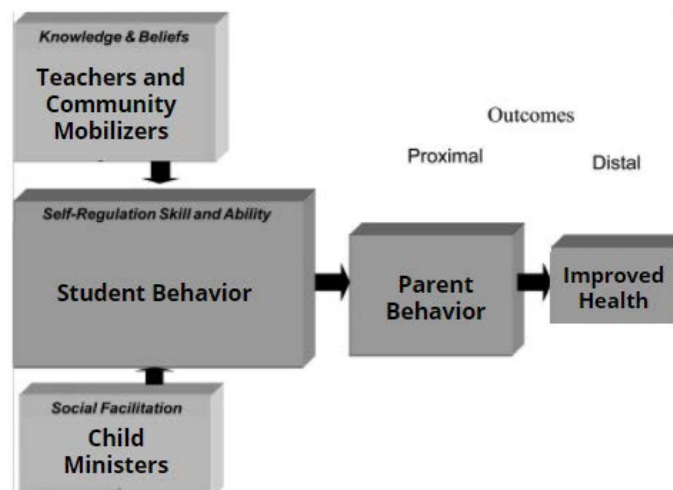


Exhibit 4. Adapted Integrated Theory of Behavioral Health Change

Several researchers conducted meta-analyses and literature reviews on the success of behavioral change models. One such meta-study, by Dale Schunk, suggests that peer modeling is a very effective tool for modifying behavior (Schunk, 1987). This is also supported by research conducted by Professor Chris Myers surrounding the topic of “coactive vicarious learning” in which it is proven that when a person sharing knowledge works in conjunction with the learner, both lessons were learned more efficiently (Myers, 2015). This is important because the role of ministers in the Child Cabinet is to serve as models of appropriate behavior for their peers and, by asking ministers to teach WASH practices to their peers (rather than solely relying on teachers to convey the information), the student body should more quickly internalize WASH lessons. Another article by Marteau, Hollands and Kelly (2015) suggests that choice architecture, or altering micro-environments through changing placement or proximity of healthy objects, results in successful health outcomes. Finally, the team reviewed a meta-analysis by Prochaska and Prochaska (2013) which highlighted the mixed results of multiple health behavior change (MHBC) in the United States. While not very significant for the project, this emphasized the importance of adopting realistic expectations when dealing with behavioral change in a population.

Overall, the literature review suggested that there are currently no toolkits available for educators to bring WASH practices into schools through Child Cabinets. The research suggested that peer modeling and improvements in general knowledge often lead to distal health outcomes. Also, there should be moderate expectations for immediate changes as behaviors are often entrenched in cultures and populations.

SaciWATERs Interview

The first day in-country, the team met at the SaciWATERs office and discussed the sponsor’s current role, responsibilities, and the challenges it is currently facing. The organization works as an independent advocacy organization, working on many different interdisciplinary projects around the world. SaciWATERs is focusing on the needs of those living in slum areas in Hyderabad. The first intervention in slum communities was to create a self-sustaining advocacy platform for slum dwellers to rise up and demand that the government provide access to resources that are required by India’s Constitution. One of these rights is access to running water, which the government has promised but has given prioritization to the most affluent, politically-involved communities. This gives rise to the need for the less affluent communities to be educated on their rights and to be trained on how to advocate for resources such as roads and water pipelines (Bastola,

2017). In an effort to educate these communities on how to use the facilities once they are provided by the government, the sponsor is currently focusing on educating the next generation on the importance of sanitation and self-advocacy through the establishment of Child Cabinets in schools where all roles incorporate WASH practices while collecting donations to build WASH facilities in schools in remote slum areas (see Exhibit 5). The challenge is that the use of Child Cabinets vary widely between schools and current government-provided trainings currently lack key resources in terms of providing educators with concrete steps for implementing and fully utilizing Child Cabinets, let alone leveraging Child Cabinet roles to promote WASH practices.

Primary Research

After arriving in country, the team immediately sought to determine the current state of schools in the slums. The team observed the current WASH curriculum, sanitation facilities, and educator best practices currently in place in three “high-performing schools.” After assessing their performance and touring each school, the team established focus groups of educators and students in order to gain these stakeholders’ perspectives on WASH practices, Child Cabinets, and learning styles. All focus groups and interviews were facilitated by a translator from SaciWATERs who translated the questions and responses between English and Telugu. Based on focus group feedback, the team made changes to the initial toolkit in order to make it more engaging from the student perspective and efficient and easy-to-use from the educator-perspective. It was imperative to include the teachers and students in the toolkit preparation process not only for linguistic and cultural purposes, but to avoid any resistance to change that could arise. By including the teachers, they are able to take ownership of the process, including the likelihood that they will actually use the toolkit in the future and recommend it to peers (Kotter & Schlesinger, 2008). By including students in the focus group, the team would be able to understand what types of activities are appealing to children and which activities, in their perspectives, are the most motivating in terms of using the lessons taught by these activities in everyday life.

Focus Groups

The team decided that focus groups and interviews would be the best method of data collection based on the qualitative nature of information needed to be gathered at the schools in the amount of time in-country. The first focus group conducted at Mandal Parishath Primary School - Indira Nagar Colony. A school of 200 students, the students already had established a Child Cabinet. The team was given a tour of the facilities and visited each class. Afterwards, the Child

Cabinet was summoned to a classroom to be interviewed by the team. Questions were asked to each minister independently (see Exhibit 6). By the time the team finished questioning the students, everyone was escorted outside and the team watched how the Mid-Day Meal (MDM) was conducted. The Food Ministers were monitoring the staff that was cooking and serving the food while the Health Ministers were monitoring the handwashing station. Each student was guided by a Health Minister or subcommittee member who would turn on and off the water to conserve water and supervise the proper six step process to effectively wash hands.



Exhibit 5. SuciWATERS, Water Aid, Tata Capital-funded WASH facility with the six step hand washing process listed above



Exhibit 6. Interviewing the Child Cabinet of Mandal Parishath Primary School - JJ Nagar Colony

Once the MDM was finished, five teachers met with the team to be interviewed as a group. The teachers mentioned negative parental reaction to certain types of activities that the Child Cabinet required of the students. The team realized that they should not only ask the teachers about parental involvement, but it would also be beneficial to get the children's views of whether their parents are supporting them and in what ways are they supporting them in their responsibilities.

After each focus group was conducted, the team decided it was imperative to debrief about the key takeaways from the discussions and reevaluate which questions should be asked and more importantly, *how* questions should be asked (see Appendix B for daily debrief notes). It was apparent after the first focus group that questions need to be more open-ended for those in the focus groups - both teachers and Child Cabinet members so that they would elaborate more. Also, negative words such as “dislike” would need to be changed to “challenging” so that students would be more open to honestly sharing their experiences, especially with their teachers watching the focus groups. This question was important to understand which responsibilities are the most difficult for the students to fulfill and which minister roles need more activities to be provided in the toolkit (see Appendix C for updated focus group questionnaire).

The second focus group was held at Zilla Primary and High School, the largest of the three schools visited with a total of 1,200 students. This Child Cabinet was larger, incorporating several newly-created roles, to meet the needs of the school. Knowing this, when the team interviewed the school's head teacher (principal), questions were focused on what the unique challenges of this school were and what needs could be met through the Child Cabinet. Monitoring a large student body was the biggest challenge which gave light to the need to ask the Child Cabinet members what types of activities they were involved in and which types of activities they enjoyed most so that the toolkit could incorporate lessons that would involve larger groups of students.

The last focus group was held at Mandal Parishath Primary School - JJ Nagar Colony which was the smallest of the three with only 106 students. Although this was the smallest group, the answers were similar to those of the previous focus groups. The team decided to ask more questions of the teachers to understand their role in Child Cabinets as well as the Child Cabinet Minister selection process held each year. Overwhelmingly teachers noted that students were chosen for their demonstration of leadership skills, academic performance, and class engagement. Overall, the focus groups provided responses that would guide how the team would draft activities (see Appendix D for complete focus group transcripts). The team then decided it would be beneficial to test these activities and receive student feedback before finalizing the toolkit.

Training Seminar and Incorporating Expert Feedback

SaciWATERs hired a local child education specialist to lead a Child Cabinet training seminar at Parishath High School - Kushaiguda Colony so that the team could observe activities designed to engage students and test the team's drafted activities under a trained specialist. The expert first led the seminar teaching the students their rights to education as well as the need for them to freely advocate for themselves and for their peers in front of not only their teachers, but their parents as well. The conversation then turned to discussing the requirements of effective leadership and why this is so important in school and society. Afterwards, the children played a chain game where they worked together as teams to create paper chains while some members were bound in different ways (arms behind their back, blindfolded, etc.) to emphasize the need to work together in order to be efficient in any task they complete.

Once the game finished, the team led an activity where students were tested on handwashing skills and water conservation. The students debriefed with the team, telling them that the activity was successful and would like to see more activities such as that one in their trainings while also incorporating different WASH practices. The team then met with the expert to provide additional

feedback. The expert agreed with students noting the importance of including more diverse sanitation and hygiene topics such as general cleanliness practices, feminine hygiene, and sexual harassment, and further advised the team that the toolkit should be easy to read for teachers and be aesthetically pleasing (see Appendix E for complete training transcript). In response, the team utilized the next several days building out activities, diversifying topics addressed, and reformatting the toolkit for submission to SaciWATERS.



Data Analysis and Interpretation

There were common trends between schools in terms of student perception of Child Cabinets and the responsibilities inherent in Child Cabinet Minister positions. Students across schools also noted similar ways that WASH lessons were previously taught and how the lessons were shared both at school and at home. However, there was structural variability in Child Cabinets between schools depending on school size and needs. This shaped how the toolkit would be structured while emphasizing the importance of including elements that can be added to or substituted in order to meet the needs of differing schools and toolkit users.

Pride

The most common theme found in the focus group interviews was the pride the students had in serving on a Child Cabinet. This is important to the adherence and sustainability of Child Cabinets because without full participation, the Child Cabinet structure can quickly fall apart. All students interviewed noted their enjoyment of their position responsibilities and all students seemed to take their roles extremely seriously. When questioned about their roles and responsibilities, the students had no problem listing every responsibility that was required of them and discussed the importance of making sure every aspect was carried out when needed. The team verified these responses in school visits by observing Child Cabinet Ministers fulfilling their duties. Each minister displayed great care in overseeing the facilities and WASH practices that they were responsible for. The Health Ministers would carefully monitor every single student that would wash their hands before and after the MDM, the Sanitation Ministers at the high school stood outside of the bathroom facilities, directing traffic to and from the facilities and made sure that students did not loiter around the entrances so that other students could access the restroom. For the students who did not listen to the ministers, usually the primary school students, they were immediately reported to a designated

teacher for disciplinary action. When questioned whether they felt comfortable correcting the actions of their peers, every cabinet member replied that they were completely willing to do so because of their duty to their school. While having some students ignore commands from the Child Cabinet was noted as the most challenging aspect of every role, the ministers disclosed that reporting the offenders to a teacher was an effective corrective measure. This support from teachers creates an efficient enforcement measure to the required responsibilities that the Child Cabinet conducts throughout the school day.

Children as Agents of Change

The students at the schools the team visited were taught WASH practices by SaciWATERs' Community Mobilizers. Community Mobilizers visit schools once per month to teach lessons on WASH. A significant finding was that the students at all schools where focus groups were conducted reported that they learned all WASH practices at school rather than at home from their parents. This gives rise to the importance of building out the WASH objectives and lesson plans in the toolkit. The lessons taught by SaciWATERs' Community Mobilizers do not stop at the schools. In fact, all students unanimously reported that they actively use WASH practices at home and that they are able to teach their parents and siblings these sanitation practices as well. When questioned whether their parents adopt the sanitation practices taught, the students said that their families now participate in WASH practices at home without reluctance. The fact that every school visit had this response shows how effective students are in spreading information and creating positive behavior change. This proves that children can serve a key role as change agents in slum communities to promote safe water consumption, clean food handling, and healthy sanitation practices. Teaching children WASH in schools through Child Cabinets therefore is an effective, efficient method to positively bring change to low-income communities surrounding Hyderabad.

Variability and the Need for Flexibility

There were large population differences between the schools that the team visited. The smallest school had a student body around 100 students whereas the largest school had over 1,000 students. Therefore, each school has different needs based on the resources that are provided by the government. For example, the smaller schools did not have any restroom facilities before SaciWATERs intervened two months before. In fact, despite having the facilities recently put in place, the school had yet to receive a water connection from the local government. When the teachers were asked where the students would use the bathroom, it was a common response from each school that there would be open defecation in areas around the school, creating an unsafe, unsanitary area. In addition, girls were not provided adequate menstrual hygiene resources; therefore, girls were more apt to dropout of school than boys after puberty. In an effort to

understand how these resources were eventually afforded, the teachers said it was primarily due to the student advocacy efforts that occurred. Dust bins and incinerators were brought to the school to address “feminine hygiene product disposal” and the school sought donations from local businesses to purchase other necessary resources like furniture for classrooms.

For the school that was of larger scale, monitoring students, enforcing proper cleanliness of toilets, and disseminating information about events and activities were the greatest challenges. In response, the school decided to add to the existing Child Cabinet structure by implementing an Information Minister and a Speaker Minister. The Information Minister worked with the Prime Minister in collecting relevant information from teachers and ministers. The Information Minister would also work with the Speaker Minister, who was in charge of disseminating the information over the loudspeaker every morning. The addition of two more ministers with their respective subcommittees allowed the Child Cabinet to better monitor the 1,200 students at the Zilla School which is comprised of both a primary and high school. This observation emphasized the fact that activities provided in the toolkit would then need to be flexible, open to the addition of extra minister roles, and include responsibilities needed to help in the operation of both the Child Cabinet and WASH facilities at the school. See Exhibits 7 and 8 below for the variation in sizes between student cabinets.



Exhibit 7. The smallest of the child cabinets interviewed (Mandal Parishath Primary School - JJ Nagar Colony)



Exhibit 8. The largest child cabinet interviewed (Zilla Primary and High School)

Since every school was different in terms of population, class sizes also varied, as well as class period lengths. As such, activities in the toolkit were advised to also vary in length so that educators at different schools would have a choice of activities that would work best for their environment. To incorporate this feedback, the team included some activities that could be conducted indoors and be completed within 15 minutes with others that could be conducted with the entire student body (such as at morning assemblies) and could be longer in length (generally an hour long). Teachers mentioned in the focus groups that government-provided trainings did not provide any interactive activities for the students to lead. So, outside of fulfilling their minister

responsibilities, their roles were rather limited. Both students and teachers agreed that the trainings and toolkit provided by SaciWATERS should incorporate activities that would teach students WASH practices in an engaging way so that WASH practice behaviors were seen as “fun” to adopt, rather than requiring constant monitoring.

Recommendations

The purpose of developing a Child Cabinet educator toolkit is to address the current lack of information in the government-run Child Cabinet trainings as well as the need for a centralized source of current best practices for promoting WASH practices in schools. By creating this toolkit, SaciWATERS not only further assists schools in leveraging government-mandated Child Cabinets to teach WASH practices, but establishes the importance of educating students at an early age about self-advocacy and students as change agents. As seen in Exhibit 9, students should better internalize WASH practices and have greater confidence in advocating for themselves and their communities as adults. As such, SaciWATERS’ ultimate goal of improving water, sanitation, and hygiene practices and infrastructure in slum communities can be attained.

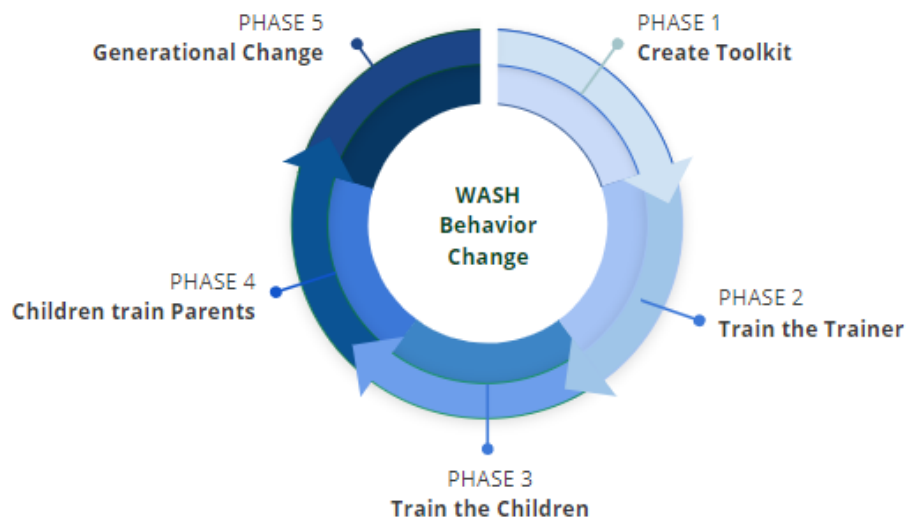


Exhibit 9. Toolkit to Change

Short Term

1. *Translate Toolkit to Telugu*

The first action the team recommends implementing in order to further the toolkit and make it more widely accessible is translating the document to Telugu. By visiting local schools and conducting focus groups with SaciWATERS Community Mobilizers, head teachers, classroom teachers, and students, the team found that the knowledge of English was fairly limited. As the

purpose of the toolkit is to increase the ease of Child Cabinet establishment and/or improvement for school educators, it will be pivotal to translate the document into the local language so that all resources can be easily understood by educators and students alike.

2. Train Community Mobilizers

Once the toolkit has been translated to Telugu, the team recommends that SaciWATERS distribute the resource to its Community Mobilizers with an accompanying training. This training should begin with Community Mobilizers as these staff members are currently working in local schools and presently act as the point of contact when Child Cabinet Ministers or teachers have questions. As the primary disseminators of the toolkit, feedback can be gained from these key stakeholders before the toolkit is further disseminated to schools so the product is as tested and tailored as possible to increase the ease of implementation for school educators.

It is important to note that a key element of Community Mobilizer training should involve how each mobilizer should present the toolkit to head teachers, Child Cabinet teachers, and Child Cabinet Ministers. Even as a self-contained document, for proper implementation, educators should be trained on its uses and where to find the most relevant information for each school as the school visits showed large variations in size and available resources between schools.

As seen in Exhibit 10, the most efficient and effective means for disseminating information and behavior change to the slum dwellers is through the Community Mobilizers and Child Cabinets. This is the most efficient method, as the community mobilizers have the most reach in terms of different clusters of people. The children provide the best vector, as they are strongly connected to each of the stakeholders in the clusters.

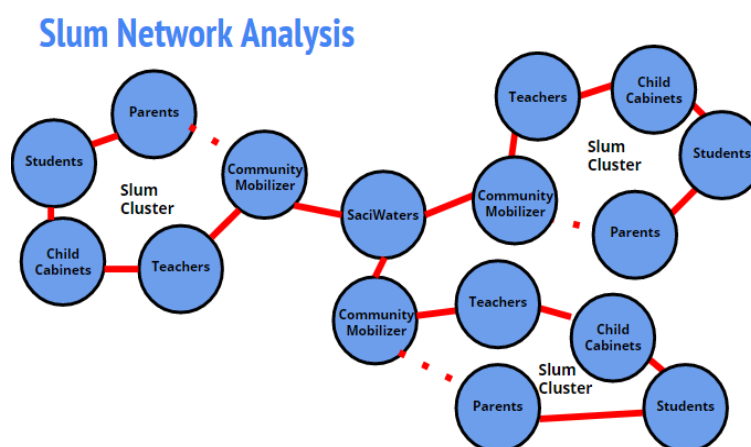


Exhibit 10. Slum Network Analysis

3. *Distribute to Partner Schools*

Finally, once the document has been properly taught to SaciWATERs' Community Mobilizers, the team recommends distributing a printed copy to each school in which SaciWATERs is currently working. By conducting teacher focus groups, the team recognized that several schools lacked pre-made resources to assist in Child Cabinet establishment/ improvement. In fact, schools were having to write material provided at government-led Child Cabinet trainings by hand. As such, teachers noted that having material with corresponding activities *provided* would be an invaluable resource to help them in promoting Child Cabinet roles and making WASH practice adoption more engaging for students.

Once teachers understand how best to use the document, it will be easier for them to instruct Child Cabinet Ministers on how to utilize the minister-specific information so ministers can be involved in teaching their peers the importance of WASH practice adherence. In this manner, the entire student body will benefit from fun, interactive applications of WASH practices which should, in term, lead to a greater internalization of such practices both at school and at home.

Another reason for beginning the toolkit dissemination with the schools SaciWATERs is currently working in, is that relationships have already been established with these schools. The toolkit should be easier to implement in these schools as a result of the pre-established relationship which will allow a faster assessment of the toolkit's effectiveness in establishing Child Cabinets and improving WASH practice adoption. Feedback from these schools should then be used to inform any final changes to the toolkit before disseminating the document to schools outside of SaciWATERs' current involvement.

Long Term

1. *Toolkit Implementation Tracking*

Knowing the importance of tracking project completion for SaciWATERs to be able to acquire future funding, the team's first long-term recommendation is utilizing the provided "Toolkit Implementation Assessment" to track the stage of implementation each school is in as well as any resulting WASH practice improvements observed in students. If progress is noted, best practices should be recorded for future use and if progress is not observed, hypotheses should be made as to why toolkit implementation is unsuccessful. This should then be used to further tailor the toolkit for schools' specific needs.

2. *Regional Distribution*

Once the toolkit has shown significant results in terms of facilitating the Child Cabinet establishment process as well as WASH practice adoption in SaciWATERs' partner schools, the team recommends that SaciWATERs provide a printed copy of the toolkit to key stakeholders in the region. Specifically, the team recommends focusing on government Child Cabinet trainers (who provide annual Child Cabinet trainings for teachers in the region) as well as "School Branch" trainers (who perform general curriculum trainings for teachers of certain schools/ areas). By targeting these two stakeholders, SaciWATERs would be able to more quickly disseminate the toolkit to schools around Andhra Pradesh and Telangana at a much lower cost (in terms of manpower and physical costs). SaciWATERs should also upload the toolkit to their website so that the resource can be accessed by those seeking assistance with effectively implementing and utilizing Child Cabinets who are not close enough in proximity to be physically reached.

3. *International Distribution*

Finally, with SaciWATERs' work in regions outside of India such as Nepal, Pakistan, and Bhutan, the team recommends that SaciWATERs electronically send the English resource to its affiliates in neighboring countries as these areas may still benefit from the information and, if adopted by schools in other countries, would further promote the SaciWATERs brand internationally. If a large enough population implements the toolkit in a certain area, the team recommends that SaciWATERs consider translating the toolkit into those countries' national languages to also make available on its website.



Substantive Learning

When determining the final deliverable for a client, there are many different aspects to consider. These facets can be the role of the client organization in the industry, the type of work environment that is within scope of the project(s), and even related resources that are currently provided by different parties. For the SaciWATERs project, the team considered how this organization fit into government-sponsored education and what services SaciWATERs would provide to the schools: education training for teachers, hygiene facilities, etc. In an effort to prevent resource duplication, the team researched existing education trainings provided by other parties, such as the state government, so that the deliverable would complement existing trainings and provide extra lessons in areas that teachers felt would benefit from further expansion.

Context and Content

Currently there is a political movement created by the central government of India called Swachh Bharat or “Clean India” which allocates resources and government efforts to providing sanitation facilities and clean water resources throughout the country. Slum areas, being the last to receive these resources, are often overlooked. This creates the need for those in these areas to become engaged in dialogue with their government and self-advocate for their rights to access sanitation resources. The team agreed with SaciWATERs that an effective use of resources would be building off of this government campaign, to create a Child Cabinet toolkit for SaciWATERs to further educate children and teachers on how to maintain and operate the hygiene facilities they were building in the schools. This toolkit would also provide children with an opportunity to learn an essential skill needed in these low-income communities: self-advocacy.

An Innovative, Interdisciplinary Solution

The team chose an innovative educator toolkit that would not only aid teachers in educating students on how to implement a Child Cabinet, but also weave in a theme based on WASH practices in order to provide more water, sanitation, and hygiene activities that would motivate students to teach one another as well as to teach their families. By using the children as change agents, the team hoped to efficiently disseminate these practices throughout the slum communities by using effective behavior changing resources provided in the toolkit. In addition, leadership skills would be threaded throughout team-building activities creating a collaborative educational environment in schools. This peer-to-peer education creates a “co-vicarious” learning environment where students learn from one another and share their experiences both in the classroom and at home (Myers, 2015).

Diversity: The Greatest Strength in Consulting

The team learned that diversity in members was an important strength to have within a consulting team. Assigning roles based on the strengths and interests of each member increased efficiency in data collection and analysis, product development, and communication and project management. For example, Vanessa, who was previously a math teacher, was better equipped to create lesson plans for teachers, whereas Michael would focus more on overall prioritization of research logistics - timing and relevance of focus groups, sponsor contact, and project requirements. Justin, with his background in government and linguistics, focused on conducting culturally and age-appropriate interviews with teachers and students. Together, the team worked

within the provided time frame towards new product development - the creation of an educator toolkit to be used by multiple audiences. By including cultural sensitivity and norms the team expanded the toolkit to include multiple topics which were previously unexpected for inclusion in the deliverable such as feminine hygiene, recycling, and proper food handling. The team's flexibility allowed the project to manifest into a more effective deliverable for the needs of the client.



Exhibit 11. Lessons Learned

Additional Lessons Learned

The team learned several more lessons from this experience, such as overcoming language barriers, which are displayed in Exhibit 11 above. The group worked with an interpreter for this project. The experience was both challenging and rewarding. During the first focus groups, several team members attempted to ask complex questions. However, it was apparent that some key details were lost in translation. In some cases, the interpreter could not understand what the team was asking. Thus, the team adjusted their questioning by simplifying and shortening everything that they asked. This allowed for easier translations and fewer misunderstandings.

In addition, the team learned the process of data collection in the field and how analysis of raw data is used to create and develop a final product. Specifically, the process of developing questions for focus groups, conducting focus groups, refining the questions, and collecting the data. The team members can easily apply this lesson in future consulting projects and marketing assignments for school and work. Ultimately, the team conducted business with humanity in mind when designing a toolkit that was an innovative solution for humanitarian needs in Hyderabad, India.



Incorporation of Feedback

Peer and FSD Feedback

In order to gain essential feedback from teachers and students about the ease of use, lesson effectiveness, and student engagement in the activities, the team went in-country with a preliminary toolkit. As such, while in-country the team was able to make significant changes to the final deliverable and present a second draft to peers and the I4H India Faculty Site Director (FSD) to gain diversified perspectives on the ease of use, relevance, and technical formatting of the toolkit. In response, the team further tailored the stylization of the modules for reading clarity as well as condensed explanations to make the deliverable as explicit as possible. In addition, in response to uncertainty about certain topics (such as what are common hygiene practices), specific examples were provided. Throughout the time spent in-country, the team would meet with the FSD before starting any project deliverables (presentation, expectations, etc.) so that questions or uncertain aspects would be clarified and the team used time efficiently. The team also received valuable feedback from their peers regarding the visual style of their presentation and made changes accordingly.

Sponsor Feedback

Before making the final sponsor presentation in-country, the team created a preliminary PowerPoint presentation and ran through all content with the project sponsor. The team then asked for feedback on the sponsor's initial assessment, any content they wished to have added, and any further questions they had as a result of the preliminary presentation. The sponsor noted that they wished to have more emphasis on the fieldwork process, significant results the team gleaned from each school visit, and common themes that emerged as a result of in-country research. In response, the team added key takeaways from each school including direct quotes from Child Cabinet members, as well as how fieldwork informed the final toolkit deliverable. As a result, on the Sponsor Presentation Day, the sponsor gave extremely positive feedback saying that the team addressed all of the areas they were hoping to see.



Conclusion

Overall, the team was able to provide SaciWATERS with an educator toolkit that is geared towards achieving the goals of the Citizen's First Campaign using children as change agents through the use of Child Cabinets in high-poverty schools surrounding Hyderabad. Activities provided in the toolkit weave messages of leadership, advocacy, and proper WASH practices into each Child Cabinet minister role. This will not only increase the ease and efficiency of WASH practice adoption among student bodies, but should allow students to better internalize these WASH practices which will then be exemplified in their homes. In this way, students will act as agents of change by demonstrating proper WASH practices for their families and feel more confident voicing their concerns about proper sanitation to their greater community. As a result, children will grow into more civically-engaged community members who will continue advocating for their rights to proper WASH infrastructure from their local governments furthering SaciWATERS' mission of providing clean water resources to under-served communities.



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Appendix

Appendix A: Educator Toolkit

See Separate Attached Document

Appendix B: In-Country Daily Debrief Notes

<u>Debrief Meetings</u>	
Primary School #1: Mandal Parshath - Indira Nagar Colony	
<i>January 8, 2017</i>	
<u>Observation</u>	<u>Analysis</u>
Surprising how established the Child Cabinets were. Our first impression was the Child Cabinets were not being implemented but the head mistress said she didn't know a school that didn't have them.	The purpose of our project (as we understood it) was to aid schools that had not fully implemented their Child Cabinets and use these CC to implement WASH practices. This left us wondering how our toolkit would truly add value. By discussing this with our sponsor, we realized we had visited a school that SaciWATERS had been very active in helping implement the CC and led to a discussion of potentially visiting a "control" school where SaciWATERS had not yet intervened.
Each school must present report to govt. (yearly) about specific kids holding specific positions.	This is how the government tracks the implementation of CC at every government school, but since government involvement seems to be fairly limited, it is easy for the schools to write on paper that their CC is established when it really isn't being utilized.

<p>Positions were different than what we expected (Ex: Library Minister was a separate position)</p>	<p>Our toolkit may need to include a section for the different positions we encounter at each school. It would be impossible to include EVERY position as these changes based on school need, but it may be good to include a section in the toolkit discussing different roles.</p>
<p>Water infrastructure was new (2 months) but wash practices were practiced before (just not as easily) School now has soap provided by government but kids still brought own soap (old habit)</p>	<p>Demonstrates a general trend in increased sanitation infrastructure in government schools. With this trend being current, now truly is the time to implement educator supports to further teach WASH like a toolkit!</p>
<p>Water is limited. If the family size is larger, the amount can be a problem. Also, clean water is only brought in every 4 days which is a problem in the summer.</p>	<p>Needs of each and every family will change dependent on the size of the family. If the family is larger, there could be instances when children are pulled out of school to help with water collection in order to meet their needs.</p>
<p>Kids bring their own dishes that they carry to and from school for lunch (MDM)</p>	<p>School resources may be limited so when designing activities, limited resources should be taken into account.</p>
<p>There was a child care center in the slum (roughly 30 kids). They all cried when we came b/c Caucasian doctors generally come to give them shots and they thought we were doctors!</p>	<p>WASH, hygiene, and sanitation are being taught in the slums at a very young age now. With the implementation of an "Educator Toolkit" WASH practices could truly become common place in Indian slums.</p>

<p>Students had pride in their Child Cabinet positions. Didn't have very many challenges/ dislikes about their roles. Teachers even said they didn't have very many issues with students not completing their roles. Teachers have no issues with getting students to comply with WASH practices</p>	<p>In American schools it is harder to motivate students to get involved and take on additional responsibilities. In India it seems this is not as much of a concern. It may not be necessary to recommend that prizes/awards be given to students for completing the WASH activities included in our toolkit (which we originally thought)</p>
<p>Parents were at first hesitant that their child be in the Cabinet b/c they had to take on more work and not focusing on academics. Now this has been accepted as part of school activities/ responsibility. Many children said they used wash practices at home and didn't struggle to implement them at home. They all said their parents were very receptive to WASH (Shalini mentioned that the students would be the ones educating the parents)</p>	<p>While outside of the scope of our project, it is interesting to note that while once hesitant to their child participating in the CC, parents are now supportive and enact WASH practices in the home that were taught by the students.</p>
<p>Headmistress received guidebook from govt. on roles and responsibilities of Child Cabinets. SaciWATERs also came in to solidify WASH practices within the roles.</p>	<p>Students may be more knowledgeable about WASH practices than we thought. It may not be necessary to instruct very basic WASH practices in the toolkit (although this could be proved different for schools that are not currently utilizing their CC or that do not currently have sanitation facilities)</p>
<p>Teachers did mention that activities for the students would be a helpful addition to the curriculum in order to utilize Child Cabinets to teach WASH</p>	<p>Without being prompted, teachers noted this as a valuable piece of support that is missing from their current WASH training. This shows the toolkit could truly add value (even to schools that have high functioning CCs).</p>

<p>Students are rewarded with prizes (funded by community donors), recognition/encouragement, enjoy competition</p>	<p>Good to know that this is the common way students are motivated and encouraged. This can be incorporated in the toolkit as an additional way to get kids interested in the WASH lessons (although it seems that it would be an added benefit and not NECESSARY to include since teachers and CC minister do not have major issues getting the student body to comply).</p>
<p>Foot hygiene does not seem to be a health concern/ priority</p>	<p>Although not all students had shoes, this did not seem to be an obligatory dress code violation. This is interesting b/c the Health minister is in charge of informing students about communicable diseases and many diseases can be transmitted through cuts on feet.</p>
<p>Space was limited for outdoor play. Teachers said they would prefer activities in the classroom than outside.</p>	<p>This informs the activities we should try to incorporate in the toolkit. While some schools have better facilities for outdoor play than others, it may be better to try and incorporate activities that teachers can easily do in a classroom rather than outside.</p>
<p>School had WASH "boards" at the entrance to the school and near the hand washing station discussing all WASH practices (safe water, hand washing, covering food/water, disease transmission, etc.)</p>	<p>Helps to know that students have a constant reminder of WASH practices. Again, it may not be necessary to be so basic with our toolkit for all schools.</p>
<p>Girls held most of the CC positions (even Prime Minister). Teachers said it was b/c girls were more active in class.</p>	<p>Should we be pushing more male involvement through the toolkit?</p>

Changes to be made to questions asked during focus groups

Get perspective of general student body	While understanding the perception of CC members have towards their own positions, it is important to assess how the students, the practitioners of WASH, listen to CC members and find out if they learn from their peers in this regard
Be more concrete with teachers	It will be more useful for data collection to get their perspective rather than a “yes” or “no” response
Should include questions about feminine hygiene at secondary level (should keep this to teacher conversation)	This can allow for the consideration of women’s health and hygiene in schools.
How does the health minister educate peers about communicable diseases?	Understanding how and if the Health Minister educate peers on communicable diseases will influence the type of activities for that position. If teachers are the main communicator of these types of lessons than activities can be planned that would complement these lessons
Need to ask kids what their favorite lessons have been and why.	Understanding what students enjoy will influence the types of activities within the training module

Primary School #2: Zilla Primary and High School

January 9, 2017

<u>Observation</u>	<u>Analysis</u>
The larger the school, the harder it is for the CC to be effective	Disseminating information becomes challenging as well as making sure everyone uses WASH practices
Younger students don't listen to their peers and are main culprits for breaking WASH practices	Younger children therefore are not understanding the importance of WASH as the CC is supervising the implementation of these practices as well as the operation of the WASH facilities
Girls sanitation facilities were much better maintained than boys	This could be from the attendant that is staffed with cleaning the restroom but also could be an indicator on hygiene practice inequalities between genders
School had different CC positions than the primary school and what is listen on the CC website online. This was determined by the Community Mobilizer b/c the school is much larger and had issues with the sanitation facilities	Each school had different needs therefore training modules will need to be flexible in some instances such as optional roles however have a basic structure that is consistent throughout
All students said they were able to educate their parents about WASH practices and parents were receptive	Potential for improved health outcomes in the greater community via peer to peer and child to adult education
A majority (28) of the students learned WASH practices from school (starting in 6th grade) but some learned the practices from their parents (6 students)	This statistic proves how important it is for the WASH program to be taught in schools and attests to the fact that information like the WASH practices is being shared and practiced at home to those whom previously didn't actively follow WASH practices

<p>If the school is lacking in any resources, they are able to get donations from the local community. The school recently partnered with TATA to help build a wing of the school and provide the furniture needed for each classroom.</p>	<p>Opportunity to teach WASH earlier and improve practices at home</p>
<p>HS has more activities/ programming for students. Cultural Minister is responsible for organizing a cultural event every 3rd Saturday which 50% of the student body attends</p>	<p>Whereas the cultural day is consistent mainly of cultural games, the school also had themes (sanitation, hygiene, etc.) that would change monthly. Activities that are culturally appropriate in addition that included WASH practices/lessons would be beneficial for this role.</p>
<p>Children that are selected for CC roles can vary between schools; one school is completely dependent on teachers selecting students whereas another school first asks for volunteers.</p>	<p>For schools that allow students to volunteer for these positions reflects the student perception of CC and can be an indicator of how students regard the practices (WASH, etc.) that are planned and facilitated by it</p>
<p>Girls and boys participate in sports separately and girls generally participate in activities indoors</p>	<p>Gender segregation and location can affect the types of activities that CC members can facilitate</p>
<p>Again, a majority of the CC was female with only 2 ministers being male (sports & sanitation) - although there was a second female sports minister working with him for the activities for girls</p>	<p>With some positions having two ministers, activities could be more easily facilitated amongst different groups whether it be a large group or two smaller groups</p>
<p>The headmaster stated that for WASH lessons it would be better for activities to be shorter (around 15 minutes) as opposed to a longer lesson</p>	<p>Not only is this a logistical point but it also attests for the attention spans for the different age groups</p>

<p>Students mentioned that they enjoyed working in groups the most b/c they liked to discuss with and teach their peers</p> <p>Students also mentioned that they least enjoyed long lectures where they have to do a lot of writing</p>	<p>For older students, it would be best to incorporate activities that are student led, group activities that limits teacher instruction and heavy writing as part of the activity</p>
<p>Students noted that they were not at all embarrassed or nervous to correct or teach their peers. One minister noted "this is our school. It is our responsibility." (This was also noted when asked if the female students would discuss feminine hygiene. There did not seem to be any embarrassment about discussing the subject)</p>	<p>This is an indicator of how serious the CC members take their roles and responsibilities. By taking full responsibility over their roles, the CC members are better armed to teach and motivate their classmates about all types of WASH practices that would otherwise be awkward to confront or discuss amongst peers as it is in other countries.</p>
<p>This school had class leaders appointed for each class - 1 boy & 1 girl. These class leaders assisted with the Child Cabinet roles and responsibilities</p>	<p>Delegation and the increased size of CC helps plan, operate, and maintain WASH facilities as well as inform each other on upcoming activities and related information.</p>
<p>The Sports Minister mentioned he was in charge of helping with first aid if students were injured while playing sports</p>	<p>This is great b/c it ties into an activity we already created despite it not being listed in Joyful Learning.</p>

Primary School #2: Mandal Parishath Primary School - JJ Nagar Colony

January 9, 2017

<u>Observation</u>	<u>Analysis</u>
Had a lot of repetition with other school responses	Clearly shows that certain schools do have strong Child Cabinets and WASH practices adopted already.
Saw that singing and dancing is a great way to engage younger students	Activities in the toolkit should include these types of activities since they're already being used and obviously the students enjoy them
Younger students said they liked lectures and games and their 2 favorite types of lessons	Should also be using these types of lessons in the toolkit
Headmistress mentioned that WASH activities should be short (15 min.) since younger students can't sit still for as long and the teachers still need adequate time to teach the other lessons for the day (it can't just be WASH all day)	Majority of activities in the toolkit should be kept shorter
<p>Headmistress said that if we made a lesson longer (1 hour) it should be geared for the entire school like at an assembly</p> <p>For younger students there wasn't as much volunteering for positions but the headmistress selected students who were very active and did well in class. She also put younger students in subcommittees and selected ministers from the subcommittee as they got older. However, the headmistress also selected new students each year to hold roles so lots of students could get experience.</p>	<p>This will inform the types of longer activities we include in the toolkit</p> <p>We may want to include a section in the toolkit discussing the different ways to appoint students</p>

<p>This school had CC meetings every week (rather than twice a month)</p>	
<p>Headmistress stressed the fact that tracking every student was the most important thing to do to make sure that every student adopted WASH and that once they did, the students could do anything</p>	<p>This is certainly harder for larger schools and was evident when we went to the high school. It is very good information to share between schools and we should brainstorm ways to hold EACH child accountable, even at larger schools (maybe a type of buddy system)</p>
<p>For students who did not meet sanitation expectations, they were given the resources at school to take care of any personal hygiene matters such as nail clippers, soap, etc.</p>	<p>May want to include a "best practices" section in our toolkit to give schools ideas if they can implement them</p>
<p>School facilities were not as developed as other schools. There was no running water for the toilets. However, there were sinks and a developed toilet, buckets were still used to flush the toilet</p>	<p>Need to keep in mind that schools will have varying access to water infrastructure so this should be considered while making descriptions and activities for the toolkit</p>
<p>Education Minister visits homes of children who are absent 2+ days with a teacher to discuss why the student is absent</p>	<p>Again, this could be included in a "best practice" section of the toolkit (but would obviously be unsustainable for larger schools)</p>
<p>There were more male ministers at this school than at the other 2 schools - the headmistress said that she did not select students based on gender, but rather how they participated at school and the leadership skills they demonstrated</p>	<p>We want to add a section in the toolkit describing the importance of having both boys AND girls represented in the CC and that the community mobilizers should be aware if they see a gender bias resulting</p>
<p>Many students come from migrant families that do not stay at the school for all years</p>	<p>May be interesting to include a section in the toolkit about including new students or what to do if a Child Cabinet Member moves</p>

Training Seminar Debrief (Changes to be made to Toolkit)
Expert: Mr. Nabi

January 11, 2017

Introduction: Right to Education and the rights of students (participation, leadership, and teamwork)

Add a section about leadership development activities that the expert taught on (blanket game, water game, chain link game)

Add a section about feminine hygiene (but mainly about educating boys about sensitivity towards it or getting the student body as a whole to advocate for the school implementing proper facilities for disposal and treatment of feminine products)

Need to incorporate more hygiene messages (not just hand washing - students seem to be very aware of this practice)

Add a section about boys' hygiene and how to motivate boys to have better hygiene (Since girls seemed to be cleaner/ neater)

Need to focus Food Minister Section on food storage (not just food handling)

Keeping toilet facilities clean and functioning is the hardest aspect for schools to implement so a section talking about the importance of this (Especially for larger high schools) would be important

Include a tracking page for the minister to record who is absent and why and then intervene if it keeps happening

Add a section that recommends students create a "complaint" box that will be reviewed by child cabinet members and the head teacher. This would be for needs of the students as well as any sexual harassment case

Include a section about Sex Ed

Need to include graphics so the toolkit looks more child-friendly

Build out PM section with exemplar CC meeting agenda and recommended questions

Appendix C: Updated In-Country Focus Group Questionnaire

- General Demographic Info
 - Gender:
 - Yrs at school/ age/ grade:
 - School:
- Head Teacher (Principal)
 - Does your school have a child cabinet? If not, why not?
 - Does your school currently teach WASH practices? Within child cabinets?
 - What minister roles does your school currently have?
 - How often do you hold Child Cabinet meetings?
 - What do you see as the value of the Child Cabinet?
 - What tools are still lacking to make implementing the Child Cabinet easier?
 - We are working on creating an “Educator Toolkit” to aid in the implementation of Child Cabinets and WASH practices, what do you believe we should include in this toolkit? What would be most helpful?
 - What do you think will motivate teachers to lead Child Cabinets and include WASH practices?
 - How could parents become more involved in the school’s Child Cabinet/ WASH curriculum?
- Teacher
 - Does your school have a child cabinet? If not, why not?
 - Does your school currently teach WASH practices? Within child cabinets?
 - What minister roles does your school currently have?
 - How are the students chosen or elected?
 - Are there equal representation of boys and girls?
 - Are specific roles given to certain genders? If so, why?
 - If a child is not upholding their responsibility, why do you think is so? What would motivate them to consistently perform their roles?
 - Are there subcommittees? What are they normally tasked with? Who is chosen? By whom?
 - How often do you hold Child Cabinet meetings? Is this enough?
 - What do you see as the value of the Child Cabinet?
 - What do you enjoy about leading the Child Cabinet?
 - What tools are still lacking to make implementing the Child Cabinet easier?
 - We are working on creating an “Educator Toolkit” to aid in the implementation of Child Cabinets and WASH practices, what do you believe we should include in

this toolkit? What would be most helpful?

- o What are the current WASH practices taught in the school?
- o What do you think will motivate students to adopt WASH practices?
- o How could parents become more involved in the school's Child Cabinet/ WASH curriculum?
- Child Cabinet Members
 - o What do you do in your current Child Cabinet role? Do you help teach WASH?
 - o How/ when were you instructed on how to complete your role?
 - o Do you like your current role? Why or why not? What would make you like your role (if you don't currently like it)?
 - o How often do you carry out your responsibilities?
 - o Do you have help from your classmates?
 - o If you don't complete your responsibilities regularly, why not?
- General Student Body
 - o What are your favorite things to do at school?
 - o What is your favorite game and why?
 - o What has been your favorite lesson so far? Why?
 - o Have you already been taught WASH practices? When were these lessons taught? How were these lessons taught? (Was it fun)? What lessons have you learned about WASH practices? Do your parents practice WASH at home?
- Parents
 - o Are you part of an SMC? Why or why not?
 - o Are you aware of a Child Cabinet being present at your child's school?
 - o Is the SMC involved with the Child Cabinet at your school?
 - o Are you aware of WASH practices your child has learned at school?
 - o (Maybe sensitive): Does your family implement WASH practices at home? Why or why not? If so, which ones? (Ex: washing hands, washing food, testing water, etc.)
 - o Do you think it is important for the school to have a student cabinet? Why or why not?
 - o How do you think your child would be motivated to participate in a Child Cabinet/ follow WASH practices?
 - o What does your child talk about when they get home from school?
 - o Are there lessons your child learns at school that you implement/ supplement at home?
 - o What at school makes you the most proud of your student? (Ex: awards, good grades, teacher praise, additional responsibilities/ title)

Appendix D: Focus Group Transcripts

Primary School 1: Mandal Parshath - Indira Nagar

School Information

- 24 students in child cabinets – All students say they follow wash at home and parents listen to them when they advocate for it
- Students are explaining wash practices to parents
- Some parents will also advocate WASH practices at home (not many)
- Are there any difficulties for students to do at home? No
- 2-4 class = subcommittees
- 5th class = minister
- 200 students

PM – 5th class – Make sure everyone will be working on their roles and responsibilities

- In case students don't do what they need to, she will take care of it
- Favorite: Likes cultural activities
- Difficult: No difficulties
- Does she lead meetings? Once in 15 days.
- Teacher picked her based on grades, active ppl from class, is the student interested (3 students from each class)
- Also responsible for cultural activities
 - Teach dance

Health – 5th class

- Make sure everyone is coming neatly to school w/proper dress
- There won't be any wastage of water during hand washing
- Follow food hygiene before having food
- Check if students have clean nails or not
- No diseases/ organisms
- Everyday she and subcommittee will observe if students are following WASH practices at assembly

- If someone isn't doing what they need, tell them shouldn't come like this and need to have proper dress. If house is close, they will send them home to fix them.
 - Happens sometimes
- If someone doesn't have ability to wash at home, give counseling to student and leave it b/c the family should be doing that
- Only have WASH messaging in class
- 4 members on this committee as well
- Favorite: Likes everything (no difficulty)
- Assembly: 5-10 min. each morning

Food – 5th class

- Checking whether kitchen is clean

- Whether cook is clean or not
 - Wash hands
- Food is covered with lid
- During MDM he and friends will make sure everyone is following proper line and no one is fighting
- Make sure food tastes good
- If cook doesn't wash hands, he will correct and make sure hands are washed
- 4 ppl on food team + minister
- The cook will start cooking in interval time so food committee can check
- Favorite:
- Difficult: He has to tell students to wash but sometimes they don't, so he has to tell teachers to tell the students
- He follows wash practices at home and advocates with parents at home.

Sports – 5th class

- Teach games to students
- Make sure everyone is playing during hours
- Sports:
 - Cococabadi
 - Volleyball
 - There is a park nearby where they can play
- Favorite sport: Coco
- Favorite: Likes making every student play
- Difficulties: None
- Does he teach WASH practices in sports?
 - Taking care of sports equipment and give it back to teachers and get everyone to wash hands after sports
 - Checking height and weight every 3 months during game time
- Once a week each class has a games time

Library – 5th class

- Library is clean
- Silence in the library – If anyone makes noise, he will take them to the teacher
- Call first and second class and make sure students get all books
- He distributes and collects all books
- Gives books to each class
 - Gives diff books to younger and older students
 - Students can take books home
- Favorite book: Story book
- Does he teach any wash practices? Makes sure library is clean
- Likes: Likes reading
- Dislikes: None

Education – 5th class

- Makes sure the cleanliness/neatness of the school is maintained

- That school books are maintained
- If anyone is having trouble in classes, she will help them
- Responsible for teaching/ learning material (textbooks)
- Monitor class when teacher is not there
- Checks homework of students
- Likes: Everything
- Dislikes: None
- Instructs about WASH but not very often b/c the other ministers do it

Environment – 5th class

- Plants trees – Makes sure plants are watered and no one plucks flowers from trees
- Check whether all classrooms have dustbins and that students separate wet and dry waste
 - Does this daily
- Separate waste at home as well
- Likes: Everything – Likes watering plants at home
- Dislikes: None
- Waters plants once a day in the morning
- WASH: Instructs wash by default since other students teach it

Child Cabinet Meeting

- First, inform everyone that they will have CC meeting
- Discuss about roles and responsibilities
- If someone is not doing, it she will hold them accountable
- She observes everyone to see if they are doing their roles
- Happens in afternoon before leaving
- 1 hour time

Positions

- Teachers select
- 1 minister and 3 helpers
- No committees
- Positions selected at beginning of the year
- Training: Headmistress trains ministers
- Every third week, there is CC meeting
- Headmistress will explain roles and responsibilities
- Strengthened by Saciwaters by making sure roles and responsibilities

WASH in Child Cabinet

- School has scavenger from government
- Saciwaters has provided infrastructure

Teacher Interview – 5 teachers (4 women, 1 man). Headmistress = female

- When was school started? 2000 (1 room building)
- Child Cabinet was established in 2016
- Roles and responsibilities were presented by government

- o Saciwaters has helped solidify
- 1 teacher per committee
 - o They share the responsibilities
 - o Roles can shift throughout the year
- School must submit report to govt.
 - o Report has to be submitted yearly
- What is value of Child Cabinet?
 - o Wanted CC
 - o When you start teaching WASH from child to child, the students will do it at home as well
 - o At assembly, teachers can assess cleanliness of all students
- Followed hygiene practices since 2016, but did basic things before 2016
- Is it difficult to motivate students?
 - o Before program, they started explaining to students
 - o No challenges motivating students to do WASH practices
 - o Teachers monitor to implement WASH
 - o Students also monitor so students will also tell the teacher if others are not following wash
- What can we help provide to establish CC or WASH
 - o Want to include activity based programs so it's easy for the students to grab the info also
 - o Activity-based programs
 - o Organization: Better for class-wise, not only for committee members but for student body also
 - o Explain student class-wise and then all together
- Should lessons be taught by teachers or ministers?
 - o Under teacher guidance, ministers can lead lessons
 - o Better to have lessons for classrooms, not outside
- How are parents involved with Child Cabinet
 - o Cannot expect complete support from parents but do have SMC. Those parents are very supportive
 - o Initially parents were hesitant but now parents are supportive
 - o Originally, parents were concerned about their child having to do extra work (like watering plants) and not all students
 - o Teachers overcame this by explaining that it taught responsibility to students. Part of school activities.
Maybe we could frame lessons as being educational for parents as CC is first implemented
- Is there anything they wish they would have had to make CC est. easier?
 - o It was a difficult change because it became mandatory
 - o Govt. provided book and roles and responsibilities at first
- Gender vs. age trend

- o Older students are generally ministers
- o Give important roles to girls
- o Girls are more active
- Is it common for ministers to not complete roles?
 - o B4 CC, they selected ppl who were very active so it hasn't been an issue
 - o Not doing roles is very rare
- Rewards
 - o At assembly
 - o Get prizes during national holidays
 - o Get encouragement from teachers
 - o Leisure period, they have drawing competitions and appreciate students in that way
- Competition?
 - o Donation from local ppl
 - o Find very active ppl and get money for those students
- Are there any schools that still haven't implemented CC?
 - o All schools should have involved CC

Secondary School 1: Zilla Primary and Secondary Schools

School Information

- 4 toilets for 800
- 1:30 should be as RTE Act
- All ministers are from 9th class and subcommittee from 7&8
- School provides lunch for everyone but some students bring their own
- School also provides soap for handwashing
- 1000 students at this school
- 34 CC members

Child Cabinet Members

- Prime Minister – F – 9th Class
 - o Maintain time and listen to problems of the ministers and give good solutions to the other ministers.
 - o If a problem cannot be solved, she goes to teachers to get problems solved
 - o Challenge: Solving problems from ministers – likes the challenge
 - o Ex of challenge she solved:
 - No water connection in the toilers
 - Mostly sanitation issues
 - o Implements WASH – Inform toilet cleaner that the facilities are working properly
 - Works with other ministers to take care of issues
 - o Meetings:
 - Assemble all together à ministers share problems à Discuss and give certain solutions à More problem is taken to teachers

- Meeting are held every 15 days after lunch and lasts 1 hour
- Health Minister – F – 9th Class
 - Check every child is healthy and using sanitation practices
 - Mornings and afternoon check
 - Use subcommittee to check all students
 - Responsibilities are shared with school leaders
- Leaders are selected by teachers for active, capable students – each class has a leader
 - Sanitation and check if bathrooms (toilets and sinks) are clean or not
 - Every month there is an inspection of a doctor to check health of students (eye and full body health)
 - Like: Checking student and if there are any issues, she solves that problem
 - Challenge: Having to correct sanitation issues
 - Give one chance and if the student doesn't correct the issue, the child taken to the headmaster (as punishment)
 - Activities for WASH: Yoga and meditation
 - Said that activities would be useful
 - Awards/Competitions: For national festivals and
 - Sports teacher for all classes and teachers take responsibilities for cultural activities
- Education – F – 9th Class
 - Whether students are completing their work and if they are coming in uniform or not
 - Whether they are coming to school regularly or not
 - Helps with tutoring as well
 - Each class has leader that can help slow learners
 - IDing if students are getting basic mastery of material (only for HS students)
 - When does she perform duties? Once weekly after lunch (students have 1 hour for lunch)
 - Works with subcommittee as well
 - Likes: Checking whether everyone is reading/studying well
 - Challenge: If students don't listen to her and she has to take things to the teacher and parents are informed if this happens
 - WASH: Shares information at CC meetings which is then implemented in classes
- Games & Sports – 1 M 1 F – 9th Class
 - Practice for games period and taking care of an injuries – give medicine/ first aid
 - Participates in games after school as well
 - Sports everyday for 1 period per class
 - Will go to grounds nearby to play
 - Every 3rd Saturday all students will participate in cultural program
 - Separate Cultural minister but all students can help
 - WASH: Clean hands after playing
 - Female Minister takes care of girls when they play and male takes care of boys
 - Challenge (f): If students don't listen, it's a challenge

- Likes (f): Likes monitoring students as they play
 - Girls play separately than boys
 - Girls mostly play indoor games
- Likes (m): District level Kaberdy (sp?) player. Likes playing and likes getting others to play
 - Also do yoga classes
- Cultural – F – 9th Class
 - Responsible for cultural activities. Goes to every class and gets list of students who want to sing and dance
 - Whole school participates with yoga (10 times after lunch)
 - Every 3rd Saturday she hosts cultural activity
- She informs teachers about event and they come to the school on Saturday to help
 - She is also a class leader
 - Likes: Likes being class leader
 - Challenges: Has none b/c other students listen to her
 - WASH: All officers take responsibilities for WASH practices
- Food Minister – F – 9th Class
 - Whether the teacher/kitchen staff is clean when preparing food
 - Completes activities during interval time for lunch so she checks this daily
 - She works with subcommittee member (2 total)
 - Likes: Checking whether food is being eaten properly – not wasted
 - Challenges: If students don't listen she has to take it to the teachers
 - If something is not clean in the kitchen, she makes sure they follow procedures
- Sanitation for Boys and Girls – Mary made this role b/c the toilets were a huge issue
 - M = 1 – 9th class
 - Make sure students are washing hands after students use restroom
 - Make sure facilities are clean
 - Make sure students are in line when using restroom
 - Complete these roles during intervals (3x day)
 - If someone is absent, the subcommittee will help them
 - 3 subcommittees for M
 - Girls = subcommittee
 - Likes:
 - Challenge: Asking students EVERY time to follow WASH practices by using water in the toilet (to clean it) to deal with the smell
- They have water supply connection but not all students use it
- Some students don't know how to use it (b/c they don't have it at home) but some know how and don't care
- Mainly primary school students are issues b/c the behaviors haven't been learned yet
- It is our school. It is our responsibility.
- They would feel confident leading lessons
 - F = 3 – 2 in 9th 1 in 8th

- Same roles and responsibilities for girls
 - Likes: Many students listen, but if the students don't, they take the issue to the teachers
 - They have conducted activities and taught about worms/ diseases
 - Speaker and Information Ministers (2)
- Info Minister: F – 9th Class
 - Give info to students about any program/ activities
 - Circulates info.
- Speaker Minister: F – 9th Class
 - Collects data on whether ministers are completing jobs
 - Helps the PM but the PM's main role is solving problems, her main role is assessing other ministers
 - She can fill in for PM when she is absent
 - She also informs those who are absent
 - Updates and monitors ministers every 15 days (probably at meetings)
 - Every 3rd Saturday there are cultural activities, so she informs about this
 - If there are any issues with students, she communicates with teachers
 - Challenge: Both take responsibilities of other ministers if they are absent and if someone doesn't get the message she had to share again
 - Activities at HS are more so they need this role and teachers need help

General Questions

- Better with ministers to help teachers, get leadership qualities, help take care of the school
- They follow WASH practices so they have noticed changes in their own hygiene
- Before CC there were already committees at the school – this is mainly for HS
- Is it helpful to teach peers how to do things (peer-to-peer) rather than teacher-to-student?
 - More comfortable sharing info with friends
 - Students are comfortable gaining lessons from teachers about hygiene
- Have any students been able to teach parents about WASH practices
 - YES! Make sure parents are following WASH
 - How: Handwashing before and after cooking,
 - There isn't a hard challenge with sharing the info. The students share the lessons they learn at school, at home.
 - There don't seem to be any WASH practices that the parents don't follow but siblings are not following as well
- Are parents supportive of you being in a Child Cabinet?
 - Parents are very happy and learn properly and teach other students well
 - Parents are not mad that students are completing extra responsibilities
- Students have volunteered for the roles they are in!
- Students learned WASH first from school (in 6th grade)
 - 6 students learned first from parents
- Like Math, English, and Science
 - Like that it is hard, but if you understand it, you get it

- You get to learn the theories for a long time
- What type of lesson do they like best and why?
 - Group activities – interactions between students – coordinate well with each other and like to share ideas
- Girl and boy are both selected as class leaders (2 for each grade)
- Bored when ppl give long speeches (like at assembly) or if they have to write for a long time

Headmaster Interview

- Government funding is very limited so building, furniture, and sanitation facilities are limited
- Should have 40 toilets for all students but only have a few
- Building was only completed a few years ago
- Sanitation facility was improved by Saciwaters
- Average Size: 1 acre and
 - Depends on the area (rural areas have more “strength” = population)
 - Students prefer govt. schools to slum schools
- Value of Child Cabinet: Very more useful to the school if minister complete their roles
 - Only 50% of Child Cabinet is functioning
 - What part of CC is not working?
 - Population is too big
 - CC is doing what they can, but there are so many students that they can't enforce WASH
 - The younger children are more frequently not following instruction of CC
- What was provided by govt.
 - There are committees in every school from the beginning but CC are mandatory from 2016
 - The school prepares a list of roles and responsibilities
 - Govt. trained schools and teachers
 - Is there anything missing from the trainings?
 - Funds from govt. is only R2,000 so funding for sanitation team is limited (School has to pay 5,000-6,000R more for sanitation team)
 - Govt. holds training outside of school and teachers go to it
- Is there bullying now that WASH practices are required? How do teachers deal with it?
- Best way to reach students is 3rd Saturday cultural activity
 - All students work on 1 sanitation message for 1 month
 - 1.5 hours = 3rd Saturday cultural activity
 - At assembly morning every day there are WASH practices taught
- What works in terms of teaching students WASH and making them follow WASH practices
 - More interested in cultural activities than school
- Cultural activities
 - Depends on the program – 50% participate
- Diff btwn CC at Primary and Secondary School Here

- Message is reached easily for HS schools but not primary school students
- Trying to get HS students to take care of younger students and teach them
- Separate meetings but same roles and responsibilities
- What materials are available to students?
 - Oral activities may be best
 - Trying to give comic books to students to teach WASH practices
 - Sports are a really good way to do it
- If the school doesn't have the budget for activities, they go to local donors and companies to get what they need (India Ltd. Donated computers and helped construct the building)!
- Are parents involved with the school and CC?
 - Most parents are migrant workers. If they are free, they will come, if they are not, they cannot
 - Not all parents are able to come to SMC meetings
 - Parents don't generally come to Saturday cultural events
 - But there is a parent meeting every month
- Are there other students clubs at your school?
 - There are different committees.
 - Don't have separate clubs but take info to the CC and the CC can implement different things
- Is students teaching parents WASH effective?
 - Parents are very concerned about academics but not about WASH
- How long should activities be?
 - Shorter activities would be better 15 min.
- Activity book would be very useful for students
 - Posters would also be useful for the CC specifically
 - Or books

Primary School 2: Mandal Parshath - JJ Nagar

School Information

- 24 students per class
- School has markers, butcher paper, backpacks, spirals, pencils, etc.
- 106 students at the school
 - 50/50 boys/girls
 - Have many siblings
- 17 CC Ministers
- Songs are used a lot to educate younger students
- Students are very confident about presenting and speaking in front of the class
- All material has been handwritten in a spiral
- Dance is also a really good way to engage kids (both boys and girls know songs)
- Even boys know songs and participate in that but dancing is more dominated by females while boys play

- The cultural activities are taught to the other students as well
- Toilets existed at the school but the water connection and maintenance was difficult
- Hand washing was done in a bucket with soap
- There are boards around the school for student work
- Parents are invited to come to the school for science projects
- There are many competitions at the school (district level) for poems, writing, art, sports, and the teachers are responsible for bringing the students to these competitions
- All teachers got trained to teach WASH practices (trained by govt. workers) each school is required to have that

Child Cabinet

- PM – M – 5th Class
 - Observes other ministers and talks to teachers about how they are doing
 - Meetings are held once per week in the morning
 - On Sunday, they have 1 WASH practice (cutting nails, washing hair, etc.)
 - On Monday they check the cleanliness of the kids
 - CC Meetings are on Tuesdays for 15 min.
 - Will inform the head teacher if students aren't following WASH. Then the headmistress will give reminders to every student during morning meetings
 - Other ministers will come and tell him the problems and they will discuss and try to solve together. If they cannot, the issue will be brought to the teacher
 - The ministers talk to the PM about problems (headmistress oversees)
 - First time he has been PM
 - Likes: Wanted to work hard and go for the highest. Other students listen to him so he likes that
 - Doesn't have any other challenges
 - Wants to be a policeman
 - WASH: Before having meals, before and after eating, and before and after playing games, students must wash their hands
 - Dry your hands after hand washing
 - Eat proper, healthy food and do not waste food or water
 - No problems with getting the other ministers to do their roles
 - First rank in his class
- Health -
 - 1 Minister – 5th Class -M
Sub – 5th Class – M
Sub – 3rd Class – M
Sub – 3rd Class – F
 - Roles
 - Checking with other students after meal and sports whether they're washing hands or not
 - Check if students are cutting nails, check that each student's plate is clean, make sure hands are washed, and lead prayer before having meal

- Check whether the toilet is clean
 - Could do all 6 steps of handwashing
 - Likes
 - Likes having food and making sure others have food and wants to stay healthy
 - Likes monitoring other students
 - Share responsibilities (hand washing, toilets, nails, etc.) and they switch roles (but keep w/in their class – 3rd and 5th)
 - Monitoring if other students are not wasting food
 - Will inform other students about germs
 - All ministers – this is their first time participating
 - If students don't listen, the ministers have to tell the teacher
- Sports/ Cultural
 - 1 Minister – M – 4th Class
Sub – F – 4th Class
Sub – F – 4th Class
Sub – F – 5th Class
Sub – F – 5th Class
 - Roles
 - Makes sure the school has sports equipment
 - After playing he must collect the sports material
 - Makes sure there is a first aid kit in the school
 - Playing happens on Tuesday afternoon
 - Each class has separate games period
 - Have subcommittees in other classes so there is always someone monitoring and they will inform the minister if someone gets injured while playing
 - Likes
 - Minister likes playing
 - Sub likes singing, reading, dance, reading
 - During sports time, students can participate in cultural activities like dancing and singing
 - All ministers have only been in their role for the first time
 - Do they know any songs about handwashing?
 - Don't have for handwashing but for rainwater harvesting
- Food
 - 1 Minister – M – 5th
Sub – F – 4th Class
Sub – F – 3rd Class
Sub – M – 5th
 - Responsibilities
 - Responsible for cooking – checking if kitchen is clean before cooking
 - If any veggies are dirty, he will clean them before serving

- He will check students' hygiene before eating
 - Making sure students don't waste the food
 - All students will put garbage in dust bins
 - Make sure that plates are cleaned properly
 - Food committee serves food to the other students and help cook it
 - Have to eat last
 - 1 hour for lunch and classes rotate out
 - Likes
 - Likes monitoring the kitchen – doesn't get to taste the food
 - Headteacher tastes the food before it is served
 - If something is not clean in the kitchen, he will inform the one cooking and the teacher
 - Minister was a class leader last year
 - 2-3 years that CC has been implemented
 - Headteacher will shift the roles throughout the years so every student gets the experience
 - Ministers generally come from subcommittee but not required.
- Education (Library) Minister
 - No separate environmental minister but Edu takes care of library
 - 1 Minister – M – 5th Class
 - Sub – F – 3rd
 - Sub – F – 3rd
 - Responsibilities
 - Make sure other students attend school every day without dropping out
 - If a student is absent, the minister will go to the student's house and ask the parents where they are and why they aren't at school
 - Only if the students don't tell the teacher they will be absent
 - Goes to houses after attendance after morning meeting
 - Only send student if the house is nearby (.5 km)
 - Only if student has been gone for 2-3+ days
 - Can check attendance with list for each class
 - Make sure students are coming to school on time
 - Make sure everyone attends assembly prayer every day
 - Plan to monitor classes if a teacher is missing (Sub – F – 3rd)
 - Monitor the use of library books
 - If any student is falling behind in a class, he will help tutor them (read them stories)\
 - For Environmental: Water plants, plant trees, make sure students are not making the school dirty (w/dust), will segregate dry and wet waste
 - School is provided with segregated dustbins for dry and wet waste
 - Likes
 - Likes reading and helping other students

- Likes drawing
 - During library period, students can do art
 - WASH:
 - Everyone in the school knows of the handwashing steps
 - Once every 15 days there is an additional class to educate about handwashing and how to maintain the school
 - Teachers teach this as an assembly
 - Committee mobilizer will share as well
 - It's taught as a movie – but not games/ songs for WASH
 - Students use toilets instead of open defecation
 - Kids want to be: Doctor, Military, Doctor
- General Student Body
 - Did they learn WASH from parents or school first?
 - Learned at school first
 - Made the kids learn the practices through activities for each lesson (washing hands, watering plants, etc.)
 - How old were they when they learned?
 - 6-10yrs (3rd Class on)
 - Do you teach your parents WASH practices at home?
 - The kids wash their hands at home
 - They even teach their parents at home and the parents follow the practices
 - When did parents adopt wash practices?
 - Parents washed hands before the kids taught but after, the parents do it more
 - Do the kids find it hard to teach their parents
 - No
 - Is there a WASH practice that the parents don't follow as much?
 - It appears not
 - Will they speak up if they know the parents have not washed their hands?
 - Yes! Every time!
 - Is CC important and why?
 - They wanted to CC b/c with that they can develop and maintain the school to keep the school clean
 - What type of lesson do they like best and why?
 - Lecture and playing sports
 - Playing is easier than studying
 - Students have friends that don't know WASH but they will teach their friends if they don't know.
 - Students don't seem nervous to correct peers or teach each other
 - Favorite WASH lesson
 - Hand washing steps and watering plants and helping others to follow procedure
 - Will help disabled students in the school

- 2 disabled students in the school

Headmistress Interview

- 3 year back the CC was established (2015)
- Govt. had started establishing Child Cabinets in 2011
- School is 11 years old
- Challenges when CC was first started?
 - Soap
 - Educating girls is the main challenge in govt. Schools
 - B/c of the financial condition of slum dwellers, it's required to get basic education but girls were dropping out b/c there were not proper sanitation facilities for girls
- Parents don't educate students but the school wants everyone to have a basic education
 - Families need finances so they don't always keep sending their kids to school b/c if they kid drops out, they will start working
- Headmistress doesn't want India to have child labor but it still happens in housekeeping, factories, etc.
- What was govt. training like?
 - Each school was instructed to have child cabinet and was given roles and responsibilities
 - All activities are created by head teacher, teachers, and community mobilizers
- Would it help to give activities to teachers to teach the students WASH practices?
 - Yes
 - 100% of students practice toilet and handwashing usage every day
- What improvements could be made to the training provided by the govt?
 - Wanted behavioral change from the students
 - Make sure that every students should behave properly
 - Once behavior is good, the students can do anything so this was her main concern
 - Might want to include what to do to get students to buy-in
- Were there WASH practices that were hard to implement?
 - There wasn't water supply – must be given by govt. – this could take months to years
 - Currently getting water tanked in – govt. is providing water tankers every 2 days
 - In general, each dwelling has a basic water supply and toilet to use
- Before there were no WASH practices at the school, after the CC, the WASH practices were implemented and this has been really good
 - Govt. provides soap for handwashing for 1 academic year
- Value of CC:
 - Students want to be role models
 - Students want to stay healthy and fit
- If students are not following WASH:
 - The next day, if the problem isn't fixed, they will have to sit aside and get nails cut, teeth brushed, combed hair, etc.
- Ideally, how long should activities be to teach WASH

- 1 - 15 min. (for groups)
- 1 – 1 hour (for whole school)
- Bullying?
 - Info is shared in morning assembly and then students correct each other
- Does she keep track of what students do after they leave the school?
 - She does, she'll ask other students to keep tabs on particular students
- Gender preferences for CC members:
 - Doesn't pick by gender – whoever does good, will be selected
- How are ministers and subcommittee members selected?
 - Headmistress picks students who are active, good leaders, motivated, good grades, etc.
 - She takes the input from the classroom teachers
 - In case selected ppl aren't interested, the subcommittee members are nominated to minister
 - She picks diff kids every year so other can get experience
- Parents are very supportive and give good feedback for these roles and that their students are doing their homework
 - SMC – Not everyone can come to SMC meetings but those that can, do.
 - She gives notice before the meeting so those that can come, do.
 - If there are any important dates, she also informs the parents
 - SMC are not generally involved with the CC
- Parents are generally migrant workers not directly from Hyderabad but from nearby villages
 - Mix of students growing up in area and those that come from a different place – this leads to high dropout rates because families move
 - Every year there is about 5-10 families who move from this school
 - And this happens randomly during the year
- Sessions should be short and sweet for little kids (can't sit still for long)
 - Must be short b/c they can't spend whole day on WASH lessons – they must teach the other subjects
- Biggest advice:
 - Must be there to track every student and track their progress with adopting WASH practices

Appendix E: Child Cabinet Training Transcript

School Information

- Zilla Parishath High School - Kushaiguda
- Around 1,000 students
- 6-10th grade
- Nationally ranked for athletics
 - Large playing space
- Students cross arms as a sign of respect when speaking with adults/teachers

Training Demographics

- 30 students
- F: 14
- M: 16
- Taught in Telugu
- Trainer worked 20 years in tribal communities
- 5 schools are present
- 5-6 ministers from each school
- 3 ministers from the school we were visiting were dressed in traditional sarees b/c their school was having a kite festival today
- 4 PMs
- 2 high school groups and 3 primary schools

Training

- Training began with each student introducing themselves in Telugu so everyone could understand them
- Saciwaters organized this training because we are here – they don't generally bring all CC together
- Students are eager to help each other introduce themselves to the group
- Some students were nervous to introduce themselves in front of the group of peers they do not know (while others were very confident)
 - Students admitted they were nervous in front of us and the expert.
 - This should be something addressed in the toolkit. Trainings should maybe be done lead by teachers (not experts) where the students can feel more comfortable
- The trainer sounds harsh with the students but they seem to positively respond to his raised tone
- w/ Right to Education Students have:
 - right to school
 - right to education
 - right to speak
 - right to play
 - right to live
 - right to independence
 - right to questions ppl who make a mistake
 - right to introduce yourself
 - right to participation
- Students understand that as ministers, they need to make others work for them
- Expert made sure to address that students can speak freely even though there is a teacher in the room
 - Another good thing to include! Students should be TOLD they can speak freely or else, with their culture, they may not feel they can

- Right to life is a major UN goal. In India, families have been killing fetal girls if they know in advance they will have a girl, so it's been made illegal to know the gender of the child before birth.
 - W/ the growing pop in India, the govt. has mandated that families only have 2 children
 - Nothing happens to kids who are born after but govt. takes note
 - Some people opt to have an operation after having 2 kids so they don't have more but govt. can't mandate that ppl be sterilized
- RTE Act 2009
 - If anyone stops a child (even a parent) from going to school, they will be punished by the govt.
 - Might be a good section to put in the toolkit! Inform children of their rights per the Act
 - Why aren't you sharing your views with your teacher?
 - Students were expressing that they just follow what their teachers say but the expert was pushing them by asking why don't they question their teachers and share their own views rather than blindly following.
 - When you have freedom to speak, and you share your views with your teacher, that's true participation. Just going to cultural events is not participating!
- The expert wants students to come forward voluntarily rather than being pushed to answer (when Mary pushed one minister to stand up and answer)
- Expert asked students how they participated in their roles as ministers and asked what they had done in their roles. He praised one minister who told teachers when there was no water connection in her school so it could be fixed.
- Festivals
 - What does participation mean?
 - What is major role of teachers and students during holidays?
 - Expert asked the students if they are satisfied with the guidance from their teachers about what they should be doing during festivals
 - Asking the students' perspective of what they see and believe. Do they agree with what their teacher is saying?
 - Students generally receive gifts from parents during festivals
- Expert is treating and speaking to students like adults. Not w/activities and games. Just speaking and discussing with them like adults. And the kids are participating and paying attention!
- Expert chastised boys for not participating enough. Only the girls were active. (One boy stood up right afterwards)
- HS minister was saying that at first the school was completely taken care of by the head teacher but there should be help from the teachers and students
- Expert called out a student that wasn't paying attention and asked them to repeat what another student had just explained.
- Expert asked how Child Cabinet are selected in their schools

Activities

- Demonstrating PM role: Expert lead an activity with PM and a large shawl saying PMs have the responsibility of everything but they cannot do it alone. They need the other ministers. So he asked the PM to call up her other ministers to help her hold up the whole blanket b/c it was too big for her to hold it up, straight, alone.
 - Then expert asked the students to debrief about the activity
 - Expert challenged the PM and asked her why he should listen to her
 - The expert explains that the blanket represents a school. Only with the help and support of the students, teachers, and parents can the school be successful
 - The expert then asked anyone interested in being on a school committee to get under the blanket held up by the other ministers
 - The expert then asked the students to switch positions in holding the blanket to show that students could change positions as long as there was someone to take their place and share the responsibilities.
- Explaining Teamwork: How can you solve issues? You can do anything collectively!
 - It's also faster to work together
 - One student gave an example of ants: they are very small but they can do anything together
 - Another students said: A stick can be easily broken, but not a bundle!
- Water Cup Activity – What are the qualities of a leader?
 - Dirt, Food, Rice, a water cup filled with water, and 6 empty water cups are laid out on a bench with news papers
 - Expert asked Mary to carry a bench with him to the front of the room. This seems to be a role play as the students think it's funny but the expert seems to be criticizing her? Mary is smiling.
 - All students drink water without touching the rim to share (just an observation)
 - Expert asked students what are the qualities of a good leader
 - Impartial
 - Expert poured water into another empty glass – which represents a school
 - Expert poured dirt into the clean water – Sand is a bad leader – it changes all the water and makes it dirty
 - Before electing a leader, they must be transparent and impartial or they will dirty the rest of the school
 - If a leader doesn't do their roles, it is like making the water dirty
 - Expert ripped paper into another cup with clean water – this represents a leader who wants to be elected just for the name – they are superficial – they float on top of the water but don't change it
 - Expert put sugar into the next glass of clean water – the sugar mixes into the water and you cannot see it anymore – you can just see the school – but the leader is there making the water sweeter – this is the quality of a good leader!
 - Person has to maintain transparency with the other students (Especially the other ministers)

- Then the expert asked the students to debrief – what have they learned from this activity
- Numbered Activity –
 - Expert asked the students to number off so they would be in different teams
 - Then expert asked students to move into their new teams
 - This made boys mix with girls and older students mix with younger students
 - Then the expert gave each team a stack of newspapers
 - Then he gave a glue stick to each team
 - Then he ripped a piece of newspaper and glued one side to the other to make a circle.
 - Then he repeated this with another piece to make a chain
 - Then each team got a blindfold and had to blindfold 1 member
 - Then each team got another blindfold and had to bind the hands of another team member
 - Then one member had to bind one arm
 - There is a race to make the longest chain between the teams
 - Even students who are bound must participate – the goal is how can they help the team
 - Kids are all actively participating but silently working – not talking to each other (interesting)
 - The team with the longest chain wins
 - The expert then asked, How did they do it? How did their team incorporate those who could not help as much?
 - Each team explained their strategy and the teacher observing the group also explained how the team work together
 - Then the expert explained why one team did not get as many links as the others – b/c of poor leadership and not sharing roles and switching roles w/in the time period
 - The expert pointed out that the teams who discussed their strategy before starting did better than those that just jumped in
 - At the end, the expert asked each student to say what they thought of the training and recap the diff lessons
 - Specifically: leadership, participation, and teamwork
 - He asked them if there were any action plans they were working with in their Child Cabinet
 - He asked them to record at each CC meeting, the ppl who are there and any problems that there are so there can be a log and they can keep track when things are solved
 - The record could also serve to keep track of which ministers miss meetings
 - Also asked about what ministers were present/ absent

Race to the Restroom Game

- Students tried to do boys vs. girls
- We had a hard time organizing the students into teams

- Once they started playing they did very well
- Students could explain the point of the game
- Student said that they try to conserve water at school and at home by not using water the whole time they wash their hands
- Students said the game was fun
- Students said they would teach the game at their schools
- Students said the game should be applied to other WASH lessons

General Observation: *Students and teachers just threw trash out of the windows of the school*

- *Should include importance of using dustbins and keeping school area clean in toolkit!*