ENHANCING ACCESS TO CLEAN WATER AND SANITATION
AT MUGASA PRIMARY SCHOOL IN SAMIA DISTRICT, BUSIA – KENYA.

FINAL / EVALUATION REPORT

Water and sanitation project at Mugasa primary School.

PROJECT PERIOD SEPTEMBER 2012 TO JUNE 2013

Report prepared by:  Elizabeth Akinyi, Project leader - COGICHIS

Date:    July 2013
Introduction:
Kenya is one of the countries in Africa where water is scarce in some area forcing people to trek long distances in search of clean drinking water. The western province is one of the regions in Kenya where water is very scarce. Water is life and without water, human beings cannot survive. In 2008, a research was carried out in the larger parts of Rift Valley, Central and some parts of Western provinces in Kenya. The found out that there is too much fluoride in the water and this situation causes fluorosis (Population Reference Bureau, 2008). It is estimated that more than 60% of the Kenyan population do not have access to clean water despite the fact that much of the country have reliable water sources and adequate rainfall.

Samia and Sirisia districts in Busia and Bungoma Counties respectively are among the worst hit areas with scarcity of water in western Kenya. The girl child is mostly disadvantaged when it comes to provision of water in the family as well as school use. This is brought about community given roles that gives the girl child/women with the responsibility of providing water and other domestic needs in the family. Cultural practices therefore deny girls educational opportunities because they are expected to provide water for the family when they get back home as well as school use. Young women often walk as far as ten miles/kilometers to collect water from polluted, dirty, hand dug wells full of parasites and bacteria. The wells are also structurally dangerous and often collapse when they get deep enough.

It is from the above background that COGICHIS, in collaboration with Solwodi e.V designed the “Enhancing access to clean Water and Sanitation at Mugasa Primary School” in Samia district, Busia – Kenya to address water shortage and improve sanitation in the school. COGICHIS was founded in 2010 and registered with the registrar of societies Kenya. The vision of COGICHIS is A Society where issues affecting the girl child are addressed at all levels starting from the family. COGICHIS believes that every family in a community has a dream to fulfill and the right to better life. The organization is therefore committed to empowering communities through education and skills building to enable them realize their full potential. COGICHIS works with the following objectives;

a) Improve the learning environment and quality of life by facilitating access to clean water and adequate sanitation in rural schools.

b) Enhance public awareness on negative cultural values, child rights issues and human trafficking.

c) Empower selected communities for sustainable livelihood through collaborative dialogue and capacity building.

“Enhancing access to clean Water and Sanitation at Mugasa Primary School” in Samia district, Busia – Kenya project was initiated and implemented at Mugasa primary school in Samia district – Busia County by COGICHIS in September, 2013. In the said project site, most people are small scale and farmers and business people. The climate is favorable for farming and the soils are fertile. These are areas with long rains from April to July and short rains from October to December. Most people live below the poverty level (less than 1$ per day).
Acknowledgement:

First and foremost we would like to express our sincere gratitude to “The Good Water Foundation” for providing funds for the implementation of “Enhancing access to clean water and adequate sanitation project” at Mugasa Primary School in Samia district – Busia County. The project would not have been realized without their commitment and valuable support.

Secondly, we would like to thank Solwodi e.V for the support given to COGICHIS before and during the implementation of the project. Sr. Lea Ackermann and Gudrun Angelis played a vital role that cannot go unmentioned.

The Ministry of Education, Water and Sanitation Ministry and the Public Health department supported the project fully. Working with schools would not have been possible without their commitment to the project.

Last but not least, the communities, the school head teachers and other key stakeholders in all the project sites showed a lot of commitment and hence the success of the project.
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List of abbreviation:

CBO - Community Based organization
NGO - Non Governmental organization
NGOs - Non Governmental Organizations.
COGICHIS - Concerns for the Girl Child Society
SOLWODI - Solidarity with women in distress.
BACKGROUND AND CONTEXT

Summary of the project purpose, logic and Structure
Main objective:
Facilitate access to clean water and sanitation to one (1) selected community in Busia County, Samia district with water borne diseases, lack toilets and children’s education is compromised due to trekking long distances for water.

Specific project objectives were defined as follows:
- Empower Mugasa community in Samia district, Busia County on sustainable livelihood and capacity building.
- Facilitate access to clean water at Mugasa Primary school in Samia district Busia County by drilling 1 borehole/installing a water collection system.
- Enhance access to adequate sanitation at Mugasa primary school in Samia district, Busia County by supporting construction of 2 toilets 1 bathroom in the school.

Purpose and scope and of the final report / evaluation
The purpose of this evaluation and end of project report is to:-

1) Determine whether the objectives of the project were achieved by comparing the intended outputs with the actual outputs;
2) Review and analyze factors contributing to or hindering the project’s success
3) Assess the overall outcomes of the project.

The evaluation report also analyzes the strategies and of intervention used, documents lessons learned and potential good practices, and provides recommendations on how to integrate these into planning processes and implementation of future projects.

Methodology of evaluation
The evaluator first went through the monthly and quarterly reports already compiled. 40 stakeholders participated in focused group discussions in the project site. The evaluator prepared an evaluation instrument outlining the key questions for the evaluation. The evaluator then called for a meeting which was attended by the management committee and other stakeholders ie CBOs, NGOs, village elders etc

MAIN FINDINGS AND CONCLUSION:

Relevance of design to socio-economic context
Water being life, its scarcity affects people’s lives especially the education of the girl child. Having access to water within the community relieves the burden women carry on their heads while walking long distances. The girl child in school benefits more as they can concentrate in school. From the time of the project conception through the present, the basic design of the project continues to be highly relevant in the western Kenya context especially in the Mugasa
community. The project is contributes to improvement of learning environment and quality of life.

**Appropriateness of strategies**
The project design recognizes the need to partner with the relevant government departments and advocates within the influential mass organizations to strengthen its impact. The design therefore encompasses community participation and multi-sectoral approach. The community in the project site acknowledges mechanisms for high level stakeholder information on the project and participatory monitoring by the water and sanitation committee.

**Consultative meeting with key stakeholders**
The first activity that was done was consultations with key stakeholders in Samia district/Busia County. The people consulted included government departments, Non Governmental organizations and other key stakeholders.

**Event to raise awareness of local public:**
The project stakeholders at Mugasa were sensitized on the project details. This was done in collaboration with the area Education Officer and the school head teachers. The participants were drawn from different sectors as planned and they included among others; Education officers, provincial administration, school management committee, ministry of water, public health, women representative, youth representatives, the students in the school and other opinion leaders in the community. A total of 41 people participated.

The above photos show group discussion during the awareness meeting for the local public.

The participants shared their experiences including the situation in the school/community, how the students at Mugasa are affected by lack of clean water and adequate sanitation, earlier projects and what need to be done as follow:-
The current situation in the school/community

- There is no safe drinking water in the area.
- The source of water is 4 kms away.
- There is a lot of time waste just on one activity, fetching water.
- Due to lack of water or enough water in the house hold, there is delay in normal duties in the house hold.
- Due to lack of water, there is poor sanitation that causes diseases.
- Lack of water enhances poverty because one cannot concentrate on projects like farming.
- Results into conflicts at the source of water and even in the household.
- Contributes to sexual exploitation and teenage pregnancies.
- Makes construction expensive.
- Women give birth on their way to fetch water.

How the children at Mugasa are affected by lack of clean water and inadequate sanitation.

- Waste of time in search of water.
- Queuing at the toilets at break and lunch hours results into lateness for lessons.
- Spread of diseases like cholera, worm infestation among others.
- Truancy and absenteeism.
- Lack of clean drinking and cooking water for the school lunch programme.
- Dirtiness due to lack of water.
- Students are overloaded as they come to school in the morning ie carrying 5 litre jerrycan and school bag.
- Girl child lacks concentration due to abuse, mockery and insults from the boy child especially during menstrual flows.
- Poor relationship between teachers, parents and pupils due to loss of jericans and sending pupils for water often.
- Transfers and dropouts due to water policy in the school i.e. every pupil must carry water to school.
- Messy pit latrines for teachers and pupils.
- Hardship in implementing health policies e.g hand washing after visiting the toilet is not possible due to lack of hand washing points.
- Lack of water for planting seedlings, flowers, gardens leading to massive soil erosion around the school.
- Jigger's infestation.
What needs to be done:

- Transparency among the community members involved in the implementation of the projects.
- Community participation is very key.
- There is need for security measures to be put in place and the school should be fenced.
- Borehole water is more suitable.
- There is need for maximum sanitation to avoid diseases.
- A management committee should be formed.
- There is need for a health facility in the area e.g a dispensary/clinic.
- There is need for a power supply in the community/area/school.
- The pupils need a supply of sanitary towels.
- Capacity building for the girl child. The girls in Mugasa have been left out and do not participate in fora as some other schools in the area.

Form a committee for water and sanitary facilities:
During the stakeholders meeting, the water and sanitation committee members were nominated. The nominated members formed a committee to monitor the implementation of the Mugasa water and sanitation project. The committee comprised of 15 people as follows; Public Health Officer, Water and Sanitation officer, Education officer, 2 teachers from Mugasa primary school, 1 girl from the school, School management committee member, A sponsor of the school, Youth representative, Community health worker, 2 Administration officers, Women representative, P.T.A member, A representative of physically challenged in the community.

Project Planning meetings:
Planning meetings were held at Mugasa primary school. The water and sanitation committee members participated actively in such meetings. During such meetings, they draw a plan of action for events i.e implementation of the project, received quotations and held interviews, reviewed the work done, discussing reports etc. The engagement in such meetings created community ownership of the project.

Drilling of a borehole or installing a water collection system.
The committee members had narrowed down to drilling of a borehole in the school. This was seen as a more reliable water source which is not seasonal as compared to installation of water tanks. The shallow well was not an option as the vegetation of the area is hilly and stony.

A geologist was hired to conduct a geological survey so as to inform the committee on the way forward. The results of the survey showed that there is no water within the school compound. Water was only available in the environs and with a depth of 160 m. Such a depth can only be drilled with not less than 1.5 million Kenya shillings. The committee therefore opted for installation of water tanks. 4 water tanks were therefore installed at the school.
Girls walking towards 2 water tanks.

The four water tanks installed for rain water collection at Mugasa primary school

Construction of 2 composting toilets and a lavatory for girls.
2 pit latrines/toilets and a lavatory /bathroom has been constructed at Mugasa primary school. The girls now have access to improved sanitary facilities in the school. Below is a photo of the facility.
Monitoring, evaluation, and reporting

The monitoring of the project was done regularly. Monthly reports both narrative and financial reports were prepared. The project was being evaluated at each level. The monitoring was done by the project staff and the water and sanitation committee members. The photo below shows some of the monitoring events by the committee members.

Students and committee members viewing construction the foundation of the toilets/washroom. Committee members checking on the In a monitory visit.
Committee members checking what has been done.

Summary of achievements vs. planned

<table>
<thead>
<tr>
<th>Goal: Improved learning environment and quality of life due to access to clean water and adequate sanitation in schools</th>
<th>Planned</th>
<th>Achieved</th>
<th>Comments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls attending school regularly.</td>
<td></td>
<td>Partially achieved</td>
<td>The project has just been completed. The impact will be realized in the coming months. However, with the completion of the project, we can say that it has been partially achieved.</td>
</tr>
</tbody>
</table>

Objective No. 1: Empower Mugasa community in Samia district, Busia County on sustainable livelihood and capacity building.

- Consultative meetings and awareness with key stakeholders.
- The consultative meetings were done and key stakeholders participated in awareness meeting.
- *Mugasa primary school was identified during the stakeholders meeting in 2010.
- Information on the situation, what needs to be done and how by who was documented.
- The local community members participated in large numbers hence well informed about their community and challenge to be addressed.
- Community participation was achieved.

Outputs:

- An informed community that participates in the implementation of the project.
- Community ownership of the project.
- The community is informed about the project.
- Active participation by the stakeholders.
- There is community ownership.

Done
<table>
<thead>
<tr>
<th>Activities</th>
<th>Achieved</th>
<th>Objective 2: Facilitate access to clean water at Mugasa Primary school in Samia district Busia County by drilling 1 borehole/installing a water collection system.</th>
<th>Achieved</th>
</tr>
</thead>
</table>
| *conduct 1 Consultative meeting with key stakeholders.  
*Carry out 1 Stakeholder sensitization meeting/workshop . | *The meetings were well attended.  
*Participants identified and nominated committee members.  
*Committee members planned for the project implementation. | Construct a borehole/water collection system at Mugasa primary school | *Water collection system is in place.  
*The school’s hygiene improved.  
*The community and school have access to clean drinking water. |
| Outputs:                                        | Clean drinking water available at Mugasa primary school. | Achieved                                      | *The Mugasa community is happy with the project.  
* The project will benefit the school and the community to draw clean drinking water. |
| Activities                                      | *Formation of the water and sanitation management committee.  
*Carry out planning meetings  
*Installation of water collection system. | *Done  
* Fully achieved | * Water and sanitation committee was formed with a membership of 15 people.  
*The committee carried out planning meetings. A total of 6 meetings were held.  
*4 water tanks were installed in front of the school.  
*Both girls and boys have been relieved of the burden of carrying water to school.  
*Clean classroom and toilets due to availability of water.  
*reports / photos are available |
Objective No. 3:
Enhance access to adequate sanitation at Mugasa primary school in Samia district, Busia County by supporting construction of 2 toilets 1 bathroom in the school.

| Achieved | *Sanitation has been improved by having access to 6 toilets With the pupil/toilet ratio moving from 6 when they had 4 toilets to 46 now that they have 6. *Girls are able to take a shower when they are in their menses or after playing games. *Even though it is too early to comment, the attendance of the girl child will improve as opposed to when they used to miss classes. |
| Outputs: | 2 toilets and 1 bathroom available in the school. Achieved *The work was completed. |

Activities
*Digging of pit latrine. *Construction of toilets and a lavatory/bathroom.

| Done. | *2 pit latrines and a lavatory/bathroom are in place. *A water tank for rain water collection also constructed for use in the bathroom and toilets. *Improved hygiene has been observed. |

Challenges encountered during implementations:
- The prevailing drilling costs are high and the amount budgeted for could not allow an option of drilling a borehole for the community.
- The duration of the project was affected by the prevailing situation in Kenya. During the implementation period, Kenya was in a political campaign mood. The national general elections were held in March 2013 of which preparations started in June 2012. The schools were then closed to provide polling stations. The elections were disputed and there was a lot of insecurity especially in North Eastern, Tana River and Western Kenya.
- In June, 2013, all public schools were on strike followed by the government’s closure of schools indefinitely.
Main recommendations

Drilling of boreholes:
Drilling of boreholes is very expensive especially where the water level is 60 m and below. Currently the prevailing market rates for drilling by companies is Kshs. 1.2 million. Even though it is the most reliable source of water, very few communities can be reached based on their location and water levels. The evaluator therefore recommends roof catchment and shallow wells for budgets below Kshs. 1.5 million

Stakeholder meetings/consultative meeting and committees
The consultative/stakeholder meetings and committees are very important for water project. Such meetings create community ownership of the project so they should be part of any water project planned for the community. It was noted that the community can identify with the project.

Important lessons learned
- Water and sanitation go hand in hand. With availability of water, hygiene is improved. Toilets and classrooms are kept clean, students wash their hands after using the toilets, girls come to school even during their menses hence learning improved.
- Water problems in Samia have over the years contributed to divorce in families, sexual exploitation for the girl child, misunderstandings between school girls and teachers etc.

Emerging good practices
Open approach: The project used an open approach to promote involvement of project stakeholders from grassroots to district levels in developing project ideas and activities into action programs. This approach promoted a fit between activities and local situations and “ownership” of these activities in the community.

Stakeholder meetings
Meeting with stakeholders and sharing at the beginning of the project plays a key role in informing the community their role in the implementation of the project hence community ownership.
Mugasa Primary school Water and Sanitation project  
Financial statement

**Total Income**

1. September - Eur 4,000  
2. November - Eur. 4,000  

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Amount</th>
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<td>1</td>
<td>Expense allowance</td>
<td>25,000,00</td>
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<tr>
<td>2</td>
<td>Recurring material costs</td>
<td>67,285,15</td>
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<td>3</td>
<td>Consultative meetings</td>
<td>49,610,00</td>
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<td>4</td>
<td>Local awareness events</td>
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<td>5</td>
<td>Water committee formation</td>
<td>5,250,00</td>
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<tr>
<td>6</td>
<td>Project planning meetings</td>
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<tr>
<td>7</td>
<td>Construction</td>
<td>938,840,00</td>
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<td>8</td>
<td>Water committee monitoring and evaluation</td>
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<td>9</td>
<td>Stakeholder evaluation</td>
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**Balance**  
383,20
## Cogichis/Munyanja primary school - water and sanitation budget - 2013

### 1. Personnel allowance 6 months

<table>
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<th>Item</th>
<th>Mo.sal</th>
<th>#mo.</th>
<th>%time</th>
<th>6 months</th>
<th>TOTAL</th>
<th>1 Euro/100</th>
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<tbody>
<tr>
<td>Project staff allowance (project leader/secretary)</td>
<td>30.000</td>
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<td></td>
<td>180.000</td>
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<td>1.800,00</td>
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### 2. SUPPLIES

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<th>#mo.</th>
<th>%time</th>
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<th>1 Euro/100</th>
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<tbody>
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<td>60,00</td>
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<td>Photocopying</td>
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<td>120,00</td>
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<td>Office supplies</td>
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<td>30.000</td>
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<td>300,00</td>
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<td></td>
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<td></td>
<td>30.000</td>
<td>30.000</td>
<td>300,00</td>
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### 3. DIRECT COSTS

**Objective 1:** Empower 1 (one) community in Samia district, Busia County on sustainable livelihood and capacity building.

#### 3.1 Consultative meetings with key stakeholders

- **Transport and meeting expenses @ 5,000**
  - 80 x 10 = 800
  - Transport 10 x 350 x 10 = 3500
  - Stationery: Flip charts and felt pens @ 2000
    - Note books and pens for 40 pax @ 80 pp = 3200
    - Meals: 10 O' Clock tea and snacks, and lunch for 40 pax @ 350 = 14,000
    - Miscellaneous: 800/=
  - TOTAL: 20,000 = 20,000 = 200,00

**Objective 2:** Facilitate access to clean water to (One) I selected Primary school in Samia district Busia County with water borne diseases and the children's education is compromised due to trekking long distances for water

#### 3.2 Stakeholders Sensitization meeting.

- Stationery: necessary book for the committee meetings minutes - 500/= 5,000,00
- Photocopy of necessary documents for the project @ 500
- Pens @20 x 10 pax = 200/= 1,000
- Lunch: @350 x 10 pax = 3,500
- Miscellaneous: @300
  - TOTAL: 5,000 = 5,000 = 50,00

#### 3.3 Formation of water and sanitation management committee

- Stationery: photocopying @ 450/=
- Meals: Tea, snacks and lunch @ 350 pp x 13 pax 4,550/= 6,400,00
- (The number includes the 9 members plus technical persons from water, education office and public health department)
  - NATIONAL SURVEY @ 40,000

**Objective 3:** Support construction of toilets/washrooms in 1 (one) school where the pupil toilet/washroom ratio is affected, and the girl child do not have access to washrooms

#### 3.4 Planning meetings

- Drilling of boreholes/installation of water tanks @ 60,000
- Geological survey @ 40,000
  - TOTAL: 640,000 = 640,000 = 6,400,00

#### 3.5 Digging and construction of toilets/washroom

- Digging, materials and construction of toilets @ 70,000 x 2 = 140,000
- Materials and construction of 1 bathroom @ 25,000
- Purchase of sanitary towels for girls to use while in school: 200 pks @ kshs. 60
  - TOTAL: 165,000 = 165,000 = 1,650,00

#### 3.6 Monitoring & Evaluation

- Transport and travel costs per month for monitoring @ 10,000 per month
  - TOTAL: 10,000 = 10,000 = 100,00

<table>
<thead>
<tr>
<th>TOTAL</th>
<th>1,187,000</th>
<th>1,187,000,00</th>
<th>11,870,00</th>
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