



PROJECT WISE Final Narrative Report

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Splash is pleased to share our programmatic progress report for February 2022. Since our last update, Addis Ababa passed the halfway point toward citywide coverage with 49% of schools having water filters and 50% having handwashing facilities and soap. By mid-2022, we expect to push past 70% coverage based on our current plans and investment strategies. This puts full citywide coverage well within sight. Moreover, our expansion to Bahir Dar is underway with the hire of a project manager. In Kolkata, all schools reopened on 16 February, allowing us to re-engage teachers and students through our behavior change and menstrual health programs. We have also been able to advance several key design initiatives, including the further development of our best-in-class menstrual health and behavior change interventions that leverage a hybrid digital and in-person delivery model.

We hope you enjoy learning more about our challenges and successes over the last year. Our progress to date would not have been possible without the exceptional partnership of Thankyou, alongside the support of government and other philanthropic partners. Thank you for your continued collaboration!

1. Program Highlights

1.1. WASH INFRASTRUCTURE IMPLEMENTATION

Splash continues to make significant progress on WASH infrastructure installation work in both Kolkata and Addis Ababa. We provide impact stories for Kolkata and Addis Ababa to highlight the significance of our work to the people we serve.

In Addis Ababa, Group 3 site work commenced in July 2021 and will run through mid-2022 in three batches. Group 3 consists of 121 sites (166 schools), reaching 179,689 beneficiaries (163,625 kids). Water and handwashing infrastructure and behavior change activities are completed at 62 Group 3 sites.

In Kolkata, 100% of the infrastructure work for Groups 1, 2, and 3 is complete. Group 3 work – consisting of 166 sites (166 schools) and 57,791 beneficiaries (54,967 kids) – was completed in December 2021. More than 85% of these sites (144) co-invested in Project WISE implementation work. We have now reached 360 sites and 142,943 beneficiaries (136,501 kids).

1.2. BEHAVIOR CHANGE DESIGN AND IMPLEMENTATION

We have caught up on behavior change programming that was delayed due to the pandemic and school closures in Addis Ababa at Group 2 and 3 sites. In Kolkata, the West Bengal government reopened all schools in mid-February after a nearly two-year hiatus, allowing Splash to reinitiate behavior change work. Splash restarted teacher engagement meetings in February, and we plan to complete all pending behavior change work at Group 2 and Group 3 sites in Kolkata by June 2022.

In 2021, we received government approval for the redesign of our hygiene curriculum in both countries, which is critical to ownership and wide-scale implementation. It is based on Splash's previously approved curriculum, which was co-developed with Bureau of Education experts. In both countries, in addition to developing new curricula for secondary school students and educational content on COVID-19, we created new digital behavior change interventions and tools to encourage stakeholder engagement across the entire school ecosystem, which is highlighted in more detail in the O&M section below. To engage teachers and students, we are developing educational videos to complement our curriculum.

Content will include program overview videos for headmasters and teachers and guides for facilitators; videos for students will be split by age group and target behaviors across five key topics: water, sanitation, hand hygiene, WASH facilities, and COVID safety. We anticipate completion of the student videos by the end of March and will integrate them into our model at schools where we are currently implementing

before the end of the school year in June. Subsequently, the videos will be rolled out to all remaining schools next year. We believe these digital investments will reinforce messages learned at school, engage children in creative and compelling ways, and embed the curricula messages even more thoroughly.

1.3. MENSTRUAL HEALTH (MH) DESIGN AND IMPLEMENTATION

In Addis Ababa, 100% of Group 1 and 2 sites and 76% of Group 3 sites with female students aged ten or above have received menstrual health curriculum. As noted above, Group 2 behavior change work in Kolkata was on pause until schools reopened. Now that they have, we plan to complete all pending behavior change work at all Group 2 and Group 3 sites by June 2022, including our menstrual health program implementation.

Over the last six months, Splash completed work on two critical menstrual health initiatives: reaching beyond the classroom to engage the broader social ecosystem of girls and leveraging innovative delivery channels to shift the narrative around menstruation and help girls reach their highest potential, as outlined above. These are rather significant achievements and are allowing us to envision cities where all girls have this life-affirming training.

ECOSYSTEM ENGAGEMENT

Splash completed the design and prototyping of materials, as well as the piloting of new program approaches, as a part of the integrated Splash implementation model. We partnered with a youth-focused digital design agency to complete the development of creative materials (training facilitation manuals, discussion guides, behavior change communication reference materials, and activity sheets) and the strategic approach for the menstrual health social ecosystem engagement programs, which will engage parents, older peers, and male students. Final materials were completed in early September.

The program components each include their own unique suite of audience-specific materials. The menstrual health ecosystem materials, shared with the last report, include the peer mentorship program, the boys' puberty workshop, and the parent/mother program.

- The purpose of the peer mentorship program is for girls to build leadership skills, discuss their experiences with social taboos related to puberty and menstruation, and participate in and benefit from a supportive peer network.
- The aim of the boys' puberty workshop is to increase knowledge around puberty, gender equity, and menstruation to build empathy and inspire male students to be allies of their female family members, friends, and community members.
- The aim of the parent/mother program is to equip parents and guardians with the basic knowledge and skills needed to create a supportive environment for menstruating girls.

In preparation for the rollout of the program to schools, Splash developed a social ecosystems program training deck for staff in Addis Ababa, which was leveraged to train Splash project officers in the first week of October. To date, Splash trained teachers at 72 eligible sites in the ecosystem engagement programs. In feedback gathered after the trainings, most teachers reported that it was vital for them to cascade the curriculum to students and mentioned that they would not be able to talk about menstrual health had they not received the training. Many of the girl students reported that they had never received a training like this, and 77% of the girls stated that they liked the training a lot. The program components will be launched at scale and will be accompanied by spot-check assessments for feasibility and acceptability. If modifications are needed based on feedback, we will iterate the materials on a rolling basis.

DIGITAL INTERVENTIONS

Splash contextualized the UNICEF-designed Oky mobile app for India, which was created to support girls in managing their menstruation and launched on the [Google Play Store](#) in mid-December. In addition to content development, Splash oversaw the translation of the Oky app into Hindi and Bengali, creating the conditions for even broader impact. We completed our first remote testing (Zoom & WhatsApp) with 12 schools (120 girls total) in October and November, with girls tracking their cycles in the app over the Durga Puja holidays, 11 to 15 October. We received significant positive feedback from girls with only minor requests to shorten the login process and refine the notification system that alerts girls when their period is due soon. We plan to collate all feedback received into a report to share with the global Oky Community of Practice, which is made up of NGO partners in Mexico, Kenya, Mongolia, Indonesia, and beyond.

While girls' limited access to mobile smart phones precludes the use of Oky in Ethiopia for now, we are developing a teacher-facing capacity-building app with a parallel automated SMS-based training program managed through the Twilio platform. The app, Olea, is being developed in partnership with Grey Chain, the technology partner previously engaged to support in the contextualization of Oky India. The app architecture has been developed, and the content for training modules such as "Abeba's World Refresher Training" and "Tips & Tricks for Discussing Sensitive Topics with Adolescents" is in development.

The trainings will be accessible to teachers through the downloaded app or through enrolment in the automated SMS-based program. The app will be piloted with teachers trained through the in-person delivery of the MH program in Groups 2 and 3 as they will be the best groups for a refresher-style digital training. This work is significant as it will be foundational for larger efforts to spread critical information beyond Addis Ababa.

1.4. MEASUREMENT LEARNING AND EVALUATION

We have established a data collection scheme and schedule that provides sufficient detail for longitudinal analyses while balancing staffing resources. Data collection in Kolkata that was delayed due to school closures recommenced with Group 2 post-implementation surveys in December 2021. Post-implementation surveys are typically conducted shortly after the program implementation is deemed complete (both the behavior change and infrastructure components); routine monitoring surveys are typically conducted in the school year after Project WISE programming was completed.

For Kolkata, in addition to post-implementation surveys for Groups 2 and 3, we plan to conduct at least one round of routine monitoring at every site in Groups 1-3 in 2022 and possibly 2023. Splash does not currently have any plans to visit sites in Kolkata after 2023 and will determine the hand-off plan for ongoing monitoring and site support in 2022.

For Addis Ababa, our current plan (subject to change) is to conduct Group 2 post-implementation surveys in Q1 2022 (survey collection completed in February and analysis to be concluded by the end of March), Group 3 post-implementation surveys in Q2 2022, and Group 4 pre-implementation surveys starting in Q2 2022.

1.5. GOVERNMENT PARTNERSHIPS

KOLKATA, INDIA

The approval from the Sarva Siksha Mission (SSM) in Kolkata of our digital behavior change and menstrual health approaches is key to long-term buy-in and monitoring. To help maintain Splash behavior change and infrastructure interventions, we aim to have the government adopt the Splash model and ensure that schools are using our menstrual health and behavior change curriculum. We will leverage both Shiksha Bandhus (grassroots workers of the bureau of education) and school inspectors to conduct ongoing monitoring at sites after our exit. This will take place through their existing school inspection system by

collaborating with the local bureau of education in Kolkata to add a WASH component to their reports. Splash will also conduct a series of trainings and capacity-building meetings on our approach in 2022 with key government actors that already have high-touch relationships with and oversight at schools (Shiksha Bandhus, SSM management, school administrators, etc.).

ADDIS ABABA, ETHIOPIA

Engagement efforts with the government continue to deliver positive results. The Addis Ababa Municipal Administration have spent 54M ETB (approximately \$1.44M USD) on sanitation construction at schools and approved Year 2 funding of 50M ETB for sanitation. Through Year 1 funding, 30 toilet blocks at 30 schools were completed. With Year 2 funding, the construction of 17 toilet blocks at 11 schools is expected to be completed in Q1 2022. The Year 3 Bureau of Education budget has been confirmed at 53M ETB. Independent of this commitment, the Addis Ababa Water and Sewer Authority have committed World Bank funding (estimated at approximately 80M-90M ETB) toward toilet construction. This brings the total government investment in Project WISE in Addis Ababa to approximately 237M ETB!

1.6. OPERATIONS AND MAINTENANCE (O&M)

In 2021, we were able to complete the development of several materials to facilitate O&M and engage stakeholders across the school ecosystem to take ownership of maintaining WASH infrastructure. We created a video with corresponding workbook and facilitation guide to motivate and encourage ownership of O&M by school administrations; the workbook and guide will support schools to develop their own O&M plans and budgets for maintenance. All materials are now completed for Kolkata and have been deployed starting in Q4 2021. Adaptation for Addis Ababa is underway for rollout in Q1 2022.

In Kolkata, we have been working with our filter system supplier, Antunes, to identify service providers within their network who could be a fit to service the filter systems that we have installed. Antunes have recommended that we test service and maintenance with Ace Technologies, a service provider with whom we worked in 2019 that has since expanded their service network in Kolkata. Our assumption is that schools will require one in-person routine maintenance visit per year, one virtual check-in per year, and potentially one additional in-person visit per year to handle unexpected maintenance. While we are still in negotiations with Ace, we believe that we are close to finalizing a maintenance contract structure that will be feasible, affordable, and reliable for Kolkata schools.

In Addis Ababa, O&M training was given to 125 school operators, equipping them with key maintenance tools. A total of 276 janitors attended the one-day training. In addition to these efforts, we are completing several steps to ensure that spare parts and service options are available to schools long-term. For example, we are currently working with our filtration system supplier (Antunes) to agree on multi-year pricing for filter system spare parts in Ethiopia, which we anticipate will be a critical input to our planning. We have also deployed an internal O&M ticket system in our Addis Ababa office to speed up identification and resolution of O&M issues. Once a ticket for an identified problem at a school is created by our MLE team, the appropriate team is notified and logs their progress toward addressing the issue.

1.7. SUPPLY CHAIN

In July, Splash launched a six-month initiative to develop a sustainability strategy for spare parts provision and O&M services in Addis Ababa. As part of this effort, we are exploring the potential to identify local technicians and equip them with basic knowledge about our water filtration system so they can act as a bridge between Splash and schools for simple maintenance issues. This initiative is like one that we trialed in Kolkata. These technicians would be selected from the communities surrounding the schools where we work. After providing them with basic water filtration maintenance training, we would link them with schools who would pay them directly for their work. Identifying and conducting the first round of pilot

training of local technicians is complete. We plan to conduct additional trainings in 2022 and will finalize the strategy in Q2 2022.

For the drinking and handwashing stations, we continue to pursue local manufacturing. Delays continue with shipping of rotational molds from India to Ethiopia. However, we have initiated onboarding with a local manufacturer and will meet with them in person later this month. Discussions have also continued to ensure local filtration supplies are available once Splash exits. Antunes has committed to helping with long-term supply chain needs and is committed to the East Africa market, hiring their first staff person based in Nairobi. This would help ensure that schools in Addis Ababa and Bahir Dar can access filtration systems and spare parts from an entity, independent of Splash. We hope to work with Antunes on a nationwide service network like they have done in other markets where we partner with them.

2. Operational Highlights

Since our last report, Splash has made important progress in people and development and maintained our positive progress in technology, fundraising, and finance. From January to December 2021, we hired 17 staff members in the U.S., India, and Ethiopia. Splash is pleased to expand our leadership and welcomed Ned Breslin, the new global director for Project WISE, in January 2022. Ned has worked in international water and sanitation for over 26 years, with 16 of those based in southern Africa (Mozambique, Zimbabwe, and South Africa), coupled with earlier work in northern Kenya. In Ethiopia, we hired Dr Bediru Abamecha as the director of program implementation. Dr Abamecha has a PhD in public health and over 15 years of international experience in Africa and Asia. He has specific relevant WASH experience and useful experience in nutrition, HIV/AIDS, reproductive health, and communicable diseases. In January, Anna Lin Mitchell joined Splash as our chief financial officer, following the retirement of our previous CFO. Anna has more than 20 years of professional experience in healthcare industries and the nonprofit sector, with specialties in financial and operational management, strategic planning, and grant management.

3. Challenges

The pandemic has created additional logistical hurdles for implementation. The Addis Ababa Bureau of Education has instituted new regulations on the provision of trainings, mandating that they be conducted during the weekend rather than during the school week. To manage the reduced schedule and meet project goals, the team conducts multiple parallel sessions on Saturdays. Finally, while we have developed a good global logistics partnership with Lynden International, we continue to experience the same supply chain disruptions, logistics delays, and high freight fees (up five-fold since the start of the pandemic) that organizations around the world are seeing.

In addition to efforts to build up local manufacturing and spare parts, to mitigate short-term risks to our program implementation, particularly in Bahir Dar, we have begun placing orders with a five-to-six-month shipping window, rather than the three-to-four-month window that was typical prior to 2021. As such, we have already placed the first station order for Bahir Dar and have staggered this order of 1,620 handwashing and drinking water stations into nine container shipments. Despite these mitigation measures, station and filtration system delivery disruptions have the potential to delay our project implementation. We continue to monitor delivery timelines and will accelerate shipments as necessary.

4. Next Steps

Over the next six months, we are putting in place key sustainability measures so that all Splash sites in Kolkata (360 Project WISE schools serving 136,501 kids) remain well-functioning and that schools fully own the model going forward. Splash will complete behavior change, menstrual health, and MLE activities at all

completed Project WISE sites prior to our exit. At the same time, we are midway through Project WISE in Addis Ababa and look forward to expanding to Bahir Dar in the coming year. Given the target project end date of December 2023, sustainability work in Ethiopia is a major focus.

The overall impact of this project will be local ownership and long-term implementation and maintenance of Splash's WASH approach, helping to sustain the benefits gained. Schools will readily be able to access spare parts and maintenance services for the WASH hardware we installed; our behavior change intervention (hygiene clubs, soap drives, etc.) and menstrual health programming will continue after our departure; and government WASH financing and oversight of school sites will be maintained after we leave to ensure these projects remain functional and serve kids for years to come. We are immensely thankful for your exceptional partnership in helping us reach hundreds of thousands of children to date through Project WISE.



Splash Impact Story: 6th-Grader Amy S.

Bisrat Kindergarten and Primary School | Addis Ababa, Ethiopia



Amy, right, and her friends wash their hands at the new stations on campus.

2,288
students



120
staff



At the Bisrat School in Addis Ababa, Ethiopia, fourteen-year-old Amy S. is a sixth-grade student with a love for reading, studying, and mathematics. Amy’s parents have three children in total: Amy, her brother, and her sister. Inspired by her favorite teacher at the Bisrat School, Amy says, “When I grow up, I want to be a teacher — teachers are the source of knowledge and help in so many ways.”

Amy described the school WASH conditions before Splash’s partnership: “We drank untreated water, which led to catching different diseases. But now, after Splash’s intervention, we drink clean water, and we have a sufficient water supply for our needs.”

Handwashing, which is a simple and effective way to prevent the spread of disease, was infrequently practiced and lacked the supporting infrastructure. “Before Splash, there were only two handwashing stations, which were found near the teachers’ toilet and near the

classrooms. These stations, too, had no sufficient water supply for the students’ consumption.” She also shared that the students had limited knowledge regarding the importance of clean hands and how to prevent disease. Now, newly installed handwashing stations equipped with mirrors attract students to wash their hands frequently, keeping disease at bay, and kids understand the importance of washing up after using the bathroom and before eating.

Amy was excited to join her school’s hygiene club, which Splash helps form at each school to excite and empower kids to keep each other safe and pass down knowledge for the long term. “As a hygiene ambassador, my friends and I control the cleanliness of the stations and give health education to other students.” Amy mentioned that the training provided by Splash was a crucial, pivotal moment for the health of all the students at the school. “The importance of washing with soap and water — and following the proper handwashing steps — is one



of the things that I learned from the Splash training. I now understand that there are germs that are not seen with our naked eyes that make us sick.” Inspired by the training, she says, “I plan to teach other students and communities about the importance of hygiene. In addition, I plan to post key message in my classroom so that students will understand the importance of personal and environmental hygiene.”

Amy concluded her interview saying, “I want to thank Splash for its work in our school.” We at Splash want to thank Amy for her awesome work in educating her peers about the importance of clean, safe water and helping keep kids healthy for years to come. Amy, you don’t have to wait to grow up to become a knowledgeable, helpful teacher; you already are one!



Splash Impact Story: Headmistress Debjani Bag Das Kamala Chatterjee School | Kolkata, India



Kamala Chatterjee School for Girls is a high school with more than one thousand students in Ballygunge, Kolkata. Splash and CLPOA first started working with the school in April 2021. Our facilitator spoke to the headmistress and other teachers regarding Splash's behavior change and infrastructure work to improve water, sanitation, and hygiene in schools.

Ms. Debjani, the headmistress, was immediately interested and eagerly requested that the team move forward with the necessary steps to start a partnership, understanding that it would greatly benefit the kids at her school. She also immediately agreed to co-invest ₹50,000 INR.

Discussions with the school went smoothly, but a second wave of COVID-19 in the city halted the project for some time. When physical work was able to safely resume, the team received the most devastating

news: Ms. Debjani was diagnosed with cancer, for which she left for Mumbai to seek treatment. Even in her illness, she remained enthusiastic and promised all the cooperation needed. During her chemotherapy in the hospital, she arranged to send the signed MOU digitally, designated a responsible person to oversee the work, and ensured that co-investment from the school was made on time.

She is an inspiring personality showing that illness cannot come between her dedication and commitment to the kids. We were overwhelmed by the cooperation she had extended remotely and the high spirit she held for this project. It was our pleasure to support her to develop the WASH facilities for the school, including two water filters, eight drinking stations, six new handwashing stations, 17 refurbished toilet and urinal stalls, and more.

1,108
students



53
staff

