Thematic Discussion Series Synthesis

WASH in Schools: What Next After 100% Coverage

Contents

Introduction

From 4 – 23 September 2017, the India Santation Coalition under the umbrella of the SuSanA India Chapter organised a thematic online discussion about WASH in Schools in India. This is the synthesis of the discussion.

On 15th August 2015, the Ministry of Human Resource Development (MoHRD), Government of India, announced all schools in the country had toilets. A year before, the onus of ensuring adequate water and sanitation facilities, and imparting hygiene education, in schools had been shifted completely to MoHRD from the Ministry of Drinking Water and Sanitation (MDWS). This was to streamline WASH in Schools (WinS), fix responsibility and ensure resources.

Under the Swacch Vidyalaya (SV) programme, 417,796 toilets were made or fixed in a year. Table 1 summarises work done under the programme.

Table 1: Toilets Status under SV					
National Summary	Government Funds (SSA & RMSA)	Private Corporates	Public Sector Undertakings	Swachh Bharat Kosh	Total Number
Approved/Booked	258644	3466	141636	14050	417796
Work Complete Numbers	258644 (100%)	3466 (100%)	141636 (100%)	14050 (100%)	417796 (100%)
Work In Progress Numbers	0	0	0	0	0
Source: Swacch Vidyalaya website, MoHRD					

There are a total of 1,448,712 schools in India for which 417,798 new toilets were built. The government made the most, followed by public enterprises while private companies only accounted for a small number. However, a review of some private company websites indicates this is an under-estimate as many have reported several thousand toilets; these were not captured in data.

Additionally, many development partners have WinS programmes covering several thousand schools across India. UNICEF, WaterAid, Plan, GIZ, Water for People, World Vision, Save the Children and Rotary are among them. They have direct interventions as well as advocacy for WinS. There are several innovations for behaviour change such as the Green Wicket by GIZ and the Karnataka State Cricket Association that try to inculcate WASH behaviour in schoolchildren. The Green Schools programme of the Centre for Science and Environment is an 'inspection' or 'survey' of the school done by its students on its environmental practices.

The District Information System for Education (DISE) evaluates all aspects of education. According to its 2015-16 report, 96.76 per cent schools had drinking water, 97.07 per cent had boys' toilets and 97.58 per cent had girls' toilets. More than 95 per cent were reported to be usable. Around 52 per cent schools had a hand-washing facility available near the toilet.

However, independent verifications of MoHRD's claims have shown there are still 'uncovered' schools. Two sources of information are the

SuSanA's Thematic Discussion Series

The Thematic Discussion Series is an initiative from the Sustainable Sanitation Alliance (SuSanA) to engage actors from interconnected areas of expertise in discussions which are organised and focused on a thematic area, and led by experienced practitioners of the field.

Each thematic discussion is held for 3-4 weeks on the SuSanA Discussion Forum platform. The discussion is guided and led by thematic leads, who will provide background information on the topic, respond to and lead the ongoing discussion with the support of a coordinator. More information can be found at www.susana.org/resources/thematic-discussion-series

Annual State of Education (ASER)[1] and the Right to Education Forum (RTE Forum)[2]. ASER, the largest study in 2016 by Pratham, an NGO working on education issues, shows even in 2016, 3.5 per cent schools did not have toilets and 27.8 per cent were unusable.

According to ASER, since 2010 there has been a big rise in the useabality of toilets. The percentage of usable girls' toilets has gone up from 32.9 per cent in 2010 to 61.9 per cent in 2016. In Gujarat, Rajasthan, Himachal Pradesh and Haryana, more than 80 per cent toilets were usable. Drinking water was available in 74.1 per cent of the schools that were visited in 2016, down from 75.6 per cent in 2014. In 2010, this figure was 72.7 per cent. In four states (Bihar, Chhattisgarh, Gujarat and Himachal Pradesh), drinking water was available in 85 per cent or more of schools[3].

These figures show the maintenance of toilets is of concern. One reason is the shortage of money. Schools get three maintenance-related government grants each year of which two can be used for sanitation facilities. If it has less than three classrooms, a school gets ₹5000 – 7500 and if it has more than three, ₹ 7500-10000 as a school maintenance grant. Primary schools get ₹ 5000 yearly for school development, upper primary schools get ₹ 7000 and ₹ 12000 if they are from classes 1-8. These are not sufficient for primary schools to maintain sanitary infrastructure and to pay for sweepers.

Nationally in 2016, 68.7 per cent of schools visited had toilet facilities that were useable as compared with 47.2 per cent in 2010. In 2016, only 3.5 per cent of the schools visited had no toilet facility.

Institutions are weak; the school management committees (SMCs) that run schools hire sweepers to clean toilets but many report that cleaning happens infrequently, resulting in a third of toilets being unusable. Primary schools cannot raise money from parents under the Right to Education Act but middle and high schools can. Maintaining toilets remains a low priority and 'somebody else's job'. SMCs meet infrequently, as a study by WaterAid pointed out in 2016.

Several companies have initiated WASH programmes, according to a study by Samhita and India Sanitation Coalition (ISC). As many as 48 per cent have projects covering communities and schools. An additional 26 per cent have only WinS projects, making it a significant area of intervention. The study points out that two-thirds of WASH projects are executed without any software aspects[4]. Companies express their inability to work on software owing to a lack of information. A ready source of information on WinS is available on SuSanA[5].

The discussion examined how to improve WinS to a level where boys and girls have separate and adequate toilets, hand-washing facilities, hygiene is addressed in schools, and adolescent girls have usable menstrual hygiene facilities.
1. What innovations have you come across in WinS by the government, companies or NGOs that are worth emulating?
2. How has shifting the responsibility for WinS to MoHRD affected the condition of facilities and hygiene? What challenges remain and how can they be overcome?

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[1] Annual State of Education Report 2016 findings, ASER Centre. http://img.asercentre.org/docs/Publications/ASER%20Reports/ASER%202016/Report%20sections/aser2016-nationalfindings.pdf accessed on 22 October 2017
[2] The RTE Forum analysese DISE data on 10 parameters. These are drinking water, ramp, boundary wall, playground, library, girls' and boys' toilets, PTR-SCR ratio and PTRs
[3] ibid
[4] Parekh Anushree, Prakash Poorvaja, Mukerjee Richa, Bhattacharya Dakshini, 2016. CSR In WASH – What are India's Top Companies up to. Samhita and ISC, available at http://www.goodcsr.in/static/img/csr_wash.pdf
[5] http://forum.susana.org/27-schools-sanitation-and-hygiene-in-schools

3. How can companies contribute to WinS? What are examples of successful WASH contributions by companies? This is one of the mandates of the India Sanitation Coalition
4. Is the current monitoring system under DISE adequate and how can it be improved and tied to the SDGs?

For the first time, it featured a case study from [Hindi Water Portal](#) that provided a grassroots perspective.

Summary of discussions

The WinS programme of the Government of India is aimed at improving learning opportunities for children[6]. There have been several innovations in behaviour change, technology and sanitation-related areas over the years. To achieve universal access to WASH, WinS is a critical input in any geographical area. Both hardware, i.e., construction of hand washing stations, water points and toilets, and sofware, i.e., hygiene education including menstrual hygiene awareness, go together.

Students, through child cabinets, teachers, and headmasters/mistresses and the community through SMCs, and panchayats are responsible for WinS. These are the institutions that underpin WinS. The school-level child cabinets are a platform for children where they can discuss and address issues related to every child's right to basic education, health and overall development. It remains an open democratic forum where they can share their ideas and issues for overall school development and management and plan for designing their school as safe, clean and joyful place. They also acquire skill related to leadership, decision making, effective communication and holistic development. The cabinet consists of several Ministries including Pradhan Mantri, Shiksha Mantri, Swasthya Mantri, Krida Mantri & Sanskritik Mantri, Khadda (Food) Mantri.

SV deals ably with the first component, hardware. SuSanA members pointed out this includes ensuring drinking water, hand washing, toilet and soap facilities in the school compound for children and teachers. It includes hygiene activities for a clean physical and social environment to prevent WASH-related diseases. It enhances the capacity of teachers, community members, school management committees and education administrators to improve conditions. It also seeks to improve the curriculum and teaching methods while promoting hygiene practices and community ownership of WinS.

However, independent surveys by Pratham's ASER have found usability and access to WASH facilities to be problematic. This is borne out in surveys by other development agencies as well as media reports such as we have in this discussion. This points to a lack of institutional engagement with sanitation leading to poor quality of construction and O&M.

While there is now a single ministry (MoHRD) with a presence in the smallest habitations responsible for sanitation, as against two earlier when it shared the work with MDWS, several issues remain unresolved. Primary schools get a only small public funds for annual maintenance. Middle and senior schools are somewhat better off as they get more funds but have more students. They do have the option of raising additional funds from the community.

Companies have supported WinS programmes in areas around their factories and offices. Some have long-running programmes implemented through NGOs. However, even in their case, members said the preference is to make the hardware and move on without consolidating gains through sustained hygiene education. Toilets remain unused and hand washing stations break. Common faults are building hand washing stations near water points rather than where they are needed, near the toilets or mid-day meal kitchens.

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[6] Swachh Bharat Swachh Vidyalaya, A Handbook, 2014. MoHRD, Government of India

Recommendations

Make hand washing enjoyable by making children wash hands in groups, facing each other and exchange positive messages over 100 days

Students are agents of change and can carry WASH messages to their homes. They can also help with the sanitation formalities under SBM

School toilets should be well-made and attractive for children to want to use them. Along with hand washing, there is a need to provide drinking water

Toilet blocks should have more urinals for girls and boys, but only a few UDDTs for defecation

The SpaTap portable tap is an innovation in hand washing that can be used as a personal or communal tap

Ekolet is a dry toilet suitable for use in water-scarce, hard rock or water-logged areas

Monitoring WinS happens through U-DISE annually. This covers toilets and their functionality, hand washing facilities, and drinking water. It does not cover usage and hygiene awareness. This data is not enough to take decisions on India's progress towards the SDGs. To plug this gap UNICEF, MoHRD and the Administrative Staff College of India developed a 5-star monitoring framework for self-assessment. This also tracks hygiene and behaviour change. It include water quality testing, separate toilets for boys and girls, use of soap for hand washing, access to menstrual hygiene and involvement of child cabinets.

These indicators are more suitable for tracking progress against the SDGs. About 300,000 schools have now signed up to this self-reporting system.

Private schools remain outside the purview of government sanitation programmes, said some members. Companies do not cover them. The assumption is they have funds to make and maintain toilets, etc. This is partly true as borne out by some members and surveys. Private primary schools in small towns are not adequately or even well-equipped with WASH facilities.

Menstrual hygiene forms an integral part of WinS. The hardware involves making a separate room for girls to change, with sanitary napkins and an incinerator. The software includes speaking to them about menstruation, hygiene and how to look after themselves. Here, anecdotal evidence suggests the teacher responsible performs her job and girls understand what is required. Their ability to act on their knowledge depends on the suitability of hardware. A missing element is engagement with boys and men on menstrual hygiene.

Topic 1: Innovations in WASH in Schools.

Mahesh Nathan from World Vision, led this topic with the following post[7]
The Government of India's policies, programmes and resource allocations demonstrate the political will to ensure inclusive access to WASH facilities in schools. Safe drinking water, better sanitation and hygiene education improve the health of children thereby open opportunities for improved education, increased school attendance, and improved academic performance.

Innovations in sustainable WASH in school, circle around educating children, provision of facilities, ensuring behavioural change and operation and maintenance of available facilities. In India, government, CSR of companies and NGOs uses schools as a focal point in communities to establish a

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[7] Mahesh Nathan is Associate Direct WASH programmes for World Vision India. For the last 5 years he is leading WVI's WASH programmes across the country with vision to ensure that every child has access to improved hygiene, water and sanitation. He has earned his Master's in Arts from the Trinity Western University, Vancouver, Canada

strong awareness in children on the importance of WASH, so that over time, good WASH practices are adopted throughout the community.

Governments and national and international organizations address gaps in access to improved water supply by setting up piped-water systems to schools, extending taps for drinking water, handwashing, and for use in latrines. Sex-segregated, improved latrines and hand-washing facilities with soap on school campuses for both schoolchildren and teachers are essentials in programming. Construction and renovation of disability friendly latrines in schools are undertaken to make the approach more inclusive.

Based on lessons learned in implementing school WASH, support in establishment of school management committees and child cabinets and training them to help maintain and operate school facilities are innovative. Innovation in the design, approach and technologies that are cost effective and sustainable are worth scaling for better results. Low cost peer-facing hand-washing stations at schools, which help reinforce healthy hygiene habits among students is one such example. These peer hand washing stations are prefabricated and are easily transportable.

Student cabinets are critical for WinS. Pic: Nitya Jacob

Schools are also supported and equipped with incinerators for sanitary products, which provide simple, cost-effective waste disposal as well as dignity for girls. Organizations have identified opportunity on Income generation for self-help groups through developing sanitary products and set up vending machines in schools to improve access for girl children. Training men and women on plumbing and as masons are found to be innovative as they provide local manpower at low cost and further add to local level operation and maintenance.Designing behaviour change frameworks on improving latrine use, maintenance of personal hygiene, waste management and management of menstrual hygiene have

contributed to specific innovative approaches to create behavior change. Local governing bodies have close ties with NGOs and partner agencies allowing them to use of PRI funds for operation and maintenance of school WASH facilities as per their recent notification. Pilferage and vandalism being a key issue in maintenance and operation of WASH facilities in School, a few innovations have been tested and tried on the ground which include allowing senior citizens and influential community members to involve in providing security. In addition there are some pilots around collection of monthly costs from parents and well wishers towards regular maintenance and operation of facilities.

In India, World Vision uses schools as a focal point in communities to establish a strong awareness in children on the importance of WASH, so that over time, good WASH practices are adopted throughout the community. World Vision uses a standard operating procedures for implementation of WASH in schools. The Standard Operating Procedures for WASH in Schools steer World Vision India programs towards realizing World Vision's vision of clean water and sanitation for every child. World Vision supports schools in our programming to ensure provision of piped water systems to schools, extending taps for drinking water, hand washing, and for use in latrines. World Vision constructs sex-segregated, improved latrines and hand-washing facilities with soap on school campuses for both schoolchildren and teachers. Construction and renovation of disability friendly latrines in schools makes the approach more inclusive. Based on lessons learned in implementing school WASH, World Vision establishes school management committees and child cabinets in India, and trains them to help maintain school facilities.

"I am seeking more examples of innovations in school WASH from you that can initiate this discussion that goes on to look at What Next.

Can we find answers from what has already been done? Please send in any innovations you have come across in WinS by the government, companies or NGOs that are worth emulating?"

Mahesh Nathan, Associate Director WASH, World Vision

Discussions on innovations

After Mahesh's initial posts, several SuSanA members shared their views on innovations in WinS. WinS is key to ODF in any geogaphical area. The challenges are infrastructure, maintenance and behaviour change. There are several innovations that can be adapted for use in other parts of India.

For exmaple, in Odisha a programme was started for sustaining behaviour by encouraging children and teachers to wash hands for 100 days continuously with soap before the mid-day meal. The campaign involved school teachers, head masters/mistresses, school management committees (SMCs), child cabinets, mid-day meal (MDM) staff and a volunteer. All children washed hands before meals and after using toilets. All schools had a functional group hand washing station and soap before start of campaign. The activity was monitored by the child cabinet and volunteer.

Responsibilities were assigned to various people. The MDM staff ensured that the hand washing station had water. School teachers regulated the lunch interval in batches to ensure that the hand washing station was not over-crowded and all children washed hands. The child cabinet ensured that all children washed hands before MDM and follow the steps. Twice a week they demonstrated the practice to all children. Volunteers ensured there was water, soap and that the hand washing station was functional.

Other forum users highlighted that children are agents of change. For instance, in Rajasthan's Barmer district, the children of a secondary school in Chilanadi village, Gadod panchayat, got together and pleaded with their family members to construct toilets in their houses. Parents made toilets and

started using them for their children's sake. The village was declared open defecation free (ODF). The idea of making school children messengers of sanitation came from an NGO, FINISH RDO in July 2016 when the Community Led Total Sanitation (CLTS) experts from the NGO organised a session with the primary school children.

The students were told about the importance of making and using toilets and asked to meet again after seven days. Then, the team met the students of each class separately and told them about the steps they would be required to take to contribute to the construction and usage of toilets.

The students led the NGO team to their village where the team visited each student's house and a few other households. The children were asked to speak to their family, especially the eldest members, on the benefits of constructing and using a toilet and not defecating in the open. This yielded the desired impact. Once the villagers agreed to constructing toilets in their respective houses, the team provided them all information required to access government financial assistance of Swachh Bharat Mission.

In a school in West Bengal, two school cabinets with five students were set up and given life skills training including menstrual hygiene management. The topic discussed with students included better provisioning of toilets, facilities for hand washing with soap in toilet, drinking water facilities and safe menstrual practices. In one school, Kusumba School, formed three groups, viz, sanitation group, mid-day meal monitoring group and personal hygiene maintenance group of 18 to 20 students each. The sanitation group decided to improve the facilities such as availability of water and litterbin at toilet, set right broken and damaged doors.

Several people brought out hardware innovations. School toilets should be well-made and attractive for children to want to use them. Along with hand washing, there is a need to provide drinking water. Some useres said that an over-dependence on reverse osmosis machines has resulted in excessive waste, removal of even vital minerals and energy use. A company, www.watsan.in, builds non-electricity based water purifiers and also region specific contamination removing systems for removal of iron, arsenic and fluoride.

School toilet block. Pic: David Crosweller

The SpaTap was also presented during the discussion. The SpaTap is a portable tap and is said to be an innovation in hand washing that is making a huge impact on children and adults lives. It can be used as a personal tap or communal tap. It was 1st prize winner Water4Africa Standard Bank 2015 and also Australian Humanitarian Supplies Challenge 2017. The web page is spatap.com/humanitarian/.

Ekolet, www.ekolet.com, desribes a dry toilet suitable for use in water-scarce, hard rock or water-logged areas. These look and work like regular toilets but are in fact composting toilets. They are available for a variety of uses from individual households to community and group toilets.

In Cuddalore, Tamil Nadu, toilet blocks have been made with more urinals for girls and boys, but only a few UDDTs for defecation. This reflects the use of toilets in schools, mostly for urination. In the photo, there are two blocks (boys and girls) and, as you can see in the attached photo, to the right, there is a room for girls to change sanitary towels and an incinerator facility for safe disposal. This caters to about 600 girls and was completed recently.

RaVikas has developed a solar based toilet that do not use flush water, remain odour free and convert human waste into vermicompost. It also processes used sanitary napkins. More details are available on the website, www.swachhsolartoilet.com.

If you want to read the whole discussion on the topic Innovations in WinS, please visit the SuSanA Discussion Forum: http://forum.susana.org/thematic-discussion-wash-in-schools-what-s-next-after-100-coverage-india-chapter/21690-topic-1-innovations-in-wash-in-schools-india-chapter-thematic-discussion

Topic 2: How has shifting responsibility to MoHRD affected School WASH

Arundati Muralidharan from WaterAid led this topic with the following post [8]

Recommendations

Panchayats need to be given responsibility for WinS especially in primary schools. VWSCs and VECs, though or self-help groups can manage the toilets. Alternately, the agency providing mid-day meals can be tasked to do so

There should be at least a temporary system in SSA to monitor the usage of toilets and attend to problems promptly

Some system for monitoring private schools is needed possibly by including them in SV

An entrepreneurial model could be a solution to O&M by ensuring revenue generation. School and community waste can be co-composted to generate feed and fertilizer. For example a school with 100 kids and 20 teachers and support staff generates can provide an entrepeneur with 250 eggs, 500 chickens, 150 ducks, 8 goats and 100 kilos of vegetables/fruits a year

The SV mission strives to improve children's health, school enrollment, attendance and retention, paving the way for a new generation of healthy children. This is not MoHRD's first foray into WinS. The Right of Children to Free and Compulsory Education (RTE) Act (2010) in India provided for free and compulsory education for children between 6 and 14 years under Article 21a of the Indian Constitution. The Act mandated all schools to have separate toilets for boys and girls and adequate safe drinking water facilities.

Reinforcing this mandate, the Supreme Court in 2011 directed the Central and state governments to provide suitable infrastructure in all schools by start of academic year in 2012. However, gaps remain. Provisions for children with special needs also lags. The Ministry started SV in 2014 to ensure full coverage by 2015.

The SV campaign is a comprehensive programme for improving WinS. It includes ensuring drinking water, hand washing, toilet and soap facilities in the school compound for children and teachers. It includes hygiene activities for a clean physical and social environment to prevent WASH-related diseases. It enhances the capacity of teachers, community members, school management committees and education administrators to improve conditions. It also seeks to improve the

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[8] Arundati is Manager Policy (WASH in Health & Nutrition, and Schools) at WaterAid India. She is a public health practitioner and qualitative researcher with expertise in menstrual health and hygiene management, and gender and sanitation, and sexual and reproductive health. Arundati has a Doctorate in Public Health (DrPH) from Boston University and a Masters in Social Work from the Tata Institute of Social Sciences in Mumbai

curriculum and teaching methods while promoting hygiene practices and community ownership of WinS.

On 14th August 2015, the Government of India declared 100 per cent sanitation coverage in all schools of India. Even though significant progress has been made, experiences from the field suggest that the construction of toilets alone is insufficient to end open defecation and promote hygiene behaviour in educational institutions.

Functionality
An important component of toilet use is functionality. Assessments have found that toilets may exist but are not always functional, precluding their actual use by students. To be functional, the student-toilet ratio must be maintained and water, ventilation and sufficient lighting should be present in toilets, with adequate safety and privacy measures (e.g., latches) on doors.

Operations and maintenance (O&M) is critical. This goes includes all managerial aspects necessary to run WASH infrastructure such as selecting the personnel for WASH committees (school management committees and student committees), purchase and management of spare parts and hygiene material, financial management, management of assets and the planning of extensions.

SV is an ideal opportunity to comprehensively address and improve WinS. With progress already made in terms of toilet construction, the time is ripe to focus attention on other WASH aspects to engender a healthy learning environment in schools.

O&M is often poor, with insufficient funds and lack of oversight. SV articulates O&M activities to be undertaken in schools. These can be actualized through efforts that 1) Build institutional capacity for O&M, 2) Develop plans to operationalize O&M functions (e.g., hiring cleaners, purchase of cleaning materials, developing cleaning schedule), 3) monitor O&M, and lastly 4) Offer adequate financing for O&M activities.

The availability of water, particularly safe drinking water, remains a concern in many schools. Moving forward, efforts must centre on 1) ensuring the daily provision of child-friendly, sustainable safe drinking water, through the year, and especially during summer months where water shortage is an issue; 2) Safe handling and storage of water, and 3) Availability of water for use in toilets.

Hygiene
Hand washing at critical times (after toilet use and before eating) is critical. While SV has clear-cut recommendations. it has received less attention than toilet construction. If students are to benefit from using a toilet, they must functional hand washing facilities with soap and water in or near the school toilets, and in or near the eating area (where the mid-day meal is typically served). Additionally, sufficient number of hand washing stations are required to meet the needs of the school population.

While the establishment of physical infrastructure is essential to promote sanitation, it is not sufficient. Hygiene education is critical in nudging students and teachers towards using infrastructure. Schools must now focus on conducting regular training for teachers on hygiene, sanitation, and menstrual hygiene. Key hygiene messages include latrine use for urination and defecation, hand washing at critical times and appropriate menstrual hygiene management.

Institutions
School management committees (SMCs) are existing institutional mechanisms that can ensure that school are WASH secure. They can be supported by capacity building, setting up student cabinets and parent teacher associations. They can be assigned responsibilities to monitor WASH infrastructure and

hygiene education activities. SV is an ideal opportunity to comprehensively address and improve WinS. With progress already made in terms of toilet construction, the time is ripe to focus attention on other WASH aspects to engender a healthy learning environment in schools.

"I am seeking your comments on how shifting School WASH to the Ministry has affected the situation on the ground.

Please share examples from the field."

Discussions on the effect of shifting WinS to MoHRD

Political, technocratic and community will are necessary for WinS. SV is a good beginning but these need to be addressed. Merely issuing technical guidelines is not enough unless decision makers throw their weight behind it and allot adequate funds.

During the discussion, it was pointed out that under Nirmal Bharat Abhiyan (NBA), ₹ 35000 was provided for a school toilet and ₹ 8000 for an anganwadi toilet. Participants said this was inadequate for building a reasonable structure and only few units were sanctioned each year, way below requirements. The construction was done mainly by the Rural Engineering department (RED) or the PHED. The education department was not involved in construction or O&M. In the Ministry of Drinking Water and Sanitation (MDWS), it was felt that with the launch of SBM, there will be a huge push towards constructing IHHLs and institutional sanitation will be even further neglected. The involvement of the host agency, be it school or anganwadi, was desperately needed to ensure usage for the facilities and their upkeep. Therefore, the decision was taken to transfer responsibility to the respective ministries – MHRD for schools and the Ministry for Women and Child Development for anganwadis.

The Hindi Water Portal reported on school WASH from Uttarakhand that showed how, even though districts had become ODF and all schools had toilets, huge gaps remained. Uttarkashi district in Uttarakhand was recently declared ODF. A correspondent for the Hindi Water Portal visited the Government Intermediate College in Gewla Brahmakal, with 422 students. About 200 were girls. All relieved themselves outdoors because the college's four toilets, the correspondent found, were locked. This is not an interior village but is located on the main road to Yamnotri and Gangotri. When they go out to relive themselves, they are marked absent for the full period.

This demonstrates the fallacy of counting numbers. Four toilets, that are locked, are as good as not having toilets. In addition to presence, functionality and usability, the simple indicator of access must

Many urinals, but their quality is poor and urine flows into a drain outside. Pic: Nitya Jacob

be added to the way we look at sanitation. The Swachh Vidalaya monitoring mechanism does not track usage.

Others said the shift of responsibility has not made a difference to the quality of construction. Toilets are poorly built and need excessive maintenance. Most have a single leach pit of inadequate size that needs frequent emptying. SuSanA members said some of the challenges were the quantum of funds for O&M, and lack of incentive for teachers and students to keep toilets clean. Therefore, the purpose of shifting the onus for WinS to MoHRD was to fix responsibility, has not been served. There are some positive changes such as the SBSV (Swachh Bharat Swachh Vidyalaya) and SVP (Swachh Vidyalaya Puraskar).

School Management Commitees (SMCs) and panchayats need to engage more with WinS. Oversight by education officers would be necessary to improve sanitation in addition to ensuring teacher attendance and the adequacy of physical infrastructure. Primary schools are the worst-affected as they are small, have very little money and are under-staffed while middle and high schools are better off since they get more annual funds. Members said the student-toilet ratio suggested in the SV guidelines should be maintained instead of a blanket approach of making one toilet each for boys and girls irrespective of the number of children in the school.

They said private schools are not covered by SV even though many lack adequate infrastructure. It is reported that in Uttar Pradesh, more people send their children to private schools compared to

government schools. Overall, the discussion in topic 2 showed that there has been mixed success on WinS through SV and the Swachh Vidyalaya puraskar (SVP) and O&M has been neglected in the past. There is now a realisation in the Central and state governments that O&M is very critical.

The full discussion on topic 2, can be viewed here: http://forum.susana.org/thematic-discussion-wash-in-schools-what-s-next-after-100-coverage-india-chapter/21712-topic-2-how-has-shifting-responsibility-to-the-ministry-of-human-resource-development-affected-school-wash-india-chapter-thematic-discussion

Topic 3: How can companies contribute to WASH in Schools?

Amitoj Gill from ILFS led this topic led this topic. Her opening post is given below. [9]

IL&FS Education's experience from working in schools in several states such as Rajasthan, Maharashtra, Andhra Pradesh and Uttarakhand point to the following gaps because of which toilet are unuable.

- Lack of proper operation and maintenance of toilets
- Lack of availability of water in schools (with water not available in toilets even when it is provided elsewhere in the schools)
- Limited funds for cleaning
- Even where water is available, toilets are often not left clean after use resulting in unhygienic conditions (suggesting the need for behaviour change communication and behaviour change nudges)
- Lack of handwashing stations near toilets and mid-day meal areas
- Lack of conditions conducive to menstrual hygiene
- Basic requirements for menstrual hygiene such as sanitary pads, water inside toilets and dustbins for disposal are not available in schools
- Lack of extra effort from school administration

To be sure, there are many head masters and mistresses who manage toilet cleaning and operations, as well as funds efficiently. They arrange these from the community and other sources. Thus, the following behavioural and leadership training as well as sharing of such case studies can be beneficial for other head masters/mistresses.

Even though awareness levels are fairly high, particularly in the case of older children, the need is to translate this into action.

> **Recommendations**
>
> A district can allocate schools in administrative blocks to companies to build, own, operate and maintain WASH facilities that could eventually be transferred to the SMC with a corpus of funds
>
> As part of the package, a teacher in the school can be trained properly on WASH and hygiene
>
> Project staff can monitor this regularly. Instead of low-cost designs, the best should be promoted for companies to use
>
> Companies can appoint a person to lead WinS in a block along with a school hygiene ambassador, cleaning staff with monitoring of the entire WASH system at least for five years
>
> Companies can institute awards for school toilets, ambassadors, compliant schools, class, students and teachers

I would like Forum members to suggest: *"How can companies contribute to WinS. Please share your thoughts with examples."*

Discussions on corporate engagement

SuSanA members shared examples of how companies can contribute to WinS and what challenges they face. The lack of basic facilities like water and are two problem areas even with toilets made by companies and other private agencies such as the Rotary. Most investments in WinS focus on hardware. O&M and behaviour change are largely neglected. It was suggested that placing education

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[9] Amitoj is an economist working at IL&FS Education on education quality improvement programmes. She leads the impact assessment of projects across India. She has worked on the design and implementation of IL&FS Education's sanitation behaviour change programme called 'Saaf & Safe'. This is a film and multimedia-game based programme for school students and the surrounding community

in the Concurrent list of items and investments in basic education, infrastructure and facilities would help address this.

Additionally, they suggested the government can allocate schools in administrative blocks to companies to build, own, operate and maintain WinS infrastructure. This could eventually be transferred to the SMC with a corpus of funds. As part of the package, a teacher in the school could be trained properly on WASH and hygiene. Project staff could monitor this regularly. Instead of low-cost designs, the best should be promoted by companies.

It was suggested that companies can appoint a person to lead WinS in a block along with school hygiene ambassadors, cleaning staff and monitor the entire WASH system at least for five years. Companies can also award best school toilets / best ambassadors / best compliant school / best class / best student awards to encourage the students to use and help maintain the toilets properly. In cases where there are no toilets available for villagers, companies could try to have both school as well as village toilets together so that there will not be abuse of toilets.

Companies can also set up sanitary pad vending machines and a disposal mechanism for used pads (students should be encouraged to bring the used pads for incineration). At times, teachers also needs good training on the efficient use and maintenance of WASH system (toilets, hand wash facility, sanitary pad vending machine and incinerator etc). Companies can also place bill boards with information on how to use the toilet / WASH system. All these activities can be routed through their CSR programmes where the maximum effort is on WASH programmes.

An attractive school toilet rennovated by Water for People under a grant from ITC Limited. Pic: Nitya Jacob

Companies can invest in WinS through CSR by fostering social entrepreneurs. They can consider innovations, scaling up of existing and new solutions, upskilling of stakeholders, enabling behavioural change and ensuring communities take responsibility. This would entail the following:

1. Funding innovative new technologies for water provision in schools and in toilets, particularly in water scarce regions
2. Funding Annual Maintenance Contracts for operations and maintenance of toilets. There may be a case for a decreasing proportion of the contracts being funded by companies with a greater proportion taken up by the school (and surrounding community) over time to ensure sustainability. In addition to maintenance, contracts would need extend to safe treatment and management of solid waste when required
3. Local technicians may be trained in the maintenance of the new WASH facilities. In addition, school teachers and students themselves trained in the more basic aspects of maintenance such as fixing broken toilet latches etc.
4. Students in other countries have been trained in local skills such as making honey and growing vegetables within their schools to sell to the village as a means of raising funds for WASH initiatives. Companies in India also have the scope to skill students in entrepreneurial and employability skills that also help raise funds for WASH initiatives.
5. As an example that has worked elsewhere, companies may consider training schools in low cost solutions for handwashing, such as making tippy taps in place of mass handwashing stations until such stations can be built in these schools. Other such low cost but effective solutions may be considered across the WASH space.
6. Providing low cost sanitary pads (reusable or disposable) as well as means of disposal of sanitary waste. Once again, local people can be trained in making such products
7. Behaviour change communication within schools. In addition, 'nudges' that encourage students to engage in good behaviours should also form a key part of behaviour change interventions.

Companies can work with local NGOs and other stakeholders to maximise collective impact in a manner that encourages sustainability.

Furthermore, it was pointed out that companies should take the local context into account instead of imposing 'standardised' solutions across the country to ensure effective change in sanitation and hygiene behaviours.

The full discussion on topic 3, can be viewed on the SuSanA Discussion Forum: http://forum.susana.org/thematic-discussion-wash-in-schools-what-s-next-after-100-coverage-india-chapter/21721-topic-3-how-can-companies-contribute-to-wash-in-schools

Topic 4: Is the current monitoring system under DISE adequate, how can it be improved, and linked to SDGs

Srinivas Chary from the Administrative Staff College of India led this topic with the following opening post:[10]

The Unified District Information System for Education (U-DISE) is a database of information about schools. The school is the unit of data collection and district, of dissemination. It is updated annually, covering all recognised and unrecognised schools from Classes I to XII. It captures data on school infrastructure (including WASH), teachers, enrolment and examination results.

The guidelines of the National University of Educational Planning and Administration (NUEPA) state data is collected to improve education by better planning, resource allocation and monitoring. The information is being used for planning and implementation of education-related programmes and assessment of progress.

WinS information in U-DISE

U-DISE covers the following indicators /attributes on WinS:

- Number of toilet seats constructed/available for boys and girls
- Number of toilet seats functional, defined as minimal odour, unbroken seats, regular cleaning and dry, working drainage system, accessible to users, closable door
- How many of the toilets have water for flushing and cleaning
- Number of urinals for boys and girls
- Availability of a toilet for Children with Special Needs (CWSN)
- Availability of hand-washing facility near toilets/urinals
- Source of drinking water
- Whether drinking water facility is functional

These indicators are useful for assessing WinS infrastructure and to some extent, its functionality. The focus is largely on access and not on adequacy or safety, and therefore incomplete; the data do not support effective decision making nor align to SGDs 4.a, 6.1, 6.2 on WinS.

Recommendations

NITI Ayog should take advantage of SV and fine tune the process for global comparison and reporting

A parallel programme should be implemented in the lines of UDISE called Unified District Information System for Administration and Governance (UDISAG) that can have administration-related information. This can take external factors affecting WinS into account

Questions between SV and DISE can be aligned to maintain the simplicity of DISE, but provide an opportunity to validate results

ASER's large sample size makes it an excellent candidate to validate official data. MoHRD could invite reporting of good practices and noteworthy programmes

Given the importance of adequacy, quality, O&M and behaviour change, MoHRD with the support from UNICEF and Administrative Staff college of India introduced a monitoring framework (5-star

rating system, modest to advanced) for schools in 2016 to self-assess their performance on WinS. It has 39 indicators under the five categories of Water, Toilets, Hand wash with Soap, O&M and Behaviour Change. A mobile app for self assessment was developed and operationalized. The Swachh Vidhyala Puraskar, an annual award, was instituted (www.swachhvidyalaya.com/SVP%202017-18_Survey_format.pdf). Over 300,000 schools have participated in this initiative. Third party validation of data is conducted.

This monitoring system has:

- Emphasis on both availability and adequacy and safety of drinking water
- Water quality testing
- Adequacy of gender segregated functional toilets and urinal facilities in terms of the ratio of students to seats
- Safe disposal of faecal waste and waste water
- Availability and usage of soap for hand washing after use of toilets
- Hand washing with soap prior to mid-day meal
- Access to menstrual hygiene management facilities and knowledge
- Trained teachers in WASH to ensure sustained quality and knowledge dissemination to promote hygiene practices
- Involvement of child cabinet members in monitoring WASH activities
- Educational and behaviour change activities to promote safe WASH practices

Sustainable Development Goals (SDG) and WinS

WinS was included in the SDGs (Targets 4.a, 6.1, 6.2) as a key component of a 'safe, non-violent, inclusive and effective learning environment' and part of 'universal' WASH access. A service ladder approach is recommended for progressive realization and greater aspiration of WinS indicators (www.washdata.org/monitoring/schools).

Given this context, can Forum members deliberate on the following issues:

1. Do you think indicators and monitoring system under SBSV is harmonized with SDG for WinS?
2. Do you think the UDISE should be modified to include the indicators in SBVP?
3. Do you think adding qualitative indicators in UDISE would bring in challenging capacity building requirements for credible data collection and analysis?
4. How do we build advocacy for better monitoring (and harmonized with SDG) of WinS in India?

Discussions on UDISE and SDGs

Members said the monitoring system developed under Swacch Bharat Swachh Vidyalaya (SBSV) including the core WASH questions lends itself to SDG monitoring at the unit level in 4.a, 6.1 and 6.2. In fact, the SBSV monitoring system captures much more than SDG monitoring requirements. A mobile based monitoring system introduced under SBSV enables District, State and National government to periodically monitor WinS performance as against annual monitoring under U-DISE system.

Some SuSanA members pointed out that the SBSV indicators should additionally include free-flowing water, private spaces for girls, faecal sludge management, O&M principles and processes and hygiene education. The evaluation procedure is based on self-reporting and was criticised as unsufficent by some Forum users. Even as coverage has been reported to be 100 per cent, there is evidence that maintenance is not sufficents as demonstrated by ASER reports and DISE data. Anecdotal evidence from visits to schools around India also show the gaps in maintnace.

to rectify this, members suggested village institutions could be tasked with monitoring. These would act as a useful check on schools and prevent false or over-reporting. Over the course of SBM, many have been exposed to sanitation concepts. It was assumed that it would be relatively easy to engage these individuals or organizations in monitoring with some amount of additional training.

The importance of using the data was also highlighted. It is to be used for better planning and implementation, but an analysis of how it is actually used would be good to have. There is some evidence that SV provides

There are mandated village/panchayat institutions (village education committees) that can be operationalised to monitor WinS using the same mobile applications. There are other government staff in villages who could be authorised to do so

incentives and recognition and provides immediate feedback to the school. By doing so, it is guiding the implementation and is triggering action and engagement. Schools are competitive and reaching benchmarks is important for them.

It was said that UDISE and SV have different purposes and cannot be exchanged. The UDISE is the equivalent to the Education Management Information System and contains all areas to be managed and monitored within the education system. WinS is a very small area, but it should be included as it is one of the responsibilities of a school head to manage WinS. By inclusion of WinS in the UDISE the responsibility for WinS is clearly a task of the education sector. The monitoring should apply the globally agreed few core questions so that countries can be compared and the government can monitor the progress of the SDGs (target areas). The analysis of the EMIS often takes more than a year.

Attractive and well maintained toilets are more likely to be used. Pic: Nitya Jacob

UDISE and SV can be harmonised to work towards the SDGs. UDISE indicators are not totally compatible with the SDG indicators and definitions of WinS. Hence, there is a need for harmonizing UDISE with the SDG for WinS.The first is an on-going annual exercise that is well-established, while the other appears to be a recent one to recognise good work. Both can be complementary, as awards can accelerate progress that is in turn monitored by UDISE. UDISE's data collection can be enlarged to reflect functionality and usability so it reflects the situation on the ground better.

SV's monitoring system is optional. The SVP framework and indicators attempt to address the gaps in UDISE and completely harmonizes with SDG for Wins. Further, the framework and indicators are designed to act as a self-assessment guide to be used periodically and use as a benchmarking tool.

While aligning with SV would be an opportunity to validate DISE data but this could overload DISE which collects data on many other aspects of education. Forum users reported that this actually happened in the Philippines in 2016 when there was a huge volume of requests for additional data to be covered in the EMIS. The software developers were not able to meet this demand so the revised EMIS was never released and we missed the opportunity to fully integrate the WinS SDG indicators in 2016. Forum useres favored an EMIS that collects quick summaries of key education data on a timely basis and having a separate system that goes into more detail to manage WinS and other programs, as the usefulness to have one system that can collect everything but cannot get the data when it is needed by decision makers was doubted.

It was suggested that SV could borrow some of the expanded questions from www.washdata.org/file/547/download such as whether water is intermittent, available round the year, availability of warm water, type of toilets (even e-toilets), when students are allowed to use the toilet and theaccessibilty and safety of toilets.

If you want to view the whole discussion of topic 4, please go to: http://forum.susana.org/thematic-discussion-wash-in-schools-what-s-next-after-100-coverage-india-chapter/21733-topic-4-is-the-current-monitoring-system-under-dise-adequate-and-how-can-it-be-improved-and-tied-to-the-sdgs

Resources and links

1. www.washdata.org/file/547/download for questions on water supply
2. unstats.un.org/sdgs/files/global-consult...GAP_HLG-20161021.pdf for monitoring SDGs and related statistics
3. www.mospi.gov.in/sites/default/files/ann...mar17.pdf?download=1, data from Ministry of Statistics and Programme Implementation, Government of India
4. Core questions and indicators for monitoring WASH in Schools in the Sustainable Development Goals
5. www.swachhvidyalaya.com/SVP%202017-18_Survey_format.pdf, is the SVSP website with survey formats
6. Unified District Information System for Education, is the government's monitoring system
7. Children forced to defecate in the open, is a story from the Hindi Water Portal in Hindi
8. www.swachhsolartoilet.com, is a resource on solar toilet developed by RaVikas
9. www.watsan.in/modular_toilets.html, provides information on modular toilets developed by Watsan
10. www.spatap.com/humanitarian/, on Spataps for hand washing
11. www.ekolet.com, a company making composting toilets from Finland

The Thematic Discussion Series Host

The Thematic Discussion Series on WASH in Schools- What's next after 100% coverage was organised and hosted by the Sustainable Sanitation Alliance (SuSanA) on the SuSanA Discussion Forum Platform. It was facilitated by the India Sanitation Coalition. The discussion is part of a series of online discussion taking place under the umbrella of the SuSanA India Chapter.

To view the whole discussion, please go to the SuSanA Forum: http://forum.susana.org/thematic-discussion-wash-in-schools-what-s-next-after-100-coverage-india-chapter

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