

INDIA

SCHOOL SANITATION AND HYGIENE EDUCATION

School Sanitation Support (SSS) project : A proposal

Government - UNICEF - IRC - NGO Collaboration

unicef



New Delhi

3 May 1999
(Revised January 2000)

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ABBREVIATIONS AND ACRONYMS

ARWSP	Accelerated Rural Water Supply Programme
BDO	Block Development Officer
CDD	Control of Diarrhoeal Diseases
CRSP	Central Rural Sanitation Programme
DEO	District Education Officer
DFID	(British) Department for International Development
DIET	District.
DoE	Department of Education
DWCD	Department of Women and Child Development
ESA	External Support Agency
GoI	Government of India
HRD	Human Resources Development
ICDS	Integrated Child Development Service
IEC	Information, Education, Communication
IRC	International Water and Sanitation Centre
MICS	Multi-Indicator Cluster Survey
MLL	Minimum Level of Training
MNP	Minimum Needs Programme
MoHFW	Ministry of Health and Family Welfare
MoHRD	Ministry of Human Resources Development
NCERT	National Council for Educational Research and Training
NGOs	Non-Governmental Organisations
O&M	Operation and Maintenance
PTA	Parents Teacher Association
RGNDWM	Rajiv Gandhi National Drinking Water Mission
SCERT	State Council for Educational Research and Training
SSH	School Sanitation and Hygiene Education
SSS	School Sanitation Support
ToT	Training of Trainers
UNICEF	United Nations Children's Fund
VLOM	Village-level Operation and Maintenance
WatSan	Water Supply and Sanitation
WES	Water and Environmental Sanitation
WHO	World Health Organisation

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1 SUMMARY

India has experience of school sanitation programmes primarily centred around hardware: toilet blocks and water sources. School sanitation programmes have been centred around hardware and has not been impressive. This usually led to a situation where facilities were not maintained and used. Neither was there any component of hygiene & health education in the design to support the hardware component. As a result, planned investments were often not used effectively and there was little demonstrable impact. To assist State Governments to improve this situation, UNICEF and Government of India now plan to develop a school sanitation support project that includes a well-balanced mix of hardware and software aspects.

Through this support project, UNICEF and Government will collaborate to develop, test and successfully demonstrate replicable models for hygiene education, water supply and environmental sanitation in rural primary schools and pre-schools, building on the past experiences in UNICEF-Government collaboration in school sanitation. The support project will have the IRC, International Water and Sanitation Centre, Netherlands as a key partner who will provide technical and resource support with an emphasis on participatory methodologies.

The project will focus initially on four districts in two/three States, covering approximately 500 primary schools and 250 Anganwadi centres per district. Implementation of the project will centre on School Sanitation and Hygiene Education (SSH) teams. The project will include capacity strengthening of all stakeholders involved.

The overall objective of the project is to develop, test and successfully demonstrate a replicable model for hygiene education, water supply and environmental sanitation in rural primary schools and pre-schools. Specific objectives are:

- to make visible the value and impact of school sanitation as perceived by community and thereby raise level of ownership.
- to promote the importance of school sanitation at national, state, and district levels;
- to improve hygiene practices in school children and through children in the families and community.
- to develop, test, establish and improve curriculum, teaching aids and teaching programmes;
- to promote family and community involvement in the sustainability of water and sanitation facilities in schools.

The project will yield outputs in the form of:

PROJECT OUTPUTS

	Process	Product
NATIONAL	Steering committee established	Concept note and background document prepared.
		Advocacy package developed.
STATE	Steering committee established	Concept note and background document prepared.
		School sanitation models developed and tested.
		Advocacy package developed.
		Classroom package (methods, techniques & materials to be used by the SSH team) developed.
		Design for school sanitation facilities developed.
		TOT prog for trainers developed.
	Teaching-learning materials developed.	Teaching-learning materials developed.
DISTRICT	Steering committee established	Viable work plans with both software & hardware developed.
	SSH teams set up and functioning.	Baseline established.
	10 trainers trained per district.	Classroom package (methods, techniques & materials to be used by the SSH team) developed.
	Teachers and anganwadi workers trained.	Design for school sanitation facilities developed.
	Inter-sector facilitating team (IFT) trained.	TOT prog for trainers developed.
	Teaching-learning materials developed.	Teaching-learning materials developed.
		Community communication package for teachers and students developed.

FINAL OUTPUT

- 80 percent of 250 anganwadis and 500 primary schools per district have improved water and sanitation facilities with regular maintenance system.
- 80 percent students and teachers know the benefits of and regularly use the facilities
- 50 percent of students and teachers have conveyed sanitation and hygiene concepts and messages to their families/communities.
- Participatory assessment of learning projects carried out.

The partnership in this initiative will consist of the GOI (Rajiv Gandhi National Drinking Water Mission), UNICEF, Delhi, two/three UNICEF state offices and the IRC (International Water & Sanitation Centre, Netherlands).

2 LOGICAL FRAMEWORK ANALYSIS

Part 1: LFA Goal and Purpose:

DESCRIPTION	MEASURABLE INDICATOR	MEANS OF VERIFICATION	ASSUMPTIONS
<p>GOAL:</p> <p>More primary school students and teachers (especially among the poor communities) adopt improved hygiene behaviors, use safe water supplies and hygienic toilets, in a sustainable manner in the two/three project States.</p>	<p>In the school sanitation areas, after four years of implementation:</p> <ol style="list-style-type: none"> 1. The percentage of primary school students and teachers using toilets/urinals increased to 80%. 2. The percentage of primary school students and teachers daily washing their hands with soap or ashes in the school, increased by 50% points. 3. The percentage of primary schools using water from a protected source increased to 95%. 4. 80% Of the water and sanitation facilities are in good condition. 	<ol style="list-style-type: none"> A. Baseline and end-of-project surveys, using observation and focus group discussions. B. MICS surveys. C. National census of 2001. D. Reports from community-based monitoring in 5-6 districts in the project States. E. Participatory appraisals. F. Govt. school inspection reports. G. UNICEF monitoring reports H. UNICEF/DFID field visits 	<ul style="list-style-type: none"> • Other components of the GOI-UNICEF Programme of Cooperation for Women and Children are successfully implemented in a integrated fashion. • Government's education sector programmes are adequately funded and staffed and use strategies, which result in sustained use of facilities and improved practices. • UNICEF effectively expands its cooperative network of NGOs.
<p>PURPOSE:</p> <p>Replicable models for hygiene education, water supply and environmental sanitation in rural primary schools and Anganwadi</p>	<p>From early 1999 till end-2003:</p> <ol style="list-style-type: none"> 2.1 NCERT/SCERTs/DIETs/DPEN/U.N. Jt programme for education develop curriculum including WatSan learning modules, using MLL methodology. 2.2 Teacher training modules for pre- and in- 	<ol style="list-style-type: none"> A. Baseline and end-of-project surveys, using observation and focus group discussions. B. Reports from community-based monitoring in project 	<ul style="list-style-type: none"> • SCERTs/DPEP/Jt. UN. Education programme introduce curriculum change and teacher training required for

DESCRIPTION	MEASURABLE INDICATOR	MEANS OF VERIFICATION	ASSUMPTIONS
centres (pre-schools) developed, tested and successfully demonstrated.	<p>service training include WatSan components.</p> <p>2.3 School inspection includes WatSan aspects.</p> <p>2.4 Communication materials produced and used by the children.</p> <p>In the school sanitation support project areas:</p> <p>2.5 The percentage of Anganwadi centers in own building with toilet/urinals increased by 50% points.</p> <p>2.6 The percentage of primary schools with adequate toilets/urinals increased to 90%.</p> <p>2.7 All primary schools have access to a protected water source.</p> <p>2.8 All primary school students and teachers aware of the health benefits of washing their hands with soap or ashes and proper disposal of human waste.</p> <p>2.9 All primary schools involve students and teachers in the maintenance of school water supply and sanitation facilities.</p> <p>2.10 All primary schools use a system of monitoring school sanitation practices</p>	<p>districts</p> <p>C. Copies of training modules</p> <p>D. ICDS reports</p> <p>E. Participatory appraisals.</p> <p>F. Govt. school inspection reports.</p> <p>G. UNICEF monitoring reports</p> <p>H. UNICEF/DFID field visits</p> <p>I. Use of revised school curriculum</p>	new hygiene education model in a timely manner.

DESCRIPTION	MEASURABLE INDICATOR	MEANS OF VERIFICATION	ASSUMPTIONS
OUTPUTS In each of the eight project Districts:	Unless otherwise indicated, in the time-frame indicated on page 20:		
1. Learning from 1996-98 school sanitation experiences completed.	Documentation and dissemination of 1996-1998 experiences completed	Advocacy video Background document Evaluation report	
2. State-specific district school sanitation projects designed and agreed upon.	School sanitation projects designed with stakeholders	Minutes of workshops List of participants	
3. State capacity for school sanitation strengthened.	SSH teams with good capacity established in each project district Private sector, NGOs, Block Development Office have capacity to construct facilities in accordance with design guidelines 10 Trainers available per project district 1000 Teachers and 250 Anganwadi workers trained	Assessment of SSH teams Govt. School inspection reports UNICEF monitoring reports UNICEF/DFID visits Reports from community-based monitoring Completion reports Reports SSH teams	
4. State specific district school sanitation projects implemented, including monitoring and evaluation.	In each project district, 500 primary schools and 250 Anganwadis have improved WatSan facilities SSH teams monitor progress and output of each project	Govt. School inspection reports UNICEF monitoring reports UNICEF/DFID visits Reports from community-based monitoring	
5. Impact of school sanitation support programme (on student/teacher health, motivation, awareness, practices, community attitudes, etc.) demonstrated through on-going evaluation.	Operation and maintenance in 80% of the primary schools and Anganwadis included in the project well organized Students and teachers use facilities in a hygienic manner in 80% of the primary schools and Anganwadis included in the project	Govt. School inspection reports UNICEF monitoring reports UNICEF/DFID visits Reports from community-based monitoring	
6. Implementation experiences documented and disseminated.	Participatory assessment of learning projects carried out Participatory evaluation of programme	Reports of assessment and evaluation Document with experiences	

DESCRIPTION	MEASURABLE INDICATOR	MEANS OF VERIFICATION	ASSUMPTIONS
	carried out	gained	
7. State-specific school sanitation model finalized and agreed upon.	State specific school sanitation model developed in learning projects and adapted	Adapted model for two states Minutes state-level workshops	

Part 2: LFA Activities:

DESCRIPTION	MEASURABLE INDICATOR	MEANS OF VERIFICATION	ASSUMPTIONS
At national level; YEAR ONE:	Unless otherwise indicated, in the time-frame indicated on page 20:		
Establish a national steering committee with representatives of leading parties <i>partners</i> in India. (UNICEF-Delhi)	Steering committee established, meets three times a year	List of members of the committee Minutes of the meeting	
Two day meeting in Delhi to inform and involve stakeholders at national level. (UNICEF-Delhi, with support from IRC).	Meeting organized	List of participants Minutes of the meeting	
Review existing curriculum and recommendations for adaptation.	Curriculum from various states/NGOs reviewed; gaps are identified.	Recommendations	
At State level; YEAR ONE:			
Preparation of concept note	Good quality concept note prepared	Concept note	
One day meeting to explain school sanitation & HE support project, presentation of concept note to stakeholders.	Meeting organised	List of participants Minutes of meeting	
Establish School Sanitation and Hygiene (SSH) teams in each of the four project districts. (UNICEF-State Office).	4 SSH teams set up	List of the members of the SSH teams	
In both States, State-level Coordination Committees set up, chaired by a senior Government Secretary. (UNICEF-State Office)	Two/three State-level Coordination Committees set up	List of participants Minutes of the meeting	
Review of school sanitation experiences in the two States; a desk-study and a participatory assessment of the UNICEF-assisted school sanitation project(s) in each State). Ten schools will be visited by a SSH team. (the two district SSH teams of the State, with support from IRC on methodology for participatory assessment and writing of the evaluation report).	<ul style="list-style-type: none"> • Participatory assessment of SSH in 10 schools per UNICEF assisted project • Methodology developed for the assessment of SSH in a school • SSH team members have the capacity to use the developed methodology 	Evaluation report Assessment of the SSH team Report on methodology	

DESCRIPTION	MEASURABLE INDICATOR	MEANS OF VERIFICATION	ASSUMPTIONS
Preparation of a background paper on school sanitation, based on the evaluation report and project documentation. The paper will provide the rationale for initiating school sanitation in the four selected districts of two/three States, and it will provide a general plan of campaign for the SSH project. (IRC, with the four/six district SSH teams of the State).	Plan of campaign for each state Rationale for school sanitation developed for each district	Background paper Assessment of the plans of campaigns and rationale (UNICEF-State office)	
Workshop with all stakeholders in each of the two/three States to create awareness and to develop a viable workplan for covering selected schools with both software and hardware activities (learning projects). (The four/six district SSH-teams of the State, with support from IRC to include experiences outside India and to develop resource materials).	Workshop organized with participation of all stakeholders Viable workplan developed for all four districts	Workplan	
At district level; YEAR ONE:			
1½ day district level meeting to discuss school sanitation support project, decide on strategy etc.	Meeting organized	Minutes of meeting	
In each of the project districts, District-level Coordination Committees set up/additional improvement of existing committee, chaired by the District Collector/Chief Executive Officer. (UNICEF State Office)	4 District-level Coordination committees set up Committee meets three times a year	List of the members of the District-level Coordination Committees Minutes of the meeting	
Finalise the membership of the SSH teams (UNICEF-State Office).	Team members have the skills and the capacity needed for the implementation of the activities	Test of suitability members of the teams with checklist and through unplanned visits	
Base-line survey (SSH teams, IRC)	Good quality survey	Report	
Briefing programme at IRC in the Netherlands for	Briefing program carried out	List of participants	

DESCRIPTION	MEASURABLE INDICATOR	MEANS OF VERIFICATION	ASSUMPTIONS
members of the SSH teams to review global experiences with school sanitation, including participatory methodologies currently used in school sanitation programmes (IRC).		Strategy papers of individual participants	
Develop a detailed plan of action, including team planning and team building. (Each district SSH team, with support from IRC).	Realistic plans of action developed for each (four) districts	Assessment of the action plans by UNICEF/Govt.	
Develop a package of approaches, methods, techniques and materials to be used by the SSH teams. (IRC together with SSH team).	Suitable packages of approaches, techniques and materials developed	Assessment of the packages by UNICEF/Govt.	
Develop a set of designs for school sanitary facilities. (IRC, with inputs from each SSH team) in collaboration with State Rural Department & Panchayats Raj Deptt, Primary & Elementary Education department/Department of Women & Child Development.	A set of suitable designs for school sanitary facilities for different conditions developed	Assessment of the designs by UNICEF/Govt.	
Develop simple materials for teachers on hygiene and on new and innovative ways of teaching children in primary classes on sanitation and hygiene. (Each SSH team, with support from IRC).	4 sets of simple and appropriate teaching materials for teaching hygiene and sanitation developed	Assessment of the materials by UNICEF/Govt.	
Develop a dual participatory training programme: -TOT programme for the trainers (NGO staff members) -Teacher training programme (in-service training). (SSH team with support from IRC).	Dual participatory training programme developed: -TOT programme for the trainers -Teacher training programme.	Assessment of the training programs by UNICEF	
At national level; YEAR TWO:			
National Steering committee meeting to discuss progress with UNICEF presence	Meeting organized	Minutes of meeting List of participants	
In the two project States; YEAR TWO: Implementation of learning project in four/five districts including:			

DESCRIPTION	MEASURABLE INDICATOR	MEANS OF VERIFICATION	ASSUMPTIONS
State level co-ordination meetings (members and UNICEF)	Meeting organized	Minutes of meeting List of participants	
Training of ten trainers per district (TOT) (SSH team, with support from IRC).	40 trainers adequately trained	Attendance list of courses Test of capacities and skills of the participants	
Training of maximal two teachers (including headteacher, at least one woman) per school and 1 worker for five Anganwadis. The training will be organized on a demand-responsive basis. One sub-block level training will be organized for the other Anganwadis included in the programme	Maximal 1600/minimal 800 teachers trained and 400 Anganwadi workers	List of teachers and workers trained Review of skills and capacity of teachers and workers with check-list Spot-checks	
Construction and installation of improved facilities in 200 Primary schools and 100 Anganwadis per district	Construction completed of improved facilities in 800 primary schools and 400 Anganwadis	Completion reports Reports of the SSH teams Spot-checks by UNICEF	
Preparation of an advocacy package, including video on school sanitation (including script writing) for policy/decision makers including politicians and NGOs. (SSH team with support from IRC for script writing).	Good quality video prepared	Review by Steering Committee and selected audience	
At national level; YEAR THREE:			
National Steering committee meeting to discuss progress with UNICEF presence	Meeting organized	Minutes of meeting List of participants	
In the two/three project States; YEAR THREE: Continued implementation in districts selected for learning projects, adding two districts per State			

DESCRIPTION	MEASURABLE INDICATOR	MEANS OF VERIFICATION	ASSUMPTIONS
State level co-ordination meetings (members and UNICEF)	Meeting organized	Minutes of meeting List of participants	
Participatory assessment of the learning projects (SSH team, with support from IRC on methodology for participatory assessment.)	Participatory assessment carried out in 50 schools per district	Report of assessment Spot-checks	
State-level workshop with all stakeholders involved presenting the package including the new approach and the outcome of the assessment. (SSH team, with support from IRC).	Workshop organized with active participation of all stakeholders	List of participants Workshop report	
Adjustment of the package and training programme based on the assessment of the learning projects and the workshop. (SSH team, with support from IRC).	Improved training packages developed	Reviewed methodology report	
1. Continued implementation in the four/six districts involved in the learning project, including: -training of no more than two teachers per school -construction of improved facilities (SSH teams).	Maximal 2400/minimal 1200 teachers and 600 Anganwadi workers trained Construction completed of improved facilities in 1080 primary schools and 540 Anganwadis	List of teachers and workers trained Report of SSH Spot-checks	
1½ day district level meeting in additional districts to discuss school sanitation support project, decide on strategy etc.	Meeting organized	Minutes of meeting	
In each of the additional districts, district-level coordination committees set up, chaired by the District Collector/Chief Executive Officer. (UNICEF state office)	4 District-level Coordination committees set up	List of the members of the District-level Coordination committees Minutes of the meeting	
Establish School Sanitation and Hygiene (SSH) teams in each of the four new districts. (UNICEF-State Office).	4 SSH teams set up	List of the members of the SSH teams	
Base-line survey (SSH teams, IRC)	Good quality survey	Report	
Two week briefing programme in Delhi for members of the SSH teams to review global experiences with school	Briefing program carried out	List of participants Strategy papers of	

DESCRIPTION	MEASURABLE INDICATOR	MEANS OF VERIFICATION	ASSUMPTIONS
sanitation, including participatory methodologies currently used in school sanitation programmes (IRC).		individual participants	
Finalise the membership of the SSH teams (UNICEF-State Office).	Team members have the skills and the capacity needed for the implementation of the activities	Test of suitability members of the teams with checklist and through unplanned visits	
Develop a detailed plan of action, including team planning and team building. (Each district SSH team, with support from IRC).	Realistic plans of action developed for each (four) districts	Assessment of the action plans by UNICEF	
Implementation of the programme in two additional districts per State, including: -training of ten trainers per district (TOT) -training of maximal two teachers per school -construction of improved facilities (in <u>200 Primary schools and 100 Anganwadis per district</u>). (SSH teams).	40 trainers trained Maximal 1600/minimal 800 teachers trained and 400 Anganwadi-workers Construction completed of improved facilities in 900 primary schools and 400 Anganwadis	List of attendance of the TOT course Test of skills of the trainers List of teachers and workers trained Report of SSH Spot-checks	
At national level; YEAR FOUR:			
National Steering committee meeting to discuss progress with UNICEF presence	Meeting organized	Minutes of meeting List of participants	
National Steering committee meeting to evaluate the results of the project with UNICEF and IRC	Meeting organized	Minutes of meeting List of participants	
In the two project States; YEAR FOUR: Continued implementation of the programme in added districts			
State level Co-ordination meetings (members and UNICEF)	Meeting organized	Minutes of meeting List of participants	
1. Continued implementation in the districts added in year 3, including: -training of maximal two teachers per school	Maximal 2400/minimal 1200 teachers trained and 600 Anganwadi workers Construction completed of improved	List of teachers and workers trained Report of SSH	

DESCRIPTION	MEASURABLE INDICATOR	MEANS OF VERIFICATION	ASSUMPTIONS
-construction of improved facilities (in 300 Primary schools and 150 Anganwadis per District). (SSH teams).	facilities in 1080 primary schools and 540 Anganwadis	Spot-checks	
State level co-ordination meetings to evaluate the results of the project with members, UNICEF and IRC and the SSH teams	Meeting organized	Minutes of meeting List of participants	
Participatory evaluation of the programme. (SSH teams, with support from IRC).	Field visit to 10 % of the schools per district Interviews held with different stakeholders	Final evaluation report	
Documentation of the experiences gained. (IRC).		Documentation report	

3 BACKGROUND

3.1. *Present situation*

India has approximately 600,000 primary schools in the rural areas. Of these it is estimated that only one in ten schools has adequate toilets and urinals, while safe water is available for just one of every two schools. In upper primary schools the situation is slightly better. Around two third have drinking water, 48 percent urinals and more than 30 percent have separate urinals for girls.

There is at present no school sanitation programme in the country. Toilets and urinals are all too often not considered much of a priority. Where these are constructed, it is usually at the initiative of the school teachers, the block or district administrations, or, occasionally, at the behest of the households whose children attend the school. External support projects, such as the World Bank supported district, Primary Education Project and others, also include school sanitation elements, but none are properly integrated to improve school hygiene practices.

In the Rural Water Supply Programme, district, block and village administrations all play a role in determining the sites for water supply points. Primary schools are given only a moderate degree of priority when supply points are decided. The Tenth Finance Commission offers another source of funding for improving the water supply and sanitation facilities at schools. The Tenth Finance Commission recommended a total of Rs. 489 crore as special assistance to provide drinking water facilities in primary and upper primary schools and Rs. 84 crore for toilets for girls in upper primary schools. These funds are managed by the State Education Departments, which usually rely on the State Water Supply Agencies for construction, through deposit work.

There are even fewer sources of funding to assist rural primary schools in obtaining basic toilets and urinals. The Rural Sanitation Programme guidelines do not allow provisions for school sanitation, although there are plans to change this in the near future.

Past school sanitation projects often had a focus on hardware aspects. This usually led to the situation where facilities were not maintained and used. Where software aspects, such as hygiene education, were included in the school curricula, often conventional methods of teaching book knowledge were used, without active participation of the students and without a linkage to improvement, use, maintenance and monitoring of the water supply and sanitation systems in primary schools. As a result, planned investments were often not used effectively. To improve this situation, UNICEF and Government of India now plan to develop a school sanitation support project that includes a well-balanced mix of hardware and software aspects. Where possible the project will also aim at an outreach into the community.

3.2. *UNICEF involvement*

UNICEF has supported school sanitation projects at district level from the early 1990s. These efforts intensified when the Government of the Netherlands provided supplementary funding from 1996 till 1998. The school sanitation component of the Dutch-funded rural water supply project had the following specific objectives:

- Develop skills among the schoolteachers on the sanitation package, at 1,500 primary schools.
- Create awareness and motivate the school children on the various sanitation themes.
- Provide WatSan facilities in the school premises, so that children can practice hygiene as taught.
- Build the required linkage between the school and the community through fora like the Parents-Teachers Association (PTA), Youth Clubs and WAD: were the women's clubs etc part of the

original project document?omen's Groups.

This project was implemented in Uttar Pradesh, Bihar, Haryana, Karnataka and Tamil Nadu. During these three years, UNICEF investments in these projects totalled about US\$ 1.6 million.

UNICEF's involvement in school sanitation has yet to be evaluated.

3.3. *Summary of global experiences*

Experiences in India and other countries show that:

- effective school sanitation programmes need a good balance between hardware and software;
- teachers need training on modern methods and techniques to be able to support school sanitation initiatives;
- practical teaching materials, based on the actual environment of the students, are essential;
- involvement of the family, community, students and teachers is crucial;
- participatory methodologies are needed to ensure the commitment of all stakeholders;
- effective school sanitation programmes include actions at national/State level and at school/community level;
- it is important to build upon experiences and approaches tried out by others.
- For effective behaviour change linkages and mechanisms have to be defined between school and family and school and community.

4 FUTURE PLANS

4.1. *Government*

For the period 1999-2002, the Ministry of Rural Areas and Employment has proposed to allocate about Rs. 50 million from the Central Rural Sanitation Programme (CRSP) for sanitation in rural primary schools. In addition, a substantial amount is planned for water supply in rural primary schools, from the Accelerated Rural Water Supply Programme (ARWSP). Central funding under both programmes is usually matched with equal funding from the Minimum Needs Programme (MNP) of the concerned State Governments. The larger financial allocation for school sanitation means that school sanitation can be substantially scaled up.

GOI has proposed to finance the construction of toilets and water supply for a large number of primary schools. However, funds available for 1999-2002 will not be sufficient to meet the needs of all 600,000 primary schools in the country. GOI has also allocated limited funds for software aspects.

4.2. *UNICEF*

For the 1999-2002 Programme of Cooperation, UNICEF & the Government of India plan to prioritise school sanitation. **The school water supply and sanitation component will directly cover about 10,000 primary schools in demonstration projects in about 20 districts spread over 10 major States.** In these intensive school sanitation areas, UNICEF funds will contribute towards the cost of adequate toilets and a safe source of water, training of teachers and Parent Teacher Associations (PTAs), child-to-child communication, and improved hygiene practices by students and teachers. Through the PTAs and the students (child-to-parents), the use of home toilets as well as personal and home hygiene will be promoted in the villages served by the primary schools. Teachers & children will operate and maintain the school water supply & sanitation

facilities.

4.3. *Children*

As rights holders, children have active roles to play in the enjoyment of their rights and in helping to define how these rights are to be fulfilled. This means that children's opinions are important and that their views must be heard and taken into account when planning and implementing the components of this project. Children should participate in decision-making processes in ways that are appropriate for their age.

However, with the exception of school sanitation, participation by children in the water supply and sanitation programmes is rare, even in the demonstration projects supported by UNICEF. The historical background of UNICEF's involvement, mainly in a technology-heavy rural water supply programme where children had little or no role, explains the present situation to some extent.

Many components of water supply and environmental sanitation projects can only succeed with communities actively participating. With school sanitation gaining prominence and with the advent of IEC as a more central component of the UNICEF assisted programme, there is now more scope for children to participate.

4.4. *Inter-sectoral cooperation*

For integrated water supply and sanitation, school sanitation and the intensive promotion of hygiene, strong inter-sectoral cooperation between the concerned government departments is critical. Such cooperation has to be effective at State, district, block and village levels. Based on UNICEF's experiences in CDD-WatSan projects implemented in most major states from 1992-93 onwards, UNICEF and Government will facilitate inter-sectoral cooperation through State and District Coordinating Committees. At district-level, the committee is chaired by the District Collector/Chief Executive Officer, while at State-level a senior Government Secretary chairs the committee. Both at State and district levels, the committees bring together responsible administrators and specialists of relevant Departments, such as Health, Education, Rural Development, Public Health Engineering and Women and Child Development.

For the construction of toilet/urinal blocks in schools, the project and the District Administration/State Government will share costs. For the installation of wells, District Administration/State Government will meet the cost of drilling, well and platform construction. Government will also meet the cost of water storage and drainage. The project will supply VLOM type handpumps, O&M tools and a kit with spares with each pump.

Using the 10,000 schools covered through intensive efforts as a model, UNICEF will advocate with the State Government to replicate the demonstrated models to other areas in the State. In these areas, project support will be primarily in the form of training, training materials, monitoring and cross-district exchange of experiences. UNICEF will also work with NCERT and SCERTs to improve school curriculum as well as institutionalise sanitation training in the pre- and in-service training of teachers. UNICEF and State partners will develop and produce area-specific IEC materials for use in and by schools. **In this way, the aim is to reach about 125,000 primary schools, 25 per cent of the total number of primary schools in the ten major States, under the school sanitation programme model.**

5 SCHOOL SANITATION SUPPORT (SSS) PROJECT

In view of the priority UNICEF, Central and most State Governments want to give to school sanitation in the coming years, the time is right to develop an innovative, effective school sanitation

support project. The support project will be the focus of Government and UNICEF's efforts, serving as a well guided and closely supported testing ground for developing a replicable model for school sanitation.

5.1. Government – UNICEF – IRC – NGO collaboration

Through this support project, UNICEF and Government will collaborate to develop, test and successfully demonstrate replicable models for hygiene education, water supply and environmental sanitation in rural primary schools and pre-schools, building on the past experiences in UNICEF-Government collaboration in school sanitation. The support project will have the IRC, International Water and Sanitation Centre as a key partner with an emphasis on participatory methodologies:

The project will focus on four/six districts in two/three States, initially covering 500 primary schools and 250 Anganwadi Centres per district. Although there is at present no clear government policy for water and sanitation facilities for Anganwadi Centres, it is important to include these in the project, as children should get attention for proper hygienic behaviour as early as possible.

Implementation of the project will centre on School Sanitation and Hygiene Education (SSH) teams. The project will include capacity strengthening of all stakeholders involved: students, teachers, Parents Teacher Associations (PTAs), NGO staff members, UNICEF staff members and Government officials at district, state and national level.

School Sanitation and Hygiene Education Teams will be set up in each district. These teams will have an active role in the implementation of the project. Main tasks will be:

- guiding NGOs or Block Development Offices with the construction of facilities;
- training of teachers;
- development of material for teachers and children;
- participatory situation analysis by teachers and students and community representatives;
- participatory planning, management and monitoring of the improvements
- holding of awareness camps.

5.2. Project Objectives

The overall objective of the project is to develop, test and successfully demonstrate a replicable model for hygiene education, water supply and environmental sanitation in rural primary schools and pre-schools (Anganwadi Centres).

The specific project objectives of **GoI and UNICEF** are:

- to improve hygiene practices in school children and through children in the families and community. to promote the importance of school sanitation at national, state, and district levels;
- to develop and improve modern teaching aids and teaching programmes;
- to promote community involvement in the sustainability of water and sanitation facilities in schools;
- To reduce cases of waterborne diseases through improvement in hygiene practices.

The objectives of key Government Ministries are:

Ministry of Rural Areas and Employment:

- to ensure that planned investments for hardware are used effectively;

Ministry of Health:

- to reduce the incidence of water borne diseases by providing a relatively clean environment and better methods of disposal of human waste.

Ministry of HRD, Department of Education:

- to establish an enabling school environment, which promotes environment awareness, personal and household hygiene and leads to improved community hygiene.

5.3. Project Methodology

The following partners will be involved in the project:

NATIONAL LEVEL

- Rajiv Gandhi National Drinking Water Mission (RGNDWM),
- Ministry of Health and Family Welfare (MoHFW),
- Ministry of Human Resources Development (MoHRD), Department of Education (DoE),
- Ministry of Human Resources Development (MoHRD), Department of Women and Child Development (DWCD),
- NCERT
- UNICEF-Delhi
- National-level NGOs
- Interested External Support Agencies (ESAs)

STATE LEVEL

- Departments responsible for Social development (Health, Education, Women and Child Development, Agriculture, etc.)
- SCERT
- State-level NGOs

DISTRICT LEVEL

District Administration
District Education Officer (DEO)
DIETs,
Block Development Officer (BDO),
Child Development Project Officers (CDPOs)
NGOs,
Rural primary schools,
Anganwadis
Parent Teacher Association (PTA),
Panchayats

The project will be based on a partnership approach. The project will commence with a participatory assessment of the current UNICEF-assisted school sanitation projects in Uttar Pradesh, Bihar, Haryana, Karnataka and Tamil Nadu. This participatory assessment will include identification of local constraints, key risks and practices that need improvement. The findings, conclusions and recommendations of these assessments, combined with global knowledge of effective approaches in school sanitation, will allow the partners to jointly plan, implement and monitor improvements. Participatory tools and techniques will be used in all stages.

The project will include health and nutrition interventions besides water and sanitation related interventions.

Throughout the project a gender equality approach will be followed, specifying and monitoring in all activities how women and men will be affected.

The project methodology will include the following:

NATIONAL LEVEL

- establishment of a steering committee with representatives of key partners, including RGNDWM, Health, HRD, Women and Child Development, Nutrition, etc., NCERT, national-level NGOs, concerned external support. RGNDWM will initially chair this steering committee.

STATE LEVEL

- bringing stakeholders together to review previous experiences and jointly develop a school sanitation support project that applies participatory techniques to ensure adequate stakeholder participation;
- development, testing and adaptation of school sanitation promotion materials (video);
- development of innovative methods, techniques and tools for health and hygiene education in classes;
- development and testing of sustainable cost sharing systems between the Government, municipalities, schools;
- review of existing designs and test design innovations for facilities in primary schools;
- development and testing of a TOT and teacher training programme for capacity building in school sanitation, focusing on innovative methods and tools.
- implementing the programme in learning projects in two districts per State, followed by implementation in two additional districts per State;
- regularly aggregating data in a participatory manner on activities and results, presenting these to a wider audience in government and communities, and using the data for future programme development and adaptations;
- documenting and disseminating the experiences gained.

DISTRICT LEVEL

- formation of district level SSH teams;
- help teachers, students and PTAs (Parents Teacher Associations) to do their own situation analysis, plan, design, manage and monitor their own improvements, using participatory tools and techniques. The programme will not strive at standard solutions, but stimulate people to identify and solve their own problems;
- introduction of locally sustained facilities, not only for water supply and sanitation, but also for general health such as hand washing facilities, soap and towels, facilities for solid waste disposal and treatment, canteen hygiene, etc.;
- preparation of contracts between schools and the local government, in which financial contributions, duties, rights and decision making power on various aspects will be specified;
- involving school committee in the design and construction of the sanitation and water supply facilities (location, design, management, financing, etc.);
- setting-up and implementing participatory monitoring systems on behavioural improvements in SSH;
- experimenting with participatory outreach programmes with the students.

The implementation will be intensive in the selected districts during the first two years, and then continue as a regular exercise as it is expected that during that time school sanitation will be institutionalised.

5.4. Selection of the participating States

The SSS project will be implemented in two/three States. In the first phase of the project (year one-three), two districts per State will be involved. In year three, two more districts per State will be added, thus covering four districts of each of the two States taken up in the first four years.

The selection of the participating States will be based on the following criteria:

- The State should have a representing UNICEF State Office;
- this UNICEF State Office should have been involved in school sanitation;
- the State Government should be keen to move ahead with school sanitation, and ready to arrange for full-time members of the district SSH teams;
- one state should be relatively poor, one state relatively rich;
- there should be a good education programme going on;
- there should be a clear interest and capacity in the UNICEF State Office to carry out the project.

A preliminary assessment suggests that the SSS project could be implemented in two/three of the following States: Maharashtra, Assam, Kerala, Madhya Pradesh, Uttar Pradesh, Karnataka, Bihar & Tamil Nadu.

5.5. Project implementation

A possible scenario for implementation of the SSS project

The SSS project will include all primary schools in two/three selected districts of State X. The full SSH team will start work by visiting ten, randomly selected primary schools.

In each school a participatory assessment is carried out together with students, teachers and PTA. The assessment includes a mapping exercise, identification of problems, a list of wishes, and priority actions. The SSH team will use a checklist with a number of key actions, which have to be part of the action plan. Each school can identify other activities.

Each school will prepare, with support from the SSH team, a contract indicating responsibilities, tasks, financial contributions etc. As soon as the contract is made, implementation of water supply and sanitation facilities can start.

After working with these ten schools, the SSH team splits up in pairs. During the assessments motivated teachers and NGO members are identified who can in a later stage also participate. These teachers will follow a tailor-made course on school sanitation and participatory methodologies. In this manner the pool of persons which can implement the project with schools will expand rapidly.

In year one, four permanent district level SSH teams will be set up in two States to implement the project. Each team will consist of four full-time staff members: two officials from the district administration (these members may be recruited or released) and two staff members from NGOs. On a part-time basis the following (6) members will be involved: the Project Officer (WES) from the UNICEF State Office, two primary school teachers, two elected representatives of a Gram Panchayat, one elected representative of a Nagar Palika, one representative of a Teacher Training Institute. The project Officer (WES) along with the Education Officer of the UNICEF State Office

will guide each team. One UNICEF Delhi staff member and one IRC staff member will provide general guidance to all teams.

In year two, the project will include a learning project in two districts per State. 200 Primary schools and 100 Anganwadis will be included in the programme. In year three, 300 Primary schools and 150 Anganwadis will be added. In the same year the programme will start in two additional districts per State. At the end of year 4, 500 Primary schools and 250 Anganwadis in 4 districts of the two States will be covered.

If required, UNICEF will support 50% of the hardware, provided that a cost-sharing arrangement is made (with sponsoring from State Government, community, Panchayat or school).

Teacher training will be organised for a maximum of two teachers per school or Anganwadi. The five-day training programme will be organised in DIETs.

If possible NGOs will carry out the construction of facilities, otherwise the Block Development Office will take care of implementation. For this NGOs who have been involved in SSH activities, and who have experience with hardware and software aspects will be selected. Depending on the results and feedback received from schools, NGOs can be replaced.

A Steering Committee will guide and monitor programme implementation.

An effective school sanitation programme:

Follows a holistic approach, aims at the national and school level, involves all main stakeholders, makes use of participatory methods and techniques at all levels, is cost-effective, has measurable results which relate to key risk behaviours.

5.6. Partners

International Water and Sanitation Centre (IRC)

IRC is an independent non-profit organisation based in the Netherlands. IRC is supported by, and linked with, the Government of the Netherlands, the United Nations Development Programme (UNDP), the United Nations Children's Fund (UNICEF), the World Health Organisation (WHO), the World Bank and the Water Supply and Sanitation Collaborative Council.

Areas in which IRC's work in water and sanitation is concentrated at present include: institutional development; community participation; school sanitation; community management; health and hygiene.

IRC is involved in school sanitation and hygiene education for more than ten years, emphasising participatory approaches and innovative methodologies. IRC has developed tools and techniques together with national and international partners, including WHO and UNICEF. With UNICEF a manual has been developed on school sanitation and hygiene education that will be tested in a follow-up programme in different countries including Nepal, Vietnam, Burkina Faso, Zambia, Nicaragua and Colombia.

NGOs

The selection of state level NGOs to be involved in the programme will be done by the Steering Committee.

5.7. *Project duration and time frame*

The project has been designed to be completed in a period of four years, in two phases of two years each.