

Swachh Bharat Swachh Vidyalaya

The poster features a large, central photograph of a young girl with braided hair, wearing a blue school uniform, smiling. To the right of her face are four smaller inset photographs: the top one shows a school building with a green wall and a gate; the second shows a group of students in uniforms participating in an outdoor activity; the third shows students sitting at a table, possibly in a classroom or library; the bottom one shows a student in a white shirt and blue vest working at a table. The background of the poster is orange with a green and blue brushstroke graphic. At the bottom, there are four logos: the Government of India emblem, the Sarva Shiksha Abhiyan logo with the motto 'सबके साथी, सबके साथ', the Right to Education logo with 'SARVA SHIKSHA ABHIYAN EDUCATION FOR ALL', and the Swachh Bharat Mission logo with 'स्वच्छ भारत मिशन Add Day-Add Cleanliness'.

## **WATER, SANITATION AND HYGIENE IN SCHOOLS**

*Swachh Bharat: Swachh Vidyalaya* is the national campaign driving 'Clean India: Clean Schools'. A key feature of the campaign is to ensure that every school in India has a set of functioning and well maintained water, sanitation and hygiene facilities. Water, sanitation and hygiene in schools refers to a combination of technical and human development components that are necessary to produce a healthy school environment and to develop or support appropriate health and hygiene behaviours. The technical components include drinking water, handwashing, toilet and soap facilities in the school compound for use by children and teachers. The human development components are the activities that promote conditions within the school and the practices of children that help to prevent water, hygiene and sanitation related diseases.

School sanitation and hygiene depend on a process of capacity enhancement of teachers, community members, SMCs, Non-Governmental Organisations (NGOs) and Community Based Organisations (CBOs) and education administrators. Water, sanitation and hygiene in school aims to make a visible impact on the health and hygiene of children through improvement in their health and hygiene practices, and those of their families and the communities. It also aims to improve the curriculum and teaching methods while promoting hygiene practices and community

ownership of water and sanitation facilities within schools. It improves children's health, school enrolment, attendance and retention and paves the way for new generation of healthy children. It is the role of policy-makers, government representatives, citizens and parents to make sure that every child attends a school that has access to safe drinking water, proper sanitation and hygiene facilities. This is every child's right.

### **The benefits of water sanitation and hygiene to school children**

- The provision of water, sanitation and hygiene facilities in school secures a healthy school environment and protects children from illness and exclusion. It is a first step towards a healthy physical learning environment, benefiting both learning and health. Children who are healthy and well-nourished can fully participate in school and get the most from the education. Hygiene education in schools help promote those practices that would prevent water and sanitation related diseases as well as encourage healthy behaviour in future generations of adults.
- Girls are particularly vulnerable to dropping out of school, partly because many are reluctant to continue their education when toilets and washing facilities are not private, not safe or simply not available. When schools have appropriate, gender-separated facilities, an obstacle to attendance

- is removed. Thus having gender segregated toilets in schools particularly matters for girls. Gender norms and physiology make privacy more important for girls than boys, and biological realities mean that girls need adequate sanitary facilities at school to manage menstruation. Basic facilities that provide for good hygiene and privacy, along with sensitive health promotion assist girls to stay in school and complete their education.
- Hygiene in school also supports school nutrition. The simple act of washing hands with soap before eating the school mid-day-meal assists to break disease transmission routes. Children get the nutritional benefits intended, rather than ingesting bacteria, germs and viruses. Studies show that when hand washing becomes part of a child's daily routine, the benefits to health are evident and the practice does not easily fade.\* School is therefore an ideal setting for teaching good hygiene behaviours that children can also carry home.

#### **SOME FACTS ABOUT WATER, SANITATION AND HYGIENE IN SCHOOLS**

Research shows that the presence of water, sanitation and hygiene in schools results in a number of benefits

for children, especially girls and also their teachers.

- An overall increase in enrolment by 12 per cent in primary schools (Grades 1-5) and 8 per cent in upper-primary schools (Grades 6-8), leading to lower dropout rates,
- Increased female enrolment with younger girls and boys experiencing larger benefits than older children,
- Increased retention of female teachers, and
- More students presenting for exams with higher pass rates.\*\*

#### **WATER, SANITATION AND HYGIENE: FEW GLOBAL EVIDENCES**

- A study undertaken in Bangladesh revealed an 11 per cent increase in girls' enrolment mainly due to the provision of sanitary latrines (I.R.C., 2007).
- A water, sanitation and hygiene in schools evaluation in Kenya indicated that girls were absent less in schools where there was more hand washing and a very high toilet use. The association suggests that in one way or another, the successful implementation of the Water, Sanitation and Hygiene Package in a school can significantly reduce girls' absenteeism, a substantial and highly desirable impact from the project (I.R.C., 2009a).  
When water, sanitation and hygiene

\* Valerie A. Curtis, Lisa O. Danquah, and Robert V. Aunger (2009). Planned, motivated and habitual hygiene behaviour: an eleven country review. *Health Educ. Res.* 24: 655-67

\*\* In Alwar District, India, school sanitation increased girl's enrolment by one-third, and improved academic performance for boys and girls by 25 per cent (UN *Water*, 2008).

are missing from a girl's school experience, studies indicate that:

- Up to 12 per cent of the school year missed by girls is during their menstruation (WHO, 2009).
- In Uganda, 1 in 3 girls missed all or part of a school day during their menstrual cycle (Kirk and Sommer, 2006).

### **BENEFITS OF HAND WASHING**

- Hand washing at critical times—including before eating or preparing food and after using the toilet - can reduce diarrhoea rates by almost 40 per cent (3IE, 2009).
- Hand washing in institutions such as primary schools and daycare centres reduce the incidence of diarrhoea by an average of 30 per cent (Cochrane, 2008).
- Hand washing promotion in schools can play a role in reducing absenteeism among primary school children. In China, promotion and distribution of soap in primary schools resulted in 54 per cent fewer days of absence among students compared to schools without such an intervention (Bowen *et al.*, 2007).

### **KEY COMMITMENTS FOR SWACHH VIDYALAYA**

India's strong commitment to providing schools with adequate water, sanitation and hygiene facilities is supported by legislation and is championed by the Honourable Prime Minister and supported by the Right to Education Act (2009) which

necessitates ensuring drinking water and sanitation facilities in schools. The national flagship programmes, *Sarva Shiksha Abhiyan* (SSA) and the *Nirmal Gram Puraskar* also support this requirement. The Ministry of Drinking Water and Sanitation (MDWS) national sanitation guidelines provide for additional sanitation facilities in schools, including incinerators for menstrual hygiene management through the NGP incentive. Following are the key policy initiatives by Government of India.

### **Constitution**

- Article 21-A “free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right”.

### **Legislation**

- Right of Children to Free and Compulsory Education (RTE) Act, 2009.
- The RTE Act, 2009 provides a legally enforceable rights framework with certain time targets that Governments must adhere to. The Schedule to the RTE Act lays down the norms and standards (including drinking water and sanitation) for a school building. A school building has to be an all-weather building comprising at least one classroom for every teacher, barrier free access, separate toilets for boys and girls, safe and adequate drinking water facility for all children.
- Supreme Court directive to all states to prioritise school toilets and drinking water.

## Policies and programmes

- *Sarva Shiksha Abhiyan* (SSA), is Government of India's flagship programme for achievement of Universalisation of Elementary Education (UEE) in a time-bound manner. Water, sanitation and hygiene infrastructure facilities are provided in all new schools.
- The mid-day-meal programme is a nutrition programme which reaches almost 10 crore children daily, in 12 lakh schools. Group hand washing with soap before mid-day-meal is promoted across the country in order to enhance the nutritional outcomes.
- *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA) launched by Ministry of Human Resource Development,
- March, 2009, to enhance access to secondary education and to improve its quality. Besides it also lays emphasis on secondary schools to conform to prescribed norms of providing access to quality physical infrastructure like good classrooms, quality toilet infrastructure and drinking water provisions, and norms of removing gender, socio-economic and disability barriers.
- *Kasturba Gandhi Balika Vidyalaya* (KGBV) aims at ensuring access and quality education to girls from disadvantaged groups belonging to SC and ST population, by setting up residential schools at upper primary level. Infrastructure support to these centres includes safe drinking water and toilet facilities as per the prevailing SOR rates.

## STATUS OF HYGIENE IN SCHOOLS

Findings of an assessment conducted in 540 schools in nine states in India on Mid Day Meal (MDM) Programme reveal that:

- Only (51 per cent) of the schools have a designated hand washing space and in 44 per cent of the schools observed, the hand washing space was being used.
- Only close to one in ten (12 per cent) of schools had soap/detergent available at the hand washing space.
- Nearly half (49 per cent) of the students washed their hands using only water. Only two out of five (42 per cent) students use soap/detergent. (*Source: Hygiene Practices in Schools during mid-day-meals, UNICEF-India Study, 2009*).
- Survey conducted in 392 schools in seven states in India reveal that nearly one-third (32 per cent) of the children wash hands with soap before eating. (*Source: PAHELI Survey by Pratham under United Joint Programme on Convergence (UNJPC, 2012)*).
- Girls must be taught menstrual hygiene management by female teachers in a sensitive and supportive manner and also take steps to encourage and support girls during menstruation so they do not miss school. This involves menstrual hygiene education sessions at school, along with steps to ensure that girls have a private place to wash and change their clothes. Existing facilities

will be used in some cases; in other situations, a new facility will need to be constructed. Other steps that can be taken to support girls include stockpiling extra sanitary pads and clothes (such as school uniforms) for emergencies, along with enhanced training programmes for teachers.

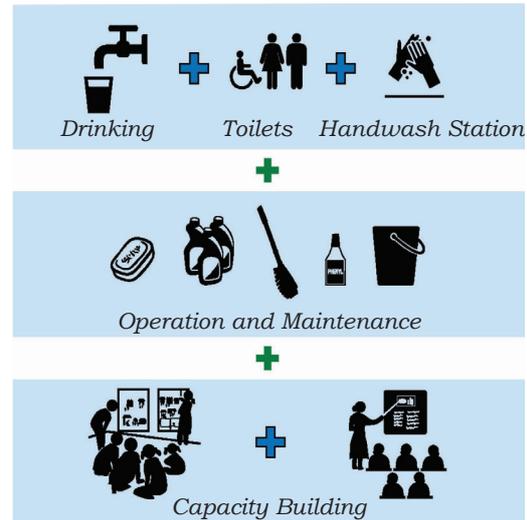
### ENHANCED CAPACITIES

- It is essential that capacities are improved at various levels within the sector, to develop the right mix of skills, knowledge and experience to facilitate, finance, manage and monitor water, sanitation and hygiene programmes in schools effectively. For example, teachers and SMCs need to understand ways of ensuring equitable use and maintenance of facilities, making sure hygiene is adequately promoted and that monitoring of these elements take place regularly at the school level. Furthermore, new learnings need to be infused in the sector, along with newer ways of programming and implementing a water, sanitation and hygiene programme in schools.

### SWACHH VIDYALAYA – THE ESSENTIAL ELEMENTS

Every school in the country must have a set of essential interventions that relate to both technical and human development aspects of a good Water, Sanitation and Hygiene Programme. Following is a set of these essential elements:

### A Minimum Swachh Vidyalaya Package



### Sanitation

- Separate toilets for boys and girls, with one unit generally having one toilet (WC) plus 3 urinals. The ratio to be maintained is preferably one unit for every 40 students.
- Menstrual hygiene management facilities including soap, adequate and private space for changing, adequate water for cloth washing and disposal facilities for menstrual waste, including an incinerator and dust bins.

### Daily hand washing with soap before mid-day-meal

- Sufficient group hand washing facilities allowing groups of 10-12 students to wash hands at the same time. The hand washing station should be simple, scalable and sustainable, relying on usage



of minimum water. These hand washing facilities can be developed using local materials.

- Group hand-washing with soap sessions are conducted before the mid-day-meals are served, and are supervised by teachers, who emphasise good hand washing techniques. The hand washing sessions are used as an opportunity for delivering hygiene messages,

especially the message that hands should be washed at two critical times: before eating and after using the toilet. The sessions can also be used to deliver messages on sanitation and drinking water safety. Adequate time allocation (preferably 10-12 minutes) before the mid-day-meal time, to ensure that every child and teacher can wash hands with soap, conveniently.



### Drinking water

- Daily provision of child-friendly and sustainable safe drinking water and adequate water for hand washing. In addition water for school cleaning and also food preparation and cooking. Safe handling and storage of drinking water should be practised throughout the school.

### Operation and maintenance (O and M)

- All water, sanitation and hand-washing facilities need to be clean, functional and well maintained to ensure that the intended results are achieved and capital investments made in installing these systems are not lost. Annual Maintenance

Contracts can be issued, which will include regular maintenance of facilities, regular supply of cleaning materials, consumables like soap, disinfectants, brooms, brushes, buckets etc. The AMC may include identification of repair tasks and arrangement for repair facilities. Alternatively some local arrangements can be made, which can include appointment of local sweepers/cleaners, appointed by the school/district, who are provided with a regular supply of consumables.

- Regular/daily inspection of water and sanitation facilities by an appropriate group of persons as appointed by the SMC.

#### **Behaviour change activities**

- Water, sanitation and hygiene behaviour change communication activities should be part of the daily routine of all children. Hygiene messages may be integrated into the textbook curriculum or may be imparted through supplementary reading materials, activity-based learning methodologies or even during the morning assembly sessions.

#### **BEHAVIOUR CHANGE FOR WATER, SANITATION AND HYGIENE: ENSURING SUSTAINABILITY OF INTERVENTIONS**

Effective behaviour change is vital to the success and sustainability of all water, sanitation and hygiene interventions. Specific to the school setting, behaviour change must include improvements in hand washing practices, better maintenance and use of toilet facilities

and the use of safe drinking water, and improved menstrual hygiene amongst adolescent girls.

Behaviour change is often reflected under the term 'hygiene promotion', and the focus of many hygiene promotion strategies is improving knowledge on issues related to sanitation and hygiene practices. The rapid educational and cognitive development of school-aged children can require multiple behaviour change approaches within a single school. Also, the fact that children are an essential link between the school and home environments, presents unique opportunities for school-based behaviour change programmes. Children have the potential to bring health education messages and practices to the home environment, expanding the potential impact of schoolbased interventions to parents, communities and non-school-going children. Schools are a natural learning environment, making school children potentially more receptive to behaviour change and behaviour change education. It is theorised that many personal hygiene practices are largely learned and acquired during childhood, suggesting that changes among school children can lead to a lifetime of improved practices.

Another important factor is implementing hygiene education that promotes life skills.

#### **Main Components of School-based Behaviour Change**

Changing hygiene behaviour is not easy, and often, too much emphasis is given to promoting knowledge, without

that knowledge being translated into appropriate skills and attitudes towards hygiene. Life skills-based hygiene education focuses on all three aspects: knowledge, skills and attitudes. Child-to-child approaches are often a fundamental component of behaviour change strategies in schools. Child-to-child strategies involves leveraging peer pressure and norms to encourage behaviour change. Unlike the traditional behaviour change approach that relied on providing knowledge and building information, life skills-based hygiene education helps children develop and practice proper hygiene. Life skills-based learning is accomplished through interactive sessions that promote sharing between students and encourage group behaviours.

Daily supervised hand washing with soap before mid-day-meals session is a concrete example of a life skill-based behaviour change approach, where all students as a group wash their hands with soap at least once a day, before meals. This group activity in school is designed to reinforce the habit of good hygiene behaviour, and uses the positive power of social norms and peer encouragement to strengthen healthy actions. Behaviour change around toilet use is also centred on group activities on a daily basis, where the focus is on keeping existing toilets clean through a daily routine of maintenance.

A curriculum for behaviour change is also a considered option and has proven to be very useful. Many states

in India have incorporated behaviour change components of water, sanitation and hygiene into school textbooks and as supplementary reading materials. These are regularly taught in schools as a part of the academic sessions, and during special classes of the week. In addition, one of the most effective channels of disseminating hygiene messages is during morning assembly. Prayer time is often used by schools to check cleanliness amongst students, spread the message of hygiene through songs and skits etc.

#### **OPERATION AND MAINTENANCE: DAILY, WEEKLY, FORTNIGHTLY, MONTHLY, SEASONAL AND YEARLY MAINTENANCE**

#### **School Maintenance Schedule**

Some members of the SMC as well as school teachers will have to take responsibility for maintaining the school Operation and Maintenance (OandM) schedule. A schedule of periodic visits will have to be planned for the District/ BRC/CRC staff to check if the maintenance schedule is being followed in right earnest. For this purpose, will designate a supervisor (at the suitable level) to visit centres and make adequate observations for appropriate follow-up actions. A general checklist of maintenance schedule is as follows:

#### **Daily maintenance**

- General cleaning of indoor floors of the entire school complex including toilet and kitchen.

- Cleaning of any water-logging in the entire school premises.
- Dusting of general storage, desks and benches and toy/book storage for children.

### **Weekly maintenance**

- Check for all leaky taps, valves, flushing cisterns etc.
- Check for any blockage in the drains, sewage pipes and waste water pipes.
- Check for loose locks and shutters of all the doors, windows and almirah etc.
- Loosening of fine sand with a shovel wherever required.

### **Fortnightly maintenance**

- Cleaning of dust from all appliances and walls etc.
- Remove dumped rubble/debris/building waste from the premises.
- Observe any water logging in open areas.
- Check for clogged drains on the ground, courtyard and water outlets from courtyards.

- Remove stains and marks on the enamel painted portions of the walls (especially corners and edges) door, window, almirah shutters with damp cloth/mild detergent dampened cloth.

### **Monthly maintenance**

- Check for any damp marks on the walls, ceilings and floor.
- Check for any termites in the building.
- Check for proper hardware operation of all doors, windows and almirahs.
- Check for any cracks on walls and roofs.
- Check if main water storage tank cover and outlets are leaking and the stored water is clean.
- Check if all the manhole covers/inspection chamber covers are properly in place and not damaged.
- Check if the First Aid kit is up-to-date and the medicines are within their expiry date. Replenish as per need.