



Drinking Water, Sanitation and Hygiene in Schools – India

1.3 million schools -- 150 million children -- over 75% in Govt/related schools

- **Unified District Information System for Education (U-DISE)**
- **KPIs include WASH indicators (8 indicators, do not cover all aspects of WASH)**



- **BBM: Baseline, Benchmarking and Monitoring tool**
- **Evaluation (5 stars) of WASH performance against 39 indicators under 5 categories: Water, Toilet, Handwash with Soap, Operations & Maintenance, Behaviour Change & Capacity Building**
- **Y r 2016-17 (0.25 m), Yr 2017-18 (0.55 m)**

WASH Data for (harmonized with SDG) for ~ 50% of schools in India

Highlights and Lessons:

- (1) Involved Simple Process: (a) Self-assessment system with data validation at three levels – district, state and national -for enhanced quality of information (b) Inequalities captured – gender, differently abled, primary/ secondary levels, rural/urban
- (2) Simplicity of ICT enabled data collection and reporting system – cost effective, quick (six months for development, two months for data gathering), transparent, could achieve scale
- (3) Capacity building of key functionaries played a key role in achieving scale (between Yr 1 and Yr 2)
- (4) Benchmarking - leading to triggering change, health competition, award as an incentive. Pilot States/District are capturing data - monthly /quarterly



सरकारमेव जयते
Government of India
Ministry of Human Resource
Development



WHICH ASPECTS/INDICATORS HAVE BEEN MOST CHALLENGING TO REPORT ON? WHY?



Drinking Water

Toilets

Handwash Station



Operation and Maintenance



Capacity Building

Swachh Vidyalaya Package

Challenges

- 1) Quality of water
- 2) Sufficiency of water
- 3) Understanding of 'functional toilet'
- 4) Consistent availability and usage of soap for handwashing
- 5) Understanding of good O&M
- 6) Capacity building of teachers on WASH
- 7) Extent and impact of Hygiene education particularly MHM

Measures

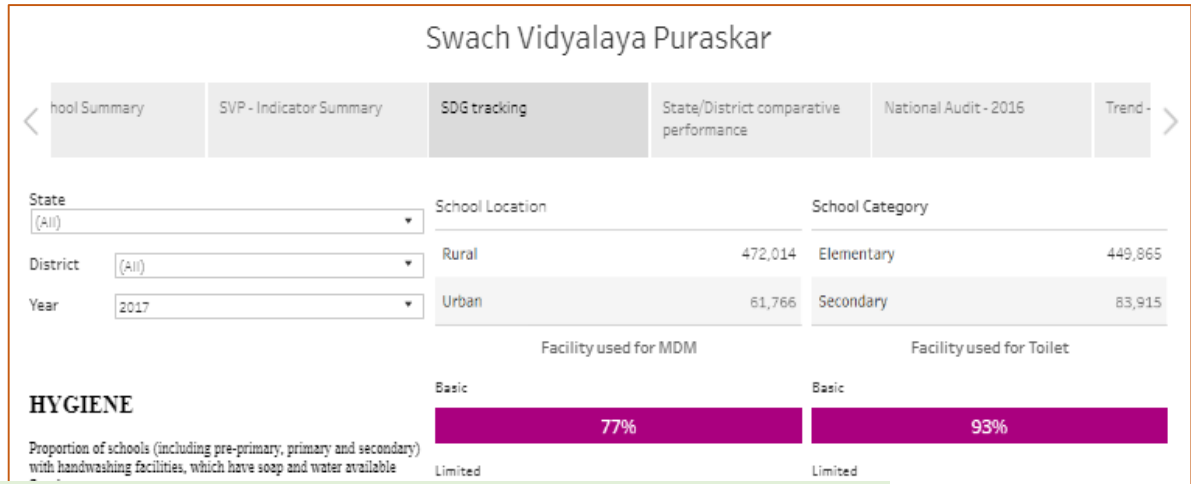
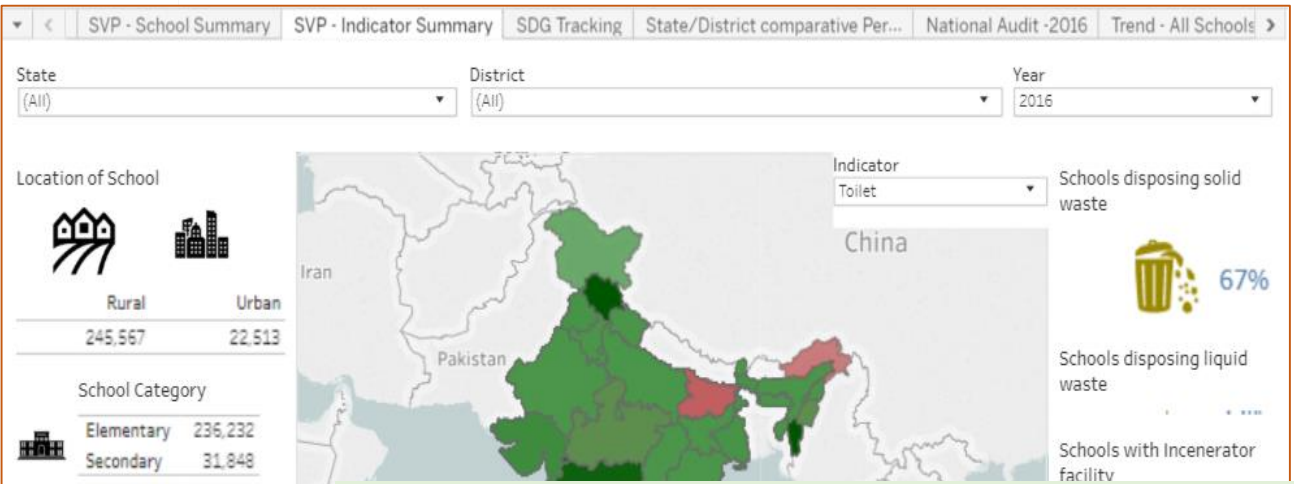
FAQs, Instructions PPTs, Capacity building at state and district level, SOP on O&M and behaviour change programs

Next steps:

- Multiple Language options
- Capacity building at school level on WASH indicators and their assessment
- Pictorial handbooks on WASH indicators and best practices
- Introduction of WASH improvement plans (Swachhta Action Plan)
- Outreach of data at various levels and stakeholders – data to decision making



WHAT HAVE THE REACTIONS BEEN TO THE NATIONAL SDG BASELINE ESTIMATES?



- Highlights and Lessons:**
- Extent of participation is overwhelming – increasing year after year
 - Limited number of five star schools (~ 200 - States /national government wants to move the needle fast
 - Performing schools are sustaining their service quality between years
 - Some extent of slippage noticed and course correction steps initiated
 - Earmarking of funds based on data – O & M, infrastructure gaps financing etc
 - CSR investments are driven by baseline data (Rotary etc)

