

# Wash

in Schools

An initiative by TARA, supported by Jochnick Foundation



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1 CHILD → 50 INDIVIDUALS

2 STATES



110 SCHOOLS



1000 WASH  
AMBASSADORS  
CREATED



115,000+

STUDENTS HAVE ACCESS  
TO SAFE DRINKING WATER



78,000+

GIRL STUDENTS HAVE  
ACCESS TO SANITATION  
FACILITIES



500,000+  
COMMUNITY MEMBERS  
MOBILISED

2 YEARS  
OF INTERVENTION



खेलो कूड़ो स्कूल भी जाओ  
माट्टवा-पी से जल घबराओ  
यह प्रक्रिया है कूड़-रती  
घर्चा तुम खुल कर करो रखी

Over 37.7  
million Indians suffer  
from waterborne diseases  
annually. 1.5 million children

die of diarrhea alone. Statistics are even more

frightening at the school level. According to the National Family Health Survey, in India, out of the approximate 0.63 million rural schools, only 44% have water supply facilities. A majority of the schools in India lack basic sanitation facilities; only 50% of government schools have toilets and four out of ten government schools do not have separate toilets for girls. In Uttar Pradesh, the major area of the programme's intervention, only 75% schools have separate toilet facilities for the girl child and only 30% of the toilets are 'usable'. A majority of schools not only carry the risk of disease, but also risk of sexual harassment due to existing gaps in sanitation infrastructure.

Educational achievement is closely linked to school attendance. School attendance for girls, particularly after puberty, is in turn greatly influenced by the availability of functioning toilets and sanitation facilities. This is a basic right of every girl. Moreover, as studies have shown, a 10% increase in female literacy can contribute as much as 0.3% additional growth in the national economy.

By supporting good health, hygiene and dignity at this formative stage in a child's life, the Jochnick-TARA WASH in Schools programme yields multiple dividends such as:

- **Reduction in drop-out rate especially of girl children,**
- **Promoting gender equality by fostering a sanitation structure for the girl child, and**
- **Sensitizing the community to take action towards demanding safe water and toilet facilities**



JOCHNICK FOUNDATION



Development  
Alternatives



The WASH in Schools programme essentially looks at the approach code named as 4A's approach (Assessment, Awareness, Action and Advocacy) where Safe Water, Sanitation and Hygiene needs of children were fulfilled at school level to augment education and build children as change agents to create a ripple effect in their communities.

First, gaps and needs are pre '**A**ssessed' to understand the prevailing WASH concerns in the school. '**A**wareness' interwoven with real-time use of infrastructure provided, triggers children and school Authorities to '**A**CT', and ensure sustainability. The children then '**A**dvocate' for change through campaigns amongst their families and communities for extended impact.

MAY 2012 - NOV 2012



2 GEOGRAPHIES &  
4 PARTNERS  
SELECTED

DEC 2012 - FEB 2013



110 SCHOOLS  
SELECTED



DEC 2012 - JAN 2014

WASH  
INFRASTRUCTURE  
110 SCHOOLS



FEB 2013 - MAR 2014

1000 WASH  
AMBASSADORS  
CREATED



AUG 2013 - JUL 2014

115,000 +  
MADE AWARE  
ABOUT WASH



JUNE 2014 - JULY 2014

500,000  
COMMUNITY  
MEMBERS

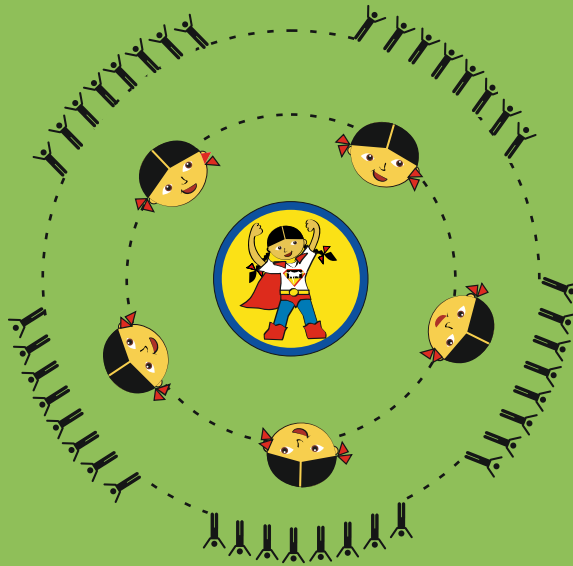


The sustenance of a WASH intervention requires changes in management priorities, finance, capacities, and behaviors that revolve around building active stakeholder (students, school, and community) participation at every stage. Essential elements are:

- Funds for development and maintenance of new infrastructure
- Institutional protocols for monitoring and maintenance of infrastructure
- Continuous awareness creation and inclusion of WASH in school curriculum
- Reward systems to encourage behavior change

These four elements must be built into the design and implementation of the WASH programme. The Jochnick-TARA programme implementation was therefore designed to include;

- **Leveraging funds by the schools to build ownership and engagement** where schools were motivated to not only provide inputs of ideas and staff time, but also allocate budgets for upkeep or additional infrastructure. Each school leveraged an average of Rs. 5000 in cash or in-kind contributions such as investments in electricity connections or in water pumps.
- **Motivation of students to build a sense of pride and dignity in personal health and hygiene** by building strong associations with mascots depicting model behavior and amplification of messages through diverse communication channels such as wall messages quizzes and games.
- **Infrastructure and campaign design** kept the needs of the girl child, ease of maintenance and user-friendliness in mind. This was based on an in-depth assessment of schools at the stage of programme inception.
- **Setting community/school owned systems** by bringing parents and local bodies on board with the programme. A WASH project management committee was established in each school with members consisting of trained children, principal, teachers, and few parents for future course of action and maintenance. The committee was trained and provided tools like standard operating procedures for monitoring and maintenance, and a user manual for correct WASH practices.



**1 CHILD → 50 INDIVIDUALS**

The WASH in School programme fosters a behaviour change supported by availability and accessibility of appropriate infrastructure. This has innumerable benefits for the child, her/his family and the community. It connects with the child's innate psyche and has the potential to create a ripple effect beyond the school to the family and the community at large.

With 4 million enrolled in schools in India who still do not have access to safe sanitation facilities in school; the WASH for Schools approach implemented well, can especially help girls at school. Further the approach empowers young girls to take charge of their own health and hygiene; building confident, healthy and educated young women who as mothers can carry the lessons learnt to their children.

The pilot initiative has demonstrated that each child can effectively reach and influence 50 individuals in her/his community, essentially reaching about 10 households. With over 60% of India's population lacking access to sanitation facilities, the ripple effect created by aware children in schools can be very effective in creating a healthy, gender equal and developed India.

With resources and tools built, in the next **five years, the programme can mobilize about 500,000 girl children influencing 2.50 million community members.** Further, public-private partnerships, integration with local government systems can be mechanisms to mainstream the model and replicate it across India.



**Karishma**, a 14-year old student of **Kissan Intermediate College, Varanasi, Uttar Pradesh** lives in a small village Asab, which has a population of 2500 households. Under the Jochnick-TARA WASH in Schools Initiative, a Jal-TARA filter was installed and a three seat toilet was refurbished in her school. From a quiet girl sitting in the corner at the beginning of the campaign, Karishma is now leading the WASH assessment in her community.

She found poor levels of personal hygiene among women and children, as majority of them were not even washing their hands with soap after defecation. The menstrual hygiene training has given her an understanding of the kind of long term impact poor menstrual hygiene can have on a woman's health.

Inspired by what she had learnt, Karishma along with her four friends has formed a cleanliness group. They go door-to-door to

create awareness about good hygiene practices. Karishma and her friends also conducted a "Nukkad Natak" (street play format) on health impacts of poor hygiene practices.

There are small albeit noticeable changes that can already be seen in the community. As a result of Karishma and her friends efforts, women in Karishma's neighbourhood now wash their hands and some toilets also have also been constructed in the community. Motivated by the results, with the village Panchayat's support, they have started organising monthly meetings to create awareness about different WASH issues. According to Karishma, the best outcome of her initiative is that her mother Ramvati, proud of her daughter's initiative, for the first time in her life has started using a sanitary napkin instead of a cloth. Karishma now says she wants to grow up and become a 'women's doctor' as she calls it.



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चर्चा तुम खुल कर करो समी

फिट्टी  
WASH MASCOT





**Mr. Ram Sewak** is the **Headmaster** of the **Government Middle School - Rajpura, Jhansi, Madhya Pradesh**. He believes that education is not complete without the knowledge of basic health and hygiene practices. Though, official records of his school show student strength of 800, the attendance rarely goes above 450 students. Open defecation by

the students within the school premises was becoming a major health hazard. The sole hand pump in the school tested positive for e-coli bacteria. Mr. Ram Sewak understands the link between lack of water and sanitation facilities in the school and poor attendance. However, he was unable to improve the situation due to his own lack of knowledge, funds, and motivation amongst the students.

The Jochnick-TARA programme came as a ray of hope for Mr. Ram Sewak. He rounded up all the students to participate in the awareness activities and has been one of the biggest supporters of the programme in his area especially in mobilising the community.

Mr. Ram Sewak has now taken up the responsibility of ensuring that the toilets are clean and the water filters are in proper working condition. He makes daily routine checks around the school. The teachers are inspired by the change that has come about and see a leader in Mr. Sewak. They now interact with other schools and parents to include good WASH practices as part of school curriculum. The project management committee led by Mr. Sewak is also looking at new initiatives like vermi-composting of the waste by children. To motivate the students, the school on its own has continued having the Chitti-Bittu competition every month where a child ambassador is rewarded for either leading an initiative or for reporting changes albeit small in the community.





**The Mador Primary School** located in **Tikamgarh Block, Madhya Pradesh** caters to 450 children from poor tribal families. Prior to the intervention, school students had to go out of the school premises for drinking water and using toilet. Girls were affected the most and regularly missed upto five school days every month during their menstruation. This was considered 'a way of life'.

The initiative supported the construction of new infrastructure of a four seat toilet (with hand washing facility) and water filter with drinking water taps. Irregular electricity supply however, played the devil and with no water pumping, the facilities could not be used.

The awareness campaign of the programme mobilised the school and the village community to demand for solar pumping from the Chattarpur Energy Department (CED). The CED was very impressed with the quality of infrastructure and participation of the schools. On

May 2014, a solar pump was installed by them and Mador Primary School now has access to safe drinking water 24x7.



बिटू  
WASH MASCOT





**Madho Singh Public Intercollege** in **Mirzapur, Uttar Pradesh** is an all-girls school with a total strength of 600 students. The school is still under construction as management lacks funds to complete the school construction. It has been in this state for the last four years. As there are no schools in the vicinity, the management decided to make the school operational. During the situational analysis, the newly built toilet unit by the school was found in an extremely bad condition and perpetually clogged with used menstrual absorbents and no proper disposal system.

After associating with the Jochnick-TARA initiative, the school has kept funds aside for cleanliness and maintenance of the toilet on a daily basis. The school management has leveraged money (Rs. 10,000) saved for construction of toilets to construct a model toilet with a vermi-compost bin, sanitary napkin incinerator, and infrastructure like mirrors to promote good hygiene in girls. The school is now looking for funds for setting up a mobile sanitary napkin making mini unit to manufacture sanitary pads for in-house use.

चाची  
WASH MASCOT





नाम- सुभाषी मीर  
 कक्षा- 10  
 स्कूल- आर. आर. इंग्लिश  
 मिडिल स्कूल - लंगी रोड सिविलियुट

