Plan India: WASH achievement

- **Usage of Own Toilets**: An increase from 26% (2011) to 36% (2014)
- **Households without toilet facilities**: 64% (2011) to 57% (2014)
- **School Water and Sanitation Facilities**: WASH facilities upgraded in 1022 schools benefitting 100,000 boys and girls.
- **Access to Toilets in Schools**
  - 90% children reported having toilet facilities in school
  - Only about half the schools (49%) have separate toilets for boys and girls
  - 93% schools have hand washing platforms and nearly three-fifth reported availability of water in toilets on all days.
- **Availability of Drinking Water in Households**: 90% of the households reported availability of safe drinking water. Fetching water on daily basis reduced from 58% (2011) to 49% (2014).
- **Drinking Water Quality: Only 28%** reported households adopt any water treatment practices

'Before' STATUS OF WASH in Schools

41 % of the children not wash their hands before taking noon meal

84 % of the schools - water is not available throughout the year

80 % of the school – no proper storage container / filter system used

Soap usage for hand washing varies from 18 to 38 % from class I to XII

No Proper maintenance system

Complex size vs student strength not matching

Not a child friendly construction

No running water

73% of boys and 69% girls practice open defecation.

WASH in Schools program: Elements

Broadly, our WASH in Schools program is built around building community awareness on importance of water and sanitation and how it impacts education and on providing an enabling environment to learn so. On the ground level, the program looks at *upgrading* the existing infrastructure of marginalized schools in semi-urban and rural India, with the Key Result Areas being the following:

- **Improved Access to Water**
- **Libraries/Water Conservation by providing Rain**
- **Water Harvesting Structures**
- **Hygiene and Sanitation by providing separate toilet**
- **facilities for girls and boys**
- **Environment by providing Plantation and landscaping**
- **Healthy Active Living by providing Sports facilities**

Sustainable School WASH: framework

Water	Sanitation	Hygiene

Effective implementation	Sustainable management	Enabling environment

Water	Sanitation	Hygiene
In scale	O &M	Policies/frameworks
Equity & Inclusive	Institutional arrangement	Advocacy / influencing
Appropriate technology	Financial support	Adequate Financing
Quality and quantity	Ownership	Child Rights
Behaviour change		Cross-sector engagement
Service functionality		
Cost effectiveness		Political environment

Capacity ↑	Partnership ↑	M&E ↑

Four Guiding Principles of our WASH in School Programmes

Adequate Facility

Stakeholder Involvement

Hygiene Promotion

Sustenance & Maintenance by school

Key Strategies employed by Plan India for the implementation and sustenance of our School WASH initiatives

STRATEGY 1: Building Capacities

Rapid assessments have been conducted with children's participation to account for their opinions on the accessibility, adequacy and functionality of WASH (facilities and to include them in planning, apart from the technical assessments).

Children's Health Clubs are formed and/or strengthened. Module developed for clubs for monitoring WASH facilities

STRATEGY 2: Create Replicable Models and Scale Up (Some Examples)

Working closely with SMC we have successfully completed the upgrading of the school infrastructure of schools - **separate toilets for girls** and boys, improved the drinking water source, playground, rainwater harvesting and tree plantation benefitting nearly 100,000 pupils.

To address the sustainability and to create learning environment rainwater water harvesting, tree planting , playing facilities were also incorporated

Innovation - See Saw pumps, Force hand lift pumps and Solar panel pumps were used to ensure running water in toilet blocks in absence of electricity

STRATEGY 3: Promoting Gender Equity

Gender analysis during Child Rights Situation analysis in schools WASH, girls and boys involved in planning, design and monitoring stages

Specific focus on girls in WASH program ;Identify gender inequality in the WASH interventions (services as well as information, education and communication);

Sensitize all stakeholders: children (boys and girls), school staff, parents, community members (men and women) and community based organisations on gender equality

National Workshop cum Exhibition on Drinking Water Quality

WASH In Schools

Dissemination of government schemes for School WASH

WASH in Schools in India
Commitments and Actions
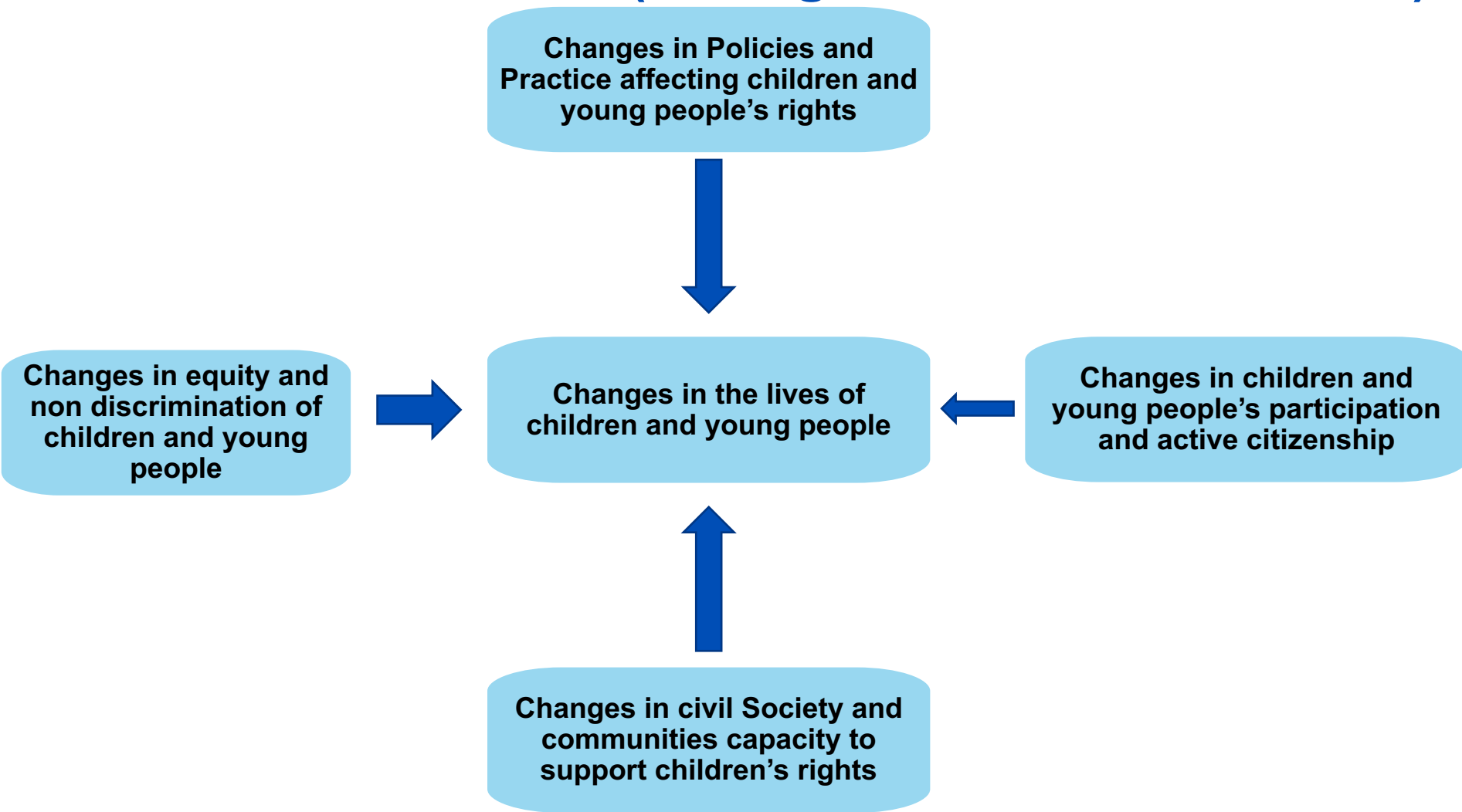An adaptation of Raising Clean Hands

STRATEGY 4: Advocacy

Advocacy to address gaps such as lack of gender and disability friendly toilets, menstrual hygiene in the above mentioned forums

Dissemination of government scheme for school WASH to district and block level stake holders.
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Child Led Evaluations

Child Led Processes (through the CRP framework)

Changes in Policies and Practice affecting children and young people's rights

Changes in equity and non discrimination of children and young people

Changes in the lives of children and young people

Changes in children and young people's participation and active citizenship

Changes in civil Society and communities capacity to support children's rights

CRP Dimensions of Change

1. **Changes in Children's lives**

What impact has this programme achieved in terms of major changes in the lives of children and young people as a result of its activities?

Here we are measuring the positive changes in the lives of children.

2. Changes in policies and practice affecting children and young people's rights

Duty bearers are more accountable for the fulfilment, protection and respect of children's and young people's rights. Policies are developed and implemented.

Here we are measuring the changes in policies, laws and programmes

Effective enforcement of laws against rights violations

Increased allocation of budget

How the CRP dimensions of change could be implemented?

- **CRP dimensions of change could be administered for specific projects/sectoral review/or reviewing the country strategy.**

- **The dimensions of change are broad and generic, so they can be applied to different contexts and at different levels. This does not mean that**

- **Children can provide insights, experience and views unique to their lived experience.**

- **Children can assess the programme impact by evaluating changes using indicators they develop.**

- **Impact Review Meetings:**
    - **Children will take the lead in developing indicators/questionnaires.**

CRP Dimensions of Change

3. **Changes in children's and young people's participation and active citizenship**

Children and young people claim their rights or are supposed to do so. Spaces and opportunities exist which allow participation and the exercise of citizenship by children's groups and other working for fulfilment of child rights.

Here CRP recognises children as right holders and we support children to exercise their civil rights.

4. Changes in equity and non discrimination

Are children in difficult circumstances reached through our policies, programmes, services and communities. In the process specifically are children who are affected by AIDS reached for example?

If certain groups are left our how did this happen.

5. Changes in civil society and communities capacity to support children's rights

Are the networks, coalitions and/or movements add value to the work of their participants. Do they mobilise greater forces for change in children and young people's lives.

Key lessons

- Motivated children and women are key actors to promote WASH.

- WASH infrastructure development in schools has helped in enhancing retention & enrolment of children especially girls. This has also helped in building conducive learning environment in schools

- In case of tribal community, IEC through local folk media groups is an instrument for promoting appropriate hygiene practices.

- Developing champion teachers along with students health clubs at school level is very good tool for monitoring WASH activities at school level. PU can scale up these in other areas.

- The hygiene training programs have been successful in enhancing knowledge of children towards sanitation and hygiene. Now steps to be initiated to ensure that this knowledge gets transferred to practice.

- Development or Identification & refinement of appropriate and affordable WASH measures are vital for increasing access of poor community to water supply and sanitation.

Thank you