



Environment



Water Community



Education Community

Solution Exchange for the Water Community

Solution Exchange for the Education Community

Consolidated Reply

Query: Impact of School Sanitation on Adolescent Girls – Experiences; Examples

Compiled by [Nitya Jacob](#) and [Shubhangi Sharma](#), Resource Persons and [Sunetra Lala](#) and [Sudakshina Mallick](#), Research Associates

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From [Vimala Ramachandran](#), ERU Consultants Pvt. Ltd., New Delhi
Posted 16 January 2009

I am Vimala Ramachandran working with the Educational Resource Unit at ERU Consultants Pvt. Ltd.

My colleagues - Bharat K. Patni and Nishi Mehrotra - and I are working on a field-based study to explore the inter-linkages between water, sanitation and school participation, with specific reference to adolescent girls. We are conducting this study for UNICEF Regional Office for South Asia and UNICEF India Office. We plan to commence our fieldwork in Uttar Pradesh in February 2009.

We are referring to all secondary literature on the theme before commencing our work. One of the documents that we have found useful for our purpose is a Consolidated Reply on the School WASH Programme, which is available at <http://www.solutionexchange-un.net.in/environment/cr/cr-se-wes-ed-27050801.pdf> (PDF; Size: 130KB). However, in the project we are specifically trying to assess the following:

- The impact of sanitation facilities and water on school enrolment and attendance of children particularly adolescent girls
- The influence of working and adequate sanitation facilities under the School Sanitation and Hygiene Education (SSHE) programme on school attendance
- Whether children from disadvantaged social groups/communities face problems in accessing sanitation facilities and water in schools

Against this background, I request members to share their experiences on the following:

- What is the impact of providing sanitation and drinking water in schools on the enrolment and attendance of children, especially girls?
- Recent case studies that illustrate how the two may be correlated

- What is the experience of children from disadvantaged communities (dalits, the very poor)?
- Do they face problems in using or accessing school sanitation facilities and drinking water?

This information will help us to take stock of existing literature, and then take the process forward by building on existing knowledge.

Responses were received, with thanks, from

1. [Subhash Mendhapurkar](#), SUTRA, Solan, Himachal Pradesh
2. [Annie Namala](#), Programme for Inclusion and Equity (PIE), New Delhi
3. P. Rajarethinam, JORA Development Support Services, Chennai ([Response 1](#)) ([Response 2](#))
4. [Girish Bhardwaj](#), Rajasthan Council of Elementary Education, Jaipur
5. [Sujoy Chaudhury](#), GOAL- India Field Office, Kolkata
6. [Sunetra Lala](#), United Nations Children's Fund (UNICEF), New Delhi
7. [R. Sujatha](#), Shri Cheema Foundation, Chennai
8. [Ramakrishna Nallathiga](#), Centre for Good Governance, Hyderabad
9. [Vinay Srivastava](#), Consultant, Ghaziabad
10. [Ashok Kumar Paikaray](#), Mahavir Yubak Sangh, Orissa
11. [Lima Rosalind](#), Independent Consultant, New Delhi
12. [Naaz Khair](#), Independent Consultant, New Delhi
13. [Shailja Kishore](#), Aga Khan Rural Support Programme (India), Ahmedabad
14. [Nirmala Pandey](#), United Nations Children's Fund (UNICEF), Lucknow
15. [Shobhita Rajagopal](#), Institute of Development Studies (IDS), Jaipur
16. [Suraj Kumar](#), White Lotus Trust, New Delhi
17. [Arunabha Majumder](#), Jadavpur University, Kolkata
18. [Keerthi Bollineni](#), Vasavya Mahila Mandali, Vijayawada
19. [Vijay L. Ghugey](#), Nisarg Vidnyan Mandal, Nagpur
20. [Ashok Kumar Pathak](#), Development Consultant, Uttar Pradesh*
21. [Melinda Parker](#), Gyanankur School, Pune*
22. [Urvashi Prasad](#), Department of Drinking Water Supply (DDWS), New Delhi*

**Offline Contributions*

Further contributions are welcome!

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Summary of Responses

School sanitation, including provision of toilets and water, is an important factor affecting attendance and enrolment. Proper sanitation is critical for adolescent girls, particularly during menstruation and water is essential for sanitation. Responding to a query on impact of school sanitation on adolescent girls, members noted that except for special projects, School Sanitation, and Hygiene Education (SSHE) programme schools, providing and keeping toilets clean as well as supplying drinking water tends to be a low priority for school authorities. This discourages children from using them and ultimately negatively effects enrolment and attendance.

Members explained that **lack of sanitation facilities is a major problem** in the country, and highlighted a case from a backward area of **Haryana** as an example. In Mewat, a survey found that just four schools out of 85 had water, toilets, boundary walls and a high attendance. The rest lacked one or more of these amenities and the attendance was poor. Other problems, members mentioned are dirty toilets, toilets without doors (so no privacy), no system to dispose off sanitary napkins, and no soap or water to wash after using the toilets.

Looking at the **impact of providing and drinking water in schools**, members pointed out the most visible affect is on adolescent girls. The lack of sanitation, especially for girls increases the incidence of urinary tract infections (UTIs), as an organization working in **Tamil Nadu** found. This is because girls could not relieve themselves all day owing to a lack of toilets. A survey in **Andhra Pradesh** reported similar findings, noting that infrastructural deficiencies in schools, particularly the lack of toilet and drinking water facilities was the main reason girls did not attend the higher classes.

When sanitation facilities are available, the increase in attendance among girls is often dramatic. For example, in **Chennai**, the introduction of the Total Health Education Programme in Schools greatly improved attendance, and parents who earlier withdrew their daughters from school once they reached puberty started to encourage their daughters continue with their schooling. Moreover, many studies show that providing sanitary napkins and adequate disposal facilities help raise enrolment and attendance among adolescent girls. Several projects, especially one by UNICEF where a self-help group has started making sanitary napkins, in **Andhra Pradesh**, bear this out. In addition, several national and state-level government schemes in **Uttar Pradesh** that installed toilets in schools were able to increase the percentage of girls attending school at the middle level, which is especially significant because 37% of girls in these schools married before the age of 18.

Along with improving enrolment rates for adolescent girls, members pointed out that a clean environment also enhances attendance and enrolment levels of boys and young girls. In **Gujarat**, a project working with schools in three districts provided drinking water, sanitation, fencing, landscaping, paving and child environment centres. As a result, within a few years there was 100% enrolment in the project areas. The SWASTHH Plus project in **Jharkhand and Karnataka** provided funds to several middle and primary schools to develop gardens, drinking water, toilets and urinals, and to clean the school premises. These measures helped pull up enrolment figures in schools. In addition, in **Jharkhand's East Singhbhum district**, the district administration and UNICEF jointly created a child-friendly environment in schools, that greatly reduced dropout rates and the panchayat won a Nirmal Gram Puruskar.

Providing drinking water in schools also had a positive impact on enrolment and attendance levels in several schools in **Gujarat**. The attendance of both and girls went up after an NGO provided drinking water. Earlier, children would leave after the mid-day meal because there was no drinking water and the cooked food was of poor quality. Similarly, in **Rajasthan**, force-lift hand pumps are providing water for the toilets in schools under the **Sarva Shiksha Abhiyan** (SSA) programme and in **Himachal Pradesh** an NGO is providing water to schools through water harvesting tanks, which has significantly increased girls' attendance, especially during their menstrual cycle.

In addition, to increasing enrolment and attendance, members shared how in Alwar, **Rajasthan**, boys and girls in schools under the School Sanitation and Hygiene Education programme scored much higher grades than those in non-programme schools did, and a study on the programme attributed this to the presence of sanitation facilities in the schools.

However, even when sanitation facilities are available, members highlighted some **challenges** involved in ensuring all students have access to them. They shared how children from Dalit families are often discriminated against when it comes to using toilets. For example, a boy in Bihar was beaten and locked up in a toilet that he 'dared' to use. Moreover, some schools are located in "non-Dalit" neighborhoods and

villages, and girls from Dalit neighborhoods have to walk long distances to schools and if they cannot use the toilets or visit a nearby relative's house to use their toilet, they must leave for home early and miss class to relieve themselves.

Other reported cases of discrimination involve cleaning toilets, as is the case in [Gujarat](#), where school authorities only ask Dalit children to clean toilets, using brushes and pans. Children from other castes must clean classrooms and tidy up, but not clean toilets. If the authorities do ask the other children to clean the school's toilets, their parents raise it with the authorities.

Lastly, members also reported cases of discrimination in the use of school drinking water and sanitation facilities in other parts of the country and in other countries, including [Bangladesh](#).

Comparative Experiences

Andhra Pradesh

Behaviour Change Helps in Girls' Enrolment in Schools, Medak District (from [Naaz Khair](#), *Independent Consultant, New Delhi*)

Previously the enrolment of girls in schools was insubstantial, to help address this UNICEF initiated Behaviour Change Communication (BCC) project. It worked through Self-Help Groups (SHGs) to convince parents to send girls to school. In addition, under the project the SHGs started a sanitary napkin production unit, which helped promote sanitary practices. As a result of these activities, enrolment levels among girls has improves. Read [more](#)

Gujarat

Providing Drinking Water and Toilets Assists School Enrolment, Surendranagar District and Kutch District (from [Shailja Kishore](#), *Aga Khan Rural Support Programme (India), Ahmedabad*)

Aga Khan Rural Support Programme (India) with help from WASMO provided separate urinal and toilet facilities for boys and girls, which was a change in the earlier design of common usage toilets in these drought prone districts. This helped improve enrolment/attendance of children some, but problem of children disappearing from school, especially the girls was reduced. Additionally, the daily attendance of girls increased because drinking water was made available in the village through this project. Read [more](#)

Anandshala Project Ensures 100% Enrolment in Schools (from [Sunetra Lala](#), *United Nations Children's Fund (UNICEF), New Delhi*)

The lack of proper sanitation facilities in schools was keeping girls from pursuing upper primary school education. The Anandshala project was launched in 10 schools across three districts to help address this problem. The project provided water and toilets, and also trained teachers and students using study tours and exposure visits on sanitation. By 2003, 100% enrolment and retention was observed in project areas, which covered more than 10,000 students in 30 schools. Read [more](#)

Himachal Pradesh

Water Provisions Provide Relief to Girl Children in Schools, Solan (from [Subhash Mendhapurkar](#), *SUTRA, Solan, Himachal Pradesh*)

When SUTRA was conducting residential camps for adolescent girls in 1980-1990, a large number of girls complained about the lack of water and sanitation facilities and the problems it creates especially during menstruation. With some support from the Ministry of Water Resources roof water collection tanks were constructed. SUTRA has now noted that providing these facilities has provided great relief to girls and it is hoped it will improve enrollment as well. Read [more](#)

Jharkhand

School Sanitation Leads to Winning the Nirmal Gram Puraskar, Ghatsila Village, East Singhbhum District (from [Sunetra Lala](#), *United Nations Children's Fund (UNICEF), New Delhi*)

The Bankati Middle School hygiene and sanitation facilities are managed by school and hygiene practices monitored by students. Their efforts were facilitated by the provision of improved basic facilities such as water supply and an exclusive toilet for girl children. The students were entrusted with the responsibility of convincing their parents to also build household level toilets. This initiative ensured that the state won its first Nirmal Gram Puraskar and has now become a model for other districts to follow. Read [more](#)

Rajasthan

School Water and Sanitation Programme Ensures Enrolment and Retention of Girl Children in Schools (from [Girish Bhardwaj](#), *Rajasthan Council of Elementary Education, Jaipur*)

The School Water Sanitation and Hygiene Education programme implemented by the Rajasthan Council of Elementary Education is working to ensure all government schools in the state have provisions for water and sanitation facilities. By December 2008, 89% of schools had toilet and 91% had drinking water facilities. This intervention has ensured the enrolment and retention of adolescent girls in schools and improved hygiene and sanitation practices among students. Read [more](#)

Drinking Water Provisions and Midday Meals Assist in School Participation Among Girls, Buripahadi Village, Sawai Madhopur District (from [Lima Rosalind](#), *Independent Consultant, New Delhi*)

In a government girls school, teachers/headmistresses complained about the bottle neck in getting a toilet sanctioned and the low attendance of girls in the school. WWF-India secured a hand pump connection to be put up on school premises and built a toilet for the school. Through this initiative and community participation, the school was also able ensure that everyday a tanker came to provide water for drinking and cooking the midday meals, which helped improve school participation levels. Read [more](#)

Tamil Nadu

Total Health Education Programme Increases Girl's School Enrolment, Chennai (from [Sunetra Lala](#), *United Nations Children's Fund (UNICEF), New Delhi*)

In 1999-2000, the Chennai Municipal Corporation introduced a health education programme – the Total Health Education Programme – in all its schools. The programme was designed to increase awareness on good health practices, including on the importance of sanitation. In 139 schools, 122 toilets were constructed and a regular supply of water was provided. As a result, there was a dramatic (90%) improvement in attendance among girl children, particularly at the middle school level. Read [more](#)

Providing Toilets in Schools Provides Relief to Girl Children, Chennai (from [P. Rajarethinam](#), *JORA Development Support Services, Chennai*)

In Pulicat, many girls suffered from urinary tract infections and other health issues in the absence of school toilets, and boys resorted to open defecation. To address this JORA and Jeevan Jyoti negotiated with school authorities and Panchayat members to get them to allocate space and funds for constructing a toilet for girls. The initiative provided much needed relief for the girls in schools. Drinking water facilities were also provided in the school for the boys and girls. Read [more](#)

Jharkhand and Karnataka

Provisions For Drinking Water Enhances School Enrolment (from [Naaz Khair](#), *Independent Consultant, New Delhi*)

Swasthh Plus (School Water and Sanitation towards Health and Hygiene Putting the Lessons Learned to Use) project was an attempt to provide potable drinking water, water for cleaning dishes used for mid-

day meal and cooking, along with water for toilets, urinals and hand washing. Since its inception, the project has documented an increase in enrolment specially among girls enrolment levels and overall there has been an improvement in water and sanitation facilities and the physical environment. Read [more](#)

Related Resources

Recommended Documentation

From [Sunetra Lala](#), United Nations Children's Fund (UNICEF), New Delhi

Seventh All India National Education Survey

Survey Report; National Council for Educational Research and Training; New Delhi; September 2002

Available at <http://gov.ua.nic.in/aises/national/ep.asp>

Presents information on the status of water supply facilities and infrastructure for sanitation facilities, i.e. separate toilets for boys and girls in schools and maps progress in school enrollment

Total Health Education Programme, Chennai City Corporation Schools

Project Report; by Colin Yarham; Health Education & Promotion International; UNICEF Field Office for Tamil Nadu; Chennai; September 2004

Available at

http://sanitationindia.org/resources/case/school/Ways%20to%20Watsan_Chennai%20Total%20School%20Health%20Prog%2004.pdf (PDF; Size: 4.67 MB)

Describes the project implementation process of the Total Health Education Programme which affirms that having separate toilets for girls has led to an increase in school attendance

School Sanitation and Hygiene Education in India - Investment in Building Children's Future

Paper; SSHE Global Symposium "Construction is Not Enough", Delft; The Netherlands; June 2004

Available at

http://ddws.gov.in/popups/SSHE_in_India_Paper_2004.pdf (PDF; Size: 475.8 KB)

Discusses the evolution of the school sanitation and hygiene education programme in India and its achievements, including increased enrollment of girls in schools

No More 'Holding On' in Jharkhand

Newsletter; by Swapna Majumdar; Press Institute of India; New Delhi Grassroots Newsletter; June 2007

Available at <http://59.92.116.99/eldoc1/d70d/01jun07grd2.html>

Describes the achievements of a school sanitation campaign driven by children in Jharkhand that resulted in increased school participation of girls in the Singhbhum district

In Rural Gujarat Schools, Cleaning Toilets is Still the Job of Dalit Students

Article; by D.P. Bhattacharya; Indian Express; Ahmedabad; October 2008

Available at <http://www.indianexpress.com/news/in-rural-gujarat-schools-cleaning-toilets-is-still-the-job-of-dalit-students/373553/>

Describes the way in which dalit students in rural Gujarat face discrimination in schools by being made to clean toilets, thus demotivating them from attending schools

Dalits of Bangladesh: Destined to A Life of Humiliation

Paper; International Dalit Solidarity Network; Denmark; June 2008;

Available at

http://www.idsn.org/fileadmin/user_folder/pdf/Old_files/asia/pdf/FACTSHEET_BANGLADESH.pdf (PDF; Size: 160 KB)

Depicts the discriminatory practises against Dalits in Bangladesh which extend to using sanitation facilities in schools and is hindering school enrolment and attendance, specifically for girl children

Letter to Chief Minister, Govt of Haryana, Chandigarh on Basic Amenities of Boundary Wall, Drinking Water and Toilets Missing in Schools (from [Suraj Kumar](#), White Lotus Trust, New Delhi)

Letter; by Suraj Kumar; White Lotus Trust; Haryana; January 2009

Available at <http://www.solutionexchange-un.net.in/environment/cr/res16010901.pdf> (PDF; Size: 460 KB)

Underlines the problem of lack of basic amenities such as drinking water and toilets Mewat district, Haryana schools and describes how this is impacting school enrollment among girls

Strategy for Girl Child Education for The State of Andhra Pradesh (from [Ramakrishna Nallathiga](#), Centre for Good Governance, Hyderabad)

Article; Centre for Good Governance; Andhra Pradesh

Abstract available at http://www.cgg.gov.in/publications_gh.jsp

Discusses a strategy, including provisions of sanitation facilities, for ensuring girl's education in Andhra Pradesh by analysing the current demographic, social and educational status of girls

Recommended Organizations and Programmes

From [Subhash Mendhapurkar](#), SUTRA, Solan

The Society for Social Uplift Through Rural Action (SUTRA) , Himachal Pradesh

P.O. Jagjit Nagar, Jubber, Solan, Himachal Pradesh 173225; Tel: 91-1792-283725; Fax: 91-1792-283734; sutrapp@sanchernet.in; <http://www.barefootcollege.org/pdf/sutra.pdf>; Contact Subhash Mendhapurkar; Director

Works on rural sanitation in Himachal Pradesh schools through awareness programmes on health and hygiene for adolescent girls and boys

Ministry of Water Resources, New Delhi

Sharam Shakti Bhawan, Rafi Marg, New Delhi 110001; Tel: 91-11-23710343; Fax: 91-11-23710343; jsadm-mowr@nic.in; <http://mowr.gov.in/index2.asp?sublinkid=405&langid=1&slid=314>

Facilitated the construction of roof water collection tanks in rural schools of Himachal Pradesh leading to better sanitation facilities for girl students

From [Annie Namala](#), Programme for Inclusion and Equity (PIE), New Delhi

National Campaign on Dalit Human Rights (NCDHR), New Delhi

8/1, South Patel Nagar, Second Floor, New Delhi 110008; Tel: 91-11-25842249 ; Fax: 11-25842250; info@dalits.org ; <http://www.ncdhr.org.in/ncdhr/campaigns/righttoeducation>

Works with Dalit children (including girls), one initiative involves addressing discriminatory practises in schools, such as being prevented from accessing common school toilets

United Nations Children's Education Fund (UNICEF), New Delhi

73 Lodhi Estate, New Delhi 110003; Tel: 91-11-24690401; Fax: 91-11-24627521; newdelhi@unicef.org; http://www.unicef.org/india/children_2357.htm

UN agency working with the government to introduce sanitation and hygiene education into schools and has started projects to build toilets and provide safe drinking water in schools

Jeeva Jyothi, Chennai (from [P. Rajarethinam](#), JORA Development Support Services, Chennai)

58, Chinna Kulandai Main, St. Maduma Nagar, Perambur, Chennai 600011 Tamil Nadu; Tel: 91-44-25591290; Fax: 91-44-25581590; jyothij@vsnl.com; <http://www.jeevajyothi.org/education.html>

Addresses the issue of drinking water by providing treated drinking water to primary and middle schools in the region, which has improved school enrolment levels among girls

From [Girish Bhardwaj](#), Rajasthan Council of Elementary Education, Jaipur

Rajasthan Council of Elementary Education, Jaipur

Department of Elementary Education, 5th Block, Floor 4, SWSHE Cell, Shiksha Sankul, Jaipur 302017, Rajasthan; Tel: 91-151-2226571; <http://www.rajshiksha.gov.in/>

State government organization engaged in School Water Sanitation and Hygiene Education (SWSHE) programme to ensure toilets and drinking water facilities in schools, especially for girls

Sarva Shiksha Abhiyan (SSA), New Delhi

Department of School Education and Literacy, Ministry of Human Resource Development, Shastri Bhawan, New Delhi 110001; Tel: 91-11-23383226; Fax: 91-11-23381355; vsarup@sb.nic.in;

<http://164.100.51.121/girls-education/kasturba-gandhi-balika-vidyalaya>

Government scheme launched in 2004 in backward blocks of the country, one focus area is the establishment of model schools with good hygiene and sanitation facilities, specifically for girls

National Programme for Education of Girls at Elementary Level (NPEGEL), New Delhi

Sarva Shiksha Abhiyan, Department of School Education and Literacy, Ministry of Human Resource Development, Shastri Bhawan, New Delhi 110001; Tel: 91-11-23383226; Fax: 91-11-23381355;

vsarup@sb.nic.in;

<http://164.100.51.121/girls-education/npegel>

Government programme focussing on improving participation levels of girls in school education by establishing improved hygiene and sanitation facilities in schools.

School Water and Sanitation towards Health and Hygiene - Putting the Lessons Learned to Use (SWASTHH Plus) Project (from [Naaz Khair](#), Independent Consultant, New Delhi)

American Embassy, Chanakyapuri, New Delhi 110021; Tel: 91-11-24198000; Fax: 91-11-24198454;

http://www.usaid.gov/in/our_work/activities/OSD/edu_swasthh.htm

Joint USAID/UNICEF project to improve school water and sanitation infrastructure and create healthier learning environments to increase school participation, especially among girls

Water and Sanitation Management Organization (WASMO), Gujarat (from [Shailja Kishore](#), Aga Khan Rural Support Programme (India), Ahmedabad)

3rd Floor, Jalsewa Bhavan, Sector 10-A, Gandhinagar 382010 Gujarat; Tel: 91-79-23247170; Fax: 91-79-23247485; wasmo@wasmo.org; http://www.wasmo.org/cms.aspx?content_id=15

Established drinking water security and separate urinal and toilet facilities for boys and girls in drought affected areas of Kutch, which is helping to improve school enrolment and attendance

From [Sunetra Lala](#), United Nations Children's Fund (UNICEF), New Delhi

School Sanitation and Hygiene Education (SSHE) Programme, New Delhi

Office of Joint Secretary, Department of Drinking Water Supply, (Rajiv Gandhi National Drinking Water Mission), Ministry of Rural development, Govt. of India, 9th Floor, Paryavarn Bhawan, CGO Complex, Lodhi Road, New Delhi 110003; Tel: 91-11-24361043; Fax: 91-11-24364113; jstm@water.nic.in;

<http://ddws.nic.in/ssheindex.htm>

Programme to ensure water supply, toilet and hand washing facilities in schools which helps to facilitate school enrolment and girl children in particular

Total Sanitation Campaign (TSC), New Delhi

Ministry of Rural Development, Department of Drinking Water, 247, A Wing, Nirman Bhawan, New Delhi 110011; Tel: 91-11-23010207; jstm@water.nic.in; http://ddws.nic.in/tsc_index.htm

Programme aimed at increasing awareness on sanitation among rural people, school students and construction of toilets for enabling girls' participation in schools

Anandshala School of Joy, Gujarat

Centre for Environment Education, Thaltej Tekra, Ahmedabad 380054 Gujarat; Tel: 91-79-6858002; Fax: 91-79-6858010; http://www.greenteacher.org/?page_id=114; Contact Atul Pandya; Coordinator; atul.pandya@ceeindia.org

UNICEF and Gujarat Council of Educational Research and Training project aimed to improve the quality of education facilities, including water, sanitation and hygiene

Shri Cheema Foundation, Chennai (from [R. Sujatha](#))

Shri Cheema Foundation, CSR Wing of TVS-Electronics Ltd, Ranga Square Sreeman Sreenivasan Cross St Venus Colony, Alwarpet, Chennai 600 020, Tamil Nadu; Tel: 91-44-42005200 ; Fax: 91-44-22327577; sujatha.ramesh@tvs-e.in

Works towards increasing girls' attendance in schools by providing separate toilets for girls and napkin disposal facilities in schools

Centre for Good Governance, Hyderabad (from [Ramakrishna Nallathiga](#), Centre for Good Governance, Hyderabad)

Centre for Good Governance, Road No. 25, (Dr. MCR HRD Institute of A.P. Campus), Jubilee Hills, Hyderabad 500033 Andhra Pradesh; Tel: 91-40-23541907; Fax: 91-40-23541953; info@cgg.gov.in; <http://www.cgg.gov.in/focusareas.jsp>

Works on girls' education and conducted a study that showed that one reason for the low rate of school enrolment is due to deficiency in school infrastructure such as toilets and water facilities

Vasavya Mahila Mandali, Andhra Pradesh (from [Keerthi Bollineni](#))

Benz Circle, Vijayawada 520010 Andhra Pradesh; Tel: 91-866-2470966; Fax: 91-866-2473056; vasavya@vasavya.com; http://www.vasavya.com/VMM_objectives.htm; Contact G. Rashmi Samaram; Secretary

Promote an enabling environment for improving schools, including through the organization of school support groups and parents committees and facilitating construction of school toilets

WWF-India (from [Lima Rosalind](#), Independent Consultant, New Delhi)

172 B, Lodhi Estate, New Delhi- 110003; Tel: 91-11-41504815; Fax: 91-11-24691226 http://www.wwfindia.org/about_wwf/what_we_do/education/index.cfm

Organization implements environment sensitisation programmes for key target groups and advocates research on environmental education in formal education

Related Consolidated Replies

Role of Children in Spreading Water and Sanitation Awareness, from Gyanendra Mishra, UDAAN, Aligarh (Experiences). Water Community and Education Community, Solution Exchange, India, Issued 14 May 2007

Available at <http://www.solutionexchange-un.net.in/environment/cr/cr-se-wes-ed-19040701.htm>

Provides experiences from across the country as well as tools and techniques in involving children in spreading water and sanitation (WATSAN) awareness

Developing Learning Material on WaSH for School Children, from Sarita Thakore, Centre for Environment Education (CEE), Ahmedabad (Experiences; Examples). Water Community and Education Community, Solution Exchange, India, Issued 19 June 2008

Available at <http://www.solutionexchange-un.net.in/environment/cr/cr-se-w es-ed-27050801.pdf> (PDF, Size: 130 KB)

Suggestions on contents and teaching methodologies to engage students, sharing insights and guidance based on their experiences in developing learning material for schoolchildren on WaSH

Technical Inputs for School WASH Programme, from Bhavna Vajpai, The Loomba Trust, New Delhi (Experiences; Referrals). Water Community and Education Community, Solution Exchange, India, Issued 29 September 2008

Available at <http://www.solutionexchange-un.net.in/environment/cr/cr-se-wes-ed-07070801.pdf> (PDF, Size: 115KB)

Lists components for the school water, sanitation and hygiene programme being implemented by the Loomba Trust in its project areas

Responses in Full

Subhash Mendhapurkar, SUTRA, Solan, Himachal Pradesh

When SUTRA was regularly conducting Residential camps for adolescent girls in the late 1980s and early 1990, a large number of girls complained about the lack of sanitation facilities and the problems it creates especially during menstruation. Accordingly we requested the then Zilla Parishad to undertake construction of sanitation facilities. Soon we realised that without proper and adequate supply of water, these facilities are of no use.

Thus with limited support from the Ministry of Water Resources (through SWRC, Tilonia) we constructed roof water collection tanks. Unfortunately, there is no direct evidence that this has enhanced enrollment but anecdotal data shows it has provided great relief to girls. When we were conducting surveys for the Mid-day meal scheme for the Right to Food we found that the Dalit students were not allowed to touch the drinking water pot while other children could do so.

Annie Namala, Programme for Inclusion and Equity (PIE), New Delhi

In a study conducted by NCDHR for the Education Unit of UNICEF on the caste- based discriminations against Dalit children in a few districts, the issue of sanitation stands pretty high.

While there are no quantitative data, the qualitative information covers the following areas:

- Sanitation facilities are not maintained in a way that it can be functional in many areas, where construction of the same has been done.
- When available, the right of usage flows in the following direction – teachers, followed by dominant caste girls. Most often Dalit adolescent girls report that they are not allowed to use the toilet facilities even when they are available in the schools.
- As the middle and high schools are seldom situated in Dalit habitations, Dalit girls travel about 3-5 kms to reach these schools. They report that at times when they need to ease themselves, they go all the way back to their village and thus miss the remaining part of the day in school. As adolescent girls they hesitate to ease themselves in the open and usually cannot ask to ease themselves with nearby families, which the dominant caste girls may do at times when they have relatives near the schools that are located in the dominant sections.
- A public hearing conducted by NCDHR-IIDS in Bihar reported the case of a six year old boy who was beaten up and locked in the toilet and fell unconscious there for daring to use the toilet.

The issue of sanitation is part of the caste mindset and purity-pollution concept and it would be essential to discuss them on these precepts to dismantle the phantoms from ones mind, even among very progressive members.

P. Rajarethinam, JORA Development Support Services, Chennai (response 1)

Water, drinking water and sanitation have an impact on the enrolment and attendance of children in the schools and their health conditions especially adolescent girl children.

In one of the programmes implemented in Pulicat area in Chennai (a fishermen area located 60 kilometers away from Chennai) the girls were having lot of urinary infections and other health issues when there were no toilets provided in a higher secondary school. The boys used to go for open urination. But the adolescent girls could not do so and this had an adverse impact on their health. This has now been addressed by negotiating with the school authorities and the Panchayat to allocate space and funds for constructing toilets for girls.

The issue came out only through the child rights groups promoted by the NGO-Jeeva Jyothi and the NGO could successfully address the issue. Jeeva Jyothi is also addressing the issue of potable drinking water by providing treated drinking water to all the primary and middle schools in the region.

Girish Bhardwaj, Rajasthan Council of Elementary Education, Jaipur

I am working as a Hygiene Education Officer for the School Water Sanitation and Hygiene Education (SWSHE) programme in the Rajasthan Council of Elementary Education, Jaipur since May 2005. We are ensuring water and sanitation facilities in all government schools of Rajasthan. By December 2008 89% schools had toilet and 91% had drinking water facilities within school campuses.

We are engaged in conducting 3 days teachers training activities every year on hygiene and sanitation issues to generate awareness among teachers, students and in the community. By the end of 2008, we trained 65 thousand school teachers. We also developed teachers training module and a 2 days students training module – the Sanitation Scouts Training Module.

The year 2008 was celebrated as the International Year of Sanitation in all the schools of Rajasthan. Under this activity we tried to develop 4710 Kasturba Gandhi Balika Vidyalaya (KGBV) and National Programme of Education for Girls at Elementary Levels (NPEGEL) schools as model schools with respect to hygiene and sanitation. We have trained sanitation scouts groups of 30 students each in these schools to maintain WATSAN facilities.

We are also constructing incinerators with girls' toilets in government schools for disposal of used sanitary napkins. Some schools at Ajmer, Jalor, Tonk, Alwar, Bhilwara, Jhalawar, Jodhpur etc. have such facility in the government schools.

These interventions have shown some positive result in enrolment and retention of adolescent girls in schools, and ensured hygiene and sanitation practices among students and communities as well.

Now we want to conduct a field study on the above mentioned issues. So if you are conducting such a study in U.P. with UNICEF support, then you may wish to include Rajasthan in your study area as well, because UNICEF Jaipur and Delhi offices are also supporting this programme in Rajasthan.

Sujoy Chaudhury, GOAL- India Field Office, Kolkata

In response to the query by Vimala Ramachandran, I wish to inform community members that GOAL through its India Field Office in Kolkata has been implementing a large WATSAN programme with the objectives of increasing enrollment and retention in formal schools in urban local bodies in and around Kolkata. We have engaged TERI - Bangalore as programme evaluators to establish the impact of providing WATSAN facilities in 375 schools on enrollment and retention.

The evaluation report is expected to guide GOAL on whether installation of WATSAN facilities contributes to increased enrollment and retention. The final evaluation report is expected to be ready by the end of February, and members interested can get in touch with me.

Sunetra Lala, United Nations Children's Fund (UNICEF), New Delhi

The School Sanitation and Hygiene Education (SSHE) programme was initiated under the Total Sanitation Campaign to construct 1,187,922 (according to the Department of Drinking Water Supply) school toilets and provide drinking water. According to the 7th National Education Survey, there are 7.66 lakh primary and upper primary rural schools in India, of which 76.9 percent have water supply facilities, 35.5 per cent have urinals and 29.5 per cent have lavatories. Thirty-five 35 percent have separate urinals for girls and boys, and 28.9 per cent have separate lavatories. The gains from the SSHE and other related health and sanitation programmes are enumerated in the examples below.

In 2002, of the 2,276 schools selected under SSHE, 2,026 were provided with drinking water and 1,667 with latrines. In the period from 1998-99 to 2003-4, the enrolment of both boys and girls increased; studies suggested an increase in the enrolment of girl children by 78 per cent while that of boys rose 38 per cent (overall 53.31 per cent). The availability of basic facilities such as water, toilets for boys and girls and promotion of school hygiene played a significant role in this increased enrolment.

A 2004 study in Alwar district, Rajasthan, analysed the impact of sanitation facilities on the academic performance of children in classes III to VIII. Performance data from SSHE project schools showed tremendous improvement vis-à-vis non-SSHE schools. The average percentage of marks obtained by boys and girls under project schools (taken up in Phase I in 2000) were 81 and 80.5 per cent, respectively, compared to the 53.7 and 51.7 per cent obtained by boys and girls of non-project schools. This clearly shows that schools where basic amenities are available show not only better enrolment but also better academic performance by students.

In 1999-2000 the Chennai Municipal Corporation introduced a health education programme – the Total Health Education Programme – in all its schools. This UNICEF-supported programme was designed to increase awareness of good health practices in the schools. Creating access to sanitation was an integral part of the programme. It was also expected that health awareness messages would transfer from children to parents. Supported by UNICEF, in 139 schools, 122 toilets were constructed and water supply provided by constructing storage tanks and cisterns.

As a result, it was observed that there was a dramatic 90 per cent improvement in attendance among girl children, particularly in the middle school levels. Earlier parents would withdraw their daughters from school after the onset of menstruation; this was no longer the case since the inception of the programme. Though this could not be corroborated by a survey, there is no doubt that the provision of a separate toilet for girl children led to an increase in attendance among them. For more information please see the Total Health Education Programme, Chennai City Corporation Schools, September 2004 at http://sanitationindia.org/resources/case/school/Ways%20to%20Watsan_Chennai%20Total%20School%20Health%20Prog%2004.pdf (PDF; Size: 4.66 MB).

A study in Gujarat has shown that lack of proper sanitation facilities in schools keeps away girl children from pursuing upper primary schools. The Anandshala project launched in March 2003, selected 10 schools in three districts of Gujarat as demonstration schools. The physical components were water supply, toilets, landscaping, paving, fencing and establishment of Child Environment Corners. Teachers and students were trained through study tours and exposure visits. *Bal Melas* (Children's Fairs) were conducted around water, sanitation and hygiene.

In 2003, 100 percent enrolment and retention was observed under the project, which eventually covered more than 10,000 students in 30 schools spread over three districts. For more details please read "School Sanitation and Hygiene Education in India – Investment in Building Children's Future" at http://ddws.gov.in/popups/SSHE_in_India_Paper_2004.pdf (PDF; Size: 475 KB).

Similarly, the Bankati Middle School of Ghatsila village, East Singhbhum district, Jharkhand, has become a role model for the district. Here the management of hygiene and sanitation facilities are done by the schoolchildren and is linked to their curriculum. The management by children is facilitated by provision for improved basic facilities such as water supply, an exclusive toilet for girl children, etc.

The joint effort of the district administration, Jharkhand Education Project, Drinking Water and Sanitation Department and UNICEF contributed to creating a child-friendly environment that has reduced school dropouts. These amazing turnarounds won the panchayat and the State its first Nirmal Gram Puruskar. So effective were the children in persuading their parents to install toilets in Bankati that the teachers of Kasmar village middle school, in the same district, followed suit. For more details please refer to the article "No More 'Holding On' in Jharkhand" by Swapna Majumdar at <http://59.92.116.99/elddoc1/d70d/01jun07grd2.html>.

With regard to the third query pertaining to children from disadvantaged communities facing problems in accessing school toilets please read the following articles: "In Rural Gujarat Schools, Cleaning Toilets is Still the Job of Dalit Students" at <http://www.indianexpress.com/news/in-rural-gujarat-schools-cleaning-toilets-is-still-the-job-of-dalit-students/373553/> and "Dalits of Bangladesh- Destined to a Life of Humiliation" at http://www.idsn.org/fileadmin/user_folder/pdf/Old_files/asia/pdf/FACTSHEET_BANGLADESH.pdf (PDF; Size: 152 KB).

R. Sujatha, Shri Cheema Foundation, Chennai

I am glad to know that a field based study on linkages between water, sanitation and school participation is being undertaken. While looking at sanitation and hygiene facilities available, I would like to suggest that specific gender-based questions on menstrual hygiene practices for school going girls be included as part of the interview schedule.

The availability of girls' toilets with napkin change facility and water, low cost hygienic napkins, disposal mechanisms of napkins all have a positive bearing on the adolescent girls' attendance. I have seen that in a few schools where napkins were available in school with toilet and disposal facilities, attendance has increased. This was found in one of the schools near Chennai where our Foundation is working. It would be a good exercise if it can be validated across a wider population.

Ramakrishna Nallathiga, Centre for Good Governance, Hyderabad

The Centre for Good Governance (CGG) has prepared a Strategy for Girl Child Education, which also did a broad analysis that pointed to the low rate of school enrolment due to deficiency in school infrastructure. Some points prescribed in the study may be useful for such a study at the synthesis stage.

The publication is available with CGG on request (to library). A summary of the document is available at: http://www.cgg.gov.in/publications_gh.jsp.

Vinay Srivastava, Consultant, Ghaziabad

The common problems of adolescent girls in public and private schools are more or less the same. Till date, in Government run schools, the management has not understood the need for the same. If rest rooms are available, they are so shabby and filthy that they remain unused.

Common problems associated with such toilets are:

- Fowl smell and unhygienic conditions
- Doors and windows cannot be properly closed or there is no door/window

- During menstrual cycle, there are no bins to dispose the napkins
 - Washing and clearing of hands facilities are either wanting or without any soap/detergent
 - Absence of female staff (security) around the female rest room
-

Ashok Kumar Paikaray, Mahavir Yubak Sangh, Orissa

I have some feedback on school sanitation - during my intervention in the initial stages in Orissa I have seen there are linkages, which affect the use of toilets by girls in schools. Most of the school toilets are far from child friendly. In some cases, they are abandoned due to non-use or unavailability of water.

Lima Rosalind, Independent Consultant, New Delhi

Even as we discuss the linkages of school attendance with existing toilet facilities, I am happy to say that we have been able to plod through the various modalities and are presently doing two things in a middle girls Government school, Buripahadi, Sawai Madhopur district, Rajasthan, a) secured a hand pump connection to be put up in the school premises b) building a toilet for the girls school. Providing running water facility in the school toilet had come up for much discussion with the SSA authorities, who have bluntly told us that provision of running water is not in their scheme of things. Now that is a matter for another discussion. But it will suffice to say that a toilet without running water will not help these girls and thus our project will pitch in here.

From our baseline study in this area for our larger project we came across teachers/Headmistresses complaining about the bottle neck in getting a toilet sanctioned and the attendance of girls in the school. This school did not even have safe drinking water.

Through the means of the community members they were able to get a tanker a day for drinking and cooking the midday meals. But as some of the members on this group have elicited, some questions come to our minds:

- How long the toilets will be in a usable condition?
- Who is responsible for its upkeep, school authorities, and students?

This brings us to the next question of hygiene and we need to inculcate this not only among these users but also among their families.

Naaz Khair, Independent Consultant, New Delhi

I would suggest looking up the completion report of Swasthh Plus also. The report is about a year old. SHHE preceded Swasthh Plus in Jharkhand and Karnataka. Swasthh Plus (School Water and Sanitation towards Health and Hygiene Putting the Lessons Learned to Use) was an attempt at a formal linkage between SSA and TSC among other things. It was a USAID/UNICEF supported project implemented by Governments of Karnataka and Jharkhand. The project schools were mainly primary and middle schools.

I was one of the persons involved in the project completion study. Based on my visit to many a project school as part of the study I strong believe and there was evidence too of an increase in enrolment specially girls enrolment with improvement in water and sanitation facility and physical environment as a whole.

Briefly, good water and sanitation facility under Swasthh Plus was indicated by good gardens (consisting of some fruit trees, flowers, plantation and vegetables for mid-day meal), potable drinking water, water for mid-day meal cleaning and cooking activities, water for toilets, urinals and hand washing, used water drainage into the garden, good installation and construction of water, toilet, urinal and sewage facilities, clean school premises and compost pits and school boundary with gate offering security

to children, teachers and physical facilities and all children through children's groups and parliaments participating in personal hygiene behaviour and general upkeep of the child friendly school physical environment.

The number of project schools where the above fell into a neat package was few but surely increasing. Swasthh Plus was also about looking for innovations so that all schools could do the above including those in the remote areas. A Swasthh Plus innovations dissemination booklet was also prepared as part of the project completion report.

Providing water and sanitation in the large majority of the government schools in the Country is an area replete with challenges. But even a reasonable improvement in the facilities has the effect of triggering changes in other areas -school enrolment, creating conducive teaching environment, etc as Swasthh Plus showed. The Percentage boy's enrolment in good SWASTHH Plus schools was high. They were not in private schools and the girls in the government schools, which was contrary to what one knew.

Both documents 'Completion Report' of Swasthh Plus and Swasthh Plus 'Innovations dissemination' booklet may be obtained by contacting Chetana Kohli (ckohli@unicef.org) at UNICEF, New Delhi.

Another project that I would like to talk about here is the Behaviour Change Communication (BCC) project at Medak district, Andhra Pradesh, supported by UNICEF. It is a 'convergence' project. One of the positive behaviours promoted by the project is parents sending their girl children to school. I looked at this project while doing the project process documentation a year ago. The BCC project had completed about a year then.

SHG is numerous and federated in Andhra Pradesh. It is a big organization in Andhra Pradesh and perhaps in some other States too. The SHG is central to the BCC convergence project in Andhra Pradesh. One of the things that the SHG is striving to achieve in the area is a balance between income and expenditure. There is excessive community expenditure on illnesses and diseases caused due to lack of awareness regarding preventive health care. The SHG started a sanitary napkin production unit recently – it is both income generating and promotes preventive health care. The BCC project in Medak district has impacted girl's enrolment positively.

Shailja Kishore, Aga Khan Rural Support Programme (India), Ahmedabad

Aga Khan Rural Support Programme (India) has provided proper sanitation and drinking water facilities to the primary schools in Drought affected areas of Surendranagar District & Water Scarce areas of Kuchchh with the help of WASMO. Separate urinal and toilet facilities were provided for boys and girls (change in the earlier design of common usage) with support from WASMO.

- The enrolment/attendance of children varied (depending on other factors as well) but the disappearing of the children from the school, especially the girls was reduced. This is because once the girl child goes home either to drink water or to use sanitation facility; s/he is involved in some of the household chores (either by mother or family members) which ultimately make her miss her class or the day at school. With the availability of these facilities in the school they didn't have to home in between and did not miss their classes.
- Daily attendance of the girls increased but the reason was that drinking water was also made available in the village. The drudgery of collecting water was reduced.
- It is not that the children from disadvantaged communities are denied access but often it was observed that due to lack of regular maintenance in some of the schools, the teachers put locks in this pretext and made it "only for them". With focus of regular O & M by school and support by the panchayat/village leaders the problem has been reduced.

Nirmala Pandey, United Nations Children's Fund (UNICEF), Lucknow

For the adolescent girls coming out to schools is in itself no less than a revolution in the Indian rural context. I am sharing my experience from rural Uttar Pradesh where 37% girls get married before the age of 18 years (according to DLHS 3). A clean toilet ensures a healthier and more attractive school environment. For adolescent girls who have their menstruation, it is important from the point of view of privacy as well as hygiene.

There are several government schemes, which ensure installation of toilets in schools (and these are not low cost models). Apart from SSA, funds are also available under Total Sanitation Campaign and installation of toilets in schools is given a priority (although implementation of the schemes is often perfect). Apart from regular schemes, some districts get BRGF funds and if the District Planning Committee thinks it appropriate they can use it for toilet construction since it is an untied fund.

However, a toilet will not be usable as long as easy supply of water is not ensured. In district Lalitpur, Force-lift hand pumps (FLHP) with a water tank were installed in schools. The tank is filled whenever children use the hand pump for drinking water. Along with this, a tap connection was also given to hand wash basin and each month teachers bought soap with school grants (which are now enough) along with other materials for cleaning toilet. This ensured cleanliness of toilets and the establishment of hand washing habit among children.

The toilets are cleaned by children; however, once a month the VEC had arranged for a cleaner who would use acid and soap to clean it. It was a workable arrangement but it required a close co-operation between departments (education and PHED) as well as between teachers, children and community members. Whether it had any direct impact on enrollment, attendance and learning level of the girls has not been studied but during their meetings at Meena Manch and other interactions, girls had expressed their appreciation for the effort.

[Shobhita Rajagopal](#), Institute of Development Studies (IDS), Jaipur

I think we really need to focus on this issue and find workable solutions. Our experience of working in Government Senior Secondary schools in Jaipur district (all are coeducational) where a large number of girls are enrolled, has shown us that 'clean toilets' is the least priority issue within school management. The toilets to date do not have running water facilities, they are unhygienic and the toilets are cleaned once a week. Girls continue to miss school during their menstrual cycle.

In schools where there are women teachers they are supportive (they provide napkins in an emergency), but in schools where there are no women teachers the girls find it extremely difficult to manage. We are yet to see a well thought out napkin disposal facility in any school. What do we do in schools where toilets are locked out!

[Suraj Kumar](#), White Lotus Trust, New Delhi

White Lotus Trust is working for improvement of Government schools in Mewat district of Haryana for more than a year. We found a very low attendance of children in the schools against the number of students enrolled under pressure from authorities to show that no child is out of school. We talked to some parents in the villages and were informed that they are not sending their children to schools as there is no drinking water, toilets for girls and there is no education as the teachers are mostly busy with construction work or arranging for mid day meals.

A large number of children are out of school in almost every village. The schools conducted a survey on the instructions of the government to find out the number of out of schoolchildren and the findings were sent to the government. But the real problem is that only 50 to 75% of the total students enrolled come to school regularly. Some villages like Kot and Utawar has a large number i.e. 700 and 1500 children

respectively out of schools, a fact that was admitted by the school staff off the record. The factors like no toilets in girl's schools, no drinking water and very poor standard of education is provoking the parents not to send their children especially the girls to school.

Some parents in villages have said on record that sending a child to school is waste of time as there is no education in schools. The child learns nothing at school and it is better to stay at home for girls if there is no value addition to their education. Even some teachers feel that some children come to school for MDM only and the teachers are happy to provide meals to them and not the education for which nobody is actually questioning them directly.

The fund allocation under SSA has provided Rs. 15,000 to each school for providing drinking water, Rs. 20,000 for construction of toilets, and the required amount for construction of boundary wall, classrooms, etc. The SSA program was started in 2003 but the condition of drinking water, toilets and boundary walls in schools of Hathin block of Mewat district in January 2009 is pathetic and deplorable.

We conducted a survey of all the schools of Hathin Block in January 2009 to find out the situation of drinking water, toilets for boys and girls and boundary wall in the schools.

Survey and Methodology – We prepared a one page questionnaire with questions relating to basic amenities and conducted a survey of all schools of Hathin Block of Mewat district to find out the facts relating to availability of drinking water, boundary wall and toilets. The Head Master of each school was asked to fill the questionnaire and sign it so that the information supplied by the Head Master is authenticated and can be placed before the authorities with request for remedial measures.

Some findings from the survey conducted during 6th to 28th January 2009:

- Only 4 schools out of 85 surveyed had all the three facilities of drinking water, toilets and boundary wall.
- 63 out of 85 schools do not have drinking water and 8 out of remaining 22 having water, have hand pumps. It was admitted by the teachers that the students go home after taking MDM as there is no water in the school. More than half of these students do not come back to school for the day.
- No water in the school also means that the MDM is not cooked in clean water and is not hygienic. Some schools are not providing MDM regularly as there is no water for cooking.
- 39 out of 85 schools do not have toilets. Girls High school at Aharvan in Palwal block does not have a toilet for girls.
- 46 out of 85 schools do not have boundary wall, 28 schools have boundary walls either broken or ineffectively low. Many schools are free passages for the villagers, their tractors and animals as there is no boundary wall. Many teachers complained that the school building become toilets for villagers after school hours. The bad elements in the villages damage the school property also after school hours as it is a free entry for every one.

Construction work by teachers – The SSA manual of Haryana Govt. for VEC and VCC says that the Village Construction Committee is responsible for the construction work in the school but by virtue of being the employee of Government and accountable for work done, the Head Master of the school is given the sole responsibility of construction of classrooms. This is a very big and long distraction from teaching work and a corruption breeding activity too. There is an ample scope for making money by using inferior quality construction material. The honest Head Masters are not interested to shoulder the responsibility of construction work as it puts a question mark on their integrity and honesty apart from adversely affecting their performance as teachers and resulting in poor exam results as mentioned by some teachers during the survey. Some Head Masters pointed out that they are not qualified or trained for the construction work but qualified and trained for teaching which they are not doing because of construction jobs.

Kitchens in schools – The Govt. has spent millions of Rupees on construction of kitchens for cooking MDM but none of them in Hathin Block baring 2-3 are being used for cooking. Most of the kitchens are lying incomplete and if completed by the standards of the contractor, they are not handed over to the schools as they are locked by the contractor. The Centralized Resource Centre (CRC) in charge of Swamika village informed that none of the kitchens in schools under his CRC is completed. The basic problem with these kitchens is that there is no provision whatsoever for the water for cooking MDM. None of the kitchens has a water tank installed on them.

Arranging for Mid Day Meals – Collecting or buying the raw material, supervising the cooking and distribution of MDM is the sole responsibility of the Head Master of the school, which is a full time job as informed by the teachers. Many schools have only two teachers and they are always busy with construction work, MDM and visiting Block Education Officer's office to deliver the information asked for from time to time with no time left for teaching. The involvement of teachers in these jobs is seriously affecting the standard of education in schools, which is clearly reflected in the results of class 8 1st semester exams conducted in September 2008. All the students appeared in exams in schools at Tonka (8 students), Dhiranki (14), Utawar (17) Kot (20) failed. There can be many more schools with the same results apart from some mentioned here.

No teachers in middle schools – Many primary schools are upgraded to Middle schools without providing teachers. Most of the schools do not even have a Principal in the Middle schools and many middle schools have no teachers at all for classes 6, 7 and 8. Some example of no teacher in middle school is Durenchi, Meerpur, Dhiranki, Kondal, Gahlab, Nangal Sabha and Jarali. Some school Principals even informed that the students are now leaving the school as there are no teachers for class 6, 7 and 8.

The complete report is attached for your reference. (The document can be downloaded at <http://www.solutionexchange-un.net.in/environment/cr/res16010901.pdf> (PDF; Size: 460KB).

Arunabha Majumder, Jadavpur University, Kolkata

While assessing the Sanitation (on-site) coverage in two blocks of a district in West Bengal in 2007, I observed the following with respect to school sanitation:

- In majority of the primary schools, one toilet was kept under lock and key for use by the teachers
 - A considerable number of school toilets were found to be dirty
 - Mostly watering of urinals/toilets were not practiced
 - Odour problems were found in the urinals/toilets
 - In many schools sources of water (tube wells) were away from the toilets
 - In many schools facilities were inadequate
-

P. Rajarethinam, JORA Development Support Services Pvt. Limited, Chennai (response 2)

Danida had implemented a bigger water and sanitation programme in Viluppuram and Cuddalore districts of Tamil Nadu from 1994 to 2005, where many toilets and drinking water facilities were arranged in the schools of the two districts.

You could contact Danida, 11, Aurangzeb Road, New Delhi-110011 for getting the impact reports related to the this study.

Keerthi Bollineni, Vasavya Mahila Mandali, Vijayawada

Vasavya Mahila Mandali (VMM) is a voluntary organisation working in Andhra Pradesh. We are also working in the area of children's education by decreasing school dropouts and also promoting an enabling environment in schools through school support groups, parents committees, etc.

I request Girish Bhardwaj to please share with us the training modules to use for our groups here in Andhra Pradesh.

Vijay L. Ghugey, Nisarg Vidnyan Mandal, Nagpur

I work with the M. P. Deo S. L. S Junior College, Nagpur, which is run by an institute working for girls. This is a girl's college. On the other hand, I am also working for social change through environment education, sanitation, etc among students and women.

I will be interested in hearing from members if there are any experiences regarding the impact of sanitation on adolescent girls in Maharashtra.

Ashok Kumar Pathak, Development Consultant, Uttar Pradesh*

There is a very close linkage between school sanitation and attendance in schools, particularly for adolescent girls. State Elementary Education Report Card, 2006-07 shows that only 78.2% of all the schools in Uttar Pradesh have girl's toilet. The field situation is worse, as most of the toilets are not in usable condition. There is no security or female staff to support the adolescent girls for going to toilet. The percentage of female teachers at upper primary level in UP is only 23.6%, whereas it is only 13.4% in Upper Primary and sec./HS schools. There is absence of counseling services to adolescent girls for menstrual hygiene.

This results in many health related issues. Also most of the assault, sexual harassment against women, especially adolescent girls is due to lack of toilet facilities, may be it in school or at the household level. So, intensive BCC activities are needed to be done for increasing usage of toilets. Also, school sanitation must be linked with water facilities along with better hygiene practices like hand washing etc. Quality implementation of the TSC programme through convergence of activities of various departments is needed to be ensured.

Melinda Parker, Gyanankur School, Pune*

I was wondering if we could add into this discussion drinking water as it relates to sanitation and hygiene. We have bore well water in our village school and rely on children bringing drinking water which I know isn't good enough.

There are a couple of electric water filters on the market specifically for bore wells but of course having them serviced out of town is costly. Has anyone found a good solution for this?

Urvashi Prasad , Department of Drinking Water Supply (DDWS), New Delhi*

We thank Suraj Kumar for the information that he has given regarding water and sanitation facilities in Mewat District. We would like to inform members that under the School Sanitation and Hygiene Education programme of Total Sanitation Campaign all schools are to be provided with sanitation facilities.

As per the agreement between Department of Drinking Water and SSA, all toilets in new schools are to be constructed with SSA funds and in existing schools with TSC funds.

All data pertaining to the status of construction of toilets in schools, Anganwadis and individual households for the Mewat District is available online on our website- www.ddws.nic.in. You may contact Shri Puran Singh Yadav, TSC Coordinator at the contact address - Panchayati Raj Rural Development

Department, Government of Haryana, Civil Secretariat Sector 28, A, Madhya Marg, Chandigarh, Ph: 0712/5000848 at the State level or the Project Officer, DRDA Mewat District for ensuring provision of sanitation facilities in the schools.

**Offline Contributions*

Many thanks to all who contributed to this query!

If you have further information to share on this topic, please send it to Solution Exchange for the Water Community in India at se-wes@solutionexchange-un.net.in and/or Solution Exchange for the Education Community in India at se-ed@solutionexchange-un.net.in with the subject heading "Re: [se-watr][se-ed] Query: Impact of School Sanitation on Adolescent Girls - Experiences; Examples. Additional Reply."

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