Theme	Health and Sanitation (WASH)
Title	Impact assessment of School WASH interventions across ITC project locations
State (s)	Punjab, Himachal Pradesh, Uttar Pradesh, Uttarakhand, Bihar, West Bengal, Maharashtra, Madhya Pradesh, Andhra Pradesh, Telangana, Karnataka
District (s)	Andhra Pradesh (East Godavari, Guntur, Prakasam), Bihar (Munger), Himanchal Pradesh (Solan), Karnataka (Bangalore, Bangalore Urban & Rural, Kolar, Mysore), Madhya Pradesh (Sehore), Maharashtra (Pune), Punjab (Kapurthala), Telangana (Bhadradri Kothagudem), Uttar Pradesh (Saharanpur), Uttarakhand (Haridwar), West Bengal (Hooghly, Howrah, Kolkata)
Evaluation Agency	Saćit Research & Consulting
Period of Study	November 2019 - February 2020

Executive Summary

Objective(s): The study aimed at a comprehensive impact assessment of ITC's WASH intervention in schools. The key objectives of the study were to assess -

- the status of WASH infrastructure, usage and system for operation and maintenance (O&M).
- the impact of WASH intervention in schools on enrolment, attendance and on perception of community towards schools.
- the impact of intervention on health & hygiene behaviour and health indicators of children (boys/girls) in schools.
- the presence, role and effectiveness of School Management Committees (SMCs), Child Cabinets and Water & Sanitation (WATSAN) committees on sustainable operation and maintenance (O&M).

Key Findings:

WASH Infrastructure numbers dimension:

- Toilets per school increased from 1.9 to 3.6 and the programme succeeded in providing a toilet for every 66 students as against the benchmark of a toilet per every 80 students. Though the Urinals per school increased from 2.0 to 3.7, the intervention was able to provide a urinal for every 72 students as against the benchmark of a urinal per every 40 students. Overall, there was improved access to toilets and urinals for ~ 74,000 students in rural areas.
- Approximately 92% of the co-education schools could provide separate toilets for boys and girl students. This positively impacted gender equity in access to toilets and urinals, enabling girl student engagement in 189 co-education schools.

WASH Infrastructure functionality dimension:

- Approximately 88% of Co-Education schools reported 100% functional toilets and urinals. Across all ITC project schools, 94% of toilets and 98% of urinals were functional against the states' average of 92% and 69%, respectively.
- 76% of schools surveyed provided soaps at all relevant locations. 66% schools reported daily cleaning of toilets.
- Further, ITC project schools had >90% functional handwashing stations and drinking water taps that could provide adequate water for 69% of total students or ~51,000 out of 74,222 students covered by the study in 225 sample schools. Improved availability of WASH facilities enabled

development of consistent habit of using such facilities.

WASH intervention – Knowledge, Attitude and Practice assessment:

- 78% of students were aware of six hand washing steps while 86% of students understood the need for pure drinking water.
- 51% schools have at least one awareness session on menstrual hygiene management in every three months.
- 90.5% of sample schools ensured that at least one teacher was trained on WASH concepts. Approximately 91% of the surveyed schools either have designated teacher or teacher cum student volunteers to monitor the WASH facility maintenance.
- ~64% of schools surveyed formed active Student councils/Cabinets. 69% of the schools had initiatives to involve parents during monthly meetings to appraise them about importance of WASH.

Others

- The interventions led to significant increase in enrolment and engagement of girl students in the ITC programme schools as reported by 45% of Co-Education schools in the project area.
- Incidence of water borne diseases were 50% lesser among students and immediate families when compared to the community.

Areas for Improvement

- Revisit the infrastructure provision to focus efforts on further increasing availability of urinals and handwashing infrastructure. Urinals for students should be in 1:40 ratio and toilets in 1:80 ratio. Blocking of toilets (especially the ones designated for girl students) for usage by teachers was noted in sample schools.
- Separate toilets should be available for children with special needs, teachers and staff. Only 16 per cent of surveyed schools have CWSN friendly toilet infrastructure.
- Daily inspection of WASH facilities in schools by an appropriate person appointed by SMC is an important norm under Swachh Vidyalaya Abhiyan. Hence, daily inspection of toilets by designated SMC member or member of student and teacher committees should be focused upon.
- 7% of programme schools do not have a permanent water storage facility at the school and depend on municipal water supply or on handpumps installed within the school or near school premises. ~ 19% of the schools use temporary plastic storage containers. Revisiting the water storage facilities in schools so as to ensure functional toilets, handwashing stations and urinals is recommended.
- Rain water harvesting can help reduce water logging in schools and improve ground water around school premises.
- 78% of schools haven't undertaken any kind of drinking water tests initiative in the last one year – thus creating apprehensions about quality and safety of drinking water. Liaison with village administration to ensure smooth transition and sustainability of programme for drinking water tests and running water provision is recommended.

In case you would like to know more on the study please write to us at: itcmsk@itc.in