

# Water Sanitation and Hygiene in Schools

A Journey Towards Swachh Odisha



**Odisha Swachh Vidyalaya Puraskar 2019-20**

Learnings from State level Award winning Schools



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## Acknowledgements

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**September 2020**



Mr. Satyabrata Sahu, IAS  
Principal Secretary to Government  
Government of Odisha



School & Mass Education Department  
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## Message

Water, Sanitation and Hygiene (WASH) in Schools programme aims to improve the health and learning performance of school-age children and, by extension, that of their families by reducing the incidence of water and sanitation-related diseases. Every school requires appropriate WASH investments that keep the school environment clean and hygienic and inhibit the transmission of harmful bacteria, viruses and parasites.

WASH in Schools also focuses on the development of life skills and the mobilization and involvement of parents, communities, governments and institutions to work together to improve the hygiene, water and sanitation situation. While there are many approaches based on differing cultural insights and environmental and social realities, all WASH in Schools intervention should include:

“Sustainable, safe water supply points, hand-washing stands and sanitation facilities; Fully integrated life skills education, focusing on key hygiene behaviours for schoolchildren and using participatory teaching techniques; Outreach to families and the wider community”.

I extend my heartfelt thanks to UNICEF for developing this Good Practice Booklet. The state level Odisha Swachh Vidyalaya Puraskar 2019-20 awarded schools provide guidance and set milestones for all the schools in the state.

I am sure this booklet will encourage schools, teachers, schoolchildren and education officials to adopt measures for successful WASH in Schools interventions, increasing the number of schools to win the Swachh Vidyalaya Puraskar in the coming years.

(Satyabrata Sahu)



**Sri Bhupendra Singh Poonia, IAS**  
State Project Director



Odisha School Education Programme Authority  
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## Message

In 2019-20, the School and Mass Education (S&ME) Department, Government of Odisha introduced Odisha Swachh Vidyalaya Puraskar for all primary, upper primary and secondary school of the state. Correspondingly, recognized schools were awarded with cash prizes at state, district and block level with certificates.

UNICEF, Odisha in collaboration with OSEPA have developed a booklet, which reports on cases of good practices from the winning schools at the state level. Hopefully, this will start a growing trend – to ensure increased access to improved sanitation and safe water supply, linked to improved hand washing facilities and hygiene practices, in the school environment. There is no better place for pupils to learn about such practices in the school itself and then encourage their families to practice the same in their own homes.

This publication showcases various approaches, both practical and innovative, to provide sustainable WASH solutions in schools. The stories are not limited to the construction of water and sanitation systems but also show how these systems are operated and maintained through active involvement of pupils, teachers, cleaning staff and community members. They illustrate how empowered school communities take responsibility to improve and ensure the WASH situation on their own.

The stories presented here shall raise awareness about the importance of ensuring access to WASH, in particular, among decision-makers, planners and practitioners working in and with schools.

I am sure the booklet will help teachers, block and district education officials to have fair idea about good practices for WASH in Schools. It would also help technical persons immensely in planning such initiatives for schoolchildren. I extend my heartfelt appreciation to UNICEF, Odisha for bringing out this publication for all.

(Bhupendra Singh Poonia)



**Monika Nielsen**  
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## Message

The concept of “Water, Sanitation and Hygiene in Schools” provides safe drinking water, ensures improved access to clean sanitation facilities and promotes lifelong health. It plays very significant role in creating an enabling environment for learning.

In 2019-20, the School and Mass Education (S&ME) Department, Government of Odisha introduced Odisha Swachh Vidyalaya Puraskar for all primary, upper primary and secondary school of the state. All the schools in Odisha have been benchmarked in terms of Water Sanitation Hygiene indicators, and further schools were awarded with cash prizes at state, district and block level. I would like to congratulate the School Mass Education Department, Government of Odisha for taking this state led initiative to support the sustainable WASH in Schools.

UNICEF is supporting as technical partner to SME Department for capacity building and strengthening of the school-based system through WASH in this initiative. UNICEF would like to recognise the efforts made by teachers, children and school management committees (SMCs) for improving the overall hygiene status in schools in Odisha. It is important that we carry forward this momentum to other schools and sustain the efforts made towards accessible WASH facilities. We would like to share the success stories with others in a booklet presenting best practices across the state in line with Odisha Swachh Vidyalaya Puraskar 2019-20 for learning and replications of the similar initiatives in their schools. The International Water and Sanitation Centre (IRC), a technical partner, has contributed to the initiative and the development of this booklet.

I would like to congratulate the change ambassadors from the schools, state, district and field team for their efforts and achievements. You are the champions of Water, Sanitation and Hygiene in School and your contribution is invaluable in achieving the goals of the state.

(Monika Nielsen)



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# Preface

Water Sanitation Hygiene (WASH) in School is an integral part of improving health and educational outcomes of school going children. It helps in ensuring healthy, safe and secure school environments to protect children from health hazards, abuse and exclusion, especially for girl students.

Schools with adequate water, sanitation and hygiene facilities includes: a reliable water system that provides safe and sufficient water, especially for drinking, hand-washing, cooking, cleaning and other purposes; sufficient number of toilets for students and teachers that are private, safe, clean, user friendly, and culturally and gender appropriate; water-use and hand washing facilities, including water for toilets; and sustained hygiene promotion.

Government has taken several initiatives to ensure access and functionality of WASH facilities in schools. The Odisha Swachh Vidyalaya Puraskar (OSVP) is one of its kind initiative taken by Odisha to recognise and celebrate efforts made by schools on WASH. The OSVP aims to incentivise schools to sustain the achievements made in improving water and sanitation facilities for all. Further, it aims to inspire and encourage other schools to learn from the achievements, adapt and practice the same.

This booklet documents best practices from fifteen of the total 40 schools awarded the state level OSVP in 2019. Its purpose is to illustrate how schools across the state have ensured improved WASH facilities and promoted good hygiene practices in various ways. The examples are meant to provide insights for other schools to learn, replicate and upscale.

UNICEF in collaboration with IRC have developed this booklet to serve as a guiding document for implementation of WASH in schools initiatives.



# Abbreviations

<b>ANM</b>	<b>: Auxiliary Nurse Midwife</b>
<b>AYUSH</b>	<b>: Ayurveda, Yoga &amp; Naturopathy, Unani, Siddha and Homoeopathy</b>
<b>BEO</b>	<b>: Block Education Officer</b>
<b>CRCC</b>	<b>: Cluster Resource Centre Coordinator</b>
<b>CWSN</b>	<b>: Children with Special Needs</b>
<b>MDM</b>	<b>: Midday Meal Programme</b>
<b>MGNREGS</b>	<b>: Mahatma Gandhi National Rural Employment Scheme</b>
<b>MHM</b>	<b>: Menstrual Hygiene Management</b>
<b>PHED</b>	<b>: Public Health Engineering Department</b>
<b>PRDW</b>	<b>: Panchayati Raj and Drinking Water</b>
<b>PRI</b>	<b>: Panchayati Raj Institutions</b>
<b>RO</b>	<b>: Reverse Osmosis</b>
<b>RTE</b>	<b>: Right to Education</b>
<b>RWSS</b>	<b>: Rural Drinking Water Supply &amp; Sanitation</b>
<b>SAP</b>	<b>: Swachhata Action Plan</b>
<b>SBSV</b>	<b>: Swachh Bharat Swachh Vidyalaya</b>
<b>SC &amp; ST</b>	<b>: Scheduled Castes &amp; Scheduled Tribes</b>
<b>SDP</b>	<b>: School Development Plan</b>
<b>SMC</b>	<b>: School Management Committee</b>
<b>SOSO</b>	<b>: Swachha Odisha Sustha Odisha</b>
<b>SSA</b>	<b>: Sarva Siksha Abhiyan</b>
<b>WASH</b>	<b>: Water, Sanitation and Hygiene</b>





# Background and Introduction

# Background and Introduction

Government of Odisha launched the state level award scheme – the Odisha Swachh Vidyalaya Puraskar (OSVP) – and enshrined its commitment towards WASH in schools. The OSVP is an annual award given across various categories, to recognise and motivate schools in achieving the standards defined under SBSV.

The state of Odisha has been at the forefront in ensuring water and sanitation services for all. This has been visible in its implementation of the landmark national programme – the Swachh Bharat Mission (SBM) - and the launch of the state mission - Swachha Odisha Sustha Odisha (SOSO) – by the honourable Chief Minister on August 25, 2018. Aimed at ensuring availability and sustainable management of water and sanitation services, SOSO is a step taken towards the achievement of the national goal of SBM and the international Sustainable Development Goal 6 in the state of Odisha.

It is well established that water, sanitation and hygiene (WASH) in schools play an important role in determining the health, attendance, dropout rate, and learning capacity of children. The Swachh Bharat Swachh Vidyalaya (SBSV), a key initiative introduced under SBM, defines the essential elements and the standards to achieve desired WASH service levels in schools. The Ministry of Human Resource Development, Government of India instituted the national level award programme – the Swachh Vidyalaya Puraskar (SVP) - to honour schools that have undertaken significant steps towards fulfilling the SBSV commitments.

On July 15, 2019, the Government of Odisha launched the state level award scheme – the Odisha Swachh Vidyalaya Puraskar (OSVP) – and enshrined its commitment towards WASH in schools. The OSVP is an annual award given across various categories, to recognise and motivate schools in achieving the standards defined under SBSV.



Source : Swachh Vidyalaya Handbook



Over the years, schools across Odisha have shown tacit improvement in the provision of water and sanitation services, and hygiene promotion. In the year 2016-17, over five thousand schools from the state had applied for the national level SVP. In the year 2017-18, the number of schools that applied increased to over twenty five thousand. Confident of the achievements made by the schools, as well as to prepare a state level baseline on WASH in schools, for the OSVP all fifty eight thousand schools in the state were considered.

### OSVP: A State Mission

Schools are an integral part of children's lives: children spend almost six to eight hours a day in schools. Investing in water, sanitation and hygiene services in school, thus, implies investing in the health and well-being of children. Functioning water and sanitation facilities in schools protect children from illnesses, enable them to realise their full potential and prepare them for a healthy adult life. Further, WASH in schools improves school enrolment, attendance and retentions. Schools are an established entry point for learning WASH practices. Also, schools offer an opportunity to engage with the community, through children as role models.

Failure to provide appropriate services to children has impact far beyond the classroom. WASH in school contributes to the wellbeing of children, the health of the future generation, thereby, to the growth of the nation.

The Government of Odisha is committed to ensuring WASH services to all. It recognises the important contribution of WASH towards the overall health of the children. Through the OSVP, it aims to motivate state schools to adapt the SBSV

guidelines and ensure that water and sanitation facilities and good hygiene practices are available to all the students, irrespective of their caste, gender, age or special needs.

## Goals and Objectives

The main goal of the initiative is to recognise the efforts made by schools in ensuring functional WASH services for all, including students, teachers, non-teaching staff and CWSN. And, to motivate other schools to adapt and practice the same. The objectives of the initiative are as following -

- To recognise and acknowledge the schools with best WASH services at the state level.
- To incentivize those schools to help them maintain their facilities.
- To motivate other schools to practice and provide WASH services to their students.
- To maintain the health status of the children in the school.
- To develop a synergy between SBM, SBSV and Mid-Day Meal programme for ensuring an improved and enabling learning school environment as envisioned and mandated in the RTE Act, 2009.
- To create a state wide WASH in school database.
- To help children in develop sustainable behavioural practices that protect their own health and promote safer resource management at schools and in communities.

## Methodology

**Application:** All eligible schools (i.e. Government and Government Aided schools in both rural and urban areas. Madrasahs recognized by Madrasah Board of an educational circle) were encouraged to apply for the OSVP. The schools were asked to submit an application (online or in hardcopy) form, providing information on WASH in schools by 14 October 2019.

**Scoring:** On verification of the information provided, the schools were marked on the basis of their adherence to the WASH in schools norms, as mentioned in the SBSV guideline. The schools were ranked based on score out of a total 100 points across five broad categories - water, toilets, hand washing with toilets, operation and maintenance, and behaviour change and capacity building.

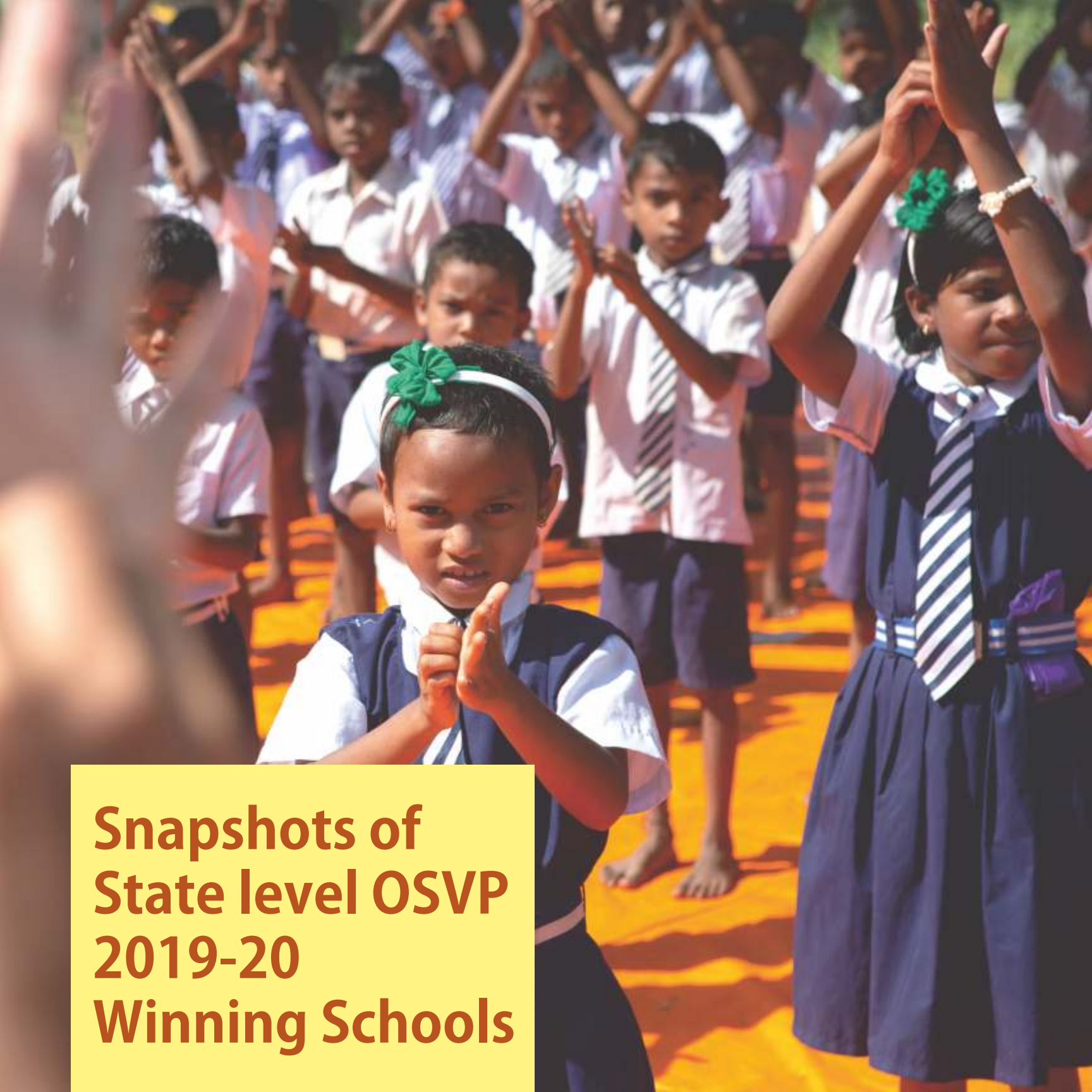
**Selection:** Schools with the highest overall score at the Block and the District level (and highest in any of the sub-categories at the Block level) were selected for awards at the respective levels by 31 October 2019. From the shortlisted schools at the District level, the top scorers were selected for the State level award by 10 November 2019. Between 14 and 16 November 2019, the winning schools were felicitated for the State award.

## 2019-20 OSVP winning schools

The winning schools were chosen from the total 58,000 schools in the state. At the State level, there were 40 winning schools. At the District level, there were 234 winning schools. At the Block level, 1,256 schools were considered for the overall award and 900 schools were also awarded for achievements in the various sub-categories. The schools were awarded with a cash prize of Rs. 10,000 for State level award, Rs.5000 for District level award and Rs. 2000 for Block level award, and the sub-category winners were felicitated with a certification of achievement.







**Snapshots of  
State level OSVP  
2019-20  
Winning Schools**

<b>School Name</b>	: Badamasigam Tribal Rural Welfare High School
<b>Type</b>	: Co-educational, Residential, High School
<b>Village</b>	: Badamasigam
<b>District</b>	: Nabarangpur
<b>State</b>	: Odisha
<b>Enrolment</b>	: 437 (Boys: 307, Girls: 130)
<b>Award</b>	: State Level Award - Odisha Swachh Vidyalaya Puraskar, 2019



**B**adamasigam Tribal Rural Welfare High School is the centre for secondary level education for a large number of children from Scheduled Caste and Scheduled Tribe communities. Students from four blocks of Nabarangpur district and two blocks of Koraput district are currently enrolled in the school. In the past couple of years, the school has made significant improvements in the infrastructure and learning environment, which has helped in building the image of the school. Thanks to the dedicated efforts of the Head Master and the staff, the school has been able to provide a comfortable, safe, accessible, well illuminated, well ventilated, and aesthetically pleasing environment to its students. Not only the sanitation system of the school has improved, the overall environment of the school has also become more encouraging. The school was awarded OSVP in 2019.

The school invested heavily in shaping the behaviours of its students, which addressed issues beyond just using toilets and washing hands. They also engaged students in issues of solid waste management and recycling, which emphasized the importance of sustainable living and resource use.

## Efforts and Innovations

- ◉ There are two tube-wells inside the school and adequate water to meet the requirement of school for all purposes in all seasons.
- ◉ A solar reverse osmosis system with an output of 5,000 litres provides safe potable water to the school.
- ◉ The design and the location of the drinking water points in the school have been finalised in consultation with the students, ensuring the height of the drinking water points (taps) is suitable for children of all age groups.
- ◉ The toilets and hand-washing stations have running water.
- ◉ There are separate toilets for girls and boys, as well as male and female teachers. All the toilets in the school are well ventilated and have doors with latches.



- ◉ The toilets are cleaned with disinfectant at least once a week. There are teachers assigned on rotation basis to oversee the cleaning of toilets.
- ◉ The teachers and the school staff take lead in carrying out responsibilities such as cleaning and maintaining the facilities, as well as keeping the stock of the cleaning supplies.
- ◉ The school has an incinerator for safe disposal of sanitary napkins.
- ◉ The school recycles the waste water from the RO and from hand washing points for gardening.
- ◉ The school ensures availability of soaps at the hand-washing points and that the hand washing stations are kept clean.
- ◉ The School Cabinet is active and teachers support them to take lead in keeping the school clean.
- ◉ The school encourages students to wash their hands before and after the midday meal.
- ◉ The teachers closely supervise WASH behaviour of students and have noted a significant improvement in terms of practice of washing hands at critical times and using toilets.
- ◉ The school staff in general and the Head Master in particular hold regular discussions with students about the operation and maintenance of WASH facilities in the school, whenever there is an opportunity. The students promptly report to the teachers in case any WASH infrastructure needs maintenance or repair.
- ◉ Teachers support management of menstrual hygiene by girl students. The female teachers regularly discuss about menstrual hygienic practices with the adolescent girls. The ANM and the Matron also support them.
- ◉ The SMC is oriented on various school issues including the ones related to WASH and they participate in the decisions to support the school.
- ◉ The school walls displays messages to encourage students to adopt healthy and hygienic behaviour.
- ◉ In their free time, the students recycle single use plastics – such as plastic wrappers from chocolates and biscuits, cover of toothpaste, etc. - to prepare door mats and sitting mats.



“We lay special emphasis on inculcating values that are essential for healthy living such as hygiene and cleanliness.

Apart from the regular curriculum followed, the school also works to inculcate human values like friendliness and a sharing and caring attitude, both among the students as well as the teachers.”



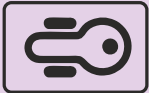

**Hrushikesh Mishra**  
Head Master



## Results

Due to active and continuing support of the Head Master of the school, staff as well as students, the cost of operating and maintaining the WASH facilities has reduced to a great extent. Students behave responsibly towards the school infrastructure and use them judiciously.

## WASH Facilities in the School

<p>Number of Portable Water Points </p>	<p>Number of Toilets<sup>@</sup>  </p>		<p>Number of Taps for Handwashing (with soap)<sup>#</sup> </p>
<p>5</p>	<p>Boys 14</p>	<p>Girls 12</p>	<p>14</p>
<p><sup>@</sup> Safe treatment/ disposal facility exists for menstrual hygiene management.</p>		<p><sup>#</sup> Washbasins for hand washing are located within 10 steps of the toilets.</p>	



## The way forward

The residential school has a limited number of staff, who have to carry out multiple responsibilities. The school is managing the education and other activities with limited funds. Going forward, the school needs additional financial as well as human resources in order to cater to the needs of the students.

## What can be learnt from Badamasigam School

Apart from the basic education for underprivileged students from the nearby areas, the school has been able to provide them with a clean and healthy environment. Timely maintenance of WASH infrastructure has helped to keep all facilities functioning. The school has developed a big green space and has been recycling water for irrigation. The students are encouraged to actively get involved and take ownership of the cleaning and maintenance of school facilities.

“There is no doubt that the achievement of the school today is the gross effort of all - the School Cabinet, SMC, parents and staffs - but the person who leads it is the Head Master of the school.”

*-Teachers and Students-*

<b>School Name</b>	: Bijipur Upgraded Upper Primary School
<b>Type</b>	: Single shift, co-educational, Upper Primary School
<b>Village</b>	: Bijipur
<b>District</b>	: Puri
<b>State</b>	: Odisha
<b>Enrolment</b>	: 236 (Boys: 122, Girls: 114)
<b>Award</b>	: State Level Award - Odisha Swachh Vidyalay Puraskar, 2019



**B**ijipur School was in a neglected state for many years, and in 2019, Cyclone Fani had caused further damage to the infrastructure and facilities. Despite the set-back, the school staff has been able to improve and upgrade its infrastructure to an extent that the school has been awarded state level 2019 Odisha Swachha Vidyalaya Puraskar . The school is now equipped with all basic WASH facilities, such as piped water supply, portable drinking water filter, separate toilet facilities for boys, girls and children with special needs (CWSN) with running water, incinerator, hand washing stations and solid waste management facility.

Cyclone Fani devastated the community and school, but it did not stop teachers nor parents from re-grouping and ensuring that the school was up to par, for the betterment of their children.

## Efforts and Innovations

Functional piped water supply available and school ensured portable drinking water filters

- ⊙ Separate toilets facilities for boys and girls provided.
- ⊙ Girl students are provided sanitary napkins under the KHUSHI yojana of the government, by teachers, who also provide mentoring support on menstrual hygiene management.
- ⊙ Two female teachers have attended the district level capacity building program on MHM organised by the Health Department.
- ⊙ The dedicated members of the school management committee (SMC), parent teacher association (PTA) and School Cabinet, help in school administration. They participate in and contribute to the installation, operation, cleaning and maintenance of WASH facilities in school. They also take the responsibility of procurement of the

cleaning and maintenance material and ensure that soap and water are always available at the hand washing stations.

- ◉ The teachers regularly have discussions with students on topics, such as use of toilet, safe handling of water, hand washing, solid and liquid waste management and menstrual hygiene management (MHM), in the morning assembly. They educate students on proper toilet use and hand washing before midday meal and after going to the toilet. The teachers give WASH as much importance as other subject in the curriculum.
- ◉ The design and location of the facilities have been finalised in consultation with the SMC and the School Cabinet. The facilities are suitable for children of all age groups as well as the CWSN (Inclusive design).
- ◉ The trained teachers discuss the issues related to menstrual hygiene, use of sanitary pads and its safe disposal with girls and their mothers. They inform students about the changes they will go through during adolescence and provide space for girls and boys to talk about menstruation and learn about menstrual hygiene. The girls are provided sanitary napkins under the KHUSHI yojana of the government.
- ◉ The school regularly conducts cultural programs and competition on hygiene and sanitation.
- ◉ The teachers support children in taking an active role in keeping up hygiene practices, both in school and at home. They encourage students to regularly use and maintain school WASH facilities as well as promote hygiene at home and in the community by sharing the lessons learnt at school with their siblings and friends.
- ◉ The school has conducted village cleanliness drives led by the students.
- ◉ The school displays messages to promote safe handling of water, use of toilets and correct way of hand washing to inculcate these practices among

the students.

- ◉ Consequent of an initiative led by teachers, the school is free off single use plastic, the students are more aware about the harms of single use plastic and hold awareness rallies on the subject in the community.
- ◉ The school provides dustbins in each class room, kitchen, toilet and at other appropriate places for collection of waste. The waste collected in the dustbins is disposed off into two waste pits – one for biodegradable waste and the other for non-biodegradable waste.
- ◉ The school has an incinerator for waste management, including for menstrual hygiene management.
- ◉ The school has a Swachhata Action Plan (SAP) and a School Development Plan (SDP). The schools procures cleaning materials from the Composite Grant and other available school funds, after the approval of the SMC.
- ◉ Four functional Hand wash stations available for Handwashing .



## Results

“The availability of safe and secure water, sanitation and hygiene (WASH) services, and the quality of the physical environment in the school are important determinants of (children's) health, safety and ability to take advantage of opportunities to learn in schools. Thus, children come to school regularly, and availability of WASH infrastructure increases the attendance of the children especially of adolescent girls. Further it encourages the parents to send their children regularly to the school.”

-The Teachers-

The students are now better aware of the importance of hand washing at critical times. The availability of hand washing stations with soap and water has helped to inculcate the habit of washing hands with soap before mid-day meal (MDM) and after use of toilet.

### WASH Facilities in the School

Number of Portable Water Points 	Number of Toilets <sup>@</sup> 		Number of Taps for Handwashing (with soap) <sup>#</sup> 
	Boys	Girls	
7	2	2	4
	*Separate toilets exists for children with special needs. @Safe treatment/ disposal facility exists for menstrual hygiene management.		#Washbasin for hand washing are located within 10 steps of the toilets.

### The way forward

The school plantation was damaged during the Cyclone Fani, but the staff is now trying to make the school as green as before. In terms of infrastructure, the school has identified specific areas for strengthening commensurate with the enrolment rate of the school, such as additional hand washing station, water purifier, toilets and segregated bins as well as funds for operation and maintenance of WASH infrastructure. The school also recognises the need to build capacities of the SMC members and teachers for development of the Swachhata Action Plan, specifically to meet the resource gaps from Gram Panchayat Development Fund, Mo School Abhiyan, Member of Parliament Local Area Development (MPLAD) and Member of Legislative Assembly Local Area Development (MLALAD) funds.

### What can be learnt from Bijipur School

The school has been able to survive the adversities by the natural disaster and has been able to rebuild itself, credit to the active and voluntary involvement of students, staffs, locals and the SMC. The SMC, teachers, the Head Master and School Cabinet engage themselves in ensuring required facilities are available and functioning smoothly.

## 03

# Joint Team Work Made It Possible

**School Name** : Janashakti Nodal High School

**Type** : Co-educational,  
Single shift,  
High School

**Village** : Chahali

**District** : Nayagarh

**State** : Odisha

**Enrolment** : 295  
(Boys:155, Girls:140)

**Award** : State Level Award-  
Odisha Swachh  
Vidyalaya Puraskar,  
2019



Janashakti Nodal High School, situated about a 100 km from the state capital Bhubaneswar, was awarded with Swachha Vidyalaya Puraskar in 2019, owing to a strong leadership, its ability to take right decisions at the right time and the tenacity of a group of people to ensure that children have a positive environment to pursue their education.

*A student of class VII, Madan Mohan Mishra, took interest in cleaning of school environment and started cleaning the school ground by himself. Initially the other children made fun of him, but soon understood the benefit of his efforts and joined him.*

**-Trinath Mahapatra-**  
Head Master

## Efforts and Innovations

- ◉ Functional piped water connection available to supply water throughout the school year.
- ◉ Functional and Gender separated toilets ensured.
- ◉ The functional and inclusive toilet facility available for children with special needs.
- ◉ Menstrual Hygiene Management facilities For MHM, the school provides sanitary napkins to adolescent girls under the KHUSHI Yojana of the state government.
- ◉ The design and the location of the facilities in the school have been finalised in consultation with the students (School Cabinet) and the school management committee (SMC), with due attention to the needs of CWSN.
- ◉ To encourage students to adopt good WASH practices, teachers brief them every day during the morning assembly on use of toilet, correct handling of water, hand washing, solid and liquid waste management, menstrual hygiene management (MHM), and personal hygiene.

Recommended by the district administration, this initiative is part of co-curricular activities that cover children of all age groups.

- The school engages the students in conducting rallies and village cleanliness drives for community awareness.
- The teachers have initiated efforts to make the school a plastic free zone.
- To impart relevant information, the school has provided trainings and dedicated teachers to sanitation and hygiene education. A female teacher has been trained on MHM at the district level, that was organised by KHUSHI Yojana. The training covered topics such as, how to use and dispose off sanitary pads and how to maintain the record.
- The students are oriented on varying issues during the morning assembly, for instance, on Monday: Safe handling of drinking water; Tuesday: Use of toilet at school and also at home; Wednesday: Disposal of Solid Waste; Thursday: Value and social responsibility; Friday: Health and clean environment; Saturday: Personal Hygiene.
- The teachers support children in taking an active

role in keeping up hygiene practices both in school and at home. The school regularly conducts cultural programs and competition to promote hygiene and sanitation.




- The SMC has also received training on WASH.
- The school makes use of funds from the Composite Grant (after due approval of the SMC) to maintain all the WASH infrastructure for drinking water, sanitation, hand-washing (soap and water), solid waste management, and liquid waste management facilities.
- The school has an efficient system of responsibility distribution for the maintenance of WASH facilities. The teachers along with the School Cabinet are responsible for cleaning, and teachers and the SMC are responsible for operation and maintenance of the WASH infrastructure. The SMC, the Head Master along with the teachers procure the WASH supplies and maintenance materials. Further, an assigned teacher along with the School Cabinet regularly monitors the maintenance, smooth functioning of WASH facilities as well as hand washing before mid-day meal.





## Results

In the leadership of the Head Master and with the support of the school staff, the SMC, and the students, the infrastructure in the school has been upgraded to meet the basic WASH needs, such as availability of quality potable water, water for cooking MDM, maintenance of hygiene, sufficient number of water-collection and use facilities, sufficient, accessible, clean and separate toilets for boys and girls as well as hand washing points. The efforts of teachers have resulted in the school becoming single use plastic free. Further, school-led community awareness on WASH has yielded great results. The clean environment of the school is said to have encouraged parents to send their children regularly to school. Additionally, they are motivated to continue the good practices at home as well, such as using the household latrines constructed under Swachh Bharat Mission.

WASH Facilities in the School			
Number of Portable Water Points 	Number of Toilets* <sup>@</sup> 		Number of Taps for Handwashing (with soap) <sup>#</sup> 
	Boys	Girls	
2	2	2	20
	*Separate toilets exists for children with special needs. <sup>@</sup> Safe treatment/ disposal facility exists for menstrual hygiene management.		<sup>#</sup> Washbasins for hand washing are either located inside or attached to toilets.

## The way forward

To further improve the environment and meet the needs of the children, the school plans to raise funds for an additional aqua-guard, more water containers with ladles, more toilets, construction of segregation bins, solid and liquid waste management and drainage, and another incinerator. At high school level, the school aims to focus more on menstrual hygiene management. Given the number of currently enrolled students, the school aims to create a bigger space to organise MDM. The school envisages to leverage government support for developing capacities of the SMC and the teachers for development of the Swachhata Action Plan, in order to be able to meet the fund gaps from various sources such as Gram Panchayat Development Fund, Mo School Abhiyan, MP & MLA funds etc.

## What can be learnt from Janshakti Nodal school

The School has been able to achieve this success, due to the interest, dedication and teamwork of its energetic teachers, students and the SMC. The district and block level administration have been providing regular support for improvement of WASH in schools and other needs. The SMC meets monthly or more regularly, depending on the requirement, and is actively involved in planning, implementation and monitoring of WASH facilities and WASH related activities. Students promote health and hygiene at home and in the community by sharing the lessons they learn at school with their siblings and friends.

## 04

# The answer is: Together

<b>School Name</b>	: Dumerguda
<b>Type</b>	: Co-Educational, Single Shift Upper Primary School
<b>Village</b>	: Dumerguda
<b>District</b>	: Kalahandi
<b>State</b>	: Odisha
<b>Enrolment</b>	: 187 (Boys: 101, Girls: 86)
<b>Award</b>	: State Level Award - Odisha Swachh Vidyalaya Puraskar, 2019

**D**umerguda is a remote rural village in Kalahandi district in Odisha. Earlier the school was situated in the middle of the village on a small property, which was insufficient for its operations. The community purchased additional land and shifted the school to its current location. The school staff and the community are dedicated to improving the school and are proactively contributing in both cash and kind. As a result of the community engagement, dedication of the SMC, and the leadership of the school Head Master, the school was awarded Odisha Swachh Vidyalaya Puraskar in 2019. In the past, the school has received district level Swachh Vidyalaya Award from 2016 to 20018.

“This is the first school in the Block that collected money from community and old students for improvement of school.”

**-Badri Narayan Nayak-**  
SMC member



## Efforts and Innovations

- The school has a piped water supply and a 1500 litre water tank, that provides adequate safe water for drinking, toilets, hand washing platforms, watering the garden and other activities.
- The school has installed two water-harvesting systems for ground water recharge.
- The facilities in the school have been constructed through a consultative process with the SMC and the Student Cabinet, and are suitable for Children with Special Needs.
- The school uses funds raised under the Mo School Abhiyan (INR 42,610) and the Composite Grant (INR 50,000) for maintenance. The funds are used after taking due approval from the SMC. The Composite Grant, in addition to the income generated from the sale of gunny and donation from the teachers and the community, is used for the management of WASH infrastructure.
- The school has constructed hand-washing station with the district level Swachh Vidyalaya Award cash prize (INR 7000) and community labour contribution.
- The school has benefited from community contribution in terms of labour for white washing, supply of firewood for cooking, and monthly honorarium (INR 1000) for the engagement of two additional teachers.
- Each classroom in the school has bins for waste collection. The waste collected in the bins is disposed off in the two compost pits located within the school campus.
- As mandated by the District administration, the school holds discussions on safe handling

of water, use of toilet, hand washing practice, waste management, menstrual hygiene and maintaining the school environment clean and green in the morning assembly.

- The teachers and the Student Cabinet closely monitor WASH practices.
- A designated female teacher supports adolescent girls in menstrual hygiene management and in using the incinerator. Further, trained adolescent girls provide peer





support to other girls on use of toilet and safe disposal of sanitary pads.

- ⦿ Sanitary pads are supplied to the school under KHUSHI Yojana of the state government.
- ⦿ Messages promoting good WASH practices and behaviour and their importance are displayed in the school.
- ⦿ After school hours, teachers and the Head Master the school premises to ensure that it is clean and well maintained.
- ⦿ The officials from the Block Education

Department including the Block Education Officer, Additional Block Education Officer, and Technical Consultants frequently visit the school and provide technical support for improvement.

- ⦿ The school capitalises on the occasion of the 15 days of Swachhata Pakhwada to enrol new students.
- ⦿ The Head Master and the teachers have received WASH training at the Block level, wherein the five key components of WASH in School were discussed.

“ Head Master Mr. Bishun Patro, after school hours from 4PM to 10 PM and from morning 8 AM to 10 AM works in the school for development of school infrastructure, focusing on WASH and growing plants. He collects plants from the local market and brings manure from his house for growing them. ”



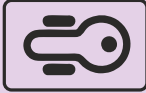

-SMC President -

“ Inspired by the dedication and leadership of the Head Master, we extended our support for development of the school by contributing our labour, cash and materials. ”

-Hrushikesh Sahu-  
SMC member

## Results and Impact

### WASH Facilities in the School

Number of Portable Water Points 	Number of Toilets* <sup>@</sup>  		Number of Taps for Handwashing (with soap) <sup>#</sup> 
	Boys	Girls	
3	4	6	24
	<p>*Separate toilets exist for children with special needs.  <sup>@</sup> Safe treatment/ disposal facility exists for menstrual hygiene management.</p>		<p><sup>#</sup>Washbasins for hand washing are either located inside or attached to toilets.</p>

“Availability of separate toilet for girls, incinerator, hand washing platform with running water facilities encourage me to come regularly to school and feel more comfortable.”

*Student, Class 8th*

The school staff has gone the extra mile to improve the quality of school facilities. The community and the 18 member SMC have been able to support the school in a significant way.

“The school has all the WASH (amenities), which are well maintained by the students. And, the good WASH practices of the school children have been replicated by the community, such as using the toilet, safe handling of water and washing hand at critical times, especially by old people.”

*-Satrughna Patro-  
Community Member*

## The way forward

In response to Swachchh Vidyalay Mission, the school has decided to construct three different colour bins (green, white and black) for segregation of waste. The school aims to have regular capacity building and Social and Behaviour Change Communication activities with the support of the government and other agencies for sustainability. The school is exploring tapping into more support from the District administration and the Department of School and Mass Education for operation and maintenance of the school WASH facilities.

## What can be learnt from Dumerguda School

The SMC, the dedicated Head Master, teachers and the students, together have been able to reach out to and elicit support from the community and the local authorities. This has been the greatest strength of the Dumerguda school that has been instrumental in improving WASH facilities. The school-led community awareness on WASH has had positive results on the wider community.



## 05

# The Right Beginning Counts

<b>School Name</b>	: Gokulananda Govt. High School
<b>Type</b>	: Co-education, Single Shift, High School
<b>Village</b>	: Batemura
<b>District</b>	: Sambalpur
<b>State</b>	: Odisha
<b>Enrolment</b>	: 273 (Boys:140, Girls:133)
<b>Award</b>	: State Level Award - Odisha Swachh Vidyalaya Puraskar, 2019

**G**okulananda government High School is located at fifteen km from Sambalpur town. The school received Odisha Swachh Vidyalaya Puraskar-2019 as a result of the improvements it was able to make in the quality of infrastructure, facilities and learning environment for its students. The students of the school are committed to inspire and motivate their family, friends, siblings and community at large to follow behavioural changes and good practices for a healthy lifestyle.

“This is the first school in the Block that collected money from community and old students for improvement of school.”

-Badri Narayan Nayak-  
SMC member



## Efforts and Innovations

- ⦿ The school has piped water supply, with two bore wells, a motor pump to store water in three overhead tanks.
- ⦿ The facilities in the school have been constructed in consultation with the School Management Committee (SMC), and are user friendly. The school actively promotes sanitation and hygiene education, and conducts capacity building activities on personal hygiene, with a focus on hand washing at critical times for the students. The students are encouraged to wash hands with soap and water before midday meals and cut nails regularly.
- ⦿ The Head Master and the teachers take responsibility of cleaning, maintaining WASH facilities in the school and procuring hygiene supplies.

- ⦿ The teachers share WASH related awareness among the students.
- ⦿ The School Cabinet and the Mina Manch actively support the teachers in promoting good WASH practices and behaviour among the students.
- ⦿ The SMC has been educating students on the negative effects of open defecation.
- ⦿ The SMC regularly undertakes discussion about toilet facilities, school garden, repair of building, drinking water facilities, and other operation and maintenance related matters during its monthly meetings.
- ⦿ The school staff works to keep the school premises clean. The school has also engaged a help for cleaning the campus once in a week.



*“We, the students are trying to inspire everyone to follow healthy practices. Hand washing is one of the most effective means of preventing diseases. It is very well realized by all students as well as our family members.”*

**-Student-**  
Class '9'




*“Regular hygiene practices are followed by students under the supervision of teachers. Every day the school emphasises on cleanliness by taking an oath in the mass prayer.”*

**-An SMC Member-**



## Result and Impact

The students have developed better hygiene practices. The changes can be seen at the community level as well. Open defecation was rampant earlier, but at present there is no open defecation.

WASH Facilities in the School			
Number of Portable Water Points 	Number of Toilets* 		Number of Taps for Handwashing (with soap)# 
	Boys	Girls	
7	3	6	5
	*Separate toilets exists for children with special needs.		#Washbasins for hand washing are either located inside or attached to toilets.

## The way forward

The teachers have been orienting the students about healthy behaviour and hygiene practices. They aim to solicit capacity building inputs from the government in order to strengthen their efforts.

## What can be learnt from Gokulananda School

The active School Cabinet and the clear distribution of responsibilities to monitor various activities and facilities are some of the achievements of the school. The participation of students, extraordinary efforts by teaching staff, supportive administrative staff and their joint efforts have been the factors behind the achievements of the school.



<b>School Name</b>	: Hillpatna Upper Primary School
<b>Type</b>	: Upper Primary, Co-Educational, Single Shift School
<b>Village</b>	: Hillpatna
<b>District</b>	: Ganjam
<b>State</b>	: Odisha
<b>Enrolment</b>	: 220 (Boys:113, Girls:107)
<b>Award</b>	: State Level Award - Odisha Swachh Vidyalaya Puraskar, 2019



The Hillpatna school in Ganjam district, situated close to Berhampur Railway Station, was abandoned for a long time. In the last couple of years, the Head Master and the staff, took initiatives to improve classroom environment and upgraded the basic infrastructure, including water, sanitation and hygiene related facilities, to facilitate an improved learning environment for the students. The school has been awarded the state level Odisha Swachha Vidyalaya Pupraskar in 2019.

“As the school is situated in the city, before 2010, there was no boundary wall... (or)... adequate class room(s) and facilities... (because of which) ... children especially girls were not feeling safe. However, (with the) dedication of (the) teacher(s), (the) SMC and (the) district administration, adequate infrastructure... including the boundary (wall), class rooms and toilet have been constructed. The parents feel comfortable to send their children to the school.

-Saroj Kumar Samantray-  
SMC President

”

## Efforts and Innovations

- ◉ The school has piped water supply, with
- ◉ The school has a School Improvement Plan and a Swachhata Action Plan.
- ◉ The school has piped water supply connection from the municipality and has a tank of 3000 litre capacity.
- ◉ All facilities in the school have been constructed and installed in consultation with the School Cabinet and the School Management Committee(SMC), and are suitable for children of different age groups and the Children With Special Needs (CWSN).

- The school has been able to raise funds from ex-students, elected representatives and the village community for various facilities. The school has raised more than INR 400,000 under the Mo School Abhiyan, which includes government support of INR 150,000.
- The District and Block administration have supported activities such as 'Tale Basibaku Na' (No to sitting on floor), rain water harvesting, and smart library under the Mo School Abhiyan.
- During the year, the school has spent INR 5000 on operation and maintenance of WASH infrastructure from the Composite Grant.
- The school is efficiently managing solid and liquid waste.
- The teachers guide students on menstrual hygiene management.
- The school has engaged a cleaning staff, who is paid by the Head Master.
- The teachers, along with children take care of operation and maintenance of WASH facilities. The SMC and the teachers manage responsibilities related to availability and procurement of cleaning supplies and keeping the school clean.
- As mandated by the district administration, children are oriented on correct use of toilet, safe handling of water, hand washing, solid and liquid waste management and menstrual health management during the morning assembly.



- The school maintains a weekly schedule to involve and make children aware of good practices and relevant issues. For instance, Monday are for awareness on sanitation and hygiene, Tuesdays are for road safety, Wednesdays are for awareness on health and environment, Fridays are on innovations, and Saturdays on values and social responsibility.
- The School Cabinet monitors the use of toilet, hand washing with the support of teachers.
- The SMC is active and supports the school in maintenance of WASH services.
- The school walls have been painted with messages related to drinking water, sanitation, handwashing, cleanliness and climate change.
- The school Head Master has attended the state government organised training on the five key components of WASH in School. He in turn has trained the teachers, the cooks and the School Cabinet on operation and maintenance of WASH in school.
- The SMC has been oriented to WASH during the monthly meetings.
- The teachers and children together have developed a herbal garden as part of the Eco-Club.

“ We enjoy learning many things from the school environment rather than from only books. The messages painted on school walls, various plants and flower in the garden, the clean campus and adequate WASH infrastructure facilities are very helpful. ”

**-Student-**  
Class 7

## Result and Impact

While it is common for people to prefer to send their wards to English medium and private convent schools, Hilpatna Upper Primary School is an exception. Several residences have pulled out their children from primary English medium schools to admit them to Hilpatna UPS. Around 68 students have left posh private schools and sought admission in this School.

WASH Facilities in the School			
Number of Portable Water Points 	Number of Toilets* 		Number of Taps for Handwashing (with soap)* 
	Boys	Girls	
7	3	6	5
	*Separate toilets exists for children with special needs.		#Washbasins for hand washing are either located inside or attached to toilets.

“It is the environment of the school that attracts students and parents alike and keeping that in mind, we decided to develop the school. The teachers here work with dedication and progressive ideas to make constructive changes.”

**-Radhaballabha Pattanaik-**

Head Master

## The way forward

The school continues to strive to improve the environment and facilities it offers to children. The school aims to get more support from the Department of School and Mass Education of the Government of Odisha for installing a pump for the rainwater harvesting, for a cleaning staff, for additional bins and installation of incinerator in the school.

## What can be learnt from Hilpatna School

The school has made significant achievements in terms of gaining trust of the community. Supportive and child friendly environment with adequate and improved Water Sanitation and Hygiene (WASH) facilities and dedication of teachers and district admiration have contributed to the school's success in the district.

# Will and tenacity got us there !

<b>School Name</b>	: Jharapada Govt. Primary School
<b>Type</b>	: Co-educational, Single Shift, Primary School
<b>Village</b>	: Jharapada
<b>District</b>	: Bhubaneswar
<b>State</b>	: Odisha
<b>Enrolment</b>	: 181 (Boys : 89, Girls : 92)
<b>Award</b>	: State Level Award - Odisha Swachh Vidyalaya Puraskar, 2019



Jharapada, located at the outskirts of the capital city of Bhubaneswar, is one of the oldest schools in the area. Despite being old, the school is equipped with modern child friendly amenities, as well as all the basic WASH facilities. The efficiency with which the school has been able to provide the children a conducive environment for learning and development has earned it the State Level Swachh Vidyalaya Puruskar in 2019.

## Efforts and Innovations

- ◉ The school has adequate facilities for water, sanitation and hygiene. Being near the capital city, Jharapada has the advantage of getting the Piped Water Supply. An electric motor pumps water to an overhead tank that is connected to taps. The Head Mistress of the school puts special emphasis on the quality of drinking water. The school has an Aqua-guard installed and the regular water quality testing is done by the Rural Water Supply and Sanitation Department. There is a hand-pump in the school and a functional roof-top rain water harvesting system, which provide water for purposes other than drinking.
- ◉ The sanitation facilities on the premises are accessible to all students, ensuring that the Children with Special Needs(CWSN) do not face any problem.
- ◉ The height of the drinking water points (taps) is suitable for children of all age groups in the school.
- ◉ The school manages to raise support through various sources. They received an aid from the Infosys group to construct a toilet cubicle and from the Inner Wheel Club for procuring taps. The school administration has in the past got funds from the Rural Development Department as well.
- ◉ The Block Education Officer and the District Project Office of the Samagra Shiksha have played a role in mobilising




funds for the school. They also monitor school WASH facilities periodically.

- The School Composite Grant has been used efficiently to develop WASH related infrastructure such as, group hand-washing station, accessible toilets with incinerator, and roof top rain water harvesting structure.
- The scarcity of the funds for operation and maintenance inspired the school staff to contribute towards recurring expenses. They also contribute in form of voluntary labour for the cleaning of the school premises.
- The SMC is involved in planning, implementation and monitoring of WASH facilities and WASH related activities. The School Cabinet is involved in monitoring handwashing before the midday meals.

- The Head Mistress, teachers and staff ensure the required cleaning material is stocked up in the school.
- The teachers make sure children are aware about the importance of using the toilets and how to keep them clean and in working condition. They conduct an activity related to WASH daily in the morning, which focuses on behavioural change.
- The teachers orient girls on menstrual hygiene management.
- The messages promoting good hygiene and sanitation practices, and safe handling of water are displayed on school walls.

## Results and Impact

### WASH Facilities in the School

Number of Portable Water Points 	Number of Toilets* <sup>@</sup> 		Number of Taps for Handwashing (with soap) <sup>#</sup> 
	Boys	Girls	
1	1	1	6
<p>*Separate toilets exist for children with special needs.  <sup>@</sup>Safe treatment/ disposal facility exists for menstrual hygiene management.</p>			<p><sup>#</sup>Washbasins for hand washing are either located inside or attached to toilets.</p>

“ We try to maintain cleanliness in the school and we hope to get better scores in next Swachha Vidyalaya Puraskaar not only at the state level but also at national level. ”

– Archana Pattaanaik-  
Head Mistress



### The way forward

The school aims to further improve the facilities for its students by identifying various gaps and addressing them. It requires financial and human resources to better maintain the existing potable water, sanitation, hand washing and waste management facilities and install new ones to cater to the needs of all children. The school also intends to strengthen its safety and security measures.

### What can be learnt from Jharpada School

The school has made commendable efforts in keeping its facilities clean and functional in order to facilitate the learning process for students. The teachers go out of their way and contribute to keep the school well maintained. The efforts made to influence behavioural change among the students have also yielded great results.

# Enabling today, Securing tomorrow

<b>School Name</b>	: Kairajhuli Govt. Upper Primary School
<b>Type</b>	: Co-educational, Single Shift, Upper primary School
<b>Village</b>	: Kairajhuli
<b>District</b>	: SUBARNAPUR
<b>State</b>	: Odisha
<b>Enrolment</b>	: 175 (Boys: 99, Girls: 76)
<b>Award</b>	: State Level Award - Odisha Swachh Vidyalaya Puraskar, 2019



**K**airajhuli is located at about 11 km from the district headquarters Subarnapur and at 249 km from the state capital Bhubaneswar. The Kairajhuli school won the State Level Award, Odisha Swachh Vidyalaya Puraskar, 2019 for being able to provide a supportive and child friendly environment to the students. The teachers, the SMC and the students have all contributed to achieving this.

## Efforts and Innovations

- ◉ The school has piped water connection with an overhead tank connected to taps.
- ◉ The school has an annual budget for maintenance (for repair and cleaning material) of WASH facilities.
- ◉ The school has received financial aid under Sarva Shiksha Abhiyan from time to time.
- ◉ The School Cabinet and Mina Mancha are involved in various school development activities.
- ◉ The design and location of all WASH facilities in the school have been decided in consultation with the School Management Committee (SMC) and the School Cabinet. They are disable friendly and suitable for children of all age groups.
- ◉ The school has clearly defined roles and responsibilities. The teachers, students and SMC members share responsibilities related to maintenance of facilities, procurement and availability of the cleaning materials, monitoring the students' use of toilet, hand washing and waste management.
- ◉ A designated female teacher along with Mina Manch handle the responsibilities related to menstrual hygiene. Further, female volunteer provides hygiene management education to the girl students in the school, particularly on



the use of sanitary pads and incinerators. The girl students in the school receive sanitary pads under the KHUSHI yojana.

- ⦿ Designated teachers monitor hand washing practices of the students - before midday meals, before touching their mouth, eyes, and nose or before touching a cut. The Head Master, the SMC and the School Cabinet regularly monitor and support the process.
- ⦿ The school encourages all children to participate in and take ownership of the WASH related activities.
- ⦿ As a step towards spreading awareness and information on WASH, the school has painted creative WASH messages on the walls.
- ⦿ The school conducts discussions on the importance of use of toilet, safe handling of water, hand washing, solid and liquid waste management and menstrual hygiene management in the morning assembly.
- ⦿ The teachers are provided trainings on WASH twice a year. They have previously received training on solid and liquid waste management and on hand

washing. The teachers organise orientation programs in WASH during the SMC and the Parent Teachers meetings, in which the District and Block officials also participate.

- ⦿ The school has a pit to collect waste. The kitchen waste and garden waste is used to make organic compost for use as manure in the garden.
- ⦿ The school has led community awareness initiatives on WASH related issues.
- ⦿ The school has organised different creative activities to promote good practices and behavioural change, such as
  - Classroom clean up days
  - Implement policies on green cleaning, pest control and maintenance
  - Set up green students club.
  - Form cycling and walking groups
  - Plantation drives
  - Use of waste water in the kitchen garden








## Results and Impact

The regular discussion in the school assembly, and closely monitoring by teachers, SMC and School Cabinet have inculcated improved WASH habits among the students. The school today has a well-maintained WASH infrastructure.

### WASH Facilities in the School

Number of Portable Water Points 	Number of Toilets* <sup>@</sup> 		Number of Taps for Handwashing (with soap) <sup>#</sup> 
	Boys	Girls	
2	2	1	10
*Separate toilets exist for children with special needs. @Safe treatment/ disposal facility exist for menstrual hygiene management.		#Washbasin for hand washing are either located inside or attached to toilets.	

“ Earlier our school had no facilities. Due to the hard labour of teachers, transparency in utilisation of different grants, involvement of SMC members, with PRI members, the school is becoming a success. ”

-SMC Members-

### The way forward

The school intends to build its capacities to manage WASH in a more efficient manner, for instance on how to manage non-biodegradable waste. The school is also planning to get a rain water harvesting plant, a recycling facility for solid waste and a soak pit for liquid waste.

### What can be learnt from Khairajhuli School

The school, the teachers, the SMC and the School Cabinet take active role in making the school a better learning place. They engage themselves in school improvement processes, such as developing the kitchen garden, toilets, ramps for Children with Special Needs (CWSN), playground, cleanliness of the surrounding etc. Involvement of all stakeholders has been the strength of this school. The Head Master ensures that the teachers and SMC take initiative and coordinate with all stakeholders.



<b>School Name</b>	: Kazibazar Girls High School
<b>Type</b>	: Single Shift, Girls High School
<b>Village</b>	: Kazibazar
<b>District</b>	: Cuttack
<b>State</b>	: Odisha
<b>Enrolment</b>	: 992 Girls
<b>Award</b>	: State Level Award - Odisha Swachh Vidyalaya Puraskar, 2019



Located in Cuttack district, Girls high school Kazibazar has usually around 1000 girls studying at a time from 1st to 10th standard. It is no easy feat to cater to such a big number of students, but with the leadership of the Head Mistress and support of the staff and students, the school has upgraded its infrastructure and has been able to provide adequate WASH facilities. For its various efforts and successes, the school was awarded Odisha Swachh Vidyalaya Puraskar in 2019.

## Efforts and Innovations




- ◉ The school maintains a regular water supply through a piped connection as well as a tube-well. There is an overhead tank, connected to the taps and an RO water purifier.
- ◉ The school has adequate toilet facilities for girls with running water, hand washing stations and facility for waste management.
- ◉ The facilities have been constructed in consultation with both the School Management Committee (SMC) and the School Cabinet and are suitable for children of all age groups in the school as well as the ones with special needs.
- ◉ The school has managed to get support from various agencies to support the health and hygiene initiatives in the school. The Rotary Club has supported toilet construction, RO installation, and provided training on how to use the incinerator. A sanitary napkin company has donated and provided demonstration on how to use sanitary napkins. Utkal Samaj Sebak Sangha, a civil society organisation, has provided funds for the drainage system.
- ◉ To orient students on good WASH practices and appropriate behaviour, the teachers conduct sessions during the morning assembly on topics such as use of toilet at school and at home, safe handling of water, hand washing, solid and liquid waste management, health and clean environment, personal hygiene and menstrual health management (MHM).

- ◉ The School Cabinet takes an active role in promoting sanitation and hygiene material supply and supervise students' practices. It along with an assigned teacher monitors the process and steps of hand washing practiced by the students before the mid-day meal.
- ◉ The teachers School Cabinet and Head Mistress have the responsibility to ensure availability of cleaning and hygiene supplies.
- ◉ The school receives sanitary napkins from the state government under the KHUSI Yojana. A designated female teacher conducts weekly session on the usage and safe disposal of sanitary napkins. The toilets are equipped with dustbins with lids for disposal of sanitary napkins.
- ◉ The teachers discuss WASH issues with the SMC and the School Cabinet regularly. They also orient the SMC members and the parents periodically.
- ◉ The SMC is involved in planning, implementation and monitoring of WASH facilities and WASH related activities.
- ◉ The school displays messages on school walls to promote good WASH practices and behaviour among the students.
- ◉ The school conducts several activities to promote awareness on WASH among students, such as, celebrating 'Swachhata Pakhwada' (hygiene week). During this week, Green School Drive, Hand Washing Day, Personal Hygiene Day, Community Participation Day, Swachhata School Exhibition, Water Management Day, Swachhata hi Seva Diwas (cleanliness is the true service day), Waste Material Exhibition Day are celebrated. Students prepare things out of waste and exhibit their products. Rallies are led by the students with relevant slogans for community awareness on WASH. They also distribute leaflets among the community.
- ◉ The students and teachers of the school organise community awareness campaigns against the use of single use plastic, covering topics ranging from hazards of using plastic, and recycling and alternate use of plastics. They have also organised single use plastic cleaning drives.
- ◉ The teachers have received trainings in sanitation and hygiene education at the District level.
- ◉ A designated female teacher has attended a District level capacity-building programme on MHM, organised by KHUSI Yojana.



## Result and Impact

### WASH Facilities in the School

Number of Portable Water Points 	Number of Toilets* <sup>@</sup> 		Number of Taps for Handwashing (with soap) <sup>#</sup> 
	Boys	Girls	
8	0	8	20
	*Separate toilets exist for children with special needs. @Safe treatment/ disposal facility exist for menstrual hygiene management.		#Washbasin for hand washing are either located inside or attached to toilets.

“The improved WASH facilities in the school, such as water, toilets and disposal of sanitary pad has been quite encouraging for the girls. Their attendance and enrolment have increased. The habits of using toilets and hand washing among children have encouraged their families and community also to use the household latrines and washing hands with soap at critical times.”

- Assistant Teacher-

### The way forward

The school has been able to improve its infrastructure to a great extent in recent times, which has helped create an encouraging learning environment for the girls. However, considering the big number of girls enrolled, the school needs more classrooms, additional toilet blocks, hand-washing platforms, segregated bins and cleaning staff. The school needs more financial resources and government support to install and maintain more facilities.

“It's a challenge when facilities such as the incinerator or the drainage system breakdown. We need more funds for operation and maintenance of WASH infrastructure. To manage the WASH infrastructure, we need more government support and sanction for more toilet blocks.”

- Nirupama Mallick-  
Head Mistress

## What can be learnt from Kazibazar School

The school has been able to provide the big numbers of girls with an improved environment due a team of dedicated school staff and an active SMC. The involvement of teachers and their liaison with the District administration have contributed to the improvement of WASH facilities in the school. The unity among the staff, students and the SMC has yielded great results.



# A small step in the right direction goes a long way

<b>School Name</b>	: Khairbani Ashram School
<b>Type</b>	: Co-educational, Single shift, Residential Middle School
<b>Village</b>	: Khairbani
<b>District</b>	: Mayurbhanj
<b>State</b>	: Odisha
<b>Enrolment</b>	: 447 (Boys:253, Girls:194)
<b>Award</b>	: State Level Award - Odisha Swachh Vidyalaya Puraskar, 2019



**K**hairbani is a small village situated in the Mayurbhanj district close to the national highway five. Established in 1951, it is one of the oldest schools in the area. The school is managed by the Scheduled Tribe and Scheduled Caste department of the Government of Odisha. The school, thanks to its green and clean premises, offers an inviting atmosphere to the students. Adivasi children from other districts also study in the school. The improvement in infrastructure and learning environment have gained the school the Odisha Swachh Vidyalaya Puraskar, 2019.

## Efforts and Innovations

- ◉ The school has a Swachhata Action Plan, which identifies its needs and defines responsibilities.
- ◉ The school maintains WASH facilities and infrastructure from Composite Grant, MO School Abhiyan funds and the MDM funds.
- ◉ The school has piped water connection, which is functional throughout the year. Additionally, the school has a rainwater harvesting system and a Rural Drinking Water Supply & Sanitation (RWSS) Division provided tube well.
- ◉ In the school, the design and the location of the WASH facilities have been finalized in consultation with the students (School Cabinet) and the School Management Committee (SMC), with due attention to the requirements of the Children with Special Needs (CWSN).
- ◉ Apart from these WASH interventions, the students are regularly oriented on different WASH related issues such as use of toilets, handwashing, MHM during the assembly. Every Saturday, there is quiz competition among the children on WASH.
- ◉ The students make handicrafts from non-biodegradable waste generated in the school and it is displayed in the library. Dhan Foundation, a civil society organization



working in the Block, provides training to the students six times in a year on WASH in school and health and hygiene practices, under the Rashtriya Bal Swasthya Karyakram (RBSK) of the National Health Mission.

- A group of dedicated teachers encourages children as well as takes responsibility for cleaning and maintaining the WASH facilities proactively. Apart from the School Cabinet, a designated male and female teacher take care of the operation and maintenance of the school facilities.
- The responsibility for cleaning the potable water facility, sanitation facilities and hand washing facilities are taken care of by the School Cabinet. The solid and liquid waste management and menstrual hygiene management is the responsibility of the teachers. The required supplies sanitation and hand washing are procured by the Head Mistress, and the waste management supplies by the teachers. The menstrual hygiene management related supplies are procured by the hostel superintendent.
- The teachers, Head Mistress and the SMC together with the School Cabinet monitor the WASH facilities.
- The school walls are painted with messages to promote the importance of clean drinking water, sanitation, hand washing, cleanliness and climatic change.

- The teachers regularly motivate the students to practice correct handling of water, use of toilets, washing hands at critical times, as well as to plant fruits and flowers plants.
- The Head Mistress, with support from DHAN Foundation, conducts capacity building sessions for the teachers, the School Cabinet and non-teaching staff on behaviour change, WASH in school and health and hygiene practices periodically.
- The school also conducts co-curricular activities on specific themes each day of the week. For instance, on Mondays- Sanitation & Hygiene, Tuesdays- Road safety, Wednesdays-Health & Environment, Thursdays - Handling and drinking of safe drinking water, Fridays-Innovative thing, Saturdays- Value and social responsibility.
- The teachers have attended orientation /training on WASH conducted by the Block Education office and District Education office twice a year on handling of water, Health & Hygiene, MHM, Operation and management of WASH. There are also follow-up trainings and orientations.
- The SMC is oriented on WASH during the monthly meetings.



## Result and Impact




Khairbani Ashram School is an excellent example of a clean and efficient school in the Block. The staff members involve themselves in the overall development of school. The SMC meets regularly and discusses about the management of the school, covering topics ranging from infrastructure, operation and maintenance, gap assessment of WASH in school etc., and brainstorms on corrective actions and measures.

“I myself inspect each and every corner of the school and make sure that there is no littering around, lots of maintenance and development work in the school is done with my own personal funds.”

- **Binita Dash** -  
Head Mistress



## WASH Facilities in the School

Number of Portable Water Points 	Number of Toilets* <sup>@</sup> 		Number of Taps for Handwashing (with soap) <sup>#</sup> 
	Boys	Girls	
5	8	12	10
	*Separate toilets exists for children with special needs. <sup>@</sup> Safe treatment/ disposal facility exists for menstrual hygiene management.		<sup>#</sup> Washbasins for hand washing are either located inside or attached to toilets.

## The way forward

The school has been able to provide a conducive environment and facilities to the students, who have come to pursue their education from different villages. The school keeps taking stock of the progress made and assesses the gaps and needs. The school recognizes the need for additional funds as well as the school specific support in liquid waste management. The school aims to solicit additional support from PHED, the municipality and the SMC for strengthening its WASH facilities and infrastructure.

“ My journey is not yet complete. It is to go beyond making the learning hub of Swachh schools in the District. ”

- **Binita Dash**-  
Head Mistress.

## What can be learnt from Khairbani

The school's School Cabinet plays an active role in taking care of all the WASH related facilities, including the operation and maintenance of all infrastructure. Apart from a dedicated team of students and teachers, the SMC (comprising of PRI and ward members) is actively involved in the WASH development of the school, supporting the maintenance of WASH facilities and providing solutions.



# Enabling today, Securing tomorrow

<b>School Name</b>	: Khandava Upper Primary School
<b>Type</b>	: Co-educational, Single Shift, High School
<b>Village</b>	: Khandava
<b>District</b>	: Gajapati
<b>State</b>	: Odisha
<b>Enrolment</b>	: 122 (Boys : 61, Girls : 61)
<b>Award</b>	: State Level Award - Odisha Swachh Vidyalaya Puraskar, 2019



**K**handava School is situated on the border of Odisha and Andhra Pradesh. Until a few years ago, the school had no WASH infrastructure. With the continuous efforts of the Head Master, the district authorities sanctioned separate toilets for boys and girls, toilet for CWSN and multi taps and caps. The school was severely affected by the cyclone Titli in 2018. Many infrastructure including WASH had been damaged. However, efforts of teachers, the School Management Committee (SMC) and the District Administration have not only restored the facilities but have also won the school the State Level Award, Odisha Swachh Vidyalaya Puraskar for 2019.

## Efforts and innovations

- ◉ The school is connected to the village piped water supply system and has a tube-well as well.
- ◉ The design and location of various WASH facilities in the school have been decided through consultation with the SMC and the students. The school has constructed toilets and ramps, taking in to consideration the needs of the Children with Special Needs (CWSN).
- ◉ The school has no specific budget for WASH. However it has been able to mobilise resources from various sources. The school has utilised a grant of INR 5000 from the Eco-Club on WASH, and received a 1000 litre overhead tank from the Panchayat, and funds for operation and maintenance of infrastructure from the Block administration. Further, the school collected money from the teachers and got piped water supply connection by purchasing a motor with 1000 liters storage tank worth INR 20,000.
- ◉ The schools has separate committees for water, toilet, hand washing and cleaning of the school that provide support to the School Cabinet for operation and maintenance of WASH infrastructure. Each of the committees is supported by a teacher. For instance, the water committee comprising of 15 students, who are supported by a teacher, is responsible for



cleaning and maintaining water facilities. Similarly, one assigned teacher supports the hand washing committee in monitoring the process and the steps involved before mid-day meals.



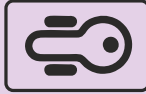

- ⦿ Female teachers discuss matters of menstrual hygiene with girl children, such as using sanitary pads, safe disposal of sanitary pads in the burial pits.
  - ⦿ In the morning assembly, the teachers discuss about use of toilet, safe handling of water, importance of hand washing and solid and liquid waste management.
  - ⦿ Key messages to promote responsible WASH behaviour, such as the right process to WASH hands, are displayed in the school.
  - ⦿ The school conducts village rallies, drawing/ painting competition and debate competition to raise awareness on various issues including WASH.
- ⦿ The school receives periodical trainings on WASH such as role and responsibilities of the SMC, use of toilet and hand washing, use of deworming table and Vitamin-A, menstrual hygiene management etc. - from the District and Block administration under Swachh Bharat and Swachh Vidyalaya (SBSV) missions. Further, the Cluster Resource Coordinator provides regular technical support to the school on improvement of WASH infrastructures and quality education.
  - ⦿ The school has a garden developed by the Head Master, who mobilises teachers and students to keep the school environment clean and green.
  - ⦿ The Eco-Club members are engaged in cleaning the school, plantation and development of herbal garden in the campus.

## Results and Impact

“The habit of using toilets and hand washing by children is impacting their family and community as well and they are encouraged to use the household latrines constructed under Swachchh Bharat Mission. The family members are washing hands more regularly with soap at critical times.”

- Cluster Resource Centre Coordinator (CRCC) -

### WASH Facilities in the School

Number of Portable Water Points 	Number of Toilets* <sup>@</sup>  		Number of Taps for Handwashing (with soap) <sup>#</sup> 
	Boys	Girls	
5	1	2	10
	*Separate toilets exists for children with special needs. @Safe treatment/ disposal facility exists for menstrual hygiene management.		#Washbasins for hand washing are either located inside or attached to toilets.

“Impact of improved WASH facilities in the school and availability of water, toilets and disposal of sanitary pads has resulted in the improvement of attendance and enrolment of girls compared to past years.”

- Tangudu Harinath-  
Head Master

“Supportive environment and cooperation of teachers encourage me to come regularly to school and feel more comfortable.”

- Student-  
Class-7

## The way forward

The school endured physical damage due to the cyclone Titli in 2018. It aims to strengthen its WASH infrastructure by reaching out to various sources, such as a 1000-liter water storage tank (in light of frequent electricity outages, bins for waste segregation. The schools aims to solicit support from the government for construction of more toilet blocks, maintenance funds for WASH infrastructure as well as develop capacities of the SMC and teachers for development of Swachhata Action Plan (meeting the gaps in fund from Gram Panchyat Development Fund, Mo SchoolAbhiyan, MP & MLA funds etc.)



## What can be learnt from Khandava

Engagement of teachers, School Cabinet and the SMC is a big strength for Khandava. The teachers take initiatives in cleaning of toilets and school premises. The students also join the teachers in cleaning. The personal involvement of the Head Master has been a great plus. The participation of the School Cabinet, WASH sub-committee, Eco Club members and group of dedicated teachers along with the support from the district and Block level officials have contributed to the success of the school.

*“ If I find any toilet dirty, I personally clean it to encourage children and other teachers to participate and think of the school as their home. ”*

*- T Harinath-  
Head Master*



# Excellence is not an Act, but a Habit

<b>School Name</b>	: Kundhipadar Upper Primary School
<b>Type</b>	: Co-educational, Single shift, Upper Primary School
<b>Village</b>	: Kundhipadar
<b>District</b>	: Boudh
<b>State</b>	: Odisha
<b>Enrolment</b>	: 77 (Boys: 38, Girls: 39)
<b>Award</b>	: State Level Award - Odisha Swachh Vidyalaya Puraskar, 2019



## “Excellence is not an Act, but a Habit.”

A statement often attributed to Aristotle has been the motivation for the upper primary school at Kundhipadar to make the school environment 'clean and green'. The school's efforts to improve children's schooling experience and the positive impact it has been able to make have been acknowledged by several awards such as, Quality School Award (2015) by the Department of School and Mass Education; Outstanding Performance Award by the Department of Forest and Environment; Prakruti Mitra Award by Department of Forest and Environment; Swachha Vidyalaya Puraskar Award by Department of School and Mass Education, and Niankhai by Pragati Club, Kantamal.

*“I am feeling proud that our school has good supportive environment and cooperation of teachers and SMC.”*

**- Ankit Kumari -**  
Student of 8<sup>th</sup> standard

## Efforts and Innovations

- The school made a Swachata Action Plan (SAP) and a School Development Plan (SDP) to guide various activities for the betterment of the school and improve the facilities.
- The school staff, the School Cabinet, the School Management Committee (SMC) and the community regularly engage themselves in activities, such as development of a garden/kitchen garden, park and help in keeping the toilets, playground and the surrounding clean.
- The school has piped water supply that is available throughout the year.
- To meet the expenditure for various activities of SAP and SDP, the school authorities approached the community, SMC members, members of the Panchayati Raj Institution (PRI), the local MLA and the MP. Parents contributed to meet the cost of various school development activities and the community members contributed in the form of labour to beautify the school campus.



- To avail the benefit of Mo School Abhiyaan, a committee of alumni has been formed and PRI members have been engaged.
- The school has received various grants from Sarva Shiksha Abhiyan (SSA), Boudh. In 2015 the school received an award money of INR 2,00,000 from the Govt. of Odisha as Quality Award, which it utilised as per the Orissa School Education Programme Authority guideline.
- The school takes up safe hygiene and sanitation education including awareness on hand-washing during morning assembly and in school club. The school regularly conducts cultural programme and competition on hygiene and sanitation.
- To inculcate the habit of and to teach the students the correct hand-washing technique with soap and water, the teachers provide daily advice before the midday meal (MDM) on following the six steps of hand- washing.
- At least twice a year the school carries out orientation programme on use of toilets, handwashing and MHM related issues, with the aim to reach every student.
- The messages promoting health and hygiene and encouraging good practices have been painted on the school walls and displayed at prominent places.
- Members of women self-help group contribute to keep the school clean in collaboration with students, teachers and MTA and in help in preparation of the midday meals.
- The teachers in the schools are responsible for maintenance of the potable water facility and storage units, sanitation facilities including toilets and faecal waste management, handwashing facilities, solid and liquid waste management, where the students support in cleaning the handwashing stations.
- A designated female teacher handles the responsibilities related to menstrual hygiene management (MHM).
- The Head Master manages the procurement of the cleaning materials and the female teacher buys the MHM materials.
- A team of teachers, staff members and School Cabinet members supervise the practice of daily hand-washing with soap by students and cooks before making the MDM.
- The teachers have attended trainings organized by SSA twice a year on various aspects of WASH, such as Solid and Liquid Waste Management and Hand Washing. The SMC has also been trained on similar topics. The block and district administration have also conducted trainings, regular meetings, and provided supportive supervision.







## Results and Impact

“After development of infrastructure including WASH, children's attendance, especially of girls, has increased.”

- **Mr. Kasinath Bastia-**  
SMC President

Thanks to the plans, the grants and donations, the school has made remarkable achievement in accessing safe drinking water, adequate sanitation, and proper hygiene education for all genders, children with special needs and teenage girls. Today the school is well-equipped with adequate infrastructure for toilets, incinerator, handwashing platform and potable water. The innovations by the school have had an impact not only on students but also on the larger communities. The enrolment rate of the school is good and the dropout rate is zero. Awareness drive by the student on various social issues have yielded great response and results.

### WASH Facilities in the School

<p>Number of Portable Water Points</p> 	<p>Number of Toilets*<sup>@</sup></p>  		<p>Number of Taps for Handwashing (with soap)<sup>#</sup></p> 
<p>5</p>	<p>Boys</p>	<p>Girls</p>	<p>10</p>
<p>1</p>		<p>2</p>	<p><sup>#</sup>Washbasins for hand washing are either located inside or attached to toilets.</p>
<p>*Separate toilets exists for children with special needs. <sup>@</sup>Safe treatment/ disposal facility exists for menstrual hygiene management.</p>			

### The way forward

The school has several plans to strengthen the infrastructure as well as good WASH practices among the students and the community. The school has the plan to harvest rain water in the near future. The school has proactively identified the areas that need to be further strengthened, such as requirement of additional land and funds, a pucca boundary wall and a regular staff for cleaning. The school aims to approach the gram panchayat for garbage pit for solid waste and liquid waste soak pits. In terms of skills, the school has identified the need for inputs on management of non-biodegradable waste. For best results, the school aims to align its annual budget to the Swachhta Action Plan.

### What can be learnt from Kundhipadar

A good planning, execution and monitoring of WASH indicators by the school staff and the SMC have been helpful in achieving this success. The school has a Swachhata Action Plan, which defines the targets and responsibilities that the school envisions to achieve. Dedication, willingness and involvement of all stakeholders to ensure strong WASH infrastructure in the school has resulted in developing a child friendly and conducive environment. The active involvement and sharing of responsibility by the members of the SMC and the women self-help group has been a big contributory factor in the school's success.

# A true success is the result of unified effort

<b>School Name</b>	: Naami Nodal Upper Primary School
<b>Type</b>	: Co-educational, Single Shift, Upper Primary School
<b>Village</b>	: Naami
<b>District</b>	: Bhadrak
<b>State</b>	: Odisha
<b>Enrolment</b>	: 180 (Boys : 93, Girls : 87)
<b>Award</b>	: State Level Award - Odisha Swachh Vidyalaya Puraskar, 2019



The Naami Nodal Upper Primary School, located at about 100 km from the state capital Bhubaneswar, was awarded Odisha Swachh Vidyalaya Puraskar and a sum of Rs 10,000 in 2019 as an acknowledgement to its initiatives to strengthen WASH facilities in the School. This has been possible due to the regular involvement, sustained efforts and participatory approach adopted by the school.

## Efforts and Innovations

- ⊙ The school gets water from the three tube-wells connected to an overhead tank, which is cleaned at regular intervals. There are taps are connected to the overhead tank.
- ⊙ The school has separate toilets for boys and girls, and for CWSN.
- ⊙ The facilities have been constructed in consultation with the School Management Committee (SMC) and the students.
- ⊙ The school has installed one incinerator to dispose off sanitary pads.
- ⊙ The school has bins installed to collect waste.
- ⊙ The school has mobilised resources from local level influencers to install two RO units – one with 8 litre capacity and another with 80 litre capacity.
- ⊙ The teachers regularly sensitise students on use of toilets, handwashing, menstrual hygiene management (MHM) during the morning assembly and classroom sessions.
- ⊙ The school educates students on topics related to WASH every week through its Smart Class initiative. The Smart Class initiative entails educating students via audio visual aid. The school's Smart Class set up comprises of 5 computers, a projector and screen.
- ⊙ The school promotes good WASH practices by displaying messages on school walls.

- ⦿ One of the school teachers has attended training on WASH related issues, concepts and usage and maintenance of facilities.
- ⦿ The school has clearly defined roles for smooth functioning and maintenance of WASH facilities. The Head Master and teachers are responsible for procurement of cleaning materials and monitoring hygienic practices of the students.
- ⦿ The school has a cleaning staff. Additionally, the students participate in and supervise the cleaning toilets as well as of the campus.
- ⦿ The school has a functioning SMC, comprising of parents, locals, teachers, that meets once a month. The SMC is involved in planning, implementation and monitoring of WASH facilities and WASH related activities.
- ⦿ The school maintains linkages with officials of local institutions – such as the District administration, the Block Education Officer (BEO), the Cluster Resource Centre Coordinator (CRCC), the Health Department – who frequently visit the school and provide regular support.



*“Even though the school doesn't receive any substantial grant, we have brought a large-scale change in the school only through contribution of the generous and kind hearted people of the locality. The SMC has been very cordial in offering support in any manner we request. We also want to improve upon the situation by adding to the existing WASH infrastructure.”*

**- Rajkishore Sahu-**  
Head Master

## Results and Impact

The district administration plans to felicitate school level officials for their efforts and achievement and has expressed its intent to celebrate the success of the school. The Rural Drinking Water Supply & Sanitation (RWSS) department wants to contribute by painting the school walls to further promote WASH messages.

## WASH Facilities in the School

Number of Portable Water Points 	Number of Toilets* <sup>@</sup> 		Number of Taps for Handwashing (with soap) <sup>#</sup> 
	Boys	Girls	
6	4	6	5
<p>*Separate toilets exist for children with special needs.  <sup>@</sup>Safe treatment/ disposal facility exists for menstrual hygiene management.</p>			<p><sup>#</sup>Washbasins for hand washing are either located inside or attached to toilets.</p>

“Because of regular intervention on WASH, children's behaviour has changed. They are interested to see new videos on WASH in schools and are eager to apply the learnings from the video in their lives.”

- Ananda Chandra Padhy-  
Teacher and in-charge,  
Smart Class

“We did not know much about the hand washing process and its importance. The interactive video sessions helped us to learn the handwashing and other hygiene practices that have been beneficial to us. We have also learned how open defecation adds to environment pollution through the movies. We also talk about these issues among our friends and families.”

- Class-8 Student -



## The way forward

The school provides quality learning environment to its students and is proactive about maintaining facilities and addressing challenges, if any. The school regularly gets the water quality tested. It plans to invest its award money on iron removal equipment after finding iron contamination in the last test. The school intends to modify the hand washing stations to make them accessible for smaller children. To further improve the facilities, such as waste management and operation and maintenance of facilities, the school looks forward to more institutional support and linkages at the district administration.

## What can be learnt from Naami School

The school has become the symbol of unified efforts, which has significantly improved the school environment, specifically in terms of water, sanitation and hygiene facilities. The teachers are open to new ideas and work as a team. Further, the school maintains linkages with other institutions - the Health supervisors in the nearby Community Health Clinics come to demonstrate Handwashing techniques. The school is now seen as a role model by others in the area.



<b>School Name</b>	: Patanda Upgraded High School
<b>Type</b>	: Co-educational, Single shift, High School
<b>Village</b>	: Patanda
<b>District</b>	: Ganjam
<b>State</b>	: Odisha
<b>Enrolment</b>	: 247 (Boys:136, Girls:111)
<b>Award</b>	: State Level Award - Odisha Swachh Vidyalaya Puraskar, 2019



The village Patanda has demonstrated the verity of this statement of Helen Keller's by working together to provide basic facilities in the school to facilitate a conducive environment for children. Its efforts have resulted in the school being upgraded to high school and many basic amenities being available. These efforts have been acknowledged by the state level award 'Odisha Swachh Vidyalaya Puraskar' in the year 2019. Patanda is a small village situated in Ganjam District, Odisha at about 189 KM from the State capital Bhubaneswar. The school is situated on a rock-ribbed area, with no water source nearby.

## Efforts and Innovations

- ◉ The design and location of the toilets, potable water points and hand-washing platforms were decided through a participatory approach. The needs of Children with Special Needs (CWSN) were taken into consideration.
- ◉ The school is connected to the village piped water supply system. A water tank has been constructed and water is being pumped to a 1000 litre overhead tank, which is supplying water to the school toilets, hand washing platforms and the school garden.
- ◉ The school has been able to mobilise resources from various sources for WASH, such as INR 3,00,000 from Mo School Abhiyan, INR 2,00,000 from the Central Finance Commission funds for school boundary, INR 2,00,000 from the state government for improvement in WASH infrastructure and installation of RO and other facilities, INR 5,00,000 from the Mahatma Gandhi National Rural Employment Guarantee scheme (MGNREGS) for the development of a playground, and INR 5,00,000 from the State Finance Commission funds for construction of single gallery of playground.
- ◉ Responsibilities related to maintenance of facilities, procurement of the cleaning materials, monitoring the

students' use of toilet and hand washing practice, waste management are shared among teachers, students and the School Management Committee (SMC).

- ◉ A designated female teacher along with the School Cabinet and Mina Manch handle the responsibilities related to menstrual hygiene.
- ◉ Efforts are made particularly to create opportunities for children to be aware of, participate in and take ownership of the WASH related activities.
- ◉ Creative messaging in school magazine and the walls help to spread awareness and information on WASH.
- ◉ As part of co-curricular activities, the school holds discussions during morning assembly on the importance of use of toilet, safe handling of water, hand washing, solid and liquid waste management and menstrual hygiene management. Every

Monday, there is an exclusive session on sanitation and hygiene, and every Thursday on health and environment as mandated by the District administration.

- ◉ The teachers are provided trainings on WASH once a year. The Head Master and teachers have attended WASH training at the Block level conducted by the Block Education Officer (BEO) and Technical Consultant on five key components of WASH in Schools.
- ◉ The school is reusing and recycling waste to make low cost teaching-learning materials. To make the school single use plastic free, the Eco-Club has made the school garden boundary with 400 single used plastic objects.
- ◉ The school Eco-Club has constituted 'Sabuja Bahini', a group of seven students who work to make school clean and green and organise village cleaning drives and rallies, and plantation activities in the school.





“The school has developed a School Improvement Plan by involving the SMC, the School Cabinet and the teachers. Together, we are making efforts to mobilise funds from the Gram Panchayat, the community, old students and relevant government departments.”

- **Sanatan Patanaik** -  
Head Master



## Results and Impact

The collective efforts of the school, the community, with the support of the Panchayat and government authorities have resulted in improved WASH Infrastructure in the school. Inspired by the results, this model has been replicated in the nearby schools of Kuskuda GP and Digapandi Block.




“The waste is collected in the dustbins and disposed off in the waste pit. The bins are in three different colours, for compost, dry waste and for hazardous waste.”

- **Kanhu Charan Pradhan**-  
School Teacher

“We enjoy learning from many things in the school such as from the messages painted on school walls, from the various plants in the garden. It is better than studying from books.”

- **Student Class 7-**

## WASH Facilities in the School

Number of Portable Water Points 	Number of Toilets* <sup>@</sup> 		Number of Taps for Handwashing (with soap) <sup>#</sup> 
	Boys	Girls	
8	2	2	10
	*Separate toilets exists for children with special needs. @Safe treatment/ disposal facility exists for menstrual hygiene management.		#Washbasins for hand washing are either located inside or attached to toilets.

“The rocky school campus has become green. The school has become single use plastic free campus. Initiative and commitment of teachers and a motivated community has greatly improved the school. The habit of using the toilets and hand washing among children directly impacts their family and community as well. They are using the toilets and are washing hands with soap after using the toilet and before having meals.”

- S. Srihari Dora -  
SMC Member

### The way forward

The school is continuing its efforts to further strengthen the various WASH facilities and get more dedicated resources, especially from the government, to maintain them. It has identified Gram Panchayat Development Fund, Mo School Abhiyan, MPLAD and MLALAD funds etc. as potential sources of fund. The school is aiming to recruit a regular staff for cleaning, which will allow teachers to fully focus on their teaching responsibilities. Considering the enrollment level, the school intends to construct additional toilets, both for boys and for girls, and additional hand washing units. Dustbins in all classrooms, segregated bins and additional incinerator have been identified as needs to further support the children. The SMC and teachers are working towards strengthening their capacities in developing the Swachchhata Action Plan.

### What can be learnt from Patanda School

The case of Patanda has been a commendable example. The success of the initiatives is owed to the overall participatory approach, sharing of responsibilities, a group of dedicated teachers, a proactive SMC and students who actively participate.

<b>School Name</b>	: Suryamanipur Project Upgraded Upper Primary School
<b>Type</b>	: Co-educational, Single shift, Middle School
<b>Village</b>	: Suryamanipur
<b>District</b>	: Bargarh
<b>State</b>	: Odisha
<b>Enrolment</b>	: 191 (Boys : 89, Girls : 102)
<b>Award</b>	: State Level Award - Odisha Swachh Vidyalaya Puraskar, 2019



**S**uryamanipur PUGUP School has been awarded the state level Swachchh Vidyalaya Puruskar in 2019 for its efforts and achievements to provide the students a clean and healthy learning environment. Suryamanipur is located in an educationally backward block in Bargarh district at about 385 KM from the state capital Bhubaneswar. The children of nearby villages, such as Nalipani, Pipaltikra, Kapati come to Suryamanipur for their elementary schooling. Until 4-5 years ago the water, sanitation and hygiene facilities were inadequate.

## Efforts and Innovations

- Suryamanipur school has been able to make remarkable improvements in the access to potable water, adequate sanitation and proper hygiene and related education for children of all genders, teenage girls, as well of Children with Special Needs (CWSN). The school has been able to ensure required facilities for water, sanitation and hygiene and has conducted regular orientation to the students to provide information and inculcate the right behaviour.
- Every year the school prepares a Swachhata Action Plan and School Development Plan that identify the needs of the school and propose ways to mobilise resources to meet the same.
- All the WASH facilities are installed in consultation with the children and School Management Committee (SMC), taking in to consideration the needs of CWSN.
- The school has a piped water supply that is provides water all year round. The work on the school rain water harvesting is in progress.
- The school has an annual budget for maintenance (repair, cleaning material) of WASH facilities.
- The school has mobilised financial support from Sarva Shiksha Abhiyan(SSA) Bargarh, Members of Parliament Local Area Development Scheme(MPLAD), Gram Panchayat Funds, Member of Legislative Assembly Local Area Development Scheme(MLALAD), Mo School Abhiyan, and the school alumni to arrange for basic facilities in the school.

- In the session 2018-19, the school raised in total INR 1792000 from various sources. The funds included those raised from the school alumni and the Composite Grant for potable water facilities (INR 3000), sanitation facilities (INR 5000), handwashing facilities (INR 2000), solid waste management (INR 3000), liquid waste management (INR 2000) and menstrual hygiene management (MHM) (INR 1000). Further, the Panchayati Raj and Drinking Water (PRDW) department provided INR 25000 for potable water facilities, INR 30000 for sanitation facilities, INR 20000 for solid waste management and INR 5000 for liquid waste management. The community provided INR 10000 for potable water and sanitation facilities each and INR 5000 for solid waste management. INR 2000 were provided from MDM budget for handwashing facilities. Additionally, the PRDW department provided a Solar System to the school.
- The school has constructed hand washing stations, urinals for both boys and girls, toilet units with running water, and a western toilet for CWSN, installed an incinerator for disposing off the sanitary pads, and an R.O. + U.V. water purification and cold-water system.
- The female volunteers help adolescent girls with health and hygiene issues, especially related to menstrual hygiene management.
- The school led community awareness initiatives on WASH, twice a year, have been able to spread awareness on WASH related issues.
- The responsibility to ensure smooth running and maintenance of the facilities is shared by the Head

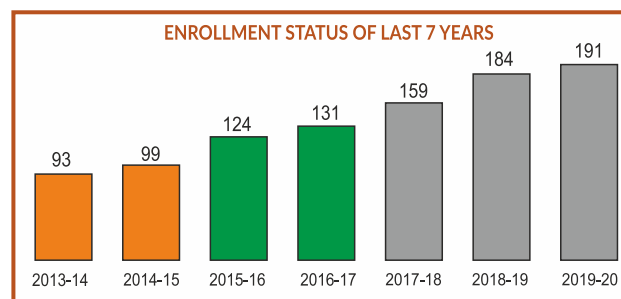
Master, the teachers, the students and the SMC. The Head Master, the SMC, the teachers regularly monitor the availability and functioning of the different WASH facilities. The Cluster Resource Centre Coordinator (CRCC), and the Block Education Office (BEO) also periodically monitor the school facilities.

- The school walls are painted with messages to promote responsible sanitation and hygiene practices and behaviour. The students are encouraged to follow the six simple steps of hand washing every day before MDM, the right use of toilets and urinals.
- To improve health education in the school, the teachers attend trainings in sanitation and hygiene related subjects such as solid and liquid waste management and hand washing, organised by Samagra Shiksha at least once a year, as mandated by the government. Additionally, the SMC, teachers and parents are oriented in the same by the Health Department, the ANM and AYUSH doctors.



## Result and Impact

The persistent efforts of all have resulted in a school equipped with smoothly functioning WASH facilities and improved awareness and behaviour among children, teachers and the community. The school has received the highest donor support under Mo School Abhiyan (My school campaign) of Bargarh District. The overall improvement in the school infrastructure and environment have impacted the enrolment and retention as well, as is evident from the graph:






“ I am feeling proud that our school has good supportive environment. And, the cooperation of teachers and the SMC (makes me) feel more comfortable (here) than at my home.”

-**Samari Dandasena**  
Member of Meena Manch

“ After development of infrastructure, including in WASH, children's attendance, especially girls', has increased.”

- **Chaitanya Bariha**  
SMC president

## WASH Facilities in the School

Number of Portable Water Points 	Number of Toilets* <sup>@</sup> 		Number of Taps for Handwashing (with soap) <sup>#</sup> 
	Boys	Girls	
3	3	3	15
<p>*Separate toilets exists for children with special needs.  <sup>@</sup>Safe treatment/ disposal facility exists for menstrual hygiene management.</p>			<p><sup>#</sup>Washbasins for hand washing are either located inside or attached to toilets.</p>



## The Way Forward

Suryamanipur school has come a long way in terms of improved facilities for children and staff and aims to continue to strengthen the efforts by mobilising more funds, organising periodical sanitation programs, awareness drives and other innovative efforts to encourage the right behaviour and attitude towards WASH among student as well as the community. The school is managing its biodegradable waste efficiently, and aims to make arrangements in managing non-biodegradable waste as well as soak pits for liquid waste management. The school has also identified the need for a regular staff for cleaning.

## What can be learnt from Suryamanipur

The united efforts of the SMC, involvement of the community and strong support of the public representatives, supported by positive attitude and financial co-operation of the school alumni association, and dedication of teachers has resulted in better enrolment, attendance and retention of the students as well as in improving overall learning environment. The clean and hygienic space of the school provides a conducive environment to the students for learning and growing.





**Way  
Forward**

# Way Forward

Under the able leadership of the State government, schools in Odisha have reached great heights in WASH in schools. The case studies discussed in this booklet display that to ensure functional water and sanitation facilities and promoting good hygiene practices, the schools have used a mix of conventional initiatives as well as innovative approaches. The case studies illustrate that there are no alternatives to dedicated and proactive leadership, role distribution and teamwork in achieving success. Further, liasoning with external stakeholders such as block or district administration, health department and community representatives – such as local government representatives and members of Self Help Groups – can elicit support in times of need, whether in terms of funds, training or even in terms of labour.

This booklet demonstrates that WASH in schools is indeed instrumental in retaining school attendance as well as increasing enrolment. It presents that students as agents of change can influence the wider community to adopt good WASH practices. It instantiates that regular operation and maintenance go a long way to ensure functionality of services, even when it comes to rebuilding the school after a natural disaster.

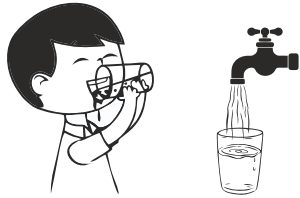
The case studies illustrate that schools in Odisha are committed to the goal of provision of water and sanitation services for all, including children with special needs. They are committed to the goal of a 'Clean India', and thus focus on training students on the values of same and organise cleaning drives in the school and the community. The commitment of the schools towards sustainability is visible in their mission to reduce, reuse and recycle single use plastic, as well as their interest in composting, greening and investing in rainwater harvesting.

The winning schools have led the way in using the recommended behaviour change approaches to ensure that students inculcate good hygiene practices. At the same time, they have made use of innovative approaches by using technology (such as that in the smart classrooms) to keep the students engaged. Further, several of the schools have demonstrated their ability in raising funds from various sources for school development.

What sets the schools discussed in this booklet apart from other schools is that in spite of having made great strides in achieving the goal of WASH in schools, they are aware of the areas wherein they can improve. The areas of strengthening as identified by the school are:

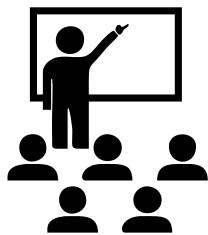
- **Infrastructure:** Several schools have identified the need for support in availability of facilities commensurate with enrolment. Further, several schools recognise the need for support in solid waste management, menstrual waste management, and rainwater harvesting.
- **Human Resource:** Some schools have identified the need for a dedicated cleaning staff to ensure regular maintenance of the WASH facilities.
- **Funds:** Shortage of funds often is the reason for a school's inability to invest in infrastructure or human resource needs as required.
- **Capacity building:** Schools have identified the need for capacity building, in terms of leveraging funds from the local government, the administration, MPLAD, MLALAD, or other sources. Schools have also expressed the need for capacity building in efficient management of solid waste as well as preparation of school plans (such as Swacchata Action Plan) with a view to ensure regular operation and maintenance of facilities.



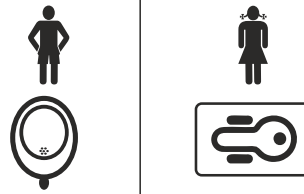


### WATER

- Safe and sufficient Drinking Water.
- Practice of safe handling and storage of drinking water.
- Adequate water for hand washing.
- Availability of water for school cleaning and food preparation.



Capacity building for effective management, monitoring and financing of WASH.



### TOILETS

- Separate for boys and girls.
- Provision of soap.
- Adequate menstrual hygiene management facilities, private space for changing, adequate water for cloth washing and disposal facilities for menstrual waste.



### HANDWASHING

Sufficient handwashing stations that allow groups of 10-12 students to wash their hands at the same time. The handwashing station should be simple, scalable and sustainable, relying on minimum water.



Clean, functional and well-maintained water, sanitation and handwashing facilities.

# SIX Essential Requirements for a successful WASH in School Programme

Regular water, sanitation and hygiene behaviour change communication (including menstrual hygiene management training for girls) activities.



# Annexures

## 1. Marking Methodology

After the successful submission, each of the forms is marked on the various parameters with the following weightage for the various questions as per ANNEXURE 2.

Assessment Categories	Maximum Score
Water (Q.1-8)	22
Toilet (Q. 9-18)	28
Hand washing with Soap (Q. 19-24)	20
Operation & Maintenance (Q.25- 32)	15
Behaviour Change & capacity Building (Q.33-40)	15
Total	100

Based on the score (overall and in each of the categories), the schools are rated as per the following mark-up.

Score	Star Rating	Remarks
Water (Q.1-8)	*****	22
Toilet (Q. 9-18)	****	28
Hand washing with Soap (Q. 19-24)	***	20
Operation & Maintenance (Q.25- 32)	**	15
Behaviour Change & capacity Building (Q.33-40)	*	15
Note: Each school should score a minimum of Two Star rating in each of the Sub-categories in order to be eligible for any award.		

## 2. Selection for Awards

Awards are conferred at different levels i.e. at block level, district level and state level, in the following manner.

Level	Category	Number of Schools (per unit at each level)			Total number of Schools at each level
		Rural	Urban	Total	
Block (314 blocks in the state)	Overall High Score	2	2	2	$4 \times 314 = 1256$
	Sub-category High Score	$4 \times 5 = 20$	$2 \times 5 = 10$	30	$30 \times 314 = 9420$
District (30 districts in the state)	Overall High Score	6	2	8	240
State	Overall High Score	30	10	40	40

### (i) Block Level Awards: Open to All Five Star, Four Star and Three Star Rated Schools

- Applications received before the cut-off date was screened by a Block level Committee headed by the Block Development Officer (or her/his appointee) and comprising of the Block Education officer, three eminent school teachers, Technical Consultant (OSEPA), Medical Officer and two members from civil society organizations/NGOs.

#### • RURAL:

- Two schools (one elementary and one secondary) with the highest overall score with rating not below three stars were selected for the Block level award.
- In addition, four schools (two elementary and two secondary) with the highest score (but not below five stars) in each of the five sub-categories were selected for the sub-category awards at the Block level.

#### • URBAN:

- Two schools (one elementary and one secondary) with the highest overall score with rating not below three stars were selected for the Block level award.
- In addition, two schools (one elementary and one secondary) with the highest score (but not below five stars) in each of the sub categories were selected for the sub-category award at the Block level.

### (ii) District Level Awards: Open to All Five Star & Four Star Rated Schools

- Applications received before the cut-off date are screened by a District level Committee headed by the District Collector (or her/his appointee) and comprising of District Education officer, three eminent schoolteachers, Sr. Technical Consultant (OSEPA), Chief Medical Officer and two members from civil society organizations/NGOs.

● **RURAL:**

- a) Six schools (three elementary and three secondary) with the highest overall score with rating not below three stars were selected for the District level award.

● **URBAN:**

- b) Two schools (one elementary and one secondary) with the highest overall score with rating not below three stars were selected for the District level award.

**(iii) State Level Awards: Open for Five Star Rated Schools**

- Schools selected for District Level Awards with overall rating not less than five stars were considered for the State Level Awards.
- The schools were screened by a State Level Committee headed by the State Education Secretary or her/his nominee and comprising of Director (Education), Director (Health), two eminent school heads (selected by the State Education Secretary), Chief Engineer (Water Supply & PHD), Director (Panchayati Raj), Director (Urban Local Bodies), representatives of Civil Society Organizations as members.
- Twenty elementary and twenty Secondary schools having the maximum score and rating not less than five stars from urban & rural areas (5 from urban and 15 from rural) were selected for the State Level Awards.

### 3. District wise numbers of State and District level award-winning schools :

District wise list of State level OSVP winning schools 2019-20

Sl. No.	District Name	Rural Elementary	Rural Secondary	Urban Elementary	Urban Secondary	Remarks
1	ANGUL		1			1
2	BALASORE		1			1
3	BARAGARH	1				1
4	BHADRAK	1				1
5	BOLANGIR		1			1
6	BOUDH	1				1
7	CUTTACK		1		1	2
8	DEOGARH		1			1
9	DHENKANAL		1			1
10	GAJAPATI	1				1

Sl. No.	District Name	Rural Elementary	Rural Secondary	Urban Elementary	Urban Secondary	Remarks
11	GANJAM		1	1		2
12	JAGATSINGHPUR	1	1			2
13	JAJPUR				1	1
14	JHARSUGUDA		1			1
15	KALAHANDI	1				1
16	KANDHAMAL		1			1
17	KENDRAPARA		1			1
18	KEONJHAR	1				1
19	KHURDHA		1	1	1	3
20	KORAPUT	1				1
21	MALKANGIRI	1				1
22	MAYURBHANJ	1		1		2
23	NABARANGPUR		1			1
24	NAYAGARH		1			1
25	NUAPADA				1	1
26	PURI	1				1
27	RAYAGADA	2		1		3
28	SAMBALPUR		1			1
29	SONEPUR	1			1	2
30	SUNDERGARH	1		1		2
	<b>Total : Odisha</b>	<b>15</b>	<b>15</b>	<b>5</b>	<b>5</b>	<b>40</b>

## District wise list of District level OSVP winning schools 2019-20

Sl. No.	District Name	Rural Elementary	Rural Secondary	Urban Elementary	Urban Secondary	Remarks
1	ANGUL	3	3	1	1	8
2	BALASORE	3	3	1	1	8
3	BARAGARH	3	3	0	1	7
4	BHADRAK	3	3	1	1	8
5	BOLANGIR	3	3	1	1	8
6	BOUDH	3	3	1	1	8
7	CUTTACK	3	3	1	1	8
8	DEOGARH	3	3	1	1	8
9	DHENKANAL	3	3	1	1	8
10	GAJAPATI	3	3	1	1	8
11	GANJAM	3	3	1	1	8
12	JAGATSINGHPUR	3	3	1	1	8
13	JAJPUR	3	3	1	1	8
14	JHARSUGUDA	3	3	1	1	8
15	KALAHANDI	3	2	1	1	7
16	KANDHAMAL	3	3	1	1	8
17	KENDRAPARA	3	3	1	1	8
18	KEONJHAR	3	3	1	1	8
19	KHURDHA	3	3	1	1	8
20	KORAPUT	3	3	1	1	8
21	MALKANGIRI	3	3	1	1	8
22	MAYURBHANJ	3	3	1	1	8
23	NABARANGPUR	3	3	1	1	8
24	NAYAGARH	3	3	1	1	8
25	NUAPADA	1	1	1	1	4
26	PURI	3	3	1	1	8
27	RAYAGADA	3	3	1	1	8
28	SAMBALPUR	3	3	1	1	8
29	SONEPUR	3	3	1	1	8
30	SUNDERGARH	3	3	1	1	8
	<b>Total : Odisha</b>	<b>88</b>	<b>87</b>	<b>29</b>	<b>30</b>	<b>234</b>





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