STATUS OF HYGIENE AND SANITATION
CONDITION IN SCHOOLS, UTTAR PRADESH

[Images and diagrams related to hygiene and sanitation in schools]
STATUS OF HYGIENE AND SANITATION CONDITION IN SCHOOLS, UTTAR PRADESH

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Picture on Cover Page: drawn by a student during Right to Sanitation Campaign in March 2013

SHOHRTAGARH ENVIRONMENTAL SOCIETY
CENTRE FOR CONTEMPORARY STUDIES & RESEARCH
GANGA
GRAMIN VIKAS SEWA SAMITI
SAMAJ KALYAN EVAM BAL VIKAS PARISHAD
INDIAN NATIONAL SCHOOL SOCIETY
“On 28 July 2010, through Resolution 64/292, the United Nations General Assembly explicitly recognized the human right to water and sanitation and acknowledged that clean drinking water and sanitation are essential to the realization of all human rights.”
It is my pleasure to present you status of sanitation & hygiene in schools of Uttar Pradesh. The study is an effort to present current scenario of sanitation & hygiene in schools. It is based on analysis of collected primary data from survey & interaction with various stakeholders. Women & children are worst affected by health problem caused by poor water, sanitation & hygiene. But their growth depends upon environment provided to them. In India, 3900 children die every day due to inadequate sanitation & poor hygiene. We know children are future of any country. But, future is bleak for them if they do not get safe drinking water, sanitation & hygiene in school. Poor condition of sanitation & hygiene in rural area lead to children falling ill with infections & missing schools. It not only affects health but also learning of children. Providing sanitation & hygiene facility is not sufficient but school helps them to develop hygiene behavior which includes hand washing, proper usage of toilets etc. With impact of these developed hygiene behavior, they sensitise their neighborhood along with their kith & kin.

As FANSA U.P. Chapter is working on issue of WASH with aim of strengthening the engagement of CSOs in policy making & development initiative to achieve the target on water and sanitation in Uttar Pradesh. In past, it has implemented several grass root activities, study, campaign related to WASH sector. We appreciate Shohratgarh Environmental Society (Hosting Organization of FANSA U.P Chapter) to make this study possible. We would also like to thank all FANSA U.P. Chapter partners. Without their support, we could not carry out this study. We are very grateful to school administration, staff & students who actively participated & shared their experience with us.

Sandeep Srivastava
Convener-FANSA U.P. Chapter

In developing countries, Water-, sanitation- and hygiene-related diseases are a huge burden. As per WHO, 88% of diarrhoeal disease is caused by unsafe water supply, and inadequate sanitation and hygiene. Several schools serve communities’ inadequate water supply, sanitation and hygiene which have a high prevalence of diseases related to inadequate water supply, sanitation and hygiene. Poor WASH facilities in schools hamper Children’s ability to learn. FANSA which is active in state from last four years. It is one of significant study on sanitation & hygiene in schools of Uttar Pradesh. The findings in study are result of incredible work done by FANSA U.P & its members.

Utkarsh Sinha
National Steering Committee Member, FANSA India
Chapter 1- SANITATION & HYGIENE IN SCHOOLS

INTRODUCTION

Safe drinking water, sanitation & hygiene are important ingredient for healthy & good standard of life for every human being. 88 % of all disease is caused by unsafe drinking water, poor sanitation & poor hygiene across the globe. Currently, 2.5 billion people in world i.e. 40 % of world population defecate in open due to lack of adequate facilities for sanitation. As its consequences, it affects their health as well as the environment. It is found that sanitation & hygiene remains inaccessible to community in spite of several program & schemes of Government of India. So, Creating sanitation infrastructure and public services that work for everyone, including poor people, and that keep waste out of the environment is a major challenge.

School is place which not only provides education to children but also learning environment. After stepping out from house, it plays crucial role in development of a child. It includes cognitive as well as creative development of child. School should look as place which provide environment to learn & bring positive changes in behavior of children. Though provision of safe water, sanitation & hygiene facilities in schools lead towards healthy physical learning environment. But, only providing facilities do not produce desired result. It also comprises sanitation & hygiene behaviors of people which affect largely. Around 1.5 million, child dies of diarrhea all over the world each year. Chronic diarrhea severely affects their development related to mind, body, and immune system.

If we look schools in government schools in India. There are

Following problems:

- Inappropriate hand washing facilities & poor Hand washing practices.
- Lack of waste disposal arrangement in schools
- Poor Maintenance of available facilities.
- Poor awareness of school children over sanitation & hygiene.

The Government of India has identified school sanitation as an important issue. In Past, it has realized that improved hygiene practices and a clean school environment are affecting health of children. In 1999, Government of India has made school sanitation one of the main components of the Restructured Central Rural Sanitation Program. Beginning with 58 pilot districts in 1999, the Government has since committed resources to support a Total Sanitation Campaign in 250 districts,
with school sanitation as a central component. By 2004-05, TSC has covered all districts of India. Mindful of the fact that resources need to be optimized, the potential of collaborating with the District Primary Education Program and the Sarva Shiksha Abhiyan (SSA) are immense. Later, Department of Primary Education in the Ministry of Human Resource Development which sets out policies for the 700,000 primary and upper primary schools in the country. The purpose was to develop, test and demonstrate replicable models for improving school sanitation and hygiene education as well as water supply and the environment in rural primary schools and selected preschools. Thus, School Sanitation and Hygiene Education (SSHE) came into existence. Before that, India does not have a national school sanitation programme. School Sanitation and Hygiene Education is an integral part of Total Sanitation Campaign (now known as Nirmal Bharat Abhiyan). It aims at providing sanitation facilities at school & brings behavior change among school children on sanitation & hygiene issue. The SSHE programme gives special thrust by following the proven route of teacher-children-family-community where child is a change-agent playing an effective role on sustained basis to spread the message of improved sanitary and healthy practices. Along with Sarva Shiksha Programme, Total Sanitation Campaign is focusing on improved school environment & sanitation, hygiene facilities & behavior of school children towards issue.

**TSC PROVISIONS:**

Followings are provisions from TSC guidelines 2010:

- There should be school toilets in all types of Government Schools i.e. Primary, Upper Primary, Secondary and Higher Secondary and Anganwadis should be constructed. Priority should be given on toilets for Girls in Schools.

- Funding for School Sanitation in a TSC Project is provided by the Central and State Government, The ratio of 70:30. Accordingly the Central assistance per unit will be restricted to 70 percent for a unit cost of Rs.35,000/- (Rs. 38,500 in case of hilly and difficult areas).

- There should be separate toilets for girls and boys should be provided in all co-educational schools, which are to be treated as two separate units. The number of toilet units to be constructed should be adequate to meet the requirements of the school as per the strength of the students attending the school.

- School toilet designs should be developed reviewed and standardized to address quality and concerns and more importantly to comply with benchmarks set for “child friendliness”, “gender responsiveness” and to provide access opportunities to children with special needs (children with disabilities).

- In addition to creation of hardware in the schools, it is essential that hygiene education is imparted to the children on all aspects of hygiene. For this purpose, at least one teacher in each school must be trained in hygiene education who in turn should train the children through interesting activities and community projects that emphasize hygiene behaviour.

- Solid & Liquid waste management in schools should be covered under TSC.
Sarva Shiksha Abhiyan (SSA) is Government of India's flagship programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the Constitution of India making free and compulsory Education to the Children of 6-14 years age group, a Fundamental Right. Under SSA, all new toilets should be constructed under TSC. Whereas, in existing schools gaps in sanitation facilities are being met under SSA. By 11th plan, government was committed to have 100 % coverage all over India. All the government run rural schools should be covered under TSC while private school by their own funds. School Sanitation & Hygiene Education programme have following components:

<table>
<thead>
<tr>
<th>S.NO.</th>
<th>Hardware Components</th>
<th>Software Components</th>
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<tbody>
<tr>
<td>1</td>
<td>Separate toilet complexes for boys &amp; Girls with minimum of one toilet &amp; urinals irrespective of number of students. It can be increased with increasing students.</td>
<td>Hygiene education in the school on key hygiene behaviour.</td>
</tr>
<tr>
<td>2</td>
<td>Technologies will be child &amp; gender &amp; disabled friendly, environmentally appropriate &amp; sustainable.</td>
<td>Setting up institutional structure for maintenance of watsan structure.</td>
</tr>
<tr>
<td>3</td>
<td>For Upper Primary schools, arrangement for menstrual management in girl's toilet complex such as incinerators.</td>
<td>Food hygiene, especially where school provide meals.</td>
</tr>
<tr>
<td>4</td>
<td>Separate hand washing facilities for handwashing after using toilets and for washing hands before &amp; after eating /mid day meal.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Proper arrangement for waste disposal(simple compost pit) &amp; wastewater management</td>
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School Sanitation and Hygiene Education (SSHE) aims to improve learning and increases school attendance, particularly of girls. SSHE plays critical role in achievement of Millennium Development Goals (MDGs) by 2015, especially universal primary education, gender equality in Education and environmental sustainability. The following outlines the eight goals and how each is linked to sanitation and hygiene:
1. Eradicate extreme poverty
It was found that girls stay home for fetching water & don’t go to school. Fetching water from long distances consumes lot of time & contributes to malnutrition and reduces productivity. CE Poor water, sanitation and hygiene are the principal reason of diarrhoeal diseases and waterborne disease.

2. Achieve Universal Primary Education
Poor water, sanitation and hygiene reduce enrolment levels, educational achievement and the quality of education, and keep girls out of school. So there is need of safe, private sanitation and washing facilities in schools.

3. Promote Gender Equality & Women Empowerment
Due to lack of private sanitation facilities in schools, girls are severely affected. Boys are also affected but girls are more affected.

4. Reduce Child Mortality
Poor water, sanitation and hygiene are the primary reason of diarrhoea, which annually kills between 1.6 million and 2.5 million children under five – more than any other illness or disease. CE Improving water, sanitation and hygiene is the only way to reduce the burden of chronic diarrhoea morbidity in young children.

5. Improve maternal health
Safe delivery is impossible without an accessible source of water & basic hygiene knowledge and practices, especially hand washing.

6. Combat HIV/AIDS malaria & other diseases
Unclean sources of water and unhygienic environments lead to chronic diarrhoea, which is a major cause of mortality and morbidity in AIDS patients.

7. Ensure Environmental sustainability
The safe disposal of faeces, waste and the management of water resources are sustainability key to environmental sustainability.

8. Develop a global partnership for development
Broad partnerships among civil society and the public and private sectors can for development improve service delivery while ensuring equitable access to water and sanitation.
Chapter 2 - ABOUT THE STUDY

RATIONALE OF THE STUDY

From April 4-7, 2011 heads of delegation from Afghanistan, Bangladesh, India, Maldives, Nepal, and Pakistan & Sri Lanka have participated in 4th South Asian Conference on Sanitation (SACOSAN). It was also attended by ministers, senior civil servants, civil society, NGO & private sector and school children. They acknowledged that sanitation & hygiene is in very critical condition in South Asia. They have committed on several points in the meeting. Few are mentioned below:

- As UN resolution has recognised right to sanitation, they are committed to work progressively to realize this in programme & projects and eventually in legislation
- To design & deliver context specific equitable & inclusive sanitation & hygiene programme including better identification of the poorest & most marginalized group in rural & urban area who need them most.
- To recognise importance of people’s own contribution to sanitation
- To establish specific public sector budget for sanitation & hygiene.
- To raise the profile of WASH in schools with objective of ensuring that every new & existing schools at every educational level has functioning children friendly toilets, separate for girls and boys, with facilities for menstrual hygiene management.
- To include in monitoring mechanism specific indicators for high priority measures such as WASH in schools, hand washing & menstrual hygiene
- To build & strengthen capacity for sanitation and hygiene implementation, including investing in higher education facilities, development of curricula, research & development and knowledge exchange & partnership development.

As SACOSAN V has to be organized this year in Nepal. In SACOSAN IV, It was also committed to report specifically all SACOSAN IV commitments at SACOSAN V. If you give attention to last three points above, it has dealt with improved sanitation & hygiene facilities in schools. In Past, We have witnessed several broken promises & forgotten commitment. Hence, it is necessary to take up study on current status of sanitation & hygiene facilities in schools of Uttar Pradesh. It will give glimpse over sanitation & hygiene facility condition & status of school in largest populated state of India.
OBJECTIVE OF STUDY

Uttar Pradesh (UP) is the most populous state of India. As per the Annual Status of Education Report reveals that with 57 per cent literacy rate and 34 million school-going children. But what kind of WASH facilities they are availing is either less studied or unknown to us. So, this study is conducted with objective to find out current status of sanitation & hygiene facilities & condition in selected schools of District Siddharthnagar, Mahrajganj, Basti, Gorakhpur, Lucknow & Jhansi (1 to 6 in below Map). The specific objectives of study were:

- To find status & condition of sanitation & hygiene facilities in schools.
- To find status & condition of waste management in schools.
- To find awareness action taken by school through IEC activities.

METHODOLOGY

The Methodology for study includes survey of selected schools in 6 districts. The study was conducted over a three-week period from May 1st to May 25th, 2013. The study was given to FANSA U.P. Partners. FANSA U.P. Chapter has communicated the objectives of the study to its partner. Participation of students was completely voluntary. They provided oral consent prior to participating and they actively participated in study.

This study tried to provide current status of sanitation & hygiene in schools. There were questions regarding sanitation & hygiene in schools. In addition to survey, following steps were taken for completion of study:

- It has reviewed government programme like Sarv Shiksha Abhiyaan, Nirmal Bharat Abhiyaan & School Sanitation & Hygiene Education programme under aforesaid programme. It helps us to find gaps in ongoing implementation of sanitation & hygiene facilities & condition in selected schools of districts. Secondary Data also helped in this study.
- Interaction was conducted with various stakeholders’. These stakeholders include principal, school staff & students. Participating NGOs has shared their experience & learning from field which supported the study in better way.
- The interaction with officials of various department such as DRDO, BDO etc. has been done.

The data collected were thoroughly analyzed thoroughly. Later, it has been developed as report. The first chapter provides basics of Sanitation & Hygiene facilities & provision for schools. The second
**Survey of Schools**

<table>
<thead>
<tr>
<th>Interaction with Students &amp; Teacher</th>
<th>Data Collected from Interaction with Principal</th>
<th>182 sample schools</th>
</tr>
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<tbody>
<tr>
<td>Discussion over facilities, materials available to them</td>
<td>One Teacher &amp; 10 students per 182 sample schools</td>
<td></td>
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Chapter talks about reason of study & method adopted for study. It also gives picture of status of sanitation & hygiene in schools of Uttar Pradesh. The Fourth chapter details about conclusion & recommendation.

**LIMITATIONS**

Under the study, some schools were already selected. Later, it was found that those schools no longer exist. In these cases, the closest primary school was sampled. Since collection of data was done during the start of the farming season, after major exams and at a time of summer holidays. So, high proportion of students were absent during the data collection exercise. In some government schools, teachers were gone for board exams invigilation.
Chapter 3 - Status of Sanitation & Hygiene in Schools

TARGET AREA

As per 7th National Education Survey, there are 7.66 lakh upper primary rural schools of which 76.9%, 35.5% & 29.5% have water, urinal & lavatory facilities respectively. Under this study, 182 Schools of 6 districts are selected for survey. The sample size for the baseline study was taken average 2% of the total number of schools in each of the 6 targeted districts. Uttar Pradesh is largest populated state. On development aspect, some of region is leading & some are lagging behind. So, study has selected four districts of Eastern Uttar Pradesh & One district of Bundelkhand region. Since Lucknow is state capital of Uttar Pradesh. So, it was inevitable to survey schools of Lucknow.

TARGETED SCHOOLS

Under This Study, Total 182 Schools were surveyed. Since SSHE components of TSC covers all type of government school. So we have selected two type of school Primary & Secondary. In those selected schools 103 were primary & 79 were secondary school. Apart from government school, there were non-government school. So we have taken surveyed miniscule number of Non government schools & situation of sanitation facilities is quite better than government school. It is shown in further study. Total number of surveyed government schools were 147 & Non Government were 35.
Figure 1: General Characteristics of Schools Sampled

TOILET FACILITIES

Hardware section of SSHE has set norms for facilities based on field experience on ground situation, pattern of usage of these facilities. It has stated that certain criteria need to keep in mind while deciding number of and provisions provided to a structure including queuing time. In a day school, it said there should be 1 unit for every 40 girls + 1 lady staff. While in the case of boys, there should 1 unit for 80 boys + 1 staff. While, in case of urinal, 1 unit for every 20 girls & 20 boys + 1 male teacher. The result on aforesaid issue was quite disappointing if we see facilities recommended by
SSHE. As Number of students in surveyed schools were 61973. Where number of boys & girls are 33659 & 28314 respectively. There were 426 toilets in surveyed schools. It means there is availability of one toilet for 145 students. Of several surveyed school, one senior secondary school in Lucknow have 4000 students while availability of toilet is only 2. While, those 2 are nonfunctional i.e. needs maintenance. You can easily guess, where do students go for loo?? Such condition in schools leads to drop out from school. especially of girls. In case of urinal, we have hardly found any urinal for students in schools. On other hand limited number of toilets is invitation for open defecation & student does not wait for vacant toilet sometimes & defecate openly in nearby field.

Sanitation & Hygiene is essential for dignity, privacy & health of girls. On October 18, 2011, Supreme Court directed all states & union territories to build toilets in schools, particularly for girls. School Sanitation & Hygiene Education programme also mentioned about separate toilet unit for girls. But, surveyed data has shown us other story. If we see, separate toilets for girls, there were only 94 schools which have separate toilets while 88 do not have. It means there was one toilet for 301 girls. This is far away from 1 unit for 40 girls + 1 lady staff. While, discussing with school administration on number of available toilets & separate toilet unit. In one school, teacher responded “there is only one toilet in school. Hence, there are no separate toilets for girls. So, they are forced to attend nature’s call in nearby field.” In survey it was found that 14 schools do not have any toilets, 46 schools have only one toilet, and 70 schools have only two toilets. Only 42 schools have more than two toilets. Further, it was also found that Schools have limited funds mostly have constructed 1 or 2 toilets under available funds to school. Due to attitude & lack of willingness of local red tapism, it is not easy for them to get funds for sanitation facilities in school.

Figure 2: Total Number of students, boys, and girls in sampled schools

“There is availability of one toilet for every 145 students.”

“There is availability of one toilet for every 301 girls.”
In 1992, India adopted the Proclamation on the Full Participation and Equality of People with Disabilities in the Asian and Pacific Region. As a signatory of this proclamation, India's Ministry of Law, Justice and Company Affairs proposed an act to safeguard the rights of Persons with Disabilities (PWD). On the 1st of January 1996 the Government of India passed the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995. The following is an outline of the provisions in this law that pertains to children below the age of 18. According to chapter V, children with disabilities should be provided free education by the appropriate government. The government must take steps to integrate children with disabilities into regular schools, but also make space for special schools that cater expressly to the needs of these children. In addition to the basic education schools, government are also required to make non-formal education programmes for children with disabilities that help attain literacy, rejoin school, impart vocational training, and provide them with free books and educational material. Teachers need to be specially trained to educate and see to the needs of children with disabilities. The government must also set up schemes that provide children with disabilities grant and scholarships and also provide funds for making buildings disabled friendly. In India 1.67% of the 0-19 population has a disability. 35.29% of all people living with disabilities are children. Other estimates say that India has 12 million children living with disabilities. Only 1% of children with disabilities have access to school and one third of most disabilities are preventable. Till now, survey reveals that toilets are neither child friendly nor gender friendly if we see number of toilets for students & separate toilets for girls. School Sanitation & Hygiene education program also talks about sanitation facilities for disabled in school. As they are ignored for other facilities in India, they are also ignored for sanitation facilities. Around 96% of school surveyed, do not have disable friendly toilets. Only 8 schools were found which disabled
friendly toilets, rest were of schools i.e. 174 schools do not have toilets for them While interacting with principal, schools staff & children, it was found that they have pre assumed mentality that disabled school children have separate school. Neither they are trained to handle disabled children nor do they think it is right for disabled to get education from their schools. Ironically, it is not hidden from anyone functionality or presence of teachers in school. So, chances of having disabled friendly school are rare. Several places, team has found very cold response from administration while asking for disabled friendly sanitation facilities in school. Most of them ignorantly said that they do not take admission for disabled children. As per Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995, disabled children are equally eligible for opportunities given to normal children. Government need to implement act in stringent way to improve condition in schools too.

“96 % school toilets are not disabled friendly.”

![Pie chart showing the status of toilet facilities for disabled students.](image)

**Figure 4: Status of toilet facilities for Disabled**

Living in urban area & born in good family. It is difficult for all readers to imaging a school toilet separated from school premises. During survey, it was also find out that only 79 schools have toilets located within premises while 103 have toilets separated from school premises. It means students have to travel a distance to complete their immediate need .In one school in Basti district, a teacher said “How do you expect girls to come to school where there are no toilets in school premises.”
Survey also finds out 100 school toilets are in good or in fair condition. While 82 are in poor or very poor condition. In 41 schools, it was found that toilets are in good condition i.e. no visible damage and no report on malfunctioning. While, toilets in 59 schools need minor repair to stop their malfunctioning. In 40 schools, toilets don’t work the majority of time due to various reasons. One of reason was found that students are little aware about sanitation & they damage one or other part of facilities. Other reason, it is used so badly & due to lack of cleanliness, it has been damaged.

Though large number of school administration said they hired cleaners for toilet cleaning but we found only 24 % of toilets are cleaned thoroughly. In Some schools, we were found that students are forced to clean toilets.

“Only 43 % toilets are within school premises.”
Sanitation agenda remains incomplete if issue of hygiene is not dealt with. Hygiene is very serious issue for girl while talking about menstrual hygiene. When it is asked “Where is personal cleansing material disposed of after use?” Large number of answer from school was school do not have such facilities to dispose. In that Girls mange on their own. 49 % schools said. Students managed on their own. Though, SSHE under TSC has provision of installing incinerators in toilets of secondary schools. But we have not witnessed any incinerators in surveyed school. Personal cleansing not only dealt with girls but it also includes boys while talking about anal cleansing.
HAND WASHING FACILITIES

Though SSHE has mentioned about hand wash facilities for toilets as well as hand wash cum safe drinking water facility for mid day meal kitchen. The important components are:

- Separate hand wash facilities for boys & girls within respective toilets
- Tap at child accessible height.
- Place to keep soap at child accessible height.

![Pie chart showing the availability of hand washing facilities in schools.](image)

**Figure 8: Availability of Hand washing Facility in schools**

Hand washing is good for health. According to Curtis & Cairncness (2003), washing hand with soap reduce risk of diarrhea by 42 to 47 %. It also helps in prevention of certain respiratory infection. In survey, it was found that 30 % of schools have not any had washing facilities. So, question of separate tap for toilet or drinking is out of question. 38 % school have wash basin for hand washing. While 32% of schools are still dependent on hand pumps or other sources for drinking as well as hand washing. In 28 % of schools hand washing facility is available outside the school building while in 26 % schools of hand washing facility is available immediate outside toilet unit. Defying SSHE components, only 12 % schools have washing facility located inside toilet unit. Yet there were 36 % schools which have evidence of effective hand washing practices. It means, students avail facility of water & soap as well. Yet 17 % of schools do not have any effective hand washing practices i.e. no water, no soaps. Reason is quite evident that 30 % schools have washing facilities outside schools. It was found in several schools that they do not have fund for cost of material for hand washing. In some school, it was also found that soaps were stolen. So, schools have stopped placing soaps near hand washing facilities.

“30 % of schools do not have any hand washing facilities. Only 12 % schools have washing facility located inside toilet unit.”
Sanitation & hygiene education is one of important software component under school sanitation & hygiene education programme. It is mentioned in SSHE that there will be active children & trained teacher & school child cabinet. But in reality, survey found aforesaid stakeholders who actively act towards IEC activities on sanitation & hygiene. Though, it was found that 90% of schools have allotted exclusive period over disadvantage of poor sanitation & hygiene. In 68% schools claimed to teach students proper way to hand wash. After that responsible considered that their responsibility is over. While interacting with students we found “Not all children know how to wash their hands correctly. Schools do not have any demonstration & monitoring in school to help children. 82% schools don’t provide any material children on personal hygiene & sanitation. Only 18% provide posters or stickers. Most of school is ready too organize programme on WASH from any outside organization regularly.

“82% of schools do not provide materials on sanitation & hygiene.”

WASTE MANAGEMENT

When we talk about sanitation, it is always limited to toilets or hand washing facilities. It is true for school sanitation too. There are various other interventions which can make environment neat & clean such as free from water logging & other solid waste, planned water & waste water system. As we know, students spare around 30% of their day in schools. So they need cleaner surroundings,
which make positive impact on students physically & mentally. SSHE emphasize following steps can enable schools to keep their environment hygienic & thus facilitate proper learning atmosphere:

1. Solid & Liquid Waste Management for schools
2. Rain Water harvesting system in schools
3. Incinerator for girl’s toilet

![Figure 10: Location of School Disposal](image)

Our survey has only covered waste management in school & water logging. It was found that school authority need to take action for effective management of solid as well as liquid waste. Though they were aware about segregation of solid & liquid waste but large number school does not practice segregation method. 54 % of schools dispose of their rubbish or trash burned on/buried on next to school compound. It is very detrimental for environment as it includes polythene too which affect all of us. Only 14% transport their trash school site by local waste disposal system. Though, school authority has heard about recycling but there is no recycler nearby the area. So, there is no option of recycling. 90 % of school does not recycle rubbish. While 10 % who are engaged in recycling is used as compost for agricultural activities. 37 % of schools dispose of solid waste disposal area to the school’s water source Within 50 yards of the water source. While 37% % dispose more than 50 yards. There are 45% schools which do not have any container for trash. The respond from school authority in Siddharthnagar was “Nobody gives us such as container, so we do not have any.” Visibly 36% schools looks good while 64% schools are in poor condition or need urgent interventions. There are only 25 % OF schools found where stagnant water was found which can be breeding pace of mosquito.

“54 % of school disposes of their trash burned on/buried on next to school compound.”
Chapter -4- Conclusion

Poor Sanitation & hygiene practices and inadequate sanitary conditions/facilities play crucial roles in the increased burden of communicable diseases among school going children. This study conducted & evaluated knowledge, attitude of stakeholders & practices/ facilities available in school of Uttar Pradesh.

This baseline study constitutes an overview of the sanitation and hygiene conditions in the 182 surveyed schools across 6 districts. An overall output of the WASH in Schools Programme is to ensure that all schools are brought up to ‘standard of sanitation & hygiene in schools’. The analysis has been outlined throughout this report and one thing is clear: There is still need of developing child-friendly, gender & disabled friendly sanitation & hygiene in schools. It is a matter of urgency. The study has found that no schools currently up to standard of SSHE programme. Majority of schools lack facilities, with no governance of Sanitation & Hygiene in schools. It is necessary to develop a comprehensive campaign for schools which can improve condition of schools. So, there is a huge gap between the current status and the envisioned outcomes of the SSHE.

In summary, all key findings from the study have been given below:

- **Majority of schools i.e. over one third (38%) of school have only two toilets.**
  - 9.3 % of the schools surveyed did not have access to a latrine facility. 25 % of schools have only one toilet.

- Surveyed school latrines did not adequately address gender or disabled needs of pupils.

- Total number of latrines available across surveyed schools was insufficient. The average ratio of student-to-drop hole was 145:1.

- Large number of toilets (45 %) were not in good condition.

- In Majority of school maintenance & repairing is problem. It has included visible excreta on floor/seats, bad smell etc.

- Study also finds open defecation by school children. Reasons are: insufficient number of toilets & smells from toilets.

- Urinals are rarely seen in surveyed schools

- 30 % of schools do not have hand washing facilities while 32 % are dependent on hand pumps which is also used for drinking water

- Interaction from students and principal suggest that the overwhelming majority of surveyed schools do not have adequate facilities in place for schoolgirls to effectively manage their menses.

- 26 % of hand washing facilities available immediate to toilets.
Only 11% schools provide materials on sanitation & hygiene.

45% of surveyed schools do not have any disposal container, only 20% have Garbage receptacle in classrooms only

Majority of schools dispose of its rubbish or trash next to school compound.

In conclusion, school-based hygiene education is vital in order to decrease the rates of transmissible diseases as well as school drop outs. During Interaction & survey, it was found that students are more receptive to learning and are very likely to adopt healthy behaviors at a younger age. They can also be agents of change by spreading what they have learned in school to their family and community members. In future, our study should assess the attitudes that students have towards sanitation & hygiene.

The study also provided some recommendations:

- Advocate with relevant stakeholders to ensure that all targeted schools have access to toilet facilities. This also includes new construction or rehabilitation of existing sanitation facilities. There should be appointment of monitors for schools who ensure it should be constructed as per SSHE.
- All infrastructures should be gender & disabled friendly. There should be installation of incinerators.
- Students should be actively engaged throughout the construction process to seek their feedback. Once built, consider adding a practical demonstration on proper toilet use by teachers.
- There should be great emphasis on Urinals
- Develop a process where parents have to donate soaps once in a year.
- Promote greater education on sanitation & hygiene & include it in curriculum.

According to World Health Organization, Sanitation generally refers to the provision of facilities and services for the safe disposal of human urine and feces. Inadequate sanitation is a major cause of disease world-wide and improving sanitation is known to have a significant beneficial impact on health both in households and across communities.
Sample of Questionnaire Format Used In Study

Questionnaire for Assessing status of Hygiene and Sanitation condition in Schools, Uttar Pradesh

1. Name of School: ________________________________
2. Name of City/town/village: ________________________
3. Contact Person & position: ________________________
4. Contact Number: ________________________________
5. Type of school: I) Primary School II) Secondary School
7. No of years since school was established: ________
8. Student Population (Write number): Total _______ Boys _______ Girls _______

Sanitation
1. Number of toilets available in the school:
2. Type of toilet facilities at the school:
   A. Flush toilets
   B. Ventilated improved Pit (VIP) latrine
   C. Composting latrine
   D. Pit latrines with slab
   E. Pit latrine without slab
   F. Bucket
   G. No facilities / Use bush or herd
3. Are there separate facilities for boys and girls? Yes No
4. Is the toilet facility constructed to accommodate children with physical disabilities? Yes No
5. Location of toilet facilities within the school building: separate from school building
6. Type of ventilation in toilet facilities:
   A. Ventilating blocks
   B. Small windows
   C. None
   D. Others (Specify)
7. Condition of the toilets:
   A. All in good condition: no improvement necessary
   B. Fair condition: minor repairs are necessary
   C. Poor condition: major repairs are required
   D. Very poor condition: complete reconstruction required
8. Where is personal cleansing material disposed of after use?
   A. Inside the toilet receptacle

9. How often are the toilets cleaned?
   A. Cleaned three times or more each day
   B. Cleaned only once or twice a day
   C. Cleaned every other day
   D. Cleaned once a week
   E. Cleaned less than once a week

10. By whom are the toilet facilities cleaned?
    A. Students only
    B. Teachers only
    C. Hired cleaners
    D. Others (Specify)

11. Condition of immediate area around the toilet building and entrance to toilet
    A. Good maintenance (Grass free of trash, dirt, waste water, tail grass etc.)
    B. Poor maintenance (Dirty, presence of trash, mud waste water, tail grass etc.)
    C. Requires Urgent intervention (Extra duty, unsightly litter, waste water, bush)

12. What facilities does the school provide for washing hands
    A. Wash basins with running water
    B. Wash basins with bucket accessible water
    C. Other (Specify)
    D. None

13. Where is the hand washing facility located?
    A. Inside the toilet unit
    B. Immediately outside the toilet unit
    C. Inside the classroom
    D. Outside the toilet building
    E. Other (Specify)

14. Evidence of effective hand washing practice
    A. Good
      Soap is available, water is available and students are reminded regularly to wash hands.
    B. Poor
      Water is available but no soap. No evidence of students reminded to regularly wash hands.
    C. Very poor
      No water or soap for washing and no reminders for children to wash hands. Urgent Intervention needed.

15. Does the school provide material for the children on Personal Hygiene and Sanitation? Yes No
    If Yes, What type of material does the school provide the children on Personal Hygiene and Sanitation?
    Brochures Booklet Leaflet Other

16. Are there posters, stickers or other signs in the toilets that encourage good hygiene practices? Yes No

17. Does the school teach students the proper way to wash hands? Yes No