

Rural Sanitation in Ganjam: a Citizen Report Card

Swachh Bharat Mission-Gramin

Sanitation in Schools



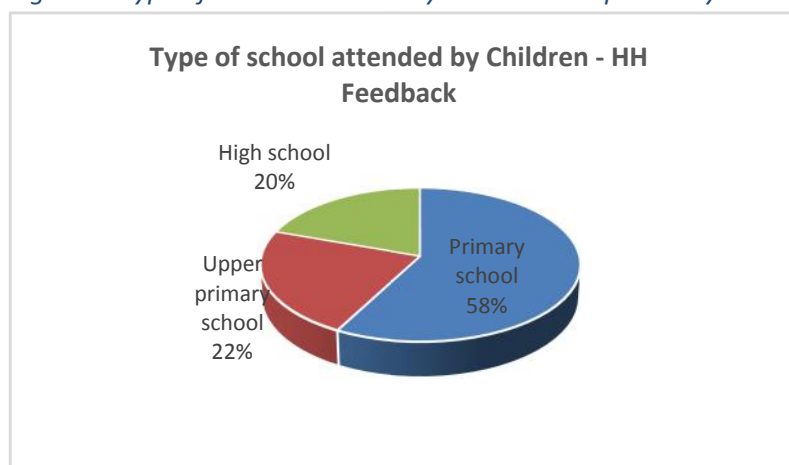
1.0 Background

Status of sanitation in four different types of institutions in Ganjam district was reviewed in this study. One of these four institutions is the Government school. Different types of schools such as Primary schools, Upper primary schools, Government upgraded High schools and High schools were included in the study to get a holistic idea about the existing status of sanitation facilities. Like other services, HHs that have children attending one of these different type of schools were interviewed to get their experiences, officials working in these schools were contacted to obtain their feedback on sanitation services available in the schools and a team from YSD physically monitored these different types of schools to understand and document the ground realities. The following sections of the report give details on the feedback obtained from each of the respondent groups.

2.0 Access

Among the 1969 HHs covered in the study, 34% HHs have children going to School. Respondents from HHs report that a majority of the schools have toilets. Most of the schools have separate toilets

Figure 1: Type of school attended by children as reported by HHs



for boys and girls too. More than half of these toilets are accessible to Children with special needs (CwSN). Similar feedback is given with respect to availability of water in toilets, hand washing facilities, facilities related to menstrual hygiene and drinking water. Though HHs have reported that children use various sources of drinking water in schools (Table 1) officials have reported hand

pump/ bore well within the school premises as the main source (93%) and RO/ filtered water in school as the other source used by remaining 7% students. Officials' feedback and on-site monitoring by YSD team is concurrent to the feedback received from HHs with regard to availability of sanitation infrastructure in schools. A point of concern however is the low availability of separate toilets for teachers as observed by the team (18%) as well as officials' feedback (24%).

Table 1: Different sources of drinking water in schools as reported by HHs

	Primary School (%)	Upper Primary School (%)	High School (%)
Students bring drinking water	13	10	8
Hand pump/ bore well	77	57	69
Filtered/ Packaged/ RO water	10	33	23
Treated running water with water storage tank within the school premises	5	4	11

Table 2 gives details of availability of sanitation infrastructure according to school type as reported by HHs. On-site observation by YSD team gives similar feedback with regard to availability of sanitation infrastructure in various schools. The results vary marginally. Exceptions being the availability of water in toilets and the availability of dustbins. Observations reveal that less than 40% toilets (teacher, girls and boys) have water available for use in toilets which is contrary to the higher percentages reported by the HHs. Availability of dustbins in classes was also observed to be higher (97%) than what was reported by HHs.

Table 2: Sanitation infrastructure availability- HH feedback

Sl. No	Sanitation infrastructure availability as reported by HHs	Primary School (%)	Upper Primary School (%)	High School (%)
1	Toilet	93	90	90
2	Separate toilet for girls and boys	91	88	88
3	Toilets for CWSN	50	69	61
4	Water in toilets	84	79	75
5	Hand washing facilities	86	80	69
6	Hand wash accessible to Children with physical disabilities	52	34	56
7	Menstrual Hygiene management facilities			
7.1	Soap	37	60	34
7.2	Adequate space for changing	35	51	39
7.3	Dustbin	34	43	15
8	Clean drinking water	70	93	73

Observation shows that 54% toilets in schools are in fair condition with toilets having walls with door but there may be some cracks or holes in walls and /or door, 39% are in good condition. A majority of these toilets (87%) provide privacy and security as observed by the team. No open defecation was observed near 67% schools.

2.1 Usage

The usage of available toilets in school is high with 67% HHs reporting that their children use the toilets in the schools. Those who do not use the toilets do so due to lack of water (31%), lack of separate toilets for boys and girls (5%) and blocked toilets (12%). It is disturbing to note that 15% HHs reported that their children are not allowed to use toilets in the schools indicating the existence of some sort of discrimination.

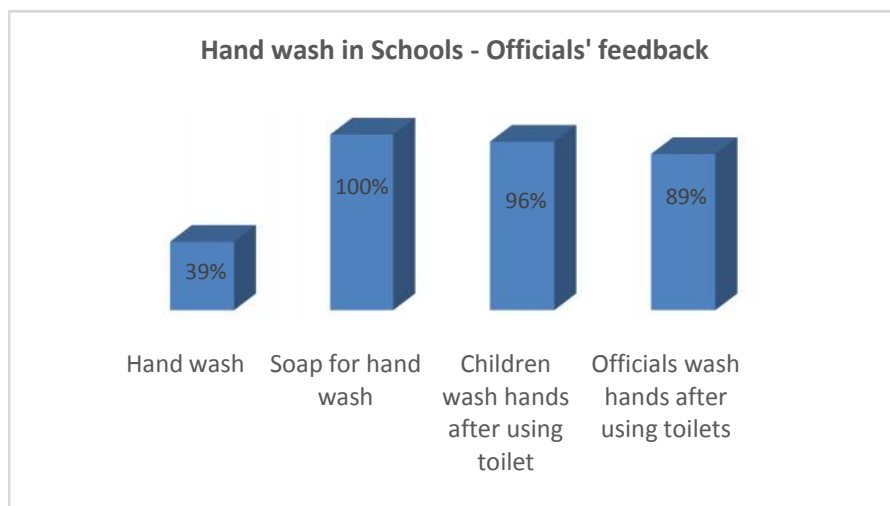
2.2 Service Quality

A majority of the HHs (80%) reported that the school toilets were maintained clean. The feedback from officials also resonate the same with 85% reporting that the toilets are cleaned every day. More than 75% HHs are satisfied with the cleanliness of the toilets. General cleanliness of the schools in terms of cleaning the premises, class rooms etc. is also good as reported by officials (Figure 3).

More than 75% HHs say hand washing facilities in schools are functional and accessible to children of all age groups. HHs reported that soap is available at the hand wash facility in varying degrees (Primary school: 58% HHs; Upper Primary schools: 35% HHs; High School: 64% HHs).

Hand washing habits among children attending the schools is good with 82% HHs reporting that children wash their hands before and after eating food;

Figure 2: Status of hand wash and hand washing habits among children in schools as reported by officials



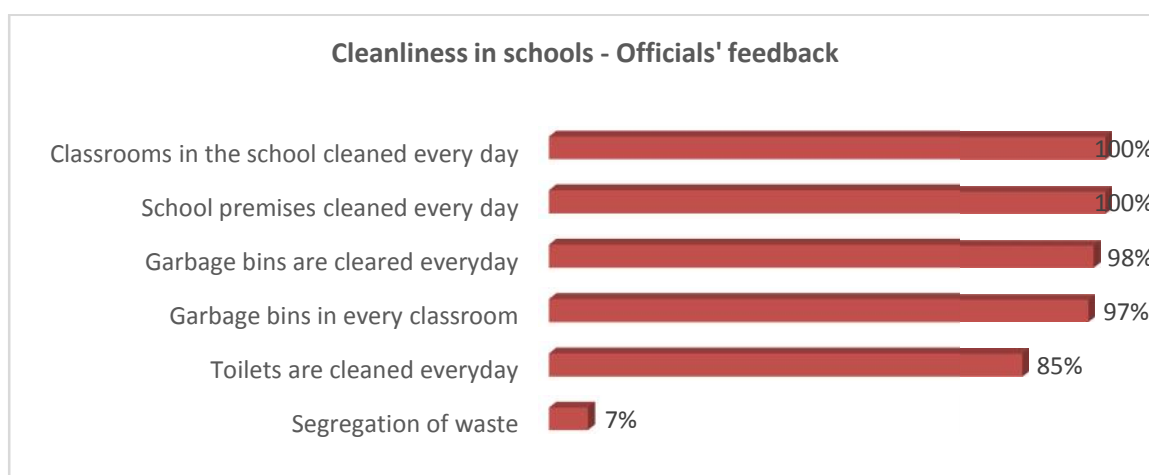
90% HHs reporting that children wash their hands after using the toilets in schools.

Officials' feedback on availability of hand washing facilities is not very encouraging with only 39% reporting the availability of hand wash clearly indicating a shortage. However their feedback on hand

washing habits among children is in agreement with the HH feedback.

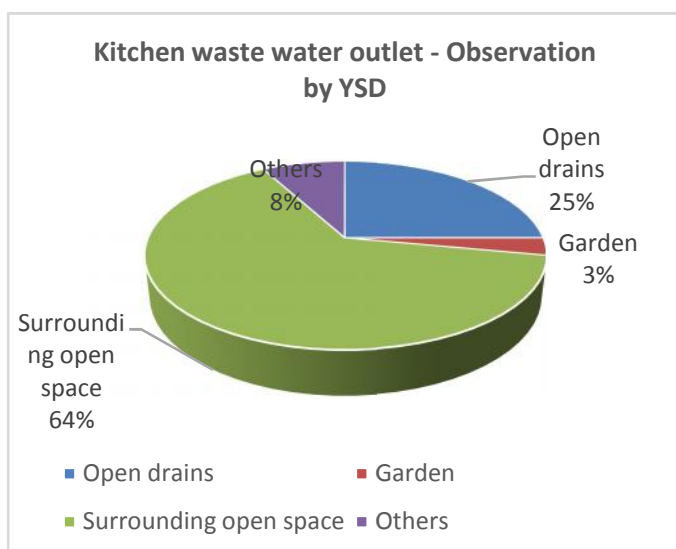
Menstrual hygiene facilities in schools were found to be poor with less than 25% school toilets having soap, adequate space for changing and having disposal bins in toilets as observed by the team.

Figure 3: General cleanliness in schools as reported by officials



Observation of general cleanliness in schools show that teaching areas and class rooms in all schools (100%) are clean, 89% toilets in schools are cleaned using soaping agent and disinfectant, 74% school premises are clean and free from water logging.

Figure 4: Kitchen waste water outlet - Observation by YSD team



According to the feedback from officials, 73% schools clean toilets in the morning before the children arrive. A majority of the toilets (95%) are cleaned using soaping agent and disinfectant. In most schools (67%) the upkeep, cleaning and maintenance of toilets and hand wash is the responsibility of the school staff.

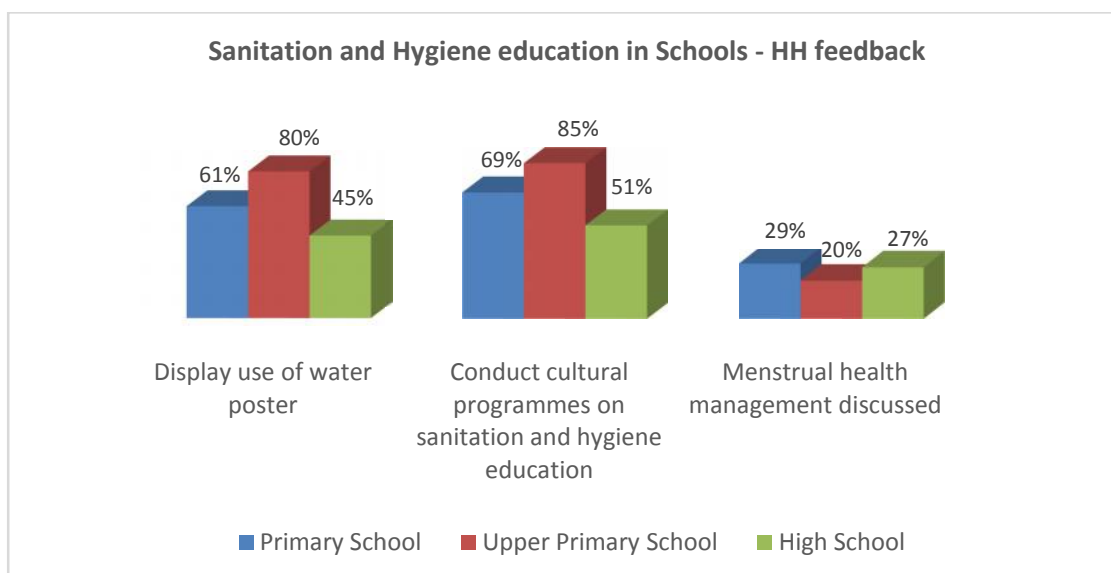
Repairs of sanitation infrastructure (if any) are undertaken by the GP/ Block/ Government in 34% schools. In 25% schools, it is done using the repair and maintenance grant, while another 23% schools report that repair works are

undertaken by the SMC. A majority (79%) of officials' report that specific funds for repair of WASH infrastructure is available and is sufficient to meet the needs. All schools maintain records, among them 92% maintain registers while the remaining 8% maintain both registers as well as electronic records in computers.

A vast majority of the officials (93%) say it is easy to approach their higher authorities in times of necessity and 90% report that it is easy to receive funds that are allocated to the school.

2.3 IEC on sanitation and hygiene in School

Figure 5: IEC efforts among schools on sanitation and hygiene as reported by HHs



Most schools have made efforts to educate children on good- practices related to sanitation and hygiene through display of posters and conducting cultural programmes related to sanitation and hygiene. Among the three types of schools covered in the study, efforts among high schools are lower than in Upper primary and primary schools as shown in the figure above. According to

officials' feedback, 98% schools integrate hygiene messages in their daily school curriculum and 97% conduct cultural programs and competitions on hygiene and sanitation.

Officials report that only 33% teachers are trained on sanitation and hygiene education.

Education about menstrual hygiene has been generally low (<30%) across all types of schools according to the households, where as 41% officials from schools claim that menstrual health management is discussed with girl students.

2.4 Sanitation problem incidence and resolution

Problem incidence related to school sanitation is low as only children from <30% HHs have reported facing problems. The main problem reported across schools are toilets not being clean to use (Primary school – 55%; Upper primary school – 34%; High school – 23%). Problem incidence among officials is very high where 75% have reported facing sanitation problems while discharging their duties in school and the main problem reported is lack of cleanliness and maintenance of toilets.

Less than 50% of those who faced problems among HH respondents have lodged complaints to the class teacher. Among those who did complain, the percentage is very low among high schools with only 18% lodging complaints related to sanitation issues.

Problem resolution has been very low with only 19% among those who complained reporting that their problem was resolved. This is in spite of 85% officials reporting the existence of grievance redress mechanism and 94% reporting that the system is functional. The turnaround time has been reasonably good with problems being resolved immediately or within a week.

2.5 Monitoring and Participation

Most schools have a functional child cabinet and School Monitoring Committees (SMC) that encourage participation of children and their parents in school activities. It is reported that more than half of these forums across the three types of schools regularly inspect sanitation facilities in schools, as well as discuss issues related to sanitation. The table below gives a snapshot of the existence and functioning of these different forums in schools.

Table 3: Existence and functioning of SMC and Child cabinets in Schools as reported by HHs

Community participation forums	Primary School	Upper Primary School	High School
HH member is a member of SMC	45%	19%	41%
SMC members discuss sanitation issues	58%	74%	47%
Regular inspection of sanitation facilities by appropriate groups	62%	61%	50%
Children speak in SMC	55%	90%	87%
School has a functional child cabinet	53%	94%	87%
Children from their HHs are members of child cabinet	60%	48%	70%
Child cabinet discuss sanitation issues	90%	67%	96%

Child cabinet monitors cleanliness and hygiene in school premises	88%	96%	98%
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2.6 Overall satisfaction and suggestions for improvement

Close to 40% HHs are dissatisfied with the sanitation facilities in schools. Toilets being dirty across schools is reported by many HHs as a main reason for dissatisfaction. Other reasons for dissatisfaction are shown in figure 7 below.

Figure 6: Overall satisfaction with sanitation facilities as reported by HHs

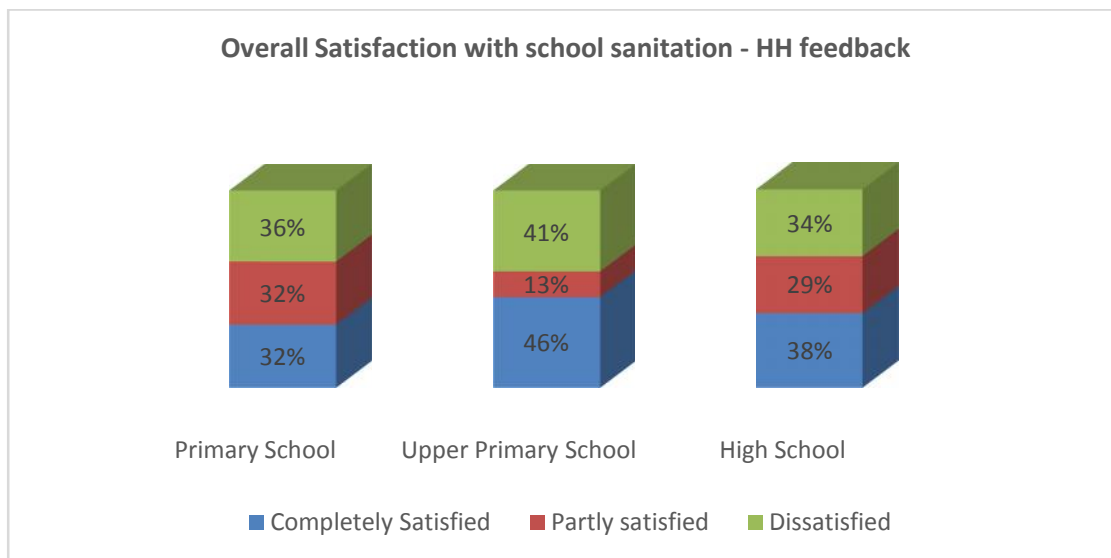
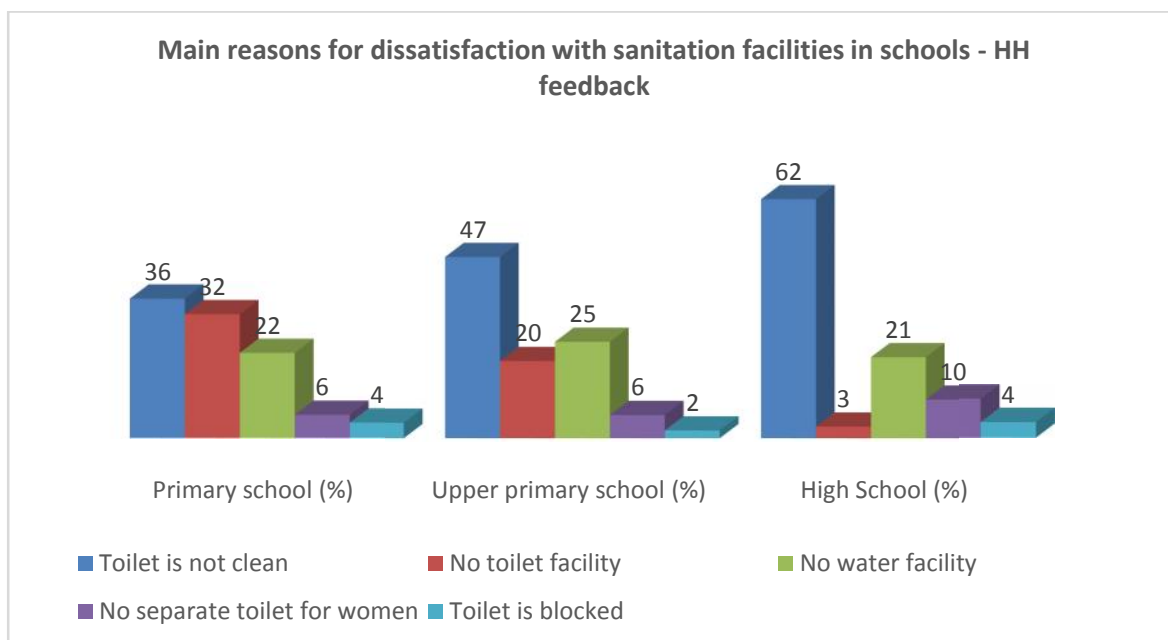
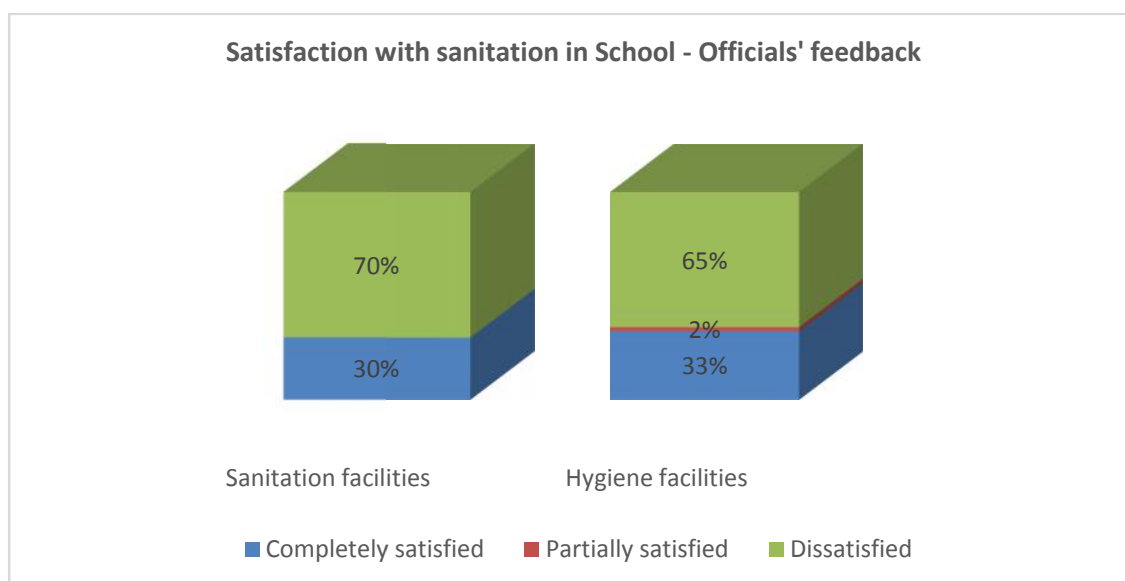


Figure 7: Reasons for dissatisfaction with sanitation facilities in schools among HHs



In terms of satisfaction with sanitation and hygiene in schools, officials have reported a higher rate of dissatisfaction with 70% officials reporting that they are dissatisfied. Reasons for dissatisfaction are similar to the ones cited by the HH respondents.

Figure 8: Overall satisfaction with school sanitation as reported by officials



Respondents were asked to suggest some measures that need to be taken by the school administration to improve the existing sanitation and hygiene facilities in schools. The following table lists some of the suggestion given by the respondents.

Table 4: Suggestions for improving sanitation in schools

Suggestions from HHs	%
Every school should construct toilet for students	17%
Female teacher should guide the girls at menstruation time	15%
Every school should construct separate toilet for girls	15%
Provide sufficient toilet as per the guideline	14%

Suggestions by Officials	%
Every school should construct toilets for all students	18%
A staff should be appointed for regular toilet cleaning	16%
Every school should construct separate toilets for girls	15%
SMC should monitor the sanitation facilities in the school regularly	15%
Government should supply clean drinking water to schools	13%

2.7 Conclusions

Households, officials and observations confirm high availability of toilets in schools and separate toilets for girls. Very few schools have separate toilets for teachers. Usage of toilet is also high. However, it is disturbing to note that a fraction of the HHs reported that their children were not allowed to use toilets in the schools indicating the existence of some sort of discrimination.

Observations reveal that a smaller number of toilets (teacher, girls and boys) have water available for use which is contrary to the higher percentages reported by the HHs. Availability of dustbins in classes was also observed to be higher than what was reported by HHs.

Many toilets are in fair condition and most of them provide privacy and security. Open defecation is not seen around many schools which is encouraging.

Hand washing habits among children going to school is good however officials' feedback on availability of hand washing facilities is not very encouraging clearly indicating a shortage.

Though various sources of drinking water are used in schools hand pump/ bore well within the school premises is reported to be the main source both by officials as well as by the HHs.

General cleanliness in schools such as class rooms, teaching areas, premises etc., is high with no water logging. General upkeep and maintenance of sanitation infrastructure is undertaken by school staff. Sufficient funds are available for the same and officials report that the process of receiving these funds is easy

Upper primary schools perform better as compared to high schools or primary ones in IEC activities in general. Observation shows 57% schools have displayed use of water poster and other materials related to sanitation and hygiene education. Only a third of the teachers are trained on sanitation and hygiene education in schools. IEC on menstrual health is rated poor by households and staff alike. Availability of menstrual hygiene facilities in toilets like soap, adequate space to change and disposal bins is also very low.

It is commendable that Child cabinets are present in most schools and participation by the members is good. SMCs are present in a majority of schools. Both the child cabinet and SMC monitor sanitation facilities in schools and discuss related issues in many schools.

Staff of schools is much more dissatisfied than households with the school sanitation facilities. Major reasons seem to be lack of cleanliness, lack of water in the toilet and lack of toilets for teachers.

Even though a majority of the officials report the existence of a functional grievance redress mechanism, the problem resolution rate is low as reported by HHs.

Overall satisfaction with sanitation and hygiene infrastructure in schools is low among HHs as well as among Officials.

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