

SSHE in India

An Investment in Children



Important Features.....

- Policy to Programme
- School-centric Development
- National Reforms in Water & Sanitation
- Large and diverse rural school system
- Extensive network of early child care & education centers for families
- SSHE an entry point to sanitation
- Coordinated intersectoral approach
- Shared goals and pooled resources
- Partnership with UNICEF and IRC
- Scaling up-rapid and target oriented



Policy to Programme

- Safe and healthy school environment
- Key component of a broader national sanitation and hygiene programme
- Part of the reforms strategy
- Entry point to concept of rural sanitation & hygiene behaviour
- A public health investment
- Improved learning outcome
- Commitment to MDG & WSSD



School-centric development

- Thrust on schools as an instrument for lasting social change
- Resolve to make up for the lost years
- Aim to reach all rural government schools by 2005-06
- Promote hygiene & health activities
- Enable teachers with required skills
- Focus on the girl child



National Reforms in Wat-San

- CRSP – a nation wide programme from 1986
- Average national rural coverage 22 percent (2001)
- High subsidy and supply driven
- CRSP restructured in 1999 – Total Sanitation Campaign (TSC)
- Shift from high to low and ‘no’ subsidy
- Thrust on demand creation
- Decentralized delivery systems
- Design and cost options
- Hygiene education funded



Rural Schools & Wat-San Planning

- Inadequate infrastructure in rural primary school system (700,000)
- Policy focus on upgrading and universalizing elementary education (Grade VIII) by 2010
- Primary school system management decentralized with Village Education Committees
- Nationwide statistics of 1993-94 highlighted the huge gap in wat-san-hygiene facilities and related inputs – adverse effect
- Schools - an integral part of rural community



Network for Early Child Devtpt.

- Extensive reach-500,000 care centers
- 18 million 6 months to 5 years reached every day
- Supplementary nutrition, pre-school, Immunization, Vitamin A supplements, nutrition education & growth monitoring
- Huge potential for hygiene behaviour and basic sanitation learning



SSHE – Key Strategies

- Emphasis on attitude and behaviour change
- Focus on child friendly designs
- School based monitoring of use and behaviour change
- Supporting teachers as facilitator and motivator
- Enabling local institutions and a range of players through workshops
- Training / orientations for State/District resource teams
- Focus on girl children, children with special needs



SSHE – Key Strategies

- District action plans with baselines
- State-wide approach to achieve full coverage
- Intersectoral planning at district and below
- Involvement of local government leaders
- Programme delivery structure & reporting systems
- Regional training centers as monitoring institutions



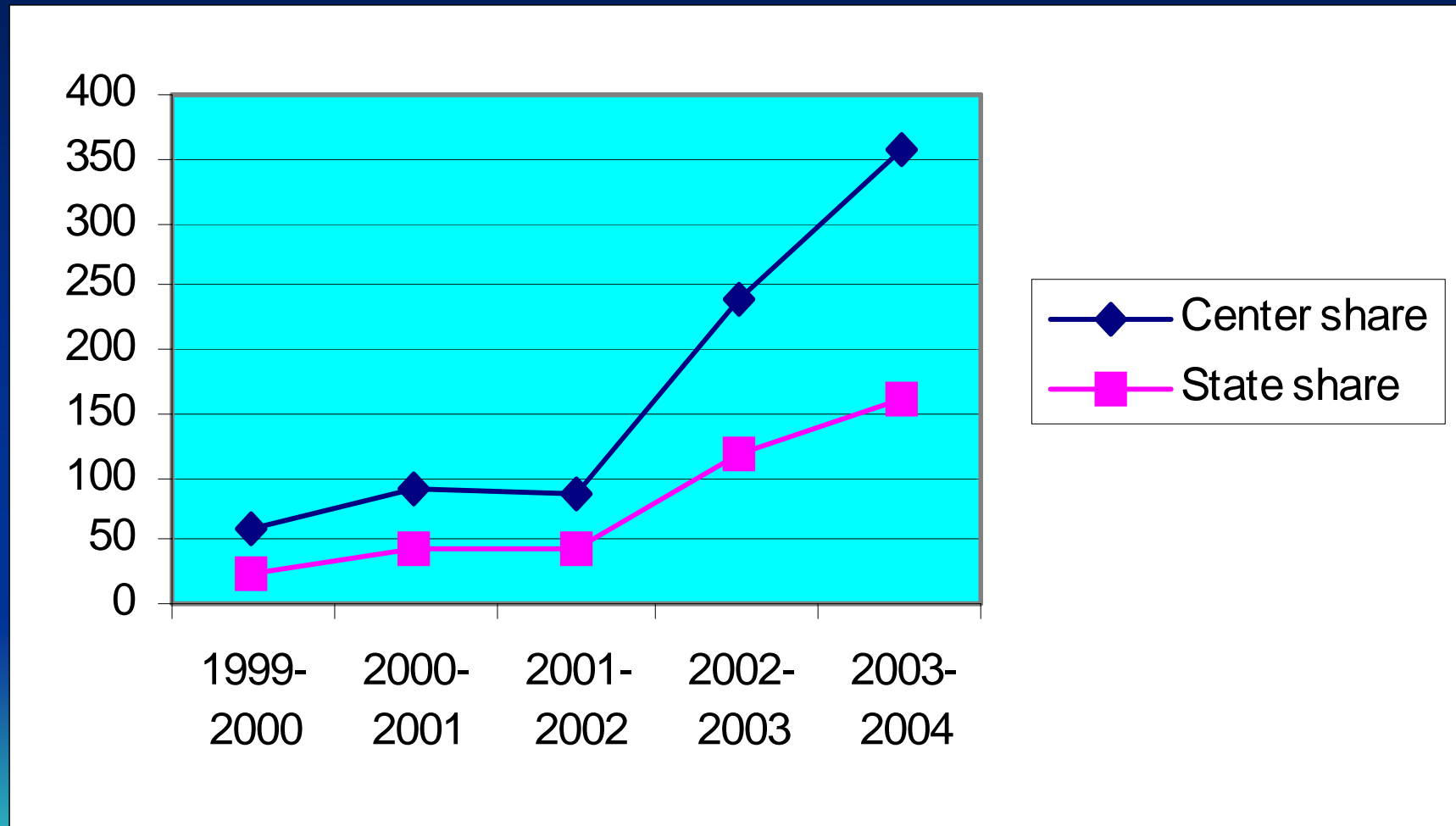
Partnerships

- Collaboration with IRC from 2000 for capacity enhancement / analysis / documentation / resource materials
- Technical and financial assistance from UNICEF for innovations/good practices /capacity development
- Cooperation with NGOs and CBOs
- Cooperation with Departments of Education, Women and Child Devpt. & Health
- Shared objectives-pooling of resources

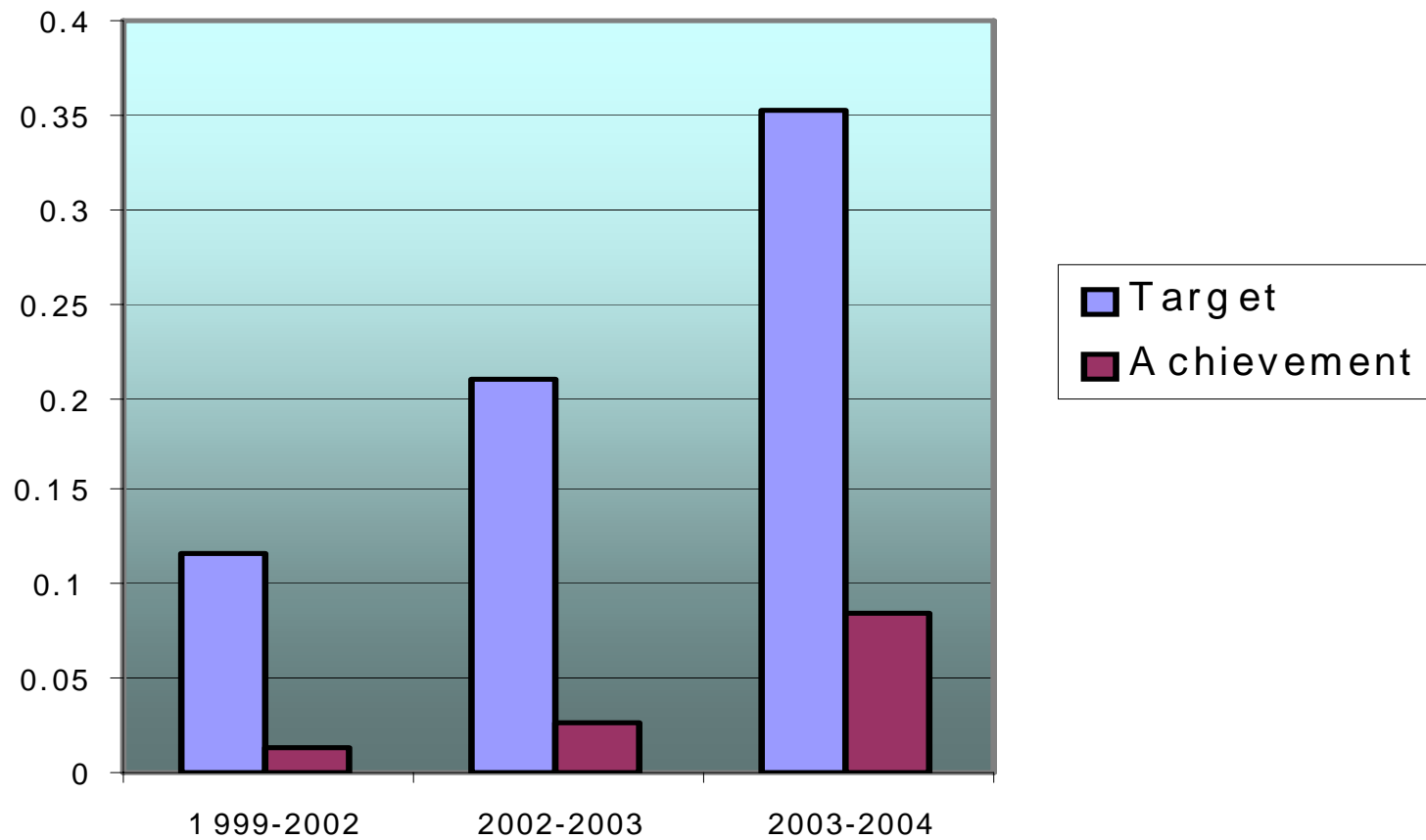


Year Wise Approved Center and State Share for School Toilets in TSC (1999-2004)

\$ million



School Toilets Sanctioned under TSC – Cumulative (in Millions)

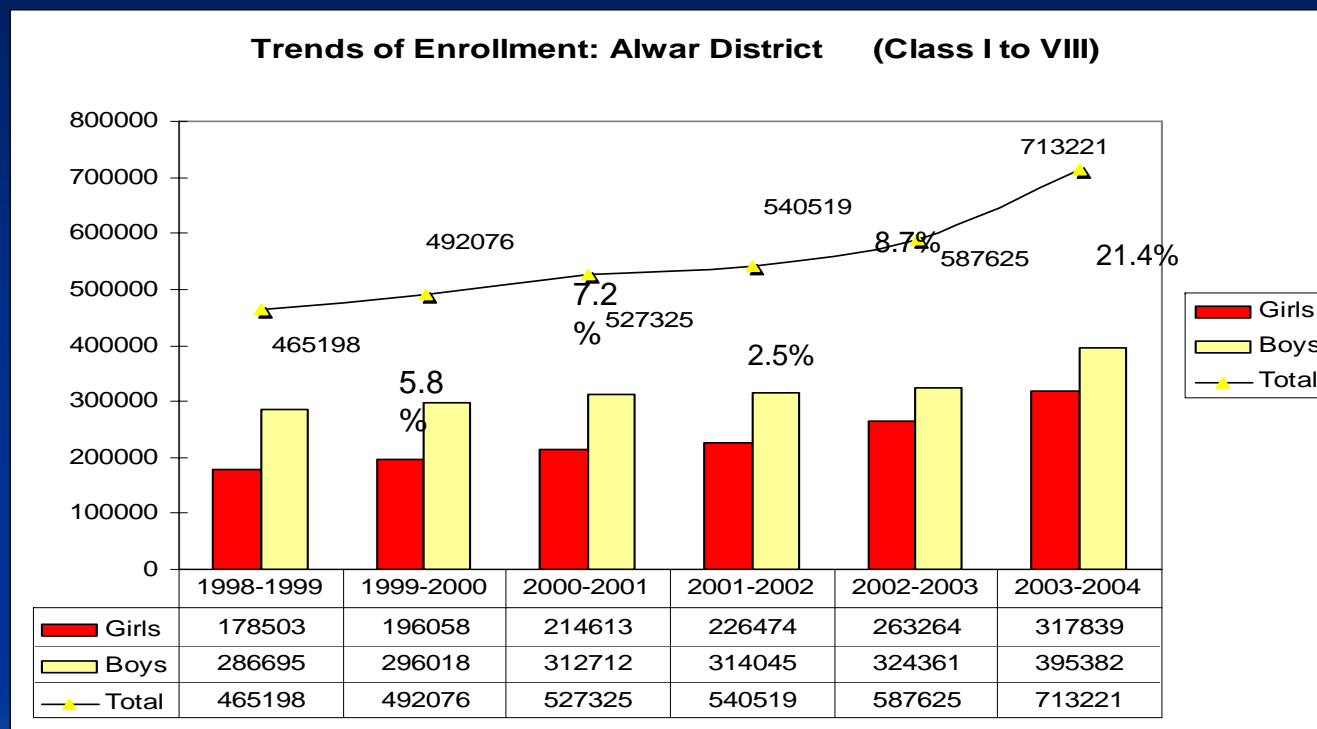


Alwar shows the way

- 1667 schools in Alwar demonstrate synergy of good classroom practices and SSHE
- Visible change improves community and parent participation
- Increase in enrolment of girls by 78 % over 5 years – Boys 38 %
- Significantly higher learning achievement in project schools
- Sufficiently large to influence systemic change



Alwar-Trends in Enrolment



Increase in girl's enrollment:- 78%
Increase in boy's enrollment: - 38%

Source: DEO, Alwar

Figure 6

Impact of SSHE ???

Linking Hygiene Education with School Curriculum : Better Achievements of School Children

Classess	Average percentage of marks obtained by children								
	Phase I schools (Taken up in March 2000)			Phase II schools (taken up in April 2002)			Non Project schools		
	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
III	74.5	77	72	69.3	75.3	63..3	46.5	51	42
IV	73.5	81	66	68	87	49	55.5	62.5	48.5
V	81	86	76	68.5	73	64	44	46.5	38.5
VI	79.5	72	87	74.5	81	68	42.5	43	42
VII	84	79	89	79	76	82	578.5	49	66
VIII	92	91	93	89	85	93	70	67	73
Avarage %	80.75	81	80.5	74.7	79.55	69.9	52.7	53.7	51.7

Challenges continue.....

- Scaling up with quality
- Islands of best practices
- Diversity in management
- Training of Trainers
- Capacity of support institutions
- Hygiene Education
- Construction is completion
- Water availability
- Maintenance and upgradation
- Effective monitoring

