Impact Assessment Report

Integrated School WASH Development Program

FY 22-24

Implemented by:
WASH Institute

SGS

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Acknowledgements

SGS would like to place on record its sincere appreciation to HDB Financial Services Limited for the opportunity to undertake this impact assessment of the Integrated School WASH Development Program. We are grateful for the guidance, trust, and support extended throughout the assessment process. Their commitment to improving school WASH infrastructure, hygiene behaviour, and student well-being provided the foundation for this study.

We extend our heartfelt thanks to the implementation team of WASH Institute for their valuable cooperation and support. Their assistance in sharing project information, facilitating stakeholder interactions, and providing implementation insights helped us develop a grounded understanding of the project's design, delivery, and emerging outcomes.

We are particularly grateful to the teachers, headmasters, and Mid-Day Meal workers from the covered schools who generously shared their time and perspectives. Their reflections on infrastructure use, hygiene practices, meal-time arrangements, student behaviour, and sustainability considerations were instrumental in shaping the assessment findings.

We also wish to acknowledge the students who participated in the survey and shared their experience of the project with openness and honesty. Their responses remain central to this assessment, as they provide the clearest understanding of how the intervention has influenced hygiene practices, facility use, comfort, and the overall school environment.

Finally, we appreciate the support of the concerned school authorities and district-level education stakeholders whose cooperation helped enable this assessment. Their engagement contributed to a smoother assessment process and enriched the overall understanding of school-level WASH needs and implementation context.

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List of Abbreviations

Abbreviation	Full Form
CSR	Corporate Social Responsibility
FY	Financial Year
HDBFS	HDB Financial Services Limited
HM	Headmaster / Headmistress
IEC	Information, Education and Communication
IP	Implementing Partner
MDM	Mid-Day Meal
MHM	Menstrual Hygiene Management
OECD-DAC	Organisation for Economic Co-operation and Development – Development Assistance Committee
SDG	Sustainable Development Goal
SGS	Société Générale de Surveillance
WASH	Water, Sanitation and Hygiene

Executive Summary

Access to usable sanitation, handwashing facilities, and hygiene-supportive school environments remains important for children's health, dignity, attendance, and overall school experience. In school WASH, the value of infrastructure depends not only on access, but also on functionality, upkeep, hygiene behaviour, and regular use. National guidance on WASH in Schools similarly treats school WASH as both an infrastructure and behaviour-linked issue, with direct relevance for children's health, participation, and inclusion.

Supported by HDB Financial Services Limited and implemented by WASH Institute, the Program was carried out in Kadiyam and Rajanagaram mandals of East Godavari district, Andhra Pradesh. The project focused on strengthening school WASH conditions through a combination of infrastructure support, hygiene promotion, and school-level participation. Across the project period, the completion update records hardware activities in 24 schools, covering approximately 4,192 students. These included 8 new toilet blocks, 5 retrofitted toilet blocks, 14 hand wash stations, 4 rainwater harvesting units, 2 compound walls, and 1 dining hall, supported further through hygiene awareness sessions, Child Cabinet and Little Doctor engagement, menstrual hygiene sessions, and training for school stakeholders and Mid-Day Meal workers.

The assessment was undertaken by SGS using a mixed-method approach guided by the OECD-DAC framework, covering relevance, coherence, effectiveness, efficiency, impact, and sustainability. Findings draw on surveys, school-level stakeholder interactions, implementing partner consultations, and review of project documents.

Key Insights & Impact

The assessment indicates that the intervention was closely aligned with the practical needs of the assessed schools. Before the intervention, the most prominent concerns were lack of clean dining space (72.5%), absence of handwashing facilities (64.9%), water-related problems (63.5%), and poor toilets (54.5%), suggesting that the project responded to routine gaps directly affecting students' daily school experience.

The intervention also appears well integrated with everyday school functioning. 95.7% of students reported that WASH facilities were easy to use during school hours, indicating that the support fit into regular school routines rather than operating separately from them.

Findings further highlight strong effectiveness in improving day-to-day WASH conditions. Students reported high levels of toilet usability (94.3%), water availability for toilet use and handwashing (95.2%), and cleaner toilets (93.8%). Behavioural outcomes were especially strong, with 99.1% reporting more regular handwashing with soap and 99.1% saying the school environment is now better for students than before.

From an efficiency perspective, the intervention appears to have improved the practical usability of school WASH systems. 83.8% reported active Child Cabinets or similar student groups, 93.8% reported enough toilets without long waiting time, and 92.9% reported adequate and safe midday meal space, showing that the support worked not only as infrastructure, but also as an operational part of daily school life.

The project's impact is visible most clearly in student-level outcomes. 85.8% reported that their hygiene behaviour had improved a lot, while 98.6% said they feel healthier or fall sick less often than earlier, and 98.6% felt that WASH improvements had increased student comfort and dignity in school.

The project strengthened school WASH conditions through functional infrastructure, hygiene reinforcement, and school-level participation, leading to visible gains in hygiene behaviour, health, comfort, and daily school experience.

The findings further suggest that the project has created a strong base for sustainability, though continued reinforcement will remain important. 96.2% reported peer reminders through Child Cabinet / Little Doctor groups, 95.3% reported regular teacher reminders, and 99.5% expressed confidence in continued proper use of toilets and handwash facilities in the future.

UUDISE+ 2024–25 Report / PIB Release, Ministry of Education
.SOP on WASH in Schools, Department of School Education and Literacy
WASH Institute Project Update from October 2022 to 15 February 2024

Way Forward

Going forward, the first priority is to sustain the behavioural gains already created. Regular reinforcement through teachers, Child Cabinet members, and Little Doctor groups will remain important so that better handwashing, toilet use, and cleanliness habits continue as part of daily school practice. Refresher orientation for new student groups will also be necessary to maintain continuity as older members move out.

A second priority is to strengthen routine continuity through simple upkeep and follow-up systems. Continued attention to consumables, minor maintenance, school-level monitoring, and periodic awareness reinforcement can help convert the gains already achieved into stronger long-term outcomes for students. Schools may also benefit from continued focus on location-specific needs where they still affect daily WASH use and school comfort.

Schools supported

24

schools were covered under the project through toilets, handwash stations, rainwater harvesting units, dining hall support, and compound walls.

Students reached through program activities

3178

students were covered through the recorded project activities across the supported schools.

Improvement in hygiene behaviour

100%

of surveyed students reported improvement in hygiene behaviour, including 85.8% who said it had improved a lot and 14.2% who said it had improved somewhat compared to earlier.

Better school environment

99%

Most surveyed students felt that the school environment is now better for students than before

Program Ratings

PARAMETER	KEY OBSERVATIONS	SCORES
Relevance	The intervention responded strongly to the main needs identified in the assessed schools. No clean dining space (72.5%), lack of handwashing facilities (64.9%), water-related problems (63.5%), and poor toilets (54.5%) emerged as the strongest pre-project gaps, indicating close alignment with practical school-level needs.	
Coherence	The intervention was well aligned with routine school functioning. 96% reported that WASH facilities are easy to use during school hours, suggesting that the support fit into daily school processes rather than operating separately.	
Effectiveness	The project showed strong improvement in core WASH conditions. Students reported 94.3% toilet usability, 95.2% water availability, 93.8% cleaner toilets, and 99.1% more regular handwashing with soap, indicating that the intervention worked effectively in practice.	
Efficiency	The supported facilities and school-level systems were largely practical for daily use. 84% reported active student groups, 94% reported enough toilets without long waiting time, and 93% reported adequate and safe midday meal space	
Impact	The findings indicate visible student-level change, with 85.8% reporting hygiene behaviour improved a lot, 98.6% feeling healthier or falling sick less often, and 98.6% reporting improved comfort and dignity in school.	
Sustainability	The project created a workable base for continuity through peer reminders and teacher follow-up. 96.2% reported student reminders, 95.3% teacher reminders, and 99.5% confidence in future proper use of toilets and handwash facilities. However, long-term gains will still depend on refresher support and continued upkeep over time.	
Overall	The project performed strongly on relevance and effectiveness, with visible gains in school WASH conditions, hygiene behaviour, and student well-being. At the same time, continued reinforcement will remain important to sustain gains over time.	

**Ratings are based on the OECD-DAC five-point performance rating scale, where 5 = Very High and 1 = Very Low. For detailed rating methodology, refer to the OECD-DAC Framework section on Page 13.*

SDGs Alignment

SDG	Target	Contribution Pathway
	3.3 – Combat water-borne and communicable diseases	Improved toilets, handwashing facilities, and hygiene awareness supported better daily hygiene practices and reduced hygiene-related health risks for students.
	4.a: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.	The project improved school WASH infrastructure, handwashing access, toilet usability, and meal-time spaces, contributing to cleaner, safer, and more supportive learning environments for students.
	5.1 – End discrimination and improve dignity for women and girls	Gender-sensitive sanitation support and menstrual hygiene awareness helped reduce school-level hygiene barriers for girls, while improving comfort, dignity, and confidence in using school facilities.
	6.2 – Achieve access to adequate sanitation and hygiene;	The project directly contributed to improved school sanitation and hygiene through toilets, handwashing facilities, hygiene sessions, and better water availability in relevant schools through rainwater harvesting and storage-related support.

https://sdgs.un.org/goals

Introduction

NATIONAL WASH AND SCHOOL SANITATION CONTEXT

Despite significant progress in expanding basic Water, Sanitation and Hygiene (WASH) infrastructure in schools across India, challenges related to functionality, maintenance, and regular use continue to affect students' daily experience. Access to safe drinking water, usable sanitation facilities, and handwashing support remains essential for children's health, dignity, attendance, and participation in school life. UDISE+ 2021–22 data indicates that over 98% of schools nationally report access to drinking water and toilets, and about 95% report handwashing facilities. While this coverage is encouraging, these aggregate figures do not reflect whether facilities are functional, adequately maintained, or able to support safe daily use throughout the year.

National guidance on WASH in Schools further highlights that infrastructure alone is not sufficient. The SOP on WASH in Schools emphasises the importance of hygiene behaviour, menstrual hygiene management, regular operation and maintenance, and school-level ownership systems. In this sense, school WASH is both an infrastructure and a behaviour-linked issue, particularly for adolescent girls whose comfort, dignity, and confidence are closely shaped by the quality of school sanitation and hygiene support. Important for children's rights to health, education, participation, and inclusion. In this sense, school WASH is both an infrastructure issue and a behaviour-linked issue, especially for adolescent girls whose comfort, dignity, and confidence are closely shaped by the quality of school sanitation support.

STATE CONTEXT

This concern remains relevant in Andhra Pradesh as well. A UDISE+ 2021–22 based report noted that 98.3% of the state's 61,948 schools had functional toilet facilities, but it also highlighted that 2,103 schools did not have functional toilet facilities for girls and 8,881 schools did not have functional toilet facilities for boys. The same report noted improvement from 95.48% in 2020–21 to 98.3% in 2021–22, indicating progress, but also showing that important functionality gaps continued to remain in the state.

These figures suggest that, even where overall coverage is high, students' daily experience still depends on whether facilities remain usable, clean, and dependable in practice. In school settings, this directly affects comfort, hygiene routines, and the overall usability of the learning environment.

WATER SECURITY, HYGIENE BEHAVIOUR, AND SUSTAINABILITY

School WASH outcomes are also closely linked to the wider water environment around children and communities. In many rural settings, sanitation, handwashing, water availability, and local resource management are interrelated. Long-term school WASH outcomes are stronger when infrastructure is supported by maintenance, hygiene awareness, local participation, and attention to water sustainability.

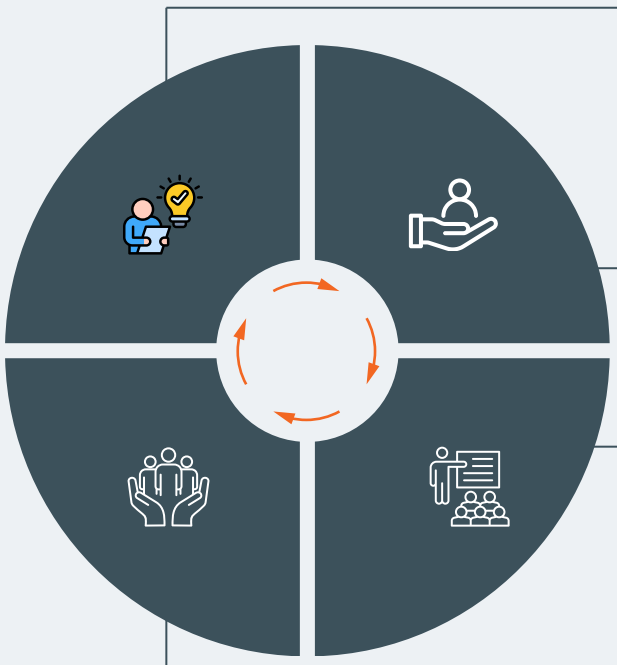
These gaps highlight the need for integrated, school-based WASH models that go beyond infrastructure provision alone. Interventions are more likely to create sustained value when they combine usable facilities with behaviour reinforcement, school-level ownership, and measures that strengthen routine water availability and hygiene management.

It is within this broader context that the present intervention was implemented in East Godavari district, Andhra Pradesh. The project combined school-level WASH improvements with hygiene awareness, menstrual hygiene support, student engagement, and selected water availability measures in schools, reflecting an approach intended to strengthen sanitation, hygiene behaviour, and school-level sustainability together.

UDISE+ 2024–25 Report / PIB release, Ministry of Education
SOP on WASH in Schools, Department of School Education and Literacy
The New Indian Express report based on UDISE+ data for Andhra Pradesh

About the Project

Phase wise implementation



Phase 1

Need assessment was undertaken to identify key WASH gaps and priority schools for support.

Phase 2

School WASH infrastructure was strengthened through toilets, hand wash stations, rainwater harvesting, dining hall, and compound wall support.

Phase 3

Hygiene awareness was promoted through Child Cabinets, video shows, drawing activities, MHM sessions, and school-based IEC efforts.

Phase 4

Teachers, school committees, and MDM workers were engaged to support continued use, monitoring, and upkeep of facilities.

The project, Integrated School WASH Development Program, was supported by HDB Financial Services Limited and implemented by WASH Institute in Kadiyam and Rajanagaram mandals of East Godavari district, Andhra Pradesh. The project focused on improving school WASH conditions through a combination of infrastructure support, hygiene promotion, and school-level participation.

The intervention responded to practical school-level gaps affecting children's daily learning environment. As identified in the project proposal, these included lack of child- and gender-friendly functional toilets, limited handwashing access, poor maintenance of existing sanitation facilities, absence of dining space in some schools, and lack of compound walls in selected locations. The project was therefore designed to improve not only sanitation access, but also hygiene practices, school safety, and routine usability of facilities.

Across the project period, the completion update records hardware activities in 24 schools, covering approximately 31 students. These works included 8 new toilet blocks, 5 retrofitting works for toilet blocks, 14 hand wash stations, 4 rainwater harvesting units, 2 compound walls, and 1 dining hall.
Alongside these works, the project also carried out multiple software and awareness activities such as formation of Child Cabinets, video shows, drawing competitions, menstrual hygiene meetings, teacher and parent committee meetings, and training for Mid-Day Meal workers.

Overall, the project followed an integrated school WASH approach in which infrastructure improvement, hygiene education, student participation, and stakeholder engagement worked together to improve the everyday school environment. By combining physical works with school-level awareness and ownership mechanisms, the intervention aimed to create cleaner, safer, and more usable school spaces while also strengthening the sustainability of WASH facilities over time.

About the Organizations

HDB Financial Services Limited

HDB Financial Services (HDBFS) is a leading non-banking financial company (NBFC) in India and a subsidiary of HDFC Bank. Incorporated in 2007, the company provides a wide range of secured and unsecured lending solutions to individual and business clients across the country. With an extensive branch network spanning multiple states and union territories, HDBFS serves milions of customers, particularly focusing on underserved and emerging segments of the population. Through its Corporate Social Responsibility (CSR) initiatives, the organisation supports programmes that promote healthcare access, environmental sustainability, community development, and livelihood enhancement for vulnerable communities across India.

WASH Institute

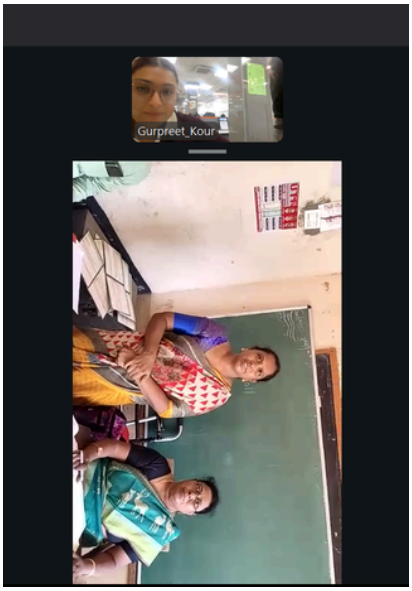
WASH Institute is an Indian non-profit organisation working in the water, sanitation and hygiene (WASH) sector. Established in 2008, the organisation works to improve access to safe water, sanitation, and hygiene through field implementation, technical support, and capacity building. WASH Institute states that its vision is to create communities with access to safe, protected, and sustainable drinking water and sanitation services with improved hygiene practices.
The organisation works across areas such as WASH in Schools, water resource management, sanitation, wastewater management, and WASH policy and planning, making it a relevant implementation partner for integrated school and community WASH intervention

APPROACH & METHODOLOGY

Approach & Methodology

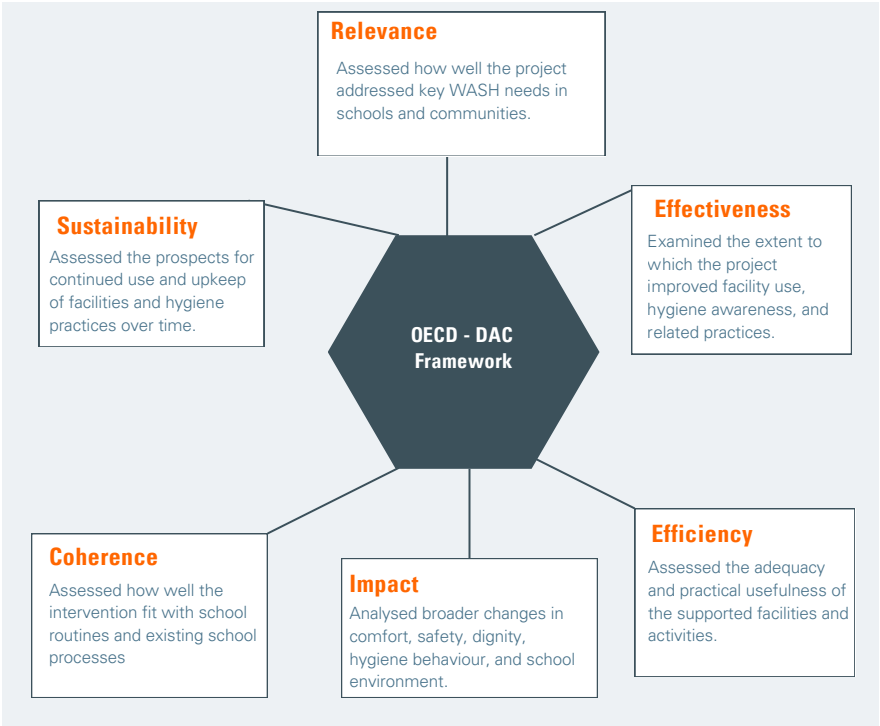
The impact assessment was undertaken using a consultative and evidence-based approach, combining quantitative and qualitative methods to develop a balanced understanding of the project's implementation, usage, and outcomes. The study drew on project documents, beneficiary responses, stakeholder interactions, and available school-level evidence to assess how the intervention addressed WASH needs and contributed to improved hygiene practices, facility use, and school environment. Evidence was triangulated across sources to ensure balanced interpretation and contextual validity.

The assessment relied on review of key project records along with primary stakeholder inputs from selected project-supported schools. These included student survey responses, interactions with teachers, headmasters, Mid-Day Meal workers, and discussions with the implementing partner. The schools covered in the assessment represented different intervention types, including handwash stations, dining hall support, rainwater harvesting systems, and toilet renovation, while also reflecting the project's software components such as hygiene awareness sessions, Child Cabinet and Little Doctor engagement, and MDM-related training.



SGS Team member with School staff

OECD DAC Dimensions



OECD–DAC Framework

The impact assessment was guided by the OECD-DAC evaluation framework, providing a systematic lens to examine the project across six dimensions: relevance, coherence, effectiveness, efficiency, impact, and sustainability. In addition to qualitative and quantitative analysis, the assessment also adopts a five-point performance rating scale, with each criterion rated independently out of 5 based on triangulated evidence gathered through student responses, stakeholder interviews, project documentation, and available school-level observations. This allows a concise, comparable, and evidence-based summary of programme performance across all evaluation dimensions.

Theory of Change

Inputs

- CSR funding support from HDB Financial Services
- Technical expertise and field teams from WASH Institute
- IEC/BCC materials and training support for hygiene promotion
- Participation of schools, teachers, students, committees, and MDM workers

Activities

- Construction and renovation of key school WASH infrastructure
- Provision of hand wash stations, rainwater harvesting units, dining hall, and compound walls
- Hygiene and menstrual hygiene awareness sessions in schools
- Formation of Child Cabinets / Little Doctor groups & engagement of school stakeholders

Outputs

- Functional and improved school WASH facilities created in supported schools
- Better handwashing, meal-time hygiene, and water-related school infrastructure
- School-level awareness sessions and student groups activated
- Teachers, MDM workers, and other stakeholders engaged in hygiene promotion and monitoring

Outcomes

- Improved hygiene behaviour and better routine use of WASH facilities among students
- Cleaner, safer, and more supportive school environment
- Better meal-time hygiene and improved student comfort in daily school life
- Stronger school-level ownership for upkeep and continued use of facilities

Impact

- Improved student comfort, dignity, and overall well-being
- Better school environment for health, attendance, and participation
- Stronger long-term hygiene practices through awareness and school reinforcement
- Greater sustainability of school WASH assets through shared responsibility and upkeep

The Theory of Change explains how support for school WASH infrastructure, hygiene awareness, and school-level stakeholder engagement can lead to safer and more usable facilities, improved hygiene behaviour, and stronger ownership of WASH assets. By combining physical works with awareness-building and participation of teachers, students, and school stakeholders, the project contributes to cleaner school environments, better student well-being, and more sustainable school WASH practices.

Assessment - Deep Dive

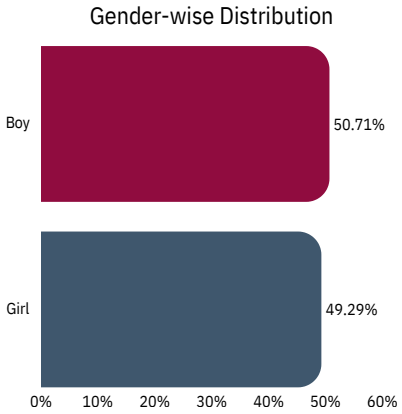
TABLE 2 Stakeholder Coverage and Methods Used

STAKEHOLDER GROUP	PURPOSE OF ENGAGEMENTEL	METHOD USED	SAMPLE / COVERAGE
Students	Capture experience of WASH facilities, hygiene practices, comfort, safety, and participation	Surveys	211
Principals and Teachers	Understand school-level relevance, functionality, behaviour change, implementation, and sustainability	Key Informant Interviews	10
Mid-Day Meal Worker	Understand changes in meal-time hygiene, food handling, and use of dining space	Key Informant Interviews	3
Implementing Partner – WASH Institute	Review implementation approach, need identification, activities, and sustainability challenges	Key Informant Interviews	2

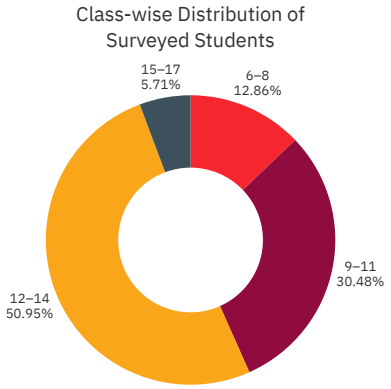
Respondents were selected from project-supported schools covering handwash stations, dining hall support, rainwater harvesting, and toilet renovation. The assessment combined 211 student surveys, stakeholder interviews, implementing partner consultations, and project record review to understand facility use, hygiene behaviour, and continuity of WASH gains.

Assessment Findings & Analysis

This section presents the key findings of the assessment based on student survey responses and stakeholder interactions across ZPHS Lalacheruvu, ZPHS Palacharla, Rajanagaram MPP2, Diwancheruvu MPP1, and ZPHS Dulla. These schools represented different intervention types, including handwash stations, dining hall support, rainwater harvesting systems, and toilet renovation. The analysis draws on student responses and school-level stakeholder insights to understand how the intervention is being experienced in daily school life and what changes are visible in hygiene practices, facility use, comfort, and the overall school environment.



The respondent group was almost evenly distributed by gender, with 51% boys and 49% girls, ensuring balanced representation of student perspectives. This is particularly relevant in a school WASH assessment, as issues related to sanitation access, privacy, comfort, and hygiene practices affect all students, while certain aspects such as menstrual hygiene support have a more direct bearing on girls' school experience.

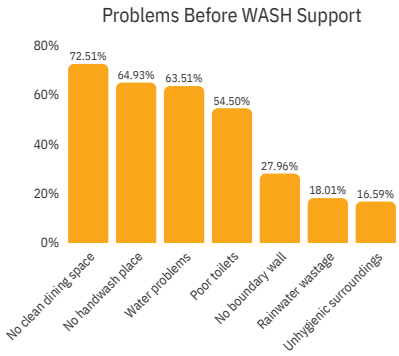


The age distribution was concentrated among older students, with around 51% in the 12–14 age group and 30% in the 9–11 age group. This profile is significant because students in these age bracketsare regular users of school toilets, handwashing facilities, and meal spaces, and are therefore well placed to reflect on day-to-day usability, cleanliness, and comfort within the school environment.

All respondents reported that they had been studying in the same school for six months or more (100%). This strengthens the reliability of the findings, as the students were familiar with the school environment and better able to comment on changes over time.

Relevance

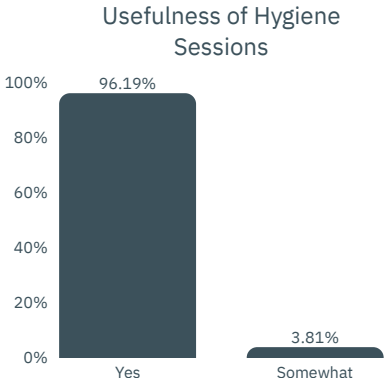
This section examines whether the intervention addressed the practical WASH-related needs of students in the assessed schools. The analysis focuses on the nature of challenges students faced before support and how closely the project components aligned with these needs.



The strongest pre-project concerns were not limited to toilets alone. No clean dining space (72.5%), no handwash place (64.9%), water problems (63.5%), and poor toilets (54.5%) emerged as the most commonly reported issues. This suggests that the intervention responded to routine gaps that directly affected students' daily school experience, rather than only isolated infrastructure deficits.

The pattern also shows that school needs were varied rather than uniform. While dining, handwashing, water, and toilet-related concerns were the most prominent, issues such as no boundary wall (28.0%), rainwater wastage (18.0%), and unhygienic surroundings (16.6%) were more location-specific. This indicates that the intervention was responding to multiple school-level needs rather than a single common problem across all locations.

Qualitative inputs support this interpretation. In Palacharla, stakeholders noted that students earlier ate in classrooms and corridors due to the absence of a proper dining space, creating sanitation concerns during meals. In Lalacheruvu, the teacher highlighted earlier gaps in WASH infrastructure and the usefulness of handwashing support and awareness sessions in improving daily hygiene practices. The implementing partner also indicated that intervention needs were identified through school-level assessment and discussion, showing that support was linked to school-specific requirements rather than applied in a uniform way.



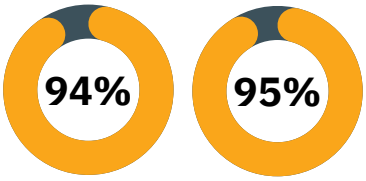
96.2% found the hygiene sessions useful. This suggests that the project's relevance lay not only in what was provided physically, but also in addressing everyday hygiene-related needs through awareness and reinforcement.

Overall, the relevance findings show that the intervention was closely aligned with the practical needs experienced by students in their daily school environment.

Effectiveness

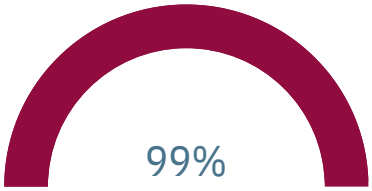
This section examines how effectively the intervention translated into visible improvements in daily school WASH conditions. The analysis focuses on three core dimensions: infrastructure functionality, water availability, and hygiene behaviour, to assess whether the support worked in practice.

Survey responses indicate strong functionality of core WASH



Usability of School Toilets *Availability of Water*

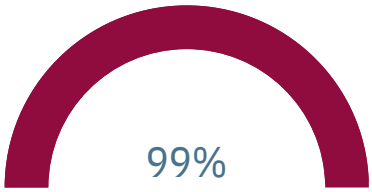
infrastructure across assessed schools. A large majority of students reported that school toilets were usable on most days (94%), supported by consistent water availability for toilet use and handwashing (95%). This suggests that the intervention was effective in establishing the minimum conditions required for regular toilet use and basic hygiene practices, rather than facilities remaining idle or functional only intermittently.



School Environment is Better for Students Now

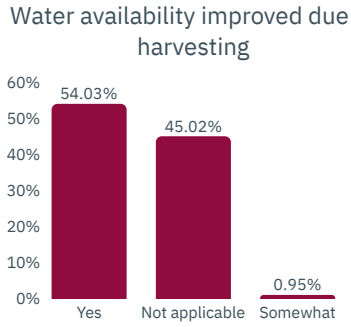
99.1% of students felt that the school environment is now better than before. This suggests that the intervention created improvement at the overall school level, not just at the level of individual assets. The response indicates that students experienced the support as a broader improvement in daily school conditions.

Cleanliness and day-to-day usability also reflect this effectiveness. 94% of students felt that toilets were cleaner and more usable than earlier, indicating improvement not only in access but in the quality of use. This points to a shift from merely having facilities to being able to use them comfortably and regularly in daily school routines.



Handwashing with soap more regularly at school

Behavioural change outcomes further reinforce effectiveness. Almost all students (99%) reported washing hands with soap more regularly than before, suggesting that hygiene promotion efforts worked alongside infrastructure support. The fact that this behaviour change is reported at scale indicates that awareness activities did not remain one-time messages but influenced routine practices within the school environment.



54.0% reported improved water availability due to rainwater harvesting or better storage, while 45.0% marked this as not applicable. This shows that the benefit was visible where such support existed, but was understandably not universal across all schools, since this was a location-specific component.

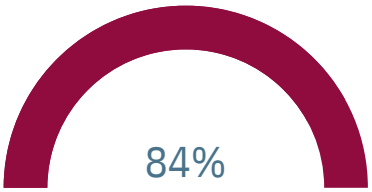
Qualitative inputs help explain these patterns. Teachers noted that regular reminders and hygiene sessions reinforced proper toilet use, handwashing, and cleanliness, particularly helping students use both new and existing facilities more responsibly.

> “After the sessions, children remind each other to wash hands and keep the toilets clean. Earlier they avoided using them.

Teacher KII

Effeciency

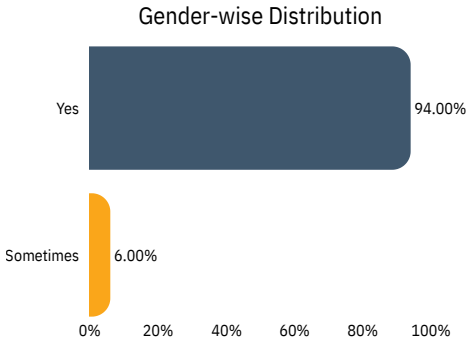
This section examines how efficiently the intervention supported day-to-day WASH use through adequate facilities and functioning school-level systems.



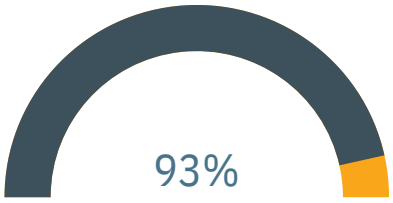
Student Groups Active in School WASH

Survey findings indicate that student-led platforms were functioning effectively in most schools. A large majority of respondents (84%) reported that Child Cabinets or similar student groups were active, suggesting that the intervention created support systems beyond one-time awareness activities. These groups were not symbolic in nature but played operational roles in daily school life.

The efficiency of these platforms is reflected in the nature of activities they undertook. Students most frequently linked Child Cabinets with reminding peers about handwashing (99%), supporting hygiene awareness (94%), and monitoring toilet cleanliness or reporting issues (94%). This indicates that student groups were contributing to day-to-day WASH management, rather than being limited to events or campaigns.

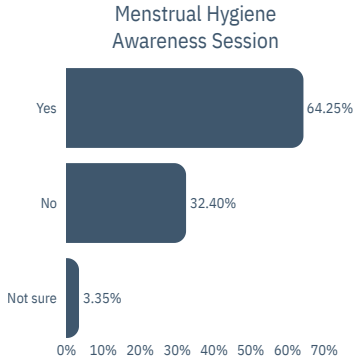


94% said that enough toilets are available for students to use without long waiting time. This suggests that the supported sanitation infrastructure is largely functioning at a scale that meets routine student demand. From an efficiency perspective, this is important because it shows that the facilities are not only present, but are also practically usable within the flow of the school day.



Adequate and Safe Midday Meal Space

93% reported that there is adequate and safe space for eating midday meals. This suggests that the project improved not only hygiene infrastructure, but also the practical organisation of school meal-time routines. The gain appears operational as well as physical: qualitative feedback indicates that the dining support helped create a cleaner and more manageable meal environment, while also making it easier for Mid-Day Meal workers to serve food more hygienicall

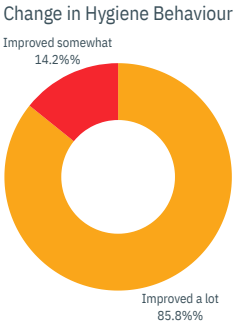


For the girls' menstrual hygiene question, 64.3% reported receiving information in school, while 32.4% said they had not. This result should be interpreted with caution, as the surveyed student group also included younger girls for whom such sessions may not yet have been age-relevant. The finding therefore does not necessarily indicate weak delivery alone; rather, it suggests that menstrual hygiene awareness was reaching the more relevant upper age groups, while coverage across the full respondent base appears lower because of age-profile differences in the sample.

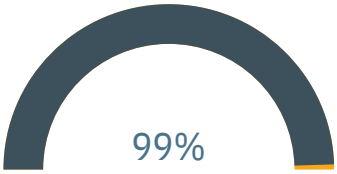
Overall, the efficiency findings suggest that the intervention was supported by workable school-level systems that enabled facilities to be used smoothly and consistently. Adequate toilet access, active student groups, improved meal-time arrangements, and basic MHM awareness collectively helped strengthen routine use and management of WASH facilities within schools.

Impact

This section examines the changes students experienced after the intervention, with focus on hygiene behaviour, health-related experience, and comfort and dignity in school.



Survey findings indicate a clear shift in students' day-to-day hygiene behaviour following the intervention. A large majority of students (86%) reported that their hygiene behaviour had improved a lot, while the remaining students reported some improvement. This suggests that the intervention influenced not only awareness but also everyday practices such as regular handwashing and personal cleanliness within the school setting. Qualitative inputs help contextualise this change. Teachers noted that students increasingly remind one another to wash hands and keep toilets clean, indicating that hygiene practices are becoming more routine rather than dependent solely on supervision.



Students Feeling Healthier or Falling Sick Less Often

The perceived health impact of the intervention is strongly reflected in student responses. Nearly all surveyed students (99%) reported that they feel healthier or fall sick less often compared to earlier. While this indicator is based on perception rather than clinical measurement, it suggests that students associate improved hygiene facilities and practices with better everyday well-being.

Teachers similarly shared that hygiene-related complaints among students have reduced, particularly around meal times, reinforcing the perception that improved cleanliness and routine hygiene practices are contributing to a healthier school experience.

Increased Student Comfort and Dignity in School

The intervention also appears to have contributed significantly to improved student comfort and dignity. Almost all students (99%) reported that WASH improvements have increased their comfort and dignity in school. This reflects students' experience of being able to use toilets, handwashing facilities, and meal spaces more comfortably and confidently during the school day.

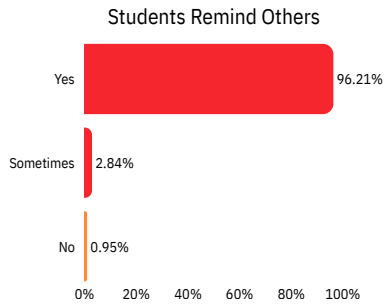
> Students have become more aware about cleanliness. They wash hands properly and keep the surroundings clean without being told every time.

Teacher KII

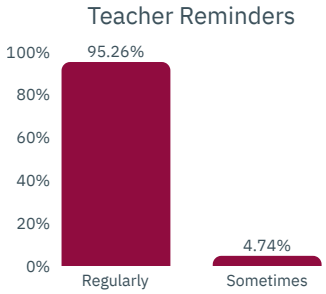
Overall, the impact findings suggest that the intervention contributed to meaningful changes at the student level, particularly in strengthening hygiene behaviour, improving perceived health, and enhancing comfort and dignity within the school environment.

Sustainability

This section examines whether the gains created by the intervention are likely to continue over time through student reinforcement, teacher follow-up, and continued proper use of WASH facilities in schools.



Survey findings indicate strong student-led reinforcement of hygiene practices within schools. A large majority of students (96%) reported that Child Cabinet / Little Doctor group members help remind others about hygiene practices, suggesting that these student platforms are actively contributing to day-to-day continuity. This reflects that hygiene practices are not dependent solely on formal sessions, but are supported through peer-to-peer reminders within routine school activities.



Teacher and staff involvement emerges as another key factor supporting sustainability. Survey responses show that 95% of students reported that teachers and school staff regularly remind them about hygiene practices. This suggests that hygiene reinforcement has been integrated into routine supervision, classroom discipline, and meal-time management.

Qualitative interactions highlight that teachers often reinforce hygiene practices during assemblies, before meals, and during regular school hours. Headmasters and teachers also act as role models by monitoring cleanliness, guiding students on correct hygiene behaviours, and supporting Child Cabinet members in their roles. The involvement of Mid-Day Meal workers, particularly around handwashing and food hygiene, further strengthens routine reinforcement during meal times.

Student confidence in continued proper use is also very strong, with 99.5% saying that students will continue using toilets and handwash facilities properly in the future. This suggests that the supported facilities have become part of normal school usage.

At the same time, qualitative inputs indicate that long-term continuity may still depend on periodic reinforcement, especially as student batches change over time. The implementing partner also pointed out that maintenance and awareness can weaken when trained students leave, which suggests that refresher support would help sustain gains more strongly in the longer term.

Coherance

This section examines whether the gains are likely to continue through student reminders, teacher reinforcement, and continued proper use of facilities after the project period.

Survey findings indicate strong practical coherence in day-to-day school operations. A large majority of students (96%) reported that WASH facilities are easy to use during school hours, including breaks and before or after meals. This suggests that the placement, accessibility, and timing of facility use were compatible with normal school schedules and did not disrupt classroom or meal-time routines.

Qualitative inputs further support this alignment. Teachers and headmasters noted that handwashing and hygiene practices are integrated into regular school activities. Dedicated handwashing areas and improved dining spaces have enabled students to follow hygiene practices without requiring additional time or special arrangements, reinforcing smooth integration into existing daily routines.

From an implementation perspective, the approach adopted by the implementing partner—where needs were identified in consultation with school authorities and district education inputs—helped ensure that support was context-specific and compatible with each school's functioning. This avoided a uniform delivery model and strengthened alignment with local school requirements.

Overall, the findings suggest that the intervention was well integrated into routine school systems, functioning alongside existing schedules, and supervisory roles rather than operating as a stand-alone or parallel initiative.

Key learnings & Reccomendations

Functional facilities work best when daily habits are reinforced

The assessment shows that infrastructure alone does not explain the change. Better use of toilets, handwashing points, and meal spaces was strengthened because teachers and student groups kept reinforcing hygiene practices in daily school life. Future school WASH support should continue combining physical improvements with regular behaviour reinforcement rather than treating infrastructure as a stand-alone solution.

Child Cabinets and Little Doctors help, but new batches need orientation

Student groups played a practical role in reminding peers about handwashing, cleanliness, and proper facility use. However, these groups change as students move to higher classes or leave school. Schools should plan short refresher or orientation sessions for new Child Cabinet and Little Doctor members every academic year so that continuity is not lost over time.

School WASH support is more effective when it is need-based

The project's strength lay in responding to different school-level needs rather than applying the same package everywhere. Some schools needed handwashing access, some needed dining space, some required toilet improvement, and others benefited from rainwater-related support. Future interventions should continue using school-level assessment to match support to the most immediate operational gaps.

Meal-time hygiene improves when infrastructure and school routines work together

Where dining support and hygiene reinforcement were available, the benefit was not only physical but operational. Cleaner eating spaces, handwashing access, and better food handling together made school meal-time more manageable and hygienic. Future school WASH design should therefore treat meal-time hygiene as an important part of the school environment, not as a separate issue.

Long-term gains will need simple follow-up and upkeep systems

The findings suggest that the project has created a strong base, but long-term continuity will depend on continued reminders, basic maintenance, and periodic refresher support. Schools would benefit from simple follow-up systems around cleanliness, consumables, minor repairs, and ongoing awareness so that the gains achieved do not weaken after the project period.

Conclusion

The assessment indicates that the Integrated School WASH Development Program was well aligned with the practical needs of the assessed schools and responded to day-to-day gaps affecting sanitation, handwashing, meal-time hygiene, water access, and overall school environment. The intervention did not operate only through infrastructure creation, but combined physical improvements with hygiene awareness, student participation, and school-level reinforcement, making the support more relevant to routine school use.

Findings further suggest that the project was effective and efficient in improving daily WASH conditions. Students reported strong usability of toilets and water facilities, better cleanliness, more regular handwashing with soap, and improved meal-time arrangements. The role of Child Cabinets, teachers, and school staff also appears important in translating infrastructure into everyday practice, helping reinforce hygiene behaviour and routine upkeep within the school environment.

At the student level, the project appears to have generated visible positive change. The findings point to stronger hygiene behaviour, better perceived health, and improved comfort and dignity in school. These outcomes suggest that the intervention contributed not only to more usable facilities, but also to a more supportive and confidence-building school experience for students.

The assessment also indicates that a workable foundation for sustainability has been created. Continued teacher reminders, active student groups, and students' confidence in future proper use suggest that many of the gains have been internalised into school routines. At the same time, long-term continuity will depend on periodic refresher support, orientation of new student groups, and basic follow-up around maintenance and hygiene reinforcement so that the gains achieved during the project period remain strong over time.

Case Study

Dining Hall Support Improved Meal-Time Hygiene at ZPHS Palacharla

At ZPHS Palacharla, students earlier did not have a proper and hygienic space for eating their mid-day meal. As shared during stakeholder interactions, children often ate in classrooms and corridors, which created sanitation concerns and made meal-time management difficult. The project addressed this gap by supporting a dining hall along with handwashing facilities and hygiene awareness activities. This responded to a very practical school-level need that affected both students and Mid-Day Meal workers in their daily routine.

After the intervention, stakeholders reported that students now have a cleaner and more organised place to eat, while meal distribution has become easier to manage hygienically. The change was not limited to infrastructure alone. Students also received hygiene awareness sessions, and Child Cabinet / Little Doctor groups were formed to reinforce good practices. The Mid-Day Meal worker also received guidance and hygiene materials such as gloves, cap, and apron, which strengthened safer food handling and service practices. This case shows how infrastructure, awareness, and routine reinforcement together improved everyday school hygiene in a practical and visible way.

Ethical Considerations

- The purpose of the assessment was clearly explained to all respondents, and verbal consent was obtained before surveys and interviews.
- Participation was voluntary, and respondents were informed of their right to skip questions or withdraw at any stage.
- Personal information was kept confidential, and no identifying details have been included in the report.
- Findings have been presented in aggregated form to protect respondent privacy and ensure responsible reporting.
- During school-level and online stakeholder interactions, care was taken to maintain a respectful process and avoid unnecessary disruption to regular school activities.

Study Limitations

- The assessment covered selected project-supported schools and stakeholders, and may not fully represent variations across all project locations.
- Since the assessment was conducted retrospectively, some findings rely on respondent recall and available project records.
- Student and stakeholder responses were based partly on self-reported feedback, which may be subject to response bias.
- As different types of support were provided across schools, the nature and extent of observed changes were not uniform across all covered locations.
- In some interactions, respondents communicated mainly in Telugu, and responses were interpreted with support, which may have led to some loss of nuance.

Annexure

Stakeholder Coverage and Methods Used

STAKEHOLDER GROUP	PURPOSE OF ENGAGEMENTEL	METHOD USED	SAMPLE / COVERAGE
Students	Capture experience of WASH facilities, hygiene practices, comfort, safety, and participation	Surveys	211
Principals and Teachers	Understand school-level relevance, functionality, behaviour change, implementation, and sustainability	Key Informant Interviews	10
Mid-Day Meal Worker	Understand changes in meal-time hygiene, food handling, and use of dining space	Key Informant Interviews	3
Implementing Partner – WASH Institute	Review implementation approach, need identification, activities, and sustainability challenges	Key Informant Interviews	2

Location Details of Assessed Project Sites

State	District	Name of Location	Support Observed
Andhra Pradesh	East Godavari	ZPHS Dulla	Renovation of toilet
Andhra Pradesh	East Godavari	ZPHS Lalacheruvu	Handwash station
Andhra Pradesh	East Godavari	ZPHS Palacharla	Dining hall, handwash station
Andhra Pradesh	East Godavari	Rajanagaram MPP2	Rainwater harvesting system
Andhra Pradesh	East Godavari	Diwancheruvu MPP1	Rainwater harvesting system

When you need to be sure

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