

# **Project Facilitating Learning on WASH (FLOW) Annual Report – Year 3**

Prepared for  
Bharti Infratel Limited

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## **For more information**

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# 1. Introduction

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## 1.1 Background

Water scarcity affects more than 40 percent of people around the world, an alarming figure that is projected to increase with the rise of global temperatures as a result of climate change. Although 2.1 billion people have gained access to improved water sanitation since 1990, dwindling supplies of safe drinking water is a major problem impacting every continent.

In 2011, 41 countries were water stressed – 10 of which are close to depleting their supply of renewable freshwater and rely on alternative sources. Increasing drought and desertification is already worsening these trends. By 2050, it is projected that at least one in four people will be affected by recurring water shortages.<sup>1</sup> It is believed that the third World War will be fought over water crisis and global water sharing issues. Another issue plaguing our society is the lack of know how to value such a precious resource and the ways it can be intertwined in our thoughts, practice and action.

With the advent of global goals in 2015, and recapitulating the above crisis, stress has been on working for Sustainable Development Goal No. 6 which is on ‘Clean Water and Sanitation’ so that every individual effort is contributed to Nations’ INDCs. Against this background, Bharti Infratel Ltd in association with The Energy and Resources Institute (TERI) initiated a CSR project titled- Facilitating Learning on WASH (FLOW) that aims to provide safe water facilities to 60 marginalized schools across 6 cities and build capacities of students, teachers and the surrounding communities on WASH related issues.

## 1.2 Project Objectives

- Development of safe water supply infrastructure for the vulnerable communities: Construction of new clean water supply facilities and rehabilitation of existing facilities to improve the health and well-being of the marginalized inhabitants.
- Awareness generation: Creating improved knowledge, attitude and practices amongst the primary beneficiaries with respect to Water, Sanitation and Hygiene.
- Stakeholder participation and integrated governance: Development of an integrated governance framework that engages government officials, economic players, representatives of sciences and the civil society in a collaborative manner for effective implementation of solutions
- Sustainability education and capacity building: Promoting integrated water resources management at the local level (involving teachers and communities) for maintaining the quality and quantity of water and infrastructure
- Contribution to sustainable development of the region by creating conditions for economic and social progress

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<sup>1</sup> <http://www.undp.org/content/undp/en/home/sustainable-development-goals/goal-6-clean-water-and-sanitation.html>

### 1.3 Target Group

School students, teachers and parents across 60 schools in 6 project cities – Jammu, Indore, Bhubaneswar, Ranchi, Panipat and Guwahati.

### 1.4 Scope of work in Year 3

In Year 3, the focus of the project was to recapitulate the learnings, implement mechanism to understand the outcomes and implement strategies for an efficient exit. This was undertaken through competitions, post assessment exercise, formation of School WASH Committees (SWC), capacity building of community members along with students, teaching and administrative staff and publishing successful case studies.

The current year was also dedicated for completion of safe water infrastructure in Panipat, Guwahati and Jammu. In addition to the project activities, there was a dire need to promote the project with various stakeholders. In this regard, TERI published school based successful case studies titled, Pravah...go with the FLOW series. As an efficient exits strategy, schools were trained and were given a resource book for operation and maintenance of safe water infrastructure.

### 1.5 Key Thrust Areas of Year 3

			
<p><i>Sharing knowledge for making water an essential part of everyday life</i></p>	<p><i>Reaching out to the unreached for creating value for water</i></p>	<p><i>Access to safe water infrastructure in Panipat, Jammu and Guwahati</i></p>	<p><i>Transferring the ownership of the project to stakeholders</i></p>

## 1.6 Project Activities at a glance

Proposed initiatives	Completed	Remarks (if any)
School Identification across 6 cities	63 Schools	45 schools were Government run and 18 school were privately owned
Infrastructure in 60 schools across 6 cities	Complete in Ranchi, Bhubaneswar, Indore, Panipat, Jammu and Guwahati	Completion certificate attached as Annexure A
Maintenance / Repair in Indore, Ranchi & Bhubaneswar	Completed in Indore, Ranchi and Bhubaneswar	-
360 Knowledge Workshop (WASH) for students (all cities)	368 Knowledge workshops conducted across all the cities	Including 2 workshops in Srinagar and 6 in Shimla
60 Workshop for Parents	- 58 Parents' Workshops	2 schools refused to organise Parents workshop owing to increase in theft rate in their school.
30 Community interactions (all cities)	- 30 Community Interactions conducted	
6 Teacher Training workshop (all cities)	7 trainings conducted in all the cities	Two trainings were conducted in Jammu.
18 <u>Sanitation Days (6 Jal Tarang + 12 FLOW Days)</u>	6 Jal Tarang organised in each city 12 FLOW days are conducted in all the targeted location	-
<ul style="list-style-type: none"> <li>60 School Action Projects</li> <li>60 Community Action Projects</li> <li>6 Project Completion Ceremonies</li> </ul>	Completed	-
<u>Publications:</u> <ul style="list-style-type: none"> <li>WASH Curriculum (Level 1&amp;2)</li> <li>Pravah...go with the FLOW series (booklet on successful case studies) and</li> <li>Operation and Maintenance booklet</li> </ul>	WASH Curriculum (Level 1&2)- Completed Pravah...go with the FLOW series completed O & M booklet completed	Publications attached as Annexure B
<u>Employee Engagement Initiatives</u>	A total of 193 Bharti Infratel employees were engaged in different initiatives across all project locations.	-

## 2. Process Description

### 2.1 Sharing knowledge for making water an essential part of everyday life

In the last year of operations on the field, efforts were made to strengthen the knowledge in the sphere of WASH, especially instilling the need of maintaining of installed infrastructure. Activities also focussed on transforming the behaviours of students and teachers towards their day to day practices in dealing with water and sanitation issues. The objectives were to internalise value of such a scarce commodity in thoughts, practice and action and to build roots for lifelong learning. These interventions were implemented in a way that fostered peer to peer learning thus creating a multiplier effect for generating active and responsible mindsets. Following are details of knowledge workshops, and school action projects conducted throughout Year 3.

#### 2.1.1 Knowledge Workshops (KW)

**KW 4:** From knowledge workshop- 4 onwards, efforts were made to train students on skills that can bring a difference on the daily consumption of water by individuals. Techniques like water audits and introduction to waste water treatment was focussed upon at length.

In all the schools, the sessions began with a recap of what was taught in the previous workshops. Most of the students remembered their association at Jal Tarang with the team. The recap session was followed by a technical session on water auditing. A water audit form was distributed to all the students and they were explained on the ways daily inflow and outflow of water is measured and calculated. The audit also takes into account the leakages. During the discussion, there were immense opportunities to talk about the ways water is used by the students and what can be the most judicious way of using the precious resource. Once a student, fills out such vivid details, he/she comes to know the costs involved in procuring water and whether we enjoy state of sufficient water or face the vagaries of the season.

Followed by the above session, facilitator talked about waste water. This session was planned to trigger behavioural change amongst them by saying that we all are polluters. Students initially do not say a complete 'yes' or a complete 'no' to this statement. However, after explaining them the channel of waste water, they do realise that as citizens they are not aware of such issues, they over consume water as well as pollute without even knowing it. Again a cost benefit analysis was depicted, in treating the water and how and why the water departments charge hefty water bills.

The occasion was also utilized to explain School Action Project Cycle 2, introduce the concept of School WASH Committee to the school principal and interview teachers for post assessment as well as for the case study publication.

S. No.	Project Location	Dates	Outreach
1	Bhubaneswar (all schools)	5 - 9 February 2018	1500 participants
2	Indore (all schools)	30 Jan – 3 Feb 2018	791 participants
3	Ranchi	2 - 5 April 2018	629 participants



	(all schools)		
4	Jammu (all schools)	23 – 27 April 2018	667 participants
5	Guwahati (all schools)	9 Mar – 18 Apr 2018	804 participants
6	Panipat (all schools)	4 – 10 April 2018	690 participants

**KW 5** was last in the series, the objective was to summarise all the topics that were covered in last 3 years. This workshop was a platform to also introduce exit strategy by rewarding students on their ideas on maintenance and the ways they can help the school in proper upkeep of the infrastructure. Additionally, a quiz competition on WASH was organised, findings of which are included in the post assessment findings.

In all the schools, a recap of the project objectives, locations, target groups, and activities carried out in three years were undertaken. An overview of the growth of the project since its inception in the year 2015 was also provided. Details and snapshots of past activities were shared with relevance of the issue of safe drinking water and improper water management. Emphasis was laid on the importance and basics of managing water at the school level. This was followed by screening the project film, which captured the milestones that was achieved in these three years. Interventions related to infrastructure - water purification system, water platforms with taps, replacement of taps in toilets (wherever required) and rain water harvesting system was discussed. Also, students were informed that from this, it benefitted the entire school strength and communities residing in the school vicinity.

The workshop was followed by a quiz competition on WASH and about the project to assess the knowledge of students from Year I- III. The students were then asked to write an essay on sustaining the efforts on safe water infrastructure. Employees from Bharti Infratel had participated in the workshops and engaged in discussions with the students.

Agenda of KW 4 and 5 is attached as Annexure C

S. No.	Project Location	Dates	Outreach
1	Bhubaneswar (all schools)	3 – 7 April 2018	1454 participants
2	Indore (all schools)	4 – 12 July 2018	791 participants
3	Ranchi (all schools)	25 – 28 June 2018	403 participants
4	Jammu (all schools)	23 – 28 May 2018	665 participants
5	Guwahati (all schools)	28 May – 07 June 2018	804 participants
6	Panipat (all schools)	2 – 14 May 2018	1062 participants

## 2.1.2 School Action Projects (SAP)

School Action Projects comprised of set of activities that were implemented by the co-ordinating teachers and students for the betterment of WASH standards in their respective schools and improvement in habits related to WASH indicators amongst students. The activities as part of SAP were finalised by teachers keeping in mind the needs of the school. The main objectives to implement SAP were to promote school leadership in the field of WASH and intensify knowledge and action on WASH behaviours amongst peers and students. In order to achieve the twin objectives, participating teachers and a group of 20 students formed a School WASH Club and undertook initiatives with consultation and mentoring from TERI. The idea was to spearhead school's efforts towards the challenge and channelize the schools as catalysts for change and increase public participation in the creation of a just society.

## 2.2 Reaching out to the unreached for creating value for water

Following the track record of Year 2, working with communities was always a challenge due to their reluctance to attend any programmes as part of FLOW. Any such interactions across all locations were conducted as per the convenience of people, hence lot of programmes of Year 2 were even conducted in the first quarter of year 3. Mobilization drives, helped the team in bring them to the fore; along with establishing a mutual dialogue so that the interactions became participatory and the participants and facilitator appraise each other of the expectations, challenges and future deliverables. Any community intervention was conducted as early as 6 AM or late in the evening to suit their respective work. Following are details of parents' workshop, community interventions and community action projects conducted throughout Year 3.

### 2.2.1 Parents Workshops

In Year 2, Parents' workshops on WASH (Water, Sanitation and Hygiene) were conducted with an idea to mainstream community members within the project. The main objectives were to orient them on the project; emphasize the importance of maintaining WASH standards at home and showcasing the infrastructure placed in all the member schools. Parents' workshop in Panipat was conducted in quarter 9 (year 3) as all the activities in the city began in Year 2, TERI felt it is better to internalise the project within the school's first, followed by the communities.

The sessions included introductory session on the project, on the theme-WASH, film screenings and a tour of the school campus to showcase the infrastructure. Following are the details of the workshops conducted in Panipat.

S. No.	Project Location	Dates	Outreach
1	Panipat (all schools)	13 – 16 December 2017	174 participants

## 2.2.2 Community interactions

Community interactions were set of assessment exercises and capacity building initiatives for communities / villages / slum dwellings residing around the schools. The objectives of the interactions were to make the activities within the communities participatory and to also familiarize them with the ideologies of project FLOW. These interactions also helped the communities adopt safer approaches to deal with WASH issues and to encourage them for their contribution towards striving for sustainable maintenance of resources at school and at homes.

Though planned for year 2, few interactions in Guwahati, Ranchi, Panipat, Indore and Jammu

S. No.	Project Location		Dates	Outreach
1	Ranchi	CI-2	10 Dec 2017	45
		CI-3	10 Dec 2017	45
		CI-4	20 Dec 2017	50
		CI-5	20 Dec 2017	50
2	Guwahati	CI-2	12 March 2018	11
		CI-3	12 March 2018	11
		CI-4	11 April 2018	17
		CI-5	11 April 2018	19
3	Indore	CI-4	28 Oct 2017	116
		CI-5	28 Oct 2017	103
4	Jammu	CI-4	22 Oct 2017	35
		CI-5	23 Oct 2017	30
6	Panipat	CI-2	30 Jan 2018	45
		CI-3	30 Jan 2018	64
		CI-4	12 Feb 2018	68
		CI-5	12 Feb 2018	74

Project team has laid out the agenda for all the remaining interactions, but even after frequent follow ups, TERI was unable to schedule these interventions due to non-availability of community members. Hence these are planned for Year 3.

## 2.2.3 Community Action Projects (CAP)

CAP in addition to school action projects aims to sensitize communities residing around the schools. The objectives are to establish linkages between their day to day needs and WASH issue in general. The programme caters to all the residents of an area, who are vulnerable to water and sanitation issues. A platform is provided to the schools to transfer their learnings to the households so that all the stakeholders participate in creating a positive change in the locality. As part of CAP, student's led programmes were conducted such as street plays, rallies, role plays and talk shows in all the cities, details of the same are as follows:

S. No.	Project Location	Dates	Outreach
1	Bhubaneswar (all schools)	7 - 12 June 2018	1252 participants
2	Indore (all schools)	4 - 11 July 2018	2600 participants
3	Ranchi (all schools)	20 April - 03 May 2018	466 participants
4	Jammu (all schools)	7 - 29 July & 27 - 28 Aug 2018	274 participants
5	Guwahati (all schools)	22 Sept - 01 October 2018	1156 participants
6	Panipat (all schools)	16 - 18 September 2018	266 participants

## 2.3 Access to safe water infrastructure in Panipat, Jammu and Guwahati

Water connects every aspect of life. Access to safe water can quickly turn problems into potential - unlocking education, work opportunities, and improved health for women, children and families across the world. Today, 1 in 9 people lack access to safe water; more people have a mobile phone than a toilet. Children are the brunt burners of the precarious situation, often responsible for collecting water to help their families. This takes time away from school and play. Access to safe water and sanitation changes this. Reductions in time spent collecting water have been found to increase school attendance. Access to safe water gives children time to play and opportunity for a bright future. <sup>2</sup>

The above background gave immense scope for incorporating construction and installation of safe water infrastructure as part of Project FLOW in all the targeted locations. This aspect of project was done in periodic intervals in order to streamline the logistics management involved on sites. In year 1 - 2, the construction and installation was undertaken at Bhubaneswar, Ranchi and Indore and in Year 3 the same was undertaken in the remaining cities i.e. Panipat, Jammu and Guwahati. Additionally, upkeep and maintenance of infrastructure in Bhubaneswar, Ranchi and Indore was also undertaken during the same period. City-wise details are as follows:

<sup>2</sup> UN Water. (2013). UN-Water on water and gender.

### 2.3.1 Panipat

The construction and installation of safe water infrastructure in Panipat was completed as on 31 October 2018, details of the same are as follows:

S. No	School name	Drinking water taps (No)	Material	Raw water tank (with qty.)	Drinking water tank (with qty)	Pump	RWH	Purifier	Replaced taps	Material	Soak pit
1	Govt. Sr Sec School, Kabri, Panipat	11	Steel	Syntex 1000 ltr	Syntex 500 ltr	NA	500 sqm	RO 100 lph	7	Steel	Yes
2	Govt. Sr Sec School, Shodapur, Panipat	9	Steel	Syntex 1000 ltr	Syntex 500 ltr	NA	NA	RO 100 lph	2	Steel	Yes
3	Govt. Sr Sec School, Adyana, Panipat	9	Steel	Syntex 1000 ltr	Syntex 500 ltr	NA	NA	RO 100 lph	6	Steel	Yes
4	Govt. Boys Sr Sec School, Madlauda, Panipat	6	Steel	Syntex 1000 ltr	Syntex 500 ltr	NA	NA	RO 100 lph	5	Steel	Yes
5	Govt. Girls Sr Sec School, Model Town, Panipat	12	Steel	Syntex 1000 ltr	Syntex 500 ltr	NA	500 sqm	RO 100 lph	5	Steel	Yes
6	Govt. High School, Sondhapur, Panipat	9	Steel	Syntex 1000 ltr	Syntex 500 ltr	NA	NA	RO 100 lph	6	Steel	Yes
7	Govt. Girls Sr Sec School, Urlana Kalan, Panipat	9	Steel	Syntex 1000 ltr	Syntex 500 ltr	NA	NA	RO 100 lph	5	Steel	Yes
8	Govt. Girls Sr Sec School, Madlauda, Panipat	6	Steel	Syntex 1000 ltr	Syntex 500 ltr	NA	NA	RO 100 lph	5	Steel	Yes
9	Govt. Sr Sec School, Kawi, Panipat	9	Steel	Syntex 1000 ltr	Syntex 500 ltr	NA	NA	RO 100 lph	0	Steel	Yes
10	Govt. Boys Sr Sec School, Urlana Kalan, Panipat	9	Steel	Syntex 1000 ltr	Syntex 500 ltr	NA	NA	RO 100 lph	5	Steel	Yes

### 2.3.2 Jammu

The construction and installation of safe water infrastructure in Jammu was completed as on 31 October 2018, details of the same are as follows:

S. No	School name	Drinking water taps (No)	Material	Raw water tank (with cty.)	Drinking water tank (with cty)	Pump	RW H	Purifier	Repl aced taps	Mat erial	Soak pit
1	Govt. Girls Sr. Sec. School, Mubarak Mandi, Jammu - 180 001	12	Steel	Renotuf 1000 ltr	Renotuf 500 ltr	NA	500 sqm	Puriline 4L	0	NA	Yes
2	Govt. Sen. Sec. School, Paloura, Jammu - 181 121	9	Steel	Renotuf 1000 ltr	Renotuf 500 ltr	NA	NA	Puriline 4L	5	Steel	Yes
3	Govt. Girls Hr. Sec. School, R S Pura, Jammu	6	Steel	Renotuf 1000 ltr	Renotuf 500 ltr	NA	NA	Puriline 4L	0		Yes
4	Govt Hr Sec School (Boys), R S Pura, Jammu	9	Steel	Renotuf 1000 ltr	Renotuf 500 ltr	NA	NA	Puriline 4L	1	Steel	Yes
5	Govt. Girls Sr. Sec. School, Rehari, Jammu	9	Steel	Renotuf 1000 ltr	Renotuf 500 ltr	NA	NA	Puriline 4L	6	Steel	Yes
6	Govt Girls Hr. Sec. School, Miran Sahib, Jammu	6	Steel	Renotuf 1000 ltr	Renotuf 500 ltr	NA	NA	Puriline 4L	5	Steel	Yes
7	Hari Singh Boys Sr. Sec. School, Residency Road, Jammu	6	Steel	Renotuf 1000 ltr	Renotuf 500 ltr	NA	NA	Puriline 4L	5	Steel	Yes
8	Sri Ranbir Govt. Boys Sr. Sec. School, Parade Ground, Jammu	12	Steel	Renotuf 1000 ltr	Renotuf 500 ltr	NA	500 sqm	Puriline 4L	7	Steel	Yes
9	Govt Girls Hr. Sec. School, Satwari, Jammu	9	Steel	Renotuf 1000 ltr	Renotuf 500 ltr	NA	NA	Puriline 4L	4	Steel	Yes
10	Govt Girls Hr. Sec. School, Bishnah, Jammu	9	steel	Renotuf 1000 ltr	Renotuf 500 ltr	NA	NA	Puriline 4L	5	Steel	Yes

### 2.3.3 Guwahati

The construction and installation of safe water infrastructure in Guwahati was completed as on 10 January 2019, details of the same are as follows:

S. No	School name	Drinking water taps (No)	Material	Raw water tank (with cty.)	Drinking water tank (with cty)	Pump	RWH	Purifier	Replaced taps	Material	Soak pit
1	Gotanagar Nambari High School	6	Steel	Renotuf 1000 ltr	Renotuf 500 ltr	NA	NA	Puriline 4L	0	NA	No
2	Pub Guwahati High School	6	Steel	Renotuf 1000 ltr	Renotuf 500 ltr	NA	NA	Puriline 4L	0	NA	Yes
3	Sonapur Higher Secondary School	9	Steel	Renotuf 1000 ltr	Renotuf 500 ltr	NA	NA	RO 100 lph	5	Steel	Yes
4	Lachitgarh High School	6	Steel	Renotuf 1000 ltr	Renotuf 500 ltr	NA	NA	Puriline 4L	3	Steel	Yes
5	Chandrapur High School	6	Steel	Renotuf 1000 ltr	Renotuf 500 ltr	NA	NA	Puriline 4L	5	Steel	Yes
6	Durung High School	9	Steel	Renotuf 1000 ltr	Renotuf 500 ltr	NA	NA	Puriline 4L	0	NA	Yes
7	Ambari High School	6	Steel	Renotuf 1000 ltr	Renotuf 500 ltr	NA	NA	RO 100 lph	6	Steel	Yes
8	Ulubari Higher Secondary School	9	Steel	Renotuf 1000 ltr	Renotuf 500 ltr	NA	NA	Puriline 4L	5	Steel	No
9	Narengi High School	Drainage system is complete									
10	Pilingkata High School	6	Steel	Renotuf 1000 ltr	Renotuf 500 ltr	NA	NA	Puriline 4L	0	NA	Yes



### 2.3.4 Ranchi

The maintenance of safe water infrastructure in Ranchi was completed as on 31 October 2018, details of the same are as follows:

Name of the school	Maintenance work undertaken	Additional work undertaken on field
Vishwa Jagrati Misson Public School	<ul style="list-style-type: none"> <li>• Plugging the leakages in pipe line network.</li> <li>• Colour wash on civil work</li> <li>• Additional tile work on drinking water platform.</li> <li>• Replacement of broken pipe lines.</li> <li>• Reinstallation of stolen submersible pump wire.</li> </ul>	<ul style="list-style-type: none"> <li>• RWH filter cleaned</li> <li>• Pipe line alignment along with clamping</li> </ul>
Dr. Kalpana Chawala High School, Mesra	<ul style="list-style-type: none"> <li>• Plugging the leakages in pipe line network.</li> <li>• Colour wash on civil work</li> <li>• Additional tile work on drinking water platform.</li> </ul>	
Prem Chandra High School	<ul style="list-style-type: none"> <li>• Plugging the leakages in pipe line network.</li> <li>• Colour wash on civil work</li> <li>• Additional RWH tank PF height</li> <li>• Additional tile work on drinking water platform.</li> <li>• Replacement of broken pipe lines of drinking water and RWH</li> <li>• 3 broken/stolen tap reinstallation</li> </ul>	
The Assembly of God Church School, Ormanjhi	<ul style="list-style-type: none"> <li>• Plugging the leakages in pipe line network.</li> <li>• Colour wash on civil work</li> <li>• Additional tile work on drinking water platform.</li> <li>• 2 stolen/broken tap reinstallation.</li> </ul>	
Oxbridge Public School	<ul style="list-style-type: none"> <li>• Plugging the leakages in pipe line network.</li> <li>• Colour wash on civil work</li> <li>• Additional tile work on drinking water platform.</li> <li>• 1 stolen/broken tap reinstallation</li> </ul>	<ul style="list-style-type: none"> <li>• RWH filter cleaned</li> <li>• Pipe line alignment along with clamping</li> </ul>
Sarswati Shishu Vidyalaya, Ormanjhi	<ul style="list-style-type: none"> <li>• Plugging the leakages in pipe line network.</li> <li>• Colour wash on civil work</li> <li>• 6 broken/stolen tap reinstallation</li> </ul>	
Shivaji Pratibha Vikas Vidyalaya	<ul style="list-style-type: none"> <li>• Plugging the leakages in pipe line network.</li> <li>• Colour wash on civil work</li> <li>• Additional tile work on drinking water platform.</li> <li>• 12 broken/stolen tap reinstallation</li> </ul>	
Swarna Rekha Public School	<ul style="list-style-type: none"> <li>• Replacement of steel shink.</li> <li>• Plugging the leakages in pipe line network.</li> <li>• Colour wash on civil work</li> <li>• Additional tile work on drinking water platform.</li> <li>• 6 broken/stolen tap reinstallation</li> </ul>	
RTC Public High School, Kedal	<ul style="list-style-type: none"> <li>• Plugging the leakages in pipe line network.</li> <li>• Colour wash on civil work</li> <li>• Additional tile work on drinking water platform.</li> </ul>	
RTC Public High School, Ormanjhi	School didn't agree to undertake maintenance work due to Santhal conflict	



### 2.3.5 Bhubaneswar

The maintenance of safe water infrastructure in Bhubaneswar was completed as on 31 October 2018, details of the same are as follows:

Name of the school	Maintenance work undertaken	Additional work undertaken on field
<b>Bhakta Kabi Madhusudan School, Dumdama</b>	<ul style="list-style-type: none"> <li>• Plugging the leakages in pipe line network.</li> <li>• Colour wash on civil work</li> <li>• Electric fitting for D-ferrous filter.</li> <li>• Additional tile work on drinking water platform.</li> <li>• Reinstallation of broken toilet taps 2 nos.</li> </ul>	<ul style="list-style-type: none"> <li>• RWH filter cleaned</li> <li>• Pipe line alignment along with clamping</li> </ul>
<b>Saraswati Vidya Mandir Khandagari</b>	<ul style="list-style-type: none"> <li>• Plugging the leakages in pipe line network.</li> <li>• Colour wash on civil work.</li> <li>• Additional tile work on drinking water platform.</li> <li>• Broken filter water tank reinstallation</li> </ul>	<ul style="list-style-type: none"> <li>• RWH filter cleaned</li> <li>• Pipe line alignment along with clamping</li> </ul>
<b>Laxmi Sagar Government High School, LaxmiSagar</b>	<ul style="list-style-type: none"> <li>• Plugging the leakages in pipe line network.</li> <li>• Colour wash on civil work.</li> <li>• Additional tile work on drinking water platform.</li> <li>• Hand washing platform additional repair work</li> </ul>	<ul style="list-style-type: none"> <li>• RWH filter cleaned</li> <li>• Pipe line alignment along with clamping</li> </ul>
<b>Shree Aurobindo Pumanga Siksha, Jharpada</b>	<ul style="list-style-type: none"> <li>• Plugging the leakages in pipe line network.</li> <li>• Colour wash on civil work.</li> <li>• Additional tile work on drinking water platform.</li> <li>• 6 nos. stolen/broken Taps reinstallation.</li> </ul>	<ul style="list-style-type: none"> <li>• RWH filter cleaned</li> <li>• Pipe line alignment along with clamping</li> </ul>
<b>Vivekananda Siksha Kendra, Andharua</b>	<ul style="list-style-type: none"> <li>• Strengthen of filter water tank platform slab.</li> <li>• Plugging the leakages in pipe line network.</li> <li>• Colour wash on civil work.</li> <li>• Additional tile work on drinking water platform.</li> <li>• Construction of new soak pit</li> <li>• Broken filter water tank reinstallation.</li> <li>• Additional Brick wall on roof for connecting RWH pipe.</li> </ul>	<ul style="list-style-type: none"> <li>• RWH filter cleaned</li> <li>• Pipe line alignment along with clamping</li> </ul>
<b>Vivekananda Siksha Kendra, Saliasahi, Jaydev Vihar</b>	<ul style="list-style-type: none"> <li>• Plugging the leakages in pipe line network.</li> <li>• Colour wash on civil work.</li> <li>• Additional tile work on drinking water platform.</li> </ul>	<ul style="list-style-type: none"> <li>• RWH filter cleaned</li> <li>• Pipe line alignment along with clamping</li> </ul>
<b>Beena Bharti Vidya Mandir, Bharatpur</b>	<ul style="list-style-type: none"> <li>• Plugging the leakages in pipe line network.</li> <li>• Colour wash on civil work.</li> <li>• Plaster work on raw water platform walls.</li> <li>• Additional tile work on drinking water platform.</li> <li>• Hand washing platform additional tiles work.</li> </ul>	<ul style="list-style-type: none"> <li>• RWH filter cleaned</li> <li>• Pipe line alignment along with clamping</li> </ul>
<b>Saraswati Shishu Vidya Mandir Chandaka</b>	<ul style="list-style-type: none"> <li>• Strengthen of filter water tank platform slab.</li> <li>• Plugging the leakages in pipe line network.</li> <li>• Colour wash on civil work</li> <li>• Additional tile work on drinking water platform.</li> <li>• Reinstallation of broken toilet taps 4 nos.</li> <li>• Additional Brick wall on roof for pipe. connecting RWH</li> </ul>	<ul style="list-style-type: none"> <li>• RWH filter cleaned</li> <li>• Pipe line alignment along with clamping</li> <li>• New Soak pit</li> <li>• Replacement of filter water tank</li> </ul>

<b>Saraswati Shishu Vidya Mandir BDA Colony, Chandrasekharpur</b>	<ul style="list-style-type: none"> <li>• Plugging the leakages in pipe line network.</li> <li>• Colour wash on civil work.</li> <li>• Additional tile work on drinking water platform.</li> <li>• Additional Brick wall on roof for connecting RWH pipe.</li> </ul>	<ul style="list-style-type: none"> <li>• RWH filter cleaned</li> <li>• Pipe line alignment along with clamping</li> </ul>
<b>Simulipatna Project Primary School, Simulipatna, Chandaka</b>	<ul style="list-style-type: none"> <li>• Plugging the leakages in pipe line network.</li> <li>• Colour wash on civil work.</li> <li>• Additional tile work on drinking water platform.</li> <li>• Construction of new soak pit</li> </ul>	<ul style="list-style-type: none"> <li>• RWH filter cleaned</li> <li>• RWH tank replaced</li> <li>• Filter water tank replaced</li> <li>• Pipe line alignment along with clamping</li> <li>• Additional brick wall and RWH fitting</li> <li>• Replacement of waste water pipe in sink</li> </ul>

### 2.3.6 Indore

The maintenance of safe water infrastructure in Indore was completed as on 31 October 2018, details of the same are as follows:

<b>Name of the school</b>	<b>Maintenance work undertaken</b>	<b>Additional work undertaken on field</b>
<b>Samu Bhaw PS Narwal Village</b>	<ul style="list-style-type: none"> <li>• Plugging the leakages in pipe line network.</li> <li>• Colour wash on civil work</li> <li>• Additional RWH tank PF height</li> <li>• Additional tile work on drinking water platform.</li> <li>• Stolen raw water tank reinstallation (500 Ltrs.)</li> </ul>	<ul style="list-style-type: none"> <li>• Damaged pipeline changed</li> <li>• RWH tank installed with new tap</li> <li>• Pipe line alignment along with clamping</li> <li>• Replaced 8 taps on drinking water platform</li> <li>• Entire pipeline replaced</li> </ul>
<b>Boys MS No. 40, CRP Lines &amp; Girls MS No. 22, CRP Lines</b>	<ul style="list-style-type: none"> <li>• Plugging the leakages in pipe line network.</li> <li>• Colour wash on civil work</li> <li>• Additional RWH tank PF height</li> <li>• Additional tile work on drinking water platform.</li> <li>• 4 broken/stolen taps reinstallation</li> </ul>	<ul style="list-style-type: none"> <li>• RWH filter cleaned</li> <li>• Pipe line alignment along with clamping</li> </ul>
<b>Middle School No. 43, Musakhedi</b>	<ul style="list-style-type: none"> <li>• Plugging the leakages in pipe line network.</li> <li>• Colour wash on civil work</li> <li>• Additional RWH tank PF height</li> <li>• Additional tile work on drinking water platform.</li> <li>• 8 nos. broken/stolen toilet taps reinstallation.</li> <li>• 5 broken urinal pipes reinstallation</li> </ul>	<ul style="list-style-type: none"> <li>• RWH filter cleaned</li> <li>• Pipe line alignment along with clamping</li> <li>• Valve fitting</li> <li>• Raw water tank pipeline</li> <li>• Installation of mono block pump</li> <li>• Installation of filter</li> </ul>

<b>Primary School Musakhedi</b>	<ul style="list-style-type: none"> <li>• Plugging the leakages in pipe line network.</li> <li>• Colour wash on civil work Additional RWH tank PF height</li> <li>• Additional tile work on drinking water platform.</li> <li>• 3 nos. stolen/broken taps reinstallation.</li> </ul>	<ul style="list-style-type: none"> <li>• RWH filter cleaned</li> <li>• Pipe line alignment along with clamping</li> </ul>
<b>Urdu PS Tajnagar Khajrana &amp; Urdu MS Tajnagar Khajrana</b>	<ul style="list-style-type: none"> <li>• Plugging the leakages in pipe line network.</li> <li>• Colour wash on civil work Additional RWH tank PF height</li> <li>• Additional tile work on drinking water platform.</li> <li>• Reinstallation of stolen/broken Tee, Elbows in RWH pipelines.</li> <li>• Stolen/broken taps reinstallation 4 nos.</li> </ul>	<ul style="list-style-type: none"> <li>• RWH filter and tank cleaned</li> <li>• Pipe line alignment along with clamping</li> </ul>
<b>Primary School, Lasudiya Mori</b>	<ul style="list-style-type: none"> <li>• Plugging the leakages in pipe line network.</li> <li>• Colour wash on civil work</li> <li>• Additional RWH tank PF height</li> <li>• Additional tile work on drinking water platform.</li> <li>• Reinstallation of stolen/broken Tee, Elbows in RWH pipelines.</li> <li>• Stolen/broken 6 Taps reinstallation.</li> </ul>	<ul style="list-style-type: none"> <li>• RWH filter cleaned</li> <li>• RWH tank replaced</li> <li>• Pipe line alignment along with clamping</li> </ul>
<b>Middle School, Lasudiya Mori</b>	<ul style="list-style-type: none"> <li>• Plugging the leakages in pipe line network.</li> <li>• Colour wash on civil work</li> <li>• Additional RWH tank PF height</li> <li>• Additional tile work on drinking water platform.</li> <li>• 4 nos. broken/stolen taps replacement.</li> </ul>	<ul style="list-style-type: none"> <li>• Damaged pipeline changed</li> <li>• RWH tank installed with new tap</li> <li>• Pipe line alignment along with clamping</li> </ul>
<b>Primary School No.30, Aranya Vijay Nagar</b>	<ul style="list-style-type: none"> <li>• Plugging the leakages in pipe line network.</li> <li>• Colour wash on civil work Additional RWH tank PF height</li> <li>• Additional tile work on drinking water platform.</li> <li>• 6 nos. stolen/broken Taps reinstallation.</li> </ul>	<ul style="list-style-type: none"> <li>• RWH filter cleaned</li> <li>• Pipe line alignment along with clamping</li> </ul>
<b>Government Atri Devi Primary School, Sudama Nagar</b>	<ul style="list-style-type: none"> <li>• Plugging the leakages in pipe line network.</li> <li>• Colour wash on civil work</li> <li>• Additional tile work on drinking water platform.</li> <li>• Reinstallation of broken toilet taps 3 nos.</li> </ul>	<ul style="list-style-type: none"> <li>• RWH Outlet made</li> <li>• RWH filter cleaned</li> <li>• RWH tank replaced with new tap</li> <li>• Pipe line alignment along with clamping</li> </ul>
<b>Government Atri Devi Middle School, Sudama Nagar</b>	<ul style="list-style-type: none"> <li>• Plugging the leakages in pipe line network.</li> <li>• Colour wash on civil work Additional RWH tank PF height</li> <li>• Additional tile work on drinking water platform.</li> </ul>	<ul style="list-style-type: none"> <li>• RWH filter cleaned</li> <li>• Pipe line alignment along with clamping</li> <li>• Replaced filter water tank</li> <li>• Bore well point valve</li> <li>• Replaced 8 taps on drinking water platform</li> </ul>

Feasibility reports of all the cities are attached as Annexure D

## 2.4 Transferring the ownership of the project to the stakeholders

In Year 3, there were few interventions that were designed in order to establish a sense of ownership amongst the target group and help in sustaining the project even after TERI and BIL exits from the field. Below are the details of the same:

### 2.4.1 Formation and capacity building of School WASH Committee

The objective of forming the School WASH Committee was to identify stakeholders in the vicinity of schools, identify their role in the WASH gamut and assign responsibilities for respective schools as per their will and authority. It was one of its kind initiatives to act upon the sustainability plan of the project. As was envisioned, each school formed it SWC comprising of members such as; School Principal, School Management, local councillor, *Sarpanch*, Block Education Officer, doctor from government hospital, *aaganwadi* worker, Public Works' Department member, electrician, plumber, 2 active teachers, 4 active parents, 4 school office bearers, 1 school admin, etc.

A workshop on School WASH Committee (SWC) was held in all the schools post Knowledge Workshop V. In order to transfer the ownership of the project and especially of the infrastructure placed in schools, the students, teachers and principals were also briefed about the Committee which will help the beneficiaries sustain the infrastructure. Expectations from the member schools, roles and responsibilities of different stakeholders – students, teachers, school management, helpers and cleaning staff, during the course of the project were also shared with the participants. This workshop was witnessed by all the members from the Committee that has been formed for sustaining the project.

The members were briefed about the city specific work that has been done along with infrastructure work. Guidelines of SWC were shared with all the members, they were asked to explore avenues to mobilize resources for safe upkeep of the safe water infrastructure. Primary functions of SWC were also discussed which were mainly to monitor the upkeep of safe water infrastructure in school, recommend the maintenance work, mobilize parents and communities in return. Students and committee members were motivated to become a change agent by spreading the message of WASH across friends, families and the society at large.

S. No.	Project Location	Dates	Outreach
1	Bhubaneswar (all schools)	3 - 7 April 2018	110 members
2	Indore (all schools)	5 - 18 July; 6 - 12 Aug & 1 Sept 2018	115 members
3	Ranchi (all schools)	24 - 26 June 2018; 24 - 26 Sept 2018	73 members
4	Jammu (all schools)	22 - 26 May; 17 July 2018	84 members
5	Guwahati (all schools)	28 - 31 May; 1 - 6 June 2018	65 members
6	Panipat (all schools)	2 - 9 May 2018	115 members

Agenda and guidelines are attached as Annexure E

## 2.4.2 Project Completion Ceremony: Pravah...Go with the FLOW

The objectives of organising Pravah...go with the FLOW ceremony was to celebrate the achievements of Project FLOW, share it with important stakeholders, conclude the 3 year long association with schools, acknowledge their efforts and handover the baton of WASH development in schools to students, school authorities and School WASH Committees.

### Details of the session

Pravah ceremony in all the cities began with the inaugural session which encompassed the lighting of lamp by esteemed dignitaries followed by a welcome song or dance performance. In all the locations, programme was graced by a senior official from Water or Education Department of that particular state, followed by CHRO, BIL of all the zones and TERI officials. At this platform, project publications were also launched by the dignitaries.

Project film was screened to showcase the milestones achieved, followed by a technical session by experts in the respective location on- WASH and its interpretation in Education, Policy and Society.

In the next half, sharing of experience by teachers, students and principals of the member schools was conducted. They also spoke about the need of such a programme in the school and the ways they would continue to sensitize the students and contribute in the maintenance of WASH facilities they are provided in the school. A film titled, 'Whistles from the field' was screened, and that opened the floor for a discussion on open defecation.

The workshop concluded with a valedictory ceremony in the presence of BIL and TERI officials. In all the cities, best three schools were awarded basis their performance throughout the project period, cooperation for education and infrastructure work, schools who have taken extra ordinary interest in implementing SAP and maintaining the infrastructure.

After felicitating the winners, TERI officials presented a way forward, where the roadmap for future was explained, highlighting the maintenance of the infrastructure, role of SWC and school management.

City wise details of the ceremony are as follows:

S. No.	Project Location	Dates	Outreach
1	Bhubaneswar (all schools)	30 October 2018	92 participants
2	Indore (all schools)	12 October 2018	98 participants
3	Ranchi (all schools)	09 October 2018	112 participants
4	Jammu (all schools)	12 October 2018	92 participants
5	Guwahati (all schools)	26 October 2018	98 participants
6	Panipat (all schools)	12 October 2018	101 participants

Agenda and background note are attached as Annexure F

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## 3. Communication and Advocacy for Project FLOW

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After implementing a detailed work plan, it becomes highly critical for any project to design its communication and advocacy tools, which not only aids the implementation process but also helps in showcasing the achievements to a wider audience. The communication and advocacy tools developed as part of Project FLOW helped on the following critical areas:

1. Building interpersonal communication and community mobilization
2. Drawing attention of individuals and institutes which are otherwise not part of the project
3. Time bound communication
4. Increasing knowledge and perceived importance of WASH with the long term objective of changing the way society thinks about these issues.

Details of communication and advocacy tools are as follows, which comprises of on ground events, curating, creating, developing and disseminating of IEC material, development of case study based publication and showcasing at relevant platforms, traditional and social media.

### 3.1 Publications

In Year 3, two publications were developed as parts of Project FLOW- *Pravah...go with the FLOW series* and WASH infrastructure O & M booklet. Both the publications were important from the point of view of sustaining the project. While the WASH infrastructure O and M booklet was distributed to the schools for aiding the maintenance work at schools; *Pravah...go with the FLOW series* was important from the point of view of recognising the best schools by publishing their individual stories of change.

### 3.2 Media coverage

In year 3, *Pravah...go with the FLOW* programme was widely covered by State media. Media releases are attached as Annexure G

### 3.3 Social Media

Project FLOW has a Facebook page in the name of 'ProjectFLOW: Facilitating Learning on WASH'. The organic outreach for the same is 338 likes.

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## 4. Outcomes

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### 4.1 Post assessment findings

The survey for post assessment was undertaken at 2 different levels in Year 3; one after the implementation of school action projects and secondly after *Pravah...go with the FLOW* ceremony. The main objectives of undertaking this research exercise were to evaluate the results of Project FLOW and whether TERI was able to meet the overall objectives of Project



FLOW. This exercise also helped the project team in developing the SWOT analysis of the project and the remedial actions for way forward.

The post assessment was undertaken to give answers to the following bullet points:

- Overall efficacy of the programme
- Evaluation of the education methodologies of Project FLOW
- Efficacy of the WASH infrastructure
- Future discourse

Indicators for post assessment	Cities		
	Bhubaneswar	Ranchi	Indore
<b>Overall efficacy of the programme</b>	<p>For this particular section of research, responses were sought from both coordinating teachers and students. Majority of respondents (67%) said that they have been part of the programme since the initiation of the programme. They have observed activities of Project FLOW with great interest. All the activities led to the cause of WASH and overall well-being of students. Students and teachers had different opinions when asked about the term that comes to their mind when they think of Project FLOW. Mostly participants mentioned that they closely link FLOW with education component while few talked about the infrastructure. Besides, there were few who talked about; water management, water conservation, water quality and purification, The objective behind the question was to assess the knowledge of participant if they could relate to WASH as the theme for the project.</p>	<p>In Ranchi, 90% of the participants mentioned that they were involved in Project FLOW since 2015 and have known the project since then; while 63% respondents said that project FLOW is excellent, 33% took it as a very good initiative. The findings suggest that majority favours the efficacy of the programme, despite challenges faced in Ranchi by the project team working in the rural tribal belt. Most of the students had high recall value for the project and associated key words like WASH, good quality of water and WASH infrastructure</p>	<p>88% respondents felt that the programme was excellent while 12% indicated that it was very good. There was not a single respondent which did not like the programme ideologies. Every academic year new set of students would get into the project while seniors would exit. 71% of the students those who started with the project FLOW in the year 2015 continued to be actively involved, for the complete duration of the project. However, 18% and 11% of the students were replaced during the 2nd and 3rd year of the project respectively. There was a mixed reaction to the recalled status, following graph states the reaction.</p>

<b>Education methodologies</b>	<p>According to 59% respondents, the context and methodologies set were very good and that they very well understood the objective behind Project FLOW. When asked to rate the project in terms of teaching methods if it were engaging, creative, and effective, 93% mentioned that it was excellent and need no revision. However, 7% respondents were not satisfied with the methods that were used. 23% students and teachers also felt the need of having sessions from facilitators outside TERI. A programme like <i>Jal Tarang</i> has high recall value.</p>	<p>52% respondents confirmed that the methodologies adopted to reach out to students were excellent followed by 38% respondents rated as very good. Respondents in favour of the methodologies also said that the content was engaging, creative, and effective and facilitators were sensitive to students' needs, and modelled good facilitation</p>	<p>71% of the students &amp; teachers opined excellent content was presented in clear, interesting and useful manner while 29% rated teaching presentation very good. These values represent students' opinion on engaging class with creative and effective teaching methods as well. 69% of the students and teachers felt facilitators were excellent being sensitive to student's need and the way content was modelled while 25% of them felt very good facilitation. Initiatives like <i>Jal tarang</i> were easily recall by students and teachers spoke volume about Teachers' Training programme. There was no poor rating in this section too.</p>
<b>WASH Infrastructure</b>	<p>95% respondents rated as excellent and very good. The infrastructure interventions in their school helped students achieve access to safe water. However, 5% were not that satisfied. They also had suggestions of creating fund for maintenance after the project completion.</p>	<p>When asked to rate in terms of WASH infrastructure / maintenance initiatives if it were well addressed, 78% rated the same as excellent and very good and the infrastructure interventions (drinking water platform, purification system and rain water harvesting) in their school helped students avail it. However, 22% were not that satisfied. They opined to have coverage of rain</p>	<p>In response to WASH infrastructure, 81% felt hardware initiative were addressed efficiently. Further, 69% of the students/teachers rated excellent utilization of WASH infrastructure provided under project FLOW. The remaining 31% opined that there should be a mechanism of maintaining the same within the project.</p>



		water harvesting structure in the entire roof top area and should have provision of water coolers.	
<b>Future discourse</b>	Most of the teachers opined to have a second phase of the project. They have mentioned that community action projects and school action projects worked a lot within the school space as it inculcated a spirit of leadership amongst students and their creativity gets translated into action. They also opined to have a strong community interface.	Most of the teachers opined that the programme should cater to the needs of schools only and not lose focus on communities. Communities comprise of mostly agricultural labourers and most of the school's time is wasted in mobilising the parents for any kind of workshops or interventions.	Most of the teachers suggested to have a second phase of the project where focus could be more on other infrastructural interventions and maintenance of existing facilities.

Indicators for post assessment	Cities		
	Jammu	Panipat	Guwahati
<b>Overall efficacy of the programme</b>	Most of the respondents (about 61%) suggested that the programme was a great success and given 'excellent' rating. However, a few (about 29%) of them stated the programme was 'very good' and others rated 'good' (6%) and 'average' (3%) respectively. About 55% of participants opined that they have been a part of this project since 2017, but many are accepted their association since 2015 and 2016. In case of Jammu it also stands true, because of opting out of working in Srinagar due to high civil tensions and adding 5 more schools in 2017.	In Panipat, 71% respondents felt that the programme was very good however 21% participants responded the programme to be excellent and informative. Amongst all, 8% participants felt that the programme was good. There was no respondent out of all the 10 schools which gave a poor rating. Most of them had joined the project in 2017 and rightly so because Panipat was a targeted location added in the project after BIL and TERI confirmed of not working in Shimla, owing to meagre number of students present in the location. On asking from the respondents on what strikes their mind when they think about project FLOW; a record of their responses is given below:	In Guwahati, 49% of the participants rated the programme as excellent and 46% rated as very good. 67% of the participants mentioned that they were involved since 2015 and have known the project since then. However, 26% and 28% of the participants mentioned that they got involved in 2016 and 2017 respectively and rightly so because in Guwahati every year a section of student used to pass out transferring the ownership to juniors to take the baton of Project FLOW forward.

	<p>Answering this question, respondents were judged for their recall value and difference of opinion on the project. Students and teachers selected variety of answers such as Water sanitation and hygiene (WASH), WASH education, Knowledge workshop, Water management, Water conservation, Waste water management, Water quality and purification, Education for sustainable development, Sustainable development goal, among others.</p>		<p>Students and teachers had different opinions when asked about the recall value of the project. Mostly participants mentioned that they closely link WASH and WASH education to project FLOW. Besides, this there were some who recalled Knowledge workshop, Water management, Water conservation, Waste water management, Water quality and purification, terminologies likely to be linked with project FLOW.</p>
<p><b>Education methodologies</b></p>	<p>Participants were happy about the overall content and 65% of audience rated 'excellent' and said the content was clear, interesting and useful for their day-to-day activities. There was a difference of opinion from the participants and rated the statement as 'excellent', 'very good' and 'good' by about 39%, 35% and 22% respectively. This may have happened because many participants, particularly the teachers were new and was attending the project ceremony at the first time, and were not fully aware of the project and its activities. Similarly a clear weightage was depicted to resource person's facilitation skills with 39%, 37% and 17% for excellent, very good</p>	<p>Regarding the content, most of the respondents felt that the content was very good in its quality and was clear and interesting for the beneficiaries. They stated that the content was excellently prepared and conveyed in the most child friendly manner. All of the responses received on the content ranged from being good to excellent in quality. Amongst all the respondents, 58% people felt that the teaching methods ranged from being good to very good however 39% people found the teaching methods to be excellent and engaged the beneficiaries creatively and effectively.</p>	<p>When asked to rate the project in terms of context, if it was clear, interesting and useful for day to day activities on water management, 59% mentioned that it was excellent and they understood the objective behind Project FLOW very well. 62% mentioned that the teaching methodologies were excellent and it was different from the daily curriculum and modes of teaching. The content was full of learning and was fun to go through it during workshops and FLOW days.</p>

and good categories.

**WASH  
Infrastructure**

Participants were happy about the overall project area in addressing WASH infrastructure/maintenance initiatives by the agencies and 47% participants given 'excellent' rating. About 32% and 17% participants rated this statement 'very good' and 'good' respectively. This disparity of rating is due to lack of their direct involvement in this project.

About 81% of participants rated 'excellent' to the statement whether students are able to use the WASH infrastructure. However, 19% participants rated this statement as 'very good' and 'good'. This clearly indicates that majority of the schools are satisfied with WASH infrastructure and the same is being used by them.

Almost 70% of the respondents rated "very good" for addressing the concerns and issues relating to the WASH infrastructure and maintenance. However 24 % of the respondents felt that the team from TERI was "excellent" in this respect.

When the participants were asked about the usage of the infrastructure, 93% respondents ranged from being excellent to very good in applications and usage. 3 respondents from a school spoke about provision of water coolers in phase II.

When asked to rate safe water infrastructure, 92% rated the same as excellent and very good. Most of them confirmed that the schools have access to safe water and are utilising the same to the fullest.

12% respondents could not comment for the infrastructure section because the work completed in January 2019.

<b>Future discourse</b>	<p>Opinion on dissemination of knowledge, and information on WASH in their neighborhood/schools/peer groups; promotion of participation for peers and colleagues at similar forums; and maintenance of infrastructure etc. were also sought from the participants in general in future. Achievements gained during the course of project period; need for more trainings, interaction, and opinion on second phase of the project were sought from participants.</p>	<p>On asking what will you achieve once the project is over? 21% respondents stated that they are now more aware about WASH and will take action towards spreading information on WASH in neighborhood/other schools/peer group. Another 19% stated that they would continue with School action projects and will keep doing such project in future also. Besides, 17% of the participants stated that they will maintain the infrastructure along with members of school WASH committee (SWC). Being motivated with the workshops and trainings organized by TERI and Bharti Infratel, 14% of the participants stated that they will attend more such trainings and workshops as they leave a good impact on their thought processes.</p>	<p>Most of the respondents opined to have a second phase of the project with inclusion of AMC component and provision of separate toilets for boys and girls was spoken about.</p>
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## 4.2 Outreach figures

Stakeholders	No. of beneficiaries planned to be targeted in 60 schools across 6 cities	Actual beneficiaries reached through Project FLOW (as on 31 October 2018)
A. Students	60,000	84,249
B. Teachers / Parents	3000	4466
C. Household / Community Members	6000 / 24,000	6014 / 24,056
D. Direct Educates (A+B+C)	87,000	1,12,771
E. Indirect Educates (87000x6) (Assumption)	5,22,000 (rounded off to 500,000)	6,76,626 (rounded off to 6,75,000)
<b>TOTAL</b> (Direct + Indirect Beneficiaries)	<b>5,87,000</b>	<b>7,87,771</b>

## 5.Challenges and Key Learning

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- Preliminary field work for feasibility study was conducted in Jammu (5 schools), Panipat (10 schools) and Guwahati (10 schools) in May 2017. A revalidation of data was conducted in July to ascertain correctness of data. Field work and water testing analysis for additional 5 schools in Jammu was conducted in Quarter 8. Hence submission of feasibility report and subsequently construction work is delayed.
- Security of equipment placed in safe water infrastructure component has become a major challenge. Most of the schools lack security personnel; hence it is reported that there is theft of taps, tanks, etc. in few schools. Though the schools had taken ownership for the same, the replacement of the same is taking undue time due to paucity of funds at the school's end.

## 6.Deviation from the planned initiatives / milestones

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- Since the data related to the infrastructure had to be revalidated, there was a delay in submission of the feasibility report of Panipat, Jammu and Guwahati, subsequently construction and installation work is completed in Year 3 by 10 January 2019

## 7. Monitoring & Evaluation

Focus Area	Measuring Instrument	Process Description
Project management	Monthly Dashboard	A monthly dashboard was developed by Bharti Infratel and TERI to submit a status check every month. The same was followed in Year 3 of the project.
	Quarter reports	As part of the project agreement, it was mutually agreed by TERI and Bharti Infratel that process description along with funds utilization report will be submitted by TERI. The same is followed since the inception of the project.
	Reviewer meeting	As per TERI policy, an internal reviewer is assigned to all the projects to have a measure to evaluate the project from the point of view of subject matter expert. The internal reviewer helps the project team to take corrective measures and ensures checks and balances at specific intervals. Any deviations / new plans are sought through the reviewer before presenting it to Bharti Infratel.  During the meetings, internal reviewer was made aware of ground situations. The team at TERI is asked to maintain transparent records and keep Bharti Infratel abreast of situations at hand. All the deviations and new developments within the project were routed through internal reviewer in Year 3 too.
	Team reporting	Weekly meetings are held to understand the situations at hand on field. A dashboard within the team is developed for updating the Principal Investigator (PI) school wise in each city.
	Regular interactions with Bharti Infratel	The project is closely monitored by Bharti Infratel. Both the institutes meet on a monthly basis to evaluate the milestones of the project.  During the meetings, SPOC of Bharti Infratel was made aware of ground situations. The team at TERI is asked to maintain transparent records and keep Bharti Infratel abreast of situations at hand. All the deviations and new developments within the project were routed through Bharti Infratel. All the city coordinators from the project team are in constant touch with Bharti Infratel Circle Heads at all project location too for facilitation and monitoring purposes.  The progress of the project was also presented by TERI to Bharti Infratel's board CSR Committee at regular intervals.
	Content (Programme content and resource material)	Literature review

	Feedback of respective trainings / workshop / capacity building programme	After all the trainings / workshop / capacity building programme, informal feedback was sought from the target group to ascertain their level of understanding and their outlook on the programme.
	Internal mock sessions	As a policy in TERI, professional staff undergoes mock sessions while preparing for any kind of interface with the target group. This practice ensures a revision of the content to be delivered and helps the trainer to be focused and punctual.
Reach	Direct outreach	Project FLOW reached out to 84249 students, 4466 teachers and parents and 24056 community members directly and 787,771 beneficiaries indirectly in the entire project period
Infrastructure	Experts	Water Resource Management Division at TERI is involved in upgrading the infrastructure in member schools. The division has the capacity of handling heavy infrastructure projects related to water. The competency of TERI in this sphere has been shared during proposal stage.
	Feasibility Study	A feasibility study is conducted in Panipat, Jammu and Guwahati. Reports of the same are attached as Annexure
	Ground check	Ground check and data validation is undertaken on weekly basis by the field coordinator and percolates down to city level on monthly basis, followed by the technical expert.

## 8. Pictures

All pictures of the on ground interventions are attached as Annexure H

## 9. Audited Statement of Expenses

Audited Statement of expenses for the project titled “Safe Water for School Children (FLOW - Facilitating Learning on WaSH)” for the period of 01 April 2018 – 31 March 2019 is attached as Annexure – I



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## 10. Team

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1. Ms Livleen K Kahlon, Associate Director, Environment Education & Awareness Area, TERI, New Delhi
2. Mr Anshuman, Director, Water Resource Management Division, TERI, New Delhi
3. Ms Taru Mehta, Fellow and Area Convenor, Environment Education & Awareness Area, TERI, New Delhi
4. Ms Neha, Fellow, Environment Education & Awareness Area, TERI, New Delhi
5. Mr Shailendra Kumar Tripathi, Field Coordinator, Water Resource Management Division, TERI, New Delhi
6. Ms Monmi Barua, Associate Fellow, Environment Education & Awareness Area, TERI, New Delhi
7. Mr Ravi Sankar Das, Research Assistant, Environment Education & Awareness Area, TERI, Guwahati
8. Mr K M Girish, Research Associate, Environment Education & Awareness Area, Bengaluru
9. Ms Tanvi Sharma, Research Associate, Environment Education & Awareness Area, TERI, New Delhi
10. Saju V K, Programme Coordinator, Environment Education & Awareness Area, TERI, New Delhi

### List of field coordinators

Bhubaneswar : Ms Shatarupa Samantaraya

Ranchi : Mr Birendra Mahto

Indore : Ms Oshin Trivedi

Guwahati : NA

Panipat : Mr Rakesh Kumar Tewary

Jammu : Ms Monika Damathia

### Internal Advisors

Dr Syamal Kumar Sarkar, Distinguished Fellow & Senior Director, Water Resources, TERI

Dr Annapurna Vancheswaran, Senior Director, Communication Outreach and Advocacy Unit, TERI

## Environment Education & Awareness Area

### Communication Outreach & Advocacy Unit

This group at TERI was established in 2002 in view of the growing demand for 'education' projects being felt both at the institutional level as well as outside. Agenda 21 speaks primarily about the concept of 'sustainable development' and is a comprehensive blueprint of action to be taken on the global, national, and local levels. An honest introspection designates 'environment education' as key to achieving the goal of sustainable development. Education is, in fact, the primarily force propelling the move towards sustainable development. But, this sector is often neglected. It has been realized that redirecting energies towards education will yield phenomenal results in achieving sustainable development.

A multi-sectoral approach is to be employed for proper understanding of environment education. This needs to be practised as Education for sustainable Development (ESD). This concept includes sectors such as energy, transport, environment, economics, poverty, resources, farming/agriculture, population, and so on.

#### Objectives

- Educate students, youth, and communities on environmental issues
- Empower the target segments with requisite know how for achieving sustainable development
- Engage youth in promoting environmental sustainability and self-reliance in communities
- Strengthen education through value-based learning for creating environmentally responsible citizenry

We at TERI have initiated several projects and activities with the aim of providing today's youth with a more secure and healthier future. The focus is to provide a 'quality' environment, with improved standards of living. Maximum engagement of youth is sought through thematic projects. These empower them to influence and catalyse environmental improvement through effective resource management initiatives at the local, national, and global levels. There is regular observance of 'environment days' as this helps stakeholders to share their unique experiences and knowledge on specific environment topics, for the benefit of the society as a whole. Support from corporations and government agencies have been forthcoming for the observance of these days on a grand scale. Thousands of students are involved and sensitized in the process.

All projects are participatory in nature with adequate representation of youth at all stages of implementation-planning, execution and monitoring.



The Energy and Resources Institute

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