



# Annual Report



# 2021 2022



# Dettol School Hygiene Education Programme





Image credits: Jagran Pehel



## About this report

The Dettol School Hygiene Education Programme is being implemented by Jagran Pehel under Dettol Banega Swasth India, the flagship Programme of Reckitt Benckiser. Started in December 2018, the programme now spreads across the institutions of Uttar Pradesh, Bihar and Maharashtra. This report (Annual Report 2021-22) presents initiatives and activities were carried out throughout the year.

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# Foreword



**Mr. Gaurav Jain**

Senior Vice President,  
Reckitt

The targeted shift in hygiene and sanitation is led by children as torch bearers, as post COVID-19, hygiene is undeniably vital in everyone's life. Over 620 million students globally do not have access to basic sanitation at school, and nearly 900 million children do not have access to basic hygiene at school. WASH in schools is a critical entry point for increasing awareness and supporting the behavioural changes required to eliminate open defecation and achieve universal access to WASH.

As part of the Dettol School Hygiene Education programme, we hope to achieve greater penetration of behaviour change among school children towards hygiene and sanitation through a well-defined curriculum and innovative activities. We aim to foster an enabling environment in institutions and empower teachers as agents of change for imparting WASH knowledge to children. The purpose of the Dettol School Hygiene Education Programme is to educate authorities, faculties, and students on sanitation and hygiene best practises and messaging so that they might incorporate these efforts into their communities — a goal that was met with great success. Faith-Based Organizations (FBOs) that are properly

mobilised and equipped are thus among of the most successful entities for delivering solutions to many of the world's most difficult problems.

We were able to overcome geographical and socio-logical obstacles to achieve our goal of enabling houses of worship to facilitate awareness and distribute sanitary items. The programme achieved 89% increase in better hygiene practices at school, 80% increase in better hygiene practices at home, 99% increased cleanliness at institutions, and persists at creating innovative instruments to promote interfaith collaboration and dialogue on a broader scale to support this purpose.

In 2021-22, the programme has already reached 24 Lakh students across 2 lakh institutions in 3 states having the most number of faith based institutions in the country- Uttar Pradesh, Bihar and Jharkhand. In its next phase, the programme aims to scale up its efforts to 7 states across the country- **UP, Bihar, Jharkhand, Chhattisgarh, Uttarakhand, MP and Rajasthan. The programme will reach 28 Lakh students across these states in the next phase.**





## Dr. Imam Umer Ahmed Ilyasi

Chief Imam,  
All India Imam Organization

Dettol School Hygiene Education Programme, launched by Reckitt and commendably implemented in institutions across India by Jagran Pehel, has done a commendable job in translating these values into simple practices that children can imbibe from a young age. The Dettol Hygiene curriculum has been crucial in attaining behavioural changes related to cleanliness in targeted areas, as it empowers children to promote better sanitation practises in their communities.

Requirements of such practices have been amplified since the onset of COVID-19, as its the only way to protect oneself from the evolutionary virus. Since the programme has been launched, we have observed transformation, not just in children, but in families and neighbourhoods connected to the institutions, thanks to what the children are absorbing and learning. It isn't easy to change deep-rooted habits. It takes education, infrastructural support and a healthy dose of engagement to sustain good hygiene. By using games as educational tools, the programme engages children and aids the understanding of concepts around hygiene. This year, after recognising the need for a safe transition back

to physical learning spaces, Dettol Banega Swasth India has developed the 'Swasthya Mantra' School Reopening Kit. This kit offers training and tools to help schools, children, parents and staff plan and prepare for school reopening. Reckitt and all the associated partners of this programme are committed to a world that is healthier and happier. Our purpose-led approach has guided us to forge partnerships with organizations that uphold similar values so that we can create sustainable and positive impact. We are am grateful to the state governments, execution partners, media partners and all the children who enthusiastically participate in this programme.

We second that religious leaders, with their established networks of volunteers and community groups, have the capacity to usher positive change in social norms and the actions of their communities to improve development outcomes. Maintaining our commitment to the mission of Dettol Banega Swasth India, we are confident that this campaign will continue to gather momentum, creating awareness and delivering impact in every community it reaches.



Image credits: Jagran Peheh

# 1. Executive Summary



## Mr. Ravi Bhatnagar

Director, External Affairs & Partnerships –  
SoA, Reckitt

43% of the schools around the world lacked access to basic handwashing with soap and water in 2019, as per WHO/UNICEF JMP report. During COVID-19 pandemic, handwashing has been reinstated as a necessity, this data seems to be a significant challenge, as the schools are reopening. Lack of handwashing facilities make children more vulnerable to catching the virus and other diseases.

Hand Hygiene importance has been reinforced by COVID-19, and awareness on handwashing holds even more importance now. The Dettol School Hygiene Education Programme joined the fight as well. By 2019, the programme had already reached 650,000 schools and institutions (Including Gurukuls, s etc.), and was well placed to spread hygiene education widely to communities. As part of this initiative, Jagran Peheh engaged religious leaders of the All India Imam Association under the guidance of Dr. Imam Umer Ahmed Ilyasi (Chief Imam) to facilitate partnership in, as well as ownership of, a community's development relating to hygiene measures. With Reckitt's initiative, Dettol School Hygiene Education Programme, arose in 2018 from a common vision shared by Dr. Imam Umer Ahmed Ilyasi and Indian Muslim communities to leverage their institutions to advocate for cleanliness practices. The programme encouraged 97% of students to improve their hygiene practices at institutions and 96% of students maintain healthy toilet behaviors at home. In addition to achieving the desired well-being outcomes, the Hygiene Education Programme persist at creating innovative instruments to promote interfaith collaboration and dialogue on a broader scale to support this purpose.

2017-18	2018-19 (Phase 1)	2019-20 (Phase 2)
<ul style="list-style-type: none"> <li>Project conceptualized</li> <li>Reckitt and Jagran Peheh collaborate with All India Imam Organization to launch Dettol School Hygiene Education programme</li> </ul>	<ul style="list-style-type: none"> <li>Translation of curriculum from Hindi to Urdu</li> <li>Pilot project tested in UP's 4 model institutions</li> </ul>	<ul style="list-style-type: none"> <li>6 institutes across Lucknow, Bareilly and Rampur developed as Model institutes reaching 13,116 students</li> </ul>



Every ₹1  
invested in the Dettol  
School Hygiene  
Education Programme  
(in Faith-based  
institutions) delivers  
₹51.65  
of social value.

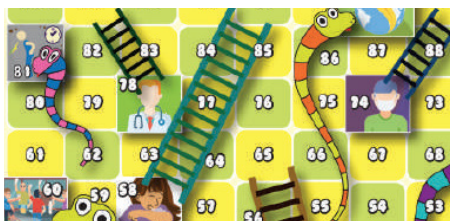


Alignment with Sustainable  
Development Goals  
1,2,3,5 and 6.



### Swasthya Mantra Return to School kit

This kit offers training and tools to help schools, children, parents and staff plan and prepare for school reopening



### "Learning by doing"

The concept of "Learning by Doing" was introduced and effective increase in learning outcomes was observed. Hygiene is inculcated through a host of behavioral Nudges - apps, games, kits, multimedia stimuli.



### 2D Animation videos

During COVID-19, e-curriculum was developed. To enhance the visual learning experience of the children, animated videos and cartoons were developed on the five pillars of hygiene.

### Engaging to educate

Students are made to take ownership of the programme through activities like "Safai ka Daroga", Soap banks, Hygiene corners, handwashing stations with talking walls and multiple special day celebrations.

Programme Reach till 2021-22:

**24,00,000 children**

**2,00,000 Institutions**

**3 states** (Uttar Pradesh, Bihar and Jharkhand)



### 5 Modules

Personal hygiene, hygiene at home, hygiene at Institutions, hygiene during illness and hygiene in neighbourhood across

### 3 levels

Class 1&2, Class 3&4, Class 5&6

### 8 languages

Hindi, Urdu, English, Tamil, Telugu, Gujarati, Marathi & Oriya



In collaboration with All India Imam Organization, the programme will be scaled up to 7 states- UP, Bihar, Jharkhand, Chhattisgarh, Uttarakhand, MP and Rajasthan. The programme will reach 28 Lakh students across these states in 2022-23.

#### 2020-21 (Phase 3)

- Programme switched to digital mode due to COVID-19
- SROI conducted and social value of programme came out as 1:52
- Reached 14,677 Institutes in UP and 14 Lakh+ students

#### 2021-22 (Phase 4)

- Programme expanded to Uttarakhand, Bihar, Jharkhand and UP
- Reached 24 Lakh students across 3 states

#### 2022-23 (Phase 5)

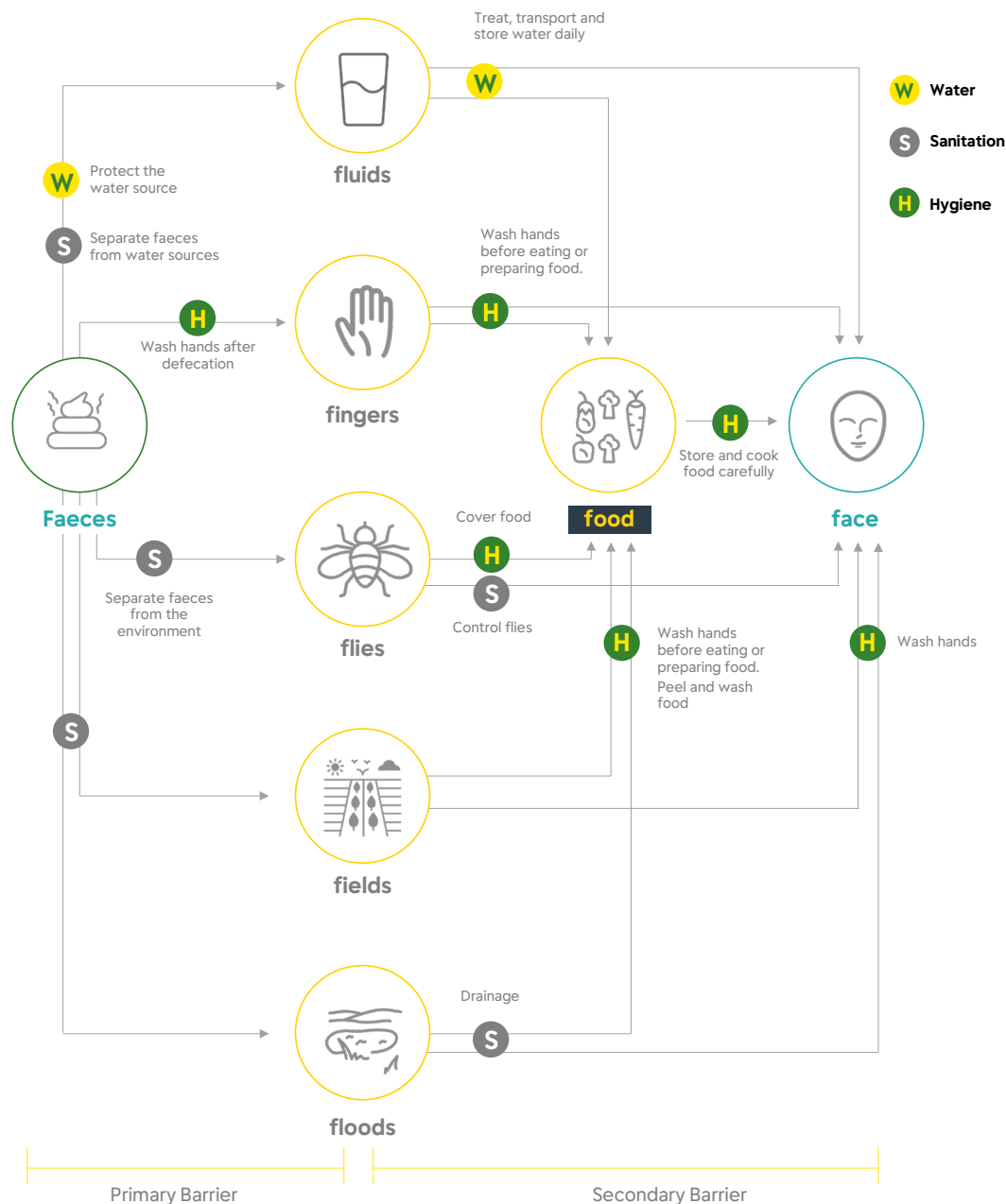
- Programme to be scaled up to 7 states- UP, Bihar, Jharkhand, Chhattisgarh, Uttarakhand, MP and Rajasthan
- The programme will reach 28 Lakh students.



# 2. The Fallout of Poor Hygiene

Poor sanitation puts children at risk of childhood diseases and malnutrition that can impact their overall development, learning and, eventually their economic well being in the future. While some parts of the world have improved access to sanitation, millions of children in poor and rural areas have been left behind. Lack of sanitation can be a barrier to individual prosperity and sustainable development. When children,

especially girls, cannot access private and decent sanitation facilities in their schools and learning environments, the right to education is threatened. As adults, wage earners who miss work due to illness may find themselves in financial peril. And when health systems become overwhelmed and productivity levels fall, economies suffer.<sup>1</sup>



# The F Diagram

Transmission of infections from faecal matter. The movement of pathogens from the faeces of a sick person to where they are ingested by somebody else can take many pathways, some direct and some indirect. This diagram illustrates the main pathways. They are easily memorised as they all begin with the letter 'f': fluids (drinking water), food, flies, fields (crops and soil), floors, fingers and floods (and surface water generally).

The F diagram shows how small amounts of germs carrying faecal matter travel through fluids, food, flies, fingers, floors, fields and floods. Even when water or food tastes good and looks clean, it may have enough germs in it to pass on a disease to anyone who swallows it.

Therefore, poor hygiene practices, lack of adequate sanitation and unsafe or limited water supplies can contribute to the spread of preventable diseases such as cholera or typhoid. These preventable diseases have multiple negative consequences on the well-being of families, communities and the nation.

## The cost of poor hygiene

The annual cost to India from not hand washing is estimated at US \$23 billion<sup>2</sup> (16-35) which is 1.2% of the GDP. Diarrhoea prevention through hand washing contributes to US\$ 1.7 billion and acute respiratory infections preventable by hand washing contributes to USD 6.18 billion of the cost.

**India loses a child every two minutes to preventable diseases like diarrhoea and pneumonia<sup>3</sup>.**

**2 billion people**

around the world lack safe drinking water<sup>4</sup>

**3.6 billion people**

around the world lack access to safe sanitation<sup>5</sup>

**700 children**

under age 5 die from diarrhoea<sup>6</sup>

**5% of GDP**

lost due to sanitation related diseases<sup>7</sup>

**144 million**

Children under 5 were estimated to be stunted in 2019 (globally)<sup>8</sup>

**47 million**

children were estimated to be wasted in 2019 (globally)<sup>10</sup>

**20 million**

Drop out of school annually due to lack of menstrual hygiene management facilities<sup>9</sup>

# Hand Hygiene: What different does it make?

## Hand Hygiene Protects Health

The simple act of cleaning hands can save lives and reduce illness by helping prevent the spread of infectious diseases. These diseases can be caused by bacterial, viral or protozoan pathogens (germs) transmitted through the air or via surfaces, food or human faeces. Because people frequently touch their face, food and surfaces, hands play a significant role in spreading disease.

Even in the pre-COVID times, hand washing was considered as a cost-effective public health intervention for reducing disease burden, but its importance and practice always remained a challenge, especially in India. **As per WHO, half of all under-five deaths in**

**2019 occurred in just five countries: Nigeria, India, Pakistan, the Democratic Republic of the Congo and Ethiopia.** Nigeria and India alone accounted for almost a third of all deaths. The leading causes of death in children under-5 years are pre-term birth complications, pneumonia, congenital anomalies, diarrhoea and malaria, all of which can be prevented or treated with access to simple, affordable interventions including hygiene, adequate nutrition, safe water and food. Hand Hygiene can stamp out diseases like Diarrhoea, Malnutrition, Worm Infestation, Cholera and Hepatitis A in India.



Image credits: Pixabay



## Hand Hygiene has positive economic impacts

Significant financial costs result from sickness and death related to poor hand hygiene. These costs fall on both the patient and the health system. They include direct costs, such as the costs of medical treatment borne by households or governments for preventable diseases, and non-medical costs, including out-of-pocket payments as well as travel costs for households seeking health care. Indirect costs include income loss, school absence and lost productivity associated with sickness.

An influential review of the cost-effectiveness of

interventions for improving child health concluded that domestic hand hygiene promotion is highly cost-effective, on par with oral rehydration therapy and most childhood vaccinations.

Hand hygiene in the workplace has positive economic benefits as it protects both workers and, in retail and hospitality settings, customers. Hand hygiene is thus considered essential to ensuring business continuity and is increasingly seen as an important investment for the private sector. It is also essential in countries wishing to build their tourism industry.

## Hand Hygiene is good for society as a whole

In addition to the health benefits, good hand hygiene has positive societal impacts that cannot easily be quantified. For instance, access to improved WASH services has been shown to reduce stress, particularly among women and people with disabilities, by increasing feelings of dignity, privacy and safety, and decreasing feelings related to disgust, fear of violence, injury and shame. The ability to maintain personal hygiene has an important role to play in this, as it is linked to feelings of dignity and pride.

The infectious diseases that hand hygiene can help control keep kids out of school and adults out of work, affecting the short and long-term economic well-being of households. Because poorer households are more exposed to key factors that cause illness, a pattern of decline in health and socio-economic status can be created. Reduced school attainment and household productivity affect national economic development, which, in turn, affects a country's ability to provide essential services. Underfunded health

services are further pressured by the need to treat preventable infectious diseases, with far-reaching implications. This cycle of decline is exacerbated by emerging global trends, such as the increased risk of global disease outbreaks and antimicrobial resistance.

Just as inadequate hand hygiene can create this downward cycle, good hand hygiene can lead to an upward spiral of mutually reinforcing improved health, social and economic outcomes. Keeping hands free of germs in the household, at school, and when visiting health services keeps infectious diseases at bay, enabling individuals to survive, thrive and make an active contribution to the national economy. Additionally, it ensures people can protect themselves and others from infectious disease outbreaks, such as COVID-19, by preventing transmission and minimizing the socio-economic costs associated with other response actions. As the COVID-19 pandemic has starkly illustrated, these effects run deep, with long-lasting impacts on health care services, society and the economy.



Since the outbreak of COVID-19, every nation in the world has redoubled its efforts towards a common goal: breaking the transmission of disease. Reckitt responds to this critical global need by making solutions for hygiene and disease prevention available to everyone. **Dettol Banega Swasth India champions a life-course approach to disease prevention.** Multiple initiatives with hygiene education at the center contribute towards a healthier nation.

# Life course approach to hygiene

Health experts emphasise that hygiene is the most critical prevention in the global fight against disease. The simple act of hand washing can break the cycle of diarrhoeal disease that claims 1.24 million lives of children under five every year. Additionally, hygienic living and working environments reduce the risk of respiratory illness in older individuals by preventing touch transmission.

Even when people understand the need for hygiene, it does not mean that they practice it. Behavioral shifts require hygiene to become a way of life that is deeply embedded in the minds of the public. This can only be achieved when we take a long-term view of intervention, beginning as soon as a child is born and continuing to support behaviours through life.

## The Life-course lens

### Starting early

The impressions formed in a child's formative years resonates through a lifetime. The Dettol Banega Swasth India School Hygiene Education Programme sees hygiene in schools as the cornerstone of the life-course approach. Children have not only the opportunity to wash their hands frequently, but they also are likely to do so at home, helping instill healthy pro-hygiene behaviours for life.

### For adolescent girls

Hygiene habits learnt early become the starting point for conversations around menstrual health. When these conversations are supported by sanitation infrastructure, like access to soap and water, separate toilets for girls and availability of menstrual hygiene products, young girls are less likely to drop out of school, thereby enhancing their life outcomes.

### In adult life

Interventions on hygiene must take an inter-sectional approach, examining the cross-cutting realities of urbanisation, migration, employment and socio-economic status. Migrant communities in India's urban slums have little access to affordable clean water or sanitation solutions. They are at high risk for

infectious diseases. Education and innovation can help break the chain of transmission and support hygienic practices to reduce the burden of disease.

### The older, or over-70, age group



Is among the most at risk of respiratory tract infections. Data from around the world tells us how regular cleaning and disinfection of frequent touch points, cough etiquette and washing hands when entering or leaving a different environment can help reduce the incidence of other infectious diseases as well.

## Promoting a healthy start



The Dettol School Hygiene Programme looks at hygiene through a **life-course lens** inculcating good hygiene behaviour from childhood to gain the most cumulative benefit, and reinforcing it throughout the life-course to boost good hygiene practices.

The approach focuses on the causes rather than the consequences of ill health by encouraging good behaviours, but recognising the contribution of other factors, including environmental, occupational and prenatal, from an early age using targeted interventions at key life stages.

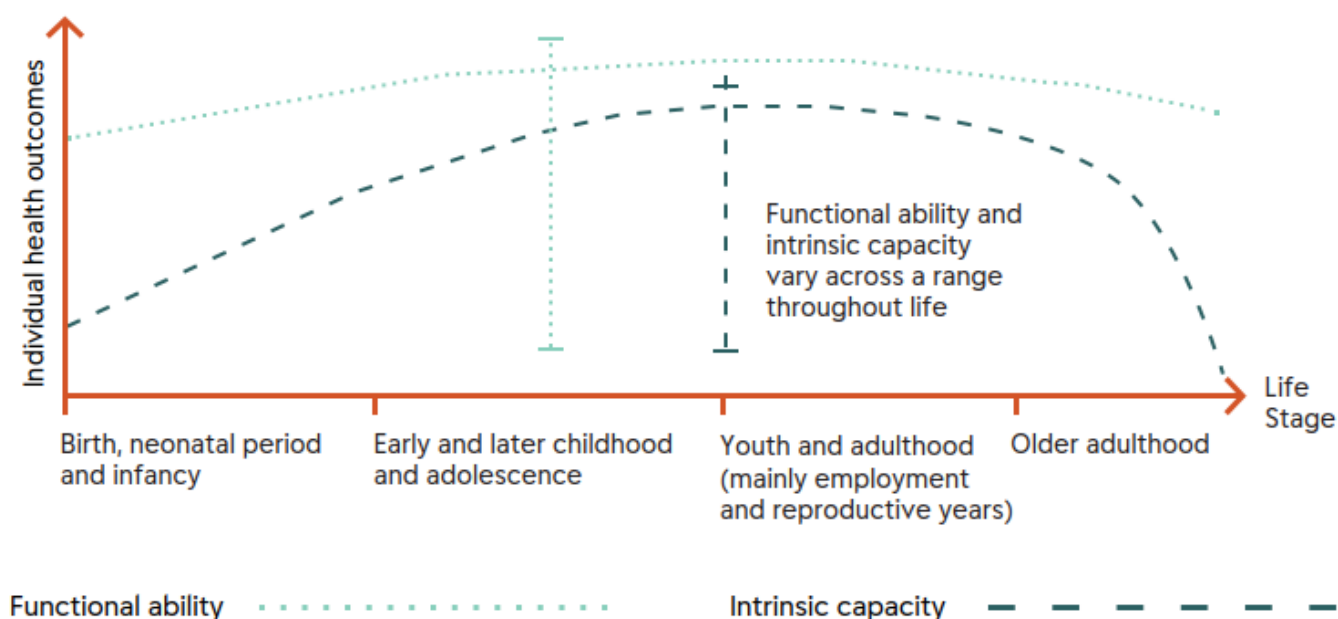
## Life stage | Influencers

 <b>Childhood</b>	Parents/caregivers Nursery and school Wider family and friends Maternal and healthcare services Public health initiatives, Society and media
 <b>Adulthood</b>	Work environment Wider family and friends Healthcare services and public health initiatives Society and media

## Life stage | Influencers

 <b>Adolescence</b>	Parents/caregivers School and university Wider family and friends Healthcare services and public health initiatives Society and media
 <b>Older person</b>	Wider family and friends Healthcare services and public health initiatives Society and media

## Conceptual framework for a life-course approach to health by WHO



## Social and environmental determinants of health

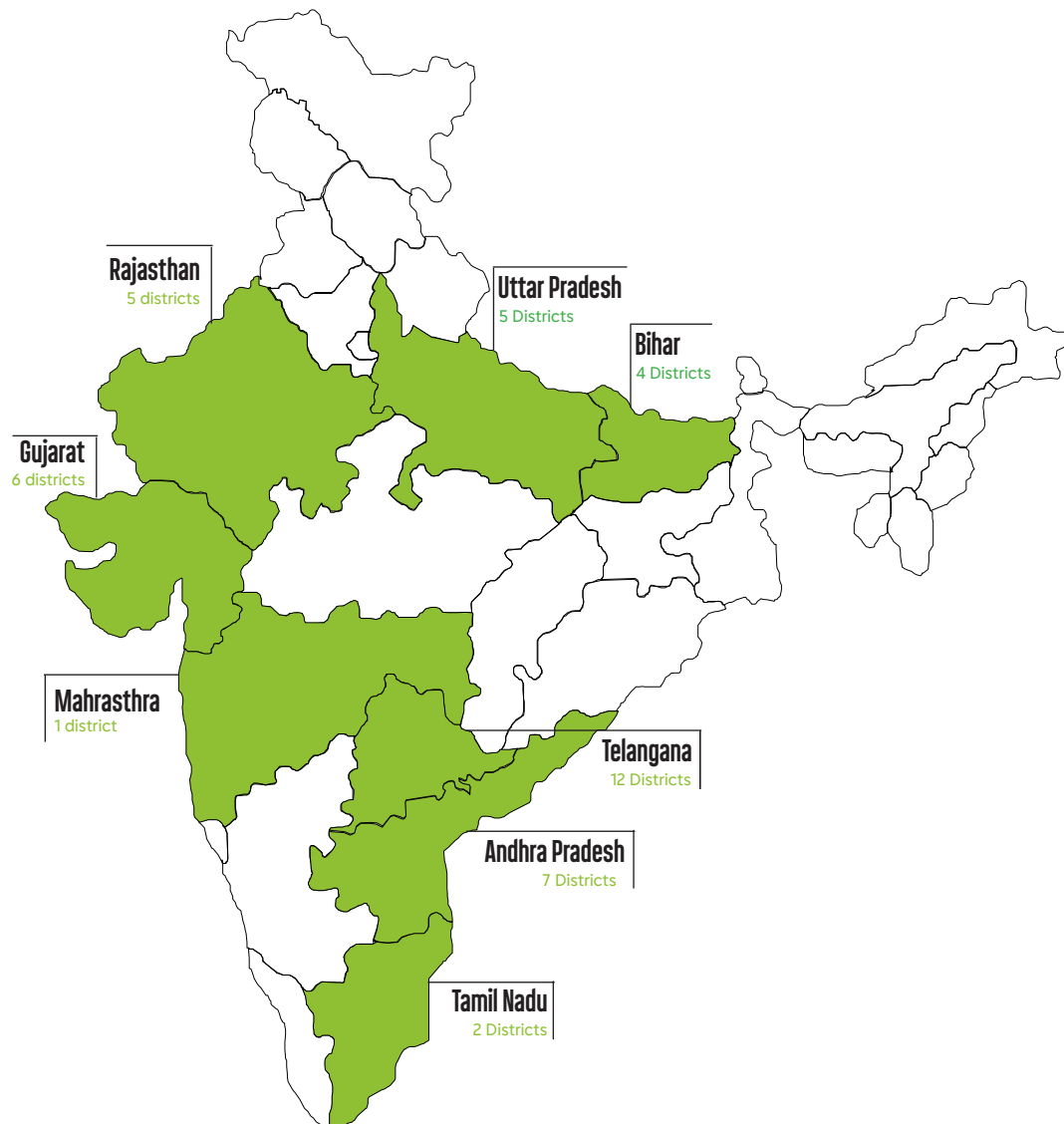
Families and communities, health services and systems and multi-sectoral factors related to sociocultural norms, economics, politics, physical environments and sustainable development.

## Principles in practice for the realisation of rights

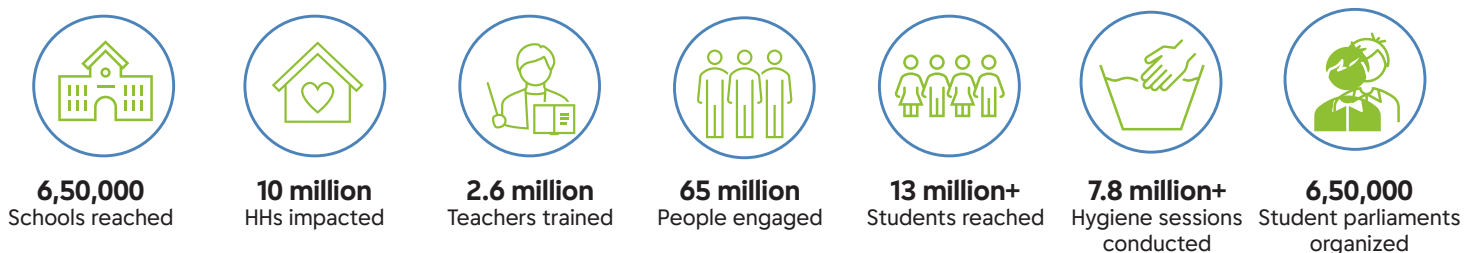
Apply a human rights-based, gender-responsive and equality-driven approach.



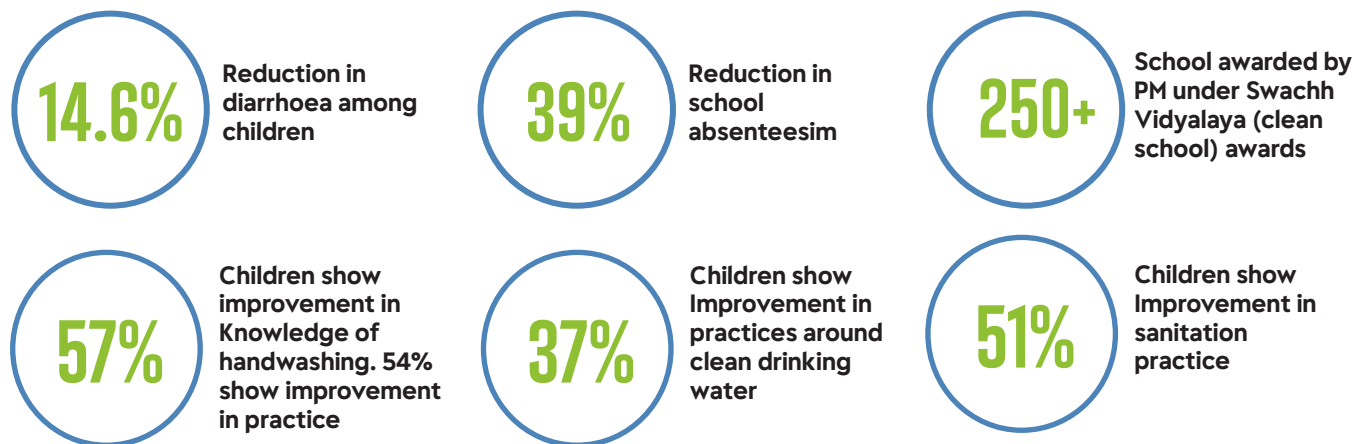
# 3. Dettol School Hygiene Programme- An Overview










## Accomplishments

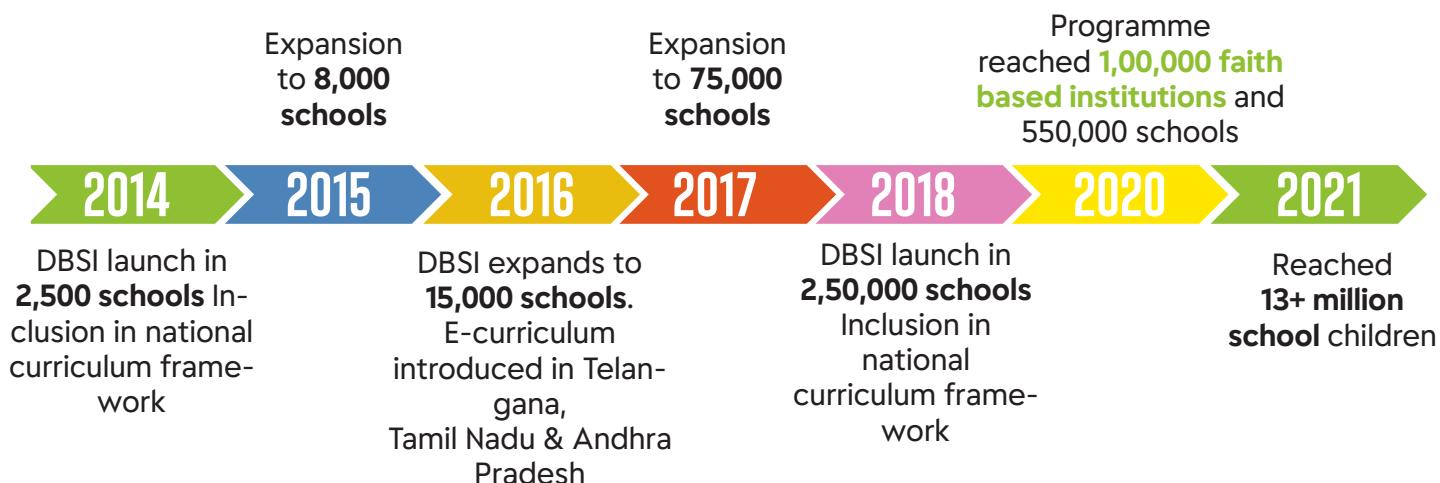


## Key Impact



-  Curriculum co-designed with **Dr. APJ Abdul Kalam**
-  Aligned with **NCERT, CBSE** and eight state education boards
-  **130,000** School management committees members oriented
-  **4,463** Child Parliament clubs strengthened
-  **1,30,000** Soap banks established
-  **15** Sessions per year for three years
-  **12** Languages and braille curriculum

## Growth over the years



# 4. Hygiene Education in faith based institutions

## Background

Faith based institutions are age old institutions for imparting religious education among the communities based on religious theology and practices. This type of education has different stages, from the beginner's stage to the highest level, almost comparable to the modern education in terms of levels. As the children complete early stages, there is scope for gaining higher knowledge and degrees based on theology and jurisprudence in these institutions.

A Faith based institution thus, is a well established institution of imparting education with strong roots in theology and religious practices. The Islamic education system was started in India after arrival of Muslims in 10th century. It is often said that these Islamic institutions were initially established in the towns of Sind, Dabel, Mansura and Multan. With time, they gradually spread across different parts of the country, such as in Oudh, Multan, Lahore, Khairabad, Patna, Surat, Delhi and Agra for religious teachings (Haque 2013, 14). The British period is generally considered a period of slow down to the traditional/indigenous education system in India.

However the Islamic education continued and survived as there was wide acceptance and support for education system among the Muslims (Haque 2013, 15). The s engaged in imparting religious education, are now found across the country.

There are two types of Islamic education institutions in India- (1) Registered institutions receiving government grants for salaries and infrastructure (2) Community based institutions

## Objectives of Dettol School Hygiene Education Programme



To foster an enabling environment in Schools and empower teachers to act as key advisors to impart WASH knowledge to children.



To promote the reform of hygiene in households and across Schools by improving hygiene and sanitation knowledge, attitudes, behaviours and practices.



To encourage communities to demonstrate commitment towards WASH behaviour and practices.



## **Dettol School Hygiene Education Programme:** **Where Faith and hygiene meet to create good health**

Health is life, health is prosperity. The well-being of each individual is a common goal that every section of society must strive for. With this aim in mind, the Dettol Banega Swasth India programme draws people from all faiths and walks of life into its fold. The programme engages with faith leaders and institutions to jointly reaffirm the need for hygiene to perpetuate good health now and for generations to come.

With an eye on carrying every child on the journey of hygiene and good health, Reckitt initiated the Dettol School Hygiene Education Program across faith based institutions in 2018. In partnership with Chief Imam, Dr. Imam Umer Ahmed Ilyasi and the All-India Imam Association, the programme aims to reach out to 500,000 Islamic faith-based institutions across the country. The intervention enhances hygiene outcomes by leveraging the network of Islamic schools.

Intensive training on hygiene and cleanliness behaviours among students is supported by messaging that extends to the entire community. The initiative supports the endowment of children with the expertise needed to improve community health and advocate for disinfection efforts through a human network.



# 5. Social Return on Investment



Input cost

**₹94 Crores**



Total social value created

**₹48.60 Crores**

**1:52**

Every ₹1 invested in the Dettol School Hygiene Education Programme (in Faith-based institutions) delivers ₹51.65 of social value.



Students believed that the curriculum helped improve their hygiene practices



Students wash their hands before every meal



Students interviewed believe that Hygiene Education should be taught at all schools.



**96%**

Students use  
a working  
facility at  
home

**97%**

Students share  
the knowledge  
they gained with  
family members

## Indicators of Change

**9%**

reduction in  
sick days

**96%**

Reduction in  
open defecation

**88%**

Increased hy-  
giene practices  
by parents

**89%**

increase in  
better hygiene  
practices at  
school

**80%**

increase in  
better hygiene  
practices at  
home

**99%**

increased  
cleanliness at  
Institution

**75%**

Increase in  
ownership

**60%**

Improvement in  
student learning  
outcomes

**98%**

Increased  
participation  
of students in  
classes

**97%**

increased  
personal rec-  
ognition from  
educational  
stakeholders

**90%**

technical  
knowledge  
regarding  
the curriculum

**88%**

increased  
adoption of  
proper hygiene  
practices by  
teachers due to  
the programme





# 6. Meeting the Sustainable Development Goals

For efforts to improve health and development to be the most successful, strategies to promote and facilitate handwashing must be included. Handwashing with soap has the potential to avert preventable deaths, improve healthcare outcomes, and bolster progress in education, equity, and WASH to achieve the Sustainable Development Goals. Currently, national averages of access to soap and water in households ranges from below 10% to nearly 100%.<sup>11</sup> Even when facilities are available, handwashing is not practiced as consistently and thoroughly as it needs to be. Globally, it is estimated that 19% of people wash their hands after contact with excreta.<sup>12</sup>

Handwashing with soap can dramatically reduce the rates of common diseases including pneumonia and diarrhoea, two of the leading causes of child death. Effective national handwashing behaviour change programmes can be expected to reduce diarrhoea and pneumonia caused by lack of handwashing by 25%.<sup>13</sup>

Consistent handwashing with soap can also reduce the risks of disease outbreaks, which pose a critical threat to progress made towards the SDGs. Good hand hygiene is a simple, effective way to reduce the spread of healthcare associated infections and prevent antimicrobial resistance<sup>14,15</sup>. On average, only 40% of healthcare workers (or fewer) adhere to recommended handwashing practices<sup>16</sup>. Healthcare-associated infections affect an average of 1 in 10 patients each year<sup>17</sup>; and neonatal infections are responsible for approximately 25% of newborn deaths worldwide.<sup>18</sup>

Handwashing with soap has been documented as a nutrition-sensitive intervention, and can accelerate progress in improving maternal and child nutrition. Handwashing prevents diarrhoeal diseases, which not only cause mortality, but limit the body's ability to absorb nutrition from food. Even when nutritious foods are available, lack of handwashing limits the health and developmental impact of nutrition programs.<sup>19</sup>

Hygiene is measured in target 6.2, but the effects of handwashing with soap can drive progress across the 2030 agenda. Hygiene matters not only for health—good hygiene removes barriers to education, nutrition, economic opportunity, and equity. It supports efforts to improve education by reducing missed schooldays and preventing diseases that hinder critical child development. Failure to incorporate handwashing into water and sanitation programs will dramatically limit the impact of such investments.

Access to soap and water alone will not deliver the health and development benefits of handwashing. Handwashing behaviour change efforts are critical to ensure handwashing with soap becomes habitual and is practiced consistently at critical times.

Dettol School Hygiene Education programme aims to inculcate pro-hygiene behaviour into students through faith based institutions by using interactive educational tools. The programme engages children and aids the concepts around hygiene.

# Alignining with the Sustainable Development Goals



Handwashing with soap removes barriers to economic growth, and can lead to fewer missed work days, lower health systems costs, and more access to educational opportunities. Proper handwashing with soap can advance economic productivity.



Handwashing with soap is critical to achieving and maintaining good nutrition. Lack of handwashing leads to diarrhoeal diseases, which in turn limit the body's ability to absorb nutrition from food. 50% child under-nutrition is caused by poor WASH.



Hand-washing's most immediate benefit is good health. Handwashing with soap is a cost-effective way to prevent health problems ranging from diarrhoeal diseases to emerging global health threats.



Hygiene is a key factor for women and girls to access the economic, educational, and social opportunities they deserve. Menstrual hygiene management still poses a major barrier for women in many parts of the world.



Other than hand and personal hygiene, the programme promotes hygiene in neighbourhood, home and illness thus promoting the overall agenda of clean water and sanitation. For hand hygiene to be successful, clean water is a necessity.<sup>20</sup>

# 7. Testing times: COVID-19

Since its outbreak two years ago, the COVID-19 pandemic has disrupted education systems globally, affecting the most vulnerable children the hardest. It has increased inequalities and exacerbated a pre-existing education crisis. In some countries schools were not closed at all while in other countries children missed a full school year during COVID-19. Lack of connectivity and devices excluded at least one third of students from pursuing learning remotely.

The outbreak of COVID-19 has been the biggest pressure test for The Dettol School Hygiene Education Programme. As the pandemic upended lives all over the world, 91% of the world's student population has been impacted by school closures.

According to UNESCO estimates, 32 crore students in India have been out of school or college over the year.

In India, despite relatively low rates of infection among young people and varied evidence, it is a growing concern that children and adolescents be protected from COVID-19 as they constitute a large proportion of the population. Hearteningly, Reckitt found that the pro-hygiene behaviours instilled by the Dettol School Hygiene Education Programme since 2014 continued to sustain despite lockdowns. But there was an urgent need for more. Hygiene education was a critical requirement across families and communities to stop the transmission of the disease.

## This is a universal crisis, and for some children, the impact will be lifelong.

Children are not the face of this pandemic. But they risk being among its biggest victims, as children's lives are nonetheless being changed in profound ways.

Moreover, the harmful effects of this pandemic will not be distributed equally. **They are expected to be most damaging for children in the poorest countries, and in the poorest neighborhoods, and for those in already disadvantaged or vulnerable situations.**<sup>21</sup>

An additional

### 60 million children

could be living in monetary poor households by the end of 2021

### 100 million children

are living in multidimensional poverty – without access to essential services

### 6-7 million children

under 5 may have suffered from wasting or acute malnutrition in 2020

Almost

### 200,000 additional

stillbirths could occur over the next 12 months due to the impact of COVID-19

At least

### 463 million children

worldwide were unable to access remote learning during COVID-19 school closures

Almost

### 370 million children

may have missed nutritious school meals



## Efforts taken under the Dettol School Hygiene Education Programme

## Going Digital: Curriculum converted to audio visual modules

## Embracing Technology: Partnership with White Hat Jr.

## COVID-19 Swasthya Mantra: Return to School/Institution Kit

Recognising the need for a safe transition back to physical learning spaces, Dettol Banega Swasth India has developed the **'Swasthya Mantra' School Reopening Kit**.

The kit offers training and tools to help schools, children, parents and staff plan and prepare for school reopening. It offers practical strategies to help children feel safe and protected in the school environment. It also guides schools on how to stay open for a sustained period of time.

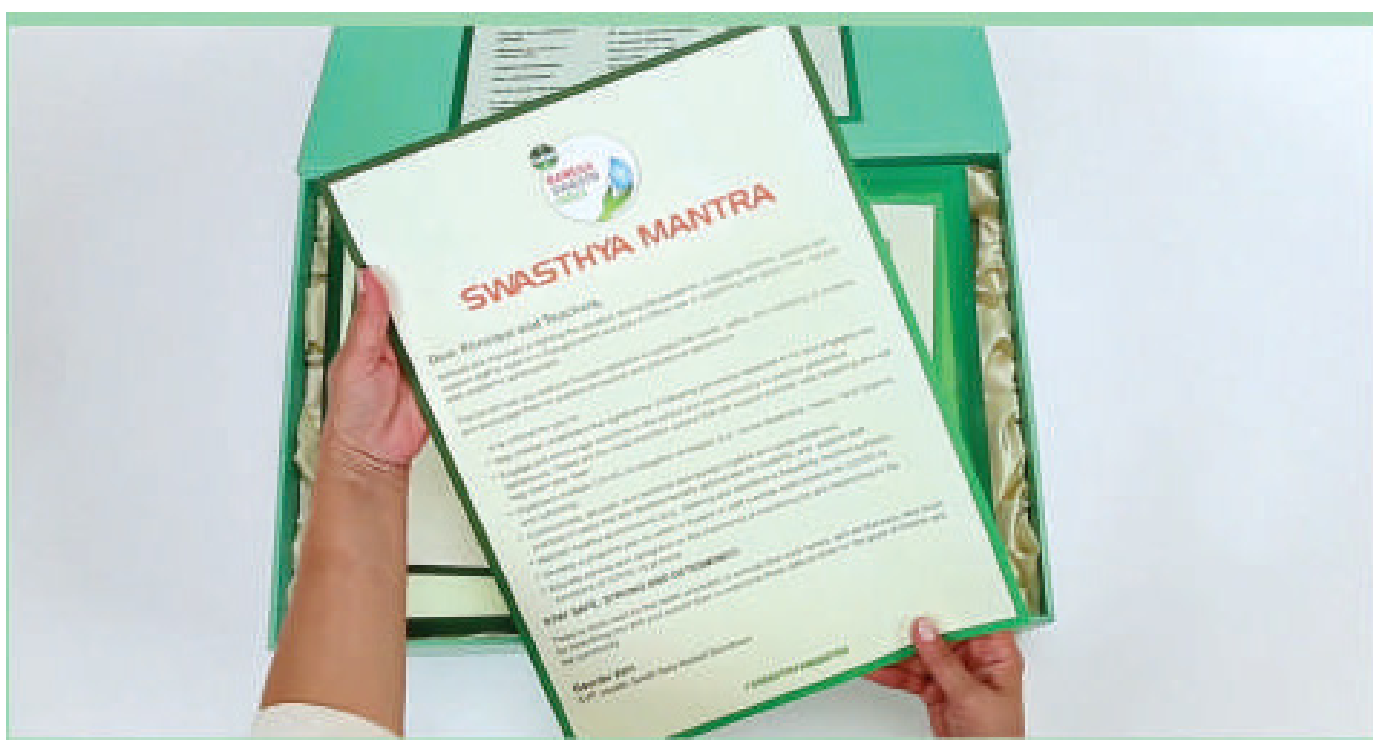






As the pandemic continues to play out, students, families, educators and governments share a concern over the growing gaps in learning and the imbalances created by unequal access to technology. Since large numbers of children depend on school for nutrition, closures are also likely to have a long-term impact on their physical health and well-being.

Swasthya Mantra Kit is a compilation of resources that help keep the school ecosystem safe, reinforce preventive guidelines for children in age-appropriate ways and support the school staff in ensuring strict adherence to preventive measures. Each school is given one kit with resources for administrative staff, teachers and children with clear instructions of use specified in the resources.





## Upgradation of Faith based Institutions for Re-opening post COVID-19

As outbreaks of COVID-19 started being reported from across the country, Reckitt and Jagran Peהל joined hands with institutions across Uttar Pradesh, Bihar and Jharkhand to develop a strong response. Hygiene education was already underway, but messaging, training and monitoring were ramped up. The partnership with faith leaders went a long way in ensuring the use of and adherence to necessary safety protocols, not just by children but by entire communities.

### Upgradation of institutions for prevention of COVID-19 transmission:



Safety kits and accompanying training were shared with every campus with the intent of maintaining the campus as an 'infection-free' zone. Frequent and visible messaging clearly demonstrated how to use masks, how to wash hands and how much social distance was acceptably safe. Posters containing guidelines related to below were put up across Institutions:

- Planning before reopening of schools
- Generic Preventive Measures
- Guidelines for common areas such as canteens, gymnasiums
- Transportation to and from the institution

- Hygiene and sanitation norms
- in case a student/teacher/employee develop symptoms

Infrastructural changes, like the introduction of taps operated by foot pedals, took safety a step further, reducing contact transmission at shared facilities like wash basins.

Post COVID reopening measures were being demonstrated in model institutions developed across states as part of this programme.



Each institution was provided with a pack of triple layered masks, sanitizers, Dettol Hand-wash Dispenser, Oximeter, Infra-red thermometer, pack of non-surgical gloves, Dettol Disinfection Spray and a pack of sanitary napkins.





# 8. Programme components

## 8.1 A three-phased implementation approach

Setting out to change habits at scale, Reckitt found that children, as early adopters, could grow up with new habits that sustained over time. They could also carry these practices home and transform entire communities. In partnership with the Jagran Peהל, Reckitt reached out to 24 Lakh students in three states. The programme has incorporated simple but radical ideas to shift behaviors and sustain hygienic practices in an experiential hygiene curriculum in schools that used games, stories, models and audio-visual material. The Dettol School Hygiene Education programme was designed for alignment and integration with the national curriculum on a **three-phased implementation approach**.

practices to children, to leverage the multiplier effect that comes into play with using a school setting to teach children habits that they can in turn teach their families and friends. The Dettol Curriculum aims to make hygiene practices part of the early learning foundation goals. The programme is aimed to enable children transform hygiene practices learnt, into natural habits, which continue to be practiced to adulthood. The programme focuses on achieving key learning goals in the child's foundation years in a passed manner, by enabling the child to achieve the following learning goals in sequence:

The programme focuses on teaching hygiene

### Early-learning goals

#### Personal, social & emotional development



**Self-care:** Manage their own personal hygiene

**Behaviour and self-control:** Consider the consequences of words and actions for themselves and others

**Making relationships:** Work as part of a group or class, taking turns and sharing fairly, understanding that there need to be agreed values and codes

#### Knowledge and understanding of the world



**Exploration and Investigation:** Ask questions about why things happen and how things work

#### Physical Development



**Using equipment and materials:** Handle tools and objects safely and with increasing control

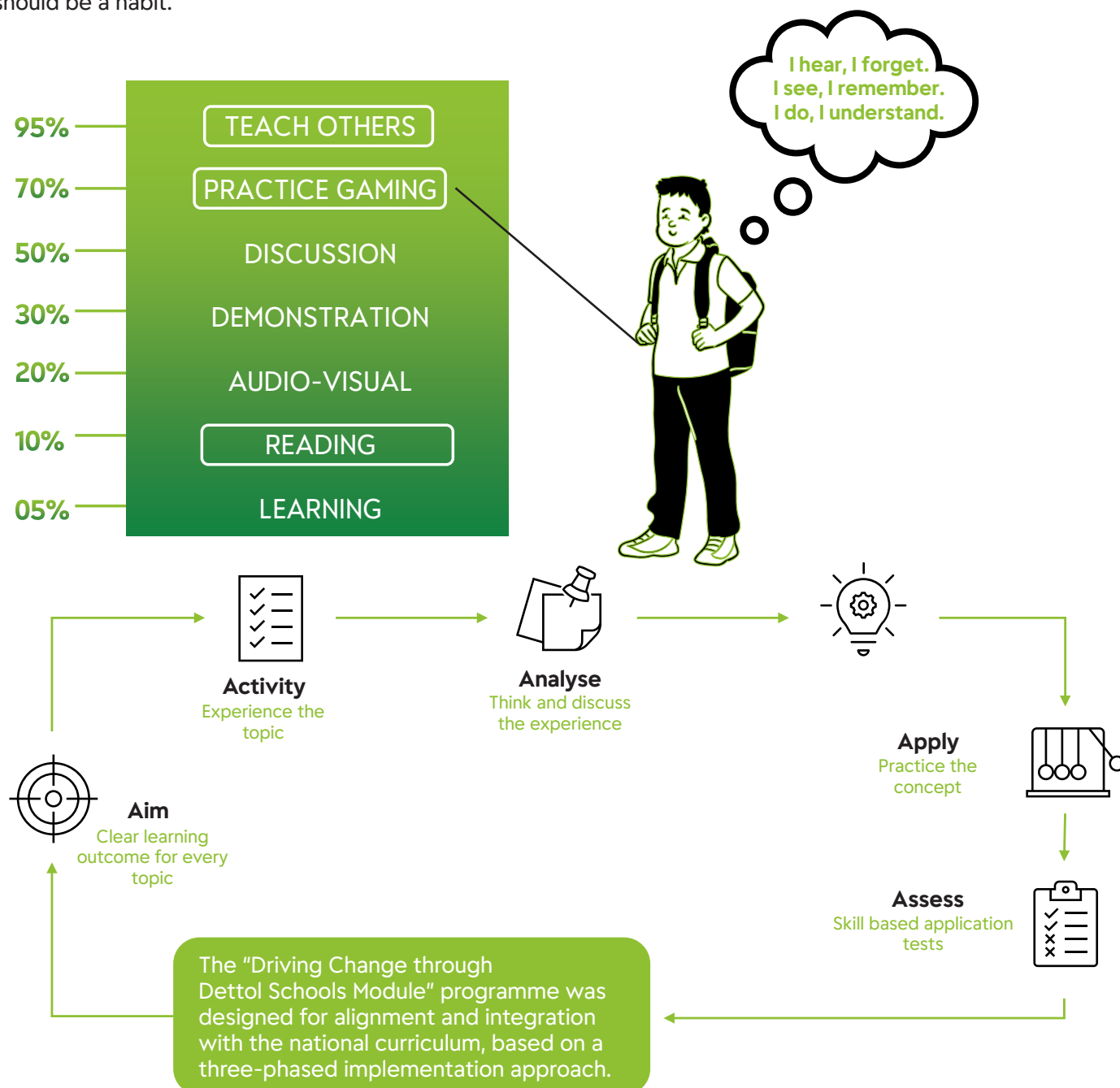
**Health and body awareness:** Recognize the importance of keeping healthy and things that contribute to this

## 8.2 Programme Pedagogy

The programme is envisioned with the aim of transforming simple hygiene and sanitation practices into life-long behaviours among school-going children across India. It follows the recommendations laid out in the National Education Policy, 2020, to promote 21st century skills in children by ensuring holistic, experiential education that fosters creative problem solving in children.

It is a proven fact that students retain more when they interact with their environment in order to adapt and learn. The primary aim of the pedagogy of the Dettol School Hygiene Education programme was to engage children in different WASH related activities and expose them to reality of how handwashing is important for prevention of diseases and how it should be a habit.

The concept of "**Learning by Doing**" was introduced and effective increase in learning outcomes was observed year-on-year. Through this method, it was being ensured how the programme is resulting in permanent behavior change in children and their families by instilling good hygiene habits amongst children.







## Features of the programme

1. A unique, fun and interactive curriculum that can be integrated as co-curricular or extra-curricular activity in schools
2. Innovative approaches like audio-visuals, games and use of technology enable higher engagement
3. The modular curriculum is easily integrated into both government and private school structures
4. The modules are levelled to make them age appropriate for elementary, intermediate and high-school children
5. Promotes and encourages learning in the mother tongue. The curriculum has been translated into 12 regional languages

## CaMaL approach with School Kits

### CAMaL- Combined Activities for Maximized Learning

This approach was applied and a host of behavioral Nudges - apps, games, kits, multimedia stimuli were employed in the programme to build capacity and awareness around Hygiene and Sanitation. A School Kit was provided to every school selected under the programme which could engage up to 70 children at the same time. Since each module is independent and packed separately, teachers can conduct sessions on different modules in different classes simultaneously.



#### Handwashing Kit

The kit has a total of 5 activities- Spread of germs, Hand-washing technique, Areas often missed during hand-washing, Handwashing Steps before and after meals etc.



#### Good and bad habits of toileting

An exciting snakes and ladders game that touches upon issues like open defecation & toilet hygiene. Children get to climb the ladder for good habits while they slide down the snake for bad habits of toileting.



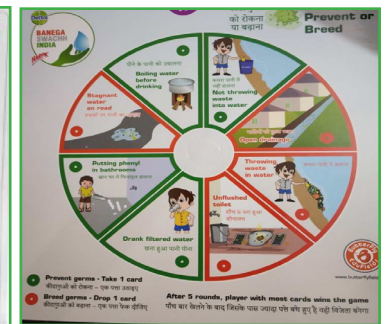
#### Cleanliness at Home, School & Neighbourhood

This one is also a board game similar to snakes and ladders. It touches upon the 3 of the 5 core pillars of the programme - Hygiene at Home, School and Neighbourhood.



#### Dental Hygiene

This kit has a total of 3 activities- Denture, Teeth after eating and Happy & Sad tooth.



#### Water conservation

This is a card game which talks about practices of saving water. It teaches boiling water before drinking, not throwing waste in water, drinking filtered water, not throwing waste in water etc.



## 8.3 Programme Curriculum

The Curriculum consists of Student Workbook, Teachers Lesson Plans, Hands on Games along with Class Room Posters contextualized as per immediate surroundings and use active experiences.

### 5 modules

15 chapters per module

- Personal Hygiene
- Hygiene at Home
- Hygiene at School
- Hygiene during Illness
- Hygiene in Neighbourhood



### 8 Languages

Hindi, Urdu, English, Tamil, Telugu, Gujarati, Marathi & Oriya



### 3 Levels

- Level one - Class one and two
- Level two - Class three and four
- Level three - Class five and above

#### Other features:

- All institutions (Schools, s and Gurukuls) were provided an option to include these modules as a co-curricular/ extra curricular activities in these institutions.
- The modules provided innovative ways of engaging with students- including audio-visual content, training, games.
- The content of these modules can be tailored for institutions across peri-urban, rural and backward regions.



The content of the curriculum is structured into five focus themes that addresses **Personal Hygiene, Hygiene at Home, Hygiene in School, Hygiene during Illness and Hygiene in Neighborhood**. In total, the curriculum covers 15 topics across the five themes for each level through classroom sessions (three topics per theme in progressive level of difficulty), undertaken by the teacher using the resource materials made available. The curriculum also focuses on sensitizing children about six critical occasions for handwashing, which include washing hands after defecation, use of toilets; before eating; before preparing and serving food; before feeding infants/

children; after cleaning a child's bottom and after coughing/sneezing during illness.

The modules give innovative ways of engaging children through text and audio-visual content, training and games etc. The curriculum is already available in 8 languages which can be further translated to other local regional languages. The opportunity to proliferate the programme is further enabled by its reiterative, easy to comprehend format that could be incorporated to fit a regular student day; be it in peri-urban or rural places.

## Dettol School E-curriculum on Swachhata ki Pathshala

Due to the onset of COVID-19 pandemic, there was closure of schools across the country. The current situation of children being out of school is set to have a long-lasting impact on their overall learning outcome. Therefore, the need for delivering the hygiene messages through digital mode was felt and thus an e-curriculum was also designed to deliver the content, to not let the learning stop during the COVID-19 pandemic.

This e-curriculum was made available in 4 languages on: [www.dettolswachhtakipathshala.org](http://www.dettolswachhtakipathshala.org)

The modules (along with teachers manual and student workbooks) were available for download from this portal.



## 2D Animated videos on 5 pillars of Hygiene

To enhance the visual learning experience of the children, animated videos and cartoons were developed on the five pillars of hygiene. These videos had an appeal from Dr. Imam Umer Ahmed Ilyasi, Chief Imam, All India Imam Organization to encourage students. The videos were delivered by doctors on board with the help of other animated characters to enhance the learning.

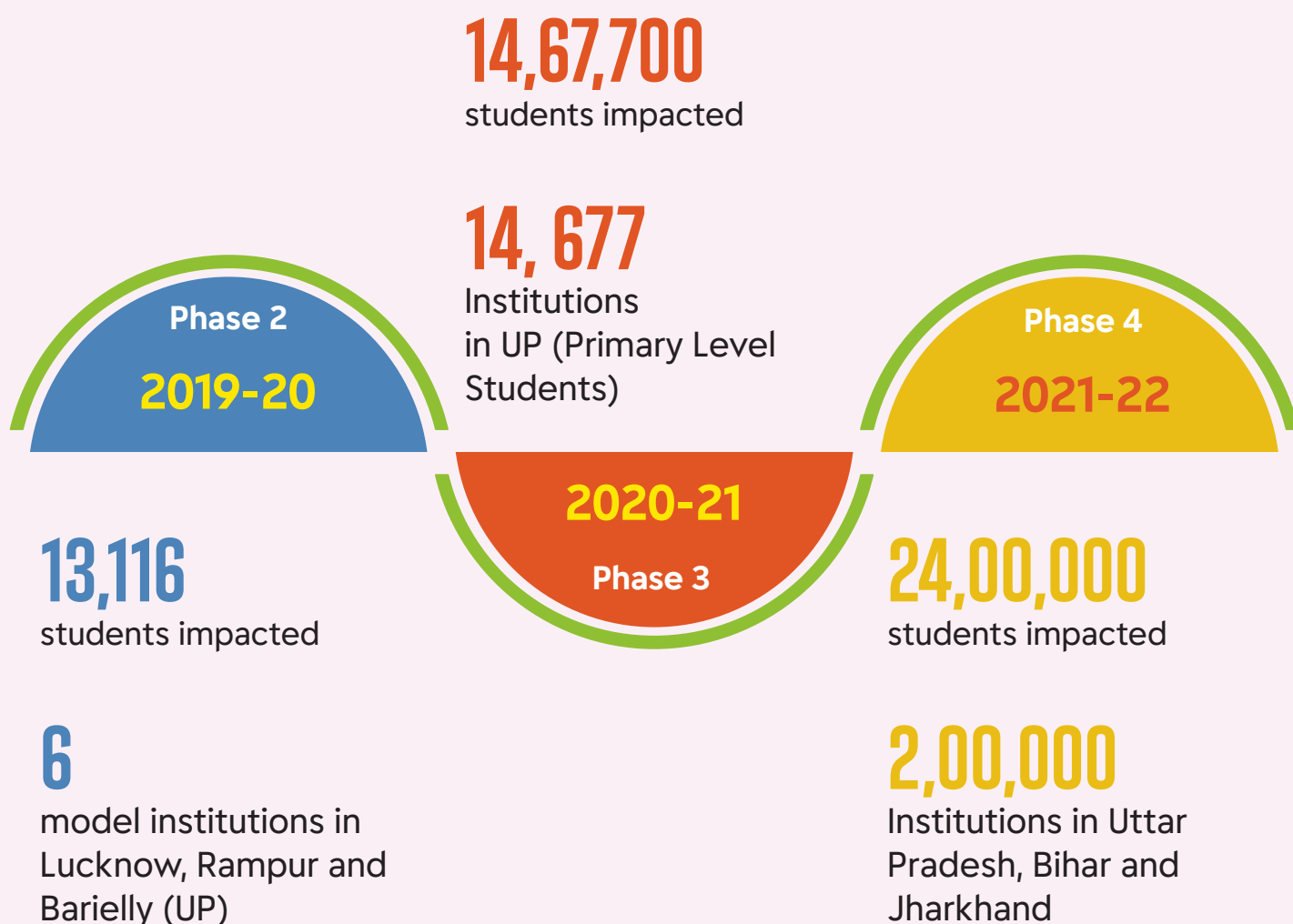


## 8.4 Programme Delivery Pathways

Research shows that there is a huge disparity in **knowledge, attitude, practices and behaviour** around handwashing among children in institutions. With this initiative, we endeavour to instil awareness amongst children to shift the statistic KABP towards Hygiene from 50% to 90% by the end of year three.

The programme aims to habituate hygiene and sanitation guidelines among school children across rural India. It is conceptualised with varying backgrounds, cultures, and academic syllabuses in mind. The video-based learning programme is available 8 languages and prioritizes knowledge.

In Phase 1 (2018-19), the programme was conceptualized and was piloted in a few institutions in Uttar Pradesh. The programme collaborated with All India Imam Organization during this phase.





## Phase 2

2019-20

13,116

students impacted

06

model Institutions

As part of phase 1, the programme piloted with 6 model Institutions in 3 cities of Uttar Pradesh- Lucknow, Rampur and Barielly. These chosen institutions were a combination of boys only, girls only and co-ed Institutions in both urban and rural areas. In this phase (2019-20), the pathways included a mix of physical and virtual curriculum, delivered in classrooms and over video sessions. These sessions were followed by a test on each lesson and a monthly result report submitted by teachers to Institutions and programme team.



## Phase 1-Pathway 1 (digital curriculum)



Children are enrolled in the programme



Teacher to conduct online training



Test on each lesson



Children join the classroom through common platform



Digital curriculum taught over voiceover



Monthly report submitted by teacher

## Phase 1-Pathway 2 (Physical curriculum)



Children are enrolled in the programme



Briefing by teachers over call



Test on each lesson



Children to get books through courier



Teachers will monitor students' learning



Monthly report submitted by teacher

## Phase 3

2020-21

14,67,700

students impacted

14,677

Institutions across Uttar Pradesh

In order to expand to 3 major cities across Uttar Pradesh, the module was provided to the state boards. Through the platform of E- developed by Uttar Pradesh government, the curriculum was disseminated to 14,677 institutions and was further taught by teachers to students.

1



Digital curriculum provided to state board

2



Curriculum disseminated by the board across the state

3



Teachers in each institution teach digital curriculum to students

## Phase 4

2021-22

24,00,000

students impacted

2,00,000

Institutions across UP, Bihar and Jharkhand

The Dettol Banega Swachh India collaborated with All India Imam organization, to launch Dettol BSI handwash digital curriculum. In phase 4, the digital curriculum was provided to the Chief Imam- Dr. Imam Umer Ilyasi who took it to Institutions across 3 states in this phase and across the country moving forward.

1



Videos provided to Dr. Imam Umer Ilyasi

2



The chief Imam to disseminate curriculum in all 3 states and across India going forward

3



Teachers in each Institution teach digital curriculum to students

## 8.5 Training of teachers and government officials





The programme directly approached the Uttar Pradesh State Board and respective cities for collaboration with teachers and these institutions. Data of aided and recognized institutions were provided by state boards and institutions for the programme were shortlisted. Teachers from each of these were either called for physical training in phase 1 and virtual training sessions in subsequent phases.

### Training master trainers

For master trainers, sessions were conducted on curriculum design, use of modules and game kits, and content delivery.

The implementation partners, as part of their initial core task sets, had to identify master trainers who would in turn go into schools and train teachers and help the faculty implement the programme in school.

These master trainers played the crucial role of ensuring the programme was implemented as envisioned. Working hand in hand with principals and teachers, they were the most important cogs in the wheel acting as the daily bridge between the programme and the schools.

 <b>DETTOL BANEGA SWACHH INDIA</b> <i>Madarsa Initiative</i> Venue – Islamic center , Eidgah, Lucknow 			
<b>TRAINING OF MADARSA TEACHERS</b> Date : 5 <sup>th</sup> August 2019			
Day 1	Content	Facilitators	Methodology
09:30 – 9:45	Registration	JP	Participatory
9:45 – 10:00	Welcome	RB/JP	
10:00 – 10:30	Brief introduction of “ <i>Detol Banega Swachh India – Hygiene Education in Madarsa</i> ” and its objective	MT	Power Point & Videos
10:30 – 10:40	Words of Motivation	Imam Sahab	Speech
10:40 – 10:45	Words of Guidance	Mufti sahab	Speech
10:45 – 11:00	<b>Tea Break</b>		
11:00 – 11:45	Pre-Test, Introduction to the training curriculum, Students Workbook, Steps of Learning	MT	Power Point, Participatory Discussion, Q&A, Video
11:45 – 1:00	Introduction to Madarsa Kit Box and Presentation of learning by Madarsa Teachers	MT/JP	Video, Participatory Method
1:00 – 2:00	<b>Lunch</b>		
2:00 – 2:15	Announcement of different awards for great achievements to madarsa, teachers and students	JP	Speech
2:15 – 3:45	Role Play on “ <i>How to take Hygiene Session</i> ” and Demo Class by Madarsa Teachers	MT/JP & Teachers	Role Play, Participatory Discussion
3:45 – 4:00	Bal Sansad	MT & Co-facilitator	PPT and Group Discussion
4:00 – 4:45	Post Test, Feedback, TA distribution to Madarsa Teachers	JP	



## Training of teachers

As per the first objective i.e. "To foster an enabling environment in schools and empower teachers as an agent of change for imparting wash knowledge to students" school teachers are the most significant stakeholders of the Dettol School Hygiene Programme.

Once the institutions agreed to implement the programme- the master trainers initiated the teacher training programme starting with principals. The teachers were taught how to use the teacher's manual and deliver the curriculum including the activities and creating a conducive environment for improved hygiene and sanitation. Trainings were conducted virtually with the school teachers through Google Meet and other such platforms. For Training of teachers (TOT sessions), a list of 20 teachers was received from DMO/DEO of the particular district. 3 teachers were trained from each (2 from each level).

Before starting trainings, approval letter from respective DMO/DEO to start the training was received. These trainings helped every teacher to understand the concept of the project and imparted them knowledge about the application of school kits and IEC material. During the trainings, stakeholders like DMOs/DEOs also participated and motivated the teachers to support this initiative and develop the students as a catalyst in the society. Additionally, a certificate of training was awarded to the teachers by Jagran Peהל. Till now 18,000 teachers have been trained as part of the programme across UP, Bihar and Jharkhand.



## 8.6 Association with Ullemas

Collaboration was done with Ullemas across the country and expression of interests in form of letters were received from them to support the programme. This network shall be leveraged for the next phase for reaching over 28 lakh students across 7 states.

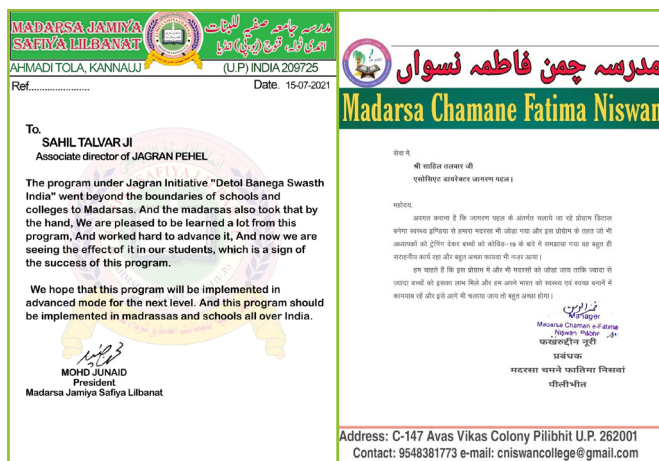




Image credits: Pixabay

## 8.7 Learning by doing

The programme is enabling adoption of hygiene behaviours through delivery of a dedicated hygiene curriculum. This is supported by an enabling environment created by an increased access WASH related products and WASH facilities.

Students are made to take ownership of the programme through activities like "Safai ka Daroga" which address the need, demand and supply of WASH material at every institution. Teachers are regularly capacitated on hygiene awareness through trainings and sessions.

Design thinking is an empathetic, constructive and experiential way to help people overcome the challenges they face in their interactions with products, services and infrastructure. Reckitt and its consortium of partners recognize that only by applying design thinking and human-centred innovation can one arrive at creative solutions that deliver lasting, meaningful change.

Innovative problem-solving has been the winning ingredient in the Dettol School Hygiene Education Programme. It isn't easy to change deep-rooted habits. It takes education, infrastructural support and a

healthy dose of engagement to sustain good hygiene. By using games as educational tools, the programme engages children and aids the understanding of concepts around hygiene. Similarly, soap banks offer a creative solution for low-resource institutions that lack access to soap. Children, families and communities contribute to school soap-banks to ensure that hand washing continues unabated. This initiative is led by children as are the Child Parliaments (Safai ka Daroga) that monitor hygiene and sanitation and reinforce behaviours.





# SOAP BANKS

The programme specifically focuses on teaching young children the importance of hand washing with soap, especially before meals and after toilet-use. Adoption of these activities, however, must be supported with a consistent and adequate supply of soaps. Institutions (Schools, s and Gurukuls) often face paucity of funds, especially to cater to a continuous supply of hygiene products, particularly soaps.

An innovative and yet simple intervention is the establishment of soap banks in these institutions to ensure a regular supply of soaps. Soap banks is

an innovative collection based model which aims at creating a repository of soaps through voluntary contributions from school children, parents and wider communities. In Islamic institutions, an appeal is made during Friday sermons for donation of soaps and adopting hygiene practices. To bring behavior change in students, the project has distributed dettol handy sachet in schools and to all the students. In these soap banks, students collectively keep the soaps for school and use it when they need. Collection of soaps in these institutions is monitored through child parliaments or "Safai ka Daroga".

## Guiding principals to establish and scale soap banks

<b>Hygiene Education</b>  Adoption of hygiene linked behaviors through delivery of a dedicated hygiene education curriculum in schools	<b>Evidence based</b>  Assessing need, demand and supply. Generating evidence through robust monitoring by student cabinets	<b>Capacity building</b>  Empowering children, teachers, SMCs and the wider community on hygiene awareness and management of soap banks
<b>Inclusive</b>  Co-creating models through multi-stakeholder consultations enabling a participatory approach and programme ownership	<b>WASH security</b>  Enabling access to functioning wash facilities and ensuring maintenance of facilities	<b>Scale</b>  Strengthening government systems to adopt and upscale soap banks in schools as part of a state-level policy on O&M of WASH facilities





# Hygiene Corners

One of the simplest and most effective innovations of the Dettol School Hygiene Education Programme has been the setting up of hygiene corners. A hygiene corner is a designated place in every school where the school displays all the material related to the practice of hygiene provided by Dettol Banega Swasth India. The material includes students' workbooks, the teacher's manual, buckets, water mugs, towels, posters, a first-aid box, soap and more. Every student is informed about the use of WASH materials displayed and the significance of hygiene in schools. This corner promotes hygiene practices in students as it is a constant, visible reminder of best hygiene practices.

Efforts are underway to standardise the format for hygiene corners with the representation of local artforms.







# Handwashing stations

Schools, particularly those in rural areas, often completely lack drinking-water, sanitation and handwashing facilities and where such facilities do exist, they are often inadequate in both quality and quantity.

Dedicated handwashing basins were built across s, schools and gurukuls with adequate and continuous supply of running water, liquid handwash and hygiene messages on walls.

In school, just as at home, children have a right to basic facilities for safe drinking water, sanitation, handwashing and clean surroundings. The school is also seen as an institutional vehicle for reaching the younger generation to stimulate hygienic behaviour. Interventions in school can help in stimulating hygiene and sanitation practices as schools are seen as a point of outreach to the household for improving sanitation.





# Safai Ka Daroga



Image credits: Jagran Pehel

To encourage children to lead the change by driving shifts in attitudes, Child Parliaments with Safai ka Daroga as an incharge were fostered in each institution. Elected through a voting process, the nine-to-thirteen-member committee has children from Grade 5 and above, elected to posts like Prime Minister, Education Minister, Health Minister and so on. These Child Parliaments organise soap collection and ensure that soap banks are given a dedicated space called the hygiene corner. The committee oversees the usage of soap, ensures that school facilities are repaired, maintained and well-stocked and conducts checks on handwashing and personal hygiene during mid-day meals and morning assembly. A platform for children to develop their leadership and problem-solving skills, Child Parliaments convene regular meetings with school teachers and staff to represent students and share concerns.







## Azaan ghar & Wall paintings

Wall paintings are an aesthetic, permanent form of hygiene communication, especially in rural and peri-urban areas. Typically placed close to handwashing stations, frequented by children before meals and after using the toilets, they offer colourful reinforcement. The Dettol Banega Swasth India programme has created beautiful wall paintings in the states of Uttar Pradesh, Bihar and Gujarat in collaboration with local artists. Traditional art forms of tribal Tharu from UP, Maldhari from Gujarat and the famous Madhubhani from Bihar were used for wall paintings with COVID-19 appropriate messaging. Schools in the programme are now taking this initiative forward and engaging local artists to build cultural resonance into the messaging. In some schools and communities, the wall paintings have turned digital. **'The Talking Walls,'** as they are called, use QR codes to offer useful, interactive health messaging along with the artwork. Viewers scan the codes with their

smartphones and gain instant access to information and high-quality DBSI content. It's an innovative way to lead people towards healthy, safe and happy lives.

Azaan ghars, which are an important component at s were also used as a platform to provide Hygiene Messaging. Flexi-sheets with a slogan of "Safai Aadha Iman Hai" were put up.



Image credits: Jagran Pehel

## 8.8 Special Day celebrations

Days like Gandhi Jayanti, Global Handwashing Day, Republic day etc are celebrated as part of the programme to spread the message on cleanliness and hygiene across the cities. Various stakeholders are engaged and community members are sensitised on importance of hygiene and cleanliness through these celebrations.

### Gandhi Jayanti Celebrations in Bareilly and Lucknow

On 2nd October, 2014, the GOI launched a country-wide cleanliness campaign called Swachh Bharat Mission to commemorate the birth anniversary of Mahatma Gandhi. Every year, this day is celebrated as Sanitation Day. To embark the commitment towards hygiene and sanitation, Sanitation day was celebrated on 2nd October across different Institutions.

In Bareilly, a city wise rally was organized from Madarsa Gulshan-E-Raza to Nagar Panchayat Office. The rally was welcomed by Chairman of the Nagar Panchayat office he also addressed the people about the importance of health and hygiene. After successful completion of the rally, tree plantation was done in Madarsa Campus by the teachers and Madarsa Committee.







Image credits: Jagran Pehel

In Lucknow, activities such as sanitation speeches, intellectual meetings were conducted to interact with teachers and government stakeholders. Many prominent social personalities were present as a part of the event i.e. Colonel Basheer, Dr. Arshad, Dr. Sikandar, Master Asim, Engineer Saeed, Advocate Mushahid Raza along with the presence of Madarsa scholars and students. The initiative was broadcasted Live on National Television (NDTV), to change people's behavior and create awareness about cleanliness and hygiene. The COVID-19 related guidelines issued by the Government for public gathering were followed. At the entrance, the body temperature of the teachers were measured and their hands were also properly sanitized before entering the hall. dents and share concerns.

## Global handwashing day

City-wide rallies were conducted to increase the awareness among people about the importance of hand hygiene. In one of the rallies, students were also accompanied by C.I.F security force. These forces guard Raza Library the cultural heritage of Rampur.

On Republic day, students recited poems on "Safai Adha Iman Hai", and were dressed in tri-coloured clothes. Flag hosting was done in s and prominent state level officers were invited for celebrations.



Image credits: Jagran Pehel



# 9. Programme outreach



Image credits: Jagran Pehel

## Paigam-E-Sehat 2019

The Dettol Banega Swachh India Collaborated with All India Imam Organization to launch Dettol Banega Swachh India Digital Handwash curriculum.

During the launch of the Dettol BSI Handwash Curriculum, audience was engaged through live updates from the event and relevant quotes from Reckitt spokes people and Dr. Imam Umer Ahmed Ilyasi

#PaigamESehat2019 trended in India at number 5 for more than 1 hour, alongside regional trends, making us part of a bigger conversation.

Published 12 tweets and posts on Twitter and Facebook, with 31,800+ impressions, with an engagement rate of 2.99% on twitter for BSI.

The whole launch was broadcast LIVE on BSI's Facebook page, that had a reach of 3,400+ users.

Our hashtag on Twitter - PaigamESehat2019, had **1800+ conversations**, engaging a total of 256 users with **572 engagements**. With a reach of **22,13,201**, the hashtag had **96,22,060** impressions.

Received ~1000+ engagements on our posts on social media for Reckitt and BSI

Published an album on Reckitt's Facebook page, capturing highlights from the event, which garnered a reach of 3,900+ people and 65+ engagements.





Banega Swachh India

@swachhindia

Gaurav Jain, Ravi Bhatnagar and Hon'ble Dr Imam Umer Ahmed Ilyasi together launched the Dettol Handwash kit in Urdu at #PaighamESehat2019.  
#Mere10Guz

Translate Tweet



दैनिक जागरण  
United News of India  
India's Multi Lingual News Agency

हिन्दुस्तान  
दरसकी को चाँदिए लगा करसिया

राष्ट्रीय  
सहारा

यूनीवार्ता  
भारत की अग्रणी संवाद समिति  
पंजाब केसरी

राजस्थान पत्रिका



28 media houses attended the event

- A mix of print, regional and online
- 11 were top tier publications
- Coverage appeared in Dainik Bhaskar, News 24, Raj Express, Dainik Aaj, Navbharat etc.

Total 156 exposures garnered

137 print

19 online



Image credits: Jagran Pehel



## Saharanpur Launch Event (2nd Phase of Paigam-E-Sehat)

After the successful launch of the Dettol Banega Swasth India Handwash Digital Programme, Reckitt launched the second phase of Paigam-e-Sehat in collaboration with All India Organization of Imams on March 12, 2020. This event marked the beginning of the second phase of Dettol Banega Swasth India Handwash curriculum, and the partnership of this programme with the All India Imam organization.

"The COVID-19 pandemic provides a stark reminder that hand-washing is one of the simplest ways to prevent the spread of any virus and ensure better health outcomes overall." - Dr. Imam Umer Ahmed Ilyasi, Chief Imam - All India Imam Organisation.







## Chak-A-Chak Mela

Reckitt collaborated with the Global Citizen India, to celebrate the success of the three-year completion of its Dettol School Hygiene Education curriculum through a high-impact, one-of-its-kind event named as Chaka Chak Mela, in New Delhi. Dr. Imam Umer Ahmed Ilyasi is the Chief Imam of the All India Imam Organization also participated in this event. The event was carefully crafted to educate the children in an edutainment environment.

As part of this programme, it was declared that the work undertaken through these sessions of offline curriculum and E-Curriculum influenced over 4.52 Million school children across the target states of Bihar, Gujarat, Maharashtra, Telangana, Uttar Pradesh, Rajasthan, Andhra Pradesh, Tamil Nadu.

This also resulted in the children influencing their families, thereby, creating a multiplier effect. Under the programme, 690 soap banks were installed that delivered direct benefits to approximately 38,000 school children. Furthermore 4500 schools with dedicated Dettol hygiene corners and 4700 Children Hygiene Parliament sessions having been undertaken by children exposed to the Dettol School Hygiene.

## Hygiene Studio



A hygiene studio has been set up to ensure that hygiene messages reach the remotest schools via radio and a comic book with hygiene messages. This is a gamechanger, as it also reaches out to school dropouts.

# 10. Way forward

Reckitt's vision for 2022-23, as encapsulated in 'Banega Swasth India' is to prepare and carry India into a healthier, post-pandemic world. Since this world will be reliant on technology, closing the digital gap, especially for the lowest quintile of India's population, is crucial to realising this vision. The Dettol School Hygiene Education Programme sees children as game-changers and leaders in this brave, new order and offers them online curricula, audio-visual material and safety

training to enhance their journey. As children look to STEAM (Science, Technology, Engineering, Arts and Math) for new solutions for hygiene, Dettol Banega Swasth India empowers them as co-creators. The programme aims to bring science home with a home hygiene lab and a range of phygital games and enhance experiential learning, thereby empowering children to become problem solvers for all hygiene challenges.



*Image credits: Jagran Pehel*





Image credits: Pixabay

## Dettol School Hygiene Education Programme: Vision for 2022-23

For the year 2022-23, the programme shall evolve and collaborate with the overall Dettol School Hygiene Programme, therefore, shall be called as the **Dettol School Hygiene Education (Initiative) programme**.

Following the overall ethos of "Leaving No One Behind" the programme aims to habituate hygiene and sanitation guidelines

among school children across rural India. It is conceptualised with varying backgrounds, cultures, and academic syllabuses in mind. The video-based learning programme is available in 8 languages and prioritizes knowledge. Below is a snapshot of phase V of the programme:

### 7 states

Uttar Pradesh, Bihar, Jharkhand, Chhatisgarh, Uttarakhand, Madhya Pradesh, and Rajasthan

### 1 Lakh

Teachers to be trained

### 3 million

direct and indirect beneficiaries of the programme including students, parents and community members

### 28 Lakh

Children to be directly benefited through Dettol School Hygiene E-curriculum

### 28,269

Educational institutions

### Training of teachers

shall be conducted for all Institutions in the new states during July 2022




# 11. Awards & mentions

## 1. Sheikhul Alam Award for Health and Hygiene in 2021 by Dargah Hazrat Sheikhul Alam Sabriya Chishtiya, Rudauli, District Faizabad (UP)



Image credits: Jagran Pehel

**नन्द गोपाल गुप्ता 'नन्दी'**  
मंत्री  
जनकपुर उद्योग, राजकीय पेशा  
अन्तरसम्पन्न कल्याण, मुस्लिम वक्फ एवं हज विभाग  
उत्तर प्रदेश




कार्यालय : कक्षा सं-57, प्रथम तल  
मुख्य भवन, लखनऊ  
दूरभाष सं-0522-2238180 (कार्यालय)  
0522-2238180 (फैक्स)  
0522-2213264 (सील/एसओ)  
0522-2236697 (आवास)  
दिनांक : 21/02/2020

**शुभकामना संदेश**

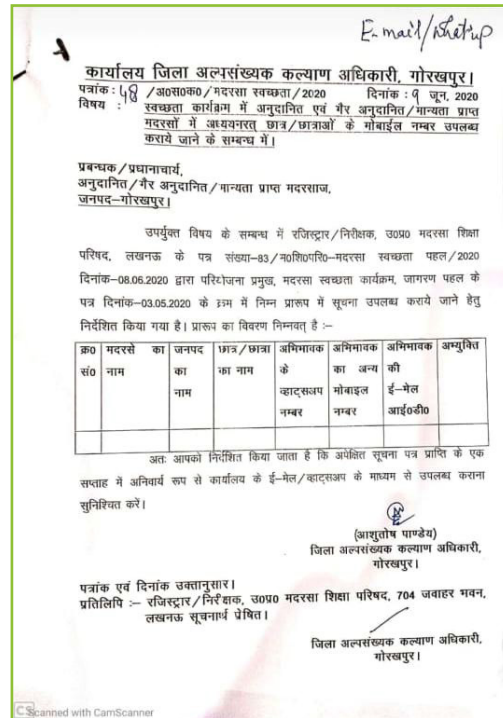
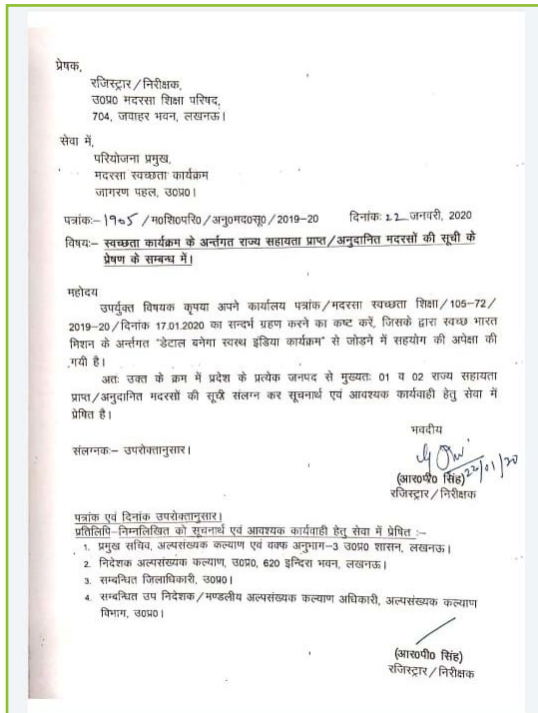
स्वच्छता को प्राथमिकता देने की महात्मा गाँधी जी की अवधारणा को हमारे यशस्वी प्रधानमंत्री मा0 नरेन्द्र मोदी जी ने एक मिशन बनाकर सारे देश में जो स्वच्छता अभियान चलाया, आज वह बड़ी व्यापकता के साथ जनमानस से जुड़ गया है और इसका सार्थक प्रभाव लोगों को स्वच्छता की ओर उन्मुख होते देखकर सहज ही अनुभव हो रहा है। इस स्वच्छता मिशन में 'डेटोल' और जागरण ने प्रदेश के मदरसों में संयुक्त रूप से एक अभियान चला कर वहाँ पढ़ रहे छात्रों को स्वच्छता के प्रति जागरूक करने के उद्देश्य से उन्हें विभिन्न सामान उपलब्ध कराके साफ-सफाई के साथ रहने का पाठ और उसके फायदों के बारे में व्यावहारिक ज्ञान भी दिया। यह जानकर मुझे अतीव प्रसन्नता हुई, यह एक सराहनीय कार्य है और मैं इसकी सराहना करता हूँ। मुझे बताया गया है कि ये दोनों ही प्रतिष्ठान अब प्रदेश के सभी 75 जिलों के मदरसों में एक साथ बच्चों में स्वच्छता की अलख जगाने की योजना पर काम कर रहे हैं और शीघ्र ही इस योजना को मदरसों में कार्यान्वित करने जा रहे हैं। इस शुभ योजना के सफलता की मैं कामना करता हूँ, साधुवाद देता हूँ।

यहाँ यह उल्लेख करना आवश्यक समझता हूँ कि मा0 प्रधानमंत्री जी के स्वच्छ भारत मिशन के कारण पूरे देश में खुले में शौच की विवशता पर अब विराम लग रहा है और सभी को अपने घर में शौचालय उपलब्ध कराये जा रहे हैं। डेटोल तथा जागरण ने संभवतः इसी को दृष्टिगत कर प्रदेश के मदरसों में अपने स्वच्छता अभियान को अब 'डेटोल बनेगा स्वस्थ इण्डिया' नाम दिया है। स्वच्छ तन ही स्वच्छ मन और स्वच्छ विचार को पोषित करता है। डेटोल और जागरण के इस सद्प्रयास के लिए कार्य कर रहे हैं। श्री रवि भटनागर जी को मेरा धन्यवाद है और मेरी आकांक्षा है उनके इस प्रयास को उल्लेखनीय सफलता मिले और मदरसों में अध्ययनरत बच्चों को इसका स्थायी लाभ मिले।

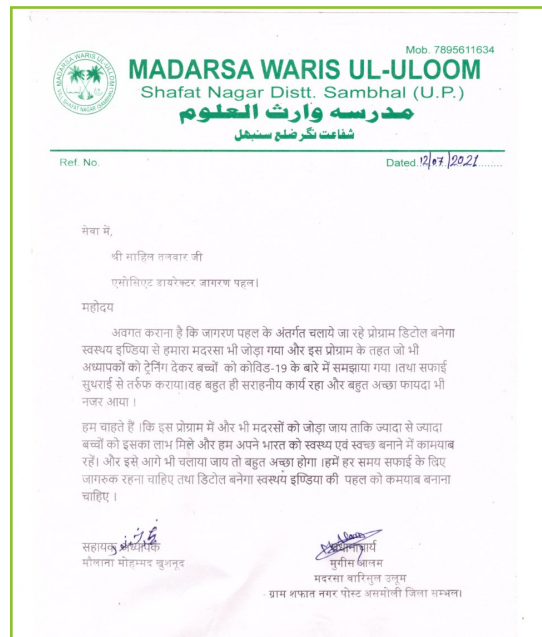
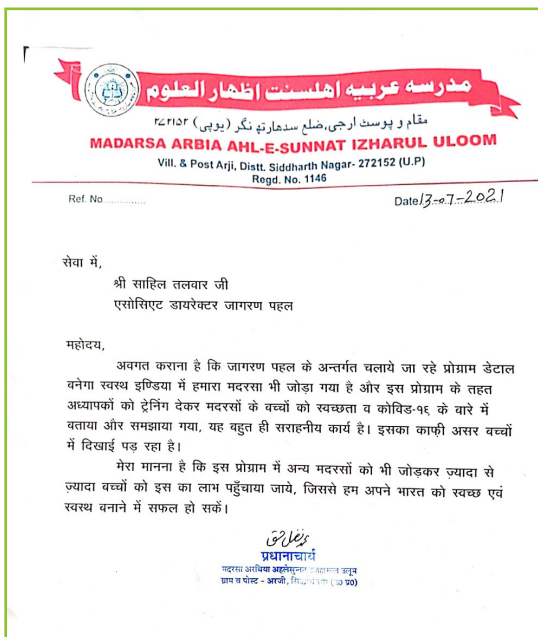
भवदीय,  
  
(नन्द गोपाल गुप्ता 'नन्दी')

## 2. Appreciation by Mr Nand Gopal Gupta "Nandi", Hon'ble Minister, Minority Welfare, Waqf & Hajj

### 3. Appreciation letters received by 10+ DMOs



### 4. Appreciation letters received by 50+ Ulema



## Endnotes

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- 2 <https://lemag.ird.fr/en/india-and-coronavirus-lack-access-handwashing-facilities-among-poor-makes-fight-even-harder>
- 3 International Vaccine Access Centre. Pneumonia and Diarrhoea Progress Report, 2020
- 4 <https://www.unwater.org/water-facts/water-sanitation-and-hygiene/>
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- 7 <https://www.unwater.org/water-facts/water-sanitation-and-hygiene/>
- 8 Creating the Hygiene Culture: Dettol Banega Swasth India
- 9 Creating the Hygiene Culture: Dettol Banega Swasth India
- 10 Creating the Hygiene Culture: Dettol Banega Swasth India  
[https://www.education.gov.in/en/sites/upload\\_files/mhrd/files/upload\\_document/spemm\\_report.pdf](https://www.education.gov.in/en/sites/upload_files/mhrd/files/upload_document/spemm_report.pdf)
- 11 Progress on Drinking Water, Sanitation and Hygiene: 2017 Update and SDG Baselines. WHO, UNICEF, 2017. [https://unicef.org/publications/files/Progress\\_on\\_Drinking\\_Water\\_Sanitation\\_and\\_Hygiene\\_2017.pdf](https://unicef.org/publications/files/Progress_on_Drinking_Water_Sanitation_and_Hygiene_2017.pdf)
- 12 Freeman MC, Stocks ME, Cumming O, Jeandron A, Higgins JP, Wolf J, Prüss-Ustün A, Bonjour S, Hunter PR, Fewtrell L, Curtis V. Hygiene and health: systematic review of handwashing practices worldwide and update of health effects. *Trop Med Int Health*, 2014 Aug; 19(8): 906-16
- 13 Townsend J, Greenland K, Curtis V. Costs of diarrhoea and acute respiratory infection attributable to not handwashing: the cases of India and China. *Trop Med Int Health*, 2017 Jan; 22(1):74-81.
- 14 Kampf G, Löffler H., Gastmeier P. Hand Hygiene for the Prevention of Nosocomial Infections. *Dtsch Arztebl Int*, 2009 Oct; 106(40): 649-55
- 15 Evidence of hand hygiene to reduce transmission and infections by multidrug resistant organisms in health-care settings. WHO. [http://www.who.int/gpsc/5may/MDRO\\_literature-review.pdf](http://www.who.int/gpsc/5may/MDRO_literature-review.pdf)
- 16 Health care without avoidable infections: The critical role of infection prevention and control. WHO, 2016. <http://apps.who.int/iris/bitstream/10665/246235/1/WHO-HIS-SDS-2016.10-eng.pdf>
- 17 Health care without avoidable infections: The critical role of infection prevention and control. WHO, 2016. <http://apps.who.int/iris/bitstream/10665/246235/1/WHO-HIS-SDS-2016.10-eng.pdf>
- 18 Newborns: Reducing Mortality. WHO, 2016. <http://www.who.int/mediacentre/factsheets/fs333/en/>
- 19 <https://globalhandwashing.org/wp-content/uploads/2017/09/AdvocacyBrief-Vital-for-Sustainable-Development.pdf>
- 20 <https://globalhandwashing.org/hygiene-matters-in-the-sustainable-development-goals/>
- 21 <https://data.unicef.org/covid-19-and-children/#:~:text=Schools%20for%20more%20than%20168,of%20their%20in%2Dperson%20learning.>



# Notes

