

# SROI Evaluation

Dettol Madrasa Hygiene  
Education Programme  
2020





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## Dr. Umair Ahmad Ilyasi

“

The Madrasa Programme is an initiative by Reckitt Benckiser (RB) under Dettol Banega Swachh India, designed to promote good hygiene practices across India, in alignment with the teachings of Islamic faith around maintaining cleanliness and purity. Within two years of this programme's launch, I am very proud to see the transformation that has been achieved in communities throughout Madrasa.

The Madrasa Hygiene curriculum launched by RB has been critical in achieving behavioral changes associated with cleanliness in targeted communities, as the program empowers youth to foster best sanitation practices in their localities. This remains the key purpose of the initiative, especially in light of COVID-19 when disinfection is vital to prevent the virus from spreading.

We are delighted to witness the impact that has been created across Madrasa as a result of this initiative implemented by Jagran Pehel. By focusing on delivering high quality education in an innovative way, attitudes are shifting throughout communities in Madrasa, improving the health of the population in a sustainable way.

Maintaining our commitment to the mission of Dettol Banega Swachh India, we are confident that this campaign will continue to gather momentum, creating awareness and impact throughout communities.

May the All-mighty Allah grant us his mercy from all kinds of diseases and flaws, whether visible or invisible.

Ameen.

**Dr. Umair Ahmad Ilyasi**

Chief Imam,  
All India Imam Association



## Gaurav Jain

“

Left unchecked, hygiene-related diseases endanger the stability and prosperity of all; therefore, improving global health outcomes is a shared responsibility. This requires the active engagement of community elders, leaders, and spiritual groups to ensure that sanitation campaigns access their complete potential. Fully mobilized and equipped Faith-Based Organisations (FBOs) are, hence, some of the most effective entities to deliver solutions for many of the toughest problems the world faces.

Religious leaders, along with their well-established networks of volunteers and community groups, have the capacity to promote and sustain positive changes in the social norms, and actions of their communities, to improve development outcomes.

Jagran Pehel engaged religious leaders of the All India Imam Association under the guidance of Dr. Umer Ilyasi (Chief Imam) to facilitate partnership in, as well as ownership of, a community's development relating to hygiene measures. With RB's initiative via Dettol Madrasa Hygiene Education Program, arose in 2018 from a common vision shared by Dr. Umer Ilyasi and Indian Muslim communities to leverage their Islamic schools (Madrasas) to advocate for cleanliness practices.

Dettol Madrasa Hygiene Education Programme's goal was to train authorities, faculties, and students on Sanitation and Hygiene best practices and messages so that they, in turn, may integrate these efforts into their locales — a goal that has been met with immense success. Achieving our objective of enabling houses of worship to facilitate awareness and supply hygiene products, we were able to overcome geographical and societal differences. RB recognized that faith-based organizations across the nation must be intentionally unified, organized, and supported, and therefore, the Madrasa Hygiene Education Programme seeks to act as a standardized and sustainable tool for disease prevention, increasingly important in the COVID-19 era.

The programme encouraged 97% of students to improve their hygiene practices at Madrasa and 96% of students maintain healthy toilet behaviors in the home. In addition to achieving the desired well-being outcomes, the Madrasa Hygiene Education Programme persist at creating innovative instruments to promote interfaith collaboration and dialogue on a broader scale to support this purpose.

**Gaurav Jain**  
Senior Vice President,  
AMESA, RB Health



## Shri Sarva Mitra Sharma

“

In association with Reckitt Benckiser (RB), under Dettol Banega Swachh India, the Madrasa Hygiene programme has been designed to evolve the mindset of children and educators with regards to hygiene and sanitation across India. It is the first initiative of its kind that has been directed towards children in Madrasas to promote hygiene practices, reducing the detrimental effects of poor hygiene on the health of our young.

The Madrasa Hygiene programme aims to create societies that place a high value on cleanliness, to reduce rates of diarrhea, malnutrition, and growth-stunting. It is rewarding to observe the positive results of the program and helps us appreciate the impact that quality knowledge can make.

The curriculum has been widely accepted a foundation in education, making the youth agents of change within communities as they share and implement sanitation measures on a local scale. At a time when hand washing has become imperative in preventing the spread of COVID-19, the project's Social Return on Investment is a commendable achievement, with an 89% increase in the adoption of beneficial hygiene practices by students.

We are confident that this partnership will remain strong and continue to transform lives for the better.

### Shri Sarva Mitra Sharma

Advisor Board of Directors - Jagran Prakashan Ltd  
Chairman - Jagran Pehel



# COVID-19 Brief



**While COVID-19 continues to wreck havoc all over the world, the need for effective sanitation measures is indisputable.**

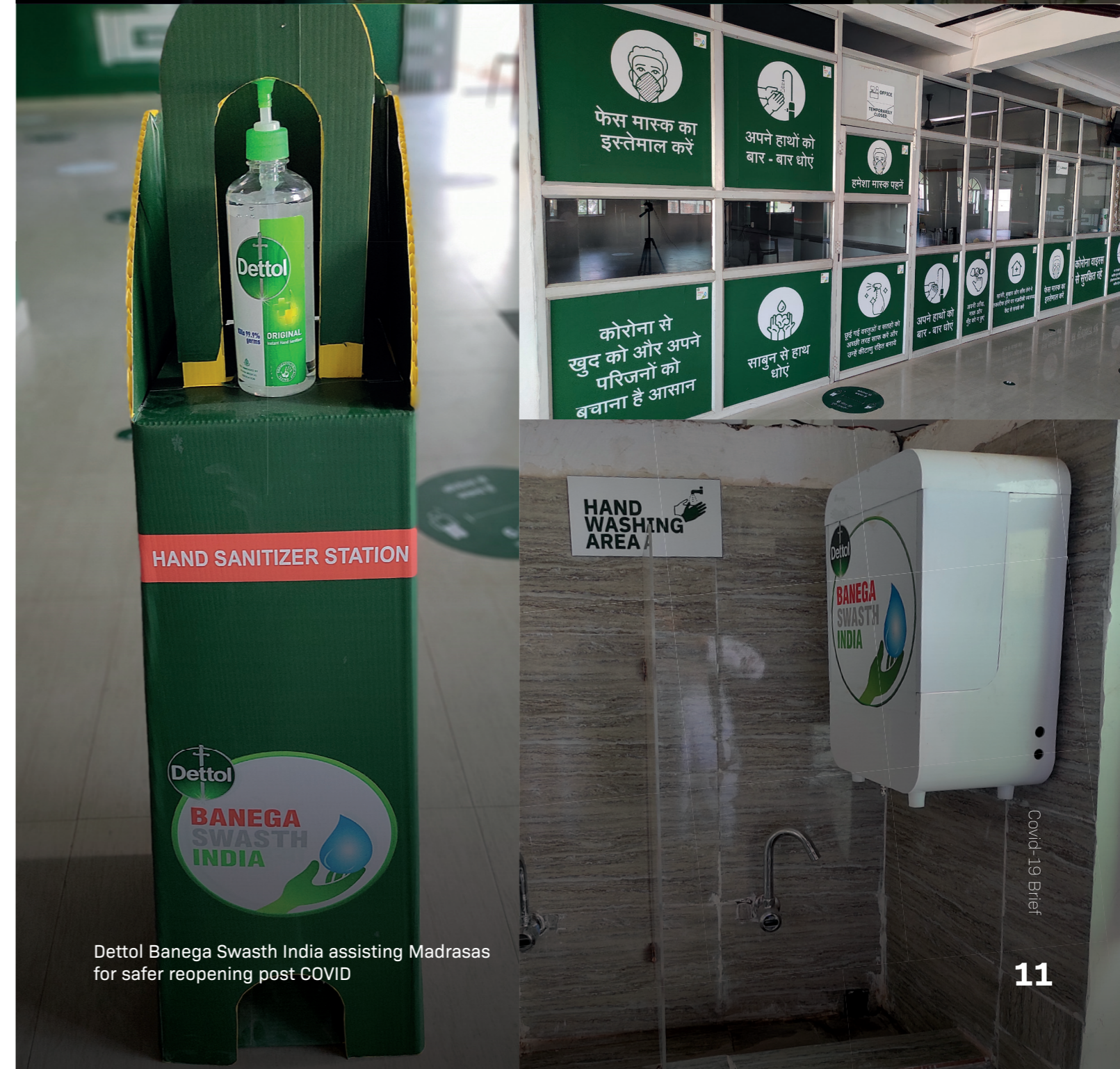
Washing your hands with soap before and after sneezing, eating and defecating has been identified as a chief deterrent in the spread of the virus. One of the largest groups vulnerable to disease contraction are pupils - a community of around **1.29 billion school children** (UIS, 2014). The number of children presently participating in online schooling accounts for a whopping **17% of the world's population**. Dettol Banega Swachh India looks to focus its efforts in aiding rural-based students, as they remain a high-risk segment of this group.

In a challenging global environment, we are made to question whether children are practicing sanitary behaviors - do they have access to hygiene products and safe water? Are they being utilized? And what about their households? Supporting Jagran Pehel's WASH practitioners in assessing the delivery of WASH services in Madrasas during the onset of COVID-19, has helped maintain consistent levels of impact even in light of students being away from school. We must continue to actively address the difficulties associated in evolving community behaviors towards sanitation in this tumultuous time.

One may argue that an amplified focus on disinfection is a positive outcome of the pandemic. As more than 30 million children under the age of 5 die every year due to illnesses related to diarrhoea efforts to support public health must align closely with hygiene provisions. Ensuring equal access to WASH and encouraging modified behaviors to maintain cleanliness are key to maintain global health. With this notion at its core, the 'Dettol Banega Swachh India' campaign will continue to play an important role in improving access to affordable and dependable WASH facilities in underprivileged communities."



Hygiene Corners and Soap Banks at Madrasas to create hygiene awareness



Dettol Banega Swasth India assisting Madrasas for safer reopening post COVID



# Programme Summary



**Training places an emphasis on keeping hands clean,** by not only using water but also using Dettol hand washes or soaps to eliminate bacteria and viruses.

# Our Impact Process

2018



₹94 Crore

Activities

- Development of Hygiene Curriculum
- Teacher Training
- Hygiene Corner
- Behaviour Change Nudges



## Students

- Reduction in sick days
- Increase in better hygiene practices at school
- Increase in better hygiene practices at home
- Reduction in open defecation
- Increased cleanliness throughout Madrasa
- Improved learning experience in Madrasa due to digital curriculum



## Teachers

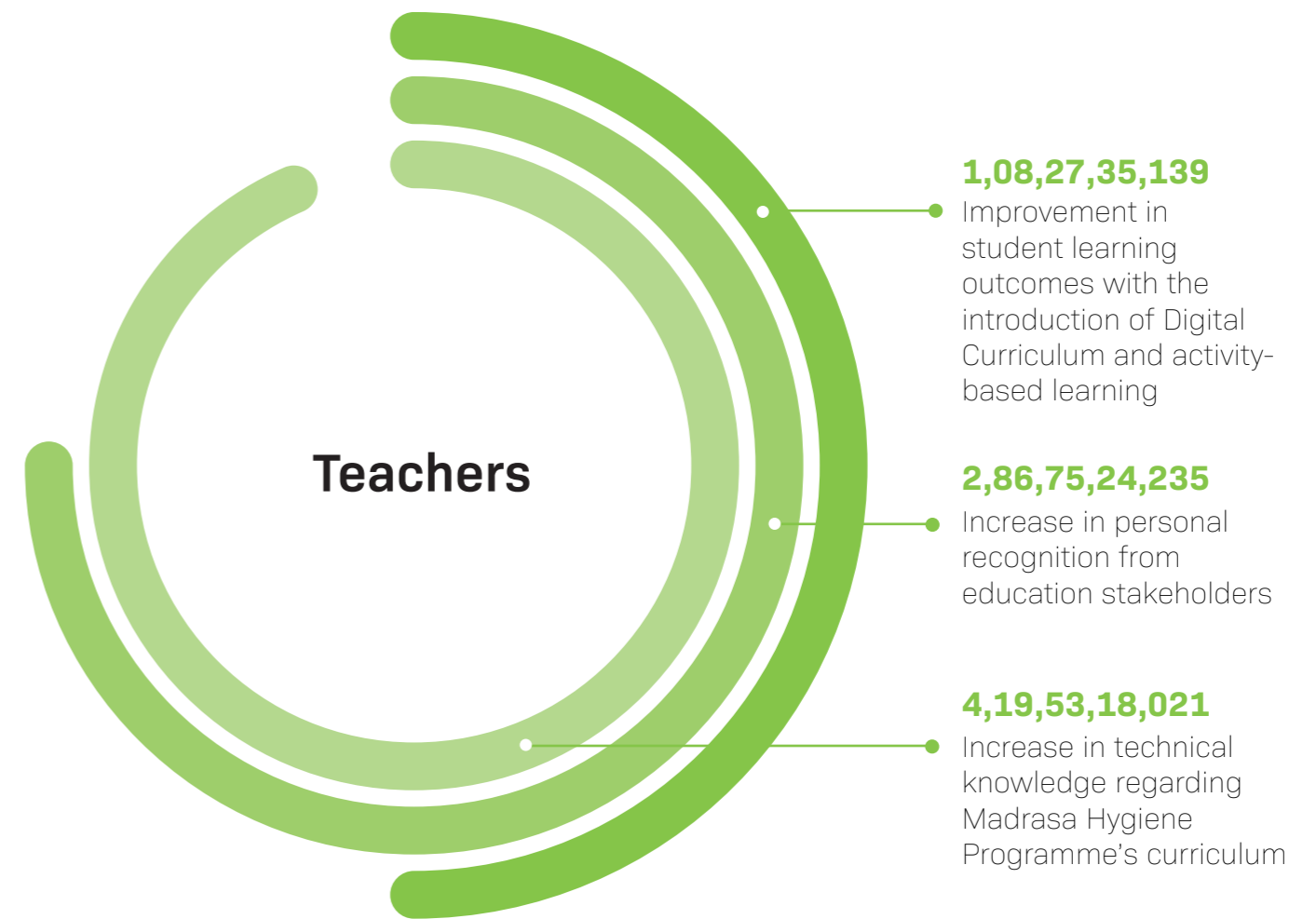
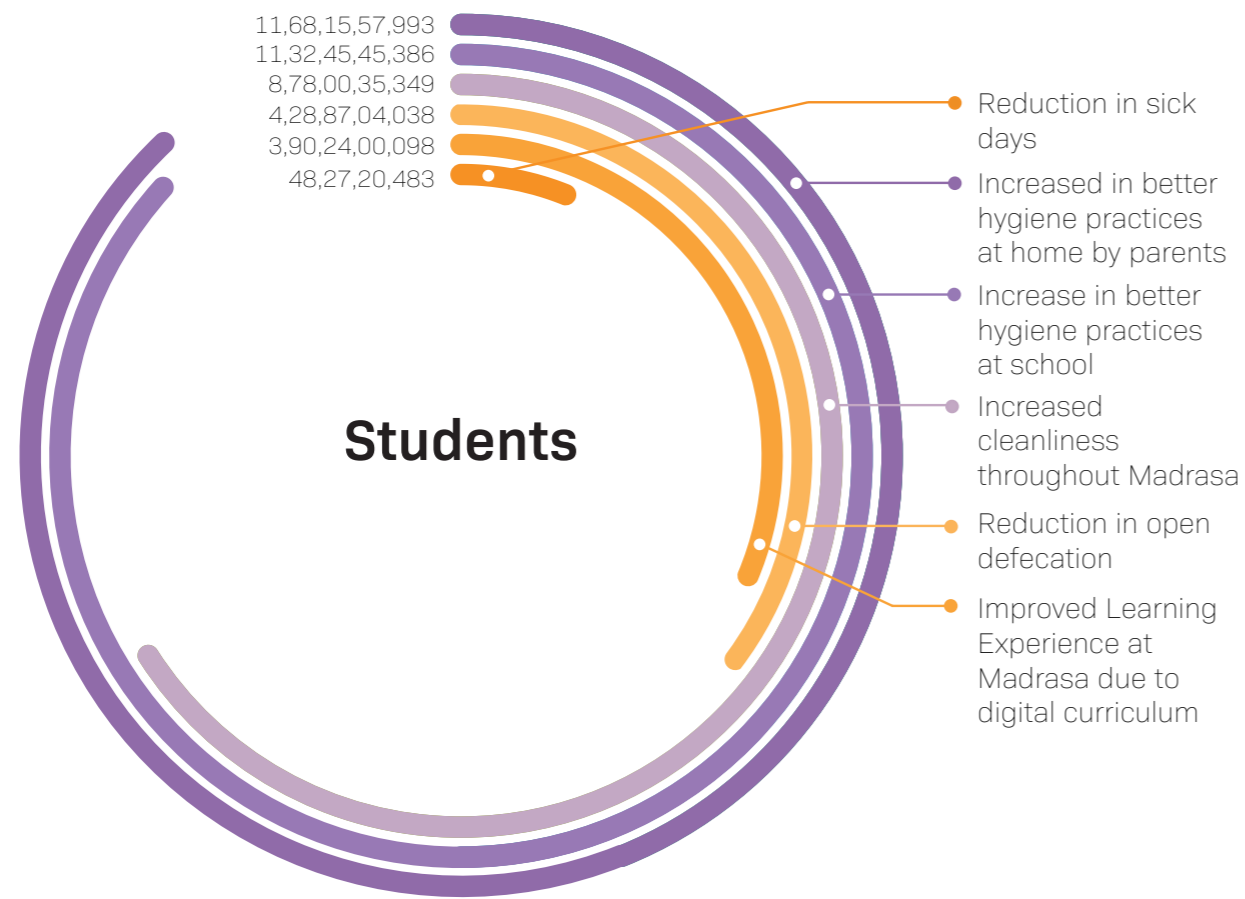
- Increase in technical knowledge regarding Madrasa Hygiene Programme's curriculum
- Increase in recognition from education stakeholders
- Improvement in Student Learning Outcome with the introduction of Digital Curriculum

1:52

Every ₹1 invested in the Dettol Madrasa Hygiene Education Programme delivers ₹51.65 of social value



# Value of our changes



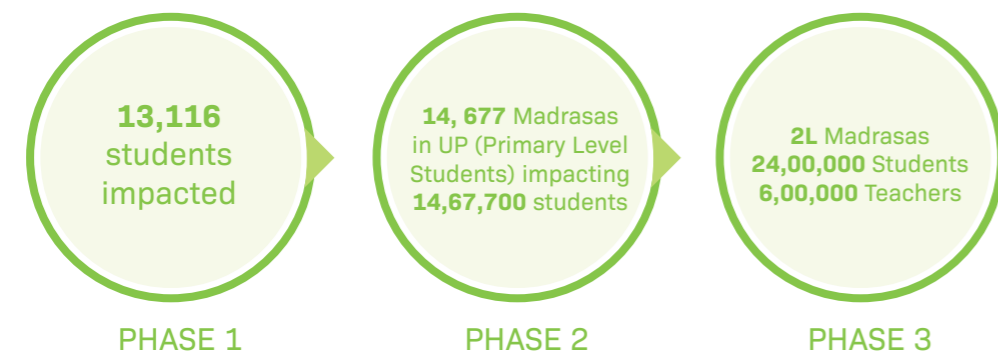
# Programme Overview



According to the World Health Organisation, **poor hygiene practices** are believed to be the **leading cause of mortality in children aged five and under**.

Research shows that there is a huge disparity in **knowledge, attitude, practices** and **behaviour** around handwashing among children in Madrasa. With this initiative, we endeavour to instill awareness amongst children to shift the statistic from 50% to 90% by year two.

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 both Urdu and Hindi and prioritizes knowledge.



I am **Mohammad Arman\*** (13 years old), my friends call me “The Hygiene Boy”. My father is a farmer and I have 6 siblings, we live in Lucknow. In my locality, I observed that many of my friends were not cutting their nails properly using a nail cutter, they were using a shaving blade to cut their nails, if they did at all.

The Madrasa Hygiene Programme, which is working to improve cleanliness in my Madrasa, taught us the importance of being clean. I joined the Safai Ka Daroga which was started at my school and became very active with my duties.

I was taught the importance of hand hygiene and how it could lead to me falling sick. I took this learning very seriously, I cut my nails regularly and started following all the hygiene practices taught to me at school. I always carry a nail cutter with me everywhere I go, even at the mosque. I diligently check the nails of my friends and urge them to cut their nails and be clean.

\* Identity and Image changed



# Introduction



**Each teaching module approaches a different aspect of hygiene**, from applications at home, to standards in school, to safeguards in communities. Students now understand the importance of using clean toilet facilities and cleaning one's hand after use.

# Introduction

## To the Programme



**The Hygiene Education Programme** is a progressive move to bring hygiene and sanitation practices to the attention of communities in India. It seeks to enable children to follow proper protocol through changing attitudes, enforcing communication, and providing encouragement. Our children are our future, and so instilling good hygiene behaviour in them from an early age will ensure that we are building the capacity for healthier generations to come.

As we collectively face the challenges of a global pandemic, hygiene practices will help to reduce harm towards children, parents and the community at large. Jagran Peהל under the Dettol Banega Swachh India initiative has been a catalyst for change, creating awareness as well as ensuring that constituents of the programme follow sanitary practices. The initiative supports the endowment of children with the expertise required to better community health and advocate for disinfection efforts through a human network.

Dettol Banega Swachh India is an ambitious 5-year programme which aims to:



**Change hygiene behaviour** through awareness initiatives such as the School Hand Wash and Young Mother's Programmes

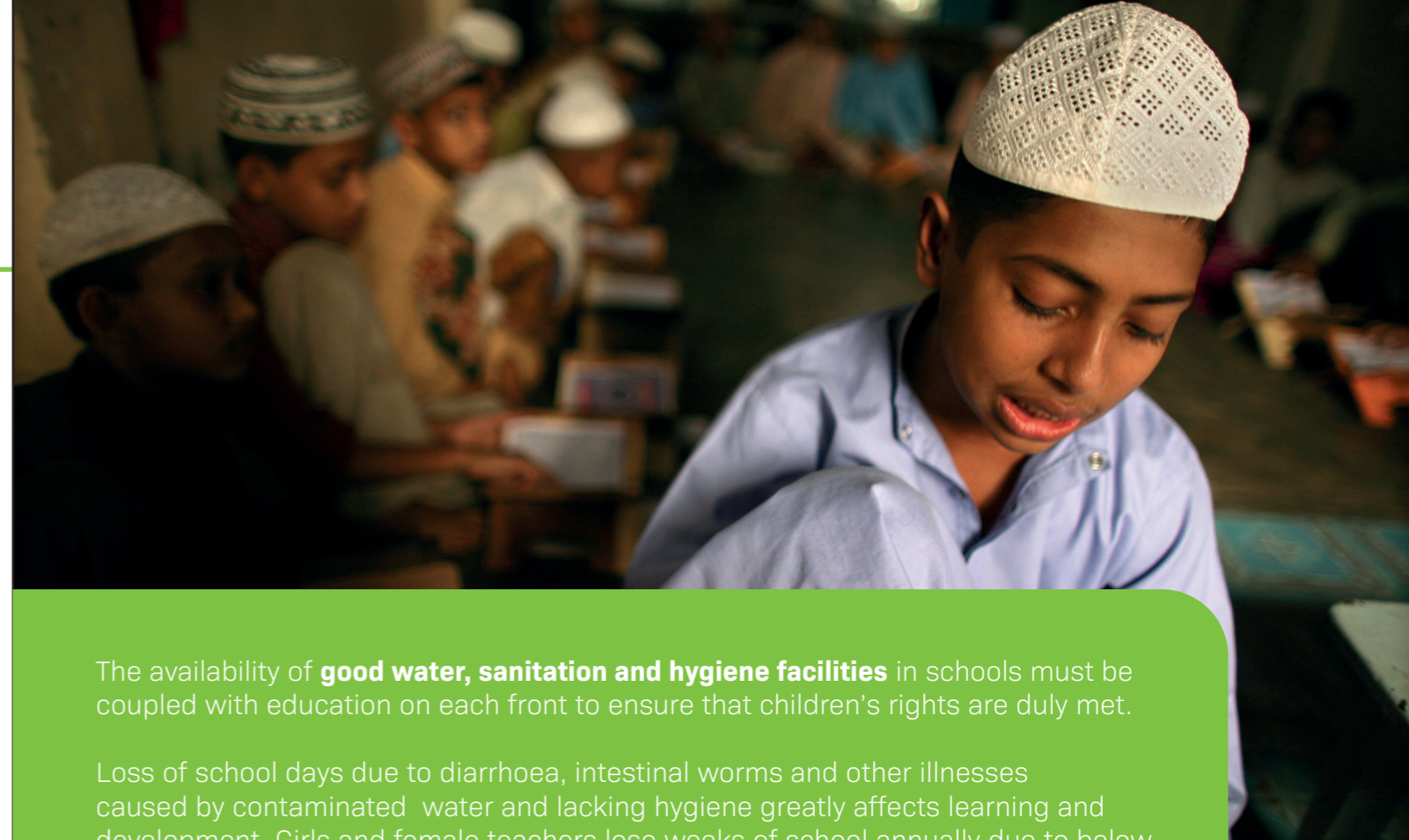


**Improve sanitation facilities** by working with NGO partners to identify and aid the development and maintenance of cleaner toilets.

“

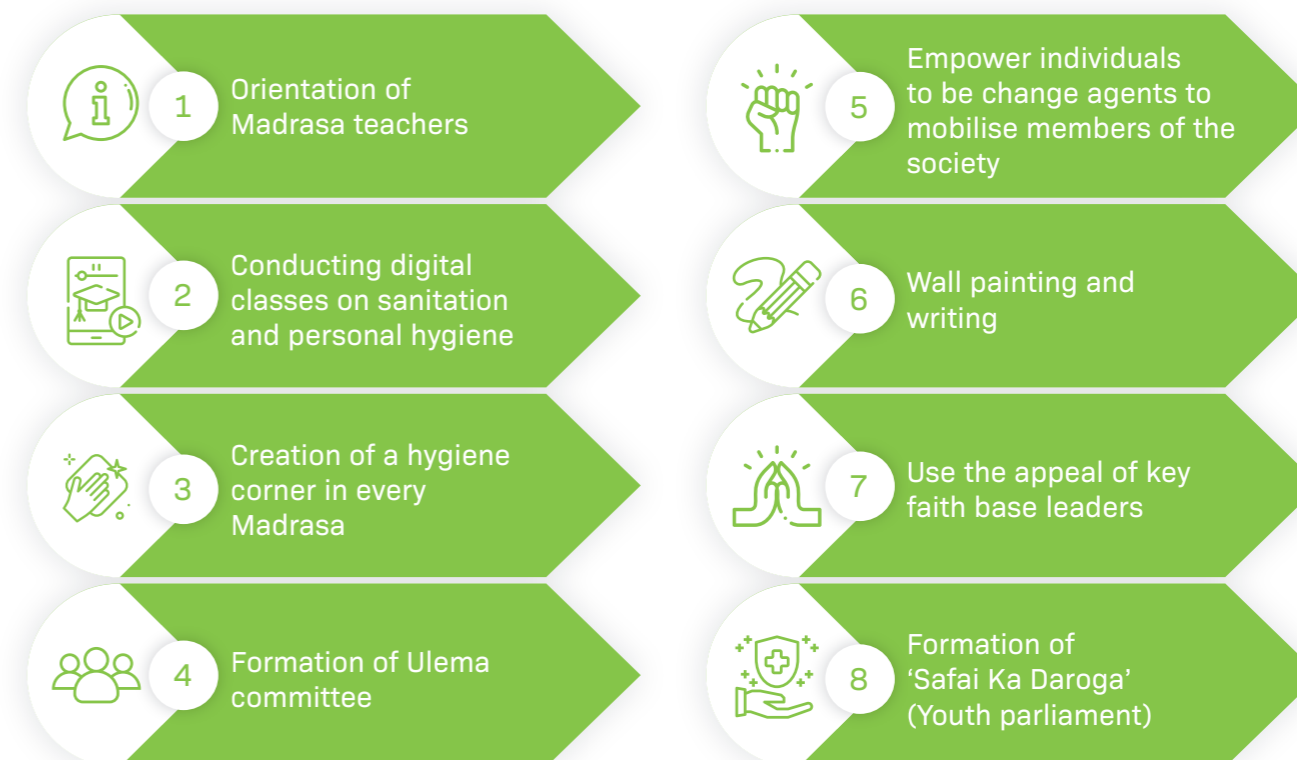
*With about 64% of schools being faith-related across the globe, there are unique opportunities and benefits from linking spiritual lessons with knowledge about water, sanitation, hygiene and the environment, and the improvement of water and sanitation facilities in schools.*

Source: Faith in Water - <https://www.faithinwater.org/>



The availability of **good water, sanitation and hygiene facilities** in schools must be coupled with education on each front to ensure that children's rights are duly met.

Loss of school days due to diarrhoea, intestinal worms and other illnesses caused by contaminated water and lacking hygiene greatly affects learning and development. Girls and female teachers lose weeks of school annually due to below par accommodations for those menstruating. Seeing as a majority of schools are oriented, it is vital that these organizations provide the required amenities to the community at large.






# Scope of the study

 Year: 2018-20



## Objectives of the Dettol Madrasa Hygiene Education Programme:

-  To foster an enabling environment in Madrasas and empower teachers to act as key advisors to impart WASH knowledge to children.
-  To promote the reform of hygiene in households and across Madrasas by improving hygiene and sanitation knowledge, attitudes, behaviours and practices.
-  To encourage communities to demonstrate commitment towards WASH behaviour and practices.

### Students and Student Proxy

Students receive first-hand knowledge on best practices for hygiene and are, therefore, key participants in this campaign. Student proxies are parents or other guardians who monitor their individual pupil behaviour around hygiene outside the school.



### Teachers and Headmasters

Teachers and Headmasters are facilitators of the School Hygiene Programme, as they receive hygiene training and facilitate the implementation of the programme.



### Ulema Committee

A committee of influential religious leaders, members have the responsibility of raising awareness throughout the religion's community regarding any issues or new information.



### Saafai Ka Daroga (Children's Parliament)

The Children's Parliament functions as a role model to younger children for maintaining Dettol Hygiene Education Programme initiatives in Madrasa.



### District Minority Officer

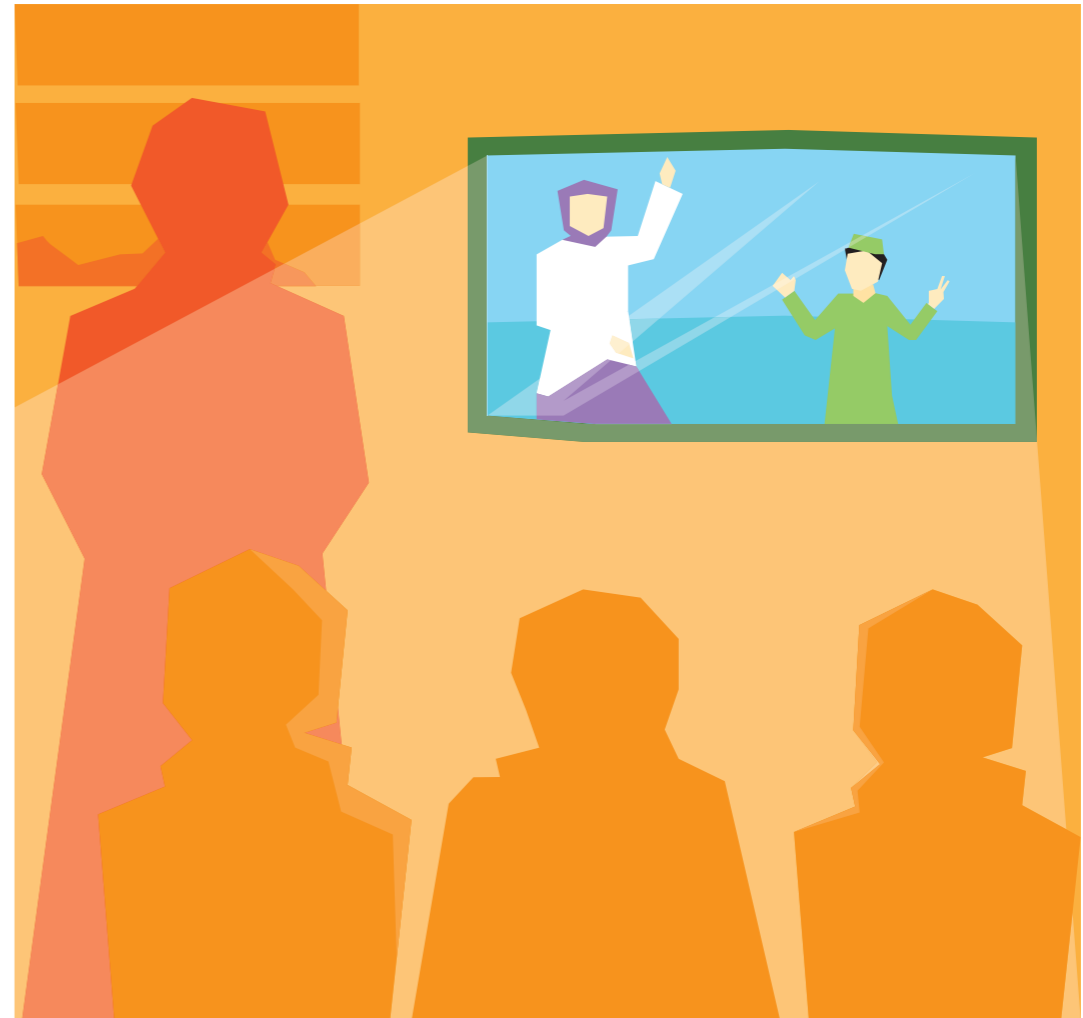
Part of the Minority Welfare Department (Uttar Pradesh) machinery. The administrative head and key decision maker of the district on any minority welfare related activities.



## Our Stakeholders



# Our Methodology



The Dettol Madrasa Hygiene Education Programme has been able to **reach students and teachers by digital means to promote wellness practices** during a period of requirement.

## Sampling Methodology

374 

Students and Student Proxies

148 

Teachers and Headmasters

All stakeholders were remotely engaged through telephonic interviews and surveys.

“The sample size of the students and teachers was reached using the universe as provided by Jagran Peהל at a confidence level of 95% and margin of error of 5%”



The Talking Wall is an innovative and interactive tool for delivering hygiene knowledge to students, teachers and visitors of the Madrasa.



“

**Azeem Farooqi\*** is a teacher of Madrasa Anjuman Islamia in the Khonipur area in the district of Gorakhpur, where he is successfully playing the role of a change agent. He is moderating Dettol Banega Swachh India: Madrasa Hygiene Curriculum digitally and has been a key participant and voice for the programme since its launch.

Mr Farooqi has been training digitally throughout the COVID pandemic, he shares resources with his students and members of the community as he understands the importance of such activities during this time. He believes that hygiene interventions must be implemented at a grass-root level and people who are most vulnerable to sickness due to a lack of proper hygiene practices should be made aware.

Farooqi educates the elderly in his community and asks them to advocate for a clean and hygienic society. He spends 2 hours each day teaching people at his school how to be proactive about hygiene.

\* Identity and Image changed

# Analysis



**31%**

116 Male

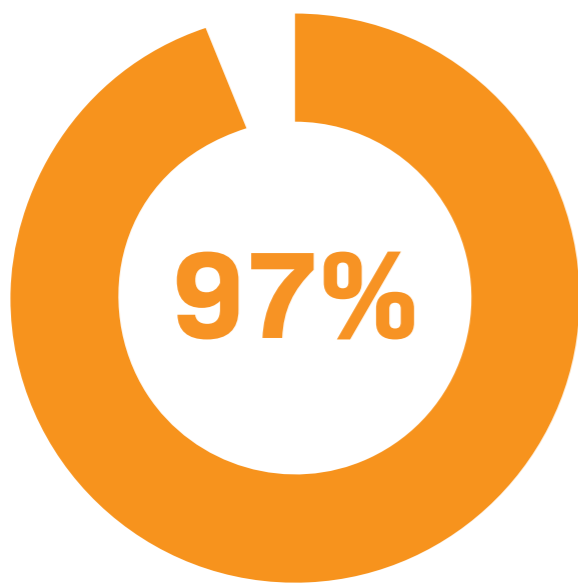
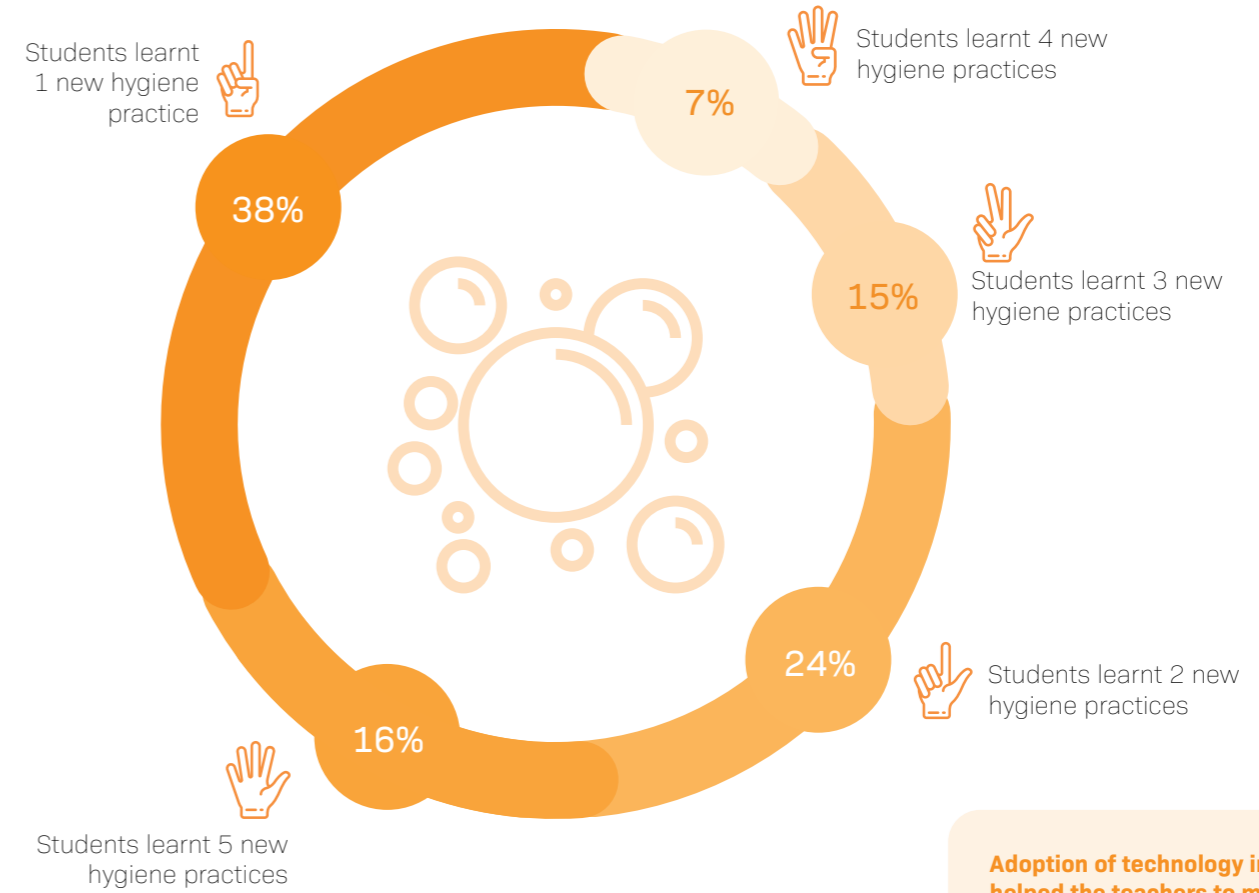
Gender break-up for the study  
(Total 377)

**69%**

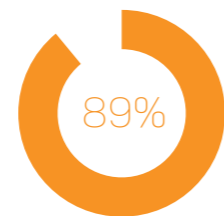
261 Female

**96%**

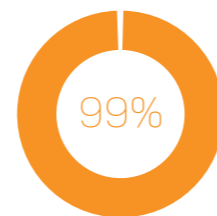
Students use a working toilet facility at home



Students believed that the **curriculum helped improve their hygiene practices**



Students wash their hands before every meal

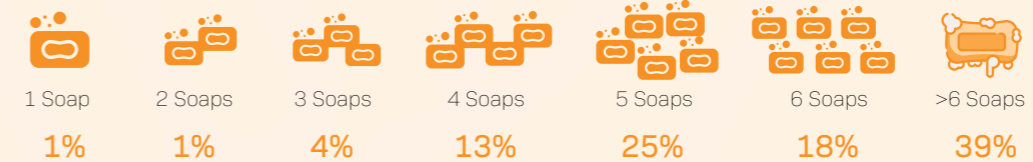


Students interviewed believe that Hygiene Education should be taught at all schools.

**Adoption of technology in the curriculum helped the teachers to make teaching interesting for the Teachers**



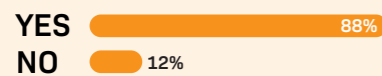
**How many bars of soap does the family buy per month now?**



**97%**

Students share the knowledge they gained with family members

**Adopted new hygiene practices due to the DBSI Curriculum**





## An SROI analysis goes beyond just measuring the financial aspects of social impact.

The process involved an analysis of the outcomes to cast a wider narrative of the qualitative and quantitative change seen amongst stakeholders. An SROI helps organisations identify which stakeholders are affected, how they are affected and where the agenda has created the most value. This process, in turn, can guide the development of an organisation to benefit a larger group of individuals and broader demographic of society.



## 7 Principles of SROI



### 1. Involve stakeholders

Interview stakeholders who have benefited directly from the programme.



### 2. Understand what changes

Look for the changes that stakeholders have experienced after the programme came into effect – keeping in mind both positive and negative impacts as well as intended and unintended consequences.



### 3. Value that matters

In calculating the SROI ratio, mainly including the benefits that have been stated directly by stakeholders.



### 4. Only include what is material

Look at the information collected and include only evidence that provides genuine picture of the programme; reasonable conclusions can, thus, accordingly be drawn on their impact.



### 5. Do not over-claim

Despite having limitless indirect benefits, such as improving the well-being of other community members, this report limits the scope and stays conservative in its assertions.



### 6. Be transparent

Demonstrate the basis of the analysis and the study limitations

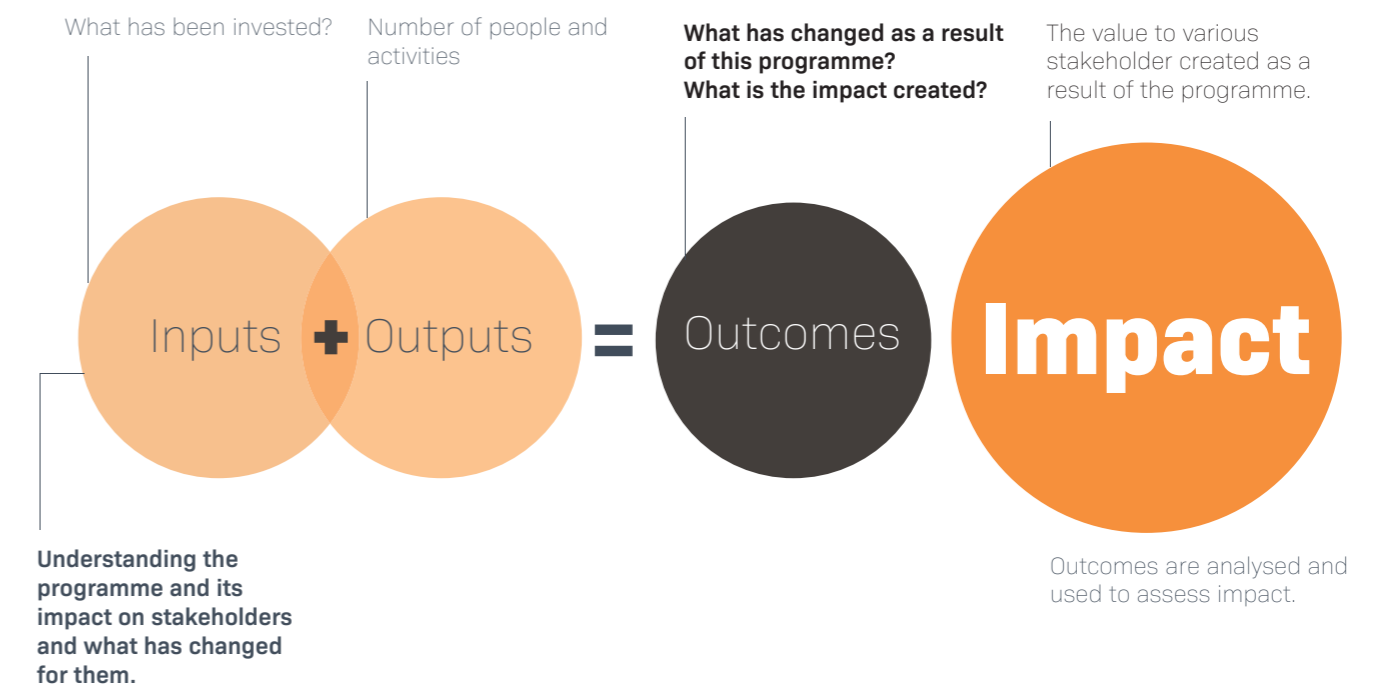


### 7. Verify the result

Discuss and verify with a 3rd party expert.

For this assessment, the methodology used is the Social Return on Investment (SROI) framework formalised by Social Value International. At its core, the SROI is a measurement valuing both the financial and non-financial outcomes of social interventions. There are four main elements to how we have measured social value: inputs, outputs, outcomes and impact (the SROI) as detailed below.

**SOCIAL VALUE**  
INTERNATIONAL



## Methodology Steps

1. Mapping out key stakeholders of the programme
2. Identifying how and which resources were used to deliver activities
3. How these activities resulted in outcomes for the target audience
4. Evaluating and evidencing outcomes and elected values based on stakeholder feedback
5. Assessing the impact and the extent to which the activities have contributed to this impact



## Our Findings



Fewer sick days resulting from better hygiene procedures lead to **improved academic performance** and future prospects.

Stakeholders and Indicators  
**Students**

**9%**  
 Reduction in Sick days

Jagran Pehel team's videos and digital curriculum make children aware of good health and hygiene practices (drinking clean water, eating washed fruits)



**89%**  
 Increase in better hygiene practices at school

Hygiene curriculum and related interventions like hygiene corners & posters made students aware of the do's and don'ts of maintain proper hygiene, teachers also help students to be mindful in keeping their surroundings clean



**80%**  
 Increase in better hygiene practices at home

Parents became aware of childrens' hygiene classes and best practices and took necessary measures to maintain hygiene at home



**96%**  
 Reduction in open defecation

Students sharing best practices with parents and raising awareness of demerits relating to outdoor defecation, prompted use of toilets



**88%\***  
 Increased hygiene practices by parents

Parents picking up new hygiene practices as a result of students sharing best practices



**99%**  
 Increased cleanliness at Madrasa

Hygiene corners, best practice adoption and regular follow up by leadership in Madrasa helps to keep the surroundings clean



**72%**  
 Increase in overall experience of students

Jagran Pehel's operations team implementing Digital Curriculum in classrooms and homes (during COVID) created an improved stakeholder experience for students



Stakeholders and Indicators  
**Teachers**



Teachers teaching students best hygiene practices from Madrasa Hygiene Education Programme to them adopting the same in their daily life

**88%\***  
 Increased adoption of proper hygiene practices by teachers due to the programme



Teachers were trained in how to use digital curriculum, pedagogy and concepts with the help of the Jagran Pehel team

**90%**  
 Increase in technical knowledge regarding Madrasa Hygiene Programme's curriculum



Higher authorities of Madrasa and Jagran Pehel team recognized teachers for their efforts in reaching to students during the onset of COVID-19

**97%**  
 Increase in personal recognition from education stakeholders



Games, hygiene corners and other practical elements of the programme aid lesson flow

**98%\***  
 Increased participation of students in classes



With teachers facilitating and designing activities, they take ownership in finishing the task with perfection

**75%\***  
 Increase in ownership



With the help of a digital curriculum, teachers are able to use their classroom hours efficiently and hold students' attention

**60%**  
 Improvement in Student Learning Outcomes

## Behavioural Change Communication



Clean water facilities have been installed by 94% of the population, showcasing behaviour change in households.

# 82%

of households have started using more than 5 soaps per month in their bathroom facilities, illustrating an effective behaviour-change intervention on handwashing with soap.

### Hygiene education programme interventions that help to bring behavioural change are:

- 1. Hygiene Corner:** A dedicated corner to teach WASH practices using posters, paintings, etc
- 2. Adoption of Games and Experiential Learning Methods:** Gamification helps to make learning fun and day-to-day application led to lessons learnt at home and in school
- 3. Distribution of Hygiene Kits:** Access to soaps, hand-wash and sanitary pads
- 4. Soap Banks:** Soaps kept near toilets and washbasins for use before and after meals, or after using the toilet
- 5. Promotion of clean water storage** facilities at home

### Some replicable behavioural change communication interventions to bring behavioural nudges, include:

- 1. Encouraging 'Building as a Learning Aid'** by painting footprints on the floor, designed to lead students to handwashing stations
- 2. Remind students to wash their hands** by introducing behavioural motivational posters in bathrooms such as disgust, social affiliation, etc.
- 3. Draw students attention to handwashing** by sticking a pair of eyes or a mirror above the handwashing station.
- 4. Remind students to wash hands with soap** by placing a soap dish with an arrow beside it.

Source: Designing and Testing Nudges to Improve School Handwashing in the Philippines (Department of Education (DepEd) schools across Zamboanga Del Norte) - Study by IDinsight



# “

**Arshi Siddquim**,\* a teacher from Lucknow, has been part of the Madrasa Hygiene Programme since its inception and has also created a 'Hygiene Corner' in her home to further showcase the importance of this topic.

She has been trained under the programme to disseminate hygiene knowledge to her peers and students. At her hygiene corner at home she has displayed soaps, handwash, antiseptic liquid and sanitary napkins. She has also been teaching girls about proper usage of menstrual products and promoting their use.

**Since she has been working from home, she believes that it makes children and parents more comfortable to discuss topics such as menstruation, which is generally looked down by the community.**

\* Identity and Image changed



L to R: **Mr. Ravi Bhatnagar**, Director - External Affairs and Partnership AMESA - RB and **Dr. Imam Umaid Ahmed Ilyasi**, Chief Imam - All India Imam Organisation at the launch event of Dettol Madrasa Hygiene Education Programme



“

**Sidra\*** is from a family of farmers where hygiene is not given an important role in their lives. She realised that young girls were not discussing menstrual hygiene in their communities, or giving it the attention it deserves.

She took what she learnt from the DBSI Madrasa Programme as an opportunity to educate young girls in the community about hygiene and menstrual hygiene in particular. She started raising awareness among her peers and others in the community.

**Sidra realised that girls were often unable to express themselves about the challenges they face during their menstrual cycle. Her peers were first shy and hesitant, however Sidra made them understand the importance of communicating their problems and promoting proper menstrual hygiene.**

She reached out to the Jagran Peהל team and wanted to communicate the same to her family. She was put in touch with a doctor who helped her to understand the process of menstruation even better. Sidra volunteered for the Safai Ka Daroga for her school and has been an active member ever since. Girls from the community feel comfortable speaking openly and honestly with Sidra.

\* Identity and Image changed

# Impact Values



**24,00,000**

Total Number of Children reached



**₹ 941,034,018**

Total cost leveraged through all partners



**₹ 48,605,540,740**

Total Social Value Created

**₹ 51.65**

₹ 1

Every ₹1 invested in the School Hygiene Education Programme delivers ₹51.65 of social value.

# Sensitivity Analysis



It is important to undertake a sensitivity analysis to ensure that results have not been subject to bias or unreasonable assumptions. The validation looks at percentages to determine the deadweight, displacement, attribution, drop off and duration of the programme.

## Valuation

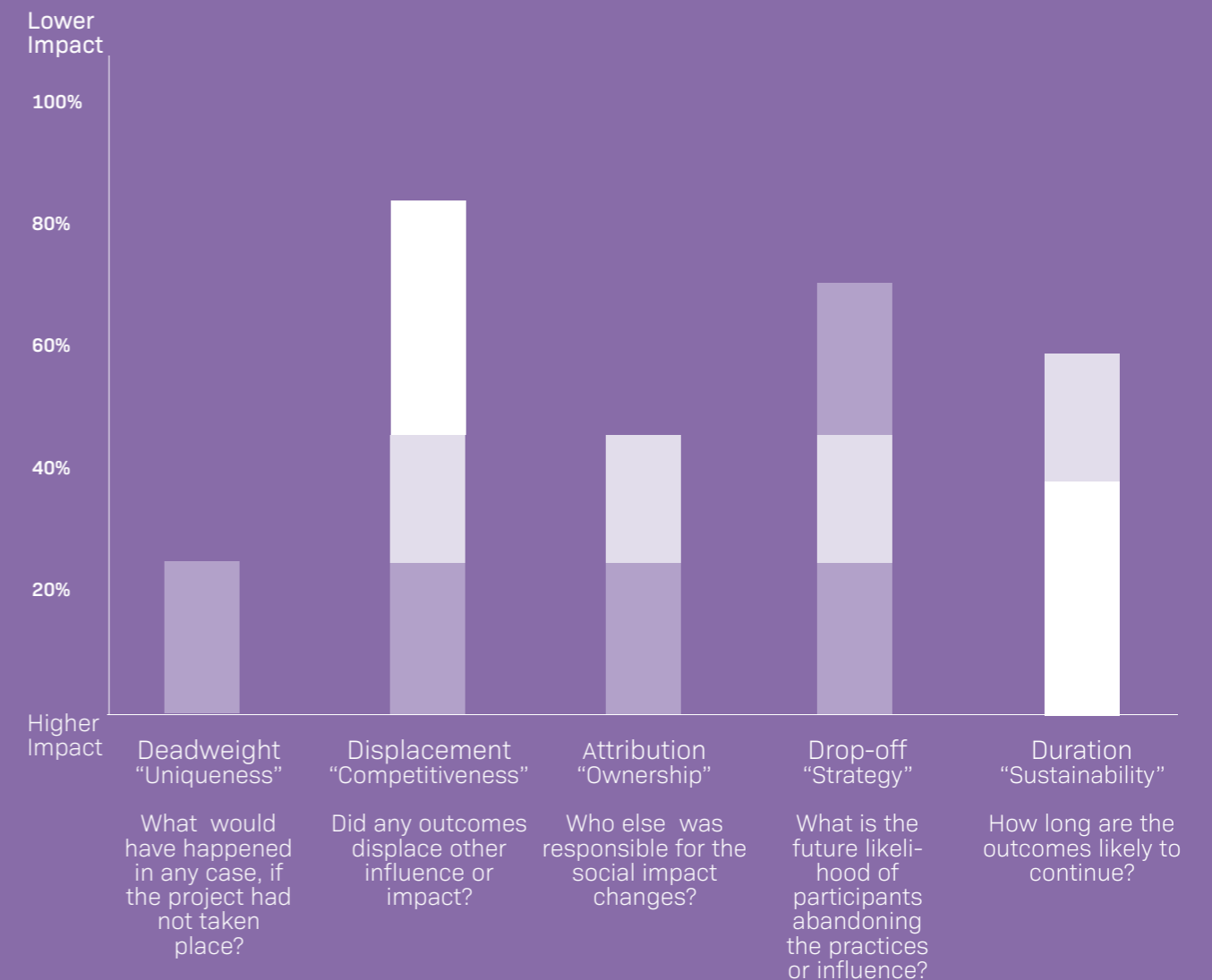
To measure the social value and impact created in monetary terms, financial values have been assigned to social outcomes that do not have a market price. For this study, the financial values were determined using primary sources (revealed preference). Revealed preference valuation proxies were taken directly from stakeholders of the School Hygiene Education Programme, giving them the agency and autonomy to determine their own impact valuation.

Stakeholder	No. of Stakeholders Engaged	Mode of Engagement
Students/ Student Proxy	19	Video Calls
Teachers and Headmasters	19	Video Calls

Please refer to the annex for a full list of impact valuations per indicator.

# The Externalities

External factors on SHEP's social interventions have been included to devalue claims of impact calculation, accounting for other influences in creating social value as per the following:



### Deadweight:

Low deadweight means that the programme is unique and there are not many similar programmes being executed by other organisations.

### Displacement:

Low displacement means that the constituents preferred this programme other similar programmes (if any available).

### Attribution:

Moderate attribution, accounts for factors outside the programme that influence its beneficiaries.

### Drop-off:

Drop-off is the measure of how much value is lost in subsequent years.

### Duration:

High duration means that the change will last longer

### Quantity:

Measures how effective the programme is at reaching the constituents

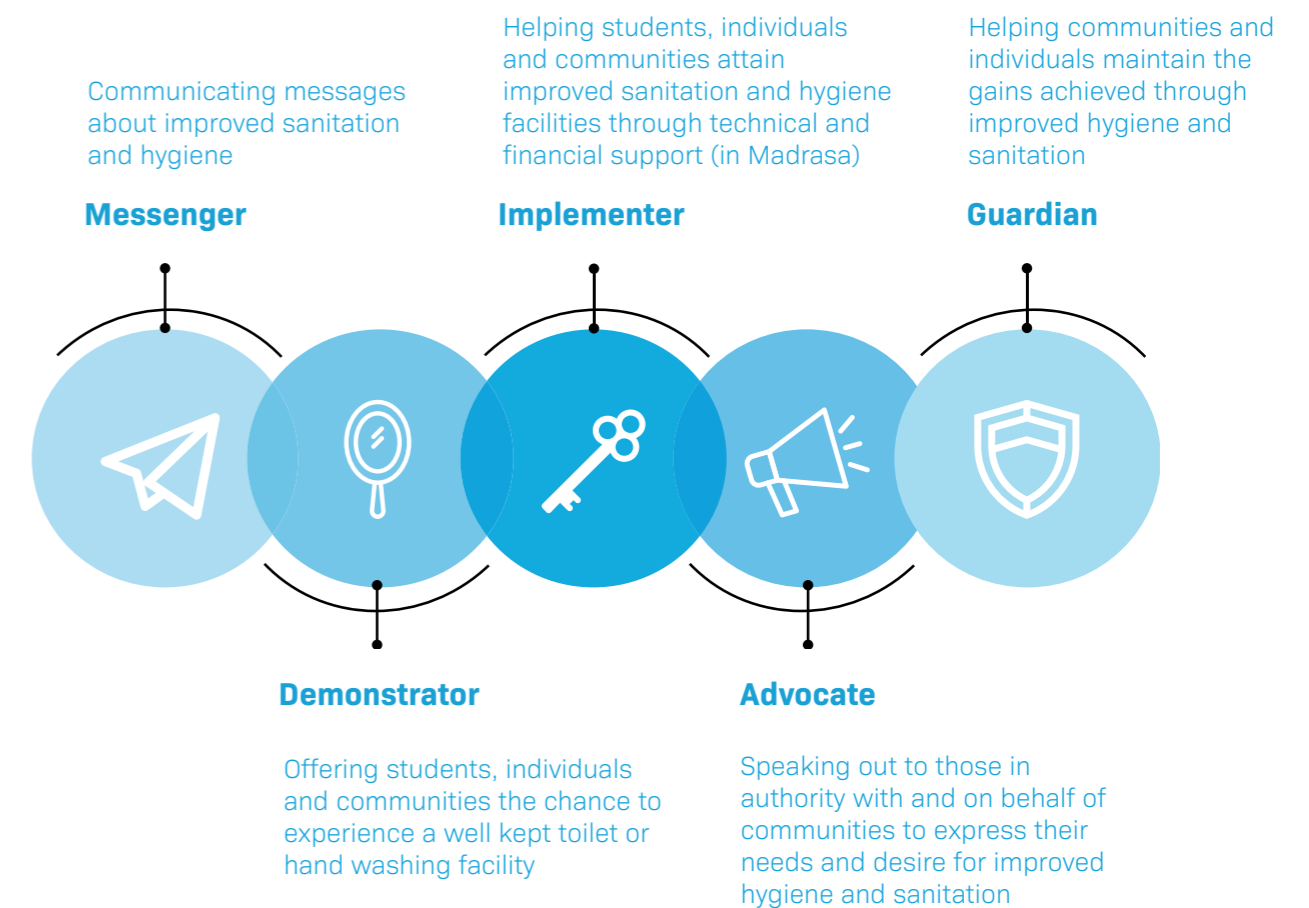
Graph for representation only



## Chapter IV

# Our Recommendations

While working with faith-based organisations, it is important to work towards improving the existing roles held by Madrasas in their communities. We have identified five roles within the Madrasa organization and have developed the following set of recommendations for each.





# Our Recommendations

## Messenger

Communicating messages about improved sanitation and hygiene



### Recommendation

Strengthen the Ulema Committee's involvement in sharing behaviour change messages in their communities through Friday prayers, community meetings and speeches.

### Rationale

Ulema Committees are instrumental in uniting Muslim communities and conveying information

### Implementation

1. The Jagran Pehel team along with Madrasa Imams can identify silent leaders from the Ulema Committee who can monitor the adoption of hygiene practices in their community.
2. Conducting training sessions for Ulema Committee members on the scientific facts around why having a clean environment is important.



### Recommendation

Introduce beneficiary segregation (As the programme is delivered via digital platforms)

### Rationale

To understand and track the direct and indirect beneficiaries, it is important to categorise them

### Implementation

Beneficiaries can be divided according to the following ways:

1. Easiest to reach
2. Easier to reach
3. Harder to reach

Since the onset of covid, this can help Jagran Pehel team to:

1. Understand factors that make it harder or easier to reach and serve different groups of people.
2. How can different groups of people benefit?
3. Understand what type of impact Jagran Pehel wants to have



### Recommendation

Introduce a application-based solution to aid the Hygiene and Sanitation Curriculum

### Rationale

A mobile-based application with access to the curriculum (which also works offline) is a necessity in large parts of India, where internet access is not always available. (Example: Google's Bolo Application)

### Implementation

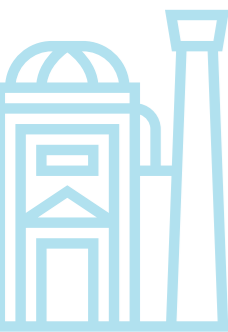
Deploy a data-friendly mobile application, which also can be used by multiple children (that can adjust itself with their learning pace) by working with Jagran Pehel's non-profit partners to scale up the model to remote and hard to reach regions of India.

The mobile application can have features like hygiene & sanitation games that can win them in-app rewards and badges to motivate children as they progress.

# Our Recommendations

## Demonstrator

Offering students, individuals and communities the chance to experience a well-kept toilet or hand washing facility



### Recommendation

Introduce Clean Friday Campaign: Campaigns that can connect religious communities with their practices.

### Rationale

Religious leaders with their access to and influence within communities can develop and implement a hygiene and sanitation campaign, to gain impressive traction.

Eg: 'Clean Friday Campaign', supported by USAID, Institute Agama Islam Negeri Ar-Raniry, CARE International, John Hopkins Centre for Communication Programmes.

### Implementation

Ulema Committees can be used to craft health messages positively linked to Quranic verses and Islamic teachings on basic hygiene and personal cleanliness.

Their commitment can be assured to spread behaviour change messages in their communities through Friday prayers, community meetings and speeches.



### Recommendation

Use of volunteer support mechanisms can help to improve community engagement

### Rationale

Volunteering opportunities have proved to be a movement creator when it comes to tech non-profits.

### Implementation

Parents and community members (youth) can be deployed as volunteers during Street Plays and other public gatherings to share best practices.

Jagran Pehel can introduce virtual volunteering and personal networking to find the best fit for candidates.

Simultaneously, systems and processes can be created for volunteer training and management

# Our Recommendations

## Implementer

Helping students, individuals and communities to attain improved sanitation and hygiene facilities, through technical and financial support (in Madrasa)



### Recommendation

Increase community involvement through a low cost kit to treat greywater from domestic sources for use of irrigation of home gardens, etc

### Rationale

Most of the slum households live in confined spaces, so making sure they reuse greywater can raise awareness about keeping their surroundings clean.

### Implementation

A number of people in Madrasa can be selected to demonstrate greywater kits capturing water from sinks and drinking point sources. School activities include practical exercises, and in rural areas gardening can be promoted as the main activity.

Student visits from Madrasa to community members' houses where they have installed greywater kits. A simple and easy to maintain kit can be promoted among community members.



### Recommendation

Seek support from Pro-Bono Volunteers

### Rationale

Time-bound high quality and high impact support from skilled professionals can be helpful to build better products and can also lead to strengthened connections with partner organisations.

### Implementation

Jagran Pehel can promote their pro bono volunteering opportunities in various circles.

Many companies have a CSR department and are looking for pro bono projects for their employees. Consider pitching to CSR teams about Jagran Pehel's pro bono opportunities.



### Recommendation

Adopt Sanitation marketing, collaborating with RB to change behaviour and scale up the demand and supply for improved sanitation among communities in Madrasa.

### Rationale

RB can embrace a sanitation marketing approach in which various user groups receive training in basic masonry, organisational management, financial management and other skills to enable the community to meet its own sanitation & hygiene needs

### Implementation

JP are working with people in Madrasa, raising awareness through education, campaigns and community mobilisation programmes to create demand rather than build services. This can create a combined, community focused effort to both stimulate demand and maintain supply of improved sanitation facilities.

# Our Recommendations

## Advocate

Speaking out to those in authority with and on behalf of communities to express their need and desire for improved hygiene and sanitation



### Recommendation

Conduct an Annual Conference jointly with the Madrasa Association and Jagran Pehel

### Rationale

A forum where different faith leaders can come together and share best practices for social development, promoted among their faith-based organisations

### Implementation

Invite all faith-based organisations with a common agenda to share their social development activities at a two day national conference.

Proper follow up through regular engagement post conference, to help National leaders have continued conversations leading to a solid action plan

### Recommendation

Advocate for education reform via policy level intervention with the Scheme for Providing Quality Education in Madrasa (SPQEM)

### Rationale

The innovative Hygiene and Sanitation Curriculum has best practices that can be used to provide modern formal education through religious educational institutes

### Implementation

The Jagran Pehel team can try to introduce RB curriculum and activity based learning as a benchmark/guidance to support the government in its efforts to bring pedagogical support and Teaching Learning Materials (TLMs) for teachers in Madrasa, pedagogical support and Teaching Learning Materials (TLMs) for madrasa teachers.

### Recommendation

Partnership with international faith organisations like the Centre for Interfaith Action on Global Poverty (CIFA)

### Rationale

To scale development efforts and organise faith-based organisations around joint actions to impact global poverty, there should be a co-ordinated, international effort.

### Implementation

Jagran Pehel can advocate the all India level Madrasa leadership to form/be part of co-ordinated, International efforts between faith-based communities and the public sector, to harness the extensive capacity of religious institutions to address critical developmental challenges like health, hygiene and sanitation in the developing world.

## Guardian

Helping communities and individuals maintain gains achieved through improved hygiene and sanitation.



### Recommendation

Advocate for clean water and well-maintained hand washing and sanitation facilities in places of worship, religious schools and other facilities.

### Rationale

This will help Madrasa model best practice for the community and in emergencies, the people of Madrasa may be used as centres for water storage and distribution.

### Implementation

Conduct a baseline study of water storage and distribution facilities in the communities where they operate.

Submit the study to the government to share the needs/requirements of deprived communities with the help of influential faith leaders.



## Chapter V

# Conclusion



**The Dettol Madrasa Hygiene Education Programme has been instrumental in creating awareness for children in marginalised communities across India, with the help of Jagran Pehel and Dr. Umer Ilyasi. The programme has reached far-flung corners of the country during a time where hygiene is of utmost importance.**

**The COVID-19 pandemic** has ensured that hygiene and sanitation is given greater importance in the lives of stakeholders. Through the study, it is evident that a strong sense of communal responsibility towards hygiene has been generated and in the times ahead, this responsibility will act as a catalyst to bring forward the need for good hygiene practices.

While infrastructure such as toilets and taps are important, it is equally necessary to **ensure that behaviour change** is part of any WASH strategy. Under Dr Umer Ilyasi's leadership, schools in Madrasa have proven their ability to educate their children and give them lifelong skills for practicing good hygiene and sanitation habits. Children can be powerful communicators of health related messages in support of good hygiene and sanitation practice in their communities. Key to ensuring that WASH messages are communicated well is by providing high quality training to staff in schools.

Long-term poverty reduction is the over-arching goal of the program, which hones in on the role of hygiene in fostering health, food security, economic opportunity, and environmental sustainability. WASH remains one of the most crucial weapon to tackle this national epidemic, and must be consciously strengthened by systems enforced to protect and promote the broader benefits of WASH to the Indian public.

# About Sustainable Square

**Sustainable Square** is an advisory firm that delivers impact through redefined solutions in the field of social investment, sustainability and environmental practices.

More than just an advisory firm however, Sustainable Square is a culture in itself.

**Sustainable Square has developed a globally robust Social Impact Measurement Framework and ensures that each intervention is localised and assessed on an individual basis. The Sustainable Square team will scrap what they know in order to achieve the best results in any context.**

Sustainable Square's team of experts have served leading organisations in various industries across the globe, transforming the way businesses are conducted. The team consists of advisors with expertise covering a spectrum of industry-relevant disciplines. This diversity means that clients can tap into a broad knowledge base and ensures that delivery is always to a high-level global standard. The following table includes all services currently offered:

			
ESG	Impact Investment	Sustainability & Climate change	Social Impact
<ul style="list-style-type: none"> <li>ESG Due Diligence</li> <li>ESG Strategies Implementation</li> <li>ESG Benchmarking Analysis</li> <li>ESG Disclosure and Reporting</li> </ul>	<ul style="list-style-type: none"> <li>Impact Portfolio</li> <li>Strategy Development and Management</li> <li>Designing Impact</li> <li>Funds/Bonds and Transaction Advisory</li> <li>Impact Portfolio Evaluation and Management</li> <li>Impact Investment Ecosystem Building</li> </ul>	<ul style="list-style-type: none"> <li>Sustainability Benchmark &amp; Materiality Analysis</li> <li>Sustainability Strategy and Integration</li> <li>Sustainability Reporting and Assurance</li> <li>Sustainable Supply Chains and Procurement</li> <li>SDGs Alignment and Strategies</li> <li>Climate Change Risk Assessment</li> <li>GHG Protocols and Reporting</li> <li>Corporate and Products' Carbon Footprints Ecosystem Building</li> </ul>	<ul style="list-style-type: none"> <li>Social Investment</li> <li>Strategies</li> <li>Human Rights Impact</li> <li>Assessments</li> <li>Social Impact Monitoring, Evaluation and Measurement</li> <li>Community Needs Assessments</li> <li>Charity &amp; Philanthropy Management</li> <li>Social Economic Study</li> </ul>



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# Annexes



## Limitations of the study



Due to the COVID-19 lockdown, constituents could not be reached on the field, and have had to be remotely engaged.



Due to telephonic data collection, only programme participants with mobile phones and available networks could be reached.



Due to COVID-19, responses that would normally have taken place on Madrasa grounds, were taking place in homes and the success rates were potentially atypical.



Due to COVID-19, there is increased pressure from social media and government on sanitation, which likely affected external estimations (ie. total outcome value will likely go down as a result of increased attribution for change).



Increase in Madrasa enrollment and reduction in Madrasa children dropping out were not accounted for, and as a direct correlation, was not established through this study.



Reduction in sick days has been calculated based on parent/guardian observation on children's health. Local health department data may vary from the same as many health illnesses are remedied at home, such as diarrhea.



Valuation exercises were conducted on the population which was reached by the Jagran Peהל project, the larger population has not been included.



Neither Sustainable Square nor Jagran Peהל had access to the complete population reached through the programme. A sample of the population (13,116 Students and 275 Teachers ) was selected, and the results from this segment were extrapolated to draw conclusions on the wider population reached (24 Lakh Students and 6 Lakh Teachers).



The validity and quality of intervention, for which the sample wasn't reached, was assessed using qualitative engagements with key decision-makers of the programme at large. Future studies must include the unreached population to validate the current findings by including them in the sample and to highlight venues for improvement.





# Benchmarking

Name of Organisation (India)	Programme	State	Main activities
Havells and Banka Biolo	Havells School WASH program	Rajasthan	Awareness, supplies, behaviour change
Tata Trusts	Madrasa Programme	Multiple states	Awareness, supplies, behaviour change
PwC & Reaching Hand	School Sanitation Programme	Karnataka	Construction, awareness, behaviour change
Jindal SPL	Subhangi	Odisha, Chhatisgarh	Awareness, supplies, behaviour change
Dabur & Sundesh	700 Se 7 Kadam	Uttar Pradesh	Construction, awareness, behaviour change
Hindustan Unilever Ltd	Swachhata Curriculum, others	Multiple states	Construction, awareness, behaviour change
Atul	Atul Foundation	Gujarat	Construction, awareness, behaviour change
UPL	Sanitation & Hygiene Awareness	Gujarat	Construction, awareness, behaviour change
Bayer	Sanitation & Hygiene (SAHY)	Andhra Pradesh	Construction and awareness
Bharti Foundation	Satya Bharti School Programme	Multiple states	Construction, awareness, behaviour change

Specific to / includes supporting schools	Sanitation and Hygiene awareness	Menstrual hygiene awareness	Training and working with teachers	Specific to Madrasas	Digital or Physical Reach
Yes	Yes	Yes	Yes	No	Physical
Yes	Yes	Yes	Yes	Yes	Physical + Digital
Yes	Yes	No	Yes	No	Physical
No	Yes	Yes	No	No	Physical
Yes	Yes	Yes	No	No	Physical
Yes	Yes	Yes	Yes	No	Physical + Digital
Yes	Yes	No	No	No	Physical
Yes	Yes	Yes	No	No	Physical
Yes	Yes	No	No	No	Physical
Yes	Yes	Yes	No	No	Physical

Name of Organisation (International)	Programme	Country	Main activities
UNICEF + Ministry of Water Supply	WASH country programme	Nepal	Improve access to quality water, improve sanitation services and awareness
WaterAid Pakistan and its partner National Rural Support Programme	H&M Foundation programme	Pakistan	Improve hygiene and sanitation standards and services
Bangladesh Red Crescent Society	Community Development Initiative - Water, Sanitation, and Hygiene Programme	Bangladesh	WASH infrastructure and awareness
UNICEF and others	SHEWA-Bangladesh	Bangladesh	Improve sanitation awareness and practices
Lao People's Democratic Republic (Lao PDR) + UNICEF	Laos Basic Education, Water, Sanitation and Hygiene Programme	Laos	WASH infrastructure and awareness
Dubai Cares and others	WASH in Schools	UAE, Mali, Sierra Leone	WASH infrastructure and awareness
FACE Africa, UNICEF, Government of Liberia	WASH in Schools	Liberia	WASH infrastructure and awareness
PIND, UNICEF, and others	WASH programme Kasipul	Nigeria	WASH infrastructure and awareness
Global Partners for Development and others	Constituency Water, Sanitation, and Hygiene (KC WASH)	Kenya	WASH infrastructure and awareness
World Vision and Sesame Workshop	School WASH program	Multiple countries in Africa	Access to safe and quality water and sanitation

Specific to / includes supporting schools	Sanitation and Hygiene awareness	Menstrual hygiene awareness	Training and working with teachers	Specific to Madrasas	Digital or Physical Reach
No	Yes	No	No	No	Digital + Physical
Yes	Yes	No	Yes	No	Physical
No	Yes	Yes	Yes	No	Physical
No	Yes	Yes	No	No	Physical
Yes	Yes	Yes	Yes	No	Physical
Yes	Yes	No	Yes	No	Physical
Yes	Yes	No	Yes	No	Physical
Yes	Yes	No	No	No	Physical
Yes	Yes	No	Yes	No	Physical
Yes	Yes	Yes	Yes	No	Digital + Physical

# Valuation & Input Cost

Stakeholder	Indicator	Value
Students	Reduction in sick days	482,720,483
Students	Increase in better hygiene practices at school	11,324,545,386
Students	Increased in better hygiene practices at home by parents	11,681,557,993
Students	Reduction in open defecation	4,288,704,038
Students	Increased cleanliness throughout Madrasa	8,780,035,349
Students	Improved learning experience in Madrasa due to digital curriculum	3,902,400,098
Teachers	Increase in technical knowledge regarding Madrasa Hygiene Programme's curriculum	4,195,318,021
Teachers	Increase in personal recognition from education stakeholders	2,867,524,235
Teachers	Improvement in Student Learning Outcome with the introduction of Digital Curriculum and Activity based learning	1,082,735,139

**INR 11,49,54,018**

Donor : Reckitt Benckiser, Jagran Peהל and Cost Leveraged through various stakeholders and Initiatives

**INR 82,36,80,000**

Cost approximation of the Internet usage for the 24,00,000 students. 343.2 Rupees for 2 Academic Years

**INR 24,00,000**

Cost approximation of the Electricity usage for the 24,00,000 students. 50 Paise per year for 2 Academic Years



## Impact Map:

Scan the QR Code to access the impact map or [Click here](#)

“

As we collectively face a time of hardship globally, the opportunity for RB to act as leaders of social change in hard-to-reach communities has further strengthened **our mission to create an inclusively clean and safe India for everyone.**

**Mr. Ravi Bhatnagar**  
Director External Affairs and Partnership AMESA  
Reckitt Benckiser

**“Wherever we live, whatever we do, we want to secure a healthy and happy life for ourselves and those closest to us. Therefore, we research, test, create and produce effective and convenient solutions to the everyday challenges faced by people all over the world.”**



HEALTH · HYGIENE · HOME



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