

24-27 April 2012, **New Delhi**

WASH IN ALL SCHOOLS: Making it a Reality

South Asia Regional Conference

PROCEEDINGS



unite for
children

unicef 

CONTENTS

1.	Foreword	
	Mr. David Mcloughlin, Representative a.i., UNICEF India	01
	Mr. J S Mathur, Joint Secretary, Ministry of Drinking Water and Sanitation, Govt of India	02
	Dr. Amarjit Singh, Joint Secretary, Ministry of Human Resource Development, Govt of India	03
2.	WASH in All Schools: A Framework of Action	04
3.	Message from Mr. Jairam Ramesh, Honorable Minister Rural Development and Drinking Water and Sanitation, Government of India	07
4.	Overview of WASH in Schools in South Asia	11
5.	Country Presentations	12
6.	Perspectives and Challenges	14
7.	Global Experience and Lessons	17
8.	Addressing Equity and Inclusion in WASH	19
9.	Thematic Sessions: Building Evidence for WASH in Schools	21
10.	Creating an Enabling Environment	23
11.	Strengthening Monitoring and Accountability	26
12.	Scaling Up a Quality Package	30
13.	Country Action Plans	35
14.	Conference Background	38
15.	Agenda	40
16.	Registration List	45
17.	List of Participants	55

FOREWORD



It's my privilege to share this report of the South Asia Regional Conference on WASH in Schools, "WASH in Schools: Making it a reality". This conference was jointly organized by the Ministry of Drinking Water and Sanitation, Government of India, Ministry of Human Resource Development, Government of India and UNICEF. Around 200 participants from South Asia, including Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal and Sri Lanka participated in one of the biggest events on WASH in Schools in the region. This report synthesizes the key learnings from South Asia and the discussions held during the three days of the conference.

WASH in Schools (Water, sanitation and hygiene in schools), supports global efforts to realize our vision of a world where all children go to schools that provide a safe, healthy and comfortable environment where children grow, learn and thrive. WASH in Schools improves attendance, health and cognitive development, increases girls' participation, establishes positive hygiene behaviors, offers the opportunity to introduce better WASH practices in families and communities and addresses issues of inequity and exclusion. Studies confirm that schools are powerful agents of change for enabling and encouraging changes in society

This conference responds to the 4th South Asia Conference, held in Colombo in April 2011, which committed to raise the profile of WASH in schools with the objective of ensuring that every school has functioning, child-friendly toilets, separate for girls and boys, with facilities for menstrual hygiene management. The conference has provided an opportunity to review progress made in south Asia on WASH in Schools. During the three full days of deliberation, every voice was heard and valued. Voices of youth and children significantly contributed to the framing of the Conference Statement of Action. Using case studies from the field and ongoing research, participants discussed how to most efficiently and effectively improve the use of safe and sustainable drinking water, clean sanitation facilities and hygiene in schools, while addressing the specific needs of children from all social and economic groups.

I am indeed delighted to say that the conference provided an opportunity to discuss issues and create awareness and understanding of key approaches and lessons learnt in WASH in Schools and review best practices in the region. For the first time in India both the Ministries have committed to joint action to develop strategies and approaches to scale up sustainable WASH in Schools. The Conference statement of Action represents an effort to transform rhetoric into action, identifies the key areas that need immediate action by the key stakeholders of the participating countries and is a comprehensive outline of a package of interventions required to make WASH in all schools a reality. It will also be a good opportunity to review the actions as committed in the Conference Statement of Action, one year from now, during the 5th SACOSAN Conference in 2013.

Best wishes.

David McLoughlin

Representative a.i.

UNICEF India

FOREWORD



On behalf of the Government of India, we are pleased to share this report of the South Asia Regional Conference on WASH in Schools, “WASH in All Schools: Making it a reality. The conference was organized at an opportune moment. Every two years we have the South Asia Conference on Sanitation (SACOSAN). Each country has its own national targets and commitment to the MDGs. In India we are going to embark on the Twelfth Five Year Plan that has a significantly higher commitment to sanitation and drinking water.

Promoting a clean and hygienic school environment is a commitment of Government of India to inclusive and sustainable development. The Ministry of Drinking Water and Sanitation supports this objective through its flagship Nirmal Bharat Abhiyan. The School Sanitation and Hygiene Education (SSHE) programme started more than a decade ago, has a specific component for providing water and sanitation facilities in schools and for promoting usage of toilets and hand washing with soap at appropriate times. The NBA also provides for preschool WASH facilities (toilet) in Anganwadis (preschool centres). The centre and state governments, several Ministries and Departments, work jointly to achieve improved outcomes for WASH in schools. Interventions on menstrual hygiene and drinking water quality improvement (Jalmani programme) in schools, have also been taken up. The flagship sanitation award Nirmal Gram Puraskar that is given to a gram panchayat/block/district that are free from open defecation, makes it mandatory for schools in the village to have functional toilets that are also used. In April 2009, Government of India passed the Right to Education Act. The Act defines the norms and standards for school buildings (including minimum norms for water and sanitation facilities in schools).

The Conference brought together various champions of WASH in Schools, including government officials, policymakers, educators, programme and technical experts, practitioners, donors and school children – to stimulate universal awareness of the crucial issues surrounding water, sanitation and hygiene education for schools, with a particular emphasis on the special needs of girls. Participants came together for three days to share their knowledge and learn how to most efficiently and effectively improve, replicate and support successful programmes. School-going youth were asked to provide recommendations based upon their experiences as advocates for school water, sanitation, and hygiene education.

The key document that emerged from the meeting is the Conference Statement of Action, which highlights our key commitments to scale up WASH in Schools to make water, sanitation and hygiene facilities to every child, a reality, in the region. Changing and sustaining improved hygiene behaviours for children remains a major challenge. There is scope for convergent work across ministries, with civil societies, communities and children towards this end. We hope this conference will provide for a renewed focus and commitment from all stakeholders, for improving and sustaining WASH in schools.

Best wishes

Mr. J S Mathur

Joint Secretary, Ministry of Drinking Water and Sanitation,
Govt of India

FOREWORD



It gives me great pleasure to share this report of the South Asia Regional Conference on WASH in all Schools: Making it a reality. This conference was jointly organized by the Ministry of Drinking Water and Sanitation, Government of India, Ministry of Human Resource Development, Government of India and UNICEF. Around 200 participants from South Asia, including Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal and Sri Lanka participated in one of the biggest events on WASH in Schools in the region.

This report is a summary of the key learnings from South Asia, captures the initiatives in the region and also defines the next steps and identifies the broad areas of work for the participating countries, over the next few years.

WASH in schools is globally recognized as a key intervention to promote children's right to health and clean environment and to influence a generational change in health promotion behaviour and attitudes. If school children have access to clean and appropriate toilets, functioning handwashing facilities with soap, sufficient and safe drinking water and have developed adequate hygiene skills, they will be healthier, perform better in school and positively influence the hygiene practices among their family members and the wider community,

In India, the Right to Education (RTE) Act, 2009 provides for the right of children to free and compulsory education till completion of elementary education in a school. It also guarantees access to WASH facilities in schools, as a part of the overall infrastructure support in schools. Moreover, one of the most important components of a sustainable WASH in Schools programme is handwashing with soap which needs urgent attention both at the policy and programmatic level. India provides a most ideal platform to institutionalize handwashing with soap by linking it to the Mid-Day Meal programme in schools, which reaches about 110 million children in elementary schools in India.

There is a need for working jointly across Ministries for enhanced outcomes. I am happy that the workshop has deliberated on the key approaches to scale up sustainable WASH in Schools and the commitments made here to strengthen WASH within the school system holds tremendous promise for the health and educational outcomes of our children and the future of this country.

Best wishes

Dr. Amarjit Singh

Joint Secretary, Ministry of Human Resource Development
Govt of India



WASH In All Schools

A FRAMEWORK OF ACTION

PREAMBLE. More than 200 practitioners and representatives from Governments, development agencies, international and national support agencies from South Asia met in New Delhi to agree on actions needed to accelerate progress towards ensuring Water, Sanitation and Hygiene (WASH) in all schools and for every child in the region, so that the rights of children to basic education are realized and sustained. Conference participants will strive to include WASH in Schools in regional and global processes in Education and WASH, including Education for All (EFA), United Nations Girls' Education Initiative (UNGEI) as well as the South Asia Conference on Sanitation (SACOSAN).

TAKING STOCK. In South Asia, although most children of primary school-going age are enrolled in school, nearly 40 million children remain out of school. A majority of the out-of-school children are girls and children from marginalized and disadvantaged groups. Investments have resulted in increased public awareness and improved coverage of WASH in schools.

Despite progress in recent years, many schools in South Asia still lack quality water supply, sanitation facilities and hygiene education. Well maintained and clean school WASH infrastructure that provides safety and privacy for girls and is used by all children, still remains a challenge. Education and WASH sector policies need to reflect progressive government commitments to adequate and quality WASH in schools, in line with Millennium Development Goals and national commitments.

GUIDING PRINCIPLES

1. WASH in Schools is an integral aspect of education and not a standalone programme, with a view to percolate in the overall learning environment and also to take advantage of systems and mechanisms available within the schools.
2. Establish national standards for WASH in Schools: Ministry of Education to lead and set standards for adequate and inclusive access to safe drinking water, sanitation and hygiene facilities in schools in collaboration with Ministries of Water Supply, Sanitation, Health, Rural Development, Women and Child Development, Local Government, etc. Highest priority must be given to provide basic safe drinking water, sanitation and hygiene to all schools, while progressively ensuring compliance with national standards. Approaches need to allow flexibility in norms, designs and costs for WASH in schools to suit diverse situations.
3. Establish menstrual hygiene management mechanisms including the safe disposal of soiled napkins in all schools and menstrual hygiene education in schools.
4. Seek increasing convergence with Health, with WASH as an integral part of comprehensive school health programme, as both depend on and reinforce each other.
5. Establish operation and maintenance mechanisms for WASH in Schools: allocate specific and adequate budgetary allocations for operation and maintenance of WASH facilities with appropriate technology (including running water, provision of soap and consumables/hygiene kits) to enable schools to keep their WASH facilities working.
6. Practice good hygiene: ensure that all students, teachers and staff members drink safe water, use clean toilets and practice basic hygiene. The Education sector will progressively build good WASH practices in school, using skills-based education, based on daily group activities using appropriate group facilities.
7. Establish EMIS as the common, reliable, database for planning and monitoring of WASH in Schools, for use by all stakeholders.
8. Monitor WASH in Schools access, functionality and use: improve WASH in Schools monitoring, (define measurable indicators and update indicators definitions as progress is made) through harmonized EMIS, and use the data for more equitable and transparent programming and resource allocations. Ensure basic hygiene behavioral practices through children participation in school and community.
9. Raise the profile of WinS and mobilize partners to create a social movement: involve community members, households, students, teachers, civil society, local and mass media, local government, parent-teacher associations, private sector, community and Ministries of Health and Social Welfare in the planning and action for WASH in schools. Ensure all children participate meaningfully in WASH in Schools and that forums are created for their voices to be heard and acted upon.

INDICATORS FOR MONITORING PROGRESS

The conference recommends the use of the following indicators:

1. Equitable standards, norms and costs for WASH in Schools are defined, shared with all stakeholders and complied with.
2. Schools receive dedicated funds and develop systems for WASH infrastructure operation and maintenance.
3. Schools with functioning safe drinking water supply, adhering to standards.
4. Schools with adequate functioning sanitation facilities for all girls and boys including differently-abled children, adhering to standards.
5. Schools with participatory planning, implementation and monitoring (child club, PTA, SMC, etc.).
6. Schools with adequate functioning hand washing stations with water and soap, adhering to standards.
7. Schools with menstrual hygiene management facilities for washing and drying reusable sanitary materials and/or the collection and disposal of used materials.
8. Students wash their hands with soap before eating and after defecation.
9. School with functional systems for solid and liquid waste management.
10. WASH components are included in the curriculum for education and teachers are integrating this in the teaching-learning processes.





MESSAGE FROM

DR. JAIRAM RAMESH

Minister Rural Development And Drinking
Water And Sanitation

Government of India

In India, we are finally waking up to the most shameful sanitation record of not being able to provide toilets for 60 per cent of girls. This is a matter of shame for us. The sanitation campaign has to be a programme of social reform. Some states in India have made great strides and these include Maharashtra, Haryana, Himachal Pradesh and Sikkim. Sikkim is India's first state to be open defecation free. We need to be innovative in our messaging and communicating to people, like Haryana's "Shauchalay nahi to bahu nahi" (No toilet, no bride) campaign.

The Ministry of Drinking Water and Sanitation is introducing a new programme to step up rural sanitation called Nirmal Bharat Abhiyaan (NBA). While individual subsidies will be significantly increased under the new approach, the distinction between Above Poverty Line (APL) and Below Poverty Line (BPL) households who can avail this subsidy will be done away with in a way to ensure that the really poor households are not excluded from accessing this subsidy. There is a need to ensure a sustainable way of achieving Nirmal grams. We have set ourselves a tough target of achieving 100% rural sanitation coverage. There is a significant increase in budgetary allocation for this from Rs.10,000 crore/yr to Rs.14,000 crores/year. The problem with water and sanitation in India is that of ownership and monitoring. Individual household toilets are private household assets and should not be seen as a government construction programme. There are huge discrepancies between what was being reported under the Total Sanitation Campaign (TSC) data and what the 2011 Census data reveals.

"Sanitation for all should be a public movement and not just a government program." – Minister Jairam Ramesh

Another thrust area for the Ministry is sanitation for girls in schools, a big gap that needs to be urgently bridged with public investment. There have been significant achievements with regard to sanitation but substantial gaps also exist, particularly for girls. This is an area crying out for innovation. We need technological innovations which not only bring costs down but also provide individual and collective facilities. Referring to Ecological Sanitation (Ecosan) innovation and some

innovations in Finland, he expressed the openness of the government for collaboration with agencies and experts. Effective sanitation technologies that reduce cost and provide sustainable solutions are needed. We need to ensure that the NBA is society centric, family centric, school centric and not a government centric programme. We are working very closely with UNICEF in India on developing our communication strategy for NBA. It is necessary that in these communication strategies, we focus on school going children, the most powerful change agents, to move towards safe sanitation practices and also push their families in that direction.

School children not only embody the new generation, they are also the most important change agents for their parents' generation. The only way to get real impact in improved health and poverty reduction through sanitation, requires a change in hygiene behavior, beyond provision of facilities and awareness generation.

The need of the hour is a passion for sanitation. 'Sanitation for all' should be a public movement and not just a government program. Again emphasizing and reiterating the point he said, until and unless sanitation becomes a matter of shame and the present situation doesn't evoke anger, we will not be able to change the situation in a long time to come. As a society, we seem to lack a sense of collective hygiene in terms of keeping our surroundings, our neighbourhoods clean, in comparison to a high sense of personal hygiene.





MESSAGE FROM

MR. J.S. MATHUR

Joint Secretary, Ministry Of Drinking Water
And Sanitation

Government of India

It is about time that we wake up for sanitation and take decisive action to achieve universal sanitation coverage. This requires anger and shame, leading to a passion (*Junoon*) for sanitation. In our culture we talk of inculcating good habits (*sanskar*) at the very early age. He urged participants, especially from India to use this age old practice of 'inculcating good habits' to make safe sanitation practices as their second nature. He suggested WASH in School should make use of the traditions. School sanitation and hygiene education will help children and youth in school to develop new behaviours that they will continue in their adult lives. Children can and will provide positive role models as changing their behaviour will automatically support and improve the changes in their families, livelihoods and communities. By getting the young generation used to the right behaviour, they will automatically sow the necessary seeds for future healthy and clean societies in political, economic and social aspects.

WASH in Schools should be a moral and ethical issue. I hope this conference will awaken our passion for sanitation and will lead the way for the goals that have been set under NBA to come to fruition. I hope the conference will lay out a road map to know what is the path we need to take in the days to come.





MESSAGE FROM

MR. DAVID MCLOUGHLIN

Representative A.I, Unicef, India

This workshop comes at a crucial moment with the recent ruling of the Supreme Court of India to all State governments to provide water and toilet facilities in all schools. Also the Right to Education Act, 2010 demonstrates the strong commitment towards WASH in Schools to enable a clean and healthy learning environment for the children. The South Asia Regional Conference on “WASH in All Schools: Making it a Reality” is a collaborative attempt to provide a roadmap for creating a new culture of consciousness and promoting WASH in Schools as a critical component of institutional framework of schools. It provides an ideal platform for exchange of global and national perspectives of WASH in Schools and a stock-taking of the South Asia region, highlighting the growth, gains and gaps in these countries.

The positive outcomes of WASH in Schools in education are also coupled with children becoming young advocates of sanitation and hygiene. These empowered children carry messages learnt in schools back to their families and communities, thereby increasing their awareness and motivation to adopt positive (WASH) behaviours, which results in long-term health and economic benefits for the community. There is also consistent evidence that handwashing with soap at critical times - including before eating or preparing food and after using the toilet - can reduce diarrheal risk by about 45%. We need to recognize the full price of poor sanitation and hygiene in schools in terms of health, nutrition, dignity, equity, empowerment and well-being. There is an urgent need to ensure rigorous adherence to quality standards and to monitor WASH in Schools coverage facilities through the Education Management Information Systems (EMIS). Once this is achieved, we need to analyze the data regularly and use the findings for advocacy and better resource allocations. Under the guidance of the Ministry of Education, there is a need to promote targeted investments, focus on WASH in Schools initiatives that reach more schools effectively, thereby leading to establishing sustainable, at scale programmes for WASH in Schools.

This conference is one concrete step towards building convergence between Education and WASH sectors and to identify the roles and responsibilities of multiple stakeholders, including governments, civil societies, communities and children, in positioning and providing facilities and information that promote behaviour change with regard to WASH in Schools. It also supports the SACOSAN conference held in Colombo 2011, which for the first time articulated WASH in Schools in its Ministerial Declaration. This conference will review how far we have moved in that commitment and what needs to be done when we meet in Kathmandu for the next SACOSAN. Therefore I am delighted to welcome you all to this conference and wish it all success in meeting its objectives to ensure all children in school, regardless of class, creed, caste and gender can simply use a clean toilet, wash their hands with soap, drink safe water and feel clean and healthy.



Overview of WASH In schools in SOUTH ASIA

An overview of the WASH in Schools status in South Asia was shared by Ms. Raka Rashid, Education Specialist, UNICEF-ROSA, Kathmandu.

WASH in schools is one of the most important prerequisites to achieve the Millennium Development Goals. WASH in Schools is not only important to increase access to education for girls but also ensure completion of girl's education.

In recent years, WASH in Schools has gradually been transformed from mostly small-scale, non-government funded projects, to integral components of large scale government-led education, WASH and Health-sector programs. In this transition, gaps in managerial and technical capacity, coordination and dedicated financing have become more prominent. In most countries in South Asia, standards for WASH facilities are in place or under development, which include details of context appropriate water supply, sanitation, handwashing and menstrual hygiene management facilities.

The concept of separate toilets for boys and girls is widely accepted in South Asia. Bangladesh, India, Maldives, Nepal, Pakistan and Sri Lanka developed national norms or guidelines. Ms. Rashid said that there is evidence that governments intend to increase WASH in schools investment, both in hardware and software, and ensure that WASH indicators are included in the national education management information system.

It is encouraging to note that governments in South Asia consider water supply, sanitation and hygiene as basic school components and are prepared to make the investments needed to secure this.



Country Presentations

SAMIR AHMAD AMIRI, Adviser to the Minister of Education, Afghanistan, shared the challenges facing the country that range from technical design of appropriate toilets and operations and management challenges for the country, to the difficult political and social environment of addressing sanitation and hygiene challenges in a poor backward country emerging from war like conditions. As many as 29.41% girls do not attend school. They face a lot of restrictions on their movement on reaching puberty. In a study it was found that 85% girls faced different kinds of restrictions during menstruation, 70.59% do not play sports, do not eat certain food and vegetables and also do not take bath up to end of menstruation. The study data did not include madarasas (religious schools) of the country. The encouraging part is that there have been some policy changes regarding promoting effective WASH in Schools interventions since 2008.

MD. SIRAZULHAQUE, Director (Planning & Development), Bangladesh, shared the status of WASH in Schools and emerging challenges in the country. The priority of the national government remains on increased financial allocation to build new toilets in schools. This accounts for 95% of the money allocated for toilet construction. Repair and maintenance of sanitation infrastructure in schools only gets 0.05% of the budget outlay. Bangladesh needs a National Policy to ensure quality WASH in schools infrastructure and behavior change.

THINLY RINZIN, Sr. Planning Officer, Bhutan, shared that 83% of the children are practicing safe hygiene practices. Bhutan has prioritised WASH in Schools to ensure that 94% children have access to water and 97% of schools had access to sanitation. Bhutan lacks an effective monitoring system for the WiS facilities. In addition to achieving basic water and sanitation standards in schools, Bhutan is also promoting rainwater harvesting, ecological sanitation toilets, tippy taps and soap recycling interventions in schools.

VIJAY MITTAL, Director, Ministry of Drinking Water and Sanitation, Government of India, shared the flagship initiatives and achievements in promoting WASH in schools in India. These include central government programmes of School Sanitation and Hygiene (SSHE), Total Sanitation Campaign (TSC) and Sarva Shikha Abhiyan (SSA). In addition to this, state governments also promote school sanitation and hygiene. Overall, despite the significant allocation of financial resources, India has not been able to achieve sanitation targets, unlike that of drinking water access. Budgets in India are not a constraint but scale, complex administrative system and large geographical area is a big challenge. Linking the Center, State, district, local administration and the school administration for delivering quality WASH in schools programmes, remains a challenge. Government of India is reshaping its Nirmal Gram Puraskar (an award for villages free of open defecation) and its financial subsidies to encourage sustainable adoption of safe hygiene practices and sustained behavioral changes in the entire habitation including schools.

MALDIVES has already set foot towards integrating WiS with healthcare. It has policies regarding WiS also in place but these policies do not have priority or attention from the government. An innovative arrangement that Maldives has done is engaging nurses' associations with WiS programs and having one health functionary employed in schools to promote hygiene.

NEPAL reported an increase in understanding of the importance of WiS in the government. Inter-department and sectoral cooperation in WiS programs has improved. The (School Lead Total Sanitation) SLTS program is able to reach the schools and communities. Work is underway to develop standards for WiS. A national master plan for sanitation has been put in place in 2011. The challenges faced are shortage of water and mountainous terrain. Establishing WASH infrastructure is a challenge. The government provides financial allocation for school toilets only in the difficult to reach mountain areas of the country. While the SLTS is making inroads into the community, to ensure the behavioral change and hygiene practices are sustained, monitoring and software manpower is not available.

BABAR MINHAS, Department from Local Government and Rural Development Department, Pakistan, joined the conference via a skype conference call. Realizing the importance of WiS Pakistan government has decided to increase WiS budget from current allocation of 2.1% of GDP to 7% of GDP by 2015. Health and Education departments are already collaborating with local governments to provide WiS that are sensitive to children's needs. Gender sensitive initiatives are being implemented to ensure menstrual hygiene for girl children are ensured. Challenges shared for improved WiS include political interference, equity in participation and collaboration among government departments concerned with WiS.

RENUKA PEIRIS, Director of Education, School Health and Nutrition Branch, Sri Lanka, shared that the country has a functional framework that ensures quality WASH in schools in all schools. This framework was put together by Govt of Sri Lanka in a collaborative and consultative partnership with UNICEF, AusAID, PLAN Sri Lanka, WFP, ADB, Nestle, and Unilever. School Health Promotion Programme (SHPP) is the flagship program of WiS in Sri Lanka that delivers the WASH in Schools objectives in participation with all schools and teachers. Challenges faced by the island nation are disposal of waste from the sanitation facilities, uncertainties of recovering O&M costs, mainstreaming of MHM and lack of data on qualitative and behavioral information.



Perspectives and Challenges

A panel of distinguished experts and practitioners from the government, international aid agencies discussed the key challenges in WASH in schools in south Asia, brought perspectives and lessons from different parts of the world. Panelists included: **Sanjay Wijesekhara**, Associate Director, WASH, UNICEF, New York, **Ravi Narayanan**, Vice Chair, Asia-Pacific Water Forum Governing Council, **Haider Yakub Waseem**, PLAN International, Bangkok, **Eva Ahlen**, Chief of Education, UNICEF, Nepal, **Bikash Bhusal**, Youth Participant, Nepal, **Therese Mahon**, Programme Officer, WaterAid, UK.

In his opening remarks in a panel discussion on *Global and National Perspectives on WiS* **Mr. Amarjit Singh**, Joint Secretary, Department of Education, Ministry of Human Resource Development, Government of India, highlighted the progress made in education in India as well as the gaps that remain. Out of total enrolment in the schools only about 70% are attending. Whereabouts of the remaining 30% must be explored, he added and that it will be necessary to develop deeper understanding of the issues concerning children. Going further, state of WASH facilities in schools and reasons for their not being up to the mark must be explored.

BIKASH BHUSAL, Youth Participant, Student, Madi campus, Chitwan, Nepal, shared his experience as a student leader and the School Lead Sanitation program in Nepal. Bikash shared the enthusiasm with which the school children were motivated to ensure functional and clean toilets in their school and practice hand washing with soap after defecation and before eating. He explained the method of raising awareness about sanitation and hygiene and lead to the village becoming open defecation free. In the process students and youth like him emerged as natural leaders and learnt to represent their village and speak at different forums.

The panel discussion focused on a few critical aspects of WASH in Schools. **Eva Ahlon** stressed the need for and feasibility of ensuring WASH infrastructure in all schools. The type of

infrastructure may vary depending on the resources and needs but good quality safe WASH infrastructure was certainly affordable and possible in all schools. The panelists provided evidence from international research on the attribution of sanitation facilities and hygiene promotion, to higher levels of school attendance and learning outcomes. There is also compelling evidence of the contribution of sanitation and improved hygiene, on health outcomes.

Mr. Sanjay Wijesekhara highlighted the importance of children as agents of change for improved sanitation and hygiene behaviours, from international research. From the experience narrated by Mr. Bikash Bhusal of how the school children first made their school toilets functional and clean, and then made their village open defecation free. Children have a strong influence on adults (not just parents but the community at large). If convinced of the need for hygiene and sanitation, children can become a powerful force for change. The role of teachers, their own awareness and understanding, is therefore critical in motivating the children.

On the question of the single most important action and investment required for changing the current status of school sanitation, **Ravi Narayanan** stressed the primacy of hygiene education and awareness generation. However, simply doing hygiene promotion without an enabling environment – of policy and programmes, that facilitate sanitation infrastructure creation, will not produce change. There was rarely one single thing that results in lasting change but if one had to point to an important factor then the primacy of hygiene education leading to behaviour change would be my choice.

Therese Mahon discussed the role that international agencies can play. Funding for WASH in school from donors should not duplicate or in any way compete with the work that governments are doing. However by supporting the government agencies, schools and communities, in some instances by also investing in hardware for the purpose of demonstrating, innovation and community involvement, donors can contribute meaningfully to WASH in schools outcomes.



WASH in All Schools : Making it

South Asia Regional Conference

April - 27, 201

Delhi



Amarjit Singh, concluded the discussion by stressing the need to have clear measurable indicators and guidance for the schools to build and maintain WASH facilities in schools. In most cases he felt that the constraint was not resources but lack of awareness amongst teachers and school management on what needs to be done. Given the contribution of sanitation and hygiene towards ensuring increased enrollment, retention and higher learning outcomes, WASH in schools needs to be a priority of school education system. Fortunately this has been now mandated as part of the Right to Education Act in India and the recent Supreme court judgement.



It was unanimously felt by the panelists that the minimum standards for WASH in Schools should be specific to each context and allow for gradual improvements to facilities and adoption of hygiene practices. There is also a greater need for greater advocacy for the inclusion of WASH in Schools indicators in EMIS, analysing data annually and use the findings for advocacy for better resource allocation. Support the compilation of data, on sanitation coverage and hygiene practices, at the global level to attract attention to WASH in Schools. Panelists underscored the need to contribute to the bigger picture, bringing individual or small-scale projects into cooperative initiatives that effectively reach more schools. Gradual improvements to facilities and hygiene practices require less investment in operation and maintenance and can be sustained with local resources. They are key to establishing sustainable, at scale programmes for WASH in Schools. Meaningful child participation (appropriate to evolving capacities) is essential in all aspects of school WASH programmes and decision making processes. Guidelines and indicators are needed to ensure against child participation that reinforces exclusion or unhygienic practices.

There was a consensus among panelists on the need for a greater understanding of the importance of hygiene, drinking safe water, handwashing with soap and using clean toilets as key factors for improved health outcomes.



Global Experience and Lessons

MURAT SAHIN, WASH in Schools advisor, UNICEF New York, emphasized the importance of reaching out to the school teachers and government agencies in charge of WASH in Schools. If they are motivated and encouraged, inspired and equipped with a sound understanding and skills needed for communication to convey hygiene and behavior change, then much can be achieved. Globally, only about 5% schools have reported hand-washing with soap as a regular hygiene practice among students. In underdeveloped economies, 51% schools have availability of water and 48% have reported availability of toilets. Addressing bottlenecks in WASH in Schools programs that prevent usage of sanitation facilities and behavior change. Creation of a larger social norm of hand washing with soap, in and through schools, as a solution to promoting long term change in favour of improved hygiene practices.

Repetition leads to reputation: The Fit for Schools program in Philippines is a good example of children doing daily hand washing with soap, as part of a special initiative. Enormous health and attendance impact was observed as a result of this program. There is a need to implement WASH in Schools programs at scale and importance of a system with guiding principles such as standards monitoring and clear engagement process.

SUNITA NADHAMUNI, Executive Director, Arghyam, India, presented Arghyam's experience in innovative internet technology based, multi stakeholder engagement in water quality testing in schools. About 20,000 children across 1300 schools in India were motivated to voluntarily monitor and report on the water quality aspects in their schools by using simple web based applications and

photographs. Partnerships with field testing kit manufacturers, involvement of donors and role of the support agencies around a common cause were highlighted. The approach produced a larger engagement of children as well as school management and teachers, an immediate incentive to improve water quality, than what a professional research report could have achieved.

MALINI SHANKAR, Principal Secretary, Government of Maharashtra, while summarizing the lessons remarked on the need for adequate fund provision for school WASH facilities. Multiple design options for toilets, drinking water facilities for varying context and geographies are needed for efficient functioning of WASH facilities in schools, norms and standards for WASH in Schools require immediate attention. Training teachers in using more participatory methods is needed to improve effectiveness in achieving improved hygiene behaviours. Worldwide 272 million school days are lost each year due to diarrhoea, around 400 million school children have diminished learning abilities due to intestinal worm infections and a girl can miss up to 10-20% of her school days. Understanding the importance of hygiene, drinking safe water, handwashing with soap and using clean toilets are key factors for improved health outcomes. Proper handwashing can lead to a reduction of 30-50% infections. Biannual deworming can lead to a reduction of 50% worms infestations in children. Combining hand washing and deworming can lead to a reduction in school absenteeism by up to 25%





Addressing Equity and Inclusion In WASH

SUSANNE COATES, Chief of WASH, UNICEF India, compared equity and inclusion concerns in WASH in Schools to an iceberg which usually has only the tip visible with a bigger mass lying hidden from us. She remarked that “The mess that disrupts the implementation of WASH in Schools is not very apparent.” While urging the participants to question themselves ‘what do we take back from the conference?’ She added that WASH in Schools cannot be solved by technology or increasing the spending alone, it needs all individuals working in this area to be empathetic towards our children.

Education should aim at developing life skills among children. The level of awareness and hygiene practice among children in schools has important outcomes for hygiene practices at household level through child-to-child and child-to-parent channels. This can only be achieved if the social barriers that prevent some school going children from accessing education and a clean and safe school environment as equals, is first addressed. What is important to determine is our awareness of social exclusion and inequity and concrete steps to deal with it in schools.

“The mess that disrupts the implementation of wash in schools is not very apparent” – Sue Coates

VIMALA RAMACHANDRAN, National Fellow, NUEPA India, shared the findings of a study on equity and inclusion in schools in relation to WASH, in the state of Uttar Pradesh in India. She gave specific instances where social exclusion is reinforced in access to water and sanitation facilities in schools. Laws and acts by themselves do not affect the desired outcome. Universal access to primary education as guaranteed by the constitution, may have little meaning in circumstances where social barriers prevent meaningful participation. While children from disadvantaged communities may get admitted to schools, the behavior and attitudes of teachers and other children is sometimes humiliating for these children and hinders their opportunities for learning and self belief. In a few schools children from socially marginalised communities were found to be tasked with the responsibility of cleaning WASH facilities. While the school did appear clean and well-kept, it was achieved by compromising on the principle of equity and fair treatment to all the children. Vimala Ramachandran made a case for school teachers to give a written undertaking upon joining service, that they will not discriminate between children.

The presentation sparked a vigorous discussion with some participants questioning if the study findings quoted by the presenter were not a one off instance of deviation from the norm and if this was substantiated by other reports across schools in UP. Others questioned whether a written undertaking from teachers, will change their attitudes and reduce discrimination and whether this will allow for a misuse of powers by school managements. Appointing a cleaning staff for maintaining school toilets was shared as a basic requirement in all schools.

School going girls and boys from Moradabad district of Uttar Pradesh shared their work in improving school sanitation and hygiene. They shared the work they have done on inculcating hygiene awareness among school children and for keeping the toilets clean. The students expressed dismay at the low budget allocated of Rs 5000/year for meeting all maintenance expenses of a school. According to them this amount is inadequate for meeting the O&M requirements of the WASH facilities in school.





Thematic Sessions

Building Evidence for WASH in Schools

The session was devoted to listening to the voices of children and youth participants. School children from Nepal and India presented their experiences of implementing WASH programs in their schools and also in their communities.

DAMINI PATHODE, Youth Participants, Maharashtra, India, shared her experience of children taking a lead and transforming their village from its unhygienic environment into an open defecation free village.

Harish Chandra narrated his experience of participation in youth collectives at the village level that worked effectively with the formal decentralized village institutions (Gram Sabhas and Gram Panchayats) in making their village free from open defecation, where they involved youth collectives as well as Gram Sabha in their work.

The presentations highlighted the contribution that children can make in improving hygiene and health outcomes. Children and youth are aware of the influence they can exert not only in their families but at the community level, in changing long standing behaviours and taboos. Hence a focus on WASH in Schools can be a critical input to improving the overall sanitation and hygiene outcomes beyond schools.

Children can be engaged in formal processes including micro-planning at village or slum level, and other local planning and monitoring mechanisms for WASH. Children can also meaningfully engage with formal institutions at the local level and influence their working. Even when they are not members of these formal institutions, the voice of children is heard and respected. The role of a support agency and an enlightened local leadership is also an important enabling factor for this to happen.

NAMASTE LALSHRESHTA, WASH Specialist, UNICEF Nepal, gave a perspective of schools as entry points for hygiene behavior change in the community. The School Lead Total Sanitation (SLTS) initiative has been instrumental in achieving open defecation free (ODF) outcomes in many villages in Nepal. Children take a leading role through informal clubs that are formed in schools, to inculcate awareness regarding sanitation and hygiene. The SLTS program focuses on the Triple Ps – Positive Management, Participatory Approach and Partnership Building.

MR. SHAFIQU L ISLAM, Dhaka Ahsania Mission, Bangladesh, shared his experience of childrens engagement in WASH. A typical process of child engagement starts with the formation of “Student Brigade” provides motivation and training to students. A separate designated WASH corner in school provides a meeting and learning space for WASH in schools. Children too believe that community is important in program planning and monitoring. Policy and Program strategies are needed to strengthen WASH in schools. Pilot projects are useful in testing new approaches and concepts and need support from donors and governments. Needs of school teachers in terms of their capacity and resources at their disposal, is critical, specially in WASH in school and other programs that have a large scaling up agenda.

CALL FOR ACTION:

- Increased budgetary provision and allocation
 - i Student WASH Ratio to be maintained including hand washing facilities
 - ii Training and awareness, TOTs to create resource persons to support at various levels
 - iii Hygiene and Water quality awareness among school children
 - iv Repairs and renovation of existing facilities for operation and maintenance (TN model)
- Review of current design to arrive at and inclusive context specific model and convergence among departments to arrive at harmonized designs, M & E
- Improve the evidence base on water, sanitation and hygiene and education for schools, through special studies and improved monitoring.
- SLTS as a learning model to be scaled up.





Creating an Enabling Environment

MANINDERJIT SINGH, Rajasthan Council of Elementary Education (RCEE), Technical Officer, SWSHE Cell, Rajasthan presented initiatives taken by RCEE under Sarva Shiksha Abhiyan (SSA) towards institutionalizing WASH in Schools through a multitude of policy and programmatic initiatives. These include strengthening monitoring, issuing Government Resolutions for establishing Child Cabinets in all schools, mainstreaming teachers training on WASH issues, celebrating Hand Washing Day and other related events. Separate toilets for girls and their maintenance is very critical.

C. D. LAMA, State Project Director, SSA, West Bengal, presented the innovative Nirmal Vidyalaya Puraskar award scheme introduced in the state. This award recognizes and promotes schools having the best maintained WASH facilities. Improving WASH in schools through incentives is expected to eventually institutionalize WASH in Schools as part of larger Sarva Shiksha Abhiyan (SSA) program. A further push to institutionalization is being given by involvement of stakeholders, especially community, school teachers and child cabinets. Mr. Lama expressed concern for the limited WASH content in the formal school curriculum for all classes.

SURANGA DE SILVA, WASH Officer, UNICEF, Sri Lanka, presented the experience of successful WASH in schools programme that addressed the issue of inequity in access to safe water and sanitation. He shared lessons learnt from addressing WASH in schools in underserved areas regardless of stereotyping and defined program boundaries. He further talked about the importance of qualitative and behavioral data monitoring & data management systems.

This session addressed key challenges in promoting and sustaining an enabling environment that promotes WASH in Schools at the school level and beyond. An enabling environment implies not only hardware resources but motivation, empowerment and skill set which would be necessary to sustain the value added services or behavior. The session dealt with required technical standards and norms for WASH in Schools, defining roles of stakeholders and advocacy at national/policy level.

MS. RENUKA PEIRIS, Director, School Health and Nutrition, Govt. of Sri Lanka, presented the coordination and collaboration initiatives so critical in demonstrating local impacts of improved WASH in schools. In Sri Lanka, the Education ministry has a separate section on health and WASH, that collaborates with other government departments. Coordination between Ministries of Health and Education, with clear demarcation of roles and responsibilities, has been achieved to a great extent.

To achieve outcomes at local level, community-to-school and school-to-community interactions have a significant impact on WASH programs. Realizing the positive impacts of WASH on health indicators, Sri Lanka has placed a high importance to WASH in schools, in all government departments and ministries. An accreditation/grading of schools is being done in Sri Lanka, where schools are rated according to state of their WASH facilities. This is having a positive impact on improving the WASH in the schools status and related outcomes in education and health.

KULWANT SINGH, Advisor, UN Habitat, India, presented experience from South Asia on their “value based hygiene education” initiative. An enabling environment for better governance for WASH in Schools is the first step of this initiative. Development of a broad consensus at political and professional level with the political and executive arms of the government is the first priority. Then comes working with the Education departments and school systems to influence school curriculum and teaching methods in favour of improved WASH in schools. Introduction of “water education”



through an appropriate mix of formal education through schools, e.g. water class rooms, school water audits, water healthcare education etc., and informal education through community channels is taken up. Incorporating hygiene education remains a challenge.

SHERAB PHUNTSHO, Chief Programme Officer, Comprehensive School Health Division, Government of Bhutan, presented a case study of school level supply and demand bottleneck analysis for improved WASH in schools. Strengthening convergence between departments and maintaining motivation level of teachers are key enablers of sustaining WASH in Schools. Four indicators of WASH in Schools implementation framework were highlighted—enabling environment, supply, demand and quality.

Jharkhand state's SWASTHH Plus program of India, illustrates departmental convergence and community involvement. The program demonstrates how a move from minimum norms to demand generation for better services can be made. The program has been successful because community involvement in WASH infrastructure provisioning in schools and regular maintenance was ensured. Continued advocacy for mainstreaming in school curriculum was also ensured. Teachers must imbibe the spirit of WASH and build it into the formal curriculum and informal teaching and education of children. Mere infrastructure creation in schools may not solve the problem.

One of the goals of the conference was to explore how convergence of health, education and WASH interventions can be achieved in the south Asia region. Coordinated policy action on one hand and technical standards to measure and monitor WASH in schools achievements, both need to be promoted.

CALL FOR ACTION

- Accreditation of schools: grading schools and rating them according to state of WASH facilities can help parents make informed decision about the school. This will also bring in greater accountability of the schools because of the fact that the schools WASH facilities are measured.
- Harmonized action of ministries of health and education for successful convergence
- Bottleneck analysis of school level supply and demand of WASH services
- Enabling environment, quality of toilets and usage in school
- Higher level of access and learning among school age children with special attention to girls, never enrolled and school dropouts

WASH in All Schools : Making it a Reality

South Asia Regional Conference

April 24-27, 2017



Strengthening Monitoring and Accountability

The Education Ministries of most South Asian countries have launched innovative and ambitious programs for promoting universal education. These programs make a commitment to improving WASH in schools. The Child Friendly School Initiative of Nepal has indicators for WASH in schools. The Primary District Education Programme III of Bangladesh has targets for toilets and drinking water coverage in schools. The Sarva Shiksha Abhiyan of Government of India includes a focus on sanitation and hygiene. Afghanistan, Bhutan, Maldives and Pakistan have all given priority to WASH in schools and this initiative is being undertaken by the Ministry of Education or together with other Departments and Ministries including Water and Sanitation.

WASH in schools program components (software and hardware) overlap with each other or are addressed by programs of other sectors like health, education, women and child development etc. A simple and effective monitoring framework, appropriate for different levels of monitoring, is needed to ensure all inputs, outputs and outcomes are tracked in real time and bottlenecks of coordination and quality issues addressed.



The session focused on challenges facing monitoring of WASH in school. Quality of data, absence of a unified system to track progress, makes it difficult to track progress. Monitoring is a systematic process that should not be confused with reporting.

MURAT SAHIN, WASH in Schools Advisor, UNICEF, New York, highlighted the importance of setting standards for monitoring WASH in Schools, the rules to be followed to monitor progress/ achievements and stated the classic mistakes committed in monitoring. Trying to

gather too much data, whereas what is needed is small set of indicators that describe the minimum necessary conditions for programme success, is one common mistake. Linking monitoring to the shape of a funnel, he said a monitoring framework should contain tiers of information; generally more data is needed locally than globally, like a funnel, but the information must flow both ways. The larger question is “who is the audience”. Data can be used as an effective accountability tool and the same data we collect need to guide policy makers to make the right investment and target the resources better.

An EMIS module with a basic set of monitoring indicators for WASH in schools is needed. Survey modules need to capture observations and group discussion information and not just collate individual questionnaires. Monitoring modules as teaching aids are needed, for teachers to monitor hygiene behaviours of children.

MAMITA BORA THAKKAR, WASH Specialist, UNICEF and **SHILENDAR**, Consultant; **SSA**. UNICEF’s presented a study of the existing WASH in Schools monitoring system. Reliable information on the status of WASH in schools and the progress of ongoing programmes is critical for governments and support agencies alike. Only with adequate and timely information is it possible to know the scale of the problem, to engage in evidence-based advocacy, to assess progress, or to learn from successes and mistakes. Without adequate monitoring information it is ultimately impossible to reach the goal of adequate WASH in all schools.

None of the national or state level data systems in India, capture information on hygiene education, hand-washing practices and availability of hand-washing facilities in schools. There are differences in definitions leading to lack of coherence in the data sets and subsequently in getting a true picture of WASH in Schools. Monitoring of WASH in Schools needs to be strengthened with a focus on hygiene education handwashing practices and handwashing facilities, their regular usage at critical times, functionality of hardware, operation and maintenance to ensure smell free clean and safe toilets and working taps, quality and sustainability of facilities. Alignment and harmonization of different surveys and data sets, with clear definitions, improved methods of data collection and analysis – are critical for producing credible information needed for decision making.

THERESE MAHON, Programme Manager South Asia, WaterAid, shared her experience of three South Asian (India, Nepal, Bangladesh) countries on how a child rights based approach has been used to sensitise parents, caregivers, school administration and the local administration and hold them accountable for ensuring WASH in schools. Engaging children through meaningful participation so that their views are heard and responded to is important to the entire WASH in Schools accountability framework

INDIRA KHURANA, Policy and Advocacy Director, WaterAid India, spoke on the Indian experience with Right to Education (RTE) act. Out of the 7 infrastructure related indicators two of them are WASH indicators which have to be followed by each school compulsorily. She also shared assessments undertaken by different organisations on the status of WASH infrastructure in schools. The example shared highlighted how the Rights and Legislative framework can be used to ensure WASH in Schools. The recent order passed by the Supreme Court of India that all schools should compulsorily have WASH facilities by March 2013 was also discussed.

VIJENDER JUSTA, Deputy Secretary, Sarva Shiksha Abhiyan (SSA), Ministry of Human Resources Development, Govt of India, underscored that the primary responsibility of WASH in Schools service delivery lies with Schools and the School Management Committee (SMC). Guidelines are being developed by SSA to improve SMC's capacities and make them aware of WASH in Schools. The SSA will also have a mechanism for dissemination of these guidelines with stakeholders. Civil society organisations play a vital role in training, developing capacities and building awareness towards WASH in schools. They can support the SMCs, school teachers, panchayat functionaries and communities in performing their primary responsibilities for ensuring quality WASH in schools.

CALL FOR ACTION

- Fixing accountability – who is accountable and to whom?
- Defining the content of accountability. Provisions of constitution, environment and towards children.
- Ensuring accountability – Guidelines being developed by SSA will have mechanisms where SMC are capacitated and made aware of WSDP. SSA will also have mechanism for the dissemination of these guidelines with stakeholders.
- Establishing social norms can become a driving force to ensure accountability.

RTE in itself is a tool with in built accountability which needs to be used more effectively

ADDRESSING EQUITY AND INCLUSION

Schools are expected to not only impart high quality education but also provide an environment where learning contributes to a humane and just society. However, schools function within a given social milieu that includes economic and social inequities, where social exclusion and prejudice often divides communities. In imparting education and providing a learning environment schools are faced with the challenge of provide a fair and non-discriminatory learning environment. This challenge is often presented in bringing children to sit and learn together, to use the WASH infrastructure and to take an equal responsibility in keeping the school clean. Children from different social and economic backgrounds learn to sit together and must practice minimum norms of personal hygiene.

Addressing discrimination in schools remains a challenge. If children are not treated with respect and there is differential treatment of children in the class, it may also result in reinforcing stereotypes and social exclusion. Where children are involved in keeping the school premises and toilets clean,

children from socially marginalised and excluded communities may be burdened with this task by the teachers. Addressing equity and inclusion requires sensitivity and awareness of the type of exclusion that is faced by children and in some cases even teachers, who come from socially marginalised communities.

Nishit Mehrotra in his presentation shared the reasons for exclusion in schools to be- perception of schools being educational institution and not institution that will set social norms right, the overall social construct and strong practicing castes. UNICEF's study on Exclusion in Schools in South Asia reveals the following as the basis of exclusion practices in India:

- Social group and community – SC/ST children
- Economic status of students – not well dressed, dirty clothes, no foot wear
- Performance of children in the school (good in studies/not good in studies; regular/irregular)
- Visible disabilities, infectious diseases – those with scabies etc
- Gender-differential cleaning/classroom duties assigned to boys and girls
- Needs of children with disabilities were ignored and not at all factored into water, sanitation or MDM planning and execution

Gender equity is one form of ensuring inclusion. Adolescent girls dropping out of school due to unavailability of sanitary pads, inadequate sanitation and absence of separate toilet for girls in schools is a well-known issue. **Mr. Arun Dhobal**, WASH Specialist, UNICEF, Tamil Nadu from UNICEF, **Ms. Purnima Gurung**, WASH Officer, UNICEF Nepal and **Ms. Bharathy Tahiliani**, Consultant, UNICEF, Maharashtra State Office shared their work in Menstrual Hygiene Management.

In schools in Krishnagiri district of Tamil Nadu, awareness programs were conducted for girl children regarding MHM and use of sanitary napkins. Proper facility to change and dispose was created. It was observed that with just these many changes the dropout rate of girl children in higher secondary reduced drastically. The presentations on Menstrual Hygiene Management (MHM) shared the plans of Gol to provide girl children from age of 10-19 sanitary napkins to address this problem. Although poor sanitation is correlated with school absenteeism and dropout of girls in developing countries, efforts in school sanitation have ignored menstrual management in latrine design and construction. Wider aspects of the issue – such as privacy, need for counseling, water availability and awareness-raising among boys and men – remain largely unexplored. MHM addresses an important practical need for women and girls and translates into action and commitments to 'gender-friendly' services across sectors. By freeing girls from the physical and psychological inconveniences and restrictions linked to menstruation and enabling them to manage them effectively, MHM can enhance mobility and confidence – leading to better attendance, learning achievement and performance, but most importantly to enhanced self-confidence and self-worth.

Efforts of MHM do not currently target men and adolescent boys, nor do they systematically inform infrastructure design and budget allocations.



Scaling Up a Quality Package



DR HABIB BENZIAN, Senior Advisor, Fit for School, Philippines, made a compelling case on how Fit-for-Schools (FFS) has worked towards addressing WASH and health issues of children by implementing a comprehensive WASH and health program in schools. FFS's overarching reason to include health with WASH is to ensure that they broke the vicious cycle of poverty and ill health. Problem of WASH and health is similar to the example given for an iceberg.

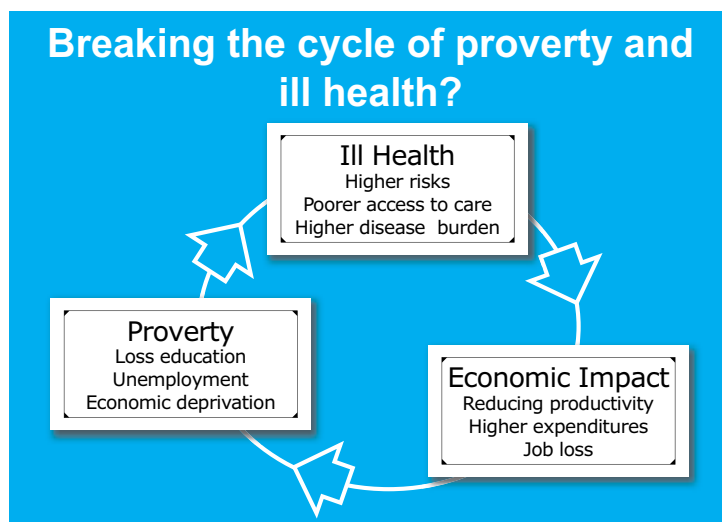
Fit for School programme consists of the following key elements:

- Integrated school health/WASH concept
- Simple and modular – Evidence-based interventions, and cost-effective
- Focus on daily skills-based activities rather than on health education
- Active involvement of non-health professionals (teachers)
- Close interaction science, research & practice

In Philippines FFS has achieved reduction in infection by 30-50% in children through promotion of hand washing activities and a reduction in tooth aches through daily tooth brushing. Deworming initiatives have reduced 50% of worm load in children.

URVASHI PRASAD, Michael and Susan Dell Foundation, Delhi, India, presented on the impact of deworming on children's learning ability. Children suffer from the greatest worm burden amongst all age groups, resulting in high morbidity:

- Affected children may be too sick or too tired to concentrate in class or to attend school
- Worms limit nutrient absorption and cause internal bleeding, leading to anemia and malnutrition



She shared the foundation’s experience in deworming, with their NGO partner ‘Deworm the World’ in Delhi. The programme reached 3.2 million children by using the existing network of health, water and sanitation departments. Children from India contribute to 60% worm affected children of the entire South Asian region. De-worming in schools can have a significant impact on health and learning among school children. After de-worming, school children show remarkable spurts in their growth and educational development. Reduction of the burden of disease can be achieved through regular treatment with anti-helminthes targeted at high-risk groups such as school-age children. It takes only Rs.25/child /year to see this process through. If the mandate of WASH in Schools is more than the mere provision of water and sanitation facilities and improved health outcomes, then deworming children through schools bolsters it in a significant way.

DR S. SEETHARAM, Director, Swami Vivekananda Youth Movement, an NGO working on health and hygiene issues in Mysore in India, presented the approach to health and WASH in schools. Health work done through primary health centres and referral centres run by the NGO, is integrated with the schools in the district. Involving the local community in WASH in schools intervention is another aspect of their work.

Scaling up of a quality package of interventions for WASH in schools can be done in different ways and in context appropriate to each country and school. Inclusive WASH programs in schools delivers



well on a range of education outcomes. Sustaining a high quality WASH programme is a challenge. Usually quality deteriorates with scale. Ensuring the same level of program quality on a larger scale requires effective systems of monitoring, clarity of roles and responsibilities that are well understood. Improved accountability and resources including budgets, is essential.



CALL FOR ACTION

1. WASH in schools needs to be addressed in a holistic manner (e.g. Health check-ups and community involvement).
2. Need to integrate hygiene practices with deworming program (preventive) as well as making hand washing with soap a habit.
3. A single government department should take the lead in implementation.
4. Products/consumables should not be donated but included in annual budget of Government.

C. M. PANDEY, Dy. Director, Panchayat-UP, shared the School Sanitation and Hygiene Education (SSHE) and Sarva Shiksha Abhiyan (SSA) experience of WASH in Schools and their achievements. **Kabir Vajpeyi from Vinyās, Centre for Architectural Research & Design** shared how the design norms also have to become child friendly. Child friendliness is about being at the psychological and physiological comfort level of a child. It is also about attitudes of the adults towards children.

SUMITA DASGUPTA, Programme Officer, Centre for Science and Environment, Delhi, India, shared **Centre for Science and Environment (CSE)** experience of Green Schools Programme where WASH was a part of this initiative. She outlined the processes they have adopted to audit the facilities through children.

SANJAY KR. SRIVASTAVA, AND SANCHITA DEB ROY, Sustainable Urban Habitat, GIZ, India, shared their experience in school sanitation in partnership with National School Sanitation Initiative (NSSI) and Central Board of Secondary Education (CBSE) Govt of India. The NSSI initiative includes a School Sanitation Rating (colour coded) through an online self assessment by schools for the status of their school sanitation infrastructure, maintenance and hygiene. GIZ in collaboration with NSSI and CBSE produced a manual on school sanitation standards adopted by CBSE for more than 10,000 schools throughout India. This has now been adopted in schools run by state governments. The School Sanitation Rating system is monitored through online system (www.schoolsanitation.com) in which the schools are expected to update their sanitation status.

CALL FOR ACTION

1. Norms and standard for WASH infrastructure in schools should be culturally sensitive and context specific.
2. Technical designs should be appropriate for needs of children of varying age groups and different abilities. While building these norms children's perspective need to be considered.
3. WASH in Schools infrastructure unit cost should be flexible to accommodate local needs/designs.

4. Allow flexibility to build on existing facilities. (up gradation should be priority)
5. Technical expertise including design blueprints should be understood by teachers and school administration and remain with the schools.
6. Capacity building needed for engineers/Architect/Mason (people involved with construction) on child friendly right based WASH facilities construction.

Avijeet Sharma of **NDTV-UNHABITAT-Charities Aid Foundation** presented the lessons of WASH in Schools campaign called 'Support My School Campaign'. **Yusuf Kabir**, **UNICEF** presented their work in partnership with Woodland in Maharashtra. **Abdul Naseer Mohammed**, **Principal and Head of North Central Education Unit, Government of Maldives** shared their experience and emphasized on the need for Civil Society Partnerships to address WASH in Schools. **Pushpalatha** from **Madhya Pradesh Total Sanitation Campaign** presented scaling up WASH in Schools in Madhya Pradesh in partnership with different corporate bodies.

Partnership with the private sector to promote WASH in Schools provides some valuable lessons. There is a need to look at multi stakeholder partnerships where corporate sector is one partner. The scientific community contributes to the research and analysis of the problem and provides credible information that contributes to the development of a vision and change objectives for WASH. External support agencies provide financial resources, knowledge programme management skills. School teachers, local government and NGOs and community based organisations provide the implementation and community engagement strength. Private sector contributes to design, management and communication aspects. Partnerships ensure innovations and sustainability at scale.

An effective WASH in schools programme must engage all stakeholders. One of the partners will need to play a coordination role to forge and sustain the partnership, to track progress against objectives and joined up learning.





Corporate Social Responsibility concept needs to be tweaked to deliver sustainable projects and not simply providing funds/charity. School education has been a priority area for major corporate CSR ventures. Private sector need to engage with NGOs and the government to identify opportunities in WASH in schools to deploy their CSR funding commitments. Private sector support can sometimes become embroiled in the one sided debate on Public-Private-Partnership (PPP) framework. In order to prevent this from happening, goals of any private sector engagement in development work, needs to be clearly defined.

CALL FOR ACTION

1. Spirit of partnership and joined up working to leverage strengths of different partners is the key.
2. Expectations of all partners need to be put on the table. Private sector expects to promote its brand. NGOs need funding to deliver quality services. The partnership should meet minimum agreed norms.
3. Goals should be defined as clearly and communicated to all.
4. Holistic view of burden of disease would help to create urgency among community.
5. Corporate partners have potential (2-5% allocation under CSR).
6. Community and schools should have a final say on a proposed CSR initiative.
7. Non-conventional partnership to be explored (Public-Media).
8. Policy formulation for corporate involvement is always helpful.



Country Action PLANS



The following table shows the areas where the countries from the region will work towards, especially before SACOSAN 5.

Countries	Action Points
Afghanistan	<ul style="list-style-type: none"> • Improve WASH in School monitoring: • Develop and implement Operate and Maintain (O&M) guidelines for WiS • Practice good hygiene in all schools
Bangladesh	<ul style="list-style-type: none"> • Provide WASH infrastructure in all schools • Increase 5 budget allocation for O&M of WASH in Schools. • Define clear responsibilities to ensure O&M and its monitoring • Ensure practice of good hygiene in school • Improve monitoring in WASH in Schools – incorporate EMIS and involve children • Make WASH in School part of social movement for sanitation and establish national forum • Involve media for outreach and awareness generation • Equitable approaches in schools
Bhutan	<ul style="list-style-type: none"> • Establishment of Capital and Recurrent Budget specific for WASH in Schools • Pegging accountability and corresponding responsibilities at 3 levels- central, local and school level • Supply side – <ul style="list-style-type: none"> ▪ Provision of adequate infrastructure ▪ Capacity building of Hygiene promoters ▪ Development of teacher’s guidebook ▪ Develop behavior change strategy • Demand Side – <ul style="list-style-type: none"> ▪ Strengthening child participation ▪ Establish Accreditation system of schools • Quality of Services – Explore mechanism for regular supply of soap <ul style="list-style-type: none"> ▪ Adoption of Daily WASH theme on rotation among different classes ▪ Mass cleaning and facelift of toilets at least once a week
Maldives	<ul style="list-style-type: none"> • Providing WASH infrastructure in all schools: <ul style="list-style-type: none"> ▪ National assessment of current status of infrastructure in all schools ▪ Advocacy to school principals, school boards, school community to create demand for WINS • O&M of WiS infrastructure: <ul style="list-style-type: none"> ▪ MOE to instruct schools to include specific budget line for operation and maintenance of WINS in annual budget proposal ▪ MOE to ensure sufficient budget for Operation and Maintenance in the MOE annual budget • Hygiene education <ul style="list-style-type: none"> ▪ Ensure hygiene education incorporated in the new curriculum framework (curriculum now being revised) • Improve WASH in Schools monitoring <ul style="list-style-type: none"> ▪ Include WINS indicators in current monitoring tools used by schools, regional and central level; ▪ Improve the current education data base to include WINS

Countries	Action Points
Maldives	<ul style="list-style-type: none"> • Make WASH in Schools part of social movement for sanitation <ul style="list-style-type: none"> ▪ Strengthen participation of academics and civil society organizations such as Faculty of Health Sciences, Maldivian Nurses Association, Medical Association, Health Workers Union, Society for Health Education, Maldivian Red Crescent, and other NGOs in promoting WINS • Equitable approaches in Schools <ul style="list-style-type: none"> ▪ Reinforce awareness of children, teachers, super-intendents, parents and members of school authorities on children's rights including rights to safe and friendly WASH facilities in schools
Nepal	<ul style="list-style-type: none"> • Organize de-briefing joint-meeting with high level officials from each line agency • Organize another meeting with networks (School Health Network, WASH Working Group etc. • Agree on scalable, nationwide practical actions based on school health/quality education • Strengthen EMIS indicators • Data - baseline on where are we now for all stakeholders to be aware and to avoid duplication
Sri Lanka	<ul style="list-style-type: none"> • By 2015 all schools in Sri Lanka to achieve to have 100% WASH coverage as per national standards and norms. • Adding design provisions for female toilets for disposing sanitary pads • Publishing improved school WASH designs manual • National and provincial level coordination strengthened on prioritizing/selecting most deprived schools for WinS interventions • WinS data upgraded with qualitative and behavioral indicators
India	<ul style="list-style-type: none"> • Provide WASH infrastructure in all schools – <ul style="list-style-type: none"> ▪ Clear & inclusive norms and standards, including equity aspects ▪ Simplified and straight forward process for fund flow and reporting • Operation & Maintenance of school WASH infrastructure <ul style="list-style-type: none"> ▪ Ensure availability of hygiene products and proper disposal facility in schools ▪ Fund allocation based on number of WASH facilities and students than blanket per school basis allocation • Practice good hygiene in all schools <ul style="list-style-type: none"> ▪ Ensure adequate inclusive gender friendly WASH facilities, hygiene kits including incinerators in proportion to the number of children. ▪ Ensure timely cleaning of WASH facilities including water storage tanks and its chlorination at regular intervals ▪ Ensure health checkups, deworming of all students through convergence and mobilizing resources from key national flagship programmes i.e. NRHM, SSA, MDM • Improve WiS monitoring <ul style="list-style-type: none"> ▪ Village Committees to meet necessarily on a monthly basis. Meeting to focus on convergence in which WASH is an agenda point ▪ SMCs to be empowered for engaging personnel for O&M through trained workforce ▪ PRIs to supplement the O&M in schools with SMC as the nodal point • Make WASH in Schools part of a social movement for sanitation <ul style="list-style-type: none"> ▪ Communication strategies as per local needs in place ▪ School led village cleanliness drive ▪ Including National and local celebrities in the movement ▪ Nirmal School Award, WASH competitions ▪ Advocacy and partnerships with potential individuals/corporate • Equitable approaches in schools <ul style="list-style-type: none"> ▪ Equity through design, technology, software, access, provisions and M&E (proper facility for girls and children with special needs) ▪ Child Cabinets (fair process, with clear guidelines)

CONFERENCE BACKGROUND

School water supply, sanitation and hygiene education have a profound impact on the learning and health of children, especially for girls. It is directly related not only to physical, mental and social health, but ultimately to economic and political development. Despite progress in recent years resulting from the efforts of many stakeholders, including governments, development agencies and communities, many schools still remain without safe drinking water, appropriate sanitation facilities and hygiene education. Girls remain particularly vulnerable to dropping out of school partly because many are reluctant to continue their schooling when toilet and washing facilities are either not safe or not available at all.

Great strides have been made in South Asia towards universal primary education and to safeguard the well-being of children in schools. Millions of school children are able to now access safe drinking water, sanitation facilities and practice good hygiene. Experience gained over the past decade, the body of knowledge and good practices, needs to be applied for ensuring no school child is denied access to safe drinking water and sanitation. A shared commitment to healthy and clean school environment for our children will ensure that Systems, Standards and Norms, Resources, Technologies, Operations and Maintenance and School and Community involvement and will not be hurdles in achieving our aims. WASH in schools contributes to improved health, fosters learning and higher achievement in education, dignity and gender justice, and enables children to participate as agents of change for their siblings, parents and the community at large.

Despite progress reported in achieving higher enrollment levels in schools and improved school infrastructure in the south Asia region, challenges remain in improving WASH in Schools. Beyond the creation of basic WASH infrastructure in schools, addressing equity and inclusive access to quality WASH infrastructure with child friendly standards and norms, having functional and well maintained sanitation and water systems, capacities and resources in schools to influence sustained hygiene behavior change among children, are some of the emerging concerns. Gaps exist in monitoring systems at scale that are based on reliable data and quantify able indicators that capture functionality and maintenance of WASH infrastructure and behavior change outcomes among school children, etc.

With a few significant policy developments in the country, India provided a relevant context to host a WASH in Schools conference and share and learn from experiences in the South Asia region. The passing of the Right to Education Act (RTE) Act in 2009 and the recent Supreme Court Order to all states to provide safe drinking water and separate toilet facilities for girls in all schools are the landmark initiatives at providing an enabling environment for WASH in Schools. The RTE provides the legal framework for quality education in India, and mandates minimum norms and standards of school WASH infrastructure.

The three day South Asia Region Conference “WASH in All Schools: Making it a Reality” was held from April 24 – 27, 2012 in Delhi. The conference brought together more than 200 practitioners from countries in South Asia that included representatives from Education and WASH sectors, national and provincial governments of all south Asian countries, NGOs experts and school children, to share and learn from each other. A Conference Framework of Action identifying key priorities for accelerating WASH in all Schools was adopted. Country Action Plans were prepared by participants

of each country, working in different groups and forms a useful input to the SACOSAN process. A one dayfield visit was organized for the participants to Alwar district in Rajasthan to see recent initiatives of improved WASH in schools.

KEY OBJECTIVES OF THE CONFERENCE

- Identify key actions for acceleration of WASH-in-Schools to promote enrolment and retention especially for girls, and children from disadvantaged groups
- Strengthen monitoring systems that provide reliable evidence of key indicators that promote sustainable WASH in schools.
- Promote inclusive and participatory practices for WASH-in-Schools programming at scale.

KEY QUESTIONS FOCUSED DURING THE CONFERENCE

- How to work across sectors to increase investments in child-friendly schools, including child- and gender-friendly WASH facilities in all schools?
- How to engage those who set policies and allocate budgets that determine WASH-in-Schools outcomes?
- How to monitor WASH-in-Schools programme along quality indicators like functionality, quality of infrastructure, child-and gender-friendliness, etc. What are the examples of simple, sustainable systems of monitoring?
- How to contribute to the evidence base nationally and globally, for informed decision-making and effective distribution and use of funds? How do we gather and share comprehensive data, disaggregated by gender, access and quality of services?
- How to demonstrate quality WASH in Schools programme so that schools create conditions where children themselves are agents of change in their families and communities?
- How to collect data for tracking progress, for determining accountability, for evaluating project effectiveness, for learning and advocacy, and to inform planning?

AGENDA

WASH IN ALL SCHOOLS: MAKING IT A REALITY

South Asia Regional Conference: Park Hotel, New Delhi, 24-27th April 2012

TUESDAY, April 24, 2012

Field visit to Alwar, Rajasthan

WEDNESDAY, April 25, 2012

Conference facilitator: Mr. Depinder Singh Kapur

Time	Session	Facilitator/Chair	Speakers	Event Type
7.30 - 9.00	Meeting of Chairpersons of the Sessions (Breakfast Meeting)			
9.00 - 10.30	Inaugural ceremony <ul style="list-style-type: none"> Lighting of the ceremonial lamp Welcome song by school children Screening of the film- WASH in ALL Schools: Why not? Welcome address - Mr. David McLoughlin, Acting Country Rep, UNICEF, India Release of UNICEF-GOI-Publications Building the context of WASH in Schools in South Asia- Ms. Raka Rashid, UNICEF ROSA, Kathmandu. Keynote Address by the Honourable Minister for Rural Development and Minister Drinking Water & Sanitation, Dr. Jairam Ramesh Closing Remarks and Vote of Thanks by Mr. JS Mathur, Joint Secretary, MDWS, GoI 			Plenary
10.30 - 11.00	TEA BREAK			
11.00 - 12.00	Global and National Perspectives on WASH in Schools. Interactive panel discussion	Chair: Mr. Amarjit Singh, Joint Secretary, MHRD	<ol style="list-style-type: none"> Mr. Sanjay Wijesekhara, Associate Director WASH, UNICEF, New York Mr. Ravi Narayanan, Vice Chair, Asia-Pacific Water Forum Governing Council Dr. Haider Yakub Waseem, PLAN International, Bangkok. Ms. Eva Ahlen Chief of Education, UNICEF Nepal. Mr. Bikash Bhusal, Youth participant, Nepal Ms. Therese Mahon, Programme Officer, WaterAid UK. 	Plenary
12.00 - 13.00	Wash in Schools: Growth, Gains and Gaps Country Presentations	Chair: Mr. J.S. Mathur, Joint Secretary, MDWS, GOI	<ol style="list-style-type: none"> Afghanistan: Mr Sameer Ahmad Amiri, Advisor, Ministry of Education, Govt. of Afghanistan Bangladesh: Dr. Sirazul Hoque, (Director of Planning and Development, MoE, Bangladesh, Govt. of Bangladesh. Bhutan: Mr. Thinley Rinzin, Senior Planning Officer, Ministry of Education, Govt. of Bhutan 	
13.00 - 14.00	LUNCH BREAK			
14.00 - 15.30	COUNTRY PRESENTATIONS continued	Chair: Mr. T. M. Vijay Bhaskar, Joint Secretary, MDWS, GOI	<ol style="list-style-type: none"> India: Mr. Vijay Mittal, Director, Sanitation, Ministry of Drinking Water and Sanitation, Govt. of India. Maldives: Mr. Hussain Rasheed Moosa, Deputy Director General., Ministry of Education, Govt. of Maldives. Nepal: Ms. Nimala Mainali, WASH in Schools focal person, Department of Education., Govt. of Nepal. 	Plenary

Cont....

Time	Session	Facilitator/Chair	Speakers	Event Type
14.00 - 15.30	COUNTRY PRESENTATIONS continued	Chair: Mr. T. M. Vijay Bhaskar, Joint Secretary, MDWS, GOI	7. Pakistan: Dr Farah Masood, Programme Director, Dept of Education, Govt. of Pakistan. 8. Sri Lanka: Ms. Renuka Peiris, Director of Education for School Health and Nutrition, MoE, Govt. of Sri Lanka.	Plenary
15.30 - 16.00	TEA BREAK			
16.00 - 18.00	SESSION THEME: Building evidence for WASH in Schools			
SUB SESSION 1: Involving Children in Change				
16.00 - 16.10	Opening Remarks by Session Chair	Chair: Mr. Sanjay Singh, Director, WSSO, Government of Bihar. Co Chair: Mr. D. B. Sarath, Programme Advisor, PLAN Sri Lanka, Colombo	2. Mr. Namaste Lal Shrestha WASH Specialist UNICEF Nepal and Govt of Nepal Representative 3. Bangladesh 4. Mr. Shofiqul Islam, Director Program, Dhaka Ahsania Mission.	Break away session
16.10 - 17.00	1. Youth/child participant presentation 2. Children as agents of change to promote sanitation: SLTS experience in Nepal 3. Engaging school children in hygiene promotion. 4. Promoting hygiene through children: Experiences from Bangladesh			
17.00 - 18.00	Group Discussions in 2 to 4 groups OR Q&A sessions. Recommendations for Conference Action Plan prepared by each group and presented in the Session			
SUB SESSION 2: Ensuring an Enabling Environment				
16.00 - 16.10	Opening Remarks by Session Chair	Chair: Ms. Aruna, Chief Engineer and Project Director, State Water and Sanitation Mission, Govt. of AP. Co-Chair: Mr. Haider Yakub Waseem, PLAN International	1. Mr. Monmoth Sikder (Senior Regional Manager, BRAC WASH Program) 2. Mr. Maninder Jit Singh, Technical Support Officer, RCEE, Govt. of Rajasthan. 3. Ms. Choten Dhendhup Lama, Project Director, SSA, Govt. of West Bengal and Mr. Shyannarayan Dave, UNICEF, India. 4. Ms. Sumita Dasgupta, Centre for Science and Environment, New Delhi	Break away session
16.10 - 17.00	1. Leveraging resources for enhanced WASH in Schools package 2. Presentation from RCEE, Rajasthan state experiences 3. Nirmal Vidyalaya Puraskar: West Bengal 4. Green Schools Campaign: Getting children involved			
17.00-18.00	Group Discussions in 2 to 4 groups OR Q&A session. Recommendations for Conference Action Plan prepared by each group and presented in the Session			
SUB SESSION 3: Demonstrating Local Impacts				
16.00 - 16.10	Opening Remarks by Session Chair	Chair: Mr. H.K. Bora, Secretary, PHED, Govt. of Assam. Co-Chair: Ms. Eva Ahlen, Chief of Education, UNICEF, Nepal	1. Mr. D. K. Saxena, Project Director, SSA, Govt. of Jharkhand. 2. Dr. Kulwant Singh, Senior Advisor, WASH, UN HABITAT. 3. Ms. Renuka Peiris, Director, School Health and Nutrition, Govt. of Sri Lanka. 4. Mr. Sherab Phuntsho, Chief Program Officer, Comprehensive School Health Division, Department of Youth and Sports, Ministry of Education, Govt. of Bhutan.	Break away session
16.10 - 17.00	1. Experience from SWASTHH plus programme in Karnataka/Jharkhand 2. Value Based Hygiene Education in schools: Experience from South Asia 3. Integration of WASH and Health in Schools 4. Supply and Demand Bottleneck Analysis of WASH in Schools-Case from Bhutan			
17.00-18.00	Group Discussions in 2 to 4 groups OR Q&A session. Recommendations for Conference Action Plan prepared by each group and presented in the Session			
18.00 - 18.30	Meeting of the Conference Core Group Members on Conference Action Plan			
19.00 onwards	Welcome Dinner for Delegates and Cultural Evening			

TUESDAY, April 26, 2012

Time	Session	Facilitator/Chair	Speakers	Event Type
9.00 - 10.30	<ol style="list-style-type: none"> Feedback from the technical sessions 1, 2 and 3 Global experiences on WASH in Schools Role of multi stakeholder engagement in promoting WASH in Schools 	Ms. Malini Shankar , Principal Secretary, Government of Maharashtra.	<ol style="list-style-type: none"> Session Co - Chairs of Day 1., Break Away Sessions 1-3 Mr. Murat Sahin, Advisor, WASH in Schools UNICEF New York Ms. Sunita Nadhamuni, CEO, Arghyam, India 	Plenary
10.00 - 10.30	TEA BREAK			
10.30 - 12.30	SESSION THEME: Strengthening Monitoring and Accountability of WASH in Schools			
SUB SESSION 4: Monitoring				
10.30 - 10.40	Opening Remarks by Session Chair			
10.40 - 11.30 (including tea)	<ol style="list-style-type: none"> EMIS Tool Kit Monitoring hygiene practice in schools: Children's experience Monitoring of WASH in Schools: ASER, DISE and TSC National School Sanitation Initiative 	Chair: Mr. Vijay Mittal, Director, MDWS, GOI Co-Chair: Esmaeil Ibrahim, Chief, WASH, UNICEF, Afghanistan	<ol style="list-style-type: none"> Mr. Murat Sahin, Advisor WASH in Schools, UNICEF, New York Child participant from UP. Mamita Bora Thakkar, UNICEF India. Dr. Sanjay Srivastava, GIZ, India 	Break away session
11.30 - 12.30	Group Discussions in 2 to 4 groups OR Q&A session. Recommendations for Conference Action Plan prepared by each group and presented in the Session			
SUB SESSION 5: Strengthening Accountability				
10.30 - 10.40	Opening Remarks by Session Chair			
10.40 - 11.30 (including tea)	<ol style="list-style-type: none"> Improving service delivery for children: An accountability framework Experience from Pakistan Linking WASH with Right to Education in India Whole School Development Plan: Framework for action 	Chair: Mr. Sujoy Majumdar, Director, MDWS, GOI. Co-Chair: Hilda Winartasaputra, PLAN International	<ol style="list-style-type: none"> Ms. Therese Mahon, WaterAid UK and Ms. Archana Ghosh, SCF Finland Dr. Indira Khurana, WaterAid India, on behalf of RTE Form. Mr. Vijender Justa, Deputy Secretary, SSA, MHRD India. 	Break away session
11.30 - 12.30	Group Discussions in 2 to 4 groups OR Q&A session. Recommendations for Conference Action Plan prepared by each group and presented in the Session			
SUB SESSION 6: Addressing Equity and Inclusion				
10.30 - 10.40	Opening Remarks by Session Chair			
10.40 - 11.30 (including tea)	<ol style="list-style-type: none"> Addressing special needs of the differently abled India exclusion study on WASH in Schools Scaling up MHM: Strategies and approaches in Tamil Nadu Menstrual Hygiene Management: Reaching out of school girls in Nepal 	Chair: Dr. Moosa Hussain Rasheed, Dy Director General, Maldives Co Chair: Dr. Kurian Baby, IRC, Netherlands	<ol style="list-style-type: none"> Mr. Ashok Kumar, Leonard Cheshire Disability, Tamil Nadu. India Ms. Nishi Mehrotra and Ms. Vimala Ramachandran, ERU, India Government of Tamil Nadu & Arun Dobhal, UNICEF, India Ms. Purnima Gurung, Education Specialist, UNICEF Nepal. 	Break away session
11.30 - 12.30	Group Discussions in 2 to 4 groups OR Q&A session. Recommendations for Conference Action Plan prepared by each group and presented in the Session			
12.30 - 13.00	Concluding Session: Key Actions from the Session		Henk van Norden	Session Co-Chairs of Sessions 4 to 6
13.00 - 14.00	LUNCH			
14.00 - 16.30	SESSION THEME: Scaling up quality package for WASH in Schools including hygiene			

Contd....

Time	Session	Facilitator/Chair	Speakers	Event Type
SUB SESSION 7: Beyond WASH: Including School Health				
14.30 - 14.40	Opening Remarks by Session Chair			
14.40 - 15.30	<ol style="list-style-type: none"> 1. School deworming project: Experiences from the field 2. Integrating handwashing in schools, FIT FOR SCHOOL, Philippines 3. Maximising impact: Integrating Water, sanitation and children's health 4. Experience sharing by children/youth: Child Cabinets. 	Chair: Mr. Abdulai Kaikai, Chief, WASH, UNICEF, Sri Lanka Co Chair: Ms. Suparna Pachauri, Director, SSA, MoHRD, GOI	<ol style="list-style-type: none"> 1. Ms. Urvashi Prasad, Michael and Susan Dell Foundation, India 2. Dr. Habib Benzian, FIT FOR SCHOOL, Philippines. 3. Dr. Seetharam, SVYM, Mysore. 4. Youth participants. 	Break away session
15.30 - 16.30	Group Discussions in 2 to 4 groups OR Q&A sessions. Recommendations for Conference Action Plan prepared by each group and presented in the Session			
16.30 - 17.00	TEA BREAK			
SUB SESSION 8: Defining Norms and Standards				
14.30 - 14.40	Opening Remarks by Session Chair			
14.40 - 15.30	<ol style="list-style-type: none"> 1. Community involvement in setting WASH standards in schools. 2. Child Friendly School WASH: Principles and designs 3. Experiences of children/youth: Hygiene promotion 4. Sustaining WASH in Schools through children. 	Chair: Mr. Abdur Rouf Chowdhury, Joint Secretary, Govt of Bangladesh Co-Chair: Mr. Andreas Knapp, Chief of WASH, UNICEF, Nepal	<ol style="list-style-type: none"> 1. Mr. C. M. Pande, Deputy Director, Government of Uttar Pradesh. 2. Mr. Kabir Vajpeyi, Infrastructure Advisor to the SSA, India 3. Youth participant from Maharashtra 4. Mr. Suranga de Silva, WASH Specialist, UNICEF Sri Lanka 	Break away session
15.30 - 16.30	Group Discussions in 2 to 4 groups OR Q&A sessions. Recommendations for Conference Action Plan prepared by each group and presented in the Session			
SUB SESSION 9: Partnerships for Effective Scaling Up.				
14.30 - 14.40	Opening Remarks by Session Chair			
14.40 - 15.30	<ol style="list-style-type: none"> 1. NDTV-UNHABITAT - Charities Aid Foundation's: Support My School Campaign 2. WOODLAND-UNICEF Partnership for WASH in Schools 3. Civil Society Partnerships for WASH in schools 4. Partnerships for Scaling-up WASH in Schools (WinS), Madhya Pradesh, India 	Chair: Mr. Yam Bahadur Khadka, Under Secretary, Govt of Nepal Co Chair: Mr. Asim Shrivastav, Director, TSC-CCDU, Government of Gujarat	<ol style="list-style-type: none"> 1. Mr. Avijeet Kumar, Charities Aid Foundation. 2. MWOODLAND / GoMaharashtra. 3. Mr. Abdul Naseer Mohammed, Principal and Head of North Central Education Unit, Government of Maldives. 4. Mr. P. Singh (I.A.S.), State Programme Officer (TSC), P&RD dept. and Mr. A. K. Choudhary, Chief Engineer (Civil Works) Education Department, Government of Madhya Pradesh 	Break away session
15.30 - 16.30	Group Discussions in 2 to 4 groups OR Q&A session. Recommendations for Conference Action Plan prepared by each group and presented in the Session			
16.30 - 17.00	TEA BREAK			
17.00 - 17.30	Concluding Session: Key Actions from the Session	Chair: Mr. Manoj Agarwal, State Project Director, Govt of Gujarat, India	Session Chairs	

FRIDAY, 27 April, 2012

Time	Session	Facilitator/Chair	Speakers	Event Type
9.00 - 10.30	<ol style="list-style-type: none"> 1. Strengthening the focus on hygiene: Practical approaches and methodology 2. Acceleration of WASH in Schools: Children's perspectives. (Children/youth from Nepal, Maharashtra, Uttar Pradesh and Jharkhand) 3. Equity and Inclusion in WASH in Schools: Defining approaches. 	Chair: Mr. Samir Ahmed Amiri, Advisor to the Minister of Education, Govt. of Afghanistan	<ol style="list-style-type: none"> 1. Sue Coates, Chief, WASH, UNICEF, India 2. Youth participants 3. Ms. Vimala Ramachadran, ERU, India 	Plenary
10.30 - 11.00	TEA BREAK			
11.00 - 13.00	Country and State/Provincial teams meet in separate groups to identify practical actions for accelerating WASH in Schools			Breakaway Rooms
11.00 - 13.00	Conference Core Group meets to finalise Conference Plan of Action			Breakaway Rooms
13.00 - 14.00	LUNCH			
14:00 - 15:30	Country and State/Province Present Key Components of their Action Plans (3-4 minute for each country or state to present)	Chair: Mr. Pawan Kucita, Chief of Education, UNICEF, Afghanistan		Plenary
15:30 - 16:00	TEA BREAK			
16:00 - 17:00	Presentation of Conference Action Plan Closing Ceremony	Chair: Mr. Amarjit Singh, Joint Secretary, MHRD GoI and Mr. JS Mathur, Jt Secy MoDWS, GoI	Core group member	Plenary

REGISTRATION LIST

For “Wash-In-Schools South Asia Regional Conference”

at the Park Hotel, New Delhi, 24-27th April, 2012

S. No.	Title	Name	Functional Title	Country/State	Organization
1	Mr.	A.K. Choudhary	Chief Engineer, Education Department	Madhya Pradesh	Education Department
2	Mr.	Abdul Nasir Mohamed	Principal, Kaafu Maafushi School and Head of North Central Province Education Unit.	Maldives	Education Department
3	Mr.	Abdul Rauf	Head teacher	Uttar Pradesh	
4	Mr.	Abdulai Kaikai	Chief, WASH	Sri Lanka	UNICEF
5	Mr.	Abdur Rouf Chowdhury	Director (Joint Secretary)	Bangladesh	Directorate of Primary Education
6	Mr.	Ahmad Zia	WASH Officer	Afghanistan	UNICEF
7	Dr.	Aidan Cronin	WASH Specialist	India	UNICEF-India Country Office
8	Mr.	Ajay Singh	WASH in School Consultant	Uttar Pradesh	Consultant
10	Kumari	Alfiya Muskan	Youth participants	Uttar Pradesh	
11	Mr.	Alisher Umarov	Programme Specialist (Education)		UNESCO
12	Kumari	Alka Atram	Youth participants	Maharashtra	
13	Mr.	Amaraiah Akula		India	Chetna
14	Mr.	Amarjit Jena	Education Officer	India	UNICEF-State Office-Odisha
15	Mr.	Amarjit Singh	Joint Secretary	India	MHRD Gol
16	Mr.	Amit Mehrotra	WASH Specialist	India	UNICEF-State Office-Uttar Pradesh
17	Mr.	Andreas Knapp	WASH Chief	Nepal	UNICEF
18	Ms.	Anna-Marie Guiney	WASH Officer/UNV	Nepal	UNICEF
19	Ms.	Annie Namala		India	Programme for Equity and Inclusion
20	Ms.	Anu Rathi	Senior Professional, SSA	Uttar Pradesh	Education Department
21	Mr.	Apurba Choudhury	Assistant Engineer, Sarva Shiksha mission, Purulia	West Bengal	Education Department
22	Ms.	Archana Ghosh	Child Rights and WASH Adviser	India	Save the Children Finland
23	Mr.	Arnold Cole	WASH Specialist	India	UNICEF-State Office-Rajasthan
24	Mr.	Arumugam Kalimuthu	Country Representative	India	Water for People
25	Mr.	Arun Dobhal	WASH Specialist	India	UNICEF-State Office-Tamil Nadu
26	Mr.	Ashish Dubey	State Pedagogy Coordinator	Chhattisgarh	Education Department
27	Mr.	Ashok Kr. Das	Addl. Chief Engineer (PHE), Upper Assam Zone, Nagaon	Assam	PHED

S. No.	Title	Name	Functional Title	Country/State	Organization
28	Dr.	Ashok Singh	Sanitation Consultant	Uttar Pradesh	Consultant
29	Mr.	Avijeet Kumar	Head of Grant Making	India	Charities Aid Foundation
30	Dr.	B.S. Bisht	Associate Professor	India	Lal Bahadur Shastri National Academy of Administration
31	Mr.	Bal Kishan Yadav	PS SIEMT Bhiwani	Haryana	Education Department
32	Mr.	Bal Mukunda Shrestha	Under Secretary	Nepal	Ministry of Physical Planning and Works
33	Mr.	Balamurugan	SPO, Chennai	Tamil Nadu	Education Department
34	Mr.	Basant Ballabh Pant	District Coordinator (Training)	Uttar Pradesh	Education Department
35	Mr.	Bellasetty	Deputy Director of Public Instruction	Karnataka	
36	Mr.	Bhagwan Singh	Sanitation Consultant	Uttar Pradesh	Consultant
37	Ms.	Bharathy Tahilani	State Adolescent and Menstrual Hygiene Consultant	India	UNICEF-State Office-Mumbai office
38	Ms.	Bhawna Vajpai	WASH officer	India	UNICEF-State Office-Uttar Pradesh
39	Mr.	Bikash Bhusal	Student, Chitwan District	Nepal	Madi campus Chitwan
40	Mr.	Binay Pattanayak	Education Specialist	India	UNICEF-State Office-Jharkhand
41	Mr.	C.M. Pandey	Dy. Director-Panchayat-Varanasi/Mirzapur divisions	Uttar Pradesh	Panchayati Raj Department
42	Mr.	Chakravarthy Madhos Rupavals G.	Joint Development Commissioner & Director (Drinking water), Suchitwa Mission	Kerala	Local Self Government Department
43	Mr.	Chandra Shekhar	District Coordinator (SWSHE), Bundi	Rajasthan	Education Department
44	Mrs.	Chethana Ganga	Deputy Director (SHP), SWSM	Karnataka	Rural Development & Panchayati Raj Department
45	Mr.	Chethana Sudhir	Assistant State Coordinator	Andhra Pradesh	Dept of Primary Education & SSA
46	Mr.	Chinmay Sarkar	District Project Officer - SSA, Malda	West Bengal	Education Department
47	Ms.	Choten Dhendup Lama	State Project Director, West Bengal Sarva Shiksha Mission	West Bengal	Education Department
48	Mr.	D B Sarath	Programme Advisor - WASH	Sri Lanka	PLAN Sri Lanka
49	Mr.	D K Lakshman De Silva	Additional Provisional Director	Sri Lanka	Provisional Education Department
50	Dr.	D.S. Hawaladar	Executive Officer, Taluka Panchayat Bagalkot	Karnataka	Rural Development & Panchayati Raj Department
51	Kumari	Damini Pathode	Youth participants	Maharashtra	
52	Dr.	Deba Kr. Dutta	Reader, SCERT	Assam	Education Dept.

S. No.	Title	Name	Functional Title	Country/State	Organization
53	Mr.	Dilip Kumar Parida		India	PJS, Odisha
54	Mr.	Dip Banerjee	Programme Officer	India	CARMDAKSH, Bilaspur
55	Mr.	Dipak Kumar Singh	Project Manager, Bihar Education Quality Mission	Bihar	Education Department
56	Ms.	Dipanjali Choudhury	Programme Co-ordinator, WASH Cell	Assam	Education Dept.
57	Mr.	Dipankar Sarkar	Technical Officer, State Sanitation Cell	West Bengal	Rural Development Department
58	Mr.	Ebadullah Ebadi	Education Specialist	Afghanistan	UNICEF
59	Mrs.	Elvitigala Dona Piyaseeli	Deputy Provincial Director of Education	Sri Lanka	PLAN-UVA Province
60	Mr.	Esmaeil Ibrahim	Chief, WASH	Afghanistan	UNICEF
61	Ms.	Eva Ahlen	Education Chief	Nepal	UNICEF
62	Mr.	Froagh Ahmad Jami	Education Specialist	India	UNICEF-State Office-Madhya Pradesh
63	Mr.	G.S. Jiddimani	Additional Director (Water & Sanitation), SWSM	Karnataka	Rural Development & Panchayati Raj Department
64	Mr.	Ganesh Choudhary	OSD & Ex-Officio Deputy Secretary, State Sanitation Cell	West Bengal	Rural Development Department
65	Ms.	Gayatri Bhuyan	Programme Officer	India	Charities Aid Foundation
66	Mr.	Girish Bhardwaj	Hygiene Education Officer	Rajasthan	Rajasthan Council of Elementary Education
67	Mr.	Goutam Mahato	Sanitation & NGP specialist	Madhya Pradesh	Rural Development Department
68	Mr.	Govind Bahadur Shrestha	Research & Advocacy Officer	Nepal	WaterAid UK
69	Mr.	Gregor von Medeazza	WASH Specialist	India	UNICEF-State Office-Madhya Pradesh
70	Mr.	H S Dhingra	Superintending Engineer	Chhattisgarh	Public Health Engineering Department
71	Mr.	H.M Dyamappa	Executive Officer,	Karnataka	Taluka Panchayat Doddaballapura
72	Dr.	Habib Benzian	Senior Advisor, Fit for School -Phillipines	Germany	Fit for School Inc/ GIZ Regional Fit for School Program International, Philippines
73	Ms.	Hareram Sharma	Assistant Director, SSA	Chhattisgarh	Education Department
74	Master	Harishchandra Chambare	Youth participants	Maharashtra	
75	Mr.	Hemendra Kr. Borah	Secretary, PHED	Assam	PHED
76	Mr.	Henk van Norden	Regional Advisor	Nepal	UNICEF, ROSA
77	Ms.	Hilda Grace Coelho	President	India	FANSA

S. No.	Title	Name	Functional Title	Country/State	Organization
78	Ms.	Hilda Winartasaputra	Regional WASH Specialist	Thailand	Plan International Asia Regional office, Thailand
79	Mr.	Hussein Rasheed Moosa	Deputy Director General	Maldives	Ministry of Education
80	Dr.	Indira Khurana	Director (Policy & Partnerships)	India	WaterAid India
82	Mrs.	Jagjeet Kaur	Coordinator (Equity)	Delhi	UEEM, Education Department
83	Mr.	Janmejoy Sethi	Superintending Engineer, RWSS Circle, Bhubaneswar, CEO, WSSO	Odisha	Public Health Engineering Department
84	Ms.	Jasmin Ahirwar	Programme Officer - Research & Media Relations	India	WaterAid India
85	Ms.	Jessinda Mathew	Administrative Assistant	India	UNICEF
86	Ms.	K. Sumathi	Project Director, District Rural Development Agency, Perambalur	Tamil Nadu	Rural Development Department
87	Mr.	Kabir Vajpeyi	Advisor	India	Department of School Education & Literacy, Ministry of Human Resource Development
88	Mr.	Kanai Lal Deb	Planning Key Person of North & Unakoti Districts, Kailashahar	Tripura	Education Department
89	Mr.	Kanti Charan Tripathi	Sr. Manager (B&F), WASMO Gandhinagar	Gujarat	Water Supply Department
90	Mr.	Kencho Namgyal	WASH Officer	Bhutan	UNICEF
91	Ms.	Krupa Bhatt	OIC Community mobilization	Gujarat	Education Department
92	Dr.	Kulwant Singh		India	UN Habitat
93	Mr.	Kuppuswamy S.	State Project Engineer (SSA)	A&N Islands	Education department
94	Mr.	Kurian Baby	Regional Advisor	India	International Resource Centre (IRC) SA office
95	Mr.	L. Jayaselan	SSA, Krishnagiri	Tamil Nadu	Education Department
96	Mr.	Lok Nath Regmi	Director, WASH Programme	Nepal	Department of Local Development
97	Dr.	Lonim Prasai Dixit	Associate Professor and Head	Nepal	NPHF
98	Mr.	Lourdes Baptista	Country Representative	India	WaterAid India
99	Mr.	M A Khan	Director - WSSO	Chhattisgarh	Public Health Engineering Department
100	Master	Madhav Chavan	Youth participants	Maharashtra	
101	Mr.	Madhusudan V	State Coordinator	Andhra Pradesh	Dept of Primary Education & SSA
102	Ms.	Malini Shankar	Principal Secretary	Maharashtra	Water Supply and Sanitation Department
103	Mr.	Maninder Jit Singh	Technical Officer, SWSHE Cell	Rajasthan	Education Department

S. No.	Title	Name	Functional Title	Country/State	Organization
104	Mr.	Manish Wasuja	WASH Specialist	India	UNICEF-State Office-Gujarat
105	Mrs.	Manita Sehgal	Principal	Chandigarh	Govt. Sr. Sec. School, Manimajra town, Chandigarh
106	Mr.	Manoj Aggarwal	State Project Director, Gujarat Council of Elementary Education	Gujarat	Education Department
107	Mr.	Manoj Kumar	AW and SSHE State Coordinator, (Consultant)	Bihar	Education Department
108	Mr.	Manoj Shukla	Sanitation Consultant	Uttar Pradesh	Consultant
109	Mr.	Markandaya Mishra	Programme Manage - WASH	India	Terres-des-Homes
110	Mr.	Md. Sadullah Jawaid	PMU Director	Bihar	Public Health Engineering Department
111	Mr.	Md. Saifur Rahman	Project Director	Bangladesh	Programme & Coordination Divison
112	Mr.	Md. Shafiqul Islam	Director, Programmes	Bangladesh	Dhaka Ahsania Mission
113	Prof. (Dr.)	Md. Sirazul Hoque	Director (Planning & Development)	Bangladesh	Directorate of Secondary and Higher Education
114	Dr.	Mohammad Saleem Ahmadi	Director of Health and Youth Welfare Development	Afghanistan	Health & Youth Welfare Department
116	Mr.	Mudiyanselage Dayaratna Bandara Wijesundara	Programme Advisor - WASH	Sri Lanka	PLAN- Central Province
117	Mr.	Mukti Nath Pokharel	Deputy Director	Nepal	Nepal Red Cross Society
118	Mr.	Murat Sahin	WASH Advisor	USA	UNICEF, New York
119	Kumari	Nagma	Youth participants	Uttar Pradesh	
120	Mr.	Najibuddin Ahmed	Supt. Engg. (PHE), Dibrugarh Circle, Dibrugarh	Assam	PHED
121	Mr.	Namaste Lal Shrestha	WASH Specialist	Nepal	UNICEF
122	Mr.	Nanak T. Santdasani	WASH Officer, UNICEF Bihar	India	UNICEF-State Office-Bihar
123	Mr.	Nandan Nangare	Joint Director (Administration), Maharashtra Prathmik Shikshan Parishad - SSA	Maharashtra	Education Department
124	Mr.	Narasimha Reddy		India	Chetna
125	Mr.	Narayanan L.S.	Consultant (C.W.)	Delhi	UEEM, Education Department
126	Mr.	Niranjan Kumar	Executive Engineer, Gonda	Jharkhand	Public Health Engineering Department
127	Mr.	Nirjal Dhakal	Program Officer (Rural)	Nepal	WaterAid UK
128	Ms.	Nirmala Devi Mainali	WASH in School, Focal person	Nepal	Department of Education
129	Ms.	Nishi Mehrotra	Consultant	India	ERU Consultants
130	Ms.	Nujulee Begum	WASH Specialist	Bangladesh	UNICEF

S. No.	Title	Name	Functional Title	Country/State	Organization
131	Mr.	O.P. Mani Tripathi	Sanitation Consultant	Uttar Pradesh	PHED, Uttar Pradesh
132	Mr.	P.K. Modi	Executive Engineer, CMs.U Jamnagar, WASMO	Gujarat	Water Supply Department
133	Mr.	P. Lahan	Deputy Secy., Elementary Education	Assam	Education Dept.
134	Mr.	P. Shankar	SSA, Salem	Tamil Nadu	Education Department
135	Mr.	Pankaj Kumar	Architect	Bihar	Education Department
136	Mr.	Pankaj Mathur	WASH Specialist	India	UNICEF-State Office- Rajasthan
137	Mr.	Parag Mendke	WASH in School Specialist, Education Department	Madhya Pradesh	Education Department
138	Mr.	Pawan Kucita	Chief, Education	Afghanistan	UNICEF
139	Mr.	Pramod Kumar Sharma	Programme Coordinator	India	Centre for Environment Education
140	Mr.	Pratap Patra	Executive Engineer (PHE), Dibrugarh Division, Dibrugarh	Assam	PHED
141	Ms.	Pratibha Singh	WASH Specialist	India	UNICEF-State Office- Chhattisgarh
142	Ms.	Praveena Sridhar	Consultant - WASH	India	UNICEF-India Country Office
143	Mr.	Pravin More	WASH Officer	India	UNICEF-State Office- Odisha
144	Mr.	Prem Chandra Srivastava	District Programme Officer- SSA	Bihar	Education Department
145	Ms.	Purna Chandra Mishra	Convenor	India	FANSA
146	Ms.	Purnima Gurung	Education Officer	Nepal	UNICEF
147	Dr.	Purnima Sharma	Deputy Director (M&P), SSA, Panchkula	Haryana	Education Department
148	Ms.	Pushplata Singh	State Programme Officer (TSC)	Madhya Pradesh	Rural Development Department
149	Mr.	R M Darmadasa	Assistant Provincial Director, WASH	Sri Lanka	Provisional Education Department
150	Mr.	R P Aditya	DPC Durg	Chhattisgarh	Education Department
151	Mr.	R. L. Goswami	Superintending Engineer	Tripura	Education Department
152	Mr.	R.K. Srinivasan	Programme Officer	India	PLAN India
153	Mr.	R.P. Sharma	Assistant Engineer, SSA, Ajmer	Rajasthan	Education Department
154	Mr.	R.S. Chaudhary	District Panchayati Raj Officer	Uttar Pradesh	Panchayati Raj Department
155	Mr.	Raghu Kumar M S	State Consultant - WASH, SWSM	Karnataka	Public Health Engineering Department
156	Mr.	Raghunandan Sharma	Executive Engineer, East Singhbhum	Jharkhand	Public Health Engineering Department
157	Mr.	Raj Narain Singh	WASH in School Consultant	Uttar Pradesh	Consultant

S. No.	Title	Name	Functional Title	Country/State	Organization
158	Dr.	Rajiv Kochar	Associate Planning, SSA, Panchkula	Haryana	Education Department
159	Ms.	Raka Rashid	Education Specialist	Nepal	UNICEF, ROSA
160	Mr.	Ramachandra R. Begur	Education Specialist	India	UNICEF-India Country Office
161	Mr.	Ramakanta Sharma	District Education Officer, Chitwan district	Nepal	Department of Education
162	Mr.	Ranjeet Telkapalliwar	Nodal person	Maharashtra	
163	Mr.	Rathindra C. Nath	State Teacher Training Coordinator	Tripura	Education Department
164	Mr.	Ravi Narayanan	Advisor	India	Arghyam
165	Mr.	Ravindra Pare	Specialist, Rural Development Department	Madhya Pradesh	Rural Development Department
166	Ms.	Renu Khosla	Director	India	CURE
167	Ms.	Renuka Peiris	Director of Education (School Health and Nutrition)	Sri Lanka	Ministry of Education
168	Ms.	Reshma Agarwal	Education Specialist	India	UNICEF-State Office-Mumbai office
169	Mr.	Rushabh Hemani	WASH Specialist	India	UNICEF-State Office-Assam
170	Ms.	S. Snekalatha	Joint Director, Tsunami Project Implementation Unit, Guindy, Chennai	Tamil Nadu	
171	Mr.	S.K. Dash	Superintending Engineer, RWSS Circle, Berhampur	Odisha	Public Health Engineering Department
172	Kumari	Sabiya	Youth participants	Uttar Pradesh	
173	Mr.	Salathiel Nalli	WASH officer	India	UNICEF-State Office-Andhra Pradesh
174	Mr.	Sameer Kurve	Executive Director	Maharashtra	Centre of Science of Villages
175	Mr.	Samir Ahmad Aamiri	Adviser to the Minister of Education	Afghanistan	Ministry of Education
176	Mr.	Sanjay Singh	CCDU Director	Bihar	Public Health Engineering Department
178	Mr.	Santhosh Kumar V.S.	Director (Operations), Suchitwa Mission	Kerala	Local Self Government Department
179	Smt.	Sapna Modi	District Gender Coordinator, SSAM, Gujarat	Gujarat	Education Department
180	Ms.	Saroj Mittal	Dy. Director, School Education	Chandigarh	Education Department
181	Dr.	Seetharam	Director	India	SVYM, Mysore
182	Ms.	Shaila A	Deputy Secretary, Water Supply & Sanitation Department	Maharashtra	Water Supply and Sanitation Department
183	Mr.	Shailendra Sharma	Consultant	India	Technical Support Group, NUEPA, New Delhi

S. No.	Title	Name	Functional Title	Country/State	Organization
184	Ms.	Shalini Prasad	C4D Specialist	India	UNICEF-India Country Office
185	Ms.	Shangeetha Rajagopalan	Mission Director, SSA	Chhattisgarh	Education Department
186	Mr.	Shashi Kumar	Asst. Director of Education (Plg), SSA	A&N Islands	Education department
187	Mr.	Sherab Phuntsho	Chief Program Officer	Bhutan	Department of Youth and Sports
188	Ms.	Shikha Nayak	Tech Advisor, SSHE, OSWSM	Odisha	Education Department
189	Mr.	Shivahari Acharya	Engineer, Department of Water Supply & Sewerage, Kaski District	Nepal	Department of Water supply and Sewerage
190	Mr.	Shivaji Mane	School Sanitation and Health Expert	Maharashtra	Water Supply and Sanitation Department
191	Mr.	Shivaraj Neupane	Engineer, Water Supply & Sanitation Divisional Office, Chitwan district	Nepal	Department of Water supply and Sewerage
192	Mr.	Shobhit Jain	Addl. Managing Director, Education Department	Madhya Pradesh	Education Department
193	Mr.	Shyamnarayan Dave	WASH Specialist	India	UNICEF-State Office-West Bengal
194	Mr.	Somnath Basu	WASH Specialist	India	UNICEF-State Office-Jharkhand
195	Mr.	Sreehari N	Consultant	Andhra Pradesh	State Water and Sanitation Mission (SWSM)
196	Dr.	Sucheta Jasrai	Education Specialist	India	UNICEF-State Office-Gujarat
197	Mr.	Sudesh Kumar Malviya	Joint Commissioner & TSC State Coordinator, Rural Development Department	Madhya Pradesh	Rural Development Department
198	Ms.	Sue Coates	Chief, WASH	India	UNICEF-India Country Office
199	Mr.	Sujoy Chaudhury	Programme Manager	India	GOAL
200	Mr.	Sujoy Mojumdar	Director (Water)	India	Ministry of Drinking Water & Sanitation
201	Ms	Sumita Dasgupta	Programme Officer	India	Centre for Science and Environment, Delhi
202	Mrs.	Sumitra Jha		India	Gramjyoti
203	Ms.	Sunita Nadhamuni	Executive Director	India	Arghyam
204	Mr.	Suranga da Silva	WASH specialist	Sri Lanka	UNICEF
205	Mr.	Surendra Jay Narain	Nodal Officer - TSC	Uttar Pradesh	Panchayati Raj Department
206	Dr.	Surendra Singh	Principal	Chandigarh	Govt. Model Sr. Sec. School, Sec. 33-D, Chandigarh
207	Mr.	Susheel Pandey	Sanitation Consultant	Uttar Pradesh	Consultant
208	Mr.	Tapan Kumar Chattopadhyay	State Coordinator, SSHE	West Bengal	Education Department
209	Ms.	Therese Mahon	regional Program Officer - Asia	United Kingdom	WaterAid UK

S. No.	Title	Name	Functional Title	Country/State	Organization
210	Ms.	Thinley Dem	Junior Behaviour Change Communications Advisor	Bhutan	SNV-Netherlands Development Organization
211	Mr.	Thinley Rinzin	Sr. Planning Officer	Bhutan	PPD-MoE
212	Ms.	Urvashi Prasad		India	Michael and Susan Dell Foundation, Delhi
213	Mr.	Uthayakumar P.	Deputy Director of Education (School Health Coordinator for Eastern Province)	Sri Lanka	Ministry of Education
214	Mr.	V. Upali Amarathunga	Assistant Director of Education - Eastern Province	Sri Lanka	Ministry of Education
215	Mr.	Venkatesh Malur	Education Specialist	India	UNICEF-India Country Office
216	Mr.	Venkateshwarlu M	Deputy Executive Engineer	Andhra Pradesh	Rural Water & Sanitation Mission (RWS&S)
217	Mr.	Vijay Bharti	IAS	West Bengal	
218	Mr.	Vijay Mittal	Director (Sanitation)	India	Ministry of Drinking Water & Sanitation
219	Ms.	Vimala Ramachandran	National Fellow	India	NUEPA
220	Mr.	Vinod Kumar	Officer Incharge, SIEMT Bhiwani	Haryana	Education Department
221	Mr.	Wakeel Ahmad	Sanitation Consultant	Uttar Pradesh	Consultant
222	Mr.	Wanigasinghe Dayapala Somasiri	Programme Advisor - WASH	Sri Lanka	PLAN-UVA Province
223	Mr.	Yam Bahadur Khadka	Under Secretary, RED Central Region, Makawanpur	Nepal	Department of Education
224	Mr.	Yeshay Lhaden	Engineer, Public Health Engineering Division, Department of Public Health, Ministry of Health	Bhutan	MoH
225	Mr.	Yusuf Kabir	WASH Officer	India	UNICEF-State Office-Mumbai office
226	Mr.	Fayaz Ahmed	District Panchayat Officer, Budgam	Jammu & Kashmir	Rural Development Department
227	Mr.	Elangovan	Executive Director	India	Gramalaya, Tiruchirapally in
228	Mr.	Avinash Zutshi	National Coordinator	India	WESNET
229	Ms.	Lopaviudia	Communication Officer	New Delhi	Water for People
230	Ms.	Sanchita Deb Roy		New Delhi	GIZ
231	Ms.	Archana Chatterjee		New Delhi	UNESCO

S. No.	Title	Name	Functional Title	Country/State	Organization
232	Mr.	Virender Singh	Director	India	Ministry of Human Resource Development, Government of India, New Delhi
233	Mr.	C. Ganpathy	Consultant	India	Edcil
234	Mr.	Sanjay Vishwakarma		India	Samarthan
236	Mr.	Junaid Ahmed	Consultant	India	Ministry of Drinking Water & Sanitation, GOI.
237	Mr.	P K Joshi		Odisha	OPEPA
238	Mr.	A.K. Mishra	Consultant	India	UAA Nainital
239	Mr.	Mayur Pujari	Consultant	Maharashtra	Department of Drinking Water and Sanitation.
241	Ms.	Ritu Arora	Head, Corporate Giving, CAF	India	CAF
242	Mr.	Zubin Zaman	Humanitarian Manager	India	OXFAM
243	Ms.	Alka Mishra	Senior Consultant	India	
244	Mr.	Ravi Solanki	Consultant	India	Ministry of Drinking Water and Sanitation, GOI.
246	Mr.	Basant Sinha	Education Officer	Delhi	UNICEF
247	Ms.	Dipa Biswas	Project Officer	India	Water for People
248	Mr.	Hemant Khosla	Consultant - WASH	India	UNICEF-India Country Office
250	Ms.	Mamita B. Thakkar	WASH Specialist	India	UNICEF-India Country Office

LIST OF PARTICIPANTS

S. No.	First Name	Second Name	Designation	Organisation	E-mail	Mobile No.
1	Devadeep	Konwar	Cameraman	NDTV	devadeep@ndtv.com	
2	Priyanka		Reporter	Aj Tak	priyanka.kandpal@aajtak.com	9953998012
3	Sanjiv	Kumar	Cameraman	Aj Tak	skssanjivkumar@gmail.com	9818992814
4	Rika	Singh	Dy. Editor	UCA News		9971981950
5	M A	Alamgir	Chief Sub Editor	UNI Urdu Service		9899460953
6	Qasim	Ali	Reporter			9911206795
7	S	Hasan	Reporter	Nai Dunia	shafique281@gmail.com	9811087581
8	Harish	Kumar	Photographer	National Dunia	harish3675@gmail.com	9711809160
9	Ritesh	Sinha	Sr. Reporter	Punjab Kesari	deskfeature@gmail.com, riteshkrishansinha@gmail.com	9810941667
10	Girish	Nishana	Sr. Correspondent	DD News	gcnishana@gmail.com, gcnishana@rediffmail.com	9891422418, 9968662418
11	Ashutish	Bhatia	Principal Correspondent	Sahara Samay	ashu_titikihu@yahoo.com	9818315852
12	Rajesh Dwivedi	Cameraman		Etv News	dwivedirajesh07@yahoo.co.in	9654365384
13	Pranu	Joshi	Cameraman	D.D. News	pranujoshi@yahoo.co.in	986880915
14	Swamy Rao		Cameraman	D.D. News	ddnews@gmail.com	9899413718
15	S	Subramanium	Photographer	The Hindu	s.subramanium@gmail.com	9811243095
16	Samkrandanana		Cameraman	Manorama News		9871353338
17	Shravan	Cameraman		Ani News	shrawan999@rediffmail.com	7428124006
18	Anjali	Ojha	Correspondent	lans	ojha.anjali19@gmail.com	9654242095
19	Victor	Joseph	Reporter	India Vision	victorjosephkunel@gmail.com	9971968887
20	Preeti	Swami	Principal Correspondent	News 24	preeti.swami@bignetwork.in	9871510616
21	Sanil	Philip	Reporter	Reporter TV	sanilphilipster@gmail.com	8826694292
22	Biju	t.g.	Sr. Reporter	PTI	tgbiyu@gmail.com	9810549350
23	Faisal		Cameraman	India Vision	faisalivn@gmail.com	9818370075
24	Manoj		Assistant Cameraman	Ani News		9868103710
25	Shameer	db	Cameraman	Reporter TV		9717660686
26	Navin			Sahara TV		9810876277
27	Sandeep		Video Journalist	Times Now		9871554545
28	Puja	Correspondent	Governance Now		puja@governancenow.com	9971305256
29	Santosh Kumar	Singh	Sr. Correspondent	Prabhat Khabar	santoshdurdarshi@gmail.com, santosh.singh@prabhatkhabar.in	9268388089
30	Saran	Jeet	Cameraman	NNIS		8447724141
31	Deepak	Kumar	Correspondent	ETV	deepak21akela@gmail.com	9313756960
32	Mohd	Athar	Reporter	Sahara	atharsahara@gmail.com	9871354737
33	Chandan	Kumar	Reporter	P7 News	chandan.jajware@gmail.com	9953758802
34	Amlenduu	Bhushan	Spl. Correspondent	Amar Ujala		9871844217
35	K	Shahzad	Reporter	Hamara Samaj	shahzadkhurram2009@gmail.com	931296539
36	Fazal	Azmi	Reporter	Inqulab Urdu	fazalazmi@gmail.com	9312024532
37	Suhail		Reporter	Jagran	suhailakhtar@gmail.com, suhailakhtar786@yahoo.com	9990220087
38	S K	Singh		Bharat Media	bharatmedia22@gmail.com	9013339500
39	R K	Singh		Veer Arjun	dailyvirarjun@gmail.com	9015229043
40	N K	Sagar	Chairman Sagar Media		nksagar@rediffmail.com,	9810974027

S. No.	First Name	Second Name	Designation	Organisation	E-mail	Mobile No.
41	Md. Farman		Web Vaarta		farman7275@gmail.com	9350973022
42	H M	Gupta	Delhi Beats		hmgupta2011@gmail.com	9716109075
43	Himanshi	Dhawan	Asst. Editor	Times of India	himanshi.dhawan@gmail.com	9811427263
44	Rhythma	Kaul	Principal correspondent	Hindustan Times	rhythma.kaul@gmail.com	9818029164
45	Akansha	Priyadarshi	Journalist	Pioneer Jharkhand		9507250323
46	Indukant	Dixit	Journalist	PTI Jharkhand	ikdixit@rediffmail.com	8051168389
47	Md.	Yasir	Chief Photographer	Andalib Urdu Daily	andaliburdu@gmail.com	9971104354
48	Vijay	Kumar	Journalist	Outlook	aroravijaykumar61@yahoo.com	9990220087/ 9013376687
49	Nusyas		Journalist	ACPK	nusyas@rediffmail.com	9818974021
50	Ashok		Cameraman	ACPK	nusyas@rediffmail.com	9810974019
51	Anis Ur Rahman		Editor	Karva	karawandaily@gmail.com	9310057802
52	Manisha	Bhalla	Correspondent	Outlook	manisha.bhalla@outlookindia.com Address: AB-6, Safdarjung Enclave, New Delhi-110019	9910029075, 46867200 (Ext. 297)
53	Naresh Kumar	Sagar	Editor	Sagar Media	nksagar_1@yahoo.com	9810974027
54	Pankaj Sukeja/ Umesh / Shailesh		Consultant			9810123446