



REPORT

Sixth WASH in Schools International Learning Exchange
Nay Pyi Taw and Bagan, Myanmar, 27 November – 1 December 2017

Organized by

Ministry of Education, Government of Myanmar

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Acronyms and Abbreviations

BEMS	Basic Education Middle School
EAPRO	East Asia and the Pacific Regional Office (of UNICEF)
EMIS	Education Management Information System
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
ILE	International Learning Exchange
M&E	monitoring and evaluation
MHM	menstrual hygiene management
MICS	Multiple Indicator Cluster Surveys
MOE	Ministry of Education
O&M	operation and maintenance
PTA	Parent Teacher Association
SDGs	Sustainable Development Goals
UNICEF	United Nations Children’s Fund
WASH	Water, sanitation and hygiene
WHO	World Health Organization
WinS	WASH in Schools
WTO	World Toilet Organization

Executive Summary

The sixth Water, Sanitation and Hygiene (WASH) in Schools (WinS) International Learning Exchange (ILE) Programme was held from 27 November to 1 December 2017 in Nay Pyi Taw, the capital of Myanmar. The event was organized by the Ministry of Education (MOE) with the support of the United Nations Children’s Fund (UNICEF), the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and WaterAid. Around 124 delegates from 11 countries had participated in the sixth ILE. The key observations, learnings, conclusion, recommendations and commitments made by around 120 participants of 11 countries joining the 6th WASH in Schools (WinS) International Learning Exchange (ILE), held from 27 November to 1 December 2017 in Nay Pyi Taw, Myanmar is summarized and captured in the 6th ILE “Outcome Document” annexed in this report (Annex A).

This programme was inaugurated by Myo Thein Gyi, Union Minister for Education, Myanmar. The Minister said water and sanitation sector in Myanmar is making good progress but there is a long way ahead to meet relevant Sustainable Development Goals (SDGs), and he highlighted the importance of such events for cross-learning and exchange of ideas for the attainment of the SDGs.

June Kunugi, UNICEF Myanmar Representative, welcomed all delegates representing 11 countries. She appreciated the pace of the growth of ILE programme since its inception and shared about the role and Partnership approach of UNICEF in Myanmar. She also mentioned about the Three Star Approach, an innovative programming for the region that has been instrumental in setting standards and accelerating WinS coverage globally and in the region.

Chander Badloe, Regional Adviser WASH UNICEF East Asia and the Pacific Regional Office (EAPRO) shared the programme overview, objectives and schedule. Specific objectives of sixth WinS ILE programme were highlighted as follows:

- To assess progress, reflect on challenges on WinS work plans and country commitments/action plans through country updates and thematic sessions.
- To maximize opportunity for Exchanges between countries on critical issues affecting the scale-up and quality of WinS through Thematic Sessions.
- To Learn about Myanmar’s WinS progress and plans to incorporate the Three Star Approach through field visit to the Governments’ WinS programme.

Irene Amongin, UNICEF headquarters, New York, shared an update on global progress and a regional update on WinS including the SDGs especially goals related to WinS: Goals 4 (4a) and 6 (6.1 and 6.2). Globally, a WinS data drive is taking place in UNICEF supported countries. A WinS course had been initiated in collaboration with Emory University. Around 1,000 online Powerpoint presentations have been developed and 68 were presented in person as part of menstrual hygiene management (MHM) virtual conferences. UNICEF is conducting scoping studies in East Asia and the Pacific and Latin America for SDG reporting on WinS. Open defecation still remains a challenge in the region, and a significant proportion of people practice open defecation in seven countries in East Asia and the Pacific, above the world average of 12 per cent.

Anu Paudyal Gautam, WASH Specialist, EAPRO, shared the progress made by each country against the action plans agreed in the fifth ILE. The country analysis used the WASH enabling environment building blocks including policy and planning, budget and expenditure, monitoring and evaluation, implementation arrangements and capacity development, based on a score of 1–4 (1-no progress, 2-constrained, 3-on track and 4-complete). Among all countries, the Philippines has made good progress in majority of enabling environment parameters. Some countries are constrained in many elements of an enabling environment and learn lessons from the countries with good progress for accelerating progress in their respective countries.

A session on strengthening WinS monitoring by aligning Education Management Information Systems (EMIS) with the SDGs was facilitated by Christie Chatterley, WHO/UNICEF Joint Monitoring Programme for Water

Supply, Sanitation and Hygiene (UNICEF headquarters, New York). Progress has been made in the region to monitor WinS through EMIS, including a number of the SDG criteria for WinS. Nearly 40 per cent of countries in the region include WASH questions in the EMIS, and 14 per cent include sufficient questions on WASH to enable SDG reporting. All 11 participating countries have put up good efforts to include WinS in national EMIS, though few have aligned monitoring systems with the SDG criteria. To support further EMIS alignment with the SDGs for WinS, seven core monitoring questions were presented based on global recommendations. There is still a lot of work ahead to align national monitoring systems with the SDG criteria (core questions) to ensure harmonized progress tracking.

Indonesia, Papua New Guinea, and Cambodia shared their experiences in strengthening national monitoring systems by aligning with SDG indicators. The Ministry of Education and Culture, Indonesia, included 12 questions for capturing all essential information related to WinS based on the SDG criteria and national priorities. They are continuing to work to integrate WinS data into local government sanitation planning. Cambodia shared their progress in aligning EMIS with the SDGs since the 2016 ILE. Efforts are ongoing with respective departments to further align EMIS with the SDG indicators by revising: (1) Annual school census form; (2) Reporting format; and (3) Database system. Papua New Guinea incorporated the core questions into their EMIS and shared recently collected data on 'basic' WinS against the SDG criteria.

MHM/Gender in WinS session was facilitated jointly by Thérèse Mahon, Regional Programme Manager South Asia, WaterAid, and Anu Paudyal Gautam, UNICEF EAPRO. The session opened with an overview of progress in MHM from the fifth to the sixth ILE, global actions and regional progress followed by experience sharing on mainstreaming MHM in Philippines, Mongolia and Sri Lanka. The World Health Organization/ UNICEF Joint Monitoring Programme for Water Supply and Sanitation WinS baseline, sixth virtual MHM conference and promotion of global platforms (WinS network, MHM hub, MHM alliance) were highlighted as the key global actions in the last six months. The Philippines was successful in incorporating MHM in EMIS and in the formation of a national WinS technical working group. It plans in building evidence on MHM impacts on learning. Mongolia had made several key recommendations to improve MHM in WinS and further it is planning to support the development of online training modules for WASH and MHM in schools. Sri Lanka invested \$13 million to reach 1,300 schools with WinS and also included MHM hardware components in national guidelines. Further it is planning to scale up participatory MHM and mainstream MHM in WinS. Each country agreed to take up one promising initiative for scaling up and to incorporate priorities in respective country action plans.

A session on accelerating WinS using the Three Star Approach as a management and monitoring tool was facilitated by Habib Benzian from the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). In the session, Myanmar and the Philippines shared their experiences with contextualizing the Three Star Approach. The session illustrated the key principles of the Three Star Approach: simple (achievable, modular, step-wise changes that can be implemented by schools); sustainable (cost-effective and evidence based); scalable (able to implement and monitor in a large number of schools); and system strengthening (making use of existing monitoring, meeting and training structures to strengthen capacities and lower costs). The session emphasized the importance of reasonable benchmarking and a functional accreditation system to ensure quality and the use of systemic incentives for incremental improvements.

The Philippines presented their adoption of the Three Star Approach as part of their national WinS policy. The underlying rationale is that schools do not require external funding and can undertake daily hygiene activities and maintenance of existing infrastructure in order to reach star level 1. Similarly, in order to reach star level 2, schools have to incrementally improve the hygiene environment for students and teachers in the school which might require additional infrastructure investments. Schools that reach star level 3 meet the national standards set for WinS. The design of the Three Star Approach focuses on providing feedback to schools to allow them to identify their strengths and areas for improvement. The monitoring system furthermore allows subnational education offices to assess themselves and trends in WinS implementation within their area of responsibility, effectively enabling them to identify specific schools that need assistance. The first round of data collection under the new WinS policy in 2017 was conducted on voluntary basis throughout the country, with high participation (36 per cent of primary schools).

The presentation by Matthew Freeman, Associate Professor Environmental, Global Health and Epidemiology from Emory University, gave insights on the evidence for WinS by understanding the causal chain. He talked about the impact of WinS on health and absence of students. He drew attention towards improvement and sustaining behaviour of schools and households towards WASH and the need for innovation on its provision and approaches. The WinS impact evaluations was accomplished by taking three large randomized control trials from three countries: Kenya (SWASH+ 2006–2011); Mali (WinS); and the Lao People’s Democratic Republic (WinS programme 2014–2017).

‘WinS – Making Operation and Maintenance (O&M) Sustainable’ was facilitated by Habib Benzian. Key factors that influence O&M of WinS are that the cost for O&M depend on type of facility, type of toilet and infrastructure standards. He shared that calculating O&M involves defining the needs, calculating costs and mapping resources. He further shared with group a sample of O&M budget along with possible areas of resource mobilization. He further iterated that O&M is essential but totally underrated. Cleaning and Maintenance is at least of equal importance as innovation and new construction. Transparent assignment or areas of supervision or responsibility is of utmost importance.

A field visit was organized to Nyaung U to Magyisu (Myaing). After the welcome address by Aung Moe Nyo, Chief Minister of Magwe Region at Basic Education Middle School (BEMS) of Magyisu in Myaing Township the participants were divided into six groups who visited two schools each along with a moderator from UNICEF and MOE. Every participant was very much impressed on WinS programme of Nyaung U to Magyisu. One major suggestion from the field visit was to make group handwashing as a supervised activity as part of the school day, rather than just having it there for students to use at their will. All participants have appreciated all schools for their honest feedback and sharing of the programme.

Countries and global action plan

Towards the end of the event, a session to draw country, regional and global commitment to further advance WinS agenda was held where each country identified their priority actions in each enabling environment building block. All 11 countries committed to scale up the Three Star Approach and majority of the countries prioritized the improvement of their monitoring systems. The summary of the country, regional/global action plan include the following:

Country action plan	Global/regional action plan
<ul style="list-style-type: none"> • Apply and scale up the Three Star Approach (11) • Improved monitoring and EMIS (8) • Capacity development/workshop/training (9) • Strengthen enabling policy environment (5) • Evidence generation and knowledge management (5) • Accelerate WinS at scale (5) • Coordination and leadership (5) • Institutionalize mass handwashing in schools (4) • Advocacy and awareness (4) • Financing O&M (5) • School-based management (3) • Political commitment (3) 	<ul style="list-style-type: none"> • SDG baselines on WinS – need to address critical data gaps. • Review of ILE event – need to assess effectiveness (creative destruction). • Strengthen partnerships – there is high-level interest in water and sanitation for all, through the Association of Southeast Asian Nations (ASEAN), South Asian Conference on Sanitation (SACOSAN), etc. • WinS website planned, and documentation of key learning's to share from region. • Multisector approach to WinS needs to be scaled, especially MHM (adolescent) and integrating communication for development, and early childhood learning. Real time monitoring could be interesting, as well as market shaping related to sanitation and MH products.
<p>Note: Number of countries indicated in brackets.</p>	<ul style="list-style-type: none"> • We may update the Enabling Environment categories in light of new innovations and SDGs.

Participants worked in their country team and developed take home messages, as summarized below:

- Political commitment is critical for advocacy and budget allocation;
- Strengthening coordination and leadership for inter-agency coordination and their contribution is vital;
- WinS is not WASH engineering only — it is about children and safe learning environment;
- Application of the Three Star Approach is emerging as a way towards sustainable WinS;
- School-based Management System is crucial for joint planning by teachers and parents for the children, which is exemplified in the Lao People’s Democratic Republic;
- Monitoring systems should be “simple and useful”;
- Generation and use of evidence is vital for sustainable WinS.

Feedback from the workshop was very positive; – participants felt a great value in working with like-minded people from many countries, the opportunity to network and to learn from one another, and a chance to explore ideas. Most of the participants ranked various aspects of the ILE as “good” or “very good” in terms of qualitative and content of the presentations. Suggestions includes to have more time for discussion and country action planning, visit may be organized to see both schools with and without WinS programmes in the field visit

Formal closing ceremony of the event was facilitated by Aung Naing Soe, Director General of MOE, Myanmar. This session concluded with the review of ILE week, presentation of the ILE outcome and handing over the hosting of the 2018 ILE. The closing remarks were given by Paul Edwards, Deputy Representative, UNICEF Myanmar, Alexander Winkscha, regional Fit for School programme implemented by GIZ, and senior education officials from the countries. Chander Badloe, Regional Adviser WASH, UNICEF EAPRO, extended the vote of thanks.

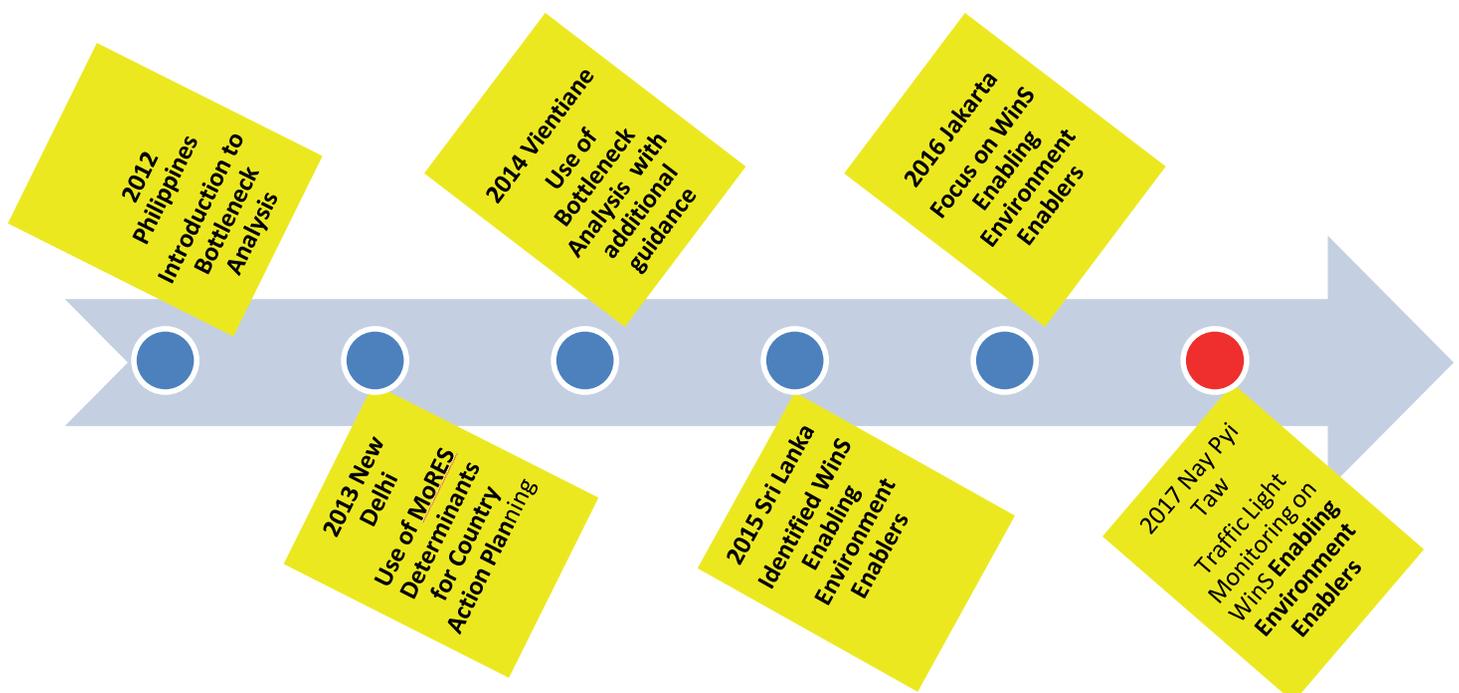
Background

Every year, the Water, Sanitation and Hygiene (WASH) in Schools (WinS) International Learning Exchange (ILE) programme is held in different countries with special focus on one or two related issues. The fifth WinS ILE was held in Jakarta, and the sixth was held from 27 November to 1 December 2017 in Nay Pyi Taw, the capital of Myanmar. The programme was organized by the Government of Myanmar, Ministry of Education (MOE) with support from the United Nations Children’s Fund (UNICEF), the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and WaterAid.

The broad objectives of WinS ILE are as follows:

- Enable WinS practitioners, managers and decisions makers to acquire in depth understanding on various components and challenges of WinS through sharing of successful models, approaches, policy initiatives and partnerships that drive sustainable WASH outcomes including, governance and behaviour change.
- Reflect and undertake critical evaluation of key strengths and challenges of WinS approaches across regions through exposure visits, thematic presentations and discussions.
- Promote and strengthen international networks and think tank groups to undertake continuous advocacy for improved WinS enabling environment globally, nationally and local levels.
- Create an opportunity for the host country to showcase its best practices. Enhance visibility and maximize mobilization, media coverage and awareness.

Previous ILE events and focus themes



Around 124 people from eleven countries (Bhutan, Bangladesh and Sri Lanka from the South Asia Region and Cambodia, Indonesia, Lao People’s Democratic Republic, Mongolia, Myanmar, Philippines, Papua New Guinea and Timor-Leste) of the East Asia and the Pacific region have participated in this sixth ILE programme.

Monday, 27 November | Day 1 – Opening

Session I – Inaugural



The programme was inaugurated by Myo Thein Gyi, Union Minister for Education, Myanmar. He said the water and sanitation sector in Myanmar is making good progress but there is a long way to meet relevant SDGs.

MOE has undertaken several WinS interventions reaching more than 45,000 schools covering around 90 million children (as per 2014 census data). Further it had developed an Investment Plan for the period of 2016–2030 coinciding with the timeline for the Sustainable Development Goals (SDGs).

The country is in the process of finalizing WinS minimum standards as well as innovative approaches like ‘Thant Shin Star’ guidebook to ensure quality, transparency and a reference guide for students and teachers. He assured that Myanmar is committed to implement all suggestions that are being made in this exchange programme including lessons learned and relevant best practices shared by participating countries to improve WinS programme of Myanmar. He ended his key note address with warm welcome to delegates who had travelled from long distances to participate in this programme.

June Kunugi, UNICEF Myanmar representative, welcomed all delegates from the 11 countries. She commended the pace of the growth of ILE programme since its inception. The conceptualization of ILE had coincided with advent of the Three Star Approach in 2008. This ILE programme is inspiring many countries and they are taking keen interest in participating and sharing their experiences and committing to programme decisions.

However, the global challenges with regard to WinS still remain. Around one third of schools do not have WASH facilities and more so in the least developed countries as sanitation coverage in this region is 8 per cent lower than global average growth. Thus there is significant disparity in coverage between the least developed countries. Studies have shown that half of our schools are facing deficit WASH services and further gender segregated WASH facilities in schools are often not available especially for girls. Menstrual hygiene management (MHM) is a challenge and contributing factor for school drop outs.



Monitoring of WinS remains a big challenge as it is yet to be integrated in the existing the national Education Management Information System (EMIS) in many countries. This gathering is a great and important opportunity to share experiences and ideas across countries in finding new ways for addressing key challenges of WinS. She also shared about the UNICEF and Government partnership programme on WinS especially the Thant Shin Star approach which has been scaled up in thousands of schools with funding support from the Australian Government, non-governmental organizations and the UNICEF-promoted national committee of Japan, France and Denmark. WASH is not just link to health and development but also linked to privacy, safety and security.

Session II – Programme Overview

This session was led by Chander Badloe, Regional Adviser WASH UNICEF East Asia and the Pacific Regional Office (EAPRO). He presented an overview sixth ILE programme objectives and the schedule.

Specific objectives of sixth WinS ILE programme are as follows:

1. To assess progress, reflect on challenges on WinS work plans and country commitments/ action plans through country updates and thematic sessions.
2. To maximize opportunity for exchanges between countries on critical issues affecting the scale-up and quality of WinS through thematic sessions on:
 - a. Strengthening WinS monitoring and evaluation (M&E), including establishment of country level SDG baselines for WinS;
 - b. MHM and Gender in WinS;
 - c. Achieving WinS at Scale – including sustainability, O&M of WASH facilities in schools.
3. To learn about Myanmar’s WinS progress and plans to incorporate the Three Star Approach through field visit to the Governments’ WinS programme.

Programme schedule

Day 1	Day 2	Day 3	Day 4	Day 5
<ul style="list-style-type: none"> • Welcome and Opening • Updates on fifth ILE global, regional and country action plans • Welcome dinner and social 	<p>Thematic session 1</p> <ul style="list-style-type: none"> • Strengthening WinS Monitoring including SDG and EMIS • WinS Innovative Approaches and Evidence (1) <p>Thematic session 2</p> <ul style="list-style-type: none"> • MHM/Gender in WinS and accelerating WinS Three Star Approach at Scale • Summary of technical sessions 	<p>Thematic session 3</p> <ul style="list-style-type: none"> • WinS Innovative Approaches and Evidence for WinS (2) <p>Field visit</p> <ul style="list-style-type: none"> • Briefing Field Visits • Travel to Bagan 	<ul style="list-style-type: none"> • Welcome ceremony • Visit schools in Bagan • Return to Nay Pyi Taw 	<ul style="list-style-type: none"> • Synthesis and Reflections on Field Visits • Country Action Planning • Closing

A detailed programme agenda is provided in Annex C.

Session III – Global and Regional Update, Overview of the Fifth ILE Action Plan and Country Updates

This session was facilitated by Irene Amongin of UNICEF headquarters in New York. The focus of this session was on the global situation, WinS within the SDGs, global and regional updates, events and milestones, reflections on WinS programming and key messages. The following figure captures the main insights of this session.

WinS coverage

- One third of the schools don't have WASH facilities (50% in the least developed countries);
- Water and sanitation coverage increased by 6% from 2008 to 2013;
- Coverage improving more rapidly in least developed countries by 9% from 2008 to 2013;
- Handwashing facility coverage data rarely reported.

WinS within the SDGs (Education)

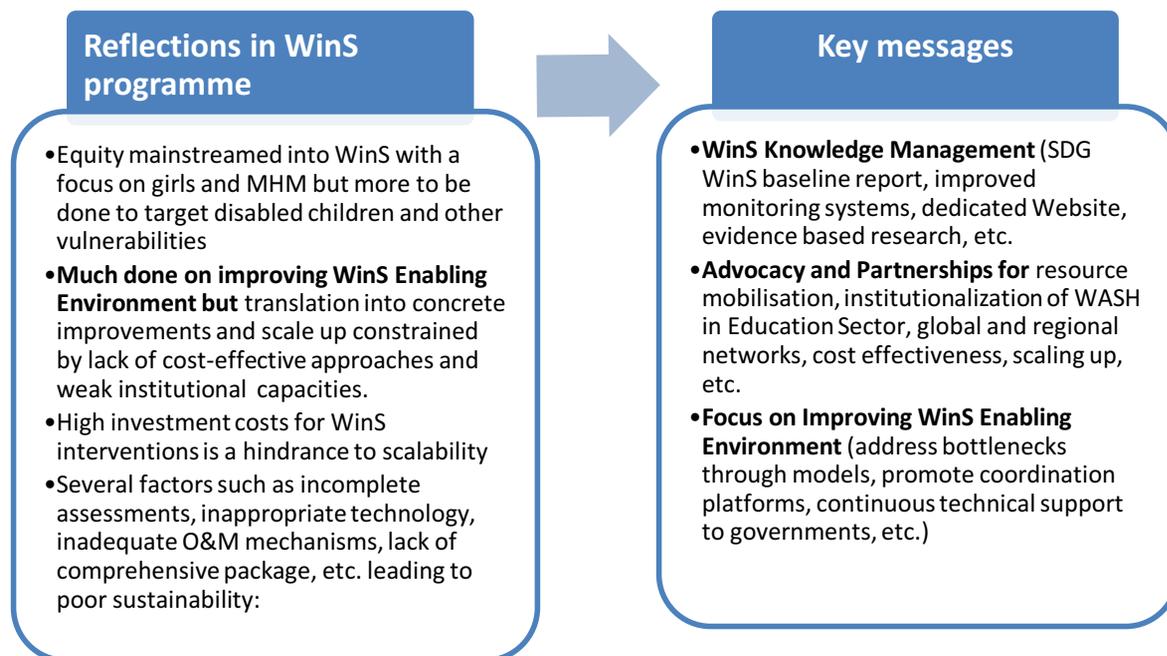
- **Target 4.a** Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
- *4.a.1 Proportion of schools with access to:... (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)*

WinS within the SDGs (Clean Water and Sanitation)

- **Target 6.1** By 2030, achieve universal and equitable access to safe and affordable drinking water for all
- *6.1.1 Proportion of population using safely managed drinking water services*
- **Target 6.2** By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations
- *6.2.1 Proportion of population using safely managed sanitation services, including a handwashing facility with soap and water*

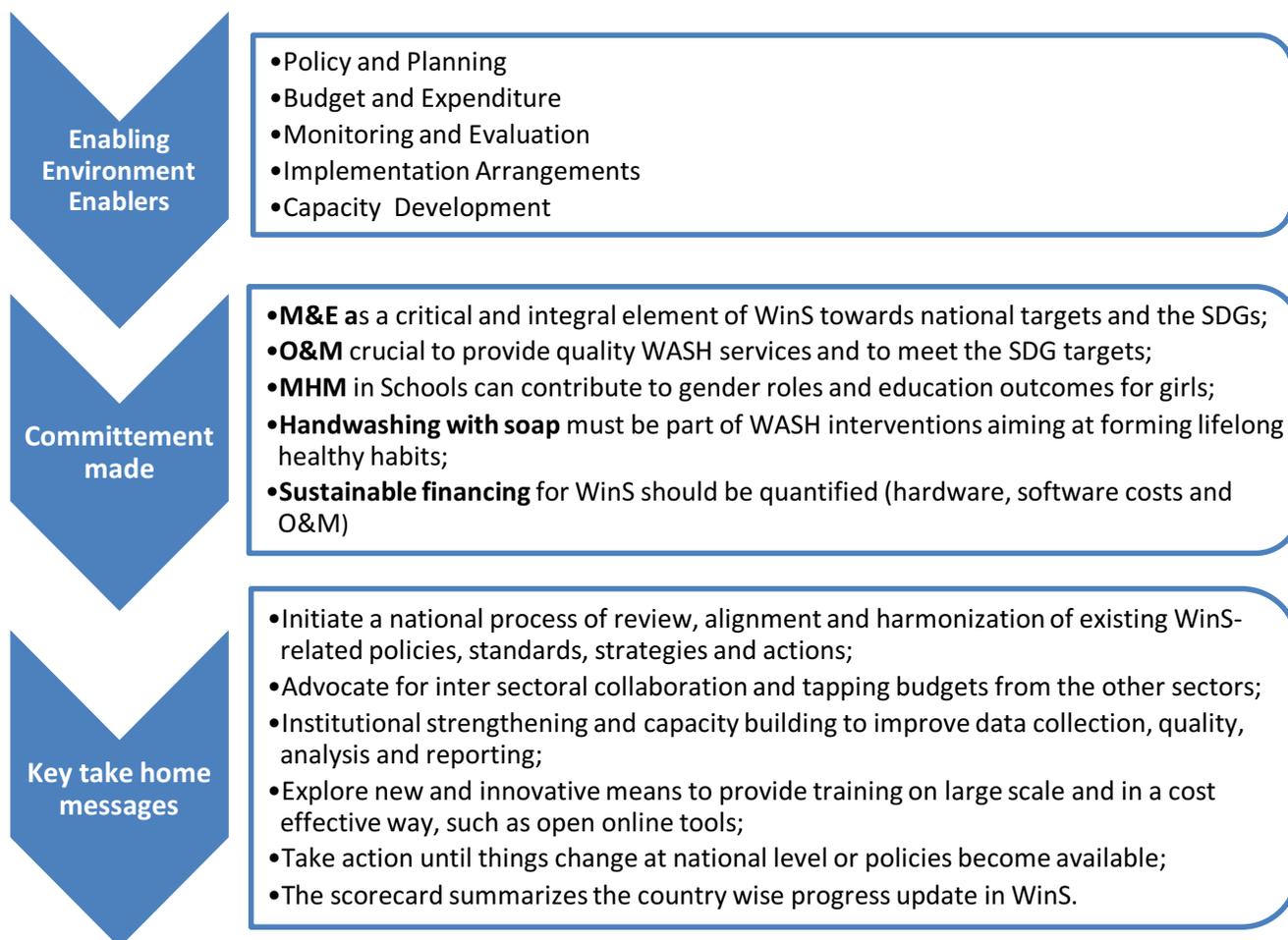
Global updates including milestones and issues:

- WinS data drive in UNICEF programme countries;
- WinS course in collaboration with Emory University;
- Global WinS webinars and Yammer community platform;
- Policy briefs based on evaluation findings;
- WinS costing tool with Temple University;
- WinS Network meetings;
- MHM virtual conference; 1,000 online Powerpoint presentations and 68 in person;
- Global handwashing day theme "Our hands, our future";
- National standards, policies and guidance for WinS with technical support from sector agencies;
- Strengthening Coordination (Coordination platforms between governments and partners);
- UNICEF conducted scoping studies in East Asia and the Pacific and Latin America for SDG reporting on WinS;
- Urban-rural disparity varies significantly in countries across the region in sanitation including WinS;
- Gap between the poorest and the richest households with at least basic sanitation facilities;
- A significant proportion of people practice open defecation in seven countries in East Asia and the Pacific above the world average 12%;
- Most of the people practicing open defecation in the region live in Indonesia and China (70% of total population of countries in East Asia and the Pacific);
- Sanitation coverage in schools is a cause for concern in the region;
- Over two thirds of people have access to basic handwashing facilities at home in five countries (Cambodia, Indonesia, Mongolia, Myanmar and Viet Nam) for which data available and it is very less in rural areas.



Regional overview of the fifth ILE country action plans

This session was facilitated by Anu Paudyal Gautam, WASH Specialist, EAPRO. The main objective of this session was to brief participants on the progress made by each country of East Asia and the Pacific on each country action plan agreed in the fifth ILE held in Jakarta in 2016. The focus of the fifth learning and exchange programme was on “Enabling Environment Enablers”. The outcomes of the fifth ILE are summarized in the following graphic.



This session also dealt with various bottlenecks and the unfinished agenda against each country plan.

UNICEF developed a traffic light representation of ILE country action plans to support countries to assess their progress on key enabling environment determinants. The results are depicted in a scorecard which shows that while good progress has been made in the policy and planning determinant, adequacy of budget and expenditures remains a challenge in many countries.

Scorecard of national progress on WinS enabling environment, November 2016 to November 2017

WinS key enablers and indicators	Lao PDR		Cambodia		Philippines		Fiji		Indonesia		Vanuatu		PNG		China		Bhutan		Sri Lanka	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
	Is there a national policy on WinS?	2	2	2	2	3	4	2	3	2	3	2	2	2	2	3	3	2	3	2
Are there clear national targets for WinS?	2	2	2	2	3	4	1	3	1	2	2	3	3	4	2	3	1	3	2	3
Are there clear roles and responsibilities for WinS?	3	3	3	3	4	4	2	3	2	2	2	2	2	2	3	3	2	2	2	3
Is gender addressed in the national WinS policy?	2	2	3	3	3	4	2	2	2	2	1	1	2	3	3	2	2	3	2	3
Is accessibility addressed in the national WinS policy?	2	2	2	2	3	4	2	2	1	1	2	1	2	3	3	2	2	3	2	2
Is there a public sector budget line for WinS?	2	2	2	2	3	3	2	2	2	2	1	1	1	1	2	2	2	2	2	2
Is there adequate budget to support WinS improvement, operation, and maintenance?	1	1	1	1	2	3	3	3	2	2	1	1	1	1	2	3	2	2	2	2
Are schools in most need of WASH support given priority as reflected in expenditures?	2	2	2	2	3	3	3	3	1	1	2	2	2	2	2	3	3	3	2	2
Is WinS data reflected in the national Education Information System?	2	2	2	3	3	4	2	3	3	3	2	2	3	4	3	2	3	3	2	2
Is there a national WinS monitoring system that supports programme management on all levels?	1	2	2	2	3	4	1	2	2	2	2	1	2	1	2	2	2	2	2	4
Is there a system for acknowledging WinS performance?	1	2	2	2	3	4	2	3	1	1	2	2	1	1	2	3	2	3	2	2
Are actors sufficiently guided on how to manage and implement WinS in their respective units?	2	2	2	2	2	4	1	3	2	2	1	2	2	2	2	3	3	2	2	2
Are essential WinS commodities readily available?	2	2	3	3	3	3	2	2	2	2	2	2	1	1	3	3	2	2	2	2
Does the ministry of education have a plan or strategy for Human Capacity Development for WinS?	2	2	2	2	3	4	2	2	1	2	1	1	1	2	2	3	3	4	2	2
Is skills-based hygiene education/promotion included in the national curriculum and part of daily school life?	3	3	2	2	3	4	1	2	2	2	2	2	2	3	2	2	2	2	2	3
Is WinS included as part of education management training?	2	2	2	2	2	3	1	2	1	1	2	2	2	2	2	3	2	3	2	2



Tuesday, 28 November | Day 2 – Technical Sessions

Session IV – Summary of Day 1

The second day of this programme started with a recap of first day, the programme objectives and agenda. It helped everyone to understand global and regional updates. It was eye-opening for some of the participants to see the progress made by each country over previous ILE programme.

Later the course coordinator shared an overview of the second day sessions and expected outputs from each session. The entire second day dealt with thematic sessions.

Session V – Strengthening WinS Monitoring Including SDG and EMIS

Strengthening WinS monitoring by aligning EMIS with the SDGs

This session was facilitated by Christie Chatterley, WHO/UNICEF Joint Monitoring Programme for Water Supply, Sanitation and Hygiene (UNICEF headquarters, New York) with the following objectives:

- Gain in-depth understanding of the WinS SDG targets and indicators and their implication for strengthening national monitoring systems;
- Review data gaps for WinS in countries within the South Asia and East Asia and the Pacific regions in light of the SDG criteria;
- Become familiar with the globally recommended core questions for monitoring WinS in the SDGs;
- Facilitate cross-country sharing on how to better utilize existing data in decision-making and planning to reach all schools by 2030.

Summary of presentation

The progress made by each of the 10 participating countries was mapped based on the following indicators:

- Is WinS data reflected in the national EMIS?
- Is there a national WinS monitoring system that supports programme management on all levels?
- Is there a system for acknowledging WinS performance?

Among all countries, the Philippines had performed extremely well in all three indicators. All 10 countries have put forth good efforts to reflect WinS in the national EMIS. Other than Indonesia, the remaining nine countries have made some progress toward establishing a system for acknowledging WinS performance.

Overview of the SDG indicators for WinS (Harmonized WHO/UNICEF Joint Monitoring Programme for Water Supply, Sanitation and Hygiene service ladders for monitoring WinS)

	Drinking Water	Sanitation	Hygiene
Improved	Basic (SDG) Drinking water from an improved source is available at the school	Basic (SDG) Improved facilities, which are single-sex and usable at the school	Basic (SDG) Handwashing facilities , which have water and soap available
	Limited There is an improved* source but water not available <i>*piped, protected well/spring, rainwater, packaged/delivered water</i>	Limited There are improved* facilities, but not single-sex or not usable <i>*flush / pour-flush toilets, pit latrine with slab, composting toilet</i>	Limited Handwashing facilities with water, but no soap
Unimproved	No service No water source or unimproved* source <i>*unprotected well/spring, surface water</i>	No service No toilets or latrines, or unimproved* facilities <i>*pit latrines without a slab or platform, hanging latrines, bucket latrines</i>	No service No handwashing facilities at the school or handwashing facilities with no water

Monitoring questions: Globally, seven core monitoring questions have been agreed upon to support progress monitoring of WinS. These have been integrated into national monitoring systems and surveys, including the following examples. In some cases, additional ‘expanded’ questions have been added based on resource availability for monitoring and national priorities.

- Indonesia: Updated EMIS to better reflect core questions and included some expanded questions (number of toilets, inclusive toilets, water treatment in Indonesia) to establish harmonized national baseline (<https://washdata.org/report/jmp-2017-preparing-sdg-reporting-wins-eap>).
- Papua New Guinea: Updated EMIS to better reflect core questions and establish SDG baseline (<https://washdata.org/report/jmp-2017-preparing-sdg-reporting-wins-eap>).
- Philippines: Updated EMIS to better reflect core questions, in addition to expanded questions on toilet cleaning, group handwashing and sanitary pads.
- Solomon Islands: Analysed rural WinS data against SDG criteria; and are updating EMIS to align with SDGs, including some expanded questions.
- Serbia: A subnational survey was conducted with core and expanded questions which mapped to service ladders (goo.gl/84f7ft).
- WHO Regional Office for Europe: Provided regional guidance for developing advanced service levels (http://www.euro.who.int/__data/assets/pdf_file/0007/321838/Prioritizing-pupils-education-health-well-being-en.pdf?ua=1).
- Lebanon: A forthcoming national study incorporates core and expanded questions to establish an SDG baseline.

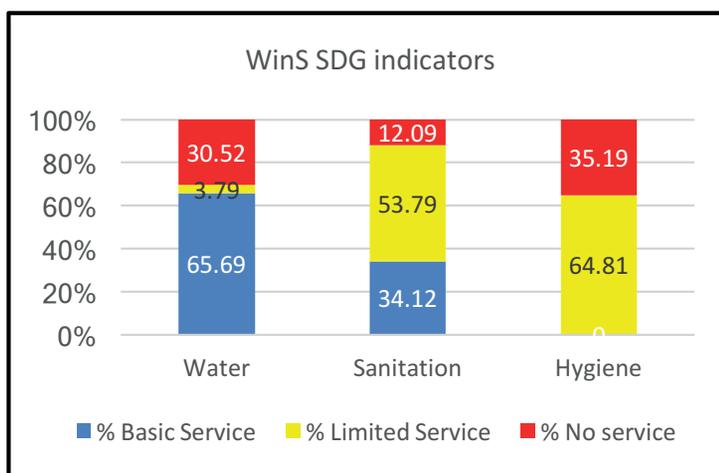
WinS data gap

In the region, seven countries can report on the SDG criteria for drinking water, eight can report on sanitation and five can report on hygiene in schools. There is still work to do in aligning national monitoring systems with the SDG criteria (core questions) to ensure harmonized progress tracking. Common data gaps include water availability, improved sanitation, usable (private, functional, accessible) sanitation and handwashing facilities (especially with soap).

Country case studies

Indonesia: Case study was on ‘Setting WinS SDGs Baseline for Indonesia’. Below are the key learnings of the presentation.

- Dapodik is EMIS managed by the Ministry of Education and Culture.
- Self-administrated: Each school is required to input the data.
- As requirement to disburse School Operational Fund and incentive for teachers.
- It included 12 questions for capturing all essential data related to WinS. It includes all global key questions of SDGs along with related country-specific information.
- For the first time, WinS indicators are included on the annual education statistics.
- WinS indicators are segregated by province and type of school.
- WinS guidelines for Dapodik (Indonesian version of the Education Management Information System) operator.
- Explanation on types of water sources, types of toilets and technical terminology.
- The guideline published on the Ministry of Education and Culture website.
- As a result, there is an increased response rate on WinS indicators and increased ability of Dapodik operators to submit correct answers.



Challenges	Opportunities	Way forward
<ul style="list-style-type: none"> Data quality as Dapodik is a self-administrated Low response rate – in 2017 WinS data become compulsory No clear feedback mechanisms 	<ul style="list-style-type: none"> WinS road map signed by the Ministry of Education and Culture and could be used as reference to strengthen M&E WinS is integrated into local government sanitation planning Government-led initiative Cover almost all schools in Indonesia Trigger local government commitment 	<ul style="list-style-type: none"> Make WinS data as compulsory Integrate WinS data into local government sanitation planning Working with Dapodik operator association to improve data quality Advocate to include additional WinS indicators, for instance MHM Develop subnational WinS SDG profile Monitoring progress of implementation of WinS road map

Cambodia: This case study deals with “Harmonizing EMIS and using existing data to establish SDG baselines for WinS”. Below are key insights from this presentation.

- Cambodia made reasonable progress against three indicators agreed in 2016 ILE. Efforts are on to with respective departments to improve further.
- 2015/16 and 2016/17 EMIS data were analysed with the WHO/UNICEF Joint Monitoring Programme for Water Supply and Sanitation to produce preliminary SDG baseline estimates for WinS.
- Greater harmonization with the SDG criteria will allow estimates for ‘basic’ water and improve the sanitation and hygiene estimates based on the recommended core questions.
- It is under part of the process of the revision of the EMIS master plan 2017–2021 with ensuring the inclusion of education roadmap and SDG4 indicators.

Challenges	Opportunities	Way forward
<ul style="list-style-type: none"> Too much data collected – many require from thematic, but less used Data quality: Need to strengthen validation and checks Capacity and Resources (technical and financial) to revise the system, analysing and reporting to response to SDGs Lack of information technology infrastructure at subnational levels The understanding about definition on improved vs. unimproved water sources and improved vs. unimproved sanitation Huge differences in education statistics from EMIS and from household surveys 	<ul style="list-style-type: none"> EMIS Master Plan 2014–2018 EMIS – participating in SDG localization; aware and open to changes EMIS – system already in place – collect annual school data, WASH data included Many data exist – lobby for reporting more (simple tabulation/reporting plan) Endorsed Minimum Requirement guideline for WinS – aligned with SDGs Collaborate effectively with other technical departments and relevant development partners 	<ul style="list-style-type: none"> Align EMIS with SDGs indicators – by revising: (1) annual school census form; (2) reporting format; (3) database system Develop explanation guidance on each terminology Strengthen subnational spot check system – train subnational EMIS staff to become skilful spot check Planned to have everything on board and collect data to response to SDGs in academic year 2018/19 with data collection starting in November 2018

Cross-country sharing and discussion

The session concluded with cross-country sharing, focused on the following discussion questions:

- How to align national monitoring systems with the SDGs?
- How to identify and make better use of existing data?

Summary of discussion on 'cross-country sharing':

- Good progress has been made to align monitoring systems, but need to push ourselves further in areas of data collection (frequency, bottom-up, but how about feedback, online systems for efficiency).
- More clarity about the origin of data – what is the primary collection point?
- Response rates still pose challenges: how many, how quick? What is the aim? What can we realistically get?
- Challenges around use of data: progress on using it for policy and planning. More is still needed in terms of feedback on subnational levels.
- Bangladesh mentioned quality checks of data; they have research institutions involved in collection and analysis.
- Disaggregation of data for analysis is important on three levels (geographically, by wealth status, etc.)
- Good progress in aligning national systems, collection frequency. Collection could be more bottom-up, online data collection, quality checks needed, disaggregation needed (urban/rural, levels, sex).

Session VI – WinS Innovative Approaches and Evidence (1) Key Note Speakers

Advocate for WinS in a fun way

- The session was started with an overview on the World Toilet Organization (WTO) and shared its key activities, opportunities and best practices.
- The key pillars of WTO's work are to advocate, educate, build and empower. World Toilet Summit is one of the initiatives of WTO that provides a global platform that brings together sanitation stakeholders to share, learn and collaborate on global sanitation issues.
- WTO educates community members on the importance of good hygiene, whilst training masons to build and market new toilets to their community.
- The Keynote speaker shared the Rainbow School Toilet Container Model, which is designed and developed by WTO as a best practice, suitable for smaller schools in rural areas (mobile and prefabricated production).
- WTO implements the several Rainbow School Toilet projects which are endorsed by the local education bureau of the Government of Singapore.

Nudging and behaviour change

The participants viewed a recorded presentation on handwashing. A cluster-randomized trial in Bangladesh was jointly conducted by the University of Oklahoma; Save the Children, Bangladesh; Save the Children, USA; the University at Buffalo; and the London School of Hygiene and Tropical Medicine.

The trial was undertaken to compare the behavioural impact of a nudge-based handwashing intervention to high-intensity hygiene education. Under a cluster-randomized trial two schools in rural Bangladesh were identified for two stage intervention: (a) improved handwashing infrastructure; and (b) added nudges to the new facilities.

The comparative results are as given below:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Nudges worked as well as high-intensity hygiene education • Rea Ready to test nudges at scale • Behaviour change was sustained for 5 months • Cost-benefit for behaviour change • Nudges cost the same as hygiene education activities • Sustainability of behaviour change | <ul style="list-style-type: none"> • Nudges were easier to implement and ensure consistent delivery • Synergies with other intervention approaches • Less scheduling • Process evaluation, understanding implementation challenges at scale • No training |
|--|--|

Innovative approaches to MHM in WinS and gender in WASH – EAPRO MHM period tracker and U-report live chat

Innovative solutions to menstrual health and hygiene are essential to address gender-specific reasons for school drop-out, prevention of school-related gender-based violence, dignified and safe MHM in schools and health facilities, at home and in the community. The session provided participants with findings from their latest research on innovation.

The programming principle of the gender action plan is supported by MHM and promises innovative solutions and ideas.

- User centred design improving gender relations in Indonesia, Pakistan.
- Technology includes U-Report Live Chats and Pakistan Helpline.
- Use and production of biodegradable sanitary pads in India.
- A new technology with a user-friendly design known as Mobile Period Tracker was introduced in East Asia and the Pacific.

This technology (the Mobile Period Tracker) helps in the following:

- Informs girls about their menstrual cycle and appropriate MHM.
- Enables girls to track and plan for periods and fertile days.
- Dispels myths and misinformation.
- Provides evidence-based information on personal hygiene, diet, and sexual and reproductive health.
- It is localized to the country's context, including language, links to local websites, counselling and services.
- Results measured using real-time monitoring and impact evaluation methods, including: reach and uptake (number of girls benefitting from the tool), app downloads and SMS messaging subscriptions.
- Usage and user satisfaction: app usage and engagement, direct feedback.
- Impact on knowledge, skills and behaviours: in-app surveys; analysis of classrooms; and quantitative and qualitative research.

Session VII – MHM/Gender in WinS and Accelerating WinS Three Star Approach at Scale

MHM/gender in WinS

This session was jointly facilitated by Thérèse Mahon, Regional Programme Manager South Asia, WaterAid and Anu Paudyal Gautam, WASH Specialist, UNICEF EAPRO. The session objectives were as follows:

- Identify pathways for mainstreaming MHM in WinS and determine how countries can move forward on their own 'MHM journeys'.
- Develop strategies for addressing barriers and applying accelerators to mainstreaming MHM and gender in WinS.
- Identify next steps for MHM and gender in WinS to feed into country's action plans on Global Handwashing Day.

The session opened with an overview of journey of MHM from the fifth to the sixth ILE, global actions and regional progress followed by experience sharing on mainstreaming MHM in Mongolia, the Philippines and Sri Lanka.

Five global advocacy priorities for MHM:

1. Build strong cross-sectoral evidence base for MHM in schools and identify approaches that work;
2. Develop and disseminate global guidelines for MHM in schools, and promote the development of contextualized national guidelines;
3. Advance MHM in schools through evidence-based advocacy;
4. Allocate responsibility to designated government entities for the provision of MHM in schools;
5. Integrate MHM with measures for WASH capacity and resources within the education system.

Global actions in the last 12 months:

- Evidence: WHO/UNICEF Joint Monitoring Programme for Water Supply and Sanitation WinS baseline, growing body of research;
- WinS network meeting at the Water Institute at the University of North Carolina – review of priorities;
- Minimum package guidelines, link to other issues related to adolescent girls, engaging boys, tracking and comparing progress, how to assess effectiveness and outcomes;
- Sixth virtual MHM conference;
- Evidence – integration – scale. MHM relates to girls’ agency, equality and rights and to the pledge to leave no one behind in achieving the SDGs;
- Global platforms – WinS network, MHM hub, MHM alliance.

MHM in schools: Philippines				
Issue	What is there now	How these are realized	Lessons learned	What is coming out now
<ul style="list-style-type: none"> • Invisible problem • Sporadic efforts • Need for enabling environment 	<ul style="list-style-type: none"> • Policy and standards • Curriculum integration • MHM in EMIS • MHM in WinS Three Star rubrics 	<ul style="list-style-type: none"> • Formation of National WinS Technical Working Group • MHM in schools research in 2012 • 2013 MHM Situational Analysis (covering urban and rural impact areas) • Policy formulation and advocacy • MHM interventions in post-disaster response • Systems Building for WinS Policy • Curriculum integration 	<ul style="list-style-type: none"> • Building the evidence was a critical first step – made visible the invisible • The multisectoral national TWG was strategic in crystalizing and pushing the MHM agenda • Linking the national and subnational work brings strategic benefits both ways 	<ul style="list-style-type: none"> • Guidelines and mechanisms for MHM in schools in emergencies • Development and scale-up of communication tools • Demonstrating models of MHM in schools implementation • Building evidence on MHM impacts to learning • Partnerships for MHM in schools • Policy review

Mongolia experiences on MHM		Sri Lanka experiences on MHM	
Key recommendations, 2015 and 2017	MHM next steps	Milestones	Way forward
<ul style="list-style-type: none"> • Government to prioritize national Norms and requirements on WinS • Develop and disseminate information on MHM • Improve WASH and MHM facilities in schools and dorms • Improve access to sanitary pads in schools • Advocacy for integration of MHM issues into policies • Dissemination of MHM package materials • “WASH and MHM in Schools” online trainings modules 	<ul style="list-style-type: none"> • Scale up operationalization of Norms and dissemination of MHM research. • Upstream continued technical support for WinS including MHM • Regularize M&E. • Support to develop “WASH and MHM in Schools” online trainings module 	<ul style="list-style-type: none"> • Government allocated more fund to WinS • MHM included in “Hand Band Campaign” • Government invested \$13 million to reach 1,300 schools with WinS. • Established South Asia Regional Center for Sanitation under the South Asian Conference on Sanitation • \$26 million allocated for WinS Programme • MHM hardware recommendations in national guidelines 	<ul style="list-style-type: none"> • Scale-up Participatory MHM • Mainstream MHM in WinS • Zonal level MHM trainings for teachers and parents • Consolidate guidance on developing school-based MHM plans • Establish an outreach system to seek medical advice (such as for menstrual cramping)

East Asia and the Pacific region

Snapshot across East Asia and the Pacific – 2015 status:

Most progress – formative research undertaken a few years ago: **Philippines and Cambodia**

Gaining momentum – Undertaken research recently and increased engagement of the Government: **Fiji, Indonesia, Kiribati, Lao People’s Democratic Republic, Mongolia, Solomon Islands, Papua New Guinea, Timor-Leste, Vanuatu**

Probably also progressed well – but not seen documentation to compare: **China**

Limited info gathered – but some specific examples of good practice: **Thailand and Myanmar**

Limited info gathered – not possible to make a conclusion: **Malaysia**

MHM-East Asia and the Pacific: Recommendations.

Improved engagement is required across sectors to increase scope and scale

Support governments to integrate into policies, curriculum and teacher training

Engage girls in the design of solutions especially including those from marginalised groups

Use existing and emerging opportunities – such as social media, the private sector, existing learning

South Asia region

Situation analysis of MHM in South Asia – underway

Momentum on the inclusion of MHM in WinS related policies

Cross-sector and cross-ministerial coordination reaps rewards

Increased focus on improving access to WinS facilities is a key opportunity

Uptake of formative research and wider interest in focusing on MHM

Raising awareness of MHM in schools and stimulating discussions on social media and through events

Interest to incorporate SDG monitoring and MHM monitoring – confusion on what to measure and where to collect it

South Asia – challenges and gaps

Misconceptions – myths, taboos, social and traditional norms around adolescence

Limited access to appropriate WASH facilities, poor O&M, waste management

Access to appropriate sanitary protection materials varies

MHM inadequately incorporated into school curriculum and teachers not confident to teach it

Lack of stakeholder analysis and engagement

Inclusive MHM – and WinS

Later, a group discussion was held focussing on integration, equality and rights, quality standards, materials and disposal, communications package and tracking progress. It was agreed that each country would take up one promising initiative for scaling up and further to incorporate priorities in respective country action plans.

Accelerating WinS Three Star Approach at scale

The two parts of this session focused on “Universal Access to WinS: Reaching scale through the Three Star Approach,” presented by Habib Benzian, and on “Experiences with Three Star Approach in the Philippines and Myanmar” presented by the respective country delegation.

Universal access to WinS: Reaching scale through the Three Star Approach

The Three Star Approach was developed based on two critical questions “Why is WinS coverage still not universal?” and “Why is reaching scale so difficult”?

Scalability is integral to the design of national WinS strategies. This includes a focus on interventions that work within the scope of what is doable using the governmental/education sector’s financial and workforce resources. Oftentimes, there is a gap between policies (such as national standards) and the realities on the ground. The Three Star Approach aims to bridge that gap by providing guidance on how the education sector may improve WinS services in all schools: by starting simple with minimal resources and incrementally improving until national standards are achieved. This will be crucial in view of the SDG commitment to universal coverage with basic WinS services in all schools.

Observations across various countries and their status to take improved WinS to scale reveal general trends and consequences as outlined below.

General trends	Consequences
<ul style="list-style-type: none"> • Supportive policy environment – mostly in place • Infrastructure, supplies and financing remains challenging • Maintenance and use is generally the weakest area 	<ul style="list-style-type: none"> • Existing WASH infrastructure not functional • No hygiene improvements • No sustained behaviour change

Based on the general trends and consequences, the following recommendations emerge:

- Focus on operation and maintenance (O&M) of existing facilities strengthens school management/governance.
- Use realistic/attainable minimum standards encourage action.
- Align monitoring with SDGs and national WinS policies.
- Use accreditation and benchmarking of schools to ensure quality.
- Use systemic incentives for incremental improvements.

As a conclusion of the session, participants agreed that the Three Star Approach supports meeting the SDGs (quality) at scale. The session ended with the key messages outlined below.

The ministry of education is in the lead in improving WinS: The ministry should take an active role in setting goals for WinS and planning for their programming. National standards facilitate the alignment of roles and contributions among development partners and stakeholders across sectors, thereby facilitating sustained progress and strengthened sector performance with regard to WinS. Strategic planning has to account for the different roles and responsibilities of national, subnational and school-levels in implementing national WinS programmes.

Simple, system-oriented activities enable scale-up and sustainability: Activities must be simple so that they can be easily implemented and are within the capacities and mandates of the education sector on different levels. This ensures a better chance for replication and large-scale implementation. Interventions should use locally available materials in order to simplify procurement and logistics, and to facilitate long-term sustainability and continued programme compliance.

School-based management and community involvement play a key role in improving WinS in low-resource settings and in mobilizing a broader support base for maintenance, monitoring and short-term funding requirements. Depending on national definitions, reaching the first star in a Three Star Approach requires a focus on improving the overall school management and building support from the school community so that immediate problems may be addressed through the school's own efforts rather than relying on external support.

Progress against clearly defined standards: The service components, details and benchmarks of the different star levels are generally defined in national policy documents, such as a national WinS strategy or national WinS standards. National monitoring frameworks, such as the Three Star Approach, ideally include direct feedback to schools and district offices to provide an overview of their tasks. The school understands its role in meeting national standards and is guided on practical steps to improve its WASH situation.

Practicality and motivation: Guidance, recognition, reward: Schools have to carry out numerous programmes, so prioritizing the most practical and simple interventions helps to ensure that the programme is implemented. The Three Star Approach rating levels provide schools with guidance on what to focus on first. The Three Star Approach complements EMIS by providing the framework for prioritization, feedback, and performance recognition measures necessary for mobilizing school-level support for WASH.

Experiences with Three Star Approach in the Philippines

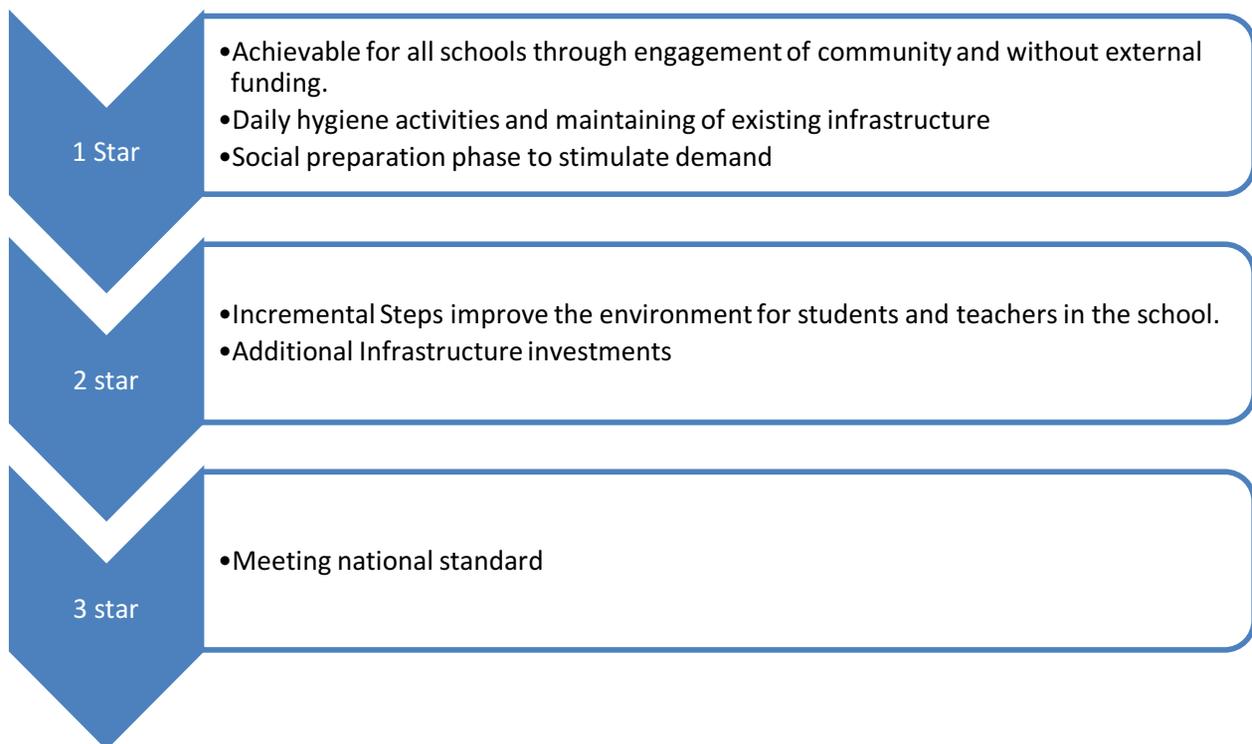
The Philippines delegation presented a video on their national Three Star Approach roll-out as part of the national WinS policy implementation, followed by a presentation on the experiences of monitoring and analysing data in the framework of implementing the Three Star Approach.

The delegation emphasized that things take time and that partners are needed to help move things forward. The incentive system created helps by giving recognition to the implementing schools from the regional education office. **Recognition of the schools can be used by their head teachers for promotion purposes. Implementing WinS is included in their job description.**

The delegation also explained different ways to collect and share data through cell phones, web applications, or excel over email or postal mail. The data is shared back to regions, divisions and schools via email as an excel file. The data is uploaded to a website and other schools can access the data. A major remaining challenge is that only 30 per cent of primary and secondary schools have internet access.

The idea behind the Three Star Approach is not competition between schools, but to compete against oneself and against the standards.

Step-by-Step Improvement to Reach National Standards



Features of the Three Star Approach for WinS management	Benefits of the Three Star Approach as a management tool for national WinS programmes	Observations and lessons learned
<ul style="list-style-type: none"> • Intended as a quality assurance mechanism • Defines benchmarks needed to reach a star • Operates on self-assessment of schools • Allows national and subnational offices to identify WinS status and define technical assistance need • Provides a feedback mechanism that allows schools to identify their strengths and areas for improvements 	<ul style="list-style-type: none"> • Provides feedback and allows schools to identify strengths and areas for improvements • Shows the action needed to improve areas in which a school is weak • Allows the subnational office to assess the status of participation in the WinS Programme and make necessary follow ups • Allows the subnational office to assess trends in WinS implementation and identify specific schools needing assistance 	<ul style="list-style-type: none"> • There is high participation of schools in first data collection round even on voluntary basis (36 per cent of primary schools nationally) • Schools appreciate being given a roadmap • Three Star Approach helps divisions to see areas for technical assistance

<ul style="list-style-type: none"> • Works as a recognition system to trigger action and involvement on school and division level • Recognizes incremental improvements • Recognizes reaching of national standards • Recognizes sustainability of quality implementation over time 	<ul style="list-style-type: none"> • Allows the subnational office to identify areas where a school needs technical assistance and guidance • Allows the subnational office to identify common bottlenecks that schools in a particular area encounter • Helps in setting up baseline data on SDG target areas 	<ul style="list-style-type: none"> • Strong need for technical manuals to guide schools, regions and divisions • Divisions realized that the Three Star Approach can be adapted to other education programmes
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Sharing WinS experience: Myanmar

The Director, Kachin State Education Department, Myanmar, shared the WinS experience in Waing Maw Township, Kachin State, in implementing the WinS pilot. This project is implemented in three townships covering 24,157 students from 180 schools. The learning from the pilot suggests that the best results for behaviour change interventions are found during the young life years. For the WinS programme, the target beneficiaries are children in (i) pre-primary school, (ii) post-primary school, (iii) middle school and (iv) branch primary school.

Lessons learned

Positive

- Leadership of Head Master and cluster head
- Good participation of parent teacher associations (PTAs)
- Practicing WinS activities in line with school curriculum
- Available funding for O&M and well planning
- WinS activities were included in regular school monitoring by the assistant township education officer from the Department of Basic Education

Need to improve

- Little interest on WinS project activities
- Poor O&M
- Poor workmanship of WinS facilities.
- No recovery cost for O&M
- Lack of water supply in schools

Session VIII – Recap and Field Visit Preparation

Summary of thematic/technical sessions

The recap of last day work and question and answer session was organized to help the participants to get more clarity on the technical sessions. The question were asked related to achievement, Bhutan and the Philippines policy initiatives, Mongolian WinS infrastructure in low temperature zone and Myanmar WinS programme to scale up the Three Star Approach.

Orientation on field visits

A booklet containing brief details of the schools and field trip was distributed. Further a discussion was held on expectations from field visit including group work.

Wednesday, 29 November | Day 3 – Technical Sessions and Travel to Field

Session IX and Session X – Overview and WinS Innovative Approaches and Evidence (2)

Update on the latest WinS research and evidence base

The Evidence for WinS on education and health session was facilitated by Matthew Freeman, MPH PhD, Associate Professor Environmental Health, Global Health, Epidemiology. These evidence-based studies were undertaken in order to assess or support the following:

- To know if WinS has an impact on health and absence;
- How to improve and sustain behaviour;
- A need for innovation on provision, approaches.

This impact evaluation was undertaken based on three large randomized control trials in Kenya (Schools WASH plus 2006–2011), Mali (Dubai Cares Initiative in Mali, WinS) and the Lao People’s Democratic Republic (Department of Foreign Affairs and Trade (DFAT) Australia, WinS programme 2014–2017). The SWASH+ cluster randomized trial was conducted in 135 schools in Western Kenya to assess the impact of WinS on pupil absenteeism, helminth infection, diarrhoeal morbidity, community behaviour change and children under-five illness and clinic visits.

SWASH+: Impact of school WASH in Kenya: Mixed effects

Assessment variable	Study area		
	Hygiene promotion + water treatment	Hygiene promotion, water treatment, sanitation	Hygiene promotion, water supply, sanitation, water supply
Absence among girls	37% reduction 48% reduction	29% reduction 39% reduction	-
Enrolment - Gender parity	+6 pupils per school	+8 pupils / school	+26 pupils per school
Helminth - <i>A. lumbricoides</i> - Hookworm	- -	44% reduction 20% reduction	- -
Pupil diarrhoea	0% reduction	5% reduction	61% reduction
Under-5 diarrhoea	21% increase	24% reduction	56% reduction
Under-5 clinic	36% reduction	35% reduction	64% reduction

Dubai Cares Initiative in Mali (DCIM) matched control trial:

- Impact evaluation study based-WASH programme on absenteeism, diarrhoea and respiratory infections;
- There is a lot of variation in the percentage of schools with a functional, improved water point on the school grounds;
- This indicated no impact on absenteeism.

DFAT WinS programme in the Lao People’s Democratic Republic:

- Impact of WinS is evaluated based on index score of programme’s six outputs and evaluation criteria (range 0–20);
- Toilet use was 26 per cent higher when toilets were clean;
- Toilet use was 13 per cent higher when water was available for flushing;
- Handwashing with soap increased in first six months of intervention, then declined;

- No overall impact of intervention on diarrhoea;
- No overall impact of intervention on absence;
- Odds of absence were *higher* among schools with *low fidelity* and *lower* among schools with *high fidelity*;
- No overall impact of intervention on symptoms of respiratory infection.

WinS impacts: Take home messages:

- Little evidence that WinS on its own directly impacts absence, thus In many places, the main causes of absence can not be overcome only with WinS;
- Some evidence that WinS may impact diarrhoea and respiratory infection;
- Some evidence that schools that perform better see a greater impact;
- Need for more attention to behaviour change and sustainability:
 - Understanding what works with behaviour change;
 - Complementarity with other interventions (such as deworming, school feeding).

WinS: Key insights in making O&M sustainable

This session was facilitated by Habib Benzian, Adjunct Professor for Epidemiology and Health Promotion at New York University in the United States. He highlighted the key points on O&M documented in the previous Jakarta ILE Outcome document:

- O&M is crucial to provide quality WASH services and to meet related SDG targets;
- Adequate management and resource provision for O&M are at least as important as innovation and new construction;
- Clarity of roles and responsibilities, together with transparency about costs and resource needs are crucial to ensure proper O&M using school-based management;
- Decisions on new infrastructure should be made on the basis of resources available, including the long-term O&M resources;
- Long-term appropriate budget allocations from government sources should be made to establish sustainable funding mechanisms that facilitate planning while schools need to find short-term solutions to address current needs.

Key factors that influence O&M costs for WinS:

- Cost for O&M depend on type of facility;
- Type of toilet impacts on O&M costs;
- Infrastructure standards influence O&M costs

Steps for calculating O&M of WASH facilities and services in schools include:

- Costs for O&M involves defining the needs, calculating costs and mapping resources;
- Costing frameworks calculate the cost for a desired O&M status;
- The tool helps to calculate and plan for cost;
- Cost estimation is the base for budget allocation and resource mobilization;
- Resource mapping within school community.

The following table provides a sample O&M budget calculation including resource mapping (costs are taken from an example in the Philippines and will vary from country to country).

WinS O&M cost calculation		Cost per child per year		Resource mapping
Category	Needs / input	Per item	Total	
Water				
For drinking	1 litre drinking water per day per student (huge variation in cost)	\$0.12	\$0.72	<ul style="list-style-type: none"> • Depending on context • Water bill is paid by local Government
For cleaning and hygiene	5 litre per day per student	\$0.60		

Sanitation				
Cleaning	Materials and labour	\$1.10	\$4.70	<ul style="list-style-type: none"> • Community supports with cleaning materials • Parents clean free of charge. Local plumber supports schools
Simple maintenance		\$3.60		
Hygiene				
Consumables	200g soap per student per year	\$6.00	\$0.60	<ul style="list-style-type: none"> • Students bring supplies from home
Total (excluding labour)			\$6.00	
			\$2.40	

In his presentation, Habib Benzian also presented a packaged support kit to facilitate O&M, developed by the GIZ regional Fit for School programme in collaboration with the Department of Education of the Philippines and Unilever, which consists of:

- Toilet user kit, including soap, toilet brush, dipper or bucket and trash bin;
- Cleaning kit, including floor brush, sponges with and without scrub, broomstick, hand gloves and face mask, cleaning agent;
- Simple maintenance kit, including toilet pump, pipe wrench, hammer, Teflon tape (3/4 inch), sealing agent and hook locks.

Key take home messages:

Budget for O&M	Management of O&M
<ul style="list-style-type: none"> • Type of infrastructure determines O&M cost; • School needs to determine upfront investments and recurring costs for O&M; • For immediate 'problem solving', resource mapping within school community (not sustainable); • Keeping a toilet usable (clean and functional) takes \$30–\$50 per year (Philippines); • Strong advocacy needed for long-term allocation of sufficient budget for O&M within education sector or government systems. 	<ul style="list-style-type: none"> • O&M is essential but totally underrated; • Cleaning and maintenance is at least of same importance as innovation and new construction; • Transparent assignment or areas of supervision/responsibility are of utmost importance.

WinS costing tool

Heather Murphy, Temple University, gave a presentation (via weblink) on the research and findings of systematic review of the literature to understand what costing data is available and what financing mechanisms have been used or could be used to help support WinS. It identified key considerations when designing budgets and selecting financing mechanisms for WASH at a school level. These considerations included: addressing inequalities, involving and educating the local community, including effective monitoring and evaluation, integrating strategies for proper programme and financial management, and improving information, guidance and technical assistance for new programmes and managers.

The review documented specific cost elements for WASH infrastructure, recurring costs as well as software elements such as hygiene education and programme management. Results of this review found a lack of information around WASH costing, particularly around software elements related to hygiene. Review recovered a variety of successful and theoretical financing models that have been used to fund community and school WASH programmes or other relevant non-WASH programmes. The three main financing mechanisms identified were: government and public financing, private and donor financing, and user fees. Due to the benefits and drawbacks of these three methods, almost all sources used a variety of different mechanisms for their financing models. Further, the financing mechanisms used depended largely on programme goals, local context and available resources, making it difficult to identify specific recommendations for WASH financing globally. Findings may be used to inform and support budgeting efforts for planning future WinS programmes.

Thursday, 30 November | Day 4 – Field Visit

Session XI – Basic Education Middle School Programme at Magyisu in Myaing Township

A field visit was organized to Nyaung U to Magyisu (Myaing). Aung Moe Nyo, Chief Minister, Government of Megway Region at Basic Education Middle School of Magyisu in Myaing Township, welcomed the participants. He shared an overview of various WinS interventions in Myaing Township, including group handwashing and implementation of the Three Star Approach on a large scale to motivate relevant departments, school teachers and students to achieve WinS outcomes on a sustainable basis. Detailed profiles of the schools were provided to each group before their field departure.

The participants were divided into six groups who visited two schools each along with a moderator from UNICEF and MOE. The objective of the visit was to help participants to develop awareness about the students and community living in adverse situations and the challenges they face with regard to promotion of WinS. Field trips had also offered an opportunity to interact with teachers, Parent Teacher Associations (PTAs), community, children and students on various WASH infrastructure and services in schools.

Further, these visits enabled participants to make critical analysis of their own country programme based on learnings from these visits in addition to enhancing their knowledge base on WinS.

Friday, 1 December | Day 5 – Feedback from Field Visit, Country Planning and Closing

Sessions XII and XIII – Feedback From the Field Visit

The delegates of sixth ILE event were provided an opportunity to visit 12 schools in Myaing Township to reinforce experiential and contextual learning on the genesis and evolution of WinS in Myanmar. Each group had the opportunity to visit at least two schools and interacted with students and school community to understand processes adopted of implement WinS programmes. The group was assigned to come up with a story from the field and 'Aha' (wow) and 'Oho' (sad) moments from their field observation.

Key observations:

- One school has group handwashing activities after school cleaning;
- The Three Star Approach includes elements of community involvement, which is very encouraging;
- Schools have attractive toilets and garbage dustbins inside the toilets which is very good practice and helps students especially girls to dispose sanitary pads;
- It was good to see flip-flops in the toilets which helps students keeping their feet clean;
- Handwashing stations were close to toilets to make handwashing easy;
- Clean school grounds and no shopkeepers or food vendors in school grounds unlike in other countries
- School feeding programme is very effective;
- School's principal and teachers were very honest and had expressed what they need and what are their problems;
- Schools have strong partnership community and parents;
- WASH is an entry point programme form many other school development programmes. A school is well managed wherever WASH is maintained well;
- It is good to see many schools are concerned about sustainability but they may require additional funding for the same;
- Some school teachers reported water quality is an issue.

Key learnings and recommendations:

- Arrange visits to schools which do not have WinS programme in addition to schools having WinS programme;
- Include group handwashing as a supervised activity as part of the school day, rather than just having it there for students to use at their will;
- There should be further thinking about standards for WinS and age-appropriateness of interventions;
- It was a great opportunity to connect with daily hygiene activities;
- Consider adding tooth brushing activities to reduce tooth decay along with handwashing facilities;
- Wherever possible, provide each child a cup with their name on it to avoid contamination through sharing as done in Sri Lanka. Provide taps to every clay pot to reduce contamination of drinking water;
- In Cambodia there are filters in classrooms, students bring their own bottles from home, and they can refill them when empty. This kind of practice could also be promoted if found feasible.

The group presentations are provided in Annex D for further detail.

Session XIV – Country Action Planning

This session facilitated participants to define, decide and plan to achieve their WinS goals in the coming years. Using the eco-cycle planning framework, the participants were requested to envision where they want to be within a defined period on a holistic level with regards to WinS. A common template was provided to each

country group to prepare their action plan. The template included the following: (i) action plan consistent with enabling environment framework; (ii) additional areas like knowledge products, case studies, data analysis, research or study with areas/sector; (iii) innovations – what new/ different options will be explored by the country; and (iv) what can/ will be done at the regional and headquarters levels to support. Thus, enabling environment, policy and planning, budgeting and finance, M&E and implementation arrangements and capacity development are key components of the country action plan template.

The table provides a summary of each country action plan.

Country	Enabling environment budget /expenditure	Monitoring and evaluation	New innovation/ what’s different	Actions for “WinS at Scale”
Bangladesh	<ul style="list-style-type: none"> • Policy and planning (the country WinS standard is there and policy will be finalized by March 2018. • Budget expenditure (primary and secondary education is separate), and to have provision of separate code for WASH • Government department. • Gender needs to be incorporated in national policy for WASH 	<ul style="list-style-type: none"> • Creation of revolving fund for O&M 	<ul style="list-style-type: none"> • Declaration of a student as a student of the day/ week/ month/ year for sanitation and motivation 	<ul style="list-style-type: none"> • Three Star Approach should be introduced, • MHM should get priority, • Standardization of data for M&E and policy • More community involvement
Bhutan	<ul style="list-style-type: none"> • Advocate for budget for O&M with local governments (budget is decentralized) 	<ul style="list-style-type: none"> • Align EMIS with the core questions 	<ul style="list-style-type: none"> • Low cost sanitary pads • Incinerators (scale) 	<ul style="list-style-type: none"> • MHM will be 2018 focus including providing low-cost sanitary pads to all schools, and incinerators, and low-cost sanitary pad manufacturing (machines will be provided)
Cambodia	<ul style="list-style-type: none"> • Budget and Expenditure • Guide schools to have O&M plan – by using budget allocate for WinS school improvement 	<ul style="list-style-type: none"> • M&E • Create system for monitoring and follow up (simple system) • Integrate minimum requirement checklist into 210 schools under state budget 	<ul style="list-style-type: none"> • Coordinate with Ministry of Interior, Ministry of Economy and Finance to have budget line/code for WASH and WinS in commune budget • Integrate WinS into EMIS 	
Indonesia	<ul style="list-style-type: none"> • Policy • Guideline for districts to achieve universal 1 star through school health programme (Upaya Kesehatan Sekolah) • Budget and Expenditure 		<ul style="list-style-type: none"> • Guidelines target local executives (Mayor, Head of Education) to achieve 1 star • School-based management guidelines 	

	<ul style="list-style-type: none"> • Advocacy to head of district through AKKOPSI, alliance of Head of District and Major Supporting Sanitation to have planning and budgeting of WinS programme for all components: hardware, software and O&M for 1 star 			
Lao People's Democratic Republic	<ul style="list-style-type: none"> • WinS Standards • Capacity-building (Human Resource Development) • Additional/New Innovations: • 3 cooperative Budgeting – Expenditure • Government budgeting • Development partners support • Community contribution including private sectors 	<ul style="list-style-type: none"> • Improve M&E using direct line from schools to EMIS-MOE 		<ul style="list-style-type: none"> • Implementation of Three Star Approach • Capacity-building (WinS team reform) • WinS in school-based management • WinS Three Star Approach
Mongolia	<ul style="list-style-type: none"> • Have national standards for WinS (green) • National standard for WinS, Kindergarten, dormitories • Mid-term action plan 2016–2021 • Budget and expenditure • Upper middle income countries • Lower middle income countries • Parliament approved budget \$500,000 for 2018 WinS programme • 2016 economic crisis \$5.5 billion bailout (International Monetary Fund) 	<ul style="list-style-type: none"> • Biggest bottleneck/ challenge • No monitoring programme established for WinS Three Star Approach • First national level WASH assessment done Includes basic data in June 2017 	<ul style="list-style-type: none"> • Implementation arrangement • National law: Every school should have WASH facility • Completed multi-sector partnership Container WASH facilities in rural areas. Encouraging more private partnerships 	<ul style="list-style-type: none"> • Planning to implement Three Star Approach. • Capacity-building training done at only national and provincial level
Myanmar	<ul style="list-style-type: none"> • Enabling Environment • Endorsement, launching and Initiation of WinS minimum standard guide book and Thant Shin Star approach • Develop the guideline for MHM 	<ul style="list-style-type: none"> • Data collection by EMIS and analysis the data align with SDGs 	<ul style="list-style-type: none"> • Simplify the tools for monitoring and data standardization • MHM (Innovation?) 	<ul style="list-style-type: none"> • Focus on validation and consolidation of current EMIS data • Development of WinS training for all levels of basic education including all teachers, students (through in-service teachers trainings, cascading

				<p>trainings, online trainings)</p> <ul style="list-style-type: none"> • Awareness raising of WinS to community through media
Papua New Guinea	<ul style="list-style-type: none"> • Launch of WinS policy and standards in 2018 • Need advocacy and training for the new policy. 	<ul style="list-style-type: none"> • Monitoring system –WinS National Quality School Standard Indicator 	<ul style="list-style-type: none"> • High level advocacy across all levels in country • Planning a WinS learning exchange at the national level 	<ul style="list-style-type: none"> • Awareness and training on all aspects of the WinS Policy at all levels • Produce advocacy tools on WinS (flyers, brochures, media, awareness) • Preparation for piloting the WinS policy
Philippines	<ul style="list-style-type: none"> • Use of 2018 budget framework and sustain/ for next years • Leverage private and public sector resources for subnational implementation • Follow up on quality of subnational implantation • Institutionalize WinS recognition in Bragada 		<ul style="list-style-type: none"> • Communication tools for independent hygiene behaviour change • HiFive for HySan (Hygiene and Sanitation) Tools (a set of activities designed to implement a hygiene behaviour change approach in the classroom setting) • MHM package • Instruments for O&M and toilet use • maintenance system 	<ul style="list-style-type: none"> • Improve data coverage • Complete WinS toolkit • Institutionalize WinS recognition in education perform concrete actions: • Develop guidelines above with AKKOPSI • Discuss with AKKOPSI how to get cities and districts to comply with guidelines (for example, implement a Scorecard system) advocacy through Ministry Home Affairs
Sri Lanka	<ul style="list-style-type: none"> • Integrate new indicators in annual school census for: • WASH service functionality • Key behaviours (handwashing/MHM) 	<ul style="list-style-type: none"> • Improve school level accountability framework on both hardware and software of WinS 	<ul style="list-style-type: none"> • Improve existing school accreditation system introducing specific parameters for WASH O&M • Students' competencies and practices 	<ul style="list-style-type: none"> • Scaling up MHM criteria monitoring
Timor-Leste	<ul style="list-style-type: none"> • An adequate infrastructure; sufficient water supply and sanitation facilities 		<ul style="list-style-type: none"> • Implementation of MHM in every 	<ul style="list-style-type: none"> • National workshop to set up clear mission, a national

	<ul style="list-style-type: none"> • Enough budget and regular advocacy 		<ul style="list-style-type: none"> • school (Scale up of Innovation) • Using Three Star Approach in M&E 	<ul style="list-style-type: none"> • working group, and action plan • Establish proper database on WASH connected to EMIS
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Way Forward (Planning Next Steps)

Countries prepared plans of action with expected outcomes and responsibilities. Key elements of the action plans have been summarized below.

- Apply and scale up the Three Star Approach;
- Improved Monitoring and EMIS;
- Capacity development/ workshop/ training;
- Strengthen enabling policy environment;
- Evidence generation and Knowledge management;
- Accelerate WinS at scale;
- Coordination and leadership;
- Institutionalize mass handwashing in schools;
- Advocacy and awareness;
- Financing O&M;
- School-based management;
- Political commitment.

Key global/regional action areas:

- SDG baselines on WinS – need to address critical data gaps;
- Review of ILE event – need to assess effectiveness (creative destruction) of ILE event;
- Strengthen partnerships – there is high-level interest in water and sanitation for all, such as through the Association of Southeast Asian Nations (ASEAN), South Asian Conference on Sanitation (SACOSAN), etc. and the outcome of ILE should be embedded in these high-level platforms;
- WinS website planned, and documentation of key learning's to share from region;
- Multisector approach to WinS needs to be scaled, especially MHM (adolescent) and integrating communication for development, and early childhood learning. Real time monitoring could be interesting, as well as market shaping related to sanitation and menstrual hygiene products;
- We may update the enabling environment categories in light of new innovations and SDGs.

Poster Presentation

A poster exhibition was one of the activities of WinS ILE for countries to be able to demonstrate key WinS activities in their respective countries. Countries were informed to bring posters of 24 inches by 36 inches presenting county experience using photos, charts and visuals which focus on best practices. An option was given for the countries to bring posters in parts and assemble at the ILE venue. Separate stands were arranged for the poster exhibition outside the main hall so that participants could see these during tea breaks after every session.

Session XV – Valedictory

Review of ILE Week and Presentation of ILE Outcome Document



Chander Badloe, Regional Adviser WASH UNICEF EAPRO presented the overview of the five-day programme which included a draft outcome document, key learnings and take-home messages.

The outcome document provides a summary of the most relevant observations, learnings, conclusions, recommendations and commitments by the 124 participants of the sixth WinS ILE coming from 11 countries, held from 27 November to 1 December 2017 in Nay Pyi Taw, Myanmar hosted by MOE of the Government of Myanmar with support from GIZ, UNICEF and WaterAid. The summary of Key Learnings and discussions includes common recommendations on strengthening WinS monitoring (SDGs and EMIS), MHM and Gender: Further accelerate MHM in WinS, Engage private sector across supply chain, supply of materials and disposal – look across the entire service chain, WinS at Scale, Three Star Approach, etc.

All participants acknowledged the need to strengthen the leadership, planning and management capacities of the education sector for WinS. Finally, everyone expressed their profound appreciation to MOE and Culture, Myanmar for their excellent hosting this sixth learning event, their hospitality and generosity. Participants also expressed deep appreciation and gratitude to GIZ and UNICEF for their commitment and continued support for strengthening WinS sector across the globe particularly supporting the sixth ILE. Three participants were invited to provide the feedback on the five-day events and how best it had served the purpose of ILE.

The certificates and traditional memento as a token of appreciation was distributed to all the country focal persons and resource group by the Director General of MOE of the Government of Myanmar.

Although the place and country for next ILE is yet to be decided, the trophy was officially handed over by Director General of the Government of Myanmar host country of sixth ILE to group leaders of countries which had indicated interest for hosting the next ILE.

Closing remarks by Aung Naing Soe, Director General, MOE, Myanmar

This week has been a great learning forum the experiences exchanged during the week have been as rewarding for Myanmar as well as for all participating countries from South Asia and East Asia and the Pacific. We are pleased that participants from other countries have witnessed WinS activities in our schools and had interaction with the management and teachers. Much has to be done towards reaching the minimum standard of WinS. Feedback provided by the participants during this learning process will be highly useful for us. I would extend my thanks to all the participants, Ministries, local organizing committees and for the support from UNICEF, GIZ and WaterAid.

Closing remarks by Paul Edwards, Deputy Representative UNICEF Myanmar

It is a great honour for me to be here for the closing ceremony of the WinS ILE. I can very much appreciate the value of sharing the vast experience from the participants from 11 countries, in order to improve the situation of WinS across South Asia and South-East Asia.

Highlights of the event have included taking stock of progress in the participating countries, reflection on challenges experienced in implementing country action plans for WinS, technical sessions focusing on monitoring, gender, innovative approaches and achieving WinS at scale. Perhaps the event likely to linger longest in the memory was the field trip, which provided the chance to observe and interact with school management, students and community members, to learn directly about the achievements and challenges faced.

I acknowledged and thank His Excellency the Minister of Education, for his personal commitment to this event and for ensuring the full engagement of his team, particularly in the Department of Basic Education. Appreciate the leadership and guidance of Director General, Aung Naing Soe and the partner ministries and departments. I do recognize the particular contributions of the resources persons and Australian National Committee for UNICEF, as well as UNICEF regional and headquarters offices for providing financial support.

I would also like to express appreciation to staff from GIZ, WaterAid and UNICEF, including from regional offices and headquarters, for their support in the planning and coordination of this event. He expressed thanks to the participants for their commitment in coming to Myanmar for this event. I trust that you have found the event worthwhile and you will go back to your countries with renewed enthusiasm to ensure WinS for all children becomes a reality very soon.

Annex A – Key Outcomes (Outcome Document)



6th WASH in Schools International Learning Exchange

27 November to 1 December 2017, Nay Pyi Taw, Myanmar

Outcome Document



Purpose

This outcome document provides a brief summary of the most relevant observations, learnings, conclusions, recommendations and commitments made by around 120 participants of 11 countries joining the 6th WASH in Schools (WinS) International Learning Exchange (ILE), held from 27 November to 1 December 2017 in Nay Pyi Taw, Myanmar. The event was hosted by the Ministry of Education of the Government of Myanmar with support from GIZ, UNICEF and WaterAid. A separate meeting report provides detailed documentation of the event.

Acknowledging the global momentum for WinS and taking note of the significant developments such as the SDGs and their clearly defined set of WinS core and expanded indicators, as well as taking into account the growing global/regional evidence for WinS, this document captures general agreement among participants with regard to:

- Notable progress made since the previous WinS ILE (Jakarta, 2016);
- Challenges to developing at-scale WinS programmes and opportunities;
- Data collection and reporting requirements under the SDGs;
- Inclusion of MHM, prioritization of operation and maintenance O&M as well as other innovative aspects supporting WinS; and finally
- The need to accelerate progress in terms of coverage and quality of WinS services aligned with the SDGs so that all countries focus their attention on ensuring that all schools are providing **e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities** to achieve the national SDG commitments.

Objectives of the 6th WinS International Learning Exchange

1. To assess progress and reflect on challenges on WinS Workplans and Country Commitments/Action Plans through country updates and thematic sessions
2. Maximize opportunity for exchanges between countries on critical issues affecting the scale-up and quality of WinS through thematic sessions on:
 - a. Strengthening WinS Monitoring & Evaluation (M&E), including establishment of country level SDG baselines for WinS
 - b. MHM and gender in WinS
 - c. Achieving WinS at scale – including sustainability, Operation and Maintenance of WASH facilities in schools.
3. Learn about Myanmar's WinS Progress and plans to incorporate the Three Star Approach for WASH in Schools through a field visit to the Government's WinS programme

Summary of Key Learnings and Discussion Points

Focusing on the three key thematic areas, the following paragraphs highlight the main aspects of discussion and learnings:

1. Strengthening WinS Monitoring & SDGs and EMIS

With the inclusion of WinS in the SDGs, baseline estimates are needed to track progress towards all schools having basic drinking water, sanitation and hygiene services by 2030. Harmonized indicators and core questions support improved national monitoring by incorporating criteria of the human rights to water and sanitation, as well as enabling cross-country, regional and global comparisons. National education monitoring systems (e.g. EMIS) provide an opportunity to track progress toward the SDGs for WinS through their existing reporting systems. Alignment of these national monitoring systems and inclusion of the core questions for monitoring WinS in the SDGs is therefore needed and key to progress tracking.

A number of countries have already aligned their national education monitoring systems with the core questions. Three countries (Cambodia, Indonesia, Papua New Guinea) presented their respective process, progress and challenges in the context of EMIS-SDG alignment. Based on these experiences it is recommended to start **simple**, including the following considerations for country action planning:

- **Coordinate** with multi-sectoral stakeholders to **align** national monitoring with the core questions for monitoring WinS in the SDGs, seeking input on questions and response categories from district government and school level.
- **Collect** data, using innovative methods where appropriate (e.g. electronic), and include district and school-level stakeholders in the process of data **analysis** to increase ownership.
- **Share results locally** to ensure recent data are available at district and school level in order to inform action.
- **Report results globally** to the WHO/UNICEF Joint Monitoring Programme (JMP), including disaggregation by urban/rural and school levels (pre-primary, primary, secondary) to ensure no one is left behind in SDG progress tracking.
- **Expand** monitoring to include expanded questions (e.g. toilet cleanliness, MHM, water continuity throughout the year), as appropriate, based on resources available to collect, analyse and report.

Data on basic service provision is already available for a number of countries in the region and is currently being compiled by the JMP through a country consultation process. A first report of SDG baseline estimates for WASH in schools globally will be published in early 2018 by the JMP.

2. Menstrual hygiene management (MHM) and gender: Accelerating MHM in WASH in Schools

Menstrual hygiene management (MHM) is critical to ensuring the needs of school girls are addressed (SDG target 4a). A supportive environment including functional, private and clean toilets, MHM education and sustainable supply and disposal of sanitary materials are key components needed to address this need. There is a growing body of evidence documenting the challenges girls face in different contexts and taking stock of the status of MHM in schools across the Asia Pacific regions through country and regional analyses. Three countries, Philippines, Mongolia and Sri Lanka, presented their journeys towards mainstreaming MHM through WASH in Schools. Based on regional experiences, the following areas are recommended for consideration:

- **Integrate MHM across programmes and sectors with clear roles and responsibilities:** Cross sectoral, multi-stakeholder platforms have been instrumental in building awareness, consensus

and identifying national priorities. For implementation at scale, there is a need to ensure there are clear roles and responsibilities, including leadership, and accountability mechanisms.

- **Gender equality – work with men and boys from start:** To unlock the transformational potential of MHM as an entry point to address wider gender norms that can be harmful to both girls and boys, it is essential to work with men and boys from the start.
- **Quality standards and monitoring – prioritize indicators related to MHM including clean school toilets/ O&M:** Political buy-in for increased sanitation and SDGs is an opportunity to increase access to MHM in schools. Poor functionality and cleanliness are factors that deter girls from using facilities for menstrual hygiene. Clear standards for gender sensitive facilities and cleaning and maintenance, including monitoring indicators aligned to SDGs are needed.
- **Engage private sector to improve supply and disposal of materials – look across the entire service chain:** Access to appropriate materials varies hugely. A long-term view is needed to identify context-specific solutions in consultation with girls. Wider engagement with private sector actors may accelerate progress – not only for supply of affordable commercial materials (including reusables), but also for disposal – linking with waste management service providers and commercial pad suppliers to contribute towards solutions for disposal.
- **Create and utilize platform for young people to communicate on MHM:** Efforts to include MHM in the curriculum have been successful in some countries and can be replicated. Teacher training and resources are essential. Other formal communication channels may be more appropriate e.g. working with reproductive health sector. Non-formal, creative communication platforms, particularly those that engage young people are also effective to raise their voices on MHM to promote awareness and support empowerment.

3. WinS At Scale / Three Star Approach

Scalability is integral to the design of national WinS strategies. This includes a focus on interventions that work within the scope of what is doable using the governmental/education sector's financial and workforce resources. Oftentimes, there is a gap between policies (such as national standards) and the realities on the ground. The Three Star Approach aims to bridge that gap by providing guidance on how the education sector may improve WinS services in all schools - by starting simple with minimal resources and incrementally improving until national standards are achieved. This will be crucial in view of the SDG commitment to universal coverage with basic WinS services in all schools. Building on current experiences the following aspects should be considered:

- **The Ministry of Education is in the lead in improving WinS:** MoEs should take an active role in setting goals for WinS and planning for their programming. National standards facilitate the alignment of roles and contributions among development partners and stakeholders across sectors, thereby facilitating sustained progress and strengthened sector performance with regard to WinS. Strategic planning has to account for the different roles and responsibilities of national, subnational and school level in implementing national WinS programmes.
- **Simple and system-oriented to achieve scale and sustainability:** Activities must be simple so that they can be easily implemented and are within the capacities and mandates of the education sector on different levels. This ensures a better chance for replication and large-scale implementation. Interventions should use locally available materials in order to simplify procurement and logistics, and to facilitate long-term sustainability and continued programme compliance.

- **School-Based Management and community involvement** play a key role in improving WinS in low-resource settings and in mobilizing a broader support base for maintenance, monitoring and short-term funding requirements. Depending on national definitions, reaching the first star in a Three Star Approach system requires a focus on improving the overall school management and garner support from the school community so that immediate problems may be addressed through the school's own efforts rather than relying on external support.
- **Progress against clearly defined standards:** The service components, details and benchmarks of the different star levels are generally defined in national policy documents, such as a national WinS strategy or national WinS standards. National monitoring frameworks should include direct feedback loops to schools and district offices to provide an overview of their achievements and remaining tasks. The school understands its position in relation to national standards and is guided on practical steps to improve its WinS situation.
- **Practicality and Motivation: Guidance, Recognition, Reward:** Considering the amount of programmes that schools have to carry out, prioritizing the most practical and simple interventions helps to ensure that the programme is implemented. The Three Star Approach rating levels provide schools with guidance on what to focus on first. The Three Star Approach complements Education Management Information Systems (EMIS) by providing the framework for prioritization, feedback, and performance recognition measures necessary for mobilizing school-level support for WinS.

In conclusion and as a shared commitment.....

All participants acknowledge the need to:

- Recognize WASH in schools as a right of all children as part of a quality education;
- Diligently apply the SDG indicator definitions for 'basic' drinking water, sanitation and hygiene in schools which incorporate the human rights criteria for water and sanitation;
- Provide quality services at scale in order to ensure all schools have 'basic' WASH by 2030 and to accelerate progress towards this goal;
- Integrate menstrual hygiene management (MHM) to ensure that girls WASH needs are met;
- Ensure WinS programme fidelity and implementation quality (e.g. that toilets are functioning and used, and students wash hands with soap over time) so that interventions reach their optimal impact; and to
- Strengthen the leadership, planning and management capacities of the education sector for WinS.

All participants strongly affirm:

- That national monitoring systems (e.g. EMIS) should be aligned with core questions for monitoring WinS in the SDGs as outlined in the JMP guidance document;
- That the Three Star Approach should be applied to ensure stepwise progress towards WinS at the scale to reach the SDGs for WinS by 2030;
- That MHM should be incorporated in WinS programming ensuring functional, private and clean toilets, MHM education and the involvement of boys and men;
- That additional focus is needed on program fidelity, including that services and practices are sustainable and continue over time.

Finally, all participants expressed their profound appreciation to the Ministry of Education, Government of Myanmar, for their excellent hosting of this 6th learning event, their hospitality and their generosity, and to GIZ, Water Aid (UK and Australia) and UNICEF for their support and commitment for continued support.

Agreed by the participants of the 6th International Learning Exchange for WASH in Schools, held in Nay Pyi Taw, on 27 November -1 December 2017.

Annex B – The Process

WinS ILE events have been held in the Philippines (2012), India (2013), the Lao People’s Democratic Republic (2014), Sri Lanka (2015) and Indonesia (2016). At the fifth WinS ILE event in Indonesia, on the request of the ILE steering committee through UNICEF (Myanmar) with the prior consensus of MOE, the Myanmar delegates agreed to host the sixth WinS ILE in Myanmar in 2017. On behalf of the Government of Myanmar, MOE led the organization of the sixth WinS ILE.

Collaborating ministries

- Ministry of Foreign Affairs (Department of Consular and Legal Affairs)
- Ministry of Agriculture, Livestock and Irrigation (Department of Rural Development)
- Ministry of Transport and Communications
- Ministry of Culture and Religious Affairs
- Ministry of Labour, Immigration and Population (Immigration Department)
- Ministry of Planning and Finance (Central Statistical Organization, Foreign Economic Relations Department)
- Ministry of Health and Sports (Department of Public Health and Department of Medical Services)

Collaborative organization extended technical and financial support

- UNICEF
- GIZ
- WaterAid

In-country organizing mechanism: local organizing committee

- A steering committee was established representing all the collaborative partners under the chair of MOE. It had dedicated working groups on a full-time basis under the School Nutrition and Health Services branch.
- The announcement of the five-day WinS ILE programme included the purpose, participating countries and financial arrangements.
- A technical team involving the WASH advisors from UNICEF headquarters and EAPRO and the WASH Chief from UNICEF Myanmar Country Office was formed for programme design and external coordination. The WASH Chief with the support of a consultant did the overall coordination and local management.
- A conceptual framework of the WinS ILE was prepared and agreed between UNICEF headquarters, EAPRO, UNICEF Myanmar Country Office and MOE of Myanmar. Technical sessions were developed into session plans. The concept paper specifying the role of participating countries was circulated three months prior to the ILE and weekly information circulars were disseminated to country focal persons for their update.
- A guideline for preparation of the country profile, posters, country presentations and presentation templates was provided. A checklist was also prepared for field visits and the group work.
- The schools for the learning visits were proposed by MOE. Twelve schools were selected in Magwe Region Nyaung U to Magyisu (Myaing) near Myaing Township. Participants were divided into six groups and visited two schools each.
- Technical sessions were conducted as per programme schedule; and session plans and opening and closing ceremonies were organized by the culture and tourism department Government of Myanmar.
- The venue of the programme was MICC 2. The poster exhibition was arranged in the main hall and the programme schedule was displayed at a place where tea or coffee was served during the breaks to encourage viewing of the posters by participants.

Annex C – Visibility and Media Coverage

Media has the potential in shaping and reshaping people's opinion and influence behaviour. The event has provided a very good platform to attract the public attention to gain followers on the issues like WinS. More than 30 national, state and local prominent leaders / key public players were involved in ILE event. ILE for host country is certainly become an instrumental to create better understanding of WinS issues, visibility, reach and gaining prominence in the national agenda. Following are the details of media coverage and key players participated during the event.

Name	Electronic Media/ Print Media
U Thein Aung	Media
U KyawKyawHtay	
U Yan NaingTun	
Daw Mya Thida +4	Media (DAE)
U Zin KoKo	MWD(TV)
U Khin Mg Oo	MWD(TV)
U Hein YarzarSoe	MWD(TV)
DawSweSwe Than	MRTV
U Win Min Soe	MRTV
U Soe Thu Ag	MRTV
U Win Thant	DAE
U Kyi Tin	DAE
U MyintSoeOo	DAE
U Myo Mg Mg	DAE
U Hein Nyi Aye	MWD -2
U MyoThame	Media

VIP/Key players/Decision Makers /shared the valuable experience during the ILE

Name	Designation
Dr. Myo Thein Gyi	Union Minister, Ministry of Education
U Win Maw Htun	Deputy Union Minister, Ministry of Education
U Kyaw Win	Deputy Permanent Secretary, Ministry of Education
Dr.Si Thu Kyaw	Deputy Permanent Secretary, Department of Monitoring and Evaluation Team (Research)
	Chief Minister,
Dr. Win Htun	Director General, Department of Education Research Planning and Training
Dr.AungNaingSoe	Director General, Department of Basic Education
Dr. KhinMaungLatt	Director General, Department of Technology Promotion and Coordination
Dr. Sai KyawNaingOo	Director General, Department of Monitoring and Evaluation Team (Research)
Dr. Zaw Win	Deputy Director General, Department of Alternative Education
U Zaw Win	Deputy Director General, Department of Basic Education
U Myo Thant	Deputy Director General, Department of Basic Education
U Htun Yee	Deputy Director General, Department of Basic Education
Dr. ThaugHlaing	Deputy Director General, Department of Public Health
Dr.PhyuPhyu Aye	Director, Department of Public Health
Daw Thin Thin Aye	Deputy Director General, Department of Basic Education
Daw San San Yee	Deputy Director General, Division Educational Officer(Mdy)
U Khin Aung	Director, Department of Basic Education
U Sein Mg Nyunt	Director, Department of Basic Education
Daw Than Myint	Director, Department of Basic Education
Daw San Htay	Director, Department of Basic Education
U Aung Than Myint	Director, Division Educational Officer(KaChin)
U Myo Win Aung	Director, Division Educational Officer(NPT)
DawMyintMyint Than	Director, Division Educational Officer Bago (E)
DawMyintMyint Than	Director, Division Educational Officer(Yangon)
DawMyintMyint Win	Director, Division Educational Officer()
Daw San San Nu	Director, Department of Higher Education

Annex D – Programme Schedule

Programme Framework

Time	Session, Venue	Session overview
Monday 27 Nov Day 1 – Opening a Country Updates		
08:30-09:00	Session 1: MICC II Main Room	Registration
09:00		Opening ceremony
09:05-09:20		Minister of Education officially opens the 2017 WinS ILE
09:20-09:35		UNICEF Myanmar Representative: Ms June Kunugi
10:15-10:30	Session 2: Main Room	2.1 Introductions, programme overview and conference objectives
10:30-11:00	Session 3: Main Room	3.1 Global & Regional Update on WinS incl. Menstrual Hygiene Management (MHM)
11:00-18:30		3.2 Overview of the 5th ILE Action plan (overall and country level progress)
		3.3 Country Updates from the following countries expected: Cambodia, Mongolia, Indonesia, PNG, Timor-Leste, Lao PDR, Myanmar, Philippines, Bangladesh, Sri Lanka and Bhutan

Tuesday 28 Nov Day 2 – Technical Sessions		
08:30-08:45	Session 4: Main Room	Welcome & Summary of Day 1
08:45-11:45	Session 5: Main Room	Thematic /Technical session 1
		5.1 Strengthening WinS Monitoring including SDG & EMIS Expert/Moderator: Christie Chatterley – WHO/UNICEF Joint Monitoring Programme Chander Badloe – Regional Adviser WASH UNICEF EAPRO All participants will attend this session, session will be 3hours including short coffee/tea break
11:45-12:30	Session 6 Main Room	WinS Innovative Approaches and Evidence (1) Key Note Speakers 15 minutes for each speaker; session chairperson: tbc
11:45-12:00		6.1 <i>Advocate for WinS in Fun way</i> , Chua Hung Meng Board Director, World Toilet Organization
12:00-12:15		6.2 <i>Nudging and behaviour change</i> , Robert Dreibelbis, LSHTM, UK (<u>recorded</u>)

12:15-12:30		6.3 <i>Innovative approaches to MHM in WinS and Gender in WASH</i> – EAPRO MHM period tracker and U-report live chat, Patty Alleman and Anu Paudyal Gautam, UNICEF
13:30-16:30	Session 7: Room - tbc	Thematic / Technical sessions 2 and 3 – two parallel sessions; participants will sign up beforehand for their choice of one session. Signing of the session by participant will be done on Day 1. Each session will be three hours including coffee/ tea break.
		<p><u>7.1 MHM/Gender in WinS</u></p> <p>Expert/Moderator: Thérèse Mahon (WaterAid) Patty Alleman (UNICEF NYHQ) Anu Paudyal Gautam (UNICEF EAPRO)</p> <p>Chairperson: tbc</p>
		<u>7.2 Accelerating WinS Three Star Approach at Scale</u> (including discussion on ensuring access/ availability of WASH facilities in schools) Expert/Moderator: GIZ –GmbH: Alexander Winkscha, Juan Alfonso Leonardia, Habib Benzian, UNICEF NYHQ: Irene Amongin Chairperson: tbc
16:30-17:15	Session 8: Main Room	8.1 Summary of Thematic / Technical Sessions 10 minutes for each Technical Session Expert/Moderator plus discussion 15 minutes for Question and Answer
17:15-17:30		8.2 Orientation Field Visits – Briefing and Group Formation
17:30		Back to the hotel and individual dinner in Nay Pyi Taw

Wednesday, 29 Nov Day 3 – Technical Sessions and Travel to Field		
06:30-07:30	Session 9:	Breakfast
07:30-08:00		Hotel to MICC 2
08:00-08:30		Welcome and Overview of day 3
	Session 10: Main Room	WinS Innovative Approaches and Evidence (2) 15 minutes for each speaker, with session chairperson: tbc
08:30-08:50		<i>10.1 Update Latest WinS research and evidence base, Matthew Freeman, Emory University (by remote)</i>
08:50-09:10		<i>10.2 WinS O&M, GIZ: Alexander Winkscha, Johann Leonardia, Habib Benzian</i>
09:10-09:30		<i>10.3 WASH in Schools Costing Tool, Heather Murphy, Temple University (by remote)</i>
09:30-10:00		Q&A and plenary discussion on 3 presentations
10:00-10:15		Tea / Coffee break
10:30-16:00		Travel to Bagan by road (lunch at Myeikhtilia at 12:30)

Thursday, 30 Nov Day 4 – Field Visit and return travel to Nay Pyi Taw			
07:30-08:30		Departure for field visit Nyaung U to Magyisu (Myaing)	
08:30-10:00	Session 11	Welcome and Arrangements School Visits: Welcome ceremony at BEMS of Magyisu in Myaing Township Welcome speech by the Chief Minister of Magwe Region Remarks by a representative of international delegates Housekeeping updates – details	
10:00-14:00	Session 12 School visits	School Visits: Participants will be divided into six groups. Each group will get chance to visit two schools. Lunch will be served during the field trip.	
		Group 1 and 2	Group 3 and 4
		School visit – Observation WinS activities/ facilities and discussion with school management, children and community	School visit – Observation of WinS activities/ facilities and discussion with school management, children and community
		Group 5 and 6	School visit – Observation of WinS activities/ facilities and discussion with school management, children and community
14:00-18:30		Return travel to Nay Pyi Taw	

Friday, 01 Dec 2017 Day 5 – Country Planning and Closing		
08:30-09:30	Session 13 Main Room	Feedback from Field Visit
		Moderated Plenary Discussion - Debriefing General observations and reflections on field visit
9:30-12:00	Session 14 Main Room	Country Planning (English) Countries work on their take-home messages and actions
13:00-15:00	Session 15 Main Room	Closing Ceremony Review of ILE Week Presentation of ILE Outcome document Handover of hosting of 2018 ILE Certificate Ceremony Formal closing speeches, UNICEF Deputy Representative (Paul Edwards), Senior Education Officials from other countries MOE, Myanmar
15:00		End of Event

Annex E – School Visit Group Presentations

Group 1

- Water situation in both schools very positive.
- Toilets: separated, budget allocation for O&M from school grant, use of rainwater for cleaning.
- Suggestions: use own cup for drinking, install a tap with the clay pot, add ramp for toilet (government funded) and improve ventilation. Soap should also be made available. Improve the disposal mechanism for MHM materials. Construct shades for passages.

Group 2

- Water is available 24 hours a day.
- Drinking water is piped water provided by the school.
- There are gender-segregated toilets and a urinal room: seven toilets for 200 girls, five toilets for boys.
- Two group handwashing stations, children wash their hands after using the toilet, after they play outside and before eating. Water is drained into a soak pit.
- O&M done by colour groups (assigned to school days) (orange, yellow, green, red, blue). Come in before school starts and swipe floors, clean etc. The teacher supervises the group. All students on every Friday to clean school grounds together.
- Video shown – The voice from the children: one of the girls said she was afraid for her first period, but now she is ok and stays in school.
- WinS programme is successfully implemented in the school.
- Wow moments: fence constructed from the trees planted in the school, one girl asked why we chose their school for the visit, indicating her curiosity.

Group 3

- Wow moment: private donors have a positive effect in advancing WinS in the schools. The chief minister was there and paid attention to the topic – shows government commitment to the topic – Opportunity for scaling up.
- Another Wow moment: A man had built that school – using his own funds. He is now putting pressure on government to build quarters for teachers.
- Water supply good in both schools, handwashing by students also good.
- Challenges: in interactions with teachers revealed that there is no session on MHM, no emergency sanitary pads are available. Suggestion to have teachers give MHM session and provide information, education and communications materials to students and supply emergency sanitary pads.
- Observation: Handwashing with soap habit is with the students, they do it after playing and touching animals. Before the handwashing station they had no handwashing habit, now they do, so very beneficial.
- Video of group handwashing. Students said they wash their hands after playing, after the toilet, after (a few other times).

Group 4

- The first school was kindergarten to class 4 and another school was a Basic High School (branch school) kindergarten to class 10.
- Girls have a changing room at the school so now don't need to go back home if they get their period. This helped to make the girls comfortable (based on talking with them).
- The water was diverted to the school garden – a group which was very innovative.
- Children were very confident, happy, open and very natural.
- Participation in the school was very strong. The school management was strong in both schools.
- The ratio of students/ toilet was very good. 1:35 at the high school.
- Toilets were well-designed and clean.
- Giving culture at the schools. The communities come and help with construction at the school.
- Students were speaking of the benefits of the WinS programme. The delegates asked about the benefits to which students answered: keep the environment clean, to be free of diseases.
- Daily supply of water during school.
- The toilets were maintained (cleaned) by the students.

- Challenges: There is water wasted during handwashing due to unused facility outlets. Quality of water is a question. The urinal space for boys was very open; limited privacy. Students using the same cup for drinking. School management / PTA were both led by the principal. Maybe it would be better if the PTA is chaired by the parents, not the principal.
- Story: A ninth-grade girl has to walk 45 minutes to school. She said she doesn't mind. She likes the school – it is neat and tidy, there are places for girls to change their sanitary pad, and appreciates the “love and affection” from the school management.
- School management is the key.
- School visit recap group 5
- First school: six toilets but four were functioning. PTA members have been members for many years. Toilets for girls are too far. The new toilets were for the boys. The school provides drinking water for students.
- Second school: Very well managed, soap for a whole year donated by local monks, there is a school garden and school feeding support by the World Food Programme (WFP); parents are involved and support school sometimes. They have a focus on MHM, with special sessions on MHM twice a month.
- Wow moment (first school): one of the PTA members was asked to map the WASH facilities at the school. All members knew where they were located and which were not functioning and needed repair. High level of knowledge of the current operation of WASH facilities. Also, the group handwashing pit has a soak pit.
- Wow moment (second school): They have a very nice environment for the students, including in the back of the school. A girl said she preferred the school toilet over her home toilet. It is nice smelling and a comfortable space. The teachers have taught us how to use the toilets and no more students go outside to use the toilet (9-year-old girl). Also, no group handwashing facilities in past and the soap by the toilet sink would go missing or students didn't use. The group handwashing facilities have helped in keeping the soap in the nets has been helpful. And, every student uses their own cup to drink.

Group 5

- Success Factors: the school had all necessary WASH facilities. There was active participation from the community and local authority. Good departmental coordination (Department of Basic Education, DOPH, departments of rural development). The contribution of teachers and children who helped to maintain facilities. Health personnel visit once per week to provide hygiene education or to examine students.
- Koneywar Basic School: Groundwater piped and rainwater from the tank. Handwashing facilities with soap and water for post-primary and pre-school. Four toilets (shared with teachers). Disability access for boys. MHM facilities (bins) available in girl's toilets.
- Hnan Si Kan P/S: piped water, community water pump (school charges \$4/month) and funds used for O&M. Seven toilets (three for boys, four for girls) shared with teachers. Handwashing facilities with soap and water. Student handwashing was observed. MHM facilities available, but disposal outside of the toilets, which could be of concern regarding privacy.
- Other observations: regular handwashing with songs. Toilet cleaning materials were observed. Active and confident children. The strategic location of drinking water but shared cup. Water was recycled (plants). The toilets were more than 50 m from the classrooms. Additional privacy for girls' toilets could be nice (maybe a wall in front of the girls' toilet?)
- Department of Water does regular water testing.
- Ministry of Health Township Medical Office conduct hygiene education and vaccinations
- Competition between students (by colour-coded groups) regarding cleaning activities.
- Wow moment: friendliness and openness of the children and knowledge of handwashing practices.
- Voices from the children: asked a child when they wash their hands. They gave a long list of all the times possible.

Group 6 (Group notes from visiting one rural school)

- Girls' toilets in the corner with new and old toilets.
- Drinking water: two options – treated (life straw system) and untreated from piped water to clay pot. Observed students drinking from the life straw system. Sharing cup.

- Group handwashing systems were functional and had soap. Two girls used them after using the toilet (observed). They used the old toilets (maybe they were asked not to use the new ones while we were there), but these were also clean.
- Group handwashing is not a supervised activity, but students are encouraged to do this on their own when they come back in from playing.
- The nurse provides MHM education including how to prepare pads and manage headaches, pain, etc. (grade 5+).
- Trash is taken outside of town and burned (plastic) or used for compost (organic waste/leaves). The bin in the girls' room is either buried or sent with the plastic trash to be burned (hard to tell).
- A challenge noted by the teachers and PTA was toilet clogging. Currently a male teacher quickly dumps a bucket of water in to try and push it through, but this is sometimes tricky. There is no trained person in the community to repair (plumber). This could be a design issue (a different toilet pan and u-seal might help. An O&M kit with plunger and drain snake could also help. More focus on helping the teachers and parents conduct the maintenance would help, including knowledge to repair the technology. Not always a common technology in the communities.
- Soap is donated by parents of the school grant is used. The school grant has 13 budget lines. WASH is not one of them, but the government is trying to add in future.
- Wow: many facilities, including rainwater storage and the well, pump and raised storage tank were donated by families with the date and their name listed on the facility.
- The school where we had lunch had no soap and the group handwashing facility was very quickly and poorly built. It was clear that this was added very recently for our visit. The toilets at the second school likely also get very hot in summer.
- Doc Ann: Honesty of school to inform what they needed. They were honest with problems in implementation. Openness to help and address. Strong partnership between school and community/parents. Parents were there and many facilities were actually donated by parents.

Annex F – Summary of Participant's Online Post-Event Evaluation

A post event evaluation was conducted through online questionnaire to get the feedbacks from the participants. Following are the summary of the responses by the participants.

(i) Nearly all participants ranked various aspects of the ILE as “good” or “very good” in terms of the qualitative feedback.

(ii) Participants liked best were the field visit and the overall exchange of ideas between countries.

(iii) Participants also soundly appreciated the overall organization of the event and expressed gratitude to Myanmar for the wonderful hospitality.

(iv) The thematic sessions were highly appreciated, especially the topics of Three Star Approach and MHM/Gender.

What could be improved for next time?

The most common request was to have more time for discussion (suggestions included quality of discussion over quantity of topics, group discussions on the bus, small group discussions as was done in 2016, and regret that pre-recorded discussions left no room for questions to the presenters).

Any suggestion?

The most common suggestion was to have more time in the field and discussion with school stakeholders, and less travel time/distance to the field site. Some participants suggested to see both schools with and without WinS support in the field visit.

Other notable suggestions related to the content of the presentations – more discussions on MHM, innovations, and communication for behaviour change. Finally, some participants wanted more on country action planning, with a suggestion to involve high-level ministers for one day to get commitment on the action planning.

What you liked most?

Response – Among the “top” new things that participants learned, MHM was by far the most commonly mentioned, followed by various aspects of the Myanmar WinS programme (community funding, system for toilet cleaning, etc.), the Three Star Approach, the situation of other countries, various aspects of monitoring for WinS, and the idea of “nudging” for behaviour change.

(The Detailed Evaluation Report along with raw data of online evaluation is available in the records with organizers)

Annex G – Summary Presentations of the Group Work: Strengthening WinS Monitoring, Including SDGs and EMIS

Group 1 – Bangladesh, Papua New Guinea, the Philippines

- Papua New Guinea and Philippines have aligned EMIS and SDGs.
- Key challenge lies in gathering the data (Internet connectivity, consolidating paper-based collection systems in Papua New Guinea).
- Bangladesh has an efficient system to collect data. Bangladesh mature system for using data, PDEP3 – all data goes there for planning.
- Mixed data collection systems such as EMIS maybe not enough data to successfully manage a WinS programme.
- Use of existing data: Papua New Guinea still needs to do analysis.
- Philippines have tradition of using EMIS data for national planning and budgeting.

Group 2 – Indonesia, Lao People's Democratic Republic, Mongolia, Sri Lanka

- Most countries have some sort of alignment of EMIS with SDGs, but needs to be expanded.
- Electronic systems need to be developed.
- All countries analyse data, but not all countries publish the data/analysis, challenges in communicating the data and findings to stakeholders.
- Data should ideally be used by local government units.
- Need to come together with various sectors (Education, Health, Water, etc.) to align EMIS and other national surveys.
- National baseline can be a place to start as getting all together to review and institutionalize changes to the EMIS.
- National standard alignment can help to raise profile and encourage monitoring
- Electronic data analysis support would help deal with the large number of questions (WASH in only a small part).
- MHM is of interest, but sometimes it is difficult to add more questions.
- For some only small changes are needed. E.g. Indonesia needs to update to separate handwashing question to track if facility has no water or no soap.

Group 3 – Myanmar

- 2 shifts in schools of Myanmar, morning and afternoon.
- KakasaSystem, school monitoring and evaluation system, WASH categories are part of that.
- Collect ratio data to see if there are enough toilets for the 1:50 ratio to be met.
- Monitoring is done by township and district teams together. Township fills form and sends to State and regional level. Collected twice a year, October and February.
- Data is used to allocate budget on national level, there is a budget line for WinS specifically.
- EMIS not functioning at national level, but in pilot townships.
- Department of Basic Education system is a nationwide parallel system to EMIS already running.
- There are challenges with definitions of indicators.
- No analysis is done on township and district level.
- Data can be used – especially for resource allocation.
- Group recommended using the Department of Basic Education system because it is already functioning and questions if the additional EMIS system is really needed? Big question: is there a separate system needed or shouldn't they just be integrated?
- C's broken notes: CACASA (sp?) school monitoring system includes WASH and collects twice per year (Oct and Feb). The government looks at the WASH situation when allocating the budget. There is also the EMIS and the Department of Basic Education monitoring system. [Note: upon further inquiry offline, it appears that none of these monitoring systems are functioning and there is no sharable WinS data]. Challenges: No data analysis at township level. Need clearer definitions; the questions can be interpreted in different ways. Data can be used for SDG reporting and resource allocation.

Group 4 – Myanmar (just question 1)

- Have national Monitoring system.
- Water sources are not reliable.
- Local government and non-governmental organizations should support the alignment.
- Township officer and senior officer should spread knowledge about WinS core questions to all schools (as well as general WASH knowledge).

Group 5 – Myanmar (just question 2)

- Data collection should be once a year, WinS aspects should be included.
- Difficult to collect the data for washing facilities.
- Data needed in responsible departments for proper planning (e.g. funds for WinS infrastructure).

Group 6 – Bhutan, Cambodia, Mongolia, Timor-Leste

- All countries have systems in place, though they might have to be reviewed and revised.
- Timor-Leste has a WASH national strategic plan; all questions are basically adapted from the Core Indicators for SDG.
- Easy to revise the questions, but how to disseminate knowledge/understanding to schools and subnational levels about what they are collecting and why
- As long as data is correct and reliable it's good – problem is that too much data is generated but not being used.
- Give proper ownership to those who collect – it should be used by them, they should understand what and why they collect.
- Make sure that information is made available to the subnational level; they should have feedback on school and district level to understand where they stand and can use it for planning.
- Need to ensure ownership by people collecting the data – used by them. Need to get info down to local (district and school) level.

Annex H – Resource People and Moderators by Session

Name	Designation and organization
Dorothy Colleen Foote	<i>Moderator</i>
Session II	Programme Overview
Chander Badloe	Regional Adviser WASH UNICEF EAPRO
Session III	Global and Regional Update, Overview of the 5th ILE Action Plan
Irene Amongin	UNICEF HQ New York
Anu Paudyal Gautam	WASH Specialist, EAPRO
Country Update	
Dr. Jahangir Hossain	DSHE, Bangladesh
Kawsar Sabina	DPE Bangladesh
Mr. RinchenWangdi	Chief Engineer, Public Health Engineering Division, Department of Public Health, Ministry of Health, Bhutan
H.E. Put Samith,	Director General, Directorate of General Education, Ministry of Education, Cambodia
Agung Tri Wahyunto	WASH Focal Point, Ministry of Education and Culture Indonesia
SoutsakhoneChanthaphone	Director National Centre of Environmental Health and Water Supply (MOH Leo PDR
Kim Hanchul	WASH Consultant, Magnolia
Mr. Raymond Pekiwape	WASH in Schools Coordinator, Ministry of Education, Papua New Guinea
SudarshanaPeiris	Assistant Director of Education),School Health and Nutrition Branch, Ministry of Education,Sri Lanka.
Joel Maria Pereira	TIMOR-LESTE
Ella Cecilia G. Naliponguit,	M.D., CESE,Director III, Bureau of Learner Support Services, Philippines
Session IV	Summary of Day 1
Session V	Strengthening WinS Monitoring including SDG and EMIS
Christie Chatterley	Monitoring Specialist for WASH in Institutional Settings
Chander Badloe	Regional Adviser WASH UNICEF EAPRO
Pak Agung Tri Wahyunto	MOE Indonesia
Pong Pitin,	Director, DEMIS MOEYS Cambodia
Session VI	WinS Innovative Approaches and Evidence (1) Key Note Speakers
Chua Hung Meng	Board Director, World Toilet Organization.
Robert Dreibelbis	LSHTM, UK (<u>recorded</u>)
Patty Alleman	UNICEF, UNICEF HQ New York
Anu Paudyal Gautam	WASH Specialist, UNICEF EAPRO
Session VII	MHM/Gender in WinS and Accelerating WinS Three Star Approach at Scale
Thérèse Mahon	Thérèse Mahon, Regional Programme Manager South Asia, WaterAid
Patty Alleman	UNICEF NYHQ
Anu Paudyal Gautam	UNICEF EAPRO
Dr. Ella Cecilia G.Naliponguit	Bureau of Learner Support Services, Department of Education, Republic of the Philippines
P.Ariunaa	WASH,Consultant Mangolia
Dr Habib Benzian	Epidemiology and Health Promotion New York University USA Senior Advisor GIZ Fit for School Programme Manila Philippines
Alexander Winkscha	Regional Coordinator for Lao and Cambodia Regional Fit for School Programme, Gesellschaft für Internationale Zusammenarbeit (GIZ)
Juan Alfonso Leonardia	GIZ –GmbH:
U Aung Than Myint,	Director, Kachin State Education Department, Myanmar
Session VIII	Recap and Field Visit Preparation

Mr. BishnuPokhrel	Chief, WASH UNICEF Myanmar
Session IX & X	Overview and WinS Innovative Approaches and Evidence (2)
Matthew Freeman,	Emory University (<u>by remote</u>)
Alexander Winkscha	GIZ
Juan Alfonso Leonardia	GIZ
Habib Benzian	Manager, The Health Bureau Ltd
Heather Murphy,	Temple University (<u>by remote</u>)
Session XI	Basic Education Middle School Programme at Magyisu in Myaing Township
Dr Aung Moe Nyo,	Chief Minister, Government of Megway, Myanmar
Dr. Aung Naing Soe	Director General, Department of Basic Education, Myanmar
Mr. Karma Tshering	Director General, Department of School Education, Ministry of Education, Bhutan
Session XII	Feedback from the field
Group 1 facilitator-1: Daw Than Myint	Director, Department of Basic Education, Naypyidaw, Myanmar
Group 2 facilitator-2: Dr. Jahangir Hossain	Deputy Director (Planning and Development), Directorate of Secondary and Higher Education, Bangladesh
Group 3 facilitator-3: Mr. Nasratullah Rasa	WASH Specialist, WASH Section, UNICEF Head Quarters, New York, USA
Group 4 facilitator-4: Daw Thit Thit Khaing	Deputy Director, Department of Basic Education, Ministry of Education, Myanmar
Group 5 facilitator-5: Ms. Glenda Suagu	Health Promoting Schools Officer, Ministry of Health, Papua New Guinea
Group 6 facilitator-6: Naw Thi Thi Htoo	Assistant Director, Department of Basic Education, Ministry of Education, Myanmar
Session XIII	Feedback from the field
Group -1: Dr. Md. Abdul Mannan	Director (Secondary), Directorate of Secondary and Higher Education, Bangladesh
Group -2: D Win Win Mon	Officer, Department of Basic Education, Naypyidaw, Myanmar
Group -3: Mr. Karma Tshering	Director General, Department of School Education, Ministry of Education, Bhutan Bhutanese
Group -4: Ms Dulamkhand bayartogrokh	Officer In Charge of School Environment, Text Book, Policy and Coordination, Ministry of Education, Culture, Science and Sport, Mongolia
Group -5: Mr. Rinchen Wangdi	Chief Engineer, Public Health Engineering Division, Ministry of Health, Bhutan
Group -6: Ms. Irene Amongin	WASH Specialist, WASH Section, UNICEF Headquarters, New York, USA
Session XIV	Country Action Planning
Chander Badloe	Regional Adviser WASH UNICEF EAPRO, Bangkok

Annex I – List of Participants

No.	Full Name	Title	Organization	Email
1	Mr.PichSokunthea	Officer of Administration Bureau	School Health Department in MoEYS	pichsokunthea2010@gmail.com
2	Mr.PutSamith	Director General of Education, MoEYS	Ministry of Education Youth and Sports	put.samith@moeys.gov.kh
3	Ms.EkTitthida	Vice chief WinS and nutrition Bureau	School Health Department, MoEYS	ektitthida@gmail.com
4	Ms.PongPitin	Director of EMIS	EMIS Department, MoEYS	pong.pitin@moeys.gov.kh
5	Ms.RinThavy	Junior Advisor	GIZ	thavy.rin@giz.de
6	Ms. Chaingchanthea	WASH Officer	UNICEF	cchaing@unicef.org
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Annex J – Photographs









Session VI – WinS Innovative Approaches and Evidence (1) Key Note Speakers





BEM School Programme at Magyisu in Myaing Township





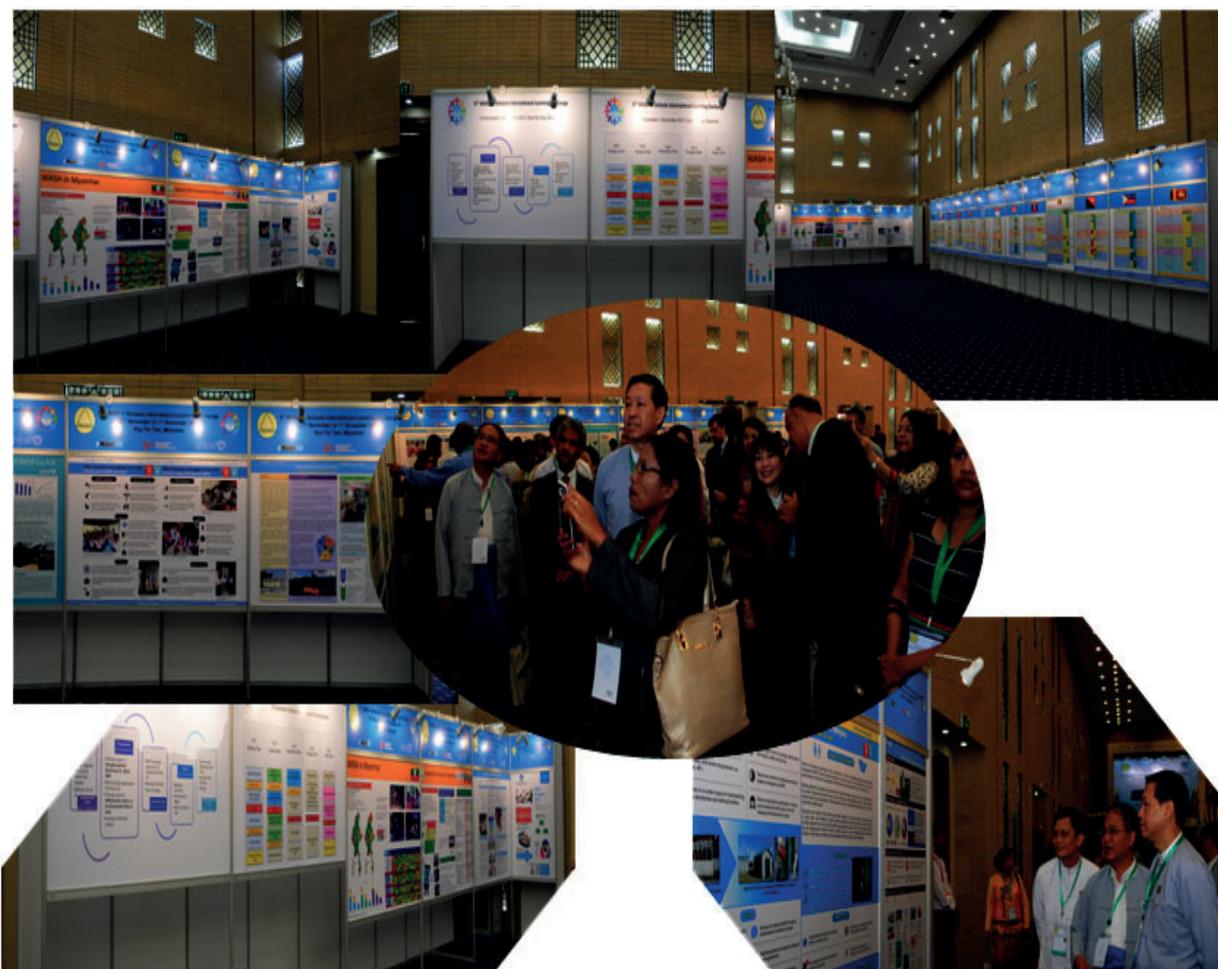


SCHOOL VISIT GROUP PRESENTATIONS





Poster Presentation





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