



**Fourth WASH in Schools International Learning Exchange  
(WinS ILE - 2015)**

**12<sup>th</sup> to 16<sup>th</sup> October, 2015**

**Hotel Taj Samudra, Colombo**

**Sri Lanka**

**FINAL REPORT**



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## **Executive Summary**

The 4<sup>th</sup> WASH in Schools International Learning Exchange (WinS ILE) was held from October 12 to 16, 2015 at Hotel Taj Samudra, in Colombo in Sri Lanka. This event was organized by the Ministry of Education with collaborative support of the Ministry of Health and the Ministry of Water Supply. The technical and financial support was provided by the UNICEF Sri Lanka office.

The aim of this Exchange was to provide a forum to share experiences and best practices of the 16 countries of South & East Asia & of the Pacific region, among each other. The main focus of the program was on sustainability. The countries that participated were Afghanistan, Bhutan, Bangladesh, Cambodia, China, India, Indonesia, Kiribati, Lao PDR, Maldives, Myanmar, Nepal, Pakistan, Papua New Guinea, Philippines and Sri Lanka. There were 77 foreign delegates including regional & global advisors representing these countries. From Sri Lanka representatives from the provinces, members from the Ministry of Education, Ministry of Health and the Ministry of City planning & water supply too participated. Some students who had participated in the South Asian Student conference held in June too participated in this ILE.

The five day program was officially inaugurated by the Hon. Minister of Education Mr. Akila Viraj Kariyawasam. The country representative of UNICEF too participated in this event.

The second session of this five day program focused on the country updates of WinS in Sri Lanka. Presentations were conducted by all the nine provinces of Sri Lanka on the activities they perform with regard to WASH through the Health Promoting Clubs established in schools. The Ministry of Health & the Ministry of City planning & water supply too conducted two presentations as to the contribution of their relaxant ministries towards the Ministry of Education towards upgrading the WASH in Schools program in Sri Lanka. The Director, Health & Nutrition who was the main organizer of this event revealed some information on a research they have conducted with regard to Knowledge, Attitudes, Practices & behavior with regard to WASH in schools. On the second day each country presented their achievements and challenges and the experiences were shared through discussions. Third day the focus was on thematic sessions. There were three thematic sessions which were, implementing at scale WinS programs, Challenges in Menstrual Hygiene Management and Monitoring WinS coverage through Education Management Information Systems. Activities followed after each session allowing the participants to openly discuss and share experiences with each other. A cultural event was held in the evening followed by dinner. Fourth day participants were divided into four groups and were taken to four provinces and each group visited two schools in the particular province. On the fifth day the group leaders presented their findings from the schools and there were appreciations as well as criticism. In the next session participants were asked to write three take home messages & five action points for the next year and present them.

The closing ceremony was graced by the presence of the Hon. State Minister Mr. V.S. Radhakrishnan and the deputy representative of UNICEF. The traditional flag of the event was handed over to Indonesia to conduct the ILE in the following year by Ms. Renuka Peiris, Director Health & Nutrition.

## **Inaugural session:**

The fourth WASH in Schools International Learning Experience (WinS ILE) was held from October 12 to 16 at the hotel Taj Samudra in Colombo, the capital of Sri Lanka. The Exchange was organized by the Ministry of education (MoE). The collaborative partners were the Ministry of Health ( MoH), the Ministry of City Planning & Water supply and the Ministry of Urban development. Technical support was provided by the UNICEF.

16 countries of the South Asia, East Asia & Pacific Regions, which are Afghanistan, Bhutan, Bangladesh, India, Nepal & Sri Lanka from the South Asia region, Cambodia, Indonesia, Lao PDR, Maldives, Myanmar, Pakistan, Philippines and China from East Asia region and Papua New Guinea and Kiribati from the Pacific region participated in this ILE.

The purpose of the exchange was to create a forum for all the member countries to share their experiences and best practices of WASH in Schools. The main focus of this fourth WinS ILE was on sustainability of WASH in schools across the regions.

The first day program was formally inaugurated by the honourable Minister of Education, Mr. Akila Viraj Kariyawasam who attended as the Chief Guest for this ILE. A procession of traditional dancers & drummers preceded the guests of honour. The event was inaugurated with lighting of the traditional oil lamp.

Mr. W.M.Bandusena, the Secretary of Education delivered the welcome speech. He mentioned in his speech that the Minister's vision is to provide adequate infrastructure facilities, along with the correct attitudes towards water, sanitation & hygiene. He welcomed all the invited guests and the delegates from all the 16 countries including Sri Lanka.

Ms. Una McCauley, Sri Lanka representative of UNICEF in her opening remarks mentioned that WASH is something more than four letters and that we have to look at them in one holistic way for keeping children healthy, well and assuring for them a dignified healthy life with potentials to reach the skies when they are older. Since it was the International Girl Child Day and the theme being empowerment of girls she stated that Education is the single and the greatest way to empower girls and good WASH facilities in the schools is the way to keep them in schools throughout the year.

Mr. Murat Sahin, Advisor WASH in schools, UNICEF Head Quarters, New York, expressed his views on the children's right to Water, Sanitation and Hygiene which remains a major challenge of most schools in developing countries. He said that less than 10% of children wash their hands after using the toilet or before taking meals.

The Chief Guest, Hon. Minister of Education, Mr. Akila Viraj Kariyawasam, addressed the gathering and expressed his concern over providing adequate facilities for water, sanitation & hygiene and that he had already allocated Rs. 2 Million per school for 1,200 schools this year and this will be continued until all the schools in Sri Lanka are provided with the basic facilities of WASH.

The UNICEF goodwill ambassador for South Asia, Mr. Sachin Tendulkar addressed the audience & said that he is here today to spread the message of the importance of washing hands.

Ms. Renuka Peiris, the Director, School health & Nutrition of the Ministry of Education stated that this is the fourth WASH in Schools program in a series of sessions and our special focus is on sustainability of WASH in all schools of the region.

She further explained the objectives of this event and presented an over view of this five day program.

## **Session 2: Host country WinS update**

Under this theme the School Health promotion program in the Sri Lankan schools was highlighted with nine presentations as to how this is replicated throughout the country.

The first presenter was from the Southern Province of Sri Lanka. He stated that behavioural changes and improvement of personal hygiene are expected from all the members of the school community. To create such awareness, programs are conducted by the Health Promotion Committee of the school, as there is a link between knowledge, Attitudes & Practice. The importance of safe drinking water, to wash hands after usage of toilets, Waste water management and rain water harvesting, garbage disposal methods are discussed during these programs. The presenter emphasised that above all, students take these messages home and act as “Agents of Change” to the community which would be the most important outcome.

The next presenter was from the Uva Province and he stated their development with regard to WASH facilities during the recent past. They now have hand washing units very close to toilets which make it easier to use after using the toilet. The presenter also mentioned that with gender segregated toilets more privacy is ensured and the flushing systems installed make it easier for maintenance. Availability of toilets for differently able children was a significant fact. Waste water is reused for the school garden. And proper tanks are installed to store water safely before they are pumped to various units.

The presenter from **the Western Province** stated that the school is supplied water from the dug well as well as from the Water Board. The Health Society had influenced the management to establish a new filtration unit to provide cleaned water for the school. Children are not allowed to bring plastic bottles or polythene bags to schools to avoid environment pollution.

The school swimming pool enhances students’ physical fitness along with its well-maintained sanitary facilities. The unsystematic dump areas were turned into well planned eco-friendly garbage collecting units with separate bins provided for organic waste and the garden refuse utilized for making compost. Hand washing units are available to encourage children to wash hands using soap and steps were taken to develop cleanliness in the school canteen. The Health Society conducts physical activities for children thrice a week. Proper places are available for discarding sanitary items.

The Central Province focussed on waste management processes of the school. At present the school premises is free of polythene and rain water is utilized for gardening purposes. Compost is prepared with the refuse of the school gardening and the fruit corner. E-waste are collected by producers. Lunch boxes are used to discourage polythene paper and even the text books are re-used for 5 years within the school.

**Thunukkai Education Division of the Northern Province** stated that they conduct activities to enhance knowledge, attitudes and practices with regard to sanitation and hand washing.

**The North Western province** focussed on monitoring and evaluation of health promotion programs. The Health Clubs formulated in the schools conduct awareness programs for parents, teachers and students. These programs are aimed at improving the cleanliness of the class rooms and the environment, to have adequate hand washing and toilet facilities and also enhancing the knowledge on nutrition & hygiene.

The presentation from **the Eastern province** was focussed on Menstrual Hygiene Management and the presenter highlighted that school administration has to consider this as a prioritized area and should provide necessary facilities for the girls to prevent them from staying at home during the menstruation period. Ignorance, traditions and religious believes are some of the challenges the girls are facing. As most of the teachers are female, it was mentioned that they should play a prominent role to educate the children.

Sabaragamuwa province mainly focussed on the mid-day meal program. The meal preparation is outsourced by the school but the Public Health Inspector (PHI) visits those houses once a month to ensure that the food is prepared under hygienic conditions. This program has a positive effect on the children's attendance. This also formulates good habits of eating under the supervision of the class teacher.

The North Central province focussed their presentation on water management. Water is provided to the schools either by tube wells or through pipe lines of the Water Board. There are some schools without any type of water source and the children are expected to either bring water from home or depend on nearby houses. Rain water harvesting is also conducted in some schools. Children conduct street dramas to make the community aware of using water with minimum wastage.

Under State synergies for WASH in Schools of Sri Lanka, the first presentation was conducted by Dr. Priyantha Liyanage of the Ministry of Health. Her presentation focused on the contribution of the Ministry of Health towards the Ministry of Education, through School Health Promotion program implemented in the schools throughout the country.

The presenter stated that these activities are conducted by the Family Health Bureau of the Health Ministry. Their goal is to empower school children with regard to developing competencies to promote their own health as well as their family members in order to obtain optimum results from the educational opportunities provided.

The Health Promoting School program is used as an intervention package to achieve this goal. The programs are aimed at reducing Communicable Diseases among school children and also to improve their nutritional status. At the grass root level the Public Health Inspectors are responsible for conducting health activities in schools. Moreover, they conduct school sanitary surveys in all the schools in their respective areas which include, availability of adequate sanitary facilities, availability of water in the toilets, availability of safe drinking water and water for washing hands, garbage disposal etc.

The Second presentation under state synergies was conducted by Mr. Duleep Gunewardena, Deputy General Manager of Rural Water Supply (National Water Supply & Drainage Board)

He spoke about the collaborative assistance given by the National Water Supply & Drainage Board which are, provide technical guidance to implement water & sanitary facilities in schools, provide safe water supply, Implement school rain water harvesting, operation & maintenance of WASH facilities, water quality surveillance in schools, awareness programs on water & environment protection, water quality testing, assist implement water safety plans, etc.

Findings of the first (KAP-B) Study of WinS in Sri Lanka was presented by Ms. Renuka Peiris, Director, Health & Nutrition. This study was conducted on knowledge, attitude, practices & behaviour of students and teachers with regard to water, sanitation & hygiene.

A few findings were that the knowledge about menstrual hygiene was high among adolescent girls. An extremely low percentage of adolescent girls claimed that they are not allowed to take a bath or a body wash during menstruation. Over 50% of adolescent girl students were allowed to go to school during menstruation. Approximately, 50% girl students are not allowed to interact with boys during menstruation.

With regard to the hygiene factor, secondary students claim lower soap availability than younger students but the teachers claim much higher levels of soap availability. Facilities to dispose sanitary items only (12- 13%) of principals and less than 10% of teachers claimed that such facilities were available. This was extremely low among Government-sponsored schools, where only 1% of principals and 6% of teachers. If facilities are not available, it is difficult to expect good behaviour or practices from adolescent girls.

The Partners involved in the program of WASH in Schools of Sri Lanka, which are the UNICEF, Unilever, Lanka Rain water Harvesting Program and PLAN Sri Lanka conducted their presentations.

The presenter from UNICEF stated that the key intervention of UNICEF is to provide WASH facilities to schools since 2005 along with Hygiene promotion. Since 2010 the intervention was more on the planning of WASH facilities as per norms, construction of child friendly WASH facilities, up scaling child friendly WinS designs and evidence generation study on knowledge, attitudes & practices.

The presenter from Unilever Sri Lanka stated that nearly 800 million people are without access to safe drinking water and over 2 billion without access to proper sanitation. More than 2 million children die each year from preventable diarrhoeal disease, over a billion people live in water-scarce areas, 1.7 mn

children don't reach their 5th birthday and Diarrhoea & pneumonia are the top two killers of children. And these deaths are easily preventable through simple practices like hand washing with soap.

Presentation on Rain Water Harvesting Programs in Schools was conducted by Tanuja Ariyananda, Director, Lanka Rain Water Harvesting Forum. The activities involved are awareness on benefits of Rain water harvesting, technology and potential climate change adaptation, Awareness on Demonstration Rain water harvesting systems for WASH, Conduct Competitions for school children and awareness on mobile weather stations.

Presenter from Plan International Sri Lanka stated that Plan's vision is of a world in which all children realize their full potential in societies that respect people's rights and dignity. The issues that they have identified in WASH were lack of facilities, lack of indicators and national guide lines, lack of institutional integration and poor operation & maintenance.

The WinS ILE for day 2 commenced with a brief account of the activities conducted the previous day by Ms. Malikhone Morakoth of Lao PDR.

### **Session 3: Global & regional perspectives:**

Three presentations were made to share knowledge on the global & regional perspectives of WASH in Schools. Ms. Sheethal Verma from India was appointed as the chair and Mr. Christian Stoff from UNICEF country office was appointed as the co-chair for the proceedings of the morning session.

A global landscape was presented by Mr. Murat Sahin, WASH in Schools Adviser, UNICEF HQ. According to his global experience there are three things that are important. First is the rights of children. Second is the world-wide coverage and priorities. Third is linking to all SDGs & ILE. He stressed on the importance of implementing good at scale WASH programs and that it is not a question about what we should do but a question about how we should do it.

He also mentioned the importance of understand the barriers and challenges girls are facing during their transition into puberty and the least one can do is make them comfortable with privacy and help them to maintain their dignity with functional toilets through taking the hygienic factor from hand washing to more personal issues.

Mr. Hendrik van Norden Regional Advisor, Sanitation & Hygiene, UNICEF, ROSA delivered some observations on the South Asian context. He mentioned the recommended indicators for Water, Sanitation & Hygiene and that indicators are good only if they have a means of verification. Although WASH in Schools is a robust priority in the education sector, only 7 or 8 countries have included such indicators in their EMIS. The facilities available for MHM should go beyond disposal of napkins. He also mentioned the importance of aligning WASH indicators of East Asia with global definitions and developing of EMIS with good indicators of WASH along with facility surveys to supplement EMIS data and sustainable WASH practices in schools.



Mr. Chander Badloe, Regional Advisor, Sanitation and Hygiene, UNICEF, East Asia & Pacific Region ((EAPRO) on Skype and talked about East Asia & Pacific region. There are 14 countries and 12 are having WASH programs. He mentioned that the situation is 80% below than the global coverage. The data available does not give any indication as to the ratio of toilets available or the school level issues such as privacy and functionality.

#### **Session 4: Country updates**

This session was aimed at sharing experiences among the member countries about the programs implemented in each country and the challenges they faced. The session was chaired by Ms. Gemma Ledesma from Philippines and was co-chaired by Mr. Yung Kunthearith of Cambodia.

Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal & Islamic Republic of Pakistan presented their country overviews in the first round and the interactions with regard to successes and challenges on these presentations are given in Annex 4.

#### **Session 5: Country updates (contd.)**

Countries of East Asia & the Pacific region, Cambodia, China, Indonesia, Kiribati presented their country updates next. This session was chaired by Mr. Manoj Ghimire from Nepal and was co-chaired by Dr. Said Khalil Moayed of Afghanistan. The interactions on these presentations as to the success stories & challenges are given in Annex 5.

#### **Session 6: Country updates (contd.)**

Next session on country updates was chaired by Mr. Wildan Setiabudi of Indonesia and was co- chaired by Mr. Mok Saron of Cambodia. Lao PDR, Myanmar, Papua New Guinea and Philippines presented their country over views and the interactions on these presentations are given in Annex 6.

#### **Session 7: Market place:**

The posters brought from different countries were exhibited and prizes were awarded for the best three posters.

## **Session 8: The thematic session 1- Implementing at scale WinS program**

The events for the third day of the WinS program commenced with briefing of the previous day's events by Mr. Mahfujur Rahman of Bangladesh. This session was chaired by Mr. Murat Sahin & co-chaired by Ms. Saumya of Sri Lanka.

Under 'How WinS boost quality education' Mr. Cromwell Vacareza from Kiribati initiated the thematic session with a presentation on 'How to facilitate scaling up of WASH in Schools'

He stated that each country has a different context but the approach can always be the same and thereby with his presentation he is hoping to give an over view and peer ideas as to how to proceed in WASH in Schools scaling up in the respective countries of the participants. Furthermore he mentioned that finally it should not be how effective WASH in Schools is but how it can be implemented at scale, being Simple, Scalable and Sustainable.

He invited Mr. Jon Rejesus from the Philippines, Mr. Salathiel Nali from India and Ms. Quennie Amor from Philippines to talk about their experiences.

Mr. Jon Rejesus talked about the three star approach that was developed within the context of priorities of Philippines and the norms required at each level to step up to the next level. He stressed on the importance of the small achievements to be able to have the motivation to move up the ladder to the next level. He further mentioned that group hand washing can engage children in meaningful participation & promote the concept to each other and at the same time take this important message home to their families.

Mr. Salathiel Nali from India conducted a presentation on the importance of group activity. He mentioned the importance of replicating best practices and how they were able to replicate a simple activity of group hand washing, starting with 55 schools to be replicated in 7000 schools by inviting the correct people to observe it

A presentation on Group hand washing was conducted by Ms. Quennie Amor from Philippines and her focus was more on the hand washing facilities and expressed her view that one unit should at least accommodate 10 children to wash their hands together. As a solution for lack of water points in the school she promoted the idea of tipi tops which are simple and of low costs.

The interactions on these presentation are given in Annexes 7 & 8.

## **Session 9: The Thematic session 2- Challenges of Menstrual Hygiene Management in schools**

The aim of this session was to upgrade facilities available in schools for MHM. This session was chaired by Mr. Henk van Norden and Mr. Muhammad Tariq of Pakistan, co-chaired the session. The program on

MHM was restructured to include a presentation by Mr. Sanaullah Panezai, The Education specialist, UNICEF Regional Office for South Asia.

Mr. Sanullah Panezai's speech was focused on how WASH in Schools contributes towards education, how can it be connected with a larger education aspect, how it can actually maximize resources while taking into account the WASH in Schools continuation in the education sector. He further stated that adequate access to sanitation and safe drinking water reduces diseases and worming factor which is important to prevent physical & intellectual growth retardation of children.

A presentation on MHM was conducted by Dr. Shiranthika Withanage, The consultant, community physician & National program officer on adolescent health, of the Family Health Bureau of Sri Lanka. Her main focus was on a theses conducted by Dr. Asanthi Balapitiya.

She also highlighted that although menstruation is a natural process, it is surrounded by misconceptions and taboos. The related problems are not discussed openly and imparting this knowledge has become an unmet need of Sri Lanka and that the reproductive knowledge is very poor among adolescents.

The group interactions on these presentations are given in the annex 9

Ms. Radhika Sivakumaran of UNICEF conducted a presentation on "WinS for Girls" approach that has been conducted in the Northern Province of Sri Lanka since year 2014. She mentioned that even before this program was launched, the practices such as making sanitary napkins available in schools and placement of bins to dispose them were initiated in some schools. Through this study they have identified that the achievement levels and participation in sports are reduced of the girls of the pubertal age.

### **Session 10: Thematic Session 3 – Monitoring Wash in Schools coverage through Education Management Information System:**

This session was focussed on identifying proper indicators through the learning exchange that could be included in EMIS of each country.

Three presentations were made under this theme first by Mr. Kencho Namgyal from Papua New Guinea, Ms. Einda Hiamya of Myanmar and Ms. Sheetal Verma and Ms. Sirisha Satya from India.

Mr. Kencho Namgyal from PNG observed that in PNG data is never analysed, reported or used for any budgeting purposes and whatever data that is available is not accurate either quantity wise or quality wise.

Ms. Einda Hiamya of Myanmar on the other hand explained that they developed their WASH indicators for EMIS with the support of UNESCO and indicators are available for measuring both quantity as well as quality. Myanmar was congratulated by the Advisors of WASH for having an excellent EMIS.

Ms. Sheetal Verma & Ms. Sirisha Satya from India, talked about how U-DISE (Unified District System of Education) which covers 1.4 million schools in India collects data from schools through a hand filled form which is available in 33 languages and send it to the cluster, block, district and provincial levels, to be used for annual work plan and budgeting. Their EMIS is tested for anomalies at cluster level and also through an outsourced entity.

The interactions on thematic session 3 are given in Annex 11

### **Session 11: Youth participation in WASH – Adolescent’s perspective**

Three students who participated in the ‘South Asian Student Conference’ held in June 2015 conducted presentations on, ‘Participation of adolescent students in the WASH in Schools program in Sri Lanka through the School Health Clubs’, ‘Youth participation in decision making in WASH in Schools’ and a summary of all the student presentations conducted during that conference.

### **Session 12: Announcements on the field visits**

Instructions were given to the participants on the expected field visits for schools the following day by Mr. Suranga De Silva, WASH specialist, UNICEF Sri Lanka.

The participants were grouped into four groups to visit the four provinces selected by the Ministry of Education. The expected provinces to be visited were, Western, North Western, Southern and Sabaragamuwa. Each group was to visit two schools from each province and each group was to appoint a group leader and a rapporteur. Participants were requested to talk to the principal, teachers and students at their will and to collect the information they require under the areas of overall facilities available in schools, hand washing status in the schools, facilities available for Menstrual Hygiene Management and the actual use of EMIS data at school level. The same group leaders were expected to present their findings the following day.

### **Session 13: Socializing event**

A cultural event was held by students of Sri Lanka in the evening for the entertainment of the guests and Dinner followed afterwards.

## Session 14: Debriefing and Discussions on field visits:

The day's events commenced with Mr. Nuom Sokhon from Cambodia briefing the events of day 3 & 4.

The aim of this session was to evaluate the observations of the participants with regard to the schools they visited previous day as to strengths and weaknesses. Session was chaired by Mr. Henk van Norden and was co- chaired by Ms. Renuka Peiris.

**Group 1** presented their observations on the field visits to Jayanthi Navodya Madya Maha Vidyalaya and Nikeweratiya Walpaluwa primary school of the North Western province

	Issues raised	responses
1	Children raise funds through washing cars. Is it the right thing to do?	The option is unavailability of soap. Although child labor is not encouraged school is focused on creative things to raise funds.
2	How the maintenance costs does are covered? Is it from the government? Or the School Development Committee? Is it sustainable?	The school covers the costs from the facilities fees paid by students. A child is required to pay Rs.3/= per term as facilities fees which is not compulsory but the parents pay this.
3	In Indonesia the person running the canteen is expected to clean the toilets as well. There are ways of generating money without taxing the parents.	

**Group 2** presented their observations on the visited schools of Sabaragamuwa province which are Higgaswatte primary Vidyalaya and Seevalee Madya Maha Vidyalaya.

	Issues raised	responses
1	What we did not see is the 3 star approach being applied & the indicators were not clear.	Annual school census captures a few indicators regarding WASH. School Health Promotion concept includes 22 indicators which are not covered in all schools. There is a rating as to Bronze, Silver and Gold.
2	Although there are other ways of rating, we should be clear with the concept of 3 star.	After implementing in all schools throughout the country we can move on to that.

**Group 3** presented their observations on the visited schools of Southern province which are Upali Wijewardene Kanishta Vidyalaya and Makandura Prathamika Vidyalaya.

	Issues raised	responses
1	There was a toilet that even if you close the door, you still can see inside from the bottom. Not very child friendly.	
2	There were no facilities for children with special needs	<ul style="list-style-type: none"> <li>If there are no children with such requirements school will not be provided</li> </ul>

		<p>with such facilities. If the school asks for it, will be considered.</p> <ul style="list-style-type: none"> <li>• Even in our UNICEF offices we need to think of those facilities to be able to enter from the front door.</li> <li>• A ramp is not the solution it might be even discriminative.</li> </ul>
3	There was no proper procedure to provide soap. You need to have a unified way of providing soap.	It is the responsibility of the school to provide a strategy for that.

**Group 4** presented their observations on the visited schools of Western province which are Welipenna Sinhala Kanishta Vidyalaya and Anada Shasthralaya National School

	Issues raised	responses
1	There was only one water point to wash hands & the children had to stand in a line to wash their hands. So will they be able to finish hand washing before the recess is over?	
2	In bigger schools there were students' involvement & Parents involvement. What about the teachers' involvement? Who cleans their toilets?	From next year government is planning to allocate sanitary laborers to all schools.
3		

## Session 15: Take home messages and the way forward

The purpose of this session was to give space for the country teams to review their country programs, analyze gaps and prepare a set of action plans with their innovation and lessons learnt from this learning exchange to enable the countries to move ahead in the WASH in Schools program.

	Country	Take home messages	Action Points
1	Afghanistan	<ul style="list-style-type: none"> <li>• Establish internal monitoring mechanism by teachers.</li> <li>• To have hand washing facilities inside the class rooms in primary classes.</li> <li>• To bring drinking water in a bottle to school.</li> </ul>	<ol style="list-style-type: none"> <li>1. Conduct MHM research in 6 provinces, including 12 schools. <ol style="list-style-type: none"> <li>a) Findings of MHM research to be used for policy &amp; decision making at upstream level by government.</li> <li>b) Revision of existing guidelines based on the findings of the research.</li> </ol> </li> <li>2. Coordination mechanism Enhance the coordination &amp; reporting</li> </ol>

			<p>mechanism between National and zonal levels in 10 selected provinces.</p> <ol style="list-style-type: none"> <li>3. EMIS <ol style="list-style-type: none"> <li>a) Improve internal monitoring &amp; data collection mechanism at school level &amp; report to District office of education.</li> <li>b) Review &amp; revise the existing WASH indicators, in consultation with the line departments.</li> </ol> </li> <li>4. Quality construction <ol style="list-style-type: none"> <li>a) Reconsideration/strengthening, quality of construction of WASH facilities. <ul style="list-style-type: none"> <li>• Training of ISD engineers &amp; monitoring staff of MoE.</li> <li>• Joint monitoring by technical team of MoE &amp; UNICEF</li> <li>• Improve third party monitoring</li> <li>• Support MoE for access to GPS coordinator.</li> </ul> </li> </ol> </li> <li>5. Operation &amp; maintenance of WASH facilities.</li> <li>6. Promote fund raising mechanism through development of cash box at school level in the targeted schools.</li> </ol>
2	Bangladesh	<ul style="list-style-type: none"> <li>• WinS should be Simple, Scalable and Sustainable ( and should be integrated)</li> <li>• Awarding system should be introduced, linking it to the international standards of WASH.</li> <li>• WinS standard should be translated into action.</li> </ul>	<ol style="list-style-type: none"> <li>1. National Standards for WinS Reviewed &amp; incorporated three star approach to fit the country context.</li> <li>2. Group hand washing &amp; MHM facilities Group hand washing &amp; MHM issues incorporated in the design &amp; implemented in Primary &amp; secondary schools.</li> <li>3. Three star approach Three star approach should be piloted in different contexts of the country.</li> <li>4. Monitoring &amp; indicators. Monitoring mechanism &amp; its indicators incorporated in EMIS system.</li> <li>5. Documentation WinS success stories are documented &amp; disseminated.</li> </ol>
3	Bhutan	<ul style="list-style-type: none"> <li>• WinS simple but with far reaching impacts of wellbeing</li> </ul>	<ol style="list-style-type: none"> <li>1. MHM Carry out needs assessment on MHM in</li> </ol>

		<p>&amp; quality education, must be an integral part of the Education &amp; health systems in the country.</p> <ul style="list-style-type: none"> <li>• Critical to educate &amp; sensitize the authority (decision making levels) as well as planners, who maintains EMIS.</li> <li>• Coordination among relevant stake holders is pertinent to maximize the resources/energy.</li> </ul>	<p>terms of knowledge &amp; skills in schools, parents &amp; community by CSHD &amp; MoE.</p> <ol style="list-style-type: none"> <li>2. Provide facilities (20 stations) of group hand washing by PHED &amp; MoH.</li> <li>3. Define &amp; develop 3 star approach &amp; incorporate in EMIS by CSHD &amp; MoE</li> <li>4. Revisit WASH indicators in the EMIS to link to the action points.</li> <li>5. Promote daily group hand washing by lobbying with schools to include in their daily schedule.</li> </ol>
4	India	<ul style="list-style-type: none"> <li>• The power of community support.</li> <li>• Incorporating hand washing as an established habit.</li> <li>• Clear roles to health &amp; sanitation departments.</li> </ul>	<ol style="list-style-type: none"> <li>1. Dissemination of WinS ILE 2015 learning across the country.</li> <li>2. Documentation &amp; compilation of all best practices/training material/modules, and make them available in an easily accessible location.</li> <li>3. Resource mapping of all MHM resources, practitioners &amp; innovations at state level.</li> <li>4. Develop a plan for third party validation of EMIS data.</li> <li>5. Mobilize explicit provisioning of soap in school budgets.</li> </ol>
5	Maldives	<ul style="list-style-type: none"> <li>• Manage MHM properly</li> <li>• Use EMIS for school level decision making.</li> <li>• Include best practices of countries like India, Philippines etc. for WASH</li> </ul>	<ol style="list-style-type: none"> <li>1. Conduct action research to find out the effectiveness of implementations of WASH in the national curriculum key stage 1 (Grades 1 to 3)</li> <li>2. Integrate MHM for key stage 2 (Grades 4 to 6) &amp; report observations.</li> <li>3. Work on finding sustainable ways to get funds for WASH in Schools. (soap etc.)</li> <li>4. Train teachers across the country on the importance of MHM.</li> <li>5. Distribute leaflets to schools about MHM.</li> </ol>
6	Islamic Republic of Pakistan	<ul style="list-style-type: none"> <li>• Critical importance of WinS highlighted in this event &amp; evidence collaborating the linkage between WinS &amp; enrolment, retention, student</li> </ul>	<ol style="list-style-type: none"> <li>1. Department of Education with the support of UNICEF led to include WinS strategy, making it a part of education sector plan.</li> <li>2. EMIS updated revised to cater</li> </ol>



		<p>achievement &amp; health.</p> <ul style="list-style-type: none"> <li>• Requirement provision of institutional hub to WinS in education policies &amp; strategies.</li> <li>• In order to make the required impact of improving learning environment, we need to contextualize and adopt international experiences to make it sustainable in the Pakistan context.</li> </ul>	<p>WinS indicators to inform about overall status and progress along adopted approach (3 Star approach)</p> <ol style="list-style-type: none"> <li>3. Working a feasible implementation plan for reporting on WinS (one taluka can serve as unit manageable)</li> <li>4. Review existing &amp; planned in service training modules to include WinS.</li> <li>5. Envisaging a communication &amp; monitoring strategy for WinS</li> </ol>
7	Sri Lanka	<ul style="list-style-type: none"> <li>• Up scaling the group hand washing stations</li> <li>• Focus on MHM</li> <li>• Improved student participation in decision making</li> </ul>	<ol style="list-style-type: none"> <li>1. WASH concept should be carried out within the school with the support of the school health club and other related institutes.</li> <li>2. Improve by improvised facilities for group hand washing in all schools.</li> <li>3. Improvement of student participated decision making.(strengthening the student parliament)</li> <li>4. Focus &amp; implementing MHM in school level &amp; make it mandatory for all schools.</li> <li>5. Making school EMIS data accurate &amp; compile.</li> </ol>
8	Indonesia	<ul style="list-style-type: none"> <li>• Need to repackage WinS into government's own program.</li> <li>• Integration of minimum standards into EMIS is an effective way to ensure the implementation of WinS at scale.</li> <li>• Basic intervention ( eg. Trash bin, mirror in the latrines etc.) on MHM can be good entry points into WinS program.</li> </ul>	<ol style="list-style-type: none"> <li>1. Advocate to MoAC about the Three Star approach for WinS &amp; agree on how to institutionalize it in the existing program.</li> <li>2. Facilitate multi sector collaboration with relevant Ministries through UKS program and supported by Pokja AMPL platform.</li> <li>3. Integrate WinS minimum standards into EMIS.</li> <li>4. Create implementation models at District &amp; Provincial levels &amp; document them.</li> <li>5. Scale up models for advocacy to provincial &amp; national levels.</li> </ol>
9	Myanmar	<ul style="list-style-type: none"> <li>• Effective &amp; efficient use of EMIS at all levels.</li> <li>• Encourage WASH in Schools.</li> <li>• MHM should be established.</li> </ul>	<ol style="list-style-type: none"> <li>1. Finalize &amp; dissemination of WinS national standards (MoE-DBE, MoH-DPH, UNICEF)</li> <li>2. Develop WinS technical manual (basis for monitoring technical</li> </ol>

			<p>standards)(MoE-DBE, Engineering department, UNICEF, NGOs)</p> <ol style="list-style-type: none"> <li>3. Encourage the effective use of existing EMIS standardized format for WinS (basis for planning ,costing &amp; monitoring) MoE-DBE, MoH- DPH)</li> <li>4. Strengthen the collaboration &amp; coordination among MoE, MoH and DRD through development of rural WASH &amp; institutional WASH strategy and costed plan includes Rural WASH, WinS, Win HF</li> <li>5. Thant shin star approach, including MHM conduct in one model state &amp; then roll out. MoE-DTET &amp; DBE, MoH- DPH, UNICEF, NGOs.</li> </ol>
10	Cambodia	<ul style="list-style-type: none"> <li>• MHM <ul style="list-style-type: none"> <li>○ Break the cultural barriers, experience from Bhutan- involve the boys, male teachers and create open discussions in school.</li> </ul> </li> <li>• EMIS <ul style="list-style-type: none"> <li>○ Importance of EMIS, Key indicators, data flow and reporting.</li> <li>○ Learn more from Myanmar &amp; build on it.</li> </ul> </li> <li>• Clean school environment. <ul style="list-style-type: none"> <li>○ How to keep the school environment clean &amp; tidy</li> </ul> </li> <li>• O&amp;M Community awareness &amp; mobilization to support WinS</li> </ul>	<ol style="list-style-type: none"> <li>1. Coordination: MoE, Youth &amp; Sports must coordinate with relevant ministries (particularly with Ministry of Rural Development &amp; MoH as well as DPs, NGOs in WASH and education sectors.)</li> <li>2. Plan in action: Minimum package to be finalized &amp; endorsed by next year, WASH facilities design will be revised, included group hand washing facilities.</li> <li>3. Knowledge based Management: Produce simple pages on experience, approaches, and low cost facilities.</li> <li>4. MHM As health education is a compulsory subject in the National Curriculum, MHM will be included in that.</li> <li>5. EMIS Inter link minimum requirements of WinS in EMIS</li> </ol>
11	China	<ul style="list-style-type: none"> <li>• Leveraging, resource mobilization &amp; policy impact of WinS (India)</li> <li>• Evidence generation on WinS</li> </ul>	<ol style="list-style-type: none"> <li>1. At scale WinS programs: <ol style="list-style-type: none"> <li>a) Started at country level in 2015 &amp; achieved one provincial level scale up in</li> </ol> </li> </ol>

		<p>(Fit for School in Philippines)</p> <ul style="list-style-type: none"> <li>• EMIS (12 indicators in Myanmar)</li> </ul>	<p>2016</p> <ul style="list-style-type: none"> <li>b) Completed one research on WinS impact on children's education &amp; health outcomes, start more evidence based advocacy at National level in 2016.</li> </ul> <ol style="list-style-type: none"> <li>2. Daily group hand washing: <ul style="list-style-type: none"> <li>a) Include hand washing with soap into the daily class schedule in project schools to push all 250 CFS conduct group hand washing in 2016 with fun.</li> <li>b) Daily hand washing introduced to 1000 more non-project schools, in 5 provinces in 2016.</li> </ul> </li> <li>3. Three star approach: Finalize the discussion on 5 star with MoE before mid of 2016, start piloting in 100 CFS in 5 provinces afterwards.</li> <li>4. MHM: Discuss with MoE to fill the current gaps, develop an interactive IEC materials in 2016, testing in the child friendly teaching &amp; learning way in 2017</li> <li>5. EMIS: Started to discuss quantitative indicators in EMIS with MoE in 2015 and 2016 and try to integrate 2-3 more indicators(including hygiene, health education with regard to MHM ) in 2017.</li> </ol>
12	Lao PDR	<ul style="list-style-type: none"> <li>• Menstrual Hygiene Management is a critical element of inclusive WASH in Schools.</li> <li>• EMIS needs to include essential WinS data.</li> <li>• Three star approach can be used as a tool to implement &amp; monitor WinS</li> </ul>	<ol style="list-style-type: none"> <li>1. Dissemination of WinS ILE within MoE (school health task force &amp; key development partners)</li> <li>2. Scale up: <ul style="list-style-type: none"> <li>a) Daily hand washing activity in schools in 18 provinces with at least 1 model school per province.</li> <li>b) Operation &amp; maintenance training for 200 schools &amp; communities in 6</li> </ul> </li> </ol>

			<p>provinces.</p> <ol style="list-style-type: none"> <li>3. Strengthening EMIS data of WinS by identifying clear WinS indicators.</li> <li>4. Clear criteria for three star approach agreed among key WinS stake holders &amp; pilot a trial in Vientiane Capital.</li> <li>5. Strengthening WinS monitoring system &amp; capacity among pedagogical advisors in Saravane Province.</li> </ol>
13	Nepal	<ul style="list-style-type: none"> <li>• Group hand washing with soap</li> <li>• Participation of community &amp; past pupils for maintenance of WASH facilities &amp; improvement of Education Quality</li> <li>• Three star approach</li> </ul>	<ol style="list-style-type: none"> <li>1. Organize national/ sub national WASH in School work shop involving all concerned development partners for advocacy, fund generation, effective implementation &amp; universal coverage.</li> <li>2. Scale up WASH in School 3 star approach publishing, disseminating &amp; implementing WASH in Schools guide lines on the basis of total sanitation guideline.</li> <li>3. Implement group hand washing with soap campaign in 200 by DOE &amp; 100 schools by DWSS focusing on earthquake affected districts &amp; total sanitation districts.</li> <li>4. Continue MHM program in 15 districts(knowledge, skills and facility)</li> <li>5. Add additional indicators in EMIS, hand washing facility in school, functional WASH facility(DOE)</li> </ol>
14	Papua New Guinea	<ul style="list-style-type: none"> <li>• Coordination: WASH in Schools lead when MoE leads and coordinates and mobilize all relevant partners</li> <li>• Taking it to scale &amp; sustainable: <ul style="list-style-type: none"> <li>✚ Start simple but make it to scale &amp; sustainable.</li> <li>✚ Shift from project to program mode.</li> </ul> </li> <li>• Monitoring &amp; grading of schools:</li> </ul>	<ol style="list-style-type: none"> <li>1. Coordination: <ol style="list-style-type: none"> <li>a) Revive School Health Committees.</li> <li>b) High level committee / PNG version of “ call to action on WASH in Schools”</li> </ol> </li> <li>2. PNG version of 3 star approach to Health Promoting Schools.:</li> </ol>

		<ul style="list-style-type: none"> <li>✚ Grade schools with the 3 star approach to WASH in Schools.</li> <li>✚ Include WASH in EMIS – all 13 areas (quantity, quality, accessibility, proximity etc.</li> </ul>	<ol style="list-style-type: none"> <li>3. Develop national standards &amp; in Service training module on WASH in Schools 3 star approach.</li> <li>4. Train about 650 teachers, BOM chair, standard officers &amp; health promoting officers from 4 regions of PNG.</li> <li>5. Make 48 schools 1 star in next year.</li> </ol>
15	Philippines	<ul style="list-style-type: none"> <li>• Integration of WASH indicators in the EMIS is do able</li> <li>• It motivates implementers to take step –wise improvement towards national standards.</li> <li>• National financing is doable to enable scale up. (If India can do it why can't we?)</li> <li>• WinS implementation requires meaningful youth participation.</li> </ul>	<ol style="list-style-type: none"> <li>1. Scale up to other non-Haiyan divisions in regions 6 &amp; 8</li> <li>2. Use OMS results in school planning.(SIP &amp; AIP)&amp; in designing school level WinS programs leading to incremental improvements towards national WinS standards.</li> <li>3. Develop &amp; implement a regional reward system for best WinS implementer.</li> <li>4. Propose an evidence based WASH in Schools package for national financing &amp; scale up of practices.</li> <li>5. Pilot &amp; finalize WinS learning packages (particularly MHM modules)</li> </ol>
16	Kiribati	<ul style="list-style-type: none"> <li>• Improvement, scaling up and sustainability of WASH.</li> <li>• Importance of stake holder commitment in WASH advocacy &amp; implementation</li> <li>• Development of simple monitoring system / contextualizing of WASH 3 star approach.</li> </ul>	<ol style="list-style-type: none"> <li>1. Develop national WinS policy (policy planning &amp; development unit)</li> <li>2. Develop WASH modules to train teachers at school level (MoE, Director, Public health.)</li> <li>3. Model schools for implementation of WASH programs.</li> <li>4. Improve EMIS on WASH</li> <li>5. Improve behavior changes – teachers, children &amp; community,</li> </ol>

## **Session 16: Wrapping up**

The Master of ceremony was The Hon. State Minister of Education Mr. V.S. Radhakrishnan. The Deputy Representative of UNICEF Sri Lanka Country office too attended the ceremony. The Minister was called upon to award the certificates to the participants and also tokens of appreciation were handed over to the global & regional advisors. Small gifts were distributed to all the participants.

The State Minister thanked the organizers and the participants towards their invaluable contribution to make this five day event successful. The Deputy Representative too delivered some concluding remarks. Vote of thanks was delivered by the additional Secretary of the State Ministry of Education Mr. Ashoka Siriwardene. As a tradition of the event the flag was handed over to a representative of Indonesia for the next year's WinS ILE by the Director, Health & Nutrition, Ms. Renuka Peiris. Before handing over the flag Ms. Renuka Peiris recited the following poem written on the flag.

**To Indonesia..**

**Laos had the third WinS ILE**

**In November two thousand and fourteen,**

**Was handed over to Sri Lanka**

**To continue the precious theme.**

**Focusing on thematic areas**

**EMIS, Scaling up and Menstrual Hygiene,**

**Ministries of education, Health and City Planning**

**Worked together as a team.**

**Cannot miss the Water Board**

**UNICEF regional office, and in country support,**

**The contribution from the Head Quarters**

**Was invaluable, directing towards the goal.**

**We focused on sustainability**

**And handing over to Indonesia, for its continuity,**

**Thank you partners of sixteen countries**

**For making this event stay in our memories**

## Annexes

### Annex 1: Interactions on Sachin Tendulkar's remarks:

	Questions	Answers
1	How can we convey the message of Hygiene & Sanitation to children through games? Do you have any experiences as to how to inspire them?	Sport has taught me how to plan? How to live a healthy life and achieve my targets. In real life everything does not happen according to plans When I fail, I get more focused the next time. So I don't see any reason why we cannot establish good habits through sport. The more we do more results will be gained.
2	We don't have a plan for hygiene & sanitation in the country. You are a role model for millions of people. How can we inspire them through your message?	It is the responsibility of each individual. Starting from school we can teach them not to litter the place. Promote the idea of using dust bins. Teaching them sanitary habits. Through small steps we can go a long way.
3	Are you satisfied with what you are doing?	In the first innings of my life I was chasing a target for the whole world. In the second innings of my life I'm spreading this message to save many lives. I consider hygiene is important & I'm satisfied spreading this message.
4	We are from an adversely effected area of Sri Lanka. There are habits of people that are very difficult to change and illnesses are the result. Other than making awareness in people, especially with the rural population there should be a new mechanism to inculcate good habits of WASH in people. How would you inspire to build such a mechanism?	We need to identify problems and focus on solutions as a team. We cannot achieve results overnight. We have to continue our work. There will be lot of challenges but these can be met if we believe in each other.
5	WASH enhance the quality of the schools. The Eastern way of thinking is different from that of the Western. I believe there is a tendency towards changing the mechanism. In the rural communities there are so many challenges. We teach them something in the schools but they are going back to the communities they represent. I would like to share your views.	We need a change in the society and individual persons can act as change agents.

## Annex 2: Interactions with the provincial presenters.

	Questions	Answers
1	Parents come and help the school by providing food and cleaning toilets etc. How do you socially mobilize the parents for this kind of support?	As for social mobility we have implemented the 'child friendly school' concept and the 'Health promoting schools' program, which has community participation as one aspect. There is a health promoting advisory committee in the school represented by parents and well wishes of the school. They collaborate with the school assuring their active participation as requested by the schools. For larger schools sanitary laborers are provided by the Educational authorities but the smaller schools does not have that privilege. If the Health Promoting concept is in the school they cannot reach the expected levels without clean toilets.
2	How does the police get involved in water management?	When we conduct activities on Health Promotion outside school premises we get the support from the police department. In fact we want to show our next generation that the police is not there just to enforce law and order but they are also a part of our community. The police also supports health promoting activities by making the people aware that by throwing polythene everywhere the environment gets polluted and the drains get blocked preventing the flow of water during rainy season.
3	As you mentioned there are tube wells, pipe borne water and other sources of water in schools. If it is pipe borne you can directly have it from a tap in the toilet but when you have to collect it from a faraway place children tend, to not use water in the toilet and as a result the toilets are unclean. What is the situation in Sri Lanka? How do they tackle this problem? Are their toilets clean or unclean?	From the tube wells the water is pumped to a storage tank in the school and distributed through pipes even for the toilets. 38% schools have water supplied from the Water Board. If water is not supplied through pipes a large bucket full of water is kept in the toilet.
4	We talk about group hand washing, happy hand washing but in the slides I saw that only one child or may be two children are washing their hands. They need to wash their hands before the meal time. So I was wondering how much time it will take to wash their hands?	



5	<p>Each province presented a different aspect. Are these implemented in all the provinces? Or is it just for specific schools? Or is the presentation done by one school is equally applied to other schools as well? Is there a learning mechanism between the provinces?</p>	<p>All provinces conduct the same activities as it is delegated through a national policy and circulars.</p>
6	<p>How do you manage to supply the meals to schools at the minute level? What is the mode of delivery?</p>	<p>Even for the school feeding program there is a national policy and based on that circulars are formulated and sent to the provinces to implement the tasks. Food perpetrators or the food suppliers are selected by the school. 1 person is selected for 80 students and an agreement is signed between the supplier and the Principal of the school who is also the president of the School Development Society. The Public Health Inspector of the Health Ministry visit these suppliers once a month to review the hygienic conditions under which the food is prepared.</p> <p>Food menus are prepared and sent by the Ministry of Education to the schools and there is a separate menu for each day. In one day all the schools in Sri Lanka will be provided with the same menu.</p>
7	<p>And what is the mechanism of budgeting? Is it centrally controlled or locally controlled?</p>	<p>Money is received from the Finance Ministry to the Ministry of Education and released to the provinces considering their requirements. These meals are currently supplied to those primary schools with less than 100 students. The Government has plans to expand this to provide meals to all the primary schools.</p>
8	<p>Most of the activities seems to be on project based. My question is on sustainability. How are you going to continue this? Do you have a separate budget for this?</p>	<p>There are two separate types of allocations for the school feeding program as well as the WASH in Schools program. This money cannot be used for any other purpose. The intension of the government is to expand these programs, not just the school feeding program but also provide adequate toilet facilities to all the schools.</p>
9	<p>You claim that the school feeding program has improved attendance. Is there a long term plan for this or how are you going to continue it?</p>	<p>School feeding program may not be the only cause for increase in attendance but our surveys have shown it is one of the reasons.</p>
10	<p>Is health promotion the only program that attributes to increase in attendance or can it not be due to some other program implemented in the school? Please justify.</p>	

<p><b>11</b></p>	<p>In the presentation on Thunukkai zone, it was mentioned that they conduct competitions and out of a number of schools some schools are selected and prizes were awarded. I have a comment to make. Do you consider this approach effective? Or should we adopt a more corporative approach like taking the students to these 'best' schools and allowing them to gain more experience?</p>	<p>Students' competitions were implemented in the Northern Province and they were successfully implemented as a co-curricular activity. These programs are implemented at various levels and giving prizes is just one aspect of the program to encourage children. There is no budget to conduct such activities.</p> <p>I would like to add that most of the programs conducted in schools are performed on voluntary basis. In the Northern province the parents volunteer to come to the school &amp; prepare the meals for their children</p>
<p><b>12</b></p>	<p>This is with regard to water management. You talked about accessibility, technology and other things. What about the water quality? What provision do you have to see that the water is safe for drinking?</p>	<p>National water supply &amp; drainage Board tests the water whenever a school requests them.</p>
<p><b>13</b></p>	<p>What type of coordination mechanism do you have for effective coordination within the government structure for effective implementation?</p>	<p>There is a National level Steering Committee for the School Health Program which is replicated in the provincial as well as the zonal levels. At National level the Ministry of Health and the Ministry of City Planning &amp; Water Supply is involved. At regional level their regional co-partners support the schools. In the school there is a Health Promoting Committee with representatives of all the stake holders of the school to encourage and oversee all the activities implemented. So it is monitored at every step of the way.</p>
<p><b>14</b></p>	<p>You have a very good system of evaluation awarding gold, silver and bronze medals but what is the difference between the Three Star approach and this one? If it is different what are the major differences?</p>	<p>The evaluation method is very similar to Three Star but the approach is different. We are not considering the aspect of WASH only. We have developed 22 criteria for the evaluation and marks are given out of 100. If the school gets more than 80 marks a Gold medal is awarded, over 70 Silver medal and over 60 Bronze medal. Although the evaluation is not directly on WASH the school cannot achieve the targets without WASH.</p>

<b>15</b>	I saw in a slide that the children use their hands to eat and that they do wash their hands before eating. What assurance do you have that they all washed their hands and do they have to stand in a queue to wash their hands?	One aspect of providing the mid-day meal is to improve their eating habits. And the class teacher is present in the class while the children eat and she also monitors as to whether the children washed their hands.
<b>16</b>	With regard to WASH infrastructure. Are they similar throughout the country?	If a school needs it to be changed provisions are there within the budget limits.
<b>17</b>	What determines the budget allocation? Do All the provinces get a similar allocation or does it vary according to the number of students? And what are the challenges you face when distributing the money?	Money is released to the provinces according to their needs and according to the budget proposals they provide. In the meantime the government is focusing on expanding the program which would ensure that no school is left out.

### Annex 3: Interactions with global & Regional presentations

	Questions	Answers
1	<p>Unless we have the WASH indicators properly indicated and which is compatible, we won't be able to influence education policies and plans of relevant countries. The global data coming from UNESCO Institute of statistics (UIS), is basically coming from the EMIS s of different countries. The SDGs have been finalized. Is there any effort at the global level to be part of that discussion when the new indicators are developed? As Henk mentioned all these indicators and details were worked out by different technical thematic working groups. So is there any effort for WASH to be part of that education thematic groups so that we are able to influence at a global level. Once you influence at the global level, I'm sure EMIS will definitely be aligned with the EIS.</p>	<p>'WASH in Schools monitoring package' a publication of year 2010, has suggested EMIS indicators. A facility survey &amp; the kids are carrying the survey questionnaires. This was developed by the UNICEF and was very feasible. UIS contributed for this publication. In this we have EMIS data of 54 countries. In two weeks' time the WHO, UNESCO &amp; UNICEF are meeting and will announce the 'revision of guidelines on minimal standards for WASH in Schools' which would be the 5<sup>th</sup> publication, and it will show and reflect the education perspective. The existing guidelines were developed by the WHO &amp; UNICEF in 2009 and it doesn't have the education perspective. This revised monitoring package will have indicators that will be widely accepted &amp; respected.</p> <p>The JMP group will be mandated to report on WASH in Schools institutional coverage. Usually JMP reports annually on household coverage of Water &amp; Sanitation. After 25 years for the first time they reported on WASH in Schools and the WASH in health institutions. From next year onwards we want them to regularize and report on WASH institutional coverage too.</p>
2	<p>I need to clarify the data in the last presentation about the number of schools in Pakistan. In your presentation it was mentioned 1, 40,000 and according to the data that I have it is 256,000. There is a vast difference. The authenticity of data is important as we make policies &amp; budgeting directly based on these.</p>	<p>That may be possible. I do not recall exactly from where I got this data but it was there in my last year's presentation too, in which Pakistan did not participate. It is well taken and that number can be easily changed. Do you agree with the coverage figure?</p> <p>I think the main problem is whether these numbers are of government schools, private schools etc. In the Sri Lanka presentation they mentioned as having only 10,000 schools for 20 million of a population which are very few. There must be other schools that were not reported.</p>

<p><b>3</b></p>	<p>This is not a question but just sharing experiences. The UNICEF supports MoE programs &amp; we translated the 3 Star approach as the knowledge of English of the officers at the MoE were poor. Based on that the ministry developed another approach to suit our context as the 4 Star approach which included Simple, Sustainable, Secure &amp; Scalable. The secure approach came because there are a number of schools without a boundary wall. The school will not go for 4 Star unless it has a boundary wall.</p>	
	<p>In Henk's presentation there are about 25 to 30 indicators. These indicators will add to the 100+ existing indicators the MoE maintains for one school. What would be the receptivity of the relevant MoEs about this? More the indicators, more the EMIS system will be complicated.</p> <p>At the global scale we are talking about JMP starting to measure the indicators of WASH in Schools. Does it mean that the WASH in Schools section of the education department will <b>continue</b> to monitor WASH in Schools?</p>	<p>The monitoring package for WASH in schools if like a funnel, wide at the top and tapering down at the bottom. Nice to know &amp; Need to know. In the monitoring package you will see one expanded set of indicators and must to know indicators at the bottom are a very limited number. It is important that the Ministries of Education in different countries to look and verify what is nice to know on WASH in Schools and what is need to know or minimum to know. We cannot deal with so many indicators of EMIS and we don't want it to become a huge exercise. The good thing is like in India, online monitoring systems are developed. There are tools to make reports faster &amp; easier. I hope that in a few years more MoE s will develop online monitoring systems which is much easier than manually filled forms lying on a shelf somewhere. This will give us an opportunity to decide on better indicators.</p>

## Annex 4: The successes and challenges on country updates.

### Group activity:

- I. What are the 3 things that you need to hear more on the presentations?
- II. What are the 3 challenges of WASH in Schools you observed in the cross cutting that you don't have in your country?

### Group 1:

	Success stories	The cross cutting challenges
1	We would like to hear more about the experiences of India with regard to their sanitation issue and the Prime Minister taking this agenda forward.	Many countries are coordinating with many ministries and private sector which is very challenging. How is it done?
2	When you make partnerships with the private sector how sustainable would they be?	We had different approaches and now we are talking about 3* approach. So without going to the very bottom again how can we do a smooth transition?
3	What are the initiatives with regard to hygiene protocols involving boys and also MHM related things.	We had different approaches and now we are talking about 3* approach. So without going to the very bottom again how can we do a smooth transition?
4		The children in our country and in many other countries are not expected to clean school toilets. Neither do we have the resources to hire auxiliary staff nor parents dedicated to do this task. So how are we going to move ahead?

### Group 2:

	Success stories	The cross cutting challenges
1	The EMIS system is used to address the issue of water in schools.	Not having financial allocations for WASH
2	For successful toilet maintenance workers are involved and funds are allocated for them.	The seasonal differences lead to inadequate water supply to the school.
3	Group hand washing activities should be incorporated as a school activity.	Some teachers prohibit the children to clean toilets.

**Group 3:**

	<b>Success stories</b>	<b>The cross cutting challenges</b>
<b>1</b>	What sort of budgets are there for the government?	How would you deal with the problem of open defecation? How do you deal with it in the school and vice versa?
<b>2</b>	There should be a general flow or a financial management strategy to mobilize resources from the government and what would be the guideline to allocate funds? Should it be on a per capita basis or according to the size of the school?	How do you deal with problems in a devolved system of governance, when the central government is dealing with WASH in Schools and a devolved system is dealing with the problem of open defecation?
<b>3</b>	Several countries presented that they have facilities for MHM. When the general context is lack of facilities or lack of toilets, how can they allocate funds for MHM? How can a school do this?	What are our plans for at scale implementation? Is that possible? Most of us have plans that were not mentioned in the presentations. It would be important to learn more about those plans.
<b>4</b>	Stigma is one of the key challenges associated with menstruation. Having a separate facility for MHM might increase stigma or how would it work otherwise?	

**Question raised by Henk:**

Last week there was an article in the Times of India, where some parents have filed a police case against a school that has asked the children to clean toilets.

**India:**

There is actually no problem with children cleaning but we have to see how much time is taken for that out of the time available for the child to indulge in more productive learning which the child cannot get elsewhere.

**PNG:**

It depends on the condition of the toilet. In some countries the practice is to have clean toilets. In the morning it was mentioned that if the toilets are closer to the class rooms more cleanly they would be than a toilet at the far end of the school. When we acquire that behavioral change, the cleaning of toilets would be much easier and more feasible but children cannot be expected to clean very dirty toilets.

**India:**

We have issues with regard to casts so this has to be dealt very sensitively. We have experienced, that when we say that children can be given the task of cleaning toilets, by default it has been given to the most disadvantaged children in the school. When we don't have the means to protect them against it we will not promote it.

**India:**

As the caste system is there in our society, this has become a political issue. But at the same time the children who attend private schools are expected to clean toilets as a part of the curricula. When we were in the university we cleaned our own toilets.

**Pakistan:**

In our country it's a question of honor, dignity and at the same time a question of discrimination. If we introduce this as a practice, the most disadvantaged, the most poor and the most neglected children would be unfortunately asked to do this. This should be addressed in a culturally competent way.

**Laos:**

In Laos it is performed as a group activity of Hygiene curriculum and from Monday to Friday different groups of children do it and there is no stigma as it is a part of the school curricula.

Secondly, it is a life skill teaching the children how to clean a toilet. There is light toilet cleaning and heavy toilet cleaning. Only the light cleaning is done by the children & the heavy cleaning is done by the community.

**Murat:**

The key concern is that if something is defined as a system and if it is defined as to how to do it well and everybody is equally participating that's a good thing. We may not have the luxury of clean toilets but we need to keep them maintained and we need to define a system for it. It is much easier to adopt & replicate things.



## Annex 5: Second group work on the country up dates.

### Group 1:

	Success stories	The cross cutting challenges
1	China uses waste to produce bio gas. Who are new to this concept would like to embrace it.	In Kiribati open education is there which a big challenge.
2	China is developing a new approach called 5*. We would like to know that strategy	How can you translate the national goals to be implementable at the district level?
3	Indonesia mentioned about a wise approach in scaling up. We would like to know more about that.	How do you monitor and get data or feedback from district or the sub- national level so that the data at the national level has validity?

### Group 2:

	Success stories	The cross cutting challenges
1	How does different stakeholders help in the conducting & monitoring of activities at school level?	How does the EMIS works with a decentralized governance?
2	Some countries have a way forward. To have a monitoring mechanism is one thing and to have a one to one way forward is another thing. We like to know more about that	
3	The effective ways of recycling waste is a good thing. But all countries cannot implement it due to the size of the country & type of economy.	

### Group 3:

	Success stories	The cross cutting challenges
1	In Kiribati they have a very hard life and their president has a very good vision for the country.	In Kiribati they have dispersed islands, how would they address this type of situation?
2		There should not be just one teacher with a

		<p>knowledge on WASH but all the teachers should be aware. How do the other countries address this particular type of issue.</p>
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**Henk:**

How does EMIS work in a federal set up? India, Pakistan, they are very centralized countries with a very decentralized setup such as in Indonesia. Could these three countries please state how the EMIS functions? How do they reach up to the regional level?

**India:**

India is divided into various union territories and states. A state is further divided into districts, district is further divided into blocks and the blocks are further divided into cluster resource centers. Education is a concurrent subject and both central and states make rules and policies. But the data for decision making as a whole is based on UNISIED.(Unified System of Information on Education). The entire country has a prescribed format for collecting data. Data feeding starts right from the school level. Every year they collect data on various parameters in education apart from sanitation. At the block level data is analyzed to see whether there are any discrepancies and if there are they are noted. It is then sent to the district level, provincial then finally to country level. The funds that are devolved to various states and districts are based on this data.

**Pakistan:**

Data collected from school goes to district level, provincial level and then the national level. We have hired data collectors at school level. We collect data regarding sanitation, availability of pure drinking water from the schools.

**Indonesia:**

We have good coordination between provinces & districts. So we don't have any problem of collecting data. Data is collected every 6 months.

## Annex 6: Third interaction on country up dates.

To	Question	Answer
Philippines	Philippines presented about K to K. (Kid to Kid). So why not Teacher to Kid? What is the reason behind this story?	Kids to Kids. This concept is about learning without fear, making learning fun in a child friendly school. These groups are either led by a pupil or a pupil leader.
Myanmar	<p>What is the percentage of national budget allocation for WASH in Schools?</p> <p>Is there any specific data for costing? The costing per child per year perhaps? Actually it is not a cost but is an investment.</p>	<p>In our country the government says the primary enrolment is something like 98%, Middle school about 60% and in the upper classes about 30%. So these dropped out children are in the community and we have to see to their welfare too.</p> <p>MoE gets 4.5% of GDP and MoH gets 3.5% of GDP. Up to high school level all costs of education are free for the child. Infrastructure too is provided by the government. WASH is just a program. There is no specific budget but both MoE &amp; MoH spend on it.</p>
Philippines	I gathered that you collect funds to spend on WASH in Schools but when you are allowed to raise funds there are other issues related with it. Can you share your experiences with us because in Bangladesh we initiated it but due to so many complaints we had to terminate i	There is a regulation in Philippines as to not to collect money. But there are other organizations which are interested in the welfare of the school. They have a separate structure & they have a system to collect money. It is not the school that is responsible for fund raising.
	You mentioned about schools having a nurse and ICT coordinators. Do all the schools have these?	<p>For big schools we give a school nurse but for the smaller ones, one nurse is given for a cluster of schools.</p> <p>There is an EMIS coordinator per school who is responsible for collecting data and to send it on line to the districts.</p>
Laos	You have the Ministry of Education & Sports and the Ministry of Health performing activities of WASH. How is it going so far?	In Laos we have an agreement between MoE & MoH. MoE looks after primary and preschool education while MoH is concerned about health & hygiene factors of the children.
Myanmar		There are two ministries working together and it is about the communication techniques.

<p><b>Philippines</b></p>	<p>What is the appropriate approach to strengthen the aspect of EMIS or do you suggest to have a separate system that just monitors WASH indicators?</p> <p>The countries that have incorporated WASH in their monitoring systems, I think they mentioned about on line systems? Philippines, can you explain how this is linked to EMIS? Or how this is developed separately or complementarily or as a part of EMIS? How does it work? And what are your experiences?</p>	<p>There is an EMIS at national level but it has only 2 indicators. We decided to have an online monitoring system (OMS) to go beyond these 2 indicators which were, number of toilets and the sources of water as they are not sufficient for local level planning or the school level planning. The OMS which was taken up by regions 6 &amp; 8, which included some 8000 schools is implementing this. Starting with the 3* approach as the basic indicator. In these 8000 schools the OMS is being used for national scale up.</p> <p>The schools in different settings have their own needs and would have to be able to provide or assess themselves based on these indicators. It allows the schools in the remote areas too to actually assess themselves. Technology is the problem. Because the internet access is not there always in the rural areas. But encoding of data is happening in all the rural areas of the</p>
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**Annex 7:** Interactions on Group hand washing.

After watching the video on group hand washing, what have you learnt?

**Cromwell:**

Fun, inclusive, diversity, leadership & team spirit is there.

It enables the children to take up leadership roles or become leaders. Children become messengers of change. In Kiribati a grandson visited a grandfather in another island and built a tippy top for him to make him healthy. Washing hands before meal time trigger habits. Children teach others as they are side by side. It brings healthy social norms to the class.

**Pakistan:**

Videos convey a lot more than verbal messages and this kind of videos are very effective.

## **Annex 8: Observations on thematic session 1.**

### **Bangladesh:**

- How do they provide soap? Is it out of school resources?

### **Pakistan:**

- There is a lot of variety in the hand washing devices in the Philippine's presentation. Is it their local innovation or have the government trained them? How do they do it? In Pakistan there is no variation in the toilets or the hand washing units.
- Then how do you protect it? In our country if it is outside it will be stolen? Why is it not stolen there?

### **Cambodia:**

- It might be easy for Philippines to make decisions because both the money and the decision making power lies with the same person. In Cambodia MoE is not the budget entity. Ministry of Economics makes the decision as to how much budget will be allocated. Who is the champion in WASH in Schools in terms of power to influence the government to spend money on this kind of thing? How is it funded?

### **Cromwell:**

- With regard to soap. It varies from country to country. In some countries the government provides. In Liberia & Kiribati children bring their own soap from home & it works. It also allows to open a dialogue between the child and the mother which leads to creating awareness in the mother too. On the other hand if the soap is provided by school, children will not take care of it as they are not accountable for it. But if they own it they will make sure that it is not soaked in the rain and that they will have it the following day too.
- As for designs, they are not prescribed but we need to follow some principles such as that they are child friendly, environment friendly etc. There are other designs that you can choose that will fix the local conditions of the school.
- Study School Based Management. Kiribati is doing it. The school committee will decide what are the issues the schools are experiencing and based on their resources try to address those concerns. The state necessarily does not have to provide everything. That is why one of the key principles in WASH in Schools is empowering school governance systems.
- Again we have to think outside the supply intervention because WASH in Schools is not about providing supplies. It is actually about the Three Pillars.
  - Strengthening governance systems, according to demand & supply
  - Infrastructure – which is another component of supplies
  - Develop the capacity of teachers - as part of supplies

## **Annex 9: Interactions on thematic session 2 on MHM:**

### **Sri Lanka:**

In the presentation on MHM, the findings say that the knowledge & practices are poor but the attitudes are at a satisfactory level. It also mentions that after changing the sanitary pads 87% wash with soap & water but do they have soap in schools? Or is it a general factor, practiced at homes? Or only in schools?

### **Pakistan:**

- We are struggling for quality education for both boys and girls at different levels. But the major challenge is that water is (in Pakistan) considered one of the missing facilities in school. We have furniture, electricity, learning material and somewhere comes the drinking water & the sanitary facilities. Until & unless this kind of knowledge sharing & evidence generation are not promoted for the most higher level policy makers & decision makers to demonstrate the impact of WASH, in terms of including quality, in terms of including learning outcomes, we may not progress to that extent.
- Secondly I think there should be increased institutionalized ownership of WASH in Schools by the education policy makers and within the national education policy making agenda. As for now we do not treat it as a very significant issue for the schools as we treat it under the missing facilities. So this kind of ownership has to come through this type of knowledge sharing and evidence building.

### **The Dr.'s answer for MHM.**

It is at home as well as in schools.

### **Sanallah:**

- Many countries have moved from project based approach to sector wide approach. How do we mainstream WASH in Schools at upstream level? The question is how WASH in Schools can be better positioned in education sector analysis, sector plans, and sector monitoring & sector reforms.
- You have education sector plans in many countries, it's a government led instrument with the support of all partners, donors etc. Donors align their resources to the sector plan or sector strategy. It is a nationwide approach to which all education partners contribute. So it has a vision and each component is very clearly costed. In some countries they call it a sector strategy which also has a national vision.
- How WASH in Schools can be better positioned, in the larger education sector planning analysis? How can we incorporate studies' evidence of WASH in Schools while focusing on water, sanitation, hygiene & MHM, particularly in education sector analysis? Most of the education sector development plans should be built on the sector analysis. How do we influence that sector analysis to also include the WASH in Schools evidences and WASH in School studies in that sector plan.

- Sector planning is at higher level includes several thematic groups within the education sector working on different aspects. When you put all these together it articulates a sector plan. There should be a WASH in Schools working group in sector planning.
- Joint sector monitoring. It is not just the government conducting the monitoring. It is basically government, donors, partners jointly monitor the assets, and those asserts which were provided in the sector plan.

The WASH in Schools impact on education:

- In many countries there are several reform agendas like EMIS. There are discussions going on as to how the EMIS should look like.
- In the education sector they have teacher training, pre service & in service. Do they have a module in the school for Hygiene for example? So why can't we have a module or something for teacher training? These are only some examples and not intended to hurt your creativity.

### Group activity on successes and challenges:

#### Group 1:

	Success stories	The cross cutting challenges
1	There is a health promotion program under MoE where WASH in Schools can be placed to make it much easier to allocate budgets and also for monitoring & evaluation.	Convincing the policy maker & planning director to involve them to incorporate in the existing program.
2	WASH in Schools need some multi sector partnerships, like Ministry of Education, Ministry of Health, Ministry of Water supply and it is better to sign a MOU with these multi sector partners and establish some sort of a steering committee among these partners.	There are implementation level challenges and WASH in Schools will be given less priority in the existing programs.
3	It should be planned as a integrated program, by linking the students, teachers, parents and community so that it will be like a partnership program and will be more successful during the implementation.	Multi sector coordination is also a challenge to get the support in the regular manner.

**Group 2:**

	<b>Success stories</b>	<b>The cross cutting challenges</b>
<b>1</b>	A separate facility other than education should be treated as a necessity by the government. Until & unless the education policy backs WASH in Schools indicators into the sector reform process for monitoring, reporting and analysis, we may not achieve the desired results.	We need to engage in evidence generation & knowledge building in terms of consolidation. We need to invest more, particularly for areas like MHM for establishing the links between learning out comes & the quality of education.
<b>2</b>	Evidence generation & knowledge building, should be consolidated in terms of best practices & innovative approaches for countries like Pakistan, India and others may also learn to scale up.	Creating more awareness, more ownership at different levels like policy maker, teacher, student, community etc.
<b>3</b>	Resource limitation. The availability of budget has to be increased. Public sector resources and public sector financing for WASH in Schools functions, should be within the framework of education and should not be treated as a responsibility of other departments.	Within the cultural context there are norms that are challenging.
		In terms of multi sector coordination and multi sector monitoring, it has to trickle down to the grass root level.

**Group 3:**

	<b>Success stories</b>	<b>The cross cutting challenges</b>
<b>1</b>	Cambodia has conducted bottleneck analysis on WASH in Schools & they know the importance of mainstreaming WASH in Schools with the education sector.	There is no incremental result as such.
<b>2</b>	In Bangladesh, demonstrating the success of WinS focussing on 9 districts & repeated advocacy with the government and the schools to bring them to the expected level.	Sector coordination is a challenge as it involves so many departments and ministries.
<b>3</b>		Not having a dedicated champion in the MoE for WASH in Schools or even in UNICEF.



**Murat:**

- We need to understand what education sector defines as success. We can solve only the practical things. We can make the WASH facility operational. Provide privacy and dignity to all girl child to stay comfortably in school during menstruation period. We can expand washing hands with soap. We are there to contribute towards the quality of education, especially of girls.

**Sanallah:**

- The resource context will remain in most of our decisions when we have something new and different. If you don't have a resource to invest in WASH, what is the cost of those children who are enrolled but drop before completion of primary education?

**Q. No.1**

R. How can education & WASH together can address 4 key barriers to MHM?

1. Knowledge & skills of MHM
2. Access to MHM sensitive WASH facility
3. Access and use of absorbent material
4. Ministry of Education leadership.

**How do you think we can overcome these barriers? 15 mts. were given for the group activity.**

**Observations of group 1:**

- MHM has to be included in a curriculum in Science or Health science subject, which are studied by both male and female children, before they reach the age of puberty.
- There should be gender sensitive designs suitable for females with privacy and a mirror should be installed. A dustbin with a lid should be there which cannot be messed up by animals.
- Adequate number of gender segregated toilets should be supplied.
- With regard to access to absorbent material, they should be of low cost and available in rural areas too. People should be encouraged to manufacture them locally to reduce the cost. The parents as well as girls should be made aware as to the advantages & disadvantages of the sanitary pads available in the market. There should be a mechanism to provide them in the schools in case of emergencies.
- Ministry of Education should take the leadership in initiating these. If a male officer takes the leadership it will be easy to communicate the boys.

**Observations of group 2:**

- Integration into curricula, teacher training, also training of students to encourage peer learning, Access to MHM sensitive WASH facilities with regard to designs and allocations of budgets.
- With regard to absorbent material, have to make sure that local material are available and budgets should be made available through WASH or Ministry of Education but other stake holders should also support, may be through creating evidence.

### **Observations of group 3:**

- With regard to lack of awareness of school authority, guidelines should be developed by WASH & MoE and should be made available for the teachers.
- With regard to lack of MHM sensitive WASH facilities, appropriate girls friendly designs should be available with safe napkin disposal facilities.
- With regard to lack of hygienic cheap absorbent material, partnerships should be built with the private sector and also mobilize the community for the manufacture of cheap sanitary pads.
- With regard to lack of financial support & poor monitoring, more attention should be paid to adolescent girls' hygiene and also advocacy & promotion of MHM should be there.

### **Sanallah:**

On these questions also one important issue that brought to our attention was gender discussion. How do we actually discuss & overcome these barriers? How do we conceive of this gender role, gender relationships, the gender power struggle? Gender discussion is very much the foundation of all these.

For the next question also keep that gender discussion, the gender lens in your minds while proposing some actions. There are discussions that MHM is an implication on changing the gender power relations between boys & girls. So definitely you cannot move forward unless we have gender discussion & gender lens while suggesting key strategic areas of convergence in WASH education.

### **Q. no.2:**

- How can we make the WASH colleagues to become MHM friendly in design, in the implementation of the program of WASH in Schools?

The idea is to move beyond taps. WASH may not be the panacea for all MHM related issues but still you have a major role to play. The education colleagues can help by bringing the education angle to the table while discussing this type of questions.

### **Pakistan:**

- All the challenges and opportunities that we touched upon since morning, in relation to MHM, in my opinion are a matter of common sense. We do not need a scientific approach towards this. There are locally, culturally or culture specific or culture friendly solutions & opportunities available.
- What we need is to look for more systematic coordination between education and WASH and define those entry points for introducing MHM. In many countries it is a matter of extreme privacy, it has a lot of stereotyping, dignity and honour attached to it.
- So what sort of approach should we take to communicate with the stake holders, teachers & community and how do we work it out?

**India:**

- Two decades ago when MHM was not talked about, India identified it as an intervention that needs addressing. We talk about MHM today with regard to girls' education & a right. But there is a long journey ahead and we need to identify the taboos surrounding it. It is not just governance, finance and accountability it is a social taboo that we need to break through.

**Murat:**

- What are the things that you need to share as successes from this point onwards? In our next meeting next year, what can you bring to the meeting on MHM.

**India:**

- The next task of each country is to have a final mapping plan as to what would be the key things that has to be done? Countries and governments have a plan of action on MHM. What are the weaknesses? What are the gaps? We need to prepare a plan that would be a beginning for big players like us.

**Bhutan:**

- We are already into the program of MHM as we see the girls suffering in school & very little support is given by the management & the boys. Since we are already into the program, definitely we will have some experiences to share when we meet the next time.

**Pakistan:**

- One of the cross cutting challenges that came out was the lack of coordination between the WASH and the Education sector. So what type of institutional mechanisms are in place when we meet after 1 year? It would be to see the most highest decision making at the policy making level in terms of WASH in Schools & education & how well coordinated & how well institutionalized these are? This could be one of the take away messages for the countries.

**Pakistan:**

- A lot of us emphasized on introducing MHM into the national curricula. It may be an initiative for a lot of countries while being a challenge to others who are still struggling with introducing reproduction health or life skills in the curricula. So to begin with if we are successfully implementing some kind of life skill education which talks about MHM, it would be another target that we can set for ourselves.

**Participant:**

- As one of the colleagues from Sri Lanka pointed out, both boys & girls should have a very good knowledge on MHM, they should have normal discussions in the classrooms that in case a girl is

faced with an emergency, even a boy should be competent & skilful to be able to help her, securing her privacy and not allowing her to be insulted or laughed at.

**India:**

- Have we come to a consensus on safe disposal mechanism on menstrual waste? Currently I'm working with a group of schools, improving water, hygiene and sanitation facilities. There are 300 to 500 students studying in a residential school where I come from and every day the question arises that where do you dispose your sanitary napkins? In the context of municipality too there aren't any solid waste disposal mechanisms. Are there any good practices that other countries are adapting?

**Pakistan:**

- In Punjab Waste management plants & waste management systems have been introduced by the government in an effort to maintain cleanliness & hygiene. In terms of our discussion, ownership of the government in considering MHM as one key priority is perhaps the direction that we should take.

**Bangladesh:**

- We have pits with lids. The girls have to pull the lid & put the sanitary items inside & after sometime they get decayed.

**The group responses:**

**Group 1:**

- Integrate WASH into the school curriculum.
- The best practices from India, the government intervention.
- Production of reusable appropriate sanitary napkins.

**Group 2:**

- Conduct awareness programs through knowledgeable persons as to the usage of material & items, especially in the rural areas.
- Construction of WASH facilities that are child friendly, attractive and easy to clean.

**Group 3:**

- Teachers should deal with MHM with both male and female students.
- Parents' & teachers' association can be used as a forum to initiate knowledge on MHM.
- Open discussions on MHM in the class room under the guidance of a teacher is essential.

- Correct knowledge on MHM should be passed over to the next generation.

**Group 4:**

- Must discuss with the girls before constructing MHM facilities.
- Have to be appealing to girls & within the norms of child friendly concept

**Group 5:**

- The end users should be consulted before constructing MHM facilities.
- It should be school led. (school has to guide the WASH persons)

**Annex 10: The panel discussions:**

The panel consisted of three members: Ms. Deki Tshomo from Bhutan, Ms. Chandra Ganapathy from India and Ms. Sadaf Zulfiqar from Pakistan.

	<b>Questions</b>	<b>Responses</b>
<b>1</b>	Some countries have already started the MHM programs but for others who are going to start tomorrow won't be able to achieve as much as the former ones. So how are you going to measure the progress and how would you be comparing these two types of countries?	It is the first step that is important to the beginner and results should be measured accordingly.
<b>2</b>	In the Education Ministries of your countries, what is the major event that happens every year and what should be done to get WASH in Schools in the agenda of that meeting?	<p>India concentrates on infrastructure and building the qualitative aspect should be our agenda.</p> <p>Pakistan: We have an Inter Provincial Ministerial Conference which brings all the key education stake holders, all the senior government representatives from every province to share their progress &amp; challenges on the sector reforms. The next year IPMC, which meets in the month of October, will include WASH in their agenda.</p> <p>Then there is the Joint Sector Monitoring that is being conducted in two provinces which would be another window of opportunity that we are exploring, to record the progress within the Education Joint Sector Monitoring.</p> <p>Bhutan: National Committee and WinS can be brought into this agenda to make a decision. We also conduct training of trainers programs during</p>

		school vacations, where we introduce MHM as one of the major or crucial activity that should be taken up by the schools across the country.
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**Sanallah:**

WASH has to be in the agenda of education network which is a multi-sector engagement. There are more opportunities for the education sector to talk about MHM and it should be a collective responsibility. Knowledge generation is important and the dissemination of that knowledge and linking with other programs should be another priority for both WASH & education. Everything we do at downstream has a connection with the upstream level and there should be practical ways to take it to the next level.

**Annex 11: Interactions on thematic session 3- Monitoring WASH in Schools coverage through Education Management Information Systems:**

	Questions	Answers
1	In India's presentation with regard to water availability answer is either yes or no. (Yes/No) Same is for sanitary facilities. If school no.1 has 200 students and school no. 2 has 500 students, Girls/ Boys/Mixed and each school has only one toilet, is it a yes? Irrespective of whether it is gender segregated or accessible? It is the same for water. Are we only looking at only the availability or the coverage?	The WASH indicators are only considered at a binary level.
2	Myanmar & Philippines have included WASH in School data in the EMIS. Is it added along with other important data like enrolments, dropouts, etc. Or does it run separately in the system?	WASH is one of the many competing priorities in the education sector in India. Enrolment, retention of students are equally important priorities. A huge amount of the national budget is spent on text books, uniforms and mid-day meals. WASH as of now is a competing priority. Our annual work plan has a bottom up approach, where the planning initially starts at the school. So when a school is asking for any facility it is replicated in the District budget and in the state budget. That is the essence of decentralized planning system.
3	When you collect data with regard to availability of water, this might vary	With regard to environmental & regional variation, currently our challenge is providing these facilities

	depending on environment changes like seasons and the geographical area. So won't it affect the overall national data?	to schools. So we need to know whether the school has it or not.
<b>4</b>	Question is for Philippines. How would you collect data on behaviour of children? And how do you integrate it into the EMIS?	
<b>5</b>	Question is for Myanmar. How do you develop indicators for behaviour change and attitudinal changes?	
<b>6</b>	Also for Myanmar. You ask in the EMIS whether the water is safe or not? How does the school know whether it is safe? Do they test it? If they are testing what is the frequency?	
<b>7</b>	When you ask whether the water is sufficient, how do you know whether it is sufficient? How do you define sufficiency?	
<b>8</b>	Do you have a mechanism for third party validation of this data?	For validity, in India there are two mechanisms. It was mentioned in the presentation.
<b>9</b>	As we are considering updating EMIS, we also have to think about what processes, what strategies it actually took to build this comprehensive system which we believe is also accurate because including additional questions in the EMIS also is an issue.	
<b>10</b>	You should keep a space in the EMIS for innovations. If someone feels that a particular question should be included, provision should be there for the public to do it.	

It was mentioned that answers to most of the questions are given in the 'Monitoring Package' or else to ask the questions personally due to time constraint.

Sanallah:

We have to systematically learn from Myanmar experiences & how do we contextualize in a particular country.

## Annex 12: The field visits

### Group 1: North Western Province

The two schools visited in the North Western Province were Nikaweratiya walpaluwa primary School & Jayanthi Navodya Madya Maha Vidyalaya in Nikaweratiya.

The Nikaweratiya walpaluwa primary school has classes only up to grade 5 with 200 students & 8 teachers. The latrines were generally clean. There were 6 toilets 3 for girls & 3 for boys but two were locked one from each gender. Two hand washing stations were available with 6 taps in each and some of the taps were leaking. Group activity seemed not being implemented daily and they dried hands with a towel. All students bring drinking water from home. Bins were available for waste disposal & hired laborers clean toilets twice a day & the parents also provide help at times. MHM was not discussed here.



Jayanthi Navodya Madya Maha Vidyalaya on the other hand has classes up to grade 13 and has 2300 students out of which 1163 are girls and 1105 are boys. There were 100 teachers in this school.

Most of the children bring drinking water from home. Latrines were generally clean the toilet ratio was for girls 1: 116 and for boys 1: 110. There were locks missing in 2 toilets and no roof. Doors open to the inside of the toilet. Soap was not always available. Bins were placed for waste disposal & the capacity of the water storage tank seemed to be insufficient. A cleaning plan was available to clean the environment. Students raise funds for the school by washing cars.

For group hand washing 12 stations were available with 6 taps in each unit but not sufficient for the whole school to wash hands before eating during the recess.

For MHM trash bins were provided to dispose the sanitary napkins and no separate changing room was available. MHM education was only for girls and in an informal way.

Both schools are government managed and reported strong community commitment, strong support from Local Government Units but did not have any strong Health Clubs.



**Group 2: Sabaragamuwa Province:**

The visited schools are Higgaswatte primary vidyalaya & Seevalee Madya Maha Vidyalaya. The observations are given below.

Higgaswatte primary school have classes only up to grade 5 while Seevali MMV has classes upto year 13.

Both were mixed schools & Gender segregated toilets were available although the ratio was a bit high. Soap & water was available and children washed hands at critical times.



Hand washing steps were displayed near the toilets. There were no water stagnation near the hand washing stations. Hand washing is embedded as a cultural norm.

MHM education was formalized and boys too were involved in the learning although separately. Sanitary napkins were available for emergencies. A school based EMIS was available.

**Group 3: Southern Province:**

Group 3 presented their observations on the visited schools of Southern province which are Upali Wijewardene Kanishta Vidyalaya and Makandura Prathamika Vidyalaya.

In Makandura Prathamika Vidyalaya, the number of students are 500 and number of teachers are 12. There are 12 latrines and they are cleaned twice a day by the grade 5 students with the help of parents. Water points were available in the school.



Group 4 presented their observations on the visited schools of Western province which are Welipenna Sinhala Kanishta Vidyalaya and Anada Shasthralaya National School.

Welipenna Kanishta Vidyalaya again is a school with classes only upto grade 5.

## **Thank you!**

The fourth WinS ILE

Held in Colombo, Two thousand fifteen.

Water, Sanitation and Hygiene

Were the mainly focused themes.

I appreciate your valuable efforts

In making this event successful at all costs.

So let me express my heartfelt gratitude

For standing beside me, with positive attitudes.

Renuka Peiris

DE, Health & Nutrition

MoE, Sri Lanka