

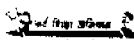
TRAINING CUM WORKSHOP ON SCHOOL WATER, SANITATION & HYGIENE EDUCATION (SWSHE)

12th to 14th May 2005
Hotel Jaipur Ashok, JAIPUR
(RAJASTHAN)

REPORT



UNICEF



DPEP



SRC



IRC

202.S-05TR-18979

Foreword

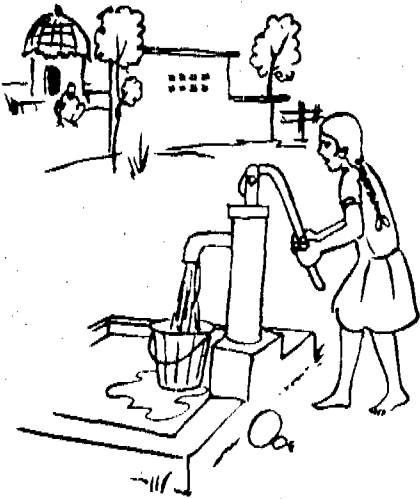
A Three day training cum workshop programme on School Water Sanitation & Hygiene Education (SWSHE) for district level functionaries was organized at Jaipur from 12th to 14th May, 2005.

The objectives of the workshop was to orient the district level functionaries about the objectives of the programme and also to make them aware about the content & strategies of the programme so that they can affectively implement it in then districts.

This report gives a detailed reflection of the deliberations of the workshop. I thank Shri S.N. Dave, Project Officer, UNICEF for provide inputs. I also thank Shri Dhruv Yadav & my team of SRC, JAIPUR for preparing this report.

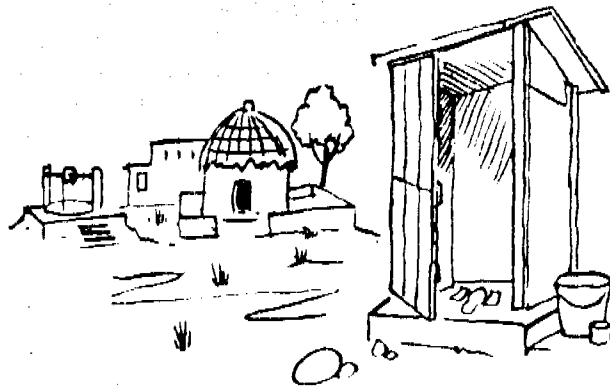
Anil Roogta

OBJECTIVES:



- To share knowledge about SWSHE programme and its components and develop common understanding among the programme managers on programme guidelines;
- To discuss and agree about the roles of stakeholders and project management structure;

- To develop a road map for rolling out SWSHE during the year 2005-06, and develop an implementation strategy;
- To discuss programme monitoring / reporting tools and mechanism.



DAY - 1

May 12, 2005

INAUGURAL Session -1

Mr. Lalit kishore Lohmi Chairman, Rajasthan Adult Education Association welcomed the guests and participants representing twenty five districts of Rajasthan He expressed happiness at the fact that school was rightly being projected as the focal point of this programme



(SWSHE). Appropriately sanitized, clean and hygienic school could pave the way for



hygienic households in particular and society in general as children are the best couriers delivering the messages effectively. Mr Lohmi also hoped that SRC with its vast experience and rich pool of training and material-development

resource could positively contribute to the implementation of the programme.

Ms Kathleen Shordt, IRC, Netherlands, emphasized the need for scaling up with quality (both in terms of density and range). She called upon the participants to devise ways and means of going beyond construction programmes and thereby bring about a total transformation in attitudes and practices not only of children but the community at large.



Mr. Bharat Meena, Secretary PHED, Government of Rajasthan, designated school as the centre of all activities (water, sanitation, hygiene), but at the same time regretted



that the desired people's participation was not forthcoming. He advised the participants to work out a strategy for ensuring people's participation that would go a long way to transform the school as well as the community. Mr. Meena was

of the view that availability of water was crucial to the entire exercise as it is from here that the edifice of sanitation and hygiene could be built. Mr. Meena ended by saying that it is imperative to evolve commitment to the availability of water and sanitation facilities in schools and also that schools should be able to send a loud and clear message to this effect to the community at large.

Ms. Shikha Wadhwa, UNICEF, Rajasthan, said she felt strong and good because of the presence of the entire education network at the workshop. Expressing satisfaction that easy accessibility to primary education in the state has made parents really willing to send their children to school



Ms. Wadhwa drew participants' attention to a new challenge – that is, providing a quality package. Listing the pre-requisites of good education, she underlined the following:

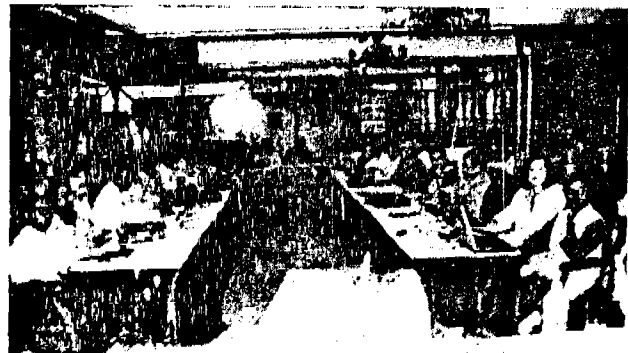
- Good and trained teachers;
- Support system;
- Environment conducive to improving learning outcomes;
- Community participation.

She closed by wishing the school children to be seen as a push-force, as carriers of



new values. The chairperson of the session, Mr. C. K. Mathew, Principal Secretary, Education, Government of Rajasthan, began by saying that "the amount of investment in children is measure of a country's development and culture". He said the concept of school has undergone a sea-change: while initially it meant a teacher and a few students but now more and more facilities have become a requirement. He called upon the participants to bear in mind that enrollment (even if hundred percent) doesn't matter as much as does retention. What happens later is more important.

Mr. Mathew assured the people present that "money is not an issue, what is required is the preparedness of the managers of the programme to take things ahead". Referring to the Kerala experience he said that Kerala invested a lot in health and education. What was remarkable was that it was not the government that did it all, the private sector and the community were motivated to play a bigger role. Talking of mid-day meal and free text books in Rajasthan, he termed these facilities "human investment". He drew the participants' attention to the growing menace of teacher-absenteeism which needs to be severely dealt with. Terming public participation as



"the key to success of this programme". Mr. Mathew said, "In consultation with the community let this money be spent correctly. Let not this opportunity slip out of our hands, Let us all become agents of change".

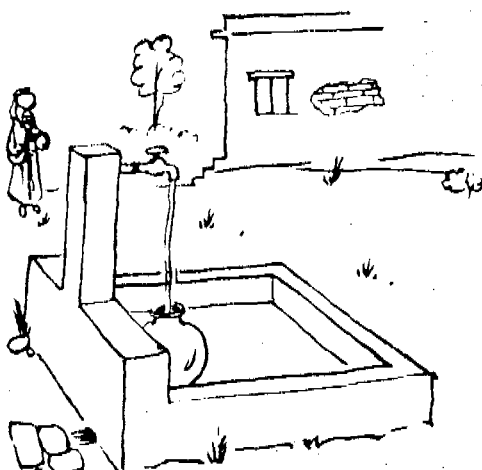


Mr. Anil Roongta, Director SRC, proposed a vote of thanks. Mr. S. N. Dave ably conducted the proceedings of the inaugural session.

Session 2 Introduction, Expectations and Ground Rules

Mr. S. N. Dave invited participants to voice their expectations from this workshop. Those can be Categorized as below :

- Clarity about objectives;
- Detailed elaboration of content;
- Simple and easily comprehensible language for transaction of business at the workshop;
- Role-clarification;
- Funding;
- Strategy tools;



- Time-frame;
- Stake-holders

Session 3 The Good School: Micro Level

Ms. Amudha began her presentation by posing questions:

What are the minimum indicators for a successful school in SWSHE ?

What are the typical problems ?

She motivated the participants to try and attempt answers based on their experiences.

Basic Indicators

(Usability and sustainability)

- Drinking Water : Availability of tap/hand pump;
- Toilet facility : A toilet block with urinals which can be put to use;

- Water-supply to toilets : a tub/tank in toilet block which can be filled with water;



- Hand-washing facilities : Training to one teacher / HM / students on school sanitation and hygiene education;
- Evaluation on a ten-star scale on the basis of the above becomes easier, while at the same time it entuses and inspires the school children to strive for the better.

Ms. Amudha made a slide-presentation of TamilNadu schools entitled What is good and bad ? It was not merely a depiction of what was bad and how it was transformed into good. In the process she raised a good many questions. If clean toilets here and there are just an oasis in the vast desert of dirt and squalour', why do supervisory officers fail to see what is apparent ? Plainly because they get to see what they want to see. And what do they want to see ? Registers, records of enrollments and drop-outs, etc. She emphasized that since it is the job of the programme managers to see that the programme succeeds they are duty bound to re-attune themselves and start observing things and start asking even awkward questions. What about toilets ? Locked! Clean, because not being allowed to be used. Double check :

Facility?	Usable?
Problem ?	Rectification ?

Narrating her experience, Ms. Amudha told that once the DEOs, BDOs, HMs were trained and motivated, things changed within two years since they realized they had a role to set things right. Consequently, committees were formed and both boys and girls were put on them. While talking of these facilities, Ms. Amudha raised a very

important question related to the plight of the girl child – how much she has to suffer on account of the absence of these facilities. Few people bother about this.

To further reinforce the message, Amudha made a video presentation : **A School as a girl child saw it.**

Clean toilets

Safe drinking water

Clean class rooms

Clean outer space

Hygienic practices

Food habits

Teachers – supervision

Students – training and execution

Panchayats – promotion and supports

Session 4

Benefits of the “good” school in SWSHE

Ms. Kathleen Shordt’s presentation focused on :

- Health, education, gender, hygiene perspective
- Programme elements, outreach to home and community
- Construction / design

Health: School facilities being clean, maintained and used by all heads to health for children.

Learning: More than knowledge hygiene habits and hand washing practices become visible among all children.

Change-Agents: Rather than being mere recipients of knowledge, children become agents for change in their households.

Future Impact : Kathleen was convincingly optimistic about the fall-out of this programme as

- Safe excreta disposal and proper hand-washing and safe drinking water have the potential of substantially reducing several worm infections whose worst victims are children.

- Children treated for worms do better in schools (Jamaica-Study)
- To keep children healthy, the programmes must continue. (Andhra Study)

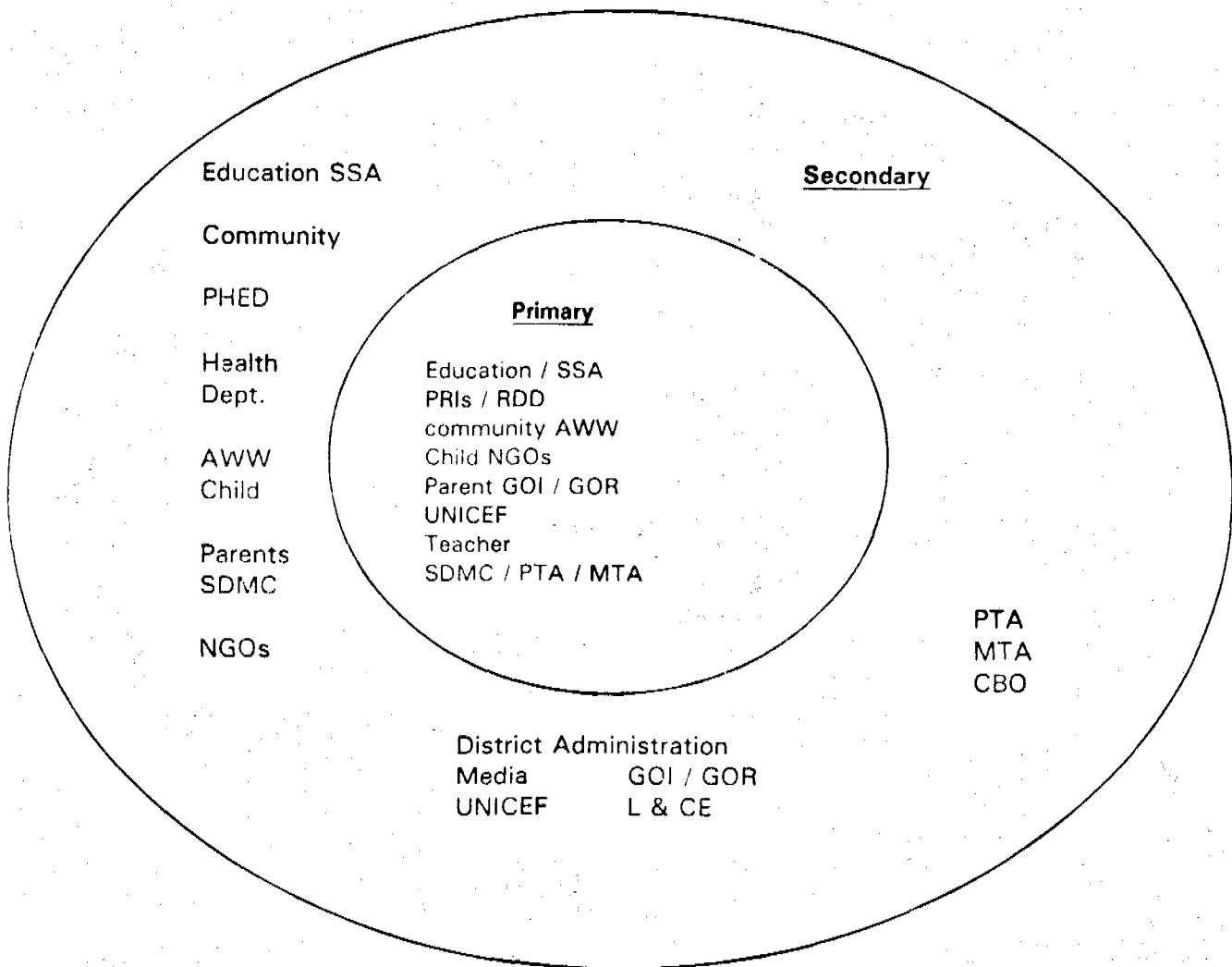
Teach and train the students to leave the toilet as clean as they would like to have it for themselves.

Construction of these facilities should be preceded by an agreement with the community about the maintenance of these facilities.

Session 5 Stake-holder Analysis : Roles and Responsibility

Mr. S. N. Dave conducted this session in a participatory manner, each participant contributing and thus broadly defining and identifying the stake-holders of the programme.

Anybody contributing to / benefiting from the programme is a stake-holder.



Secondary Stakeholders

Roles / Responsibilities

- Support
- Resources
- Monitoring
- Supervision
- Capacity building
- Guidance
- Review
- Facilitating
- Co-ordination

Primary Stakeholders

Roles / Responsibilities

- Implementation
- Environment building
- USC
- Maintenance
- Monitoring
- Transfer / dissemination of knowledge
- Reporting

Session 6 Management and Mid-level structures of SWSHE : The Rajasthan Experience

Representatives from Alwar (Mr. Narottam Sharma) and Tonk (Mr. N. S. Rathore) districts shared their experiences acquired from the on-going SSHE programme.

ALWAR Model

The programme is going on for the last five years. Salient features were brought to the fore through a slide presentation.



The Goals:

- Better and healthy environment for children at schools for learning, particularly for girls;
- Development of life-skills;
- Increase in enrollment and retention of girls.

The Concept:

- Every child has the right to basic facilities such as school toilet, safe drinking water, clean surroundings, friendly environment, and knowledge and information on hygiene;
- Demand creation and provision of safe water and sanitation facilities is a first step towards a healthy learning environment;
- Status of health impact on enrollment, retention and achievement level;
- School children are agents of change.

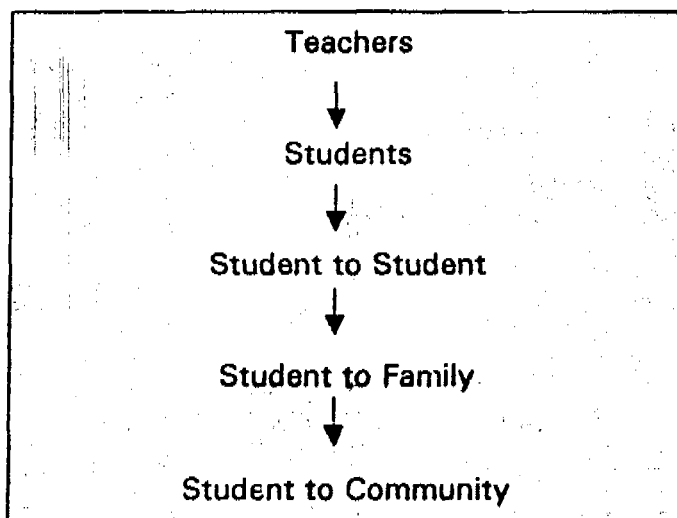
SANITATION IS A WAY OF LIFE

The Objectives:

- To generate hygiene awareness and demand among teachers and children in school;
- To create an environment which will help sustain the attendance of girls in school;
- To introduce and promote behavioral changes related to hygiene and health among children;
- To promote optimum use of available resources for better health and clean environment;
- To create an environment for attainment of child rights.

(Survival, protection, development and participation)

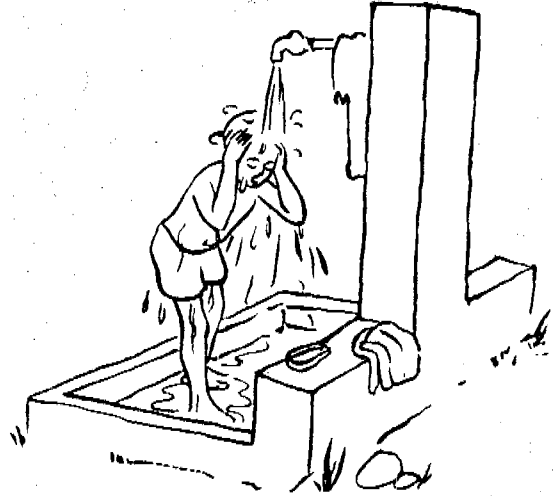
SANITATION through school



The sequence of activities - School level

- Training of teachers;
- Formation and training of SDMC / SMC;
- Preparation of WATSAN plan, resource mobilization and implementation;

- Formation of sanitation scout groups and training;
- Provision of WATSAN facilities;
- Classroom teaching and provision of IEC materials;
- Health and hygiene promotion activities;
- Establishing a monitoring and correcting system at school;
- Health check-ups and referrals.



The Key Interventions

- Capacity building at all levels;
- Institutional strengthening;
- Effective hygiene education and hygiene promotion;
- Effective IEC and community mobilization;
- Provision of sustainable water and sanitation facilities;
- Provision of clean environment at school premises;
- Health check-ups and referral facilities at school;
- Building child-friendly environment;
- Monitoring and evaluation;
- Learning and sharing experiences.

CHILDREN IN THE SCHOOL

Children help with / participate in :

- **Determining the location of facilities;**
- **Maintenance of facilities;**
- **Child-to-child help and monitoring;**
- **Sanitation scouts;**
- **Promotion of hygiene at home and community;**
- **Games and competitions;**
- **Prayers and Assembly;**
- **Participation in child forum;**
- **Monitoring.**

Monitoring and Evaluation

- Self-monitoring by children;
- Regular SMC, PT, MT meetings;
- Monthly reports;
- Fortnightly review meetings;
- Monthly district and block level meetings;
- Visits by education officers;
- Visits by ANMs;
- Periodic evaluation.

TONK MODEL

Aims and Objectives

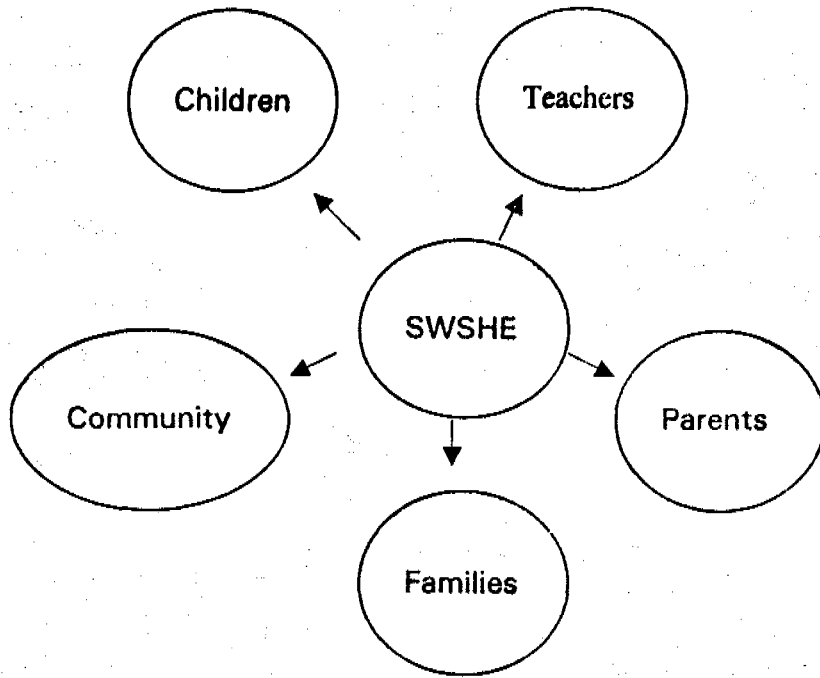
- To develop child-friendly facilities and environment in the schools to improve the quality of education and life;
- To promote behavioral changes amongst children for better health and hygiene;

- To disseminate health and hygiene messages amongst families and community through children.

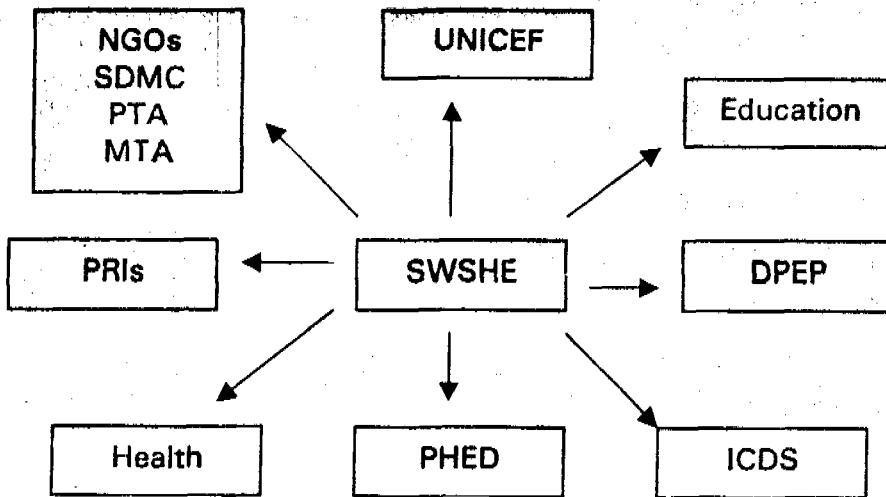
Strategies

- Ensuring availability of WATSAN facilities in the schools;
- Development of Resource Groups;
- Capacity building of all the stakeholders;
- Formation and capacity building of management groups at schools called sanitation scouts / swachchhata dal;
- Inter-sectoral linkage for common purpose and optimal use of resources;
- Integration of hygiene education in the school curriculum through teaching devices.

Key Stakeholders



Inter-sectoral Linkages



Key Interventions

Training and Orientation

- Orientation of DLOs and BLOs;
- Formation and training of the resource group – TOT;
- Orientation of HMs;
- Teachers' training;
- Training of SDMCs;
- Involving PTA, MTA and PRIs for better implementation;
- Selection and training of sanitation scouts;
- Provision and use of IEC materials;
- Inclusion of health and hygiene issues through teaching devices;
- Painting of depiction walls;
- Provision of WATSAN facilities;
- Formation of Bal sansad;
- Provision and use of sanitation kits;
- Competitions (Quiz, painting, debates) on hygiene issues;
- Health check-ups;
- Intersectoral co-ordination.

Monitoring Mechanism

A) District Level

- Monthly review meeting at district level chaired by collector where UNICEF also participates;
- Fortnightly review meeting at district level chaired by DPC, DPEP;
- Visits by state officials, UNICEF consultants, DPC, DPEP, DC, SHSP.

B) Block Level

- Regular visits to schools by block coordinators;
- Monthly review and coordination meeting;
- Visits by BEEO, BRCF and CRCF.

C) School / Community Level

- Support by CRCF;
- Teachers and children monitor personal hygiene and cleanliness in the assembly;

- Discussions with teachers and community members for putting more effort, bringing about appropriate change and making the programme more successful.

Challenges

- High fluoride level in the schools drinking water sources;
- Co-ordination with all the stakeholders;
- Sustained monitoring at different levels;
- Optimal use of resources.

Both presentations received wide acclaim, these path-breaking efforts and experiences were generally perceived to be handy tools and reference material for the districts that are new to the programme.

Kathleen presented a brief pre-view of the next day's activities and agenda.

Rajawat, DEO (Sirohi) presented first day's review report.

Day 2

May 13, 2005

It began with Mr. Rao's prayer "Humko man ki shakti..." joined in by everybody present. It was followed by a review report of the first day's proceedings, presented by Mr. Rajawat (DEO, Sirohi) He echoed the participants' resolve to go beyond Tamilnadu, Alwar and Tonk in terms of attainments.

Session - 1



Salient features of state plan of action for SWSHE - 2004-2007

Mr. Manoj Mathur, SWSHE, Jaipur made the presentation which in a way sought to answer the unasked questions about the plan, its execution, funding, convergence of institutions, hardware and software of the programme, training, monitoring,

stakeholders and what have you. After the presentation, the participants felt empowered enough to face the challenges lying ahead.

Convergence and interdepartmental co-ordination

TSC, SSA, SWAJALDHARA

SWSM

Panchayat Raj & rural development department

SSA / DPEP

PHED

W & C Development Department

Health Department

Social Welfare Department

NGOs

UNICEF

Activities being ensured at the state level

- Policy commitment
- Fund support for various activities
- Setting up State Resource Centre for technology design, innovations and capacity building of resource persons at various levels.
- Curriculum development on SSHE
- Monitoring and evaluation
- Training and orientation of district resource persons.

Mr. Mathur made elaborate presentation of roles and responsibilities district down to the grassroots level. Likewise, the roles and responsibilities of partners were also clearly spelt out : Education, PHED and Health departments in tandem with UNICEF, playing major roles.

The responsibilities of the district water and sanitation committee (DWSC) were listed as follows:

- Regular monitoring and required interventions;
- Fund support;
- IEC strategies;
- Modification and improvement in technology designs and options as per local needs;
- Capacity building of block resource persons;
- Documentation and dissemination.

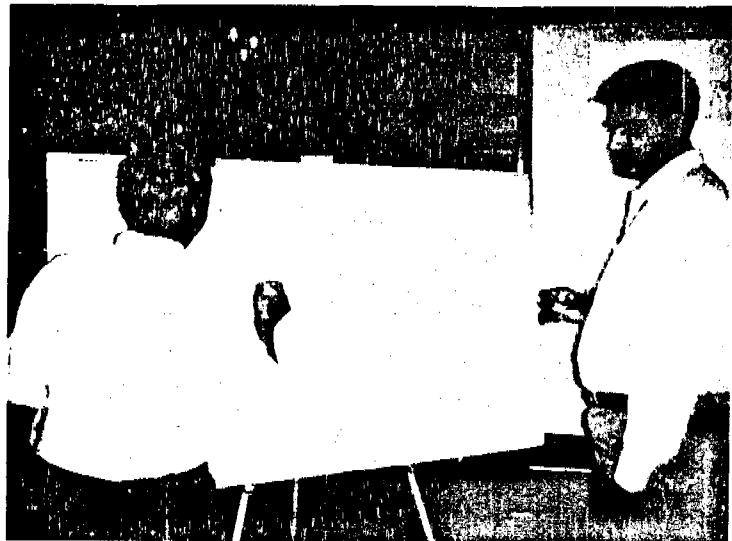
Session – 2

SWSHE Programme Implementation structure and Resource – Mobilization

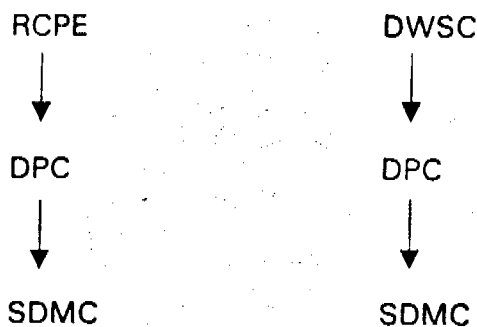
Mr. S.N. Dave talked of SWSHE as a convergence point of TSC, SSA and Swajaldhara. The programme implementation structure chart presented and discussed by him interested the participants immensely.

Steps for resource-mobilization, as listed by Mr. Dave are given below :

- Baseline survey.
- Develop a project plan.
- Submit the plan for approval to RCPE through DWSC.
- Prepare an annual plan of action.
- Implementation as per technical norms using SSA, TSC and Swajaldhara resources.



Flow of Resources



He also informed that the state has received Rs. 258 crores for SSA, out of which allocations have been made to the districts.

Session 3

EDUCATION SCENARIO IN RAJASTHAN

The presentation made by Mr. Ganesh Nigam was largely informative of Rajasthan-related information, location of the state, context (geographical and educational) administrative structure, demographic information, social and economic indicators were the headings of the data-slides that he presented. Then he talked of literacy and retention and provision (or absence) of basic facilities in schools.

What is a child friendly school ?



'Children should love going to school' may sound common place, but if we qualify the school as a place that attracts children, it may sound different. This is exactly what Ms. Sushmita Dutt sought to do through her presentation, even if such schools don't exist is no reason why one may not aspire for one such school. **"A CSF encourages healthy happy children who learn from caring and motivated teachers with families and communities who help all children achieve their best potential in a safe and nurturing environment"** thus goes

the introductory legend. It may appear a bit too – surrealistic, but all improvements in any field are rooted in such dreams. And dream, one must, particularly the educators.

Ms. Sushmita Dutt went on defining the goals of a CFS, and how it encourages child participation, enhances children health and well being. She talked of ways and means of developing school as a child-centric place in every possible way (teaching approaches down to basic facilities) so that as a corollary it encourages enrollment and completion (a much better word than retention which rhymes with detention). She

ended by summing up the immense potential that the children could unleash. A four-slide series "what can children do" brings to the fore the multidimensional talents of the children. Needless to say the presentation besides winning applause, catalysed lively discussion, too.

Session 4 Technical Aspects : Toilet Technology



Normally, things 'technical' are perceived as dull and drab. It goes largely to the credit of Ms. Amudha who could raise serious emotional and philosophical issues while talking of a new toilet technology. She and Mr. Nirmal Chittora did a great job. we urbanites, over the past few decades, have

been nurtured on the belief that sewage is the best excreta-disposal system that mankind has discovered. Ms. Amudha debunked these myths and quisi - theories in a brilliant manner. she defined things in a simple way :

- **Technology** - Safe disposal of excreta without polluting environment. The one that doesn't require excessive use of water.
- **Design** - Cost - effective, convenient, comfortable, easy to use and maintain.
- **Technological options**

Leech Pits

- Low cost
- Less space
- Needs little water (3 liters)
- Sludge - handling easy
- Manure
- No recurring cost

Septic Pits

- High cost
- More space
- Needs more water (15 liters)
- difficult
-
- Cost for emptying high

- Pit - emptying easy

- No mosquitoes

Mosquito menace

The Technical aspects of design, construction, water-storages, hand-washing facilities, maintenance and recurrent expenditure along with the ways to monitor construction were elaborated through slides in a humane manner, keeping the users in the mind.

Session 5 Water quality Management

With a view to underlining the need for water recharge, Ms. Amudha and Mr. Chittora introduced the participants to a game, using two covered bottles - one containing



water, and the other empty. The water-filled bottle, he named as water bank. This, in a way, was a preamble to the presentation on roof top rain - water harvesting. Mr. Chittora by presenting a status graph on availability of water, made a wakeup call. Erratic monsoon, depletion of ground water, low and scanty rain - fall, continual droughts-all put together, painted

the picture bleak, more and more areas converting into dark zones. The way out? Roof - top rain water harvesting. Of course, both presenters urged the participants to ensure that the construction work to be undertaken in the districts under SWSHE must conform to the norms, and that all necessary precautions must be observed. As far resources are concerned, Swajardhara, famine - relief, SSA other rural development schemes could be banked upon. Assistance could be obtained from donor agencies too.

Mr. N.K. Purohit, state coordinator SWSHE, underlined the need for safe drinking water so as to protect the general health of children, in particular and community in general unclean, infected or fluoride - laden water could play havoc with people's

health. Through several maps, Mr. Purohit brought home to the participants' minds the dangers of insensitivity, apathy, indifference to this crucial issue. By highlighting the Tonk experience, he hoped that SWSHE programme, if properly implemented, could bring about the desired change, and thus could change the quality of life.

Session 6 Supplementary reading material on Hygiene Education and its transaction.

Mr. S. C. Purohit, Director, SIERT, Udaipur, while making his presentation said that despite Hygiene and health education being a part of the curriculum for children, no text was available and provided for. It was with a view to rectifying this omission that additional (Supplementary) reading material was developed for class I to V children. This, he hoped, would not only prepare the



ground for successful implementation of the SWSHE programme, but also bring about the desired change in the real life practices of children, which in turn would lead to a change in the practices of the families From school to family, and thus to community. He dwelt upon the graded information, at times repeated in the material for higher classes. This he said, was not because of oversight but deliberately done so as to reinforce the messages.

Mr. Purohit was assisted by Dr. Kamla Jain, also of SIERT, who listed six areas where special attention had been paid to during the process of developing the material:

- Subject
- Learning areas
- Competencies
- Related content

- Learning activities
- Learning materials

Talking of the process of development of the material, Dr Jain said that it was a workshop-based writing endeavour. The material thus developed through the following stages:

- Writing
- Review by experts
- Editing
- Trying out
- Feedback analysed and incorporated
- The final, finished material presented to RCPE

Dr. Jain said that with a view to sustaining the children's interest, rhymes, poems, stories, skits, etc were found to be the suitable forms.

Day 3 May 14, 2005

The day began with a campaign song by Mr. Rao, Mr. Dave, DEO, Ajmer, presented the review report of the second day's proceedings.

Session 1 STAR – Format Modification

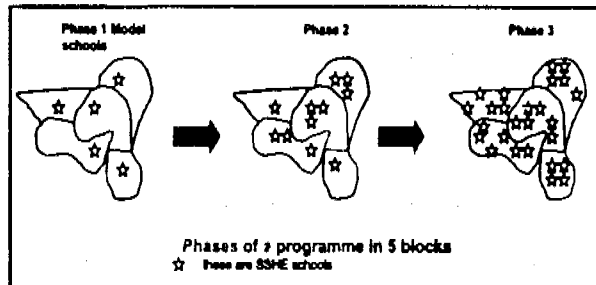


The three-star school evaluation format, circulated earlier, was thrown open for group-discussion and modification. The idea behind it was to make evaluation as objective as it could be each table was converted into a group. Some groups insisted on retaining the number even if they added some points under any one of the stars, while there were some others that raised the number to eight or ten. One group thought it wiser to raise the number of stars to the sacred eleven. The idea behind raising the number was to award one star or more to every school so that children could feel rewarded / motivated. Only one group said if the number was to be raised, there was hardly anything lacking in the Tamilnadu Ten-STAR Model. It was thereafter left to the core-team to work out the suggestions made.

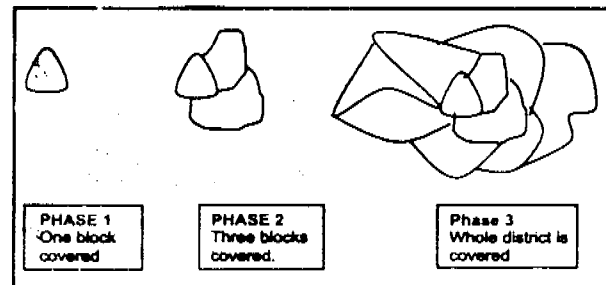
Session 2 Preparing a district (and capacity development) plan

As a preamble to this session, Kathleen made a brief presentation of 'Scaling up with Quality'. She talked of scaling up in terms of density as well as expansion. Both were presented diagrammatically. Density meant from fewer schools to more schools in a block, whereas "expansion" meant one block-to more blocks-to the entire district. Whether the scaling up is density-centric, Kathleen said, what mattered was quality

**SCALING UP means high coverage
in an area**



**SCALING UP also means expansion
to other area**



A copy of the district action plan along with a road-map chart was given to each participant for group work. The participants were expected to hold intra-group discussions and then prepare the action plan. The roadmap was to include ten milestone activities to be taken up priority-wise in chronological order during the next six months. The participants put their heads together, drew on the pool of information and guidelines and did the needful, each district later pasted both the exercises at the designated walls. It was for the judges to decide what was what.

Session 3 MIS



Ms. Amudha critically reviewed the existing data management and monitoring practices and summed up the entire exercise in just four words: **Garbage In, Garbage out**. Her experience as an administrator loaded her words with meaning and made her tone sarcastic, and at times even bitter. That was how she laid the

foundation of a new approach to data management under which data pool serves both the sender and the recipient. It makes decision-making and monitoring easier as well as realistic.

Data Management and Planning

- No reliable data on school toilet coverage;

- Too many departments constructing toilets in schools;
- Multiplicity of schemes;
- Adhoc - target oriented annual construction;
- Availability Vs usability;
- Water facilities;
- Maintenance and repairs.



Minimum Monitoring Indicators For every school



collecting water, and cleaning toilets.

- **Facilities:** Safe drinking water, toilets, hand washing, drainage, clean classrooms and compound;
- **Use and Maintenance:**
 - Girls and boys use toilets/urinals;
 - Hands washed at right time with soap/ash;
 - All boys and girls share tasks of
- **Education and promotion:**
 - School / classroom hygiene education;
 - Participatory learning and life-skills approach;
 - Outreach activities to community.
- **Training:**
 - Teachers/VEC/PTA and students (school team) trained together;
 - Block and district officials of RD/Water/Health/Education trained as a team.

Step 1: Develop Indicators

Five Basic Indicators

- Drinking water supply
- Toilet availability
- Water supply to toilets
- Hand washing facility
- Training on SSHE



Basic Indicators

Drinking Water

- Availability of a tap/hand pump in a school or any source within 100 metres.

Toilet Facility

- Availability of a toilet block with urinals which can be put to use.

Water supply to toilets

- Availability of a tub / tank in the toilet which can be filled with water from a nearby source.

Hand washing facilities

- Availability of a place for hand washing plus a tap / bucket and mug with soap.

Training on SSHE

- Training to one teacher/HM/Students on school sanitation and hygiene education from that school.

Step 2: Data Collection

- Format developed by UNICEF
- Data formats explained to district co-ordinators of TSC



- Data collection through RD field staff
- Formats include usage information.

Monitoring Mechanism

District Level

- Monthly review meeting at district level chaired by district collector in which UNICEF representatives participate;
- Fortnightly review meeting at district level chaired by the DPC, DPEP;
- Visit by the state officials, UNICEF consultants, DPC, DPEP, SHSP.

Block Level

- Regular visits to schools by block co-ordinators;
- Monthly review and co-ordination meeting at block level;
- Visits by BEEO, BRCF and CRCF

School / Community Level

- Support by CRCF;
- Through school children-depiction walls;
- Trough inclusion of hygiene issues in the classroom transactions;
- Teachers and children monitor personal hygiene and cleanliness in the assembly;
- Discussion with teachers and the community members for putting more effort, bringing appropriate change, making the programme more successful.

Ms. Amudha, putting forth her experience in Tamilnadu, also introduced the participants to Geographic Information System (GIS) which enables the viewer to comprehend everything just at a glance. She ended with a punch line

Don't bite more than you can chew...

Collect what is useful
Analyse what is required and
Share for improvement down the line.

The judges commended the plan and road map preparation exercises undertaken by the participants. Most presentations, in their opinion were good attempts in such a short time. Most road maps were found correct up to five steps. The participants, naturally, deserved three claps.

VALEDICTORY

The session began with an inspiring song by Mr. Rao (Jhalawar) Mr. Narottam Sharma (Alwar) and Mr. Rajawat (Sirohi), speaking on behalf of the participants, found the workshop really enlightening and sensitizing. They said it had given them a new insight and a correct perspective. Amudha was voted "The trainer of the workshop".

Mr. P. K. Saxena, Chief Engineer, RCP declared the programme a collective endeavour "of us all". He assured the participants that the entire administrative machinery would be with the programme managers. He also told them not to worry about funds.



Ms. Amudha said it was a pleasant experience to be here, the first workshop after her pre-occupation with post-Tsunami rehabilitation work in Tamilnadu and the Andamans. Her message – put your heart in whatever you do.

Ms. Kathleen was happy at the outcomes of the workshop, all the same she cautioned the participants to be wary as the job (of running the programme) was not easy, and hence they should ensure that it didn't fail.

Ms. Sumita Ganguly said "it has been a very rewarding day for me". She focused on the need for human development at school, in homes, everywhere, and in a non-sectoral way. She wished the schools to be transformed into inviting places.



Ms. Shikha Wadhwa spoke about

- Focus on the child
- Let's dispassionately analyse the cause of success / failure
- Care more for the girl child
- Focus on quality
- Alwar and Tonk have provided good models. We only have to upscale it.
- UNICEF is with you.



Mr. K. C. Sancheti, Chief Engineer, PHED, in his presidential remarks greeted the teachers having the power and potential to convert a seed into a tree. He called upon them to take to the grassroots level whatever they had learnt at the workshop. He also reminded them that signing the resolve was just the beginning, and now they had to demonstrate that they could translate this into action. At the same time he assured them that funds and appropriate technical support would never be wanting.

Mr. Sadashiv Ram Sharma, Secretary RAEA, proposed a vote of thanks. □

Training cum workshop on
School Water, Sanitation & Hygiene Education
 12th May to 14th May 2005
 Hotel Jaipur Ashok

List of Participants

S.NO.	Participant	Designation	Place	Address	Phone
1	Mr. Suresh Ch. Dave	DPC	Ajmer	DPC office, Topdara Ajmer	0145-262553
2	Mr. Narottan Ch. Sharma	ADPC	Alwar	DPEP, Alwar	0144-2332363
3	Mr. Shanti Lal Jain	APC	Banswara	27, Shanti Kuti, Bahubali Colony	254799
4	Mr. Omprakash Mudgal	ADPC	Baran	DPC, Baran	07453-234525
5	Mr. M.S. Charan	ADPC	Barmer	DPC, SSA, Barmer	94141-22194
6	Mr. Chandan Mal	DPC	Bharatpur	DPC, Bharatpur	05644-224711
7	Mr. Shiv Prakash Joshi	APC	Bhilwara	C-207, R.K. Colony Bhilwara	01482-239620
8	Mr. Manoj Kumar Prajapat	ADPC	Bikaner	City kotwali, Kumoroh Ka Mohalla, Bikaner	0151-2226571
9	Mr. Prabhu Lal Jain	BRCF	Chittorgarh	BRCF, SSA Chittorgarh	01471-226595
10	Mr. Natulal Verma	DPC	Churu	DEO office, Churu	01562-251303
11	Mr. Raj Kishore Mathur	A.En.	Dausa	04/64, Vidhyadhar Nagar, Jaipur	0141-2339099
12	Mr. Kishan Singh Dixit	APC	Dholpur	DPEP, Dholpur	05642-223924
13	Mr. Arjan Lal Yadav	APC	Dungarpur	APC, SSA, Dugarpur	02964-234514
14	Mr. Balvindar Singh	ADPC	Hanumangarh	30, Kachari Road	01552-266237
15	Mr. Ashok Yadav	APC	Jaipur	13-A, Suraj Nagar (East) Civil Lines, Jaipur	0141-2221255
16	Mr. Pratap Chand Panwar	APC	Jaisalmer	DPC office,	02992-25587

				Jaisalmer	
17	Mr. Mohan Lal Parihar	APC	Jalore	DPC Office Jalore	02973-225514
18	Mr. Kalyan Prasad Meena	DPC	Jhalawar	Ambica Bhawan, Patan Road, Jhalawar	07432-232283
19	Ms. Devlata Chandwani	ADPC	Jhunjhunu	DPEP, Jhunjhunu	01592-234696
20	Mr. Bhagirath Vishoni	A.En.	Jodhpur	252, Section - 7, Ext. New Power House Road, Jodhpur	94142-47730
21	Mr. Ram Chandra Rawat	DPC	Karouli	DEO Office, Karouli	
22	Mr. Mahendra Sharma	ADPC	Kota	DPEP Kota Room no. 66, Collectorate campus, Kota	
23	Mr. Mahendra Singh Jhala	APC	Rajsamand	Guru Kripa, Kishore Nagar, Manda	02952-224033
24	Mr. Satyanarayan Sharma	DPC	Sikar	DPC office, Sikar	01572-255728
25	Mr. Kishan Singh Rajawat	ADPC	Sirohi	DPC Office, Sirohi	02972-222686
26	Mr. Mohan Lal Swami	DPC	SriGanganagar	DPEP/SSA, Ganganager	0154-2466386
27	Mr. Nawal Singh Rathore	ADPC	Tonk	DPEP, Tonk	9414257626
28	Mr. Narayan Lal Rao	ADPC	Jhalwar	Ambica Bhawan, Patan Road, Jhalawar	07432-233183
29	Mr. Gunjan Pratap Singh	D.C.SWSHE	Tonk	Asmat Villa, Badwali Haveli, Subhash Bazar, Tonk	
30	Mr. Chandu Khan	B.C. SWSHE	Tonk	DPEP Tonk	
31	Ms. P. Amudha	P.O. UNICEF Delhi			
32	Ms. Kathleen Shordt	IRC Netherlands			
33	Ms. Mariella Snel	IRC Netherlands			
34	Mr. S.N. Dave	P.O. UNICEF Jaipur			
35	Mr. Niramal Chittora	Consultant			
36	Mr. Dhruv Yadav	Trg. Coordi. SRC			
37	Ms. Shika Wadhawa	UNICEF			
38	Mr. C.K. Mathew	Pr. Secretary Edu. GOR			
39	Mr. Bharat Meena	Secretary, PHED, GOR			
40	Mr. P.K. Saxena	Chief Engineer, RCPE			

41	Mr. Lalit Kishore Lohmi	Chairman, SRC		
42	Mr. Anil Roongta	Director, SRC		
43	Mr. Dushyant Agarwal	P.O. SIERT Udaipur		
44	Dr. Kamla Jain	Reader, SIERT, Udaipur		
45	Ms. Sushmita Dutta	UNICEF		
46	Ms. Sangeeta Jacob	UNICEF		
47	Mr. Ganesh Nigam	UNICEF		
48	Mr. S.C. Purohit	Director, SIERT Udaipur		
49	Prof. Mohan Shrotriya	Rapporteur		
50	Mr. S.S. R. Sharma	Secretary, RAEA		
51	Mr. MKM Joshi	PHED Jaipur		
52	Mr. K.C. Sancheti	CE @ PHED		
53	Mr. Manoj Mathur	A.En. RCPE		
54	Mr. N.K. Purohit	T.O. SWSHE		
55	Mr. Girish Bhardwaj	H.Edu. Officer SWSHE		
56	Mr. Mahendra Kumar	Stat. Asstt. SWSHE		
57	Mr. Varun Gupta	MIS Asstt. SWSHE		
58	Mr. Maharaj Kishore	RCPE		
59	Mr. Dinesh Prohit	SRC, JAIPUR		
60	Mr. Dildeep Sharma	SRC, JAIPUR		
61	Mr. Amit Srivastav	SRC, JAIPUR		
62	Mr. Kundan Singh	SRC, JAIPUR		

Training Cum Workshop on SCHOOL WATER, SANITATION & HYGIENE EDUCATION

12th May to 14th May 2005

Hotel Jaipur Ashok, Jaipur

SCHEDULE

Objectives:

- Knowledge sharing on hygiene and sanitation & global experiences on impacts on learning achievements
- To inform the SSHE programme & its components and develop common understanding among the programme managers on programme guidelines
- To discuss & agree the roles of stakeholders and project management structure.
- To discuss & agree the programme monitoring / reporting tools & mechanism
- To develop a road map for rolling out SWSHE during the year 2005-06 & develop an implementation strategy

Time	Session	Speaker/ Moderator
DAY 1 – 12.05.05		
0930 –1000	Registration	
1000 – 1100	<ul style="list-style-type: none"> • Welcome address • Aims and objectives of the workshop • Inaugural Address • Vote of Thanks 	Mr. C.K. Mathew, Principal Secretary, Education, Government of Rajasthan, Jaipur Ms. Kathlene Shordt, IRC, Netherlands Director, RCPE, Jaipur
1100-1115	Coffee break	
1115 - 1145	Introduction & Expectations	IRC
1145 - 1215	Global Action for call <ul style="list-style-type: none"> ○ SWSHE Package ○ Roundtable declaration 	IRC Amudha, PO, WESS, UNICEF, New Delhi
1215-1300	The knowledge base <ul style="list-style-type: none"> ○ Goals ○ Health, education, gender, hygiene perspectives ○ Programme elements ○ Construction/design ○ Outreach to home and community 	IRC
1300-1400	Lunch Break	
1400-1515	The good school: micro-level What are the minimum indicators for a successful school in SWSHE? What are typical problems?	IRC
1515-1600	Stakeholder Analysis: Roles & Responsibility	SND, PO, WES, Jaipur
1600-1645	Experience from National / International SWSHE projects Sharing of experiences & Learning's of SSHE districts in India	IRC
1645-1715	Review of day. Pre-view of next day's activities Select reporter for next morning. Mood meter.	IRC

Day 2 - 13.05.05		
0900-0930	Review of previous day (reporter)	Participant
0930-1030	Management and mid-level structures of SWSHE The Rajasthan experience <ul style="list-style-type: none"> o Partners and stakeholders o Management cycle and tasks district + block o Training all levels o Supervision and monitoring o Construction Case study with discussion: Challenges to expanding the programme with quality.	DPC, Alwar/Tonk RCPE
1030-1130	<ul style="list-style-type: none"> o Salient features of State plan of action for SWSHE o Resources under TSC, SSA, Swajaldhara & other programmes for SWSHE 	RCPE/State SWSHE cell
1130-1145	Tea Break	
1145-1300	Quality education package & linkages with SWSHE interventions for learning achievements	Shushmita Dutta, PO, Education, UNICEF, Jaipur
1300-1400	LUNCH	
1400-1500	Water quality management <ul style="list-style-type: none"> o Water quality Standards o Fluoride mitigation programme o Fluoride removal techniques o Rain water harvesting models for schools & its management o Learning from School Fluorosis Mitigation programme, Tonk 	N.K. Purohit, Technical Officer and State Coordinator, SWSHE cell, RCPE, Jaipur Nirmal Chittora, Consultant, WES
1500-1600	Programme Guidelines Design, technology and national guidelines & state guidelines on sanitation facilities. Hygiene Education Guidelines	N.K. Purohit, Technical Officer and State Coordinator, SWSHE cell, RCPE, Jaipur Nirmal Chittora, Consultant, WES
1600-1630	<u>Supplementary reading material on Hygiene Education & its transaction</u>	Director, SIERT, Udaipur Girish Bhardwaj, Hygiene Education Officer, state SWSHE cell, Jaipur
1630-1700	Review of day. Pre-view of next day's activities Select reporter for next morning. Mood meter.	IRC

Day 3 - 14.05.05		
0900-0930	Review of previous day (reporter)	Participant
0930-1100	Scaling up with quality: institutions and resources Organizational structure and resource flow linking TSC & SSA .	IRC SN Dave, PO, WES, Jaipur
1100-1115	Tea Break	

1115 - 1300	Preparing capacity development plan for the district including, for specific groups: <ul style="list-style-type: none"> o Orientation & Training plan o Class room learning & Competitions o Construction of facilities its maintenance & use o Community participation 	Group work
1300-1400	LUNCH	
1400-1500	MIS for SWSHE and reporting system Mechanism for implementation & Monitoring	Amudha, PO, WESS Mahendra Birjanja Statistical Assistant, SWSHE Cell
1500-1600	Road Map for rolling out SWSHE in districts Debriefing from participants: inputs needed at district level.	Participatory IRC
1600-1700	Closing remarks Participants IRC SRC UNICEF (OIC, FO, Jaipur) Sumita Ganguly, PO, WESS, New Delhi GoR (Secretary, Education, Director, SSA)	Mr. Bharat Meena, Secretary, PHED, Government of Rajasthan, Jaipur Sumita Ganguly, PO, WESS, New Delhi
1700-1715	Vote of Thanks	
	Tea	

Expected Outcomes

- District programme managers fully aware on SSHE programme & their roles
- Road map for scaling up SWSHE programme 2005
- Implementation Strategy
- Workshop Report

Implementing Agency – SWSHE cell, RCEP Jaipur and SRC, Jaipur

Technical & Financial Support – IRC, UNICEF

Key Resource persons – Ms Kathlene Shordt, IRC
Ms Marielle Snel, IRC
Ms. Amudha, WESS, UNICEF

Participants – DEOs / ADPCs from all 32 districts

Resource material to be distributed -

1. Set of two SSHE Guide lines (GoI) in Hindi
2. Set of two SSHE Guide lines (GoR) in English
3. School ki swachhata in Hindi
4. State SWSHE plan (in English)
5. TSC guidelines in Hindi
6. Swajaldhara guidelines in Hindi
7. Call for action – Roundtable conference
8. Newsletter – SWSHE Tonk
9. Set of five books as supplementary reading material on HE
10. School and village indicator register (Tonk Alwar)

School Water, Sanitation and Hygiene Education
District Action plan

District: _____

Promotion of school sanitation and hygiene education	Time frame	Responsible Officer	Action points	Work completion indicator
1. Functional District SSHE cell				
i) Placement of District coordinator				
ii) Base line survey & review with TSC proposal for coverage of facilities				
iii) Prepare District plan of action in consultation with all key line departments and as per provisions taken in TSC proposal & submit for sanction to DWSC State cell				
2. Resource mobilisation and funding				
i) From TSC				
ii) From SSA				
iii) From Panchayats				
iv) From SDMC / PTA and community				
v) Other programmes				
2. Orientation and sensitisation trainings on SSHE				
i) District level workshop for DLOs on SWSHE				
ii) District level TOT on SSHE.				
iii) Training for BRCs and BWSC consisting of key block officials.				
iv) Training for HMs on SSHE.				
v) Training for teachers on SSHE.				

Promotion of school sanitation and hygiene education.	Time frame	Responsible Officer	Action points	Work completion indicator
vi) Sensitisation training for SDMC and VWSC members on SSHE.				
vii) Training for scouts and Health club leaders.				
3. Building technical Capacity of engineers and masons				
i) Technical Drawings on suitable design options for different schools for RCPE/SSA engineers.				
ii) Training of engineers and masons on the various technical options				
4. Construction of facilities				
i) Decision on facilities based on requirement and existing facilities				
5. Monitoring and maintenance of facilities				
i) Formation of school health clubs/committees with children for upkeep of facilities.				
ii) Sanitation monitors/ scouts in schools				
iii) School management committee/VWSC to repair and maintenance of existing facilities.				
iv) Sanitation and hygiene monitoring through STARS/ index				

Signature _____

Designation _____

Date _____

Roles and responsibilities of key stakeholders at different levels

Functional level	Key actors	Responsibilities
School	Students	Use safe water and sanitation facilities
		Regularly practice hygiene behaviour
		Leave the sanitation facilities clean after every use
		Guide younger children to use facilities
		Keep classroom and school environment clean
		Participate actively in school health committee activities
		Take sanitation and hygiene messages home.
		Educate family members and neighbours
		Health club to do Household survey in the school's catchment area.
	Rallies in the village	
	Teachers	Lead by example use sanitation facilities always
		Keep the toilet open for use by all children
		Teach the children how to use and keep facilities clean
		Guide and supervise school health club activities
		Teach sanitation and hygiene songs.
		Help the head master in all SSHE activities
	Head master	Regularly monitor the use of facilities
		Lead the school SSHE team
		Share sanitation and hygiene messages with all children in school prayer daily
		Prepare roaster for School health committee
		Actively coordinate with VEC and Panchayat
		Organise and monitor repairing of existing facilities. Use the maintenance grant under SSA for repair of school facilities.
		Organise, collect resources and funds for new facilities.
		Motivate teachers and students to keep the school facilities and environment clean
		Organize rallies and IEC activities in the village
		Support and supervise construction of school toilet
		Support BHESST member in monthly Monitoring of the school
Display monitoring card and star in a prominent place in the school		
Actively involve the community members in all the school activities		

Functional level	Key actors	Responsibilities
Block	BHESST members	Provide overall leadership to all SSHE activities in the block
	AEE0	Assessment of existing water and sanitation facilities in all schools in the block
	AAEEO	Categorization of schools as A,B and C.
	BRC Supervisor	Planning for capacity building of schools.
	BRT Educators	Resource persons for cluster level training of school teams
	AE(TWAD)	Collection of school level details and plans.
	BHS/BEE(Health)	Sustained motivation and guidance of school SSHE team
	CDPO(ICDS)	Joint monthly monitoring of schools with school headmaster
	EO(AD) RD	Monthly compilation of school level information collected by all members.
	BC (Conti. Edn)	Support school team in mobilizing resources in funds.
	BC(TSC)	Converge all departments' effort to create adequate water and sanitation facilities.
		Award STARS to schools
		Participate in monthly District SSHE meeting and share block report.
		Select best schools within the block and recognize the contribution of good headmasters and teachers.
		Prepare success stories for Newsletter
District	District SSHE team	Organise and coordinate all SSHE activities in the district.
		Planning, guiding implementation, release of funds, monitoring of all SSHE activities
		Organizing capacity building of BHESST teams and school cluster trainings.
		Assess demand for facilities and prepare district SSHE plan
		Compilation of SSDMS data
		Organise training for Engineers on design options.
		Ensure convergence and coordination between all departments.
		Recognise and award good work by BHESST members.
		Support IEC campaign activities.
		Documentation of success stories.

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Roles and Responsibilities of Stakeholders

Functional Level	Stakeholders	Roles/ Responsibilities
Primary	<ul style="list-style-type: none"> ▪ Education /SSA ▪ PRI /RDD ▪ Community ▪ AWW ▪ Child ▪ Parent ▪ NGO ▪ GOI / GOR ▪ UNICEF ▪ Teacher ▪ SDMC/PTA/MTA 	<ul style="list-style-type: none"> □ Implementation □ Environment building □ USE □ Maintenance □ Monitoring □ Transfer Knowledge /Dissemination □ Reporting
Secondary	<ul style="list-style-type: none"> ▪ Education /SSA ▪ PRI /RDD ▪ Community ▪ PHED ▪ Health Deptt. ▪ AWW ▪ Child ▪ Parents ▪ NGO ▪ District Admin. ▪ Media ▪ UNICEF ▪ GOR/GOI ▪ L & CE ▪ Teachers ▪ SDMC/PTA/MTA ▪ CBO 	<ul style="list-style-type: none"> □ Support □ Resources □ Monitoring □ Supervision □ Capacity Building □ Guidance □ Review □ Facilitate □ Coordination

Block	School	Facility	Percentage
Block 1	School 1	Drinking water	100%
Block 1	School 2	Toilet	100%
Block 1	School 3	Hand washing	100%
Block 1	School 4	SSHE training	100%
Block 2	School 5	Drinking water	100%
Block 2	School 6	Toilet	100%
Block 2	School 7	Hand washing	100%
Block 2	School 8	SSHE training	100%
Block 3	School 9	Drinking water	100%
Block 3	School 10	Toilet	100%
Block 3	School 11	Hand washing	100%
Block 3	School 12	SSHE training	100%

What is GIS?

- A geographic information system is a computerised data management system designed to capture, store and analyse spatial data.



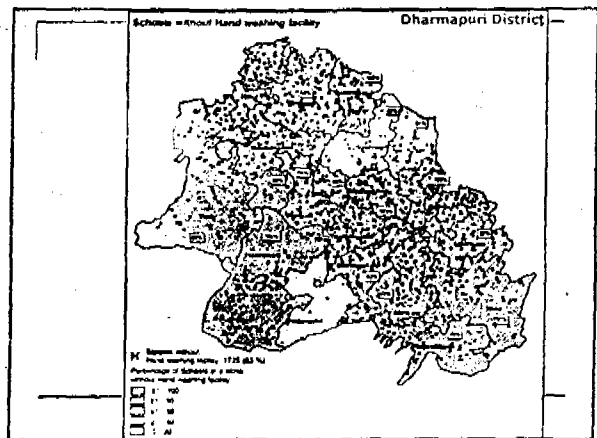
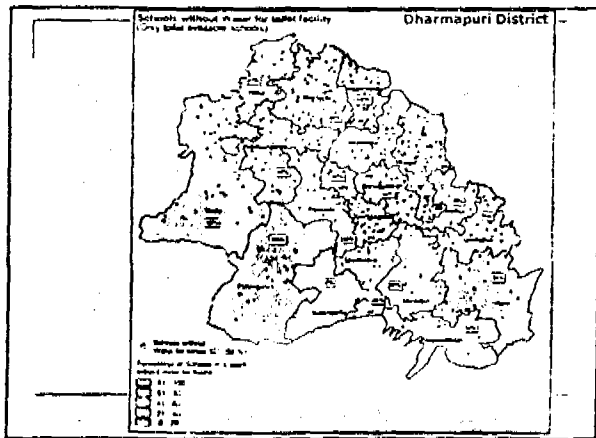
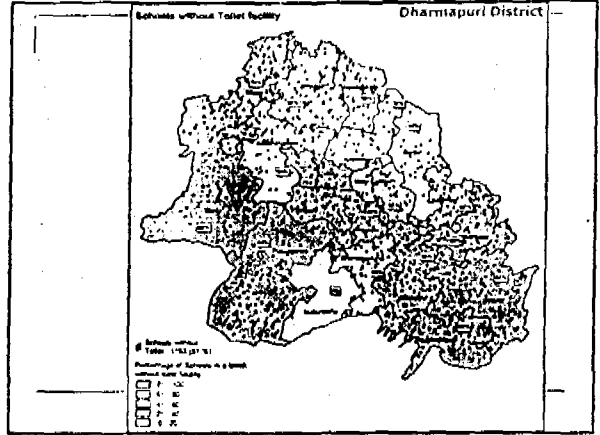
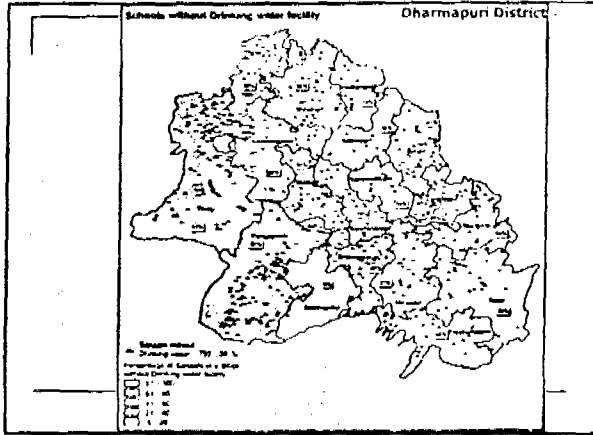
Step 3: Mapping of data and Analysis

- The attribute information collected are attached to the schools.
- Analysis are done using Arc View GIS software
- Schools without the following facilities are presented for effective planning and promotion.
 - Schools without drinking water facility
 - Schools without Toilet facility
 - Schools without Water for toilet
 - Schools without Hand washing facility
 - Schools without SSHE training.
- The point data on the map indicates the schools without given facility
- The background colour depicts the percentage of schools in a block without given facility

Use of GIS for promotion, planning and monitoring

- **Baseline data...**
Collection/collate and analysis to assess coverage and functionality
- Use of GIS for depicting data spatially for understanding disparity within blocks in a district
- Helps in planning and convergence of resources within the blocks
- Enhances interdepartmental coordination





Step 4: Quality of data

- Efforts made to clarify and define indicators
- First round of data collection – quality ?
but still served purpose of stimulating discussion and Collaboration
- Mapped data is a powerful incentive for accurate field data collection
- System supports continued improvement in quality

Don't bite more than you can
chew....

Collect what is useful
analyse what is required and
Share for improvement down the line

13/11/2009

Amal Kumar, UNICEF, New Delhi

