

**Report
On
Second National School Sanitation and
Hygiene Education Workshop
Dhulikhel, Nepal**



28-30 June, 2000

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Hygiene Education Workshop**
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PREFACE

The efforts for school sanitation and hygiene education in Nepal have been ongoing through individual projects for many years. Since mid-1999, however, Nepal's efforts in this area are going through an important transformation. This started when, through a national initiative, most key agencies involved in SSHE in Nepal set out to review all activities in this area. Based on joint field assessments and a 1st National SSHE workshop in June that year a compilation of lessons learned and best practices from Nepal and all over the world was made and shared with all. On the basis of the outcome a national SSHE guideline was developed. The transformation got a start when four districts – spread over the whole width of the country from Far West to East- decided to form District Steering Committees for School Sanitation and Hygiene Education and thus direct the multi-sectoral efforts from within the districts themselves.

The 2nd National Workshop was organized as a follow-up action to a global National School Sanitation and Hygiene Education workshop and to review the progress and bottlenecks experienced by the districts and to review the next steps.

This report presents the findings of the workshop. Many agencies and individuals made very valuable contributions, to know the teams from the Ministry of Education, from the Department of Water Supply & Sewerage, the Nepal Red Cross Society, the district teams and the NGOs inside the country, but also The Government of The Netherlands, National Committees in Japan and Finland (UNICEF) and key support agencies like IRC and WHO.

The report includes the outcome of focused sessions on Monitoring & Evaluation, Advocacy, the School Physical Improvement Plan Initiative in Nepal, the FRESH START Initiative on Life Skills by Support Agencies for SSHE and a sharing on SSHE initiative in Bhutan. The report concludes with the presentation of action plans agreed upon by decision makers from all levels, present at the workshop. If all these actions will be undertaken as planned, a year from now substantial progress will be achieved in several key areas: teacher training on life skills focusing on hygiene and sanitation; water supplies and toilets for all pilot areas and coordinated efforts in planning, implementation and sharing of innovative ideas. Such sharing will then be able to extend to various countries of South Asia and worldwide.

The excellent cooperation of the central team was key to undertaking all preparations and organization of the workshop. This report was prepared by the diligent and able work of Mr. Prem Nidi K.C., sociologist Western Regional Directorate, DWSS and key trainer on SSHE, who undertook the reporting task voluntarily.



Hans Spruijt
Chief Child's Environment Section
UNICEF-Nepal

List of Acronyms

ADDCN	=	Association of District Development Committee of Nepal
BPEP	=	Basic and Primary Education Project
CDC	=	Curriculum Development Center
CHRDU	=	Central Human Resource Development Unit
CPMO	=	Central Project Management Office
CTEVT	=	Center for Technical Education and Vocational Training
DDC	=	District Development Committee
DDG	=	Deputy Director General
DE	=	District Engineer
DEP	=	District Education Plan
DFO	=	District Field Officer
DOE	=	Department of Education
DOH	=	Department of Health
DPCP	=	Decentralized Planning for Child Program
DPHO	=	District Public Health Office
DRD	=	Deputy Regional Director
DSA	=	District Support Advisor
DSA	=	Daily Subsistence Allowance
DWSS	=	Department of Water Supply and Sewerage
ESS	=	Environmental Sanitation Section
FINIDA	=	Finish Development Agency
FO	=	Field Officer
GO	=	Government Organization
HMG	=	His Majesty's Government
HSEB	=	Higher Secondary Education Board
IHE	=	Institute of Hydro Engineering
INGO	=	International Non-governmental Organizational
IRC	=	International Water and Sanitation Center
JICA	=	Japan International Co-operation Agency
JMA	=	Japan Medical Association
JPO	=	Junior Project Officer
JRC	=	Junior Red Cross Circle
LDO	=	Local Development Officer
MOES	=	Ministry of Education and Sports
MOU	=	Memorandum of Understanding
NAVIN	=	National Association of Village Development Committee in Nepal
NCED	=	National Center for Education
NEWAH	=	Nepal Water for Health
NGO	=	Non-governmental Organization
NRCS	=	Nepal Red Cross Society
O&M	=	Operation & Maintenance
PCRW	=	Production Credit for Rural Women
PO	=	Project Officer

PST	=	Primary School Teacher
PTTC	=	Primary Teacher Training Center
RC	=	Resource Center
RCY	=	Youth Red Cross Circle
RP	=	Resource Person
RWSSSP	=	Rural Water Supply and Sanitation Sector Project
SC	=	Steering Committee
SEDU	=	Secondary Education Development Unit
SLC	=	School Leaving Certificate
SMC	=	School Management Committee
SPIP	=	School Physical Improvement Project
SPW	=	School Partnership Worldwide
SS	=	School Supervisor
SSHE	=	School Sanitation and Hygiene Education
TOT	=	Training of Trainers
UNESCO	=	United Nation Educational Scientific and Cultural Organization
UNICEF	=	United Nation International Children Emergency Fund
VDC	=	Village Development Committee
VIP	=	Ventilated Improved Pit
VIPP	=	Visualization in Participatory Planning
WB	=	World Bank
WDO	=	Women Development Officer
WDS	=	Women Development Section
WES	=	Water and Environmental Sanitation
WHO	=	World Health Organization
WRD	=	Western Regional Directorate
WSSP	=	Water Supply and Sanitation Project
WW	=	Women Worker

Executive Summary

Thousands of children, even though they survive the few years of life, do not reach their full physical, mental, and intellectual potential due to the irreversible damage caused by frequent bouts of communicable disease related to inadequate hygiene, sanitation and water supply facilities. Diarrhea is one of the major child killer diseases in Nepal. Hygiene and sanitary practices are essential to prevent the water and sanitation related disease.

A considerable portion of our country's population has been studying in schools. After the family, schools are most effective means of socializing places/agents to children. There is a traditional adage " practice makes a person perfect" in this respect. Children are enthusiastic, ready to exploit their capability to its fullest and receptive to new ideas. Only schools can provide them the chance to inculcate, to cultivate good habits on sanitation and helps for the continuity and adaptation of educational behavior and practice right from the childhood. Hence, children are the best possible and most effective channels to ameliorate the habit of hygiene and sanitation practice from school to home and ultimately to the community. In summation, children are helmsmen of future and responsible parents also. For this purpose, schools can be the most effective, cheapest, easiest means to disseminate sanitation messages to improve the hygiene and health condition of children.

Nepal is one, out of six nations in the world where School Sanitation and Hygiene Education Program is ongoing as a pilot project. With the financial and technical support from UNICEF Nepal, Department of Water Supply and Sewerage, Department of Education and Nepal Red Cross Society organized a National Workshop on School Sanitation and Hygiene Education on 28-30 June, 2000. The sole purpose of this workshop was to let know all the line agencies, I/NGOs and donors about how SSHE pilot program is ongoing under the School Sanitation and Hygiene education Program and share the experience of Global School Sanitation and Hygiene Education Workshop for the betterment of the program activities. Participants were invited from the line-agencies, I/NGOs, educational sectors, districts, regional level and donors who are implementing/launching the SSHE program.

The workshop commenced informally. Most of the time used in group work, floor discussion, questions and answers, that made the workshop participatory. The participants gave valuable suggestions on the toilet design and cost estimate, monitoring and evaluation, advocacy, and school sanitation policy. At the end of the workshop the participants made written evaluation reflecting what they felt about the workshop. Most of the participants gave their votes on useful and very useful.

The workshop in retrospect was very fruitful in-connection with global workshop and to implement the School Sanitation and Hygiene Education Program activities in the field.

Major Recommendations of the Workshop

The workshop adopted the following further steps to be taken after the workshop.

- ❖ Integrate the SSHE program in DWSS, DOE, DOH and WDS program activities for the betterment of the SSHE program.
- ❖ DOE and DWSS need to play a key lead role to support/ implement the SSHE program.
- ❖ DWSS has already proposed a revised National Sanitation Policy to ratify from the council of ministers. After ratification, the school sanitation policy should be incorporated in the SSHE guideline.
- ❖ Private boarding schools could also be a partner of SSHE program, so the private school could be brought into the mainstream of the SSHE program.
- ❖ SSHE program should follow the bottom up approach regarding the selection of districts as well as schools.
- ❖ Coordination plays pivotal role to implement the program and further coordination among the line-agencies was adopted.
- ❖ Cost effective latrine design helps the VDCs/DDCs and SMCs to involve in this program because they have limited resources.
- ❖ It will be better to expand the SSHE programs in lower and secondary schools instead of only in primary schools.
- ❖ SSHE curriculum development is an important aspect to ensure that student's basis.
- ❖ It would be better to organize national workshop annually.
- ❖ Simple/appropriate technology options are to be developed for sanitation in schools so that they are easily to be maintained.
- ❖ The provision of facilities should be prioritized as water supply and toilets.
- ❖ Construction of facilities should be considered on gender basis.
- ❖ The commitment of teachers, DOE/DEO is the key to success the SSHE program.
- ❖ A right-based approach will be appropriate for the SSHE program implementation.
- ❖ There is need of a permanent school management committee for the implementation of SSHE program in local level.
- ❖ Each school must prepare a yearly plan of action on hygiene and sanitation under the guidance of SC/DEO.
- ❖ Prior to government approval and upgrading of school, latrine component should be a must (prerequisite).
- ❖ Previously the SSHE guideline designed three-day's orientation workshop for primary school teachers based on school teacher training requirement on sanitation & hygiene and SSHE program. Due to central level's strong comment it was later on squeezed in two-day. After completion of trainer's and trainee's orientation/workshop, they gave strong feedback and this workshop also recommended three-day's orientation workshop instead of two-day for the development of capacity of teacher.

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1. INTRODUCTION

Frequent occurrence of communicable disease especially diarrhea is attributed to in-sanitary conditions, poor hygiene and unhygienic sanitary practices in our country. This being the reason, promotion of sanitation by all sectors is seen as a dire need in the present situation. A considerable portion of our country's population has been always studying in schools. The huge network of primary school existing in our country can be used for the dissemination and expansion of sanitation and hygiene education messages and practice. Children are helmsmen of the future as future parents. They are enthusiastic, ready to exploit their capability to its fullest and receptive to new innovative ideas. Only schools can provide them the chance to inculcate and cultivate good habits for sanitation and can help to promote continuity and adaptation of educational behaviour and practice right from the childhood. Hence, children are the best and most effective channels to improve the habits of hygiene and sanitary practice from school to home and ultimately to the community.

After the family, schools are most important places of socializing for children. Schools can make children in to full-grown up bonafide citizens. Child Right Act also advocates that children should get chance to grow mentally, physically and psychologically fit.

Nepal is one of the six countries included in a UNICEF/IRC pilot programme for School Sanitation & Hygiene Education. From 11-18 March, 2000 a Global Workshop on School Sanitation and Hygiene Education was held in Delft, the Netherlands. The six countries presented country-level action plans to implement the school sanitation and hygiene education (SSHE) programme. The global workshop was one of the agenda points of 2nd national SSHE workshop in Nepal.

The main objective of the 2nd National SSHE workshop was to discuss the background in retrospect, evaluate the successes and bottlenecks of the SSHE programme, brief on SSHE global workshop outcomes and disseminate and orient on the SSHE programme guideline. On the basis of this objective development of common understanding and commitment on key issues and feedback for further improvement and extension on SSHE programme is envisaged.

The three-day workshop was organized from 28 to 30 June, 2000, with the financial and technical support from UNICEF and under the joint coordination of the Department of Water Supply and Sewerage (DWSS), Department of Education (DOE) and Nepal Red Cross Society (NRCS). The workshop agenda is given in annex I.

The SSHE programme guideline clearly states that the programme is being implemented through three different approaches. The first way is intensive through district management approach & covers four districts, second non-intensive through project follow up approach & covers three districts and third one is project partnership approach & covers only one district at present. The concerned districts in which all these three different approaches are being applied, are clearly indicated in the map of Nepal attached.

Agenda and Participants:- The agenda of the workshop is given in annex II. Participants were invited from the line-agencies, I/NGOs, sanitation and education sectors, districts, regional level and donors who are implementing/launching the SSHE programme. The list of the participants is given in annex III.

2. WORKSHOP PROCEEDING AND FINDINGS

2.1 Inaugural Session

The second National School Sanitation and Hygiene Education Workshop commenced informally. Mr. Hari Ram Koirala, Project Manager of Fourth Rural Water Supply and Sanitation Sector Project, DWSS, after welcoming the participants, delivered the inaugural address. He shortly briefed the objective of the workshop and elaborated the short annals of SSHE programme.

Subsequently, the another speaker was Mr. Lava Prasad Tripathi, Director of Primary Education. He shared detail information about the ongoing activities launched by DOE throughout the country. His main points/activities which influence the sanitation and health & hygiene in the school level were:

- Curriculum development center (CDC) develops curriculum, revises the curriculum and organizes the orientation to the teachers.
- National center for education development organizes management training to the headmasters, section officers, and district education officers. It also organizes the resource person training.
- Under Basic and Primary Education Programme (BPEP) II phase, District Education Office organizes 6-day resource person orientation, 10-day modular refresher process and 10-day whole school approach primary teacher training.



Project manager (CPMO) Mr. Koirala delivering welcome speech



Director (DOE) Mr. Tripathi delivering inaugural

session



Chief (ES) Mr. Meyers addressing the participants during inaugural session



Chief (WES) Mr Spruijt during his inaugural session

Likewise Mr. Tirtha Raj Onta, Executive Director, Nepal Red Cross Society, addressed the workshop. He highlighted the NRCS's programme activities especially in water supply and child to child approach. NRCS has 75 branch and 500 sub-branch offices throughout the country. Another potential aspect of NRCS is Junior Red Cross Circle (JRC) and Youth Circle (RCY) in schools and campuses. There are 3000 JRCs and RCYs throughout the country, which would be potential resource and proper channel to disseminate the sanitation and hygiene education messages. He gave suggestion to concerned agencies that if the sanitation policy reached in the grass root level, NRCS could help the promotion of sanitation.

Similarly, Clifford Meyers, Chief of Education Section of UNICEF Nepal, addressed the inaugural session. He expressed his happiness on the integration of water and environmental sanitation and education sector to implement the SSHE Programme. He said that JRC/RCY might be a potential means for SSHE programme implementation. He highlighted the girl's dropout from school due to lack of sanitation facilities.

Ms. Eveline Bolt, representative from IRC, the Netherlands also addressed the workshop. She focused on relationship between global and national workshop of the SSHE programme.

Likewise, Mr. Hans Spruijt, Chief of WES, UNICEF Nepal, delivered his valuable contribution regarding SSHE in this inaugural session. He highlighted the brief history of SSHE and the role of education to prepare human resources. The SSHE programme is needed to incorporate life skill such as health, hygiene education but also nutrition education. Mr. Spruijt referred to the BPEP programme and the expectation that SSHE will be incorporated fully in BPEP. The introduction of the SPIP programme by the Ministry of Education is very positive. Mr. Spruijt concluded stating that since the 1st SSHE workshop the Steering Committee had targeted hundreds of schools and that thousands of teachers participated in SSHE orientations organized by steering committees and that cooperation among the partners is becoming clear.

2.2 FIRST DAY

2.2.1 Schedule Sharing and Participant's Expectation Collection: Facilitated By Mr. Namaste Lal Shrestha and Mr. Mukti Pokharel

After the inaugural and opening session, NRCS/JRC Mr. Mukti Pokharel, shared the proceeding session's schedule. Mr. Namaste Lal Shrestha, UNICEF Nepal, highlighted the agenda. After sharing the schedule, facilitators collected the participants' expectations. For this purpose, the participants were divided into five groups and each group consisted of twelve members. Five Meta-Cards(VIPP) were provided to each group for the writing purpose of expectation. The expectations were further categorized showing the following broad groups of expectation.

- ❖ Identification of clear-cut strategies for coordination among various organizations working in the field of SSHE at different levels.
- ❖ Development of indicators for monitoring and evaluation of the integrated SSHE programme.
- ❖ Ways and means to be considered to make the SSHE programme sustainable.
- ❖ Toilets constructed under school sanitation programme are generally used by teachers only. Most of the toilets are in dilapidated condition. What will be the repair policy of those structures?

When the plenary session opened, Mr. Ishwar Man Tamrakar, DDG of DWSS was designated the chairman for the third and fourth session of first day. Mr. Prem Nidhi K. C. was designated for the whole three-day as the rapporteur. The chairman had given full responsibility for the smooth conduct of the workshop. He thanked the organizer and gave permission to present the paper to Ms. Neera Shakya. Before starting the facilitation, Mr. N. K. Mishra and Mr. Tirtha Raj Onta gave suggestions to the facilitator, suggesting the presentation on the participant's expectations and field-based problems of school programme respectively.

2.2.2 Sharing On School Sanitation and Hygiene Education Global Workshop Outcomes: Facilitated By Ms. Neera Shakya, Deputy Directors, Training and Supervision Section, Department of Education/HMG

Ms. Neera Shakya shared the global workshop objectives; the participants of the workshop from Nepal and the strengths of the workshop. Under this topic she highlighted the following points:

- Workshop organizers were all women.
- Gender balance regarding the participants (16 males, 15 female).
- Resource persons of technical aspects, educational aspects and monitoring and evaluation were excellent.

- Management aspect of the workshop was very good.
- Participatory method was used most of the time.

Her another highlighted point was agreement between country representatives on common objectives and outcomes of the SSHE global programme. Under this issue she elaborated the following points. Objective attained till date.

- Country-specific, child-centered teaching programmes utilizing the life skill approach developed/ improved.
- Capacity to utilize technical guidelines for school facilities developed.
- Initiatives supported and sustained by the different stakeholders at community level.
- A methodology for improved school sanitation and hygiene education developed.
- The experiences of the pilot projects documented and disseminated.
- Global, Regional and National awareness and commitment towards school sanitation and hygiene education increased.

After Ms. Neera Shakya's presentation Mr. Namaste Lal Shrestha shared about the relationship between global and national workshop of SSHE programme. After that Ms. Shakya and Mr. Shrestha answered the questions which were raised by the participants regarding the global and national workshop related question.

2.2.3 Briefing on School Sanitation and Hygiene Education Programme Guideline and Primary School Teacher's Workshop Guideline: Facilitated By Mr. Namaste Lal Shrestha, Project Officer, Child's Environment /Water and Environmental Sanitation Programme, UNICEF Nepal

Mr. Shrestha linked the district level programme in connection with the global programme. He highlighted the following points of that have been done so far in this connection.

- ❖ Development of SSHE guideline, Primary School Teacher's Workshop Guideline and materials needed for the SSHE programme already developed.
- ❖ Various review meetings were conducted in central level as well as in district level.

He also disclosed Nepal's lack of documentation of the successful story in the developmental arena. Some participants shared thirty-five year's experience of school sanitation and hygiene education, which could not bring about behavioural changes among the students, as envisaged. So we have to think on this matter seriously. Mr. Shrestha highlighted again the characteristics of SSHE the guideline. The main points were:

1. Joint efforts of all concerned agencies regarding the funding, material and management and information.
2. Right based approach (by the children, for the children, and of the children).
3. Systematic and Innovative Process: Under this point are the following six activities such as Assessment, Capacity Building, Planning, Campaign, Promotion, and Operation & Maintenance of hardware aspects.
4. Sustainable and Continuous Process: The guideline talks about only five years of activities in first phase. After five years, schools must give continuity as before.

Again he briefed on the Primary School Teacher's Workshop Guideline. In this guideline there are twelve sub topics and one annex. Each topic provides details of each activity. This guideline has been prepared to guide and facilitate trainers.

After the presentation, the chairman opened the floor for the clarification. He summarized the last two sessions and closed the first day's session.

2.3 SECOND DAY

During the second day, we changed the seating arrangement. Participants were divided into five groups. Each group's name and the members of the each group are listed below.

Policy Group

1. R. Sharma
2. S. Khadki
3. B. P. Gautam
4. C. M. Phuyal
5. G. B. Singh
6. K. Shakya
7. H. P. Rijal
8. S. Rana
9. G. K. Chhetry
10. G. Rana

Advocacy Group

1. G. B. Shahi
2. T. Bhusal
3. U. Shrestha
4. R. L. Tuladhar
5. B. Gautam
6. G. Bhattra
7. D. Gauchan
8. G. N. Gopali
9. T. Kumar
10. K. P. Acharya

Technology Group

1. B. Ghimire
2. P. Bhatta
3. N. Shakya
4. S. Shrestha
5. B. R. Shrestha
6. A. M. L. Das
7. S. Koirala
8. N. K. Yadhav
9. Izumi Murakami
10. M. K. Dhakal

Monitoring and Evaluation Group

1. H. P. Neupane
2. K. Neupane
3. S. Khanal
4. R. Dhamala
5. H. P. Sharma
6. P. Bajracharya
7. B. Pradhan
8. R. B. Shrestha
9. Dr. Y. Pradhanang
10. S. Mishra
11. N. Mishra

Organizational Group

1. A. P. Mehata
2. T. R. Adhikari
3. K. Pokharel
4. R. N. Chaudhary
5. S. Acharya
6. B. M. Gyawali
7. S. Gurung
8. R. Khadka
9. C. P. Luitel
10. I. B. Shrestha

The group's names indicate the agenda for discussion of the group. The groups were requested to give suggestions on the name with the view at the improvement of the SSHE programme.

For the first and second session of second day, Mr. Hari Prasad Neupane, Chairman of JRC/RCY, Central Committee, NRCS, was designated chairperson. He opened the floor and requested to facilitate/present the paper to Mr. Pema Dhendrup of the Bhutanese School Sanitation Programme.

2.3.1 School Sanitation and Hygiene Education in Bhutan: Facilitated By Mr. Pema Dhendrup, Sanitation Officer, UNICEF Bhutan

Mr. Pema shared details Bhutan's school sanitation programme. There are 108 schools where School Sanitation and Hygiene Education Programme is ongoing in Bhutan. The 0-14 years population is 45 per cent. The access to safe water & sanitation is 80 and 85 per cent in 1999 respectively. The gross enrollment and net enrollment rate is 72 and 53 percent in 1998. The proportion of girls among primary students is 45 percent in 1997. The data shows that why School Sanitation and Hygiene Education is important in Bhutan. The specific objectives of the programme are:

- to enhance proper use and maintenance of existing water supply and sanitary facilities
- to improve hygiene behaviours of school children and through them to parents, communities and neighborhood
- to improve water supply and sanitary facilities

To meet the objective, the programme has followed multi-sectoral interventions; an integrated approach; and phase-wise implementation strategies. The main programme activities include teachers' orientation, preparation of action plan, and school-based in-service programme.

2.3.2 Briefing on School Sanitation and Hygiene Education Programme Activities/ Presentation / Discussion on Problems and Constraints

2.3.2.1 Experience of Chitwan District on School Sanitation and Hygiene Education Programme: Facilitated By Mr. Bisnu Ghimire, Chairman of District Development Committee, Titan

Chitwan district presenter about what has been done SSHE so far. The programme covers 110 schools of 14 VDCs of Chitwan district. The completed activities are Orientation to School Management Committee, Village Development Committee chairpersons, and Head Master; TOT for trainers; Orientation Training to 12 groups out of 17 groups Primary School Teacher and one day Orientation to Steering Committee. The strong points of the programme are:

- Most of the teachers participated in the orientation training.
- The school Management committee and parents of the students demanded the school sanitation and hygiene education programme to expand to the remaining other areas of the district.

2.3.2.2 Experience of Kapilvastu District on School Sanitation and Hygiene Education Programme: Facilitated By Mr. Tuk Raj Adhikari, School Supervisor of District Education Office, Kapilvastu

In Kapilvastu district the SSHE programme covers 91 schools of 26 VDCs. The presenter listed the completed activities under the SSHE programme.

- Formation of steering committee and orientation to SC.
- Co-ordination meeting was held between concerned agencies (RWSSP, UNICEF, NGOs).
- Selection of PDDP, DPCP, and PCRW VDCs for the implementation of SSHE programme.
- With the help of SC, DEO selected the orientation center.
- Selection of PDDP, DPCP, and PCRW VDCs for the implementation of SSHE programme.
- Organized one-day coordination meeting among the line-agencies and NGOs/INGOs.
- Conducted one-day orientation to 92 SMC chairpersons, 26 VDCs chairpersons and 92 headmasters. In total 208 persons participated.
- Conducted one-day TOT for the resource persons.
- A decision has been made to conduct orientation to teachers in RWSSSP'S selected 10-VDC as well as DPCP VDCs on July 2000.

He highlighted the strong points of the programme and gave suggestions to the organization.

- Co-ordination, co-operation and commitment of the Steering Committee are very good.
- As a secretary, DEO bore the full responsibility to conduct the orientation training.
- A full support was given by the resource persons to conduct the orientation training.
- The SSHE guideline is very interesting and helps to create new ideas.

Suggestions

- ◆ It will be better to increase time of TOT for resource persons and orientation/workshop to PST, to 2 and 3 days instead of one and two-day respectively.
- ◆ There must be room for flexibility for the programme implementation.
- ◆ It will be better to give incentives/prizes to the best schools.
- ◆ There is a need for a clear-cut decision on the participation of lower and secondary school in the SSHE programme.

2.3.2.3 Experience of Dadeldhura District on School Sanitation and Hygiene Education Programme: Facilitated By Mr. Gajendra Bahadur Shahi, Chairman of District Development Committee, Dadeldhura

Mr. Gajendra Bahadur Shahi facilitated the presentation from Dadeldhura, listing what has been done under the SSHE programme in the district so far. The completed activities are formation of steering committee; orientation on school sanitation and hygiene education to the steering committee; selection of seven VDCs and schools for this purpose; preparation of proposal and orientation on SSHE to VDC chairpersons, SMC chairpersons and head masters. The strong points of the programme mentioned him are:

- This programme has been successful to create awareness among local leaders.
- Commitment is given by all sectors.
- It has created a conducive environment in schools.
He presented the following constraints and problems faced during the programme implementation.
- Lack of coordination among the SC members.
- The DPHO is inactive
- There is not a similarity between the SSHE programme budget and the district level norms regarding the training.

2.3.2.4 Experience of Sunsari District on School Sanitation and Hygiene Education programme: Facilitated By Mr. Subhash Shrestha, Engineer of Water Supply Office, Sunsari

The SSHE programme covers 127 schools of 23 VDCs and one municipality. He listed the completed activities under this programme. He also highlighted the strength and weaknesses of the programme. He enlisted the completed activities as:

- Formation of the Steering Committee.
- Steering Committee meeting
- Decision made to select 127 primary schools for this purpose among the 23 VDCs and one Municipality.
- Meeting conducted between SC and UNICEF representative

- Decision made to conduct the orientation to SMC chairpersons, VDCs chairpersons and headmaster on 05/2/28 in five different centers at the same time.
- Conducted primary school teacher's orientation workshop.
- One-day orientation conducted by the DDC Vice chairperson and DDD regional members about the SSHE programme.

Strong points of the SSHE programme

- Coordination among the agencies is very good.
- After completion of the orientation, all the participants expressed their commitment for this programme.
- Transparency is one of the features of this programme.
- So many demands are coming from community to extend the programme in other schools.

Suggestions for betterment of the programme

- There is need for a permanent SMC for the sustainable implementation of the programme.
- There is need to make the three-day's orientation training to PST.
- Incentive is needed for the best schools for better motivation.
- There is need to develop a proper functional mechanism between SC and Schools to implement the programme.
- A clear-cut plan of action is needed for each school.

After the presentation by the four districts, an issue given to all the groups was " to improve the SSHE programme, what are the major issues needed in strengthening in policy, organization & etc".

The following suggestions were given by the groups:

Technology Group:

- ◆ Simple/appropriate technology options are to be developed for sanitation in schools so that they can be used and easily maintained on their own.
- ◆ The provision of W/S facilities should be prioritized before toilets.
- ◆ Construction of facilities should be considered on gender basis.
- ◆ The hardware and software aspects should go simultaneously (parallely).

Organizational Group:

- ❖ Coordination is needed among the SC members.
- ❖ There is a need to clarify the role and responsibility of SC members because the members are selected from different fields.
- ❖ A clear-cut MOU agreement format is to be developed between SC, VDC and schools.

Policy Group:

- Approach followed should be strictly a bottom up one.
- There is need for a clear-cut policy to involve the private schools in this programme.

Monitoring and Evaluation Group:

- There is a need to develop local level monitoring formats.

Advocacy Group:

- The Teacher's commitment is the key to success in the SSHE programme.
- A right-based approach will be appropriate for the SSHEP implementation.
- There is need of a permanent SMC for the implementation of SSHEP at the local level.
- Each school must prepare a yearly plan of action through the SC/District Education Office.

In this session, Mr. N. L. Shrestha clarified the unclear issues raised by the participants.



Advocacy group engaged in discussion

2.3.2.5 School Sanitation Policy: Facilitated By Mr. Nawal Kishor Mishra, Chief, Environmental Sanitation Section, Department of Water Supply and Sewerage.

Mr Mishra briefed the preparation on the revised National Sanitation Policy 2000 in which the school sanitation policy is incorporated. He informed all the participants that the revised National Sanitation Policy has been proposed to be ratified by the council of ministers. The morale/synopsis of SSHE programme reflected through his presentation advocates that: School is the most important place of learning for children. The School can influence families and communities with the help of outreach activities through their students. It is therefore important that the school has effective and adequate sanitation facilities.

1. The latrine component needs to be made a requirement (pre-requisite) prior to approval of new school and for upgrading an existing school. The latrine needs to be hygienic and sufficient for the students and teachers. The latrines should be constructed considering the gender aspect such as the privacy needs of girl students.
2. Increasing student's knowledge about health, hygiene/sanitation is not enough, unless, the knowledge is practiced in real life. Therefore, health and hygiene education up to the secondary level needs to be modified by incorporating theory and practical in equal proportion with VDC and SMC/Schools.
3. Children are very eager to learn and to help others and are very active, energetic and communicative. Childhood is the best time to learn hygiene behaviours and practice sanitation facilities. The School's children bear an important role in the household for taking care of their younger brothers and sisters. Therefore, a systematic school sanitation and hygiene education package (SSHEP) needs to be developed and used in an intensive way through district level steering committees to achieve uniformity, standardization, effectiveness, efficiency and cost sharing.
4. All primary school teacher's training/workshops need to be included as a part of school sanitation programme. The standard training package will be developed on the basis of SSHEP for this purpose.

2.3.2.6 A FRESH Start: Facilitated By Ms. Eveline Bolt, Representative of IRC/UNICEF, the Netherlands

It is a new concept focusing resources on reach in Effective School, Health, Hygiene, and Nutrition. It is a collaborative effort and supported by WHO, PAHO, WB, UNICEF and UNESCO to improve the health of school children. She highlighted the core intervention activities under this programme as: effective health policies for schools; safe water and sanitation for all schools; skill based health and nutrition education and school based health and nutrition services. For this purpose there is a need to build an effective partnership between teachers, health workers, community and pupil. The main aim of the school health programme is to improve learning and educational outcomes through enhanced health and nutrition.

2.3.2.7 School Sanitation and Advocacy: Facilitated By Mr. Hans Spruijt, Chief of Child's Environment/Water and Environmental Sanitation Programme, UNICEF Nepal

Similarly, Mr. Hans Spruijt highlighted the meaning of advocacy and the importance of advocacy to ensure political and social commitments from all levels and alliance building to lead to ultimate behavioural change at community level. During the presentation he focused on six steps of advocacy and its activities, which are as follows:

Steps to Effective Advocacy

- Target audience identification
- Develop an information base (situation analysis)
- Build a persuasive "argument"
- Act continuously
- Build partnerships with influential supporters
- Work with the media

Advocacy activities include

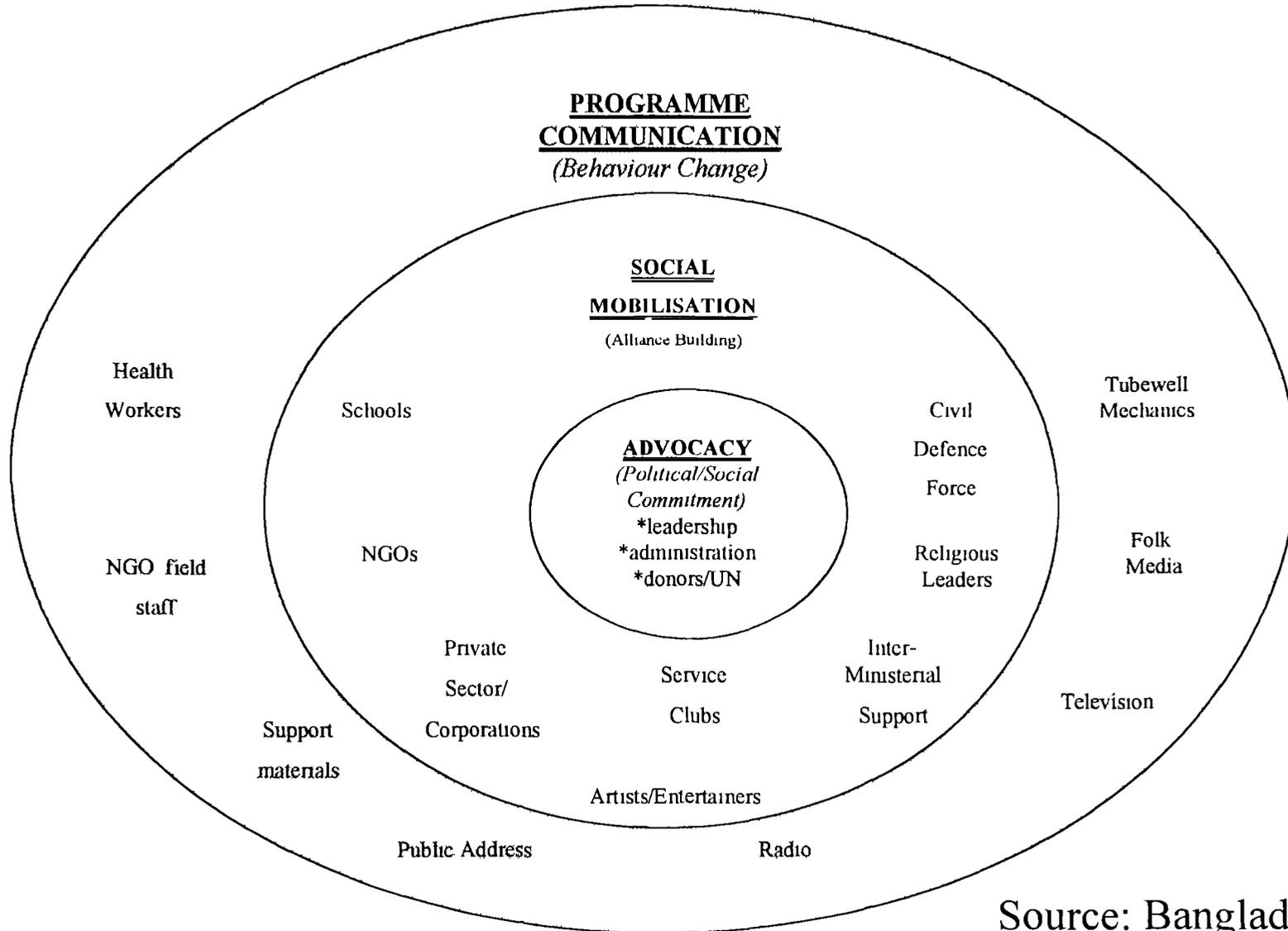
- Information Distribution
- Public Affairs (lobbying with decision markers etc.)
- Workshops and seminars
- Campaigns
- Media etc.

He pointed out the national, regional, district, community and school level's leaders on how to convince others to give priority on sanitation. After the facilitation, chairman opened the floor for discussion and requested to give arguments to support the advocacy matters for SSHE. The suggestions given by the participants were as follows:

- Children are helmsmen of the future.
- Democratic practices by children are must.
- Child health rights.
- A clean and healthy environment is prerequisite for effective learning.
- Invest today not for the future.
- 45 per cent of the population is comprised of school-going children.
- 28000 children die each year due to lack of sanitation.
- About 15 per cent girl's dropout rate is prevailing due to lack of sanitation facilities in schools.

Communication Strategy for Sanitation for All

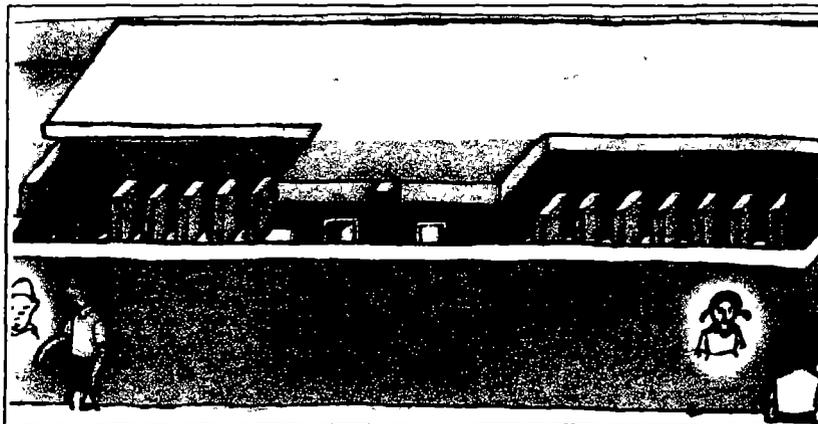
At the end of the session chairman summarized the two sessions.



Source: Bangladesh

2.3.2.8 Technical Aspect: Facilitated By Mr. Pravat Mishra, Consultant of Appropriate Technology on School Toilet Construction

For the last two sessions of second day, Mr. Clifford Meyers, Chief of Education Section, UNICEF, was designated chairman. Taking permission from the chairman, Mr. Mukti Pokharel highlighted the technical background of SSHE programme. The technical aspect covers construction of the building, water supply, soak-pit, garbage-pit and toilet etc. Then he handed-over the session to Mr. Prabhat Mishra, consultant of appropriate technology on school toilet construction. He presented the types of designs for toilets in different ecological regions. He again highlighted the cost estimate of toilets in different ecological regions. The toilet & urinal are designed considering the number of student and on the gender basis. Some participants gave feedback on high cost estimate of toilets and on the fact that there had not been coordination with toilet designs prepared by MOE. It would be better to have same toilet for the students and teachers on gender and number basis, if indeed the maintenance of the toilet is the main focus, they said. They also raised the issue on having the same number of toilet for equal number of boys and girl students rather than on 1:2 ratio respectively.



Design of toilet

2.3.2.9 Educational Framework: Facilitated By Mr. Laba Prasad Tripathy, Director of Primary Education Department/HMG

The last session was the Educational Framework and School Physical Improvement Programme (SPIP). He described the educational structure from top to bottom i.e. ministry level to school level. He highlighted the function of different organizations. He also highlighted the training as well as health and hygiene subject matter of primary level. The activities that influence the health and sanitation at the school level are Curriculum Development center (CDC) which develops the curriculum; revises the curriculum and organizes the orientation on curriculum to the teachers.

- The National Center for Education and Development (NCED) organizes, management training to the Head Masters, Section Officers, Districts Education Officers and Regional

education Directors. In addition to the NCED also organizes Resource Persons training for 30 working days. There are Primary Teacher Training Centers (PTTC) which conduct 10-month teacher training.

- The Department of Education (DOE) is responsible to implement the BPEP II phase, DOE organizes 6-day Resource Person (RP) orientations and 10-day modular refresher courses and a 10-day Whole School Approach primary teacher trainings at the resource center level. BPEP II phase has also 17 components which influences any programmes related to education. The BPEP II has also a programme for NGO or community service providers especially in early child-hood and Special Needs Education. District education Planning (School Improvement Plans, School Physical Improvement Plan, District Education Plan). In addition DOE has a community mobilization component under BPEP II focusing on mobilizing unserved children to be enrolled, increase retention and reduce dropout reduced as well as increase promotion rate.
- The DOE has now 919 Resource Centers and at the end of the BPEP II Phase there will be 1331 Resource Centers. The Centers are expected to organize frequent communication between the head masters, teachers and organize training workshop and seminars for them DOE has also continuous monitoring and evaluation activities under the BPEP II phase up-to the RC levels.
- Under the BPEP II 5400 classrooms will be constructed from the BPEP basket funds and 2540 classrooms under JICA funded programmes. About 6000 schools will be repaired and maintained with toilets and water facilities included.
- The BPEP II aims to develop child-centered delivery of education, creating a good education environment and a child-friendly atmosphere.
- Secondary Education Development Centers (SEDC): This center develops training packages and organizes training for lower secondary and secondary teachers through 25 Secondary Education Development Units (SEDU). The SEDU also organizes management training for secondary, lower secondary school head masters.

Besides the above activities, the health education covers personal hygiene; food and nutrition; safety and first aid; health services; smoking and drugs; communicable disease and environmental sanitation to improve the health and hygiene condition of students.

However, Mr. Tripathee added to State that very few teacher in the country end up teaching personnel hygiene and sanitation, since the ministry has difficulty in recounting teacher in the health aspects. He suggested to the participants that the SSHE would be most welcome to intervene at any of the 3 levels: teacher training, resource enters and at the institutional schools as guest teachers. In the discussion which followed it was concluded that, although NGOs and in project could interact with teachers in individual schools, by for the most effective intervention would be in the future, to intervene with adequate health/hygiene training in the teacher training. The effect of this would only be felt after 3-4 years, however.

2.3.210 School Physical Improvement Programme: Facilitated By Mr. Ram Balak Singh, Deputy Director of Planning Monitoring Section, Department of Education/HMG

The another topic in the same session was School Physical Improvement Programme (SPIP). Mr. Singh highlighted the core activities under School Physical Improvement Programme. As the first step, Parents, School Management Committee members and school staff need to participate in a two-day orientation to assess the status of the school and to develop a plan for School Improvement. Once plan is prepared and endorsed by the Head Master, VDC chair, Resource Persons and District Engineer, the following core activities we started.

1. Improvement of the school compound environment
 - Construction of toilets
 - Water supply facilities
 - Compound fencing, playground gardening and afforestation
2. Maintenance and rehabilitation of schools
3. Furniture
4. New classrooms construction
5. Resource center building construction

This programme is supported by JICA/JMA and started since the 055/56 fiscal year. The programme implementation takes 5 districts each year. Then SIP/SPIP is also supported by BPEP Basket donors in another 19 districts.

At the end of the session, the chairman summarized the session by community that the SPIP programme could be incorporated in to the SSHE programme.

2.4 THIRD DAY

On the third day, again some changes were made in the seating arrangements. The participants were divided into three groups named (1) Intensive Districts group; (2) I/NGO group; and (3) Line agencies group. These groups only started to work after the scheduled presentations were given. Mr. N. K. Mishra, Chief of ESS/DWSS, chaired the first two sessions.

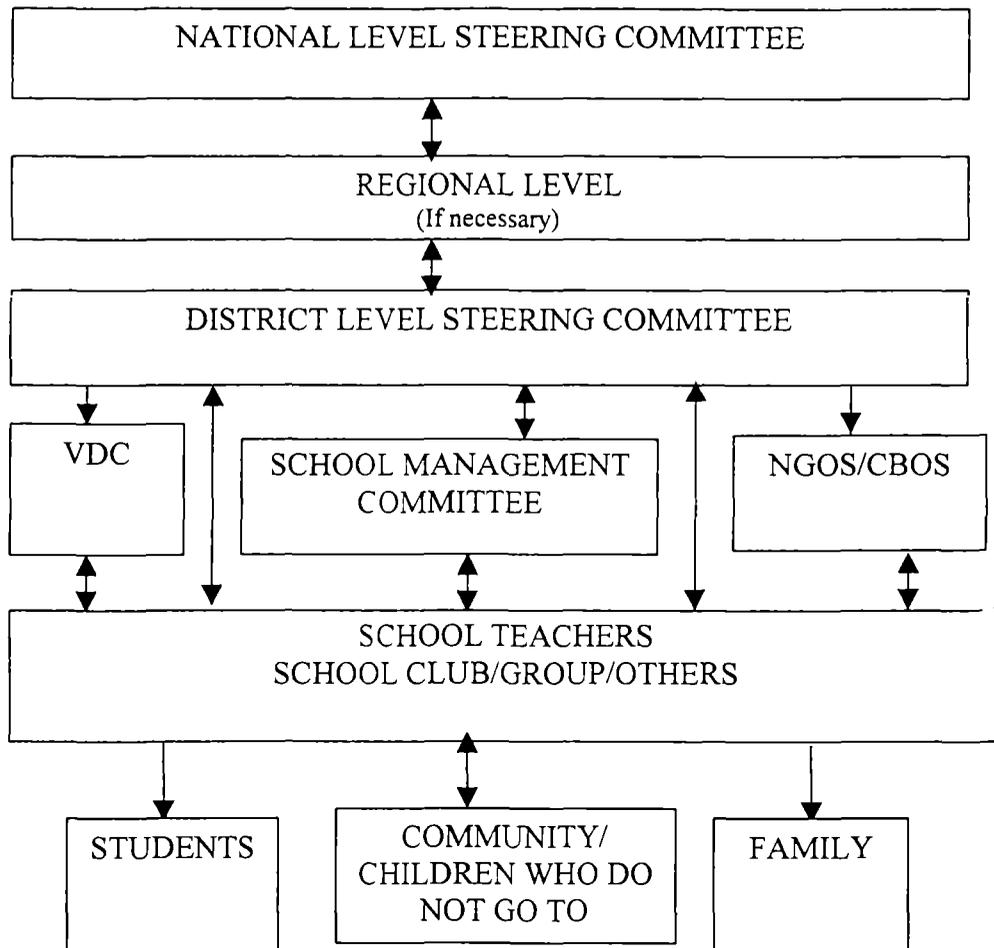
2.4.1 Whole School Approach: Facilitated By Ms. Neera Shakya, Deputy Director, Training and Supervision Section, Department of Education/HMG

The first session was on the Whole School Approach. The main theme of the Whole School Approach is to improve the learning environment in schools by an improved supply of teaching aids and physical facilities. The Whole School Approach consists of a 10 days training for head masters, teachers, as well as to SMC and parents in which is included a 4 day's training for head master at resource center and 6-day's training for SMC, parents and teachers at school level is conducted. In the four days training a head master commits what he can do himself without support of any others. The training focuses on two levels of activities in the resource center level and school level. At the resource center level, it focuses on preparing a realistic plan of activities to be done at school after the training programme and at the school level it focuses on how to prepare the teaching aids.

2.4.2 Organizational Aspect: Facilitated by Mr. Namaste Lal Shrestha, Project Officer, Child's Environment /Water and Environmental Sanitation Programme, UNICEF Nepal

The next presentation was on Organizational Structure given by Mr. Shrestha who shortly briefed on the vertical organizational structure of the SSHE programme implementation and their role & responsibilities. For this purpose, central level Steering Committee has been formed to support district level steering committees and there is room for the formation of regional level steering committees if necessary. For the role and responsibilities of district level steering committee, the head master, VDC and SMC, teachers and child group/clubs are highlighted in school sanitation and hygiene education programme guideline. The chart clearly shows the organizational structure of the SSHE programme

ORGANIZATIONAL STRUCTURE OF THE SSHE PROGRAMME



After completion of the presentation, participants were divided into three groups and requested to give suggestions on the following issue "what will be the role and responsibility of the following organizations?" The intensive districts group agreed on the role and responsibilities of steering committee, teachers, students and clubs, which have been already adopted in the SSHE programme guideline. The suggestions given by the I/NGOs and line agencies are as follows:

Responsibilities

DEO:

- Coordinate all concerned agencies.
- Monitor and Evaluate the programme
- Be responsible for forming partnership

DWSO:

- ◆ Support the training component
- ◆ Provide technical support
- ◆ Support and upgrade physical improvement
- ◆ Monitor, evaluate and follow up the programme

DPHO:

- Training support
- Monitoring and evaluation in health
- Health promotion materials support

DDC:

- Over all programme management
- Over all accountability
- Partnership formation and net work development
- Generating political commitment
- Start thinking –after five years programme
- Programme designing support

NAVIN:

- Generate political and financial commitment
- Be responsible for implementation/financial support



NGO/INGO Group Discussion

NGO:

- Facilitate in capacity building
- Help to promote the programme
- Advocate the programme under its ambit
- Play a role as a catalyst
- Motivate and convince all concerned for fund raising activities

Donors:

- ❖ Monitor and evaluate the programme
- ❖ Design programme and support it
- ❖ Arrange the resource and mobilize it
- ❖ Perform technical and financial audit
- ❖ Prepare document

Issue: Programme process and activities guideline

- ◆ Formation of regional level steering committees
- ◆ Need to support & strengthen District Training Unit
- ◆ Documentation and dissemination of experiences
- ◆ Preparation of a maintenance policy

2.4.3 Monitoring for Effectiveness in School Sanitation and Hygiene\Education Programmes: Facilitated By Ms. Eveline Bolt, Representative of IRC/the Netherlands

Monitoring takes place at different levels and includes not only the collection of information but also the planning for remedial action. This increases management capacity and makes monitoring more sustainable. She highlighted the seven steps monitoring principle for effective action.

Steps and principles for Monitoring and Action for Effectiveness

Preparation

- ❖ There needs to be a common understanding on objectives and targets of SSHE (among Steering Committee members), building on national policies and taking survey data (needs) as a starting point.
- ❖ Examine current monitoring activities: on what do they tell us? Are data useful? Are data accurate? Is it action oriented? Do we miss out on important areas?

Step I

Identify key issues, problems and concerns

- Consult important stakeholders, including community members and school management committees, to identify key issues, problems and concerns.
- May best be done in separate groups (leaders, users,)
- Outputs:

A list of issues for monitoring.

Detailed information about the expectation or demands of each group
(This can be done in participatory workshop, for example by the Steering Committee)

Step II

Define indicators

- To what extent should X be achieved?
- How should Y be done?

An indicator should have the following parts

- The issue to be monitored.
- Clear definition of each keyword.
- How much, to what extent?
- Target audience, by whom, where.

Example

Use of appropriate technology

Each school has adequate sanitation facilities that are used by all students and teachers.

Definitions

- Adequate: Example: According to the agreed ratio students/toilet blocks suitable to local geographical conditions, people's habits and maintenance possibilities.
- Sanitation facilities: Facilities preventing open excreta disposal and free flowing waste water
- How much: Example: in 100% of the schools
- By when: Example: within 3 years
- Where: in designated pilot districts.

Note

It is important that indicators are clear and agreed upon by all involved.

- Some issues can be managed with direct indicators:
 - the presence of garbage pits, you just take a look and note down
- Some issues need indirect indicators to provide reliable information
 - the use of latrines; you may not necessarily watch student go to the toilet, but visit the toilet look and smell

A good indicator "SURVE" the purpose:

- S it concerns a significant issue or problem for the groups concerned.
- U it should be clear how the information it generated can be used
- R it should generate reliable and unambiguous information
- V it should measure accurately what it is intended to measure and be valid.
- E data should be rather easy and inexpensive to collect

Indicators will change over time. for example because project activities change or level of awareness change, so a monitoring system is not "once and forever"

STEP III

Decide on who collects how this is done and whether cross checking is needed?

Look for people who have a vested interest in being accurate

Example

Monitoring issue	Who collects and how	Reliable and accurate information
Construction quality of school latrines	Contractor monitors and reports on the quality of construction	
Use of participatory methodologies by school teacher	The Headmaster asks the teacher what has been done in class	
Proper hand washing by students at critical moments	School supervisor asks students to demonstrate how they wash hands and asks when it is most important to wash hands and why	

Extra checks are needed to ensure validity & reliability of the information
This can be done by:

- Having a second person collect the same information
- Making the information as public as possible
- Combining standard monitoring with frequent spot observations.

STEP IV

- You need not always collect data from everyone; a sample can be taken (secondary data).
- An analysis preferably shows gender or other group specific data, for focusing of corrective action.
- Reporting needs to be compiled in such a way that the information can be used easily by the group concerned.

STEP V

- Decide on who is to act and what action is to be undertaken
- Data should remain or go to the level that can take action
- If the expected action is not taken, it should be possible to refer to other partners or higher levels, until action is taken
- If the expected action is not taken, it should be possible to refer to other partners or higher levels, until action taken.

STEP VI

- Provide training to groups involved
- Can be combined with field testing and refining methods and tools

STEP VII

- Start monitoring and revise as and when required
- Monitor Monitoring: does it help us, do we have superfluous information, was the information used?
- Her main discussed issues and the suggestions given by the groups is given below:

Effective coordination at district level What/Which? (Indicators)

- Regular meeting of steering committee
- Participation of concerned agencies
- Involvement of all concerned agencies in set activities

Who? (Administrators)

- Steering Committee chairperson and secretary

How? (Tools)

- Meeting minutes
- Progress report

Who? (Implementers)

- Steering Committee

How? (Methodology)

- Group discussion
- Individual contact
- Problem identification

Education that motivates students

What?

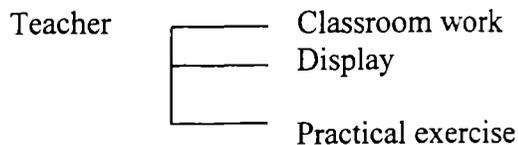
- a) Content
- b) Materials
- c) School environment
- d) Facilities

Who?

- Central level
- Central level
- Steering committee & School management com.
- Steering committee & School management committee

Indicators

- Change in personal behaviour
- Use of latrine
- Hand washing
- Clean school compound



What is envisaged to be achieved? (goal)

- Hand washing 80% in 6 months
- Personal cleanliness 75% in 6 months
- Using toilets 100% in 3 months
- Use of dust bin/garbage pit 100% in 1 month

Where?

- Schools and houses

Who checks?

- Schools
- SMC
- DEO/VDC

When?

- Daily
- Weekly
- Quarterly

Toilet use and Maintenance

<u>What</u>	<u>Who</u>	<u>How</u>
Toilet facilities properly used	Students 80% Teachers and other staff	Observation 100%
Establishing O& M system	100% students raising Rs.5/- 100% teacher & staff pay Rs.70/- per year from their salary	Fund raising Responsibility Auditing

After the group presentation, Chairman Mr. N. K. Mishra summarized the first two sessions. He thanked to Ms. Eveline Bolt for the selection of Nepal for the SSHE pilot programme implementation. He hoped that we would get all kinds of support from her side.

2.4.4 Preparation of Plan of Action:

For the last session, Mr. Hans Spruijt, Chief of Child's Environment/Water and Environmental Sanitation Section, UNICEF Nepal, was designated chairperson and Mr. Namaste Lal Shrestha supported as facilitator. This session especially was included to prepare the plan of action. The participants were divided into five groups named Donors group, Line agencies groups, NGO/INGO group, and Intensive district's group. Each group prepared plan of action for the fiscal year 057/58 (2000/2001). JICA/JMC also prepared separate plan of action for Kavre district as per printed guideline by Mr. Namaste L. Shrestha. The plan of action prepared by the groups is given below:

2.4.4.1 Plan of Action on SSHE of Kapilvastu and Dadeldhura Districts

<i>S. No</i>	<i>Activities</i>	<i>Time Frame</i>	<i>Responsible Organization / Persons</i>	<i>Indicators</i>
1	Review meeting	1 st Shrawan	SC secretary	SC minute and report
2	Agreement	1 st week of Shrawan	SC Chairperson	signed in MOU
3	Capacity building a) Teacher workshop b) Other activities	1 st week of Shrawan Shrawan to Ashwin	SC SC and School	381 teachers in Kapilvastu and 200 teachers in Dadeldhura
4	Base line survey	Kartic- Mansir	Teachers and students	.Survey report
5	Implementation of activities a) San. Campaign b) Programme activities	Mangsir-Magh Mangsir- Magh Mansir-Magh	Schools Schools Schools	
6	Construction	Paush -Ashadh	Schools	Technical and completion report
7	Quarterly review meeting	Kar/Magh/Bai/ Shrawan	SC	Four meetings minutes
8	Monitoring and evaluation	After each activities	SC/Schools/ SMC	Monitoring and evaluation report

2.4.4.2 Plan of Action on SSHE of Sunsari and Chitwan Districts

<i>S No</i>	<i>Activities</i>	<i>Time frame</i>	<i>Responsible Organization/ Persons</i>	<i>Indicators</i>
1	Capacity building	057/4/7	SC	VDCs' members, PST, Children group/Club will be oriented
2	Agreement with Donor	up-to Bhadra 7 th , 2057	SC and Donors	signed in MOU
3	Implementation of activities	057/5/7 to 058/2/30	SC Schools Students	Sanitation activities will be implemented in schools as well as community
4	Construction of WSSP and Toilets (if necessary)	057/ 10 to 058/2/30	SC,DWSO,S MC, VDC, Donors	125 and 110 WSSP and Toilets will be constructed in Sunsari and Chitwan respectively
5	Review meeting	4 times in a year	SC	Executed activities will be reviewed
6	Monitoring	057 Shrawan to 058 Ashadh	SC/Schools/ SMC/DWSO/ DEO etc.	Monitoring and evaluation report

2.4.4.3 Tentative Plan of Action on SSHE for Kavre District/ JICA/JMA

<i>S No</i>	<i>Activities</i>	<i>Time frame</i>	<i>Responsible Organization/ Persons</i>	<i>Indicators</i>
1	Workshop outcome orientation to all staff of respective organization	July 15 th	Respective org. workshop participants and for Kavre JMA	
2	VDCs and Schools selection	August 31 st	JMA	
3	Formation of Steering Committee (DL)	August 7 th	JMA	
4	Orientation to SC (two-day)	August 15 th	JMA	
5	SMC, VDC, Head Teacher Orientation (one-day)	Sept. 30	JMA	
6	TOT for School Teacher	Nov. 15 th	JMA/SC	
7	VDC/CBOs member Orientation	Dec. 30	JMA/SC	
8	Formation of Clubs (child) and Orientation	Dec. 30	SC/JMA	
9	Partnership Formation /Alliance Building with SC	On going		
10	Need Identification, Involving students /Analysis	Feb. 28 th	SC/JMA	
11	Preparation of AOP/Action	March 30	SC/Club/ Teacher	

2.4.4.4 Tentative Plan of Action on SSHE of Line Agencies

<i>S. No</i>	<i>Activities</i>	<i>Time frame</i>	<i>Responsible Organization/ Persons</i>	<i>Indicators</i>
1	Revised Sanitation Policy Sharing	Three months	DWSS	Approval of Sanitation Policy and Distribution
2	Monitoring and follow-up (SSHE Programme Including Review)	One year	All Line-Agencies	No of Monitoring Visits (4 times/year for each district)
3	Materials (IEC) Support	Six months	Donors, DWSS, NRCS, DOE, RWSSSP/FINID A	Materials Preparation
4	Information Sharing (National Level workshop)	3 rd quarter of fiscal year	Concerned Organizations	Workshop
5	Sanitation Package Development and Sharing /Up date	Six months	Donors(UNICEF) DWSS	Develop and Distribute
6	Pilot Programme (VDC Level)	One year	Donors/ DWSS/NAVIN	Facilities developed
7	Exchange Visit (National/ International)	One year	Donors	Visit

2.5 Conclusion and Suggestions for the Future Action

The products of working group's deliberations were presented in the final plenary session. Mr. Hans Spruijt, chairman and Mr. Namaste Lal Shrestha acted as a moderator for discussion of the diverging views the group developed and managed to successfully combine these into a unified framework for action.

- 1 SSHE curriculum development and teacher training are key for Nepal as teacher and students need basis.
- 2 Organize national SSHE workshops annually.
- 3 Integrate the SSHE programme into DWSS, DOE, DOH and WDS programme activities for the betterment of the SSHE programme.
- 4 DOE and DWSS need to play a key lead role to support/ implement the SSHE programme.
- 5 Extend the SSHE programme into other districts as pilot project, if districts show interest in it.
- 6 DWSS has already proposed a revised National Sanitation Policy to be ratified by the council of ministers. After ratification, the school sanitation policy should be incorporated into the SSHE guideline.
- 7 Private boarding schools could also be a partner of SSHE programme, so the private school could be brought into the mainstream of the SSHE programme.
- 8 The SSHE programme should follow the bottom up approach regarding the selection of districts as well as schools.
- 9 Coordination plays a pivotal role into the implementation of the programme, so coordination among the line-agencies is key for the betterment of programme.
- 10 Cost effective latrine design helps the VDCs/DDCs and SMCs to involve in this programme because they have limited resources.
- 11 Previously the SSHE guideline as signed a three-day's orientation workshop for primary school teachers. Due to central level's strong comment it was later on squeezed in two days. After completion of trainers and trainees orientation, they gave strong feedback and this workshop and recommended a three-day's orientation workshop instead of two days.
- 12 A Systematic monitoring system need to be revised for the further implementation based on the bottom up approach.



Plenary session during the final workout of workshop conclusion

At the same time, on be-half of UNICEF, Mr. N. L. Shrestha committed on the following issues:

- The Workshop report will be shared with concerned participants within two months.
- Required SSHE materials will be delivered within two weeks in the field.
- The latrine design model will be available within three months if met cost effective.

After a wrap-up of the session, 41 participants out of 73 filled written evaluation. There were nine objective questions and one subjective question reflecting what they felt about the workshop. Most of the participants gave their votes on useful and very useful. For the subjective questionnaire, the participants gave the following comments. The evaluation and graphical presentation is given in annex IV.

- Organize the 3rd National School Sanitation and Hygiene Education Workshop in one of the intensive districts, so that field visits could also be organized.
- Distribute presentation materials before commencement of the sessions.
- Plenary sessions were very short.
- Involvement of NAVIN, ADDCN, VDCs' chairperson of concerned districts would be better to implement SSHEP.
- Some sessions were monotonously long such as technical aspect and monitoring.
- A large workshop hall is indeed needed interview of the high number of participant.
- High DSA would be nice rather than to organize workshop in a big hotel.

2.6 Closing Session

Closing session commenced informally. The DDC chairman of Chitwan, Mr. Bisnu Ghimire spoke from the participant's side. If we implement this programme intensively in schools, it will bring positive results in schools. While speaking, he gave suggestions to the programme organizers as well as to programme implementers. The SSHE programme focuses only on software aspects rather than hardware aspect. Design of toilet construction should be cost effective because DDC and VDC also have shortage of resources. This programme has created a high expectation among the local people. There is a need to impart knowledge on sanitation and hygiene education as well as sanitation facilities in schools.

Subsequently, the next speaker was Mr. Hari Prasad Neupane, Chairman of JRC/YRC, Central Committee of NRCS. First of all, he thanked Mr. Hans Spruijt and Ms. Eveline Bolt and facilitators for organizing this type of workshop and then he thanked all the participants including Mr. Pema Dhandrup from Bhutan for the support to make the workshop success. While speaking he stressed his views that this workshop was very useful, relevant, and interesting and this workshop gave a positive impact. He also committed that the SSHE programme will also be launched through JRC/RCY.

The workshop in overall was very fruitful in-connection with global workshop and to implement the School Sanitation and Hygiene Education Programme activities in the field.

WORKSHOP OUTLINE

1. Introduction:

After the family, schools are most important places of socializing for children. Schools can make children in to full-grown up bonafide citizens. Child Right Act also advocates that children should get chance to grow mentally, physically and psychologically fit.

Fifty-two schools selected for the study on school sanitation and hygiene education programme in Nepal in May 1999. After the study, the first National Level School Sanitation and Hygiene Education Workshop was held on 28-29 April, 1999 in Dhulikhel. The Second National School Sanitation and Hygiene Education Workshop organized as the follow up of the first National Level Workshop.

Nepal is one of country out of six, in the world where school sanitation and hygiene education programme is on going as a pilot project. For this purpose, the Global Workshop on School Sanitation and Hygiene Education was held on 11-18 March, 2000 at Delft, the Netherlands. A four-member Nepalese team participated in the workshop. All six countries prepared action plan country wise to implement the school sanitation and hygiene education (SSHE) programme. So the national level workshop was one of the agenda of global workshop to let know the SSHE programme to all line agencies as well as NGOs/ INGOs and donors.

2. Objectives

The specific objectives of the workshop were:

- ❖ To brief on SSHE global workshop outcomes;
- ❖ To orient on SSHE programme guideline and Primary School Teacher's Package;
- ❖ To develop common understanding and commitment on key issues of SSHE;
- ❖ To collect feedback for further improvement and extension of SSHE programme activities;

3. Location/Venue:

Dhulikhel Lodge, Dhulikhel, Kabre

4. Duration:

28-30 June, 2000 (14-16 Ashadh, 2057)

5. Outcomes:

- All the participants were familiarized with the SSHE programme guideline;

- Common understanding and commitment on SSHE was developed amongst all;
- Feedback was collected from all for further improvement of SSHE and extension of the programme activities.

6. Contents:

The following contents were covered during the workshop:

- SSHE Global Workshop Outcomes
- SSHE Programme Guideline
- Policy and Institutional Framework
- Educational Framework
- Organizational Set up and Aspects
- Technical Aspects
- Advocacy
- Monitoring and Evaluation
- District SSHE Programme Activities
- Action Plan and Agreement on Common Issues

7. Methods and Materials:

In order to achieve the objectives the following methodologies and SSHE related materials were used during the workshop.

8. Methodologies:

- Pair work
- Demonstration
- Role play
- Exercise
- Presentation/sharing
- Brain storming etc.

9. Materials:

The following materials were distributed to the participants during the workshop:

- SSHE Programme Guideline (English and Nepali)
- Primary School Teacher's Workshop Package (English and Nepali)
- Schedule (English)
- Instant Illustration (English and Nepali)
- Prime Messages Card (Nepali)
- Latrine design Package (English)
- SSHE Brochure- UNICEF/IRC (English)
- Handouts on Policy and Institutional/Educational Framework; Organizational Aspects; Advocacy; Monitoring and Evaluation etc. (English and Nepali)
- SSHE Poster (Nepali)

10. Participants:

- a) Participants: All related with water supply/ sanitation and education concerned agencies; I/NGOs and donors who were involved in 1st National School Sanitation and Hygiene Education Workshop a year before. Besides that district level steering committee chairpersons/secretaries/representatives and concerned NGOs also participated in the workshop.
- b) Facilitators: International-IRC staff; National- UNICEF/DWSS/DOE/NRCS staff facilitated the workshop.
- c) Support staff: DWSS staff

11. Evaluation and Report Writing:

Mr. Prem Nidhi K. C., Sociologist of WRD/DWSS compiled the final evaluation formats and prepared the detail report for the further actions collecting materials, question and answer points, photographs, presentation, group work outcomes/recommendations etc.

12. Follow up:

UNICEF and District Level steering Committee Members will follow up on the SSHE programme activities.

13. Organizers:

UNICEF CE/WES and Education Sections/IRC; DWSS; DOE; and NRCS

AGENDA OF THE WORKSHOP

Date/ Time	8.30-1030	10.30 11.00	11.00-12.30	12.30- 1.30	13.30-15.00	15.00- 15.30	15.30-15.00
1 st day	Registration	Tea Break	Opening Introduction and Participant's Expectation collection	Lunch Break	Sharing on SSHE Global Workshop outcomes	Tea Break	Briefing on SSHEP Guideline and Primary School Teacher's Package
2 nd day	Briefing on Bhutan's SSHE Programme. Briefing on District SSHEP Activities. Presentation, Discussion on Problems and Constraints	Tea Break	Sanitation Policy A Fresh Start Advocacy	Lunch Break	Technical Aspects	Tea Break	Educational Framework SPIP, DEP
3 rd day	Whole School Approach Organizational Aspect	Tea Break	Monitoring Evaluation	Lunch Break	Preparation of Action Plan Agreement on Common Issues	Tea Break	Closing

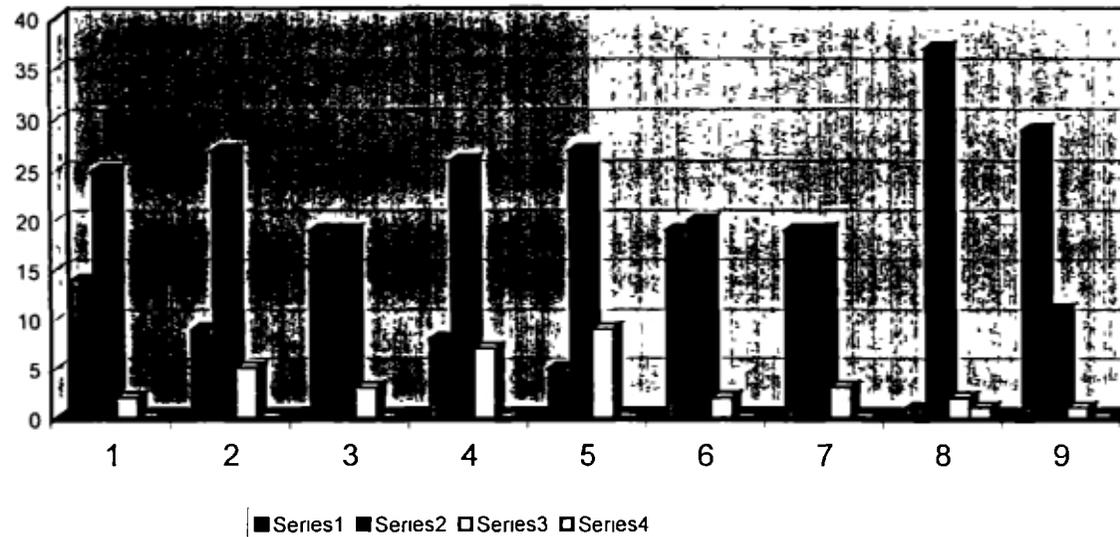
LIST OF PARTICIPANTS

<i>SN</i>	<i>Name</i>	<i>Designation</i>	<i>Office Address</i>
1	I. M. Tamrakar	DDG	DWSS, Panipokhari
2	L. P. Tripathi	Director	DOE, Sanothimi
3	H.R. Koirala	Project Manager	DWSS/CPMO, Paneepokhari
4	H. Spruijt	Chief. WES Section	UNICEF, Nepal
5	Eveline Bolt	Representative	IRC/UNICEF, The Netherlands
6	Clifford Meyers	Chief Edu. Sec.	UNICEF Nepal
7	B.M. Gyawali	Director	DWSS, WRD, Pokhara
8	A. L. M. Das	Director	DWSS, FWRD, Dipayal
9	H. P. Sharma	Director	DWSS, MFRD, Surkhet
10	G. Bhattarai	DRD	DWSS, ERD, Biratnagar
11	N. L. Shrestha	PO.WES	UNICEF, Nepal
12	Lalita Nakarmi		UNICEF, Nepal
13	D. Gauchan	FO	UNICEF Field Office, Kathmandu
14	Sharad Koirala	FO	UNICEF Field Office Pokhara
15	Sundar Gurung	Chief	UNICEF Field Office , Pokhara
16	Surendra Rana	PO	UNICEF Field Office , Nepalganj
17	Rudra Khadka	DFO	UNICEF, Chitwan
18	Birendra Pradhan	DFO	UNICEF, Kapilvastu
19	N. K. Mishra	Chief	ESS/DWSS. Panipokhari
20	Prem Nidhi K. C.	Sociologist	DWSS,WRD. Pokhara
21	Ram Lal Tuladhar	Engineer	DWSS/ESS. Panipokhari
22	Kamal Adhikari	Sociologist	DWSS/ESS, Panipokhari
23	R. N. Chaudhary	DE	DWSO, Kapilvastu
24	Ramesh Sharma	Chairperson	DDC, Kapilvastu
25	Gopal Bdr. Singh	Member	NRCS, Kapilvastu
26	Tuk Raj Adhikari	SS	DEO, Kapilvastu
27	A. Mehata	Chairperson	DDC, Sunsari
28	Chudamani Phuyal	SS	DEO, Sunsari
29	S.K. Shrestha	Engineer	DWSO, Sunsari
30	Basudev Gautam	Vice-President	NRCS, Sunsari
31	Kishor Shakya	Director	DWSS, CR, Kathmandu
32	H. P. Rijal	Director	CHRDU, Nagarkot
33	Urmila Shrestha	DSA	RWSSSP/FINNIDA, Kapilvastu
34	Kalawati Pokharel	H & S. Specialist	RWSSSP/FINIDA, Butwal
35	G. K. Chhetry	DFO	UNICEF, Sunsari
36	Shanta Khadki	FO	UNFPA, Pokhara
37	Gajendra Bdr. Shahi	Chairperson	DDC, Dadeldhura
38	P. Bhatta	SS	DEO, Dadeldhura
39	Bisnu Ghimire	Chairperson	DDC, Chitwan
40	B. R. Shrestha	Chairperson	NRCS, Chitwan
41	Manoj K. Dhakal	SS	DEO, Kabhre
42	Izumi Murakami	Sub. Team Leader	SCHP/JICA, Kathmandu

43	Neera Shakya	Deputy Director	DOE, Sanothimi
44	Jit Narayan Gopali	Consultant	UNICEF, Nepal
45	N. P. Acharya	Officer	DDC/Kabre
46	Tank Kunwar	P.O	SCHP/JICA
47	N. K. Yadhab	AC	Aasama Nepal, Dhanusha
48	N. Mishra	Student	Manipal College, Pokhara
49	I. B. Shrestha	Chairman	School Programme Counseling
50	C. P. Luitel	Instructor	PTTC, Kabre
51	Shiv Acharya	Sineor Officer	NRCS
52	Sohan Mishra	Teacher	Mahendra Adarash M.V.
53	R. K. Mishra		CHRDU, Nagarkot
54	Dr. Y. Pradhanang	Coordinator	ULDE/GTZ
55	R. B. Shrestha	PO	JICA/JMA
56	P.R. Bajracharya	PO	UNICEF Field Office, Biratnagar
57	Ramesh Dhamala	Member	NAVIN, Kathmandu
58	Saraswati Khanal	H.O.	NEWAH, Kathmandu
60	Hari P. Neupane	President	JRC/RCY, Cent. Committee, NRCS
61	K. P. Acharya	Coordinator	CECI
62	Tank Bhusal	RP	DEO, Chitwan
63	Gaurab Rana	Prg. Cor.	SPW (UK)
64	Buddhi Gautam	DE	DWSO, Tanahun
65	Mukti Pokharel	Chief JRC/ DWP	NRCS, Kathmandu
66	Mina Thapa	WW	DWSS/ESS Panipokhari
67	S.P. Dahal	AC	DWSS/ESS, Panipokhari
68	T.R. Onta	Exe. Director	NRCS/HQ, Kathmandu
69	R.K. Deep	Consultant	DWSS/ESS
70	Umesh Chaudhan	Programme	Radio Programme
71	Kedar Neupane	LDO	DDC/Sunsari
72	Pema Dhendrup	Sanitation Officer	UNICEF, Bhutan
73	R.B. Singh	Dep. Director	DOE/ Sanothimi

QUATIONNAIRE AND EVALUATION

Graphical Presentation



1	On the whole, how useful was this workshop for you ?	2	To what extent were the goals targeted by the workshop achieved ?
3	On the whole, how useful contents of the workshop	4	On the whole, were the methods/approaches of the workshop appropriate ?
5	On the whole, were the resource personf of the workshop team	6	On the whole, were the reading materials used in the workshop appropriate ?
7	How was the workshop ?	8	Was the time duration of the workshop sufficient ?
9	What do you thank about the management aspect of the workshop (lodging, fooding snacks, services etc)		

Note: Series-1 = Very useful, Series-2 = Useful, Series-3 = Moderately useful; series-4 = Not useful

LIST OF DISTRIBUTION MATERIALS

1. School Sanitation and Hygiene Education Programme Guideline (English and Nepali)
2. Primary School Teacher's Workshop Guideline (English and Nepali)
3. Nepal State of Sanitation Report (English)
4. Instant Illustration Book (Nepali)
5. Prime Message Card (Nepali)
6. School Sanitation and Hygiene Education Brochure –UNICEF/IRC (English)
7. Proceeding of the First National School Sanitation and Hygiene Education Workshop Report (English)
8. Schedule (English)
9. Handouts on Technical Aspect. Whole School Approach, Educational Framework, Advocacy, School Sanitation Policy (English) and School Physical Improvement Programme Guideline (Nepali)
10. School Sanitation and Hygiene Education Poster (Nepali)