

International Learning Exchange In Water, Sanitation and Hygiene

Rural Communities display their water and sanitation skills

13-23 November 2006

India



UNICEF India Country Office
Child's Environment Programme



Contact

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Delegates from eight countries exchange notes over visits to five states

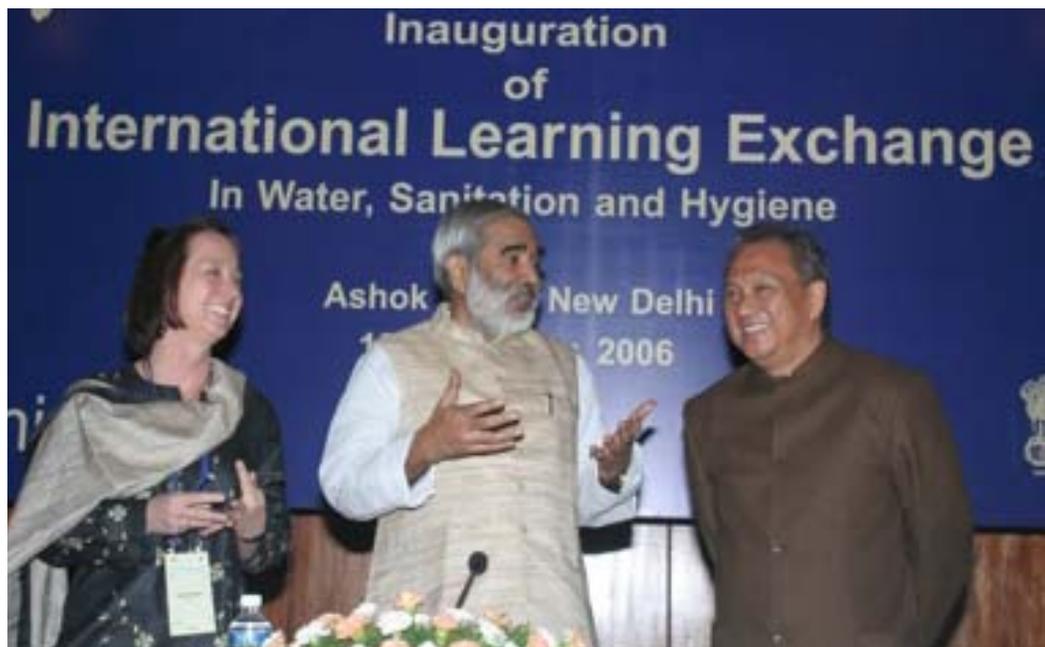
The venue for learning for 45 international and national delegates were not modern classrooms with state-of-the-art gadgets but modest lime-washed community centres of villages, primary school toilets, pre-school centres called *anganwadis*, perched mud-baked platforms in rural homes and wandering through narrow paths flanked by lush green rice fields or through dry rocky terrain; the visuals were stunning: observing people's daily living activities that involve collection, storage and use of water and management of what they must dispose as 'waste'.

The International Learning Exchange (ILE) in water, sanitation and hygiene, a 10 day

intensive and interactive programme was designed and conducted by the Water and Environmental Sanitation Section of UNICEF India Country Office in cooperation with the Ministry of Rural Development, Government of India and Governments of five states that were visited from 13 to 23 November 2006.

A set of three modules – one on school water, sanitation and hygiene education and ecological sanitation, the second on up-scaling sanitation in rural areas and the third on wise water management drew 45 participants both WES and Education professionals from eight countries: Burkina Faso, China, Eritrea, Iraq, Nepal, Pakistan, Sudan, and India. The ILE was flagged off at a

Programme Itinerary



day-long inaugural function in New Delhi with the Minister of Rural Development Dr. Raghuvansh Prasad Singh as Chief Guest. Welcoming the delegates the country Representative Mr. Cecilio Adorna said that the "Purpose of ILE was not to showcase progress but to create a constructive platform where participants could exchange insights and mutually benefit".

Lighting the ceremonial lamp signifying spread of knowledge, the Minister Dr. Raghuvansh Prasad Singh said that "The real indicator for human development is not the increase in GDP or rise of the 'sensex', but

whether all households have access to a sanitary toilet." He also reaffirmed his support to the national programme for sanitation

for which the budget has been doubled in the current five-year development plan.

The three modules running concurrently comprised about eight days in the field each, involving visits to five of the 14 states of India where UNICEF partners in providing strategic inputs resulting in visible and noteworthy results with wider application potential. The visiting professionals met the top administrators and senior Government officials as well as the elected representatives of the *Panchayati Raj* system that has both the resources as well as

the mandate to implement the Total Sanitation Campaign (TSC), the Accelerated Rural Water Supply Project (ARWSP) and Swajaldhara, the community managed drinking water supply reforms initiative.

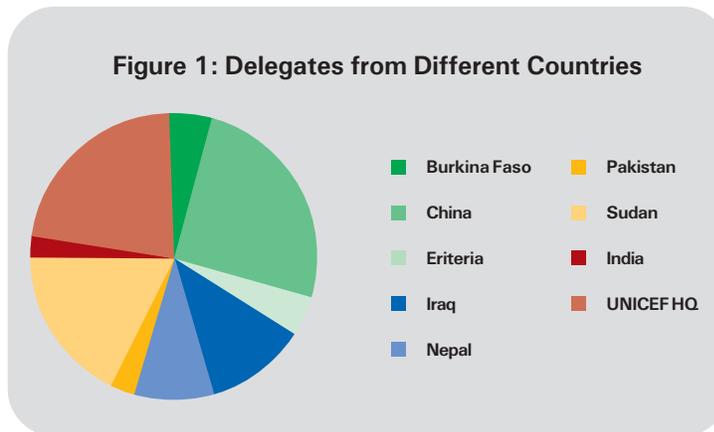
Visiting villages they observed affordable water-seal sanitary toilets for \$25-35 constructed with handmade mosaic pans and traps fabricated by women in cottage scale operations managed by NGOs in Rural Sanitary Marts (RSM) in West Bengal. The poor were happy to be able to use a facility in their back-yard and the young daughter-

in-law of the house had employment at the Rural Sanitary Mart. School girls in Tamilnadu spoke eloquently about the fact that they now do not shy

away from going to school a few days a month because they have separate toilets, access to locally made sanitary napkins and 'incinerators' attached to toilets for disposal.

While visiting the village Kaldhari in Pune district of Maharashtra, Ms. Josephine Amedee Ouedraogo from Burkina Faso observed "My dream would be to transform one village in Burkina Faso to make it like this one". Visiting several *Nirmal Gram Puraskar* (NGP) villages in Maharashtra the delegates saw the results of an award system instituted

Figure 1: Delegates from Different Countries





Photo

ILE Delegates

by the national government recognizing the achievement of transforming an area into "open defecation free" space and observance of good hygiene practices strictly monitored by the community.

Visiting the tribal districts of Dhar and Jhabua of Madhya Pradesh they met school children participating in projects for grey-water recycling. "We save 250,000 litres by catching rain water and another 105,000 litres by reusing grey water from bathrooms and kitchens every year," says Anusuya, a class IX student at the girls'

residential school (Ashram) in Jhabua. "We know water is precious, and we use it wisely by not wasting it" she said.

The ILE concluded on 23rd November amidst an environment of appreciation but also with many useful suggestions for enriching the exchange, in the future.

'Experiences we have gained in the field and head office in Delhi have been very, very useful. Selection of India for learning is the right choice due to diverse climatic and geographical situations" said Binyiri Mathew Koma from UNICEF Eritrea.

A Report...

States visited under the International Learning Exchange India: 13 to 23 November 2006

The Context

According to estimates, unsafe water, lack of basic sanitation and poor hygiene claims the lives of more than 1.5 million children below five years of age every year. This is apart from other impacts like nutrition deprivation and debilitation from diarrhoea and low grade infections leading to inability of children to reach their ideal growth and creating learning difficulties in many more.

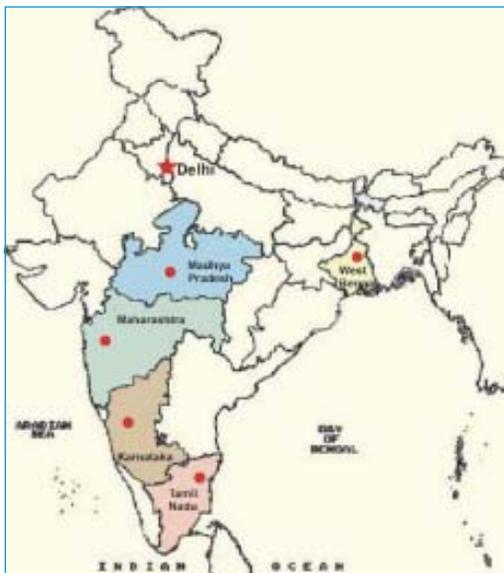
Globally, more than 1 billion people do not have access to safe drinking water and 2.6 billion do not have access to sanitation. Of this South Asia alone accounts for around 900 million people without basic sanitation. However now things are

changing as the need for proper sanitation and waste management is rapidly gaining entry into the development agenda.

Although in India, water and sanitation was included as community development issue in the first five year plan in the nineteen fifties, progress was slow due other more 'pressing' development priorities. Therefore between 1981 and 1991 the rural sanitation coverage grew from 1 percent to 11 percent - an average of mere one percent every year.

The thrust on sanitation in India was intensified in 1999 through a policy initiative sector reforms that had the core agenda of decentralizing water and sanitation management through the *Panchayati Raj* (PR) System or local government at the village level. The aim of the Total Sanitation Campaign (TSC) was to make the programme people-centred, demand-driven with local control over resources and funds. This concept was meant to enable and empower communities with an understanding of the sector and how best to manage the resources in a manner not detrimental to the environment. With it also was linked the larger issues of narrowing the gender and inequity gap.

These efforts resulted in increasing access to safe water to over 90 percent according to fixed norms; sanitation coverage measured as individual household sanitary toilets has increased to an estimated 44 percent (rural India) in 2007.



UNICEF as partner in Water and Sanitation

UNICEF's steadfast partnership with the Government of India in this sector for more than four decades has faced many challenges and witnessed contribution to the goal of child survival and development. The cooperation has grown from strength to strength starting with the International Water and Sanitation Decade of the eighties, which ushered in higher priority to the Accelerated Rural Water Supply Programme (ARWSP) followed by launching of Central Rural Sanitation Programme (CRSP) in 1986. Key successes emerged from this collaboration: the start of drilling in hard rock areas and boring deep-wells to address the Bihar drought in the mid-sixties was the forerunner of India's successful drinking water programme based on relatively safe underground water. This presently accounts for India's approximately 5 million public hand-pumps that supply drinking water to 90 percent of the population. UNICEF support in developing the hand-pump technology along with government and NGOs, setting national manufacturing standards and promoting entrepreneurship has resulted in export of hand-pumps to other developing countries. With UNICEF as partner the Guinea worm Eradication programme which faced monumental challenges saw success when the last bastion of this public health problem was conquered in Rajasthan and full eradication declared in India in 2000. UNICEF spearheaded the strategy to put hygiene education and behaviour change as the core of the TSC for achieving sustainable sanitation. Recognizing the need to bring



A primary school in Tamilnadu

about a movement for generational change, UNICEF strengthened its support to the national School Sanitation and Hygiene Education (SSHE) programme making it one of UNICEF's *flagship programme*. Positioned as an entry point to the TSC with emphasis on hygiene education and good practices including functional toilets and safe water now reaching 357,000 schools, the programme aims to transform the learning environment and enhance the education goals.

States as hosts and facilitators

The three visiting teams travelled concurrently across five states with their facilitators and spent four to five days studying the specific learning points. The governments of five states, Karnataka, Madhya Pradesh, Maharashtra, Tamilnadu and West Bengal, warmly hosted the visiting delegates. The district administrations made all arrangements to receive them and ensured that the process was smooth and unhindered; allowing them a free hand at frank and open interactions with the community.

Schools as Partners in Sanitation and Hygiene; Experiences in Eco-san (Module B) – Tamilnadu and Karnataka

Arrival Delhi	Programme Overview	Chennai – Tamil Nadu	Visit – District Kanchipuram	Visit – District Vellore	Chennai to Trichy
Delhi Departure	Wrap up	Bangalore – Delhi	Bangalore – Tumkur	Trichy to Bangalore (Karnataka)	Visit – District Trichy

Of India's 1,000,000 rural primary schools, about 50 percent have toilets of which only a third are functional; and around 60 percent have a water source within or near the school compound. This situation deters children - especially girls - from going to schools, contributing to high drop out rates and impeding the MDG of universalization of primary education.

In India TSC implemented by the Rural Development Department and *Sarva Shiksha Abhiyan (SSA)* India's national programme for Education for All are encouraged to work together, mobilise human resources, pool funds and underpin in the longer term, sustainability of hygiene behaviour change with effective use of safe water and sanitation.

Learning Objectives

- To understand the goals, objectives, strategies and approaches to make SSHE sustainable;
- To look at technology and its application especially for engendering the programme;
- To understand the systems and institutional mechanisms for coordination among various departments to achieve educational outcomes;



Children learning by playway method (Nalli Kalli)

- To gain insights in schools and community linkages;
- To observe the "Nalli Kalli" (playway learning) and UNICEF role in promoting "SWASTHH* plus" as a strategy of choice for impact on the girl child;
- To observe children's participation in promoting hygiene and sanitation through "Children's Cabinets / Health and Hygiene Clubs"
- To get a snap-shot of initiatives in rural communities exploring ecological sanitation;

*School Water and Sanitation Towards Health and Hygiene

Key Lessons Learned:

Visits to schools with SSHE...solid waste management initiatives and Eco-san projects;

Delegates from China

Observations:	Suggestions:
<ul style="list-style-type: none">• The all-round motivation in the schools has created increased levels of awareness on issues of water, sanitation and hygiene• A strong involvement of NGOs, communities, villagers in the management of school sanitation and hygiene education exists• Effective participatory method in SSHE is a useful tool for hygiene education system• Adoption and implementation of eco-sanitation concept and philosophy is good• In some schools the compounds were clean but garbage was visible just outside the boundary wall	<ul style="list-style-type: none">• Comprehensive environmental sanitation should be promoted• Sustainability can be achieved through investments from the government and UNICEF. These could be:<ul style="list-style-type: none">– Improved system management and its monitoring– Technical guidance and development of management capacity– Education to the users

Replicable features for visiting countries:

- Models of eco-sanitation and its application
- All-round involvement of all stakeholders in SSHE

Delegates from other countries

Observations:

- High levels of political commitment and government support; target is set, subsidy provided, decentralization mechanism in place
- Effective monitoring mechanism; time bound specific tools at all levels; joint and sectoral
- Empowerment and mobilization of school, family for hygiene education; formation and recognition of children cabinet/committees, effective guidelines (10 commandments, 6 steps of handwashing)
- Recognition/reward/acknowledgement; e.g. 10 STAR schools and individual recognition
- Effective coordination among stakeholders; GoI/State Government, NGO, donor, etc.
- Incineration of sanitary napkins; no hesitation among girls, high retention of girls
- ECOSAN is operational - both in the community and in schools; the models promoted are inclusive- the poor can afford them
- ECOSAN toilets have become popular because of less odour/prevention of ground water pollution and compost availability to support bio-intensive garden (BIG)
- 'Zero waste' community management system
- Facilities for differently-abled in school toilets and buildings are available

Suggestions:

- Water quality assurance can be introduced in school, community and household levels
- Appropriate technology should be adapted to scale up ECOSAN (school/community/household)
- Programme's health impact assessment could be done
- There should be basic furniture in schools
- There is a need for greater coordination with the Health Department
- Use of slippers while visiting toilets should be ensured
- Standardisation of toilets for differently-abled people should be developed

Replicable features for visiting countries:

- ECOSAN/BIG in community and school level (Nepal/Pakistan/Sudan)
- Synergy between WES and Education (Sudan and Burkina Faso)
- Advocacy at all levels (Sudan and Burkina Faso)
- Piloting TSC
- Incinerators for sanitary napkins

Accelerating Rural Sanitation: Systems and Institutions (Module C) West Bengal and Maharashtra

Arrival Delhi	Programme Overview	Kolkata - West Bengal	Visit - District Medinipur	Visit - District Nerendrapur RKMLP	Kolkata - Pune (Maharashtra)
Delhi Departure	Wrap up	Pune - Delhi	Visit - District Pune	Visit - District Satara	Visit - District Pune

Unsafe water, lack of basic sanitation and poor hygiene has a direct correlation with infant and child mortality posing as one of the threats of lingering malnutrition. Globally every year 1.5 million children under 5 years of age lose their lives to diarrhoea; more than a quarter of those deaths occur in India alone.

In South Asia whereas progress has been made in water and sanitation, the coverage in sanitation in the region is the lowest being 37 percent (SACOSAN II). Access to water supply has made far better progress with 85 percent having access to improved sources (2004). The TSC focusses on Information, Education and Communication (IEC) for creating demand for sanitation, toilet use and hygiene behaviour. Department of Drinking Water Supply, Ministry of Rural Development has been promoting decentralized implementation and



Women fabricating mosaic pans & traps at Ramakrishna Mission, Narendrapur

incentives and awards to encourage rapid attainment of the 'open defecation free and clean village' status. In 2007, 4,959 *Panchayati Raj* Institutions (PRI) have achieved this goal.

Learning Objectives:

- To understand key strategies adopted for accelerating rural sanitation in India and UNICEF's role in supporting this progress
- To familiarise with components of the TSC and the operational aspects
- To get a broad understanding of decentralized management of sanitation and hygiene and the role of key players e.g. *Panchayati Raj* Institutions (PRI), NGOs, Self Help Groups
- To understand the Rural Sanitary Mart (RSM) network for improving supply chain and its outreach
- To observe community mobilization, motivational activities for demand generation and behaviour change communication
- To understand the role of 'awards' and 'incentives' in achieving the 'clean village' status
- To understand institutional mechanism for improving skills and capabilities in management and monitoring
- To see innovations in solid and liquid waste management, water and energy conservation and their application to the TSC

Key Lessons Learned:

Visits to 'Open Defecation Free' Communities... and local initiatives in recycling solid and liquid waste...

<p>Observations:</p> <ul style="list-style-type: none"> • The strong political will and community mobilization is the key to acceleration and success of campaign • Impressive IEC materials have been developed to support the TSC, like the use of videos, local actors, posters and children's involvement • Use of incentives to support campaign is a very good method to achieve goals. They are powerful tools to motivate the slow acceptors of sanitation • Sanitation promotes income generating mechanism for women (motivators, skilled workers in pan fabrication, latrine construction, fabrication of other water and sanitation hardware) and in community development • Use of non-conventional sources of energy (biogas, wind and solar energy) • Efforts to integrate other hygiene interventions such as cutting nails, wearing shoes, environmental beautification, recycling of waste water for agriculture purposes in schools and communities was inspiring 	<p>Suggestions:</p> <ul style="list-style-type: none"> • Need more information on how water is stored and used in families • Identify reasons for unsuccessful villages and why • Standards development for use and transfer of waste - biogas, etc • Ponds need to be kept clean and in less proximity to latrines as they could generate other water borne diseases
<p>Replicable features for visiting countries :</p> <ul style="list-style-type: none"> • Strong alliances at community and political levels as seen in these projects • IEC strategies and materials as source of inspiration and information • Non conventional sources of energy • Motivators, children as motivators • Reward/recognition/celebration as in (<i>Nirmal Gram Puraskar</i>) 	<p>How to Replicate :</p> <ul style="list-style-type: none"> • Advocacy/lobbying • Awareness campaigns • Training of local players • Partnerships • Fund raising • Exposure visits

Wise Water Management (Module D)

Madhya Pradesh and Tamilnadu

Arrival Delhi	Programme Overview	Indore - Madhya Pradesh	Visit – District Dhar	Indore - Mumbai - Chennai (Tamil Nadu)	Visit – District Madurai
Delhi Departure	Wrap up	Chennai - Delhi	Chennai	Visit – District Kanchipuram	

Estimates project that a third of India's population will suffer from severe water scarcity by 2025. Although India occupies only 3.29 million km geographical area which forms 2.4% of the world's land area, it supports over 15% of world's population. It has only 4% of the world's water resources. With increased population growth and development, there is a need to critically look at alternative approaches to ensure water availability. To add to this, existing groundwater and surface water sources are becoming increasingly vulnerable to contamination.

Available government statistics indicate that 96 % of India's 1.4 million rural habitations are fully covered with safe

water supply according to given norms (one spot source/ 250 persons). However, O&M has been a problem throughout, resulting in a number of cases where officially "protected" or "improved" sources do not necessarily yield "safe" water. Studies suggest that both hand pump and piped water supplies get contaminated to various degrees by the time water reaches the consumer. System sustainability is also a concern in rural areas. To resolve some of these problems alternate water sources programmes such as rainwater harvesting, wastewater reuse and desalination are being implemented.

The Government of India is also, through its reform programme, promoting



School children explaining re-use of grey water managed by them in a tribal school

decentralized management of drinking water supply by elected representatives that form village water and sanitation committees (VWSC). These VWSCs have access to some resources and the mandate to recover user charges for maintenance.

Learning Objectives:

- To have an understanding of the Water Safety Plan concept in Madhya Pradesh; observe a child focussed model which aims to make 'water safety' a popular, doable awareness building / learning tool
- Understand technological components of a wise water management system for schools and see the application of child based Water Safety Plans
- See the IEC and "learn as you play" components of wise water management
- Understand the MARS ROUNDABOUT pump technology
- Observe water reuse technology for hand washing and toilet flushing
- Familiarise with the scientific basis for effective wise water management
- Learn about Government of Madhya Pradesh's future plans for scaling up
- To have an understanding of the approaches and processes of change management in Tamilnadu
- Initiatives relating to water governance reforms of the TWAD board
- Learn about community based water



Children explaining fluoride removal process

resource management systems implemented by the DHAN Foundation

- Learn about different options and technologies of harvesting rain water in Chennai, by Centre for Science and Environment (CSE) Rain Centers

Key Lessons Learned:

Observing rainwater harvesting, grey water reuse in schools and initiatives for mobilizing attitudinal change among water supply programme managers

Observations:	Suggestions:
<ul style="list-style-type: none"> • Grey water reuse - sanitary latrines, safe excreta disposal, minimizing use of ground water being implemented in a pilot project with a view to scaling up • Play-pump for school children-a promising energy/drudgery saving device. However it may not always be effective and therefore should be considered with some care • Rainwater harvesting for both drinking water, ground water recharge • The role of the government in leading change as seen in TWAD project e.g. for mobilizing water supply managers to ensure optimal utilization of resources and improve service delivery • The role of local leaders - to create change in the community for management of water supply schemes • Life skills based learning - hygiene education for children • Community-based financial system- collection of money, O&M 	<ul style="list-style-type: none"> • Both men and women should be involved and participate in water management • There should be links created between water and sanitation to promote hygiene and safe drinking water

Replicable features for visiting countries :

- Rainwater harvesting for some areas
- The play pump
- The role of the local community leaders in mobilization has been good here and can be replicated

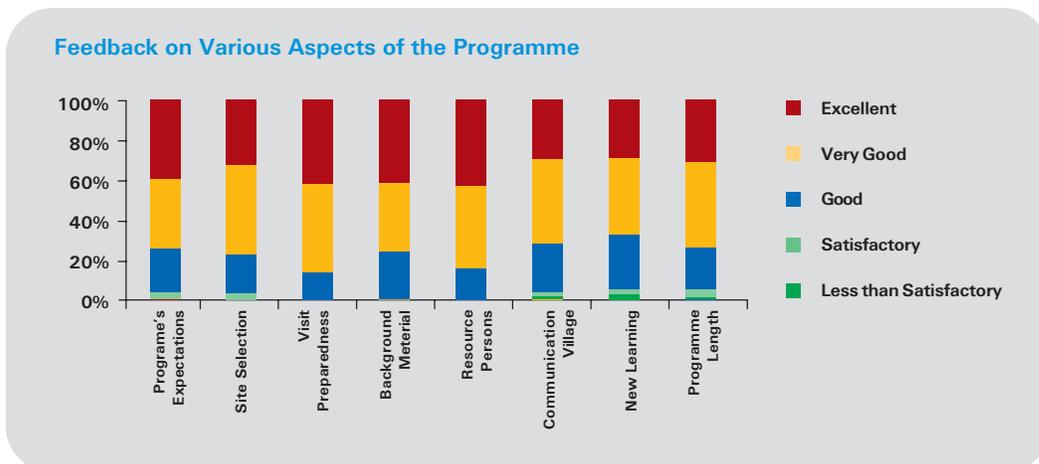
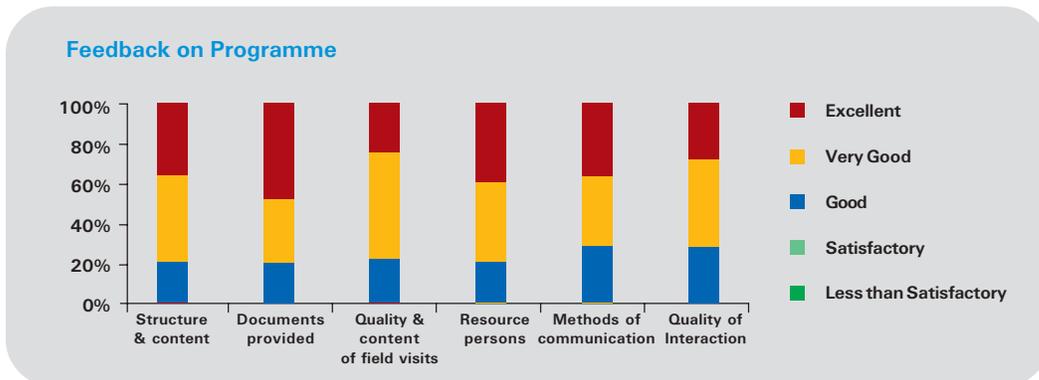
Conclusion and Analysis

States visited under the International Learning Exchange India: 13 to 23 November 2006

On 23rd November the group reassembled in Delhi and shared their experiences - a host of learning and suggestions from the field visits - with the rest of the group. Feedback and evaluations were completed and analysed. Participants were satisfied with the programme content, structure and the manner in which it was conducted. The resource materials (documents) provided were graded the highest with about fifty percent of the delegates considering them

excellent. The feedback on different aspects of the programme show a general satisfaction with the way the programme was conducted. A few participants felt that some additional assistance provided for communicating in the villages would have been helpful.

On the eight parameters above, 80 percent feedback rated *visit preparedness* and *resource persons* as between very good to





Low Cost Sanitary Toilet in household

excellent. For programme expectations and site selection more than 95 percent feedback rated them between good and excellent.

In three areas i.e. background materials, communication in villages and new learning 70 to 75 percent feedback rated them as between very good to excellent. In these

same area less than 3% suggested that it was less than satisfactory. This may be interpreted as perception of some participants who came with expectations of learning that could not be met. This suggests that the selection process while encouraging inclusiveness must also be able to gauge the learning needs with greater precision.

List of Delegates

List of Delegates

S No.	Name of the Delegate and Designation	Module
Burkina Faso		
1	Mr. Togola Soungalo, Project Officer, WES, UNICEF	School Sanitation
2	Mrs. Josephine Amedee Ouedraogo/Baro, Engineer, Rural section	Accelerating Rural Sanitation
China		
3	Ms. Ge Hua, Deputy Director-General, Department of Development and Planning, MOE	School Sanitation
4	Mr. Jiang Jingkui, Associate Professor, School of Foreign Language, Peking University	School Sanitation
5	Ms. Chai Haiying, Project Officer, Department of Physical Health and Arts Education, MOE	School Sanitation
6	Ms. Li Xiaocui, Project Officer, Department of Disease Prevention and Control, Ministry of Health	School Sanitation
7	Ms. Zheng Anning, Vice Division Chief, Provincial Education Bureau of Guangxi	School Sanitation
8	Mr. Zhang Zhigang, Vice Division Chief, Provisional Education Bureau of Sichuan	School Sanitation
9	Mr. Wu Yihui, Vice Division Chief, Provisional Education Bureau of Guizhou	School Sanitation
10	Mr. Zou Ze, Project Officer, Education Bureau of Yinjiang County, Guizhou	School Sanitation

S No.	Name of the Delegate and Designation	Module
Criteria		
11	Mr. Lu Jiding, Director, Education Bureau of Xihe County, Gansu	School Sanitation
12	Mr. Yang Yansong, Vice Division Chief, Education Bureau of Qinghai Province	School Sanitation
13	Ms. Lei Jun, NPO, WES Section, UNICEF	School Sanitation
14	Mr. Binyiri Mathew Koma, Water, Sanitation & Hygiene (WASH), Project Officer, UNICEF	Accelerating Rural Sanitation
15	Mr. Berhane Gebrekidan Ghebreyohaa, Sanitarian, Regional Health Office, Ministry of Health, Anseba	Accelerating Rural Sanitation
Iraq		
16	Mr. Saman K. Hussen, Ministry of Municipalities	Accelerating Rural Sanitation
17	Mr. Haider-Y-Sahi, Dy. General Assistant of Al-Dowra Municipality	Wise Water Management
18	Mr. Hatim S. Ismaeel, Dy. General Assistant of Al-Karada Municipality	Wise Water Management
19	Mr. Salam Fahim Noor, Director of the Al-Diwaniya Water Directorate	Wise Water Management
20	Mr. Jawad-El-Abdul Rasool, Consultant for Water & Sewerage	Accelerating Rural Sanitation
Nepal		
21	Mr. Bishwa Mani Gyawali, Deputy Director General, Department of Water Supply and Sewerage	School Sanitation
22	Mr. Madan Malla, Engineer, Department of Water Supply and Sewerage	School Sanitation
23	Mr. Bodh Narayan Shrestha, Sociologist (Consultant SSHE)	School Sanitation
24	Mr. Dilip Shekhar Shrestha, Engineer, Physical Services Section, Department of Education	School Sanitation

S No.	Name of the Delegate and Designation	Module
Pakistan		
25	Ms. Tahira Yasmin, Planning Officer, Local Government and Development, NWFP Peshawar	School Sanitation
Sudan		
26	Mr. Sulieman Mahmoud Arabi, Assistant Project Officer (WES), UNICEF	Wise Water Management
27	Mrs. Awatif Oshikhalil, Assistant Project Officer (WES), UNICEF	School Sanitation
28	Mr. Haroon Ali Nawiya, Emergency, Water & Sanitation Coordinator	Wise Water Management
29	Mr. Nasreldien Mohamoud Mohamed, WES Project Manager, UNICEF	Wise Water Management
30	Mr. Mubarak Fath Elrhman Mohamed Ahmed, Project Manager, UNICEF	School Sanitation
31	Mr. Ibrahim Abaker Digies Ishaq, WES Government Counterpart	Wise Water Management
32	Mr. Emedeldin Suliman Mohamed El Hassan, Water & Sanitation Officer, UNICEF	School Sanitation
UNICEF HQ		
33	Ms. Karine Sar, PO Assisting Director of Programme Division, UNICEF, New York	Accelerating Rural Sanitation
India		
1	Dr. S. P. Bhattacharya, President, West Bengal Board for Primary Education, Kolkata.	SSHE & ECOSAN (Karnataka)
2	Dr. S. K. Mukherjee, State Coordinator, SSHE Cell, WBBPE, Kolkata.	SSHE & ECOSAN (Karnataka)
3	Mr. Sanjeev Jha, Project Director, TSC/SDM Madhya Pradesh.	Accelerating Rural Sanitation

S No.	Name of the Delegate and Designation	Module
4	Mr. M. M. Khaira, SE, TSC Madhya Pradesh	Accelerating Rural Sanitation
5	Mr. R. P. Sharma, SE, Ujjain Circle, Ujjain, Madhya Pradesh	Accelerating Rural Sanitation
6	Mr. B. K. Jha, Superintendent Engineer, DWSD, Santhal Pargana, Government of Jharkhand	Accelerating Rural Sanitation (Maharashtra)
7	Mr. Subodh Kumar, Superintendent Engineer, DWSD, Government of Jharkhand	Accelerating Rural Sanitation (Maharashtra)
8	Mr. Gopi Kanwar, District Secretary, Literacy Campaign and partner in TSC, Lohardaga, Jharkhand	Accelerating Rural Sanitation (Maharashtra)
9	Mr. Amrendra Kumar, State Resource Person, Jharkhand	Accelerating Rural Sanitation (West Bengal)
10	Mr. R. B. Roy, Superintendent Engineer, DWSD, HQs, Government of Jharkhand	Wise Water Management (Tamil Nadu)
11	Mr. B. B. Ojha, Superintendent Engineer, DWSD, (Water Quality), Government of Jharkhand	Wise Water Management (Madhya Pradesh)

Glossary

ARWSP	Accelerated Rural Water Supply Project (ARWSP)
BIG	Bio Intensive Garden
CRSP	Central Rural Sanitation Programme
HH	Household
IEC	Information, Education & Communication
ILE	International Learning Exchange
NGO	Non-Government Organisation
NGP	Nirmal Gram Puraskar (Clean Village Award)
PRI	Panchayati Raj Institutions
RSM	Rural Sanitary Mart
SSHE	School Sanitation Hygiene Education
SWASTHH	School Water & Sanitation Towards Health & Hygiene
TSC	Total Sanitation Campaign
VWSC	Village Water & Sanitation Committee
WES	Water & Environmental Sanitation

"The real indicator for human development is not the increase in GDP or rise of the sensex, but whether all households have access to sanitary toilets" Dr. Raghuvansh Prasad Singh, Honourable Minister of Rural Development

"I am very impressed by the information that children have on hygiene and sanitation" Madan Malla, Nepal

"I am very impressed with Ramakrishna Mission Loksiksha Parishad's spiritual leadership and the dedicated band of professional social activists who believe in upliftment of the marginalized. I invite them to collaborate with Burkina Faso and set up a center there" Josephine Amedee Ouedroaogo/Baro

"Observed many groups practicing SSHE interventions. It would be very nice to visit different types of schools, private, public, rural and urban with different types of administration to get a more holistic understanding"

"The mobilization is very different here - the local leaders, politicians and the government are all involved creating ownership and making projects sustainable" Haroon Ali Nawiya

