

PROJECT LEARNING REPORT

Strengthening WASH, NUTRITION and Climate Smart Interventions in
School, Anganwadi and Health Care Facilities



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with
support from





Project Supported by UNICEF Bihar
Strengthening WASH, NUTRITION and Climate Smart
Interventions in School, Anganwadi and Health Care Facilities

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Year of Publishing 2025

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Partnering Hope Into Action Foundation
Trust registered in 2005
Registered under 80G

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Introduction

Partnering Hope Into Action [PHIA] Foundation, with support from UNICEF and in collaboration with the Bihar Education Project Council (BEPC), has implemented an initiative to create climate-smart schools and enhance Kayakalp compliance in healthcare facilities across Purnea and Araria districts of Bihar. With thematic focus on upgrading WASH infrastructure and practices in schools and Angawadis in Purnea and Araria districts in Bihar, the intervention put special impetus on climate change adaptation and nutrition wellbeing of students. Following were the key objectives of the intervention.

Objective 1 Institutionalizing Climate-Sensitive Swachhta Action Plans (SAP)

The project promoted Climate-Sensitive SAPs in schools to ensure compliance with WASH standards and build resilience against climate impacts. These plans included measures such as water conservation, rainwater harvesting, and sustainable waste management, enabling schools to adapt to climate change while maintaining hygiene and sanitation standards.

Objective 2 Strengthening School Nutrition Interventions

Nutrition initiatives aimed to improve the health and well-being of students by promoting awareness of balanced diets, organizing nutrition campaigns, encouraging the consumption of nutrient-rich meals, and establishing nutrition gardens. These efforts were targeted at addressing deficiencies and ensuring healthier learning environments.

- To normalize menstrual health discussions, innovative interventions like **Pad Banks** and **Saheli Kaksha** (girls' support spaces) were introduced. These initiatives received strong community endorsement and have encouraged regular school attendance among adolescent girls.
- Capacity-building sessions were conducted for **Meena Manch** members and other schoolgirls, promoting gender equity and sustainability. Boys also participated in sessions to foster gender-sensitive attitudes. Events like **Menstrual Hygiene Management (MHM)** Days engaged boys and communities in destigmatizing menstrual health discussions.
- Anganwadi Centres (AWCs)** - ICDS functionaries and Anganwadi Workers (AWWs) received comprehensive training to improve WASH standards and integrate climate resilience within Anganwadi operations. This training helped AWWs adopt safer hygiene practices such as routine handwashing before meals, reducing plastic use, and promoting biodegradable alternatives. Environmental initiatives like local tree plantations were also supported. Women and adolescent girls visiting AWCs now have access to clean toilets, sanitary pads, and reliable information on menstrual health management. AWWs have been trained to ensure the consistent availability and safe disposal of pads within the centres.
- Healthcare Facilities** - Public hospitals in both districts received technical support to improve sanitation and menstrual hygiene facilities, especially for adolescent girls and women. The project focused on enhancing compliance with the Government of India's Kayakalp initiative. PHIA Foundation supported healthcare staff through training and monitoring, leading to cleaner toilets, improved accessibility, better lighting (especially at night), and enhanced amenities for women and girls. Gender-sensitive assessments were integrated into the Kayakalp evaluation process to ensure inclusive healthcare environments.

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Key Actions Undertaken

- The program **emphasised efficient water use** to reduce schools' vulnerabilities to climate change, use, reduced wastage, and introduced rainwater harvesting systems. The intervention schools were encouraged to design climate-resilient Swachhta Action Plans, develop composting units, and establish nutrition gardens. Awareness campaigns were conducted to improve children's understanding of nutrition and to promote balanced diets.
- Technical assistance** was extended to Bihar Education Project Council [BEPC] and the Integrated Child Development Services (ICDS), with a strong focus on capacity building for key stakeholders. These trainings addressed health, hygiene, and nutrition topics, and ensured alignment with WASH standards through regular assessments.
- One of the program's cornerstone efforts was **supporting the Anaemia Mukh Abhiyaan** (Anemia-Free Campaign), which promoted coordination between the education and health departments to ensure regular distribution and consumption of Iron Folic Acid (IFA) tablets. Nutrition, Health, and Education (NHE) sessions were conducted which covered critical topics such as personal hygiene, balanced diets, anemia prevention, and correct handwashing techniques. Health screenings conducted by the Rashtriya Bal Swasthya Karyakram (RBSK) team helped in early identification and referral for treatment.
- The program also prioritized **gender-responsive WASH infrastructure in schools**. Schools were supported in constructing separate toilets for boys and girls, equipped with secure doors, dustbins, and latches. Emphasis was placed on safe disposal mechanisms for used sanitary pads, with efforts to install incinerators and promote environmentally friendly disposal systems.

Geography Covered

Two district of Bihar, Araria and Purnia were covered under the intervention, that included Baisi Block in Purnia and Palace Block in Araria



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Key Results Achieved

1,243 schools

developed WASH, Nutrition, and Climate-Smart Swachhta Action Plans.

189 teachers

trained in WASH, nutrition, and climate-resilient interventions.

331 female teachers

designated as Menstrual Hygiene Management (MHM) Nodal Teachers.

20 schools

developed as replicable models for WASH, nutrition, and climate-smart practices.

75% of schools

reported zero stockouts of IFA-Pink and IFA-Blue tablets for an entire quarter.

50 schools

established self-led nutrition screening for adolescent boys and girls.

582 anganwadi

workers, supervisors, and CDPOs trained in WASH and climate-smart practices.

24 healthcare facilities

conducted Kayakalp self-assessments using gender-responsive tools conducted in successive years 2023 & 2024.

10%

of 1-star and 2-star schools improved their status to 3-star in both districts.

126 child cabinets, VSS, and Meena Manch groups

(50% boys and 50% girls) trained as WASH and Climate Change champions.

95 schools

achieved 70% coverage of nutrition interventions (micronutrient supplementation, deworming, health screenings, diet education, and functional nutrition gardens)

65% of children

received at least four IFA tablets per month under the WIFS program.

Nutri-Meal events

At least 4 bi-annual inter-school Nutri-Meal events organized each year to promote healthy diets

254 AWCs

with dedicated buildings conducted WASH assessments.

WASH/Kayakalp Roadmap

Both districts developed an annual WASH/Kayakalp Roadmap to support regular assessments and improve facility compliance.

6 healthcare facilities

qualified for Kayakalp external assessment with gender-responsive evaluation conducted in successive years 2023 & 2024.

12 healthcare facilities

qualified for Kayakalp peer assessment annually with a gender lens.



Key Interventions and Learning

1 Developing Climate Smart Schools - A Step Towards a Better Tomorrow

“Children not just face the direct brunt of the climate change impact – they are also among the essential actors in building climate resilience.”

Simple infrastructure repairs, when combined with child-led monitoring, drastically reduced water wastage.

Children have not only been among the most vulnerable to climate change but have also held immense potential as agents of change. Recognizing this, the Climate Smart Schools initiative placed children at the center of climate action. The program sought to create sustainable and resilient schools, capable of withstanding the impacts of climate change, while empowering students to become responsible and climate-conscious citizens.

By promoting localized solutions to climate-induced challenges and encouraging sustainable practices within the school environment, the initiative combined adaptation and mitigation strategies. Over the course of the intervention period, significant progress was made in strengthening resilience, climate leadership, and community engagement across schools in the intervention districts of Araria and Purnea. The experiences and lessons from these efforts provided valuable insights into how child-centered approaches could promote and strengthen climate resilience in schools which are among the earliest and critical institutions to which children get exposed to. Following specific interventions were taken up as a part of developing climate smart schools.

Reducing Water Wastage: Reducing water wastage formed one of the core components of the Climate Smart Schools initiative. Schools undertook infrastructure improvements and behaviour change initiatives were launched to instil habits of water conservation and appropriate water management among students and the school community. Awareness sessions were conducted to sensitise students about the importance of saving water, with groups like Bal Sansad and Meena Manch actively participating in various activities such as video screenings, painting contests, and essay writing competitions.

Infrastructure upgrades complemented these behavioural efforts. Broken taps were repaired, and soak pits were constructed to capture grey water from handwashing stations. Taps without sinks were adapted into functional handwashing points, with grey water being redirected into Nutrigardens established within school premises. Children were encouraged to monitor water use during everyday activities such as handwashing before meals, and both teachers and Mid-Day Meal (MDM) staff supported them in achieving the goal of zero water wastage.

Minimising Water and Food Waste: Efforts to reduce food wastage were also integrated into daily school practices. Teachers, MDM cooks, and student leaders were sensitised to the need for mindful food consumption. *Bal Sansad* and *Meena Manch* members assumed responsibility for monitoring food distribution and ensuring that meal portions matched students' appetites. Dustbins were strategically placed near hand pumps where children washed their plates, which helped in collecting leftovers and minimising food waste. Although some food particles continued to be observed near hand pumps, overall, there was a significant shift in attitudes, with students showing greater responsibility towards reducing food waste.

Implementation of Waste Segregation: To strengthen waste management practices, schools initiated waste segregation measures. Students and the school community were trained to differentiate between organic and inorganic waste. Composting techniques, specifically using NADEP pits, were introduced, and students were taught how to manage and utilise organic waste to create compost for use in school Nutrigardens. Activities such as 'Pitara Tool' activity, quizzes, and painting competitions were conducted to reinforce knowledge around waste segregation. Schools adopted the practice of using separate dry and wet dustbins, and manual incinerators were constructed to ensure proper disposal of non-recyclable waste.

Promoting Functional Composting: Promoting composting further strengthened the sustainable waste cycle within schools. NADEP pits were constructed in 40 schools as part of the initiative, and students played an active role in managing the pits. Organic waste collected from school premises was transformed into compost, which in turn was utilized to nourish the Nutrigardens. This practice not only reduced organic waste but also connected students directly to sustainable food production cycles.

Encouraging the Use of Single-Use Plastic: Addressing the use of single-use plastic (SUP) was another critical intervention. Regular counselling sessions and video demonstrations were used to sensitise students and staff to the harmful impacts of plastic waste. While certain challenges remained – particularly the use of plastic bags for carrying spices and kitchen supplies – awareness campaigns led by *Bal Sansad* and *Meena Manch* actively prompted changes in behaviour. Students collectively created a list of commonly used SUP items and devised strategies to minimise their use. Mid Day Meal staff were encouraged to shift towards jute and cloth bags for kitchen supplies, and dry dustbins were placed in schools to collect plastic wrappers from packaged food items. Although

Behaviour change and not just infrastructure was the key to reducing food and water wastage.

Turning school waste into fertile compost created a direct link between waste management and food and nutrition security.

Creating habits early in students ensures life-long consciousness and climate leadership.

Awareness is the first step, but behaviour change demands consistent encouragement and innovation.

the complete elimination of plastic remains a work in progress, the use of single-use plastic bags significantly declined across the targeted schools.

Building Functional Rainwater Harvesting Systems: Another important achievement was the promotion of rainwater harvesting to prevent water wastage and contribute to groundwater recharge. In two school buildings, rainwater harvesting structures were installed to collect rooftop runoff, while soak pits were constructed in areas where surface water accumulation was observed. These interventions not only reduced water-logging but also enhanced the replenishment of groundwater resources. Schools were identified for further expansion of rainwater harvesting systems, and applications were submitted to secure the necessary approvals and support for scaling up this sustainable practice.

The Climate Smart Schools intervention demonstrated the transformative potential of placing children at the forefront of climate action. By combining infrastructure improvements with behavioural change and active participation of school communities, the intervention successfully cultivated climate consciousness and a culture of environmental leadership among young students..www

The experience from the past year clearly showed that when children were informed, engaged, and empowered, they could lead meaningful climate-responsive actions within their communities. Schools became not only centres for education but also hubs for resilience-building, showcasing how climate-smart strategies could be embedded into everyday practices.

Rainwater harvesting not only saved water but also promoted a deeper understanding of the local water cycle among children.

Institutionalising Climate-Sensitive WASH Planning in Schools:

A Case of Strategic SAP Rollout in Bihar

Through targeted capacity building and facilitation, the development and implementation of **Swachhata Action Plans (SAPs)** were successfully institutionalized across schools in Bihar, aligning school-based WASH efforts with broader climate resilience goals.

With support from UNICEF, education functionaries, head teachers, and students were trained to take structured ownership of the SAP process. These plans incorporated key areas such as water conservation, waste management, hygiene promotion, and nutrition through initiatives like nutri-gardens and improved mid-day meal management. The SAP served as both a planning and monitoring tool, enhancing the schools' ability to identify gaps and adopt sustainable practices.

Implementation support was provided through CRC-level and block-level facilitation sessions. During the project period, approximately **1,250 schools** were directly oriented and supported in uploading their SAPs to the **e-Shiksha Kosh portal**. The process was formally institutionalized in **December 2023**, following successful demonstration by schools in earlier phases. UNICEF's engagement with the Samagra Shiksha Abhiyan (SSA) office was instrumental in integrating SAPs into the formal school planning cycle. This enabled data-informed budgeting for WASH infrastructure and embedded climate-sensitive planning into routine operations. The initiative stands as a scalable model for strengthening school-level governance and advancing sustainability in the education system.



Learning and Insights Around WASH Implementation

- **Limited IEC Awareness Beyond Handwashing:** Understanding of Information, Education, and Communication (IEC) materials related to WASH—beyond handwashing—is notably low among teachers. The absence of a dedicated WASH IEC compendium and poor visibility of SBCC (Social and Behaviour Change Communication) materials have impacted adoption of best practices.
- **Inadequate Waste Segregation and Open Burning:** Waste segregation is not systematically practiced in most schools. Dry waste was often burned in the open. However, recent training initiatives have improved awareness and introduced better waste treatment mechanisms.
- **Challenges in Water Quality Testing:** Water testing remains a high-friction task. Government labs are poorly functioning, requiring multiple follow-ups by teachers, often without timely results or support.
- **Low Awareness of WASH-Related Observance Days:** Teachers have limited knowledge about important WASH celebration days (e.g., World Toilet Day, Global Handwashing Day). Circulars issued by authorities rarely reach all schools, reducing overall participation.
- **Gaps in Monitoring and Accountability:** Inconsistent monitoring by state and district officials during regular review meetings results in weak enforcement. This contributes to schools deprioritizing WASH facility upgrades and service improvements.
- **Partial Understanding of MHM Compliance:** Most schools lack clear understanding of Menstrual Hygiene Management (MHM) friendly indicators. However, some teachers have adopted low-cost practices such as adding hangers and dustbins in girls' toilets. Minor infrastructure fixes (e.g., improved door latches and ventilation) significantly enhanced MHM amenities.
- **Convergence for Infrastructure Remains a Bottleneck:** Leveraging untied Panchayat funds for constructing toilets, handwashing stations, or boundary walls remains a major challenge due to coordination gaps and procedural delays.

Operational Learning from SAP Rollout in Schools

- **Initial Barriers to Portal Access:** Many schools faced difficulties accessing the e-Shiksha Kosh portal for SAP entry. This issue was mitigated through targeted handholding and orientation sessions at the CRC and Block levels.
- **Challenges in Budgeting and Timeline Estimation:** Developing SAPs with clear timelines and budget estimates proved difficult, especially for female teachers unfamiliar with cost estimation for infrastructure. The delayed disbursement of Composite Grants further hindered accurate timeline planning.
- **Limited Ability to Leverage Panchayat Funds:** Schools reported systemic challenges in accessing Panchayat resources. Power dynamics and hesitancy among Panchayati Raj Institution (PRI) members created obstacles in securing funding for WASH-related infrastructure improvements.
- **Realistic Budgeting Remains a Gap:** Despite having access to facilitative SAP guidelines, many teachers found it difficult to prepare realistic budgets, especially in the absence of technical support or standardised unit cost references.
- **Weak Monitoring Reduces Compliance:** A lack of systematic review and monitoring by state and district education authorities has led to reduced compliance among schools. Without follow-up mechanisms, SAP adoption and facility upgrades risk losing momentum.



2 *Bal Sansad as Climate Change Ambassadors: Pioneering Sustainable Practices in Schools*

“Empowering children today ensures a sustainable tomorrow.”

Bal Sansad, or the children’s parliament, served as a vital platform for nurturing leadership and climate responsibility among students. As **Climate Change Ambassadors**, members of *Bal Sansad* took the lead in promoting environmental consciousness and sustainability in the targeted schools. Their role extended beyond awareness-building; they actively implemented and monitored key practices that promoted wise water management, waste disposal, WASH (Water, Sanitation, and Hygiene) improvements, food conservation, and school-based greening initiatives. By engaging other students in meaningful activities, they ensured long-term behaviour change and encouraged a sustainable future.

Every drop saved by a child strengthens the resilience of a community.

Wise Water Management: Climate Change Ambassadors advocated for the conservation of water by educating students on the importance of using water responsibly. They ensured that students avoided wastage while drinking, washing hands, and using toilets. They also promoted simple techniques like rainwater harvesting and encouraged the installation of soak pits to recharge groundwater. Additionally, they monitored school’s water systems to detect and report leaks that ensured timely repairs, contributing to sustainable water usage within schools.

Turning waste into resources built both green gardens and green minds.

Waste Management - Using NADEP Pits and Colour-Coded Dustbins: Proper waste disposal remained a crucial step toward environmental sustainability. Climate Change Ambassadors guided students on using NADEP pits to compost organic waste like food scraps and dry leaves. They also educated students on effective waste segregation using colour-coded dustbins - green bins for biodegradable waste and blue bins for non-biodegradable materials. By reinforcing these habits, they contributed to cleaner school environments while reducing landfill waste.

Safe water, sanitation, and hygiene are the cornerstones of a healthy learning environment.

Identifying WASH-Related Retrofitting Needs in Schools: Climate Change Ambassadors assessed the school’s water, sanitation, and hygiene facilities and reported issues such as broken taps, leaking pipes, and dysfunctional toilets. They advocated for improvements including handwashing stations, safe drinking water units, and menstrual hygiene management facilities, ensuring that all students, particularly girls, had access to a clean and hygienic environment.



Minimising Food Wastage: The Climate Ambassadors educated students about the importance of taking only as much food as they could eat, helping to minimise food wastage. They monitored the Mid-Day Meal program and introduced 'Zero Food Waste Days' where students pledged to finish their meals. When excess food was unavoidable, it was either composted in the NADEP pits or taken by cooks to feed animals.

Managing Nutri-Gardens in Schools: Climate Change Ambassadors took charge of maintaining the Nutri-gardens developed in schools. They engaged students in planting, watering, composting, and harvesting activities, cultivating vegetables like spinach, tomatoes, carrots, and other local crops. The gardens enhanced school nutrition and promoted sustainable agricultural practices.

Plantation Drives: To combat climate change and improve air quality, Climate Change Ambassadors led plantation drives within school premises. They encouraged their peers to plant and care for trees, thereby increasing green cover and fostering biodiversity.

Encouraging Participation in Environmental Celebrations: Climate Change Ambassadors organised events and activities to observe days like World Water Day, World Environment Day, and Global Handwashing Day. Through debates, poster-making competitions, and awareness rallies, they reinforced environmental values and inspired greater student engagement in sustainability initiatives.

Training and Capacity Building of Climate Change Ambassadors: Four batches of block-level workshops were conducted to train Climate Change Ambassadors, with participation from 192 children and 40 teachers across 40 schools. These workshops familiarised the ambassadors with climate change risks, localised adaptation actions, and their specific roles and responsibilities in making their schools climate-smart.

Bal Sansad, through its Climate Change Ambassadors, played a critical role in embedding sustainable practices within the schools. Their leadership in water conservation, waste management, food sustainability, sanitation improvements, and greening efforts transformed schools into models of resilience and climate leadership. By empowering students to take action today, the initiative laid the foundation for a generation that is aware, responsible, and committed to tackling climate change.

Mindful eating habits today secure a sustainable tomorrow.

Growing food with our own hands teaches responsibility and respect for nature.

Each tree planted today is a promise to a greener future.

Celebrating nature deepens our connection and relationship to it.

Training young leaders today builds climate champions for tomorrow.

Climate-Smart Interventions: Building Climate Smart Schools

- **Zero Food Wastage Culture:** Awareness campaigns and structured meal planning encouraged students to consume responsibly and reduce leftovers, aligning nutrition goals with sustainability.
- **Wise Water Management:** Rainwater harvesting, leak repairs, and greywater reuse contributed to significant water conservation across school campuses.
- **Reducing Plastic Dependency:** Schools promoted sustainable alternatives to single-use plastics through orientation and student-led monitoring, significantly reducing environmental waste.
- **Effective Waste Segregation:** Colour-coded bins, composting, and partnerships with local recyclers enabled responsible disposal of solid and organic waste.
- **Functional Nutri-Gardens with Composting:** Nutri-gardens supported by compost pits not only improved students' nutrition awareness but also minimised biodegradable waste generation.
- **Greening School Campuses:** Plantation drives, led by Child Cabinets, enhanced green cover and created opportunities for environmental leadership among students.
- **Celebrating Environmental Days:** Observances of days like World Environment Day and Earth Day helped embed environmental values and triggered school-wide climate action.
- **Students as Environmental Stewards:** Integrated activities have fostered a strong culture of sustainability, empowering students to take ownership of climate-smart behaviors in and beyond school.



3 Transforming Public Health Facilities through the Kayakalp Initiative

Public healthcare facilities form the backbone of India's healthcare delivery system, catering to a vast and often underserved population. Yet, they frequently grapple with problems like overflowing waste bins, poorly maintained toilets, lack of infection control protocols, inconsistent cleaning schedules, and overburdened staff with limited awareness of hygiene practices. These challenges posed serious health risks and result in dwindling trust of the community. The public health facilities in Purnia and Araria districts reflected similar conditions before the introduction of the Kayakalp interventions. The initiative aimed to bridge these systemic gaps and promote a culture of hygiene, cleanliness and infection prevention.

The Kayakalp Initiative in Purnia and Araria Districts

The *Swachh Bharat Abhiyaan* (Clean India Mission), launched by the Government of India on October 2, 2014, heralded a nationwide movement to promote cleanliness and hygiene. Among its key focus areas were public spaces, including healthcare facilities, which are visited and used by a large section of the annually. Ensuring cleanliness in these spaces is critical not just for patient safety but also for building public trust in the healthcare system. Recognising this need, the Ministry of Health and Family

Welfare introduced the **Kayakalp** initiative in 2015 to incentivise and reward public health facilities that excel in cleanliness, hygiene, and infection control practices. PHIA with support from UNICEF worked with government departments and other stakeholders to create a transformative journey for the *Kayakalp* initiative in the Purnia and Araria districts in the state.

Kayakalp provided a structured framework to enhance cleanliness, hygiene, and infection control in the public health facilities in these

two districts taken up for the intervention by PHIA. The initiative focused on promoting cleanliness, offering recognition and incentives, encouraging peer learning, and spreading best practices. Facilities were evaluated across various themes including sanitation, waste management, infection prevention, eco-friendly measures, and community participation. High-performing facilities received awards, motivating others to follow suit.

Key Challenges and the Implementation Framework

Implementation in Purnia and Araria was not without their own share of challenges and hurdles. Many healthcare workers were unaware of *Kayakalp* guidelines. Assessment practices were often superficial or absent. The focus veered more towards infrastructure than systemic reforms. Facilities that failed to win in previous cycles lost motivation, and resource constraints, particularly with non-functional Rogi Kalyan Samitis (RKS), limited progress.

To tackle these challenges, PHIA Foundation with support from UNICEF provided technical support. Capacity building was prioritized through workshops

for MOICs, BHM, and hospital staff. Thematic nodal persons were appointed, and awareness on implementation procedures was deepened. Gap analyses were conducted, and action plans were created with thematic scorecards to monitor progress. RKS committees were revived, cleaning drives initiated, and infrastructure gaps addressed. Internal and peer assessments were conducted across 23 facilities to ensure compliance and continuous feedback.

These joint efforts led to cleaner, safer, and more motivated public health facilities. Regular cleaning

and hygiene practices became a norm and standard. Waste segregation and infection control were rigorously enforced. Training boosted staff motivation and accountability. Several facilities earned *Kayakalp* awards, and sustainable innovations like rainwater harvesting and energy-efficient lighting were introduced. Community involvement was enhanced through hygiene campaigns.



Sustaining the Gains

Sustaining progress required ongoing capacity building, regular assessments, active RKS participation, and community engagement. Continued monitoring and support were essential to ensure long-term impact. The *Kayakalp* initiative significantly improved patient care, staff morale, and public perception of health facilities in Purnia and Araria. It highlighted the impact of coordinated planning, institutional accountability, and committed partnerships. The model presents a strong foundation for scaling up across other regions, with lessons from these districts offering a roadmap for transforming public health through cleanliness, safety, and systemic excellence.

A Spotlight on CHC Baisa

CHC Baisa exemplified the success of the initiative. Earlier struggling with waste mismanagement and poor hygiene, the facility transformed through effective waste segregation, toilet renovation, and staff training. Its *Kayakalp* score improved drastically, earning recognition and boosting team morale.



4 Concerted Capacity Building Bringing Change

“Empowered teachers transform learning environments and drive sustainable change.”

Mission Three Star Campaign

A focused effort was made to build the capacity of head teachers from One Star and Two Star rated schools through the Mission Three Star Campaign. Organised at the Cluster and Block Resource Centre levels in the districts of Araria and Purnia, these sessions aimed to upgrade school facilities and practices in alignment with the Bihar Swachh Vidyalaya Puraskar (BSVP) framework. The core objective was to help schools achieve a minimum Three Star status, ensuring that students had access to essential WASH services.

Teachers were oriented on 34 performance indicators, with an emphasis on low-cost interventions and behaviour change practices. While initial concerns around limited funding were raised by participants, sharing of best practices from PHIA Foundation’s past experience encouraged proactive solutions. The sessions helped teachers identify feasible improvements such as better use of handwashing stations, maintenance routines, and participatory cleanliness drives. More resource-intensive upgrades like toilet construction or rainwater harvesting systems were acknowledged as requiring external funding beyond Composite School Grants. Through two rounds of training during the project cycle, nearly 125 schools successfully improved their performance from One or Two Star to the Three Star category. These trainings were complemented by school-level facilitation and handholding to address implementation challenges and customise action plans.



Capacitating Nodal Teachers on Menstrual Health and Hygiene Management (MHM)

Another critical area of intervention was the capacity building of teachers on Menstrual Health and Hygiene Management (MHM). In Bihar, where menstruation is often surrounded by stigma and misinformation, PHIA Foundation, with support from UNICEF and BEPC, conducted dedicated workshops across Baisi and Palasi blocks. These sessions reached 331 female nodal teachers from middle schools, equipping them with comprehensive knowledge and tools to support adolescent girls effectively.

Facilitated by female doctors from district hospitals and PHIA trainers, the content spanned biological understanding of menstruation, emotional and psychological aspects, hygiene product use and disposal, and common myths. Teachers were also introduced to school-based practices such as setting up *Saheli Kaksha* (safe spaces for girls), Soap Banks, and Pad Banks to normalise and support menstrual hygiene within school environments.

Through interactive discussions, presentations, and case studies, teachers gained practical strategies for fostering a more inclusive and supportive school atmosphere. They were encouraged to promote open communication, reduce stigma, and advocate for infrastructure that meets the needs of menstruating students. The sessions significantly enhanced teacher confidence, empathy, and preparedness in addressing MHM challenges, paving the way for more student-friendly and equitable learning spaces.





5 Celebrations for Change

“When awareness meets participation, transformation becomes a community celebration.”

Throughout the project period, the celebration of WASH and climate change-related observance days served as powerful platforms for fostering student participation, promoting hygiene practices, and instilling environmental stewardship. These observances were not just symbolic—they became integral to the learning process and community mobilisation strategy.

Special days like World Water Day, Global Handwashing Day, World Toilet Day, World Earth Day, and World Environment Day were commemorated in schools through a rich array of activities. Awareness rallies were organised, during which students carried placards, shouted slogans, and marched through the community to spread messages about water conservation, sanitation, hand hygiene, and climate action. These efforts extended the impact of school-based learning into the wider community, making hygiene and sustainability a shared responsibility.

Creative platforms such as painting and poster-making competitions allowed students to express their understanding of climate change, the importance of handwashing, and the role of clean toilets in maintaining health. Speech and essay competitions further encouraged reflection and articulation, while enhancing public speaking and writing skills among students. Through plantation drives, students experienced the direct connection between trees and environmental health, taking personal responsibility for nurturing the green cover in their schools.

On Global Handwashing Day, hands-on demonstrations were conducted to reinforce correct handwashing techniques. These sessions helped build critical hygiene habits and linked classroom learning with daily practices. Cleanliness drives were another hallmark of these celebrations, with students leading efforts to maintain clean toilets and proper waste disposal systems. Training on the use of colour-coded dustbins and composting through NADEP pits ensured that children not only participated in sanitation but also understood the logic and sustainability behind each practice.

Swachhta Pakhwada

Swachhta Pakhwada was celebrated with vigour and structure during the first week of September in both 2023 and 2024. This fortnight of cleanliness was marked by deep engagement from children, teachers, and MDM staff. The celebrations were meticulously planned with the help of head teachers and supported by the field team to ensure meaningful participation and learning outcomes.



Schools hosted Prabhat Pheris, painting contests, speeches, and cleanliness pledges. Activity-based games using the Pitara tool were a standout, helping children visualise the links between hygiene, waterborne diseases, and personal well-being. Classroom orientations and community cleanliness drives extended the impact of the observance beyond the school boundaries. These sessions not only built children’s knowledge of WASH but also worked to embed new behavioural norms in school culture.



Poshan Mah and Nutrimela

September, marked as Rashtriya Poshan Mah, brought with it vibrant celebrations in the targeted blocks of Palasi and Baisi. Block-level Nutrimelas were organised with participation from school children, block officials, community members, and frontline workers from the health, education, and ICDS departments. Events featured drawing and speech competitions themed on nutrition and health. Informational

stalls showcased millets, green vegetables, and local produce with visual displays explaining their nutritional benefits. These exhibitions helped students, parents, and community members understand how a balanced diet supports child development and combats malnutrition. Menstrual Hygiene Management (MHM) was also a key theme during Poshan Mah celebrations. Sessions included the distribution

of sanitary pads, orientation on hygienic practices during menstruation, and a stage play by girls highlighting MHM issues and the need for knowledge and resources. The performance was both informative and emotionally resonant, sparking conversations and breaking taboos around menstruation. The event was attended by senior government officials including the Block Development Officer, Medical

Officer in Charge, and CDPOs. Approximately 250 participants attended the Palasi block event, while a major program at ARMS Gadhbaneli in Purnia drew over 350 community members. The participation of PRI members, VSS members, and Anganwadi Workers enriched the collaborative spirit of the initiative. In total, 14 schools participated, involving 4,543 individuals—1,669 boys and 1,902 girls, along

with teachers, MDM staff, community members, PRIs, and VSS representatives. This scale of participation demonstrated the widespread ownership and enthusiasm for nutrition and hygiene education. Children showcased vegetables brought from home, and several students were awarded for their creativity and knowledge, leaving lasting impressions of pride and motivation.



Poshan Pakhwada

During Poshan Pakhwada (March 8–23, 2024), eight Cluster Schools across Baisi and Palasi conducted classroom sessions on nutrition themes. The focus was on food diversity, balanced diets, vitamins and minerals, and identifying signs of anaemia. Students researched and presented their learning using the internet, showing ownership of their health education journey. Teachers played a pivotal role in nurturing understanding and initiating conversations that extended into students’ homes.

The celebration of key dates became more than a symbolic gesture—they became powerful, structured engagements to promote hygiene, nutrition, environmental action, and gender-sensitive health practices. By transforming observance days into immersive learning events, students, teachers, and communities were empowered to become lifelong champions of change.





6 Strengthening Nutrition in Schools

“Good nutrition is not just about food—it’s about learning, growing, and thriving together.”

Establishment of Nutri-Gardens (Poshan Vatikas)

Prior to the intervention, schools did not have functional Nutri-Gardens, limiting both nutritional access and experiential learning. To address this, 20 schools were supported in establishing Nutri-Gardens. Fencing was the first step, with iron wire installations completed or underway. Seed kits and tool kits—including spades and water pipes—were distributed to initiate gardening. Students played an active role in sowing and maintenance, and regular Nutrition Health Education (NHE) sessions were conducted to raise awareness about healthy diets and green vegetables.

Nutrigarden boards and vegetable display boards were installed for educational visibility, detailing the crops’ health benefits. A student roster system was created for watering, weeding, and care, promoting accountability and long-term upkeep. The initiative not only educated students about growing food but also encouraged them to start kitchen gardens at home. It served as a model for sustainable agriculture using composting and water conservation techniques.

Health Screening through Rashtriya Bal Swasthya Karyakram (RBSK)

The project team collaborated with the RBSK team and Block Health Managers to ensure the inclusion of target schools in district micro-plans. Health screening for over 2,000 children was conducted across project schools, covering BMI and deficiency checks. School-wise health cards were issued, and children with complications were referred to district hospitals. This facilitated early detection and prompt medical intervention.

Health Screening through Rashtriya Bal Swasthya Karyakram (RBSK)

NHE sessions were consistently held in all 40 schools, led by nodal teachers and supported by Bal Sansad and Meena Manch members. Sessions were held during assemblies or class time, covering hygiene, cleanliness, balanced diets, and the benefits of Iron Folic Acid (IFA)

tablets. Children were also guided on correct handwashing techniques. Each school received a flipbook on NHE which students used to reinforce learning. IFA tablets were administered weekly under the supervision of teachers and student leaders, helping to embed nutrition knowledge into daily school routines.

Weekly Iron Folic Acid Supplementation (WIFS) Programme

To address anaemia and micronutrient deficiencies, the WIFS programme was implemented robustly. Schools maintained steady stocks of IFA tablets—pink for girls and blue for boys—and administered them weekly. Student engagement improved over time, with increased uptake and regular tracking through school-maintained registers. This proved to be a reliable approach in supporting adolescent health and reducing nutritional gaps.

Nutrition Self-Screening in Schools

A structured Nutrition Self-Screening initiative was introduced in 50 schools. Nutrition kits containing height charts, weighing scales, and IEC material on diet diversity and BMI were distributed. Students recorded their BMI periodically, with guidance from teachers and health workers. This empowered children to understand their nutritional status and promoted healthy habits at home and in school. The IEC materials helped both children and families make informed food choices and promoted early intervention where needed.

The nutrition-focused interventions created an enabling ecosystem within schools, seamlessly integrating the Weekly Iron and Folic Acid Supplementation (WIFS) programme with comprehensive nutrition-health education. These efforts significantly improved health awareness and service delivery among children and adolescents. Notably, 75% of all students—both boys and girls—were able to consistently receive at least four IFA tablets per month, contributing to the prevention of anaemia and micronutrient deficiencies. Schools successfully conducted quarterly nutrition screenings, reaching 80% of adolescents and ensuring regular health monitoring. Fortnightly nutrition-health education sessions reached a similar proportion, building strong foundations for lifelong healthy habits. Importantly, all 20 schools maintained uninterrupted stocks of IFA Pink and Blue tablets, guaranteeing timely access to essential supplements. Together, these outcomes underscore the success of embedding nutrition into the school environment—not merely as a health intervention, but as a sustained commitment to student well-being and academic potential.

Insights on Nutrition Monitoring and School-Based BMI Tracking

- **Barriers to BMI Tracking Due to Lack of Tools and Use:** Many schools lacked basic tools like height charts and weighing machines, preventing BMI tracking. Even when provided, the absence of training and integration into school routines meant these tools were underutilized.
- **Inadequate Monitoring and Data Recording:** Without regular oversight from block or state-level authorities, periodic BMI recording was not maintained. This gap led to inconsistent tracking and limited usefulness of the data collected.
- **Integrated Nutrition Activities Strengthen Outcomes:** Schools that combined functional Nutri-Gardens, regular BMI tracking, Nutrition Health Education (NHE) sessions, and visible IEC materials created an enabling environment. This holistic approach improved both awareness and green vegetable intake, with positive effects on students' nutritional status.
- **Irregular Attendance Limits Longitudinal Tracking:** Tracking the same set of students over time posed challenges due to poor attendance in several schools, reducing the reliability of BMI trend analysis.
- **NHE Flipbooks as an Effective Learning Tool:** The use of NHE flipbooks during sessions significantly boosted students' understanding of nutrition and helped in fostering healthier behavioural practices.

Driving Convergence for Anaemia Prevention: District Workshop Aligns Education and Health Sectors in Araria

A district-level convergence workshop on the *Anaemia Mukh Abhiyaan* was convened in Araria, bringing together key stakeholders from the education and health departments. The objective was to address the increasing prevalence of anaemia among children and adolescents, and to enhance cross-sectoral coordination for improved **Iron and Folic Acid (IFA)** supplementation in schools.

The workshop focused on aligning the efforts of **Block Education Officials, Block Community Mobilisers (Health)**, and other relevant stakeholders to ensure uninterrupted IFA tablet supply and administration. Participants engaged in detailed discussions around existing challenges in the IFA supply chain, with specific concerns raised on inconsistencies in indenting, stock-outs, and gaps in reporting mechanisms.

A **block-wise review** of the IFA supply status was undertaken to assess distribution efficiency and track coverage. The need for improved coordination and clearer accountability between departments was emphasised. District-level officials urged both sectors to streamline processes, improve communication, and adopt proactive inventory management to ensure IFA availability across all schools.

The workshop was facilitated by technical experts from the **Nutrition Section of the UNICEF State Office**, who provided guidance on program implementation and reinforced the importance of a unified approach to combat anaemia. The event served as a critical step in operationalising convergence between health and education at the district and block levels—an essential factor in strengthening nutrition outcomes among school-going children.





7 Strengthening Early Childhood Care and Education through Anganwadis

“Investing in Anganwadis is investing in the foundations of a healthier, more resilient future generation.”

Capacity Building of Anganwadi Workers

A comprehensive training programme was implemented to enhance the capacity of Anganwadi Workers (AWWs) in promoting WASH and climate-resilient practices within Anganwadi Centres (AWCs) and the communities they serve. These frontline workers are critical agents of change in the early childhood care system and have deep influence over caregivers and households. The training focused on practical and sustainable behaviours related to water conservation, sanitation, hygiene, food and waste management, and alternatives to single-use plastics.

Anganwadi workers were introduced to the principles of zero food wastage and mindful consumption. Through sessions on portion control and composting of excess food, they learned how to guide families and children on responsible food habits. Water management topics included rainwater harvesting, reducing water usage in daily tasks, and promoting the use of soak pits for groundwater recharge. Colour-coded dustbins were introduced for waste segregation and the use of NADEP composting pits was promoted for biodegradable waste.

Additionally, the harmful impacts of single-use plastic and thermocol were addressed. Anganwadi workers were encouraged to champion the use of eco-friendly alternatives such as cloth bags and steel utensils within AWCs and the wider community. Sessions were interactive and activity-based, designed to empower workers as role models and community educators on climate-resilient WASH practices. The trainings also emphasised leveraging Panchayat Development Funds for infrastructural improvements such as toilets and water facilities within government-run AWCs, especially where deficits were evident.

Training Coverage and Participation

Two rounds of block-level trainings were conducted across the project duration in Palasi and Baisi blocks, ensuring saturation-level participation. These workshops included sessions led by CDPOs, Lady Supervisors, and field-level staff. In total, 553 participants were trained, including 520 Sevikas and other ICDS officials. Training sessions provided a structured learning experience while also enabling peer-to-peer learning among AWWs, further reinforcing their ability to implement and advocate for integrated WASH and ECCE practices.

Gap Assessment of Anganwadi Centres

A detailed gap assessment of 240 Anganwadi Centres operating in government buildings was conducted across Jokihat and Palasi blocks in Araria district and Amour and Baisi blocks in Purnia district. This study aimed to identify functional and infrastructural gaps across three core thematic areas: WASH, Early Childhood Education (ECE), and Nutrition. Findings from this assessment are being used to inform planning for resource allocation, prioritisation of retrofitting needs, and improving service delivery across AWCs. The gap analysis is a crucial step in aligning local needs with institutional strengthening efforts, enabling Anganwadis to function as effective and dignified learning spaces for children and caregivers alike.



Conclusion

The integrated model implemented in Purnia and Araria demonstrates that school-based and community-level institutions can serve as pivotal change agents in advancing climate resilience, WASH compliance, and nutrition outcomes. By focusing on behaviour change, decentralised planning, and capacity development, the project created systems that are more responsive, sustainable, and inclusive.

The institutionalization of SAPs is a significant policy and operational milestone. It not only enabled targeted planning but also created visibility into infrastructure needs, paving the way for more equitable fund allocation. Moreover, the convergence between health, education, and ICDS functionaries ensured that interventions were reinforced across platforms—schools became spaces for environmental education, AWCs embraced low-cost WASH models, and health facilities improved service delivery under Kayakalp.

Empowering students and frontline workers—teachers, Anganwadi workers, and community mobilizers—was central to the strategy. These actors became torchbearers of change, demonstrating leadership and commitment that inspired broader community engagement. Their efforts resulted in better hygiene, reduced waste, improved nutrition awareness, and a growing culture of environmental responsibility among children and caregivers alike.

While challenges remain—such as monitoring gaps, resource constraints, and convergence bottlenecks—the programme offers a replicable model for cross-sectoral development. With the right technical support and political will, this approach can be scaled to other geographies, ensuring that every school and community is climate-aware, health-positive, and future-ready.



Project Media Outreach



मिशन श्री स्टार को लेकर प्रखंडस्तरीय हुई कार्यशाला

पलामी, एक संवाददाता। यूनिसेफ एवं फिन्या फाउंडेशन के संयुक्त तत्वाधान में शुक्रवार से मुख्यालय स्थित प्लस टू हाई स्कूल पलामी में आयोजित प्रखंड स्तरीय मिशन श्री स्टार कार्यशाला शनिवार को सम्पन्न होगी। कार्यशाला का शुभारंभ फिन्या फाउंडेशन के उत्तम कुमार व युगल किशोर ने किया। कार्यशाला में फिन्या फाउंडेशन के उत्तम कुमार व युगल किशोर ने बताया कि कार्यशाला में 90 स्कूलों के एचएम ने भाग लिया।

प्रशिक्षकों ने बा विद्यालय पुरस से 34 सूचकां जो 34 सूचकां के श्रेणी या आ श्रेणी प्राप्त कर पर फाउंडेशन उत्तम कुमार, मो. हासिम, मो. नजर, मारुफ वैधानाथ दास, फतमा, दानिर



कार्यशाला में 90 प्रधानाध्यापकों ने लिया भाग : प्रभात खबर
प्रशिक्षकों ने बा विद्यालय पुरस से 34 सूचकां जो 34 सूचकां के श्रेणी या आ श्रेणी प्राप्त कर पर फाउंडेशन उत्तम कुमार, मो. हासिम, मो. नजर, मारुफ वैधानाथ दास, फतमा, दानिर



स्वच्छता के लिए सेविकाओं को दिया गया प्रशिक्षण
प्रशिक्षकों ने बा विद्यालय पुरस से 34 सूचकां जो 34 सूचकां के श्रेणी या आ श्रेणी प्राप्त कर पर फाउंडेशन उत्तम कुमार, मो. हासिम, मो. नजर, मारुफ वैधानाथ दास, फतमा, दानिर



25 स्कूलों में न्यूट्रिशन किट का वितरण
पलामी . यूनिसेफ व फिन्या फाउंडेशन के तत्वाधान में पलामी प्रखंड के 25 विद्यालयों को न्यूट्रिशन किट वितरण किया गया. इसका शुभारंभ प्रखंड शिक्षा पदाधिकारी प्रतिमा कुमारी के हाथों उच्च माध्यमिक विद्यालय मालदार में की गयी. इसकी जानकारी देते हुए फिन्या

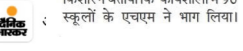
सेविकाओं को जल, स्वच्छता, साफ सफाई एवं जलवायु अनुकूल कार्य योजनाक की जानकारी, प्रशिक्षण शिविर मे दिया गया

न्यून स्केल बायसी

प्रखंड कार्यालय में सेविका प्रशिक्षण शिविर का आयोजन किया गया, शिविर का उद्घाटन प्रखंड विकास पदाधिकारी नूतन कुमारी ने दीप प्रज्वलित कर किया। मौके पर यूनिसेफ एवं बाल विकास परिषोजना बायसी के संयुक्त तत्वाधान में जल, स्वच्छता, साफ सफाई



के अंतर्गत साफ सफाई एवं सभी गार्जनी महिलाओं को टी एच एन विद्युत हाथ सफाई दिवस कर्तने की बात दौरेन यूनिसेफ मार ने स्वच्छता



सफाई व जलवायु अनुकूल कार्य योजना का दिया प्रशिक्षण
पलामी. युनिसेफ व फिन्या फाउंडेशन के तत्वाधान में आंगनवाड़ी सेविकाओं को जल स्वच्छता, स्वच्छता एवं जलवायु अनुकूल कार्य योजना का प्रशिक्षण दिया गया। तीन दिवसीय प्रशिक्षण कार्यक्रम का शुभारंभ फिन्या फाउंडेशन के प्रशिक्षक युगल किशोर, उत्तम कुमार एवं महिला प्रशिक्षिकाओं के द्वारा संयुक्त रूप से दीप प्रज्वलित कर किया गया प्रशिक्षक युगल किशोर ने बताया कि यूनिसेफ, फिन्या फाउंडेशन एवं बा विकास परिषोजना के संयुक्त तत्वाधान में आयोजित किया जा रहा है। उन्होंने कहा कि कार्यक्रम तीन दिनों तक चलेगा और कुल मिलाकर 50-5 सेविकाओं को जल स्वच्छता, स्वच्छता एवं जलवायु अनुकूल कार्य योजना की विस्तृत जानकारी दी जाएगी। प्रशिक्षण के दौरान निम्नलिखित हथ धोने के छह चरणों का अंदाज डालना, रोजाना एक उष्णकटिबंधी कुट्टी-कपड़े को जलाना एवं सूर्यप्रकाश निपटान, कुपिंग दार को खोल करने आदि की विस्तृत जानकारी दी गई।

स्वच्छता:- मध्य विद्यालय बायसी में हाथ धुलाई महोत्सव कार्यक्रम का किया गया आयोजन



स्वच्छता महोत्सव कार्यक्रम का किया गया आयोजन
प्रखंड कार्यालय में सेविका प्रशिक्षण शिविर का आयोजन किया गया, शिविर का उद्घाटन प्रखंड विकास पदाधिकारी नूतन कुमारी ने दीप प्रज्वलित कर किया। मौके पर यूनिसेफ एवं बाल विकास परिषोजना बायसी के संयुक्त तत्वाधान में जल, स्वच्छता, साफ सफाई

आदर्श रामानंद मंदिर गढ़बैलनी में पोषण मेल में मोटे अनाज पर बल



आदर्श रामानंद मंदिर गढ़बैलनी में पोषण मेल में मोटे अनाज पर बल
कसबा. स्वच्छता पखवाड़ा को लेकर प्रखंड के आदर्श रामानंद मध्य विद्यालय गढ़बैलनी के छात्र-छात्राओं ने शुक्रवार को जागरूकता रैली निकाली. प्रधानाध्यापक जलज लोवन के नेतृत्व में बच्चों ने रैली निकाल कर पौधक क्षेत्र के लोगों को स्वच्छता के लिए जागृत किया. इससे पूर्व फिन्या फाउंडेशन के उत्तम ने छात्र छात्राओं को सुरक्षा स्वच्छता के महत्व के बारे में विस्तारपूर्वक वेतना सत्र में बताया. वहीं इस मौके पर विद्यालय में स्वच्छता से संबंधित विषय पर पेंटिंग प्रतियोगिता में सफल प्रतिभागियों को

स्वच्छता पखवाड़ा को लेकर निकाली जागरूकता रैली



स्वच्छता पखवाड़ा को लेकर निकाली जागरूकता रैली
कसबा. स्वच्छता पखवाड़ा को लेकर प्रखंड के आदर्श रामानंद मध्य विद्यालय गढ़बैलनी के छात्र-छात्राओं ने शुक्रवार को जागरूकता रैली निकाली. प्रधानाध्यापक जलज लोवन के नेतृत्व में बच्चों ने रैली निकाल कर पौधक क्षेत्र के लोगों को स्वच्छता के लिए जागृत किया. इससे पूर्व फिन्या फाउंडेशन के उत्तम ने छात्र छात्राओं को सुरक्षा स्वच्छता के महत्व के बारे में विस्तारपूर्वक वेतना सत्र में बताया. वहीं इस मौके पर विद्यालय में स्वच्छता से संबंधित विषय पर पेंटिंग प्रतियोगिता में सफल प्रतिभागियों को

सेविकाओं को जल, स्वच्छता, साफ सफाई एवं जलवायु अनुकूल कार्य योजनाक की जानकारी, प्रशिक्षण शिविर मे दिया गया

न्यून स्केल बायसी

प्रखंड कार्यालय में सेविका प्रशिक्षण शिविर का आयोजन किया गया, शिविर का उद्घाटन प्रखंड विकास पदाधिकारी नूतन कुमारी ने दीप प्रज्वलित कर किया। मौके पर यूनिसेफ एवं बाल विकास परिषोजना बायसी के संयुक्त तत्वाधान में जल, स्वच्छता, साफ सफाई



के अंतर्गत साफ सफाई एवं सभी गार्जनी महिलाओं को टी एच एन विद्युत हाथ सफाई दिवस कर्तने की बात दौरेन यूनिसेफ मार ने स्वच्छता

विद्युत हाथ सफाई दिवस



विद्युत हाथ सफाई दिवस
प्रखंड कार्यालय में सेविका प्रशिक्षण शिविर का आयोजन किया गया, शिविर का उद्घाटन प्रखंड विकास पदाधिकारी नूतन कुमारी ने दीप प्रज्वलित कर किया। मौके पर यूनिसेफ एवं बाल विकास परिषोजना बायसी के संयुक्त तत्वाधान में जल, स्वच्छता, साफ सफाई

जलवायु परिवर्तन से होने वाले जोखिमों को बताया



जलवायु परिवर्तन से होने वाले जोखिमों को बताया
प्रखंड कार्यालय में सेविका प्रशिक्षण शिविर का आयोजन किया गया, शिविर का उद्घाटन प्रखंड विकास पदाधिकारी नूतन कुमारी ने दीप प्रज्वलित कर किया। मौके पर यूनिसेफ एवं बाल विकास परिषोजना बायसी के संयुक्त तत्वाधान में जल, स्वच्छता, साफ सफाई

न्यून व्रीक



न्यून व्रीक
प्रखंड कार्यालय में सेविका प्रशिक्षण शिविर का आयोजन किया गया, शिविर का उद्घाटन प्रखंड विकास पदाधिकारी नूतन कुमारी ने दीप प्रज्वलित कर किया। मौके पर यूनिसेफ एवं बाल विकास परिषोजना बायसी के संयुक्त तत्वाधान में जल, स्वच्छता, साफ सफाई

जलवायु परिवर्तन से होने वाले जोखिमों को ले किया जागरूक



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Glossary of Terms

- WASH:** Water, Sanitation, and Hygiene
- Nutri-Garden (Poshan Vatika):** School or Anganwadi-based garden cultivating vegetables for nutrition and awareness.
- Bal Sansad:** Student-led children's parliament active in school governance and climate action.
- Meena Manch:** Peer education platform to promote gender equity and hygiene practices in schools.
- Kayakalp:** A Government of India initiative promoting cleanliness, hygiene, and infection control in public health facilities.
- NADEP Pit:** A composting system used to convert organic waste into usable compost.
- SAP:** Swachhta Action Plan, a structured school-level plan for improving WASH and environmental standards.
- WIFS:** Weekly Iron and Folic Acid Supplementation, a school-based initiative to address anaemia.

List of Abbreviations

- PHIA** - Partnering Hope into Action
- UNICEF** - United Nations Children's Fund
- BEPC** - Bihar Education Project Council
- ICDS** - Integrated Child Development Services
- AWC** - Anganwadi Centre
- AWW** - Anganwadi Worker
- CDPO** - Child Development Project Officer
- LS** - Lady Supervisor
- MOIC** - Medical Officer in Charge
- BHM** - Block Health Manager
- MDM** - Mid-Day Meal
- IFA** - Iron Folic Acid
- RBSK** - Rashtriya Bal Swasthya Karyakram
- PRI** - Panchayati Raj Institution
- SSA** - Samagra Shiksha Abhiyan
- IEC** - Information, Education and Communication
- SBCC** - Social and Behaviour Change Communication
- SUP** - Single Use Plastic



Partnering Hope Into Action Foundation (PHIA) is a Charitable Trust registered in Delhi in 2005. It works across multiple geographies on addressing issues which act as barriers for communities to thrive. PHIA's focus has been on the disadvantaged and vulnerable communities who are left behind in the development interventions.

PHIA works in partnership with multiple stakeholders including government, private sector, philanthropy institutions, civil society organisations, academic institutions and community-based organisations with this focus. Its interventions and programs are spread in the states of Bihar, Jharkhand, Madhya Pradesh, Uttar Pradesh, Delhi NCR, Ladakh and Punjab. PHIA's community centric work is on a range of issues including education, WASH, strengthening local governance, climate change adaptation, sustainable livelihoods through strengthening value chains benefiting communities, and food and nutrition security for communities.

Central to PHIA's vision is the belief that real transformation begins at the community level. By nurturing leadership, building capacities, and advocating for systemic change, PHIA turns hope into actionable solutions. Its evidence-driven programs have touched the lives of countless individuals, inspiring them to overcome challenges and thrive.

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