Monitoring Inclusive WaSH in Schools:
Harnessing SDG4 to Improve the Lives of Children with Disabilities

WEDC Side Event: 24 July 2017

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94% of children with disabilities do not complete primary school in Uganda.
India, Boys Having Fun,” Dietmar Temps, 2017, CC BY-NC-SA 2.0.
4.5. By 2030, eliminate gender disparities in education and ensure **equal access to all levels of education** and vocational training for the vulnerable, **including persons with disabilities**, indigenous peoples and children in vulnerable situations.

4.A. Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, **inclusive and effective learning environments for all**.

6.1. Achieve universal and equitable access to **safe and affordable drinking water for all**.

6.2. Achieve access to adequate and equitable **sanitation and hygiene for all** and end open defecation, **paying special attention to the needs of women and girls and those in vulnerable situations**.
Core questions and indicators for monitoring WASH in Schools in the Sustainable Development Goals
1. A Human Rights Approach to WaSH
2. Improving WaSH Facilities in Schools
3. Plans for Global Monitoring in Schools
4. WaSH in Schools: Uganda
5. Strategies for the Future
Broadly, what are the barriers to education equality in the settings in which you work?

Specifically, what are the obstacles to improving WaSH facilities in schools for children with disabilities?

“Sophisticated Rohingya Girl,” Steve Gumaer, 2013, CC BY-NC 2.0
1. A Human Rights Approach to WASH

Louisa Gosling, WaterAid (United Kingdom)

A group of children with learning difficulties posing with their teachers and caretakers in front of AMALDEME's special school

Bamako district, Mali, November 2016

WaterAid/ Basile Ouedraogo
What Human Rights Apply?

**UN Convention on the Rights of the Child (CRC)**
- Article 2: Non-discrimination:
- Article 24: health and health services: clean water, clean environment, education on health and well-being
- Article 28: right to education

**UN Convention on the Rights of Persons with Disabilities (CRPD).**
- Article 7: Children with disabilities:
- Article 9: Accessibility
- Article 24: Education
- Article 28 – Adequate standard of living and social protection: …clean water services…
Human Rights to water and sanitation
Progressive Realisation

Principles:
- Accountability
- Equality & non-discrimination
- Sustainability
- Participation
- Access to information

Criteria:
- Available
- Accessible
- Affordable
- Safe
- Acceptable

100% in practice

Political & legal commitment: 100%
What does the service look like?

- Affordable?
- Safe, hygienic, secure?
- Collection & treatment
- Available (sufficient)?
- Acceptable (social/cultural)?
- Privacy & dignity?
What does the service look like?

- Acceptable (social/cultural)?
- Safe?
- Affordable?
- Accessible?
- Available (sufficient)?
- For personal & domestic use

Water
Human Rights Based Approach

Change in capacity, mindset and behaviour of people who are excluded

ACCOUNTABILITY

PARTICIPATION

Change in systems

Change in power

Change in capacity, mindset and behaviour of the government and service providers

CHANGE IN POWER RELATIONS
The view from a school director:
Amaldeme school for children with learning difficulties in Bamako, Mali

• **Rights of the Child** is in the constitution of Mali

• But **government support** for inclusive education is limited.

• Many parents **do not see importance** of educating children with disabilities – low demand

• Parents **do not consider education is a right**. They are simply grateful for anything they can get.

• **Next generation** of Malians more aware of rights?

• **No education on rights** in a simple, relevant way “that they are comfortable with and understand in relation to their daily lives”.

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Sougalo TRAORE, Head of AMALDEME's medical-psycho-educational Centre (CMPE), pictured with a child and parent in front of the administration building at Lafiabougou in Commune IV of Bamako district, Mali, November 2016.
• Partner with Disabled Persons Organizations

• Improve capacity for advocacy and claim

• Link with the UN Convention on rights of persons with disabilities

• Support government to ensure WASH facilities are accessible
How is disability culturally constructed/viewed in the settings you work?

What policies or practices exist to ensure equitable access?

A group of children with learning difficulties posing with their teacher next to a toilet at AMALDEME's special school at Lafiabougou, in Commune IV of Bamako district, Mali, November 2016.
2. Improving WASH Facilities in Schools

Ashabrick Nantege, Appropriate Technology Centre for Water and Sanitation (Uganda)

◆ **Catalyst** for teaching and learning outcome
  ✓ Improved health; Improved school retention

◆ **Challenges**
  ✓ Mandate; Who is responsible? What is the main focus of MoES?
  ✓ School ownership; public Vs Private
  ✓ Technological issue; Rejection by users, Cost, O& M challenges, Poor introduction/promotion approaches, Capacity building
◆ What has been done?
  ✓ Promotion of MHM, Construction of WASH facilities, WASH education, Creation of WASH clubs
  ✓ Stakeholders: Government, NGOs, Donors and individuals

◆ Key learning
  ✓ Skyrocketing schools operational costs
  ✓ Duplication of resources
  ✓ Un-targeted facilities (exclusion of PWDs)
  ✓ High breakdown rate
  ✓ Poor quality infrastructure
3. Plans for Global Monitoring in Schools

Tom Slaymaker, UNICEF (United States)

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washdata.org
WASH in Schools in the SDGs

4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

4.a.1 Proportion of schools with: ...(d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per WASH indicator definitions)

6.1 By 2030, achieve universal and equitable access to safe and affordable drinking water for all.

6.2 By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations.
## Harmonised JMP service ladders for WASH in Schools

<table>
<thead>
<tr>
<th>Drinking Water</th>
<th>Sanitation</th>
<th>Hygiene</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Improved</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic (SDG)</td>
<td>Basic (SDG)</td>
<td>Basic (SDG)</td>
</tr>
<tr>
<td>Drinking water from an <strong>improved</strong> source is <strong>available</strong> at the school</td>
<td><strong>Improved</strong> facilities, which are <strong>single-sex</strong> and <strong>usable</strong> at the school</td>
<td>**facilities, which have <strong>water and soap</strong> available</td>
</tr>
<tr>
<td><strong>Limited</strong></td>
<td><strong>Limited</strong></td>
<td></td>
</tr>
<tr>
<td>There is an improved* source but water not available</td>
<td>There are improved* facilities, but not single-sex or not usable</td>
<td>Handwashing facilities with water, but no soap</td>
</tr>
<tr>
<td>*piped, protected well/spring, rainwater, packaged/delivered water</td>
<td>*flush / pour-flush toilets, pit latrine with slab, composting toilet</td>
<td></td>
</tr>
<tr>
<td><strong>Unimproved</strong></td>
<td><strong>No service</strong></td>
<td></td>
</tr>
<tr>
<td>No water source or unimproved* source</td>
<td>No toilets or latrines, or unimproved* facilities</td>
<td>No service</td>
</tr>
<tr>
<td>*unprotected well/spring, surface water</td>
<td>*pit latrines without a slab or platform, hanging latrines, bucket latrines</td>
<td>No handwashing facilities at the school or handwashing facilities with no water</td>
</tr>
</tbody>
</table>
Example: Basic water service coverage in PNG

Maps to the JMP service ladder

*Preliminary estimates (analysis still in progress)*
Seven core questions to monitor ‘basic’ service

1. What is the main source of drinking water for the school? *(check one)*
   - Piped water
   - Tubewell/borehole
   - Covered well/spring
   - Rainwater catchment
   - Open well/spring
   - Cart/tanker-truck
   - Lake/river/stream
   - Bottled water
   - No water

2. Is drinking water from the main source currently available at the school?
   - Yes
   - No

3. What type of student toilets/latrines are at the school? *(check one – most common)*
   - Flush/Pour-flush toilets
   - Pit latrines with slab
   - Composting toilets
   - Pit latrines without slab
   - Hanging latrine (hole over water)
   - Bucket latrine
   - No toilets or latrines

4. How many student toilets / latrines are currently usable (accessible, functional, private)?
   Insert number

5. Are the toilets/latrines separate for girls and boys?
   - Yes
   - No

6. Are there handwashing facilities at the school?
   - Yes
   - No

7. Are both soap and water currently available at the handwashing facilities?
   - Yes, soap and water
   - Water only
   - Soap only
   - Neither
31 expanded questions; 3 on inclusive WASH

**XW3. Is drinking water accessible to those with limited mobility or vision?**

- Yes
- No

**XS7. Is there at least one usable toilet/latrine that is accessible to those with limited mobility or vision?**

- Yes
- No

**XH1. Are there handwashing facilities accessible to those with limited mobility or vision?**

- Yes
- No

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*Note: To be considered accessible, water can be accessed (directly from the source or from a storage container) via a clear path without stairs or steps* that is free of obstructions and has age-appropriate handrails, the tap can be reached from a seated position, and the water source/dispenser can be opened/closed with minimal effort with one closed fist or feet.

*Note: To be considered accessible, the facility can be accessed via a clear path without stairs or steps* that is free of obstructions and has age-appropriate handrails, there is enough space inside for a wheelchair user to enter, turn, close the door and park by the toilet (1.5 m2), the door is wide enough for a wheelchair (at least 80 cm) and opens outward with minimal or no difference in floor height between outside and inside, and the door handle and seat are within reach of children using wheelchairs or crutches/sticks, including a fixed raised pan or movable raised toilet seat to accommodate children who may have difficulty squatting.

*Note: To be considered accessible, handwashing facilities can be accessed via a clear path without stairs or steps* that is free of obstructions and has age-appropriate handrails, the tap and soap are reachable from a seated position and the tap can be operated by feet and/or one closed fist with minimal effort.

*Maximum ramp slope should follow national standards. In the absence of national standards, the following global guidelines are recommended: a maximum ramp slope of 1:20 without handrails or 1:10 with handrails for the first 10 meters (if a longer ramp is needed, there should be an intermediate level landing every 10m)*

Many thanks to Pavani Ram & Kory Smith (Univ at Buffalo) and Therese Mahon & Jane Wilbur (WaterAid) for their advice on the definitions of accessibility.
Who has used the core (& expanded) questions?

Bolivia, Colombia, Guatemala, Guyana, Honduras, Peru

• Analysed existing data against the SDG criteria

Papua New Guinea

• Updated EMIS to better reflect core questions

Indonesia

• Updated EMIS to better reflect core questions (\textit{& inclusive} toilets)

Lebanon

• Forthcoming study incorporates core & expanded questions (\textit{including inclusivity})

Government of Serbia

• Subnational survey with core and expanded questions including \textit{inclusive} WASH

\begin{table}
\centering
\begin{tabular}{|l|c|c|c|c|c|}
\hline
\textbf{Drinking water service level} & \textbf{Number (%) of schools} & \textbf{Reasons for not meeting the conditions for the Advanced service level} & \\
\hline
Advanced & 14 (5.9\%) & Water is not available in school at all times & 13 (5.5\%) & \\
\hline
Basic & 221 (92.8\%) & Drinking water is not accessible to children with disabilities & 214 (89.9\%) & Water is not safe to drink & 102 (42.8\%) & \\
\hline
Limited & 2 (0.8\%) & & & \\
\hline
No service & 1 (0.4\%) & & & \\
\hline
\end{tabular}
\end{table}


Source: https://washdata.org/report/sdg-wash-institutions-lacro

*Insufficient data to calculate Basic Service
Available data on inclusive WASH in schools

National data on inclusive WASH in schools are already available for some countries. Data are being analysed for inclusion in the 2018 JMP report on WASH in schools.

Number of countries with data available*

<table>
<thead>
<tr>
<th>Inclusive drinking water facilities</th>
<th>Inclusive sanitation facilities</th>
<th>Inclusive handwashing facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>17</td>
<td>2</td>
</tr>
</tbody>
</table>

*There are likely more national data that have been unavailable to date
Resources and SDG Baseline Estimates

JMP guidance on adopting the core questions (& expanded as appropriate)

Scoping study: monitoring WASH in schools and health centres in Latin America and the Caribbean
https://washdata.org/report/sdg-wash-institutions-lacro

Scoping study: preparing for SDG reporting of WASH in schools in East Asia and the Pacific

Coming Soon…

The JMP will publish harmonised national, regional and global estimates for WASH in schools in early 2018.

Data on inclusive WASH will be included as a special section.
Questions

1. Do you agree with the three questions on inclusive WASH in schools?

2. Are the questions useful/relevant?; what types of surveys would be appropriate to include them?

3. When might these be appropriate to include in national EMIS questionnaires?

4. At what point is it realistic for countries to target provision of inclusive WASH facilities in all schools?
General condition: 3 indicators tracked

- Safe water source: located within 500m from school but not track data
- Hand-washing: currently at 34% but only 30% schools had soap for hand-washing
- General cleanliness: only 40% of schools are clean

Policy: MoES basic requirements for WASH in schools however, WASH indicators are not included in the management information system
STUDY FOCUS

◆ Government aided primary schools in urban and peri-urban
◆ Drinking water; Source/technology, availability, accessibility and treatment
◆ Hygiene; Menstrual Hygiene Management and Hand washing
◆ Toilet; Availability, type, accessibility, operation and maintenance
RESULTS

◆ Demographics

- Mean population per school:
  332 boys, 349 girls
  19 teachers
- Persons with Disabilities (PWDs):
  24 physical impairment
  72 visually impaired
Source of water available in the selected schools

- Piped water supply: 33%
- Protected well/spring: 20%
- Rainwater: 34%
- Unprotected well/spring: 9%
- Other: 4%
<table>
<thead>
<tr>
<th>Drinking Water</th>
<th>% (n=30)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Availability</strong></td>
<td></td>
</tr>
<tr>
<td>Not available</td>
<td>18</td>
</tr>
<tr>
<td>&lt; 30 days</td>
<td>11</td>
</tr>
<tr>
<td>&gt; 30 days</td>
<td>3</td>
</tr>
<tr>
<td><strong>Accessibility</strong></td>
<td></td>
</tr>
<tr>
<td>To PWDs</td>
<td>3</td>
</tr>
<tr>
<td>Smallest children</td>
<td>71</td>
</tr>
<tr>
<td><strong>Water points</strong></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>2</td>
</tr>
<tr>
<td>SD</td>
<td>2.12</td>
</tr>
<tr>
<td>Median</td>
<td>1</td>
</tr>
<tr>
<td>Range</td>
<td>0-9</td>
</tr>
</tbody>
</table>
Type of school toilet

- Pit latrine with slab: 71%
- Flush/Poor-flush toilet: 21%
- Pit latrines without slab: 4%
- Other: 4%
<table>
<thead>
<tr>
<th>HYGIENE</th>
<th>% (n=27)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Menstrual Hygiene Management</strong></td>
<td></td>
</tr>
<tr>
<td>Washroom with privacy</td>
<td>61</td>
</tr>
<tr>
<td>Water only</td>
<td>29</td>
</tr>
<tr>
<td>Water and soap</td>
<td>7</td>
</tr>
<tr>
<td>Disposal bins</td>
<td>21</td>
</tr>
<tr>
<td><strong>Hand washing</strong></td>
<td></td>
</tr>
<tr>
<td>Technology used</td>
<td></td>
</tr>
<tr>
<td>Tippy tap</td>
<td>4</td>
</tr>
<tr>
<td>Stand tap</td>
<td>21</td>
</tr>
<tr>
<td>Shared bucket</td>
<td>7</td>
</tr>
<tr>
<td>Facility availability</td>
<td>61</td>
</tr>
<tr>
<td>Water only</td>
<td>46</td>
</tr>
<tr>
<td>Water and soap</td>
<td>11</td>
</tr>
<tr>
<td><strong>Anal cleaning</strong></td>
<td></td>
</tr>
<tr>
<td>Availability of materials</td>
<td>32</td>
</tr>
</tbody>
</table>
5. Discussion: Strategies for the Future