Monitoring Inclusive WaSH in Schools:

Harnessing SDG4 to Improve the Lives of Children with Disabilities

WEDC Side Event: 24 July 2017

Ashabrick Nantege
Coordinator, Appropriate Technology Centre (Uganda)

Louisa Gosling
Quality Programmes Manager, WaterAid (United Kingdom)

Korydon Smith
Professor of Architecture and Associate Director for Global Health Equity, University at Buffalo – SUNY (United States)

Tom Slaymaker
Senior Statistics and Monitoring Specialist (WASH), UNICEF (United States)

"Rehabilitated School," Julien Harneis, 2006, CC BY-SA 2.0, modified.

in Uganda

94% of children with disabilities

do not complete primary school

“India, Boys Having Fun,” Dietmar Temps, 2017, CC BY-NC-SA 2.0..

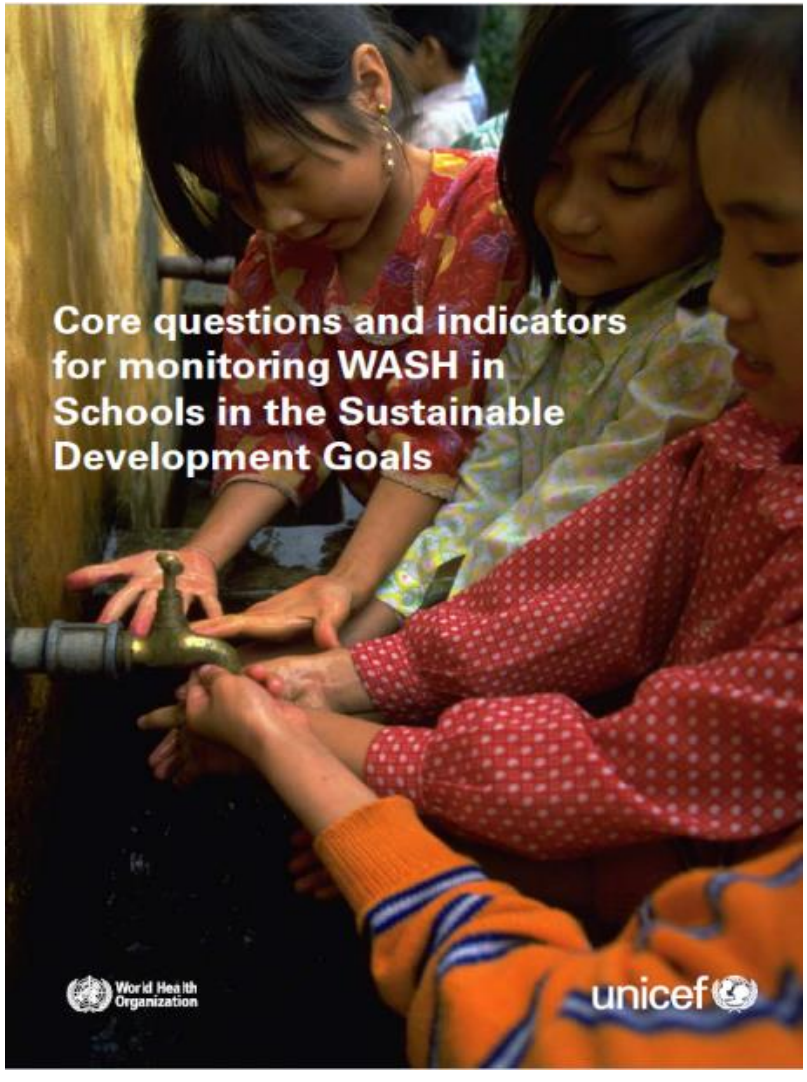

SUSTAINABLE DEVELOPMENT GOALS
1 NO POVERTY
2 ZERO HUNGER
3 GOOD HEALTH AND WELL-BEING
4 QUALITY EDUCATION
5 GENDER EQUALITY
6 CLEAN WATER AND SANITATION
7 AFFORDABLE AND CLEAN ENERGY
8 DECENT WORK AND ECONOMIC GROWTH
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
10 REDUCED INEQUALITIES
11 SUSTAINABLE CITIES AND COMMUNITIES
12 RESPONSIBLE CONSUMPTION AND PRODUCTION
13 CLIMATE ACTION
14 LIFE BELOW WATER
15 LIFE ON LAND
16 PEACE, JUSTICE AND STRONG INSTITUTIONS
17 PARTNERSHIPS FOR THE GOALS
SUSTAINABLE DEVELOPMENT GOALS

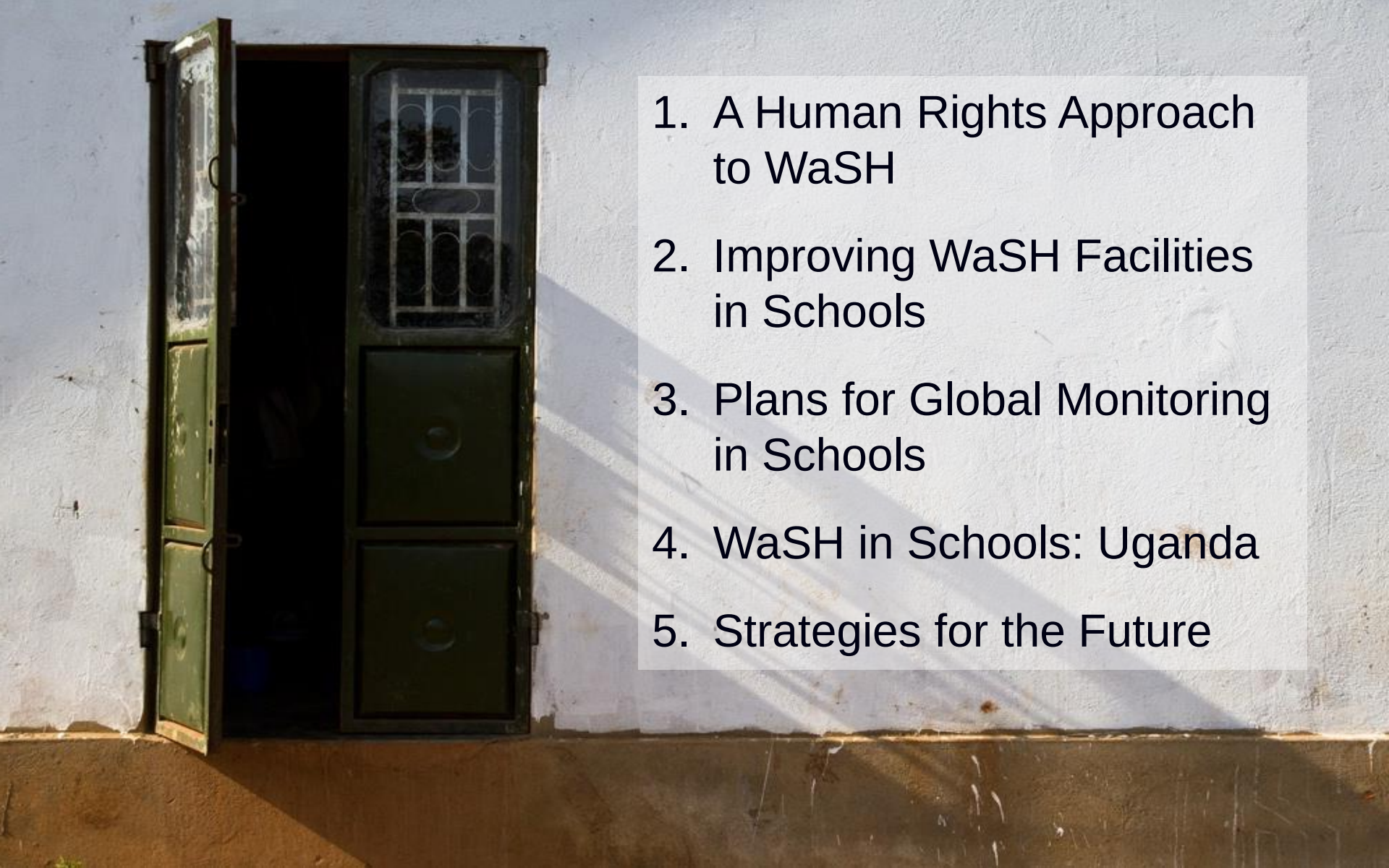
4.5. By 2030, eliminate gender disparities in education and ensure **equal access to all levels of education** and vocational training for the vulnerable, **including persons with disabilities**, indigenous peoples and children in vulnerable situations.

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
World Health Organization
unicef



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?

1. A Human Rights Approach to WASH

Louisa Gosling, WaterAid (United Kingdom)

WaterAid/ Basile Ouedraogo

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

What Human Rights Apply?

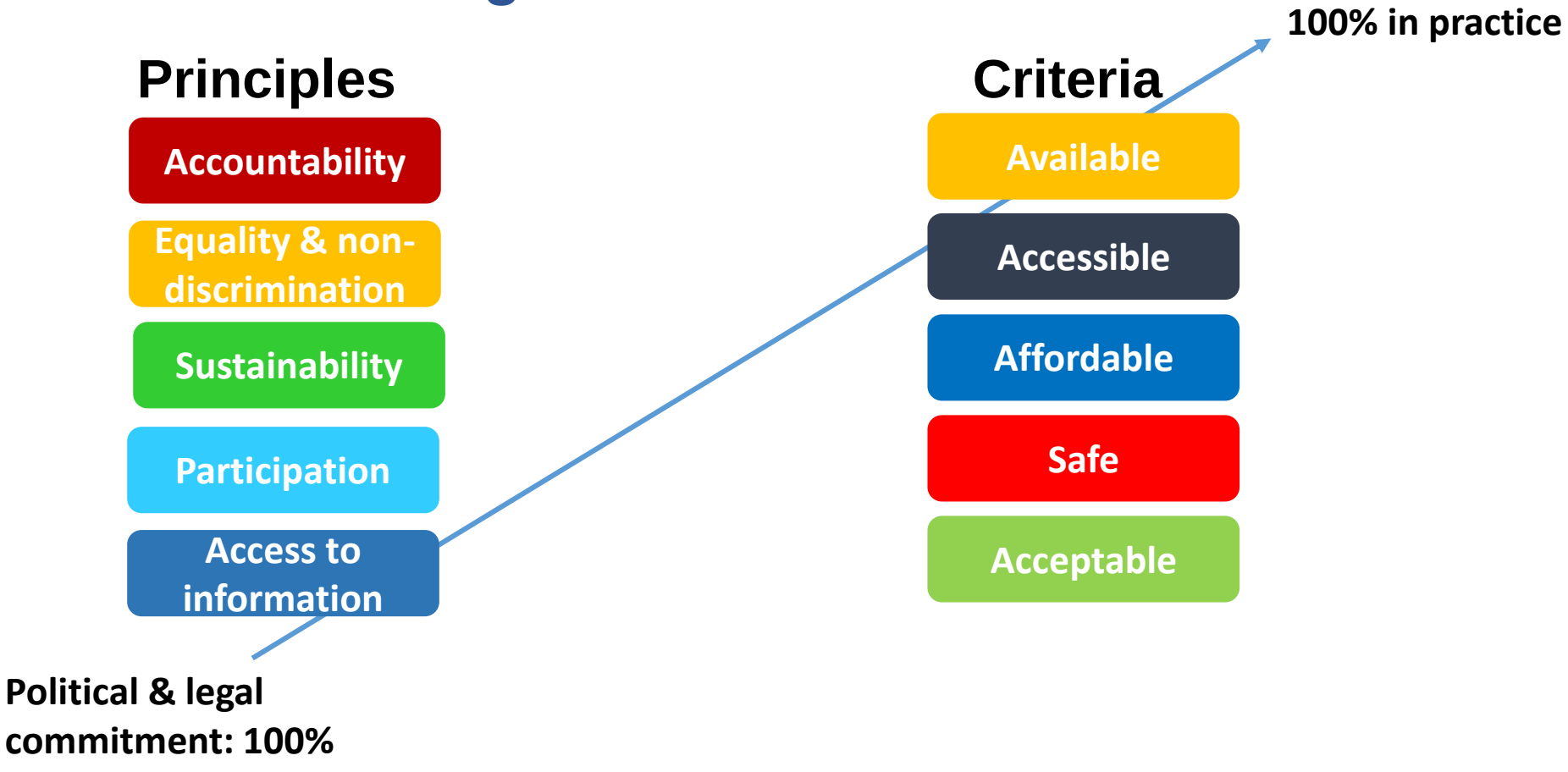
UN Convention on the Rights of the Child (CRC)

- **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



What does the service look like?

Privacy & dignity?

Affordable?

Sanitation

Acceptable (social/cultural)?

Safe, hygienic, secure?

Accessible?

Collection & treatment

Available (sufficient)?

What does the service look like?

Acceptable (social/cultural)?

Safe?

Affordable?

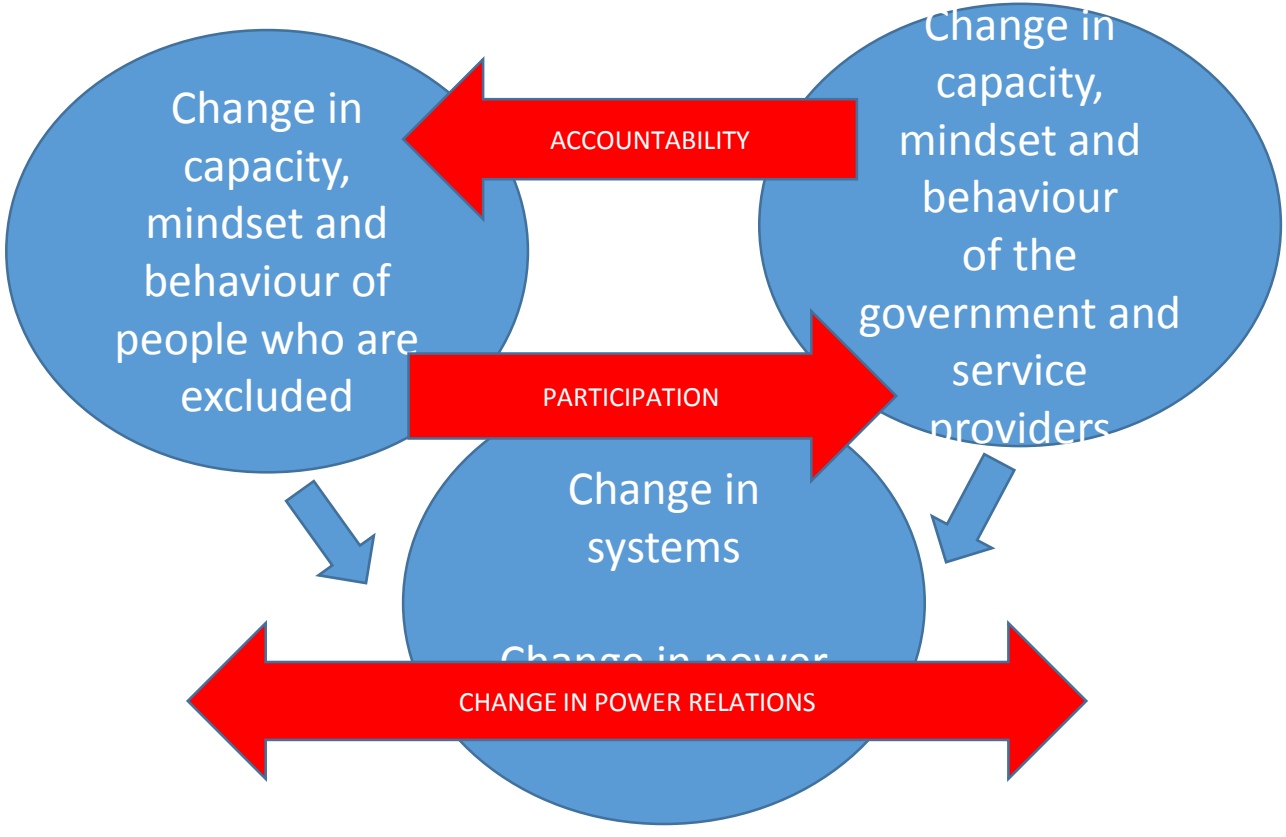
Water

Accessible?

Available (sufficient)?

For personal & domestic use

Human Rights Based Approach



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”.

WaterAid/ Basile Ouedraogo

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.

Water and sanitation as human rights

Madagascar, Burkina Faso, Bangladesh, Nepal…

- 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

WaterAid

How is disability culturally constructed/viewed in the settings you work?

What policies or practices exist to ensure equitable access?

WaterAid/ Basile Ouedraogo

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?

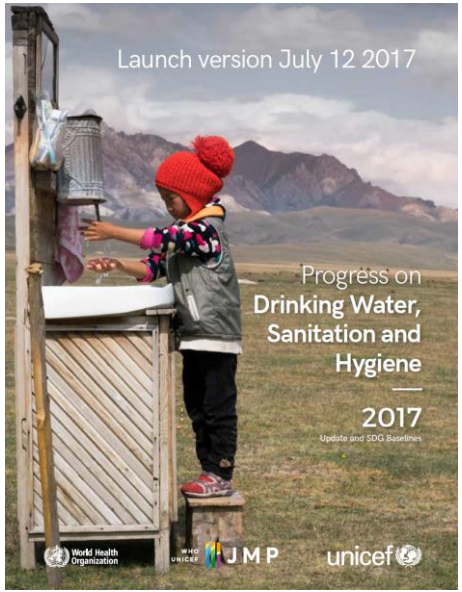
- ✓Promotion of MHM, Construction of WASH facilities, WASH education, Creation of WASH clubs
- ✓Stakeholders: Government, NGOs, Donors and individuals

◆Key learning

- ✓Skyrocketing schools operational costs
- ✓Duplication of resources
- ✓Un-targeted facilities (exclusion of PWDs)
- ✓High breakdown rate
- ✓Poor quality infrastructure

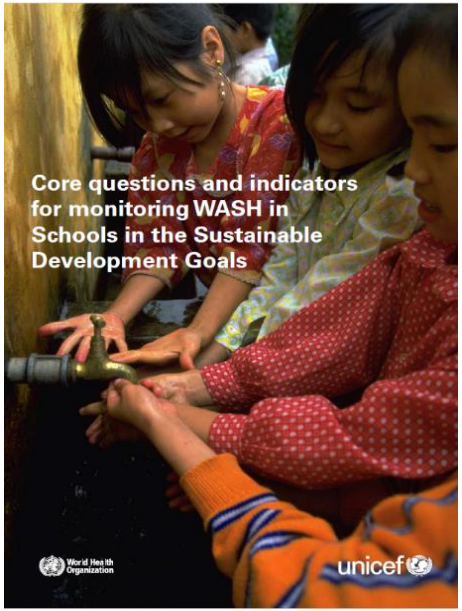
3. Plans for Global Monitoring in Schools

Tom Slaymaker, UNICEF (United States)



Tom Slaymaker
tslaymaker@unicef.org
Christie Chatterley
cchatterley@unicef.org

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)*

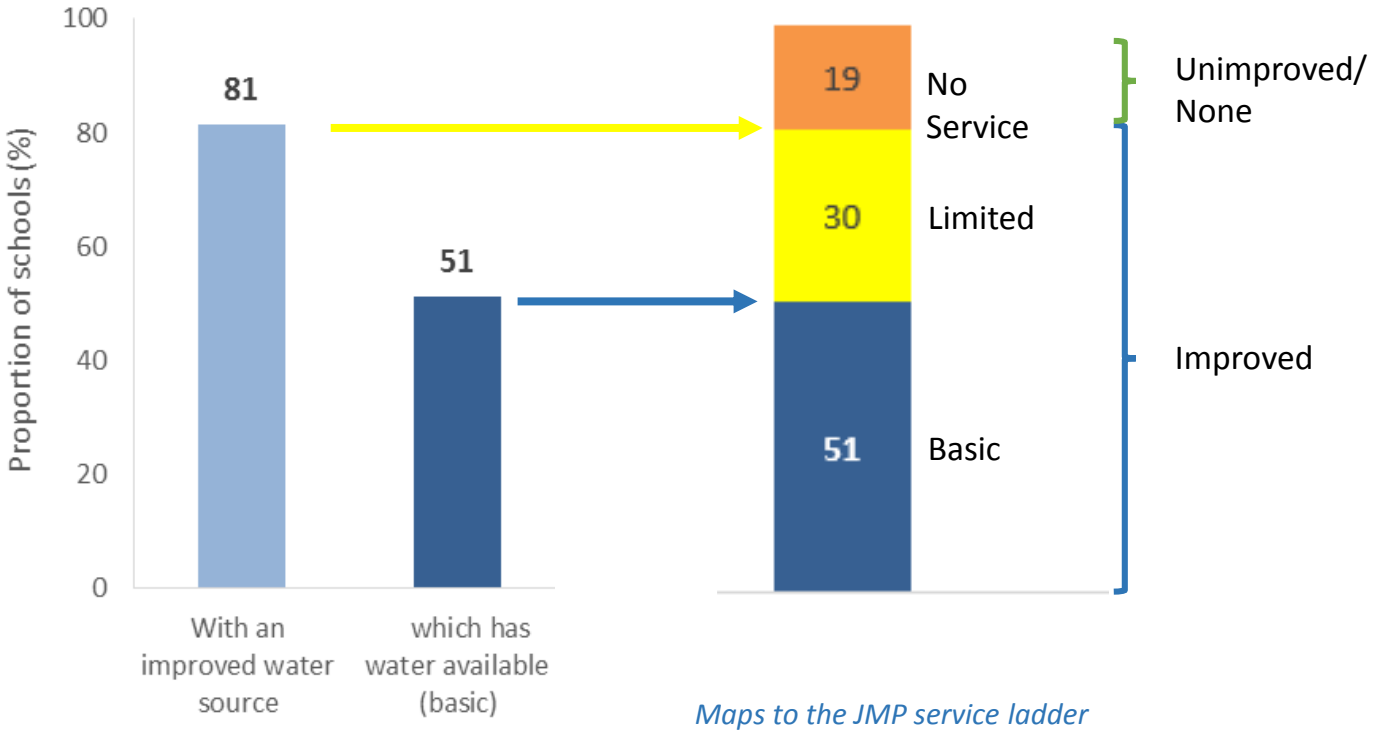
6.1 By 2030, achieve **universal** and equitable access to safe and affordable drinking water **for all**

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

	Drinking Water	Sanitation	Hygiene
Improved	**Advanced** Nationally defined, as appropriate; might include water continuity, quality or **accessibility** to all users	**Advanced** Nationally defined, as appropriate; might include students per toilet ratios, cleanliness, facilities for menstrual hygiene management, or **accessibility** to all users	**Advanced** Nationally defined, as appropriate; might include availability of hand-washing facilities at critical times, **accessibility** to all users, or menstrual hygiene education or products
Improved	**Basic (SDG)** Drinking water from an ***improved*** source is ***available*** at the school	**Basic (SDG)** ***Improved*** facilities, which are ***single-sex*** and ***usable*** at the school	**Basic (SDG)** Handwashing ***facilities***, which have ***water and soap*** available
Improved	**Limited** There is an improved* source but water not available **piped, protected well/spring, rainwater, packaged/delivered water*	**Limited** There are improved* facilities, but not single-sex or not usable **flush / pour-flush toilets, pit latrine with slab, composting toilet*	**Limited** Handwashing facilities with water, but no soap
Unimproved	**No service** No water source or unimproved* source **unprotected well/spring, surface water*	**No service** No toilets or latrines, or unimproved* facilities **pit latrines without a slab or platform, hanging latrines, bucket latrines*	**No service** No handwashing facilities at the school or handwashing facilities with no water

Example: Basic water service coverage in PNG



**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

Example for inclusion in EMIS questionnaires

31 expanded questions; 3 on inclusive WASH

XW3. Is drinking water accessible to those with limited mobility or vision?	
Yes	
No	

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.

XS7. Is there at least one usable toilet/latrine that is accessible to those with limited mobility or vision?	
Yes	
No	

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.

XH1. Are there handwashing facilities accessible to those with limited mobility or vision?	
Yes	
No	

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

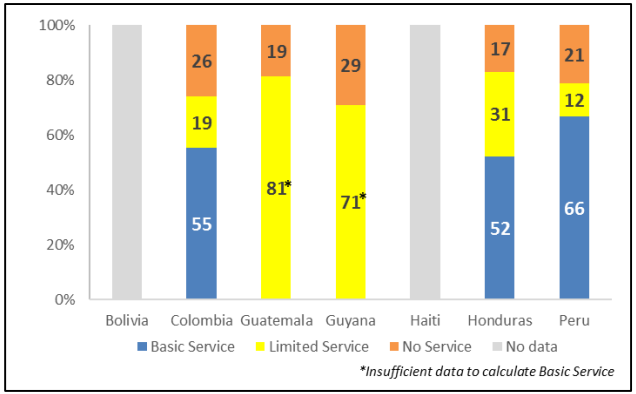
- Updated EMIS to better reflect core questions *(& **inclusive** toilets)*

Lebanon

- Forthcoming study incorporates core & expanded questions *(including **inclusivity**)*

Government of Serbia

- Subnational survey with core and expanded questions including **inclusive** WASH



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

Drinking water service level	Number (%) of schools	Reasons for not meeting the conditions for the Advanced service level	
Advanced	14 (5.9%)		
Basic	221 (92.8%)	Water is not available in school at all times	13 (5.5%)
		Drinking water is not accessible to children with disabilities	214 (89.9%)
		Water is not safe to drink	102 (42.8%)
Limited	2 (0.8%)		
No service	1 (0.4%)		

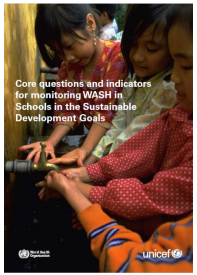
Source: Government of Serbia (2017) Water, Sanitation and Hygiene (WASH) in Rural Schools in Šumadija and Pomoravlje in the Republic of Serbia

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.

**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)
https://washdata.org/report/jmp-2016-core-questions-and-indicators-monitoring-wins

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
https://washdata.org/report/jmp-2017-preparing-sdg-reporting-wins-eap

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?

4. WASH in Schools: Uganda

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

- **General condition: 3 indicators tracked**
  - Pupil stance ratio; 40:1 Vs 70.1 (2016) and 67.1(2015)
  - Safe water source; located within 5oom 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

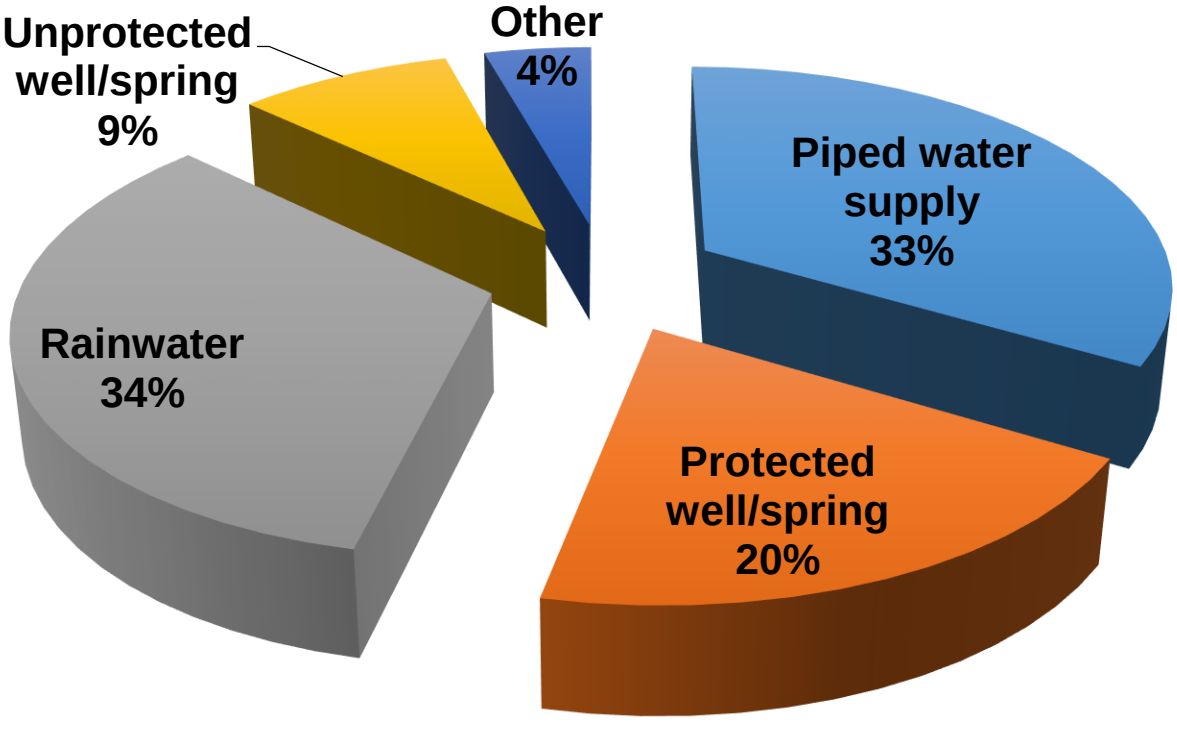
- Government aided primary schools in urban and peri-urban
- Drinking water; Source/technology, availability, accessibility and treatment
- Hygiene; Menstrual Hygiene Management and Hand washing
- Toilet; Availability, type, accessibility, operation and maintenance

RESULTS

◆**Demographics**

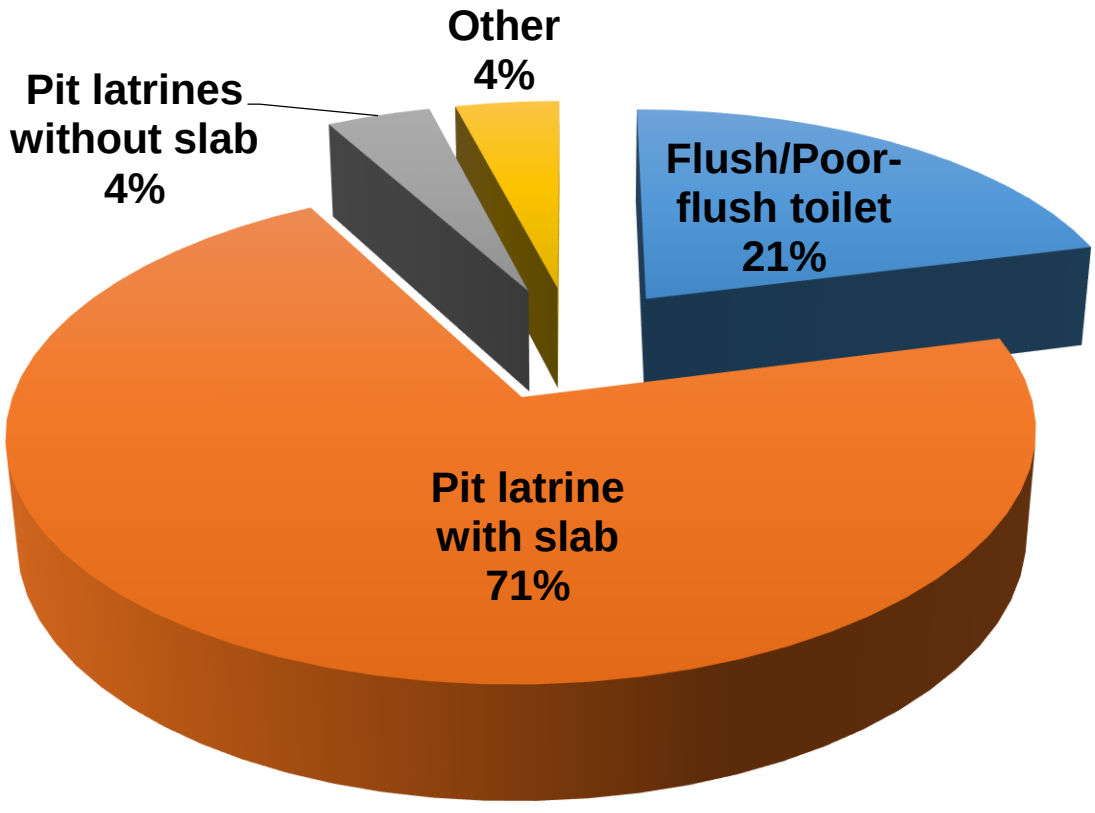
- Mean population per school:
  332 boys, 349 girls
  19 teachers
- Persons with Disabilities (PWDs):
  24 physical impairment
  72 visually impaired

Source of water available in the selected schools



Drinking Water		
		% (n=30)
Availability	Not available	18
	< 30 days	11
	> 30days	3
Accessibility	To PWDs	3
	Smallest children	71
Water points	Mean	2
	SD	2.12
	Median	1
	Range	0-9

Type of school toilet



HYGIENE			
Menstrual Hygiene Management			**% (n=27)**
	Washroom with privacy		61
	Water only		29
	Water and soap		7
	Disposal bins		21
Hand washing	Technology used	Tippy tap	4
		Stand tap	21
		Shared bucket	7
	Facility availability		61
	Water only		46
	Water and soap		11
Anal cleaning	Availability of materials		32

5. Discussion: Strategies for the Future