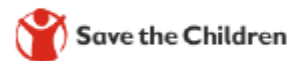


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**WEBINAR SERIES
WATER, SANITATION AND
HYGIENE (WASH) IN SCHOOLS**
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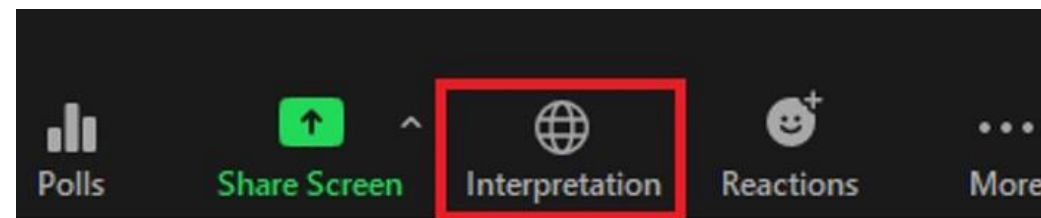
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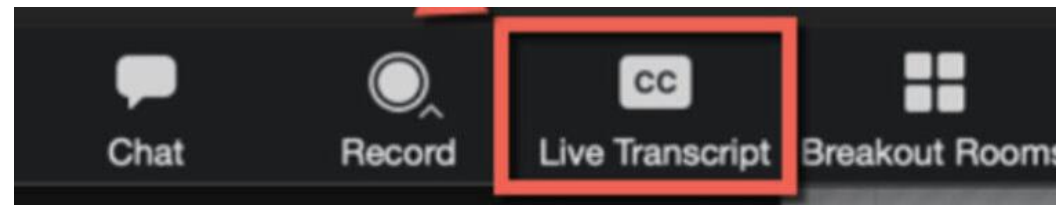
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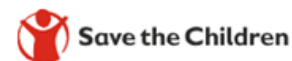
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Please type in the chat:

- Your name
- The organization that you belong to
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The WinS Network

www.winsnetwork.org

Who we are?

Global inter-agency network
winsnetwork@giz.de

Objectives:

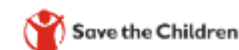
- ✓ To harmonize efforts in WinS
- ✓ To support ministries of Education to improve WinS services by aligning efforts among development partners and NGOs

Working streams:

- Advocacy, policy, and system strengthening
- Monitoring and reporting
- Research and evidence-building
- Gender including MHH
- WinS programming
- Knowledge management, capacity development, learning and exchange

Our core group members: UNICEF, GIZ, Save the Children, WaterAid, the WHO/UNICEF Joint Monitoring Programme (JMP), London School of Hygiene and Tropical Medicine, Emory University, UNESCO

Join as an individual or an organisation. See website for details!

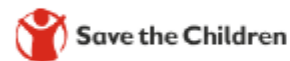


Disability inclusion in WASH in schools: policy and practice



Session overview

1. What we know from global data and trends – Panel discussion between Joint Monitoring Programme (JMP) and the London School of Hygiene and Tropical Medicine (LSHTM)
2. What is happening – Experience sharing and discussion on practice from countries (Timor-Leste, Nepal and Kenya)
3. Q&A / exchanges with the audience



What does the global data and trends say on inclusive WASH in school?



Jane Wilbur
Assistant Professor
London School of Hygiene
& Tropical Medicine



Tom Slaymaker
Sr. Statistics and
Monitoring Specialist
(WASH)
UNICEF HQ

Disability prevalence

Today

1.3 billion people
have significant disability

That's **1** in **6** of us.



- 1 in 6 people have significant disability
- An estimated 80% have invisible disabilities
- Nearly 80% of people with disabilities live in low-and middle-income countries
- People with disabilities face widespread exclusion that make it more difficult reaching the SDGs and other targets

Disability and education

- People with disabilities have lower educational enrolment and attainment
- Children with learning and communication impairments were least likely to attend school; children with visual and hearing impairments were most likely
- Disparities increase from primary to secondary school
- Girls with disabilities are more likely to be out of school than boys with disabilities

JMP progress updates on WASH in schools

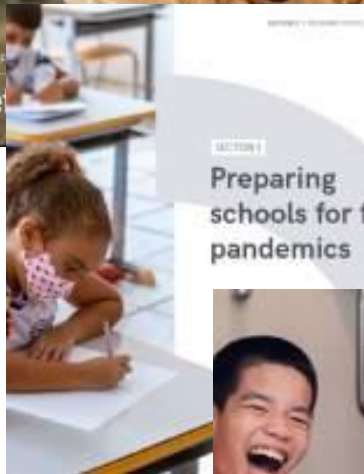
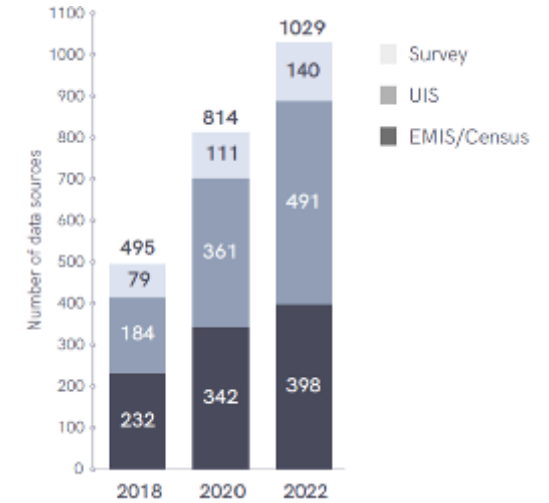
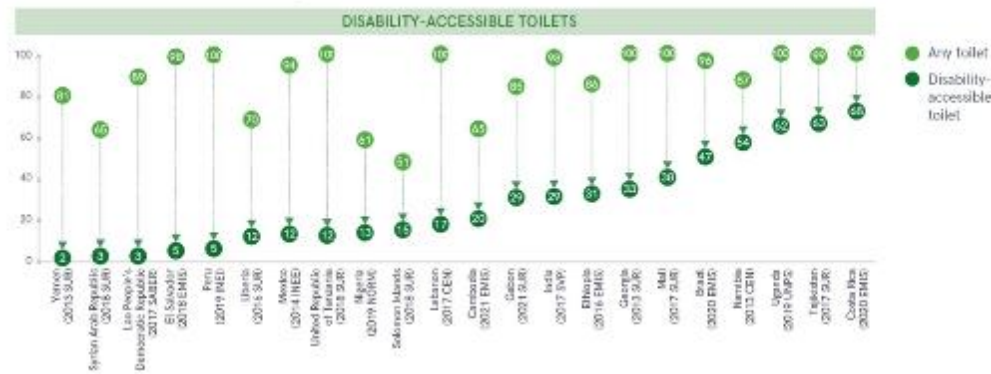


FIGURE 2 Global coverage of WASH in schools 2015-2021 and acceleration required to meet targets by 2030 (%)



<https://wasdata.org/monitoring/schools>



Disability-inclusive WASH services: developing definitions and indicators

Country	Source	Year	Question*		
			DRINKING WATER	SANITATION	HYGIENE
Peru	Encuesta Nacional a Instituciones Educativas, INEI/ENEDU	2013-present (annual)		<p>Los servicios higiénicos, ¿Cuentan por lo menos con uno que disponga de barandas de apoyo?</p> <p>Los servicios higiénicos ¿Cuentan por lo menos con uno que tenga un espacio libre de obstáculos donde pueda girar una silla de ruedas?</p> <p><i>Is there at least one toilet with support railing?</i></p> <p><i>Is there at least one toilet with obstacle-free space where a wheelchair can turn?</i></p>	
Mali	Enquete de base WASH dans les ecoles	2017	<p>Le point de puisage est-il accessible pour les personnes à mobilité ou vision réduite?</p> <p><i>Is the point of use accessible for people with reduced mobility or vision?</i></p>	<p>Y a-t-il au moins une cabine accessible pour les personnes à mobilité ou vision réduite?</p> <p><i>Is there at least one cabin accessible for people with reduced mobility or vision?</i></p>	<p>Sont-ils accessibles pour les personnes à mobilité ou vision réduite?</p> <p><i>Are [the handwashing facilities] accessible for people with reduced mobility or vision?</i></p>
Tajikistan	Poverty Diagnostic of Water Supply, Sanitation and Hygiene Sector in Tajikistan, World Bank	2017	<p>Can students with disabilities or other special needs access drinking water facilities without assistance?†</p> <ul style="list-style-type: none"> • Without any difficulty • With some difficulty • With a lot of difficulty • Not at all 	<p>Can students with disabilities or other special needs access the toilet facility without assistance? Ask even if there are no students with disabilities at school.</p> <ul style="list-style-type: none"> • Without any difficulty • With some difficulty • With a lot of difficulty • Not at all 	<p>Can students with disabilities or other special needs access the handwashing facilities without assistance?</p> <ul style="list-style-type: none"> • Without any difficulty • With some difficulty • With a lot of difficulty • Not at all
Solomon Islands	National WinS Baseline Survey	2018	<p>Is the primary water source accessible to all students, including small children and those with limited mobility? (multiple response)</p> <ul style="list-style-type: none"> • Yes-small children • Yes-those with limited mobility • There are no children with disability • N/A 	<p>Are the toilets accessible by all students including small children and children with limited mobility? (multiple response)</p> <ul style="list-style-type: none"> • Yes-small children • Yes-children with limited mobility • None of the above 	<p>Are the handwashing facilities accessible to all students including small children and those with limited mobility? (multiple response)</p> <ul style="list-style-type: none"> • Yes-small children • Yes-those with limited mobility • None of the above • There are no children with limited mobility • N/A
United Republic of Tanzania	School Water, Sanitation and Hygiene Assessment	2018	<p>Is drinking water accessible to those with limited mobility or vision?</p>	<p>Is there at least one usable toilet/latrine that is accessible to those with physical disability or impaired vision?</p>	<p>Are the handwashing facilities accessible to those with physical disability or impaired vision?</p>
Nigeria	National Outcome Routine Mapping of Water, Sanitation and Hygiene Service Levels	2019	<p>Is the drinking water source accessible to those with limited mobility or vision?</p>	<p>Is there at least one usable toilet/latrine that is accessible to those with limited mobility or vision? (☎ AND RECORD)</p>	<p>Are the handwashing facilities accessible to those with limited mobility or vision?</p>
Fiji	Education Management Information System (FEMIS)	2018-present (annual)	<p>Is drinking water accessible to boys and girls with disabilities?</p>	<p>Are toilets accessible to boys and girls with physical disabilities? (ramp access, hand rails)</p>	<p>Are the handwashing facilities accessible for boys and girls with physical disabilities? (taps and soap within reach)</p>
Gabon	Enquête de base sur la situation EHA dans les écoles du Gabon – Rapport final	2021	<p>Le point de puisage est-il accessible aux personnes en situation de handicap?</p> <p><i>Is the point of use accessible to people with disabilities?</i></p>	<p>Y a-t-il au moins une cabine accessible aux personnes en situation de handicap?</p> <p><i>Is there at least one cabin accessible to people with disabilities?</i></p>	<p>Sont-ils accessibles pour les personnes en situation de handicap?</p> <p><i>Are [the handwashing facilities] accessible for people with disabilities?</i></p>

* Response options are yes or no unless otherwise noted.

† Question includes a 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.'

TABLE 1 Definitions of disability-inclusive drinking water, sanitation and hygiene facilities in schools, selected national data sources 2017-2021



Disability-inclusive WASH services: assessing current status

Coverage of disability-accessible drinking water, sanitation and hygiene often varies between school levels

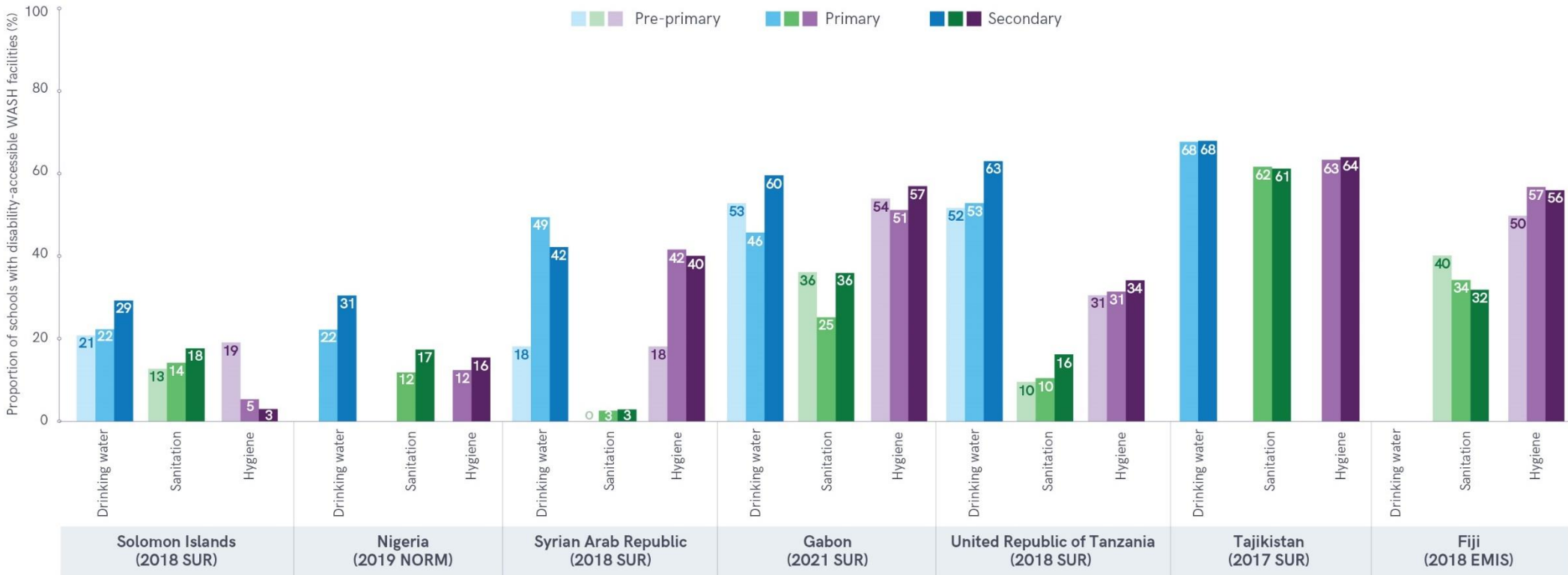


FIGURE 43 Proportion of schools with disability-accessible drinking water, sanitation and hygiene, by school level in selected countries 2017-2021 (%)



Disability-inclusive WASH services: analyzing inequalities

Far fewer schools have drinking water, sanitation and hygiene facilities that are disability accessible

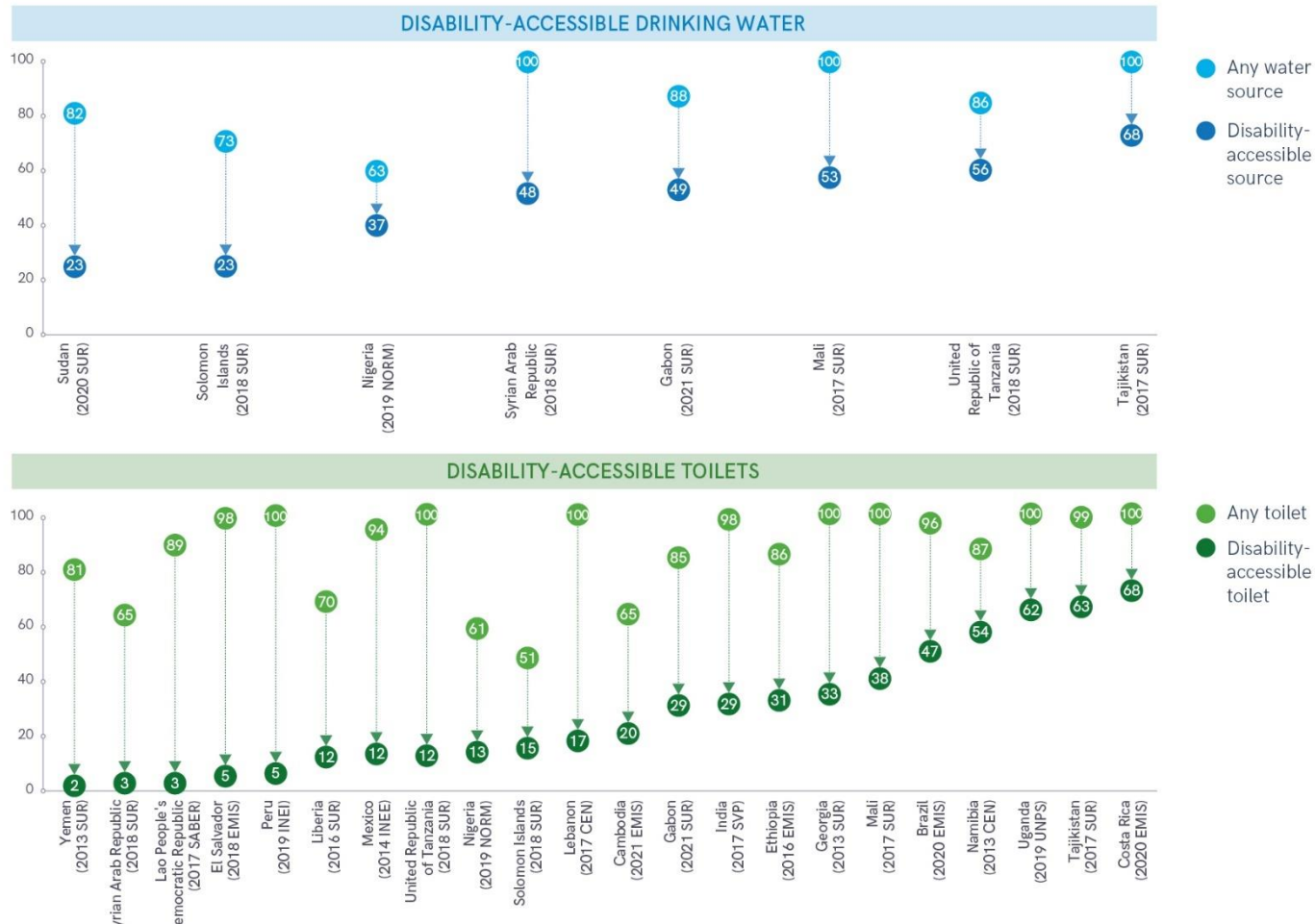


FIGURE 44 Proportion of schools with any facility and with accessible water, sanitation and hygiene facilities, selected countries with national data available 2013-2021 (%)



Disability-inclusive WASH services: analyzing inequalities

In a third of schools in rural Tajikistan, teachers reported that students with disabilities had difficulties accessing WASH services

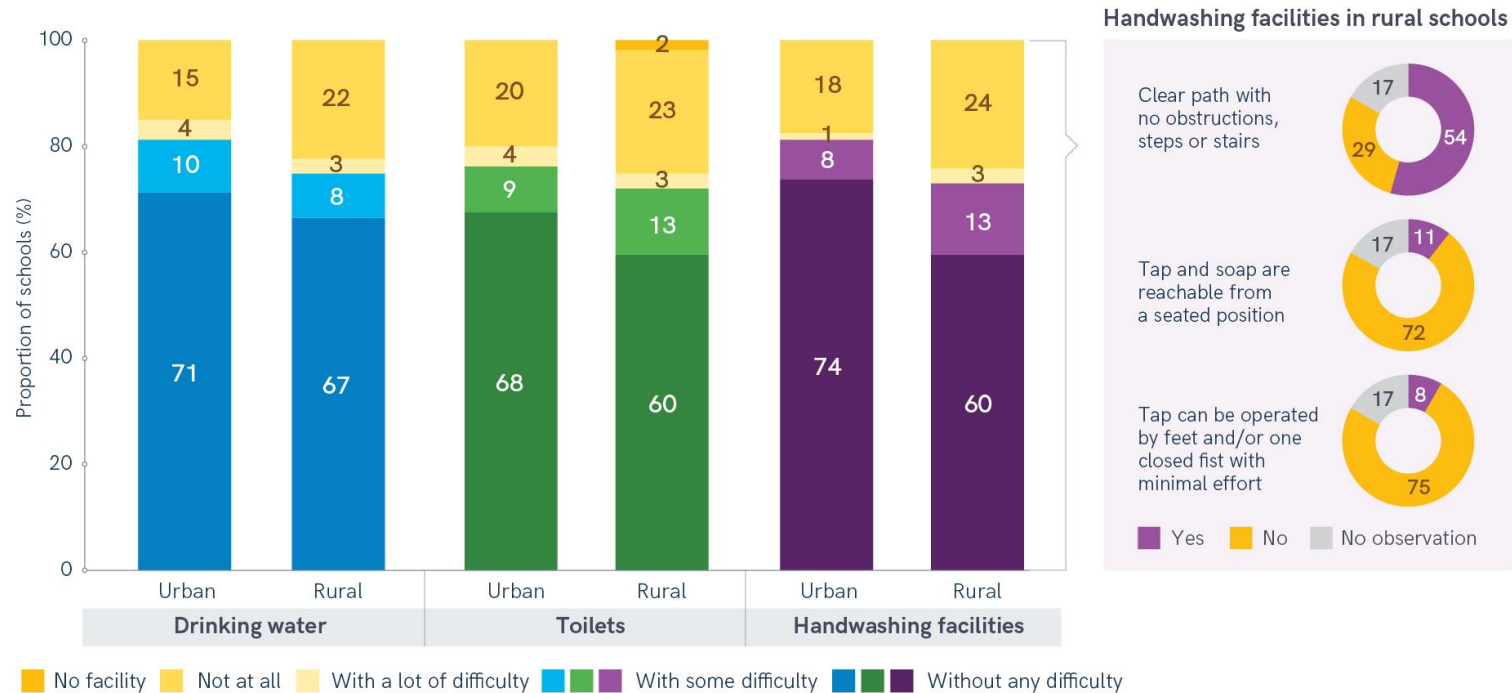
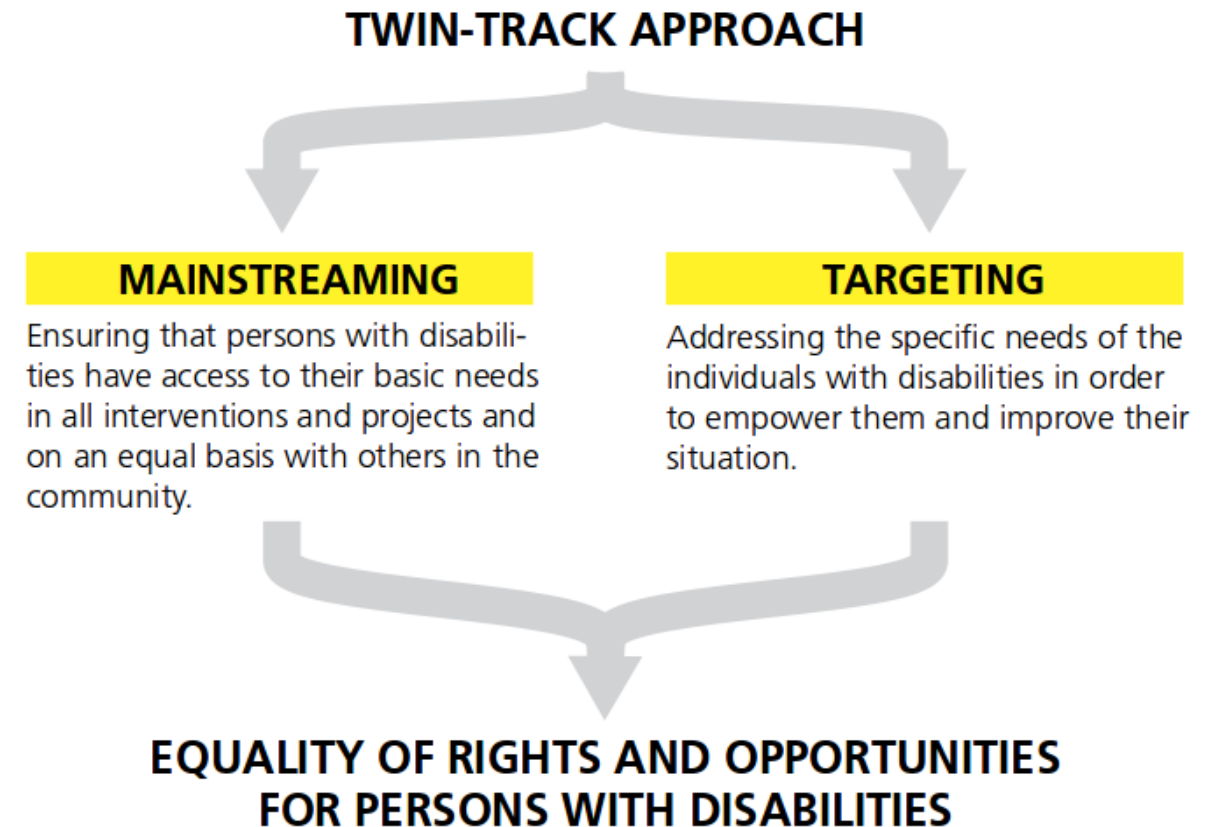


FIGURE 46 Proportion of urban and rural schools in Tajikistan in which students with disabilities or other special needs are able to access WASH facilities, by level of difficulty (%)

Recommendations

- Apply the twin-track approach to WASH
- Do rigorous research to explore the barriers to accessing WASH infrastructure and information in schools and at home for children with and without disabilities;
- Co-develop and evaluate strategies to overcome these with persons with disabilities

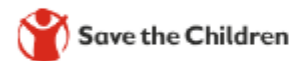


Key recommendations

1. Develop standardized indicators of disability-inclusive WASH services in schools to benchmark and compare progress
2. Support systematic integration of indicators into routine monitoring (EMIS and school surveys)
3. Set national targets for improving accessibility and track progress and inequalities
4. Establish mechanisms for third party verification and user feedback from teachers and students with disabilities



Question & Answer Discussion



Disability Inclusion in school WASH: Policy and practice

Learning from
experience
Timor-Leste, Nepal
and Kenya



Photo Credit: Man Bahadur Chaudhary



What is happening in countries?



Antoneta Soares
GEDSI Officer,
WaterAid Timor-
Leste



Uma Chaudhary
Project
Coordinator,
NFDN



Binesh Roy
WASH
Programme
Manager
WaterAid Nepal



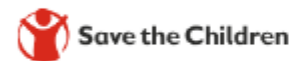
Albertine
Uwimana,
WASH Specialist,
UNICEF Kenya



Justina Pereira
Sub-County
director for
Special Needs
Education,
Kitui County,
Kenya




Question & Answer and Sharing of Insights



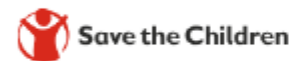
Announcement

The WinS Distance Learning Course is now open for enrollment!

Classes starts on 13 January 2024.



- ✓ **Assess**
extent to which schools meet WASH standards and targets
- ✓ **Choose**
appropriate 'software' and 'hardware' components of a WASH in Schools program
- ✓ **Prepare & implement**
comprehensive and realistic plans to monitor and evaluate WASH in Schools programs



Thank you for your
participation!
Join the WinS
Network and stay
connected!



WASH
IN SCHOOLS
NETWORK

VISIT THE KNOWLEDGE HUB FOR WATER,
SANITATION AND HYGIENE IN SCHOOLS:
KEY RESOURCES, PUBLICATIONS, EVENTS,
WinS & COVID-19 KNOWLEDGE MAP

www.winsnetwork.org

The bottom section of the slide features a photograph of a young girl in a school uniform washing her hands at a blue water tap. To the right of the photo is a red house-shaped graphic containing the text 'WASH IN SCHOOLS NETWORK'. Further right, there is a white box with a black border containing the text 'VISIT THE KNOWLEDGE HUB FOR WATER, SANITATION AND HYGIENE IN SCHOOLS: KEY RESOURCES, PUBLICATIONS, EVENTS, WinS & COVID-19 KNOWLEDGE MAP'. Below this box is a white rounded rectangle containing the website address 'www.winsnetwork.org'.