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GOOD PRACTICES IN THE PROVISION OF **ACCESSIBLE AND INCLUSIVE** WASH SERVICES UNICEF COUNTRY OFFICES

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ACCESSIBLE AND INCLUSIVE WASH SERVICES
UNICEF COUNTRY OFFICES

Mainstreaming disability across WASH policies and
programmes in development and humanitarian action

PART ONE

MAPPING INCLUSIVE WASH ACTIVITIES IN UNICEF

The rights of persons with disabilities to accessible WASH facilities are documented in the in Convention of the Rights of Persons with Disabilities (CRPD): in Article 9 on accessibility and Article 28 on the right to an adequate standard of living and to social protection. The international community also reflects these rights in the Sustainable Development Goals (SDGs), in SDG 10 (Reduce inequalities) and SDG 6 (Ensure access to water and sanitation for all) with these targets:

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

- Target 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"

To support the realization of these rights and commitments, the WASH and Disabilities Sections in UNICEF's Global Headquarters have collaborated to produce this report, which describes a diversity of good practices in UNICEF in the provision of accessible and inclusive WASH activities.

This mapping study covers inclusive and accessible activities in UNICEF WASH in development and humanitarian settings. It is an internal resource for field and headquarters staff, with information across of range of settings such as schools, health centres, child friendly

Global commitments to inclusive social protection systems

The right to an adequate standard of living and to social protection… CRPD Art. 28

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

By 2030, achieve access to adequate and equitable sanitation and hygiene … paying special attention … to those in vulnerable situations. SDG 6.2

centres, public markets, and public parks.[1]

Organizationally, the report:

- Reviews literature about inclusive WASH in the broad WASH sector and describes the methods for acquiring this information within UNICEF;

- Presents findings and an analysis of bottlenecks and opportunities in the provision of accessible and inclusive WASH,

- Reflects on the status of these activities and broader efforts to operationalize disabilities-inclusive development in the post-2015 era.

This report contains six principle recommendations. Concluding observations pertain largely to Target 6.2, specifically, to the hope

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1   As shown later in this document, all the examples link into one or more components of the overall WASH strategy: Enabling environment (policy and legal framework, finance and budget, coordination, innovation, M&E, equity informed programming, capacity building, knowledge creation and dissemination); Settings in communities (water supply, sanitation and hygiene in urban and rural setting); Settings in institutions (Child friendly centres, Schools, Health centres).

of establishing indicators to track progress in bringing about accessibility and inclusion in hygiene and sanitation for girls and women and specifically in the area of menstrual hygiene management for girls with disabilities, a topic that has been difficult to obtain information about in this study.

Purpose of this report

The purpose of this report is to support UNICEF in envisioning strategies for meeting the needs of country and regional offices to operationalize corporate and global commitments to gender-informed, inclusive and accessible WASH for persons with disabilities. This report links to three information sources:

- A power point presentation of this report, highlighting good practices in inclusive and accessible WASH in UNICEF Country Offices,

- A brochure, which uses info-graphics to communicate the highlights of this report,

- A country-by-country matrix of information about country offices activities supporting inclusive and accessible WASH.

Through these information products, readers can conduct advocacy, strategy planning, programme design, and networking with other country offices and/or sector partners to support their inclusive and accessible WASH objectives.

SECTOR-WIDE INCLUSIVE WASH: LEAN DOCUMENTATION, EVOLVING NORMS

In 2013, WaterAid commissioned a mapping of efforts to mainstream disabilities and aging in WASH sector programming. The study was conducted by Hazel Jones of the Water, Engineering and Development Centre (WEDC),

Achieving Universal Access in WASH

"The long-term vision is for equitable and inclusive practices and procedures to be embedded as standard in all aspects of WASH programmes and services."

Jones 2013:6-7

Loughborough University, UK. Jones's decades of leadership and technical vision for inclusive and accessible WASH allowed her to produce a definitive assessment of where things stand and where they seem to be heading. Principally, Jones found that the sector lacks formal data about inclusive and accessible WASH activities. There is "plenty of anecdotal evidence of benefits to individuals from improved access to WASH," she states, "but limited examples of genuine mainstreaming and insufficient information to be able to analyse the impact on WASH programmes more broadly" (p. 7). Jones also found that 'hardware' solutions (addressing physical technical access issues such as ramps and latrines) are more standard than 'software' solutions (addressing the enabling environment and consultative approaches with persons with disabilities) (p.6). Overall, though, Jones concluded that the glass is half full, not half empty. That is, that while sparse on details, "a significant quantity of information was identified that could be considered 'on the way towards' inclusive programming …" (p.7).

To capture progress and to support the sector in visualizing the end goal, Jones concluded that it is most useful to consider where things stand and where they are or could be heading as a continuum. In Jones's view the journey has three broad phases, or milestones: "(i) Studies and Pilot Projects, (ii) Developing inclusive strategies

FIGURE 1

Stage A	Stage B	Stage C	Vision - inclusive
Getting started: studies, pilot projects	Developing inclusive practices, strategies	Elements of inclusive practice implemented routinely in WASH	practice embedded as the norm in WASH

and practices, and (iii) Elements of inclusive practice implemented routinely in WASH" (2013:15). The continuum looks like this: (see page 5)

Jones's observations align to the mapping effort of inclusive and accessible WASH activities in UNICEF. While many UNICEF country offices appear to be conducting activities that are accessible and/or inclusive, formal documentation is lean: just a very few activities carry more than a paragraph's worth of information, for instance, and photographs are hard to come by. Likewise, as Jones found in her study, 'hardware' solutions tend to be more common than solutions where the social-cultural/institutional environment is also being addressed in an integrated, holistic, way. Overall, then, Jones's perspective on the sector as being 'on the way towards' inclusive programming applies in a reasonable way to what is occurring in UNICEF-specific contexts. A question for consideration, then, is how to quicken that journey. How to unify the currently ad hoc communities of practice and trigger further inclusive WASH activity, including knowledge-sharing, and how to advance more consistent and regular integration of hardware/software approaches. Ultimately, how to bring about the "comprehensive accessibility" that

ensures "that physical, communication, policy and attitudinal barriers are both identified and addressed" (CBM 2012:17).

STUDY METHODS

Determining good practices criteria

Compared to UNICEF, inclusive and accessible WASH activities are more prominently and regularly documented by partners such as WaterAid, WEDC, World Vision International, and CBM. While there is no one definitive, shared,

BOX 3

Sector-wide good practices characteristics

- Tackles the enabling environment (policies, social norms)

- Participatory and consultative with children with disabilities, DPOs

- Considers "access" broadly (not only in terms of technical-hardware solutions)

statement on what constitutes a good practice, there is broad consensus that stand-alone hardware solutions – solutions that are not tied in to mainstreaming and scaling up by activists and partners -- are not sustainable in the long run. This consensus on the critical place of upstream/mainstream activism is easy to see in just a few of the recent good practices publications in the sector. For instance, in its compendium of good practices, **Casting the net further: Disability inclusive WASH**, World Vision International (2014) described six key findings about factors that facilitate inclusion. These range from partnerships with Disabled People's Organizations (DPOs) and consultative processes with persons with disabilities, to developing and implementing national policies and standards. Accentuating the need to twin hardware solutions with broader advocacy, the authors noted that the heart of the problem is not how to accommodate an individual impairment, but, rather, more fundamentally, how to improve understandings of the rights of persons with disabilities:

> "The biggest barrier to disability inclusive WASH is not individual impairments, but rather the attitudinal, institutional and

environmental barriers that often stem from a lack of awareness of the rights of people with disabilities" (p.9).

Addressing this fundamental gap – the lack of literacy with respect to the rights of persons with disabilities -- as a pre-cursor to inclusive WASH is also seen in **CBM Australia's Program guide to disability in development** (2012). Here CBM highlights the idea of "comprehensive accessibility" – that alongside hardware/technical solutions, "accessibility" should be embracing sensitization and awareness raising. Like the World Vision International study, CBM also highlights the importance of consultative processes with persons with disabilities, for instance, ensuring their involvement in leading accessibility audits (CBM 2012). These various perspectives on what constitutes good practice in accessible and inclusive WASH – improving understandings of the rights of persons with disabilities, addressing stigma, sensitizing decision makers, consultative processes, all wrapping around hardware or technical solutions -- are also reflected in the WHO global disability action plan 2014-2021,[2] as well as in the WaterAid mapping study mentioned earlier, **Mainstreaming Disability and Ageing in Water,**

2   The WHO World Report on Disability (2011) contains nine basic recommendations, several touching directly on the characteristics of good practice that WASH Sector partners are emphasizing such as: upstream policy advocacy, participatory and consultative processes with persons with disabilities, and raising the level of understanding of disability in the general public (pp. 263-267)

Sanitation and Hygiene Programmes, a mapping study carried out for WaterAid UK (2013).

In short, WASH Sector partners are on the same page about the basic characteristics of good practice in accessible and inclusive WASH. Good practices:

- Engage with the enabling environment (e.g. upstream policy advocacy, standards setting, stigma, rights to information in multiple formats).

- Consult with and are participatory involving children with disabilities and DPOs.

- Comprehensively define accessibility as combining sensitization and social norms as well as technical and hardware solutions.

The information that has been acquired for UNICEF WASH is organized in reference to these three categories of good practice.

Information gathering

In light of the findings from the WaterAid/Jones mapping study that information about inclusive and accessible WASH activities tends to be informally documented, this present project was not intended to be a formal evaluation of the quality or effectiveness of inclusive and accessible UNICEF WASH activities. According to the project's Terms of Reference, it was expected, instead, to generate a snap shot of activities that country offices are undertaking, with the broader purpose of informing, inspiring, and mobilizing greater

Information Gathering

- Desk review of information from UNICEF and sector partners

- Word-of-mouth networking with colleagues in UNICEF country and regional offices

activism around WASH services that are inclusive as well as accessible. To that end, a desk review of materials within UNICEF and across WASH partners was combined with direct outreach to UNICEF field offices and regional advisors. Through networking and word-of-mouth the direct approach yielded information about activities in 33 country offices plus UNICEF Supply Division's WASH Education Center.

Most of the contributors preferred to information-share via Skype as opposed to email because email was considered to be less efficient and more burdensome than talking in real time. A recommendation coming out of these and other facets of the information-sharing process is how WASH and Disabilities together might boost, or integrate, documentation and knowledge-sharing moving forward.

Finally, at the conclusion of this process, a webinar was organized to present and discussion the study's findings and recommendations. Around 40 individuals in country, regional and global offices participated and their perspectives are woven into the content of this report.

PART TWO

EXECUTIVE SUMMARY, FINDINGS

The matrix that is attached to this report describes accessible and inclusive WASH activities in UNICEF Country Offices, organized by country and by the three good practices characteristics that were outlined above and below:

● Engage with the enabling environment (e.g. upstream policy advocacy, standards setting, stigma, rights to information in multiple formats).

● Consult with and are participatory involving children with disabilities and DPOs.

● Comprehensively define accessibility as combining sensitization and social norms as well as technical and hardware solutions.

As readers will see, the information that has been obtained covers activities across a variety of contexts and entry points. These range from small towns water supply to child friendly parks and schools, and to Community Led Total Sanitation and to humanitarian situations. In some cases, Country Offices have invested in disabilities-specific Situation Analysis where children's rights to education and to safe and accessible water and sanitation are highlighted. The following serves as an executive summary of the findings:

● Small towns WASH - The Small Town's WASH Programme in Nampula Province (NAMWASH) in Mozambique brings together all the important elements of good practice. This is a best practice example of inclusive and accessible WASH, from building municipal and local government leadership to mapping and consultation with persons with disabilities and DPOs, to demand triggering

Small towns WASH, Mozambique

- Mapping and consultation with people with disabilities and DPOs

- Building municipal and local government leadership

- Demand triggering innovations

- Improved access to 575 users with disabilities

innovations such as competitions and a focus on engaging with local artisans to supply local accessible solutions. UNICEF Mozambique has been attentively documenting the programme and the process and scale up planning has already been initiated. In total, the programme built inclusive sanitation facilities with the capacity to provide improved access to 575 users with disabilities (Sanitation in Small Towns: Experience from Mozambique, UNICEF Mozambique 2015).

● Schools WASH as entry point - Similar to what Jones found in her mapping study for WaterAid UK (2013:14), School WASH appears to be the most common entry point for accessible WASH. At least 20 of the 29 country offices where information could be obtained for this report are involved in accessible Schools WASH. The majority are involved in twin track efforts: pressing national governments to create inclusive construction standards and educational policies while at the same time building accessible facilities in schools. UNICEF Angola, for example, is helping government partners realize the concept of "universal

design" by building an accessible latrine as a demonstration project, while working upstream on special education policies, including national standards of accessibility for girls and boys with disabilities. In Malawi, UNICEF is focusing on school latrines and classrooms: "It doesn't make sense to have a latrine designed in that manner and NOT a classroom (learners in the first place get into a classroom before they think of visiting a toilet)" (Violet Tembo, UNICEF Malawi, WASH, email Sept 2015). There was broad concurrence with this point of view among participants in the webinar that was organized to discuss findings and recommendations for this study, that the whole school environment has to be accessible – not only the latrines and water points.

- Community Led Total Sanitation (CLTS) - A few country offices could be located that are reporting using CLTS as a springboard for inclusion (Angola, Chad, Uganda), noting, as Wilber and Jones also noted in their Frontiers of CLTS Disabilities Issue (2013), that people with disabilities tend not to be present at triggering and their needs are going unrepresented.

- Disaster Risk Reduction (DRR)/Humanitarian Action - several good practices were located. The UNICEF Supply Division, for instance, is prototyping accessible latrines for use in humanitarian situations. UNICEF WASH in Syria is constructing prefabs and rehabilitating damaged schools, while networking within UNICEF global WASH communities to ensure that global accessibility standards are adhered to. In South Sudan, UNICEF with the Directorate of Rural Water Supply and Sanitation of the State Ministry of Physical Infrastructure saw to it that the construction of latrines deliberately involved Internally Displaced People (IDPs) with disabilities to provide basic minimal assistive devices.

- "Abilities" Task Force - UNICEF Rwanda established an internal, multi-sectoral "Abilities Task Force" to ensure that all programming is disabilities-informed and inclusive. WASH has membership on this Task Force. For upstream advocacy, UNICEF Rwanda and partners launched The Rwanda National Partnership on Children with Disabilities. This will serve as a platform to bring together all sectors at national and sub-national levels for mainstreaming of disability.

- Empowering Disabled People's Organizations - In Iraq, persons with disabilities were engaged at all stages in the design and location of accessible hygiene promotion activities. Following that, local NGOs and international NGOs had training sessions to enable them to advocate the packages with local governments. The Zimbabwe Country Office reports, similarly, that in their Small Towns WASH programme, where disability is included as a cross-cutting issue, using NGOs who are doing hygiene promotion to integrate disability issues has been a good lesson learnt.

- Leveraging the rights-based equity-focused Situation Analyses (SitAns) for inclusive WASH - In the past two years alone at least nine countries (and probably more) have

undertaken disabilities-specific Situation Analyses. Nearly all deliver powerful and detailed examinations of where exclusionary conditions, attitudes, and practices are resulting in a denial of the rights of children with disabilities. Several of the recent SitAns are exceptional in setting the stage for WASH and Education to advocate for inclusive educational policies and accessible construction standards for latrines, toilets and classrooms: Bangladesh (2014), Tanzania (2013), Uganda (2014) and Yemen (2014). The Uganda report, which was launched by the President of Uganda, prioritizes the right to receive an education and talks about accessibility as the bottom line: "The first barrier to be identified is the inaccessibility of education buildings, including latrines, toilets and classrooms" (2014:52).[3]

- Multi-media approaches - In Cambodia, UNICEF's implementing partner (Disability Development Service Program, DDSP) stages role plays at local health centers to raise awareness about barriers of access for persons with disabilities and the elderly. Local officials are invited. After witnessing accessibility problems for people with disabilities and the elderly, the officials and DDSP tour the facilities and problem solve.

- Child Friendly Public Parks and Facilities – UNICEF Guyana partnered with community based organizations to establish a fully accessible playground, including accessible washrooms and water fountains, for children with disabilities.

Again, further information may be found in the matrix that is attached to this report.

SUCCESS FACTORS, BOTTLENECKS, RECOMMENDATIONS

The terms of reference for this project call for an assessment of key success factors, bottlenecks and recommended actions to scale up the provision of inclusive WASH services. To perform this task given the subjective and informal nature of the information-gathering process, two tracks were followed:

- An 'issues list' was maintained during interactions with contributors to this study from UNICEF country and regional offices. This was essentially a running log of whatever enabling factors and bottlenecks were mentioned or implied during information gathering activities.

- This body of information was then triangulated with information from WASH sector partners about what works and why, based on their assessments of inclusive practices in their organizations.

The information was also considered in reference to broader disabilities-inclusive development challenges and the post-2015 agenda.

Considering inclusive development challenges and the post 2015 agenda

Naturally the assessment of success factors and bottlenecks in the WASH sector is intertwined with the challenges of mainstreaming disabilities as a cross-cutting issue in the post-2015 context. Whereas the Millennium Development Goals were not explicitly inclusive,[4] disabilities are explicit in seven Sustainable Development Goals.[5] Importantly, as mentioned at the

3   UNICEF Country Office disabilities-specific Situation Analyses include: Albania (2014), Bangladesh (2014), Belize (2013), Kazakhstan (2014), Sudan (2012?), Tanzania (2013), South Africa (2012?), Uganda (2014), Yemen (2014).
4   DESA Forum: Dialogue on the Post 2015 Development Framework and Disability (July 2013). http://www.un.org/disabilities/default.asp?id=1611
5   UnEnable Disability-Inclusive Sustainable Development Goals Infographic. http://www.un.org/disabilities/documents/sdgs/disability_inclusive_sdgs.pdf

beginning of this document, SDG Targets 6.1 and 6.2 mandate inclusive and accessible WASH:

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

- Target 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"

Arguably fundamental, or pivotal, in meeting these commitments is the challenge of building the infrastructure of social protection systems so that States are meeting their obligations to persons with disabilities to an adequate standard of living (Art 28, CRPD). The challenges are comprehensively documented in the latest report to the UN General Assembly by the UN Special Rapporteur on the rights of persons with disabilities (August 2015). The study focuses on "disability-inclusive social protection as a prerequisite for the universalization of social protection" (August 2015:4). It highlights the exclusion of persons with disabilities in poverty reduction and social protection programmes, that especially since the 2008 financial crisis when austerity measures were implemented, persons with disabilities have been disproportionately impacted (p.23). The report calls upon State parties and the international community to enact such basic steps as: reflecting the rights of persons with disabilities in national protection strategies and plans, ensuring that eligibility benefits are not discriminatory (p.24), and developing disability-specific indicators "to adequately assess the impacts of social protections on persons with disabilities" (p. 25).

While there are many trenchant and relevant analyses that capture the contexts within which UNICEF WASH is developing its own mechanisms for operationalizing commitments to universal access, Aguilar's presentation to the General Assembly serves as an excellent

BOX 7

Reality checking Art. 28 CRPD

"… mainstreaming disability in all social protection and poverty reduction programmes — a task that remains a global challenge."

Catalina Devandas-Aguilar, Special Rapporteur on the rights of persons with disabilities (August 2015)

reminder that steps taken towards universal and rights-based access in WASH can ultimately only be enabled by steps taken globally to achieve inclusive social protection.

Six principle topics

With the foregoing in mind, the assessment of success factors and bottlenecks (noting that it can really only be indicative due to the sampling and selection realities) for inclusive and accessible WASH has taken shape in reference to six topics:

- Addressing stigma and limited understandings of the rights of persons with disabilities

- Defining entry points for engaging with DPOs and disability rights activism in sub-national, national, regional and global contexts

- Equipping country and regional offices with tools/guidance ("look fors") on inclusive and accessible WASH

- Confronting gaps in global data/evidence gathering for inclusive and accessible WASH

- Providing country offices information about the bottom line on the costs of accessible WASH

- Strengthening knowledge-sharing and communities of practice across country, regional, and global offices

The biggest roadblock: stigma and limited awareness of disability rights

Recommendation #1: Social/Child Protection-WASH-C4D collaborate in tackling stigma

Reading on and in between the lines of the information that was amassed for this study, the presence and vigor of disabilities-rights activism at the national level seems to influence whether and how UNICEF WASH can gain traction for inclusive and accessible activities. Whether it is CLTS or Schools WASH or Small Towns WASH, contributors to the study directly or indirectly conveyed that stigma and lack of awareness mediate their ability to progress with mainstreaming. The Bangladesh UNICEF WASH contributor, for example, said that before they determine hardware, they do software (community dialogue, mapping, developing a Community Action Plan). However "families are shy/ashamed, they won't send their family members with disabilities and won't come to advocate for them" (Md. Shofiqul Alam, WASH specialist, 13 July Skype discussion).

A similar scenario was described for CLTS efforts in Angola, where latrines are built "but more often no one considers people with disabilities … Through CLTS we are trying to bring the issue of inclusiveness to the communities and how to integrate to those who need" (Edson Monteiro, 19 Oct 2015 email). To emphasize the prevalence of exclusion in CLTS, Mr. Monteiro shared an excerpt from the recent disabilities-focused "industry" journal on CLTS, Frontiers of CLTS: "People affected tend not to be present at triggering, to lack voice in the community, to have their needs overlooked, and may even be hidden by their families. This issue outlines the reality of the experiences of people with disabilities, the varied nature of their needs and how they can be met" (2014:1). And in the case of the Mozambique "Sanitation for All – No Exceptions" initiative, the president of the national disability association, Ribáuè Sissoura, said that projects

Success factors for inclusive WASH in UNICEF

- Addressing stigma

- Supporting Disabled People's Organizations

- Delivering operational guidance

- Unifying communities of practice

like this help in breaking "down the myths and stigma in my country. Rather than being ashamed of their family members, families will learn to support them and better integrate them into the community" (2013:8).

As cited earlier in this report, the lack of understanding about the rights of persons with disabilities and with it, the prevalence of stigma associated with disability, has been cited over and over as the fundamental barrier to inclusive and accessible WASH (World Vision International 2014, WaterAid UK 2013, CBM 2012). Across the board where UNICEF's WASH Sector partners are addressing inclusive and accessible WASH, they are citing the prevalence of negative and ill-informed attitudes about disabilities as a challenge/barrier. In addition to the studies cited already, this point is emphasized as well in the WaterAid Australia compendium of good practices case studies, Towards Inclusive WASH: Sharing evidence and experience from the field (2012). Reviewing the evidence, Professor Ron McCallum commented that barriers are "sometimes related to technology or to economic constraints, but more commonly, the main barrier is stigma" (p.7). The compendium features several case studies including one from Mali where "an important lesson for WASH programming" was shared, that "technological solutions that improve access to water sources can often face problems of sustainability if the more difficult

barriers of stigma and discrimination against persons with disabilities are not simultaneously addressed" (p.34).[6]

Building from this, a recommendation can be considered to build on efforts that may be underway already in UNICEF addressing the protective environment for children with disabilities. It is a principle of UNICEF's Child Protection Strategy, after all, that in regards to children with disabilities,

> "Responsive child protection systems should strengthen the effective participation, development and inclusion of this group of children, and their caregivers as well as address social attitudes and perceptions. As a result, disability is addressed within the context of an overall child protection systems approach which allows capturing the dynamic interplay between other protection needs, rather than treating disability in isolation."[7]

Likewise, UNICEF Social Protection states that it:

> "Supports the progressive realization of universal social protection coverage …. highlighting not only the specific vulnerabilities faced by children but also the different vulnerabilities faced by oftentimes excluded groups such as girls, indigenous peoples, and people with disabilities. In this way, UNICEF works to make social protection both more child-sensitive and inclusive."[8]

In other words, for WASH to gain traction, it may be time to explore in a methodical way how to leverage the activities that are going on in these sectors, including their important collaborations with with Communication for Development (C4D). It seems that wherever country offices are

situating disabilities as a cross-cutting strategy to further their effectiveness in identifying the most disadvantaged and vulnerable children, there are going to be disability-rights and sensitization efforts where WASH can plug in to and leverage. When this topic was presented during the webinar, a participant conveyed that collaboration addressing disability rights should occur with Education, and not only with Child Protection and Social Protection.

The best catalyst: global/national disabilities rights activism

Recommendation #2: WASH strategy prioritizes collaboration with DPOs for upstream advocacy

Another apparently positive contributor to inclusive and accessible activities taking shape in a WASH programme is the work that UNICEF and partners are doing globally to raise awareness about disability rights. The Global Partnership on Children with Disabilities (GPcwd), which represents nearly 300 organizations across the globe, triggered the formation of an analogous partnership at the national level in Rwanda, the Rwanda National Partnership for Children with Disabilities. Together with the National Union of Disabilities Organizations in Rwanda and the National Council of People with Disabilities, the Rwanda National Partnership is now a platform for UNICEF Rwanda and all stakeholders to plan together mainstream disability "as one". Internally, UNICEF Rwanda has launched an "Abilities Task Force" with disabilities as a cross-sectoral strategy. WASH sits on this task force and WASH specialists have the responsibility to facilitate engagement with other sections to integrate cross-cutting issues into WASH programming.

6   Further data on attitudes and stigma may be accessed through UN Enable, the official web site of the Secretariat for the Convention on the Rights of Persons with Disabilities, http://www.un.org/disabilities/index.asp . UN Enable's materials include a compilation of data and statistics about disability-inclusive development at this web address: http://www.un.org/disabilities/default.asp?navid=13&pid=1515
7   UNICEF Child Protection web site http://www.unicef.org/protection/57929_58537.html
8   http://www.unicef.org/socialpolicy/index_socialprotection.html . Indeed, inclusive social protection is the heart of the Social Protection Strategic Framework. http://www.unicef.org/socialprotection/framework/

Because of the largely anecdotal and undocumented nature of the information that has been obtained for this study, it is pointless to try to forge too strong a link between global or regional activism and traction that any given UNICEF WASH office might experience in regards to inclusive and accessible activities. Still, what UNICEF Rwanda and partners have brought (building too from whatever mobilization came out of the African Decade on Disabled Persons, 2000-2009), is illustrative of the potential to draw from and leverage that activism within the broad frame of human rights-based and equity-focused approaches. The same may be true for School WASH in contexts such as Angola, Bangladesh, Cambodia, Laos, Nicaragua, Nigeria, Sierra Leone, Tanzania, Uganda, and Vietnam. Though the information that has been obtained on inclusive and accessible WASH in these contexts is too lean to draw firm conclusions, it seems reasonable to consider that effective upstream advocacy for inclusive educational policies has been brought about through the mobilization by DPOs for disability rights.[9]

A missing link: norms and guidance for inclusive WASH in UNICEF

Recommendation #3: Equip regional and country offices with guidance and tools for inclusive WASH

On the other hand, what may be a bottleneck for inclusive and accessible WASH in UNICEF is the absence of formal strategy that operationalizes disabilities mainstreaming. UNICEF country and regional offices appear to be operating for the most part on an ad hoc basis. In the course of information gathering for this report, several contributors stated that any work that they do on schools is automatically in reference to global standards of accessibility, while others stated that they are searching for guidance on those standards or that accessible construction is too costly. One section chief conveyed that in the absence of a concrete strategy on disability for WASH, they are more or less "feeling our way."

In contrast to the current situation for UNICEF WASH, sector partners have developed a variety of guidelines for inclusive and accessible WASH activities. WaterAid Country Offices have access to that organization's "Equity and Inclusion" framework which sets minimum core standards and indicators for inclusion. This includes, for instance, accessibility audits to be carried out by local disabilities organizations (Gosling 2010:21). It also commits the organization to a variety of information-sharing activities about good practices in inclusive WASH.

Similarly, WaterAid and WEDC have published the "Inclusive WASH: what does it look like" checklist (no date). This includes topics such as using a Situation Analysis to identify and map attitudinal and institutional barriers, and providing information in accessible formats. CBM has also published a "Checklist for disability inclusion in WASH programs" (2012). Like the WaterAid and WEDC checklist, the "look fors" in this checklist include data collection, participatory and consultative processes with people with disabilities and DPOs, and the incorporation of upstream advocacy "to promote the rights to disability-inclusive WASH" (p.7).

During the sebinar, participants conveyed their interest in receiving tools and "look for" checklists along the lines described above, that could be customized to meet the requirements of their various cultural and social contexts. These could also include guidance in engaging across sectors, to Child Protection and Social Protection which is less familiar territory for WASH, providing practical "how to" language and actions.[10]

9   UNICEF has developed a reference guide for engaging with children with disabilities, TAKE US SERIOUSLY! Engaging Children with Disabilities in Decisions Affecting their Lives (June 2013) http://www.unicef.org/disabilities/files/Take_Us_Seriously.pdf
10   During the webinar the Disability Programme Specialist described two items that are currently being developed: (i) Inclusive Humanitarian Action Guidance - this includes a section on WASH in emergencies and field testing is planned for 2016; (ii) Technical booklet on accessible schools - this covers WASH in schools and is part of a package of resources to be launched by CEE/CIS, with an expected availability by early 2016.

A call for accessible WASH indicators and monitoring

Recommendation #4: Strengthen commitments to disability-specific data collection across all programmes including WASH

During the webinar participants highlighted the difficulty of establishing accessible and inclusive WASH activities as the norm, citing the absence of an enabling monitoring and data-collection infrastructure. As emphasized in a recent research paper which describes the state of evidence gathering about disabilities across global and national data collection systems, in signing the CRPD, State Parties obligated themselves to collect data about persons with disabilities and use it to inform policy development.[11] How to make progress on this in the post-2015 context – a prominent topic emerging from this mapping study and in the webinar.

The example was given of WASH in Schools, where a recent study by UNICEF revealed that while governments are collecting some information about water and sanitation in schools on a consistent basis, there is almost no data being collected about whether water or toilets are accessible to students with disabilities (Advancing WASH in Schools Monitoring, February 2015:30-32). It was thus recommended to strengthen advocacy with government partners to collect the necessary information through the Education Management Information System; the WASH in Schools monitoring report gives specific guidance about filling these gaps.

As the SDGs are more disabilities-inclusive than was the case with the MDGs, to measure the SDG targets it can be expected that State parties as well as organizations like UNICEF will increase efforts to collect disability-disaggregated data. For WASH, the implications can be summarized as follows:

1. Support and advocate for the utilization of the new survey modules that are being finalized by UNICEF Data and Analytics Section with Education and Disability Sections. These modules can be used to identify children with disabilities and measure barriers and facilitators in the school environment and participation, as well as

2. Advocate for the new UNICEF WASH strategy to have specific indicators on the inclusion of children with disabilities and accessibility of facilities, so that WASH data collected for strategy monitoring is disaggregated by age, gender and disability. And related to this:

    a. Review the WASH Monitoring infrastructure for entry points for disability monitoring and data collection, establishing agreement on proxy indicators that can be shared with selected countries, for scale up.[12]

    b. Consider the development of a matrix that WASH can use in country offices, similar to the matrix that Education uses, which includes data collection about whether national standards for WASH in primary schools include a disability component and whether education policies are inclusive.[13]

    c. Provide support and guidance to country offices on disability inclusive monitoring and reporting as well as data collection and disaggregation relating to disabilities, emphasizing the need for disability-specific data collection across all programmes.

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11   Claudia Cappa, Nicole Petrowski, Janet Njelesani. "Navigating the landscape of child disability measurement: A review of available data collection instruments." ALTER, European Journal of Disability Research 9 (2015) 317-330.

12   Establishing a shared monitoring framework for the WASH Sector is on the agenda of the Sanitation and Water for All Partnership (SWA). According to its website, SWA has established a Global Monitoring Task Team "to harmonize monitoring initiatives" and "oversee the development of a shared set of voluntary norms and standards for how data are collected" http://sanitationandwaterforall.org/about/governance/task-teams/. The SWA effort, in other words, represents a potential point of collaboration and synergy for inclusive and accessible WASH efforts across the sector.

13   Strategic Plan 2014 – 2017, Education Indicators Guidance Notes," 27 August 2015, Education Section, HQNY https://teams.unicef.org/sites/NYHQ01/PD/Education/Document%20Library/Strategic%20Plan%202014-2017%20Education%20Indicators%20Guidance%20Notes.pdf

d. Ensuring that WASH is included in the Monitoring Results for Equity System (MoRES) cross-cutting toolkit would be a related recommendation as currently the Toolkit lacks examples from WASH.

3. Make it mandatory for every WASH analysis, monitoring, evaluation, and research scope of work to address disability by having disability included in every Terms of Reference (ToR).

4. Support the rollout of the Disability Inclusive Humanitarian Action Guidance, which includes a section on WASH in emergencies. This guidance is still in development with partners and was field tested in Nepal in 2015.

Clarifying the costs of inclusive and accessible WASH

Recommendation #5: Develop an investment case for inclusive and accessible WASH

Whereas for UNICEF, equity drives the agenda and not costs, some contributors to this study described substantial challenges in advocating for accessible construction with partners due to concerns of the latter about containing costs.

● In Nicaragua, for example, construction costs were described as an ongoing and fundamental constraint in making the School WASH activities accessible.

● And in Tanzania, the contributor emphasized that even though accessibility standards are the norm for School WASH, the government perceives the construction as an extra cost, as "not normal."

Participants in the webinar shared similar experiences. At the same time, it also emerged that there are diverse opinions about the actual costs of making school latrines accessible.

● Some participants referenced the 2011 research study by Hazel Jones for **WEDC, Inclusive Design of School Latrines – how much does it cost and who benefits?**, specifically, the finding that the cost of making a school latrine accessible is less than 3% of the overall costs of the latrine.

● Other participants were cueing to research by the World Bank, which found that "the cost of accessibility is generally less than 1% of total construction costs; however, the cost of making adaptations after a building is completed is far greater" (2005:2).

The bottom line here, it seems, is that equipping staff with data and facts to support their advocacy efforts, is called for. Thus it could be considered to undertake an investment case or cost analysis of accessible WASH, so that country and regional offices have this at hand.

Unifying communities of inclusive WASH good practice

Recommendation #6: Systematize knowledge-sharing about inclusive WASH activities

The uneven spread of information on the topic of costs, described above, appears to be illustrative of a wider challenge, or gap: that mechanisms do not exist (or need to be re-activated) for learning and knowledge-sharing within UNICEF about inclusive and accessible WASH activities. Mobilizing that knowledge-sharing within UNICEF and across the sector would have some important multiplier effects.

● A global disability and WASH network, for instance, would contribute to deepening the knowledge base for what works and why in a given context. As well, it would help to concentrate energies for advocacy on the global infrastructure for accessibility data/evidence gathering.

- The high level of interest in the webinar on accessible and inclusive WASH, including the knowledge-sharing and dialogue that developed during the webinar, indicates that some form of a network ought to be developed so that practitioners can continue to connect with one another.

It can be mentioned that the **Global Partnership on Children with Disabilities** GPcwd) already has several thematic tasks forces which are addressing the rights of children with disabilities on sectoral and cross-sectoral topics.

- The GPcwd hosts at least 260 organizations working to include and prioritize the rights of children with disabilities in global, regional, and national agendas.

- It includes international, national and local non-governmental organizations (NGOs); disabled people's organizations (DPOs); academia; young advocates; governments and the private sector, and hosts thematic task forces on topics such as Child Protection, Physical Activity and Sports, Inclusive Education, Nutrition, Early Childhood Education, and Humanitarian Action.

- A thematic task force under the GPcwd for Disabilities and WASH seem to be a potential platform to carry the work of accessible and inclusive WASH forward.[14]

14   Further information on the Global Partnership on Children with Disabilities can be found at this web address: http://www.gpcwd.org/

CONCLUSIONS

Conceptualizing progress - As referenced earlier in this report, Jones (2013) proposed a way of conceptualizing steps that WASH stakeholders are taking to address inclusion and accessibility as "on the way to" a WASH where these activities are fully established norms. The proposed continuum, it will be recalled, contains three milestones: (i) studies and pilot projects, (ii) inclusive policies and strategies, and (iii) elements of inclusive practice routinely implemented in WASH. The following chart depicts these milestones as a flow chart, each leading progressively to the next:

FIGURE 2

Stage A
Getting started: studies, pilot projects

Stage B
Developing inclusive practices, strategies

Stage C
Elements of inclusive practice implemented routinely in WASH

Vision - inclusive practice embedded as the norm in WASH

FIGURE 3

WASH inclusion progression

Disability Rights Advocacy

Stage A
Getting started: studies, pilot projects

Stage B
Developing inclusive practices, strategies

Stage C
Elements of inclusive practice implemented routinely in WASH

Vision - inclusive practice embedded as the norm in WASH

Broad multi-sectoral disabilities rights activism enables inclusive, accessible, WASH.

Based on the outcomes of the present study, one further component could be considered for this continuum. This pertains to the observation that dealing with stigma and limited awareness of disabilities and disabilities rights appears to be the biggest roadblock in achieving inclusive and accessible WASH. That reading on and in between the lines of the information that was amassed for this study, the presence and vigor of disabilities-rights activism at the national level seems to influence whether and how UNICEF WASH can gain traction for inclusive and accessible activities. As such, as progress towards a new norm evolves, it evolves in tandem with Social Protection and Child Protection efforts to address stigma and discrimination and other disabling attitudes towards children with disabilities and persons with disabilities. The continuum might then look like Figure 3.

Another potential modification of the infographic of progress towards inclusive and accessible WASH is that "staff capacity building and awareness" comes first, that it is prior to the Stage A "getting started" activities. Joint trainings and capacity development would be an important next step in UNICEF. These could connect WASH, Disabilities, Social Protection, Child Protection, Education and C4D, so that everybody has the ways and means to fulfill in a coherent way the broad organizational and post-2015 commitments to inclusive development. Basic "how to" steps were discussed during and after the webinar as good content for guidance and/or checklists, to facilitate these connections.

Information gap, menstrual hygiene management. A second concluding observation may be made in reference to SDG Target 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."

Meeting this target would of necessity require WASH to address menstrual hygiene management for girls with disabilities. Unfortunately, almost no information could be obtained for this study to understand what guidance country offices are receiving about this or what steps have been taken, including any barriers or entry points that have been encountered. Inasmuch as the sector or UNICEF specifically will begin to track accessible and inclusive WASH through dedicated monitoring mechanisms, indicators to track the access of girls with disabilities to menstrual hygiene would help to move the broader community towards a full embrace of SDG Target 6.2.

ANNEX

REGIONAL SNAPSHOT

The table below lists UNICEF country offices where information about accessible and inclusive WASH activities was collected as of December, 2015. As shown, this information is organized by region.

ESAR	WCAR	ROSA	EAPR	LACR	MENA	CEE CIS	Global
Angola Malawi Mozambique Rwanda Tanzania Uganda Zimbabwe	Chad DRC Nigeria Sierra Leone	Afghanistan Bangladesh Bhutan Nepal	Cambodia Laos Vietnam	Guyana Nicaragua	Iraq Syria South Sudan	Ukraine	UNICEF Supply Divison

ESAR - Eastern and Southern Africa Region
WCAR - West and Central Africa Region
ROSA - South Asia Region
EAPR - East Asia and the Pacific Region
LACR - Latin America and the Caribbean Region
MENA - Middle East and North Africa Region
CEE CIS - Central and Europe, Commonwealth of Independent States Region
Global - Global Headquarters

MATRIX OF GOOD PRACTICES AND ACTIVITIES BY COUNTRY

Matrix attached as a separate document.

FINAL REPORT IN ACCESSIBLE POWERPOINT FORMAT

Attached as a separate document. This is an updated version of the webinar presentation reflecting webinar participants' inputs.

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