

MATRIX

INCLUSIVE AND ACCESSIBLE **WASH** IN UNICEF: GOOD PRACTICES BY COUNTRY

22 DECEMBER 2015

Introduction to this matrix

This matrix presents good practices in accessible and inclusive WASH in UNICEF Country Offices. It is organized alphabetically by country. Information for 25 countries is presented, plus Global Supply.

In regards to what constitutes a good practice, a desk review of how this topic is being approached by others in the WASH Sector has shown that UNICEF's major WASH partners are on the same page about the basic characteristics of good practice in accessible and inclusive WASH. Good practices:

1. Engage with the enabling environment (e.g. upstream policy advocacy, standards setting, stigma, rights to information in multiple formats).
2. Consult with and are participatory involving children with disabilities and Disabled Persons Organizations (DPOs).
3. Comprehensively define accessibility as combining sensitization and social norms as well as technical and hardware solutions.

In this matrix, information for each country is presented in reference to these three basic good practice criteria. This is an internal resource for field and headquarters staff, with information across of range of settings such as schools, health centres, child friendly centres, public markets, and public parks. All of the content links 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); and
- Settings in institutions (Child friendly centres, Schools, Health centres).

The information in this matrix should be taken as a snapshot of activities, to be expanded and annotated as more information comes to light. The information gathering process was informal and some countries may have excellent information to share but were not in the position to make that contribution at the time it was being sought. This is a living document, in other words, that should grow as UNICEFWASH further organizes itself to attain inclusive and accessible WASH in the post-2015 framework.

Project background and context

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, in particular in Targets 6.1 and Section 6.2 under the broad goal of ensuring access to water and sanitation for all:

- 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 in a call for good practices information from UNICEF Country Offices. The result is this compilation of information, which describes a diversity of good practices in UNICEF in the provision of accessible and inclusive WASH activities.

This matrix constitutes an annex to a main report, "Good practices in the provision of Accessible and Inclusive WASH services UNICEF Country Offices" (December 2015). The report:

- Reviews literature about inclusive WASH in the broad WASH sector and this project's methods,
- Presents findings and an analysis of bottlenecks and opportunities in the provision of accessible and inclusive WASH, and
- Reflects on the status of these activities and broader efforts to operationalize

disabilities-inclusive development in the post-2015 era.

A webinar was held in December 2015 to present and discuss the findings and recommendations of this project. Approximately 40 individuals from HQ, regional and country offices participated. Their perspectives are described in the final report.

How to obtain further information

Inquiries about this information and for a copy of the main report can be directed to the project managers:

- David Tsetse, Ph.D., WASH Specialist, Planning Monitoring and Capacity Building, WASH Section, Programme Division, UNICEF. dtsetse@unicef.org
- Megan Tucker, Programme Specialist, Children with Disabilities, Disability Section, Programme Division, UNICEF. mttucker@unicef.org


- E** Enabling environment (policy and legal framework, finance and budget, coordination, innovation, M&E, equity informed programming, capacity building, knowledge creation and dissemination)
- C** Settings in communities (water supply, sanitation and hygiene in urban and rural setting)
- I** Settings in institutions (Child friendly centres, Schools, Health centres).

GOOD PRACTICES IN ACCESSIBLE AND INCLUSIVE WASH

COUNTRY	ENABLING ENVIRONMENT e.g. upstream policy advocacy, standards	COMMUNITY BASED & PARTICIPATORY, CONSULTATIVE PROCESS With children with disabilities, DPOs	COMPREHENSIVE ACCESSIBILITY Confronts both physical and institutional barriers (e.g. stigma, policy)
ALBANIA E	Situational Analysis of Children with Disability, UNICEF Albania (2014). The document could constitute a first advocacy step towards accessible and inclusive WASH.		
ANGOLA E C I	UNICEF Angola Education is engaged in upstream work with the Ministry of Education to finalize a policy on special education, including accessibility for children with disabilities. They are pushing hard with the Government of Angola on school standards of construction and inclusiveness.		To help the provincial government realize the concept of "universal design" accessible toilets are constructed for school children in a special education school. Additionally, a report to be published on 600 schools highlights also the issue of disability being not addressed. On CLTS, WASH provides software and as needed technical support with hardware: "Regarding CLTS 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). And quoting from Jones and Wilbur Frontiers of CLTS Issue 3 Disabilities: "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 disabled people, the varied nature of their needs and how they can be met" (p.1).
BANGLADESH E C I	Situational Analysis on Children with Disabilities in Bangladesh, UNICEF Bangladesh (2014). This includes a photo of an accessible ramp that is now required for schools	In partnership with Water and Sanitation for the Urban Poor (WSUB), the software comes first: community dialogue, mapping, developing a Community Action Plan. Then the hardware design (what types of disabilities, what types of latrines). However families are shy/ashamed. They won't send their disabled family members and won't come to advocate for them.	"The Ministry of Primary and Mass Education has a new policy requiring ramps in all new government schools, and in cooperation with UNICEF it has developed designs to make school latrines accessible to students with disabilities. NGO-run schools, such as BRAC [development organization] pre-primary and primary schools, are installing ramps and other mobility aids. However, the process is slow and underfunded" (p. 80).
BELIZE E	Situation of Children with Disabilities Study, UNICEF Belize (2013). It is noted that "only 13% of schools nationwide have toilets that are constructed to accommodate children with physical disabilities" (p. 74).		
BHUTAN E C I	Formative research on barriers of children with disabilities to participation in mainstream activities, including schools. Ministry of Health with UNICEF support is drafting the Disability Strategy, inclusive of WASH.		UNICEF is supporting 2-3 Public Health Engineering Department (PHED) Engineers to get training for disability and elderly toilet designs.
CAMBODIA E I	Disability Development Service Program - Cambodia stages skits and role plays at institutions to raise awareness about access barriers. Local decision makers are invited as witnesses, then tour the facilities and problem solve.		

COUNTRY	ENABLING ENVIRONMENT e.g. upstream policy advocacy, standards	COMMUNITY BASED & PARTICIPATORY, CONSULTATIVE PROCESS With children with disabilities, DPOs	COMPREHENSIVE ACCESSIBILITY Confronts both physical and institutional barriers (e.g. stigma, policy)
CHAD C		The community mobilisation that occurs as a result of the triggering also ensures that households come together to provide support those who may be unable to construct their own latrines due to physical or financial constraints. (CLTS case study)	
GLOBAL SUPPLY (DRR/HUMANITARIAN ACTION) C			Innovative disabilities accessible emergency latrines are being development (WASH Education Center, UNICEF Supply Division) Also noted in the WASH in Humanitarian Action Annual Report 2013 (2014): "An adapted toilet seat design was developed for use by disabled and elderly persons; the seat fits directly onto existing emergency response latrine slabs for easy integration in the field" (p. 13); also developed was a "modified latrine slab for disabled individuals" (p. v).
GUYANA C I		"In line with UNICEF programming emphasis on equity, and with the focus on mainstreaming children with disabilities, UNICEF Guyana, in partnership with the Inner Wheel Club of Georgetown among others, has provided opportunities for children from all socio economic background and physical abilities to play and socialize in the newly established play ground in the National Park in Georgetown Guyana. The array of equipment includes horizontal ladders, swings, and steering wheels all of which are designed to be accessible with the swings being outfitted with special safety seats. The triple deck play structure meets ADA standards, designed for public parks" (UNICEF Guyana 2012). See photos, below.	Disability friendly washrooms including showers in public secondary school dormitories, responsive to the needs of doubly marginalized children (indigenous and with disabilities). State of the art disability friendly park, with emphasis on mainstreaming, inclusion and facilitating social and recreational activities. Users have filtered, drinking water at the wheelchair accessible drinking water fountain which has faucets at four levels inclusive of water storage and filtration system. See photos, below.
IRAQ (DRR/HUMANITARIAN ACTION) E C	Training sessions with local NGOs and international NGOs on accessible design packages, to enable them to advocate with local governments.	For hygiene promotion activities persons with disabilities were engaged at all design stages to ensure facilities and locations are accessible and acceptable based on their social norms. A full design package for persons with disabilities was developed on the basis of that consultation.	
KAZAKHSTAN E	Situation Analysis of Children with Disabilities for the Development of an Inclusive Society in the Republic of Kazakhstan (UN-MERIT's School of Governance, UNCEF Kazakhstan). Mentions role-playing with children without disabilities to raise awareness of what it is like to do common things like jumping with one leg or trying to go to the toilet in a wheelchair. That all schools and day care centers need to be ready and accessible (2014:59).		
LAOS E I	Successful lobbying the Ministries of Education and Health to approve a national design for accessible school WASH facilities.		National Education Quality Standards include accessible latrines for learners with disabilities. In other words, accessibility is used to benchmark the merits of a school's educational environment.

COUNTRY	ENABLING ENVIRONMENT e.g. upstream policy advocacy, standards	COMMUNITY BASED & PARTICIPATORY, CONSULTATIVE PROCESS With children with disabilities, DPOs	COMPREHENSIVE ACCESSIBILITY Confronts both physical and institutional barriers (e.g. stigma, policy)
<p>MALAWI</p> 	<p>UNICEF is working closely with the Ministries of Health, Education and Water Development on national design standards for the provision of accessible WASH facilities in institutions, particularly in schools (Malawi). In the context of piloting projects for disability, stigma issues are being taken up by the “Special Needs Education Department within the Ministry of Education Science and Technology.</p> <p>Malawi hosted the African Leaders Forum on Disability (2014) with representatives from organizations such as UNICEF, International Federation of Red Cross and Red Crescent Societies, and the World Bank.</p>	<p>Community mobilization meetings are conducted prior to construction of Child Friendly Spaces (CFS), to inform and engage communities and understand expectations.</p>	<p>UNICEF promotes inclusive education in 100 model Child Friendly Schools by designing accessible facilities for learners with disabilities. Local masons are commissioned by District Councils to do the construction.</p> <p>“There are so many schools in Malawi that are NOT designed to cater for the disabled especially with the classrooms. WASH disabled designs are being piloted in such kind of schools and 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 Piloting Projects for Disability WASH in Malawi, Sept 2015).</p>
<p>MOZAMBIQUE</p> 	<p>Water, Sanitation and Hygiene Programme in Nampula Province (NAMWASH), implemented in five small towns since 2012. The plan of action involved demand triggering, supply/ supplier coordination, and capacity building of local government (enabling environment).</p> <p>Gaining support for the (disabilities inclusive) sanitation competitions and working with local artisans could not have succeeded without the influence of municipal and district government leadership, which prioritised access to improved sanitation for its constituents and was open to alternative approaches. Local authorities were responsible for the management, implementation and monitoring of the competitions, and worked closely with community leaders, local NGOs and the radio stations that mobilized communities. (Promoting Sanitation in Small Towns in Mozambique (UNICEF Mozambique, 2014).</p> <p><u>The process step-by-step</u> - The new latrines will not only make school a more pleasant experience for children with disabilities who are already enrolled, but hopefully will also lead to the awareness that all children, including those with disabilities should go to school.</p> <p><u>Advocacy</u> for inclusive WASH. Action plan developed with stakeholders.</p> <p><u>Engagement</u> - consultations with CSOs representing people with disabilities.</p> <p><u>Training</u> - involvement of skilled local artisans.</p> <p><u>Broad and direct consultations</u> with with people with disabilities, to identify appropriate solutions for all.</p> <p><u>Support</u> to local municipalities in implementing the action plan. (Sanitation for All in Mozambique, 2013)</p>	<p>In the framework of a “Sanitation for All – No Exceptions” policy, NAMWASH as a first step towards mapping the needs of (people with disabilities), stakeholders came together including relevant local, district and provincial authorities, non-governmental organisations such as the Mozambican Association of Disabled People (ADEMO) and UNICEF. UNICEF and AIAS (the national water and sanitation ministry) then undertook consultations with disabled people’s organizations about the main obstacles to WASH facilities, as well as different designs and solutions (Sanitation for All in Mozambique, UNICEF Mozambique 2013).</p> <p>“The work of UNICEF will contribute to 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. I also hope that projects like NAMWASH will set a national standard and ensure that people with disabilities countrywide have the same access to water and sanitation like everyone else, with no exception,” says Ribáuè Sissoura, President of FAMOD (Sanitation for All in Mozambique, UNICEF Mozambique 2013).</p>	<p>“Inclusive sanitation technologies, such as raised latrines and grab rail, were tested to develop latrines for people with disabilities ... 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).</p> <p>“Sanitation competitions were organized, in an effort to stimulate household demand for durable hygienic latrines, and to support existing local artisans in diversifying and marketing their products. The aim was also to help link local suppliers with households willing to improve their sanitation facilities. ... Consultations with persons with disabilities in the 10 neighborhoods were undertaken to identify local solutions and tools to improve access to appropriate sanitation facilities. ... With help from local artisans and the municipality, accessible and appropriate facilities were built for persons living with disabilities ...” (Promoting Sanitation in Small Towns in Mozambique (UNICEF Mozambique, 2014).</p>

COUNTRY	ENABLING ENVIRONMENT e.g. upstream policy advocacy, standards	COMMUNITY BASED & PARTICIPATORY, CONSULTATIVE PROCESS With children with disabilities, DPOs	COMPREHENSIVE ACCESSIBILITY Confronts both physical and institutional barriers (e.g. stigma, policy)
NIGERIA 			<p>In Nigeria, the national guidelines include a special compartment in both the male and female blocks of toilets for use by the disabled.</p>
NICARAGUA 	<p>One of the successes is that the Ministry of Education (MoE) has incorporated into their standards the needs to create safe spaces for children with disabilities. Civil society activism accounts for progress in sensitization at central level but according to Wanda Obando (WASH Officer), UNICEF has been playing a key role in sensitizing regional authorities through WaterAid and directly with the regional governments.</p>		<p>Every intervention that UNICEF does in WASH considers at least one latrine that is accessible to children with special needs. We have been working in remote indigenous communities fixing or building new sanitary facilities.</p>
RWANDA 	<p>WASH Section is ensuring that WASH for persons with disabilities is included in the joint office action plan and WASH has membership in the office's Abilities Task Force.</p> <p>As for upstream advocacy, the launching of the Rwanda National Partnership on Children with Disabilities (March 2015) has been a first step. More streamlined advocacy activities are being developed now in the joint action plan.</p>	<p>The Rwanda National Partnership on Children with Disabilities will serve as a platform to bring together all sectors of interventions at both national and sub-national levels for mainstreaming of disability. This forum is chaired by the National Council of persons with disabilities and co-chaired by the National Commission for Children, to ensure that the rights of children with disabilities are seen in the lenses of both child rights and disability rights. Key ministries, bilaterals, international NGOs and local Civil Society organizations, including those for persons with disabilities are members of the forum. A joint action plan with these members, including UNICEF, is being developed.</p>	<p>A "gender analysis of sanitation facilities in schools, preschools and Early Childhood Education (ECD) and Family Centres helped to design improved WASH facilities, separate latrines for boys, girls and children with disability, and menstrual hygiene room" (Rwanda Country Office Annual Report, 2014:13).</p>
SIERRA LEONE 			<p>In Sierra Leone, the WASH in schools standards and guidelines have included disability access especially for latrines.</p>
SOUTH AFRICA 	<p>Children with Disabilities in South Africa: A Situation Analysis: 2001-2011. Pretoria: Department of Social Development/ Department of Women, Children and People with Disabilities/UNICEF. This SitAn hits hard on the difficulties of non-accessible toilets for children with disabilities in schools especially.</p>		
SOUTH SUDAN 		<p>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 persons with disabilities to provide basic minimal assistive devices. One of the stances is fitted with basic assistive devices for use by Internally Displaced Persons (IDPs) with disabilities. (UNICEF "unique" response to IDPs in WBeG, PoC. 11-22-14 ICON by Edward Bwengye</p>	
SUDAN 	<p>An Analysis of The Situation of Children With Disabilities in Sudan, a Synopsis. National Council for Persons with Disabilities (Kenya) and UNICEF Sudan (2012?). Mentions equal opportunities, accessibility, and inclusive education. A good advocacy start.</p>		

COUNTRY	ENABLING ENVIRONMENT e.g. upstream policy advocacy, standards	COMMUNITY BASED & PARTICIPATORY, CONSULTATIVE PROCESS With children with disabilities, DPOs	COMPREHENSIVE ACCESSIBILITY Confronts both physical and institutional barriers (e.g. stigma, policy)
<p>SYRIA (DRR/HUMANITARIAN ACTION)</p> <p>C I</p>			<p>Constructing prefabs and rehabilitating damaged schools in Syria, networking within UNICEF global WASH communities to ensure that global accessibility standards are adhered.</p> <p>During emergency response, WASH program has supported Syrian refugees and internally displaced persons with disabilities through development and design of mobile latrines for disabled people.</p>
<p>TANZANIA</p> <p>E I</p>	<p>WASH Fact Sheet (2012) plainly states the facts of accessibility of children with disabilities to schools.</p> <p>Childhood Disability Situation Analysis UNICEF Tanzania (2013). Advocate for School WASH Guidelines.</p> <p>School WASH for all children in Tanzania, Children with disabilities: the right to education for all children (2009). Informs about the development of national SWASH guidelines/toolkits in partnership with Comprehensive Community Based Rehabilitation in Tanzania (CCBRT), SNV, WaterAid, the Environmental Engineering Pollution Control Organisation and other agencies, and with four key Ministries: Education & Vocational Training, Health and Social Welfare, Water and Irrigation, and Prime Minister's Office Regional Administration and Local Government.</p>	<p>According to Kiwe (Chief, WASH Tanzania) "inside the schools we have school wash clubs and all the issues around menstrual hygiene mgmt., safe water, disabilities, promote and train around these and then they transmit these messages to their peers" (Skype discussion, 5 October).</p> <p>UNICEF Tanzania worked with a number of organizations (CCBRT, SNV, WaterAid, the Environmental Engineering Pollution Control Organisation) to test out designs for improving accessibility in school WASH. (School WASH for ALL in Tanzania)</p>	<p>Schools WASH is an entry point. In each of the blocks there is a toilet for children with disabilities. The civil society organization, Comprehensive Community Based Rehabilitation in Tanzania, makes wheelchairs, etc., and they designed the most useful toilet.</p>
<p>UGANDA</p> <p>E C I</p>	<p>UNICEF Uganda commissioned the Situation of Children with Disabilities; Uganda president launched the report. The report states that "The first barrier to be identified is the inaccessibility of education buildings, including latrines, toilets and classrooms" (2014:52). But the report is also comprehensive, addressing issues for children with disabilities and their families in the community too.</p>		<p>According to Wilberforce Kimezere (WASH Specialist, email on 6 July 2015), in Uganda WASH for the disabled is mostly supported at the institutional level (schools and health centres) where separate latrine stances have been design and are constructed. The latrines stances are provided with additional space, wider door, hand rails, raised latrine seats, and access ramp with a gradient 1:20. Easy accessibility to water is ensured through provision of rain water harvesting tank which are nearly the classrooms than the point water sources. For CLTS, households with disabled persons are identified and supported to have useable latrines ... In human situation extra support to latrine construction is provided to the disabled."</p>
<p>VIETNAM</p> <p>E I</p>	<p>UNICEF supported the Ministry of Education and Training (MOET) to develop National standard school WASH designs for all children. According to a case study submitted by UNICEF Vietnam, the designs "took very careful consideration of child friendly and children with disability aspects/needs."</p>		<p>In October and November 2011, UNICEF supported the MOET, Ministry of Agriculture and Rural Development and Ministry of Health to disseminate the newly issued designs to all 63 provinces of Vietnam. Since then, all partners who are supporting the constructions of school WASH facilities, are applying the new designs. This is to add values in supporting the Government Policy of Inclusive Education, realizing the rights of inclusion and equity for children with disabilities (email from Nguyen Thanh Hien, WASH Specialist, 10 July).</p>

COUNTRY	ENABLING ENVIRONMENT e.g. upstream policy advocacy, standards	COMMUNITY BASED & PARTICIPATORY, CONSULTATIVE PROCESS With children with disabilities, DPOs	COMPREHENSIVE ACCESSIBILITY Confronts both physical and institutional barriers (e.g. stigma, policy)
YEMEN E	Situation Analysis of Children in Yemen. UNICEF Yemen (2014). This is a wonderful advocacy document for children with disabilities, exceptional in the way it integrates disabilities. Though not a particular focus, this SitAn's comments on educational access issues and contexts set the stage for further WASH advocacy.		
ZIMBABWE E C	Some local government buildings now have ramps in their public offices, and commercial houses are being encouraged to have disabled-friendly facilities. According to Arnold Cole (Wash Manager, UNICEF Zimbabwe) this illustrates "the power of advocacy" (2 Dec 2015 webinar).		"In Zimbabwe, the Small towns WASH programme incorporates cross-cutting issues including disability. Using NGOs who are doing hygiene promotion to integrate disability issues has been a good lesson learnt" (Arnold Cole, 2 Dec 2015 webinar).

PHOTOGRAPHS

GUYANA - Establishment of state of the art disability friendly park with emphasis on mainstreaming, inclusion and facilitating social and recreational activities.



Users have filtered, drinking water at the wheelchair accessible drinking water fountain which has faucets at four levels inclusive of water storage and filtration system. The provision of a disability friendly washroom in the park offers greater comfort, healthy and safety measures and confidence for children who might have stayed away from such public places because of lack of adequate washroom facilities. Moreover, the interaction of all children at all times in this public park subtly encourages acceptance of all children.

MALAWI - The following are examples of the WASH and disability in UNICEF piloted projects:



Disability friendly latrine at Makanda Primary School in Kasungu done by UNICEF implementing Partner 'Concern Universal' (photo credit, UNICEF Malawi)



New shallow well at Matapila primary School in Salima District- by UNICEF Implementing Partner 'Salima District Council' (photo credit, UNICEF Malawi)

VIETNAM - Over the past two years, UNICEF has supported 18 schools in Vietnam through the provision of new facilities and hygiene education. As a result, students living with disabilities now have the comfort, convenience and above all, the confidence to attend school.



WASH in School facilities for children living with disabilities in Vietnam © UNICEF/Vietnam 2012

