



Towards Disability Inclusive WASH Programming in Schools in Nepal

SUMMARY

The project presented in this Field Note: “Making Development Disability-Inclusive for All Children in Nepal” implemented by UNICEF Nepal and its partners (2019-2022) aimed to ensure that school WASH facilities and services are accessible and inclusive for children with disabilities. An audit of the WASH facilities in 100 public schools in Nepal revealed that the accessibility of WASH services for children with disabilities was either very poor or non-existent. During the two years of its implementation from October 2019 to April 2022, the project supported the construction and retrofitting of school WASH facilities, successfully improving their accessibility for children with disabilities. Key to the success of the project were: the involvement of persons with disabilities throughout various project activities, such as the advocating for disability-inclusive WASH facilities, the development of guidelines, auditing tools and hands on support to the selected municipalities and schools, demonstrating best practice inclusive WASH facilities in schools. The development of learning videos on the importance of disability-inclusive WASH in schools and how to carry out an accessibility audit were produced to stimulate thinking and generate demand for inclusive schools. The next step for Nepal will be to take this approach to scale in all of Nepal’s schools to ensure the full implementation of Nepal’s School Education Sector Plan.

Introduction

According to the World Report on Disability, about 15 per cent of the world's population lives with some form of disability. Women, girls and children in particular have a higher prevalence of disability and about 80 per cent of people with disabilities live in developing **countries**.¹ Furthermore, UNICEF research indicates that approximately 240 million children with disabilities globally have never attended **school**.² Accessibility audits performed by UNICEF Nepal in 2021 with support from the Christian Blind Mission (CBM) in 100 schools of Nepal showed that 99 per cent of

schools did not meet the requirements for basic accessibility. This strongly suggests that accessibility is still not a priority in school planning and development, but rather, is considered a burden, requiring excessive additional capital investment, considering the limited number of users requiring disability-accessible infrastructures and facilities in schools. There is a significant gap between what is required, in terms of WASH facilities in schools (as per the Three Star Standard of WASH in Schools procedure, Nepal- Annex 1), and the current situation in schools.

¹https://www.who.int/disabilities/world_report/2011/report.pdf

² <https://www.unicef-irc.org/children-with-disabilities>

Table 1 Three-star matrix adopted by Nepal

Basis	Indicators		
	One Star	Two Star	Three Star
Water	Availability of water from improved sources for drinking, washing hands and sanitation	Arrangement for purified drinking water in the school	Availability of safe and sufficient water for drinking and sanitation which is accessible by all children (12 liters daily for each person)
Toilet	Separate improved and operational toilets with latches, for girls and boys	Arrangement for improved and operational child, gender, disability and environment friendly toilet with urinals having running water tap	Arrangement for children, gender, disability and environment friendly toilet facility with sufficient water at a safe location (at a ratio of 25 girls and 40 boys) and safe drainage of feces and urine
Environmental Cleanliness	Solid waste collected in Dustbins and disposed from time to time	Solid waste collected separately in containers marked for glass or metals, non-degradable and biodegradable wastes and disposed at least once every week	Waste management by implementing materials usage reduction, reuse, and recycling system
Clean and green environment	School service area declared as Open Defecation Free	Garden formed by planting flowers inside the school premises	Plantation done in appropriate vacant land inside the school and garden/vegetable garden developed

Hygiene Facility	Hand wash facility with soap and water	Permanent facility for group handwashing with soap and water with regular provision of soap and water	Permanent facility for group hand washing (one tap at the ratio of 40 girls and 60 boys) with convenient access for all and arrangement for discharge of used water to drain or soak pit or garden or vegetable garden
Hygiene Education	Hygiene education taught and studied in all grades and menstrual hygiene management taught in all grades above five	Active participation of students in practical and hygiene education, which is useful for a lifetime	Scoring system adopted for personal sanitation and hygiene behavior (on the basis of group hand washing, personal cleanliness and cleanliness of toilet) of students related to the topic of health and environment
Menstrual Hygiene Management Facility	Dustbins with lid in all girl toilets for menstrual product management	Arrangement for convenient menstrual products for emergency situation and safe disposal of used products	Girls have learned to make reusable menstrual products or learned skills for use or use hygienic menstrual products and menstrual hygiene facilities in operational condition
Institutional Arrangement and Sustainability	Child Club and School Water, Sanitation and Hygiene Coordination Committee formed	Water, sanitation and hygiene plan included in School Improvement Plan	Arrangement for maintenance fund for regular repairs and maintenance, necessary skills and additional tools and toilet, tap and hand wash station cleaned regularly as per schedule

Disaster risk management	Teachers and children capacity development on Disaster Risk Reduction	Pre-disaster preparation and response plan including drinking water and hygiene prepared and risk mapping done and posted in a spot visible for everyone	Water and Sanitation Structures built as per the approved standards (Disaster Risk Reduction) of Government of Nepal
Monitoring and accountability	Arrangement of Focal teacher (priority to female) for water, sanitation and menstrual hygiene	Daily toilet cleaning and hand washing done with soap and water under the oversight of water, sanitation and menstrual hygiene focal teacher	Through the facilitation of water, sanitation and menstrual hygiene focal teacher sanitation and hygiene corner (related books, magazines, posters, notice and informative materials and menstrual products) established

Source: WASH in School procedure, 2019, Government of Nepal³

³ [06c289b42ca2eb8d83e994bb73ecd4bd.pdf \(doe.gov.np\)](#)

Three-star schools are supposed to include disability inclusive WASH facilities. This is clearly defined in the *WASH in Schools* procedure approved by the Government of Nepal in 2018. Further significant challenges in upgrading existing WASH facilities in schools to make them disability-accessible are: limited resource allocations and an inadequate monitoring system of the schools to assess the performance of the three-star approach.

The Government of Nepal aims to achieve universal access to safely managed WASH services by 2030. The 'School Education Sector Plan⁴' includes WASH as one of the key indicators for inclusive schools. School WASH facilities should be child, gender and environmentally friendly and disability inclusive, in line with the Sustainable Development Goals (SDGs), the Convention on the Rights of Persons with Disability (CRPD) and Child Right Convention (CRC).

The Three Star Approach for WASH in Schools⁵ is used as a key guidance approach globally, however in 2018, with the support of UNICEF, WaterAid and WFP, the Centre for Human Resource Development has issued a WASH in School Guideline specific to Nepal. Accessibility is the main indicator to achieve in order to meet the three-star standard. The project presented in this Field Note has not only been able to upgrade the selected 100 schools to three-star level, but at the same time developed guidelines and tools to carry out accessibility audits and standard designs for inclusive WinS to replicate in all schools across Nepal.

⁴ [School Education Sector Plan](#)

⁵ http://globalhandwashing.org/wp-content/uploads/2015/03/UNICEF_Field_Guide-3_Star-Guide1.pdf

⁶ [Water and Sanitation \(WASH\) | UNICEF Nepal](#)

⁷ WaterAid school WASH research: Nepal Country Report

Description of Intervention

Despite good progress made in increasing access to WASH facilities in schools in recent years, approximately 20 per cent of government schools in Nepal lacked access to basic water and sanitation facilities⁶ which impacts education of children with disabilities.

Picture 1: Disability inclusive toilet stall in a school in Nepal



Whilst the WASH policy environment is strong⁷, and gender specific and accessible designs are included in WASH in School (WinS) guidelines and design, there is often a gap in their implementation. Masons, supervisors and engineers often do not understand the need for inclusive features of design, creating an obstacle for children with disabilities to access WASH facilities at school⁸.

The project presented in this Field Note is a partnership between CBM Nepal Country Office and UNICEF Nepal (November 2019 to March 2022) to build the capacity of UNICEF WASH staff and partners on inclusive WASH in Schools (WinS) programming to be implemented in selected municipalities⁹. The project selected two types of geographical areas; mountainous areas in Sudurpaschim and Karnali and low plain lands

⁸ WaterAid school WASH research: Nepal Country Report

⁹ Sudurpaschim, Karnali and Madesh province (Badimalika municipality in Sudurpaschim, Chhayanaath Rara municipality in Karnali and Maulapur, Katahariya, Mathihani municipalities, and Mahottari and Ekdara rural municipalities in Madesh province)

in the Madesh province. They are different in terms of geography, socio-economic status of people and cultural practices. The 100 schools selected for this project were chosen purposively from areas where WASH facilities are particularly limited and from a list of 312 schools in which UNICEF implemented an inclusive education project.

The project also supported government and non-government stakeholders in reviewing existing policies and practices and provided hands-on support to the selected municipalities and schools demonstrating best practices in ensuring inclusive WASH facilities in schools.

Picture 2: Construction of handrail to provide access in a school



The following four principles were adopted by UNICEF and CBM for the implementation of ***Disability inclusive WASH in Schools project***:

1. Involve and Consult

- People and children with disabilities become key actors concerning the development of policies, legislations, systems and programmes to address issues related to disabilities.
- Organization of Persons with Disabilities (OPD) are involved right from the beginning of the conception and implementation stage of any project as the prime right holders and users' group.
- The National Federation of the Disabled - Nepal (NFDN) contributed to the project

through the provision of technical support. At district level, OPDs were on-boarded to provide practical level technical support in the renovation/construction process. Field level support was given by implementing partners and the representative of OPDs, who worked together on several aspects with the schools.

2. Know and Act

- Raise the level of **knowledge** and **awareness** on the situation faced by children and persons with disabilities and create momentum to take **concrete actions** and address them as part of the overall national development process.
- Knowledge and skills transferred by CBM to implementing partners about accessibility in WASH facilities; building their capacity for retrofitting, and/or construction of accessible WASH facilities in schools. A cadre of local WASH professionals were capacitated to carry out the entire process of planning, implementing and monitoring of WASH in School programming.

3. Aim for scale

- Mainstreaming of awareness raising and actions to address the issue of disability; the concerned actions are to be taken to scale nation-wide. The project established the foundations for future scaling-up by producing evidence of impact and development of tools. Human resources support was boosted at seven local government levels; ready to replicate programming in their local governments, their adjoining local governments and at provincial level in the future.

4. Innovate

- New approaches were developed to address construction and material sustainability aspects by promoting the use of local materials

rather than importing sophisticated materials that are not available in the local market.

- UNICEF and CBM had a key partnership with the National Federation of Persons with Disability – Nepal (NFDN), to deliver the project and work at both the federal and local levels. NFDN coordinated and ensured the participation of persons with disabilities throughout key activities, such as ensuring the participation of persons and organizations with disabilities during the accessibility audits, prioritizing activities for improved accessibility in schools and providing advice to the interventions. CBMs responsibilities in the project were technical advice, guidance, capacity building and the development of resource materials and knowledge products, whilst UNICEF's implementing partners; Badimalika Municipality, ChaYa Nepal, People Promote Centre and Campaign Nepal for Research and Development, carried out field level activities.

The project started in October 2019 with the baseline accessibility audit of 100 schools in seven municipalities. The objective was to measure changes achieved at the end of the project. 96 schools from the same geography were assessed through end-line accessibility audits in April 2022.

Prior to the project's start, the following steps were taken:

Tool Development

- Accessibility audit tools were developed by reviewing existing reference materials, including national standards
- Consultations with the Education Department (Centre for Education and Human Resource Development), CSOs and Organizations with Persons with Disability (OPDs) at federal level

- Consultations with federal, provincial and local level stakeholders in coordination with UNICEF's implementing partners in Karnali province, Sudurpaschim province and Madhesh province
- Tools were reviewed by UNICEF, Centre for Education and Human Resource Development and implementing partners from project areas
- Tools were tested in local schools to ensure applicability by a team consisting of NFDN, local OPD, school management, local government and CBM
- A guidance note was developed to supplement the audit tools
- Finally, the tools were converted into a digital format (KoBo Toolbox), which was used as an information collection tool during the audits.

It should be noted that although the scope of the project focused on Inclusive WASH in schools; the tools developed were for a comprehensive school accessibility audit, covering other aspects of the built-in environment inside a school as well.

Composition and Training of Technical Team

The accessibility audit team commissioned in each municipality included the following members:

Team Leader (1)– UNICEF implementing partner

Assistant team leader (1) – Representative of local OPDs

Member (1) – Engineer

Member (1) – Local government representative

Member (1) – Representative of local OPDs (female)

80 people from different professional and social backgrounds at the community level were trained and prepared to execute the technical aspects of the accessibility audit, they were provided with a virtual orientation in two sessions. After the

orientation, each team was mobilized to test the sample audit process. Their feedback and observations were considered as to refine the tools and they were trained on the KoBo toolbox for information collection.

The audit process used a checklist (see table 1) for each service assessed, for the attainment of each accessibility criteria a value was provided as to score each service in terms of accessibility ranging from 'Not Accessible' to 'Fully Accessible'.

The project started with a joint field visit by UNICEF, CBM and the OPDs in the project areas in order to understand the field context. During this visit, in the Sudurpashim province and in the Madhesh province), a two-days long induction meeting was organized among the district-based stakeholders who worked in targeted municipalities on WASH. Thematic presentations were made to enhance the knowledge and understanding of disability inclusion and inclusive WASH in school. In depth discussions and awareness building was carried out to answer questions such as why inclusive WASH is important in schools and how it helps to increase the participation of children with disabilities and also contribute to the Government of Nepal's commitment on inclusive education.

100 schools across the project area were assessed from the accessibility perspective and existing barriers were identified. Accessibility audit teams were developed in each of the project municipalities and provided with training on the use of the tools in the local context. Technical people, Persons with Disability and UNICEF implementing partners joined efforts in assessing the schools. This was the ideal moment for the stakeholders to develop cross engagement of the Persons with Disability and those without disabilities to identify the barriers for people with disabilities.

¹⁰ Stars are obtained by schools on a large number of criteria, namely: water, toilets, environmental cleanliness, clean and green environment, Hygiene facilities, Hygiene Education, MHM facilities, Institutional arrangements and sustainability,

During the implementation of the WASH in School activities, the construction and retrofitting of WASH facilities in schools, CBM worked closely with the implementing partners and provided close supervision.

- Designs of individual schools were reviewed, and feedback was provided
- Weekly discussion platforms were created where the implementing partners involved shared their experience of field work. Feedback was also provided by the technical resource person
- The Digital Platform **Signal** was used during the field activities to share and update the partners.

The implementing partners were closely supervised and provided the necessary knowledge and skills to facilitate their work, ensuring disability inclusion to engineers, WASH professionals and OPD representatives. Digital platforms were created to discuss and share lessons from the field and provided technical feedback on specific cases as well.

Outcomes

The baseline audit held in 2020 found that only 1 out of 100 schools had a one-star¹⁰ status, all the others did not qualify for a star. The end-line audit held in 2022 found that 28 schools received a one-star rating, and 20 schools received two stars out of the 96 schools.

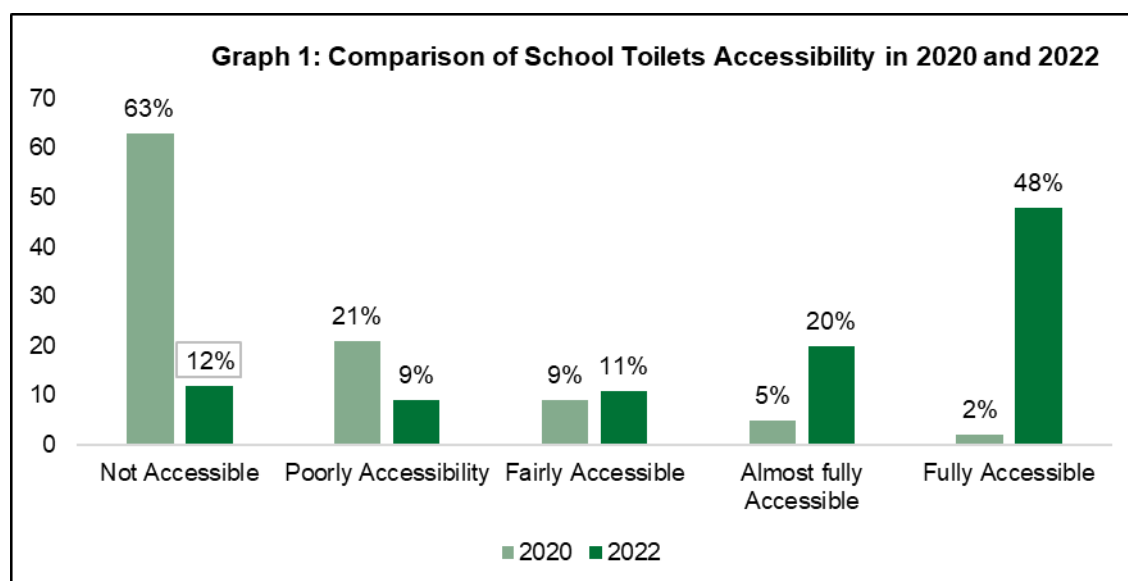
School Toilet Facilities

- The remaining schools also managed to improve their WASH facilities by providing additional "accessible" toilet cubicles or retrofitting the existing toilet to make it

Disaster Risk Management and Monitoring and Accountability. For more information on the 3-star system please go to the [global handwashing.org](https://global.handwashing.org) page (4)

accessible, ensuring pathways were wide enough for wheelchairs and providing grab

bars on the pathways and inside of the cubicles etc.



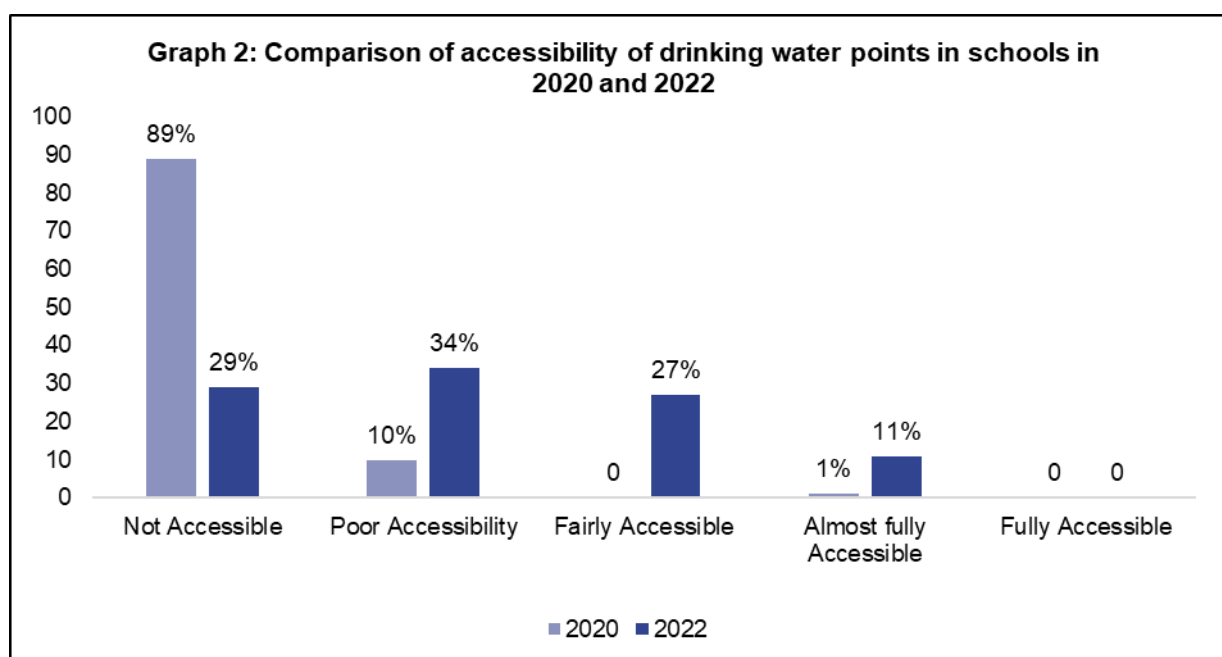
As shown in Graph 1, the accessibility of school toilets for children with disabilities has improved considerably over the 2 years of the implementation of the project. Inaccessible toilets have decreased by more than 50 percentage points, whilst fully accessible toilets have increased by 46 per cent points. Furthermore, in the 100 schools assessed in 2020 there were 306 toilet cubicles, in 2022, this number increased to 447 cubicles, a net increase of 171 cubicles.

Drinking Water Points

The baseline found that 57 per cent of schools had sufficient drinking water as per the nationally defined standard of 12 litres per person per day in schools, this increased to 85 per cent after the implementation of the project in 2022.

Also, schools with access to water purification systems increased from 12 per cent in 2020 to 47 per cent in 2022.

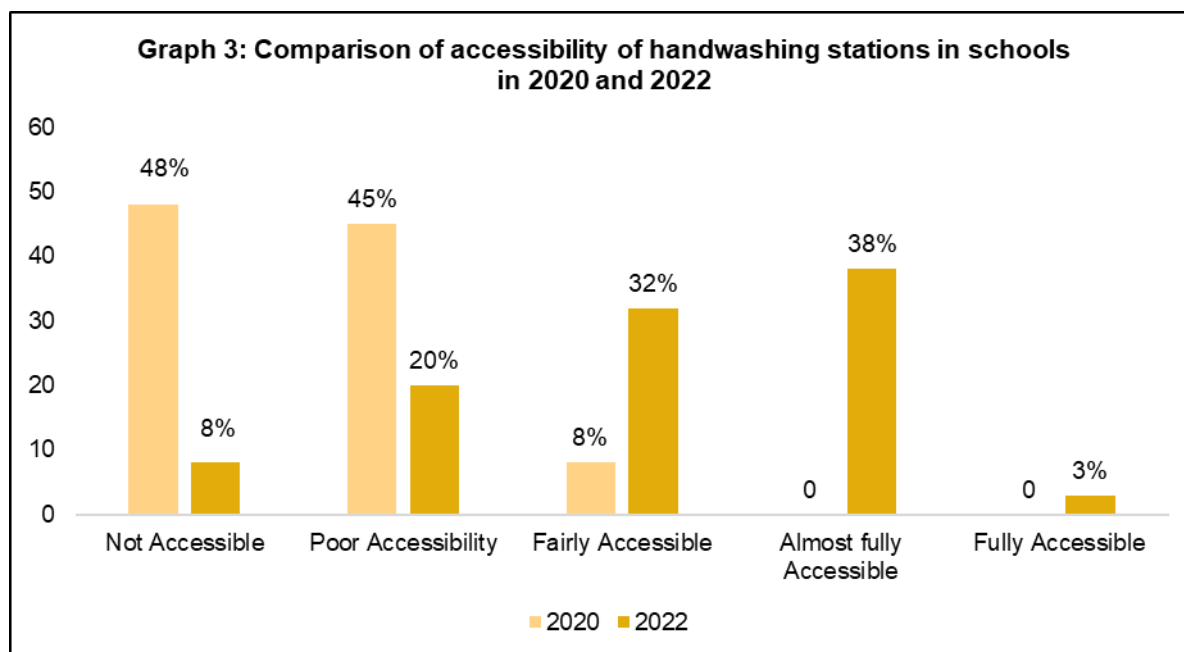
This clearly indicates that the project supported the investment of new and improved water supply systems to the assessed schools. In terms of accessibility, as can be seen in graph 2, inaccessible drinking water points decreased by an impressive 60 percentage points as drinking water points were made more accessible and moves up the accessibility ladder. Nevertheless, it should be noted that no one school had fully accessible drinking water points after the implementation of the project, indicating that improvements can still be made in this sector



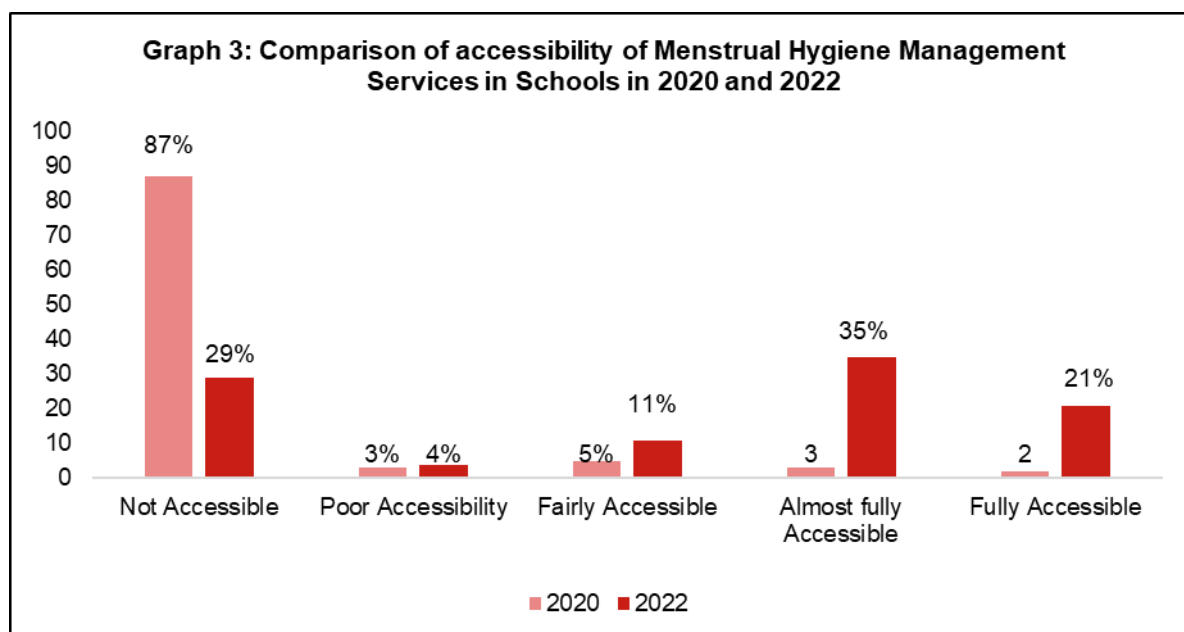
Handwashing Points

During the baseline audit in the 100 schools, it was found that a total of 40 schools out of 100 had hand handwashing stations. This number more than doubled in the 2 years of the project as during the end-line audit it was observed that 92 out of 100 schools had handwashing (HW) points. In terms of accessibility of the HW points (graph 3) for children with disabilities, the situation

improved substantially as non-accessible HW points decreased from 48 to 8 per cent, and those with poor accessibility decreased by more than half in those 2 years. Efforts were made to make HW points more accessible and 38 per cent of the schools observed managed to improve the situation to making HW points almost fully Accessible. Some 3 per cent of the schools observed even managed to provide fully accessible HW points, which, as is detailed in table 1, requires substantial investments.



Menstrual Health



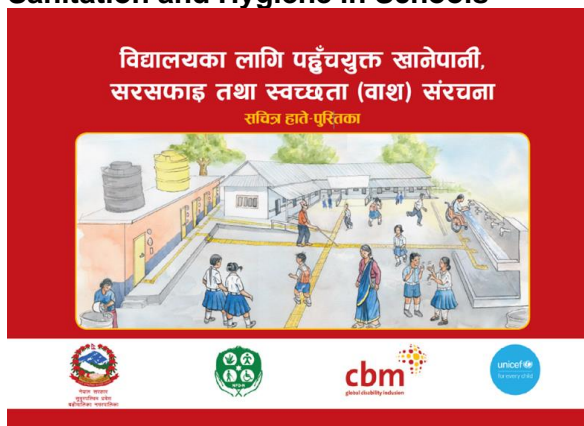
The situation in the 100 assessed schools improved greatly over the duration of the project with regards to access of Menstrual Health Management (MHM) services. The two key criteria of having a separate room available for MHM as well as the availability of soap, water and sanitary pads became almost fully accessible for 35 per cent of the schools and fully accessible for 21 per cent of the schools, post-project.

Another important outcome from the project is a comprehensive package of knowledge products. These knowledge products will fill the gap of resource materials needed to ensure disability inclusive WASH in schools and is not limited to the scope of project. These include:

1. An illustrated resource book for Disability Inclusive WASH in Schools (see picture 3):

This handbook contains the narrative description of standard technical designs for accessible School WASH facilities, engineering drawings and 3D pictures. This serves the needs of diverse users who are either technical or do not have a technical background. This document also provides tools for monitoring WASH facilities from an 'access' point of view. This document is endorsed by Badimalika municipality of Sudurpaschim province as guideline for School WASH facilities.

Picture 3: Resource book for Disability Inclusive WinS, Accessible Water Sanitation and Hygiene in Schools



2. The School Accessibility Audit tools that were used to audit the accessibility of school WASH facilities has been published with illustrative figures of accessibility standards.
3. A training manual for accessible WASH in schools was developed as a training and facilitation resource document.
4. A 2D animated video¹¹ that briefly presents the outline of accessible WASH in Schools was developed.
5. A mobile-based application with accessibility features for screen readers and with the capacity to perform accessibility audits using a defined checklist. This is developed as an

interactive platform where the users can communicate and interact with the developers.

These materials are not specific to the project needs, rather they are developed in a way so that they can be used to scale-up disability inclusive WinS at the national level.

Another important outcome from this project is the improved capacity and understanding of UNICEF's implementing partners, OPD representatives and local government representatives about disability inclusion and inclusive WASH in school. Capacity building events were organized from the beginning of the project. In the beginning, access audit training was provided and conducted in the respective schools. Now the trained technical audit teams are available in each project municipality and can facilitate similar auditing events.

Lessons learned

Inclusive and participatory: the project used both inclusive and participatory tools, creating an enabling environment where all participants were provided with a space to learn and share about the issue of accessibility and disability inclusion. CBM collaborated with other organizations representing people with disabilities in each project district. The accessibility audit set a milestone in the practical support of these organizations and in their participation in the end line audit; providing them with the opportunity to lead the process in two out of four project districts. During the implementation phase, the OPD engagement remained instrumental as they joined hands with the implementing partners in the field to provide practical supervision through their direct observations. This increased the ownership of the users and introduced the concept of accessibility in remote areas where the concept was very new.

¹¹ [Disability inclusive WinS](#)

Locally owned: The project ensured the maximum participation of local stakeholders responsible for WASH, as well as education and social protection. The role of the UNICEF implementing partners and OPDs was instrumental in promoting the accessibility issue even if it was new for them. In the early days of the project, it was difficult for the implementers to convince the community about the concept of accessibility, however through the capacity building events, feedback sessions, and monitoring, they gradually improved their understanding and their capacity to convince others.

Use of Local material: In the construction of WASH facilities, locally available materials including wood and pebbles, were used in the construction of wood railing and ramps. Locally available materials can be used to ensure accessibility in School WASH facilities. This intervention provided some good examples of using local materials and this can help generate employment opportunities and reduce the cost in construction.

Low cost if accessible from beginning: Accessibility is ensured through accessible designs, and renovation processes based on the findings of the accessibility audit. Supplemental costs will be limited if accessibility is an integral part from the design process.

Replicable: Working with 100 schools created a model that can be replicated at a larger level. Resource materials are produced to facilitate the process. A comprehensive knowledge package is available in different formats that can be used across the country.

Demand for full school accessibility instead of WASH only: working to ensure accessibility of WASH facilities is not enough for children with disabilities to continue their education in school. This created a demand for schools to provide accessibility in all aspects and work with other

sections including education and construction. Accessibility is everyone's responsibility.

Next Steps

The project provided insights and results which can be replicated at a wider level in the context of Nepal. Making schools accessible for all is the Government of Nepal's commitment at international platforms and domestic legislation. This project provides the basis in terms of tools developed and human resource development at the grass root level. Following are the recommended ways forward to bring sustainable change on what has been started;

BOX 1

OTHER LESSONS

- Some ingrained perceptions remain, such as '*students with disabilities can do nothing in their life*', so there is no need to make an environment accessible for them.
- School WASH facilities are often in bad shape, the concept of accessible WASH facilities is still very new to many people.
- Few children with disabilities attend school, one of the reasons is the inaccessible environment, including WASH facilities.
- Children with disabilities are encouraged to join special schools, with the belief that special schools are designed to address their need.

- Replicate good practices and tools across UNICEF's work in Nepal and in other countries.
- Build capacity of UNICEF's teams on design issues, implement and monitor disability inclusive WASH in schools at all levels Promote the Comprehensive Disability Inclusive Approach within the entire UNICEF programming

- Develop Community of Practice (CoP) among OPD, AIN, UN and Development partners and the Government of Nepal, creating a platform to share and learn about disability inclusive WASH in institutions and in the community
- Construct model accessible toilets; one in each municipality, engaging the engineers and professionals from implementing partners throughout the process
- Ensure children's right to inclusive WASH, extend the accessible facilities in communities as well as household.
- Continue providing orientation/training on the accessibility audit cycle (tool development to report development) to stakeholders who work with UNICEF in areas where WASH in Schools projects are going on
- Increase the practice of accessibility audits as an improvement plan for school WASH facilities
- Prioritize the contribution of the Organizations of the Persons with Disabilities in the process of School WASH facilities, construction or renovation, and consider their experience as the experience of an expert
- Promote the use of local materials for availability, usability, and low cost.
- Promote the comprehensive packages of knowledge products developed on accessible WASH in this project at all levels.
- Continue putting disability on the agenda is essential so that the responsible agencies are able to take it on their own for the next stage.

References

[Field Guide: The Three Star Approach for WASH in Schools \(2013\)](#)

[World Report on Disability \(2011\)](#)

[Research and Evidence on Children with Disabilities](#)

Photo Credits

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Annex 1

Table 2: Checklist for Auditing of Schools WASH services

Services Assessed in Schools	Assessment Criteria/Indicators
Toilets	<p>Score below 31%: Not Accessible, Score between 31% and 50%: Poor Accessibility, Score between 51% and 70%: Fairly Accessible, Score between 71% and 85%: Almost fully Accessible, Score above 85%: Fully Accessible</p> <ul style="list-style-type: none"> ➤ Is the pathway from the classroom to the toilet barrier free? ➤ Is the pathway wide enough to move with a wheelchair, crutches, white stick and other assistive devices? ➤ Does the pathway have a ramp and is it wide enough to move freely for a wheelchair user? ➤ Is the door wide enough (3 feet) and does it open to at least 90 degree? ➤ Is the ramp constructed within standard for the slope? ➤ Is there a landing platform in front of the door to give space for the wheelchair to stop and open the door? ➤ Can the door can be opened easily by anyone? ➤ Is the door lock placed at a height of 42 inches from the floor? ➤ Is there enough space to rotate the wheelchair inside the toilet- at least 3 feet width and 5 feet length? ➤ Is the toilet seat easy to sit on (European style commode)? <p><i>Is the tap inside the cubical easy to open with a person of low height, and all forms of disabled persons?</i></p>
MHM Facilities	<ul style="list-style-type: none"> ➤ Is there a separate room for use of persons whom are menstruating? ➤ Are sanitary pads, soap and water available at an accessible place inside the room?
Drinking Water Points	<ul style="list-style-type: none"> ➤ Is the pathway to the water point is barrier free? ➤ Is the pathway wide enough (6 feet wide) for a person to move with an assistive device? ➤ Does the pathway have a signage and guidance to assist the visually impaired? ➤ Is the ramp constructed within standard for the slope? ➤ Is the water point at a height of 31-33 inches from the floor? ➤ Is there enough space to rotate the wheelchair in front of the water point- at least 3 feet width and 5 feet length? ➤ Is the water available safe to drink and is an appropriate vessel available? ➤ Is the water drinking vessel at a height of 31-33 inches from the floor?

Hand washing Stations

- Is there signage for the handwashing station?
- Does the pathway have guide for the visually impaired like rope, tactile, railing, audio guide, braille, etc.?
- Is the pathway wide enough (6 feet wide) for a person to move with assistive devices?
- Is the ramp constructed within standard for the slope?
- Are soap and water available at an accessible place inside the room?
- Is the water faucet accessible to low-height persons and can it be easily opened by a person with hand mobility difficulties?
- Is the wash basin available at a height of 30 inches from the floor?
- Is there enough space to rotate a wheelchair at the handwashing station- at least 3 feet width and 5 feet length?

About the Series

UNICEF's water, sanitation and hygiene (WASH) country teams work inclusively with governments, civil society partners and donors, to improve WASH services for children and adolescents, and the families and caregivers who support them. UNICEF works in over 100 countries worldwide to improve water and sanitation services, as well as basic hygiene practices. This publication is part of the UNICEF WASH Learning Series, designed to contribute to knowledge of good practice across UNICEF's WASH programming. In this series:

Discussion Papers explore the significance of new and emerging topics with limited evidence or understanding, and the options for action and further exploration.

Fact Sheets summarize the most important knowledge on a topic in few pages in the form of graphics, tables and bullet points, serving as a briefing for staff on a topical issue.

Field Notes share innovations in UNICEF's WASH programming, detailing its experiences implementing these innovations in the field.

Guidelines describe a specific methodology for WASH programming, research or evaluation, drawing on substantive evidence, and based on UNICEF's and partners' experiences in the field.

Reference Guides present systematic reviews on topics with a developed evidence base or they compile different case studies to indicate the range of experience associated with a specific topic.

Technical Papers present the result of more in-depth research and evaluations, advancing WASH knowledge and theory of change on a key topic.

WASH Diaries explore the personal dimensions of users of WASH services, and remind us why a good standard of water, sanitation and hygiene is important for all to enjoy. Through personal reflections, this series also offers an opportunity for tapping into the rich reservoir of tacit knowledge of UNICEF's WASH staff in bringing results for children.

WASH Results show with solid evidence how UNICEF is achieving the goals outlined in Country Programme Documents, Regional Organizational Management Plans, and the Global Strategic Plan or WASH Strategy, and contributes to our understanding of the WASH theory of change or theory of action.

COVID-19 WASH Responses compile lessons learned on UNICEF's COVID-19 response and how to ensure continuity of WASH services and supplies during and after the pandemic.

Readers are encouraged to quote from this publication but UNICEF requests due acknowledgement. You can learn more about UNICEF's work on WASH here: <https://www.unicef.org/wash/>

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