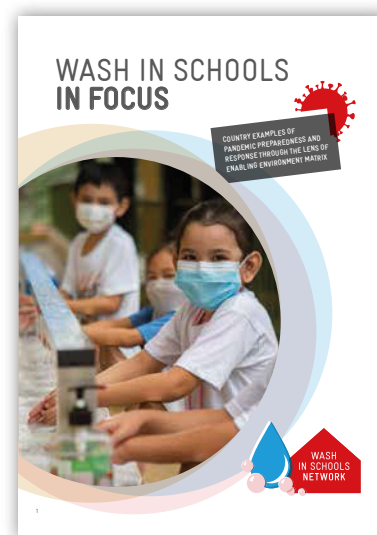


ACHIEVING SDG 4 REMAINS A PERSISTENT CHALLENGE, BUT SOME COUNTRIES OFFER A RAY OF HOPE



UPDATED GLOBAL DATA SUGGESTS SCHOOLS ARE ILL-EQUIPPED TO PROVIDE HEALTHY AND INCLUSIVE LEARNING ENVIRONMENTS FOR ALL CHILDREN – UNICEF, WHO

The WHO/UNICEF Joint Monitoring Programme for Water Supply, Sanitation and Hygiene (JMP) has released updated estimates on water, sanitation and hygiene (WASH) services in schools. According to the latest JMP report, 29 per cent of schools globally still lack basic drinking water services, 28 per cent lack basic sanitation services, 42 per cent do not have basic hygiene services, and the world is off track for all three WASH elements of SDG Target 4a. Additionally, while the provision of disability-inclusive WASH services is key to achieving inclusive learning for all children, emerging national data shows that coverage of disability-inclusive WASH services in schools is low: in half the countries with data available, less than a quarter of schools had disability-accessible toilets. The COVID-19 pandemic has further highlighted the importance of providing healthy and inclusive learning environments. However, in the few countries that monitor pandemic preparedness beyond basic WASH services, many schools do not have important elements of infection prevention and control (IPC) such as environmental cleaning materials, safe solid waste management, or hygiene promotion with easily accessible facilities for handwashing before eating and after using the toilet. See JMP website for updated multi-lingual country files for 182 countries, areas and territories.

Download on Wins Network: <https://bit.ly/3Rvq6db>
More Information on JMP: <https://washdata.org>

WINS IN FOCUS: COUNTRY EXAMPLES OF PANDEMIC PREPAREDNESS AND RESPONSE THROUGH THE LENS OF THE ENABLING ENVIRONMENT MATRIX

The COVID-19 pandemic put front and centre the needed attention for water supply, hand hygiene and sanitation. Protocols, financial investments, teacher training, and up-to-date WinS data were important factors for decision-making and programming for safe school reopening and COVID-19 infection prevention and control measures. Using the Enabling Environment matrix like a camera lens to view country-level actions, the WinS Network draws on examples from various international events and learning exchanges conducted in 2021. Each event provided substantial information and facilitated exchanges between Ministries of Education, global experts, and development partners on actions that countries were employing for pandemic preparedness and response.

FEATURED COUNTRIES:

- > POLICY AND PLANNING: **ECUADOR, INDONESIA**
- > BUDGET AND EXPENDITURE: **INDONESIA, TIMOR LESTE**
- > MONITORING AND EVALUATION: **KENYA**
- > IMPLEMENTATION ARRANGEMENTS: **INDIA**
- > CAPACITY BUILDING: **SOUTH AFRICA, MALAWI, PHILIPPINES**

The collective country examples from 20 countries in Africa, Asia and the Pacific supply rich learnings and underline the positive momentum showed by Ministries of Education to lead WinS, and the respective public, non-governmental and private sector stakeholders to support WASH activities in schools. This is a promising trend and is in line with WHO's school health regulations that clarifies the education sector's leadership for school health with technical expertise from the health sector.

This document is published by WinS Network with inputs from core group members and Sustainable Sanitation Alliance Working Group 7 (WASH in Institutions).

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