



Monitoring the SDGs for WinS

7th ILE on WinS, Manila, 2019

TUESDAY
12th Nov

-
- 9:00 **Integrating WinS into national monitoring** – Christie Chatterley, WHO/UNICEF JMP
- 9:15 **Case studies**
- Aligning 3 star indicators to SDGs in Myanmar - Mr. Ye Lin Myint, Deputy Director General of Department of Basic Education, Ministry of Education*
- Monitoring the SDGs for WinS in India - Mr Maneesh Garg, Joint Secretary, at the Ministry of Human Resource Development MoHRD*
- 9:30 **BINGO** – getting to know regional WinS monitoring
- 9:45 Discussion and Q&A
- 9:55 **Summary and wrap up** – Evariste Kouassi Komlan, UNICEF EAPRO
-



“What we measure is what we pay attention to...
and how we judge success”

“If you can’t *measure* it, you can’t *improve* it.”

Objectives of this session

“Monitoring the SDGs for WinS”



1. Understand the recommended core (and expanded) questions to monitor the SDGs for WinS
2. Learn *how* two countries are monitoring the SDGs for WinS
3. Get to know how others in the region are monitoring the SDGs for WinS

Monitoring the SDGs for WASH in schools

7th Annual ILE, Manila
12 November 2019



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Elements of basic WASH services in schools

DRINKING WATER

Basic service: Drinking water from an **improved** source and water is **available** at the school at the time of the survey

SANITATION

Basic service: **Improved** sanitation facilities at the school that are **single-sex** and **usable** (available, functional and private) at the time of the survey

HYGIENE

Basic service: Handwashing **facilities** with **water and soap** available at the school at the time of the survey

POP QUIZ

How many questions are recommended by the JMP to monitor all elements of basic WASH in schools?

1. 14
2. 9
3. 7
4. 3

POP QUIZ

How many questions are recommended by the JMP to monitor all elements of basic WASH in schools?

1. 14
2. 9
- 3. 7**
4. 3

7 core questions to monitor basic service

1. What is the main source of drinking water for the school? (check one)

- Piped water Tubewell/borehole Covered well/spring Rainwater catchment
 Open well/spring Cart/tanker-truck Lake/river/stream Bottled water
 No water

2. Is drinking water from the main source currently available at the school?

- Yes No

3. What type of student toilets/latrines are at the school? (check one – most common)

- Flush/Pour-flush toilets Pit latrines with slab Composting toilets
 Pit latrines without slab Hanging latrine (hole over water) Bucket latrine
 No toilets or latrines

4. How many student toilets / latrines are currently usable (accessible, functional, private)?

Insert number

5. Are the toilets/latrines separate for girls and boys?

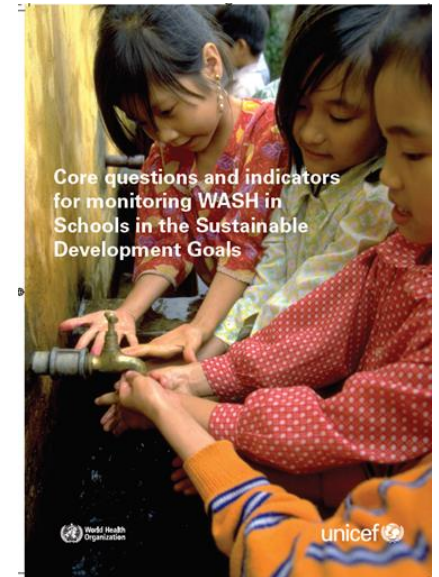
- Yes No

6. Are there handwashing facilities at the school?

- Yes No

7. Are both soap and water currently available at the handwashing facilities?

- Yes, soap and water Water only Soap only Neither



Should be modified, if needed, based on country context

Example for inclusion in EMIS questionnaires

New JMP service ladders for WASH in schools

DRINKING WATER

Advance service: Additional criteria may include quality, quantity, continuity, and accessibility to all users

Basic service: Drinking water from an improved source and water is available at the school at the time of the survey

Limited service: Drinking water from an improved source but water is unavailable at the school at the time of the survey

No service: Drinking water from an unimproved source or no water source at the school

SANITATION

Advanced service: Additional criteria may include student per toilet ratios, menstrual hygiene facilities, cleanliness, accessibility to all users, and excreta management systems

Basic service: Improved sanitation facilities at the school that are single-sex and usable (available, functional and private) at the time of the survey

Limited service: Improved sanitation facilities at the school that are either not single-sex or not usable at the time of the survey

No service: Unimproved sanitation facilities or no sanitation facilities at the school

HYGIENE

Advanced service: Additional criteria may include hygiene education, group handwashing, menstrual hygiene materials, and accessibility to all users

Basic service: Handwashing facilities with water and soap available at the school at the time of the survey

Limited service: Handwashing facilities with water but no soap available at the school at the time of the survey

No service: No handwashing facilities available or no water available at the school

Advanced services: 31 expanded questions

XS1. Are water and soap available in a private space for girls to manage menstrual hygiene?

Yes, water and soap	
Water, but not soap	
No water	

XS4. How many times per week are the student toilets cleaned?

At least once per day	
2-4 days/week	
Once per week	
Less than once per week	

XW2. Is drinking water from the main source typically available throughout the school year?

Yes (always)	
Mostly (unavailable ≤ 30 days total)	
No (unavailable > 30 days total)	

XS2. Are there covered bins for disposal of menstrual hygiene materials in girls' toilets?

Yes	
No	

XS7. Is there at least one usable toilet/latrine that is accessible to those with limited mobility or vision?

Yes	
No	

XH6. Which of the following provisions for menstrual hygiene management (MHM) are available at the school?

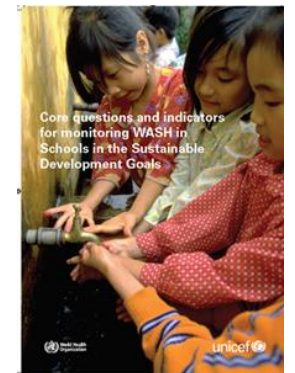
Bathing areas	
MHM materials (e.g. pads)	
MHM education	

XH3. Where are handwashing facilities with water and soap located at the school? (mark all that apply)

Toilets	
Food preparation area	
Food consumption area	
Classrooms	
School yard	
Other	

XH5. How many times per week are group handwashing activities conducted for all students?

At least once per school day	
2-4 days/week	
Once per week	
Less than once per week	



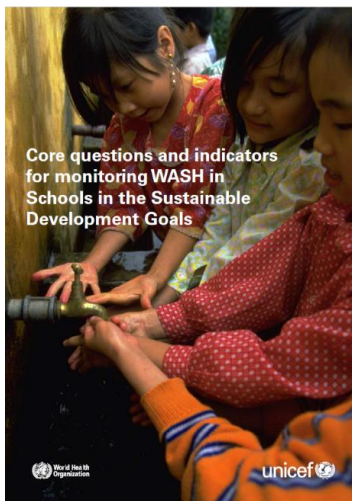
Checklist for national monitoring of the SDGs for WinS

- Core questions** are included in a national system (e.g. EMIS)
- Some **advanced questions** are included in national system (if appropriate)
- Core (and advanced) **data are analyzed**, including disaggregation
- Core (and advanced) **data are reported** to local, national & global levels

Resources

Guidance on adopting the core (& expanded) questions

<https://washdata.org/report/jmp-2018-core-questions-and-indicators-monitoring-wins>



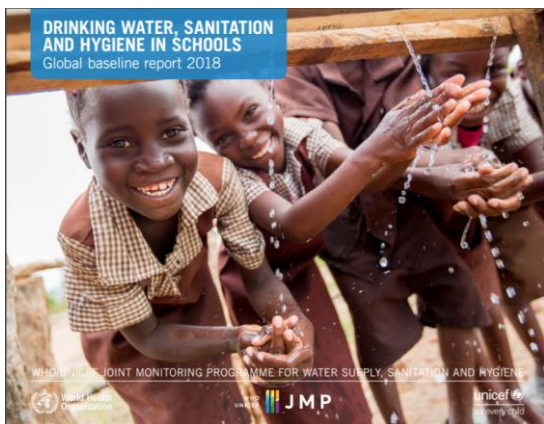
Scoping study: preparing for SDG reporting of WASH in schools in East Asia and the Pacific

<https://washdata.org/report/jmp-2017-preparing-sdg-reporting-wins-eap>



Global baseline report 2018

<https://washdata.org/report/jmp-2018-wash-in-schools-final>



<https://washdata.org/monitoring/schools>
info@washdata.org



Thank you!
info@washdata.org



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Aligning 3 star indicators to the SDGs in Myanmar

Department of Basic Education,
Ministry of Education,
Myanmar



Outline

- Background & Issue
- Interventions conducted
- Results and Impact
- Advocacy messages and Scale up



Background

- 2016 'Thant Shin Star' approach introduced in Myanmar
- 2017 'Thant Shin Star' guidelines and indicators developed with 8 categories
- 2018 Global SDG Indicators for WASH in schools released
- 2018 Myanmar Sustainable Development Plan (MSDP) released

Issue:

- **How to align Thant Shin Star with the SDG and MSDP indicators?**



Interventions Conducted

- Establishment of mutli ministries WASH indicator focal group



- Sensitization to WASH in School JMP indicators

- Advocacy for alignment of SDGs with MSDP indicators and TSS

Results and Impact

- WinS Indicators integrated into Myanmar Sustainable Development Plan
- Work ongoing to align MSDP indicators with TSS indicators



The Government of the Republic of the Union of Myanmar
Ministry of Planning and Finance

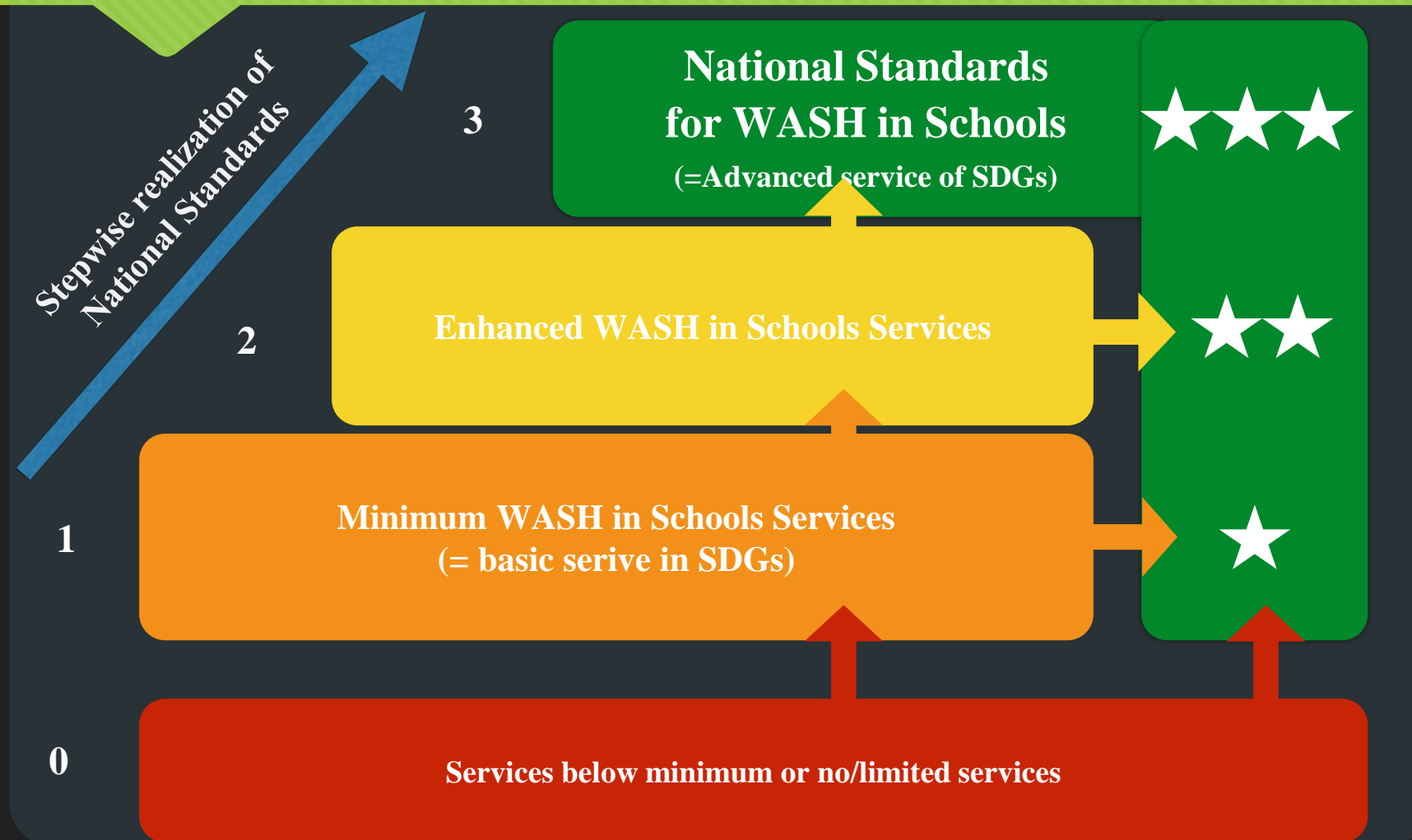
Myanmar Sustainable Development Plan (2018 – 2030)

August 2018

Example Wins indicators within MSDP

Code	Indicator	Measurability	Level	SDG	Disaggregation (needed / available)							Sustainability Ranking			Data producers	Sources of data
					Urban/Rural	State/Region	Township	Sex	Age	Quintile	Disability Status	Social Inclusion	Environment Sustainability	Conflict Sensitivity		
5.3.1	Degree of Integrated Water Resource Management	1	2	6.5.1	1/0	1/0	0/0	0/0	0/0	0/0	0/0	0	2	0	National Water Resource Committee UNEP	UNEP/IWRM Survey
5.3.2	Change in water use efficiency	2	2	6.4.1	1/0	1/0	0/0	0/0	0/0	0/0	0/0	0	2	0	CDC MoNREC MoTC FAO, UNEP	National accounts FAO - AQUASTAT / UNEP live (admin)
5.3.3	Level of water stress: freshwater withdrawal as a proportion of available freshwater resources	1	2	6.4.2	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0	2	0	FAO, UNEP	FAO Aquastat Database
5.3.4	Proportion of population using (a) safely managed drinking water services; (b) basic drinking water services.	1	2	6.1.1	1/1	1/1	0/0	1/1	1/1	1/1	0/0	0	1	0	MoHS/DPH CSO	DHS MLCS
5.3.5	Proportion of population using basic sanitation services, including a hand-washing facility with soap and water	1	2	6.2.1	1/1	1/1	0/0	0/0	0/0	1/1	0/0	0	1	1	WHO, UNICEF MoHS/DPH CSO	Joint Monitoring Programme MLCS
5.3.6	Proportion of health care facilities with (a) basic water supply; (b) basic sanitation; (c) basic hand hygiene; (d) practicing basic healthcare waste management	2	1	-	1/1	1/1	0/1	0/0	0/0	0/0	0/0	0	1	1	MoHS/DPH CDCs	HMIS CDCs (admin) Joint Monitoring Programme
5.3.7	Proportion of primary school facilities with access to (a) basic drinking water; (b) latrines adequate" for boys and girls separately; (c) basic handwashing facilities	1	1	4.a.1	1/1	1/1	0/1	0/0	0/0	0/0	0/0	1	0	1	MoHS MoEDU/DBE UNICEF	EMIS WASH Survey Joint Monitoring Programme
5.3.8	Proportion of irrigated farmland	1	2	-	0/0	1/1	0/1	0/0	0/0	0/0	0/0	0	0	1	MoALI/IWUMD	IWUMD (admin)
5.3.9	Proportion of waste water safely treated by (a) total, (b) urban, (c) industrial.	2	2	6.3.1	1/0	1/1	0/0	0/0	0/0	0/0	0/0	0	2	0	CDCs IZMC	tbc (admin)

Steps towards National Standards



Status of EMIS in Myanmar

- Technical Support by UNESCO and DERPT
(5-year EMIS Strategic plan: 2016 to 2021)
- The system cover the following modules:
 - ❖ Human Resource (HR) Module
 - ❖ Basic Education (BE) Module (**WinS** is a sub component)
 - ❖ Higher Education (HE) and Technical and Vocational Educational Training (TVET) Module
 - ❖ Alternative Education (Non-Formal) Module
 - ❖ Finance, Asset and Procurement (FAP) Module

Advocacy Messages and scale up



- It takes time!!
- Need to gather multi-stakeholder groups
- Many trainings required to sensitize people
- Getting SDG indicators in EMIS is possible.
- Getting TSS indicators into EMIS is continuing



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Monitoring the SDGs for WinS: India inputs for the Joint Monitoring Program (JMP)

Shri Maneesh Garg, IAS

Joint Secretary, School Education and Learning (SE&L)

Ministry of Human Resource Development (MoHRD)

Government of India

Monitoring SDG's through JMP



- Joint Monitoring program WASH in Schools baseline established in April 2018 to determine progress against the SDG's
- In case of India the SVP 2017 data has been used to determine the baseline for JMP

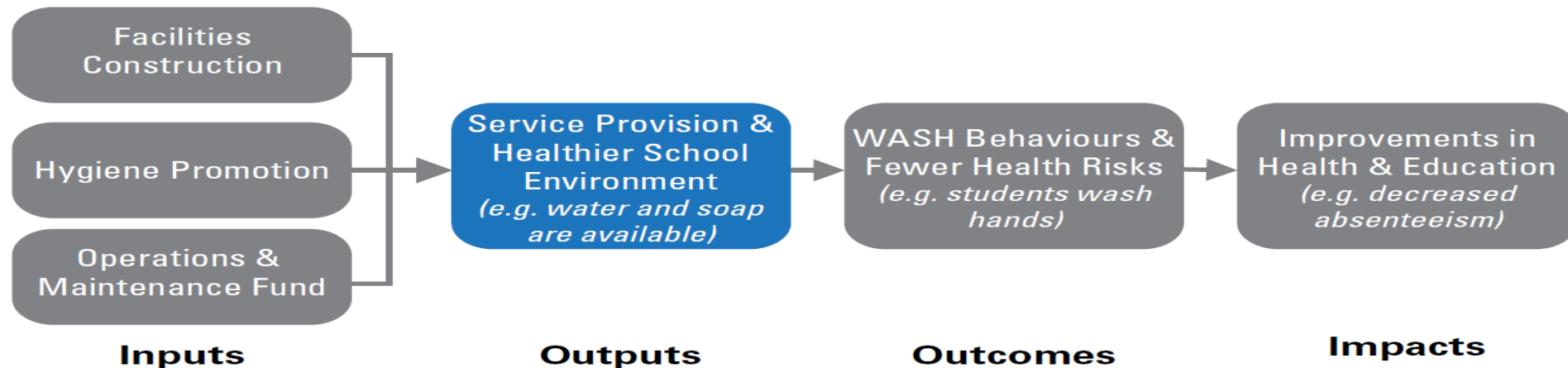


Figure 1. Example of a simple results chain for WinS; global monitoring will focus on "outputs"

JMP baseline for Drinking Water in Schools in India



Drinking water

Advanced service

May include: water is available when needed, accessible to all, and free from faecal and priority chemical contamination based on water quality testing

(to be defined at national level)

Basic service

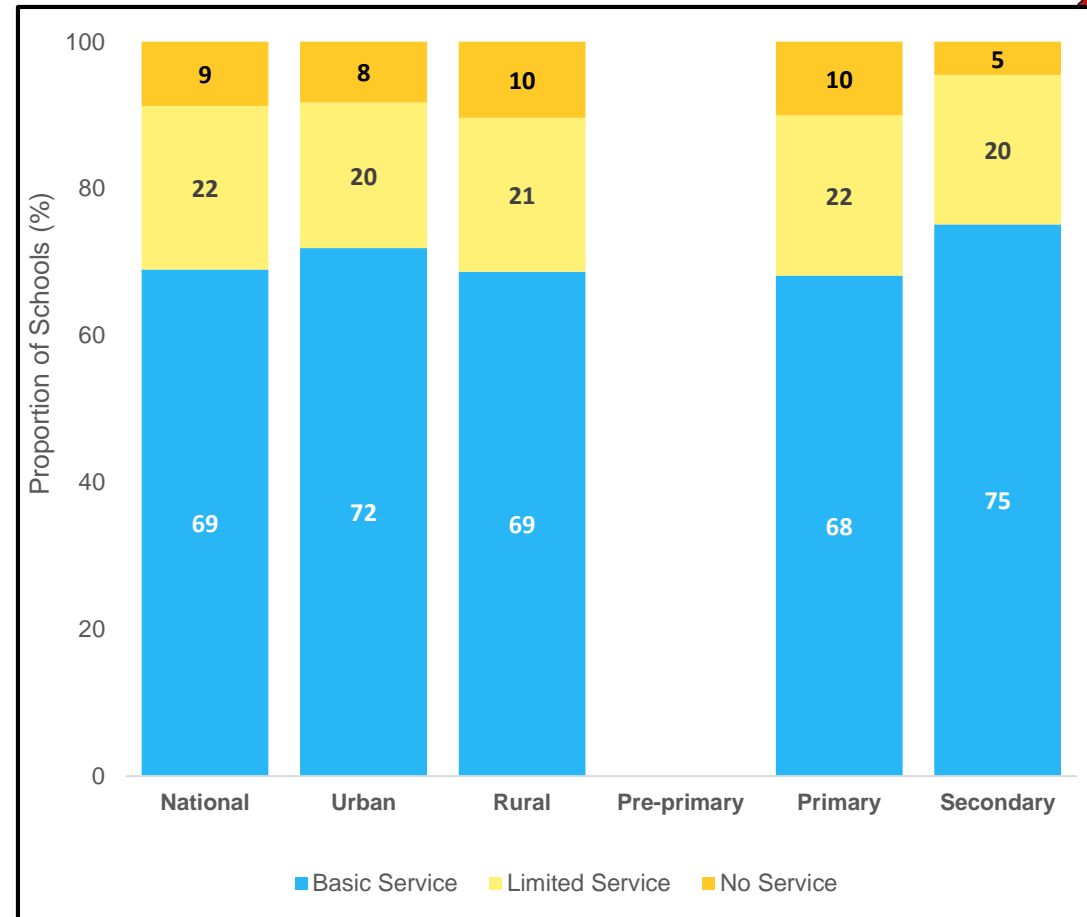
Drinking water from an improved source is available at the school

Limited service

There is an improved source (piped water, protected well/spring, rainwater, packaged or delivered water), but water not available at time of survey

No service

No water source or unimproved source (unprotected well/spring, surface water source)



JMP baseline for Sanitation in Schools



Sanitation

Advanced service

May include: facilities are accessible to all, of sufficient quantity, inspected for cleanliness & appropriate facilities for menstrual hygiene management are provided (to be defined at national level)

Basic service

Improved facilities, which are **single-sex and usable** at the school

Limited service

There are improved facilities (flush/pour flush, pit latrine with slab, composting toilet), but not sex-separated or not usable

No service

No toilets or latrines, or unimproved facilities (pit latrines without a slab or platform, hanging latrines, bucket latrines)



JMP baseline for Hygiene in Schools



Hygiene

Advanced service

May include: handwashing facilities available at critical times and accessible to all; menstrual hygiene education and products provided

(to be defined at national level)

Basic service

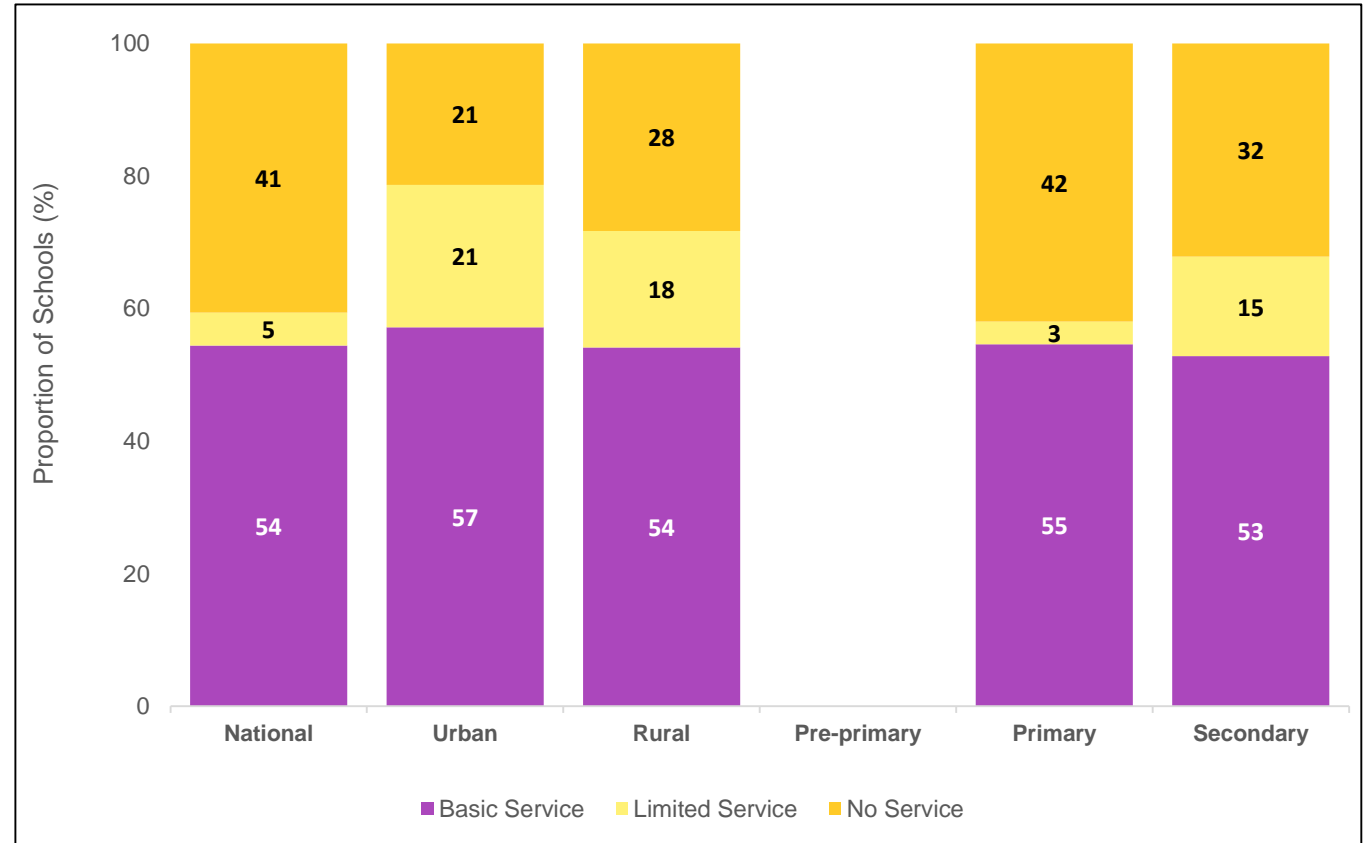
Handwashing facilities, which have **water and soap** available

Limited service

Handwashing facilities with water, but no soap

No service

No handwashing facilities at the school or handwashing facilities with no water





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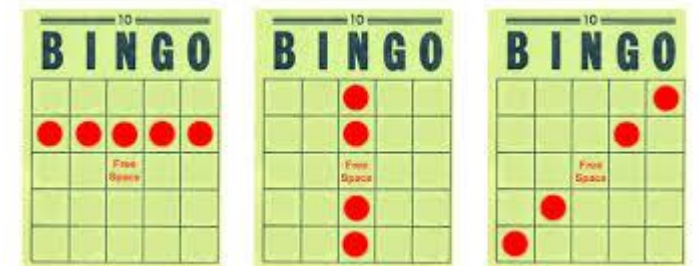
Get to know regional WinS monitoring



Find someone who works in a country where they have...				
national data on all three basic indicators Name: _____ Country: _____	a publicly available report with data on drinking water in schools Name: _____ Country: _____	a question on water availability in their EMIS Name: _____ Country: _____	basic drinking water data by urban and rural schools Name: _____ Country: _____	a question on toilet cleanliness in their EMIS Name: _____ Country: _____
basic sanitation data by urban and rural schools Name: _____ Country: _____	a question on MHM in their EMIS Name: _____ Country: _____	pre-primary school data on soap availability Name: _____ Country: _____	national data on disability accessible toilets at schools Name: _____ Country: _____	a method to share results with schools Name: _____ Country: _____
a publicly available report with data on soap in schools Name: _____ Country: _____	national data on two of the basic indicators Name: _____ Country: _____	FREE SPACE	a publicly available report with data on toilets in schools Name: _____ Country: _____	a question on soap availability in their EMIS Name: _____ Country: _____
a method to discuss and act on results Name: _____ Country: _____	a question on single-sex sanitation in their EMIS Name: _____ Country: _____	national data on MHM at schools Name: _____ Country: _____	a question on usable toilets in their EMIS Name: _____ Country: _____	national data on one of the basic indicators Name: _____ Country: _____
a question on main toilet type in their EMIS Name: _____ Country: _____	data on single-sex toilets by primary and secondary schools Name: _____ Country: _____	a public website with WASH in schools data Name: _____ Country: _____	a question on main water source type in their EMIS Name: _____ Country: _____	pre-primary school data on sanitation Name: _____ Country: _____

How to win?

- Find someone from a country where they have the information in a square on the Bingo card
 - You must find a different person for each square
 - If someone can't complete a square, learn about their monitoring challenges
- Complete a full vertical, horizontal or diagonal line of 5 squares, yell **BINGO!**
- Add your completed squares to one of the large BINGO cards on the wall



Example

Find someone who works in a country where they have...

<p>national data on all three basic indicators</p> <p>Name: _____</p> <p>Country: _____</p>	<p>a publicly available report with data on drinking water in schools</p> <p>Name: _____</p> <p>Country: _____</p>	<p>a question on water availability in their EMIS</p> <p>Name: _____</p> <p>Country: _____</p>	<p>basic drinking water data by urban and rural schools</p> <p>Name: _____</p> <p>Country: _____</p>	<p>a question on toilet cleanliness in their EMIS</p> <p>Name: _____</p> <p>Country: _____</p>
<p>basic sanitation data by urban and rural schools</p> <p>Name: _____</p> <p>Country: _____</p>	<p>a question on MHM in their EMIS</p> <p>Name: _____</p> <p>Country: _____</p>	<p>pre-primary school data on soap availability</p> <p>Name: _____</p> <p>Country: _____</p>	<p>national data on disability accessible toilets at schools</p> <p>Name: _____</p> <p>Country: _____</p>	<p>a method to share results with schools</p> <p>Name: _____</p> <p>Country: _____</p>
<p>a publicly available report with data on soap in schools</p> <p>Name: _____</p> <p>Country: _____</p>	<p>national data on two of the basic indicators</p> <p>Name: _____</p> <p>Country: _____</p>	<p>FREE SPACE</p>	<p>a publicly available report with data on toilets in schools</p> <p>Name: _____</p> <p>Country: _____</p>	<p>a question on soap availability in their EMIS</p> <p>Name: _____</p> <p>Country: _____</p>
<p>a method to discuss and act on results</p> <p>Name: _____</p> <p>Country: _____</p>	<p>a question on single-sex sanitation in their EMIS</p> <p>Name: _____</p> <p>Country: _____</p>	<p>national data on MHM at schools</p> <p>Name: _____</p> <p>Country: _____</p>	<p>a question on usable toilets in their EMIS</p> <p>Name: _____</p> <p>Country: _____</p>	<p>national data on one of the basic indicators</p> <p>Name: _____</p> <p>Country: _____</p>
<p>a question on main toilet type in their EMIS</p> <p>Name: _____</p> <p>Country: _____</p>	<p>data on single-sex toilets by primary and secondary schools</p> <p>Name: _____</p> <p>Country: _____</p>	<p>a public website with WASH in schools data</p> <p>Name: _____</p> <p>Country: _____</p>	<p>a question on main water source type in their EMIS</p> <p>Name: _____</p> <p>Country: _____</p>	<p>pre-primary school data on sanitation</p> <p>Name: _____</p> <p>Country: _____</p>

Example

Find someone who works in a country where they have...

national data on all three basic indicators Name: <u>Kumiko</u> Country: <u>Japan</u>	a publicly available report with data on drinking water in schools Name: _____ Country: _____	a question on water availability in their EMIS Name: _____ Country: _____	basic drinking water data by urban and rural schools Name: <u>Bella</u> Country: <u>Germany</u>	a question on toilet cleanliness in their EMIS Name: _____ Country: _____
basic sanitation data by urban and rural schools Name: _____ Country: _____	a question on MHM in their EMIS Name: <u>Son</u> Country: <u>Rep of Korea</u>	pre-primary school data on soap availability Name: _____ Country: _____	national data on disability accessible toilets at schools Name: _____ Country: _____	a method to share results with schools Name: _____ Country: _____
a publicly available report with data on soap in schools Name: _____ Country: _____	national data on two of the basic indicators Name: _____ Country: _____	FREE SPACE	a publicly available report with data on toilets in schools Name: _____ Country: _____	a question on soap availability in their EMIS Name: <u>Steve</u> Country: <u>New Zealand</u>
a method to discuss and act on results Name: _____ Country: _____	a question on single-sex sanitation in their EMIS Name: _____ Country: _____	national data on MHM at schools Name: _____ Country: _____	a question on usable toilets in their EMIS Name: <u>Beatrice</u> Country: <u>Australia</u>	national data on one of the basic indicators Name: _____ Country: _____
a question on main toilet type in their EMIS Name: <u>Kim</u> Country: <u>Rep of Korea</u>	data on single-sex toilets by primary and secondary schools Name: _____ Country: _____	a public website with WASH in schools data Name: _____ Country: _____	a question on main water source type in their EMIS Name: _____ Country: _____	pre-primary school data on sanitation Name: <u>Shinji</u> Country: <u>Japan</u>

Bingo!

Discussion

What did you learn about how countries are monitoring the SDGs for WinS in the EAP and SA regions?



Results

national data on all three basic indicators Bangladesh, Timor-Leste, Bhutan, Indonesia, Nepal	a report with data on drinking water in schools Bangladesh, Sri Lanka, Cambodia, Viet Nam	a question on water availability in their EMIS (or similar) Bhutan, Timor-Leste, Sri Lanka, Cambodia, Myanmar, Lao PDR	drinking water data by urban and rural schools Bhutan, Sri Lanka	a question on toilet cleanliness in their EMIS (or similar) Bhutan, Indonesia
sanitation data by urban and rural schools Bhutan, Sri Lanka, Cambodia, FSM, Myanmar, Indonesia	a question on MHM in their EMIS (or similar) Bhutan, Sindh Pakistan, Indonesia, India	pre-primary school data on soap availability Bhutan, Lao PDR, Cambodia	national data on disability accessible toilets at schools Indonesia, Bangladesh, Cambodia	a method to share results with schools Bhutan, Bangladesh, India, Viet Nam, Cambodia
a report with data on soap in schools FSM, Indonesia	national data on two of the three basic indicators Bhutan, Indonesia, Bangladesh, PNG	FREE SPACE	a report with data on toilets in schools Bhutan, Philippines, Myanmar	a question on soap availability in their EMIS (or similar) Bhutan, PNG, Nepal
a method to discuss and act on results Indonesia	a question on single-sex sanitation in their EMIS (or similar) Bhutan, Indonesia, Myanmar, PNG	national data on MHM at schools Bhutan, Philippines, Myanmar	a question on usable toilets in their EMIS (or similar system) Bhutan, Philippines, Myanmar, Indonesia	national data on one of the three basic indicators Bhutan, Nepal, Indonesia
a question on main toilet type in their EMIS (or similar) Bhutan, Indonesia, PNG	data on single-sex toilets by primary and secondary schools Bhutan, Philippines, PNG, Indonesia	a public website with WASH in schools data India, PNG	a question on water source type in their EMIS (or similar) Bhutan, Timor-Leste, Sri Lanka, Bangladesh, Indonesia	pre-primary school data on sanitation Indonesia, Bhutan, FSM, Indonesia, Philippines