

WASH Minimum commitments for the safety and dignity of affected people



ASSESSMENT

Consult separately girls, boys, women, and men, including older people and those with disabilities, to ensure that WASH programs are designed so as to provide equitable access and reduce incidences of violence

DESIGN

Ensure that girls, boys, women, and men, including older people and those with disabilities have **access to appropriate and safe WASH services**

IMPLEMENTATION

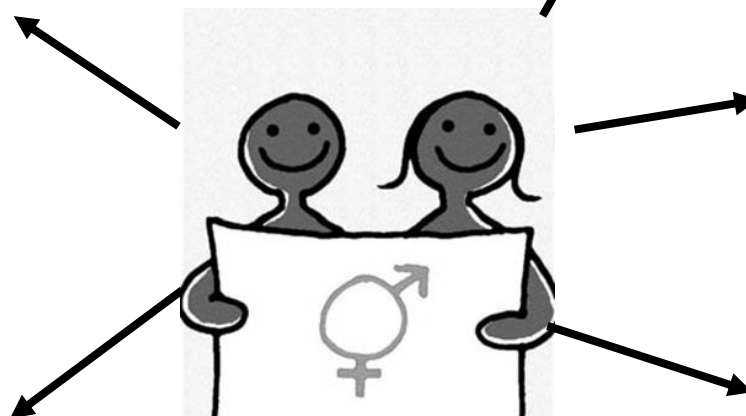
Ensure that girls, boys, women, and men, including older people and those with disabilities have **access to feedback & complaint mechanisms** so that corrective actions can address their specific protection and assistance needs

ACROSS THE RESPONSE

Give **priority to girls** (particularly adolescents) and **women's participation** in the consultation process

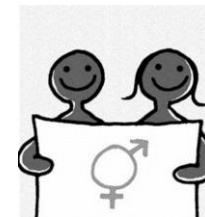
RESPONSE MONITORING

Monitor and evaluate safe and equitable access and use of WASH services in WASH projects



5 commitments

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Outputs

- ❖ WASH assessments include identification of specific needs of girls, boys, women, men, including older people and persons with disability in terms of safety, dignity and equitable access
- ❖ Location of WASH facilities and their design are determined through separate consultations of girls, boys, women, men, including older people and persons with disabilities in order to ensure equitable access and minimize risks of violence

- ❖ WASH facilities are designed to respond to distinct dignity, safety and access needs (i.e. all public latrines and shower blocks are separated by sex, locks on the inside, privacy screens considered, lights, pictograms, specific design for people with disability...). This includes WASH facilities in spaces dedicated to children.
- ❖ Menstrual hygiene needs of girls and women are met

- ❖ WASH users (girls, boys, women, men, including elders and persons with disability) are informed of their rights and understand the feedback complaint mechanisms related to WASH programs
- ❖ The cluster member organisations and coordination platforms set up a feedback mechanism with and for beneficiaries and take timely corrective actions to address safety, dignity and access issues raised by users and/or to redefine their assistance

- ❖ Baselines and M&E tools include the collection of sex and age disaggregated data on the access and use of WASH facilities, including on how safe people feel using WASH facilities
- ❖ Collection and analysis of disaggregated data on beneficiaries and information on older people and persons with disability contributes to improving safe and equitable access and use of WASH services for vulnerable population

- ❖ Specific focus group discussions are organized for women and girls during the needs assessment phase and across the response

Education in Host Communities - NRC

- **Needs**

- Over 116,000 Syrian refugees have enrolled in the formal school system in host communities
 - 98 Jordan schools operate in two shifts, plans to double this to 200
 - Creating substantial overcrowding issues
 - Increased pressure on infrastructure
- 83,000 Syrian refugees are out of school due to
 - Lack of space in the schools
 - Refugee families moving
 - Poverty/ child labor
 - Formal registration issues
 - Transport costs
 - Cultural/gender issues
 - School costs
 - Push factors in school environment (bullying, child protection, bad WASH facilities,...)

- **Objectives**

- To increase access to quality education in host communities for Syrian Refugees and Jordanians



- School Construction

- To expand existing schools with additional classrooms and WASH blocks
 - Includes as well playgrounds, furniture, water conservation elements

- Education component

- Activities
 - Training of teachers
 - Provision of remedial classes
 - Provision of pedagogical aids
 - Community outreach/access to education
 - PTA, student council organization in second shift
 - Activities in school (painting of wall, sport,...)

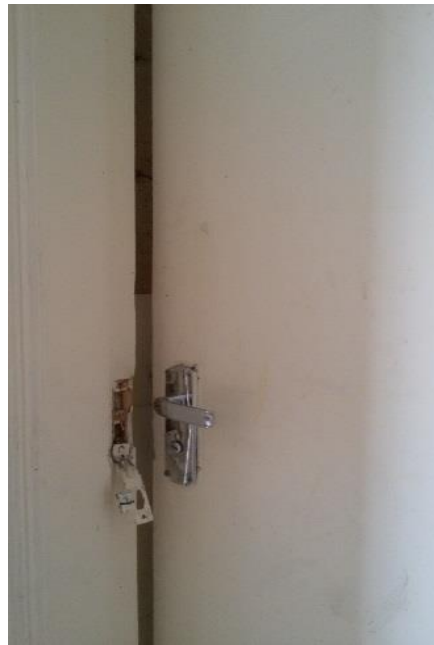


Assessment

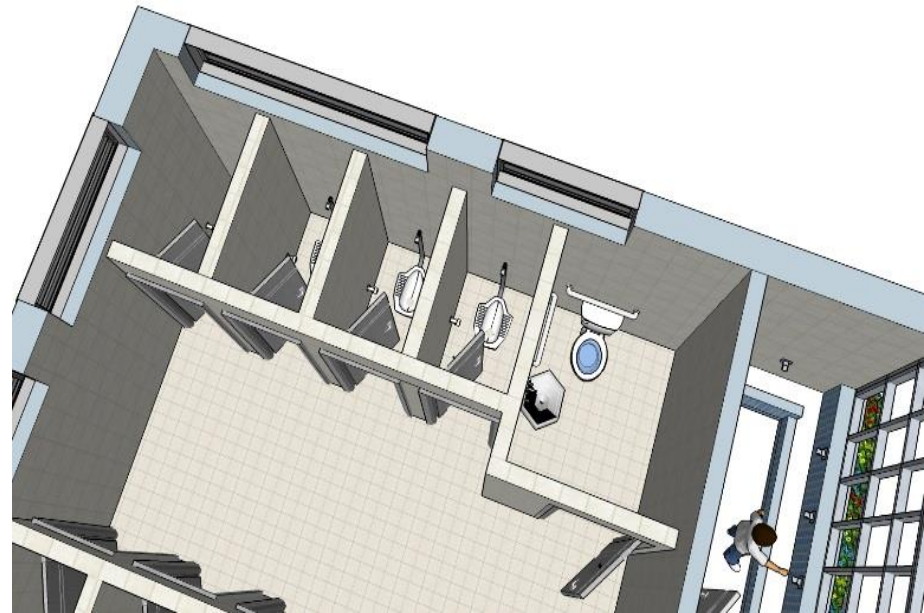
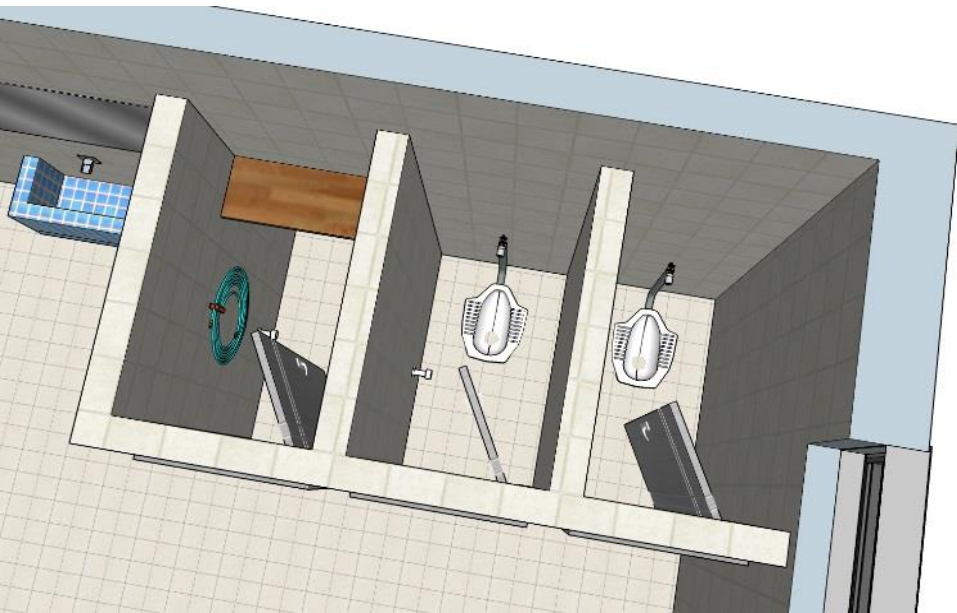
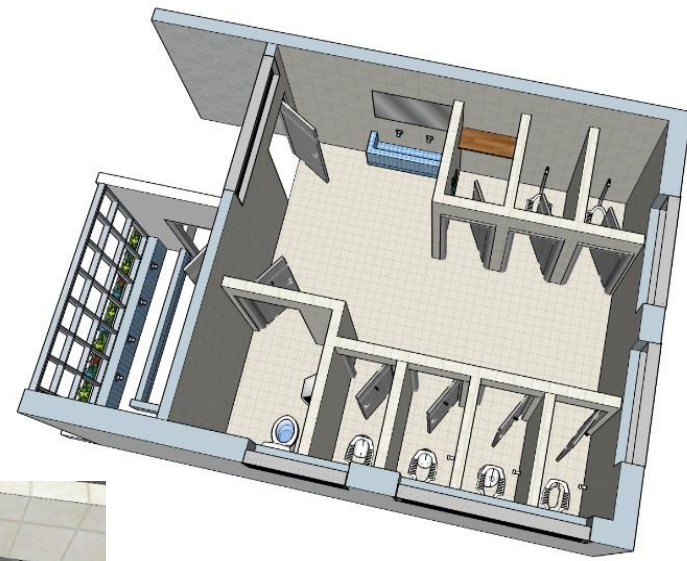
- NRC selects schools for expansion through a thorough assessment process
 - 1 assessment visit to shortlist schools
 - Looking at overcrowding issues, refugee population, need for classrooms, space to construct, interest of school management
 - 1 technical assessment to start designing
 - Looking at design and construction restraints, location of buildings,...
 - Observation of student circulation
- Interaction with school management
 - During the visits, NRC staff discusses with school management the need, location of buildings, challenges for management...
- No direct interaction with students
 - Time restraints
 - Limited flexibility in options

Design

- Thorough assessment of existing practices
 - Through lessons learnt other projects
 - Through observation and needs assessment in schools
 - Through discussion with principals and teachers
- Challenges
 - Maintenance issues
 - Durability and sustainability
 - User friendliness
 - Vandalism and theft
 - Best WASH practices
- Changes in design
 - Durable materials
 - Taking out of items that break fast
 - Child-friendly design, f.e. use of colors
 - Gender items, f.e. mirrors and cloth hooks
 - Maintenance solutions, f.e. janitor space
 - Anti-vandalism, f.e. water taps inside
 - Integration of WASH block in classroom building







Implementation

- Construction
 - Stringent safety measures
 - Close coordination with principal
 - Heavy construction during summer holidays
- Usage
 - Regular visits, spot checks on usage
 - To control usage
 - To check construction issues
 - To identify maintenance issues
 - To verify whether innovations work
 - Feeds into designs for future construction works

Response monitoring

- Through visits every semester
- Through permanent presence in school during 2 years
 - Education staff reports (im)proper usage of infrastructure
- Education soft component plans to develop interventions on
 - Maintenance
 - WASH in Schools
 - Vandalism
 - Traumatic experiences
 - Bullying and violence
 - Water conservation
- No M&E strategy available yet, planned to be created in second half of 2016
 - Other priorities
 - Linking it with global NRC quality assessment tool to be finalized in 2016

Across the response

- Consultation and monitoring through implementation
 - Focus on needs assessment, innovation, lessons learned
 - Monitoring through education soft component interventions
- Addressing issues through
 - Improving designs after pilot
 - Permanent presence in schools and follow up visits
 - Advocacy and awareness activities with school management, student council, PTA and school clubs
- For example, lessons learned:
 - Nature of maintenance component
 - Need for limited rehab works besides construction



Questions

