

Indicator name
Extent to which schools monitor the provision of safe water and sanitation facilities for menstrual hygiene management
Aggregable indicator
No
Indicator type (quantitative/qualitative)
Qualitative
Thematic area of engagement
Promoting economic and social rights and empowering girls and women
Related objectives in the Gender Action Plan III
Overall thematic objective: Women, men, girls and boys, in all their diversity, full enjoy and exercise their equal economic, labour and social rights.
Specific thematic objective 8: Improved access to safe water and sanitation facilities
Technical Definition
This indicator intends to measure if and how the schools monitor the implementation of students' human rights to access safe water and sanitation facilities and, particularly, girls' right to a proper menstrual hygiene management. The following definitions apply in line with the WHO/UNICEF Joint Monitoring Programme for Water Supply, Sanitation and Hygiene (JPM):¹ - <u>A basic drinking water service</u> means that water from an improved source is available at the school. Improved drinking water sources are those that, by nature of their design and construction, have the potential to deliver safe water. Therefore, to meet the SDG criteria for a basic service, schools must have access to an improved source² and water from the improved source must be available at the school on the day of the survey. Schools with access to an improved source but no water available at the time of the survey are categorized as having a limited service. Schools using an unimproved source or no source at all are classified as having no service. Where enhanced monitoring is feasible, additional criteria for assessing advanced service levels might include water quality, water quantity or water point accessibility to all users. - <u>A basic sanitation service</u> means that schools have improved sanitation facilities that are usable, accessible to all students, and single-sex. Improved sanitation facilities are those designed to hygienically separate excreta from human contact. To meet the SDG criteria for a basic sanitation service, schools must have improved facilities that are single-sex, usable at the time of the survey, and sufficient in number to meet the needs of all students. Schools with improved sanitation facilities that are either not usable or not single-sex are classified as providing a limited service. Schools with unimproved facilities or no facility at all are classified as having no service. Additional criteria that may be considered for enhanced reporting of advanced service levels include student per toilet ratios, menstrual hygiene management services, toilet cleanliness, accessibility to all users, and systems for excreta management. - <u>Menstrual hygiene management (MHM)</u>: while access to basic WASH services is essential for

¹ [Drinking water, sanitation and hygiene in schools. Global baseline report 2018 \(WHO-UNICEF\)](#)

² The improved source may be located on or off the school premises.

the health and wellbeing of girls and boys of all ages, poor quality services disproportionately impact adolescent girls who often struggle to manage their menstrual hygiene in school. Access to water, sanitation and hygiene (WASH) is necessary for adequate menstrual hygiene management. Girls attending schools with functional single-sex toilets that provide a private place to wash and change and a reliable supply of water and soap are much more likely to be able to manage their periods with confidence and dignity. Schools provide an important entry point for raising awareness of MHM, which remains a taboo subject in many societies, and providing materials and facilities so that adolescent girls and female teachers can manage their periods safely and with dignity.

Rationale

Access to safe, clean water and safe and hygienic sanitation is a basic human right. On 28 July 2010, through [Resolution 64/292](#), the United Nations General Assembly explicitly recognized the human right to water and sanitation and acknowledged that clean drinking water and sanitation are essential to the realisation of all human rights. The Resolution calls upon States and international organisations to provide financial resources, help capacity-building and technology transfer to help countries, in particular developing countries, to provide safe, clean, accessible and affordable drinking water and sanitation for all. In November 2002, the Committee on Economic, Social and Cultural Rights adopted the [General Comment No. 15 on the right to water](#). Article I.1 states that "The human right to water is indispensable for leading a life in human dignity. It is a prerequisite for the realization of other human rights". Comment No. 15 also defined the right to water as the right of everyone to sufficient, safe, acceptable and physically accessible and affordable water for personal and domestic uses.³

Women and girls over the world face numerous challenges in managing their menstruation. They may not have the means to do so, or face discriminatory cultural norms or practices that make it difficult to maintain good hygiene. Women and girls encounter difficulties in managing hygiene during menstruation when there is not an enabling environment to do so. Notably, when they have difficulty in accessing water, sanitation, and/or healthcare, they will likely have difficulty managing their menstruation. When women and girls cannot manage their menstrual hygiene, it can negatively impact the extent to which they enjoy certain human rights including those to education, work, and health.⁴

Data source and calculation

Reporting covers cooperation, development and humanitarian (if applicable) initiatives and investment frameworks funded by the EC (INTPA, NEAR, FPI, ECHO) and EEAS.

EUMs may provide information related to their interventions through their contributions to GAP III reports or through the EUDs, e.g., in cases of joint dialogue (i.e., as part of joint programming or TEI).

Data sources:

The intervention's monitoring and reporting systems, e.g., inception, interim and final reports from implementing organisations (including governments, international organisations, national and international civil society organisations, etc.), ROM reviews and evaluations.

Surveys/interviews conducted and budgeted by the intervention can also be relevant data sources.

Baseline and endline studies conducted and budgeted within the EU intervention using the same

³ Extracted from https://www.un.org/waterforlifedecade/human_right_to_water.shtml

⁴ [Human Rights Watch \(2017\): Understanding menstrual hygiene management & human rights](#)

data collection methodology. The studies can be conducted as part of the gender country profile and / or gender sector analysis, or be based on existing official reports and published data.

Calculation:

Monitor if and how schools provide safe water and sanitation facilities for menstrual hygiene management according to the following criteria:

- availability (functioning and in sufficient quantities);
- accessibility (non-discrimination and physically accessible, information on accessibility);
- acceptability (culturally acceptable, sensitivity to girls' needs);
- quality (safe, technically approved and sustainable).

Following the JPM methodology, data should include national, urban and rural schools and pre-primary, primary and secondary schools. Unless otherwise categorised by national authorities, all schools with primary level students should be counted as "primary", all schools with secondary level students as "secondary", and all schools with pre-primary level students are counted as 'pre-primary'.

Worked examples

In country A, the EU intervention has contributed to refurbish all the rural pre-primary, primary and secondary schools in order to ensure safe drinking water and gender responsive sanitation facilities. Particular attention has been given to guarantee that in all schools, girls can manage their menstrual hygiene in a safe and accessible environment. In addition, all schools must report annually to the Ministry of Education to what extent their water and sanitation facilities are gender responsive and comply with the AAAQ framework (availability, accessibility, acceptability and quality).

Based on these annual reports, it is possible to monitor if and how schools are providing safe water and sanitation facilities for menstrual hygiene management.

Baseline

Data from official counterparts (i.e., ministry of education⁵, national women's ministry, national gender and human rights observatories, etc.). Data from international⁶ and national organisations or other independent non-state actors.

If baseline data are lacking, a mapping can be done at the start of the intervention using surveys/ interviews.

Disaggregation

N/A

Availability and Timeliness

Information should become available annually, depending on the duration of the action.

Related DAC CRS code

122 – Basic health / 12261 – Health education

⁵ Education Information Management Systems and periodic censuses or surveys of school facilities.

⁶ Data from primary sources is also compiled by UNICEF and WHO country offices in consultation with national statistics offices and ministries of education. The JMP uses national data to produce internationally comparable estimates of coverage and progress in WASH in schools. The JMP also draws on secondary sources of data, including information compiled by UNESCO.

140 – Water supply and sanitation /14031 - Basic drinking water supply / 14032 – Basic sanitation
Associated SDGs
Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Target 4.a: Indicator 4.a.1 (See Metadata) Goal 6. Ensure availability and sustainable management of water and sanitation for all Target 6: Indicators 6.1.1: (See Metadata) and 6.2.1 (See Metadata (1) and Metadata (2))
Other issues
The gender country profile and/ or gender sector analysis can be sources of information for establishing baselines. If there is no gender analysis available at the EUD, it is recommended to look at the analysis undertaken by EU Member States or other trusted partners (UN, World Bank, human rights national and regional mechanisms, etc.) as well as the national-level reviews carried out in 2019 by UN Women and the partner countries to assess progress made and challenges encountered in the implementation of the Beijing Declaration and Platform for Action. Special attention should be paid to following up on partner country institutions reached with EU support.