

# Embedding disability inclusion in WASH programming

## Lessons from World Vision CS-WASH project Western Province, PNG

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**PNG Assembly  
of Disabled  
Persons**



# What is disability?

**Disability = Impairment + Barriers**

**Impairment:** vision, hearing, intellectual, physical, psychosocial (mental health)

**Barriers:** Physical, Attitudinal, Communication, Institutional

- Globally, 15% of people have a disability
- 18% of people in developing countries have a disability
- 20-22% of those in the poorest wealth quintile have a disability

Source: World Report on Disability (2011)

# Disability in International Agreements

- ***UN Convention on the Rights of Persons with Disabilities:***
  - Art. 32 requires ‘**international development programs** [be] inclusive of and accessible to persons with disabilities’.
  - Art. 28 requires states ensure ‘**equal access by persons with disabilities to clean water services**’ and recognise their rights to an adequate standard of living.
- ***Sustainable Development Goals:***
  - 6.1: % of pop using safely managed **drinking water** services;
  - 6.2: % of pop using safely managed **sanitation services**;
    - Both targets require disaggregation of data by disability.
  - 17.18: support to increase the availability of high-quality, timely and reliable **data** disaggregated by a range of characteristics, including disability.

# Disability and WASH: Key issues

- Accessibility of infrastructure
  - School WASH a barrier to children with disabilities attending
- Accessibility of hygiene activities, training, community engagement
- Limited consideration/understanding of WASH needs of people with disabilities
- Lack of visibility and voice of people with disabilities in community decisions
- Stigma and discrimination
- Difficult terrain and geographical location

# PNG CS-WASH Project Background

- World Vision PNG is implementing WASH project in Western Province.
- CBM Australia engaged as a partner in project for technical support on disability inclusion.
- PNGADP is supporting disability inclusion at project level and advising on PNG context.
- Disability focus and targets incorporated into project design and activities.
- Budget lines allocated to disability technical support, research, learning etc.

# PNG Assembly of Disabled Persons

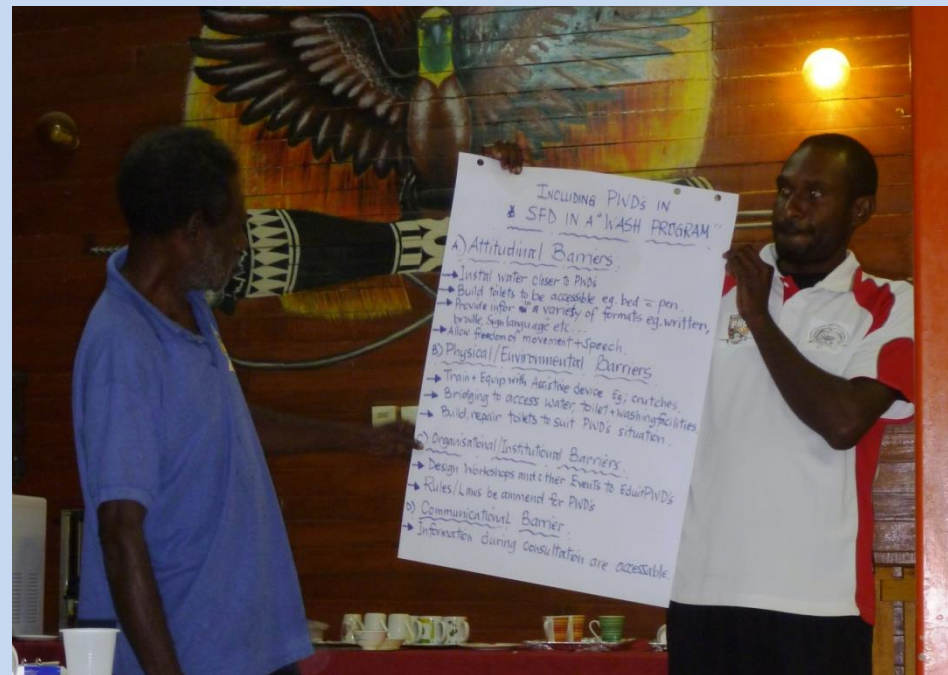
- National advocacy Disabled People's Organisation: representing people with disabilities in PNG.
- MOU with WV PNG on their role in CS-WASH project.
- ADP WASH advisor supporting project on inclusive WASH, training on disability, in partnership with CBM.
- Participated in baseline development and testing.



- Partnering with CBM in providing technical advice.
- Engaging with WV PNG on other WASH projects and disability activities.

# Disability Inclusion Activities

- Training of staff, stakeholders and Change Agents on disability inclusion: at project inception and throughout.
- Baseline study incorporated questions to identify people with disabilities and their WASH needs.
- Accessibility of infrastructure – latrines, handwashing.
- Accessibility of hygiene messaging, IEC materials.
- Engagement with ADP, Callan Services, local disability self-help group; support for leadership by people with disabilities.



# Baseline Survey – Disability data

- Data gathered via the six ‘Washington Group’ questions (measuring functioning) + one extra on hand strength
- Questions about modification to WASH facilities or practices for people with disabilities
- Qualitative data collected about attitudes towards disability, inclusion in WASH activities
- School and clinic WASH survey considered accessibility features





# Baseline Questions

Is there anyone in your household who:

1. has difficulty with seeing, even if wearing glasses
2. has difficulty with hearing, even if using a hearing aid
3. has difficulty with walking or climbing steps
4. has difficulty with remembering or concentrating
5. has as difficulty with looking after themselves such as washing all over or dressing
6. has difficulty communicating ('Washington Gp' Qns)
7. has difficulty using hands in activities such as turning a tap (additional question)

Response categories: a) no – no difficulty; b) yes – some difficulty; c) yes – a lot of difficulty; d) cannot do at all

# Baseline Questions

- Have you made any modifications or changes to your water, sanitation or hygiene facilities or practices to make it easier for someone in the household to use them?
- If 'yes' to any, specify modification/practice; why required; photograph
- Qualitative discussion of community attitudes towards people with disabilities.

# Baseline Results

- Person identified as having a disability if they gave response of c) or d) to any question on functioning (i.e. 'a lot of difficulty' or 'cannot do at all').
- 12 households with one+ member with a disability – **8% of households.**
- 30 households with one+ member with 'some difficulty' or more – **19.5% of households.**
- Difficult to identify number of individuals as baseline was carried out at a household level.
- Qualitative data: WASH needs of people with disabilities met by families, especially women; little community support or consideration of their needs/access issues.

# Program Activities – Year 2

- School latrines and handwashing facilities – use of accessible designs.
- Incorporating disability inclusion into training (leadership, water safety etc) for Change Agents, led by WV community facilitators.
- Building/rehabilitating water systems for village schools.
- Production of IEC hygiene materials – ensure inclusive formats and messaging.
- Training for people with disabilities on leadership and advocacy in WASH.



Newly constructed school latrines in Wamarong Village, South Fly

Vaulted pit latrine trial, for use in areas prone to flooding, Middle Fly



# **PNG CS-WASH: Successes & Challenges**

- Strong links with ADP, local people with disabilities
- Support and ownership by project staff of disability inclusion approach
- Latrine construction: modifying designs to be inclusive
- Rights-based approach to disability, functioning approach
  
- Some difficulties in using disability data in baseline: household vs individual assessment
- Broader project challenges: drought, budget reduction (currency issues), isolation, challenging terrain and political environment

# Group Discussion

1. What did you find most interesting/useful from the discussion of the PNG project?
2. What are the experiences of disability inclusion within your projects?
  - a) Key **progress and lessons** from project activities so far
  - b) Key **challenges/opportunities** for disability inclusion in WASH in project contexts
  - c) Existing and needed **guidance docs/resources** etc
  - d) Ways to **share learning** and knowledge across Pacific CS-WASH projects

# Report back

- Each group – 3 most significant reflections



World Vision

The logo for World Vision, consisting of the text "World Vision" in a black, sans-serif font. To the right of the text is a stylized orange and white graphic that resembles a sun or a starburst.

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