Disability Inclusive and gender sensitive water, sanitation and hygiene (WASH):
A practical guide for WaterAid and local partners in Papua New Guinea

Prepared by CBM in collaboration with WaterAid

An Australian aid initiative implemented by WaterAid on behalf of the Australian Government.
Introduction

This booklet contains practical information including tools intended to guide WaterAid Papua New Guinea local partners in making water, sanitation and hygiene (WASH) programs and activities more disability inclusive and gender sensitive.

This resource is based on information collected from a scoping activity in 2015, involving people with disabilities across local communities in East Sepik Province where WaterAid and local partners are supporting WASH projects. During the scoping activity a number of gender findings were also discovered, these findings highlighted significant issues experienced by people in situations where issues of gender and disability intersected; not only women and men with disabilities but also their carers. These findings are also incorporated in this resource.

Learnings from the scoping activity

In 2015, WaterAid, CBM Australia, the East Sepik Provincial Disabled Persons’ Organisation (DPO) and WaterAid local partners (SSEC & IRDI) talked to people with disabilities about their access to WASH in four communities in East Sepik. The scoping activity provided a better understanding of barriers and enablers to WASH.

The scoping activity identified that accessing water, sanitation and hygiene in rural communities of Papua New Guinea (PNG) is challenging for everyone due to long distances to water sources and sanitation facilities, steep and rough terrain especially in rainy weather and a lack of safe sanitation and hygiene facilities. However there are additional challenges for people with disabilities and particularly women and girls with disabilities which make accessing WASH even more difficult for these groups.

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1 The tools referenced in this booklet were developed in consultation with WA PNG local partners. For further information contact WA PNG.
2 Information on the situation for people with disabilities and access to WASH can be found in the companion booklet prepared by CBMA and WAA ‘Understanding Disability and Access to Water, Sanitation and Hygiene in East Sepik, Papua New Guinea’
What we learned from the scoping activity:

1. People with disabilities experienced the same challenges in accessing WASH as others, but these challenges had a greater impact on people with disabilities.

2. Women with disabilities experienced greater challenges in accessing water than men with disabilities, and these challenges had a greater impact on lives of the women.

3. Women with disabilities spent much longer time collecting water compared to other women in the community.

4. When accessing WASH, women with disabilities were more affected by gender-based violence and cultural norms around menstruation compared to other women in the community.

5. The age of a person with disability impacted how they experienced access to water, sanitation and hygiene; the impact is increased for women of different ages due to harmful gender norms within the communities.

6. Community attitudes towards people with disabilities impacted the extent to which people felt able to access community water, sanitation and hygiene facilities or receive assistance.
Terms used in the booklet

Disability
The term ‘people with disabilities’ includes those who have short term or long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.3

The full inclusion of people with impairments in our communities can be limited by; attitudinal barriers (such as stigma and discrimination); physical and/or environmental barriers (such as inaccessible buildings or steep natural environments); and policy barriers, which can create a disabling effect.

Disability specific challenges
For people with disabilities, physical barriers (rough terrain, narrow entrances or steps), and stigma and discrimination including the strong cultural beliefs about supernatural causes for disability, create barriers to accessing WASH. People with disabilities may also be unintentionally excluded from community and household decision-making processes.

Gender specific challenges
In PNG, women and girls are the main water collectors for household needs, the maintenance and cleanliness of sanitation facilities, children’s sanitation and the hygiene of the family. An additional challenge for women and girls when accessing WASH is the prevalence of gender based violence and cultural norms around menstruation, including personal care and hygiene during menstruation. When accessing WASH, women and girls with disabilities are more affected by gender based violence and cultural norms around menstruation when compared to other women in the community.

Disability inclusive WASH
Disability inclusive WASH is achieved when people with disabilities equally benefit from and participate in WASH services within the community. This means that people with disabilities are equally able to access and benefit from WASH services, and to also participate in the WASH project activities like other members of the community e.g. as a member of the WASH committee.

Disability inclusive WASH also refers to the process of implementing activities and measures to promote inclusion.

Gender sensitive WASH
Gender sensitive WASH involves women as equals in all decision-making; takes into account their specific knowledge, skills and needs relating to WASH; promotes their right to share the WASH workload with men rather than being assumed to be primarily responsible; acknowledges and addresses harmful gender norms and vulnerabilities such as women’s vulnerability to violence related to WASH; and seeks to contribute in every possible way towards positively transforming gender roles and relations more broadly.

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3 Based on the characterisation of persons with a disability in Article 1 of the UN Convention on Rights of Persons with Disabilities (CRPD).
Putting it into practice: Implementing disability inclusive and gender sensitive WASH

The findings of the scoping activity demonstrated the need for disability inclusive and gender sensitive WASH projects in the communities.

Good WASH programming:

Reaching the most marginalised

Within WaterAid’s Equity and Inclusion (E&I) Framework, reaching people with disabilities and implementing gender sensitive WASH is part of the process for ensuring that no one is excluded from the WASH facilities and services. This includes older people, children, people with disabilities, women, people living with chronic illness and others. Part of applying the E&I Framework is about implementing disability inclusion and gender sensitive approaches.
Overcoming barriers and making WASH accessible

Overcoming barriers and making WASH accessible requires a commitment to identifying barriers to access and participation experienced by people with disabilities and women and girls, and then addressing these barriers. Some of these barriers include:

<table>
<thead>
<tr>
<th>Physical Barriers</th>
<th>Communication Barriers</th>
<th>Attitudinal Barriers</th>
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</table>
| -include steep and difficult terrain to the water source or latrine;  
- water source or latrine that are located too far;  
- water source or latrine located in unsafe location where women and girls may experience violence;  
- pit latrines that can’t be used by someone who has lower limb weakness or someone who uses a walking stick to get around. | -when people who are deaf or hard of hearing unable to participate a hygiene promotion session without a sign language interpreter;  
- when people who are vision impaired or blind are left out in meetings as there are no large sized font of printing material or you are not describing what you are doing and how you are carrying out activities such as demonstrating proper methods of hand washing;  
- when some people eg women or the elderly, not actively participating as they may not be accustomed to being granted their right to participate in community discussions or decision making as equals. | - include words and actions by the community that prevent accessibility and participation of people with disabilities and women and girls in the WASH program;  
- disrespectful terms used to describe people with disabilities;  
- not allowing people with disabilities and women and girls to contribute ideas, or decide where the water source will be in community consultations because the community perceives their contributions are not valuable. |
A good way to address these barriers is to use the **twin track approach**.

The twin track approach involves implementing **disability and gender specific** actions combined with **mainstream** approaches

**Disability-specific** activities are activities specifically targeted at people with disabilities, in order to increase their empowerment and participation. This can include support for DPO to participate in WASH planning and design processes; providing assistive devices such as wheelchairs to assist with mobility and enable people to participate in WASH activities, etc.

**Gender-specific** activities are activities targeted towards women and girls in recognition of the impact of harmful gender norms and attitudes, disadvantage and discrimination. For instance: setting quotas for women’s participation on WASH committees, building confidence and skills of women to participate in WASH processes; working with men to ensure they make genuine and meaningful space for women’s participation and voice; taking women’s needs, knowledge and situations into account in designing and determining location of WASH facilities, promoting and supporting opportunities for women to move into non-traditional roles such as decision-making roles relating to WASH facility construction, operation and maintenance.

**Disability and gender mainstreaming** entails ensuring that the WASH projects include a disability and gender perspective and are fully accessible to and inclusive of women and people with disabilities. For example involving people with disabilities and women on WASH committees to provide disability and gender perspective in planning and implementation of the WASH project.
The twin-track approach seeks to ensure that people with disabilities and women and girls are included in all development activities on an equal basis with others. Some examples of how this can be done in a WASH project are outlined in the table below:

**Disability and gender specific actions combined with mainstream approaches in WASH project**

<table>
<thead>
<tr>
<th>Disability-specific</th>
<th>Gender Specific approaches (working with women and men) to promote gender equality</th>
<th>Mainstream</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holding targeted information and or training sessions related to the project with people with disabilities, providing information in accessible formats, using sign language interpreters etc</td>
<td>Identify barriers to women’s meaningful participation and work together with women to address them (and with men to build a supportive and enabling environment).</td>
<td>Involving people with disabilities and women on WASH committees to provide disability and gender perspective in planning and implementation of the WASH project.</td>
</tr>
<tr>
<td>Identify priority activities within the community, where members with disabilities are in greatest need of specific inclusive WASH facilities.</td>
<td>Support women to gain confidence in participating in decision-making processes of the WASH project, for instance becoming a representative on the WASH committee.</td>
<td>Hold consultation meetings and community training in accessible spaces where all people are welcome</td>
</tr>
<tr>
<td>Equipping people with disability with the confidence and capacity to participate in the WASH project for instance becoming a representative on the WASH committee.</td>
<td>Work with women to address menstrual hygiene and menstrual taboo issues (and work with men to build a supportive and enabling environment for change that is positive for women).</td>
<td>Disaggregate monitoring data by disability and gender. This information will ascertain whether both people with disabilities and women and girls are participating in and benefiting from the WASH project. This data will also inform new WASH designs, policies and programs.</td>
</tr>
<tr>
<td>Ensuring program budgets cover extra costs associated with disability inclusion eg transport fees for a carer accompanying a person with disability to community consultations.</td>
<td>Work with women to address gender-based violence in both public and private spaces (and work with men to promote non-violence and women’s right to live free from violence).</td>
<td>Ensure that women are seen and treated as key informants on all WASH matters, acknowledging their everyday involvement in WASH management.</td>
</tr>
<tr>
<td>Including disability-specific questions and indicators in monitoring, evaluation and learning systems eg number of accessible WASH trainings and facilities.</td>
<td>Ensuring that gender sensitive WASH activities is monitored and reported on including documenting learning’s to support gender sensitive WASH</td>
<td>Identify disability-related and gender specific barriers and advocate for disability inclusive and gender sensitive WASH programs and WASH facilities.</td>
</tr>
<tr>
<td>Position WASH facilities in a location most accessible to people with disabilities.</td>
<td>Support empowerment and networking opportunities of women in community with other women’s organisations.</td>
<td>Build WASH facilities according to universal design principles.</td>
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</table>
Implementing disability inclusive and gender sensitive WASH

Disability inclusive and gender sensitive WASH should be implemented right throughout the WASH project cycle.

The WASH project cycle
In Timor-Leste, WaterAid and local partner Lutu ba Futuru has been implementing a Community-Led Total Sanitation project. Before starting WASH activities WaterAid and partners conducted based line survey, using the Washington group question (WGQ) to identify people with difficulties walking, seeing, hearing etc in the project area. Using this information, the team invited people with disability to participate in the WASH program.

One community member, Joanina has a physical difficulty and during the disability inclusive consultations it was identified that Joanina has greater difficulties accessing WASH than others particularly carrying water due to her impairment. WaterAid staff visited Joanna at home and invited her to attend the Community Action Planning (CAP) process.

During ‘triggering,’ the facilitators consulted asked people with disabilities attending to describe the location of their house and also their toilet. The facilitators also ensured that people with disabilities were active participants in the consultations for instance Joanina was always invited to provide ideas and comments throughout the meetings and discussions.

Throughout the project WaterAid partnered with Timor-Leste’s Disabled People Organisation Raes Hadomi Timor Oan (RHTO). During the CAP meetings, RHTO led the accessible toilet demonstration and socialisation session as well as information and awareness on disability inclusion eg appropriate terminology to describe disability in the community. RHTO also led the consultations with people with disabilities and their families, provided interpreter services and where needed made referrals to other service provider. Ameu, a man with physical disability was able to request and receive a wheelchair through RHTO support.
The key steps to ensuring disability inclusive and gender sensitive WASH should be implemented right throughout the WASH project cycle – WASH awareness, community mobilisation, hygiene promotion, construction, monitoring and evaluation.

**Key steps for disability inclusive and gender sensitive WASH**

**Disability inclusion and gender sensitive WASH within the WASH project cycle**

Step 1: **WASH Awareness**: Support communities to understand who is excluded and marginalised in a community, and work with communities to practice inclusion in WASH project. This guide is focusing on people with disabilities and women and girls, but there may be multiple sources of exclusion, which may reinforce marginalisation.

Step 2: **Community mobilisation**: To ensure Participation, analyse how people with disabilities and women are excluded from WASH or marginalised during community WASH processes, and develop and implement measures to include them.

Step 3: **Hygiene promotion**: Information sharing sessions including educational materials for behavioural change in hygiene practices need to be accessible to everyone and not just some community members.

Step 4: **Construction**: Ensure that barriers to accessibility and participation experienced by people with disabilities and women and girls are addressed.

Step 5: **Evaluation**: Evaluate whether the WASH program is enabling people with disabilities and women and girls to have equal participation in planning and/or decision making including access to WASH facilities and services. Use this information to inform Step 1 and continue process.
Step 1: General WASH awareness

WASH activities are an opportunity to raise awareness about the rights of people with disabilities and promote gender equality in the community.

Complete this step: At the start of the project, when setting up the WASH committee and doing community engagement.

How to raise awareness

There are different ways to raise awareness about the rights of people with disability and gender equality. The ideas below will not only help raise awareness in the community, but also provide valuable information to the WASH project:

Set up a partnerships with local rights organisations

When designing the WASH program, or visiting a community for the first time, work with local Disabled Peoples Organisation (DPO) and other agencies including women’s organisations already present in the community to help identify people with a disability and the barriers they face in accessing WASH information and facilities, and issues experienced by women. Ideally the DPO and women’s groups should be involved in all processes of the WASH project eg having a representative from each of the groups as members of the WASH committee.

Talk about participation and rights of marginalised groups with the community leader

- When first meeting with the community leader you can include questions about disability and gender. This information will inform the design of the WASH project and to raise awareness. A guide to asking questions about people with disability is provided below under the heading Disability survey form-initial meeting with community leader(s).

What is a Disabled Persons Organisation?

A DPO is an organisation of and for people with disabilities. Its main activities are advocacy, information sharing and sometimes service provision for income generation.

In PNG the National Assembly of Disabled Persons (PNGADP) is the umbrella organisation, with a network of provincial based organisations and representatives.

A DPO is different from a disability service provider eg Callan Services who provides disability services.
Tools to use:

• Use the disability inclusion flip chart tool in your promotions to raise awareness and build knowledge on the barriers and enablers to accessing WASH services for people with disabilities and women and girls.

• When consulting with communities on important issues like deciding on location of water source make suggestions on putting taps close to people with disabilities, and discuss with communities why it is important to do so.

Participation on WASH Committees

• As part of awareness you can also model disability inclusion and gender sensitivity. Modelling disability inclusion and gender sensitivity in your work will assist in breaking down stigma and discrimination experienced by people with disabilities and women and girls in the community. For example:

  • when setting up the WASH committee encourage the community to consider diversity on the committee. For instance having a person with disability or female member when choosing WASH committee members and positions in the committee.

  • when setting up the WASH committee assist people with disabilities and women to participate in the voting for WASH committee members, eg specifying that one vote should come from a representative from people with disabilities and their carers in the community and one vote from women’s representative.

Disability survey form-initial meeting with community leader(s)

These questions will provide information to assist in planning community meetings and awareness activities and might also help you to learn about the community leader’s knowledge and attitudes towards disability:

ASK the community leader:

"We need to ensure that all people in the community come to the meeting - is there anyone who might have difficulty coming to the meeting or understanding information we deliver because of:

  - difficulty walking or climbing steps?
  - difficulty communicating?
  - difficulty remembering information?
  - difficulty washing or dressing themselves?
  - difficulty hearing conversation?
  - difficulty seeing?"
Step 2: Community mobilisation

The active and meaningful participation of people with disabilities and women and girls is required in the WASH processes and benefits of the WASH project within the community. Promoting participation should take place at all stages of the WASH project, particularly when you need to consult with community members – for example when doing the hygiene promotion, consulting with community leaders, setting up WASH community or deciding on location of water sources, latrines etc.

The meaningful participation of people with disabilities and women and girls involves more than just attendance in the community meetings;

• it is about making space for their voices to be heard,
• listening to their views
• taking necessary actions to address their concerns and priorities.

Ways to ensure active and meaningful participation involvement of people with disabilities and women in the WASH project:

• Inviting people with disabilities to community meetings: make household visits to people with disabilities who are unable to attend the community consultations.

• Conduct participatory community meetings: This can be done in the following ways:
  
  o Ensure representation of diverse groups of people in the community e.g. people with disabilities, women and girls, young people, children, and the elderly, in community consultations.
  
  o Create space in community consultations for people with disabilities and women and girls to meaningfully participate e.g. have separate focus group discussion for people with disabilities, women etc.

Participation requires a commitment to considering how people with disability and women and girls can participate in the WASH program and not just benefit from the program.
• Consider **communication techniques and access requirements** when conducting community consultations or training e.g. have the consultations/training in accessible venues, such as flat open areas, or buildings with ramps; when using printed materials use large font, large sized pictures.

• In community consultations, **address specific needs of people** not accustomed to being granted their right to participate in community activities as equals. This could include helping them to build confidence to speak up and to develop familiarity with meeting and decision-making processes and protocols; and addressing the need for those accustomed to being allowed to dominate to learn how to share power.

• Involve people with disabilities and women in **decision making processes** e.g. WASH committees.

• **Consult directly** with people with disabilities and women and girls about issues affecting them, rather than only asking key informants such as community leaders or heads of households.

• When consulting with communities, take **into account the specific needs of carers** (who are mostly women), children, people with disabilities, the sick and elderly in the design and location of the WASH facilities. Their feedback is valuable in the ensuring locations and facilities are accessible and appropriate to their needs.

• **Encourage communities to elect disability and gender inclusive WASH committees** – having people with disabilities, carers and women playing key roles.

• **Allocate a budget** to cover travel and participation expenses along with attendance time for people with disabilities and their carers as necessary and appropriate, and DPOs to actively be involved in consultations; allocate budget to enable women to participate, including provision of safe transportation and child care as needed.

• **Proactively build capacity** of people with disabilities and DPOs, and women’s associations or organisations, by ensuring meaningful participation in community training and workshops delivered by the WASH project. Promote a gender sensitive approach in working with DPOs and a disability inclusive approach in working with women’s associations

• **Collecting baseline data:** You can work with the community leader to collect this information which can be gathered, for example, through meeting local people with a disability and DPOs, womens groups, using the Wokabaut Lukluk Skelim tool (WLST), or asking if there is anyone with difficulties walking, seeing, hearing, bathing/dressing or communicating in the community - the appropriate survey form to use is the WaterAid Rapid survey form available from WaterAid.
Step 3: Hygiene promotion

Information sharing sessions including educational materials for behavioural change in hygiene practices need to be accessible to everyone and not just some community members.

Hygiene promotion sessions could also be used to increase understanding of community members on challenges experienced by people with disabilities and women and girls when accessing WASH.

Some of the ways that hygiene promotion can be accessible to everyone includes:

- Checking and confirming whether everyone is at the meeting (including elderly, people with disability and women and girls)
- Ensuring meeting and training venues are accessible eg not on a hill, too far away or in high level structures.
- Creating space at the front for people with disabilities, elderly and women and girls to sit
- Talking through actions, activities and presentations so that people who have difficulty seeing can participate
- Using materials in accessible formats (pictures/large) print eg Flip Chart
- Encouraging participation of people with disabilities, elderly and women and girls in activities
- Encouraging community members to think about needs of all community in deciding on location of water source eg suggest putting taps close to people with disabilities

To increasing understanding of community members on challenges experienced by people with disabilities and women and girls when accessing WASH share:

- People with disability may often accidently soil themselves when toileting as they are unable to easily use standard pit toilet due to physical difficulty eg weak knees
- People with disability may often practice open defecation if they are unable to easily access toilets due to long distances and difficult terrain to the toilets
- Restrictive cultural practices associated with menstruation pose a lot of hygiene problems for women
- Gender based violence affects women’s ability to practice good toilet hygiene. For instance, safety concerns about navigating long distances and terrain at night to toilet and risk of attack while travelling alone coupled with being unable to easily escape danger or protect themselves meant that women ended up not going to toilet at all.

When communicating with people with disabilities in the community if:

- you are unsure about how to speak with them or engage with them,

ask the person with a disability directly how they would like you to engage with them. For example, would they prefer you to talk directly to them or with their carer; whether they are comfortable attending a large group focus group discussion or would prefer
Step 4: Construction

During construction ensure that barriers to accessibility and participation experienced by people with disabilities and women and girls are effectively addressed.

Ways to address barriers to accessibility and participation experienced by people with disabilities and women and girls in the community:

When consulting with communities: on important issues like deciding on location of water source, make suggestions that address disability inclusion and gender specific challenges, such as locating taps close to people with disabilities and where women can safely access taps; and discuss with communities why it is important to do so.

Involvement of WASH committee: encourage the community to consider diversity on the committee for instance when voting of WASH committee members e.g. specifying that at least one vote should come from a representative from people with disabilities and their carers in the community, and one vote from a women’s representative.

Capacity building of WASH committee:
- Provide training and ongoing support to the WASH Committee on disability and gender inclusion;
- sharing information with community on hygiene needs of people with disabilities;
- ensure training is fully accessible for people with disabilities who are WASH committee members;
- share information on safety and security issues faced by women and girls when accessing WASH etc.

Community capacity building:
- Include people with disabilities, elderly, women and girls in training;
- conduct training in accessible venues;
- share information with community on hygiene needs of people with disabilities including menstruation needs of women and girls;
- support WASH committee to facilitate conversations amongst community members on ways to support people with disabilities WASH needs in the community.

Ensuring disability inclusive and gender sensitive water source/Latrine construction:
- Talk through actions, activities and presentations so that everyone-people who have difficulty seeing, the elderly, youth, women and girls can participate in decision making around water source/latrine construction;
- encourage community/WASH committee to support households who are having difficulty constructing water source/latrines eg female headed households, households involving elderly and people with disabilities etc;
- actively involve women in consultations, planning, design and construction of water source/latrine construction.
- during construction invite people with disabilities to conduct accessibility audits to identify possible changes or improvements that can be made.
Step 5: Monitoring and evaluating

During implementation and at the end of the WASH program, it is important to monitor and evaluate the work you are doing in ensuring disability inclusive and gender sensitive WASH.

When conducting monitoring and evaluation consider: why do we need to collect the information, are the monitoring and evaluation processes disability inclusive and gender sensitive, how can we use the information collected to inform the practice of disability inclusive and gender sensitive WASH?

Monitoring, evaluating and reporting on disability inclusion and gender sensitive WASH:

- During monitoring and evaluation invite people with disabilities to conduct accessibility audits of physical constructions e.g. latrines or accessibility of taps (how easy is it to reach and turn on the tap).
- Include disability-specific indicators in your M&E e.g. asking how many people with disabilities participated in meetings, of these people how many were men or women etc.
- Use both qualitative and quantitative tools for collecting information:
  - The qualitative tools e.g. focus group discussion on how the project has benefited the participants, will tell you about the quality of your work, including suggesting changes that you need to do to make the project equally beneficial to everyone.
  - The quantitative tools e.g. household survey will tell you how many people with disabilities, how many men and women participated etc. The WLST is a useful tool that combines both approaches and can be adapted to suit the activity in the WASH project cycle e.g. can be used at the start and in monitoring and evaluation, including end of WASH project.
- Adapt the data collection tools for collecting your monitoring and evaluation information to ensure that people with disabilities and women and girls can easily participate. For instance, rather than asking a person with disability to answer survey questions directly, get them to discuss with someone they trust such as a carer, or get them to just tell you a story of how they spend their day or what are some things that are important to them- this can provide information such as how often they access water or go to toilet etc.
- Collect stories and views from people with disabilities and women and girls in the community. Ask questions on how they participated in WASH processes, or in what way did the WASH project benefit them, what were the challenges they experienced in accessing or participating in the WASH project etc
- Talk to the key informants e.g. community leaders, carers, WASH committee etc and collect their stories of what they have observed in relation to the disability inclusive and gender sensitive actions of the WASH project.
• **House hold visits**: visit people with disabilities who are not mobile in their houses and collect their stories and views as well on accessing WASH services and benefits experienced.

• **Make time to reflect** on information received, and consider what further support or modification is necessary to make the WASH services equally accessible to people with disabilities and the women and girls in the community.

• **Keep a look out** for additional people with disabilities not yet identified during monitoring; if new people with disabilities are identified conduct household visit to understand challenges to accessibility;

• Use media and promotion campaigns to **share information** about accessible and inclusive facilities, and emphasise case studies that highlight people with disabilities who have participated in and benefited from inclusive WASH activities.

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**Remember:**

To effectively monitor and evaluate disability inclusive and gender sensitive WASH ensure that; all and monitoring and evaluation plans that are developed must include measures and indicators to help track disability and gender inclusion. At a minimum, these must include ways of measuring:

› The WASH project actively involves people with disabilities and/or disabled peoples’ organisations and women and girls in planning, implementation and monitoring and evaluation.

› The WASH project identifies and addresses barriers to disability and gender inclusion and opportunities for participation for people with disability and women and girls.

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**Tools to use:**

Particularly for monitoring and evaluating disability inclusion, use the *Monitoring form for disability inclusion provided below.*
Monitoring form for disability inclusion

A. Village Information

Village name:________________________ Village leader:____________________

Project name/location:________________________

Monitoring Date:________________________

1. List details of people with disabilities and elderly people identified in the baseline survey for this community.

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Sex</th>
<th>Age</th>
<th>Difficulty (seeing, hearing, walking/climbing steps, communicating, self care)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>2</td>
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</tbody>
</table>

2. Ask the village/sub-village leader the following questions:

a. As a village leader, do you know if there are people with difficulties seeing, hearing, walking, communicating and self care, in this community?

No □ Yes □ If no, show information from baseline survey and ask if he knows these people?

Yes □ If yes, show information from baseline survey and ask if there is anyone else with difficulties that is not included in this table. IF there are additional people, add them into the table above.

b. Have these people participated in WASH activities, for example:

- participated in community meetings?
- given their ideas for construction of latrines?
- involved in process of establishing the WASH committee and representation on WASH committee?

c. As a leader, do you think that people with disabilities are respected in the same way as other people without disabilities in the community?

d. Do you think that attitudes towards people with disabilities in the community have changed or not since the water and sanitation project? If yes, can you provide some examples of

- what change happened?
- how did that change happen?

e. Has the community done anything to make it easier for people with disabilities, the elderly or people who are very sick to participate in activities? Describe what has been done:
B. PERSONAL INFORMATION

This information can be provided by the person themselves or by their family eg carer.

Complete the following checklist for all people identified as having difficulties (including the elderly and people who are very sick, as well as people with disability) in the village (complete one checklist for each person).

Person’s Name: ________________________________

Sub-village name: ______________________________

Project name/location: __________________________

Type of difficulty: ______________________________

ACCESS TO LATRINE

1. Does the family have a latrine or not?

Yes □             If yes, go to Question. 2.

No □             If no, ask why the family does not have a latrine

__________________________________________________________________________________________

ASK the person where they go to defecate/toilet in the open?

[Give advice and support to the family about the importance of building and using a latrine. Stop questions on latrine access and go to section on water]

2. Does the person with difficulty/disability use the same latrine as their family members?

Yes □             If yes, ask the person how happy they are with the latrine?

No □              If no, ask the person what are the reasons for not using the same latrine as family members.

__________________________________________________________________________________________

3. ASK the person with difficulty/disability to show you where they go to the toilet:

a. OBSERVE:

- Is the person continuing to defecate in the open?

No □             If no, go to Question 3.b.

Yes □             If yes, ASK if the person is satisfied with this? What would they like to happen that would make toileting easier, safer, more dignified for them?)

__________________________________________________________________________________________

[Give advice and support to the family about adapting the latrine to be accessible to the person with difficulty. Stop questions on latrine access and go to section on water]
b. OBSERVE:

- Is the latrine accessible to people with disabilities, elderly or sick people within the household?

- Is it safe and easy for all people to travel to the latrine? (e.g. is it far from the house? Is there any steps? Is the path to the toilet solid and away from cliff sides?)

- Can they use the latrine and maintain hygiene? (e.g. does they have to touch the toilet floor with their hands to be able to use the toilet? Are they concerned about getting their hands dirty for hygiene reasons?)

- Can all people use the latrine with dignity? (e.g. do they have privacy when they use the toilet? Can they use the toilet without needing to crawl on the ground?)


c. ASK: Do you have any concerns about using the latrine?

No □

Yes □ If yes, what are their concerns?

ASK If you could change one thing about the latrine, what would it be?

4. OBSERVE: Are there hand-washing facilities available? Are the hand-washing facilities accessible to the person with disabilities, elderly, or sick people? (Facilities are accessible to people with disabilities if they have access to them, and can reach both the soap (or ash) and water.)

ACCESS TO WATER

5a. Can you collect water for yourself when you need it?

Yes □ If yes, ASK them to show you how they collect water? Go to 5b.

No □ If no, ASK who collects water for you?

Do you ever go without water because others in the household are not available to collect water for you?

If people with disabilities, elderly or sick people rely on water stored in the house for them, ask can those people access this stored water easily without assistance?
5b. OBSERVE: Is the waterpoint accessible to the person with a disability, elderly or sick people?
- Can the person travel safely and easily to the waterpoint? (e.g. is the waterpoint close enough to their home? Is the path to the waterpoint free of obstacles and away from cliff edges?)
- Can they turn the tap easily?
- Can they carry water from the water point to their house?

5c. ASK If they could change one thing about the waterpoint or how they collect water, what would that be?

IMPART OF THE PROJECT

6a. What has been the biggest change for them since the water and sanitation project started in this community?

b. Ask do you think that people with disabilities are respected in the same way as other people without disabilities in the community?

c. ASK Do you think that attitudes towards people with disabilities in the community have changed since the water and sanitation project? If yes, ask the person to provide some examples of
- what change happened?
- how did that change happen?

d. Has the person with disability had contact with the local Disabled People’s Organisation?
If Yes, ASK when did this contact happen and what happened as a result of the contact?

If No, ASK if they would like you to make a referral to the local DPO field officers or referral to a known service provider? e.g. Callan Services for assessment for a walking aid, eye glasses and hearing aids etc).

ASK Does the person require support to access a health centre for an urgent health issue? (e.g. are they experiencing fits? do they have a pressure sore? etc).
If yes, ASK if they would like you to make a referral to a health service for them?

Follow-up actions:
List any follow up actions.

1.
2.
3.
Checklist for disability inclusion and gender sensitive WASH programs

Use the checklist to assess for disability inclusion and gender sensitive actions within the WASH project cycle.

☐ Is data being collected regarding the needs and priorities of people with disabilities during planning and throughout the entire program cycle?

☐ Are consultations held in physically accessible venues in which women and people with disabilities feel welcome and can freely participate as equals?

☐ Are disability- and gender-related objectives and indicators identified in the planning stage?

☐ Have local DPOs and women’s groups or organisations been engaged in the consultation and planning process?

☐ Have a diverse range of women and people with disabilities and DPOs been engaged to maximise their contribution and input into all phases of the program?

☐ Is there budget allocation to cover participation expenses and attendance time for consultations with people with disabilities and DPOs, and for safe transportation (and accommodation where relevant) and child care costs?

☐ Have staff with a disability been employed in the project? Have women been employed in roles including in senior and technical roles?

☐ Have privacy, hygiene, security and protection needs of all women and all people with a disability, especially women and girls, been considered? Have WASH programs, including accessible infrastructure, been embedded in schools? (A lack of accessible or appropriate WASH facilities is a common reason for low participation in education, especially for teenage girls and particularly those with a disability.)

☐ Is WASH information and education material accessible to everyone including women and people with disabilities using large print, Braille, plain language, pictorial or audio formats, and using local rather than majority language?

☐ Are budgets sufficient to meet gender and disability-specific requirements and universal design principles?

☐ Are women, men and children with disabilities directly involved in monitoring and evaluation activities?

☐ Are program outcomes and impacts for people with disabilities being measured?

☐ Have existing gender-responsive and disability-inclusive WASH programs and facilities been promoted and modelled?
Summary and recommendations

This guide provides information to implement disability inclusive and gender sensitive WASH projects in rural communities of PNG. Implementing disability inclusive and gender sensitive WASH programmes, enables communities to achieve sustainable and equitable access water, sanitation and hygiene including broader development outcomes.

Recommendations for disability inclusive and gender sensitive approaches within WASH project cycle—general WASH awareness, community mobilisation, hygiene promotion, construction, monitoring and evaluation:

1. Collect accurate data on women and men, girls and boys with disabilities within the community to support planning of WASH projects. This may also include follow up consultation to find out what their WASH needs and preferences are.

2. Proactively build relationships with local DPOs. They may be able to support processes to identify people with disabilities during planning phase of WASH projects. They can also make referrals for people with disabilities to access community-based rehabilitation and other disability support.

Ensure marginalised groups such as people with disabilities, women and girls, and elderly have a voice and are participating in all WASH processes along with other community members. This may require identifying and addressing barriers such as physical, attitudinal and communication barriers to their access and participation in the WASH processes including WASH benefits.

3. When addressing women-specific WASH needs, ensure women with disabilities are represented in planning, information gathering and decision-making steps. Find out what their specific needs are and work with them to identify solutions, remembering that they are a particularly vulnerable and excluded group.

4. Ensure representation of persons with disabilities and/or carers on WASH committees, so their needs are raised in all decision-making processes.

5. Work with families to ensure that each family member can use their toilet and hand washing facility regardless of age, gender or disability. Consider adapting the design for ways to make it easier such as handrails, clearer pathways, easy to open doors, raised seats etc

6. Document learnings and approaches to disability inclusive and gender sensitive WASH and share them with other WASH implementers in the sector.