

Disability Inclusive WASH Practices






*Including people with disabilities in UNICEF
Water, Sanitation and Hygiene (WASH) Programming*

Cover:

Tayyab, 5, drinks water from a cup held by his sister, Sadiya, outside his home in Khyber-Pakhtunkhwa Province, Pakistan. Tayyab lost a leg to a landmine explosion after flooding washed landmines into the district from a conflict-affected area.

Credit: © UNICEF/UNI102923/Noorani

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Inclusive and Accessible WASH: Key Messages

When providing WASH services, encourage the participation of people with disability in all decision making processes and ensure WASH-related information is accessible and is in formats that people with different types of disabilities can understand.

Address stigma and discrimination, transforming social norms related to WASH access and inclusion for persons with disabilities

Raise awareness and talk about people with disabilities' rights to WASH as well as their specific needs when planning, implementing, monitoring and evaluating WASH activities with government, sector partners and communities to promote positive attitude towards addressing the WASH needs of people with disability.

Consider disability in the design, monitoring and evaluation of development and emergency WASH interventions. Disaggregate data by disability, identify specific bottlenecks faced and solutions to the bottlenecks and include disability-related indicators.

Design and build WASH facilities according to the principles of universal design so they can be used by all, including people with disability. Specifically, WASH facilities should be physically accessible for people with different types of disabilities.



¹ Universal design is the design of products, environment, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialised design (UN CRPD (2006), Article 2). <http://universaldesign.ie/Built-Environment/Building-for-Everyone/>



Introduction

The purpose of the guidance note is to provide a practical tool to strengthen the inclusion and access of children and adults with disabilities in UNICEF WASH interventions. The guidance note should be adapted to the goals and objectives of the particular WASH intervention, and used alongside other UNICEF programme planning, monitoring, and evaluation and reporting technical and guidance notes.

1.1 Purpose of the Guidance Note

The guidance note, which is aligned with UNICEF's Strategy for Water, Sanitation and Hygiene (2016-2030)² and UNICEF Strategic Plan 2014-2017, presents key considerations and actions for the inclusion of children and adults with disabilities during different stages of the UNICEF programme cycle. Recommendations provided are framed in the context of the Convention on the Rights of the Child (CRC),³ Convention on the Rights of Persons with Disabilities (CRPD),⁴ and Convention on the Elimination of All Forms of Discrimination against Women (CEDAW),⁵ as well as Sustainable Development (SDG) Goal 6.⁶ The guidance note is considered a living document and will evolve with the implementation of SDGs and the development of next UNICEF Strategic Plan (2018-2021).

1.2 Intended Users

The guidance note is intended for UNICEF professionals working on WASH policy, programmes and projects at national and subnational levels. This guidance note is also useful for government and sector partners working to advance disability inclusion and accessibility in the provision of WASH services.

1.3 Structure

Following the introduction (Section 1), the guidance note starts with an outline of why disability inclusion is important in WASH (Section 2), followed by key strategies to include people with disability in WASH programming (Section 3), and entry points for inclusive and accessible WASH programming (Section 4). All sections are aligned with the UNICEF approach to results based management and other organizational and sectoral approaches and initiatives. The guidance note ends with suggested tools and additional resources.

² http://www.unicef.org/wash/files/UNICEF_Strategy_for_WASH_2016-2030.pdf

³ <http://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf>

⁴ See CRPD Article 7 on children with disabilities, Article 9 on accessibility and Article 28 on adequate standard of living <http://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>

⁵ <http://www.ohchr.org/Documents/ProfessionalInterest/cedaw.pdf>

⁶ <https://sustainabledevelopment.un.org/sdg6>

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Why is Disability Inclusion⁷ Important in WASH?

There are at least 93 million children⁸ with disabilities worldwide. A majority of these children live in developing countries and they are one of the most marginalized and excluded groups in society.

Children with disabilities have the same rights as any other child, including the right to clean water, hygiene and sanitation,⁹ but they may also have specific needs and it is the responsibility of the WASH sector to meet the needs of ALL children, including children with disabilities.¹⁰

The SDGs explicitly include disability and persons with disabilities, which is aligned with UNICEF's rights-based approach, as such it is imperative to promote disability inclusion to ensure access to water and sanitation for all, including people with disabilities, by 2030.

With over 884 million people lacking access to safe drinking water, and over 1 billion people without sanitation, making WASH more accessible for all by applying universal design principles benefits everyone in the community, including people with disability.

Provision of safe, inclusive and accessible WASH ensures everybody benefits from improved health outcomes, enhances the protection of people with disability, reduces the workload of families in caregiving tasks and reduces the rate of acquiring and spreading of disease.

Inaccessible and unhygienic sanitation facilities can cause illness and injuries, as well as reducing dignity and increasing stigma (e.g. children who are blind or



Sixteen-year-old Hafisa washes her hands at a latrine block at Bungudu Primary School in Zamfara, Nigeria.

Credit: © UNICEF/UNI99855/Nesbit

With over 884 million people lacking access to safe drinking water, and over 1 billion people without sanitation, making WASH more accessible for all by applying universal design principles benefits everyone in the community, including people with disability.

⁷ Disability inclusion is an approach that aims to address barriers faced by persons with disabilities, support their specific needs and ensure their participation.

⁸ World Health Organization (2011) World Report on Disability. Geneva: WHO/World Bank, p. 36. http://www.who.int/disabilities/world_report/2011/en/index.htm

⁹ CRPD, Article 28; CRC, Article 24; Sphere Standards in Water Supply, Sanitation and Hygiene Promotion; UNICEF Core Commitments for Children (CCC) in WASH (2.5). UNICEF Programme Policy and Procedure Manual (PPPM).

¹⁰ Proposal for Sustainable Development Goals to ensure availability and sustainable management of water and sanitation for all (6.1 and 6.2).



have a physical disability moving through areas of open defecation or having to crawl through facilities).¹¹ Children with disabilities also report trying to reduce their consumption to minimise the need to go to the toilet with potentially harmful implications.¹²

Inaccessible water and sanitation facilities in development and humanitarian contexts can lead to children and women with disabilities defecating in poorly lit and secluded areas leading to increased risk of injuries, abuse and exploitation.¹³ Even when facilities are accessible, children with disabilities and caregivers may wait until dark to use toilets or fetch water due to negative attitudes from other WASH users¹⁴ (e.g. fearing that they will contaminate the water source).¹⁵

Some children with disabilities may require assistance to perform daily activities¹⁶ creating additional responsibilities for caregivers – especially when facilities are not accessible – and decreasing their capacity to access services.¹⁷ Caregivers have also reported challenges in coping with the hygiene and menstruation of their adolescent girls with disabilities in humanitarian contexts, including limited privacy in emergency shelters, posing concerns for their well-being and dignity.¹⁸

Children with disabilities are less likely to benefit from WASH in Schools programmes as only 50% of children with disabilities attend school globally.¹⁹ In addition, inaccessible WASH facilities in schools create additional barriers for

children with disabilities to attend school. This is particularly an issue for girls with disabilities who also have to manage menstrual hygiene in inaccessible facilities, something which can potentially undermine dignity, health and school attendance.²⁰

WASH related information, including on waste management, hygiene and menstrual hygiene management may not be in formats that children, adolescents and caregivers with disabilities can understand. Children and adolescents with disabilities are less likely to receive critical hygiene information provided in learning environment, as they are often not in school, including in emergency education settings (such as Temporary Learning Spaces (TLS) or Child-Friendly Spaces (CFS)).

WASH supplies, especially for humanitarian response, may not take disability into consideration. For example, no provision of potties, commodes and adapted hygiene kits for children and adolescents with bladder and/or bowel control difficulties.²¹

WASH stakeholders may make uninformed assumptions about the feasibility of inclusive and accessible WASH, such as assuming that accessible WASH infrastructure is prohibitively expensive or that working with persons with disabilities requires specialist skills.

¹¹ WaterAid and WEDC (2014). Frontiers of CLTS: Innovations and Insights.

¹² Groce, M. et al. (2011). "Water and sanitation issues for persons with disabilities in low and middle income countries: a literature review and discussion of implications for global health and international development", *Journal of Water and Health* 9(4):617-627.

¹³ WaterAid and WEDC (2014). Frontiers of CLTS: Innovations and Insights.

¹⁴ WaterAid and WEDC (2014). Frontiers of CLTS: Innovations and Insights.

¹⁵ UNICEF (2013) State of the world's children: children with disabilities. UNICEF

¹⁶ Such as dressing, toileting and using sanitation facilities.

¹⁷ Water Aid and WEDC (2014). Frontiers of CLTS: Innovations and Insights.

¹⁸ Women's Refugee Commission (2014). *We have the right to love: the intersection of Sexual and Reproductive Health and Disability for Urban Refugees in Kampala, Uganda.*

¹⁹ Mizunoya, Mitra and Yamasaki (2016). *Towards Inclusive Education: The impact of disability on school attendance in developing countries.* UNICEF

²⁰ UNICEF (2013). *Children and young people with disabilities: Fact Sheet.*

²¹ Giles-Hansen, C. (2015). *Hygiene needs of incontinence sufferers – How can water, sanitation and hygiene actors better address the needs of vulnerable people suffering from urine and/or fecal incontinence in low and middle income countries.*

Key Strategies for Inclusive and Accessible WASH Programming

There are many ways that actions to include children and adults with disabilities can fit within WASH programme actions in development and humanitarian contexts.

Disability is prominent in the UNICEF Strategy for Water, Sanitation and Hygiene 2016 – 2030.²² In addition to forming part of the rationale²³ and lessons learnt,²⁴ the key elements of disability inclusion and accessibility within the WASH strategic framework are as follows:

- The WASH Strategy's vision is the realization of human rights to water and sanitation for all and the objectives aim to achieve both safe and affordable drinking water for all as well as sanitation and hygiene for all. The equity focus in using the term "for all," necessarily includes persons with disabilities.
- The first programme principle of the strategy is to reduce inequality referring specifically to prioritizing support for the most disadvantaged and vulnerable children, which as those with disabilities.
- One of the programme approaches is to deliver services and supplies to those most in need in order to reach the poorest and marginalized groups where no one else is able to do so, including results such as accessible WASH facilities for children with disabilities.

²² http://www.unicef.org/wash/files/UNICEF_Strategy_for_WASH_2016-2030.pdf

²³ Children with disabilities are denied access to a school education when accessible WASH facilities are unavailable or inadequate – UNICEF (2016). Strategy for Water, Sanitation and Hygiene 2016-2030.

²⁴ Over the last decade we have learned that unless poor and vulnerable groups, including children with disabilities, are specifically prioritized in programmes and policies; disparities will continue to widen – UNICEF (2016). Strategy for Water, Sanitation and Hygiene 2016-2030.



A woman pushes a boy in a wheelchair from a UNICEF accessible latrine in Indonesia.

Credit: © UNICEF/UNI102045/Estey

Key Considerations for the Participation of Persons with Disabilities

- Establish and foster partnerships with organisations that have expertise in disability, including NGOs, disability service providers and Organisations of Persons with Disabilities (DPOs).
- DPOs can be found at community, national, regional and global levels. To find a DPO, review the member list of the International Disability Alliance.²⁵ Contact a regional DPO, if you can't find a DPO in your country.
- Engage people with different types of disabilities. E.g. in accessible audits, someone who uses a wheelchair and someone who is blind will have different perspectives on the accessibility of a facility.
- Engage children and adolescents with disabilities (e.g. Involve adolescent girls with disabilities in formative research and consultations on menstrual hygiene management).²⁶
- Engage also with parents and caregivers of children with disabilities.
- In advance, ask persons with disabilities what format they require information in. E.g. someone who is blind may use Braille or may prefer an electronic version.
- Consider the accessibility of meeting and consultation venues (including the WASH facilities).
- People with disabilities, such as wheelchair users, may require accessible transport or transport allowances.
- Learn basic tips for communicating with persons with different types of disabilities.²⁷
- Keep in mind that many people with disabilities are accompanied by a personal care assistant.

Key approaches to achieve the above mentioned commitment of reaching children with disabilities in WASH programming include the following:²⁸

- Adoption of a **twin track approach*** through disability inclusion in mainstream WASH programmes as well as disability specific actions. *Reference "Twin Track Approach to Disability Inclusion" diagram on page 8.
- Evidence generation on disability inclusion in WASH programmes and the impact on children, men and women with disabilities. This involves identifying and collecting information on people with disability, assessing the bottlenecks to identify solutions and analysing the impacts of inclusive WASH services on communities and people with disabilities themselves.
- Participation and active engagement of children, adolescents and adults with disabilities in all stages of the programme to ensure that WASH services and facilities are tailored to needs and preferences.²⁹
- Accessibility³⁰ through the development of information, services, facilities and the physical environment that can be independently accessed and used by people with a variety of disabilities. This involves the identification and overcoming of barriers related to physical infrastructure, communication and access to information, policy and attitudes.

²⁵ <http://www.internationaldisabilityalliance.org/content/ida-members>

²⁶ For information on the participation of children with disabilities, please refer to UNICEF's Take Us Seriously! Engaging Children with Disabilities in Decisions Affecting their Lives - http://www.unicef.org/disabilities/files/Take_Us_Seriously.pdf

²⁷ For more information see the UNICEF Inclusive Communications Module - http://www.unicef.org/disabilities/index_90418.html

²⁸ CBM Australia (2012). Inclusion Made Easy: A quick program guide to disability in development: http://www.cbm.org/article/downloads/78851/CBM_Inclusion_Made_Easy_-_complete_guide.pdf

²⁹ For information on the participation of children with disabilities, please refer to UNICEF's Take Us Seriously! Engaging Children with Disabilities in Decisions Affecting their Lives - http://www.unicef.org/disabilities/files/Take_Us_Seriously.pdf

³⁰ Accessibility: Persons with disabilities accessing on an equal basis as others, the physical environment, transportation, information and communications, facilities and services. UN (2006). CRPD.

Twin Track Approach to Disability Inclusion in WASH

Disability Inclusive Interventions

Mainstream WASH systems and interventions that are designed or adapted to service all children, including those with disabilities.

For example:

- Providing WASH facilities according to universal design principles.
- Including clauses on disability-inclusive principles in agreements and contracts.
- Advocating for laws and policies to address inclusive WASH.
- Ensuring WASH indicators explicitly address disability.
- Development of hygiene-related materials in at least 2 formats (i.e. written and audio).

Disability Targeted Interventions

Interventions that aim to directly address the disability-related needs of children and adolescents with disabilities.

For example:

- Provision of assistive devices for children with disabilities (such as toilet chairs).
- Development and promotion of innovative access solutions for people with disabilities.
- Capacity building of people to find solutions to bottlenecks in inclusive and accessible WASH
- Engaging with people with disability to conduct monitoring, audit and evaluation of inclusive and accessible WASH services.
- In emergencies, locating households with children with disabilities close to accessible WASH facilities.

Inclusion of Children With Disabilities in WASH Programmes

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Entry Points for Inclusive WASH Programming

A results-based management programme cycle begins with strategic planning and ends with evaluation as shown in the figure below. A shared understanding of and commitment to UNICEF Programme, Policy and Procedure (PPPM) Manual Toolkit, UNICEF Results-Based Management (RBM), and Monitoring Results for Equity System (MORES) are an important prerequisite for success as development partners collaborate to achieve specific outcomes. Thus, disability mainstreaming in WASH follows the results-based management programme cycle to ensure alignment with corporate and sectoral approaches and initiatives.

4.1 Strategic Planning

The purpose of disability mainstreaming at this stage in the programme cycle is to improve the understanding of WASH staff on the barriers and opportunities for children and adults with disabilities in the country (field), identify where and why disability inclusion is not being addressed, and develop creative and scalable disability inclusive strategies to influence policy and programmes and contribute to knowledge generation. Strategic planning has two steps: situation analysis and programme design.

4.1.1 Situation Analysis

The first step in strategic planning looks at how to ensure an inclusive rights-based, equity-focused situation analysis process using a disability lens. Analysing the situation and need of people with disability in WASH should involve the following key actions, either through direct data collection and/or through reference to other resources with information on people with disabilities. Depending on the context, situation analysis exercises can either be focused specifically of people with disabilities or incorporate the needs and barriers of people with disabilities into a broader WASH analysis.

³¹ A Organisation of Persons with Disabilities (DPO) is an association of people with disabilities and/or their representatives. An organisation is considered a DPO if a majority of its board and members are persons with disabilities.

³² For example, persons with disabilities may need allowances for transport for themselves and a carer/assistant. They may also require support for communication, such as a sign language interpreter or materials produced in accessible formats like Braille.

Situation Analysis Key Questions

- 1 Has data been collected/ or planned to be collected on the needs and priorities of people with disabilities during situation analyses and programme planning?
- 2 If data is not available on: sex, age, disability, WASH needs of children with disabilities and barriers to accessing services, identify this as an information gap and put in place actions to address it.
- 3 Are disability related objectives and indicators defined in the WASH planning stage?
- 4 Have children and adults with disabilities been consulted and involved in the planning process (e.g. has an Organisation of Persons with Disabilities (DPO)³¹ been engaged in the process)?
- 5 When consulting with persons with disabilities has the accessibility of meeting venues and any related information been considered and addressed?
- 6 Has budget been allocated to cover the participation of people with disability in situation analysis and planning?³²
- 7 Is the budget for WASH programme reflective of disability specific requirement and universal design?



Situation Analysis Key Actions

- Add objectives, approaches and outputs related to the needs and barriers of children and adults with disabilities in relation to WASH into Terms of References (ToRs) and related documents for WASH situation analyses.³³
- Raise awareness amongst WASH staff on the need for and approaches to data collection on children with disabilities.
- Include people with experience in disability as part of the data collection and analysis team.
- Review national and UNICEF WASH policies, strategies and standards to identify how disability issues have been addressed and identify frameworks to use as a guide/reference.³⁴
- In formative research, such as that related to Menstrual Hygiene Management (MHM), and Knowledge, Attitudes and Practices (KAP) surveys include boys and girls with disabilities ensuring that research methods are adapted to accommodate persons with disabilities and that the research identifies bottlenecks and barriers for boys and girls with disabilities.
- Disaggregate all data collected by disability, age and gender and present findings with these considerations.
- Collect and analyse existing data on children and adults with disabilities. Data can be found from DPOs, special schools, disability-related ministries, surveys and assessment.

Collecting Disability Disaggregated Data

There are two modules (sets of questions) that can be used in WASH surveys, censuses or information systems to identify children and adults with disabilities and disaggregate data by disability.

The Washington Group Short Set of questions is designed to identify people with disabilities through questions related to difficulties performing six activities (walking, seeing, hearing, cognition, self-care and communication). For the set of questions please see: <http://www.washingtongroup-disability.com/washington-group-question-sets/short-set-of-disability-questions/>

The Washington Group and UNICEF Survey Module on Child Functioning is a set of questions to identify children aged 2 to 17 years old that have difficulties across 14 domains including seeing, hearing, mobility, communication/comprehension, learning, relationships and playing. For more information please see: <https://data.unicef.org/topic/child-disability/child-functioning-module/> and <http://www.washingtongroup-disability.com/washington-group-question-sets/child-disability/>

Both sets of questions (the Washington Group Short Set and the Child Functioning Survey Module) can be used in any demographic or household survey, census, etc. However, The Survey Module on Child Functioning is recommended for children (aged 2 to 17) as it is more sensitive to child development than the Washington Short Set. It is not possible to collect reliable information on children with disabilities below the age of 2 in a population survey due to the transitional nature of child development, development delays in children this age is not necessarily indicative of a disability.

Including disability survey modules within a larger survey (e.g. UNICEF's Multiple Indicator Cluster Survey (MICS)) enables disability disaggregation of other household information, such as MICS indicators on access to WASH etc. For more information: <http://mics.unicef.org/>

³³ See UNICEF Guidelines for Disability Situation Analyses - http://www.unicef.org/disabilities/files/General_Suggestions_for_Disability_SITANS.pdf

³⁴ In countries where the national policies and standards are not disability inclusive, international frameworks (such as the UNICEF WASH Strategy) and standards can be used. The International Standardization Organization (ISO) provides global accessibility standards (including related to WASH), which can be accessed by UNICEF staff through Supply Division (see key resources below).

Analysis of Accessibility of WASH Programming in Cambodia

In 2016, UNICEF collaborated with WaterAid to assess WASH in school facilities in Cambodia. The objective of the assessment was to assess the accessibility, safety, privacy and MHM-friendliness of WASH facilities in 9 schools in rural and peri-urban areas. In addition to a policy review and desk review of WASH designs, the assessment used a series of participatory audits including:

- Training of principals, teachers, provincial authorities and Disabled Persons Organizations on conducting audits of accessibility, safety and gender-friendliness;
- Participatory audits in each school with teachers, students, persons with disabilities to identify barriers to accessing WASH for a range of users, including students with disabilities;
- Observations using observation checklists for assessing accessibility, safety, privacy, cleanliness and MHM good practices in the schools;
- Key Informant Interviews with school principals and teachers;
- Separate Focus Group Discussions with boys and girls;
- Key Informant Interviews with mothers.

The assessment found that the school WASH facilities assessed were mostly inaccessible. While some had accessibility features, often the surrounding environment and other features failed to meet universal design standards. In some cases, it was perceived that the presence of a ramp made the toilets fully accessible, while other features remained inaccessible (such as toilet seats, handrails and circulation space).

Teachers and principals had positive attitudes towards children with disabilities, but had limited understanding of the barriers to attend school.

Based on the findings of this assessment, new school toilet designs have been developed. The new designs take into account the needs of girls and have good accessibility, safety and privacy features suitable for the Cambodian context - creating a safer learning environment for girls and boys in school.





Situation Analysis Key Actions (cont.)

- Collect primary data on WASH-related needs and barriers from persons with disabilities through Key Informant Interviews and Focus Group Discussions. Girls and boys with and without disabilities can be engaged using creative mediums such as art and play to express their needs and preferences.
- Observe and assess the accessibility of WASH facilities, water distribution points and other WASH related services. Include people with different types of disabilities in accessibility assessments to identify physical barriers and solutions.
- Assess national and community-based partners with expertise in disability, including disability-focused civil society organisations, NGOs, disability service providers and DPOs.
- Based on the situation analysis, provide recommendations for WASH programming to address the rights and needs of persons with disability to water, sanitation, menstrual hygiene management (MHM) and hygiene in different institutions.

4.1.2 Programme Design

The design phase of a disability inclusive WASH programme requires involvement and participation of children with disabilities and their parents in the assessment and design of a programme that meets their needs and preferences, as well as the accumulation of evidence to deliver context specific interventions aligned with the WASH Strategy and Theory of Change.³⁵

Programme Design Key Actions

- Establish partnerships with organisations that have expertise in disability, including NGOs, disability services providers and DPOs.
- Involve people with disabilities in design processes to ensure that programme approaches will meet their needs and preferences.
- Identify major disability inclusive WASH objectives to be achieved over the programme cycle with particular focus on overcoming barriers to WASH for children with disabilities and empowering all community members.

Programme Design Key Questions

- 1** Are people with disabilities involved in the design, and is it reflected in the Results Framework Matrix?
- 2** Have specific objectives, outputs and indicators related to children, adolescents and adults with disabilities been defined?
- 3** Have approaches for reaching girls and boys with disabilities been defined?
- 4** Have disability inclusive WASH actions as well as targeted interventions (see twin-track approach above) been identified based on WASH needs and barriers?

³⁵ UNICEF Strategy for Water, Sanitation and Hygiene 2016-2030: https://www.unicef.org/wash/files/UNICEF_Strategy_for_WASH_2016_2030.PDF

EXAMPLE

Designing Accessible and Inclusive WASH Programmes in Zimbabwe



In 2012, a comprehensive analysis was conducted as part of the design of the UNICEF Zimbabwe Small Towns WASH programme. The involvement of specialists in gender, disabilities and the environment was key to securing funding from the Government of Australia for the \$30 million programme that began in 14 towns in 2013. Technical working groups with relevant government ministries and a champion NGO (with experience in the area) were established to implement and promote activities in each cross-cutting area of gender, disability and the environment. In addition to a raised awareness amongst town councils, this approach resulted in the construction of ramps in council-buildings, gender sensitive messaging from councils and preparation of Local Environment Action Plans.



9 year old Vandana (who has an intellectual disability) washes her hands at a government primary school in Vaishali Bihar District, India. UNICEF is supporting the government in the construction of inclusive, child-friendly water and sanitation facilities in schools. Credit: © UNICEF/UNI142002/Vishwanathan



Programme Design Key Actions (cont.)

- Include children and adolescents (girls and boys) with disabilities as a specific category of people to be reached in WASH programmes or in humanitarian contexts in WASH country/cluster/agency response plans.
- Mention children, adolescents and adults with disabilities specifically in objectives, indicators and targets, and when describing activities and reporting on outcomes.
- Identify why WASH issues for people with disabilities have not yet been addressed, as well as the immediate and underlying causes, and understand risk factors likely to exacerbate existing issues.
- Allocate resources, using correct UNICEF programme and accounting codes for inclusive WASH actions, and assess efficiencies in the allocation and use of resources by considering alternative implementation approaches.
- Ensure accessibility is written into contracts, Terms of References with design and construction partners.³⁶
- Advocate to households, community leaders, companies and and/or government to take action on improving WASH for children and adults with disabilities in all environments (including the workplace) and support children with disability.
- Determine opportunities to reach scale, alignment with global and sector priorities, capacity and resources to act and qualified partners on the ground

4.2 Implementation

The implementation of a disability inclusive and accessible WASH programme involves the participation of people with disabilities in activities (e.g. in capacity building, management committees and community consultation/participation processes) and ensuring that all programme outputs are accessible to children and adults with disabilities, such as accessible WASH infrastructure and access hygiene information.

Implementation Key Questions

- 1** Were people with disabilities involved in WASH infrastructure activities, including in community consultations, assessments, accessibility audits, maintenance etc.?
- 2** Was infrastructure designed to be accessible to persons with different types of disabilities?
- 3** Was WASH information and materials produced in at least two different formats?
- 4** Were programme implementation approaches, qualified partners, and input requirements (including budget allocation) for disability-related activities determined?
- 5** Are disability-related commitments and actions documented, tracked and reported in a timely manner?
- 6** Were people with disabilities included in management committees and positions of responsibility to support improved functioning of water committees, water systems and hygiene promotion?
- 7** Are innovative platforms for advocacy and communication being used to implement accountability actions for accessible and inclusive WASH?

³⁶ CBM 2012, Inclusion Made Easy – a quick program guide to disability in development.



Implementation Key Actions

- Appoint a disability focal point within the WASH programme team to ensure that disability inclusive and targeted approaches and activities are followed through.
- Conduct training on inclusive and accessible WASH for WASH colleagues and government and civil society partners. Training can be provided by organisations/individuals with expertise in accessible and inclusive WASH or utilizing existing resources.^{37 38}
- Participation is a key element of any inclusive programme or initiative. Engage children, adolescents and adults (including parents) with disabilities, through DPOs where possible, in implementation, such as water management committees.
- Identify households with children with disabilities. DPOs may be able to provide this information. Within emergency contexts, a system may be required for identification and access to WASH services.
- Provide guidance on appropriate water quantities, hygiene promotion and self-care practices for children and adolescents with disabilities. E.g. menstrual hygiene management for adolescent girls, hygiene promotion and waste disposal for infants/ children/adolescents with incontinence, etc.
- Review and ensure supplies are supporting the inclusion and access of children and adults with disabilities to WASH. For example, child sized toilet chairs, portable and fixed ramps, toilet grab bars, transportable jerry cans, potties, pans, commodes, etc.
- Provide guidance on hygiene kits contents, both in terms of accessibility and for the provision of additional items and/or quantities when required.
- Plan outreach WASH campaigns to ensure that out of school children and adolescents with disabilities have access to WASH information (including menstrual hygiene management for girls with disabilities).
- To strengthen the access of persons with disabilities to both temporary and permanent WASH infrastructure in households, communities, schools and health services:
 - » Where they exist, review national standards for accessible WASH. If no standards exists, international standard can be used.³⁹
 - » Conduct accessibility audits of existing WASH facilities involving children, adolescents and caregivers with different types of disabilities. Move through the facilities to identify obstacles and get suggestions to improve accessibility.
 - » Select locations that are already accessible (areas with flat, level ground) or easy to modify.
 - » Locate accessible facilities close to families of children and caregivers with disabilities.
 - » Develop designs that build on universal design and are gender sensitive for WASH infrastructure.⁴⁰
 - » Engage persons with different types of disabilities in the design of WASH infrastructure.
 - » Where available, accessibility consultants can assist in assessing, planning, supervision and auditing of the construction/re-construction of accessible WASH facilities.⁴¹
- Organise outreach water distribution or provide support for water collection, such as transport assistance, distribution of carts and provision of adapted jerry cans.

³⁷ While not WASH specific, the UNICEF Disability Orientation video provides an introduction to disability, why it is important to include children with disabilities and UNICEF's approach to disability inclusion. Available in English, French and Spanish - <http://www.unicef.org/disabilities/66434.html>

³⁸ For WASH specific training resources related to disability, see WaterAid Cambodia's How to Videos - https://www.youtube.com/playlist?list=PLc-oawSTIDS2ht3B_Es7MEr3acVo8geV3

³⁹ Refer to Building construction – Accessibility and usability of the built environment (2011) by the International Standardization Organization (ISO). It can be accessed by UNICEF colleagues from Supply Division.

⁴⁰ UNICEF accessibility guidance can be found here: <http://www.unicefemergencies.com/downloads/eresource/docs/Disability/annex12%20technical%20cards%20for%20accessible%20construction.pdf>

⁴¹ A database of qualified accessibility consultants in many countries and all regions is maintained by GAATES on behalf of UNICEF. Information can be obtained by emailing disabilities@unicef.org



🔑 Implementation Key Actions (cont.)

- During emergencies, organise a fast-track system for caregivers of children with disabilities and people with disabilities to access water and provide seating to allow them to rest while collecting water.
- Provide alternative toilet options (e.g. potties or commodes) for children and parents who have difficulties using accessible WASH facilities even with assistive devices.
- During emergencies, provide portable partitions (such as curtains or plywood) to ensure dignity, especially of girls with disabilities, in collective or shared shelters and accessible menstruation kits.
- Engage men in hygiene promotion and the care of children with disabilities - organise information sessions aimed at fathers, encourage and support them to develop skills in: water collection; accessing and using hygiene items; the child's care and hygiene, etc.
- Consider disability inclusion and accessibility in the creation of WASH information and materials.⁴²
 - » Create messages targeted to the WASH needs of children with disabilities (such as supporting the hygiene of children and adolescents with difficulties toileting etc.)
 - » Ensure messages on hygiene and self-care practices for children and adolescents with disabilities take into account local perceptions of disability, hygiene and menstruation management.
 - » In all WASH-related materials include pictures of children with disabilities (whether or not the message relates to disability) to represent community diversity.
 - » Ensure WASH information is accessible and is in a format that people with different types of disabilities can understand by providing any WASH information in at least two different formats (e.g. written and audio).



Sony Kinyera, 17 years, in school drinking water from a borehole, Gulu district, Northern Uganda. He damaged his leg when he stepped on a landmine. Credit: © UNICEF/UNI140202/Sibiloni

⁴² For information on developing inclusive and accessible materials, see the UNICEF Inclusive Communications Module http://www.unicef.org/disabilities/index_90418.html.

EXAMPLE

Implementing accessible and inclusive WASH programmes in Jordan

Following an accessibility assessment in November 2012 of Za'atari refugee camp, Jordan (undertaken by Handicap International), UNICEF as lead WASH coordinator of the camp, disseminated the recommendations related to WASH facilities to other WASH partners. Recommendations related to using universal design principles for toilets, showers and hand washing facilities, as well as accessible signage and information. Since the assessment, UNICEF has established with UNHCR a database of persons with disabilities in the camp. Based on the assessment and the database, water supply, sanitation and hygiene messaging strategies have been developed to prioritize children with disabilities including:

- Provision of private water tanks for households with children with disabilities and prioritization of water supply delivery.
- Provision of private sanitation facilities based on agreed design with Handicap International for people with disabilities.
- Prioritization of Cash for Work opportunities for family members with a persons with a disability in the household.
- Hygiene promotion activities targeted at households with family members with a disability who are unable to attend community sessions.
- Emergency response needs prioritized for households with children with disabilities and their family member.



*Best friends, Hikmat (in wheelchair) and Abdullah, are Syrian refugees living in Za'atari Refugee camp in Jordan.
Credit: © UNICEF/20170216_JOR_96/Herwig*



4.3 Monitoring and Evaluation

Monitoring and evaluation of an inclusive and accessible WASH programme documents and reports progress made and impact on reaching children with disabilities. To do so disability-related indicators are required as is disability disaggregated data. The monitoring and evaluation process may also be useful to identify opportunities for learning both within WASH and cross sectoral, such as with the disability, gender, health and education sectors.

Monitoring Key Actions

- Develop indicators aligned with SDGs country roadmap and UNICEF WASH strategy 2030 and document progress made on reaching children with disabilities and meeting their WASH needs in monitoring and reporting.
- In real time monitoring and assessment through mobile phones and SMS/text messages, ensure that adolescents and adults with disabilities are supported to participate and include questions on whether children and women with disabilities are accessible WASH services and facilities.
- When consulting with communities as part of monitoring and evaluation efforts, include children and adults with disabilities and their families as well as DPOs.
- Monitor the construction of WASH facilities to ensure they are accessible. Conduct an accessibility audit involving people with different disabilities to ensure any WASH facilities are accessible to people with a range of disabilities.
- Disaggregate data and information by disability and identify specific measures to address needs.
- Monitor, evaluate and document lessons learnt related to the impact of inclusive WASH activities as well as the challenges in centre and community-based programmes. Establish accessible and participatory evaluations, such as through complaints/feedback mechanisms.⁴³
- Integrate questions about disability in Knowledge, Attitudes and Practice (KAP) pre and post testing mechanisms for WASH training participants (staff, mothers/caregivers). Encourage participants to make note of key learnings and actions to implement in programmes and interventions (such as in an individual action plan). Where possible, follow up with participants on this implementation.

Monitoring Key Questions

- 1 Has disaggregated data on sex, age and disability been included in monitoring?
- 2 Does the programme monitor the use of WASH facilities or services by people with a disability?
- 3 Does the programme monitor the accessibility of WASH facilities?
- 4 Is there an inclusive WASH Focal Point from initial assessment to reporting?
- 5 Has the number of children with disabilities reached by WASH in schools programmes been monitored, documented and shared?
- 6 Have all stakeholders of the programme received knowledge and training on the specific WASH requirements of people with disabilities, and has their knowledge regarding disability rights and participation strategies increased? If so, how?

⁴³ For information on the participation of children with disabilities, please refer to UNICEF's Take Us Seriously! Engaging Children with Disabilities in Decisions Affecting their Lives - http://www.unicef.org/disabilities/files/Take_Us_Seriously.pdf



Evaluation Key Actions

- In an emergency, conduct post-intervention monitoring exercises of households with infants, children and adolescents with disabilities to assess: the adequacy of water distributed; accessibility of hygiene promotion information; accessibility of WASH facilities; and the use and maintenance of assistive devices and hygiene supplies distributed.
- Use findings from evaluations to provide recommendations to update on-going WASH interventions and programmes, and to inform WASH strategies and plans.
- Involve people with disability in the community in the identification of criteria for the evaluation, collecting and recording data, organization of a workshop to analysing the findings, and review evaluation findings to ensure motivation and responsibility during the process.
- Evaluate community awareness of disability and how policy, attitudinal, socio-cultural and physical accessibility bottlenecks have been addressed in the provision of inclusive WASH.
- Evaluate the participation of people with disabilities in the analysis, design, implementation and monitoring of WASH facilities.
- Work with national and subnational disability groups, including DPOs to check and validate data, information and recommendations on children with disability.

Evaluation Key Questions

- 1** Were people with disabilities (children and adults) able to access the full range of WASH services offered?
- 2** Were barriers faced by people with disabilities accessing the services identified?
- 3** Has the awareness and understanding of disability increased amongst programme staff?
- 4** What can be learned about the initiatives undertaken in terms of disability inclusion and accessibility?
- 5** Were some more successful than others?
- 6** Did people with a disability have the opportunity to be involved as active participants in decision-making processes (e.g. speaking at meetings, direct communication with service provision regarding their needs)? Were both men and women with disabilities represented?
- 7** Has the community formed a deeper respect and understanding for people with disabilities and their families including decreased stigma and discrimination and increased appreciation of their capacities and contributions?
- 8** Do people with disabilities have a better understanding of their rights and entitlements?
- 9** Did the programme enhance the capacity of people with disabilities?

EXAMPLE

Monitoring and Evaluation of Accessible and Inclusive WASH Programmes in Mozambique

Between 2012 and 2014, UNICEF in partnership with the Government of Mozambique and the Government of Australia worked to ensure that children and adults with disabilities are included in the Small Towns Water, Sanitation and Hygiene Programme in Nampula Province (NAMWASH) - a programme that addressed poor health outcomes through WASH interventions in 5 small towns for people in Ribáuè and Rapale towns.

With continuous monitoring in cooperation with civil society partners, communities and private sector, the programme provided locally made sanitation facilities for people with disabilities both at the household and institutional level.

With the use of local artisans, the NAMWASH programme provided safe and accessible household latrines to 50 people with disability in Ribaué and Rapale. In addition, public sanitation facilities such as in market places, hospital and schools were made accessible with a separate compartment, equipped with support bars, a wide door, sufficient interior space for wheelchairs and an elevated toilet seat with a capacity for 575 new users with disabilities. The main lessons learned



Laura Joao (mother with a disability) using the families' new improved latrine, made with support from UNICEF in Nampula, Mozambique. Credit: © UNICEF/rapale_20140521_136/Marques

from the NAMWASH programme relate to how the participatory monitoring process with the civil society organizations, local governments and municipalities, artisans, the government and UNICEF:

- (i) provided a space to share information, experiences and ideas;
- (ii) helped identify local solutions and tools to improve access to sanitation facilities at the household level, inspired by best practices from other countries;
- (iii) strengthened reliance on skilled local artisans to build accessible sanitation facilities; and (iv) led to a concrete plan of action to address the needs of community members with disability.



Suggested Tools and Additional Resources

1. **UNICEF Disability Team site (internal)**
<https://unicef.sharepoint.com/teams/PD/Disabilities/SitePages/wash.aspx>
2. **UNICEF Guidelines for Disability Situation Analyses**
http://www.unicef.org/disabilities/files/General_Suggestions_for_Disability_SITANS.pdf
3. **UNICEF Disability Website**
www.unicef.org/disabilities
4. **UNICEF Disability Orientation - Training Video**
<http://www.unicef.org/66434.html>
5. **UNICEF Good Practices in the provision of Accessible and Inclusive WASH services**
http://www.unicef.org/wash/3942_documents.html
6. **UNICEF An Inclusive Approach for School Sanitation and Hygiene Education**
<http://www.irctwash.org/sites/default/files/ddws-2008-inclusive.pdf>
7. **UNICEF Accessible Components for the Built Environment: Technical Guidelines embracing Universal Design**
<http://www.unicefinemergencies.com/downloads/eresource/docs/Disability/annex12%20technical%20cards%20for%20accessible%20construction.pdf>
8. **UNICEF Participation guide - Take Us Seriously: Engaging Children with Disabilities in Decisions Affecting their Lives**
http://www.unicef.org/disabilities/files/Take_Us_Seriously.pdf
9. **UNICEF Inclusive Communication Module – video training module for making communications and events inclusive and accessible**
http://www.unicef.org/disabilities/index_90418.html



10. WaterAid Menstrual Hygiene Matters

(Module 7 and Toolkit 7 are focused on women and girls with disabilities)

<http://www.wateraid.org/what-we-do/our-approach/research-and-publications/view-publication?id=02309d73-8e41-4d04-b2ef-6641f6616a4f>

11. International Standards Organisation (ISO), International Standard ISO 21542, Building construction

Accessibility and usability of the build environment
(available for UNICEF staff from Supply Division).

12. WaterAid Cambodia Count Me In - How To videos on:

- How to do an accessibility and safety audit
- How to do a barrier analysis
- How to identify people with disabilities
- How to partner with a DPO

https://www.youtube.com/playlist?list=PLc-oawSTIDS2ht3B_Es7MEr3acVo8geV3

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