

Casting the net further: *Disability inclusive WASH*

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FOREWORD

World Vision's first intervention in communities – in both development and relief contexts – is often water, sanitation and hygiene (WASH). Disability inclusive WASH safeguards the inclusion of people with disabilities and frequently paves the way for inclusion in other parts of society as well.

World Vision staff share a passion and joint calling to bring 'life in all its fullness' to the most vulnerable children around the world, and children with disabilities are among some of the most neglected and vulnerable.

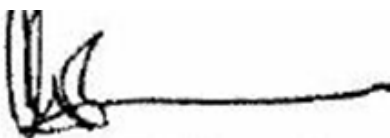
But children (and adults) with disabilities do not have to be the most vulnerable if attitudes, systems, infrastructure, and services in society are user-friendly and accessible. Inclusive WASH opens the door to transforming a community into a more welcoming and supportive environment for children and adults with disabilities.

The effects of disability inclusive WASH cascade into other areas of life, including, for example, stronger self-esteem, better access to education, improved participation in social life, and greater livelihood opportunities. Most importantly, it is about recognising the value and dignity of each person created in the image of God and taking actions to express this concretely.

This report helps define what is meant by inclusive WASH and outlines specific actions World Vision and other partners can take to make inclusive WASH the standard approach in all WASH programmes.

We challenge all readers to study the findings and recommendations in this report and put them into practice.

We believe that every child deserves clean water. Let's cast the net further to make sure all children – including those with disabilities – know that they are equally loved, valued and respected, and can enjoy this basic human right!



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EXECUTIVE SUMMARY

Approximately 15 per cent of people have some kind of disability, making people with disabilities the largest minority group on the planet.¹ The United Nations (UN) Convention on the Rights of Persons with Disabilities states that signatories will take measures ‘to ensure equal access by persons with disabilities to clean water services, and to ensure access to appropriate and affordable services, devices and other assistance for disability-related needs.’² The UN Secretary-General Ban Ki-Moon said, ‘Safe drinking water and adequate sanitation are crucial for poverty reduction, crucial for sustainable development, and crucial for achieving any and every one of the Millennium Development Goals’.³ Available, sustainable and equitable water, sanitation and hygiene (WASH) for all is reflected in the existing proposal for Sustainable Development Goals currently being developed.⁴

World Vision (WV) is committed to pursuing the sustained well-being of children within families and communities, especially the most vulnerable. People with disabilities

represent some of the most vulnerable in communities because of social stigma, inaccessibility, marginalisation and discrimination. Because World Vision often begins its work in communities with WASH projects, World Vision recognises that WASH projects must be disability inclusive to achieve the basic human right to water and sanitation, reach the most vulnerable, and to set the tone for inclusion in other community-based projects.

World Vision’s global WASH strategy includes a vision to reach everyone in all World Vision programme areas with clean water, appropriate sanitation and dignified hygiene before 2030.⁵ This goal will not be achieved without disability inclusive WASH.

Lack of accessible WASH compounds the existing vulnerabilities of people with disabilities, especially girls and women with disabilities, and denies them a basic human right. With access to

Top four key recommendations:

- **Standard approach:** Disability inclusive WASH become the standard approach across all WASH programmes, regardless of whether a community or household currently has members with disabilities, and does not require demographic justification.
- **Build awareness:** Collaborate with disabled peoples’ organisations (DPO) to conduct disability sensitisation workshops in programme areas and with World Vision staff.
- **Implementation resources:** Global WASH technical leadership revise existing WASH frameworks to ensure disability inclusion, and consult with WV Partnership disability advisor, develop WASH resources that can be contextualised for disability inclusive WASH.
- **Donor engagement:** Support offices identify and engage potential donors to support disability inclusion in WASH; and support and national office grant acquisition teams are aware and accountable for including allowable cost allocations for disability inclusion from donors.

¹ World Health Organization (WHO). ‘Disability and health’, September 2013. <http://www.who.int/mediacentre/factsheets/fs352/en/>.

² UN Convention on the Rights of Persons with Disabilities, Article 28.2.a. <http://www.un.org/disabilities/convention/conventionfull.shtml>.

³ UN News Centre. ‘Ban Ki-moon urges greater efforts to tackle “silent crisis” of safe water for all’, 24 October 2007.

http://www.un.org/apps/news/story.asp?NewsID=24397#_VF5LIMmGd8E.

⁴ See ‘Goal 6, Ensure availability and sustainable water management and sanitation for all’. <http://sustainabledevelopment.un.org/focussdgs.html>.

⁵ World Vision. ‘Water, sanitation and hygiene strategic framework – for better life, WASH for every child’, November 11, 2013.

WASH, people with disabilities experience improved health outcomes and safe facilities. They also have increased opportunities for education, gender equality, protection and livelihood, and become full and welcome members of a community.

- Accessible WASH at school contributes to children with disabilities staying in school. Children with disabilities, girls especially, are often not able to attend school because they do not have access to a toilet, which makes it impossible to make it through a full school day – especially for a girl who is menstruating.
- Accessible WASH at home supports a child's acceptance in society. When a child is not able to care for his or her hygiene, the child is unlikely to be welcomed by peers or to participate in school. This, in addition to the negative attitude towards persons with disabilities, can be a further marginalisation factor for a person with disabilities.
- Access to sanitation has important cultural and social implications for women. Not having access to safe and adequate WASH facilities usually means women must navigate unsafe terrain, often alone, and usually at night, to find a private place outdoors to take care of their sanitation needs. An official in Bihar, India, estimated that 400 women would have 'escaped' rape had their homes had toilets.⁶ If toilets are not accessible, women and girls with disabilities will continue to remain at risk.
- Access to WASH supports opportunities for employment and self-sufficiency for people with disabilities.

Towards this end, World Vision conducted research to increase its understanding of disability inclusive WASH approaches and better practices. This report summarises the findings of this research and highlights opportunities for the continued development of disability inclusive WASH. Since the research was conducted with World Vision programme staff, many of the recommendations are directed toward World Vision programmes. These results are being shared beyond World Vision because many of the findings may be relevant to other organisations as well.

This research reveals a clear desire amongst staff to see disability inclusion become integral to World Vision's work, inspiring tangible inclusion standards and documented evidence of the organisational commitment to awareness raising and capacity building of staff and community stakeholders. There is a desire to see people with disabilities fully integrated in the planning, design, building and use of WASH facilities and programmes, which would allow them to participate in the human transformation that accompanies access to clean, safe, and sustainable water, sanitation and hygiene. Being fully integrated means that children with disabilities will know that they are equally loved, valued and respected by the way their community members see their rights as equal to their own. It is expected that disability accessible WASH facilities and services are also accessed by all community members, including elderly people, people who are temporarily or terminally ill or injured, or pregnant women.

There is also a passion to see WASH be a vehicle to promote acceptance and inclusion in other sectors and to help eliminate the attitudinal, environmental and institutional barriers that keep children with disabilities from participating in their communities. Research respondents emphasised the role of the faith community in this effort – working with WASH programmes to be champions for full disability inclusion in every area of a child's life and community.

⁶ Tewary, Amamath. 'India Bihar rapes "caused by lack of toilets"', BBC News, 9 May 2013. <http://www.bbc.com/news/world-asia-india-22460871>.

Key findings, good practices and recommendations in the report are addressed in the following areas:

- awareness of disability issues and their relationship to inclusion
- the need for consistent implementation of government policies for inclusive WASH to promote disability inclusion and protect the rights of people with disabilities
- perception and actual costs of implementing disability inclusive WASH
- partnerships and collaboration for disability inclusive WASH
- deliberate and standardised internal and external frameworks, tools and capacity building
- participation of people with disabilities informs design, implementation, monitoring and evaluation of disability inclusive WASH.

It is hoped that the results of this initial research will be used to build upon better practices and develop tools and standards. The foundation will help disability inclusive WASH become the norm in all World Vision's WASH projects which will help people with disabilities become more visible and valued members of society.

It is imperative that World Vision's global WASH leaders invest time and technical resources to develop and socialise tools and standards to make disability inclusive WASH the norm at World Vision. It is recommended that WASH senior leaders convene a working group composed of WASH and disability leaders and practitioners to review the recommendations presented in this report and create an action plan. The findings presented in this report both identify areas for future research based on recommendations, and, given the limitations of this research process, inspire future exploration in other contexts. Thus, acting on the findings of this report will contribute to building a strong evidence base and a platform for even more in-depth research and response in the future.

World Vision's WASH work is founded upon the idea that **every child deserves clean water**. Making WASH projects disability inclusive is a key to achieving this dream and World Vision's child well-being aspirations, especially for reaching some of the most vulnerable children in the communities World Vision serves.

WHAT IS DISABILITY INCLUSIVE WASH?

Disability

World Vision defines disability as the result of the limitations imposed on people with impairments by attitudinal, institutional, or environmental barriers to their participation in society.⁷ Around 15 per cent of the world's population, or about one billion people, live with a disability,⁸ making people with disabilities the world's largest minority.⁹ People with disabilities face barriers that prevent them from realising basic human rights such as access to clean and safe drinking water. These barriers and the many rights they interfere with make disability inclusion a human rights issue. People with disabilities face inequity, inaccessibility, discrimination and stigmatisation, all of which limit their participation in education, employment, health care, protection and so forth, contributing to an increased risk of poverty and marginalisation. The UN Convention on the Rights of Persons with Disabilities, Article 9 on accessibility, states it is the right of people with disabilities to 'participate fully in all aspects of life'. This includes ensuring people with disabilities have equal access to, amongst other things, the physical environment.¹⁰



Photo courtesy of The Collaboratory at Messiah College

WASH

Although access to clean water and basic sanitation is considered to be a fundamental right, 2.5 billion people lack improved sanitation facilities¹¹ and 748 million people still use unsafe drinking water sources.¹² As a result approximately 1,400 children under the age of 5 die every day from waterborne illnesses.¹³ World Vision's WASH strategic vision is for every child in World Vision programmes to have sustainable clean water and dignified sanitation and to practise healthy hygiene behaviours by 2030. Meeting this goal will ensure children are able to realise a fundamental human right, decrease their likelihood of illness and disease, and increase their ability to live full and productive lives. Aside from poor health outcomes, consequences of inadequate WASH reverberate in every aspect of a child's life. As the UN Secretary-General Ban Ki-Moon said, 'Safe drinking water and adequate sanitation are crucial for poverty reduction, crucial for sustainable development, and crucial for achieving any and every one of the Millennium Development Goals'.¹⁴ Available and sustainable and equitable WASH is reflected in the proposed Sustainable Development Goals agreed by the 70 countries who participated in the inter-governmental Open Working Group.¹⁵ These proposed goals are the basis of negotiations for what will become the Post-2015 development agenda to be agreed in September 2015.

⁷ World Vision International (WVI). *Guidelines on Inclusion of Persons with Disabilities*. <http://www.wvi.org/disability-inclusion/publication/guidelines-inclusion-persons-disabilities>

⁸ WHO. September 2013.

⁹ UN. 'Some facts about persons with disabilities', 2006. <http://www.un.org/disabilities/convention/facts.shtml>.

¹⁰ UN. 'Convention on the Rights of Persons with Disabilities, Article 9 – Accessibility'. <http://www.un.org/disabilities/default.asp?id=269>.

¹¹ WHO defines an improved sanitation facility as 'one that hygienically separates human excreta from human contact'.

¹² WHO, United Nations Children's Fund (UNICEF). *Progress on drinking water and sanitation update 2014, 2014*. http://www.wssinfo.org/fileadmin/user_upload/resources/JMP_report_2014_webEng.pdf.

¹³ US Fund for UNICEF. 'Child survival: Water and sanitation'. <http://www.unicefusa.org/mission/survival/water>.

¹⁴ UN News Centre. 24 October 2007.

¹⁵ See 'Goal 6 – Ensure availability and sustainable water management and sanitation for all'. <http://sustainabledevelopment.un.org/focussdgs.html>

Disability inclusive WASH

People with disabilities have a right to clean water and sanitation and must be fully included in global WASH progress. To assist in the understanding of this topic and to promote consistency and clarity in this report, this research offers the following working definition of disability inclusive WASH:

Disability inclusive WASH is water, sanitation and hygiene that is available, affordable, dignified and accessible to people with disabilities.

World Vision facilitates disability inclusive WASH by working with all members of a community to identify, engage, involve and support persons with different types of disabilities in designing and constructing WASH facilities and equipment, participating in water and sanitation service delivery, and practising good hygiene behaviours. This includes accessible facilities, training on appropriate sanitation and hygiene behaviours, and involvement in committees to manage and maintain water and sanitation systems. Additionally, this approach helps develop an awareness and sensitivity to the needs and rights of persons with disabilities, helping to promote acceptance into general society and broader empowerment for civic engagement.



Photo courtesy of Elias Ermias

Berite's Story

'I have no words to tell how much I have suffered. I am hopeless. I have to crawl everywhere each day for movement since I have no wheelchair. Dragging myself along the ground makes my clothes become dirty, and I defecate at this [see photo above] dirty latrine every day. The path is long and wet during the rainy season. The latrine is dirty and I sit on the stones to get to the latrine hole. There is no supporting handrail behind the latrine hole. I would have preferred if my family constructed a latrine near home to avoid crawling such a long way. I take a shower twice a week with the help of my family, but my body becomes dirty daily. I want to go to school as my friends do, but I can't. I am at home every day, but I would prefer to be like my friends, going everywhere I want, engaging in productive things like my mother does.'

– Shared by Elias Ermias, WV Ethiopia, Disability Affairs Officer, 2011.

WHY IS DISABILITY INCLUSIVE WASH IMPORTANT?

What the Bible says about persons with disabilities

'Whoever welcomes this child in my name welcomes me, and whoever welcomes me welcomes the one who sent me; for the least among all of you is the greatest.' – Luke 9:48

Those who work in communities see persons with disabilities as some of the most disadvantaged and despised community members. Yet persons with disabilities are often 'invisible' if they are confined to their homes because of social stigma or an inaccessible environment. When facilities and services are not accessible, persons with disabilities are not able to participate in activities or enjoy life opportunities as other community members do.

The scripture reminds us not to forget the least, most vulnerable people in the community. In fact, we are explicitly asked to welcome them as we welcome our God. The child is a symbol of those viewed as unimportant, insignificant. We are to find the left behind, invisible, and despised people in the community, welcome them, and serve them. The scripture here is a clear guide to World Vision to keep people such as these at the core of our work. World Vision's mission statement and the ministry goal are also clear about World Vision's work for the poor, oppressed and especially the most vulnerable.

Welcoming the vulnerable and marginalised was central to Jesus' mission. He wasn't concerned about budgets, schedules and programmes. What would it look like for World Vision to follow his example in how we prioritise our work with persons with disabilities?

Disability inclusive WASH is important to World Vision

The aspiration to provide disability inclusive WASH is founded on World Vision's commitment to tackle one of the causes of injustice and poverty and to provide programming that addresses violations of basic human rights of children and adults with disabilities. Guided by World Vision's commitment to follow the example of Christ, disability inclusive WASH acknowledges the value of every human life and recognises all persons have been given gifts which they should be encouraged to contribute to their community.

The World Health Organization (WHO) estimates that 15 per cent of the world's population is living with some sort of disability.¹⁶ On 28 July 2010, through Resolution 64/292, the United Nations General Assembly explicitly recognised the human right to water and sanitation and acknowledged that clean drinking water and sanitation are essential to the realisation of all human rights.¹⁷ Additionally, this resolution calls on international organisations to help provide safe, clean, accessible and affordable drinking water and sanitation for all. The new Sustainable Development Goals include a proposed goal to 'ensure availability and sustainable management of water and sanitation for all'.¹⁸ World Vision's own strategic goal for WASH is to reach everyone in our programme areas before 2030 with clean water, appropriate sanitation and dignified hygiene.¹⁹

One of World Vision's first points of contact in a community is assessing and responding to needs related to water, sanitation and hygiene. Sustainable WASH projects are inherently participatory – starting with a community-based needs assessment and the establishment of a community committee of leaders to respond to those needs in a sustainable way. If people with disabilities are considered and included from the beginning of this process, it sets the tone of inclusion for the remainder of the projects World Vision conducts in the community.

¹⁶ WHO. September 2013.

¹⁷ UN Convention on the Rights of Persons with Disabilities, Article 28.2.a. <http://www.un.org/disabilities/convention/conventionfull.shtml>.

¹⁸ UN News Centre. 'Ban Ki-moon urges greater efforts to tackle "silent crisis" of safe water for all', 24 October 2007. <http://www.un.org/apps/news/story.asp?NewsID=24397#.VF5LI.MmGd8E>

¹⁹ WV. 11 November 2013.

WASH also has clear implications for health, nutrition, agriculture, education, protection, livelihoods, social participation and other aspects of life for everyone in the community. If persons with disabilities don't benefit from WASH, they are much less likely to benefit from other interventions and lead a full life.

Education

Although children with disabilities have the same right to an education as nondisabled children, 90 per cent of children with disabilities do not attend school.²⁰ Inaccessible WASH in school and at home is a major contributing factor in why children with disabilities drop out of school.²¹ Children with disabilities, girls especially, are often not able to attend schools because they do not have access to a toilet. Many do not eat or drink water while at school to avoid having to use the bathroom. A full day of school without access to WASH facilities is not only unsafe to a child's health, but for a girl who is menstruating, it is impossible.

Gender equality

Prevalence of disability is 60 per cent higher for females than for males,²² and access to sanitation has important cultural and social implications for women. In many cultures getting water that will be used for cooking and keeping the home clean is the responsibility of women and girls. When water points are not accessible for persons with disabilities, this can be overly burdensome, time consuming and sometimes impossible, which can affect a girl's social standing and her ability to go to school or work outside the home.

Protection

Not having access to safe and adequate WASH facilities usually means girls and women must navigate unsafe terrain, often alone, usually at night, to find a private place outdoors to take care of their sanitation needs. This dangerous journey makes them more vulnerable to injury and violence. An official in Bihar, India, estimates that 400 women would have 'escaped' rape had the homes had

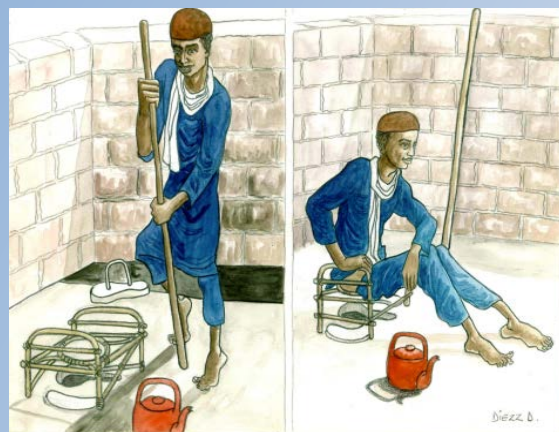


Photo courtesy of Messiah College

A toilet opens the door to education

In one community where World Vision works, there was a young man with disabilities who dropped out of school at age 11 because the school latrine was not accessible for him. There was only **one** latrine for the entire school, and this boy had to crawl into it to use it. He recalls it being very dirty and said: 'Sometimes I touched faeces on the floor with my hands. I could not continue in this situation.' So he dropped out of school. One day he was passing by his old school and found that World Vision had constructed very good latrines, one of which had a ramp, hand rails and a raised seat. The young man said: 'No, this did not come at my time when I was in this school. Now it is here and nobody is using it. I am coming back.' So he returned to school at age 17 and continued his education.

– Shared by Francis Mujuni and Emmanuel Opoki, WV Uganda

²⁰ UNICEF. 'Disabilities: WASH: Water sanitation and hygiene', 22 May 2014. http://www.unicef.org/disabilities/index_65839.html.

²¹ UNICEF. 'The big picture', 22 December 2013. http://www.unicef.org/wash/index_bigpicture.html.

²² WHO. *World Report on Disability*, 2011. http://whqlibdoc.who.int/publications/2011/9789240685215_eng.pdf.

toilets.²³ For women and girls with disabilities to be as safe as those without disabilities, WASH facilities must be accessible for all.

Livelihood

People with disabilities are significantly underemployed and undervalued in the workforce.²⁴ Not having access to water and sanitation facilities means not being able to tend to crops or practise the necessary hygiene to work outside the home. Access to WASH provides opportunities for employment and self-sufficiency for people with disabilities.

RESEARCH SUMMARY

To learn about the current state of disability inclusive WASH across the WV Partnership, this research project consisted of initial desk research²⁵ involving a review of key internal and external documents related to WASH and/or disability, a 26 question online survey and individual interviews, mainly with World Vision staff. One interview was with a representative to one of World Vision’s key partners in disability inclusive WASH – Messiah College. Information from both the interviews and the surveys were analysed by a working group to identify key findings and produce recommendations. See [Appendix 2](#) for more information on the research methodology and the survey questions.

FINDINGS, GOOD PRACTICES & RECOMMENDATIONS

Below is a summary of key findings, good practices and further recommendation discovered through initial desk research, online survey results and interview questions. The recommendations below are based on report findings and are key next steps that can help disability inclusive WASH become a standard across World Vision’s WASH programmes. Achieving these steps requires the commitment of staff at all levels – from senior leadership to programme-level staff.

Note: The recommendations included in the following section assume that inclusive WASH is a basic standard, not something to be decided upon programme by programme. Additionally, inclusive WASH includes all phases of WASH from inception to implementation and evaluation.

Awareness

Key finding: Awareness of disability issues promotes stronger inclusion

In many cultures a child with a disability is kept hidden. Disabilities are often seen as shameful, even a punishment from God. These cultural stigmas mean people with disabilities are often ‘invisible’ in their communities; even their basic human needs are often left unconsidered. The stigma around disability is often compounded by cultural taboos around talking about sanitation and hygiene issues.

²³ Tewary, Amamath, 2013.

²⁴ Dixon, K.A., with Van Horn, C. and Kruse, D. *Restricted Access: A Survey of Employers About People with Disabilities and Lowering Barriers to Work*, 2003. <http://smlr.rutgers.edu/kruse-heldrich-report-2003>.

²⁵ The first stage of this disability inclusive WASH research project included extensive desk research. It explored the current situation, challenges and opportunities of disability inclusive WASH. The desk research report will serve as an introduction to future research and inform stakeholders of relevant information found in this initial desk research. Learning about and understanding disability inclusive WASH will help WVI better serve children, especially the most vulnerable and in turn better serve communities. For a copy of the desk research, email wash@wvi.org.

Consequently, the biggest barrier to disability inclusive WASH is not individual impairments, but rather the attitudinal, institutional and environmental barriers that often stem from a lack of awareness of the rights of people with disabilities.²⁶

Good practices

- **WV Ethiopia** recognised that at times people with disabilities are not aware of their legal rights to WASH. It had experts in the law work with people with disabilities in World Vision – supported communities to teach them about their rights and to provide them with tools to advocate for their own right to accessible WASH.
- **WV Ethiopia** organises regular disability awareness trainings in almost all programme areas for community members and government staff, and commemorates events, including International Day of Persons with Disabilities (3 December).
- **WV Ghana** partnered with Messiah College to host a two-day workshop for faith leaders, which included about 40 participants from various religious backgrounds including Christians, Muslims and Traditionalists. These faith leaders were able to learn about disability inclusive WASH, speak with other faith leaders who have disabilities, and create action plans for their communities. WV Ghana plans to visit these churches and communities to see how the action plans are working, which will also improve accountability and collaboration.
- **WV India** deliberately includes discussions about disability issues in mandatory staff training at the Development Training Institute. Once awareness is raised, staff are more likely to recognise barriers to access and work to improve disability inclusive WASH.
- **WV Niger**, in collaboration with Samaritan's Purse and Messiah College, hosted a football match for people with amputated limbs at the National Stadium in Niamey, Niger, to raise community awareness. This sporting event brought people with and without disabilities together socially to focus on common interests, and it was a great tool to spread awareness about the work being done around disability inclusive WASH.
- **WV Uganda** sensitised the school staff and school sanitation clubs to ensure that they inform community members with and without disabilities around the use of accessible facilities.
- **WV Zambia** used World Toilet Day to raise awareness around disability inclusion and intentionally invited individuals from the local disabled persons' organisation to participate in community activities.



Example of modification to support transport and domestic use of water. Photo provided by The Collaboratory at Messiah College.

²⁶ This is an aspect of World Vision's rights-based and social-model approach to disability inclusion. The social-model approach sees disability as 'the social consequences of having an impairment'. It recognises the inability of a society to accept and accommodate all of its members. With this model or view, people are disabled by the society when they are deprived of rights and opportunities due to their impairment. For more information, see WVI. *Guidelines on Inclusion of Persons with Disabilities*. <http://www.wvi.org/disability-inclusion/publication/guidelines-inclusion-persons-disabilities>.

- World Vision Southern Africa Regional Learning Centre partnered with Messiah College to train 40 staff and government officials from Malawi, Mozambique and Zambia on disability and WASH.

Recommendations

Assess and augment current WASH training tools to improve disability inclusion.

After identifying disability inclusive WASH experts within the organisation, their knowledge and experiences can be leveraged for staff capacity building. This approach will take advantage of World Vision's internal capacity for disability inclusive WASH, fill any knowledge gaps, and help to standardise trainings to improve overall organisational capacity.

Collaborate with DPOs to conduct disability sensitisation workshops in programme areas.

If there are locally based DPOs that take a rights-based approach, seek their support to raise disability awareness. DPOs can educate a wide range of community stakeholders as well as World Vision staff. DPOs could be based in communities, in the national capital or in other urban areas. See [Appendix I](#) for a list of places to find locally based DPOs. To help conduct disability sensitisation workshop, national offices and programmes can also find disability inclusive WASH experts in WASH or the Disability Global Technical Resource Network or communities of practice.

Partnership and collaboration

Key finding: Partnerships are necessary for disability inclusive WASH

Partnering with local DPOs, non-governmental organisations (NGOs), governments, universities and other expert organisations can supplement essential resources, expertise and knowledge to do disability inclusive WASH. Whilst WASH groups may not be experts on disability issues, and disability groups may not be experts in WASH, together they can complement each other's strengths, making the process and the product more equitable.

Any community taking on a WASH project or programme should consult with DPOs and people in the community with disabilities to take stock of their needs and recommendations. This process requires WASH designers and engineers to listen and also to provide information to explain what solutions are possible. This open flow of information and inclusive approach to planning will inform community members of the rights of people with disabilities and also demonstrate their value and worth as leaders in the community. In turn, communities are left with WASH programmes that suit the entire community and a more inclusive environment for marginalised groups.

Good practices

- **WV Australia** has a formal partnership with the Christian Blind Mission: Australia, a Melbourne-based organisation, to review WV Australia's project proposals to ensure disability inclusion.
- **WV Ethiopia** partners with WaterAid Ethiopia for support on disability inclusive WASH design for water points and washing basins. They are also in ongoing collaboration with the Ministry of Health, particularly in approving WV Ethiopia's disability inclusive latrine designs. They also partner closely with national-level DPOs.
- **WV Uganda** seeks support from the National Union of Disabled Persons of Uganda (NUDIPU) whenever they need technical assistance. NUDIPU is a reputable Ugandan organisation that

represents many local DPOs and has diverse technical expertise to offer to the government or NGOs.

- **Messiah College** has been partnering with several World Vision offices to provide resources, training, data and innovative expertise to help World Vision's WASH programmes and the communities they serve more disability inclusive.

Recommendations

National office WASH managers and disability point persons work together to ensure clear expectations, roles and functions of each active partner.

Working with other organisations can bring complementary expertise and resources, and it can support awareness raising and accountability for programme consistency and effectiveness. Collaboration can also help the development of disability inclusive programming, advocacy implementation of policies and the collection data and information. These partnerships are important resources that require clear definitions of roles, responsibilities and functions of each partner from the beginning of the partnership to ensure a mutually beneficial relationship. The 'Capacity building for local partners' document in [Appendix 3](#) can provide guidance for effective collaborations.

Where there is a need, World Vision programme staff help build the capacity of DPOs, especially in rural and remote areas.

Capacity building for disability inclusive WASH goes beyond WASH technical capacity. It involves helping community members with and without disabilities understand a human rights-based approach to disability inclusion and how inclusive WASH can positively influence their well-being and position in the community. Where DPOs do not exist, World Vision can partner with local organisations to develop a local DPO.

Policy implementation

Key finding: The implementation of government policies that exist to promote disability inclusion is essential to inclusive WASH

Most interviewees indicated that their governments **have** policies in place to promote disability inclusion but they are **not being implemented** in a consistent and deliberate way. Without implementation, policies fail to protect the rights of people with disabilities. People with disabilities are often unaware or do not see the results of the policies enacted to protect their rights and ensure equal access to water, sanitation and hygiene.

For instance, Uganda's Ministry of Gender, Labour and Social Development has mandated promotion of the protection and right of people with disabilities and even ensures representation of people with disabilities at all levels of government. Similarly, India has enacted numerous legislations for the empowerment of people with disabilities, including reserving a government post specifically for a person with a disability. With strong advocacy and partnership, good policies like these can be implemented consistently and fulfil their intent to protect the rights of people with disabilities.

Good practice

- **WV India** has set up disability forums in every district where people with disabilities, government administrators and other community members are brought together to inform one

another about disability issues. Allowing these stakeholders to talk to one another ultimately increases disability inclusion and decreases barriers to access.

Recommendations

National offices learn whether the government has ratified the UN Convention on the Rights of Persons with Disabilities.

The UN Convention on the Rights of Persons with Disabilities is an international human rights treaty and an instrument imperative to a national government's commitment to the promotion of the rights of persons with disabilities. As of September 2014 the convention has been ratified by 151 countries and signed by 159 countries. National offices can use this document as a 'human rights instruments with an explicit, social development dimension'²⁷ and should therefore advocate with local partners to push for the ratification of this convention if their countries have not already done so.

National offices monitor the implementation status of government policies around WASH for all and partner with local DPOs to advocate for implementation.

The knowledge of both policies and if/how they are implemented can open the door for national-level and local-level advocacy with DPOs, using tools like the Citizen Voice and Action model, to improve policy implementation and thus programme effectiveness. This will require collaboration amongst WASH, disability teams and advocacy teams.

Cost

Key finding: With effective planning, the total cost of implementing disability inclusive WASH represents only a marginal increase in cost

Without financial and physical resources, disability accessible WASH programmes may not be implemented or there may be hesitation due to perceptions of cost. However, in reality it costs very little extra to make a new construction accessible for people with disabilities. A study in Ethiopia estimates that it costs less than 3 per cent of the overall costs to make a latrine accessible in a school.²⁸ Whilst it is possible for facilities and services to be retrofitted to improve access for people with disabilities, it is more cost effective to plan from the start to make services and facilities accessible for all community members, including those with disabilities.

Good practices

- **WV Syria** response WASH staff working in the Azraq refugee camp, with guidance from Handicap International, learned that a commitment to including people with disabilities from the beginning of the process allowed them to do disability inclusive WASH in a practical and cost effective way. By planning from the beginning to provide accessible toilets they were able to buy materials in bulk, and each toilet only cost an additional US\$7 instead of the estimated US\$20 per toilet.
- **WV Mali**, in partnership with Messiah College, learned that by lowering the walls on the pump superstructure, they were able to use the leftover cement to build a ramp without adding costs. The lower walls also served to provide an accessible surface for all community members to place water-carrying materials.

²⁷ WHO. 'Disability and health', September 2013. <http://www.who.int/mediacentre/factsheets/fs352/en/>.

²⁸ Jones, H. *Inclusive design of school latrines – How much does it cost and who benefits?* WEDC (Water, Engineering and Development Centre). July 2011. http://wedc.lboro.ac.uk/resources/briefnotes/BN001_School_Latrines.pdf.

- WV Uganda recognises that financially supporting advocacy efforts of local partners during Disability Day activities is a good long-term investment.

Recommendations

Support offices identify and engage potential donors to support disability inclusion in WASH.

Evaluating the current donor pool and landscape can provide specific information regarding donor support for disability inclusive WASH, identify requirements and potential resources, as well as help to develop tools to engage donors which may include awareness raising materials. This may require the development of communications and marketing resources to illustrate the transformative impact that inclusive WASH can have on a person with disabilities.

Global WASH and disability leadership teams develop guidelines to incorporate disability inclusive WASH into new and existing WASH funding proposals.

Disability inclusive WASH is not separate from current standard WASH work, but rather should **be** the standard in all WASH programmes. Therefore, guidance should be provided on how to assure that new and existing funding proposals for WASH are disability inclusive. Guidelines will ensure proposals accurately account for costs, incorporate disability inclusive outcomes and accurately reflect the scope of work done by World Vision WASH programmes.

Support office and national office grant acquisition teams are aware and accountable for including allowable cost allocations for disability inclusion from donors.

Offices should research their respective funding agencies to learn what specific support they provide to enable their funded projects to be accessible or inclusive. Article 32 – ‘International cooperation’ – of the UN Convention on the Rights of Persons with Disabilities stipulates that States and relevant international organisations undertake measures to ensure ‘that international cooperation, including international development programmes, is inclusive of and accessible to persons with disabilities’.²⁹ One of the core principles articulated by the High-Level Panel for the Post-2015 Development Agenda is that the goals agreed as part of this framework should ‘leave no one behind’, ensuring that ‘no person – regardless of ethnicity, gender, geography, disability, race or other status – is denied basic economic opportunities and human rights’.³⁰ There is the potential that future grant opportunities might open up increased possibilities for funding for disability inclusive projects.

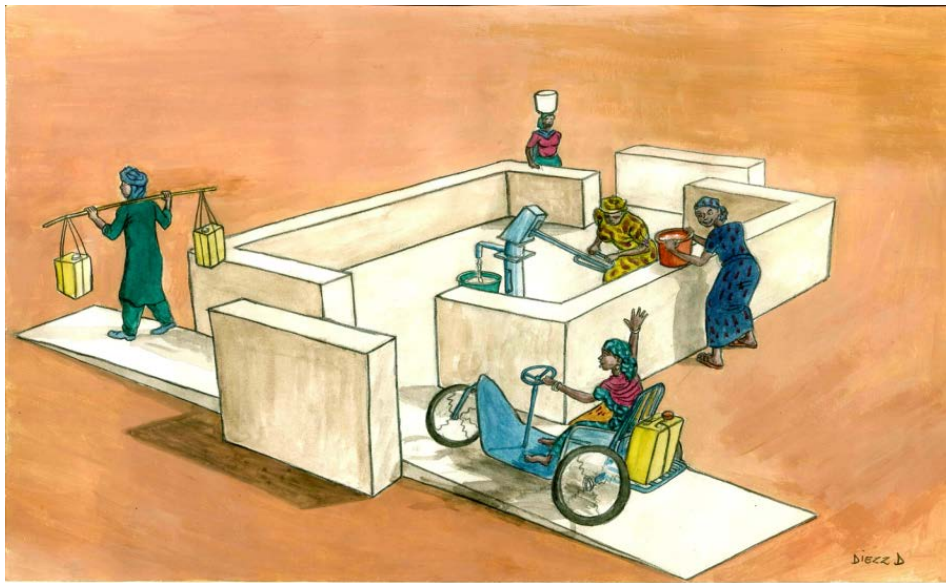
Tools and capacity building

Key finding: Deliberate and standardised frameworks, tools and capacity building are needed to implement disability inclusion in WASH

Staff are eager to promote disability inclusion but have identified a need for a standardised and deliberate process for improving skills, growing knowledge and improving standards related to disability inclusion in WASH programming. Whilst training and workshop related to disability issues exist, a standard approach to internal capacity building – both technical and non-technical – would promote consistency and fill knowledge gaps. Additionally, local partners and collaborators often require capacity-building support.

²⁹ UN Convention on the rights of persons with disabilities. Article 32.1.a. <http://www.un.org/disabilities/convention/conventionfull.shtml>.

³⁰ UN. 2013.



Graphic provided by The Collaboratory at Messiah College.

Good practices

- **WV Mali**, in collaboration with Messiah College, tries to work only with technical staff who make an effort to understand the stigma people with disabilities face and have a desire to remove those attitudinal barriers. This intentional decision occurred after encountering an artisan who was not open to working with people with disabilities. Working with understanding technical staff allows people with disabilities to consult directly with staff and helps in the designing and building of inclusive and equitable facilities.
- **The Southern Africa Region WASH Learning Centre and national offices** are taking advantage of tools, techniques and technologies already tested in West Africa as they introduce inclusive WASH in their region. The partnership with Messiah College is facilitating the uptake of lessons learned for World Vision staff in national offices and area development programmes (ADPs).
- **The Southern Africa Region WASH Learning Centre and national offices** are working with churches and faith-based organisations to help ensure that religious beliefs around persons with disabilities are addressed and challenged where necessary. Further, they are encouraged to incorporate disability inclusion in their own work with the communities.
- **WV India** takes advantage of the annual Development Training Institute, which is attended by all 700 community development coordinators, to address issues of disability inclusion and prepare local staff to improve their practices.
- **WV Syria** responded by adjusting designs and making larger latrines with larger doors and necessary modifications when there are households with persons with disabilities or elderly persons. The design did not have accessibility in the original project proposal. However, because flexibility was allowed, the project was able to utilise and meet the needs. Their project design at the log frame level did not have any disability specific indicators. Now it has specific questions and indicators – such as ‘Are any of the household members a person with disabilities? If yes, what type of disabilities?’ – during technical assessment.
- **WV Uganda** recognised that building disability accessible latrines in schools presents an opportunity to build and promote disability inclusion and education for all facilities. This deliberate inclusion of children with disabilities in school WASH programmes encourages participation of children with disabilities in the education system and could spur further inclusion outside of the school settings.

Recommendations

There is a disability inclusive WASH focal person at regional and national office levels.

Establishing a regional focal person reinforces World Vision's commitment to the most vulnerable by providing tangible support for disability inclusion to national offices and programme (for example, ADP) staff in WASH.

Global WASH technical leadership revise existing WASH frameworks to ensure disability inclusion, including standards and approaches for accountability.

Intentionally incorporating disability inclusion in standard WASH frameworks provides guidance to ensure quality and consistency of disability inclusive WASH across the WV Partnership. It builds accountability by laying a foundation for a more deliberate and targeted approach to capacity building and awareness raising. It can help guide funding requests as well as the development of internal policies around disability inclusion in WASH. It also guides technicians, water engineers, programmers and facilitators intentionally to include people with disabilities from the very beginning of a project to understand their needs and gain their feedback.

Global WASH technical leadership, in consultation with the WV Partnership disability adviser, develops WASH resources that can be contextualised for disability inclusive WASH.

The development of practical standardised resources will enable stronger accountability and programme consistency, aid in data and information collection, and standardise capacity building. This collection of resources should include basic guidance, sample design specifications, sample budgets, monitoring and evaluation guidance, sample indicators, documentation/case study guidance, as well as sample log frames and assessment guidance specific to disability inclusive WASH. These resources can be developed in collaboration with WASH practitioners and disability coordinators with help from resources developed by partners and organisations doing similar work, such as Handicap International, WaterAid and Messiah College. Additionally, existing recommended tools from other organisations should also be referenced, with guidance on how to augment or adapt the tools to World Vision programming contexts.

Intentionally capture how disability inclusive WASH transforms lives and communities.

Documentation of stories of the challenges people with disabilities face, especially the positive impact that inclusive WASH brings in their lives and communities, provides tools for capacity building and is important for capturing learning and evidence.

Data and documentation

Key finding: Accurate and reliable data increases effectiveness of inclusive WASH by assuring full participation from persons with disabilities in entire process

Data is essential to monitor and evaluate the effectiveness of disability inclusive WASH programmes and facilities. It can assure that people with disabilities are participating in each phase of design, monitoring, implementation and evaluation.

Good practices

- WV Ethiopia has conducted a disability and elderly characteristics assessment in 16 ADPs. This scope of research did not exist previously in the country.

- **WV Vietnam** created a checklist that helps ADPs manage, evaluate and improve disability mainstreaming in programmes. This checklist helps ensure information can be monitored and evaluated over time, increasing World Vision’s ability to offer disability inclusive programming.
- **Messiah College**, in partnership with Handicap International, modified household surveys to make them a more effective means of data collection. Household surveys were done in two phases: Phase One is a general household survey done with men and women separated. This is used to identify people with disabilities. Phase Two invites people with disabilities to a focus group to discuss challenges and successes. This method of data collection is an effective way to discuss sensitive issues related to WASH as well as to collect accurate information on people with disabilities.

Recommendations

Disability inclusive WASH is the standard approach across all WASH programmes, regardless of whether a community or household currently has members with disabilities. It does not require demographic justification.

Persons with disabilities are able to participate fully only when infrastructure, services and systems are accessible and when the community has a welcoming attitude. Furthermore, even if current data shows there are no persons with disabilities, people may be injured or become ill – temporarily or permanently. People age, or babies can be born with disabilities.

A 2011–12 survey of 16 ADPs in WV Ethiopia indicated that 96.6 per cent of people with disabilities and the elderly say they have difficulty in accessing basic water facilities. Reasons cited include rough paths, long distances, steep river banks, muddy springs, rugged terrain, raised steps, narrow entrances, no handrails, and raised height of aprons/pumps.

Programming and field-level staff document learning around disability inclusive WASH in all WASH projects through FY16.

Intentional learning and documentation about disability inclusion from the design phase of a project will ensure the identification of good practices, innovations and opportunities for capacity building; in addition, it will promote the full integration of disability inclusion into standard WASH practices. This practice of formal information sharing will also prompt the collection and monitoring of data and information related to the inclusion of people with disabilities in WASH programming. This documentation should also make explicit the interdependence amongst disability, WASH, education, livelihoods, health, protection of (especially) girls and women, nutrition and so forth in order to identify and document the full necessity and implication of disability inclusive WASH.

Global WASH technical leadership consults with the Research and Learning Unit and WV Partnership disability adviser to guide the approach and tools for the disaggregation of disability data.

Developing and distributing tools that aid in culturally sensitive and accurate disaggregation of disability data will help staff collect the information necessary to develop programmes that are responsive to the needs of the entire community, which includes people with disabilities. Samples of disability inclusive assessments and a guide to disability inclusive survey facilitation can be used to promote the collection of valid and reliable data, increasing programme effectiveness. Once reliable data is collected, indicators and outcomes can be established and monitored, improving overall inclusive programming.

CONCLUSION

World Vision's WASH work is founded upon the idea that every child deserves clean water. Making WASH projects disability inclusive is a key to achieving this dream and to reaching some of the most vulnerable children in the communities World Vision serves.

Desk research identified that people with disabilities can be the most disadvantaged if WASH is not accessible. The survey and interview results amongst World Vision staff reveal a strong motivation for WASH to become truly inclusive of people with disabilities. It is also clear that there are many good practices to learn from and build upon in World Vision programmes. There are also some gaps to address that currently prevent disability inclusive WASH from becoming World Vision's standard approach. Strategic partnerships are critical to address these gaps and leverage strengths, and donors are increasingly alert to agencies focused effectively on leaving no one behind, as the new Sustainable Development Goals indicate. World Vision's core mission to reach the most vulnerable provides the motivation to assure we do this work, and do it well. If World Vision can reach people with disabilities through WASH, many other vulnerable groups will also be reached.

For these reasons it is imperative that global WASH leaders invest time and technical resources to develop and socialise tools and standards to make disability inclusive WASH the norm at World Vision. It is recommended that WASH senior leaders convene a working group that comprises WASH and disability leaders and practitioners to review the recommendations presented in this report and create an action plan.

Though the findings and recommendations of this report are directed toward World Vision programmes, it is believed that many of them may be applicable to other organisations beyond World Vision. These findings are, therefore, being shared broadly to help the global community learn and progress in disability inclusion.

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We would like to acknowledge the following staff who shared their time, knowledge and experience to help us learn more about disability inclusive WASH.

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APPENDIX I:

HOW TO FIND DISABLED PERSONS' ORGANISATIONS

Link to WVI's [Guidelines for Working with DPOs](#) (accessible only to World Vision staff)

Links to regional DPO networks:

Africa region

- Disabled People's International: <http://www.dpi.org/NationalAfrica>
- East Africa Federation of the Disabled: <http://www.eafod.org/>
- Southern African Federation of the Disabled: <http://www.safod.net/>
- West Africa Federation of the Disabled: <http://www.dpi.org/RegionalAfrica>

Asia Pacific regions

- Asia-Pacific Development Center on Disability: <http://www.apcdfoundation.org/>
- Disabled People's International: <http://www.dpi.org/NationalAsiaPacific>
- Pacific Disability Forum: <http://www.pacificdisability.org/>

Middle East and Europe, and Caucasus regions

- Arab Organization of Persons with Disabilities: <http://www.aodp-lb.net/index.php> (site is in Arabic)
- Disabled People's International: <http://www.dpi.org/NationalArab>
- Disabled People's International: <http://www.dpi.org/NationalEurope>
- Disabled People's International: <http://www.dpi.org/NationalCIS>
- European Disability Forum: <http://www.edf-feph.org/>

Latin and North America and Caribbean regions

- Disabled People's International: <http://www.dpi.org/NationalLatinAmerica>
- Disabled People's International: <http://www.dpi.org/NationalNorthAmericaCaribbean>
- The Latin American Network of Non-Governmental Organizations of Persons with Disabilities and their Families: <http://www.riadis.org/en>

APPENDIX 2:

RESEARCH METHODS

Why this research: WASH directly and indirectly influences many aspects of people’s lives. For people with disabilities, participation in society can be significantly hindered when WASH is not accessible. Some World Vision national offices support disability inclusive WASH and contribute to creating a more enabling environment for people with disabilities. This research aims to capture and share the learning of these national offices and document recommendations that promote and support disability inclusive WASH as World Vision’s standard approach.

Approach: To learn about the current state of disability inclusive WASH across the WV Partnership, WASH and disability staff in 10 national offices were identified by the WASH knowledge management coordinator as either implementing disability inclusive WASH or possessing a strong interest in the subject.

Method: After completing desk research to learn about the global situation and resources available on disability inclusive WASH, a 26-question survey using Survey Monkey was sent to WASH and disability staff and was completed by 16 participants. Individual survey responses were analysed for common challenges and better practices related to disability inclusive WASH. The responses also provided general knowledge and insight into the challenges facing people with disabilities when accessing WASH. After analysing the survey results, the respondents and a few additional staff were invited to participate in online interviews to provide more in-depth information based on their insights and experiences. Interviewees represented six national offices and two regional offices from the Asia Pacific and Africa regions, and both the WASH and disability sector at the regional, national and ADP level. There were also two participants from a humanitarian emergency context and one participant from a partner organisation, Messiah College. Information from both the interviews and the surveys were analysed by a working group consisting of the Global Centre disability adviser, the WASH knowledge management coordinator, the learning management specialist and the disability intern to identify key findings and recommendations. Whilst this research was unable to identify and collect information from everyone at World Vision doing disability inclusive WASH, it is believed that the key findings and resulting recommendations are both generalisable and transferable to other World Vision WASH programmes.

Survey questions:

Demographics

1. What is your name?
2. What country are you working in?
3. What is your job title?
4. How long have you worked in this position?

WASH and Disability

5. How do you define WASH?
6. How do you define disability?
7. What is your definition of disability inclusive WASH?

For the purpose of the survey we understand disability inclusive WASH to be:

‘Facilitating the access and use of WASH services and infrastructure by people with disabilities that allow them to practice appropriate hygiene behaviours, have dignified sanitation and sustainable clean water in a manner equal to nondisabled community members.’ Please use this understanding of disability inclusive WASH when answering questions during the remainder of the survey.

8. Do you believe you are doing disability inclusive WASH?

9. In your opinion, why do you think disability inclusive WASH work is not happening in the community you are working in?

Capacity Building

10. What made you start doing disability inclusive WASH?

11. Is disability inclusive WASH part of your national strategy?

12. What capacity do you and your staff possess to promote disability inclusive WASH?

13. How was that capacity built?

Challenges

14. What challenges do people with disabilities face when accessing WASH facilities or services?

15. What challenges do you see in implementing disability inclusive WASH projects and programs?

Specific Programming

16. Are there disability inclusive WASH projects or programs in your country that you think are promising? (WV or non WV). If so, can you list:

- The name of the program
- A brief description of the program
- Why you think it is promising
- If this is a WV programme, how you measure its success.

17. Does the log frame you use have disability specific indicators?

18. Were indicators adjusted or created to measure disability inclusive WASH?

- Yes, and I would be willing to share them (please include them in the comment box below or email them to raessa_singh@wvi.org)
- Yes, but I'd rather not share them
- The log frame has no disability specific indicators
- I am not sure
- If indicators were adjusted, please tell us how.

Community Impact and Engagement

19. How do nondisabled people’s attitude towards people with disabilities affect your disability inclusive WASH work?

20. Other than WASH, what other areas is World Vision supporting in the community (if you sit at the national office, in all communities where you are doing disability inclusive WASH)? Choose all that apply:

- advocacy
- agriculture and food security
- child sponsorship operations
- child protection
- Christian commitments
- disability

- economic development and livelihood
- education and life skills
- food programming
- gender and development
- health, nutrition and HIV
- humanitarian emergency affairs
- resilience
- other (please specify).

21. How have you observed (or heard of) disability inclusive WASH influencing other sectors in your community? Please share what you have observed or heard with as much detail as you can. If you have supporting evidence, please include.

22. How are community members with disabilities or Disabled Peoples Organizations (DPOs) engaged in the process of making WASH more accessible?

Policies and Data

23. How do government policies support disability inclusive WASH in your country?

24. How well are disability inclusive WASH policies implemented in your country?

- very well implemented
- well implemented
- barely implemented
- poorly implemented
- very poorly implemented.

Comments:

25. What is your source of disability data in your country? (check all that apply)

- community surveys
- government databases
- community informants
- we have no disability data
- other (please specify in comment box)
- (For additional comment) How does your source of disability data influence disability inclusive work?

26. What challenges do you have with disability data?

- I have no challenges with disability data.
- It is not reliable.
- It is outdated.
- It is incomplete.
- It is hard to access.
- It is unavailable.
- I do not know how to access it.
- It is irrelevant.
- There is no disability data for this community.

Knowledge Sharing

27. We are very interested in collecting and sharing best practices, innovations, success stories and case studies. If you have any of these and you would like to share them with us, please either copy and paste them here or email them to raessa_singh@wvi.org.

APPENDIX 3:

CAPACITY BUILDING FOR LOCAL PARTNERS

Capacity building for local partners: Overview June 2014

Achieving sustainable child well-being requires working in partnership with civil society organizations and groups. Building partners' organizational capacity with a carefully targeted and balanced approach is key to healthy partnerships, greater impact and sustainability.

Partner capacity building is an essential part of sponsorship in programming and is integral to World Vision's Development Programme Approach (DPA).

In 2012–13 the Development and Programme Effectiveness (DPE) team surveyed capacity-building experience across the organization and found:

What works: Organisational self-assessment; measuring progress; training; mentoring; use of toolkits.

What doesn't: Lack of flexibility; too much to do; lack of contextualisation; prescriptive approaches that miss the real needs.

In addition, capacity building for groups that have been initiated as part of World Vision programme activities does not make up for the fact that they often do not have their own deep reasons for existing and so are not sustainable beyond World Vision's intervention.

Sustaining outcomes is more likely to come from building the capacities of existing, organic, local groups, even though this may be messier and less predictable. But where such groups become subcontractors, they run the risk of having their own work and identity subsumed into World Vision's broader agenda. Partner-led capacity building can mitigate this risk.

Capacity building in the Development Programme Approach

Following the survey the DPE working group developed a framework and guidelines for capacity building for local partners and has started field testing with good feedback from staff and partners in the early stages.

This model of organisational capacity building (OCB) shifts the focus to mentoring rather than training, promotes contextualisation, and encourages organisational behaviour change. It builds on World Vision's existing resources, across ADPs, and national offices, and emphasises the efficiency of interventions. It is tailored to be congruent with World Vision's development approach, synchronised to working group processes in the Critical Path. Its outcome is pragmatic: for a partner to succeed in its role in the working group and community within agreed child well-being priorities (rather than conform to an external model of what an organisation should be).

The resources for local partner capacity building are hosted on a live learning webpage on World Vision's e-learning site to enable use of the materials, and for users across the world to access, contribute and share. Here links to carefully selected existing materials and approaches are made, and practitioners can share. Staff learning resources are also included or referenced from here. An

e-learning module will be launched at the beginning of FY15 to help staff get started. The five principles guiding OCB are listed below.

Capacity building for local partners: <http://www.wvecampus.com/course/view.php?id=131>, enrolment key 'OCB-for-DPA' and wvcentral credentials (*accessible only for World Vision staff*).

Other World Vision resources

The OCB 'Hope' materials: These materials make up a comprehensive and grassroots training programme designed initially to support community groups across Africa responding to the AIDS pandemic. <https://www.wvcentral.org/community/health/Pages/OrganisationalCapacityBuilding.aspx> (*accessible only for World Vision staff*).

Individual national office assessments, planning templates and resources: Several World Vision national offices have developed curricula and assessment frameworks that meet their specific needs (for example, WV Vietnam and WV Philippines).

Under development: Two other models for building basic partner capacities are under development where community partners are very new:

- Greenfields in Southern Africa uses a Programme Building Skills course.
- WV Cambodia use a Community Mobilisation model based on coaching emerging small groups in project cycle management.

Recommended external resources

- *Barefoot Guides*. www.barefootguide.org. Rich learning resources.
- *From the Roots Up: Strengthening Organisational Capacity through Guided Self-Assessment*. World Neighbours, 2000.
- *Building the Capacity of Local Groups*. TearFund. http://tilz.tearfund.org/en/resources/publications/pillars/building_the_capacity_of_local_groups/.
- *CASA (Capacity Self Assessment)*. Tear Fund. http://tilz.tearfund.org/en/resources/publications/roots/3_capacity_self-assessment/.
- *The New Toolbox: A Handbook for CBOs*. Barnabas Trust. Focuses on mentoring for OCB.

A broad range of specific and general resources can be found on the eCampus site aligned to the capacity issues or needs that they address.

Five principles for OCB in World Vision's local programmes

1. **OCB is focused on identified needs.** OCB is time, cost and energy efficient, addressing partners' identified needs and priorities in a way that equips them to function legally and effectively in the context and does not undermine their vision, goals and day-to-day activities.
2. **OCB delivery is flexible.** The focus of OCB is improved practice and impact. Organised within the Be, Do, Relate model, learning content and materials can be delivered flexibly in a variety of different ways (blended) and at different depths depending on the situation.
3. **OCB results in changes in partner organisational culture and behaviour and performance.** OCB engages learners in learning which involves the applied, practical use of new skills and information in the context of their daily work and directly enables development of competencies required for improved individual, team and organisational performance.
4. **OCB builds on what is already there.** OCB leverages and supports other likeminded capacity-building initiatives operating in the programme area and uses methodologies (training, facilitation

and so forth) which are participatory and build on existing strengths, knowledge and skills in individuals, teams and organisations.

5. **OCB supports on-going learning.** OCB is delivered in the context of a mentoring relationship as part of daily life and contact with partner organisations involved in DPA working groups. A culture of ongoing learning is encouraged with reflection, review, feedback, peer-to-peer learning, mutual accountability and further opportunities for learning around the OCB activities.

Contact: Ian de Villiers, Development & Programme Effectiveness Team, ian_devilliers@wvi.org.

APPENDIX 4:

TOOLS TO SUPPORT DISABILITY INCLUSIVE WASH

Towards inclusive WASH: Sharing evidence and experience from the field. Sixteen case studies. WaterAid.

<http://www.inclusivewash.org.au/case-studies.htm>

WASH standards for schools in low-cost settings. WHO. 2009.

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<http://www.wvi.org/ru/node/14146>

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<http://www.africawashdisability.org/about-us/our-partners/>

Water, sanitation and disability in rural West Africa: Enhancing access and use of WASH facilities. Messiah College. 2010.

<http://www.inclusivewash.org.au/people-with-disabilities>

Water and sanitation for disabled people and other vulnerable groups. Water, Engineering and Development Centre (WEDC). 2005.

http://wedc.lboro.ac.uk/resources/books/Water_and_Sanitation_for_Disabled_People_-_Complete.pdf

Accessible latrine designs from WV Ethiopia. World Vision. *Accessible only for World Vision staff.*

https://www.wvcentral.org/community/wash/Documents_01/Forms/Disability%20inclusive%20WASH%20designs.aspx

Technical drawings from the Africa WASH disability study. Messiah College.

<http://www.africawashdisability.org/wp-content/uploads/2014/08/Tech-Drawings.zip>

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Weltevredenpark, 1715
South Africa

West Africa Office

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Dakar, Senegal

East Asia Office

Bangkok Business Centre
13th Floor, 29 Sukhumvit 63 (Soi Ekamai)
Klongton Nua, Wattana, Bangkok 10110
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South Asia & Pacific Office

750B Chai Chee Road #03-02
Technopark @ Chai Chee
Singapore 469002

Latin America and Caribbean Regional Office

P.O. Box: 133-2300
Edificio Torres Del Campo, Torre I, piso I
Frente al Centro Comercial El Pueblo
Barrio Tournón
San José, Costa Rica

Middle East and Eastern Europe Regional Office

P.O. Box 28979
2084 Nicosia, Cyprus

World Vision is a Christian relief, development and advocacy organisation dedicated to working with children, families and communities to overcome poverty and injustice. Inspired by our Christian values, World Vision is dedicated to working with the world's most vulnerable people. World Vision serves all people regardless of religion, race, ethnicity or gender.