



DISABILITY INCLUSIVE WATER, SANITATION, AND HYGIENE (WASH) TRAINING

FACILITATORS GUIDE
APRIL 2018





Abbreviations

CLTS	Community Total Led Sanitation
CRPD	United Nations Convention on Persons with Disabilities
DPO	Disabled People's Organisation
GMFs	Grupo Manajementu Fasilidade (Water Management Group)
PHD	Partnership for Human Development
RHTO	Ra'es Hadomi Timor Oan
SDG	Sustainable Development Goals
WASH	Water, Sanitation and Hygiene
WGQs	Washington Group Questions

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Introduction

This training package was developed by the Partnership for Human Development (PHD) and CBM Australia with support from the Australian Aid Program. It is designed to strengthen inclusion of people with disabilities within water, sanitation and hygiene programs in Timor-Leste. The intended audience for the training program is community WASH facilitators and others who are directly engaged in delivering WASH programs with communities. It is designed to be used by skilled and trained facilitators (Master Trainers).

The training package builds on training materials developed by WaterAid Timor-Leste. It was piloted in November 2017 with PHD WASH implementing partners and RHTO, and then further refined and launched in May 2018.

How to use this Training Package



The Disability Inclusive WASH Training Package includes all the resources and materials needed to facilitate a training course on disability inclusive WASH. While the resources have been designed in a way that enables the facilitator to conduct the training exactly as suggested, experienced facilitators are also encouraged to adapt the materials or the structure of the training to suit a particular context.

Structure of the Training package

The Training Package includes two Parts:

Part A: Facilitator Guide (this document): The Facilitators Guide includes background information about the training package and the course content to orientate the facilitator to the subject matter and prepare for facilitating the training course. It will mainly be used by facilitators before delivering the training course.

Part B: Training Toolkit: The Training Toolkit includes all the materials that will be used by facilitators during the delivery of the training course. This includes:

- The training schedule, participant registration list and feedback form
- PowerPoint slides and talking points
- Activity facilitation guides and materials
- Handouts for participants

All materials are also provided on a USB stick.



Part A: Facilitator Guide

How to use this Guide

This Facilitation Guide is designed to help you prepare for facilitating the Disability Inclusive WASH Training Course. It provides guidance on how to plan for the training session, tips for successfully facilitating the training and an overview of the content that is covered in each session. You should try and become familiar with all the course content using this Guide, before facilitating your first training session.

When you first commence running the training course you will most likely refer to this guide quite often, particularly before the course. As you become more familiar with the content, you may not need to look at this guide as often, but it is a good idea to keep it nearby to refresh yourself on the content.

Learning Objectives of the Disability Inclusive WASH training course

The course is primarily designed for community WASH facilitators that are implementing WASH activities and programs in communities.

By the end of the training course participants should:

1. Understand the concept of social inclusion
2. Understand what disability is, the diversity of disability and different models of disability
3. Understand the disability context in Timor-Leste
4. Be able to identify whether someone is likely to have a disability.
5. Understand the impact of stigma and discrimination on access to WASH facilities and involvement in community activities for people with disabilities and their families
6. Understand the concept and principles of disability inclusion as it related to WASH, including within CLTS and in improving sanitation and water supply infrastructure.
7. Be able to identify barriers to people with disabilities participating in WASH programs, and demonstrate practical strategies to overcome those barriers.

Training Overview

The training includes eight sessions across 2.5 days. While the first day is a full day, the other two days are shorter to allow time for people to absorb the training material.

The first day focuses on concepts of disability and disability inclusion. The second day focuses on practical strategies for implementing disability inclusion within WASH programs. The third day focuses on hygiene promotion, and monitoring and evaluation. The full training schedule is included in the Training Toolkit.

Day 1 (9:00 – 5:00pm)

Session	Topics	Time Required
Welcome and Introduction	<ul style="list-style-type: none"> • Introductions and overview of training 	15 mins
1: Introduction to Inclusive Development	<ul style="list-style-type: none"> • Social Inclusion and Exclusion 	75 mins (1.25 hrs)
2: Introduction to Disability	<ul style="list-style-type: none"> • Link between poverty and disability • Diversity of impairments • Models and definition of disability • Overview of barriers and enablers • Disability in Timor-Leste 	120 mins (2 hrs)
3: Introduction to Disability Inclusive WASH	<ul style="list-style-type: none"> • Why focus on disability inclusion in WASH? • Key concepts for inclusion 	60 mins (1 hrs)
4: Identifying people with disabilities	<ul style="list-style-type: none"> • Identifying people with disabilities • Referral to health and community services 	75 mins (1.25 hrs)
Summary	<ul style="list-style-type: none"> • Summary and key messages from day 1 	15 mins



Day 2 (9:00 – 3:00pm)

Welcome and Introduction	<ul style="list-style-type: none">• Refresher from day 1• Overview of day 2	15 mins
5: Disability inclusion within WASH community meetings and events	<ul style="list-style-type: none">• Organising and facilitating inclusive meetings and events• Inclusive community WASH projects	75 mins
6: Accessible WASH infrastructure	<ul style="list-style-type: none">• Concept of accessible design• Features of accessible latrines and water points• Adapting and improving existing WASH infrastructure• The role of GMFs	145 mins
Summary of day 2	<ul style="list-style-type: none">• Summary and key messages from day 2	15 mins

Day 3 (9:00 – 13.30pm + lunch)

Welcome and Introduction	<ul style="list-style-type: none">• Overview of final day	10 mins
7: Inclusive Hygiene Promotion	<ul style="list-style-type: none">• Developing inclusive and accessible health promotion materials• Accessibility of handwashing facilities• Menstrual hygiene	80 mins
8: Monitoring and Evaluation	<ul style="list-style-type: none">• What to monitor and when• Tools and processes for monitoring inclusion	40 mins
Summary and Conclusion	<ul style="list-style-type: none">• Key messages from course• Feedback• Presentation of certificate	50 mins

Planning a Training Session

Two trained facilitators who have completed the master training course should run the training session. The following is a Step-by-Step guide to planning the training session:

Step 1: Audience: Consider who the participants of the training session will be. Aim to have no more than 20 participants. You can always run the course multiple times to accommodate more people.

Step 2: Find a suitable venue: The venue must be accessible to people with disabilities (including ramps, accessible toilets, and enough space to move around). Aim for a central location that is easy for people to get to. Consider the options for catering.

Step 3: Consider involvement of people with disabilities: We recommend co-facilitating the course with a local Disabled People's Organisation (DPO). Contact your local DPO representative and check their availability and discuss what role they could have in helping facilitate the course.

Step 3: Select dates to run the course: Select dates to run the course far enough in advance that you can give participants sufficient notice and give yourself enough preparation time.

Step 4: Invite participants to the training course: Provide details of the location, course objectives, catering, costs (if any) and date to confirm attendance. Ask if participants have any support requirements to enable their participation.

Step 5: Review the Session Notes: Familiarise yourself with the content of each session and decide which facilitator will lead each session. Practice any activities you are less familiar with. If possible, consider what examples you can use from your own experience to highlight various topics/key messages.

Step 6: Confirm logistics: Confirm bookings with the venue, catering, availability of audio visual equipment (data projector, laptop, speakers)

Step 7: Review training materials: Run through the training schedule and ensure you understand the power point slides and the activity facilitation guides. Make any notes of things to cover or your own examples to remind yourself.

Step 8: Prepare all training materials: Print all handouts, activity guides and materials. Consider printing an agenda for participants and a session schedule for the facilitators. Ensure you have other materials such as paper, pens, blu tak or sticky tape and sticky notes. Check you have met any support needs of participants with disabilities.

Step 9: Remind all participants about training: Send out a reminder a few days before the training to ensure all participants remember it is happening.

Step 10: Arrive early on the day of the training: To ensure you have time to set up the room, set up the projector and organise any last minute logistics.



Facilitation Tips

On the day of the training, the Facilitators should work together to create a welcoming learning environment where all training participants feel comfortable to listen, think, engage, interact, practice and ultimately learn. You can achieve this by remembering the following:

- **Set up the furniture to encourage interaction:** Create tables for small groups, or have everyone seated in a semi-circle, rather than in rows of chairs.
- **Build open communication and trust with the participants:** Use your personality and tell stories, use humour to create interest and connection. Ask the participants their expectations and priorities for the training.
- **Use inclusive communication:** Use person-first and non-offensive language (e.g. say “people with disabilities”). Establish a ground rule that only one person will speak at a time, and remind anyone who interrupts to wait until you/the other person has finished speaking.
- **Be engaging with your manner, body language, eye contact, and voice:** Speak clearly and not too fast. Make sure your voice is loud enough for all participants to hear you. Talk directly to people with disabilities rather than to people who might be assisting them.
- **Present the training not like a lecture, but like a conversation with the participants:** Ask questions frequently; allow participants to interrupt and ask questions (although remember to manage your time!); inject humour and fun when appropriate; and take a break when participants need it. If you enjoy yourself, the participants probably will as well.
- **Help participants remember the key points:** Use simple language, summarize and clarify discussion points, and repeat key messages.

- **Listen to what participants say:** Ask questions, and give people time to think and answer. Don't fill silence with more talk. Encourage peer learning by letting participants share their experiences and ideas. Importantly, be open to questioning and different ideas. If a participant asks a question that you are not sure how to answer, ask others in the group if they have any ideas.
- **Being conscious of the diversity of voices, and encourage participation of everyone:** Encourage all participants to actively participate and put forward their views, being careful not to create a stressful situation for people by singling them out. If there are people who are really not participating, don't force them, just encourage them and reinforce that everyone's ideas are welcome. You could also ask them to help with other tasks, like summarizing group discussions or writing other participant's ideas on flip charts when relevant.
- **Be aware of the participants' body language and interaction:** If people look bored, it is time to do something different – ask a question, do an activity or have a break.
- **Ask for feedback from participants:** This will help you improve your own facilitation techniques, and also helps participants feel respected and valued.



Session Notes – Day 1

These session notes provide an overview of the content covered in each session. You should read them as background to familiarise yourself with the content.

Introduction

Time allocated: 15 mins

PowerPoint slides: The day commences with an introduction to the training course. Start by introducing yourself, the organisation you are from and your experience in delivering community WASH programs.

- Use the PowerPoint slides to provide participants with an overview of the three days, and the focus on day 1. Explain that the training course is very interactive and will require their active participation. It should be fun and engaging with many activities.
- Explain where the toilets are, when breaks will be, and encourage people to turn off their mobile phones.
- Ask participants to introduce themselves, the organisation they are from and their role.

Session 1: Introduction to Inclusive Development

Objective: This session aims to give participants an overview of the concepts of inclusion and exclusion as they apply to Timor-Leste.

Time allocated: 75 mins



Overview of the Session

1.1	Activity: Agree/Disagree	20 mins
1.2	PowerPoint: Introduction to Inclusion/Exclusion	10 mins
1.3	Activity: Understanding Inclusion and Exclusion	40 mins
1.4	Power point: Inclusive development and Inclusive WASH	5 mins
Total time		75 mins



1.1 Activity: **Agree/Disagree**

(See Activity Facilitator Notes for details for how to run the activity)

This session commences with an activity that asks participants to make judgements about whether they agree or disagree with statements, which are read out by the facilitator. The aim is to encourage conversation and sharing of different perspectives, rather than to define a right or wrong answer.

This activity is also useful to help the facilitator understand the attitudes of participants. For example, are they strongly committed to inclusion already, or do they need more convincing as to why inclusion is necessary? If there are widely different views within the group, or many participants disagree with the statements, you may need to spend additional time explaining why inclusion is important throughout the rest of the training course. This can be done by talking about rights, and about the benefits of inclusion to everyone in society.



1.2 PowerPoint slides:

Introduction to Inclusion/Exclusion

The concept of 'inclusion' is a core part of the 2030 Agenda and Sustainable Development Goals, which aim to ensure 'no one is left behind'. Social exclusion occurs when a person is not able to participate in economic, social, political or cultural life. This might be because a person does not have the financial resources, is not able to access services such as education or health, or is not made to feel welcome by their community because of their particular characteristics.

Characteristics such as age, race, gender, disability, sexual orientation, occupation, caste and religion have all been the cause for social exclusion in different places around the world. What characteristics are accepted or discriminated against change depending on the context.

Social inclusion means trying to overcome the causes of exclusion to ensure that all people can benefit and participate in society, no matter what their particular characteristics. This is critical to ensure that everyone benefits from the positive changes in communities that WASH programs are trying to reach.



1.3 Activity:

Understanding Inclusion

(See Activity Facilitation Notes for details on how to run the activity)

This activity asks participants to consider which particular characteristics may place a person at risk of exclusion in Timor-Leste and why. Participants are given a range of characters (e.g. man with HIV) and are asked to consider which are most likely to be included or excluded from community activities. The discussion about why exclusion happens is an important one, as this will likely start to bring up discussion about 'barriers' to participation, which we will talk more about later. It is also good to take note of which characters the group thinks are most likely to be excluded, as these are the people WASH Facilitators should make the most effort to include.

When facilitating this activity, the focus should be on hearing different perspectives and allowing debates within the group, rather than trying to reach consensus. If there is a large disagreement over whether a particular



character is included or excluded then note that this is interesting, and that it may be different in different communities and move on.

It is also good to emphasise that people have many different characteristics and that these can create layers of exclusion. For example, if you are a woman, with a disability from a very poor family, you are likely to face more discrimination and exclusion, than a woman with a disability from a wealthy family. Everyone's experience will be different.



1.4 PowerPoint:

Conclusion – Introduction to Inclusive development and inclusive WASH

The slides that conclude this session introduce concepts of inclusive development and inclusive WASH. The key point to emphasise is that to be included, WASH projects need to intentionally seek to find and include people that may be likely to be excluded from community activities. Inclusion doesn't happen by accident.

There are two parts of inclusive development to emphasise:

- The process – ensuring that everyone in a community is able to participate in community meetings, decision making and activities undertaken as part of a project. This includes community planning meetings, management committees, CLTS triggerings.
- The outcome – ensuring that everyone in a community is able to benefit equally from a project, no matter what their particular characteristics are.

For WASH projects, this means ensuring that every individual in every household in the community has access to safe and clean water, sanitation and hygiene. We can't assume that because a household has constructed a toilet, everyone in the community can use it as we know sometimes this is not the case. Instead, we need to specifically try and find those people in the community who are hard to reach, and try to make sure they also benefit from our activities.

The rest of the training will focus specifically on ensuring people with disability are included, but it is important to remember that people with disabilities are just one group out of many that need to be included.

Session 2: Introduction to Disability

Objective: This session aims to give participants a basic understanding of disability and why it is relevant in development programs. It also provides an overview of the situation for people with disabilities in Timor-Leste.

Overview of the Session

2.1	PowerPoint: Why is disability inclusion important?	10 mins
2.2	Activity: Game of Life	40 mins
2.3	Video: WaterAid – Empowering people with disability through WASH	5 mins
2.4	PowerPoint: Definitions and Models of Disability	15 mins
2.5	Video: A barrier free reality	20 mins
2.6	Video: Understanding Disability in Timor-Leste*	15 mins
2.7	PowerPoint: Disability in Timor-Leste*	15 mins
Total time		120 mins

**To be facilitated by RHTO representative*



2.1 PowerPoint:

Why is disability inclusion important?

These slides aim to highlight why disability inclusion is relevant to development programs. The first slide emphasises that disability is common. It highlights that 1 in 7 people in the world have a disability, equivalent to about 1 billion people. You can also explain this by saying that 15% of the population have a disability.

Cycle of Disability and Poverty

The second and third slide explain the cycle of poverty and disability. This means that people with disabilities are more likely to be poor, and people who are poor are more likely to experience disability. For development programs trying to reduce poverty, it is therefore critical that they consider disability.



There are two parts of the cycle of disability and poverty to emphasise:

- Disability contributes to poverty – People with disabilities have little access to health care, education, WASH, have difficulty finding employment, face high levels of stigma and discrimination and are commonly denied their rights. These factors all contribute to poverty and social exclusion experienced by people with disability.
- Poverty increases the risk of disabilities – Poor households rarely have access to adequate food, shelter, hygiene and sanitation facilities, clean water and preventative health care services; lack of access to services increases the impact of poverty and increases the risk of acquiring a disability or increasing the severity of their impairment.

It is also important to emphasise that women and girls with disability, along with the elderly, are most vulnerable to poverty. They also face multiple layers of stigma and discrimination. They are also more likely to experience disability.

Further information: World Report on Disability

The first-ever World Report on Disability , published in 2011, reveals that more than one billion people in the world have a disability. This report outlines the key barriers that people with disabilities face across range of sectors, including health, education, work and employment, and the physical environment. This is a very useful report to provide a general overview of issues people with disabilities are experiencing across the World and strategies to address them.

See http://www.who.int/disabilities/world_report/2011/en/



2.2 Activity:

Game of life

(See Activity Facilitator Notes for details for how to run the activity)

This activity involves asking four volunteers to represent men and women with and without disabilities to stand at the front of the room. The facilitator reads out a story, and participants step forward and back depending on whether they think their character was able to participate and/or benefit in the activity. This activity is used to:

- Encourage discussion about the types of barriers experienced by people with disabilities in Timor-Leste.
- Provide an opportunity for participants to have a visual representation of the impact of discrimination and exclusion and how this can continue to grow across the lifespan.
- Enable facilitators to draw out key messages on the poverty/disability cycle and diversity of disability and gender differences that impact on an individual's life

The discussion to conclude this activity is important, as participants will be sharing perspectives based on increasing awareness of the impact of discrimination and exclusion on people with disabilities. With the facilitator's help, the participants can start to share ideas on how people with disabilities can be included in community activities in decision making especially in relation to WASH projects.



2.3 Video:

'Empowering people with disabilities through WASH' by WaterAid Timor-Leste

This video is included in the USB of training resources.

It is also available at <https://www.youtube.com/watch?v=oRPNsZvKxKs>

This video is used to give a positive example of how inclusion in WASH projects can benefit people with disabilities if some of the barriers seen in the Game of Life are addressed. It shares the stories of three people in Timor-Leste, how they were included in their communities and how this improved their quality of life and gave them hope about the future. It is designed to show participants that inclusion of people with disabilities in Timor-Leste is possible and has real benefits.



2.4 PowerPoint:

Definition and Models of Disability

These slides give an overview of the different approaches that have been used historically and in different cultures to describe disability. Our understanding of disability has changed over time from a simplistic concept that any person with an ‘impairment’ of mind or body is disabled to a more complex one that considers the relationship between an individual and their environment. Societies and individuals have and continue to view disability in different ways. Different ‘models’ of disability are provided in a table in the slides. Below is an overview of each one.

Medical Model

This model of disability focuses on impairments that require ‘fixing or changing’ in order for an individual to be a ‘normal’ member of society. This implies that if a person cannot be ‘fixed’, they cannot participate equally in society. This model focuses on medical treatment for disabilities.

Charity Model

The charity model sees disability as something people are ‘afflicted with’. It assumes a person with a disability must be a recipient of care and protection. This approach tends to be paternalistic and does not expect a person with a disability to have many contributions to make and therefore undervalues the individual.

These models are not “bad”, but in isolation they can limit the potential of people with disabilities and don’t enable meaningful inclusion.

Social and Rights-Based Model

This approach sees disability as a normal part of human diversity. People with disabilities have a right to access everything within their society on an equal basis with others. This approach identifies exclusion as being the result of barriers imposed by the particular context in which people with disability live (E.g steps that prevent people who use wheelchairs from accessing a building). Removing the ‘disabling’ barriers in the environment reduces the impact of an impairment and enables inclusion. This approach recognises the right to medical intervention and assistive devices such as a cane or wheelchair, alongside community access and participation. It places the responsibility for removing barriers on society, rather than removing the individual with disability from society.

Definition of Disability

The next slide introduces the definition of disability used in the United Nations Convention on the Rights of Persons with Disabilities (CRPD):

*“Persons with disabilities include those who have long-term physical, mental, intellectual or sensory **impairments** which in interaction with various **barriers** may hinder their full and effective participation in society on an equal basis with others.”*

This is the definition also used in Timor-Leste’s disability policy. It can be remembered easily by remembering the following equation: Impairment + barriers = disability.

Impairments are a loss or change in functioning of a part of the body or mind. These can be long term or temporary and may be:

- Physical – including weakness, amputation or malformation of arms or legs or other body parts
- Psychosocial – changes in perception and mood as a result of mental health conditions such as depression or schizophrenia
- Intellectual – changes in the way the brain remembers or processes information as a result of conditions such as Down Syndrome
- Sensory – changes in the way a person can see, hear or use other senses.

Barriers are things in the environment that prevent a person with an impairment from being able to participate and access society on an equal basis as others.

Further Information:

The Convention on the Rights of Persons with Disabilities (CRPD)

The CRPD came into force in 2006. It does not create new rights, but outlines how human rights are applicable to people with disabilities and how these must be addressed by governments. The CRPD includes articles relating to all areas of life, including education, health, access to justice, involvement in recreational and cultural life, access to the built environment, access to employment etc. Article 28 in the CRPD focuses on the rights of persons with disabilities to an adequate standard of living for themselves and their families; including equal access to clean water services”. The Government of Timor-Leste has not yet ratified the CRPD but has expressed a commitment to ratify in the future.

See <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/convention-on-the-rights-of-persons-with-disabilities-2.html> for a full copy of the CRPD.



2.5 Video:

'A Barrier Free Reality' by CBM

This video is included in the USB of training resources.

It is also available at <https://www.youtube.com/watch?v=AbDVLpTeT-s>

This video was filmed in Timor-Leste and is in Tetum with subtitles. It shows the stories of three people with disabilities who face barriers in accessing education, health care and WASH and suggests how these barriers can be overcome. Before watching the video, ask participants to look for the different types of barriers shown in the video, and note that we will discuss these afterwards.

Some of the barriers shown in the video include:

- Frederico (Education) – not allowed to enrol in school, negative attitudes of teachers, lack of sign language and Braille resources, steps and narrow doorways, inaccessible toilets
- Ursula (Health) – negative attitudes and discrimination
- Fatima (WASH) – uneven pathways, long distance to the water point, exclusion from community meetings

The examples of barriers provided in the video usually fit within four categories. These include the following:

Barrier	Explanation	Examples
Physical	Barriers that result from either the natural or built environment	Steps, uneven paths, narrow doorways, open drains, taps too high or difficult to turn on.
Attitudinal	Barriers that result from the attitudes or beliefs about disability and the capacity of people with disability. These influence the way people behave.	Teasing or name calling, being ignored, negative assumptions, deliberate exclusion from activities or services.
Communication	Barriers that result from the way information is provided.	Information too complex or in the wrong language, only written or audio, provided in a colour that cannot be easily seen.
Policy/Institutional	Barriers that result from government or organisational laws, policies or procedures that either directly or indirectly discriminate against people with disabilities.	People with disabilities denied the right to vote, or not allowed to enrol in school, service too expensive.

The experience of disability is diverse

To conclude the discussion on the definition of disability, and impairments and barriers, the section concludes with emphasising that disability is diverse, and will be experienced differently by everyone. This is because:

- Individual impairments are diverse – in type, severity, and specific characteristics
- Barriers in the environment are diverse – these will change in different communities, work places and households
- People are diverse – people have a lot of other characteristics, such as their gender, age, wealth, ethnicity, sexual orientation etc. which change how they are included in society.
- This means that not all people with disabilities will be equally disadvantaged
- School enrolment rates differ, with children with physical impairments generally faring better than those with intellectual or sensory impairments.
- Those most excluded from the labour market are often those with mental health difficulties or intellectual impairments.
- People with more severe impairments often experience greater disadvantage.

2.6 Video:



People with disabilities in Timor-Leste by RHTO

This video is available on the USB of training resources.

This video was filmed in Timor-Leste in Tetum with English subtitles. It follows the story of a university student who is trying to understand what daily life is like for people with disabilities in Timor-Leste. It involves interviews with a man who is blind, a wheelchair user and a woman who is deaf. Each person discusses the challenges they face in daily life. The video emphasises that it is society that creates barriers for people with disabilities, and that we can all play a role in reducing these to enable inclusion.

After the video, ask participants what they thought of it, and if they have any reflections. Encourage representatives from the DPOs (if present) to lead this discussion and respond to any questions.



2.6 Powerpoint:

Disability in Timor-Leste*

Note – this section should be presented by a representative from RHTO or another Disabled People's Organisation if possible.

These slides give an overview of the reality of day-to-day life for people with disabilities in Timor-Leste. The slides start by presenting an estimate of the prevalence of disability in Timor. Census data is not used, as it is likely an underestimate. Instead, the World Health Organization estimate that persons with disability represent 15 percent of the world's population is applied to the Timor context, showing there could be approximately 175,000 people with disabilities in Timor-Leste. The key message here is that people with disabilities are not a small group, but are part of all communities in Timor-Leste.

People with disabilities in Timor-Leste experience difficulties and barriers to participation in society. Discrimination and stigma continue within families and at a community level. The slides give some key facts and figures including that:

- Many children with disability do not attend school.
- There is no formally recognised sign language in Timor-Leste.
- There are limited rehabilitation services outside Dili.
- 86 per cent of people with disabilities do not receive any social protection or welfare payments.

The relevant government policy is the National Policy for People with Disabilities (which was approved by the Council of Ministers in 2011). To implement this policy, 10 different Ministries and Secretaries of State were involved in creating a National Action Plan to cover the period 2014–2018. This Action Plan sets out the key programs for disability inclusion which should be implemented in each of 10 sectors across Government. The focal point within Government with responsibility for monitoring the implementation of the Action Plan is the Ministry of Social Solidarity, however all parts of Government have responsibilities for inclusion. The Government has also promised to sign and ratify the Convention on the Rights of Persons with Disabilities, but they have not yet done so. Timor-Leste is one of only a few countries around the that has not yet ratified the CRPD.

The last slide in this session discusses Disabled People's Organisations (DPOs) and the important roles they play in empowering persons with disability and helping them obtain their rights. One Timorese DPO is Ra'es Hadomi Timor Oan. RHTO is a national cross-disability DPO, which means it represents people with various types of disabilities, including people with physical, hearing, vision, mental and psychosocial disabilities. RHTO has staff in all 13 municipalities of Timor. This session takes participants through a discussion of how they can work with RHTO's staff based at municipal level.





Session 3: Introduction to Disability Inclusive WASH

Objective: This session aims to give participants a basic understanding of why disability inclusion is relevant to WASH projects and some strategies to facilitate inclusion, both personally and within programs.

Overview of the Session

3.1	Discussion & PowerPoint: Why focus on disability inclusion in WASH	10 mins
3.2	PowerPoint: Inclusion strategies introduction	5 mins
3.3	Activity: Words Matter	20 mins
3.4	PowerPoint: Personal inclusion strategies	10 mins
3.5	PowerPoint: Program-level inclusion strategies	15 mins
Total time		60 mins

3.1 Discussion and PowerPoint:

Why focus on disability inclusion in WASH?

Before looking at strategies to strengthen disability inclusion in WASH programs, the first part of this session introduces why disability inclusion is relevant to WASH. This should be facilitated as a big group discussion, whereby the facilitator takes notes on a whiteboard or flip chart. After the discussion, refer to the PowerPoint slide to ensure the following points are covered:

Access to WASH is a human right

- Access to WASH is a human right – people with disabilities have the same human rights as others.
- Everyone should be able to go to the toilet with dignity and access clean water.



Disability inclusion improves program effectiveness

- If people with disabilities don't have access to a toilet, then CLTS has not been successful and an area cannot be declared Open Defecation Free.
- If some people within a household are not washing their hands at critical times then germs can still be spread, contributing to illness.
- If people with disabilities can access water and sanitation independently, this reduces reliance on other family members, which gives more time for economic or other activities.

People with disabilities and their families may need access to more water than others

- Some people with disabilities use their hands to move around, and will need to wash them frequently to stay clean and avoid getting sick.
- People with disabilities may need to touch the toilet floor or other dirty areas when using toilets if they are not accessible. This makes handwashing even more important.
- People who have incontinence (cannot control urination and defecation) may soil their clothes and need frequent washing of both their bodies and clothes to stay clean. This considerably increases the amount of water needed by the household.



3.2 PowerPoint:

Introduction to Disability Inclusion Strategies

This section commences the discussion on strategies that WASH Facilitators can use to ensure people with disabilities participate and benefit from WASH programs. We break strategies into two types:

- Personal inclusion strategies: Things we can all do in our everyday lives to be inclusive and promote inclusion. These generally do not cost anything, and involve taking personal responsibility for our actions.
- Program-level strategies: Things we can do when designing, implementing and monitoring WASH programs to promote inclusion. These may cost money and time and should be budgeted for within project budgets.

We will start by considering personal inclusion strategies, and then consider program-level ones. These will also be the focus of Day 2-3.



3.3 Activity:

Words Matter

(See Activity Facilitation Notes for information on how to run the activity)

**Note: this activity could be facilitated by an RHTO representative.*

This activity involves asking participants to brainstorm the words that they use or can think of to describe disability and people with disabilities. These may be positive words and negative words, and can be words used either to describe types of disabilities (e.g blind, deaf or crippled), or words they associate with disability (e.g. strong, weak, scary, inspiring).

After brainstorming the words individually, participants are asked to sort their words into positive and negative words, and stick them on the wall under the headings. Participants are then asked to consider how these words would make people with disabilities feel. The goal of this activity is to emphasise that we all have a choice about the words we use to describe disability and people with disabilities. Using positive words can help make people with disabilities feel welcome and included while negative words can be hurtful.



3.4 PowerPoint:

Personal inclusion strategies

Following from the Words Matter activity, this section describes appropriate language to use to describe disability.

- Don't refer to people, or groups of people only by their impairment (the Blind, the Disabled)
- Where possible, use a person's name rather than referring to their disability.
- Use the term 'ema ho deficiencia' rather than other terms that are not as respectful
- Avoid negative language about disability e.g. "Suffers from polio" or "confined to a wheelchair". Instead use neutral language: "has polio", or "uses a wheelchair".

The key point to emphasise is that the language we use can make a big difference to how people with disabilities are perceived by others and perceived by themselves. If we use positive language, it helps people to feel respected and valued for who they are and what they can contribute.

Other personal inclusion strategies include:

- Treat people with respect – as you would treat anyone else. Try not to single people with disabilities out from the group, or make them feel different.
- Avoid making assumptions – Don't assume that people with disabilities can't do something. Assume that they can, and ask how you can make it easier for them.
 - » Always ask a person whether they need assistance and what type of assistance. Don't assume what they need.
- Be a role model to others – advocate for people with disabilities. Correct others when they use the wrong language or make jokes about people with disabilities.



3.5 Program-level inclusion strategies

Most of the rest of the training course focuses on program-level strategies for inclusion of people with disabilities in WASH programs. The slides in this section give a brief introduction to four key, overarching strategies which can guide our approach. These are relevant to any community project or activity.

1. Raise awareness about disability and the importance of disability inclusion

Stigma and discrimination towards people with disabilities is common in Timor-Leste. Raising awareness of disability, the importance of disability inclusion, and the rights of people with disabilities is a critical strategy to improve attitudes. This could include:

- Supporting local media campaigns or community awareness campaigns
- Including information about disability in training programs
- Reminding partners and governments that disability inclusion is a priority
- Advocating for consideration of disability in WASH policies and strategies.

2. Participation of People with Disabilities – ‘Nothing About Us, Without Us’

People with disabilities know their own situation the best. Partnering with Disabled People’s Organisations (DPOs), such as RHTO, can help to raise awareness of disability, and identify and address barriers to participation. Encourage participants to contact representatives from their local DPO to discuss how they would like to be involved. Some ideas are:

- Request DPO representatives visit communities and help identify people with disabilities
- Participate in community meetings and share information to raise awareness about disability
- Participate in access audits of WASH infrastructure
- Attend a GMF meeting to raise awareness about disability and discuss strategies to improve accessibility of WASH infrastructure

Further Information:

About Disabled People’s Organisations (DPOs) in Timor-Leste

DPOs are organisations run by and for people with disabilities. They focus on advocating for the rights of people with disabilities, and sometimes also run services for people with disabilities such as vocational training. DPOs are often poorly funded and may be run by volunteers. It is important to respect their time and pay for their services, in the same way you would pay other program partners. In Timor-Leste, Ra’es Hadomi Timor Oan (RHTO) is the largest cross-disability DPO, and has two representatives in each district. Asosiasaun Defisiensiia Timor-Leste (ADTL) is the peak body for disability organisations, and maintains a contact list of DPOs.

3. Identify and address barriers to improve accessibility

We discussed earlier the different types of barriers that people with disabilities may face in participating in society and accessing services. Identifying and addressing these barriers is a key strategy to increasing access and participation. We will talk more in day two about the common barriers that are relevant to WASH programs. This section just introduces this as a general concept and provides some examples of strategies to address each of the types of barrier discussed earlier.

Barrier	Explanation	Examples
Physical	Steps, uneven paths, narrow doorways, open drains, taps too high or difficult to turn on	Ramps, handrails, wide doorways, pathways, transport, covering drains, lower taps
Attitudinal	Teasing or name calling, being ignored, negative assumptions, deliberate exclusion from activities or services.	Challenge stereotypes Raise awareness of rights and capacity
Communication	Information too complex or in the wrong language, only written or audio, provided in a colour that cannot be easily seen.	Clear and simple language, sign language interpreters, using pictures, Braille or large print, multiple communication channels
Policy/ Institutional	People with disabilities denied the right to vote, or not allowed to enrol in school, service too expensive.	Enforce existing legislation, adapting forms and processes, challenge discriminatory policies, provide subsidies to address cost barriers

4. Considering disability specific needs

Sometimes, people with disabilities may require additional assistance to enable them to access WASH and participate in community activities. This includes access to assistive devices such as wheelchairs, prosthetics, or white canes, and access to rehabilitation to improve people's movement.

For example, you could design a community water point to be disability accessible, by installing a ramp, and ensuring the tap is at a suitable height, but if a person with difficulty walking in the community does not have access to crutches, they may not be able to leave their home to access water or use the toilet.

Although this might not seem like the core business of a WASH program, it is a key part of being disability inclusive and essential for Timor-Leste to achieve SDG 6 targets of universal, adequate and equitable access to WASH for all.

RHTO can help with referring people with disabilities to appropriate services. We will talk more about that later.

Session 4: Identifying people with disabilities in communities

Objective: This session aims to provide participants with practical strategies on how to identify people with disabilities in communities. It also provides guidance on making referrals to disability and community services when people with disabilities are identified.

Overview of the Session

4.1	PowerPoint and Discussion: Introduction to identifying people with disabilities	20 mins
4.2	Activity: Observation skills	10 mins
4.3	PowerPoint: Using the Washington Group Questions	15 mins
4.4	PowerPoint and Discussion: Referral to health and community services	30 mins
Total time		75 mins

Session Notes

See Handout: *Identifying People with Disabilities* for further information



4.1 PowerPoint and Discussion:

Why focus on disability inclusion in WASH?

Before looking at how to identify people with disabilities, it is worth making sure that everyone understands why this is important. WASH programs may want to identify people with disabilities in communities to:

- Support people with disabilities to participate in or benefit from the project: Once we know there is a person with a disability in the community, we can meet with them to identify what types of barriers they may face in accessing WASH or attending community meetings. We can then work with them to address those issues.
- Monitor WASH access for people with disabilities: Projects are increasingly required by donors to report on how many people with disabilities have

benefited, and whether people with disabilities benefited to the same extent as others. This requires collecting data on disability.

- Identify people who might need extra support or referral to services: People with disabilities may need additional support such as assistive devices, or access to health services to improve their mobility and quality of life.

Discussion: The next slide invites participants to have a brief discussion with the people sitting near them about how they currently identify people with disabilities in communities. This does not need to be long, just 5-10 mins. This is meant to help participants reflect on their own practices, and encourage them to identify what some of the challenges are with identifying people with disabilities.

4.2 Activity:

Observation Skills

See Activity Facilitation Notes for details on how to run this activity

This activity is designed to help participants understand why we can't just use observation (looking at people) to determine whether they have a disability. It is a quick, fun activity that involves asking pairs to guess characteristics about each other simply by looking at each other. The key messages from this activity are that this is not an accurate way to determine whether people have a disability. It also doesn't feel very nice to be judged by others.

4.3 Using the Washington Group Questions

The Observation Skills activity highlighted the pitfalls of using observation to identify people with disability. We also cannot directly ask if a person has a disability as this has been shown to identify only a small number of people with disabilities. This is because:

- People may have different understandings of what the term 'disability' means.
- People may not have seen a medical professional and given a diagnosis, and will therefore not answer 'yes'.
- Some people just think the difficulties they face are a normal part of aging.
- People may not want to say 'yes' because of the risk of stigma and discrimination.

Instead, the best way to find out if someone has a disability is to ask questions about the difficulty a person has doing certain types of common activities, such as walking or seeing. This can be done using a set of questions called the ‘Washington Group Questions on Disability (WGQs)’.

The Washington Group Questions on Disability (WGQs)

The WGQs are a set of six questions that can be used to identify whether someone has a disability. They were developed for use in national censuses and other surveys and have been used around the world. The questions are designed for use with the general population (over 5 years of age). The questions do not diagnose disability or identify the causes of disability – a medical professional should do this.

The questions were translated into Tetun and tested in Timor-Leste by CBM Australia, with support of Australian Aid. As a result of this testing, the questions have been adapted for the Timorese context in consultation with the Washington Group.

The next slides in this session discuss how to use these questions appropriately, and cover the information provided in the handout on ‘Identifying People with Disabilities’. This handout should be provided to participants during this session.

Further Information:

About Disabled People’s Organisations (DPOs) in Timor-Leste

This training course introduces the Washington Group Short Set of Questions on Disability. These questions are best to use in general surveys. There is also a long set of questions which is more detailed, and a Module on Child Functioning which is designed to identify disability in children aged 2-17 years. For more information visit the website: www.washingtongroup-disability.com/



4.4 Referring people with disabilities to health and disability services

Handout the disability services referral handout in this session

In some cases, people with disabilities may not leave the household very often and families of people with disabilities may be very isolated. This means they may not know about support services available or may not have been able to access services. Therefore, one of the practical things we can do when we find people with disabilities in communities is assist them to access services. This could be support specifically related to their disability – such as access to rehabilitation or assistive devices such as wheelchairs or crutches, or it could be support for other issues unrelated to their disability.

As WASH officers, you do not need to try and diagnose or treat a health condition – the important thing is to refer the person to someone that can help. There are three types of referrals that we will focus on:

1. Referrals to RHTO: RHTO can support people with disabilities by providing social support, referrals to disability services to provide rehabilitation or assistive devices, assistance with accessing government support schemes, education etc. When you find a person with a disability, check if they have met with someone from RHTO and are aware of the support available. If not, ask if they would like you to pass on their contact details so that an RHTO municipality officer can contact them directly.
2. Referrals to health services: If you notice when talking with someone with a disability that they seem unwell or may have a health condition that is not managed, ask if they would like your support to visit a health professional. Do not contact a health professional without their permission or permission of their family unless you think it is a life threatening emergency. You may need to assist the person with transport to the health clinic, or contact the health clinic and see if they can visit the person in their home.
3. Referrals for victims of violence: Women and girls with disabilities are more likely to be subject to violence and abuse than other people in Timor-Leste¹. It is therefore important that WASH Facilitators are sensitive to potential cases of abuse and support women and girls appropriately.

¹ The Asia Foundation (2016) "Understanding Violence against Women and Children in Timor-Leste: Findings from the Nabilan Baseline Study", retrieved from https://asiafoundation.org/wp-content/uploads/2016/05/UnderstandingVAW-TL_main.pdf

Resources in this section have been prepared by the Nabilan – Ending Violence Against Women program, implemented by The Asian Foundation. They are designed to assist people who are victims of violence. This includes information about services available, and strategies to support the person. Nabilan has developed a referral poster which you should share with participants. Note that some of the support services have been adapted to be physically accessible for people with disabilities; Nabilan can provide further information on services in specific locations.

This session concludes by presenting two scenarios on PowerPoint to prompt a short group discussion. These scenarios encourage participants to think about how they would respond to a certain situation, and what referral options may be most appropriate. Discussion points about each scenario are included in the PowerPoint slides.

Summary

Time allocated: 10 mins

Power point slides: The day concludes with a brief summary of key messages.

These include:

- Inclusive development is about ensuring everyone benefits from community projects and activities.
- People with disabilities are one group likely to be excluded unless programs specifically seek to include them.
- Disability is the interaction of a person's impairment, with the barriers they face in the environment.
- Disability inclusive WASH is important because access to WASH is a human right.
- There are personal strategies we can use to be inclusive. These focus on using respectful language and treating people with respect.
- Program level inclusion strategies focus on involving people with disabilities, identifying and addressing barriers and considering people's disability specific needs.



Session Notes – Day 2

Introduction

Time allocated: **20 mins**

Power point slides: The day commences with a brief overview of the day. Day two will focus on deepening our understanding of the program-level inclusion strategies that were introduced on day one. This will focus on:

- Organising and facilitating inclusive meetings and events
- Disability inclusion within CLTS
- Features of accessible water and sanitation infrastructure.

Activity:

Refresher Quiz 1

See Activity Facilitation Notes for details on how to run this activity. To consolidate learning from day one, this activity is a quick, 10 question quiz that should be completed as a big group. The facilitation notes, included the questions and answers.

Session 5: Disability inclusion within CLTS and WASH Community Meetings or Events: Introduction to Inclusive Development

Objective: This session aims to give participants an overview of the concepts of inclusion and exclusion as they apply to Timor-Leste.

Time allocated: 90 mins



Overview of the Session

5.1	Activity: Inclusive WASH: Your Choice	40 mins
5.2	Activity: Inclusive community meetings and events	50 mins
Total time		90 mins



5.1 Activity:

Inclusive WASH – Your Choice

See Activity Facilitation Notes for details on how to run this activity. The handout Inclusive CLTS should be given out during this session.

This activity aims to help participants understand that the choices we make throughout a WASH project influence the extent to which people with disabilities can participate and benefit from the project. The activity involves reading through a project scenario starting from early in the project design, then progressing through implementation, and finally evaluation. At each stage of the project, participants are asked to make a choice about what actions are taken to support inclusion of people with disabilities. The story has a different ending depending on the choices made.

Note that this activity can be a little confusing for people so make sure you take the time to explain it clearly in the beginning using the PowerPoint slides provided, and check to see if anyone has any questions. If people finish early, you can encourage them to go back to the start and select a different option to see how that changes the outcomes in the story.

The discussion following the activity is important as it helps participants to reflect on what they can do to promote inclusion of people with disabilities in CLTS projects. Ensure you allow at least 20 mins for this discussion. Key points to emphasise are:

- Disability inclusion is about more than just accessible infrastructure, it is also about involving people with disabilities in the community planning, triggering and other activities.
- CLTS can have negative effects on people with disabilities if they are not included.
- It is never too late to start thinking about inclusion of people with disabilities, even if the project has already started.



5.2 Activity:

Inclusive Meetings or Events

See Activity Facilitation Notes for details on how to run this activity. The handout 'Inclusive Meetings and Events', and 'Tips for Inclusion Across Impairment Types' should be given out after this activity.

The Your Choice activity helped highlight the importance of including people with disabilities in community meetings and events such as community planning meetings and CLTS triggerings.

This activity helps participants identify the practical strategies that can help make meetings and events more inclusive. Participants are divided into four groups and given a simple scenario, which focuses on organising a CAP 1 meeting. Each group is asked to consider a different part of organising the meeting and brainstorm how they could make it inclusive for people with disabilities. Through this activity participants are practicing one of the program-level inclusion strategies we discussed on Day 1 – identifying potential barriers and strategies to overcome them. This same strategy can be used for any community activity.

Session 6: Accessible WASH Infrastructure

Objective: This session aims to give participants an overview of universal and individualised approaches to accessible design, how to plan for accessible WASH infrastructure and features of toilets and water points. It also considers the role of GMFs in improving or maintaining the accessibility of community water infrastructure.

Time allocated: 145 mins

Overview of the Session

6.1	PowerPoint: Introduction to Accessible WASH Infrastructure	20 mins
6.2	Activity: Photos of WASH Infrastructure	30 mins
6.3	PowerPoint: Features of Accessible WASH Infrastructure	20 mins
6.4	Discussion: Water and Sanitation flip books	15 mins
6.5	PowerPoint and Discussion: Maintaining and improving accessibility	40 mins
6.6	PowerPoint: Introduction to Accessible WASH Infrastructure	20 mins
Total time		145 mins

6.1 PowerPoint:

Introduction to Accessible WASH Infrastructure

This session starts with an overview of some of the theory around accessible design and how to plan for accessible infrastructure. It briefly covers the concepts of universal design and individualised design.

- Universal design refers to designing products, environments, programs and services to be usable by all people, to the greatest extent possible without the need for adaption later. This means thinking about the wide range of people that might use the infrastructure now and in the future and designing

something which is easy to use for everyone. This approach is best for community infrastructure such as water points, and public toilets in schools or health centres.

- Individualised design refers to designing infrastructure specifically for the needs of one person, or a household. This should focus on ensuring that everyone in the household can safely and easily use the infrastructure now and in the future.

Further Information:

About Disabled People's Organisations (DPOs) in Timor-Leste²

- **Principle 1 – Equitable use:** Design that is useful and marketable to persons with diverse abilities
- **Principle 2 – Flexibility in use:** Design that accommodates a wide range of individual preferences
- **Principle 3: Simple and intuitive use:** Design that is easy to understand, regardless of the user's experience, knowledge, language skills or concentration level
- **Principle 4: Accessible information:** Design that communicates necessary information effectively to the user, regardless of environmental conditions
- **Principle 5 – Tolerance for error:** Design that minimises hazards and the adverse consequences of accidental or unintended actions
- **Principle 6 – Low physical effort:** Design that can be used efficiently and comfortably and with a minimum of fatigue
- **Principle 7 – Size and space for approach and use:** Design that provides appropriate size and space – for approach, reach and use, regardless of the user's body size, posture or mobility

² Note, this approach to accessible WASH is adapted from Hazel Jones (2011) "Disability and WASH" Presentation for WaterAid, retrieved from <http://www.inclusivewash.org.au/resource-library-people-with-disabilities>

Planning for accessible WASH infrastructure

There are number of tools and approaches that can help us to design accessible infrastructure. Slides in this section discuss the importance of involving people with disabilities and other community members in the design process. Tools discussed include:

- Using technical guidelines and drawings: These are very useful to provide ideas for accessible design and specifications but should always be used in consultation with the people using the infrastructure as it is very unlikely that one design will meet everyone's needs.
- Accessibility Audits: This involves asking people with disabilities to test WASH infrastructure and check whether it is easy to use. An example of an accessibility audit tool is included in the handout on Inclusive GMFs.

6.2 Activity:

Photos of WASH Infrastructure

See Activity Facilitation Notes for details on how to run this activity

This activity involves groups reviewing real life examples of WASH infrastructure from Timor-Leste. Groups are asked to review each photo and identify which ones are more accessible and why, and which ones are less accessible and why. Then four of the photos are discussed as a big group. When facilitating this activity it is important to emphasise that accessibility is about more than just adding a ramp – we need to think about the whole journey of a person from their house, to the facility and how they use the facility. We discuss this in more detail after the activity.

6.3 PowerPoint:

Features of Accessible WASH Infrastructure

We now discuss in details the features of accessible water and sanitation infrastructure, focusing primarily on household latrines and community water points. The slides provide details on the various features to consider and talking points are provided with each slide. In summary, the following is discussed:

- Getting there: central location close to people's houses, clear, wide pathways with raised edges, guidance ropes or hand rails, signage for public facilities

- Getting in: ramps at a safe gradient (1:12) or wide steps (ramps are preferred), handrails, wide doorways or gates, outward facing doors with handles at a user friendly height.
- Getting on/using: temporary or permanent seats, handrails, enough space to manoeuvre inside apron or latrine, easy to use taps³

Note that it is important in this section to explain the dangers of ramps that are too steep. These can lead to people falling and hurting themselves. If you cannot build a safe ramp, it is better not to build one.

It is also important to emphasise that you need to think beyond the facility itself, to also consider the journey to and from the facility. See the Water and Sanitation flip books for further information about features of accessible WASH infrastructure.

Further information:

Compendium of Accessible WASH Technologies – Jones, H. and Wilbur, J (2014)

This compendium, produced by WaterAid and WEDC provides practical guidance for practitioners working directly within communities to overcome barriers to WASH accessibility within the household. The resource covers hand washing, water points, bathing, latrines, and further resources.

It can be accessed online (in English) at <http://www.inclusivewash.org.au/resource-library-people-with-disabilities>

6.4 Discussion:

Facilitating discussions on accessible WASH

The flip books on Water and Sanitation should be provided to participants for this activity. Aim to have one set of flip books for each table (contact PHD for additional copies). Each organisation attending the training should take away at least one set of flip books to use in the communities they are working in.

After receiving the flip books, participants are given 10 mins to look over them in their groups, and consider how they can be used. After the discussion, ask groups to share some of their ideas.

³ Note, this approach to accessible WASH is adapted from Hazel Jones (2011) "Disability and WASH" Presentation for WaterAid, retrieved from <http://www.inclusivewash.org.au/resource-library-people-with-disabilities>



Conclude this activity by noting that the flip charts were developed by WaterAid and are currently in draft form. We encourage everyone to use them. They will be revised following feedback later in 2018.



6.5 PowerPoint and discussion:

Maintaining and improving accessibility

This section aims to highlight that even if infrastructure has already been constructed, you can still improve accessibility by adding extra features or adapting the existing structure. This can be more difficult than designing accessible infrastructure in the first place, but there are still many things you can do. When making adaptations, consider whether they should be temporary or permanent.

- Temporary adaptations are best for people with temporary impairments (e.g. an injury, children or pregnant women), but they can be less user friendly.
- Permanent adaptations are generally safer and easier to use, but it is important to find a design that suits everyone in the family or community so as not to discourage other members from using the facility.

You can also control the cost of the adaptations by changing the design and the type of materials used in construction. More expensive materials such as concrete are very durable and can be used to construct ramps and pathways, cheaper or locally sourced materials such as wood or bamboo can also be used, but may need to be replaced more frequently.

One of the key groups in Timor-Leste that can help maintain community WASH infrastructure are GMFs (community management committees). Participants complete a group activity in this section, where they are asked to consider what types of things GMFs could do to maintain or improve accessibility of a water point. Some ideas include:

- Construct or clear a pathway to the water point.
- Add a handrail or guidance rope to assist people to find the water point.
- Paint the water tap and any steps in bright colours to assist people with difficulty seeing.

- Construct wide, even steps or a ramp with a handrail if there is a steep slope (a ramp is preferred).
- Increase the size of the apron to improve access around the tap.
- Improve drainage to ensure the area is not slippery.
- Replace the tap if it is hard to use or lower it if it is too high for children to reach.
- Construct a seat or bench to allow people to rest at the water point.

Encourage the training participants to speak to GMFs about their role in maintaining accessibility of WASH infrastructure and why this is important. They could ask their local RHTO representative to come and speak to the GMF during a meeting to increase their awareness of disability inclusion.

See the handout on Inclusive GMFs for further information on ideas on practical things GMFs can do to improve accessibility.

6.6 PowerPoint:

Voucher scheme within the Hygienic Initiative

This session aims to provide an introduction to strategies that are being used in Timor-Leste to support households in upgrading their toilets to ensure accessibility of the toilet for all. The government is now trialling interventions to overcome financial barriers to households in upgrading to improved toilets, through a market based voucher program. Recognizing the higher cost of an accessible toilet, there is a greater value voucher for households with a person with a disability.





WASH Facilitators engaged in programs to support communities to advance from ODF status to Hygienic status must also ensure that they are engaging all necessary strategies needed to ensure that improved toilets are accessible for all. For example, community meetings to introduce and distribute the toilet upgrade vouchers must take measures to ensure all households and people are represented at the meeting. Technical support provided around toilet upgrades should introduce the types of modifications that can be made to ensure that everyone in the household can safely and easily use the infrastructure now and in the future.

Summary

Time allocated: 15 mins

PowerPoint slides: The day concludes with slides that cover the key messages from the day. These include:

Community meetings and events can be made accessible by:

- Inviting people with disabilities and ensuring they know they are welcome
- Using an accessible venue and providing transport
- Adapting your communication to be inclusive

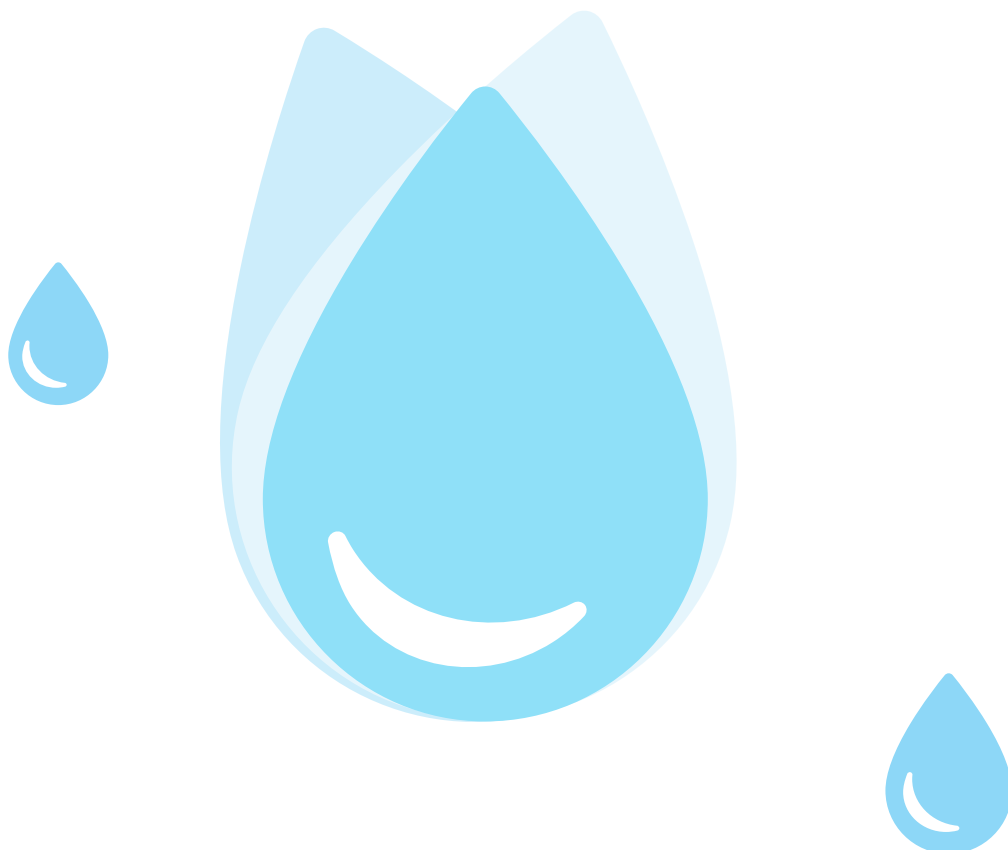
Accessible design of WASH infrastructure benefits everyone in the community. To plan for accessible design, you can use:

- Technical standards or drawings, but you should always consult people using WASH infrastructure to ensure it meets their needs
- Accessibility audits, which should be done with people with disabilities.

Universal design is best for communal infrastructure and the individualised approach is best for households.

Factors to consider when designing accessible infrastructure include:

- Location – central and on flat ground
- Paths – wide, clear, hand rails, raised edges
- Ramps (preferred to steps)– low gradient, handrail, raised edges
- Steps – low and even, handrails, high contrast paint
- Entrance – wide, level floor, rounded threshold
- Doors –outward opening, handle on both sides
- Space – wide area to turn around, level floor, hand rails







Session Notes – Day 3

Introduction

Introduce the day by providing a summary of the main topics covered so far in the course, and running through the schedule for the day, which is included in the PowerPoint slides.

You may wish to include time for people to raise any questions they have about the course so far.

Session 7: Disability Inclusive Hygiene Promotion

Objective: This session aims to give participants an overview of how to address sanitation and hygiene needs of people who cannot use a latrine. It also provides participants with the skills to develop inclusive hygiene promotion activities.

Time allocated: 80 mins

Overview of the Session

7.1	PowerPoint: Sanitation and hygiene for people with limited mobility	20 mins
7.2	PowerPoint: Handwashing for people with disabilities.	10 mins
7.3	Activity: Inclusive hygiene promotion	45 mins
7.4	PowerPoint: Inclusive menstrual hygiene management	5 mins
Total time		80 mins



7.1 PowerPoint slides:

Sanitation and hygiene for people with limited mobility

These slides aim to build awareness that there are some people in communities who may not be able to use a toilet because their mobility is significantly limited (i.e. they cannot leave their bed) or because they have difficulty controlling when they urinate or defecate (incontinence). It is important to also address the sanitation and hygiene needs of these people and the people that care for them. This issue is often very stigmatised and is unlikely to be spoken about openly in communities. It is important to approach this topic sensitively with families and respect their privacy.

The slides discuss the use of a commode chair, which is a bucket with a seat over it that can be used inside the house. This can be helpful for people who have difficulty leaving the house but can control when they need to use the toilet. Commode chairs can be made from local materials, such as bamboo, and need to be emptied regularly and hygienically. It is very important to make sure the chair is strong and safe to sit on.

This training doesn't go into detail about strategies to support people with incontinence as this is a very technical area. Additional training will be provided in this area in the future.



7.2 PowerPoint slides:

Inclusive hygiene promotion – handwashing

These slides highlight that it is very important that people with disabilities, and people who support them, also wash their hands at critical times and are included in handwashing promotion activities. This is important to prevent the spread of illness and infections. There are two key parts to thinking about disability inclusive handwashing:

- Accessibility of handwashing stations
- Inclusive handwashing behaviour change communications (BCC) and campaigns



Accessible handwashing stations

Handwashing stations need to be designed so that all people within the family can use them, including elderly, children and people with disabilities. It is important to consider the same types of factors for accessibility as were discussed for water and sanitation on Day 2. These include:

- Location of handwashing station – close to the toilet and on flat ground
- Pathway free of obstacles and clearly marked
- Easy to use design
- Could be painted in bright colours to make it easier to see.

As a WASH facilitator, you should discuss the design of handwashing stations with communities and families and encourage them to think about how to ensure that all members of the family can use it.

Inclusive Behaviour Change Communications and Campaigns

It is very important that people with disabilities do not miss out on receiving hygiene promotion messages. Otherwise they will not know to wash their hands at critical times.

To make hygiene behaviour change communications (BCC) materials accessible we need to consider:

- **The images and words used** – people with disabilities should be included in images alongside other community members. Language used should focus on ‘everyone’ or ‘all people’.
- **The communication formats or tools:**
 - use a mix of audio and visual – including words and pictures
 - keep messages simple
 - use large font and good colour contrast so it is easy for everyone to see
 - consider creating resources in accessible formats such as Braille, large print and sign language if these are used by community members

- **The communication method:**

- Think about how people will receive the information
- People with disabilities may not attend community meetings or school so may miss information provided in these settings.



7.3 Activity:

Inclusive hygiene promotion

(See Activity Facilitator Notes for details for how to run the activity)

This activity gives participants the opportunity to practice thinking about practical strategies to ensure people with disabilities also receive and benefit from hygiene promotion activities. It asks participants to design a simple handwashing campaign.

Participants should refer to the following handouts provided on Day 2 to help them with this activity:

- Handout: Inclusive Meetings and Events
- Handout: Tips for Inclusion Across Impairment Types



7.4 PowerPoint slides

Menstrual Hygiene

This session aims to develop awareness that women and girls with disabilities also menstruate, just like other women and girls. They therefore require access to menstrual hygiene products, disposal or washing facilities and education about hygienic menstruation management, which many girls with disabilities miss out on if they are not at school.

It is critical to remember that accessible toilets in public facilities are generally for men and women, and should also include facilities to manage menstruation, such as disposal bins which should be emptied regularly.



Session 8: Monitoring and Evaluation

Objective: This session aims to give participants an overview of what and how to monitor and evaluate inclusion of people with disabilities in WASH projects.

Time allocated: 40 mins

Overview of the Session

8.1	PowerPoint: Monitoring and Evaluation	20 mins
8.2	Group Discussion: Monitoring tool	20 mins
Total time		40 mins



8.1 PowerPoint: **Monitoring and Evaluation**

Monitoring inclusion is critical to determine whether inclusion strategies have been successful. These slides provide participants with an overview of what to monitor, and how to monitor it. There are two key aspects of disability inclusion to monitor:

- The extent to which people with disabilities have been involved or participated in the implementation of the project
- The extent to which people with disabilities have benefited from the project.

It is also useful to track the types of strategies your program is using to be disability inclusive. These can help you analyse what has worked, learn where the gaps are and what more you could do.

Don't try to monitor everything – select a small number of indicators and try and monitor them well. In doing so, it is important to choose a range of indicators that focus on quantitative data (counting how many people have participated or benefited) and qualitative data (finding out about the experiences of people with disabilities and how they have participated or benefited).

Identifying people with disabilities is a critical part of monitoring and evaluation, as you need to find people with disabilities in order to learn about how they have benefited from the project. Look back at Session 4 for further information.



8.2 Group Discussion:

Monitoring tool

Handout the Inclusion Monitoring Tool in this session

To conclude the session, participants are provided with a copy of a household-level monitoring tool, which is designed for use with families who have been identified as including someone with a disability. This tool was first developed by WaterAid Timor-Leste and has been adapted for broader use. In groups, participants are asked to discuss and consider how and when they could use this tool. It is important to emphasise that this is just one tool available, but it is very useful to track whether inclusion strategies used within a project are successful.

Summary

Time allocated: 50 minutes

PowerPoint slides: The day concludes with slides that cover the key messages from the day. These include:

Activity: Trivia Game	30 mins
Feedback form	10 mins
Presentation of Certificates	10 mins
Total time	50 mins

Activity: Trivia Game

See the Activity Facilitation Guide for details on how to run this activity

The training session concludes with a fun activity designed to summarise and refresh participants' knowledge about the content of the training course. Participants form teams and answer a series of questions about topics covered in the training.

The Handout – Key Messages – Inclusive WASH can be provided after this activity

Feedback forms

Participants should be provided with a copy of the feedback form and given time to complete the form. These should be collected and reviewed by the facilitators after the training to determine whether there are things that could be improved for future training courses.

Conclusion and Presentation of Certificates

All participants that have attended to full course should be provided with a certificate (included in the handouts).

To close the course, thank everyone for coming and ask if anyone has any final reflections they would like to make about the course. After the course finishes, participants may wish to stay and share lunch together to celebrate what they have learnt together.



Part B: Training Toolkit

How to use the Training Toolkit

The Training Toolkit includes all the materials you need to deliver the training course. These are provided in hardcopy in the folder, and electronically on a USB stick. While the materials provided are ready to use, facilitators are welcome to add additional content, photos or examples or adapt the materials to suit your program context.

General resources

The following resources are included under this Tab:

- **Training schedule:** This should be kept nearby and referred to regularly throughout the training program to ensure the material is covered in the time available.
- **Participant agenda:** This is a simplified version of the schedule and should be provided to participants at the start of the training course.
- **Participant registration list:** This should be photocopied/printed and available for participants to sign as a record of their attendance.
- **Feedback forms:** These should be provided at the end of the training to capture feedback from participants about the course. Review feedback forms after the course and reflect on what could be improved for future training courses.
- **Certificates:** A template for a certificate is included. Print these out prior to the course and add each participant's name. Provide these to participants at the end of the course.

PowerPoint slides

A printed copy of the PowerPoint slides is included in the folder under the PowerPoint slides Tab and electronic versions are saved on the USB. Talking points are provided with each slide in the notes section to assist you with the presentations. These slides also tell you when you need to refer to an Activity Facilitation Guide or provide participants with a handout.

Handouts

Handouts should be printed (one per person) prior to the course and given out during the course when noted on the schedule and PowerPoint slides. Encourage participants to bring the handouts to the entire training course as they will need to refer to them for some activities.

The following handouts are provided:

- Identifying People with Disabilities
- CLTS Triggering
- Inclusive Meetings and Events
- Inclusive GMFs
- Tips for Inclusion Across Impairment Types
- Inclusion Monitoring Tool
- Key Message – Disability Inclusive WASH

Activity Facilitation Guides

An Activity Facilitation Guide is provided for each activity. This includes practical instructions and other materials needed for the activity. You should refer to these each time you run an activity until you become very familiar with it.

Note: Some Activity Facilitation Guides also include materials that need to be printed and provided to participants.

Further information

The Partnership for Human Development is planning on providing follow up support and training to Master Trainers as they implement this course. If you have any questions, concerns or comments about this Training Package, please contact:

Cornelio Gomes: cornelio.gomes@phd.tl
Lamberto Pinto: lamberto.pinto@phd.tl

