

Africa WASH & Disabilities Study

Zambia Report November 2013



Trip Introduction

From November 10-16, Ray Norman (Director of the Africa WASH and Disabilities Study (AWDS)) and Nathaniel Kamban (Project Manager of the AWDS) travelled to Monze, Zambia to conduct a WASH and Disability workshop for World Vision WASH staff from Zambia, the Democratic Republic of the Congo, Mozambique, Malawi and Lesotho. After visiting Zambia, Nathaniel continued to Malawi to conduct AWDS activities in partnership with the World Vision Malawi WASH Project (a separate report will highlight activities completed in Malawi).



In the following pages, an overview of this trip is provided. Should you have any questions please do not hesitate to contact the AWDS project manager Nathaniel Kamban (nkamban@messiah.edu).

We wish to thank World Vision for their continued support of this work. Additionally, we would like to express our gratitude to Emmanuel Opong (Southern Africa Regional WASH Learning Center) for inviting us to conduct the workshop and assisting with many of the logistical details.

Top Picture: World Vision staff meeting with a group of persons with disabilities to discuss WASH needs. Bottom Picture: World Vision staff analysing responses from persons with disabilities collected during field visits.

Trip Mission & Objectives

The primary mission of this trip was to conduct a three-day WASH and Disability workshop for World Vision field staff from the Southern Africa region. The principal objectives of the workshop were to a) increase participants' awareness and exposure to the particular needs of persons with disabilities in the WASH sector; b) utilize The Collaboratory at Messiah College's experience in West Africa as a case study highlighting the technology development process of assistive WASH technologies and c) collaborate with participants to explore the technology development process for assistive WASH technologies that suit a Southern Africa-specific context.

Please refer to the following table which lists the progress made on the trip's primary objectives:

<i>Trip Objectives</i>	<i>Status of Completion</i>
<p>Objective 1 <i>Increase participants' awareness and exposure to the particular needs of persons with disabilities in the WASH sector.</i></p>	<ul style="list-style-type: none"> • Field visits with persons with disabilities in a nearby ADP were conducted to increase participant's awareness and exposure to the needs of persons with disabilities. • During these field visits, persons with disabilities demonstrated how they access and use World Vision pump and latrine structures in their communities. The participants also asked the persons with disabilities in attendance a series of questions about the various challenges they face in daily life. Particular attention was given to discussing the WASH barriers this population faces. • After spending time in the ADP, the World Vision staff visited a local school for children with disabilities. World Vision staff were given the opportunity to interact with the children and learn about difficulties they face in regard to WASH and other areas of life as well. • Persons with disabilities were included in all three days of the workshop to provide their insight to the discussion. • In addition, the participants were exposed to the needs of persons with disabilities through videos that were taken in West Africa. These videos document how persons with disabilities access and use WASH structures in this region. • Participants were also given an overview of disability and inclusive development during the first day of the workshop. During this time, participants spent time documenting the challenges and prejudices that persons with disabilities face in their respective ADPs.
<p>Objective 2 <i>Utilise the Collaboratory's experience in West</i></p>	<ul style="list-style-type: none"> • During the first day, Ray presented the work done in West Africa as part of the AWDS.

<p><i>Africa as a case study highlighting the technology development process of assistive WASH technologies</i></p>	<ul style="list-style-type: none"> • Ray described the steps taken as part of the technology development process. • The results of the work in West Africa were shared with the participants.
<p>Objective 3 <i>Collaborate with participants to explore the technology development process for assistive WASH technologies that suit a Southern Africa-specific context.</i></p>	<ul style="list-style-type: none"> • During the third day of the workshop, participants were encouraged to brainstorm and prototype technical solutions to assist persons with disabilities access and use WASH facilities. • The participants were provided with modeling clay, pipe cleaners and sketch paper in order to develop prototypes. • Local artisans were on hand throughout this time to provide technical assistance and assess the feasibility of the various designs. • During the last day of the workshop, time was devoted to the development of disability inclusion action plans. The participants were encouraged to develop a plan for the development and testing of assistive technologies as part of their action plans.

Daily Activity Report

In this section, a daily activity report is provided.

In addition to the activity report below, a copy of the workshop plan is included in the appendix. This document outlines the subject areas covered as part of the workshop.

Sunday, November 10, 2013

- Nathaniel arrived in Lusaka in the morning from Niamey, Niger.

Monday, November 11, 2013

- Ray arrived in Lusaka in the early morning.
- Ray and Nathaniel spent the morning with staff from the Zambia WASH project, the Southern Africa Learning Center and WASH staff from neighboring countries to debrief them on the objectives of the workshop and finalise logistics.
- In the afternoon, the AWDS team and World Vision staff travelled to the workshop location in Monze, Zambia.

Tuesday, November 12, 2013

- The workshop began on Tuesday morning. Please refer to the following overview of day one:
 - The workshop began with an overview of disability work. The foundations of disability and inclusive development were discussed.

- Time was also spent identifying the various challenges and barriers that persons with disabilities face in their daily lives. Barriers were organized in the following categories: institutional, social and physical.
- After discussing the foundations of disability work, the focus of the workshop shifted to the theology of inclusive development. Specifically, time was spent reviewing key scriptures and biblical stories that express the biblical emphasis placed on disability inclusion.
- After lunch, the technology development process employed by the AWDS in West Africa was utilised as a case study. The various assistive technologies developed in West Africa were presented to the participants.
- Finally, a disability simulation demonstration was conducted. This activity provided participants with the interactive opportunity to experience the difficulties that many persons with disabilities face when accessing and using WASH facilities.



A World Vision staff member participating in a disability and WASH simulation

Wednesday, November 13, 2013

- The workshop continued on Wednesday morning. Please refer to the following overview of day two activities:
 - The day commenced with a field visit to a nearby ADP. During this visit, participants were given the opportunity to engage directly with persons with disabilities.
 - The participants asked the persons with disabilities in attendance a series of questions about the various challenges they face in daily life. Particular attention was given to discussing the WASH barriers this population faces.
 - The persons with disabilities demonstrated for the participants how they access and use WASH installations.
 - After spending time in the ADP, the participants travelled to a local school for children with disabilities. The participants were given the opportunity to meet in groups with the students to discuss the various barriers they face. Similar to the ADP meeting, particular attention was given to discussing the WASH barriers these children face.
 - After lunch, the participants worked in small groups to process the information gathered during the field visits. This process began by each group identifying the main institutional, social, physical and WASH barriers mentioned by the interviewees.
 - Next, all of the participants worked together to identify all of the common barriers expressed by the interviewees. This activity was completed by comparing and contrasting the findings of each small group.



World Vision staff meeting with a group of men with disabilities

- After analyzing the various barriers, the second day of the workshop concluded.

Thursday, November 14, 2013

- The workshop continued on Thursday morning. Please refer to the following overview of day three activities:

- On day three, the participants were encouraged to begin the assistive technology development process and devise a strategy for increasing inclusive development activities in their various ADPs.
- The day began with an additional discussion about the findings from the various interviews with persons with disabilities from day two. Additional time was needed to identify commonalities between the barriers.
- After this activity was completed, the brainstorming and prototyping of assistive WASH technologies began. The participants were separated into small groups and asked to list as many technical solutions as they could. After several minutes of brainstorming, each small group was asked to select five ideas that they would construct during the subsequent prototyping stage.
- Each small group was asked to construct their five prototypes using modeling clay, pipe cleaners or large sheets of sketch paper.
- Local artisans were invited to attend the brainstorming and prototyping sessions. The artisans provided a technical resource to the participants as they sought to develop prototypes. Additionally, Ray utilised his engineering experience to provide additional technical experience to each group.
- Upon completion of the prototypes, each group presented their ideas to the larger group. A time for questions and critiques was provided.
- After completing the brainstorming and prototyping sessions, the next activity was the development of a disability inclusion action plan. Participants were separated into groups based upon their position. Within these groups, the participants were encouraged to develop an action plan promoting greater inclusion of persons with disabilities.
- An action plan template standardised by the World Vision Southern Africa region was used for this activity. The template provided areas for participants to note what they learned, what they would like to accomplish and milestones to monitor results.



World Vision staff brainstorming the development of inclusive WASH technologies

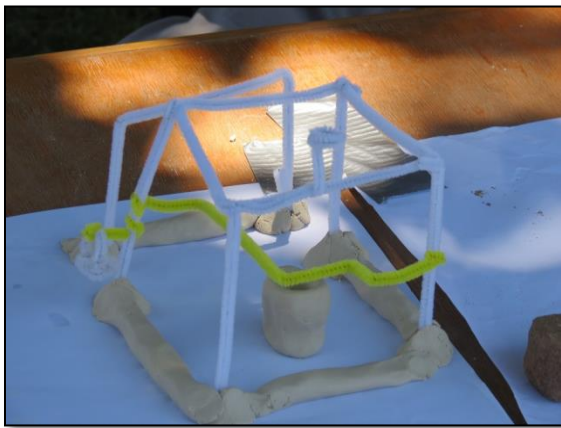


World Vision staff prototyping assistive WASH technologies and modifications

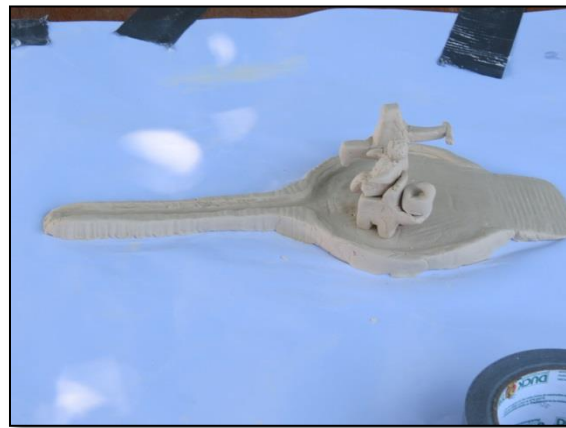
- The action plans will be sent to the participants' supervisors to encourage the realisation of these plans.
- Before the workshop concluded, participants were asked to complete an evaluation of the workshop to assist the AWDS team improve the workshop module.
- The workshop concluded with Ray passing out certificates to the participants.
- Upon the conclusion of the workshop, the AWDS team and the World Vision participants returned to Lusaka.

Samples of Prototypes Developed by World Vision Staff

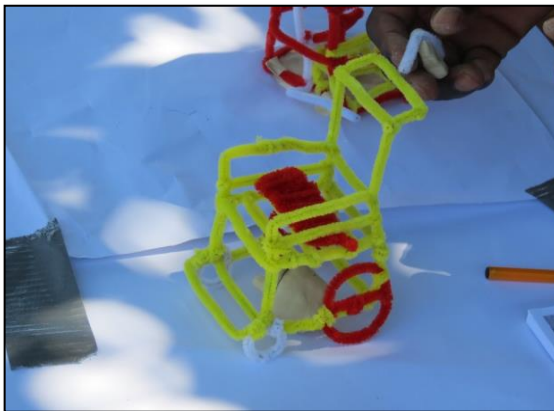
A modified latrine design



A modified pump superstructure design



A modified wheelchair design to assist persons relieve themselves



A modified latrine design



Important Insights

- While conducting this workshop, a strong commitment to disability inclusion work was noted among the participants. It is suggested that the AWDS continue to partner with the Southern Africa WASH

Learning Center to further its commitment to inclusive WASH work particularly by providing assistance with the development of inclusive WASH technologies and modifications.

Follow-Up Activities

Please refer to the following table which highlights follow-up activities:

Organization	Follow-Up Activities
AWDS Representatives (the Collaboratory)	<ol style="list-style-type: none"> 1. AWDS representatives will continue to support the Southern Africa Learning Center in their inclusive WASH work by providing designs for modified WASH installations. The AWDS suggests that a disability-friendly pump superstructure for Zambia be the first design item to be accomplished. 2. The AWDS team will continue to work with the Southern Africa Learning Center to pursue alternate funding options for the proposal prepared in partnership with World Vision UK.
World Vision Southern Africa WASH Learning Center	<ol style="list-style-type: none"> 1. Provide the AWDS with the blueprints needed to complete the necessary design work. 2. Facilitate follow-up activities with the disability inclusion action plans that were created during the workshop.

Appendix – Zambia Workshop Plan

WASH & Disability Workshop: Assistive Sanitation Technology Development



Trainer's Guide



WASH & Disability Workshop Overview
Technology Development for Assistive WASH Technologies

Workshop Leaders:

Dr. Ray Norman – Dean of the school of Science, Engineering and Health at Messiah College and Director of the Africa WASH & Disabilities Study

Nate Kamban – Project Manager for the Africa WASH & Disabilities Study

Participants:

World Vision Zambia WASH supervisors, ADP managers and field staff will be in attendance (approximately 30 people).

Location:

The national office in Lusaka with field visits to nearby ADPs.

Workshop Dates:

The workshop will last for three full days starting on Tuesday, November 12 and concluding on Thursday, November 14.

Workshop Summary and Main Objectives:

Inclusive development has become increasingly a priority for development organizations. Organizations such as the United Nations, USAID and others have demonstrated their commitment to inclusive development through the creation of disability-focused organizations and initiatives such as the United Nations Enable organization and the USAID Disability Inclusion Plan. This increased focus on inclusive development has led organizations to address the particular needs of persons with disabilities in specific development sectors. One area of growing attention is in inclusive water, sanitation and hygiene (WASH) programming. Since 2007, World Vision has partnered with The Collaboratory at Messiah College to improve the access to and use of WASH facilities by persons with disabilities in communities targeted by World Vision and the West Africa Water Initiative (WAWI). This effort is known as the Africa WASH & Disabilities Study (AWDS).

In November 2013, the Collaboratory has been invited to conduct a WASH and disability workshop in Zambia. The principal objectives of this workshop are:

- Increase participants' awareness and exposure to the particular needs of persons with disabilities in the WASH sector.
- Utilize the Collaboratory's experience in West Africa as a case study highlighting the technology development process of assistive WASH technologies.
- Collaborate with participants to explore the technology development process for assistive WASH technologies that suit a Zambia-specific context. Technology development activities of the workshop will be closely aligned with the Human Centered Design approach.

Day One Overview

Time: 9:00-5:00

Day one will provide an overview of disability work. Time is spent discussing World Vision's commitments to disability work and exploring the Biblical foundations of disability and their implications in holistic development. The Collaboratory's activities with the AWDS in West Africa will be used as a

technology development case study. A disability simulation demonstration will also be conducted. This activity will provide participants with the interactive opportunity to experience the difficulties that many persons with disabilities face when accessing and using WASH facilities.

Day Two Overview

Time: 8:30-5:00

Practical application of the technology development process will begin during the second day. This will include a site visit to a nearby ADP. The participants will be given the opportunity to engage directly with persons with disabilities in multiple focus group settings about their particular WASH needs and challenges. Based upon the information gathered from the site visit, the participants will engage interactively to identify simple technology solutions that would assist persons in the WASH sector and which are contextualized to their ADPs.

Day Three Overview

Time: 9:00-4:45

The applied technology development process will continue during the third day. The participants will be asked to finalize and present their assistive technology ideas along with feedback from participants and workshop leaders. Time will also be devoted to exploring the next phases of the technology development process as outlined by the Human Centered Design approach – prototype development and the eventual development of an action plan.

Requested Items

The Collaboratory will supply the following:

- WASH & Disabilities workbook that accompanies the presentation
- PowerPoint presentation and laptop computer
- Examples of assistive WASH technologies
- Modeling clay and pipe cleaners for prototype development

Items requested to World Vision-Zambia:

- Functioning projector (PowerPoint presentation is used)
- Transportation to a selected ADP community near Lusaka
- Light refreshments for scheduled coffee breaks (five coffee breaks are scheduled throughout the three-day workshop it is left to World Vision-Zambia's discretion to decide if these coffee breaks are necessary)
- Lunches for the workshop participants and presenters
- Meeting room with sufficient space for the participants and demonstrations
- Blank wall or screen for the projector
- Select 1 or 2 villages that are part of ADPs near Lusaka for the suggested site visit which will take place during day two. Requested characteristics of the selected villages include:
 - Close proximity to Lusaka
 - The presence of several World Vision latrine structures in order to allow participants to examine potential obstacles for persons with disabilities
- Organize a group meeting with persons with disabilities and representatives from a disability organization. The Collaboratory representatives will prepare questions to guide this discussion.
- Invite two artisans to participate during the third day of the workshop. It would be ideal to have one artisan who specializes in woodworking and one who specializes in metalworking.

- 5 flip charts
- Access to a printer

Detailed Schedule

Italicized Script - Instructions

Non-Italicized Script – Narrative

Day One

Section #1 9:00-9:15 – Introductory Remarks & Introductions – Ray	
Speaker Instructions	<ol style="list-style-type: none"> 1. <i>Begin by welcoming everyone to the workshop. It is important to thank the hosts for welcoming us to their base.</i> 2. <i>Introduce the Study team. Provide brief background information about each person (example: specialization, first time to Africa, etc.)</i> 3. <i>After introducing the presenters, ask the participants to introduce themselves. Ask the participants to state their name, position and where they work.</i> 4. <i>After completing the introduction, ask everyone to create name tags. Ask the participants to make name tags from the name tags provided. The participants can use the markers that are supplied.</i> 5. <i>Be sure to mention that copies of the presentation will be sent to the participants.</i> <i>It is not essential for the participants to take detailed notes. The participants should have the opportunity to focus on the presentation.</i> 6. <i>Pass around sign- in sheet. Ask the participants to write legibly and include their e-mail.</i>
Materials for this Section	<ol style="list-style-type: none"> 1. Name tags & markers. 2. Slides 1-3

Section #2 9:15-9:30 – Devotion & Mr. Potato Head – Ray	
Speaker Instructions	<ol style="list-style-type: none"> 1. <i>Brief devotion that explains the significance of Mr. Potato Head.</i> <ol style="list-style-type: none"> a. <i>Use a scripture references when explaining the significance of this demonstration.</i>
Materials for this Section	<ol style="list-style-type: none"> 1. Sample Mr. Potato Head 2. Slide 4

Section #3 9:30-9:45 – Ice Breaker Activity - Nate	
Speaker Instructions	<ol style="list-style-type: none"> 1. <i>Introduce Ice Breaker Activity</i> <ol style="list-style-type: none"> a. <i>Separate into pairs.</i> b. <i>Refer to slide for instructions and questions.</i>
Materials for this Section	<ol style="list-style-type: none"> 1. Slide 5

Section #4 9:45-9:50 – Explanation of Goals and Objectives of the Session - Nate	
Speaker Instructions	<ol style="list-style-type: none"> 1. <i>Begin by explaining the objectives of the workshop.</i> 2. <i>It is important to clearly explain the term PWD (person with a disability).</i> <ol style="list-style-type: none"> a. <i>PWD puts the focus on the person and not the disability.</i>

	3. <i>Next, present the workshop schedule.</i>
Materials for this Section	1. Slides 6-7

Section #5 9:50-10:00 – Brief overview of the Mali WASH & Disabilities Study - <i>Nate</i>	
Speaker Instructions	<ol style="list-style-type: none"> 1. The point of this overview is to give the Study team legitimacy in discussing WASH & Disability work. <ol style="list-style-type: none"> a. <i>It is important to emphasize the survey conducted by the Study in the Tominian region. Especially, the fact that PWD were incorporated into the facilitation of the survey.</i> <ol style="list-style-type: none"> i. <i>This point highlights the fact the PWD can be productive members of their society.</i> b. <i>After introducing the study, introduce the three principle subject areas of the Mali WASH & Disabilities Study</i>
Materials for this Section	1. Slides 8-10

Section #6 10:00-10:20 – Foundations of Disability and Inclusive Development - <i>Nate</i>	
Speaker Instructions	<ol style="list-style-type: none"> 1. <i>Define disability, impairment & handicap</i> <ol style="list-style-type: none"> a. Reasons for disabilities b. Common disabilities c. Causes of disabilities 2. <i>Define inclusive development</i> <ol style="list-style-type: none"> a. Question for the workshop participants <ol style="list-style-type: none"> i. <i>Ask the workshop participants to define inclusive development</i> b. <i>Presenters to define inclusive development</i> 3. <i>Introduce the benefits of inclusive development</i> <ol style="list-style-type: none"> a. Economic Benefit b. Poverty Alleviation c. Vicious Circle Image
Materials for this Section	1. Slides 11-16

Section #7 10:20-10:30 Disabilities – Global & National Perspective - <i>Nate</i>	
Speaker Instructions	<ol style="list-style-type: none"> 1. <i>Begin by presenting global data on disabilities. A series of facts and figures will be presented in order to give the participants an idea of the number of people living with disabilities and the constraints they often face.</i> 2. <i>Continue by presenting data specifically about the disability situation in the country where the presentation is being given.</i>
Materials for this Section	1. Slides 17-19

Section #8 10:30-11:10 – The Importance of Inclusion - <i>Ray</i>	
Speaker Instructions	<ol style="list-style-type: none"> 1. 10:30-10:45 – Theology of Inclusive Development <ol style="list-style-type: none"> a. <i>The following verses will be read and discussed together to gain insight into God’s heart for PWD. Ask for volunteers to read each of the verses. After the participants read the verses, explain the significance of each</i>

verse.

- i. The beauty of creation
 - a. Genesis 1:26-27
 - a. According to the creation story, all men were created in the image of God. Thus, PWD are valued by God just as much as the able-bodied.
 - b. Psalms 139:13-16
 - a. These verses describe how God played an active role in our creation. These verses teach us that God was present and aware during our creation.
 - i. *Ask the following question:*
 - ii. According to these verses, did God play an active or inactive role in our creation?
 - c. Colossians 1:16
 - a. This verse tells us that we are created by and for God. Thus, he has a unique plan for us all.
 - i. *Ask the following question:*
 - ii. What do these verses tell us about our image?
- ii. The story of Mephibosheth
 - a. *Ask a participant to read the story of Mephibosheth found in 2 Samuel 4:4 & 2 Samuel 9.*
 - a. Significance of this story
 - i. 2 Samuel 9:3
 1. Saul's servant remembered Mephibosheth. He didn't remember his name – only that he was handicapped.
 - ii. 2 Samuel 9:4
 1. Mephibosheth lived in the outskirts of the kingdom in a place called Lo-debar which can translate to “no place” or “a place with nothing” in Hebrew. He lived in the outskirts of society.
 - iii. 2 Samuel 9:6
 1. David called Mephibosheth by his proper name.
 - iv. 2 Samuel 9:8
 1. Mephibosheth referred to himself as a “dead dog.” Most likely how society viewed him.
 - v. 2 Samuel 9:9-13
 1. Mephibosheth was welcomed to be included as part of David's household.

2. 10:45-10:55 – *Present key World Vision documents in order to exhibit World Vision's commitment to PWD.*

	<ul style="list-style-type: none"> a. If another organization is participating, the Study team must add the other organization's foundational documents. b. <i>Begin by presenting World Vision's mission statement</i> c. <i>Present World Vision's core values</i> <ul style="list-style-type: none"> a. We are committed to the poor b. World Vision values people <ul style="list-style-type: none"> a. <i>Ask the following question:</i> b. How do these values relate to PWD? <p>3. 10:55-11:05 International & National Commitment to Disability</p> <ul style="list-style-type: none"> a. <i>Refer to UN Convention on PWD.</i> b. <i>Refer to national statutes for PWD.</i> <p>4. 11:05-11:10 Disability Resources</p> <ul style="list-style-type: none"> a. <i>Continue by briefly presenting World Vision's Travelling Together document.</i> b. The Travelling Together document provides a series of training activities for World Vision staff. c. <i>Provide the hyperlink for the document</i> <ul style="list-style-type: none"> i. http://www.worldvision.org.uk/what-we-do/advocacy/disability/travelling-together-publication/ <ul style="list-style-type: none"> a. Only available in English and Spanish at this time.
Materials for this Section	1. Slides 20-26

Section #9 11:10-11:25 – Coffee Break - <i>Nate</i>	
Speaker Instructions	<ul style="list-style-type: none"> 1. <i>At 11:30 announce that we will be taking a 15 minute coffee break.</i> <ul style="list-style-type: none"> a. The coffee break will be provided by the host organization. b. <i>It is important for the Study team to socialize with the participants.</i>
Materials for this Section	1. Slide 27

Section #10 11:25-11:55 – Walls Activity - <i>Nate</i>	
Speaker Instructions	<ul style="list-style-type: none"> 1. <i>Continue by discussing the ways in which PWD often suffer. Complete the Walls activity outlined in the Travelling Together workbook.</i> <ul style="list-style-type: none"> a. <i>Begin by explaining the three common barriers faced by persons with disabilities:</i> <ul style="list-style-type: none"> i. Attitudinal <ul style="list-style-type: none"> 1. Prejudice, stigma and discrimination ii. Institutional <ul style="list-style-type: none"> 1. Legal system, employment laws, etc. iii. Environmental <ul style="list-style-type: none"> 1. Public transport, schools, housing, etc. b. <i>After introducing the terms, the presenters will pass out copies of the Travelling Together handout for this activity to the participants (refer to appendix 1).</i> c. <i>After passing out the handouts, refer to the step-by-step plan for this activity (appendix 1).</i> d. A list of materials is available in appendix 1.

	e. <i>Ask the PWD in attendance if they agree with the barriers listed, or if they have anything else to add.</i>
Materials for this Section	1. Slides 28-29 2. Workbook pages 11-12. 3. Materials available in appendix 1

Section #11 11:55-12:25 – Biblical example of local traditions complicating God’s work - <i>Nate</i>	
Speaker Instructions	1. <i>Refer to the slide</i> a. <i>Ask the workshop participants to read Mark 7:5-13.</i> i. In this passage, Jesus challenged the social structures enforced by the Pharisees. ii. Traditions of man nullified God’s commandments. b. <i>11:55-12:10 - Ask the workshop participants the following questions in small groups:</i> i. <i>Specifically, are there similar cultural/religious traditions in their communities? Ask participants to refer to the list of cultural/religious traditions from other African countries. Refer to appendix2.</i> c. <i>12:10-12:25 – Have the small groups join the larger group and discuss their findings.</i>
Materials for this Section	1. Slide 30 2. Flip chart & markers. 3. Materials available in appendix 2

Section #12 12:25-12:45 – Major Obstacles Faced by PWD when Using WASH Facilities - <i>Nate</i>	
Speaker Instructions	1. <i>Refer to the slides</i> 2. <i>Ask the following question:</i> a. The following videos will be shown during this section: i. Niger crippled man at pump with stick ii. Janet at well and walking iii. Niger blind man finding latrine 3. <i>One Study representative to document the feedback given.</i>
Materials for this Section	1. Slides 31-32

Section #13 12:45-1:45 – Break for lunch – <i>Ray</i>	
Speaker Instructions	1. <i>Announce that we will break for lunch.</i> a. <i>Ask a workshop participant to pray for the meal.</i> b. <i>Be sure that the workshop participants are aware that activities will recommence at 1:45 sharp.</i> c. ***Study Team to prepare everything for the final handicap demonstration during the second half of lunch.*** d. <i>It is important to spend the first half of lunch socializing with participants.</i>
Materials for this Section	1. Slide 33

Section #14 1:45-2:45 – Present Assistive Technologies - <i>Ray & Nate</i>

Speaker Instructions	<ol style="list-style-type: none"> 1. 1:45-2:05 <i>Begin by reviewing the three focus areas of the Study – Ray</i> <ol style="list-style-type: none"> a. Access and use of hand pumps b. Transport and domestic use of water c. Access and use of latrines d. The first focus area to be discussed will be access and use of hand pumps. <ol style="list-style-type: none"> i. <i>Begin by presenting the major challenges associated with hand pumps and videos to demonstrate difficulties.</i> <ol style="list-style-type: none"> 1. Placement of pumps <ol style="list-style-type: none"> a. <i>Ask the following question:</i> b. <i>In your target communities, where are pumps typically located?</i> 2. Entrance and exit of the pump superstructure <ol style="list-style-type: none"> a. Videos: <ol style="list-style-type: none"> i. Damaris pumping water ii. Niger blind man finding pump iii. Niger blind man being led to pump by his wife 3. Handling of the manual pumps 4. Handling buckets and water recipients at the pump 5. Laundry areas <ol style="list-style-type: none"> a. <i>Conclude this section by introducing the assistive disability technologies developed by the Study and videos to demonstrate improvements.</i> b. Improved pump superstructure c. Pump handles and seats <ol style="list-style-type: none"> i. Video -Albine testing side seat d. Improved laundry areas 2. 2:05-2:25 Next section on transport and domestic use of water - Nate <ol style="list-style-type: none"> a. Begin by presenting the major challenges associated with transport and domestic use of water. <ol style="list-style-type: none"> i. Water recipients <ol style="list-style-type: none"> 1. Videos: <ol style="list-style-type: none"> a. Niger women with buckets and bidons b. Albertine at well and walking b. <i>Conclude by presenting the assistive disability technologies developed by the Collaboratory.</i> <ol style="list-style-type: none"> i. Nylon bidon holders ii. Metal bidon holders iii. Wooden bidon holders iv. Metal bucket/bidon tippers v. Wooden bucket/bidon tippers 3. 2:25-2:45 <i>Next section on access and use of latrines – Ray</i> <ol style="list-style-type: none"> a. <i>Begin by presenting the major challenges associated with latrines and videos to demonstrate difficulties.</i> <ol style="list-style-type: none"> i. Structures housing latrines ii. Difficulties for the blind iii. Difficulties squatting and cleaning iv. <i>One Study representative to document the feedback given.</i> b. <i>Conclude this section by introducing the assistive disability technologies</i>
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	<p><i>developed by the Study and videos to demonstrate improvements.</i></p> <ol style="list-style-type: none"> i. Improvement of latrine structures ii. Support walls iii. Orientation of sanplat and draining iv. System for the blind <ol style="list-style-type: none"> 1. Video - Jacques demonstrating his latrine parts 1 and 2 v. Latrine seats (clay, wood & metal) <ol style="list-style-type: none"> 1. Video - Damaris testing latrine seat
Materials for this Section	<ol style="list-style-type: none"> 1. Slides 34-67 2. Videos - Damaris pumping water, Niger blind man finding pump, Niger blind man being led to pump by his wife, Albine testing side seat, Niger women with buckets and bidons, Albertine at well and walking, Jacques demonstrating his latrine parts 1 and 2 and Damaris testing latrine seat.

Section #15 2:45-3:00 – Coffee Break – Ray	
Speaker Instructions	<ol style="list-style-type: none"> 1. <i>At 3:45 announce that we will be taking a 15 minute coffee break.</i> <ol style="list-style-type: none"> a. The coffee break will be provided by the host organization. b. <i>It is important for the Study team to socialize with the participants.</i>
Materials for this Section	<ol style="list-style-type: none"> 1. Slide 68

Section #14 3:00-3:45 – Demonstration – Ray and Nate	
Speaker Instructions	<ol style="list-style-type: none"> 1. <i>The Study team will be asked to help coordinate the demonstration.</i> 2. <i>Refer to appendix 2 for a description of this activity.</i> 3. A list of materials and questions is included in appendix 3. 4. <i>One Study representative to document the feedback given.</i>
Materials for this Section	<ol style="list-style-type: none"> 1. Slide 69 2. Materials available in appendix 3

Section #15 3:45-4:00 – Reflections & Closing Remarks – Ray	
Speaker Instructions	<ol style="list-style-type: none"> 1. <i>Summarize the day's events and lessons learned.</i> 2. <i>Ask the workshop participants for their final thoughts on day one.</i> 3. <i>Ask a workshop participant to pray to close the day.</i> 4. <i>Remind everyone to report back tomorrow morning at 8:30.</i> 5. <i>Pass out handouts #1 & #2 (appendix 4)</i>
Materials for this Section	<ol style="list-style-type: none"> 1. Slides 70-71 2. Pass- out handouts #1 & #2 – Appendix 4

Day Two

Section #1 8:30-9:15 – Introductory Remarks & Introductions - Nate	
Speaker Instructions	<ol style="list-style-type: none"> 1. <i>Begin by welcoming everyone back to the workshop.</i> <ol style="list-style-type: none"> a. <i>Ask the participants to use the name tags that they created during the first day of the workshop.</i> 2. <i>After welcoming everyone back, present the day two schedule of activities.</i> 3. <i>Preparation for Field Visit Interviews</i> <ol style="list-style-type: none"> a. <i>Refer to the group interview guidance notes in appendix 4.</i>

	<i>b. Review the notes as a group. Ask for questions or comments.</i>
Materials for this Section	<ol style="list-style-type: none"> 1. Slides 72-74 2. Materials available in appendix 4

Section #2 9:15-10:15 – Travel to a Nearby ADP – <i>Nate</i>	
Speaker Instructions	<ol style="list-style-type: none"> 1. Depart the national office at 9:15 for a nearby ADP. <ol style="list-style-type: none"> a. The ADP is to be selected by World Vision. 2. ADP Village Requirements <ol style="list-style-type: none"> a. The ADP must have several examples of World Vision sanitation structures (latrines, etc.) b. The ADP must have a sizable population of persons with disabilities.
Materials for this Section	<ol style="list-style-type: none"> 1. Slide 75

Section #3 10:15-11:30 – Group Interview – <i>Ray & Nate</i>	
Speaker Instructions	<ol style="list-style-type: none"> 1. During this time a group interview with PWD will be conducted in order to develop assistive technologies for PWD. <ol style="list-style-type: none"> a. Group Interview. <ol style="list-style-type: none"> i. <i>10:15-10:30 -Begin by introducing the World Vision participants and presenters to the group of PWD. After completing the introductions, separate into two groups preferably five PWD with each group from World Vision. Separate by gender if appropriate. Ensure that the groups are meeting in secluded areas.</i> ii. <i>10:30-10:40 – Begin the group interviews by explaining the objective of the workshop to the PWD participants.</i> iii. 10:40-10:55 – Part one– Assess the social constraints of the PWD. <ol style="list-style-type: none"> 1. A series of questions are available in appendix 5 iv. 10:55-11:25 – Part two – Assess the WASH-related needs of the PWD. <ol style="list-style-type: none"> 1. A series of questions are available in appendix 4. 2. <i>Begin by asking the various questions in appendix 4.</i> 3. <i>After asking the questions, present the technologies designed in Mali/Niger to gain an idea of their transferability to Zambia.</i> v. <i>11:25-11:30 – Conclude by thanking each group for their valuable feedback and insight.</i>
Materials for this Section	<ol style="list-style-type: none"> 1. Refer to the list of questions in appendix 5

Section #4 11:30-12:30 – Identify a Design Challenge – <i>Ray & Nate</i>	
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Speaker Instructions	<ol style="list-style-type: none"> 1. During this time, the participants will tour WV WASH installations to identify design challenges and begin to brainstorm improvements. <ol style="list-style-type: none"> a. Identify a design challenge activity. <ol style="list-style-type: none"> i. <i>Separate the group into two teams.</i> ii. 11:30-12:00 - Each team will tour sanitation structures within the village or ADP. Each team will be asked to compile a list of obstacles that would prohibit persons with disabilities from accessing or using the various sanitation structures. Each team should also take pictures of the obstacles identified. iii. 12:00-12:30 - Once the tour is complete, the two teams will join together to discuss the identified obstacles.
Materials for this Section	<ol style="list-style-type: none"> 1. Notebooks need to be distributed to the participants. 2. Take pictures of the identified obstacles.

Section #5 12:30-1:45 – Return to the National Office – <i>Ray & Nate</i>	
Speaker Instructions	<ol style="list-style-type: none"> 1. Return to the National Office at 1:00.
Materials for this Section	<ol style="list-style-type: none"> 1. None.

Section #6 1:45-2:45 – Break for lunch – <i>Ray & Nate</i>	
Speaker Instructions	<ol style="list-style-type: none"> 1. <i>Announce that we will break for lunch.</i> <ol style="list-style-type: none"> a. <i>Ask a workshop participant to pray for the meal.</i> b. <i>Be sure that the workshop participants are aware that activities will recommence at 2:45 sharp.</i> c. ***Study Team to prepare everything for the afternoon activities during the second half of lunch.*** d. <i>It is important to spend the first half of lunch socializing with participants.</i>
Materials for this Section	<ol style="list-style-type: none"> 1. None.

Section #7 2:45-3:45 – Identify Patterns – <i>Ray & Nate</i>	
Speaker Instructions	<ol style="list-style-type: none"> 1. In this section, participants will debrief from the ADP visit to begin to develop assistive technologies for PWD. <ol style="list-style-type: none"> a. Identify Patterns Activity. <ol style="list-style-type: none"> i. 2:45-3:15 – Extract key insights from the group interview – Ray <ol style="list-style-type: none"> 1. <i>On a flip chart page, list the main categories of the group interview (social barriers and WASH barriers).</i> 2. <i>Give each group ten minutes to work amongst themselves to determine the main insights that they gathered about these topics during the group interview.</i> 3. <i>After the groups have met, ask for one representative to present their key findings to</i>

	<p><i>the larger group. Choose someone to write down these key findings.</i></p> <p>ii. 3:15-3:25 – Find themes - Nate</p> <ol style="list-style-type: none"> 1. <i>Ask the large group to identify any themes or patterns from the key insights listed.</i> 2. What are the common social barriers expressed? What are the common WASH-related challenges? <p>iii. 3:25-3:45 – Identify opportunity areas - Nate</p> <ol style="list-style-type: none"> 1. <i>Based upon the insight and theme generation, ask the participants to identify possible areas of opportunity.</i> 2. Focus only on identifying opportunity areas in the WASH sector.
Materials for this Section	<ol style="list-style-type: none"> 1. Refer to slides 76-78 2. Flip booklets with adhesive back are needed for this activity. 3. Post-it notes are needed for these activities.

Section #8 3:45-4:00 – Coffee Break – Ray	
Speaker Instructions	<ol style="list-style-type: none"> 1. <i>At 3:45 announce that we will be taking a 15 minute coffee break.</i> <ol style="list-style-type: none"> a. The coffee break will be provided by the host organization. b. <i>It is important for the Study team to socialize with the participants.</i>
Materials for this Section	<ol style="list-style-type: none"> 1. Slide 79

Section #9 4:00-4:45 – Brainstorm Solutions - Nate	
Speaker Instructions	<ol style="list-style-type: none"> 1. Create. In this section, steps from the Create section of the toolkit will be used in order to develop assistive sanitation technologies for PWD. <ol style="list-style-type: none"> a. Brainstorm Solutions Activity <ol style="list-style-type: none"> i. <i>Complete the brainstorm new solutions activity from page 104 of the IDEO handbook.</i> ii. 4:00-4:15 – Step one – Begin brainstorming – give each participant a stack of post-it notes and ask them to brainstorm various solutions for each opportunity area. iii. 4:15-4:30 – Step two – Share ideas – share brainstorming ideas with the small group. Compare and contrast. Identify five ideas that your group would like to pursue. iv. 4:30-4:45 – Present ideas to the large group.
Materials for this Section	<ol style="list-style-type: none"> 1. Slide 80 2. Provide markers and post-it notes for each participant.

Section #10 4:45-5:00 – Reflections & Closing Remarks – Ray	
Speaker Instructions	<ol style="list-style-type: none"> 1. <i>Summarize the day's events and lessons learned.</i> 2. <i>Ask the workshop participants for their final thoughts on day one.</i> 3. <i>Ask a workshop participant to pray to close the day.</i> 4. <i>Remind everyone to report back tomorrow morning at 9:00.</i>

Materials for this Section	1. Slide 81
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Day Three

Section #1 9:00-9:15 – Introductory Remarks & Introductions – Ray	
Speaker Instructions	<ol style="list-style-type: none"> 1. <i>Begin by welcoming everyone back to the workshop.</i> <ol style="list-style-type: none"> a. <i>Ask the participants to use the name tags that they created during the first day of the workshop.</i> 2. <i>After welcoming everyone back, present the day three schedule of activities.</i>
Materials for this Section	1. Slide 82

Section #2 9:15-9:45 – Devotion – Ray	
Speaker Instructions	<ol style="list-style-type: none"> 1. Ray Norman to lead the group in a third devotion. <ol style="list-style-type: none"> a. Recommend Passages <ol style="list-style-type: none"> i. 1 Samuel 16:6-7 <ol style="list-style-type: none"> 1. In this passage, Samuel is sent to the house of Jesse to anoint the new king of Israel. Samuel does not notice David, but is instead drawn to David's older brothers. This passage contrasts how men and God look at and value people. 2. <i>Challenge the participants to view others as God does.</i> ii. II Corinthians 4:18 <ol style="list-style-type: none"> 1. We should focus on the eternal things that we cannot see with our eyes.
Materials for this Section	1. Slide 83

Section #4 10:00-12:30 – Make Ideas Real – Nate	
Speaker Instructions	<ol style="list-style-type: none"> 1. In this section, participants will have the opportunity to create prototypes of proposed solutions. <ol style="list-style-type: none"> a. Make Ideas Real activity. <ol style="list-style-type: none"> i. 10:00 -10:40 - <i>Separate the group into 2-3 teams depending on the number of possible technologies proposed during the brainstorming sessions.</i> ii. 10:40-12:00 - Each team will prepare prototypes of the proposed technologies. Teams will work with local artisans in attendance to discuss the feasibility of the various prototypes. Prototyping can be done with the following mediums: <ol style="list-style-type: none"> 1. Pipe cleaners 2. Modeling clay 3. Drawings on flip chart paper iii. 12:00-12:30 – The session will conclude with each team presenting their prototypes to the larger group. A time for questions and discussions will be included.

Materials for this Section	<ol style="list-style-type: none"> 1. Slide 84 2. Provide prototyping materials. 3. Take pictures of the prototypes.
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Section #3 9:45-10:00 – Coffee Break – <i>Nate</i>	
Speaker Instructions	<ol style="list-style-type: none"> 1. <i>At 9:45 (or when available) announce that we will be taking a 15 minute coffee break.</i> <ol style="list-style-type: none"> a. The coffee break will be provided by the host organization. b. <i>It is important for the Study team to socialize with the participants.</i>
Materials for this Section	<ol style="list-style-type: none"> 1. Slide 85

Section #5 12:30-1:45 – Break for lunch – <i>Ray</i>	
Speaker Instructions	<ol style="list-style-type: none"> 1. <i>Announce that we will break for lunch.</i> <ol style="list-style-type: none"> a. <i>Ask a workshop participant to pray for the meal.</i> b. <i>Be sure that the workshop participants are aware that activities will recommence at 1:45 sharp.</i> c. <i>***Study Team to prepare everything for the afternoon activities during the second half of lunch.***</i> d. <i>It is important to spend the first half of lunch socializing with participants.</i>
Materials for this Section	<ol style="list-style-type: none"> 1. Slide 86

Section #8 1:45-4:00 – Action Plan Development – <i>Ray & Nate</i>	
Speaker Instructions	<ol style="list-style-type: none"> 1. In this section, action plans will be developed based on the challenges and solutions developed during the workshop. <ol style="list-style-type: none"> a. Small Group Development <ol style="list-style-type: none"> i. <i>1:45-3:00 – Separate the group into teams based upon each focus area and complete the action plan template given.</i> ii. <i>3:10-4:00 – A representative from each team will present their plan to the entire group and gather feedback.</i>
Materials for this Section	<ol style="list-style-type: none"> 1. Slide 87 2. Refer to appendix 6

Section #9 4:00-4:30 – Certificates, Mr. Potato Heads & Closing Remarks – <i>Ray</i>	
Speaker Instructions	<ol style="list-style-type: none"> 1. <i>Summarize the day's events and lessons learned.</i> 2. <i>Ask the workshop participants for their final thoughts on day three and the workshop in general.</i> 3. <i>Distribute Certificates and Mr. Potato Heads.</i> 4. <i>Ask a participant to close the workshop in prayer.</i>
Materials for this Section	<ol style="list-style-type: none"> 1. Slide 88 2. Mr. Potato Heads 3. Completion Certificates

Section #10 4:30-4:45 – Final Evaluation - <i>Note</i>	
Speaker Instructions	<ol style="list-style-type: none"> 1. <i>Thank everyone again for their participation.</i> 2. <i>Pass out copies of the final evaluation.</i>
Materials for this Section	<ol style="list-style-type: none"> 1. Slide 89 2. Refer to appendix 7

Appendix One – Walls Activity Summary & Handout

1. Materials

- a. Prepare three flip charts on different categories of barriers/discrimination (environment, policy/institutional, attitude).
- b. Give Handout 2 to the participants
- c. Post-it notes and marker pens for each group

2. Activity Summary

- a. Barriers can feel almost like brick walls. But once identified they can be challenged and broken down allowing more and more PWD people to be included in development. Barriers are broken down into three main areas – attitudinal, environmental and institutional (or policy). This makes the issues more manageable and highlights areas where direct intervention can make a difference. Ensure you're familiar with the different types of barriers before leading this session.
- b. Environmental barriers are often easiest to identify. But don't let the group get too focused only on physical access – steps, narrow pathways, uneven surfaces for example. Access issues are just as significant for those with sensory or communication impairments where information isn't available in formats they can understand.
- c. Institutional barriers are some of the most difficult to identify. Without a proactive search for them, they won't be as immediately evident. That's because they're often linked to social and cultural norms and written into policies and legislation. The way to start identifying them is to focus on sectors in which you work, and try to map the legal, cultural and social practices that might need addressing. Consulting with local PWD will be an essential part of helping identify them.
- d. Attitudinal barriers are the most important to identify – time and time again they are the main reason prohibiting progress on disability inclusion. Negative attitudes and assumptions have led to many PWD believing themselves to be worthless, dependent and in need of support. This cycle of charity and dependency can be difficult to break. You need to draw out all these issues – and more – as you talk through barriers with the group. It's worth trying to identify some local examples in advance.

3. Method

- a. Ask everyone to take a few moments to think about their daily life - work, social, home etc. Imagine what obstacles might exist if they were living with a disability. For groups of PWD ask them to describe what obstacles they face on a daily basis. Think as widely as possible – don't just focus on physical things. Write a list.
- b. Divide into mixed groups of four to six. Give each group post-it notes (or A5 pieces of paper, with tape to attach to flip charts). Ask the groups to combine their observations and write down one idea per post-it note or piece of paper.
- c. After 15 minutes, bring the whole group together and display the prepared flip chart sheets to form a wall. Explain the 'bricks' represent barriers to inclusion faced by PWD and are grouped into three main forms – environment, policy/institutional, attitude. Explain the three barriers to the group. Distribute the handout now or at the end of the exercise.

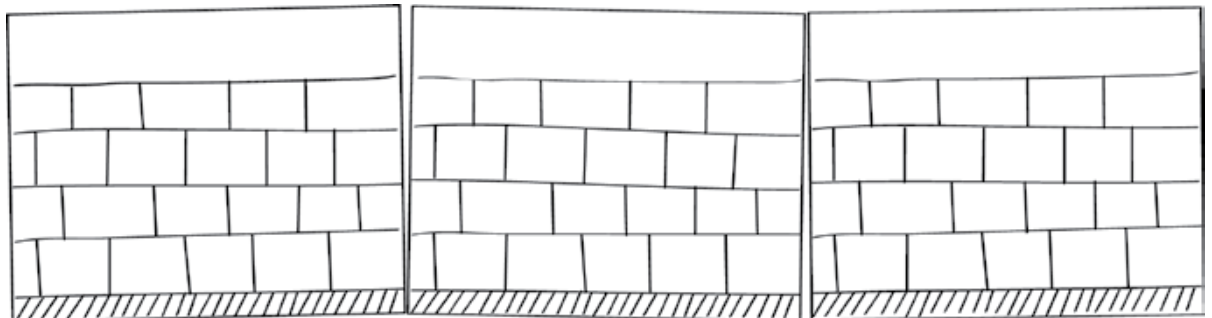
- d. Ask one person from each group, in turn, to place their post-it notes/pieces of paper onto the 'wall' – thinking about the best heading (attitude, environment, institutional) for each post-it/piece of paper. Discussions should flow as people try to decide where to place their obstacles and why. If people aren't talking, and you can see ideas going into barriers that are not appropriate, lead a discussion on it. Use this to help people understand the reasons behind the barriers and categories.
- e. Invite people to discuss their experiences of identifying barriers and what they've learned. Use the lessons learned to make key points (based on the 'motive' section).

4. Motive

- a. This is a good exercise for groups who haven't thought about different forms of barriers that exist for PWD – in other words, discrimination. The activity flows well from the session on models. It will help explain the barriers introduced in the description of the social model in Activity 2.
- b. This activity is done in a systematic way, breaking the barriers down into three main forms – environmental, institutional (or policy) and attitudinal. This makes the issues more manageable and highlights areas where direct intervention can make a difference. The largest barrier is often the attitudinal one, and that should be stressed as the session progresses– or in the summary at the end.
- c. Attitude barriers can be reduced through awareness-raising events, campaigns or training. Once identified, institutional barriers can form the basis of an advocacy strategy. Environmental barriers can be dealt with as you design project activities and inputs, making provisions for appropriate access needs.

5. Practical Tips

- a. A good way of using this tool is with groups of PWD – or even better with community groups that include PWD.
- b. Prepare the wall statements with some of your ideas about barriers, then compare them to the ones local PWD have identified.
- c. This can bring up issues that are missed when PWD aren't included in consultations
- d. In the training room display the barriers in the order shown on the next page.
- e. This is different to the order in handout 2, as attitude is the biggest barrier.
- f. Most people tend to think of environmental barriers and it will probably be the fullest flip chart, many are often surprised that attitude is the biggest barrier.
- g. Picture below is how you should set up the flip charts:



Wall Activity Handout

Introduction

There are three big road blocks preventing PWD from participating in society on equal terms with able-bodied people. Here they are.....

1. Attitudinal

- Prejudice, discrimination and stigma cause the biggest problems for PWD, who are assumed to be one or more of the following:
 - incapable/inadequate
 - of low intelligence
 - in need of a “cure”
 - needing “special” services or support
 - dependent
 - inspirational/marvelous/exceptional
- People who make these judgments treat the PWD as superfluous or superhuman. They either fail to respond to the individual – with all their inherent personality, strengths and weaknesses – or they assume they have “superhuman” abilities to cope with their impairment.
- Able-bodied people can respond with fear, pity, repulsion, or a sense of superiority. These assumptions and emotions are reinforced by the media. Negative language reflects and can reinforce prejudices. PWD wish to change the language used by others about them especially language that is offensive and inaccurate.

2. Environmental

- PWD encounter these barriers in areas such as:
 - public transport
 - hospitals and clinics
 - schools and housing
 - shops and marketplaces
 - offices and factories
 - places of worship
 - media and communications
 - public information systems
- Most people think of the physical barriers in this category – e.g. a health clinic is inaccessible for wheelchair users if it has narrow doorways. It’s relatively easy to identify these – in consultation with PWD – once aware.
- But communications can also be disabling for those with sensory impairments – e.g. for Deaf people if there’s no sign language; for those with visual impairments if medication isn’t appropriately labeled. Poor communication can have devastating results where important school-based education campaigns happen (e.g. HIV and AIDS).
- Students with hearing, visual or intellectual impairments are unlikely to access vital information unless their access needs have been met. And since 98 percent of children with disabilities in developing countries don’t attend school, they’ll miss out on important education and information. A Ugandan study found 38 percent of women and 35 percent of men with impairments had a sexually transmitted disease at any time.

3. Institutional

- These barriers exclude or segregate PWD from many areas:
 - legal system

- employment laws
- electoral system
- education policies
- health service provisions
- social services
- belief systems and religion
- humanitarian/development agency policies
- Many of the systems we take for granted have become ‘no-go’ areas for PWD. Their marginalization is similar to the negative treatment of women and ethnic minorities.
- Exclusion from institutions has a knock-on effect – poorly regulated special education often makes fewer academic demands on pupils, and smaller schools expose them to a limited range of cultural experiences. The virtual exclusion of PWD from teacher training colleges also limits the number of qualified teachers with disabilities as role models for pupils in mainstream schools.
- Families make assumptions their child with disabilities will never work independently. So they don’t press the government to provide suitable formal education, or encourage the child to pursue a career. With such low expectations, PWD can easily become fatalistic about their own prospects.
- Micro-finance institutions often have policies which are highly discriminatory. They may exclude deaf people on the assumption they won’t be able to talk directly with staff; or refuse to lend to a visually impaired businessperson on the grounds they’re not likely to make a profit. These are real examples.

Appendix Two – Examples of Traditions from Other African Countries

WASH Supervisors Workshop – Bamako, Mali 01/17/12

1. Punishment from God
2. Curse from God
3. Sorcery
4. Result of sickness
5. Hereditary
6. Result of visiting forbidden areas of a village
7. Result of seeing a naked old person

WASH & Disabilities Workshop – Kati, Mali 01/19/12

1. Curse
2. Rejection of children with dwarfism
3. Sexual relations with a handicapped woman (physically or mentally) will provide great wealth.
4. Sacrifice of albinos.
5. Forbidden to bury dwarfs (Bwa tradition)
6. Result of sorcery

WASH & Disabilities Workshop – Niamey, Niger 06/22/12

1. Result of sorcery
2. Overprotection of children with disabilities (not allowing them to go to school)
3. Exploitation of persons with disabilities for economic means (begging)
4. Curse from God
5. Punishment from God
6. Curse from a neighbor, rival, etc.
7. Incest

Appendix Three – Handicap Simulation Demonstration

MATERIALS

- At least 4 bandanas
- Rope
- 1 roll of duct tape
- At least 1 crutch
- Latrine cut out (made from cardboard or wood)
 - Ensure that hole is somehow elevated so that the blind man is able to feel where the hole is located.
- 1 bidon at least $\frac{3}{4}$ filled with water
- 1 large bucket at least $\frac{1}{4}$ filled with water
- 1 shallower bucket to pour water into using the bucket tipper

PEOPLE

- 3 men, at least two with belts
- 1 woman

PROCESS – HOW TO HANDICAP

LEG HANDICAP

1. Choose one man with a belt, preferably the smallest (lightest) man
2. Main goal is to tie ankle to belt with rope
 - a. Cut rope at least two feet long. Tie cut piece of rope around the man's right ankle creating a small circle. Next tie excess rope from the ankle hole up to the belt and secure by knotting at least twice around belt
 - b. For extra support cut a second piece of rope at least four feet long. Knot one end, at least twice, to the man's belt; around the same spot you did the first piece. Now wrap the rope down around the ankle and back up to the belt, making a large U shape. Now secure rope by tying at least two knots on belt near the other two sets of knots
 - c. If needed you may choose to tie the two thighs together so that the right legs doesn't move away from the left too easily
 - d. If you find a better way of producing this handicap that is fine, but just make sure they cannot easily pull their leg out of any of the ways you choose to tie it back.
3. Give the man a crutch so he can steady himself and have 'help' while walking to the latrine
4. This man will be using the latrine
 - a. Have him walk to the latrine and try to squat over the whole with just the crutch
 - i. While down have him try to clean himself
 - b. Have him walk back to where he started
 - c. Now have him repeat the process using the wooden latrine seat we created

BLIND HANDICAP

BEFORE DEMONSTRATION STARTS HAVE SOMEONE PLACE THE LATRINE SEAT IN A CONVENIENT LOCATION, PREFERABLY WHERE MOST PEOPLE CAN SEE WELL

1. Choose a man for this handicap
 - a. If you have chosen one man without out a belt for the demonstrations use that man for this handicap
 - b. If all three men you chose are wearing belts please use the heaviest man for this handicap
2. Choose two bandanas and lay them both out flat
3. Place one bandana on top of the other, creating two layers of cloth

4. Fold the bottom left corner to the top right corner, creating a triangle
5. Starting with the base of the triangle (the longest side, the one farthest from the corners you placed together) fold the bandana over about 2 inches until all material has been folded
6. Place folded bandana over the man's eyes and secure the bandanna by tying the ends together with at least one knot
7. Ensure that the man cannot see, if he can see adjust as needed
8. This person will be asked to go second so he can be blindfolded for at least one other person's activity so we can include the exclusion factor into the demonstration
9. This man will be using the latrine
 - a. Have him start at a location at least about 20-30 feet away from wherever you have placed the latrine cut out
 - b. Have him walk up to the latrine and try and situate himself correctly and squat where he believes he should
 - c. Have him try to clean himself
 - d. Have him get up and walk back to where he began

ARM HANDICAP

1. Choose the second man with a belt for this handicap
2. Cut one piece of rope at least 1-1.5ft. long
3. Loop one end of rope around the man's right (dominant) wrist and secure by tying at least one knot
4. Tie opposite end to left side of the man's belt with at least one good knot
5. This man will be pouring water
 - a. First have him remove the cap from the bidon
 - b. Now have him pour some water from the bidon into the larger bucket
 - c. Now have him pour water from the larger bucket into the smaller, shallower bucket
 - d. Now have him pour water from the bucket tipper into the smaller, shallower bucket using the bucket tipper we have created

HAND HANDICAP

1. Choose the woman for this handicap
2. Have the woman close her right hand into a fist
3. Wrap one bandana around her hand, placing the center of the bandana at her knuckles and pulling all of the excess bandana toward the back of the hand trying to keep everything as snug as possible
4. Pull all loose bandana ends that are toward the bottom of the wrist to the top of the wrist so now the bandana is snug around the hand and wrist
5. Rip strips of duct tape and wrap them around the bandana nice and tightly
 - a. In the end you want to make sure that she cannot easily move her fingers after you have wrapped the duct tape around her hand
6. Repeat procedure with the woman's left hand
7. This woman will be pouring water
 - a. First have her remove the cap from the bidon
 - b. Now have her pour some water from the bidon into the larger bucket
 - c. Now have her pour water from the larger bucket into the smaller, shallower bucket
 - d. Now have her pour water from the bucket tipper into the smaller, shallower bucket using the bucket tipper we have created

Appendix Four – Group Interview Handouts

Handout #1

1. Everyone is unique. Try not to make assumptions about a person's capacity or needs. Listen to what they have to say and respect what they tell you.
2. Try not to make assumptions about who is and is not disabled as some impairments are hidden, e.g. diabetes.
3. Offer help, but be careful not to take over. Don't be upset if help is rejected. Sometimes it will be welcome, but sometimes it won't be needed, or may hinder the person doing an activity in his or her own, maybe slower, way.
4. Speak directly to the PWD, not at or to their helper or interpreter.
5. Look at the PWD, not at their impairment, or the wheelchair/trolley.
6. When talking to a wheelchair/trolley user, try to sit down at a similar height, or stand with a suitable space to allow direct eye contact. It can be very exhausting having to look up all the time. Don't lean on the chair, you may tip it over! This can also be intimidating and an invasion of personal space.
7. When communicating with a person with a speech impairment, give them time to express themselves, concentrate and don't be afraid to ask for something to be repeated if you don't understand an answer.
8. PWD often have a lack of self-esteem and confidence – be encouraging and sensitive to their needs. Be patient, show trust and respect confidentiality.
9. When communicating with someone who is deaf or has a hearing impairment, find out how they choose to communicate. If they lip read, face the person and speak slowly and clearly, with the light on your face. Don't shout or cover your mouth. Be patient because lip reading involves a high level of concentration and it can be exhausting.
10. You may need to use an interpreter, particularly if someone uses a sign language or communication system you do not understand.
11. When talking to a blind or visually impaired person, make sure they know who you are – they may not recognize your voice. And remember to say when you are leaving them, so that they do not end up speaking to the air.
12. When talking to people with difficulty understanding, speak simply, using short words and sentences.
13. Find out more from national level DPO who can provide locally appropriate information and advice.

Handout #2

Avoid	Use
<p>Cripple, defective</p> <p>Invalid (<i>this literally means “not valid”</i>)</p> <p>Retarded, subnormal</p> <p>Handicapped <i>This is derived from “cap in hand” and implies begging, which reinforces negative stereotypes.</i></p>	<p>Person who uses/walks with crutches</p> <p>Person with an impairment or</p> <p>Children with disabilities, people/persons with disabilities</p>
<p>The disabled, the blind, the deaf, etc.</p> <p><i>Phrases like these are dehumanizing.</i></p>	<p>People/persons with disabilities</p> <p>Blind people, people with visual impairments</p> <p>Deaf people, people with hearing impairments</p>
<p>An epileptic, a cleft lip girl, a CP case, etc.</p> <p><i>It is offensive to label people with their impairment.</i></p>	<p>Person with epilepsy</p> <p>Girl with a cleft lip</p> <p>Person with cerebral palsy (CP)</p>
<p>Victim of...</p> <p>Crippled by...</p> <p>Suffering from...</p> <p>Afflicted by...</p>	<p>Person who has...</p> <p>Person with...</p> <p>Person who experienced...</p>
<p>Wheelchair bound</p> <p>Confined to a wheelchair</p>	<p>Wheelchair user, wheelchair rider</p> <p><i>For many PWD, a wheelchair is liberation, not a confinement.</i></p>
<p>Normal and abnormal: describing people who are not disabled as “normal” implies that disabled people are abnormal. In fact, persons with disabilities are a normal part of every society.</p> <p>Sick: implies that disabled people are all unhealthy. Everyone is sick from time to time. For example, a woman with difficulty walking as a result of polio may fall sick with diarrhea like anyone else, but having weak legs does not mean that she is sick.</p>	<p>Non-disabled people and persons with disabilities.</p>

Appendix Five – Group Interview Questions

WASH Questions

1. What are the most significant challenges for PWD in regards to access and use of water and sanitation facilities in (the target country)?
2. How do PWD overcome the challenges that they face when using water and sanitation facilities?

Social Questions

3. Has can having a disability affect one's ability to find employment?
4. How can a disability affect one's relationship with family members and the community as a whole?

DPO Questions (optional)

5. How can we assist and encourage DPOs in (the target country)?
6. What are the principal needs of these organizations? (Please specify needs other than financial.)

Women's Group

WASH Questions

1. What are the most significant challenges for PWD in regards to access and use of water and sanitation facilities?
2. How do PWD overcome the challenges that they face when using water and sanitation facilities?

Social Questions

3. How can a disability affect one's ability to complete household chores?
4. How can a disability affect one's relationship with family members, other women and the community as a whole?

DPO Questions (optional)

5. How can we assist and encourage DPOs in (target country)?
6. What are the principal needs of these organizations? (Please specify needs other than financial.)

Appendix Six – Action Plan

Description:

World Vision base staff will be asked to develop a mini-pilot plan for the developed assistive technologies.

Objectives:

- Develop a practical plan for testing the WASH assistive technologies.
 - Allow the staff members to develop their own solutions
 - Use material from Joni and Friends and other international organizations to provide a framework for the action plan
 - Provide examples from similar action plans to generate discussion

Roles:

- *Presenters*
 - Duties: Presenters will be needed to explain this activity.
- *Small Group Members*
 - Duties: Assist discussion leaders manage the discussion and ensure that a proposed inclusion plan is completed.
- *Notes*
 - Duties: Document this activity.
- *Logistics*
 - Duties: Provide each participant with charts for completing the activities. Also, this person will help to identify group leaders among the participants.

Mini-Pilot Plan Individual Worksheet

Refer to zip folder “Appendix 5 Mini-Pilot Plan”

Appendix Seven – Final Evaluation

Date: _____ Workshop Subject: _____

Base: _____ Your Position: _____

Thank you for participating in our workshop. We hope that this workshop will be useful for you and your work. Please respond honestly to the following questions:

1) Rate the usefulness of this workshop (1 being the most useful and 5 being the least).

1 2 3 4 5

2) Would you prefer more or less audience interaction?

3) Which activity was the most useful for you?

- A. The presentation of the disability technologies
- B. Handicap demonstration
- C. Action plan development
- D. Small group discussion questions
- E. Interaction with PWD
- F. The videos

4) How can we improve this workshop?

5) Do you have any other suggestions?
