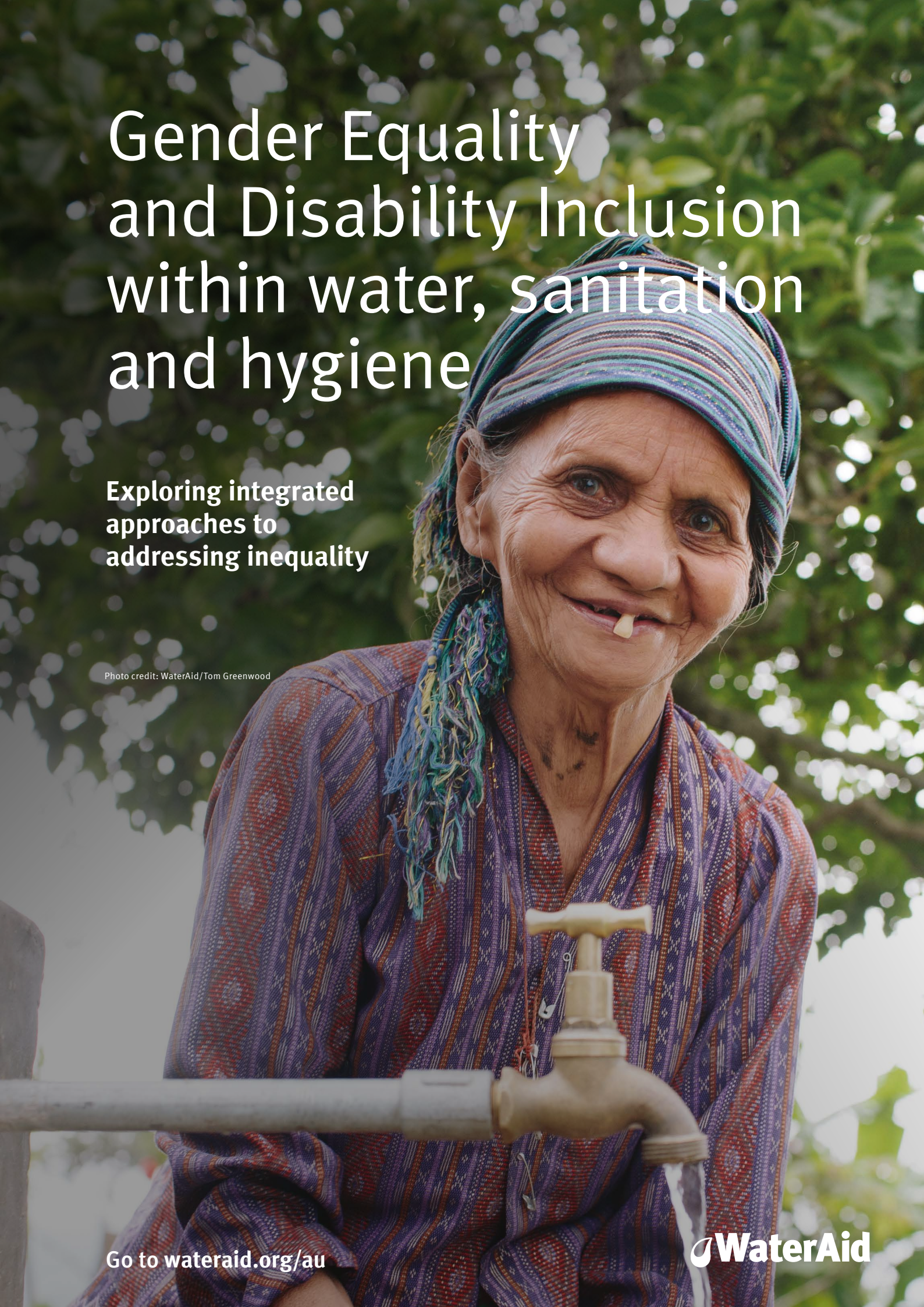
Gender Equality and Disability Inclusion within water, sanitation and hygiene

Exploring integrated approaches to addressing inequality



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About this discussion paper

This discussion paper was developed by, and is the result of, a collaboration between WaterAid, CBM Australia and Di Kilsby Consulting. It is based on reflections on applying integrated gender and disability advisory support to rights-based water, sanitation and hygiene (WASH) programs in Timor-Leste and Papua New Guinea. The paper is intended as a conversation starter for WASH program managers and other development practitioners looking to strengthen their conceptual and practical understanding of challenges and successes in integrating gender and disability in WASH; and those looking to move towards more transformative and sustainable practice. Preliminary recommendations are provided; however, this is not intended to be a comprehensive practice note. The paper also draws upon insights shared by two senior WaterAid Timor-Leste managers, Ms Getrudis Mau and Mr Alex Grumbley, who were interviewed for this paper; due to staff turnover, it was not possible to interview staff from WaterAid Papua New Guinea.

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Introduction

Addressing gender inequality and disability rights is critical to a rights-based approach to water, sanitation and hygiene (WASH) programming. Rights-based WASH should reflect all human rights principles, including 'equality and non-discrimination', and 'participation and inclusion'[1]. Approaching WASH with an inclusive lens is essential for achieving universal access. Sustainable Development Goal 6 sets targets to achieve 'universal' and 'equitable' access to water, sanitation and hygiene by 2030.[2] Achieving universal and equitable access to WASH requires practitioners to work with the community in all its diversity, and understand and challenge power dynamics. In practice, WASH and other development practitioners often find it challenging to address inequality and exclusion comprehensively, and tend to address different types of diversity and inequality separately, rather than in an integrated manner.

WaterAid's Equity and Inclusion Framework (2010)[3] aims to holistically address issues of inequality and exclusion within WASH programs.

WaterAid explicitly recognises that promoting gender equality and disability inclusion requires concerted effort and technical knowledge. In response, WaterAid has established strategic partnerships with advisors on gender[4] and disability[5] to strengthen the implementation of this framework in Timor-Leste and Papua New Guinea (PNG) as part of the DFAT-funded Civil Society WASH Fund program.

This paper centres around two main questions:

1. How can the WASH sector continue to improve practice on gender and disability?
2. How can an integrated approach to the two intersectional issues of gender and disability help us 'do development' better?

The reflections and ideas shared in this paper are preliminary. It is hoped that further reflections and findings will be reported over time.

[1] http://www.unfpa.org/resources/human-rights-principles

[2] http://www.un.org/sustainabledevelopment/water-and-sanitation/

[3] http://www.wateraid.org/what-we-do/our-approach/research-and-publications/view-publication?id=d98d98ad-b605-4894-97cf-0c7682e62b04

[4] Di Kilsby, originally contracted through International Women's Development Agency GenderWise, and more recently as an independent consultant

[5] Briana Wilson and Belinda Bayak-Bush in PNG, and Aleisha Carroll in Timor-Leste; all contracted through CBM

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What has been done in practice

The strategic gender and disability partners have worked both separately and together. In Timor-Leste, gender and disability inputs have been made separately, with the gender advisor working over the past six years to conduct participatory research and training, and develop a manual for community-based dialogue tools. The disability advisory work commenced three years ago: building on WaterAid's earlier work with Disabled Peoples Organisations (DPOs), it brought a renewed focus on introductory training on disability for local partners, strengthening work with DPOs, and developing protocols for community engagement on disability inclusion in M&E processes.

In PNG over the past three years, initial planning, scoping, input into design and monitoring, and training were deliberately conducted with the gender and disability advisors working together. The aim of this combined work, was to focus and learn from integrated and complementary programming approaches. This is different from focusing on intersecting discrimination as experienced by certain groups of people – i.e. women and girls with disabilities. Later, the advisors travelled and worked separately, but continued to discuss and review each other's work. The gender advisor worked with local partners on developing a community information gathering tool, "Wokabaut Lukluk na Skelim", to inform program planning. The disability advisors worked with partners to conduct an action learning scoping study to better understand WASH experiences of people with disabilities. Gender and disability were both highly relevant to each activity – in fact, applying both lenses, they were difficult to fully disentangle. It was helpful to have input from gender and disability advisors on both activities. This learning has also influenced the Timor-Leste approach, with gender and disability inputs increasingly more coordinated. Some preliminary lessons from both working together and separately are outlined below.

How individual factors of disability and gender interact to impact WASH access

In PNG, both the learning scoping study and the Wokabaut Lukluk na Skelim tool development process found that a range of individual factors: age, disability, gender, family status contributed to an individual's WASH access. For example, women with less severe disabilities in some ways experienced the most difficulty in terms of access to WASH as they were still required to perform gender related WASH duties, yet these were significantly more difficult to perform due to their disability. Women who experienced more severe disability (and/or were older), and men and boys with disabilities did not have the same expectations on them to perform tasks such as collecting water. Various individual factors also impacted upon the level of assistance provided to people with more severe disability, such as age, gender and family situation. Women who have responsibilities as carers for family members with disability also experienced exacerbated workload and pressure in managing WASH tasks.

What's working well in practice?

1. Gender sensitive and disability inclusive programming: an approach and mindset

To create a stronger, more integrated gender and disability mindset from the situation analysis phase of WASH programs, the Partnership has facilitated staff to see, hear and experience different perspectives of gender and disability from people in project communities. Action learning and exploratory activities have allowed staff to explore for themselves issues of inequality within project communities, which has produced tools that will continue to assist the program to better address gender and disability issues. Program staff have identified their own entry points and helped design relevant inputs themselves, which was important in working with multiple implementing partners with different organisational systems and processes.

When inclusion is seen as a mindset rather than a set of activities to be checked off, staff are more likely to be informed and work towards inclusive practice, and to take a problem-solving approach. For example in PNG, through Partnership learning, staff aimed to include people with disabilities/ their families on WASH committees. However after initial efforts, staff realised additional specific actions were required to make this possible, and independently designed additional steps appropriate to their communities to address this. This kind of problem-solving is particularly valuable for disability-inclusive practice, where inclusion and access to WASH may require individualised practical solutions, such as a guide rope or rail to facilitate access to a toilet. Similarly, this kind of thinking can help shift staff away from seeing gender work as simply increasing the numbers of women present, to a deeper consideration of individual situations and needs within communities and groups. The Partnership is beginning to demonstrate the effectiveness of conceptualising issues of gender and disability more as processes of creating and reinforcing distinctions and hierarchies, with power concentrated in the hands of a few, rather than as categories. In the latter approach, programs risk seeking out individuals who fit the category regardless of the situation of that individual, potentially failing to address underlying power issues.

Action learning and exploratory activities have been a practical way of strengthening the partner's conceptual understanding of disability and gender issues and useful for working with a variety of partners who apply their new knowledge to quite different project processes and organisations.

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2. Creating a strong conceptual foundation to underpin disability inclusion and gender equality in WASH

The Partnership has found that a common conceptual foundation that covers both gender and disability (including an understanding of what is distinct regarding disability and gender approaches) enables advice and program recommendations to be streamlined. Gender and disability advocates and trainers often use varied language for common human-rights concepts and principles that underpin both gender equality and disability inclusion approaches. This can result in program staff having to take on two sets of terms, which can be overwhelming and perpetuate gender and disability being approached separately. When taking an integrated approach, it has been helpful to explore these concepts as they relate to both disability and gender and decide on a common understanding and language that suits the context. Consistent language was found to ease the load of program staff who only had to learn one set of concepts, promoting a more sound conceptual understanding, which is important for then applying concepts to WASH programs. This also enabled program adjustments to be seen as contributing more broadly to equality outcomes and universal access. The Partnership has found that as staff develop a stronger conceptual understanding of gender equality and disability inclusion, they are more likely to:

- commit to working towards equality and inclusion,
- carry work forward beyond the suggestions of advisors
- effectively contextualise programmatic advice; and
- more easily identify the links between gender and disability.

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3. Partnerships for gender and disability – working with DPOs and women's organisations.

A vital part of the work has involved collaboration with local Disabled People's Organisations (DPOs). DPOs are representative organisations of people with disabilities, run by and for people with disabilities[6]. DPO involvement helped advisors and staff to understand local attitudes and situations of people with disabilities to ensure program responses were contextually appropriate. DPOs have co-facilitated trainings and assisted with scoping work and tool development. Visibly working with DPOs provides an example for the community that women and men with disabilities have capacity and leadership potential, which is vital for addressing negative attitudes. For an integrated approach, it is important that DPOs are gender aware, as they are just as capable as any other organisation to be gender blind and to inadvertently perpetuate gender inequalities. In Timor-Leste, in addition to working in close partnership with DPOs, WaterAid has engaged with women's organisations, which has helped to speed up and increase the effectiveness of work addressing gender inequality in the WASH program. Supporting these organisations to be more disability inclusive has also been valuable to both the WASH program and to their own capacity and effectiveness.

4. Taking a whole of organisation approach to gender and disability inclusion

An enabling and supportive environment at the organisational level is required, for WASH programs to include and benefit the whole community equally. This models broader social change. Leadership support at all levels of the organisation must be built so that staff have the opportunities, time and resources to examine program systems and processes, as well as community and organisational cultures and attitudes toward gender and disability. Support from senior levels has been powerful in modelling more just and equal behaviour.

WaterAid's commitment to gender equity and inclusion has led to a significant increase in human resourcing of gender and disability efforts in many areas of the organisation. A dedicated Equity, Inclusion and Rights advisor in WaterAid Australia embeds both commitment and learning on gender and disability into the organisation for the long-term. Dedicated staff members in country lead coordination of gender and disability work

[6] DPOs are primarily involved in advocacy, networking and information sharing amongst their members.

and, in Timor-Leste, 'focal point' roles for both gender (GFPs) and disability (DFPs) in local partner organisations have been supported with training and mentoring by the Partnership.

5. Integrating gender and disability advisory support to programs

A combined gender and disability approach to WASH requires bringing together contemporary thinking on both sets of issues and approaches. Separate inputs of gender and disability expertise risks creating confusion, duplication and additional work for staff and partners, and reinforcing a 'silo' way of thinking, with the two issues seen as separate from each other and from the 'normal' WASH program. Taking an integrated approach and working collectively has provided value beyond the sum of its parts. Providing simultaneous feedback on programming has enabled discussion of overlap and helped ensure recommendations have been complementary and avoided duplication.

In Timor-Leste, managers report that although gender and disability inputs have been made separately, the intensity of the work on both issues has still led to a mindset shift away from a limited technical focus on infrastructure, to thinking more holistically about WASH as a community development process. This has included a shift towards seeing their role more as a convenor or facilitator, and seeing the WASH work more within a broader development context.

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During a disability situational analysis, a number of gender findings were discovered each day whilst performing fieldwork. The team used their gender knowledge to integrate the emerging learning throughout the process, and the gender advisor reviewed and provided feedback on the findings during the report-writing phase. This piece of work created excellent learning, highlighting significant issues experienced by people in situations where issues of gender and disability intersect – not only women and men with disabilities but also their carers.

What are the challenges in practice?

1. Confronting issues of power within WASH programs

A key concept in addressing both gender and disability discrimination is the idea of the 'norm' – male and able-bodied – and the 'other' – being female or having a disability (or both). Negative ideas about the capacities of both women and people with disabilities are reinforced by narrow and harmful, largely unconscious, stereotypes[7].

Power is absolutely central to inequality: patriarchy privileges men over women, and ableism preferences people without disabilities over those with disabilities. Experience so far has shown that addressing these concepts in relation to gender and to disability involves different challenges.

Calling gender and disability norms into question is necessary in rights-based WASH practice. A key difference however is that everyone is impacted by gender[8], whereas not everyone is impacted by disability. Whilst challenging disability stereotypes can cause unease, and even guilt, development workers are usually already committed to the rights and inclusion of the poor and marginalised. Therefore addressing disability rights is not fundamentally outside their general moral frame of reference. For example in PNG during the initial scoping visit, the mother of a child with a disability sharing their experience of exclusion provided momentum towards disability inclusion for a whole partner organisation. This would rarely happen in a similar way when talking to women about gender equality. Timor-Leste colleagues reflected that supporting people with disabilities is easily accepted at community level as it easy to understand how this can relieve the burden on households; whereas gender power relations are deeply engrained and it is more difficult to demonstrate that change is possible or for staff to express how change can be beneficial to all, including men, who may perceive change as a threat to their power. Consequently, disability inclusion can be an 'easier win' than working towards gender equality. However, this 'win' may also only be at a surface level, and difficulties may re-emerge when it comes to resource distribution, as it may be perceived that disability inclusion will result in reduced resource allocation or less favourable outcomes for people without disabilities[9].

In comparison to disability, challenging gender norms can deeply unsettle staff and community members' accepted way of seeing the world. The significance of gender norms to individual identity, to how families and communities organise themselves, and to notions of 'culture', means that calling gender norms into question is often challenging at a deeply personal level. It requires each of us to challenge how we perceive ourselves and relate to others. It requires courage and skill to challenge existing power relations within organisations and communities. An especially sensitive and long-term approach is required to addressing gender inequality in WASH, including gradually building staff understanding and supporting them to challenge deep and sometimes invisible power relations.

2. Language and terminology as a source of confusion and distraction

The terms 'disability' and 'gender' are important concepts, however their use within communities where they are new or novel can be counterproductive if it highlights difference at the expense of promoting inclusion or equality.

In PNG, the Partnership initially discussed and defined 'disability' and 'gender' concepts with project staff. This is a necessary first step, and

[7] Such as the stereotypes that women are better suited to work inside the home, and that people with disabilities are not able to generate income.

[8] It is noted that broader diversity in gender identity exist beyond what is discussed in this paper.

[9] For example, program adjustments such as increased quotas of tank water for families who have additional water requirements due to family members' disabilities are often still difficult for some staff to accept, despite their theoretical commitment to disability inclusion.

indeed it is hard to avoid using these terms when introducing 'disability' and 'gender' advisors and DPOs, and discussing the WaterAid equity and inclusion framework. However the new understanding of 'disability', even when explained in local language by a DPO, at times has led to a preoccupation, among staff still grappling with the concept, with determining who has or doesn't have a disability at a community level. This can be unhelpful and detracts from the fact that the Partnership is trying to include and address the rights of all people, not label them. When using the Washington Group Questions in data collection (which avoid the use of 'disability' and instead ask about 'difficulties' doing certain things such as walking, talking, hearing etc) staff still continued to use the term 'disability' (or the comparable pidgin word), perhaps because it had been so conceptually meaningful to them, but then became confusing to communities.

Similarly, noting sensitivities attached to the term 'gender', the gender advisor has avoided using the term in communities, instead asking about the thoughts, perspectives and experiences of women, men, girls and boys. This also risks reinforcing a narrow and harmful binary view of 'gender', which further excludes and marginalises those who fall outside of the binary categories ('woman' and 'man'). An irony and dilemma in both gender and disability work seems to be that despite best intentions, the very process of trying to make visible and challenge harmful norms that lead to gender inequality and disability exclusion, and which aims to increase participation and inclusion, can lead to highlighting and reinforcing difference and separateness.

3. Gender and disability – dilemmas in integrating the issues or addressing them separately

Reflections from Timor-Leste colleagues identified both disadvantages and benefits of having separate gender and disability inputs. A key reflection has been the value of taking one issue at a time so as to bring focus and to build skills and confidence over time, rather than overwhelming staff and communities with many difficult issues at once. A risk, however, has been that despite awareness having been raised on both gender and disability, when focusing on one issue the other can simply be forgotten. More recently, for example in the final draft of the gender manual, WaterAid has moved towards integrating gender and disability tools and processes, and sees this as a positive development.

In practical terms, WaterAid has learned that ensuring participation by women and people with disabilities can at times require separate considerations. For example ensuring interventions or visits are planned to work in with women's heavy workloads, while also finding ways to involve people with disabilities such as going to meet with them at their houses, or providing support to assist with mobility or communication can be difficult to practically arrange.

WaterAid managers see the intensity of input in building up skills and knowledge for both Gender Focal Points (GFPs) and Equity and Inclusion officers as a strength in the way the Partnership has addressed gender and disability. A related challenge, however, has been the logistical difficulty of coordinating work planning to involve both roles in the same activities when both perspectives need to be highlighted. WaterAid is considering moving towards consolidating the Gender Focal Points and Equity and Inclusion roles.

4. Human resource challenges

A number of challenges have been encountered relating to building and maintaining in-house gender and disability expertise, including staff turnover and difficulty in recruiting staff with skills in both issues. Timor-Leste colleagues reflect that the gender focal point role requires a particular set of qualities and strengths, given the political nature of gender equality and the need to deal at times with outright resistance. A further challenge in Timor-Leste has been that some local partner organisations' conceptualisation of the GFP role has not necessarily aligned with WaterAid's intention, highlighting the importance of working with all levels of partner organisations, particularly more technically WASH-oriented (rather than grassroots community-oriented) organisations, including senior management, rather than assuming common understanding and commitment.

Conclusion and Recommendations

The work of the Partnership has shown that addressing exclusion and power imbalances is critical to successful and high quality WASH work. Using a gender and disability lens provides an opportunity to achieve more sustainable and equitable access to water, sanitation and hygiene. Using an integrated approach to addressing gender and disability inclusion in WASH provides an efficient way to improve WASH outcomes. More than this, it offers scope for WASH programs to be transformative, facilitating deep change that is more likely to be sustained, and to contribute to wider change in the longer term that will benefit those most in need.

Based on the learning to date, the Partnership offers the following recommendations:

Learn how best to approach gender and disability concepts

- Develop and use a contextualised set of terms and concepts to address gender and disability together where possible, rather than having two separate sets of terms and concepts
- Ensure gender and disability concepts are understood by staff, but explained in translatable and practical terms within the community
- Reflect on and adjust use of language throughout the program as needed
- Take time to build strong conceptual foundations and to ensure that equality and inclusion are seen as integral to the whole program, not as program add-ons
- Facilitate real understanding of gender equality and disability inclusion through action learning with partners: this can be part of the baseline/ situational analysis process.

Take a whole-of-organisation approach

- Invest in ensuring the organisation is part of the change process and is itself systematically addressing gender inequality and disability inclusion within the organisation
- Build understanding and commitment at organisations' senior levels to ensure prioritisation of gender and disability in programs, including commitment of adequate resources
- Work with local partners at senior levels to build support and commitment for the work of program staff, specialist staff and Equity and Inclusion Officers and Gender Focal Points

Invest in strong relationships between and among partners and advisors

- Ongoing communication and coordination between different technical advisors, staff and partners is key to foster learning, to build trust and receptiveness to feedback and ideas
- Coordination, communication and learning need to be factored into planning and budgeting from the outset
- Working in partnership requires sufficient investments of time and human resources dedicated to partnership management from the implementing organisations as well as from advisors. Without this advisors can rapidly become out of touch with the program context and implementation, limiting their ability to provide useful input.

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Invest in adequate resourcing and human resourcing

- Whether integrating gender and disability or addressing them separately, invest in developing in-house capacity on gender and disability, through dedicated roles if possible or at least through adequately trained and mandated 'focal points'
- Ensure capacity on gender and disability is constantly built across the whole staff team.

Employ a 'twin-track' approach to both gender and disability

- Both gender and disability must be 'mainstreamed' in all the organisation does, alongside specifically-focused activities working with women (and men) and people with disabilities.

Use an integrated gender and disability approach as much as possible

- Approach gender and disability issues by focusing on shifting mindsets to a social-justice and rights-oriented way of thinking, not by addressing them as purely technical issues
- Foster a problem-solving mindset by promoting learning by doing, action research and working alongside partners as they implement their program
- Foster an approach of looking at structures, systems and processes rather than viewing gender and disability as issues at an individual level by promoting strong conceptual foundations and having time to reflect on these throughout the program cycle
- Integrate gender and disability efforts including technical inputs from specialists:
  - Gender and disability specialists can work more effectively on joint TORs
  - Use an integrated approach to capacity building women's organisations and DPOs, e.g. by supporting gender capacity assessments and capacity development for DPOs, and disability assessments and capacity building for women's organisations. This strengthens the organisations and adds value to the contributions each is able to make.

Above all, recognise that change towards rights and better water, sanitation and hygiene for women and people with disabilities will take time – and start now!

Human Rights Concepts		
Definition	Links to (and between) gender equality and disability inclusion	Understanding and applying the concept to WASH
Discrimination Any distinction, exclusion or restriction on the basis of sex or disability which impairs or nullifies the recognition, enjoyment or exercise of all rights.	Underlies both gender and disability inequality.	When WASH practitioners understand discrimination as a social process which can be transformed, as opposed to a fixed aspect of culture, positive change seems much more achievable. Insight among program staff about how some people experience multiple forms of discrimination can lead to deeper understanding of inequality. Example: this may lead to greater clarity on why women and girls with disabilities often experience particularly poor outcomes. This can also promote an integrated approach to gender equality and disability inclusion in WASH.
Affirmative action Providing different treatment to one group of people in order to 'level the playing field' or accelerate the facilitation of equal outcomes. This should not be seen as 'discrimination' to the non-marginalised/others.	This is referred to as a concept in both gender and disability literature. It may also be called 'special measures/temporary special measures'. Often, the 'specific measures' part of the twin track approach can be considered affirmative action (see below twin track approach).	Affirmative action forms the rationale for specific programmatic responses to address underlying inequality. If the rationale for these actions is not understood, program staff may perceive gender and disability inclusion measures as excessive, optional, too costly or unfair. Examples: Affirmative action in gender: Women's quotas on WASH committees. Example: Affirmative action in disability: Fee exemptions/subsidies for families who experience disability and are poor.
Reasonable Accommodation Necessary and appropriate modification and adjustments, which do not impose a disproportionate or undue burden, where needed in a particular case to ensure the enjoyment and exercise of persons with disabilities of human rights on an equal basis with others. The Convention on the Rights of Persons with Disabilities states that the denial of reasonable accommodation constitutes discrimination.	It is derived from the Convention on the Rights of Persons with Disabilities. The need to provide reasonable adjustments to overcome systemic barriers or inaccessibility, can also apply to women and girls.	In practice reasonable accommodation means adapting processes and/or providing reasonable supports to enable participation of everyone. This is in recognition that there are additional barriers to some, and that the environment is not accessible to all. Understanding of this concept is essential, otherwise additional support provided to people with disabilities (or women and girls) can be seen as 'excessive' by program staff and/or the community, rather than a requirement to promote participation and equality. Disability example: providing assisted transport to a person with a physical disability to enable participation in community meetings. Adapting processes, such as allowing a person with psychosocial disability the ability to withdraw and rejoin meetings when they feel distressed, without judgement. Gender example: to cover child care costs that would enable women to participate in training. Or travel costs to enable a woman to travel accompanied, where solo travel would put her safety at risk.
Accessibility Equal access to the physical environment, transportation, information and communication and other facilities and services open or provided to the public. Accessibility is both a principle and the subject of article 9 of the Convention on the Rights of Persons with Disabilities A criteria for the human rights to water and sanitation.	Accessible WASH requires equal access for people with disabilities to WASH infrastructure and information/communication. Accessibility of WASH can lighten the burden for women in their socially-prescribed gender roles by easing daily household work and the work of caring for children, older people and people with disabilities. Such improvements can also potentially facilitate more sharing of these responsibilities by men, and contribute to gender equality.	To achieve accessible infrastructure, universal design can be used. Universal design is the design of products, environment, programmes and services to be usable by all people to the greatest extent possible without adaptive or specialised design. This can improve useability and access for sick and injured people, frail older people, children, and heavily pregnant women. Example: Accessible latrines designed by a person with a physical impairment themselves can lead to them using a latrine with independence and dignity, easing care work by others, and also potentially making the latrine more easy to use by children, older people or people who are sick. Communication can be made accessible by: using simple language; using interpreters for all languages, including sign language; and/or supplementing verbal communication with visual information like pictures/charts. Example: behaviour change materials can be provided through visual and auditory media, and simple language and pictures can be used so that no-one 'misses the message' to achieve open defecation free status. This will ensure people with disabilities are included, whilst also reinforcing the messaging for the whole community. Given women are more likely to speak a local rather than a dominant language, and to have lower literacy skills than men, inclusive communications methods can also significantly enhance the opportunities for women's meaningful participation.

Other conceptual frameworks		
Definition	Links to gender equality and disability rights	Understanding and applying the concept to WASH
Practical and strategic needs and interests 'Practical gender needs' refers to immediate needs experienced by women that arise from their socially-prescribed roles as women. Addressing 'strategic gender interests' strengthens women's position in terms of status, power and control. Addressing practical gender needs may improve the condition of women's lives, but not necessarily address their unequal social position. The practical vs strategic distinction was first developed by Molyneux and then popularised by Moser.	Derived from a gender equality framework. The 'practical vs strategic' distinction has been used in the Partnership for both gender and disability.	The 'practical vs strategic' distinction is a useful way to understand how inclusive WASH programs not only provide for people's practical needs, but can also challenge power imbalances. It is important for WASH staff to realise that addressing strategic barriers for marginalised populations, including women and people with disabilities, is necessary to achieving and sustaining practical outcomes. Gender example: where women do most of the water collecting, bringing the water source closer to the home may make water collecting easier for women (a practical need), but for women to truly participate in decision making there may need to be broader empowerment, negotiation about workloads and the roles of women and men in decision making to improve the social position of women (strategic interests). Disability example: Providing an accessible toilet may meet the practical need of a person with a physical disability, but enabling that person to participate in decision making regarding sanitation, including providing input to public toilet designs may help to combat negative attitudes. It shows that people with disabilities can contribute, and be outside the home, and lead to more sustainable positive changes in the long term.
Twin-track approach Effecting change in gender relations and disability inclusion requires both 'mainstreaming', where gender and disability are considered at every stage and level of the organisation and program, and 'specific measures', activities or even programs that focus on the needs and interests of particular groups, i.e. women or people with disabilities.	In both gender and disability work, a twin-track approach is frequently recommended.	This framework can help WASH implementers think about how to practically apply disability inclusion and gender equality measures in their programs. For example, for mainstreaming, they may need to consider accessibility and reasonable accommodation, and consider the timing and location of community meetings, to ensure all groups can attend and participate in program related community processes. They may need to ensure public water sources are accessible, located in safe places and easy to use, to promote maximum usage. In addition, they may need to implement targeted measures to overcome particular barriers. If women and people with disabilities can attend meetings or consultations but are too ashamed or shy to contribute to the discussions, specific measures, such as women/disability specific empowerment programs, mentoring and peer support may also be implemented to ensure equality within the program. Likewise, if a person with a disability needs an assistive device like a crutch or wheelchair to get to the accessible toilet, a referral to a health/rehabilitation provider to access devices may be needed.
Gendered division of labour Gendered division of labour refers to the way women and men are directed towards certain tasks, and prohibited from performing others according to their gender. Labour is divided into productive work, reproductive work and community work. Often women are responsible for more hours and types of labour in the day, yet receive less remuneration and benefits, (both monetary/ resource related and social), for their labour.	As care work is largely assigned to women in their socially-prescribed gender role, and care work is often exacerbated by inaccessibility and exclusion, this concept is also pertinent to disability inclusion.	Accessing water, and sanitation is a hugely laborious task in many communities, for which women are often largely responsible. Understanding the gendered division of labour is important for WASH programs to begin to identify labour disparities, and address them. Women and girls are much more likely than men and boys to be carers of family members with disabilities, including assisting them with their WASH needs. Gendered division of labour can be a source of multiple disadvantage for women with disabilities, expected to carry out physical labour or women caring for people with disabilities, for which inaccessible WASH will provide additional labour. WASH programs, by redefining the labour associated with WASH can begin to identify and address labour disparities in communities. Example: when changing usual water collection methods through the WASH program, by providing water tanks, taps etc, the program can also encourage redistribution of some of this labour to men and boys. By ensuring infrastructure is accessible, care work may be lessened.

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