

12/19/2020

**Prioritizing Equity & Inclusion in
Woreda Wide Planning
E&I training workshop for Burie
Woreda**



Burie Woreda- Amhara Region

Introduction

The Burie sustainable and integrated WASH program is a three-year program (between April 2016 and March 2019) that will improve the overall WASH access of the Burie Zuria Woreda and town by demonstrating service delivery in selected 12 kebeles linked to sector capacity building, influencing, learning and documentation at wider level. The programmatic approach which links sustainable service delivery demonstration with sector capacity building and influencing will be the main strategy to achieve the outcomes of the program. The major thematic areas are sustainability, sector strengthening, WASH and maternal, neonatal and child health (MNCH) that focuses in health facilities and school WASH. In this program public private partnership using medium and small scale enterprises (MSEs) for sustainable WASH service and evidence based hygiene promotion will be piloted and documented for scale up

The goal of the program is to contribute to improving health and well-being of people, especially marginalized groups, through improved access to sustainable WASH services in Ethiopia.

General Objective of the program is to contribute for the progress towards the Government of Ethiopia's target of achieving universal access to WASH by 2020.

Specific Objectives of the program are

1. Increased access to sustainable and equitable WASH service for a total of 41,630 people in Burie Zuria Woreda and Town by the end of March 2019.
2. Increased access to sustainable and equitable WASH service for 4 health institutions (health centers and health posts) and 10 schools by the end of March 2019.

As part of its commitment to ensure equitable and inclusive water, sanitation and hygiene services, WaterAid, in collaboration with COWASH, conducted a training on WaSH Equity and Inclusion for that would be conducted at in Injebara town for Burie woreda East Gojjam Zone, Amhara Regional State from December 19th to 20th, 2017.

The main objective of the training is to strengthening the capacity of the different stakeholders at Woreda level and develop strategies for inclusive WASH delivery in the woreda. This will enable the woreda to reach universal access without **leaving no one behind** as per the SDG targets that Ethiopia committed to.

The training was provided by a COWASH trained facilitators Ato Mulatu Ferede (COWASH) Amhara office Capacity building specialist/ disability focal person and Ms Hanna Bekele ENDAN Director. The training was designed to be participatory and helped the participant to question their biases and preconceptions and also review how they can integrate Equity and

1. What is disability?
2. Challenges faced by persons with disabilities in Ethiopia
3. Causes and myths of disability?

4. Disability policy and right
5. Why include disability in WASH?
6. accessibility audit
7. Barrier analysis for WASH and solutions

The training has a high turnout both the Mayor of Burie town and the head of the woreda town were part of the training. In addition, more than 35 participants from Burie Zuria Woreda



WASH Steering committee members, Burie Town urban Water Utility WASH steering committee members, Water office, Health office, Education office, Finance office, Women's and Children's affairs, Technical & Vocational Enterprise Development and disability association, WaterAid project staff were part of the training.

Definition

The session presented by Hannah gave a general background and defined concepts

Impairment refers to **problems in body function or structure** as a result of a chronic health condition (e.g. diabetes), malnutrition, illness (e.g. polio or malaria) or injury (e.g. accidents in the home, traffic accidents, violent conflict, landmines). Sometimes the cause of the impairment is not known or not diagnosed.

Impairment

4 broad Type of Impairment

1. **Physical impairment** means a difficulty in movement and mobility. This can be for example difficulty moving around the house, walking long distances or climbing steps; body movements like reaching or kneeling down; and using hands for gripping or using fingers. Persons with physical impairments may use assistive devices such as walking sticks, crutches or wheelchairs.
2. **Sensory impairment** includes visual, hearing and communication impairments.
 - **Visual impairment** includes persons who are blind and also people with low vision.
 - **Hearing impairment** includes deaf persons as well as people with hearing loss. Depending on their situation, persons with hearing impairments may communicate with spoken or sign language.
 - **Communication impairment** includes persons with difficulty in speaking or those that have difficulties in understanding other people.

3. **Intellectual impairment** includes persons with limited ability to understand new or difficult information and to learn and apply new skills. This may impact their skills in language and memory; their social skills; or their personal care and responsibilities.
4. **Psychosocial impairments** are related to severe and chronic mental health conditions that cause difficulties related to behaviour, caring for themselves, confused thoughts and distress. These difficulties in turn may impact on their social skills and participation.

Disability

Disability has a broader meaning than impairment.

1. It refers to impairment, limitations in activities (e.g. inability to access a toilet) and restrictions in participation (e.g. difficulties going to school or in being employed) due to not only the impairment but also to barriers encountered in society.
2. **Persons with disabilities have long-term impairments that due to negative attitudes, environmental and technical barriers in the community limit and prevent their full and equal participation in society.**
3. “Disability is not something individuals have. What individuals have are impairments. Disability is what happens when people with impairments encounter a society created by and for people without impairments”. Disability is therefore not simply an attribute of the individual: rather it is an **interaction between the person and his or her environment**. (National Plan of Action of Persons with Disabilities, MoLSA, 2012)

Training included different exercises that stimulated thinking and helped participants challenge their perception



The Guessing Game

- Guess a person you do not know favourite food, animal colour
- Reflect on how much your assumptions may be wrong



Game of Life

- 4 volunteers represent a non-disabled man, a disabled man; a non-disabled woman, a disabled woman.
- The facilitator narrates life cycles; volunteer takes steps forward or backward based on how society reacts to it (very happy, not so happy, unhappy, very unhappy)



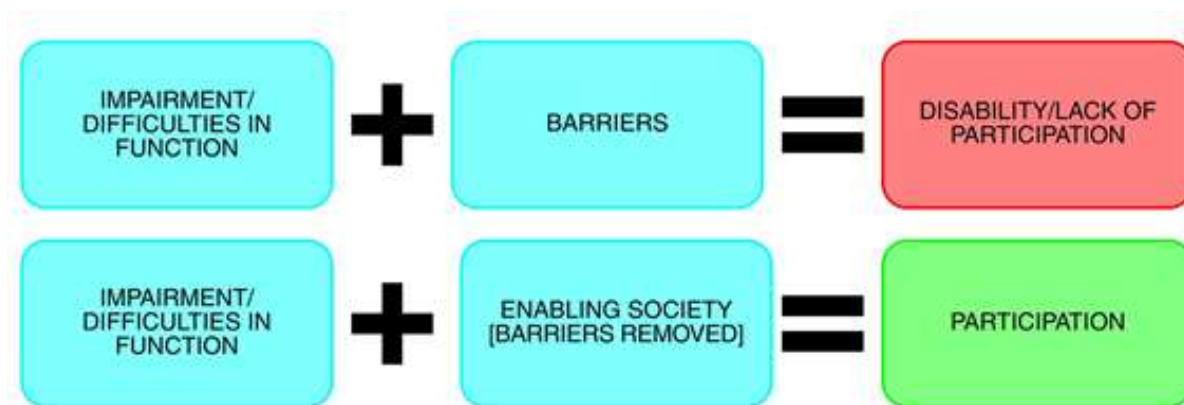
Identify Myths on people with disabilities

Participants openly discussed myths such as disability is a curse, people with disabilities should not use the same water point as non-disabled people, blind people have a sixth sense, persons with disabilities should not have children, persons with disabilities cannot go to school/ university

Barriers

Hanna presented three types of types of barriers preventing persons with disabilities from participating in society on equal terms with non-disabled people.

1. Social and attitudinal barriers
2. environmental and technical barriers, and
3. institutional barriers



Group discussion on identifying different barriers and categorizing them were also conducted

Communication

Correct terms to identify people with disability are usually not used in Ethiopia in general and in woreda in particular as identified by participants. Derogative terms like “ewer” “akale godolo” are used. A debate on what are the right terms followed the correct Amharic term for people with disability is “Akal Gudategnoch” the terminology for visual impairment is still being debated between “mayet yetesanachew” “libe birhan”. Although this is still being debated the preferred terminology selected by the Association for people with visual impairment in Ethiopia is: “Ayene seweran”

Also communication was said to be critical when meeting a person with disability:

- Ask before you help.
- Speak directly to the person.
- Be conscious of physical contact. Avoid leaning on a person’s wheelchair, crutches etc.
- If you are meeting a person with visual impairment, always identify yourself and others who may be with you
- To get the attention of a person who is Deaf, tap the person on the shoulder or wave your hand.

- Listen patiently and attentively when you're talking with a person who has difficulty speaking.
- Be specific when giving directions to a person with vision impairment.
- When speaking to someone with intellectual impairment, use plain language and speak with shorter sentences.
- Don't be embarrassed if you happen to use common expressions such as "See you later," or "Did you hear about that?" that seem to relate to a person's disability.
- Please ask the person when you're unsure of what to do.

Disability Policies

The SDGs

All the 17 Sustainable Development Goals (SDGs) give specific attention to people who are the **most marginalized** to make sure that **no one is left behind**. Disability is explicitly mentioned in multiple parts of the Agenda, and in others reference is made to vulnerable groups as well as "access for all" which includes persons with disabilities. SDG 6 also emphasize on "Ensure availability and sustainable management of water and sanitation **for all**".

The Government of Ethiopia ratified **The Convention on the Rights of Persons with Disabilities (CRPD)** in 2010. Governments are required to promote, protect, and ensure the full enjoyment of human rights by persons with disabilities and ensure that they enjoy full equality under the law.

Following the ratification of the CRPD, the Government of Ethiopia developed a ten-year **National Plan of Action of Persons with Disabilities (NPA)** 2012-2021. The plan was prepared to promote, protect and ensure the full and equal enjoyment of fundamental rights, public services, opportunities for education and work, and the full participation in family, community and national life by all persons with disabilities in Ethiopia.

The Constitution (FDRE Constitution 1995) and other policies make also different provisions such as Water Resources Management Policy (2001) The WASH Implementation Framework (2011), Education Sector Development Programme (ESDP) V, (2015/16 - 2019/20), Health Sector Transformation Plan (HSTP) (2015/16 - 2019/20), and the Ethiopian Building Proclamation (2009) Article 36 of this proclamation specifically addresses the accessibility of design and construction for all as follows:

"Any public building shall have a means of access suitable for use by physically impaired persons, including those who are obliged to use wheelchairs and those who are able to walk but unable to negotiate steps.

Where toilet facilities are required in any building, an adequate number of such facilities shall be made suitable for use by physically impaired persons and shall be accessible to them."

The Ministry of Labour and Social Affairs (MoLSA) and Regional Labour and social Affair bureaux are mandated to implement national disability policies, all other ministries and

bureaus (including water, health and education) are also responsible as stakeholders for the implementation of CRPD, and they are required to assign focal person for disability issues.

Disability in WASH

The discussion started by asking the question on whether the WASH activities in Burie are inclusive, participants responded that based on the discussion they had during the day- they have not consciously included people with disabilities in their planning or WASH delivery.

The usual excuses for not including people with disabilities in WASH have been discussed by the facilitator as follows but not including people with disabilities in WASH programs means that we are ignoring 15% of the population:

“We need to sort out the problems of “normal” people first”

“It’s not cost effective”

“There aren’t many disabled people here, so it’s not an issue”

“We don’t “do” disability”

“We don’t have the skills”

“Let’s create a special programme”

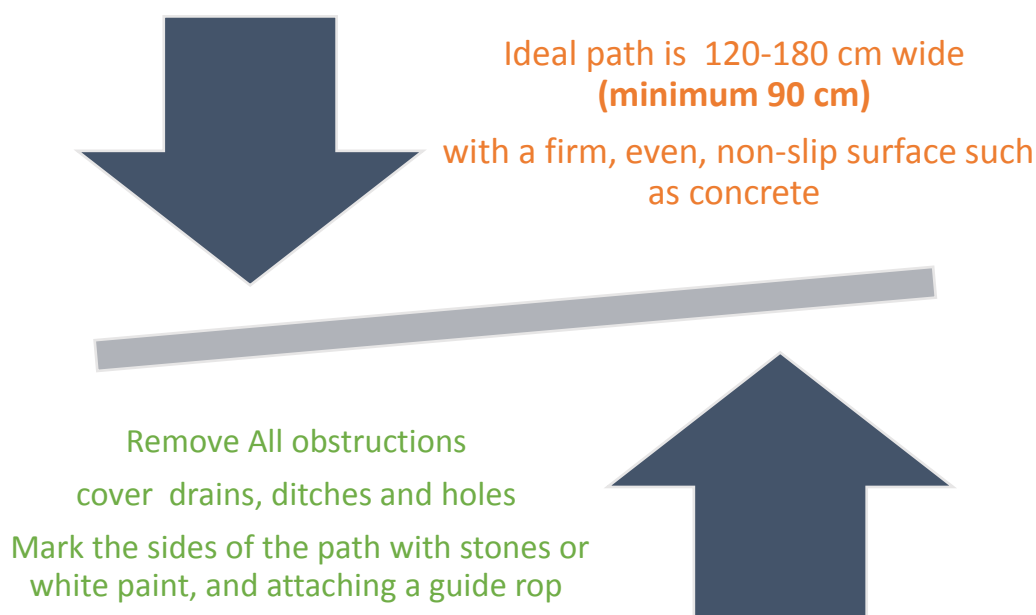
Inclusive solutions in WASH

Ato Mulatu Ferede (COWASH) Amhara office Capacity building specialist/ disability focal person presented practical guides for inclusive WASH planning and implementation he started by defining Accessibility = usability (ተደራሽነት=አገልግሎት ላይ መዋል/መስጠት) accessibility is about making the environment better for all.

An accessible WASH facility should make the following possible:

1. Getting **TO** the facility
2. Getting **IN** the facility
3. Being able to **use** the facility

The Ideal Path



Steps and handrails

- Where **steps** are needed for access, they should be shallow and wide, (depth 30cm and height 15 cm) and
- all steps are the same height and depth.
- cement can be cross-hatched to make them less slippery when wet.
- Add Handrails can be added to assist balance at 70-90 cm height.



Ramps

- Ramps useful for wheelchair users, those using crutches, and those with visual impairments.
- Ramps should have a maximum slope of 8% (1:12) (V:H)
- A level platform or 'landing' with a minimal length of 100cm-120cm needed in front of the toilet or water point.
- ramp should not be slippery, even wet.
- The ramp can be made of locally available materials, such as wood, bamboo, stones or cement.



Handrails in Toilets

- strong handrails (metal, wood or bamboo) attached next to the toilet seat or to the walls at 70-90 cm height to provide support and balance to reach the seat or squat.



In addition, toilet seats that are suitable for people who have difficulty squatting, including pregnant women, older people and persons with disabilities are needed, they can be moveable (plastic stool or chair)

For handwashing facilities, they should be built within a range of 50 cm-90 cm depending on the needs of the household

Accessible Water Supplies

There is no accessible water supply design in use in country currently however this are the consideration that should be available according to Ato Mulatu

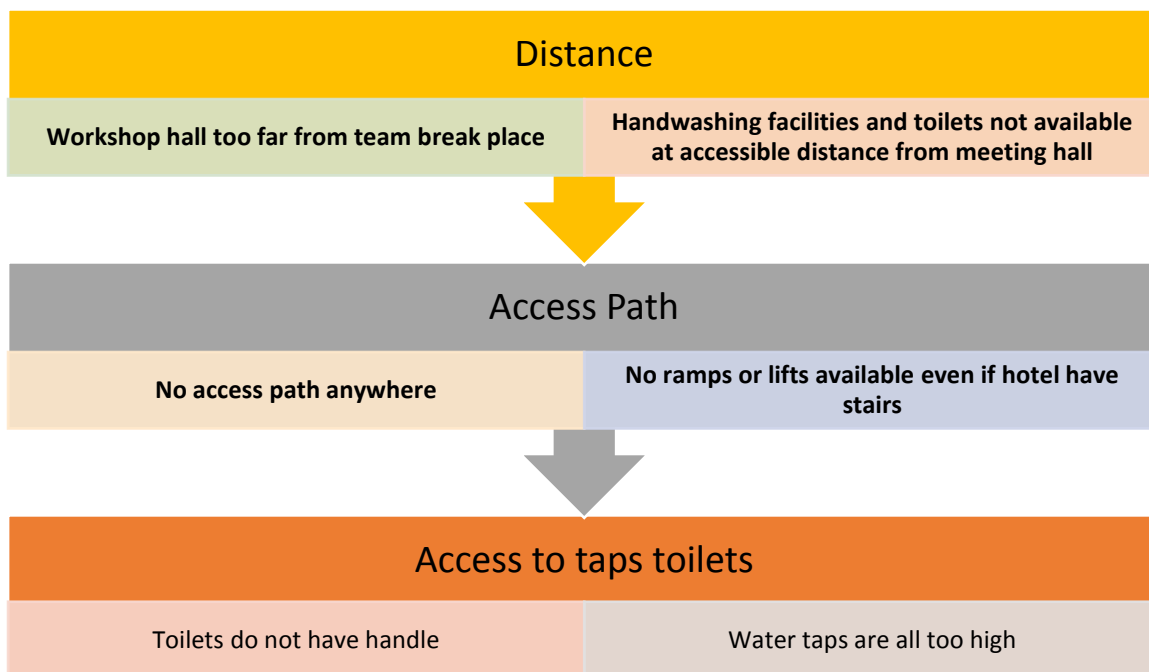
- **The water supply apron** should be made accessible through a ramp and ensuring there is enough space to move around. The entrance should be wide and smooth, but not slippery.
- If a **fence** is constructed around the facility, it should not block access to the ramp of the water point. The fence should allow easy access for all into the facility.
- A **pot rest** can be constructed (at approximately 70 cm height above the ground) on the side of the water point/ hand pump to assist in lifting the jerry can to be carried. This is useful for those users with limited strength, difficulties balancing or gripping the container.
- In spring protections, taps can be made at different heights if some cannot reach the standard height of 70 cm. the tap pipes can be bent and lowered to 50 cm.



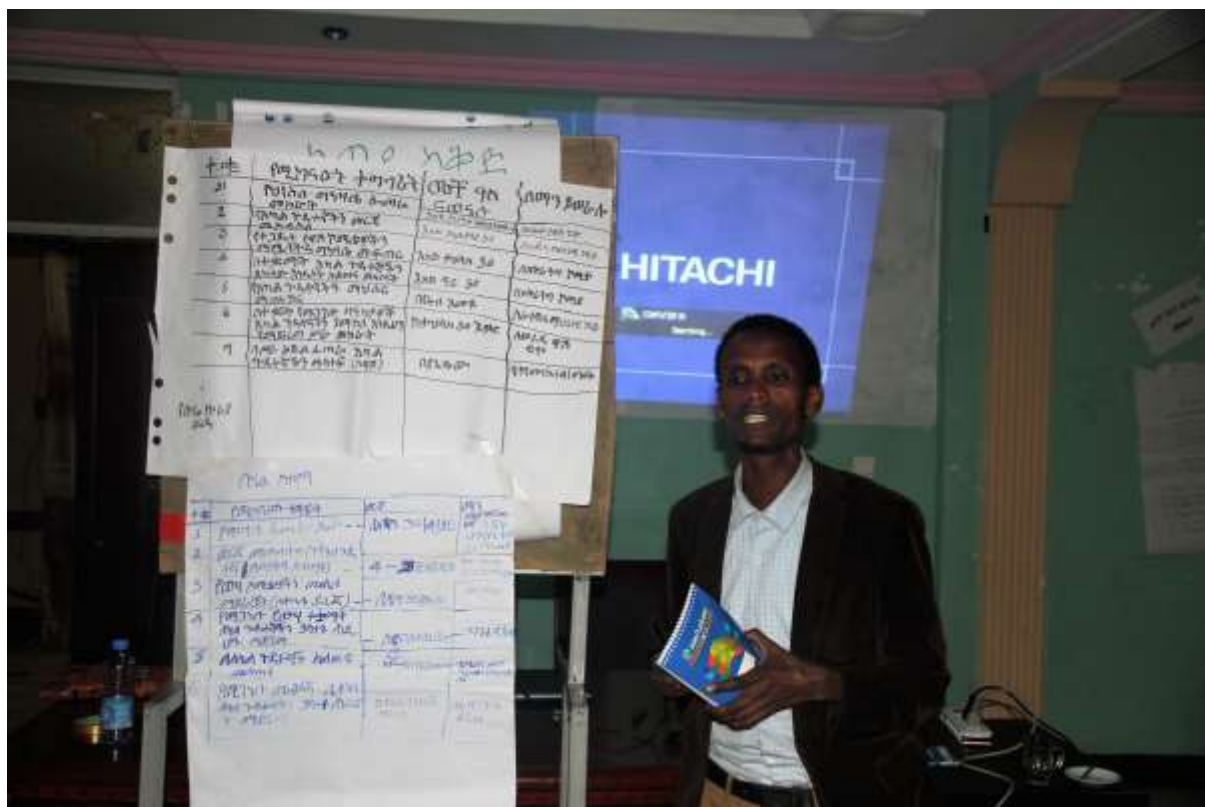
Access Audit

In groups participants were asked to look at meeting hall and hotel rooms, restaurant thinking from the perspectives of persons with different types of disabilities looking at barriers they find and enabling things.

Participants reported on following indicators:



Action Planning



In two separate groups the woreda administration and experts and the Burie Town Mayor and staff developed an agreed action plan the action plans were sent to the offices with a letter.

Burie Zuria Woreda

No	Activities	When	Who
1	Hold district level awareness raising trainings cascading training received	By end of December,2017	All WWT members to engage
2	Collect scoping on number of people with disability and type of disabilities in the woreda through Labor and Social Affairs and disability associations	By April, 2018	Office of Labor and Social Affairs
3	Complete missing WWT members and brief them about E&I/ Disability inclusion in WASH	By December,2017	WWT steering committee
4	Briefing to institutions to work on inclusive WASH	By end of January 2018	WWT steering committee
5	Follow up that all constructions in institutions are inclusive of the needs of people with disability	On going	WWT technical team
6	Include people with disability in WASH related job creation initiatives	On going	TVET office

Burie Town

No	Activities	When	Who
1	Hold district level awareness raising trainings cascading training received	By end of December,2017	All sectors in WASH and women and youth affairs
2	Collect scoping on number of people with disability and type of disabilities in the woreda through Labor and Social Affairs and disability associations	February , 2018	Office of Labor and Social Affairs
3	Reelection of missing WASH committees ensure people with disability and other vulnerable groups are also represented	By Marchr,2017	WWT steering committee
4	Develop a standard for inclusive WASH facilities and monitor application	March, 2018	WWT steering committee
5	Follow up/ regulate constructions of latrines that are inclusive of the needs of people with disability	March,2018	WWT technical team
6	Provide training to people with disability so that they are able to claim their rights	February,2018	

Annex 1: Disability inclusion in WASH training for Burie woreda 19-20 December 2017**Day 1**

	Time	Activity	Responsible
	8.30 – 9.00	Introduction of agenda for the 2 days Introduction of participants and trainers	Mulatu
Module 1	9.00 – 10.30 90m	What is disability? Activity 1: guessing game (20m) Brief discussion (10m) Activity 2: defining disability (60m)	Hanna
	10.30 – 11.00	Tea break	
Module 2	11.00 – 12.00 60m	Barriers Activity 3: the wall (60m)	Hanna
Module 3	12.00 – 12.30 30m	Challenges faced by persons with disabilities in Ethiopia Activity 4: game of life	Hanna
	12.30 – 13.30	Lunch	
Module 4	13.30 – 14.30 60m	Causes and myths of disability Activity 5: myths / causes of disability (30m) How to interact with persons with disabilities	Hanna
Module 5	14.30 – 15.30 60m	Disability policy and rights: CRPD, NPA, SDGs, WASH sector policies from disability angle Presentation + discussion	Hanna
	15.30 – 16.00	Tea break	
Module 6	16.00 – 17.00 60m	Why is it important to include disability in WASH? Activity 7: excuses excuses (30m) Brief presentation (30m) on benefits and principles of inclusion in WASH	Mulatu
	17.00- 17.30	Discussion, questions	Mulatu and Hanna

Day 2

	Time	Activity	Responsible
	8.30 – 8.45	Recap of day 1 by participants	Hanna
Module 8	8.45 – 10.30 1h 45m	Inclusive solutions in WASH presented + discussion	Mulatu
	10.30 – 11.00	Tea break	
Module 9	11.00 – 11.45 45m	Practical exercise to demonstrate accessibility for different types of disabilities (30m): accessibility audit Divide into 4 groups – assess one area in the training location Brief presentation by groups and discussion (15m)	Mulatu and Hanna
Module 10	11.45 – 12.30 45m	Barrier analysis for WASH and solutions General discussion on barriers, solutions and what can be done in the woreda on: HH sanitation Community water supply Institutional WASH (no time for group work)	Mulatu
	12.30 – 13.30	Lunch	
Module 11	13.30 – 14.30 45 m	Roles and responsibilities at woreda and community levels Presentation (of how it is done in COWASH woredas) and discussion	Mulatu + WA
Module 12 +13	14.30 – 15.30 60m	Inclusion of persons with disabilities in WASH planning, management etc. (participation and contribution in an equal way) inclusion of PwD in CLTSH?	Mulatu + WaterAid
	15.30 – 16.00	Tea break	
	16.00 – 17.00 60m	Discussion and making a common roadmap forward	WaterAid
	17.00 – 17.30	Feedback	WaterAid

