

Part 1: Mainstreaming equity and inclusion in WASH programmes and influencing

Introduction

Why do we need a toolkit?

Equity and inclusion is a core principle of WaterAid's work. To ensure we achieve our vision of a world where everyone has access to safe water, sanitation and hygiene (WASH), it is essential we reach the poorest and most marginalised people¹.

Definitions of equity and inclusion from WaterAid's *Equity and inclusion framework* (2010)

Equity is the principle of fairness

Equity involves recognising that people are different and need different support and resources to ensure their rights are realised. To ensure fairness (or equality), measures must often be taken to compensate for specific discrimination and disadvantages.

Inclusion is ensuring that all are able to participate fully

Inclusion is not just about improving access to services, but also supporting people to engage in wider processes to ensure that their rights and needs are recognised.

This means addressing the blockages and barriers that cause exclusion from water, sanitation and hygiene by using approaches that contribute to the reduction of these inequalities. Inclusive WASH means water, sanitation and hygiene for everyone.

¹ See WaterAid (2010) [Equity and inclusion framework](#). WaterAid, London, UK

Inclusive WASH

Inclusive service recognises that users come in all shapes and sizes, and have different needs. It provides a flexible service to try and accommodate as many users as possible, ensuring facilities are accessible and easy for all to use. Inclusive WASH is not just about improving access to services for everyone. It mainstreams a rights-based approach to support people to engage in wider processes and ensure their rights are recognised.

All inclusive WASH programmes must address the key elements of the social model of inclusion: emphasising society rather than the individual as the problem; participation – involving different users throughout the programme cycle and being non-discriminatory; and recognising the different needs of different people².

We need to develop tools, approaches and methodologies that will embed inclusive practices throughout all levels of our work:

- Service delivery
- Advocacy and policy work
- Internal knowledge, attitudes and practice

Equity and inclusion are integral to WaterAid’s day to day operations and underpin our mission. Without this focus we believe the most marginalised people will always be left out.

How to use the toolkit?

This toolkit brings together a set of ‘tools’ on inclusive practice to help us achieve our vision of safe water and sanitation for all. Using this toolkit systematically will help ensure inclusive practices are embedded in any organisation’s policy and practice. The tools are intended for all staff to use to mainstream equity and inclusion in their work. It does not replace but complements the *Equity and inclusion framework*, policy and other approaches you may have developed in your own programmes. The tools outlined are not exhaustive, but will hopefully assist in mainstreaming inclusive practice throughout your work.

The first section of the toolkit outlines several key principles for use across all of your programmes and activities in order to achieve inclusive WASH. This is regardless of whether the focus is on practice, advocacy and influencing work, diversity and human resources, or raising awareness.

The toolkit is then structured as follows:

- 1 **Tools for the programme cycle:** To plan, monitor and evaluate a programme in order to achieve inclusive practice.

² Adapted from the WaterAid and Leonard Cheshire proposal (2012) *Undoing inequity: inclusive sanitation and hygiene programmes that deliver for all*

- 2 **Tools for general awareness-raising:** To develop knowledge and understanding of inclusive practice.
- 3 **Tools for advocacy and influencing:** To influence and advocate policy-makers and other stakeholders for more equitable and inclusive practice.
- 4 **Tools for diversity and human resources:** To ensure that WaterAid's work facilitates diversity and inclusive practice internally.

Each section briefly summarises the 'what', 'why' and 'how' of embedding inclusive practice, linking to the relevant tools.

The actual tools are contained in a separate document called 'Part 2 – The tools'. They are indexed with a short description, and correspond to the numbers listed in 'Part 1 – Mainstreaming equity and inclusion in WASH programmes and influencing'.

The tools have been developed by WaterAid, based on our experiences in the countries where we work, and by others in the sector. You can use and adapt them in any way for your own use.

WaterAid encourages people to adopt a twin-track approach to equity and inclusion – mainstreaming it alongside giving specific support to marginalised groups. Draw on your own knowledge, skills, practice and experience, and work with others, to select appropriate tools and decide the best approach.

Section 1 – Key principles for activities and programmes to achieve inclusive WASH

Introduction: A rights-based approach underpins inclusive WASH with three essential elements – a social model of inclusion; participation; and non-discrimination – that apply throughout the programme cycle and in general awareness-raising (Section 2), advocacy and influencing (Section 3), and diversity and human resources (Section 4). The aim is to consider these elements in all areas of your work, recognising the challenges of adhering to them and overcoming any barriers. Without focusing on these elements, there is a danger that our work may further marginalise and exclude community members.

Human rights and a rights-based approach

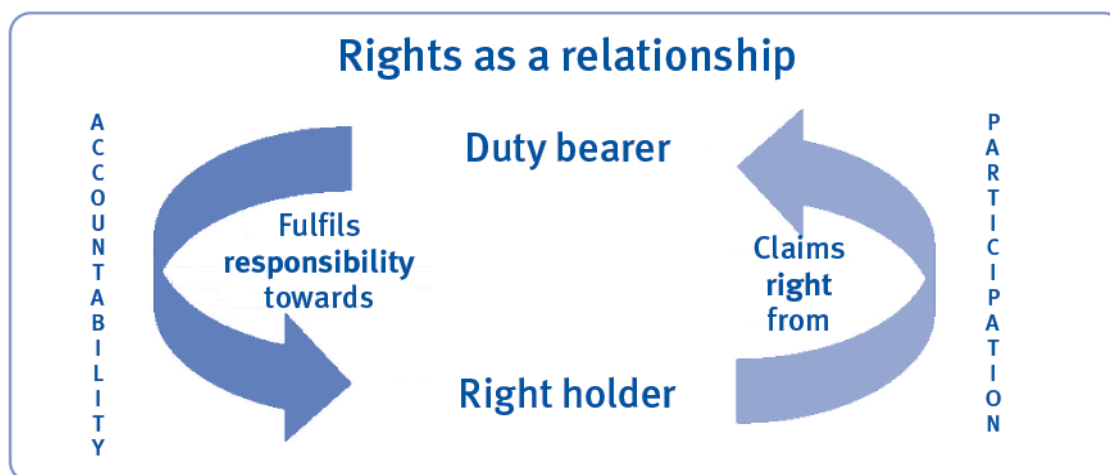
What: Access to safe drinking water and sanitation has been recognised as a human right globally, although it has not yet been incorporated into the legal frameworks of many countries and so is not guaranteed. Human rights are defined as ‘universal legal guarantees that belong to all human beings and protect individuals and/or groups from actions and omissions that affect fundamental human dignity’³. This definition underpins the importance of equity and inclusion in a rights-based approach – with the obligation to ensure access for all.

A rights-based approach means the focus is on developing a responsive relationship between state and people towards the progressive realisation of human rights, and on empowering people to have more control over their own development by claiming their rights.

Why: Equity and inclusion as a rights-based approach moves beyond focusing on the specific needs of marginalised groups. It is about empowering people who are marginalised and improving wider systems of governance, changing the power dynamics between those without access and the duty bearers. It aims to bring about sustainable and long-term structural and systemic change in policies, procedures and laws, as well as changes in attitudes and behaviours to ensure inclusive WASH. All human rights are interlinked, so promoting rights to water and sanitation also supports other rights, including those to education, health, women’s rights, child rights, and the rights of persons with disabilities. The concept of progressive realisation of rights recognises that this is a long-term and continuous progress, requiring continuous pressure from people to hold governments to account.

³ Office of the High Commissioner for Human Rights

Figure 1: A rights-based approach



As shown in the diagram above, rights-based programmes should do the following:

- **Understand the reasons why people’s rights are not fulfilled in relation to water, sanitation and hygiene**, taking into account political, economic, social and cultural factors. Recognise the needs, priorities and capacities of different people, and challenge the barriers that prevent their right to safe water and sanitation from being realised.
- **Advocate that governments embed the human right to water and sanitation in constitutions and legal instruments**, and develop mechanisms to hold duty-bearers at different levels accountable for implementing the right.
- **Work with duty bearers to strengthen their capacity** to fulfil their obligations and to increase their accountability and responsiveness to all rights-holders.
- **Work closely with those who do not have access to WASH**, to empower them to claim their rights, paying special attention to groups with the least voice – the poorest people, most marginalised people, and those in vulnerable situations.
- **Work with users** to recognise that as well as being rights-holders they also have responsibilities to protect and realise the rights of others, for example by avoiding discrimination or polluting water sources.
- **Apply the principles of participation, non-discrimination⁴, transparency and accountability.**
- In doing the above, **apply the normative standards** of adequate quantity and quality, equitable distribution, physical accessibility, economic affordability and cultural acceptability⁵.

⁴ See WHO/UNICEF (2012) [JMP working group on equity and non-discrimination final report](#)

⁵ Taken from WaterAid (2010) *Equity and inclusion framework*. WaterAid, London, UK

- **Develop your own understanding and knowledge** and build the capacity of colleagues, partners, rights-holders and duty-bearers to understand and apply a rights-based approach in WASH programmes.

How:

- 1 [How to gain a better understanding of rights, including key concepts, definitions, methodologies and approaches \(eg rights-based approach\)](#)
- 2 [How to review if all aspects of equity and inclusion have been considered in your work – the inclusive WASH checklist](#)

Social model of inclusion

What: Numerous models and approaches to inclusion and exclusion have been developed. Work on equity and inclusion should use models that support a rights-based approach to ensure the rights of all are met. The ‘social model of inclusion’ simply means that everyone is included in society rather than some people or groups being excluded.

Why: The social model was developed by the disability sector as a reaction to the individual model (charity approach), which perceives disability as a problem that rests with disabled people who need to be ‘fixed’ in order to join mainstream society.

In contrast, the social model of inclusion focuses on breaking down the barriers in society that prevent full participation of disabled people. Although these models refer specifically to disability, they are applicable to other groups who are excluded from WASH.

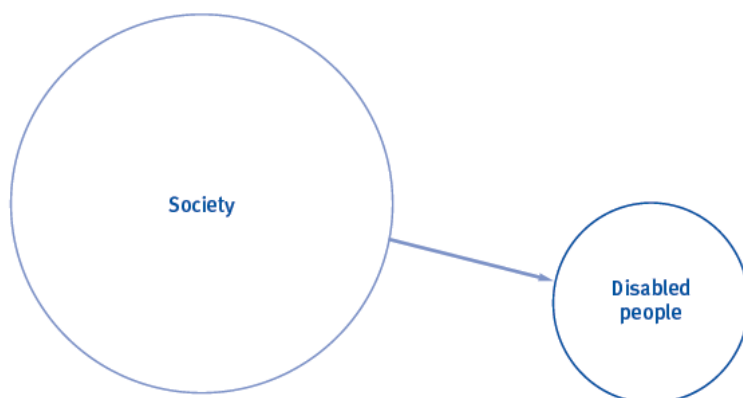
There are three main barriers to inclusion in society:

- **Attitudinal** (negative views of people by others in society): includes prejudice, pity, isolation, overprotection, stigma, misinformation and shame. Entrenched attitudes about the different roles of women and men in society are extremely powerful barriers to decision-making processes.
- **Environmental** (physical, accessibility of infrastructure and facilities, communication issues): includes barriers in the natural environment, such as rough paths, long distances, steep river banks and muddy springs. Barriers in the built environment include steps, narrow entrances, slippery floors, high concrete platforms, and visual hygiene education messages that are inaccessible to people with impaired vision.
- **Institutional/organisational** (systematic exclusion or neglect in social, legal, educational, religious, political and development institutions and organisations, including WaterAid and its partners). These barriers include lack of policies and strategies, knowledge, skills, information, and consultation mechanisms.

Figure 2: The individual model of inclusion⁶

Individual model

Individual models
Charity approach



Activities 'help' a disabled person who is 'helpless' and outside 'normal' society

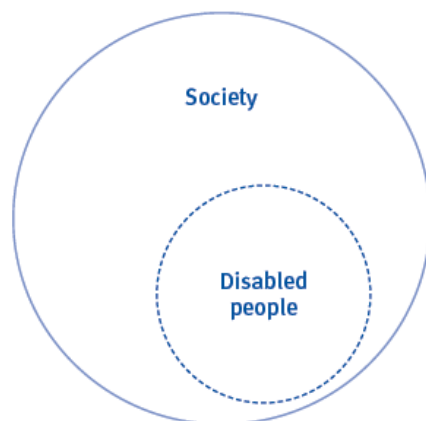
Figure 3: The social model of inclusion⁷

⁶ Coe S and Wapling L (2010) *Travelling together – How to include disabled people on the main road of development*. World Vision

⁷ Coe S and Wapling L (2010) *Travelling together – How to include disabled people on the main road of development*. World Vision

Social model

Social models
Inclusive approach



Activities focus on inclusion – disabled people are part of society

Inclusive practice involves overcoming these barriers to ensure everyone can access, use, influence decisions about and benefit from WASH service provision. There are many different ways to tackle the above barriers, which manifest themselves in different ways in different contexts. Programme approaches, advocacy and influencing, and awareness-raising are required that are relevant to the context. It is also important to use participatory approaches and adhere to the principles of non-discrimination to empower marginalised members of communities to address the barriers they face.

Definition of empowerment

1. Gaining information.
2. Internalising knowledge and analysing it to identify causes and solutions.
3. Based on the above, raising voices at different levels through various methods.
4. Influencing empowered people or power-holders in a way that brings change in terms of equity.

Due to power relations and cultural issues in society, some barriers may not be obvious and may not even be discussed. Careful, appropriate and culturally sensitive approaches should be used. When applying the model in practice it is important to remember that barriers you thought may have already been dealt with may reappear. Monitoring and evaluation using relevant indicators can expose such challenges and ensure you continue to carry out your role in reducing barriers for those who are marginalised.

How:

- 3 [How can you use the social model of inclusion to make WASH inclusive?](#)
- 4 [How can you analyse the barriers faced by marginalised groups?](#)
- 5 [How can you develop solutions to the barriers identified?](#)

Participation

What: In every programme and activity it is important to involve all the relevant stakeholders at appropriate times in the project cycle. This can include local partner NGOs, local government officials, disabled people's organisations, communities, and different interests within communities (eg women and men, girls and boys, older people, disabled people, adolescents). Participation improves the relevance, ownership, access and sustainability of programme work. The degree of participation may vary at each stage but should be informed by the aims and objectives of the programme in relation to different groups. Participation processes should also consider the power relations between those involved and necessitates feedback to those involved at relevant points within the programme cycle.

Why: To achieve inclusive practice, all members of communities should be able to actively participate in decision-making and activities in both advocacy and service delivery work. The Universal Declaration of Human Rights Article 27 states that everyone has the right to freely participate⁸ and it is our duty to ensure that this is the case in WASH programmes. Participation is also vital to ensure rights-holders can hold duty-bearers and service-providers accountable.

Inclusion is about ensuring that those who are marginalised can also participate. Power relations in society mean that some groups will dominate others, and people who are marginalised risk being ignored or actively excluded. Power relations operate within communities and within specific groups, for example between married and unmarried women, and between disabled people with different types of impairment. To mainstream equity and inclusion we must use approaches that allow everyone to participate equally and fairly at appropriate stages of the programme cycle.

There are well established methodologies that can help support different groups to participate in a meaningful way. All community members should be able to represent their views and take part in the analysis of issues for programme design, they should take on active decision-making roles in, for example, water and sanitation user committees, and should be supported to advocate their own interests. This is vital to ensure that all stakeholders benefit from the services provided, and can actively claim their own rights.

The time, location and audience of meetings affects participation, depending on the local context. The ability of people to voice their views and take part in decision-making depends on environmental, cultural, political and socio-economic factors. It is often necessary to hold separate meetings for women so they can speak more openly, and for young people who may not be able to speak up in the presence of their elders. It is therefore important to choose appropriate times and places that are convenient for different groups. You may need to allocate extra time to identify households with older or disabled people, and then talk to them individually if they are unable to attend general meetings.

You may also have to carefully facilitate participatory discussions, recognising that certain issues may be sensitive and require considerable patience. It is important to monitor participation over time as it is likely to change. Barriers that you thought you might have addressed may reappear, and need different approaches to bring about long-term change.

Informed consent and ethics are fundamental to inclusive practice. Information should be provided to all stakeholders throughout the programme cycle to allow them to make

⁸ See the Universal Declaration of Human Rights. Available at: www.un.org/en/documents/udhr/index.shtml (accessed July 2012)

informed choices. This information may have to be adapted to meet the different needs of marginalised members of communities, for example translating it into local languages, or into brail or audio for blind people.

How:

- 6 [How to use participatory approaches to ensure active participation of all members of a community - the Participation ladder](#)
- 7 [Pocket voting – how to record and monitor participation within projects and programmes](#)
- 8 [How to get informed consent throughout your work and ensure your communications are ethical](#)
- 9 [How to work effectively with women and men in WASH programmes.](#)
- 10 [How to carry out power analyses, to identify who has more power and who has less power in communities](#)

Non-discrimination

What: Communities are heterogeneous, consisting of different people with different needs and relationships. Discrimination can occur when these differences result in unfair treatment of some people. Discrimination can be direct or indirect. It can result in the exclusion of marginalised groups from service provision and decisions. The rights of certain groups may not be met. Non-discrimination is about avoiding discrimination against particular people and groups.

Definition of non-discrimination

The principle of non-discrimination prohibits the less favorable or detrimental **treatment** of one individual or group based on a prohibited ground, such as race, sex or religion. It also proscribes less favorable or detrimental **impact** on one individual or group identified on the basis of a prohibited ground⁹.

Why: All human beings are entitled to their human rights without discrimination based on personal characteristics such as race, colour, sex, ethnicity, age, language, sexual orientation, religion, political or other opinion, national or social origin, disability, property, birth or other status as explained by the human rights treaty bodies. Analysis of the differences in communities is crucial to ensure members do not get purposely excluded or accidentally left out. There can also be different power relations between communities of similar characteristics, and this can cause intra-household

⁹ International Women's Rights Action Watch – Asia/Pacific (2009) *Equity or equality for women? Understanding CEDAW's equality principles*. Available at: www.iwraw-ap.org/publications/doc/OPS14_Web.pdf

discrimination. Stigma can play a significant role in reinforcing discrimination and marginalisation, particularly in terms of attitudinal barriers. Stigma is difficult to address; it must be identified and dealt with in programmes, advocacy and influencing, human resources, and diversity work.

Definition of stigma

There is no conceptual clarity about stigma and no agreed definition. But to stigmatise can be understood as ‘to label someone and see them as inferior because of an attribute they have’. It is always about a process of ‘dehumanising’ certain people¹⁰.

Activities, priorities, resources, benefits, needs, interests and responsibilities can all be different for individuals in communities, often dictated by social norms such as traditional gender roles. Each will vary depending on the circumstances of the stakeholder in question. We must take proactive measures to ensure that our work does not actively exclude marginalised groups and inadvertently reinforce stigma or negative cultural attitudes, failing to meet people’s rights. It is important to ensure that relevant views and interests are empowered to have a voice throughout all of our work, whether advocacy or programme delivery.

Facilitation methods and skills (including active listening) should empower those who are seen as different to ensure they can actively participate and ensure non-discrimination. All stakeholders involved in programmes and activities should be aware of the issues involved. Indicators should be selected to investigate progress to overcome discrimination and impact in relation to relevant marginalised groups. Similarly, feedback and lessons learned should be made available to all.

How:

- 11 [How to develop understanding of and challenge stigma using participatory educational exercises. This tool was developed to challenge HIV stigma but can be adapted for wider use](#)

¹⁰Public consultation: Stigma and the realisation of the human rights to water and sanitation, Special Rapporteur on the rights to water and sanitation, February 2012

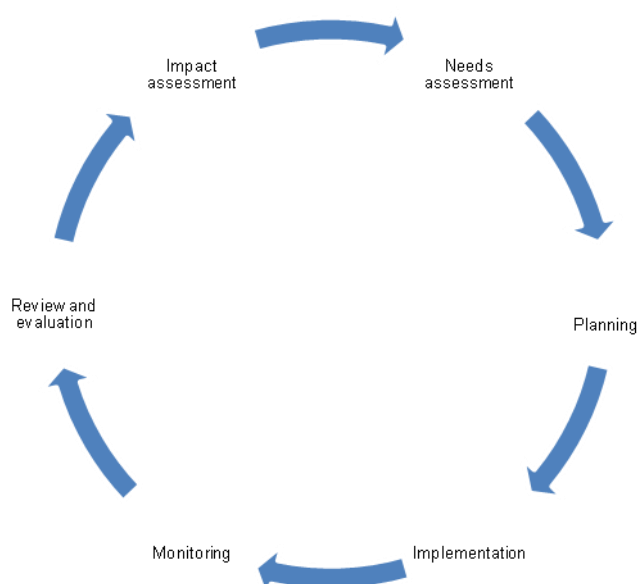
Section 2 – Tools for the programme cycle

Introduction: Planning, monitoring and evaluation are crucial to effective programmes for reasons of quality, accountability and learning. To ensure inclusive practice, programmes should be designed to enable us to understand who does and does not have access to WASH facilities, who uses and benefits from our programmes, and the impact of our work on equity and inclusion.

- We need a thorough situation analysis to understand the situation on the ground – Who is excluded? Who is included? Why?
- We need to ensure we plan inclusive practice from the start of the programme, embedding it in our aims, indicators and outcomes.
- We need to monitor our work continuously to ensure the most marginalised people are no longer excluded, and are accessing and using services.
- At the end of programmes and post-intervention we need to evaluate how far our programmes have been effective in embedding inclusive practice, and if not, what the problems were.

The following sections provide guidance on the ‘what’, ‘why’ and ‘how’ of achieving inclusive practice throughout the programme cycle. They include links to tools where relevant.

Figure 4: The programme cycle¹¹



¹¹ Save the Children (2003) *Toolkits: A practical guide to planning, monitoring, evaluation and impact assessment*. Save the Children

Situation analysis and baseline

What: Situation analyses and baselines cover elements important for research and programme design, data collection tools and methodologies for programme implementation. They give you a clear picture of the problem at hand and help you to understand:

- What questions you need to ask (design).
- How you ask them (methodology).
- Who needs to ask them (team).

Why: It is fundamental to understand the current situation on the ground to ensure that marginalised and excluded people are not left out of programme designs and plans. They should be included through [participation](#) right from the start of the programme cycle. To ensure inclusive practice, it is crucial that they are empowered to contribute actively to the programme design. Without this participation, exclusion will continue throughout the programme cycle.

You may have a limited idea of who is excluded in a certain programme. In this case, it is important to use relevant data and to research the work of other organisations to build a complete picture of the current situation. Your ideas of who is marginalised may change during the situation analysis, as there may be groups that you did not originally consider. You should ensure that you develop a comprehensive and objective understanding of who is marginalised, so no one is left out. This may require considerable time and possibly additional resources.

As WaterAid works through local partners, in every programme cycle there is an opportunity to develop expertise on equity and inclusion through new partnerships. An assessment of partners may be needed to ensure you are working with those who can, where relevant, specifically contribute to achieving inclusive practice.

Based on all of this gathered information you will need to add additional questions to the standard programme baseline. To embed equity and inclusion throughout a programme right from the start, it is not enough to know just the standard demographics of a community; you need to understand the presence of marginalised groups and their situation. They are not a homogenous group. You will need to consider their varying levels of access and use of services, if any, and their participation or exclusion in community activities. This heterogeneity and potential exclusion is why additional baseline questions may be needed, to thoroughly improve the design of programmes so that they are inclusive from the start. It is important to carefully select questions to avoid making baseline data collection instruments too long. A combination of quantitative and qualitative and participatory methods should be used.

How:

- 12 [How to review if all aspects of equity and inclusion have been considered in your work - the inclusive WASH checklist](#)
- 13 [How to look for the right data and where to find it](#)
- 14 [How to explore relevant organisations in relation to equity and inclusion](#)
- 15 [How to assess partners' expertise on equity and inclusion, and develop links with those with specific expertise in inclusive practice](#)
- 16 [How to add baseline questions regarding marginalised groups and issues of exclusion. For example, questions for disabled people, excluded communities, people living with HIV/AIDS, about menstrual hygiene management, about gender, etc](#)
- 17 [How to highlight the differences between women and men's daily activities and roles and to explore how they reflect unequal social roles that may affect inclusion](#)

Planning

What: Planning describes how you intend to deliver your programme. Informed by your situation analysis or baseline, you should set out your aims, objectives, activities, indicators, outputs, outcomes, impact, budget and resources. Through clear objectives and indicators, your programme should be able to solve problems identified in the situation analysis or baseline. As your programme develops, it may be necessary to alter objectives to further ensure inclusive practice.

Why: Planning for equity and inclusion is crucial to ensure that programmes incorporate approaches that work towards access and use of services by all. The needs of all community members, including marginalised groups, should be reflected through aims and objectives right from the start of a programme. Use as well as access should be carefully embedded into all aspects of planning to achieve inclusive practice. Evidence has shown that even where people theoretically have access to services, they are often unable or unwilling to use them.

To overcome exclusion, you should plan carefully to address any environmental, institutional and attitudinal [barriers](#). Careful consideration of barriers, combined with the situation analysis, should inform your programme plan. Detailed planning of equity and inclusion into a programme right from the start is also important to overcome any challenges related to extra costs. Evidence shows that it is cheaper to incorporate inclusive aspects at the planning stage and more expensive to adapt existing facilities later.

The activities and objectives you develop should be relevant to the issues of equity and inclusion identified in your programme. You may need specific training on aspects such as gender to develop your skills, or to carry out research into the situation of a minority group. As WaterAid's vision is the provision of WASH services for all, a key aspect of equity and inclusion is inclusive interventions. In order to adapt technologies to ensure they are equitable and can be used by all, users will need to [participate](#) in the design discussions. There are many ways you can plan equity and inclusion into your programme, but you should start from the principles of participation and use by all.

How:

- 18 [How to integrate equity and inclusion throughout the programme cycle – planning guidance](#) (see also [Tool 2 The Inclusive WASH checklist](#))
- 19 [How to ensure inclusive practice is achieved through technology design – design specifications and guidance from WaterAid Madagascar](#)
- 20 [Pocket voting – how to record and monitor participation within projects and programmes](#)

Monitoring

What: Monitoring involves regular data collection and analysis to ensure the progress of a programme over time. Relevant indicators should be developed to ask the right questions to ensure programmes continue to be effective and identify any weaknesses. A key part of monitoring is the feedback and use of information to improve programmes to ensure inclusive practice is sustained.

Why: Monitoring is crucial to inclusive practice to check the access, use, quality and benefits for marginalised groups of the programmes and interventions we develop. If we do not carefully and continuously monitor our work programmes may no longer provide equitable and inclusive services and approaches, and groups may become excluded.

Monitoring should take place on several levels to ensure inclusive practice. Participation of marginalised groups to overcome barriers and differences in communities should be carefully monitored through active involvement in WASH committee meetings and use of WASH services. Technology adaptations should be monitored to ensure they continue to provide an inclusive service, are of high quality, and are accessible and used by all. Mapping is a useful method to monitor the equitable distribution of services and expose weaknesses where certain communities may have been left out. This can be used to demonstrate gaps to duty bearers such as service providers. Monitoring of the long-term, sustainable nature of services is important to ensure the sustainability of inclusive services. It is also important to

document the process from participation to decision-making and implementation as this helps us understand the stages needed to achieve inclusive WASH.

A programme checklist can bring all of this together to help carefully monitor relevant aspects of equity and inclusion. You should adapt this to monitor the mainstreaming of equity and inclusion in your programmes through overcoming the barriers identified in a sustainable way. You could try to ensure the [Inclusive WASH checklist \(Tool 2\)](#) is embedded in your monitoring framework.

How:

- 21 [How to ensure services are inclusive, accessible and used by all, and how to suggest improvements – The accessibility audit](#)
- 22 [How to review technology adaptations for inclusive practice through observation - the Structural Observation Checklist](#)
- 23 [How to map out distribution and coverage of services \(mapping – water point mapper\)](#)
- 24 [How to monitor the sustainability of services \(post-implementation surveys\)](#)
- 25 [How to mainstream equity and inclusion throughout the programme cycle – monitoring guidance](#) (see also [Tool 2 The Inclusive WASH checklist](#))
- 26 [Pocket voting – How to record and monitor participation within projects and programmes](#)

Evaluation

What: Evaluations involve looking back over what has happened in a programme to assess the achievement of objectives, activities, outputs and outcomes as set out in the programme plan. They can cover a wide range of levels from project to programme to strategy. Outcomes and impacts are explored beyond activities and outputs to understand the change that has been achieved. To achieve WaterAid's vision we need to evaluate whether our work is providing equitable and sustainable services for all.

Why: To see the impact of inclusive practice and whether it is being achieved we need to evaluate our work. Evidence is needed to improve the effectiveness of our inclusive programming to ensure changes are sustained over time. In addition, within our own WaterAid global programme monitoring and evaluation framework, the strategic performance indicators require evidence on service use and inclusion. Finally, we need evidence to influence changes in practice and policy more widely across the WASH sector and in wider development for inclusive approaches.

You can revisit baseline questionnaires and adapt them to investigate the impact of equity and inclusion interventions on specific marginalised groups as part of your evaluation. Barrier analyses can also be useful to assess progress in overcoming the

different barriers (attitudinal, environmental and institutional) faced by marginalised groups. To evaluate inclusive practices it is also important to consider the impact on specific stakeholders and the power relationships between them. The evaluation criteria for investigating the impact of inclusive practice should take into account all aspects of access, and use and adhere to the principles set out in Section 1.

How:

- 27 [How to use and adapt baseline questionnaires for evaluation purposes](#)
- 28 [How to use barrier analyses to investigate how far the programme has overcome the barriers \(attitudinal, environmental and institutional\) faced by marginalised groups](#)
- 29 [How to use stakeholder analysis to understand the impact on access and use, and the benefits for all stakeholders - stakeholder analysis](#)
- 30 [How to use power analysis to unpack the power relationships between stakeholders - power analysis](#)
- 31 [How to evaluate programmes using a guide to mainstream equity and inclusion throughout the programme cycle](#) (see also [Tool 2 The Inclusive WASH checklist](#))

Section 3 – Tools for raising awareness about equity and inclusion

What: To thoroughly mainstream equity and inclusion in our work and advocate inclusive practice in development, we need to understand what it is. We need to raise awareness through establishing a common understanding throughout the organisation and our development partners, including governments, local NGOs, community-based organisations, colleagues and decision-makers. Tools should be adapted in different ways for different audiences.

Why: It is important to understand why equity and inclusion are important. Tools to develop awareness are necessary to enable all our partners, staff and stakeholders to understand the issues. Analysis of the barriers that exist (attitudinal, environmental and institutional) is a helpful starting point. This helps to demonstrate the relevance of inclusive practice to ensuring everyone can access services. This analysis should also include ways to explore internal challenges, such as organisational policies, structures and hierarchies, and external challenges, such as institutional policies, regulatory frameworks and decision-making bodies (attitudinal and institutional barriers). Linked to this are tools and methods that can help raise awareness on how to unpack these challenges and overcome the barriers. It is not enough to simply be aware of what the challenges might be; we also need to know how to break them down further to expose and explore the complex issues of marginalisation and discrimination. These methods then need to inspire thinking on solutions for inclusive practice, through overcoming the barriers faced.

It is especially important when raising awareness that tools and methods are short, concise and clear, and that they use simple approaches to untangle complex issues. These will be useful for advocacy and influencing activities, where you may only have a short amount of time to raise awareness of equity and inclusion.

It is also important to ensure materials and approaches are themselves inclusive and accessible to all. The language and terminology used in raising awareness should be inclusive and respect the differences that may exist between stakeholders, as well as being in accordance with conventions on rights. These may vary from country to country, so it is also important to check what are widely accepted terms in your own context and seek where possible to adhere to global standards. Similarly, you should familiarise yourself with policies and commit to international conventions on rights and guidelines on inclusive practice that may exist in your context. These should be referred to when raising awareness and used as evidence to advocate change.

How:

- 32 [How to raise awareness using a range of short, simple activities over the course of a day, or broken down into a one hour comprehensive awareness-raising](#) (see also [Tool 2 The Inclusive WASH checklist](#))
- 33 [How to use the correct language and terminology to raise awareness on equity and inclusion](#)
- 34 [How to explore the policies and conventions in your country](#)
- 35 [How to find organisations that work on areas of equity and inclusion](#) (see also [Tools in the programme cycle](#))

Section 4 – Tools for advocacy and influencing

What: To ensure inclusive practice on water and sanitation we need to lobby for and advocate equity and inclusion. Policy and advocacy work is vital to bring about the strategic change needed on equity and inclusion to ensure the rights of the poorest people are met.

Why: Mainstreaming equity and inclusion is a way of ensuring that universal rights, including the right to water and sanitation, are met. Equity and inclusion through a rights-based approach requires different policy and advocacy activities to bring about change. This is because it moves programmes beyond a needs-based focus, which is short-term and views people as passive recipients and beneficiaries. To achieve equity and inclusion we must aim to make the most marginalised people the subjects and drivers of their own development – rights-holders. In this context, advocacy is the planning and carrying out of actions that seek to change policy, attitudes and practice in favour of the poorest people, in order to meet their rights.

We should understand in the first place why the rights of certain marginalised groups are not met, and gather evidence to prove their case. By working through a rights-based approach, we focus more on the relationship between state and civil society. This requires a change in power dynamics by working with both rights-holders and duty-bearers. Work on policy and influencing should involve interactions and collaborations with both. For example, we must work both with duty-bearers to strengthen their capacities to fulfil their obligations and rights-holders to empower them to be able to claim their rights on their own. Underlying all of this, the principles of human rights must be applied – participation, non-discrimination, accountability, affordability, availability, adequacy and quality of water and sanitation services.

Figure 5: The normative criteria of the human right to water and sanitation¹²

For the full realisation of the HRWS, the following normative criteria have to be met:

- **Availability:** A sufficient number of sanitation facilities and sufficient water supply is available for each person for personal and domestic uses.
- **Accessibility:** Water and sanitation services are accessible for everyone in a household or its vicinity on a continuous basis, without threat to physical security when accessing facilities.
- **Quality/safety:** Water is safe for consumption, sanitation facilities are hygienically and technically safe to use, access to water for cleansing and hand washing is assured.
- **Affordability:** Costs for access to water and sanitation does not compromise the ability to pay for other essential necessities guaranteed by human rights (food, housing, health care, etc.).
- **Acceptability:** Sanitation facilities are culturally acceptable and ensure privacy and dignity (in particular for women).

Figure 6: Cross-cutting criteria of the human right to water and sanitation

HRWS framework – cross-cutting criteria

Good practices from a HR perspective have to meet all of the following cross-cutting criteria (to some degree at least) :

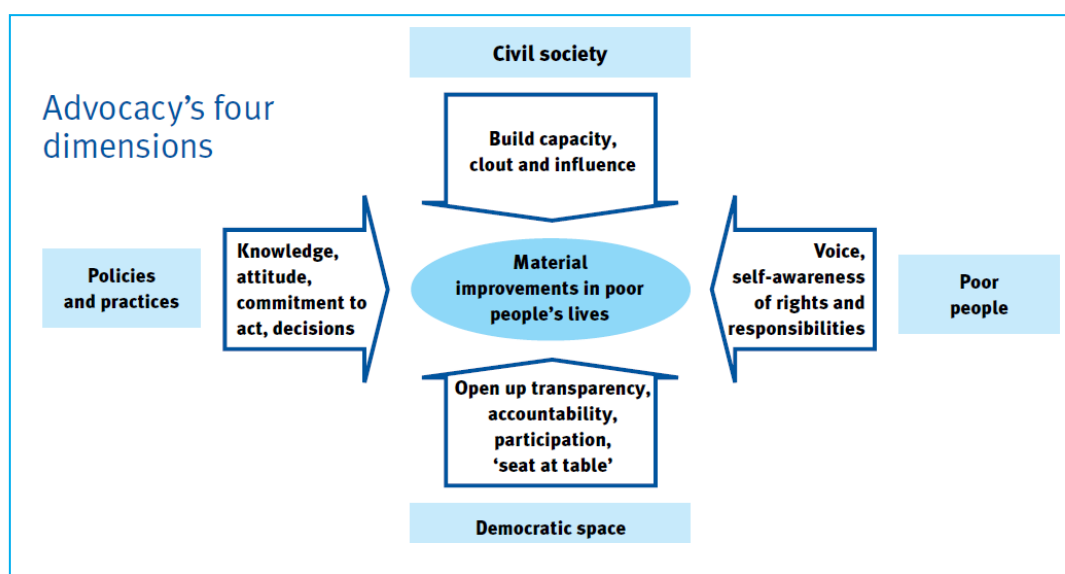
- **Non-discrimination:** No population groups, in particular vulnerable and marginalized groups (eg. women, children, rural populations, minorities, disabled persons) are discriminated regarding access to water and sanitation.
- **Participation:** All concerned individuals and groups have access to information and the opportunity to express demands and concerns and to influence decisions.
- **Accountability:** The state and other actors of the WASH sector have accountability mechanisms; communities participate in monitoring and evaluation; the state provides remedies to rights violations.
- **Impact:** Practices result in better enjoyment of HR, empowerment of right-holders and accountability of duty-bearers.
- **Sustainability:** Achieved impacts are continuous and long-lasting and do not adversely impact the enjoyment of other HR.

¹² Aguasan (2011) *Water and sanitation are human rights – so what?* Aguasan

The objectives of advocacy in relation to equity and inclusion will vary according to the context, depending on the enabling environment. In some countries, inclusion is not incorporated in policies or legal frameworks at all. In others, the policies fully incorporate inclusive principles but this is not reflected in practice on the ground. Your policy and influencing activities should address the specific issues that can produce change in the context. This may be for new or better policies, more equitable allocation of resources, more accountability in implementation, or more capacity.

Advocacy can take many forms, from measuring policy commitments to budget monitoring to campaigning based on advocacy messages. The following section provides guidance on the ‘what’, ‘why’ and ‘how’ of several tools to bring about change on inclusive practice through policy and advocacy activities. They include links to tools where relevant.

Figure 7: Advocacy’s four dimensions¹³



How:

- 36 [How to put advocacy into practice, understand why we do it and what it is \(The Advocacy sourcebook\)](#) (see also [Tool 2 The Inclusive WASH checklist](#))

¹³ WaterAid (2007) *The advocacy sourcebook*. WaterAid, London, UK

Participation of marginalised groups

What: This tool shows how to ensure the participation of marginalised groups and builds on the principles set out in Section 1. The key foundation of many advocacy activities is the participation and empowerment of community members to contribute to bringing about change in policies, practices and attitudes.

Why: It can be particularly difficult for marginalised groups to voice their concerns. To bring about change on inclusive practice we must use policy work to facilitate and monitor their participation. This involves empowering them and building their capacity to demand services and claim their rights. Even when services have been delivered nearby, marginalised groups may be unable to use them because of stigma and discrimination. For example, menstruating women may be excluded from using the family latrine, or local governments may neglect water pumps in marginalised communities so they fall into disrepair. To address these challenges, marginalised people need to be able to voice their concerns and challenge the status quo. This can be extremely difficult and even dangerous, and some groups require continuous support to ensure their rights are met.

Over time, power relations, barriers and discrimination can return to reinforce stigma. Marginalised groups that once accessed services can be prevented from using them and truly participating in programmes in the long-term. This difference between access and use must be carefully monitored to move away from needs-based approaches and tokenistic participation. Instead, we should move towards active empowerment, long-term use, benefits of services, and involvement in projects and programmes. To ensure longer-term strategic change on inclusive practice through advocacy, we need to monitor the access to and use of services by marginalised groups and their role in decision-making activities over time. We should also work with duty bearers to break down such power relations and institutional and attitudinal barriers, to encourage and lobby them through advocacy practices to ensure the rights of all members of society are met, and continue to be met over time.

You can use a participation ladder tool to monitor how effectively different members of communities participate in decision-making activities. This involves asking people where they currently are on the ladder, where they would like to be, and what would help bring this about. This tool can be used to regularly monitor changes in participation over time and develop strategies to overcome barriers.

How:

- 37 [How to ensure active participation and empowerment of marginalised groups, so they can continue to access, use and benefit from services, and participate in decision-making activities - the Participation Ladder](#)

Terminology

What: Language can inform actions and have an impact on the work and activities we support as well as those involved. It must be used carefully to ensure positive results and change that meets the rights of all members of communities for inclusive practice.

Why: It is necessary to re-examine the language we use. This is because to bring about inclusive practice we must adhere to the human rights principles of non-discrimination and ensure the language we use does not reinforce stereotypes and discrimination. Often we ‘inherit’ language and terms without thinking about what they really mean. They may have different connotations and be disrespectful to marginalised groups. For this reason, to encourage inclusive practice we need to look at our particular local contexts and examine conventions on the rights of marginalised groups to use language that is appropriate and empowering.

Language can make individuals appear as though they are the problem, while masking the fact that policies and attitudes may themselves be the issue preventing inclusive practice. Language must be used that breaks down and exposes power relations and barriers to influence positive actions. It should also ensure dignity and respect for those in question by acknowledging that we all have the same basic needs and rights. Inclusive practice requires language that does not assume anyone is a victim, yet seeks to show the vulnerable situations that certain groups may be in that require changing.

You can use the terminology guide to raise awareness and inform you and your colleagues on the language you use in your work. It is not meant to dictate which terms you should use, but rather to be a guide to use and adapt to your own context.

How:

- 38 [How to use language that is respectful and empowering and exposes the power relations and barriers that different marginalised groups face - the Terminology guide](#)

Human rights toolkits and instruments – How to use conventions

What: This explores the role of rights and conventions and how to use them in policy and advocacy work to bring about change in equity and inclusion.

Why: Advocacy seeks to change policy so it is targeted at individuals, bodies, and institutions that are responsible for bringing about change. The rights-based approach to equity and inclusion means that we work with both rights-holders and duty-bearers. For this reason it is important that we have the knowledge, skills and practices on rights and know how to use the respective conventions to hold duty-bearers to account.

This is particularly important for influencing on inclusive practice because marginalised groups often face institutional and attitudinal barriers that stop their rights being met. Human rights and conventions can be used as mechanisms to expose such barriers and unequal power relations. It is important to find out the particular rights and conventions of marginalised groups in your own context using the following three stages (depending on whether or not they have been ratified):

- 1 Naming the right: identifying and incorporating the right in law.
- 2 Achieving broad acceptance: changing and engaging public citizens.
- 3 Assuring it is enjoyed: holding duty-bearers to account, seeking justice for vulnerable groups and making the systems responsive. There are human rights and conventions that can be useful in holding duty-bearers to account but it is important to know what they are and how to use them¹⁴.

All policy and advocacy activities around human rights must adhere to the human rights principles (see [Figures 5 and 6](#)). You may find it useful to develop your own knowledge and understanding of rights-based approaches and the methods to embed these in practice. It might also be helpful to think about how you practically implement a rights-based approach during the different stages of the programme cycle (Section 2) in your own work.

You may have significant experience of embedding a rights-based approach in your work. A key mechanism for convincing duty-bearers of their need to act on a particular right is to show them evidence of good practice. There may be several examples from your own work or the work of others that have addressed discrimination of marginalised groups and ensured effective implementation of rights and conventions. If you can show how they were achieved, present them in their own context and show how they can be scaled up or replicated, eg through a case study, they will be useful resources for advocating change and lobbying decision-makers on inclusive practice.

¹⁴ Save the Children (2007) *Advocacy toolkit*. Save the Children

How:

- 39 [How to implement practically the human right to water and sanitation – Take a rights-based approach during the different stages of the programme cycle](#)
- 40 [How to carry out a baseline study on the rights situation in your context in relation to rights-holders and duty-bearers](#)
- 41 [How to gather evidence on good practice to carry out effective advocacy on rights and conventions \('Making it work'\)](#)
- 42 [How to capture your evidence in a case study \(case study template\)](#)
- 43 [Database of national and international legislation on the right to water and sanitation](#)

Measuring policy commitments

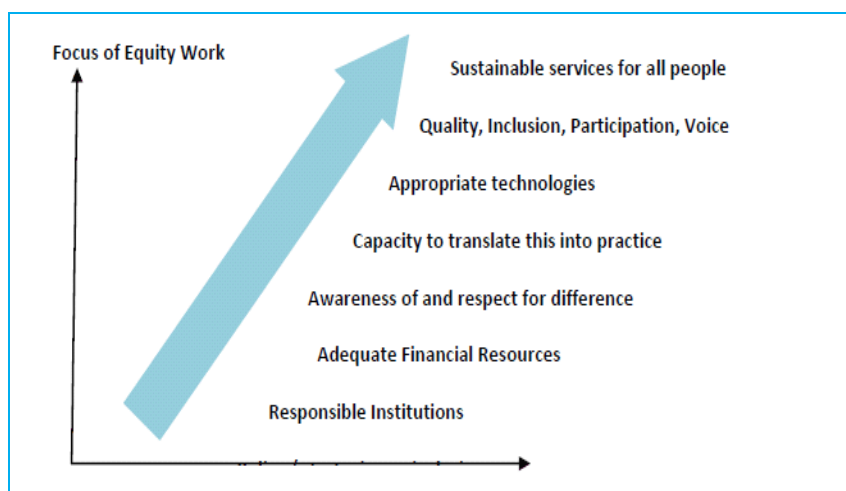
What: Policy commitments on inclusive practice can result from advocacy efforts. These will change over time and need to be monitored as to how far they are implemented.

Why: Many countries where WaterAid works ratified the human right to water and sanitation in 2010, yet often equity and inclusion of WASH service provision is overlooked. Although policies may have been implemented and enforced, they do not necessarily meet the rights of all. For this reason, it is vital to measure and monitor policy commitments for inclusive practice. Information transfer is important to empower marginalised groups and equip them with knowledge of their rights and obligations set out in country-specific constitutions. Adherence to the [human rights principles](#) of non-discrimination, respect and participation are crucial to reflect international rights commitments.

Equally, we must also measure and monitor the policy commitments of duty bearers. These should be disaggregated to consider commitments at local, regional and national levels. Accountability is important to ensure money and services are committed to marginalised groups to ensure they continue to access, use and benefit from services. We should monitor whether such accountability and commitments continue to be met over time by working closely with marginalised groups.

The graph below shows the progression in delivering equitable services. Policy commitments on water and sanitation can be monitored through an equity and inclusion lens by adding specific questions on inclusive practice to existing monitoring frameworks.

Figure 8: Progression in delivering equitable services



How:

44 [How to assess policy commitments using an equity and inclusion lens](#)

Budget and expenditure analysis for inclusion

What: Budgets are crucial to understanding resource allocation. Information from budgets can be used to demonstrate government priorities, and whether or not service provision is equitable and inclusive.

Why: To achieve inclusive practice it is essential that resources are allocated to ensure services for all, including marginalised groups. Discrimination, power imbalances and other institutional and attitudinal barriers may prevent the necessary resources from being allocated. This can result in the perpetuation of inequalities, as marginalised groups become increasingly more marginalised if their rights are not met. Distribution of services may be inequitable and not reaching the poorest people. Evidence is needed to prove such inequitable distribution based on government priorities. Budget analysis can also be used to expose trends over time and priorities on government spending, where a particular marginalised group may be left out. For example, analysis can show:

- How much government budget went to meeting your area of focus, eg the rights of disabled people?
- Real expenditure on your area of focus, eg sanitation for education, or on particular groups, eg children or women.
- Growth in real expenditures, eg how much the sanitation budget for schools grew over five years.
- Equity in distribution on your area of focus, eg education expenditure in the district.
- Comparison of one sector spending to the share of the overall budget or to another sector, eg health against water and sanitation.
- How the budget meets the needs of a particular group, eg disabled people, women or children.

All of this information can provide evidence for budget advocacy to ensure the rights of those marginalised are met. It is important to find out in your own country or context the relevant budget information, documents and population figures. This can be done through working with government ministries and looking at related statistics such as census information. However, where possible, you should validate this information in as many ways as possible. This can be done through cross-checking it with other NGOs working on a similar theme, with researchers, with other government officials, and comparing it against trends in global data and national data such as population growth

and spending. It is also important that you clearly document the source of any data used.

How:

- 45 [How to carry out budget analysis to expose government priorities and trends over time in terms of resource allocation - budget advocacy](#)

Power analysis

What: Power relations affect how change is brought about. Defining and analysing different power relations can help identify targets for advocacy and policy work in relation to equity and inclusion.

Why: To bring about change in inclusive practice through advocacy you need to clearly understand the power relations at play. There can be many dimensions of power that exist within individuals, organisations, policies, institutions and communities. Institutional and attitudinal barriers, discrimination and stigma can all be caused by and result in different levels of power. This can bring about or prevent inclusive practice if the right power is not given to the right people or in the right place. Unequal power relations can result in poverty. Power is even more important in reference to equity and inclusion, to ensure the poorest people do not get further marginalised and disempowered from decision-making and service provision. There are several forms of power:

- Visible power – the formal rules, structures, authorities, institutions and procedures, eg elections, laws and budgets.
- Hidden power – certain powerful people control the agenda. These dynamics exclude less powerful groups.
- Invisible power – this level of power shapes values and norms, and thereby people’s beliefs and attitudes. This perpetuates domination and exclusion and can be difficult to deal with as social and cultural values are sensitive and personal.

You should also consider the following types of power relations:

Power relations ¹⁵	Aim
Power within	Increase confidence and voice

¹⁵ Mayoux and Johnson (2007) *Investigation as empowerment: Using participatory methods* in Thomas A and Mohan G (eds) (2007) *Research skills for policy and development: How to find out fast*. Sage Publications Ltd

Power to	Increase skills, knowledge and resources
Power with	Build networks and capacity for coordinated action
Power over	Change attitudes and behaviours of the powerful and change discriminatory and unequal institutional structures and policies

By analysing power you can explore its different dimensions to understand which factors might be preventing inclusive practice. Power is dynamic and not static so will appear in many different forms, at different levels, and in different spaces and times. To carry out effective advocacy it is necessary to understand as many of these existing power relations as possible to develop effective strategies and targets. Participation of representatives from marginalised groups, and even the duty-bearers with responsibility towards them, is crucial to thoroughly explore the multi-dimensions of power.

How:

- 46 [How to analyse power relations in regard to inclusive practice, and develop advocacy strategies and targets using workshops and research](#)
- 47 [Communications toolkit on accessible communications](#)

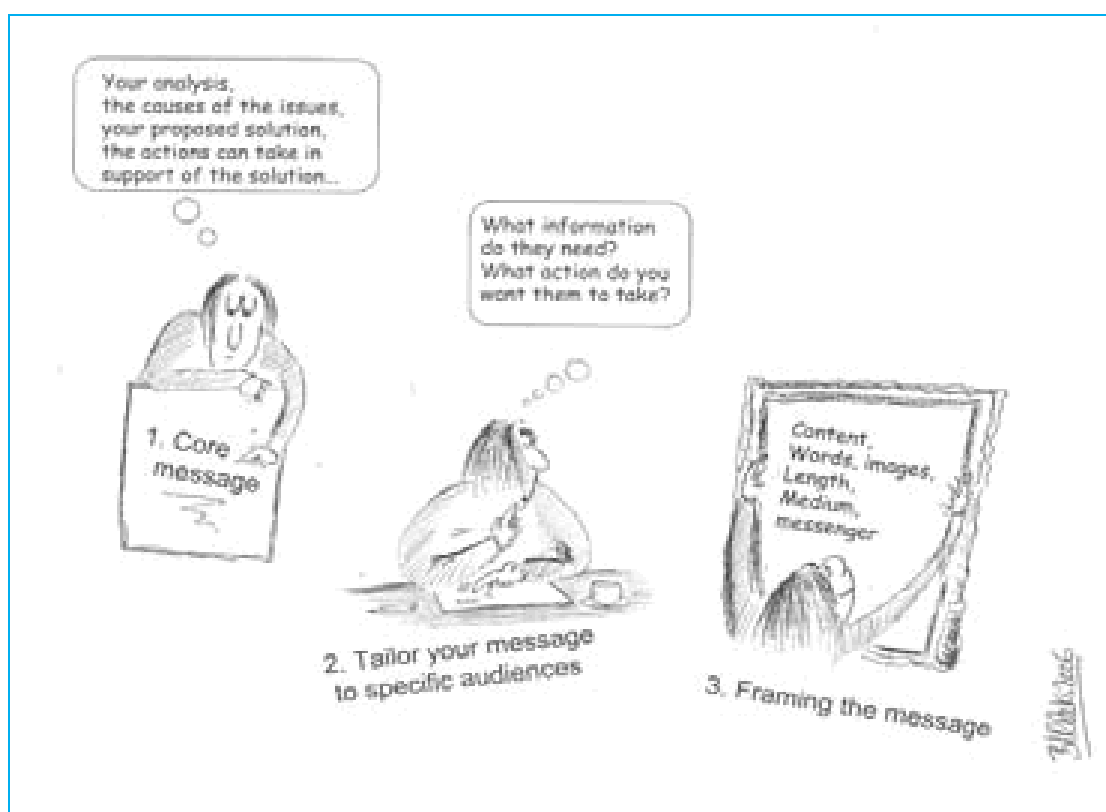
Developing advocacy messages

What: To ensure effective advocacy, you need to develop concise, clear and effective messages for different audiences. For equity and inclusion, these need to be inclusive and participatory, adhering to the principles outlined in Section 1, and use the right terminology.

Why: To bring about change in inclusive practice you need to be able to summarise the change you want to bring about in an advocacy message. All of the above tools will help you develop evidence on why advocacy targets and strategies for equity and inclusion are needed. If you cannot convey your message clearly, you will not be effective in your advocacy efforts to influence change in practice and policy.

It is useful to break down who your audience is, and think about what they know already, what they believe and what they care about. For equity and inclusion, you should use the right terminology relevant to your audience, to ensure you empower marginalised groups and do not reinforce stereotypes and discrimination. You should also respect cultural and social values. This will help you develop a core message that is inclusive and then tailor it to more specific messages guided to target audiences. The format of the message is also crucial to ensuring maximum impact.

Who delivers the advocacy message, and where and how is also important. In terms of inclusive practice, you need to think carefully about power relations and the situations in which they play out. If you want to lobby decision-makers, for example, on the plight of marginalised groups, it is extremely important to empower and support representatives from the marginalised communities in question, so they can participate and deliver their own advocacy messages. This is also much more powerful than delivering messages on their behalf, which would make them appear as passive beneficiaries. You should make these decisions based on careful analysis of your own context, purpose and where you will be delivering the advocacy message. It is also important to make sure that whatever your message is, it is accessible to all.

**How:**

- 48 [How to develop clear and concise advocacy messages on inclusive practice, including formats, targets and influentials, target audiences, message development, and allies and partners](#)
- 49 [How to ensure advocacy messages are in clear formats, accessible by all - the accessibility guidelines for communications](#)

Section 5 – Tools for diversity and human resources

What: To achieve inclusive practice, we must ‘walk the talk’ and recognise and celebrate that people are different. In our leadership, people management, recruitment and ways of working with others, we must facilitate and value diversity.

Why: To promote a positive and inclusive working environment, it is essential that we value difference and diversity and adhere to the principles outlined in Section 1. Equity and inclusion recognises that people are different and that they will require different resources to ensure their rights are met. To achieve inclusive practice in recruiting, retaining and supporting our staff to perform to the best of their ability we must acknowledge and respect this difference. This means identifying and removing all of the barriers (institutional, attitudinal and environmental) to inclusive practice. This may include forms of direct and indirect discrimination, both of which must be overcome.

The message of equity and inclusion that we promote in our service delivery and advocacy work with partners, governments, donors and communities should be reflected in our own values and organisation. We all have responsibilities to ensure this is put into place through questioning our own beliefs and values, especially where these may be exclusive, disrespectful or reinforce stereotypes and stigma.

Practising what we preach is vital to our success. With a rights-based approach to equity and inclusion, we believe that nobody should be excluded due to their differences. If we practice this within the workplace, we will be able to do better work with diverse populations around the world. WaterAid believes the skills and talents to achieve our Global Strategy come from a diverse group of people. This diversity will help us to better understand the contexts of where people live and where we provide services, and, from this, support people to achieve their rights in more effective ways.

How:

- 50 [How to ensure diversity and equal opportunities in your work, to realise a more diverse and inclusive working environment \(to follow\)](#) (also refer to [Tool 2 The Inclusive WASH checklist](#))