Review of Equity and Inclusion

Phase 2 report: Country Programme reviews and visits - Mali, Nepal, Bangladesh

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Acronyms

CP	Country Programme
CR	Country Representative
DPO	Disabled Peoples' Organisation
FEDO	Feminist Dalit Organization
FEMAPH	Malian Federation of Associations of People Experiencing Handicaps
CAEPHA	Coalition for Poor People Access to Safe Water, Hygiene and Sanitation (Mali)
CN-IAPEC	WASH National Coalition (Mali)
HR	Human Resources
JMP	Joint Monitoring Programme Process group in UNICEF/WHO
KIRDARC	Karnali Integrated Rural Development and Research Center
MHM	Menstrual Hygiene Management
NEWAH	Nepal Water for Health
ODF	Open Defecation Free
PSU	Programme Support Unit
UNICEF	United Nations Children's Fund
WA	WaterAid
WAB	WaterAid Bangladesh
WAM	WaterAid Mali
WAN	WaterAid Nepal
WEDC	Water, Engineering and Development Centre, Loughborough
WHO	World Health Organization
WASH	Water, sanitation, hygiene

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Executive summary

WaterAid (WA) has been a leading mainstream organisation intentionally and practically investing to apply equity and inclusion principles in its work for more than six years.

In July 2014 a two-phase review of equity and inclusion work started to assess the relevance and effectiveness of what has happened to date and make recommendations for improvements to future practice. This is the report of phase two. The review is based on visits to two Country Programmes (Mali in West Africa and Nepal in South Asia) plus skype interviews with eight staff in WA Bangladesh.

Main findings from phase one of the equity and inclusion review

Phase one found that WaterAid – having invested substantial resources into introducing equity and inclusion approaches - had reached about half-way on its journey towards mainstreaming the approaches into the organisation's work to-date.

Eight key factors accounting for mainstreaming success to-date were identified:

- Consistency over a lengthy time period of supportive staff in key leadership roles.
- High common understanding across WaterAid of the term 'equity and inclusion'.
- Heavy investment in practical, appropriate training as an early activity.
- the Programme Support Unit has drawn on best external practice to inform WA's positioning and work.
- The equity and inclusion framework has been defined/framed/promoted using approaches that have been given high prominence in the organisation.
- More progress has been achieved in country programmes with an equity and inclusion focal person/staff post, especially when actively supported by the country representative and regional office staff.
- Barrier analysis has been a good conceptual tool - early focus has been on environmental barriers to inclusion mainly providing accessible physical WASH facilities.
- Equity and inclusion principles have helped provide focus for advocacy work in country and given WaterAid a clear advocacy 'niche' in the WASH sector.

WaterAid was also regarded as being in a fairly isolated but also exciting position of leading whilst substantively learning about how to reach and include the poorest and most marginalised in WASH service. WaterAid has positioned itself – and is seen as – the WASH sector leader in reaching poorer and marginalised people.

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The four key findings from phase one were:

1. WaterAid staff understanding of the terms 'equity' and 'inclusion' and who it applies to determines what they try to practically achieve – further clarification on 'who' would help achieve greater consistency and reach across the organisation;
2. to progress mainstreaming the 'leap' needs to be made from equity and inclusion work being implemented as a number of actions or an 'add-on' to it becoming part of WaterAid's organisational DNA;
3. the central place of WaterAid's partners in achieving effective equity and inclusion practice – many faced similar challenges to WaterAid staff to implementing effective equity and inclusion approaches;
4. WaterAid needs to further consider how to enable effective participation of marginalised people in practice – phase one showed gaps were evident.

The most significant global change between phase one and two of the review (the gap between phase one concluding and phase two Country Programme visits was six months) was the **completion of WaterAid's new global five year strategy. One of four key strategic aims is now "reducing inequality".** Some previous tension felt about user numbers contradicting the investment needed to reach those most excluded from WASH services has been removed by lack of direct reference to user numbers as a goal in itself in the new strategy**. This is a major step forward for WaterAid in seeking to achieve authentic, credible progress on equity and inclusion approaches.**

Focus of phase two of the equity and inclusion review

In summary, phase two equity and inclusion review work focused on Country Programme-level practical issues with regards to the phase one finding that **to progress mainstreaming the 'leap' needs to be made from equity and inclusion work being implemented as a number of actions or an 'add-on' to it becoming part of WaterAid's organisational DNA.**

Reviews took place in WA Mali (led by Lorraine Wapling, Clarisse Baghnyan and Moussa Alou) and WA Nepal (led by Sue Coe and Jane Wilbur with support for most of the review visit from Smritee Bajracharya, Monitoring and Evaluation Officer, WA Nepal). WA Nepal stepped in at a late stage to replace WA Bangladesh which could not be visited for security reasons (Shikha Shrestha from WA Nepal was scheduled to participate in this review). Eight interviews (over skype) took place with WA Bangladesh staff which have also informed phase two review findings.

Phase two was designed to investigate the significance of emerging themes for the practice of equity and inclusion at programme office level. It was also tasked with assisting the programmes to learn from their recent experiences of implementing equity and inclusion with a view to improving practice in the future. The countries visited (Mali and Nepal) both had broad ranging experience of equity and inclusion and were highly motivated to take part in the review.

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There were two strands to phase two review work:

1. Exploring in greater depth eight key issues that emerged from phase one for greater in-depth consideration at Country Programme level.

2. Identifying and drafting a Theory of Change for WaterAid's equity and inclusion approach.

Main findings and associated recommendations from the eight key issues investigated in Country Programmes in phase two

Issue One: Extending responses to barrier analysis beyond just environmental barrier work.

Country Programme reviews confirmed phase one findings that most WaterAid and partner staff thought achieving access to WASH facilities represented full inclusion (i.e. focusing only on environmental barriers). Staff who expressed understanding of full inclusion beyond this were mainly people with prior knowledge and experience from other organisations. Further, 'access' is largely perceived as just physical accessibility of specific public and household WASH facilities, ithout taking even the immediate environment into consideration. **Two key concepts – 'participation' and 'access' are not yet functionally developed enough in WaterAid to implement rights based approaches without further development and understanding**.

The JMP UNICEF/WHO checklist[1] of **individual inequality factors - covering gender, age, disability and chronic illness - offers a framework WaterAid could use to start engaging more intentionally with participation of people most likely to be marginalised in communities in decision-making on WASH facilities. Marginalised people should be encouraged and facilitated to take a more active part** in programming decision-making and implementation. To do this **WaterAid staff and partners need to be able to identify marginalisation, monitor effective participation and have the tools and resources to support inclusion.**

Physical impairment challenges are only being addressed if specifically found. This is a very short-term approach that is not consistent with rights-based principles. The net impact of this issue is that ODF targets are under threat because unless the full access and participation needs of a community have been considered when designing and promoting WASH facilities, they will not be universally used – through lack of useable facilities or lack of choice. **There are serious implications for community health and sustainability of ODF achievement without applying full barrier analysis (attitudinal, institutional as well as environmental) to understanding WASH access within communities.** Most WaterAid **programming work is identifying a limited set of environmental barriers at present – linked to staff's conceptualisation of what inclusion (access) means.** The full barrier analysis tool (identifying a range of attitudinal, institutional and environmental barriers preventing full WASH service utilisation) offers a practical tool to identify a

[1] http://www.wssinfo.org/fileadmin/user_upload/resources/JMP-END-WG-Summary-2-pager.pdf

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wide range of access and participation needs to WASH services – it is recommended it is consistently applied in all WaterAid contexts. WaterAid staff and partners will need training in order to do this.

Issue Two: Are gender issues systematically addressed in equity and inclusion work? What is the current situation of individual inequality exclusion factors (including age and disability) in WaterAid's work?

Gender inclusion is not a well-developed cross-cutting theme in Mali although there is some very good project-based gender work happening. Across all countries review some gender-related indicators are being systematically built in to all WASH work and monitored (for example, female representation on WASH user committees).In Nepal clear focus by their main partner NEWAH from national level training to community level delivery yielded an identifiable pathway of achievement. This encouraging finding shows that **where strong, clear investment has been made on gender inclusion, changes can be seen in communities.**

However, **gender inclusion did not extend to accompaniment i.e. the process of empowering groups of marginalised women to claim rights for themselves.** Examples found of this unbalanced approach demonstrated that **WaterAid needs to be careful of unintentionally implementing an 'extractive' programming in its WASH equity and inclusion approach.** Accompaniment principles help mitigate this. WaterAid's 'participation ladder' tool (see Annex 3) can quickly establish levels of engagement and inclusion of marginalised people in project work.

Phase two review work **didn't find clear evidence of strong child participation**. Given that Bangladesh and Nepal have participated in a regional project on child participation, it is probable clear learning from this project has not yet been integrated across the breadth of WA's work in each country.

A specific issue – and curious paradox – relating to disability inclusion emerged strongly across all countries in phase two. Even though the global equity and inclusion approach is based on social-model principles derived from disability thinking, and early training used disability as a focus to illustrate barrier analysis approaches, its application by staff and partners in not clearly evident. **Lack of understanding of disability as a human rights concept was almost universal amongst interviewees.** Most equate disability to impairment – i.e. it is an issue of functional limitation – without recognising attitudinal and institutional barriers placed on disabled people as a result of their impairment. Those few who conceptualised it beyond impairment generally perceived it as an advocacy issue – there wasn't corresponding implementation of full barrier analysis assessments in programming approaches. This requires specific address by PSU. The Washington Group short set of disability identification questions (see Annex 4) was discussed in all countries and welcomed as potential basis of future practice to add to existing WaterAid monitoring tools to yield better information and practice.

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Issue Three: WaterAid's partners in country: how are they identified, supported and equipped to deliver equity and inclusion approaches?

All three Country Programmes have **most experience with traditional service delivery partners**. Partners interviewed had limited understanding on distinguishing between access, participation and full social inclusion in their work – though some (for example KIRDARC in Nepal) have some useful, pre-existing knowledge of inclusive work from partnerships with other organisations. It would be interesting for WaterAid to learn from these experiences.

Most **partners offering strategic input** to WaterAid's equity and inclusion approaches **were partnering on specific advocacy initiatives with WaterAid.** The **criteria on which WaterAid Country Programmes are selecting these partners is not always explicit or consistent**. Some were selected on opportunistic grounds rather than strategic identification. Some strategic partnerships are not being fully utilised. **There was no evidence in any interviews of functional partnerships with groups of marginalised people**. Some partners interviewed didn't seem to have conceptual understanding of what/who these would be with. One specific issue is **WaterAid needs to be clear about the difference between organisations run largely for the benefit of marginalised groups, and those run and managed exclusively by groups of marginalised people themselves. Partners interviewed both valued and requested clear support materials and training on WA's equity and inclusion approaches** – practical, user-friendly publications were especially welcomed.

Issue Four: How can WaterAid improve the participation of marginalised people in defining work, facilitating their total inclusion in WASH programmes, not just giving access to WASH services?

Though there are some efforts to seek input from marginalised people in equity and inclusion work, **there is a widespread conceptual gap on what 'participation' means, especially as it relates to rights-based approaches**. This is most clearly evidenced by the **lack of effective partnerships with groups of marginalised people.** Clearer recognition by WaterAid Country Programme staff and its programming partners is needed **to comprehensively include a range of marginalised people in planning processes, and greater investment at baseline work with communities to understand who is living there and what needs to be done to facilitate everyone's inclusion.**

Participation could be monitored more carefully –it is **likely that impact is under-reported in regards to marginalised** people because current monitoring processes focus on gender, self-reported disability (physical) and age. To assist with the collection of data about disability the already-recommended use of the Washington Group Short Set of Questions on Disability should be applied. **Participation in programme activities could** also **be better monitored through using tools already developed by WaterAid - in particular the 'Participation Ladder'** (see Annex 3). Requiring Country Programmes to provide more information about the impact of their equity and inclusion work in annual reporting would help

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monitor participation levels more effectively - current practice seems to primarily demand narrative description.

Issue Five: Equity and inclusion focal points: what is their role in the Country Programme, how are they viewed by staff? Are current arrangements functional to achieve equity and inclusion goals?

All reviews found that **all equity and inclusion focal points/posts have made a positive difference, but the extent of their effectiveness was found to be mixed**. In all countries reviewed there is a broadly positive environment for equity and inclusion work but not enough formal mandate or resources to comprehensively cover or advance the brief. **Having a senior champion, an enabling environment and resource prioritisation to support the equity and inclusion approach are all critical to success in Country Programmes, in addition to equity and inclusion focal points.** Equity and inclusion has to be resourced (practical access plus investment in staff &partners to have the necessary skills, training, tools and support) if it is to be effectively implemented. It is more than an advocacy issue alone.

Building equity and inclusion into all jobs, and having clear accountability threads with appropriate resourcing would help 'systematise' the approach (see issue eight on Human Resources). The current system used in all three countries means that **much effectively relies on individual's interpretation of the equity and inclusion agenda. More systematisation would help improve outcomes and consistency in WaterAid** in the future.

Issue Six: In-country advocacy work - What happens? How does it link to programming? Who do WaterAid Country Programmes partner with to deliver it?

There are very significant WASH advocacy opportunities relating to equity and inclusion and WaterAid is becoming increasingly acknowledged for them in all three countries. **Advocacy work on equity and inclusion is ahead of programming realities on equity and inclusion approaches. If this gap remains and/or continues to increase, it poses a reputational risk to WaterAid**. Ideally, advocacy work should be based on programming practice and reality – though in practice advocacy often starts ahead of programming delivery. Country Programmes need much clearer understanding on how to adopt an accompaniment strategy in its equity and inclusion advocacy work. **Greater direct involvement of marginalised people is needed in WA's advocacy work so that messaging is consistent and in line with the priority issues of marginalised people**. Evidence suggested most advocacy is 'for' rather than 'with' marginalised people, and is not yet focused on empowering those affected to advocate for themselves. The selection of partners for advocacy needs strengthening so that WaterAid is giving groups representing marginalised people greater access to decision making forums. WaterAid CP staff require better understanding of the facilitation of self-representation and promotion of voice and participation of marginalised people in advocacy. There are some good current opportunities for WA Mali and Nepal to explore/expand this issue more directly.

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Issue Seven: Documents and toolkits provided by the Programme Support Unit, WaterAid London: What has been useful/not useful? What has been modified/developed on in country? What needs to be provided to support better programming work?

Highly practical, directly relevant toolkits were ones staff most used and valued. **Toolkits that are viewed as too 'wordy' or not directly relevant are not used**, but regarded as 'nice to haves'. **All information, toolkits and training need to have clear training and dissemination pathways** in their DNA to ensure clarity of understanding and subsequent use. Picture-based resources with fewer words are more popular. The **'Participation Ladder' tool** (see Annex 3) and **accessibility and safety audit tools** were used on community visits in Mali and Nepal. Both **worked very well** in both contexts – both use simple ideas that yielded rich discussion and results. In West Africa, **lack of timely translation into French of key PSU equity and inclusion resources has hampered advancement**.

The Equity and inclusion framework is **generically valued** by staff in all three countries **but viewed as an occasional reference point to check plans – its minimum standards are not effectively guiding practice. It was better known and more greatly used by advocacy staff** (who showed more enthusiasm for it than programming staff). All staff interviewed wanted to maintain a separate equity and inclusion framework but also build principles into all the other frameworks, especially the ones they use most.

A clear need was identified by reviewers for a **comprehensive training package on equity and inclusion to equip WaterAid staff and partners** - there are a number of different publications (that have different usage/relevance in countries) there is not yet a fully cohesive equity and inclusion training/toolkit package. I**nvestment in bringing together 'the best of' what has been developed should be made, plus additional resource investment to fill knowledge/skill gaps to fit with the emerging Equity and Inclusion Approach**. It may also be useful to review what has already been developed to ensure it fits with future equity and inclusion approaches (for example the use of the JMP checklist of individual exclusion factors). The training package doesn't need to be lengthy or full of lots of different tools – simplicity of presentation and understanding of core concepts is the key.

There was discernible **frustration by West Africa staff that they were unaware of what was happening in other WaterAid countries that could be useful and benefit them**, having a plan to stimulate cross-organisational learning will help share and embed best practice. More work could be done to **formalise and document accessible designs of WASH facilities**.

Issue Eight: Human Resources - how inclusive are WaterAid's in-country HR policies and practices?

Gender: Nepal and Bangladesh both evidenced some female-friendly staff policies. Some challenges were reported in recruiting and retaining women in key roles. Mali didn't yield strong evidence on gender inclusion in WaterAid staff. WaterAid does not always facilitate staff to practice policies on gender it promotes in its work.

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Physical accessibility of offices: there is critical need for improvement on physical and communication accessibility in the WaterAid Country Programme offices. CPs reviewed were broadly (but not mainly specifically) aware they need to improve their physical accessibility and inclusiveness as employers.
Recruitment processes and job structure: Job adverts are stating they encourage women and disabled people to apply. WA Nepal has also started actively disseminating their adverts to disabled people to encourage applicants. But disabled people are not applying for posts, and Country Programmes generally don't receive sufficient calibre of female applicants either. This needs further, specific investigation in Country Programmes. Reviewers found that greater flexibility in job structure is likely to be the starting point of WA's staff posts being more inclusive.
Staff job descriptions and responsibilities: WaterAid needs to build in accountability for all staff to implement equity and inclusion values and standards. All job descriptions should have both generic and post-specific items that staff are held accountable for in appraisal processes. To do this, all staff require both practical support and permission to implement equity and inclusion job description items - on an equal footing with other items they are held accountable for their posts.
Resource allocation: WaterAid should **plan to allocate resources** to cover adaptions (such as computer software, sign language interpreters, personal assistants etc.) as well as rent implications for working in accessible premises.

The paradox of disability inclusion described in finding two on disability inclusion also applies to WaterAid Country Programmes staff – despite pro-actively recruiting disabled people as short-term staff members in Mali and Nepal there was no clear evidence it led to significantly changed disability-inclusive programming practice (Nepal) or better planning for accessible information/awareness raising materials and training (Mali). Both examples indicate that WaterAid has viewed staff disability inclusion as specific instances to 'problem-solve' for targeted activities, rather than consideration of general disability-inclusive practice across the Country Programme.

List of recommendations

A number of recommendations from phase one were confirmed during the course of phase two, and new ones added. 28 were identified in phase two. Each is listed in the main report according to the eight investigation issues. Here they are summarised into main groupings:

Definitions and concepts

- WaterAid staff and partners need a **clearer working definition of the term 'access'** to extend current perceptions (currently that it is physical access for mainly wheelchair users of specific, contained WASH facilities).
- **Clear definition and dissemination is needed of rights-based 'participation'** in WA's work.
- WaterAid – as a principle - should consciously seek to either advocate 'with' or empower marginalised people 'to' advocate for their own rights through accompaniment, rather than advocating 'for' them on their behalf.

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WaterAid London – Global

- **WaterAid should stop endorsing and supporting the construction of physically inaccessible WASH facilities** – both public facilities and support to household facilities – both as a strong advocacy message regarding ODF achievement and to credibly implement a programming approach to achieve accessible WASH services throughout the total human life cycle. Minimum standards - all public facilities should use accessible standard design; Washington Group questions (see Annex 4) should be routinely promoted and used for household assessments.
- Develop an equity and inclusion charter for WaterAid programmes to help raise the priority of equity and inclusion, with programmes signing up to delivering a minimum standard of inclusion.
- Key points from the **equity and inclusion framework should be systematically incorporated into** the main text of **all other frameworks** in WaterAid.
- To adequately support greater focus on reducing inequality in WaterAid, more central resource may be needed to help facilitate equity and inclusion approaches – the current 1.5 staff members in post are already stretched and the new strategic aim should demand much more input in order to achieve it.
- To clarify understanding, achieve consistency and comprehensive reach across the organisation **WaterAid should adopt a two stage in-country situational analysis to identify equity and inclusion issues in Country Programmes:**
  - **Stage one - Macro level analysis – identify generic geographic and socially-excluded groups** for example hard-to-reach rural, ex-bonded labourers, dalits.
  - **Stage two - Micro level analysis – adopt as minimum standards the JMP-checklist[2] descriptions of individual inequality factors** – gender, disability, age (older people and children), chronic illness - **across all communities** identified in the macro analysis process. It is recommended WaterAid use the barrier analysis tool to identify the full range of barriers to participation in WASH services according to each individual inequality factor.

WaterAid London – Programme Support Unit

- WaterAid (PSU) should develop clear guidance and criteria on how WaterAid Country Programmes chooses strategic partners to inform and support delivery of equity and inclusion approaches (covering areas including representation, capacity etc), to help ensure consistency across the organisation.
- WaterAid (PSU) should support Country Programmes on guidance with respect to the selection and working with groups of marginalised people for both programming and advocacy purposes. WaterAid should consider capacity building as an option to offer groups of marginalised people. Guidance should include a section on accompaniment methodologies to achieve their empowerment as this is a missing “strand” of the current approach.

[2] See footnote 1. In summary - individual-related inequality factors are those based on sex/gender, age (older and and children), disability and health condition imposing access constraints,

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- **All toolkits and publications should aim for highly practical use and simplicity in approach, with clearly defined audiences** for each publication to ensure each and every one has the highest relevance possible.
- **All PSU publications should be simultaneously translated into significant WaterAid languages** (French for West Africa) and disseminated concurrently with any English versions to achieve instant high impact. WaterAid could also look at sourcing more resources that are in French.
- PSU should consider **putting together a comprehensive training package for WaterAid's equity and inclusion approach** (we suggest matching it to the main areas of the emerging Equity and Inclusion Approach). **The training package should be delivered initially to key equity and inclusion focal point persons in Country Programmes (plus other core staff) plus regional support staff** so they are equipped to support Country Programmes deliver equity and inclusion agendas.
- A **separate 'Equity and Inclusion' framework should be retained and updated**, making appropriate revisions to clarify staff understanding and strengthen practice. This would be timely to fit with the new global WaterAid strategy. Making its content and minimum inclusion recommendations 'tighter' and more directly useful to programming staff, along with a clear dissemination plan, should enhance take-up of content.

WaterAid Country Programmes - organisational

- **'Reducing inequality' is a key strategic aim in the new five year global WaterAid strategy**. **Country Programmes need clearer ideas on how to systematically and comprehensively resource rights-based equity and inclusion approaches across the full portfolio of their work**. The final 'look' of arrangements may differ, but key features of arrangements of all should include:

  - Senior management ownership and 'championing' of the overall equity and inclusion agenda - built into WaterAid reporting systems and senior job descriptions.
  - Building equity and inclusion into everyone's job description, that they are equipped to deliver and held accountable for.
  - Clear roles and responsibilities for the equity and inclusion resource people (whether focal points or full-time post-holders) – built into their job descriptions. If they are not full-time equity and inclusion post-holders their equity and inclusion responsibilities should have equal importance ranking with other activities.
  - Appropriate resourcing and materials to enable equity and inclusion work to be adequately supported (e.g. trainings, translation of toolkits etc.).

- WaterAid should consciously **seek not to further increase the gap between advocacy practice and programming reality on equity and inclusion approaches** to mitigate reputational risk to the organisations. **Investment into advancing programming practice needs to at least match investment to advocacy work** on equity and inclusion issues.

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- **Advocacy should be more directly evidenced to programming based achievements.** Action research in communities – utilising communities and representative groups of marginalised people to research barriers faced in accessing/participating in WASH services and implementation of policies – could be a fruitful method to address this.
- All Country Programmes should identify contextualisation and local language needs for the framework and other key equity and inclusion documents, and plan for local language versions of documents. This will have resourcing implications.
- **Each Country Programme should agree and finalise standard universal designs for accessible water provision and sanitation facilities** for programming purposes and use in advocacy work.
- All WaterAid CPs should view **human resource recruitment/ support as a key methodology in delivering its equity and inclusion** approaches.
- **More staff from marginalised groups should be encouraged to apply** for WaterAid staff roles. Consideration is needed on how to make organisational high workload culture and job structure more inclusive to people from marginalised groups.
- Induction for new staff in Country Programmes should ensure they are familiar with equity and inclusion frameworks and practical approaches. Current staff should receive equity and inclusion awareness training.
- **All Country Programme staff should have equity and inclusion items in their job descriptions – both generic and job-specific – and performance against them assessed** as part of the annual appraisal process.
- **All WaterAid Country Programmes should conduct accessibility audits of offices and programmes** and carry out disability awareness training so all staff feel confident to engage with disabled people.

WaterAid Country Programmes – programming

- WaterAid programming staff should **ensure they implement an approach that meets the needs of everyone throughout the total human life cycle. This will enable universal access of WASH facilities** in local analyses **to ensure ODF goals can be met.** The current "snapshot in time" approach taken to physical access of WASH facilities is inadequate and will lead to failure of ODF targets**.** For public WASH facilities this should involve introducing standard universal designs in each country. For household assessment processes using Washington Group questions would improve current practice (see below).
- **WaterAid should adopt and systematically use Washington Group questions[3] to replace current disability assessment processes**. This will help achieve better data on impairments as the basis for decisions and monitoring on WASH service provision by people with impairments and physical limitations.
- WaterAid should recognise the important role of partnerships with groups of marginalised people in achieving rights-based approaches to equity and inclusion work. **WaterAid Country Programmes should support their partners to seek authentic inputs from groups of marginalised people in their programming work, plus credibly partner with groups of marginalised people in their**

[3] http://www.cdc.gov/nchs/washington_group/wg_questions.htm - see Annex 4

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advocacy work who between them represent a broad range of exclusion issues (including gender, disability, age, ethnicity etc). This should include consideration of accompaniment principles in WA's work with them (see issue six).

- WaterAid should **improve monitoring of participation of marginalised people** through a) the use of the Washington Group of questions b) application of the JMP guidelines on individual exclusion factors and c) stronger quantitative requirements for CPs to report on the strategic aim of 'reducing inequality'.

Theory of Change for WaterAid's Equity and Inclusion Approach

A key feature of the equity and inclusion review process was to assist WaterAid to learn from implementation to-date of equity and inclusion approaches used. A significant strand of phase two work was using Theory of Change methods to establish an initial **Equity and inclusion Approach** for the organisation.

Substantial work was invested in Mali to developing the Equity and Inclusion Approach document through a range of methods and techniques. The output was tested by the review team in the Nepal context. Only modest additions were suggested and incorporated – the approach developed in Mali was deemed largely relevant and consistent with Nepal. **This suggests that the proposed equity and inclusion approach could be widely applicable across WaterAid Country Programmes.** WA Bangladesh started the process with a self-reflection workshop and report, though political problems in-country during early 2015 prevented the review visit taking place to complete the process – this might happen later in 2015.

It is **recommended by reviewers** that WaterAid takes **this equity and inclusion approach developed during phase two of the equity and inclusion review** as its **starting point – not its final version**. WaterAid should take ownership of the equity and inclusion approach, **test it** out **and verify** if it is applicable across the range of its work. That will provide a confident basis for the organisation to move forward and know what is needed to efficiently deliver good equity and inclusion. That being said, **reviewers believe the Equity and Inclusion Approach presented in this document constitutes a solid starting point** for further testing, exploration and ownership in WaterAid's future equity and inclusion approaches.

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Introduction and background

WaterAid believes that access to safe water, improved hygiene and sanitation (WASH) is a human right. These essential services underpin human development and transform lives, enabling people to overcome poverty. In order to realise their vision of a world where everyone has access to safe water and sanitation, WaterAid has a stated commitment to working with their partners to reach those without access to WASH. This includes the poorest and most marginalised. WaterAid has stated it must address exclusion from WASH as it relates to wider inequalities in power relations and in control over water and other resources within the family, community and at institutional levels.

A two phase review of WaterAid's work on equity and inclusion was commissioned by the Programme Support Unit in WaterAid London, which started in July 2014.

The primary purpose of the review was to assess the relevance and effectiveness of how equity and inclusion has been mainstreamed in WaterAid to-date, so the organisation can learn from experience and improve future performance.

Main findings from Phase One of the Equity and Inclusion Review

Phase one was a literature review of 29 key documents and interviews with 16 staff across the WaterAid partnership for their views on the equity and inclusion process in WaterAid. Some other supplementary information (including relevant e-mail discussion threads) was also provided.

Phase one found that WaterAid – having invested substantial resources into introducing equity and inclusion approaches - had reached about half-way on the mainstreaming continuum to-date. Eight key factors accounting for mainstreaming success to-date were identified:

- Consistency over a lengthy time period of supportive staff in key leadership roles;
- High level of common understanding across WaterAid of the term 'equity and inclusion';
- Heavy investment in practical, appropriate training as an early activity;
- The Programme Support Unit has drawn on best external practice to inform WaterAid's positioning and work;
- The equity and inclusion framework has been defined/framed/promoted using approaches that have been given high prominence in the organisation;
- More progress has been achieved in Country Programmes with an equity and inclusion focal person/staff post, especially when actively supported by the country representative and regional office staff;
- Barrier analysis has been a good conceptual tool - early focus has been on environmental barriers to inclusion mainly providing accessible physical WASH facilities;
- Equity and inclusion principles have helped provide focus for advocacy work in country and given WaterAid a clear advocacy 'niche' in the WASH sector.

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WaterAid was also regarded as being in a fairly isolated but also exciting position of leading whilst substantively learning about how to reach and include the poorest and most marginalised in WASH service. WaterAid has positioned itself – and is seen as – the WASH sector leader in reaching poorer and marginalised people.

The four key findings from phase one were:

1. WaterAid staff understanding of the terms 'equity' and 'inclusion' and who it applies to determines what they try to practically achieve – further clarification on 'who' would help achieve greater consistency and reach across the organisation.
2. To progress mainstreaming the 'leap' needs to be made from equity and inclusion work being implemented as a number of actions or an 'add-on' to it becoming part of WaterAid's organisational DNA.
3. The central place of WaterAid's partners in achieving effective equity and inclusion practice – many faced similar challenges to WaterAid staff to implementing effective equity and inclusion approaches.
4. WaterAid needs to further consider how to enable effective participation of marginalised people in practice – phase one showed gaps were evident.

Significant strategic changes in WaterAid between phase one and phase two of the equity and inclusion review

A **key finding in phase one** was the **tension many staff felt on how to achieve ambitious user number targets and effectively reach marginalised people simultaneously.** The tension was legitimate and hampering progress on implementing equity and inclusion approaches in the organisation. Many staff believed the global strategy meant "reaching the most people for the least cost". As a result it was reported significant sections of WaterAid – as a pragmatic decision – did not feel they could justify investing much in equity and inclusion work as it didn't yield enough numbers compared to other efforts.

The most significant global change between phase one and two of the equity and inclusion review (the gap between phase one concluding and the phase two Country Programme visits was six months) was **the completion of WaterAid's new global five year strategy. One of the four key strategic aims is now 'reducing inequality'**. Some of the previous tension felt about user numbers contradicting the investment needed to reach those most excluded from WASH services has been removed by lack of direct reference to user numbers as a goal in itself in the new strategy. **This is a major step forward for WaterAid in seeking to achieve authentic, credible progress on equity and inclusion approaches.**

Phase Two Country Programme selection and implementation

Phase two involved selecting two Country Programmes for more in-depth review work and exploration of developing an Equity and Inclusion Approach using 'Theory of Change' methodologies to have broader applicability across WaterAid.

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Mali was selected as the African Country Programme. A two week visit took place from February 9 - 20, led by Lorraine Wapling. She was accompanied by Clarisse Baghnyan (Coordinator, Regional Learning Centre, WaterAid West Africa) and Moussa Alou (Rights, Equity and Inclusion Officer, Mali) for the whole trip. A self-reflection workshop involving partners was organised prior to Lorraine's arrival which was well attended and had good participation levels. The visit was very productive and successful, accounted for by commitment from senior level to support the review process; willingness to be challenged and an openness to new ideas by the WAM team; the commitment of the Rights, Equity and Inclusion Officer to accompany the review team for the entire process; the presence of a WaterAid representative from the region who has experience in rights, equity and inclusion; equity and inclusion work that has been trialled by the programme; and a basic understanding by partners and community members of the principles behind equity and inclusion.

The South Asia Country Programme review proved much more problematic to arrange. Originally Bangladesh was selected and they organised a self-reflection workshop on their equity and inclusion work in December 2014 in preparation for a review visit by Sue Coe, accompanied by Jane Wilbur from WaterAid PSU in London. Unfortunately, political turmoil in Bangladesh prevented the original trip taking place. Sue conducted eight skype interviews to start the review, having reviewed a number of WA Bangladesh documents and the self-reflection workshop findings. The hope was a shorter visit would still be possible in February/March. Political turmoil continued in Bangladesh so an alternative country was sought in South Asia. WA Nepal, with a fairly new Country Representative invited Sue and Jane to spend a week in March reviewing their equity and inclusion work, and a schedule (including community visit) was arranged at very short notice and in the midst of a busy month for the Country Programme.

The Nepal review visit proved surprisingly comprehensive despite the short notice – partly due to the willingness and acceptance of all involved (WAN staff, partners, review team) to maximise opportunities that presented themselves in a limited time. Five weeks after the review visit the catastrophic earthquake happened in Nepal, followed by a second major earthquake in May.

Separate country visit reports are available for both Mali and Nepal Country Programme review processes. The Nepal report was presented bearing in mind the devastating developments in the country due to the earthquakes – equity and inclusion issues will now have even higher prominence there as a direct result.

Methodology and limitations

The Mali Country Programme review involved literature review of 12 documents, a self-reflection workshop, seven interviews, four focus group meetings, one theory of change workshop and seven community visits. No significant limitations were encountered during this review although travel was only possible around Bamako due to the ongoing security situation.

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The limited Bangladesh Country Programme review involved reviewing 12 documents and interviewing eight staff over skype according to a semi-structured questionnaire interview format.

The Nepal Country Programme Review involved literature review of 25 documents, nine interviews with eight WaterAid Nepal staff and 15 staff from five WAN partners (WAN has nine partners in total). There was one community visit to WAN's main partner NEWAH's work in Sankawasaba District in the north east of the country, interviewing Government staff, NEWAH staff, WASH user committee members (women) and two brief accessibility audits in a school and a household.

The main limitations were difficulties the Bangladesh political situation caused with the South Asia review. However, WaterAid staff and the consultant worked hard to reconfigure at each stage and the consultant is confident the resultant findings from the briefer-than-anticipated trip are a good reflection of the situation in Nepal at the time of the review. However, more community visits would have yielded extra data, as would opportunities to meet the four WAN partners who were not available during the week of the visit.

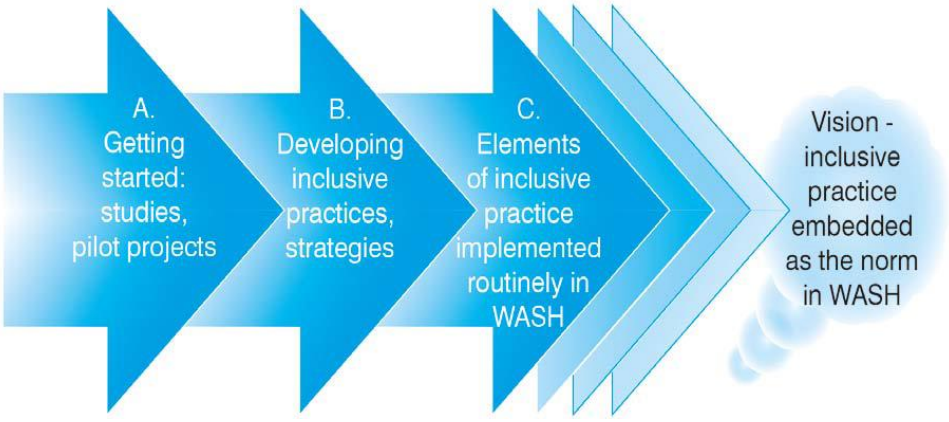
It is hoped the Bangladesh Country Programme visit can take place to complete their equity and inclusion Country Programme review process later during 2015, subject to budget availability.

Context of phase two review: the mainstreaming continuum and how WaterAid can progress its equity and inclusion work forward

The main theme of phase two review work was testing and exploring dimensions of the second major finding of phase one of the review, i.e.

To progress mainstreaming the 'leap' needs to be made from equity and inclusion work being implemented as a number of actions or an 'add-on' to it becoming part of WaterAid's organisational DNA

To set the context of this, the mainstreaming continuum can be presented as a journey, represented in the diagram below:



Stages on a continuum towards mainstreaming disability and ageing (WEDC 2013).

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WaterAid in its mainstreaming journey has moved through stages A and B, with a few achievements into stage C:

Stage A – getting started – is characterised by studies and situation analyses, small pilot projects and advocacy documents.

Stage B – developing institutional approaches to inclusion - is characterised by strategic planning/roadmaps, awareness raising/advocacy activities, training materials, advice and guidance about mainstreaming in WASH services, piloting inclusive WASH activities within a wider WASH programme and developing inclusively designed facilities.

Stage C – establishing institutional commitment and practice – a range of inclusive practice elements are routinely implemented as the norm in the work and the organisation itself. A 'routine' mind-set for inclusive principles and practice to address inequity issues is applied in a range of areas including staff recruitment, staff induction, analysis, capacity building (with partners and in communities), implementation of fully accessible WASH designs and services, consultation procedures in countries/communities, establishing partnerships with a range of groups of marginalised people. The organisation routinely understands short and long term implications of each and every step in policies, processes, procedures and practices and their outcomes/impacts. Key features of stage C are:

- inclusive policies are defined and appropriately contextualised in all WaterAid countries.
- a range of inclusive practice elements (including policies) are routinely implemented as the norm in the work and the organisation itself.
- there is a routine 'mindset' amongst staff for inclusive principles and practice.
- inequity issues are addressed and inclusive practices are applied to a range of areas including staff recruitment, staff induction, analysis, capacity building (with partners and in communities), implementation of fully accessible WASH designs and services, consultation procedures in countries/communities, establishing partnerships with a range of groups of marginalised people.
- WaterAid routinely understands short and long term implications of each and every step in policies, processes, procedures and practices and their outcomes and impacts. There is systematic coordination of mainstreaming efforts and clear institutional arrangements to ensure mainstreaming programming capacity.
-

Long-term goal: Embedding inclusive practices – all policies, practices and procedures and embedded as standard in all aspects of WASH programmes and services. **NB** There is no evidence this has yet been achieved by any WASH implementers, anywhere in the world.

Since phase one was published in July 2014, **a study by OECD on seven key lessons to achieve successful mainstreaming** (in gender equality and

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environmental sustainability) has been published. These lessons are interesting for WaterAid to note as complementary to the mainstreaming continuum diagram[4].

Lesson 1: Provide consistent leadership and sustained commitment
Lesson 2: Have a policy or strategic framework as well as mainstreaming objectives in the corporate plan
Lesson 3: Engage in the policy and political dialogue
Lesson 4: Have clear implementation guidelines with follow-up tools and practices
Lesson 5: Link incentives and accountability to results
Lesson 6: Allocate sufficient financial and human resources for delivering on commitments
Lesson 7: Strengthen the culture of learning on mainstreaming

A useful diagram which could help guide thinking in WaterAid on mainstreaming is reproduced in Annex 1 from the OECD study.

Interestingly, phase one findings illustrate that a number of elements from most of these seven lessons are already in place – some more firmly than others. i.e.

- Consistency over a lengthy time period of supportive staff in key leadership roles (lesson 1)
- The equity and inclusion framework has been defined/framed/promoted using approaches that have given high prominence in the organisation (lesson 2 – partially addressed with the E&I framework)
- Equity and inclusion principles have helped provide focus for advocacy work in country. They have given WaterAid a clear advocacy 'niche' in the WASH sector (lesson 3)
- Heavy investment in practical, appropriate training as an early activity (lesson 4 – partially addressed).
- Barrier analysis has been a good conceptual tool. Early focus has been on environmental barriers to inclusion, especially providing accessible physical WASH facilities. This has given some initial practical success (lesson 4 – partially addressed).
- More progress has been achieved in Country Programmes with an equity and inclusion focal person/staff post, especially when actively supported by the country representative and regional office staff (lesson 6 – partially addressed)
- The Programme Support Unit has drawn on best external practice to inform WaterAid's positioning and work on equity and inclusion (lesson 7, partially covered).

[4] http://www.oecd.org/dac/peer-reviews/Final%20publication%20version%20of%20the%207%20Lessons%20mainstreaming%20cross%20cutting%20issues.pdf

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Findings on the eight areas for more in-depth exploration from Phase One

The full list of eight issues and sub-questions explored in phase two of the equity and inclusion review is given in Annex 2. In this section, each of the eight issues are:

- summarised
- main phase one findings re-stated[5]
- findings from the Country Programmes reviews outlined
- associated recommendations listed

Issue One: Extending responses to barrier analysis beyond just environmental barrier work.

In Phase One many WaterAid staff thought achieving access to WASH facilities represented full inclusion. What do WaterAid staff and partners in the Country Programmes believe full inclusion means?

Phase One found that **most staff and partners articulated that inclusion was about** how to **facilitate physical access** to water points and sanitation facilities**, without much consideration of promoting participation of marginalised people in wider decision-making processes** to ensure their rights and needs are recognised.

Phase Two Country Programme findings

Reviews in Mali, Nepal, plus interviews with Bangladesh staff largely (and almost universally), **confirmed this finding** with the finding being especially strong in Mali. Where understanding by WaterAid staff extended to including participation issues of marginalised people it was mainly people who had previous knowledge and experience from other organisations to their work in WaterAid.

Further, a generally **narrow view of access** is being taken by WaterAid staff and partners with respect **to physical accessibility of public and household WASH facilities**. It tends to focus just on the facility itself without even taking the immediate environment into consideration e.g. footpaths to sanitation facilities and water points – see examples of photos from the Nepal and Mali visits on the next page:

[5] Sue Coe, 2014: Equity and inclusion review phase 1

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Upper photo: primary school in Sankhawasabha District, Nepal – note the steep, uneven footpath from the school playground to the water point.

Lower photo: accessible public toilet, Niamkoro market. The ramp to the toilet is being used for storage/seating making this inaccessible to wheelchair users.

There was evidence of some attitude barriers/lack of participation being addressed with women and some castes (e.g. dalit) in Nepal. Some of Bangladesh's work focuses on generically excluded groups (such as tea workers in Sylhet) and has involved engagement in local power and political issues to enable access to WASH facilities for excluded groups.

Two key concepts – 'participation' and 'access' are not yet well enough functionally developed WaterAid to implement rights based approaches without further development and understanding. Currently access appears to be linked strongly with planning to enable physically impaired children and adults to utilise public WASH facilities – specifically wheel-chair users. Accessible facilities therefore include wheelchair ramps, wider cubicles, adapted seats and ideally grab-bars. In some school WASH initiatives this also includes ensuring boys and girls have separate cubicles (though in Nepal this was not being enforced at the school reviewers visited – a boy was observed leaving a girl's cubicle, even though the male cubicle was empty). There is some good work happening on construction of school latrines for girls which incorporate designs that promote menstrual hygiene management.

Standardising wheelchair accessible public WASH facilities is both extremely important and valuable accomplishment that will help promote the wider inclusion of

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disabled people in communities. But access is more than wheelchair ramps and Daamu seats[6].

The JMP UNICEF/WHO checklist[7] of **individual inequality factors - covering gender, age, disability and chronic illness - offers a framework WaterAid could use to start engaging more intentionally with participation of people who are most likely to be marginalised in communities in decision-making on WASH facilities.** WaterAid staff and partners could understand better how a range of people remain excluded from services they are promoting because of the way things are constructed/promoted and/or because those facing exclusion were not engaged in the decision-making process. WaterAid needs to understand more about how people utilise WASH services, so that they move beyond standardised accessible facilities to a broader range of considerations. That way, they are likely to increase the impact of WASH services and develop greater levels of engagement with all members of communities which could increase sustainability.

Linked to this is the issue of **participation** – which members of the community are taking an active part in decision-making around WASH services? **Marginalised people should be encouraged and facilitated to take an active part** in forums, committees and meetings so that their views, needs and ideas are included in programming. To do this **WaterAid staff and partners need to be able to identify marginalisation, monitor effective participation and have the tools and resources to support inclusion.** WaterAid Country Programmes could take the next step and work more actively on facilitating the participation of marginalised people as part of their work on access.

Brief accessibility audits of public, school and household WASH facilities in Mali and Nepal demonstrated that not everyone's physical access needs (current and near-future) are being accommodated. In Mali, one household – with support from WAM's partner – had constructed a latrine three members of their household (one disabled person, two older people) could not use because the household "forgot" to include them during the assessment. In Nepal, a school water tap point was constructed in a location with a steep, uneven footpath from the playground (see photo on p.13). Using the steep path was causing significant leg pain for two girl students interviewed during the audit. **Physical impairment challenges are only being addressed if specifically found. This is a very short-term approach that is not consistent with rights-based principles**.

An approach that uses rights-based principles is one that empowers people, provides access for all, is participatory and environmentally sound. It promotes the implementation of international human rights frameworks and upholds the ideas of: universality and inalienability; indivisibility; interdependence and interrelatedness; non-discrimination and equality; participation and inclusion; accountability and the rule of law. WaterAid describes the rights-based approach as: '…a transformational development process in which people are the drivers and subjects of their own development.' (Gosling L, 2010. *Equity and Inclusion: A rights-based approach*),

[6] Raised seats to enable latrine accessibility for those who have difficulties squatting or using low-level seats
[7] http://www.wssinfo.org/fileadmin/user_upload/resources/JMP-END-WG-Summary-2-pager.pdf

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The net impact of this issue is that ODF targets are under threat where they have been achieved, and won't be credibly achieved where they aren't yet declared. This is because unless the full access and participation needs of a community have been considered when designing and promoting WASH facilities, they will not be universally used – through lack of useable facilities or lack of choice. **There are serious implications for community health and sustainability of ODF achievement without applying full barrier analysis (attitudinal, institutional as well as environmental) to understanding WASH access within communities.**

Neither WA Mali nor Nepal are systematically using barrier analysis as a tool for defining full equity and inclusion needs during WASH assessments. In effect their **programming work is identifying a limited set of environmental barriers at present – linked to staff's conceptualisation of what inclusion (access) means.** The full barrier analysis tool (identifying a range of attitudinal, institutional and environmental barriers preventing full WASH service utilisation) offers a practical tool to identify a wide range of access and participation needs to WASH services – it is recommended it is consistently applied in all WaterAid contexts. WaterAid staff and partners will need training in order to do this.

Issue Two: Are gender issues systematically addressed in equity and inclusion work? What is the current situation of individual inequality exclusion factors (including age and disability) in WaterAid's work?[8]

Phase one found all **interviewees saw equity and inclusion work in terms of marginalised 'groups' without mention that some factors will have universal individual impact in all communities** WaterAid seeks to reach – for example gender, age and disability. Evidence suggested that staff focusing solely on marginalised 'groups' led to a lack of comprehensive focus on gender across all work.

Phase Two Country Programme findings

Gender inclusion is not a well-developed cross-cutting theme in Mali although there is some very good project-based gender work happening. There is a lot of potential to take a more gendered approach to WASH especially since the roles of men and women are so important to the sustainability of any intervention. The work in Mali identified some good links between the high participation of women and sustainability of water services but that men also had an influence. However there were gaps identified in the way public WASH facilities were being constructed which did not take account of the variations in use by men and women which effects the overall accessibility of the facilities.

Interviews with WA Bangladesh, Nepal and Mali staff indicated **some gender-related indicators being systematically built in to all WASH work and monitored** (for example, female representation on WASH user committees).

[8] See footnote 7

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In Nepal, there was also evidence from the field visit of gender promotion and empowerment work (working with both women and men). All five partners met by the review team had clear ideas on gender inclusion as part of their work, and training for staff on gender inclusion. Nepal's main partner NEWAH had clear focus on gender inclusion from national level training to community level delivery yielded an identifiable pathway of achievement. This encouraging finding shows that **where strong, clear investment is made, changes can be seen in communities.**

However, **gender inclusion did not extend to accompaniment i.e. the process of empowering groups of marginalised women to claim rights for themselves.** Where work with groups of women exists (e.g. FEDO's work with Dalit women in Nepal) it is focusing on specific WASH targets, often implemented in ways causing additional domestic burdens to women involved (mainly by requiring women to attend meetings and organise campaigns in addition to domestic and income duties they carry – some women are losing income for their families by undertaking tasks for WaterAid supported activities). **WaterAid needs to be careful of unintentionally implementing an 'extractive' programming in its WASH equity and inclusion approach.** Accompaniment principles help mitigate this.

Accompaniment is a method used in situations where excluded or marginalised people require some level of support in order that they can develop the confidence, skills and experience to advocate themselves for their rights. This will include facilitating the process of learning about rights whilst providing opportunities for advocacy. In the case of women's access to WASH for example this could mean facilitating the emergence of women representatives who can engage decision-makers directly on issues that are of significance to them and providing opportunities in which women are able to meet with decision-makers.

This point was evidence by the use of the 'Participation ladder' (see Annex 3) in discussions with women in Nepal and Mali. In a focus group discussion with seven women in Nepal their responses indicated they had reached about half-way up the participation ladder (could express views openly and limited influence on decision-making). In Mali, individual interviews with women using the participation ladder tool indicated some had not participated at all in WASH meetings. Investing in empowerment of marginalised women and representative groups could yield more progress to women in communities influencing, making and owning decisions.

Child participation - evidence wasn't found in Mali on child participation though a small number of schools WAM are working with to improve latrines. WAM is trialling a menstrual hygiene programme in one school. WaterAid has invested heavily in understanding child participation issues in WASH in South Asia through its three country programme in Bangladesh, Nepal and India on child rights. The final evaluation report from the project gave some clear learning on child participation in WaterAid work.[9] The processes conducted in Bangladesh and Nepal to inform phase two findings produced very little information on child participation. This might be partly down to the review process (which didn't allow significant community visits due

[9] Louisa Gosling and Kate Lambert, 2014 'Evaluation of Asia Child Rights and WASH programmes. Final report', WaterAid London

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to circumstances outside reviewers' control) though child participation did not come up strongly in most interviews with WaterAid staff or Nepal partners interviewed – including responding to a common interview question of 'What has gone well in equity and inclusion work'. This suggests that perhaps learning from the child rights project is very valuable but has not yet been fully integrated across the breadth of WA's work in each country. This fits with a broader global finding that equity and inclusion has tended to be implemented as a series of projects in Country Programmes, rather than a cross-cutting approach that is integrated to everything a WaterAid Country Programme does.

The case of disability – the sub-section question in issue two extended to considering other universal individual inequality factors of disability, age (both older and children) and chronic illness. Phase two review findings on disability warrant specific mention as a finding - the reviewers found the place of disability inclusion to be curious at present in WaterAid. Even though the global equity and inclusion approach is based on social-model principles derived from disability thinking, and early training used disability as a focus to illustrate barrier analysis approaches, its application by staff and partners in all countries reviewed in phase two is not strong. **Lack of understanding of disability as a human rights concept was almost universal amongst interviewees** in Bangladesh, Nepal and Mali. Most equate disability to impairment – i.e. it is an issue of functional limitation – without recognising attitudinal and institutional barriers placed on disabled people as a result of their impairment. Those few who conceptualised it beyond impairment generally perceived it as an advocacy issue – there wasn't corresponding implementation of full barrier analysis assessments in programming approaches. This requires specific address by PSU.

The Washington Group short set of disability identification questions (see Annex 4)[10] were discussed in both Mali and Nepal with all programming staff and welcomed. This simple approach to identifying functional access needs is recommended as a practical way to add to existing WaterAid monitoring tools to yield better information and practice in impairment identification and monitoring in practice.

Recommendations from findings on issues one and two

i) WaterAid staff and partners **need a clearer working definition of the term 'access' to extend current perceptions** (currently that it is physical access for mainly wheelchair users of specific, contained WASH facilities).

ii) WaterAid programming staff should **ensure they implement an approach that meets the needs of everyone throughout the total human life cycle. This will enable universal access of WASH facilities** in local analyses **to ensure ODF goals can be met.** The current "snapshot in time" approach taken to physical access of WASH facilities is inadequate and will lead to failure of ODF targets**.** For public WASH facilities this should involve introducing standard universal designs in each country. For household assessment processes using Washington Group questions

[10] http://www.cdc.gov/nchs/washington_group/wg_questions.htm and Annex 4

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(see recommendation iv) would improve current practice as a measure en-route to ensuring full life-cycle household level accessibility.

iii) To clarify understanding, achieve consistency and comprehensive reach across the organisation **WaterAid should adopt a two stage in-country situational analysis to identify equity and inclusion issues in Country Programmes:**

- Stage one - **Macro level** analysis – **identify generic geographic and socially-excluded groups** for example hard-to-reach rural, ex-bonded labourers, dalits;

- Stage two - **Micro level** analysis – **adopt as minimum standards the JMP-checklist[11] descriptions of individual inequality factors** – gender, disability, age (older people and children), chronic illness - **across *all* communities identified in the macro analysis process**. It is recommended WaterAid **use the barrier analysis tool to identify the full range of barriers to participation** in WASH services according to each individual inequality factor.

Equality Checklist for JMP: When examined as a whole, do the goals, targets, and indicators for WASH:

- Prioritize basic access and focus on progressive realization toward safe and sustainable water, sanitation and hygiene for all, while reducing inequalities?
- Address spatial inequalities, such as those experienced by communities in remote and inaccessible rural areas and slum-dwellers in (peri-)urban areas?
- Focus on inequities, shining the light on the poorest of the poor?
- Address group-related inequalities that vary across countries, such as those based on ethnicity, race, nationality, language, religion, and caste?
- Attend to the impacts of individual-related inequalities that are relevant in every country of the globe, such as those based on sex/gender, age, disability, and health conditions imposing access constraints—as they are experienced both inside and beyond the household? Do they address menstrual hygiene management?

iv**) WaterAid should adopt and systematically use Washington Group questions[12] to replace current disability assessment processes**. This will help achieve better data on impairments as the basis for decisions and monitoring on WASH service provision by people with impairments and physical limitations. By adopting the WG short set questions at the planning (or inception) phase, WaterAid staff and partners will gain better understanding of which households need adaptations. Their use would also provide better information on who is participating in WASH activities - current methods probably significantly under-report disability inclusion in WASH activities.

[11] See text box and footnote 7
[12] See footnote 10 and Annex 4

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v) **WaterAid should stop endorsing and supporting the construction of physically inaccessible WASH facilities** – both public facilities and support to household facilities – both **as a strong advocacy message regarding ODF achievement and to support the achievement of WASH services that can be accessed and used throughout the total human life cycle.**
NB recommendations relating to participation and accompaniment findings are listed under issues four and six as they also feature there.

Issue Three: WaterAid's partners in country: Who are they? What category of partner (three types) is each one?[13] How are they selected and supported on equity and inclusion approaches by WA's Country Programme staff?

Phase one identified three types of partnership in WaterAid relevant to WaterAid's equity and inclusion work:

1. **Type one: WaterAid's traditional service delivery WASH partners** who deliver most of its programme work in Country Programmes.

2. **Type 2: Strategic partners** who inform WaterAid's equity and inclusion work and can help deliver it.

3. **Type 3: Partnerships with groups of marginalised people – for example with women's groups, Disabled Peoples' Organisations (DPOs) and groups comprised of people from excluded castes -** are vitally important to authentically inform and support WaterAid and their service delivery partners in effectively delivering equity and inclusion approaches in communities and advocacy work.

Phase Two Country Programme findings

All three Country Programmes have **most experience with traditional service delivery partners (type one)**. Partners interviewed in Nepal (no partners were interviewed in Mali or Bangladesh) had limited understanding on distinguishing between access, participation and full social inclusion in their work. Some of them (for example KIRDARC in Nepal) have some useful, pre-existing knowledge of inclusive work from partnerships with other organisations. It would be interesting for WaterAid to learn from these experiences.

Most of the **partners offering strategic input** to WaterAid's equity and inclusion approaches (type two partners) **were partnering on specific advocacy initiatives with WaterAid** – for example CAEPHA in Mali (a coalition focused on improving access to WASH) and WAN's partnership with FEDO on dalit women inclusion in Nepal. Most strategic partnerships appear focused on disability advocacy goals (although interestingly this doesn't appear to have led to significant "cross-over" into disability-inclusive programming work as yet). The **criteria on which WaterAid Country Programmes are selecting these partners is not always explicit or**

[13] See p.28-30 of phase one report – Type 1 (traditional service delivery), Type 2 (strategic support), Type 3 (groups of marginalised people). Reference in footnote 5

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consistent. Some (for example partnerships with Disabled People's Organisations in Bangladesh and Mali) were selected on opportunistic grounds rather than strategic identification. Some strategic partnerships are not being fully utilised – e.g. WAN's partnership with FEDO could be extended to draw on their knowledge to help support dalit inclusion amongst other WAN partners.

There was no evidence in Mali, Nepal or Bangladesh interviews of functional partnerships with groups of marginalised people (type three partners). Some partners – for example NEWAH in Nepal - didn't seem to have conceptual understanding of what/who these would be with.

WaterAid needs to be clear about the difference between organisations run largely for the benefit of marginalised groups, and those run and managed exclusively by groups of marginalised people themselves. For example FEDO (Feminist Dalit Organisation) might appear as an organisation of Dalit women, but their senior management has four out of nine roles filled by men, including the Executive Director. FEDO appear a very good organisation for WAN to partner that have strengthened equity and inclusion approaches in WAN's work amongst female Dalits. However, WAN should be generally careful not to over-assume organisations like FEDO fully represent communities of marginalised people they serve when they are not wholly comprised of people from those constituencies.

Partners interviewed both valued and requested clear support materials and training on WA's equity and inclusion approaches – practical, user-friendly publications were especially welcomed (such as the new compendium of accessible technologies[14]). See issue seven for more information.

Issue Four: How can WaterAid improve the participation of marginalised people in defining work, facilitating their total inclusion in WASH programmes, not just giving access to WASH services?

Phase one found few examples of WaterAid seeking and including the voice and participation of marginalised people in its work (where they existed it was relating to women and physically disabled people). Most activities seemed limited to facilitating access to consultation meetings without complementary focused 'inclusion' work to empower voiceless people to articulate their rights.

Phase two Country Programme findings

Reviewers found that in Mali, Nepal and Bangladesh there are some efforts to seek input from marginalised people in equity and inclusion work. However**, there is a widespread conceptual gap on what 'participation' means, especially as it relates to rights-based approaches**.

This is most clearly evidenced by the **lack of effective partnerships with groups of marginalised people** in countries reviewed that fits with principles of seeking to

[14] www.wateraid.org/accessibleWASHtechnologies

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facilitate self-representation by marginalised people where WaterAid promotes their direct voice and participation in advocacy at local, district and national levels.

One example from Nepal to illustrate this is the response by WaterAid's main partner NEWAH when describing participation of marginalised people in their programming work. Both national and local staff described participation from marginalised people as primarily requesting views from marginalised people in communities as interviewees in design questionnaires plus establishing/enforcing quota female participation quotas on WASH user committees. At national level, NEWAH recognised that they had not yet achieved full meaningful participation from marginalised people in their work and needed to develop approaches further.

There needs to be greater recognition by WaterAid Country Programme staff and its programming partners of the **need to comprehensively include a range of marginalised people in planning processes, and greater investment at baseline work with communities to understand who is living there and what needs to be done to facilitate everyone's inclusion.** The work of WA's 'Undoing Inequity' project in Uganda and Zambia suggest this is possible – but more time by WaterAid staff and partners will need to be invested to allow authentic participation to take place.

Essentially, this work is addressing the empowerment strand of the 'twin-track' approach to inclusive programming. **The 'twin-track' approach to social inclusion is based on a rights-based perspective to actively ensure socially-excluded people are included and benefit equally from all activities**. A two-pronged strategy is adopted. Firstly, **Socially-inclusive work ensures activities, projects and programmes are accessible to and benefit socially-excluded people as equally as others in communitie**s by reducing and eliminating barriers preventing socially-excluded people accessing and participating in work. Secondly **empowerment-specific initiatives are targeted directly at socially-excluded people.** Their purpose is to enable socially-excluded people to equally benefit from all services and work in communities. They are needed because barriers experienced are so deep direct action is needed to help reduce them in addition to generally inclusive work. They are not a substitute for generally socially-inclusive work, but a necessary complementary component to achieve full inclusion. Please see Annex 5 for more information.

The 'empowerment' track is vital to complement the barrier analysis approach 'track' to identify and eliminate barriers to participation in accessing full WASH services. Greater attention and focus on the empowerment strand should see better outcomes for equity and inclusion, consistent with rights based approaches – see Annex 5 for more information.

Participation could be monitored more carefully – WaterAid would benefit from more effectively monitoring who is participating in their programmes. At the moment **it is likely that impact is under-reported in regards to marginalised people** because current monitoring processes focus on gender, self-reported disability (physical) and age. Our findings suggested that disability was substantively under-reported due to lack of clear definition and reliance on people doing data collection

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observing for physical impairments (or relying on household heads to identifying disability). For example there could be a significant number of people with learning disabilities, psycho-social, or sensory impairments who have benefitted from WaterAid's work but who would not be picked up via current methodology. Similarly vulnerabilities such as widows, women heads of households, people with HIV/AIDs, orphans (child-headed households) are not identified and reported on.

To assist with the collection of data about disability the already-recommended use of the Washington Group Short Set of Questions on Disability[15] will assist. These questions have been designed specifically to make the collection of data on disability easier to carry out and are now recommended for use in national censuses as well as for local activities.
Participation in programme activities could be better monitored through using tools already developed for the 'Undoing Inequity' project in Uganda and Zambia – **in particular the 'Participation Ladder'** (see Annex 3). This simple tool was used in both Mali and Nepal community visits by reviewers, and quickly yielded insightful information.

Requiring Country Programmes to provide more information about the impact of their equity and inclusion work in annual reporting would also help monitor participation levels more effectively. Current practice seems to primarily demand narrative description. Nepal and Bangladesh provide data disaggregated by gender, disability and age which is a basis for stronger reporting. The Mali Country Programme reported that if WaterAid demanded more information on how they are impacting on reducing inequality that would help them prioritise resources towards it.

As there were no groups of marginalised people to interview in phase two (except the disability federation in Mali who had some capacity but were unfamiliar with the WASH sector) it was difficult to verify potential capacity issues amongst them. However, it is reasonable to anticipate those issues will be there, and that WaterAid should plan for a strategy to address them, including considering capacity building work as part of the partnership between the groups and WaterAid.

Recommendations from findings on issues three and four

vi) **Clear definition and dissemination is needed of rights-based 'participation'** in WA's work.

vii) WaterAid should recognise the important role of partnerships with groups of marginalised people in achieving rights-based approaches to equity and inclusion work. **WaterAid Country Programmes should support their partners to seek authentic inputs from groups of marginalised people in their programming work, plus credibly partner with groups of marginalised people in their advocacy work** who between them represent a broad range of exclusion issues (including gender, disability, age, ethnicity etc). This should include consideration of accompaniment principles in WA's work with them (see issue six for more information on accompaniment).

[15] See footnote 10 and Annex 4

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viii) WaterAid (PSU) should develop **clear guidance and criteria on how WaterAid Country Programmes chooses strategic partners** to inform and support delivery of equity and inclusion approaches (covering areas including representation, capacity etc), to help ensure consistency across the organisation.

ix) WaterAid (PSU) should support Country Programmes on **guidance with respect to the selection and working with groups of marginalised people for both programming and advocacy purposes**. WaterAid should consider capacity building as an option to offer groups of marginalised people. Guidance should include a section on accompaniment methodologies to achieve their empowerment as this is a missing "strand" of the current approach.

x) WaterAid should **improve monitoring of participation of marginalised people** through a) the use of the Washington Group of questions on disability b) application of the JMP guidelines on individual exclusion factors and c) stronger quantitative requirements for Country Programmes to report on the strategic aim of reducing inequality in its work.

Issue Five: Equity and inclusion focal points: what is their role in Country Programmes, how are they viewed by staff? Are current arrangements functional to achieve equity and inclusion goals?

Phase One found that **more progress has been achieved in Country Programmes with an equity and inclusion focal person/staff post, especially when actively supported by the country representative** and regional office staff. However, many indicated potential dangers in focal points then being viewed as solely responsible for delivering equity and inclusion work - focal points should be guardian/resource points, not the only 'do-ers'.

Phase Two Country Programme findings

All three countries in the phase two review had differing levels of designated human resource support to equity and inclusion. Mali has a full-time post holder, Bangladesh a focal point where it is part of their work, Nepal has an advocacy person covering specific advocacy activities only.

All reviews found that **all equity and inclusion focal points/posts have made a positive difference, but the extent of their effectiveness was found to be mixed**. In all countries **there is a broadly positive environment for equity and inclusion work but not enough formal mandate or resources to comprehensively cover or advance the brief.**

Bangladesh has a new equity and inclusion focal point person. It isn't yet clear where his focal point work functionally 'sits' in the WAB structure – the previous post-holder was widely reported as making significant advances due to a combination of positive senior management support combined with phenomenal personal passion and drive. With so much having depended on the previous focal point's personality and skills, how this will transfer to the new post-holder is not yet tested.

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Nepal has a focal point but she was only briefed to cover specific advocacy issues with respect to disability and had concerns there were higher expectations on her beyond this specific remit by other WAN staff. She was allocated the work by the outgoing Country Representative who had previously covered the equity and inclusion brief. More focused effort seems to have been invested in advocacy level work than programming work in Nepal.

Mali has a full-time post holder who lacked resources or functional day-to-day authority to advance the agenda. There was also a similar experience to Nepal with many of the programme staff assuming the role was an advocacy based one and that equity and inclusion was largely an advocacy issue (although that was not held by the Inclusion Officer himself who was very clear about the practical programme wide nature of equity and inclusion). During the review significant resource limitations in his role emerged, which was addressed with the Country Representative as part of debriefing.

Having a senior champion, an enabling environment and resource prioritisation to support the equity and inclusion approach are all critical to success in addition to equity and inclusion focal points.

Equity and inclusion has to be resourced if it is to be effectively implemented. It is more than an advocacy issue alone. Resourcing for equity and inclusion needs to cover practical inclusion challenges such as additional time, reasonable accommodations, realistic travel costs and the supply of adapted or accessible hardware. Resourcing also includes ensuring staff and partners have the necessary skills, training, tools and support to implement inclusive programmes and that there are ongoing opportunities for skills development.

Building equity and inclusion into all jobs, and having clear accountability threads with appropriate resourcing would help ‘systematise’ the approach (see issue eight on Human Resources). At present, in all three countries the reviewers essentially found commitment to the ideas without full, clear sense of how this would be systematically and practically driven through all WA’s work in country. This means **much effectively relies on individual’s interpretation of the equity and inclusion agenda. More systematisation would help improve outcomes and consistency for WaterAid** in the future.

Recommendations from findings on issue five

xi) ‘Reducing inequality’ is a key strategic aim in the new five year global WaterAid strategy. **Country Programmes need to have a clearer idea on how to systematically and comprehensively resource rights-based equity and inclusion approaches across the full portfolio of their work**. The final ‘look’ of arrangements may differ between Country Programmes, but key features of arrangements should include:

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- Senior management ownership and 'championing' of the overall equity and inclusion agenda. This should be built into WaterAid reporting systems and senior job descriptions.
- Building equity and inclusion into everyone's job description, that they are equipped to deliver and held accountable for.
- Clear roles and responsibilities for the equity and inclusion resource people (whether focal points or full-time post-holders) – built into their job descriptions. If they are not full-time equity and inclusion post-holders their equity and inclusion responsibilities should have equal importance ranking with other activities.
- Appropriate resourcing and materials to enable equity and inclusion work to be adequately supported (e.g. trainings, translation of toolkits etc.).

xii) **Develop an equity and inclusion charter for WaterAid programmes to help raise the priority of equity and inclusion, with programmes signing up to delivering a minimum standard of inclusion**. Country Representatives could sign up to it and report on it to their managers. If there were standards such as these, focal points would have clearer 'hooks' for their role. West Africa region is exploring this possibility as a result of the Mali country review.

Issue Six: In-country advocacy work - what happens? How does it link to programming? Who do WaterAid Country Programmes partner with to deliver it?

Phase one found that **advocacy work on equity and inclusion was embedded internationally as well as nationally in Country Programmes** in WaterAid, with enthusiasm in Country Programmes for advocacy work on equity and inclusion because **it gave WaterAid an important 'niche' and policy influence in a crowded WASH sector**.

Phase two Country Programme findings

There are very significant WASH advocacy opportunities relating to equity and inclusion in Mali, Nepal and Bangladesh. WaterAid is becoming increasingly acknowledged for them in all three countries.

Advocacy work on equity and inclusion is ahead of programming realities on equity and inclusion approaches in all three countries. If this gap remains and/or continues to increase, it poses a reputational risk to WaterAid as it continues to seek greater policy and advocacy impact. Ideally, advocacy work should be based on programming practice and reality – though in practice advocacy often starts ahead of programming delivery. For example, in Nepal there is much clearer understanding of disability inclusion in advocacy work compared to programming because of two disabled consultants who worked on policy and advocacy in the WAN office for a year. The 'cross-over' from Nepal's advocacy work on disability inclusion to programming inclusion has not yet significantly happened. To conceptualise disability inclusion primarily as an advocacy issue is a lost opportunity.

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In Mali too equity and inclusion has been mainly conceptualised as an advocacy issue. WA Bangladesh has sought to capitalise on significant advocacy opportunities at national level, but a gap was identified in interviews on effective advocacy partnerships to achieve it (advocacy work was essentially reported by staff involved as advocacy 'for', rather than advocacy 'with' groups of marginalised people advocating for their own rights and issues in WASH).

Empowering people to claim rights through accompaniment – each Country Programme needs much clearer understanding on how to adopt an accompaniment strategy in its equity and inclusion advocacy work. **Greater direct involvement of marginalised people is needed in WA's advocacy work so that messaging is consistent and in line with the priority issues of marginalised people**. Evidence from phase two suggested most advocacy is 'for' rather than 'with' marginalised people, and is not yet focused on empowering those affected to advocate for themselves.

The selection of partners for advocacy needs strengthening so that WaterAid is giving groups representing marginalised people greater access to decision making forums. WaterAid staff require better understanding of the facilitation of self-representation and promotion of voice and participation of marginalised people in advocacy.

There are some good current opportunities for WAM and WAN to explore/expand this issue more directly – for example WAM are just starting to explore a partnership with the main Disabled People's Organisation federation (FEMAPH) which could lead to good advocacy collaborations, and already have an effective advocacy partnership with CAEPHA and CN-IAPEC (coalitions formed to help excluded people access WASH, focusing mainly on women and remote rural communities) which is having an impact at policy level. WAN have made advocacy progress nationally with the national disability federation. However, the facilitation of self-advocacy is still a relatively new concept and WaterAid have work to do on enabling marginalised people to represent themselves at decision-making level.

Recommendations from findings on issue six

xiii) WaterAid – as a principle - should **consciously seek to either advocate 'with' or empower marginalised people 'to' advocate for their own rights through accompaniment, rather than advocating 'for' them** on their behalf.

xiv) WaterAid should consciously **seek not to further increase the gap between advocacy practice and programming reality on equity and inclusion approaches**, to mitigate reputational risk to the organisations. **Investment into advancing programming practice needs to at least match investment to advocacy work** on equity and inclusion issues.

xv) **Advocacy should be more directly evidenced to programming based achievements.** Action research in communities – utilising communities and representative groups of marginalised people to research barriers faced in accessing/participating in WASH services and implementation of policies – could be

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a fruitful method to address this. Action research can yield good data and help build the capacity of marginalised people, increases their confidence and challenge attitudes and beliefs within communities. Those in decision-making positions often respond well to evidence of the scale and nature of the issues raised when researched and presented by those most directly affected.[16]

Issue Seven: Documents and toolkits provided by the Programme Support Unit, WaterAid London: What has been useful/not useful? What has been modified/developed upon in country? What needs to be provided to support better programming work? Any gaps in current toolkits? Any need for new toolkits?

Phase One found that **staff found it helpful to have a separate 'Equity and Inclusion' framework document, although its minimum standards were regarded largely as aspirational**. Mainstreaming principles into all WaterAid framework documents was seen as important. **Staff valued highly practical training which was conceptually clear and easy to replicate** (for example the 2010-2 WEDC training and materials). Some Country Programmes reported lack of local contextualisation/translation as a barrier to making full use of them.

Phase Two Country Programme findings

Highly practical, directly relevant toolkits were ones staff most used and valued. Two examples given were the recent Nepal post-2015 briefings (this isn't a PSU publication) and the new compendium of accessible technologies. The new compendium of accessible technologies publication was universally well-received by staff, partners and community stakeholders (Government and community members) in Nepal – the pictures, functional use and limited, relevant text were well-liked. Achieving this 'feel' for future programming toolkits would work well. **Toolkits that are viewed as too 'wordy' or not directly relevant are not used**, but regarded as "nice to haves". Picture-based resources with fewer words are more popular.

The **'Participation Ladder'' tool** (see Annex 3) from the 'Undoing Inequity' project work in Uganda and Zambia was tested out in Mali (with individuals) and Nepal (in a women's focus group) on community visits. It **worked very well** in both contexts – it uses simple ideas that yielded rich discussion and results. The '**accessibility and safety audit**' tool was also used on community visits in both countries to great effect and confirms findings elsewhere of its value as a useful, practical tool for WaterAid staff and partners.

[16] L. Wapling, E. Challenger, E. Cole, R. Lang, M. Kett, N. Groce (2013) Research toolkit for Disabled People's Organisations: How to undertake and use applied research. Leonard Cheshire Disability and Inclusive Development Centre, UCL www.ucl.ac.uk/lc-ccr; L. Wapling, (2011) "Research: Epilepsy in Malawi. Report for Federation of Disability Organisation in Malawi in Partnership with Sue Rider Foundation in Malawi". **Working Paper 15** Leonard Cheshire Disability and Inclusive Development Centre working paper series no. 15. London: LCDIDC. http://www.ucl.ac.uk/lc-ccr/centrepublications/workingpapers

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In West Africa, **lack of timely translation into French of key PSU equity and inclusion resources has hampered advancement**. Planning simultaneous translation of all resources into WaterAid major languages is important.

The Equity and inclusion framework is **generically valued** by staff in all three countries **but viewed as an occasional reference point to check plans– its minimum standards are not effectively guiding practice.** A trend was observed by reviewers that **it seems better known and more greatly used by advocacy staff** (who showed more enthusiasm for it than programming staff). All staff interviewed wanted to maintain a separate equity and inclusion framework but also build principles into all the other frameworks, especially the ones they use most (this has already started happening for examples in the sustainability framework).

Need identified for comprehensive training package on equity and inclusion to equip WaterAid staff and partners - Although there are a number of different publications (that have different usage/relevance in countries) there is not yet a fully cohesive equity and inclusion training/toolkit package that can be delivered to staff. PSU have invested in some valuable training courses already including 'Play your Part' and the WEDC's online training resource.[17] To bring consistency across WaterAid **investment in bringing together 'the best of' what has been developed should be made, plus additional resource investment to fill knowledge/skill gaps to fit with the emerging Equity and Inclusion Approach**. It may also be useful to review what has already been developed to ensure it fits with future equity and inclusion approaches (for example the use of the JMP checklist of individual exclusion factors). The training package doesn't need to be lengthy or full of lots of different tools – simplicity of presentation and understanding of core concepts is the key.

Information, toolkits and training need to have clear training and dissemination pathways in their DNA to ensure clarity of understanding and subsequent use. If people don't understand or absorb key toolkits and frameworks, they will not be implemented. Refresher training is likely to be needed periodically because concepts are not always straightforward and can easily be misinterpreted.

The Mali review reported discernible **frustration by West Africa staff that they were unaware of what was happening in other WaterAid countries that could be useful and benefit them**, for example the findings and outputs of the Undoing Inequity work in Uganda and Zambia. Having a plan to stimulate cross-organisational learning will help share and embed best practice.

More work could be done to **formalise and document accessible designs of WASH facilities**. Nepal has a document used for advocacy purposes but staff and partners liked the look and feel of the new 'compendium of accessible technologies'. It could be possible for each Country Programme to use this as a template for in-country versions, including specific local accessible designs. Mali already has a set

[17] 'Play your Part', equity and inclusion awareness raising training; and WEDC training materials on equity and inclusion

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of template accessible designs which it is implementing as a standardised approach. This learning could usefully be shared with other Country Programmes.

Recommendations from findings on issue seven

xvi) **All toolkits and publications should aim for highly practical use and simplicity in approach, with clearly defined audiences for each publication** to ensure each and every one has the highest relevance possible.

xvii) **All PSU publications should be simultaneously translated into significant WaterAid languages** (French for West Africa) and disseminated concurrently with any English versions to achieve instant high impact. WaterAid could also look at sourcing more resources that are in French.

xviii) **PSU should consider putting together a comprehensive training package for WaterAid's equity and inclusion approach** (we suggest matching it to the main areas of the emerging Theory of Change). **The training package should be delivered initially to key equity and inclusion focal point persons in Country Programmes** (plus other core staff) **plus regional support staff** so they are equipped to support Country Programmes deliver equity and inclusion agendas

ixx) A separate '**Equity and Inclusion' framework should be retained and updated**, making appropriate revisions to clarify staff understanding and strengthen practice. This would be timely to fit with the new global WaterAid strategy. Making its content and minimum inclusion recommendations "tighter" and more directly useful to programming staff, along with a clear dissemination plan, should enhance take-up of content.

xx) Key points from the equity and inclusion framework should be systematically incorporated into the main text of all other frameworks in WaterAid.

xxi) All Country Programmes should identify contextualisation and local language needs for the framework and other key equity and inclusion documents, and plan for local language versions of documents. This will have resourcing implications.

xxii) **Each Country Programme should agree and finalise standard universal designs for accessible water provision and sanitation facilities** for programming purposes and use in advocacy work.

Issue Eight: Human Resources - how inclusive are WaterAid's in-country Human Resource policies and practices?

How are WaterAid staff (both those from marginalised groups and those who are not) inducted/supported to ensure the staff from marginalised groups can perform properly in their WaterAid staff roles? What measures are in place to ensure the needs of all staff (for example people with different impairments) are accommodated?

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Phase one found that **Human Resources play a central role in delivering equity and inclusion approaches**. To progress mainstreaming further, WaterAid needed to engage more with Human Resource issues and implications because equity and inclusion approaches will only be as effective as the staff WaterAid employ to deliver them. Minimum expectations of staff on applying equity and inclusion principles were required. **Recruiting more people from marginalised groups as staff would help** increase direct understanding of **equity and inclusion issues**, accelerate progress and demonstrate WaterAid's credible delivery on its equity and inclusion commitments – but only if the organisational culture and job structure allow authentic inclusion.

Phase two Country Programme findings

Gender - Nepal and Bangladesh both had **evidence of some female-friendly staff policies** (for example in Bangladesh mothers with young children can travel with them to community visits). Nepal has just appointed its first two female Senior Management Team members including the new Country Representative, both with prior strong gender experience. However, there were **still some challenges reported in recruiting and retaining women in key roles**. One Country Programme felt it was a 'victim of its own success' as the opportunities WaterAid facilitated for women essentially acted as a launch-pad to employment in higher paying organisations.

In Mali evidence was not strong on gender inclusion in WaterAid staff. They only had two female staff, the reason cited was there are not enough properly qualified women in Mali to take up positions at WaterAid.

WaterAid does not always facilitate staff to practice policies it promotes in its work – for example in Nepal exclusive breastfeeding is promoted in programming for new mothers for six months, but female staff currently have to return from maternity leave after three months so WaterAid staff who are new mothers cannot practice it themselves. Credibility of practice amongst staff should be an important principle for WaterAid to aspire to on equity and inclusion approaches.
Physical accessibility of offices: there is **critical need for improvement on physical and communication accessibility in the WaterAid Country Programme offices** reviewed. Some awareness has been raised - for example Nepal installed a disability-accessible toilet when it employed two disabled consultants who could not use existing facilities.

Currently the Mali office is highly inaccessible to people with limited mobility and there are no accessible toilets. There are no materials available for people with visual impairments (there were plans to do some documents in Braille but that was never implemented) and no computer software for assisting visually impaired people to use computers despite having recently had an intern with a visual impairment (he brought his own equipment). Documents are not produced in easy read formats. Programme officers do not routinely consider access needs when setting up meetings or training.

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Country Programmes are broadly (but not perhaps specifically) aware they need to improve their physical accessibility and inclusiveness as employers. For example Mali and Nepal are both currently looking for new premises with a view to improving physical accessibility of its buildings and facilities.
Recruitment processes and job structure: Mali, Bangladesh and Nepal state on job adverts they encourage women and disabled people to apply. Nepal has started actively disseminating their job adverts to the national disability federation to encourage applicants. However, all countries reported that **disabled people are not applying for posts, and they generally don't receive sufficient calibre of female applicants either**. This needs further investigation – the Nepal Human Resources Manager has started considering the disability issue and is taking action.

Reviewers had discussions in Nepal (where the new HR manager is very keen to see WaterAid been more inclusive in structure and practice) and Mali on the benefits of flexibility in defining job structure to be accessible to a wider range of people. Greater flexibility in job structure is the starting point of WA's posts being more inclusive.

Another area is to **build in accountability for all staff in implementing equity and inclusion values and standards WaterAid seeks to implement in its work** – all job descriptions should have both generic and post-specific items that staff are held accountable for in appraisal processes. Staff require both practical support and permission to implement these job description items on an equal footing with other items they are held accountable for their posts.

Resourcing for inclusion: WaterAid should **plan to allocate resources** to cover adaptions (such as computer software, sign language interpreters, personal assistants etc.) as well as rent implications for working in accessible premises.

Curious paradox of disability inclusion in WaterAid staff: in both Nepal and Mali an interesting paradox was observed by reviewers. In Nepal despite two disabled consultants working in WAN for a year on advocacy campaigns there was no clear evidence it led to significantly changed disability-inclusive programming practice, despite the key resource they represented. Similarly, in Mali an intern with a visual impairment was recruited but it did not translated into planning for WAM's information/awareness raising materials and training to be generally accessible to visually impaired people. Both examples indicated **WaterAid has viewed disability inclusion in its staff as specific instances to 'problem-solve' targeted activities, rather than consideration of general disability-inclusive practice across the Country Programme**.

Recommendations from findings on issue eight

xxiii) All WaterAid Country Programmes should view **human resource recruitment/ support as a key methodology in delivering its equity and inclusion** approaches.

xxiv) **More staff from marginalised groups should be encouraged to apply** for WaterAid staff roles. Consideration is needed on how to make organisational high

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workload culture and job structure more inclusive to people from marginalised groups.

xxv) Induction for new staff in Country Programmes should ensure they are familiar with equity and inclusion frameworks and practical approaches. Current staff should receive equity and inclusion awareness training.

xxvi) **All Country Programme staff should have equity and inclusion items in their job descriptions – both generic and job-specific – and performance against them assessed** as part of the annual appraisal process.

xxvii) **All WaterAid Country Programmes should conduct accessibility audits of offices and programmes** and carry out disability awareness training so all staff feel confident to engage with disabled people.

xxviii) To be able to adequately support greater focus on reducing inequality in WaterAid, **more central resource may be needed to help facilitate equity and inclusion approaches** – the current 1.5 staff members in post are already stretched and the new strategic aim should demand much more input in order to achieve it

Theory of Change for WaterAid's Equity and Inclusion Approach – process and findings to date

A key feature of phase two of the equity and inclusion review process was to assist WaterAid to learn from its recent experience of implementing equity and inclusion approaches and to see if the development of a Theory of Change could improve and enhance its potential effectiveness.

Creating an Equity and Inclusion Approach using Theory of Change methodologies ideally involves the active participation of key programme stakeholders in a critical inquiry-type process that tests assumptions around the relationships between programme activities and outcomes and identifies key factors in generating success. Going through a Theory of Change process in Mali therefore offered the opportunity for the review to help WaterAid identify key lessons around the type of intervention pathways that WAM programmes consider to be successful and also to give specific opportunity to reflect on and improve strategies with regards to equity and inclusion.

The process was initiated via a self-reflection process whereby programmes were supported to conduct workshops involving a selection of key WaterAid staff and partners prior to in-country review visits. The workshop was designed to include sessions which focused on: a visioning exercise to try and determine the long-term objective of their equity and inclusion work; a reflection session to identify what achievements have been made so far in their equity and inclusion work; and a programming session which focused on determining what specific actions enabled them to achieve the positive changes identified.

This information was then used by the review team in Mali to guide the focus of the in-country inquiry process. The UK reviewer used the ideas presented from the self-reflection process to challenge the Mali team on the assumptions behind their equity

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and inclusion work and pushed them to reflect more critically on the way change happens at different levels. During community visits the ideas were also tested on key stakeholders so that by the end of the visit there were some clear themes emerging.

The final part of the Theory of Change process involved the UK reviewer working intensively with the WAM Rights, Equity and Inclusion Officer and the Coordinator from the West Africa Regional Learning Centre to develop a process map to illustrate the changes they want to achieve as a result of their equity and inclusion work. What resulted was a potential *approach* for WAM's equity and inclusion work.

In Nepal the Equity and Inclusion Approach developed by WaterAid Mali was tested against the reviewers' observations and finding with a view to understanding if this could be applied to WaterAid programmes more generally. Only minor modifications were made and the main premises were concluded to be broadly valid in the Nepal context. This suggests that the proposed equity and inclusion approach could be widely applicable across WaterAid Country Programmes. The resulting equity and inclusion approach is described below.

Proposed WaterAid Equity and Inclusion Approach for a rights-based approach to the provision of inclusive and sustainable WASH

Narrative

WaterAid believe that equity and inclusion are central to the promotion of sustainable WASH services. All members of the community should have access to safe water, hygiene and sanitation regardless of where they live or what their status is in society. Women, children, older people, people with disabilities, people living with long-term ill-health, or those living in difficult circumstances (such as in prison or in refugee camps) can all experience barriers to WASH services.

A lack of access to safe water, hygiene and sanitation causes persistent ill-health (especially among children), increases the time it takes to carry out basic tasks like cooking, and contributes to the degradation of the environment.

By ensuring that all members of the community are aware of their rights to access and benefit from WASH services and by supporting them to build and maintain accessible facilities, WaterAid Mali contribute to the economic and social development of communities.

Vision

Communities where WASH services are inclusive and sustainable.

Pathways to success

To succeed in this vision requires that the rights holders (community members) and the duty bearers (WASH service decision-makers at national and local level) are aware of the rights frameworks that govern the provision of WASH services and

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have an understanding that some members of society face greater barriers to accessing services than others.
That means working with communities and vulnerable people to increase their capacity to claim rights whilst at the same time assisting duty bearers to understand their obligations in the provision of inclusive WASH services. Ultimately communities should be able to identify who is most vulnerable and facilitate their inclusion in WASH activities. Key decision making forums such as water management committees should be made up of a wide representation of people who face varying degrees of barriers in accessing WASH. That will ensure that decisions around WASH services take into account the needs of different people. Those who are vulnerable should be aware that they have rights to access WASH services and that they can work with communities to ensure they are fulfilled.

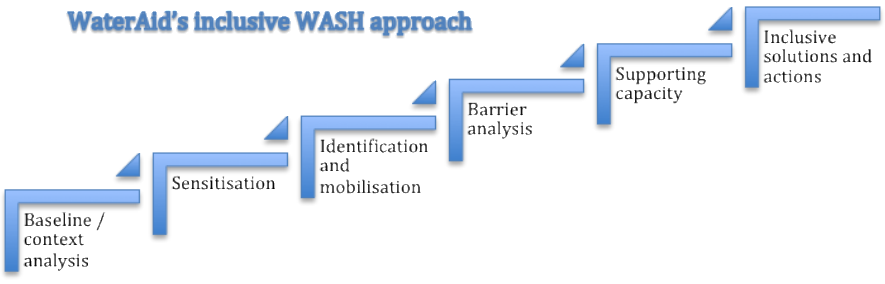
It also requires working with duty bearers – with local and national level WASH sector representatives. Firstly to ensure they are aware of their responsibilities towards the provision of accessible WASH services; and secondly to support them to develop the necessary policy, implementation and monitoring strategies needed to bring about inclusive WASH services.

In support of these changes WaterAid will focus its activities in two key areas:

1. Strengthening partners' capacity to work with communities to implement inclusive WASH:

- Partners will be supported to develop their understanding and knowledge of the rights frameworks that govern WASH services through training. With initial support from WaterAid (where needed), partners will gain the language/concepts, tools and resources to be able to identify and work with vulnerable people; to design and construct accessible facilities and to monitor the level of participation of vulnerable people in meetings and decision-making forums.
- Once partners have identified and are engaged with vulnerable people they will work with them and the local communities to design and construct appropriate facilities.

To facilitate the process of inclusive community work WaterAid have established an effective inclusive WASH approach, illustrated below:



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2. Promoting evidence based advocacy at local and national level amongst WASH stakeholders:

- WaterAid will develop its capacity to collect and monitor data around barriers to WASH services faced by vulnerable people in supported communities.
- WaterAid will support partners to work with communities to use the evidence collected to advocate for inclusive WASH facilities with local level WASH sector representatives.
- WaterAid will work with other WASH sector agencies to bring evidence to national level representatives of the need for inclusive WASH.
- WaterAid will encourage other civil society organisations, such as those representing people with disabilities, women, children etc to join in advocating for inclusive WASH.

It is recommended by reviewers that WaterAid takes this Equity and Inclusion Approach developed during phase two of the equity and inclusion review as its starting point – not its final version. WaterAid needs to take ownership of the Equity and Inclusion Approach, test it out and verify if it is applicable across the range of its work. That will provide a confident basis for the organisation to move forward and know what is needed to efficiently deliver good equity and inclusion.

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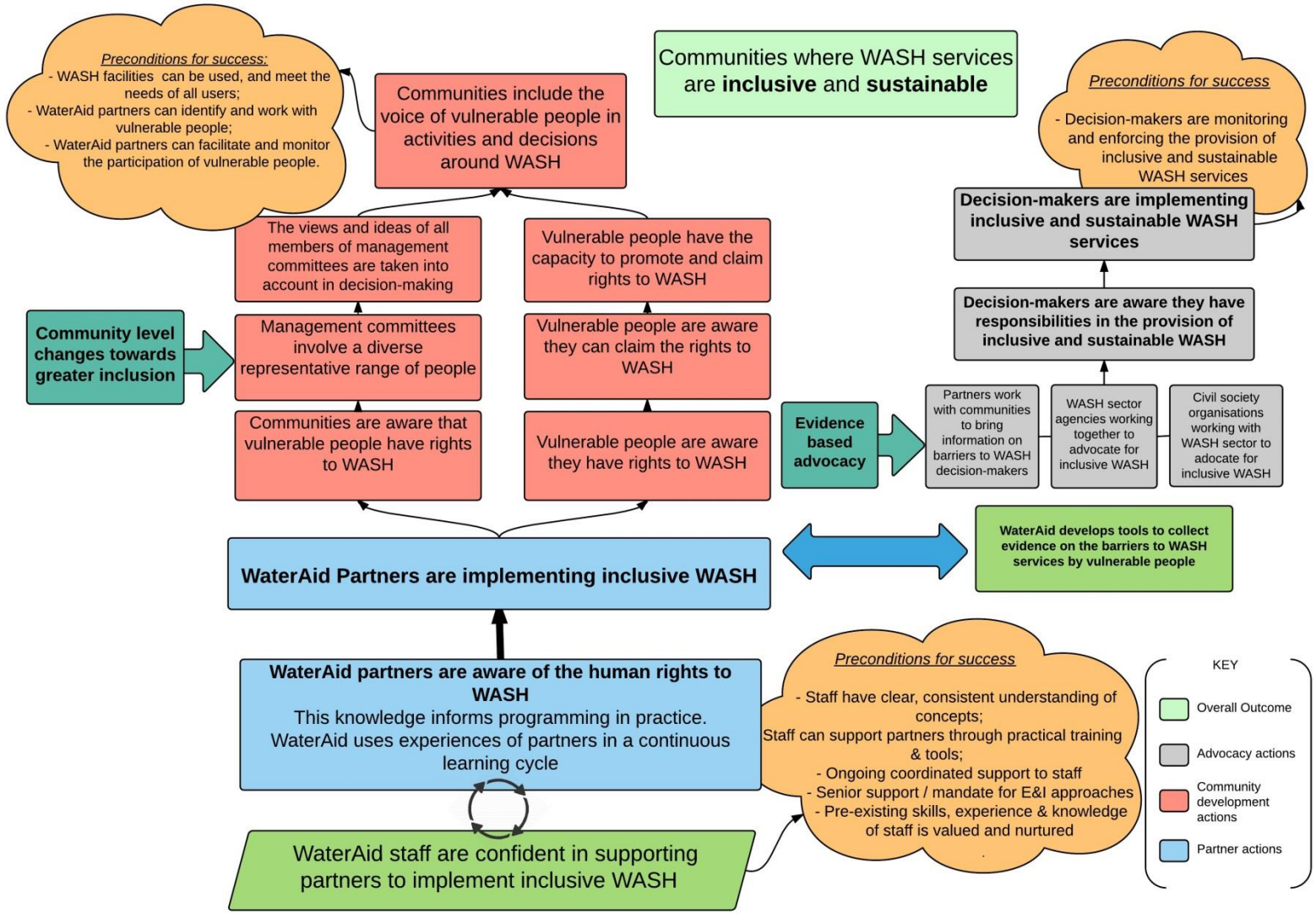

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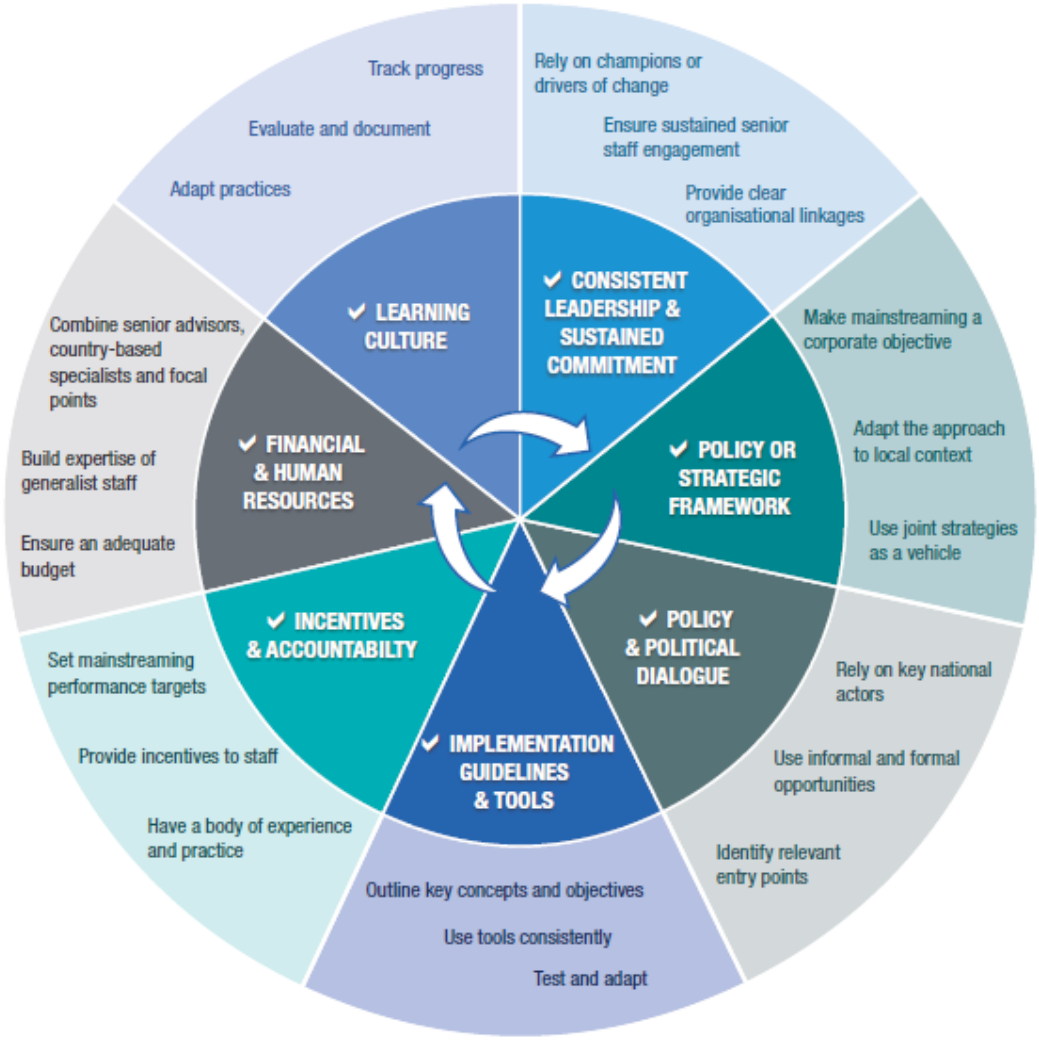
Annex 1: Diagram illustrating key lessons and activities to mainstream a cross-cutting issue into an organisation.

(from OECD 'Mainstreaming cross-cutting issues: 7 lessons from DAC countries')

Figure 1. **Mainstreaming cross-cutting issues**



Accessed from:
http://www.oecd.org/dac/peer-reviews/Final%20publication%20version%20of%20the%207%20Lessons%20mainstreaming%20cross%20cutting%20issues.pdf

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Annex 2: Issues arising from WaterAid equity and inclusion phase one review to explore in more depth with country programmes during phase two visits.

Sue Coe and Lorraine Wapling, 21 September 2014.

Eight issues were documented in the phase one equity and inclusion review report as meriting further investigation during country programme visits in phase two. At the same time as helping each country programme review its approach to equity and inclusion (through the development of a 'Theory of Change' for equity and inclusion work), we will also investigate these eight issues to produce recommendations to strengthen and improve future equity and inclusion work in WaterAid.

Methodologies to be used for investigation the eight issues are key informant interviews and focus group discussions. Both will be semi-structured and based on the questions outlined below.

People to be included in key informant interviews and focus group discussions should be determined by relevant country programme staff in agreement with Programme Support Unit staff (Louisa Gosling and Jane Wilbur) in London. We strongly recommend including a mixture of WaterAid staff, their partners and interested local stakeholders (including government representatives, groups of marginalised people, community members and other NGOs in operational areas).

1. **Extending responses to barrier analysis** beyond just environmental barrier work. In phase one many WaterAid staff thought achieving access to WASH facilities represented full inclusion.
    - What do WaterAid staff and partners in the country programme believe full inclusion means? Does it concur with the finding of phase one that at present it ends with addressing environmental barriers alone?
    - How do country programmes and partners assess and decide what to do? – what do they ask, who do they involve, what decisions have been made on how to respond? (so look at analysis tools, staff understanding of concepts, vulnerability and planning assessment processes)

2. Examine if **gender issues** are systematically addressed in equity and inclusion work.
    - What is the situation in the country programme re. its work and practices?
    - If gender issues are not being systematically addressed, is it because the country programme focuses totally on marginalised **groups**, without considering gender implications in everything they do with respect to marginalisation?

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- Are there other reasons accounting for lack of attention to gender issues which might need addressing (e.g. lack of staff understanding, lack of practical prioritisation)?
- Should WaterAid seek to introduce minimum inclusion standards of the **individual** exclusion factors of gender, disability, age (older and children) and chronic illness - as the organisation is advocating for through its work on the Working Group on Equity and Non-Discrimination under the Joint Monitoring Programme Process (JMP) for drinking water and sanitation on post-2015 global monitoring of WASH in UNICEF and WHO? [18]

3. WaterAid's **partners** in country:
    - Who are they?
    - What category of partner (three types) is each one as per phase one report definitions?[19]
    - How are they i. selected and ii. supported on equity and inclusion approaches by WaterAid's country programme staff?
    - Type 1: traditional service delivery partners - what factors lead them to apply equity and inclusion principles – or not?
    - Type 2: strategic support partners – which organisations/groups does WaterAid ask to support them in delivering equity and inclusion principles in its work? How much much does their work help WaterAid strengthen its equity and inclusion work?
    - Type 3: groups of marginalised peoples – who are WaterAid (directly) and WaterAid's service delivery partners (type 1) partnering with from type 3 partners? How well are these partnerships working? Why/why not?
    - What are WaterAid's partners' understanding of key concepts such as rights, inclusion, participation, vulnerability, disability etc? How confident are they at delivering participatory programmes? What is their relationship like with communities? Is WaterAid aware of their capacity?

4. How can WaterAid improve the **participation** of marginalised people in defining work, facilitating their total inclusion in WASH programmes, not just giving access to WASH services?[20]
    - Who defines the marginalised groups/people WaterAid should work with in the country programme – what process was used to define this?
    - What do you think the current situation of the direct involvement and participation of marginalised people in WaterAid is – how much do you think they are participating? Are there examples of participation/non-participation?

[18] http://www.wssinfo.org/fileadmin/user_upload/resources/JMP-END-WG-Summary-2-pager.pdf
[19] See p.28-30 of phase one report – Type 1 (traditional service delivery), Type 2 (strategic support), Type 3 (groups of marginalised people) – see footnote 5
[20] See p.31 of phase one report for more details – see footnote 5

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- How can WaterAid improve the participation of marginalised people in defining its work?
- What methods does WaterAid use to measure participation by people in communities in its work? How is participation monitored and recorded?

5. Equity and inclusion **focal points**:
   - Does the country programme have one? How do they operate in practice? Do they have authority to influence programme/organisational work?
     - Are they seen in the country programme as a necessary resource to deliver equity and inclusion approaches?
     - Are the focal points expected to deliver the equity and inclusion approach – i.e. staff delegating all responsibility for equity and inclusion on them? Or are they seen as equipping/support/resource points?
     - How are focal points managed? Who do they report to? Is the role formalised in their contract? How is their equity and inclusion role monitored?
     - Phase one reported that countries without focal points wanted them, but that most staff in the country programmes who had focal points tended to delegate all responsibilities to the individual focal point - what would a balanced approach look like?

6. In-country **advocacy work**:
   - What does the country programme do in its advocacy work on equity and inclusion?
   - How does it link to programming?
   - At what levels – district, regional, national?
   - Who does WaterAid partner with to deliver it?

7. **Documents and toolkits** provided by the Programme Support Unit, WaterAid London:
   - What is used that has been provided by PSU in WaterAid, London?
   - What has been modified/developed in county? How? Why?
   - What is most useful?
   - What needs to be provided to support better programming work? Any gaps in current toolkits? Any need for new toolkits?

8. **Human Resources:**
   - How inclusive are WaterAid's in country HR practices?
   - Are jobs structured so everyone can apply? (NB in Ethiopia disabled people have turned down job offers as they felt they couldn't achieve what was being asked)
   - How are staff recruited? What channels – are they inclusive?

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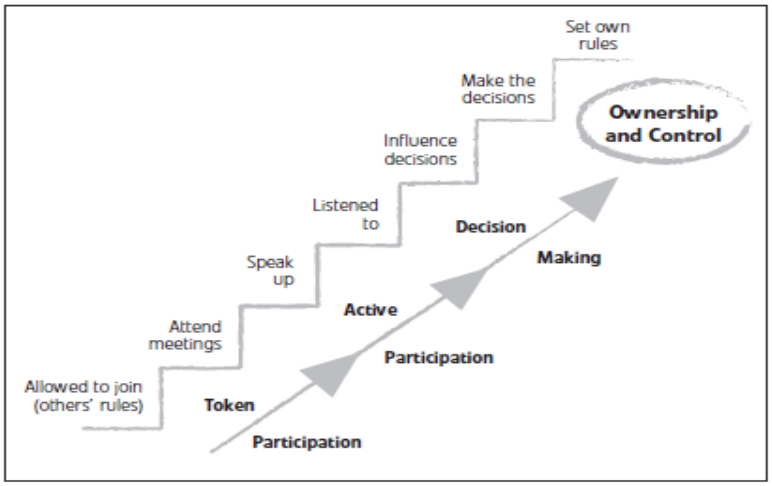
- Who applies? Are records kept on who applies? How many staff from marginalised groups? If a low number - why?
- How are WaterAid staff (both those from marginalised groups and those who are not) inducted/supported to ensure the staff from marginalised groups can perform properly in their WaterAid staff roles?
- What measures are in place to ensure the needs of all staff (for example people with different impairments) are accommodated?

Annex 3: 'Participation ladder' tool

Title: Tool 3 Participation Ladder
Aim: To monitor how effectively various groups feel like they are participating and involve in decision-making. The visual aid illustrates the different levels of participation. The diagram is to help the person carrying out the interview to assess where the person is on the participation ladder.
Who: WaterAid CP
Frequency: Quarterly, select a few households
When: Information will be collected by carrying out a series of qualitative questions at the household level with the sample identified in each quarter.



Levels

Level 0: Token participation

Level 1: Active participation

Level 2: Decision making

Level 3: Ownership and control

Definitions:

- **Allowed to join:** The respondent received an invite to the community meeting
- **Attend meetings:** The respondent physically attended the meeting, training or consultation
- **Speak up:** The respondent raised issues/concerns/questions if they had any
- **Listened to:** The respondent feels that he/she was listened with attention by the rest of the participants and that her/his issue/concern/question was understood.
- **Influence decisions:** A decision was made that addressed or responded to a issue/concern/question of the respondent
- **Make decisions**: The respondent was able to make a decision him/herself or vote to approve or reject a group decisions.

A1 Date:	Vulnerability class	**L1 District /L2 sub county or Ward / L3 Village (state all):**
P1 Gender	**P2 Disabled** ☐ **P3 Chronically ill** ☐ **P3 Older** ☐	

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	P4 Child (≤ 18) ☐ **P5 No vulnerability** ☐	
Q1 Response to question 1: Are you always invited to participate in community meetings?		
Q2 Response to question 2: How do you feel about your participation during the community meetings?		
Q3 Response to question 3: Are you given the chance to express yourself in the meeting?		
Q4 Response to question 4: If yes, do you feel your ideas, opinions are considered?		
Q5 Response to question 5: What results or actions can you attribute to your input during the village meetings?		
PL1 Using the participation ladder describe which level of participation matches your experiences in community activities		
PL2 What activities have you take part in recently?		
PL3 Using the participation ladder describe which level of participation matches your experiences for participation in HH level WASH activities		
PL4 What WASH activities have you take part in recently?		

Notes on completing the form

- You do not need to record the impairment type (e.g. blindness, deafness, wheelchair user). You only need to tick if the person is disabled.
- Definition of chronically illness: a chronic condition is a health condition or disease that is persistent, lasting more than three months. Common chronic diseases include arthritis, asthma, cancer, lung disease, diabetes and HIV and AIDS.

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Annex 4: Washington Group short set of disability questions

http://www.cdc.gov/nchs/washington_group/wg_questions.htm

Census Questions on Disability Endorsed by the Washington Group

Introductory phrase:
The next questions ask about difficulties you may have doing certain activities because of a HEALTH PROBLEM.

1. Do you have difficulty seeing, even if wearing glasses?
    a. No - no difficulty
    b. Yes – some difficulty
    c. Yes – a lot of difficulty
    d. Cannot do at all

2. Do you have difficulty hearing, even if using a hearing aid?
    a. No- no difficulty
    b. Yes – some difficulty
    c. Yes – a lot of difficulty
    d. Cannot do at all

3. Do you have difficulty walking or climbing steps?
    a. No- no difficulty
    b. Yes – some difficulty
    c. Yes – a lot of difficulty
    d. Cannot do at all

4. Do you have difficulty remembering or concentrating?
    a. No – no difficulty
    b. Yes – some difficulty
    c. Yes – a lot of difficulty
    d. Cannot do at all

5. Do you have difficulty (with self-care such as) washing all over or dressing?
    a. No – no difficulty
    b. Yes – some difficulty
    c. Yes – a lot of difficulty
    d. Cannot do at all

6. Using your usual (customary) language, do you have difficulty communicating, for example understanding or being understood?
    a. No – no difficulty
    b. Yes – some difficulty
    c. Yes – a lot of difficulty
    d. Cannot do at all

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Annex 5: 'Twin-track' programming approach to achieving equity and inclusion goals

Definition of socially- inclusive programming (mainstreaming)
People facing social exclusion are included in a wider programme targeting a sector, issue or location. Inclusive programmes will actively ensure socially-excluded people can access, participate in and benefit equally from all development initiatives.[21]

Social Inclusion and the Twin-Track Approach
This perspective (which is social model/rights-based) actively ensures socially-excluded people are included and benefit equally from all activities. A two-pronged strategy is needed to achieve this, often referred to as the **Twin-Track Approach**.

Socially-inclusive work - ensures activities, projects and programmes are accessible to and benefit socially-excluded people **as equally** as others in communities by reducing and eliminating barriers preventing socially-excluded people accessing and participating in work.

Empowerment-specific initiatives are targeted directly at socially-excluded people. Their purpose is to enable socially-excluded people to equally benefit from all services and work in communities. They are needed because barriers experienced are so deep direct action is needed to help reduce them in addition to generally inclusive work. Examples are capacity development of groups of marginalised people (for example, Disabled People's Organisations (DPOs). They are not a substitute for generally socially-inclusive work, but a necessary complementary component to achieve full inclusion.

[21] Ausaid "Development for All" strategy, 2010

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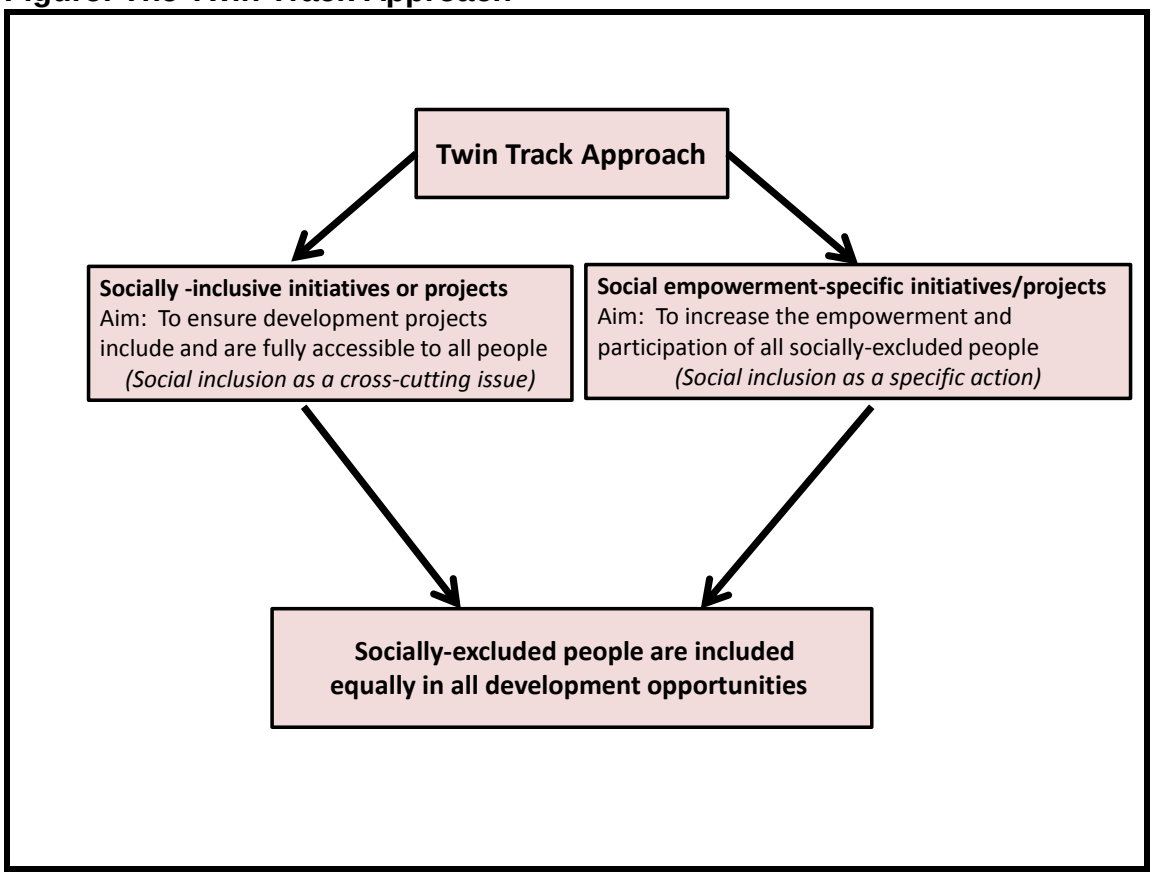
Figure: The Twin Track Approach[22]



[22] Source: Adapted from Make Development Inclusive: How to include the perspective of people with disabilities in project cycle management guidelines of the EC. Concepts and Principles, p.24

http://www.make-development-inclusive.org/index.php?wid=1024

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Annex 6: 'Theory of change' briefing to Country Programmes pre-visit

Self-reflection process: establishing the Theory of Change for equity and inclusion in WaterAid's country programmes

Background

In June 2014 a two-phase externally-led process was commissioned by the Programme Support Unit in London to review the relevance and effectiveness the six year substantive investment into equity and inclusion work in WaterAid's work globally.

Phase one of the work was a review of key literature (29 documents) and interviews with 15 staff across WaterAid and one external person (at WEDC) in July 2014. A report of phase one findings and recommendations was presented to WaterAid staff in London and approved in August 2014.

Phase two of the review of WaterAid's equity and inclusion work is to look at the relevance and effectiveness of equity and inclusion approaches and activities in specific country programmes. The aim is to learn best practice to share (in the country, across WaterAid and externally) and make recommendations to further strengthen and improve equity and inclusion practice. The process of phase two is as important as the outcome findings – in order to support country programme staff in further strengthening their equity and inclusion work.

Overview – identifying WaterAid country programme's Theory of Change for equity and inclusion for verification and testing

This part of the phase two equity and inclusion country programme review process is designed to give WaterAid country programme staff[23] the opportunity to reflect critically on what they have achieved so far with their equity and inclusion work.

This practical approach will enable WaterAid to:

- Gather important evidence on what results their equity and inclusion work has achieved.
- Start a process of developing a robust theory of change which will help define and guide work in the future.

[23] Staff to be involved in the process to be agreed by the country programme director and PSU staff (Louisa Gosling, Jane Wilbur) in London

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Recording your results from the self-reflection process to create a Theory of Change for equity and inclusion work in WaterAid's country programme.

Stage 1: Identifying the long term equity and inclusion goals

What does equity and inclusion look like in your programme?

- Please state specifically what your goals are for equity and inclusion in your country programme:

- Group the pieces of paper according to goals that are focused on the following categories:
    - Internal **WaterAid processes** (e.g. human resources, staff knowledge, implementation practices);
    - **Partner capacity** (e.g. their human resources, staff knowledge, implementation practices);
    - **Community based outcomes** (e.g. the changes expected as a result of WA's interventions).

Stage 2: Identification of results

List down all of the changes/results that have been generated through your discussions (please note, these results should reflect the discussion and not be a list of results from project monitoring work because you want to ensure you account for any unanticipated changes).

Group these results into:

- Results that reflect changes to internal **WaterAid processes** (e.g. human resources, staff knowledge, implementation practices);
- Results that reflect changes in **partner capacity** (e.g. their human resources, staff knowledge, implementation practices);
- Results that reflect **community based outcomes** (e.g. the changes expected as a result of WA's interventions).

Stage 3: Identifying successful inputs

List down all of the inputs that you identified as being used to help facilitate change

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Phase two consists of four stages (Table 1).

Table 1. Overview of stages				
Stage	**Purpose**	**Question to answer**	**Method/s and outputs**	**Timings**
One	Identification of the long term E&I goals	What does E&I look like for your CP?	Method: participatory self-reflection meeting (WaterAid CP staff – and partners if appropriate) Output: document capturing discussion points.	One day to cover stages 1-3
Two	Identification of results	What are all the positive changes have resulted (directly or indirectly) from your E&I work?		
Three	Identification of inputs	What did WaterAid do to help create these changes?		
Four	Examine the emerging E&I theory of change with WaterAid staff, partners and communities	What is the most effective approach to achieve E&I in the CP?	Methods: external reviewers visit; one day workshop; field visits; stakeholder meetings Output: report	Two week visit

The self-reflection process focuses on the key questions: what happened, why, and how?

It is important WaterAid staff implement and completely document results from **stages one**, **two** and **three** of the self-reflection process at least two weeks before the external reviewer[24] arrives.

In a workshop at the start of the external reviewer's visit, the external reviewer will work with you on **stage four** using the information produced from stages one to three, through the process of a day-long workshop involving key stakeholders you identify should participate.

The subsequent focus of the in-county review process will be to critically examine the emerging theory of change on equity and inclusion with WaterAid's country programme staff, partners and communities and together determine the most effective approach to achieve equity and inclusion is WaterAid's work in-country.

The in-country review process includes testing:-

- The logic of the theory of change
- Its underlying assumptions
- The effects of context
- Its likely success in the field

[24] Lorraine Wapling for Mali, Sue Coe for Bangladesh

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Testing of the initial theory of change developed with WaterAid country programme staff will happen during field visits after the initial in-country workshop when assumptions, context and viability will be verified with selected communities and partners in a “case study” approach.

Introduction

The self-reflection process is a participatory methodology which ideally should involve a range of WaterAid staff (e.g. management, programme, admin, finance) who can each contribute their knowledge and experience. However, if resources and time are limited then the self-reflection process can be carried out by relevant WaterAid programme staff with results being fed back to and verified by others at a later date.

You will need lots of post-it notes or small pieces of paper to write your thoughts/evidence/results etc. on and a room that gives you space to display all your notes.

You will use the information written on the notes to create a map (or matrix) which will show how specific interventions (inputs) can lead to changes in what happens in the short term (outputs) and in the long term (impact). It will create a map (or matrix) from which you can identify the most effective pathways for the changes on equity and inclusion you want to facilitate and support in your WaterAid country programme.

Timings for each stage

Stages one to three

How long stages one to three of this process will take depends on the size and reach of your equity and inclusion programme and how many people are involved in the discussions (the more people the longer the process). **A minimum of one day** is likely to be needed. It doesn't have to be done all at once – you can spread the discussions over a number of days if you are able to keep notes together and carefully documented. It might help to take a break from the exercises to give participants opportunity to reflect on and think more about what is emerging. This might help improve the quality of outputs from the exercise.

Stage four

Stage four will take up to a maximum of two weeks, including a one day workshop facilitated and led by the external reviewer, followed by visits to partners and communities. Your programme should decide whether or not to include partner representatives in the workshop. The focus will be very much on WaterAid so if partner representatives are present, they should be familiar with your work and able

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to contribute ideas. The field visits are really designed to focus on partners and communities so there will be lots of opportunity for you to get their input at that time.

Description of the stages of the self-reflection process

Stage one: Identifying the long term equity and inclusion goals of WaterAid's country programme

The first stage is to revisit what your WaterAid country programme's original long term goals were for equity and inclusion. The goals form the framework within which the programme has been working. These may or may not, have been explicitly stated. Stage one focuses on the question:

> **What does equity and inclusion look like for your WaterAid country programme?**

1. Write down what the long term goals are for your equity and inclusion work. Put each goal on a separate post-it note or piece of paper as it will help you to organise the information later on in the process.

Note: Some WaterAid country programmes may have approached equity and inclusion on a "project" basis. If this is the case then write down the goals from each equity and inclusion project.

Other WaterAid programmes may have incorporated equity and inclusion into their country strategies either as a cross-cutting theme or as a goal in itself. In either case it is still important that the goals are written out explicitly at the start of the self-reflection process so that everyone is reminded what the programme is hoping to achieve.

You may end up adding more goals later in the process as you learn from what you have achieved so far.

2. Try to group the pieces of paper according to goals that are focused on the following categories:

- Internal WaterAid processes (e.g. human resources, staff knowledge, implementation practices)
- Partner capacity (e.g. their human resources, staff knowledge, implementation practices)
- Community-based outcomes (e.g. the changes expected as a result of WaterAid's interventions)

It doesn't matter if your goals are all grouped into one category at this stage but it is important to record what categories your goals focus on.

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This process should be relatively quick so don't spend more than about 30 minutes putting this information together.

Stage two: Identification of results
This is the most time-consuming part of the exercise because it requires all staff involved to think about all the positive changes/results that have happened as a consequence (directly or indirectly) of your equity and inclusion work. You will end up with lot of pieces of paper – the reason why it is recommended you have a good-sized space to work in.

This process could be split to short amounts of time (perhaps one hour) over a number of days to work through some ideas, give time to reflect and return to discussions. This can enable a wider group of people to get involved.

1. Consider all activities and all the changes that you have seen happening in your country programme as a result of your equity and inclusion work. Write each result down – one per piece of paper. Some key things to apply as you do this process:

- **Be specific** – vague references are not helpful because if they are too generalised you will find attributing changes to inputs very difficult. For example it is better to say*: '*Iringa High School installed an accessible latrine and wash room for girls in September 2013'; than 'High schools are now building accessible latrines and wash rooms'. Being specific will enable you to track what you did in order to bring about that change.

- **Consider all your programme work** – even if you have taken a project approach to equity and inclusion you may find that some changes have happened in other project areas, even though you didn't plan for that. For example, the programme that has been promoting the installation of accessible latrines and wash rooms in high schools in Iringa might also find that their work to build more hand-pumps in the surrounding rural communities has seen an increase in the participation of vulnerable people. Even though there was no explicit project focus on increasing participation that may have happened anyway (perhaps as a result of staff and partners becoming more sensitive to the needs of a range of community members). This is why having a mix of people in the discussion can be helpful because they may be able to identify some equity and inclusion results that were not expected. These unanticipated results are very important to identify, consider and discuss.
- **Consider the whole organisation** – again, results may have occurred within the WaterAid country programme itself even though you may not have planned specifically for that to happen. For example, you may be able to report that staff have changed the way they address people with disabilities,

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or that the office now has a ‘child-friendly’ space in reception, or that more people from disadvantaged groups are applying for staff positions.
Any changes like this that have happened within the timeframe of your equity and inclusion work are important to write down. It will provide you with good points for discussion later in the process.

Stage three: Identifying successful inputs

At this point, having identified all the successful changes that have happened you can start the process of looking at what WaterAid did to help create these changes.

Note down all of the practical inputs that were used to help facilitate change. Again, be specific and make sure that you think across the whole programme. Write one input per piece of paper and be ready to link them to your results.

Stage four: Tracing your change pathways / creating a theory of change

The final stage is to match specific inputs to actual results. This will enable you to map out the pathways to change that you have been using which we will then craft into your theory of change. You will be guided to see if you can trace chains of events that move from your initial inputs to specific results. During the workshop you will be able to see some interesting patterns emerging which will form the basis for the theory of change.

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