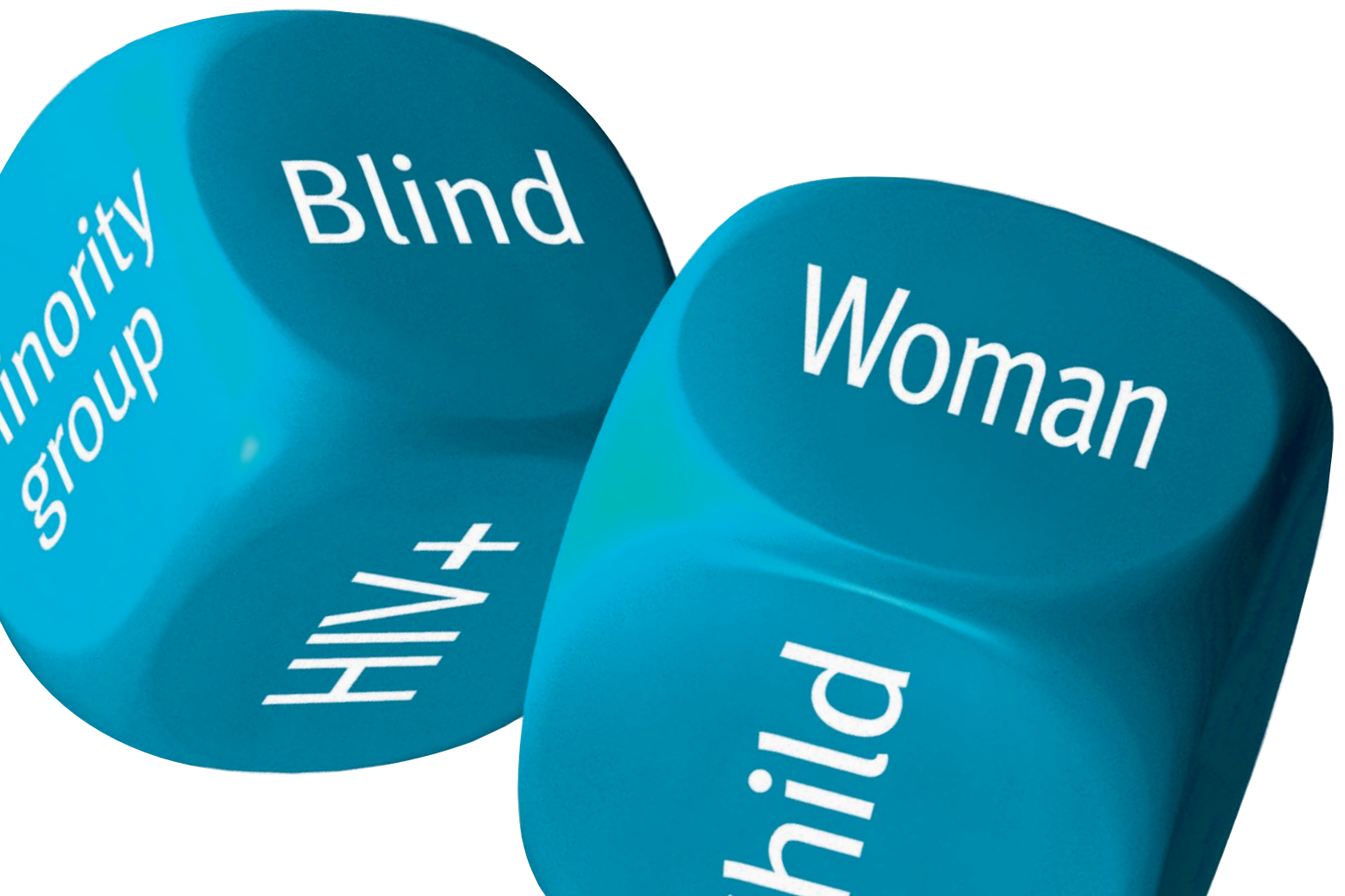


Equity and inclusion

Play your part



Awareness raising training guide



Contents

About the training	1
Timetable and agenda	2-3
Preparations	4
Session 1 Introduction and ice breaker	6
Session 2 The game of life – applying a rights based approach to equity and inclusion	8
Session 3 Social model and barriers to inclusion	12
Energiser	15
Session 4 Diversity and discrimination	17
Session 5 Mainstreaming equity and inclusion in WaterAid’s strategic aims	21
Closing session	23
Handouts	24
References and further reading	52

About the training

Purpose

The equity and inclusion framework provides a common platform for us all to build on. The purpose of awareness raising training is to come to a common understanding of equity and inclusion in Water, Sanitation and Hygiene (WASH) and to provide an opportunity to think about how this applies to your area of work, and how to take it forward.

Objectives

Participants will:

- Understand exclusion/marginalisation of different groups in relation to poverty and development, from a rights based perspective.
- Understand the barriers to inclusion for different groups and how these can be addressed in WASH programmes.
- Understand how discrimination and diversity apply to us as members of WaterAid staff and as development practitioners.
- Understand the Equity and inclusion framework and standards; what they look like and how to apply the standards to themselves and their work.

Materials

- Flip charts and pens.
- Sweets.
- Short films on disability (from Leonard Cheshire young voices).
- Handouts printed out.
- Projector and lap top with PowerPoint presentation (if you want to use them).
- Sticky sheet (if available) and coloured card.

Timetable and agenda

Session	Title	Objectives
1 10:00- 10:30	<ul style="list-style-type: none"> • Introduction and icebreaker. • Experience of inclusion/exclusion. 	<ul style="list-style-type: none"> • To start from personal experience and empathy. • Introduce session and expectations.
2 10:30- 11:30	<ul style="list-style-type: none"> • The game of life from a rights based perspective. 	<ul style="list-style-type: none"> • Understand how discrimination affects rights and access to WASH throughout life. • Understand how to address exclusion systematically, using a rights based approach.
3 11:45- 13:00	<ul style="list-style-type: none"> • Social model and barriers to inclusion. 	<ul style="list-style-type: none"> • Recognise the social model and understand the different barriers faced by people from marginalised groups that can be addressed by WASH programmes.
Energiser 14:00- 14:15	<ul style="list-style-type: none"> • The discrimination sticker game. 	
4 14:15- 15:30	<ul style="list-style-type: none"> • Discrimination and diversity – it's everyone's business. 	<ul style="list-style-type: none"> • Understand how we all discriminate directly and indirectly, and understand the importance of diversity in the organisation.
5 15:45- 16:30	<ul style="list-style-type: none"> • Standards and indicators – internal and external. 	<ul style="list-style-type: none"> • Understand how you can address equity and inclusion in your programme and in your own work.
End 16:30- 17:00	<ul style="list-style-type: none"> • What we will do now? 	<ul style="list-style-type: none"> • What I learnt and how I feel.

Activities and materials	Materials
<ul style="list-style-type: none"> • Introduce day, ask for expectations, share agenda. • Participants share experience of exclusion/inclusion. 	<ul style="list-style-type: none"> • Flip chart with agenda. • Sticky sheet and coloured paper. • Handout: Definitions of equity and inclusion (1).
<ul style="list-style-type: none"> • Walk of life exercise. • Discussion about lifelong effect of discrimination on poverty. • Presentation on rights based approach and how to use it to address marginalisation. 	<ul style="list-style-type: none"> • Masking tape to make a line on the floor. • Handouts: Rights based approaches (2). Circle of duty bearers (3). • Prepared flip chart with circle of duty bearers.
<ul style="list-style-type: none"> • Quick introduction to social model. Use case studies to identify barriers to WASH for different groups and how these can be addressed. 	<ul style="list-style-type: none"> • Flip chart with charity and social models. • Flip charts with headings of four selected groups. • Handouts: Charity and social models (4). Barriers (5). Why focus on different groups (6). Case studies of groups (7). Barriers and solutions (8).
	<ul style="list-style-type: none"> • Prepared Post-its or coloured stickers.
<ul style="list-style-type: none"> • Identify different types of discrimination. Discuss how this affects WaterAid programmes and as an organisation. • Discuss benefits and challenges of diversity. 	<ul style="list-style-type: none"> • Film clip. • Handouts: Job advert (9). Discrimination definitions (10). Pictures of carpet and women (PowerPoint) (11).
<ul style="list-style-type: none"> • Discuss how to take equity and inclusion forward in four aims – as a programme and as individuals. 	<ul style="list-style-type: none"> • Handouts: Standards for strategic aims (12). • Flip charts with headings of four aims. • Sticky sheet and coloured card.
<ul style="list-style-type: none"> • Review day. • Share intended changes. 	

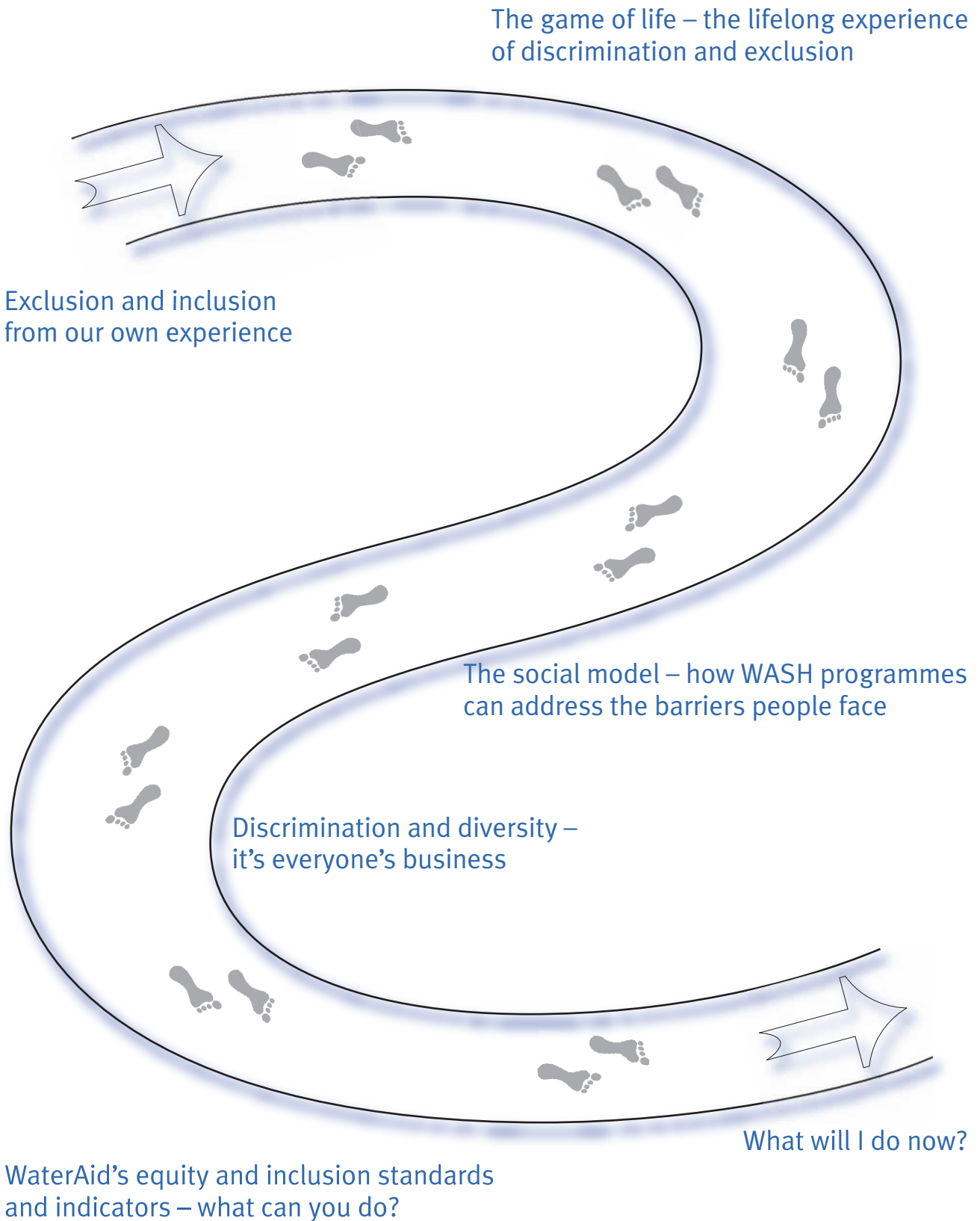
Preparations

- It is very important to be prepared. Please read through the facilitator’s notes for the whole day to make sure you know what you need to do for each session.
- There are PowerPoints for the different sessions. You can use these if you want but it is sometimes better to use flip charts instead as these are more dynamic. You can copy the PowerPoints onto flip charts.
- Distribute all the handouts at the beginning and tell participants which ones to look at in the different sessions.

Additional materials:

Session	Pre-prepared materials	PowerPoint
1	<ul style="list-style-type: none"> – Flip chart with agenda drawn as a map (see next page). – Cut cards to put on sticky cloth, or Post-it notes. – Flip chart with definitions of equity and inclusion (or PowerPoints 2 and 3). 	2, 3
2	<ul style="list-style-type: none"> – Flip chart with diagram of marginalised groups (or PowerPoint 4). – Flip chart with diagram of rights holder-duty bearer diagram and space to add examples (or PowerPoints 5–9). Prepared flip chart with circles of duty bearers (Powerpoint 10). 	4–10
3	<ul style="list-style-type: none"> – Two flip charts with diagram of charity model and social models (PowerPoints 11 and 12). – Four flip charts, each one with a heading of the selected groups. – Two flip charts with headings: ‘Common barriers’ and ‘Solutions’. 	11–15
Energiser	Prepared Post-its or coloured stickers – three colours or three symbols.	
4	<ul style="list-style-type: none"> – Flip charts with definitions of direct and indirect discrimination. – Computer and projector to show video example of discrimination (Youtube or CD). – Two flip charts with headings: ‘Benefits of diversity’ and ‘Challenges’. 	16, 17 and 18
5	<ul style="list-style-type: none"> – Flip charts with WaterAid's four strategic aims written as headings. – Sticky sheet and coloured card – two or three per person (or Post-it notes). 	

The equity and inclusion journey – what we will cover today...



Session 1

Introduction and ice breaker

Aim: To help participants reflect on what it feels like to experience discrimination (exclusion) and to be valued (inclusion).

Part 1: Introduction (5 minutes)

Ask if everyone is comfortable and if they are happy with the number of breaks. Can everyone see the board? Can everyone hear the speaker? Remember the different needs of people in the group, and in society.

The purpose of the day is to stimulate discussion, raise issues and challenge our assumptions. Don't expect answers to every question raised.

Introduce the objectives of the session – why everyone is there – and introduce the agenda. Ask each person for one hope that they have for the workshop – write it on a flipchart.

Part 2: Icebreaker – Personal experiences of inclusion/exclusion (25 minutes)

Ask participants to work in pairs. Give each person three Post-it notes or pieces of card (if you are using a sticky sheet). Give participants these instructions:

- Talk to the other person in your pair and tell them of a personal experience in which you or a family member felt excluded. Explain why you were excluded and how it made you feel. Write down two or three words on Post-it notes or cards to describe how you felt during or after the experience.
- Each person should then describe a situation in which you felt particularly included and respected. Write down two or three words on Post-its or cards that describe how this made you feel.

Tell them they have ten minutes to share their experiences.

When everyone has had a chance to share their experience, invite one or two participants to share their experiences with the whole group – if they want to.

Now ask people to share the words they have used to describe their feelings about exclusion and inclusion. Write or put the Post-its with the words up in two lists on a flip chart, or on a sticky wall.

In plenary, discuss the longer term impact of exclusion and inclusion. For example, if you feel excluded how does this affect your ability to take part in activities or decision-making processes? If you feel included, does this make you feel more confident and empowered and able to take advantage of opportunities?

Tips

This exercise can be sensitive and provoke difficult feelings. Consider your audience and whether it is, for example, appropriate to do this exercise with government officials. Use only if you think participants are comfortable with each other.

Sum up (5 minutes)

- This exercise shows that everyone has some experience of feeling excluded in their lifetime. It means you feel left out and cannot fully participate in the situation around you.
- Some causes of exclusion can be changed. For example, if you feel excluded because you cannot understand the language being used by others, you could learn the language. But some causes of exclusion are due to something you cannot change. For example, your race, sex, disability or because you are HIV positive.
- So what do we mean by equity and inclusion? Show PowerPoints 2-3 or write up the following on flip charts or on the wall.

Equity is the principle of fairness

Equity involves recognising that people are different and need different support and resources to ensure their rights are realised. To ensure fairness, measures must often be taken to compensate for specific discrimination and disadvantages. For example, by ensuring that water is supplied in affordable ways to the poorest people in society.

Inclusion is ensuring that all are able to participate fully

Inclusion is not just about improving access to services, but also supporting people to engage in wider processes to ensure that their rights and needs are recognised. You have to have inclusion in order to get equity. For example, by ensuring that women and people with disabilities in water and sanitation user committees are really able to influence decisions.

- Equity and inclusion involve recognising when people are excluded and ensuring that their rights to access WASH are protected and fulfilled. To get equity, you first need inclusion.

Session 2

The game of life – applying a rights based approach to equity and inclusion¹

Aim: Participants understand how discrimination can cause and maintain poverty, resulting in the rights of marginalised people being denied. This session is in three parts.

Part 1: Game of life (25 minutes)

Set up the room. You may need to spend time reorganising the chairs. You'll need enough space for four people to stand side-by-side, with the other participants seated around the edges of the room, facing towards the volunteers. Creating a 'corridor' in the middle of the room, enabling you to use the full length of the room for the exercise, is ideal. You can use masking tape to mark a line for the volunteers to stand on. *Please note:* it's important that people volunteer for their roles. In some situations, religious or traditional beliefs may preclude some from participating. Be aware and respect that. In some cultures, even to imagine being disabled can be seen as 'tempting fate'.

Ask for four volunteers from among the group (ideally, two men and two women) who are willing to stand for about 15 minutes to represent the following groups:

- Non-disabled men.
- Disabled men.
- Non-disabled women.
- Disabled women.

Note: You can adapt this exercise to have people representing different marginalised groups or you could add more people, although that would make the exercise a bit longer. Another option would be to ask people representing different groups to join the exercise at the end, and decide where they think they would be standing.

Stress that this is **not** a role-play exercise – the volunteers will be representing a group of people from within a village or a community in their own country. Many people do not like role play, hence the need for reassurance! Also stress that this is a generalisation – we don't need to get into detail about different types of disability – although this can be raised in discussion.

Tell the volunteers that at each life stage in the game they should take:

- Two steps forward for a very positive or very successful experience.
- One step forward for a positive or successful experience.
- One step back for a not so positive or not so successful experience.
- Two steps back for a negative or unsuccessful experience.

Once your volunteers understand what they'll be required to do, reinforce that they are representing a group of people so they should respond accordingly. Their response should be based on what they think is currently accurate for a poor community in a developing country/their country – not what it *ought* to be. After each life stage and volunteers' responses, allow time for the others to react and comment. If there is disagreement, the group should decide by consensus and the volunteer may be asked to alter their move. The facilitator's role is to assess when to intervene to clarify reasons for decisions and to bring out and discuss any prejudicial points.

Set the scene for a life story. As you want to emphasise links between marginalisation and access to WASH, consider placing the story in a typical village. Describe it in as much detail as you can, explaining that income poverty levels are generally quite high and only some people in the village have reliable access to safe water and improved sanitation. For entrepreneurs, opportunities exist in the nearby town where there are also health and educational facilities.

Start with the first life event, as if telling a story. Ask for comments and suggestions from the rest of the group.

“One fine day, after a long wait of nine months, your character is born. How does your family feel when they see who you are? Make your moves.”

Note what might happen:

- Family is very happy (non-disabled son born). *Two steps forward.*
- Quite happy (disabled son/non-disabled daughter) *One step forward.*
- Not happy (disabled son). *One step back.*
- Very unhappy (disabled daughter). *Two steps back.*

Continue the story.

“Now you are a bit older and it's time to start thinking about school. How likely is it that you will be able to attend school? Make your moves.”

“Now you are 20. You'd like to get married, or form a relationship. How much do you think this will be possible for you? Make your moves.”

“You like to keep busy and want to make some money for your family. You try to get a job. How easy will it be for you to find one?”

“A few years go by. Everyone in your age group is having babies. How much will this be a possibility for you?”

Note:

Check if the disabled woman takes two steps back or is instructed to do so by the group. Why did this happen? They may say it is because most disabled women are physically unable to have children – a common myth.

Two steps back may well be an accurate response for a different reason – disabled women often don't have children because society thinks they can't or shouldn't. Or they might take two steps back because they do have children as a result of rape or sexual exploitation, which is also a common experience for disabled women in some communities.

“Now you are in your 40s. You have a lot of experience of life. You want to help your community by becoming involved in local politics. How likely are you to achieve this goal?”

Now discuss as a group:

- Who is in the best position now? Who is in the worst place?
- Volunteers, how does this make you feel?
- What does this tell us about how marginalised and discriminated groups are more likely to be poor and less likely to have access to basic services including WASH?
- What groups in your society are most likely to be marginalised?
- PowerPoint 4 shows how some groups are pushed towards the margins of society and how they are more likely to be excluded from WASH. This is affected by external factors – such as politics and culture.

Part 2: Presentation about rights and needs (15 minutes)

Use the handouts to explain the differences between a needs based approach and rights based approach. (If you want you can also show PowerPoints 5–9). Explain that people do not need to take notes as they will have the handouts to take away with them. Use flip charts to draw the diagrams that explain the relationship between the duty bearer and rights holders.

Main points:

- From a rights perspective, the UN Convention on Human Rights states that human rights are universal. That means that they apply to everyone – disabled or not disabled, male or female, young or old (PowerPoint 5).
- A needs based approach would focus on meeting the particular needs of marginalised people (for example, by designing a specialised latrine that meets the specific needs of an identified individual). A rights based approach looks at the whole picture and tries to change the system so that rights are fulfilled (for example, by influencing national standards so that all new institutional sanitation facilities are designed to be inclusive and making sure the government is held to account so that the inclusive designs are really used in practice) (PowerPoint 6).
- According to the rights based approach, there are rights holders and duty bearers. We all have rights and we have responsibilities for protecting and fulfilling the rights of others (PowerPoint 7).
- WaterAid believes that equity and inclusion as a rights based approach means that we need to make sure marginalised people can actively claim their rights to WASH (PowerPoint 8).
- We also need to work with duty bearers to ensure they are fulfilling their obligations to protect the rights of marginalised people (PowerPoint 9).

Part 3: Applying the theory to the stages of life (15 minutes)

Having understood something about the theory of rights, you should now return to the different stages of life and look at how the group would address the challenges using a rights based approach.

Ask the participants to go back to the positions they were in at the education stage of life.

Now ask:

- What could have made a difference at that stage?
- Who could have done something to make a difference? And what could they have done to ensure all children have access to education – including access to WASH? This could include: International actors (eg UNICEF), donors, INGOs, Pan Africa bodies, state government, relevant ministries, local government, school managers, WaterAid, NGO partners, utilities, community management structures, families, other children etc.

Now draw a diagram on a flip chart to show the different rings of duty bearers around an individual. Copy the diagram on Handout 3.

Now ask:

- What sort of work are we already doing at each level? Share one or two examples for each level.
- What else could we do?
- Write the suggestions on the flip chart.

Sum up (5 minutes)

The purpose of the first part of this session is to show how people who start with a disadvantage often find that this is reinforced at every stage of life, so that they end up with less power and influence and less ability to take advantage of development opportunities. This results in greater poverty and exclusion from access to basic services. In every society there are groups of people who are more likely to be marginalised and excluded.

The second part of the session showed how a rights based approach states that everyone has the same basic rights. It leads us to analyse the system as a whole and how all the different stakeholders have a role to play to protect and fulfill the rights of marginalised people.

Write the following key points on a flip chart:

- People who start with a disadvantage often end up with less influence, fewer opportunities, greater poverty and are excluded from basic services.
- In every society there are groups of people who are more likely to be marginalised and excluded.
- Rights based approach – we all have the same basic rights.
- A rights based approach means looking at the system as a whole to see how different groups have a responsibility to protect and fulfill the rights of marginalised people.



Session 3

Social model and barriers to inclusion

Aim: To understand and recognise the different barriers that prevent marginalised people from accessing WASH, so we can understand how to overcome them.

Part 1: Presentation on social model and barriers (10 minutes)¹

Copy the diagrams on Handout 4 onto two flip charts (or use PowerPoints 11 and 12). Use these to explain the concepts of charity (individual) and social models of disability. Use the information on the handouts to describe each model. Explain to participants that they will be given handouts afterwards so they don't need to take notes.

Explain that the social model was developed by disabled people but that it can also apply to other marginalised groups. The social model fits better with rights based approaches because it focuses on changing society to enable people to be included in terms of access and decision-making.

- An example of the charity model would be a special WASH programme targeting people who are living with HIV and AIDS.
- A social model approach would be to provide WASH for everyone, paying special attention to people living with HIV and AIDS, while also using hygiene education to a) challenge stigma and attitudes in communities that prevent people with HIV and AIDS from accessing WASH, b) make sure WASH is properly promoted in HIV policies and in HIV home based care programmes, and c) support the participation of people living with HIV in community management committees.

Part 2: Discussing barriers (15 minutes)

A barrier can be anything that prevents access to water and sanitation. Barriers can feel like brick walls but once identified they can be challenged and broken down, allowing more and more marginalised people to be included in development.

Barriers to inclusion are broken down into four main areas:

- **Individual.** Barriers to do with vulnerable people's own limitations.
- **Environmental.** Physical barriers in the natural or built environment.
- **Institutional (or organisational)** eg national laws, policies, strategies. Implementation practices of an organisation, staff capacity, lack of information etc.
- **Attitudes** and behaviour of family or society, social practices, traditional beliefs.

Key points

Identifying barriers makes the issues more manageable and highlights areas where direct intervention can make a difference.

(See Handout 5 to explain more about barriers).

Part 3: Group work – apply the theory to different groups (25 minutes)

Present Handout 6 with summarised reasons for focusing on particular groups in relation to WASH.

Tell participants the exercise will involve them getting into groups to look at barriers in relation to four of the following groups (select four of the following groups that are most relevant to your country programme context):

- Women.
- Disability.
- People living with HIV and AIDS.
- Older people.
- Children.
- Caste or minority group.

(Prepare flip charts with these headings before the session).

Ask people to join the group in which they have the most experience or interest. Then ask them to mix themselves up to form four groups of people with mixed experience.

Each group should have a flip chart with the heading of the marginalised group they are looking at. They can use their own experience. They can also read the relevant case study from Handout 7. Use the case study and your own experience to start discussions about barriers to WASH for that group of people. Identify the barriers and factors that prevent or create problems for users when trying to access or use water and sanitation facilities.

Divide each flip chart into four and decide which of the barriers and difficulties you have identified should go under each of the following headings. Tell participants not to spend too long on individual barriers as these can't be addressed by WASH programmes.

- Individual.
- Environmental.
- Institutional.
- Attitudinal.

After ten minutes ask each group to rotate and look at a different flip chart, stay for five minutes and then rotate again to see if they want to add anything to the different charts.

Part 4: Plenary to share group findings and discuss implications (20 minutes)

Put up three flip charts side by side with the headings: ‘Barriers’, ‘Solutions to overcome barriers in programmes’ and ‘Solutions to overcome barriers in organisations’. Write the key points raised in the discussion on the relevant flip chart.

- Invite people to discuss their experiences of identifying barriers and what they’ve learned.
- Highlight the major barriers that have been identified. What are the commonalities between the different groups?
- (Optional – use PowerPoint 13 to show how barriers reinforce each other.)
- Briefly discuss how WASH programmes can address the different types of barriers (use Handout 8 as a summary of common barriers and solutions to prompt discussion).
- Ask which type of barrier the group think is the most difficult to overcome?
- Ask how we can address these barriers in our own organisation and in our own behaviour and attitudes to others?

Sum up (5 minutes)

- This shows how different forms of barriers exist for marginalised people. Identifying these barriers makes the issues more manageable and highlights areas where direct intervention can make a difference.
- Environmental barriers can be dealt with as you design project activities and inputs, making provisions for appropriate access needs.
- Once identified, institutional barriers can form the basis of an advocacy strategy.
- Attitude barriers can be reduced through awareness raising events, campaigns or training.
- Show PowerPoints 14 and 15.



Energiser

Aim: This is a game to promote understanding of the feelings associated with discrimination. Its objectives are to explore issues of discrimination and power, and to understand what it feels like to be excluded from a group or to be discriminated against.

Part 1: Exploring discrimination² (10 minutes)

Tell participants they are going to play a game where they have to greet people. They should greet people differently according to the colour of sticker placed on their foreheads (but should always be polite).

Ask people to close their eyes while you put stickers on their forehead. The participants are not allowed to know which colour sticker they are wearing.

Have participants move around the room and greet one another (allow five to ten minutes). They have to greet each participant in a certain way, according to the colour of the sticker on their foreheads:

- **If someone has a green sticker:** this is a person who is very important to you and who you haven't seen in ages. You are very happy to see them and greet them very warmly. The green group could be a metaphor for the highest class or caste/most powerful in society.
- **If someone has a yellow sticker:** this is someone you pass every day. You want to greet them, but casually. The yellow group could be a metaphor for the middle class or caste in society.
- **If someone has a red sticker:** this is someone you do not want to see or greet as you think that s/he will cause trouble. The red group could represent the lowest class or caste in society – they are of little interest to you.

Part 2: Discussion (5 minutes)

Stop the game and get people to stand in groups according to what colour sticker they think they are wearing. Facilitate a discussion with each group about what it felt like to be treated according to their stickers, exploring issues of discrimination. Enable participants to reflect on the feelings evoked by being powerful or powerless.

Some guiding questions

- What does it feel like to have the red, yellow or green sticker on your forehead?
- How did you react to the way you were treated – individually or collectively?
- What is the impact of such discrimination?

Let everyone know that the game is over and ensure they have all taken off their stickers.

Notes for facilitators

- Stickers can be strategically placed. For example, put a green sticker on participants who have been quieter and a red sticker on those who have been most vocal (if you don't have coloured stickers you can use Post-its marked with a cross, a triangle or a circle).
- Make sure there are a variety of different coloured stickers in each group to encourage discussion.
- This is an experiential exercise and it can lead to some quite strong feelings.
- Be aware that some people may become angry at the way they are treated. Make sure they understand it is only a game and that the game is appropriately ended.
- Note too that it may not be suitable for all participants eg government officials.



Session 4

Diversity and discrimination

Aim: The purpose of this session is to look at the ways in which WaterAid can challenge discrimination and promote inclusion and diversity in the organisation. This session is in two parts.

Part 1: Discrimination – the barrier to diversity and inclusion (35 minutes)

Introduction

The preceding game shows how easy it is to discriminate for or against certain people – sometimes you are not aware when you are doing it. There is a natural process of identifying which people are more useful for you or who make you feel comfortable because they are similar to you. It is part of the way in which human beings socialise and we need to be able to differentiate. However, we also need to be aware of how our own attitudes can inadvertently discriminate unfairly against certain people. If we understand our own bias we can make decisions based on fair criteria. We need to challenge unjustified discrimination that affects WaterAid staff and we need to understand how discrimination results in inequity, exclusion and ultimately can cause poverty and marginalisation – as seen in the game of life in the second session. Discrimination can be direct or indirect.

Show PowerPoint 16 if you have time. Tell participants that definitions are on Handouts 1 and 8.

Direct discrimination

Less favourable treatment of a person compared with another person due to a personal characteristic. Give some examples:

- Employer rejects all female applicants for a job regardless of their qualifications.
- Men are paid more than women for doing the same work.
- Governments purposely do not supply water to particular areas of the country (Madagascar).
- Restaurants refuse to serve a person because of their skin colour (apartheid South Africa).

Indirect discrimination

The use of an apparently neutral practice, provision or criterion which puts people with a particular characteristic at a disadvantage compared with someone without that characteristic.

Give some examples:

- An employer actively recruits staff based on skills and ability but the workplace is uncomfortable for women because the men who work there make sexist jokes and there are no separate women's toilets.
- Lack of flexible working makes it difficult for parents with young children to work.
- The school has plenty of toilets but none of them are accessible to children who have physical impairments so they cannot come to school, and there are no facilities for menstrual hygiene management.
- The whole community is invited to the meeting but as older women do not feel comfortable to speak up in public in that culture, their perspective on WASH is not taken into account in programme design and the resulting programme does not meet their needs.
- A post-graduate degree is stated as essential for a job description – even when experience would be just as useful – so groups who have less access to further education are disadvantaged for no good reason.

Video and job advert

Tell participants:

- We are now going to consider two scenarios which show how direct and indirect discrimination affect people's lives. As you look at the following film and listen to the scenario please make a note of any examples of direct or indirect discrimination that you notice.
- Show a video made by a disabled woman in India (4 minutes)
http://www.youtube.com/user/YoungVoicesLCD#p/u/32/Th2hj_12Arc
- Read out the case study of a scenario – job advert and person specification. How and where the job is advertised, how people are invited for interview (this can be found on Handout 9).
- Get into two groups. One group should discuss the video, the other group should discuss the job advert and person specification and both groups identify any examples of direct discrimination. What examples of indirect discrimination did you notice?

Discussion

- Both groups share examples of discrimination. You should write them up on a flip chart divided into three sections: direct discrimination, indirect discrimination, both (or not sure where to put it).
- What is the impact of all types of discrimination?
- Share Handout 10 with definitions of discrimination and positive action.

Notes for facilitators

Participants will probably identify the need for computer literacy and a Masters degree in the job advert as causes of potential discrimination. This is an opportunity to discuss whether it depends on the role and whether the job really requires that level of knowledge and skills.

Sum up (5 minutes)

Write the following on a flip chart:

- Promoting non-discrimination in the organisation is an essential component of applying equity and inclusion in our work.
- This is a journey for WaterAid. This training is part of that journey so people become more aware of discrimination.
- We need to think how we can avoid discrimination in our personal attitudes and behaviours and in our work.
- WaterAid supports taking positive steps to remove barriers to employment that are not justifiable.
- Promoting inclusion and diversity in the organisation is one way of challenging discrimination.

Part 2: Diversity and inclusion (30 minutes)

Presentation: As part of our work on equity and inclusion, WaterAid strives to become a diverse and inclusive organisation

- Diversity recognises that people are different – diversity is central. We believe the world is a rich and diverse place full of interesting cultures and people who should be treated with respect and from whom there is a great deal to learn.
- We need to challenge our own discrimination to become a diverse organisation. We believe that being a diverse organisation will help to challenge discrimination in our programmes.
- For example, we need to think about:
 - Religious diversity.
 - Disability – including access to offices.
 - Flexible working/family friendly.
 - Gender.
 - Ethnicity.

Is it just because we want to be good and reflect our values? To be more inclusive? Or is it good business – to reach more people? For example, look at the image used to advertise a global bank that is a leader on diversity.

- Show PowerPoints 17 and 18 or give out Handout 11 with the images of the HSBC advert and WaterAid photograph. Ask participants what they think.

In small groups discuss the following two questions

- What are the advantages to WaterAid of being a more diverse organisation?
- What are the challenges in your context?

In plenary, share the discussion points and write them on a flip chart.

For example benefits might include:

- ‘Capture what the communities face’ – understand and anticipate issues.
- Maximise impact and sustainability by recognising different realities.
- ‘Walk the talk’ – be seen to practice what we preach.
- Richness in difference – recognise that diversity gives us a more rounded and balanced view.

- Diversity can challenge our own pre-conceptions and make us more open minded and creative.
- Proactive – directly support marginalised groups by providing employment opportunities.

Challenges may include:

- Keeping the feeling of unity in the organisation.
- How to make a building accessible for disabled people.
- How can women with young children perform the same work as men?
- Where some groups are less educated then it may be less likely for them to be qualified for jobs.
- We may need to take positive action to promote inclusion of disadvantaged groups – this is not the same as positive discrimination.

Sum up (5 minutes)

- There are important reasons why WaterAid needs to be diverse and inclusive.
- It is an essential part of mainstreaming equity and inclusion.
- There are also challenges in bringing this about and these are different depending on country context.
- It is a journey – this workshop is for all staff so everyone can play their part.



Session 5

Mainstreaming equity and inclusion in WaterAid's strategic aims

Having understood the impact of discrimination and how easy it is for people to be excluded, you should now think specifically about how we should be addressing this through our work.

Part 1: Introduction (5 minutes)

Explain in this session that we are going to look at how WaterAid is addressing equity and inclusion. What would it look like if WaterAid is really addressing equity and inclusion in its programmes and in the organisation?

Remind participants to review key learning from previous sessions:

- **Rights:** Everyone has the same rights but the result of marginalisation is greater poverty, less education, less influence, less life chances and it makes it less likely that rights will be realised. WaterAid needs to address whole systems to increase access to WASH for marginalised groups.
- **Barriers:** The social model shows that there are barriers to WASH: Environmental, institutional and attitudinal – all need to be addressed.
- **Discrimination and diversity:** We need to build an organisational culture that challenges discrimination and celebrates diversity internally in the organisation, to promote equity and inclusion in our programmes. This involves everyone.

Part 2: Group exercise (15 minutes)

- Split participants into four groups. Each group takes one of WaterAid's strategic aims and one flip chart. Ask participants to join the group with the aim that is most relevant to their area of work.
- Give each group the handout for the aim they will be working on (Handout 12).
- Explain that the handouts are taken from the Equity and inclusion framework. They show how WaterAid intends to incorporate the principle of equity and inclusion in its work in that aim. It then sets out the standards – what we would expect to see if equity and inclusion is really applied in that aim.
- Ask the group to discuss together what their country programme can do to meet the standards (for example, in their MPBs)?
- Ask each member of staff to consider what they, as individuals, can do to contribute? Ask them to write two or three of these on cards.

Part 3: Discussion (20 minutes)

- Ask each group to share two or three points from their discussion about what the country programme can do.
- Ask individuals to put the cards with their individual actions on a sticky wall/flip chart.
- The facilitator can group the cards and feed back the proposed actions to the group.
- Discuss how individuals and programmes can contribute to moving forward on the equity and inclusion journey.

Sum up (5 minutes)

Moving towards equity and inclusion is a journey for the whole organisation. Each person must take the journey in their own position – both personally and professionally.



Closing session

Moving forward (30 minutes)

Ask participants to get into groups of three and consider what they have learnt during the workshop, how this will affect their work and how it will affect their personal behavior.

Ask the groups to agree how to act out the way they feel at the end of the workshop. Discuss in groups of three for ten minutes.

Go around and ask each group to act out their selected feeling!

End the workshop.

Handouts

Session	Title	Handout number
Introduction	Equity and inclusion	1
2	Rights based approaches	2
2	Circles of duty bearers	3
3	Individual model – social model	4
3	Types of barrier	5
3	Why focus on different groups?	6
3	Case studies	7
3	Barriers and solutions	8
4	Job advert	9
4	Definitions of discrimination	10
4	Diversity images	11
5	Equity and inclusion standards for strategic aims	12

Handout 1

Equity and inclusion

Equity is the principle of fairness

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

Inclusion is ensuring that all are able to participate fully

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

Handout 2

Rights based approaches

A human rights definition

Human rights may be defined as ‘*universal legal guarantees that belong to all human beings, and that protect individuals and/or groups from actions and omissions that affect fundamental human dignity.*’

Source: Office of the High Commissioner for Human Rights

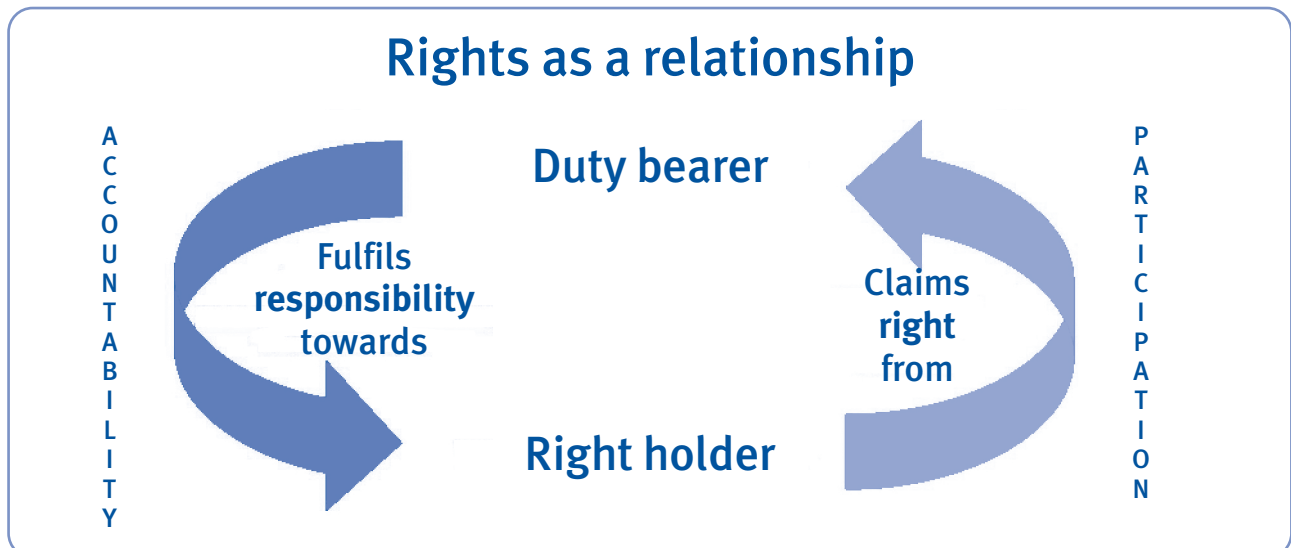
Needs based or rights based?

Needs based

- Satisfy needs for now.
- View people as passive recipients or beneficiaries.

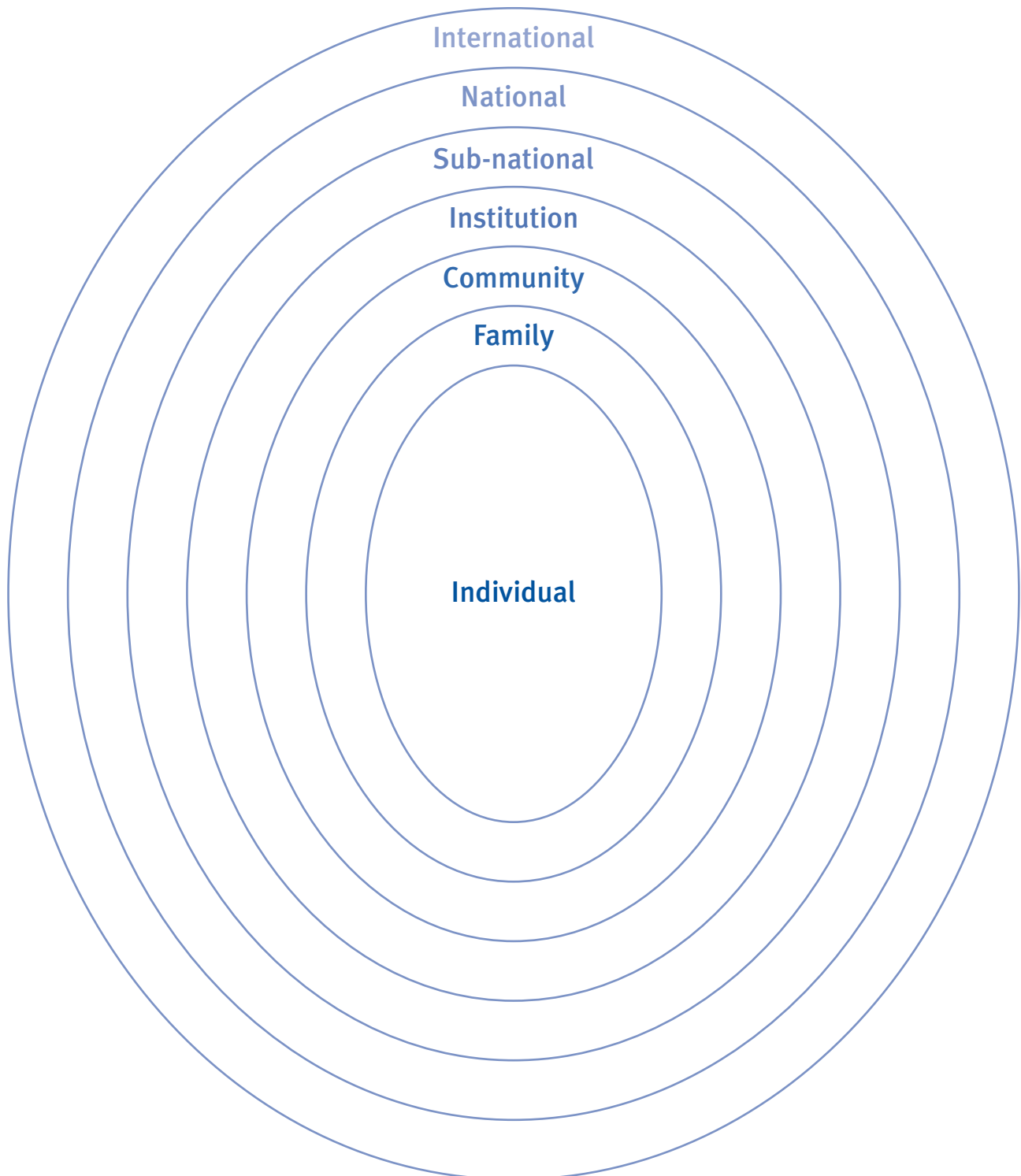
Rights based

- People are the drivers.
- Change the relationship between State and civil society.
- Wider systems of governance.
- Change in power dynamics.
- Sustainable change.



Handout 3

Circles of duty bearers

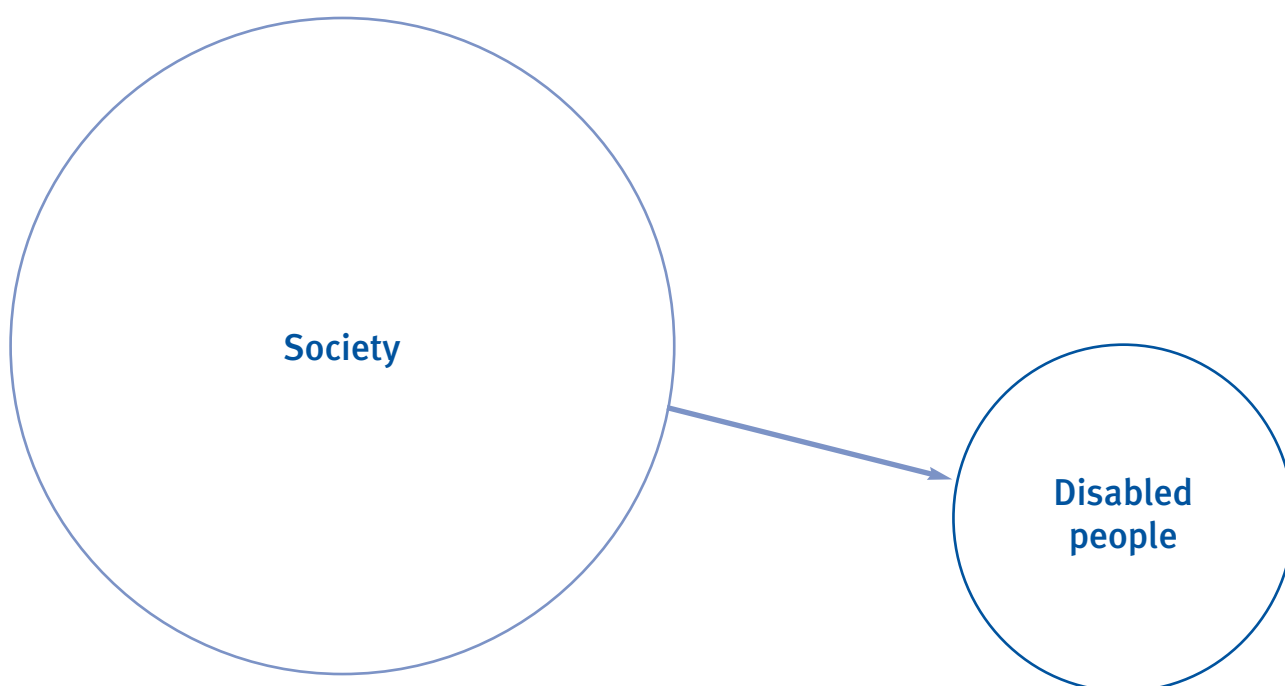


Handout 4

Individual model

Individual models

Charity approach



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

- **Disability is a problem in the person.**
- They are seen as ‘unfortunate’, ‘dependent’ or ‘helpless’.
- They are regarded as people who need pity and charity.
- Assumes people with impairments cannot contribute to society or support themselves.
- Provides them largely with money or gifts, such as food or clothing.
- Disabled people become long-term recipients of welfare and support.
- Aid provided by specialist organisations not mainstream development.
- Disabled people viewed and kept as separate group.

Handout taken from:

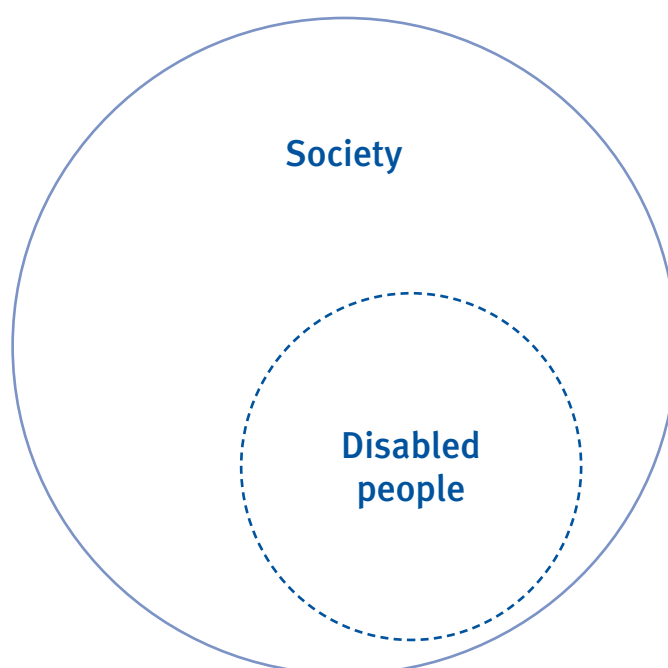
Coe S and Wapling L (2010) *Travelling together – how to include disabled people on the main road of development*, World Vision.

Handout 4

Social model

Social models

Inclusive approach



Activities focus on inclusion – disabled people are part of society

- **Focuses on society, not disabled people, as the problem.**
- Regards disabled people as part of society, rather than separate.
- People are disabled by society denying their rights and opportunities.
- Sees disability as the social consequences of impairment.
- Disabled people's needs and rights are the same as non-disabled people's – eg love, education, employment.
- Activities focus on identifying and removing attitudinal, environmental and institutional barriers that block inclusion.

Handout taken from:

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

Handout 5

Why focus on different groups?

Why focus on particular groups – some key issues

Focus on women and gender

- Women are 50% of the population; they are often poorer than men.
- Poor hygiene has a serious impact on women's reproductive health.
- Menstrual hygiene is often taboo and not addressed in WASH programmes.
- Lack of WASH facilities affect women's dignity, safety, privacy and girls' access to education.
- Women are responsible for most unpaid labour associated with WASH – it takes time and energy.
- Women are usually carers for children, or sick or disabled family members – additional WASH tasks.

Focus on disability

- Ten percent of the world's population is disabled. As many as 20% of the poorest of the poor are disabled.
- The UN Convention on Rights of Persons with Disabilities articulates rights in relation to access to WASH.
- People with different types of disabilities experience different challenges and discrimination in accessing WASH.
- Poor hygiene can cause disability – for example, trachoma can be prevented by face washing.

Focus on HIV/AIDS

- People living with HIV are more susceptible to opportunistic infections – diarrhoea, skin diseases, typhoid.
- Diarrhoea reduces the absorption of antiretroviral drugs.
- Safe drinking water increases the absorption of antiretroviral drugs.
- Fetching water and visiting toilets is more difficult when people are sick and is an additional burden on carers.
- People living with HIV are often stigmatised. Many believe that HIV is transmitted through sharing latrines.

Focus on older people

- The proportion of the aging population (over 60) is increasing in all countries.
- Older people are often amongst the poorest – especially those caring for young children.
- Older people are more likely to be affected by chronic illness and disability.

Focus on children

- Children make up a large proportion of the population (varies by country).
- Children are particularly vulnerable to WASH related diseases, some have severe and long-term consequences.
- Children – especially girls – are often burdened by WASH tasks and miss out on education.
- Children with diarrhoea miss school; many girls miss school when menstrual hygiene needs are not met.
- School WASH promotes attendance and the ability to concentrate.
- Children can transfer hygiene lessons from school to their homes.

Handout 6

Types of barrier

Individual barriers are those attributes of an individual that make it difficult for them to access water and sanitation. For example, if someone is weak because of illness, is an older person with weak arms, legs or an injured back, is very short (child), or has limited mobility because of pregnancy. These are barriers which might be addressed with interventions that focus on that limitation. For example, by providing a wheelchair for someone who cannot walk, drugs for someone who is sick, or a stick to help guide someone who cannot see. These barriers are often the focus in the medical model of disability but are not usually the focus for WASH programmes.

Environmental barriers are often easiest to identify. They include barriers to physical access such as steps, narrow pathways and uneven surfaces. Access issues are just as significant for those with sensory or communication impairments where information is not available in formats they can understand. Also think about the positioning of latrines – do they provide privacy and safety for girls? Do they have to go through unsafe areas to get to water points? How far do people have to travel? Is the orientation of latrines important (for example, Muslims do not want to face East)?

Institutional barriers are some of the most difficult to identify. Without a proactive search for them, they won't be as immediately evident. That's because they're often linked to social and cultural norms and written into policies and legislation. The way to start identifying them is to focus on sectors in which you work, and try to map the rights and legal, cultural and social practices that might need addressing. Consulting with local disabled people and other marginalised groups will be an essential part of helping identify them.

Attitudinal barriers are the most important to identify – time and time again they are the main reason prohibiting progress on inclusion of marginalised people. Negative attitudes and assumptions have led to many disabled people believing themselves to be worthless, dependent and in need of support. Women are sometimes not respected as decision-makers or considered capable of technical skills and tasks. People who are HIV positive may be discriminated against and older people, especially women, may be shunned by younger people.

Definitions taken from:

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

Handout 7

Case studies

Case study: HIV

Regis Sicheuunga, 48, is a widow and a mother of seven. She also has two grandchildren. Regis suffers from HIV which she was diagnosed with after the birth of her last child, Katherine, who is now nine. Regis was married but her husband died in 1998 and she had Katherine with a new partner. Her four youngest children have been tested for HIV and are all negative.

Regis' story

“I used to get the water from a well, which was a long way. I had to get up at three am because if you were late, the water would be gone and you would have to wait for it to come up again. I was given containers and chlorine by the hospital to keep boiled water because it's so important for my health to have clean water.

“Now we have a handpump in my village, which has been particularly beneficial for me as I don't suffer from diarrhoea anymore. Diarrhoea used to recur about every six months and I didn't know if I got it from the water or the toilet. I would go to the hospital to get the medicine to help me cope, but it was 18 kilometres so I would have to stay overnight.

“Now that I have clean water close to my home, I keep a garden to grow vegetables and groundnuts to help protect my body. As I'm stronger, I am very keen to build a toilet and I know people will help me, as they helped me to build my house.

“Our new handpump has been very good for everyone, but the best thing was actually the education that came first, which we can now pass onto others. The education made me realise the error of my ways in using dirty water and, as a result, the spread of diseases has reduced.

“When I was diagnosed with HIV, there weren't any support groups and a lot of people were secretive about the condition. However, the Chikuni Mission started to visit me at home once a month and would bring maize to help. They put together a list of all those willing to be known as HIV positive and we formed a support group so we could talk to others about the disease and encourage them to be safe.

“We started making a radio show and held a lot of seminars where we taught positive living and how to deal with the stigma of HIV. When others heard, they got in touch to ask if we’d help them. We now have 12 clubs and Kara Counseling helped us to buy some goats so the clubs can generate a small income to run.

“When I speak to others, I tell them to make sure they use clean water to keep disease at bay.

“Things are positive for me now. I am not scared and the children don’t think about the future when I won’t be here. I thank the people who made this possible. The knowledge they have brought, to help me understand the importance of clean water, hand-washing and toilets will help me live longer.”



Case study: Gender

Chimunya Malambo is in grade six at school, but at the age of 17, is old enough to be in grade nine. Her school is in the Monze district of Zambia and has recently benefited from receiving new toilet blocks.

Chimunya's story

“I started going to this school in June; where I was before was too far from my home.

“In order to attend my last school, we had to raise enough money to pay the fees, but anyone can come here even if you are still finding the money.

“The toilets there were very unhygienic. They were full of people and very dirty and smelly as we never cleaned them. I used to dread having to use them.

“During my period, I had to carry my dirty cloths with me in a plastic bag to throw away after school as there was nowhere for me to dispose of them. I would also have to leave early because I was soaked and had to go and bathe and stay at home until my period had reduced.

“Now I'm at a school with new toilets, I don't need to miss lessons. We can throw our dirty cloths away during the day and get new ones. Our toilets here are nice and clean so I like using them. We also have cleaning sessions and are taught to get a bucket and wash them down if they are dirty.

“I'm from Nelube village and we don't have a toilet at home but we are now digging one, which will help make a difference to my life. When I'm on my period at home, I have to re-use the same pieces of cloth because there is nowhere to put them. I prefer to throw them away like

I can now do at school.

“Having the clean toilet block helps me with my studies. My favourite subjects are English and Maths. When I'm older I want to be a doctor so that I am able to help people.”



WaterAid/Anna Karf

Case study: Children

Kelalit Gezgi is nine years old and a grade two student at a primary school in the Tigray region of northern Ethiopia. The school is without adequate WASH facilities. Tekle Berhe is 15 years old and a grade five student in a school in the Tigray region of northern Ethiopia, which now has a water tap and latrine.

Kelalit's story

“We don't have a water tap at school and so have to carry between five and ten litres of water from home every day. Some of us live very far from the school and the surrounding areas are hilly, making carrying water very tiring.

“Luckily, my parents live nearby. During break time, I hurry home to drink water and return to school before it is too late. I have a scar on my chin from falling down while running back to school.

“If I go without water at school, my attention drifts away from the classroom and my throat and lips get dry and swallowing becomes really difficult. There are also no latrines at the school and so most students defecate on the outskirts of the school making the place very disgusting. It makes us sick. The girls don't want to defecate outside in the presence of boys as it's very embarrassing and we don't feel safe.

“The situation at home is tough too as I have to collect water from the river. To avoid the very long queue I need to get there at midnight. I go there together with my friends to stay safe. The round trip journey takes about an hour and I travel all the way carrying 20 litres of water. The heavy wind and cold air cracks my skin and I get strong pains in my back and hip. Staying up so late means I get really tired and then can't pay attention in class but when I collect water in the sun I feel dizzy and weak.”

Tekle Berhe's story

“Our school now has a water tap and a latrine. We can get water whenever we want and use the toilet during break time. Now we don't have to bother about carrying water all the way from home for drinking and to water the trees. We never have to feel thirsty.

“We also don't need to worry about defecating outside and aren't scared of boys teasing us.

“Now all we need to think of is our education. We used to waste our break times to search for water, but can now play instead. We also don't come to class late and so don't get punished by the school security guard.

“The availability of the water tap and latrine has really improved life at school for us.”

Case study: Disability (1)

Restoring the dignity of a disabled man in Timor Leste: Claudio's story

Claudio, 35, lives in a farming village in the Liquica district, where a lack of proper sanitation facilities used to mean that most inhabitants had to defecate in the surrounding fields or in pig pens. This left the villagers vulnerable to preventable diseases, such as diarrhoea, as well as causing women and girls embarrassment during menstruation.

Life without a toilet was particularly difficult for Claudio who was born with club feet, which were never treated. Reliant on a stick to walk and work, he was unable to trek to isolated places to defecate in private. As a result, he had to defecate near his home, which he found humiliating.

WaterAid in Australia, in conjunction with local partner Hafoun Timor-Leste (HTL), has been working in the district since 2007 to help provide access to water, sanitation and hygiene. The team carried out participatory activities in Kulau to spur the villagers into action and, as a result, all households built their own toilets.

The squat design, however, was not hygienic for Claudio, as he had to use his hands to push himself up off the ground. The WaterAid and HTL team worked with Claudio and a local carpenter to build a simple wooden chair with a hole at the top, providing him with a hygienic and private toilet.

The design was then modified to suit the two other disabled villagers – an elderly man with arthritis and a 38 year old man who hurt his back in an accident.

Claudio said, “I am very happy with my toilet as now I don't have to walk to the fields or try to climb fences to go to the toilet in the pig pen. Now it is easy for me to use the toilet on my own and I can stand up and sit down easily”.

At the recent Open Defecation Free ceremony attended by the villagers and government officials, Claudio showed his toilet to the Secretary of State for Infrastructure, who said he was impressed and pleased there were more accessible toilet designs available.

WaterAid in Timor Leste is focusing on involving disabled people in its WASH activities. This example proved a good opportunity to raise awareness of living with disabilities in Timor Leste, not only in the local community but also at a governmental level.



Case study: Disability (2)

AG is a member of a disabled people’s association in Bujajira, Ethiopia where WaterAid has supported a project to build an accessible latrine and shower. She is 18 years old, unmarried and without children. She is paralysed from the hips down and uses a wheelchair.

AG’s story

“I became disabled when I ran away from my father who was beating me. I fell on the dirt road and my legs stopped working. When they picked me up I couldn’t walk but instead of taking me to the hospital they took me to another place because they thought that the devil had attacked me. At the traditional medicine they gave me a massage with butter but I didn’t get better; I didn’t feel good at that time. I did not believe it was an evil spirit. I knew it was because I fell. The nurses are going to their village and give their polio medicine and I expect that maybe it is polio. My father believed that it was an evil spirit. I was a kid at that time; when I grow up and I start to believe my own potential I can’t accept that belief.

“There was a big discrimination by the society and I was staying at home. My family sent my sisters and brothers to school but keep me at home because they are ashamed of me. They don’t want to say ‘she’s my sister’, and my dad, he doesn’t want to say he has a disabled daughter. My neighbours and my friends – the society, they start to discriminate. When children are playing outside I was not playing with them. If there is something that makes us happy such as giving birth, they tell my sisters and brothers, but they wouldn’t tell me. Not only for the people’s; I am hiding myself too.

“I live in a rural area. One of the Kabele staff was my friend and he knows me before I became disabled. Then he gives me this wheelchair five years ago. I was very sad when my friends go to school and I am always saying to myself – it is better to die; I want to die because my friends are learning and I am staying at home. I was thinking like that.

“I am staying on my own [at home]. My mother looked after me: just she give to me something to eat, then no other treatment. But when I get this wheelchair I go to school to learn by myself. I start to learn when I was twelve, now I am grade five.

“My father passed way. In our culture when your father dies, you ask for something from your home. I asked for chicken so I could sell them and go to school. I was hearing something that disabled people were learning in town. I sell chicken and then I come to this town [Butajira town] and rent house. I am preparing some handcraft – I take some training in weaving and I make baskets. I am paying for the rent of the house and I go to school.

“When I come to this town before this project [WaterAid’s project], I went to my friends home to use the toilet. I tried to find any place that is accessible to me. I was not successful at that time. I tie shoes on my hands and I went to the toilet but it was very difficult. I went early in the morning when no one was getting up; most of the time I go to the toilet early

in the morning. The house I rent, the toilet is near my house. When I take baths, I ask permission from the owner of the house and I put hessian sack around me like curtain with a wood rail; then I was sitting on the grass and I was washing.

“Before when I used the toilet with other people, it was very dirty and they were using the toilet. I was using my hands to go to the toilet and I become very dirty. And also I can’t carry water [to flush the toilet] as I am walking with my hands and I had to ask someone to help. It was difficult for me. When I am come to this town, I use the toilet and I use the shower [in the WaterAid supported project] without any problem.

“The shower and the toilet have not changed people’s attitudes towards me. The big thing is coming from that rural area to learn. I am coming from the dark place to the light place. And also I have so many friends and I am sharing so many ideas with people – that is a big change for me.

“My family who was ashamed by me before, they are proud of me now because I am helping myself. I know that very well – I can change myself and I can learn. I can do everything and I am equal to non disabled people. I will go to college and graduate. I want to sit in an office and work.

“If that person is deaf, he miss only – he can’t hear but he can do anything. If he is visually impaired he can’t see but he can do everything. If he is physically disabled he can’t walk or he can’t touch something but he can do everything. That is my belief. If someone is mentally retarded I do not think that he can do anything because he can’t think. I saw them on the street but I don’t know personally. If he is not thinking, only that person can not do anything.

“I do not have a boyfriend. It is not the time to have a boyfriend. Someone is asking me to be a girlfriend by I say no at this time. He is not happy. Whatever he says I have to complete my school. I want to learn. He is not disabled. My family do not support me and if I bring another kid they are not happy and nobody will help me without an income.

“There is a very hard word in Amharic for ‘deaf’. Instead of saying ‘deaf’ it is better to say ‘hearing impairment’. When you translate in Amharic, ‘deaf’ is a person who can’t hear, can’t do; that person is nothing. ‘Hearing impairment’ means they can do.

“I would like to thank you to spend your time and to see our disability problem in this area. I would like to thank you”.

Case study: Older people

Sabrina Filumba doesn't know how old she is. She lives in Kafumbo village, where she relocated with her husband several years ago, but is now a widow. She has problems with her legs making it difficult for her to be very mobile, but her 13 year old grandson, Kanama, lives with her and helps look after her.

Until July 2009, Sabrina did not have a toilet. She used to walk about 400 metres to use the surrounding bushes.

Sabrina's story

“My toilet collapsed soon after my husband died in 1995. At that time, there was no spirit of cooperation amongst people in the village so it never crossed my mind to ask for help to rebuild it. Everyone expected to be paid cash or with chickens, but I didn't have either. Even my own family never bothered to help me.

“People here have always suffered from diarrhoea, cholera and other related diseases but no one ever knew it was due to poor sanitation. Now people are more educated and understand the link.

“In 2009, the idea of helping each other was introduced to the village by the V-WASHE Committee.

“One day, four people came to my house to ask if they could help build me a toilet in order to avoid an outbreak of cholera in the village. I was really happy and grateful. I thanked God for finally remembering me.

“I am now a proud owner of a traditional latrine; I'm just waiting for cement to arrive so that it can be improved with a sanplat. Traditional latrines need to be re-plastered every two weeks as they become rough from sweeping, but I am an old woman who can hardly walk anymore let alone have the strength to manage such a task.

“I now also have a hand-washing facility outside my toilet. I am very pleased with the hygiene education I received from the V-WASHE committee.

“I was not aware of the need to wash your hands after using the toilet. My grandson, Kanama, used to tell me to construct a toilet and encouraged me to wash my hands after using it as he learned about it in school. Unfortunately, I was unable to do so.

“I now want to spread the message to all my grandchildren so that they continue with good sanitation and hygiene practices. If it



wasn't for the problem with my legs, I would have been accompanying the V-WASHE members on their sensitisation rounds.

“The V-WASHE members have now become like family and pass through once in a while to see how I am doing”.

Why was this story chosen to illustrate significant change?

It is a widespread belief that many older people in Samfya district practice witchcraft. As a result they are isolated as it is believed that associating with them will lead to one inheriting their witchcraft tendencies when they die. Due to this, most community members tend to marginalise older people within their communities and exclude them from benefiting and participating in activities.

Sabrina's story was chosen because it shows a change in the attitudes of local communities towards a deep rooted belief.

What difference has it made/will it make?

Following the community sensitisation meetings conducted by the project staff, V-WASHE committee members have realised the importance of putting aside beliefs that marginalise older people who are willing, but not able, to improve their sanitation and hygiene practices. They have also become more inclusive by focusing on people who are not able to provide their own materials or contribute their labour. The change has provided opportunities for an old woman to access sanitation facilities and hygiene education. She no longer has to walk 400 metres to use the bush. The traditional latrine offers her a temporary solution.

In addition, once her toilet has been improved with a sanplat, Sabrina will no longer have to struggle to clean and maintain it. Traditional latrines require re-plastering every two weeks as the floor starts to chip due to constant sweeping. This will offer her a more lasting solution.

Why do you think this difference is important?

The difference is important because it allows Sabrina to regain her dignity. She no longer has to practice open defecation when everyone else around her has a toilet. She is no longer the odd one out.

The difference is also important because improved technology, once she has her sanplat, will reduce Sabrina's workload.

The difference is important because it is reflective of many older people, most of them looking after orphaned children. The children are able to have access to proper sanitation and hygiene which enables them to put into practice what they learn at school.

Who chose the story and how?

The story was chosen by Lawrence Mwachimani, the Programme Officer for Development Aid from People to People (DAPP) Samfya. DAPP is a partner working with WaterAid in Zambia in Samfya district.

Lawrence met Sabrina through his regular monitoring visits. He had travelled to the village to check on progress made by the V-WASHE committee.

Handout 8

Barriers and solutions

Barrier examples	Solution examples
<p>Individual</p> <ul style="list-style-type: none"> • Physical limitations (difficulty walking, squatting, balancing). • Poor eyesight. • Prone to infections. • Lack of education/ information. 	<ul style="list-style-type: none"> • Mobility equipment – wheelchairs, trolleys, crutches, physiotherapy. • Spectacles, white canes. • Medical treatment. • HIV programmes provide health/ hygiene messages.
<p>Environmental</p> <ul style="list-style-type: none"> • Long distances. • Uneven, slippery overgrown paths. • Steep steps to toilets and water points. • Narrow toilet cubicles. • Dark inside cubicles. • Uneven, slippery wet/dirty floors. • No support rails, no seats. • Taps and pump handles too high. • No facilities for menstruation management. • Missing toilet door locks. 	<ul style="list-style-type: none"> • Install facilities nearer to users. • Make paths level, smooth ramped earth, clear obstacles. • Construct low, even steps, with handrail; ramp as alternative. • Cubicle with wider space inside. • Provide natural light. • Latrine floors with smooth non-slip surface, improve drainage. • Provide support rails; provide toilet seat. • Water points with taps at different heights; longer pump handles. • Provide incinerators or pits to dispose of soiled cloths. • Adequate water for personal hygiene inside or near toilet cubicles. • Ensure locks on toilet doors.

Handout 8

Barriers and solutions

Barrier examples	Solution examples
<p>Institutional</p> <ul style="list-style-type: none"> • Lack of policies, strategies, legislation. • Lack of information and skills of WASH staff. • Users lack knowledge of accessible options. • Lack of data on needs of marginalised people. • Lack of consultation with/representation of marginalised groups. • Lack of standard designs for accessible facilities. • Lack of collaboration between relevant agencies. 	<ul style="list-style-type: none"> • Provide evidence to influence policy. • Capacity building of WaterAid and partner staff. • Provide information; build community facilities demonstrating accessibility options. • Improve research, disaggregated data collection. • Situation assessment of existing facilities. • Ensure elderly, disabled, women, people with HIV/AIDS on user committees. • Involve representative groups of users eg DPOs in designing/ planning accessible facilities. • Build partnerships and capacity of relevant NGOs eg HIV programmes include hygiene promotion package.
<p>Social/attitudinal</p> <ul style="list-style-type: none"> • Misinformation about disability/ HIV/ menstruation etc. • Toilet pits emptied by women. • Discrimination, neglect, exclusion. 	<ul style="list-style-type: none"> • Improve health information to girls. • Public awareness campaigns eg on HIV transmission; use influential figures/religious leaders. • Adhere to Act for abolition of manual scavenging.

Handout 9

Job advert

Job advert template

Job title: Policy Advocacy Officer

Location: Addis Ababa

Salary: \$1,000,000

WaterAid, a leading international NGO is seeking a mature policy and advocacy officer.

The Policy and Advocacy officer will be responsible for carrying out research into water and sanitation issues and for carrying out advocacy strategies which will result in sustainable improvements in the provision of safe water and sanitation to beneficiaries. The postholder will be responsible for networking and collaborating with different stakeholders to encourage the development of pro-poor policies and the achievement of water and sanitation sector goals.

This role will at times require long working hours so we will not accept applications from females with young children.

Minimum requirements:

Candidates over six foot should apply.

Office hours are 08:30 – 17:00.

Masters degree standard with at least ten years relevant work experience.

The job description can be downloaded from www.pretend.com

Applicants should submit a typed CV and cover letter

Applications should be sent to:

Closing date:

Interviews will be held on the fifth floor of the BigGlassy building on main street.

Candidates will be required to complete a written test within 30 minutes at the interview.

Handout 10

Definitions of discrimination

Direct discrimination

Less favourable treatment of a person compared with another person due to a particular characteristic (for example, sex, race, age, disability, HIV status, religion, sexual orientation).

For example, it would be direct discrimination if a driving job was only open to male applicants.

Indirect discrimination

The use of an apparently neutral practice which puts people with a particular characteristic at a disadvantage compared to others who do not share that characteristic.

For example, saying that applicants for a job must be clean shaven puts members of some religious groups at a disadvantage.

Positive discrimination

Treating someone with a particular characteristic more favorably to counteract the effects of past discrimination.

For example, deliberately short-listing only women for a senior position to provide a more balanced senior management team (nb this may not be lawful in some countries, such as the UK).

Positive action or affirmative action

Definitions vary in different countries. Both terms generally mean a range of actions that seek to overcome or minimise discrimination that people who share a particular characteristic have experienced, or to meet their particular needs.

For example, sending job adverts to disabled people's organisations and providing the support potential candidates with disabilities need so they can compete fairly at an interview with candidates without disabilities.

Affirmative action in many African nations focuses on gender. It is enforced by a quota system.

For example, in Uganda a third of the individuals in government must be women. In sub-continental Asia, quotas are largely focused on the caste (class) system.

Handout 11

Diversity images



WaterAid users? Oppressive gender role? Beautiful image/decoration?



Handout 12

Equity and inclusion standards for strategic aims

Aim 1

We will promote and secure poor people's rights and access to safe water, improved hygiene and sanitation.

Standards – what will it look like?

- Make sure all WaterAid staff and partners understand and apply equity and inclusion in their work.
- Continuously enquire into who is excluded from WASH, the causes of exclusion and its impact on lives and livelihoods.
- Involve marginalised people in WaterAid and their partners' programme design, plans, implementation and monitoring.
- Diversify approaches to meet different needs.
- Gather and disseminate knowledge and evidence on equity and inclusion.

Handout 12

Equity and inclusion standards for strategic aims

Aim 2

We will support governments and service providers in developing their capacity to deliver safe water, improved hygiene and sanitation.

Standards – what will it look like?

- WaterAid country strategies are based on analysis of poverty and exclusion from WASH in deciding where to work.
- Raise awareness on equitable and inclusive WASH through relationships with others in the sector.
- Influence the capacity of other actors to be more responsive and accountable to the most marginalised.
- Influence sector performance monitoring to incorporate equity and inclusion.

Handout 12

Equity and inclusion standards for strategic aims

Aim 3

We will advocate for the essential role of safe water, improved hygiene and sanitation in human development.

Standards – what will it look like?

- Influence development actors using evidence of how exclusion from WASH impacts on development outcomes.
- Engage in partnerships and networks. Share with, learn from and influence other development actors to promote equity and inclusion in access to WASH.
- Demonstrate through work how integration of WASH in other sectors contributes to more equitable and inclusive development processes.

Handout 12

Equity and inclusion standards for strategic aims

Aim 4

We will further develop as an effective global organisation recognised as a leader in our field and for living our values.

Standards – what will it look like?

- Organisational policies on diversity, gender, disability, HIV/AIDS and child protection.
- Include equity and inclusion in all training and induction – in a pragmatic and realistic way.
- Commitment to equity and inclusion demonstrated in recruitment and induction of staff.
- Leadership and management and personal development reflect commitment to equity and inclusion.
- Communications are accessible and represent the experience of marginalised people.

References and further reading

- 1 Sessions 2 and 3 draw extensively from Coe S and Wapling L (2010) *Travelling together – how to include disabled people on the main road of development*, World Vision.
www.worldvision.org.uk/travellingtogether
- 2 The energiser draws extensively from (2008) Save the Children '*Non discrimination in emergencies*'
<http://www.reliefweb.int/rw/lib.nsf/db900SID/ASAZ-7RYBGF?OpenDocument>

For further information on equity and inclusion at WaterAid please see Gosling L (2010) *Equity and inclusion. A rights-based approach*, WaterAid. You can also visit the equity and inclusion site on The Source for more useful links and resources:

<http://thesource.wateraid.org/equityandinclusion/Pages/Home.aspx>

Notes



WaterAid transforms lives by improving access to safe water, hygiene and sanitation in the world's poorest communities. We work with partners and influence decision-makers to maximise our impact.

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