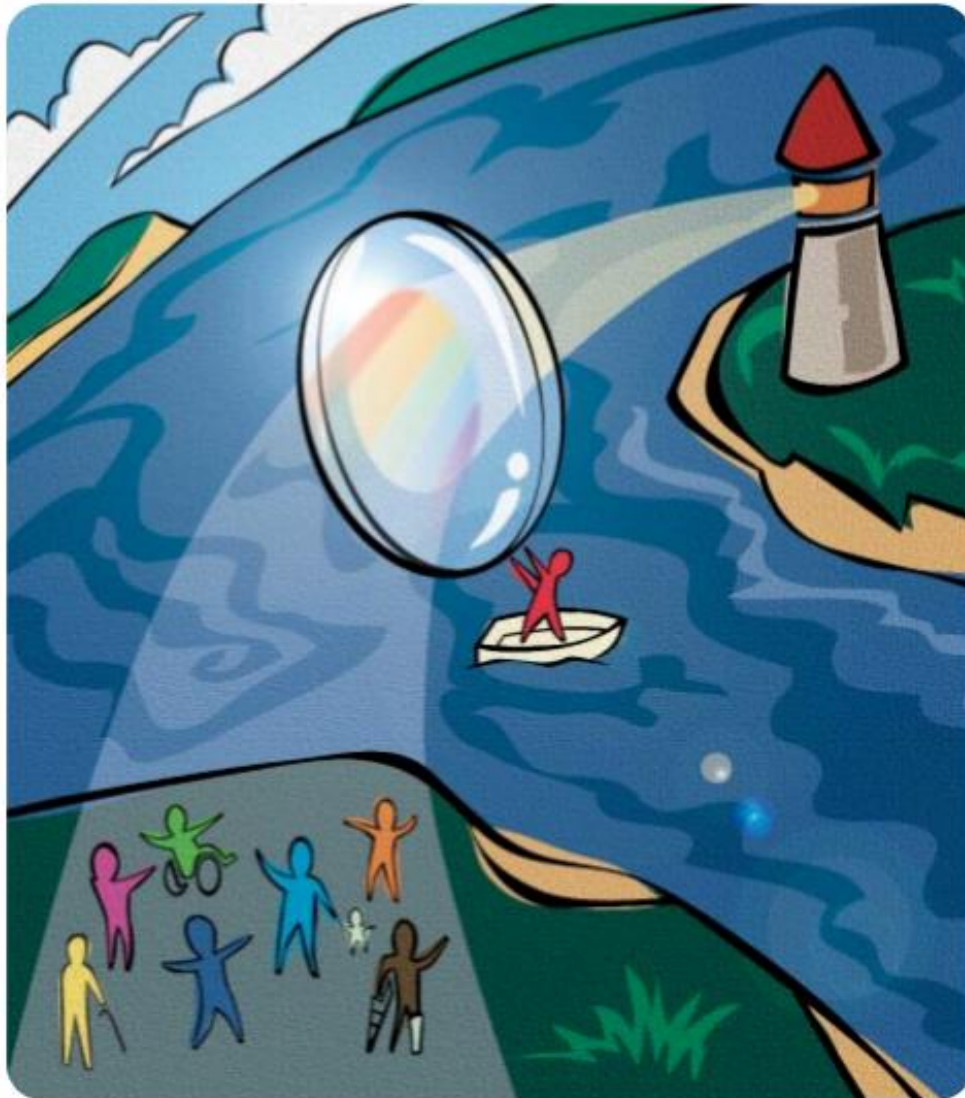# Leaving No One Behind in WASH Alliance programme Through adopting an Inclusion Lens

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Background

The WASH Alliance International aims for sustainable acceleration through following the FIETS principles, reaching full coverage and leaving no one behind. Aiming for all these aspects have a tendency to create tension as it is easier to accelerate through targeting easy to reach areas, leave out the hard to reach and very poor, etc. The challenge for the WAI is to ensure FIETS sustainable programming that leads to acceleration and not forgetting the S of social; so "Leaving no one behind". As a programme in which NGO's aim for and facilitate a process of change within the WASH sector, we as NGO have a watch dog role to ensure the socially weak are not left behind but fully included during change and development.

Furthermore, gender and social inclusion is a topic that is gaining importance due to several ongoing trends in the world and in the sector:

⇒ The SDGs demand providing access to WASH to the 'bottom of the pyramid' and also focus on countering exclusion based on gender, race, poverty, religion, caste, ethnicity, political orientation, sexual identity, citizenship, disability, age, geographical location. Needless to say four billion people who consist the "Bottom of Pyramid" are not a monolith, so one size fit all solution cannot be used to include all of them.

⇒ It is also the priority of DGIS to reach vulnerable groups, to provide access to WASH for all and to be pro-poor

⇒ Both SDGs and DGIS promote to extend WASH coverage to 'hard to reach' communities ('the last mile')

⇒ according to JMP on water supply, approximately 663 million people remain un-served, of which most are living in rural areas, and in the least developed countries

⇒ the sanitation situation is even worse, according to the UNICEF/WHO Joint Monitoring Programme (JMP) more than 2.4 billion people still lack access to adequate sanitation, while 1 billion still practices open defecation

"Leaving No One behind" has been chosen as one of the themes of WAI 2016learning programme. Input has been received from 21 partners from Bangladesh, Ghana, Kenya, Nepal, the Netherlands and Uganda which has been the bases for preparing this document.

This document is intended to create shared understanding about concept of "Inclusion" among WASH Alliance partners to become more reflective of and responsive to the needs of people we serve. It also offers ways to raise awareness about the importance of Inclusion within organisations and to begin dialogue with policy makers and plan for the inclusion of the unserved groups that can be left behind.

What is Inclusion?

Inclusion is a term that is familiar to most of us in our everyday lives. We feel included, or excluded, from family, neighbourhood, or community activities. We may feel excluded due to real or perceived barriers. These barriers may exist based on factors such as differences in:

- ethno-racial background,
- financial status,
- education level,
- physical or mental ability,
- religious and faith-based beliefs,
- gender,
- geographical location (i.e. rural/urban)
- sexual orientation,
- age and
- other socio-economic circumstances.

Inclusion is ensuring that all are able to participate fully regardless of these differences. Inclusion is not just about improving access to services for those who are currently excluded but also supporting people to engage in wider processes to ensure that their rights and needs are recognized. In order to achieve inclusion, we need to at least work on the bases of "Equity". This means that we need to recognize that people are different and need different support and resources to ensure their rights are realized. To ensure "Leaving no one behind" ideally we need to strive that the structural barriers causing inequity will be removed. If removing the barrier is not possible, at least measures must be taken to compensate for specific discrimination and disadvantages. For instance, by ensuring that water supplied in affordable ways to the poorest people in the society.

EQUALITY VERSUS EQUITY

In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Some people are excluded from WASH because there are no services in the community, region or village in which they live. Some people are excluded from WASH because they are not able to access services even where they do exist. Power, resources and opportunities are not distributed equally within any group of people.

Marginalisation is the social process of being confined to a lower social standing or to the outer limit – the margins – of society. Marginalised individuals often suffer material deprivation, and are excluded from information, services, programmes, and policies. People who are marginalised are often not consulted, they have little influence over decisions that affect them, their voices are not heard and it is more difficult for them to claim their rights.

People are marginalised and excluded from WASH services as a result of *social*, **economic**, **political**, **physical, geographical and/or environmental factors**. These factors influence the lives of people very differently.

Social factors are often deep-rooted and have been perpetuated over centuries of socio-cultural norms, practices and traditions. For example, the deeply held belief that results in menstruating women being excluded from religious and social activities in many societies, the belief that epilepsy is contagious, or the tradition that fetching water is a woman's responsibility or that older women in poor communities are 'witches'. These factors can be changed by working with men, women and children to address behaviour, attitudes and beliefs. New technologies can also influence social roles, for example in Zambia introducing jerry cans encouraged men to carry water.

Economic and **political** factors can change more quickly and their influence on people can vary. For instance, a change in government could result in discrimination against some people and exclusion

from WASH services whilst relatively improving the conditions of others. These factors are more likely to be addressed through policy and advocacy work – persuading duty bearers to meet their obligations and empowering marginalised people to demand their legitimate rights.

Physical and **geographical** factors can present huge barriers, resulting in the exclusion of populations in remote areas, individuals with mobility problems, or pastoralists. These factors often require a more technical approach, carefully tailored to the specific context and requirements.

Exclusion can sometimes be unintended and indirect. The more powerful and assertive members of society are often unaware of the needs and skills of the less powerful. For example, if there is no conscious effort to include disabled people and their families in decision-making for WASH programmes, then their concerns may remain hidden. As another example the WASH related labour carried out by women is usually unpaid, and so it is valued less highly than the paid work of men and may be less recognised by communities.

There are also clear cases where exclusion is deliberate, direct and explicit, where those in control of WASH consciously deny access to others.

Whatever the cause of exclusion the result is the same: some people's rights to WASH are denied. People who are marginalised in society and excluded from WASH require specific attention to ensure that their voices are heard and their rights are not denied.

Addressing discrimination and exclusion requires developing the awareness and skills of staffs and partners to question their own prejudices and to recognise discrimination in the context of their work. It requires support for disadvantaged groups to become more assertive to demand their rights, and for policy and advocacy work to address institutionalised discrimination resulting in exclusion.

Exclusion is about **power.** Most exclusion is related to power dynamics at different levels within the society, family, community and institutional structures where we work. We should also be aware of the power relationship between WASH Alliance International and its partners and with other stakeholders such as communities and government. These can all affect our ability to address inequality and exclusion in our programme.

The Inclusion Lens

As was mentioned, people are marginalised and excluded from Water and Sanitation services and practicing proper hygiene as a result of **social**, **economic**, **political**, **geographical** and/or **environmental** factors. These factors influence the lives of people very differently.

So it is not enough to target 'marginalized countries', marginalized regions, marginalized communities, or even marginalized households. We need to look more closely at each level – who is excluded from water and sanitation services and practicing proper hygiene, where does this happen

and why? What are all the different needs and priorities in relation to WASH, and how can these be reflected in WASH Alliance International programme and policies now and in the future?

Therefore, we would like to use a sharpen "Inclusion Lens" to identify elements to exclusion and inclusion that should be considered in analysing a policy, programme, or practice. These factors and elements are illustrated in the following "Inclusion Lens" figure and table:

Elements of Exclusion

Poverty

Disadvantages

Inequalities

Discriminations

Barriers to access

Disability

Isolation

Marginalization
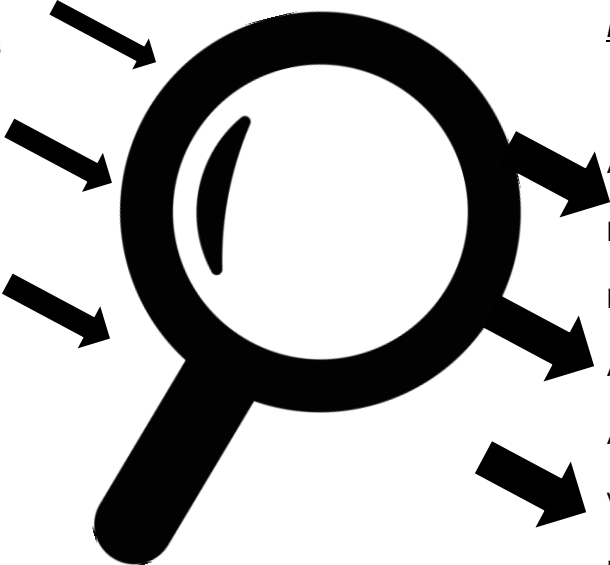
Elements of Inclusion

Adequate income

Reduced disparities

Human Rights

Access

Ability to Participate

Valued contribution

Belonging

Empowerment

| Elements of Exclusion	Factors	Turned to Inclusion
Disadvantage, fear of differences, intolerance, gender stereotyping, historic oppression, cultural deprivation.	**Social**	Valuing contributions of women and men to society, recognition of differences, valuing diversity, positive identity, anti-racist education.
Poverty, unemployment, non-standard employment, inadequate income for basic needs, participation in society, stigma, embarrassment, inequality, income disparities, deprivation, insecurity, devaluation of caregiving, illiteracy, lack of educational access.	**Economic**	**Adequate income** for basic needs and participation in society, poverty eradication, employment, capability for personal development, personal security, sustainable development, reducing disparities, value and support caregiving.
Disability, restrictions based on limitations, overwork, time stress, undervaluing of assets available.	**Physical**	**Ability to participate**, opportunities for personal development, valued social roles, recognizing competence.
Marginalization, silencing, barriers to participation, institutional dependency, no room for choice, not involved in decision making.	**Can be all**	**Empowerment**, freedom to choose, contribution to community, access to programs, resources and capacity to support participation, involved in decision making, social action.
Barriers to movement, restricted access to public spaces, social distancing, unfriendly/unhealthy environments, lack of transportation, unsustainable environments.	**Physical**	**Access** to public places and community resources, physical proximity and opportunities for interaction, healthy/supportive environments, access to transportation, sustainability.
Denial of human rights, restrictive policies and legislation, blaming the victims, short-term view, one dimensional, restricting eligibility for programs, lack of transparency in decision making.	**Political**	**Affirmation of human rights,** enabling policies and legislation, social protection for vulnerable groups, removing systemic barriers, will to take action, long-term view, multi-dimensional, citizen participation, transparent decision making.
Isolation, segregation, distancing, competitiveness, violence and abuse, fear, shame.	**Social**	**Belonging**, social proximity, respect, recognition, cooperation, solidarity, family support, access to resources.
Discrimination, racism, sexism, homophobia, restrictions on eligibility, no access to programs, barriers to access, withholding information, departmental silos, government jurisdictions,	**Can be all**	**Entitlements**, access to programs, transparent pathways to access, affirmative action, community capacity building, inter-departmental links, inter-governmental links, accountability,

secretive/restricted communications, rigid boundaries.	open channels of communication, options for change, flexibility.

Levels of Inclusion

Beside looking through an Inclusion Lens to amplify the dimensions of Inclusion and Exclusion and make sure that we "Leave No One Behind", it is important to realize that Inclusion has different levels (see annex III for definitions of these different levels). The below Figure illustrates the relation of each level of inclusion with the level of participation in a programme or community (participation ladder). WASH Alliance International would like to consider "Culture of Inclusion", as desirable level of Inclusion, and "Strategic Inclusion" as minimum requirement for its programme. Therefore, we need to make sure that we "Leave No One Behind" in the decision making process!

Figure 1. Levels of Inclusion and Participation Ladder
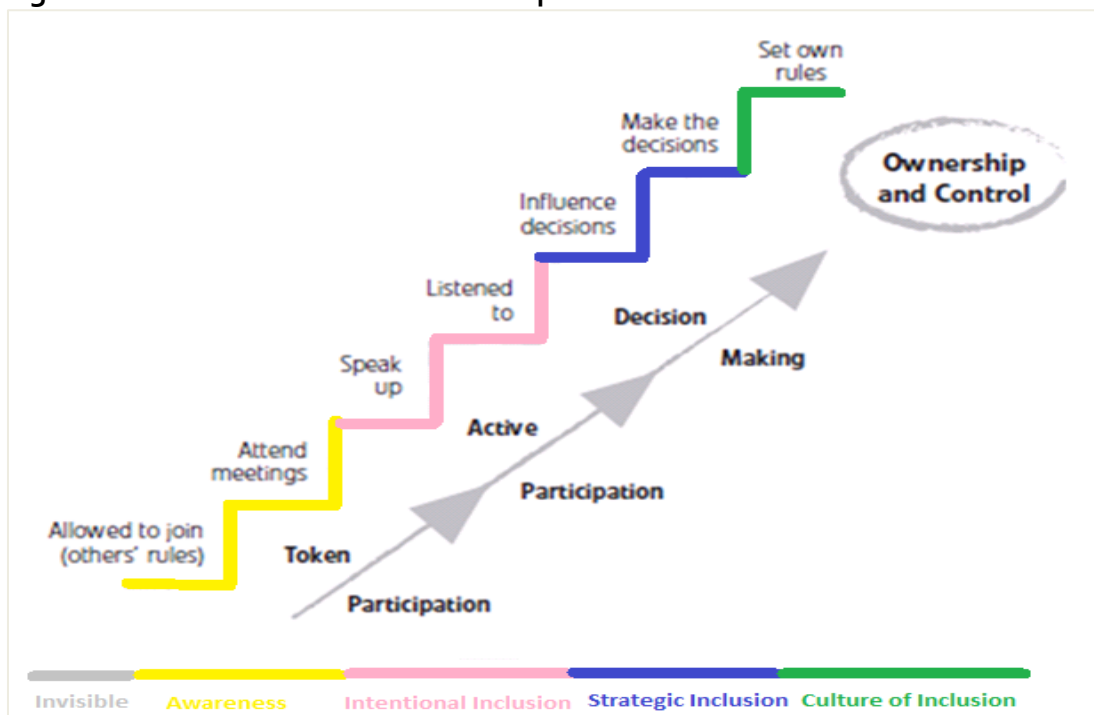
Basic Principles Leading to successful Inclusion

The following basic principles have shown to be successful in inclusion of those excluded:

- **Noting about us without us[1]:** participation of people who are often excluded in policy development and programme design are the key to sustainable inclusion.
- **Empowerment:** marginalized people/ groups often need support to organize themselves, so they can lobby for their own inclusion.
- **Inclusion is about removing barriers:** we need to change the discriminating system by altering negative attitudes, detecting and removing physical and communication barriers, and by changing discriminative rules and regulations.
- **Gradually climbing the participation ladder:** People need self-esteem and basic social skills before they can climb the participation ladder. The speed of climbing the ladder is also different per individual and community.
- **Plan and budget for Inclusion:** Inclusion doesn't happen automatically and benefits will not trickle down naturally. You have to consciously plan for it! The investment of time and money is necessary but repays itself in the long run.
- **Inclusion is a joint responsibility:** inclusion cannot be reached by one actor. We can only change the system if we work together, government, NGO, private sector, donors, interest groups and communities.

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[1] is a slogan used to communicate the idea that no policy should be decided by any representative without the full and direct participation of members of the group(s) affected by that policy.

Tool to Create the Inclusion Lens for WASH Alliance Programme

In order to fulfil our ambition for "Leaving No One Behind", and a level of "Culture of Inclusion" level each country WASH Alliance is encouraged to create its own Inclusion Lens and Action plan to improve inclusion, using the tools provided in this guidelines and the following steps:

1. The questions and template (Annex I) for creating "Inclusion Lens" will be shared with all the partners and country team.
2. The partners are encouraged to consult with their staffs and members of their target group who are normally excluded in the process.
3. The results needs be discussed in a facilitated workshop in each country (if possible combined with a training on Inclusion). The country alliance is requested to develop their Action Plan (see Annex II) for improving Inclusion in WASH Alliance Programme.
4. The Action Plans will be shared with PME team for development of Inclusion specific indicators or modification of the current indicators, if necessary.
5. The Organisation Inclusion Assessment Tool (Annex IV) can be also shared with partners. The partners are encouraged to apply this tool in consultation with their staffs and other relevant stakeholders if possible.
6. Partners are encouraged to develop their own Inclusion Improvement Action Plan for their organisation, which can help improving the WASH Alliance Programme

Annex I- Guiding Questions to create Inclusion Lens

<u>**Key Questions**</u>

Please answer the below questions considering Policy, Programme and Practices related to WASH Alliance Programme:

1. Key Questions about Exclusion:

1- *Who is being excluded at different levels of Inclusion? From what?*
2- **What are the main elements of Exclusion at different levels of Inclusion?**
3. *How do you see exclusion working?*
4. **Who benefits from exclusion?**

2. Key questions about inclusion

1- *Who are the people to be included at different levels of Inclusion?*
2- **What are the main elements of Inclusion at different levels ?**
3. *How do you see inclusion working?*
4. **Who benefits from inclusion?**

3. Detail questions about Exclusion

1. Who is being excluded? From what? At what level?

Your answers:
How do you know?

2. What are the sources of exclusion in the policy, programme, or practice?

Your answers:
How do you know?

3. What impacts do the current programme or policies have on promoting different levels of exclusion?

Your answers:
How do you know?

4. What is the impact of different levels of exclusion on people in the short term?

Your answers:
How do you know?

5. Are there long term impacts?

Your answers:
How do you know?

6. What are the costs of different levels of exclusion? Who bears them?

Your answers:
How do you know?

7. Who benefit from exclusion?

Your answers:
How do you know?

Who has the resources, responsibility, jurisdiction to address the sources of exclusion?

Your answers:

How do you know?

4 Detail Questions about Inclusion

1. Who are the people to be included for different levels of inclusion?

Your answers:
How do you know?

2. What legislation, policies, programmes, or practices would promote inclusion?

Your answers:
How do you know?

3. What impacts do the current programme or policies have on promoting different levels of inclusion?

Your answers:
How do you know?

4. What are the measures to realize different levels of Inclusion?

Your answers:
How do you know?

5. Who benefits from inclusion?

Your answers:
How do you know?

6. Who needs to be involved in the solutions?

Your answers:
How do you know?

7. What processes are needed to make the solutions work?

Your answers:
How do you know?

8. What are the desired outcomes of inclusion in the short term?

Your answers:
How do you know?

9. Midterm?

Your answers:
How do you know?

10. Long term?

Your answers:
How do you know?

5. Looking through the Inclusion Lens- questions to ask

1. How does Wash Alliance programme increase or decrease discrimination on the bases of gender, race, age, culture, religion, sexual orientation or ethnicity?

Your answers:
How do you know?

2. How does WASH Alliance programme increase or decrease equitable access and use of family and community resources for excluded people?

Your answers:
How do you know?

3. How does WASH Alliance Programme increase or decrease isolation?

Your answers:
How do you know?

4. How does WASH Alliance programme increase or decrease opportunities for participation in decision making?

Your answers:
How do you know?

5. How does WASH Alliance Programme add or remove barriers to common spaces, safe environment and social interaction?

Your answers:
How do you know?

6. How does WASH Alliance programme protect or compromise the right of people?

Your answers:
How do you know?

7. How does WASH Alliance programme increase or decrease opportunities for personal development and social support?

Your answers:
How do you know?

8. How does WASH Alliance programme increase or decrease use of Sustainable WASH and IWRM services for excluded people?

Your answers:

How do you know?

9. How can WASH Alliance programme ensure "Leaving No one behind"?

Your answers:
How do you know?

6. Inclusion Lens Template-Based on your answers to the questions above, fill in elements of Exclusion and Inclusion for each the dimensions

Elements of Exclusion	Factors	How to turn to Inclusion
	Social	
	Economic	
	Political	
	Geographical	
	Physical	
	Environmental	

Annex II- Developing Action Plan for Improving Inclusion

The Country Alliances are requested to develop their own Action Plan for Improving Inclusion in the programme:

7 Key Consideration for the Action Plan

1. Who are currently excluded who need to be included in the WASH Alliance Programme?

2. Who are currently allowed to join and may attend meeting in the WASH Alliance Programme, but need to be feel ownership and control (climb the participation ladder)?

3. Who is responsible to ensure inclusion? Roles of partners or other stakeholders. Who takes the lead in what?

4. Process of participation?

5. Resources needed. From where/whom?

6. Timelines?

7. Desired Outcome

8. Measures of Progress?

Annex III- Common terms

Language is important in equity and inclusion. While terms are often changing and open to debate, common language is needed to make change. Here are some of the definitions of common terms used in this guidelines.

Assumptions: Something we presuppose or take for granted without questioning. We accept these beliefs to be true and use them to interpret the world around us.

Accessibility: Accessibility involves removing the barriers faced by individuals with a variety of disabilities (which can include, but is not limited to: physical, sensory, cognitive, learning, mental health) and the various barriers (including attitudinal and systemic) that impede an individual's ability to participate in social, cultural, political, and economic life. Disabilities can be temporary or permanent. As we age our abilities change and therefore an accessible society is one designed to include everybody; both people with disabilities and people who self-identify as non-disabled.

Inclusion: Acknowledging and valuing people's differences so as to enrich social planning, decision-making, and quality of life for everyone. In an inclusive municipality, we each have a sense of belonging, acceptance, and are recognized as valued and contributing members of society. Real inclusion takes place when those already included in the "mainstream" learn from those who are excluded and initiate change.

Privilege: The experience of freedoms, rights, benefits, advantages, access and/or opportunities afforded to members of a dominant group in a society or in a given context.

Stereotypes: Assumptions that generalize how all people in a particular group are the same, without considering individual differences. Stereotypes are often based on misconceptions or incomplete information.

Systemic barriers: Obstacles that exclude groups or communities of people from full participation in, and the benefits of, social, economic, and political life. They may be hidden or unintentional, but are built into the way society works. Existing policies, practices and procedures, as well as assumptions and stereotypes, reinforce them.

Levels of Inclusion:

Invisible: Diversity/inclusion and difference/exclusion are not even on the radar, or there is no recognition of the value that inclusion brings to an organisation, community or programme. Overt or subtle discrimination is present. When a discriminatory incident happens there is no attempt at redress. Individuals who face discrimination must deal with any of its negative impacts on them

without any support. There is a very entrenched/simplistic sense of who is seen as 'normal' and who is seen as 'different'.

Awareness: There is some effort being made to welcome marginalized or worst-off people into the mainstream of the community, based on a belief that all people are equal or an understanding of the harmful effects of exclusion. Discrimination is seen as somewhat important to address, but actions taken to address it lack adequate resources, do not happen consistently and are ad hoc. Interventions by organization focus on helping marginalized individuals meet their basic needs even if they are facing discrimination or exclusion elsewhere.

Intentional Inclusion: The organisation has made an official statement about the importance of inclusion and diversity, and a structural understanding of inclusion and inequity is being advanced. Interventions are planned with the goal of incorporating more equitable practices and attitudes into the entire organization or community. Management and staffs of organisation make initial medium to long-term commitments to inclusion work. Ideas about who excluded from the services and resources in the community are starting to broaden.

Strategic Inclusion: Long-term, broad-reaching strategic measures are taken within organisation and its intervention to decrease barriers to participation for people who have long been marginalized, with the understanding that focusing energy on those with the most barriers improves services for all and would leave no one behind. Strategies to transform processes that maintain systemic discrimination and or exclusion, as well as provisions for measurement and accountability, are in operation. When discrimination/exclusion happens there is a process in place to address it that involves organisation and community support. The organisation is addressing one or a few layers of identity very effectively. The idea of who is 'normal' has shifted to be more reflective of a variety of human difference.

Culture of Inclusion: All elements and dimensions of inclusion and exclusion are identified, analysed, considered and supported. Systemic processes for maintaining inclusion are fully woven into the organization and its interventions. The good of all people and leaving no one behind is a widely held value, and everyone is comfortable with and sees the importance of diversity/inclusion, so discriminatory incidents/exclusion rarely happen. Continuous improvement around inclusion is embedded within the organization. Inclusion is a way of life and all the staffs of organisation and community members are supported to reach their full potential.

Annex IV- References

- Advancing Equity and Inclusion: A Guide for Municipalities http://www.cawi-ivtf.org/sites/default/files/publications/advancing-equity-inclusion-web_0.pdf
- Welcoming & Inclusive, Communities Toolkit, Templates and tools for Alberta's municipalities https://www.auma.ca/sites/default/files/Advocacy/Programs_Initiatives/WIC/wic_toolkit_-_march_2_2015_2.pdf

- Partos Learning Platform practical guide on : 'Leave no one behind'
  https://www.partos.nl/fileadmin/files/Documents/Leave_no_one_behind_practicalguide.pdf
- Wateraid Framework for "Equity and Inclusion", a right based approach