

Gender equality, disability and social inclusion

Continuum and guidance

2024

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About this document

The Australian Water Partnership (AWP) recognises that incorporating Gender Equality, Disability and Social Inclusion (GEDSI) in all AWP activities will contribute to AWP activities being more effective, sustainable and equitable.

Through a range of approaches, and as formulated in its GEDSI Policy, the AWP is seeking to build the understanding and capacity of its Partners in GEDSI. As part of this effort, this document sets out to provide AWP staff and partners with an approach on how to analyse, design, deliver and monitor outcomes that advance GEDSI throughout water resource management efforts.

This document will be reviewed and updated as it is implemented to ensure that it meets the needs of Partners and supports the achievement of AWP's GEDSI commitments. The AWP welcomes and encourages Partners' feedback on this Guidance.

Disclaimer

This publication has been funded by the Australian Government through the Department of Foreign Affairs and Trade. The views expressed in this publication are the author's alone and are not necessarily the views of the Australian Government.

Acknowledgements

This publication and related program work is supported by the Australian Water Partnership (AWP), an international cooperation initiative supporting developing countries in the Indo-Pacific region and beyond to work towards the sustainable management of their water resources. The AWP is funded by the Australian Government through the Australian Department of Foreign Affairs and Trade, and managed by eWater Limited.

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1. Background

The purpose of this guide is to provide Australian Water Partnership (AWP) staff and partners with an approach on how to analyse, design, deliver and monitor outcomes that advance gender equality, disability and social inclusion throughout water resource management efforts.

All AWP activities are required to integrate gender equality, disability and social inclusion (GEDSI).

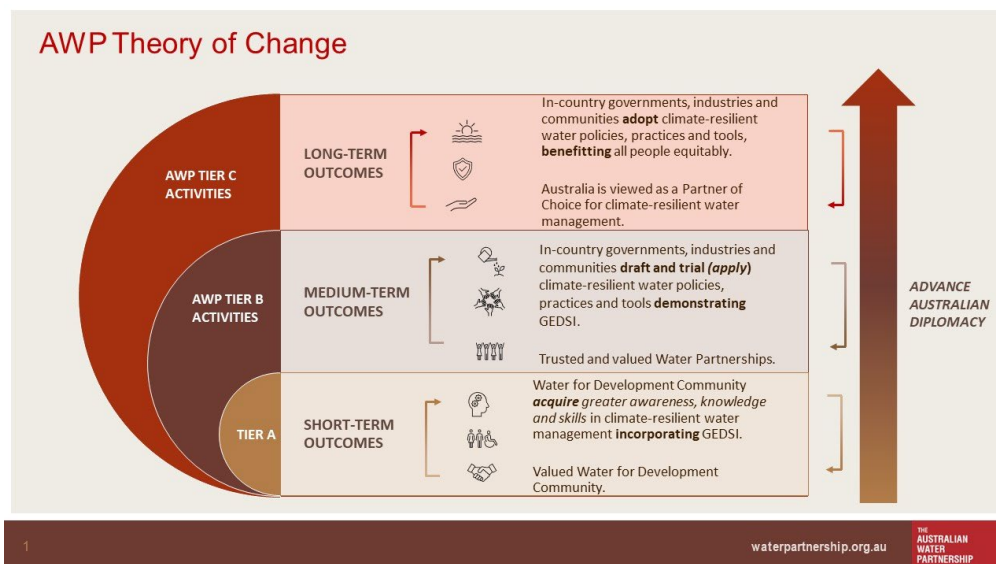
AWP's performance system sets out how GEDSI fits into the AWP Theory of Change (TOC) which states:

The way in which GEDSI is integrated into the activity is proportionate to the complexity and ambition of the activity. The way in which GEDSI progress is assessed is also based on the complexity and ambition of the activity as follows:

- **Tier A activities** Partner acquires water awareness, knowledge and skills *incorporating GEDSI*
- **Tier B activities** In-Country partner draft and pilot water policies, practices and tools *demonstrating GEDSI*
- **Tier C activities** In-Country partner implement water policies, practices and tools water knowledge and skills *benefitting all people equitably*.

GEDSI needs to be integrated into the activity approach and management systems, including monitoring and evaluation (M&E).

Sufficient and appropriate time, effort and budget resources need to be allocated towards addressing GEDSI and achieving GEDSI outcomes, which are key in achieving equitable development outcomes. This includes engaging with local GEDSI stakeholders.



Why do we need a GEDSI Continuum?

Thinking about equality, inclusion and rights along a continuum is useful because it reinforces that there is a starting point, but that increases in resources and effort can lead to deeper engagement and more impactful outcomes. It also clarifies AWP's expectation that the minimum, GEDSI analysis is done to avoid harm and ensure opportunities are captured.

At the same time, the continuum recognises that GEDSI can be culturally challenging and sensitive in WRM activities, and that most AWP activities have limited budgets and a specific focus. Some activities will have scope to pursue empowering and transformative outcomes, but this is not expected of all.

AWP's strategy and GEDSI policy are aligned with the Department of Foreign Affairs and Trade's [Gender equality and women's empowerment strategy](#) (Commonwealth of Australia, 2016) and [Strategy for strengthening disability-inclusive development in Australia's aid program](#) (Commonwealth of Australia, 2015). It is important to recognise that thinking about power, resources and decision-making in water through a rights and equity lens is central to recognising how AWP partners can make a difference in their work.

Activity examples: Exploring the continuum

Sustainable Development Goal (SDG) 6 'clean water and sanitation for all' will not be achieved without a concerted effort by governments and the development sector to put more emphasis and resources towards inclusive and equitable water resources management (WRM) and water, sanitation and hygiene (WASH). Climate change will escalate risks and exacerbate impacts, particularly on vulnerable populations. Inclusive water and WASH are critical connectors for resilience, equipping communities to adapt and respond to increasing climate hazards.

AWP's [GEDSI Policy 2020-2023](#) (AWP, 2020a) recognises that integration of GEDSI leads to more equitable and sustainable outcomes and sets out four commitments that AWP will:

- Build awareness of, and commitment to, principles of gender equality, disability, and social inclusion throughout its work.
- Proactively and deliberately ensure participation and decision making reflects its commitments to gender equality, disability, and social inclusion.
- Ensure approaches to gender equality, disability, and social inclusion will be tailored to the contexts in which they work.
- Track, analyse, measure and report on progress towards its gender equality, disability, and social inclusion commitments.

AWP's accompanying GEDSI [Guidance for Partners](#) (AWP, 2020b) outlines how GEDSI must be considered at all stages of activities, and details guidance on the integration of GEDSI into proposal development (design) and procurement stages. It highlights the importance of undertaking GEDSI analysis to inform design and implementation and provides practical guidance on how to address GEDSI in activities and how to measure GEDSI outcomes through monitoring, evaluation and learning.

AWP's [GEDSI case studies series](#) shares lessons on the practical connections between these issues with activities such as:

- In Cambodia a district-wide water resource management plan integrated strong GEDSI components. WaterAid led a participatory approach to undertake a feasibility study; capacity strengthening activities; engagement of rights-holder organisations to ensure that women and people with disabilities were equal partners in the plan's development.
- In Papua New Guinea (PNG) WaterAid supported the strengthening of climate, GEDSI and water resource management data in the national WASH monitoring system. At the community level, local rights-holder organisations developed skills and led community water resource management and WASH awareness and behaviour change sessions.

- In the Pacific, the Pacific Community (SPC) and Alluvium International integrated GEDSI into the strengthening of flash flood early warning systems (EWS) in the region. The activity supported women in technical roles at the National Hydrology Services (NHSs) and involved stakeholder and community engagement that included diverse perspectives to inform flood EWS planning.
- In Thailand, an experience sharing and knowledge exchange to support reservoir water quality management between Thailand’s Royal Irrigation Department (RID) and Australian counterparts. Led by a GEDSI technical expert, a GEDSI context analysis was undertaken, and subsequent planning and training done to ensure due attention was given to addressing GEDSI issues and improving skills for ongoing programming.
- In Vietnam, technical support to amend the law on water resources incorporated a gender equality disability and social inclusion impact assessment. Vietnam’s national organisation of persons with disabilities, Hanoi Association of Persons with Disabilities (DP Hanoi) were a key partner, along with Aither, who provided recommendations for GEDSI-related amendments to the law.

2. AWP GEDSI Continuum

The guide identifies three levels of gender equality, disability and social inclusion and water resource management programming:



GEDSI Inclusive

A GEDSI Inclusive approach focuses on inclusion of women, people with disabilities and people experiencing other marginalisation. This approach is essential and extremely important in water programs. It supports access to services by addressing the practical needs of people experiencing marginalisation. It understands and addresses barriers experienced by people who are marginalised. One issue with *inclusive* is it can focus on including individuals (such as women or people with disabilities taking leadership positions and claiming rights) but does not fully consider power and relationships.

GEDSI Empowering

The key to ensuring that GEDSI is empowering is working with women and marginalised groups to support them to claim their rights. Empowering GEDSI approaches focus on attitudinal change and supporting people experiencing marginalisation to gain greater confidence. It is also about working to address the structural barriers that prevent participation and decision-making. To be empowering, the underlying social norms that prevent participation and inclusion in decision-making are challenged

and gradually changed. People in decision-making roles accept and support the growing leadership of people who are marginalised and women. Decision-makers are more responsive and accountable.

GEDSI Transformative

A GEDSI transformative approach is a long-term vision that deeply challenges harmful social norms and power imbalances to positively change the position of marginalised people. It addresses the root-causes of inequalities beyond water programs. It is long-term change which involves transforming power. It requires understanding of norms, roles and relationships and uses water programs as a platform to overcome these. It means Rights-holder Organisations are legitimate water actors in high decision-making roles; their leadership is normal and decision-makers are supportive and proactive. It recognises and addresses the risk of violence as a barrier to challenging power and has nuanced approaches to address bias, resistance and backlash and reflects the principle of transformation.

GEDSI Harmful

GEDSI Harmful programs perpetuate inequalities and ignore norms. It is when we fail to recognise the different roles, interests and capacities of different people, and their ability to enact power and access resources. It therefore fails to address barriers to participation in development. While we never intend to run harmful programs, it is important to consider what harmful practices look like so that they can be identified and avoided. It is important to recognise that harmful programming can also lead to violence against women. Empowering women involves challenging established cultural norms and power structures, which can risk increases in violence. At the policy level, harmful can be where policies do not adequately address the linkages between GEDSI and access to water.

3. Understanding how power and inequalities are linked to water resource management and climate change

Who experiences inequality, exclusion and marginalisation?

This section provides an overview of who experience inequality, exclusion and marginalisation and why that is. Barriers to inclusive water resource management continue to persist and prevent equal participation in WRM processes. People's experience of water resource management and climate change are impacted by social, economic and political inequalities. People who are most likely to be the worst impacted by poor water resource management and climate change are people who are poorer, living with a disability or older, women or those impacted by gender inequality, people experiencing poor health or those living in informal settlement, displaced or representing minority groups such as indigenous communities (Grant, Willets & Huggett, 2019). Pro-actively supporting the voices of women, First Nations and marginalised people from communities in water and WASH systems is one of the most effective pathways towards a more climate-resilient world. They have the solutions. Here we look in more detail at a few examples of who is excluded and why:

Gender equality and empowering women

More is needed for women who make up 50% of the population to fully participate and benefit from WRM and climate programs. Women are underrepresented in water management technical and decision-making roles globally. Furthermore community-level water management issues disproportionately affect women and girls who are responsible for unpaid water-related work; have practical water needs different to men and have less social status to make decisions.

Water governance frameworks often miss gender equality targets. WRM programs such as governance, hydropower, large-scale water supply options, integrated water cycle management and water trading offer opportunities for women to engage with government, demonstrate leadership and to claim their rights to water that is responsive to their needs.

Practical steps to facilitate equal participation of women and address gender equality:

- Undertake a gender and power analysis to understand the social norms and gender issues in the context.
- Consult with and ideally partner with local women's rights organisations or Ministries focused on gender equality who can advise and guide on gender provisions in your project.
- Ensure any capacity strengthening, technical upskilling or leadership training has equal participation of women and men.
- Ensure decision-making processes and governance structures such as advisory committees have equal participation of women and men.

Disability inclusion and people with disabilities

People with disabilities are both beneficiaries of water programs as well as agents of change. Persons with disabilities include those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. (UNCPRD, 2006) People with disabilities are a diverse group, and people have different impairments such as difficulty seeing, hearing or talking. When a person's impairment is not accommodated for in their environment, this leads to disability. A person's impairment may lead to them experiencing physical, social, or institutional barriers which limits their daily functioning. Barriers then affect a person's ability to participate in water resource management processes. Gender inequality further exacerbates challenges related to living with a disability. Women with disabilities experience discrimination and exclusion based on their gender and living with a disability.

Practical steps to include people with disabilities in WRM and climate activities:

- Facilitate participation of people with disabilities and of Organisations of Persons with Disabilities (OPD's) in all decision-making, planning, design and implementation activities to ensure managing water resources is inclusive.
- Promote positive social norms related to disability to address negative attitudes, stigma and misconceptions.
- Follow universal design guidelines for any services or infrastructure to ensure it is accessible for people with diverse impairments.
- Coordinate and link with disability services to ensure people with disabilities can access essential services that they need.
- Make sure women with disabilities are part of all disability inclusive activities your project is taking.

Social inclusion and reaching Indigenous communities / First Nations people

Water programs need to be inclusive of diverse social groups, such as Indigenous communities. Here we focus on Indigenous communities, but other social inclusion efforts may seek to include and empower people who are ethnic minorities or part of a caste system; displaced populations; religious groups or others. Indigenous peoples are at greater risk of discrimination, exclusion and marginalisation and therefore disproportionately experience poverty and other inequalities. Yet Indigenous and traditional knowledge can address current and future water-related challenges. It can inform sustainable approaches, adaptation strategies and provide valuable insights. Indigenous and traditional knowledge are valuable assets for water-related decision-makers and managers, as they have a deep connection to water. Indigenous communities face challenges of undermining of traditional knowledge in decision-making, dispossession of land, customary rights to water largely unrecognised, pollution of and extraction from water bodies. Globally, indigenous communities manage protected land and biodiversity. Therefore, they experience greater climate impacts firsthand, calling for even greater integration of their expertise into water management to ensure better resilience and equality in solutions and outcomes.

Practical steps to take to facilitate the active involvement of indigenous communities (DFAT, 2015):

- Analyse the contextual sources of exclusion, marginalisation, and economic and power imbalances, specific to the particular country and/or region, that may prevent indigenous communities from leading their own way out of poverty, or social or economic disadvantage.
- Assess whether your program is likely to exclude or include indigenous peoples. Even if there are inclusion mechanisms in place, ensure that power imbalances are understood and addressed.
- Assess whether your program is likely to cause positive or negative impacts for indigenous peoples.
- Build your program from existing indigenous knowledge and local leadership.
- Indigenous peoples or their representatives are provided with the opportunity to identify their needs, concerns, priorities and recommendations and have been provided with:
 - Sufficient notice to feed in
 - Provided with all relevant information about the project.

People with diverse sexual orientation, gender identities and expressions and sex characteristics (SOGIESC)

All people have SOGIESC. Everyone has a sexual orientation, a gender identity, a gender expression and sex characteristics. The term 'diverse SOGIESC' refers to non-normative forms, for example lesbian, gay, transgender, bi-sexual, intersex and queer people. People with diverse SOGIESC experience discrimination such as harassment, abuse and sometimes violence. Water resource management activities can take practical steps to consult with and include people with diverse SOGIESC.

Practical steps to include people with diverse SOGIESC (Water for Women Fund, Edge Effect & DFAT, 2020):

- Consider how your program is inadvertently excluding people with diverse SOGIESC.
- Seek advice from and potential partnerships with representative organisations of people with SOGIESC, noting that these organisations often work under severe stress with few resources.
- Employ people with diverse SOGIESC in your staff.

- Collaborate with SOGIESC rights organisations and communities to understand stigma and seek their input into program design.

Intersectionality

Intersectionality is the understanding that an individual's experiences will be affected by how different aspects of their identity overlap – for example, their race, class, gender, age, health status or disability status. This can mean that some people will experience more discrimination and marginalisation because of different aspects of their identity. It is an issue that is highly significant in understanding why some groups of people remain 'hard to reach' or 'left behind' in the development process. Knowing the profile of communities can improve discussions around barriers to inclusion and increase the likelihood for interventions to have a widespread impact.

Understanding power

Equality inclusion and rights are critically important. Social norms are when negative attitudes become the common expectations in society that influence how we behave and interact with each other. Social norms are invisible but exist everywhere. Social norms exist around people's identity such as having a disability or a person's gender. Social norms can be negative (harmful) or positive (empowering).

Gender norms are ideas, attitudes, beliefs and actions that dictate how men and women behave, what they are allowed to do or not do within a society (gender roles), community and household and gender norms cannot be understood without understanding culture and context. This is difficult because gender norms are also based on power relationships and therefore any work on gender and other forms of inequality challenges power relationships at the personal, community and societal level (Water for Women, 2022).

Table 1. Examples of what gender norms (ideas, attitudes, beliefs) look like in practice at each level of the water system

Examples of gender norms in water systems	
Individual	A woman participates on a WRM committee meeting. She needs to have skills, confidence, access to information and support from peers to feel confident to speak up during the meeting.
Household	A woman with a disability is a mother with a husband, she needs to be able to negotiate with her husband so that he can take on some extra household work so that she can attend meetings about a new catchment-wide initiative. She also needs to negotiate with her husband or other family members to take care of her children while she attends meetings.
Community	Community and religious leaders need to accept a person with diverse sexual orientation as a WRM committee member. The local water service providers need to have an understanding of the importance of diverse leaders and work with the WRM committee and respect the views of all members on the WRM committee.
National policy	Support women's leadership in water resource management decision-making and ensure that policy review processes will incorporate targets such as incentives for services providers, targets for reaching vulnerable women, and budget allocations for gender inclusion.

4. Practical strategies to apply the continuum

Gender and power analysis

The GEDSI continuum is a helpful tool to analyse the barriers and contextual realities affecting water access, policies and services across different marginalised groups. It can help to ask the right questions to understand power and norms. Understanding whether the GEDSI factors that surface in an analysis are harmful, accommodating or transformative will help to inform solutions that improve GEDSI outcomes.

Designing GEDSI activities tool

The GEDSI continuum can be used in the design process to understand what accommodating, transformative and avoiding harmful outcomes a water project or partnership may achieve. The tool forms the basis of supporting teams and partners to define what transformative looks like, even if it won't be reached in that project (a visioning exercise).

Mainstreaming GEDSI into an existing program

If a program is underway, you can use the continuum to assess and figure out how GEDSI can be improved and strengthened.

Defining GEDSI outcomes/ analysing program impact

Program outcomes mapped across the continuum can become indicators and outcomes, to be measured throughout a program. The GEDSI continuum can be developed into a practical monitoring, evaluation and learning tool.

A participatory monitoring and learning/training tool with partners or stakeholders

The GEDSI continuum is a helpful learning and training tool to use with partners to build greater awareness of GEDSI in practice. It can be used as part of participatory monitoring processes with stakeholders and partners. Project teams can revisit the GEDSI continuum outcomes they defined in the design stage and have a facilitated discussion about whether they are on track to achieve outcomes, why, why not, where to adapt.

Partnering with rights holder organisations/internal reflections

Using the GEDSI continuum as a way of checking in whether as an organisation we are 'walking the talk'. In particular, checking to see whether our partnerships with Rights-Holder Organisations is inclusive, empowering transformative and avoiding harm is a useful application of the tool internally.

Responding to resistance and backlash

Using the GEDSI Continuum to map out and identify the risks of backlash, resistance and then strategies to avoid and monitor them is essential to delivering quality and safe GEDSI outcomes. Use the GEDSI continuum to identify possible sites of backlash, as a tool to improve staff and partners awareness of what Harm looks like and how to avoid it.

5. Designing activities using the continuum

Below we explore the practical steps to apply the continuum to reach, include and empower people experiencing marginalisation, while checking we are doing no harm.

Gender equality examples

Harmful	Inclusive	Empowering	Transformative
<p>Strategies to avoid Harm</p> <p>Analyse, document and respond to risks, including safeguarding dimension.</p> <p>Understand and apply the ‘do no harm’ principles in design and implementation, and through safety and security checks.</p> <p>Build questions about harm or unintended consequences into monitoring, evaluation and learning protocols.</p> <p>Reflect and re-design based on emerging risks and feedback loops.</p>	<p>Women’s groups are consulted in the program.</p> <p>Women are consulted at every stage of the program: design, implementation and monitoring.</p> <p>Women benefit from the program.</p> <p>Water policies explicitly address women’s specific water needs and participation.</p> <p>Gender groups are consulted.</p>	<p>Women are supported to build technical skills, knowledge and confidence.</p> <p>Women are decision-makers at every stage of program: design, implementation and monitoring.</p> <p>Women’s strategic interests improve as a result of the program (gain more status, decision-making, autonomy).</p> <p>Gender groups are partners in the program/service delivery.</p> <p>Men are more aware of gender equality, women’s empowerment.</p> <p>Men and existing decision-makers take actions to empower and support women.</p>	<p>Develop long-term core partnerships with women’s organisations beyond programs.</p> <p>Women are regarded as leaders of WASH and water resource management practice and policy, supported by male peers.</p> <p>Communities are supported to address root causes of discrimination and gender inequality.</p> <p>Advocate to government in allyship with women’s organisations beyond water issues, to gender equality issues such as GBV.</p>

Disability inclusion examples

Harmful	Inclusive	Empowering	Transformative
<p>Strategies to avoid Harm</p> <p>Analyse, document and respond to risks, including safeguarding dimension.</p> <p>Understand and apply the 'do no harm' principles in design and implementation, and through safety and security checks.</p> <p>Build questions about harm or unintended consequences into monitoring, evaluation and learning protocols.</p> <p>Reflect and re-design based on emerging risks and feedback loops</p>	<p>Programs identify and respond to barriers that people with disabilities face in water, such as:</p> <p>Identify water barriers people with disabilities experience.</p> <p>Accessibility across activities.</p> <p>Recognise additional supports may be required to meet water needs.</p> <p>Programs develop and foster meaningful partnerships with organizations of persons with disabilities (OPDs).</p> <p>Referrals are made to disability services and supports.</p>	<p>People with disabilities are supported to build technical skills, knowledge and confidence.</p> <p>People with disabilities are decision-makers who are listened to at every stage of program: design, implementation and monitoring.</p> <p>People with disabilities strategic interests improve as a result of the project.</p> <p>OPDs are partners in the program/service delivery.</p> <p>People in positions of power/decision-making support disability inclusion and take actions to empower them.</p>	<p>Develop long-term core partnerships with OPDs beyond programs.</p> <p>Work with communities to address root causes of discrimination of people with disabilities.</p> <p>People with disabilities of diverse perspectives (gender and different impairments) influence water policy and practice.</p> <p>Advocacy on barriers to water that lie outside the sector e.g. improving disability services.</p>

Social inclusion examples

Harmful	Inclusive	Empowering	Transformative
<p>Strategies to avoid Harm</p> <p>Analyse, document and respond to risks, including safeguarding dimension.</p> <p>Understand and apply the 'do no harm' principles in design and implementation, and through safety and security checks.</p> <p>Build questions about harm or unintended consequences into monitoring, evaluation and learning protocols.</p> <p>Reflect and re-design based on emerging risks and feedback loops</p>	<p>Programs identify and respond to barriers that people experiencing marginalisation and exclusion face in water, such as:</p> <p>Do a GEDSI power analysis to understand population groups that are marginalised, include ethnic minorities, indigenous groups, religious groups, castes as well as individual factors like age, gender, health status and disability.</p> <p>Identify water and climate related issues that people experiencing marginalisation and exclusion face.</p> <p>Participatory approaches and tools and embedded across all activities.</p> <p>Recognise that additional supports may be required to meet water and climate needs. Programs develop and foster meaningful partnerships with local rights holder organisations representing people experiencing marginalisation and exclusion.</p>	<p>People experiencing marginalisation and exclusion are supported to build technical skills, knowledge and confidence.</p> <p>People experiencing marginalisation and exclusion are decision-makers who are listened to at every stage of program: design, implementation and monitoring.</p> <p>People experiencing marginalisation and exclusion strategic interests improve as a result of the project. Rights Holder Organisations are partners in the program/service delivery.</p> <p>People experiencing marginalisation and exclusion in positions of power/decision-making support disability inclusion and take actions to empower them.</p>	<p>Develop long-term core partnerships with Rights Holder Organisations beyond programs.</p> <p>Work with communities to address root causes of discrimination of people experiencing marginalisation and exclusion.</p> <p>People experiencing marginalisation and exclusion who have diverse perspectives (gender and age diversity across different groups) influence water policy and practice.</p> <p>Advocacy on barriers to water that lie outside the sector e.g. improving health services.</p>

6. Key definitions and concepts

Barriers: Factors in a person's environment that hinder their functioning and create disability. Barriers occur when the environment does not accommodate diverse needs among people. It can be helpful to consider barriers as: physical, social, communication and institutional.

Functional limitation: The extent to which an impairment limits a person's daily functioning. For some people their impairments may be at a level that makes daily activities a little difficult, but for others their impairment may be at a level that makes daily activities very difficult.

Gender Norms: Gender norms are a set of dominant beliefs and rules which are determined by a society or social group in relation to the types of roles, interests, behaviours and contributions expected from male, female and other genders. These are grounded in traditions and value systems and can change over time. (Outright Action International, 2019)

Organisations of Persons with Disabilities (OPDs): An organisation is considered an OPD when it is at least 50%, led, directed and governed by persons with disabilities. OPDs bring a unique perspective and have a mandate to speak on behalf of people with disabilities.

Participation: Participation means that people are involved in the social, economic, political and cultural processes that affect their lives. This is recognised as a right. To achieve equality, this must be meaningful, appropriate and provide ownership

Patriarchy: Where the 'male' and 'masculine' are privileged over the 'female' and 'feminine'. Cultural, political, economic and social structures and ideas that directly or indirectly favour men and lead to women or anyone not identified as male/masculine having lower status and being denied equality.

Persons with disabilities: 'Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.' – United Nations Convention on the Rights of Persons with Disabilities (CRPD), Article 1.

Reasonable Accommodation: A short-term measure to provide some adjustments in order to support the participation of people with on an equal basis with others. For example: reimbursements for transport costs or sign language interpretation.

Rights-Holder Organisations (RHOs): Local CSOs made up of and/or advocating for, marginalised people. They include women's organisations, organisations of persons with disabilities, SOGIESC rights organisations and ethnic minority organisations and others.

Social Norms: Social norms are when negative attitudes become the common expectations. Social norms are invisible, and influence our behaviour and how we interact with others. They can be negative (harmful) or positive (empowering) and are relevant to our individual identity factors such as our gender or disability.

Sexual Orientation Gender Identities and Expressions and Sex Characteristics (SOGIESC): *Sexual Orientation* is a person's capacity for romantic, or sexual attraction to individuals or people of the same or other genders. *Gender Identity:* a person's internal/individual experience of their gender. *Gender Expression:* The external presentation of *gender identity*, expressed through clothing, haircut, voice, bodily movements, and interaction with others. Each person's internal experiences of gender may or may not correspond with their *sex assigned at birth*. *Sex Characteristics:* genetic, hormonal, and anatomical characteristics used by the medical system to classify the sex of bodies.

Universal Design: An approach to integrating accessibility features into the design of a water service, program or product that are functional for a diversity of users.

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